1. **FORMULA FOR PRIMARY SCHOOLS**

The Department of Education uses separate formulas to determine capacities for Primary School, Middle School, Primary/Middle School, Middle/High School, High School, and Special Education programs.

**Primary School Calculations**:

**1. The Unadjusted Maximum Capacity**

Determine the number of rooms in each building presently in use or that could potentially be used for instruction (Pk-5, Non-D75 Special Education classroom, D75 Special Education classroom). Libraries, cafeterias, auditoriums, gymnasiums, and rooms less than 240 square feet are excluded from all calculations.

Rooms between 240 and 499 square feet used for non-instructional purposes are not counted for capacity and are assumed to be available for support/administrative use.

Each school is entitled to up to eight rooms equal to or greater than 500 square feet for room functions including: General Office, Principal's office, guidance, medical/nurse, storage, coach’s office, Pre-Kindergarten family room and a duplicating room. Such rooms are not counted toward capacity. Rooms in greater quantities than those specified above (greater than or equal to 500 square feet) used by the school for administrative or non-teaching purposes will be counted as having capacity.

Assign a maximum capacity to each instructional room in accordance with the chart below. If a room is used by an outside organization (not directly by the school), the room will be assigned a zero capacity.

**The maximum room capacities are:**

|  |  |
| --- | --- |
| **Room function** | **Target method** |
| Pre-Kindergarten (Full-day) | 18 |
| Pre-Kindergarten (Half-day) | 36 (18 A.M. & 18 P.M.) |
| Kindergarten | 20 |
| Grade 1, 2, 3 | 20 |
| Grade 4 through 8 | 23 |
| Grade 9 through 12 | 25 |
| Special Education M.I.S. 1 thru 8 (Community School District) | 12 |
| Citywide Special Education | Based upon program |
| Specialty Instructional Spaces | 25 (HS), 23 (All Other grades) |

**2. The Unadjusted Potential Capacity**

Assign a potential capacity to each room. This is done by dividing the total square footage of the room by 35 for Pre-K and Kindergarten classrooms and 20 for Grades 1-8 classrooms and Non-D75 Special Education classroom. These represent the minimum square footage required per pupil according to the building code of the City of New York.

**3. The Total Unadjusted Capacity**

Compare the maximum and potential capacity for each room and take the lower of the numbers. This is the capacity of that individual room. The capacities of individual rooms are added to arrive at an unadjusted school capacity. The unadjusted school capacity will change from year to year due to the shifting usage of each room.

**4. Adjustment for Cluster Support Services**

To calculate capacities, the capacity of a specific number of cluster support rooms is subtracted from the unadjusted capacity and therefore not counted in capacity. The number subtracted is listed in the table below and varies depending on Title I status and/or the enrollment of the school based on the method. It is meant to reflect the need for support rooms (rooms used by cluster teachers beyond the homerooms) required for the teaching of art, music, science, computers, etc. These subjects are taught by specialized cluster teachers and often require separate specialized dedicated space.

|  |  |
| --- | --- |
| **ENROLLMENT** | **NUMBER OF CLASSROOMS**  **SUBTRACTED FROM CAPACITY** |
| 1,251 and up | 5 |
| 751 - 1,250 | 4 |
| 251 - 750 | 3 |
| 0 - 250 | 2 |

**5.** **Adjustment for Funded Support Services**

Federal and State funds are allocated to schools for pupil remediation. The number of students requiring remediation by school has been calculated by assuming a Citywide average of 35% of students reading below the State Reference Point as measured by the State reading test and multiplying that percentage by the enrollment of each organization.

One room is then assigned to funded programs for every 250 students requiring remediation. This is called the funded adjustment.

|  |  |
| --- | --- |
| **ENROLLMENT** | **FUNDED ROOMS TO BE DEDUCTED** |
| GE - 1,072 | 2 |
| 358 - 1,071 | 1 |
| 0 – 357 | 0 |

**6. Adjustment for Parent's and Teacher's Room**

Subtract capacity of a full-size classroom for use as parent's room and teacher's room.

**7. Adjustment for Guidance Room**

Subtract capacity of a full-size classroom for use as Guidance counseling room.

**8. The Adjusted Capacity**

When a school uses space in several buildings, the deduction is derived based on the total enrollment of this school and then applied to each building that it occupies by the enrollment percentage of the school at each location.

Adjusted capacity is derived by subtracting a specific number of cluster support rooms, funded support rooms, one Guidance room and one Parent’s/Teacher’s room from the unadjusted capacity.

**9. TARGET Utilization:**

To determine the utilization percentage for an organization, divide current enrollment by the adjusted capacity for each organization in a building.

To determine the utilization percentage for a building, aggregate enrollments and the adjusted capacities for all organizations in a building and divide the aggregated enrollment by the aggregated adjusted capacity.

1. **FORMULA FOR MIDDLE SCHOOLS**

**Middle School Calculations:**

1. **The Unadjusted Maximum Capacity**

Determine the number of rooms in each building presently in use or that could potentially be used for instruction (6-8, Non-D75 Special Education classroom, D75 Special Education classroom). Libraries, cafeterias, auditoriums, and rooms less than 240 square feet are excluded from all calculations.

Rooms between 240 and 499 square feet used for non-instructional purposes are not counted for capacity and are assumed to be available for support/administrative use.

Each school is entitled to up to seven rooms equal to or greater than 500 square feet for room functions including: General Office, Principal's office, guidance, medical/nurse, storage, coach’s office, and duplicating room. Such rooms are not counted as capacity. Rooms in excess of those specified above (greater than or equal to 500 square feet) used by the school for administrative or non-teaching purposes will be counted as having capacity.

Assign a maximum capacity to each instructional room in accordance with chart below. If a room is used by an outside organization (not directly by the school), the room will be assigned a zero capacity.

|  |  |
| --- | --- |
| **Room function** | **Target method** |
| Special Education (Non-D75) | 12 |
| Citywide Special Education (D75) | Based upon program |
| Gymnasium | 56 |
| Grades 6, 7, 8 Classrooms | 23 |

1. **The Unadjusted Potential Capacity**

Assign a potential capacity to each room. This is done by dividing the total square footage of the room by 20. Twenty represents the minimum square footage required per pupil according to the building code of the City of New York.

1. **The Total Unadjusted Capacity**

Compare the maximum and potential capacity for each room, and take the lower of the two numbers. This is the capacity of that individual room. Apply program efficiency ratio of 62.5% to the following specialty rooms:

|  |
| --- |
| Room Functions |
| AUTOMOTIVE SHOP |
| AUXILIARY EXERCISE ROOM |
| COURT ROOM |
| DANCE ROOM |
| DARK ROOM |
| DRAFTING ROOM |
| ELECTRONICS SHOP |
| GYMNASIUM |
| HOME ECONOMICS |
| MUSIC ROOM |
| OTHER SHOP ROOM |
| SWIMMING POOL |
| WEIGHT ROOM |
| WOOD/CARPENTRY SHOP |
| MULTI-PURPOSE ROOM |

The capacities of individual rooms are added to arrive at an unadjusted school capacity.

1. **Adjustment to Capacity**

*Adjustments for Parent's and Teacher's Room:*

Subtract 1/2 classroom for use as a parent's room and one classroom for use as a teacher's room.

*Adjustments for Guidance Counseling Room:*

Subtract one classroom for use as a Guidance Counseling room.

1. **The Adjusted Capacity**

The adjusted capacity is derived by deducting capacity of one full-size room for Teacher’s room, 1/2 room for Parent’s room and one full-size room for Guidance.

1. **The Utilization Rate**

To determine the utilization percentage for a building, aggregate enrollments and the adjusted capacities for all organizations in a building and divide the aggregated enrollment by the aggregated adjusted capacity.

1. **FORMULA FOR PRIMARY/MIDDLE SCHOOLS**

**Primary/Middle Schools Calculations:**

**1. The Unadjusted Maximum Capacity**

Determine the number of rooms in each building presently in use or that could potentially be used for instruction (Pk-5, Non-D75 Special Education classroom, D75 Special Education classroom). Libraries, cafeterias, auditoriums, gymnasiums, and rooms less than 240 square feet are excluded from all calculations.

Rooms between 240 and 499 square feet used for non-instructional purposes are not counted for capacity and are assumed to be available for support/administrative use.

Each school is entitled to up to eight rooms equal to or greater than 500 square feet for room functions including: General Office, Principal's office, guidance, medical/nurse, storage, coach’s office, Pre-Kindergarten family room and a duplicating room. Such rooms are not counted toward capacity. Rooms in greater quantities than those specified above (greater than or equal to 500 square feet) used by the school for administrative or non-teaching purposes will be counted as having capacity.

Assign a maximum capacity to each instructional room in accordance with the chart below. If a room is used by an outside organization (not directly by the school), the room will be assigned a zero capacity.

|  |  |
| --- | --- |
| **Room function** | **Target method** |
| Pre-Kindergarten (Full-day) | 18 |
| Pre-Kindergarten (Half-day) | 36 (18 A.M. & 18 P.M.) |
| Kindergarten | 20 |
| Grade 1, 2, 3 | 20 |
| Grade 4 through 8 | 23 |
| Grade 9 through 12 | 25 |
| Special Education M.I.S. 1 thru 8 (Community School District) | 12 |
| Citywide Special Education | Based upon program |
| Specialty Instructional Spaces | 25 (HS), 23 (All Other grades) |

**2. The Unadjusted Potential Capacity**

Assign a potential capacity to each room. This is done by dividing the total square footage of the room by 35 for Pre-K and Kindergarten classrooms and 20 for Grades 1-8 classrooms and Non-D75 Special Education classroom. These represent the minimum square footage required per pupil according to the building code of the City of New York.

**3. The Total Unadjusted Capacity**

Compare the maximum and potential capacity for each room, and take the lower of the numbers. This is the capacity of that individual room. The capacities of individual rooms are added to arrive at an unadjusted school capacity. The unadjusted capacity will change from year to year due to the shifting usage of classrooms.

**4. Adjustment for Cluster Support Services**

To calculate capacities, the capacity of a specific number of cluster support rooms is subtracted from the unadjusted capacity and therefore not counted in capacity. The number subtracted is listed in the table below and varies depending on Title I status and/or the enrollment of the school based on the method. It is meant to reflect the need for support rooms (rooms used by cluster teachers beyond the homerooms) required for the teaching of art, music, science, computers, etc. These subjects are taught by specialized cluster teachers and often require separate specialized dedicated space.

|  |  |
| --- | --- |
| **ENROLLMENT** | **NUMBER OF CLASSROOMS**  **SUBTRACTED FROM CAPACITY** |
| 1,251 and up | 5 |
| 751 - 1,250 | 4 |
| 251 - 750 | 3 |
| 0 - 250 | 2 |

**5.** **Adjustment for Funded Support Services**

Federal and State funds are allocated to schools for pupil remediation. The number of students requiring remediation by school has been calculated by assuming a Citywide average of 35% of students reading below the State Reference Point as measured by the State reading test and multiplying that percentage by the enrollment of each organization.

One room is then assigned to funded programs for every 250 students requiring remediation. This is called the funded adjustment.

|  |  |
| --- | --- |
| **ENROLLMENT** | **FUNDED ROOMS TO BE DEDUCTED** |
| GE - 1,072 | 2 |
| 358 - 1,071 | 1 |
| 0 – 357 | 0 |

**6. Adjustment for Parent's and Teacher's Room**

Subtract capacity of a full-size classroom for use as teacher's room and ½ room as parent's room.

**7. Adjustment for Guidance Room**

Subtract capacity of a full-size classroom for use as Guidance counseling room.

**8. The Adjusted Capacity**

When a school uses space in several buildings, the deduction is derived based on the total enrollment of this school and then applied to each building that it occupies by the enrollment percentage of the school at each location.

Adjusted capacity is derived by subtracting a specific number of cluster support rooms, funded support rooms, one Guidance room, one Teacher’s room and a half-size Parent’s room from the unadjusted capacity.

**9. TARGET Utilization:**

To determine the utilization percentage for an organization, divide current enrollment by the adjusted capacity for each organization in a building.

To determine the utilization percentage for a building, aggregate enrollments and the adjusted capacities for all organizations in a building and divide the aggregated enrollment by the aggregated adjusted capacity.

1. **FORMULA FOR HIGH SCHOOLS**

**High Schools Calculations:**

**1. The Unadjusted Maximum Capacity**

Determine the number of rooms in each building presently in use for instruction (9-12, Non-D75 Special Education classroom, D75 Special Education classroom). Libraries, offices, cafeterias, auditoriums, gymnasiums, (not divided with floor to ceiling partitions), and less than 240 square feet rooms are excluded. Rooms used for non-instructional purposes are not counted for capacity and are assumed to be available for support/administrative use.

Assign a maximum capacity to each instructional room based upon either the grade (9-12) or program (special education - C.S.D. or Citywide special education) occupying the room and may change to reflect new DOE policy initiatives. If a room is used by an outside organization (not directly by the school), the room will be assigned a zero capacity.

**The maximum room capacities are:**

|  |  |
| --- | --- |
| **Room function** | **Target method** |
| Regular Instructional Space (full-size) | 25 |
| Other Instructional Space (half-size) | 15 |
| Computer Lab | 22 |
| Special Education M.I.S. 1 thru 8 (Community School District) | 15 |
| Citywide Special Education | Based upon program |
| Gym | 45 |
| Shops | 22/25 |
| Science Demo Room | 25 |
| Science Lab | 25 |
| Dance Studio/Weight Room | 25 |

Note: For Alternative High School Organizations and programs, the total number of full size rooms has been multiplied by 22 to determine the organization/program capacity except for Access GED and GED Plus programs whose capacity is calculated similarly to other regular high schools.

**2. The Unadjusted Potential Capacity**

Assign a potential capacity to each room. This is done by dividing the total square footage of the room by 20 for Grades 9-12 and Non-D75 Special Education. This represents the minimum square footage required per pupil according to the building code of the City of New York.

**3. The Total Adjusted Capacity**

Compare the maximum and potential capacity for each room, and take the lower of the numbers. This is the capacity of that individual room. Apply program efficiency ratio of 62.5% to the following specialty rooms:

|  |
| --- |
| Room Functions |
| AUTOMOTIVE SHOP |
| AUXILIARY EXERCISE ROOM |
| COURT ROOM |
| DANCE ROOM |
| DARK ROOM |
| DRAFTING ROOM |
| ELECTRONICS SHOP |
| GYMNASIUM |
| HOME ECONOMICS |
| MUSIC ROOM |
| OTHER SHOP ROOM |
| SWIMMING POOL |
| WEIGHT ROOM |
| WOOD/CARPENTRY SHOP |
| MULTI-PURPOSE ROOM |

The capacities of individual rooms are added to arrive at the adjusted school capacity.

**4. The Utilization:**

To determine utilization percentage for an organization, divide current enrollment by the adjusted capacity for each organization.

To determine the utilization percentage for a building, aggregate enrollments and the adjusted capacities for all organizations in a building and divide the aggregated enrollment by the aggregated adjusted capacity.

1. **FORMULA FOR MIDDLE/HIGH SCHOOLS**

**Middle/High Schools Calculations:**

1. **The Unadjusted Capacity**

Determine the number of rooms in each building presently in use or that could potentially be used for instruction. Libraries, offices, lunchrooms, auditoriums, gymnasiums, and rooms less than 240 square feet are excluded from all calculations.

Determine a weighted average maximum room capacity using the maximum room capacity for Middle and High school grades as well as the enrollment percentage of Middle school grades and High school grades.

Compare the weighted average maximum capacity with the potential capacity that is derived by dividing the total square footage of the room by 20. The lower of the two will be the capacity for that room. The unadjusted capacity is the sum of the room capacities.

1. **The Adjusted Capacity**

Apply program efficiency ratio of 62.5% to the following specialty rooms:

|  |
| --- |
| Room Functions |
| AUTOMOTIVE SHOP |
| AUXILIARY EXERCISE ROOM |
| COURT ROOM |
| DANCE ROOM |
| DARK ROOM |
| DRAFTING ROOM |
| ELECTRONICS SHOP |
| GYMNASIUM |
| HOME ECONOMICS |
| MUSIC ROOM |
| OTHER SHOP ROOM |
| SWIMMING POOL |
| WEIGHT ROOM |
| WOOD/CARPENTRY SHOP |
| MULTI-PURPOSE ROOM |

The adjusted capacity is the sum of individual room capacities.

1. **The Utilization Rate**

To determine the utilization percentage for an organization, divide current enrollment by the adjusted capacity for each organization. To determine building utilization, aggregate enrollments and adjusted capacities for all organizations in a building and divide the aggregated enrollment by the aggregated adjusted capacity.

1. **FORMULA FOR SPECIAL EDUCATION SCHOOLS**

The Department of Education uses separate formulas to determine Citywide Special Education capacities and by comparison with actual school enrollments, the rate of utilization of Special Education school buildings.

A detailed explanation of the Special Education formula is provided in the material that follows:

**1. The Unadjusted Capacity of Special Education (District 75) Schools**

The following steps are to be taken to calculate the unadjusted capacity:

Determine the number of rooms that are over 240 square feet in each building which can potentially be used as classrooms or instructional support rooms. Administrative rooms, cafeterias, and auditorium are excluded.

Using the register file provided by Citywide Special Education which makes available information on the number of classes for each program category, a capacity is assigned to each room based on the type of handicapping condition as indicated in the table below assuming that each room is not serving more students than the maximum classroom capacity allowed by the program category. Sum of the room capacity is the unadjusted capacity of the school.

|  |  |
| --- | --- |
| **S.I.E. CATEGORY/DESIGNATION** | **MAXIMUM CLASSROOM CAPACITY** |
| D75 SPED PreK | 8 |
| D75 SPED 3R | 12 |
| D75 SPED 4R | 8 |
| D75 SPED 5R | 6 |
| D75 SPED 6R | 12 |
| D75 SPED SL | Various |
| D75 SPED WI | Various |

|  |  |
| --- | --- |
| **M.I.S. CATEGORY** | **MAXIMUM CLASSROOM CAPACITY** |
| Non-D75 SPED(Prek – 8th Grade) | 12 |
| Non-D75 SPED(9th – 12th Grade) | 15 |

**2. The Adjusted Capacity**

Citywide programs require significant amounts of space for instructional support services such as: speech, occupational and physical therapy, crisis intervention etc. Depending on the program category, there are different needs for various instructional support spaces.

The chart below summarizes the type of instructional support spaces that are needed for each type of program category.

|  |  |
| --- | --- |
| **PROGRAM** | **SUPPORT SERVICES** |
| **PreK and 6R** | Unit Coordinator & Speech  Nurse & Occupational Therapy/Physical Therapy  Adaptive Physical Education  Activities for Daily Living (with kitchen facility)  Guidance & Hearing and Vision Teachers |
| **3R and 4R** | Unit Coordinator – SBST  Speech & Guidance  Adaptive Physical Education  Nurse & Occupational Therapy/Physical Therapy  Activities for Daily Living (Adol. only)  Crisis Intervention |
| **5R** | Unit Coordinator & SBST  Speech & Guidance  Adaptive Physical Education  Activities for Daily Living |

|  |  |  |
| --- | --- | --- |
| **PROGRAM** | **2-6 CLASSES** | **7 CLASSES AND UP** |
| 3R | 1 room per class | 0.8 room per class |
| 4R | 1 room per class | 0.8 room per class |
| 5R | 0.75 room per class | 0.5 room per class |
| 6R | 1 room per class | 0.6 room per class |
| PreK | 1 room per class | 0.6 room per class |

Depending on the number of classes held in each program category, determination is made based on the space allocation chart below on how much instructional spaces is needed to support the students. Deduct capacity of the instructional support rooms that are deemed necessary to support the programs from the total unadjusted capacity to get adjusted capacity.

**The Utilization Rate:**

Total enrollment is divided by the adjusted capacity to get utilization rate.