Elementary School Approach:
For elementary schools, CPS provides an ideal capacity and an enrollment efficiency range based primarily upon the total number of instructional classrooms available in the main/permanent building. Each elementary school building is ideally allotted a number of dedicated K-8 general education homeroom classrooms equaling 77% of the total classrooms available. Each elementary school building is also ideally allotted a number of ancillary classrooms equal to 23% of the total classrooms available. An elementary school building’s ideal capacity is derived first by multiplying the total number of physical classroom spaces identified as available for use by 77% and then multiplying the product—which is first rounded down to the nearest whole number—by 30.

High School Approach:
As with elementary schools, CPS provides an enrollment efficiency range for high schools based primarily upon the total number of instructional classrooms available in the main/permanent building. Each high school’s ideal capacity is identified as 80% of the product [total number of physical classroom spaces identified X 30].

Efficiency Range:
In the past, as a school’s enrollment increased above the efficiency range (previously above 120% of ideal capacity), a school was considered overcrowded, and as a school’s enrollment decreased below the efficiency range (previously below 80% of ideal capacity), a school was considered underutilized. To reflect the District’s strong commitment to enrichment programs, and in acknowledgement of the unique space challenges that confront many schools and the need for greater program flexibility, the enrollment efficiency range going forward is adjusted from 80-120% of ideal capacity to 70-110% of ideal capacity.

Main/Permanent Space vs. Temporary Space
CPS defines main/permanent space as instructional classrooms located within a Board-owned facility built with a fixed foundation that has permanent attached walls, roof and floor that cannot be moved or transported either as a unit or in sections. Approximately 72 schools supplement permanent capacity with temporary capacity, typically in the form of modular classroom units or leased classrooms. While these temporary classrooms may be necessary in many cases to prevent or reduce overcrowding, they are not incorporated into the school’s main/permanent total classrooms count for the purpose of establishing ideal capacity. However, temporary spaces are included to determine a school’s Adjusted Utilization, referred to as Adj Utilization.

Classroom Deductions:
In addition to the change in efficiency range, for the approximately 130 elementary schools that offer one or more special education cluster program classrooms, a second adjusted utilization percentage is calculated. This second adjusted utilization percentage, referred to as Adj Utilization\textsubscript{2}, is calculated by:

1) Establishing a new Ideal Capacity by reducing the number of total classrooms by the number of cluster program classrooms offered;
2) Reducing the school’s total enrollment by the number of students assigned to its cluster program classrooms;
3) Dividing the reduced enrollment by the new Ideal Capacity

Classroom count deductions may also be provided on an ongoing basis for high school special education cluster program classrooms, Parent University spaces and other instances where a design-intent classroom space is not available for use for any reason.

Charter/Contract Schools
Consistent with past approach, the capacity/space utilization file does not pertain to charter or contract schools where enrollment is governed by Board-approved enrollment caps.

Special Education Schools*, Early Childhood Centers*, Alternative/Options Schools*
Consistent with past approach, the space use methodology does not apply to a small number of specific District-managed schools. *Beard, Blair, Graham Occ HS, Jefferson HS, Northside Lrn Ctr HS, Peace & Ed HS, Rudolph, Simpson HS, Southside Occ HS, Stock, Thomas, Vaughn HS, Vick and York HS

Co-located Schools
Facilities assessment staff believes the fairest and simplest way to measure utilization at the relatively small number of co-located facilities is to assign a capacity and utilization statistic to the facility itself rather than the schools that constitute the co-location.

Small (0.5) Classrooms
Consistent with past approach, whenever an instructional classroom is < 650 square feet it is counted as a 0.5 classroom, while classrooms > 650 square feet are counted as 1 classroom.