

**NEW HAVEN PUBLIC SCHOOLS  
NEW HAVEN, CONNECTICUT**

**INFORMATION ONLY: PERSONNEL REPORT OF THE SUPERINTENDENT January 08, 2024**

**TRANSFER – Administrator:**

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Effective Date</u>
Sequella Coleman	Principal Metropolitan Business Academy <b>General Funds</b> <b>19044060-50113</b>	Supervisor of Student Transfers and Transportation Gateway <b>General Funds</b> <b>19047100-50112</b>	TBD

**RETIREMENT – Administrators:**

<u>Name</u>	<u>Assignment:</u>	<u>Effective Date</u>
Dr. Glynis King-Harrell	Supervisor of Speech and Hearing Gateway <b>General Funds</b> <b>19049200-50112</b>	06/30/2024
Pedro Mendia-Landa	Director of Multilingual Learner Programs Gateway <b>General Funds</b> <b>19044000-50111</b>	06/30/2024
Ellen Maust	Supervisor of Music Gateway <b>General Funds</b> <b>19042200-50112</b>	06/30/2024
James Moseley	Assistant Principal Metropolitan Business Academy <b>General Funds</b> <b>19044060-50113</b>	06/30/2024
Emma Proano-Schulman	Supervisor of Special Education Gateway <b>General Funds</b> <b>19049400-50112</b>	06/30/2024

**NEW HAVEN PUBLIC SCHOOLS  
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**RESIGNATION– Teachers:**

<b><u>Name</u></b>	<b><u>Assignment:</u></b>	<b><u>Effective Date</u></b>
Dr. Somi Devi Akella	Science Metropolitan Business Academy <b>General Funds</b> <b>19041460-50115</b>	01/05/2024
Jamie Caligan	Special Education Nathan Hale School <b>General Funds</b> <b>19049014-50115</b>	12/22/2023
Brian Frazier	Music ESUMS <b>Inter-District Funds</b> <b>27042217-50115</b>	12/13/2023
Elizabeth Johnston	English Nathan Hale School <b>General Funds</b> <b>19041614-50115</b>	01/02/2024
Jacquelyn Malewski	Special Education ESUMS <b>General Funds</b> <b>19049017-50115</b>	01/19/2024
Adam O’Leary	Physical Education Wilbur Cross High School <b>General Funds</b> <b>19040361-50115</b>	01/03/2024
Kimberly Vigliotti	Social Studies Davis Magnet School <b>Inter-District Funds</b> <b>27041509-50115</b>	12/12/2023

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**RETIREMENT– Non-Instructional Staff:**

<b><u>Name</u></b>	<b><u>Assignment:</u></b>	<b><u>Effective Date</u></b>
Nereida Feliciano	General Worker Clinton Ave School <b>Food Service</b> <b>25215200-50126</b>	12/31/2023
James Kopcik	Project Leader Gateway <b>General Funds</b> <b>19047200-50118</b>	01/12/2024

**RESIGNATION– Non-Instructional Staff:**

<b><u>Name</u></b>	<b><u>Assignment:</u></b>	<b><u>Effective Date</u></b>
Jomar Camacho	Drop Out Prevention Itinerant <b>Title 1 Drop Out</b> <b>25315167-50119</b>	12/18/2023
Tatum Wallace	School Security Officer Itinerant <b>General Funds</b> <b>19047300-50127</b>	12/12/2023

**TRANSFER – Teacher:**

<b><u>Name</u></b>	<b><u>From</u></b>	<b><u>To</u></b>	<b><u>Effective Date</u></b>
Janita Frost	Grade 1 Brennan Rogers Magnet School <b>General Funds</b> <b>19041021-50115</b>	Grade 2 Brennan Rogers Magnet School Replacing: Tracey Peterson <b>General Funds</b> <b>19041021-50115</b>	08/28/2023

**NEW HAVEN PUBLIC SCHOOLS  
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**CORRECTION/CHANGE ITEMS: The following items are previous Board Actions approved.  
The action items below represent all the necessary changes and/or corrections.**

**CORRECTIONAL/CHANGE IN FUNDING – Teachers:**

<b><u>Name</u></b>	<b><u>From</u></b>	<b><u>To</u></b>	<b><u>Effective Date</u></b>
Kailey Barney	25526363-61-50115	25536399-61-50115	08/28/2023
Michelle Brenes	25795319-50115	25566469-50115	08/28/2023
Joelle Rosen-Buell	25795319-50115	25566469-50115	08/28/2023
Susan Clark	25795319-50115	25566469-50115	08/28/2023
Ashlie Forsberg	25526363-30-50115	25536399-30-50115	08/28/2023
Mareli Gonzalez	25526363-41-50115	25536399-41-50115	08/28/2023
Jessica Burgett-Leutner	2579-5319-50115	25566469-50115	08/28/2023
Gearlene Salters	25526363-21-50115	25536399-21-50115	08/28/2023
Dana Sherwonit	25476108-50115	19040306-50115	08/28/2023
Ramya Subramanian	25795319-50115	25566469-50115	08/28/2023

**CORRECTION/CHANGE IN STEP AND SALARY– Teacher:**

<b><u>Name</u></b>	<b><u>From</u></b>	<b><u>To</u></b>	<b><u>Effective Date</u></b>
Devin Arpaia	Step G, 4 Yrs. Exp. \$58,603	Step H, 5 Yrs. Exp. \$60,919	08/28/2023

**CORRECTION/CHANGE IN POSITION TITLE– Teachers:**

<b><u>Name</u></b>	<b><u>From</u></b>	<b><u>To</u></b>	<b><u>Effective Date</u></b>
Gina Coleman	Grade 2-3	Grade 3-4	08/29/2022
Alexander Kotkin	Grade 4-5	Grade 5-6	08/29/2022
Vanessa Tondalo	Grade 2-3	Grade 3-4	08/29/2022
Jamie Waggaman	Grade 4-5	Grade 5-6	08/29/2022

**NEW HAVEN PUBLIC SCHOOLS  
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**POSITION RESCINDED– Paraprofessional Staff:**

<b><u>Name</u></b>	<b><u>From</u></b>	<b><u>To</u></b>
Neviene Attalla	Resignation	Rescinded
Roaa Abdelqader- Mustafa	1/22/2024	Rescinded

**POSITION RESCINDED– Non-Instructional Staff:**

<b><u>Name</u></b>	<b><u>From</u></b>	<b><u>To</u></b>
Amanda Cheathem	General Worker Celentano \$21.52/hour	Rescinded

**FAMILY & MEDICAL LEAVE ACT: LEAVE OF ABSENCE REPORT**

The following are listed for information only, having met the requirements for absence under the Family & Medical Leave Act. The dates listed are estimates only. They will remain on payroll so long as they have accrued sick days.

**FMLA LEAVE OF ABSENCE – Teachers:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Marwah Al Lami	Special Education Lincoln Bassett School <b>General Funds</b> <b>19049020-50115</b>	11/28/2023-01/19/2024
Elizabeth Black	Instructional Math Coach Davis Magnet School <b>Inter-District Funds</b> <b>27041009-50115</b>	10/13/2023-11/22/2023
Sunhwa Chapman	Math James Hillhouse High School <b>General Funds</b> <b>19041162-50115</b>	09/20/2023-12/15/2023
Rohanna Delossantos	History/Social Studies Adult Education Center <b>General Funds</b> <b>19046353-50115</b>	01/22/2024-04/12/2024

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Savita Joshi	Science Wilbur Cross High School <b>General Funds</b> <b>19041461-50115</b>	12/20/2023-01/31/2024
Tiffany Nelson	Developmental Reading Fair Haven School <b>General Funds</b> <b>19041316-50115</b>	12/11/2023-01/31/2024
Nancy Rose	Instructional Literacy Coach Conte West Hills Magnet School <b>Title 1 School</b> <b>25315256-50115</b>	12/11/2023-12/22/2023
Jennifer Schnider	Special Education Troup School <b>General Funds</b> <b>19049015-50115</b>	01/11/2024-03/06/2024

**FMLA LEAVE OF ABSENCE – Non-Instructional Staff:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Angelina Monack	General Worker Sound School <b>Food Service</b> <b>25215200-50126</b>	11/14/2023-12/12/2023
Lensley Gay	Site Coordinator Gateway Center <b>Family Resource Center</b> <b>25236344-00-50135</b>	11/09/2023-02/08/2024

**FMLA LEAVE OF ABSENCE – Non-Instructional Staff:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Mary Ann Stewart	Head Teacher School Readiness Nathan Hale School <b>School Readiness Nathan Hale</b> <b>25235808-50128</b>	12/04/2023-03/04/2024

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**INTERMITTENT FMLA LEAVE OF ABSENCE – Teachers:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Angelina Monack	General Worker Sound School <b>Food Service</b> <b>25215200-50126</b>	12/13/2023-06/30/2024
Chris Willems	Science Metropolitan Business Academy <b>Inter-District Funds</b> <b>27041460-50115</b>	12/05/2023-06/30/2024

**INTERMITTENT FMLA LEAVE OF ABSENCE – Instructional Staff:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Karen Speight	Cook/Lead Worthington Hooker School <b>Food Service</b> <b>25215200-50126</b>	08/29/2023-06/30/2024

**MEDICAL LEAVE OF ABSENCE – Teachers:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Mimi Bryant	Pre-K Davis Magnet School <b>General Funds</b> <b>19041009-50115</b>	11/27/2023-12/22/2023
Gina Coleman	Grade 2/3 Jepson Magnet School <b>Inter-District Funds</b> <b>27041018-50115</b>	11/27/2023-12/22/2023
Elpiniki Velezis	Art L.W. Beecher Magnet School <b>Inter-District Funds</b> <b>27042103-50115</b>	11/27/2023-02/21/2024
Jessica Walsh	Read 180 Edgewood Magnet School <b>General Funds</b> <b>19041312-50115</b>	11/27/2023-12/22/2023

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**PERSONAL LEAVE OF ABSENCE – Teacher:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Sunhwa Chapman	Math James Hillhouse High School <b>General Funds</b> <b>19041162-50115</b>	12/18/2023-12/22/2023

**MEDICAL LEAVE OF ABSENCE EXTENSION – Teacher:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Diane Arce	Math Ross/Woodward Magnet School <b>Inter-District Funds</b> <b>27041110-50115</b>	11/27/2023-01/26/2024

**FMLA LEAVE OF ABSENCE EXTENSION – Teachers:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Rosalie Carr	Grade 5 Fair Haven School <b>General Funds</b> <b>19041016-50115</b>	10/23/2023-11/22/2023
Constant Vanwinden	Grade 4 Barnard Magnet School <b>General Funds</b> <b>19041002-50115</b>	01/02/2024-02/06/2024

**MEDICAL LEAVE OF ABSENCE EXTENSION – Non-Instructional Staff:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Antoinette De Barros	Building Manager Grade Schools-Custodial <b>General Funds</b> <b>19047407-50121</b>	11/29/2023-12/22/2023
Andrew Naylor	Assistant Building Manager Grade Schools-Custodial <b>General Funds</b> <b>19047421-50121</b>	11/22/2023-11/30/2023



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**PERSONAL LEAVE OF ABSENCE – Paraprofessional Staff:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Kenia Cuevas	Kindergarten Assistant Teacher Mauro/Sheridan Magnet School <b>Inter-District Funds</b> <b>27041019-50128</b>	01/05/2024-01/24/2024

**MEDICAL LEAVE OF ABSENCE – Paraprofessional Staff:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Isaac Solomon	Special Education Assistant Teacher King/Robinson Magnet School <b>General Funds</b> <b>19049030-50128</b>	10/30/2023-01/30/2024

**RETURN OF LEAVE OF ABSENCE – Teachers:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Sunhwa Chapman	Math James Hillhouse High School <b>General Funds</b> <b>19041162-50115</b>	01/02/2024
Gina Coleman	Grade 2/3 Jepson Magnet School <b>Inter-District Funds</b> <b>27041018-50115</b>	01/02/2024
Eileen Courtney	Integrated Language Arts Betsy Ross Magnet School <b>General Funds</b> <b>19041655-50115</b>	12/13/2023
Annie Harris-Lerew	Math COOP Arts & Humanities High School <b>General Funds</b> <b>19041164-50115</b>	01/02/2024
Nancy Rose	Instructional Literacy Coach Conte West Hills Magnet School <b>Title 1 School</b> <b>25315256-50115</b>	12/11/2023-12/22/2023

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Jessica Walsh	Read 180 Edgewood Magnet School <b>General Funds</b> <b>19041312-50115</b>	01/02/2024
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**RETURN OF LEAVE OF ABSENCE – Paraprofessional Staff:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Iris Mellaly	Head Teacher/Early Learning Center Hill Central School <b>School Readiness Hill Central</b> <b>25236067-50128</b>	01/03/2024
Mary Walters	Special Education Assistant Teacher Brennan Rogers Magnet School <b>Idea Part B Entitlement</b> <b>25045034-50128</b>	01/02/2024

**Dr. Madeline Negrón  
Superintendent of Schools**



## NEW HAVEN PUBLIC SCHOOLS

### Board of Education Committee Meeting

#### SUMMARY OF MOTIONS

New Haven Board of Education Regular Meeting

December 11, 2023

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- 190-23*      **Motion to approve Board Meeting revised minutes for November 13, 2023 of by Dr. Joyner seconded by Mr. Wilcox. (Motion Passed)**  
Ms. Rivera, yes; Mr. Wilcox, yes; Dr. Joyner, yes; Mayor Elicker, yes;  
Dr. Yarborough, yes; Dr. Benitez, yes; Mr. Musser, yes.
- 191-23*      **Motion to approve Board Meeting revised minutes for November 27, 2023 of by Mr. Wilcox seconded by Dr. Joyner. (Motion Passed)**  
Ms. Rivera, yes; Mr. Wilcox, yes; Dr. Joyner, yes; Mayor Elicker, yes;  
Dr. Yarborough, yes; Dr. Benitez, yes; Mr. Musser, yes.
- 192-23*      **Motion to approve the Committee Meeting Calendar 2024/2025 dates with the amendment to the Governance Committee meetings will take place on the fourth Tuesday of the month at 4:30pm by Dr. Joyner seconded by Mr. Wilcox. (Motion Passed)**  
Ms. Rivera, yes; Mr. Wilcox, yes; Dr. Joyner, yes; Mayor Elicker, yes;  
Dr. Yarborough, yes; Dr. Benitez, yes; Mr. Musser, yes.
- 193-23*      **Motion to approve the submission of the districts Head Start Grant Application and direct the board of education president to sign the attestation that says the district can apply by Mr. Wilcox seconded by Dr. Joyner. (Motion Passed)**  
Ms. Rivera, yes; Mr. Wilcox, yes; Dr. Joyner, yes; Mayor Elicker, yes;  
Dr. Yarborough, yes; Dr. Benitez, yes; Mr. Musser, yes.
- 194-23*      **Motion to approve Superintendents Personnel Report by Mr. Wilcox, seconded by Dr. Joyner. (Motion Passed)**  
Ms. Rivera, yes; Mr. Wilcox, yes; Dr. Joyner, yes; Mayor Elicker, yes;  
Dr. Yarborough, yes; Dr. Benitez, yes; Mr. Musser, yes.
- 195-23*      **Motion to grant the superintendent the request the approval to hire all staff (exempt administrator's) until the next regular board meeting set for January 8th 2024 by Dr. Joyner seconded by Dr. Benitez. (Motion Passed)**  
Ms. Rivera, yes; Mr. Wilcox, yes; Dr. Joyner, yes; Mayor Elicker, yes;  
Dr. Yarborough, yes; Dr. Benitez, yes; Mr. Musser, yes.



## NEW HAVEN PUBLIC SCHOOLS

### Board of Education Committee Meeting

*196-23*      **Motion to approve the 3 Abstracts, 12 Agreements, 3 Purchase Orders, 1 Contract and 1 Change Order as amended by Mr. Wilcox seconded by Dr. Yarborough.**

Ms. Rivera, yes; Mr. Wilcox, yes; Dr. Joyner, yes; Mayor Elicker, yes;  
Dr. Yarborough, yes; Dr. Benitez, yes; Mr. Musser, yes.

*197-23*      **Motion to adjourn by Dr. Joyner seconded by Mr. Wilcox meeting adjourned at 7:05pm.**

Ms. Rivera, yes; Mr. Wilcox, yes; Dr. Joyner, yes; Mayor Elicker, yes;  
Dr. Yarborough, yes; Mr. Musser, yes.



## NEW HAVEN PUBLIC SCHOOLS

### Board of Education Committee Meeting

#### SUMMARY OF MOTIONS

New Haven Board of Education Special Meeting

December 21, 2023

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- 198-23*      **Motion to approve education specification documents and authorize the superintendent to sign off any other related documents for the HVAC Grant paperwork of by Mr. Wilcox seconded by Dr. Joyner. (Motion Passed)**  
Ms. Rivera, yes; Mr. Wilcox, yes; Dr. Joyner, yes; Mayor Elicker, yes;  
Dr. Yarborough, yes.
- 199-23*      **Motion to authorize our school board president and our superintendent and authorized representative First Student to complete on behalf of the district the 2023 Clean School Bus Rebate program awareness certification as well that our superintendent and her cabinet both be authorized to be the school district authorized representative or alternate representative and first student to be the applicant authorized on the 2023 Clean School Bus Rebates Program District approval letter as NHPS third party applicant by Dr. Yarborough seconded by Mr. Wilcox. . (Motion Passed)**  
Ms. Rivera, yes; Mr. Wilcox, yes; Dr. Joyner, yes; Mayor Elicker, yes; Dr. Yarborough, yes.
- 200-23*      **Motion to adjourn by Mr. Wilcox seconded by Dr. Joyner meeting adjourned at 11:02am.**  
Ms. Rivera, yes; Mr. Wilcox, yes; Dr. Joyner, yes; Mayor Elicker, yes; Dr. Yarborough, yes.

**NEW HAVEN BOARD OF EDUCATION MEETING**

**January 8, 2024**

**INFORMATION ONLY**

1. Agreement with Sean Allen, Sr., to provide a social-emotional support program for students at Celentano School, from January 3, 2024 to June 5, 2024, in an amount not to exceed \$8,500.00.  
Funding Source: Title I Program Acct. #2531-5265-56694-0048
2. Agreement with Connecticut State Community College – Gateway, to provide Introduction to Criminal Justice course for up to 20 HSC students, from February 2, 2024 to May 13, 2024, in an amount not to exceed \$16,272.00. Funding Source: ARP ESSER III Carryover Program Acct. # 2553-6399-56694-0066
3. Agreement with Hearst Communications, Inc., to provide a three-month marketing campaign to support Interdistrict recruitment for HSC, from January 9, 2024 to March 30, 2024, in an amount not to exceed \$7,000.00. Funding Source: Interdistrict Magnet Program Acct. #270-433-66-56697
4. Agreement with Faythe Johnson, to provide support to a speech-pathologist, under the supervision of a certified Speech-Language Pathologist, SLP, by implementing service plans, providing treatment, documentation, data collection and reporting, from January 10, 2024 to June 30, 2024, in an amount not to exceed \$5,508.00. Funding Source: 2023-2024 Operating Budget Acct. #190-490-56694
5. Memorandum of Understanding with Yale New Haven Hospital, to provide the New Haven Public School District with a grant in the amount of \$16,653.00 to fund internships for 14 high school students enrolled in the School to Career Program for Spring 2024 Semester, from February 1, 2024 to April 4, 2024.
6. Memorandum of Understanding with Yale New Haven Hospital to provide the New Haven Public School District with a grant, in the amount of \$4,760.00 for students participating in the Virtual Career Awareness Program, from February 20, 2024 to March 28, 2024.
7. Agreement with SmartPass, Inc. to provide Hillhouse High School with Hall Pass Pro Plan program which provide digital Hall Passes from January 8, 2024 to June 30, 2024, in an amount not to exceed \$4,092.00.  
Funding Source: Title I SIG Carryover III Acct. # 2531-6426-54413-0062
8. Agreement with TetherEd to provide website hosting with continuous support of the Virtual School Explorer platform that enables families to know schools from home with application feedback and integrated social media and marketing capabilities for the Choice and Enrollment office from December 1, 2023 to March 1, 2024 in an amount not to exceed \$15,000.00.  
Funding Source: 2023-2024 Operating Budget Acct. # 190-40700-56694
9. Purchase Order under State Contract 20PSX0088 with Dalene Flooring to cover after hour costs and additional tread at Hillhouse High School, in an amount of \$4,608.73.  
Funding Source: 2023-2024 Capital Projects Acct.# 3C24-2461-58101



NEW HAVEN PUBLIC SCHOOLS  
New Haven, Connecticut

**NEW HAVEN BOARD OF EDUCATION FINANCE & OPERATIONS COMMITTEE MEETING**

Tuesday January 2, 2024

**MINUTES**

**Present:** Mr. Matthew Wilcox, Dr. Orlando Yarborough, Ms. Yesenia Rivera  
**Staff:** Dr. Madeline Negrón, Dr. Michael Finley, Dr. Paul Whyte, Ms. Patricia DeMaio, Ms. Keisha Redd-Hannans, Ms. Linda Hannans, Ms. Kristina DeNegre, Mr. Thomas Lamb, Ms. Typhanie Jackson, Ms. Gemma Joseph Lumpkin, Ms. Jessica Haxhi, Ms. Mary Derwin, Ms. Cari Strand, Mr. Christian Tabares, Attorney Elias Alexiades  
**Guests:** Jay Brotman from Svigals + Partners, Kemp Morhart, The S/L/A/M Collaborative

**Call to Order:** Mr. Wilcox called the meeting to order at 4:32 p.m.

**Summary of Motions:**

1. **Recommend Approval of Action Items:** A motion by Dr. Yarborough, seconded by Mr. Wilcox, to Recommend Approval of 5 Abstracts, 21 Agreements, 4 Contracts, 5 Purchase Orders and 1 Change Order was unanimously approved by Roll Call Vote: Dr. Yarborough, Yes; Ms. Rivera, Yes; Mr. Wilcox, Yes.
2. **Motion to Adjourn:** A motion by Ms. Rivera, seconded by Mr. Wilcox to adjourn the meeting at 7:50 p.m., was approved by Roll Call Vote: Ms. Rivera, Yes; Mr. Wilcox, Yes; Dr. Yarborough not present.

**I. INFORMATION ONLY & ACTION ITEMS:**

**A. INFORMATION ONLY:** Committee members did not have questions about the following Information Only Items approved by the Superintendent:

1. Agreement with Sean Allen, Sr., to provide a social-emotional support program for students at Celentano School, from January 3, 2024 to June 5, 2024, in an amount not to exceed \$8,500.00.  
Funding Source: Title I Program Acct. #2531-5265-56694-0048
2. Agreement with Connecticut State Community College – Gateway, to provide Introduction to Criminal Justice course for up to 20 HSC students, from February 2, 2024 to May 13, 2024, in an amount not to exceed \$16,272.00.  
Funding Source: ARP ESSER III Carryover Program Acct. # 2553-6399-56694-0066
3. Agreement with Hearst Communications, Inc., to provide a three-month marketing campaign to support Interdistrict recruitment for HSC, from January 9, 2024 to March 30, 2024, in an amount not to exceed \$7,000.00.  
Funding Source: Interdistrict Magnet Program Acct. #270-433-66-56697
4. Agreement with Faythe Johnson, to provide support to a speech-pathologist, under the supervision of a certified Speech-Language Pathologist, SLP, by implementing service plans, providing treatment, documentation, data collection and reporting, from January 10, 2024 to June 30, 2024, in an amount not to

exceed \$5,508.00.

Funding Source: 2023-2024 Operating Budget Acct. #190-490-56694

5. Memorandum of Understanding with Yale New Haven Hospital, to provide the New Haven Public School District with a grant in the amount of \$16,653.00 to fund internships for 14 high school students enrolled in the School to Career Program for Spring 2024 Semester, from February 1, 2024 to April 4, 2024.
6. Memorandum of Understanding with Yale New Haven Hospital to provide the New Haven Public School District with a grant, in the amount of \$4,760.00 for students participating in the Virtual Career Awareness Program, from February 20, 2024 to March 28, 2024.
7. Agreement with SmartPass, Inc. to provide Hillhouse High School with Hall Pass Pro Plan program which provide digital Hall Passes from January 8, 2024 to June 30, 2024, in an amount not to exceed \$4,092.00.  
Funding Source: Title I SIG Carryover III Acct. # 2531-6426-54413-0062
8. Agreement with TetherEd to provide website hosting with continuous support of the Virtual School Explorer platform that enables families to know schools from home with application feedback and integrated social media and marketing capabilities for the Choice and Enrollment office from December 1, 2023 to March 1, 2024 in an amount not to exceed \$15,000.00.  
Funding Source: 2023-2024 Operating Budget Acct. # 190-40700-56694
9. Purchase Order under State Contract 20PSX0088 with Dalene Flooring to cover after hour costs and additional tread at Hillhouse High School, in an amount of \$4,608.73.  
Funding Source: 2023-2024 Capital Projects Acct.# 3C24-2461-58101

## B. ABSTRACTS:

1. Yale New Haven Hospital Career Awareness Program Grant, in the amount of \$4,760.00 for January 9, 2024 to April 30, 2024 to provide a virtual career awareness program for high school students was presented by Ms. Natalino who provided an overview of the program.  
Funding Source: Yale New Haven Hospital
2. Yale New Haven Hospital School to Career Program Grant, in the amount of \$16,659.00 for January 9, 2024 to June 30, 2024 to provide in-person, paid internships to 14 high school students was presented by Ms. Natalino, who answered questions about the program.  
Funding Source: Yale New Haven Hospital
3. FAFSA Challenge Grant in the amount of \$21,605.00 for December 11, 2023 to June 30, 2024, to support improvement of FAFSA completion rates for James Hillhouse, Wilbur Cross, New Haven Academy, Metropolitan Business Academy and COOP high schools was presented by Ms. Natalino, who answered questions about the program.  
Funding Source: Connecticut State Department of Education
4. Title IVA – Student Support and Academic Enrichment Grant 2024, in the amount of \$837,564.00 of which \$787,647.96 is designated for public schools and \$49,916.04 is designated for non-public schools was presented by Ms. Haxhi, who provided an overview of the funded programs under the grant. In response to Dr. Yarborough’s question about the possibility of including environmental programs under the grant, Ms.



Haxhi indicated that she would follow-up.

Funding Source: Connecticut State Department of Education

5. CT-AUMH Integrated Care Pilot Project in the amount of \$24,000.00 per year for two years, to support a stipend for a Family Educator in the Fair Haven School Family Resource Center for January 1, 2024 to December 30, 2024 was presented by Ms. Joseph-Lumpkin who reported that 100 families are served by the grant.

Funding Source: Connecticut Department of Social Services and  
Connecticut Association for Infant Mental Health

### C. AGREEMENTS:

1. Agreement with Trifecta Ecosystems, Inc., to plan, build and install an additional garden and outdoor education/community area at HSC, from January 9, 2024 to June 30, 2024, in an amount not to exceed \$75,000.00 was presented by Ms. Strand.

Funding Source: SIG – HSC Program Acct. #2531-6393-56694-0066

2. Agreement with Great School Partnership, Inc., to provide professional development to faculty at HSC to support continued implementation of a project-based learning curriculum in a mastery-based grading system, from January 9, 2024 to June 30, 2024, in an amount not to exceed \$52,000.00 was presented by Ms. Strand.

Funding Source: School Improvement Grant HSC Acct. #2531-6393-56694-0066

**Correction:** After the meeting, a typo was discovered in the funding account number. The account number was corrected from 2531-6399 to 2531-6393 as indicated above; the corrected account number will appear on the Action Item listing for the New Haven Board of Education meeting.

3. Agreement with Leadership, Education and Athletics in Partnership, Inc., (LEAP), to provide an after-school literacy based enrichment program for up to 245 students, grades 1<sup>st</sup> through 8<sup>th</sup> in Title I Schools, from February 1, 2024 to June 9, 2024, in an amount not to exceed \$50,000.00 was presented by Ms. Redd-Hannans on behalf of Ms. Camacho.

Funding Source: Title I C/O Program Acct. # 2531-5265-56905-0000

**Correction:** After the meeting, it was discovered that the funding source was incorrectly stated: the funding source is from Title I Carryover, not Title I as originally stated. The correction is indicated here and will appear on the Action Items listing for the New Haven Board of Education meeting.

4. Agreement with Achievement First, to provide special education services for New Haven Public School students attend the Amistad Academy Charter School and Elm City Charter School, from August 28, 2023 to June 30, 2024, in an amount not to exceed \$497,414.00 was presented by Ms. Jackson who reported that the negotiations with the Charter School was delayed and that in the future, the organization will continue to seek increased funding for services.

Funding Source: 2020-2024 Operating Budget Acct. # 190-494-56694

5. Amendment #1 to Agreement #91361165 with Cheshire Fitness Zone, to increase funding of \$141,960.000 by \$141,960.00 to \$283,920.00 and to increase Scope of Service to provide increased staffing for speech-language remediation and evaluation throughout the district was presented by Ms. Jackson.

Funding Source: 2023-2024 Operating Budget Acct. #190-490-56694

6. Amendment #1 to Agreement #91362371 with RelayHub, LLC, to change the start date of the Agreement from August 28, 2023 to July 1, 2023, with no change in funding amount of \$97,200.00 was presented by Ms. Jackson. Funding Source: 2023-2024 Operating Budget Acct. #190-490-00-56694
7. Memorandum of Understanding by and between the Connecticut Association for Infant Mental Health and the New Haven Board of Education, to participate in an Integrated Care Pilot Project at the Fair Haven School Family Resource Center, and to provide grant funding in the amount of \$24,000.00 to support a stipend for a Family Resource Center Educator, from January 1, 2024 to December 30, 2025 was presented by Ms. Joseph-Lumpkin, who explained that the MOU was related to the Abstract she presented for the Integrated Care Pilot Project.  
**Discussion:** Mr. Wilcox recommended that in future, Memorandums will be listed as a separate category so as not to confuse with Agreements.
8. Amendment #1 to Agreement #96399777 with ARTE, Inc., to expand the Scope of Service to include after school programming at Jepson and Clinton Avenue schools; to provide after school programming for McKinney-Vento families at the Atwater Senior Center; and, to provide Saturday Academy and College Readiness programming for McKinney-Vento homeless students at the Atwater Senior Center; and, to increase funding of \$85,050.00 by \$43,130.00 to \$128,180.00 was presented by Ms. Joseph-Lumpkin and Mr. Tabares. Ms. Joseph Lumpkin addressed concerns raised about a potential staff conflict of interest related to homeless funding. She indicated that the district follows the Board of Education Policy #9720 and discussed the process and guidelines utilized in the department to address conflict of interest issues.  
 Funding Sources: ARP ESSER III C/O- 2553-6399-56694-0444 (\$28,350.00- FAME)  
 ARP ESSER III C/O- 2553-6399-56694-0444 (\$18,900.00- John C. Daniel)  
 ARP ESSER III C/O- 2553-6399-56694-0444 (\$18,900.00- Truman)  
 ARP ESSER III C/O- 2553-6399-56694-0444 (\$18,900.00- Troup)  
**ARP ESSER III C/O- 2553-6399-56694-0444 (\$6,650.00- Clinton Ave)**  
**ARP ESSER III C/O- 2553-6399-56694-0444 (\$16,450.00- Jepson)**  
**ARP ESSER II Homeless Children and Youth- 2555-6452-56697-0111 (\$20,000)**  
**Discussion:** Ms. Joseph-Lumpkin discussed the program and addressed concerns raised about a staff conflict of interest with the contractor. She reviewed the Board of Education's Conflict of Interest Policy and indicated that she has followed the policy; staff in question was not involved in selection of the contractor, in negotiation of the Agreement or funding decisions. She is the McKinney Vento grant manager, not the staff person in question. Dr. Negron was asked to weigh in on the conflict of interest issue. She reported that she has reviewed the Board of Education Conflict of Interest Policy, reviewed internal processes with Ms. Joseph Lumpkin and is confident the situation is being handled appropriately. Ms. Joseph-Lumpkin indicated that she will provide further information on the vendor selection process during her presentation. Committee members indicated that they preferred voting on action items after that presentation. **No motion was made and no vote was taken.**
9. Amendment #2 to Agreement #95384038 with Auntie Rose Child Care, to convert unenrolled slots converted into 9 infant/toddler slots, and to increase funding of \$365,708.00 by \$60,750.00 to \$426,458.00 was presented by Ms. Derwin on behalf of Ms. Diaz-Valencia.  
 Funding Source: School Readiness Priority Program Acct. #2523-6432-56697-0442
10. Amendment #3 to Agreement #95384040 with Calvin Hill Day Care Center to increase the number of slots from 11 by 1 to 12, and to increase funding of \$72,400.00 by \$3,600.00 to \$76,000.00 was presented by Ms. Derwin on behalf of Ms. Diaz-Valencia.

- Funding Source: School Readiness Priority Program Acct. #2523-6432-56697-0442
11. Amendment #2 to Agreement #95384032 with First Step Child Care, to increase the number of slots by 2, and to increase funding of \$237,216.00 by \$8,924.00 to \$246,140.00 was presented by Ms. Derwin on behalf of Ms. Diaz-Valencia.  
Funding Source: School Readiness Priority Program Acct. #2523-6432-56697-0442
12. Amendment #2 to Agreement #95384024 with Friends Center, to increase the number of slots from 60 by 1 to 61 slots, and to increase funding of \$593,040.00 by \$4,462.00 to \$597,502.00 was presented by Ms. Derwin on behalf of Ms. Diaz-Valencia.  
Funding Source: School Readiness Priority Program Acct. #2523-6432-56697-0442
13. Amendment #2 to Agreement with Gateway Community College, to convert six open full day Pre-K slots to four infant toddler slots, and to increase funding of \$295,720.00 by \$27,000.00 to \$322,720.00 was presented by Ms. Derwin on behalf of Ms. Diaz-Valencia  
Funding Source: School Readiness Priority Program Acct. #2523-6432-56697-0442
14. Amendment #2 to Agreement with The Little School House, to convert four unfilled Pre-K slots to four infant/toddler slots, and to increase funding of \$177,912.00 by \$27,000.00 to \$204,912.00 was presented by Ms. Derwin on behalf of Ms. Diaz-Valencia.  
Funding Source: School Readiness Priority Program Acct. #2523-6432-56697-0442
15. Amendment #2 to Agreement #95384025 with Montessori School on Edgewood, to reduce the number of slots by 4, and to decrease funding of \$306,404.00 by \$17,848.00 to \$288,556.00 was presented by Ms. Derwin on behalf of Ms. Diaz-Valencia.  
Funding Source: School Readiness Priority Program Acct. #2523-6432-56697-0442
16. Amendment #2 to Agreement with Westville Community Nursery School, to convert 2-part day slots to 1 school day slot, and to decrease funding of \$69,720.00 by \$3,000.00 to \$66,720.00 was presented by Ms. Derwin on behalf of Ms. Diaz-Valencia.  
Funding Source: School Readiness Priority Program Acct. #2523-6432-56697-0442
17. Agreement with Winston Strategic Partners, LLC to provide marketing for the schools which includes cable tv, radio and digital advertising which is inclusive of all types of media, from December 26, 2023 to March 1, 2024 in an amount not to exceed \$60,000.00 was presented by Mr. Marquelle Middleton who discussed the advertising campaign and answered committee member questions about enrollment and lottery. Mr. Middleton explained that cost was contained because they are reusing last year's deliverables.  
Funding Source: 2023-2024 Operating Budget Acct. # 190-40700-56694
18. Amendment #1 under Agreement 2023-CON-0379 with Shipman & Goodwin to increase funding amount from \$35,000.00 by \$90,000.00 for a total amount of \$125,000.00, to cover the costs for the remainder of the fiscal year was presented by Mr. Lamb.  
Funding Source: 2023-2024 Operating Budget Acct. # 190-47400-56694
19. Amendment #1 under Agreement 2023-CON-0377 with Shipman & Goodwin to increase funding amount from \$80,000.00 by \$130,000.00 for a total amount of \$210,000.00, to cover the costs for the remainder of the fiscal year was presented by Mr. Lamb.

Funding Source: 2023-2024 Operating Budget Acct. # 190-47400-56694

20. Agreement with CT Custom Aquatics to provide start up and operational costs associated with Martinez Pool from January 2, 2024 to June 30, 2024, in an amount not to exceed \$52,500.00 was presented by Mr. Fanelli. Mr. Wilcox inquired about the vendor's Sole Source status. Mr. Lamb indicated that the letter was just issued and would be added to the backup posting.

Funding Source: 2023-2024 Capital Projects Acct. # 3C24-2461-58101

21. Agreement with Stantec Consulting Service, Inc. to provide landscape architectural for playgrounds in the district, from January 2, 2024 to June 30, 2024 in an amount not to exceed \$75,000.00 was presented by Mr. Fanelli.

Funding Source: 2023-2024 Capital Projects Acct. # 3C24-2461-58101

#### D. CONTRACTS:

1. Award of Contract 70205049X with Elite Construction Resources to supply and install of a motorized gym divider for King Robinson school gymnasium, from January 2, 2024 to June 30, 2024, in an amount not to exceed \$27,205.00 was presented by Mr. Alleyne.

Funding Source: ARP ESSER III Carryover Acct. # 2553-6399-56694-0030

2. Award of Contract 21907 to Concrete Creations to demolish and construct new wooden deck entrance at Sound School (Anderson, Thomas & McNeil) from January 2, 2024 to June 30, 2024, in an amount not to exceed \$202,330.00 was presented by Mr. Fanelli.

Funding Source: 2023-2024 Capital Projects Acct. #3C24-2461-58101  
Presenter: Mr. Frank Fanelli Document Link: ConcreteSound

3. Contract 21903X with Tucker Mechanical to replace the existing make up air unit at Betsy Ross School from January 2, 2023 to June 30, 2024, in an amount not to exceed \$55,072.00 was presented by Mr. Fanelli.

Funding Source: ARP ESSER III Carryover Acct. # 2553-6399-56697-0474

4. Contract 21911X with New Haven Painter to renovate the contents of approximately 1,250 sq. ft. of an existing classroom acoustic sprayed ceiling at Career High School Class 302 from January 2, 2023 to June 30, 2024, in an amount not to exceed \$22,500.00 was presented by Mr. Fanelli.

Funding Source: 2023-2024 Capital Projects Acct, # 3C24-2461-58101

5. **WITHDRAWN** Contract 21912 with A. Prete to renovate weight room at Cross High School from January 2, 2024 to June 30, 2024 in an amount not to exceed \$277,909.00 was withdrawn by Mr. Fanelli.

Funding Source: 2023-2024 Capital Projects Acct. # 3C24-2461-58101

#### E. PURCHASE ORDERS:

1. Purchase Order under contract 21892-4-5 with Concrete Creations, LLC to repair pipe trench at Cross High School from December 14, 2023 to June 30, 2024 in an amount \$78,800.00 was presented by Mr. Fanelli.

Funding Source: 2023-2024 Capital Projects Acct. # 3C24-2461-58101

2. Purchase Order under State Contract 18PSX0319 with Sports Construction of Ct. to install and move bleachers at Cross High School from January 2, 2024 to June 30, 2024, in an amount not to exceed \$31,680.00 was presented by Mr. Fanelli.  
Funding Source: 2023-2024 Capital Projects Acct. # 3C20-2084-58101
3. Purchase Order under State Contract 21PSX0106AA with Tucker Mechanical to repair leaks on boiler at Cross High School from January 2, 2024 to June 30, 2024, in an amount not to exceed \$85,043.00 was presented by Mr. Fanelli.  
Funding Source: 2023-2024 Capital Projects Acct. # 3C24-2461-58101
4. Purchase Order under State Contract 19PSX0088 with Utility Communications to install a bidirectional amplifier system at Career High School from January 2, 2024 to June 30, 2024, in an amount not to exceed \$107,120.13 was presented by Mr. Fanelli.  
Funding Source: 2023-2024 Operations Budget Acct. # 3079-MB01-54411
5. Purchase Order under State Contract 19PSX0088 with Utility Communications to install a bidirectional amplifier system at Hillhouse High School from January 2, 2024 to June 30, 2024, in an amount not to exceed \$105,815.50 was presented by Mr. Fanelli.  
Funding Source: 2023-2024 Operations Budget Acct. # 3079-MB01-54411

#### F. CHANGE ORDERS:

1. Change Order #1 of Contract 21687-4-5 with Sports Construction of CT, LLC to increase funding amount from \$50,000.00 by \$10,000.00 for a total amount of \$60,000.00 to cover costs incurred for the remainder of the fiscal year was presented by Mr. Fanelli.  
Funding Source: 2023-2024 Capital Projects Acct. # 3C22-2261-58101 (\$50,000.00)  
2023-2024 Capital Projects Acct. # 3C24-2461-58101 (\$10,000.00)

#### II. DISCUSSION:

- **YFCE RFQ Process Overview and Afterschool Programs:** Ms. Joseph Lumpkin provided a presentation on the goals for extended learning and enrichment opportunities, the RFQ process, community partners and the evaluation process. A discussion ensued about equitable funding for services and the potential for opening the process to new contractors and enhancements to the evaluation process. Ms. Hannans recommended editing of slide #9 to clarify encumbrances. Mr. Wilcox asked Ms. Joseph Lumpkin to provide a memo for the Board of Education that details how conflict of interests is handled. Dr. Yarborough suggested that we may consider adding a question to the Agreement memo asking if a conflict of interest exists. Mr. Wilcox asked that Ms. Joseph-Lumpkin provide a detailed memo related to the Arte Amendment, discussing how the conflict of interest is handled. The memo should be posted with the Board of Education packet.

At the conclusion of the presentation and discussion, Mr. Wilcox asked committee members about moving on action items. Members agreed to move items forward to the Board of Education:

**Motion:** A motion by Dr. Yarborough, seconded by Mr. Wilcox, to Recommend Approval of 5 Abstracts, 21 Agreements, 4 Contracts, 5 Purchase Orders and 1 Change Order was unanimously approved by Roll Call Vote: Dr. Yarborough, Yes; Ms. Rivera, Yes; Mr. Wilcox, Yes.

- **Facilitates Master Plan:** Dr. Negrón introduced the plan, noting that it is Part 1 of a more detailed plan that will be used to guide a Capital Plan for the future. She anticipates presenting that plan to the committee in the upcoming month. Mr. Lamb introduced Mr. Jay Brotman from Svigals + Partners, and Mr. Kemp Morhart, from The S/L/A/M Collaborative who provided a summary of findings and recommendations for the facilities plan. At the conclusion of their presentation, Mr. Lamb reviewed vision and goals for the project. As a task force will be required for the implementation of the plan, Mr. Wilcox suggested that the City-Wide Building Committee be utilized to assist with that function. He also suggested that the links and presentation be sent to the Board in advance.

**Adjournment:** A motion by Ms. Rivera, seconded by Mr. Wilcox to adjourn the meeting at 7:50 p.m., passed by Roll Call Vote: Ms. Rivera, Yes; Mr. Wilcox, Yes. Dr. Yarborough not present at this time.

Respectfully submitted,

Patricia A. DeMaio

ATTN: BOE Finance Committee

FROM: Dr. Madeline Negrón and Gemma Joseph-Lumpkin

DATE: January 3, 2024

SUBJ: Conflict of Interest Concerning ARTE and NHPS Employee

The New Haven Public Schools (NHPS) adheres to the Board of Education Policy 9270(a), which governs conflicts of interest among its employees and officials. A potential conflict of interest involving a community partner/vendor, ARTE, and an NHPS employee has arisen.

NHPS policy dictates that no employee or official shall engage in activities that result in a conflict of interest between their public duties and private affairs. A conflict of interest exists if an employee or their immediate family may directly financially benefit from their official activities or positions.

ARTE has been thoroughly vetted through the Office of Youth, Family, and Community Engagement's (YFCE) Request for Qualifications (RFQ) process, assessing track record, qualifications, and compliance with legal requirements. Evaluations, including those using the After-School Program Tool (APT), are part of contract amendments with ARTE, negotiated by the after-school coordinator.

**Response to Potential Conflict of Interest:**

- The employee in question is removed from any decision-making responsibilities connected to ARTE.
- Ongoing Monitoring to ensure that the parties involved do not cross ethical boundaries.
- Reiterate Chief of Youth, Family, and Community Engagement retains management of McKinney-Vento grants.
- Ensure ARTE's ongoing work and contract amendments comply with all policies and legal requirements.

Going forward, the Board of Education Policy 9270(a) will be incorporated into the RFQ process. Vendors like ARTE must sign an acknowledgment that they have read and understood this policy.

**Review of Bylaws and Policies:**

- **Policy Review:** A thorough review of NHPS bylaws and policies related to conflicts of interest will be conducted.
- **Staff Engagement:** These policies, especially the conflict of interest policy, will be shared and discussed with all staff members to ensure widespread understanding and compliance.
- **Reinforcement of Standards:** This discussion will reinforce the importance of adhering to ethical standards in all professional conduct.

**Next Steps:**

- Notify relevant parties about the approach and steps.

- Implement continuous monitoring to ensure adherence to ethical standards, including the management of McKinney-Vento grants by the Chief of Youth, Family, and Community Engagement.
- Review the conflict of interest policy with all YFCE employees for enhanced awareness and compliance.

Maintaining ethical integrity and transparency is crucial for NHPS. This situation will be handled with diligence, adhering to policies and legal frameworks, and ensuring the public trust in NHPS and its partnerships remains unblemished.

Attachments:

- Board of Education Policy 9270(a)
  - [Policy 9270\(a\)](#)
- YFCE RFQ Process Overview
  - [2023-2024 RFQ Application](#)
- APT Evaluation Reports
  - [ARTE Evaluation](#)
- Video Clip from Finance and Operations meeting of January 2, 2024
  - <https://youtu.be/YI5PNUtwSQ0>

Respectfully submitted,



Madeline Negrón, Ph.D.  
Superintendent



Gemma Joseph-Lumpkin  
Chief of Youth, Family, & Community  
Engagement





New Haven Public Schools

# After School Presentation Finance Committee-BOE January 2, 2024

Office of Youth, Family, and Community Engagement

**Response to Questions from Finance and Operations Chairperson**

**Name of Presenters:**

**Gemma Joseph Lumpkin, Chief of YFCE**

**Christian Tabares, Coordinator of After School and Community Partnerships**

**Date: January 2, 2024**

## Mission and Vision

### Mission

To provide all students in New Haven Public Schools with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, problem-solving and high quality instruction. To foster a culture of continuous improvement through collaborative partnerships with staff, families, and the New Haven community. To support students' growth and development by utilizing the Whole Child Framework.

### Vision

Our vision is to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.

## Core Values

We believe...

**1 Equitable opportunities** create the foundation necessary for every child to succeed

**2 A culture of continuous improvement** will ensure that all staff are learners and reflective practitioners

**3 High expectations** and standards are necessary to prepare students for college and career

**4 Collaboration** and partnerships with families and the New Haven community will enhance learning and achievement

## Priority Areas

Priority Areas for 2020-2024



## 3.2 Extended Learning Opportunities

- ✔ Provide students and families with increased access to extended learning opportunities through Saturday Academy, extra curricular activities, summer school programming, and mentoring.
- ✔ Provide families with information regarding restorative practices, child development, and other social emotional learning tools to extend the learning beyond the school day.
- ✔ Provide families and community partners with additional academic tools and online resources to continue to help their children at home.
- ✔ Ensure all extra curricular programs have standards-based safety and medical protocols and procedures in place.



# District Context



New Haven Public Schools

	Free/Reduced Lunch	Students with Disabilities	Multilingual Learners	High Needs	Experiencing Homelessness
Connecticut*	42.4%	17.15%	9.7%	53.01%	5,093
New Haven	65.5%	17.1%	22.1%	76.2%	719

*\*Resource: EdSight- Ct.gov  
Connecticut's Official State Website*

- In underserved communities, young people often lack access to after school programs that provide rich opportunities for growth, learning, and fun. When the after school efforts of programs, government agencies, private funders, and others work in sync, that picture can change.

## 1. Strategic Alignment

Communicates district needs, aligning with the Strategic Plan.

## 2. Vetting Needs

Ensures student and school requirements are met through thorough vetting.

## 3. Compliance and Risk Management

Meets the district's compliance and risk management standards.

## 4. Transparent Procurement

Promotes fairness and transparency in vendor selection.

## 5. Informed Decisions

Facilitates better decision-making with detailed vendor information.

[2023-2024 RFQ Application](#)

[After School Questions](#)

Number of RFQ Submissions Received	Year
41	2022-23
54	2023-24
Current Active Partners 16	2023-24

- [2023-2024 After School Community Partnerships](#)

## Contracted Partners

1. ALK Mindfulness
2. Alliance Children's Theater
3. ARTE
4. Arts for Learning
5. Arts in CT
6. Boys and Girls
7. Eli Whitney
8. Footsteps2Brilliance
9. Grace Fixins
10. Little Scientist
11. Monk Center
12. Movimento Cultural
13. Sport Academy
14. The Green Peacock
15. The Kidz Kraze
16. Upon this rock

# Current After School Sites



New Haven Public Schools

Total K-8 Title 1 Schools Served	17 of 19
Total K-8 Schools	20 of 31



1. Barnard\*
2. Bishop Woods\*
3. Brennan Rogers\*
4. Celentano\*
5. Clinton Ave\*
6. East Rock\*
7. Fair Haven\*
8. FAME\*
9. Hill Central\*
10. Jepson
11. John Daniels
12. John Martinez\*
13. King Robinson\*
14. Lincoln Bassett\*
15. Nathan Hale\*
16. Barack Obama\*
17. Roberto Clemente\*
18. Troup\*
19. Truman\*
20. Wexler Grant

\* Title 1 Schools



# After School Funding Sources



New Haven Public Schools

- **ARP ESSER III (\$1 Million)**
  - \*Obligations made to date:
    - Staffing: \$367,684.00
    - Contracts: \$484,444.00
- **Title 1 After School (\$312,010.00)**
  - \*Obligations made to date:
    - Staffing: \$188,848.00
    - Contracts: \$65,745.00
- **Title 1 Saturday Academy (\$184,610.00)**
  - \*Obligations made to date:
    - Staffing: \$66,385.00
    - Contracts: \$51,440.00

- **Extended School Hours (\$312,597.00)**
  - \*Obligations made to date:
    - Staff: \$44,935.02
    - Contracts: \$21,600.00
    - Supplies: \$4,251.00
    - Transportation: \$1,416.00
- **21st Century (8 sites) (\$445,000.00)**
  - \*Obligations made to date:
    - Staffing : \$94,731.00
    - Contracts: \$26,600.00
    - Supplies: \$5,272.00
- **State After School Grant (\$338,800.00)**
  - (2) \$169,400.00 grants recently awarded to service (2) sites
  - \*Obligations made to date:
    - None at this time

Total After School allocation: \$2,254,217.00  
Total Students Served: 1,400

*\*Obligations made as of December 20, 2023*

- **A Program Assessment System (APAS)**

A comprehensive evaluation system that helps improve after-school programming quality and outcomes for students. Adapted by CSDE After-School Programs from the National Institute of Out-of-School Time

Three Core Components:

1. **Assessment of Program Practices Tool (APT)**
  - Observation and Questionnaire
2. **Survey of Academic and Youth Outcomes Tool (SAYO)**
  - Staff, Teachers, and Youth
3. **APAS Data Analysis**
  - Reflection and discussion of collected data

- **Strengths and Difficulties Questionnaire Survey (SDQ)**

- A. **Survey of students enrolled at 21st Century After-School sites administered by the Center for Applied Research in Human Development at Uconn**
  - Pre Survey completed on Nov. 3rd, 2023
  - Post-test to be conducted in May 2024
- B. **Designed to give voice to the students in 21st CCLC programs across the state**

## 1. FootSteps2Brilliance

- Literacy Program used at the (3) Saturday Academy sites
- Tracks Literacy progression for all students, dosage, and number of students who have logged into the program
- Overall achievement is shared with program coordinators monthly

## 2. Adaptation of APAS system into Saturday Academy

- Assessment of Program Practices Tool (APT)
  - Observation and Questionnaire
- Survey of Academic and Youth Outcomes Tool (SAYO)
  - Staff, Teachers, and Youth
- APAS Data Analysis
  - Reflection and discussion of collected data

# Student Impact (Saturday Academy)



New Haven Public Schools

## School Achievement



Hours of Literacy

285

Aug 1, 2022 - Jun 5, 2023



Words Read

722,635

Aug 1, 2022 - Jun 5, 2023



Books Read

1,173

Aug 1, 2022 - Jun 5, 2023



Games Played

4,193

Aug 1, 2022 - Jun 5, 2023



Books Written

395

Aug 1, 2022 - Jun 5, 2023



# Student Impact (Saturday Academy)



New Haven Public Schools

## 2022 – 2023 Growth

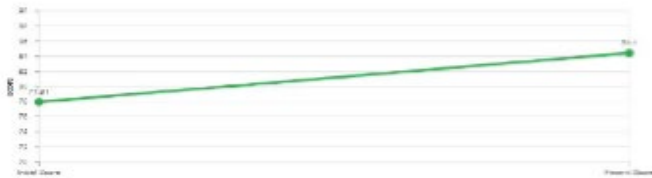
Phonological Awareness



Phonic



Language



Reading Comprehension



1. Emphasize assessing student outcomes through regular evaluations of program quality.
2. Incorporate student impact of After School using student identification numbers to track attendance, behavior, and academics
3. Continuously seek grants to address the district's needs; explore strategies for the anticipated financial cliff.
4. Strengthen Family Engagement
5. Explore various evidenced-based approaches to fulfill the objectives outlined in our achievement plans.
6. Include Community Partners, Parents, and School Leaders in the RFQ process



New Haven Public Schools

Thank you!

SVIGALS+  
PARTNERS



The S/L/A/M Collaborative

Presentation to

**New Haven Public Schools**

for

**Long Range Facilities Planning Study**  
**Summary of Findings & Recommendations**



# Agenda

- Overview of Contract Deliverables
- Summary Findings from Assessment – Projections, Capacity, Utilization & Programming & Facility Condition
- Goals, Objectives & Strategies

# Contract Deliverables

**TASK A - DEMOGRAPHIC ANALYSIS & ENROLLMENT PROJECTIONS – 100%**

**TASK B - CURRICULAR & PROGRAMMATIC PRIORITIES - 100%**

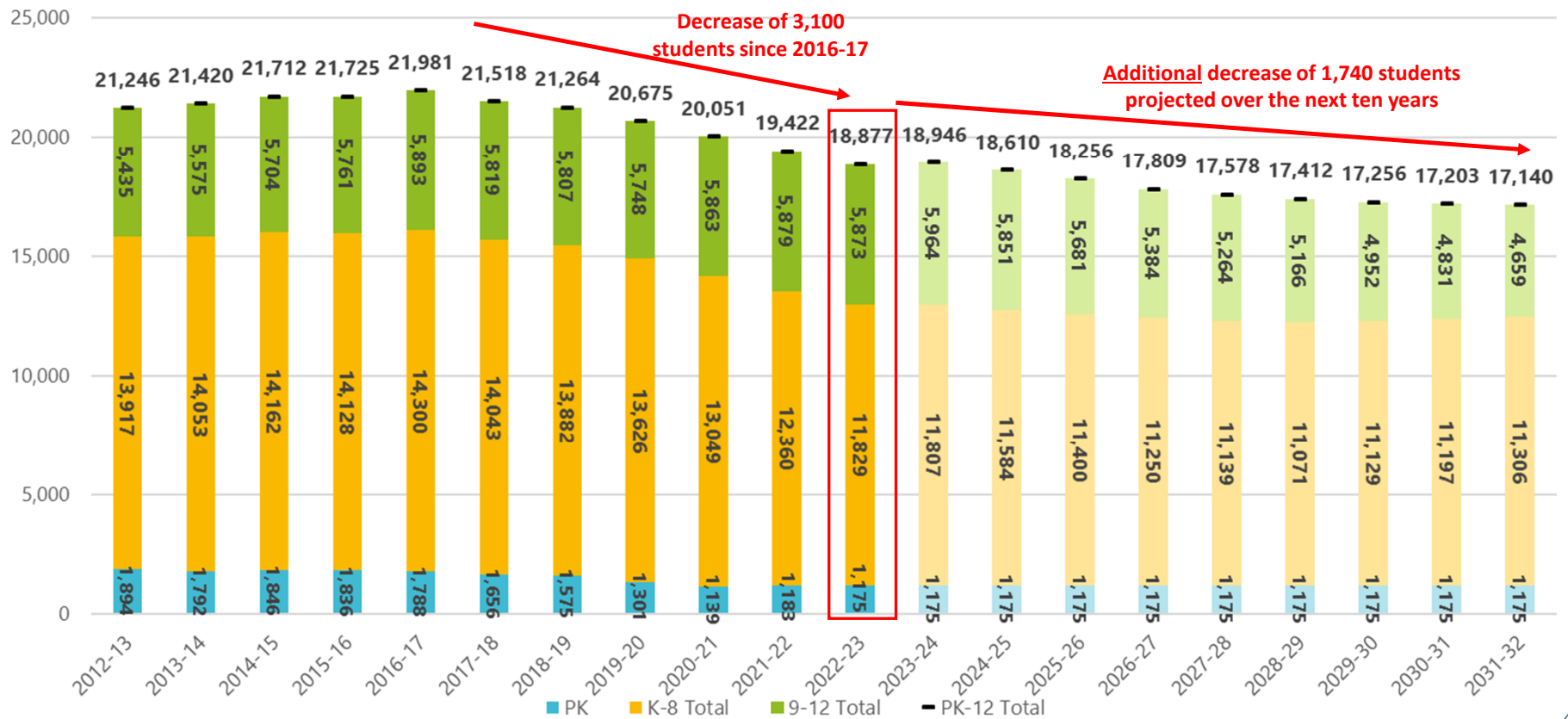
**TASK C - FACILITY CONDITIONS, CAPACITY & UTILIZATION – 100%**

**TASK D - MASTER PLANNING – 100%**

**TASK E – DRAFT FINAL REPORT – 100%**

# Enrollment Projection Recap

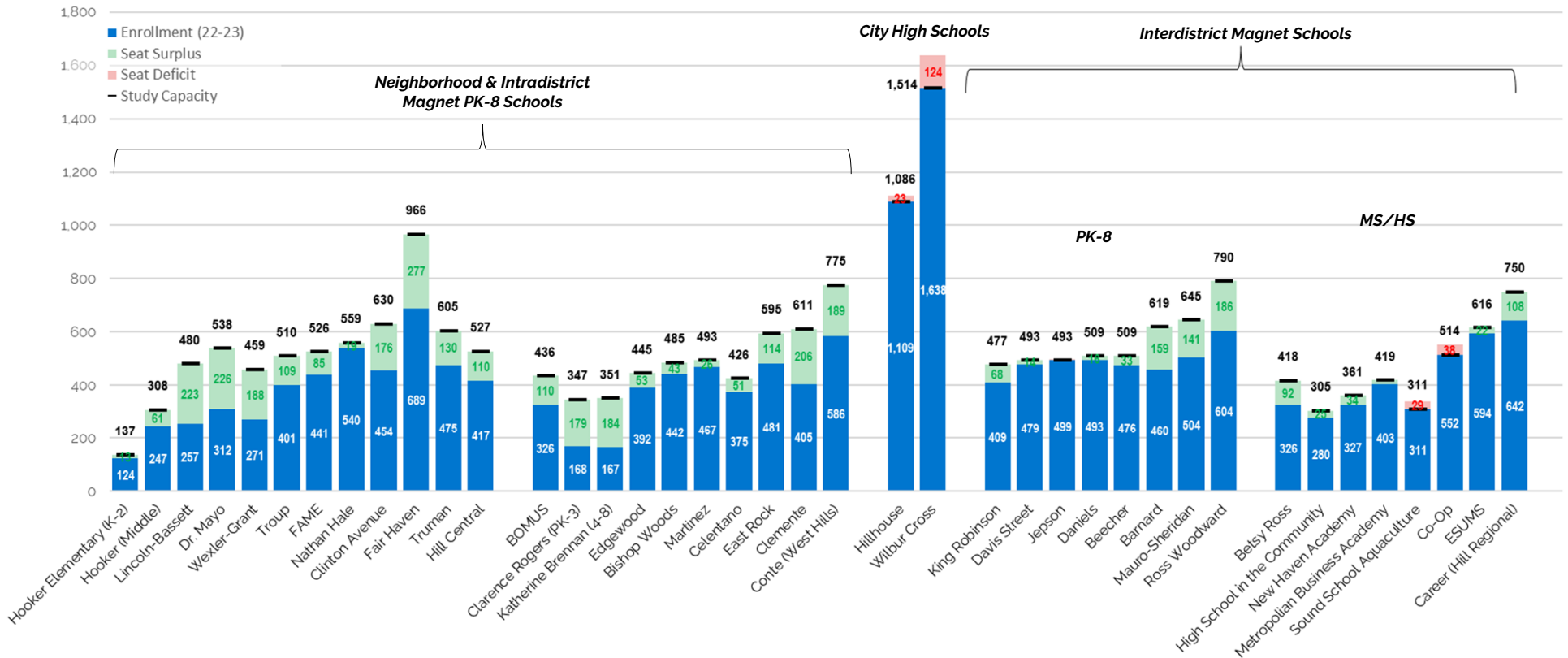
New Haven Historic & Projected PK-12 Enrollment by Grade Level  
2012-13 to 2031-32 (Medium Scenario)



\*Note enrollment projections developed in Spring of 2021-22, absent of 2022-23 actual enrollment.

# Comparison of Enrollment and Capacity: Recap

New Haven Public Schools: Comparison of 2022-23 Enrollment and Study Capacity



# Seat Surplus & Deficits

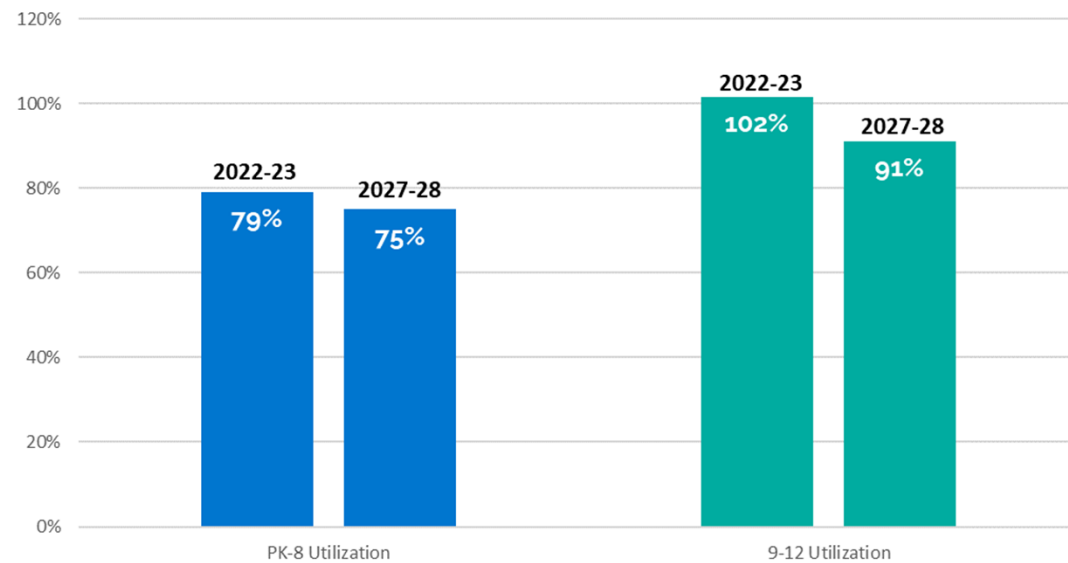
## 2022-23:

Projected Overall Utilization: 85% (Seat **surplus** of 3,334 seats)  
Projected PK-8 Utilization: 79% (Seat **surplus** of 3,424 seats)  
Projected High School Utilization: 102% (Seat **deficit** of 90 seats)

## 2027-28:

Projected Overall Utilization: 79% (Seat **surplus** of 4,631 seats)  
Projected PK-8 Utilization: 75% (Seat **surplus** of 4,112 seats)  
Projected High School Utilization: 91% (Seat **surplus** of 519 seats)

Current and Projected Utilization by Grade Grouping



# Facilities: By Condition

Condition Score	Description	Timeline
<b>Less than 1 Good</b>	Systems or components working well and not near end of life. Requires minor investments to maintain good working order.	Long Term (Greater than 10 years)
<b>1 to 2 Fair</b>	System or components are working but require maintenance or end of life. Will require moderate investments to maintain or replace building infrastructure.	Mid-Term (3 to 10 years)
<b>&gt;2 Poor</b>	System is problematic, causes disruption to occupants and operators and is at the end of useful life. Requires major capital investments to repair or replace building infrastructure.	Immediate (Less than 3 years)

# Existing School Facilities: By Condition

## Elementary/K-8 Schools

Neighborhood + Intradistrict Magnet Schools	Dr. Mayo 1.29	Lincoln-Bassett 2.26	Hill Central 1.59	Quinnipiac CLOSED 2.38	West Rock CLOSED 2.34
	Clinton Avenue 2.12	FAME 1.76	Fair Haven 1.82	Hooker Elem. 1.53	Hooker Middle 1.71
	Troup 1.68	Wexler-Grant 2.28	Truman 1.88	Nathan Hale 2.00	
	Bishop Woods 1.59	Clarence Rogers 2.03	Katherine Brennan 2.23	Celentano 1.85	Clemente 1.94
	East Rock 1.76	Edgewood 2.21	Martinez 1.85	BOMUS 0.12	Conte West Hills 2.41

## Interdistrict Magnet Schools

Barnard 1.74	Beecher 1.71	Daniels 1.85	Davis Street 1.76
Jepson 2.03	King Robinson 1.94	Mauro-Sheridan 1.97	Ross Woodward 1.76

## Middle/ High Schools

### City Schools

Hillhouse 2.31	Wilbur Cross 2.00	Riverside 1.94
-------------------	----------------------	-------------------

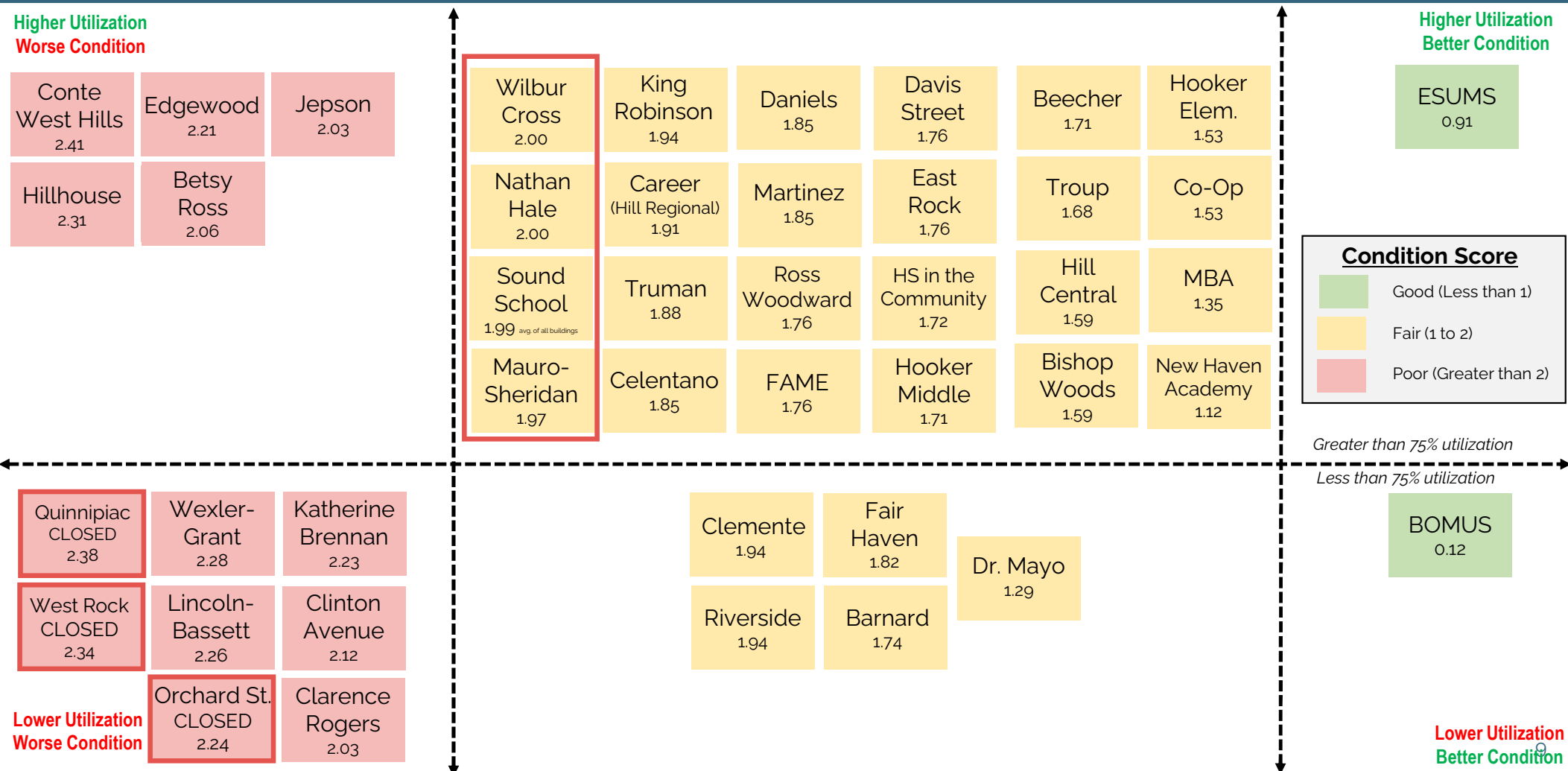
### Interdistrict Magnet Schools

Career (Hill Regional) 1.91	Co-Op 1.53	ESUMS 0.91
HS in the Community 1.72	MBA 1.35	New Haven Academy 1.12
Sound School 1.99 <small>avg. of all buildings</small>	Betsy Ross 2.06	

**Condition Score**

- Good (Less than 1)
- Fair (1 to 2)
- Poor (Greater than 2)

# Existing School Facilities: By Condition and Utilization





# Summary of Findings

## Enrollment & Utilization

- Currently, significant surplus of ~3,300 seats at the elementary and K-8/PK-8 level.
  - Currently 11 elementary and K-8/PK-8 schools have a utilization of below 75%
  - Enrollment is projected to continue to decline, adding to the seat surplus, by 2027-28:
    - K-8 declines by an additional 650 students
    - 9-12 declines by an additional 560 students
- Although there is a surplus of seats districtwide, Hillhouse and Wilbur Cross HS are both over capacity.
  - Some surplus seats at interdistrict magnet high schools. However, this capacity is not usable at some schools due to the need to maintain state-required non-resident student percentages.
- Greatest surplus of seats exists at the neighborhood and intra-district PK-8 schools

# Summary of Findings

## Facility Condition

- NHPS Facilities require investment, with 10 current schools identified in “poor” condition requiring significant investment. Several additional facilities approaching “poor condition”
- 31 School Facilities have been identified as “Fair” conditioning, requiring capital renewal to maintain good working order
- Only two school facilities have been identified as “Good” condition, requiring minor capital needs in the foreseeable future

# Summary of Findings

## Space Needs to Support Curriculum

- All schools should have access to space that support Academic Specials (ex. Art, Music, Library, PE)
- Schools should have areas/ spaces that promote STEM/ Maker/ Hands-on Learning, whether in a defined lab space or an area within the Media Center for example.
- General Academics such as Science and World Language programs should have spaces that support their functions.
- If academics are supported within shared teacher classrooms, proper teacher planning spaces should be provided.

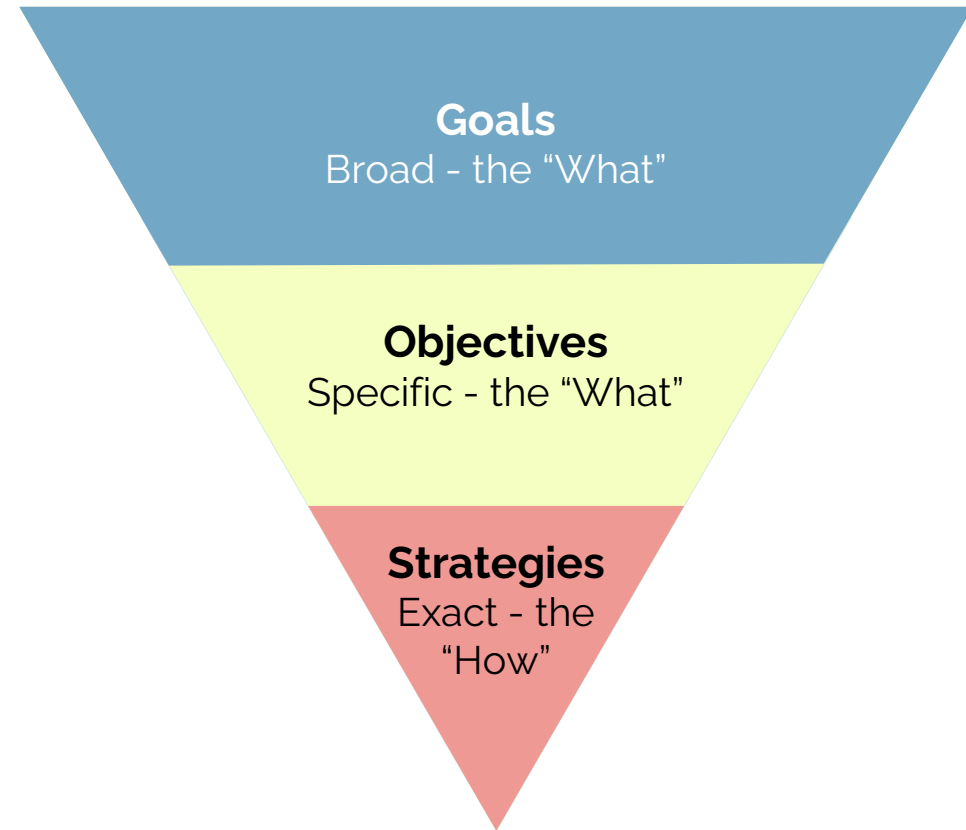
### Items reviewed in Parity Study includes:

- What special programs and spaces do the schools offer?
- What is the school lacking compared to others?
- Creating a new standard of offerings across district. – New programs, pedagogies, curriculum
- Locate certain areas in district that would benefit for additional student services ex. Special Education, more community-used spaces in certain areas of the city

- Growing and evolving Special Education and Student Services needs
  - Lack of purpose-built or appropriate space that support the needs of the students. Ex. Lack of ESL rooms in some schools of need
- Review existing facilities to understand where updates to infrastructure, equipment and furniture would better support the teacher and students needs.
- Utilize vacant spaces within schools to support curriculum that is currently not offered.

# Goals, Objectives, & Strategies

- The goals, objectives and strategies in this plan are intended to be specific enough to provide meaningful guidance related to NHPS structure and facilities while being flexible enough so that it can be response to changing conditions and priorities over time.
- The strategies for implementation are developed to support the objectives and goals of this plan and can be implemented independently or collectively based on district capacity, resources and community input.
- Planning is a continuous process, and goals, objectives and strategies will provide a foundation for future decision making and plan refinement.



# Overarching Vision and Goals

**Support NHPS vision (2020-24 Strategic Plan):**

**“Our vision is to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.”**

## **Goals:**

- Develop a sustainable plan that addresses;
  - Efficient uses of buildings and resources
  - Facility investments
  - Changing educational needs
- Right size and reposition schools to guide funding and resources more deliberately toward the highest return-on-investment and provide equitable access to resources
- Leverage this Master Plan as a roadmap to develop detailed actions

# Overarching Objectives

## Objectives

- Formulate a plan to consolidate PK-8 schools within the next 3-years. NHPS should consider individual school utilization, condition/age, capital renewal vs. cost avoidance, current and future operational budgets, programmatic needs, and location as it determines the most appropriate next steps.
- Achieve fiscal and operational sustainability by aligning school facilities to enrollment to ensure efficient operation, a right-sized portfolio, and well-utilized school facilities.
- Develop a capital investment strategy that aligns with NHPS' ability to fund, repair and maintain facilities.
- Provide full complement of support spaces at each building in appropriately sized spaces.
- Address overcrowding at Hillhouse and Wilbur Cross by leveraging available space in other High School facilities to allow expansion of programming (i.e. CTE, medical/clinical tech).
- Improve quality of interdistrict magnet facilities and offerings.

# Plan Strategies

The strategies for implementation are developed to support the objectives and goals of this plan. The strategies can be implemented independently or collectively based on district capacity resources and community input.

Each specific strategy must be evaluated within the context of the overarching goals and flexible enough to be shaped by community input as NHPS brings forward the various strategies for implementation.

The strategies are grouped around the following focus areas.

- Capital Planning and Procedures
- School Consolidation
- Intra-district vs. Neighborhood
- PK-8 Schools
- High School Space Needs
- Interdistrict Magnets

# Thank you

The recommendations discussed above were developed in collaboration with NHPS leadership through the planning advisory group and provide the foundation for future dialogue around academic program vision, facilities, school configurations and operations. The Master Plan offers information across major areas of operation; however, it does not define specific project scopes or timelines. Further study is necessary to determine financial considerations and community support for the recommendations.





## New Haven Public Schools Facilities Master Plan Recommendations

Presented By:  
Thomas Lamb  
Chief Operating Officer

## Core Values

We believe...

- 1 Equitable opportunities** create the foundation necessary for every child to succeed
- 2 A culture of continuous improvement** will ensure that all staff are learners and reflective practitioners
- 3 High expectations** and standards are necessary to prepare students for college and career
- 4 Collaboration** and partnerships with families and the New Haven community will enhance learning and achievement



## Mission

To provide all students in New Haven Public Schools with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, problem-solving, and high quality instruction. To foster a culture of continuous improvement through collaborative partnerships with staff, families, and the New Haven community. To support students' growth and development by utilizing the Whole Child Framework.

## Vision

Our vision is to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.

## Priority Areas for 2020-2024

- |  |                                |
|--|--------------------------------|
| <b>1 Academic Learning</b>             | <b>2 Culture &amp; Climate</b> |
| <b>3 Youth &amp; Family Engagement</b> | <b>4 Talented Educators</b>    |
| <b>5 Operational Efficiencies</b>      |                                |

# Where do we go from here?



NEW HAVEN PUBLIC SCHOOLS

The team developing this report as stated previously have worked from of the Vision and Goals set forward in the NHPS Strategic Plan. It now becomes our mission to take these recommendations and move them to set NHPS on a path that will bring us to that next chapter of excellence. This report is the first step in moving toward the district Vision and Goals from where we are now.

The data that has been collected identifies specific objectives that will help the district align to it's Vision and Goals. These will be the compass that is needed to position the district to areas of concentration as we move through the Planning Strategies.

The development of a task force (NHPS Staff, Board of Education members and community members) to assist NHPS in moving through the plan strategies in order to meet BOE Policies and City of New Haven Charter to move this plan to the next steps.

## Objectives

- Formulate a plan to consolidate PK-8 schools within the next 3-years. NHPS should consider individual school utilization, condition/age, capital renewal vs. cost avoidance, current and future, operational budgets, programmatic needs, and location as it determines the most appropriate next steps.
- Achieve fiscal and operational sustainability by aligning school facilities to enrollment to ensure efficient operation, a right-sized portfolio, and well-utilized school facilities.
- Develop a capital investment strategy that aligns with NHPS' ability to fund, repair and maintain facilities.
- Provide full complement of support spaces at each building in appropriately sized spaces.
- Address overcrowding at Hillhouse and Wilbur Cross by leveraging available space in other High School facilities to allow expansion of programming (i.e. CTE, medical/clinical tech).
- Improve quality of Interdistrict magnet facilities and offerings.

Each of the objectives will be woven into planning strategies supporting the planning moving forward.

Implementing the identified strategies supporting the Objectives are the next steps in the process of supporting our Strategic Plan for the district.

1. Capital Planning and Procedures
2. Evaluation through community and stakeholder involvement for School Consolidation
3. Intra-district vs Neighborhood School
4. High School Space Needs
5. Interdistrict Magnets
6. PK-8 Schools

This report provides a picture of the Real Estate Conditions across the district and is a high level management tool to assist in decisions related to capital planning development. As a high level assessment of conditions we must now move to additional assessments that will quantify in a more direct way dollars needed for Capital Planning. Having a full understanding of conditions and costs across the district will have significant impact on the district ability to make decisions related to capital investments in a planned way that identifies where funding is needed and to what extent.

1. Facilities Conditions Assessment similar to what was completed by Sightlines in 2008. Typically conducted by Architects, engineers, and technicians.
  - Provides detailed equipment conditions based on building and equipment age.
  - Prioritizes equipment replacement and provides cost for replacement to develop capital budgeting. Immediate replacement, 3 years, 5 Years, and beyond.

# School Consolidation



NEW HAVEN PUBLIC SCHOOLS

Legend	Add'l Information
>10 Years	7 Total properties - 12.1% of total of Buildings
10-14 Years	11 Total properties - 19% of total Buildings
15-20 Years	24 Total properties - 41.4% of total Buildings
21-109 Years	16 properties - 27.6% of total buildings.
Overall Findings	40 properties are 15 years old or older or 69.0% of total buildings or 3,061,061 square feet

Review the report of programs and general building conditions several data centric recommendations for realignment of district buildings can be drawn. Each of these will require involvement from the Board of Education, the City Economic Development Office and the Community to move towards a actionable plan. We have to plan for not only how to meet the mission of NHPS now but also in the future. It is important to view these through the lenses of Board of Education policy and City of New Haven Charter, and community engagement.

Next Steps would be:

1. Internal and BOE Review
2. Discussion and review with Economic Development Team for alignment with City Planning
3. Engagement with Community

Many of our schools are inter-district magnet schools. This topic has been discussed many times and the enrolment projections in this report place an added burden on our Magnet System within our schools as enrolment continues to decline. The district will need to invest dollars into marketing of our magnet schools as well as create program that are more attractive for out of district students. This will increase enrolment allowing the district to better balance New Have Student with out of district student enrolment.

The data does in some cases support removing the magnet status of some schools or reverting back to Neighborhood Schools all together. A detailed financial analysis of this will need to be conducted to determine viability.



# Conclusion



NEW HAVEN PUBLIC SCHOOLS

The NHPS district is at a time where our facilities need to change to the needs of our community to deliver the education that our students deserve. This report is the step in determining what comes next for NHPS in this process. In the 1990's the New Haven Public Schools and the City of New Haven did just this. It is now time for us all to act again to be that next chapter of excellence.



**NEW HAVEN  
PUBLIC SCHOOLS  
LONG-RANGE  
FACILITIES  
PLANNING STUDY**

**Final 12-04-23**



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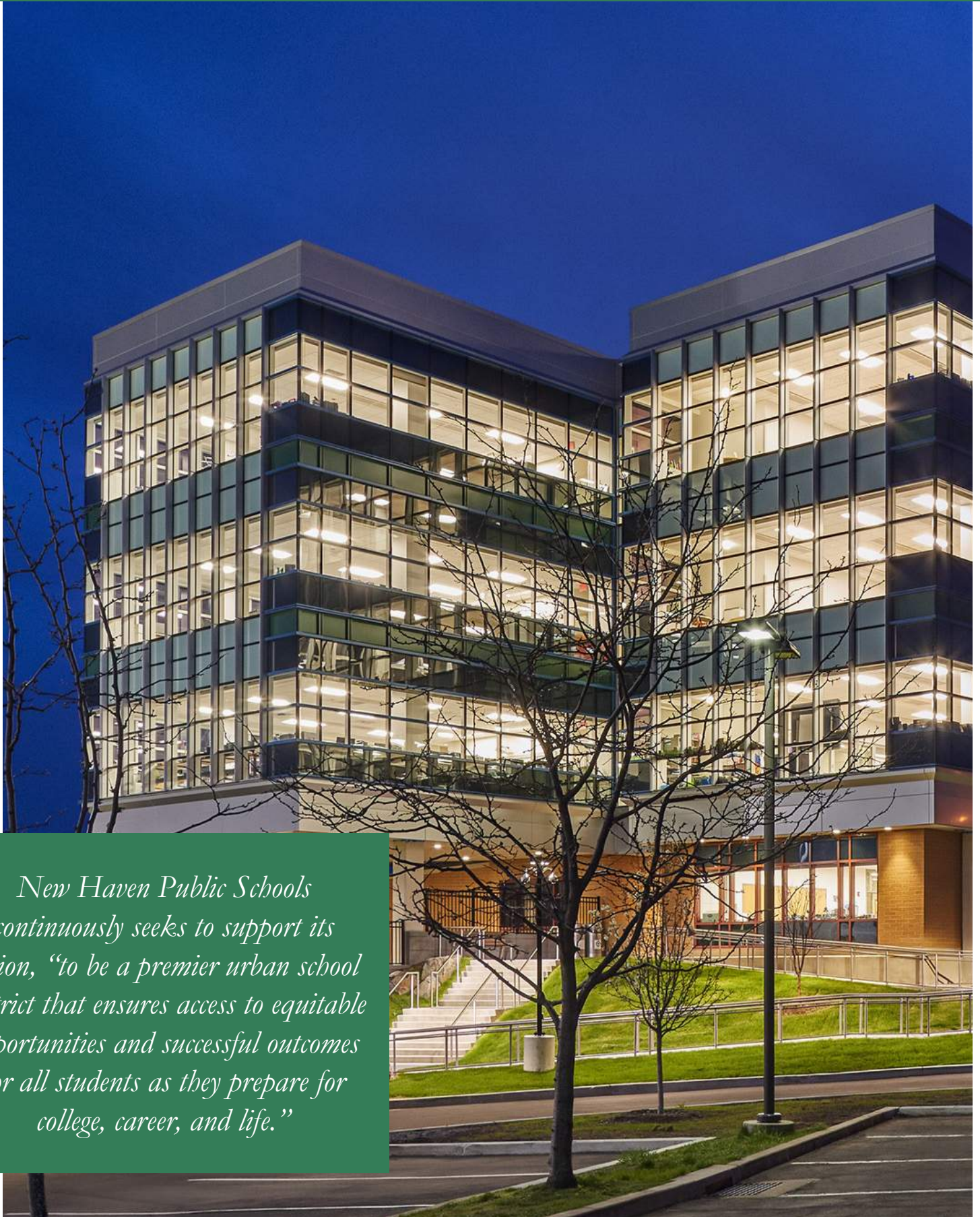
<b>Section 1:</b>	District Vision & Study Purpose
<b>Section 2:</b>	Study Approach
<b>Section 3:</b>	Demographics & Enrollment Projection Summary
<b>Section 4:</b>	Capacity, Utilization, Parity & Program Summary
<b>Section 5:</b>	Existing Facilities Condition Assessment Summary
<b>Section 6:</b>	Energy Use Summary
<b>Section 7:</b>	Planning Recommendations
<b>Section 8:</b>	Acknowledgements
<b>Appendix A:</b>	<b>Enrollment Analysis &amp; Projections Reports</b>
<b>Appendix B:</b>	<b>Existing Room Inventory, Utilization &amp; Capacity Summary</b>
<b>Appendix C:</b>	<b>School Capacity Questionnaire</b>
<b>Appendix D:</b>	<b>Curriculum / Facility Alignment Questionnaire</b>
<b>Appendix E:</b>	<b>Architectural &amp; Mechanical Facility Conditions Surveys</b>
<b>Appendix F:</b>	<b>Site Condition Surveys</b>



01

# District Vision & Study Purpose

## SECTION 1: DISTRICT VISION & STUDY PURPOSE



*New Haven Public Schools continuously seeks to support its vision, “to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.”*

**The** City of New Haven and New Haven Public Schools (NHPS), identified the need to conduct a Long-Range Facilities Planning Study to determine future needs and physical footprint of the school system.

New Haven Public Schools continuously seeks to support its vision, “to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.”

New Haven Public Schools’ guiding mission is to provide all students in New Haven Public Schools with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, problem-solving, and high-quality instruction. To foster a culture of continuous improvement through collaborative partnerships with staff, families, and the New Haven community. To support students’ growth and development by utilizing the Whole Child Framework.

In looking to the future, the NHPS will strive to continue to offer a diverse and quality education to all students in environments that support student learning while being fiscally responsible in the use of its resources and facilities.

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## **The Master Plan is a road map that supports that mission through an efficient use and allocation of resources in response to curriculum and programmatic needs, projected enrollment, school capacity and the overall condition of facilities and infrastructure.**

---

NHPS established the following charge to guide and frame the master planning process:

- Determine the most efficient use and allocation of resources given forecasted demographics, forecast enrollment, capacity of existing schools, and other relevant variables such as the condition of the building envelope and systems infrastructure; curricular and programmatic priorities; and
- Propose to the Board of Education a range of possible alternatives to the current use of

facilities, configuration, infrastructure, practices, and procedures taking into consideration their relevant implications including, but not limited to, budget, facilitation of academic programs, impact on children and families, existing magnet school obligations, and legislative requirements and mandates.

The Planning Advisory Group (PAG) was formed from district leadership with diverse areas of expertise to serve as the interface between the design team and the district. The PAG provided data, reviewed initial progress reports and findings, provided feedback and context, established a framework for recommendations and reviewed the objectives and strategies to ensure alignment with the tenets of NHPS’ strategic plan.

## **Challenges**

Discussed in greater detail in later sections of this master plan and documented in the appendices, NHPS is facing a number of challenges that are impacting education in the district.

- Declining enrollment – NHPS declined by 3,100 students since 2016-17 and is projected to decline and additional 1,740 students over the next decade.
- Capacity Concerns – While the PK-8 schools have a seat surplus of about 3,300 seats, mostly in the neighborhood and intra-district magnet schools, the high schools are operating just over capacity. There is overcrowding at the City’s Hillhouse and Wilbur Cross.
- Aging Infrastructure – NHPS Facilities require investment, with 10 schools identified in “poor” condition requiring significant investment, and 31 School Facilities have been identified as “Fair” conditioning, requiring capital renewal to maintain good working order. Only two schools have been identified as “Good” condition, requiring minor capital needs in the foreseeable future.
- Fiscal Operational Sustainability – Steep enrollment declines have led to surplus space across the PK-8 schools and an inventory of schools that doesn’t align with the current and future enrollment. Further layering in the needed reinvestment across a number of the PK-8 buildings, there is a clear need to reduce the portfolio of buildings from a cost avoidance and improved efficiency of operations.

## Overarching Planning Goals

Based on the assessment findings and input from the PAG, overarching project goals were developed.

**Goal #1:** Develop a sustainable action plan that addresses:

- Efficient uses of buildings and resources
- Facility investments
- Changing educational needs

**Goal #2:** Right size and reposition schools to guide funding and resources more deliberately toward the highest return-on-investment and provide equitable access to resources.

**Goal #3:** Leverage this Master Plan as a roadmap to develop detailed actions



## Overarching Objectives

To support the success of the goals identified above, the following supporting objectives were developed.

- Formulate a plan to consolidate PK-8 schools within the next 3-years. NHPS should consider individual school utilization, condition/age, capital renewal vs. cost avoidance, current and future operational budgets, programmatic needs, and location as it determines the most appropriate next steps.
- Achieve fiscal and operational sustainability by aligning school facilities to enrollment to ensure efficient operation, a right-sized portfolio, and well-utilized school facilities.
- Develop a capital investment strategy that aligns with NHPS' ability to fund, repair and maintain facilities.
- Provide full complement of support spaces at each building in appropriately sized spaces.
- Address overcrowding at Hillhouse and Wilbur Cross by leveraging available space in other High School facilities to allow expansion of programming (i.e. CTE, medical/clinical tech).
- Improve quality of interdistrict magnet facilities and offerings.





02

# Study Approach



## SECTION 2: STUDY APPROACH

**O**ur approach to the Work of this planning study begins with collecting the basic background information needed from which to make decisions. This includes developing an understanding of the current state of affairs and conditions and in some cases making projections for future trends as exemplified by the enrollment projections for the next ten years in the Demographic Analysis and Enrollment Projections. Noted below and then more thoroughly examined in the following sections of this Report are the major area of focus.

### Demographic Analysis and Enrollment Projections

SLR International and SLAM led and conducted a city-wide demographic analysis and developed comprehensive enrollment projections for the next 10 years. The Team examined the factors that influence school enrollments – births, housing and economics. The trends that are revealed from this study provide a framework for the districtwide and school-by-school enrollment projections for the City of New Haven. These enrollment trends and projections are then used to guide the capacities needed across to the District as to how many “seats” will be needed to efficiently accommodate the expected populations.

A summary of their findings and projections can be found in Section 3 of this report and a full detailed report can be found in Appendix A.

### Capacity, Utilization and Parity Assessment

SLAM led the space inventory and capacity assessment portion of the Study. School capacity, programming and equity of spaces were analyzed through a review of available floor plans, a facility questionnaire and follow-up discussions with individual school administrators to verify classroom usage, identify building deficiencies and to explore potential opportunities.

The utilization analysis included benchmarking facilities to discern inequalities and/or inadequacies and determine a study capacity for each facility. Through the inventory of spaces developed from the facility questionnaires, educational spaces in each building studied were quantified and characterized. Industry standard net square feet per seat factors and faculty contract limits were used to determine the maximum capacity of each classroom space to account for the

varying classroom sizes and use across the district’s schools. In those instances where the classroom size exceeded the benchmark, the teacher contract was used as the maximum capacity.

A more detailed description of the process and results can be found in Section 4.

### Facility Condition Assessments

Svigals, SLAM, and OLA prepared the Facility Assessment Questionnaire and performed on-site assessments relating to architectural and mechanical conditions for the eleven school facilities selected by the Director of Facilities. The selected facilities represent a cross section of schools which were used to gauge the relative conditions of similar properties in the portfolio. Representatives from the New Haven Schools facility staff assessed the remaining school facilities and completed the Questionnaire noted above for an additional six school facilities. Reference Section 5.1 for the results of these assessments.

SLR performed on-site evaluations of 43 New Haven Public Schools to assess the overall site conditions, site circulation, accessibility, and the general condition of parking lots, sidewalks, playgrounds, athletic facilities and other major site elements. Reference Section 5.2.

D’Agostino and Associates performed on-site evaluations of the existing technology system infrastructure for 54 New Haven Public School facilities. Questionnaires were created for the district to answer and D’Agostino worked with Gilda Herrera, William Zesner, and Thomas Lamb to obtain the answers regarding the current media and direction of the technology infrastructure support. The areas of the study included: Horizontal Cabling Infrastructure, Backbone Fiber Infrastructure, Equipment Room Space Allocation, Equipment Cooling, Grounding and UPS/ Power Distribution. Reference Section 5.3.

### Energy Use Summary and Recommendations

The intent of this section of the Report is to analyze the energy consumption for the fiscal year of 2019 for multiple schools within the New Haven School District. OLA previously completed energy modeling efforts for some of the schools analyzed within this study. The design energy usage found in these models was used as a comparison metric to verify if the building is performing at the expected level. The data found within

this study is based on utility bills provided from New Haven School District as is included in Section 6 of this Report.

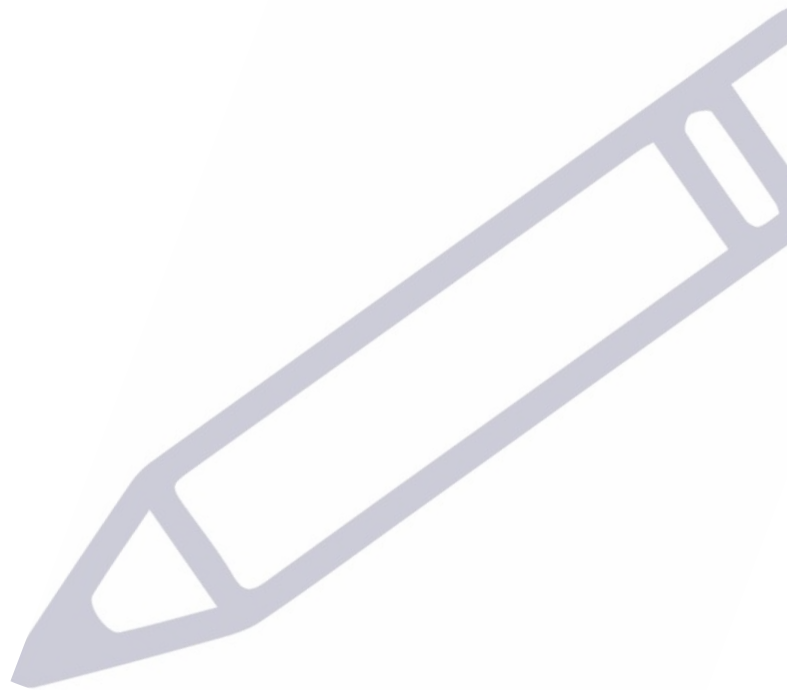
## Planning Recommendations

This Section provides the recommendations developed as part of the Master Plan which are intended to provide a framework to support the District's educational vision, right-size the portfolio of schools with present and projected enrollments, align future investment in fiscal realities, and ensure equitable use of the district's resources to maintain NHPS facilities for the years to come. Master Planning is an important process for districts by guiding capital investment in a thoughtful manner and helping the district reshape its schools to meet the needs of 21st Century teaching and learning. This Plan serves as a starting point for deeper discussions and future initiatives. Planning is a continuous process, and this document will provide a foundation for future decision making and plan refinement.

The recommendations in this plan are intended to be specific enough to provide meaningful guidance related to NHPS school organizational structure and facilities, while being flexible enough to respond to changing conditions and priorities over time as noted in Section 7 of this Report.



Engineering and Science University Magnet School



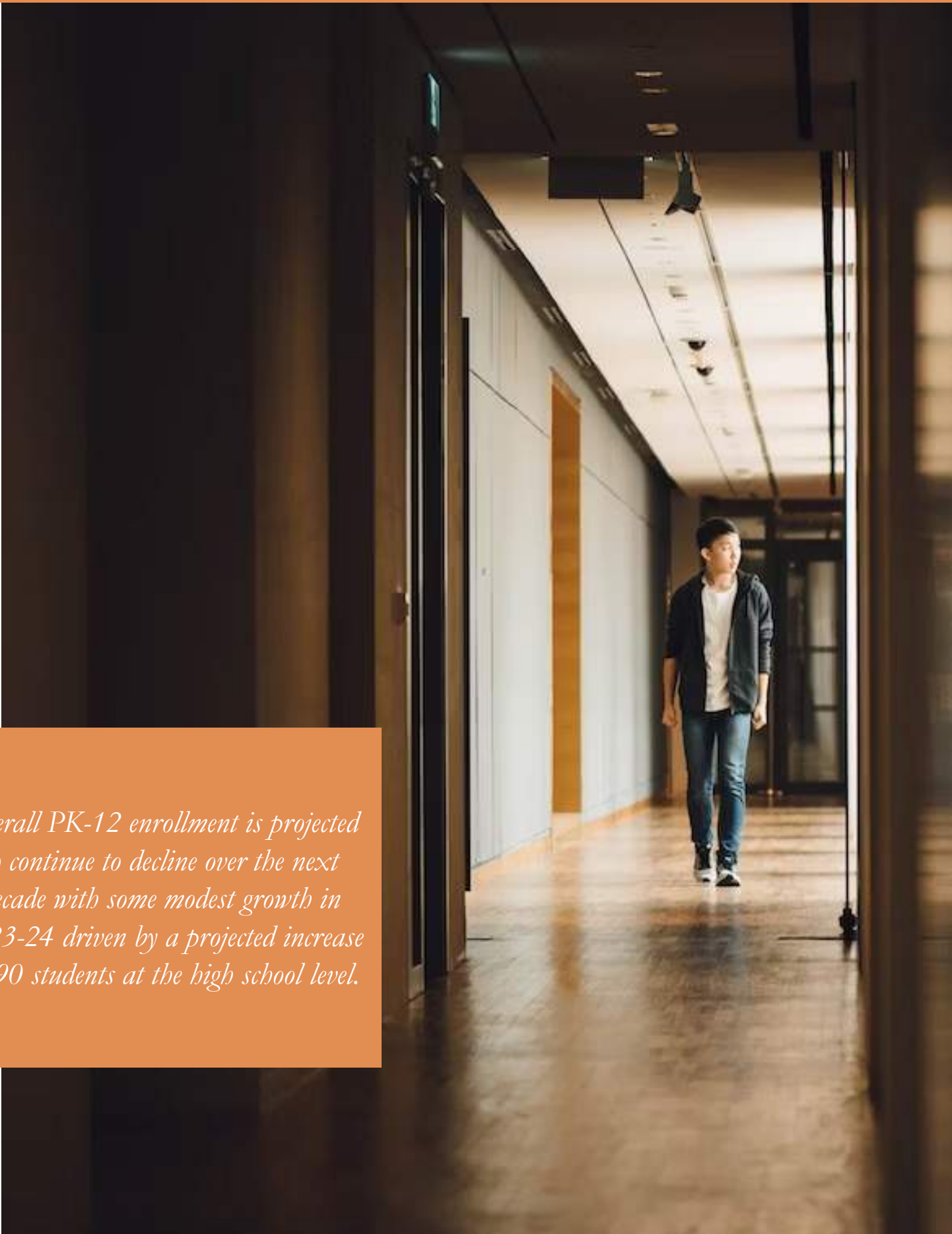


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03

# Demographics & Enrollment Projection Summary

## SECTION 3: DEMOGRAPHICS & ENROLLMENT PROJECTION SUMMARY

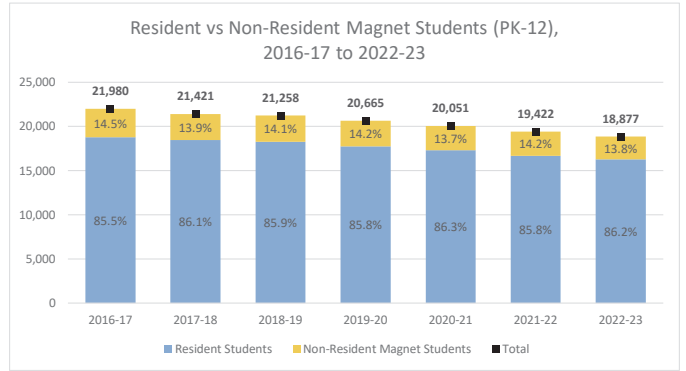
A young man in a dark jacket and jeans walks down a long, brightly lit school hallway. The hallway has a polished floor and recessed ceiling lights. The perspective is from the end of the hallway, looking down its length.

*Overall PK-12 enrollment is projected to continue to decline over the next decade with some modest growth in 2023-24 driven by a projected increase of 90 students at the high school level.*



Consulting and SLAM conducted a city-wide demographic analysis and developed comprehensive enrollment projections that examined factors that influence school enrollments, namely trends in demographics, births, housing, and economics of the next 10 years. These trends provide a framework for the districtwide and school-by-school enrollment projections for the City of New Haven. This section of the report is intended to satisfy the OSCG&R's requirements for 8-year enrollment projections as part of any school construction grant application. The full report on demographics and enrollment projections can be found in Appendix A.

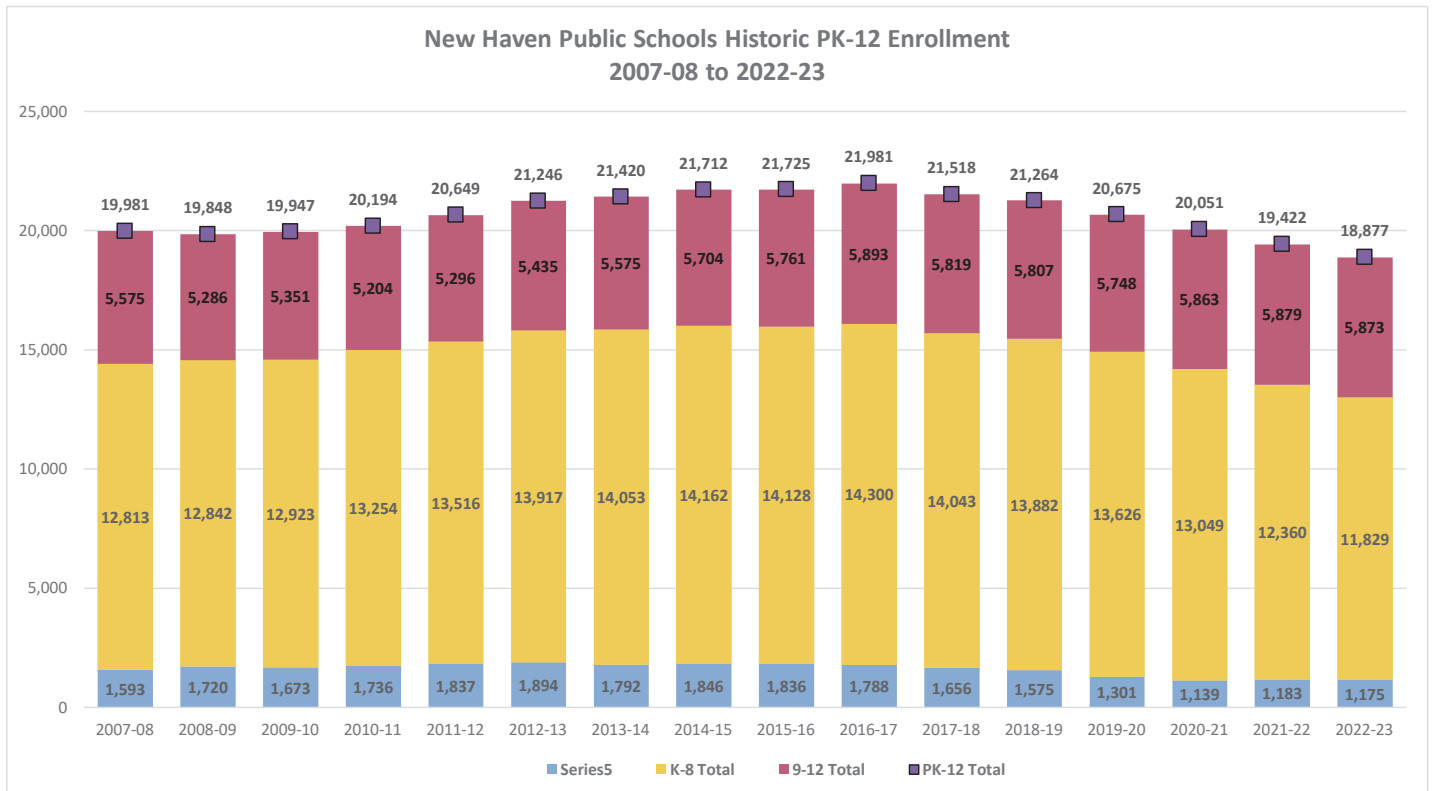
COVID-19 pandemic. Over the last three years, overall Pk-12 enrollment has reached a recent low of 18,877 students, with K-8 enrollment at approximately 11,830, 9-12 enrollment at 5,870 and PK at 1,175 students.



### Historic Enrollment Trends

WPS experienced a period of PK-12 enrollment growth between 2007-08 and 2016-17, growing by 10% from 19,981 students to 21,981 students. This growth was felt differently at different grade levels. At the elementary (K-8) grades, enrollment peaked at 14,300 students for the 2016-17 school year, a growth of roughly 1,500 students. High school enrollment (9-12) grew by approximately 320 students over the same period. Prior to the onset of the pandemic, enrollment in NHPS was declining. From the peak in 2016-17 through 2019-20, total PK-12 enrollment declined by over 1,300 students (-6%). Similar to other urban districts in Connecticut, NHPS saw its enrollment, elementary in particular, to continue to decline as a result of the

As a district with a significant non-resident or interdistrict magnet school component, it's important to understand the recent trends for both resident and non-resident student to provide context to the enrollment decline. Since 2016-17, both resident and non-resident students declined albeit at different rates. Non-residents students declined by nearly 590 or -19.4%, while resident students declined by over 2,500 students, with sharpest drop in K-8 at approx. -2,230 students and PK at over 540 student decline. Despite overall enrollment decreasing over the past six years, the percentage of non-resident student has remained about the same, decreasing less than 1% as a share of the districtwide total.



## Factors Influencing Enrollment

As part of the enrollment projections update, the project team evaluated the demographic, housing, migration, and economic trends that impact enrollment. Between the 2010 and 2020 census, New Haven’s population grew by 3.4% to 134,023 residents. This was a faster growth rate than the State and County as a whole. As a largely built out community and new units largely coming from redevelopment projects, New Haven’s population is expected to continue to grow moderately over the next decade.

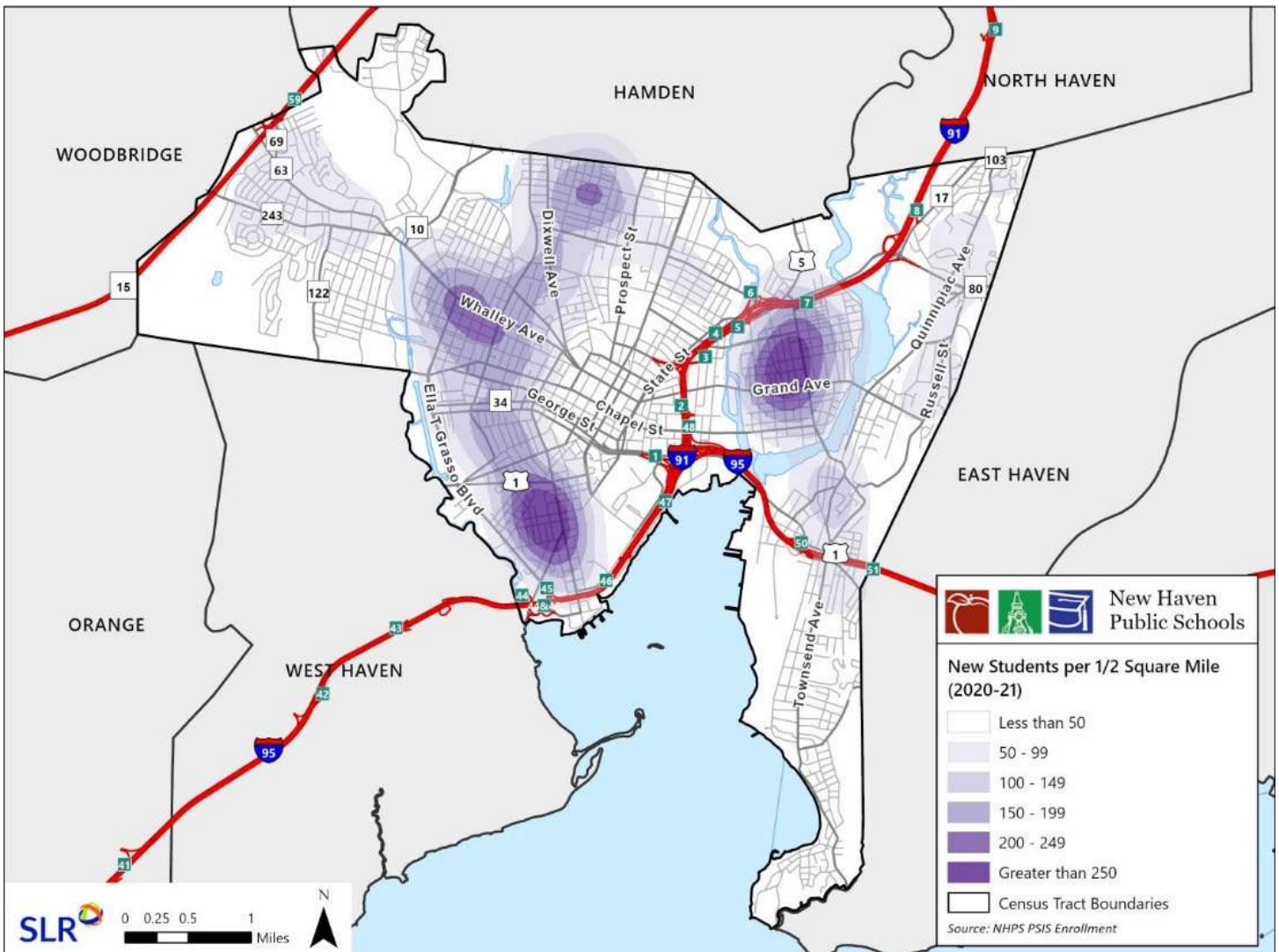
Birth trends are typically a good indicator of future kindergarten classes. Births in New Haven have been steadily declining over the past 15 years, decreasing by about 680 or 31.7% during that time. The decrease in births over the past decade has contributed to smaller resident student kindergarten cohorts. Births across the region of interdistrict towns have also been steadily declining since the mid-2000s, decreasing 14% over the past ten years. Decreased births throughout the region may result in fewer students to recruit for interdistrict magnet programs, especially at PK-8 schools.

Housing Developments Summary Table

Development Status	Projects	Total Units	Affordable Units	Market Rate Units
Completed (since 2015)	15	1,751	504	1,089
In Progress	12	2,231	473	1,758
Planned	26	2,746	921	2,050
<b>Grand Total</b>	<b>53</b>	<b>6,728</b>	<b>1,898</b>	<b>4,897</b>

New Haven’s residential housing market and housing development has been very active. Since 2015, about 1,750 housing units have been built, and nearly 5,000 additional units are planned, approved or under construction. Much of this new housing is occurring in the City’s downtown area. Based on bedroom counts and type of development, these units do not typically attract new students.

Prior to the pandemic, NHPS was experiencing growth in new-to-district students, peaking in 2019-20 at approx. 1,861 students, however, for the 2020-21 and 2021-22 school year, NHPS averaged only 1,535 new to district students. The hot-spot map shown shows the highest concentration of new students in the Fair Haven, Hill and Edgewood neighborhoods.



Overall, for the last decade, the district has experienced a net out-migration of -1.1% each year in grades 1 through 8, indicating that a greater number of students move out compared to new arrivals.

Migration trends are shaped by larger economic and housing trends. Housing sales peaked in 2021 at 720 total sales, and housing permits have been strong, driven by the large multi-family developments. Like many of its peers and neighboring communities, New Haven experienced a decrease in total sales for 2022, as well as an increase in median sale price, indicating a much tighter market than the prior two years.

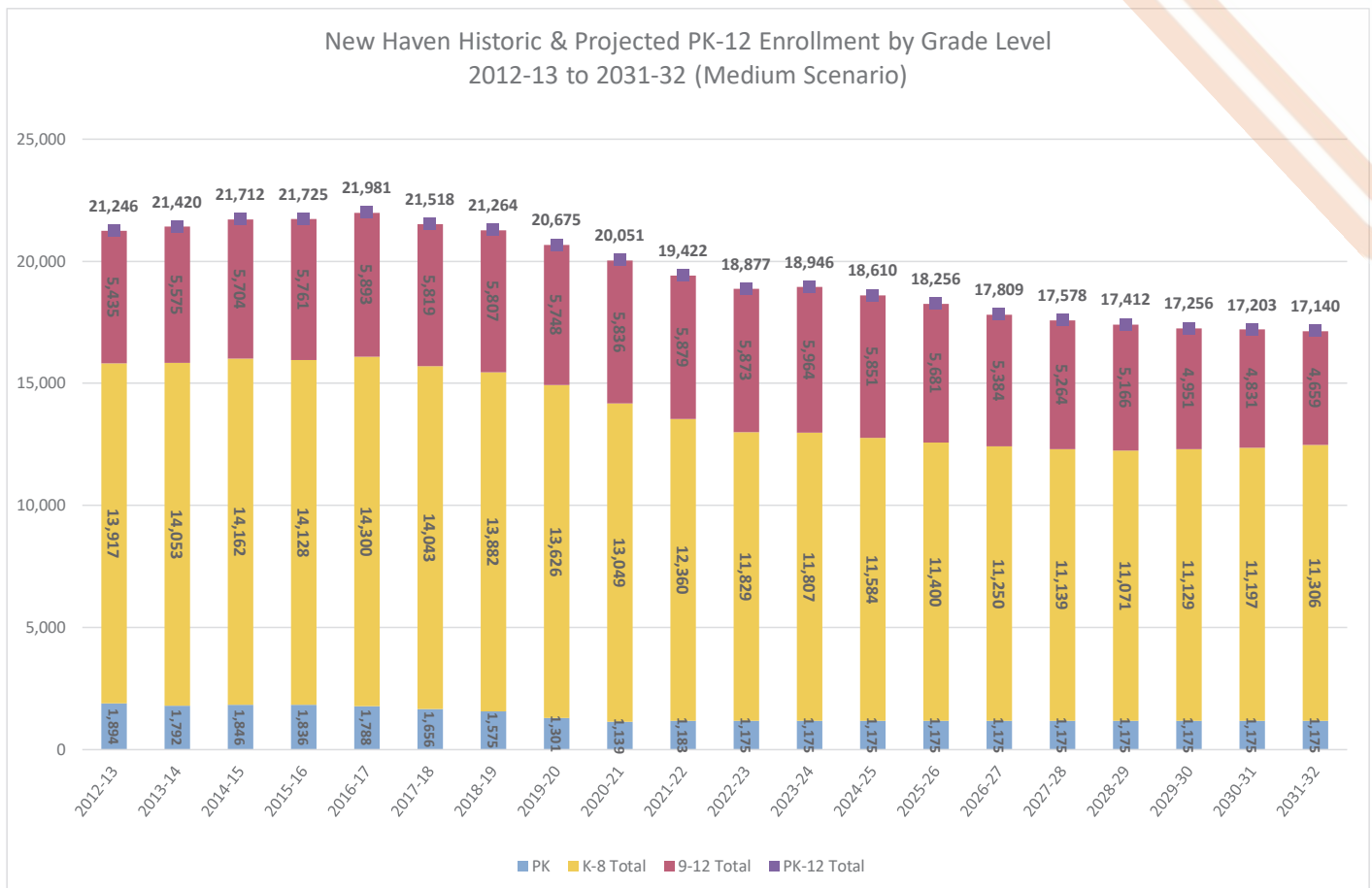
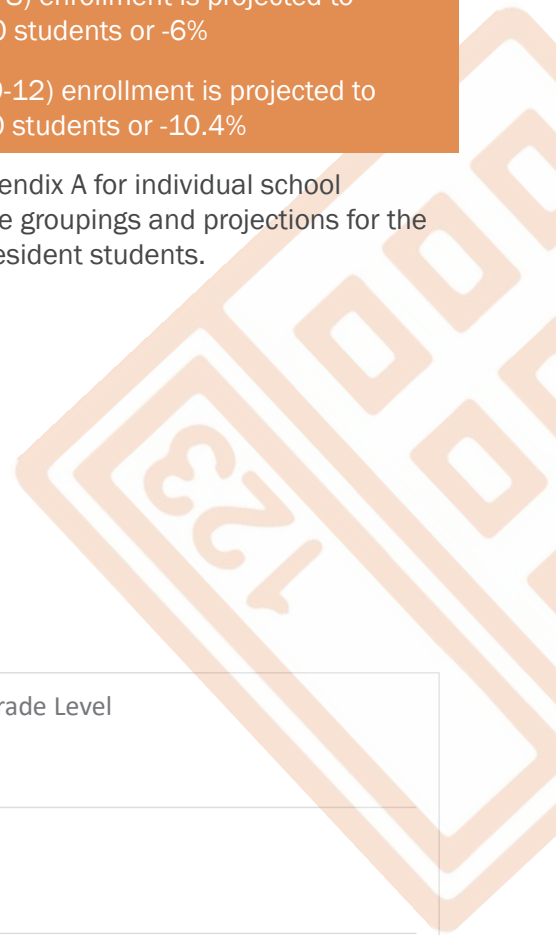
## Enrollment Projections

It is important to note that the enrollment projections contained in the body of the master plan report differ from the projection report in the appendix section. Due to the timing of the study, the 2022-23 projected enrollment has been replaced with the official October 2022-23 enrollment. The second difference was a change to the future PK levels. Based on information from the NHPS administrative cabinet, future PK levels are anticipated to remain at the current level of 1,175 annually.

Overall PK-12 enrollment is projected to continue to decline over the next decade with some modest growth in 2023-24 driven by a projected increase of 90 students at the high school level. However, over the next 5 years, PK-12 enrollment is projected to decline by nearly 1,300 students or -7%. Projected enrollment over the next 5-years is summarized by grade grouping below.

- Elementary (K-8) enrollment is projected to decline by 690 students or -6%
- High School (9-12) enrollment is projected to decline by 610 students or -10.4%

Please refer to Appendix A for individual school projections by grade groupings and projections for the resident and non-resident students.



04

# Capacity, Utilization, Parity & Program Summary





## Section 4: Capacity, Utilization, Parity & Program Summary

**SLAM** conducted a school capacity and utilization assessment for all the active NHPS schools. The purpose of this task was to understand building usage at a point in time and to develop a capacity for each building. SLAM worked collaboratively with NHPS to develop an inventory of standard classrooms, special purpose rooms, and core facilities at each school facility. This information was prepared from school records, floor plans (where available), building principal surveys, questionnaires, and interviews with staff.

**The data received was summarized by school type classified in the following groupings:**

- **Elementary Schools (Grade 6 and under): Study Category 1**
- **PreK/K-8 Neighborhood Schools: Study Category 2**
- **PreK/K-8 Magnet Schools: Study Category 3**
- **Middle Schools: Study Category 4**
- **Middle & High Magnet Schools & Comprehensive High Schools: Study Category 5**

The full inventory of spaces collected through the Principal surveys, organized by school type category, are presented in Appendix B. The individual school surveys as presented by the school Principals are presented in Appendix C. It should be noted that capacity was determined based on available records, and that there was data gaps at some NHPS facilities. Additionally, capacity information was fielded across multiple school years and reflects a point-in-time inventory of space, including pandemic and post-pandemic use of spaces.

### Method for Calculating Study Capacity

A “Study Capacity” for each school was calculated by first generating an “Available Seats per Contract” (ASbC) value for each school, then factoring the available seats by a factor to arrive at the Study Capacity. The ASbC value was calculated by multiplying the quantity of full-sized classrooms, grade-level (elementary & K-8’s), or discipline specific (middle & high schools), by the specific loading level for the respective grade levels and classroom types shown in Table 4.1.

**Table 4.1 - Classroom Loading Level by Contract**

Grade Level/ Classroom Type	PreK	K	1	2	3 - 12	New- comer	Science Lab	Sound School	Celantano (PK)	Celantano (K-8)
Student loading level	17	20	26	26	27	22	24	16	20	21

Also included in the ASbC value were the number of available seats in self-contained special education classrooms, using a loading level of 15 seats per classroom.

Excluded from the ASbC value are Specials, such as Art, Music, Science, World Language, STEM/Maker Spaces and Health classrooms among other miscellaneous shared-use spaces within each building. Also excluded are common spaces such as gymnasium, cafeteria, media center and support spaces such as ESL, tutoring, speech and special education resource rooms.

To determine the Study Capacity, an efficiency factor was applied to each school based on grade configuration and scheduling. For elementary and PK-8 schools, an efficiency factor of 95% was applied, while a 72% efficiency factor was applied for the middle and high schools. This efficiency factor represents middle and high school classrooms being used for 5 out of 7 periods per school day.

## Summary of Results

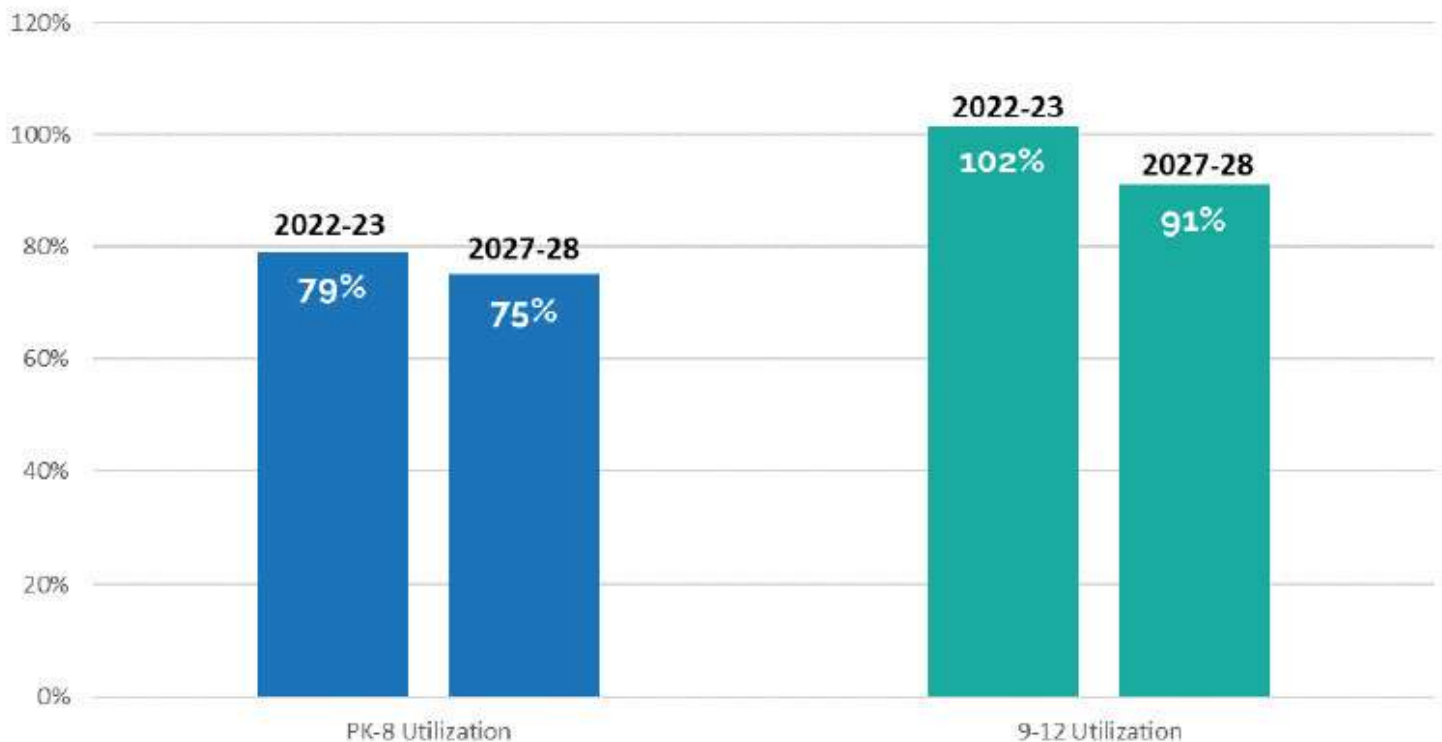
As of the 2022-23 school year, overall district wide utilization is broken down as follows:

- Projected Overall Utilization: 85% (Seat surplus of 3,334 seats)
- Projected PK-8 Utilization: 79% (Seat surplus of 3,424 seats)
- Projected High School Utilization: 102% (Seat **deficit** of 90 seats)

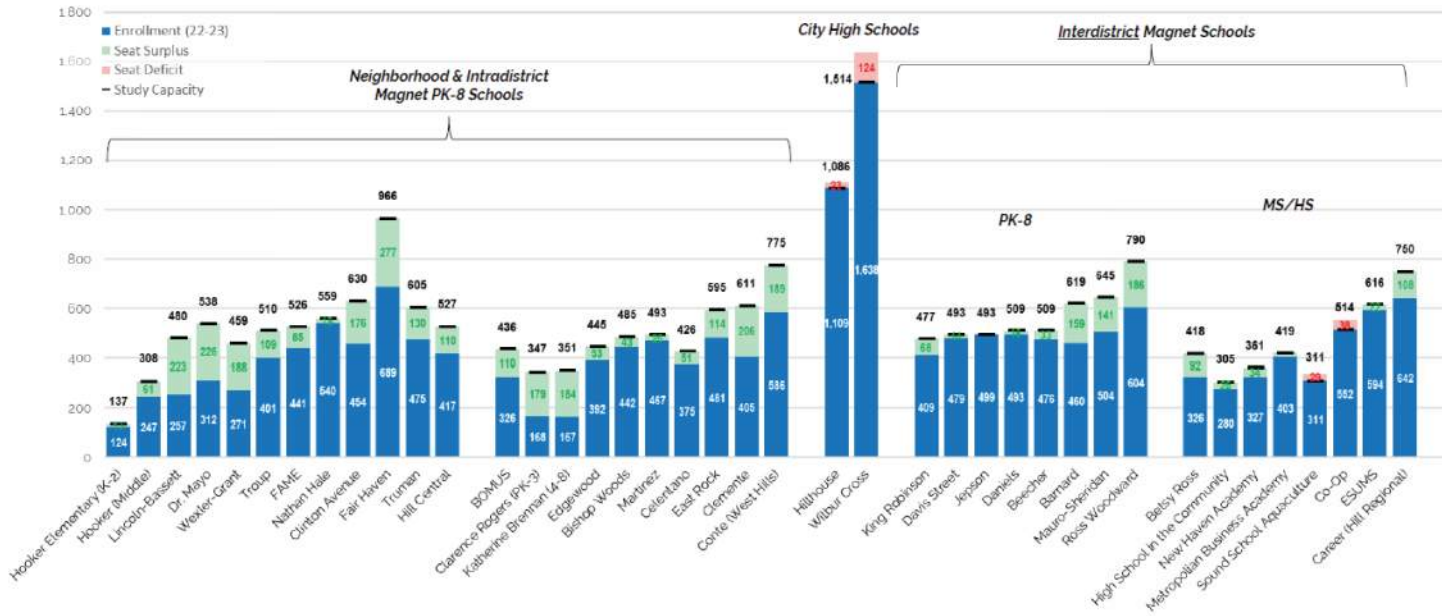
Enrollment is projected to decline further over the next ten years. By 2027-28, overall utilization is projected to decrease further as follows:

- Projected Overall Utilization: 79% (Seat surplus of 4,631 seats)
- Projected PK-8 Utilization: 75% (Seat surplus of 4,112 seats)
- Projected High School Utilization: 91% (Seat surplus of 519 seats)

Figure 4.1 – Projected Utilization by Grade Grouping



**Figure 4.2: Comparison of 2022/23 Enrollment and Study Capacity, by School**



The greatest share of surplus seats are at the PK-8 level, particularly in neighborhood and intra-district magnet schools as shown in Figure 4.2. Overall high school utilization is approaching 100%, however, trends vary by building. Hillhouse and Wilbur Cross are currently over their Study Capacity while there is some available seats in the inter district magnet high schools. However, due to the need to maintain at least 25% non-resident students in those facilities and the declining share of non-resident students at several high schools, these available seats cannot currently be filled by New Haven resident students. In order to address overcrowding at Hillhouse and Wilbur Cross, NHPS will need to maximize the use of space in its inter district magnet high schools. Strategies best leverage space at the high school level are found in Section 7.

**Summary of Parity**

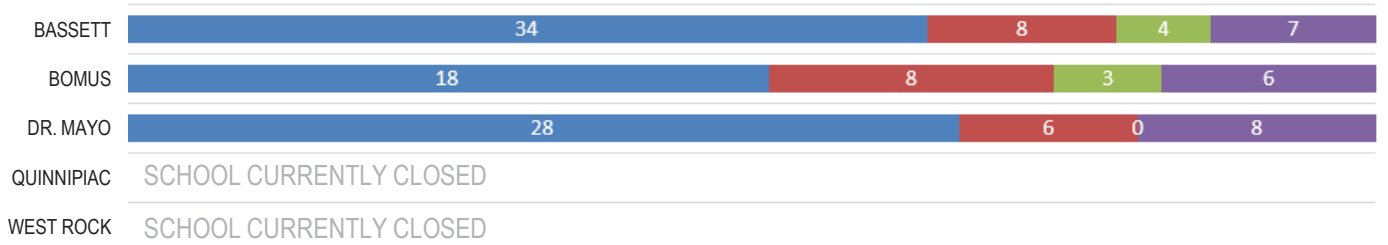
In addition to the overall building capacity, the project team conducted an analysis of space parity across the district, with a focus on academic specials (art, music, world language, science), special education, core, and support spaces. Figures 4.3 through 4.6 illustrate the count of different space types at each school and grouped into the school type categories.

In response to the recent pandemic and ESSER funds, Principals identified use of spaces that were designated for Specials, or Support Services as “ESSER Classrooms” in many schools. The ESSER Classrooms

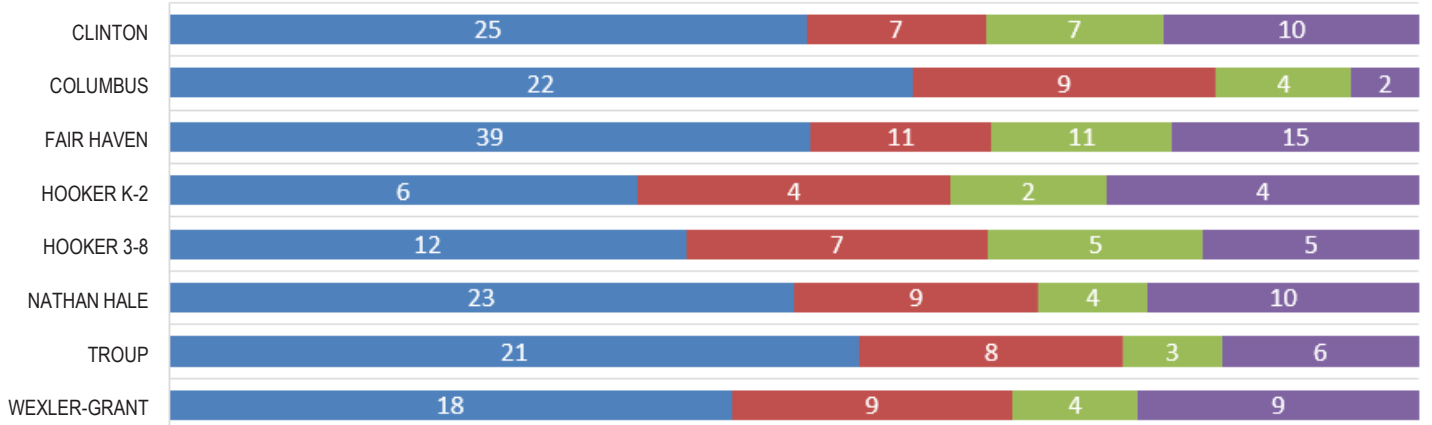
contributed to the apparent disparity of spaces reflected in Figures 4.3 through 4.6, where a lack of Specials spaces is evident in elementary and PK-8 schools.

In addition, many NHPS facilities were designed to support specialized programs (i.e. magnet themes) and a range of grade configurations. As student needs and methods of teaching and learning change, some of these schools may lack the flexible spaces needed to adapt to changing conditions. As shown in the Summary of Space Types charts below, there is not a consistent allocation of space across all of the program areas from building to building in New Haven. This is due to the highly specialized programs within each facility. In districts without highly specialized programs, there is a more consistent standardization spaces across all schools, where parity and equity can be more readily gauged.

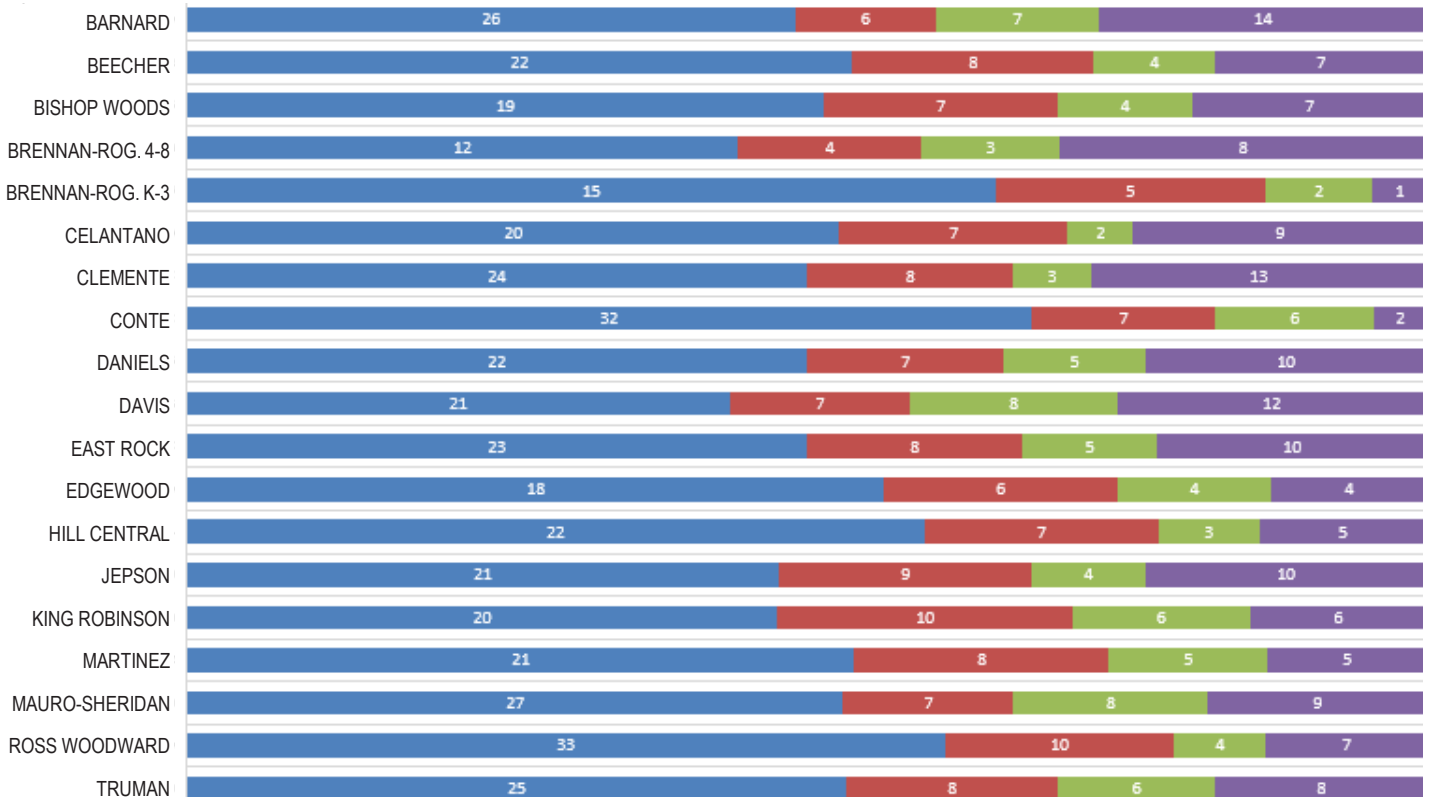
**Figure 4.3: Summary of Space Types – Category 1 - Elementary Schools**



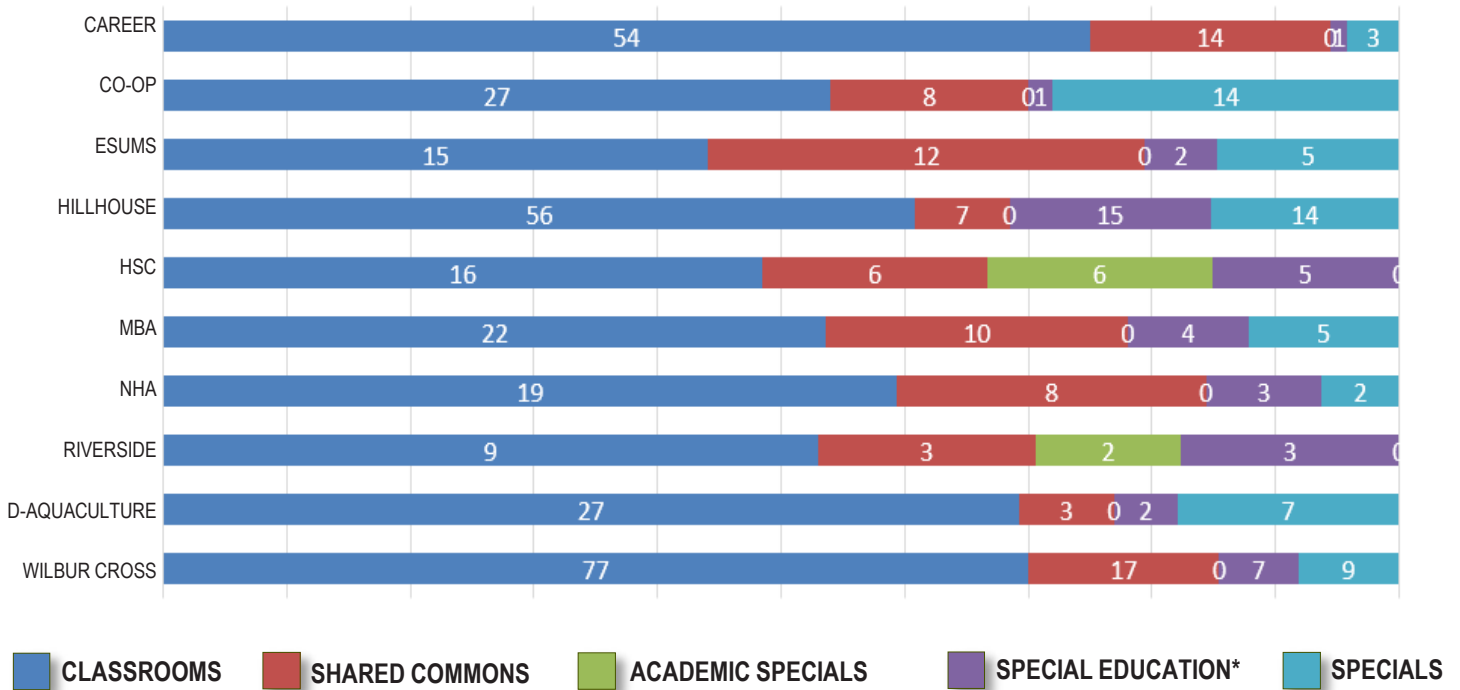
**Figure 4.4: Summary of Space Types – Category 2 – PK-8 Neighborhood Schools**



**Figure 4.5: Summary of Space Types – Category 3 – PK-8 Magnet Schools**



**Figure 4.6: Summary of Space Types – Category 4 & 5 –Magnet MS/HS + Comp HS**



\* Academic Specials pertain to Art, Music, Science, World Language, STEM and Health

## Summary of Program Needs

SLAM conducted a series of workshop meetings with district supervisors and department heads for the following curriculum areas to ascertain how current facilities met the needs of each curriculum area.

- **Arts**
- **English language arts (ELA)**
- **Multi-lingual learners**
- **Math**
- **Pathways**
- **Physical education**
- **Science**
- **Social studies**
- **Special education**
- **World languages**

During the meetings each supervisor, or department head reviewed their responses to the survey and the study team took notes on where improvements were necessary. The survey responses can be found in Appendix D.

Generally, the academic classrooms function as needed at most schools. When we reviewing the specialty spaces, the study team discovered certain areas need attention.

The enrollment of students needing special services is continuously increasing and many of the schools have needs for Special Education and Student Service program spaces. These spaces will ideally range from small one-on-one instruction to larger groups.

A variety of Specials classrooms such as Art, Music and World Language are in many cases outdated, do not have proper equipment, and, in some cases, do not have classroom space at all. In these instances, which are most evident at the high school level, teachers are providing their curriculum from carts within the student’s general classroom spaces, which compromises curriculum delivery. With declining enrollment, NHPS should look to claim classroom spaces back for the Specials Programs and define areas for Band or Visual Arts as examples. Alternatively,

policies or attendance zones could be modified to distribute students more equitably throughout NHPS facilities (shifting students to facilities with available space) in order to address these parity deficiencies.

Physical Education spaces for movement are provided throughout the district, different amenities from locker spaces to fitness areas have been referenced. Shower spaces have been noted to not be necessary in many locations specifically in the elementary grade level schools and could be repurposed to provide other functions.

Teachers' Professional Development space should be replaced within the district. At the individual school level, many departmental use spaces have been removed or reduced, making it difficult for faculty and staff to collaborate and plan curriculum together in teams. Along with faculty and staff supported spaces, many buildings need storage for books, manipulatives, science kits, and overall curriculum supplies. Science storage is an area of specific need that might be best handled by establishing a centralized storage facility for science materials. Many schools do not have adequate science storage rooms on-premises.

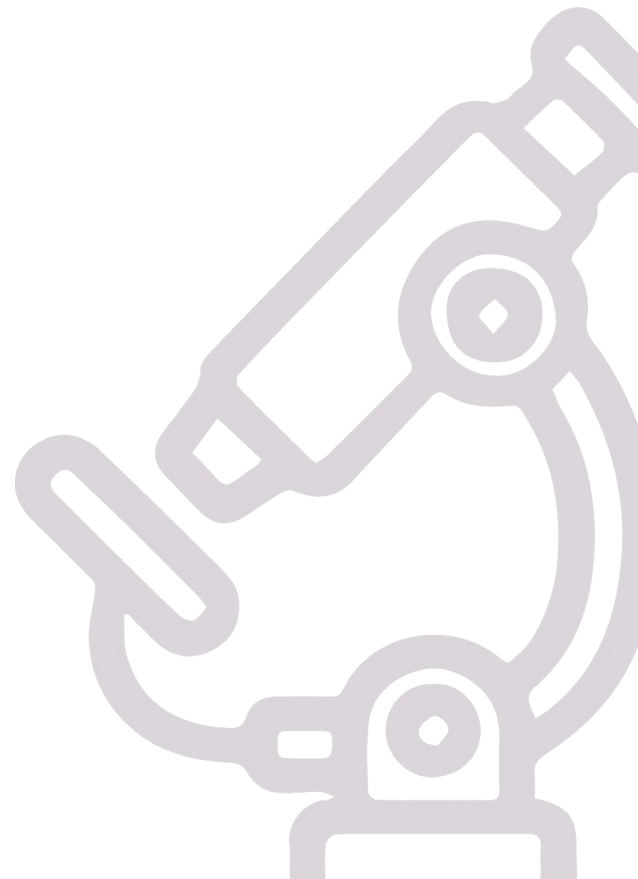
In order to best address the space deficiencies above, NHPS should take a comprehensive and holistic approach that includes individual school and districtwide needs. This multi-pronged approach should consider programmatic changes, repositioning facilities, re-investing in facilities, and capital and operational costs.

**Please refer to the following for detailed information collected during the study:**

- Appendix B for individual school space inventories with study capacity and utilization.
- Appendix C for individual school surveys as presented by the school Principals.
- Appendix D for program surveys from district supervisors



L.W. Beecher Museum Magnet School of Arts and Sciences





05

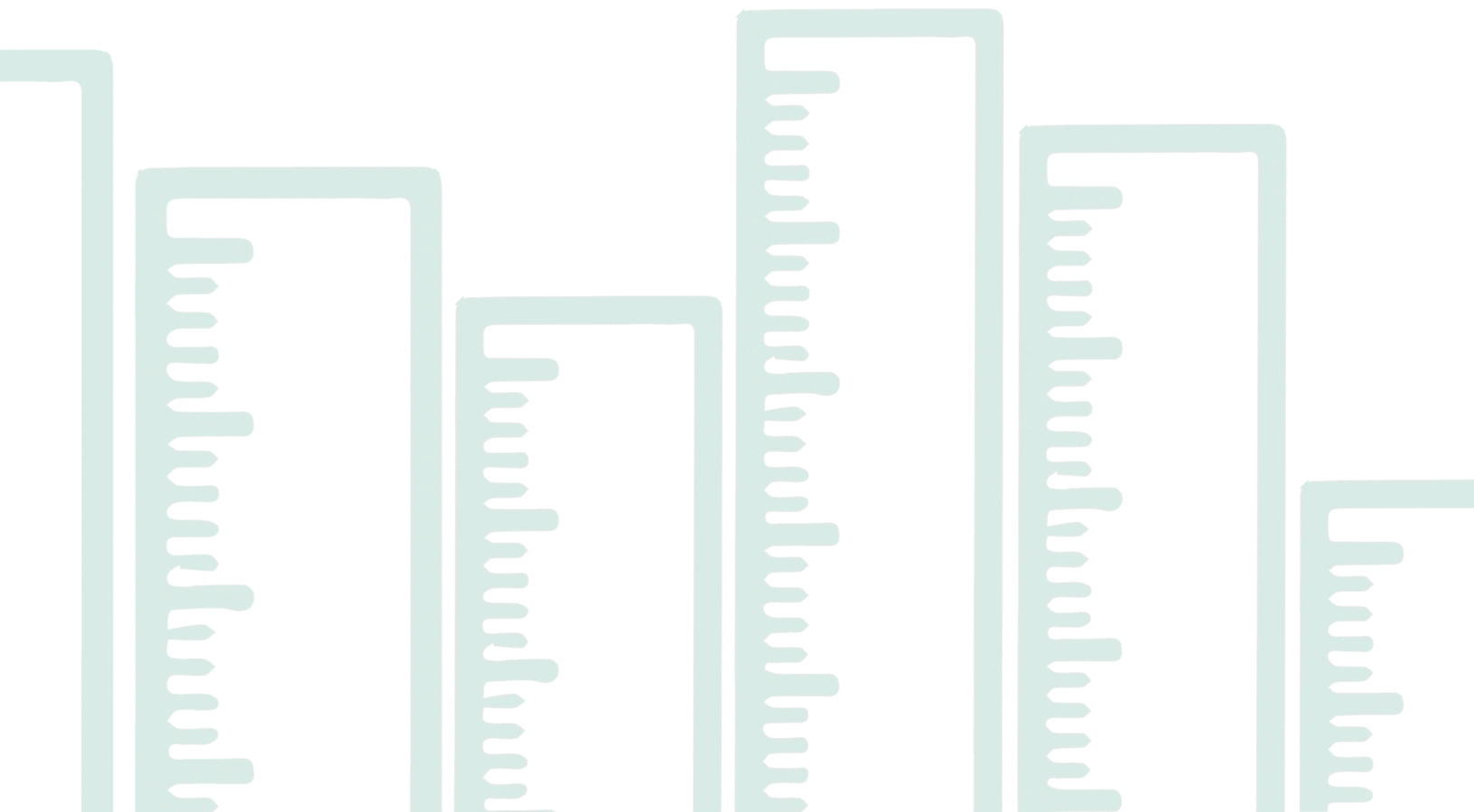
# **Existing Facilities Condition Assessment Summary**

## SECTION 5: EXISTING FACILITIES CONDITION ASSESSMENT SUMMARY

**Field** teams comprised of architects, engineers, technology & security design professionals and landscape architects visited a sampling of schools for architectural and mechanical issues and every building for technology and site to evaluate current conditions. These evaluations were then graded or categorized to develop a comparison chart to identify the schools by condition.

The general findings indicate:

- 
- **NHPS Facilities require significant investment. 12 operational school buildings have been identified in “Poor” condition indicating immediate and on-going needs to maintain current usage. Several additional facilities are rapidly approaching “Poor” condition.**
  - **31 School Facilities have been identified as “Fair” condition.**
  - **These schools will require additional capital to maintain them in good working order.**
  - **Only two School Facilities have been identified as “Good” condition. These schools will require regular ongoing maintenance and capital needs to maintain them in good working order.**
  - **The Schools which have already been closed, are not good candidates for re-use in their current conditions and would require significant investment.**
- 





## 5.1: Architectural and Mechanical Conditions Assessments

### General

Site visits were completed with Svigals, SLAM, OLA and representatives from the New Haven Schools facility management offices, and individual school representatives. This information was recorded in the facility questionnaires referenced above. For the mechanical systems, OLA recorded the equipment, approximate age and condition of the cooling, heating, controls, ventilation, electrical, domestic hot water, and fire alarm and fire protection systems. Furthermore, OLA documented operational issues conveyed by the building operators.

The Project Team performed facility condition assessments at the facilities noted below to develop a reference set of condition factors to use as a guide to compare the full portfolio of BOE managed facilities. Once the initial assessments were completed, the BOE facilities staff utilized the survey developed by the Project Team to guide their assessments for the remaining facilities. Completed surveys for each building are located in Appendix E.

### Key Mechanical Conditions Observed

- Improved energy tracking is needed. A dedicated Energy Manager with access to utility bills and reporting quarterly in costs, energy (kBtu/SF), and in carbon emissions should be provided and reviewed by a 3rd party independent qualified consultant.
- The systems that were installed as part of the recent School Capital program appear in good condition. That said, the short-term recommendation to perform Retro-Commissioning would be recommended for all facilities that are planned for ongoing use. As part of that effort, Testing and Balancing of all systems, controls optimization and any quick payback items be implemented.
- Although the energy data received was not as complete as desired, there are indications that some of the schools are operating at a higher energy use intensity (EUI, measured in kBtu/SF) than designed, while others are close to the targets. Others that were not energy modeled do not have targets, and it is recommended that a target be established in the short term.
- Looking to the future, consideration, and a master plan for reducing carbon impact should have additional focus. The original school designs

considered the percentage of energy efficiency saved against code in the form of dollars and considered the energy use index (EUI) as in the Energy Star model. Going forward the carbon impact should be added to those metrics to be considered and a path to Net 0 implemented.

Assessments were then “graded” according to their observed condition for major categories and the Conditions Ranking Table was prepared to indicate the relative conditions ranking of individual schools. Buildings were placed into one of three categories – good, fair or poor based on the observed conditions as well as current information provided by on-site staff and facilities management.

With very few schools receiving the “good” ranking, the overall portfolio exhibits a significant amount of deferred maintenance. The current BOE facility administration is taking a pro-active approach to identify the full list of deferred maintenance needs by property and will then use the collected information to prioritize the needed actions in accordance with the budgeted funds for implementation in each fiscal year. Facilities Staff for values entered into the matrix on the following pages.

#### Facilities reviewed by Project Team:

- Quinnipiac School
- Strong School (Orchard Street)
- West Rock STREAM Academy
- Katherine Brennan School
- Clarence Rogers School
- Conte West Hills Magnet School
- Metropolitan Business Academy
- Sound Aquaculture School (5 Buildings)
- Davis Street School
- Benjamin Jepson

#### Facilities reviewed by BOE Facilities:

- Barnard Magnet School
- King Robinson School
- Edgewood Building
- Family Academy of Multilingual Exploration
- High School in the Community
- James Hillhouse High School
- Wilber Cross High School
- Hill Regional Career High School
- All remaining schools were graded by BOE



L.W. Beecher Museum Magnet School of Arts and Sciences

## Conditions Ranking Table

		Architectural									Mechanical								Site			
		Overall Condition Score	Architectural Only Condition	Walls & Windows	Roofing	Partitions and Doors	Flooring	Ceilings	Elevators	Structure	MEP Only Rating Score	Building Management	Cooling	Heating	Air Handlers	Domestic Hot Water	Electrical	Fire Alarm	Technology Backbone	Site Only Rating Score	Site Conditions	Site Amenities
<b>Category-1: Elementary Schools (Grade 6 and Under)</b>																						
Lincoln Bassett		2.26	1.93	1.5	2.5	2.5	2	2	1.5	1.5	2.38	3	3	3	2	1	2	3	2	3.00	3	3
BOMUS (MLK)		0.12	0.14	0	0	0	0	0	0	1	0.13	0	1	0	0	0	0	0	0	0.00	0	0
Dr Mayo		1.29	1.43	1	2	3	1	1	1	1	1.25	1	1	1	1	1	2	2		1.00	1	1
Quinnipiac - Closed		2.38	2.29	3	2.5	2	2.5	2.5	2	1.5	2.31	3	3	2	2	2	2.5	1	3	3.00	3	3
West Rock - Temp. Closed		2.21	1.92	2	2	2	2	2	/	1.5	2.50	3	3	3	3	2	2	2	2	3.00	3	3
<b>Category-2: PreK/K-8 Neighborhood Schools</b>																						
Clinton Avenue School		2.12	2.14	1	3	2	2	3	2	2	2.25	3	3	3	1.5	3	2	1.5	1	1.50	2	1
Columbus-FAME		1.76	1.29	1	2	1	1	2	1	1	2.13	3	2	2	2	3	2	1	2	2.00	2	2
Fair Haven		1.82	2.21	2	3	2	1.5	3	2	2	1.56	3	1	1	1	2.5	1	1	2	1.50	2	1
Hooker K-2		1.53	1.00	1	1	1	1	1	1	1	2.00	3	1	1	2	2	2	3	2	1.50	2	1
Hooker Middle		1.71	1.71	1	3	2	1	1.5	2	1.5	1.75	3	1	1	1	3	3	1		1.50	2	1
Nathan Hale		2.00	2.43	2	3	3	3	2	2	2	1.75	1	2	3	2	1	2	1	2	1.50	2	1
Troup		1.68	1.57	2	1.5	2	1	1.5	1.5	1.5	1.69	3	1	1	2	2	2	1.5	1	2.00	2	2
Wexler-Grant		2.28	1.43	2	1.5	2	1	2	/	1.5	2.69	3	3	3	3	2	1.5	3	3	2.50	3	2
<b>Category-3: PreK/K-8 Magnet Schools</b>																						
Barnard		1.74	1.50	1.5	2.5	1	2	1	1	1.5	2.13	3	1.5	2	1.5	1	3	3	2	1.00	1	1
Beecher		1.71	1.64	1	2	2	2	2	1.5	1	1.69	1	3	1	2	1	3	1.5	1	2.00	2	2
Bishop Woods		1.59	1.36	1	1.5	2	1.5	1	1	1.5	1.81	3	1	3	2	1	2	1.5	1	1.50	2	1
Brennan-Rogers 4-8		2.03	1.83	2	2	1.5	2	2	/	1.5	2.19	3	3	2	1.5	2	2	2	2	2.00	2	2
Brennan-Rogers K-3		2.23	1.96	1.25	2	1.5	2	2	/	3	2.50	3	3	3	2	2	2	2	3	2.00	3	1
Celentano		1.85	1.50	1	2.5	1	2	2	1	1	2.25	3	3	1.5	2	2	2	2.5	2	1.50	2	1
Roberto Clemente		1.94	1.57	1.5	2.5	2	1	1	1	2	2.25	3	3	2	2	2	2	2	2	2.00	2	2
Conte		2.41	2.36	2	3	3	2.5	3	1	2	2.56	3	2	2.5	2	3	2	3	3	2.00	2	2
Daniels		1.85	1.71	2	1	2	2	2	1	2	2.06	1	2.5	3	2	2	2	2	2	1.50	1	2
Davis Street School		1.76	1.93	2	2.5	2	2	1	2	2	1.81	3	1	1	1	3	1.5	3	1	1.00	1	1
East Rock		1.76	1.50	1	2	1	2	2	1	1.5	2.19	3	2	2.5	2	2	2	3	1	1.00	1	1
Edgewood		2.21	2.00	2	2	2	3	1.5	1.5	2	2.31	3	2	2	2	2.5	2	3	2	2.50	3	2
Hill Central		1.59	1.43	1	2.5	1	1	2	1	1.5	1.75	3	3	1	1	1	2	1	2	1.50	2	1
Jepson		2.03	2.29	2	2	3	2	2	3	2	2.06	3	2	1	1.5	3	1.5	2.5	2	1.00	1	1
King Robinson		1.94	1.33	1	1.5	1	2	1	/	1.5	2.25	3	2	2	1.5	2	2.5	3	2	2.50	2	3
Martinez		1.85	1.43	2	2	2	1	1	1	1	2.19	3	3	2	2.5	1	2	2	2	2.00	2	2
Mauro-Sheridan		1.97	2.36	3	3	2.5	2	1	3	2	1.88	3	3	1	2	1	1.5	1.5	2	1.00	1	1
Ross Woodward		1.76	1.29	1	2	1	2	1	1	1	2.25	3	2	3	2	1	2	3	2	1.50	2	1
Truman		1.88	2.21	2	3	2	2.5	2	2	2	1.69	3	2	2	2	1	1.5	1	1	1.50	2	1

- 0-1 Good Condition - Systems or components working well and not near end of life
- 1-2 Fair - System or components are working but require maintenance or end of life
- 2-3 Poor - System is problematic, causes disruption to occupants and operators and is at the end of useful life

## Conditions Ranking Table

		Overall Condition Score	Architectural Condition Score	Architectural								MEP Only Rating Score	Mechanical								Site	
				Walls & Windows	Roofing	Partitions and Doors	Flooring	Ceilings	Elevators	Structure	Building Management		Cooling	Heating	Air Handlers	Domestic Hot Water	Electrical	Fire Alarm	Technology Backbone	Site Conditions	Site Amenities	
<b>Category-4: Middle Schools</b>																						
Betsy Ross		2.06	2.07	2.5	2.5	2.5	1	2.5	1	2.5	2.06	3	2	2.5	2	3	1.5	1.5	1	2	2	2
<b>Category-5: Magnet Middle/High &amp; High Schools</b>																						
Career		1.91	1.33	1	2	1	2	1	/	1	2.19	1	3	2	2	2	2.5	3	2	2.50	3	2
Co-Op		1.53	1.43	1.5	1	1.5	1.5	1.5	1.5	1.5	1.75	1	2	1	2	1	3	3	1	1.00	1	1
ESUMS		0.91	0.50	0.5	0.5	0.5	0.5	0.5	0.5	0.5	1.25	1	1	2	1	1	2	1	1	1.00	1	1
Hillhouse		2.31	2.25	1	3	2.5	2	3	/	2	2.44	1	3	3	3	1.5	3	3	2	2.00	2	2
HSC		1.72	1.92	1	3	2	2	2	/	1.5	1.38	1	1	1	1	2	2	1	2	2.50	2	3
MBA		1.35	1.00	1	1	1	1	1	1	1	1.75	3	1	1	1	3	1	3	1	1.00	1	1
New Haven Academy		1.12	1.14	2	1	1	1	1	1	1	1.13	1	1	1	1	1.5	1.5	1	1.00	1	1	1
Riverside		1.94	2.00	2.5	2.5	2	2	1	/	2	2.00	3	2	2	2	2	2	1	2	3.00	3	/
SOUND - Anderson		1.76	1.64	2.5	2	1	2	1.5	1.5	1	2.06	1	3	2.5	2	2	2	2	2	2.00	2	/
SOUND - Aquaculture		1.91	1.79	1	3	2	2	2.5	1	1	2.00	1	2	2	2	3	2	2	2	2.00	2	2
SOUND - Emerson		2.22	2.07	2.5	2	2	2	2	2	2	2.38	1	3	3	3	3	2	2	2	2.00	2	/
SOUND - McNeil		2.22	2.07	2.5	2	2	2	2	2	2	2.38	1	3	3	3	3	2	2	2	2.00	2	/
SOUND - Thomas		2.22	2.07	2.5	2	2	2	2	2	2	2.38	1	3	3	3	3	2	2	2	2.00	2	/
Wilbur Cross		2.00	2.25	1.5	3	3	2	2	/	2	1.81	1	3	2	1.5	1	2	2	2	2.00	2	2
<b>Category-6: Auxillary Buildings + District/BOE Offices (as noted on Tom's Llist)</b>																						
ACEC		2.50	0.00									2.50										
Central Kitchen		1.91	2.17	2.5	2	2.5	2	2	/	2	2.19	3	2	2	2	2.5	2	2	2			
Floyd Little		1.56	1.86	2	1.5	2	1.5	2	2	2	1.71			2	2	2	1.5	1.5	1	2		
Montessori		2.00										2.00										
Orchard Site		2.24	1.86	3	2	1.5	1.5	1	2	2	2.50	3	3	3	3	2	2	2	2	2.50	2	3
Facilities Office /Warehouse		1.96	1.93	2	2	2	1.5	2	2	2	2.00			2		2	2	2	2			
BOE		2.37	2.07	3	1	2	2	3	2	1.5	2.63	3	3	3	3	3	3	3	1	2		

- 0-1 Good Condition - Systems or components working well and not near end of life
- 1-2 Fair - System or components are working but require maintenance or end of life
- 2-3 Poor - System is problematic, causes disruption to occupants and operators and is at the end of useful life



# Architectural and Mechanical Conditions Recommendations

## General Recommendations

- **Develop Maintenance Procedures**

As reported by building staff and identified during the site walkthroughs, maintenance for each facility is only completed on an as needed basis. It is recommended that a preventative maintenance schedule and service contract is created. This schedule can help to reduce unexpected replacement or failure of general and HVAC equipment and can help reduce building operational issues. Additionally, preventative or planned maintenance extends the lifespan of equipment and can operate at an improve equipment and system efficiency, reducing energy costs. A maintenance schedule would also reduce the costs associated with repairs as they will not be made on an emergency basis which are often performed on overtime and at the expense of staff and/or student productivity. This schedule should be developed based on the operation and maintenance manuals that are provided when purchasing any HVAC equipment.

The schedule should be developed based on the operation and maintenance manuals that are provided when purchasing any equipment. Inspection and maintenance protocols can be created using industry standards such as ASHRAE Standard 180, which establishes minimum HVAC inspection and maintenance requirements that preserve a system's ability to achieve acceptable thermal comfort, energy efficiency, and indoor air quality in new and existing commercial buildings. Maintenance schedules and protocols can be developed in parallel with retro-commissioning assessments.

## Architectural Recommendations

- **Develop a Capital Plan for Deferred Maintenance and Asset Renewal Needs**

Building on the Work completed to date, prepare a complete survey the remaining schools and develop a priority list of short, medium and long term maintenance and asset renewal costs estimated to be required on an annual basis.

## Mechanical Recommendations

- **Facility Management Support**

The current process for addressing building operational issues is a building occupant notifies the head janitor of a heating, cooling, or ventilation problem and then the head janitor typically calls the facility management office to make proper adjustments. The facility operator addresses the issue remotely from the facility management office and does not visit the site to see the issue. This process creates a potential problem in that the issue is never fully identified and there is a time delay between the identification of the issue and the resulting action. One way to address this is to train the janitorial staff in basic building operation so that issues can be addressed immediately. Ensuring a functional BMS system with proper alarms and regular oversight of operation by a trained operator will help effectively address issues identified by custodial or administrative staff.

Another change that will result in better operation of the facilities along with a reduction in energy savings is to hire a certified energy manager (CEM) or train a member of the facility management office to become a certified energy manager. A CEM is a certification from the association of energy engineers. This certification signifies the ability to optimize the energy performance of a building by providing solutions to reduce the energy consumption in a cost-effective approach. This accreditation is recognized by various national and international agencies such as the U.S Department of Energy.

Internal staff that are trained in best practice operations, maintenance, energy audits, design, and commissioning practices are valuable assets in maintaining facilities' longevity and energy efficiency. Internal staff can assist in coordinating and reviewing third-party energy efficiency and consulting services (such as utility analyses, energy audits, property conditions assessments, etc.) when required.

- **Retro Commissioning (RCx)**

To improve building operations and reduce energy costs associated with HVAC systems, the building should undergo a retro-commissioning (RCx) assessment. The RCx assessment includes troubleshooting of systems to improve their efficiency, implementing controls and maintenance protocols to improve the building operation or

installation of upgraded systems to reduce energy usage. Retro-commissioning (RCx) covers building systems, energy using equipment, operating schedules, and optimizes how these elements perform together. Typically focused on low-cost enhancements to operations and maintenance, retro-commissioning can produce whole-building energy savings of 10% to 20% quickly and inexpensively.

This effort begins with a detailed system assessment and energy usage study. Then the RCx agent performs functional tests of the HVAC system to identify potential improvements. Finally, recommendations for improvement are made, and fixes are implemented. Each building should be evaluated independently, and a custom plan will be developed to provide optimal results. Balancing of Air Distribution System.

- **Balancing of Air Distribution System**

Although this may be included in the RCx efforts above, it was determined that regular balancing be a focus for the district. Based on building staff reports and the completed facility questionnaires, balancing of the air distribution systems have not been completed since the initial installation. This lack of verification of flow rates and system operation can lead to issues with indoor comfort, energy efficiency of the system and increased operating costs as system calibration will diminish over time. Inappropriate air or water flow can cause the system to run longer cycles which in turn consumes more energy, increases operational cost, and causes increased wear on the system. By regular testing and, where needed, re-balancing of the air distribution systems, verification is provided that conditioned air and ventilation air is properly distributed throughout all occupied spaces.

- **Control Systems Upgrades**

Building management systems (BMS) are used to consolidate key information from HVAC systems in a central dashboard. A thoughtfully designed, installed, and commissioned BMS system can provide building management and facility staff with convenient and valuable information to ensure efficient equipment operation and longevity. Equipment control parameters (e.g., setpoint schedules) can be pre-programmed to maximize system efficiency. The BMS can also be used by trained staff to help identify equipment degradation in advance of catastrophic breakdowns and provide immediate notice of failures through alarms. By

reducing demand and start/stop stages, building automation systems reduce wear-and-tear on a building's energy infrastructure, reducing maintenance costs and extending equipment life.

These systems can have various levels of monitoring and/or control capability depending on the level of complexity desired, and the sub-equipment's ability to accept input/output signals from a BMS. Old equipment and local controls often are unable to accept input signals from other devices such as a BMS but can typically be monitored for key parameters. Most new HVAC equipment offers some level of BMS connectivity; however, some nuances can make equipment integration cumbersome without proper planning and technical support.

BMS' require regular maintenance (e.g., ensure sensor accuracy) to maintain reliable and optimal control. Several schools were identified as having BMS that are in poor condition and/or require recalibration. A retro-commissioning assessment (details provided in Section 4.3) can provide detailed recommendation on cost-effective approaches to recalibrating or upgrading the BMS, as necessary.

For the new BMS, the system should be designed with input and feedback from representatives of building management and facilities staff, to ensure the BMS is designed to best fit the needs of the team. A consulting engineer can assist in creating bid documents and Owner's Project Requirements (OPR) for the BMS design, to ensure a contractor has a clear understanding of the system requirements. Details shall include equipment and data points to be controlled and/or monitored, data collection intervals, historical trend capabilities, training, operating manual, maintenance agreements, and technical support requirements.

If a BMS is already installed at a building, all HVAC replacement or upgraded equipment should be designed to communicate with the BMS, and the BMS should be updated to include the new equipment.

- **Net Zero Energy Building Operation**

Net Zero Energy is defined when the amount of energy provided by on-site renewable energy sources is equal or equivalent to the amount of energy used. If it is desired to achieve this goal, each facility will need varying improvements to reduce consumption and consider more renewables to be installed. The new schools were designed in many cases for high performance and are

operating at 20% to 50% more efficiency than a similar school would be if designed to meet Code. Although designed with high efficiency in mind, the buildings were not designed to meet Net Zero levels. The building envelope and other significant modifications (such as full-electrification of all fuel-burning equipment, along with optimization of HVAC controls and lighting) are necessary to approach Net Zero levels.

There are schools, such as the Sound School, that have significantly high energy usage due to the loads associated with the atypical equipment (such as the Aquatic center at Sound School), and may have an even greater challenge with reducing energy use and would not be able accommodate a PV system to offset the entire energy usage. One potential solution for the need for additional renewable energy is to purchase renewable energy credits (REC's). This approach allows the facility to claim the equivalent MWh or kWh purchased of energy reduction as an offset to their conventional energy use. There may be potential for some facilities who use less energy to create RECs to use at the most electrical intensive facilities.

- **Electrification**

Clean, emission-free energy is at the forefront of solutions to the climate crisis. Many states, including Connecticut, are making strides that codify their green intentions into statutory targets. Connecticut's state government mandated a 2040 goal of integrating a 100% Carbon free grid. Since 2019, PURA (the Public Utility Regulatory Authority) and DEEP (Department of Energy and Environmental Protection) have modelled and proposed a robust transition that balances energy reliability and adequacy with affordability. Their 2020 Integrated Resources Report (IRP) captures Connecticut's current renewable energy status and how different forecasts of electricity may affect their timeline. In each of their models, consumer affordability remained a priority as well as the hard deadline of 2040.

Connecticut's electric grid is tied to the greater New England area. It shares transmission lines with: Rhode Island, Massachusetts, Maine, New Hampshire, and Vermont. All transmission lines are governed by the Independent Systems Operator of New England (ISO-NE). The ISO has also captured the progress made by the New England states to consolidate the eastern seaboard's push for decarbonization. Across the New England states, there are many proposals that call for increased

use of renewable sources such as wind power; Connecticut has proposed 5,774 MW of wind power, according to the ISO. Success in reaching a carbon-free grid requires collaboration and considerations of interstate connections.

Connecticut has implemented in-state programs to bolster their 2040 goal. For example, there is an ongoing program that seeks to transform heavily polluted areas, brownfields, to support renewable energy via wind or solar. Many municipalities have put forth proposals to develop brownfields and there are many incentives at the state and national level. Connecticut has also put forth a Property Assessed Clean Energy program (C-PACE) that helps owners of larger buildings across commercial, industrial, and multi-family homes, to upgrade their buildings for energy efficiency. There are several financing options that encourage these improvements, particularly if buildings lie within a brownfield.

Buildings represent over half of Connecticut's carbon footprint over any other sector. There is conversation about building stretch or reach codes in Connecticut, which have been adopted by Massachusetts, Vermont, New York, and New Hampshire. A bill (HB 6572) cleared a committee vote but ultimately faced opposition. This bill would allow municipalities to require new buildings or substantially renovated buildings to meet higher efficiency standards. There have been studies by the New Buildings Institute that counter affordability concerns and show development to higher standards than that of the proposed bill can be at no additional cost or in any case, at a marginal increase.

There continues to be forward motion in reaching a carbon free electric supply. DEEP and other authorities are required to routinely assess the state's progress and suggest pathways forward to keep the 2040 goal in sight. Long term contracts for renewables and zero carbon initiatives now account for about 65% of energy consumption across Connecticut's largest EDCs. These power supply improvements increase renewable energy supply, which reduces electric-grid related emissions. Additional strides in operational energy efficiency, and replacement of fossil fuel-fired equipment to electric heat pumps, will further move the New Haven Schools towards a zero-carbon future. The following table highlights a few potential electrification strategies to be considered upon equipment upgrades or replacement.

## Electrification Measure Options:

The following table provides a high-level overview of potential electrification options for common existing equipment found at the New Haven Schools. This table does not include all systems and may not account for equipment innovation over time but can serve as an early design-phase tool for system consideration.

	<i>Existing System</i>	<i>Proposed Electrification Replacement/Upgrade Option (New System)</i>
Cooling	Chiller (water-cooled (cooling tower) or air-cooled) with rooftop unit air handling unit	Consider air-to-water heat pump (AWHP), also known as heat pump chiller/heater - to provide heating and cooling.
	Packaged rooftop units (direct-expansion cooling)	Packaged heat pump – to provide heating and cooling
	If school does not have central cooling	See options in “Heating and Cooling” row
Heating	Hot water distribution to radiators and/or air handling units	Consider AWHP for heat injection (boost supply water temperature via water-to-water-heat-pump (WWHP) or gas-fired boiler, as necessary)
Heating and Cooling	Applicable to large array of existing systems.	Install split system heat pump per classroom  Single vertical package heat pump (requires through wall sleeves)  Ground source heat pumps
Airside Equipment		Dedicated outdoor air system (DOAS) with separate heating and cooling equipment (options noted above)
DHW	Gas-fired water heaters	Split system heat pump
		Packaged hybrid heat pump water heater  Electric resistance tank heater (least efficient option)
Cooking	Gas-stoves	Induction cooking ranges





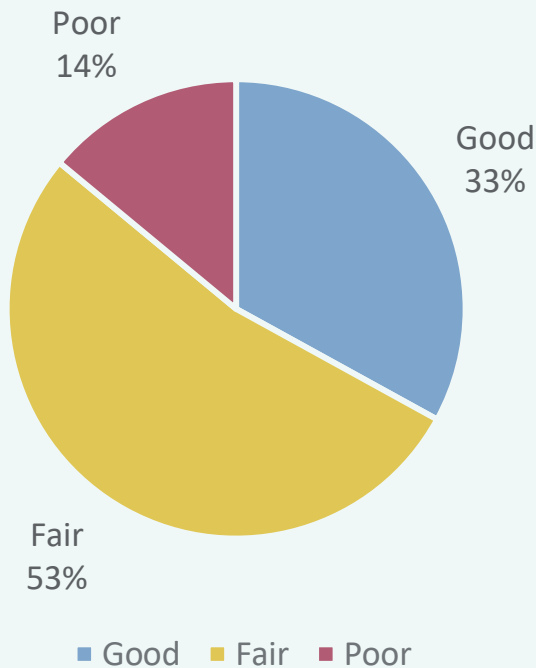
Edgewood Creative Thinking through STEAM Magnet School

## 5.2: Site Conditions Assessments

SLR International Corporation (SLR) was tasked with reviewing and evaluating the site conditions of 43 New Haven public schools, ranging from grades K-12, as part of this long-range facilities planning study. The evaluation included assessing the overall site conditions, including site circulation, accessibility, and the general condition of parking lots, sidewalks, playgrounds, athletic facilities, or any other major element on the site. Once the sites were assessed, the data was entered into school-specific matrices where each element was graded on a scale of 1 to 4, indicating the priority and time frame in which improvements are needed.

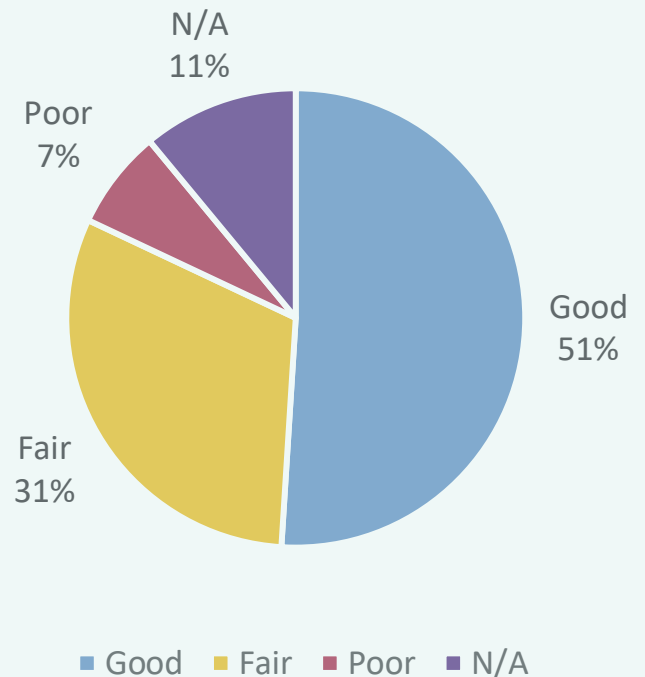
The overall site condition of each school varied and fell into one of three categories: Good, Fair, or Poor. A site in good condition has a 6- to 10-year life cycle before major repairs of the site features are needed. A site in fair condition has a 3- to 5-year life cycle before major repairs of the site features are needed. A site in poor condition has a 1- to 2-year life cycle before major repairs of the site features are needed. The breakdown of the overall school site conditions are as follows:

### School Site Conditions



The overall condition of the amenities (playgrounds, athletic fields, etc.) offered at each school also varied and were categorized in the same manor. The breakdown of the overall school site amenities are as follows:

### School Amenity Conditions



Please refer to Appendix F of this report to see a detailed breakdown of each school's site evaluation.

## Site Conditions Recommendations

Through the process of evaluating the 43 schools throughout the City of New Haven, SLR has some overall recommendations that can be implemented going forward.

- The vegetation at many of the schools has become overgrown, which is negatively affecting sight lines and has begun growing onto adjacent elements (like fencing). In many cases, the oversized foundation plantings provide “blind” spots where a trespasser may hide. Additionally, the natural lawn play areas are overcompacted, weedy, and generally in poor condition. A landscape maintenance plan should be put together for each school to help reduce these issues and extend the life span and safety of these site elements.
- The site lighting for most schools appears to be in good physical condition, but a photometric study at each school would reveal if deficiencies are present. Additional lighting can be added to improve safety or in many cases the light source could be upgraded to LED for improved coverage and longevity.
- The most significant site item at most of the schools is the physical condition of the bituminous pavement and curbing for the parking lots and travel lanes. To get the longest life out of these elements, it would be recommended that a heavy-duty bituminous pavement cross section be used anywhere that will receive heavy use by busses or large trucks (i.e., bus drop-off lanes or loading areas) when replacing the existing. The last recommendation would be to use cast-in-place concrete curbing or integral concrete walk and curb instead of bituminous lip curbing. This will greatly extend the life cycle of the curbing, and concrete will be able to take the abuse of plowing (curb breakage) in the winter.

For school-specific site information, please see the matrices in Appendix F. These will give a detailed breakdown of each site item and its corresponding life cycle. Also, refer to the key plans for each school to see the specific location for each item.

## 5.3: Technology Conditions Assessments

D’Agostino & Associates was tasked with assessing the existing technology system infrastructure for fifty-four New Haven Public School facilities, refer to the summary at the end of this narrative for a complete list.

To obtain a general overview of the condition of the existing technology systems, D’Agostino & Associates reviewed the following criteria:

- **Horizontal Cabling Infrastructure:**

What is the Category rated cabling of the horizontal cabling supporting technology devices?

- **Backbone Fiber Infrastructure:**

What is the rating of the fiber backbone supporting the telecommunication rooms and main equipment room?

- **Main Equipment and Telecommunication Room Space Allocation:**

Does the size of the technology equipment rooms allow for proper clearances or are they shared spaces with other departments (custodial, storage, etc)?

- **Cooling:**

Do the technology equipment rooms provide adequate cooling to support the equipment in the room?

- **Grounding:**

Is the equipment within the technology equipment rooms grounded per industry best practices and manufacturer recommendations?

- **UPS / Power Distribution:**

Does the technology equipment have properly sized uninterruptible power supplies (UPS) and are they in working order?

## Findings

### Horizontal Copper Cable:

18

36

- “Good” (Category 6 rated cabling, which support frequencies 250 MHz at 100 meters).
- “Fair” (Category 5e rated cabling, which support frequencies of 100MHz at 100 meters).

### Backbone Fiber:

9

8

37

- “New” (OM4 multimode or OS2 single mode fiber cabling, which support 100GB up to 150 meters).
- “Fair” (OM2 multimode fiber cabling, which support 10Gb up to 100 meters).
- It should be noted that 9 facilities have a single technology equipment room and do not require a fiber backbone.

### Space Allocation:

20

34

- “Good” meaning the size of the room and clearances meet or exceed BICSI recommendations and the space is dedicated to technology equipment.
- “Poor” meaning the size of the room and clearances do not meet BICSI recommendations and the space may be shared with other departments.

### Cooling:

20

34

- “Good” providing adequate cooling for the technology equipment.

### Grounding:

24

30

- “Good” means the equipment is adequately grounded per BICSI and manufacturer recommendations.
- “Poor” means grounding is incomplete or has not been installed.

### Uninterrupted Power Supplies (UPS) / Power:

54

- “Good” meaning there is UPS’s are installed, in proper working order, and sized appropriately to condition the power and provide power during the transition to emergency power and/or allow proper shut-down of the electronics in the data rooms.
- The remaining facilities do not have UPS’s or they are not in working order.

 New

 Good

 Fair

 Poor

 N/A

# Technology Conditions Recommendations

## Cabling:

- The cabling at schools marked as “Fair” should be upgraded to Category 6A to supports frequencies up to 500 MHz at 100 meters, in order to future proof most future technology equipment installations.
- The cabling at schools marked as “Good” may remain but will likely need to be upgraded in the next 15 to 20 years as technology devices demand more and faster data speeds from the cable supporting it.

## Backbone Fiber:

- The fiber backbone at the 37 schools ranked as “Fair” should be upgraded to OM4 multimode or OS2 single mode fiber to support higher bandwidths between main equipment rooms and telecommunication rooms.

## Space Allocation:

- While this is a difficult deficiency to remedy, it is recommended that all technology equipment rooms be dedicated spaces with proper clearances for maintaining the equipment.

- Schools ranked as “Poor” in this category should attempt to find dedicated, properly sized spaces for the technology equipment rooms. If this recommendation cannot be met, facilities receiving renovations should work with the designer team to ensure proper space is allocated to support the technology equipment rooms.

## Cooling:

- Cooling should be installed in the 34 facilities ranked as “Poor” under this category. Proper cooling will extend the life of equipment and ensure the district receives the highest return on their investment for technology equipment.

## Grounding:

- Proper grounding and bonding should be installed as soon as possible in all facilities marked as “Poor”.

## Uninterrupted Power Supplies (UPS):

- Consider installing new UPS’s in facilities marked as “Poor” to support equipment during power surges or power loss.

Summary Findings per Facility	CABLING		IT DATA ROOMS			
	Horizontal Copper	Backbone Fiber	Space Allocation	Cooling	Grounding	UPS
Lincoln-Bassett Community School	Fair	Fair	Good	Poor	Good	Poor
Barack H. Obama Magnet University School	Good	Fair	Poor	Good	Good	Good
Dr. Reginald Mayo Early Learning Childhood School	Fair	Fair	Good	Poor	Poor	Good
Quinnipiac STEM Magnet School	Fair	N/A	Poor	Good	Poor	Good
West Rock STREAM Academy	Fair	N/A	Good	Good	Poor	Good
Clinton Avenue School	Good	Fair	Poor	Poor	Good	Good

Christopher Columbus Family Academy	Fair	Fair	Good	Poor	Poor	Good
Fair Haven School	Fair	Fair	Good	Poor	Poor	Good
Worthington Hooker Elementary School	Fair	N/A	Poor	Poor	Good	Poor
Worthington Hooker School	Good	New	Poor	Poor	Good	Poor
Nathan Hale School	Good	Fair	Good	Poor	Good	Poor
Augusta Lewis Troup Magnet Academy of Science	Good	Fair	Good	Poor	Good	Poor
Wexler-Grant Community School	Fair	Fair	Poor	Poor	Poor	Poor
Barnard Environmental Science & Technology School	Good	Fair	Poor	Poor	Good	Good
L.W Beecher Museum Magnet School of Arts and Sciences	Good	Fair	Good	Poor	Good	Good
Bishop Woods Architecture and Design Magnet School	Fair	N/A	Good	Good	Good	Good
Brennan-Rogers School of Communication and Media 4-8	Fair	Fair	Poor	Poor	Good	Poor
Brennan-Rogers School of Communication and Media K-3	Fair	N/A	Poor	Poor	Poor	Good
Celentano BioTech, Health, & Medical Magnet School	Good	Fair	Poor	Poor	Good	Poor
Roberto Clemente Leadership Academy for Global Awareness	Good	New	Good	Good	Good	Good
Harry A. Conte West Hills Magnet School: Exploration & Innovation	Fair	Fair	Poor	Poor	Poor	Poor
John C. Daniels School of International Communication	Good	Fair	Good	Poor	Poor	Good
Davis Academy for Arts & Design Innovation	Fair	Fair	Poor	Good	Good	Good
East Rock Community & Cultural Studies Magnet School	Good	New	Poor	Poor	Good	Good

Edgewood Creative Thinking Through STEAM Magnet School	Fair	Fair	Poor	Poor	Good	Good
Hill Central Music Academy	Fair	Fair	Poor	Poor	Good	Good
Benjamin Jepson Magnet School	Good	Fair	Poor	Poor	Poor	Good
King Robinson Interdistrict Magnet School	Good	Fair	Good	Poor	Poor	Good
John S. Martinez Sea And Sky School	Fair	New	Poor	Poor	Poor	Poor
Mauro-Sheridan Science, Technology and Communications School	Good	Fair	Poor	Poor	Good	Good
Ross Woodward Classical Studies Interdistrict Magnet School	Fair	New	Poor	Poor	Good	Good
Truman School	Fair	New	Good	Poor	Good	Good
Betsy Ross Arts Magnet School	Good	Fair	Good	Poor	Good	Good
Hill Regional Career High School	Fair	Fair	Poor	Good	Poor	Good
Cooperative Arts & Humanities High School	Good	New	Poor	Poor	Poor	Poor
Engineering & Science University Magnet School	Fair	Fair	Good	Poor	Good	Good
James Hillhouse High School	Fair	Fair	Good	Poor	Poor	Good
High School in the Community	Fair	Fair	Poor	Good	Poor	Good
Metropolitan Business Academy	Good	New	Poor	Poor	Good	Good
New Haven Academy	Good	Fair	Good	Poor	Good	Good
Riverside Academy	Fair	N/A	Good	Poor	Poor	Good
The Sound School -Anderson Building	Fair	Fair	Poor	Good	Poor	Good
Sound School - Aquaculture	Fair	Fair	Poor	Good	Poor	Good

Sound School-Emerson Building	Fair	Fair	Poor	Good	Poor	Good
Sound School-McNeil Building	Fair	Fair	Poor	Good	Poor	Good
Sound School-Thomas Building	Fair	Fair	Poor	Good	Poor	Good
Wilbur Cross High School	Fair	Fair	Poor	Good	Poor	Good
Adult & Continuing Education Center	Fair	Fair	Poor	Good	Poor	Good
Central Kitchen Facility	Fair	N/A	Good	Good	Poor	Good
Field House @ Hillhouse HS (Floyd Little Athletic Center)	Fair	Fair	Poor	Good	Poor	Good
Elm City Montessori (Early Learning Center)	Fair	Fair	Poor	Good	Poor	Poor
Orchard Site	Fair	N/A	Poor	Poor	Poor	Good
Facilities Management Office	Fair	N/A	Poor	Good	Poor	Good
Board of Education Administration	Fair	Fair	Good	Good	Poor	Good

**RATING SCHEDULE**

Horizontal Copper

<b>New</b>	Category 6A or Better	Supports Frequency up to 500MHz at 100 Meters
<b>Good</b>	Category 6	Supports Frequency up to 250MHz at 100 Meters
<b>Fair</b>	Category 5 & 5E	Supports Frequency up to 100MHz at 100 Meters
<b>Poor</b>	Below Category 5	Should be replaced.

Backbone Fiber

<b>New</b>	OM4 or OS2	Supports frequency up to 100Gb up to 150 Meters
<b>Good</b>	OM3	Supports frequency up to 100Gb up to 100 Meters
<b>Fair</b>	OM2	Supports frequency up to 10Gb up to 82 Meters & 1Gb up to 550 Meters
<b>Poor</b>	OM1 or below	Supports frequency up to 10Gb up to 33 Meters & 1Gb up to 275 Meters



### Space Allocation

**Good** Size of room and clearances meet or exceed BICSI recommendations, and is a dedicated Data Room

**Poor** Size of room and clearances DO NOT meet BICSI recommendations or is a shared space (e.g.: storage, custodian, electrical, other.)

### Cooling

**Good** Cooling within Data room is adequate for this space

**Poor** Cooling within Data room is NOT adequate for this space

### Grounding

**Good** Equipment is grounded per BICSI and Manufacturer recommendations

**Poor** Equipment is NOT grounded per BICSI or Manufacturer recommendations

### UPS

**Good** UPS's are existing, sized appropriately for the electronics, and in proper working order

**Poor** UPS's are NOT existing, or properly sized for the electronics, and/or NOT in proper working order

06

# Energy Use Summary

## SECTION 6: ENERGY USE SUMMARY

The intent of this report is to analyze the energy consumption for the fiscal year of 2019 for multiple schools within the New Haven School District. OLA previously completed energy modeling efforts for some of the schools analyzed within this study. The design energy usage found in these models was used as a comparison metric to verify if the building is performing at the expected level. The data found within this study is based on utility bills provided from New Haven School District as noted below:

### Electricity

- Actual meter readings on Con Edison bills through May 2020.
- Calpine Energy Solutions (third party) bills through May 2020. The bill for July 2021 was not received (a cost assumption has been made).

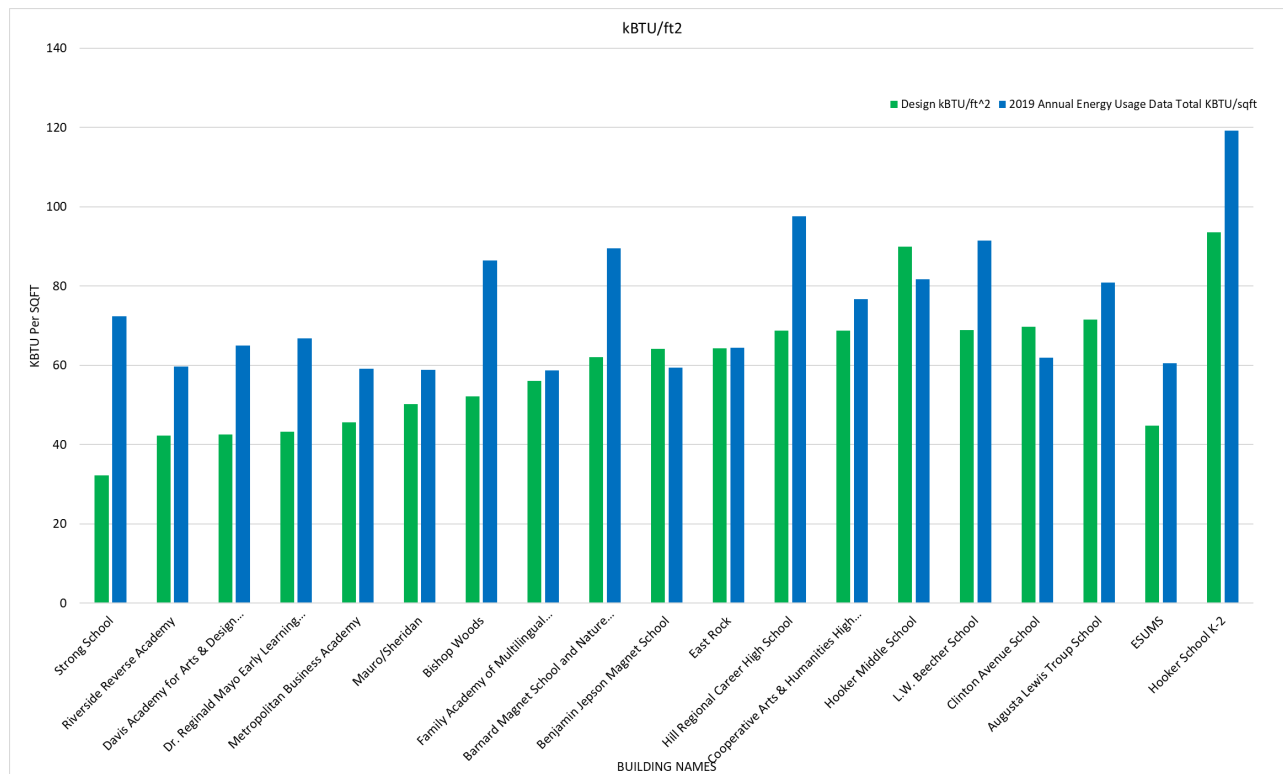
### Gas

- Actual meter readings on Southern Connecticut Gas Bills through May 2020.

Data, such as the electricity usage, demand usage and gas usage were taken from each school's utility bills. This data was then used to generate the graphs and tables discussed in this memo. A summary of the energy consumption is provided below.

- The overall school annual energy consumption varies from 276.05 kBtu/ft<sup>2</sup> to 25.17 kBtu/ft<sup>2</sup> when excluding offices and storage spaces from the data.
- Electrical demand makes up the largest percentage of the costs associated with the energy usage throughout the majority of the New Haven Schools.
- Schools vary in the total amount of electric meters provided by UI Electric. This is similar to the Southern Connecticut Gas Bills. The bills do not show an indication of the DHW usage.
- For schools in which OLA completed energy model analysis of the design documents, the majority of the schools are operating at a greater energy usage than expected. This may be due to an increase in the number of occupants, changes in building systems or an increase in plug loads than originally designed.
- Multiple schools in which energy modeling was previously completed have been closed or moved to a different location. For the schools still in operation, the majority of schools were found to be using more energy than the design intended.
- Bills were missing for various schools and thus energy usage was assumed in these cases. These assumptions are marked in the individual school energy tables located in the appendices in yellow.





Graph 1: kBTU/ft<sup>2</sup> for Modeled Schools

School Name	Design Energy Use (kBtu/ft <sup>2</sup> )	Annual Energy Imported (kBtu/ft <sup>2</sup> )
Strong School	32.2	72.38
Riverside Reverse Academy	42.3	59.75
Davis Academy for Arts & Design Innovation	42.5	65.03
Dr. Reginald Mayo Early Learning Center	43.3	66.74
Metropolitan Business Academy	45.6	59.21
Mauro/Sheridan	50.2	58.90
Bishop Woods	52.2	86.43
Family Academy of Multilingual Exploration	56.1	58.75
Barnard Magnet School and Nature Center	62	89.46
Benjamin Jepson Magnet School	64.2	59.35

East Rock	64.3	64.44
Hill Regional Career High School	68.8	97.65
Cooperative Arts & Humanities High School	68.8	76.65
Hooker Middle School	90	81.67
L.W. Beecher School	68.9	91.53
Clinton Avenue School	69.7	61.89
Augusta Lewis Troup School	71.6	80.88
ESUMS	44.8	60.58
Hooker School	93.6	119.26
Grand Storage	N/A	2.29
Central Kitchen Facility	N/A	150.00
Facilities Management Office	N/A	22.75
Storage	N/A	35.83
Quinnipiac School	N/A	110.98
Early Learning Center	N/A	11.21
Sounds School - Emerson Building	N/A	98.00
Sound School, Mcneil Building	N/A	25.17
High School in the Community	N/A	21.82
Edgewood Magnet School	N/A	79.50
Clarence Rogers School	N/A	69.68
Wexler/Grant Community School	N/A	81.11
Conte West Hills Middle School	N/A	191.41
Lincoln Bassett	N/A	77.39
Brennan Rogers School of Communication and Media	N/A	72.90
Sound School Aquaculture	N/A	206.36
James Hillhouse High School	N/A	276.05
Betsy Ross Arts Magnet School	N/A	57.86
Wilbur Cross High	N/A	112.94

Truman	N/A	67.29
Fair Haven School	N/A	64.66
John S Martinez School	N/A	135.34
Ross/Woodward School	N/A	18.43
Riverside Academy	N/A	36.39
Celentano BioTech, Health and Medical Magnet School	N/A	87.85
Adult Continuing Education Center	N/A	57.64

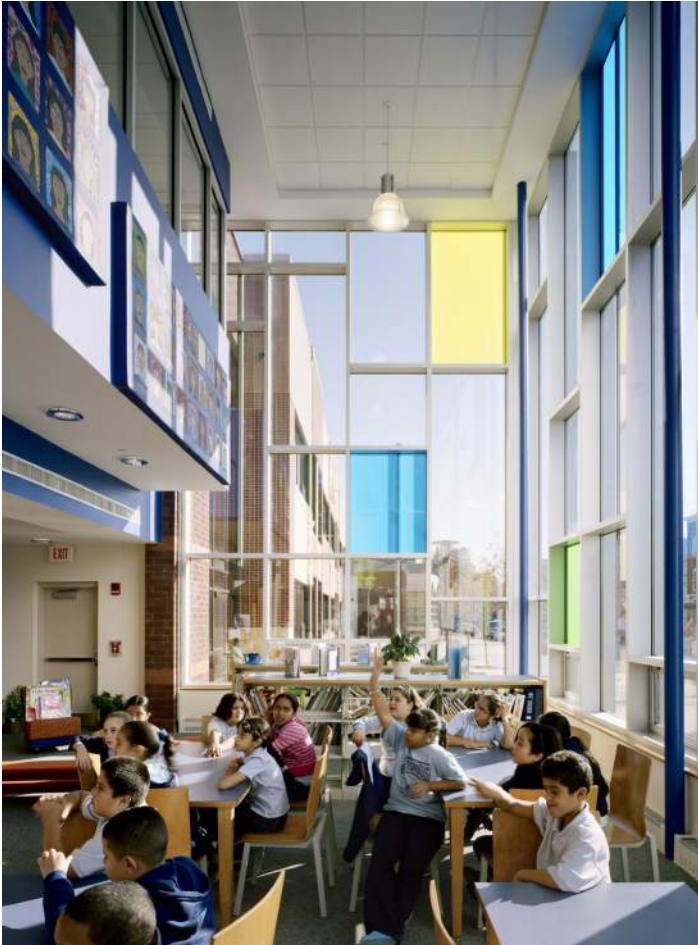
*Note that as of the time of the issue of this report some of the data was not yet fully verified*

The overall energy consumption for the New Haven School buildings in which Energy Modeling had previously been completed is shown in Table 1 and Graph 1 above. From these metrics, you can see the energy consumption varies between school type and size - the high schools having a higher kBtu/ft<sup>2</sup> of energy usage as compared to the other schools or non-school use buildings (community buildings, facility management, storage). Furthermore, the above table and graph also shows the design kBtu/ft<sup>2</sup>, which was found during previous projects in which OLA created energy models for some schools and simulated energy use based on the design documents. The buildings that operate at a higher energy consumption than the design are colored in red while the buildings operating better or at design are colored in green.

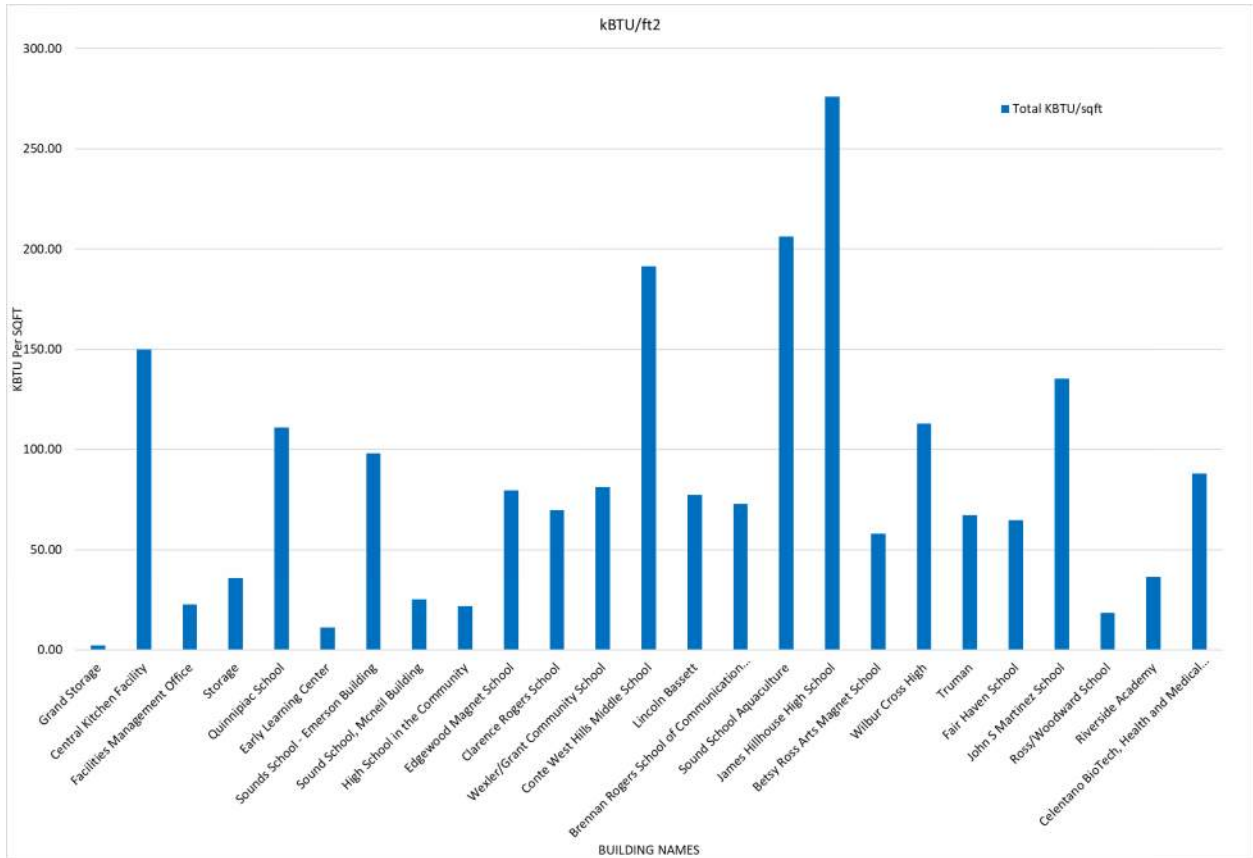
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**Most of the schools or buildings were found to be consuming a larger energy use than originally designed. To further understand and recommend methods to reduce each sites energy usage, site and BMS investigation is needed.**

---



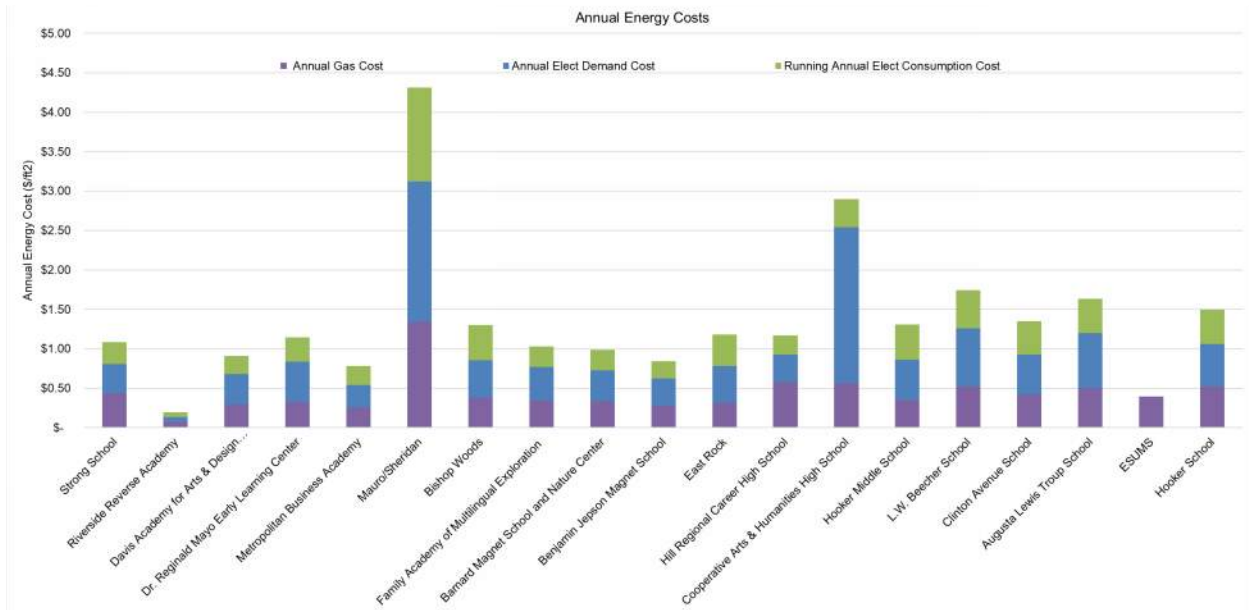
Family Academy for Multilingual Exploration



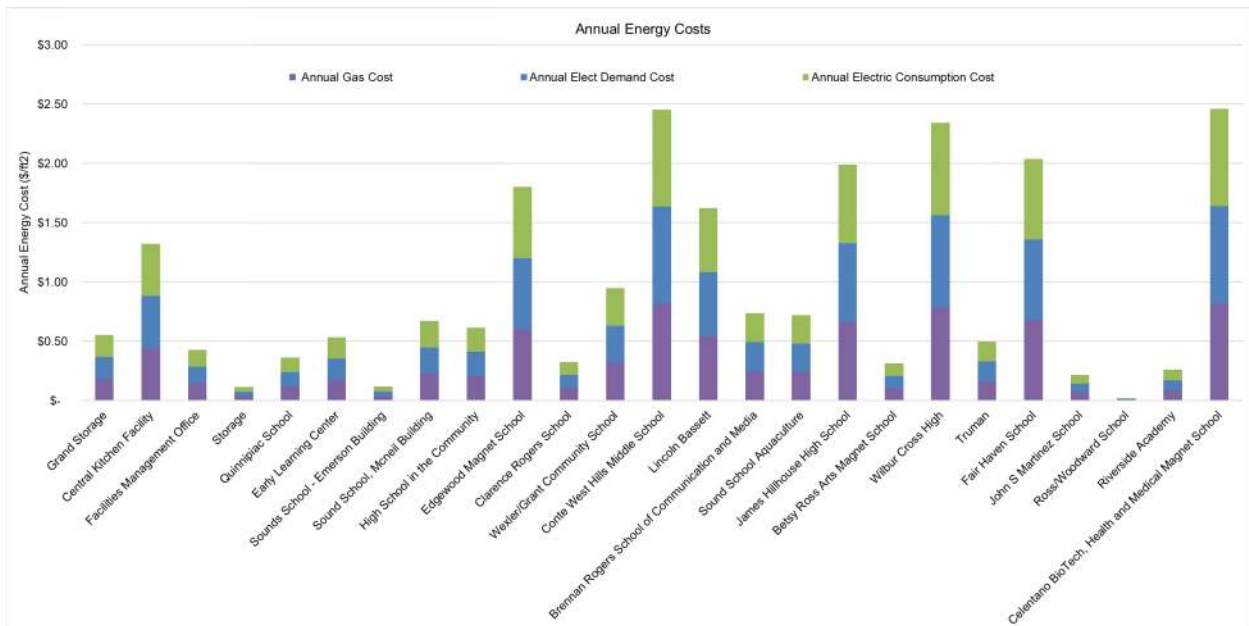
Graph 2: kBTU/ft2

Graph 2 above displays the energy usage for the remaining schools included in this study that had not been previously energy modeled. The graphs show less energy usage for the storage, facility management office and community schools as compared to the other student schools. James Hillhouse High is operating at 276.05 kBTU/ft2. This is the highest energy usage building included in this study.





Graph 3: Energy Costs for Modeled Schools

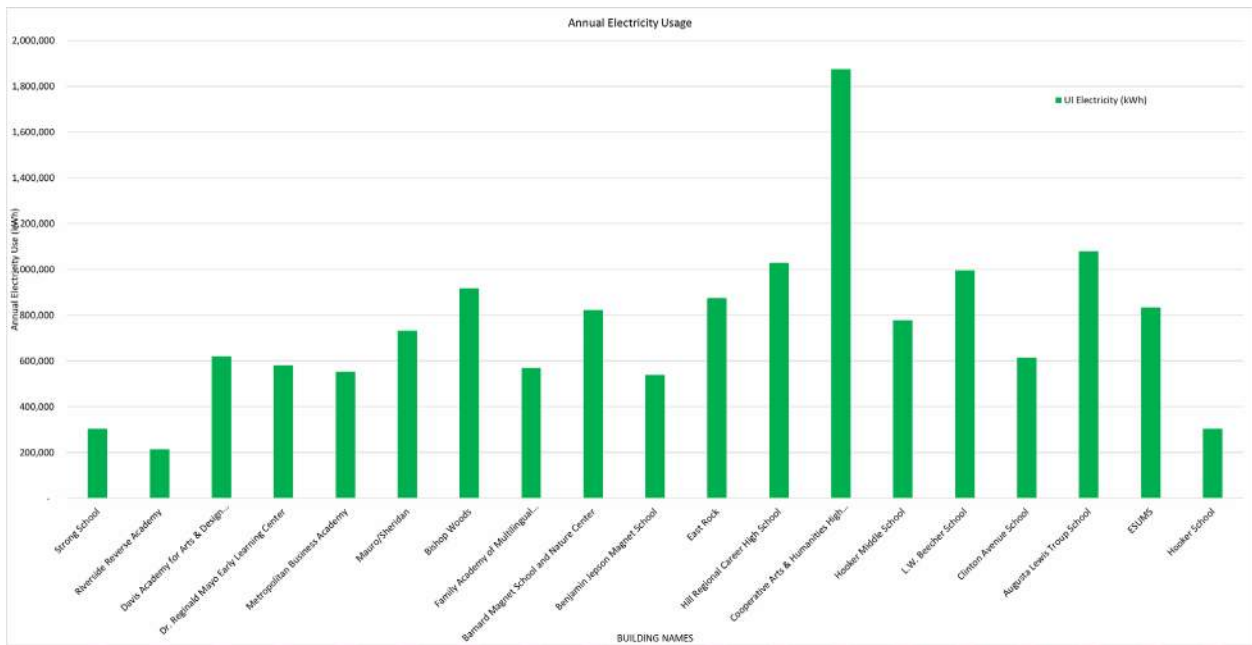


Graph 4: Energy Costs for non-modeled schools

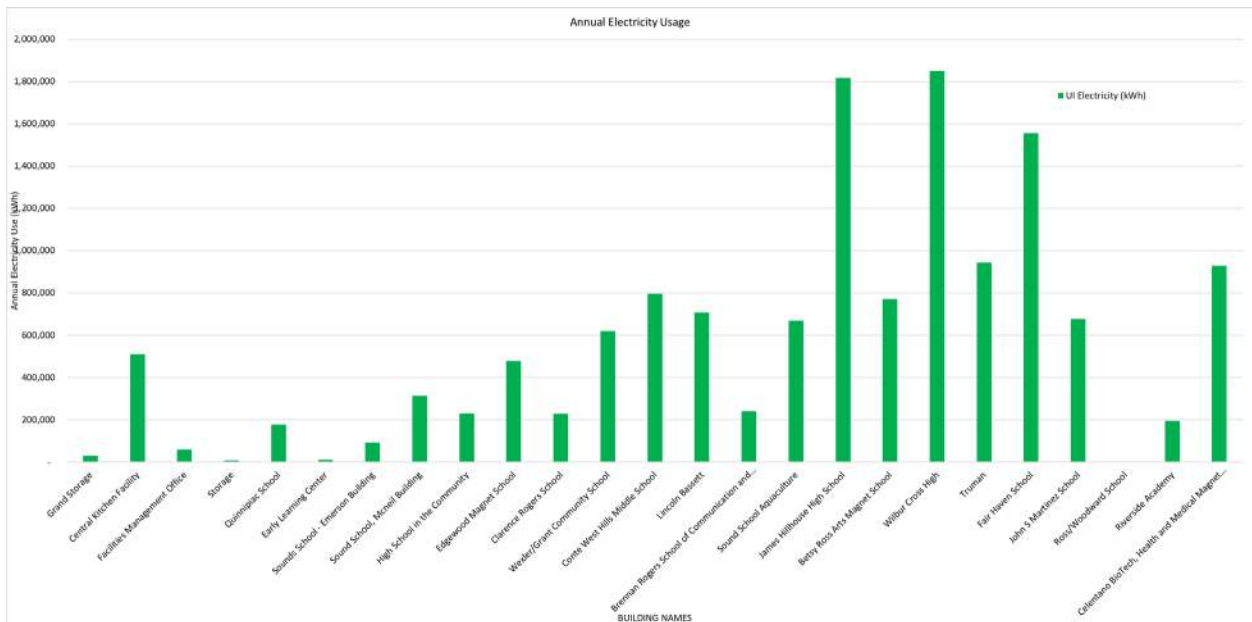
	Annual UI Electric Cost	Annual UI Electric Demand Cost	Annual Calpine Electric Cost	Running Annual Natural Gas Cost	Running Annual Cost Total
2019	\$1,054,092	\$1,414,764	2,022,188	\$1,457,688	\$5,955,435

The above table shows the total energy cost for 2019 for all New Haven Schools included within this study. These metrics are broken down in the graph above by school and show the cost of each individual utility (Gas in purple, demand in blue and electric in green). As shown in the graphs, the majority of the energy costs associated with each school are associated with the electric and the demand costs. The average annual energy cost of all buildings and schools in 2019, \$1.79/ft2.





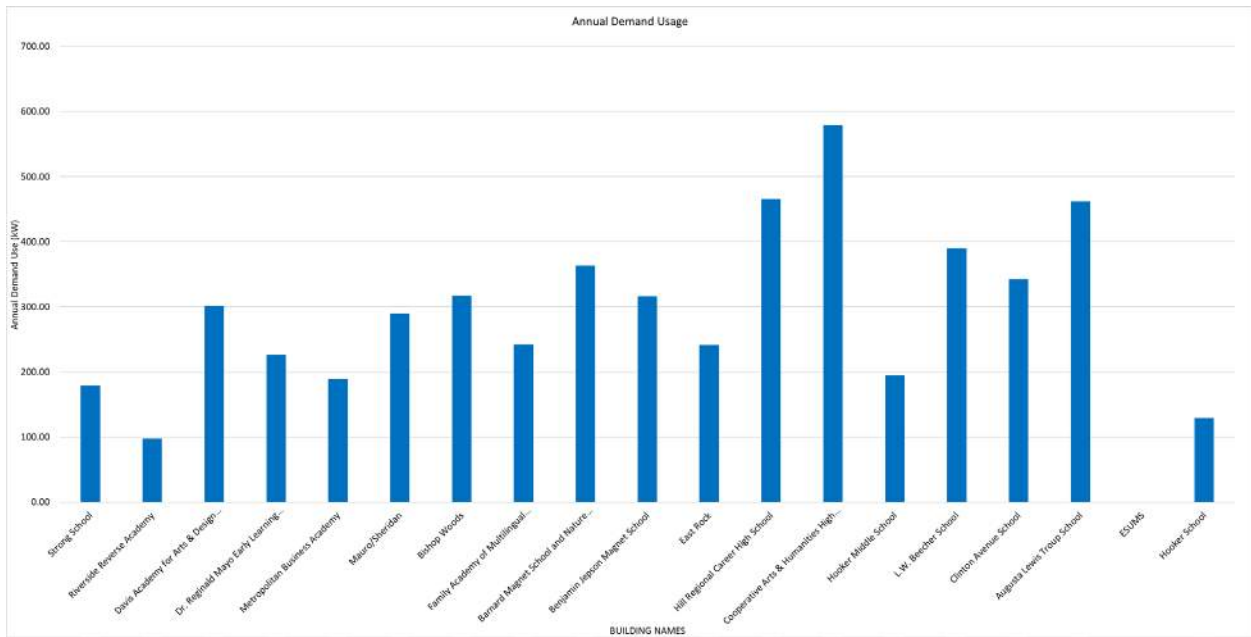
Graph 5: Annual Electricity Usage for Modeled schools



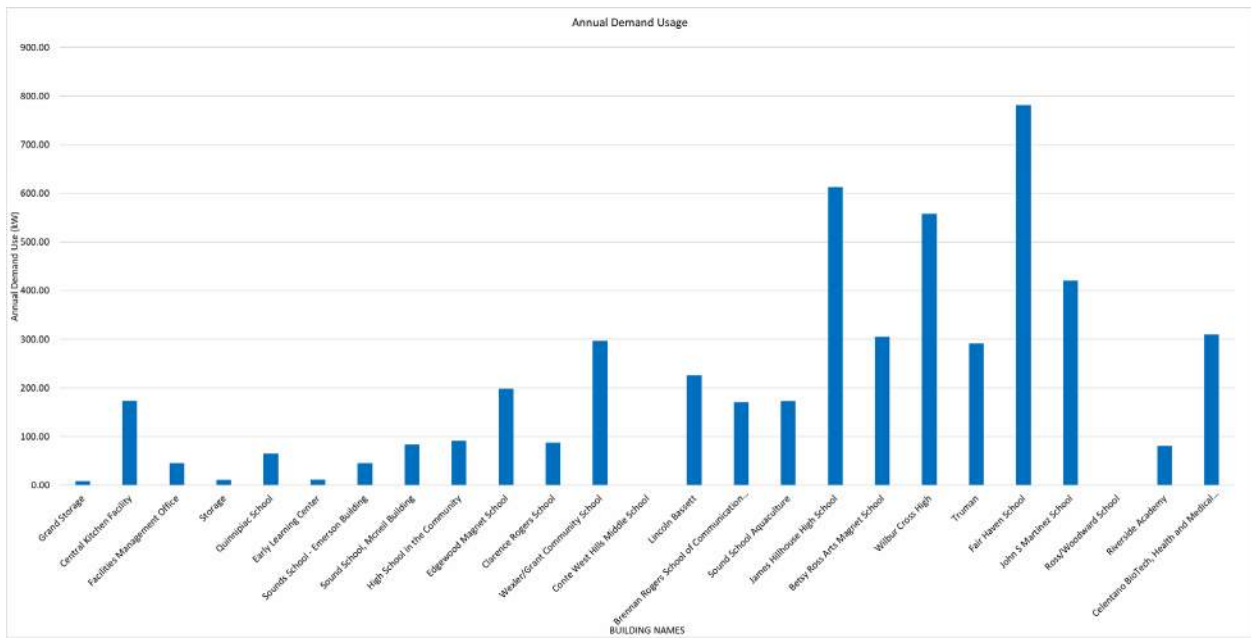
Graph 6: Annual Electricity Usage for non-modeled schools

	Building Name	Annual Electricity (kWh)
Average Elec Usage		630,777
Max Elec Usage	Cooperative Arts and Humanities High School	1,874,501
Min Elec Usage	Ross Woodward	1,956

Graph 5 and graph 6 above show the total electricity usage in kilowatt hours. On average the buildings used 630,777 kWh throughout fiscal year 2019, with the maximum amount of kWh used for an individual school for was 1,874,501 kWh at The Cooperative Arts and Humanities High School. As this is one of the larger schools this value seems accurate. However, the minimum electricity usage for a building was 1,956 kWh at the Ross Woodward school.



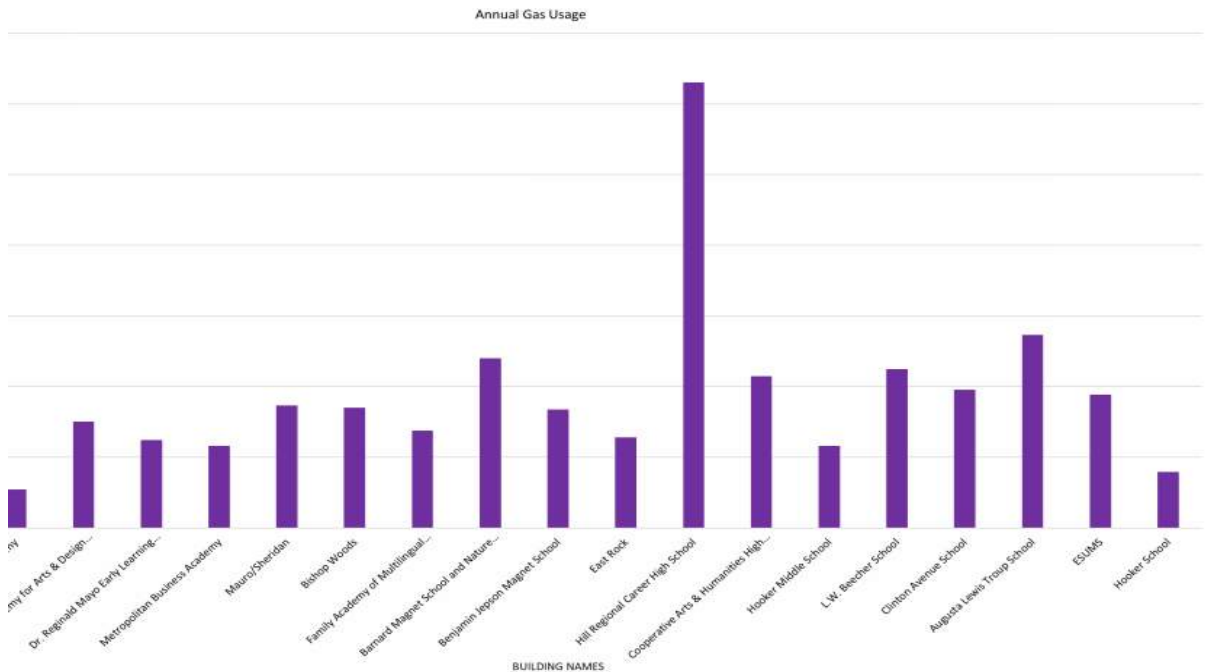
Graph 7: Demand Usage for Modeled schools



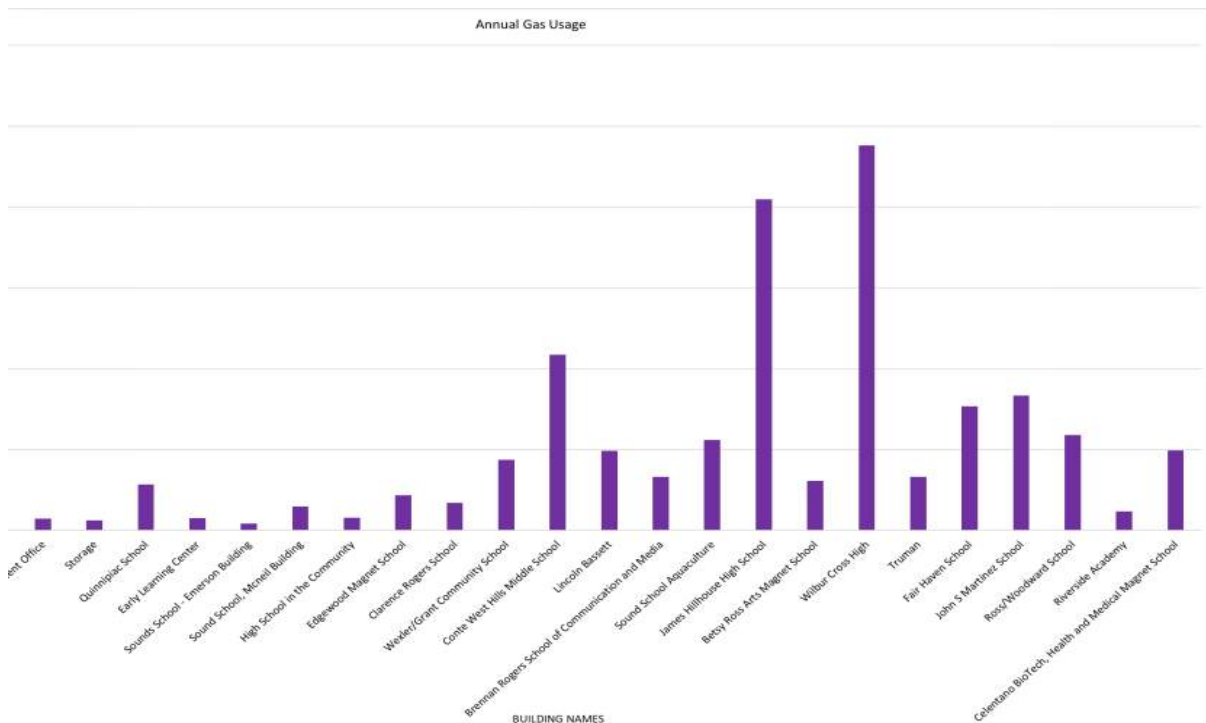
Graph 8: Demand Usage for non-modeled schools

	Building Name	Annual Demand (kW)
Average Demand Usage		239
Max Demand Usage	Fair Haven School	781.5
Min Demand Usage	Early Learning Center	11.3

As indicated in the table above, primary (daytime) electricity demand averages 239 kW per year, while the maximum occurs at Fair Haven School and the minimum (outside of storage facilities) occurs at Fair Haven School. It is important to note that no kW data was reported on the utility bills for Ross Woodward, ESUMS and Conte West Hills School.



Graph 9: Gas Usage for Modeled schools



Graph 10: Gas Usage for non-modeled schools

	Building Name	Annual Gas (Therms)
Average Gas Usage		42,726
Max Gas Usage	Wilbur Cross High School	238,239
Min Gas Usage	Sound School – Emerson Building	4133

The annual gas consumption from the gas meters in each building is shown above. The buildings average 42,726 therms of gas usage each year, while there is a max of 238,239 therms at Wilbur Cross High School and only 4,133 therms at Sound School Emerson Building. This correlates with the square footage of each of these buildings. None of the buildings in this study have a gas usage of 0, which means either the boiler, kitchen equipment or domestic water heater uses gas in each building.



07

# Planning Recommendations

## SECTION 7: PLANNING RECOMMENDATIONS

The recommendations developed as part of the Master Plan are intended to provide a framework to support the District's educational vision, right-size the portfolio of schools with present and projected enrollments, align future investment in fiscal realities, and ensure equitable use of the district's resources to maintain NHPS facilities for the years to come. Master Planning is an important process for districts by guiding capital investment in a thoughtful manner and helping the district reshape its schools to meet the needs of 21st Century teaching and learning. This Plan serves as a starting point for deeper discussions and future initiatives. Planning is a continuous process, and this document will provide a foundation for future decision making and plan refinement.

*The recommendations in this plan are intended to be specific enough to provide meaningful guidance related to NHPS school organizational structure and facilities, while being flexible enough to respond to changing conditions and priorities over time.*

### Overarching Planning Goals

**Goal #1:** Develop a sustainable action plan that addresses:

- Efficient uses of buildings and resources
- Facility investments
- Changing educational needs

**Goal #2:** Right size and reposition schools to guide funding and resources more deliberately toward the highest return-on-investment and provide equitable access to resources.

**Goal #3:** Leverage this Master Plan as a roadmap to develop detailed actions

### Overarching Objectives

To support the success of the goals identified above, the following supporting objectives were developed.

- Formulate a plan to consolidate PK-8 schools within the next 3-years. NHPS should consider individual school utilization, condition/age, capital renewal vs. cost avoidance, current and future operational budgets, programmatic needs, and location as it determines the most appropriate next steps.
- Achieve fiscal and operational sustainability by aligning school facilities to enrollment to ensure efficient operation, a right-sized portfolio, and well-utilized school facilities.
- Develop a capital investment strategy that aligns with NHPS' ability to fund, repair and maintain facilities.
- Provide full complement of support spaces at each building in appropriately sized spaces.
- Address overcrowding at Hillhouse and Wilbur Cross by leveraging available space in other High School facilities to allow expansion of programming (i.e. CTE, medical/clinical tech).
- Improve quality of interdistrict magnet facilities and offerings.

### Plan Strategies

The strategies for implementation are developed to support the objectives and goals of this plan. The strategies can be implemented independently or collectively based on district capacity resources and community input. Each specific strategy must be evaluated within the context of the overarching goals and flexible enough to be shaped by community input as NHPS brings forward the various strategies for implementation.

Strategies are grouped by focus areas:

- Capital Planning and Procedures
- School Consolidation
- Intra-district vs. Neighborhood
- PK-8 Schools
- High School Space Needs
- Interdistrict Magnets

## Enhance Capital Planning and Procedures to Maintain High Quality Facilities

### Rationale

While most of the City's school facilities are in good or fair condition, there needs to be a proactive and deliberate capital planning strategy to ensure that these facilities are well maintained and continue to meet educational objectives. Many facilities are 20 to 30 years old and building systems are nearing the end of their useful life. Historically, improvements are made on an as-needed basis rather than in a proactive manner as informed by a Capital Plan. The District should develop a Capital Plan to better plan and budget for future plan investments. Having more detailed information on facility condition and costs will also inform the structural or organizational changes the school system as described in the ensuing strategies.

### Strategy

- Develop a Capital Plan for Deferred Maintenance and Asset Renewal Needs.
  - » Building on the Work completed to date, prepare a complete survey of the remaining schools and develop a priority list of short, medium and long term maintenance and asset renewal costs estimated to be required on an annual basis.
  - » The Capital Plan should take a holistic approach to building systems and infrastructure that accounts for architectural, mechanical systems, electrical systems, plumbing, technology, security, and site elements.
  - » The Capital Plan should be realistic and based on the district's and city's ability to fund improvements.
- NHPS should conduct a "school based" resource and operational costs analysis, including transportation costs. It is paramount to have a clear understanding what resources are going into each program and facility and draw comparisons to outcomes.

## Evaluate School Consolidation Opportunities

### Rationale

NHPS has been experiencing declining enrollment and enrollment is projected to continue to decline. Similar to most urban school districts with a substantial inventory of facilities of various vintages, NHPS has a considerable capital renewal backlog that far exceeds what can be addressed in a typical capital renewal cycle. Compounding that issues is a portfolio of buildings and operations that do not align with the enrollment needs, operational budget constraints, and the district's ability to fund capital renewal for such a large portfolio of buildings.

### Strategy

- Conduct a transparent community outreach process that's both informative and solicits feedback from a wide range of stakeholders including families, students, educators, board members, community members, and civic leaders. This process requires a two-way flow of information and needs to be quantitative and qualitative.
- Consider facility reuse options for consolidated facilities (i.e. BOE administrative space, professional development, and other support functions).



John S. Martinez Magnet School

# Evaluate and Balance Intra-district vs. Neighborhood PK-8s

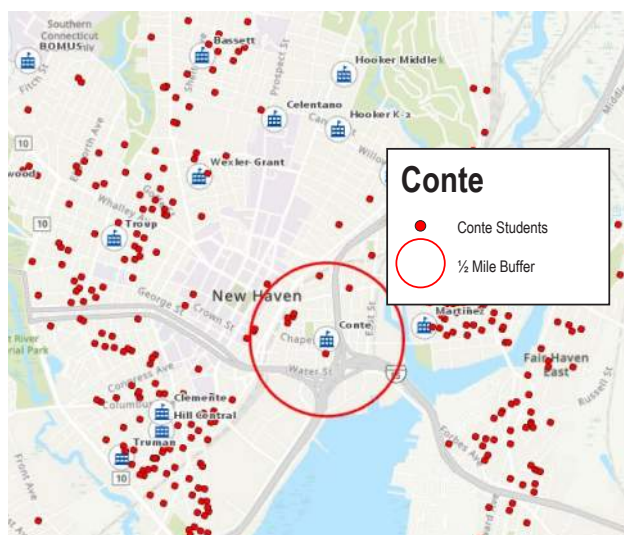
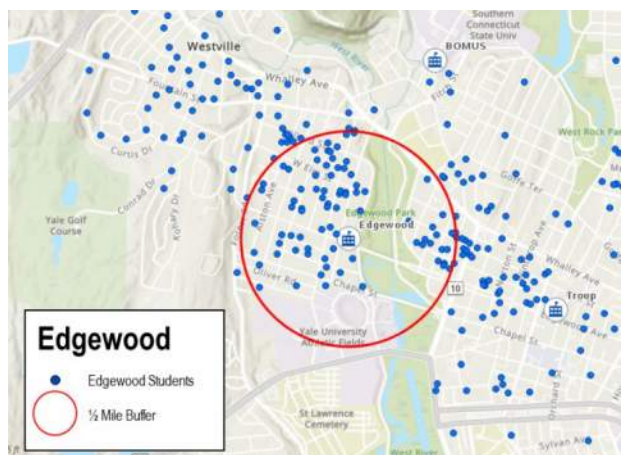
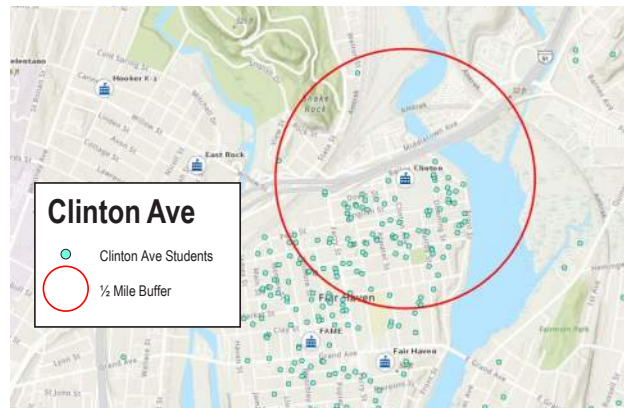
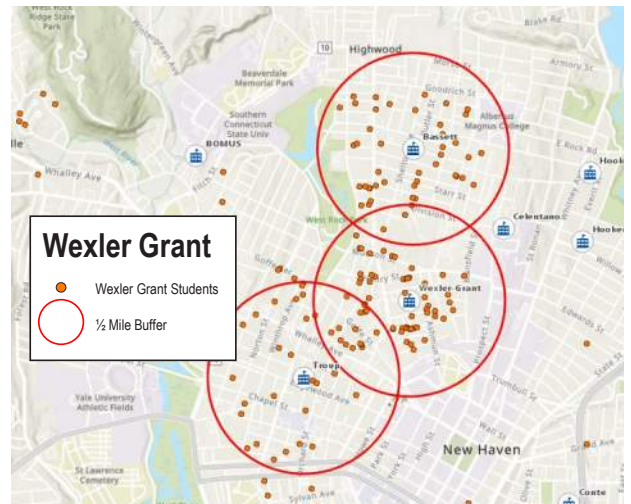
## Rationale

There are blurred lines between the district's neighborhood and intra-district PK-8 schools in both name and operation. Some neighborhood schools do not have defined neighborhoods and function more like ad-hoc magnets. In some instances, students reside within walking distance to neighborhood schools, yet are bussed to another neighborhood school.

Many of the current intra-district magnet schools, have significant neighborhood enrollment (<1/2 mile) such as Hill Central, while some, like Conte West Hills Magnet, have no neighborhood centric students and rely heavily on bussing.

## Strategy

- NHPS should better define the schools and programs to create better clarity for the community, students, and overall operations for buildings.
- Schools should be sustainably sized and structured to provide improved operational efficiency, appropriate resources for programs and flexibility for changing needs.
- NHPS should evaluate the intra-district magnet programs and carefully weigh the considerations versus neighborhood PK-8's in light of educational benefits, transportation and operational costs, and capital renewal cost avoidance.
- NHPS should identify what programs are working, have interest from students, and have purposefully designed buildings that support them.
- Determine what intra-district magnets (if any) can be converted to neighborhood-based schools.
- Based on the above, NHPS should define attendance zones and policies for placement.



## Evaluate Consistent Grade Configuration for PK-8 grades

### Rationale

While a majority of elementary schools are organized as PK-8 schools, providing a consistent learning environment and educational experiences with peer groups, not all elementary schools operate similarly. Lincoln Basset (PK-6) and Barack H. Obama Magnet University School or BOMUS (PK-4), lack clear pathway transitions into grades 7 or 5, respectively. Students must apply to either an arts focused program at Betsy Ross Arts Magnet (5-8), Engineering & Science University Magnet School or ESUMS (6-12) or finish their elementary experience at a PK-8.

### Strategy

- Develop consistent grade configurations to better define pathways and eliminate unnecessary transitions
- Consolidate additional PK programs into available space at Dr. Mayo to better utilize available capacity at centrally located facility. Could further support capacity needed for movement to consistent grade configurations and better utilized K-8 school

## Address High School Space Needs

### Rationale

Hillhouse and Wilbur Cross are both over capacity and are projected to remain over capacity for the next five years. Lack of capacity at the comprehensive high schools limits opportunities for program expansions and additional offerings, such as CTE and medical/health tech. There are available seats at some inter-district magnet high schools, however, this capacity is not usable at several schools due to the low share of non-resident students (district needs to maintain at least 25% non-resident students).

### Strategy

- Enhance recruitment to increase non-resident HS students to maintain state required percentages (can enroll 3 resident students for every 1 non-resident student).
- Work with State to explore options at inter-district schools:
  - » Demagnetize one or more interdistrict magnet high schools (potentially Career), filling available capacity with resident students and thereby freeing up space at Hillhouse and Wilbur Cross.

- » Explore creation of a 9th Grade Academy to better prepare students transitioning to HS. Serve as an enrollment relief valve at comprehensive high schools.

## Interdistrict Magnet

### Rationale

NHPS has experienced a declining share of non-resident students in interdistrict magnet schools over the last ten years. Several interdistrict magnet schools are approaching the minimum 25% non-resident student requirement, which impacts the number of New Haven students that can participate in programs.

### Strategy

- Maintain required non-resident percentages to maximize state operational funds.
- Reposition magnet themes to meet contemporary needs and direction of programs.
  - » Identify new programs that could be introduced that can better attract students.
  - » Conduct a gap analysis to better understand what is offered versus what is desired.
- Invest in and maintain purpose-built spaces that support interdistrict magnet programs.

The recommendations discussed above were developed in collaboration with NHPS leadership through the planning advisory group and provide the foundation for future dialogue around academic program vision, facilities, school configurations and operations. The Master Plan offers information across major areas of operation; however, it does not define specific project scopes or timelines. Further study is necessary to determine financial considerations and community support for the recommendations.







08

# Acknowledgements

## SECTION 8: ACKNOWLEDGEMENTS

**We** wish to acknowledge the time and effort put in by everyone who assisted in the process of creating this Report.

### **New Haven Public Schools**

Dr. Iline P. Tracey – Superintendent of Schools

Dr. Michael Finley - Chief of Staff

Ms. Pamela Augustine-Jefferson - Director of Early Childhood

Ms. Viviana Conner - Assistant Superintendent for Instructional Leadership/School Improvement

Ms. Keisha Hannans - Assistant Superintendent for Curriculum, Instruction, and Assessment

Ms. Typhanie Jackson - Executive Director of Student Services

Mr. Thomas Lamb - Chief Operating Officer

Mr. Erik Patchkofsky - Director of Athletics

Dr. Paul Whyte - Assistant Superintendent of Instructional Leadership

Edith Johnson - Director of Professional Learning

### **New Haven Board of Education**

Matt Wilcox

### **Svigals+Partners**

Jay M. Brotman, AIA – Managing Partner

Skyler Moncado

### **The S/L/A/M Collaborative**

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Pat Gallagher – Planning Manager

Kristen Furtak – Architectural Programmer/Planner

### **OLA Consulting Engineers**

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### **SLR**

Connor Dickes – Planner I/GIS Analyst

Jason Morehouse, PLA – Associate Landscape Architect

### **D’Agostino & Associates**

Marc J D’Agostino – Founder & CEO

Nicholas D’Agostino, RCDD, PSP, PMP - Sr. Manager, System Design



# **Appendix A**

## **Enrollment Analysis & Projections Reports**



# Enrollment Analysis and Projections Report

Source: [hscnewhaven.org](http://hscnewhaven.org)

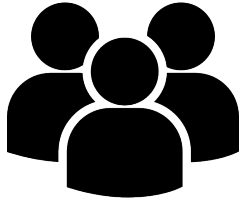


**NEW HAVEN PUBLIC SCHOOLS**

December 2022



# Introduction



## Demographics & Housing

Population  
Employment  
Housing



## Enrollment Trends

Districtwide  
Individual Schools  
Student Migration



## Enrollment Projections

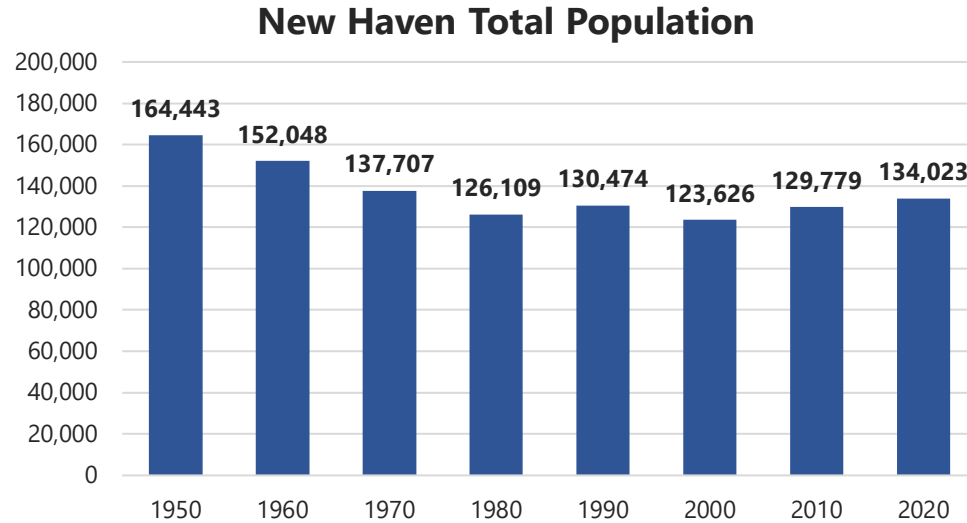
Assumptions  
10-year projections

An aerial photograph of a cityscape. In the foreground, a modern, multi-story apartment building with a mix of grey, white, and blue facades is prominent. The building has many windows and a flat roof with some HVAC units. To the right of the building is a parking lot with several cars. In the background, there are various other buildings, including a tall, dark skyscraper and several smaller, multi-story office or residential buildings. The city is surrounded by green trees, and the sky is blue with some light clouds. The overall scene depicts a dense urban environment with recent housing development.

# Demographics & Housing



# Total Population



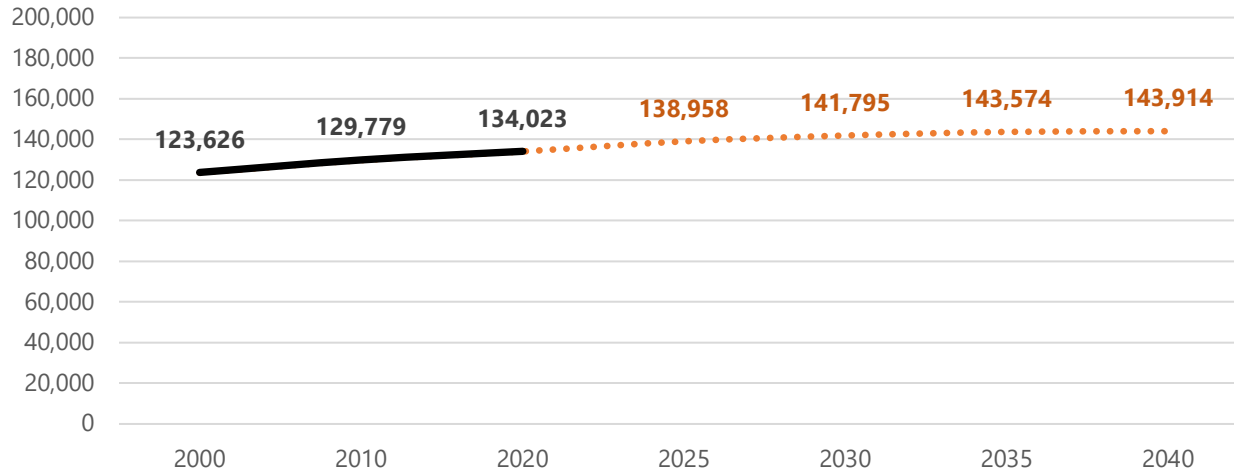
Source: Decennial Census

- Overall, population increased by 4,244 people or 3% since 2010
- New Haven has been slowly growing over past two decades



# Population Projection

**Actual and Projected New Haven Population  
2000 to 2040**



Source: Decennial Census, CTSDC  
Population Projections

..... Projected Population (CTSDC)    — Actual Population (Census)

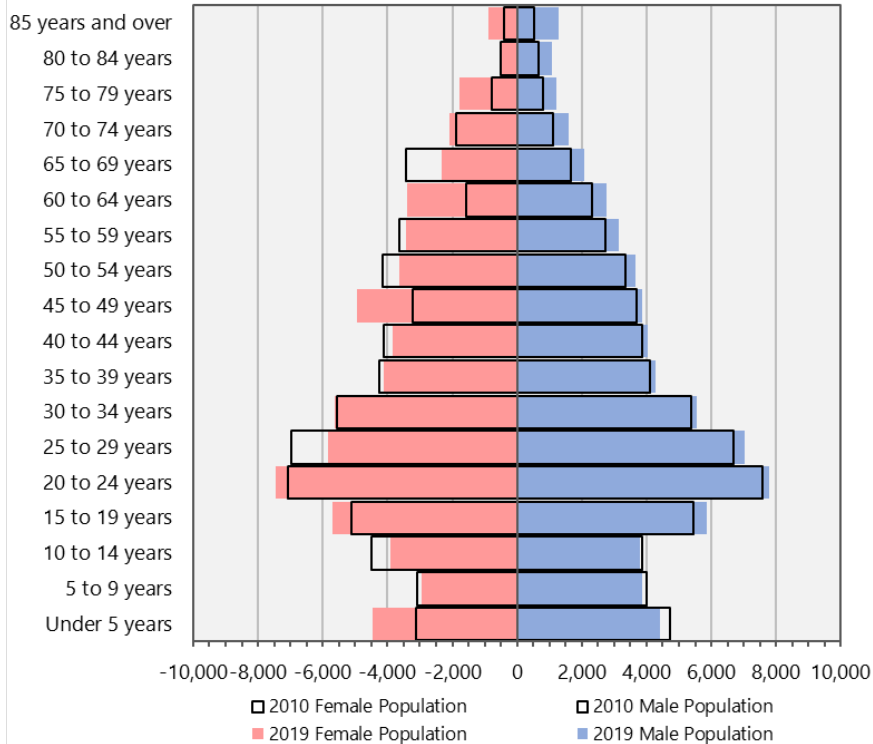
- Connecticut State Data Center (CTSDC) Population projections anticipate New Haven population to continue growing over next ~20 years
- Peak population projected for 2040, just below 144,000 people



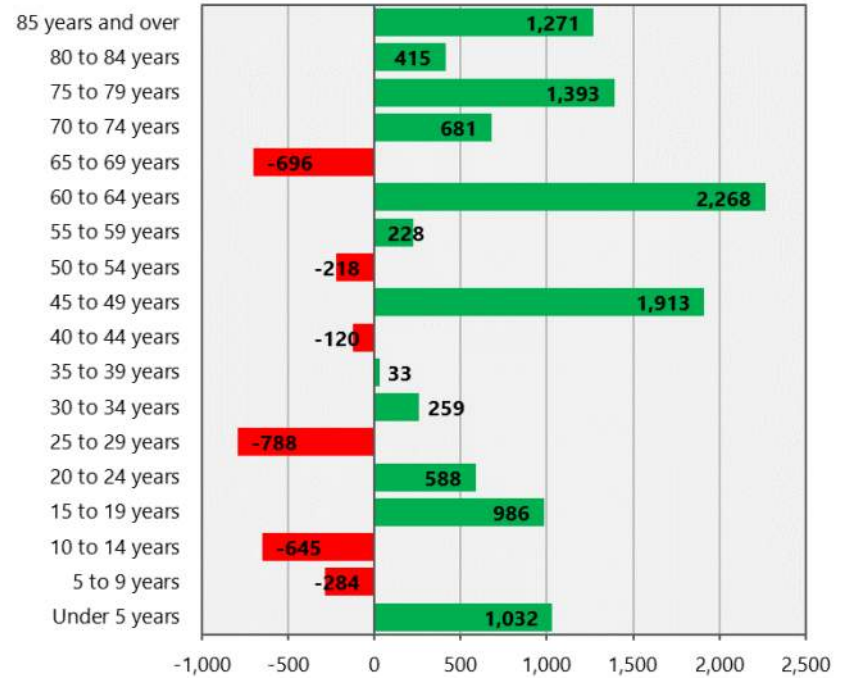


# Population by Age Group

**Population, by Age Group  
2010 to 2019**



**Population Change, by Age Group  
2010 to 2019**

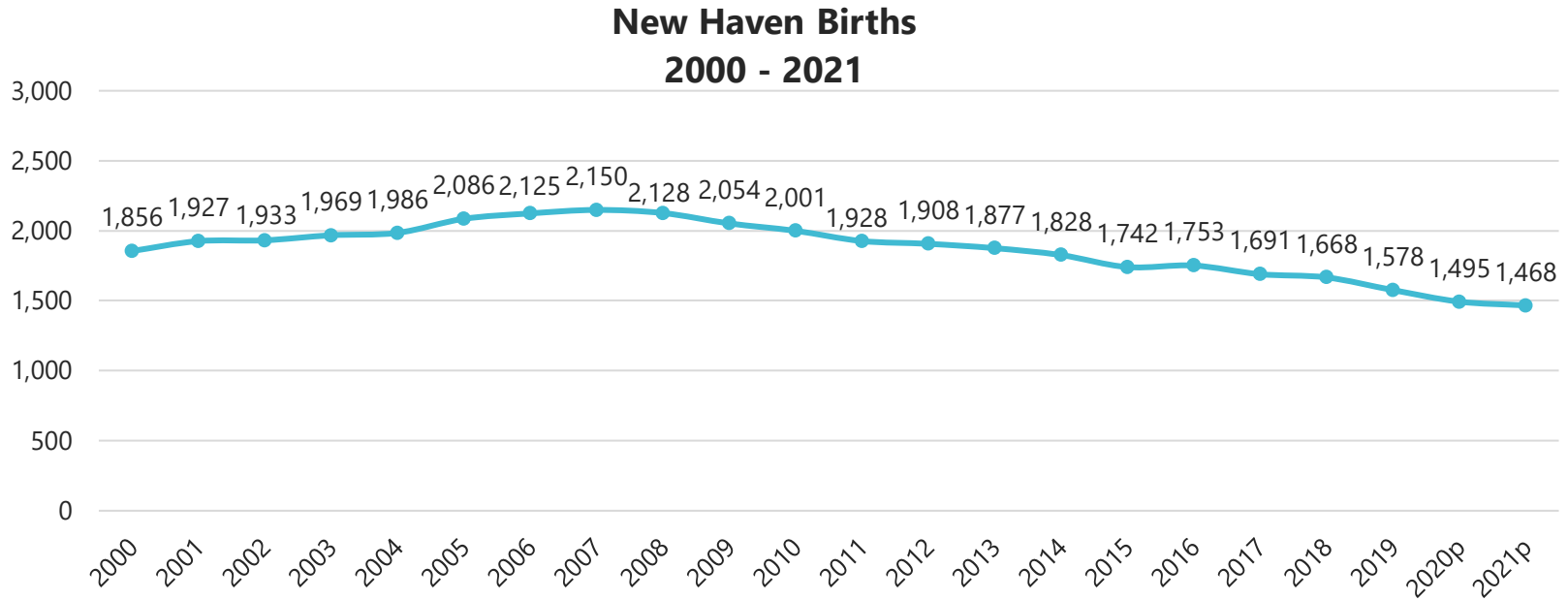


Sources: ACS 5-Year Datasets (2006-2010, 2015-2019)

- Generally, growing population in adults from age 45 to 85+, with the largest group being the “baby boomers” generation
  - Ages 50 to 54, and 65 to 69 decreased in population
- Declining population in school age children ages 5 to 14
- Children under 5 years increased, as well as between ages 15 to 19



# New Haven Resident Births



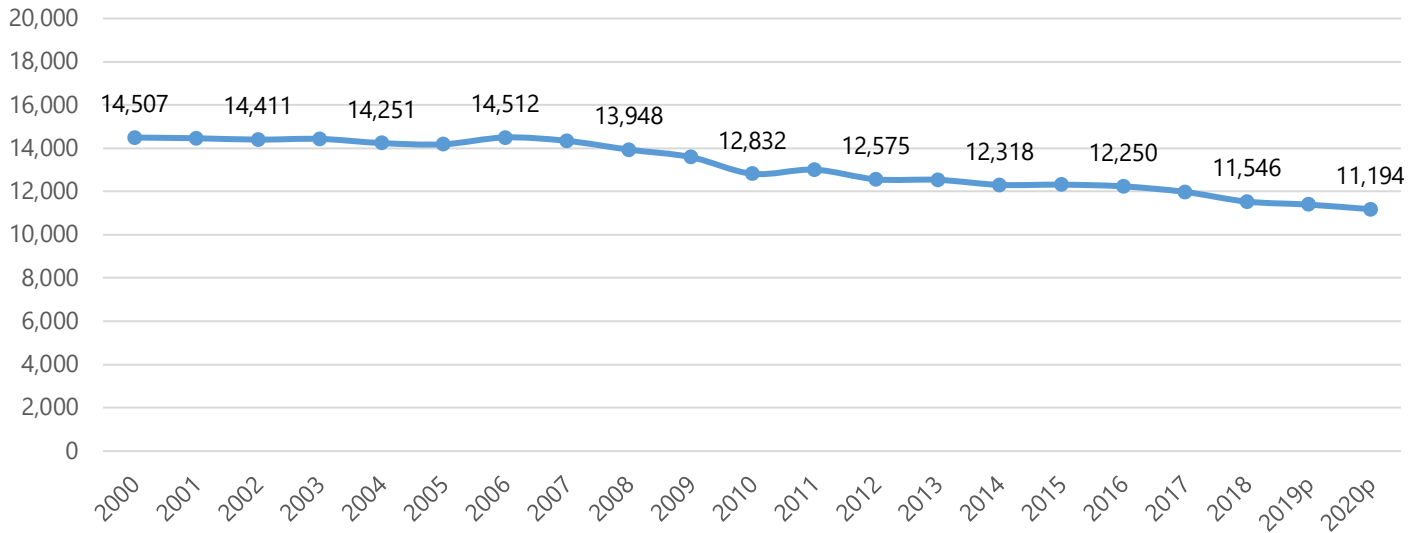
Source: CT Dept of Public Health; P indicates provisional data

- Births in New Haven have been steadily declining over the past 15 years, decreasing by about 680 or 31.7% during that time
- Over the past 10-years births have decreased by ~24%
- The decrease in births over the past decade has contributed to smaller resident student kindergarten cohorts



# Regional Birth Trends

**Regional Birth Trends from Interdistrict Attending Towns  
2000 to 2020**



Source: CTDPH Birth Data; 2019 and 2020 are preliminary;  
Includes towns sending at least 5 students on average to NHPS between 2016-17 and 2019-20

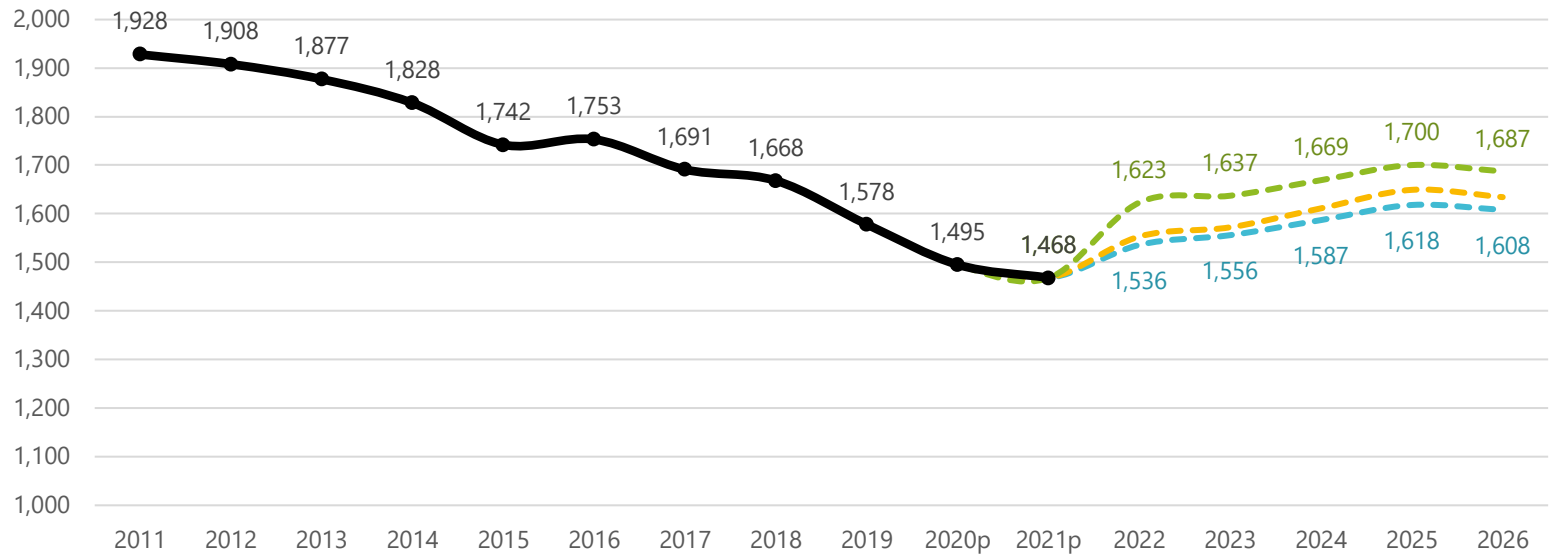
- Births across the region of interdistrict attending towns have been steadily declining since the mid-2000s, decreasing 14% over the past ten years
  - Decreasing at a slower rate than New Haven resident births
- Decreased births throughout region may result in less students to recruit for interdistrict magnet programs, especially at PK-8 schools

*Includes towns sending five students or more to New Haven Public Schools*



# Future Projected Births

**Actual and Projected New Haven Births  
2011 to 2026**



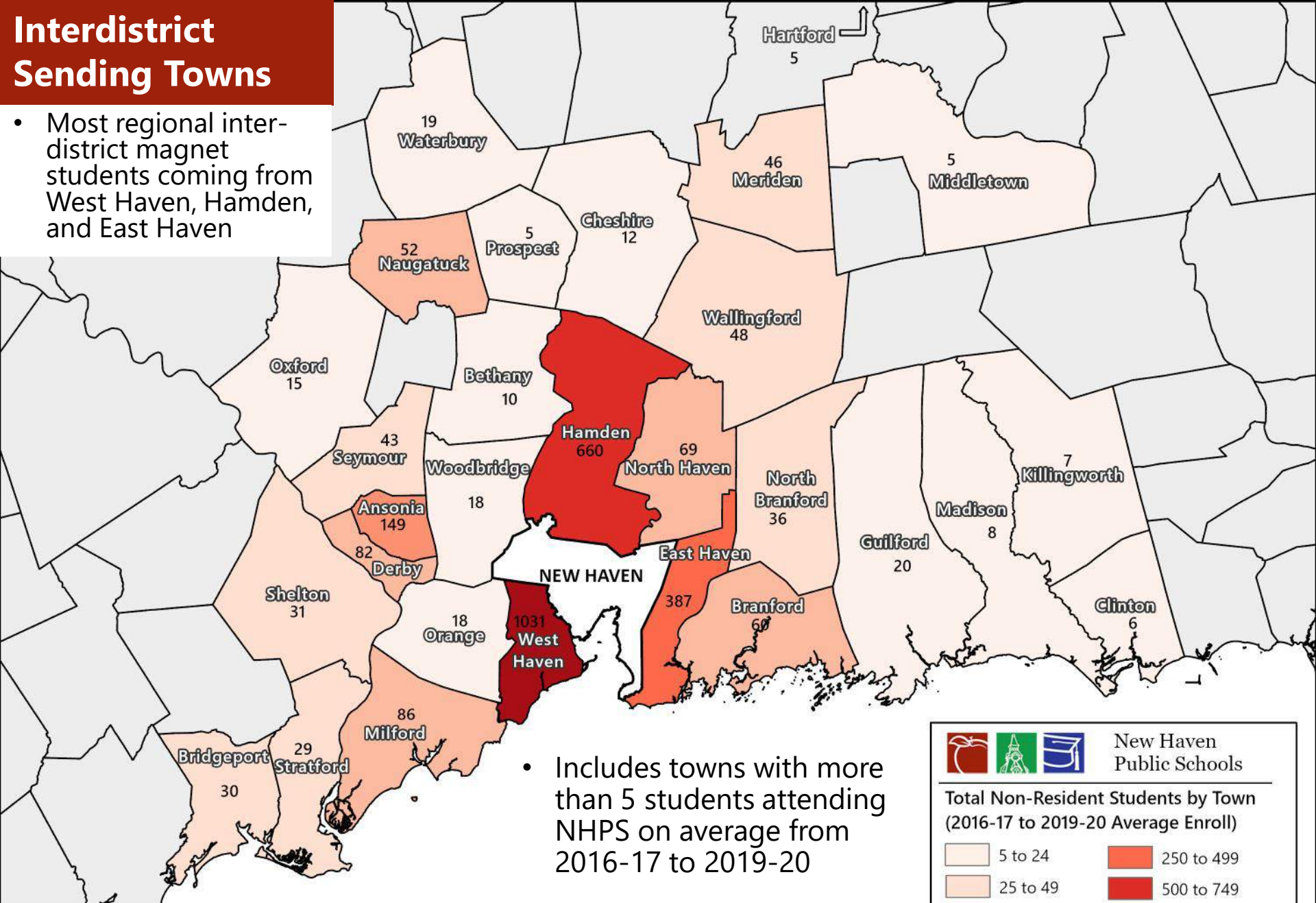
Source: CT Dept of Public Health (2011-2020p), SLR Projections (2021-2026)

— Linked Low — Linked Medium — Linked High — Actual Births

- New Haven resident birth projected to rebound and level off, ranging from about 1,536 to 1,700 during the projected years
- Birth projections are based on recent and historic census data, and population projections of women of childbearing age

# Interdistrict Sending Towns

- Most regional inter-district magnet students coming from West Haven, Hamden, and East Haven



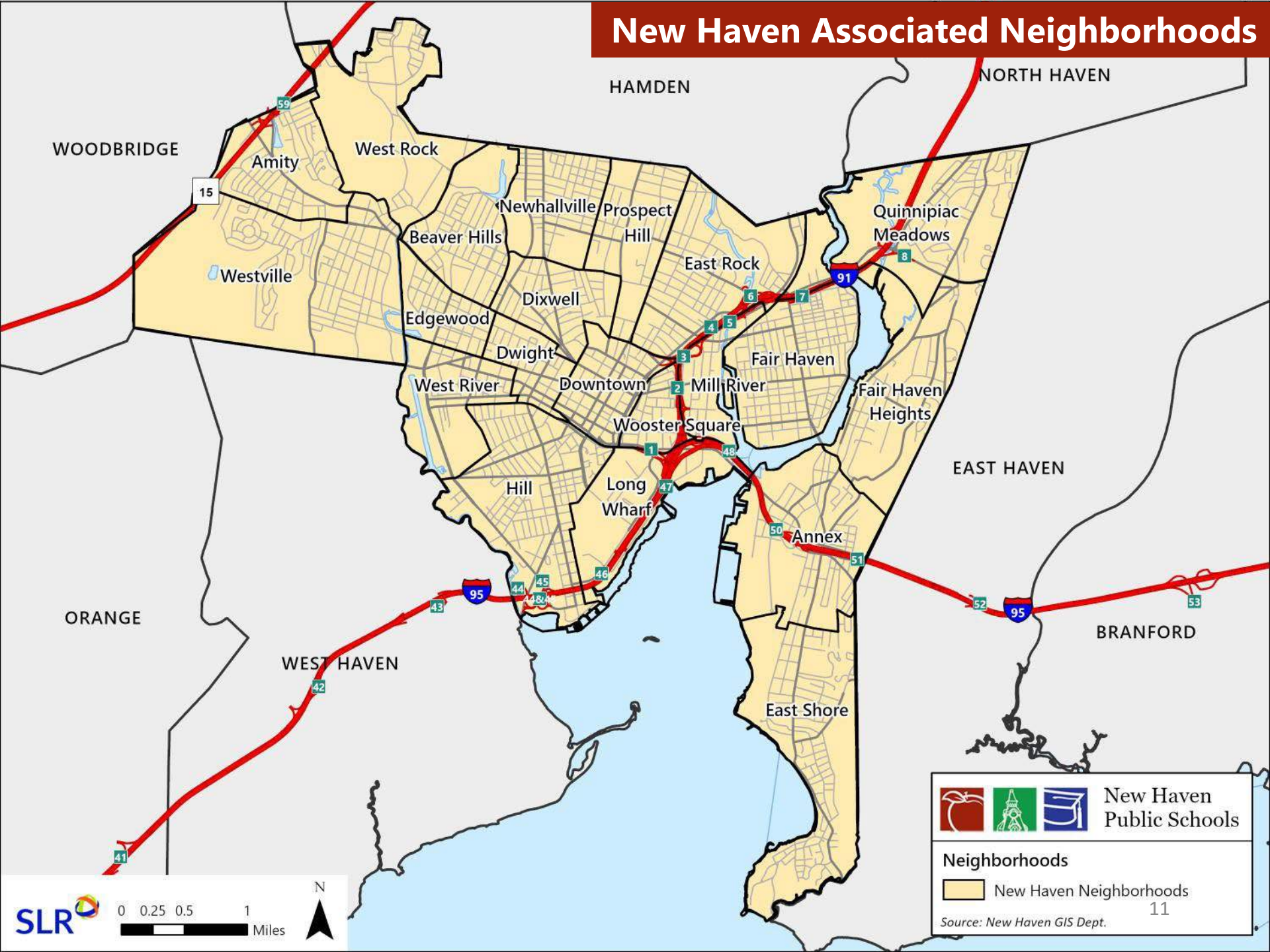
- Includes towns with more than 5 students attending NHPS on average from 2016-17 to 2019-20

New Haven Public Schools

Total Non-Resident Students by Town (2016-17 to 2019-20 Average Enroll)

5 to 24	250 to 499
25 to 49	500 to 749
50 to 99	Greater than 750
100 to 249	10

# New Haven Associated Neighborhoods



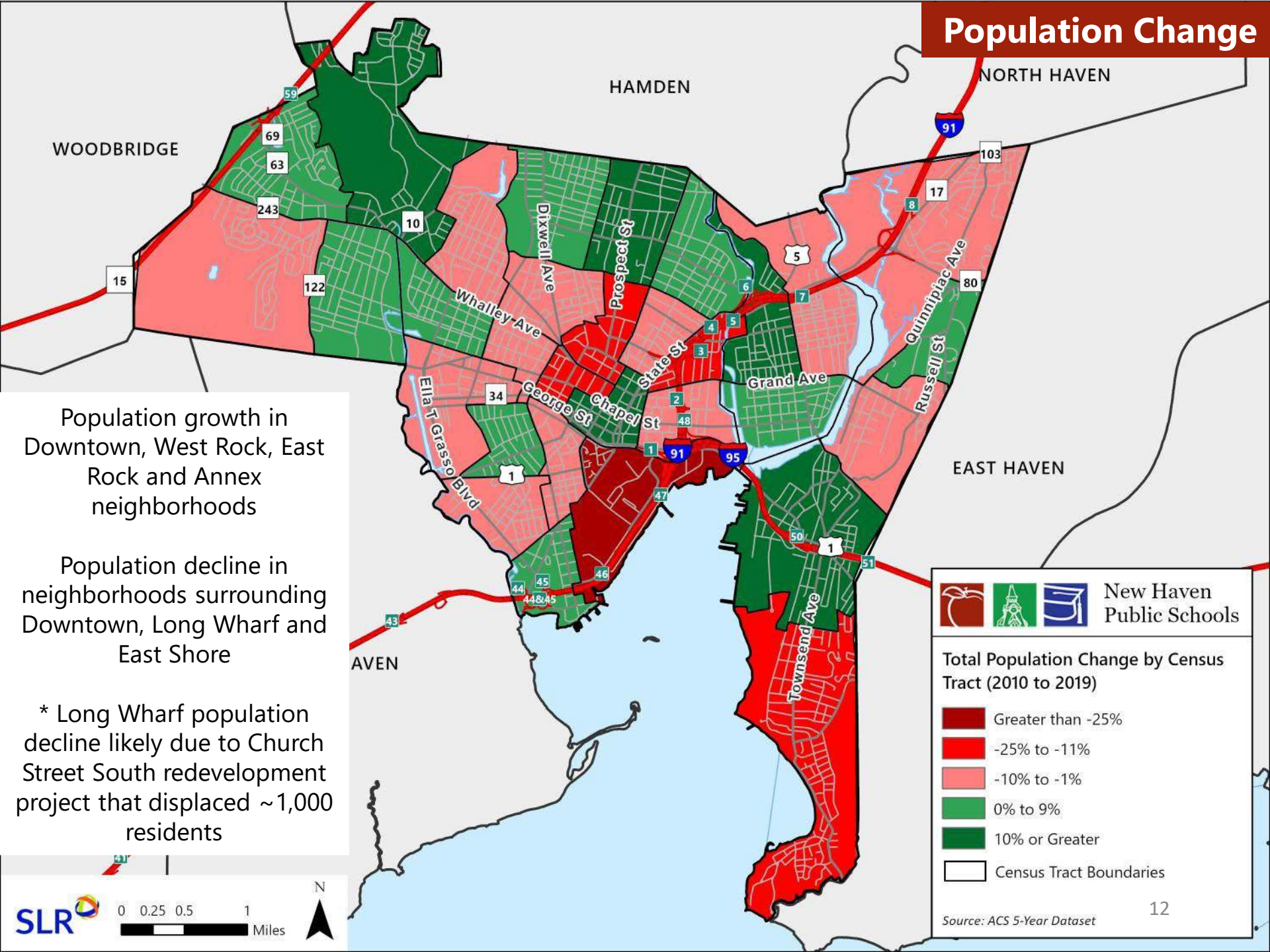
 New Haven Public Schools

**Neighborhoods**

 New Haven Neighborhoods  
11

Source: New Haven GIS Dept.

# Population Change



Population growth in Downtown, West Rock, East Rock and Annex neighborhoods

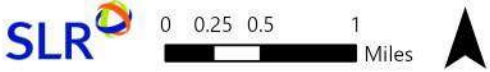
Population decline in neighborhoods surrounding Downtown, Long Wharf and East Shore

\* Long Wharf population decline likely due to Church Street South redevelopment project that displaced ~1,000 residents



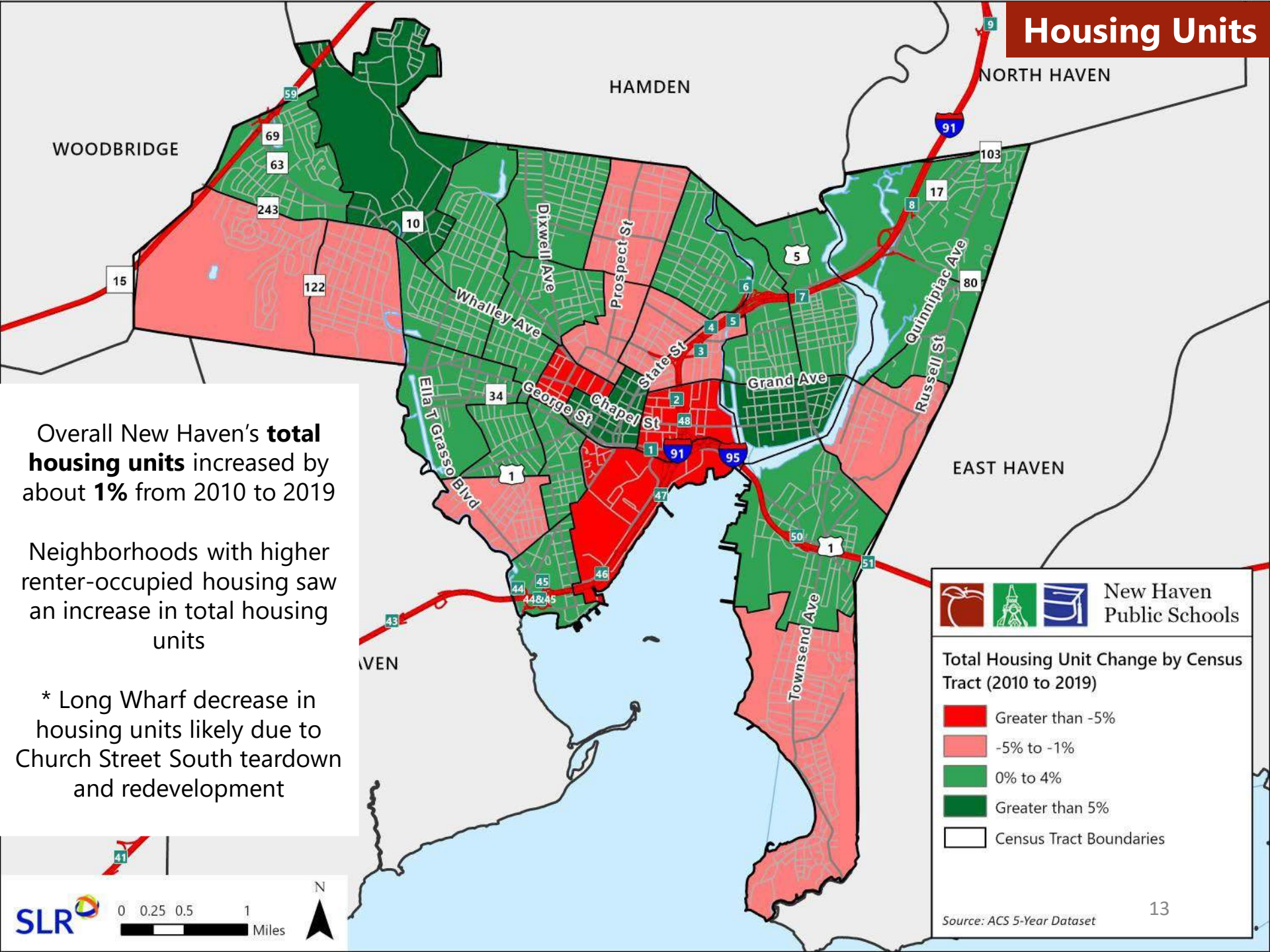
## Total Population Change by Census Tract (2010 to 2019)

- Greater than -25%
- 25% to -11%
- 10% to -1%
- 0% to 9%
- 10% or Greater
- Census Tract Boundaries



Source: ACS 5-Year Dataset

# Housing Units



Overall New Haven's **total housing units** increased by about **1%** from 2010 to 2019

Neighborhoods with higher renter-occupied housing saw an increase in total housing units

\* Long Wharf decrease in housing units likely due to Church Street South teardown and redevelopment

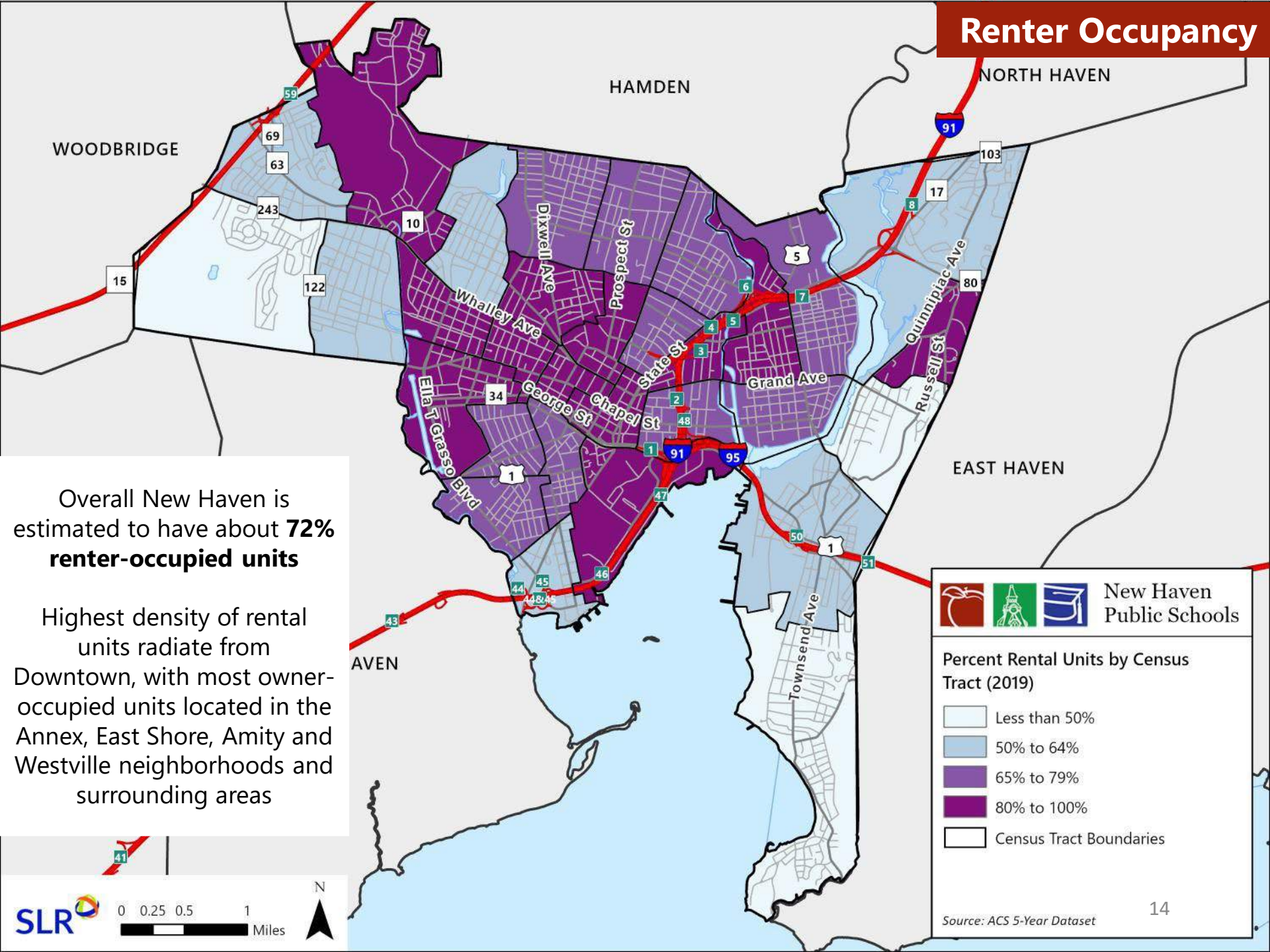


## Total Housing Unit Change by Census Tract (2010 to 2019)

- Greater than -5%
- 5% to -1%
- 0% to 4%
- Greater than 5%
- Census Tract Boundaries



# Renter Occupancy



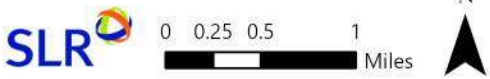
Overall New Haven is estimated to have about **72% renter-occupied units**

Highest density of rental units radiate from Downtown, with most owner-occupied units located in the Annex, East Shore, Amity and Westville neighborhoods and surrounding areas



Percent Rental Units by Census Tract (2019)

- Less than 50%
- 50% to 64%
- 65% to 79%
- 80% to 100%
- Census Tract Boundaries

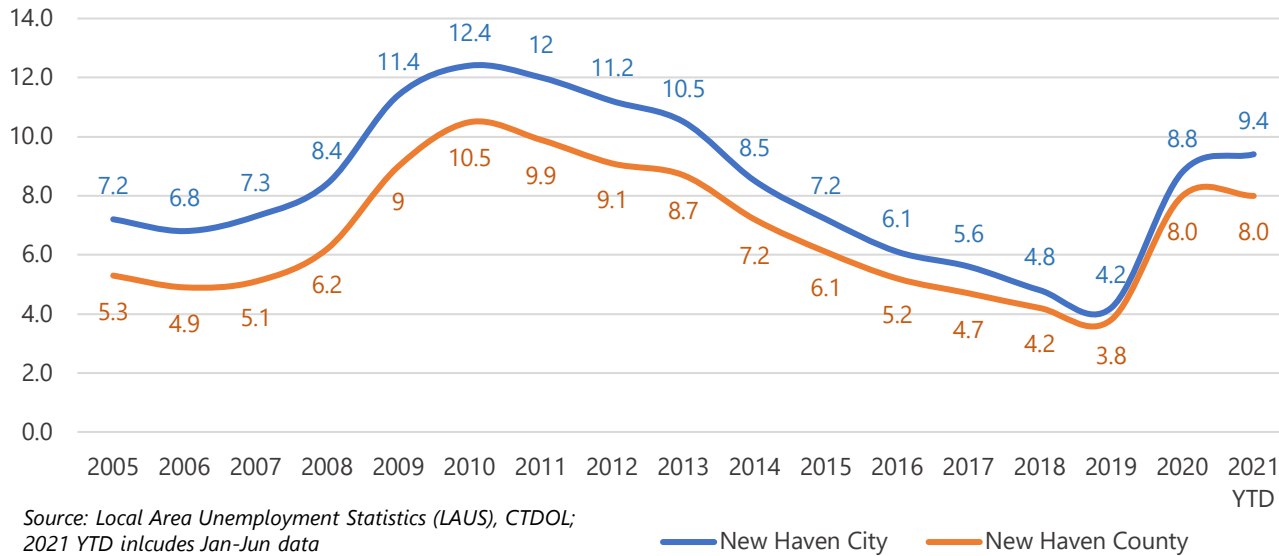


Source: ACS 5-Year Dataset



# Unemployment

**New Haven City and County Unemployment Rates  
2005 - 2021 YTD**

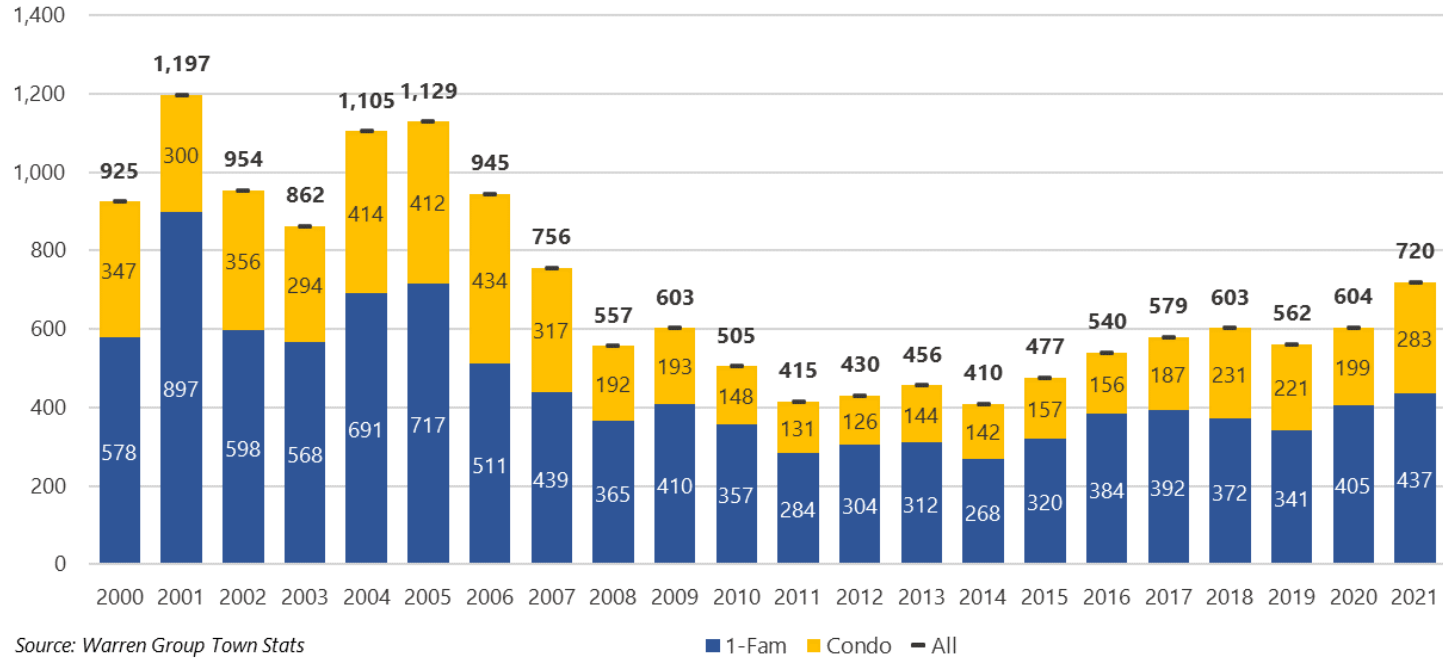


- Historically, the City of New Haven has held an unemployment rate about 1-2% above New Haven County
- Due to the COVID-19 pandemic, unemployment rates jumped from a recent low around 4% to about 8%
  - City of New Haven unemployment rates continued to increase in 2021 reaching 9.4% through June



# Home Sales

City of New Haven Home Sales  
2000 to 2021

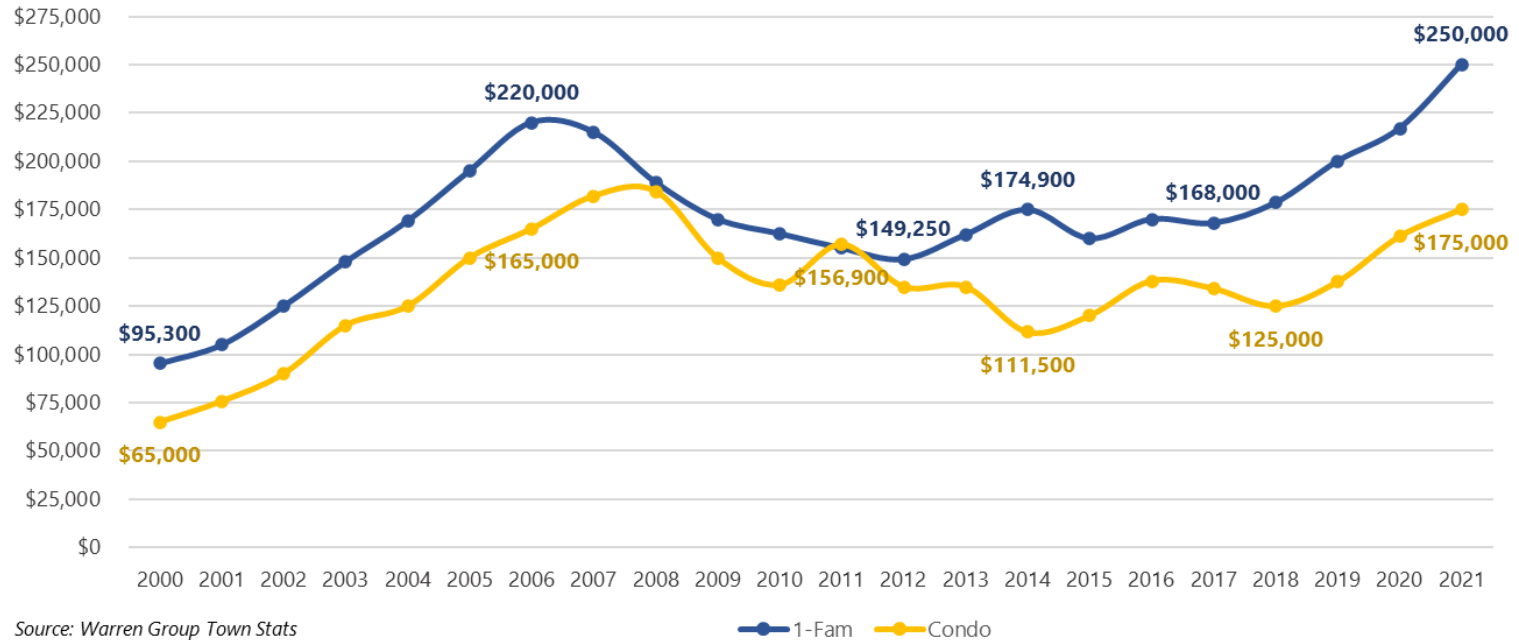


- Total home sales increased by 19% from 2020 to 2021
- Overall housing market has steadily rebounded since recent low in 2014 following the economic recession; increasing by about 76% over the past seven years



# Median Home Sale Price

City of New Haven Median Home Sale Price  
2000 to 2021



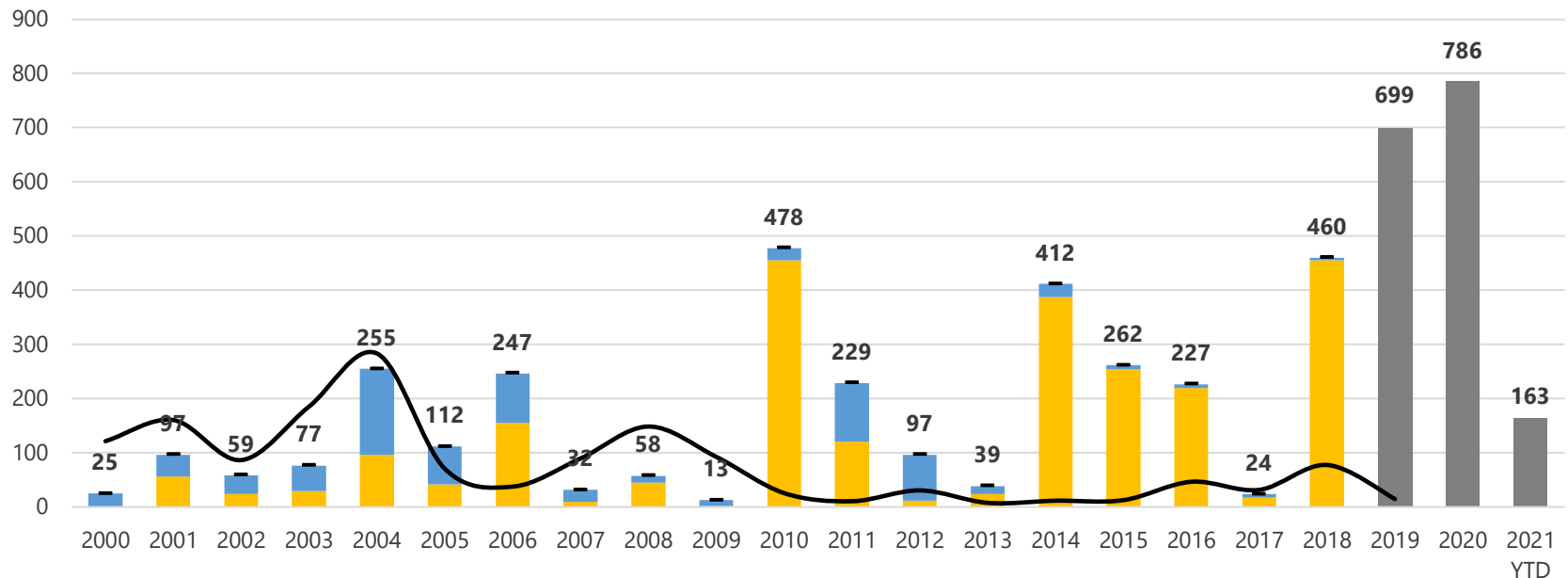
Source: Warren Group Town Stats

- Median home sale price increased in 2021, up ~15% over the past year for single-family homes and up ~9% for condos



# Housing Permits

New Haven Housing Permits and Demolitions  
2000 to 2021 YTD



Source: CT Department of Economic and Community Development (DECD);  
2019 to 2021 Single-Family and Multi-Family not yet available, 2021 YTD includes Jan-Jun data

Multi-Family  
Single-Family  
Demolitions  
Total Permits

- Significant increase in housing permits from 2018 to 2020, ranging from 460 to 786 permits per year
  - While housing type data not available, assumed to be primarily multi-family permits

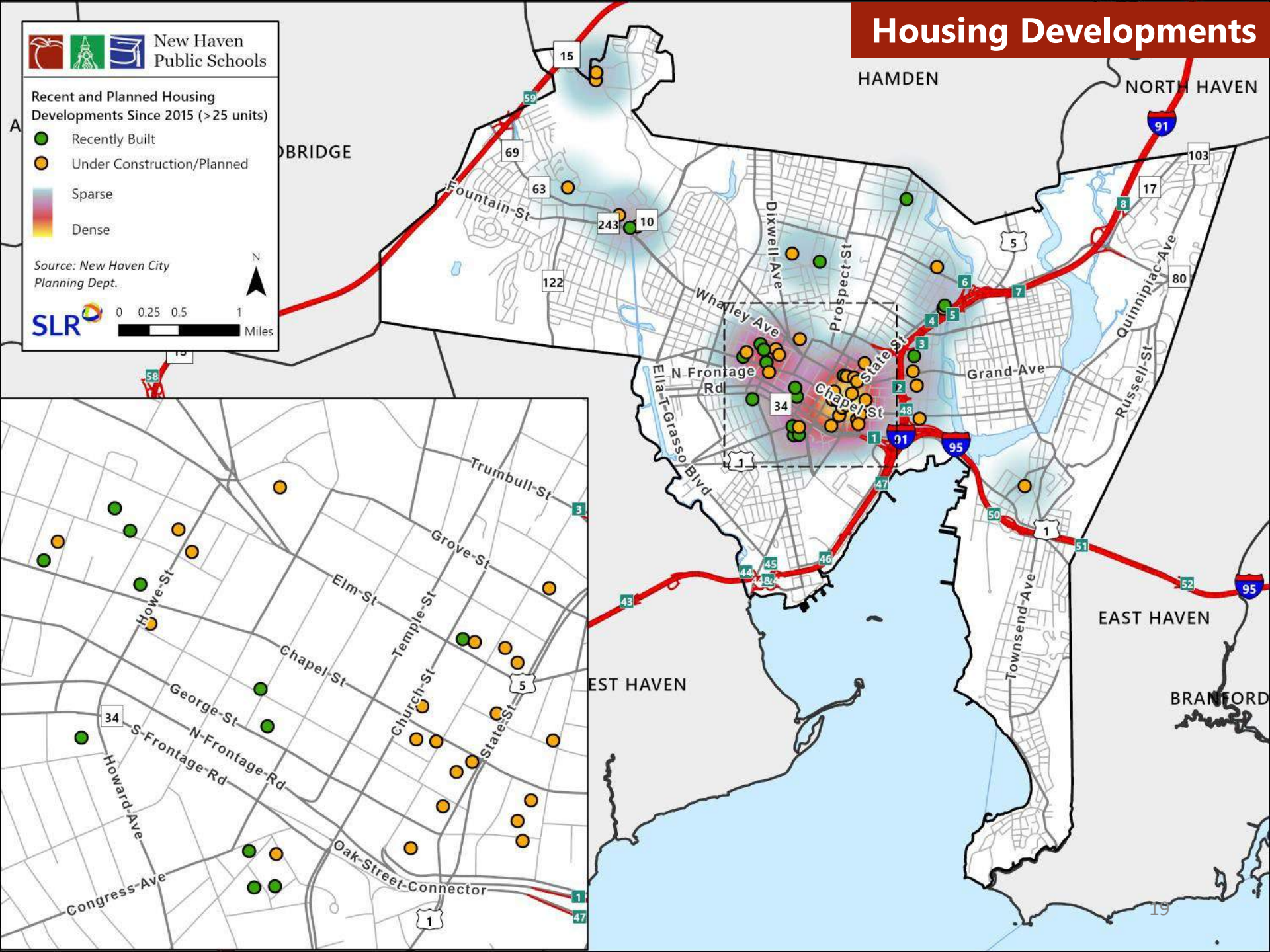
# Housing Developments



Recent and Planned Housing Developments Since 2015 (>25 units)

- Recently Built
  - Under Construction/Planned
- Sparse  
Dense

Source: New Haven City Planning Dept.





# Housing Developments Summary

**Housing Developments Summary Table**

<b>Development Status</b>	<b>Projects</b>	<b>Total Units</b>	<b>Affordable Units</b>	<b>Market Rate Units</b>
Completed (since 2015)	15	<b>1,751</b>	504	1,089
In Progress	12	<b>2,231</b>	473	1,758
Planned	26	<b>2,746</b>	921	2,050
<b>Grand Total</b>	<b>53</b>	<b>6,728</b>	<b>1,898</b>	<b>4,897</b>

*Source: New Haven City Plan Department, Includes Developments > 25 units, provisional data for In Progress and Planned Developments*

- Since 2015, about 1,750 housing units have been built
- Nearly 5,000 additional units are planned, approved or under construction
  - 28% of these housing units are affordable housing
- Significant housing development is occurring in the New Haven's downtown area. Based on bedroom counts and type of development, these units do not typically attract new students (next slide)



# Student Generation from Housing

Student Generation from Recently Completed Developments

Development Projects	Total Units	Total Students	Student Yield (total students/unit)	New Students	New Student Yield (new total students/unit)	Development Type
216 Congress Avenue	90		0		0	New
Corsair	235		0		0	New
Dwight Gardens	80	42	0.53	7	0.09	Rehab
Eighteen High at New Haven Towers	132		0		0	New
Former Welch Annex School Conversion	30		0		0	New
Hill Associates Development	65		0		0	Rehab
Kensington Square Phase 1	120	54	0.45	1	0.01	Rehab
Metro 303	78		0		0	New
Mill River Crossing Phase 1	94	1	0.01		0.00	New
Novella	136		0		0	New
Parkside Crossing	110	3	0.03	2	0.02	New
ROCKVIEW PHASE 2	78		0		0	New
The Union	145	1	0.01		0.00	Conversion
Whitney Modern	42		0		0	New/Conversion
Winchester Lofts	316	2	0.01		0.00	Conversion
<b>Grand Total</b>	<b>1,751</b>	<b>103</b>	<b>0.06</b>	<b>10</b>	<b>0.01</b>	

Source: New Haven City Planning Dept., New Haven Public Schools. Includes students PK-12 from 2020-21

- Few students generated from recently built housing developments of scale (>25 units)
- **Based on our analysis, 0.005 new students have been generated per housing unit**
- Recent housing in downtown including affordable components has not been a significant driver of student generation
- About 1,750 new housing units developed during this time
  - Majority of students living in recently completed developments were already students of NHPS, not significantly impacting student population growth





# Demographics and Housing Summary

- Total population in New Haven increased from 2010 to 2020 by 3%, though children between ages 5-14 decreasing
- Births within New Haven as well as surrounding towns providing Interdistrict Magnet students decreased over past 20 years
- West Haven, Hamden and East Haven send the most Interdistrict Regional Magnet students to New Haven Public Schools
- Significant increase in housing permits between 2018-2020, primarily multi-family housing developments
- Approximately 1,750 housing units constructed since 2015, and approximately 5,000 units planned, approved or under-construction
- Despite significant increase in recent housing development, very little impact on NHPS enrollment

# Enrollment Trends & Analysis



# Enrollment Data Disclaimer

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Enrollment study prepared for the 2021-22 school year. Slides 34, 35, 41 and 42 have been updated to include 2022-23 enrollment data.



# NHPS School Portfolio

## New Haven Public Schools List by School Category

### Category-1: Elementary Schools (Grade 6 and Under)

Lincoln-Bassett Community School  
Barack H. Obama Magnet University School  
Dr. Reginald Mayo Early Learning Childhood School

### Category-2: PreK/K-8 Neighborhood Schools

Clinton Avenue School  
Family Academy of Multilingual Exploration  
Fair Haven School  
Worthington Hooker Elementary School (K-2)  
Worthington Hooker School (3-8)  
Nathan Hale School  
Augusta Lewis Troup Magnet Academy of Science  
Wexler-Grant Community School

### Category-3: PreK-8, K-8 , Magnet Schools

Barnard Environmental Science & Technology School  
L.W Beecher Museum Magnet School of Arts and Sciences  
Bishop Woods Architecture and Design Magnet School  
Celentano BioTech, Health, & Medical Magnet School  
Roberto Clemente Leadership Academy for Global Awareness  
Harry A. Conte West Hills Magnet School: Exploration & Innovation  
John C. Daniels School of International Communication  
Davis Academy for Arts & Design Innovation  
East Rock Community & Cultural Studies Magnet School  
Edgewood Creative Thinking Through STEAM Magnet School  
Hill Central Music Academy  
Benjamin Jepson Magnet School  
King Robinson Interdistrict Magnet School  
John S. Martinez Sea And Sky School  
Mauro-Sheridan Science, Technology and Communications School  
Ross Woodward Classical Studies Interdistrict Magnet School  
Truman School

### Category-4: Middle Schools

Betsy Ross Arts Magnet School

### Category-5: Magnet Middle/High & High Schools

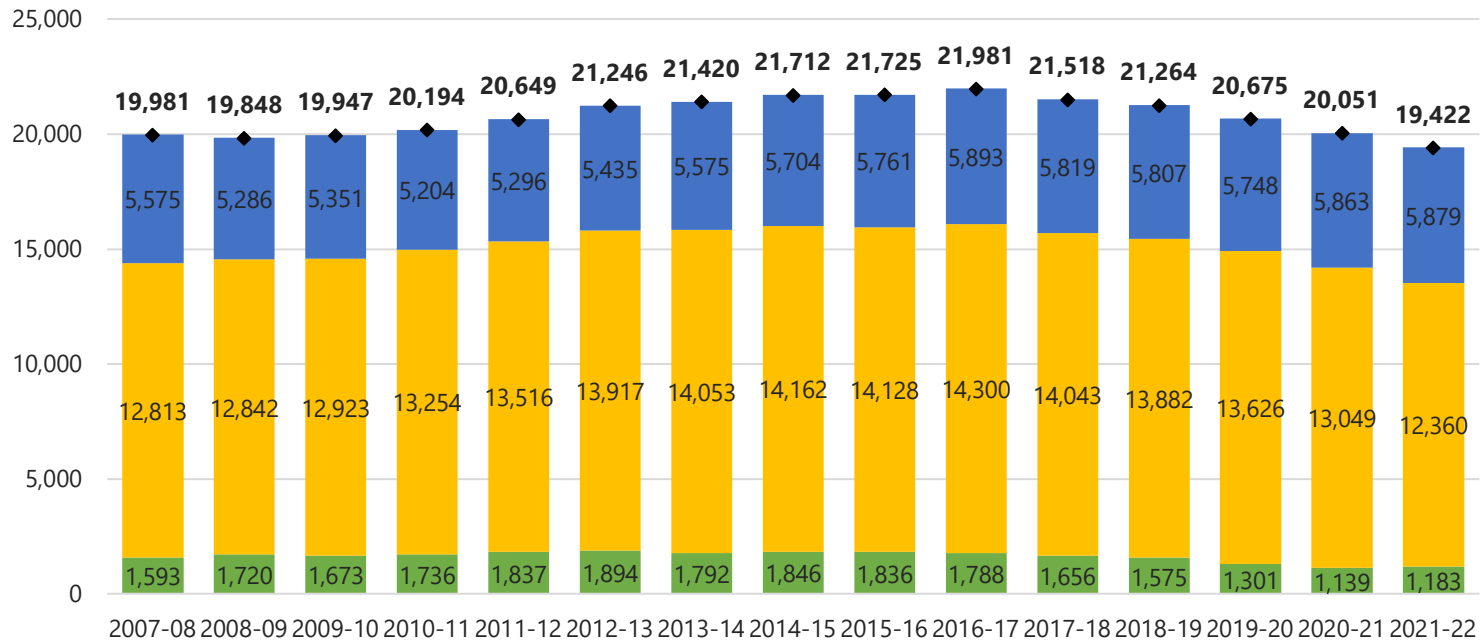
Hill Regional Career High School  
James Hillhouse High School  
High School in the Community  
Metropolitan Business Academy  
New Haven Academy  
Riverside Academy  
Sound School -Anderson Building  
Sound School Aquaculture  
Sound School-Emerson Building  
Sound School-McNeil Building  
Sound School-Thomas Building  
Wilbur Cross High School

- New Haven Public Schools includes a vast network of schools including neighborhood and magnet elementary, middle and high school facilities
- The schools identified above are included in this enrollment projections and analysis report



# Districtwide Enrollment Trends

**NHPS Districtwide PK-12 Enrollment  
2007-08 to 2021-22**



Source: EdSight, NHPS PSIS (2021-22)

■ PK ■ K-8 ■ 9-12 ◆ PK-12

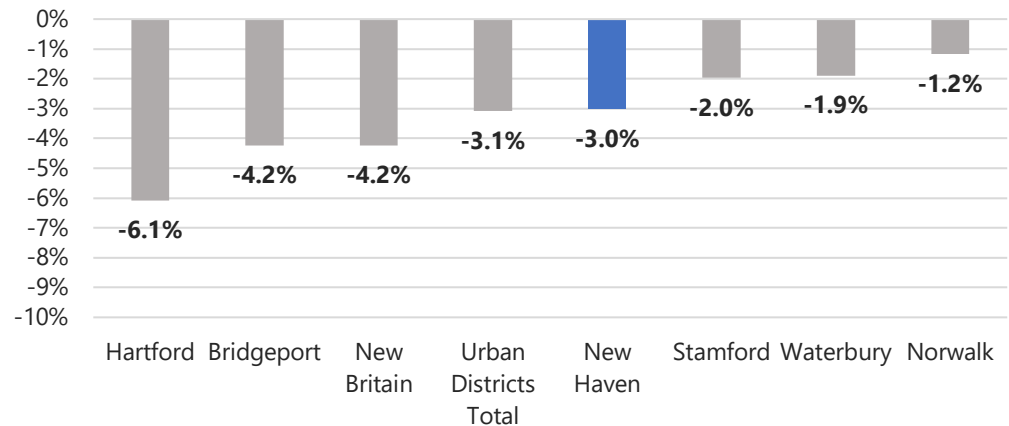
- Overall PK-12 enrollment has been decreasing over past several years; decreasing by 2,559 students or 11.6% since its peak in 2016-17, and 1,253 students or 6.0% since 2019-20
- Most significant decrease in PK-8 over past six years, while grades 9-12 have showed greater stability



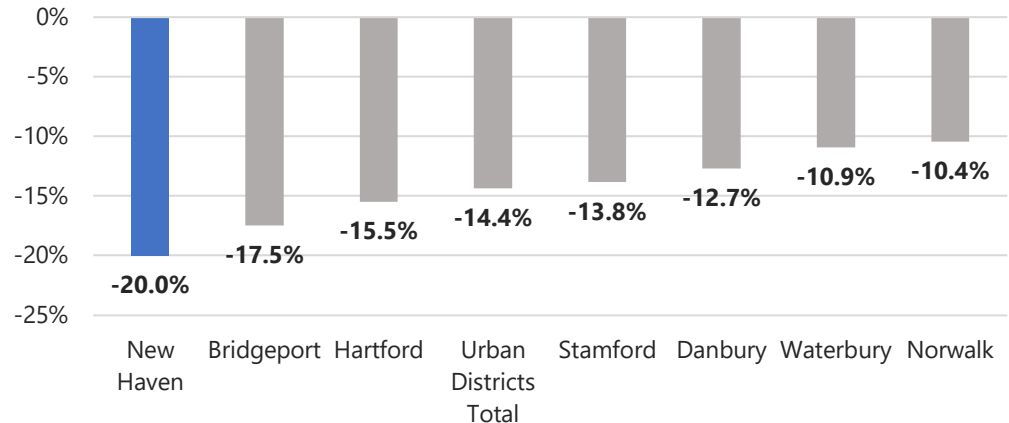
# COVID-19 Pandemic Impacts

- Overall, for PK-12 enrollment New Haven decreased slightly less than other similar urban districts.
- New Haven saw a -3.0% decline in grades PK-12, which was the median for all urban school districts
- New Haven's -20.0% decline in Kindergarten enrollment was the largest year-over-year decline

**Total (PK-12) Enrollment Change in Select Urban Districts: 2019-20 to 2020-21**



**Kindergarten Enrollment Change in Select Urban Districts: 2019-20 to 2020-21**



Source: EdSight

**Category-1: Elementary Schools (Grades 6 and Under)**

- 1) Barack H. Obama Magnet University School
- 2) Dr. Reginald Mayo Early Learning Childhood School
- 3) Lincoln-Bassett Community School
- 4) Quinnipiac STEM Magnet School - CLOSED PERMANTLEY
- 5) West Rock STREAM Academy - CLOSED PERMANTLEY

**Category-2: PreK/K-8 Neighborhood Schools**

- 6) Augusta Lewis Troup Magnet Academy of Science
- 7) Family Academy of Multilingual Exploration
- 8) Clinton Avenue School
- 9) Fair Haven School
- 10) Nathan Hale School
- 11) Wexler-Grant Community School
- 12) Worthington Hooker Elementary School
- 13) Worthington Hooker School

**Category-3: PreK/K-8, Magnet Schools**

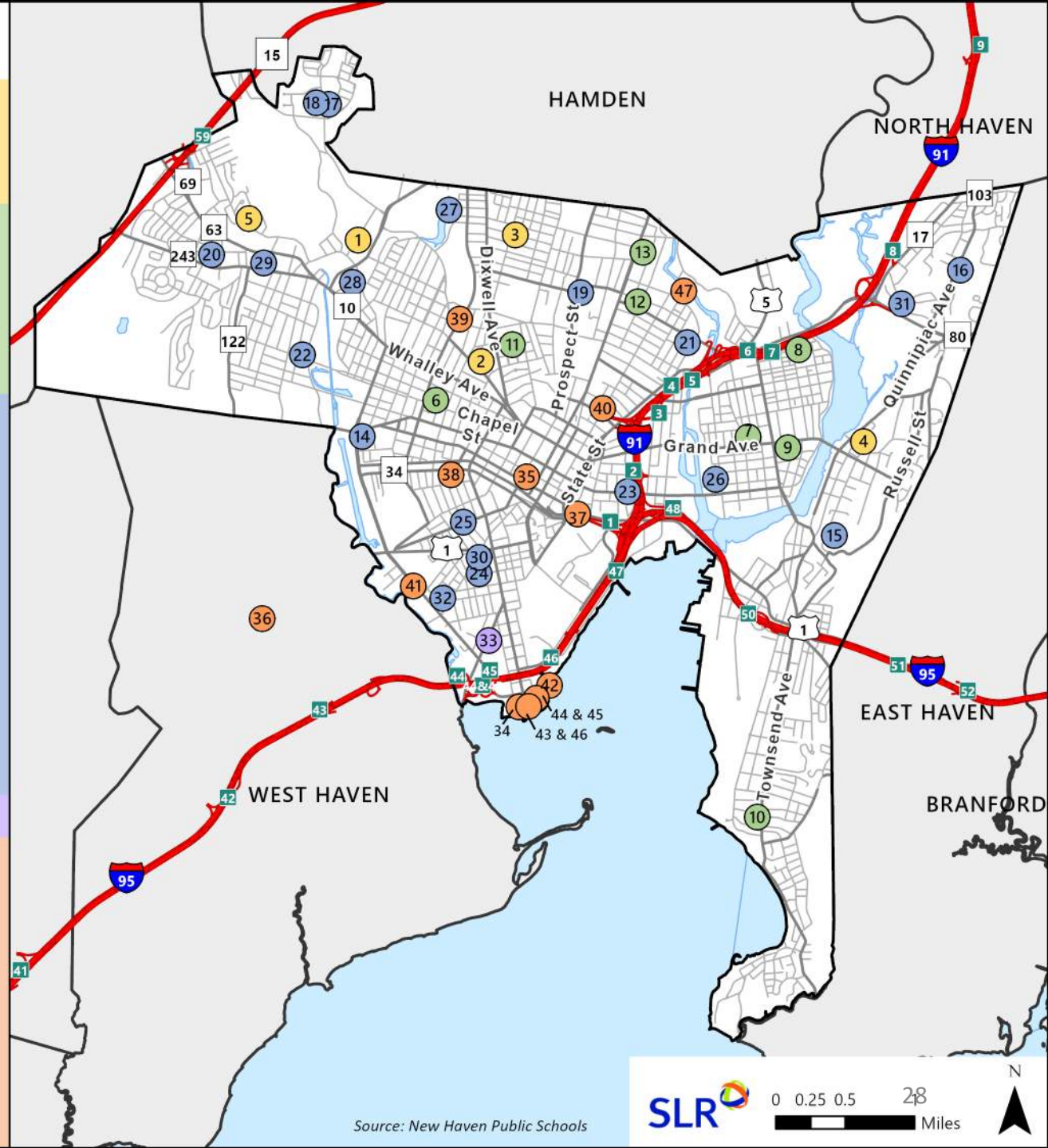
- 14) Barnard Environmental Science & Technology School
- 15) Benjamin Jepson Magnet School
- 16) Bishop Woods Architecture and Design Magnet School
- 17) Brennan-Rogers School of Communication and Media
- 18) Brennan-Rogers School of Communication and Media
- 19) Celentano BioTech, Health, & Medical Magnet School
- 20) Davis Academy for Arts & Design Innovation
- 21) East Rock Community & Cultural Studies Magnet School
- 22) Edgewood Creative Thinking Through STEAM Magnet School
- 23) Harry A. Conte West Hills Magnet School: Exploration & Innovation
- 24) Hill Central Music Academy
- 25) John C. Daniels School of International Communication
- 26) John S. Martinez Sea And Sky School
- 27) King Robinson Interdistrict Magnet School
- 28) L.W Beecher Museum Magnet School of Arts and Sciences
- 29) Mauro-Sheridan Science, Technology and Communications School
- 30) Roberto Clemente Leadership Academy for Global Awareness
- 31) Ross Woodward Classical Studies Interdistrict Magnet School
- 32) Truman School

**Category-4: Middle Schools**

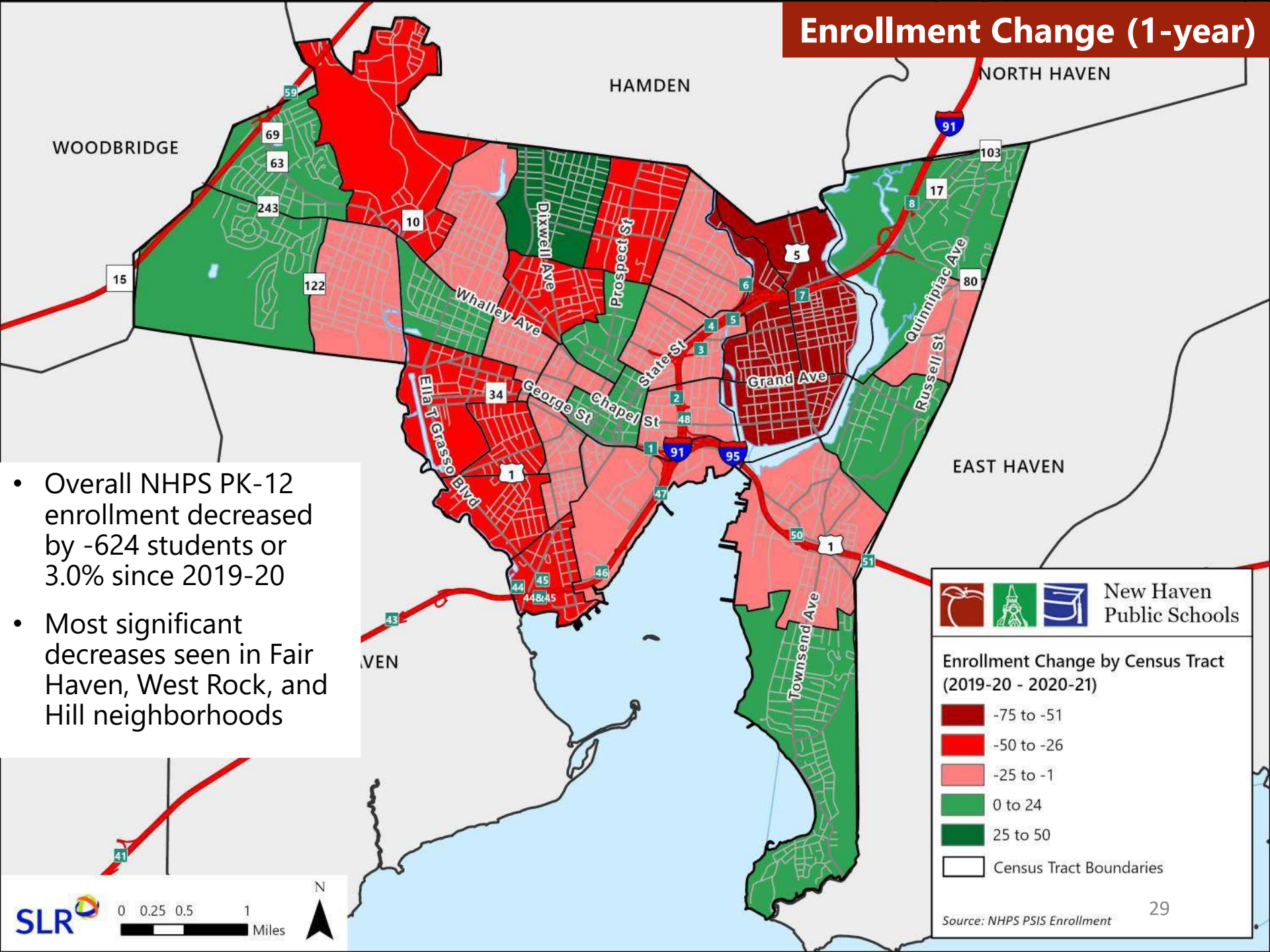
- 33) Betsy Ross Arts Magnet School

**Category-5: Magnet Middle/High & High Schools**

- 34) Metropolitan Business Academy
- 35) Cooperative Arts & Humanities High School
- 36) Engineering & Science University Magnet School
- 37) High School in the Community
- 38) Hill Regional Career High School
- 39) James Hillhouse High School
- 40) New Haven Academy
- 41) Riverside Academy
- 42) Sound School Aquaculture
- 43) Sound School-Emerson Building
- 44) Sound School-McNeil Building
- 45) Sound School-Thomas Building
- 46) The Sound School -Anderson Building
- 47) Wilbur Cross High School



# Enrollment Change (1-year)

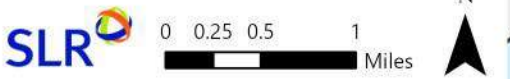


- Overall NHPS PK-12 enrollment decreased by -624 students or 3.0% since 2019-20
- Most significant decreases seen in Fair Haven, West Rock, and Hill neighborhoods



**Enrollment Change by Census Tract (2019-20 - 2020-21)**

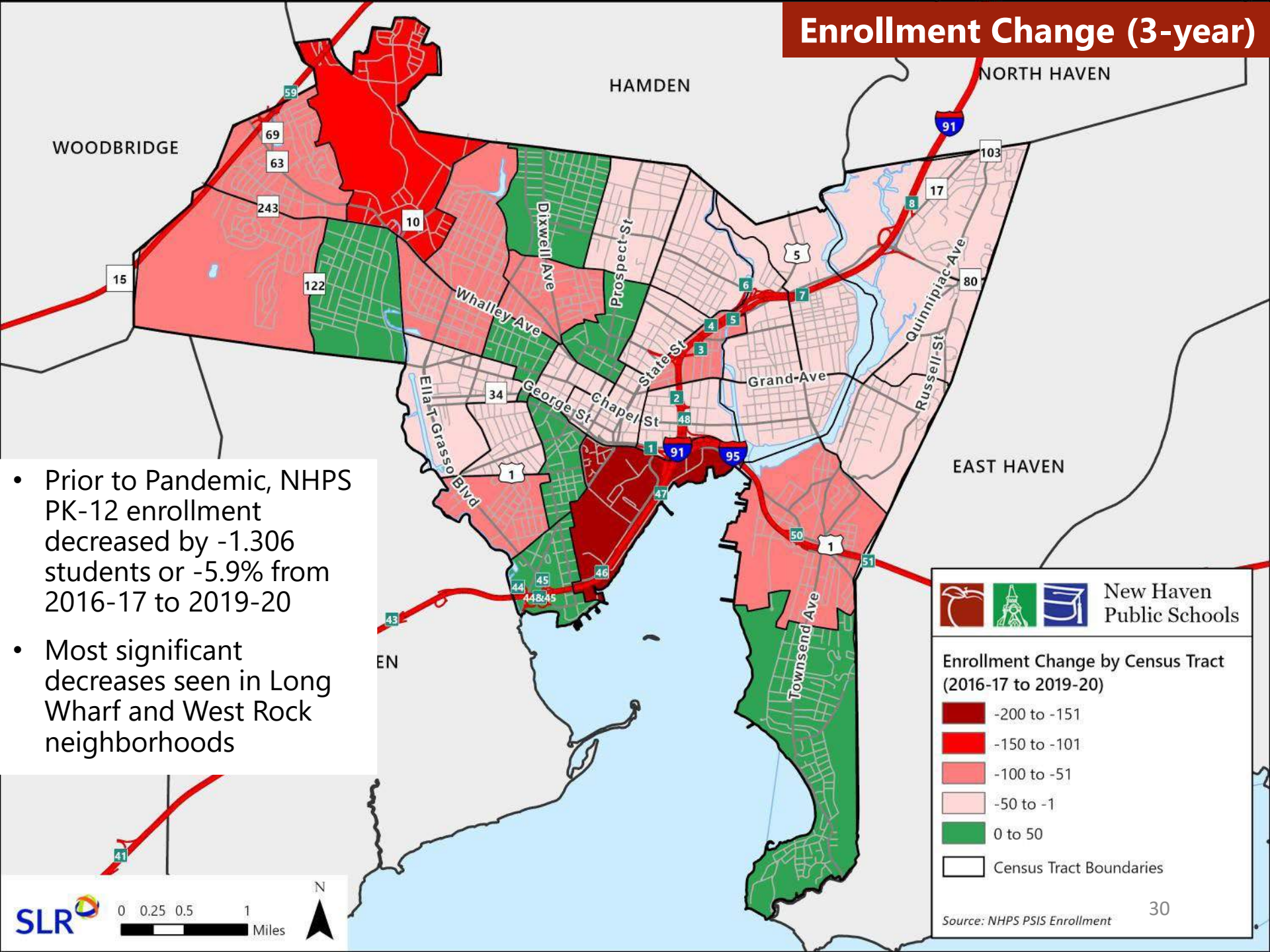
- 75 to -51
- 50 to -26
- 25 to -1
- 0 to 24
- 25 to 50
- Census Tract Boundaries



Source: NHPS PSIS Enrollment



# Enrollment Change (3-year)



- Prior to Pandemic, NHPS PK-12 enrollment decreased by -1,306 students or -5.9% from 2016-17 to 2019-20
- Most significant decreases seen in Long Wharf and West Rock neighborhoods

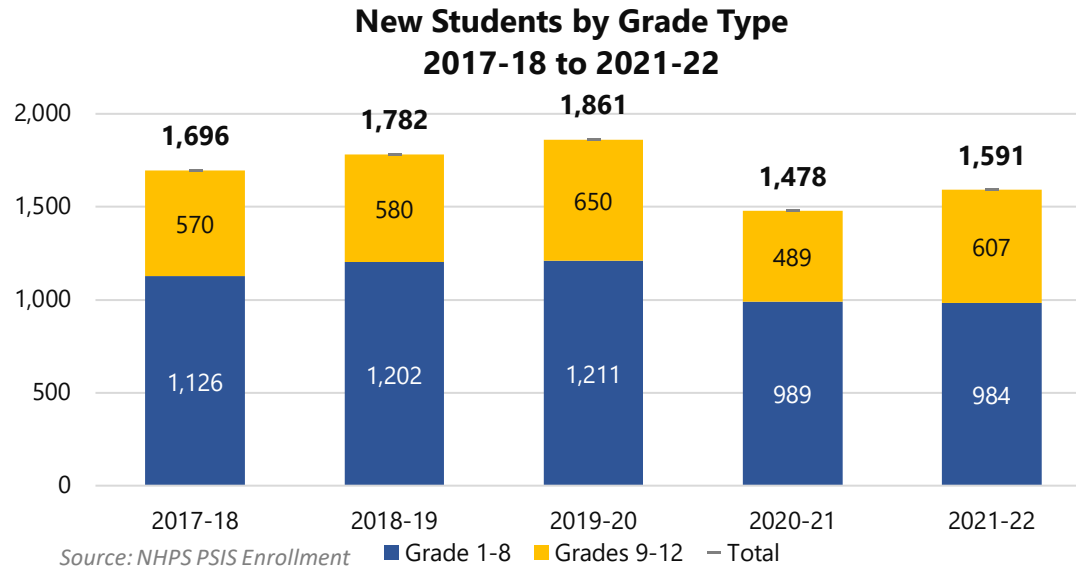


**Enrollment Change by Census Tract (2016-17 to 2019-20)**

Dark Red	-200 to -151
Red	-150 to -101
Light Red	-100 to -51
Pink	-50 to -1
Green	0 to 50
Black outline	Census Tract Boundaries

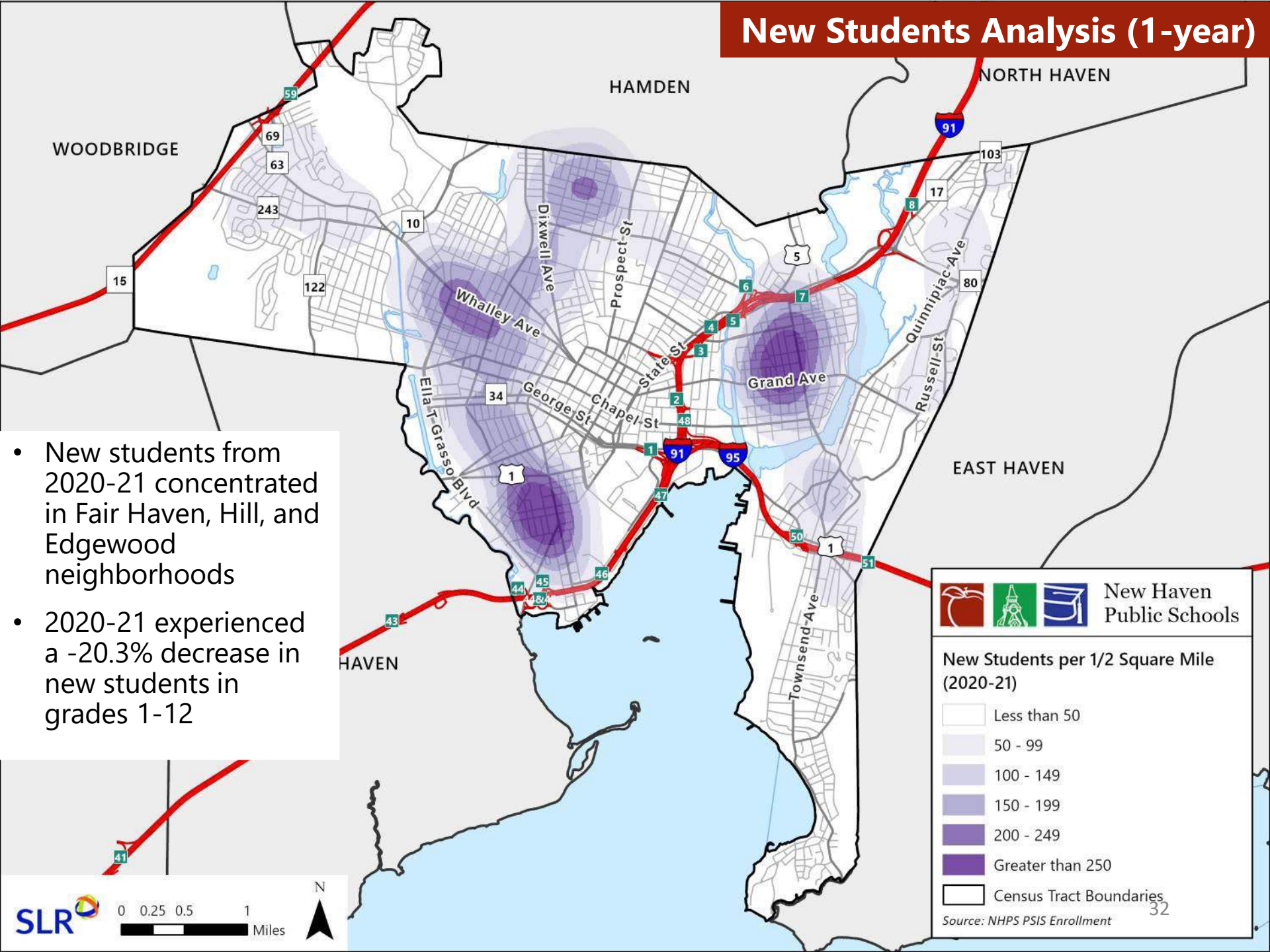


# New-to-District Students



- New-to-District students determined by comparing unique identifiers (SASID) between current and previous year for individual students in grades 1-12
- Following three years of steadily increasing new students, significant decrease to total new students in 2020-21, which is largely attributed to impacts from the pandemic
- 7.6% increase in new students in 2021-22 from prior low
  - All growth seen in high school level
  - Student in-migration has yet to return to pre-pandemic levels, though trending in the right direction

# New Students Analysis (1-year)



- New students from 2020-21 concentrated in Fair Haven, Hill, and Edgewood neighborhoods
- 2020-21 experienced a -20.3% decrease in new students in grades 1-12



**New Students per 1/2 Square Mile (2020-21)**

[Lightest Purple]	Less than 50
[Light Purple]	50 - 99
[Medium-Light Purple]	100 - 149
[Medium Purple]	150 - 199
[Dark Purple]	200 - 249
[Darkest Purple]	Greater than 250
[Black outline]	Census Tract Boundaries

Source: NHPS PSIS Enrollment

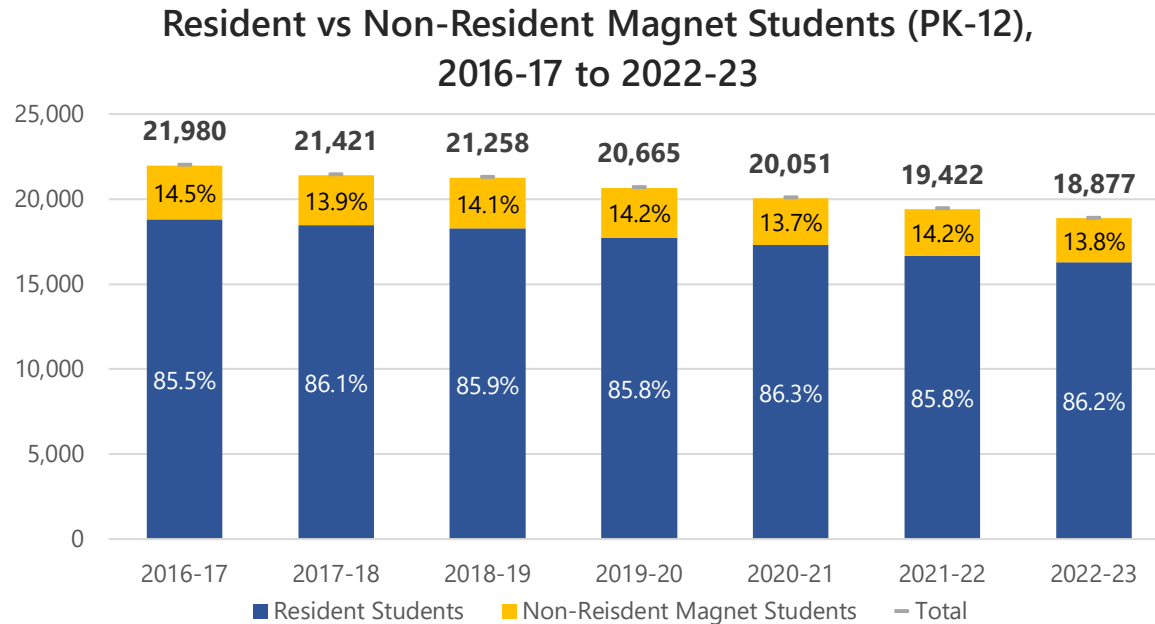


# Student Terminology Guide

- **Resident Student:** Student residing in New Haven
- **Non-Resident Student:** Student residing outside of New Haven that attends an NHPS school
  - *In most cases attending interdistrict magnet schools, though may include students attending other New Haven schools*
- **Interdistrict Magnet:** Magnet school that accepts resident and non-resident students
- **Intradistrict Magnet:** Magnet school that accepts New Haven resident students



# Resident vs Non-Resident Enrollment



Source: NHPS PSIS 2016-17 to 2022-23

- Despite overall enrollment decreasing about 14% over the past six years, **the percentage of non-resident student has remained about the same, decreasing less than 1%**



# Non-Resident Student Trends

Percent Non-Resident Students by Grade Groupings

	PK	Grades K-8	Grades 9-12	Total
2016-17	16.2%	11.9%	20.4%	14.5%
2017-18	15.3%	11.3%	19.6%	13.9%
2018-19	18.9%	11.4%	19.2%	14.1%
2019-20	22.7%	11.7%	18.3%	14.2%
2020-21	18.9%	11.7%	17.1%	13.7%
2021-22	19.0%	12.5%	17.0%	14.2%
2022-23	18.5%	12.3%	15.8%	13.8%
7-Yr Avg	18.3%	11.8%	18.2%	14.1%

- On average, 14.1% of students that attend NHPS are non-resident students over the past seven years
- By grade groupings:
  - **PK** has increased for non-resident students peaking at 22.7% in 2019-20; due largely to declines in resident PK enrollment
  - **Elementary and Middle School** students represent the lowest portion of non-resident students at ~12% over the past seven years
  - **High School** students contain the highest concentration of non-resident students averaging 18.2% over the past seven years
    - Decrease in High School non-resident enrollment (1.2%) in 2022-23, falling 2.4% below the seven-year average



# Non-Resident Students

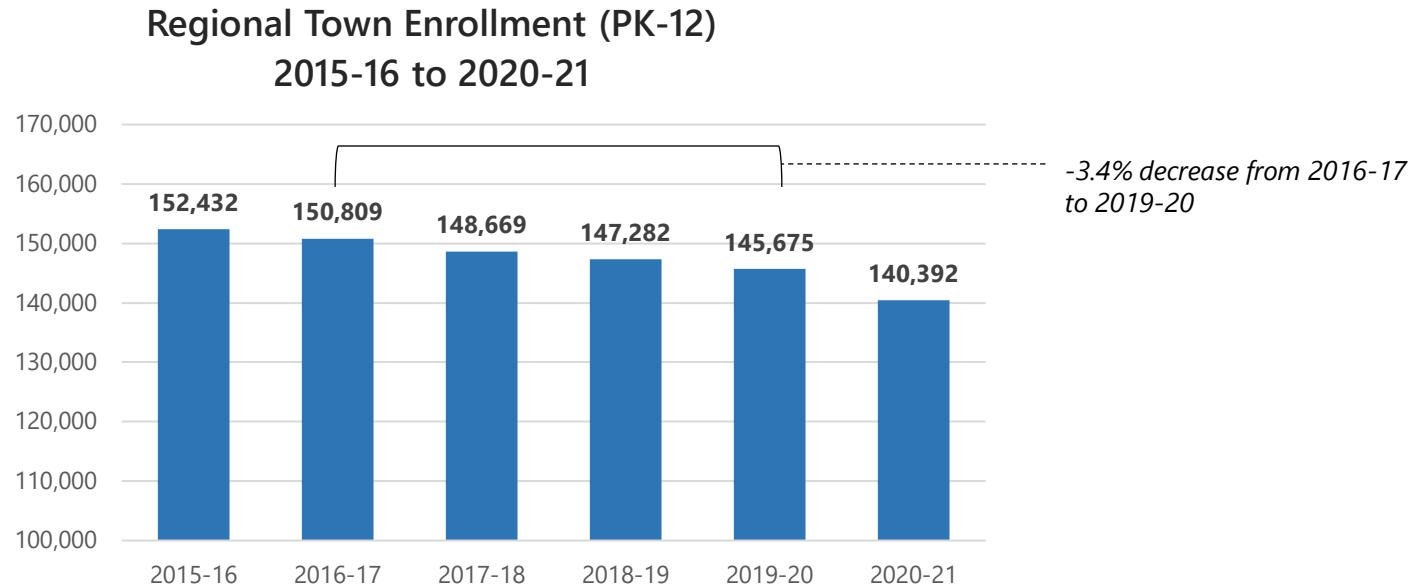
Town	2019-20 Enroll	2016-17 to 2019-20 Change (4yr)
West Haven	943	(197)
Hamden	703	79
East Haven	342	(79)
Ansonia	145	(23)
Milford	69	(32)
Derby	75	(16)
North Haven	65	(15)
Branford	55	(11)
Naugatuck	41	(20)
Wallingford	49	(6)
Meriden	53	8
Seymour	40	(4)
Shelton	27	(12)
Bridgeport	27	(7)
Stratford	40	18
North Branford	25	(7)
Guilford	25	7
Waterbury	18	3
Orange	22	7
Woodbridge	25	14
Oxford	19	8
Cheshire	13	1
Bethany	13	5
Madison	10	1
Killingworth	10	5
Clinton	5	(5)
Prospect	5	(3)
Middletown	2	(5)
Hartford	5	2

*Includes towns with >5 non-resident students on average between 2016-17 and 2019-20*

- Analysis of enrollment (PK-12) trends from non-resident student towns from 2016-17 to 2019-20 (omits 2020-21 due to pandemic impacts) found:
- Overall, non-resident student enrollment is decreasing. The top enrolled sending towns experienced decreasing enrollment
  - West Haven, East Haven, Ansonia, Milford, Derby, North Haven, Branford, Naugatuck, and Shelton experienced the most decline
- **Hamden, Stratford, and Woodbridge experienced the most significant increase in enrollment**
  - Most significant increase at K-8 grade level for each town



# Regional Town Enrollment Trends



Source: EdSight, includes non-resident towns with more than 5 students attending NHPS between 2016-17 - 2019-20 on average

- Collectively, regional towns sending students to NHPS have experienced decreasing enrollment (-8%) since 2015-16
- A reduced regional pool of students may exacerbate the already shrinking non-resident enrollment





# PreK/K-8 School Trends

## Total Enrollment by School (PK-8)

School Name	Grades	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Augusta Lewis Troup School	PK-8	487	490	482	471	471	459	437	397	425
Barack H. Obama Magnet University School	K-4	450	429	284	397	344	289	267	267	317
Barnard Environmental Magnet School	PK-8	582	560	563	562	536	546	512	470	467
Beecher School	PK-8	485	502	505	503	495	481	493	511	500
Benjamin Jepson Magnet School	PK-8	532	517	530	515	507	511	509	501	489
Betsy Ross Arts Magnet School	5-8	470	459	456	448	444	448	444	405	348
Bishop Woods Architecture and Design Magnet School	PK-8	505	497	481	493	449	448	432	444	437
Brennan Rogers School	PK-8	482	509	492	542	517	478	416	356	374
Celentano BioTech, Health and Medical Magnet School	PK-8	394	362	368	389	376	388	374	359	348
Clinton Avenue School	K-8	557	599	577	518	491	493	454	427	459
Family Academy of Multilingual Exploration (formerly Columbus Family Academy)	PK-8	448	451	461	487	495	496	496	456	436
Conte/West Hills Magnet School	PK-8	638	640	637	645	661	662	693	662	616
Davis Academy for Arts and Design Innovation	PK-8	516	461	497	511	511	517	514	498	491
East Rock Community Magnet School	PK-8	487	508	476	490	504	482	457	435	451
Edgewood School	K-8	448	439	437	427	438	438	443	428	407
Fair Haven School	PK-8	759	786	765	874	820	812	833	796	737
Hill Central Music Academy	PK-8	450	476	495	487	487	485	475	421	440
John C. Daniels	PK-8	513	522	528	525	536	540	516	515	490
John S. Martinez Sea and Sky STEM School	PK-8	514	508	525	537	528	552	521	469	477
King/Robinson Magnet School	PK-8	612	564	559	536	528	509	515	507	466
Lincoln-Bassett School	PK-6	343	372	378	382	376	371	336	283	286
Mauro-Sheridan Magnet School	PK-8	548	543	539	537	532	548	538	537	529
Nathan Hale School	PK-8	554	552	524	550	541	530	535	526	544
Quinnipiac Real World Math STEM School (Closed Jan 2021)	K-5	329	330	306	330	293	279	255	253	0
Roberto Clemente Leadership Academy for Global Awareness	K-8	491	535	520	480	481	475	445	438	389
Ross/Woodward School	PK-8	651	675	669	689	672	658	680	639	636
Truman School	PK-8	462	483	493	533	530	565	533	487	505
West Rock Authors Academy (Closed Jan 2021)	PK-4	222	272	241	209	203	174	173	157	0
Wexler/Grant Community School	PK-8	400	402	425	435	425	373	361	338	315
Worthington Hooker School	K-8	414	441	441	444	449	453	417	400	393
<b>TOTAL</b>		<b>14,743</b>	<b>14,884</b>	<b>14,654</b>	<b>14,946</b>	<b>14,640</b>	<b>14,460</b>	<b>14,074</b>	<b>13,382</b>	<b>12,772</b>

Source: EdSight 2013-14 to 2021-22



# PreK/K-8 School Trends cont.

- **Overall, PK/K-8 NHPS schools decreased by 1,971 students or -13.4% between 2013-14 and 2021-22**
- Quinnipiac Real World Math STEM School and West Rock Authors Academy closed in January 2021
- **Over the past five years, all schools have decreased in enrollment**
  - Beecher School, Mauro-Sheridan Magnet School and Nathan Hale School had most stable enrollment, decreasing by less than 2%
  - Lincoln-Bassett School, Wexler/Grant Community School and Brennan Rogers School had the most significant change, decreasing by more than 25%
- **Over the past year (2020-21 to 2021-22), several schools have increased in enrollment, beginning to recover from the 1<sup>st</sup> COVID-19 year**
  - Barack H. Obama Magnet University School, Augusta Lewis Troup School, Brennan Rogers School and Clinton Avenue School saw enrollment increase by greater than 5%



# High School (9-12) Trends

## Total Enrollment by School (6/9-12)

School Name	Grades	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Engineering - Science University Magnet School	6-12	489	571	604	601	596	601	596	589	580
Cooperative High School - Inter-District Magnet	9-12	635	614	647	644	630	630	581	571	575
Gateway to College Program	9-12						47	52	42	52
High School in the Community	9-12	262	282	251	251	237	239	265	278	268
Hill Regional Career High School	9-12	683	675	665	648	656	700	632	652	637
James Hillhouse High School	9-12	981	1,039	945	913	927	946	1,074	1,156	1,171
Metropolitan Business Academy	9-12	389	391	403	407	405	410	397	398	389
New Haven Academy	9-12	277	264	255	288	280	304	296	297	332
Riverside Education Academy	9-12	104	117	80	86	83	125	97	106	64
Sound School	9-12	334	330	340	333	331	318	335	328	340
Wilbur Cross High School	9-12	1,421	1,362	1,446	1,488	1,458	1,594	1,553	1,547	1,563
Off-Campus Classroom Program (OCC)	12				45	25	50	48	49	56
<b>TOTAL</b>		<b>5,575</b>	<b>5,645</b>	<b>5,636</b>	<b>5,704</b>	<b>5,628</b>	<b>5,964</b>	<b>5,926</b>	<b>6,013</b>	<b>6,027</b>

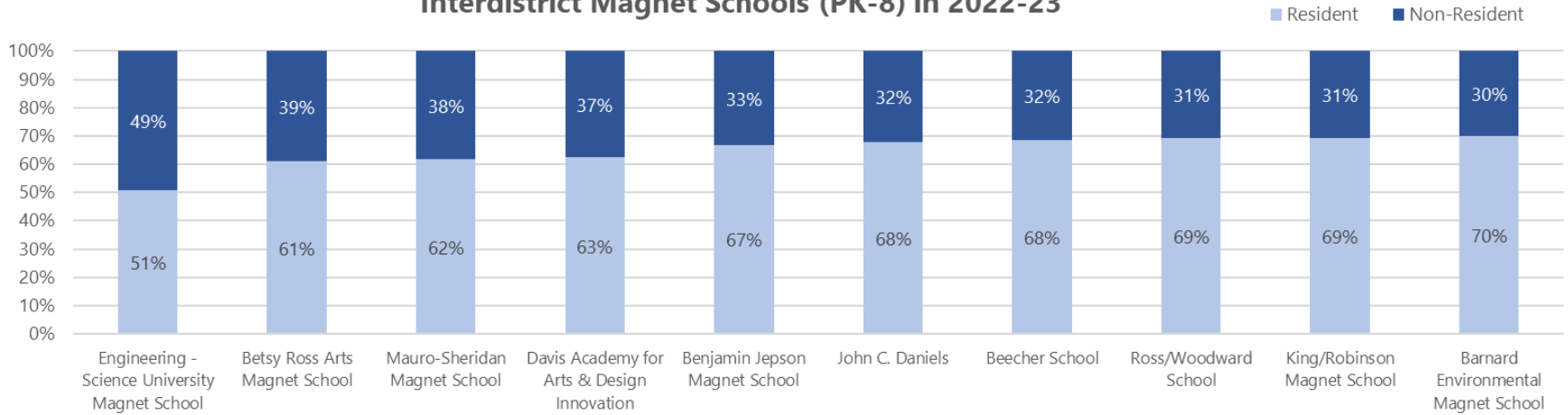
Source: EdSight 2013-14 to 2021-22

- **Overall, NHPS schools with enrollment 9-12, and 6-12, increased by 452 students or 8.1% since 2013-14**
- New Havens largest public high schools have grown significantly over the past five years
  - James Hillhouse High School (258 students or 28.3%)
  - Wilbur Cross High School (75 students or 5.0%)
- Engineering – Science University Magnet (grades 6-12) grew significantly from 2013-14 to 2015-16 and enrollment has flattened, with greatest percentage of interdistrict magnet students in NHPS

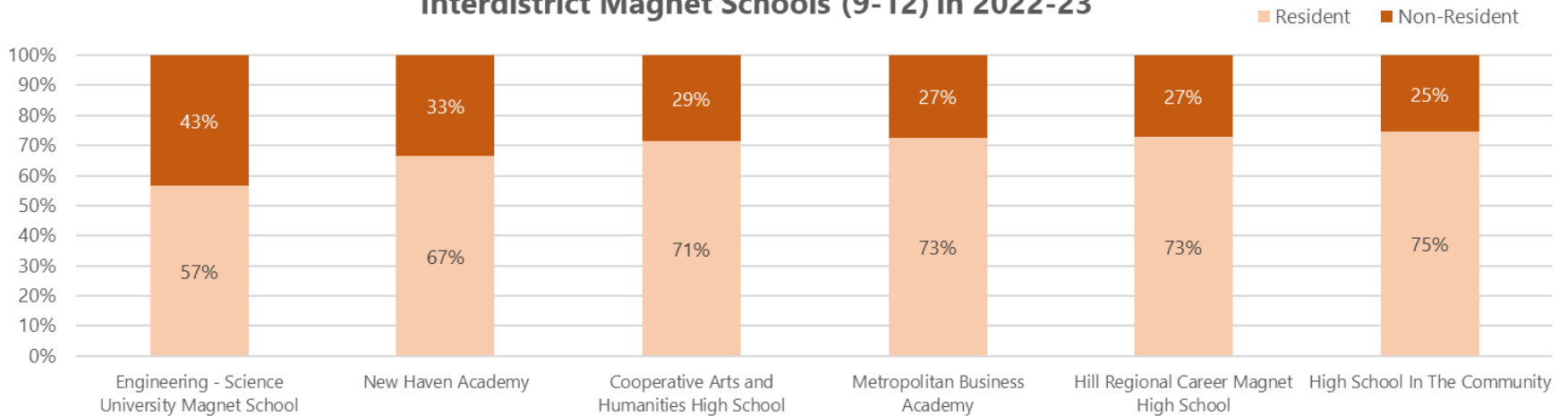


# Interdistrict Magnet School Trends

## Interdistrict Magnet Schools (PK-8) in 2022-23



## Interdistrict Magnet Schools (9-12) in 2022-23





# Interdistrict Magnet School Trends

**Interdistrict Students PK-8, Percent Non-Resident**

<b>% Non-Resident Students</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>7-yr avg</b>
Barnard Environmental Magnet School	32%	27%	30%	26%	28%	29%	30%	<b>29%</b>
Beecher School	32%	29%	30%	31%	32%	31%	32%	<b>31%</b>
Benjamin Jepson Magnet School	30%	29%	31%	34%	31%	35%	33%	<b>32%</b>
Betsy Ross Arts Magnet School	44%	42%	39%	41%	36%	39%	39%	<b>40%</b>
Davis Academy for Arts & Design Innovation	33%	32%	38%	41%	37%	37%	37%	<b>37%</b>
Engineering - Science University Magnet School	56%	45%	41%	45%	43%	46%	49%	<b>46%</b>
John C. Daniels	35%	33%	31%	31%	30%	34%	32%	<b>32%</b>
King/Robinson Magnet School	31%	28%	29%	27%	28%	30%	31%	<b>29%</b>
Mauro-Sheridan Magnet School	34%	34%	37%	37%	37%	39%	38%	<b>37%</b>
Ross/Woodward School	31%	30%	29%	28%	27%	33%	31%	<b>30%</b>
<b>Grand Total</b>	<b>34%</b>	<b>32%</b>	<b>33%</b>	<b>33%</b>	<b>32%</b>	<b>35%</b>	<b>34%</b>	<b>33%</b>

**Interdistrict Students 9-12, Percent Non-Resident**

<b>% Non-Resident Students</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>7-yr avg</b>
Cooperative Arts and Humanities High School	36%	32%	36%	34%	33%	33%	29%	<b>33%</b>
Engineering - Science University Magnet School	52%	54%	54%	51%	46%	45%	43%	<b>50%</b>
High School In The Community	28%	23%	26%	26%	26%	29%	25%	<b>26%</b>
Hill Regional Career Magnet High School	36%	36%	34%	33%	29%	26%	27%	<b>32%</b>
Metropolitan Business Academy	36%	34%	33%	31%	33%	32%	27%	<b>32%</b>
New Haven Academy	31%	33%	35%	40%	37%	36%	33%	<b>35%</b>
<b>Grand Total</b>	<b>37%</b>	<b>36%</b>	<b>36%</b>	<b>35%</b>	<b>33%</b>	<b>33%</b>	<b>30%</b>	<b>34%</b>

- Enrollment has been more stable for the non-resident PK-8 students than non-resident 9-12 students attending Interdistrict Magnet Schools
- Several 9-12 schools decreasing in non-resident enrollment. Most significantly Cooperative Arts and Humanities, High School in the Community and Metropolitan Business Academy



# Language Spoken Trends

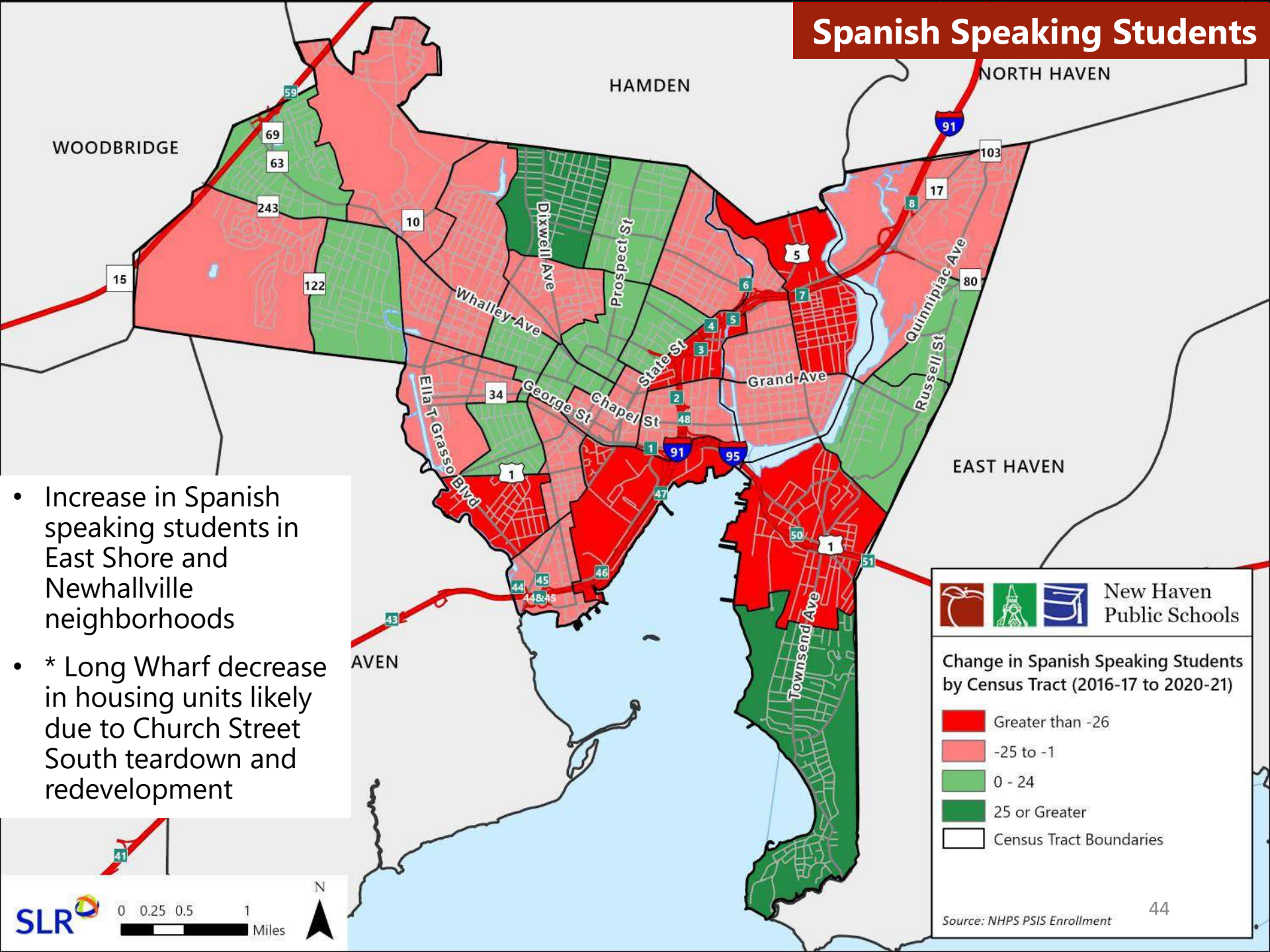
- Assessed trends over past five years in student languages spoken
- In 2019-20 approximately:
  - 70% of students speak English
  - 26% of students speak Spanish
  - 4% of students speak a different language
- Significant increase in students speaking Pashto (native to Middle Eastern countries), increasing by 225 students or 441% over the past five years
- Immigration policies may determine changes to Non-English-speaking students in coming years

**Top Student (PK-12) Languages Spoken**

Language	2019-20 Students	Percent of Total
English	14,343	69.4%
Spanish	5,357	25.9%
Arabic	225	1.1%
Mandarin	87	0.4%
French	56	0.3%
Pashto	217	1.1%
Swahili	29	0.1%
Turkish	31	0.2%
Dari	30	0.1%
Other Languages	290	1.4%
<b>Total</b>	<b>20,665</b>	

Source: NHPS PSIS, minimum 20 students

# Spanish Speaking Students



- Increase in Spanish speaking students in East Shore and Newhallville neighborhoods
- \* Long Wharf decrease in housing units likely due to Church Street South teardown and redevelopment



Change in Spanish Speaking Students by Census Tract (2016-17 to 2020-21)

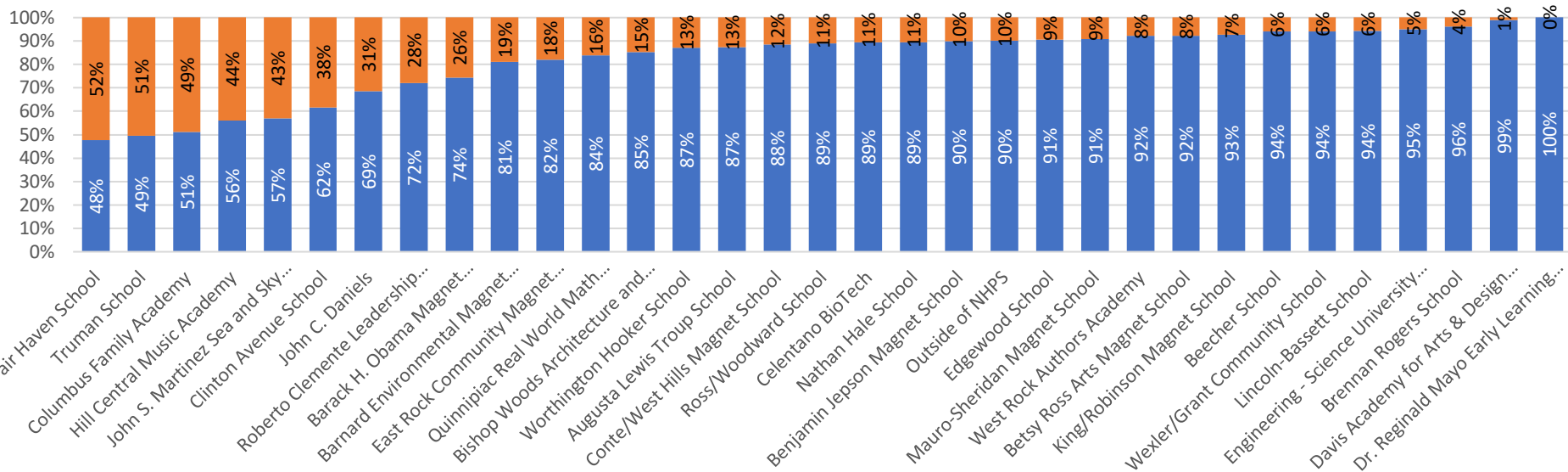
	Greater than -26
	-25 to -1
	0 - 24
	25 or Greater
	Census Tract Boundaries



# English Language Learner (ELL) Trends

Total (PK-8) ELL vs Non-ELL Students by School in 2020-21

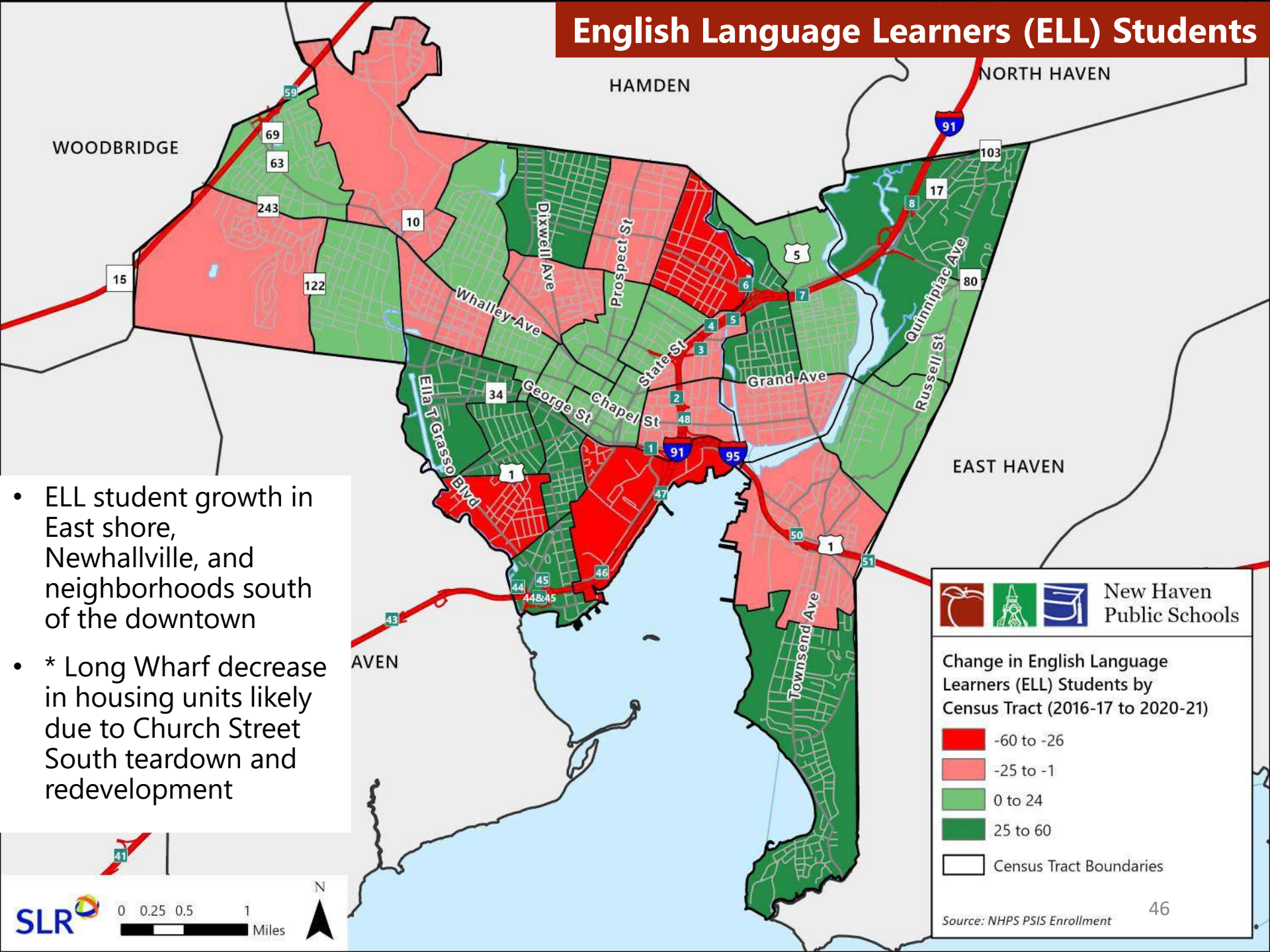
■ % Non ELL ■ % ELL



- Since 2016-17 several schools have experienced a significant increase in ELL students including:
  - Barnard Environmental Magnet, 41 students or +85%
  - Edgewood School, 27 students or +207%
  - Lincoln-Bassett, 9 students or +100%
  - Roberto Clemente Leadership Academy, 24 students or +24%
- Schools showing a significant decrease during this period included:
  - Brennan Rogers, -20 students or -57%
  - Quinnipiac Real World Math STEM, -26 students or 3-8%
  - Worthington Hooker, -18 students or -25%



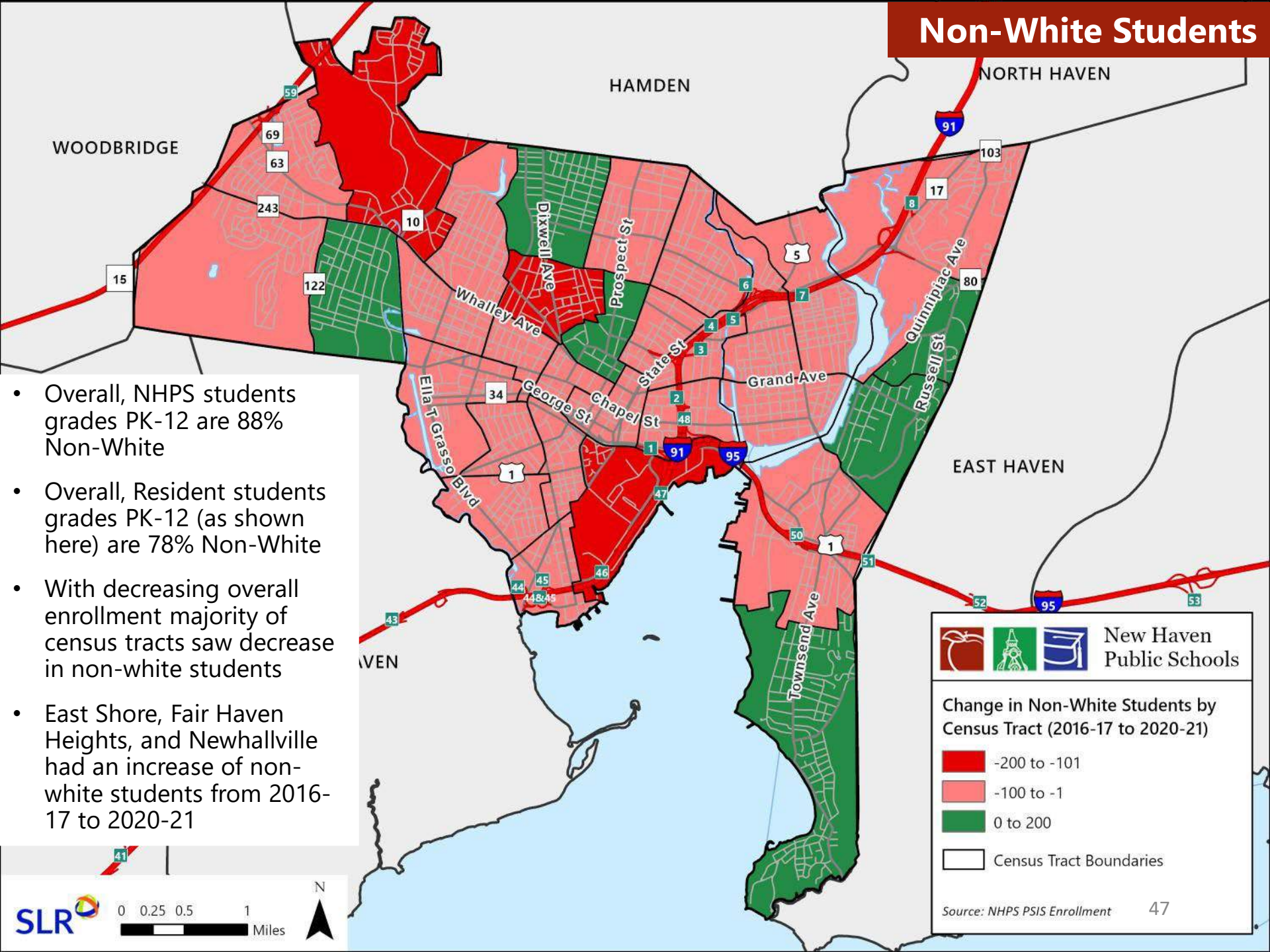
# English Language Learners (ELL) Students



- ELL student growth in East shore, Newhallville, and neighborhoods south of the downtown
- \* Long Wharf decrease in housing units likely due to Church Street South teardown and redevelopment



# Non-White Students

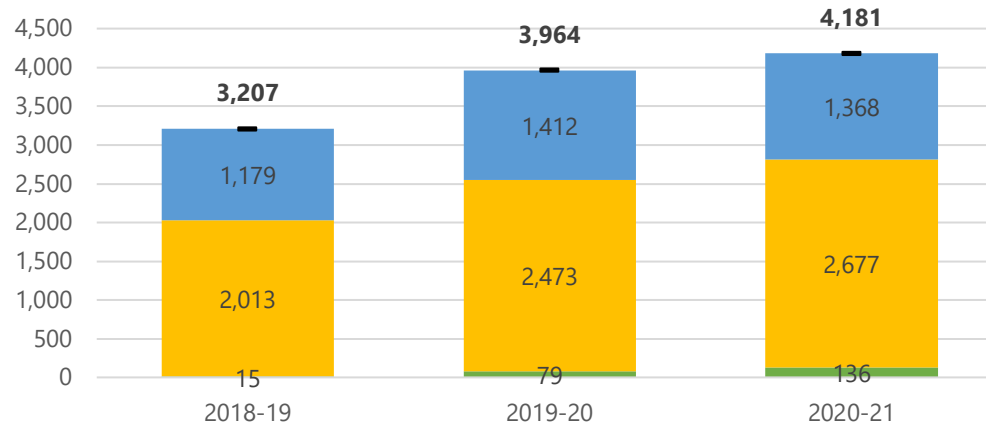


- Overall, NHPS students grades PK-12 are 88% Non-White
- Overall, Resident students grades PK-12 (as shown here) are 78% Non-White
- With decreasing overall enrollment majority of census tracts saw decrease in non-white students
- East Shore, Fair Haven Heights, and Newhallville had an increase of non-white students from 2016-17 to 2020-21



# Other-Public School Trends

**New Haven Residents Attending Other Public Schools (2018-19 to 2020-21)**



Source: Other-Public School Attendees (NHPS)

■ PK ■ Grades K-8 ■ Grades 9-12 ■ Total

- Significant increase in New Haven residents attending other public schools over past three years, increasing by 974 students (PK-12) or 30% since 2018-19
- Increase seen most in PK and grades K-8



# Other-Public School Trends

## Other-Public School Districts

District	Grades	2018-19	2019-20	2020-21
Amistad Academy District	K-12	967	1,103	1,144
Area Cooperative Educational Services	K-12	277	311	295
Booker T. Washington Academy District	K-7	271	359	402
Common Ground High School District	9-12	113	176	175
Connecticut Technical Education and Career System	9-12	322	442	508
Elm City College Preparatory School District	K-12	648	768	785
Elm City Montessori School District	PK-6	130	233	248
Highville Charter School District	PK-12	232	293	335
All Other Districts	PK-12	247	279	289
<b>Total</b>		<b>3,207</b>	<b>3,964</b>	<b>4,181</b>

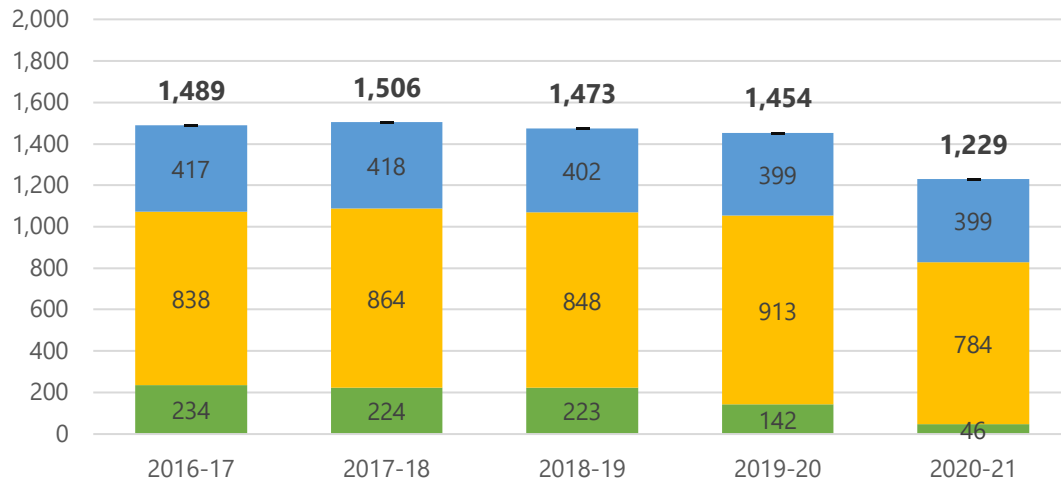
*Source: Other-Public School Attendees (NHPS)*

- Increase in Other-Public student enrollment over the past three years amongst all districts
- Amistad Academy, Elm City College Preparatory, and CT Technical Schools account for between 50-60% of all Other-Public Students



# Non-Public Enrollment Trends

**New Haven Residents Attending Non-Public Schools (2016-17 to 2020-21)**



Source: Non-Public School Attendees (CSDE)

■ PK ■ K-8 Total ■ 9-12 Total ■ PK-12 Total

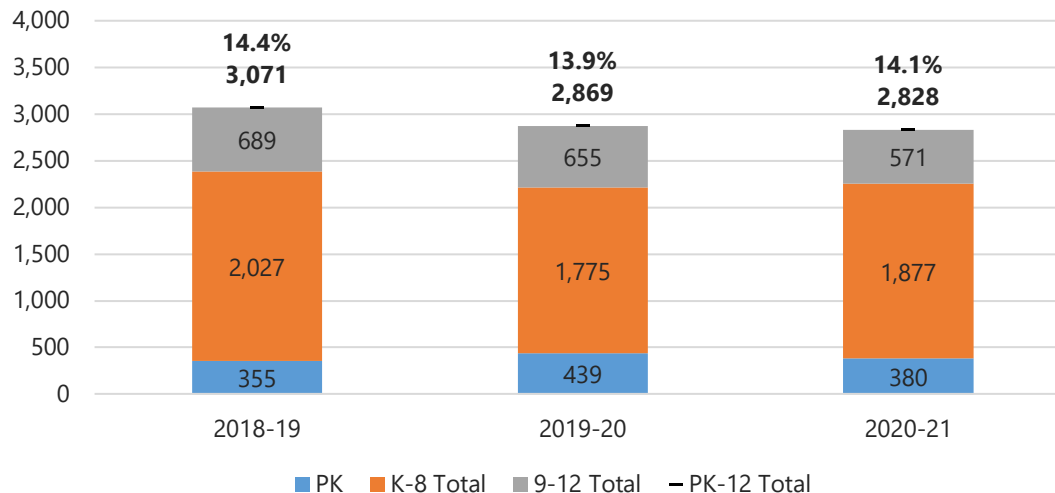
- Students (PK-12) in New Haven attending Non-Public schools have decreased by 17.5% over the past five years, with the sharpest decline in 2020-21
- Three Catholic schools merged into All Saints Catholic Academy (K-8) and opened in Fall 2020-21
  - Significant decrease in enrollment following school merger
- Other well-attended schools include The Foote School, Hopkins, and Southern CT Hebrew Academy



# Student Withdrawal Trends

- Total student withdrawals between 2018-19 and 2020-21 have consistently averaged about 14% or about 2,900 students per year
- Student withdrawals decreasing at similar rate to New Haven Public School total enrollment

**New Haven Student Withdrawal Trends  
2018-19 to 2020-21**





# Enrollment Trends and Analysis Summary

- Overall PK-12 enrollment has been in decline since 2016-17, decreasing by 2,559 students or 11.6% during this period
- Steady increase of new-to-district students pre-pandemic, followed by a sharp decrease in 2020-21. New-to-District students begin to rebound in 2021-22 with uptick specifically in 9-12 students.
- Non-resident students in Interdistrict Magnet High Schools (9-12) are decreasing between 2016-17 and 2022-23, with 2022-23 (30%) falling below the 7- year average (34%) across all Interdistrict Magnet High Schools
- Despite decreases in overall enrollment over past several years the proportion of non-resident students within NHPS remains the same, about 14% of total students PK-12
  - On average more non-resident students in grades 9-12 (18.2%), than grades K-8 (11.8%)
- Between 2016-17 and 2021-22, all PK-8 schools have decreased in enrollment
- Between 2016-17 and 2021-22, total 9-12 enrollment has increased by 5.6%. James Hillhouse (28.3%) and Wilbur Cross (5.0%) High Schools each experienced significant growth.



# Enrollment Projections





# Projections Primer

- Based on Cohort Survival Methodology – Standard method accepted by the OSCG&R for school construction projects
- The cohort survival methodology **relies on observed data from the recent past in order to project the near future**
- Persistency Ratios calculated from historic enrollment data to determine growth or loss in a class as it progresses through the school system
- Persistency Ratio of 1.0 means cohort size remains the same; 1.05 means the cohort size increases by 5%, or a cohort of 100 grows to 105 the following year
- Persistency Ratios account for the various external factors affecting enrollments: housing characteristics, residential development, economic conditions, student transfers in and out of system, and student mobility
- Changes in population, housing stock and tenure, and economic conditions help explain persistency ratios
- Changes in programming affect persistency ratios of individual schools
- Recent impacts due to the pandemic adds variability to student migration, enrollment trends, housing market conditions, residential mobility and overall economic conditions and labor market.



# Projections Assumptions

These projections are predicated on the following assumptions:

- Pre-K enrollment will slowly return to pre-pandemic historic average of 1,711 students by 2026-27, increasing in equal increments of 88 students per year (districtwide) over the next six years
- Housing, student generation, and future birth assumptions at the districtwide level will prove accurate. The recent pace of students generated from new residential construction will continue.
- Variable Birth-K (BK) assumptions used in each model due to fluctuating births in recent years and increased percentage of kindergartners not born in town.
- **Two Projection Models were prepared – one for resident students and one for non-resident regional students attending NHPS. Both models in aggregate form the total districtwide projections**
- Low, Medium and High Projection Models were prepared for the District-wide enrollment. Each model is governed by different assumptions for future births, student migration and cohort survival ratios (following slide)



# District Enrollment History

Total Historic Enrollment (2007-2022)																				
Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	PK-12	PK-8	9-12	K-12
<b>2007-08</b>	2002	1,933	1,503	1,522	1,509	1,578	1,407	1,390	1,300	1,293	1,311	1,807	1,485	1,165	1,118	1,593	<b>19,981</b>	<b>14,406</b>	<b>5,575</b>	<b>18,388</b>
<b>2008-09</b>	2003	1,969	1,607	1,480	1,453	1,542	1,417	1,357	1,438	1,281	1,267	1,650	1,405	1,255	976	1,720	<b>19,848</b>	<b>14,562</b>	<b>5,286</b>	<b>18,128</b>
<b>2009-10</b>	2004	1,986	1,569	1,616	1,393	1,461	1,404	1,368	1,433	1,435	1,244	1,693	1,368	1,197	1,093	1,673	<b>19,947</b>	<b>14,596</b>	<b>5,351</b>	<b>18,274</b>
<b>2010-11</b>	2005	2,086	1,671	1,562	1,507	1,452	1,381	1,370	1,464	1,420	1,427	1,621	1,371	1,181	1,031	1,736	<b>20,194</b>	<b>14,990</b>	<b>5,204</b>	<b>18,458</b>
<b>2011-12</b>	2006	2,125	1,720	1,630	1,492	1,490	1,435	1,416	1,463	1,479	1,391	1,652	1,374	1,214	1,056	1,837	<b>20,649</b>	<b>15,353</b>	<b>5,296</b>	<b>18,812</b>
<b>2012-13</b>	2007	2,150	1,830	1,735	1,587	1,469	1,463	1,410	1,492	1,448	1,483	1,665	1,531	1,213	1,026	1,894	<b>21,246</b>	<b>15,811</b>	<b>5,435</b>	<b>19,352</b>
<b>2013-14</b>	2008	2,128	1,787	1,810	1,660	1,561	1,445	1,463	1,426	1,452	1,449	1,660	1,447	1,382	1,086	1,792	<b>21,420</b>	<b>15,845</b>	<b>5,575</b>	<b>19,628</b>
<b>2014-15</b>	2009	2,054	1,690	1,741	1,739	1,642	1,510	1,476	1,485	1,432	1,447	1,680	1,498	1,335	1,191	1,846	<b>21,712</b>	<b>16,008</b>	<b>5,704</b>	<b>19,866</b>
<b>2015-16</b>	2010	2,001	1,607	1,622	1,676	1,672	1,610	1,507	1,511	1,498	1,425	1,660	1,535	1,349	1,217	1,836	<b>21,725</b>	<b>15,964</b>	<b>5,761</b>	<b>19,889</b>
<b>2016-17</b>	2011	1,928	1,627	1,566	1,587	1,654	1,659	1,649	1,552	1,491	1,515	1,643	1,489	1,406	1,355	1,788	<b>21,981</b>	<b>16,088</b>	<b>5,893</b>	<b>20,193</b>
<b>2017-18</b>	2012	1,908	1,536	1,553	1,487	1,559	1,623	1,631	1,670	1,507	1,477	1,572	1,546	1,368	1,333	1,656	<b>21,518</b>	<b>15,699</b>	<b>5,819</b>	<b>19,862</b>
<b>2018-19</b>	2013	1,877	1,485	1,467	1,499	1,475	1,546	1,589	1,665	1,650	1,506	1,574	1,536	1,345	1,352	1,575	<b>21,264</b>	<b>15,457</b>	<b>5,807</b>	<b>19,689</b>
<b>2019-20</b>	2014	1,828	1,454	1,409	1,418	1,461	1,473	1,519	1,636	1,627	1,629	1,721	1,453	1,323	1,251	1,301	<b>20,675</b>	<b>14,927</b>	<b>5,748</b>	<b>19,374</b>
<b>2020-21</b>	2015	1,742	1,163	1,413	1,396	1,412	1,457	1,472	1,543	1,606	1,587	1,710	1,522	1,315	1,316	1,139	<b>20,051</b>	<b>14,188</b>	<b>5,863</b>	<b>18,912</b>
<b>2021-22</b>	2016	1,753	1,205	1,151	1,353	1,352	1,341	1,412	1,463	1,500	1,583	1,747	1,500	1,351	1,281	1,183	<b>19,422</b>	<b>13,543</b>	<b>5,879</b>	<b>18,239</b>

Source: Connecticut State Department of Education (2007-08 to 2020-21; New Haven Public Schools 2021-22)

Includes All Resident and Non-Resident Students

- Total New Haven Public School enrollment peaked in 2016-17 at 21,981 students (PK-12) following steady incremental growth since 2008-09 (10.7%)
- 2021-22 (PK-12) enrollment has decreased by 2,559 students or 11.6% since its peak in 2016-17



# District Enrollment History

Resident Historic Enrollment (2016-2022)																				
Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	PK-12	PK-8	9-12	K-12
2016-17	2011	1,928	1,445	1,408	1,417	1,480	1,506	1,460	1,361	1,250	1,275	1,319	1,158	1,135	1,079	1,500	<b>18,793</b>	<b>14,102</b>	<b>4,691</b>	<b>17,293</b>
2017-18	2012	1,908	1,377	1,392	1,331	1,396	1,460	1,449	1,454	1,331	1,255	1,296	1,249	1,062	1,071	1,332	<b>18,455</b>	<b>13,777</b>	<b>4,678</b>	<b>17,123</b>
2018-19	2013	1,877	1,316	1,314	1,339	1,320	1,391	1,425	1,452	1,434	1,316	1,293	1,264	1,070	1,065	1,277	<b>18,276</b>	<b>13,584</b>	<b>4,692</b>	<b>16,999</b>
2019-20	2014	1,828	1,288	1,262	1,262	1,312	1,324	1,343	1,422	1,412	1,402	1,444	1,169	1,083	1,000	1,004	<b>17,727</b>	<b>13,031</b>	<b>4,696</b>	<b>16,723</b>
2020-21	2015	1,742	995	1,266	1,252	1,273	1,304	1,308	1,333	1,402	1,393	1,458	1,255	1,055	1,093	924	<b>17,311</b>	<b>12,450</b>	<b>4,861</b>	<b>16,387</b>
2021-22	2016	1,753	1,048	997	1,204	1,193	1,208	1,252	1,266	1,287	1,365	1,492	1,245	1,111	1,034	958	<b>16,660</b>	<b>11,778</b>	<b>4,882</b>	<b>15,702</b>

Source: New Haven Public Schools (2016-17 to 2021-22)

Non-Resident Historic Enrollment (2016-2022)																		
Year	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	PK-12	PK-8	9-12	K-12
2016-17	182	157	168	176	151	189	192	242	239	324	329	271	277	290	<b>3,187</b>	<b>1,986</b>	<b>1,201</b>	<b>2,897</b>
2017-18	158	160	153	161	162	181	215	174	223	276	296	305	262	240	<b>2,966</b>	<b>1,827</b>	<b>1,139</b>	<b>2,726</b>
2018-19	171	152	159	155	154	166	212	214	190	282	271	273	285	298	<b>2,982</b>	<b>1,871</b>	<b>1,111</b>	<b>2,684</b>
2019-20	166	148	153	149	149	175	215	215	227	278	284	239	246	294	<b>2,938</b>	<b>1,891</b>	<b>1,047</b>	<b>2,644</b>
2020-21	168	147	144	139	153	164	210	204	194	252	267	260	223	215	<b>2,740</b>	<b>1,738</b>	<b>1,002</b>	<b>2,525</b>
2021-22	157	154	149	159	133	160	197	213	218	255	255	240	247	225	<b>2,762</b>	<b>1,765</b>	<b>997</b>	<b>2,537</b>

Source: New Haven Public Schools (2016-17 to 2021-22)

- Compared trends of resident and non-resident students attending NHPS
  - **PK-12:** Slightly larger decrease in non-resident students (13.3%) than resident students (11.3%) over the past five years
  - **PK-8:** Larger decrease in resident students (16.5%) compared to non-resident students (11.1%) over the past five years
  - **9-12:** Significant decrease in non-resident students (17%) compared to resident students (4.1%) over the past five years



# Persistence Ratios

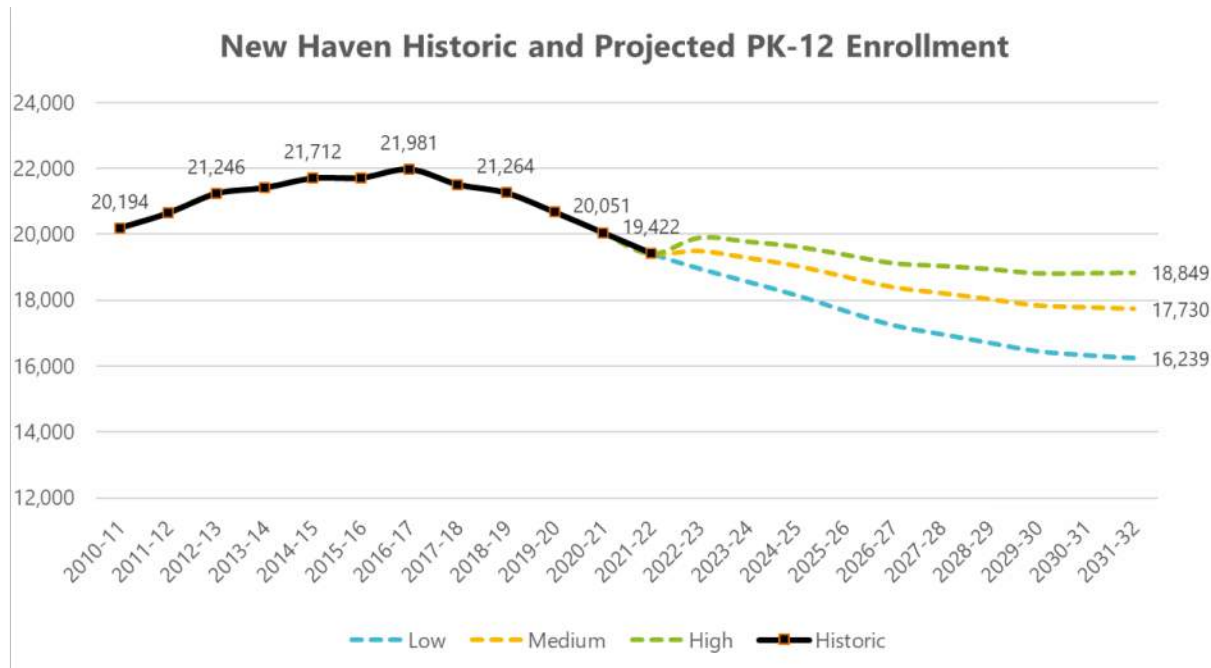
Resident Persistency Ratios															
Year	Birth-K	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	Elem. Migration (K-4 to 1-5)	Est. of Migration (1-7 to 2-8)
2017-18	0.7217	0.9633	0.9453	0.9852	0.9865	0.9622	0.9959	0.9780	1.0040	1.0165	0.9469	0.9171	0.9436	-3.0%	-2.1%
2018-19	0.7011	0.9542	0.9619	0.9917	0.9964	0.9760	1.0021	0.9862	0.9887	1.0303	0.9753	0.8567	1.0028	-1.9%	-1.4%
2019-20	0.7046	0.9590	0.9604	0.9798	1.0030	0.9655	0.9979	0.9725	0.9777	1.0973	0.9041	0.8568	0.9346	-2.3%	-2.1%
2020-21	0.5712	0.9829	0.9921	1.0087	0.9939	0.9879	0.9926	0.9859	0.9865	1.0399	0.8691	0.9025	1.0092	-0.5%	-0.8%
2021-22	0.5978	1.0020	0.9510	0.9529	0.9489	0.9601	0.9679	0.9655	0.9736	1.0711	0.8539	0.8853	0.9801	-4.7%	-4.0%

Non-Resident Persistency Ratios															
Year	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	Elem. Migration (K-4 to 1-5)	Est. of Migration (1-7 to 2-8)	
2017-18	0.8791	0.9745	0.9583	0.9205	1.1987	1.1376	0.9063	0.9215	1.1548	0.9136	0.9271	0.9668	0.8%	-0.5%	
2018-19	0.9620	0.9938	1.0131	0.9565	1.0247	1.1713	0.9953	1.0920	1.2646	0.9819	0.9223	0.9344	-0.3%	3.7%	
2019-20	0.8655	1.0066	0.9371	0.9613	1.1364	1.2952	1.0142	1.0607	1.4632	1.0071	0.8819	0.9011	1.0%	5.9%	
2020-21	0.8855	0.9730	0.9085	1.0268	1.1007	1.2000	0.9488	0.9023	1.1101	0.9604	0.9155	0.9331	0.2%	0.3%	
2021-22	0.9167	1.0136	1.1042	0.9568	1.0458	1.2012	1.0143	1.0686	1.3144	1.0119	0.8989	0.9500	3.1%	5.9%	

- Persistency ratios calculated separately for resident and non-resident students to support separate enrollment projections which are later merged to form the total NHPS enrollment projection
- Negative net migration for resident students balanced by positive net migration of non-resident students



# Districtwide Projections (Total)



- **High:** Assumes high birth projections (average 1,663 annually) and avg. student in-migration of 0%, which is above the 10-yr historic average of -1.1%.
- **Medium: Recommended Model** Assumes medium birth projections (average 1,604 annually) and avg. student in-migration of -0.7%, which is slightly above historic average
- **Low:** Assume low birth projections (average 1,581 annually) and avg. student in-migration of -2.0%, which is below the recent historic levels



# Districtwide Projections (Total)

- With uncertainty surrounding the longer-term impacts of the pandemic, it is important to keep in mind **the full range of projection models for facility planning purposes.**
- The Medium and High Projection Models follow similar trends though the first 5-years showing an uptick for the first year before declining at similar rates. Low Projection model continues closer to existing trends declining more significantly.
- The last 5-years shows the Medium and High Model in general agreement with average PK-12 enrollments ranging from 17,914 – 18,906. The low model has a similar trend with more significant decreases, enrollment averaging 16,535 over that period.



# Districtwide Projections (Total)

- **Overall PK-12 enrollment is projected to continue declining, however at a slower rate over the next decade with some overall growth in the first year.**
- This growth is due to PK enrollment beginning to rebound to pre-pandemic levels, in addition to a slight increase in high school enrollment.
- Additionally, K enrollment is projected to rebound, after averaging 1,184 the last two years.

New Haven Historic & Projected PK-12 Enrollment by Grade Level  
2012-13 to 2031-32 (Medium Scenario)



- **Over the next 10- years:**

- PK-8 enrollment is projected to decline through the first 5-years and then stabilize through the last 5-years, averaging 12,933 students
- 9-12 enrollment is projected to peak at over 6,000 students for 2022-23, then decline significantly, decreasing by 22.1% over the ten-year period. This decline is largely due to smaller cohorts matriculating into high school and reduced enrollment in regional inter district magnet students





# Projected Enrollment (Resident)

Resident Student Projected Enrollment (Medium Model)

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	PK-12	K-8	9-12	K-12
2020-21	2015	1,742	995	1,266	1,252	1,273	1,304	1,308	1,333	1,402	1,393	1,458	1,255	1,055	1,093	924	<b>17,311</b>	<b>11,526</b>	<b>4,861</b>	<b>16,387</b>
2021-22	2016	1,753	1,048	997	1,204	1,193	1,208	1,252	1,266	1,287	1,365	1,492	1,245	1,111	1,034	958	<b>16,660</b>	<b>10,820</b>	<b>4,882</b>	<b>15,702</b>
2022-23	2017	1,691	1,217	1,012	969	1,196	1,190	1,180	1,249	1,243	1,267	1,441	1,367	1,086	1,091	1,017	<b>16,525</b>	<b>10,523</b>	<b>4,985</b>	<b>15,508</b>
2023-24	2018	1,668	1,200	1,175	983	963	1,193	1,162	1,177	1,226	1,223	1,338	1,320	1,192	1,067	1,088	<b>16,307</b>	<b>10,302</b>	<b>4,917</b>	<b>15,219</b>
2024-25	2019	1,578	1,136	1,158	1,142	977	961	1,165	1,159	1,155	1,207	1,291	1,226	1,151	1,171	1,158	<b>16,057</b>	<b>10,060</b>	<b>4,839</b>	<b>14,899</b>
2025-26	2020	1,495	1,089	1,097	1,125	1,134	975	938	1,162	1,138	1,137	1,274	1,183	1,069	1,131	1,228	<b>15,680</b>	<b>9,795</b>	<b>4,657</b>	<b>14,452</b>
2026-27	2021	1,468	1,070	1,051	1,066	1,118	1,132	952	936	1,141	1,120	1,200	1,167	1,032	1,050	1,299	<b>15,334</b>	<b>9,586</b>	<b>4,449</b>	<b>14,035</b>
2027-28	2022	1,553	1,118	1,033	1,021	1,059	1,116	1,105	950	919	1,123	1,182	1,099	1,018	1,014	1,369	<b>15,126</b>	<b>9,444</b>	<b>4,313</b>	<b>13,757</b>
2028-29	2023	1,572	1,131	1,079	1,004	1,014	1,057	1,090	1,102	932	905	1,186	1,083	958	1,000	1,369	<b>14,910</b>	<b>9,314</b>	<b>4,227</b>	<b>13,541</b>
2029-30	2024	1,611	1,159	1,092	1,048	997	1,012	1,032	1,087	1,082	917	955	1,087	944	941	1,369	<b>14,722</b>	<b>9,426</b>	<b>3,927</b>	<b>13,353</b>
2030-31	2025	1,649	1,187	1,119	1,061	1,041	995	988	1,029	1,067	1,065	968	875	948	927	1,369	<b>14,639</b>	<b>9,552</b>	<b>3,718</b>	<b>13,270</b>
2031-32	2026	1,634	1,176	1,146	1,087	1,054	1,039	972	986	1,010	1,050	1,124	887	763	931	1,369	<b>14,594</b>	<b>9,520</b>	<b>3,705</b>	<b>13,225</b>

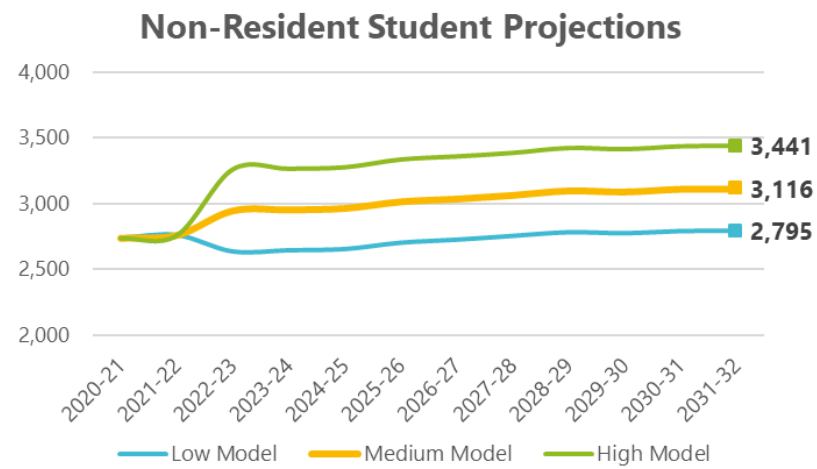
- Resident student projections represent students with City of New Haven addresses. These projections follow the traditional cohort survival method utilizing local birth data, and NHPS resident student cohort analysis
- PK-12 enrollment (medium model) are projected to decline by 2,066 students or 12.4% over the next decade
- Loss of resident students, especially in lower elementary grade cohorts, will have lasting impact on enrollment as these smaller cohorts matriculate through NHPS system



# Projected Enrollment (Non-Resident)

Non-Resident Student Projected Enrollment (Medium Model)																		
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	PK-12	K-8	9-12	K-12
2020-21	168	147	144	139	153	164	210	204	194	252	267	260	223	215	2,740	1,523	1,002	2,525
2021-22	157	154	149	159	133	160	197	213	218	255	255	240	247	225	2,762	1,540	997	2,537
2022-23	182	153	166	160	162	157	206	209	238	304	269	248	242	254	2,950	1,633	1,063	2,696
2023-24	182	164	153	166	152	178	188	203	216	309	298	244	233	271	2,957	1,602	1,084	2,686
2024-25	182	164	164	153	157	167	214	185	211	281	302	270	229	289	2,968	1,597	1,082	2,679
2025-26	225	164	164	164	145	173	200	211	191	274	274	274	253	307	3,019	1,637	1,075	2,712
2026-27	225	203	164	164	156	160	207	197	218	248	269	248	257	324	3,040	1,694	1,022	2,716
2027-28	225	203	202	164	156	172	192	204	204	284	243	244	233	342	3,068	1,722	1,004	2,726
2028-29	225	203	202	203	156	172	206	189	212	266	277	220	229	342	3,102	1,768	992	2,760
2029-30	182	203	202	203	192	172	206	203	196	275	260	252	206	342	3,094	1,759	993	2,752
2030-31	182	164	202	203	192	212	206	203	211	254	270	237	237	342	3,115	1,775	998	2,773
2031-32	182	164	164	203	192	212	255	203	211	274	248	245	221	342	3,116	1,786	988	2,774

- PK-12 enrollment (medium model) is projected to increase by 354 students or 12.8% during the projected period
  - The Low model assumes % non-resident PK-12 students ranges from 13.9% to 17.2% with an average of 15.8%.
  - **The Medium model assumes % non-resident PK-12 students ranges from 15.1% to 17.6% with an average of 16.5%.**
  - The High model assumes % non-resident PK-12 students ranges from 16.4% to 18.3% with an average of 17.5%.

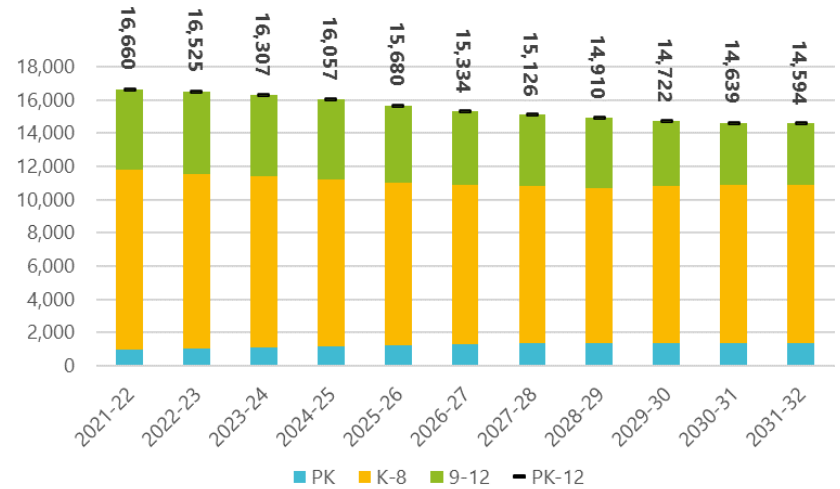




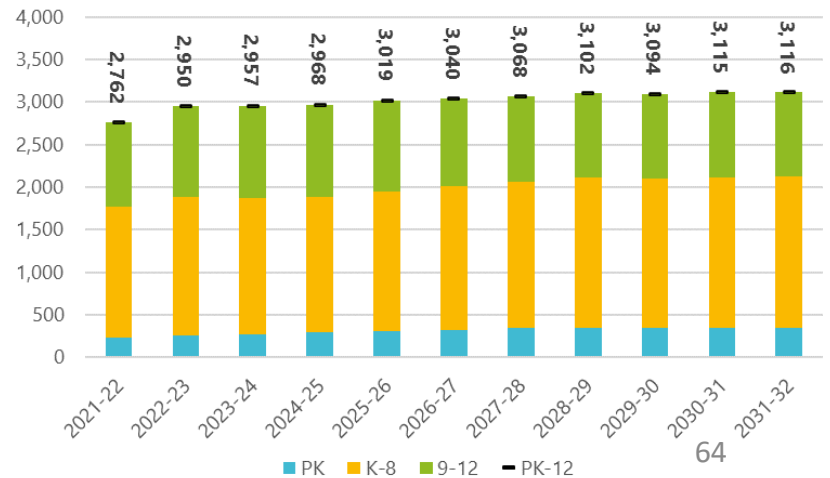
# Projected Enrollment: Resident vs. Non-Resident

- Resident projections were combined with non-resident projections to yield the total districtwide projections
- **Trend of declining resident enrollment is balanced with slight increase to non-resident enrollment**
- **Non-resident enrollment is highly dependent on interdistrict magnet recruitment efforts**
- Non-resident student projections were based on the assumption that NHPS will maintain roughly the same ratio of resident to non-resident students annually over the next decade.

Resident Student Projections



Non-Resident Student Projections





# Projected Enrollment (Non-Resident)

- Low, Medium, and High models for non-resident students differ based on the **proportion of projected non-resident students** entering the district
- Should recruitment and enrollment of regional interdistrict magnet students change over the next decade, the three models provide a range of likely enrollments.

Percent Non-Resident Students by Projection Model





# PK-8 Projected Enrollment (Total)

Projected PK-8 Total Enrollment by School											
School	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Augusta Lewis Troup School	426	420	409	399	396	392	384	373	375	384	385
Barack H. Obama Magnet University School (PK-4)	317	319	317	311	313	319	322	321	324	326	325
Barnard Environmental Magnet School	468	457	456	461	460	469	474	469	474	479	480
Beecher School	501	499	492	485	483	481	479	474	472	471	469
Benjamin Jepson Magnet School	490	493	489	488	489	488	486	485	485	490	491
Betsy Ross Arts Magnet School	348	331	326	332	366	363	371	378	393	410	415
Bishop Woods Architecture and Design Magnet School	451	444	433	417	401	392	382	374	366	368	368
Brennan Rogers School	404	366	345	327	296	284	284	278	280	278	277
Celentano BioTech, Health and Medical Magnet School	374	373	370	362	359	355	359	349	351	348	345
Clinton Avenue School	474	454	434	417	403	398	391	384	385	385	384
Columbus Family Academy	437	447	446	452	457	459	467	472	478	494	492
Conte/West Hills Magnet School	616	635	642	644	646	656	658	668	684	692	691
Davis Academy for Arts and Design Innovation	491	495	499	501	503	504	509	510	511	514	515
East Rock Community Magnet School	491	489	475	462	458	446	441	440	445	447	445
Edgewood School	407	411	412	417	412	415	420	418	418	421	418
Engineering - Science University Magnet School (6-8 only)	259	263	263	252	247	245	246	253	262	272	278
Fair Haven School	750	749	733	718	704	708	706	695	700	723	721
Hill Central Music Academy	440	440	442	433	437	443	446	443	449	439	439
John C. Daniels	490	504	499	497	498	496	495	495	492	492	491
John S. Martinez Sea and Sky STEM School	477	478	470	464	457	453	448	445	444	448	448
King/Robinson Magnet School	467	462	457	447	437	438	431	428	438	440	439
Lincoln-Bassett School (PK-6)	308	320	321	316	320	321	335	341	338	338	341
Mauro-Sheridan Magnet School	529	523	502	502	500	500	495	487	485	486	483
Nathan Hale School	563	574	565	563	531	533	530	511	513	516	513
Quinnipiac Real World Math STEM School (CLOSED JAN 2021)	0	0	0	0	0	0	0	0	0	0	0
Roberto Clemente Leadership Academy for Global Awareness	399	402	398	386	382	371	354	353	368	377	374
Ross/Woodward School	637	644	639	641	619	609	602	597	596	598	593
Truman School	505	499	493	492	483	473	476	470	476	480	478
West Rock Authors Academy (CLOSED JAN 2021) (PK-4)	0	0	0	0	0	0	0	0	0	0	0
Wexler/Grant Community School	318	301	291	276	266	248	235	231	240	252	251
Worthington Hooker School	393	390	396	389	387	385	388	388	391	392	390
<b>TOTAL:</b>	<b>12,301</b>	<b>13,440</b>	<b>13,276</b>	<b>13,117</b>	<b>12,980</b>	<b>12,918</b>	<b>12,892</b>	<b>12,808</b>	<b>12,911</b>	<b>13,038</b>	<b>13,017</b>



# 9-12 Projected Enrollment (Total)

Projected 9-12 Total Enrollment by School											
School	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
New Haven Academy	332	331	320	315	310	296	288	282	264	253	251
Hill Regional Career High School	637	640	637	620	611	582	566	556	521	499	494
Cooperative High School - Inter-District Magnet	575	588	580	566	542	515	501	490	461	442	438
James Hillhouse High School	1,185	1,247	1,241	1,220	1,149	1,092	1,059	1,043	976	933	931
High School in the Community	268	267	263	255	251	239	232	227	213	203	202
Metropolitan Business Academy	389	394	393	378	359	342	332	325	306	295	292
Riverside Education Academy	66	74	101	122	133	127	122	119	114	108	105
Sound School	340	345	341	344	345	328	319	311	291	279	278
Wilbur Cross High School	1,579	1,647	1,616	1,587	1,534	1,457	1,412	1,385	1,297	1,249	1,239
Engineering - Science University Magnet School (9-12 only)	321	319	317	322	308	304	299	293	290	288	296
Special Program Enrollment	198	196	192	192	190	189	187	188	187	187	187
<b>Total (all schools)</b>	<b>5,890</b>	<b>6,048</b>	<b>6,002</b>	<b>5,921</b>	<b>5,729</b>	<b>5,472</b>	<b>5,320</b>	<b>5,219</b>	<b>4,923</b>	<b>4,735</b>	<b>4,713</b>



# Enrollment Projections Summary

## **Projections Summary:**

- Overall, PK-12 districtwide projections will continue to decline at varying rates, high model showing the least decline
- Resident enrollment is declining most significantly, with opportunity for increased non-resident enrollment to temper the enrollment loss with greater inter-district regional student magnet recruitment
- Non-resident projections driven by proportion of non-resident students entering the district each year



# Appendix





# Districtwide Projections (PK-12)

## Low Model

Total Combined Student Projected Enrollment (Low Model)																				
School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	PK-12	PK-8	9-12	K-12
<b>2020-21</b>	2015	1,742	1,163	1,413	1,396	1,412	1,457	1,472	1,543	1,606	1,587	1,710	1,522	1,315	1,316	1,139	<b>20,051</b>	<b>14,188</b>	<b>5,863</b>	<b>18,912</b>
<b>2021-22</b>	2016	1,753	1,205	1,151	1,353	1,352	1,341	1,412	1,463	1,500	1,583	1,747	1,500	1,351	1,281	1,183	<b>19,422</b>	<b>13,543</b>	<b>5,879</b>	<b>18,239</b>
<b>2022-23</b>	2017	1,691	1,375	1,144	1,100	1,320	1,315	1,301	1,412	1,408	1,458	1,689	1,585	1,288	1,289	1,271	<b>18,955</b>	<b>13,104</b>	<b>5,851</b>	<b>17,684</b>
<b>2023-24</b>	2018	1,668	1,358	1,299	1,101	1,079	1,292	1,285	1,308	1,369	1,378	1,571	1,545	1,373	1,240	1,359	<b>18,557</b>	<b>12,828</b>	<b>5,729</b>	<b>17,198</b>
<b>2024-25</b>	2019	1,578	1,294	1,283	1,249	1,080	1,056	1,261	1,296	1,267	1,339	1,482	1,438	1,339	1,321	1,447	<b>18,152</b>	<b>12,572</b>	<b>5,580</b>	<b>16,705</b>
<b>2025-26</b>	2020	1,495	1,272	1,222	1,234	1,225	1,057	1,035	1,272	1,256	1,239	1,441	1,356	1,248	1,288	1,535	<b>17,680</b>	<b>12,347</b>	<b>5,333</b>	<b>16,145</b>
<b>2026-27</b>	2021	1,468	1,253	1,200	1,176	1,211	1,199	1,036	1,050	1,233	1,230	1,332	1,320	1,176	1,200	1,623	<b>17,239</b>	<b>12,211</b>	<b>5,028</b>	<b>15,616</b>
<b>2027-28</b>	2022	1,536	1,301	1,182	1,155	1,154	1,186	1,173	1,052	1,019	1,208	1,329	1,219	1,145	1,132	1,711	<b>16,966</b>	<b>12,141</b>	<b>4,825</b>	<b>15,255</b>
<b>2028-29</b>	2023	1,556	1,316	1,228	1,138	1,135	1,130	1,160	1,185	1,020	999	1,303	1,218	1,057	1,101	1,711	<b>16,701</b>	<b>12,022</b>	<b>4,679</b>	<b>14,990</b>
<b>2029-30</b>	2024	1,587	1,300	1,242	1,182	1,118	1,109	1,106	1,172	1,150	1,000	1,087	1,194	1,058	1,016	1,711	<b>16,445</b>	<b>12,090</b>	<b>4,355</b>	<b>14,734</b>
<b>2030-31</b>	2025	1,618	1,322	1,228	1,195	1,161	1,092	1,090	1,119	1,137	1,126	1,088	1,000	1,037	1,018	1,711	<b>16,324</b>	<b>12,181</b>	<b>4,143</b>	<b>14,613</b>
<b>2031-32</b>	2026	1,608	1,315	1,249	1,181	1,174	1,134	1,074	1,112	1,086	1,114	1,220	1,001	871	997	1,711	<b>16,239</b>	<b>12,150</b>	<b>4,089</b>	<b>14,528</b>



# Districtwide Projections (PK-12)

## Medium Model

Total Combined Student Projected Enrollment (Medium Model)																				
School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	PK-12	PK-8	9-12	K-12
2020-21	2015	1,742	1,163	1,413	1,396	1,412	1,457	1,472	1,543	1,606	1,587	1,710	1,522	1,315	1,316	1,139	20,051	14,188	5,863	18,912
2021-22	2016	1,753	1,205	1,151	1,353	1,352	1,341	1,412	1,463	1,500	1,583	1,747	1,500	1,351	1,281	1,183	19,422	13,543	5,879	18,239
2022-23	2017	1,691	1,399	1,178	1,135	1,356	1,352	1,337	1,455	1,452	1,505	1,745	1,636	1,334	1,333	1,271	19,488	13,440	6,048	18,217
2023-24	2018	1,668	1,382	1,339	1,149	1,129	1,345	1,340	1,365	1,429	1,439	1,647	1,618	1,436	1,300	1,359	19,277	13,276	6,001	17,918
2024-25	2019	1,578	1,318	1,322	1,306	1,143	1,118	1,332	1,373	1,340	1,418	1,572	1,528	1,421	1,400	1,447	19,038	13,117	5,921	17,591
2025-26	2020	1,495	1,314	1,261	1,289	1,298	1,133	1,111	1,362	1,349	1,328	1,548	1,457	1,343	1,384	1,535	18,712	12,980	5,732	17,177
2026-27	2021	1,468	1,295	1,254	1,230	1,282	1,288	1,127	1,143	1,338	1,338	1,448	1,436	1,280	1,307	1,623	18,389	12,918	5,471	16,766
2027-28	2022	1,553	1,343	1,236	1,223	1,223	1,272	1,277	1,157	1,123	1,327	1,466	1,342	1,262	1,247	1,711	18,209	12,892	5,317	16,498
2028-29	2023	1,572	1,356	1,282	1,206	1,217	1,213	1,262	1,308	1,136	1,117	1,452	1,360	1,178	1,229	1,711	18,027	12,808	5,219	16,316
2029-30	2024	1,611	1,341	1,295	1,250	1,200	1,204	1,204	1,293	1,285	1,128	1,230	1,347	1,196	1,147	1,711	17,831	12,911	4,920	16,120
2030-31	2025	1,649	1,369	1,283	1,263	1,244	1,187	1,200	1,235	1,270	1,276	1,242	1,145	1,185	1,164	1,711	17,774	13,038	4,736	16,063
2031-32	2026	1,634	1,358	1,310	1,251	1,257	1,231	1,184	1,241	1,213	1,261	1,398	1,155	1,008	1,152	1,711	17,730	13,017	4,713	16,019



# Districtwide Projections (PK-12)

## High Model

Total Combined Student Projected Enrollment (High Model)																				
School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	PK-12	PK-8	9-12	K-12
2020-21	2015	1,742	1,163	1,413	1,396	1,412	1,457	1,472	1,543	1,606	1,587	1,710	1,522	1,315	1,316	1,139	20,051	14,188	5,863	18,912
2021-22	2016	1,753	1,205	1,151	1,353	1,352	1,341	1,412	1,463	1,500	1,583	1,747	1,500	1,351	1,281	1,183	19,422	13,543	5,879	18,239
2022-23	2017	1,691	1,420	1,202	1,161	1,384	1,380	1,363	1,488	1,485	1,541	1,792	1,677	1,371	1,369	1,271	19,904	13,695	6,209	18,633
2023-24	2018	1,668	1,404	1,368	1,180	1,162	1,380	1,379	1,404	1,471	1,483	1,701	1,672	1,482	1,343	1,359	19,788	13,590	6,198	18,429
2024-25	2019	1,578	1,347	1,352	1,343	1,181	1,157	1,377	1,425	1,387	1,469	1,634	1,590	1,478	1,453	1,447	19,640	13,485	6,155	18,193
2025-26	2020	1,495	1,348	1,297	1,327	1,344	1,178	1,159	1,420	1,408	1,385	1,619	1,525	1,407	1,447	1,535	19,399	13,401	5,998	17,864
2026-27	2021	1,468	1,329	1,294	1,273	1,328	1,340	1,179	1,203	1,404	1,407	1,523	1,512	1,348	1,377	1,623	19,140	13,380	5,760	17,517
2027-28	2022	1,623	1,419	1,275	1,270	1,274	1,324	1,339	1,222	1,188	1,402	1,554	1,421	1,337	1,320	1,711	19,056	13,424	5,632	17,345
2028-29	2023	1,637	1,429	1,363	1,252	1,272	1,270	1,323	1,383	1,207	1,188	1,545	1,452	1,256	1,310	1,711	18,961	13,398	5,563	17,250
2029-30	2024	1,669	1,404	1,373	1,338	1,254	1,266	1,270	1,367	1,367	1,207	1,320	1,443	1,284	1,229	1,711	18,833	13,557	5,276	17,122
2030-31	2025	1,700	1,427	1,352	1,348	1,340	1,247	1,270	1,313	1,351	1,366	1,338	1,236	1,277	1,257	1,711	18,833	13,725	5,108	17,122
2031-32	2026	1,687	1,426	1,374	1,327	1,350	1,334	1,251	1,323	1,298	1,350	1,509	1,252	1,095	1,249	1,711	18,849	13,744	5,105	17,138



# Projections by School (PK-8)

New Haven Public Schools											
PK-8 School Projected Enrollment, 2022-23											
School	PK	K	1	2	3	4	5	6	7	8	PK-8 Total
Barnard Environmental Magnet School	63	56	45	43	55	42	36	39	40	38	457
Beecher School	76	42	46	43	51	50	47	45	50	49	499
Bishop Woods Architecture and Design Magnet School	0	50	42	50	48	48	47	54	54	51	444
Celentano BioTech, Health and Medical Magnet School	36	36	36	28	44	32	42	37	42	40	373
Roberto Clemente Leadership Academy for Global Awareness	0	45	34	32	41	51	49	42	57	51	402
Clinton Avenue School	0	57	52	46	55	58	43	49	46	48	454
Columbus Family Academy	37	50	32	42	43	45	51	47	45	55	447
Conte/West Hills Magnet School	39	70	57	53	58	77	65	71	72	73	635
John C. Daniels	81	48	46	46	45	51	48	42	46	51	504
Davis Academy for Arts and Design Innovation	59	50	47	53	48	49	51	46	46	46	495
East Rock Community Magnet School	46	52	48	34	47	54	57	47	52	52	489
Edgewood School	0	50	46	47	51	42	40	45	41	49	411
Fair Haven School	22	88	61	63	87	85	71	89	85	98	749
Hill Central Music Academy	26	42	50	40	48	43	40	42	56	53	440
Worthington Hooker School	0	49	46	42	47	44	43	42	46	31	390
Benjamin Jepson Magnet School	66	52	42	47	47	51	47	45	45	51	493
King/Robinson Magnet School	63	45	37	31	42	49	43	50	54	48	462
Lincoln-Bassett School (PK-6)	41	59	35	27	44	40	42	32	0	0	320
John S. Martinez Sea and Sky STEM School	31	51	41	45	49	54	51	52	53	51	478
Mauro-Sheridan Magnet School	59	48	44	45	53	53	51	50	49	71	523
Nathan Hale School	53	55	52	53	67	56	48	77	53	60	574
Barack H. Obama Magnet University School (PK-4)	57	62	47	48	59	46	0	0	0	0	319
Quinnipiac Real World Math STEM School (CLOSED JAN 2021)	0	0	0	0	0	0	0	0	0	0	0
Brennan Rogers School	31	42	42	28	35	29	34	52	35	38	366
Ross/Woodward School	63	66	63	57	62	68	66	79	59	61	644
Augusta Lewis Troup School	16	47	33	36	46	50	47	42	49	54	420
Truman School	48	49	38	39	52	48	62	62	47	54	499
West Rock Authors Academy (CLOSED JAN 2021) (PK-4)	0	0	0	0	0	0	0	0	0	0	0
Wexler/Grant Community School	0	38	16	17	32	37	41	34	43	43	301
Betsy Ross Arts Magnet School	0	0	0	0	0	0	75	59	95	102	331
Engineering - Science University Magnet School	0	0	0	0	0	0	0	84	92	87	263
Dr. Reginald Mayo Early Learning Center	258										258
<b>Total (all schools)</b>	<b>1,271</b>	<b>1,399</b>	<b>1,178</b>	<b>1,135</b>	<b>1,356</b>	<b>1,352</b>	<b>1,337</b>	<b>1,455</b>	<b>1,452</b>	<b>1,505</b>	<b>13,440</b>



# Projections by School (PK-8)

New Haven Public Schools											
PK-8 School Projected Enrollment, 2023-24											
School	PK	K	1	2	3	4	5	6	7	8	PK-8 Total
Barnard Environmental Magnet School	67	54	51	48	40	50	41	31	39	35	456
Beecher School	80	41	45	47	45	51	48	43	46	46	492
Bishop Woods Architecture and Design Magnet School	0	50	46	39	48	48	48	46	54	54	433
Celentano BioTech, Health and Medical Magnet School	40	36	34	34	31	45	31	41	38	40	370
Roberto Clemente Leadership Academy for Global Awareness	0	44	45	34	31	39	52	45	51	57	398
Clinton Avenue School	0	56	55	51	44	54	50	37	45	42	434
Columbus Family Academy	41	50	49	32	43	43	46	49	47	46	446
Conte/West Hills Magnet School	43	68	70	56	57	61	78	60	73	76	642
John C. Daniels	85	48	48	46	46	46	48	44	43	45	499
Davis Academy for Arts and Design Innovation	63	50	51	50	54	47	49	45	46	44	499
East Rock Community Magnet School	50	51	47	46	34	48	51	53	46	49	475
Edgewood School	0	50	49	47	48	51	40	37	47	43	412
Fair Haven School	26	87	82	53	67	88	84	68	86	92	733
Hill Central Music Academy	30	42	46	53	40	48	43	39	44	57	442
Worthington Hooker School	0	48	49	48	41	48	39	41	39	43	396
Benjamin Jepson Magnet School	70	52	47	43	48	46	49	47	42	45	489
King/Robinson Magnet School	67	44	41	37	30	42	49	41	53	53	457
Lincoln-Bassett School (PK-6)	45	58	48	30	26	44	36	34	0	0	321
John S. Martinez Sea and Sky STEM School	35	51	49	39	45	49	52	49	52	49	470
Mauro-Sheridan Magnet School	63	48	47	45	47	52	54	48	49	49	502
Nathan Hale School	57	53	53	53	49	71	53	44	79	53	565
Barack H. Obama Magnet University School (PK-4)	61	62	57	43	44	50	0	0	0	0	317
Quinnipiac Real World Math STEM School (CLOSED JAN 2021)	0	0	0	0	0	0	0	0	0	0	0
Brennan Rogers School	35	41	38	35	25	32	22	32	51	34	345
Ross/Woodward School	67	64	65	56	59	59	64	65	80	60	639
Augusta Lewis Troup School	20	47	44	30	35	48	51	43	41	50	409
Truman School	52	49	46	39	38	53	53	64	53	46	493
West Rock Authors Academy (CLOSED JAN 2021) (PK-4)	0	0	0	0	0	0	0	0	0	0	0
Wexler/Grant Community School	0	38	37	15	14	32	37	43	34	41	291
Betsy Ross Arts Magnet School	0	0	0	0	0	0	72	96	62	96	326
Engineering - Science University Magnet School	0	0	0	0	0	0	0	80	89	94	263
Dr. Reginald Mayo Early Learning Center	262										262
<b>Total (all schools)</b>	<b>1,359</b>	<b>1,382</b>	<b>1,339</b>	<b>1,149</b>	<b>1,129</b>	<b>1,345</b>	<b>1,340</b>	<b>1,365</b>	<b>1,429</b>	<b>1,439</b>	<b>13,276</b>



# Projections by School (PK-8)

New Haven Public Schools											
PK-8 School Projected Enrollment, 2024-25											
School	PK	K	1	2	3	4	5	6	7	8	PK-8 Total
Barnard Environmental Magnet School	71	52	50	55	45	37	49	36	31	35	461
Beecher School	84	39	43	45	49	45	48	44	45	43	485
Bishop Woods Architecture and Design Magnet School	0	47	46	43	38	48	47	47	46	55	417
Celentano BioTech, Health and Medical Magnet School	44	34	33	32	37	32	43	30	41	36	362
Roberto Clemente Leadership Academy for Global Awareness	0	43	45	45	33	30	38	48	55	49	386
Clinton Avenue School	0	53	54	53	49	43	47	42	34	42	417
Columbus Family Academy	45	47	49	50	33	43	43	44	49	49	452
Conte/West Hills Magnet School	47	65	69	68	60	59	66	73	62	75	644
John C. Daniels	89	45	48	48	46	47	42	44	45	43	497
Davis Academy for Arts and Design Innovation	67	47	51	55	51	51	46	43	45	45	501
East Rock Community Magnet School	54	49	46	45	45	35	45	47	52	44	462
Edgewood School	0	47	49	50	48	48	48	37	39	51	417
Fair Haven School	30	83	79	72	56	66	91	84	66	91	718
Hill Central Music Academy	34	40	46	48	52	40	48	41	41	43	433
Worthington Hooker School	0	46	48	51	47	42	42	37	38	38	389
Benjamin Jepson Magnet School	74	49	47	48	44	47	43	49	44	43	488
King/Robinson Magnet School	71	43	41	42	36	30	41	46	44	53	447
Lincoln-Bassett School (PK-6)	49	55	47	42	29	26	39	29	0	0	316
John S. Martinez Sea and Sky STEM School	39	48	49	48	40	45	47	50	49	49	464
Mauro-Sheridan Magnet School	67	46	47	48	47	46	53	51	47	50	502
Nathan Hale School	61	52	51	53	50	53	69	49	45	80	563
Barack H. Obama Magnet University School (PK-4)	65	60	57	51	40	38	0	0	0	0	311
Quinnipiac Real World Math STEM School (CLOSED JAN 2021)	0	0	0	0	0	0	0	0	0	0	0
Brennan Rogers School	39	39	37	32	31	23	25	21	31	49	327
Ross/Woodward School	71	62	64	60	58	55	60	66	66	79	641
Augusta Lewis Troup School	24	45	43	41	29	37	47	47	43	43	399
Truman School	56	46	46	48	38	38	58	55	55	52	492
West Rock Authors Academy (CLOSED JAN 2021) (PK-4)	0	0	0	0	0	0	0	0	0	0	0
Wexler/Grant Community School	0	36	37	33	12	14	32	38	42	32	276
Betsy Ross Arts Magnet School	0	0	0	0	0	0	75	96	101	60	332
Engineering - Science University Magnet School	0	0	0	0	0	0	0	79	84	89	252
Dr. Reginald Mayo Early Learning Center	266										266
<b>Total (all schools)</b>	<b>1,447</b>	<b>1,318</b>	<b>1,322</b>	<b>1,306</b>	<b>1,143</b>	<b>1,118</b>	<b>1,332</b>	<b>1,373</b>	<b>1,340</b>	<b>1,418</b>	<b>13,117</b>



# Projections by School (PK-8)

New Haven Public Schools											
PK-8 School Projected Enrollment, 2025-26											
School	PK	K	1	2	3	4	5	6	7	8	PK-8 Total
Barnard Environmental Magnet School	75	52	48	53	50	40	35	43	36	28	460
Beecher School	88	39	42	44	48	49	42	45	45	41	483
Bishop Woods Architecture and Design Magnet School	0	47	43	43	42	38	47	47	47	47	401
Celentano BioTech, Health and Medical Magnet School	48	33	31	32	35	38	30	42	30	40	359
Roberto Clemente Leadership Academy for Global Awareness	0	43	43	45	43	32	29	36	58	53	382
Clinton Avenue School	0	53	51	52	51	48	37	40	39	32	403
Columbus Family Academy	49	47	46	50	52	33	43	42	44	51	457
Conte/West Hills Magnet School	51	65	66	66	73	64	62	60	75	64	646
John C. Daniels	93	45	45	48	48	47	43	39	45	45	498
Davis Academy for Arts and Design Innovation	71	47	48	53	56	49	50	42	43	44	503
East Rock Community Magnet School	58	50	45	44	44	46	33	42	46	50	458
Edgewood School	0	47	46	50	51	48	45	44	39	42	412
Fair Haven School	34	82	77	70	78	57	68	87	81	70	704
Hill Central Music Academy	38	40	43	48	47	52	39	47	43	40	437
Worthington Hooker School	0	46	46	50	50	48	36	40	34	37	387
Benjamin Jepson Magnet School	78	50	45	48	49	43	44	43	45	44	489
King/Robinson Magnet School	75	43	40	42	41	36	29	39	49	43	437
Lincoln-Bassett School (PK-6)	53	56	45	41	41	29	23	32	0	0	320
John S. Martinez Sea and Sky STEM School	43	48	46	48	48	39	43	46	50	46	457
Mauro-Sheridan Magnet School	71	45	45	48	50	46	47	50	50	48	500
Nathan Hale School	65	51	49	52	50	54	50	64	50	46	531
Barack H. Obama Magnet University School (PK-4)	69	59	54	51	47	33	0	0	0	0	313
Quinnipiac Real World Math STEM School (CLOSED JAN 2021)	0	0	0	0	0	0	0	0	0	0	0
Brennan Rogers School	43	39	35	31	28	28	18	23	21	30	296
Ross/Woodward School	75	61	61	58	62	56	54	60	67	65	619
Augusta Lewis Troup School	28	45	42	41	40	30	36	44	46	44	396
Truman School	60	46	44	48	47	38	40	59	47	54	483
West Rock Authors Academy (CLOSED JAN 2021) (PK-4)	0	0	0	0	0	0	0	0	0	0	0
Wexler/Grant Community School	0	35	35	33	27	12	14	32	37	41	266
Betsy Ross Arts Magnet School	0	0	0	0	0	0	74	95	98	99	366
Engineering - Science University Magnet School	0	0	0	0	0	0	0	79	84	84	247
Dr. Reginald Mayo Early Learning Center	270										270
<b>Total (all schools)</b>	<b>1,535</b>	<b>1,314</b>	<b>1,261</b>	<b>1,289</b>	<b>1,298</b>	<b>1,133</b>	<b>1,111</b>	<b>1,362</b>	<b>1,349</b>	<b>1,328</b>	<b>12,980</b>



# Projections by School (PK-8)

New Haven Public Schools											
PK-8 School Projected Enrollment, 2026-27											
School	PK	K	1	2	3	4	5	6	7	8	PK-8 Total
Barnard Environmental Magnet School	79	51	49	51	50	45	39	30	43	32	469
Beecher School	92	39	40	42	47	48	46	39	46	42	481
Bishop Woods Architecture and Design Magnet School	0	46	43	41	42	42	37	46	47	48	392
Celentano BioTech, Health and Medical Magnet School	52	33	31	30	35	36	37	29	42	30	355
Roberto Clemente Leadership Academy for Global Awareness	0	42	43	43	43	41	32	27	44	56	371
Clinton Avenue School	0	52	51	49	50	50	42	32	36	36	398
Columbus Family Academy	53	46	46	47	52	52	34	41	42	46	459
Conte/West Hills Magnet School	55	64	66	63	69	77	65	57	62	78	656
John C. Daniels	97	45	45	45	48	49	43	39	40	45	496
Davis Academy for Arts and Design Innovation	75	46	49	50	56	53	47	44	42	42	504
East Rock Community Magnet School	62	49	45	43	43	45	43	31	41	44	446
Edgewood School	0	46	46	47	51	51	45	41	46	42	415
Fair Haven School	38	81	76	69	75	79	56	65	85	84	708
Hill Central Music Academy	42	39	43	45	47	47	51	37	50	42	443
Worthington Hooker School	0	45	46	48	49	51	42	34	37	33	385
Benjamin Jepson Magnet School	82	49	45	46	49	48	40	43	40	46	488
King/Robinson Magnet School	79	42	40	41	41	41	36	27	42	49	438
Lincoln-Bassett School (PK-6)	57	55	45	39	40	41	26	18	0	0	321
John S. Martinez Sea and Sky STEM School	47	47	46	45	48	48	38	41	46	47	453
Mauro-Sheridan Magnet School	75	45	44	46	50	49	46	44	50	51	500
Nathan Hale School	69	50	49	50	49	53	50	46	66	51	533
Barack H. Obama Magnet University School (PK-4)	73	58	53	48	47	40	0	0	0	0	319
Quinnipiac Real World Math STEM School (CLOSED JAN 2021)	0	0	0	0	0	0	0	0	0	0	0
Brennan Rogers School	47	39	34	30	27	26	22	16	23	20	284
Ross/Woodward School	79	61	60	56	60	59	54	54	61	65	609
Augusta Lewis Troup School	32	44	41	39	40	42	30	33	43	48	392
Truman School	64	45	44	46	47	48	41	41	50	47	473
West Rock Authors Academy (CLOSED JAN 2021) (PK-4)	0	0	0	0	0	0	0	0	0	0	0
Wexler/Grant Community School	0	36	34	31	27	27	12	14	31	36	248
Betsy Ross Arts Magnet School	0	0	0	0	0	0	73	95	99	96	363
Engineering - Science University Magnet School	0	0	0	0	0	0	0	79	84	82	245
Dr. Reginald Mayo Early Learning Center	274										274
<b>Total (all schools)</b>	<b>1,623</b>	<b>1,295</b>	<b>1,254</b>	<b>1,230</b>	<b>1,282</b>	<b>1,288</b>	<b>1,127</b>	<b>1,143</b>	<b>1,338</b>	<b>1,338</b>	<b>12,918</b>





# Projections by School (PK-8)

New Haven Public Schools											
PK-8 School Projected Enrollment, 2027-28											
School	PK	K	1	2	3	4	5	6	7	8	PK-8 Total
Barnard Environmental Magnet School	83	54	47	52	48	45	44	33	30	38	474
Beecher School	96	40	40	41	45	46	45	43	40	43	479
Bishop Woods Architecture and Design Magnet School	0	48	42	41	40	42	40	36	46	47	382
Celentano BioTech, Health and Medical Magnet School	56	35	31	29	32	36	35	35	29	41	359
Roberto Clemente Leadership Academy for Global Awareness	0	43	42	43	41	41	40	29	33	42	354
Clinton Avenue School	0	54	50	49	47	49	44	35	29	34	391
Columbus Family Academy	57	49	45	47	48	52	52	32	41	44	467
Conte/West Hills Magnet School	59	65	66	66	68	74	78	60	58	64	658
John C. Daniels	101	47	45	44	45	49	45	39	40	40	495
Davis Academy for Arts and Design Innovation	79	49	47	50	52	53	52	42	44	41	509
East Rock Community Magnet School	66	50	44	43	42	44	42	40	30	40	441
Edgewood School	0	48	45	47	48	51	48	41	43	49	420
Fair Haven School	42	83	77	69	76	76	78	55	61	89	706
Hill Central Music Academy	46	41	42	44	45	46	46	49	39	48	446
Worthington Hooker School	0	47	45	48	47	50	45	39	31	36	388
Benjamin Jepson Magnet School	86	50	44	46	47	48	45	39	40	41	486
King/Robinson Magnet School	83	43	39	41	40	41	40	33	29	42	431
Lincoln-Bassett School (PK-6)	61	56	45	38	38	40	36	21	0	0	335
John S. Martinez Sea and Sky STEM School	51	49	45	44	45	48	46	36	41	43	448
Mauro-Sheridan Magnet School	79	47	44	44	47	49	49	43	43	50	495
Nathan Hale School	73	52	49	49	47	52	50	46	46	66	530
Barack H. Obama Magnet University School (PK-4)	77	61	52	48	44	40	0	0	0	0	322
Quinnipiac Real World Math STEM School (CLOSED JAN 2021)	0	0	0	0	0	0	0	0	0	0	0
Brennan Rogers School	51	41	34	29	26	25	20	20	16	22	284
Ross/Woodward School	83	62	59	56	57	58	58	55	54	60	602
Augusta Lewis Troup School	36	45	40	38	38	42	41	27	32	45	384
Truman School	68	48	43	46	45	48	51	42	35	50	476
West Rock Authors Academy (CLOSED JAN 2021) (PK-4)	0	0	0	0	0	0	0	0	0	0	0
Wexler/Grant Community School	0	36	34	31	25	27	26	12	14	30	235
Betsy Ross Arts Magnet School	0	0	0	0	0	0	81	95	97	98	371
Engineering - Science University Magnet School	0	0	0	0	0	0	0	80	82	84	246
Dr. Reginald Mayo Early Learning Center	278										278
<b>Total (all schools)</b>	<b>1,711</b>	<b>1,343</b>	<b>1,236</b>	<b>1,223</b>	<b>1,223</b>	<b>1,272</b>	<b>1,277</b>	<b>1,157</b>	<b>1,123</b>	<b>1,327</b>	<b>12,892</b>



# Projections by School (PK-8)

New Haven Public Schools											
PK-8 School Projected Enrollment, 2028-29											
School	PK	K	1	2	3	4	5	6	7	8	PK-8 Total
Barnard Environmental Magnet School	83	53	50	51	48	44	43	37	33	27	469
Beecher School	96	41	42	41	43	45	43	42	43	38	474
Bishop Woods Architecture and Design Magnet School	0	49	43	40	40	40	40	40	36	46	374
Celentano BioTech, Health and Medical Magnet School	56	35	33	29	31	33	35	33	35	29	349
Roberto Clemente Leadership Academy for Global Awareness	0	43	43	42	42	39	40	37	36	31	353
Clinton Avenue School	0	55	51	48	47	46	42	36	32	27	384
Columbus Family Academy	57	49	48	46	48	48	52	50	32	42	472
Conte/West Hills Magnet School	59	67	67	64	69	71	78	72	61	60	668
John C. Daniels	101	47	47	45	45	46	44	41	39	40	495
Davis Academy for Arts and Design Innovation	79	49	50	49	52	50	52	46	41	42	510
East Rock Community Magnet School	66	51	45	42	42	44	42	40	39	29	440
Edgewood School	0	49	47	46	48	48	48	44	42	46	418
Fair Haven School	42	83	78	69	74	75	79	76	53	66	695
Hill Central Music Academy	46	42	43	43	45	45	45	44	52	38	443
Worthington Hooker School	0	48	47	47	47	48	43	42	36	30	388
Benjamin Jepson Magnet School	86	51	45	45	47	46	44	44	36	41	485
King/Robinson Magnet School	83	43	41	40	40	40	40	37	35	29	428
Lincoln-Bassett School (PK-6)	61	57	45	39	37	38	35	29	0	0	341
John S. Martinez Sea and Sky STEM School	51	50	47	43	45	45	45	44	36	39	445
Mauro-Sheridan Magnet School	79	47	45	45	46	46	49	46	41	43	487
Nathan Hale School	73	52	50	49	47	50	49	47	47	47	511
Barack H. Obama Magnet University School (PK-4)	77	60	55	47	45	37	0	0	0	0	321
Quinnipiac Real World Math STEM School (CLOSED JAN 2021)	0	0	0	0	0	0	0	0	0	0	0
Brennan Rogers School	51	41	36	29	25	24	19	18	20	15	278
Ross/Woodward School	83	64	62	54	57	55	56	57	55	54	597
Augusta Lewis Troup School	36	45	42	37	37	40	41	37	26	32	373
Truman School	68	48	45	45	45	45	51	52	36	35	470
West Rock Authors Academy (CLOSED JAN 2021) (PK-4)	0	0	0	0	0	0	0	0	0	0	0
Wexler/Grant Community School	0	37	35	31	25	25	26	26	12	14	231
Betsy Ross Arts Magnet School	0	0	0	0	0	0	81	104	98	95	378
Engineering - Science University Magnet School	0	0	0	0	0	0	0	87	84	82	253
Dr. Reginald Mayo Early Learning Center	278										278
<b>Total (all schools)</b>	<b>1,711</b>	<b>1,356</b>	<b>1,282</b>	<b>1,206</b>	<b>1,217</b>	<b>1,213</b>	<b>1,262</b>	<b>1,308</b>	<b>1,136</b>	<b>1,117</b>	<b>12,808</b>



# Projections by School (PK-8)

New Haven Public Schools											
PK-8 School Projected Enrollment, 2029-30											
School	PK	K	1	2	3	4	5	6	7	8	PK-8 Total
Barnard Environmental Magnet School	83	53	50	53	47	44	41	37	37	29	474
Beecher School	96	40	43	42	44	43	41	40	43	40	472
Bishop Woods Architecture and Design Magnet School	0	48	44	41	39	40	38	39	40	37	366
Celentano BioTech, Health and Medical Magnet School	56	35	33	31	32	32	32	33	33	34	351
Roberto Clemente Leadership Academy for Global Awareness	0	43	43	44	41	41	38	37	46	35	368
Clinton Avenue School	0	54	52	50	46	46	39	35	33	30	385
Columbus Family Academy	57	48	48	48	47	48	48	50	50	34	478
Conte/West Hills Magnet School	59	66	69	66	68	74	74	70	74	64	684
John C. Daniels	101	46	46	46	45	46	41	40	42	39	492
Davis Academy for Arts and Design Innovation	79	48	50	52	51	50	49	46	46	40	511
East Rock Community Magnet School	66	50	46	44	41	43	41	39	38	37	445
Edgewood School	0	48	48	47	47	48	45	43	46	46	418
Fair Haven School	42	84	78	70	72	75	75	75	74	55	700
Hill Central Music Academy	46	42	44	45	44	44	44	43	46	51	449
Worthington Hooker School	0	47	48	48	46	48	41	40	38	35	391
Benjamin Jepson Magnet School	86	50	46	46	46	46	44	43	41	37	485
King/Robinson Magnet School	83	43	41	41	39	40	39	37	40	35	438
Lincoln-Bassett School (PK-6)	61	56	46	39	38	37	33	28	0	0	338
John S. Martinez Sea and Sky STEM School	51	49	48	45	44	44	42	43	44	34	444
Mauro-Sheridan Magnet School	79	46	45	46	46	44	46	46	45	42	485
Nathan Hale School	73	53	50	51	47	50	47	46	48	48	513
Barack H. Obama Magnet University School (PK-4)	77	61	55	50	44	37	0	0	0	0	324
Quinnipiac Real World Math STEM School (CLOSED JAN 2021)	0	0	0	0	0	0	0	0	0	0	0
Brennan Rogers School	51	40	36	31	25	23	19	18	18	19	280
Ross/Woodward School	83	63	63	57	56	54	53	56	57	54	596
Augusta Lewis Troup School	36	45	42	39	36	38	39	37	36	27	375
Truman School	68	47	45	47	44	44	48	52	45	36	476
West Rock Authors Academy (CLOSED JAN 2021) (PK-4)	0	0	0	0	0	0	0	0	0	0	0
Wexler/Grant Community School	0	36	36	31	25	25	24	26	25	12	240
Betsy Ross Arts Magnet School	0	0	0	0	0	0	83	106	108	96	393
Engineering - Science University Magnet School	0	0	0	0	0	0	0	88	92	82	262
Dr. Reginald Mayo Early Learning Center	278										278
<b>Total (all schools)</b>	<b>1,711</b>	<b>1,341</b>	<b>1,295</b>	<b>1,250</b>	<b>1,200</b>	<b>1,204</b>	<b>1,204</b>	<b>1,293</b>	<b>1,285</b>	<b>1,128</b>	<b>12,911</b>



# Projections by School (PK-8)

New Haven Public Schools											
PK-8 School Projected Enrollment, 2030-31											
School	PK	K	1	2	3	4	5	6	7	8	PK-8 Total
Barnard Environmental Magnet School	83	54	49	53	50	43	42	35	37	33	479
Beecher School	96	41	43	44	45	43	40	38	41	40	471
Bishop Woods Architecture and Design Magnet School	0	49	44	42	40	39	38	37	39	40	368
Celentano BioTech, Health and Medical Magnet School	56	35	33	31	33	33	31	30	33	33	348
Roberto Clemente Leadership Academy for Global Awareness	0	44	43	44	42	40	40	35	46	43	377
Clinton Avenue School	0	55	52	51	47	45	39	33	32	31	385
Columbus Family Academy	57	49	47	48	50	47	48	46	50	52	494
Conte/West Hills Magnet School	59	67	67	65	71	72	75	67	72	77	692
John C. Daniels	101	47	46	46	46	46	41	37	41	41	492
Davis Academy for Arts and Design Innovation	79	49	49	52	53	49	49	44	46	44	514
East Rock Community Magnet School	66	52	45	45	43	42	41	38	38	37	447
Edgewood School	0	49	47	48	49	47	45	40	46	50	421
Fair Haven School	42	86	78	70	77	73	74	73	72	78	723
Hill Central Music Academy	46	41	44	46	45	43	43	41	46	44	439
Worthington Hooker School	0	48	47	50	47	47	41	38	37	37	392
Benjamin Jepson Magnet School	86	52	46	47	47	45	43	43	40	41	490
King/Robinson Magnet School	83	44	40	41	40	39	39	36	39	39	440
Lincoln-Bassett School (PK-6)	61	57	46	40	38	37	33	26	0	0	338
John S. Martinez Sea and Sky STEM School	51	50	47	46	45	43	42	40	43	41	448
Mauro-Sheridan Magnet School	79	47	45	46	47	45	45	43	44	45	486
Nathan Hale School	73	54	51	51	49	51	47	44	47	49	516
Barack H. Obama Magnet University School (PK-4)	77	62	55	50	45	37	0	0	0	0	326
Quinnipiac Real World Math STEM School (CLOSED JAN 2021)	0	0	0	0	0	0	0	0	0	0	0
Brennan Rogers School	51	41	36	31	27	23	17	17	18	17	278
Ross/Woodward School	83	65	62	58	59	53	53	53	56	56	598
Augusta Lewis Troup School	36	46	42	39	38	37	38	35	36	37	384
Truman School	68	48	44	47	46	43	47	49	44	44	480
West Rock Authors Academy (CLOSED JAN 2021) (PK-4)	0	0	0	0	0	0	0	0	0	0	0
Wexler/Grant Community School	0	37	35	32	25	25	24	24	25	25	252
Betsy Ross Arts Magnet School	0	0	0	0	0	0	85	106	110	109	410
Engineering - Science University Magnet School	0	0	0	0	0	0	0	87	92	93	272
Dr. Reginald Mayo Early Learning Center	278										278
<b>Total (all schools)</b>	<b>1,711</b>	<b>1,369</b>	<b>1,283</b>	<b>1,263</b>	<b>1,244</b>	<b>1,187</b>	<b>1,200</b>	<b>1,235</b>	<b>1,270</b>	<b>1,276</b>	<b>13,038</b>



# Projections by School (PK-8)

New Haven Public Schools											
PK-8 School Projected Enrollment, 2031-32											
School	PK	K	1	2	3	4	5	6	7	8	PK-8 Total
Barnard Environmental Magnet School	83	54	51	52	50	45	41	36	35	33	480
Beecher School	96	40	44	43	46	45	40	37	39	39	469
Bishop Woods Architecture and Design Magnet School	0	49	45	42	42	40	37	36	37	40	368
Celentano BioTech, Health and Medical Magnet School	56	35	33	31	33	34	31	29	30	33	345
Roberto Clemente Leadership Academy for Global Awareness	0	44	44	43	42	40	39	37	42	43	374
Clinton Avenue School	0	55	53	50	49	46	38	33	30	30	384
Columbus Family Academy	57	49	48	48	50	50	47	46	46	51	492
Conte/West Hills Magnet School	59	67	68	65	70	74	75	69	69	75	691
John C. Daniels	101	47	47	46	46	47	41	37	38	41	491
Davis Academy for Arts and Design Innovation	79	49	51	51	53	52	48	44	44	44	515
East Rock Community Magnet School	66	50	46	43	44	44	40	38	37	37	445
Edgewood School	0	49	48	48	50	48	44	40	42	49	418
Fair Haven School	42	84	79	70	76	77	73	72	71	77	721
Hill Central Music Academy	46	41	44	46	46	45	42	41	44	44	439
Worthington Hooker School	0	47	48	49	49	48	40	38	35	36	390
Benjamin Jepson Magnet School	86	51	47	47	49	46	42	43	39	41	491
King/Robinson Magnet School	83	44	40	41	40	40	38	36	38	39	439
Lincoln-Bassett School (PK-6)	61	57	47	40	39	38	33	26	0	0	341
John S. Martinez Sea and Sky STEM School	51	50	48	46	46	45	41	40	40	41	448
Mauro-Sheridan Magnet School	79	47	46	46	47	46	45	41	41	45	483
Nathan Hale School	73	53	52	51	49	52	47	44	45	47	513
Barack H. Obama Magnet University School (PK-4)	77	60	56	49	45	38	0	0	0	0	325
Quinnipiac Real World Math STEM School (CLOSED JAN 2021)	0	0	0	0	0	0	0	0	0	0	0
Brennan Rogers School	51	41	37	31	27	25	17	15	17	16	277
Ross/Woodward School	83	64	64	57	59	55	52	52	53	54	593
Augusta Lewis Troup School	36	46	43	39	38	40	37	35	34	37	385
Truman School	68	48	45	46	46	46	46	48	41	44	478
West Rock Authors Academy (CLOSED JAN 2021) (PK-4)	0	0	0	0	0	0	0	0	0	0	0
Wexler/Grant Community School	0	37	36	31	26	25	24	24	23	25	251
Betsy Ross Arts Magnet School	0	0	0	0	0	0	86	111	110	108	415
Engineering - Science University Magnet School	0	0	0	0	0	0	0	93	93	92	278
Dr. Reginald Mayo Early Learning Center	278										278
<b>Total (all schools)</b>	<b>1,711</b>	<b>1,358</b>	<b>1,310</b>	<b>1,251</b>	<b>1,257</b>	<b>1,231</b>	<b>1,184</b>	<b>1,241</b>	<b>1,213</b>	<b>1,261</b>	<b>13,017</b>



# Projections by School (9-12)

New Haven Public Schools 9-12 School Projected Enrollment, 2022-23					
School	9	10	11	12	9-12 Total
New Haven Academy	99	85	73	74	331
Hill Regional Career High School	179	162	155	144	640
Cooperative High School - Inter-District Magnet	171	160	132	125	588
James Hillhouse High School	386	382	252	227	1,247
High School in the Community	81	71	63	52	267
Metropolitan Business Academy	102	113	100	79	394
Riverside Education Academy	27	21	19	7	74
Sound School	104	81	78	82	345
Wilbur Cross High School	489	441	355	362	1,647
Engineering - Science University Magnet School	89	95	69	66	319
Special Program Enrollment	18	25	38	115	196
<b>Total (all schools)</b>	<b>1,745</b>	<b>1,636</b>	<b>1,334</b>	<b>1,333</b>	<b>6,048</b>

New Haven Public Schools 9-12 School Projected Enrollment, 2023-24					
School	9	10	11	12	9-12 Total
New Haven Academy	93	92	74	61	320
Hill Regional Career High School	168	176	145	148	637
Cooperative High School - Inter-District Magnet	160	153	144	123	580
James Hillhouse High School	363	335	316	227	1,241
High School in the Community	76	77	58	52	263
Metropolitan Business Academy	96	105	102	90	393
Riverside Education Academy	25	45	19	12	101
Sound School	98	98	75	70	341
Wilbur Cross High School	460	431	383	342	1,616
Engineering - Science University Magnet School	90	81	82	64	317
Special Program Enrollment	18	25	38	111	192
<b>Total (all schools)</b>	<b>1,647</b>	<b>1,618</b>	<b>1,436</b>	<b>1,300</b>	<b>6,001</b>



# Projections by School (9-12)

New Haven Public Schools 9-12 School Projected Enrollment, 2024-25					
School	9	10	11	12	9-12 Total
New Haven Academy	88	86	79	62	315
Hill Regional Career High School	159	165	157	139	620
Cooperative High School - Inter-District Magnet	152	143	136	135	566
James Hillhouse High School	344	314	276	286	1,220
High School in the Community	72	72	63	48	255
Metropolitan Business Academy	91	99	95	93	378
Riverside Education Academy	24	42	43	13	122
Sound School	93	92	91	68	344
Wilbur Cross High School	437	409	373	368	1,587
Engineering - Science University Magnet School	94	81	70	77	322
Special Program Enrollment	18	25	38	111	192
<b>Total (all schools)</b>	<b>1,572</b>	<b>1,528</b>	<b>1,421</b>	<b>1,400</b>	<b>5,921</b>

New Haven Public Schools 9-12 School Projected Enrollment, 2025-26					
School	9	10	11	12	9-12 Total
New Haven Academy	87	82	74	67	310
Hill Regional Career High School	158	156	147	150	611
Cooperative High School - Inter-District Magnet	150	136	128	128	542
James Hillhouse High School	339	298	260	252	1,149
High School in the Community	71	68	59	53	251
Metropolitan Business Academy	90	94	89	86	359
Riverside Education Academy	23	41	40	29	133
Sound School	91	87	85	82	345
Wilbur Cross High School	432	386	354	362	1,534
Engineering - Science University Magnet School	89	85	70	64	308
Special Program Enrollment	18	24	37	111	190
<b>Total (all schools)</b>	<b>1,548</b>	<b>1,457</b>	<b>1,343</b>	<b>1,384</b>	<b>5,732</b>



# Projections by School (9-12)

New Haven Public Schools 9-12 School Projected Enrollment, 2026-27					
School	9	10	11	12	9-12 Total
New Haven Academy	81	82	71	62	296
Hill Regional Career High School	147	155	139	141	582
Cooperative High School - Inter-District Magnet	140	134	121	120	515
James Hillhouse High School	317	294	246	235	1,092
High School in the Community	66	68	56	49	239
Metropolitan Business Academy	84	93	84	81	342
Riverside Education Academy	22	39	39	27	127
Sound School	86	85	80	77	328
Wilbur Cross High School	402	380	333	342	1,457
Engineering - Science University Magnet School	85	81	74	64	304
Special Program Enrollment	18	25	37	109	189
<b>Total (all schools)</b>	<b>1,448</b>	<b>1,436</b>	<b>1,280</b>	<b>1,307</b>	<b>5,471</b>

New Haven Public Schools 9-12 School Projected Enrollment, 2027-28					
School	9	10	11	12	9-12 Total
New Haven Academy	83	75	70	60	288
Hill Regional Career High School	149	145	139	133	566
Cooperative High School - Inter-District Magnet	142	125	120	114	501
James Hillhouse High School	320	274	243	222	1,059
High School in the Community	67	63	55	47	232
Metropolitan Business Academy	86	86	84	76	332
Riverside Education Academy	22	37	37	26	122
Sound School	87	80	79	73	319
Wilbur Cross High School	407	356	329	320	1,412
Engineering - Science University Magnet School	85	77	69	68	299
Special Program Enrollment	18	24	37	108	187
<b>Total (all schools)</b>	<b>1,466</b>	<b>1,342</b>	<b>1,262</b>	<b>1,247</b>	<b>5,317</b>





# Projections by School (9-12)

New Haven Public Schools 9-12 School Projected Enrollment, 2028-29					
School	9	10	11	12	9-12 Total
New Haven Academy	81	77	64	60	282
Hill Regional Career High School	148	147	128	133	556
Cooperative High School - Inter-District Magnet	140	127	111	112	490
James Hillhouse High School	319	278	227	219	1,043
High School in the Community	66	64	51	46	227
Metropolitan Business Academy	84	88	77	76	325
Riverside Education Academy	22	37	35	25	119
Sound School	85	81	74	71	311
Wilbur Cross High School	404	359	307	315	1,385
Engineering - Science University Magnet School	85	77	67	64	293
Special Program Enrollment	18	25	37	108	188
<b>Total (all schools)</b>	<b>1,452</b>	<b>1,360</b>	<b>1,178</b>	<b>1,229</b>	<b>5,219</b>

New Haven Public Schools 9-12 School Projected Enrollment, 2029-30					
School	9	10	11	12	9-12 Total
New Haven Academy	68	76	66	54	264
Hill Regional Career High School	123	145	131	122	521
Cooperative High School - Inter-District Magnet	118	126	113	104	461
James Hillhouse High School	267	276	230	203	976
High School in the Community	56	63	52	42	213
Metropolitan Business Academy	71	86	79	70	306
Riverside Education Academy	18	37	35	24	114
Sound School	72	79	74	66	291
Wilbur Cross High School	336	356	312	293	1,297
Engineering - Science University Magnet School	83	78	67	62	290
Special Program Enrollment	18	25	37	107	187
<b>Total (all schools)</b>	<b>1,230</b>	<b>1,347</b>	<b>1,196</b>	<b>1,147</b>	<b>4,920</b>



# Projections by School (9-12)

New Haven Public Schools 9-12 School Projected Enrollment, 2030-31					
School	9	10	11	12	9-12 Total
New Haven Academy	69	64	65	55	253
Hill Regional Career High School	125	121	129	124	499
Cooperative High School - Inter-District Magnet	119	106	112	105	442
James Hillhouse High School	267	232	228	206	933
High School in the Community	56	53	51	43	203
Metropolitan Business Academy	72	73	78	72	295
Riverside Education Academy	19	30	35	24	108
Sound School	73	67	73	66	279
Wilbur Cross High School	340	300	310	299	1,249
Engineering - Science University Magnet School	84	75	67	62	288
Special Program Enrollment	18	24	37	108	187
<b>Total (all schools)</b>	<b>1,242</b>	<b>1,145</b>	<b>1,185</b>	<b>1,164</b>	<b>4,736</b>

New Haven Public Schools 9-12 School Projected Enrollment, 2031-32					
School	9	10	11	12	9-12 Total
New Haven Academy	78	64	55	54	251
Hill Regional Career High School	140	123	108	123	494
Cooperative High School - Inter-District Magnet	134	106	94	104	438
James Hillhouse High School	303	233	191	204	931
High School in the Community	64	53	43	42	202
Metropolitan Business Academy	81	74	66	71	292
Riverside Education Academy	21	32	28	24	105
Sound School	82	68	62	66	278
Wilbur Cross High School	384	302	259	294	1,239
Engineering - Science University Magnet School	93	76	65	62	296
Special Program Enrollment	18	24	37	108	187
<b>Total (all schools)</b>	<b>1,398</b>	<b>1,155</b>	<b>1,008</b>	<b>1,152</b>	<b>4,713</b>

A large, stylized globe graphic is centered in the background. It is composed of thick, dark red outlines representing continents and latitude/longitude lines. The globe is set against a dark red background with a subtle, crumpled paper texture.

# **Appendix B**

## **Existing Room Inventory, Utilization & Capacity Summary**

New Haven Public Schools - Existing Room Inventory, Utilization and Capacity Summary

School Age Legend
<10 Years
10-14 Years
15-20 Years
21-109 Years

Main data table with columns for School Name, SF Area, Address, Current Enrollment, Existing Classroom Inventory, Academic Classrooms (PreK-8), Shared/Common Spaces, Academic Specials Spaces, Special Education/Student Support Spaces, Support Spaces (Presence Y/N), Available Seats by Contract, Study Capacity, Utilization (Based on Study Capacity), and Remarks.







# **Appendix C**

## **School Capacity Questionnaire**

New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

**ELEMENTARY SCHOOL NAME:** BARACK OBAMA MAGNET  
**SCHOOL ADDRESS:** 69 FARNHAM AVE.  
**PRINCIPAL NAME:** JAMIE BAKER **PHONE NO./ EMAIL:** JAMIE.BAKER@NEW-HAVEN.K12.CT.US

Grade Level Classrooms:		No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks	
PK-8 ONLY	Pre-K:	3	60	60	20 PER CLASS	
	Kindergarten:	3	52	75	Assumes each K classroom can support 20 students	
	First Grade:	3	55	78	Assumes each 1st Gr classroom can support 20 students	
	Second Grade:	3	45	78		
	Third Grade:	3	61	78		
	Fourth Grade:	3	56	78		
	Fifth Grade:	0	0	0		
	Sixth Grade:	0	0	0		
	Seventh Grade:	0	0	0		
	Eighth Grade:	0	0	0		
	Unassigned Classrooms:					

Common Spaces:		Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
PK-8 ONLY	Gymnasium:	Y	1		
	Gym Platform/Stage:	N	0		
	Multi-purpose:	N	0		
	Boys PE Locker Room:	N	0		
	Girls PE Locker Room:	N	0		
	Non-Binary PE Locker Room:	N	0		
	Boys Athletic Locker Room:	Y	1		
	Girls Athletic Locker Room:	Y	1		
	Non-Binary Athletic Locker Room:	Y	1		
	Cafeteria:	Y	1	2	
	Cafeteria Platform/Stage:	Y	1		
	Cooking Kitchen:	N	0		
	Warming Kitchen:	Y	1		
	Library/ MC:	Y	1		
	Computer Lab:	N	0		
	Auditorium with Stage:	N	0		
	Other:				
	Other:				
Other:					

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
Art:	Y	1		
Music:	Y	1		
Science:	N	0		
World Language:	Y	0		
STEM/ Maker Space:	Y	1		
Other:				
Other:				

<b>Special Education:</b>	<b>Y/N</b>	<b>No. of rooms</b>	<b>District Max No. of Students</b>	<b>Remarks</b>
Self-Contained Classrooms:	Y	2	40	20 PER CLASS
Resource Rooms:	Y	1	6	
ESL:	Y	1		
Speech:	Y			PART TIME
Tutor:	N			
Coaches:	Y	2		
Other:				
Other:				

<b>Support Spaces:</b>	<b>Y/N</b>	<b>No. of rooms</b>		<b>Remarks</b>
Administrative Suite	Y			list any space deficiencies within the suite
Nurse Suite:	Y			list any space deficiencies within the suite
School-Based Health Clinic:	N			list any space deficiencies within the suite
Faculty Work Room:	Y	2		list any space deficiencies within the suite

<b>General Comments:</b>



New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the **remarks** column.

<b>ELEMENTARY SCHOOL NAME:</b>	Barnard	<b>PHONE NO./ EMAIL:</b>	475-220-3500	<a href="mailto:robert.mccain@nhboe.net">robert.mccain@nhboe.net</a>
<b>SCHOOL ADDRESS:</b>	170 Derby			
<b>PRINCIPAL NAME:</b>	Mr. McCain			

Grade Level Classrooms:		No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
PK-8 ONLY	Pre-K:	3	56	60	
	Kindergarten:	2	46	48	
	First Grade:	3	41	48	
	Second Grade:	3	58	72	Last Bubble Group - trying to eliminate it
	Third Grade:	3	47	48	
	Fourth Grade:	2	47	48	
	Fifth Grade:	2	45	48	
	Sixth Grade:	3	40	72	
	Seventh Grade:	2	40	48	
	Eighth Grade:	3	57	72	
Unassigned Classrooms:					

Common Spaces:		Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
PK-8 ONLY	Gymnasium:	Y	1	2	
	Gym Platform/Stage:	N			
	Multi-purpose:	N			
	Boys PE Locker Room:	Y	1		
	Girls PE Locker Room:	Y	1		
	Non-Binary PE Locker Room:	N			
	Boys Athletic Locker Room:	N			
	Girls Athletic Locker Room:	N			
	Non-Binary Athletic Locker Room:	N			
	Cafeteria:	Y	1	4	
Cafeteria Platform/Stage:	Y	1	1		
Cooking Kitchen:	Y	1			
Warming Kitchen:	N				
Library/ MC:	N				
Computer Lab:	N				
Auditorium with Stage:	N				
Robotics	Y	1	2	Maker Space/Robotics Lab/Tutoring	
Interventionists	Y	4	4	Small rooms/small groups	
Other:					

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
Art:	Y	1	27	has Kiln in storage closet
Music:	Y	1	27	Band and General Music Share
Science:	Y	1	27	Shared Space with Grade 7/8 Envir. Sci
World Language:	N			NA
STEM/ Maker Space:	Y	1	24	In Development in Robotics Center
Nature Center	Y	2	27	Underutilized - used for Yoga/Mindfulness
Other:				

Special Education:	Y/N	No. of rooms	District Max No. of Students	Remarks

Self-Contained Classrooms:	N			
Resource Rooms:	Y	3	15	Small Office Areas - Not really rooms
ESL:	Y	1	27	Welcoming Center
Speech:	Y	1	2	Tiny Office
Tutor:	Y	4	20	Three small rooms in Music Room/ 1 area in Robotics Room
Coaches:	Y	1	4	Shared by three coaches
Other:				
Other:				

Support Spaces:	Y/N	No. of rooms		Remarks
Administrative Suite	Y	3	8	Principal Office, Dean Office, ISS Room
Nurse Suite:	Y	3	6	Too small for number of students
School-Based Health Clinic:	Y	2	4	Part of Nurse Suite - office/exam room
Faculty Work Room:	N			list any space deficiencies within the suite
Dentist Room	Y	1	1	Closet converted to Dentist room

**General Comments:**

Every possible space is being used in the building.

New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

<b>ELEMENTARY SCHOOL NAME:</b>	L.W. Beecher
<b>SCHOOL ADDRESS:</b>	100 Jewell St
<b>PRINCIPAL NAME:</b>	Kathy Beck
<b>PHONE NO./ EMAIL:</b>	

Grade Level Classrooms:		No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
PK-8 ONLY	Pre-K:	4	30	32	Assumes each PK classroom can support 16 students
	Kindergarten:	2	36	40	Assumes each K classroom can support 20 students
	First Grade:	2	42	48	Assumes each 1st Gr classroom can support 20 students
	Second Grade:	2	45	48	
	Third Grade:	2	44	48	
	Fourth Grade:	2	45	48	
	Fifth Grade:	2	48	48	
	Sixth Grade:	2	47	48	
	Seventh Grade:	2	48	48	
	Eighth Grade:	2	48	48	
	Unassigned Classrooms:				

Common Spaces:		Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
Common Spaces:	Gymnasium:	y			
	Gym Platform/Stage:	n			
	Multi-purpose:	n			
PK-8 ONLY	Boys PE Locker Room:	y			
	Girls PE Locker Room:	y			
	Non-Binary PE Locker Room:	n			
	Boys Athletic Locker Room:	n			
	Girls Athletic Locker Room:	n			
	Non-Binary Athletic Locker Room:	n			
	Cafeteria:	y			
	Cafeteria Platform/Stage:	y			
	Cooking Kitchen:	y			
	Warming Kitchen:	y			
Library/ MC:	y				
Computer Lab:	n				
Auditorium with Stage:					
Other:					
Other:					
Other:					

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
Art:	y	1	26	
Music:	y	1	26	
Science:	y	1	26	
World Language:	y	1	26	
STEM/ Maker Space:	n			
Other:				
Other:				

<b>Special Education:</b>	<b>Y/N</b>	<b>No. of rooms</b>	<b>District Max No. of Students</b>	<b>Remarks</b>
Self-Contained Classrooms:	n	0		
Resource Rooms:	y	3		
ESL:	y	0		
Speech:	y	1		
Tutor:	y	0		
Coaches:	3	3		
Other:				
Other:				

<b>Support Spaces:</b>	<b>Y/N</b>	<b>No. of rooms</b>	<b>District Max No. of Students</b>	<b>Remarks</b>
Administrative Suite	y	2		list any space deficiencies within the suite
Nurse Suite:	y	3		list any space deficiencies within the suite
School-Based Health Clinic:	n			list any space deficiencies within the suite
Faculty Work Room:	y			list any space deficiencies within the suite

<b>General Comments:</b>

## New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

SCHOOL NAME: Betsy Ross Arts Magnet  
 SCHOOL ADDRESS: 150 Kimberly Ave  
 SCHOOL SCHEDULE: 6 Periods  
 PRINCIPAL NAME: Jennifer Jenkins PHONE NO./ EMAIL: (475)220-5300 [jennifer.jenkins@new-haven.k12.ct.us](mailto:jennifer.jenkins@new-haven.k12.ct.us)

General Classrooms:	No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
Language Arts/ English:	5.5	Grade 5: 62	Grade 5: 100	1 class is split half day use for ELA and half day SS.
Math:	5.5	Grade 6: 63	Grade 6: 125	1 Class split half day math and half day science
Social Studies:	5.5	Grade 7: 96	Grade 7: 125	1 class split half day ELA and half day SS
World Language:	1	Grade 8: 107	Grade 8: 125	WL teachers use other rooms when on planning time
Physics Class/Lab:	0	Total: 328	Total: 475	
Earth Science Class/Lab:	2.5			1 Lab and 2 classrooms with no lab
Biology Class/Lab:	2			Lab and classroom
Chemistry Class/Lab:	0			
Unassigned Classrooms:				
Other:				
Other:				

Common Spaces:	Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
Gymnasium:	Y	1	1	
Multi-purpose:	N	0	0	
Boys PE Locker Room:	Y	1		
Girls PE Locker Room:	Y	1		
Non-Binary PE Locker Room:	N	0		
Boys Athletic Locker Room:	N	0		
Girls Athletic Locker Room:	N	0		
Non-Binary Athletic Locker Room:	N	0		
Cafeteria:	Y	1	4	
Cooking Kitchen:	Y	1		
Warming Kitchen:	N	0		
Library/ MC:	Y	1	2	
Computer Lab:	Y	1	1	
Auditorium with Stage:	Y	1	1	
Other:				
Other:				
Other:				

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
2D-Art:	Y	1	15	
3D-Art:	N	0	0	
Graphic Arts/ Computer Lab:	N	0	0	
Ceramics:	Y	1	12	With Kiln
Choral:	Y	1	30	
Band:	Y	1	40	
Orchestra:	Y	1	30	

General Music:	N	0	0	
MIDI Lab (Keyboards):	N	0	0	
STEM/ Maker Space:	N	0	0	
Health Classroom:	N	0	0	
CTE/ Pathway Space:	N	0	0	
CTE/ Pathway Space:	N	0	0	
CTE/ Pathway Space:	N	0	0	
Vidoe Arts	Y	1	12	Room in is the Library
Other: Photography	Y	1	12	Dark Room
Other: Dance	Y	2	18	Dance Studio with wood floors
Other: Theater	Y	2	14	One room is a Black Box Room

Special Education:	Y/N	No. of rooms	District Max No. of Students	Remarks
Self-Contained Classrooms:	N	0		
Resource Rooms: (pull-out instruction)	Y	3		
ESL/ Bi-Lingual Classroom:	N	0		
OT/PT Room:	N	0		
Life Skills Classroom/ Lab:	N	0		Indicate if separate lab and classrooms
Speech:	Y	1		
Tutor:	N	0		
Coaches:	Y	1		
Other:				
Other:				

Support Spaces:	Y/N	No. of rooms	Remarks
Administrative Suite	Y		Main Office, Principals Office, Arts Coordinator, Staff Bathroom
Nurse Suite:	Y		Nurse Office, Isolation Room, Exam Room, Bathroom
School-Based Health Clinic:	N		
Guidance Suite:	Y		Guidance Office Only
Faculty Work Room:	Y	1	Eating/Work Room

<b>General Comments:</b>

New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

ELEMENTARY SCHOOL NAME: Bishop Woods Architecture & Design Magnet

SCHOOL ADDRESS: 1481 Quinnipiac Ave

PRINCIPAL NAME: Flo Crisci

PHONE NO./ EMAIL: 475-220-7300

[florence.crisci@new-haven.k12.ct.us](mailto:florence.crisci@new-haven.k12.ct.us)

Grade Level Classrooms:	No. of Classrooms	2022-23 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
Pre-K:				
Kindergarten:	2	52	48	Assumes each Kindergarten classroom can support 20 students
First Grade:	2	51	48	Assumes each 1st Gr classroom can support 20 students
Second Grade:	2	50	52	district max for grades K, 1, 2 are 52 students per classroom SLAM revised the district max value at left to match the value provided in the remarks column
Third Grade:	2	51	54	district max for grades 3-8 are 54 students per SLAM revised the district max value at left to match the value provided in the remarks column for grades 3-8
Fourth Grade:	2	48	54	district max for grades 3-8 are 54 students per
Fifth Grade:	2	49	54	district max for grades 3-8 are 54 students per
Sixth Grade:	2	54	54	district max for grades 3-8 are 54 students per
Seventh Grade:	2	52	54	district max for grades 3-8 are 54 students per
Eighth Grade:	2	45	54	district max for grades 3-8 are 54 students per
Unassigned Classrooms:	1		27	1 read 180, 2 resource rooms, 1 self contained classroom 11/29 Arch comment: will carry one (1) full sized unassigned classroom, since read 180 and resource rooms are student support spaces and don't contribute to building capacity. SLAM adjusted the quantity to 1 and carried 27 for capacity in that classroom at left

Common Spaces:	Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
Gymnasium:	Y	1		SLAM added "1" in the "No. of Rooms" column to correspond with the "Y" as reported, typical all lines with "1" in this category
Gym Platform/Stage:	N			
Multi-purpose:	N			
Boys PE Locker Room:	Y	1		
Girls PE Locker Room:	Y	1		
Non-Binary PE Locker Room:	N			
Boys Athletic Locker Room:	N			
Girls Athletic Locker Room:	N			
Non-Binary Athletic Locker Room:	N			
Cafeteria:	Y	1		
Cafeteria Platform/Stage:	Y	1		

Cooking Kitchen:	N			
Warming Kitchen:	Y	1		
Library/ MC:	Y	1		
Computer Lab:	N			
Auditorium with Stage:	N			
Other:				
Other:				
Other:				

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
Art:	Y	1		
Music:	Y	1		
Science:	Y	1		
World Language:	N			
STEM/ Maker Space:	Y	1		
Other:				
Other:				

Special Education:	Y/N	No. of rooms	District Max No. of Students	Remarks
Self-Contained Classrooms:	y	1		
Resource Rooms:	y	2		
ESL:	y	1		resource room turned into ESL room
Speech:	y	1		
Tutor:	y			no room space in hall
Coaches:	y	2		one uses an office other uses book room
Other:	y			truancy and Family coordinator share office
Other:	y	3		Social worker has office, clifford beers has office, alive has a work room
Other:	y	1		office shared with part time counselor and part time school psychologist

Support Spaces:	Y/N	No. of rooms	District Max No. of Students	Remarks
Administrative Suite	Y		2	office and small conference room
Assistant Principal	Y			
Nurse Suite:	Y			nurse shares space with school based Health clinic
School-Based Health Clinic:	Y			has half of nurses office
In house suspension	Y			
Faculty Work Room:	Y	3		

<b>General Comments:</b>



New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the yellow cells with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

ELEMENTARY SCHOOL NAME: Brennan-Rogers  
 SCHOOL ADDRESS: 199 / 200 Wilmot Rd  
 PRINCIPAL NAME: Kimberly Daniley PHONE NO./ EMAIL: 475.220.2200 / kimberly.daniley@new-haven.k12.ct.us

Grade Level Classrooms:		No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
	Pre-K:	2	Pre-K3:7 / Pre-K4:14 Total: 21	40	
	Kindergarten:	2	46	54	
	First Grade:	3	36	54	1 ESSR teacher's class load not included in max no. of students
	Second Grade:	3	35	54	1 ESSR teacher's class load not included in max no. of students
	Third Grade:	5	30	54	3/4 grades are combined and departmental
	Fourth Grade:	0	42	54	1 ESSR teacher's class load not included in max no. of students
	Fifth Grade:	2	53	54	
PK-8 ONLY	Sixth Grade:	2	33	54	
	Seventh Grade:	2	39	54	
	Eighth Grade:	3	53	81	
	Unassigned Classrooms:	3		54	1 Upper School classroom is a swing space 1 Upper School classroom is an ISS room 1 Upper School classroom is used by the school counselor

Common Spaces:		Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
	Gymnasium:	Y	1		
	Gym Platform/Stage:	Y	1		
	Multi-purpose:	Y	1		
PK-8 ONLY	Boys PE Locker Room:	N	0		
	Girls PE Locker Room:	N	0		
	Non-Binary PE Locker Room:	N	0		
	Boys Athletic Locker Room:	N	0		
	Girls Athletic Locker Room:	N	0		
	Non-Binary Athletic Locker Room:	N	0		
	Cafeteria:	Y	2	3 per cafeteria	
	Cafeteria Platform/Stage:	N	0		
	Cooking Kitchen:	Y	2		Kitchen has cooking and warming areas
	Warming Kitchen:	Y	2		See Above
	Library/ MC:	Y	2		Lower School library is currently being used as classroom
	Computer Lab:	Y	1		in Upper School
	Auditorium with Stage:	N	0		
	Other: Conference Room	Y	1		Currently used for tutor
	Other:				
	Other:				

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
Art:	Y	1		In Upper School
Music:	Y	1		In Upper School
Science:	Y	1		In Upper School
World Language:	N	0		
STEM/ Maker Space:	Y	1		In Lower School
Other: Read180	Y	1		In Upper School
Other:				

Special Education:	Y/N	No. of rooms	District Max No. of Students	Remarks
Self-Contained Classrooms:	Y	3		
Resource Rooms:	Y	2		
ESL:	N	0		
Speech:	Y	1		1 small office used as a speech room in Lower School
Tutor:	Y			Used as OT space
Coaches:	Y	2		2 coaches offices
Other: Sensory Room	Y	1		Also used for PT
Other:				

Support Spaces:	Y/N	No. of rooms	District Max No. of Students	Remarks
Administrative Suite:	Y	1		list any space deficiencies within the suite Nurse and SBHC Suites are in the same area
Nurse Suite:	Y	5		Nurse's suite offices include Social Worker, School Psychologist, and Speech Offices  *Moldy ceiling tile in nurse's office and 1 sink doesn't work in school psychologist's office
School-Based Health Clinic:	Y	3		Includes Cornell-Scott social work, dental office, and office for APRN (vacancy)
Faculty Work Room:	2			1 in Lower School and 1 in Upper School
Admin Office:	1			Small classroom in 7/8 wing
Conference Room:	1			in Upper School

General Comments:

New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

**HIGH SCHOOL NAME:** Hill Regional Career  
**SCHOOL ADDRESS:** 140 Legion Ave NH.  
**SCHOOL SCHEDULE:** Indicate the # of periods per day **4 Blocks per day**  
**PRINCIPAL NAME:** Shawn A. True **PHONE NO./ EMAIL:** 475-220-5000 shawn.true@new-haven.k12.ct.us

General Classrooms:	No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
Language Arts/ English:	9	9th-200, 10th- 175, 11th- 157, 12th- 120	9th-270, 10th- 216, 11th- 189, 12th- 135	Shared Classrooms with other subject areas Senior Capstone Class-120 Students, English Electives- 83 Students, Reading Intervention Class- 70 Students
Math:	10	9th- 226, 10th- 171, 11th- 157, 12th- 116	27 students in a class	Shared Classrooms with other subject areas We have students across all grade levels in these classes and also have AP classes with Interventions and Elective Math Classes
Social Studies:	9	9th- 201, 10th- 190, 11th- 218, 12th- 163	27 students in a class	Shared Classrooms with other subject areas also have AP classes with half year elective courses throughout all grade levels
World Language:	10	9th-292, 10th-235, 11th-126, 12th-36	27 students in a class	Shared Classrooms with other subject areas AP course accounted for across grade levels
Physics Class/Lab:	1	9th-o, 10th-2, 11th- 5, 12th-13	24 students in a class	Labs are inside of classroom
Earth Science Class/Lab:	2	9th-159, 10th-4, 11th-1, 12th-1	24 students in a class	Labs are inside of classroom Phi Chem Classes included in this count
Biology Class/Lab:	2	9th-18, 10th-167,	24 students in a class	Labs are inside of classroom, AP, Anatomy/Psychology,
Chemistry Class/Lab:	2	9th-4, 10th-13,	24 students in a class	Labs are inside of classroom, AP and Forensic Science
Unassigned Classrooms:	0			
Other: Business	8	9th-186, 10th-235, 11th-247, 12th-203	27 students in a class	Manufacturing classes share with Business classrooms Business electives
Other: Allied Health Sciences	1	9th-2, 10th-50, 11th-43, 12th-20	24 students in a class	Medical Careers classes included in this count

Common Spaces:	Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
Gymnasium:	Yes	1		
Multi-purpose:	Yes	1		
Boys PE Locker Room:	Yes	1		
Girls PE Locker Room:	Yes	1		
Non-Binary PE Locker Room:	No			
Boys Athletic Locker Room:	Yes	1		
Girls Athletic Locker Room:	Yes	1		
Non-Binary Athletic Locker Room:	No			
Cafeteria:	Yes	1		
Cooking Kitchen:	Yes	1		
Warming Kitchen:				
Library/ MC:	Yes	1		
Computer Lab:	Yes	1		Computers in the Library/ Laptop Carts available
Auditorium with Stage:	Yes	1		
Other: Upstairs Track above Gym		1		
Other: Pool		1		
Other: Weight Room		1		

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
2D-Art:	No			
3D-Art:	No			
Graphic Arts/ Computer Lab:	No			
Ceramics:	No			
Choral:	Yes	1		In the Music Room
Band:	No			
Orchestra:	No			
General Music:	Yes	1		In the Music Room
MIDI Lab (Keyboards):	No			
STEM/ Maker Space:	No			
Health Classroom:	Yes	1		Room 200
CTE/ Pathway Space:				Indicate CTE/Pathway space name
CTE/ Pathway Space:				Indicate CTE/Pathway space name
CTE/ Pathway Space:				Indicate CTE/Pathway space name
CTE/ Pathway Space:				Indicate CTE/Pathway space name
Other:				

Other:				
Other:				

Special Education:	Y/N	No. of rooms	District Max No. of Students	Remarks
Self-Contained Classrooms:	No	0		
Resource Rooms: (pull-out instruction)	Yes	1		3 Teachers share this space
ESL/ Bi-Lingual Classroom:	Yes			Shared classrooms with History and World Languages
OT/PT Room:	No			
Life Skills Classroom/ Lab:	No			Indicate if separate lab and classrooms
Speech:	No			
Tutor:	No			
Coaches:	No			
Other:				
Other:				

Support Spaces:	Y/N	No. of rooms	Remarks
Administrative Suite	Yes		list any space deficiencies within the suite
Nurse Suite:	Yes		list any space deficiencies within the suite
School-Based Health Clinic:	Yes		list any space deficiencies within the suite
Guidance Suite:	Yes		list any space deficiencies within the suite
Faculty Work Room:	Yes	1	list any space deficiencies within the suite

<b>General Comments:</b>

New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the yellow cells with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

<b>ELEMENTARY SCHOOL NAME:</b>	Celantano
<b>SCHOOL ADDRESS:</b>	400 Canner Street
<b>PRINCIPAL NAME:</b>	Yolanda Jones-Generette
<b>PHONE NO./ EMAIL</b>	475-220-3400 <a href="mailto:yolanda.generette@new-haven.k12.ct.us">yolanda.generette@new-haven.k12.ct.us</a>

Grade Level Classrooms	No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
Pre-K	2	37	40	
K	2	41	44	
Grade 1	2	40	44	
Grade 2	2	33	44	
Grade 3	2	38	44	
Grade 4	2	32	44	
Grade 5	2	45	44	This is 1 student over the maximum allowed.
Grade 6	2	34	44	
Grade 7	2	43	44	
Grade 8	2	41	44	
Other:				

Common Spaces:	Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
Gymnasium:	Y	1		
Gym Platform/Stage	N			
Multi-purpose:	N			
Boys PE Locker Room:	N			
Girls PE Locker Room:	N			
Non-Binary PE Locker Room:	N			
Boys Athletic Locker Room:	N			
Girls Athletic Locker Room:	N			
Non-Binary Athletic Locker Room:	N			
Cafeteria:	Y	1	3 LUNCH WAVES	
Cafeteria Platform/Stage	Y	1		
Cooking Kitchen:	Y	1		
Warming Kitchen:	Y	1		
Library/ MC:	Y	1	22	This space is used for the Discovery Lab
Computer Lab:	Y	1	22	
Auditorium with Stage:	N			
Other:				
Other:				
Other:				

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
Art	Y	1	22	
Music	Y	1	22	
STEM/Discovery Lab	Y	1	22	
Other:				
Other:				
Other:				

Special Education:	Y/N	No. of rooms	District Max No. of Students	Remarks
Self-Contained Classrooms:	Y	2	28	14 per room. This is 3 over the maximum for each classroom.
Resource Rooms: (pull-out instruction)	Y	3	15	
ESL/ Bi-Lingual Classroom:	Y	1	8	
OT/PT Room:	Y	1	2	
Speech:	Y	1	4	
Tutor:	Y	1	5	
Coaches:	N			
Other:				
Other:				

Support Spaces:	Y/N	No. of rooms		Remarks
Administrative Suite	Y	1		
Nurse Suite:	Y	3		
School-Based Health Clinic:	N			
Guidance Suite:	Y	1		
Faculty Work Room:	Y	1		

<b>General Comments:</b>

New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

ELEMENTARY SCHOOL NAME: **Clemente**  
 SCHOOL ADDRESS: **60 Columbus Avenue**  
 PRINCIPAL NAME: **Mia Duff** PHONE NO./ EMAIL: **475-220-7600** [mia.edmonds-duff@new-haven.k12.ct.us](mailto:mia.edmonds-duff@new-haven.k12.ct.us)

Grade Level Classrooms:		No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
PK-8 ONLY	Pre-K:				
	Kindergarten:	2	37	48	
	First Grade:	3	33	72	
	Second Grade:	3	53	72	
	Third Grade:	3	52	72	
	Fourth Grade:	2	51	48	
	Fifth Grade:	3	49	72	
	Sixth Grade:	3	47	72	
	Seventh Grade:	2	54	48	
	Eighth Grade:	3	54	72	
Unassigned Classrooms:					

Common Spaces:		Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
	Gymnasium:	Y	1		
	Gym Platform/Stage:	N			
	Multi-purpose:	N			
PK-8 ONLY	Boys PE Locker Room:	Y	1		
	Girls PE Locker Room:	Y	1		
	Non-Binary PE Locker Room:	N			
	Boys Athletic Locker Room:	N			
	Girls Athletic Locker Room:	N			
	Non-Binary Athletic Locker Room:	N			
	Cafeteria:	Y	1	5	
	Cafeteria Platform/Stage:	Y	1		
	Cooking Kitchen:	N			
	Warming Kitchen:	Y	1		
	Library/ MC:	Y	1		
	Computer Lab:	Y	1		
	Auditorium with Stage:	N			
	Other:				
	Other:				
	Other:				

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
Art:	Y	0		
Music:	Y	1		
Science:	Y	2		
World Language:	Y	0		Using the cafeteria
STEM/ Maker Space:	N			
Other:				
Other:				

<b>Special Education:</b>	<b>Y/N</b>	<b>No. of rooms</b>	<b>District Max No. of Students</b>	<b>Remarks</b>
Self-Contained Classrooms:	Y	1		
Resource Rooms:	Y	4		One is a vacancy
ESL:	Y	1		
Speech:	Y	1		
Tutor:	Y	3		
Coaches:	Y	3		
Other:				
Other:				

<b>Support Spaces:</b>	<b>Y/N</b>	<b>No. of rooms</b>		<b>Remarks</b>
Administrative Suite	Y	2		list any space deficiencies within the suite
Nurse Suite:	Y	1		list any space deficiencies within the suite
School-Based Health Clinic:	Y	1		list any space deficiencies within the suite
Faculty Work Room:	Y	1		list any space deficiencies within the suite

<b>General Comments:</b>



## New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

ELEMENTARY SCHOOL NAME: Clinton Avenue  
 SCHOOL ADDRESS: 293 Clinton Avenue  
 PRINCIPAL NAME: Dr. Jamie E Coady PHONE NO./ EMAIL: 475-220-3300 [jamie.coady@new-haven.k12.ct.us](mailto:jamie.coady@new-haven.k12.ct.us)

Grade Level Classrooms:		No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
PK-8 ONLY	Pre-K:	0	0	0	No Pre K
	Kindergarten:	3	48	78	2 Regular Ed, 1 Biliteracy 26 max per classroom
	First Grade:	3	51	78	2 Regular Ed, 1 Biliteracy 26 max per classroom
	Second Grade:	3	49	78	2 Regular Ed, 1 Biliteracy 26 max per classroom
	Third Grade:	4	51	81	2 Regular Ed, 1 Biliteracy (4th classroom ESSER) 27 max per classroom
	Fourth Grade:	3	60	81	2 Regular Ed, 1 Biliteracy 27 max per classroom
	Fifth Grade:	3	47	54	27 per classroom Reg, Pullout Biliteracy
	Sixth Grade:	2	52	54	27 per classroom
	Seventh Grade:	2	54	54	27 per classroom
	Eighth Grade:	2	46	54	27 per classroom
Unassigned Classrooms:					

Common Spaces:		Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
PK-8 ONLY	Gymnasium:	Y	1	2	Gym can be split
	Gym Platform/Stage:	Y	1	0	
	Multi-purpose:	N			
	Boys PE Locker Room:	Y			
	Girls PE Locker Room:	Y			
	Non-Binary PE Locker Room:	N			
	Boys Athletic Locker Room:	N			
	Girls Athletic Locker Room:	N			
	Non-Binary Athletic Locker Room:	N			
	Cafeteria:	Y	1	4	Lunch waves
Cafeteria Platform/Stage:	N				
Cooking Kitchen:	N	1			
Warming Kitchen:	Y	1			
Library/ MC:	Y	1	1	LMS uses half for classroom	
Computer Lab:	Y	1	1	Currently used as ESSER classroom	
Auditorium with Stage:	N				
Other: Title I Parent Center	Y	1		District personnel	
Other: Conference Rooms	Y	2		Main office, SPED suite	
Other:					

<b>Specials:</b>	<b>Y/N</b>	<b>No. of rooms</b>	<b>District Max No. of Students</b>	<b>Remarks</b>
Art:	Y	1	27	
Music:	Y	2	54	
Science:	Y	3	81	3 labs used as science classrooms not specials
World Language:	N			
STEM/ Maker Space:	N			
Other: Read 180	Y	1	16	Max enrollment in Read 180
Other:				

<b>Special Education:</b>	<b>Y/N</b>	<b>No. of rooms</b>	<b>District Max No. of Students</b>	<b>Remarks</b>
Self-Contained Classrooms:	Y	1	unknown	Currently 13 students
Resource Rooms:	Y	4	unknown	1 shared with tutor space
ESL:	Y	1		shared with 5th grade Bilingual
Speech:	Y	1	unknown	office
Tutor:	Y	1		shared with 1 resource
Coaches:	Y	2	unknown	
Other: Support Staff Offices	Y	7		AP, SW, BI, RI, Psych, PPT, Wellness
Other:				

<b>Support Spaces:</b>	<b>Y/N</b>	<b>No. of rooms</b>		<b>Remarks</b>
Administrative Suite	Y	2		Main office (Principal's office, conference)
Nurse Suite:	Y	2		Isolation, office/exam
School-Based Health Clinic:	Y	3		office, exam, dental
Faculty Work Room:	Y	1		

**General Comments:**

New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

ELEMENTARY SCHOOL NAME: Conte West Hills  
 SCHOOL ADDRESS: 511 Chapel Street  
 PRINCIPAL NAME: Kenneasha Sloley PHONE NO./ EMAIL: 475-220-5400

Grade Level Classrooms:	No. of Classrooms	2022-23 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
Pre-K:	2	30	32	
Kindergarten:	3	49	78	
First Grade:	3	57	78	
Second Grade:	4	55	78	
Third Grade:	3	54	81	
Fourth Grade:	3	76	81	
Fifth Grade:	3	61	81	
PK-8 ONLY Sixth Grade:	3	67	81	
Seventh Grade:	4	72	81	Grade levels departmentalized
Eighth Grade:	4	63	81	Grade levels departmentalized
Unassigned Classrooms:	0			

Common Spaces:	Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
Gymnasium:	Y	1		
Gym Platform/Stage:	N	0		
Multi-purpose:	N	0		
PK-8 ONLY Boys PE Locker Room:	Y	1		Shower and bathroom stalls rusted, walls peeling
Girls PE Locker Room:	Y	1		Shower and bathroom stalls rusted, walls peeling
Non-Binary PE Locker Room:	N	0		
Boys Athletic Locker Room:	Y			Same as PE Locker Room
Girls Athletic Locker Room:	Y			Same as PE Locker Room
Non-Binary Athletic Locker Room:	N	0		
Cafeteria:	Y	1	4	
Cafeteria Platform/Stage:	N	0		
Cooking Kitchen:	Y	1	4	
Warming Kitchen:	N	0		
Library/ MC:	Y	1		Ventilation/Mold concern
Computer Lab:	N			Computer lab currently used for additional classroom for the 2022-2023 schoolyear
Auditorium with Stage:	Y			Lighting is a probelm. Has been on the list for 5 years for updating. 25% of seats need to be repaired or reupholstered
Swimming Pool	Y	1		Pool closed and drained. Bid approved, walkthrough happened, contruction to start soon
Other:				
Other:				

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
Art:	Y	2		
Music:	Y	0		K-4 teacher on a cart, Band teacher in hallway, 4-8 Gen Ed music in the auditorium

Science:	Y	3		exposed plugs in floor
World Language:	Y	1		
STEM/ Maker Space:	N	0		
Read 180	Y	1		Teacher currently sharing room with World Language Teacher
Other:				

Special Education:	Y/N	No. of rooms	District Max No. of Students	Remarks
Self-Contained Classrooms:	N	0		
Resource Rooms:	Y	1	10	Currently used by 2 SPED TEACHERS
ESL:	Y	0		Office Space
Speech:	Y	0		Office space
Tutor:	N			Tutors seek available space to work with small groups
Coaches:	Y	3		One office technically a teachers room
Other:				
Other:				

Support Spaces:	Y/N	No. of rooms		Remarks
Administrative Suite	Y	1		list any space deficiencies within the suite
Nurse Suite:	Y	3		One cot room currently used for School Psych
School-Based Health Clinic:	N	0		
Faculty Work Room:	Y	1		
Guidance Suite	Y	1		Rugs need to be replaced all ripped with moldy smell

**General Comments:**

Majority of building 62 years old with a renovated K-1 wing completed in 2001 (22 years old). Based on walkthroughs, the building needs a number of interior and exterior repairs based on the age of the building.

## New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

HIGH SCHOOL NAME: Co-Op High School

SCHOOL ADDRESS: 177 College St

SCHOOL SCHEDULE: A/B Schedule (8 periods)

PRINCIPAL NAME: Val-Jean Belton

PHONE NO./ EMAIL: 475.220.2400

General Classrooms:	No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
Language Arts/ English:				
Math:				
Social Studies:				
World Language:				
Physics Class/Lab:	0			Indicate if separate lab and classrooms
Earth Science Class/Lab:	1		25	Indicate if separate lab and classrooms
Biology Class/Lab:	2		25	Indicate if separate lab and classrooms
Chemistry Class/Lab:	2		25	Indicate if separate lab and classrooms
Unassigned Classrooms:	20		463	
9th Grade		168		
10th Grade		142		
11th Grade		126		
12th Grade		117		
Total		553		

Common Spaces:	Y/N	No. of rooms	stations/ lunch	Remarks
Gymnasium:	Y	1	1	Can't hear announcements
Multi-purpose:	N			
Boys PE Locker Room:	Y	1		
Girls PE Locker Room:	Y	1		
Non-Binary PE Locker Room:	N			
Boys Athletic Locker Room:	Y	1		
Girls Athletic Locker Room:	Y	1		
Room:	N			
Cafeteria:	Y	1	3	
Cooking Kitchen:	Y	1		
Warming Kitchen:	Y	1		
Library/ MC:	Y	4	2	
Computer Lab:	Y	2	2	
Auditorium with Stage:	Y	1		
Black Box	Y	1	1	
Art Gallery	Y	1		
Lecture Hall	Y	1	1	

Specials:	Y/N	No. of rooms	Students	Remarks
2D-Art:	Y	2	20	
3D-Art	N			
Graphic Arts/ Computer Lab:	Y	1	25	
Ceramics/3 D Art	Y	1	20	
Choral:	Y	1	35	
Band:	Y	1	35	
Orchestra:	Y	1	25	
General Music:				
MIDI Lab (Keyboards):	Y	1	15	
STEM/ Maker Space:				

Health Classroom:				
CTE/ Pathway Space:				Indicate CTE/Pathway space name
CTE/ Pathway Space:				Indicate CTE/Pathway space name
CTE/ Pathway Space:				Indicate CTE/Pathway space name
CTE/ Pathway Space:				Indicate CTE/Pathway space name
Dance	Y	2	40	
Creative Writing	Y	2	50	
TV Production	Y	1	20	

Special Education:	Y/N	No. of rooms	Students	Remarks
Self-Contained Classrooms:	N			
(pull-out instruction)	Y	1	15	SPED teachers to meet
ESL/ Bi-Lingual Classroom:	N			
OT/PT Room:	N			
Life Skills Classroom/ Lab:	N			Indicate if separate lab and classrooms
Speech:	N			
Tutor:	N			
Coaches:	N			
Other:				
Other:				

Support Spaces:	Y/N	No. of rooms		Remarks
Administrative Suite	Y	3		list any space deficiencies within the suite
Nurse Suite:	Y	2		list any space deficiencies within the suite
School-Based Health Clinic:	N			list any space deficiencies within the suite
Guidance Suite:	Y	6		list any space deficiencies within the suite
Faculty Work Room:	Y	11		list any space deficiencies within the suite
Administrative Offices	Y	4		

General Comments:
We have a retail space that we have requested to be made into offices and a space for our students with social and emotional needs but work needs to be done (electrical, ceilings, etc)

New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the yellow cells with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

<b>ELEMENTARY SCHOOL NAME:</b>	Davis
<b>SCHOOL ADDRESS:</b>	35 Davis Street
<b>PRINCIPAL NAME:</b>	Marisa Asarisi
<b>PHONE NO./ EMAIL:</b>	475-220-7800 <a href="mailto:marisa.asarisi@new-haven.k12.ct.us">marisa.asarisi@new-haven.k12.ct.us</a>

Grade Level Classrooms:		No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
PK-8 ONLY	Pre-K:	3	51	60	These numbers are determined by the union
	Kindergarten:	2	42	52	
	First Grade:	2	49	52	
	Second Grade:	2	46	52	
	Third Grade:	2	50	54	
	Fourth Grade:	2	51	54	
	Fifth Grade:	2	48	54	
	Sixth Grade:	2	44	54	
	Seventh Grade:	2	46	54	
	Eighth Grade:	2	53	54	
Unassigned Classrooms:					

Common Spaces:		Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
PK-8 ONLY	Gymnasium:	Y	1		
	Gym Platform/Stage:	N			
	Multi-purpose:	N			
	Boys PE Locker Room:	Y	1		
	Girls PE Locker Room:	Y	1		
	Non-Binary PE Locker Room:	N			
	Boys Athletic Locker Room:	N			
	Girls Athletic Locker Room:	N			
	Non-Binary Athletic Locker Room:	N			
	Cafeteria:	Y	1	4	
Cafeteria Platform/Stage:	N				
Cooking Kitchen:	N				
Warming Kitchen:	N				
Library/ MC:	Y	1	1		
Computer Lab:	Y	1	1		
Auditorium with Stage:	Y	1	1		
Other:					
Other:					
Other:					

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
Art:	Y	1		
Music:	Y	3		
Science:	Y	1	27	
World Language:	Y	1	27	
STEM/ Maker Space:	Y	2	27	
Other:				
Other:				

<b>Special Education:</b>	<b>Y/N</b>	<b>No. of rooms</b>	<b>District Max No. of Students</b>	<b>Remarks</b>
Self-Contained Classrooms:	N			
Resource Rooms:	Y	4		
ESL:	N			
Speech:	Y	1		
Tutor:	Y	3		
Coaches:	Y	4		
Other:				
Other:				

<b>Support Spaces:</b>	<b>Y/N</b>	<b>No. of rooms</b>	<b>Remarks</b>
Administrative Suite	Y		list any space deficiencies within the suite
Nurse Suite:	Y		list any space deficiencies within the suite
School-Based Health Clinic:	Y		list any space deficiencies within the suite
Faculty Work Room:	Y	1	list any space deficiencies within the suite

<b>General Comments:</b>



New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the yellow cells with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

ELEMENTARY SCHOOL NAME:	East Rock
SCHOOL ADDRESS:	133 Nash Street
PRINCIPAL NAME:	Sabrina Breland
PHONE NO./ EMAIL	475-220-5910 <a href="mailto:sabrina.breland@new-haven.k12.ct.us">sabrina.breland@new-haven.k12.ct.us</a>

Grade Level Classrooms:	No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
Pre-K:	2	48	40	There are two half day programs and 1 full day
Kindergarten:	2	46	52	3 other Kindergarteners are in self-contained
First Grade:	3	32	52	4 other 1st graders are in self-contained
Second Grade:	3	41	52	3 other 2nd graders are in self-contained
Third Grade:	3	49	54	5 other 3rd graders are in self-contained
Fourth Grade:	2	49	54	5 other 4th graders are in self-contained
Fifth Grade:	2	42	54	5 other 5th graders are in self-contained
Sixth Grade:	2	46	54	2 other 6th graders are in self-contained
Seventh Grade:	2	48	54	
Eighth Grade:	2	48	54	
Unassigned Classrooms:				

Common Spaces:	Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
Gymnasium:	Y	1		
Gym Platform/Stage:	N	0		
Multi-purpose:	N	0		
Boys PE Locker Room:	Y	1		PE/Athletic Rooms are the same
Girls PE Locker Room:	Y	1		PE/Athletic Rooms are the same
Non-Binary PE Locker Room:	N	0		
Boys Athletic Locker Room:	N	0		PE/Athletic Rooms are the same
Girls Athletic Locker Room:	N	0		PE/Athletic Rooms are the same
Non-Binary Athletic Locker Room:	N	0		
Cafeteria:	Y	1		
Cafeteria Platform/Stage:	Y	1		
Cooking Kitchen:	N	0		
Warming Kitchen:	Y	1		
Library/ MC:	Y	1		
Computer Lab:	Y	1		Currently used as a 2nd grade (ESSER)
Auditorium with Stage:	N	0		Doubles as general music room
Other:				
Other:				
Other:				

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
Art:	Y	1	27	Used as a 3rd Grade ESSER CR
Music:	Y	2	27	The other is being used by 1st (ESSER)
Science:	Y	1	27	
World Language:	N	1		Currently being used by ART
STEM/ Maker Space:	Y	0		Has materials in the library
Other:				
Other:				

Special Education:	Y/N No. of Classrooms	No. of rooms Enrollment	District Max No. of Students	Remarks
Self-Contained Classrooms:	3	39	36	
Resource Rooms:	Y	3	Unknown	
ESL:	Y	1	Unknown	
Speech:	Y	1	Unknown	It is an office, NOT a classroom
Tutor:	Y	0	Unknown	
Coaches:	Y	2	Unknown	
Other:				
Other:				

Support Spaces:	Y/N	No. of rooms		Remarks
Administrative Suite	Y	5	Suite is on the 2nd floor	list any space deficiencies within the suite
Nurse Suite:	Y	3		list any space deficiencies within the suite
School-Based Health Clinic:	N			list any space deficiencies within the suite
Faculty Work Room:	N			list any space deficiencies within the suite

General Comments:

New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the yellow cells with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

ELEMENTARY SCHOOL NAME: East Rock  
 SCHOOL ADDRESS: 133 Nash Street  
 PRINCIPAL NAME: Sabrina Breland PHONE NO./ EMAIL: 475-220-5910 [sabrina.breland@new-haven.k12.ct.us](mailto:sabrina.breland@new-haven.k12.ct.us)

Grade Level Classrooms:	No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks	Architect Questions/ Clarifications
Pre-K:	2	48	40	There are two half day programs and 1 full day	need clarification on max No. students for pre-K. I changed the district max cell from "blank" to "40" based on the remark, which assumes two spaces, one of which has split use by the two half-day programs. 20 students per Pre-K classroom is understood to be the district max. please confirm. <b>Confirmed</b>
Kindergarten:	2	46	52	3 other Kindergarteners are in self-contained	
First Grade:	3	32	52	4 other 1st graders are in self-contained	5/13/22: Should I interpret the remarks to mean that there are a total of 36 first grade students, 32 of which are distributed across 3 classrooms and 4 of which are in a self contained SPED classroom? <b>Correct</b>
Second Grade:	3	41	52	3 other 2nd graders are in self-contained	Same question as above this this grade level <b>CORRECT</b>
Third Grade:	3	49	54	5 other 3rd graders are in self-contained	Same question as above this this grade level <b>CORRECT</b>
Fourth Grade:	2	49	54	5 other 4th graders are in self-contained	Same question as above this this grade level <b>CORRECT</b>
Fifth Grade:	2	42	54	5 other 5th graders are in self-contained	Same question as above this this grade level <b>CORRECT</b>
Sixth Grade:	2	46	54	2 other 6th graders are in self-contained	Same question as above this this grade level <b>CORRECT</b>
Seventh Grade:	2	48	54		Summing the students in self-contained SPED classrooms noted above = 27 students. Below you note 3 self-contained SPED classrooms. I interpret this information to mean there are 27 students spread over the 3 self-contained classrooms and the 3 self-contained classrooms are IN ADDITION TO the 19 classrooms for standard PreK-6, for a total of 22 classrooms standard + Self-contained. Please confirm. The are physically 20 classroom for students in grades Pre K -8th. We have 3 self-contained classes rooms and 3 additional ESSER classrooms for a total of 26 classrooms. 5/13/22: You mention 20 CR's PK-8, but there are blanks for No. of classrooms and for student enrollment in grade 7 & 8 lines. Is this correct? 5/20: KAM Note to self: Added "2" CR based on bulleted note above and guessed on 48 students in 7th grade
Eighth Grade:	2	48	54		5/20: KAM Note to self: Added "2" CR based on bulleted note above and guessed on 48 students in 8th grade
Unassigned Classrooms:					5/13/22: I added "1" to Unassigned Classroom (unassigned to a grade level) to account for the total 20 classrooms PK-8 and noted that it's being used as an ESSER CR. My understanding for ESSER CR's is: 1 - Unassigned grade level classroom on this line 1 - Computer Lab 1 - One of the two music rooms Total of 3 ESSER CR's and two of them are utilizing spaces that would otherwise be a "specials" space, please confirm. 5/20: KAM Note to self: Based on email bullet list above, I am zeroing out the Unassigned classroom count because of the clarification made that the 3rd Gr. ESSER CR is the Art Room

Common Spaces:	Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
Gymnasium:	Y	1		
Gym Platform/Stage:	N	0		
Multi-purpose:	N	0		
Boys PE Locker Room:	Y	1		PE/Athletic Rooms are the same
Girls PE Locker Room:	Y	1		PE/Athletic Rooms are the same
Non-Binary PE Locker Room:	N	0		
Boys Athletic Locker Room:	N	0		PE/Athletic Rooms are the same not counted in summary, since redundant with PE Locker Room listed above. Changed to "N" and "0" based on the remark. <b>Confirmed.</b>
Girls Athletic Locker Room:	N	0		PE/Athletic Rooms are the same not counted in summary, since redundant with PE Locker Room listed above. Changed to "N" and "0" based on the remark. <b>Confirmed.</b>
Non-Binary Athletic Locker Room:	N	0		
Cafeteria:	Y	1		
Cafeteria Platform/Stage:	Y	1		
Cooking Kitchen:	N	0		
Warming Kitchen:	Y	1		
Library/ MC:	Y	1		

Computer Lab:	Y	1		Currently used as a 2nd grade (ESSER)	based on the remark, I changed to "Y" and "1" and included one computer lab in the space summary, with a notation that it's currently being used as a 2nd Grade ESSER classroom. Please confirm this is correct. Correct! Since students all have their own devices, we may repurpose the room as a makerspace.
Auditorium with Stage:	N	0		Doubles as general music room	I assume this refers to the Platform/Stage off of the Cafeteria is being used for general music instruction? Please confirm.
Other:					
Other:					
Other:					

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
Art:	Y	1	27	Used as a 3rd Grade ESSER CR
Music:	Y	2	27	The other is being used by 1st (ESSER)
Science:	Y	1	27	
World Language:	N	1		Currently being used by ART
STEM/ Maker Space:	Y	0		Has materials in the library
Other:				
Other:				

Changed no. of rooms from "1" to "2" based on the remark and noted on the summary that one music classroom is currently being used as a 1st Gr. ESSER classroom. Please confirm this is correct. Correct!

does the remark mean a room that otherwise would be a WL classroom is currently being used for Art, for a total of 2 Art classrooms? (if yes, I'd change the count for WL classroom to "1" and note the current use as Art)  
OR  
Is there only one room that is counted in the "Art" line item, and "0" for WL as noted? After ESSER, we will have one WL classroom and 1 ART room.

Special Education:	Y/N No. of Classrooms	No. of rooms Enrollment	District Max No. of Students	Remarks
Self-Contained Classrooms:	3	39	36	
Resource Rooms:	Y	3	Unknown	
ESL:	Y	1	Unknown	
Speech:	Y	1	Unknown	It is an office, NOT a classroom
Tutor:	Y	0	Unknown	
Coaches:	Y	2	Unknown	
Other:				
Other:				

See question above related to total number of standard + Self-contained classrooms  
5/13/22: Based on comment above, I included "3", "27" and "36" to reflect 3 self-contained CR's, 27 students currently enrolled in those CR's, based on the remarks above in the grade level classroom lines, with a self-contained SPED CR capacity of 36, based on a max of 12 per classroom. **ROOM 114 has 16 Students enrolled ROOM 112 has 12 Students enrolled and ROOM 111 has 11 Students. There are a total of 39 Students currently enrolled in our 3 self contained classes.**  
5/20: KAM Note to self: Changed the enrollment for self contained classrooms to 39 based on bulleted list above.

Support Spaces:	Y/N	No. of rooms	Remarks
Administrative Suite	Y	5	Suite is on the 2nd floor list any space deficiencies within the suite
Nurse Suite:	Y	3	list any space deficiencies within the suite
School-Based Health Clinic:	N		list any space deficiencies within the suite
Faculty Work Room:	N		list any space deficiencies within the suite

Need Y/N input  
Need Y/N input  
Need Y/N input  
Need Y/N input

**General Comments:**

## New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

ELEMENTARY SCHOOL NAME: Edgewood School

SCHOOL ADDRESS: 737 Edgewood Ave.

PRINCIPAL NAME: Nicholas Perrone

PHONE NO./ EMAIL 475-220-8000

[nicholas.perrone@nhboe.net](mailto:nicholas.perrone@nhboe.net)

Principal cell: 203-507-6689

Grade Level Classrooms:	No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
Pre-K:	0			
Kindergarten:	2	47	40	Assumes each K classroom can support 20 students
First Grade:	2	44	48	Assumes each 1st Gr classroom can support 20 students
Second Grade:	2	49	48	
Third Grade:	2	46	48	
Fourth Grade:	2	46	48	
Fifth Grade:	2	49	48	
PK-8 ONLY Sixth Grade:	2	34	48	
Seventh Grade:	2	39	48	
Eighth Grade:	2	42	48	
Unassigned Classrooms:				

Common Spaces:	Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
Gymnasium:	Y	1	1	Gym is a half court size; it's a full gym when the divider is opened and caf tables are removed
Gym Platform/Stage:	N			
Multi-purpose:	N			
PK-8 ONLY Boys PE Locker Room:	N			
Girls PE Locker Room:	N			
Non-Binary PE Locker Room:	N			
Boys Athletic Locker Room:	N			
Girls Athletic Locker Room:	N			
Non-Binary Athletic Locker Room:	N			
Cafeteria:	N			
Cafeteria Platform/Stage:	Y	1	1/ 4 lunch waves	This is the other half of the gym
Cooking Kitchen:	N			
Warming Kitchen:	Y			
Library/ MC:	Y	2	2	
Computer Lab:	N			
Auditorium with Stage:	N			
Other:				
Other:				
Other:				

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
Art:	Y	1	27	
Music:	Y	1	27	
Science:	Y	1	27	This is a middle school classroom, not a "Special."
World Language:	Y	1	27	This is located in the library space
STEM/ Maker Space:	N			

Special Education:	Y/N	No. of rooms	District Max No. of Students	Remarks
Self-Contained Classrooms:	N			
Resource Rooms:	Y	2	6	
ESL:	Y	n/a		We use the hallway for our MLL groups.
Speech:	Y	1	14	We use our conference room or support services.
Tutor:	Y	n/a	8	We use the hallways for tutoring groups.
Coaches:	Y	1	4	Lit & Math coaches share the same office
Other:	Y	1	4	School social worker has an office
Other:				

Support Spaces:	Y/N	No. of rooms		Remarks
Administrative Suite	Y	3	n/a	Not enough storage
Nurse Suite:	Y	2	4	
School-Based Health Clinic:	N			list any space deficiencies within the suite
Faculty Work Room:	Y	1	n/a	This is a combined work room and lunch/break space.

General Comments:
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Our school has a lack of space needed for the number of programs we attempt to offer. We make due in creative ways to accommodate our needs. Our building was remodeled in 1999 and it needs significant maintenance updates and repairs. There are both IDEA (special education law) and safety updates that are most pressing.

New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the yellow cells with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

High SCHOOL NAME: ESUMS  
 SCHOOL ADDRESS: 500 Boston Post Road  
 SCHOOL SCHEDULE: 8  
 PRINCIPAL NAME: Medria Blue PHONE NO./ EMAIL: 475-220-6000

General Classrooms:	No. of Courses	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
Language Arts/ English:		Grade 9: 95	88	High school classes are not scheduled by grade level
Math:	10	Grade 10: 98	88	For example we offer algebra, geometry, alg 2, pre-cal, cal, statistics, AP statistic, AP cal A/b, AP cal BC
Social Studies:	5	Grade 11: 72	88	We also offer AP macro economics in the math department
World Language:		Grade 12:62	88	
Science	9	327	352	We are predict that we will have at least 347 students because our lowest enrollment is in grade 12
Engineering				
Technology				High school teachers share classrooms, so all
Unassigned Classrooms:	0			All classrooms are assigned; World Language is on a car/has no permanent room
Other:				Some conference rooms have been converted to classrooms
Other:				

Common Spaces:	Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
Gymnasium:	Y	1		shared by ESUMS middle and high school
Multi-purpose:	n			
Boys PE Locker Room:	Y	1		
Girls PE Locker Room:	Y	1		
Non-Binary PE Locker Room:	n			
Boys Athletic Locker Room:	n			
Girls Athletic Locker Room:	n			
Non-Binary Athletic Locker Room:	n			
Cafeteria:	Y	1		
Cooking Kitchen:	n			
Warming Kitchen:	Y	1		
Library/ MC:	n			
Computer Lab:	n			
Auditorium with Stage:	n			
Other:				

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
2D-Art:	Y	1		All special spaces are shared by the 600 students enrolled at ESUMS;
3D-Art	n			264 middle school students have classes in the special spaces
Graphic Arts/ Computer Lab:	n			
Ceramics:	n			
Choral:	n			
Band:	Y	1		
Orchestra:	n			
General Music:	Y	1		
MIDI Lab (Keyboards):	n			
STEM/ Maker Space:	Y	1		
Health Classroom:	Y	1		
CTE/ Pathway Space:	n			Indicate CTE/Pathway space name
CTE/ Pathway Space:	n			Indicate CTE/Pathway space name
CTE/ Pathway Space:	n			Indicate CTE/Pathway space name
CTE/ Pathway Space:	n			Indicate CTE/Pathway space name
Other:				

Special Education:	Y/N	No. of rooms	District Max No. of Students	Remarks
Self-Contained Classrooms:	N			1 middle school resource teacher; 2 hS resource t
Resource Rooms: (pull-out instruction)	Y	1		
ESL/ Bi-Lingual Classroom:	N			
OT/PT Room:	N			
Life Skills Classroom/ Lab:	N			Indicate if separate lab and classrooms
Speech:				
Tutor:	N			
Coaches:	Y	1		1 instructional coach
Other:				
Other:				

Support Spaces:	Y/N	No. of rooms	Remarks
Administrative Suite	Y		list any space deficiencies within the suite
Nurse Suite:	Y		list any space deficiencies within the suite
School-Based Health Clinic:	N		list any space deficiencies within the suite
Guidance Suite:	Y		list any space deficiencies within the suite
Faculty Work Room:	Y		list any space deficiencies within the suite

General Comments:



## New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

ELEMENTARY SCHOOL NAME:	Fair Haven
SCHOOL ADDRESS:	164 Grand Avenue
PRINCIPAL NAME:	Monica Morales
PHONE NO./ EMAIL	475-220-2600 <a href="mailto:monica.morales@new-haven.k12.ct.us">monica.morales@new-haven.k12.ct.us</a>

Grade Level Classrooms:	No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
Pre-K:	2	28	32	Assumes each PK room can support 16 students
Kindergarten:	4	68	104	
First Grade:	4	78	104	
Second Grade:	4	77	108	
Third Grade:	4	87	108	
Fourth Grade:	4	67	108	
Fifth Grade:	4	72	108	
PK-8 ONLY Sixth Grade:	4	91	108	
Seventh Grade:	4	96	108	
Eighth Grade:	4	98	108	
Unassigned Classrooms:	2			2-Read 180 are pull out student services, Rotate periods class size varies
	2	44	44	2-Newcomer classrooms, Assumes each can support 22 students

Common Spaces:	Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
Gymnasium:	Y	1	5-6 classes per day	
Gym Platform/Stage:	N			
Multi-purpose:	N			
PK-8 ONLY Boys PE Locker Room:	Y	1		Not used during day
Girls PE Locker Room:	Y	1		Not used durind day
Non-Binary PE Locker Room:	N			
Boys Athletic Locker Room:	N			
Girls Athletic Locker Room:	N			
Non-Binary Athletic Locker Room:	N			
Cafeteria:	Y	1	5 lunch waves	
Cafeteria Platform/Stage:	N			
Cooking Kitchen:	Y	1		
Warming Kitchen:				
Library/ MC:	Y	3		
Computer Lab:	Y	2		
Auditorium with Stage:	Y	1		Needs repairs
Other:				
Other:				
Other:				

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
Art:	Y	3	26-27 per period	Grade level dependent
Music:	Y	2	26-27 per period	Grade level dependent
Science:	Y	3	26-27 per period	Grade level dependent
World Language:	Y	1	26-27 per period	Grade level dependent
STEM/ Maker Space:	Y	1	26-27 per period	Grade level dependent
Other:	Digital Arts	1	26-27 per period	Grade level dependent
Other:				

<b>Special Education:</b>	<b>Y/N</b>	<b>No. of rooms</b>	<b>District Max No. of Students</b>	<b>Remarks</b>
Self-Contained Classrooms:	Y	2		
Resource Rooms:	Y	4		
ESL:	Y	3		
Speech:	Y	1		
Tutor:	Y	1		
Coaches:	Y	2		
Other:	School Psychologist	1		
Other:	School Social Worker	1		

<b>Support Spaces:</b>	<b>Y/N</b>	<b>No. of rooms</b>		<b>Remarks</b>
Administrative Suite	Y	2		
Nurse Suite:	Y	1		
School-Based Health Clinic:	Y	1		
Faculty Work Room:	Y	1		
Support Staff Suite		4		

**General Comments:**

## New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

ELEMENTARY SCHOOL NAME:	FAME
SCHOOL ADDRESS:	255 Blatchley Avenue
PRINCIPAL NAME:	Marisol Rodriguez
PHONE NO./ EMAIL:	475-220-2500/marisol.rodriguez@new-haven.k12.ct.us

Grade Level Classrooms:	No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks - Please refer to Google link below for need for individual classrooms and building
Pre-K:	2	25	40	Assumes each PK classroom can support 16 students
Kindergarten:	2	46	52	Assumes each K classroom can support 26 students
First Grade:	3	42	52	Assumes each 1st Gr classroom can support 26 students (we have a grade 1/2 split because of ESSER teachers which ends at end of 2023 school year... max # of 1st graders is 52)
Second Grade:	3	43	52	Assumes each 2nd Gr classroom can support 26 students (we have a grade 1/2 split because of ESSER teachers which ends at end of 2023 school year... max # of 2nd graders is 52)
Third Grade:	2	43	54	Assumes each 3rd Gr classroom can support 27 students
Fourth Grade:	2	46	54	Assumes each 4th Gr classroom can support 27 students
Fifth Grade:	2	52	54	Assumes each 5th Gr classroom can support 27 students
Sixth Grade:	2	54	54	Assumes each 6th Gr classroom can support 27 students
Seventh Grade:	2	47	54	Assumes each 7th Gr classroom can support 27 students
Eighth Grade:	2	54	54	Assumes each 8th Gr classroom can support 27 students
Unassigned Classrooms:				

Common Spaces:	Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
Gymnasium:	Y	1	5-6 classes	Please refer to Google link below,
Gym Platform/Stage:	Y	1		Please refer to Google link below,
Multi-purpose:	N			Please refer to Google link below,
Boys PE Locker Room:	Y	1		Please refer to Google link below,
Girls PE Locker Room:	Y	1		Please refer to Google link below,
Non-Binary PE Locker Room:	N	0		Please refer to Google link below,
Boys Athletic Locker Room:	Y	1		Please refer to Google link below,
Girls Athletic Locker Room:	Y	1		Please refer to Google link below,
Non-Binary Athletic Locker Room:	N	0		Please refer to Google link below,
Cafeteria:	Y	1	4 lunch waves	Please refer to Google link below,
Cafeteria Platform/Stage:	Y	1		Please refer to Google link below,
Cooking Kitchen:	Y	1		Please refer to Google link below,
Warming Kitchen:	N	0		Please refer to Google link below,
Library/ MC:	Y	1		Please refer to Google link below,
Computer Lab:	N	1		using as a classroom for ESSER teacher
Auditorium with Stage:	N			
Other:				
Other:				
Other:				

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
Art:	Y	1	27 students per class	traps under both sinks have no seal. They overflow and smell., hot water brown, handles on cabinets are off.
Music:	Y	1		Currently using as ESSER classroom
Science:	Y	1	27 students per class	needs updating - tables falling apart, sink in the back does not always work, evidence of rodents in store room, safety shower either needs to be seriously flushed or there is a plumbing issue because the water is brown and smells like sewage, can't flush it however because of the lack of adequate drainage, eye wash station in science room needs to be cleaned
World Language:	Y	1	12	small room
STEM/ Maker Space:	N	0		
Other:				
Other:				

Special Education:	Y/N	No. of rooms	District Max No. of Students	Remarks
Self-Contained Classrooms:	N			<b>Please refer to Google link below,</b>
Resource Rooms:	Y			Suites officers are shared by support staff,
ESL:	Y	1	8	small room
Speech:	N			shares office with school psychologist
Tutor:	N			use library or hallways
Coaches:	Y	1		math/literacy room share small space
Other:				
Other:				

Support Spaces:	Y/N	No. of rooms	District Max No. of Students	Remarks
Administrative Suite	Y			<b>Please refer to Google link below,</b>
Nurse Suite:	Y			<b>Please refer to Google link below</b>
School-Based Health Clinic:	N			
Faculty Work Room:	Y			<b>Please refer to Google link below</b>

General Comments:
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Please use the link below to see individual classroom and building repairs.

<https://docs.google.com/spreadsheets/d/1f6BXaB3eFn6frz8PRCvABCN7VWEAtJKICfkuOErpx18/edit#gid=0>

<https://docs.google.com/spreadsheets/d/1f6BXaB3eFn6frz8PRCvABCN7VWEAtJKICfkuOErpx18/edit#gid=C>

New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

ELEMENTARY SCHOOL NAME: Hill Central School  
 SCHOOL ADDRESS: 140 Dewitt Street  
 PRINCIPAL NAME: Jaime Ramos PHONE NO./ EMAIL: (475)220-6100 [jaime.ramos@new-haven.k12.ct.us](mailto:jaime.ramos@new-haven.k12.ct.us)

Grade Level Classrooms:		No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
PK-8 ONLY	Pre-K:	2	29	52	
	Kindergarten:	2	47	52	
	First Grade:	3	43	52	*1 ESSER
	Second Grade:	2	47	52	
	Third Grade:	3	43	54	*1 ESSER
	Fourth Grade:	2	41	54	
	Fifth Grade:	2	43	54	
	Sixth Grade:	2	52	54	
	Seventh Grade:	2	51	54	
	Eighth Grade:	2	53	54	
	Unassigned Classrooms:				

Common Spaces:		Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
PK-8 ONLY	Gymnasium:	Y	1	6	
	Gym Platform/Stage:	Y	1	6	Shared with cafeteria
	Multi-purpose:	N			
	Boys PE Locker Room:	Y	1	6	
	Girls PE Locker Room:	Y	1	6	
	Non-Binary PE Locker Room:	N			
	Boys Athletic Locker Room:	N			
	Girls Athletic Locker Room:	N			
	Non-Binary Athletic Locker Room:	N			
	Cafeteria:	Y	1	4	
	Cafeteria Platform/Stage:	1	1	4	Shared with cafeteria
	Cooking Kitchen:	1	1	4	
	Warming Kitchen:	1	1	4	
	Library/ MC:	1	1	5	This space is shared by several tutors and teachers including World Language, TAG, Vision tutors, academic tutors and Occupational Therapy
	Computer Lab:	1	1	1	Used as a classroom
	Auditorium with Stage:	N	1	1	Used for lunch waves
	Other:				
Other:					
Other:					

<b>Specials:</b>	<b>Y/N</b>	<b>No. of rooms</b>	<b>District Max No. of Students</b>	<b>Remarks</b>
Art:	Y	1	27	*27 per class; 6 classes per day
Music:	y	1	27	*27 per class; 6 classes per day
Science:				Classrooms are available for general science classes; there is no additional space
World Language:	N			Teacher is using the library as ESSER teachers were assigned to this space
STEM/ Maker Space:	N			
Other:				
Other:				

<b>Special Education:</b>	<b>Y/N</b>	<b>No. of rooms</b>	<b>District Max No. of Students</b>	<b>Remarks</b>
Self-Contained Classrooms:	N			
Resource Rooms:	Y	3	*27	*per class
ESL:	Y	1	*27	*per class
Speech:	Y	0.5	*27	*per class
Tutor:	Y	0		Library and back of classrooms are used
Coaches:	Y	0.5		One office is shared for coaches
Other:				
Other:				

<b>Support Spaces:</b>	<b>Y/N</b>	<b>No. of rooms</b>		<b>Remarks</b>
Administrative Suite	Y	1		list any space deficiencies within the suite
Nurse Suite:	Y	1		list any space deficiencies within the suite
School-Based Health Clinic:	Y	3		list any space deficiencies within the suite
Faculty Work Room:	Y	1		list any space deficiencies within the suite

<b>General Comments:</b>

## New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

<b>HIGH SCHOOL NAME:</b>	James Hillhouse High School	<b>PHONE NO./ EMAIL:</b>	475-220-7500 office	<a href="mailto:mark.sweeting@new-haven.k12.ct.us">mark.sweeting@new-haven.k12.ct.us</a>
<b>SCHOOL ADDRESS:</b>	480 Sherman Parkway			
<b>SCHOOL SCHEDULE:</b>	4x4 Block			
<b>PRINCIPAL NAME:</b>	Mark Sweeting			

General Classrooms:	No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
Language Arts/ English:	13	583	125 per teacher	
Math:	13	605	125 per teacher	
Social Studies:	12	376	125 per teacher	
World Language:	8	295	125 per teacher	
Physics Class/Lab:	1	59	125 per teacher	Same room
Earth Science Class/Lab:	4	430	125 per teacher	Same room
Biology Class/Lab:	3	342	125 per teacher	Same room
Chemistry Class/Lab:	2	278	125 per teacher	Same room
Unassigned Classrooms:	0			
EL supports	5	177	125 per teacher	
Other:				

Common Spaces:	Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
Gymnasium:	Yes	1		
Multi-purpose:	No			
Boys PE Locker Room:	Yes	1		
Girls PE Locker Room:	Yes	1		
Non-Binary PE Locker Room:	No			
Boys Athletic Locker Room:	No			
Girls Athletic Locker Room:	No			
Non-Binary Athletic Locker Room:	No			
Cafeteria:	Yes	1	3	
Cooking Kitchen:	Yes	1		
Warming Kitchen:	No			
Library/ MC:	Yes	1		
Computer Lab:	No			
Auditorium with Stage:	Yes	1		
Other:				
Other:				
Other:				

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
2D-Art:	Yes	1	125	
3D-Art	No		125	
Graphic Arts/ Computer Lab:	Yes	1	125	
Ceramics:	No		125	
Choral:	No		125	
Band:	Yes	1	125	
Orchestra:	No		125	
General Music:	No		125	
MIDI Lab (Keyboards):	No		125	
STEM/ Maker Space:	No		125	
Health Classroom:	Yes	2	125	
CTE/ Pathway Space:	Yes	2	125	Culinary

CTE/ Pathway Space:	Yes	3	125	Business
CTE/ Pathway Space:	Yes	2	125	Manufacturing
CTE/ Pathway Space:	Yes	2	125	Construction

Special Education:	Y/N	No. of rooms	District Max No. of Students	Remarks
Self-Contained Classrooms:	Yes	1	10	
Resource Rooms: (pull-out instruction)	Yes	6	15	
ESL/ Bi-Lingual Classroom:	Yes	5		See EL Supports above, reported I SPED support section of summary
OT/PT Room:	No			
Life Skills Classroom/ Lab:	Yes	2		Two classrooms
Speech:	Yes	1		
Tutor:	No			
Coaches:	No			
Other:				
Other:				

Support Spaces:	Y/N	No. of rooms	Remarks
Administrative Suite	Y		This space has a principal's office, two conference rooms and staff bathrooms
Nurse Suite:	Y		list any space deficiencies within the suite
School-Based Health Clinic:	Y		list any space deficiencies within the suite
Guidance Suite:	N		individual offices, not together in a traditional suite
Faculty Work Room:	Y	3	One on each floor, these rooms are small and have staff bathrooms and beverage vending.

#### General Comments:

These were the issues that were identified by the NEASC commission. Concerns include, but are not limited to:

- stained and wet ceiling tiles that sometimes drop onto the floor in classrooms and hallways, and missing tiles on every floor of the school, exposing ducts and wires
- soundproofing in the auditorium that is falling off
- cracked or loose rubber nosing on the edge of the stairs making it a danger for falls or catching a heel
- standing water on the roof in more than one place after rainfall
- roof leaks in several locations causing buckets to be placed in classrooms and hallways for heavy waterflow when it rains, and puddling
- leaks from unknown sources
- condensate drain pans from the heating, ventilation, and air conditioning (HVAC) system that leak water
- temperature extremes and fluctuations caused by the HVAC system
- air handling units that are at the end-of-life
- non-functioning magnetized fire doors that are either shut or need to be propped open with a door stop and will not close automatically during a fire
- some of the outside doors, even when locked, can be pulled open
- paint needed in many areas
- a few outside windows that are cracked, and one missing from a corridor door
- missing floor tiles all over the school and some uneven flooring from patches
- a section of the gym floor damaged due to roof leaks
- some of the bathroom doors do not close properly
- toilets and urinals that are out of service
- non-functioning classroom lights caused by water damage
- clocks, bells, and the public address system need replacement
- repairs submitted to the district that are not completed in a timely manner
- locker doors and tops that are missing, broken, and/or dented
- multiple outlets protruding from the floor in one of the culinary rooms requiring buckets to cover them as a makeshift safety precaution



New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the **remarks** column.

<b>ELEMENTARY SCHOOL NAME:</b>	Worthington Hooker		
<b>SCHOOL ADDRESS:</b>	691 Whitney Ave		
	Margaret Mary		
<b>PRINCIPAL NAME:</b>	Gethings	<b>PHONE NO./ EMAIL:</b>	475-220-7200

Grade Level Classrooms:		No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
PK-8 ONLY	Pre-K:				
	Kindergarten:				
	First Grade:				
	Second Grade:				
	Third Grade:	2	42	54	
	Fourth Grade:	2	41	54	
	Fifth Grade:	2	44	54	
	Sixth Grade:	2	43	54	
	Seventh Grade:	2	46	54	
	Eighth Grade:	2	33	54	
Unassigned Classrooms:					

Common Spaces:		Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
PK-8 ONLY	Gymnasium:	Y	1	16	
	Gym Platform/Stage:	N			
	Multi-purpose:	N			
	Boys PE Locker Room:	N			
	Girls PE Locker Room:	N			
	Non-Binary PE Locker Room:	Y	1		
	Boys Athletic Locker Room:	N			
	Girls Athletic Locker Room:	N			
	Non-Binary Athletic Locker Room:	Y			
	Cafeteria:	Y	1	3	
Cafeteria Platform/Stage:	N				
Cooking Kitchen:	Y	1			
Warming Kitchen:	Y	1			
Library/ MC:	Y	1	16		
Computer Lab:	N		0		
Auditorium with Stage:	Y	1	16		
Other:					
Other:					
Other:					

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
Art:	Y	1		
Music:	Y	1		
Science:	Y	1		
World Language:	Y	1		
STEM/ Maker Space:	Y	1		
Other:				
Other:				

Special Education:	Y/N	No. of rooms	District Max No. of Students	Remarks
Self-Contained Classrooms:	N			
Resource Rooms:	Y	1		
ESL:	Y	1		
Speech:	Y	1		
Tutor:	Y	1		
Coaches:	Y	1		
Other:				
Other:				

Support Spaces:	Y/N	No. of rooms	Remarks
Administrative Suite			list any space deficiencies within the suite
Nurse Suite:			list any space deficiencies within the suite
School-Based Health Clinic:			list any space deficiencies within the suite
Faculty Work Room:			list any space deficiencies within the suite

<b>General Comments:</b>

New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the yellow cells with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

<b>ELEMENTARY SCHOOL NAME:</b>	Worthington Hooker School	<b>PHONE NO./ EMAIL</b>	475-220-3700	<a href="mailto:Jenny.Clarino@new-haven.k12.ct.us">Jenny.Clarino@new-haven.k12.ct.us</a>
<b>SCHOOL ADDRESS:</b>	180 Canner St.			
<b>PRINCIPAL NAME:</b>	Margaret Mary Gettings			

Grade Level Classrooms:		No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
PK-8 ONLY	Pre-K:				
	Kindergarten:	2	44	52	
	First Grade:	2	41	54	
	Second Grade:	2	45	54	
	Third Grade:				
	Fourth Grade:				
	Fifth Grade:				
	Sixth Grade:				
	Seventh Grade:				
	Eighth Grade:				
	Unassigned Classrooms:				

Common Spaces:		Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
	Gymnasium:	N			Café is utilized as gym
	Gym Platform/Stage:	N			
	Multi-purpose:	N			
PK-8 ONLY	Boys PE Locker Room:	N			
	Girls PE Locker Room:	N			
	Non-Binary PE Locker Room:	N			
	Boys Athletic Locker Room:	N			
	Girls Athletic Locker Room:	N			
	Non-Binary Athletic Locker Room:	N			
	Cafeteria:	Y	1	3 Lunch waves	
Cafeteria Platform/Stage:	N				
Cooking Kitchen:	Y	1			
Warming Kitchen:	Y	1			
Library/ MC:	Y	1			
Computer Lab:	N				
Auditorium with Stage:	N				
Other:					
Other:					
Other:					

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
Art:	Y	1	27	
Music:	Y	1	N/A	
Science:	N			
World Language:	N			
STEM/ Maker Space:	N			
Other:				
Other:				

Special Education:	Y/N	No. of rooms	District Max No. of Students	Remarks
Self-Contained Classrooms:	N			
Resource Rooms:	Y	1		
ESL:	Y	1		
Speech:	N	0		
Tutor:	Y	1		
Coaches:	Y	1		Teacher's Resource Room
Other:				
Other:				

Support Spaces:	Y/N	No. of rooms	Remarks
Administrative Suite	Y		
Nurse Suite:	Y		
School-Based Health Clinic:	N		
Faculty Work Room:	Y		no working refridgerator

General Comments:

New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

ELEMENTARY SCHOOL NAME: John C. Daniels  
 SCHOOL ADDRESS: 569 Congress Ave.  
 PRINCIPAL NAME: Tina K. Mitchell PHONE NO./ EMAIL: 475-220-3600 [tina.mitchell@new-haven.k12.ct.us](mailto:tina.mitchell@new-haven.k12.ct.us)

Grade Level Classrooms:		No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
PK-8 ONLY	Pre-K:	4	73	80	
	Kindergarten:	2	46	52	
	First Grade:	2	47	52	
	Second Grade:	2	44	52	
	Third Grade:	2	49	54	
	Fourth Grade:	2	50	54	
	Fifth Grade:	2	45	54	
	Sixth Grade:	2	41	54	
	Seventh Grade:	2	49	54	
	Eighth Grade:	2	41	54	
Unassigned Classrooms:					

Common Spaces:		Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
PK-8 ONLY	Gymnasium:	Y	1	7	
	Gym Platform/Stage:	N	0		
	Multi-purpose:	N	0		
	Boys PE Locker Room:	Y	1		
	Girls PE Locker Room:	Y	1		
	Non-Binary PE Locker Room:	N	0		
	Boys Athletic Locker Room:	N	0		
	Girls Athletic Locker Room:	N	0		
	Non-Binary Athletic Locker Room:	N	0		
	Cafeteria:	Y	1	7	
Cafeteria Platform/Stage:	N	0			
Cooking Kitchen:	Y	1			
Warming Kitchen:	Y	1			
Library/ MC:	Y	1	5		
Computer Lab:	N	0			
Auditorium with Stage:	Y	1	7	Band classes are taught in the auditorium	
Other:					
Other:					
Other:					

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
Art:	Y	1	27	
Music:	Y	1	27	Music room being used as ESSER class
Science:	Y	2		Per OSHA
World Language:	Y	1	20	She has an office, but classes are held in the students' homeroom.
STEM/ Maker Space:	N	0	0	
Other:				
Other:				

<b>Special Education:</b>	<b>Y/N</b>	<b>No. of rooms</b>	<b>District Max No. of Students</b>	<b>Remarks</b>
Self-Contained Classrooms:	N	0		
Resource Rooms:	Y	3	6	
ESL:	Y	1	6	small space
Speech:	Y	1	3	
Tutor:	Y	1	6	
Coaches:	Y	4	2	Office spaces
Other:				
Other:				

<b>Support Spaces:</b>	<b>Y/N</b>	<b>No. of rooms</b>	<b>Remarks</b>
Administrative Suite	Y	6	list any space deficiencies within the suite
Nurse Suite:	Y	2	list any space deficiencies within the suite
School-Based Health Clinic:	N	0	list any space deficiencies within the suite
Faculty Work Room:	Y	1	list any space deficiencies within the suite

<b>General Comments:</b>

New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

ELEMENTARY SCHOOL NAME: Jepson Magnet School

SCHOOL ADDRESS: 15 Lexington Ave

PRINCIPAL NAME: Lesley Stancarone

PHONE NO./ EMAIL: 475.220-2910

Lesley.Stancarone@new-haven.k12.ct.us

Grade Level Classrooms:		No. of Classrooms	2022-23 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
PK-8 ONLY	Pre-K:	3	61	60	Assumes each PK classroom can support 16 students
	Kindergarten:	2	49	52	Assumes each K classroom can support 20 students
	First Grade:	2	44	52	Assumes each 1st Gr classroom can support 20 students
	Second Grade:	2	45	52	
	Third Grade:	2	50	52	
	Fourth Grade:	2	53	52	
	Fifth Grade:	2	54	52	
	Sixth Grade:	2	46	52	
	Seventh Grade:	2	45	54	
	Eighth Grade:	2	54	54	
Unassigned Classrooms:					

Common Spaces:		Y/N	No. of rooms	stations/ lunch	Remarks
PK-8 ONLY	Gymnasium:	Yes	0		
	Gym Platform/Stage:	No	0		
	Multi-purpose:	No	0		
	Boys PE Locker Room:	Yes	1		
	Girls PE Locker Room:	Yes	1		
	Non-Binary PE Locker Room:	No			
	Boys Athletic Locker Room:	Yes	1		
	Girls Athletic Locker Room:	Yes	1		
	Room:	No			
	Cafeteria:	Yes	1	4	
	Cafeteria Platform/Stage:	Yes	1	1	
	Cooking Kitchen:	Yes	1		
	Warming Kitchen:	No	0		
	Library/ MC:	Yes	1	1	
	Computer Lab:	No	0		
Auditorium with Stage:					
Other:					
Other:					
Other:					

Specials:		Y/N	No. of rooms	Students	Remarks
Art:		Yes	1		
Music:		Yes	1		
Science:		Yes	1		
World Language:		Yes	1		
STEM/ Maker Space:		No			
Other:					
Other:					

Special Education:	Y/N	No. of rooms	Students	Remarks
Self-Contained Classrooms:	No			
Resource Rooms:	Yes	3		
ESL:	Yes	1		
Speech:	Yes	1		
Tutor:	Yes	2		
Coaches:	Yes	3		Literacy, Math, Magnet
Other:				
Other:				

Support Spaces:	Y/N	No. of rooms		Remarks
Administrative Suite	Yes			list any space deficiencies within the suite
Nurse Suite:	Yes			list any space deficiencies within the suite
School-Based Health Clinic:	No			list any space deficiencies within the suite
Faculty Work Room:	Yes	3		list any space deficiencies within the suite

**General Comments:**



## New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

ELEMENTARY SCHOOL NAME: **EXAMPLE**  
 SCHOOL ADDRESS:   
 PRINCIPAL NAME: **Tessa Gumbs-Johnson** PHONE NO./ EMAIL: **475-220-2700** [Tessa.Gumbs-Johnson@new-haven.k12.ct.us](mailto:Tessa.Gumbs-Johnson@new-haven.k12.ct.us)

Grade Level Classrooms:		No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
PK-8 ONLY	Pre-K:	2 (3)	30	32	Assumes each PK classroom can support 16 students
	Kindergarten:	2	36	40	Assumes each K classroom can support 20 students
	First Grade:	2	42	48	Assumes each 1st Gr classroom can support 20 students
	Second Grade:	2	45	48	
	Third Grade:	2	44	48	
	Fourth Grade:	2	45	48	
	Fifth Grade:	2	48	48	
	Sixth Grade:	2	47	48	
	Seventh Grade:	2	48	48	
	Eighth Grade:	2	48	48	
Unassigned Classrooms:		0			

Common Spaces:		Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
PK-8 ONLY	Gymnasium:	Y	1		
	Gym Platform/Stage:	Y	1	Mezzanine	
	Multi-purpose:				
	Boys PE Locker Room:	Y	1		
	Girls PE Locker Room:	Y	1		
	Non-Binary PE Locker Room:	N	No		
	Boys Athletic Locker Room:				What is the difference between the two??
	Girls Athletic Locker Room:				
	Non-Binary Athletic Locker Room:	N			
	Cafeteria:	Y	1		
	Cafeteria Platform/Stage:	N			
	Cooking Kitchen:	Y	1		
	Warming Kitchen:	Y	1		
	Library/ MC:	Y	1		
	Computer Lab:	Y	1		
	Auditorium with Stage:	Y	1		
	Other:				
Other:					
Other:					

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
Art:	Y	1	27	
Music:	Y	1	27	
Science:	Y	1	27	
World Language:	Y	2	27	
STEM/ Maker Space:	Y	1	27	
Other:				
Other:				

<b>Special Education:</b>	<b>Y/N</b>	<b>No. of rooms</b>	<b>District Max No. of Students</b>	<b>Remarks</b>
Self-Contained Classrooms:	N			
Resource Rooms:	Y	2	10	
ESL:	Y	1	10	
Speech:	Y	1	10	
Tutor:	Y	none		
Coaches:	Y	2	10	
Other:				
Other:				

<b>Support Spaces:</b>	<b>Y/N</b>	<b>No. of rooms</b>		<b>Remarks</b>
Administrative Suite	N	0		list any space deficiencies within the suite
Nurse Suite:	Y	1		list any space deficiencies within the suite
School-Based Health Clinic:	Y	1		list any space deficiencies within the suite
Faculty Work Room:	Y	1		list any space deficiencies within the suite

<b>General Comments:</b>

New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

<b>ELEMENTARY SCHOOL NAME:</b>	Lincoln Bassett	<b>PHONE NO./ EMAIL</b>	475.220.8500	<a href="mailto:Rosalind.Garcia@nhboe.net">Rosalind.Garcia@nhboe.net</a>
<b>SCHOOL ADDRESS:</b>	130 Bassett St.			
<b>PRINCIPAL NAME:</b>	Rosalind Garcia			

Grade Level Classrooms:		No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
PK-8 ONLY	Pre-K:	3	45	60	
	Kindergarten:	2	45	48	
	First Grade:	3	32	72	
	Second Grade:	3	45	72	
	Third Grade:	3	43	72	
	Fourth Grade:	2	46	48	
	Fifth Grade:	2	38	48	
	Sixth Grade:	2	28	48	
	Seventh Grade:				
	Eighth Grade:				
Unassigned Classrooms:		1	11	12	SPED Self-Contained

Common Spaces:		Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
PK-8 ONLY	Gymnasium:	Y	1		
	Gym Platform/Stage:	N			
	Multi-purpose:	N			
PK-8 ONLY	Boys PE Locker Room:	Y	1		
	Girls PE Locker Room:	Y	1		
	Non-Binary PE Locker Room:	N			
	Boys Athletic Locker Room:	N			
	Girls Athletic Locker Room:	N			
	Non-Binary Athletic Locker Room:	N			
	Cafeteria:	Y	1	3	
	Cafeteria Platform/Stage:	N			
	Cooking Kitchen:	N			
	Warming Kitchen:	Y	1		
	Library/ MC:	Y	1		Serves as a STEM Lab
Computer Lab:	Y	1			
Auditorium with Stage:	Y	1			
Other:					
Other:					
Other:					

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
Art:	Y	1		
Music:	Y	1		
Science:	Y	1		
World Language:	N			
STEM/ Maker Space:	Y	1		
Other:				
Other:				

Special Education:	Y/N	No. of rooms	District Max No. of Students	Remarks
Self-Contained Classrooms:	Y	1		
Resource Rooms:	Y	3		
ESL:	N			
Speech:	Y			
Tutor:	Y	1		
Coaches:	Y	2		
Other:				
Other:				

Support Spaces:	Y/N	No. of rooms		Remarks
Administrative Suite	Y			list any space deficiencies within the suite
Nurse Suite:	Y			list any space deficiencies within the suite
School-Based Health Clinic:	Y			list any space deficiencies within the suite
Faculty Work Room:	Y	1		list any space deficiencies within the suite

<b>General Comments:</b>

## New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

<b>ELEMENTARY SCHOOL NAME:</b>	John S. Martinez School		
<b>SCHOOL ADDRESS:</b>	100 James Street		
<b>PRINCIPAL NAME:</b>	Mr. Luis Menacho	<b>PHONE NO./ EMAIL</b>	475-220-2000 <a href="mailto:luis.menacho@new-haven.k12.ct.us">luis.menacho@new-haven.k12.ct.us</a>

Grade Level Classrooms:		No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
PK-8 ONLY	Pre-K:	3	34	51	(2 rms) one room not filled
	Kindergarten:	2	42	52	
	First Grade:	2	47	52	
	Second Grade:	2	49	52	
	Third Grade:	2	56	54	
	Fourth Grade:	2	51	54	
	Fifth Grade:	2	51	54	
	Sixth Grade:	2	51	54	
	Seventh Grade:	2	54	54	
	Eighth Grade:	2	53	54	
Unassigned Classrooms:					

Common Spaces:		Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
PK-8 ONLY	Gymnasium:	Y	1		
	Gym Platform/Stage:	Y	1		
	Multi-purpose:	N	0		
	Boys PE Locker Room:	Y	1		
	Girls PE Locker Room:	Y	1		
	Non-Binary PE Locker Room:	N	0		
	Boys Athletic Locker Room:	N	0		
	Girls Athletic Locker Room:	N	0		
	Non-Binary Athletic Locker Room:	N	0		
	Cafeteria:	Y	1		
Cafeteria Platform/Stage:	Y	1			
Cooking Kitchen:	N	0			
Warming Kitchen:	Y	1			
Library/ MC:	Y	1			
Computer Lab:	N	0			
Auditorium with Stage:	N	0			
Other:					
Other:					
Other:					

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
Art:	Y	1		
Music:	Y	1		
Science:	Y	1		
World Language:	Y	1		
STEM/ Maker Space:	Y	1		
Other:				
Other:				

<b>Special Education:</b>	<b>Y/N</b>	<b>No. of rooms</b>	<b>District Max No. of Students</b>	<b>Remarks</b>
Self-Contained Classrooms:	N	0		
Resource Rooms:	Y	2		
ESL:	Y	1		
Speech:	Y	1		
Tutor:	N	0		
Coaches:	Y	1		
Other:				
Other:				

<b>Support Spaces:</b>	<b>Y/N</b>	<b>No. of rooms</b>	<b>Remarks</b>
Administrative Suite	Y	1	list any space deficiencies within the suite
Nurse Suite:	Y	1	list any space deficiencies within the suite
School-Based Health Clinic:	Y	1	list any space deficiencies within the suite
Faculty Work Room:	Y	1	list any space deficiencies within the suite

<b>General Comments:</b>

New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the yellow cells with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

ELEMENTARY SCHOOL NAME: Mauro-Sheridan  
 SCHOOL ADDRESS: 191 Fountain Street  
 PRINCIPAL NAME: Sandy Kaliszewski PHONE NO./ EMAIL: 475-220-2810 sandy.kaliszewski@new-haven.k12.ct.us

Grade Level Classrooms:		No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
PK-8 ONLY	Pre-K:	3	53	60	
	Kindergarten:	2	42	52	
	First Grade:	3	44	52	Size reduced via Esser Grant 2yr
	Second Grade:	3	50	54	Size reduced via Esser Grant 2yr
	Third Grade:	3	53	54	Size reduced via Esser Grant 2yr
	Fourth Grade:	2	46	54	
	Fifth Grade:	2	52	54	
	Sixth Grade:	2	47	54	
	Seventh Grade:	3	66	81	
	Eighth Grade:	3	63	81	
Unassigned Classrooms:		1			Read 180

Common Spaces:		Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
PK-8 ONLY	Gymnasium:	Yes	1	6 classes	Two teachers use gym full day
	Gym Platform/Stage:	Yes	1	3-4 classes	Theater sometimes uses stage
	Multi-purpose:				
	Boys PE Locker Room:	Yes	1		
	Girls PE Locker Room:	Yes	1		
	Non-Binary PE Locker Room:				
	Boys Athletic Locker Room:				
	Girls Athletic Locker Room:				
	Non-Binary Athletic Locker Room:				
	Cafeteria:	Yes	1		
	Cafeteria Platform/Stage:				
	Cooking Kitchen:	Yes	1		Cafeteria warms and cooks
	Warming Kitchen:	Yes			
	Library/ MC:	Yes	1		
	Computer Lab:				
Auditorium with Stage:					
Other:					
Other:					
Other:					

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
Art:	1	1		
Music:	2	2		One music and one band room
Science:	Yes	2		
World Language:				Languages meet in content classrooms
STEM/ Maker Space:	Yes	1		Used for Science Discovery Classes
Video Lab	Yes	1		Used for Magnet Enrichment
Applied Tech Room	Yes	1		Used for Magnet Enrichment/TAG

Special Education:	Y/N	No. of rooms	District Max No. of Students	Remarks
Self-Contained Classrooms:				
Resource Rooms:	Yes	5		Small spaces combined w office
ESL:	Yes	1		Office used as resource
Speech:				Use resource rooms/offices
Tutor:				Use library/classrooms/hall
Coaches:	Yes	3		Office spaces/storage for materials
Other:				
Other:				

Support Spaces:	Y/N	No. of rooms	District Max No. of Students	Remarks
Administrative Suite	Y			list any space deficiencies within the suite
Nurse Suite:	Y			list any space deficiencies within the suite
School-Based Health Clinic:	Y			list any space deficiencies within the suite
Faculty Work Room:	Y	1		Uses a small resource room
Parent Resource	Y	1		Uses Faculty Work Room

General Comments:



New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

ELEMENTARY SCHOOL NAME: **Dr. R. Mayo School**  
 SCHOOL ADDRESS: **185 Goffe Street**  
 PRINCIPAL NAME: **Monique Brunson** PHONE NO./ EMAIL: **475-220-7900/ monique.brunson@new-haven.k12.ct.us**

Grade Level Classrooms:	No. of Classrooms	2022-23 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
Pre-K:	28	396	476	Assumes each PK classroom can support 20 students, but per Head Start Grant our cap is 17 students per class. Please indicate the number of PreK classrooms in the corresponding column and the PreK enrollment for those specific classrooms in the next column to the right. The note above states 16 max for PreK, but the number to the immediate left is 17. Please clarify.
Kindergarten:				Assumes each K classroom can support 20 students Please indicate the number of K classrooms in the corresponding column and the K enrollment for those specific classrooms in the next column to the right.
First Grade:				Assumes each 1st Gr classroom can support 20 students Please indicate the number of Gr. 1 classrooms in the corresponding column and the Gr. 1 enrollment for those specific classrooms in the next column to the right
Second Grade:				
Third Grade:				
Fourth Grade:				
Fifth Grade:				
PK-8 ONLY Sixth Grade:				
Seventh Grade:				
Eighth Grade:				
Unassigned Classrooms:				

green text are edits received from the Principal on 1/13/23, added to this version of the survey

Common Spaces:	Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
Gymnasium:	y	1	0	Stage, gym, multipurpose ( same area)Our school is an all preschool, we use the space as a multi purpose room. Is the space a full-sized gymnasium with a basketball court, or strictly a multi-purpose room?
Gym Platform/Stage:	y	1	0	Stage, gym, multipurpose ( same area)
Multi-purpose:	Y			Stage, gym, multipurpose ( same area)

PK-8 ONLY	Boys PE Locker Room:	N			
	Girls PE Locker Room:	N			
	Non-Binary PE Locker Room:	N			
	Boys Athletic Locker Room:	N			
	Girls Athletic Locker Room:	N			
	Non-Binary Athletic Locker Room:	N			
	Cafeteria:	N			
	Cafeteria Platform/Stage:	N			
	Cooking Kitchen:	Y	1		Kitchen, office and
	Warming Kitchen:	N			
	Library/ MC:	Y	1		
	Computer Lab:	Y	1		For adult use, parents can use the room as it is the computer/ Parent room. Students do not use this space. Please elaborate, is this space not for student use at all? Community adult use?
	Auditorium with Stage:	N			
	Other:	Staff Lounge	1		
Other:	Gross Motor Room	1			
Other:					

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
Art:	N			Art is on a cart
Music:	N			Music is on a cart
Science:	N			N/A
World Language:	N			N/A
STEM/ Maker Space:	N			N/A
Other:				
Other:				

Special Education:	Y/N	No. of rooms	District Max No. of Students	Remarks
Self-Contained Classrooms:	Y	6	N/A	101 and 102 have AM and PM classes There are 6 self-contained classroom but two of them have am/pm classes (101 and 102). Think of each class as 1 class that has been divided in 2 So 6 classrooms with morning and afternoon classes, for a total of 12 classes? Are the students using these self contained SPEC classrooms in the enrollment count above, or are these students counted separately? If the latter, what is the student count in total (both AM & PM)?
Resource Rooms:	Y	1	10	Shared with ESL The space is for special education students who need resource time. No ESL classes are taught. How many ESL classes are taught daily?
ESL:	N			
Speech:	N			
Tutor:	N			

Coaches:	Y	1	N/A	Support is provided in class. The coaches have an office space. <b>So no separate office space for coaches?</b>
Other:	Y	1	N/A	2/1 ratio / service providers
Other:				

Support Spaces:	Y/N	No. of rooms		Remarks
Administrative Suite	Y	1		Conference room across from office
Nurse Suite:	Y	1		3 office pods
School-Based Health Clinic:	Y			3 rooms
Faculty Work Room:	N			Space located within the library and parent room

**General Comments:**

We have an office suite area located on the second floor with 10 offices for our family service workers.  
 This is only for Mayo parents  
**Is this a district-wide resource? Or strictly for Mayo families?**

New Haven Long Range Facility Planning Study - School Capacity Questionnaire

*INSTRUCTIONS: Please fill in the yellow cells with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.*

HIGH SCHOOL NAME: opolitan Business Academy

SCHOOL ADDRESS: 115 Water Street

SCHOOL SCHEDULE: Indicate the number of periods per day

PRINCIPAL NAME: Sequella H. Coleman PHONE NO./ EMAIL: 4752207710 colemans@new-haven.k12.ct.us

General Classrooms:	No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
Language Arts/ English:	4		27 is the classroom	the 01 and 02 classrooms are smaller
Math:	4			
Social Studies:	3			
World Language:	4			
Physics Class/Lab:	1	Shares w Phy Chem		Classrooms are lab equiped
Earth Science Class/Lab:	1			Classrooms are lab equiped
Biology Class/Lab:	2			Classrooms are lab equiped
Chemistry Class/Lab:	1	Shares w/Biology		Classrooms are lab equiped
Unassigned Classrooms:	0			
Other:				
Other:				

Common Spaces:	Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
Gymnasium:	Y	1	0	Scoreboard is still broken and a basketball hoop is
Multi-purpose:	N	0		
Boys PE Locker Room:	Y	1		
Girls PE Locker Room:	Y	1		
Non-Binary PE Locker Room:	N	0		
Boys Athletic Locker Room:	N	0		
Girls Athletic Locker Room:	N	0		
Non-Binary Athletic Locker Room:	N	0		
Cafeteria:	Y	1	2	
Cooking Kitchen:	Y	1		
Warming Kitchen:	N	0		
Library/ MC:	Y	4		
Computer Lab:	Y	1		in library used as a classroom
Auditorium with Stage:	N	0		
Other: Lecture Hall	Y	1		Capacity 100
Other:				
Other:				

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
2D-Art:	N	0		
3D-Art	N	0		
Graphic Arts/ Computer Lab:	Y	3		
Ceramics:	N	0		
Choral:	N	0		
Band:	N	0		
Orchestra:	N	0		
General Music:	N	0		
MIDI Lab (Keyboards):	N	0		
STEM/ Maker Space:	Y	part of library		
Health Classroom:	N	0		Health teacher shares 3 classrooms
CTE/ Business	Y	3		1 is a studio
CTE/ :	y	1		old studio
CTE/ Pathway Space:				
CTE/ Pathway Space:				
Other:Drama	Y	1 computer lab	in library	
Other:				

Special Education:	Y/N	No. of rooms	District Max No. of Students	Remarks
Self-Contained Classrooms:	Y	0		
Resource Rooms: (pull-out instruction)	Y	3		All small rooms 10 -12 max
ESL/ Bi-Lingual Classroom:	Y	1		small room
OT/PT Room:	N	0		
Life Skills Classroom/ Lab:	N	0		Indicate if separate lab and classrooms
Speech:	N	0		uses room in library
Tutor:	N	0		
Coaches:	N	0		
Other:				
Other:				

Support Spaces:	Y/N	No. of rooms		Remarks
Administrative Suite	Y	4		Principal's office is very small
Nurse Suite:	Y	1		Space is not divided for privacy. Had bathroom
School-Based Health Clinic:	N	0		
Guidance Suite:	Y	5		Bubble conference room is useful
Faculty Work Room:	Y	2		Very nice spaces

General Comments: This report should be used with the building plans marked .



New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

ELEMENTARY SCHOOL NAME: Nathan Hale  
 SCHOOL ADDRESS: 480 Townsend Avenue  
 PRINCIPAL NAME: Tara Cass PHONE NO./ EMAIL: 475-220-4200

Grade Level Classrooms:	No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
Pre-K:	3	49	32	
Kindergarten:	2	49	40	
First Grade:	2	49	48	
Second Grade:	2	49	48	
Third Grade:	3	67	48	
Fourth Grade:	2	47	48	
Fifth Grade:	2	52	48	5th-8th are departmentalized, so this only accounts for Home Rooms
Sixth Grade:	3	72	48	5th-8th are departmentalized, so this only accounts for Home Rooms
Seventh Grade:	2	52	48	5th-8th are departmentalized, so this only accounts for Home Rooms
Eighth Grade:	2	54	48	5th-8th are departmentalized, so this only accounts for Home Rooms
Unassigned Classrooms:				

Common Spaces:	Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
Gymnasium:	Y	1		
Gym Platform/Stage:	N			
Multi-purpose:	N			
Boys PE Locker Room:	Y	1		
Girls PE Locker Room:	Y	1		
Non-Binary PE Locker Room:	N			
Boys Athletic Locker Room:	N			
Girls Athletic Locker Room:	N			
Non-Binary Athletic Locker Room:	N			
Cafeteria:	Y	1		
Cafeteria Platform/Stage:	N			
Cooking Kitchen:	Y	1		All within same space
Warming Kitchen:	Y	1		All within same space
Library/ MC:	Y	1		
Computer Lab:	Y	1		
Auditorium with Stage:	Y	1		
Other:	Y	1		Main Office general space
Other:				
Other:				

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
Art:	Y	1		
Music:	Y	1		
Science:	Y	1		
World Language:	Y	1		
STEM/ Maker Space:	N			
Other:				
Other:				

<b>Special Education:</b>	<b>Y/N</b>	<b>No. of rooms</b>	<b>District Max No. of Students</b>	<b>Remarks</b>
Self-Contained Classrooms:	Y	1		
Resource Rooms:	Y	3		
ESL:	Y	1		
Speech:	Y	1		
Tutor:	N			
Coaches:	Y	2		
Other:	Y	1		OT/PT room
Other:	Y	1		Read 180

<b>Support Spaces:</b>	<b>Y/N</b>	<b>No. of rooms</b>	<b>District Max No. of Students</b>	<b>Remarks</b>
Administrative Suite	Y	7		This suite contains offices that have been included
Nurse Suite:	Y	2		Nurse's office and isolation room
School-Based Health Clinic:	N			list any space deficiencies within the suite
Faculty Work Room:	Y			
Other:	Y	1		Assistant Principal's Office

<b>General Comments:</b>	<b>Y/N</b>	<b>No. of rooms</b>	<b>District Max No. of Students</b>	<b>Remarks</b>
<p>Administrator completing this chart only has access to 2022-23 enrollment data for Hale. Therefore, these counts reflect enrollment data for the current school year.</p>				

New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the yellow cells with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

<b>HIGH SCHOOL NAME:</b>	NHA
<b>SCHOOL ADDRESS:</b>	444 Orange Steet
<b>SCHOOL SCHEDULE:</b>	6
<b>PRINCIPAL NAME:</b>	Greg Baldwin
<b>PHONE NO./ EMAIL</b>	475-220-6610 / Gregory.Baldwin@nhboe.net

General Classrooms:	No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
Language Arts/ English:	4	319		
Math:	5	319		
Social Studies:	4	319		
World Language:	2	319		
Physics Class/Lab:	1	319		Indicate if separate lab and classrooms
Earth Science Class/Lab:	1	319		Indicate if separate lab and classrooms
Biology Class/Lab:	1	319		Indicate if separate lab and classrooms
Chemistry Class/Lab:	1	319		Indicate if separate lab and classrooms
Unassigned Classrooms:				
Other:				
Other:				

Common Spaces:	Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
Gymnasium:	Y	1		
Multi-purpose:	N			
Boys PE Locker Room:	Y	1		
Girls PE Locker Room:	Y	1		
Non-Binary PE Locker Room:	N			
Boys Athletic Locker Room:	N			
Girls Athletic Locker Room:	N			
Non-Binary Athletic Locker Room:	N			
Cafeteria:	Y		3	
Cooking Kitchen:	N			
Warming Kitchen:	Y			
Library/ MC:	Y	1		
Computer Lab:	Y	2		
Auditorium with Stage:	Y	1		Auditorium is the gym
Other:				
Other:				
Other:				

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
2D-Art:	Y	1		
3D-Art	N			
Graphic Arts/ Computer Lab:	N			
Ceramics:	N			
Choral:	N			
Band:	N			
Orchestra:	N			
General Music:	N			
MIDI Lab (Keyboards):	N			
STEM/ Maker Space:	N			



Health Classroom:	N			
CTE/ Pathway Space:	Y	1		Indicate CTE/Pathway space name
CTE/ Pathway Space:	N			Indicate CTE/Pathway space name
CTE/ Pathway Space:	N			Indicate CTE/Pathway space name
CTE/ Pathway Space:	N			Indicate CTE/Pathway space name
Other:				
Other:				
Other:				

Special Education:	Y/N	No. of rooms	District Max No. of Students	Remarks
Self-Contained Classrooms:	N			
Resource Rooms: (pull-out instruction)	Y/N	3		
ESL/ Bi-Lingual Classroom:	N			
OT/PT Room:	N			
Life Skills Classroom/ Lab:	N			Indicate if separate lab and classrooms
Speech:	N			
Tutor:	N			
Coaches:	N			
Other:				
Other:				

Support Spaces:	Y/N	No. of rooms		Remarks
Administrative Suite	Y	4		list any space deficiencies within the suite
Nurse Suite:	Y			list any space deficiencies within the suite
School-Based Health Clinic:	N			list any space deficiencies within the suite
Guidance Suite:	Y	3		list any space deficiencies within the suite
Faculty Work Room:	Y	1		list any space deficiencies within the suite

<b>General Comments:</b>

New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the yellow cells with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

**HIGH SCHOOL NAME:** Riverside Academy

**SCHOOL ADDRESS:** 103 Hallock Ave

**SCHOOL SCHEDULE:** Indicate the number of periods per day

**PRINCIPAL NAME:** Derek Stephenson **PHONE NO./ EMAIL:** 475-220-6700 [derek.stephenson@new-haven.k12.ct.us](mailto:derek.stephenson@new-haven.k12.ct.us)

General Classrooms:	No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
Language Arts/ English:	2	110	54	
Math:	2	115	54	
Social Studies:	2	75	54	
World Language:	1	58	27	
Physics Class/Lab:	0	0		Indicate if separate lab and classrooms
Earth Science Class/Lab:	0	0		Indicate if separate lab and classrooms
Biology Class/Lab:	1	68	24	Indicate if separate lab and classrooms
Chemistry Class/Lab:	1	26	24	Indicate if separate lab and classrooms
Unassigned Classrooms:	0			
Other:				
Other:				

Common Spaces:	Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
Gymnasium:	N	0	0	
Multi-purpose:	Y	1	1	
Boys PE Locker Room:	N	0		
Girls PE Locker Room:	N	0		
Non-Binary PE Locker Room:	N	0		
Boys Athletic Locker Room:	N	0		
Girls Athletic Locker Room:	N	0		
Non-Binary Athletic Locker Room:	N	0		
Cafeteria:	y	1	1	
Cooking Kitchen:	y	1		
Warming Kitchen:	n	0		
Library/ MC:	n	0		
Computer Lab:	n	0		
Auditorium with Stage:	n	0		
Other:				
Other:				
Other:				

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
2D-Art:	n	0		
3D-Art	y	1		
Graphic Arts/ Computer Lab:	n	0		
Ceramics:	n	0		
Choral:	n	0		
Band:	n	0		
Orchestra:	n	0		
General Music:	n	0		
MIDI Lab (Keyboards):	n	0		
STEM/ Maker Space:	n	0		

Health Classroom:	y	1	
CTE/ Pathway Space:			Indicate CTE/Pathway space name
CTE/ Pathway Space:			Indicate CTE/Pathway space name
CTE/ Pathway Space:			Indicate CTE/Pathway space name
CTE/ Pathway Space:			Indicate CTE/Pathway space name
Other:			
Other:			
Other:			

Special Education:	Y/N	No. of rooms	District Max No. of Students	Remarks
Self-Contained Classrooms:	n	0		
Resource Rooms: (pull-out instruction)	y	2		
ESL/ Bi-Lingual Classroom:	n	0		
OT/PT Room:	n	0		
Life Skills Classroom/ Lab:	n	0		Indicate if separate lab and classrooms
Speech:	y	1		Shared space w/ Clinician
Tutor:	n	0		
Coaches:	n	0		
Other:				
Other:				

Support Spaces:	Y/N	No. of rooms	Remarks
Administrative Suite	Y	1	Main office connected to Principal office
Nurse Suite:	Y	1	
School-Based Health Clinic:	N	0	
Guidance Suite:	Y	1	small office space
Faculty Work Room:	Y	1	small space w/ a computer SLAM changed "N" to "Y" for faculty Work Room to reflect the reported "1" in the "No. of Rooms" column

<b>General Comments:</b>

New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

ELEMENTARY SCHOOL NAME: Ross Woodward School  
 SCHOOL ADDRESS: 185 Barnes Avenue  
 PRINCIPAL NAME: Robert R. Davis PHONE NO./ EMAIL: 475-220-3100, robert.davis@new-haven.k12.ct.us

Grade Level Classrooms:		No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
PK-8 ONLY	Pre-K:	3	56	32	Assumes each PK classroom can support 16 students
	Kindergarten:	3	76	40	Assumes each K classroom can support 20 students
	First Grade:	4	60	48	Assumes each 1st Gr classroom can support 20 students
	Second Grade:	4	53	48	
	Third Grade:	4	64	48	
	Fourth Grade:	3	68	48	
	Fifth Grade:	3	60	48	
	Sixth Grade:	3	67	48	
	Seventh Grade:	3	53	48	
	Eighth Grade:	3	52	48	
	Unassigned Classrooms:	0			

Common Spaces:		Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
PK-8 ONLY	Gymnasium:	Y		2	
	Gym Platform/Stage:	N			
	Multi-purpose:	Y			Café serves as auditorium
	Boys PE Locker Room:	Y	1		
	Girls PE Locker Room:	Y	1		
	Non-Binary PE Locker Room:	N			
	Boys Athletic Locker Room:	Y	1		
	Girls Athletic Locker Room:	Y	1		
	Non-Binary Athletic Locker Room:	0			
	Cafeteria:	Y	1	3 waves	
	Cafeteria Platform/Stage:	Y	1	3 waves	
	Cooking Kitchen:	Y	1		
	Warming Kitchen:	N			
	Library/ MC:	Y			
	Computer Lab:	Y			Within LMC
	Auditorium with Stage:	N			
	AP Office	Y	1		
	Admin Coordinator	Y	1		
Other:					

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
Art:	Y	1		
Music:	Y	1		Band room but no instructional music room
Science:	Y	2		2 Labs
World Language:	N			
STEM/ Maker Space:	N			
Other:				
Other:				

<b>Special Education:</b>	<b>Y/N</b>	<b>No. of rooms</b>	<b>District Max No. of Students</b>	<b>Remarks</b>
Self-Contained Classrooms:	N			
Resource Rooms:	Y	3		
ESL:	Y	1		Located at the back of science lab
Speech:	N			
Tutor:	Y			Former PE closet
Coaches:	Y	2		
Other:				
Other:				

<b>Support Spaces:</b>	<b>Y/N</b>	<b>No. of rooms</b>	<b>District Max No. of Students</b>	<b>Remarks</b>
Administrative Suite	Y	6		
Nurse Suite:	Y	2		list any space deficiencies within the suite
School-Based Health Clinic:	N			list any space deficiencies within the suite
Faculty Work Room:	Y	2		list any space deficiencies within the suite

<b>General Comments:</b>

## New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

**HIGH SCHOOL NAME:** Sound School  
**SCHOOL ADDRESS:** 60 S. Water St.  
**SCHOOL SCHEDULE:** 6 periods  
**PRINCIPAL NAME:** Marc Potocsky **PHONE NO./ EMAIL:** 475-220-6800/ marc.potocsky@new-haven.k12.ct.us

General Classrooms:	No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
Language Arts/ English:	5	327		16 student max fire codes in rooms
Math:	5	345		16 student max fire codes in rooms
Social Studies:	4	248		16 student max fire codes in rooms
World Language:	4	196		16 student max fire codes in rooms
Physics Class/Lab:	0	8		
Earth Science Class/Lab:	2	87		16 student max fire codes in rooms
Biology Class/Lab:	2	79		16 student max fire codes in rooms
Chemistry Class/Lab:	1	69		16 student max fire codes in rooms
Unassigned Classrooms:	0			
Other: Aqua Science Lab	4	161		16 student max fire codes in rooms
Other:				

Common Spaces:	Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
Gymnasium:	N			
Multi-purpose:	N			
Boys PE Locker Room:	N			
Girls PE Locker Room:	N			
Non-Binary PE Locker Room:	N			
Boys Athletic Locker Room:	N			
Girls Athletic Locker Room:	N			
Non-Binary Athletic Locker Room:	N			
Cafeteria:	Y	1	3	
Cooking Kitchen:	Y	1		
Warming Kitchen:	N			
Library/ MC:	Y	1		
Computer Lab:	N			
Auditorium with Stage:	N			
Other:				
Other:				
Other:				

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
2D-Art:	N			
3D-Art	N			
Graphic Arts/ Computer Lab:	N			
Ceramics:	N			
Choral:	N			
Band:	N			
Orchestra:	N			
General Music:	N			
MIDI Lab (Keyboards):	N			
STEM/ Maker Space:	N			

Health Classroom:	N			
CTE/ Pathway Space:	Y	1		Emerson 203 Ocean Engineering
CTE/ Pathway Space:	Y	1		McNeil 307 Aqua Tech 2
CTE/ Pathway Space:	Y	1		Thomas 506 Aqua Tech 1
CTE/ Pathway Space:	Y	1		Foote 725 Marine Construction/Engineering
Other	Y	1		Thomas 431 Dive Shop
Other	Y	1		Thomas 432 Aqua Tech 1 Boat Shop
Other	Y	1		Foote Marine Construction Boat Shop
Other				

Special Education:	Y/N	No. of rooms	District Max No. of Students	Remarks
Self-Contained Classrooms:	N			
Resource Rooms: (pull-out instruction)	Y	2	27x2=54	Fire Code Max 16x2=32
ESL/ Bi-Lingual Classroom:	N			
OT/PT Room:	N			
Life Skills Classroom/ Lab:	N			Indicate if separate lab and classrooms
Speech:	N			
Tutor:	N			
Coaches:	N			
Other:				
Other:				

Support Spaces:	Y/N	No. of rooms		Remarks
Administrative Suite	Y	3		
Nurse Suite:	Y	1		list any space deficiencies within the suite
School-Based Health Clinic:	N			list any space deficiencies within the suite
Guidance Suite:	Y	1		list any space deficiencies within the suite
Faculty Work Room:	Y	1		

**General Comments:**

New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

ELEMENTARY SCHOOL NAME: **A.L. Troup School**  
 SCHOOL ADDRESS: **59 Edgewood Avenue**  
 PRINCIPAL NAME: **Eugene J. Foreman, Jr** PHONE NO./ EMAIL: **83010** **eugene.foreman@nhboe.net**

Grade Level Classrooms:		No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
PK-8 ONLY	Pre-K:	1	17	19	
	Kindergarten:	2	39	52	
	First Grade:	3	43	52	
	Second Grade:	3	48	52	
	Third Grade:	2	52	54	
	Fourth Grade:	2	49	54	
	Fifth Grade:	2	45	54	
	Sixth Grade:	2	51	54	
	Seventh Grade:	2	52	54	
	Eighth Grade:	2	51	54	
Unassigned Classrooms:					

Common Spaces:		Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
	Gymnasium:	Yes	1	7-8 classes/day	
	Gym Platform/Stage:				
	Multi-purpose:				
PK-8 ONLY	Boys PE Locker Room:	Yes	1		
	Girls PE Locker Room:	Yes	1		
	Non-Binary PE Locker Room:				
	Boys Athletic Locker Room:				
	Girls Athletic Locker Room:				
Non-Binary Athletic Locker Room:					
Cafeteria:		Yes	1	4	
Cafeteria Platform/Stage:					
Cooking Kitchen:					
Warming Kitchen:		Yes	1		
Library/ MC:		Yes	1	2	
Computer Lab:		Yes	1	3-4 per day	
Auditorium with Stage:		Yes	1	3 classes per day	
Other:					
Other:					
Other:					

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
Art:	Yes	1		
Music:				
Science:	Yes	1		
World Language:	Yes	1		
STEM/ Maker Space:				
Other:				
Other:				



Special Education:	Y/N	No. of rooms	District Max No. of Students	Remarks
Self-Contained Classrooms:				
Resource Rooms:	Yes	1		
ESL:	Yes	1		
Speech:	Yes	1		(office)
Tutor:				
Coaches:	Yes	3		(offices)
Other:				
Other:				

Support Spaces:	Y/N	No. of rooms	Remarks
Administrative Suite	Y		list any space deficiencies within the suite
Nurse Suite:	Y		list any space deficiencies within the suite
School-Based Health Clinic:	Y		list any space deficiencies within the suite
Faculty Work Room:	Y	1	list any space deficiencies within the suite

**General Comments:**

New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the **yellow cells** with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

<b>ELEMENTARY SCHOOL NAME:</b>	Truman School	<b>PHONE NO./</b>	
<b>SCHOOL ADDRESS:</b>	114 Truman Street,	<b>EMAIL:</b>	475-220-2112 <a href="mailto:Kathleen.mattern@new-haven.k12.ct.us">Kathleen.mattern@new-haven.k12.ct.us</a>
<b>PRINCIPAL NAME:</b>	Kathleen Mattern		

Grade Level Classrooms:	No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
Pre-K:	3	50	51	17 students per classroom, not all classrooms have bathrooms
Kindergarten:	2	45	52	Both classrooms have bathrooms
First Grade:	2	43	52	Not all classrooms have bathrooms
Second Grade:	3	53	52	
Third Grade:	3	48	54	
Fourth Grade:	3	53	54	
Fifth Grade:	3	60	54	
Sixth Grade:	3	50	54	
PK-8 ONLY	Seventh Grade:	3	54	Shared space with Grade 8
	Eighth Grade:	3	64	Shared space with Grade 7
	Unassigned Classrooms:	0		

Common Spaces:	Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
Gymnasium:	Yes	1	6	Teaching only, no lunch waves, always busy and in use
Gym Platform/Stage:	Yes	1	0	Used for school performances
Multi-purpose:	No	0	0	
PK-8 ONLY	Boys PE Locker Room:	Yes	1	Requires updating
	Girls PE Locker Room:	Yes	1	Requires updating
	Non-Binary PE Locker Room:	No	0	
	Boys Athletic Locker Room:	No	0	
	Girls Athletic Locker Room:	No	0	
	Non-Binary Athletic Locker Room:	No	0	
Cafeteria:	Yes	1	4	No Bathrooms or Water Fountains in Cafeteria
Cafeteria Platform/Stage:	No	0	0	
Cooking Kitchen:	Yes	1		
Warming Kitchen:	No	0		
Library/ MC:	Yes	1	60	Tables and chairs with several individual work stations, furniture needs updating and replacement.
Computer Lab:	Yes	1	27	Currently being used as a full-time classroom
Auditorium with Stage:	No	0	0	

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
Art:	Yes	2	54	Used by K-8
Music:	Yes	1	27	Used by K-8
Science:	Yes	1	27	Used by 7/8 grade only
World Language:	Yes	1	27	Used by 7/8 grade only
STEM/ Maker Space:	No	0		
Other: Band	Yes	1	27	
Other:				

Special Education:	Y/N	No. of rooms	District Max No. of Students	Remarks
Self-Contained Classrooms:	No	0		
Resource Rooms:	Yes	2		Small classrooms
ESL:	Yes	1		Small office
Speech:	Yes	1		Small office
Tutor:	Yes	2		Small office
Coaches:	Yes	2		Small office
Other:				
Other:				

Support Spaces:	Y/N	No. of rooms	Remarks
Administrative Suite	Yes		no meeting space
Nurse Suite:	Yes		combined with Health Clinic
School-Based Health Clinic:	Yes		combined with nurse suite
Faculty Work Room:	Yes	1	small area due to classroom needs

**General Comments:**

Truman School was expanded and remodeled as of 2004. Currently, all space that is available for classroom and office usage is being occupied. Additionally, the computer lab was transformed in to a classroom to accommodate the needs of a growing student population. The previous staff room was converted to classroom space and the staff room was relocated to a smaller office space. There are several maintenance issues that are reoccurring; leaking roof on original building; LED light replacement that still requires punch list items complete; ongoing heating and air conditioning issues that include system balancing and units replaced; updates to the ICER rooms are also necessary to protect the computer network: the HVAC in each room needs repair/replacement; all the battery/surge systems are outdated/not working and need replacement; school wide classroom clock system does not work.

New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the yellow cells with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

<b>HIGH SCHOOL NAME:</b>	Wilbur Cross	<b>PHONE NO./ EMAIL</b>	475-220-7400
<b>SCHOOL ADDRESS:</b>	181 Mitchell Drive		
<b>SCHOOL SCHEDULE:</b>	4 blocks per day		
<b>PRINCIPAL NAME:</b>	Kermit Carolina		

General Classrooms:	No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
Language Arts/ English:	67	See below.	27	16 teachers sharing classrooms. Classrooms are not specified as English only, but typically are shared departmentally.
Math:	67		27	16 teachers sharing classrooms. Classrooms are not specified as English only, but typically are shared departmentally.
Social Studies:	67		27	15 teachers sharing classrooms. Classrooms are not specified as English only, but typically are shared departmentally.
World Language:	67		27	13 teachers including several vacancies. Classrooms are not specified as World Language only, but are generally shared departmentally
Physics Class/Lab:	1		24	All science classrooms have lab spaces. Teachers can hold multiple certifications. We also have one vacancy
Earth Science Class/Lab:	3		24	All science classrooms have lab spaces. Teachers can hold multiple certifications. We also have one vacancy
Biology Class/Lab:	3		24	All science classrooms have lab spaces. Teachers
Chemistry Class/Lab:	3		24	All science classrooms have lab spaces. Teachers
Unassigned Classrooms:	0			
SPED / Resource	67			
Other:				

Common Spaces:	Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
Gymnasium:	Y	2	N/A	
Multi-purpose:	Y			Atrium area used for lunch or auxillary classroom space when needed
Boys PE Locker Room:	Y			
Girls PE Locker Room:	Y			
Non-Binary PE Locker Room:	N			Multiple gender neutral bathrooms throughout building
Boys Athletic Locker Room:	Y			
Girls Athletic Locker Room:	Y			
Non-Binary Athletic Locker Room:	N			
Cafeteria:	Y			
Cooking Kitchen:	Y			
Warming Kitchen:	Y			
Library/ MC:	Y	4		Contains spaces for classes, prayer room for students, and storage for library

Computer Lab:	Y	4		
Auditorium with Stage:	Y			
Other: Atrium Space				
Other:				
Other:				

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
2D-Art:	Y	3		All 2-D, 3-D in same art room
3D-Art	N			
Graphic Arts/ Computer Lab:	Y	1		
Ceramics:	Y			Kiln is in art room identified above
Choral:	Y	1		
Band:	Y	1		
Orchestra:	N			All music is in band room or shared classroom space in library
General Music:	N			
MIDI Lab (Keyboards):	N			
STEM/ Maker Space:	N			
Health Classroom:	N			Health classes are in shared space listed in above number
CTE/ Pathway Space:	Y	1	15	Automotive
CTE/ Pathway Space:	Y	1	15	Woodworking
CTE/ Pathway Space:	Y	1		Manufacturing - shared with Automotive space
CTE/ Pathway Space:	N			Indicate CTE/Pathway space name
Other: College and Career Cer	Y	1		
Other: Print Shop	Y	1		
Other: Pool	Y			

Special Education:	Y/N	No. of rooms	District Max No. of Students	Remarks
Self-Contained Classrooms:	Y	2		
Resource Rooms: (pull-out instruction)	N			Resource are classroom spaces listed above (67)
ESL/ Bi-Lingual Classroom:	Y			
OT/PT Room:	Y	1		Low Vision Room accomodates this
Life Skills Classroom/ Lab:	N			Life Skills is in a classroom space, not lab space
Speech:	Y	1		
Tutor:	N			
Coaches:	Y	3		Track, Football, and Athletic supervisor shared space
Other:				
Other:				

Support Spaces:	Y/N	No. of rooms		Remarks
Administrative Suite	Y	3		Large conference room, small conference room, principal's office
Nurse Suite:	Y	3		N/A
School-Based Health Clinic:	Y			N/A
Guidance Suite:	Y	8		N/A
Faculty Work Room:	Y	4		N/A

**General Comments:**

All of the classroom spaces in the school service all departments. Enrollment total is 1640 (9th = 488, 10th = 445, 11th = 365, 12th = 342). All building / space deficiencies are reported to Schooldude. Spacing deficiencies are insufficient with Chemistry as only three teachers can teach at one time. Science specialized rooms are restrictive. Ideally every science space should be outfitted to service every science need. Life Skills program needs a lab space with working kitchen and sink. Visual Arts class enrollment is very full - more art space is needed. Health classes ideally need more space for CPR certification possibility. Ultimately, every space in the building is used with high frequency and servicing a high percentage of total students at any one time. Spacing is very limited.

New Haven Long Range Facility Planning Study - School Capacity Questionnaire

**INSTRUCTIONS:** Please fill in the yellow cells with the requested data. If an indicated space doesn't exist in your school, please leave the cell blank. Add special comments in the remarks column.

**MIDDLE SCHOOL NAME:** Wexler-Grant Cmty School

**SCHOOL ADDRESS:** 55 Foote Street New Haven CT 06511

**SCHOOL SCHEDULE:** Indicate the number of periods per day: 7

**PRINCIPAL NAME:** David Diah

**PHONE NO./ EMAIL:** 475-220-5600

[David.Diah@new-haven.k12.ct.us](mailto:David.Diah@new-haven.k12.ct.us)

General Classrooms:	No. of Classrooms	2021-22 Enrollment by Grade Level (All classrooms combined)	District Max No. of Students	Remarks
Language Arts/ English:	14	318	394	
Math:	14	318	394	
Social Studies:	6	244	268	
World Language:	0	0	0	
Physics Class/Lab:	0	0	0	Indicate if separate lab and classrooms
Earth Science Class/Lab:	14	318	394	Indicate if separate lab and classrooms
Life Science Class/Lab:	4	164	184	Indicate if separate lab and classrooms
Unassigned Classrooms:				
Other:				
Other:				

Common Spaces:	Y/N	No. of rooms	No. of Teaching stations/ lunch waves	Remarks
Gymnasium:	Y	1	3	
Multi-purpose:	N	0		
Boys PE Locker Room:	Y	1		
Girls PE Locker Room:	Y	1		
Non-Binary PE Locker Room:	N	0		
Boys Athletic Locker Room:	N	0		
Girls Athletic Locker Room:	N	0		
Non-Binary Athletic Locker Room:	N	0		
Cafeteria:	Y	1		
Cooking Kitchen:	Y	1		
Warming Kitchen:	Y	1		
Library/ MC:	Y	1		
Computer Lab:	Y	1		
Auditorium with Stage:	Y	1		
Other:				

Specials:	Y/N	No. of rooms	District Max No. of Students	Remarks
2D-Art:	Y	1	318	
3D-Art:	N	0		
Graphic Arts/ Computer Lab:	Y	1		
Ceramics:	N	0		
Choral:	N	0		
Band:	Y	1	46	
Orchestra:	N	0		
General Music:	Y	1	318	
MIDI Lab (Keyboards):	N	0		
STEM/ Maker Space:	Y	1	318	
Health Classroom:	Y	1	46	
Other:				
Other:				

Special Education:	Y/N	No. of rooms	District Max No. of Students	Remarks
Self-Contained Classrooms:	Y	1	12	
Resource Rooms: (pull-out instruction)	Y	2	65	
ESL/ Bi-Lingual Classroom:	Y	1	15	
OT/PT Room:	Y	1	10	
Life Skills Classroom/ Lab:	Y	1	12	Indicate if separate lab and classrooms
Speech:	Y	1		
Tutor:	Y	1	2	
Coaches:	Y	2	2	
Other:				
Other:				

Support Spaces:	Y/N	No. of rooms		Remarks
Administrative Suite	Y	9		list any space deficiencies within the suite
Nurse Suite:	Y	1		list any space deficiencies within the suite
School-Based Health Clinic:	N	0		list any space deficiencies within the suite
Faculty Work Room:	Y	1		list any space deficiencies within the suite

<b>General Comments:</b>





# **Appendix D**

## **Curriculum / Facility Alignment Questionnaire**

# New Haven Long Range Facility Planning Study (LRFPS)

## Curriculum/ Facility Alignment Questionnaire

**Department:** [Multilingual Learners]

**Department Head:** [Pedro Mendia Landa], [475-220-1134], [pedro.mendia@nhboe.net]

**Purpose:** The purpose of this survey is for the LRFPS team to understand the physical plant needs to align with district curriculum requirements. Please respond to the following questions and include as much detail as you can about specific buildings, spaces and facility needs.

Identify:

- Space disparities/ inequities between buildings;
- Buildings where spaces have, or need to be repurposed/reconfigured to support an alternate use;
- New programs planned for a specific building and corresponding space requirements;

**Instructions:** Please type your Responses in the cell adjacent to “R:” under each question. The cell is expandable, and will grow as you type. Save a copy of this template file to include a filename suffix for your department as follows: “NHLRFPS-CurriculumSurvey-DEPARTMENT.docx”, where ‘DEPARTMENT’ is replaced with your department name (i.e. ART, MUSIC, SCIENCE, etc.).

1.	Which schools and spaces are functioning the best for your program?
R:	
2.	Which schools and spaces are not meeting the needs for your program?
R:	Central office. Every incoming student enrolling in NHPS who during the registration process responds to one of the Home Language Survey questions in the affirmative as a speaker of another language other than English, must be screened to determine if they qualify for services. Currently, the bilingual examiner has a private office where she can complete this process. Due to the transfer from the 8 <sup>th</sup> to the 3 <sup>rd</sup> floor, she will no longer be able to so privately. The bilingual examiner (Susanna Negrón needs an easily accessible private testing area as close to the Choice and Enrollment office.
3.	Which schools are lacking adequate space for your essential programs?
R:	Side by Side schools (Obama- K/1, Truman-Grade 3, Clinton G2/3) cannot put language partners next to each other. Ideally each classroom should be side-by-side to maximize instructional time and decrease transition times. Almost all the schools do not have a spot for the SLI (Spanish Literacy Intervention) tutors or ESL tutors. FAME-gr 1/2 in a tiny room, Truman grade bilingual 3 in a tiny room, Clinton bilingual grades 2/3 in the computer room. Side by Side 2/3 need to be next to each other Truman and Obama need a room for ESL Clemente- needs a room for an ESL teacher Edgewood- no room for the ESL teacher Ross Woodward - no room for the ESL teacher

**New Haven Long Range Facility Planning Study (LRFPS)**

**Curriculum/ Facility Alignment Questionnaire**

4.	What new programs have been approved to move forward, but do not have adequate space?
R:	Martinez grade 4/5, Clinton grade 5 so they can have a side by side grade 4/5, hill central grade 4/5, Obama grade 4,

# New Haven Long Range Facility Planning Study (LRFPS)

## Curriculum/ Facility Alignment Questionnaire

**Department:** Literacy Department

**Department Head:** Lynn Brantley, 203-640-1556, lynn.brantley@new-haven.k12.ct.us

**Purpose:** The purpose of this survey is for the LRFPS team to understand the physical plant needs to align with district curriculum requirements. Please respond to the following questions and include as much detail as you can about specific buildings, spaces and facility needs.

Identify:

- Space disparities/ inequities between buildings;
- Buildings where spaces have, or need to be repurposed/reconfigured to support an alternate use;
- New programs planned for a specific building and corresponding space requirements;

**Instructions:** Please type your Responses in the cell adjacent to “R:” under each question. The cell is expandable and will grow as you type. Save a copy of this template file to include a filename suffix for your department as follows: “NHLRFPS-CurriculumSurvey-DEPARTMENT.docx,” where ‘DEPARTMENT’ is replaced with your department name (I.e. ART, MUSIC, SCIENCE, etc.).

1.	Which schools and spaces are functioning the best for your program?
R:	Elementary schools function best except for our intervention programs. Many are displaced due to adding ESSER teachers to grade 1-3, which then bumped intervention programs to traveling spaces.
2.	Which schools and spaces are not meeting the needs for your program?
R:	Spaces are now defined for housing material for ELA programs inclusive of Summer School. The South Bldg. Wooster St. Was successfully used as this space and is now being once again moved due to staff moving off the eighth floor of BOE.
3.	Which schools are lacking adequate space for your essential programs?
R:	N/A all schools have adequate space unless defined by an individual school survey
4.	What new programs have been approved to move forward, but do not have adequate space?
R:	N/A

## New Haven Long Range Facility Planning Study (LRFPS)

### Curriculum/ Facility Alignment Questionnaire

**Department:** Mathematics

**Department Head:** Monica Joyner

**Purpose:** The purpose of this survey is for the LRFPS team to understand the physical plant needs to align with district curriculum requirements. Please respond to the following questions and include as much detail as you can about specific buildings, spaces and facility needs.

Identify:

- Space disparities/ inequities between buildings.
- Buildings where spaces have, or need to be repurposed/reconfigured to support an alternate use;
- New programs planned for a specific building and corresponding space requirements.

**Instructions:** Please type your Responses in the cell adjacent to “R:” under each question. The cell is expandable and will grow as you type. Save a copy of this template file to include a filename suffix for your department as follows: “NHLRFPS-CurriculumSurvey-DEPARTMENT.docx,” where ‘DEPARTMENT’ is replaced with your department name (I.e. ART, MUSIC, SCIENCE, etc.).

1.	Which schools and spaces are functioning the best for your program?
R:	As far as I know, the schools are functioning as needed for the mathematics program. I have not been in the position long enough while school is in session (a week and a half) to give a more thorough assessment.
2.	Which schools and spaces are not meeting the needs for your program?
R:	Wooster South, which is designated as the new office space for the math department, is currently uninhabitable. Therefore, we have no consistent space to work out of. A walkthrough was held yesterday to discuss the requests and impending changes to the space so that it can become a useful space for the 5 people who need it. Currently my district math coaches work wherever someone offers them a space to work. I, the supervisor, occasionally use the cubicle on the 3 <sup>rd</sup> floor which is not conducive to the work of a Math Supervisor or I go over to Wooster North where the phones and internet consistently shut down and reboot in the middle of working. At one point, it shut down 8 times in an hour. My secretary also migrates between the 3 <sup>rd</sup> floor cubicle and the temporary space in Wooster North.
3.	Which schools are lacking adequate space for your essential programs?
R:	

**New Haven Long Range Facility Planning Study (LRFPS)**

**Curriculum/ Facility Alignment Questionnaire**

4.	What new programs have been approved to move forward, but do not have adequate space?
R:	

# New Haven Long Range Facility Planning Study (LRFPS)

## Curriculum/ Facility Alignment Questionnaire

**Department:** Performing and Visual Arts

**Department Head:** Ellen Maust  
475-22-1262 [office]  
203-415-8949 [cell]  
[ellen.maust@new-haven.k12.ct.us](mailto:ellen.maust@new-haven.k12.ct.us)

**Purpose:** The purpose of this survey is for the LRFPS team to understand the physical plant needs to align with district curriculum requirements. Please respond to the following questions and include as much detail as you can about specific buildings, spaces and facility needs.

Identify:

- Space disparities/ inequities between buildings;
- Buildings where spaces have, or need to be repurposed/reconfigured to support an alternate use;
- New programs planned for a specific building and corresponding space requirements;

**Instructions:** Please type your Responses in the cell adjacent to “R:” under each question. The cell is expandable, and will grow as you type. Save a copy of this template file to include a filename suffix for your department as follows: “NHLRFPS-CurriculumSurvey-DEPARTMENT.docx”, where ‘DEPARTMENT’ is replaced with your department name (i.e. ART, MUSIC, SCIENCE, etc.).

1.	Which schools and spaces are functioning the best for your program?
R:	<ul style="list-style-type: none"><li>- Fair Haven stage and auditorium</li><li>- Cross Arts wings and auditorium</li><li>- Davis Arts wing</li><li>- BRAMS</li></ul>
2.	Which schools and spaces are not meeting the needs for your program?
R:	<ul style="list-style-type: none"><li>- Fair haven black box needs to be refurbished. None of the stage lights work and most of the fluorescent lights are out. The space should be a showcase of our PVA department, but it is not functional (even before it was used for storage.)</li><li>- Hillhouse auditorium needs an upgrade. Lighting is inadequate, especially at the front of the stage. Sound system needs to be installed. Auditorium seating needs to be repaired.</li><li>- Conte auditorium needs lights</li><li>- Davis Drama is taking place in the little entry to the performing space.</li><li>- The Troup Art room is huge! There is a sink on both sides and the room is fairly symmetrical. Is it possible to split it so we can go back to having 2 Art teachers there or a space so both music teachers can be accommodated?</li><li>- Troup auditorium is being used for music classes, but that means the stage cannot be used as another instructional space. Is it possible to install a partition wall on the stage?</li></ul>
3.	Which schools are lacking adequate space for your essential programs?
R:	<ul style="list-style-type: none"><li>- Arts instruction is essential and many schools do not have adequate facilities for engaging students. We have several schools where music rooms are being used as classrooms and</li></ul>

## New Haven Long Range Facility Planning Study (LRFPS)

### Curriculum/ Facility Alignment Questionnaire

	<p>some where the art rooms have been taken. Almost none of the k-8 school have the original Arts spaces which they had when they were built. It is hard to recruit and retain Arts staff with inadequate facilities.</p> <ul style="list-style-type: none"><li>- Nathan Hale needs space for band and dance/drama. Using the all-purpose room for instruction hinders its use for any other programming.</li><li>- Kilns need to be inspected and repaired. We proudly built schools with kilns, but most of them no longer function.</li></ul>
4.	What new programs have been approved to move forward, but do not have adequate space?
R:	<ul style="list-style-type: none"><li>- There has been a band program at F.A. M. E. for a decade. When the school was built, there was not a band. Space for instrumental instruction and storage would benefit instruction.</li><li>- Both music rooms at Conte/West Hills have been repurposed over the years. The auditorium is being used (and abused) for instructional space and the atrium outside the auditorium is being used for band instruction. There are 3 music teachers at Conte with no music room or storage space.</li></ul>



## New Haven Long Range Facility Planning Study (LRFPS)

### Curriculum/ Facility Alignment Questionnaire

**Department:** SCIENCE

**Department Head:** [Richard.therrien@nhboe.net](mailto:Richard.therrien@nhboe.net) (until Jun 30), [robert.mccain@nhboe.net](mailto:robert.mccain@nhboe.net) 475-220-1401

**Purpose:** The purpose of this survey is for the LRFPS team to understand the physical plant needs to align with district curriculum requirements. Please respond to the following questions and include as much detail as you can about specific buildings, spaces and facility needs.

Identify:

- Space disparities/ inequities between buildings;
- Buildings where spaces have, or need to be repurposed/reconfigured to support an alternate use;
- New programs planned for a specific building and corresponding space requirements;

**Instructions:** Please type your Responses in the cell adjacent to “R:” under each question. The cell is expandable, and will grow as you type. Save a copy of this template file to include a filename suffix for your department as follows: “NHLRFPS-CurriculumSurvey-DEPARTMENT.docx”, where ‘DEPARTMENT’ is replaced with your department name (i.e. ART, MUSIC, SCIENCE, etc.).

1.	Which schools and spaces are functioning the best for your program?
R:	<p>-Currently science department has an office on 8<sup>th</sup> floor Gateway Center for dept head, and 7 classrooms and wide open area (old kindergarten wing) at 130 Orchard Street for science coach and science kits and materials, and science resource center program manager. The office is well positioned, with desk 5-6 bookshelves, privacy for interviews/meetings, access to kitchen, conference room and other depts (finance, HR, superintendent, etc.). The space at Orchard St (the 4<sup>th</sup> space for the science kit program in 4 years, has space to spread out and organize materials.</p> <p>-School based: most K8 schools have been refurbished/rebuilt in the last 20 years, providing a relatively nice science lab for the middle school and science discovery room for K6. High schools also have mostly adequate science lab rooms for the classes.</p>
2.	Which schools and spaces are not meeting the needs for your program?
R:	<p>-The science dept office is scheduled to move to part of a space at Wooster St at the end of June, 2022, along with the science coach and materials from 130 Orchard St. This will be an issue: it lacks air conditioning, elevator (science has materials that will need to be brought up and down for training, etc..) access to a conference room/training/meeting area, parking is an issue (supervisors/coaches are expected to be in and out all day to go to schools), it needs to be treated as an office building with regular security, maintenance and cleaning, and is inconvenient for access to other central office depts (finance, HR ,etc..).</p> <p>-130 Orchard Street has been used since Feb 2020, and although the space is adequate, the building is in rough condition, roof leaking in most of the rooms, mold, mice and other vermin, and several security issues/breakins, there has been no regular maintenance/cleaning as well.</p> <p>** Individual schools will have different needs and issues regarding their programs.</p>

## New Haven Long Range Facility Planning Study (LRFPS)

### Curriculum/ Facility Alignment Questionnaire

3.	Which schools are lacking adequate space for your essential programs?
R:	<p>Storage for the science central office dept is an issue.. the Wooster St Space can hold some materials, but there is expected to be more materials than can fit in the second floor.</p> <p>At the school level, storage for science materials is a constant issue. In the past five years, science storage rooms at Hillhouse and Cross, for example, have been taken over for use as offices or other spaces, making the classrooms or prep rooms cluttered. (Prep rooms in middle/high school science were never designed as the SOLE storage of science materials/chemicals, but as the place to prepare student activities). When science rooms get cluttered, teachers start to violate OSHA guidelines by storing things ins fume hoods or blocking pathways..</p>
4.	What new programs have been approved to move forward, but do not have adequate space?
R:	<p>The new K5 Smithsonian Science program materials will prove challenging for the K8 schools in terms of space. Each school will be receiving ~ 6-8 pallets of materials in May/June 2022.. they will need to store it somewhere. Then, each elem classroom will be asked to house 4 units, ~5-7 crates of materials and other things. All the 450 classrooms will have issues with this, unless a school has another storage space.. and then, the farther the materials are away from the teacher, the less likely there is to be fidelity of implementation. Refurbishing these materials will also be a challenge, since schools have no storage for extra materials.</p>

# New Haven Long Range Facility Planning Study (LRFPS)

## Curriculum/ Facility Alignment Questionnaire

**Department:** Science

**Department Head:** Bob McCain

**Purpose:** The purpose of this survey is for the LRFPS team to understand the physical plant needs to align with district curriculum requirements. Please respond to the following questions and include as much detail as you can about specific buildings, spaces and facility needs.

Identify:

- Space disparities/ inequities between buildings.
- Buildings where spaces have, or need to be repurposed/reconfigured to support an alternate use;
- New programs planned for a specific building and corresponding space requirements.

**Instructions:** Please type your Responses in the cell adjacent to “R:” under each question. The cell is expandable and will grow as you type. Save a copy of this template file to include a filename suffix for your department as follows: “NHLRFPS-CurriculumSurvey-DEPARTMENT.docx,” where ‘DEPARTMENT’ is replaced with your department name (I.e. ART, MUSIC, SCIENCE, etc.).

1.	Which schools and spaces are functioning the best for your program?
R:	I think we have many schools that are working great but I am so new to this position, I really haven't assessed needs yet.
2.	Which schools and spaces are not meeting the needs for your program?
R:	Wooster South, which is designated as the new office space for the Science department, is currently uninhabitable. Therefore, we have no consistent space to work out of. A walkthrough was held yesterday to discuss the requests and impending changes to the space so that it can become a useful space. Currently the science team is working out of the old Strong School (Orchard St). We have no custodian, phones but it works for now.
3.	Which schools are lacking adequate space for your essential programs?
R:	I know we need to replace all High School Science Labs with State-of-the-Art ones that meet NGSS requirements. We will need equipment, hoods, electricity, electrical, water as most labs are missing these (they don't work). We also need a way to dispose of chemicals (CHO)  Middle School Labs also need updating as we hope to adopt a new science program next year

**New Haven Long Range Facility Planning Study (LRFPS)**

**Curriculum/ Facility Alignment Questionnaire**

4.	What new programs have been approved to move forward, but do not have adequate space?
R:	Smithsonian Science (K-5) – we have numerous responses for storage space for the large bins and supplies

# New Haven Long Range Facility Planning Study (LRFPS)

## Curriculum/ Facility Alignment Questionnaire

**Department:** World Languages

**Department Head:** Jessica Haxhi, 203-228-2339, [Jessica.haxhi@nhboe.net](mailto:Jessica.haxhi@nhboe.net)

**Purpose:** The purpose of this survey is for the LRFPS team to understand the physical plant needs to align with district curriculum requirements. Please respond to the following questions and include as much detail as you can about specific buildings, spaces and facility needs.

Identify:

- Space disparities/ inequities between buildings;
- Buildings where spaces have, or need to be repurposed/reconfigured to support an alternate use;
- New programs planned for a specific building and corresponding space requirements;

**Instructions:** Please type your Responses in the cell adjacent to “R:” under each question. The cell is expandable, and will grow as you type. Save a copy of this template file to include a filename suffix for your department as follows: “NHLRFPS-CurriculumSurvey-DEPARTMENT.docx”, where ‘DEPARTMENT’ is replaced with your department name (i.e. ART, MUSIC, SCIENCE, etc.).

1.	Which schools and spaces are functioning the best for your program?
R:	Examples: ESUMS, Metro, NHA, (newer buildings with good computer screen placement) For world languages, the most important thing is that it is easy for teachers to plug in to the projector, but also have some white board space that is magnetic for writing and tactile activities with magnetic flashcards, etc. Other than that, wifi access is important.
2.	Which schools and spaces are not meeting the needs for your program?
R:	Betsy Ross (computer to screen hookup not working in most rooms)
3.	Which schools are lacking adequate space for your essential programs?
R:	Most middle schools no longer have the space for a world language classroom and teachers are on a cart. This exhausts the teacher and leads to them leaving for a district where they can have a classroom. It also diminishes the ability of the teacher to create a culturally rich space with pictures, student work, etc. that can be all in the target language.  Coop world language teachers seem to struggle with access to projectors as well as a very small, confined, noisy office for 5 people in the gym on the bottom floor.
4.	What new programs have been approved to move forward, but do not have adequate space?
R:	The issue is more about existing programs that have been squeezed out of their classrooms due to adding the ESSER classrooms.

**New Haven Long Range Facility Planning Study (LRFPS)**  
**Curriculum/ Facility Alignment Questionnaire**



# **Appendix E**

## **Architectural & Mechanical Facility Conditions Surveys**

# Architectural Condition Survey - New Haven Schools

School or Building Name: Quinnipiac STEM Magnet School  
 Address: 460 Lexington Ave, New Haven, CT 06513  
 Year Built:  
 Form Filled out by: Skyler Moncada  
 Date of Survey if performed: 8/3/2022

Revision Date: 3-Aug-22  
 Issue: For review

For the Major System types below provide description in the "comments Column" and in the system conditions column provide a check or an X to indicate the general condition of that system.  
 Any background general information can be provided in this overview section below

**Building Condition Overview ( list any general items in the summary section below):**

	The bus and parent drop off area is shared which is not ideal within current school safety guidelines. Sidewalks are in good to fair condition with a normal level of wear.	
Good Conditions Overall	Due to the existing precast / C.I.P. concrete structure, it is expected that it would be very difficult to install central A/C. Stairs are not 6' wide and would not meet code.	
	Classroom technology is in fair condition with an uneven distribution of whiteboard, blackboard, and projectors across all spaces.	

System	Question:	Comments:	System Condition *			
			New	Good	Fair	Poor
<b>A SUBSTRUCTURE</b>						
A1010 FOUNDATIONS	Describe general condition of building foundations.	Good to fair condition		x	x	
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.					
A4010 SLABS ON GRADE	Describe general condition of slabs on grade.	Evidence of settlement at ground floor in hallways and in occasional classrooms			x	
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.	Ground floor hallways, minor settlement cracking VCT floors				
A6010 BUILDING SUB-DRAINAGE	Identify any areas of sub-building drainage lines that may be under-performing, or blocked			x		
<b>B SHELL</b>						
B2010 EXTERIOR WALLS	List the varying types of exterior wall materials and the general condition of each exterior wall type.	Generally all in good condition		x		
	Type 1: Brick			x		
	Type 2: Precast/CIP Concrete			x		
	Type 3: Curtain glass and Panel assemblies			x		
	Identify the location of exterior walls in need of repair, or replacement and describe the nature of needed correction.	Curtain glass assemblies are integrated with existing glass above, creating an odd assembly				
B2020 EXTERIOR WINDOWS	List the varying types of exterior windows and the general condition of each exterior window type.	Glass is generally in fine condition, but dated and features a mixture of operable, double and single pane assemblies seemingly at random			x	
	Type 1: Curtain glass and Panel assemblies				x	
	Type 2: Frosted tempered glass				x	
	Type 3:					
	Identify the location of exterior windows in need of repair, or replacement and describe the nature of needed correction.	Frosted tempered glass in restrooms is clearly old, assemblies are solid but inoperable and provide poor light				
B2050 EXTERIOR DOORS AND GRILLES	Describe the general condition of exterior doors for the building	Typical HM exterior doors in various states of decay, best to replace			x	
	Identify the location, material type and size (e.g. 3' x 7' hollow metal) of exterior doors in need of repair, or replacement and describe the nature of needed correction.					
	Describe the general condition of exterior grilles/louvers for the building	Aluminum		x		
	Identify the location, material type and approximate size (e.g. 4' x 4' aluminum) of grilles/ louvers in need of repair, or replacement and describe the nature of needed correction.	2'x3' approximate, reasonable wear				



<b>B3010 ROOFING</b>	Describe the general condition and age of roofing the building	Concrete plank roof with black epdm roofing						
	Identify the roofing type and age for the varying portions of the building and the general condition of each roof type.	Unknown age of roof						
	Type 1:	Concrete plank roof with black epdm roofing						
	Type 2:							
	Type 3:							
Identify the location, roofing type and approximate area in need of repair, or replacement and describe the nature of needed correction.	no apparent need for repair or replacement							
<b>C INTERIORS</b>								
<b>C1010 INTERIOR PARTITIONS</b>	Describe the general condition and type of interior partitions in the building	Variable partition types all in good condition. Movable partition walls may be used as permanent partitions, appear to be framed in, disabling operation						
	Type 1:	CMU/Brick masonry						
	Type 2:	GWB						
	Type 3:	Movable partitions						
	Identify specific areas within the building where interior partitions need repair, or replacement and describe the nature of needed correction.							
<b>C1020 INTERIOR WINDOWS + C1030 INTERIOR DOORS</b>	Describe the general condition and type of interior windows in the building	Generally all in good to fine condition						
	Type 1:	Single pane wire and non-wire glass, disparate in several locations						
	Type 2:	Frosted tempered glass						
	Identify specific areas within the building where interior windows need repair, or replacement and describe the nature of needed correction.							
	Describe the general condition and type of interior doors in the building	Generally all in good condition						
	Type 1:	Wood 3x7 Doors						
	Type 2:							
	Identify specific areas within the building where interior doors need repair, or replacement and describe the nature of needed correction.							
<b>C2010 WALL FINISHES</b>	Describe the general condition and type of wall finishes	Painted masonry, untreated brick masonry, GWB, and movable partitions						
	Identify specific areas within the building where wall finishes need repair, or replacement and describe the nature of needed correction.	Room partitions generally in good condition.						
<b>C2030 FLOORING</b>	Describe the general condition and type(s) of flooring in the building	VCT Flooring in decent condition						
	Identify specific areas within the building where flooring needs repair, or replacement and describe the nature of needed correction.	Occasional areas where tiles are lifting, or cracking due to settlement						
<b>C2050 CEILING FINISHES</b>	Describe the general condition and type(s) of ceiling finishes in the building	Variable size ACT tile, concrete plank in good condition						
	Identify specific areas within the building where ceiling finishes need repair, or replacement and describe the nature of needed correction.							
<b>D SERVICES</b>								
<b>D1010 VERTICAL CONVEYING SYSTEMS</b>	Identify the quantity, type and number of stops for each elevator(s) or lifts, within the building	One elevator, non-ADA, two floors						
	Describe the general condition of each elevator, or lift							
	Identify specific components of each elevator, or lift that need repair, or replacement and describe the nature of needed correction.							

\*Good  
\*Fair  
\*Poor

System or components working well and not nearing end of life.  
System or components workign but increasingly require maintenance and are nearing end of useful life  
System is problematic, causes disruption to occupants and operators and is at the end of useful life



Heating	Describe the heating plant. What is the quantity of boilers, hot water pumps, etc. Provide system condition assessment on the right.	Building has 2 Hot Water Boilers (dual fuel) each with its own primary HWP. The system also utilizes RTU's to provide heating to the space.		X					X		
	Describe any controls associated with the system. Is the heating plant operated automatically?	The heating plant is operated automatically based off the heating load required.									
	Does the heating plant provide sufficient heating capacity for peak heating demand?	Custodian stated that the heat is functioning properly and no comfort issues have been reported.									
	What setpoints are associated with the controls of the system (i.e. heating hot water supply and return temps)?	There is an OA enable setpoint of 55 degrees. It appears the supply temperature sensor for Boiler 2 is reading incorrectly as it shows negative 47 degrees when the boiler is off.									
	What is the age of the heating plant? Describe the general condition of the components.	Boilers are aged but appear in good operating condition.		X					X		
	What downstream equipment is used to heat individual spaces? Provide system condition assessment on the right.	The RTU's provide air to the VAVs. It is unclear whether the VAVs have reheat. Portions of the building contain hydronic perimeter radiation.	N/A								
	Describe any controls associated with the downstream equipment.	Thermostats sense the temperature of the space and that information is translated to the BMS to operate the terminal equipment.									
	Is there any secondary heating units (electrical heating) used in the building?	The building utilizes hydronic radiators to provide supplemental heating.									
	Describe any system maintenance challenge(s).	Custodian does not maintain heating within the building. If changes are needed, custodian needs to alert a BMS operator.									
Airside Equipment	Describe any major ventilation units used in the building. What spaces do these units serve?	Large RTUs provide ventilation to the majority of the building. There is one Make up air unit but building staff was unsure of the exact area it serves.									
	Describe any controls associated with the Roof Top Units. Are the controls working properly? Provide system condition assessment on the right.	Controls are based on heating/cooling setpoints programmed by building operators.			X				X		
	If the units operator on controls, are those controls from a BMS system or operated locally.	The BMS monitors various setpoints and control points on the RTUs. All controls are operated remotely.									
	Has the system undergone air balancing? If so, when?	Balancing has not been performed since installation of the units.									
	Are any energy saving techniques incorporated into the system (ex. Demand Control Ventilation, Bi Polar Ionization air treatment, economizer modes, etc.....).	There are no known energy saving techniques used in the building.									
	What spaces do exhaust fans serve, if any? Describe controls on this equipment. Indicate condition of equipment.	Efs are for the Kitchen, Restrooms, Emergency Exit, Prep rooms and Outdoor Storage Area. The exhaust fans are not monitored through the BMS.		X						X	
	Are filters changed .	There is no maintenance protocol for the building. Filters are changed on an as needed basis when custodial staff puts in work orders and are approved by NHS.									
Describe any system maintenance challenge(s).	There are no maintenance schedules for any system within the building. Maintenance is completed on an as needed basis.										
DHW	Describe the Domestic Hot Water System. Is the System Gas or Electric. Provide system condition assessment on the right.	Domestic Hot Water Heater is gas operated. The unit appears to have wear appropriate for the age however building staff did not report any operational issues.			X			X			
	Describe the uses for the Domestic Hot Water System in the building.	Domestic Water is used for restrooms and kitchens in the building.									
	What controls / setpoints are used to maintain domestic hot water.	Domestic Water Heater operates based on building load.									
	Does the current DHW system provide sufficient load at peak demand.	No comfort issues have been reported, thus it is assumed that the domestic hot water system provides sufficient heating to the building.									
	Describe any system maintenance challenge(s).	Domestic hot water heaters are nearing the end of their useful life.									

Electrical	Note the number of electrical meters are associated with the building. If available, please provide meter numbers and purpose.	Building has one electrical meter. 11235440							
	Describe the condition and location of electrical panels throughout the building?	Electrical panels are located in electrical rooms throughout the building.			X				X
	Does the building have a UPS systems? If so how many and what size?	Building does not have a UPS.			X				
	Describe any issues associated with electrical equipment, if any.	No issues reported.							
	Does the building have communication / server rooms? Describe equipment within these rooms.	Building has dedicated electrical rooms. These rooms consist of server racks and electrical panels. Rooms were found to be used as storage also.							
	Does the building have an Emergency Generator? If so what size 9KW) is the generator. Provide system condition assessment on the right.	N/A	N/A						
	If the building has an Emergency Generator, what equipment does it serve.	N/A							
	Describe general lighting fixture types and any controls associated with the lighting system. Provide system condition assessment on the right.	Building consists of 32W T8 fixtures. Building does have occupancy/vacancy sensors and exterior lighting controls.					X		X
	Are emergency lighting operated off the emergency generator or battery backup?	Emergency Lighting is assumed to operate on battery backup.							
	Does the building feature any solar energy generation systems? If yes, please indicate what type of system and general condition.	N/A	N/A						
	Describe any system maintenance challenge(s).	Equipment is repaired/ replaced as it fails.							
FA/FP	Describe the fire protection system. Is the system a wet or dry system. Provide system condition assessment on the right.	It is believed to be a wet system. No fire pump within the building.		X					X
	Describe components of the Fire Protection system (smoke detectors, heat detectors, duct detectors etc...).	The FSP has tamper switch and flow switches that relay information to the FACP. There are smoke detectors in the spaces.							
	Have water flow/tamper switches been tested? If so when was the last time they were inspected.	No fire alarm maintenance schedules.							
	Describe general trouble / alarm monitored points by the Fire Alarm panel.	No fire alarm issues reported by custodial staff							
	Is there a Central Station Monitoring system set up? If so who is the point of contact?	The fire alarm system is connected to the fire department.							
	Describe the mechanical zoning of the Fire alarm system. Do all units shut down upon a fire alarm activation.	This information was not provided, however it is assumed that all HVAC equipment shuts down upon a fire alarm activation.							
	Are there any access control devices within the facility? Do these devices release upon a fire alarm activation?	No access control devices were observed.							
	Describe any system maintenance challenge(s).	No information from custodian. It was indicated no preventative maintenance plan in place. Equipment is repaired/ replaced as it fails.							

\*New  
\*Good  
\*Fair  
\*Poor

Installed or replaced in less than 3 years  
System or components working well and not nearing end of life.  
System or components working but increasingly require maintenance and are nearing end of useful life  
System is problematic, causes disruption to occupants and operators and is at the end of useful life

# Architectural Condition Survey - New Haven Schools

School or Building Name: Strong School  
 Address: 130 Orchard St, New Haven, CT 06519  
 Year Built:  
 Form Filled out by: Skyler Moncada  
 Date of Survey if performed: 8/3/2022

Revision Date: 3-Aug-22  
 Issue: For review

For the Major System types below provide description in the "comments Column" and in the system conditions column provide a check or an X to indicate the general condition of that system.  
 Any background general information can be provided in this overview section below

**Building Condition Overview ( list any general items in the summary section below):**

	AC is inconsistent throughout the building - noticeably effective on the second floor, virtually absent on the first floor save for the main office area. Building is not sprinklered, may not be required. Several emergency exit signs around the building are broken.	
Good Conditions Overall	Gang and single bathrooms are inaccessible, need ADA updates. All dividers and sinks must be replaced.	
	Cafeteria / gym combined function as a multifunction space with an attached kitchen. Kitchen is in fair condition with a variety of water damage and ceiling issues, but the equipment is high quality and in good condition.	

System	Question:	Comments:	System Condition *			
			New	Good	Fair	Poor
<b>A SUBSTRUCTURE</b>						
A1010 FOUNDATIONS	Describe general condition of building foundations.	Foundations generally seem to be in good condition		x		
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.					
A4010 SLABS ON GRADE	Describe general condition of slabs on grade.	Slabs generally seem to be in good condition		x		
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.					
A6010 BUILDING SUB-DRAINAGE	Identify any areas of sub-building drainage lines that may be under-performing, or blocked	Unknown if the sub-drainage systems are in good condition given the excessive water damage present in the ceilings		x	x	
<b>B SHELL</b>						
B2010 EXTERIOR WALLS	List the varying types of exterior wall materials and the general condition of each exterior wall type.	Brick, curtain wall, glass block		x		
	Type 1:	Brick		x		
	Type 2:	Curtain Wall		x		
	Type 3:	Glass Block		x		
	Identify the location of exterior walls in need of repair, or replacement and describe the nature of needed correction.					
B2020 EXTERIOR WINDOWS	List the varying types of exterior windows and the general condition of each exterior window type.	Double and single pane windows. Single pane Lexanne in poor condition, variable degrees of operability			x	
	Type 1:	Double pane Storm Windows		x		
	Type 2:	Single Pane Lexanne windows				x
	Type 3:					
	Identify the location of exterior windows in need of repair, or replacement and describe the nature of needed correction.					
B2050 EXTERIOR DOORS AND GRILLES	Describe the general condition of exterior doors for the building	Exterior doors generally in fair condition, likely need replacement			x	
	Identify the location, material type and size (e.g. 3' x 7' hollow metal) of exterior doors in need of repair, or replacement and describe the nature of needed correction.	3x7 HM doors			x	
	Describe the general condition of exterior grilles/louvers for the building	Aluminum grilles, variable size, in generally good condition		x		
	Identify the location, material type and approximate size (e.g. 4' x 4' aluminum) of grilles/ louvers in need of repair, or replacement and describe the nature of needed correction.					

<b>B3010 ROOFING</b>	Describe the general condition and age of roofing the building	Roof generally leaks everywhere in the school, causing a wide variety of water related damage						x
	Identify the roofing type and age for the varying portions of the building and the general condition of each roof type.							
	Type 1:	EPDM Roofing membrane, unclear where the origin of the leaks are						
	Type 2:	Metal Panel Roofing, unclear where the origin of the leaks are					x	
	Type 3:						x	
	Identify the location, roofing type and approximate area in need of repair, or replacement and describe the nature of needed correction.	Maintenance staff insist the entire roof needs to be replaced						
<b>C INTERIORS</b>								
<b>C1010 INTERIOR PARTITIONS</b>	Describe the general condition and type of interior partitions in the building	Brick, CMU, GWB all generally in good condition						
	Type 1:	Brick						x
	Type 2:	CMU						x
	Type 3:	GWB						x
	Identify specific areas within the building where interior partitions need repair, or replacement and describe the nature of needed correction.							
<b>C1020 INTERIOR WINDOWS + C1030 INTERIOR DOORS</b>	Describe the general condition and type of interior windows in the building	Single pane and glass block all generally in good condition						
	Type 1:							x
	Type 2:							
	Identify specific areas within the building where interior windows need repair, or replacement and describe the nature of needed correction.							
	Describe the general condition and type of interior doors in the building	3x7 WD doors, HM doors all generally in good condition						
	Type 1:							x
	Type 2:							
Identify specific areas within the building where interior doors need repair, or replacement and describe the nature of needed correction.								
<b>C2010 WALL FINISHES</b>	Describe the general condition and type of wall finishes							
	Identify specific areas within the building where wall finishes need repair, or replacement and describe the nature of needed correction.							x
<b>C2030 FLOORING</b>	Describe the general condition and type(s) of flooring in the building	Tile, Terazzo, VCT in variable conditions. VCT lifting in many places, needs to be replaced. Tile and terazzo outside bathrooms in good condition. Bathroom tiles need replacement sitting the strong smell of urine.						
	Identify specific areas within the building where flooring needs repair, or replacement and describe the nature of needed correction.							x
<b>C2050 CEILING FINISHES</b>	Describe the general condition and type(s) of ceiling finishes in the building	ACT tile and GWB throughout building all suffering from water damage, must be replaced including lighting components. Visible water damage around skylights						
	Identify specific areas within the building where ceiling finishes need repair, or replacement and describe the nature of needed correction.							x
<b>D SERVICES</b>								
<b>D1010 VERTICAL CONVEYING SYSTEMS</b>	Identify the quantity, type and number of stops for each elevator(s) or lifts, within the building	One elevator, two floors - needs ADA update						
	Describe the general condition of each elevator, or lift							x
	Identify specific components of each elevator, or lift that need repair, or replacement and describe the nature of needed correction.							x

\*Good  
\*Fair  
\*Poor

System or components working well and not nearing end of life.  
System or components working but increasingly require maintenance and are nearing end of useful life  
System is problematic, causes disruption to occupants and operators and is at the end of useful life



Heating	Describe the heating plant. What is the quantity of boilers, hot water pumps, etc. Provide system condition assessment on the right.	Building has 3 Hot Water Boilers (dual fuel). The system is also equipped with 4 HWPs. The system send hot water to the hot water coils in the RTU to condition the supply air.		X						X	
	Describe any controls associated with the system. Is the heating plant operated automatically?	The heating plant is operated automatically based off the heating load required.									
	Does the heating plant provide sufficient heating capacity for peak heating demand?	No issues reported with the heating system.									
	What setpoints are associated with the controls of the system (i.e. heating hot water supply and return temps)?	Setpoints are based on heating load. Per the BMS the hot water supply temperature is around 160 degrees.									
	What is the age of the heating plant? Describe the general condition of the components.	The heating plant was within the last 10 years.. System is in good condition.		X						X	
	What downstream equipment is used to heat individual spaces? Provide system condition assessment on the right.	The RTU's provide conditioned air to the VAVs.	N/A								
	Describe any controls associated with the downstream equipment.	VAVs operate based on thermostat settings.									
	Is there any secondary heating units (electrical heating) used in the building?	Building uses hydronic radiators for perimeter heating within classrooms and offices and has cabinet units heaters and unit heaters within stairwells and storages spaces.									
	Describe any system maintenance challenge(s).	There are no maintenance protocols in place.									
Airside Equipment	Describe any major ventilation units used in the building. What spaces do these units serve?	There are 10 RTUs, 1 makeup air unit and 2 energy recovery units. Various RTUs were found to were found with broken belts and dirty coils.									
	Describe any controls associated with the Roof Top Units. Are the controls working properly? Provide system condition assessment on the right.	Controls are based on heating/cooling load from the thermostat setpoints in the building.		X						X	
	If the units operator on controls, are those controls from a BMS system or operated locally.	The BMS monitors various setpoints and control points on the RTUs.									
	Has the system undergone air balancing? If so, when?	Balancing has not been completed since installation.									
	Are any energy saving techniques incorporated into the system (ex. Demand Control Ventilation, Bi Polar ionization air treatment, economizer modes, etc.....).	RTU-3A, 3B and 10 are equipped with enthalpy wheels. It was found that the belts on the enthalpy arent on and thus, the enthalpy wheel is not working. The school will have excessive energy usage until the enthalpy wheels are properly repaired.									
	What spaces do exhaust fans serve, if any? Describe controls on this equipment. Indicate condition of equipment.	There are three toilet exhaust fans (1 for each floor). The units are controlled through the BMS and operate based on schedule.			X					X	
	Are filters changed .	There is no maintenance protocol for the building. Filters are changed on an as needed basis when custodial staff puts in work orders and are approved by NHS.									
Describe any system maintenance challenge(s).	There are no maintenance schedules for any system within the building. Maintenance is completed on an as failed basis.										
DHW	Describe the Domestic Hot Water System. Is the System Gas or Electric. Provide system condition assessment on the right.	There is one Domestic Hot Water Heater that is gas operated. Hot water heater is in good condition.		X						X	
	Describe the uses for the Domestic Hot Water System in the building.	Domestic Water is used for restrooms and kitchens in the building. Domestic Water is also used for labs with sinks.									
	What controls / setpoints are used to maintain domestic hot water.	Domestic Water Heater operates based on building load.									
	Does the current DHW system provide sufficient load at peak demand.	No comfort issues have been reported, thus it is assumed that the domestic hot water system provides sufficient heating to the building.									
	Describe any system maintenance challenge(s).	Maintenance is completed on an as needed basis.									



Electrical	Note the number of electrical meters are associated with the building. If available, please provide meter numbers and purpose.	There is one main electrical meter for this building.							
	Describe the condition and location of electrical panels throughout the building?	Electrical panels are located in electrical rooms throughout the building.		x					x
	Does the building have a UPS systems? If so how many and what size?	Building does have a UPS. It appears the UPS is not functioning and is in fault mode.					x		x
	Describe any issues associated with electrical equipment, if any.	No electrical issues reported.							
	Does the building have communication / server rooms? Describe equipment within these rooms.	Building has dedicated electrical rooms. These rooms consist of server racks and electrical panels. Rooms were found to be used as storage also.							
	Does the building have an Emergency Generator? If so what size 9KW) is the generator. Provide system condition assessment on the right.	N/A				x			x
	If the building has an Emergency Generator, what equipment does it serve.	N/A							
	Describe general lighting fixture types and any controls associated with the lighting system. Provide system condition assessment on the right.	Building consists of LED Fixtures and occupancy/vacancy sensors. No issues have been reported by the building staff.		x					x
	Are emergency lighting operated off the emergency generator or battery backup?	Emergency Lighting is assumed to operate on battery backup.							
	Does the building feature any solar energy generation systems? If yes, please indicate what type of system and general condition.	There are multiple arrays of PV on the roof of the building. However, inverters on the roof where found to be failed preventing electricity production from the system.					x		x
	Describe any system maintenance challenge(s).	Building staff has limited maintenance responsibilities for the electrical systems.							
FA/FP	Describe the fire protection system. Is the system a wet or dry system. Provide system condition assessment on the right.	It is believed to be a wet system. No fire pump within the building.		x					x
	Describe components of the Fire Protection system (smoke detectors, heat detectors, duct detectors etc...).	Building does have smoke, heat and duct detectors.							
	Have water flow/tamper switches been tested? If so when was the last time they were inspected.	There is no fire alarm maintenance protocols in place. It is assumed the tamper/flow switches have not been tested since installation.							
	Describe general trouble / alarm monitored points by the Fire Alarm panel.	No trouble or alarm points were shown on the fire alarm panel.							
	Is there a Central Station Monitoring system set up? If so who is the point of contact?	Connected to the fire department.							
	Describe the mechanical zoning of the Fire alarm system. Do all units shut down upon a fire alarm activation.	This information was not provided, however it is assumed that all HVAC equipment shuts down upon a fire alarm activation.							
	Are there any access control devices within the facility? Do these devices release upon a fire alarm activation?	No access control devices were observed.							
	Describe any system maintenance challenge(s).	No information from custodian. It was indicated no preventative maintenance plan in place. Equipment is repaired/ replaced as it fails.							

\*New  
\*Good  
\*Fair  
\*Poor

Installed or replaced in less than 3 years  
System or components working well and not nearing end of life.  
System or components working but increasingly require maintenance and are nearing end of useful life  
System is problematic, causes disruption to occupants and operators and is at the end of useful life

early in life of unit  
greater than 10 years of life likely....  
2-5 year plan may need to design soon  
immediate

# Architectural Condition Survey - New Haven Schools

School or Building Name: West Rock STREAM Academy  
 Address: 311 Valley St  
 Year Built:  
 Form Filled out by: Skyler Moncada  
 Date of Survey if performed: 8/3/2022

Revision Date: 3-Aug-22  
 Issue: For review

For the Major System types below provide description in the "comments Column" and in the system conditions column provide a check or an X to indicate the general condition of that system.  
 Any background general information can be provided in this overview section below

**Building Condition Overview ( list any general items in the summary section below):**

Good Conditions Overall	The school's asphalt is in good to fair condition with some area's that may need patching. Concrete and sidewalks need patching in places, and generally suffer from lack of accessibility, especially near the kindergarten area and in all class restrooms - there are no gang restrooms. Drop off circulation is not ideal for modern security concerns
	School technology is in fair condition, with an inconsistent spread of blackboards, white boards, smart boards and projectors present across the classrooms. Internet and wireless are both present across school grounds. Cafetorium lacking a stage due to reallocation as classrooms and as name suggests, has no dedicated gymnasium or cafeteria. Presumed original changing rooms / showers have been repurposed as storage.
	The classroom and office trailers are in good to fair shape according to Marvin - we were not able to enter. Exterior skirt boards show wear or damage in places. Trailer's roof looked to be in good to fair shape from above.

System	Question:	Comments:	System Condition *			
			New	Good	Fair	Poor
<b>A SUBSTRUCTURE</b>						
A1010 FOUNDATIONS	Describe general condition of building foundations.			x		
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.					
A4010 SLABS ON GRADE	Describe general condition of slabs on grade.			x		
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.	Minor brick cracking, located adjacent to the kitchen entrance				
A6010 BUILDING SUB-DRAINAGE	Identify any areas of sub-building drainage lines that may be under-performing, or blocked	Extensive clogging of roof drainage due to vegetative overgrowth, suspected leaks and clogging in soffit leading to visible water damage/deterioration			x	
<b>B SHELL</b>						
B2010 EXTERIOR WALLS	List the varying types of exterior wall materials and the general condition of each exterior wall type.	Generally all good with the exception of minor brick cracking, located adjacent to the kitchen entrance. There are no visible expansion joints.		x		
	Type 1:	Brick		x		
	Type 2:					
	Type 3:					
	Identify the location of exterior walls in need of repair, or replacement and describe the nature of needed correction.	Exterior wall adjacent to the kitchen entrance				
B2020 EXTERIOR WINDOWS	List the varying types of exterior windows and the general condition of each exterior window type.	Windows and frames in good condition, caulk showing extensive deterioration and/or mold in certain locations		x		
	Type 1:	Triple pane glass		x		
	Type 2:					
	Type 3:					
	Identify the location of exterior windows in need of repair, or replacement and describe the nature of needed correction.					
B2050 EXTERIOR DOORS AND GRILLES	Describe the general condition of exterior doors for the building	Virtually all exterior wilco HM doors show signs of moderate or greater deterioration, need replacement				x
	Identify the location, material type and size (e.g. 3' x 7' hollow metal) of exterior doors in need of repair, or replacement and describe the nature of needed correction.					
	Describe the general condition of exterior grilles/louvers for the building	8" x 24" Aluminum louvers at ground level in poor condition, often heavily warped, dented, or kicked in			x	
	Identify the location, material type and approximate size (e.g. 4' x 4' aluminum) of grilles/ louvers in need of repair, or replacement and describe the nature of needed correction.					

<b>B3010 ROOFING</b>	Describe the general condition and age of roofing the building	20 year old roof with very occasional spot leaks						
	Identify the roofing type and age for the varying portions of the building and the general condition of each roof type.	Black EPDM rubberized roofing membrane		x				
	Type 1:	EPDM Membrane		x				
	Type 2:							
	Type 3:							
	Identify the location, roofing type and approximate area in need of repair, or replacement and describe the nature of needed correction.	One small location above the custodian's office, and one small area above the classroom behind the cafeteria stage						
<b>C INTERIORS</b>								
<b>C1010 INTERIOR PARTITIONS</b>	Describe the general condition and type of interior partitions in the building	Interior partitions are in very good condition, minimal noticeable wear						
	Type 1:	GW8		x				
	Type 2:	Masonry		x				
	Type 3:							
	Identify specific areas within the building where interior partitions need repair, or replacement and describe the nature of needed correction.							
<b>C1020 INTERIOR WINDOWS + C1030 INTERIOR DOORS</b>	Describe the general condition and type of interior windows in the building	Interior windows are in good condition,		x				
	Type 1:	Triple Pane glass						
	Type 2:							
	Identify specific areas within the building where interior windows need repair, or replacement and describe the nature of needed correction.	Occasional interior screens show minor wear / tangles						
	Describe the general condition and type of interior doors in the building	All interior doors are in good condition		x				
	Type 1:	HM Frame, Wood door		x				
	Type 2:							
	Identify specific areas within the building where interior doors need repair, or replacement and describe the nature of needed correction.							
<b>C2010 WALL FINISHES</b>	Describe the general condition and type of wall finishes	Wall finishes are generally in good condition with minimal wear		x				
	Identify specific areas within the building where wall finishes need repair, or replacement and describe the nature of needed correction.							
<b>C2030 FLOORING</b>	Describe the general condition and type(s) of flooring in the building	Floors are in very good condition. Terazzo and VCT floor throughout the space shows nearly no wear, gym floor was redone 2012, refinished 2018		x				
	Identify specific areas within the building where flooring needs repair, or replacement and describe the nature of needed correction.							
<b>C2050 CEILING FINISHES</b>	Describe the general condition and type(s) of ceiling finishes in the building	ACT 1x1 tile ceilings, 2x4 ACT tile ceilings generally all in good condition		x				
	Identify specific areas within the building where ceiling finishes need repair, or replacement and describe the nature of needed correction.	One small location above the custodian's office, and one small area above the classroom behind the cafeteria stage						
<b>D SERVICES</b>								
<b>D1010 VERTICAL CONVEYING SYSTEMS</b>	Identify the quantity, type and number of stops for each elevator(s) or lifts, within the building							
	Describe the general condition of each elevator, or lift							
	Identify specific components of each elevator, or lift that need repair, or replacement and describe the nature of needed correction.							

\*Good  
\*Fair  
\*Poor

System or components working well and not nearing end of life.  
System or components workign but increasingly require maintenance and are nearing end of useful life  
System is problematic, causes disruption to occupants and operators and is at the end of useful life





Electrical	Note the number of electrical meters are associated with the building. If available, please provide meter numbers and purpose.	Building has one electrical meter. 11235440							
	Describe the condition and location of electrical panels throughout the building?	Electrical panels are located in electrical rooms throughout the building.			X				X
	Does the building have a UPS systems? If so how many and what size?	Building does not have a UPS.			X				
	Describe any issues associated with electrical equipment, if any.	No issues reported.							
	Does the building have communication / server rooms? Describe equipment within these rooms.	Building has dedicated electrical rooms. These rooms consist of server racks and electrical panels. Rooms were found to be used as storage also.							
	Does the building have an Emergency Generator? If so what size 9KW) is the generator. Provide system condition assessment on the right.	N/A	N/A						
	If the building has an Emergency Generator, what equipment does it serve.	N/A							
	Describe general lighting fixture types and any controls associated with the lighting system. Provide system condition assessment on the right.	Building consists of 32W T8 fixtures. Building does have occupancy/vacancy sensors and exterior lighting controls.					X		X
	Are emergency lighting operated off the emergency generator or battery backup?	Emergency Lighting is assumed to operate on battery backup.							
	Does the building feature any solar energy generation systems? If yes, please indicate what type of system and general condition.	N/A	N/A						
	Describe any system maintenance challenge(s).	Equipment is repaired/ replaced as it fails.							
FA/FP	Describe the fire protection system. Is the system a wet or dry system. Provide system condition assessment on the right.	It is believed to be a wet system. No fire pump within the building.		X					X
	Describe components of the Fire Protection system (smoke detectors, heat detectors, duct detectors etc...).	The FSP has tamper switch and flow switches that relay information to the FACP. There are smoke detectors in the spaces.							
	Have water flow/tamper switches been tested? If so when was the last time they were inspected.	No fire alarm maintenance schedules.							
	Describe general trouble / alarm monitored points by the Fire Alarm panel.	No fire alarm issues reported by custodial staff							
	Is there a Central Station Monitoring system set up? If so who is the point of contact?	The fire alarm system is connected to the fire department.							
	Describe the mechanical zoning of the Fire alarm system. Do all units shut down upon a fire alarm activation.	This information was not provided, however it is assumed that all HVAC equipment shuts down upon a fire alarm activation.							
	Are there any access control devices within the facility? Do these devices release upon a fire alarm activation?	No access control devices were observed.							
	Describe any system maintenance challenge(s).	No information from custodian. It was indicated no preventative maintenance plan in place. Equipment is repaired/ replaced as it fails.							

\*New  
\*Good  
\*Fair  
\*Poor

Installed or replaced in less than 3 years  
System or components working well and not nearing end of life.  
System or components working but increasingly require maintenance and are nearing end of useful life  
System is problematic, causes disruption to occupants and operators and is at the end of useful life

# Architectural Condition Survey - New Haven Schools

School or Building Name: Katherine Brennan School  
 Address: 200 Wilmot Rd, New Haven, CT 06515  
 Year Built: Original 1951, Renovated 2001  
 Form Filled out by: Skyler Moncada  
 Date of Survey if performed:

Revision Date: 19-Apr-22  
 Issue: For review

4/19/2022

For the Major System types below provide description in the "comments Column" and in the system conditions column provide a check or an X to indicate the general condition of that system.  
 Any background general information can be provided in this overview section below

**Building Condition Overview ( list any general items in the summary section below ):**

Good Conditions Overall

Lighting controls on new corridor lights require calibration, no lighting over stage

System	Question:	Comments:	System Condition *			
			New	Good	Fair	Poor
<b>A SUBSTRUCTURE</b>						
A1010 FOUNDATIONS	Describe general condition of building foundations.	General condition of foundations is good		x		
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.					
A4010 SLABS ON GRADE	Describe general condition of slabs on grade.			x		
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.					
A6010 BUILDING SUB-DRAINAGE	Identify any areas of sub-building drainage lines that may be under-performing, or blocked			x		
<b>B SHELL</b>						
B2010 EXTERIOR WALLS	List the varying types of exterior wall materials and the general condition of each exterior wall type.					
	Type 1: Brick			x		
	Type 2: Vertical metal Siding			x		
	Type 3:					
	Identify the location of exterior walls in need of repair, or replacement and describe the nature of needed correction.	One sheet of vertical metal panel needs to be reattached in North Courtyard on curved façade				
B2020 EXTERIOR WINDOWS	List the varying types of exterior windows and the general condition of each exterior window type.					
	Type 1: Aluminum Store Front Windows			x		
	Type 2:					
	Type 3:					
	Identify the location of exterior windows in need of repair, or replacement and describe the nature of needed correction.					
B2050 EXTERIOR DOORS AND GRILLES	Describe the general condition of exterior doors for the building	Exterior doors themselves in good condition		x		
	Identify the location, material type and size (e.g. 3' x 7' hollow metal) of exterior doors in need of repair, or replacement and describe the nature of needed correction.	3'x7' Hollow Metal		x		
	Describe the general condition of exterior grilles/louvers for the building					
	Identify the location, material type and approximate size (e.g. 4' x 4' aluminum) of grilles/ louvers in need of repair, or replacement and describe the nature of needed correction.					

<b>B3010 ROOFING</b>	Describe the general condition and age of roofing the building	Roof has minor leaks, expected leaks. One specific leak at stage end of gymnasium due to suspected improper seal on roof at point of penetration for solar panels					
	Identify the roofing type and age for the varying portions of the building and the general condition of each roof type.			x			
	Type 1:	Fully Adhered TPO Membrane					
	Type 2:	Sheet Metal Roof		x			
	Type 3:			x			
	Identify the location, roofing type and approximate area in need of repair, or replacement and describe the nature of needed correction.						
<b>C INTERIORS</b>							
<b>C1010 INTERIOR PARTITIONS</b>	Describe the general condition and type of interior partitions in the building	Generally in good conditions					
	Type 1:	CMU/Brick		x			
	Type 2:	Gypsum Metal Stud Partitions		x			
	Type 3:			x			
	Identify specific areas within the building where interior partitions need repair, or replacement and describe the nature of needed correction.						
<b>C1020 INTERIOR WINDOWS + C1030 INTERIOR DOORS</b>	Describe the general condition and type of interior windows in the building						
	Type 1:						
	Type 2:						
	Identify specific areas within the building where interior windows need repair, or replacement and describe the nature of needed correction.	None					
	Describe the general condition and type of interior doors in the building						
	Type 1:	Hollow metal		x			
	Type 2:	Wood		x			
Identify specific areas within the building where interior doors need repair, or replacement and describe the nature of needed correction.							
<b>C2010 WALL FINISHES</b>	Describe the general condition and type of wall finishes	Ceramic Tile, Gypsum, CMU/Brick					
	Identify specific areas within the building where wall finishes need repair, or replacement and describe the nature of needed correction.			x			
<b>C2030 FLOORING</b>	Describe the general condition and type(s) of flooring in the building	VCT, Tile, Terrazzo					
	Identify specific areas within the building where flooring needs repair, or replacement and describe the nature of needed correction.	Terrazzo has started showing odd dark spots in main entrance hallways		x			
<b>C2050 CEILING FINISHES</b>	Describe the general condition and type(s) of ceiling finishes in the building	Acoustical Ceiling Panels Gypsum Board					
	Identify specific areas within the building where ceiling finishes need repair, or replacement and describe the nature of needed correction.	Occasional damaged tiles need replacement, typically where minor leaks appear		x			
<b>D SERVICES</b>							
<b>D1010 VERTICAL CONVEYING SYSTEMS</b>	Identify the quantity, type and number of stops for each elevator(s) or lifts, within the building						
	Describe the general condition of each elevator, or lift						
	Identify specific components of each elevator, or lift that need repair, or replacement and describe the nature of needed correction.	None					

\*Good

\*Fair

\*Poor

System or components working well and not nearing end of life.

System or components workign but increasingly require maintenance and are nearing end of useful life

System is problematic, causes disruption to occupants and operators and is at the end of useful life







Electrical	Note the number of electrical meters are associated with the building. If available, please provide meter numbers and purpose.	Building has two electrical meters. 11219829 and POD 1171003349001							
	Describe the condition and location of electrical panels throughout the building?	Electrical panels are located in electrical rooms throughout the building.			X				X
	Does the building have a UPS systems? If so how many and what size?	Building does not have a UPS.			X				
	Describe any issues associated with electrical equipment, if any.	No issues reported.							
	Does the building have communication / server rooms? Describe equipment within these rooms.	Building has dedicated electrical rooms. These rooms consist of server racks and electrical panels. Rooms were found to be used as storage also.							
	Does the building have an Emergency Generator? If so what size 9kW) is the generator. Provide system condition assessment on the right.	N/A	N/A						
	If the building has an Emergency Generator, what equipment does it serve.	N/A							
	Describe general lighting fixture types and any controls associated with the lighting system. Provide system condition assessment on the right.	Building consists of 32W T8 fixtures. Building does have occupancy/vacancy sensors and exterior lighting controls. No issues were reported with the lighting control system.				X			X
	Are emergency lighting operated off the emergency generator or battery backup?	Emergency Lighting is assumed to operate on battery backup.							
	Does the building feature any solar energy generation systems? If yes, please indicate what type of system and general condition.	There is numerous PV panels installed on the roof of the building. It is unclear whether the system is operational and the invertors are working.		X					
	Describe any system maintenance challenge(s).	Building staff has limited maintenance responsibilities for the electrical systems.							
FA/FP	Describe the fire protection system. Is the system a wet or dry system. Provide system condition assessment on the right.	It is believed to be a wet system. No fire pump within the building.		X					X
	Describe components of the Fire Protection system (smoke detectors, heat detectors, duct detectors etc....).	There are smoke detectors and heat detectors within the building. Specific fire alarm accessories for the duct system could not be verified.							
	Have water flow/tamper switches been tested? If so when was the last time they were inspected.	There are no fire alarm maintenance schedules. Building staff did not know the last date of testing.							
	Describe general trouble / alarm monitored points by the Fire Alarm panel.	No fire alarm issues reported by custodial staff.							
	Is there a Central Station Monitoring system set up? If so who is the point of contact?	The fire alarm system is connected to the fire department.							
	Describe the mechanical zoning of the Fire alarm system. Do all units shut down upon a fire alarm activation.	It is assumed that all units shut down upon a fire alarm activation.							
	Are there any access control devices within the facility? Do these devices release upon a fire alarm activation?	No access control devices were observed within the building.							
	Describe any system maintenance challenge(s).	Custodian staff does not complete maintenance on FA/FP system.							

\*New  
\*Good  
\*Fair  
\*Poor

Installed or replaced in less than 3 years  
System or components working well and not nearing end of life.  
System or components working but increasingly require maintenance and are nearing end of useful life  
System is problematic, causes disruption to occupants and operators and is at the end of useful life

# Architectural Condition Survey - New Haven Schools

School or Building Name: Clarence F Rogers  
 Address: 199 Wilmot Rd, New Haven, CT 06515  
 Year Built: Original 1951, Renovated 2001  
 Form Filled out by: Skyler Moncada  
 Date of Survey if performed: 4/19/2022

Revision Date: 19-Apr-22  
 Issue: For review

For the Major System types below provide description in the "comments Column" and in the system conditions column provide a check or an X to indicate the general condition of that system.  
 Any background general information can be provided in this overview section below

**Building Condition Overview ( list any general items in the summary section below ):**

Good Conditions Overall

Lighting controls on new corridor lights require calibration, no lighting over stage

System	Question:	Comments:	System Condition *			
			New	Good	Fair	Poor
<b>A SUBSTRUCTURE</b>						
A1010 FOUNDATIONS	Describe general condition of building foundations.	General condition of foundations is good		x	x	
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.					
A4010 SLABS ON GRADE	Describe general condition of slabs on grade.	General condition of slab on grade is good		x	x	
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.	Signs of minor settlement in line with column grid causing cracking in floor VCT				
A6010 BUILDING SUB-DRAINAGE	Identify any areas of sub-building drainage lines that may be under-performing, or blocked	Street lateral plumbing collapsed, front two restrooms do not function				x
<b>B SHELL</b>						
B2010 EXTERIOR WALLS	List the varying types of exterior wall materials and the general condition of each exterior wall type.	Generally in good condition. All around perimeter, there are gaps at top of exterior walls between roof where blocking or sealant would be required.				
	Type 1: Brick			x		
	Type 2: Vertical metal Siding			x		
	Type 3:					
	Identify the location of exterior walls in need of repair, or replacement and describe the nature of needed correction.					
B2020 EXTERIOR WINDOWS	List the varying types of exterior windows and the general condition of each exterior window type.	Window glass recently replaced due to constant breaks by vandals during the COVID pandemic				
	Type 1: Aluminum Store Front Windows		x	x		
	Type 2:					
	Type 3:					
	Identify the location of exterior windows in need of repair, or replacement and describe the nature of needed correction.	Window blinds all generally require repair or replacement				
B2050 EXTERIOR DOORS AND GRILLES	Describe the general condition of exterior doors for the building	Exterior doors in good condition		x		
	Identify the location, material type and size (e.g. 3' x 7' hollow metal) of exterior doors in need of repair, or replacement and describe the nature of needed correction.	3'x7' Hollow Metal		x		
	Describe the general condition of exterior grilles/louvers for the building					
	Identify the location, material type and approximate size (e.g. 4' x 4' aluminum) of grilles/ louvers in need of repair, or replacement and describe the nature of needed correction.					

<b>B3010 ROOFING</b>	Describe the general condition and age of roofing the building	Roof has minor leaks, expected leaks. One specific leak at stage end of gymnasium due to suspected improper seal on roof at point of penetration for solar panels by maintenance staff. Easily patched.							
	Identify the roofing type and age for the varying portions of the building and the general condition of each roof type.								
	Type 1:	Fully Adhered TPO Membrane							
	Type 2:	Sheet Metal Roof							
	Type 3:								
	Identify the location, roofing type and approximate area in need of repair, or replacement and describe the nature of needed correction.								
<b>C INTERIORS</b>									
<b>C1010 INTERIOR PARTITIONS</b>	Describe the general condition and type of interior partitions in the building	Generally in good conditions							
	Type 1:	CMU/Brick							
	Type 2:	Gypsum Metal Stud Partitions							
	Type 3:								
	Identify specific areas within the building where interior partitions need repair, or replacement and describe the nature of needed correction.								
<b>C1020 INTERIOR WINDOWS + C1030 INTERIOR DOORS</b>	Describe the general condition and type of interior windows in the building								
	Type 1:								
	Type 2:								
	Identify specific areas within the building where interior windows need repair, or replacement and describe the nature of needed correction.	None							
	Describe the general condition and type of interior doors in the building								
	Type 1:	Hollow metal							
	Type 2:	Wood							
Identify specific areas within the building where interior doors need repair, or replacement and describe the nature of needed correction.									
<b>C2010 WALL FINISHES</b>	Describe the general condition and type of wall finishes	Ceramic Tile, Gypsum, CMU/Brick							
	Identify specific areas within the building where wall finishes need repair, or replacement and describe the nature of needed correction.								
<b>C2030 FLOORING</b>	Describe the general condition and type(s) of flooring in the building	VCT, Tile							
	Identify specific areas within the building where flooring needs repair, or replacement and describe the nature of needed correction.	Hallway and classroom VCT showing cracks, sometimes allows ants in. Classroom vct seems to crack along column grid due to settlement							
<b>C2050 CEILING FINISHES</b>	Describe the general condition and type(s) of ceiling finishes in the building	Acoustical Ceiling Panels Gypsum Board							
	Identify specific areas within the building where ceiling finishes need repair, or replacement and describe the nature of needed correction.	Occasional damaged tiles need replacement, typically where minor leaks appear							
<b>D SERVICES</b>									
<b>D1010 VERTICAL CONVEYING SYSTEMS</b>	Identify the quantity, type and number of stops for each elevator(s) or lifts, within the building								
	Describe the general condition of each elevator, or lift								
	Identify specific components of each elevator, or lift that need repair, or replacement and describe the nature of needed correction.	None							

\*Good

\*Fair

\*Poor

System or components working well and not nearing end of life.

System or components workign but increasingly require maintenance and are nearing end of useful life

System is problematic, causes disruption to occupants and operators and is at the end of useful life



Heating	Describe the heating plant. What is the quantity of boilers, hot water pumps, etc. Provide system condition assessment on the right.	Building has 2 Hot Water Boilers (dual fuel) each with its own primary HWP. The system also utilizes RTU's to provide heating to the space.		X							X	
	Describe any controls associated with the system. Is the heating plant operated automatically?	The heating plant is operated automatically based off the heating load required.										
	Does the heating plant provide sufficient heating capacity for peak heating demand?	Custodian stated that the heat is functioning properly and no comfort issues have been reported.										
	What setpoints are associated with the controls of the system (i.e. heating hot water supply and return temps)?	There is an OA enable setpoint of 55 degrees. It appears the supply temperature sensor for Boiler 2 is reading incorrectly as it shows negative 47 degrees when the boiler is off.										
	What is the age of the heating plant? Describe the general condition of the components.	Boilers are aged but appear in good operating condition.		X							X	
	What downstream equipment is used to heat individual spaces? Provide system condition assessment on the right.	The RTU's provide air to the VAVs. It is unclear whether the VAVs have reheat. Portions of the building contain hydronic perimeter radiation.	N/A									
	Describe any controls associated with the downstream equipment.	Thermostats sense the temperature of the space and that information is translated to the BMS to operate the terminal equipment.										
	Is there any secondary heating units (electrical heating) used in the building?	The building utilizes hydronic radiators to provide supplemental heating.										
	Describe any system maintenance challenge(s).	Custodian does not maintain heating within the building. If changes are needed, custodian needs to alert a BMS operator.										
Airside Equipment	Describe any major ventilation units used in the building. What spaces do these units serve?	Large RTUs provide ventilation to the majority of the building. There is one Make up air unit but building staff was unsure of the exact area it serves.										
	Describe any controls associated with the Roof Top Units. Are the controls working properly? Provide system condition assessment on the right.	Controls are based on heating/cooling setpoints programmed by building operators.			X						X	
	If the units operator on controls, are those controls from a BMS system or operated locally.	The BMS monitors various setpoints and control points on the RTUs. All controls are operated remotely.										
	Has the system undergone air balancing? If so, when?	Balancing has not been performed since installation of the units.										
	Are any energy saving techniques incorporated into the system (ex. Demand Control Ventilation, Bi Polar Ionization air treatment, economizer modes, etc.....).	There are no known energy saving techniques used in the building.										
	What spaces do exhaust fans serve, if any? Describe controls on this equipment. Indicate condition of equipment.	Efs are for the Kitchen, Restrooms, Emergency Exit, Prep rooms and Outdoor Storage Area. The exhaust fans are not monitored through the BMS.		X								X
	Are filters changed .	There is no maintenance protocol for the building. Filters are changed on an as needed basis when custodial staff puts in work orders and are approved by NHS.										
Describe any system maintenance challenge(s).	There are no maintenance schedules for any system within the building. Maintenance is completed on an as needed basis.											
DHW	Describe the Domestic Hot Water System. Is the System Gas or Electric. Provide system condition assessment on the right.	Domestic Hot Water Heater is gas operated. The unit appears to have wear appropriate for the age however building staff did not report any operational issues.			X					X		
	Describe the uses for the Domestic Hot Water System in the building.	Domestic Water is used for restrooms and kitchens in the building.										
	What controls / setpoints are used to maintain domestic hot water.	Domestic Water Heater operates based on building load.										
	Does the current DHW system provide sufficient load at peak demand.	No comfort issues have been reported, thus it is assumed that the domestic hot water system provides sufficient heating to the building.										
	Describe any system maintenance challenge(s).	Domestic hot water heaters are nearing the end of their useful life.										

Electrical	Note the number of electrical meters are associated with the building. If available, please provide meter numbers and purpose.	Building has one electrical meter. 11235440							
	Describe the condition and location of electrical panels throughout the building?	Electrical panels are located in electrical rooms throughout the building.			X				X
	Does the building have a UPS systems? If so how many and what size?	Building does not have a UPS.			X				
	Describe any issues associated with electrical equipment, if any.	No issues reported.							
	Does the building have communication / server rooms? Describe equipment within these rooms.	Building has dedicated electrical rooms. These rooms consist of server racks and electrical panels. Rooms were found to be used as storage also.							
	Does the building have an Emergency Generator? If so what size 9KW) is the generator. Provide system condition assessment on the right.	N/A	N/A						
	If the building has an Emergency Generator, what equipment does it serve.	N/A							
	Describe general lighting fixture types and any controls associated with the lighting system. Provide system condition assessment on the right.	Building consists of 32W T8 fixtures. Building does have occupancy/vacancy sensors and exterior lighting controls.				X		X	
	Are emergency lighting operated off the emergency generator or battery backup?	Emergency Lighting is assumed to operate on battery backup.							
	Does the building feature any solar energy generation systems? If yes, please indicate what type of system and general condition.	N/A	N/A						
	Describe any system maintenance challenge(s).	Equipment is repaired/ replaced as it fails.							
FA/FP	Describe the fire protection system. Is the system a wet or dry system. Provide system condition assessment on the right.	It is believed to be a wet system. No fire pump within the building.		X					X
	Describe components of the Fire Protection system (smoke detectors, heat detectors, duct detectors etc....).	The FSP has tamper switch and flow switches that relay information to the FACP. There are smoke detectors in the spaces.							
	Have water flow/tamper switches been tested? If so when was the last time they were inspected.	No fire alarm maintenance schedules.							
	Describe general trouble / alarm monitored points by the Fire Alarm panel.	No fire alarm issues reported by custodial staff							
	Is there a Central Station Monitoring system set up? If so who is the point of contact?	The fire alarm system is connected to the fire department.							
	Describe the mechanical zoning of the Fire alarm system. Do all units shut down upon a fire alarm activation.	This information was not provided, however it is assumed that all HVAC equipment shuts down upon a fire alarm activation.							
	Are there any access control devices within the facility? Do these devices release upon a fire alarm activation?	No access control devices were observed.							
	Describe any system maintenance challenge(s).	No information from custodian. It was indicated no preventative maintenance plan in place. Equipment is repaired/ replaced as it fails.							

\*New  
\*Good  
\*Fair  
\*Poor

Installed or replaced in less than 3 years  
System or components working well and not nearing end of life.  
System or components working but increasingly require maintenance and are nearing end of useful life  
System is problematic, causes disruption to occupants and operators and is at the end of useful life



# Architectural Condition Survey - New Haven Schools

School or Building Name: Conte West Hills Magnet School  
 Address: 511 Chapel Street New Haven, Ct. 06511  
 Year Built: Renovated 1999-2000  
 Form Filled out by: Skyler Moncada  
 Date of Survey if performed:

Revision Date: 19-Apr-22  
 Issue: For review

4/19/2022

For the Major System types below provide description in the "comments Column" and in the system conditions column provide a check or an X to indicate the general condition of that system.  
 Any background general information can be provided in this overview section below

**Building Condition Overview ( list any general items in the summary section below ):**

Good Conditions Overall

System	Question:	Comments:	System Condition *			
			New	Good	Fair	Poor
<b>A SUBSTRUCTURE</b>						
A1010 FOUNDATIONS	Describe general condition of building foundations.	General condition of foundations is good, with one area as an exception		x*		
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.	Maintenance personnel report of cracking and/or leaking in basement beneath pool				
A4010 SLABS ON GRADE	Describe general condition of slabs on grade.			x		
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.	Sidewalks exhibit multiple locations of pitting or cracking, with rebar showing through				
		Sills for replaced exterior doors have allowed for water to leak into sidewalk beside doors, creating pitting				
A6010 BUILDING SUB-DRAINAGE	Identify any areas of sub-building drainage lines that may be under-performing, or blocked			x		
<b>B SHELL</b>						
B2010 EXTERIOR WALLS	List the varying types of exterior wall materials and the general condition of each exterior wall type.					
	Type 1:	Concrete Steel and Glass		x		
	Type 2:	Brick		x		
	Type 3:	Panelized Wall system		x		
	Identify the location of exterior walls in need of repair, or replacement and describe the nature of needed correction.	None				
B2020 EXTERIOR WINDOWS	List the varying types of exterior windows and the general condition of each exterior window type.					
	Type 1:	Aluminum Store Front Windows				x
	Type 2:					
	Type 3:					
	Identify the location of exterior windows in need of repair, or replacement and describe the nature of needed correction.	Windows in original school building reported to have vibrated out of alignment, allowing air gaps and entry for bugs				
B2050 EXTERIOR DOORS AND GRILLES	Describe the general condition of exterior doors for the building	Exterior doors themselves in good condition, but hung in ways allowing daylight through and below doors. Has lead to water leakage and air penetration into building		x		
	Identify the location, material type and size (e.g. 3' x 7' hollow metal) of exterior doors in need of repair, or replacement and describe the nature of needed correction.	3'x8' Hollow Metal		x		
				x		
	Describe the general condition of exterior grilles/louvers for the building					
	Identify the location, material type and approximate size (e.g. 4' x 4' aluminum) of grilles/ louvers in need of repair, or replacement and describe the nature of needed correction.					

<b>B3010 ROOFING</b>	Describe the general condition and age of roofing the building	During the summer, roof membrane blisters and punctures as workers walk across			x	x	
	Identify the roofing type and age for the varying portions of the building and the general condition of each roof type.	Roof at least as old as 2000 renovations, approaching end of useful life					
	Type 1:	Gravel on Fully Adhered TPO Membrane					
	Type 2:						
	Type 3:						
	Identify the location, roofing type and approximate area in need of repair, or replacement and describe the nature of needed correction.						
<b>C INTERIORS</b>							
<b>C1010 INTERIOR PARTITIONS</b>	Describe the general condition and type of interior partitions in the building	Generally in good condition. Various areas of wear due to students, with select locations displaying cracking in the CMU or GWB. Metal restroom partitions are regularly broken, rusted, missing, or replaced with any available materials			x		
	Type 1:	CMU			x		
	Type 2:	Gypsum Metal Stud Partitions			x		
	Type 3:	Metal Restroom Partitions					x
	Identify specific areas within the building where interior partitions need repair, or replacement and describe the nature of needed correction.	CMU showing clear cracking or crumbling in Gymnasium, Locker Rooms,					
	GWB cracking in long hallways at locations where Control Joints are likely necessary						
<b>C1020 INTERIOR WINDOWS + C1030 INTERIOR DOORS</b>	Describe the general condition and type of interior windows in the building						
	Type 1:						
	Type 2:						
	Identify specific areas within the building where interior windows need repair, or replacement and describe the nature of needed correction.	None					
	Describe the general condition and type of interior doors in the building	Doors all in generally good condition. Conflicts present where ceiling height aligns with height of doors, causing door swing to wear on tiles			x		
	Type 1:	Hollow metal			x		
	Type 2:	Wood			x		
Identify specific areas within the building where interior doors need repair, or replacement and describe the nature of needed correction.							
<b>C2010 WALL FINISHES</b>	Describe the general condition and type of wall finishes	Ceramic Tile, Gypsum, CMU			x	x	
	Identify specific areas within the building where wall finishes need repair, or replacement and describe the nature of needed correction.	Gymnasium, Locker Rooms, Restrooms Long hallways					
		Restrooms feature untreated Gypsum wall board behind most or all restrooms fixtures, causing regular rot due to urine and sink water					
<b>C2030 FLOORING</b>	Describe the general condition and type(s) of flooring in the building	VCT, Tile, Terrazzo					
	Identify specific areas within the building where flooring needs repair, or replacement and describe the nature of needed correction.	Ceramic tile in restrooms holds odor of urine, VCT tiles regularly come up due to adhesives				x	x
<b>C2050 CEILING FINISHES</b>	Describe the general condition and type(s) of ceiling finishes in the building	Acoustical Ceiling Panels Gypsum Board			x		
	Identify specific areas within the building where ceiling finishes need repair, or replacement and describe the nature of needed correction.	Some damaged tiles need replacement, typically over doors they are aligned with. Roof leaks cause damage to tiles					
<b>D SERVICES</b>							
<b>D1010 VERTICAL CONVEYING SYSTEMS</b>	Identify the quantity, type and number of stops for each elevator(s) or lifts, within the building	3					
	Describe the general condition of each elevator, or lift				x		
	Identify specific components of each elevator, or lift that need repair, or replacement and describe the nature of needed correction.	None					

\*Good

\*Fair

\*Poor

System or components working well and not nearing end of life.

System or components workign but increasingly require maintenance and are nearing end of useful life

System is problematic, causes disruption to occupants and operators and is at the end of useful life





Electrical	Note the number of electrical meters are associated with the building. If available, please provide meter numbers and purpose.	It is unclear per the utility bills how many meters are associated with this school.							
	Describe the condition and location of electrical panels throughout the building?	Electrical panels are located in electrical rooms throughout the building.		X					X
	Does the building have a UPS systems? If so how many and what size?	Building does not have a UPS.	N/A						
	Describe any issues associated with electrical equipment, if any.	Staff reported that lighting controls are not operational. It was observed that exterior lighting was on during the day.							
	Does the building have communication / server rooms? Describe equipment within these rooms.	Building has dedicated electrical rooms. These rooms consist of server racks and electrical panels. Rooms were found to be used as storage also.							
	Does the building have an Emergency Generator? If so what size (kW) is the generator. Provide system condition assessment on the right.	N/A	N/A						
	If the building has an Emergency Generator, what equipment does it serve.	N/A							
	Describe general lighting fixture types and any controls associated with the lighting system. Provide system condition assessment on the right.	Building consists mainly of 32W T8 fixtures. Building does have occupancy/vacancy sensors and exterior lighting controls, however they are not operating.			X				X
	Are emergency lighting operated off the emergency generator or battery backup?	Emergency Lighting is assumed to operate on battery backup.							
	Does the building feature any solar energy generation systems? If yes, please indicate what type of system and general condition.	There are no PV systems in the building.	N/A						
	Describe any system maintenance challenge(s).	There is a Cogen system in the building. The existing pool has been decommissioned and the Cogen system dumps heat recovery to atmosphere in the summer. Recommend study for Cogen system to see when/ if it should be enabled. Building staff has limited maintenance responsibilities for the electrical systems.							
FA/FP	Describe the fire protection system. Is the system a wet or dry system. Provide system condition assessment on the right.	It is believed to be a wet system. No fire pump within the building.			X				X
	Describe components of the Fire Protection system (smoke detectors, heat detectors, duct detectors etc....).	Duct detectors are installed on all supply and return air ducts for each classroom. Building staff reported this causes troubles and alarms for fire alarm panel.							
	Have water flow/tamper switches been tested? If so when was the last time they were inspected.	No fire alarm maintenance schedules.							
	Describe general trouble / alarm monitored points by the Fire Alarm panel.	Duct detectors are causing frequent troubles and alarms to the fire alarm panel. Custodian reported that the entire system needs to be investigated.							
	Is there a Central Station Monitoring system set up? If so who is the point of contact?	Connected to the fire department.							
	Describe the mechanical zoning of the Fire alarm system. Do all units shut down upon a fire alarm activation.	All units shut down upon a fire alarm activation.							
	Are there any access control devices within the facility? Do these devices release upon a fire alarm activation?	No access control devices were observed.							
	Describe any system maintenance challenge(s).	F/A system in need of a full review/ upgrade/ or replacment.							

\*New  
\*Good  
\*Fair  
\*Poor

Installed or replaced in less than 3 years  
System or components working well and not nearing end of life.  
System or components working but increasingly require maintenance and are nearing end of useful life  
System is problematic, causes disruption to occupants and operators and is at the end of useful life

early in life of unit  
greater than 10 years of life likely....  
2-5 year plan may need to design soon  
immediate

# Architectural Condition Survey - New Haven Schools

School or Building Name: Metropolitan Business Academy  
 Address: 115 Water Street New Haven, Ct. 06511  
 Year Built: 2010  
 Form Filled out by: Joseph Barbarotta  
 Date of Survey if performed: 44615

Revision Date: 13-Jan-22  
 Issue: For review

For the Major System types below provide description in the "comments Column" and in the system conditions column provide a check or an X to indicate the general condition of that system.  
 Any background general information can be provided in this overview section below

**Building Condition Overview ( list any general items in the summary section below ):**

Good Conditonions overall No major problems only occasional sewer backup that seems to have been resolved. X

System	Question:	Comments:	System Condition *			
			New	Good	Fair	Poor
<b>A SUBSTRUCTURE</b>						
A1010 FOUNDATIONS	Describe general condition of building foundations.			X		
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.	None				
A4010 SLABS ON GRADE	Describe general condition of slabs on grade.			X		
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.	None				
A6010 BUILDING SUB-DRAINAGE	Identify any areas of sub-building drainage lines that may be under-performing, or blocked	Sewer to street backup occasionally .Had NHWPCA reline pipe in street				
<b>B SHELL</b>						
B2010 EXTERIOR WALLS	List the varying types of exterior wall materials and the general condition of each exterior wall type.					
	Type 1:	Flat-Lock Metal Tile Porclain Tile		X		
	Type 2:	Fiber Cement Panel Wall System		X		
	Type 3:	CMU		X		
	Identify the location of exterior walls in need of repair, or replacement and describe the nature of needed correction.	None				
B2020 EXTERIOR WINDOWS	List the varying types of exterior windows and the general condition of each exterior window type.					
	Type 1:	Aluminum Store Front Windows		X		
	Type 2:					
	Type 3:					
	Identify the location of exterior windows in need of repair, or replacement and describe the nature of needed correction.	None		X		
B2050 EXTERIOR DOORS AND GRILLES	Describe the general condition of exterior doors for the building			X		
	Identify the location, material type and size (e.g. 3' x 7' hollow metal) of exterior doors in need of repair, or replacement and describe the nature of needed correction.			X		
	Describe the general condition of exterior grilles/louvers for the building			X		
	Identify the location, material type and approximate size (e.g. 4' x 4' aluminum) of grilles/ louvers in need of repair, or replacement and describe the nature of needed correction.			X		

<b>B3010 ROOFING</b>	Describe the general condition and age of roofing the building				
	Identify the roofing type and age for the varying portions of the building and the general condition of each roof type.				
	Type 1: Fully Adhered TPO Membrane		X		
	Type 2: Standing Seam Metal Roof		X		
	Type 3:				
	Identify the location, roofing type and approximate area in need of repair, or replacement and describe the nature of needed correction.				
<b>C INTERIORS</b>					
<b>C1010 INTERIOR PARTITIONS</b>	Describe the general condition and type of interior partitions in the building				
	Type 1: CMU		X		
	Type 2: Gypsum Metal Stus Partitions		X		
	Type 3:				
	Identify specific areas within the building where interior partitions need repair, or replacement and describe the nature of needed correction.	Staircases			X
<b>C1020 INTERIOR WINDOWS + C1030 INTERIOR DOORS</b>	Describe the general condition and type of interior windows in the building				
	Type 1: Storefront		X		
	Type 2:				
	Identify specific areas within the building where interior windows need repair, or replacement and describe the nature of needed correction.	None			
	Describe the general condition and type of interior doors in the building				
	Type 1: Holow metal		X		
	Type 2: Wood		X		
	Identify specific areas within the building where interior doors need repair, or replacement and describe the nature of needed correction.				
<b>C2010 WALL FINISHES</b>	Describe the general condition and type of wall finishes	Ceremic Tile ,Gypsum ,CMU		X	
	Identify specific areas within the building where wall finishes need repair, or replacement and describe the nature of needed correction.	Stairwells			X
<b>C2030 FLOORING</b>	Describe the general condition and type(s) of flooring in the building	VCT		X	
	Identify specific areas within the building where flooring needs repair, or replacement and describe the nature of needed correction.	Ceramic tile		X	
<b>C2050 CEILING FINISHES</b>	Describe the general condition and type(s) of ceiling finishes in the building	Acoustical Ceiling Panels Gypsum Board		X	
	Identify specific areas within the building where ceiling finishes need repair, or replacement and describe the nature of needed correction.	Some damaged tiles need replacement			X
<b>D SERVICES</b>					
<b>D1010 VERTICAL CONVEYING SYSTEMS</b>	Identify the quantity, type and number of stops for each elevator(s) or lifts, within the building	Four Floors			
	Describe the general condition of each elevator, or lift			X	
	Identify specific components of each elevator, or lift that need repair, or replacement and describe the nature of needed correction.	None			

\*Good

\*Fair

\*Poor

System or components working well and not nearing end of life.

System or components workign but increasingly require maintenance and are nearing end of useful life

System is problematic, causes disruption to occupants and operators and is at the end of useful life





Heating	Describe the heating plant. What is the quantity of boilers, hot water pumps, etc. Provide system condition assessment on the right.	Building has 3 Hot Water Boilers (dual fuel) each with its own primary HWP. The system also utilizes RTU's to provide heating to the space.		X						X	
	Describe any controls associated with the system. Is the heating plant operated automatically?	The heating plant is operated automatically based off the heating load required.									
	Does the heating plant provide sufficient heating capacity for peak heating demand?	No comfort issues have been reported, thus it is assumed that the heating plant provides sufficient heating to the building.									
	What setpoints are associated with the controls of the system (i.e. heating hot water supply and return temps)?	HWST - 168, HWRT- 144									
	What is the age of the heating plant? Describe the general condition of the components.	The heating plant was installed in 2010. System has some wear.		X						X	
	What downstream equipment is used to heat individual spaces? Provide system condition assessment on the right.	The RTU's provide air to the VAVs. The VAVs are equipped with reheat valves to supply heat to the classrooms. Condition of the VAVs in unknown.		X						X	
	Describe any controls associated with the downstream equipment.	Thermostats sense the temperature of the space and that information is translated to the BMS to operate the terminal equipment.									
	Is there any secondary heating units (electrical heating) used in the building?	There are 4 zones with radiant flooring, two hot water reheats in bathrooms, there is also finned tube radiators and cabinet unit heaters in various spaces that provide supplemental heating.									
	Describe any system maintenance challenge(s).	No information from custodian. EMCOR indicated no preventative maintenance plan in place. Equipment is repaired/ replaced as it fails.									
Airside Equipment	Describe any major ventilation units used in the building. What spaces do these units serve?	There is one Make up air unit and one Heat Recovery Unit for the building that serve the kitchen areas. There are 6 exhaust fans, 4 smoke exhaust fans and 1 combustion air fan.									
	Describe any controls associated with the Roof Top Units. Are the controls working properly? Provide system condition assessment on the right.	Controls are based on heating/cooling setpoints programmed by building operators.									
	If the units operate on controls, are those controls from a BMS system or operated locally.	The BMS monitors various setpoints and control points on the RTUs. All controls are operated remotely.									
	Has the system undergone air balancing? If so, when?	Balancing was part of the original commissioning requirement. The latest balancing report was submitted on 3/7/2012. Building staff to advise if additional balancing has been completed since the building was constructed.									
	Are any energy saving techniques incorporated into the system (ex. Demand Control Ventilation, Bi Polar Ionization air treatment, economizer modes, etc....).	There is Bi Polar Ionization air treatment on each RTU. There is also an economizer mode for each RTU and a heat recovery unit for the kitchen spaces.									
	What spaces do exhaust fans serve, if any? Describe controls on this equipment. Indicate condition of equipment.	Efs are for the Kitchen, Laboratories, Restrooms, Emergency Exit, Prep rooms and Outdoor Storage Area.									
	Are filters changed .	Filters are changed on an as needed basis.									
	Describe any system maintenance challenge(s).	Equipment is repaired/ replaced as it fails. Recently an AHU filter replacement program has been put into place but it appears at least some of the coils are dirty from not replacing coils per industry standards.									
DHW	Describe the Domestic Hot Water System. Is the System Gas or Electric. Provide system condition assessment on the right.	Domestic Hot Water Heater is gas operated. System has significant rust. Water heater does not appear to be operating per manufacturers requirements.							X	X	
	Describe the uses for the Domestic Hot Water System in the building.	Domestic Water is used for restrooms and kitchens in the building. Domestic Water is also used for labs with sinks.									
	What controls / setpoints are used to maintain domestic hot water.	Domestic Water Heater has a timeclock to help control operation. Building staff to advise on any setpoints.									
	Does the current DHW system provide sufficient load at peak demand.	No comfort issues have been reported, thus it is assumed that the domestic hot water system provides sufficient heating to the building.									
	Describe any system maintenance challenge(s).	Water heater is in poor operating condition. Combustion air duct has been disconnected.									

Electrical	Note the number of electrical meters are associated with the building. If available, please provide meter numbers and purpose.	Building has two electrical meters. 14029937 and 11220470.							
	Describe the condition and location of electrical panels throughout the building?	Electrical panels are located in electrical room in the first floor of the building.		X					X
	Does the building have a UPS systems? If so how many and what size?	Building does not have a UPS.	N/A						
	Describe any issues associated with electrical equipment, if any.	Staff did not indicate any electrical issues.							
	Does the building have communication / server rooms? Describe equipment within these rooms.	Building has dedicated electrical rooms. These rooms consist of server racks and electrical panels.							
	Does the building have an Emergency Generator? If so what size 9KW) is the generator. Provide system condition assessment on the right.	Building does have a generator. Generator was left open upon arrival to site.			X				X
	If the building has an Emergency Generator, what equipment does it serve.	Building staff to advise.							
	Describe general lighting fixture types and any controls associated with the lighting system. Provide system condition assessment on the right.	Building consists of LEDs and T5s. Building does have occupancy controls in classrooms and various other rooms. Daylighting installed throughout the building. Gym daylighting does not seem operational.		X					X
	Are emergency lighting operated off the emergency generator or battery backup?	Emergency Lighting is assumed to operate on battery backup.							
	Does the building feature any solar energy generation systems? If yes, please indicate what type of system and general condition.	There is no PV installed.	N/A						
	Describe any system maintenance challenge(s).	Doors for emergency generator were found open. This is a security and safety issue.							
	FA/FP	Describe the fire protection system. Is the system a wet or dry system. Provide system condition assessment on the right.	There is a combination fire standpipe.		X				
Describe components of the Fire Protection system (smoke detectors, heat detectors, duct detectors etc....).		The FSP has tamper switch and flow switches that relay information to the FACP. There are smoke detectors in the spaces.							
Have water flow/tamper switches been tested? If so when was the last time they were inspected.		Fire pump tested annually. Building staff indicates smoke exhaust system has not been tested since original installation.							
Describe general trouble / alarm monitored points by the Fire Alarm panel.		No alarms.							
Is there a Central Station Monitoring system set up? If so who is the point of contact?		Connected to the fire department.							
Describe the mechanical zoning of the Fire alarm system. Do all units shut down upon a fire alarm activation.		This information was not provided, however it is assumed that all HVAC equipment shuts down upon a fire alarm activation.							
Are there any access control devices within the facility? Do these devices release upon a fire alarm activation?		None shown on electrical drawings.							
Describe any system maintenance challenge(s).		Smoke exhaust system needs periodic testing system established. Barometric dampers on smoke exhaust fans need to be modified to prevent excessive wear when enabled.							

\*New  
\*Good  
\*Fair  
\*Poor

Installed or replaced in less than 3 years  
System or components working well and not nearing end of life.  
System or components working but increasingly require maintenance and are nearing end of useful life  
System is problematic, causes disruption to occupants and operators and is at the end of useful life

# Architectural Condition Survey - New Haven Schools

School or Building Name: The Sound School s Aquaculture Building  
 Address: 17 Sea St, New Haven, CT 06519  
 Year Built: Dedicated 2003  
 Form Filled out by: Skyler Moncada  
 Date of Survey if performed: 4/21/2022

Revision Date: 21-Apr-22  
 Issue: For review

For the Major System types below provide description in the "comments Column" and in the system conditions column provide a check or an X to indicate the general condition of that system.  
 Any background general information can be provided in this overview section below

**Building Condition Overview ( list any general items in the summary section below ):**

Smells of natural gas in various lab rooms
Roof/deck, and rails have all deteriorated from salt water/air
Fish tank room suffers from insufficient air conditioning

System	Question:	Comments:	System Condition *			
			New	Good	Fair	Poor
<b>A SUBSTRUCTURE</b>						
A1010 FOUNDATIONS	Describe general condition of building foundations.	General condition of foundations is good		x		
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.					
A4010 SLABS ON GRADE	Describe general condition of slabs on grade.			x		
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.					
A6010 BUILDING SUB-DRAINAGE	Identify any areas of sub-building drainage lines that may be under-performing, or blocked			x		
<b>B SHELL</b>						
B2010 EXTERIOR WALLS	List the varying types of exterior wall materials and the general condition of each exterior wall type.					
	Type 1: Masonry Units			x		
	Type 2: Metal / Tempered glass greenhouse			x		
	Type 3:					
	Identify the location of exterior walls in need of repair, or replacement and describe the nature of needed correction.					
B2020 EXTERIOR WINDOWS	List the varying types of exterior windows and the general condition of each exterior window type.					
	Type 1: Storefront			x		
	Type 2:			x		
	Type 3:					
	Identify the location of exterior windows in need of repair, or replacement and describe the nature of needed correction.	Many windows are unable to hold open on their own - or have been broken, and are covered by sheets of plexiglass screwed into exterior envelope over the window.				
B2050 EXTERIOR DOORS AND GRILLES	Describe the general condition of exterior doors for the building			x		
	Identify the location, material type and size (e.g. 3' x 7' hollow metal) of exterior doors in need of repair, or replacement and describe the nature of needed correction.	3'x7' Hollow Metal				
	Describe the general condition of exterior grilles/louvers for the building	Generally in good conditions		x		
	Identify the location, material type and approximate size (e.g. 4' x 4' aluminum) of grilles/ louvers in need of repair, or replacement and describe the nature of needed correction.					

<b>B3010 ROOFING</b>	Describe the general condition and age of roofing the building	The flat roof shows signs of leaking in various locations					
	Identify the roofing type and age for the varying portions of the building and the general condition of each roof type.	Roofing with the brick patio leaks significantly down into the classrooms below, and allegedly has since the building was completed					
	Type 1:	Fully Adhered TPO Membrane					
	Type 2:						
	Type 3:						
	Identify the location, roofing type and approximate area in need of repair, or replacement and describe the nature of needed correction.						
<b>C INTERIORS</b>							
<b>C1010 INTERIOR PARTITIONS</b>	Describe the general condition and type of interior partitions in the building	Generally in good condition, with areas of normal wear and tear					
	Type 1:	Gypsum Stud walls					
	Type 2:	Masonry Units					
	Type 3:						
	Identify specific areas within the building where interior partitions need repair, or replacement and describe the nature of needed correction.						
<b>C1020 INTERIOR WINDOWS + C1030 INTERIOR DOORS</b>	Describe the general condition and type of interior windows in the building						
	Type 1:						
	Type 2:						
	Identify specific areas within the building where interior windows need repair, or replacement and describe the nature of needed correction.						
	Describe the general condition and type of interior doors in the building						
	Type 1:	Hollow metal					
	Type 2:	Wood					
Identify specific areas within the building where interior doors need repair, or replacement and describe the nature of needed correction.							
<b>C2010 WALL FINISHES</b>	Describe the general condition and type of wall finishes	Ceramic Tile, Gypsum, CMU/Brick					
	Identify specific areas within the building where wall finishes need repair, or replacement and describe the nature of needed correction.						
<b>C2030 FLOORING</b>	Describe the general condition and type(s) of flooring in the building	VCT, Tile,					
	Identify specific areas within the building where flooring needs repair, or replacement and describe the nature of needed correction.	VCT often comes up in various places due to building settlement in Emerson, or otherwise in general shows signs of cracking/wear					
<b>C2050 CEILING FINISHES</b>	Describe the general condition and type(s) of ceiling finishes in the building	Acoustical Ceiling Panels, Gypsum Board					
	Identify specific areas within the building where ceiling finishes need repair, or replacement and describe the nature of needed correction.	Many damaged tiles, rusted mechanical fixtures, mismatched ACT in various areas of replacement					
<b>D SERVICES</b>							
<b>D1010 VERTICAL CONVEYING SYSTEMS</b>	Identify the quantity, type and number of stops for each elevator(s) or lifts, within the building						
	Describe the general condition of each elevator, or lift						
	Identify specific components of each elevator, or lift that need repair, or replacement and describe the nature of needed correction.						

\*Good  
\*Fair  
\*Poor

System or components working well and not nearing end of life.  
System or components workign but increasingly require maintenance and are nearing end of useful life  
System is problematic, causes disruption to occupants and operators and is at the end of useful life





Electrical	Note the number of electrical meters are associated with the building. If available, please provide meter numbers and purpose.	There are 4 total electric meters for all schools. It is unclear how the schools are split in regards to metering.								
	Describe the condition and location of electrical panels throughout the building?	Footo: Panels are in fair condition. Smaller Buildings: Panels are in fair condition.		x					x	
	Does the building have a UPS systems? If so how many and what size?	Footo: No Smaller Buildings: No		x					x	
	Describe any issues associated with electrical equipment, if any.	Footo: The NXGEN system may not be functioning properly. It is suggested to perform a survey on this equipment. Smaller Buildings: None reported.								
	Does the building have communication / server rooms? Describe equipment within these rooms.	Footo: Yes, equipment are server racks and electrical panels. Smaller Buildings: No								
	Does the building have an Emergency Generator? If so what size 9KW is the generator. Provide system condition assessment on the right.	Footo: Yes, large roof mounted generator. Smaller Buildings: No	N/A			x			N/A	x
	If the building has an Emergency Generator, what equipment does it serve.	Footo: Unclear which systems are beign served off the generator. Smaller Buildings: No								
	Describe general lighting fixture types and any controls associated with the lighting system. Provide system condition assessment on the right.	Footo: 32 Watt T8 Fixtures used throughout. Smaller Buildings: 32 Watt T8 Fixtures used throughout.				x				x
	Are emergency lighting operated off the emergency generator or battery backup?	Footo: Battery Backup Smaller Buildings: Battery Backup				x				x
	Does the building feature any solar energy generation systems? If yes, please indicate what type of system and general condition.	Footo: None Smaller Buildings: None reported.	N/A							
	Cogen	Footo: Tecogen cogeneration generator found running. Unknown if heat recovery is being utilized. <del>Current should be over system</del>								
	Describe any system maintenance challenge(s).	Footo: No Maintenance protocols in place. Smaller Buildings: No Maintenance protocols in place.								

FA/FP	Describe the fire protection system. Is the system a wet or dry system. Provide system condition assessment on the right.	Footo: West System. Condition is good. Smaller Buildings: Wet system, however, most boiler rooms did not have a heat detector.			x					x
	Describe components of the Fire Protection system (smoke detectors, heat detectors, duct detectors etc....).	Footo: There are smoke detectors and heat detectors throughout the building. Smaller Buildings: There are smoke detectors located throughout the building.				x				x
	Have water flow/lamper switches been tested? If so when was the last time they were inspected.	Footo: No testing was reported. Smaller Buildings: No testing was reported.								
	Describe general trouble / alarm monitored points by the Fire Alarm panel.	Footo: None shown Smaller Buildings: None shown.								
	Is there a Central Station Monitoring system set up? If so who is the point of contact?	Footo: Connected to the fire department. Smaller Buildings: Connected to the fire department.								
	Describe the mechanical zoning of the Fire alarm system. Do all units shut down upon a fire alarm activation.	Footo: This information was not provided, however it is assumed that all HVAC equipment shuts down upon a fire alarm activation. Smaller Buildings: Unclear if there is any mechanical shutdown sequence.								
	Are there any access control devices within the facility? Do these devices release upon a fire alarm activation?	Footo: None Smaller Buildings: There is an RFD access device at the front of Thomas School. No others found.								
		Footo: Smaller Buildings:								
	Describe any system maintenance challenge(s).	Footo: No Maintenance protocols in place. Smaller Buildings: Recommend full FA/ FP assessment for each of the smaller buildings.								

\*New  
\*Good  
\*Fair  
\*Poor

Installed or replaced in less than 3 years  
System or components working well and not nearing end of life.  
System or components working but increasingly require maintenance and are nearing end of useful life  
System is problematic, causes disruption to occupants and operators and is at the end of useful life

early in life of unit  
greater than 10 years of life likely....  
2-5 year plan may need to design soon  
immediate

# Architectural Condition Survey - New Haven Schools

School or Building Name: Sound School ATME  
 Address: 60 S Water St, New Haven, CT 06519  
 Year Built: Founded 1981  
 Form Filled out by: Skyler Moncada  
 Date of Survey if performed: 4/21/2022

Revision Date: 21-Apr-22  
 Issue: For review

For the Major System types below provide description in the "comments Column" and in the system conditions column provide a check or an X to indicate the general condition of that system.  
 Any background general information can be provided in this overview section below

**Building Condition Overview ( list any general items in the summary section below ):**

Anderson	Entire deck around building needs to be replaced, and the building is not sprinklered
Thomas	Main entrance fascia rots due to water damage from drainage issue, and South exterior wall is showing a 2" gap between itself and the second floor
McNeil	VCT comes up from plywood underlayment being improperly secured
Emerson	Restroom finishes and fixture sin need of replacement, shows clear signs of settlement, and many windows are rotting/leaking/in need of replacement All ATME buildings are in need of a technology upgrade, and show signs of damage to siding near downspouts from improper drainage, and windows show signs of needed replacement
All Buildings	

System	Question:	Comments:	System Condition *			
			New	Good	Fair	Poor
<b>A SUBSTRUCTURE</b>						
A1010 FOUNDATIONS	Describe general condition of building foundations.	General condition of foundations is good		x		
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.					
A4010 SLABS ON GRADE	Describe general condition of slabs on grade.			x		
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.					
A6010 BUILDING SUB-DRAINAGE	Identify any areas of sub-building drainage lines that may be under-performing, or blocked			x		
<b>B SHELL</b>						
B2010 EXTERIOR WALLS	List the varying types of exterior wall materials and the general condition of each exterior wall type.					
	Type 1:	Stud Walls, Vinyl Siding		x		
	Type 2:					
	Type 3:					
	Identify the location of exterior walls in need of repair, or replacement and describe the nature of needed correction.	West wall of Emerson building seems to suffer more wear than other building faces				
B2020 EXTERIOR WINDOWS	List the varying types of exterior windows and the general condition of each exterior window type.					
	Type 1:	Wood frame windows, single pane				
	Type 2:	Skylight			x	x
	Type 3:			x		
	Identify the location of exterior windows in need of repair, or replacement and describe the nature of needed correction.	Many windows are unable to hold open on their own - or have been broken, and are covered by sheets of plexiglass screwed into exterior envelope over the window.				
B2050 EXTERIOR DOORS AND GRILLES	Describe the general condition of exterior doors for the building	Exterior doors generally in fair / poor conditions. Metal has been rusted and is deteriorating due to exposure to salty air. On occasion light could be seen through the door itself			x	x
	Identify the location, material type and size (e.g. 3' x 7' hollow metal) of exterior doors in need of repair, or replacement and describe the nature of needed correction.	3'x7' Hollow Metal, East and West faces, Emerson building in particular, elsewhere in general				
	Describe the general condition of exterior grilles/louvers for the building	Generally in good conditions		x		
	Identify the location, material type and approximate size (e.g. 4' x 4' aluminum) of grilles/ louvers in need of repair, or replacement and describe the nature of needed correction.					



<b>B3010 ROOFING</b>	Describe the general condition and age of roofing the building	Roof in Thomas building leaks in various locations, elsewhere in Anderson, Thomas, and Emerson no complaints				
	Identify the roofing type and age for the varying portions of the building and the general condition of each roof type.	One roof type for ATME, generally in good condition - with note from maintenance staff that roofing shingles from Thomas are often found in the street after wind storms				
	Type 1:	Asphalt Shingle				
	Type 2:					
	Type 3:					
	Identify the location, roofing type and approximate area in need of repair, or replacement and describe the nature of needed correction.					
<b>C INTERIORS</b>						
<b>C1010 INTERIOR PARTITIONS</b>	Describe the general condition and type of interior partitions in the building	Generally in good condition, with areas of normal wear and tear				
	Type 1:	Gypsum Stud walls				
	Type 2:					
	Type 3:					
	Identify specific areas within the building where interior partitions need repair, or replacement and describe the nature of needed correction.					
<b>C1020 INTERIOR WINDOWS + C1030 INTERIOR DOORS</b>	Describe the general condition and type of interior windows in the building					
	Type 1:	Storefront				
	Type 2:					
	Identify specific areas within the building where interior windows need repair, or replacement and describe the nature of needed correction.					
	Describe the general condition and type of interior doors in the building	Doors mismatched in areas, but generally in good condition				
	Type 1:	Hollow metal				
	Type 2:	Wood				
Identify specific areas within the building where interior doors need repair, or replacement and describe the nature of needed correction.						
<b>C2010 WALL FINISHES</b>	Describe the general condition and type of wall finishes	Ceramic Tile, Gypsum, CMU/Brick				
	Identify specific areas within the building where wall finishes need repair, or replacement and describe the nature of needed correction.					
<b>C2030 FLOORING</b>	Describe the general condition and type(s) of flooring in the building	VCT, Tile,				
	Identify specific areas within the building where flooring needs repair, or replacement and describe the nature of needed correction.	VCT often comes up in various places due to building settlement in Emerson, or otherwise in general shows signs of cracking/wear				
<b>C2050 CEILING FINISHES</b>	Describe the general condition and type(s) of ceiling finishes in the building	Acoustical Ceiling Panels, Gypsum Board				
	Identify specific areas within the building where ceiling finishes need repair, or replacement and describe the nature of needed correction.	Occasional damaged tiles need replacement, typically where minor leaks appear				
<b>D SERVICES</b>						
<b>D1010 VERTICAL CONVEYING SYSTEMS</b>	Identify the quantity, type and number of stops for each elevator(s) or lifts, within the building					
	Describe the general condition of each elevator, or lift	Emerson elevator misaligned due to building settlement, otherwise generally in good condition				
	Identify specific components of each elevator, or lift that need repair, or replacement and describe the nature of needed correction.					

\*Good System or components working well and not nearing end of life.  
\*Fair System or components workign but increasingly require maintenance and are nearing end of useful life  
\*Poor System is problematic, causes disruption to occupants and operators and is at the end of useful life





Electrical	Note the number of electrical meters are associated with the building. If available, please provide meter numbers and purpose.	There are 4 total electric meters for all schools. It is unclear how the schools are split in regards to metering.								
	Describe the condition and location of electrical panels throughout the building?	Footo: Panels are in fair condition. Smaller Buildings: Panels are in fair condition.		x					x	
	Does the building have a UPS systems? If so how many and what size?	Footo: No Smaller Buildings: No		x					x	
	Describe any issues associated with electrical equipment, if any.	Footo: The NXGEN system may not be functioning properly. It is suggested to perform a survey on this equipment. Smaller Buildings: None reported.								
	Does the building have communication / server rooms? Describe equipment within these rooms.	Footo: Yes, equipment are server racks and electrical panels. Smaller Buildings: No								
	Does the building have an Emergency Generator? If so what size 9KW is the generator. Provide system condition assessment on the right.	Footo: Yes, large roof mounted generator. Smaller Buildings: No	N/A			x			N/A	X
	If the building has an Emergency Generator, what equipment does it serve.	Footo: Unclear which systems are beign served off the generator. Smaller Buildings: No								
	Describe general lighting fixture types and any controls associated with the lighting system. Provide system condition assessment on the right.	Footo: 32 Watt T8 Fixtures used throughout. Smaller Buildings: 32 Watt T8 Fixtures used throughout.				x				x
	Are emergency lighting operated off the emergency generator or battery backup?	Footo: Battery Backup Smaller Buildings: Battery Backup				x				x
	Does the building feature any solar energy generation systems? If yes, please indicate what type of system and general condition.	Footo: None Smaller Buildings: None reported.	N/A							
	Cogen	Footo: Tecogen cogeneration generator found running. Unknown if heat recovery is being utilized. <del>Current should be used.</del>								
	Describe any system maintenance challenge(s).	Footo: No Maintenance protocols in place. Smaller Buildings: No Maintenance protocols in place.								

FA/FP	Describe the fire protection system. Is the system a wet or dry system. Provide system condition assessment on the right.	Footo: West System. Condition is good. Smaller Buildings: Wet system, however, most boiler rooms did not have a heat detector.		x						x
	Describe components of the Fire Protection system (smoke detectors, heat detectors, duct detectors etc....).	Footo: There are smoke detectors and heat detectors throughout the building. Smaller Buildings: There are smoke detectors located throughout the building.				x				x
	Have water flow/lamper switches been tested? If so when was the last time they were inspected.	Footo: No testing was reported. Smaller Buildings: No testing was reported.								
	Describe general trouble / alarm monitored points by the Fire Alarm panel.	Footo: None shown Smaller Buildings: None shown.								
	Is there a Central Station Monitoring system set up? If so who is the point of contact?	Footo: Connected to the fire department. Smaller Buildings: Connected to the fire department.								
	Describe the mechanical zoning of the Fire alarm system. Do all units shut down upon a fire alarm activation.	Footo: This information was not provided, however it is assumed that all HVAC equipment shuts down upon a fire alarm activation. Smaller Buildings: Unclear if there is any mechanical shutdown sequence.								
	Are there any access control devices within the facility? Do these devices release upon a fire alarm activation?	Footo: None Smaller Buildings: There is an RFD access device at the front of Thomas School. No others found.								
		Footo: Smaller Buildings:								
	Describe any system maintenance challenge(s).	Footo: No Maintenance protocols in place. Smaller Buildings: Recommend full FA/ FP assessment for each of the smaller buildings.								

\*New  
\*Good  
\*Fair  
\*Poor

Installed or replaced in less than 3 years  
System or components working well and not nearing end of life.  
System or components working but increasingly require maintenance and are nearing end of useful life  
System is problematic, causes disruption to occupants and operators and is at the end of useful life

early in life of unit  
greater than 10 years of life likely....  
2-5 year plan may need to design soon  
immediate

# Architectural Condition Survey - New Haven Schools

School or Building Name: Name  
 Address: Address  
 Year Built: Year  
 Form Filled out by: Assessor  
 Date of Survey if performed: Date

Revision Date: 13-Jan-22  
 Issue: For review

For the Major System types below provide description in the "comments Column" and in the system conditions column provide a check or an X to indicate the general condition of that system.  
 Any background general information can be provided in this overview section below

**Building Condition Overview** (list any general items in the summary section below):

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System	Question:	Comments:	System Condition *				Priority of Need **			
			New	Good	Fair	Poor	P1	P2	P3	P4
<b>A SUBSTRUCTURE</b>										
A1010 FOUNDATIONS	Describe general condition of building foundations.									
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.									
A4010 SLABS ON GRADE	Describe general condition of slabs on grade.									
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.									
A6010 BUILDING SUB-DRAINAGE	Identify any areas of sub-building drainage lines that may be under-performing, or blocked									
<b>B SHELL</b>										
B2010 EXTERIOR WALLS	List the varying types of exterior wall materials and the general condition of each exterior wall type.									
	Type 1:									
	Type 2:									
	Type 3:									
	Identify the location of exterior walls in need of repair, or replacement and describe the nature of needed correction.									
B2020 EXTERIOR WINDOWS	List the varying types of exterior windows and the general condition of each exterior window type.									
	Type 1:									
	Type 2:									
	Type 3:									
	Identify the location of exterior windows in need of repair, or replacement and describe the nature of needed correction.									
B2050 EXTERIOR DOORS AND GRILLES	Describe the general condition of exterior doors for the building									
	Identify the location, material type and size (e.g. 3' x 7' hollow metal) of exterior doors in need of repair, or replacement and describe the nature of needed correction.									
	Describe the general condition of exterior grilles/louvers for the building									
	Identify the location, material type and approximate size (e.g. 4' x 4' aluminum) of grilles/ louvers in need of repair, or replacement and describe the nature of needed correction.									

83010 ROOFING	Describe the general condition and age of roofing the building																			
	Identify the roofing type and age for the varying portions of the building and the general condition of each roof type.																			
	Type 1:																			
	Type 2:																			
	Type 3:																			
	Identify the location, roofing type and approximate area in need of repair, or replacement and describe the nature of needed correction.																			
C INTERIORS																				
C1010 INTERIOR PARTITIONS	Describe the general condition and type of interior partitions in the building																			
	Type 1:																			
	Type 2:																			
	Type 3:																			
	Identify specific areas within the building where interior partitions need repair, or replacement and describe the nature of needed correction.																			
C1020 INTERIOR WINDOWS + C1030 INTERIOR DOORS	Describe the general condition and type of interior windows in the building																			
	Type 1:																			
	Type 2:																			
	Identify specific areas within the building where interior windows need repair, or replacement and describe the nature of needed correction.																			
	Describe the general condition and type of interior doors in the building																			
	Type 1:																			
	Type 2:																			
	Identify specific areas within the building where interior doors need repair, or replacement and describe the nature of needed correction.																			
C2010 WALL FINISHES	Describe the general condition and type of wall finishes																			
	Identify specific areas within the building where wall finishes need repair, or replacement and describe the nature of needed correction.																			
C2030 FLOORING	Describe the general condition and type(s) of flooring in the building																			
	Identify specific areas within the building where flooring needs repair, or replacement and describe the nature of needed correction.																			
C2050 CEILING FINISHES	Describe the general condition and type(s) of ceiling finishes in the building																			
	Identify specific areas within the building where ceiling finishes need repair, or replacement and describe the nature of needed correction.																			
D SERVICES																				
D1010 VERTICAL CONVEYING SYSTEMS	Identify the quantity, type and number of stops for each elevator(s) or lifts, within the building																			
	Describe the general condition of each elevator, or lift																			
	Identify specific components of each elevator, or lift that need repair, or replacement and describe the nature of needed correction.																			

**\* System Condition**

*New* System or components are newly installed within the past year.  
*Good* System or components working well and not nearing end of life.  
*Fair* System or components working but increasingly require maintenance and are nearing end of useful life  
*Poor* System is problematic, causes disruption to occupants and operators and is at the end of useful life

**\*\* Priority of Need**

*Priority 1 (P1)* Immediate - Issue should be addressed immediately.  
*Priority 2 (P2)* High - Issue should be addressed within the next 1-2 years.  
*Priority 3 (P3)* Medium - Issue should be addressed within the next 3-5 years.  
*Priority 4 (P4)* Low - Issue should be addressed within the next 6-10 years.



Heating	Describe the heating plant. What is the quantity of boilers, hot water pumps, etc. Provide system condition assessment on the right.	Building has 3 Hot Water Boilers (dual fuel). The system is also equipped with 4 HWPs. The system send hot water to the hot water coils in the RTU to condition the supply air.		X						X	
	Describe any controls associated with the system. Is the heating plant operated automatically?	The heating plant is operated automatically based off the heating load required.									
	Does the heating plant provide sufficient heating capacity for peak heating demand?	No issues reported with the heating system.									
	What setpoints are associated with the controls of the system (i.e. heating hot water supply and return temps)?	Setpoints are based on heating load. Per the BMS the hot water supply temperature is around 160 degrees.									
	What is the age of the heating plant? Describe the general condition of the components.	The heating plant was within the last 10 years.. System is in good condition.		X						X	
	What downstream equipment is used to heat individual spaces? Provide system condition assessment on the right.	The RTU's provide conditioned air to the VAVs.	N/A								
	Describe any controls associated with the downstream equipment.	VAVs operate based on thermostat settings.									
	Is there any secondary heating units (electrical heating) used in the building?	Building uses hydronic radiators for perimeter heating within classrooms and offices and has cabinet units heaters and unit heaters within stairwells and storages spaces.									
	Describe any system maintenance challenge(s).	There are no maintenance protocols in place.									
Airside Equipment	Describe any major ventilation units used in the building. What spaces do these units serve?	There are 10 RTUs, 1 makeup air unit and 2 energy recovery units. Various RTUs were found to were found with broken belts and dirty coils.									
	Describe any controls associated with the Roof Top Units. Are the controls working properly? Provide system condition assessment on the right.	Controls are based on heating/cooling load from the thermostat setpoints in the building.		X						X	
	If the units operator on controls, are those controls from a BMS system or operated locally.	The BMS monitors various setpoints and control points on the RTUs.									
	Has the system undergone air balancing? If so, when?	Balancing has not been completed since installation.									
	Are any energy saving techniques incorporated into the system (ex. Demand Control Ventilation, Bi Polar Ionization air treatment, economizer modes, etc.....).	RTU-3A, 3B and 10 are equipped with enthalpy wheels. It was found that the belts on the enthalpy arent on and thus, the enthalpy wheel is not working. The school will have excessive energy usage until the enthalpy wheels are properly repaired.									
	What spaces do exhaust fans serve, if any? Describe controls on this equipment. Indicate condition of equipment.	There are three toilet exhaust fans (1 for each floor). The units are controlled through the BMS and operate based on schedule.			X					X	
	Are filters changed .	There is no maintenance protocol for the building. Filters are changed on an as needed basis when custodial staff puts in work orders and are approved by NHS.									
Describe any system maintenance challenge(s).	There are no maintenance schedules for any system within the building. Maintenance is completed on an as failed basis.										
DHW	Describe the Domestic Hot Water System. Is the System Gas or Electric. Provide system condition assessment on the right.	There is one Domestic Hot Water Heater that is gas operated. Hot water heater is in good condition.		X						X	
	Describe the uses for the Domestic Hot Water System in the building.	Domestic Water is used for restrooms and kitchens in the building. Domestic Water is also used for labs with sinks.									
	What controls / setpoints are used to maintain domestic hot water.	Domestic Water Heater operates based on building load.									
	Does the current DHW system provide sufficient load at peak demand.	No comfort issues have been reported, thus it is assumed that the domestic hot water system provides sufficient heating to the building.									
	Describe any system maintenance challenge(s).	Maintenance is completed on an as needed basis.									



Electrical	Note the number of electrical meters are associated with the building. If available, please provide meter numbers and purpose.	There is one main electrical meter for this building.							
	Describe the condition and location of electrical panels throughout the building?	Electrical panels are located in electrical rooms throughout the building.		x					x
	Does the building have a UPS systems? If so how many and what size?	Building does have a UPS. It appears the UPS is not functioning and is in fault mode.				x		x	
	Describe any issues associated with electrical equipment, if any.	No electrical issues reported.							
	Does the building have communication / server rooms? Describe equipment within these rooms.	Building has dedicated electrical rooms. These rooms consist of server racks and electrical panels. Rooms were found to be used as storage also.							
	Does the building have an Emergency Generator? If so what size (9kW) is the generator. Provide system condition assessment on the right.	N/A			x			x	
	If the building has an Emergency Generator, what equipment does it serve.	N/A							
	Describe general lighting fixture types and any controls associated with the lighting system. Provide system condition assessment on the right.	Building consists of LED Fixtures and occupancy/vacancy sensors. No issues have been reported by the building staff.		x					x
	Are emergency lighting operated off the emergency generator or battery backup?	Emergency Lighting is assumed to operate on battery backup.							
	Does the building feature any solar energy generation systems? If yes, please indicate what type of system and general condition.	There are multiple arrays of PV on the roof of the building. However, inverters on the roof where found to be failed preventing electricity production from the system.				x		x	
	Describe any system maintenance challenge(s).	Building staff has limited maintenance responsibilities for the electrical systems.							
FA/FP	Describe the fire protection system. Is the system a wet or dry system. Provide system condition assessment on the right.	It is believed to be a wet system. No fire pump within the building.		x					x
	Describe components of the Fire Protection system (smoke detectors, heat detectors, duct detectors etc....).	Building does have smoke, heat and duct detectors.							
	Have water flow/tamper switches been tested? If so when was the last time they were inspected.	There is no fire alarm maintenance protocols in place. It is assumed the tamper/flow switches have not been tested since installation.							
	Describe general trouble / alarm monitored points by the Fire Alarm panel.	No trouble or alarm points were shown on the fire alarm panel.							
	Is there a Central Station Monitoring system set up? If so who is the point of contact?	Connected to the fire department.							
	Describe the mechanical zoning of the Fire alarm system. Do all units shut down upon a fire alarm activation.	This information was not provided, however it is assumed that all HVAC equipment shuts down upon a fire alarm activation.							
	Are there any access control devices within the facility? Do these devices release upon a fire alarm activation?	No access control devices were observed.							
	Describe any system maintenance challenge(s).	No information from custodian. It was indicated no preventative maintenance plan in place. Equipment is repaired/ replaced as it fails.							

\*New  
\*Good  
\*Fair  
\*Poor

Installed or replaced in less than 3 years  
System or components working well and not nearing end of life.  
System or components working but increasingly require maintenance and are nearing end of useful life  
System is problematic, causes disruption to occupants and operators and is at the end of useful life

early in life of unit  
greater than 10 years of life likely....  
2-5 year plan may need to design soon  
immediate

# Architectural Condition Survey - New Haven Schools

School or Building Name: Name  
 Address: Address  
 Year Built: Year  
 Form Filled out by: Assessor  
 Date of Survey if performed: Date

Revision Date: 13-Jan-22  
 Issue: For review

For the Major System types below provide description in the "comments Column" and in the system conditions column provide a check or an X to indicate the general condition of that system.  
 Any background general information can be provided in this overview section below

**Building Condition Overview** (list any general items in the summary section below):

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System	Question:	Comments:	System Condition *				Priority of Need **			
			New	Good	Fair	Poor	P1	P2	P3	P4
<b>A SUBSTRUCTURE</b>										
A1010 FOUNDATIONS	Describe general condition of building foundations.									
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.									
A4010 SLABS ON GRADE	Describe general condition of slabs on grade.									
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.									
A6010 BUILDING SUB-DRAINAGE	Identify any areas of sub-building drainage lines that may be under-performing, or blocked									
<b>B SHELL</b>										
B2010 EXTERIOR WALLS	List the varying types of exterior wall materials and the general condition of each exterior wall type.									
	Type 1:									
	Type 2:									
	Type 3:									
	Identify the location of exterior walls in need of repair, or replacement and describe the nature of needed correction.									
B2020 EXTERIOR WINDOWS	List the varying types of exterior windows and the general condition of each exterior window type.									
	Type 1:									
	Type 2:									
	Type 3:									
	Identify the location of exterior windows in need of repair, or replacement and describe the nature of needed correction.									
B2050 EXTERIOR DOORS AND GRILLES	Describe the general condition of exterior doors for the building									
	Identify the location, material type and size (e.g. 3' x 7' hollow metal) of exterior doors in need of repair, or replacement and describe the nature of needed correction.									
	Describe the general condition of exterior grilles/louvers for the building									
	Identify the location, material type and approximate size (e.g. 4' x 4' aluminum) of grilles/ louvers in need of repair, or replacement and describe the nature of needed correction.									

<b>83010 ROOFING</b>	Describe the general condition and age of roofing the building													
	Identify the roofing type and age for the varying portions of the building and the general condition of each roof type.													
	Type 1:													
	Type 2:													
	Type 3:													
	Identify the location, roofing type and approximate area in need of repair, or replacement and describe the nature of needed correction.													
<b>C INTERIORS</b>														
<b>C1010 INTERIOR PARTITIONS</b>	Describe the general condition and type of interior partitions in the building													
	Type 1:													
	Type 2:													
	Type 3:													
	Identify specific areas within the building where interior partitions need repair, or replacement and describe the nature of needed correction.													
<b>C1020 INTERIOR WINDOWS + C1030 INTERIOR DOORS</b>	Describe the general condition and type of interior windows in the building													
	Type 1:													
	Type 2:													
	Identify specific areas within the building where interior windows need repair, or replacement and describe the nature of needed correction.													
	Describe the general condition and type of interior doors in the building													
	Type 1:													
	Type 2:													
	Identify specific areas within the building where interior doors need repair, or replacement and describe the nature of needed correction.													
<b>C2010 WALL FINISHES</b>	Describe the general condition and type of wall finishes													
	Identify specific areas within the building where wall finishes need repair, or replacement and describe the nature of needed correction.													
<b>C2030 FLOORING</b>	Describe the general condition and type(s) of flooring in the building													
	Identify specific areas within the building where flooring needs repair, or replacement and describe the nature of needed correction.													
<b>C2050 CEILING FINISHES</b>	Describe the general condition and type(s) of ceiling finishes in the building													
	Identify specific areas within the building where ceiling finishes need repair, or replacement and describe the nature of needed correction.													
<b>D SERVICES</b>														
<b>D1010 VERTICAL CONVEYING SYSTEMS</b>	Identify the quantity, type and number of stops for each elevator(s) or lifts, within the building													
	Describe the general condition of each elevator, or lift													
	Identify specific components of each elevator, or lift that need repair, or replacement and describe the nature of needed correction.													

**\* System Condition**

*New*

*Good*

*Fair*

*Poor*

System or components are newly installed within the past year.

System or components working well and not nearing end of life.

System or components workign but increasingly require maintenance and are nearing end of useful life

System is problematic, causes disruption to occupants and operators and is at the end of useful life

**\*\* Priority of Need**

*Priority 1 (P1)*

*Priority 2 (P2)*

*Priority 3 (P3)*

*Priority 4 (P4)*

Immediate - Issue should be addressed immediately.

High - Issue should be addressed within the next 1-2 years.

Medium - Issue should be addressed within the next 3-5 years.

Low - Issue should be addressed within the next 6-10 years.





Electrical	Note the number of electrical meters are associated with the building. If available, please provide meter numbers and purpose.	There is two electric meter for this building. 12001147 and 11234741							
	Describe the condition and location of electrical panels throughout the building?	Electrical panels are located in electrical rooms throughout the building.		X					X
	Does the building have a UPS systems? If so how many and what size?	Building does not have a UPS.	N/A						
	Describe any issues associated with electrical equipment, if any.	No electrical issues reported.							
	Does the building have communication / server rooms? Describe equipment within these rooms.	Building has dedicated electrical rooms. These rooms consist of server racks and electrical panels. Rooms were found to be used as storage also.							
	Does the building have an Emergency Generator? If so what size (kW) is the generator. Provide system condition assessment on the right.	N/A	N/A						
	If the building has an Emergency Generator, what equipment does it serve.	N/A							
	Describe general lighting fixture types and any controls associated with the lighting system. Provide system condition assessment on the right.	Building consists of 32W T8 fixtures. Building does have occupancy/vacancy sensors and exterior lighting controls. Lighting systems should be reviewed and LED upgrade should be considered in the future.			X				X
	Are emergency lighting operated off the emergency generator or battery backup?	Emergency Lighting is assumed to operate on battery backup.							
	Does the building feature any solar energy generation systems? If yes, please indicate what type of system and general condition.	There is multiple arrays of PV for the building. PV was found damaged on various panels. Unknown if inverters are operational.					X		X
	Describe any system maintenance challenge(s).	Building staff has limited maintenance responsibilities for the electrical systems.							
FA/FP	Describe the fire protection system. Is the system a wet or dry system. Provide system condition assessment on the right.	It is believed to be a wet system. No fire pump within the building.		X					X
	Describe components of the Fire Protection system (smoke detectors, heat detectors, duct detectors etc....).	The FSP has tamper switch and flow switches that relay information to the FACP. There are smoke detectors in the spaces.							
	Have water flow/tamper switches been tested? If so when was the last time they were inspected.	No fire alarm maintenance schedules.							
	Describe general trouble / alarm monitored points by the Fire Alarm panel.	No trouble or alarm points were shown on the fire alarm panel.							
	Is there a Central Station Monitoring system set up? If so who is the point of contact?	The fire alarm system is connected to the fire department.							
	Describe the mechanical zoning of the Fire alarm system. Do all units shut down upon a fire alarm activation.	This information was not provided, however it is assumed that all HVAC equipment shuts down upon a fire alarm activation.							
	Are there any access control devices within the facility? Do these devices release upon a fire alarm activation?	No access control devices were observed.							
	Describe any system maintenance challenge(s).	No information from custodian. It was indicated no preventative maintenance plan in place. Equipment is repaired/ replaced as it fails.							

\*New  
\*Good  
\*Fair  
\*Poor

Installed or replaced in less than 3 years  
System or components working well and not nearing end of life.  
System or components working but increasingly require maintenance and are nearing end of useful life  
System is problematic, causes disruption to occupants and operators and is at the end of useful life

early in life of unit  
greater than 10 years of life likely....  
2-5 year plan may need to design soon  
immediate

# Architectural Condition Survey - New Haven Schools

School or Building Name: Barnard Magnet School  
 Address: 170 Derby Ave., New Haven, CT 06515  
 Year Built: Original  
 Form Filled out by: Jeff McGrath  
 Date of Survey if performed:

Revision Date  
 Issue  
 For review

10/11/2022

For the Major System types below provide description in the "comments Column" and in the system conditions column provide a check or an X to indicate the general condition of that system.  
 Any background general information can be provided in this overview section below

Building Condition Overview ( list any general items in the summary section below ):

System	Question:	Comments:	System Condition *			
			New	Good	Fair	Poor
<b>A SUBSTRUCTURE</b>						
A1010 FOUNDATIONS	Describe general condition of building foundations.	General condition of foundations is good		x		
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.					
A4010 SLABS ON GRADE	Describe general condition of slabs on grade.	General condition of slab on grade is fair			x	
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.	Some signs of minor settlement causing cracking in floor VCT				
A6010 BUILDING SUB-DRAINAGE	Identify any areas of sub-building drainage lines that may be under-performing, or blocked	Unknown				
<b>B SHELL</b>						
B2010 EXTERIOR WALLS	List the varying types of exterior wall materials and the general condition of each exterior wall type.	Generally in good condition.		x		
	Type 1:			x		
	Type 2:			x		
	Type 3:					
	Identify the location of exterior walls in need of repair, or replacement and describe the nature of needed correction.	cosmetic work needed throughout				
B2020 EXTERIOR WINDOWS	List the varying types of exterior windows and the general condition of each exterior window type.					
	Type 1:	all windows in good condition		x		
	Type 2:					
	Type 3:					
	Identify the location of exterior windows in need of repair, or replacement and describe the nature of needed correction.	Window blinds most generally require repair or replacement				x
B2050 EXTERIOR DOORS AND GRILLES	Describe the general condition of exterior doors for the building	Exterior doors in fair condition			x	
	Identify the location, material type and size (e.g. 3' x 7' hollow metal) of exterior doors in need of repair, or replacement and describe the nature of needed correction.	Metal		x		
	Describe the general condition of exterior grilles/louvers for the building	some maintenance needed			x	
	Identify the location, material type and approximate size (e.g. 4' x 4' aluminum) of grilles/ louvers in need of repair, or replacement and describe the nature of needed correction.					

<b>B3010 ROOFING</b>	Describe the general condition and age of roofing the building	Roof has minor leaks. Easily can be patched.				
	Identify the roofing type and age for the varying portions of the building and the general condition of each roof type.			x		
	Type 1:	Fully Adhered TPO Membrane				
	Type 2:	Sheet Metal Roof		x		
	Type 3:			x		
	Identify the location, roofing type and approximate area in need of repair, or replacement and describe the nature of needed correction.					
<b>C INTERIORS</b>						
<b>C1010 INTERIOR PARTITIONS</b>	Describe the general condition and type of interior partitions in the building	Generally in good conditions				
	Type 1:	CMU/Brick		x		
	Type 2:	Gypsum Metal Stud Partitions		x		
	Type 3:			x		
	Identify specific areas within the building where interior partitions need repair, or replacement and describe the nature of needed correction.					
<b>C1020 INTERIOR WINDOWS + C1030 INTERIOR DOORS</b>	Describe the general condition and type of interior windows in the building	good condition				
	Type 1:			x		
	Type 2:					
	Identify specific areas within the building where interior windows need repair, or replacement and describe the nature of needed correction.	None				
	Describe the general condition and type of interior doors in the building					
	Type 1:	Hollow metal		x		
	Type 2:	Wood		x		
Identify specific areas within the building where interior doors need repair, or replacement and describe the nature of needed correction.						
<b>C2010 WALL FINISHES</b>	Describe the general condition and type of wall finishes	Ceramic Tile, Gypsum, CMU/Brick				
	Identify specific areas within the building where wall finishes need repair, or replacement and describe the nature of needed correction.			x		
<b>C2030 FLOORING</b>	Describe the general condition and type(s) of flooring in the building	VCT, Tile				
	Identify specific areas within the building where flooring needs repair, or replacement and describe the nature of needed correction.	Hallway and classroom VCT showing cracks, sometimes allows ants in. Classroom vct seems to crack along column grid due to settlement			x	
<b>C2050 CEILING FINISHES</b>	Describe the general condition and type(s) of ceiling finishes in the building	Acoustical Ceiling Panels Gypsum Board				
	Identify specific areas within the building where ceiling finishes need repair, or replacement and describe the nature of needed correction.			x		
<b>D SERVICES</b>						
<b>D1010 VERTICAL CONVEYING SYSTEMS</b>	Identify the quantity, type and number of stops for each elevator(s) or lifts, within the building					
	Describe the general condition of each elevator, or lift					
	Identify specific components of each elevator, or lift that need repair, or replacement and describe the nature of needed correction.			x		

\*Good

\*Fair

\*Poor

System or components working well and not nearing end of life.

System or components workign but increasingly require maintenance and are nearing end of useful life

System is problematic, causes disruption to occupants and operators and is at the end of useful life







Electrical	Note the number of electrical meters are associated with the building. If available, please provide meter numbers and purpose.								
	Describe the condition and location of electrical panels throughout the building?	Fair, not labeled		X					
	Does the building have a UPS systems? If so how many and what size?								
	Describe any issues associated with electrical equipment, if any.	No PM program							
	Does the building have communication / server rooms? Describe equipment within these rooms.	needs cooling							
	Does the building have an Emergency Generator? If so what size 9KW) is the generator. Provide system condition assessment on the right.	N/A	N/A						
	If the building has an Emergency Generator, what equipment does it serve.	N/A							
	Describe general lighting fixture types and any controls associated with the lighting system. Provide system condition assessment on the right.				X				
	Are emergency lighting operated off the emergency generator or battery backup?								
	Does the building feature any solar energy generation systems? If yes, please indicate what type of system and general condition.	N/A	N/A						
	Describe any system maintenance challenge(s).								
FA/FP	Describe the fire protection system. Is the system a wet or dry system. Provide system condition assessment on the right.	Wet		X					X
	Describe components of the Fire Protection system (smoke detectors, heat detectors, duct detectors etc...).								
	Have water flow/tamper switches been tested? If so when was the last time they were inspected.								
	Describe general trouble / alarm monitored points by the Fire Alarm panel.								
	Is there a Central Station Monitoring system set up? If so who is the point of contact?	Yes, Unknown							
	Describe the mechanical zoning of the Fire alarm system. Do all units shut down upon a fire alarm activation.	Unknown							
	Are there any access control devices within the facility? Do these devices release upon a fire alarm activation?								
	Describe any system maintenance challenge(s).								

\*New  
\*Good  
\*Fair  
\*Poor

Installed or replaced in less than 3 years  
System or components working well and not nearing end of life.  
System or components working but increasingly require maintenance and are nearing end of useful life  
System is problematic, causes disruption to occupants and operators and is at the end of useful life

# Architectural Condition Survey - New Haven Schools

School or Building Name: King Robinson School  
 Address: 150 Fournier Street, New Haven, CT 06515  
 Year Built: Original  
 Form Filled out by: Jeff McGrath  
 Date of Survey if performed:

Revision Date  
 Issue  
 For review

10/13/2022

For the Major System types below provide description in the "comments Column" and in the system conditions column provide a check or an X to indicate the general condition of that system.  
 Any background general information can be provided in this overview section below

**Building Condition Overview ( list any general items in the summary section below ):**

System	Question:	Comments:	System Condition *			
			New	Good	Fair	Poor
<b>A SUBSTRUCTURE</b>						
A1010 FOUNDATIONS	Describe general condition of building foundations.	General condition of foundations is good		x	x	
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.					
A4010 SLABS ON GRADE	Describe general condition of slabs on grade.	General condition of slab on grade is good		x	x	
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.	Signs of minor settlement causing cracking in floor VCT				
A6010 BUILDING SUB-DRAINAGE	Identify any areas of sub-building drainage lines that may be under-performing, or blocked					
<b>B SHELL</b>						
B2010 EXTERIOR WALLS	List the varying types of exterior wall materials and the general condition of each exterior wall type.	Generally in good condition.		x		
	Type 1:			x		
	Type 2:			x		
	Type 3:					
	Identify the location of exterior walls in need of repair, or replacement and describe the nature of needed correction.					
B2020 EXTERIOR WINDOWS	List the varying types of exterior windows and the general condition of each exterior window type.			x		
	Type 1:					
	Type 2:					
	Type 3:					
	Identify the location of exterior windows in need of repair, or replacement and describe the nature of needed correction.	Window blinds all generally require repair or replacement				x
B2050 EXTERIOR DOORS AND GRILLES	Describe the general condition of exterior doors for the building	Exterior doors in good condition		x		
	Identify the location, material type and size (e.g. 3' x 7' hollow metal) of exterior doors in need of repair, or replacement and describe the nature of needed correction.	3'x7' Hollow Metal		x		
	Describe the general condition of exterior grilles/louvers for the building					
	Identify the location, material type and approximate size (e.g. 4' x 4' aluminum) of grilles/ louvers in need of repair, or replacement and describe the nature of needed correction.					

<b>B3010 ROOFING</b>	Describe the general condition and age of roofing the building	Roof has minor leaks, expected leaks. One specific leak at stage end of gymnasium due to suspected improper seal on roof at point of penetration for solar panels by maintenance staff. Easily patched.							
	Identify the roofing type and age for the varying portions of the building and the general condition of each roof type.								
	Type 1:	Fully Adhered TPO Membrane							
	Type 2:	Sheet Metal Roof							
	Type 3:								
	Identify the location, roofing type and approximate area in need of repair, or replacement and describe the nature of needed correction.								
<b>C INTERIORS</b>									
<b>C1010 INTERIOR PARTITIONS</b>	Describe the general condition and type of interior partitions in the building	Generally in good conditions							
	Type 1:	CMU/Brick							
	Type 2:	Gypsum Metal Stud Partitions							
	Type 3:								
	Identify specific areas within the building where interior partitions need repair, or replacement and describe the nature of needed correction.								
<b>C1020 INTERIOR WINDOWS + C1030 INTERIOR DOORS</b>	Describe the general condition and type of interior windows in the building								
	Type 1:								
	Type 2:								
	Identify specific areas within the building where interior windows need repair, or replacement and describe the nature of needed correction.	None							
	Describe the general condition and type of interior doors in the building								
	Type 1:	Hollow metal							
	Type 2:	Wood							
Identify specific areas within the building where interior doors need repair, or replacement and describe the nature of needed correction.									
<b>C2010 WALL FINISHES</b>	Describe the general condition and type of wall finishes	Ceramic Tile, Gypsum, CMU/Brick							
	Identify specific areas within the building where wall finishes need repair, or replacement and describe the nature of needed correction.								
<b>C2030 FLOORING</b>	Describe the general condition and type(s) of flooring in the building	VCT, Tile							
	Identify specific areas within the building where flooring needs repair, or replacement and describe the nature of needed correction.	Hallway and classroom VCT showing cracks, sometimes allows ants in. Classroom vct seems to crack along column grid due to settlement							
<b>C2050 CEILING FINISHES</b>	Describe the general condition and type(s) of ceiling finishes in the building	Acoustical Ceiling Panels Gypsum Board							
	Identify specific areas within the building where ceiling finishes need repair, or replacement and describe the nature of needed correction.								
<b>D SERVICES</b>									
<b>D1010 VERTICAL CONVEYING SYSTEMS</b>	Identify the quantity, type and number of stops for each elevator(s) or lifts, within the building								
	Describe the general condition of each elevator, or lift								
	Identify specific components of each elevator, or lift that need repair, or replacement and describe the nature of needed correction.								

\*Good

\*Fair

\*Poor

System or components working well and not nearing end of life.

System or components workign but increasingly require maintenance and are nearing end of useful life

System is problematic, causes disruption to occupants and operators and is at the end of useful life





Electrical	Note the number of electrical meters are associated with the building. If available, please provide meter numbers and purpose.								
	Describe the condition and location of electrical panels throughout the building?			X				X	
	Does the building have a UPS systems? If so how many and what size?			X					
	Describe any issues associated with electrical equipment, if any.								
	Does the building have communication / server rooms? Describe equipment within these rooms.								
	Does the building have an Emergency Generator? If so what size 9KW) is the generator. Provide system condition assessment on the right.	N/A	N/A						
	If the building has an Emergency Generator, what equipment does it serve.	yes, life safety							
	Describe general lighting fixture types and any controls associated with the lighting system. Provide system condition assessment on the right.					X		X	
	Are emergency lighting operated off the emergency generator or battery backup?								
	Does the building feature any solar energy generation systems? If yes, please indicate what type of system and general condition.	N/A	N/A						
	Describe any system maintenance challenge(s).								
FA/FP	Describe the fire protection system. Is the system a wet or dry system. Provide system condition assessment on the right.			X					X
	Describe components of the Fire Protection system (smoke detectors, heat detectors, duct detectors etc...).								
	Have water flow/tamper switches been tested? If so when was the last time they were inspected.								
	Describe general trouble / alarm monitored points by the Fire Alarm panel.								
	Is there a Central Station Monitoring system set up? If so who is the point of contact?								
	Describe the mechanical zoning of the Fire alarm system. Do all units shut down upon a fire alarm activation.								
	Are there any access control devices within the facility? Do these devices release upon a fire alarm activation?								
	Describe any system maintenance challenge(s).								

\*New  
\*Good  
\*Fair  
\*Poor

Installed or replaced in less than 3 years  
System or components working well and not nearing end of life.  
System or components working but increasingly require maintenance and are nearing end of useful life  
System is problematic, causes disruption to occupants and operators and is at the end of useful life





<b>B3010 ROOFING</b>	Describe the general condition and age of roofing the building																			
	Identify the roofing type and age for the varying portions of the building and the general condition of each roof type.																			
	Type 1:	EPDM																		
	Type 2:																			
	Type 3:																			
	Identify the location, roofing type and approximate area in need of repair, or replacement and describe the nature of needed correction.																			
<b>C INTERIORS</b>																				
<b>C1010 INTERIOR PARTITIONS</b>	Describe the general condition and type of interior partitions in the building																			
	Type 1:	SHEETROCK																		
	Type 2:	BRICK																		
	Type 3:	BLOCK																		
		Identify specific areas within the building where interior partitions need repair, or replacement and describe the nature of needed correction.																		
<b>C1020 INTERIOR WINDOWS + C1030 INTERIOR DOORS</b>	Describe the general condition and type of interior windows in the building																			
	Type 1:	ALUMINUM FRAMES																		
	Type 2:																			
		Identify specific areas within the building where interior windows need repair, or replacement and describe the nature of needed correction.																		
		Describe the general condition and type of interior doors in the building																		
	Type 1:	WOOD, METAL HOLLOW																		
	Type 2:																			
	Identify specific areas within the building where interior doors need repair, or replacement and describe the nature of needed correction.																			
<b>C2010 WALL FINISHES</b>	Describe the general condition and type of wall finishes	BLOCK,SHEETROCK,BRICK																		
	Identify specific areas within the building where wall finishes need repair, or replacement and describe the nature of needed correction.																			
<b>C2030 FLOORING</b>	Describe the general condition and type(s) of flooring in the building	VCT CARPET																		
	Identify specific areas within the building where flooring needs repair, or replacement and describe the nature of needed correction.																			
<b>C2050 CEILING FINISHES</b>	Describe the general condition and type(s) of ceiling finishes in the building	ACOUTICAL CEILING TILES, SHEETROCK																		
	Identify specific areas within the building where ceiling finishes need repair, or replacement and describe the nature of needed correction.																			
<b>D SERVICES</b>																				
<b>D1010 VERTICAL CONVEYING SYSTEMS</b>	Identify the quantity, type and number of stops for each elevator(s) or lifts, within the building	3 FLOORS																		
	Describe the general condition of each elevator, or lift																			
	Identify specific components of each elevator, or lift that need repair, or replacement and describe the nature of needed correction.																			

**\* System Condition**  
*New* System or components are newly installed within the past year.  
*Good* System or components working well and not nearing end of life.  
*Fair* System or components workign but increasingly require maintenance and are nearing end of useful life  
*Poor* System is problematic, causes disruption to occupants and operators and is at the end of useful life

**\*\* Priority of Need**  
*Priority 1 (P1)* Immediate - Issue should be addressed immediately.  
*Priority 2 (P2)* High - Issue should be addressed within the next 1-2 years.  
*Priority 3 (P3)* Medium - Issue should be addressed within the next 3-5 years.  
*Priority 4 (P4)* Low - Issue should be addressed within the next 6-10 years.





Electrical	Note the number of electrical meters are associated with the building. If available, please provide meter numbers and purpose.	ONE							
	Describe the condition and location of electrical panels throughout the building?	ALL OVER THE BUILDING ,OLDER PANELS							
	Does the buidng have a UPS systems? If so how many and what size?								
	Describe any issues associated with electrical equipment, if any.								
	Does the building have communication / server rooms? Describe equipment within these rooms.	SERVER ROOM							
	Does the building have an Emergency Generator? If so what size 9KW) is the generator. Provide system condition assessment on the right.	NO							
	If the building has an Emergency Generator, what equipment does it serve.	N/A							
	Describe general lighting fixture types and any controls associated with the lighting system. Provide system condition assessment on the right.	LIGHTING NEEDS UPGRDING							
	Are emergency lighting operated off the emergency generator or battery backup?	NO							
	Does the building feature any solar energy generation systems? If yes, please indicate what type of system and general condition.	NO							
	Describe any system maintenance challenge(s).								
FA/FP	Describe the fire protection system. Is the system a wet or dry system. Provide system condition assessment on the right.	SPRINKLERS							
	Describe components of the Fire Protection system (smoke detectors, heat detectors, duct detectors etc...).	SMOKE , HEAT,DUCT DETECTORS							
	Have water flow/tamper switches been tested? If so when was the last time they were inspected.	NO							
	Describe general trouble / alarm monitored points by the Fire Alarm panel.	NOTIFIER PANEL NEEDS UPGRADING							
	Is there a Central Station Monitoring system set up? If so who is the point of contact?	YES							
	Describe the mechanical zoning of the Fire alarm system. Do all units shut down upon a fire alarm activation.	HVAC SUTS DOWN							
	Are there any accss control devices within the facility? Do these devices release upon a fire alarm activation?	MAGNETIC DOORS							
	Describe any system maintenance challenge(s).								

\*New  
\*Good  
\*Fair  
\*Poor

Insalled or replaced in less than 3 years  
System or components working well and not nearing end of life.  
System or components workign but increasingly require maintenance and are nearing end of useful life  
System is problematic, causes disruption to occupants and operators and is at the end of useful life



<b>B3010 ROOFING</b>	Describe the general condition and age of roofing the building																				
	Identify the roofing type and age for the varying portions of the building and the general condition of each roof type.																				
	Type 1: EPDM																				
	Type 2:																				
	Type 3:																				
	Identify the location, roofing type and approximate area in need of repair, or replacement and describe the nature of needed correction.																				
<b>C INTERIORS</b>																					
<b>C1010 INTERIOR PARTITIONS</b>	Describe the general condition and type of interior partitions in the building																				
	Type 1: SHEETROCK, CEMENT BLOCK																				
	Type 2:																				
	Type 3:																				
		Identify specific areas within the building where interior partitions need repair, or replacement and describe the nature of needed correction.																			
<b>C1020 INTERIOR WINDOWS + C1030 INTERIOR DOORS</b>	Describe the general condition and type of interior windows in the building																				
	Type 1:																				
	Type 2:																				
		Identify specific areas within the building where interior windows need repair, or replacement and describe the nature of needed correction.																			
		Describe the general condition and type of interior doors in the building																			
		Type 1: WOOD, HOLLOW METAL, ALUMINUM																			
		Type 2:																			
	Identify specific areas within the building where interior doors need repair, or replacement and describe the nature of needed correction.																				
<b>C2010 WALL FINISHES</b>	Describe the general condition and type of wall finishes																				
	Identify specific areas within the building where wall finishes need repair, or replacement and describe the nature of needed correction.																				
<b>C2030 FLOORING</b>	Describe the general condition and type(s) of flooring in the building	VCT																			
	Identify specific areas within the building where flooring needs repair, or replacement and describe the nature of needed correction.	CERAMIC TILES																			
		CARPET																			
<b>C2050 CEILING FINISHES</b>	Describe the general condition and type(s) of ceiling finishes in the building	ACOUSTICAL CEILING TILES																			
	Identify specific areas within the building where ceiling finishes need repair, or replacement and describe the nature of needed correction.																				
<b>D SERVICES</b>																					
<b>D1010 VERTICAL CONVEYING SYSTEMS</b>	Identify the quantity, type and number of stops for each elevator(s) or lifts, within the building	BASEMENT PLUS TWO FLOORS																			
	Describe the general condition of each elevator, or lift	GOOD																			
	Identify specific components of each elevator, or lift that need repair, or replacement and describe the nature of needed correction.																				

**\* System Condition**

New System or components are newly installed within the past year.  
 Good System or components working well and not nearing end of life.  
 Fair System or components working but increasingly require maintenance and are nearing end of useful life  
 Poor System is problematic, causes disruption to occupants and operators and is at the end of useful life

**\*\* Priority of Need**

Priority 1 (P1) Immediate - Issue should be addressed immediately.  
 Priority 2 (P2) High - Issue should be addressed within the next 1-2 years.  
 Priority 3 (P3) Medium - Issue should be addressed within the next 3-5 years.  
 Priority 4 (P4) Low - Issue should be addressed within the next 6-10 years.







Electrical	Note the number of electrical meters are associated with the building. If available, please provide meter numbers and purpose.	ONE							
	Describe the condition and location of electrical panels throughout the building?	PANELS IN GOOD SHAPE							
	Does the buiding have a UPS systems? If so how many and what size?								
	Describe any issues associated with electrical equipment, if any.	NO							
	Does the building have communication / server rooms? Describe equipment within these rooms.	YES							
	Does the building have an Emergency Generator? If so what size 9KW) is the generator. Provide system condition assessment on the right.	NO							
	If the building has an Emergency Generator, what equipment does it serve.	N/A							
	Describe general lighting fixture types and any controls associated with the lighting system. Provide system condition assessment on the right.								
	Are emergency lighting operated off the emergency generator or battery backup?	NO							
	Does the building feature any solar energy generation systems? If yes, please indicate what type of system and general condition.								
	Describe any system maintenance challenge(s).								
FA/FP	Describe the fire protection system. Is the system a wet or dry system. Provide system condition assessment on the right.	SPRINKLERS							
	Describe components of the Fire Protection system (smoke detectors, heat detectors, duct detectors etc...).	SMOKE DETECTORS, HEAT DETECTORS, DUCT SENSORS							
	Have water flow/tamper switches been tested? If so when was the last time they were inspected.	NO							
	Describe general trouble / alarm monitored points by the Fire Alarm panel.	N/A							
	Is there a Central Station Monitoring system set up? If so who is the point of contact?	YES							
	Describe the mechanical zoning of the Fire alarm system. Do all units shut down upon a fire alarm activation.	YES ALL UNTITS SHUT DOWN							
	Are there any accss control devices within the facility? Do these devices release upon a fire alarm activation?	YES HALLWAY DOORS HAVE MAGNETIC RELEASES							
	Describe any system maintenance challenge(s).	ON CALL CONTRACTORS PERFORMS ANNUAL MAINTENANCE							

\*New  
\*Good  
\*Fair  
\*Poor

Installed or replaced in less than 3 years  
System or components working well and not nearing end of life.  
System or components workign but increasingly require maintenance and are nearing end of useful life  
System is problematic, causes disruption to occupants and operators and is at the end of useful life

# Architectural Condition Survey - New Haven Schools

School or Building Name: HSC  
 Address: 175 Water Street, New Haven, CT 06515  
 Year Built: Original  
 Form Filled out by: Jeff McGrath  
 Date of Survey if performed:

Revision Date  
 Issue  
 For review

10/12/2022

For the Major System types below provide description in the "comments Column" and in the system conditions column provide a check or an X to indicate the general condition of that system.  
 Any background general information can be provided in this overview section below

**Building Condition Overview ( list any general items in the summary section below ):**

Suffered from roof leaks

System	Question:	Comments:	System Condition *			
			New	Good	Fair	Poor
<b>A SUBSTRUCTURE</b>						
A1010 FOUNDATIONS	Describe general condition of building foundations.	General condition of foundations is good		x	x	
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.					
A4010 SLABS ON GRADE	Describe general condition of slabs on grade.	General condition of slab on grade is good		x	x	
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.	Signs of minor settlement causing cracking in floor VCT				
A6010 BUILDING SUB-DRAINAGE	Identify any areas of sub-building drainage lines that may be under-performing, or blocked					
<b>B SHELL</b>						
B2010 EXTERIOR WALLS	List the varying types of exterior wall materials and the general condition of each exterior wall type.	Generally in good condition.		x		
	Type 1:			x		
	Type 2:			x		
	Type 3:					
	Identify the location of exterior walls in need of repair, or replacement and describe the nature of needed correction.	N/A				
B2020 EXTERIOR WINDOWS	List the varying types of exterior windows and the general condition of each exterior window type.	Store front type		x		
	Type 1:					
	Type 2:					
	Type 3:					
	Identify the location of exterior windows in need of repair, or replacement and describe the nature of needed correction.	Window blinds some require repair or replacement				x
B2050 EXTERIOR DOORS AND GRILLES	Describe the general condition of exterior doors for the building	Exterior doors in good condition		x		
	Identify the location, material type and size (e.g. 3' x 7' hollow metal) of exterior doors in need of repair, or replacement and describe the nature of needed correction.	Metal		x		
	Describe the general condition of exterior grilles/louvers for the building			x		
	Identify the location, material type and approximate size (e.g. 4' x 4' aluminum) of grilles/ louvers in need of repair, or replacement and describe the nature of needed correction.					

<b>B3010 ROOFING</b>	Describe the general condition and age of roofing the building	Roof has minor leaks. One specific leak at side entrance due to suspected improper seal. Easily patched.				
	Identify the roofing type and age for the varying portions of the building and the general condition of each roof type.			x		
	Type 1:	Fully Adhered TPO Membrane				
	Type 2:			x		
	Type 3:			x		
	Identify the location, roofing type and approximate area in need of repair, or replacement and describe the nature of needed correction.					
<b>C INTERIORS</b>						
<b>C1010 INTERIOR PARTITIONS</b>	Describe the general condition and type of interior partitions in the building	Generally in good conditions				
	Type 1:	CMU/Brick		x		
	Type 2:	Gypsum Metal Stud Partitions		x		
	Type 3:			x		
	Identify specific areas within the building where interior partitions need repair, or replacement and describe the nature of needed correction.					
<b>C1020 INTERIOR WINDOWS + C1030 INTERIOR DOORS</b>	Describe the general condition and type of interior windows in the building					
	Type 1:			x		
	Type 2:					
	Identify specific areas within the building where interior windows need repair, or replacement and describe the nature of needed correction.	None				
	Describe the general condition and type of interior doors in the building					
	Type 1:	Hollow metal		x		
	Type 2:	Wood		x		
Identify specific areas within the building where interior doors need repair, or replacement and describe the nature of needed correction.						
<b>C2010 WALL FINISHES</b>	Describe the general condition and type of wall finishes	Ceramic Tile, Gypsum, CMU/Brick				
	Identify specific areas within the building where wall finishes need repair, or replacement and describe the nature of needed correction.			x		
<b>C2030 FLOORING</b>	Describe the general condition and type(s) of flooring in the building	VCT, Tile				
	Identify specific areas within the building where flooring needs repair, or replacement and describe the nature of needed correction.	Hallway and classroom VCT showing cracks, sometimes allows ants in. Classroom vct seems to crack along column grid due to settlement			x	
<b>C2050 CEILING FINISHES</b>	Describe the general condition and type(s) of ceiling finishes in the building	Acoustical Ceiling Panels Gypsum Board				
	Identify specific areas within the building where ceiling finishes need repair, or replacement and describe the nature of needed correction.				x	
<b>D SERVICES</b>						
<b>D1010 VERTICAL CONVEYING SYSTEMS</b>	Identify the quantity, type and number of stops for each elevator(s) or lifts, within the building					
	Describe the general condition of each elevator, or lift					
	Identify specific components of each elevator, or lift that need repair, or replacement and describe the nature of needed correction.					

\*Good

\*Fair

\*Poor

System or components working well and not nearing end of life.

System or components workign but increasingly require maintenance and are nearing end of useful life

System is problematic, causes disruption to occupants and operators and is at the end of useful life

# MEP Condition Survey - New Haven Schools

School or Building Name: HSC  
 Address: 175 Water Street, New Haven CT  
 Year Built:  
 Form Filled out by: Jeff McGrath  
 Date of Survey if performed: 10/12/2022

Revision Date  
 Issue For review

For the Major System types below provide description in the "comments Column" and in the system conditions column provide a check or an X to indicate the general condition of that system.  
 Any background general information can be provided in this overview section below

**Building Condition Overview** (list any general items in the summary section below):

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System	Question:	Comments:	System Condition *				Priority of Need **									
			New	Good	Fair	Poor	P1	P2	P3	P4						
BMS	Please describe overall BMS system condition with respect to sensors, BMS interface, year installed, last calibration of sensors etc.	Tridium good condition		X				X								
	Is operator using trends to determine operational performance of any items. If so provide example trend.															
	Are all systems controlled through the BMS operated automatically? If not please describe which systems are in override and why.															
	Is the BMS system controlled remotely or is there a dedicated operating station?	remotely														
Describe any system maintenance challenge(s).	No BMS control on site.															
Cooling	Describe the cooling plant. What is the quantity of the cooling towers/ chillers / CHW pumps?	Multiple RTUs 30 total														
	Describe any controls associated with the system. Is the Cooling plant operated automatically?	Independent														
	What setpoints is the cooling tower operating under? Provide system condition assessment on the right.	N/A									N/A					
	What is the age of the cooling system? Describe the general condition of the components.	26 yearsv all original														
	What equipment does the CHW plant serve? Provide system condition assessment on the right.										X				X	
	Are the terminal units individually controlled?															
	Do the terminal units operate on a schedule? If yes, please describe.															
	Is there any additional cooling equipment (electrical) used in the building.															
	Is any thermal storage system used? If so Provide system condition assessment on the right.	N/A	N/A													
	Describe any system maintenance challenge(s).															



Electrical	Note the number of electrical meters are associated with the building. If available, please provide meter numbers and purpose.								
	Describe the condition and location of electrical panels throughout the building?			X				X	
	Does the building have a UPS systems? If so how many and what size?			X					
	Describe any issues associated with electrical equipment, if any.								
	Does the building have communication / server rooms? Describe equipment within these rooms.								
	Does the building have an Emergency Generator? If so what size 9KW) is the generator. Provide system condition assessment on the right.	N/A	N/A						
	If the building has an Emergency Generator, what equipment does it serve.								
	Describe general lighting fixture types and any controls associated with the lighting system. Provide system condition assessment on the right.			X					
	Are emergency lighting operated off the emergency generator or battery backup?								
	Does the building feature any solar energy generation systems? If yes, please indicate what type of system and general condition.	N/A	N/A						
	Describe any system maintenance challenge(s).								
FA/FP	Describe the fire protection system. Is the system a wet or dry system. Provide system condition assessment on the right.			X					X
	Describe components of the Fire Protection system (smoke detectors, heat detectors, duct detectors etc...).								
	Have water flow/tamper switches been tested? If so when was the last time they were inspected.								
	Describe general trouble / alarm monitored points by the Fire Alarm panel.	None							
	Is there a Central Station Monitoring system set up? If so who is the point of contact?	N/A							
	Describe the mechanical zoning of the Fire alarm system. Do all units shut down upon a fire alarm activation.								
	Are there any access control devices within the facility? Do these devices release upon a fire alarm activation?								
	Describe any system maintenance challenge(s).								

\*New  
\*Good  
\*Fair  
\*Poor

Installed or replaced in less than 3 years  
System or components working well and not nearing end of life.  
System or components working but increasingly require maintenance and are nearing end of useful life  
System is problematic, causes disruption to occupants and operators and is at the end of useful life

# Architectural Condition Survey - New Haven Schools

School or Building Name: James Hillhouse High School  
 Address: 480 Sherman Parkway, New Haven, CT 06515  
 Year Built: Original  
 Form Filled out by:  
 Date of Survey if performed: 10/14/2022

Revision Date  
 Issue  
 For review

For the Major System types below provide description in the "comments Column" and in the system conditions column provide a check or an X to indicate the general condition of that system.  
 Any background general information can be provided in this overview section below

**Building Condition Overview ( list any general items in the summary section below ):**

Building overall condition is poor due to years of neglect

System	Question:	Comments:	System Condition *			
			New	Good	Fair	Poor
<b>A SUBSTRUCTURE</b>						
A1010 FOUNDATIONS	Describe general condition of building foundations.	General condition of foundations is good			X	
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.					
A4010 SLABS ON GRADE	Describe general condition of slabs on grade.	General condition of slab on grade is good			X	
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.	Signs of minor settlement causing cracking in floor VCT				
A6010 BUILDING SUB-DRAINAGE	Identify any areas of sub-building drainage lines that may be under-performing, or blocked	None				
<b>B SHELL</b>						
B2010 EXTERIOR WALLS	List the varying types of exterior wall materials and the general condition of each exterior wall type.	Generally in good condition.		X		
	Type 1:					
	Type 2:					
	Type 3:					
	Identify the location of exterior walls in need of repair, or replacement and describe the nature of needed correction.					
B2020 EXTERIOR WINDOWS	List the varying types of exterior windows and the general condition of each exterior window type.			X		
	Type 1:					
	Type 2:					
	Type 3:					
	Identify the location of exterior windows in need of repair, or replacement and describe the nature of needed correction.	Window blinds all generally require repair or replacement				
B2050 EXTERIOR DOORS AND GRILLES	Describe the general condition of exterior doors for the building	Exterior doors in Fair to poor condition		X		
	Identify the location, material type and size (e.g. 3' x 7' hollow metal) of exterior doors in need of repair, or replacement and describe the nature of needed correction.	Metal		X		
	Describe the general condition of exterior grilles/louvers for the building	N/A				
	Identify the location, material type and approximate size (e.g. 4' x 4' aluminum) of grilles/ louvers in need of repair, or replacement and describe the nature of needed correction.					



<b>B3010 ROOFING</b>	Describe the general condition and age of roofing the building	Roof has leaks.					
	Identify the roofing type and age for the varying portions of the building and the general condition of each roof type.			x			
	Type 1: Membrane with ballast			x			
	Type 2:			x			
	Type 3:						
	Identify the location, roofing type and approximate area in need of repair, or replacement and describe the nature of needed correction.	any solar applications will need replacement anchors					
<b>C INTERIORS</b>							
<b>C1010 INTERIOR PARTITIONS</b>	Describe the general condition and type of interior partitions in the building	Generally in good conditions					
	Type 1: CMU/Brick			x			
	Type 2: Gypsum Metal Stud Partitions			x			
	Type 3:			x			
	Identify specific areas within the building where interior partitions need repair, or replacement and describe the nature of needed correction.						
<b>C1020 INTERIOR WINDOWS + C1030 INTERIOR DOORS</b>	Describe the general condition and type of interior windows in the building			x			
	Type 1:						
	Type 2:						
	Identify specific areas within the building where interior windows need repair, or replacement and describe the nature of needed correction.	None					
	Describe the general condition and type of interior doors in the building	Abused					
	Type 1: Holow metal					x	
	Type 2: Wood					x	
Identify specific areas within the building where interior doors need repair, or replacement and describe the nature of needed correction.							
<b>C2010 WALL FINISHES</b>	Describe the general condition and type of wall finishes	Ceramic Tile, Gypsum, CMU/Brick					
	Identify specific areas within the building where wall finishes need repair, or replacement and describe the nature of needed correction.			x			
<b>C2030 FLOORING</b>	Describe the general condition and type(s) of flooring in the building	VCT, Tile					
	Identify specific areas within the building where flooring needs repair, or replacement and describe the nature of needed correction.	Hallway and classroom VCT showing cracks. Classroom vct seems to crack along column grid due to settlement				x	
<b>C2050 CEILING FINISHES</b>	Describe the general condition and type(s) of ceiling finishes in the building	Acoustical Ceiling Panels Gypsum Board					
	Identify specific areas within the building where ceiling finishes need repair, or replacement and describe the nature of needed correction.					x	
<b>D SERVICES</b>							
<b>D1010 VERTICAL CONVEYING SYSTEMS</b>	Identify the quantity, type and number of stops for each elevator(s) or lifts, within the building						
	Describe the general condition of each elevator, or lift						
	Identify specific components of each elevator, or lift that need repair, or replacement and describe the nature of needed correction.						

\*Good

\*Fair

\*Poor

System or components working well and not nearing end of life.

System or components workign but increasingly require maintenance and are nearing end of useful life

System is problematic, causes disruption to occupants and operators and is at the end of useful life





Electrical	Note the number of electrical meters are associated with the building. If available, please provide meter numbers and purpose.								
	Describe the condition and location of electrical panels throughout the building?							X	
	Does the building have a UPS systems? If so how many and what size?								
	Describe any issues associated with electrical equipment, if any.								
	Does the building have communication / server rooms? Describe equipment within these rooms.								
	Does the building have an Emergency Generator? If so what size 9KW) is the generator. Provide system condition assessment on the right.	N/A	N/A						
	If the building has an Emergency Generator, what equipment does it serve.	yes, life safety							
	Describe general lighting fixture types and any controls associated with the lighting system. Provide system condition assessment on the right.					X	X		
	Are emergency lighting operated off the emergency generator or battery backup?								
	Does the building feature any solar energy generation systems? If yes, please indicate what type of system and general condition.	N/A	N/A						
	Describe any system maintenance challenge(s).								
FA/FP	Describe the fire protection system. Is the system a wet or dry system. Provide system condition assessment on the right.		X						X
	Describe components of the Fire Protection system (smoke detectors, heat detectors, duct detectors etc...).								
	Have water flow/tamper switches been tested? If so when was the last time they were inspected.								
	Describe general trouble / alarm monitored points by the Fire Alarm panel.								
	Is there a Central Station Monitoring system set up? If so who is the point of contact?								
	Describe the mechanical zoning of the Fire alarm system. Do all units shut down upon a fire alarm activation.								
	Are there any access control devices within the facility? Do these devices release upon a fire alarm activation?								
	Describe any system maintenance challenge(s).								

\*New  
\*Good  
\*Fair  
\*Poor

Installed or replaced in less than 3 years  
System or components working well and not nearing end of life.  
System or components working but increasingly require maintenance and are nearing end of useful life  
System is problematic, causes disruption to occupants and operators and is at the end of useful life

# Architectural Condition Survey - New Haven Schools

School or Building Name: Cross Wilbur High School  
 Address: 181 Mitchell Drive, New Haven, CT 06515  
 Year Built: Original  
 Form Filled out by: Jeff McGrath  
 Date of Survey performed: 10/20/2022

Age / Years: 18-Jan-00  
 Issue: For review

For the Major System types below provide description in the "comments Column" and in the system conditions column provide a check or an X to indicate the general condition of that system.  
 Any background general information can be provided in this overview section below

**Building Condition Overview ( list any general items in the summary section below ):**

System	Question:	Comments:	System Condition *			
			New	Good	Fair	Poor
<b>A SUBSTRUCTURE</b>						
A1010 FOUNDATIONS	Describe general condition of building foundations.	General condition of foundations is Fair			X	
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.					
A4010 SLABS ON GRADE	Describe general condition of slabs on grade.	General condition of slab on grade is good		X		
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.	Signs of minor settlement causing cracking in floor VCT				
A6010 BUILDING SUB-DRAINAGE	Identify any areas of sub-building drainage lines that may be under-performing, or blocked					
<b>B SHELL</b>						
B2010 EXTERIOR WALLS	List the varying types of exterior wall materials and the general condition of each exterior wall type.	Generally in good condition.		X		
	Type 1:					
	Type 2:					
	Type 3:					
	Identify the location of exterior walls in need of repair, or replacement and describe the nature of needed correction.					
B2020 EXTERIOR WINDOWS	List the varying types of exterior windows and the general condition of each exterior window type.			X		
	Type 1:					
	Type 2:					
	Type 3:					
	Identify the location of exterior windows in need of repair, or replacement and describe the nature of needed correction.	Window blinds all generally require repair or replacement			X	
B2050 EXTERIOR DOORS AND GRILLES	Describe the general condition of exterior doors for the building	Metal Exterior doors in good condition			X	
	Identify the location, material type and size (e.g. 3' x 7' hollow metal) of exterior doors in need of repair, or replacement and describe the nature of needed correction.					
	Describe the general condition of exterior grilles/louvers for the building					
	Identify the location, material type and approximate size (e.g. 4' x 4' aluminum) of grilles/ louvers in need of repair, or replacement and describe the nature of needed correction.					

<b>B3010 ROOFING</b>	Describe the general condition and age of roofing the building	Roof has minor leaks, expected leaks. One specific leak at stage end of gymnasium due to suspected improper seal on roof at point of penetration for solar panels by maintenance staff. Easily patched.							
	Identify the roofing type and age for the varying portions of the building and the general condition of each roof type.								
	Type 1:	Membrane							
	Type 2:								
	Type 3:								
	Identify the location, roofing type and approximate area in need of repair, or replacement and describe the nature of needed correction.								
<b>C INTERIORS</b>									
<b>C1010 INTERIOR PARTITIONS</b>	Describe the general condition and type of interior partitions in the building	Generally in good/fair conditions							
	Type 1:	CMU/Brick							
	Type 2:	Gypsum Metal Stud Partitions							
	Type 3:								
	Identify specific areas within the building where interior partitions need repair, or replacement and describe the nature of needed correction.								
<b>C1020 INTERIOR WINDOWS + C1030 INTERIOR DOORS</b>	Describe the general condition and type of interior windows in the building								
	Type 1:								
	Type 2:								
	Identify specific areas within the building where interior windows need repair, or replacement and describe the nature of needed correction.	None							
	Describe the general condition and type of interior doors in the building								
	Type 1:	metal							
	Type 2:	Wood							
	Identify specific areas within the building where interior doors need repair, or replacement and describe the nature of needed correction.								
<b>C2010 WALL FINISHES</b>	Describe the general condition and type of wall finishes	Ceramic Tile, Gypsum, CMU/Brick							
	Identify specific areas within the building where wall finishes need repair, or replacement and describe the nature of needed correction.								
<b>C2030 FLOORING</b>	Describe the general condition and type(s) of flooring in the building	VCT, Tile							
	Identify specific areas within the building where flooring needs repair, or replacement and describe the nature of needed correction.	Hallway and classroom VCT showing cracks, sometimes allows ants in. Classroom vct seems to crack along column grid due to settlement							
<b>C2050 CEILING FINISHES</b>	Describe the general condition and type(s) of ceiling finishes in the building	Acoustical Ceiling Panels Gypsum Board							
	Identify specific areas within the building where ceiling finishes need repair, or replacement and describe the nature of needed correction.								
<b>D SERVICES</b>									
<b>D1010 VERTICAL CONVEYING SYSTEMS</b>	Identify the quantity, type and number of stops for each elevator(s) or lifts, within the building								
	Describe the general condition of each elevator, or lift								
	Identify specific components of each elevator, or lift that need repair, or replacement and describe the nature of needed correction.								

\*Good

\*Fair

\*Poor

System or components working well and not nearing end of life.

System or components workign but increasingly require maintenance and are nearing end of useful life

System is problematic, causes disruption to occupants and operators and is at the end of useful life







Electrical	Note the number of electrical meters are associated with the building. If available, please provide meter numbers and purpose.								
	Describe the condition and location of electrical panels throughout the building?		X						
	Does the building have a UPS systems? If so how many and what size?		X						
	Describe any issues associated with electrical equipment, if any.								
	Does the building have communication / server rooms? Describe equipment within these rooms.								
	Does the building have an Emergency Generator? If so what size 9KW) is the generator. Provide system condition assessment on the right.	N/A	N/A						
	If the building has an Emergency Generator, what equipment does it serve.	N/A							
	Describe general lighting fixture types and any controls associated with the lighting system. Provide system condition assessment on the right.					X	X		
	Are emergency lighting operated off the emergency generator or battery backup?								
	Does the building feature any solar energy generation systems? If yes, please indicate what type of system and general condition.	N/A	N/A						
	Describe any system maintenance challenge(s).								
FA/FP	Describe the fire protection system. Is the system a wet or dry system. Provide system condition assessment on the right.		X						X
	Describe components of the Fire Protection system (smoke detectors, heat detectors, duct detectors etc...).								
	Have water flow/tamper switches been tested? If so when was the last time they were inspected.								
	Describe general trouble / alarm monitored points by the Fire Alarm panel.								
	Is there a Central Station Monitoring system set up? If so who is the point of contact?								
	Describe the mechanical zoning of the Fire alarm system. Do all units shut down upon a fire alarm activation.								
	Are there any access control devices within the facility? Do these devices release upon a fire alarm activation?								
	Describe any system maintenance challenge(s).								

\*New  
\*Good  
\*Fair  
\*Poor

Installed or replaced in less than 3 years  
System or components working well and not nearing end of life.  
System or components working but increasingly require maintenance and are nearing end of useful life  
System is problematic, causes disruption to occupants and operators and is at the end of useful life

# Architectural Condition Survey - New Haven Schools

School or Building Name: Hill Regional Career High School  
 Address: 140 Legion Ave., New Haven, CT 06515  
 Year Built: Original  
 Form Filled out by: Jeff McGrath  
 Date of Survey performed:

Revision Date  
 Issue  
 For review

10/21/2022

For the Major System types below provide description in the "comments Column" and in the system conditions column provide a check or an X to indicate the general condition of that system.  
 Any background general information can be provided in this overview section below

**Building Condition Overview ( list any general items in the summary section below ):**

System	Question:	Comments:	System Condition *			
			New	Good	Fair	Poor
<b>A SUBSTRUCTURE</b>						
A1010 FOUNDATIONS	Describe general condition of building foundations.	General condition of foundations is good		x		
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.					
A4010 SLABS ON GRADE	Describe general condition of slabs on grade.	General condition of slab on grade is good		x		
	Are there areas of noticeable settlement, or cracking? If so, please identify the location and describe the degree of deterioration.	Signs of minor settlement causing cracking in floor VCT				
A6010 BUILDING SUB-DRAINAGE	Identify any areas of sub-building drainage lines that may be under-performing, or blocked	N/A				
<b>B SHELL</b>						
B2010 EXTERIOR WALLS	List the varying types of exterior wall materials and the general condition of each exterior wall type.	Generally in good condition.		x		
	Type 1:					
	Type 2:					
	Type 3:					
	Identify the location of exterior walls in need of repair, or replacement and describe the nature of needed correction.					
B2020 EXTERIOR WINDOWS	List the varying types of exterior windows and the general condition of each exterior window type.			x		
	Type 1:					
	Type 2:					
	Type 3:					
	Identify the location of exterior windows in need of repair, or replacement and describe the nature of needed correction.	Window blinds generally require some repair or replacement			x	
B2050 EXTERIOR DOORS AND GRILLES	Describe the general condition of exterior doors for the building	Exterior doors in good condition		x		
	Identify the location, material type and size (e.g. 3' x 7' hollow metal) of exterior doors in need of repair, or replacement and describe the nature of needed correction.	Metal		x		
				x		
	Describe the general condition of exterior grilles/louvers for the building					
	Identify the location, material type and approximate size (e.g. 4' x 4' aluminum) of grilles/ louvers in need of repair, or replacement and describe the nature of needed correction.					

<b>B3010 ROOFING</b>	Describe the general condition and age of roofing the building	Roof has some leaks.							
	Identify the roofing type and age for the varying portions of the building and the general condition of each roof type.							X	
	Type 1:	Membrane							
	Type 2:	Some Sheet Metal Roof							
	Type 3:								
	Identify the location, roofing type and approximate area in need of repair, or replacement and describe the nature of needed correction.								
<b>C INTERIORS</b>									
<b>C1010 INTERIOR PARTITIONS</b>	Describe the general condition and type of interior partitions in the building	Generally in good conditions							
	Type 1:	CMU/Brick						x	
	Type 2:	Gypsum Metal Stud Partitions						x	
	Type 3:							x	
	Identify specific areas within the building where interior partitions need repair, or replacement and describe the nature of needed correction.								
<b>C1020 INTERIOR WINDOWS + C1030 INTERIOR DOORS</b>	Describe the general condition and type of interior windows in the building								
	Type 1:								
	Type 2:								
	Identify specific areas within the building where interior windows need repair, or replacement and describe the nature of needed correction.	None							
	Describe the general condition and type of interior doors in the building								
	Type 1:	metal							x
	Type 2:	Wood							x
Identify specific areas within the building where interior doors need repair, or replacement and describe the nature of needed correction.									
<b>C2010 WALL FINISHES</b>	Describe the general condition and type of wall finishes	Ceramic Tile, Gypsum, CMU/Brick							
	Identify specific areas within the building where wall finishes need repair, or replacement and describe the nature of needed correction.								x
<b>C2030 FLOORING</b>	Describe the general condition and type(s) of flooring in the building	VCT, Tile							
	Identify specific areas within the building where flooring needs repair, or replacement and describe the nature of needed correction.	Hallway and classroom VCT showing cracks, sometimes allows ants in. Classroom vct seems to crack along column grid due to settlement							x
<b>C2050 CEILING FINISHES</b>	Describe the general condition and type(s) of ceiling finishes in the building	Acoustical Ceiling Panels Gypsum Board							
	Identify specific areas within the building where ceiling finishes need repair, or replacement and describe the nature of needed correction.								x
<b>D SERVICES</b>									
<b>D1010 VERTICAL CONVEYING SYSTEMS</b>	Identify the quantity, type and number of stops for each elevator(s) or lifts, within the building								
	Describe the general condition of each elevator, or lift								
	Identify specific components of each elevator, or lift that need repair, or replacement and describe the nature of needed correction.								

\*Good System or components working well and not nearing end of life.  
\*Fair System or components workign but increasingly require maintenance and are nearing end of useful life  
\*Poar System is problematic, causes disruption to occupants and operators and is at the end of useful life





Electrical	Note the number of electrical meters are associated with the building. If available, please provide meter numbers and purpose.								
	Describe the condition and location of electrical panels throughout the building?			X				X	
	Does the building have a UPS systems? If so how many and what size?			X					
	Describe any issues associated with electrical equipment, if any.								
	Does the building have communication / server rooms? Describe equipment within these rooms.								
	Does the building have an Emergency Generator? If so what size 9KW) is the generator. Provide system condition assessment on the right.	N/A	N/A						
	If the building has an Emergency Generator, what equipment does it serve.	N/A							
	Describe general lighting fixture types and any controls associated with the lighting system. Provide system condition assessment on the right.					X		X	
	Are emergency lighting operated off the emergency generator or battery backup?								
	Does the building feature any solar energy generation systems? If yes, please indicate what type of system and general condition.	N/A	N/A						
	Describe any system maintenance challenge(s).								
FA/FP	Describe the fire protection system. Is the system a wet or dry system. Provide system condition assessment on the right.			X					X
	Describe components of the Fire Protection system (smoke detectors, heat detectors, duct detectors etc...).								
	Have water flow/ramper switches been tested? If so when was the last time they were inspected.								
	Describe general trouble / alarm monitored points by the Fire Alarm panel.								
	Is there a Central Station Monitoring system set up? If so who is the point of contact?								
	Describe the mechanical zoning of the Fire alarm system. Do all units shut down upon a fire alarm activation.								
	Are there any access control devices within the facility? Do these devices release upon a fire alarm activation?								
	Describe any system maintenance challenge(s).								

\*New  
\*Good  
\*Fair  
\*Poor

Installed or replaced in less than 3 years  
System or components working well and not nearing end of life.  
System or components working but increasingly require maintenance and are nearing end of useful life  
System is problematic, causes disruption to occupants and operators and is at the end of useful life



# **Appendix F**

## **Site Condition Surveys**

**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Lincoln Bassett Community School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Lincoln Bassett Community School, New Haven, Connecticut on approximately 3.9 acres. The property is generally flat and the landscaping consists of trees and shrubs.

There are three parking lots to the south and north of the school. The paved areas are in poor to fair condition with evidence of cracking and pavement section deterioration. Sidewalk surfaces are in poor to good condition with sections of damage. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the playgrounds, flanking the southern parking lots and around the play field. That fencing finish is in poor condition. The poured in place rubber surface of the northeast playground is in poor condition. The playfield lawn is fair condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions Fair

Site Amenities Fair



**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Lincoln Bassett Community School  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

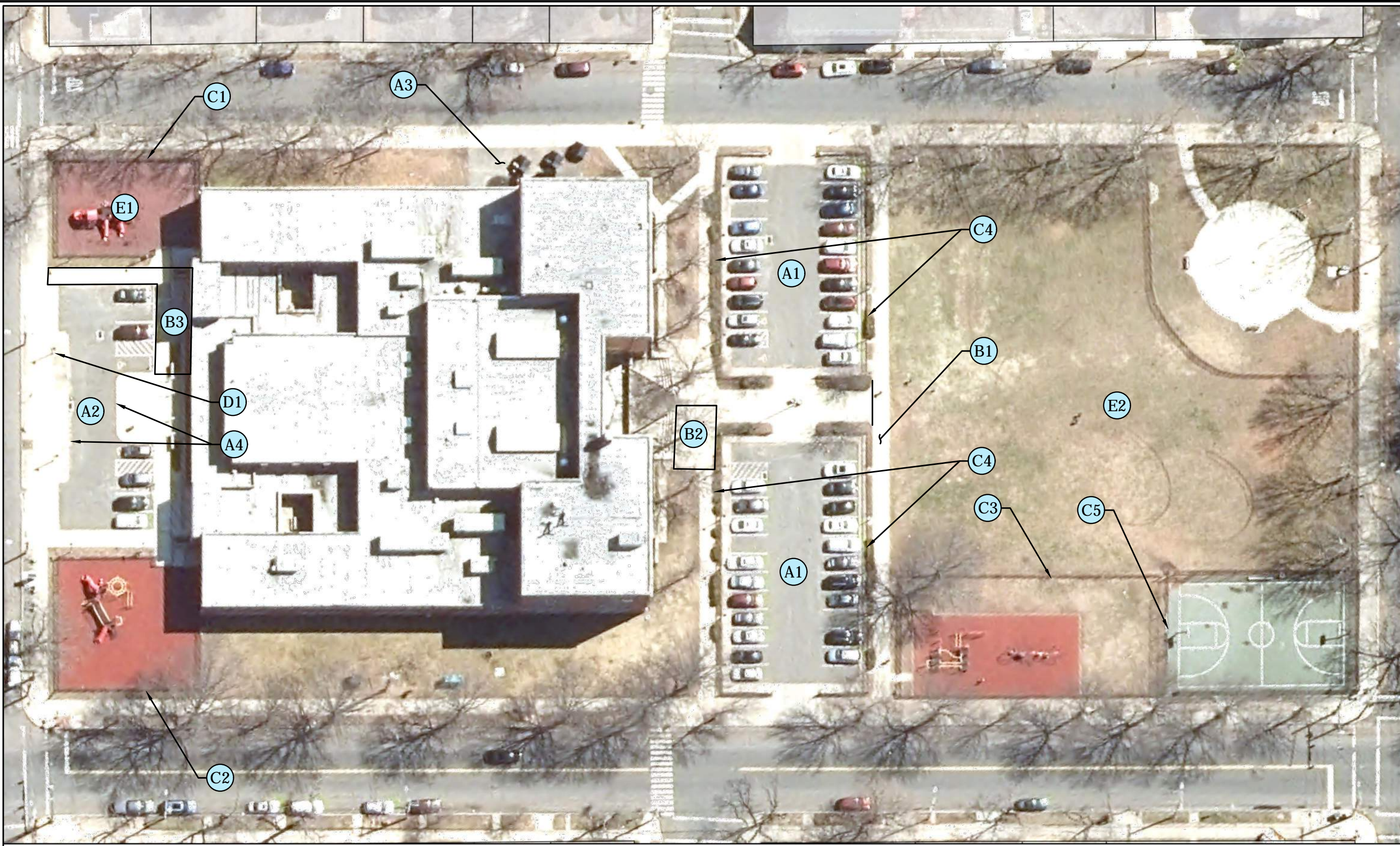
**Date Assessed:** 25-Aug-21  
**Date Submitted:** 18-May-22

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	South Side of School	Staff Parking
2	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	North Side of School	
3	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	East Side of School	Maintenance Area
4	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	North Side of School	
<b>B. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	4	Useful Life	South Side of School	
2	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	South Side of School	Tree Heaving Sidewalk
3	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	North Side of School	
<b>C. G2060.20- Fences and Gates</b>					
1	Correct Aluminium Fence (4' High) Finish Deterioration by Prep and Refinish.	2	Damage/Wear	Northeast Corner of School	At Playground
2	Correct Aluminium Fence (4' High) Finish Deterioration by Prep and Refinish.	2	Damage/Wear	Northwest Corner of School	At Playground
3	Correct Aluminium Fence (4' High) Finish Deterioration by Prep and Refinish.	2	Damage/Wear	Southwest Corner of Site	At Playground
4	Correct Aluminium Fence (4' High) Finish Deterioration by Prep and Refinish.	2	Damage/Wear	North and South Side of Staff Parking Lot	
5	Correct Chain Link Fence & Gates (12' High) Deterioration by Demolition & Replacement	2	Damage/Wear	Southwest Corner of Site	
<b>D. G4050- Site Lighting</b>					

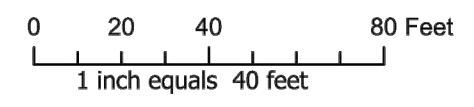
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
1	Correct Pole Mounted Site Lighting Deterioration by Demolition and Replacement	2	Damage/Wear	North Side of School	(1) Broken Pole Light
<b>E.</b>	<b>G2050.50- Playfield Areas</b>				
1	Correct Playground Soft Surfacing Deterioration by Demolition and Replacement	2	Damage/Wear	Northeast Corner of School	Poured in Place Rubber
2	Correct Deteriorated Lawn Surface by Restoration, Reseeding & Mulching	3	Damage/Wear	South Side of Site	

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visible Wear. At the Beginning of it's Life Cycle

Drawings: W:\CAD\DESIGN\14477.00016-DE-CAD\SCHOOL KEY PLANS.DWG Layout: TAB\LINCOLN-BASSETT COMMUNITY SCHOOL  
Plotted by: JMOEHOUSE On this date: Tue, 2022 May 10 - 1:00pm



Lincoln-Bassett Community School



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Barrack Obama Magnet University School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Barrack Obama Magnet University School, New Haven, Connecticut on approximately 2.85 acres. The property is slightly west to east and the landscaping consists of trees and shrubs.

The school is brand new and in excellent condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	New
Site Amenities	New

**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Dr. Reginald Mayo School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Dr. Reginald Mayo School, New Haven, Connecticut on approximately 4.5 acres. The property is relatively flat and the landscaping consists of trees and shrubs.

There is 1 parking lot to the east of the school and a bus drop off at the west side of the school. The paved areas are in good condition with minimal evidence of cracking and pavement section deterioration. The paved drive isles are in good condition. Sidewalk surfaces are in good condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the playground to the north of the school and is in good condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Good
Site Amenities	Good

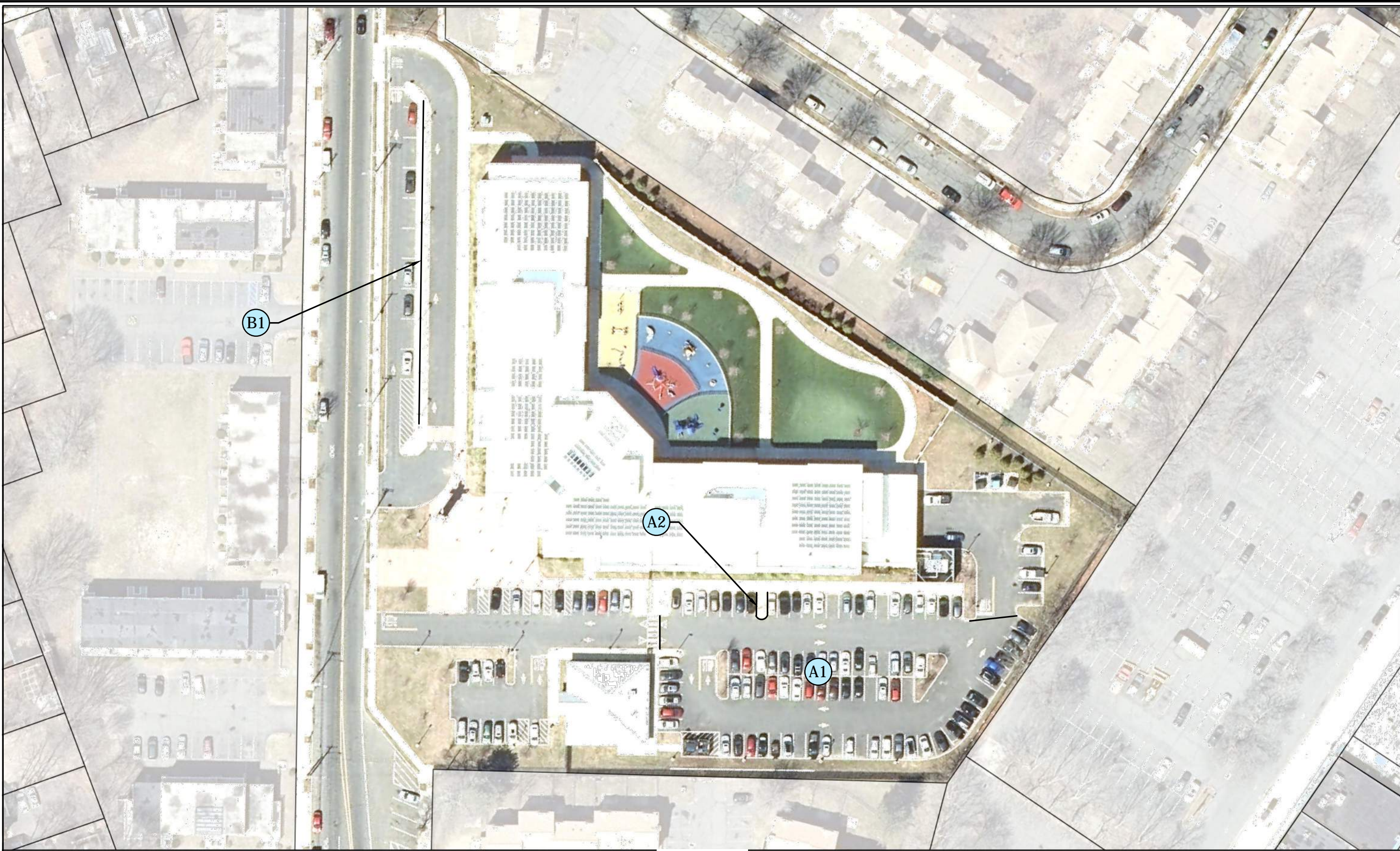
**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Dr. Reginald Mayo Childhood School  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

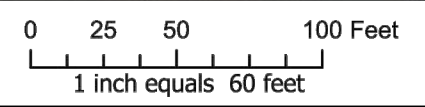
**Date Assessed:** 20-Aug-21  
**Date Submitted:** 18-May-22

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	4	Useful Life	East Side of School	
2	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	East Side of School	
<b>B. G2060.20- Fences and Gates</b>					
1	Correct Aluminium Fence (6' High) Finish Deterioration by Prep and Refinish	2	Damage/Wear	South of Drive Circle	

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle



Dr. Reginald Mayo Early Learning Childhood School



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Quinnipiac Stem Magnet School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Quinnipiac Stem Magnet School, New Haven, Connecticut. The slopes from south to north and the landscaping consists of trees and shrubs.

There are two parking lots to the south and north of the school, with a bus drop off circle to the south. The paved areas are in good condition with minimal evidence of cracking and pavement section deterioration. The paved drive isles are in good condition. Sidewalk surfaces are in poor condition. There are several sets of stairs and ramps in poor condition on site. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the playground and is in good condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Fair
Site Amenities	Good



**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Quinnipiac Stem Magnet School  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

**Date Assessed:** 23-Aug-21  
**Date Submitted:** 18-May-22

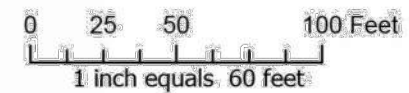
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	South Side of School	Main Entrance
2	Correct Bituminous Concrete Sidewalk Deterioration by Demo & Replacement	1	Damage/Wear	North and Northwest Side of School	
3	Correct Bituminous Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	South Side of School	
4	Correct Bituminous Concrete Sidewalk by Install New	2	Damage/Wear	East Side of School	
<b>B. G2030.10- Exterior Steps and Ramps</b>					
1	Correct Concrete Above Grade Stair Deterioration by Demolition & Replacement	1	Damage/Wear	Northwest Side of School	22 Risers. Landings Inbetween Too
2	Correct Concrete Above Grade Stair Deterioration by Demolition & Replacement	2	Damage/Wear	South Side of School	4 Risers
3	Correct Concrete Above Grade Stair Deterioration by Demolition & Replacement	2	Damage/Wear	South Corner of School	6 Risers
4	Correct Handrail Deterioration by Demolition & Replacement	1	Damage/Wear	Northwest Side of School	
5	Correct Handrail Deterioration by Demolition & Replacement	2	Damage/Wear	South Corner of School	
<b>C. G2060.60- Retaining Walls</b>					
1	Correct Concrete Retaining Wall Deterioration by Demolition and Replacement	2	Damage/Wear	South Side of School	

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
			PRIORITY	TIMELINE	EXPLANATION
			1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
			2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
			3	3-5 years	Fair- Normal Wear for the Age.
			4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle

Drawings: W:\CAD\DESIGN\1447\00016-DE-CAD\SCHOOL\_KEY PLANS.DWG Layout: QUINNIPIAC STEM MAGNET  
Plotted by: JMOHEHOUSE On this date: Wed, 2022 May 11 - 4:03pm



QUINNIPIAC STEM MAGNET SCHOOL



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *West Rock Stream Academy*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at West Rock Stream Academy, New Haven, Connecticut on approximately 4.4 acres. The property slopes moderately from east to west and the landscaping consists of trees and shrubs.

There is one parking lot to the northeast of the school and a bus drop off to the west. The paved areas are in poor condition with evidence of heavy cracking and pavement section deterioration. The paved drive isle is in fair condition. Sidewalk surfaces are in poor to good condition. There are several stair sets around the site that are in poor condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the playground and lawn area to the rear of the school. The fencing is in poor to good condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Poor
Site Amenities	Fair

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** West Rock Stream Academy  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

**Date Assessed:** 23-Aug-21  
**Date Submitted:** 18-May-22

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Bituminous Roadway Surface Deterioration by Overlay	3	Damage/Wear	West Side of Site	Entry Drive
2	Correct Roadway Curb (Concrete) Deterioration by Demolition & Replacement	3	Damage/Wear	West Side of Site	Entry Drive
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	East Side of School	
2	Correct Parking Lot Curb Required by Install New	2	Damage/Wear	East Side of School	
<b>C. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	Walk Leading from Road to Main Entrance	
2	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	Northwest Corner of School	
<b>D. G2030.10- Exterior Steps and Ramps</b>					
1	Correct Concrete Above Grade Stair Deterioration by Demolition & Replacement	2	Damage/Wear	Northwest Side of School	2 Risers
2	Correct Stone Masonry Above Grade Stair Deterioration by Demolition & Replacement with Alternate Material (Concrete)	2	Damage/Wear	South Side of School	17 Risers
3	Correct Stone Masonry Above Grade Stair Deterioration by Demolition & Replacement with Alternate Material (Concrete)	2	Damage/Wear	South Side of School	16 Risers
4	Correct Concrete Above Grade Stair Deterioration by Demolition & Replacement	2	Damage/Wear	Southwest Side of Site	7 Risers
<b>E. G2060.60- Retaining Walls</b>					

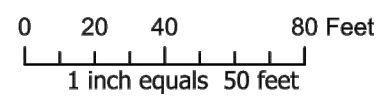
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
1	Correct Stone Retaining Wall Deterioration by Demolition and Replacement	2	Damage/Wear	North Corner of Site	Modular Block
<b>F.</b>	<b>G2060.20- Fences and Gates</b>				
1	Correct Chain Link Fence (4' High) Deterioration by Demolition & Replacement	2	Damage/Wear	South Side of School	
<b>G.</b>	<b>G4050- Site Lighting</b>				
1	Correct Pole Mounted Site Lighting by Install New	2	Security	Northeast Corner of Site	

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle

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Printed by: JMOCHHOUSE On this date: Wed, 2022 May 11 - 4:40pm



West Rock STREAM Academy



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Clinton Avenue School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Clinton Avenue School, New Haven, Connecticut on approximately 5 acres. The property is relatively flat and the landscaping consists of trees and shrubs.

There are 2 parking lots on site, one to the east of the school and the other to north. A bus drop off to the west of the school. The paved areas are in fair condition with evidence of cracking and pavement section deterioration. The paved drive isles are in fair condition. Sidewalk surfaces are in poor to good condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the playground and at the courtyard to the south of the school. That fencing is in good condition with a few gates that need to be replaced. There are two basketball courts and one handball court on site. They are in good condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Fair
Site Amenities	Good



**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

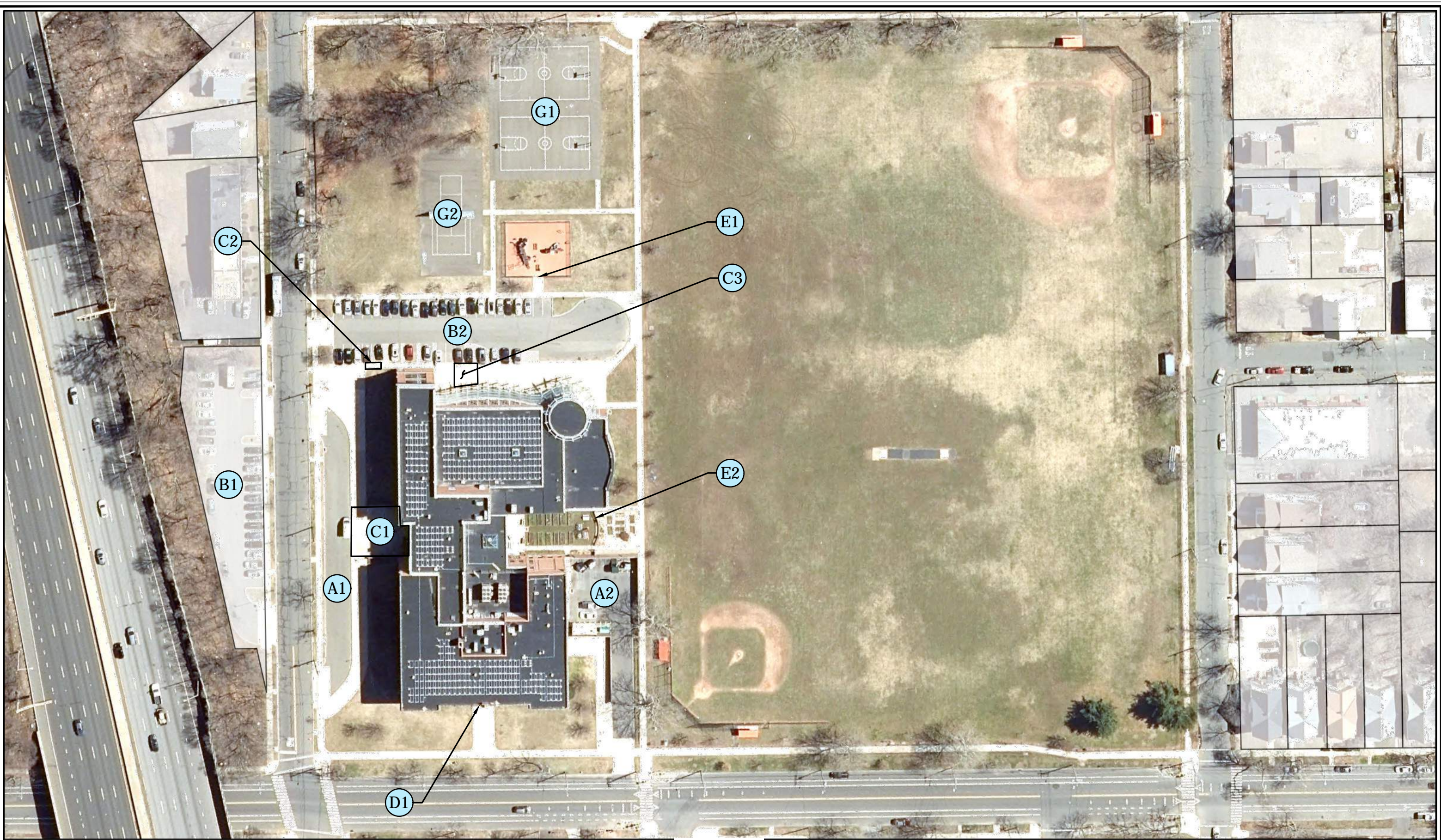
**Building Name:** Clinton Avenue School  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

**Date Assessed:** 25-Aug-21  
**Date Submitted:** 18-May-22

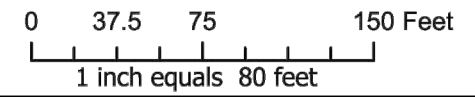
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Bituminous Roadway Surface Deterioration by Overlay	3	Damage/Wear	North Side of School	Bus Drop-Off
2	Correct Bituminous Roadway Surface Deterioration by Overlay	3	Damage/Wear	South Side of School	Loading Dock/ Maintenance Area
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	North Side of School	Snow Parking
2	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	East Side of School	
<b>C. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	North Side of School	Main Entrance
2	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	Northeast Corner of School	
3	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	East Side of School	
<b>D. G2030.10- Exterior Steps and Ramps</b>					
1	Correct Handrail Deterioration by Demolition & Replacement	1	Damage/Wear	West Side of School	Loose Handrail
<b>E. G2060.20- Fences and Gates</b>					
1	Chain Link Gate (4' High) Deterioration by Demolition & Replacement	1	Damage/Wear	East Side of School	Playground Gate Missing
2	Correct Aluminium Fence Gate (4' High) Deterioration by Demolition and Replacement.	2	Damage/Wear	South Side of School	
<b>G. G2050.50- Playfield Areas</b>					
1	Correct Basketball Court Finish Deterioration by Prep, Resurface and Restripe	4	Useful Life	East Side of School	

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
2	Correct Handball Court Finish Deterioration by Prep and Resurface	4	Useful Life	East Side of School	

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle



Clinton Ave School



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Christopher Columbus Family Academy*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Christopher Columbus Family Academy, New Haven, Connecticut on approximately 3.4 acres. The property IS relatively flat and the landscaping consists of trees and shrubs.

There are 2 parking lots to the north of the school and a bus drop off to the west of the school, with a smaller drop off area to the east of the school. The paved areas are in poor condition with evidence of cracking and pavement section deterioration. The paved drive isles are in fair to good condition. Sidewalk surfaces are in good condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the playground and the main lawn area to the north of the school. That fencing is in poor to good condition. The poured in placer surfacing for the playground is in poor condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions Fair

Site Amenities Fair

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Christopher Columbus Family Academy  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

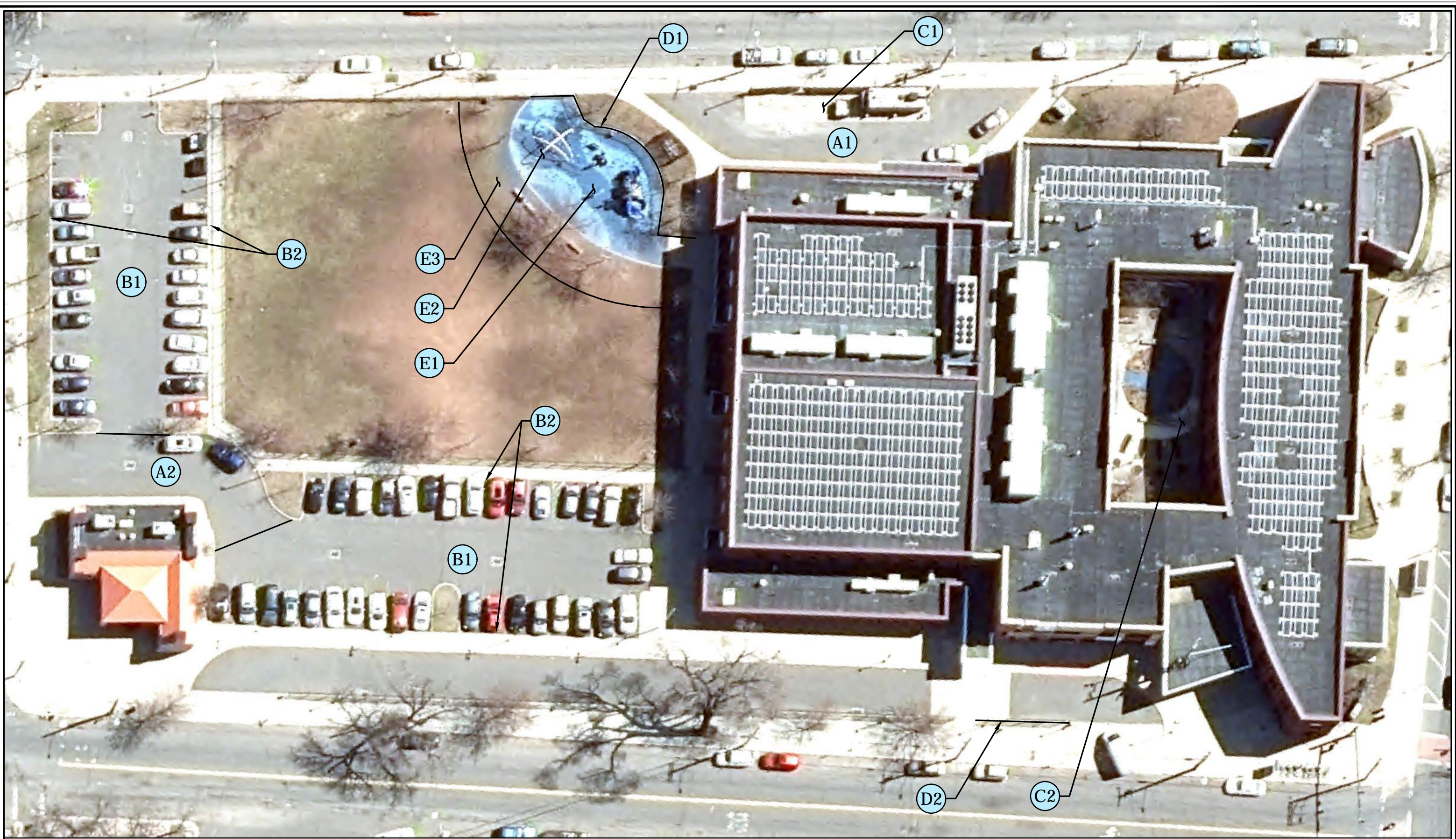
**Date Assessed:** 25-Aug-21  
**Date Submitted:** 18-May-22

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Bituminous Roadway Surface Deterioration by Overlay	3	Damage/Wear	East Side of School	Bus Drop Off
2	Correct Bituminous Roadway Surface Deterioration by Overlay	4	Useful Life	North Side of School	Parking Lot Access
3	Correct Roadway Curb (Concrete) Deterioration by Demolition & Replacement	3	Damage/Wear	East Side of School	Bus Drop Off
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	North Side of School	
2	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	North Side of School	
<b>C. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	4	Useful Life	East Side of School	
2	Correct Concrete Sidewalk Deterioration by Demo & Replacement	4	Useful Life	Courtyard	
<b>D. G2060.20- Fences and Gates</b>					
1	Correct Aluminium Fence (6' High) Finish Deterioration by Prep and Refinish.	3	Damage/Wear	Northeast Corner of School	
2	Correct Aluminium Fence (6' High) Deterioration by Demolition and Replacement	2	Damage/Wear	West Side of School	Broken Fence Section
<b>E. G2050.50- Playfield Areas</b>					
1	Correct Playground Soft Surfacing Deterioration by Demolition and Replacement	2	Damage/Wear	Northeast Corner of School	Poured in Place Rubber
2	Correct Playground Equipment Deterioration by Demolition and Replacement (Per Piece of Equip.)	2	Damage/Wear	Northeast Corner of School	Climber Cables are Heavily Rusted

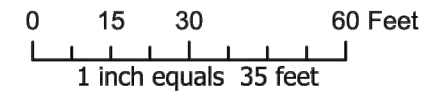
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
3	Correct Deteriorated Lawn Surface by Restoration, Reseeding & Mulching	2	Damage/Wear	Northeast Corner of School	Lawn Under Trees Surrounding the Playground

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle

Drawings: C:\Users\JASON\APPDATA\LOCAL\TEMP\APR2021\37203\SCHOOL\_KEY PLANS.DWG Layout: 1:00CHRISTOPHER COLUMBUS FAMILY ACADEMY



Christopher Columbus Family Academy



Plotted by: JMO@HOUSE On this date: Fri, 2022 March 4 - 12:52pm

**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Fair Haven School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Fair Haven School, New Haven, Connecticut on approximately 4.1 acres. The property is relatively flat and the landscaping consists of trees and shrubs.

There are 2 parking lots on the west side of the school and a bus drop off to the south of the school. The paved areas are in fair to good condition with minimal evidence of cracking and pavement section deterioration. The paved drive isle is in good condition. Sidewalk surfaces are in poor to good condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the playground and lawn area to the east of the school. That fencing is in good condition with some gates needing replacement. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Fair
Site Amenities	Good



**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Fair Haven School  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

**Date Assessed:** 23-Aug-21  
**Date Submitted:** 18-May-22

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	West Side of School	
2	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	Southwest Side of School	
3	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	West Side of School	
4	Correct Parking Lot Curb Deterioration by Demolition & Replacement	2	Damage/Wear	West Side of School	
5	Correct Parking Lot Curb Deterioration by Demolition & Replacement	2	Damage/Wear	Southwest Side of School	
<b>B. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	Northwest Side of School	
2	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	North Side of School	
3	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	Southeast Corner of School	
4	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	Southeast Corner of School	
5	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	South Side of School	
6	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	West Side of School	
<b>C. G2060.20- Fences and Gates</b>					
1	Correct Aluminium Fence and Gate (6' High) Deterioration by Demolition and Replacement.	1	Damage/Wear	Southeast Corner of School	Fence Broken

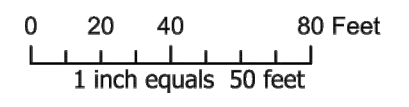
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>D.</b>	<b>G2020.40- Parking Lot Appurtenances</b>				
1	Correct Timber Guiderail Deterioration by Demolition and Replacement	1	Damage/Wear	Southwest Corner of Site	Guiderail Broken
<b>E.</b>	<b>G3030.40- Site Storm Water Drains</b>				
1	Correct Clogged Trench Drain by Cleaning	2	Damage/Wear	South Side of School	

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle

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Printed by: JMO@ENRHOUSE On this date: Fri, 2022 March 4 - 12:24pm



Fair Haven School



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Worthington Hooker School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Worthington Hooker School, New Haven, Connecticut on approximately 2.6 acres. The property slopes mildly from west to east and the landscaping consists of trees and shrubs.

There are one parking lot to the north of the school and a bus drop off also to the north. The paved areas are in fair condition with evidence of cracking and pavement section deterioration. The paved drive isle is in fair condition. Sidewalk surfaces are in fair to good condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the drive circle. The fencing is in good condition but needs to be painted. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Fair
Site Amenities	Good

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Worthington Hooker Middle School  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

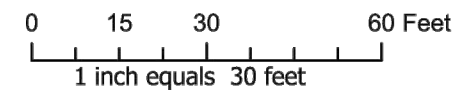
**Date Assessed:** 20-Aug-21  
**Date Submitted:** 18-May-22

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Bituminous Roadway Surface Deterioration by Overlay	3	Damage/Wear	Northwest Corner of Site	Entry Drive to Parking Lot
2	Correct Roadway Curb (Concrete) Deterioration by Demolition & Replacement	3	Damage/Wear	Northwest Corner of Site	Either Side of Entry Drive to Parking Lot
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	North Side of School	
2	Correct Parking Lot Curb Deterioration by Demolition & Replacement	2	Damage/Wear	Northwest Corner of Site	
<b>C. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Replacement and Regrade	2	Damage/Wear	Northwest Corner of School	Settlement issues
2	Correct Gravel Pathway Deterioration by Demolition & Replacement	3	Damage/Wear	Southeast Corner of Site	
<b>D. G2060.20- Fences and Gates</b>					
1	Correct Aluminium Fence (6' High) Finish Deterioration by Prep and Refinish	2	Damage/Wear	South of Drive Circle	
2	Correct Aluminium Fence (6' High) Deterioration by Demolition and Replacement	2	Damage/Wear	Along South Property Line	24' Segment

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
			PRIORITY	TIMELINE	EXPLANATION
			1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
			2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
			3	3-5 years	Fair- Normal Wear for the Age.
			4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle



Worthington Hooker School



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Worthington Hooker School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Worthington Hooker School, New Haven, Connecticut on approximately 2.6 acres. The property slopes mildly from west to east and the landscaping consists of trees and shrubs.

There are one parking lot to the north of the school and a bus drop off also to the north. The paved areas are in fair condition with evidence of cracking and pavement section deterioration. The paved drive isle is in fair condition. Sidewalk surfaces are in fair to good condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the drive circle. The fencing is in good condition but needs to be painted. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Fair
Site Amenities	Good



**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Worthington Hooker Middle School  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

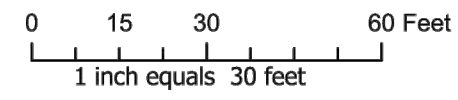
**Date Assessed:** 20-Aug-21  
**Date Submitted:** 18-May-22

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Bituminous Roadway Surface Deterioration by Overlay	3	Damage/Wear	Northwest Corner of Site	Entry Drive to Parking Lot
2	Correct Roadway Curb (Concrete) Deterioration by Demolition & Replacement	3	Damage/Wear	Northwest Corner of Site	Either Side of Entry Drive to Parking Lot
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	North Side of School	
2	Correct Parking Lot Curb Deterioration by Demolition & Replacement	2	Damage/Wear	Northwest Corner of Site	
<b>C. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Replacement and Regrade	2	Damage/Wear	Northwest Corner of School	Settlement issues
2	Correct Gravel Pathway Deterioration by Demolition & Replacement	3	Damage/Wear	Southeast Corner of Site	
<b>D. G2060.20- Fences and Gates</b>					
1	Correct Aluminium Fence (6' High) Finish Deterioration by Prep and Refinish	2	Damage/Wear	South of Drive Circle	
2	Correct Aluminium Fence (6' High) Deterioration by Demolition and Replacement	2	Damage/Wear	Along South Property Line	24' Segment

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
			PRIORITY	TIMELINE	EXPLANATION
			1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
			2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
			3	3-5 years	Fair- Normal Wear for the Age.
			4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle



Worthington Hooker School



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Nathan Hale School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Nathan Hale School, New Haven, Connecticut on approximately 5.8 acres. The property slopes modestly from the east to west and the landscaping consists of trees and shrubs.

There are three parking lots to the south and west of the school and a bus drop off to the east of the school. The paved areas are in fair condition with evidence of cracking and pavement section deterioration. The paved drive isles are in fair to good condition. Sidewalk surfaces are in poor to good condition with areas of damage. Various stair sets around the site are in poor to good condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the playground and rear lawn area. That fencing is in good condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Fair
Site Amenities	Good

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Nathan Hale School  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

**Date Assessed:** 23-Aug-21  
**Date Submitted:** 18-May-22

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Roadway Curb (Concrete) Deterioration by Demolition & Replacement	4	Useful Life	Southwest Corner of Site	
2	Correct Roadway Curb (Concrete) Deterioration by Demolition & Replacement	3	Damage/Wear	Southwest Corner of Site	
3	Correct Roadway Curb (Concrete) Deterioration by Demolition & Replacement	3	Damage/Wear	Southeast of School	
4	Correct Roadway Curb (Concrete) Deterioration by Demolition & Replacement	3	Damage/Wear	Northeast of School	
5	Correct Roadway Deterioration by Demolition & Replacement	2	Damage/Wear	West Side of School	
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	South Side of School	
2	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	Southwest Corner of Site	
3	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	West Side of School	
4	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	South Side of School	
5	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	West Side of School	
<b>C. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	South Side of School	
2	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	East Side of School	

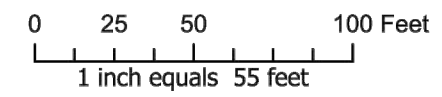
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
3	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	Northwest Side of School	Settlement issues
4	Correct Bituminous Sidewalk Deterioration by Overlayment	4	Useful Life	West Side of School	
<b>D. G2030.10- Exterior Steps and Ramps</b>					
1	Correct Concrete Above Grade Stair Deterioration by Demolition & Replacement	3	Damage/Wear	East Side of School	2 Risers
2	Correct Concrete Above Grade Stair Deterioration by Demolition & Replacement	2	Damage/Wear	South Side of School	6 Risers
3	Correct Handrail Deterioration by Install New	2	Damage/Wear	East Side of School	Not to Code. No Extension
<b>E. G2050.30- Recreational Areas</b>					
1	Correct Playground Hard Surfacing Deterioration by Demolition and Replacement	3	Damage/Wear	North Side of School	Paved Play

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle

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Printed by: JMO@HOUSE On this date: Tue, 2022 May 10 - 3:00pm



Nathan Hale School



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Augusta Lewis Troup Magnet Academy*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Augusta Lewis Troup Magnet Academy, New Haven, Connecticut on approximately 3.75 acres. The property is generally flat and the landscaping consists of trees and shrubs.

There is 1 parking lot to the north of the school and a bus drop off to the south. The paved areas are in fair to good condition with evidence of cracking and pavement section deterioration. The paved drive isles are in good condition. Sidewalk surfaces are in fair to good condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the playground and play field. That fencing is in fair condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Fair
Site Amenities	Fair



**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Augusta Lewis Troup Magnet Academy

**Date Assessed:** 23-Aug-21

**Discipline:** Site

**Date Submitted:** 18-May-22

**Assessor Name:** Jason Morehouse

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Bituminous Roadway Surface Deterioration by Overlay	4	Damage/Wear	West Side of School	
2	Correct Roadway Curb (Concrete) Deterioration by Demolition & Replacement	2	Damage/Wear	West Side of School	
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	East Side of School	
2	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	East Side of School	
<b>C. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	East Side of School	
2	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	East Side of School	
3	Correct Brick Paving Deterioration by Demo & Replacement	3	Damage/Wear	West Side of School	
<b>D. G2030.10- Exterior Steps and Ramps</b>					
1	Correct Concrete Above Grade Stair Deterioration by Demolition & Replacement	2	Damage/Wear	East Side of School	4 Risers
2	Correct Concrete Above Grade Stair Deterioration by Demolition & Replacement	2	Damage/Wear	South Side of School	2 Risers
<b>E. G2060.20- Fences and Gates</b>					
1	Correct Aluminium Fence Gate (6' High) Deterioration by Demolition & Replacement	2	Damage/Wear	North Side of School	
<b>F. G2050.50- Playfield Areas</b>					
1	Correct Playground Soft Surfacing Deterioration by Demolition and Replacement	2	Damage/Wear	North Corner of Site	Poured in Place Rubber

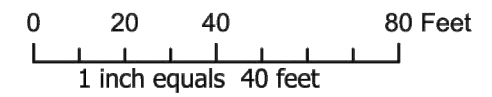
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
2	Correct Playground Soft Surfacing Deterioration by Demolition and Replacement	2	Damage/Wear	South Side of School	Poured in Place Rubber. Hole in Surface (1' Dia. By 1' Deep)
<b>G. G20850.20- Turf and Grasses</b>					
1	Correct Deteriorated Lawn Surface by Restoration, Reseeding & Mulching	3	Damage/Wear	East Side of School	

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle

Drawing: W:\CAD\DESIGN\1447\0016-DE-CAD\SCHOOL KEY PLANS.DWG Layout: TAP AUGUSTA LEWIS TROUP  
Printed by: JIMORHOUSE On this date: Wed, 2022 May 18 - 12:12pm



Augusta Lewis Troup Magnet Academy of Science



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Wexler Grant Community School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Wexler Grant Community School, New Haven, Connecticut on approximately 8 acres. The property slopes mildly from north to south and the landscaping consists of trees and shrubs.

There are four parking lots to the north, west and south of the school and a bus drop off to the south. The paved areas are in poor condition with evidence of heavy cracking and pavement section deterioration. The paved drive isles are in fair condition. Sidewalk surfaces are in fair to good condition. There are several stair sets around the site that are in poor condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the playground and at the basketball court. The fencing is in poor to good condition. The poured in place rubber playground surface is in poor condition. The basketball court is in fair condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Poor
Site Amenities	Fair

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Wexler Grant Community School  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

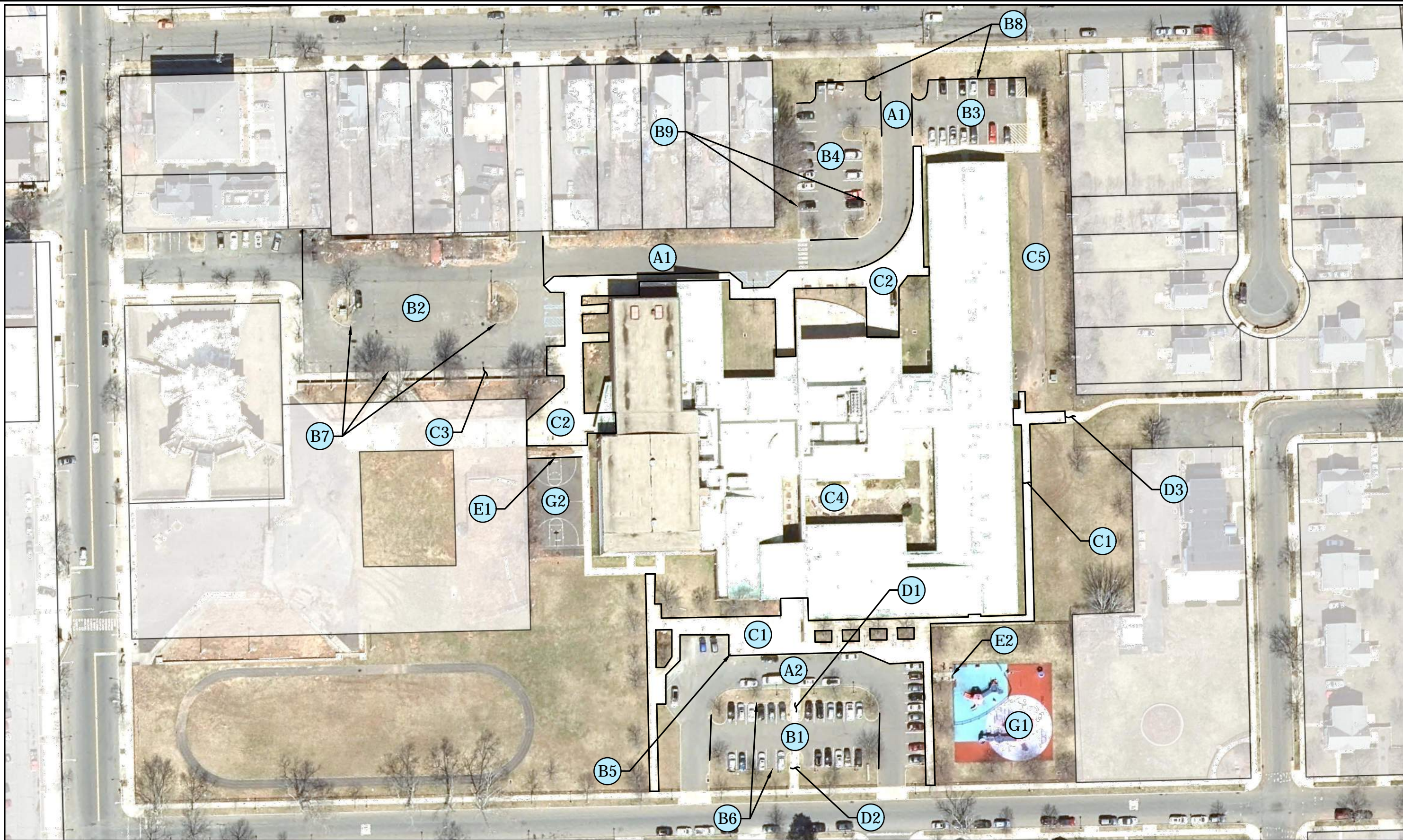
**Date Assessed:** 25-Aug-21  
**Date Submitted:** 18-May-22

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Bituminous Roadway Surface Deterioration by Overlay	3	Damage/Wear	North Side of School	
2	Correct Bituminous Roadway Surface Deterioration by Overlay	3	Damage/Wear	South Side of School	
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	South Side of School	
2	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	Northwest Side of School	
3	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	Northeast Side of School	
4	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	North Side of School	
5	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	South Side of School	
6	Correct Parking Lot Curb Deterioration by Demolition & Replacement	2	Damage/Wear	South Side of School	
7	Correct Parking Lot Curb Deterioration by Demolition & Replacement (Granite)	4	Useful Life	Northwest Side of School	
8	Correct Parking Lot Curb Deterioration by Demolition & Replacement	2	Damage/Wear	North Side of School	
9	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	North Side of School	
<b>C. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	4	Useful Life	South Side of School and Wraps Southeast Corner of School	
2	Correct Concrete Sidewalk Deterioration by Demo & Replacement	4	Useful Life	North Side of School and Wraps Northwest Corner	

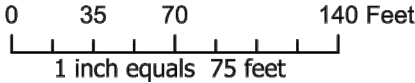
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
3	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	West Side of School	
4	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	Courtyard	
5	Correct Bituminous Concrete Sidewalk Deterioration by Demo & Replacement	4	Useful Life	East Side of School	
<b>D.</b>	<b>G2030.10- Exterior Steps and Ramps</b>				
1	Correct Concrete Above Grade Stair Deterioration by Demolition & Replacement	2	Damage/Wear	South Side of School	3 Risers. Cheek Wall is Broken
2	Correct Concrete Above Grade Stair Deterioration by Demolition & Replacement	2	Damage/Wear	South Side of School	3 Risers. Cheek Wall is Broken
3	Correct Concrete Above Grade Stair Deterioration by Demolition & Replacement	3	Damage/Wear	East Side of School	4 Risers.
<b>E.</b>	<b>G2060.20- Fences and Gates</b>				
1	Correct Chain Link Fence (10' High) Deterioration by Demolition & Replacement	2	Damage/Wear	West Side of School	
2	Correct Aluminium Fence (4' High) Deterioration by Demolition and Replacement	1	Damage/Wear	Southeast Corner of School	Gate Missing
<b>G.</b>	<b>G2050.30- Recreational Areas</b>				
1	Correct Playground Soft Surfacing Deterioration by Demolition and Replacement	2	Damage/Wear	Southeast Corner of Site	Poured in Place Rubber
2	Correct Basketball Court Finish Deterioration by Prep, Resurface, and Restripe	3	Damage/Wear	West Side of School	

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle

Drawing: W:\CAD\DESIGN\1447\00016-DC\CD\SCHOO\KEY PLANS.DWG Layout: FAXWEXLER GRANT  
Printed by: JMOEHOUSE On this date: Wed, 2022 May 18 - 11:53am



Wexler-Grant Community School



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Barnard Environmental Science & Tech School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Barnard Environmental Science & Tech School, New Haven, Connecticut on approximately 5.5 acres. The property slopes modestly from the east to west and the landscaping consists of trees and shrubs.

There is 1 parking lot to the east of the school and a bus drop off between the school and the main parking lot. The paved areas are in good condition with minimal evidence of cracking and pavement section deterioration. The paved drive isles are in good condition. Sidewalk surfaces are in fair to good condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the playgrounds. That fencing is in fair condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions                      Good

Site Amenities                        Good



**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

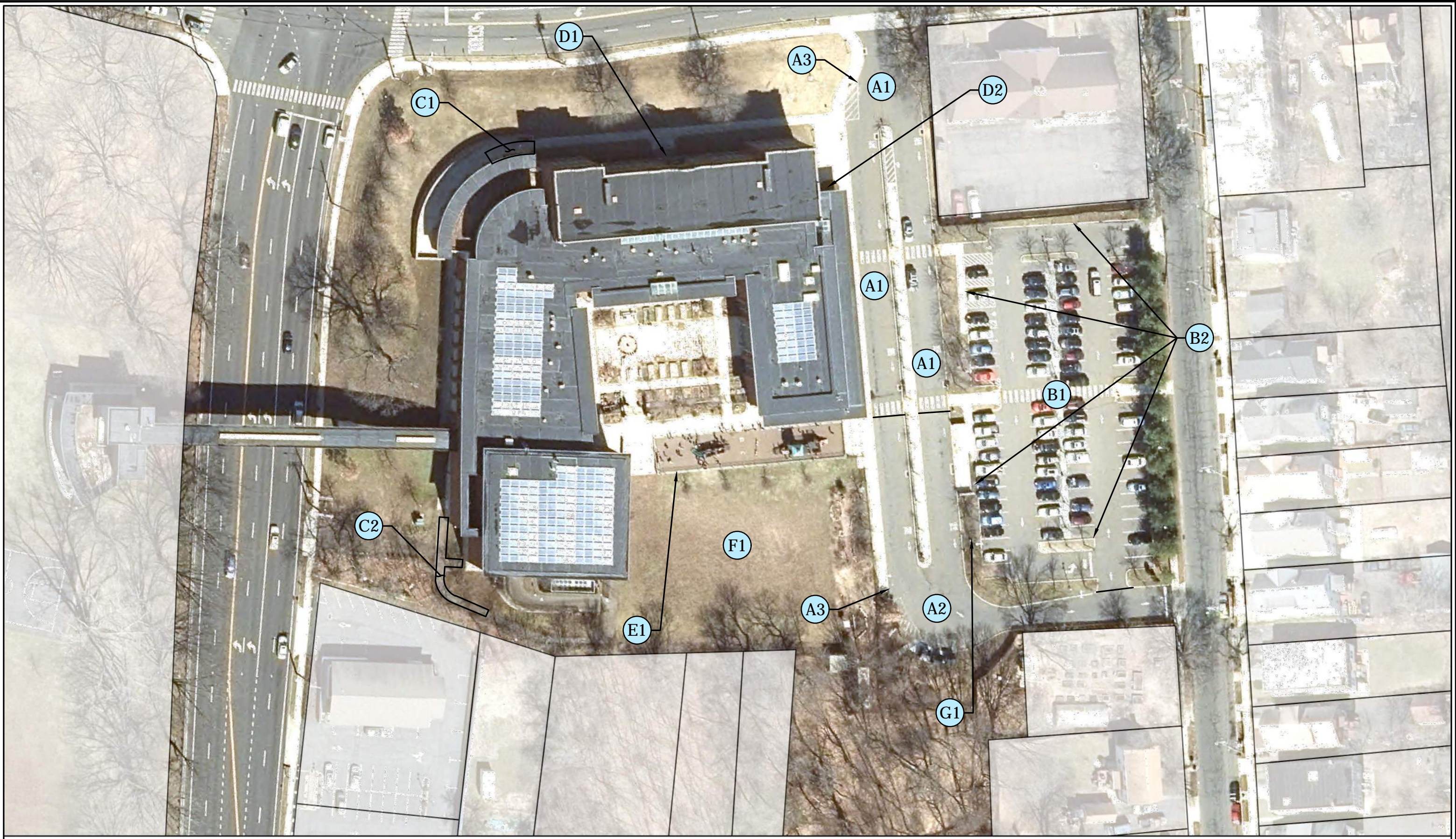
**Building Name:** Barnard Environmental Science & Tech School  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

**Date Assessed:** 23-Aug-21  
**Date Submitted:** 18-May-22

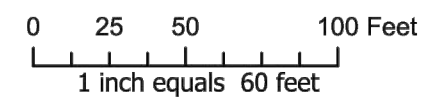
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Bituminous Roadway Surface Deterioration by Overlay	4	Useful Life	East Side of School	
2	Correct Bituminous Roadway Surface Deterioration by Overlay	3	Damage/Wear	East Side of School	
3	Correct Roadway Curb (Concrete) Deterioration by Demolition & Replacement	3	Damage/Wear	East Side of School	
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	East Side of School	
2	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	East Side of School	
<b>C. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	Northwest Corner of Site	
2	Correct Bituminous Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	Southwest Corner of Site	Tree Roots causing damage
<b>D. G2030.10- Exterior Steps and Ramps</b>					
1	Correct Handrail Finish Deterioration by Prep and Paint	2	Damage/Wear	North Side of School	
2	Correct Handrail Finish Deterioration by Prep and Paint	2	Damage/Wear	Northeast Corner of School	(5) 5' Handrails
<b>E. G2060.20- Fences and Gates</b>					
1	Correct Chain Link Fence & Gates (4' High) Deterioration by Demolition & Replacement	3	Damage/Wear	South Side of School	Playground Fence
<b>F. G2050.50- Playfield Areas</b>					
1	Correct Deteriorated Lawn Surface by Restoration, Reseeding & Mulching	4	Useful Life	South Side of School	

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>G. G4050- Site Lighting</b>					
1	Correct Pole Mounted Site Lighting by Install New	2	Damage/ Wear	East Side of School	(1) Damaged By Car

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle



Barnard Environmental Science & Technology School



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *L.W. Beecher Museum Magnet School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at L.W. Beecher Museum Magnet School, New Haven, Connecticut on approximately 4.1 acres. The property slopes from east to west and the landscaping consists of trees and shrubs.

There is 1 parking lot to the northwest of the school. The paved areas are in poor to fair condition with evidence of cracking and pavement section deterioration. Sidewalk surfaces are in poor to good condition with areas of damage. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the playgrounds and play field. That fencing is in poor to good condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions Fair

Site Amenities Fair

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** L.W. Beecher Museum Magnet School  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

**Date Assessed:** 20-Aug-21  
**Date Submitted:** 18-May-22

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Roadway Deterioration by Mill and Overlay	3	Damage/Wear	East Side of School	Drive Isle to Dumpsters
2	Correct Roadway Curb (Concrete) Deterioration by Demolition & Replacement	3	Damage/Wear	East Side of School	Drive Isle to Dumpsters
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	North Side of School	Entrance to Parking Lot and Accessible Spaces
2	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	North Side of School	
3	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	North Side of School	
<b>C. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	Northwest Corner of School	
2	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	North Side of School	
3	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	Northeast Corner of Lower School Section	
4	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	Northeast Corner of Upper School Section	
5	Correct Concrete Sidewalk Deterioration by Demo & Replacement	4	Useful Life	South Side of School	
6	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	Southwest Corner of School	
<b>D. Stairs</b>					

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
1	Correct Concrete Above Grade Stair Deterioration by Demolition & Replacement	4	Useful Life	Northeast Corner of Upper School Section	15 Risers
2	Correct Concrete Above Grade Stair Deterioration by Demolition & Replacement	4	Useful Life	Southeast Corner of School	6 Risers
<b>E.</b>	<b>G2030.10- Exterior Steps and Ramps</b>				
1	Correct Concrete Retaining Wall Deterioration by Demolition and Replacement.	2	Damage/Wear	South Side of School	Modular Block
<b>F.</b>	<b>G2060.20- Fences and Gates</b>				
1	Correct Aluminium Fence (4' High) Deterioration by Demolition and Replacement.	2	Damage/Wear	Southwest Corner of School	
<b>G.</b>	<b>G2050.30- Recreational Areas</b>				
1	Correct Basketball Court Deterioration by Demolition and Replacement	2	Damage/Wear	North of School	
2	Correct Basketball Hoop Deteriorated by Replacement	2	Damage/Wear	North of School	

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle

Drawing: C:\Users\JASON\APPDATA\LOCAL\TEMP\ASAP\BISH\_16364\SCHOOL\_KEY\_PLANS.DWG Layout: 1.dwg L.W. BEECHER MUSEUM MAGNET



L.W. Beecher Museum Magnet School of Arts and Sciences



0 20 40 80 Feet  
1 inch equals 50 feet



Printed by: JMO@HOUSE On this date: Tue, 2022 May 10 - 12:09pm

**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Bishop Woods Magnet School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Bishop Woods Magnet School, New Haven, Connecticut on approximately 6.9 acres. The property slopes modestly from the east to west and the landscaping consists of trees and shrubs.

There is 1 parking lot to the east corner of the site and a bus drop off that surrounds the main parking lot. The paved areas are in fair to good condition with evidence of cracking and pavement section deterioration. The paved drive isles are in good condition. Sidewalk surfaces are in good condition with small areas of damage. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the playground and play area. That fencing is in good condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Fair
Site Amenities	Good



**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Bishop Woods Design Magnet School

**Date Assessed:** 20-Aug-21

**Discipline:** Site

**Date Submitted:** 18-May-22

**Assessor Name:** Jason Morehouse

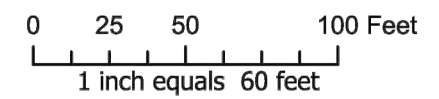
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Restoration & Overlayment	4	Useful Life	West Side of School	
2	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	North Side of School	
3	Correct Parking Lot Curb Deterioration by Demolition & Replacement	2	Damage/Wear	North Side of School	Outside Curb of Parking Lot
4	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	North Side of School	
5	Correct Parking Lot Signage Deterioration by Demolition and Replacement.	2	Damage/Wear	North Side of School	(4) Accessible Parking Signs
<b>B. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	South Side of School	
<b>C. G2030.10- Exterior Steps and Ramps</b>					
1	Correct Handrail Deterioration by Demolition & Replacement	2	Damage/Wear	Northwest Corner of School	
<b>D. G2050.50- Playfield Areas</b>					
1	Correct Deteriorated Lawn Surface by Restoration, Reseeding & Mulching	3	Damage/Wear	Northeast Corner of Site	

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
			PRIORITY	TIMELINE	EXPLANATION
			1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
			2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
			3	3-5 years	Fair- Normal Wear for the Age.
			4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle

C:\Users\JASONIA\AppData\Local\Temp\A694B85F-2720-4300-8000-KEY PLANS.DWG Layout 1.dwg BISHOP WOODS  
Printed by: JMOEHOUSE On this date: Fri, 2022 March 4 - 12:31 pm



Bishop Woods Architecture and Design Magnet School



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Brennan-Rogers School West*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Brennan-Rogers School West, New Haven, Connecticut on approximately 10 acres. The property slopes mildly from the north to south and the landscaping consists of trees and shrubs.

There are two parking lots, one to the south of the school and the other to the east. A bus drop off wraps around the parking lot to the east of the school. A access drive wraps the west and south sides of the school. The paved areas are in poor condition with evidence of cracking and pavement section deterioration. The paved drive isles are in poor to good condition. Sidewalk surfaces are in good condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the playground and the basketball court. Around the playground is in good condition and around the basketball court is in poor condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions                      Fair

Site Amenities                        Fair

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Brennan-Rogers School West

**Date Assessed:** 20-Aug-21

**Discipline:** Site

**Date Submitted:** 18-May-22

**Assessor Name:** Jason Morehouse

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Bituminous Roadway Surface Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	North and West Side of School	
2	Correct Bituminous Roadway Surface Deterioration by Overlay	4	Useful Life	East Side of School	Bus Loop
3	Correct Bituminous Roadway Surface Deterioration by Overlay	4	Useful Life	Southeast Corner of School	
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	South Side of School	
2	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	East Side of School	
3	Correct Parking Lot Curb Deterioration by Demolition & Replacement with Alternate Material	2	Damage/Wear	South Side of School	
4	Correct Parking Lot Curb Deterioration by Demolition & Replacement	2	Damage/Wear	South Side of School	
5	Correct Parking Lot Curb Deterioration by Demolition & Replacement	4	Useful Life	East Side of School	
6	Correct Parking Lot Curb Deterioration by Demolition & Replacement	2	Damage/Wear	Northeast Corner of School	
<b>C. Pavements</b>					
1	Correct Concrete Paving Deterioration by Demolition & Replacement	2	Damage/Wear	Northwest Corner of School	Concrete Dumpster Pad
<b>D. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	West Side of School	
<b>E. G2030.10- Exterior Steps and Ramps</b>					

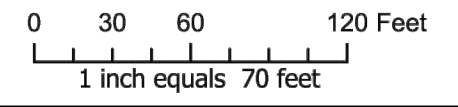
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
1	Correct Handrail Deterioration by Demolition & Replacement	1	Life Safety	South Side of School	No Handrails At Stairs
<b>F. G2060.20- Fences and Gates</b>					
1	Correct Chain Link Fence & Gates (4' High) Deterioration by Demolition & Replacement	1	Damage/Wear	Northwest Corner of School	(3) Gates
<b>G. G2050.50- Playfield Areas</b>					
1	Correct Playground Soft Surfacing Deterioration by Demolition and Replacement	3	Damage/Wear	Northwest Corner of School	Poured in Place Rubber
2	Correct Basketball Court Deterioration by Demolition and Replacement	2	Damage/Wear	Southeast Corner of Site	
3	Correct In-ground Basketball Hoop Deterioration by Demolition and Replacement	2	Damage/Wear	Southwest Corner of Site	(2) Needed

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle

Drawing: C:\Users\JASON\APPDATA\LOCAL\TEMP\AGUJ8JSH-27208\SCHEMATIC\_KEY PLANS.DWG Layout: 1.dwg BRENNAN-ROGERS SCHOOL WEST  
Plotted by: JMOEHOUSE On this date: Fri, 2022 March 4 - 12:33pm



Brennan-Rogers School of Communication and Media (West)



## SITE NARRATIVE & CONDITION RATING

**BUILDING NAME:** *Brennan-Rogers School East*

### Site Systems & Amenities

#### Property-Wide Narrative

The property is located at Brennan-Rogers School East, New Haven, Connecticut on approximately 8.5 acres. The property slopes mildly from the north to south and the landscaping consists of trees and shrubs.

There is 1 parking lot to the north corner of the site and a bus drop off that loop around the school. The paved areas are in poor to fair condition with evidence of heavy cracking and pavement section deterioration. The paved drive isles are in poor to fair condition. Sidewalk surfaces are in poor to good condition with areas of damage. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. There is one broken pole light that needs to be replaced. Fencing is provided around the two playgrounds. That fencing is in fair to good condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

### System Condition Ratings

#### Overall System Condition Rating

(Indicate Good / Fair / Poor)

Site Conditions	Poor
Site Amenities	Good



**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Brennan-Rogers School East  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

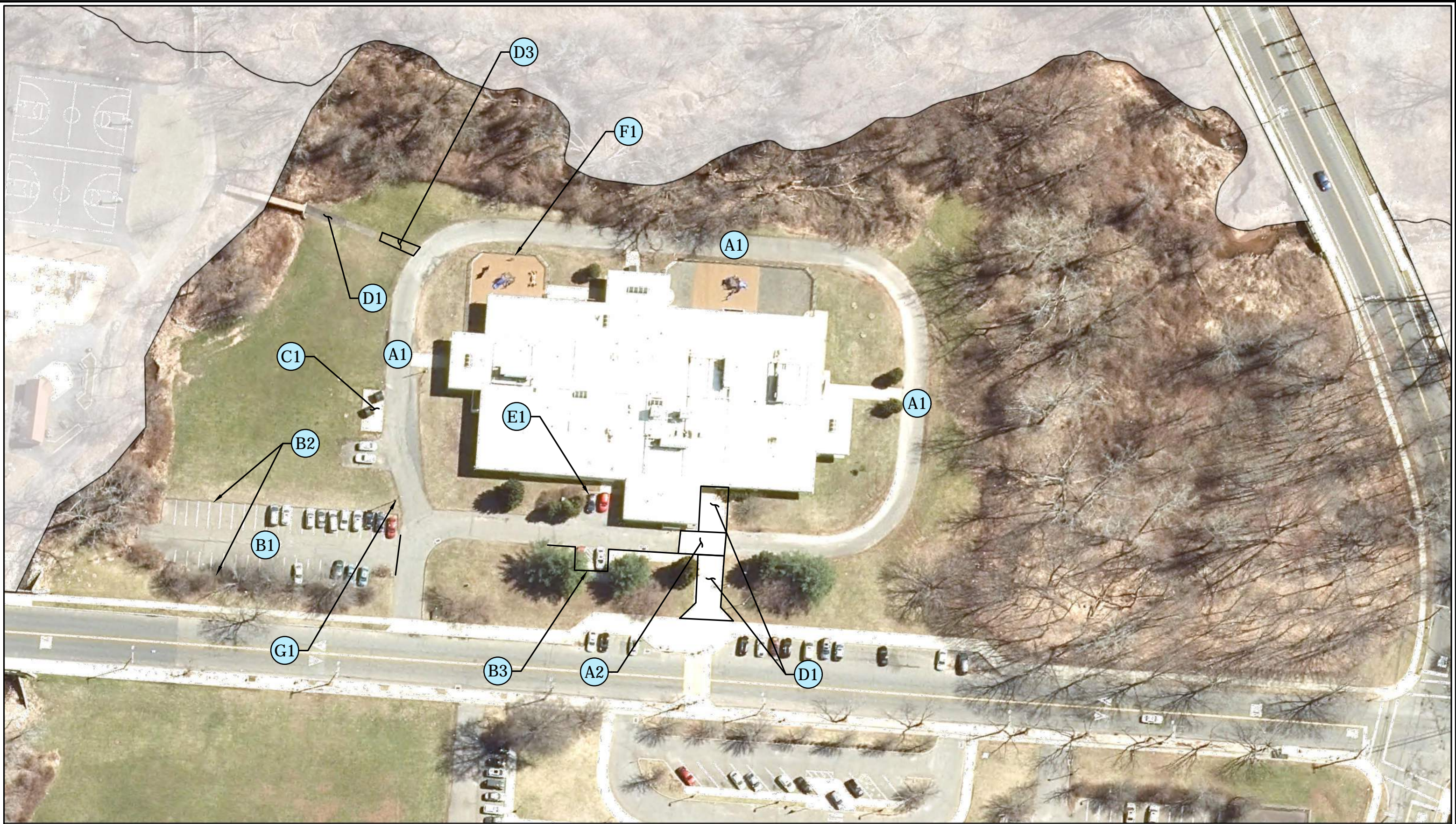
**Date Assessed:** 20-Aug-21  
**Date Submitted:** 18-May-22

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Bituminous Roadway Surface Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	Surrounds the School	
2	Correct Concrete Roadway Surface Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	West Side of School	
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	Northwest Corner of Site	
2	Correct Parking Lot Curb Deterioration by Demolition & Replacement with Alternate Material (Concrete)	4	Useful Life	Northwest Corner of Site	
3	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	West Side of School	
<b>C. Pavements</b>					
1	Correct Concrete Paving Deterioration by Demolition & Replacement	3	Damage/Wear	North Side of School	Dumpster Pad
<b>D. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	4	Useful Life	West Side of School	Main Entrance
2	Correct Bituminous Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	Northeast Corner of Site	
3	Correct Bituminous Concrete Sidewalk Deterioration by Install New	2	Function/Functional	Northeast Corner of Site	
<b>E. G2060.85- Site Specialties</b>					
1	Correct Bollard Deterioration by Demolition & Replacement	2	Damage/Wear	West Side of School	(3) Bollards
<b>F. G2060.20- Fences and Gates</b>					

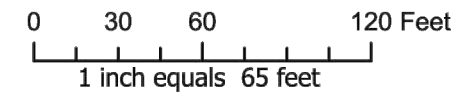
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
1	Correct Aluminium Fence (4' High) Deterioration by Demolition and Replacement	3	Damage/Wear	Northwest Corner of School	
<b>G.</b>	<b>G4050- Site Lighting</b>				
1	Correct Pole Mounted Site Lighting Deterioration by Demolition and Replacement	1	Damage/Wear	Northwest Corner of School	(1) Broken Light Pole

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle

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Printed by: JMO@SLRHOUSE On this date: Fri, 2022 March 4 - 12:32pm



Brennan-Rogers School of Communication and Media (East)



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Celentano Bio-Tech Magnet School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Celentano Bio-Tech Magnet School, New Haven, Connecticut on approximately 4.9 acres. The property IS relatively flat and the landscaping consists of trees and shrubs.

There is 1 parking lot to the east of the school and a bus drop off to the north of the school. There is also an access drive that wraps the south and east sides of the school. The paved areas are in poor condition with evidence of cracking and pavement section deterioration. The paved drive isles are in fair to good condition. Sidewalk surfaces are in poor to good condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the playground and the main lawn area to the north of the school. That fencing is in good condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Fair
Site Amenities	Good

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Celentano BioTech Magnet School  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

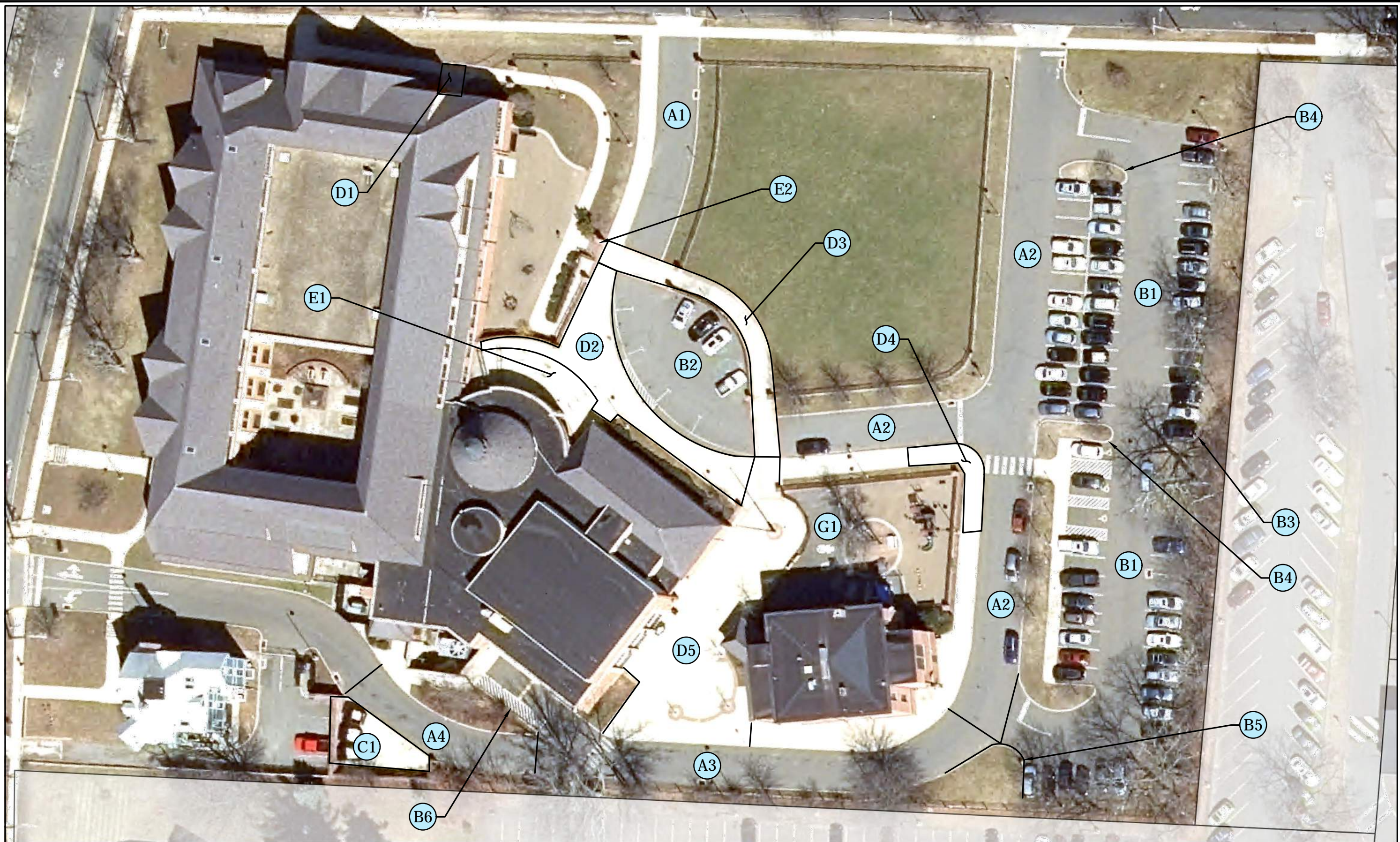
**Date Assessed:** 25-Aug-21  
**Date Submitted:** 18-May-22

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Bituminous Roadway Surface Deterioration by Overlay	4	Useful Life	Northeast Corner of School	Drop-Off Loop
2	Correct Bituminous Roadway Surface Deterioration by Overlay	3	Damage/Wear	East Side of School	
3	Correct Bituminous Roadway Surface Deterioration by Overlay	4	Useful Life	South Side of School	
4	Correct Bituminous Roadway Surface Deterioration by Overlay	3	Damage/Wear	South Side of School	
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	East Side of School	
2	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	East Side of School	Parallel Spaces at Main Entrance
3	Correct Parking Lot Curb Deterioration by Demolition & Replacement with Alternate Material (Concrete)	2	Damage/Wear	East Side of Main Parking	Currently Bituminous Curb
4	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	East Side of School	Entrances to Main Parking
5	Correct Parking Lot Curb Deterioration by Demolition & Replacement	2	Damage/Wear	Southeast Corner of School	
6	Correct Parking Lot Curb Deterioration by Demolition & Replacement	2	Damage/Wear	South Side of School	Loading Area
<b>C. Pavement</b>					
1	Correct Concrete Pavement Deterioration by Demo & Replacement	2	Damage/Wear	South Side of School	Dumpster Pad
<b>D. G2030.10- Pedestrian Pavement</b>					

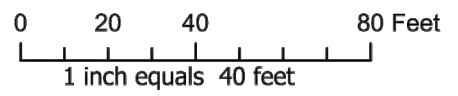
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	North Side of School	
2	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	Main Entrance	
3	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	Main Entrance	
4	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	Southeast Corner of School	
5	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	Plaza Space Between School Sections	
<b>E.</b>	<b>G2030.10- Exterior Steps and Ramps</b>				
1	Correct Concrete Above Grade Stair Deterioration by Demolition & Replacement	3	Damage/Wear	Main Entrance	3 Risers
2	Correct Concrete Above Grade Stair Deterioration by Demolition & Replacement	2	Damage/Wear	Main Entrance	6 Risers
<b>G.</b>	<b>G2050.50- Playfield Areas</b>				
1	Correct Playground Hard Surfacing Deterioration by Demolition and Replacement	3	Damage/Wear	Southeast Corner of School	Paved Play

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle

Drawing: C:\Users\JASON\APPDATA\LOCAL\TEMP\APR2022\372022\SCHOOL\_KEY\_PLANS.DWG Layout: 100.CELESTANO BIOTECH MAGNET  
Plotted by: JMO@SLR On this date: Fri, 2022 March 4 - 12:51 pm



Celentano BioTech, Health, & Medical Magnet School



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Roberto Clemente Leadership Academy*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Roberto Clemente Leadership Academy, New Haven, Connecticut on approximately 7.4 acres. The property is relatively flat and the landscaping consists of trees and shrubs.

There is one main parking lot to the south of the school. A bus drop off is to the south of the school. The paved areas are in fair to good condition with evidence of cracking and pavement section deterioration. The paved drive isle is in good condition. Sidewalk surfaces are in good condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the basketball courts, track, playground and play field. The fencing is overall in good condition with one section needing to be replaced. The track is in poor to fair condition. The basketball courts are in fair condition. The playground poured in place rubber surface is in poor condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions Fair

Site Amenities Fair



**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Roberto Clemente Leadership Academy

**Date Assessed:** 23-Aug-21

**Discipline:** Site

**Date Submitted:** 18-May-22

**Assessor Name:** Jason Morehouse

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Roadway Curb (Concrete) Deterioration by Demolition & Replacement	4	Useful Life	South Side of School	
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	Southwest Side of School	
2	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	4	Useful Life	Southwest Side of School	
3	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	Southwest Side of School	
<b>C. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demolition & Replacement	4	Useful Life	Courtyard	
<b>D. G2060.20- Fences and Gates</b>					
1	Correct Aluminium Fence (6' High) Deterioration by Demolition and Replacement.	1	Damage/Wear	West Side of Site	Missing Section of Fence
<b>E. G4050- Site Lighting</b>					
1	Correct Pole Mounted Site Lighting Deterioration by Demolition and Replacement	1	Damage/Wear	Southwest Side of School	-1
2	Correct Pole Mounted Site Lighting Deterioration by Demolition and Replacement	1	Damage/Wear	West Side of Site	-2
<b>F. G2050.10- Athletic Areas</b>					
1	Correct Competition Track Surface by Prop, Resurface and Restripe	2	Damage/Wear	West Side of School	
2	Correct Basketball Court Surface by Prop, Resurface and Restripe	3	Damage/Wear	West Side of School	
<b>G. G2050.50- Playfield Areas</b>					

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
1	Correct Playground Soft Surfacing Deterioration by Demolition and Replacement	2	Damage/ Wear	West Side of School	Poured in Place Rubber
2	Correct Playground Artificial Turf Deterioration by Demolition and Replacement	3	Damage/ Wear	Courtyard	

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle

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Printed by: JROBERTO On this date: Wed, 2022 May 11 - 10:46am



Roberto Clemente Leadership Academy for Global Awareness



0 25 50 100 Feet  
1 inch equals 60 feet



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Harry A. Conte West Hills Magnet School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Harry A. Conte West Hills Magnet School, New Haven, Connecticut on approximately 7.1 acres. The property is relatively flat and the landscaping consists of trees and shrubs.

There is 1 parking lot that runs along the east side of the school and a bus drop off to the south of the school. The paved areas are in poor condition with evidence of heavy cracking and pavement section deterioration. The paved drive isle is in poor condition. Sidewalk surfaces are in poor to fair condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the playground, various lawn areas, and the baseball field to the north of the school. That fencing is in poor to fair condition with various levels of damage. The playground surfacing is in poor condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Poor
Site Amenities	Poor

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Harry A. Conte West Hills Magnet School  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

**Date Assessed:** 25-Aug-21  
**Date Submitted:** 18-May-22

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Bituminous Roadway Surface Deterioration by Demolition and Replacement	2	Damage/Wear	South Side of School	Drop-Off Lane
2	Correct Roadway Curb (Concrete) Deterioration by Demolition & Replacement	3	Damage/Wear	South Side of School	Drop-Off Lane
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	East Side of School	
2	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	North Side of School	
3	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	North Side of School	Maintenance/ Loading Area
4	Correct Parking Lot Curb Deterioration by Demolition & Replacement	2	Damage/Wear	Northeast Corner of Site	
5	Correct Parking Lot Curb Deterioration by Demolition & Replacement with Alternate Material (Concrete)	2	Damage/Wear	Northeast Corner of Site	
6	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	Northeast Corner of School	
7	Correct Parking Lot Curb Deterioration by Demolition & Replacement with Alternate Material (Concrete)	2	Damage/Wear	Along East Property Line	
8	Correct Parking Lot Curb Deterioration by Demolition & Replacement	2	Damage/Wear	Southeast Corner of Site	
9	Correct Parking Lot Curb Deterioration by Demolition & Replacement	2	Damage/Wear	Southeast Corner of Site	
<b>C. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	1	Life Safety	Northeast Corner of School and Wraps Southeast Corner	Exposed rebar and heavy cracking.

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
2	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	West Side of School	
3	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	West Side of School	
4	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	Southwest Corner of School	
5	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	West Property Line	Under Breezeway
6	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	North Side of School	
7	Correct Concrete Sidewalk Deterioration by Demo & Replacement	1	Damage/Wear	North Side of School	Tree Destroying Sidewalk
8	Correct Bituminous Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	South Side of School	
9	Correct Bituminous Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	South Side of School	
10	Correct Bituminous Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	West Side of School	
11	Correct Bituminous Concrete Sidewalk Deterioration by Demo & Replacement	4	Useful Life	Courtyard	
<b>D.</b>	<b>G2030.10- Exterior Steps and Ramps</b>				
1	Correct Concrete Above Grade Stair Deterioration by Demolition & Replacement	2	Damage/Wear	South Side of School	5 Risers
<b>E.</b>	<b>G2060.60- Retaining Walls</b>				
1	Correct Brick Retaining Wall Deterioration by Demolition and Replacement	3	Damage/Wear	Southeast Corner of School	
<b>F.</b>	<b>G2060.20- Fences and Gates</b>				
1	Correct Aluminium Fence Double Gate (4' High) Deterioration by Demolition and Replacement	2	Damage/Wear	Southeast Corner of School	
2	Correct Aluminium Fence Single Gate (4' High) Deterioration by Demolition and Replacement	2	Damage/Wear	Southeast Corner of School	
3	Correct Chain Link Fence (4' High) Deterioration by Demolition & Replacement	3	Damage/Wear	West Side of Site	

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
4	Correct Chain Link Fence (4' High) Deterioration by Demolition & Replacement	2	Damage/Wear	North Side of School	
5	Correct Chain Link Fence Double Gate (4' High) Deterioration by Demolition & Replacement	2	Damage/Wear	North Side of School	
<b>G.</b>	<b>G2050.50- Playfield Areas</b>				
1	Correct Playground Soft Surfacing Deterioration by Demolition and Replacement	2	Damage/Wear	Southeast Corner of School	Poured in Place Rubber. Root Heaves
2	Correct Playground Soft Surfacing Edging Deterioration by Install New	2	Damage/Wear	Southeast Corner of School	
3	Correct Playground Soft Surfacing Deterioration by Demolition and Replacement	1	Damage/Wear	West Side of School	Poured in Place Rubber
4	Correct Playground Equipment Deterioration by Demolition and Replacement (Per Piece of Equip.)	1	Life Safety	West Side of School	Broken/ Missing Pieces of Equipment
<b>H.</b>	<b>G2050.10- Athletic Areas</b>				
1	Correct Baseball Field (Grass) Deterioration by Regrade and Reseed	2	Damage/Wear	North Side of School	Baseball Field
2	Correct Baseball Field Infield Deterioration by Replacement	2	Damage/Wear	North Side of School	Infield is Completely Overgrown
<b>I.</b>	<b>G1010.30- Tree and Shrub Removal and Trimming</b>				
1	Correct Tree Deterioration by Demo	2	Damage/Wear	Northwest Corner of Site	Causing Sidewalk Issues
2	Correct Vegetation Overgrowth by Trimming	2	Damage/Wear	Along East Property Line	

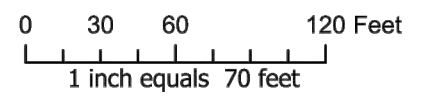
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
			PRIORITY	TIMELINE	EXPLANATION
			1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
			2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
			3	3-5 years	Fair- Normal Wear for the Age.
			4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle



Drawings: C:\Users\JASONIA\AppData\Local\Temp\AGUJ8JSH\_27208\SCHOOL\_KEY PLANS.DWG Layout: Idb\HARRY A CONTE MAGNET  
Printed by: JIMORHOUSE On this date: Fri, 2022, March 4 - 12:25pm



Harry A. Conte West Hills Magnet School: Exploration & Innovation



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *John C. Daniels School of International Communication*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at John C. Daniels School of International Communication, New Haven, Connecticut on approximately 6.6 acres. The property is relatively flat and the landscaping consists of trees and shrubs.

There is 1 parking lot to the west of the school and a bus drop off to the southwest corner of the school. The paved areas are in poor condition with evidence of cracking and pavement section deterioration. The paved drive isle is in fair condition. Sidewalk surfaces are in good condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the playground to the southwest side of the school. That fencing is in good condition. The poured in place surface of the playground is in fair condition. The soccer field located to the west of the school is in fair condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions                      Good

Site Amenities                      Fair

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** John C. Daniels School of International Communication

**Date Assessed:** 20-Aug-21

**Discipline:** Site

**Date Submitted:** 18-May-22

**Assessor Name:** Jason Morehouse

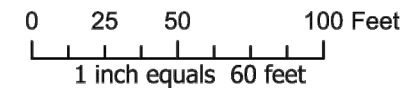
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Bituminous Roadway Surface Deterioration by Overlay	3	Damage/Wear	Northwest Side of School	Bus Drop Off Lane
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	West Side of School	
2	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	West Side of School	Concrete Curb
3	Correct Parking Lot Curb Deterioration by Demolition & Replacement with Alternate Material (Concrete)	3	Damage/Wear	West Side of School	Bituminous Curb Currently
<b>C. G2050.50- Playfield Areas</b>					
1	Correct Playground Soft Surfacing Deterioration by Demolition and Replacement	3	Damage/Wear	Southwest Corner of School	Poured in Place Rubber
2	Correct Bituminous Sidewalk Deterioration by Demolition and Replacement	3	Damage/Wear	North of School	Walking Path
3	Correct Deteriorated Lawn Surface by Restoration, Reseeding & Mulching	3	Damage/Wear	North of School	Soccer Field

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
			4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle



John C. Daniels School of International Communication



## SITE NARRATIVE & CONDITION RATING

**BUILDING NAME:** *Davis Academy*

### Site Systems & Amenities

#### Property-Wide Narrative

The property is located at Davis Academy, New Haven, Connecticut on approximately 3.5 acres. The property slopes modestly from the south to north and the landscaping consists of trees and shrubs.

There is 1 parking lot in the southeast corner of the site and a bus drop off at the west side of the school. The paved areas are in good condition with minimal evidence of cracking and pavement section deterioration but needs to be restriped. The paved drive isles are in good condition. Sidewalk surfaces are in good condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the playground and around the north, east and south sides of the site. The fencing is in good condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

### System Condition Ratings

#### Overall System Condition Rating

(Indicate Good / Fair / Poor)

Site Conditions                      Good

Site Amenities                        Good

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Davis Academy for Arts & Design  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

**Date Assessed:** 23-Aug-21  
**Date Submitted:** 18-May-22

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Bituminous Roadway Surface Deterioration by Overlay	4	Useful Life	West Property Line	Bus Drop-Off
2	Correct Bituminous Roadway Surface Deterioration by Overlay	4	Useful Life	East and South Property Line	
3	Correct Roadway Curb (Concrete) Deterioration by Demolition & Replacement	3	Damage/Wear	West Property Line	Bus Drop-Off
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Striping Deterioration by Restripe	2	Damage/Wear	Southeast Corner of School	
2	Correct Parking Lot Curb Deterioration by Demolition & Replacement	2	Damage/Wear	Southwest Corner of School	
3	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	Southeast Corner of School	
4	Correct Parking Lot Signage Deterioration by Demolition & Replacement	2	Damage/Wear	Southeast Corner of School	
<b>C. G2050.50- Playfield Areas</b>					
1	Correct Playground Soft Surfacing Deterioration by Demolition and Replacement	4	Useful Life	Northwest Corner of School	Poured in Place Rubber
2	Correct Tennis Court Deterioration by Demolition and Replacement	3	Damage/Wear	Northeast Corner of School	
3	Correct Deteriorated Lawn Surface by Restoration, Reseeding & Mulching	3	Damage/Wear	Northwest Corner of School	

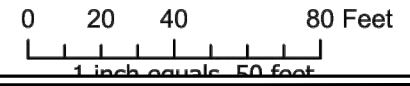
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
			PRIORITY	TIMELINE	EXPLANATION
			1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
			2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
			3	3-5 years	Fair- Normal Wear for the Age.
			4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle



Drawing: C:\USER\JASON\APPDATA\LOCAL\TEMP\ACAD\BUSH\_27208\SCHOOL\_KEY PLANS.DWG Layout: 1.dwg DAVIS ACADEMY  
Plotted by: JMOEHOUSE On this date: Fri, 2022 March 4 - 12:54pm



Davis Academy for Arts & Design Innovation



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *East Rock Community Magnet School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at East Rock Community Magnet School, New Haven, Connecticut on approximately 3.2 acres. The property slopes modestly from the west to east and the landscaping consists of trees and shrubs.

There is angled parking along the east of the school and a bus drop off at the west side of the school. The paved areas are in fair to good condition with minimal evidence of cracking and pavement section deterioration. The paved drive isles are in good condition. Sidewalk surfaces are good condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the playgrounds and is in good condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions                      Good

Site Amenities                        Good

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** East Rock Community Magnet School  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

**Date Assessed:** 23-Aug-21  
**Date Submitted:** 18-May-22

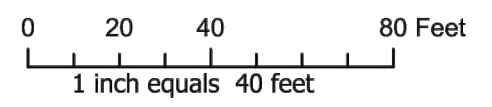
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	Southwest Corner of School	
2	Correct Bituminous Parking Lot Striping Deterioration by Restripe	3	Damage/Wear	West Side of School	
3	Correct Parking Lot Curb Deterioration by Demolition & Replacement with Alternate Material (Concrete)	3	Damage/Wear	West Side of School	
4	Correct Parking Lot Curb Deterioration by Demolition & Replacement with Alternate Material (Concrete)	2	Damage/Wear	Northwest Corner of Site	
5	Correct Parking Lot Curb Deterioration by Demolition & Replacement with Alternate Material (Concrete)	2	Damage/Wear	Southwest Corner of Site	
<b>B. G2030.10- Exterior Steps and Ramps</b>					
1	Correct Guardrail Deterioration by Demolition & Replacement	3	Damage/Wear	West Side of School	

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visible Wear. At the Beginning of it's Life Cycle

Drawing: C:\USERS\JASON\APPDATA\LOCAL\TEMP\APR2018\27208\SCHOOL\_KEY PLANS.DWG Layout: 1: EAST ROCK COMMUNITY MAGNET  
Printed by: JMO@HOUSE On this date: Fri, 2022 March 4 - 12:22pm



East Rock Community & Cultural Studies Magnet School



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Edgewood Creative Magnet School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Edgewood Creative Magnet School, New Haven, Connecticut on approximately .3 acres. The property is relatively flat and the landscaping consists of trees and shrubs.

There is 1 parking lot on site to the west of the school. The paved areas are in poor to fair condition with evidence of cracking and pavement section deterioration. The paved drive isles are in fair condition. Sidewalk surfaces are in poor to fair condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the playground and paved play area to the east of the school. That fencing is in good condition with a few gates that need to be replaced. The playground surfacing and paved play areas are in poor condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Fair
Site Amenities	Good

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Edgewood Creative Magnet School  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

**Date Assessed:** 20-Aug-21  
**Date Submitted:** 18-May-22

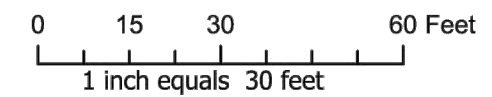
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Bituminous Roadway Surface Deterioration by Overlay	3	Damage/Wear	Northwest Corner of Site	
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	West Side of School	
2	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	West Side of School	
<b>C. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	North Side of School	
2	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	Northeast Corner of School	
3	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	South Side of School	
4	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	West Side of School	
<b>D. G2030.10- Exterior Steps and Ramps</b>					
1	Correct Concrete Above Grade Stair Deterioration by Demolition & Replacement	3	Damage/Wear	South Side of School	6 Risers
2	Correct Concrete Above Grade Stair Deterioration by Demolition & Replacement	2	Damage/Wear	South Side of School	6 Risers
3	Correct Handrail Deterioration by Demolition & Replacement	2	Damage/Wear	South Side of School	Not to Code. No Extension
<b>E. G2060.60- Retaining Wall</b>					
1	Correct Concrete Retaining Wall Deterioration by Demolition and Replacement	2	Damage/Wear	Northwest Corner of Site	Modular Block
<b>G. G2050.50- Playfield Areas</b>					

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
1	Correct Playground Soft Surfacing Deterioration by Demolition and Replacement	2	Damage/Wear	Southwest Corner of Site	Poured in Place Rubber
2	Correct Playground Hard Surfacing Deterioration by Demolition and Replacement	2	Damage/Wear	Southeast Corner of Site	Paved Play
3	Correct Deteriorated Lawn Surface by Restoration, Reseeding & Mulching	2	Damage/Wear	Southwest Corner of Site	

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visible Wear. At the Beginning of it's Life Cycle



Edgewood Creative Thinking Through STEAM Magnet School





**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Hill Central Music Academy*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Hill Central Music Academy, New Haven, Connecticut on approximately 5.4 acres. The property slopes mildly from the north to south and the landscaping consists of trees and shrubs.

There is 1 parking lot to the north of the school and a bus drop off that runs through the main parking lot. The paved areas are in fair condition with evidence of cracking and pavement section deterioration. The paved drive isles are in good condition. Sidewalk surfaces are in good condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the playground, between the bus loop and the main parking and along the south property line. That fencing is in fair to good condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Fair
Site Amenities	Good

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Hill Central Music Academy  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

**Date Assessed:** 23-Aug-21  
**Date Submitted:** 18-May-22

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Bituminous Roadway Surface Deterioration by Overlay	4	Useful Life	North Side of School	Bus Loop
2	Correct Bituminous Roadway Surface Deterioration by Overlay	3	Damage/Wear	South Side of School	
3	Correct Roadway Curb (Concrete) Deterioration by Demolition & Replacement	3	Damage/Wear	South Side of School	
4	Correct Roadway Curb (Concrete) Deterioration by Demolition & Replacement	3	Damage/Wear	North Side of School	Bus Loop Island
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	North Side of School	Main Parking Lot
2	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	North Side of School	
<b>C. G2060.20- Fences and Gates</b>					
1	Correct Aluminium Fence (4' High) Deterioration by Demolition and Replacement.	2	Damage/Wear	North Side of School	
2	Correct Aluminium Fence (6' High) Deterioration by Demolition and Replacement.	1	Damage/Wear	Northwest Corner of School	Missing Section at Playground
<b>D. G4050- Site Lighting</b>					
1	Correct Bollard Light Deterioration by Demolition and Replacement	2	Damage/Wear	Northwest Corner of School	
<b>E. G2050.50- Playfield Areas</b>					
1	Correct Playground Artificial Turf Deterioration by Demolition and Replacement	4	Useful Life	Courtyard	

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
			PRIORITY	TIMELINE	EXPLANATION
			1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
			2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
			3	3-5 years	Fair- Normal Wear for the Age.
			4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle

Drawing: W:\CAD\DESIGN\1447\00016-DE-CAD\SCHOOL\_KEY PLANS.DWG Layout: HILLHILL CENTER MUSIC ACADEMY  
Plotted by: JMOOREHOUSE On this date: Wed, 2022 May 18 - 10:25am



Hill Central Music Academy



0 40 80 160 Feet



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Benjamin Jepson Magnet School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Benjamin Jepson Magnet School, New Haven, Connecticut on approximately 15.3 acres. The property slopes modestly from the south to north and the landscaping consists of trees and shrubs.

There is 1 parking lot to the south of the school and a bus drop off wraps around the west and south sides of the school. The paved areas are in good condition with minimal evidence of cracking and pavement section deterioration. The paved drive isles are in good condition. Sidewalk surfaces are in fair to good condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. There is also a light pole that is broken and needs replacement. Fencing is provided around the playground and is in good condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions                      Good

Site Amenities                      Good

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Benjamin Jepson Magnet School  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

**Date Assessed:** 20-Aug-21  
**Date Submitted:** 18-May-22

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Bituminous Roadway Surface Deterioration by Overlay	4	Useful Life	Wraps Around East, North and West Sides of School	Bus Loop
2	Correct Roadway Curb (Concrete) Deterioration by Demolition & Replacement	3	Damage/Wear	Northwest Corner of School	Bus Loop Island
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	South Side of School	
2	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	South Side of School	
<b>C. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	4	Useful Life	South Side of School	
2	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	North Side of School	Outside Curb
<b>D. G4050- Site Lighting</b>					
1	Correct Pole Mounted Site Lighting by Install New	2	Security	Parking Area on East Side of Building	Missing Light Pole Along Bus Loop

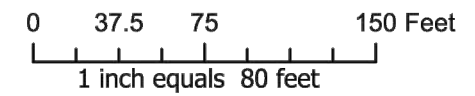
PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
			3	3-5 years	Fair- Normal Wear for the Age.
			4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle

Drawing: C:\Users\JASON\APPDATA\LOCAL\TEMP\ASAP\BUSH\_27208\SCHOOL\_KEY\_PLANS.DWG Layout: TDR\BENJAMIN JEPSON MAGNET  
Plotted by: JMO@SLR On this date: Fri, 2022 March 4 - 12:30pm



Benjamin Jepson Magnet School





**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *King Robinson Interdistrict Magnet School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at King Robinson Interdistrict Magnet School, New Haven, Connecticut on approximately 14.4 acres. The property slopes from the school south as well as to the north with the school being at a plateau. The landscaping consists of trees and shrubs.

There are three parking lots to the north, south and east of the school. An access drive runs along the west property line. The paved areas are in poor to fair condition with evidence of cracking and pavement section deterioration. The paved drive isle is in poor condition. Sidewalk surfaces are in poor to good condition with varying levels of damage. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the playground. That fencing is in good condition. The poured in place rubber surface of the playground is in poor condition. The basketball court is in poor condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Fair
Site Amenities	Poor

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** King Robinson Interdistrict Magnet School

**Date Assessed:** 25-Aug-21

**Discipline:** Site

**Date Submitted:** 18-May-22

**Assessor Name:** Jason Morehouse

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Bituminous Roadway Surface Deterioration by Overlay	3	Damage/Wear	Northeast Corner of School	
2	Correct Bituminous Roadway Surface Deterioration by Demolition and Full Depth Replacement	2	Damage/Wear	West Property Line	Access Drive
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	South Side of School	
2	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	East Side of School	
3	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	North Side of School	
4	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	South Side of School	
5	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	East Side of School	
6	Correct Parking Lot Curb Deterioration by Demolition & Replacement	2	Damage/Wear	North Side of School	
<b>C. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	Northeast Corner of School	
2	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	North Side of School	
3	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	West Side of School	

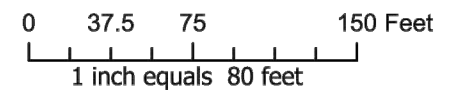
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
4	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	Courtyard	
<b>G. G2050.50- Playfield Areas</b>					
1	Correct Playground Soft Surfacing Deterioration by Demolition and Replacement	1	Life Safety	Southwest Corner of School	Poured in Place Rubber. Heavy Damage
2	Correct Playground Soft Surfacing Deterioration by Demolition and Replacement	2	Damage/Wear	Northwest Corner of School	Poured in Place Rubber.
<b>H. G2050.30- Recreational Areas</b>					
1	Correct Basketball Court Deterioration by Demolition and Replacement	2	Damage/Wear	Southwest Corner of School	
2	Correct Basketball Hoop Deterioration by Demolition and Replacement	2	Damage/Wear	Southwest Corner of School	(2) Hoops Needed

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle

Drawings: C:\Users\JASON\APPDATA\LOCAL\TEMP\AGP\BUSH\_13128\SC\HOOO\_KEY PLANS.DWG Layout: LDKING ROBINSON MARKET  
Plotted by: JMOCHOUSE On this date: Wed, 2022 May 25 - 12:01pm



King Robinson Interdistrict Magnet School



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *John S. Martinez Sea and Sky School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at John S. Martinez Sea and Sky School, New Haven, Connecticut on approximately 2.8 acres. The property is relatively flat and the landscaping consists of trees and shrubs.

There is 1 parking lot to the north of the school. The paved areas are in fair condition with evidence of cracking and pavement section deterioration. Sidewalk surfaces are in fair to good condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the playground and the athletic fields in the northwest corner of the site. That fencing is in poor to good condition. The basketball court is in fair condition and the soccer field is poor condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Fair
Site Amenities	Fair

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** John S. Martinez Sea and Sky School  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

**Date Assessed:** 25-Aug-21  
**Date Submitted:** 18-May-22

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	North Side of School	
2	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	West Side of School	Maintenance Area
3	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	North Side of School	
4	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	West Side of School	Maintenance Area
<b>B. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	Northeast Corner of School	
2	Correct Concrete Sidewalk Deterioration by Demo & Replacement	4	Useful Life	Southeast Corner of School	
3	Correct Concrete Sidewalk Deterioration by Demo & Replacement	4	Useful Life	South Side of School	
4	Correct Concrete Sidewalk Deterioration by Demo & Replacement	4	Useful Life	West Side of School	
5	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	North Side of School	
6	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	Northwest Side of Site	
7	Correct Concrete Sidewalk Deterioration by Demo & Replacement	4	Useful Life	Courtyard	
<b>C. Pavement</b>					

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
1	Correct Concrete Pavement Deterioration by Demo & Replacement	3	Damage/Wear	West Side of School	Dumpster Pad
<b>D. G2060.20- Fences and Gates</b>					
1	Correct Chain Link Fence & Gates (4' High) Deterioration by Demolition & Replacement	3	Damage/Wear	Northwest Side of Site	
2	Correct Chain Link Fence & Gates (8' High) Deterioration by Demolition & Replacement	2	Damage/Wear	South Side of School	Surrounds Utilities and has Fencing on the Top Also
3	Correct Chain Link Maintenance Gate (4' High) Deterioration by Demolition & Replacement	2	Damage/Wear	Southeast Corner of School	At Playground
<b>E. G2050.10- Athletic Areas</b>					
1	Correct Basketball Court Finish Deterioration by Prep, Resurface, and Restripe	3	Damage/Wear	Northwest Corner of Site	
2	Correct Playground Hard Surfacing Deterioration by Demolition and Replacement	2	Damage/Wear	Northwest Corner of Site	Paved Play
3	Correct Soccer Field (Grass) by Regrade and Reseed	2	Damage/Wear	Northwest Corner of Site	

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visible Wear. At the Beginning of it's Life Cycle

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Plotted by: JMOEHOUSE On this date: Mon, 2022 May 9 - 4:41pm



John S. Martinez Sea and Sky School





**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Mauro-Sheridan School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Mauro-Sheridan School, New Haven, Connecticut on approximately 3.4 acres. The property is relatively flat, and the landscaping consists of trees and shrubs.

There is one parking lot to the northwest of the school and a bus drop off at the south side of the school. The paved areas are in poor to fair condition with evidence of cracking and pavement section deterioration. The paved drive isles are in fair to good condition. Sidewalk surfaces are in fair to good condition. There is minimal site lighting, and a photometric plan should be done to see where additional pole lights need to be added. Fencing is provided around the playground to the north of the school and at the lawn area to the northwest corner of the site. The fence is in good condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions                      Good

Site Amenities                        Good

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Mauro-Sheridan Science and Tech School  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

**Date Assessed:** 23-Aug-21  
**Date Submitted:** 18-May-22

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Bituminous Roadway Surface Deterioration by Overlay	4	Useful Life	North Side of School	
2	Correct Bituminous Roadway Surface Deterioration by Overlay	3	Damage/Wear	West Side of School	
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Mill & Overlay	3	Damage/Wear	North Side of School	
2	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	Northwest Corner of School	
3	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	North Side of School	
<b>C. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	North Side of School	
2	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	Northwest Corner of School	
3	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	North Side of School	
4	Correct Concrete Sidewalk Finish Deterioration by Prep & Resurface	3	Damage/Wear	South Side of School	Main Entrance
<b>D. G2030.10- Exterior Steps and Ramps</b>					
1	Correct Concrete Above Grade Stair Deterioration by Demolition & Replacement	3	Damage/Wear	North Side of School	5 Risers
2	Correct Concrete Above Grade Stair Deterioration by Demolition & Replacement	4	Useful Life	South Side of School	4 Risers
<b>E. G2060.20- Fences and Gates</b>					

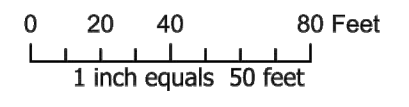
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
1	Correct Chain Link Fence Gate Only (4' High)Deterioration by Demolition and Replacement	2	Damage/Wear	West Side of Main Parking Lot	Double Maintenance Gate
<b>F.</b>	<b>G4050- Site Lighting</b>				
1	Correct Pole Mounted Site Lighting by Install New	2	Security	North Side of School	Main Parking Lot

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle

D:\w\CADESIGN\1447\0016-DE-CAO\SCHOOL KEY PLANS.DWG Layout TANKALURO SHERIDAN SCHOOL  
Plotted by: JMOEHOUSE On this date: Tue, 2022 May 10 - 14:27pm



Mauro-Sheridan Science, Technology and Communications School



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Ross Woodward Interdistrict Magnet School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Ross Woodward Interdistrict Magnet School, New Haven, Connecticut on approximately 10.6 acres. The property slopes from east to west and the landscaping consists of trees and shrubs.

There are three parking lots to the east and south of the school. There is a bus drop off to the northwest of the school and an access drive to the south. The paved areas are in poor to fair condition with evidence of cracking and pavement section deterioration. The paved drive isles are in fair to good condition. Sidewalk surfaces are in good condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the playgrounds. That fencing is in fair condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Fair
Site Amenities	Good

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Ross Woodward Interdistrict Magnet School

**Date Assessed:** 20-Aug-21

**Discipline:** Site

**Date Submitted:** 18-May-22

**Assessor Name:** Jason Morehouse

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Bituminous Roadway Surface Deterioration by Overlay	4	Useful Life	Northwest Side of School	Bus Loop
2	Correct Roadway Curb (Concrete) Deterioration by Demolition & Replacement	3	Damage/Wear	Northwest Side of School	Outside Bus Loop Curb
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	Southeast Side of School	
2	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	West Side of School	
3	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	West Side of School	
4	Correct Parking Lot Curb Deterioration by Demolition & Replacement	2	Damage/Wear	West Side of School	
<b>C. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	Northwest Side of School	
<b>D. G2060.20- Fences and Gates</b>					
1	Correct Aluminium Fence (4' High) Finish Deterioration by Prep and Refinish	3	Damage/Wear	East Side of School	
2	Correct Aluminium Fence (4' High) Finish Deterioration by Prep and Refinish	3	Damage/Wear	South Side of School	
<b>G. G2050.30- Recreational Areas</b>					
1	Correct Playground Soft Surfacing Deterioration by Demolition and Replacement	3	Damage/Wear	East Side of School	Poured in Place Rubber
2	Correct Playground Soft Surfacing Deterioration by Demolition and Replacement	4	Useful Life	South Side of School	Poured in Place Rubber

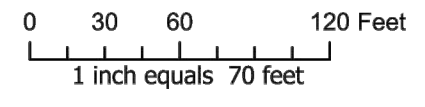
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
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PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle

Drawing: C:\Users\JASON\APPDATA\LOCAL\TEMP\APR2021\14992\SCHOOL\_KEY PLANS.DWG Layout: TDR/CROSS WOODWARD MAGNET SCHOOL  
Plotted by: JMO/CHOUSE On this date: Wed, 2022 May 11 - 11:01am



Ross Woodward Classical Studies Interdistrict Magnet School





**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Truman Elementary School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Truman Elementary School, New Haven, Connecticut on approximately 3.9 acres. The property is relatively flat, and the landscaping consists of trees and shrubs.

There is one parking lot to the west of the school. There is a bus drop off between the school and main parking lot. The paved areas are in fair to good condition with evidence of cracking and pavement section deterioration. The paved drive isle is in fair condition. Sidewalk surfaces are in poor to good condition with varying levels of damage. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around the playground and play areas. That fencing is in fair to good condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Fair
Site Amenities	Good

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Truman Elementary School  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

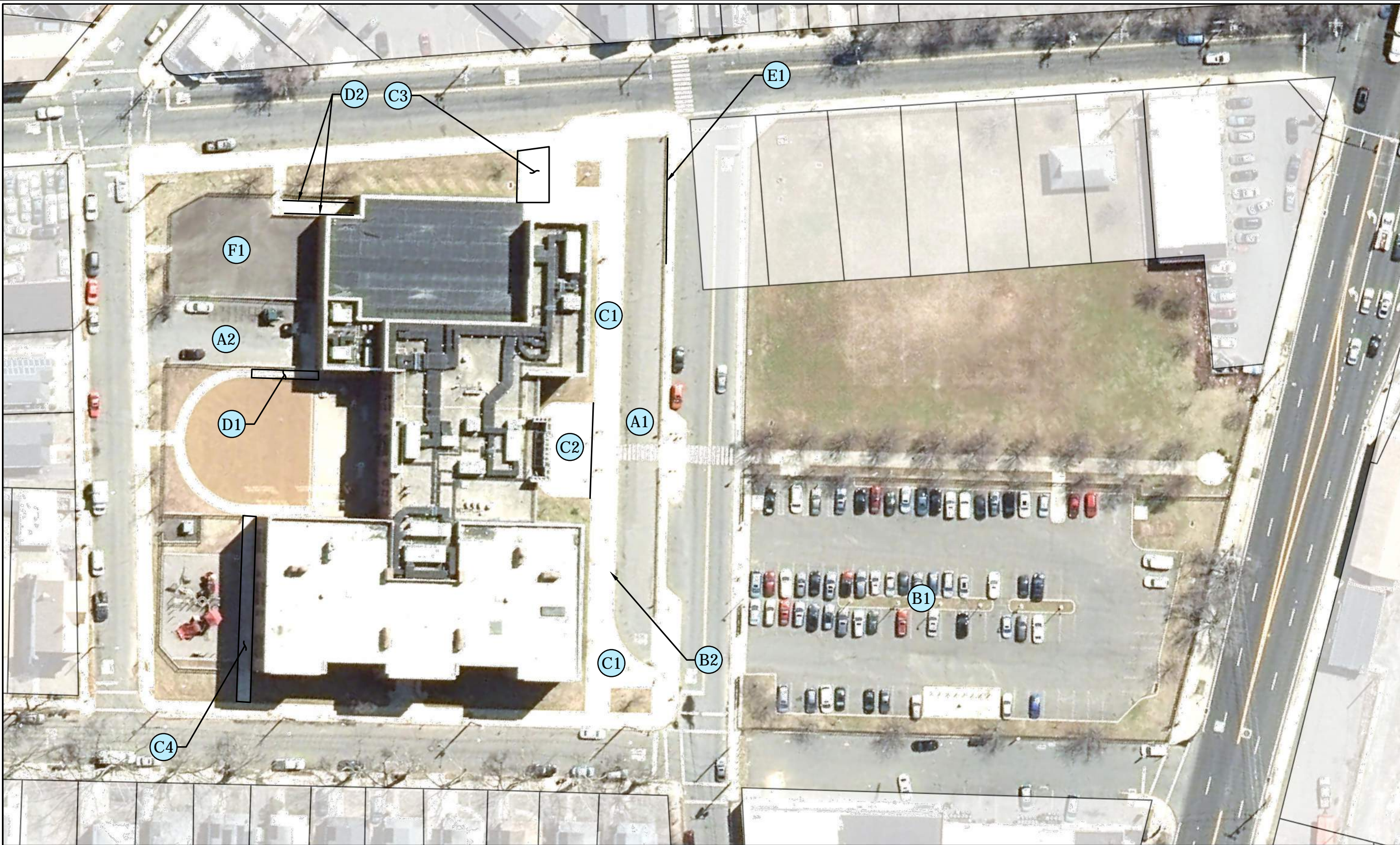
**Date Assessed:** 23-Aug-21  
**Date Submitted:** 18-May-22

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Bituminous Roadway Surface Deterioration by Overlay	3	Damage/Wear	Southwest Side of School	Bus Drop-Off
2	Correct Bituminous Roadway Surface Deterioration by Demolition and Replacement	2	Damage/Wear	Northeast Side of School	
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	Southwest Side of School	
2	Correct Parking Lot Signage Deterioration by Demolition & Replacement	2	Damage/Wear	Southwest Side of School	(6) Signs at Bus Drop Off
<b>C. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	4	Useful Life	Southwest Side of School	
2	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	Southwest Side of School	Main Entrance
3	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	South Side of School	
4	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	North Side of School	
<b>D. G2030.30- Exterior Steps and Ramps</b>					
1	Correct Concrete Ramp Finish Deterioration by Prep & Refinish	4	Useful Life	Northeast Side of School	
2	Correct Handrail Deterioration by Demolition & Replacement	2	Damage/Wear	East Side of School	
<b>E. G2060.20- Fences and Gates</b>					
1	Correct Aluminium Fence (4' High) Deterioration by Demolition and Replacement	2	Damage/Wear	South Corner of School	Broken Section
<b>F. G2050.50- Playfield Areas</b>					

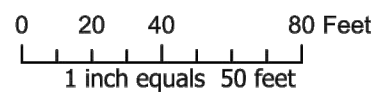
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
1	Correct Playground Hard Surfacing Deterioration by Demolition and Replacement	3	Damage/ Wear	East Corner of School	Paved Play

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle

Drawing: W:\CAD\DESIGN\1447\0016-DE-CAD\SCHOOL\_KEY PLANS.DWG Layout: TRUMAN SCHOOL  
Printed by: JUDGEHOUSE On this date: Wed, 2022 May 11 - 11:40am



Truman School



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Betsy Ross Arts Magnet School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Betsy Ross Arts Magnet School, New Haven, Connecticut on approximately 4.8 acres. The property slopes modestly from the east to west and the landscaping consists of trees and shrubs.

There is 1 parking lot to the west corner of the site and a bus drop off that surrounds the main parking lot. The paved areas are in poor to good condition with evidence of cracking and pavement section deterioration. The paved drive isles are in good condition. Sidewalk surfaces are in fair to good condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided at the north side of the school. That fencing is in poor to fair condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions Fair

Site Amenities Fair

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Betsy Ross Arts Magnet School  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

**Date Assessed:** 23-Aug-21  
**Date Submitted:** 18-May-22

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Bituminous Roadway Surface Deterioration by Overlay	3	Damage/Wear	Southwest Corner of Site	Bus Loop
2	Correct Roadway Curb (Concrete) Deterioration by Demolition & Replacement	3	Damage/Wear	Southwest Corner of Site	Bus Loop
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	Center of Bus Loop	
2	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	North Side of School	Delivery/Maintenance Area
3	Correct Bituminous Parking Lot Striping Deterioration by Restripe	1	Damage/Wear	Center of Bus Loop	
4	Correct Parking Lot Curb Deterioration by Demolition & Replacement	2	Damage/Wear	Center of Bus Loop	
5	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	North Side of School	Delivery/Maintenance Area
<b>C. G2030.10- Pedestrian Pavement</b>					
1	Correct Bituminous Sidewalk Deterioration by Demo & Replacement with Alternate Material (Concrete)	2	Damage/Wear	South Side of Site	
2	Correct Bituminous Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	Northeast Corner of School	
3	Correct Bituminous Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	West Side of School	
4	Correct Bituminous Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	Southwest Corner of School	
<b>D. G2060.20- Fences and Gates</b>					

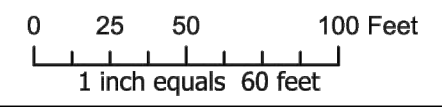
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
1	Correct Chain Link Fence (4' High) Deterioration by Demolition & Replacement	2	Damage/Wear	North Side of School	
2	Correct Chain Link Fence Double Gate (8' High) Deterioration by Demolition & Replacement	1	Damage/Wear	Northwest Corner of School	
<b>E.</b>	<b>G2060.60- Retaining Walls</b>				
1	Correct Concrete Retaining Wall Deterioration by Demolition and Replacement	2	Damage/Wear	Northwest Corner of Site	Modular Block
<b>F.</b>	<b>G1010.30- Tree and Shrub Removal and Trimming</b>				
1	Correct Tree Major Deterioration by Demolition and Replacement in Kind	1	Damage/Wear	East Side of School	Dead Tree
2	Correct Shrub Overgrowth by Trimming	2	Function/Functional	West Side of School	Clear Vegetation Off Existing Ramp

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle

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Plotted by: JMOCHHOUSE On this date: Fri, 2022 March 4 - 12:50pm



Betsy Ross Arts Magnet School





**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Hill Regional Career High School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Hill Regional Career High School, New Haven, Connecticut on approximately 5.3 acres. The property slopes mildly from the south to north and the landscaping consists of trees and shrubs.

There are 2 parking lots to the east and west sides of the school. There's a bus drop off south of the school. The paved areas are in poor condition with evidence of heavy cracking and pavement section deterioration. The paved drive isle is in poor to fair condition. Sidewalk surfaces are in poor to good condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided along the south property line. That fencing is in fair condition but is not the responsibility of the school. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Poor
Site Amenities	Fair

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Hill Regional Career High School

**Date Assessed:** 23-Aug-21

**Discipline:** Site

**Date Submitted:** 18-May-22

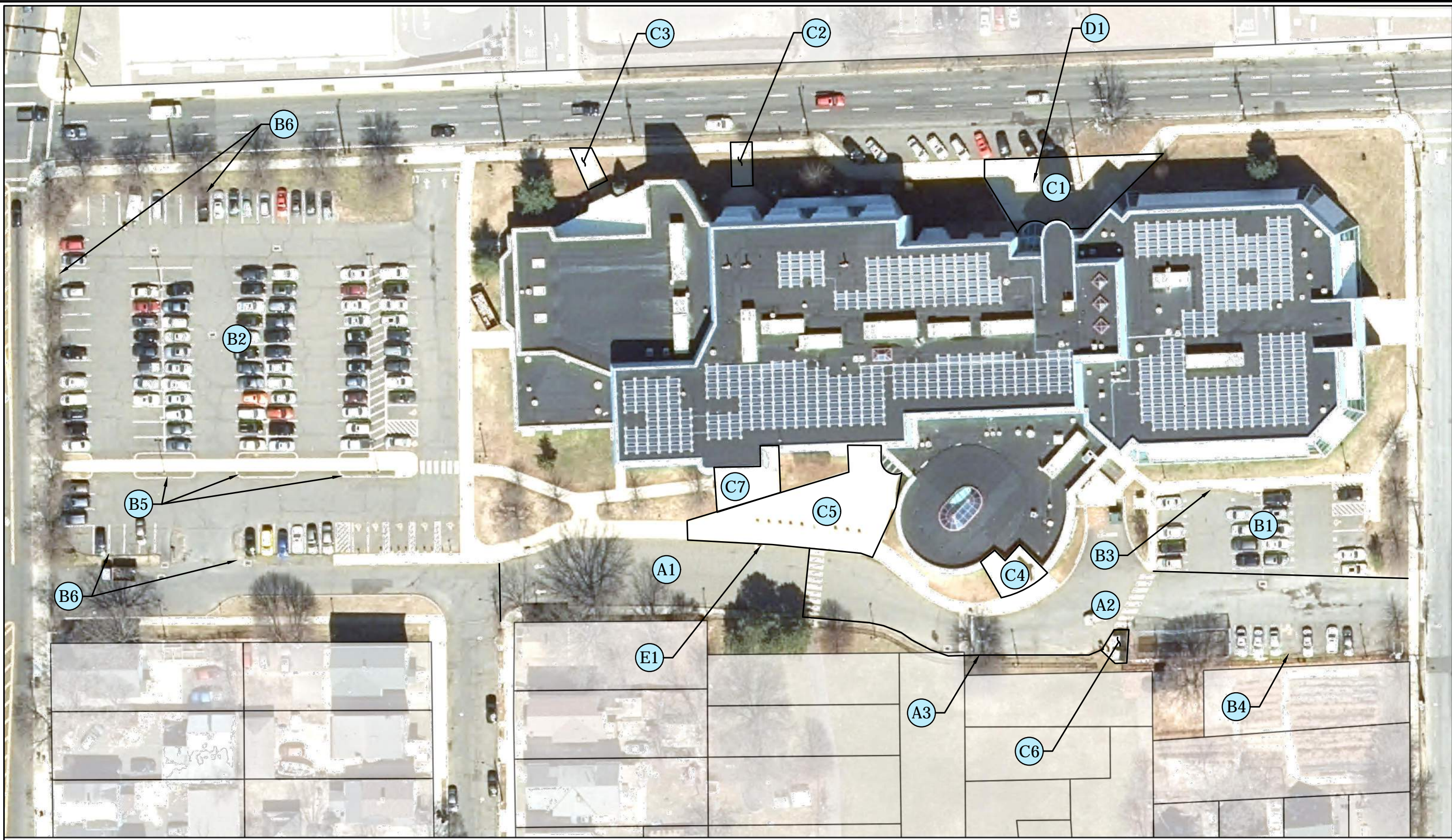
**Assessor Name:** Jason Morehouse

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Bituminous Roadway Surface Deterioration by Overlay	3	Damage/Wear	South Side of School	
2	Correct Bituminous Roadway Surface Deterioration by Full Depth Replacement	2	Damage/Wear	South Side of School	
3	Correct Roadway Curb (Concrete) Deterioration by Demolition & Replacement	2	Damage/Wear	South Side of School	
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	Southeast Corner of Site	
2	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	West Side of School	
3	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	Southeast Corner of Site	
4	Correct Parking Lot Curb Deterioration by Replacement with Alternate Material (Concrete)	3	Damage/Wear	Southeast Corner of Site	Currently Bituminous Concrete
5	Correct Parking Lot Curb Deterioration by Demolition & Replacement	2	Damage/Wear	West Side of School	
6	Correct Parking Lot Curb Deterioration by Replacement with Alternate Material (Concrete)	2	Damage/Wear	West Side of School	Currently Bituminous Concrete
<b>C. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	North Side of School	
2	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	North Side of School	

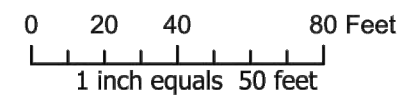
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
3	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	North Side of School	Legion Ave. Main Entrance
4	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	South Side of School	
5	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	South Side of School	Main Entrance
6	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	South Side of School	
7	Correct Concrete Sidewalk Deterioration by Demo & Replacement	4	Useful Life	South Side of School	
<b>D.</b>	<b>G4050- Site Lighting</b>				
1	Correct Bollard Light Deterioration by Demolition & Replacement	2	Damage/Wear	North Side of School	
<b>E.</b>	<b>G3030.40- Site Storm Water Drains</b>				
1	Correct Catch Basin Deterioration by Demolition and Replacement	2	Damage/Wear	South Side of School	

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle

Drawing: C:\Users\JASON\APPDATA\LOCAL\TEMP\APR2024\27203\SCHOOL\_KEY PLANS.DWG Layout: 1dohill REGIONAL HS  
Printed by: JMO@HOUSE On this date: Fri, 2022 March 4 - 12:26pm



Hill Regional Career High School



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Cooperative Arts & Humanities High School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Cooperative Arts & Humanities High School, New Haven, Connecticut on approximately 1.6 acres. The property is flat and there is no landscaping.

There are no parking lots on site. There’s a bus drop off to the east of the school. The paved drive isle is in poor condition. Sidewalk surfaces are in good condition. There are some stair sets that need replacement as well as some handrails that need to be painted. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Good
Site Amenities	Good

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Cooperative Arts & Humanities High School

**Date Assessed:** 20-Aug-21

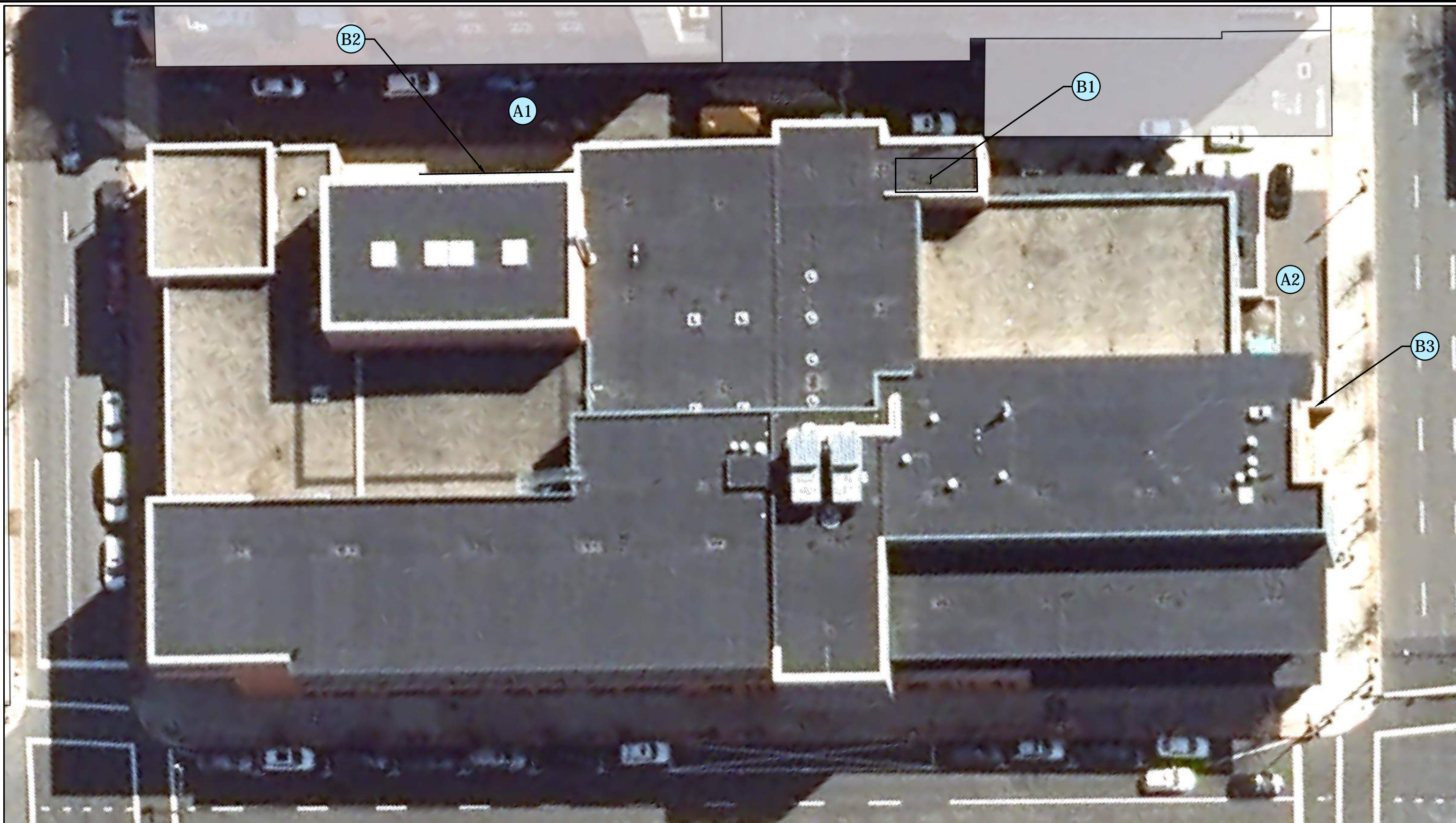
**Discipline:** Site

**Date Submitted:** 18-May-22

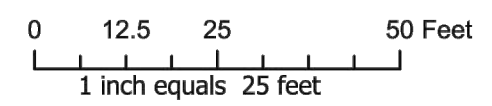
**Assessor Name:** Jason Morehouse

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Bituminous Roadway Surface Deterioration by Demolition & Replacement	2	Damage/Wear	East Side of School	
2	Correct Bituminous Roadway Surface Deterioration by Demolition & Replacement	2	Damage/Wear	Southeast Corner of School	Loading Dock Approach
<b>B. G2030.10- Exterior Steps and Ramps</b>					
1	Correct Wood Above Grade Stair Deterioration by Demolition & Replacement with Alternate Product (Concrete	1	Damage/Wear	East Side of School	Wood Stairs are Falling Apart. 9 Risers. Safety Hazard
2	Correct Handrail Deterioration by Prep & Refinish	2	Damage/Wear	North Side of School	Paint Only
3	Correct Handrail Deterioration by Demolition & Replacement	2	Damage/Wear	South Side of School	

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle



Cooperative Arts & Humanities High School



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *James Hill House High School*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at James Hill House High School, New Haven, Connecticut on approximately 11.2 acres. The property slopes heavily from the north to south and the landscaping consists of trees and shrubs.

There are 2 parking lots to the north and south of the school. The paved areas are in poor to fair condition with evidence of cracking and pavement section deterioration. The paved drive isles are in fair condition. Sidewalk surfaces are in poor to good condition with varying levels of damage. There are several stair sections located across the campus. The stairs are in fair to good condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided around an outdoor plaza space to the northwest side of the school. That fencing is in poor condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions Fair

Site Amenities Fair



**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** James Hillhouse High School  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

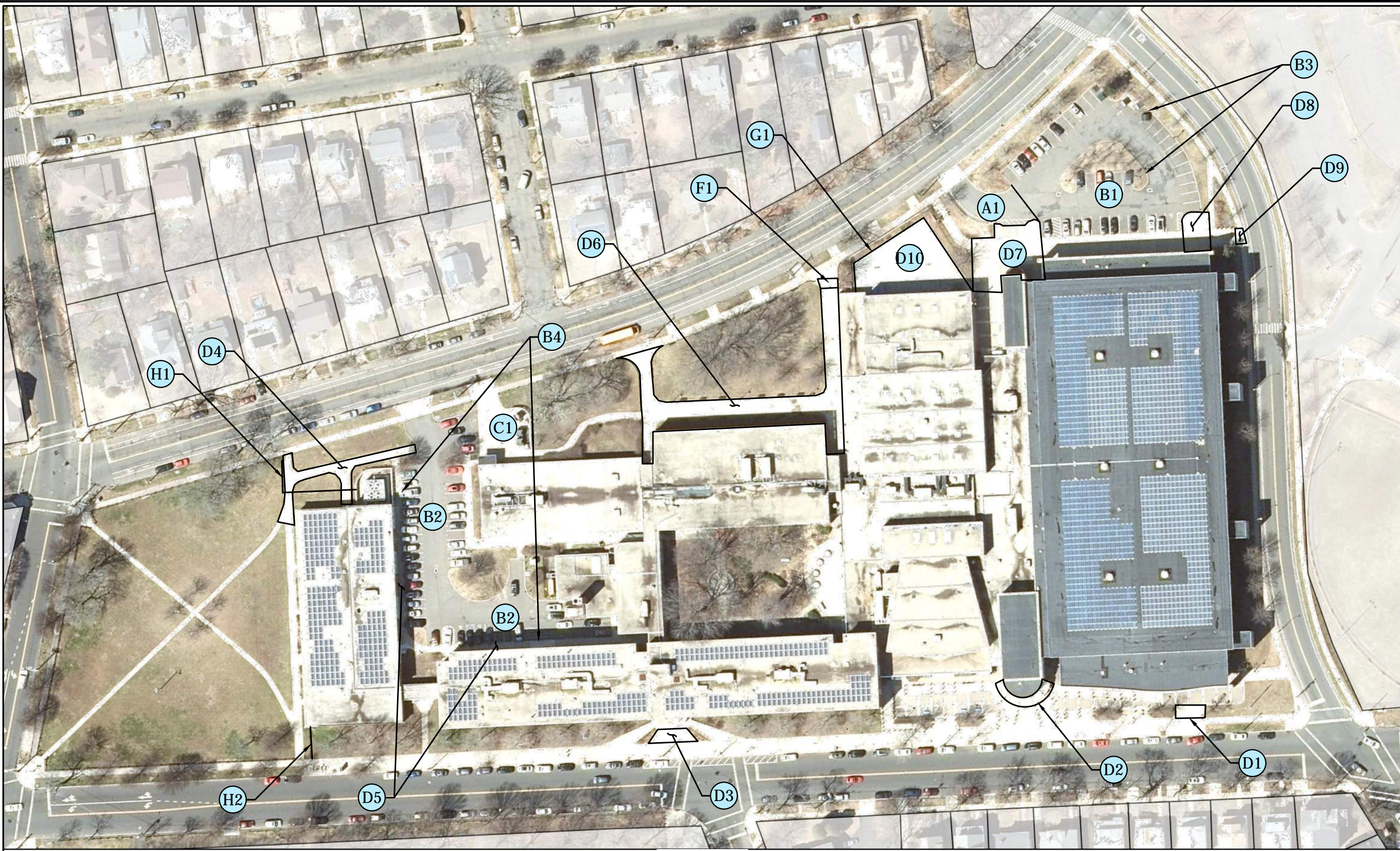
**Date Assessed:** 23-Aug-21  
**Date Submitted:** 18-May-22

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Bituminous Roadway Surface Deterioration by Overlay	3	Damage/Wear	Northwest Corner of School	
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	Northwest Corner of School	
2	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	South Side of Site	Interior Parking Lot
3	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	Northwest Corner of School	
4	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	South Side of Site	Interior Parking Lot
<b>C. Concrete Paving</b>					
1	Correct Concrete Paving Deterioration by Demolition & Replacement	2	Damage/Wear	West Side of School	Dumpster Pad
<b>D. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	4	Useful Life	East Side of School	
2	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	East Side of School	
3	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	East Side of School	
4	Correct Concrete Sidewalk Deterioration by Demo & Replacement	4	Useful Life	Southwest Corner of School	
5	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	South Side of Site	Interior Parking Lot
6	Correct Concrete Sidewalk Deterioration by Demo & Replacement	4	Useful Life	West Side of Site	
7	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	West Side of School	

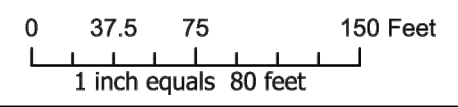
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
8	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	Northwest Corner of School	
9	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	Northwest Corner of School	
10	Correct Concrete Unit Pavers Deterioration by Demolition & Replacement	2	Damage/Wear	West Side of School	
<b>F. G2030.10- Exterior Steps and Ramps</b>					
1	Correct Concrete Above Grade Stair Deterioration by Demolition & Replacement	3	Damage/Wear	West Side of School	5 Risers
2	Correct Handrail Deterioration by Demolition & Replacement	1	Damage/Wear	West Side of School	No Rails on Existing Stairs
3	Correct Handrail Deterioration by Demolition & Replacement	3	Damage/Wear	East Side of School	
<b>G. G2060.20- Fences and Gates</b>					
1	Correct Aluminium Fence and Gate (6' High) Deterioration by Demolition and Replacement.	2	Damage/Wear	Northwest Side of School	(2) Gates
<b>H. G2020.40- Parking Lot Appurtenances</b>					
1	Correct Timber Guiderail Deterioration by Demolition and Replacement	3	Damage/Wear	Southwest Corner of Site	
2	Correct Timber Guiderail Deterioration by Demolition and Replacement	3	Damage/Wear	Southeast Corner of Site	
<b>I. G1010.30- Tree and Shrub Removal and Trimming</b>					
1	Correct Shrub Overgrowth by Trimming	2	Function/Functional	Southwest Corner of Site	Poured in Place Rubber

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle

Drawing: C:\Users\JASON\APPDATA\LOCAL\TEMP\APR2021\1566\_SCHOOL\_KEY\_PLANS.DWG Layout: TABULARS\_HILL\_HOUSE\_15  
Printed by: JMOERHOUSE On this date: Wed, 2022 May 18 - 3:47pm



James Hillhouse High School



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *High School in the Community*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at High School in the Community, New Haven, Connecticut on approximately 2.7 acres. The property is slopes minimally from north to south. The landscaping consists of trees and shrubs.

There is 1 parking lot to the south side of the school. The paved areas are in fair condition with some evidence of cracking and pavement section deterioration. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Fencing is provided along the east and north sides of the site. That fencing is in poor condition. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Fair
Site Amenities	Poor

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** High School in the Community

**Date Assessed:** 20-Aug-21

**Discipline:** Site

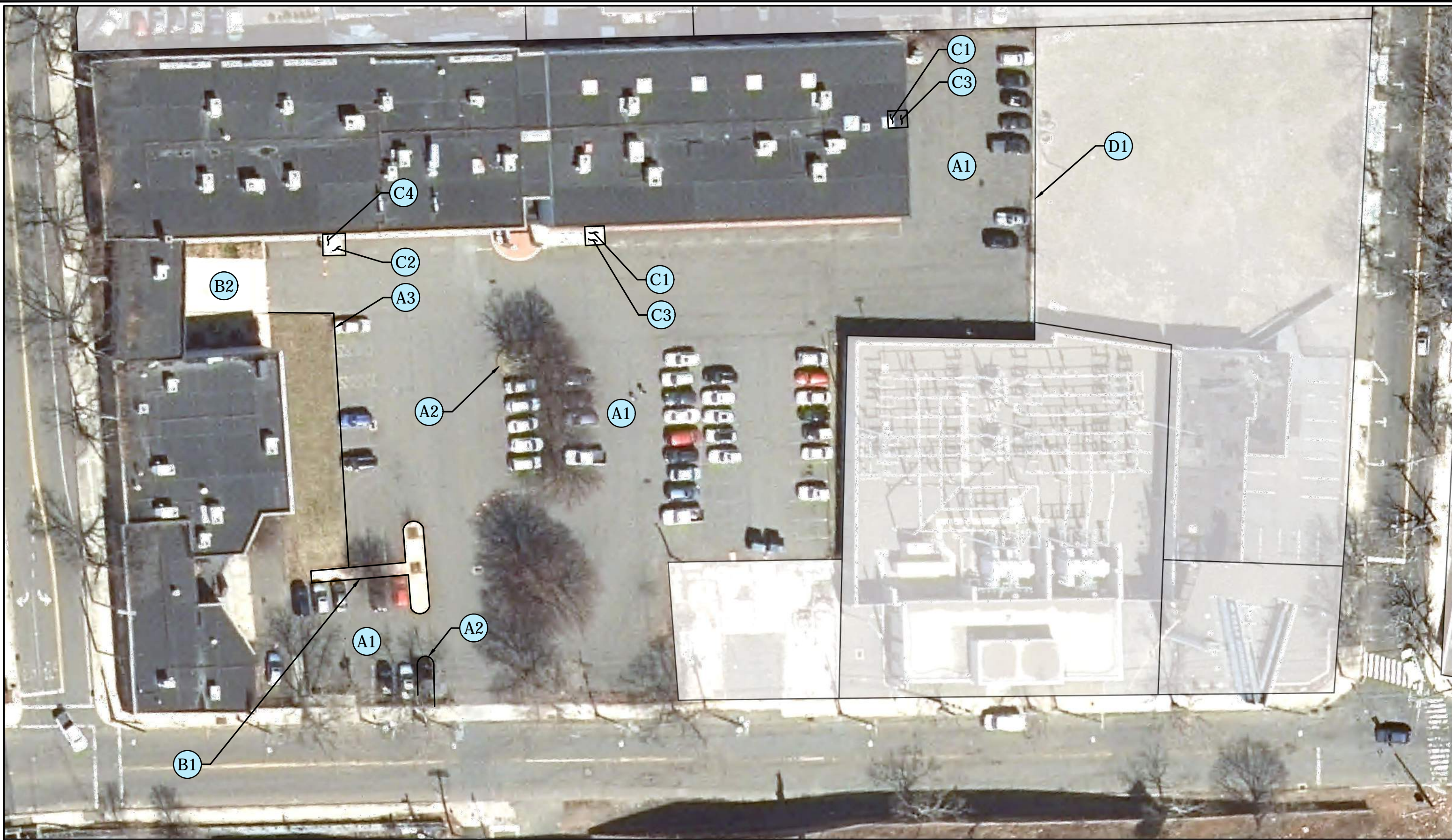
**Date Submitted:** 18-May-22

**Assessor Name:** Jason Morehouse

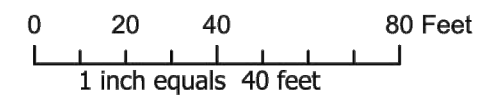
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Restoration & Overlayment	3	Damage/Wear	Southeast Side of School	
2	Correct Parking Lot Curb Deterioration by Demolition & Replacement	3	Damage/Wear	Island at Center of Main Parking	Bituminous Curb
3	Correct Parking Lot Curb Deterioration by Demolition & Replacement	2	Damage/Wear	West Edge of Main Parking	Bituminous Curb
<b>B. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Mill and Overlay	3	Damage/Wear	Southwest Corner of School	
2	Correct Concrete Sidewalk Deterioration by Demo & Replacement	4	Useful Life	Main Entrance	
<b>C. G2030.10- Exterior Steps and Ramps</b>					
1	Correct Concrete Ramp Deterioration by Demolition & Replacement	2	Damage/Wear	South & East Sides of School	
2	Correct Concrete Ramp Deterioration by Demolition & Replacement	3	Damage/Wear	Southwest Side of School	
3	Correct Handrail Deterioration by Demolition & Replacement	2	Damage/Wear	South & East Sides of School	Both Sides of Ramp.
4	Correct Handrail Deterioration by Demolition & Replacement	3	Damage/Wear	Southwest Side of School	Both Sides of Ramp.
<b>D. G2060.20- Fences and Gates</b>					
1	Correct Chain Link Fence (6' High) Deterioration by Demolition & Replacement	1	Damage/Wear	Along East Property Line	

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
			PRIORITY	TIMELINE	EXPLANATION
			1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
			2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
			3	3-5 years	Fair- Normal Wear for the Age.
			4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle

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Plotted by: JUDGEHOUSE On this date: Fri, 2022 March 4 - 12:25pm



High School in the Community



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Metropolitan Business Academy*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Metropolitan Business Academy, New Haven, Connecticut on approximately 3.5 acres. The property is relatively flat and the landscaping consists of trees and shrubs.

There is one parking lot to the north of the school. The paved areas are in fair to good condition with minimal evidence of cracking and pavement section deterioration. The paved drive isles are in good condition. Sidewalk surfaces are in poor to good condition. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Good
Site Amenities	Good



**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

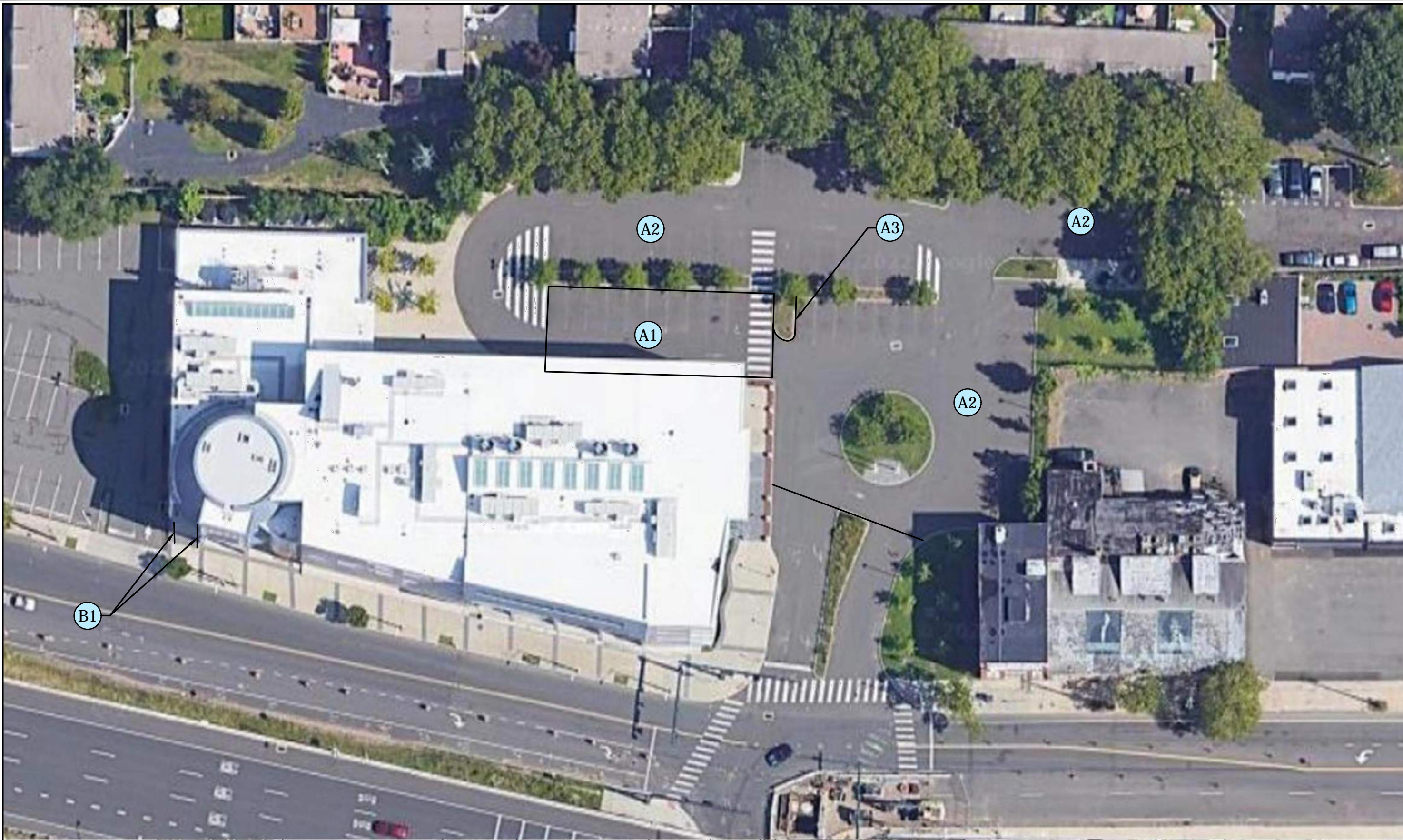
**Building Name:** Metropolian Business Academy  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

**Date Assessed:** 25-Aug-21  
**Date Submitted:** 18-May-22

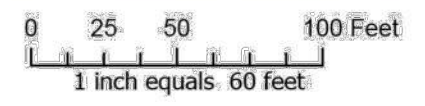
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	3	Damage/Wear	Northeast Corner of School	
2	Correct Bituminous Parking Lot Deterioration by Mill and Overlay	4	Useful Life	North and East Side of School	
3	Correct Parking Lot Curb Deterioration by Demolition & Replacement	2	Damage/Wear	Northeast Corner of School	
<b>B. G2030.10- Exterior Steps and Ramps</b>					
1	Correct Handrail Deterioration by Prep & Repaint	2	Damage/Wear	Southwest Corner of School	

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visible Wear. At the Beginning of it's Life Cycle

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Printed by: JMO@HOUSE On this date: Wed, 2022 May 11 - 2:35pm



METROPOLITAN BUSINESS ACADEMY



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *New Haven Academy*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at New Haven Academy, New Haven, Connecticut on approximately .9 acres. The property relatively flat with no landscaping.

There one small parking lot at the center of the school. The paved areas are in good condition with no evidence of cracking and pavement section deterioration. Sidewalk surfaces are in poor to good condition with areas of damage. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions                      Good

Site Amenities                      Good

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** New Haven Academy

**Date Assessed:** 20-Aug-21

**Discipline:** Site

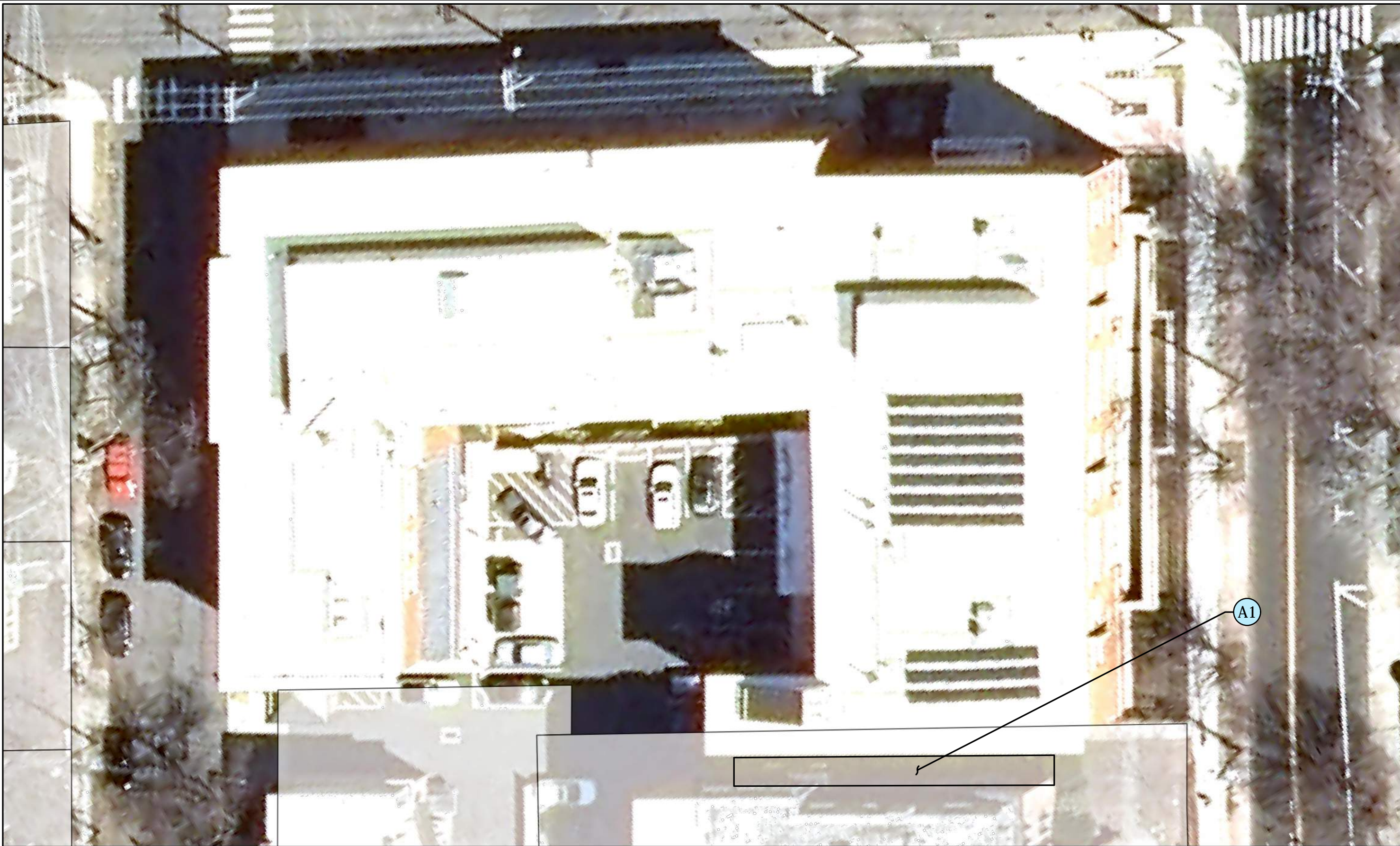
**Date Submitted:** 18-May-22

**Assessor Name:** Jason Morehouse

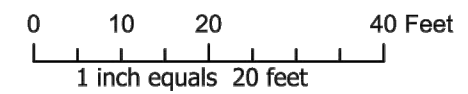
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A.</b>	<b>G2030.10- Pedestrian Pavement</b>				
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/ Wear	Southeast Corner of School	

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle

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Plotted by: JMOERHOUSE On this date: Wed, 2022 May 11 - 2:40pm



New Haven Academy



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Riverside Education Academy*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Riverside Education Academy, New Haven, Connecticut on approximately 1.1 acres. The property slopes from the southwest to northeast and the landscaping consists of trees and shrubs.

There is 1 parking lot to the east of the school. The paved areas are in poor condition with evidence of heavy cracking and pavement section deterioration. Sidewalk surfaces are in fair condition with areas of damage. There is no site lighting on site and a photometric plan should be done to see where lights should be placed. Fencing is provided along the east and north property lines. That fencing is in fair condition and belong to the adjacent properties. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Poor
Site Amenities	N/A

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Riverside Education Academy  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

**Date Assessed:** 20-Aug-21  
**Date Submitted:** 18-May-22

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	East Side of School	
2	Correct Parking Lot Curb Deterioration by Demolition & Replacement	2	Damage/Wear	East Side of School	
<b>B. Concrete Paving</b>					
1	Correct Concrete Paving Deterioration by Install New	2	Damage/Wear	North Side of School	Install New Dumpster Pad
<b>C. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	Southeast Corner of School	
2	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	Wraps Northeast Corner of School	
<b>D. G2060.60- Retaining Walls</b>					
1	Correct Wood Retaining Wall Deterioration by Demolition and Replacement.	2	Damage/Wear	Southwest Corner of School	
<b>E. G4050- Site Lighting</b>					
1	Correct Pole Mounted Site Lighting by Install New	2	Damage/Wear	East Side of School	No Pole Lights in Parking Lot

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle

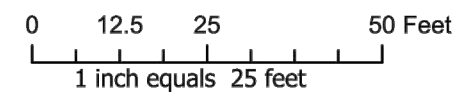
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
			3	3-5 years	Fair- Normal Wear for the Age.
			4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle



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Plotted by: JMOHEHOUSE On this date: Wed, 2022 May 11 - 4:12pm



Riverside Academy



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:**     *Sound School- Anderson Building*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Sound School- Anderson Building, New Haven, Connecticut on approximately .4 acres. The property is relatively flat and there is minimal landscaping.

There is no parking on site, there is a small driveway. The paved area is in poor condition with evidence of heavy cracking and pavement section deterioration. A sidewalk surface needs to be installed to the stairs on the east side of the building. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Good
Site Amenities	N/A

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Sound School- Anderson Building  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

**Date Assessed:** 20-Aug-21  
**Date Submitted:** 18-May-22

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2020- Parking Lots</b>					
1	Correct Bituminous Driveway Deterioration by Demolition and Replacement	2	Damage/Wear	West Corner of Site	
<b>B. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Install New	2	Damage/Wear	North Corner of School	Add Walk to Stairs

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle



CRCOG, State of CT, State of Connecticut, Maxar, Microsoft

# Sound School - ANDERSON BUILDING



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:**     *Sound School Aquaculture*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Sound School Aquaculture, New Haven, Connecticut on approximately 2.3 acres. The property is relatively flat and the landscaping consists of trees and shrubs.

There is one parking lot to the west of the school and a drop off circle also to the west side of the school. The paved areas are in poor condition with evidence of cracking and pavement section deterioration. The paved drive isle is in fair condition. Sidewalk surfaces are in fair to good condition. The concrete pavers to the south of the school have significant color wear. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Also, there are two damaged poles that need to be replaced. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Fair
Site Amenities	Good

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Sound School Aquaculture  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

**Date Assessed:** 20-Aug-21  
**Date Submitted:** 18-May-22

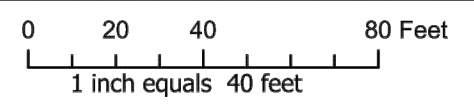
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2010- Roadways</b>					
1	Correct Bituminous Roadway Surface Deterioration by Overlay	3	Damage/Wear	Southwest Corner of Site	Drive Circle
<b>B. G2020- Parking Lots</b>					
1	Correct Bituminous Parking Lot Deterioration by Demolition & Full Depth Replacement	2	Damage/Wear	West Side of School	
<b>C. Pavement</b>					
1	Correct Concrete Pavement Deterioration by Demo & Replacement	3	Damage/Wear	North Side of School	Dumpster Pad
<b>D. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Unit Paver Deterioration by Demo & Replacement	3	Damage/Wear	South Side of School	Color Worn Off on Pavers
<b>E. G2060.85- Site Specialties</b>					
1	Correct Steel Protection Bollard Deterioration by Demolition & Replacement	2	Damage/Wear	North Side of School	(3) Bollards
<b>F. G4050- Site Lighting</b>					
1	Correct Pole Mounted Site Lighting Deterioration by Demolition and Replacement	2	Damage/Wear	Southwest Corner of School	
2	Correct Pole Mounted Site Lighting by Install New	2	Damage/Wear	West Side of School	Only (2) Pole Lights in Parking Lot

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
			3	3-5 years	Fair- Normal Wear for the Age.
			4	6-10 years	Good- Little Visible Wear. At the Beginning of it's Life Cycle



Sound School Aquaculture





**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:**     *Sound School- Emerson Building*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Sound School- Emerson Building, New Haven, Connecticut on approximately .4 acres. The property is relatively flat and there is minimal landscaping.

There is one parking lot to the west of the building. The paved areas are in poor condition with evidence of cracking and pavement section deterioration. Sidewalk surfaces are in poor to good condition with varying levels of damage. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Good
Site Amenities	N/A

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Sound School- Emerson Building  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

**Date Assessed:** 20-Aug-21  
**Date Submitted:** 18-May-22

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A. G2020- Parking Lots</b>					
1	Correct Gravel Parking Lot Deterioration by Demolition & Replacement with Alternate Material (Bituminous)	2	Damage/Wear	Southwest Side of School	
2	Correct Concrete Parking Lot Deterioration by Demolition & Replacement with Alternate Material (Bituminous)	2	Damage/Wear	Southwest Side of School	Accessible Spaces are Concrete Currently
3	Correct Parking Lot Curb Deterioration by Install New (Concrete)	2	Damage/Wear	Southwest Side of School	No Curbs Currently
<b>B. G2030.10- Pedestrian Pavement</b>					
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	West Side of School	
<b>C. G4050- Site Lighting</b>					
1	Correct Pole Mounted Site Lighting Deterioration by Demolition and Replacement	1	Damage/Wear	Southwest Side of School	(1) Broken Pole Light

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visible Wear. At the Beginning of it's Life Cycle



Sound School - Emmerson Building



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:**     *Sound School- McNeil Building*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Sound School- McNeil Building, New Haven, Connecticut on approximately .32 acres. The property is relatively flat and there is minimal landscaping.

There is one parking lot to the north of the building. The paved area is in fair condition with evidence of cracking and pavement section deterioration. Sidewalk surfaces are in poor to good condition with varying levels of damage. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions	Good
Site Amenities	N/A

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Sound School- McNeil Building  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

**Date Assessed:** 20-Aug-21  
**Date Submitted:** 18-May-22

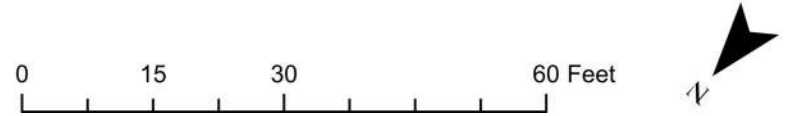
ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A.</b>	<b>G2020- Parking Lots</b>				
1	Correct Bituminous Parking Lot Deterioration by Demolition & Replacement	3	Damage/Wear	Northwest Side of School	
<b>B.</b>	<b>G2030.10- Pedestrian Pavement</b>				
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	Northwest Side of School	Bottom of Front Stairs
2	Correct Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	North Corner of School	
2	Correct Bituminous Concrete Sidewalk Deterioration by Demo & Replacement	2	Damage/Wear	North Corner of School	

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visable Wear. At the Beginning of it's Life Cycle



CRCOG/State of CT, State of Connecticut, Maxar, Microsoft

Sound School - McNeil Building



**SITE NARRATIVE & CONDITION RATING**

**BUILDING NAME:** *Sound School- Thomas Building*

**Site Systems & Amenities**

**Property-Wide Narrative**

The property is located at Sound School- Thomas Building, New Haven, Connecticut on approximately .4 acres. The property is relatively flat and there is minimal landscaping.

There is no parking on site, but there is a driveway which should be converted to bituminous concrete. Sidewalk surfaces are in fair to good condition with varying levels of damage. Site lighting seems to be adequate, but a photometric plan should be done to see where deficiencies exist. Storm water from the roofs, landscaped areas, and paved areas flows into on site inlets and catch basins with underground piping connected to the municipal storm water management system.

Sanitary sewer and the storm water sewer are provided by the City of New Haven. Domestic water is supplied by the City of New Haven and electrical service is supplied by Eversource.

**System Condition Ratings**

**Overall System Condition Rating**

(Indicate Good / Fair / Poor)

Site Conditions                      Good

Site Amenities                        N/A

**NEW HAVEN LONG-RANGE FACILITIES PLANNING STUDY - SITE ASSESSMENT MATRIX**

**Building Name:** Sound School- Thomas Building  
**Discipline:** Site  
**Assessor Name:** Jason Morehouse

**Date Assessed:** 20-Aug-21  
**Date Submitted:** 18-May-22

ITEM	CORRECTION	PRIORITY	REASON	LOCATION	NOTES
<b>A.</b>	<b>G2020- Parking Lots</b>				
1	Correct Driveway Deterioration by Demolition & Replacement with Alternate Material (Bituminous)	2	Damage/Wear	North Side of School	Current Driveway is Crushed Sea Shells
<b>B.</b>	<b>G2030.10- Pedestrian Pavement</b>				
1	Correct Concrete Sidewalk Deterioration by Demo & Replacement	3	Damage/Wear	Southwest Side of School	
<b>C.</b>	<b>G2060.85- Site Specialties</b>				
1	Correct Steel Protective Bollard Deterioration by Demolition & Replacement	2	Damage/Wear	North Side of School	

PRIORITY	TIMELINE	EXPLANATION
1	Immediately	Critical- Extremely Worn or Damaged. Replace Immediately (Life Safety)
2	1-2 years	Worn- Showing Moderate Damage and Wear. Nearing the end of it's Life Cycle
3	3-5 years	Fair- Normal Wear for the Age.
4	6-10 years	Good- Little Visible Wear. At the Beginning of it's Life Cycle





SOUND SCHOOL- THOMAS BUILDING

