School Capacities Fall 2016

Key Findings

1. Most MMSD schools are not over capacity. One elementary school and no middle or high schools had a Third Friday enrollment above their calculated capacity as currently configured.
2. Eighteen of the 32 elementary schools, three of the 12 middle schools, and one of the five high schools had a Third Friday enrollment above the ideal 90% of capacity.

Capacity Methodology

Research indicates that the ideal operating capacity for schools is 90% to allow for flexibility during the school year. Capacity calculations in MMSD vary by level, accounting for building capacity at the middle and high school level while accounting for building capacity, programmatic needs, and other room uses at the elementary school level.

At the elementary school level, capacity calculations are based on the number of available homerooms and the number of students that can sit in a homeroom. The number of available homerooms is calculated by first counting the number of rooms in each building that could serve as a classroom (well-ventilated rooms that are 500 square feet or larger and are not a library, gymnasium, auditorium, or cafeteria). Then, rooms that are used for certain other activities (art, music, OT/PT, strings, alternative programs, 4K, etc.) are subtracted from this count. The room uses for 2016-17 were established through self-reporting by elementary school principals and reviewed by the Research & Program Evaluation Office and the Chief of Schools Office. The number of rooms available to be used as a homeroom is then multiplied by the number of students who can sit in a homeroom to calculate a capacity. Because room use can change significantly from year to year, school capacities can vary over time. A comparison of the 2015-16 and 2016-17 figures for school capacities is given on page 4.

The reported percent of current configuration capacity should be understood as the percent of space currently used as homerooms or open rooms which is filled by students. A percent of capacity near 100% does not necessarily mean that a school is near its potential building capacity, instead it implies that the rooms currently being used as homerooms are full.

At the middle school level, because homerooms are less static and students move more frequently from room to room, school capacities are based on the number of instructional spaces and gyms without any adjustments based on room usage.

See Appendix A to view the number of students per room we use in our capacity calculations.

According to a review conducted by Hanover Research, MMSD's capacity calculations are aligned with practices in other similarly sized school districts. These capacity calculations do not address issues of inadequate facilities, scheduling, or space use. Instead, they provide context around the number of students each building could support based only on available seats. As such, they may be an incomplete picture of capacity and should be used in concert with qualitative data to assess capacity concerns.

Schools Over 100% of Capacity

For the 2016-17 school year, one elementary school was above 100% of its current configuration capacity on the Third Friday of September. Based on five-year enrollment projections we expect four schools to be above 100% of this capacity by 2020-21, although these projections are highly variable and subject to significant change. At the middle school level no schools were above 100% of capacity and one high school and three middle schools were above 90% of capacity. Based on five-year enrollment projections we expect two middle schools to be above 100% of capacity and one high school to be above 90% of capacity by 2020-21.

Next Steps

Our next steps around capacities include site visits to schools above 90% of capacity as well as ad hoc visits based around program needs. In addition, we continue to explore better documentation of room use and potential capacity calculation methods to make sure our approach is as strong as possible.

Elementary School Capacities

	2016-2017 Student Capacity	2016-2017 Third Friday Enrollment	2016-2017 Remaining Spaces	2016-2017 Percent of Capacity	2021-2022 Projected Enrollment	2021-2022 Projected Percent of Capacity
Elementary overall	*13656*	*12140*	*1516*	*89%*	*12082*	*88%*
Randall	370	379	-9	102%	319	86%
Marquette	222	221	1	99.5%	181	81%
Nuestro Mundo	315	311	4	99%	296	94%
Franklin	351	346	5	99%	352	100%
Schenk	452	445	7	98%	439	97%
Van Hise	402	393	9	98%	390	97%
Chavez	625	607	18	97%	596	95%
Glendale	472	456	16	97%	465	98%
Shorewood	469	441	28	94%	487	104%
Elvehjem	424	396	28	93%	371	88%
Kennedy	536	500	36	93%	433	81%
Midvale	459	427	32	93%	457	99.5%
Crestwood	374	347	27	93%	330	88%
Lapham	207	192	15	93%	199	96%
Thoreau	433	399	34	92%	391	90%
Hawthorne	393	360	33	92%	323	82%
Mendota	334	304	30	91%	335	100%
Lowell	354	321	33	91%	324	92%
Falk	334	300	34	89.8%	319	96%
Leopold	767	684	83	89%	682	89%
Stephens	581	512	69	88%	483	83%
Huegel	531	467	64	88%	496	93%
Muir	452	386	66	85%	399	88%
Sandburg	492	412	80	84%	427	87%
Emerson	433	361	72	83%	437	101%
Lake View	315	258	57	82%	262	83%
Lindbergh	216	176	40	81%	134	62%
Gompers	295	239	56	81%	213	72%
Orchard Ridge	354	284	70	80%	279	79%
Lincoln	535	418	117	78%	384	72%
Allis	511	396	115	77%	441	86%
Olson	536	402	134	75%	438	82%

Yellow text indicates the percent of capacity is between 90% and 100%
Red text indicates the percent of capacity is 100% or more
Table is organized from high to low on 2016-17 percent of capacity

Middle and High School Capacities

	2016-2017 Student Capacity	2016-2017 Third Friday Enrollment	2016-2017 Remaining Spaces	2016-2017 Percent of Capacity	2021-2022 Projected Enrollment	2021-2022 Projected Percent of Capacity
Total Middle	6948	5426	1614	78%	5433	78%
Total High	9958	7355	2707	74%	7627	77%
East High Attendance Area						
Black Hawk	576	389	*187*	68%	378	66%
O'Keeffe	774	498	*276*	64%	418	54%
Sherman	684	418	*266*	61%	479	70%
Total Middle	*2034*	*1305*	*729*	64%	1275	63%
East	2737	1594	*1143*	58%	1697	62%
La Follette High Attendance Area						
Whitehorse	522	473	*49*	91%	408	78%
Sennett	918	666	*252*	73%	697	76%
Badger Rock	126	76	*50*	60%	100	79%
Total Middle	*1566*	*1215*	*351*	78%	1204	77%
La Follette	2346	1558	*788*	66%	1671	71%
Memorial High Attendance Area						
Jefferson	540	504	*36*	93%	566	105%
Spring Harbor	306	269	*37*	88%	266	87%
Toki	774	575	*199*	74%	593	77%
Total Middle	*1620*	*1348*	*272*	83%	1424	88%
Memorial	2323	1911	*412*	82%	1995	86%
West High Attendance Area						
Hamilton	846	826	*20*	98%	648	77%
Wright	324	255	*69*	79%	251	78%
Cherokee	630	477	*153*	76%	630	100%
Total Middle	*1800*	*1558*	*242*	87%	1530	85%
West	2300	2191	*109*	95%	2158	94%
Alternative school						
Shabazz	252	101	151	40%	106	42%

Yellow text indicates the percent of capacity is between 90% and 100%
Red text indicates the percent of capacity is 100% or more
Table is organized from high to low on 2016-17 percent of capacity and high school area

Significant Changes in Capacity

The majority of elementary schools have relatively stable capacities from year to year because they support relatively stable numbers of students.

Number of elementary schools by change in the number of rooms available as homerooms												
+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6
1	0	0	0	1	6	8	5	9	1	1	0	0

Sandburg Elementary – increase of 6 rooms

Eight additional classrooms, designed as flexible learning spaces, were built at Sandburg as a part of the 2015 Facilities Referendum to alleviate overcrowding. All of the eight new instructional spaces are being used as classrooms this year, while two of the pre-existing rooms have been moved into non-Kindergarten through fifth grade instruction (one new K4 section and the Music/Art Room became the Art Room and a homeroom became the Music Room). Together the addition of the eight new rooms and the transitioning of two rooms from homerooms to others use increased Sandburg's available classroom spaces by six rooms.

Allis Elementary – decrease of 4 rooms

Three rooms which were previously open are now being used for other uses (Shared Instructional Space, Speech & Language, and Music). One other room which was used as a Kindergarten through fifth grade classroom is now being used for another use (Strings). Together these four rooms have been moved from available for homeroom use to other uses, decreasing Allis' capacity by four rooms.

Olson Elementary – decrease of 3 rooms

Three rooms which were previously available as classrooms (storage and open rooms) are now being used for programmatic uses (LEAP and two Shared Instructional Spaces). These changes shifted three rooms from being available as classroom spaces to being designated for program use, decreasing Olson's capacity by three rooms.

All other elementary schools

A change of one or two homerooms is typically because a new 4K section is added or removed, or a large grade cohort is entering a school or leaving a school. When the number of rooms used for 4K increases the capacity decreases by the same number of rooms because the 4K room(s) cannot be used for a Kindergarten through fifth grade homeroom. When a large cohort enters a school, a room formerly used for program use will be used as a homeroom (increasing the capacity) and when the large cohort leaves the newly available rooms will be used for programs or other uses (decreasing the capacity).

Appendix A: Capacity Factors

The table below shows the capacity factors used for each instructional space by level. School capacities are calculated by multiplying the number of available instructional spaces by the number of students per space; for example, Shorewood's capacity of 469 results from multiplying 21 available classrooms by 22.33 students per classroom. Elementary capacity factors reflect the average number of students in a classroom based on the grades served at the school; earlier grades have smaller student per classroom counts in the calculation.

Type	Capacity Factor
AGR (formerly SAGE) K-5	19.67
AGR K-2	17
AGR 3-5	22.3
Other K-5	22.33
K-2	20.67
3-5	24.67
Middle	18
Conventional High Schools	23
Shabazz	21