

Executive Summary

Understanding a school's capacity allows Arlington Public Schools (APS) to plan for future enrollment needs in the near and long term. In the near term, through the annual Enrollment Management Plan, APS can determine what operational adjustments are needed to manage enrollment for the next school year that include specific program placement (e.g., PreK, PreK-Special Education) and neighborhood and targeted transfers to schools with available capacity. In the long term, understanding a building's capacity and utilization rate allows for APS to identify Capital planning needs.

APS currently uses design capacity to determine the number of available seats and the capacity utilization rate at each school. Design capacity represents the initial count of classrooms intended to support both general and specific educational programs when a building is originally designed or undergoes significant renovations. It is a static reference point that may not reflect current conditions.

Program capacity identifies how current spaces are used during a school year to meet core and specific educational program needs. APS believes a school's program capacity provides a more accurate and real-time view of capacity utilization and seat availability and shows how a school's general and specific educational programs impact capacity. Through this lens, APS can develop a more systematic process for program placement that does not create capacity challenges at schools.

As part of the program capacity study, a program capacity profile is developed for each elementary school. Each profile contains a table that compares a school's design and program capacity together with a school's September 30th official membership enrollment and seat availability. Appendices provide more detailed information on program types, number of classrooms, enrollment by classroom, definitions of terms, space classifications and descriptions, capacity formulas, and referenced resources. A school's design and program capacity may differ for reasons including:

- Change in number of general and specific educational programs or
- Repurposing capacity-generating classrooms for administrative, resource, or specialized spaces when space is available due to lower enrollment. These repurposed spaces are identified as flex spaces in the profile.

Table 1 summarizes each elementary school's design and program capacity, September 30th membership enrollment, capacity utilizations, and available seats.

Elementary Schools' Design and Program Capacity

Table 1

Elementary School	9/30/2024 Membership Enrollment	Design Capacity	Design Capacity Utilization	Program Capacity (Based on Target Class Size)	Program Capacity Utilization	Total Capacity Generating Classrooms	Total Number of Relocatable Classrooms	Seat Availability - Program Capacity
Abingdon	768	725	106%	722	106%	33	4	(46)
Alice West Fleet	627	752	83%	740	85%	36	0	113
Arlington Science Focus	632	553	114%	564	112%	25	6	(68)
Arlington Traditional	624	684	91%	769	81%	34	0	145
Ashlawn	556	684	81%	630	88%	31	4	74
Barcroft	494	460	107%	493	100%	24	8	(1)
Barrett	501	576	87%	602	83%	31	4	101
Campbell	403	436	92%	458	88%	22	3	55
Cardinal	681	747	91%	795	86%	36	0	114
Carlin Springs	533	585	91%	662	81%	31	4	129
Claremont	597	599	100%	617	97%	28	7	20
Discovery	488	630	77%	616	79%	30	0	128
Drew	417	674	62%	515	81%	29	0	98
Escuela Key	572	465	123%	463	124%	21	8	(109)
Glebe	572	510	112%	603	95%	27	4	31
Hoffman-Boston	592	566	105%	703	84%	35	0	111
Innovation	481	653	74%	574	84%	27	4	93
Jamestown	456	597	76%	659	69%	30	0	203
Long Branch	442	533	83%	480	92%	25	4	38
Montessori Public School of Arlington	529	488	108%	554	95%	22	0	25
Nottingham	382	513	74%	480	80%	22	5	98
Oakridge	639	674	95%	642	100%	30	8	3
Randolph	430	484	89%	556	77%	28	2	126
Taylor	530	659	80%	563	94%	29	6	33
Tuckahoe	448	545	82%	572	78%	26	4	124
	13,394	14,792	91%	15,032	89%	712	85	1,638

2025 Program Capacity Study – Elementary Schools

APS reviewed each school's program capacity based on the following information:

- Synergy room use and assignment,
- Most recent school floor plans and layouts,
- Identifying all capacity generating classrooms,
- Most recent class size report to determine class size planning factor by grade level and specific educational program,
- September 30, 2024, Membership Enrollment Report, and
- Any follow up with school administrators.

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Appendix A: Definitions

Capacity – How many students a building can support based on the general and specific educational programs.

- Design Capacity – Original spaces assigned during construction or major renovation to meet the core and specific educational programs for students.
- Program Capacity – Current spaces assigned during a school year to meet the core and specific educational programs for students.

Capacity Generating Classrooms – Classrooms identified to meet core and specific educational requirements and used to calculate the number of seats available in a school.

- Examples include K-5 in elementary schools, PreK VPI, PreK Special Education (SE), MIPA.
- Classrooms that do not contribute to capacity would be small group instruction, English Learner (EL) classes, Speech.

Capacity Utilization – School enrollment divided by a building's capacity. A building can have a design capacity utilization and program capacity utilization.

Core Educational Spaces – General learning environments such as Grades K-5 and at secondary levels English, Math, Science or Social Studies.

Flex Spaces – Classrooms identified to be capacity generating but repurposed as administrative, resource, or specialized spaces.

Specific Educational Spaces – Focused self-contained learning environments such as Pre-K special education (SE), Interlude, or Life Skills.

Appendix B: Space Classifications and Descriptions

Administrative – Spaces that support administrative staff (e.g., office, guidance, counseling, clinic).

Auxiliary – Spaces that support building operations (e.g., cafeteria, storage, custodial, maintenance, toilets).

Core – General learning environments (e.g., grades K-12, science, math, social studies).

Resource – Enriched learning environments to support educational plans (e.g., English Learner, small group instruction, math coach, OT/PT).

Specialized – Specialized instructional environments (e.g., library, gym, art, music, exemplary projections, STEAM).

Specific – Focused learning environments (e.g., PreK, Special Education, MIPA, Interlude, Life Skills).

Appendix C: Capacity Formulas

$$\text{Program Capacity} = (\text{Total \# of specific educational classrooms} \times \text{class size planning factor}) + (\text{Total \# of general educational classrooms} \times \text{class size planning factor})$$

$$\text{Design Capacity Utilization} = \frac{\text{School's September 30th Membership Enrollment}}{\text{Design Capacity}}$$

$$\text{Program Capacity Utilization} = \frac{\text{School's September 30th Membership Enrollment}}{\text{Program Capacity}}$$

Appendix D: Additional Resources

1. [November 19, 2024, School Board Work Session Presentation on Program Capacity](#)
2. [September 30, 2024, Membership Enrollment](#)
3. [FY2025 Planning Factors](#)
4. [Class Size Report 2024-25](#)