



Arlington
Public
Schools



2023 Pre-Capital Improvement Plan (Pre-CIP) Report

Planning & Evaluation | June 2023

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EXECUTIVE SUMMARY

Arlington Public Schools (APS) represents one of the nation’s most diverse and dynamic student populations. The 27,455 students enrolled at APS come from around the world and speak more than 100 languages. APS has over 40 schools and programs to meet individual student needs. At APS, every student is guaranteed admission to their neighborhood elementary, middle, and high school, while also having the ability to enroll in various option schools and programs.

Every two years, APS reevaluates enrollment projections and the capacity at current and planned school facilities to identify any needs that have changed to ensure all students learn and thrive in safe, healthy, and supportive learning environments.

Ahead of the School Board’s 2025-34 Capital Improvement Plan (CIP), this Pre-CIP Report, formerly the Arlington Facilities and Student Accommodation Plan (AFSAP), takes APS priorities into account as it proposes specific actions for consideration. Due to disruptions caused by the COVID-19 pandemic, the 2023 Pre-CIP Report is the first update since 2019, not including recent CIPs.

This report uses a combination of strategies to prepare for the next CIP:

- Recommended boundary adjustments, option program moves, and repurposing a neighborhood school for swing space to maximize capacity utilization and limit the demand for capital funds.
- Capital planning to prioritize school renovations and future phases of the Arlington Career Center (ACC) campus development.

The Pre-CIP Report is factoring in potential student enrollment from Arlington County land use processes:

- APS provides estimates on the potential enrollment impact from land use studies that propose to increase housing. Based on current projections, APS can accommodate anticipated enrollment growth in Arlington.
- This report presents the latest projections, which predict that enrollment will grow modestly until 2027. Then, with enrollment projected to level off, APS has the opportunity to focus on maintaining and improving existing school buildings.
- Many of the capital plans span decades beyond the current 10-year enrollment projections. Future CIP and Pre-CIP reports will monitor the pace of developments in the community.

The contents and timeline for the Pre-CIP Report have been adjusted to add time for stakeholders to review and provide input on these recommendations. All stakeholders are encouraged to provide feedback on the Pre-CIP Report recommendations by September 15, 2023, in order for the School Board to consider all feedback before voting in October 2023 on the direction of the FY 2025-34 CIP. Feedback on this report should be provided by emailing engage@apsva.us.

Recommendations for Action – Fall 2023

Balance Middle School Enrollment

The Superintendent recommends moving the Middle School Dual-Language Immersion Program from Gunston to Kenmore and adjusting M.S. Boundaries effective for the 2025-26 school year.

In September 2023, APS will propose middle school boundary adjustments and moving immersion to Kenmore to balance capacity utilization across all neighborhood middle schools, maximize the use of all school facilities, and to be good stewards of taxpayer funds. Changes will go into effect for the 2025-26 school year. Details about the implementation of this change will be determined in collaboration with the departments of School Support, Academics, and Facilities and Operations in the Fall 2023.

In December 2023, the School Board will vote on middle school boundary adjustments and program move.

Long-Range Renovation of Schools and Identification of Swing Space

The Superintendent recommends the School Board’s October 2023 CIP direction includes at least one school renovation as soon as feasible and a plan for repurposing Nottingham Elementary School for swing space.

In September 2023, the Department of Facilities & Operations will present a prioritized school renovation list. The October School Board vote on CIP direction will include high-priority renovation projects from this work.

Swing space is defined as a facility that can be used by a school while its building is undergoing extensive renovations. The space considers the needs of elementary-aged students and ensures they have access to all the resources necessary for teaching and learning. Please see [Appendix J: Swing Space Project Report](#) and [Appendix K: Swing Space Site Recommendation Report](#) for details. An elementary boundary process in 2025-26 will redistribute students to nearby schools effective for the 2026-27 school year and address capacity utilization balance across schools in the County.

Future Phases to Complete the ACC Campus

The Superintendent recommends the School Board’s October 2023 CIP direction includes a plan for Phase 2 development of the Arlington Career Center Campus that:

- **Maintains maximum student capacity at 2,570 seats**
- **Repurposes the existing ACC building for MPSA**
- **Deconstructs (demolishes) MPSA, replaces it w/green space**

The FY 2023-32 CIP allocated placeholder funds for the second phase of development of the new Arlington Career Center (ACC) campus. The School Board’s CIP direction should confirm plans to redevelop the existing ACC building for the Montessori Public School of Arlington (MPSA) and deconstructs (demolishes) the current MPSA for additional field and green space. In addition, the following recommendations are detailed in this report.

Non-Facility Projects

The Superintendent recommends the School Board’s October 2023 CIP direction includes funds for non-facility projects. The Pre-CIP Report also identifies additional items to include in the CIP Direction, including funds to develop and implement a countywide library furniture refresh schedule as requested in the Library Services Program Evaluation.

APS Priorities Ahead of the FY 2025-34 CIP

APS capital improvement planning should align with the system’s academic programming. The Department of Academics will present academic programming plans to the school Board in September 2023, which will inform the next CIP and future boundary processes. Studies and proposals in this report also lay the groundwork for the next CIP.

Elementary school boundary changes will be initiated in Fall 2025 and effective for the 2026-27 School Year. These changes will be dependent upon the swing space decision voted on in June 2024 as part of the FY 2025-34 CIP. Boundaries need to recognize geographic enrollment growth trends and relieve schools in areas of high growth. Projects to prepare for elementary boundary changes include planning unit splits ([Section 3.1](#)), proposed school capacity updates ([Section 4.4](#)), and changes in the lottery system.

1. INTRODUCTION

The Pre-CIP Report Continues to Evaluate Enrollment, Projections and Capacity, and Identify Future Needs

The Pre-CIP Report builds from the last CIP and recommends priorities for the School Board to consider in developing the next CIP. This report will help APS shape projects for the upcoming CIP and identify adjustments that will realign APS' plan for capital investment with the changes in forecasted enrollment. It will make recommendations about boundaries and swing space. The report will identify all projects with potential engagement processes that will occur during the 2023-24 and 2024-25 school years. Changes proposed in the Pre-CIP Report consider Facilities and Operations and Student Services operations.

This report is informed by and supports other APS reports, including:

- 10-Year Enrollment Projections
- Enrollment Management Plan (EMP): Formerly known as the Annual Update, the EMP documents operational decisions and highlights steps that are being taken at specific schools and are limited to a single school year
- Spring Update to Projections: For staffing purposes for the following year
- Capital Improvement Plan: 10-year plan updated every two years

All Arlington Public Schools (APS) budget and operations decisions are based on the best information available at the time. APS and community members are reminded that funding forecasts from Arlington County and the state may change, based on many external factors. Similarly, student enrollment and projections are based on the best available information, but are also subject to change due to employment, housing, and other economic factors. For these reasons, APS and the Arlington School Board may adjust future budget allocations, staffing, and other operations decisions to reflect the existing community and operating landscape.

Background of the AFSAP and Pre-CIP Report

Produced every two years, the Arlington Facilities and Student Accommodation Plan (AFSAP) helped APS reevaluate projections, along with capacity at current and planned school facilities, to identify any needs that have changed. Previously written by the Department of Facilities & Operations, the last AFSAP published in 2019 was the first one produced by the Department of Planning & Evaluation. Due to the uncertainty resulting from the COVID-19 pandemic, the AFSAP was not published in 2021. APS produced a FY2022-24 CIP to bridge the gap between the one-year FY21 CIP and the scheduled FY23-32 10-year CIP.

This Pre-CIP Report takes the place of the AFSAP as the first step in the School Board's process to develop the FY2025-34 Capital Improvement Plan (CIP), helping to shape priorities for the upcoming CIP and identify adjustments that will realign APS' plan for capital investment with the changes in forecasted enrollment.

Feedback on the Superintendent’s Proposed FY 2023-32 CIP noted that APS’ proposal lacked the level of detail included in the County’s CIP proposal. APS includes details in the Pre-CIP Report Framework that will be updated and accompany the Superintendent’s Proposed FY 2025-34 CIP.

The School Board’s CIP process spans about six weeks, which is a period that has been noted as too short and too late for APS to incorporate advisory committee feedback. With input from the Facility Advisory Committee (FAC) and the Joint Facilities Advisory Committees (JFAC), the contents and timeline for the Pre-CIP Report have been adjusted to add time for review and input on the APS recommendations. Advisory committees and community members are encouraged to provide feedback on the:

- Planning Unit Data for middle school boundaries by September 1 which will inform the September 26 proposal.
- Pre-CIP Report recommendations by September 15 in order for the School Board to consider these inputs before voting on the direction of the FY 2025-34 CIP on October 26.

Interrelated Proposals for 2023-24 in this Pre-CIP Report

The report prepares APS and its facilities for potential changes in enrollment by addressing key interrelated and complex challenges. APS must consider how each proposal affects and is affected by the resources, timelines, and possible outcomes of other proposals.

Enrollment balancing studies and proposals include high-level evaluation of possible actions and subsequent planning processes including school boundaries.

The long-range plan for renovating schools supports equitable access to safe and healthy learning environments. In line with this effort, an exploration of possible **swing space solutions** for elementary schools undergoing renovation has been conducted. The long-range plan and swing space site may impact facility use, boundaries, and costs.

The ACC Campus completion will move forward in three phases, beginning with the construction of the new ACC building, garage, and field for a maximum of 2,570 students onsite. The second phase will refresh the existing ACC building for MPSA. Lastly, the current MPSA building will be replaced with a green field.

The Department of Academics will present a plan for **academic programs** to the School Board in September 2023. Future planning will incorporate School Board guidance resulting from these proposals. In addition, APS will continue to monitor demand for existing lottery programs, including the Montessori Public School of Arlington (MPSA), Campbell, Dual-Language Immersion across the elementary, middle, and high school levels, Arlington Traditional School (ATS), H-B Woodlawn, Arlington Tech, IB, and AP Network. The number of applications and seats offered through the lotteries are included in [Appendix G](#). The waitlists for each program are also shown in this data. This information is published each year on the APS Options and Transfers webpage.

Other considerations that impact enrollment at individual schools include the Montessori Program’s potential consolidation (PreK to eighth grade in one building), considerations for a PreK center, and the Home Address Confirmation Process (HACP). Resources will also be needed to develop and implement a countywide library furniture refresh schedule as requested in the Library Services Program Evaluation.

Existing Priorities Identified in the Last CIP

This table shows projects from the 2022-34 CIP and proposed plans named in this report for the 2024 CIP process.

Table 1.

Projects	Approved and Budgeted in 2022 CIP Process	Planned or Under Consideration in 2024 CIP Process	Planned for the 2026 CIP Process or Later
Construction Projects			
• Major Infrastructure	✓*	✓**	✓
• Kitchen and Entrance/Security Vestibule Renovation Program	✓*	✓**	
• New ACC building	✓*		
• ACC garage and field	✓*		
• Field conversion at Kenmore		✓**	
• Artificial turf replacements <i>Funded through Annual Operating Fund</i>	✓	✓	✓
• Repurpose ACC for MPSA		✓**	
• Deconstruct (demolish) current MPSA & Replace with Green Space		✓**	
• Long-Range Renovations (including Swing Space, if needed)		✓**	✓
Non- Construction Projects			
• ERP Modernization	✓***		
• Lock and Key Systems Replacement	✓***		
• PA Systems Replacement	✓***		
• New requests (e.g., Library Furniture)		✓	

*Funding for these projects was included in the FY 2023-32 CIP and has been authorized by the voters in the 2022 bond referendum.

**Funding for these projects was included in the FY 2023-32 CIP with anticipated voter authorization in the 2024 bond referendum.

***Funding for these projects was included in the FY 2023-32 CIP and will come from the Capital Reserve.

Planning Priorities in this CIP Cycle

- September 2023
 - Department of Facilities and Operations presents Existing Facilities Evaluation Framework in support of the long-range plan to renovate existing schools and identifies schools that need renovations
 - Department of Academics presents plans for academic programs
- October 2023
 - School Board votes on direction for the FY 2025-34 CIP, consideration begins with recommendation in this Pre-CIP Report
 - Will narrow the list of schools that will be studied for the first renovations
 - Will confirm the direction for developing swing space
- December 2023
 - School Board votes on Middle School boundary adjustments effective for the 2025-26 school year.
- By April 2024
 - Next steps at the Career Center site to repurpose the current ACC building for MPSA and build a field where the current MPSA building sits.
- May and June 2024
 - FY 2025-34 CIP introduced and adopted through a series of work sessions and presentation
- January through December 2024
 - Review of all planning units and potential splits
 - Updated School Capacity: developing a better understanding of programmatic use in each facility
- June 2024
 - School Board votes on FY 2025-34 CIP
 - Will include proposal for Fall 2024 High School Boundary process effective 2026-27
- June 2025 Pre-CIP Report
 - Will include proposal for Fall 2025 Elementary School Boundary process effective 2026-27 will be voted on in Fall 2025 (effective 2026-27).

APS Continuously Collaborates with Arlington County

The Pre-CIP Report provides background information on each decision in APS's CIP proposal, aligning it more closely with the format of the County's CIP proposal. APS and Arlington County already collaborate on projects that are related to schools, as well as Arlington County development planning and visioning.

- Recently, the County and APS collaborated on engagement for the Arlington Career Center Project (Building Level Planning Committing (BLPC) and Public Facilities Review Commission (PFRC).
- APS works with Arlington County to estimate the potential enrollment impact from land use studies which propose to increase housing. Through this collaboration, Arlington County provides APS with estimates on the land use studies' potential number of future housing units and the expected pace of growth. In turn, APS estimates the number of students generated through the possible land use changes and assesses the possible implications to school capacity. Examples of such recent collaboration include:

- **Pentagon City Planning Study (PCPS)** – In 2021, APS provided student estimates for a range of housing unit numbers envisioned by the planning study. Based on the APS enrollment estimates, it was determined that possible growth was manageable under the various housing scenarios from the planning study for the following ten years.
 - As part of this process, the PCPS identified that the future Virginia Highlands Park master planning effort should explore a possible school siting process if enrollment growth necessitate a new school facility.
- **Missing Middle Housing Study** – In 2022, APS estimated the number of potential students from Phase 2 of the Missing Middle Housing Study. APS estimates that the Phase 2 housing scenario could generate between 9 to 13 students per year.
- **Plan Langston Boulevard (PLB)** – In 2022, APS estimated possible students from new housing scenarios from the PLB Preliminary Concept Plan. APS analysis found that relevant existing school capacity could absorb the estimated students generated from the housing envisioned by PLB through 2030. The PLB extends beyond this timeframe and will continue to inform APS planning.
 - The PLB includes the **Goal for Public School & Facilities** to ensure that the Langston Boulevard community is connected to and well served by a diverse and adequate mix of schools and public facilities that balance community needs. **Sites identified to meet future community needs, including schools:** Langston Brown Community Center and Lee Community Center
- The County has identified County owned properties that could be considered for longer term solutions for school seats. The Swing Space Project Report ([Appendix J](#)) evaluated the county owned properties identified in the [County Manager’s Letter to Interim Superintendent, November 18, 2019](#).
- Community Benefits- [Arlington Community High School to Get Permanent Home at Amazon’s PenPlace](#), Oct. 20, 2021
- Continued collaboration with Arlington Transit on integrating public transit using the student iRide Fare Free Program.

Key Dates for Community Engagement

The Pre-CIP Report allows advisory committees and community members to review options presented and provide input to the School Board. In Fall 2023, the School Board will vote on CIP direction to narrow the options to preferred choices and frame the content of the CIP.

The APS website includes pages for sharing academic programs, strategic plans, site studies, enrollment history, projections, and other related reports used in support of APS planning efforts.

- Site Studies: <https://www.apsva.us/engage/site-studies/>
- Planning Resources Page: <https://www.apsva.us/engage/planning-resources-page/>

Date	Item
June 29	Pre-CIP Report published (www.apsva.us/engage/)
July 10	Pre-CIP Report: All resources posted on APS Engage Web Page (www.apsva.us/engage/)
July 10	M.S. Boundaries: Planning Unit Data available for community review
July 31	Pre-CIP Report: Virtual Community Table Session for information, 6-8 p.m.
August 22	Pre-CIP Report: Community Table Session for information In-Person, 6-8 p.m.
September 1	M.S. Boundaries: Deadline to provide Planning Unit Data feedback on the draft M.S. Boundary Recommendation
September TBD	Pre-CIP Report: Virtual Community Table Session
September 15	Pre-CIP Report: Deadline to provide feedback on the Pre-CIP Report to School Board via engage@apsva.us before School Board Direction in October
September 15	M.S. Boundaries: Release of revised boundary recommendations incorporating input from summer review
October 12	School Board meeting to: <ul style="list-style-type: none"> • Recommend FY 2025-34 CIP Direction • Relocate M.S. Immersion to Kenmore & refine boundaries effective for 2025-26
October 26	School Board meeting to act on the FY 2025-34 CIP Direction
November 27	M.S. Boundaries: School Board Public Hearing
December 14	M.S. Boundaries: School Board Action

2. CURRENT OUTLOOK

Arlington Public Schools (APS) represents 27,455 students and operates over 40 schools, programs, and facilities designed to meet their individual needs. APS blends neighborhood schools, option schools, and countywide option programs. Every student is guaranteed admission to their neighborhood elementary, middle, and high school serving the attendance area in which the student resides ([School Board Policy J-5.3.31 Options and Transfers](#)). Option programs provide students with opportunities to have choice in their educational experiences and engage in learning in an instructional model that aligns with their learning styles.

2.1. Projections Overview

Current Enrollment Conditions and Trends

The official September 30, 2022 enrollment in APS for Grades PreK to 12 for the 2022-23 school year was 27,455 students. Measured on the same date each year, this reflects the official enrollment for the beginning of the school year and is used for enrollment projections. Disruptions caused by the COVID-19 pandemic continue to impact enrollment and can affect the reliability of projections however, projections reliability for K-12 enrollment has improved since the depth and uncertainty of the pandemic period and was 101% in Fall 2022.

Only K-12 enrollment is projected. The Fall 2022 10-year projections anticipate that K-12 enrollment will grow by 0.4% in the near-term from 2022 to 2027. When taking a long-term view on projections, K-12 enrollment is expected to decline by -2.6% in the 2022 to 2032 timeframe.

Note that PreK enrollment is not produced using the same methodology as the projections for K-12 enrollment. PreK represents the maximum number of budgeted PreK seats determined by the Early Childhood Office. It is added to K-5 enrollment for elementary school capacity planning. PreK is estimated only for one year (Fall 2023) and this figure is held constant throughout the projection years.

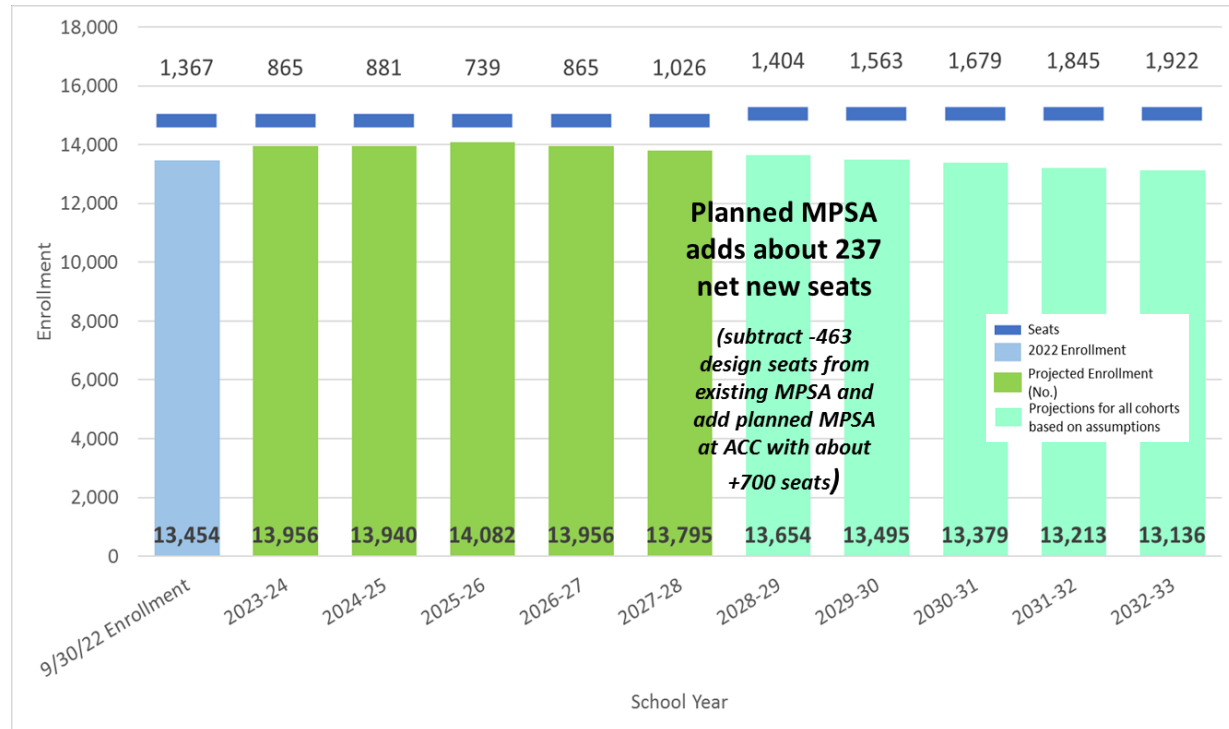
Projected Capacity Utilization by School Level

Capacity utilization measures the extent that school buildings are occupied by comparing actual student enrollment to the building design capacity of the school. The purpose of the capacity utilization measurement is to show projected seat availability by school or school level and by year for the next decade. This data helps APS to assess capacity need and the type of solution (capital or non-capital) to deploy to accommodate students.

Capacity utilization tables are included in [Appendix D](#). School-by-school capacity utilization rates are included for five projection years 2023 to 2027. From 2028 to 2032, the capacity utilization tables are for aggregate elementary, middle, and high school levels. This data builds from the 10-year Projections Report. Full methodology is available in [Appendix B](#).

Projected Elementary School Capacity Utilization

Figure 1. Projected Difference Between Elementary Students and Building Design Capacity Over the Next Decade



Note: For capacity planning purposes, dual enrolled preK students are excluded from enrollment totals to avoid double-counting.

Within the next five years, APS anticipates an **overall elementary seat surplus of just over 1,000 building design seats** (Figure 1 and [Appendix D](#)). This seat surplus represents a utilization rate of total building design seats of approximately 93% by 2027-28. Note that School Year 2027-28 is the last year for which projections provide school-by-school capacity utilization measures. Starting with 2028-29, elementary, middle, and high school capacity utilization measures are provided.

Provided below are maps of the projected seat surpluses or seat needs by elementary attendance zones and option schools that are combined to approximate the county’s major planning corridors. The county’s major planning corridors¹ are important reference points since these are the locations where the county is encouraging development through higher intensity zoning for new residential development.

The maps in figures 2 and 3 show that Zone 4, which approximates the county’s Richmond Highway Corridor, is expected to have building design seat needs by 2027-28. By 2027-28, Zone 4 is projected to have about 280 more students than seats and have a capacity utilization of around 122%.

¹ To learn more about the county’s major planning corridors, see <https://projects.arlingtonva.us/plans-studies/general-land-use-plan/planning-areas/>.

By contrast, Zone 1 (residential areas above the Rosslyn-Ballston Corridor) and Zone 3 (which approximates the Columbia Pike Corridor) are expected to have more than 500 more building design seats than students and have capacity utilization measures between 85 to 90 percent.

Meanwhile, Zone 2 which approximates the Rosslyn-Ballston Corridor is anticipated to have projected enrollment that closely aligns with building design seats by 2027-28.

At the elementary school level, it appears that APS will have sufficient excess capacity to repurpose an elementary school for swing space as proposed later in this report. [Section 4.4](#) of this report also proposes an updated approach to understand individual school capacities, including general education and specific programs classroom usage, and provides more information regarding seat availability.

Figure 2. Difference Between Future Building Design Seats and Projected Elementary Students by Zone in School Year 2027-28

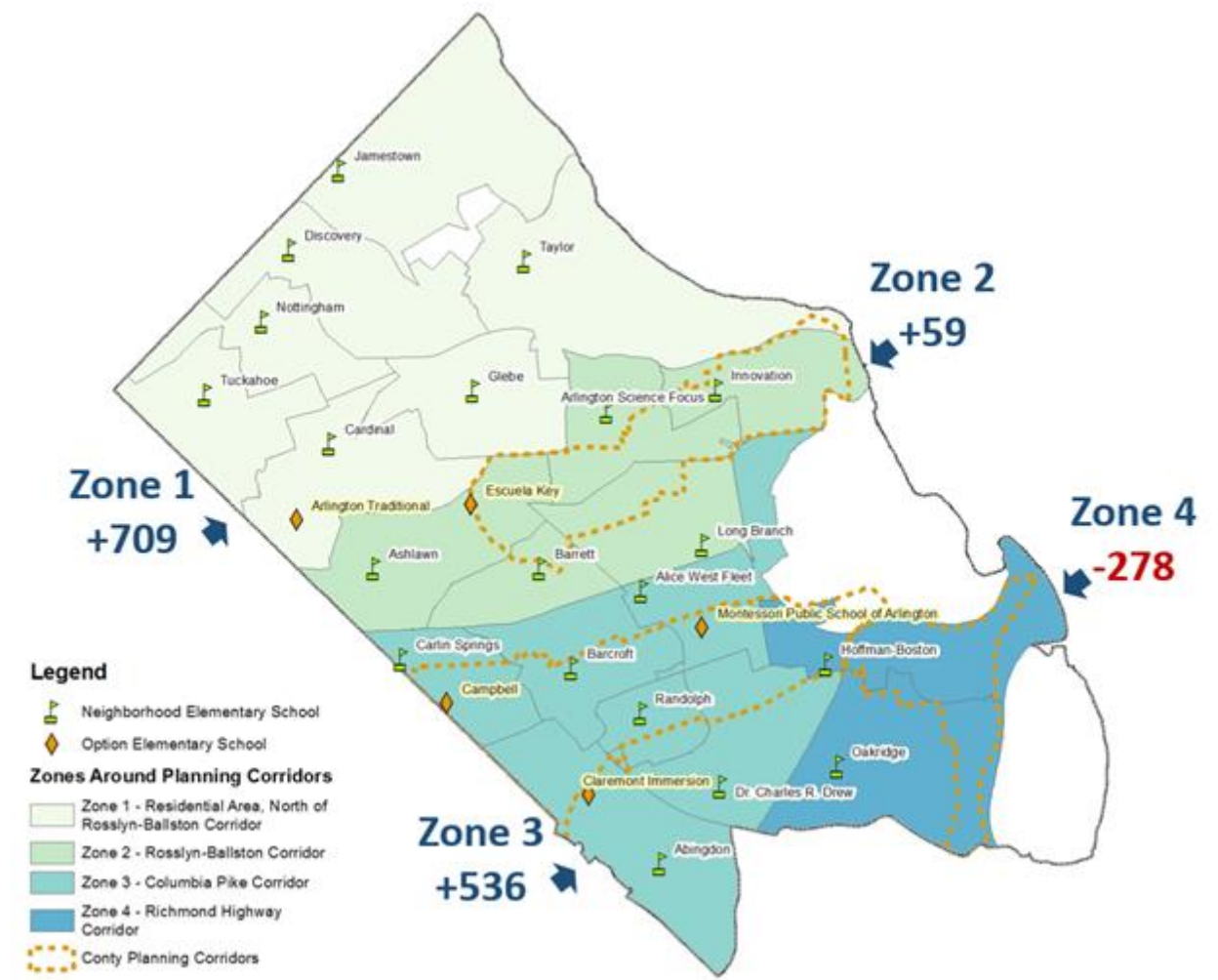
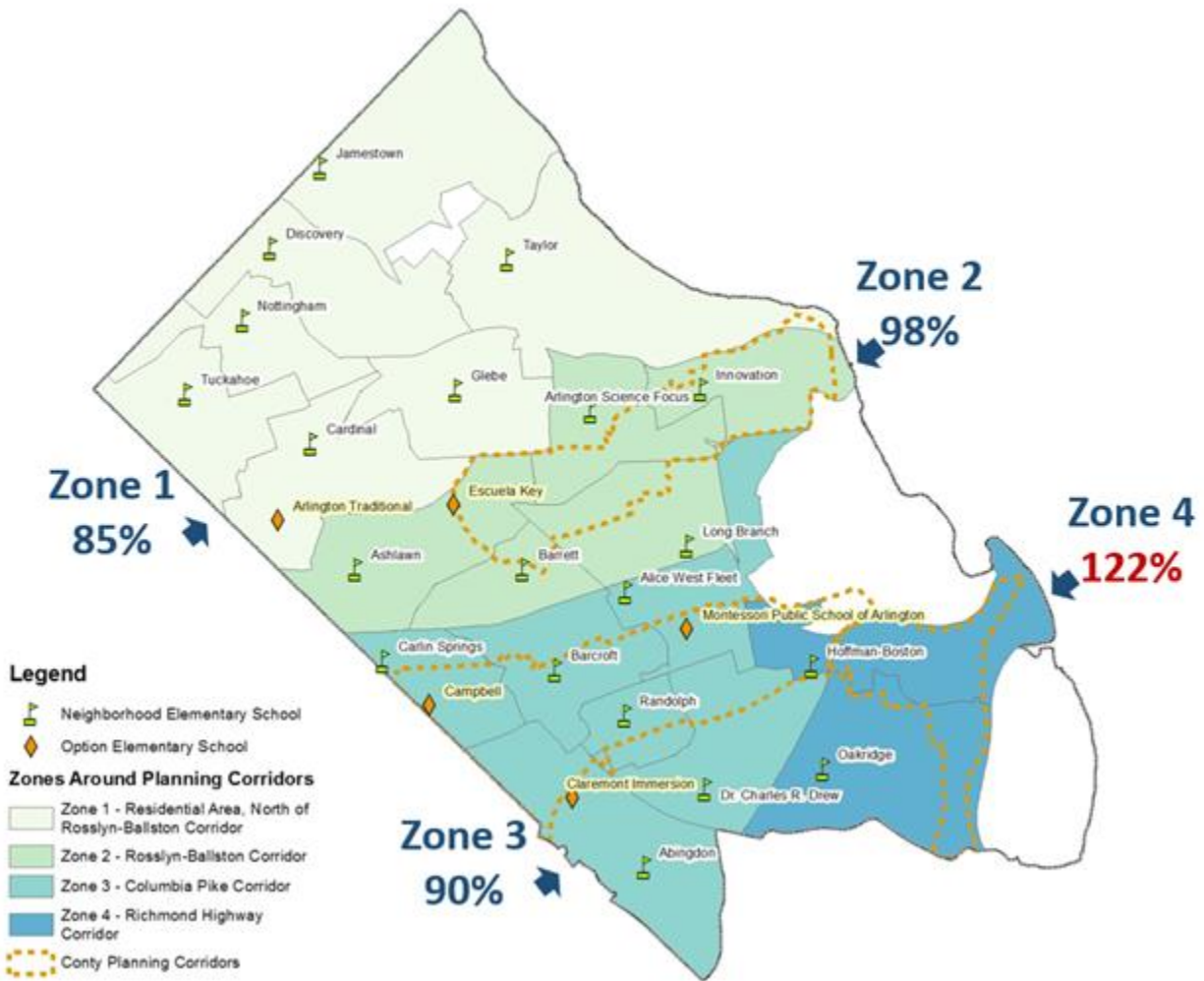


Figure 3. Projected Elementary Capacity Utilization by Zone in School Year 2027-28

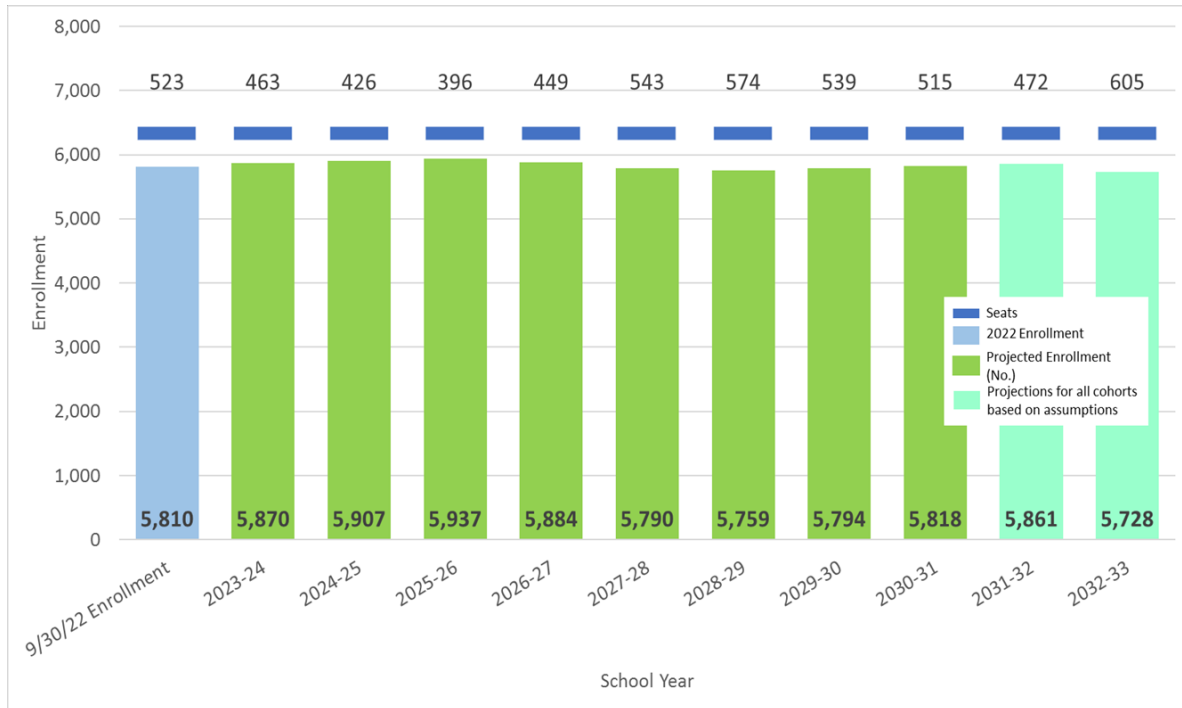


Elementary School Names and Abbreviations

- Abingdon
- Alice West Fleet (Fleet)
- Arlington Science Focus (ASFS)
- Arlington Traditional (ATS)
- Ashlawn
- Barcroft
- K.W. Barrett (Barrett)
- Campbell
- Cardinal
- Carlin Springs
- Claremont
- Discovery
- Dr. Charles R. Drew (Drew)
- Glebe
- Hoffman-Boston
- Innovation
- Jamestown
- Escuela Key (Key)
- Long Branch
- Montessori (MPSA)
- Nottingham
- Oakridge
- Randolph
- Taylor
- Tuckahoe

Projected Middle School Capacity Utilization

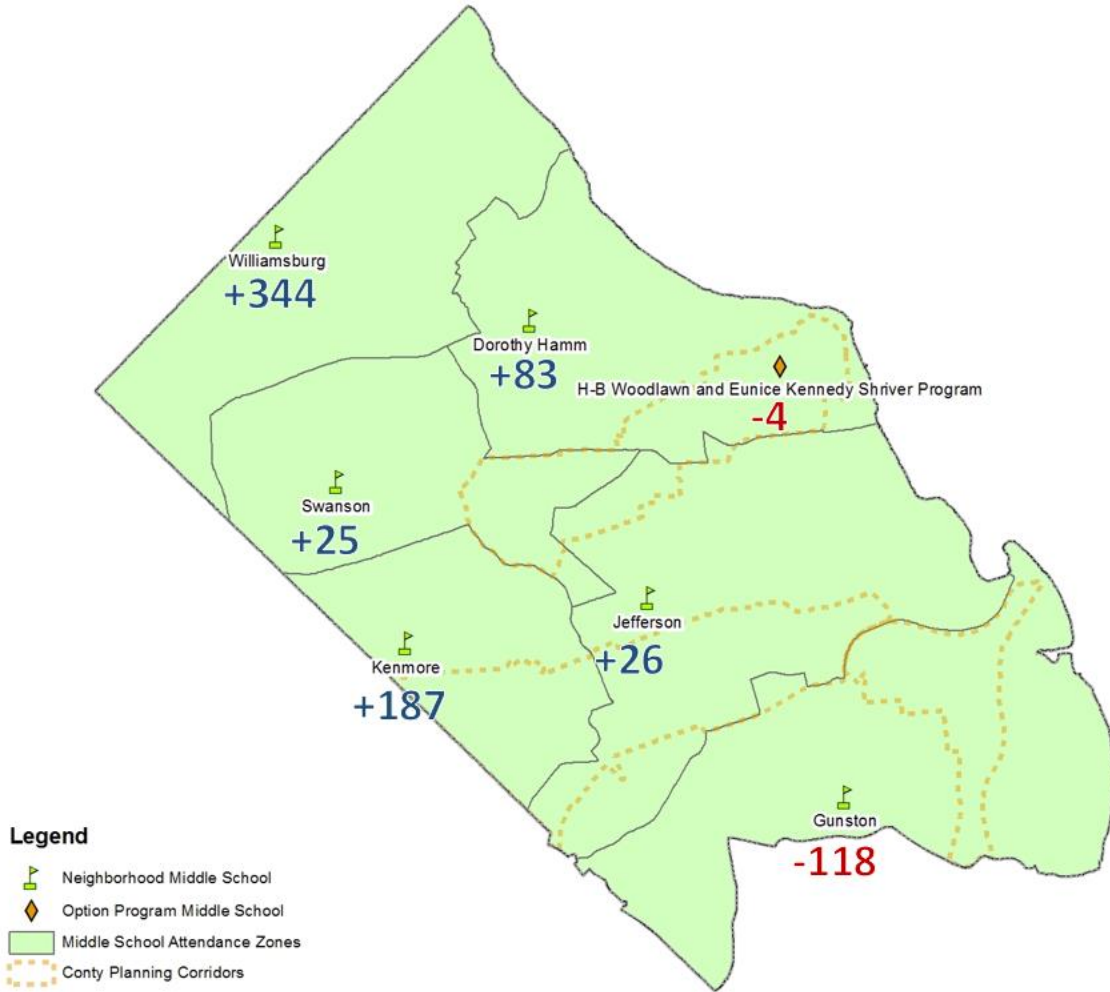
Figure 4. Projected Difference Between Middle School Students and Building Design Seats Over the Next Decade



At the middle school level, a comparison of 2027-28 projections and building design school seats suggest about **540 more building design seats than students**. This is a system-wide capacity utilization rate of about 91% for 2027-28.

Although it is expected that there will be a system-wide surplus in middle school building design seats by 2027-28, there are individual schools that counter the system-wide trend. Chiefly, Gunston is expected to have about 120 more students than building design seats by 2027-28 (see Figure 5) and a capacity utilization rate of 112% (see Figure 6). Similarly, Jefferson and Swanson, and Dorothy Hamm are close to parity between seats and students with capacity utilization rates of 98%, 97%, and 92% respectively. Williamsburg and Kenmore middle schools have notable building design seat capacities of 65% and 82% respectively which affect the system-wide average capacity utilization rate.

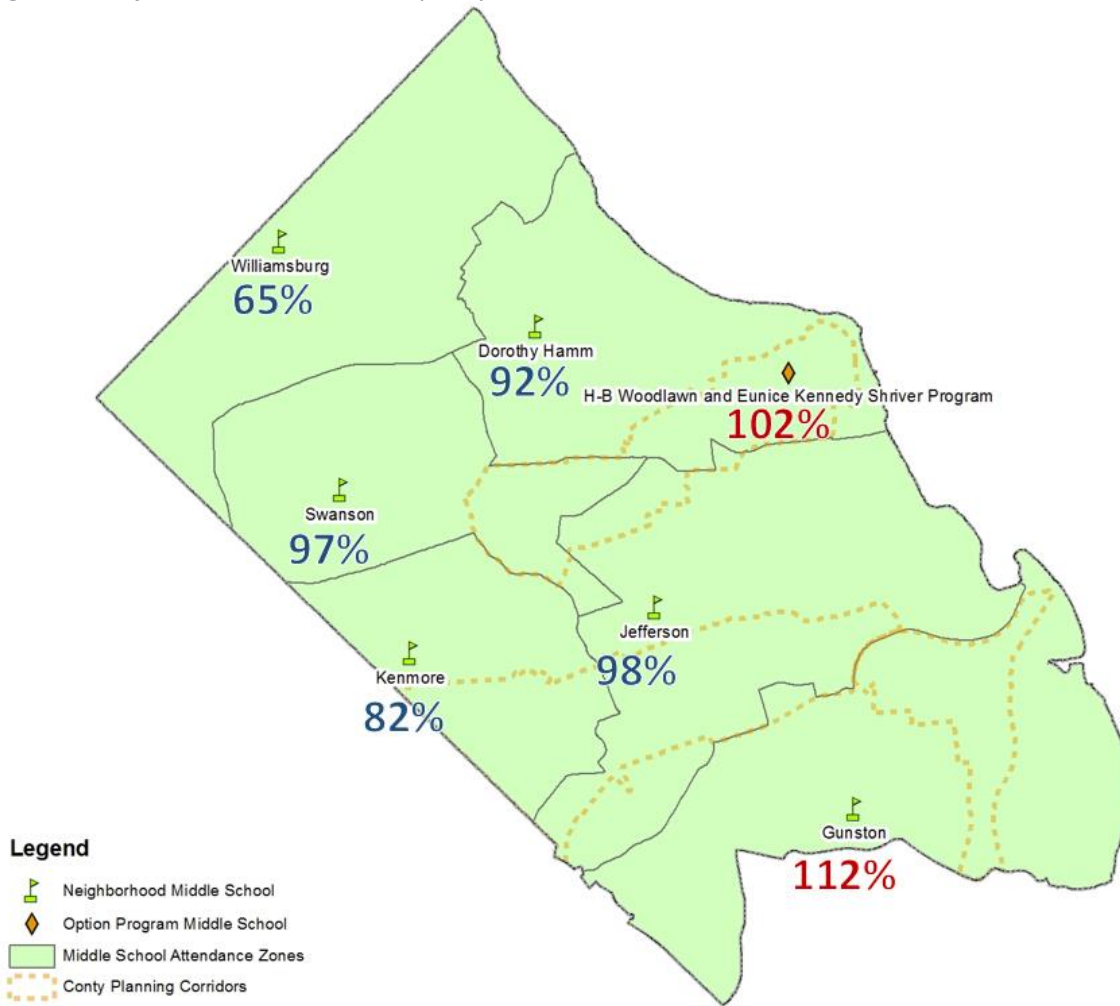
Figure 5. Difference Between Future Building Design Seats and Projected Middle School Students in School Year 2027-28



Middle School Names and Abbreviations

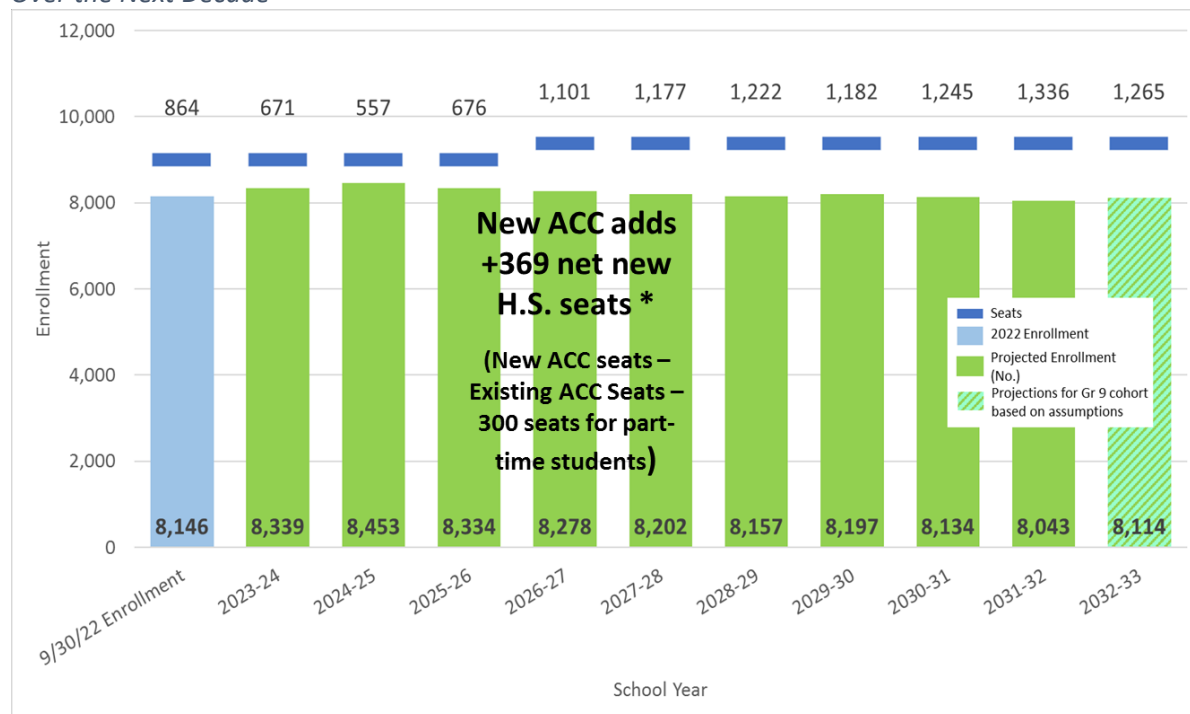
- Dorothy Hamm (Hamm)
- Gunston
- H-B Woodlawn (H-B)
- Thomas Jefferson (Jefferson)
- Kenmore
- Swanson
- Williamsburg

Figure 6. Projected Middle School Capacity Utilization in School Year 2027-28



Projected High School Capacity Utilization

Figure 7. Projected Difference Between High School Students and Building Design Seats Over the Next Decade



*Note: The Arlington Career Center adds 1,619 seats, with 300 seats allocated to part-time students which are not counted towards the new building’s capacity. The legacy Career Center building is not counted toward high school capacity in this chart as of 2026-27.

By 2027-28, APS anticipates that system-wide, high school will have about 800 more building design seats than students, which represents an 87% capacity utilization rate. Just as at the middle school level, high school’s system-wide capacity surplus is not seen at every high school. Namely, Wakefield is expected to have about 155 more students than seats (see Figure 8), or a capacity utilization rate of 107% (see Figure 9), by 2027-28.

The neighborhood high school with the greatest capacity by 2027-28 is expected to be Washington-Liberty with about 360 more seats than students, or a capacity utilization rate of 87%. Yorktown High School, meanwhile, is anticipated to have similar counts of students and seats by 2027-28 with a capacity utilization rate of 94%.

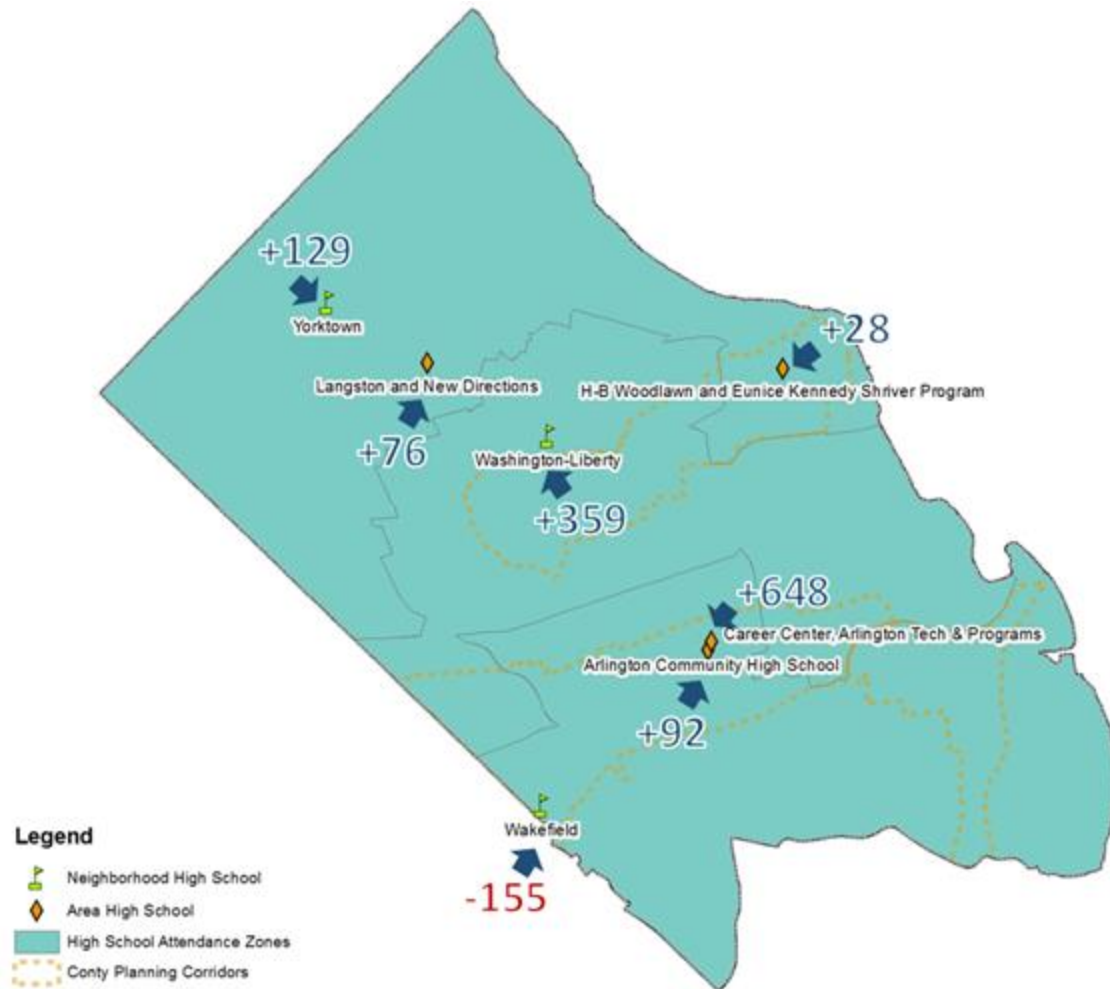
The Arlington Career Center adds 1,619 seats, with 300 seats allocated to part-time students which are not counted towards the new building’s capacity. The current Career Center building will be converted from high school to elementary school capacity, so the net new seats number 369.

Projections at the High School level show a surplus of seats and the data are complex. As the Career Center adds 369 new seats and Washington-Liberty will have approximately 300 open seats with its

recent addition, Wakefield and Yorktown neighborhood high schools will be at or over their maximum capacities of 2,200 students.

The study of “program capacity” and the surplus capacity allows APS to reevaluate and consider reducing the number of students assigned at each high school, to a level between their original capacity for 1,600 and internal modifications expanding capacity to 2,200.

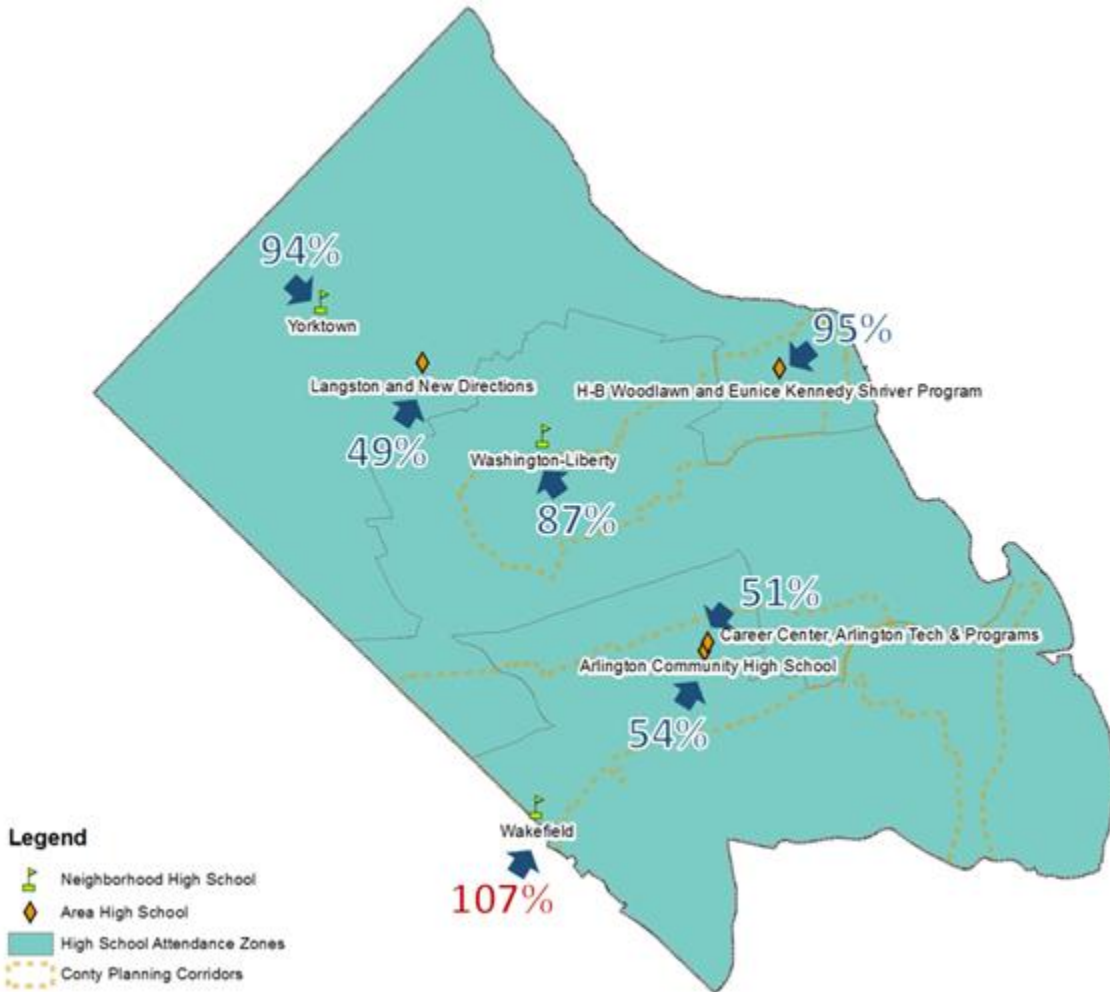
Figure 8. Difference Between Future Building Design Seats and Projected High School Students in School Year 2027-28



High School Names and Abbreviations

- Arlington Career Center (ACC)
- Arlington Tech
- Arlington Community High School (ACHS)
- H-B Woodlawn (H-B)
- Wakefield
- Washington-Liberty (W-L)
- Yorktown
- Langston
- Eunice Kennedy Shriver Program (Shriver)

Figure 9. Projected High School Capacity Utilization in School Year 2027-28



2.2. APS Facilities

Updates completed since 2019

Since the 2019 AFSAP report, now the Pre-CIP Report, APS has opened new schools, built additions to schools, and repurposed existing schools and programs to better address enrollment needs.

- 2019
 - New Alice West Fleet Elementary
 - New H-B Woodlawn Secondary and Eunice Kennedy Shriver Programs (formerly named the Stratford Program) at The Heights Site
 - Dorothy Hamm Middle School renovated and established as a new neighborhood middle school at the former Stratford facility
 - Renovations to Dr. Charles R. Drew Elementary School (formerly named Drew Model School)
 - Renovations to New Montessori Public School of Arlington (Former Patrick Henry Elementary Site)
- 2020
 - Renovations to Arlington Career Center and Arlington Tech
- 2021
 - New Cardinal Elementary School
 - Renovations to New Innovation Elementary School (Former Escuela Key Site)
 - Renovations to Arlington Traditional Elementary School (Former McKinley Elementary Site)
 - Renovations to Escuela Key Elementary School (Former Arlington Traditional Elementary School Site)
 - The New Directions program is collocated with the Langston High School Continuation program in the Langston Brown Community Center Building
- 2022
 - New Washington-Liberty High School Addition (Former Education Center)
- 2023
 - New location for Even Start, TBA

Elementary School Changes: Two new neighborhood schools and two option program moves

In 2019, with the opening of the new Fleet Elementary School, the Montessori elementary program that was hosted within Drew Model Elementary was moved to the former Henry Elementary School site and became the new Montessori Public School of Arlington (MPSA). Students who were attending Patrick Henry Elementary School were reassigned to the new Fleet School, Hoffman-Boston Elementary, or the renamed Dr. Charles R. Drew Elementary School (Drew). At the same time, boundaries, which included the new Fleet boundary, were adjusted to balance enrollment at Abingdon, Barcroft, Long Branch, Oakridge, and Randolph ([School Board Policy B-2.1 Boundaries](#)).

Overall, schools impacted in 2019 were Fleet, Patrick Henry, Hoffman-Boston, Drew, Abingdon, Barcroft, Long Branch, Oakridge, and Randolph.

In 2021, the opening of Cardinal Elementary School allowed for another opportunity to rebalance enrollment at neighborhood schools. Former McKinley students, together with an adjacent planning unit, were reassigned to Cardinal. The remaining McKinley students were reassigned to Ashlawn ([School Board Policy B-2.1 Boundaries](#)).

The former McKinley building became the new site for the Arlington Traditional School elementary option school, while the Key Immersion Program was renamed Escuela Key and moved into the former

Arlington Traditional School building. The former Key building was repurposed as a neighborhood school, Innovation Elementary. Innovation Elementary School provided enrollment capacity relief for Arlington Science Focus Elementary School (ASFS).

Altogether, schools impacted in 2021 were Cardinal, McKinley, Ashlawn, Tuckahoe, Arlington Science Focus, Taylor, Innovation, Arlington Traditional School, and Escuela Key Elementary.

Middle and High School Changes: Option program moves and new neighborhood school names

The H-B Woodlawn Secondary and Eunice Kennedy Shriver Programs moved to the new Heights building in 2019. H-B Woodlawn's former building, together with additional construction, formed Dorothy Hamm, a new neighborhood middle school. Dorothy Hamm relieved neighboring middle schools, where enrollment numbers were surpassing capacities.

Middle Schools impacted in 2019 were Hamm, Gunston, Jefferson, Kenmore, Swanson, and Williamsburg.

Washington-Lee High School was renamed Washington-Liberty High School effective June 2019 ([School Board Policy F-6.1 Naming of Facilities](#)). The Washington-Liberty High School addition opened in Fall 2022, adding 600 seats and expanding the school's overall capacity to 2,800. A limited, concurrent boundary adjustment was approved to gradually relieve enrollment at Wakefield and fill Washington-Liberty ([School Board Policy B-2.1 Boundaries](#)). In-boundary growth for Washington-Liberty was projected, so additional temporary steps were put in place to fill the capacity in the short term. These steps included neighborhood transfers and IB option program growth. Only Washington-Liberty and Wakefield were impacted in 2019.

An updated list of schools in the APS portfolio² is available. This inventory provides information on the age of each building and the year of the most recent renovation.

When Facilities Need Updating

The demands on a facility evolve with student needs and changes to instruction delivery. Facility best practices are routinely updated as priorities, building standards, and educational program demands also shift. Some system-wide changes require capital investment to keep older facilities in line with current standards.

Recent priorities for facilities at APS are being addressed system-wide through the CIP, including:

- Secure vestibules
- PA systems replacement
- Kitchen updates (both the demand for meals and the standards for freshly prepared food onsite have evolved)
- Lock replacements

² APS Facility Inventory Fiscal Year 2023. Arlington Public Schools. https://www.apsva.us/wp-content/uploads/2022/08/APS-Facility-Inventory-SY22_23-08_15_2022.pdf

When renovating an older building, APS seeks to reflect updated use and practices. The building design capacities at some schools reflect the educational requirements at the time of construction and might not align with current use. In addition, the location of specialized programs may impact the number of students a building may serve. In this report, APS proposes to examine current building use to include program capacity figures used for planning that more accurately incorporates programmatic use changes ([School Board Policy F-5.7 Capital and Maintenance Program](#)).

A comprehensive table showing the status of recent and ongoing CIP-funded facilities projects may be found on the following page.

Project	Actual / Budget ¹	Financial Completion Status ²	Project Type
Abingdon Elementary School	\$ 31,976,530	2020	Renovation / Alteration and Addition
Alice West Fleet Elementary School	\$ 60,450,445	On Ongoing	New Construction
Arlington Traditional Elementary School	\$ 22,601,435	2019	Renovation / Alteration and Addition
Ashlawn Elementary School	\$ 21,214,624	2017	Renovation / Alteration and Addition
Barrett Elementary School (HVAC)	\$ 1,988,015	2015	Renovation / Alteration / Refresh
Cardinal Elementary School	\$ 55,000,000	On Ongoing	Renovation / Alteration and Addition
Career Center / Arlington Tech.	\$ 13,750,000	On Ongoing	Renovation / Alteration / Refresh
Career Center	\$ 182,400,000	On Ongoing	New Construction
Connect Arlington (Fiber Optic Cable Installation)	\$ 1,253,000	2021	Renovation / Alteration / Refresh
Arlington Community High School @ 4420 Fairfax (Educational Space Buildout)	\$ 1,500,000	On Ongoing	Renovation / Alteration / Refresh
Discovery Elementary School	\$ 43,802,807	2018	New Construction
Dorothy Hamm Middle School	\$ 44,350,000	On Ongoing	Renovation / Alteration and Addition
Dorothy Hamm Middle School (HVAC)	\$ 4,949,651	2014	Renovation / Alteration / Refresh
Dr. Charles R. Drew Elementary School (Refresh)	\$ 950,000	2020	Renovation / Alteration / Refresh
Ed Center Reuse	\$ 37,700,000	On Ongoing	Renovation / Alteration / Refresh
Facilities and Operations (Transportation Offices)	\$ 3,100,000	On Ongoing	Renovation / Alteration / Refresh
Gunston Middle School (HVAC)	\$ 10,655,000	2020	Renovation / Alteration / Refresh
Gunston Middle School (Internal Modification)	\$ 976,803	2018	Renovation / Alteration / Refresh
The Heights (H-B Woodlawn Secondary and Eunice Kennedy Shriver Programs)	\$ 106,600,000	On Ongoing	New Construction
The Heights Phase II (Parking Garage and Playfield)	\$ 14,240,000	On Ongoing	New Construction
Information Services (Enterprise Resources Planning System Upgrade)	\$ 7,380,000	On Ongoing	Renovation / Alteration / Refresh
Jefferson Middle School (Roof)	\$ 1,158,420	2022	Renovation / Alteration / Refresh
Jefferson Middle School (Wall Reconstruction)	\$ 2,283,161	2016	Renovation / Alteration / Refresh
Kitchen Projects (Campbell, Drew, Randolph and Swanson)	\$ 9,990,000	On Ongoing	Renovation / Alteration / Refresh
Kenmore Middle School (Internal Modification)	\$ 932,899	2018	Renovation / Alteration / Refresh
Kenmore Middle School (Roof)	\$ 905,000	2020	Renovation / Alteration / Refresh
Montessori Public School of Arlington (Refresh)	\$ 850,000	2020	Renovation / Alteration / Refresh
Oakridge Elementary School (Roof)	\$ 954,862	2015	Renovation / Alteration / Refresh
Safety / Security Projects (Locks, Public Address Systems and Remote Access)	\$ 5,910,686	On Ongoing	Renovation / Alteration / Refresh
Security Vestibules / Entrances (ASF, Claremont, Glebe, Gunston, Hoffman-Boston, Jamestown, Jefferson, Kenmore, Langston, Long Branch, Nottingham, Oakridge, Taylor, Tuckahoe, Wakefield, W-L and Williamsburg)	\$ 12,500,000	On Ongoing	Renovation / Alteration / Refresh
School Refreshes (Arlington Traditional, Innovation, and Escuela Key elementary schools)	\$ 10,250,000	On Ongoing	Renovation / Alteration / Refresh
Syphax Education Center (Office Space Buildout)	\$ 13,685,000	2018	Renovation / Alteration / Refresh
Taylor Elementary School (Roof)	\$ 1,456,066	2018	Renovation / Alteration / Refresh
Wakefield High School (Bleachers)	\$ 1,405,000	2015	Renovation / Alteration / Refresh
Wakefield High School	\$ 118,626,000	2018	New Construction
Wakefield High School (Internal Modification)	\$ 2,574,749	2018	Renovation / Alteration / Refresh
Wakefield High School (HVAC)	\$ 850,000	On Ongoing	Renovation / Alteration / Refresh
Washington-Liberty High School	\$ 99,485,050	2011	New Construction
Washington-Liberty High School (Softball Field)	\$ 1,305,244	2014	Renovation / Alteration / Refresh
Washington-Liberty High School (Internal Modification)	\$ 5,260,000	2018	Renovation / Alteration / Refresh
Washington-Liberty High School (Roof)	\$ 1,105,463	2020	Renovation / Alteration / Refresh
Yorktown High School	\$ 84,147,969	2016	New Construction
Yorktown High School (Internal Modification)	\$ 3,220,000	2020	Renovation / Alteration / Refresh
	\$ 1,045,693,879		

1. Expenses reflect actual final closeout costs or budget amounts as of December 2022. Budget amounts are italicized in blue.

2. Financial completion status is different from building occupancy.

Note: Heating, ventilation, and air conditioning (HVAC).

Disclaimer: This is provided for information and discussion only. The information contained herein is subject to change.

New Facility Planning

Planning for a new school facility begins with the development of educational specifications, which are based on program needs and established practices. APS designs agile facilities that can be rearranged to accommodate various learning activities today and adapted to longer term changes in program and instruction delivery, minimizing cost disruption.

Newer and renovated facilities reflect updates to educational specifications such as:

- Classrooms with natural light and view
- Minimum of one operable window per classroom
- Breakout Learning Areas outside of the classrooms in common areas
- Appropriate number and sizes of small Group Instruction (SGI) areas for programs
- Administrative Suite areas sized appropriately for the planned number of administrators
- Student Services areas for full time and itinerant staff
- Teacher Support areas including work areas, lounge areas and wellness
- Lockable cabinets or wardrobes for each staff member
- Art, Music, Library, Physical Education Spaces (e.g., innovation commons) appropriate for the building use and planned population
- Food Services (e.g., dining commons, kitchen and serving area) sized for the planned population of the building and taking into account potential relocatable classrooms and planned future additions
- Extended Day including storage for students backpacks and coats, program storage, office space and consideration for early arrivals and late departures of students
- Class 1 Bike Storage for Staff, lockers, showers and changing facilities (TDM Requirement for capacity generating spaces)
- Parks & Recreation uses considered in design
- Any specialty needs identified in the Educational Specification for the facility

The report for a new elementary school at Reed-Westover³ (pp. 18-21) illustrates the difference in elementary educational specifications between 2004 and 2019. The new Alice West Fleet school opened in 2019 and Cardinal School, built at the Reed site opened in 2021.

Environmental Stewardship

APS recognizes the importance of being active stewards in protecting our environment and promoting sustainability throughout our district. The system is committed to energy and environmental conservation in school operations and aims to minimize our carbon footprint and emissions.

Most recently, Sun Tribe Solar (STS) completed installation of solar photovoltaic (PV) arrays at six locations: Abingdon, Alice Fleet West, Jefferson, Kenmore, Tuckahoe and Washington-Liberty with a total of 2.8MW solar generation capacity. A total of nine sites has array installations, with one additional project planned at Cardinal.

³ New Elementary School at Reed-Westover. Arlington Public Schools. https://www.apsva.us/wp-content/uploads/2019/09/160919_Reed_CD-Final-Design-Report.pdf

When examining current facilities as part of the Long-Range Plan to Renovate Existing Facilities described below, APS may consider Energy Use Intensity (EUI) as part of the project evaluation criteria ([School Board Policy F-5.7 Capital and Maintenance Program](#)).

Minor Construction/Major Maintenance (MC/MM)

Minor Construction and Major Maintenance (MC/MM) target replacement and improvement projects. Funding for MC/MM projects is typically not large enough to require specific bond funding, but too large to be managed within the operational maintenance budget ([School Board Policy D-31 Financial Management-Capital Financial Management](#)). Projects are inspected and assessed as part of a rolling ten-year long-range plan. Examples of projects include small fields, gyms, floor coverings, painting, major heating, ventilation and air conditioning (HVAC) equipment, roofing, glazing, cafeterias, seating system & playgrounds.

The MC/MM committee consists of staff members from the Department of Facilities & Operations, the Department of Finance, various schools, committee members from the Advisory Council on School Facilities and Capital Programs (FAC), and subject matter experts, as required from various consultants. The committee is responsible for evaluating, prioritizing, and estimating costs of projects to be included in the long-range plan.

The MC/MM cycle begins in September with the project requests, followed shortly by the development of a request schedule and concludes in November with a final request schedule presented to the Cabinet ([School Board Policy F-5.7 Capital and Maintenance Program](#)).

Transportation Facilities

School bus transportation is a keystone for APS school access. APS transportation provides school bus service for eligible general and special education students. For SY2022-2023, over 16,000 students are eligible for transportation services. Utilization rates for transportation services this year are 59% for general education students and 83% for special education students. Students attending Countywide option programs may be provided transportation services as approved by the School Board. School bus service for option programs use a centralized hub stop model ([School Board Policy E-5.1 Student Transportation Services](#)).

With a school bus fleet of 185 buses and some small transportation vans, APS has reached a critical need for space to properly accommodate school buses and staff parking needs. Future CIPs will need to consider space needs for bus parking, staff parking, and future electrification. It is important that the space supports our operations efficiently, promotes healthy transportation options, and continues our partnership with the County towards fleet electrification.

Given the constraints placed on our transportation resources and the number of students transported daily in support of 29 neighborhood schools, 7 options schools, and 2 programmatic high schools, our goal is to improve efficiency and focus on several areas below.

- Continued analysis and review of our hub stop system for Countywide option programs.

- Collaboration with the County on a Trades Center study to evaluate electrification and space needs for school buses, white fleet, and staff parking needs in an area with limited expansion possibilities.
- Continued collaboration with Arlington Transit on integrating public transit using the student iRide Fare Free Program.
- Reviewing and improving the planning process for all transportation services including specialized transportation.

3. PLANNING PROPOSALS

Managing Enrollment

The planning team reviews enrollment levels as recorded on September 30 annually with the goal of managing enrollment across the division through the Enrollment Management Plan (EMP) ([Appendix E](#)). During this process APS also considers past and projected enrollment trends. This Pre-CIP Report allows for longer-term plans to be developed and supported.

A more detailed example of how APS measures capacity in a building may be found in a later section, Proposed School Capacity Review.

Tools to Manage Enrollment

APS has used the following capital and non-capital mechanisms to manage projected enrollment in the short- and long-term:

- Increase class size
- Make internal modifications to a school facility. Repurposing existing spaces to increase the number of classrooms
- Add or remove relocatable classrooms
- Offer neighborhood transfers to neighborhood schools that have space for additional students
- Offer targeted transfers to allow students from specific school attendance zones or planning units to apply to transfer to a nearby school that has capacity for additional students
- Adjust the number of seats offered for new students applying for option programs and schools
- Relocate programs
- Change Attendance Boundaries
- Additions or new facility construction

The Pre-CIP Report assesses the results of planning initiatives addressing enrollment and building utilization beginning in fall 2017 when these processes moved from F&O to P&E. The results of APS initiatives addressing enrollment and building utilization can be found in [Appendix F](#).

3.1. Update Planning Units for Future Boundary Processes

Planning units will be evaluated and possibly subdivided (split) in 2024, before the Fall boundary process. Planning units are the building blocks of neighborhood school attendance boundaries. They balance the sense of neighborhood and school walkability with the need to rebalance enrollment across schools. Enrollment in the district has grown so that the number of elementary students residing in a planning unit ranges from 0 up to 294. Approximately 12 planning units have over 100 K-5 students. Large cohorts are limiting in the process of drawing new boundaries, making some planning units too large to move or limiting the number of boundary change configurations available in the decision-making process.

Currently there are 347 planning units in the district. They are typically bounded by and where possible, take into account:

- existing landmarks
- large apartment buildings
- garden apartment complexes
- civic association boundaries
- Census blocks
- alignment of both sides of roads for selected cul-de-sacs, and/or
- major roads

Some planning units may need to be subdivided to create more flexibility for upcoming boundary processes.

3.2. Fall 2023 Middle School Enrollment Balancing, effective Fall 2025

The Superintendent recommends moving the Middle School Dual-Language Immersion Program from Gunston to Kenmore and adjusting M.S. Boundaries effective for the 2025-26 school year.

This proposal aims to balance capacity utilization across neighborhood middle schools, and in maximizing the use of all school facilities, be good stewards of taxpayer funds. Prioritizing capacity utilization will increase the demands on transportation and will require some tradeoffs that will be discussed at the September 26 Work Session on the draft M.S. recommendation. The draft Fall 2023 middle school boundary recommendation also addresses specific alignment issues. The timeline for adjusting middle school boundaries can be found in [Appendix H](#).

The draft recommendation and supporting details found in [Appendix H](#) are offered to give the community time over the summer to help identify local Planning Unit issues. APS will hold Community Table Sessions to share information and address questions and concerns. Feedback on the initial recommendation will focus on the Planning Unit data review and is due by September 1. The feedback will be used to develop a final boundary proposal following School Board direction in the Fall.

Transportation Study of Immersion Relocation

The Department of Facilities and Operations completed a data analysis to help determine the most suitable location for the middle school Immersion program considering program enrollment, facility capacity, and transportation choices. The full transportation study may be accessed in [Appendix I](#).

Relocating the Immersion program to Dorothy Hamm, Swanson, or Williamsburg would negatively impact transportation choices and APS Transportation services. If the Immersion program is relocated to Jefferson or Kenmore, no improvements to transportation choices or APS Transportation services would be achieved. None of the middle schools have the seats required to maintain a capacity utilization at or below 100%. As result of this analysis, the existence of the Immersion program at any one of the middle schools does not improve school capacity, transportation choices, or APS Transportation Services. The study recommends providing the Immersion program at two middle schools.

The Draft Fall 2023 Middle School Boundary Recommendation Report is included in [Appendix H](#) and details how the proposal relates to each of the boundary considerations in [School Board Policy B-2.1 Boundaries](#).

3.3. Fall 2024 High School Boundary Changes, effective Fall 2026

In 2024, APS will propose high school boundary adjustments that balance capacity utilization across neighborhood high schools, maximize the use of all school facilities, and be good stewards of taxpayer funds.

3.4. Fall 2025 Elementary School Boundary Changes, effective Fall 2026

Plans for an elementary boundary process will be reevaluated in the upcoming Enrollment Management Plans (EMP) and the 2025 Pre-CIP Report. No boundary changes will be proposed until after the School Board votes on the FY 2025-34 CIP and confirms the plans for swing space. Enrollment is projected to be manageable at most of the 25 elementary schools, with existing relocatable classrooms.

As of 2022-23, there are 85 relocatable classrooms across 17 elementary schools. Nine elementary schools are expected to be over capacity in 2025-26 without relocatable classrooms: ASFS, Barcroft, Barrett, Campbell, Key, Glebe, Hoffman-Boston, MPSA, and Oakridge.

Additional schools may be shown to be over capacity when the program uses are taken into account as proposed later in this report. At three of the five schools being considered for swing space, APS is reserving the existing relocatable classrooms in anticipation of any boundary changes associated with repurposing an elementary school.

The Spring 2024 Enrollment Management Plan (EMP) will record any actions that will be implemented to manage enrollment in Fall 2024 and may advise monitoring September 30 Enrollment to confirm if an elementary school boundary process is needed for Fall 2025 ([School Board Policy B-2.1 Boundaries](#)).

- Future boundary proposals are likely to address schools where APS currently offers targeted transfers for the 2023-24 School Year. These are also shown in the figure below.
 1. Abingdon to Dr. Charles R. Drew - All Abingdon Planning Units
 2. Glebe and Tuckahoe to Cardinal - Glebe Planning Unit 16090 and Tuckahoe Planning Units 16050 & 16060
 3. Arlington Science Focus to Innovation - Arlington Science Focus Planning Units 23211, 24080, 24100, 24111 & 24120
 4. Hoffman-Boston to Fleet - Hoffman-Boston Planning Units 46111, 48160 & 48180
- The recommendation will be based on the analysis of capacity utilization and will identify schools that need enrollment relief, projected to include Oakridge, Abingdon, Arlington Science Focus, Hoffman-Boston and Glebe.
- Schools with available capacity will likely be impacted as they are assigned additional students.

Figure 10. Planning units affected by targeted transfers in 2022-23



The projected capacity utilization tables 2023-2033 ([Appendix D](#)) show the anticipated yearly enrollments, and the Swing Space School Site Recommendation Report found in the appendix of this report illustrates the range of utilization across elementary schools which may be addressed.

3.5. Boundary Change Considerations in Policy

APS will consider changes to [School Board Policy B-2.1 Boundaries](#) in Spring 2024. APS proposes to research how neighboring jurisdictions have defined their boundary policies.

The board may consider clarifying:

- Goals for “promoting demographic diversity”
- How PreK should be factored into the elementary school boundaries
- Proximity and access to public transportation
- Policy guidance on conditions for implementation of program moves and school closings

Policy is silent on how to prioritize boundary considerations. Demographics and proximity, two of six boundary policy considerations, sometimes conflict. Also, in the example of proximity, there is the further question of which student groups are prioritized for proximity in full neighborhood schools. APS suggests a detailed approach for considering demographics and proximity in 2024.

4. STUDIES THAT INFORM PLANNING AND THE NEXT CIP

4.1. Long-Range Plan to Renovate Existing School Facilities (in progress)

The Superintendent will recommend the School Board’s October 2023 CIP direction includes at least one school renovation as soon as feasible. Work on the Long-Range Plan to Renovate Existing School Facilities began in November 2022 and is ongoing. This plan has been divided into two tiers.

Tier 1 is further subdivided into two stages. Stage 1, which was the development of the evaluation for assessing school facilities, is summarized in the April 2023 Final Evaluation Framework Report⁴ published on the Design & Construction web page. Stage 2 will consist of performing the facility assessments from April to August 2023 and be detailed in a Final Facility Evaluation Report.

⁴ Long-Range Plan to Renovate Existing School Facilities: Existing Facility Evaluation Framework Report. https://www.apsva.us/wp-content/uploads/2023/05/Existing_Facility_Evaluation_Framework_Report_Final_2023_04_18.pdf

In September 2023, Facilities and Operations will present the Final Facility Evaluation Report to the School Board ahead of the October FY 2025-34 CIP Direction. The October School Board vote on CIP direction will include some high priority renovation projects from this work.

Tier 2 is a future effort that involves additional measurements, testing, analysis, or study to further evaluate the highest priority needs and deficiencies identified in the Tier 1 assessment. The facilities selected for Tier 2 will undergo further analysis for inclusion in the Fiscal Year 2025-34 Capital Improvement Plan (CIP).

4.2. Swing Space

The Superintendent recommends the School Board’s October 2023 CIP direction plans for repurposing Nottingham Elementary School for swing space.

With the adoption of the 2023-32 CIP, the School Board directed the Superintendent to identify and develop swing space to support the Long-Range Renovation projects.

The swing space will provide a safe and comfortable learning environment for elementary students when their current school buildings are undergoing renovation or construction. The space will be considered with the needs of elementary-aged students in mind and will ensure students have access to all the necessary resources to support teaching and learning. The swing space will be a valuable addition to the school community.

61 sites were suggested and evaluated against educational specifications and additional requirements determined by APS. Cost and complexity were used to further evaluate APS’s options. The full report, which details the process to identify a recommended swing space site, may be found in [Appendix J](#).

Next Steps

1. Members of the community are invited to provide feedback to the School Board by September 15. Community table sessions with APS will be held for those interested in learning more.
2. School Board’s October 2023 CIP direction will identify which swing space options should be studied further with project cost estimates provided for the CIP process.
3. When a swing space site is selected for further study by the School Board, the Department of Facilities and Operations will then study in more detail the cost to prepare the prospective space.
4. Outline the required processes to implement setting up swing space (e.g., new boundaries).

Elementary School to Repurpose: Nottingham ES

APS looked at schools with projected open capacity identified in the Pre-CIP Report. The area with the most open capacity and with flat to declining enrollment in adjacent schools is along the Northern and Western edges of the County. Adjacent open seats are important for reassigning students near their homes to schools with space for them. These schools include Discovery, Jamestown, Nottingham, Taylor, and Tuckahoe.

Nottingham was selected based on the following information.

- Nottingham’s 2022-23 enrollment is low, and its projected enrollment remains flat through 2027-28.
- By 2026, a projected 419 Nottingham students (PreK-5) would be reassigned to schools that are adjacent to Nottingham’s boundary in an elementary boundary process.
- Based on the 2018 study of walk zones, 140 Nottingham K-5 students reside in planning units that are within the walk zones for Discovery (13) and Tuckahoe (127).
- Has surrounding schools with open capacity to welcome reassigned students, limiting the number of students who must be reassigned from receiving schools to balance enrollment.
- Has five relocatable classrooms on the Nottingham campus, and space to add more if needed
- Community members have raised a concern about needing additional school capacity during county processes on the Missing Middle and Plan Langston Boulevard. If enrollment in this area increases again, Nottingham could be returned to a neighborhood elementary school.

The full Swing Space School Site Recommendation Report is in [Appendix K](#).

4.3. Renovate existing ACC for MPSA

As outlined in the last CIP, the current ACC will be repurposed for the MPSA. In keeping with the site maximum capacity of 2,570 students, APS will tear down the current MPSA building once the program can move and a sports field will be built in that space.

The School Board approval of the FY 2023-32 CIP directed the Superintendent to continue the planning for future phases of the Arlington Career Center (ACC) campus beyond completion of the new ACC building, garage, and field (Phase 1). Phase 2 will convert the existing Career Center building for elementary use, specifically for MPSA and open in Fall 2028 and deconstruct (demolish) the MPSA building to add additional green space.

The goal of the feasibility study ([Appendix L](#)) was to develop options to renovate the existing Arlington Career Center (ACC) to house the Montessori Public School of Arlington (MPSA). Options represent a range in both scope of renovation and construction costs. Prior to developing the options, the following investigations were completed to better understand what modifications to the existing ACC were required to accommodate the MPSA program:

- Areas within the existing ACC that have been recently renovated and could be occupied by MPSA with little to no reconfiguration of the space were identified.
- The square footage of the MPSA ed spec program and comparable spaces available within the existing ACC were studied. This was done to better understand what existing spaces in the existing ACC could be reused.
- The size and proportion of the existing ACC instructional spaces were reviewed. Additionally, both the Design Team and Owner’s cost estimators provided rough orders of magnitude costs for three tiered levels of renovation: minimal work, medium work and maximum work. The design team used these tiered levels of renovation to define the scope of work for each option.

Figure 11. ACC's existing floor plan configurations

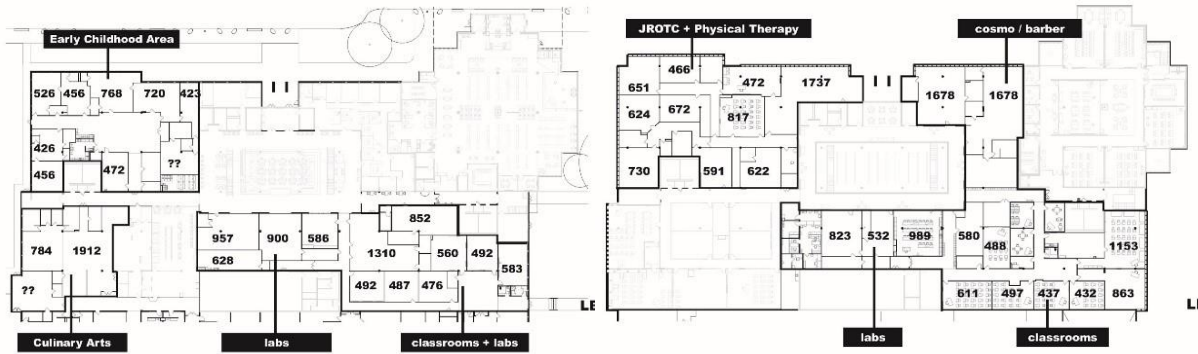
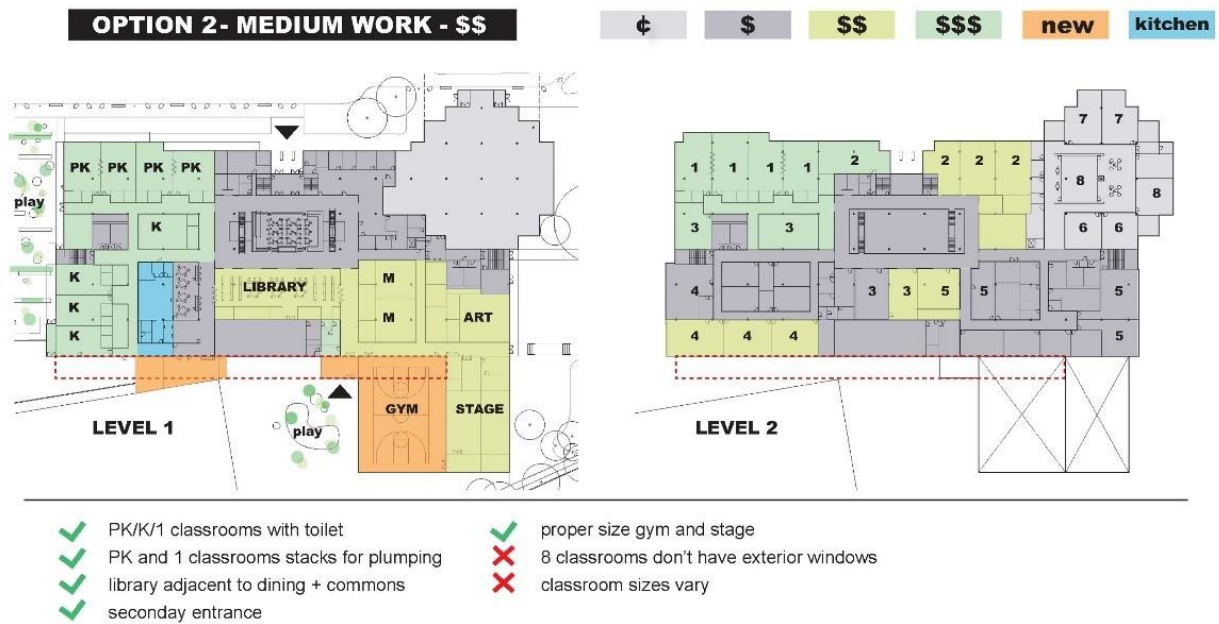


Figure 12. Recommended changes to ACC floor plan



4.4. Proposed School Capacity Review

APS is proposing a methodology for evaluating school capacities to more accurately reflect how classroom space is being used. Current data are important for planning, particularly ahead of changing boundaries at the elementary level. Capacity utilization rates are impacted not only by student enrollment but also by changes to school capacity as determined by distinct programs in the school. The Facilities Optimization Study update will factor in common space capacity.

For the purposes of this exercise, these key terms are defined as follows:

Capacity Utilization Rate – measures the extent that school buildings are occupied by taking student enrollment divided by building design capacity. Utilization rates indicate when enrollment exceeds building design capacity or when space may be available. Currently, this only refers to building design capacity utilization rate.

Building Design Capacity – the number of students a building can accommodate based on the original educational specifications of the building.

- **Building Capacity with relocatable classrooms** – maximum number of students including the addition of seats in relocatable classrooms. This is maintained as a separate figure since these classrooms are temporary.

Proposed Total School Capacity – maximum number of students that can be accommodated in a school's general education and distinct program classrooms. This takes into account the different required teacher-student ratios, which can change the number of students a facility can accommodate. This breakdown will help APS understand whether there are rooms available for more programs or which grade levels and programs have seats for more students.

- **General education classroom capacity, K-5** – School Board adjusts teacher-student ratios periodically
- **Distinct program classroom capacity, PreK-5** – variable, lower teacher-student ratios

Changes in Capacity

Compared to building design capacity, the proposed total school capacity requires more periodic updates because the number and types of distinct programs in a school may change as student and district needs evolve.

APS currently makes planning decisions based on building design capacity utilization rates. However, schools may use classrooms for the following scenarios which impact their total school capacity:

- PreK or PreK Special Education programs (Distinct Program Classrooms)
- K-5 Special Education programs (Distinct Program Classrooms)
- Montessori program capacity
- Other non-capacity-generating uses such as exemplary projects or small group learning instruction, specials' classes shared office spaces for Special Education, Math Specialists, Reading Specialist, English Learner Specialist, Instructional Lead Teachers, Resource Teachers for the Gifted, Instructional Technology Coordinators, School Testing Coordinators, etc.

- Title I elementary schools and schools that participate in the K-3 Initiative may have smaller class sizes and additional staff for small group instruction (SGI) such as reading or math specialists that would require more instructional and pull-out spaces that are not capacity-generating.

A 2022-23 list of elementary programs by school may be found in [Appendix M](#). The list changes each year as programs adjust to reflect district student needs. A full survey will account for these spaces consistently in calculating current school capacity.

Elementary Case Study

To illustrate the complexity of measuring total school capacity, take the following case study using data from May in collaboration with a school administrative team. This school has a published building design capacity of 576 and enrollment of 580 students. Historically, for planning purposes, APS would look at a building design capacity utilization rate of 101% and a shortage of 4 seats (Table 2). Instead, APS proposes taking into account the classrooms assigned to general education and distinct programs.

Once capacity is adjusted for programs of differing maximum students per class, the total school capacity is 545 and the utilization rate goes up to 106% with a shortage of 35 seats. In addition, further examination of classroom allocations (Table 3), will show that 100 of these enrolled students are in distinct programs occupying 10 out of 33 total available classrooms. This means there is a lower maximum class size for approximately one-third of the total building classrooms.

Additionally, Fall 2022 10-year projections anticipate that enrollment will continue to remain greater than the capacity of the building in the near term from 2022 to 2027.

Taking future enrollment estimates into account, the proposed computation of total school capacity, depicted below, is what should be the basis for placement of students, programs, or relocatable classrooms.

Table 2. Comparison of Building Design Capacity and Proposed Total School Capacity

	Building Design Capacity	Proposed Total School Capacity (Table 3)
Enrolled Students	580	580
Capacity	576	545
Capacity Utilization	101%	106%

Table 3. Proposed Calculation for Total School Capacity and Utilization Rate

	A	B	C	D	E
	Enrolled Students	# of Rooms assigned	Max # of Students per room by type	Gen Ed and Program Capacity (B x C)	Open seats per grade or program (D – A)
K-2	258*	12	23	276	18
Gr 3 (Relocatable classrooms)	86*	4	23	92	6
Gr 4-5	168*	7	28	196	28
Totals in K-5 general education (512 – 32)	480	23	-	-	-
Self-contained K-5 SPED Classrooms	20	2	10	20	0
VPI classrooms	29	2	16	32	3
FLS classrooms	12	2	12	24	12
Mini-MIPA classroom	4	1	6	6	2
MIPA classroom	12	1	12	12	0
Montessori classroom	16	1	16	16	0
PreK SPED self-contained	7	1	7	7	0
Totals in distinct programs	100	10	-	-	-
Total, with relocatable classrooms	580	33	-	637	57
Total School Capacity (637 – 92)				545	
Total School Capacity Utilization Rate (580 / 545)				106%	

*Includes 32 self-contained SPED students also counted in the distinct programs

Conclusion

Schools must be studied individually to periodically update information APS uses for planning. Calculating total school capacity and accounting for programs in the school would allow for appropriate placement of students, programs, and relocatable classrooms. This cannot be inferred from published building design capacity and utilization rates.

While not the case in this example, schools may show open seats and utilization below 100%. A number of open seats can be expected across multiple grades, programs, and rooms. This analysis allows us to understand when open seats may or may not be consolidated to provide classrooms for additional programs.

Planning requires cross-departmental collaboration between Planning & Evaluation, Facilities & Operations, Academics including Special Education, and School Support to ensure distinct programs are placed at appropriate locations, serving the entire district.

4.5. Facilities Optimization Studies

The Facilities Optimization Studies were created to address student enrollment growth in the short term. The studies establish where temporary relocatable classrooms may be located at each school based on physical and environmental constraints. The studies provide APS with the information necessary to make informed decisions around APS budgeting, facilities, and programs. A revision and renaming of the study to Relocatable Optimization Study is currently underway, anticipated to be complete for 2023-24.

Past studies are available on the Department of Facilities & Operations webpage⁵.

4.6. Pre-Kindergarten to Kindergarten Enrollment Analysis

APS researched the viability of an alternative approach to projecting Kindergarten enrollment using PreK enrollment data and found that this approach would not be reliable. The description of this research and analysis and findings are described below. The statistical tests can be found in [Appendix N](#).

The analysis looked at historical enrollments for the entire school district, including the number of kindergarten students attending APS from 2014-15 through 2022-23, and the number of these kindergarten students who attended APS for pre-kindergarten the prior year. Over this period, 28%-34% of kindergarten students attended pre-kindergarten in APS in the prior year, an average of 31%.

APS provided school-level data as well for this analysis. Using the school-level data, correlations showed a positive association (+0.51) between kindergarten students and pre-kindergarten students from the prior year.

Since the correlation was significant, a linear regression was conducted to model the relationship between the variables using school-level data. Districtwide data ($n = 9$) was not robust enough to conduct a meaningful analysis. Instead, the analysis was conducted using school-level data.

The coefficient of determination (R^2), a related test, is used to measure how useful the model was at making predictions. The results ($R^2 = 0.26$) showed that the model is not a great predictor of future kindergarten students.

Using the regression equation ($y = 1.0748x + 50.692$), a hypothetical 500 pre-kindergarten students would yield 588 kindergarten students, which is not realistic.

In conclusion, this analysis approach would not improve, with reliability, in projecting future kindergarten students. Currently APS makes Fall 10-Year Enrollment Projections, which incorporates enrollment trends, actual births by elementary attendance zones, and include some assumptions from Arlington County Government, such as future housing or forecasted births.

Projections are most reliable for large geographic areas and for periods closer in time, and less reliable for small geographic areas and more distant points in time. In addition, projecting future Kindergarten cohorts by school is one of the more challenging cohorts to project and presents additional uncertainty because it is based on the historic trends and patterns of kindergarten enrollment and births which

⁵ <https://www.apsva.us/facilities-operations/facilities-optimization-studies/>

might not occur into the future. Because of these factors, it is recommended that APS continue using the existing approach to project kindergarten enrollment. This approach is described in the 10-Year Enrollment Projections Report ([Appendix B](#)).

5. PROJECT LABOR AGREEMENT

The Chief of Staff, Counsel and Procurement are taking steps to have a project labor agreement if appropriate for the fall 2023 Arlington Career Center Construction Contract.

6. OPERATIONAL UPDATES

6.1. Home Address Confirmation Process (HACP)

Required by law, home address confirmation efforts help to safeguard APS' mandate to provide equitable access to safe and healthy learning environments for County residents. This process will complement our short- and long-term planning efforts to balance enrollment and update school facilities. Accurate enrollment numbers impact many interrelated proposals such as boundaries, budget, space, and quality of instruction.

In Spring 2023, APS launched a Home Address Confirmation Process (HACP) to verify the home address of fifth and eighth grade students in preparation for the 2023-24 school year. As students are transitioning to another school for the sixth and ninth grade, it presented an ideal time to confirm address since they will naturally matriculate to a new school for the upcoming school year. This new process allows APS to do the following:

- Ensure accurate records for each student on file;
- Identify students with complex living circumstances so that our staff can provide extra resources and assistance, as needed;
- Occurs at a time when students are preparing to transition to a new school for the upcoming school year;
- Provides a fair and consistent process to ensure students reside within Arlington; and
- Ensures APS is managing and allocating our resources as efficiently as possible to best serve our students in accordance with [Virginia Code: § 22.1-3](#) and [School Board Policy J-5.3.30 Admissions](#).

If a student's home address was not confirmed by May 15, 2023, student and all siblings for the 2023-24 school year were withdrawn and provided resources to help enroll in the school system in which they currently reside.

The HACP impact on enrollment has not been estimated in projections because there is no history to approximate the results. Thus, while enrollment will likely be lower than projections across schools, neither the projections nor the proposed budget account for students withdrawn from APS due to the

HACP. APS will engage with multiple stakeholder groups to evaluate the HACP process and make recommendations for next steps on residency verification. Initial reporting of the HACP results Spring 2023 shows that 288 students in grades 5 and 8 (including their siblings) have been withdrawn effective Fall 2023. APS will monitor these results in the fall and going forward as the process is repeated. Annual Operating Budget savings are estimated at \$7,073,280.

6.2. New home for Even Start

Even Start is a free adult education (ESL and basic literacy program) and early childhood education program. In a weekly class, parents practice hands on activities that foster the literacy development and academic progress of their children. Proximity to Columbia Pike would allow for robust public transportation options.

APS is partnering with Arlington County to identify a permanent location for the Even Start program. It was defined as a good fit for public spaces in affordable housing developments.

6.3. ACHS and PenPlace Delay

In 2013, the approval of the development of Amazon's HQ2, also known as the PenPlace site, designated up to 20,000 square feet for community space. In October 2021, following the FY2022-24 CIP, Arlington County Government and APS announced that the space will be for Arlington Community High School (ACHS).

Last December 2022, the School Board signed a lease for the fourth and fifth floors of 4420 Fairfax Drive to be a temporary home for ACHS before the anticipated move into PenPlace. ACHS will move out of the Fenwick Building on the Arlington Career Center Campus in Summer 2023 to allow for the construction of the new ACC facility.

APPENDICES

Appendix A:
September 30, 2022 Enrollment Report

[https://www.apsva.us/wp-content/uploads/2022/10/U MEM 281 MEMBERSHIP-SUMMARY-ALL 10 9 2022 Final Sept.pdf](https://www.apsva.us/wp-content/uploads/2022/10/U_MEM_281_MEMBERSHIP-SUMMARY-ALL_10_9_2022_Final_Sept.pdf)

SEPTEMBER 30, 2022 MEMBERSHIP SUMMARY

This data reflects student membership in the official APS student information system as of 5:38 PM on Sunday, October 9, 2022. Any changes made after that date/time are not reflected in this report.

School Name	Grade													K-12 Total	Preschool						PreK-12 Total	Adults*			
	K	Mont. K	1	2	3	4	5	6	7	8	9	10	11		12	Mont.	VPI	Spec. Educ	Dual Enroll	Peer			Total		
ELEMENTARY SCHOOL																									
Abingdon Elementary School	118		124	119	114	113	105										693		15	6	2		23	716	
Alice West Fleet Elementary School	80	9	84	96	103	90	77										539	33	24	5		4	66	605	
Arlington Science Focus Elementary	95		103	102	79	83	86										548				1		1	549	
Arlington Traditional Elementary	96		120	96	96	114	100										622		46				46	668	
Ashlawn Elementary School	94		95	71	97	83	92										532		11	9	1		21	553	
Barcroft Elementary School	67		64	89	61	66	79										426		32	4	2	15	53	479	
Barrett Elementary School	87	2	71	84	89	88	73										494	11	27	8			46	540	
Campbell Elementary School	64		66	63	63	63	63										382		35				35	417	
Cardinal Elementary School	120		114	107	114	123	126										704						0	704	
Carlin Springs Elementary School	79	3	89	71	70	80	81										473	14	40	16		12	82	555	
Claremont Elementary School	94		81	112	94	101	89										571		60				60	631	
Discovery Elementary School	69	1	66	81	75	93	101										486	26		3	1		30	516	
Dr. Charles R. Drew Elementary School	64		76	67	63	80	58										408		19	25	1	9	54	462	
Escuela Key Elementary School	95		111	100	90	90	102										588		30				30	618	
Glebe Elementary School	84		86	98	81	75	97										521			4		4	8	529	
Hoffman-Boston Elementary School	79		94	85	82	93	61										494		43	22		7	72	566	
Innovation Elementary School	74		76	70	74	72	71										437		16			19	35	472	
Jamestown Elementary School	55	9	78	68	79	80	71										440	28		11		3	42	482	
Long Branch Elementary School	60		71	68	54	66	62										381		11	5	3		19	400	
Montessori Public School of Arlington		60	68	74	78	63	50										393	106					106	499	
Nottingham Elementary School	49		71	65	71	53	82										391			4	1	14	19	410	
Oakridge Elementary School	96	1	117	114	106	99	105										638	11	17	8			36	674	
Randolph Elementary School	56		59	67	60	67	65										374		28	5	2		35	409	
Taylor Elementary School	76		85	104	87	90	85										527			2	1	9	12	539	
Tuckahoe Elementary School	70		70	71	69	69	72										421			7	3	14	24	445	
ELEMENTARY TOTAL	1921	85	2139	2142	2049	2094	2053										12483	229	454	144	18	110	955	13438	
PRE-K PROGRAM																									
Integration Station																				34	2		36	36	
PK Speech C @ Fleet																						9	9	9	
PK Speech N @ Discovery																						8	8	8	
PK Speech S @ Drew																						8	8	8	
PRE-K PROGRAM																				34	27		61	61	
MIDDLE SCHOOL																									
Dorothy Hamm Middle School								259	286	308							853							853	
Eunice Kennedy Shriver Program								4	3	4							11							11	
Gunston Middle School								370	359	343							1072							1072	
H-B Woodlawn Secondary Program								80	80	83							243							243	
Jefferson Middle School								348	344	320							1012							1012	
Kenmore Middle School								292	315	345							952							952	
Swanson Middle School								293	276	317							886							886	
Williamsburg Middle School								255	259	267							781							781	
MIDDLE TOTAL								1901	1922	1987							5810							5810	
HIGH SCHOOL																									
Arlington Career Center (Full-Time)**											129	138	124	158			549							549	
Arlington Community High School											9	15	24	60			108							108	101
Eunice Kennedy Shriver Program											3	1	3	18			25							25	
H-B Woodlawn Secondary Program											113	125	109	115			462							462	
Langston High School Continuation											1	2	14	40			57							57	2
New Directions Program											1	6	6	4			17							17	
Wakefield High School**											608	674	577	505			2364							2364	
Washington-Liberty High School**											651	610	537	573			2371							2371	
Yorktown High School**											532	573	484	604			2193							2193	
HIGH TOTAL											2047	2144	1878	2077			8146							8146	103
TOTAL	1921	85	2139	2142	2049	2094	2053	1901	1922	1987	2047	2144	1878	2077	26439	229	454	178	45	110	1016	27455	103		

* Adult students (Special education or EL students age 22+ or other student age 20+) are NOT included in the PreK through 12 Membership count.

** Arlington Career Center part-time students are included at their enrollment school .

*** Arlington Career Center full-time students: Arlington Tech 398. (Wakefield 144, W-L 121, Yorktown 133)/Academic Academy 39. (Wakefield 15, W-L 15, Yorktown 9)/English Learner Institute 49. (Wakefield 26, W-L 20, Yorktown 3)/PEP 54. (Wakefield 19, W-L 15, Yorktown 20)

**** Thomas Jefferson High School for Science and Technology students (94) are NOT included in this Membership count. (Wakefield 15, W-L 32, Yorktown 47)

Appendix B:
Fall 2022 10-Year Enrollment Projections Report

<https://www.apsva.us/wp-content/uploads/2022/12/APS-Fall-2022-10-Year-Enrollment-Projections.pdf>

Arlington Public Schools Fall 2022 10-Year Enrollment Projections Report

December 2022

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Attachments:

- Attachment A: Fall 2022 10-Year Enrollment Projections, Fall 2023 through Fall 2032
- Attachment B: Fall 2022 Housing Unit Forecast and Projected Student Yield
- Attachment C: Fall 2022 Student Generation Rates
- Attachment D: Background on Projections
- Attachment E: Projections Accuracy, Fall 2017 to Fall 2022
- Attachment F: Draft Projections, Staffing, and Budget Timeline

Executive Summary

Every fall, Arlington Public Schools (APS) publishes the 10-year enrollment projections that are used for planning purposes:

- In the short term, the projections help inform needs such as budgeting and staffing for the next fiscal year.
- In the long term, the projections are used in planning processes such as the biennial Capital Improvement Plan (CIP).

The Fall 2022 10-year projections will be used for budgeting and staffing for Fiscal Year (FY) 2024, as well as for developing Arlington Facilities and Student Accommodation Plan (AFSAP) to prepare for the FY 2025-34 CIP.

The latest enrollment projections anticipate that enrollment will grow modestly in the near-term from 2022 to 2027, with a PreK-12¹ student gain of 1.2% (or 0.4% when only K-12 projected enrollment is considered). When taking a long-term view on projections, enrollment is expected to decline modestly in the 2022 to 2032 timeframe with a PreK-12 change of -1.7% (or -2.6% when only K-12 projected enrollment is considered). More in-depth analysis of projected trends can be found in the “Key Findings” section of this report. With a 10-year projections time horizon, uncertainty increases as the projections extend further out, more information on this topic can be found in the “Using the Projections” section.

A new approach introduced with the Fall 2022 projections is the disaggregation of projections at neighborhood schools that include county-wide option programs. This new approach applies to Gunston Middle School and Washington-Liberty and Wakefield High Schools. At these schools, their projections are the sum of projections for the county-wide option program enrollment and attendance area enrollment. This approach is described in the “Projections Approaches by School Level” section of this report.

Also new this year, Arlington County Government is now including completed [accessory dwelling units](#) on single-family lots or parcels in its Master Housing Unit Database (MHUD) file. Therefore, the Fall 2022 student generation rate table now includes the “single family detached with accessory dwelling” residential category, which had not been previously provided.

In Spring 2023, APS will publish the 2022-23 School Year Annual Update. Using the Fall Projections, Planning and Evaluation works with school leaders and several Central office departments to determine how to manage enrollment in the upcoming school year. The Spring Update to Projections is made based on those Annual Update strategies. A draft infographic on the timing of this process and how it affects staffing and the APS budget is included in Attachment F, “Draft Projections, Staffing, and Budget Timeline.”

Please note that all APS budget and operations decisions are based on the best information available at the time. Staff and community members are reminded that funding forecasts from Arlington County and the state may change, based on many external factors. Similarly, student enrollment and projections are based on the best available information; and are subject to change due to employment, housing, and

¹ Projections are produced for Grades K to 12. PreK enrollment for 2023 to 2032 is not part of the enrollment projections process. PreK represents the maximum number of budgeted PreK seats. It is included for 2023-24 for budget and capacity planning. It is added to the K-12 projections to provide the reader with a holistic PreK-12 view on future enrollment trends.

other economic factors. For these reasons, APS and the Arlington School Board may adjust future budget allocations, staffing, and other operations decisions to reflect the existing community and operating landscape.

Preparing this Report

The “2022 10-Year Enrollment Projections Report” was produced by Planning and Evaluation, based on the following:

- Student enrollment on Sept. 30, 2022
- Methods validated by the 2015 Community Facilities Study and improved upon regularly in consultation with the external consulting firm
- Data cooperation with Arlington County Government (ACG) to align enrollment projections to the county’s population forecast. Data shared include:
 - Approved and potential housing developments expected over the next 10 years
 - Outstanding housing building permits as of Fall 2022
 - Historical births by Arlington County parents from 2018 to 2021
 - Forecast of births from 2022² to 2027

The County and APS collaborate closely on data sharing to produce the enrollment projections. For background on how APS has worked with the County, the community, and consultants to evaluate County and APS methodologies and develop recommendations for the projections process, please see Attachment D of this report.

Note that PreK enrollment is not produced using the same methodology as the projections for K-12 enrollment. PreK represents the maximum number of budgeted PreK seats determined by the Early Childhood Office. It is included for the 2023-24 school year for budget and capacity planning. PreK is estimated only for one year (Fall 2023) and this figure is held constant throughout the projection years.

² Actual recorded births for 2022 will not be published until Summer 2023.

Key Findings

The new 10-year projections anticipate that enrollment will grow modestly in the short-term and decline modestly in the long-term.

The enrollment projections described in this document are for grades K-12. The budgeted PreK seats provided by Early Childhood are seats are added to the K-12 enrollment projections to attain a comprehensive view of future enrollment for PreK to Grade 12.

Table 1. Pre-K to Grade 12 Enrollment, September 30, 2022 and Projections for Fall 2023 to Fall 2032

School Level	Sept. 30, 2022	Projections			Change ('22 to '23)	% Change	Change ('22 to '27)	% Change	Change ('22 to '32)	% Change
		Fall 2023	Fall 2027	Fall 2032						
Elementary	12,483	12,720	12,559	11,900	237	1.9%	76	0.6%	-583	-4.7%
Middle	5,810	5,870	5,790	5,728	60	1.0%	-20	-0.3%	-82	-1.4%
High	8,146	8,339	8,202	8,114	193	2.4%	56	0.7%	-32	-0.4%
<i>Sub Total (K-12)</i>	<i>26,439</i>	<i>26,929</i>	<i>26,551</i>	<i>25,742</i>	<i>490</i>	<i>1.9%</i>	<i>112</i>	<i>0.4%</i>	<i>-697</i>	<i>-2.6%</i>
PreK *	1,016	1,236	1,236	1,236	220	21.7%	220	21.7%	220	21.7%
<i>Total (PreK-12)</i>	<i>27,455</i>	<i>28,165</i>	<i>27,787</i>	<i>26,978</i>	<i>710</i>	<i>2.6%</i>	<i>332</i>	<i>1.2%</i>	<i>-477</i>	<i>-1.7%</i>

* PreK enrollment for 2023 to 2032 is not part of the enrollment projections process described in this document. It represents budgeted PreK seats for the 2023-24 school year from the Office of Early Childhood for budget and staffing purposes.

Short-Term Growth

- When comparing Sept. 30, 2022 enrollment with Fall 2023 projections, APS is expected to experience overall PreK to Grade 12 enrollment growth of around 2.6%, see Table 1.
- In this one-year period, it is projected that at the K-12 level the most pronounced growth will be experienced at the high school level with 2.4% year-over-year growth. But the greatest change in enrollment number is projected to occur at the elementary level with growth of almost 240 students.
- Without counting PreK enrollment, growth in K-12 enrollment is at 1.9%.

Near-Term Growth

- When comparing Sept. 30, 2022 enrollment with Fall 2027 projections, APS is expected to experience a small enrollment uptick of 1.2% in PreK to Grade 12 enrollment.
- In this near-term period, it is projected at the elementary and high school levels growth will be modest at 0.6% and 0.7% respectively. Meanwhile, middle school is projected to have an enrollment decline of -0.3%.
- Without counting PreK enrollment, growth in K-12 enrollment will be flat at about 0.4%.

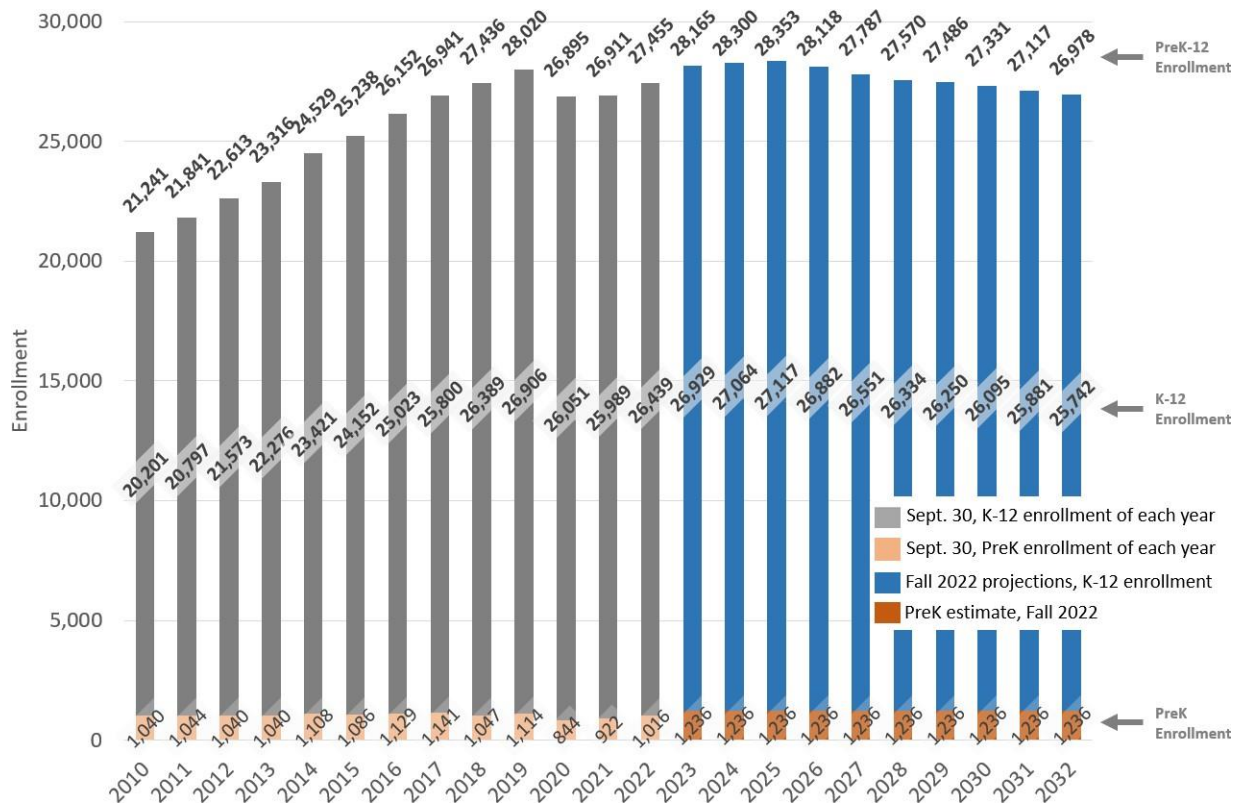
Long-Term Growth

- When looking at PreK to Grade 12 enrollment between Sept. 30, 2022 and Fall 2032 projections, APS is expected to experience an enrollment decline of -1.7%.
- In this period, it is projected that the Elementary School level will lead enrollment contraction with a fall of -4.7%, followed by middle school with a fall of -1.4% and High School with a fall of -0.4%.
- Without counting PreK enrollment, K-12 enrollment is projected to contract by -2.6%.

From Fall 2023 to 2032, it is anticipated that the enrollment will increase to a high-point of about 28,350 PreK-12 students in 2025 (or almost 27,120 projected K-12 students and almost 1,230 budgeted PreK

seats). After this point, enrollment is projected to steadily decline to about 26,980 PreK-12 students by 2032, a drop of -4.8% from the high point in 2025, see Chart 1.

Chart 1. PreK to Grade 12 Historic Enrollment for Sept. 30 of 2010 to 2022 and Projected Enrollment for Fall 2023 to 2032



Note: PreK estimates for the 2023-24 school year (held constant for 2023 to 2032) are from the Office of Early Childhood.

Using the Projections

APS updates the enrollment projections annually. This iterative approach allows APS to incorporate the most current information on enrollment trends; residential construction activity, such as the possible impact from Amazon's new headquarters on residential construction; and demographic change with each new projection.

The 10-year projections are *not* produced at the planning unit level. Planning unit projections are a separate data product which employs a different methodology and are produced only for purposes of school boundary updates. The primary benefit of planning unit-level enrollment projections is that they permit flexibility in combining different planning units to envision new boundary scenarios. Information about the last planning unit data review methodology is available at <https://www.apsva.us/engage/k-12-planning-unit-data-review-in-preparation-for-the-fall-2021-boundary-adjustments/>.

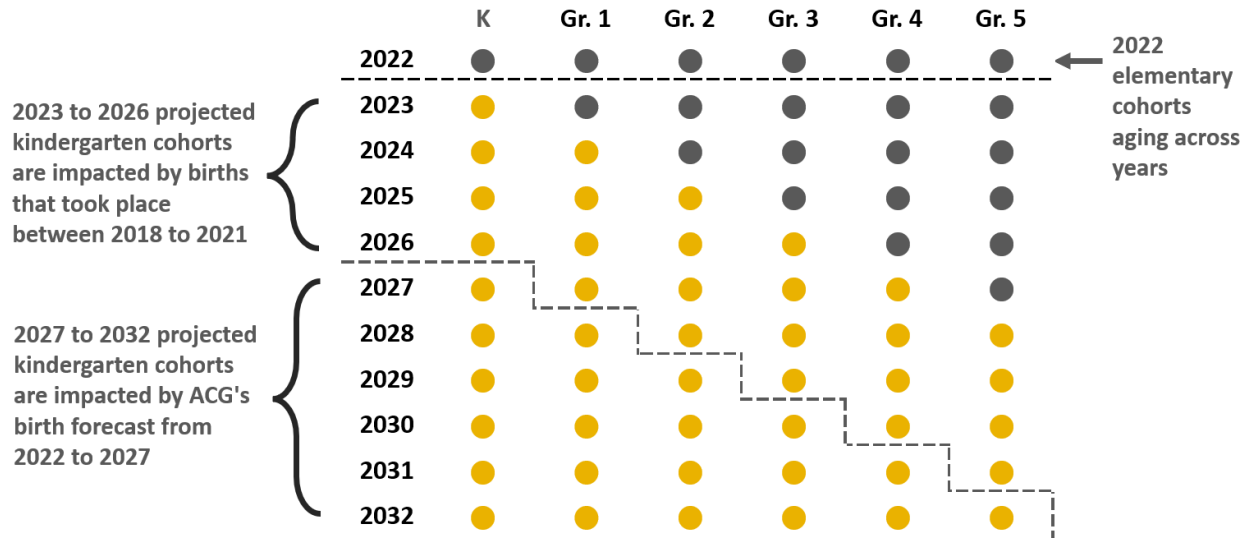
In the past, projections were reported school-by-school for every 10 years of the fall projections. Ever since the publishing of the Fall 2021 projections report, a new approach is used with the report's projection tables in Attachment A. School-by-school enrollment projections are now reported for the first five years, or from 2023 to 2027. For the following five years, or 2028 to 2032, projected enrollment is only reported in an aggregated, or system-wide, format.

The reasons for this reporting change are two-fold:

- I. It is unknown whether current enrollment trends at each school and grade-level will continue unabated in the long-term. As Chart 1 in the previous section shows, K-12 enrollment between Sept. 30, 2019 and 2020 fell noticeably by about 850 students. This year-over-year trend continued between Sept. 30, 2020 and 2021 when K-12 enrollment fell by 62 students. These declining trends reversed course recently when September 30, 2022 enrollment was up by 450 K-12 students compared to last year. Because the K-12 enrollment projections incorporate recent trends (see the Assumptions and Methodology section of this report), the Fall 2022 projections incorporate some of these declining year-over-year trends since 2019. In the near-term, it is reasonable to assume closer-in projections, within the next five years, are more likely to reflect, or be consistent with, recent trends. Yet, it is still a question whether in the long-term, extending six- to ten-years into the future, if these recent trends will continue to hold. These concerns become magnified if enrollment projections are reported school-by-school beyond the next 5-years, or after 2027.
- II. Another area of concern is that the projections rely on assumptions about future cohorts, not yet enrolled in APS. The methodology section of this report explains that a key input in the enrollment projections are (a) *actual* recorded and (b) *forecasted* births provided by Arlington County Government (ACG) staff. These births are used to estimate incoming kindergarten cohorts 5 years later in the enrollment projections process. Graphic 1, below, illustrates that starting in projection year 2023 at the elementary level, the incoming kindergarten cohorts are based on *actual* births that occurred in 2018. The incoming kindergarten cohorts in subsequent years are estimated similarly, such that by projection year 2026, the incoming kindergarten cohorts are based on *actual* births that occurred in 2021 and the Grade 1 to 3 cohorts are based on prior incoming kindergarten cohort assumptions made in projection years 2023 to 2025; or four out of six cohorts are based on assumptions about incoming kindergarten cohorts. By projection year 2027, the issues around assumptions are compounded in that the incoming kindergarten cohorts are based on *forecasted* births for 2022 and five out six elementary

cohorts are based on assumptions about prior incoming kindergarten cohorts for projection years 2023 to 2026. Starting in projection year 2027, every incoming cohort (six out of six) is based on assumptions about incoming kindergarten cohorts.

Graphic 1. Infographic illustrating assumptions about future births impacting incoming kindergarten assumptions 5-years later



Because of these dynamics, school-by-school projections are only reported for 2023 to 2027, when at least one of the projected cohorts are based on students already enrolled in APS or based mostly on *actual* births that occurred previously. Aggregate, or system-wide, projections are reported starting in 2028 to acknowledge that by this year every projected elementary cohort is based on assumptions about incoming kindergarten cohorts and currently enrolled APS elementary school students will have aged into middle or high school. This approach avoids a false sense of precision about reporting school-by-school enrollment projections that are fully based on assumptions about future incoming cohorts or which assume that existing cohort trends will extend into the far future.

Glossary

Birth-to-Kindergarten Ratio (Capture Rate) by School

This rate reflects the historical percentage of children entering kindergarten in a particular year and in a particular elementary school as compared to the total number of children born five years earlier to Arlington residents in that elementary school's attendance area. The historical three-year birth-to-kindergarten ratio by school is applied to assumed future births at each elementary school's attendance area to estimate the number of entering kindergarten students five years later at each elementary school.

Cohort

A group of students having a statistical factor (such as the same grade or school level) in common.

Cohort Transition Rate (CTR)

This ratio uses historic enrollment data to identify trends (of growth or loss) over time. A CTR is calculated by dividing the number of students in a cohort (i.e., grade) by the number of students from the previous cohort in the previous school year. A cohort transition rate greater than one means there are more students entering school that year than were enrolled in the previous grade. A cohort transition rate that is less than one means there are fewer students entering school than in the previous grade. The cohort transition rate is impacted by such factors as students moving in or out of a neighborhood or the County, APS student transfers to option programs or other neighborhood schools, and other external forces affecting migration.

Because grade-specific CTRs by school may vary considerably from one year to the next, APS uses an average, or weighted-average, to estimate future school enrollment and produce the ten-year projections by grade for each school. The cohort transition statistic is a linear calculation. As such, sporadic fluctuations of historical enrollment data from year to year could affect the estimated projections of future enrollments.

Please note that school boundary adjustments or changes in the options and transfers policy will change historical enrollment trends at the school level and requires APS staff to make methodological changes to reflect the new boundaries or enrollment policy update.

Estimate

Calculations of past or present conditions, utilizing counts and known statistics.

Projection

Measures future growth by extrapolating current trends and making assumptions regarding growth. The APS enrollment projections methodology uses assumptions regarding future births and future housing. Enrollment projections are only done for Grades K to 12.

Resident Live Births

Live births to mothers that reside in Arlington.

Student Generation Rate

The Student Generation Rate is used to estimate the student yield from new or "future" housing. This rate is the mathematical representation of the relationship between the number of existing housing

units in Arlington County and the number of students—by housing unit type and affordability designation—enrolled at APS on September 30 for a given year. The student generation rate can be calculated each year because of the information sharing between APS (student data by address) and ACG (housing data by parcel).

Student Yield

The anticipated students estimated from “future” housing units are included in the projections by the relevant neighborhood attendance zones at the elementary, middle, and high school levels. The estimated student yield is calculated using the relevant student generation rates by the housing unit type (i.e., high-rise apartment, garden apartment, town house, etc.), affordability level, and school attendance zone. The student generation rates by school in this report reflect the 2022-23 school year attendance zones, Sept. 30, 2022 enrollment, and the county’s 2022 housing snapshot.

The student estimates from new development are incorporated differently into the projections for incoming school-level grades (kindergarten at the elementary school level, 6th at the middle school level, an 9th at the high school level) and all other grades. For incoming school-level grades, it is assumed that the yield from newly developed housing units will produce the same number of students every year once the development is finished and habitable. This approach has a cumulative effect that increases projected student enrollment at neighborhood schools that have future housing developments within their school attendance zones. For all other grades, the student yield from new housing is not added on a cumulative basis. Rather the student yield from new residential construction is added on the year of construction (for Committed Affordable Units³ and single-family detached homes) or over the course of two years (for all other housing types) only once.

³ These units are guaranteed by agreement with the federal, state, or County Government, or through mechanisms such as tax-exempt financing, to remain affordable to low and moderate income households for a specified period of time; generally 30 to 60 years. Rents in most cases are affordable to households earning 60% or less of the Area Median Income, although some CAFs have rents affordable to households earning up to 80% of median. See, <https://housing.arlingtonva.us/affordable-housing/what-is-affordable/>

Data Sources

Annual Housing Unit Forecast

Starting in Fall 2017, the ACG Department of [Community Planning, Housing and Development \(CPHD\)](#) began providing APS with a forecast of housing units for the County as a GIS shapefile for spatial referencing to neighborhood school boundaries. This housing unit forecast is informed by the land use policy guidance of Arlington's [General Land Use Plan \(GLUP\)](#). The Fall 2022 10-year enrollment projections use a subset of the county's Round 10.0 housing forecast completed in September 2022. The housing forecast uses two primary sources of development information which include the county-wide development pipeline data on recently completed projects, projects under construction, and approved projects and land use assumptions. Importantly, the county's housing forecast includes assumptions on when future residential projections will be habitable by year, residential type, number of net new units, and affordability levels. This information assists APS' estimates on the number of new students from new developments and the timing when the new housing might add more students to neighborhood schools.

Single Family Homes with Under-Construction Permits

ACG provides APS with information on single-family homes with active under-construction permits. This data is provided as a GIS shapefile for spatial referencing to neighborhood school boundaries. ACG does not provide an assumption on when these single-family homes will become habitable, but APS assumes this will occur in the 2022-23 school year for enrollment projections purposes.

Births

Resident Live Births

The Virginia Department of Health provided ACG with historical figures on live births to mothers that reside in Arlington County through calendar year 2021. ACG provided the birth information in GIS format for 2021 (and prior years) so that births could be spatially associated with neighborhood school attendance zones. Note that calendar year 2022 births will not be available until 2023.

Forecast of Births by Year

As recommended in the Arlington [Community Facilities Study \("CFS"\)](#) completed by Statistical Forecasting and RLS Demographics in October 2016, ACG uses the Cohort Component Model to forecast births for APS. In this method, the number of women of childbearing age (15-49) are projected and then multiplied by the corresponding age-specific fertility rate. Age-specific fertility rates are computed by averaging the actual number of births by each age cohort over a specified number of years and dividing by the age-specific populations. The Cohort Component Model was produced by RLS Demographics in 2016 and last updated in October 2019. Certain important inputs to the model--including births, population counts, and migration--were updated by ACG in September 2022. With the latest update, the Cohort Component Model now estimates births for 2022 through 2027. This information helps APS to estimate future incoming Kindergarten cohorts, five-years after the forecasted births.

Master Housing Unit Database (MHUD)

The ACG Real Estate Assessment, A-Track, and Development Tracking were used to compile the MHUD database. The database provides an inventory of all housing in the County, including housing type, number of units, details on the number of CAF, and affordability classification for each complex (CAF only, Market Rate, or Mixed). This information helps APS to develop student generation rates by housing unit type and school level. The Student Generation Rate is a mathematical representation of the

relationship between housing units in Arlington County and the number of students enrolled in Arlington Public Schools on September 30 of each year. In other words, it is a factor applied to new housing to estimate the expected number of enrolled students from the new housing; this is specific to the building's location (relevant neighborhood elementary, middle, or high school boundary), housing type, and affordability characteristics.

September 30 Official Enrollment Count

Historical September 30 enrollment counts, by grade for each school, are used to develop the cohort transition rates that are used to estimate future student grade progression. The data comes from the APS Monthly Membership Report for the month of September, which is prepared by the Information Services Department, see <https://www.apsva.us/statistics/monthly-enrollment/>. This data is analyzed by school and by grade for purposes of developing historical enrollment trends.

In addition, APS staff has access to address level enrollment information from September 30. This information is relevant for assessing enrollment trends when boundary changes occur, see "Assumptions and Methodology" section. In the Fall 2022 10-year enrollment projections, September 30, 2022 enrollment is used as a base, or starting point, for enrollment projections.

Assumptions and Methodology

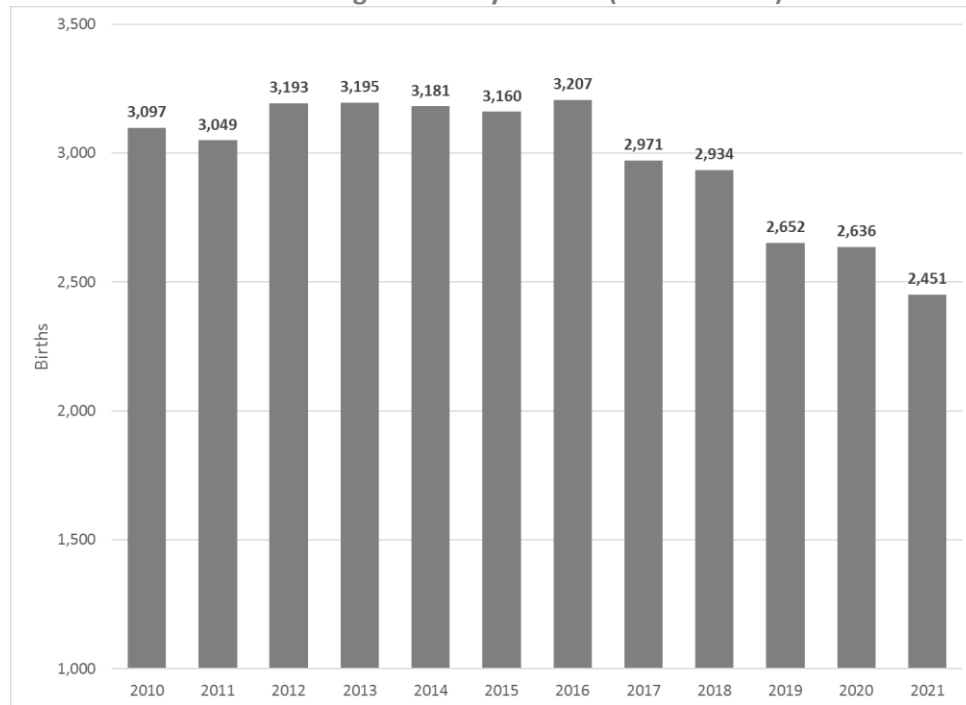
Actual Births

In the last decade, births steadily grew from 3,097 in 2010 to a peak of 3,207 births in 2016, an increase of 110 births, or 4%, in six years. Since 2016, births have declined year-over-year and actual births have drifted below 3,000 with 2021 having 2,451 births to parents that reside in Arlington County (a decline of 756 births, or -23.6%, since 2016), see Chart 2 below.

According to the Virginia Department of Health, Division of Health Statistics data for live births by place of residence indicate that regional declines in births are not unique to Arlington County. At the time of drafting this report in late December 2022, the latest births information available publicly from the [Virginia Department of Health](#) is up to 2020. When comparing 2016 to 2020 births, live births by place of residence declined by 20% in the City of Alexandria, 15% in Fairfax County, 6% in Prince William County, and 12% in Loudon County.

In the Fall 2022 10-year projections, actual births from 2018 to 2021 are used to project the incoming Kindergarten cohorts by neighborhood elementary schools for 2023 through 2026.

Chart 2. Actual Birth to Arlington County Parents (2010 to 2021)



Source: Arlington County Government, Department of Community Planning, Housing and Development and the Virginia Department of Health, Division of Health Statistics.

Forecast of Births

Because the Fall 2022 10-year enrollment projections rely on actual births from 2018 to 2021 to develop the kindergarten cohort projections by school for 2023 to 2026, ACG's birth forecasts from 2022 to 2027 were used to project future incoming kindergarten cohorts by school from 2027 to 2032.

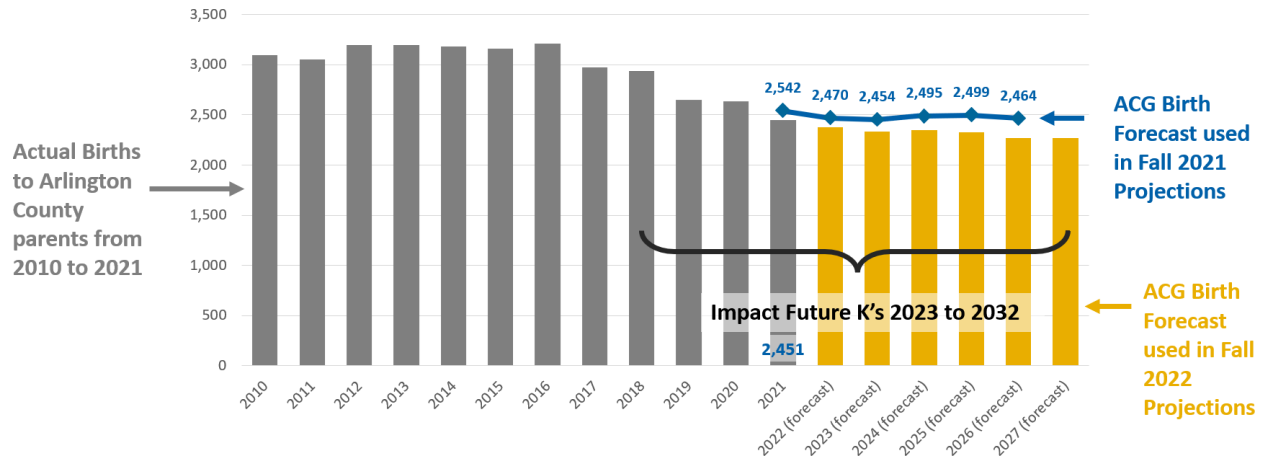
It is worth noting that ACG continuously updates their birth forecast on a yearly basis; sometimes, the inputs and cohort component model used to forecast births are both updated and other times only the inputs for the model are updated. The last major update to the model occurred in fall 2019 due to the observation that the 2018 model run was over-forecasting births. For example, when comparing 2017 actual and forecasted births, the forecast over-estimated births by about 350 births; the 2018 forecast comparison with actual 2018 births found that the model over-forecasted births by about 470 births.

Because of the widening difference between actual and forecasted births, it was decided that ACG's cohort component model, known as the *Cohort Projection System*, needed to be recalibrated since some of its assumptions were last updated in 2016. RLS Demographics undertook the work recalibrating the *Cohort Projection System* in Fall 2019 by incorporating (a) ACG's latest Arlington County [Cooperative Forecast, known as Round 9.1](#), for population; (b) an updated analysis of age-specific fertility rates using 2010 to 2018 historical birth data and U.S. Census Bureau estimates of the distribution of the female population by age; and (c) an updated analysis of age-specific migration using U.S. Census Bureau estimates up to July 1, 2018.

In Fall 2022, ACG updated the cohort component model with actual births from 2015 to 2021, the US Census' 2021 Population Estimates Program age data to update the Total Fertility Rate (TFR), and incorporated the new Forecast Round 10.0⁴ for the migration calibration. Chart 3, next page, displays ACG's birth forecast for 2022 through 2027 in yellow bars. In that period, ACG forecasts births to remain below 2021 levels and decrease by about 100 births, or 4.5%, from 2022 to 2027. Note that last year's birth forecast from Fall 2021 had forecast more births in 2021 than occurred. In addition, last year's birth forecast had more births for the 2022 to 2026 period (see blue trend line) than the updated Fall 2022 births forecast for those same years. These changes in birth forecast over time are important since they are used to project incoming kindergarten students five-years later.

⁴ Prepared by Arlington County Government from July to September 2022 and anticipated to be adopted by the Metropolitan Washington Council of Governments (MWCOG) in 2023.

Chart 3. Birth Forecast from Arlington County Government (2022 to 2027)



Source: Arlington County Government, Department of Community Planning, Housing Development.

Birth-to-Kindergarten Ratio by School

The birth-to-kindergarten ratio is defined as the percentage of children entering kindergarten in a particular year as compared to the total number of children born five years earlier to Arlington County parents. Pre-pandemic, the system-wide birth-to-kindergarten ratio hovered close to 70%. Either because of the COVID-19 pandemic or due to natural demographic trends, or a combination of both, the birth-to-kindergarten ratio has remained below 70% since the 2020-21 school year. Table 2, below, shows that the 3-year average birth-to-kindergarten from 2020-21 to 2022-23 was around 64%, but the rate in the three years immediately preceding this period had a higher 3-year average capture rate of almost 71%.

Table 2. System-wide birth to kindergarten ratios (2011-12 to 2021-22)

Birth Year	Resident Births	School Year Entering Grade K	Actual APS Grade K Enrollment	Birth to Kindergarten Ratio (Capture Rate)
2006	2,561	2011-12	1,968	0.768
2007	2,778	2012-13	2,179	0.784
2008	2,924	2013-14	2,139	0.732
2009	2,935	2014-15	2,196	0.748
2010	3,097	2015-16	2,152	0.695
2011	3,049	2016-17	2,127	0.698
2012	3,193	2017-18	2,253	0.706
2013	3,195	2018-19	2,293	0.718
2014	3,181	2019-20	2,231	0.701
2015	3,160	2020-21	1,966	0.622
2016	3,207	2021-22	1,998	0.623
2017	2,971	2022-23	2,006	0.675
<i>3-year average pre-pandemic 2017-18 to 2019-20</i>				<i>0.708</i>
3-year average 2020-21 to 2022-23				0.640

Source: APS, Department of Planning and Evaluation and Arlington County Government, Department of Community Planning, Housing Development.

Prior to Fall 2020, the birth-to-kindergarten ratios were calculated system-wide and used as a key input in the enrollment projections. This is no longer the case and Table 2, in the prior page, is provided for reference only. Starting with the Fall 2020 projections and extending to the Fall 2022 projections, the birth-to-kindergarten ratio is calculated school-by-school at the elementary level. This is done in the process described below:

- Matching (by address) and quantifying births that occurred in 2015, 2016, and 2017 to the 2022-23 school year elementary school attendance zones (last updated for the 2021-22 school year)
- Matching (by address) and quantifying the kindergarten students in 2020, 2021, and 2022 to 2022-23 school year elementary school attendance zones
- School specific ratios were developed for three periods of time and weights applied:
 - Ratio of 2022 kindergarten enrollment to 2017 births, with a 25% weight which applies to the 2023 projection year and 40% for 2024 and future years
 - Ratio of 2021 kindergarten enrollment to 2016 births, with a 35% weight which applies to the 2023 projection year and 40% for 2024 and future years
 - Ratio of 2020 kindergarten enrollment to 2015 births, with a 40% weight which applies to the 2023 projection year and 20% for 2024 and future years
 - When calculating the 3-year average of birth-to-kindergarten ratio by individual school, weights are applied. The weights which apply to the 2023 projection year are meant to moderate the projected kindergarten, otherwise the 2023 figure would not have been in continuity with the actual 2022 kindergarten cohort or the projected 2024 kindergarten enrollment. The weights which apply to 2024 and future years are meant to emphasize the two most recent birth-to-kindergarten capture rates that occurred when comparing the 2022 kindergarten enrollment to 2017 births and the 2021 kindergarten enrollment to 2016 births.

Forecast of Residential Construction

ACG provided updated assumptions for the number, housing type, affordability levels, and location of forecasted housing as of July 1, 2022 to 2032. This housing forecast is a subset of the housing unit forecast from the county's most recent Round 10.0 forecast, completed in September 2022. ACG also provides a flag to identify residential development likely to be habitable within the 2022-23 school year. The housing forecast is provided in a spatial format for use with GIS software, so that forecasted housing may be matched to neighborhood school boundaries.

Note that APS performs quality control checks on the ACG housing forecast and in certain instances updates the expected construction year or number of net new units. In addition, APS also queries the County's MHUD data to include any calendar year 2022 residential development projects completed before July 1, 2022 and with no resident students, to estimate the total number of residential units expected in the 2022-23 school year which could yield students.

ACG also provides APS with spatial data on single-family homes with active under-construction permits. ACG does not provide an assumption on when these single-family homes will become habitable, but APS assumes this will occur in the 2022-23 school year for enrollment projection purposes. Note that these permits also include Accessory Dwellings.

In the 2022 to 2032 period, it is assumed that about almost 18,000 net new units--above and beyond the existing housing stock--will be delivered in Arlington County. Much of the new housing, with just

over a 96% share, is expected to be multi-family high rise, followed by multi-family garden at just over a 2% share.

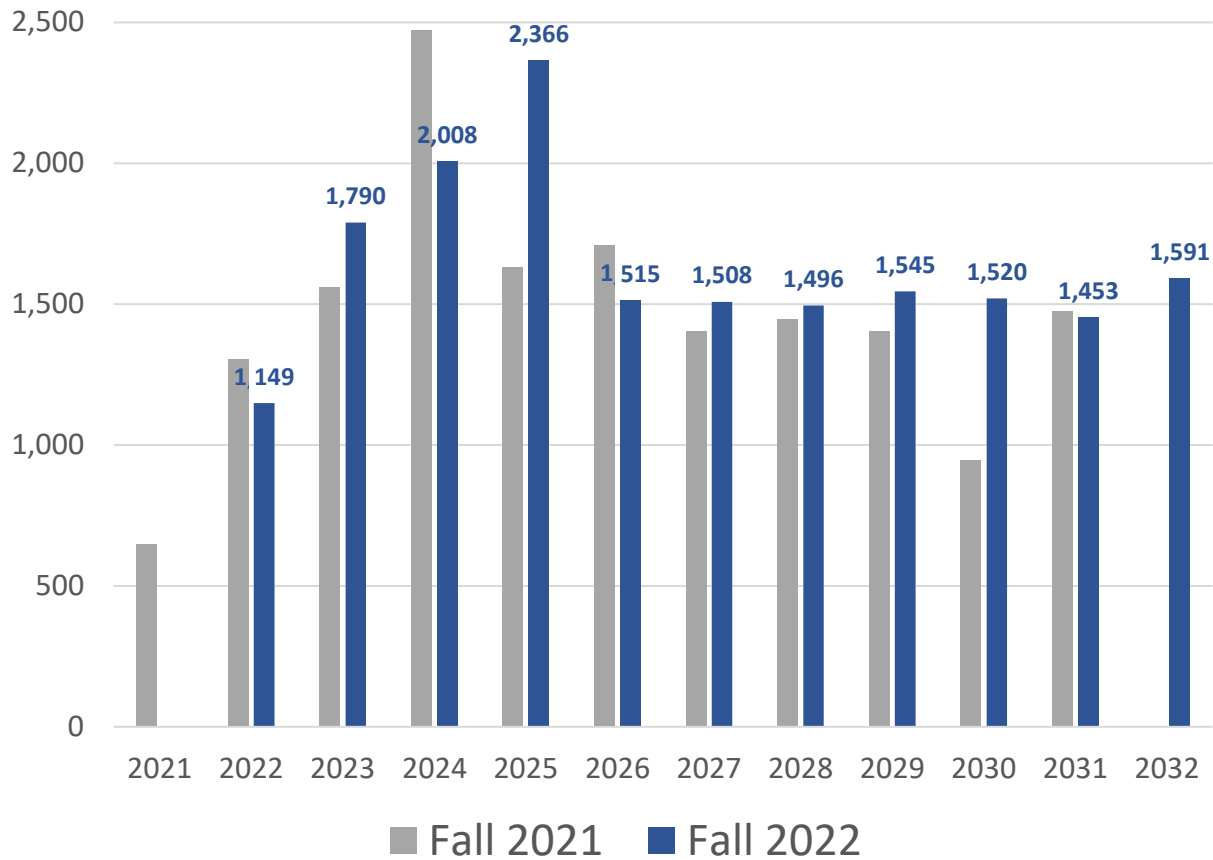
Table 3. Arlington County Housing Forecast (2022 to 2032)

Forecast Year	Multi-family High Rise	Multi-family Garden	Townhome	Single-family Detached	ADU	Duplex	Total Net New Units
2022	817	114	0	182	36	0	1,149
2023	1,788	0	0	0	0	2	1,790
2024	2,008	0	0	0	0	0	2,008
2025	2,214	120	32	0	0	0	2,366
2026	1,500	12	0	3	0	0	1,515
2027	1,508	0	0	0	0	0	1,508
2028	1,469	27	0	0	0	0	1,496
2029	1,452	93	0	0	0	0	1,545
2030	1,496	17	7	0	0	0	1,520
2031	1,453	0	0	0	0	0	1,453
2032	1,562	0	29	0	0	0	1,591
<i>Total</i>	<i>17,267</i>	<i>383</i>	<i>68</i>	<i>185</i>	<i>36</i>	<i>2</i>	<i>17,941</i>
<i>Share</i>	<i>96.24%</i>	<i>2.13%</i>	<i>0.38%</i>	<i>1.03%</i>	<i>0.20%</i>	<i>0.01%</i>	<i>100.00%</i>

Source: Arlington County Government, Department of Community Planning, Housing Development. Refinements to the data were additionally provided by APS.

The forecast of new residential construction is updated each year by ACG for APS' use in enrollment projections. Chart 4 displays how last year's residential construction forecast (for 2021 to 2031) differs from the updated Fall 2022 residential unit forecast (for 2022 to 2032).

Chart 4. Comparison of Future Residential Units Assumed in the 10-Year Fall 2022 and Fall 2021 Enrollment Projections



Source: Arlington County Government, Department of Community Planning, Housing Development. Refinements to the data were additionally provided by APS.

In the Fall 2022 projections, the greatest number of forecasted units are expected to be completed in 2025 with about 2,400 units. Last year’s housing forecast, by contrast, had expected the greatest number of units to deliver in 2024 with almost 2,500 units. By 2026, the number of net new units are anticipated to decline by about 36% from 2025 levels and net new units deliveries are expected to remain relatively flat at about 1,500 units per year through 2032.

A list of every residential project, its corresponding attendance zone, and total number of expected students from each housing development can be found in “Attachment B: Fall 2022 Housing Unit Forecast and Projected Student Yield.”

Student Generation Rates

The Student Generation Rates are used to estimate the student yield from “new” housing based on the latest trends. It is the mathematical representation of the relationship between the number of existing housing units in Arlington County and the number of students—by housing-unit type and affordability level—enrolled at APS on September 30 for a given year. The student generation rates can be calculated

each year by matching the housing and affordability information shared by ACG in the MHUD snapshot with APS' latest student records⁵.

Student generation rates are updated each year to reflect the most current September 30 enrollment and county-wide housing unit inventory from the county (the MHUD data). The Fall 2022 projections use September 30, 2022, K-12 enrollment and the MHUD file current as of July 1, 2022. The 2022 MHUD file now includes completed accessory dwelling units on single-family lots or parcels. Therefore, the Fall 2022 student generation now includes the “single family detached with accessory dwelling” residential category, which had not been previously provided.

Table 4 displays the county-wide student generation rates for 12 combinations of housing types and affordability levels for illustrative purposes. Note that in the enrollment projections, county-wide rates are only used when a forecasted housing-unit type does not currently exist in a neighborhood school attendance zone, thus there is no generation rate for that housing type in that attendance zone.

The highest student generation rate factor in the county is for multi-family elevator CAF only residential buildings, with a rate of 0.601. Note, however, that this housing type represents a fraction of the county’s non-senior 2021 housing stock, with a share of just over 1%. Meanwhile, the housing type with the largest share of all non-senior housing, at nearly over a quarter, is multi-family elevator market rate buildings. This housing type has the second-lowest student generation rate factor at 0.062, same as last year.

Table 4. County-Wide Student Generation Rates Used in the Fall 2022 10-Year Enrollment Projections

K-12	Single Family Detached	Single Family Detached with Accessory Dwelling	Townhome	Duplex	Multi-family Elevator			Multi-family Garden			Condo		Total by School
					Market Rate	Mixed Income	CAF Only *	Market Rate	Mixed Income	CAF Only	Elevator	Garden	
Total 2022	0.471	0.475	0.209	0.317	0.062	0.120	0.601	0.218	0.325	0.579	0.054	0.114	0.219
2022 Master Housing Unit Database (MHUD) housing by type shares *	22.93%	0.08%	3.71%	2.19%	25.63%	9.70%	1.03%	6.93%	1.71%	4.18%	12.24%	9.67%	100.00%

* Excludes senior housing.

Source: APS, Department of Planning and Evaluation. Sept. 30, 2022 student enrollment and 2022 Master Housing Unit Database (MHUD) records.

The student generation rate by school level, neighborhood school boundary, housing type, and affordability level is included with “Attachment C: Fall 2022 Student Generation Rates.”

Projection Approaches by School Level

The following content in this report describes the assumptions used to transition, or age, September 30, 2022 enrolled students into the next grade from 2023 through 2032. It also describes the assumption of how births that occurred between 2018 and 2021 and forecasted births between 2022⁶ and 2027 are used to estimate incoming kindergarten enrollees by school in 2023 and 2032.

⁵ Individual student information is not shared by APS with ACG because of data privacy.

⁶ Recorded calendar year 2022 births by the Virginia Department of Health will not be published until Summer 2023.

Elementary School Assumptions:

Elementary Neighborhood Schools Enrollment Assumptions:

- To project enrollment at neighborhood elementary schools, the Sept. 30, 2022 enrollment is used as a base, or starting point, for the Fall 2022 10-Year enrollment projections.
- Incoming Kindergarten cohorts by neighborhood schools for 2023 to 2032 were determined through the following process:
 - In order to develop birth-to-kindergarten ratios by neighborhood school, it requires associating historical births and kindergarten enrollment to the 2022-23 neighborhood elementary boundaries. GIS software was used to match (by address) births that occurred in 2015, 2016, and 2017 to 2022-23 school year elementary school attendance zones. The number of births in 2015, 2016, and 2017 are then tabulated by the 2022-23 school year elementary school boundaries.
 - Similarly, kindergarten enrollment that occurred five years later—in 2020, 2021, and 2022 (including 2021 Virtual Learning Program student assigned to their relevant elementary school)—are also tabulated by 2022-23 school year elementary school attendance zones. For this purpose, kindergarten enrollment from 2020 are redistributed to conform to the latest elementary school boundary adjustments which took effect for the 2021-22 school year. This impacts kindergarten enrollment at six neighborhood elementary schools: Arlington Science Focus, Ashlawn, Cardinal, Innovation, Taylor, and Tuckahoe elementary schools.
 - Once historical births and kindergarten enrollment are matched to 2022-23 neighborhood elementary school boundaries, they are used to calculate Birth-to-kindergarten ratios specific to each neighborhood elementary. The ratios used the following historical births and kindergarten enrollment:
 - Ratio of 2015 births to 2020 kindergarten enrollment by 2022-23 neighborhood elementary school
 - Ratio of 2016 births to 2021 kindergarten enrollment by 2022-23 neighborhood elementary school
 - Ratio of 2017 births to 2022 kindergarten enrollment by 2022-23 neighborhood elementary school
 - A neighborhood elementary school specific weighted 3-year average birth-to-kindergarten ratio is then calculated. The weights skewed toward the two most recent birth-to-kindergarten ratios with weights of 40% for 2017 to 2022, 40% for 2016 to 2021, and 20% for 2015 to 2020. These weights were applied to all projection years except for Fall 2023 which had weights of 25% for 2017 to 2022, 35% for 2016 to 2021, and 40% for 2015 to 2020 to avoid over projecting kindergarten.
 - Another calculation using the historical 2015, 2016, and 2017 address-level birth information, matched to 2022-23 neighborhood elementary boundaries, is to assesses each neighborhood school's share of births for each year. Once these shares are established, a 3-year average of each school's shares of births is calculated.
 - The projected incoming Kindergarten cohorts for each neighborhood elementary school in 2023 to 2032 is calculated by:

- Multiplying each school’s 3-year average share of births by the number of births five years prior. Example: Nottingham’s share of births x total forecasted 2026 births = 2026 average estimate of births in the Nottingham attendance zone
 - Then, multiply this product by the weighted average birth to kindergarten ratio specific to each school. Example: The 2026 average estimate of births in the Nottingham attendance zone x Nottingham’s 3-year weighted average birth to kindergarten ratio = the number of incoming kindergarten students five years later in 2031 at Nottingham.
- Neighborhood school CTRs:
 - The Fall 2022 projections use neighborhood school K-5 enrollment for September 30, 2019, 2020, 2021 and 2022 to produce CTRs for each neighborhood elementary school.
 - The 2019 and 2020 enrollment required a redistribution of K-5 enrollment to reflect the adjusted or new attendance zones which took effect as of the 2021-22 school year. This redistribution applied to K-5 students whose home address in 2019 and 2020 spatially matches the updated or new neighborhood school boundaries for Arlington Science Focus School, Ashlawn, Cardinal, Innovation, Taylor or Tuckahoe. These students were retroactively matched to the relevant adjusted or new neighborhood boundary if they attended their formerly assigned neighborhood school or transferred in from another neighborhood school.
 - The September 30, 2022 enrollment also had an adjustment pertaining to the elementary school Targeted Transfers offered as part of the Superintendent’s 2022 Annual Update⁷. Note that these adjustments were done only for purposes of calculating a 2021 to 2022 CTR which is not biased by the 2022 Targeted Transfers. The adjustment involved adding student’s back to a neighborhood school if they transferred out of a school and, conversely, subtracting them from another neighborhood school where they transferred into.
 - Once the September 30, 2019, 2020, 2021, and 2022 enrollment all reflect the same 2022-23 neighborhood school attendance zones and adjust for the 2022 Targeted Transfers, then a weighted average CTR is calculated for each neighborhood school from three year-over-year intervals. The CTR applies the following weights:
 - 40% for CTRs between 2021 and 2022
 - 40% for CTRs between 2020 and 2021
 - 20% for CTRs between 2019 and 2020 (the lower weight is to de-emphasize the 2020 enrollment which was significantly impacted by the COVID-19 pandemic)
 - Note that for several school, these weights differed based on school specific enrollment trends.

Elementary Option Schools Enrollment Assumptions:

- For the Fall 2022 projections, the incoming Kindergarten (K) cohorts at all elementary options schools are based on the K cohort assumed in the “Spring 1-Year Projections Update for the 2022-23 School Year” student estimate, see https://www.apsva.us/wp-content/uploads/2022/04/SpringUpdate_2022_23_March08_2022_4.07PM.pdf.

⁷ See <https://www.apsva.us/wp-content/uploads/2022/02/2022-02-09-Annual-Update-FINAL.pdf>

- For Arlington Traditional, Campbell, Claremont Immersion, Escuela Key, and the Montessori Public School of Arlington, the base used is the September 30, 2022 enrollment. To this enrollment, starting in the projection for fall 2023, the following CTRs are applied:
 - Campbell, Claremont Immersion, Escuela Key use a three-year weighted average CTR which generally de-emphasize trends from the 2019 to 2020 enrollment period which was particularly impacted by the pandemic. The weights applied are 20% for 2019 to 2020, 40% for 2020 to 2021, and 40% for the 2021 to 2022 period. Note that in some instances, these weights differed based on school specific enrollment trends. The use of this weighted CTR from three year-over-year intervals provides for fluctuations in enrolled cohorts between grades and years, with some grade-to-grade transitions having net gains or net losses in enrollment over time.
 - Montessori Public School of Arlington's and Arlington Traditional's September 30, 2022, cohorts are applied a 1.0 CTR. This CTR assumes that 2022, K-4 students will continue progressing from one grade to another grade with now attrition. Similarly, the 1.0 CTR assumes that incoming kindergarten cohorts will not experience attrition as they progress into other elementary grades.

Middle School Assumptions:

Neighborhood Middle School Enrollment Assumptions:

- Similar to the approach used for neighborhood elementary schools, the Sept. 30, 2022 enrollment is used as a base, or starting point, for the Fall 2022 10-Year Middle School enrollment projections.
- Incoming Grade 6 students were estimated using the following approach for 2023 to 2028
 - The first step in the process is to identify students by neighborhood attendance zone that are likely to be future 5th grade students. In turn, these future 5th grade students will eventually become future incoming 6th grade middle school students.
 - Enrolled K to Grade 5 students from September 30, 2022 were matched by home address to 2022-23 neighborhood Middle School boundaries (the most recent update to these boundaries took effect for the 2022-23 school year). The reason K-4 students are selected is that they will eventually be future 5th graders. For example, the 2022 4th grader will be in 5th grade in 2023 and a 2022 1st grader will be a future 5th grader in 2026.
 - Because the K-4 students assigned to Middle School boundaries need to be aged into Grade 5, a combination of county-wide 3-year weighted average cohort transition rates (40% for 2021 to 2022, 35% for 2020 to 2021, and 25% for 2019 to 2020) are used. For example, to age a Grade 2 students to Grade 5, the county-wide Grade 2 to 3, Grade 3 to 4, and Grade 4 to 5, 3-year weighted average CTRs are applied. There is no need to apply this process to the September 30, 2022, actual 5th grade students.
 - Once actual or estimated 5th students counts are available for each neighborhood middle school boundaries from 2022 to 2027, they need to be aged into Grade 6 by applying middle school specific Grade 5 to 6 CTRs. These CTRs are based on the ratio of Grade 5 students residing within a middle school's neighborhood boundary one year and how many Grade 6 students are enrolled at the corresponding middle school the following year. This CTR is a 3-year weighted average of ratios among Grade 5 in 2019 to

Grade 6 in 2020 (25% weight), Grade 5 in 2020 to Grade 6 in 2021 (35% weight), and Grade 5 in 2021 to Grade 6 in 2022 (40% weight).

- Note that for purposes of calculating the CTR only, that September 30, 2022 6th grade enrollment was modified to assess what it would have been without the Neighborhood Transfers from the Superintendent's 2022 Annual Update and Grandfathering from the 2022-23 Secondary Boundary Updates. This was done to calculate long-term CTRs not affected by these provisions.
- September 30, 2021 enrollment by school includes relevant Virtual Learning Program enrollees that year.
- 6th grade cohorts in 2019, 2020, and 2021 were redistributed to the updated 2022-23 middle school attendance zones. These students were retroactively matched by home address to the relevant adjusted neighborhood boundary if they attended their formerly assigned neighborhood school or transferred in from another neighborhood school.
- For Gunston only, the 6th grade cohort for 2019, 2020, 2021 and 2022 consisted of students that did not attend the county-wide Immersion or Montessori programs. Separate projections were made for these county-wide programs at Gunston.
- The Grade 5 to 6, 3-year weighted average CTRs were applied to actual (2022) or projected (2023 to 2027) Grade 5 students to estimate Grade 6 students in the following year. These school specific CTRs were applied to the following Grade 5 students to estimate future Grade 6 students:
 - Grade 5 students in 2022 that might enroll in Grade 6 in 2023
 - Grade 5 students in 2023 that might enroll in Grade 6 in 2024
 - Grade 5 students in 2024 that might enroll in Grade 6 in 2025
 - Grade 5 students in 2025 that might enroll in Grade 6 in 2026
 - Grade 5 students in 2026 that might enroll in Grade 6 in 2027
 - Grade 5 students in 2027 that might enroll in Grade 6 in 2028
- Incoming Grade 6 students were estimated using the following approach for 2029 to 2032
 - The process described below entails aging projected kindergarten students in 2023 through 2026 into incoming Grade 6 students in 2029 through 2032
 - Past shares of kindergarten students that resided in each middle school attendance zone was quantified. Sept. 30, 2020, 2021, and 2022, kindergarten students were matched to each middle school boundary. Once these kindergarten figures were tabulated, the share of kindergarten students per middle school boundary area was calculated for each year. Finally, a 3-year weighted average was produced from each year's share. The weights were 40% for 2022, 35% for 2021, and 25% for 2020.
 - These shares are then applied to the total number of projected kindergarten students for 2023 through 2026. The product yields an estimate of the number of kindergarten students projected to reside in each middle school attendance zones in 2023 through 2026.
 - Because the kindergarten students assigned to Middle School boundaries need to be aged into Grade 5 for years 2028 through 2031, a combination of county-wide 3-year weighted average cohort transition rates (25% for 2019 to 2020, 35% for 2020 to 2021,

and 40% for 2021 to 2022) are used. For example, to age a projected kindergarten students to Grade 5, the county-wide kindergarten to Grade 1, Grade 1 to 2....Grade 4 to 5 CTRs, etc. are multiplied.

- Once there are Grade 5 student estimates available for neighborhood middle school boundaries from 2028 to 2031, they need to be aged into Grade 6 by applying middle school specific Grade 5 to 6 CTRs. These CTRs are based on the ratio of Grade 5 students residing within each middle school's neighborhood boundary one year and how many Grade 6 students are enrolled at the middle school the following year. This CTR is a 3-year weighted average of ratios among Grade 5 in 2019 to Grade 6 in 2020 (25% weight), Grade 5 in 2020 to Grade 6 in 2021 (35% weight), and Grade 5 in 2021 to Grade 6 in 2022 (40% weight). As noted earlier, the 6th grade cohorts for 2019 to 2021 were redistributed to reflect the 2022-23 middle school attendance zone update; the 2021 enrollment by school includes students that were enrolled in the Virtual Learning Program; the 2022, 6th grade enrollment was adjusted for Neighborhood Transfers and Grandfathering; and Gunston's 6th grade cohort for 2019 to 2022 only applies to students not enrolled in a county-wide program.
- These school specific CTRs were applied to the following projected Grade 5 students for each attendance zone to estimate future Grade 6 students by middle school:
 - Grade 5 students in 2028 that might enroll in Grade 6 in 2029
 - Grade 5 students in 2029 that might enroll in Grade 6 in 2030
 - Grade 5 students in 2030 that might enroll in Grade 6 in 2031
 - Grade 5 students in 2031 that might enroll in Grade 6 in 2032
- Projecting Grades 7 and 8:
 - In order to project the number of Grade 7 and 8 students, CTRs for Grade 6 to 7 and Grade 7 to 8 must be established by neighborhood middle school to, for example, age the estimated Grade 6 students into Grade 7. To reflect boundary adjustments which took effect for the 2022-23 school year, students in Grades 6, 7, and 8 at neighborhood middle schools on September 30, 2019, 2020, and 2021 are matched retroactively by home address to 2022-23 neighborhood middle school boundaries. This step is not needed for enrollees from September 30, 2022. As noted earlier in the "Middle School Assumptions" section, 2022 enrollment was adjusted for Neighborhood Transfers and Grandfathering, 2021 enrollment by school includes students that were enrolled in the Virtual Learning Program, and Gunston cohort for 2019 to 2022 only applies to students not enrolled in a county-wide program.
 - From these enrollment figures, CTRs are calculated for Grade 6 to 7 and Grade 7 to 8 by neighborhood middle school. The Grade 6 to 7 CTR is a 3-year weighted average of Grade 6 in 2019 to Grade 7 in 2020 (25% weight); Grade 6 in 2020 and Grade 7 in 2021 (35% weight), and Grade 6 in 2021 and Grade 7 in 2022 (40% weight). Similarly, the Grade 7 to 8 CTR is a 3-year weighted average of Grade 7 in 2019 to Grade 8 in 2020 (25% weight); Grade 7 in 2020 and Grade 8 in 2021 (35% weight), and Grade 7 in 2021 and Grade 8 in 2022 (40% weight). Note that for several schools, these weights differed based on school specific enrollment trends.
 - These school specific CTRs are then applied starting with the Grade 6 enrollment from September 30, 2022 which is graduated to Grade 7 using the relevant school's Grade 6

to 7, 3-year weighted average CTR. Similarly, Grade 7 enrollment for September 30, 2022, by neighborhood school is graduated to Grade 8 using the relevant school's Grade 7 to 8, 3-year weighted average CTR. This process is repeated in subsequent projection years, for example the school specific CTR for Grade 6 to 7 is applied to the relevant school's Grade 6 projection (see above section to learn more about Grade 6 estimates for neighborhood middle schools).

Option Middle Schools/Programs:

- Eunice Kennedy Shriver program's enrollment for 2023 was provided by the Office of Secondary Education and is carried forward into projections years 2024 to 2032.
- H-B Woodlawn's incoming Grade 6 cohort is assumed to be the same as the Grade 6 enrollment noted in the Spring Update to the 2022-23 School Year.
- H-B Woodlawn uses a 3-year weighted average CTR for Grades 6 to 7 and 7 to 8. The Grade 6 to 7 CTR is a 3-year weighted average of Grade 6 in 2019 to Grade 7 in 2020 (25% weight); Grade 6 in 2020 and Grade 7 in 2021 (35% weight), and Grade 6 in 2021 and Grade 7 in 2022 (40% weight). Similarly, the Grade 7 to 8 CTR is a 3-year weighted average of Grade 7 in 2019 to Grade 8 in 2020 (25% weight); Grade 7 in 2020 and Grade 8 in 2021 (35% weight), and Grade 7 in 2021 and Grade 8 in 2022 (40% weight).
- County-wide Immersion and Montessori Programs at Gunston. For both programs, 2019 to 2022 enrollment at these Gunston programs was used to calculate grade 6 to 7 and 7 to 8 CTRs using the same weights described above for H-B Woodlawn. In addition, a grade 5 to 6 CTR for the Immersion and Montessori program was calculated using each program's grade 5 elementary cohort and the grade 6 cohort at the middle school level. These 5 to 6 CTRs were weighed in the same manner as the process described above, for H-B Woodlawn, for grade 6 to 7 and 7 to 8 CTRs. The 5 to 6 CTRs were applied to the sum of actual or projected 5th grade cohorts from 2022 through 2031 for Claremont and Escuela Key to project incoming 6th grade cohorts at the Immersion program at Gunston. Similarly, the 5 to 6 CTRs were applied to actual or projected 5th grade cohorts from 2022 through 2031 for Montessori Public School of Arlington to project incoming 6th grade cohorts at the Montessori program at Gunston.

High School Assumptions:

Neighborhood High School Enrollment Assumptions:

- Similar to the approach used for neighborhood middle schools:
 - The Sept. 30, 2022 enrollment is used as a base, or starting point, for the Fall 2022 10-Year High School enrollment projections
 - Boundary adjustments at the high school level took effect for the 2022-23 school year. Accordingly, the September 30, 2019, 2020, and 2021 enrollment had to be redistributed to conform to the boundary adjustment. For these years, 9th to 12th grade students were retroactively matched by home address to the relevant adjusted neighborhood boundary if they attended their formerly assigned neighborhood high school or transferred in from another neighborhood high school.
 - For purposes of calculating the CTR only, that September 30, 2022 high school enrollment by grade and school was modified to assess what it would have been without the Neighborhood Transfers from the Superintendent's 2022 Annual Update and Grandfathering from the 2022-23 Secondary Boundary Updates. This was done to calculate long-term CTRs not affected by these provisions.
 - September 30, 2021 enrollment by school includes relevant Virtual Learning Program enrollees that year.
 - For Wakefield and Washington-Liberty's neighborhood projections only, the 2019, 2020, 2021 and 2022 enrollment consisted of students that did not attend the county-wide IB, AP, or Immersion programs. Separate projections were made for these county-wide programs at Wakefield and Washington-Liberty.
- Incoming Grade 9 students were estimated using the following approach for 2023 to 2031:
 - The first step in this process is to identify Grade 8 students that reside in neighborhood high school boundaries because they will eventually become incoming Grade 9 students.
 - Enrolled K to Grade 8 students from September 30, 2022 were matched by home address to 2022-23 neighborhood High School boundaries. Kindergarten to 7th grade students are selected because they will eventually be future 8th graders. For example, the 2022 7th grader will be in 8th grade in 2023 and a 2022 1st grader will be a future 8th grader in 2029.
 - Because the kindergarten to 7th grade students assigned to High School boundaries need to be aged into Grade 8, a combination of county-wide 3-year weighted average cohort transition rates (20% for 2019 to 2020, 40% for 2020 to 2021, and 40% for 2021 to 2022) are used. For example, to age a Grade 5 students in 2022 to Grade 8 in 2025, the county-wide Grade 5 to 6, Grade 6 to 7, and Grade 7 to 8 CTR 3-year weighted averages are applied.
 - Once there are counts for actual Grade 8 student in 2022 and Grade 8 estimates from 2023 to 2030 by neighborhood high school boundaries, they need to be aged into Grade 9 by applying high school specific Grade 8 to 9 CTRs. These CTRs are based on the ratio of Grade 8 students residing within a high school's neighborhood boundary one year and how many Grade 9 students are enrolled at the corresponding high school the following year. This CTR is a 3-year weighted average of ratios among Grade 8 in 2019 to Grade 9 in 2020 (20% weight), Grade 8 in 2020 to Grade 9 in 2021 (40% weight), and Grade 8 in 2021 to Grade 9 in 2022 (40% weight).

- The Grade 8 to 9, 3-year weighted average CTR by school is applied to actual (2022) or projected Grade 8 students (2023 to 2030) by attendance zone to estimate Grade 9 students in the following year. This CTR was applied to the following Grade 8 students to estimate future Grade 9 students:
 - Grade 8 students in 2022 that might enroll in Grade 9 in 2023
 - Grade 8 students in 2023 that might enroll in Grade 9 in 2024
 - Grade 8 students in 2024 that might enroll in Grade 9 in 2025
 - Grade 8 students in 2025 that might enroll in Grade 9 in 2026
 - Grade 8 students in 2026 that might enroll in Grade 9 in 2027
 - Grade 8 students in 2027 that might enroll in Grade 9 in 2028
 - Grade 8 students in 2028 that might enroll in Grade 9 in 2029
 - Grade 8 students in 2029 that might enroll in Grade 9 in 2030
 - Grade 8 students in 2030 that might enroll in Grade 9 in 2031
- Incoming Grade 8 students were estimated using the following approach for 2032
 - The process described below entails aging projected kindergarten students in 2023 into incoming Grade 9 students in 2032
 - Past shares of kindergarten students that resided in each high school attendance zone was quantified. Sept. 30, 2020, 2021, and 2022, kindergarten students were matched to each high school boundary. Once these kindergarten figures were tabulated, the share of kindergarten students per high school boundary area was calculated for each year. Finally, a 3-year weighted average was produced from each year's share. The weights were 40% for 2022, 40% for 2021, and 20% for 2020.
 - These shares are then applied to the total number of projected kindergarten students for 2023. The product yields an estimate of the number of kindergarten students that reside in each high school attendance zones in 2023.
 - Because the kindergarten students assigned to High School boundaries need to be aged into Grade 8 for year 2031, a combination of county-wide 3-year weighted average cohort transition rates (20% for 2019 to 2020, 40% for 2020 to 2021, and 40% for 2021 to 2022) are used. For example, to age the projected kindergarten students to Grade 8, the county-wide kindergarten to Grade 1, Grade 1 to 2....Grade 6 to 7, Grade 7 to 8 CTRs, are multiplied.
 - Once there are 8th grade student estimates available for neighborhood high school boundaries for 2031, they need to be aged into Grade 9 by applying high school specific Grade 8 to 9 CTRs. These CTRs are based on the ratio of Grade 8 students residing within each high school's neighborhood boundary one year and how many Grade 9 students enrolled at the high school the following year. This CTR is a 3-year weighted average of ratios among Grade 8 in 2019 to Grade 9 in 2020 (20% weight), Grade 8 in 2020 to Grade 9 in 2021 (40% weight), and Grade 8 in 2021 to Grade 9 in 2022 (40% weight).
 - These CTRs were applied to the projected Grade 8 students in 2031 to project Grade 9 students at each of the neighborhood high schools in 2032.
- Projecting enrollment for Grades 10, 11, and 12:
 - In order to project the number of Grade 10, 11, and 12 students, CTRs for Grade 9 to 10, Grade 10 to 11, and Grade 11 to 12 must be established by neighborhood high school

to, for example, age the estimated Grade 10 students into Grade 11. The CTRs use Sept. 30 enrollment from 2019, 2020, 2021, and 2022.

- From these 2019 to 2022 enrollment figures, CTRs are calculated for Grade 9 to 10, Grade 10 to 11, and Grade 11 to 12 by neighborhood high school generally based on the following weights:
 - The Grade 9 to 10 CTR is a 3-year weighted average of Grade 9 in 2019 to Grade 10 in 2020 (20% weight); Grade 9 in 2020 and Grade 10 in 2021 (40% weight), and Grade 9 in 2021 and Grade 10 in 2022 (40% weight).
 - The Grade 10 to 11 CTR is a 3-year weighted average of Grade 10 in 2019 to Grade 11 in 2020 (20% weight); Grade 10 in 2020 and Grade 11 in 2021 (40% weight), and Grade 10 in 2021 and Grade 11 in 2022 (40% weight).
 - Similarly, the Grade 11 to 12 CTR is a 3-year weighted average of Grade 11 in 2019 to Grade 12 in 2020 (20% weight); Grade 11 in 2020 and Grade 12 in 2021 (40% weight), and Grade 11 in 2021 and Grade 12 in 2022 (40% weight).
 - Note that for several schools, these weights differed based on school specific enrollment trends.
- These high school specific CTRs are then applied to project future Grade 10, 11, and 12 students. For example, the Grade 9 enrollment at a specific high school from September 30, 2022 is graduated to Grade 10 in 2023 using the relevant school's Grade 9 to 10, 3-year weighted average CTR. In turn, the following school year, that Grade 10 student is graduated to Grade 11 in 2024 using the relevant school's Grade 10 to 11, 3-year weighted CTR.

Option High Schools/Programs:

- Eunice Kennedy Shriver program's enrollment for 2023 was provided by the Office of Secondary Education and is carried forward into projections years 2024 to 2032.
- Arlington Career Center:
 - Since Sept. 30, 2019, Arlington Career Center's official enrollment reflects only full-time Arlington Tech, ACADE, HILT and PEP students.
 - Arlington Career Center's enrollment projections are a combination of the following:
 - Sept. 30, 2022 enrollment by grade for ACADE, HILT, and PEP are used in each projection year, from 2023 through 2032
 - Incoming Grade 9 cohort is assumed to be the same as the Grade 9 enrollment noted in the Spring Update to the 2022-23 School Year and the CTR used for each grade is 1.0.
- H-B Woodlawn's enrollment projections assume:
 - The incoming Grade 9 students are projected using the Grade 8 middle school students projected for H-B Woodlawn in a prior year—for example, a Grade 8 student projected for 2023 is graduated to Grade 9 in 2024 using the Grade 8 to 9, 3-year weighted CTR.
 - H-B Woodlawn uses a 3-year weighted average CTR for Grades 8 to 9, 9 to 10, 10 to 11, and 11 to 12.
 - The Grade 8 to 9 CTR is a 3-year weighted average of Grade 8 in 2019 to Grade 9 in 2020 (20% weight); Grade 8 in 2020 and Grade 9 in 2021 (40% weight), and Grade 8 in 2021 and Grade 9 in 2022 (40% weight).

- The Grade 9 to 10 CTR is a 3-year weighted average of Grade 9 in 2019 to Grade 10 in 2020 (20% weight); Grade 9 in 2020 and Grade 10 in 2021 (40% weight), and Grade 9 in 2021 and Grade 10 in 2022 (40% weight).
 - The Grade 10 to 11 CTR is a 3-year weighted average of Grade 10 in 2019 to Grade 11 in 2020 (20% weight); Grade 10 in 2020 and Grade 11 in 2021 (40% weight), and Grade 10 in 2021 and Grade 11 in 2022 (40% weight).
 - Similarly, Grade 11 to 12 CTR is a 3-year weighted average of Grade 11 in 2019 to Grade 12 in 2020 (20% weight); Grade 11 in 2020 and Grade 12 in 2021 (40% weight), and Grade 11 in 2021 and Grade 12 in 2022 (40% weight).
 - Note that for some CTRs, these weights differed based on the school's specific enrollment trends.
- County-wide AP and Immersion Programs at Wakefield and county-wide IB at Washington-Liberty.
 - For the three county-wide programs, 2019 to 2022 enrollment at these Wakefield and Washington-Liberty programs was used to calculate grade 9 to 10, 10 to 11 and 11 to 12 CTRs using the same weights described above for H-B Woodlawn.
 - The grade 8 to 9 CTR for the Immersion program was calculated using the program's grade 8 middle school cohort and the grade 9 cohort at the high school level for 2019 to 2022. The 8 to 9 CTR for county-wide AP was calculated using the combined grade 8 populations in the Yorktown and Washington-Liberty attendance zones and the grade 9, county-wide AP population at Wakefield for 2019 to 2020. Similarly, the 8 to 9 CTR for county-wide IB was calculated using the combined grade 8 populations in the Yorktown and Wakefield attendance zones and the grade 9, county-wide IB population at Washington-Liberty for 2019 to 2020. These 8 to 9 CTRs were weighed in the same manner as the process described above, for H-B Woodlawn. For the county-wide Immersion program at Wakefield, the 8 to 9 CTRs were applied to the 8th grade projections for Immersion at Gunston from 2023 through 2031. For the county-wide AP program at Wakefield, the 8 to 9 CTRs were applied to the 8th grade projections for students residing in the Yorktown and Washington-Liberty attendance zones from 2023 to 2031. Likewise, for the county-wide IB program at Washington-Liberty, the 8 to 9 CTRs were applied to the 8th grade projections for students residing in the Yorktown and Wakefield attendance zones from 2023 to 2031.
- Enrollment by grade as of Sept. 30, 2022 is used for all projection years for Arlington Community High School, Langston, and New Directions programs.

Estimated student impact from new housing:

- Assumptions on the timing of the enrollment impacts from new housing:
 - Full impact in the year of construction is assumed for Committed Affordable Units (CAFs) and Single Family Detached units.
 - The impact from all other housing types, mixed-income, and market-rate units is spread over a two-year period.
 - Single-family construction permits are incorporated into the projections in the year they are provided by ACG to APS; in the Fall 2022 10-year projections, that is the 2022-23 school year.

- The student yield from new housing is added on a cumulative basis across projection years for Grades K, 6, and 9.
- For all other grades, the student yield from new housing is not added on a cumulative basis. Rather the student yield from new residential construction is added on the year of construction (for CAFs and SFD) or over the course of two years (for all other housing types) only once.

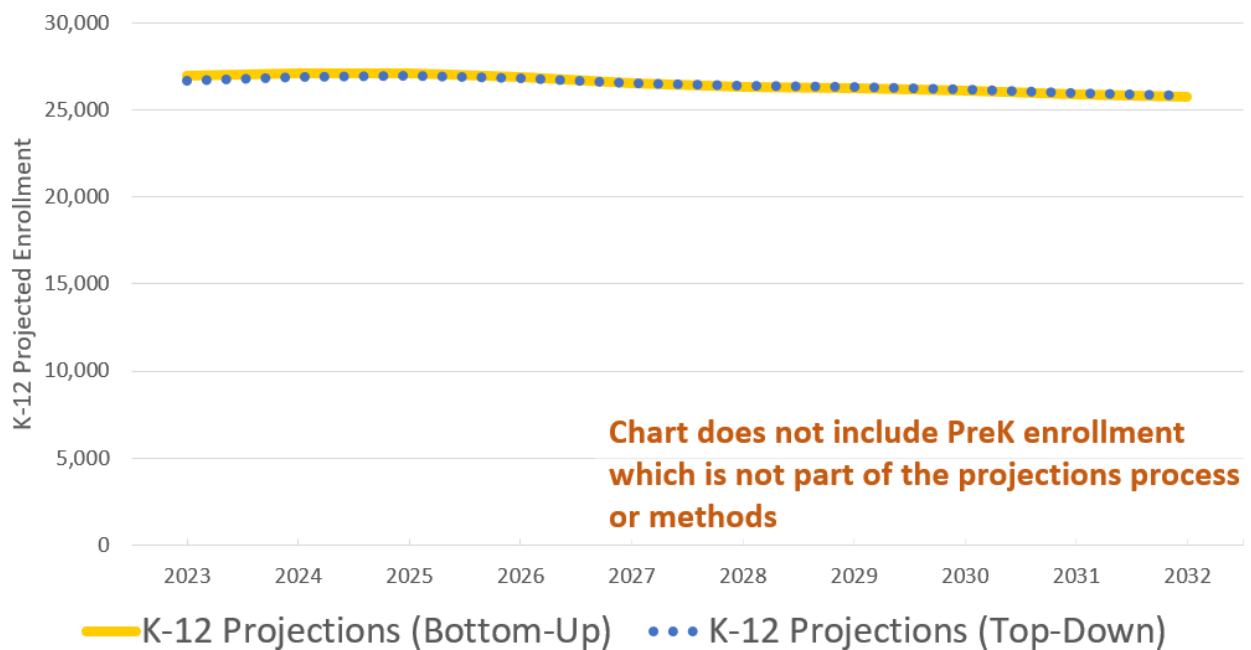
Steps to Validate Projections

To validate the enrollment projections, an internal staff working group and an outside consultant met during the projection development process to discuss assumptions, approaches, technical issues that arose, and review projection results. In addition, a recommended projections scenario was shared with the Superintendent’s Cabinet so that leadership could ask questions, provide input, and be informed on projections which affect budget, staffing, and other short-term and long-term planning.

In addition, at the beginning and conclusion of the projections development process, the *Enrollment Projections Internal Review Committee* was briefed on key data and approaches that shaped the projections. This committee included APS staff from Planning and Evaluation (P&E), Facilities and Operations, and Finance and Management Services. External experts from Arlington County Government, CPHD and an outside consultant also offered perspectives. The Internal Review Committee also included representatives from the Advisory Council on School Facilities and Capital Programs (FAC), Joint Facilities Advisory Commission (JFAC), and Livability 22202.

An important review step suggested two years ago by the Internal Review Committee was the development of an alternative projection model that used county-wide enrollment figures, construction assumptions, and cohort transition rates. The enrollment projections from this approach, known as a “top-down” approach, was compared to the projections from the “bottom-up” approach, which is outlined in this report. The purpose of this comparison was to observe the enrollment growth trends from different iterations of the enrollment projections modeling with the goal that the evolving versions of the “top-down” and “bottom-up” models reflect similar scales of enrollment growth trends, see Chart 5.

Chart 5. Comparisons of Top-Down and Bottom-Up Projections, Grades K to 12



Source: APS, Department of Planning and Evaluation.

Attachment A, Table 1 - Enrollment Projection for 2023-24 (Grade K to 12)

	Enrollment Projection: Grade K to 12														2021-22 School Year Estimate: PreK					Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	Grade K-12 Total	VPI	PreK SPED	3&4 Mont	Comm Peers	PreK Total ²	
ELEMENTARY SCHOOL																				
Abingdon Elementary School	135	117	117	115	116	114								714	16	8	0	0	24	738
Alice West Fleet Elementary School	100	92	89	101	96	93								571	32	6	34	6	78	649
Arlington Science Focus Elementary	98	116	119	108	94	86								621	0	0	0	0	0	621
Arlington Traditional Elementary ⁷	96	96	120	96	96	114								618	48	6	0	0	54	672
Ashlawn Elementary School	89	94	94	71	93	81								522	16	16	0	0	32	554
Barcroft Elementary School	78	65	66	92	61	72								434	32	15	0	8	55	489
Barrett Elementary School	93	95	78	90	96	98								550	28	20	17	0	65	615
Campbell Elementary School ⁷	72	66	65	59	65	62								389	48	0	0	0	48	437
Cardinal Elementary School	111	129	115	104	113	123								695	0	0	0	0	0	695
Carlin Springs Elementary School	90	82	85	67	67	79								470	44	30	17	18	109	579
Claremont Elementary School ⁷	96	85	74	97	83	93								528	64	0	0	0	64	592
Discovery Elementary School	71	77	66	82	77	99								472	0	8	30	0	38	510
Dr. Charles R. Drew Elementary School	70	68	72	66	65	79								420	28	42	0	14	84	504
Escuela Key Elementary School ⁷	96	98	101	92	81	84								552	32	0	0	0	32	584
Glebe Elementary School	91	88	90	101	81	74								525	0	7	0	7	14	539
Hoffman-Boston Elementary School	101	80	100	87	87	91								546	52	35	0	7	94	640
Innovation Elementary School	71	83	76	73	74	66								443	16	14	0	14	44	487
Jamestown Elementary School	84	64	82	70	74	81								455	0	16	34	3	53	508
Long Branch Elementary School	67	70	65	67	55	61								385	16	6	0	0	22	407
Montessori Public School of Arlington ^{1,7}	50	60	68	74	78	63								393	0	8	111	0	119	512
Nottingham Elementary School	61	57	75	63	77	52								385	0	14	0	14	28	413
Oakridge Elementary School	106	113	119	121	113	109								681	16	8	17	0	41	722
Randolph Elementary School	65	57	60	60	60	66								368	28	14	0	0	42	410
Taylor Elementary School	77	98	82	116	88	91								552	0	7	0	7	14	566
Tuckahoe Elementary School	74	74	69	74	70	70								431	0	14	0	14	28	459
Integration Station ³														0	0	54	0	0	54	54
Elementary School Subtotal	2,142	2,124	2,147	2,146	2,060	2,101	-	-	-	-	-	-	-	12,720	516	348	260	112	1,236	13,956
MIDDLE SCHOOL ⁴																				
Dorothy Hamm Middle School						283	262	301						846						846
Eunice Kennedy Shriver Program						4	3	4						11						11
Gunston Middle School						393	342	326						1,061						1,061
H-B Woodlawn Secondary Program						85	81	81						247						247
Jefferson Middle School						331	366	367						1,064						1,064
Kenmore Middle School						315	287	318						920						920
Swanson Middle School						336	323	276						935						935
Williamsburg Middle School						277	251	258						786						786
Middle School Subtotal	-	-	-	-	-	-	2,024	1,915	1,931	-	-	-	-	5,870						5,870
HIGH SCHOOL ⁴																				
Arlington Career Center (Full-Time) ⁵								152	139	132	169			592						592
Arlington Community High School								9	15	24	60			108						108
Eunice Kennedy Shriver Program								2	1	3	17			23						23
H-B Woodlawn Secondary Program								113	117	117	112			459						459
Langston High School Continuation ⁶								1	2	14	40			57						57
New Directions Program								1	6	6	4			17						17
Wakefield High School								608	577	640	543			2,368						2,368
Washington-Liberty High School								671	711	660	553			2,595						2,595
Yorktown High School								538	533	571	478			2,120						2,120
High School Subtotal	-	-	-	-	-	-	-	-	-	2,095	2,101	2,167	1,976	8,339						8,339
Total (Grade K to Grade 12)	2,142	2,124	2,147	2,146	2,060	2,101	2,024	1,915	1,931	2,095	2,101	2,167	1,976	26,929						
Total (PreK to Grade 12)	2,142	2,124	2,147	2,146	2,060	2,101	2,024	1,915	1,931	2,095	2,101	2,167	1,976	26,929	516	348	260	112	1,236	28,165

¹ Five-year-old Montessori students are reported in Kindergarten.

² Does not include community based students who are registered at their home schools as dual-enrollees.

³ PreK SPED classes are in Integration Station as placeholders for the upcoming Fiscal Year. Integration Station is housed outside of APS with community PreK partners.

⁴ Schools that accept enrollment through a lottery process can also include students from the Secondary Program for Students with Autism (Grade 6 to 12) and H.S. HILT students (English Learners) enter through the year (Grade 9 to 12). H-B Woodlawn is an example of such a school.

⁵ Arlington Career Center full-time students include Arlington Tech, Academic Academy, HILT Institute, and PEP. Arlington Career Center part-time students are included at their neighborhood school.

⁶ Langston and Arlington Community membership does not include students over 20 years old. The above projections do not include the adult students at Arlington Community and at Langston.

⁷ The incoming K enrollment for elementary option school/programs are the same as the K enrollment in the Spring 1-Year Projections Update for the 2022-232 School Year. The incoming K enrollment assumptions will be updated as part of the 2023 Annual Update

All Arlington Public Schools (APS) budget and operations decisions are based on the best information available at the time. Staff and community members are reminded that funding forecasts from Arlington County and the state may change, based on many external factors. Similarly, student enrollment and projections are based on the best available information, but are also subject to change due to employment, housing and other economic factors. For these reasons, APS and the Arlington School Board may adjust future budget allocations, staffing and other operations decisions to reflect the existing community and operating landscape.

Attachment A, Table 2 - Enrollment Projection for 2024-25 (Grade K to 12)

	Enrollment Projection: Grade K to 12														2021-22 School Year Estimate: PreK					Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	Grade K-12 Total	VPI	PreK SPED	3&4 Mont	Comm Peers	PreK Total ²	
ELEMENTARY SCHOOL																				
Abingdon Elementary School	124	134	110	112	110	117								707	16	8	0	0	24	731
Alice West Fleet Elementary School	94	100	97	93	94	95								573	32	6	34	6	78	651
Arlington Science Focus Elementary	102	102	129	120	120	90								663	0	0	0	0	0	663
Arlington Traditional Elementary ⁷	96	96	96	120	96	96								600	48	6	0	0	54	654
Ashlawn Elementary School	94	95	98	94	73	96								550	16	16	0	0	32	582
Barcroft Elementary School	71	76	67	69	91	66								440	32	15	0	8	55	495
Barrett Elementary School	90	94	97	78	87	100								546	28	20	17	0	65	611
Campbell Elementary School ⁷	72	74	66	61	61	64								398	48	0	0	0	48	446
Cardinal Elementary School	111	118	129	109	101	110								678	0	0	0	0	0	678
Carlin Springs Elementary School	84	88	78	79	60	65								454	44	30	17	18	109	563
Claremont Elementary School ⁷	96	87	78	64	86	77								488	64	0	0	0	64	552
Discovery Elementary School	69	77	74	64	81	75								440	0	8	30	0	38	478
Dr. Charles R. Drew Elementary School	67	74	64	70	67	64								406	28	42	0	14	84	490
Escuela Key Elementary School ⁷	96	99	89	93	83	76								536	32	0	0	0	32	568
Glebe Elementary School	86	95	91	92	100	79								543	0	7	0	7	14	557
Hoffman-Boston Elementary School	99	99	83	98	89	82								550	52	35	0	7	94	644
Innovation Elementary School	73	78	83	79	73	68								454	16	14	0	14	44	498
Jamestown Elementary School	86	80	64	81	65	71								447	0	16	34	3	53	500
Long Branch Elementary School	62	73	63	64	65	50								377	16	6	0	0	22	399
Montessori Public School of Arlington ^{1,7}	50	50	60	68	74	78								380	0	8	111	0	119	499
Nottingham Elementary School	60	67	59	72	68	74								400	0	14	0	14	28	428
Oakridge Elementary School	108	120	117	129	131	127								732	16	8	17	0	41	773
Randolph Elementary School	59	67	58	53	59	59								355	28	14	0	0	42	397
Taylor Elementary School	75	83	94	88	117	92								549	0	7	0	7	14	563
Tuckahoe Elementary School	73	76	72	71	75	71								438	0	14	0	14	28	466
Integration Station ³														0	0	54	0	0	54	54
Elementary School Subtotal	2,097	2,202	2,116	2,121	2,126	2,042	-	-	-	-	-	-	-	12,704	516	348	260	112	1,236	13,940
MIDDLE SCHOOL ⁴																				
Dorothy Hamm Middle School						271		278		270				819						819
Eunice Kennedy Shriver Program						4		3		4				11						11
Gunston Middle School						404		362		311				1,077						1,077
H-B Woodlawn Secondary Program						85		86		82				253						253
Jefferson Middle School						363		347		387				1,097						1,097
Kenmore Middle School						308		307		286				901						901
Swanson Middle School						344		333		323				1,000						1,000
Williamsburg Middle School						236		266		247				749						749
Middle School Subtotal	-	-	-	-	-	-	2,015	1,982	1,910	-	-	-	-	5,907						5,907
HIGH SCHOOL ⁴																				
Arlington Career Center (Full-Time) ⁵									152	162	133	177	624						624	
Arlington Community High School								9	15	24	60	108						108		
Eunice Kennedy Shriver Program								2	1	3	17	23						23		
H-B Woodlawn Secondary Program								110	117	110	120	457						457		
Langston High School Continuation ⁶								1	2	14	40	57						57		
New Directions Program								1	6	6	4	17						17		
Wakefield High School								628	577	546	599	2,350						2,350		
Washington-Liberty High School								588	704	729	647	2,668						2,668		
Yorktown High School								527	531	530	561	2,149						2,149		
High School Subtotal	-	-	-	-	-	-	-	-	-	2,018	2,115	2,095	2,225	8,453						8,453
Total (Grade K to Grade 12)	2,097	2,202	2,116	2,121	2,126	2,042	2,015	1,982	1,910	2,018	2,115	2,095	2,225	27,064						
Total (PreK to Grade 12)	2,097	2,202	2,116	2,121	2,126	2,042	2,015	1,982	1,910	2,018	2,115	2,095	2,225	27,064	516	348	260	112	1,236	28,300

¹ Five-year-old Montessori students are reported in Kindergarten.

² Does not include community based students who are registered at their home schools as dual-enrollees.

³ PreK SPED classes are in Integration Station as placeholders for the upcoming Fiscal Year. Integration Station is housed outside of APS with community PreK partners.

⁴ Schools that accept enrollment through a lottery process can also include students from the Secondary Program for Students with Autism (Grade 6 to 12) and H.S. HILT students (English Learners) enter through the year (Grade 9 to 12). H-B Woodlawn is an example of such a school.

⁵ Arlington Career Center full-time students include Arlington Tech, Academic Academy, HILT Institute, and PEP. Arlington Career Center part-time students are included at their neighborhood school.

⁶ Langston and Arlington Community membership does not include students over 20 years old. The above projections do not include the adult students at Arlington Community and at Langston.

⁷ The incoming K enrollment for elementary option school/programs are the same as the K enrollment in the Spring 1-Year Projections Update for the 2022-232 School Year. The incoming K enrollment assumptions will be updated as part of the 2023 Annual Update

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Attachment A, Table 3 - Enrollment Projection for 2025-26 (Grade K to 12)

	Enrollment Projection: Grade K to 12														2021-22 School Year Estimate: PreK					Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12	Grade K-12 Total	VPI	PreK SPED	3&4 Mont	Comm Peers	PreK Total ²		
ELEMENTARY SCHOOL																					
Abingdon Elementary School	123	123	126	106	108	111								697	16	8	0	0	24	721	
Alice West Fleet Elementary School	94	92	103	100	85	91								565	32	6	34	6	78	643	
Arlington Science Focus Elementary	103	106	113	130	132	114								698	0	0	0	0	0	698	
Arlington Traditional Elementary ⁷	96	96	96	96	120	96								600	48	6	0	0	54	654	
Ashlawn Elementary School	94	94	93	92	90	71								534	16	16	0	0	32	566	
Barcroft Elementary School	71	69	78	69	67	98								452	32	15	0	8	55	507	
Barrett Elementary School	90	90	94	95	75	90								534	28	20	17	0	65	599	
Campbell Elementary School ⁷	72	74	73	61	63	60								403	48	0	0	0	48	451	
Cardinal Elementary School	110	118	118	122	106	98								672	0	0	0	0	0	672	
Carlin Springs Elementary School	83	82	84	73	72	58								452	44	30	17	18	109	561	
Claremont Elementary School ⁷	96	87	79	67	57	79								465	64	0	0	0	64	529	
Discovery Elementary School	69	75	74	72	64	79								433	0	8	30	0	38	471	
Dr. Charles R. Drew Elementary School	67	71	70	63	72	67								410	28	42	0	14	84	494	
Escuela Key Elementary School ⁷	96	99	90	82	84	78								529	32	0	0	0	32	561	
Glebe Elementary School	85	90	98	93	91	98								555	0	7	0	7	14	569	
Hoffman-Boston Elementary School	98	95	100	80	99	82								554	52	35	0	7	94	648	
Innovation Elementary School	95	102	100	107	100	88								592	16	14	0	14	44	636	
Jamestown Elementary School	86	82	79	63	74	62								446	0	16	34	3	53	499	
Long Branch Elementary School	62	67	66	61	62	60								378	16	6	0	0	22	400	
Montessori Public School of Arlington ^{1,7}	50	50	50	60	68	74								352	0	8	111	0	119	471	
Nottingham Elementary School	60	66	70	56	77	65								394	0	14	0	14	28	422	
Oakridge Elementary School	115	126	129	131	143	151								795	16	8	17	0	41	836	
Randolph Elementary School	59	61	67	51	53	58								349	28	14	0	0	42	391	
Taylor Elementary School	74	81	80	101	89	122								547	0	7	0	7	14	561	
Tuckahoe Elementary School	72	75	74	74	71	74								440	0	14	0	14	28	468	
Integration Station ³														0	0	54	0	0	54	54	
Elementary School Subtotal	2,120	2,171	2,204	2,105	2,122	2,124	-	-	-	-	-	-	-	12,846	516	348	260	112	1,236	14,082	
MIDDLE SCHOOL ⁴																					
Dorothy Hamm Middle School						297		288		308				893						893	
Eunice Kennedy Shriver Program						4		3		4				11						11	
Gunston Middle School						397		374		329				1,100						1,100	
H-B Woodlawn Secondary Program						85		86		87				258						258	
Jefferson Middle School						325		379		366				1,070						1,070	
Kenmore Middle School						291		300		305				896						896	
Swanson Middle School						337		333		327				997						997	
Williamsburg Middle School						223		227		262				712						712	
Middle School Subtotal	-	-	-	-	-	-	1,959	1,990	1,988	-	-	-	-	5,937						5,937	
HIGH SCHOOL ⁴																					
Arlington Career Center (Full-Time) ⁵								152		162		156		178	648						648
Arlington Community High School								9		15		24		60	108						108
Eunice Kennedy Shriver Program								2		1		3		17	23						23
H-B Woodlawn Secondary Program								111		115		110		112	448						448
Langston High School Continuation ⁶								1		2		14		40	57						57
New Directions Program								1		6		6		4	17						17
Wakefield High School								637		598		546		513	2,294						2,294
Washington-Liberty High School								570		609		713		705	2,597						2,597
Yorktown High School								516		539		547		540	2,142						2,142
High School Subtotal	-	-	-	-	-	-	-	1,999	2,047	2,119	2,169	8,334								8,334	
Total (Grade K to Grade 12)	2,120	2,171	2,204	2,105	2,122	2,124	1,959	1,990	1,988	1,999	2,047	2,119	2,169	27,117							
Total (PreK to Grade 12)	2,120	2,171	2,204	2,105	2,122	2,124	1,959	1,990	1,988	1,999	2,047	2,119	2,169	27,117	516	348	260	112	1,236	28,353	

¹ Five-year-old Montessori students are reported in Kindergarten.

² Does not include community based students who are registered at their home schools as dual-enrollees.

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⁶ Langston and Arlington Community membership does not include students over 20 years old. The above projections do not include the adult students at Arlington Community and at Langston.

⁷ The incoming K enrollment for elementary option school/programs are the same as the K enrollment in the Spring 1-Year Projections Update for the 2022-232 School Year. The incoming K enrollment assumptions will be updated as part of the 2023 Annual Update

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Attachment A, Table 4 - Enrollment Projection for 2026-27 (Grade K to 12)

	Enrollment Projection: Grade K to 12														2021-22 School Year Estimate: PreK					Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	Grade K-12 Total	VPI	PreK SPED	3&4 Mont	Comm Peers	PreK Total ²	
ELEMENTARY SCHOOL																				
Abingdon Elementary School	116	123	117	123	103	110								692	16	8	0	0	24	716
Alice West Fleet Elementary School	89	94	96	108	93	84								564	32	6	34	6	78	642
Arlington Science Focus Elementary	97	105	116	112	141	124								695	0	0	0	0	0	695
Arlington Traditional Elementary ⁷	96	96	96	96	96	120								600	48	6	0	0	54	654
Ashlawn Elementary School	89	95	93	88	88	88								541	16	16	0	0	32	573
Barcroft Elementary School	66	69	71	81	68	73								428	32	15	0	8	55	483
Barrett Elementary School	85	90	90	93	92	78								528	28	20	17	0	65	593
Campbell Elementary School ⁷	72	74	73	68	63	62								412	48	0	0	0	48	460
Cardinal Elementary School	103	117	118	112	118	103								671	0	0	0	0	0	671
Carlin Springs Elementary School	78	81	78	78	66	69								450	44	30	17	18	109	559
Claremont Elementary School ⁷	96	87	79	68	59	52								441	64	0	0	0	64	505
Discovery Elementary School	64	75	72	72	72	62								417	0	8	30	0	38	455
Dr. Charles R. Drew Elementary School	62	71	67	69	64	71								404	28	42	0	14	84	488
Escuela Key Elementary School ⁷	96	99	90	82	74	78								519	32	0	0	0	32	551
Glebe Elementary School	79	89	93	100	92	89								542	0	7	0	7	14	556
Hoffman-Boston Elementary School	94	96	98	99	83	94								564	52	35	0	7	94	658
Innovation Elementary School	92	106	103	105	108	93								607	16	14	0	14	44	651
Jamestown Elementary School	80	82	81	78	58	71								450	0	16	34	3	53	503
Long Branch Elementary School	57	68	61	64	60	58								368	16	6	0	0	22	390
Montessori Public School of Arlington ^{1,7}	50	50	50	50	60	68								328	0	8	111	0	119	447
Nottingham Elementary School	55	66	69	67	60	74								391	0	14	0	14	28	419
Oakridge Elementary School	114	132	133	140	143	162								824	16	8	17	0	41	865
Randolph Elementary School	54	61	61	59	51	52								338	28	14	0	0	42	380
Taylor Elementary School	69	80	78	85	102	93								507	0	7	0	7	14	521
Tuckahoe Elementary School	68	75	74	76	74	72								439	0	14	0	14	28	467
Integration Station ³														0	0	54	0	0	54	54
Elementary School Subtotal	2,021	2,181	2,157	2,173	2,088	2,100	-	-	-	-	-	-	-	12,720	516	348	260	112	1,236	13,956
MIDDLE SCHOOL ⁴																				
Dorothy Hamm Middle School						325	289	295						909						909
Eunice Kennedy Shriver Program						4	3	4						11						11
Gunston Middle School						413	367	338						1,118						1,118
H-B Woodlawn Secondary Program						85	86	87						258						258
Jefferson Middle School						351	342	403						1,096						1,096
Kenmore Middle School						296	285	300						881						881
Swanson Middle School						290	328	328						946						946
Williamsburg Middle School						228	214	223						665						665
Middle School Subtotal	-	-	-	-	-	-	1,992	1,914	1,978	-	-	-	-	5,884						5,884
HIGH SCHOOL ⁴																				
Arlington Career Center (Full-Time) ⁵								152	162	156	201			671						671
Arlington Community High School								9	15	24	60			108						108
Eunice Kennedy Shriver Program								2	1	3	17			23						23
H-B Woodlawn Secondary Program								118	116	107	112			453						453
Langston High School Continuation ⁶								1	2	14	40			57						57
New Directions Program								1	6	6	4			17						17
Wakefield High School								633	605	565	513			2,316						2,316
Washington-Liberty High School								602	594	620	693			2,509						2,509
Yorktown High School								544	508	535	537			2,124						2,124
High School Subtotal	-	-	-	-	-	-	-	-	-	2,062	2,009	2,030	2,177	8,278						8,278
Total (Grade K to Grade 12)	2,021	2,181	2,157	2,173	2,088	2,100	1,992	1,914	1,978	2,062	2,009	2,030	2,177	26,882						
Total (PreK to Grade 12)	2,021	2,181	2,157	2,173	2,088	2,100	1,992	1,914	1,978	2,062	2,009	2,030	2,177	26,882	516	348	260	112	1,236	28,118

¹ Five-year-old Montessori students are reported in Kindergarten.

² Does not include community based students who are registered at their home schools as dual-enrollees.

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⁶ Langston and Arlington Community membership does not include students over 20 years old. The above projections do not include the adult students at Arlington Community and at Langston.

⁷ The incoming K enrollment for elementary option school/programs are the same as the K enrollment in the Spring 1-Year Projections Update for the 2022-232 School Year. The incoming K enrollment assumptions will be updated as part of the 2023 Annual Update

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Attachment A, Table 5 - Enrollment Projection for 2027-28 (Grade K to 12)

	Enrollment Projection: Grade K to 12														2021-22 School Year Estimate: PreK					Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	Grade K-12 Total	VPI	PreK SPED	3&4 Mont	Comm Peers	PreK Total ²	
ELEMENTARY SCHOOL																				
Abingdon Elementary School	114	116	118	114	119	106								687	16	8	0	0	24	711
Alice West Fleet Elementary School	89	89	98	101	100	92								569	32	6	34	6	78	647
Arlington Science Focus Elementary	94	99	115	115	122	132								677	0	0	0	0	0	677
Arlington Traditional Elementary ⁷	96	96	96	96	96	96								576	48	6	0	0	54	630
Ashlawn Elementary School	86	89	93	88	84	86								526	16	16	0	0	32	558
Barcroft Elementary School	64	64	71	74	79	74								426	32	15	0	8	55	481
Barrett Elementary School	83	85	91	89	89	96								533	28	20	17	0	65	598
Campbell Elementary School ⁷	72	74	73	68	71	62								420	48	0	0	0	48	468
Cardinal Elementary School	100	110	117	112	109	115								663	0	0	0	0	0	663
Carlin Springs Elementary School	75	76	77	73	71	64								436	44	30	17	18	109	545
Claremont Elementary School ⁷	96	87	79	68	61	55								446	64	0	0	0	64	510
Discovery Elementary School	62	70	73	71	72	70								418	0	8	30	0	38	456
Dr. Charles R. Drew Elementary School	61	66	66	66	70	64								393	28	42	0	14	84	477
Escuela Key Elementary School ⁷	96	99	90	82	75	69								511	32	0	0	0	32	543
Glebe Elementary School	77	82	91	94	99	90								533	0	7	0	7	14	547
Hoffman-Boston Elementary School	93	92	100	98	102	80								565	52	35	0	7	94	659
Innovation Elementary School	90	101	105	107	105	99								607	16	14	0	14	44	651
Jamestown Elementary School	78	76	81	80	72	56								443	0	16	34	3	53	496
Long Branch Elementary School	56	62	61	59	63	55								356	16	6	0	0	22	378
Montessori Public School of Arlington ^{1,7}	50	50	50	50	50	60								310	0	8	111	0	119	429
Nottingham Elementary School	54	61	69	66	72	58								380	0	14	0	14	28	408
Oakridge Elementary School	112	126	134	140	149	157								818	16	8	17	0	41	859
Randolph Elementary School	53	55	61	54	59	50								332	28	14	0	0	42	374
Taylor Elementary School	68	75	77	84	87	107								498	0	7	0	7	14	512
Tuckahoe Elementary School	66	70	73	76	77	74								436	0	14	0	14	28	464
Integration Station ³														0	0	54	0	0	54	54
Elementary School Subtotal	1,985	2,070	2,159	2,125	2,153	2,067	-	-	-	-	-	-	-	12,559	516	348	260	112	1,236	13,795
MIDDLE SCHOOL ⁴																				
Dorothy Hamm Middle School						306		316		295				917						917
Eunice Kennedy Shriver Program						4		3		4				11						11
Gunston Middle School						397		381		332				1,110						1,110
H-B Woodlawn Secondary Program						85		86		87				258						258
Jefferson Middle School						331		367		362				1,060						1,060
Kenmore Middle School						286		289		283				858						858
Swanson Middle School						320		282		321				923						923
Williamsburg Middle School						222		220		211				653						653
Middle School Subtotal	-	-	-	-	-	-	1,951	1,944	1,895	-	-	-	-	5,790						5,790
HIGH SCHOOL ⁴																				
Arlington Career Center (Full-Time) ⁵									152	162	156	201	671						671	
Arlington Community High School								9	15	24	60	108						108		
Eunice Kennedy Shriver Program								2	1	3	17	23						23		
H-B Woodlawn Secondary Program								118	123	108	110	459						459		
Langston High School Continuation ⁶								1	2	14	40	57						57		
New Directions Program								1	6	6	4	17						17		
Wakefield High School								658	600	571	529	2,358						2,358		
Washington-Liberty High School								625	623	601	600	2,449						2,449		
Yorktown High School								499	535	503	523	2,060						2,060		
High School Subtotal	-	-	-	-	-	-	-	-	-	2,065	2,067	1,986	2,084	8,202						8,202
Total (Grade K to Grade 12)	1,985	2,070	2,159	2,125	2,153	2,067	1,951	1,944	1,895	2,065	2,067	1,986	2,084	26,551						
Total (PreK to Grade 12)	1,985	2,070	2,159	2,125	2,153	2,067	1,951	1,944	1,895	2,065	2,067	1,986	2,084	26,551	516	348	260	112	1,236	27,877

¹ Five-year-old Montessori students are reported in Kindergarten.

² Does not include community based students who are registered at their home schools as dual-enrollees.

³ PreK SPED classes are in Integration Station as placeholders for the upcoming Fiscal Year. Integration Station is housed outside of APS with community PreK partners.

⁴ Schools that accept enrollment through a lottery process can also include students from the Secondary Program for Students with Autism (Grade 6 to 12) and H.S. HILT students (English Learners) enter through the year (Grade 9 to 12). H-B Woodlawn is an example of such a school.

⁵ Arlington Career Center full-time students include Arlington Tech, Academic Academy, HILT Institute, and PEP. Arlington Career Center part-time students are included at their neighborhood school.

⁶ Langston and Arlington Community membership does not include students over 20 years old. The above projections do not include the adult students at Arlington Community and at Langston.

⁷ The incoming K enrollment for elementary option school/programs are the same as the K enrollment in the Spring 1-Year Projections Update for the 2022-232 School Year. The incoming K enrollment assumptions will be updated as part of the 2023 Annual Update

All Arlington Public Schools (APS) budget and operations decisions are based on the best information available at the time. Staff and community members are reminded that funding forecasts from Arlington County and the state may change, based on many external factors. Similarly, student enrollment and projections are based on the best available information, but are also subject to change due to employment, housing and other economic factors. For these reasons, APS and the Arlington School Board may adjust future budget allocations, staffing and other operations decisions to reflect the existing community and operating landscape.

Attachment A, Table 6 - Enrollment Projection for 2028-29 to 2032-33 (Grade K to 12)

	Enrollment Projection: Grade K to 12														2021-22 School Year Estimate: PreK					Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	Grade K-12 Total	VPI	PreK SPED	3&4 Mont	Comm Peers	PreK Total	
2028-29	1,971	2,037	2,051	2,127	2,104	2,128	1,925	1,905	1,929	1,992	2,073	2,048	2,044	26,334	516	348	260	112	1,236	27,570
2029-30	1,992	2,026	2,022	2,026	2,110	2,083	2,017	1,882	1,895	2,032	2,003	2,055	2,107	26,250	516	348	260	112	1,236	27,486
2030-31	1,991	2,050	2,010	1,995	2,010	2,087	1,975	1,973	1,870	2,002	2,040	1,982	2,110	26,095	516	348	260	112	1,236	27,331
2031-32	1,963	2,043	2,029	1,981	1,976	1,985	1,975	1,930	1,956	1,981	2,008	2,017	2,037	25,881	516	348	260	112	1,236	27,117
2032-33	1,968	2,010	2,021	1,996	1,957	1,948	1,886	1,929	1,913	2,070	1,990	1,985	2,069	25,742	516	348	260	112	1,236	26,978

Attachment B - Fall 2022 Housing Unit Forecast and Estimated Student Yield

Forecast Year	Development Name	Address	Net New Units	2022-23 School Year			Estimated Students (K-12)
				Elementary	Middle	High	
2022	Clarendon West Site #1 - Building 1 *	3251 WASHINGTON BLVD	267	Arlington Science Focus	Dorothy Hamm	Washington-Liberty	11.75
2022	The Milton - Pentagon Centre PDSP & Final Site Plan - Phase IA *	1200 S FERN ST	253	Hoffman-Boston	Gunston	Wakefield	19.48
2022	Terwilliger Place - American Legion/APAH	3445 WASHINGTON BLVD	160	Arlington Science Focus	Dorothy Hamm	Washington-Liberty	100.96
2022	Red Cross/Trenton St. Residential - The Candence	4333 ARLINGTON BLVD	97	Barrett	Swanson	Washington-Liberty	64.12
2022	2000 Clarendon Blvd	2000 CLARENDON BLVD	90	Innovation	Dorothy Hamm	Yorktown	2.52
2022	Arlington View Terrace East *	1420 S ROLFE ST	47	Hoffman-Boston	Jefferson	Washington-Liberty	28.11
2022	1201 N Quinn St	1201 N QUINN ST	12	Innovation	Dorothy Hamm	Yorktown	1.24
2022	Whitefield Commons Apartments Addition *	204 N THOMAS ST	5	Barrett	Swanson	Washington-Liberty	3.31
2022	2918 18th St S (ADU)	2918 18TH ST S	1	Dr. Charles R. Drew	Gunston	Wakefield	0.58
2022	2906 20th St S (ADU)	2906 20TH ST S	1	Dr. Charles R. Drew	Gunston	Wakefield	0.58
2022	2155 S Ives St (ADU)	2155 S IVES ST	1	Oakridge	Gunston	Wakefield	0.37
2022	2320 S Fern St (ADU)	2320 S FERN ST	1	Oakridge	Gunston	Wakefield	0.37
2022	2810 S Arlington Ridge Rd (ADU)	2810 S ARLINGTON RIDGE RD	1	Oakridge	Gunston	Wakefield	0.37
2022	904 21st St S (ADU)	904 21ST ST S	1	Oakridge	Gunston	Wakefield	0.37
2022	1017 21st St S (ADU)	1017 21ST ST S	1	Oakridge	Gunston	Wakefield	0.37
2022	1114 17th St S (ADU)	1114 17TH ST S	1	Oakridge	Gunston	Wakefield	0.37
2022	620 S Veitch St (ADU)	620 S VEITCH ST	1	Alice W. Fleet	Jefferson	Wakefield	0.80
2022	2521 3rd St S (ADU)	2521 3RD ST S	1	Alice W. Fleet	Jefferson	Wakefield	0.80
2022	619 S Quincy St (ADU)	619 S QUINCY ST	1	Barcroft	Jefferson	Wakefield	0.58
2022	2008 S Quebec St (ADU)	2008 S QUEBEC ST	1	Dr. Charles R. Drew	Jefferson	Wakefield	0.58
2022	3813 13th St S (ADU)	3813 13TH ST S	1	Randolph	Jefferson	Wakefield	1.30
2022	3011 19th St S	3011 19TH ST S	1	Dr. Charles R. Drew	Gunston	Wakefield	0.45
2022	2909 18th St S	2909 18TH ST S	1	Dr. Charles R. Drew	Gunston	Wakefield	0.45
2022	2415 S Monroe St	2415 S MONROE ST	1	Dr. Charles R. Drew	Gunston	Wakefield	0.45
2022	1007 18th St S	1007 18TH ST S	1	Oakridge	Gunston	Wakefield	0.39
2022	1126 17th St S	1126 17TH ST S	1	Oakridge	Gunston	Wakefield	0.39
2022	719 21st St S	719 21ST ST S	1	Oakridge	Gunston	Wakefield	0.39
2022	2727 S Lang St	2727 S LANG ST	1	Oakridge	Gunston	Wakefield	0.39
2022	1127 28th St S	1127 28TH ST S	1	Oakridge	Gunston	Wakefield	0.39
2022	904 21st St S	904 21ST ST S	1	Oakridge	Gunston	Wakefield	0.39
2022	2320 S Fern St	2320 S FERN ST	1	Oakridge	Gunston	Wakefield	0.39
2022	926 16th St S	926 16TH ST S	1	Oakridge	Gunston	Wakefield	0.39
2022	643 23rd St S	643 23RD ST S	1	Oakridge	Gunston	Wakefield	0.39
2022	102 S Highland St	102 S HIGHLAND ST	1	Alice W. Fleet	Jefferson	Wakefield	0.46
2022	620 S Veitch St	620 S VEITCH ST	1	Alice W. Fleet	Jefferson	Wakefield	0.46
2022	904 S Randolph St	904 S RANDOLPH ST	1	Barcroft	Jefferson	Wakefield	0.42
2022	4029 9th St S	4029 9TH ST S	1	Barcroft	Jefferson	Wakefield	0.42
2022	4025 9th St S	4025 9TH ST S	1	Barcroft	Jefferson	Wakefield	0.42
2022	1212 S Irving St	1212 S IRVING ST	1	Dr. Charles R. Drew	Jefferson	Wakefield	0.46
2022	1812 S Nelson St	1812 S NELSON ST	1	Randolph	Jefferson	Wakefield	0.43
2022	1411 S Nelson St	1411 S NELSON ST	1	Randolph	Jefferson	Wakefield	0.43
2022	4645 4th St S	4645 4TH ST S	1	Barcroft	Kenmore	Wakefield	0.43
2022	515 S Taylor St	515 S TAYLOR ST	1	Barcroft	Kenmore	Wakefield	0.43
2022	1244 N Utah St (ADU)	1244 N UTAH ST	1	Glebe	Dorothy Hamm	Washington-Liberty	0.49
2022	4111 18th Rd N (ADU)	4111 18TH RD N	1	Glebe	Dorothy Hamm	Washington-Liberty	0.49
2022	1730 N Wayne St (ADU)	1730 N WAYNE ST	1	Innovation	Dorothy Hamm	Washington-Liberty	0.44
2022	3504 21st Ave N (ADU)	3504 21ST AVE N	1	Taylor	Dorothy Hamm	Washington-Liberty	0.82
2022	424 N Lincoln St (ADU)	424 N LINCOLN ST	1	Long Branch	Jefferson	Washington-Liberty	0.24
2022	815 N Garfield St (ADU)	815 N GARFIELD ST	1	Long Branch	Jefferson	Washington-Liberty	0.24
2022	3121 1st Rd N (ADU)	3121 1ST RD N	1	Long Branch	Jefferson	Washington-Liberty	0.24
2022	727 N Highland St (ADU)	727 N HIGHLAND ST	1	Long Branch	Jefferson	Washington-Liberty	0.24
2022	806 N Greenbrier St (ADU)	806 N GREENBRIER ST	1	Ashlawn	Kenmore	Washington-Liberty	0.60
2022	12 N Edison St (ADU)	12 N EDISON ST	1	Barrett	Kenmore	Washington-Liberty	1.90
2022	303 S Illinois St (ADU)	303 S ILLINOIS ST	1	Carlin Springs	Kenmore	Washington-Liberty	1.15
2022	5732 2nd St S (ADU)	5732 2ND ST S	1	Carlin Springs	Kenmore	Washington-Liberty	1.15
2022	5618 5th St S (ADU)	5618 5TH ST S	1	Carlin Springs	Kenmore	Washington-Liberty	1.15
2022	5430 5th St S (ADU)	5430 5TH ST S	1	Carlin Springs	Kenmore	Washington-Liberty	1.15
2022	829 N Buchanan St (ADU)	829 N BUCHANAN ST	1	Ashlawn	Swanson	Washington-Liberty	0.35
2022	5216 Washington Blvd (ADU)	5216 WASHINGTON BLVD	1	Cardinal	Swanson	Washington-Liberty	0.44
2022	1202 N Columbus St (ADU)	1202 N COLUMBUS ST	1	Cardinal	Swanson	Washington-Liberty	0.44
2022	5208 Washington Blvd (ADU)	5208 WASHINGTON BLVD	1	Cardinal	Swanson	Washington-Liberty	0.44
2022	1821 N Jackson St	1821 N JACKSON ST	1	Arlington Science Focus	Dorothy Hamm	Washington-Liberty	0.44
2022	1904 N Harvard St	1904 N HARVARD ST	1	Arlington Science Focus	Dorothy Hamm	Washington-Liberty	0.44
2022	3119 Key Blvd	3119 KEY BLVD	1	Arlington Science Focus	Dorothy Hamm	Washington-Liberty	0.44
2022	1819 N Lincoln St	1819 N LINCOLN ST	1	Arlington Science Focus	Dorothy Hamm	Washington-Liberty	0.44
2022	1811 N Harvard St	1811 N HARVARD ST	1	Arlington Science Focus	Dorothy Hamm	Washington-Liberty	0.44
2022	1800 N Hartford St	1800 N HARTFORD ST	1	Arlington Science Focus	Dorothy Hamm	Washington-Liberty	0.44
2022	1308 N Irving St	1308 N IRVING ST	1	Arlington Science Focus	Dorothy Hamm	Washington-Liberty	0.44
2022	4312 18th St N	4312 18TH ST N	1	Glebe	Dorothy Hamm	Washington-Liberty	0.47
2022	1904 N Taylor St	1904 N TAYLOR ST	1	Glebe	Dorothy Hamm	Washington-Liberty	0.47
2022	1212 N Stafford St	1212 N STAFFORD ST	1	Glebe	Dorothy Hamm	Washington-Liberty	0.47
2022	1937 N Utah St	1937 N UTAH ST	1	Glebe	Dorothy Hamm	Washington-Liberty	0.47
2022	4407 16th St N	4407 16TH ST N	1	Glebe	Dorothy Hamm	Washington-Liberty	0.47
2022	1629 N Stafford St	1629 N STAFFORD ST	1	Glebe	Dorothy Hamm	Washington-Liberty	0.47
2022	1212 N Utah St	1212 N UTAH ST	1	Glebe	Dorothy Hamm	Washington-Liberty	0.47
2022	1210 N Vermont St	1210 N VERMONT ST	1	Glebe	Dorothy Hamm	Washington-Liberty	0.47
2022	1523 N Randolph St	1523 N RANDOLPH ST	1	Glebe	Dorothy Hamm	Washington-Liberty	0.47
2022	1608 N Cleveland St	1608 N CLEVELAND ST	1	Innovation	Dorothy Hamm	Washington-Liberty	0.41
2022	2714 Franklin Rd	2714 FRANKLIN RD	1	Innovation	Dorothy Hamm	Washington-Liberty	0.41
2022	1718 N Wayne St	1718 N WAYNE ST	1	Innovation	Dorothy Hamm	Washington-Liberty	0.41
2022	2607 Franklin Rd	2607 FRANKLIN RD	1	Innovation	Dorothy Hamm	Washington-Liberty	0.41
2022	1630 N Barton St	1630 N BARTON ST	1	Innovation	Dorothy Hamm	Washington-Liberty	0.41
2022	4010 20th St N	4010 20TH ST N	1	Taylor	Dorothy Hamm	Washington-Liberty	0.46
2022	2211 Military Rd	2211 MILITARY RD	1	Taylor	Dorothy Hamm	Washington-Liberty	0.46
2022	3205 23rd St N	3205 23RD ST N	1	Taylor	Dorothy Hamm	Washington-Liberty	0.46
2022	4026 21st St S	4026 21ST ST S	1	Taylor	Dorothy Hamm	Washington-Liberty	0.46
2022	2134 N Stafford St	2134 N STAFFORD ST	1	Taylor	Dorothy Hamm	Washington-Liberty	0.46
2022	3510 Lorcom Ln	3510 LORCOM LN	1	Taylor	Dorothy Hamm	Washington-Liberty	0.46
2022	201 N Jackson St	201 N JACKSON ST	1	Long Branch	Jefferson	Washington-Liberty	0.38
2022	3001 2nd Rd N	3001 2ND RD N	1	Long Branch	Jefferson	Washington-Liberty	0.38
2022	508 N Highland St	508 N HIGHLAND ST	1	Long Branch	Jefferson	Washington-Liberty	0.38
2022	919 N Cleveland St	919 N CLEVELAND ST	1	Long Branch	Jefferson	Washington-Liberty	0.38
2022	135 N Edgewood St	135 N EDGEWOOD ST	1	Long Branch	Jefferson	Washington-Liberty	0.38
2022	904 N Irving St	904 N IRVING ST	1	Long Branch	Jefferson	Washington-Liberty	0.38
2022	520 N Monroe St	520 N MONROE ST	1	Long Branch	Jefferson	Washington-Liberty	0.38
2022	514 N Monroe St	514 N MONROE ST	1	Long Branch	Jefferson	Washington-Liberty	0.38
2022	509 N Hudson St	509 N HUDSON ST	1	Long Branch	Jefferson	Washington-Liberty	0.38
2022	927 N Barton St	927 N BARTON ST	1	Long Branch	Jefferson	Washington-Liberty	0.38
2022	313 N Fillmore St	313 N FILLMORE ST	1	Long Branch	Jefferson	Washington-Liberty	0.38
2022	2911 7th St N	2911 7TH ST N	1	Long Branch	Jefferson	Washington-Liberty	0.38
2022	412 N Cleveland St	412 N CLEVELAND ST	1	Long Branch	Jefferson	Washington-Liberty	0.38
2022	2925 1st St N	2925 1ST ST N	1	Long Branch	Jefferson	Washington-Liberty	0.38
2022	804 N Highland St	804 N HIGHLAND ST	1	Long Branch	Jefferson	Washington-Liberty	0.38
2022	2806 1st Rd N	2806 1ST RD N	1	Long Branch	Jefferson	Washington-Liberty	0.38
2022	2810 3rd St N	2810 3RD ST N	1	Long Branch	Jefferson	Washington-Liberty	0.38
2022	412 N Cleveland St	412 N CLEVELAND ST	1	Long Branch	Jefferson	Washington-Liberty	0.38
2022	807 N Jackson St	807 N JACKSON ST	1	Long Branch	Jefferson	Washington-Liberty	0.38

* Forecast year or number of units modified by APS.

Attachment B (Continued) - Fall 2022 Housing Unit Forecast and Estimated Student Yield

Forecast Year	Development Name	Address	Net New Units	2022-23 School Year			Estimated Students (K-12)
				Elementary	Middle	High	
2022	813 N Cleveland St	813 N CLEVELAND ST	1	Long Branch	Jefferson	Washington-Liberty	0.38
2022	3336 Wilson Blvd	3336 WILSON BLVD	1	Long Branch	Jefferson	Washington-Liberty	0.38
2022	5645 8th St N	5645 8TH ST N	1	Ashlawn	Kenmore	Washington-Liberty	0.47
2022	624 N Harrison St	624 N HARRISON ST	1	Ashlawn	Kenmore	Washington-Liberty	0.47
2022	5604 4th St S	5604 4TH ST S	1	Carlin Springs	Kenmore	Washington-Liberty	0.39
2022	4611 N Carlin Springs Rd	4611 N CARLIN SPRINGS RD	1	Ashlawn	Swanson	Washington-Liberty	0.48
2022	1215 N Buchanan St	1215 N BUCHANAN ST	1	Cardinal	Swanson	Washington-Liberty	0.51
2022	4902 14th St N	4902 14TH ST N	1	Glebe	Swanson	Washington-Liberty	0.48
2022	4719 17th St N	4719 17TH ST N	1	Glebe	Swanson	Washington-Liberty	0.48
2022	6033 Washington Blvd (ADU)	6033 WASHINGTON BLVD	1	Cardinal	Swanson	Yorktown	0.39
2022	1919 N Edison St (ADU)	1919 N EDISON ST	1	Glebe	Swanson	Yorktown	0.44
2022	4730 19th St N (ADU)	4730 19TH ST N	1	Glebe	Swanson	Yorktown	0.44
2022	2251 N Burlington St (ADU)	2251 N BURLINGTON ST	1	Discovery	Williamsburg	Yorktown	0.46
2022	3524 N Valley St (ADU)	3524 N VALLEY ST	1	Jamestown	Williamsburg	Yorktown	0.63
2022	2628 N Upland St	2628 N UPLAND ST	1	Taylor	Dorothy Hamm	Yorktown	0.49
2022	3050 Military Rd	3050 MILITARY RD	1	Taylor	Dorothy Hamm	Yorktown	0.49
2022	2437 N Utah St	2437 N UTAH ST	1	Taylor	Dorothy Hamm	Yorktown	0.49
2022	2658 N Marcey Rd	2658 N MARCEY RD	1	Taylor	Dorothy Hamm	Yorktown	0.49
2022	2545 N Ridgeview Rd	2545 N RIDGEVIEW RD	1	Taylor	Dorothy Hamm	Yorktown	0.49
2022	2539 N Ridgeview Rd	2539 N RIDGEVIEW RD	1	Taylor	Dorothy Hamm	Yorktown	0.49
2022	2222 N Vermont St	2222 N VERMONT ST	1	Taylor	Dorothy Hamm	Yorktown	0.49
2022	2628 N Upshur St	2628 N UPSHUR ST	1	Taylor	Dorothy Hamm	Yorktown	0.49
2022	4006 24th Rd R	4006 24TH RD N	1	Taylor	Dorothy Hamm	Yorktown	0.49
2022	2300 N Richmond St	2300 N RICHMOND ST	1	Taylor	Dorothy Hamm	Yorktown	0.49
2022	2549 N Ridgeview Rd	2549 N RIDGEVIEW RD	1	Taylor	Dorothy Hamm	Yorktown	0.49
2022	2506 N Quincy St	2506 N QUINCY ST	1	Taylor	Dorothy Hamm	Yorktown	0.49
2022	6033 6th St N	6033 6TH ST N	1	Ashlawn	Kenmore	Yorktown	0.49
2022	6023 21st St N	6023 21ST ST N	1	Cardinal	Swanson	Yorktown	0.53
2022	6047 19th Rd N	6047 19TH RD N	1	Cardinal	Swanson	Yorktown	0.53
2022	1700 N Potomac St	1700 N POTOMAC ST	1	Cardinal	Swanson	Yorktown	0.53
2022	1413 N Lancaster St	1413 N LANCASTER ST	1	Cardinal	Swanson	Yorktown	0.53
2022	1604 Patrick Henry Dr	1604 PATRICK HENRY DR	1	Cardinal	Swanson	Yorktown	0.53
2022	1611 N Lexington St	1611 N LEXINGTON ST	1	Cardinal	Swanson	Yorktown	0.53
2022	5678 18th Rd N	5678 18TH RD N	1	Cardinal	Swanson	Yorktown	0.53
2022	1504 N Powhatan St	1504 N POWHATAN ST	1	Cardinal	Swanson	Yorktown	0.53
2022	5543 15th St N	5543 15TH ST N	1	Cardinal	Swanson	Yorktown	0.53
2022	2009 N Kenilworth St	2009 N KENILWORTH ST	1	Cardinal	Swanson	Yorktown	0.53
2022	5303 18th St N	5303 18TH ST N	1	Glebe	Swanson	Yorktown	0.51
2022	5155 19th Rd N	5155 19TH RD N	1	Glebe	Swanson	Yorktown	0.51
2022	5301 18th St N	5301 18TH ST N	1	Glebe	Swanson	Yorktown	0.51
2022	1912 N Hollister St	1912 N HOLLISTER ST	1	Glebe	Swanson	Yorktown	0.51
2022	1809 N Cameron St	1809 N CAMERON ST	1	Glebe	Swanson	Yorktown	0.51
2022	1829 N Columbus St	1829 N COLUMBUS ST	1	Glebe	Swanson	Yorktown	0.51
2022	2133 Patrick Henry Dr	2133 PATRICK HENRY DR	1	Glebe	Swanson	Yorktown	0.51
2022	1833 N Columbus St	1833 N COLUMBUS ST	1	Glebe	Swanson	Yorktown	0.51
2022	5408 23rd St N	5408 23RD ST N	1	Nottingham	Swanson	Yorktown	0.53
2022	5601 23rd St N	5601 23RD ST N	1	Nottingham	Swanson	Yorktown	0.53
2022	5516 23rd St N	5516 23RD ST N	1	Nottingham	Swanson	Yorktown	0.53
2022	1825 N Quesada St	1825 N QUESADA ST	1	Tuckahoe	Swanson	Yorktown	0.51
2022	1623 N Roosevelt St	1623 N ROOSEVELT ST	1	Tuckahoe	Swanson	Yorktown	0.51
2022	6026 22nd Rd N	6026 22ND RD N	1	Tuckahoe	Swanson	Yorktown	0.51
2022	5115 25th Rd N	5115 25TH RD N	1	Discovery	Williamsburg	Yorktown	0.52
2022	5331 32nd St N	5331 32ND ST N	1	Discovery	Williamsburg	Yorktown	0.52
2022	3433 N Edison St	3433 N EDISON ST	1	Discovery	Williamsburg	Yorktown	0.52
2022	4940 Little Falls Rd	4940 LITTLE FALLS RD	1	Discovery	Williamsburg	Yorktown	0.52
2022	4914 25th Rd N	4914 25TH RD N	1	Discovery	Williamsburg	Yorktown	0.52
2022	4605 26th St N	4605 26TH ST N	1	Discovery	Williamsburg	Yorktown	0.52
2022	5001 26th St N	5001 26TH ST N	1	Discovery	Williamsburg	Yorktown	0.52
2022	6007 Williamsburg Blvd	6007 WILLIAMSBURG BLVD	1	Discovery	Williamsburg	Yorktown	0.52
2022	4950 Little Falls Rd	4950 LITTLE FALLS RD	1	Discovery	Williamsburg	Yorktown	0.52
2022	3452 N Emerson St	3452 N EMERSON ST	1	Discovery	Williamsburg	Yorktown	0.52
2022	3577 N Powhatan St	3577 N POWHATAN ST	1	Discovery	Williamsburg	Yorktown	0.52
2022	2727 N George Mason Dr	2727 N GEORGE MASON DR	1	Discovery	Williamsburg	Yorktown	0.52
2022	3308 N George Mason Dr	3308 N GEORGE MASON DR	1	Discovery	Williamsburg	Yorktown	0.52
2022	5433 37th St N	5433 37TH ST N	1	Discovery	Williamsburg	Yorktown	0.52
2022	5907 35th St N	5907 35TH ST N	1	Discovery	Williamsburg	Yorktown	0.52
2022	5119 25th Rd N	5119 25TH RD N	1	Discovery	Williamsburg	Yorktown	0.52
2022	4734 34th St N	4734 34TH ST N	1	Jamestown	Williamsburg	Yorktown	0.47
2022	3882 30th St N	3882 30TH ST N	1	Jamestown	Williamsburg	Yorktown	0.47
2022	5025 34th Rd N	5025 34TH RD N	1	Jamestown	Williamsburg	Yorktown	0.47
2022	4771 33rd St N	4771 33RD ST N	1	Jamestown	Williamsburg	Yorktown	0.47
2022	4018 N Stafford St	4018 N STAFFORD ST	1	Jamestown	Williamsburg	Yorktown	0.47
2022	4830 33rd Rd N	4830 33RD RD N	1	Jamestown	Williamsburg	Yorktown	0.47
2022	4515 37th St N	4515 37TH ST N	1	Jamestown	Williamsburg	Yorktown	0.47
2022	4112 N Richmond St	4112 N RICHMOND ST	1	Jamestown	Williamsburg	Yorktown	0.47
2022	4101 35th St N	4101 35TH ST N	1	Jamestown	Williamsburg	Yorktown	0.47
2022	3801 N Dickerson St	3801 N DICKERSON ST	1	Jamestown	Williamsburg	Yorktown	0.47
2022	3400 N Vermont St	3400 N VERMONT ST	1	Jamestown	Williamsburg	Yorktown	0.47
2022	3563 N Abingdon St	3563 N ABINGDON ST	1	Jamestown	Williamsburg	Yorktown	0.47
2022	3619 N Peary St	3619 N PEARY ST	1	Jamestown	Williamsburg	Yorktown	0.47
2022	3306 N Peary St	3306 N PEARY ST	1	Jamestown	Williamsburg	Yorktown	0.47
2022	4414 Dittmar Rd	4414 DITTMAR RD	1	Jamestown	Williamsburg	Yorktown	0.47
2022	4826 33rd Rd N	4826 33RD RD N	1	Jamestown	Williamsburg	Yorktown	0.47
2022	3150 N Pollard St	3150 N POLLARD ST	1	Jamestown	Williamsburg	Yorktown	0.47
2022	3401 N Albemarle St	3401 N ALBEMARLE ST	1	Jamestown	Williamsburg	Yorktown	0.47
2022	4515 37th St N	4515 37TH ST N	1	Jamestown	Williamsburg	Yorktown	0.47
2022	3547 N Valley St	3547 N VALLEY ST	1	Jamestown	Williamsburg	Yorktown	0.47
2022	4501 32nd Rd N	4501 32ND RD N	1	Jamestown	Williamsburg	Yorktown	0.47
2022	3611 Roberts Ln	3611 ROBERTS LN	1	Jamestown	Williamsburg	Yorktown	0.47
2022	4283 38th St N	4283 38TH ST N	1	Jamestown	Williamsburg	Yorktown	0.47
2022	4620 36th St N	4620 36TH ST N	1	Jamestown	Williamsburg	Yorktown	0.47
2022	5031 34th Rd N	5031 34TH RD N	1	Jamestown	Williamsburg	Yorktown	0.47
2022	3812 N Nelson St	3812 N NELSON ST	1	Jamestown	Williamsburg	Yorktown	0.47
2022	4150 41st St N	4150 41ST ST N	1	Jamestown	Williamsburg	Yorktown	0.47
2022	6201 Little Falls Rd	6201 LITTLE FALLS RD	1	Nottingham	Williamsburg	Yorktown	0.53
2022	6619 31st St N	6619 31ST ST N	1	Nottingham	Williamsburg	Yorktown	0.53
2022	2945 N Westmoreland St	2945 N WESTMORELAND ST	1	Nottingham	Williamsburg	Yorktown	0.53
2022	6601 31st St N	6601 31ST ST N	1	Nottingham	Williamsburg	Yorktown	0.53
2022	6020 26th Rd N	6020 26TH RD N	1	Nottingham	Williamsburg	Yorktown	0.53
2022	6549 36th St N	6549 36TH ST N	1	Nottingham	Williamsburg	Yorktown	0.53
2022	3300 N Kensington St	3300 N KENSINGTON ST	1	Nottingham	Williamsburg	Yorktown	0.53
2022	2442 N Lexington St	2442 N LEXINGTON ST	1	Nottingham	Williamsburg	Yorktown	0.53
2022	2508 N Lexington St	2508 N LEXINGTON ST	1	Nottingham	Williamsburg	Yorktown	0.53
2022	6008 27th St N	6008 27TH ST N	1	Nottingham	Williamsburg	Yorktown	0.53
2022	2621 N Quantico St	2621 N QUANTICO ST	1	Nottingham	Williamsburg	Yorktown	0.53
2022	6708 31st St N	6708 31ST ST N	1	Nottingham	Williamsburg	Yorktown	0.53
2022	2628 N Potomac St	2628 N POTOMAC ST	1	Nottingham	Williamsburg	Yorktown	0.53

* Forecast year or number of units modified by APS.

Attachment B (Continued) - Fall 2022 Housing Unit Forecast and Estimated Student Yield

Forecast Year	Development Name	Address	Net New Units	2022-23 School Year			Estimated Students (K-12)
				Elementary	Middle	High	
2022	5815 Little Falls Rd	5815 LITTLE FALLS RD	1	Nottingham	Williamsburg	Yorktown	0.53
2022	6606 31st St N	6606 31ST ST N	1	Nottingham	Williamsburg	Yorktown	0.53
2022	3206 N Kensington St	3206 N KENSINGTON ST	1	Nottingham	Williamsburg	Yorktown	0.53
2022	5545 32nd St N	5545 32ND ST N	1	Nottingham	Williamsburg	Yorktown	0.53
2022	5401 27th St N	5401 27TH ST N	1	Nottingham	Williamsburg	Yorktown	0.53
2022	2939 John Marshall Dr	2939 JOHN MARSHALL DR	1	Nottingham	Williamsburg	Yorktown	0.53
2022	6623 32nd St N	6623 32ND ST N	1	Nottingham	Williamsburg	Yorktown	0.53
2022	1916 N Underwood St	1916 N UNDERWOOD ST	1	Tuckahoe	Williamsburg	Yorktown	0.52
2022	2408 N Rockingham St	2408 N ROCKINGHAM ST	1	Tuckahoe	Williamsburg	Yorktown	0.52
2022	1204 N Sycamore St	1204 N SYCAMORE ST	1	Tuckahoe	Williamsburg	Yorktown	0.52
2022	6592 Williamsburg Blvd	6592 WILLIAMSBURG BLVD	1	Tuckahoe	Williamsburg	Yorktown	0.52
2022	1817 N Tuckahoe St	1817 N TUCKAHOE ST	1	Tuckahoe	Williamsburg	Yorktown	0.52
2023	Harris Teeter and American Service Center Phase 1	600 N GLEBE RD	505	Barrett	Swanson	Washington-Liberty	24.75
2023	1900 Crystal Drive - South Building	1900 CRYSTAL DRIVE	472	Oakridge	Gunston	Wakefield	29.74
2023	Crystal City Verizon	400 11TH ST S	306	Hoffman-Boston	Gunston	Wakefield	23.56
2023	Washington Kirkwood	1122 KIRKWOOD RD	255	Arlington Science Focus	Dorothy Hamm	Washington-Liberty	27.80
2023	Westmont Shopping Center -3233 COI Pike	3233 COLUMBIA PIKE	250	Alice W. Fleet	Jefferson	Wakefield	35.00
2023	Vernon St Duplex *	1201 N VERNON ST	2	Glebe	Dorothy Hamm	Washington-Liberty	0.60
2024	Holiday Inn	1900 FORT MYER DR	490	Innovation	Dorothy Hamm	Yorktown	13.72
2024	Crystal Houses 3	1900 S EADS ST	432	Oakridge	Gunston	Wakefield	39.31
2024	2055 15th St N	2055 15TH ST N	423	Arlington Science Focus	Dorothy Hamm	Yorktown	41.88
2024	1900 Crystal Drive - North Building	1900 CRYSTAL DRIVE	339	Oakridge	Gunston	Wakefield	21.36
2024	1200 N Courthouse Rd	1200 N COURTHOUSE RD	180	Arlington Science Focus	Dorothy Hamm	Yorktown	7.20
2024	Ballston Station	4201 FAIRFAX DR	144	Ashlawn	Swanson	Washington-Liberty	88.56
2025	Potomac Yard Land Bay C East	2901 Crystal Drive	491	Oakridge	Gunston	Wakefield	44.68
2025	Marbella Phase 1 and 2	1300 N QUEEN ST	482	Innovation	Dorothy Hamm	Yorktown	256.91
2025	Crystal Plaza 1 - East Building	2001 S CLARK ST	420	Oakridge	Gunston	Wakefield	26.46
2025	Crystal Plaza 1 - West Building	2001 S CLARK ST	338	Oakridge	Gunston	Wakefield	21.29
2025	Carr Office Building	2025 CLARENDON BLVD	231	Innovation	Dorothy Hamm	Yorktown	33.26
2025	Pershing Special GLUP	2201 ARLINGTON BLVD	159	Long Branch	Jefferson	Washington-Liberty	8.11
2025	11th and Vermont Residences South Block -Garden	1031 N VERMONT ST	98	Ashlawn	Swanson	Washington-Liberty	12.15
2025	Crystal Houses 6	1900 S EADS ST	63	Oakridge	Gunston	Wakefield	5.73
2025	Green Valley UCMUD	2608 SHIRLINGTON RD	30	Dr. Charles R. Drew	Gunston	Wakefield	2.91
2025	GLEBE ad 23RD ST S	GLEBE ad 23RD ST S	22	Dr. Charles R. Drew	Gunston	Wakefield	4.18
2025	2515 Lee Hwy	2515 LEE HWY	22	Taylor	Dorothy Hamm	Washington-Liberty	3.43
2025	11th and Vermont Residences North Block	1031 N VERMONT ST	10	Ashlawn	Swanson	Washington-Liberty	1.50
2026	Holiday Inn Ballston	4610 FAIRFAX DR	440	Ashlawn	Swanson	Washington-Liberty	13.64
2026	The Elliot	2607 COLUMBIA PIKE	247	Alice W. Fleet	Jefferson	Wakefield	34.58
2026	Harris Teeter and American Service Center Phase 2	600 N GLEBE RD	227	Barrett	Swanson	Washington-Liberty	11.12
2026	Crystal Houses 4	1900 S EADS ST	222	Oakridge	Gunston	Wakefield	20.20
2026	Shirlington Parking Lot	Arlington Mill and S Randolph	165	Abingdon	Gunston	Wakefield	23.27
2026	Courthouse West Special GLUP	1415 N DANVILLE ST	75	Innovation	Dorothy Hamm	Washington-Liberty	2.40
2026	Best Western	1501 ARLINGTON BLVD	48	Innovation	Dorothy Hamm	Yorktown	6.91
2026	Arlington View Terrace West	1429 S ROLFE ST	43	Hoffman-Boston	Jefferson	Washington-Liberty	25.71
2026	Green Valley	2427 SHIRLINGTON RD	19	Dr. Charles R. Drew	Gunston	Wakefield	1.84
2026	Williamsburg Apst	1501 N PIERCE ST	14	Innovation	Dorothy Hamm	Yorktown	0.39
2026	4601-4607 Old Dominion Dr	4601 OLD DOMINION DR	12	Discovery	Williamsburg	Yorktown	5.56
2026	Honeysuckle Hills URD *	6122 LEE HIGHWAY	3	Tuckahoe	Swanson	Yorktown	1.54
2027	RiverHouse South	1600 S JOYCE ST	1043	Hoffman-Boston	Gunston	Wakefield	59.45
2027	Key Bridge Marriot	1401 LEE HWY	451	Taylor	Dorothy Hamm	Yorktown	16.69
2027	Crystal Houses 8	1900 S EADS ST	14	Oakridge	Gunston	Wakefield	1.27
2028	Ames Building - south tower	1820 FORT MYER DR	385	Innovation	Dorothy Hamm	Yorktown	55.44
2028	Ames Building - north tower	1820 FORT MYER DR	345	Innovation	Dorothy Hamm	Yorktown	49.68
2028	Merion Pike West - Phase 1	871 S GREENBRIER ST	292	Carlin Springs	Kenmore	Washington-Liberty	23.36
2028	Clarendon Joyce Motors block	3201 10th St N	241	Arlington Science Focus	Jefferson	Washington-Liberty	15.42
2028	Wakefield Manor	2025 FAIRFAX DR	104	Innovation	Dorothy Hamm	Yorktown	14.98
2028	Crystal Towers Infill	1600 S EADS ST	95	Hoffman-Boston	Gunston	Wakefield	5.42
2028	GREEN VALLEY	2323 SHIRLINGTON RD	27	Dr. Charles R. Drew	Gunston	Wakefield	9.32
2028	Crystal Houses 7	1900 S EADS ST	7	Oakridge	Gunston	Wakefield	0.64
2029	East falls church - Metro Parcel	EAST FALL CHURCH METRORAIL	527	Tuckahoe	Williamsburg	Yorktown	28.99
2029	RCA Building	1901 N MOORE ST	423	Innovation	Dorothy Hamm	Yorktown	60.91
2029	New Century Center Residential	200 23rd St S	302	Oakridge	Gunston	Wakefield	19.03
2029	FBC Project George Mason and Columbia Pike	4140 COLUMBIA PIKE	200	Randolph	Jefferson	Wakefield	17.20
2029	2612 SHIRLINGTON RD	2612 SHIRLINGTON RD	55	Dr. Charles R. Drew	Gunston	Wakefield	18.98
2029	NAUCK	2428 SHIRLINGTON RD	38	Dr. Charles R. Drew	Gunston	Wakefield	13.11
2030	Crystal City	223 23rd St S	500	Oakridge	Gunston	Wakefield	31.50
2030	Crystal City -TBD	223 23rd St S	329	Oakridge	Gunston	Wakefield	20.73
2030	Wells Fargo Clarendon	3140 WASHINGTON BLVD	238	Arlington Science Focus	Jefferson	Washington-Liberty	15.23
2030	750 S GREENBRIER ST	750 S GREENBRIER ST	117	Carlin Springs	Kenmore	Washington-Liberty	9.36
2030	2400 Columbia Pike	2406 COLUMBIA PIKE	105	Dr. Charles R. Drew	Jefferson	Wakefield	12.08
2030	Crystal City	223 23rd St S	103	Oakridge	Gunston	Wakefield	6.49
2030	2701 WILSON BLVD	2701 WILSON BLVD	63	Innovation	Dorothy Hamm	Washington-Liberty	2.02
2030	Funeral Home Site	4510 WILSON BLVD	41	Ashlawn	Swanson	Washington-Liberty	1.27
2030	Columbia Heights Condo EAST	5224 8th Rd S	17	Carlin Springs	Kenmore	Washington-Liberty	9.40
2030	1104 N RANDOLPH ST *	1104 N RANDOLPH ST	7	Arlington Science Focus	Swanson	Washington-Liberty	1.60
2031	Columbia Pike Plan	5017 COLUMBIA PIKE	447	Carlin Springs	Kenmore	Washington-Liberty	35.76
2031	Americana Hotel	1400 RICHMOND HWY	268	Hoffman-Boston	Gunston	Wakefield	15.28
2031	The Spire	4420 FAIRFAX DR	237	Ashlawn	Swanson	Washington-Liberty	7.35
2031	Strayer Block	2121 15th St N	209	Arlington Science Focus	Dorothy Hamm	Yorktown	8.36
2031	YMCA Site	3422 13th St N	193	Arlington Science Focus	Dorothy Hamm	Washington-Liberty	8.49
2031	Cherrydale Plan	2113 N QUEBEC ST	83	Taylor	Dorothy Hamm	Washington-Liberty	3.40
2031	6876 LANGSTON BLVD	6876 LANGSTON BLVD	16	Tuckahoe	Williamsburg	Yorktown	0.88
2032	RiverHouse Middle	1400 S JOYCE ST	856	Hoffman-Boston	Gunston	Wakefield	48.79
2032	Virginia Square	927 N KANSAS ST	312	Arlington Science Focus	Swanson	Washington-Liberty	13.73
2032	Joyce Motors	3201 10th St N	200	Arlington Science Focus	Jefferson	Washington-Liberty	12.80
2032	North Quincy Street Plan	501 N RANDOLPH ST	99	Long Branch	Jefferson	Washington-Liberty	5.05
2032	Fort Myer Heights North	1601 FAIRFAX DR	59	Innovation	Dorothy Hamm	Yorktown	1.65
2032	4241 COLUMBIA PIKE	4241 COLUMBIA PIKE	36	Barcroft	Kenmore	Wakefield	3.31
2032	Washington BLVD - East Falls Church	Washington BLVD - East Falls Church	25	Tuckahoe	Williamsburg	Yorktown	7.05
2032	6505 WASHINGTON BLVD *	6505 WASHINGTON BLVD	4	Tuckahoe	Williamsburg	Yorktown	1.13

* Forecast year or number of units modified by APS.

**Fall 2022 Student Generation Rates
for 2022-23 School Boundaries
by School and Housing Type**

Elementary School Level (K-5) ¹	Single Family Detached	Single Family Detached with Accessory Dwelling	Townhome	Duplex	Multi-family Elevator			Multi-family Garden			Condo		Total by School
					Market Rate	Mixed Income	CAF Only ³	Market Rate	Mixed Income	CAF Only	Elevator	Garden	
Abingdon Elementary School	0.282	0.333	0.077	0.117	0.112	0.087	-	0.016	-	0.348	0.014	0.085	0.123
Alice West Fleet Elementary School	0.231	0.500	0.123	0.148	0.093	-	0.254	0.099	-	0.041	0.065	0.018	0.133
Arlington Science Focus Elementary	0.198	0.333	0.136	0.032	0.024	0.035	-	0.031	-	0.266	0.022	0.014	0.046
Ashlawn Elementary School	0.225	0.200	0.057	0.069	0.011	0.018	0.244	0.020	-	0.473	0.005	0.020	0.094
Barcroft Elementary School	0.191	-	0.111	-	0.040	-	0.459	0.584	-	0.237	0.072	0.067	0.162
Barrett Elementary School	0.192	1.500	0.156	-	0.029	0.143	-	0.142	0.323	0.325	0.014	0.029	0.150
Cardinal Elementary School	0.252	-	0.217	0.030	-	-	-	0.042	-	0.159	-	-	0.218
Carlin Springs Elementary School	0.148	0.750	0.078	0.296	-	0.265	0.303	0.308	-	0.415	0.126	0.110	0.230
Discovery Elementary School	0.232	0.333	0.132	0.182	-	-	-	0.333	-	-	-	-	0.228
Dr. Charles R. Drew Elementary School	0.230	-	0.076	0.188	0.068	0.051	0.194	0.220	-	0.389	0.258	0.030	0.120
Glebe Elementary School	0.226	0.333	0.119	0.156	0.116	-	-	0.130	-	0.286	0.039	0.043	0.173
Hoffman-Boston Elementary School	0.157	-	0.121	0.080	0.028	0.046	-	0.108	-	0.191	0.015	0.054	0.040
Innovation Elementary School	0.167	-	0.118	0.156	0.012	0.080	0.249	0.030	0.015	0.175	0.020	0.022	0.040
Jamestown Elementary School	0.188	0.500	0.055	-	-	-	-	-	-	-	-	-	0.185
Long Branch Elementary School	0.150	0.083	0.047	0.034	0.011	0.020	0.231	0.060	0.090	0.077	0.020	0.031	0.078
Nottingham Elementary School	0.246	-	0.106	-	-	-	-	0.205	-	-	-	0.054	0.237
Oakridge Elementary School	0.177	0.071	0.090	0.103	0.034	-	0.285	0.094	0.082	0.376	0.023	0.038	0.085
Randolph Elementary School	0.198	1.000	0.053	0.100	0.039	-	-	0.183	0.285	0.205	-	-	0.181
Taylor Elementary School	0.215	0.667	0.086	0.138	0.021	0.005	-	0.064	-	0.176	0.025	0.016	0.119
Tuckahoe Elementary School	0.234	0.571	0.194	0.220	-	0.047	-	0.061	-	-	0.039	0.077	0.193
Total	0.214	0.283	0.108	0.146	0.035	0.060	0.283	0.102	0.156	0.260	0.027	0.057	0.104

Middle School Level (6-8) ²	Single Family Detached	Single Family Detached with Accessory Dwelling	Townhome	Duplex	Multi-family Elevator			Multi-family Garden			Condo		Total by School
					Market Rate	Mixed Income	CAF Only ³	Market Rate	Mixed Income	CAF Only	Elevator	Garden	
Dorothy Hamm Middle School	0.109	-	0.048	0.031	0.007	0.028	0.133	0.026	-	0.096	0.008	0.007	0.030
Gunston Middle School	0.077	-	0.051	0.067	0.009	0.012	0.134	0.038	0.031	0.193	0.008	0.027	0.027
Jefferson Middle School	0.094	-	0.043	0.063	0.027	0.037	0.100	0.045	0.060	0.103	0.025	0.026	0.057
Kenmore Middle School	0.104	0.308	0.051	0.130	0.032	0.086	0.166	0.179	-	0.162	0.042	0.059	0.092
Swanson Middle School	0.116	0.063	0.035	0.045	0.007	0.016	0.156	0.038	0.125	0.134	0.005	0.011	0.048
Williamsburg Middle School	0.119	0.083	0.035	0.096	-	0.019	-	0.083	-	-	0.016	0.026	0.107
Total	0.107	0.061	0.043	0.071	0.011	0.025	0.136	0.048	0.062	0.132	0.012	0.024	0.048

High School Level (9-12) ²	Single Family Detached	Single Family Detached with Accessory Dwelling	Townhome	Duplex	Multi-family Elevator			Multi-family Garden			Condo		Total by School ³
					Market Rate	Mixed Income	CAF Only ³	Market Rate	Mixed Income	CAF Only	Elevator	Garden	
Wakefield High School	0.138	0.235	0.063	0.102	0.020	0.019	0.178	0.087	0.072	0.186	0.021	0.038	0.060
Washington-Liberty High School	0.137	0.091	0.058	0.113	0.013	0.046	0.215	0.066	0.148	0.202	0.017	0.041	0.065
Yorktown High School	0.164	0.048	0.053	0.041	0.009	0.036	0.151	0.047	-	0.173	0.010	0.011	0.080
Total	0.150	0.131	0.057	0.100	0.015	0.034	0.183	0.068	0.107	0.186	0.015	0.033	0.067

K-12	Single Family Detached	Single Family Detached with Accessory Dwelling	Townhome	Duplex	Multi-family Elevator			Multi-family Garden			Condo		Total by School
					Market Rate	Mixed Income	CAF Only ³	Market Rate	Mixed Income	CAF Only	Elevator	Garden	
Total	0.471	0.475	0.209	0.317	0.062	0.120	0.601	0.218	0.325	0.579	0.054	0.114	0.219

2020 Master Housing Unit Database (MHUD) housing by type shares³	22.93%	0.08%	3.71%	2.19%	25.63%	9.70%	1.03%	6.93%	1.71%	4.18%	12.24%	9.67%	100.00%
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¹ Rates reflect the updated elementary school boundaries which took effect in the 2021-22 school year .
² Rates reflect the updated middle and high school boundaries which took effect in the 2022-23 school year .
³ Excludes Apartment Elevator Senior Housing

Note:

- A dash "-" is used when a particular housing type with residing students is not present in an individual school attendance boundary.
- Some students were not geocoded and not included in the student generation rates for reasons such as (i) they are children of employees who live outside Arlington County or (ii) they are homeless or in foster care outside Arlington County, or live at a shelter. In other circumstances, the county's MHUD data does not include residential parcels to associate with a student's resident housing type, such as on Joint Base Myer-Henderson Hall (federal jurisdiction).

Source:

Rates are based on September 30, 2022 APS Enrollments (Grades K-12) and July 1, 2022 Master Housing Unit Database (MHUD) from Arlington County Government, CPHD, Planning Division.

Attachment D: Background on Projections

Consultant and Community Review

The 2015 Community Facilities Study (CFS) included a review of changing demographics. (Community Facility Study, p. 48) Source: <https://commissions.arlingtonva.us/community-facilities-study/>

This 2015 study came out of concerns about the accuracy of the County’s and Schools’ forecasts and projections, given the significant growth in school enrollment in recent years and projections indicating that the pace of growth would continue over the next decade. The County and Schools brought in consultants from Statistical Forecasting and RLS Demographics to review and evaluate the County’s and Schools’ methodologies.

- The consultants concluded that the forecast and projection methodologies¹ employed by the County and Schools are valid and appropriate for Arlington.
- The consultants also determined that two different datasets and methodologies are necessary to meet different purposes.
- While the consultants validated the forecast and projection methodologies, they recommended steps that could be taken to further improve accuracy.

Recommendation	Steps APS has taken to date
<p><u>APS</u>: develop annual reports on projections and improve projections webpages</p> <p><u>County</u>: document the forecast methodology comprehensively</p>	<ul style="list-style-type: none"> • Revised format of Annual 10-Year Projections Report <ul style="list-style-type: none"> – Clarify methodology – Show data inputs <p>www.apsva.us/wp-content/uploads/2019/02/Fall-2019-28-APS-Enrollment-Report_v12_.pdf</p> <ul style="list-style-type: none"> • Reorganized, more user-friendly projections webpage: www.apsva.us/statistics/enrollment-projections/
<p><u>County</u>: refine school enrollment projections by analyzing housing data such as unit type, number of bedrooms and length of homeownership</p>	<p>The county provides APS with housing data by type and affordability, that is used by APS to develop student generation rates.</p> <p>More information available via Joint School Board-County Board Work Session on Dec. 3, 2019</p> <ul style="list-style-type: none"> • Collaboration and data sharing to inform school projections • In-depth information about analyses of housing unit type <p>go.boarddocs.com/vsba/arlington/Board.nsf/files/BJHVTB824303/\$file/120319%20Joint%20Work%20Session%20-Projections%20and%20Population%20Growth%20Presentation%20-%20rev.pdf</p>

¹ Statistical Forecasting LLC and RLS Demographics Inc. (2015). A Review of Projection Methodologies for the Arlington County Government and Arlington Public Schools. Retrieved from <http://www.arlingtonva.us/>

Recommendation	Steps APS has taken to date
<p><u>APS</u>: monitor emerging trends in multi-family housing and potential changes in student generation rates</p>	<p>The 10-Year Projection Reports annually update student generation rates by housing types More information available via Joint School Board-County Board Work Session on Dec. 3, 2019; in-depth information about:</p> <ul style="list-style-type: none"> • Emerging trends in multi-family housing • Changes in student generation rates <p>go.boarddocs.com/vsba/arlington/Board.nsf/files/BJHVTB824303/\$file/120319%20Joint%20Work%20Session%20-Projections%20and%20Population%20Growth%20Presentation%20-%20rev.pdf</p>
<p><u>County</u>: Supplement County forecasts with a cohort-component and demographic analysis, which could help predict future births and students by focusing on the County’s population of women of childbearing age and fertility rates</p>	<ul style="list-style-type: none"> • More information available via Joint School Board-County Board Work Session on Dec. 3, 2019, which included factors to predict future births: <ul style="list-style-type: none"> - Cohort component - Demographic analysis • Contracted RLS Demographics in Fall 2019 to update County forecast model, the Cohort Projection system (last updated in 2016).² <p>Key findings:</p> <ul style="list-style-type: none"> - Comparisons of forecasted and actual births for 2017 and 2018 showed that births were over-estimated in the forecast model - Total Fertility Rate estimated to decline from 1.44 for 2010-2015 to 1.34 in 2015-2020 - Reduced level of in-migration for ages 20-29, compared with 2016 model³ <p>go.boarddocs.com/vsba/arlington/Board.nsf/files/BJHVTB824303/\$file/120319%20Joint%20Work%20Session%20-Projections%20and%20Population%20Growth%20Presentation%20-%20rev.pdf</p>

² RLS Demographics’ update of the birth forecasts includes:

- The latest AGC population forecast (Round 9.1)
- Updated analysis of age-specific fertility rates using 2010 to 2018 historical birth data and US Census bureau estimates of the distribution of the female population by age
- Updated analysis of age-specific migration using US Census Bureau estimates up to July 1, 2018

³ The updated migration uses the latest Census estimates extrapolated to 2020

Consultant Review

March 2017 Review of APS' Enrollment Projection Process (Presented to School Board on April 6, 2017)
<https://www.apsva.us/wp-content/uploads/2015/04/March-22-2017-Projections-Review-Report.pdf>

In Spring 2017, Statistical Forecasting was hired by APS to review the enrollment projection process and to offer recommendations on standardizing the process for the future. As a result, the following steps were taken:

- In September 2017, a reorganization moved the Director of Facilities Planning and responsibility for enrollment projections from Facilities and Operations to the new Department of Planning and Evaluation.
- APS started to implement the recommendations in the 2017 10-Year Projections.
- In January of 2018, APS hired a principal planner to oversee the projections process.
- The 2018 10-Year Projections did the following:
 - Continued to build upon the recommendations defined in the Statistical Forecasting report
 - Factored in new boundaries for 2019-20 for elementary and middle school, and changes to the Options and Transfer Policy
- The work plan for the enrollment projections builds three reviews into the process, including:
 - An internal review in the summer and again in November by:
 - APS staff in P&E, Finance & Management Services, and Facilities & Operations
 - County government staff from CPHD
 - Statistical Forecasting consultant
 - An external review with representatives from the community and advisory committees in November
- Additional work was done in 2019 by RLS Demographics to update the Arlington County births forecast model, the Cohort Projection System, last updated in 2016.

Attachment E. K-12 Projections Accuracy: Comparison of September 30th Membership and Prior Year's Projections

	Fall 2017				Fall 2018				Fall 2019			
	Proj. Fall 2016 (1 Yr Prior)	Sept 30, 2017	Diff from Proj	% of Proj.	Proj. Fall 2017 (1 Yr Prior)	Sept 30, 2018	Diff from Proj	% of Proj.	Proj. Fall 2018 (1 Yr Prior)	Sept 30, 2019	Diff from Proj	% of Proj.
Abingdon ⁶	609	619	10	102%	649	633	-16	98%	666	704	38	106%
Alice West Fleet (formerly Patrick Henry) ^{5,6}	627	623	-4	99%	659	602	-57	91%	536	574	38	107%
Arlington Science Focus ⁸	655	663	8	101%	667	680	13	102%	683	714	31	105%
Arlington Traditional ⁷	504	501	-3	99%	526	527	1	100%	576	554	-22	96%
Ashlawn ⁸	654	661	7	101%	680	746	66	110%	766	708	-58	92%
Barcroft ⁶	400	392	-8	98%	397	396	-1	100%	460	399	-61	87%
Barrett	501	479	-22	96%	462	495	33	107%	493	501	8	102%
Campbell	367	362	-5	99%	373	395	22	106%	430	401	-29	93%
Cardinal (formerly McKinley) ^{7,8}	740	790	50	107%	781	790	9	101%	807	782	-25	97%
Carlin Springs	508	518	10	102%	511	529	18	104%	523	548	25	105%
Claremont	718	708	-10	99%	734	715	-19	97%	713	711	-2	100%
Discovery	571	598	27	105%	570	570	0	100%	562	562	0	100%
Dr. Charles R Drew (formerly Drew Model) ⁶	532	561	29	105%	572	561	-11	98%	444	386	-58	87%
Escuela Key (formerly Key) ⁷	713	706	-7	99%	762	691	-71	91%	694	676	-18	97%
Glebe	579	614	35	106%	601	580	-21	97%	595	563	-32	95%
Hoffman-Boston ⁶	368	362	-6	98%	349	383	34	110%	481	432	-49	90%
Innovation ^{7,8}	-	-	-	-	-	-	-	-	-	-	-	-
Jamestown	525	553	28	105%	546	557	11	102%	562	565	3	101%
Long Branch ⁶	565	564	-1	100%	598	566	-32	95%	436	486	50	111%
Montessori Public School ⁵	-	-	-	-	-	-	-	-	335	359	24	107%
Nottingham	498	523	25	105%	532	499	-33	94%	493	468	-25	95%
Oakridge ⁶	781	774	-7	99%	791	764	-27	97%	590	575	-15	97%
Randolph	414	412	-2	100%	418	401	-17	96%	413	410	-3	99%
Taylor ⁸	690	666	-24	97%	657	659	2	100%	658	679	21	103%
Tuckahoe ⁸	564	525	-39	93%	516	519	3	101%	512	507	-5	99%
Gr K-5 Total	13,083	13,174	91	101%	13,351	13,258	-93	99%	13,428	13,264	-164	99%
Dorothy Hamm ^{3,4}	-	-	-	-	-	-	-	-	714	737	23	103%
Gunston ⁴	1,036	987	-49	95%	1,070	1,025	-45	96%	1,072	1,125	53	105%
H-B Woodlawn	249	249	0	100%	249	244	-5	98%	243	244	1	100%
Jefferson ⁴	1,015	1047	32	103%	1,132	1,138	6	101%	1,131	1,082	-49	96%
Kenmore ⁴	931	913	-18	98%	942	957	15	102%	1,126	987	-139	88%
Swanson ⁴	1,239	1223	-16	99%	1,260	1,251	-9	99%	985	972	-13	99%
Williamsburg ⁴	1,257	1252	-5	100%	1,353	1,322	-31	98%	909	963	54	106%
Gr 6-8 Total	5,727	5,671	-56	99%	6,006	5,937	-69	99%	6,180	6,110	-70	99%
Arlington Career Center (Full-Time) ¹⁰	-	-	-	-	-	-	-	-	-	171	-	-
Arlington Tech ^{9,10}	140	113	-27	81%	313	196	-117	63%	346	293	-53	85%
H-B Woodlawn	451	439	-12	97%	444	454	10	102%	459	483	24	105%
Wakefield ²	1,968	2,010	42	102%	2,139	2,059	-80	96%	2,215	2,080	-135	94%
Washington-Liberty ^{1,2}	2,391	2,207	-184	92%	2,153	2,226	73	103%	2,153	2,127	-26	99%
Yorktown ¹	1,941	1,930	-11	99%	2,054	1,998	-56	97%	2,106	2,122	16	101%
Gr 9-12 Total	6,891	6,699	-192	97%	7,103	6,933	-170	98%	7,279	7,276	-3	100%
<i>Secondary Schools with Future Enrollment Based on Prior Year's Enrollment of Program Estimates (not projected)</i>												
Gr 6-8, E.K.Shriver (formerly Stratford)	24	19	-5	79%	22	13	-9	59%	13	9	-4	69%
Gr 9-12, E.K.Shriver (formerly Stratford)	36	33	-3	92%	33	36	3	109%	36	38	2	106%
Gr 9-12, Arlington Community	85	100	15	118%	100	91	-9	91%	91	84	-7	92%
Gr 9-12, Langston	69	104	35	151%	104	121	17	116%	121	108	-13	89%
Gr 9-12, New Directions Program	-	-	-	-	-	-	-	-	-	17	-	-
<i>No Projections Provided for Virtual Learning Program</i>												
Gr K-12 Virtual Learning Program	-	-	-	-	-	-	-	-	-	-	-	-
Total for Not Projected	214	256	42	120%	259	261	2	101%	261	256	-5	98%
Total K-12	25,915	25,800	-115	100%	26,719	26,389	-330	99%	27,148	26,906	-242	99%

Color codes, % of Projections Below 95% of Proj. Above 105% of Proj.

Attachment E (Continued). K-12 Projections Accuracy: Comparison of September 30th Membership and Prior Year's Projections

	Fall 2020 - School Opened in Virtual Setting due to Pandemic				Fall 2021				Fall 2022			
	Proj. Fall 2019 (1 Yr Prior)	Sept 30, 2020	Diff from Proj	% of Proj.	Proj. Fall 2020 (1 Yr Prior)	Sept 30, 2021	Diff from Proj	% of Proj.	Proj. Fall 2021 (1 Yr Prior)	Sept 30, 2022	Diff from Proj	% of Proj.
Abingdon ⁶	775	696	-79	90%	813	658	-155	81%	734	693	-41	94%
Alice West Fleet (formerly Patrick Henry) ^{5,6}	677	568	-109	84%	555	518	-37	93%	550	539	-11	98%
Arlington Science Focus ⁸	749	643	-106	86%	526	439	-87	83%	509	548	39	108%
Arlington Traditional ⁷	583	583	0	100%	633	613	-20	97%	652	622	-30	95%
Ashlawn ⁸	730	587	-143	80%	625	512	-113	82%	529	532	3	101%
Barcroft ⁶	408	385	-23	94%	433	394	-39	91%	430	426	-4	99%
Barrett	508	477	-31	94%	536	465	-71	87%	516	494	-22	96%
Campbell	412	385	-27	93%	394	377	-17	96%	390	382	-8	98%
Cardinal (formerly McKinley) ^{7,8}	775	680	-95	88%	757	652	-105	86%	650	704	54	108%
Carlin Springs	553	505	-48	91%	565	442	-123	78%	482	473	-9	98%
Claremont	722	702	-20	97%	734	639	-95	87%	596	571	-25	96%
Discovery	576	508	-68	88%	555	472	-83	85%	472	486	14	103%
Dr. Charles R Drew (formerly Drew Model) ⁶	398	375	-23	94%	426	375	-51	88%	376	408	32	109%
Escuela Key (formerly Key) ⁷	683	670	-13	98%	679	590	-89	87%	570	588	18	103%
Glebe	557	504	-53	90%	521	523	2	100%	523	521	-2	100%
Hoffman-Boston ⁶	440	434	-6	99%	523	477	-46	91%	487	494	7	101%
Innovation ^{7,8}	-	-	-	-	562	372	-190	66%	417	437	20	105%
Jamestown	557	477	-80	86%	541	453	-88	84%	454	440	-14	97%
Long Branch ⁶	483	429	-54	89%	464	373	-91	80%	364	381	17	105%
Montessori Public School ⁵	368	385	17	105%	386	390	4	101%	400	393	-7	98%
Nottingham	461	418	-43	91%	422	385	-37	91%	371	391	20	105%
Oakridge ⁶	585	530	-55	91%	692	568	-124	82%	617	638	21	103%
Randolph	407	409	2	100%	409	376	-33	92%	395	374	-21	95%
Taylor ⁸	671	613	-58	91%	544	488	-56	90%	492	527	35	107%
Tuckahoe ⁸	501	458	-43	91%	440	417	-23	95%	422	421	-1	100%
Gr K-5 Total	13,579	12,421	-1,158	91%	13,735	11,968	-1,767	87%	12,398	12,483	85	101%
Dorothy Hamm ^{3,4}	874	816	-58	93%	1,009	860	-149	85%	855	853	-2	100%
Gunston ⁴	1,176	1,154	-22	98%	1,112	1,105	-7	99%	1,099	1,072	-27	98%
H-B Woodlawn	245	240	-5	98%	245	243	-2	99%	243	243	0	100%
Jefferson ⁴	1,097	979	-118	89%	1,093	849	-244	78%	951	1,012	61	106%
Kenmore ⁴	1,039	993	-46	96%	1,100	940	-160	85%	923	952	29	103%
Swanson ⁴	1,022	976	-46	95%	989	888	-101	90%	919	886	-33	96%
Williamsburg ⁴	980	897	-83	92%	906	789	-117	87%	749	781	32	104%
Gr 6-8 Total	6,433	6,055	-378	94%	6,454	5,674	-780	88%	5,739	5,799	60	101%
Arlington Career Center (Full-Time) ¹⁰	592	513	-79	87%	611	509	-102	83%	587	549	-38	94%
Arlington Tech ^{9,10}	-	-	-	-	-	-	-	-	-	-	-	-
H-B Woodlawn	491	449	-42	91%	489	446	-43	91%	454	462	8	102%
Wakefield ²	2,239	2,156	-83	96%	2,381	2,241	-140	94%	2,374	2,364	-10	100%
Washington-Liberty ^{1,2}	2,134	2,105	-29	99%	2,250	2,174	-76	97%	2,333	2,371	38	102%
Yorktown ¹	2,154	2,147	-7	100%	2,243	2,146	-97	96%	2,220	2,193	-27	99%
Gr 9-12 Total	7,610	7,370	-240	97%	7,974	7,516	-458	94%	7,968	7,939	-29	100%
<i>Secondary Schools with Future Enrollment Based on Prior Year's Enrollment of Program Estimates (not projected)</i>												
Gr 6-8, E.K.Shriver (formerly Stratford)	9	8	-1	89%	15	6	-9	40%	6	11	5	183%
Gr 9-12, E.K.Shriver (formerly Stratford)	38	29	-9	76%	29	18	-11	62%	20	25	5	125%
Gr 9-12, Arlington Community	84	77	-7	92%	77	72	-5	94%	72	108	36	150%
Gr 9-12, Langston	108	75	-33	69%	75	81	6	108%	81	57	-24	70%
Gr 9-12, New Directions Program	17	16	-1	94%	16	16	0	100%	16	17	1	106%
<i>No Projections Provided for Pgram</i>												
Gr K-12 Virtual Learning Program	-	-	-	-	-	638	-	-	-	-	-	-
Total for Not Projected	256	205	-51	80%	212	831	619	392%	195	218	23	112%
Total K-12	27,878	26,051	-1,827	93%	28,375	25,989	-2,386	92%	26,300	26,439	139	101%

Color codes, % of Projections Below 95% of Proj. Above 105% of Proj.



TIMELINE FOR Enrollment Projections, Budget & Staffing

This timeline includes key dates for the development of the 2023-32 enrollment projections and milestones for the Departments of Human Resources and Finance and Management Services.

OCT.



September 30 Snapshot

The Sept. 30 official enrollment is published, which is the basis for the following school year's Fall Enrollment Projections.

DEC.



10-Year Projections Report is Published

Known as the Fall 10-year Enrollment Projections Report and includes Fall Enrollment Projections for the following school year.

DEC. – JAN.



Enrollment Adjustment Conversations with Principal Groups

Used to adjust enrollment levels in the Enrollment Management Plan and the Spring Update to Enrollment Projections for the following school year.

JAN. – FEB.



Preliminary Staffing Sheets

- Budget Office provides principals with staffing budget allocation sheets for the following school year based on Fall Enrollment Projections.
- Talent Acquisition and Management (TAM) provides staffing sheets based on Fall Enrollment Projections.

FEB.



January 31 Snapshot

Used to prepare the Spring Update to the Enrollment Projections for the following school year.

FEB.



Enrollment Management Plan is Published

Includes steps APS is taking to manage enrollment for the following school year. Adjustments are used to "redistribute" students in the Spring Update to Enrollment Projections for the following school year.

FEB.



Superintendent's Proposed Budget

The Superintendent's Proposed budget is based on Fall Enrollment Projections. The proposed budget includes items such as any proposed changes to planning factors.

MAR.



Spring Update to Projections

The Fall Enrollment Projections are updated with assumptions from the Enrollment Management Plan – eventually becoming the Spring Update to Enrollment Projections for the following school year. The Budget Office sends staffing budget allocation sheets to schools based on the Spring Update to Enrollment Projections.

MAR.



TAM Staffing Meetings

Elementary and Secondary staffing meetings take place based on the Spring Update to Enrollment Projections, which reflect information from the Enrollment Management Plan.

MAR.



School Board's Proposed Budget

The School Board's Proposed budget is based on the Spring Update to Enrollment Projections and includes any changes in planning factors. Staffing adjustments may need to be made based upon changes proposed by the School Board.

MAY

School Board's Adopted Budget



For more information, visit:

www.apsva.us



Arlington Public Schools



**Appendix C:
List of APS School Facilities
and Relocatable Classrooms**

https://www.apsva.us/wp-content/uploads/2022/08/APS-Facility-Inventory-SY22_23-08_15_2022.pdf

APS Facility Inventory Fiscal Year 2023

Colloquial Name	Official Name	Address	Zip Code	Facility Type	Building Gross SqFt	Relocatable Classrooms	Utility Relocatables	Total Relocatable SqFt	Total SqFt	Acres	Year Built	Last Renovation
Abingdon	Abingdon Elementary School	3035 S Abingdon St	22206	ES	106,630	4	0	4,200	110,830	9.80	1950	2017
Reef	Alice West Reef Elementary School	115 S Old Glebe Rd	22204	ES	111,634	0	0	0	111,634	8.59	2019	
ASF	Arlington Science Focus Elementary School	1501 N Lincoln St	22201	ES	68,127	6	0	5,880	74,007	6.22	1953	2000
ATS	Arlington Traditional Elementary School	1030 N McKinley Rd	22205	ESP	89,599	0	0	0	89,599	7.70	1951	2021
Ashlawn	Ashlawn Elementary School	5950 8th Rd N	22205	ES	97,005	4	0	4,200	101,205	7.47	1956	2014
Barcroft	Barcroft Elementary School	625 S Wakefield St	22204	ES	68,700	8	0	7,560	76,260	5.20	1924	1992
Barrett	Barrett Elementary School	4401 N Henderson Rd	22203	ES	75,672	4	0	4,200	79,872	7.13	1939	2001
Campbell	Campbell Elementary School	737 S Carlin Springs Rd	22204	ESP	71,919	3	0	2,592	74,511	9.09	1955	2002
Cardinal	Cardinal Elementary School	1644 N McKinley Rd	22205	ES	128,377	0	0	0	128,377	10.88	2021	
Carlin Springs	Carlin Springs Elementary School	5995 5th Rd S	22204	ES	86,745	4	0	4,200	90,945	32.23	2001	
Claremont	Claremont Elementary School	4700 S Chesterfield Rd	22206	ESP	76,038	7	0	6,744	82,782	15.00	1952	2003
Discovery	Discovery Elementary School	5241 36th St N	22207	ES	97,588	0	0	0	97,588	24.77	2015	
Drew	Dr. Charles R. Drew Elementary School	3500 23rd St S	22206	ES	100,815	0	1	864	101,679	8.02	1944	2019
Key	Escuela Key Elementary School	855 N Edison St	22205	ESP	77,261	8	0	8,400	85,661	7.78	1926	2021
Glebe	Glebe Elementary School	1770 N Glebe Rd	22207	ES	82,889	4	0	4,200	87,089	6.96	1971	2004
Hoffman-Boston	Hoffman-Boston Elementary School	1415 S Queen St	22204	ES	108,135	0	0	0	108,135	8.77	1916	1999
Innovation	Innovation Elementary School	2300 Key Blvd	22201	ES	84,617	4	0	4,200	88,817	4.36	1968	2021
Jamestown	Jamestown Elementary School	3700 N Delaware St	22207	ES	75,899	0	0	0	75,899	10.97	1953	2004
Long Branch	Long Branch Elementary School	33 N Fillmore St	22201	ES	70,754	4	0	4,200	74,954	2.21	1973	1996
MPSA	Montessori Public School of Arlington	701 S Highland St	22204	ESP	61,488	0	0	0	61,488	4.20	1975	2019
Nottingham	Nottingham Elementary School	5900 Little Falls Rd	22207	ES	70,944	5	0	5,064	76,008	8.95	1952	2006
Oakridge	Oakridge Elementary School	1414 24th St S	22202	ES	81,622	8	1	9,288	90,910	8.21	1950	1999
Randolph	Randolph Elementary School	1306 S Quincy St	22204	ES	70,880	2	0	1,728	72,608	7.33	1947	1993
Taylor	Taylor Elementary School	2600 N Stuart St	22207	ES	80,428	6	0	5,880	86,308	9.70	1953	2013
Tuckahoe	Tuckahoe Elementary School	6550 26th St N	22213	ES	69,685	4	0	4,200	73,885	6.57	1953	1999
Hamm	Dorothy Hamm Middle School	4100 Vacation Ln	22207	MS	185,819	0	0	0	185,819	9.10	1950	2019
Gunston	Gunston Middle School	2700 S Long St	22206	MS	199,241	6	0	5,880	205,121	20.00	1959	2017
Jefferson	Jefferson Middle School	125 S Old Glebe Rd	22204	MS	234,923	0	1	864	235,787	8.62	1972	2010
Kenmore	Kenmore Middle School	200 S Carlin Springs Rd	22204	MS	206,188	2	1	3,456	209,644	32.23	2005	
Swanson	Swanson Middle School	5800 Washington Blvd	22205	MS	132,158	6	2	9,336	141,494	6.70	1939	2005
Williamsburg	Williamsburg Middle School	3600 N Harrison St	22207	MS	170,865	2	0	1,728	172,593	24.72	1954	2004
Career Center	Arlington Career Center & Arlington Tech	816 S Walter Reed Dr	22204	HSP	159,853	16	0	15,120	174,973	8.53	1974	2020
Langston	Langston High School Continuation & New Directions Alternative Programs	2121 N Culpeper St	22207	HSP	47,291	0	0	0	47,291	4.02	2003	
Thurgood Marshall Building	Employee Assistance Program	2847 Wilson Blvd	22201	Admin	11,217	0	0	0	11,217	0.75	1960	2001
The Heights	H-B Woodlawn Secondary & Eunice Kennedy Shriver Programs	1601 Wilson Blvd	22201	SP	181,803	0	0	0	181,803	2.38	2019	
Fenwick	Arlington Community High School (ACHS)	800 S Walter Reed Dr	22204	HS	24,149	0	0	0	24,149	8.53	1974	2017
Wakefield	Wakefield High School	1325 S Dinwiddie St	22206	HS	403,940	6	0	5,880	409,820	37.50	2013	2017
W-L	Washington-Liberty High School	1301 N Stafford St	22201	HS	378,068	0	0	0	378,068	22.59	2009	2015
Yorktown	Yorktown High School	5200 Yorktown Blvd	22207	HS	355,887	0	0	0	355,887	9.87	2013	2018
F&O	Facilities and Operations at the Trades Center	2770 S Taylor St	22206	Admin	75,000	0	0	0	75,000	5.96	1965	2021
Planetarium	David M Brown Planetarium	1426 N Quincy St	22207	Other	2,458	0	0	0	2,458	22.59	1970	2013
Ed Center	New HS Seats at the Education Center	1426 N Quincy St	22207	HS	55,169	0	0	0	55,169	22.59	1970	2022
Syphax	Syphax Education Center	2110 Washington Blvd	22204	Admin	141,126	0	0	0	141,126	24.44	1991	2017
					5,078,606	123	6	129,864	5,208,470	364.79		

Facility Type	Facility Description
Admin	Administration Building
ES	Elementary School (Neighborhood)
ESP	Elementary School Program
MS	Middle School (Neighborhood)
SP	Secondary Program
HS	High School (Neighborhood)
HSP	High School Program
Other	Educational Facility

NOTES:
<p>Strikethrough data are not included in total values.</p> <p>The reported gross building area includes the Westover Library (16,403 square feet).</p> <p>The reported gross building area includes the Drew Community Center (1,953 square feet).</p> <p>The reported gross building area includes the Carver Community Center (9,705 square feet).</p> <p>The reported gross building area includes the Gunston Community Center (9,284 square feet).</p> <p>The reported gross building area includes the Thomas Jefferson Community and Fitness Center (30,760 square feet).</p> <p>The reported gross building area includes the Columbia Pike Library (11,895 square feet).</p> <p>The reported gross building area includes the Langston-Brown Community Center (15,231 square feet).</p> <p>The property for Reef is leased from the County and therefore not included in total APS acreage.</p> <p>Carlin Springs and Kenmore are collocated on the same APS property and the associated acres are only included once in the total APS acreage.</p> <p>Discovery and Williamsburg are collocated on the same APS property and the associated acres are only included once in the total APS acreage.</p> <p>Career Center and ACHS are collocated on the same APS property and the associated acres are only included once in the total APS acreage.</p> <p>The property for the Thurgood Marshall building is leased from the private sector and therefore not included in total APS acreage.</p> <p>W-L, the planetarium and the Ed Center are collocated on the same APS property and the associated acres are only included once in the total APS acreage.</p> <p>The property for the Syphax building is leased from the private sector and therefore not included in total APS acreage.</p>

Appendix D: Projected Capacity Utilization Tables

ARLINGTON PUBLIC SCHOOLS
 -- PROJECTED CAPACITY UTILIZATION --
 SCHOOL YEARS 2023-24 TO 2032-33

SCHOOL ¹	Relocatable Classrooms in 2022-23	SY2023-24 Spring Update				SY2023-24 Fall 2022 Enrollment Projections			
		Capacity	Projection PreK-12	Permanent Seats +/-	% Utilized	Capacity	Projection PreK-12	Permanent Seats +/-	% Utilized
Abingdon	4	725	723	2	100%	725	738	-13	102%
Alice West Fleet	0	752	659	93	88%	752	649	103	86%
Arlington Science Focus	6	553	611	-58	110%	553	621	-68	112%
Arlington Traditional	0	684	666	18	97%	684	672	12	98%
Ashlawn	4	684	554	130	81%	684	554	130	81%
Barcroft	8	460	489	-29	106%	460	489	-29	106%
Barrett	4	576	600	-24	104%	576	615	-39	107%
Campbell	3	436	437	-1	100%	436	437	-1	100%
Cardinal	0	747	725	22	97%	747	695	52	93%
Carlin Springs	4	585	579	6	99%	585	579	6	99%
Claremont (Immersion)	7	599	592	7	99%	599	592	7	99%
Discovery	0	630	509	121	81%	630	510	120	81%
Dr. Charles R. Drew	0	674	519	155	77%	674	504	170	75%
Escuela Key (Immersion)	8	465	584	-119	126%	465	584	-119	126%
Glebe	4	510	525	-15	103%	510	539	-29	106%
Hoffman-Boston	0	566	606	-40	107%	566	640	-74	113%
Innovation	4	653	529	124	81%	653	487	166	75%
Jamestown	0	597	507	90	85%	597	508	89	85%
Long Branch	4	533	407	126	76%	533	407	126	76%
Montessori Public School of Arl.	0	463	512	-49	111%	463	512	-49	111%
Nottingham	5	513	413	100	81%	513	413	100	81%
Oakridge	8	674	722	-48	107%	674	722	-48	107%
Randolph	2	484	410	74	85%	484	410	74	85%
Taylor	6	659	566	93	86%	659	566	93	86%
Tuckahoe	4	545	443	102	81%	545	459	86	84%
Integration Station ⁵	0	54	54	0	100%	54	54	0	100%
ELEMENTARY TOTAL	85	14,821	13,941	880	94%	14,821	13,956	865	94%
Dorothy Hamm	0	1,000	870	130	87%	1,000	846	154	85%
Gunston	6	992	1,051	-59	106%	992	1,061	-69	107%
Jefferson	0	1,086	1,055	31	97%	1,086	1,064	22	98%
Kenmore	2	1,045	929	116	89%	1,045	920	125	88%
Swanson	6	948	918	30	97%	948	935	13	99%
Williamsburg	2	997	784	213	79%	997	786	211	79%
The Heights Building ²	0	265	263	2	99%	265	258	7	97%
MIDDLE TOTAL	16	6,333	5,870	463	93%	6,333	5,870	463	93%
Arlington Career Center (Full-Time) ^{3,6}	16	950	612	338	64%	950	592	358	62%
Arlington Community High School	0	200	108	92	54%	200	108	92	54%
Langston High School Continuation & New Dire	0	150	74	76	49%	150	74	76	49%
Wakefield	4	2,203	2,311	-108	105%	2,203	2,368	-165	107%
Washington-Liberty ⁴	0	2,808	2,641	167	94%	2,808	2,595	213	92%
Yorktown	0	2,189	2,091	98	96%	2,189	2,120	69	97%
The Heights Building ²	0	510	503	7	99%	510	482	28	95%
HIGH TOTAL	22	9,010	8,340	670	93%	9,010	8,339	671	93%
PK-12 Total	123	30,164	28,151	2,013		30,164	28,165	1,999	

¹ Note that the Marshall Building no longer accommodates any full-time student programming and as such does not add capacity for the 2023-24 school year and beyond.

² Includes the Eunice Kennedy Shriver and H-B Woodlawn Secondary Programs.

³ Includes full-time Arlington Tech, Academic Academy, HILT Institute, and PEP students. Arlington Career Center part-time students are included at their neighborhood school. The CTE programs at the Career Center serve up to 900 students, divided into three blocks, where each block provides programing space for 300 students; the CTE space has a capacity of 300

⁴ The main high school building for Washington-Liberty has a design capacity of 2,203 students. The Ed Center Reuse building, located adjacent to and on the same campus of Washington-Liberty has a design capacity of 600 high school students. The two buildings combined have a total design capacity of 2,808 high school students.

⁵ PreK SPED classes are in Integration Station as placeholders. Integration Station is housed outside of APS with community PreK partners.

⁶ The Arlington Career Center adds 1,619 seats, with 300 seats allocated to part-time students which are not counted towards the new building's capacity. The current Career Center building will be converted from high school to elementary school capacity. (Footnote 6 updated June 2023)

Note: The enrollment projections from 2023-24 to 2032-33, exclude Dual Enroll PreK students.

ARLINGTON PUBLIC SCHOOLS
 -- PROJECTED CAPACITY UTILIZATION --
 SCHOOL YEARS 2023-24 TO 2032-33

SCHOOL ¹	Relocatable Classrooms in 2022-23	SY2024-25				SY2025-26			
		Fall 2022 Enrollment Projections				Fall 2022 Enrollment Projections			
		Capacity	Projection PreK-12	Permanent Seats +/-	% Utilized	Capacity	Projection PreK-12	Permanent Seats +/-	% Utilized
Abingdon	4	725	731	-6	101%	725	721	4	99%
Alice West Fleet	0	752	651	101	87%	752	643	109	86%
Arlington Science Focus	6	553	663	-110	120%	553	698	-145	126%
Arlington Traditional	0	684	654	30	96%	684	654	30	96%
Ashlawn	4	684	582	102	85%	684	566	118	83%
Barcroft	8	460	495	-35	108%	460	507	-47	110%
Barrett	4	576	611	-35	106%	576	599	-23	104%
Campbell	3	436	446	-10	102%	436	451	-15	103%
Cardinal	0	747	678	69	91%	747	672	75	90%
Carlin Springs	4	585	563	22	96%	585	561	24	96%
Claremont (Immersion)	7	599	552	47	92%	599	529	70	88%
Discovery	0	630	478	152	76%	630	471	159	75%
Dr. Charles R. Drew	0	674	490	184	73%	674	494	180	73%
Escuela Key (Immersion)	8	465	568	-103	122%	465	561	-96	121%
Glebe	4	510	557	-47	109%	510	569	-59	112%
Hoffman-Boston	0	566	644	-78	114%	566	648	-82	114%
Innovation	4	653	498	155	76%	653	636	17	97%
Jamestown	0	597	500	97	84%	597	499	98	84%
Long Branch	4	533	399	134	75%	533	400	133	75%
Montessori Public School of Arl.	0	463	499	-36	108%	463	471	-8	102%
Nottingham	5	513	428	85	83%	513	422	91	82%
Oakridge	8	674	773	-99	115%	674	836	-162	124%
Randolph	2	484	397	87	82%	484	391	93	81%
Taylor	6	659	563	96	85%	659	561	98	85%
Tuckahoe	4	545	466	79	86%	545	468	77	86%
Integration Station ⁵	0	54	54	0	100%	54	54	0	100%
ELEMENTARY TOTAL	85	14,821	13,940	881	94%	14,821	14,082	739	95%
Dorothy Hamm	0	1,000	819	181	82%	1,000	893	107	89%
Gunston	6	992	1,077	-85	109%	992	1,100	-108	111%
Jefferson	0	1,086	1,097	-11	101%	1,086	1,070	16	99%
Kenmore	2	1,045	901	144	86%	1,045	896	149	86%
Swanson	6	948	1,000	-52	105%	948	997	-49	105%
Williamsburg	2	997	749	248	75%	997	712	285	71%
The Heights Building ²	0	265	264	1	100%	265	269	-4	102%
MIDDLE TOTAL	16	6,333	5,907	426	93%	6,333	5,937	396	94%
Arlington Career Center (Full-Time) ^{3,6}	16	950	624	326	66%	950	648	302	68%
Arlington Community High School	0	200	108	92	54%	200	108	92	54%
Langston High School Continuation & New Dir	0	150	74	76	49%	150	74	76	49%
Wakefield	4	2,203	2,350	-147	107%	2,203	2,294	-91	104%
Washington-Liberty ⁴	0	2,808	2,668	140	95%	2,808	2,597	211	92%
Yorktown	0	2,189	2,149	40	98%	2,189	2,142	47	98%
The Heights Building ²	0	510	480	30	94%	510	471	39	92%
HIGH TOTAL	22	9,010	8,453	557	94%	9,010	8,334	676	92%
PK-12 Total	123	30,164	28,300	1,864		30,164	28,353	1,811	

¹ Note that the Marshall Building no longer accommodates any full-time student programming and as such does not add capacity for the 2023-24 school year and beyond.

² Includes the Eunice Kennedy Shriver and H-B Woodlawn Secondary Programs.

³ Includes full-time Arlington Tech, Academic Academy, HILT Institute, and PEP students. Arlington Career Center part-time students are included at their neighborhood school. The CTE programs at the Career Center serve up to 900 students, divided into three blocks, where each block provides programing space for 300 students; the CTE space has a capacity of 300

⁴ The main high school building for Washington-Liberty has a design capacity of 2,203 students. The Ed Center Reuse building, located adjacent to and on the same campus of Washington-Liberty has a design capacity of 600 high school students. The two buildings combined have a total design capacity of 2,808 high school students.

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⁶ The Arlington Career Center adds 1,619 seats, with 300 seats allocated to part-time students which are not counted towards the new building's capacity. The current Career Center building will be converted from high school to elementary school capacity. (Footnote 6 updated June 2023)

Note: The enrollment projections from 2023-24 to 2032-33, exclude Dual Enroll PreK students.

ARLINGTON PUBLIC SCHOOLS
 -- PROJECTED CAPACITY UTILIZATION --
 SCHOOL YEARS 2023-24 TO 2032-33

SCHOOL ¹	Relocatable Classrooms in 2022-23	SY2026-27 Fall 2022 Enrollment Projections				SY2027-28 Fall 2022 Enrollment Projections			
		Capacity	Projection PreK-12	Permanent Seats +/-	% Utilized	Capacity	Projection PreK-12	Permanent Seats +/-	% Utilized
		Abingdon	4	725	716	9	99%	725	711
Alice West Fleet	0	752	642	110	85%	752	647	105	86%
Arlington Science Focus	6	553	695	-142	126%	553	677	-124	122%
Arlington Traditional	0	684	654	30	96%	684	630	54	92%
Ashlawn	4	684	573	111	84%	684	558	126	82%
Barcroft	8	460	483	-23	105%	460	481	-21	105%
Barrett	4	576	593	-17	103%	576	598	-22	104%
Campbell	3	436	460	-24	106%	436	468	-32	107%
Cardinal	0	747	671	76	90%	747	663	84	89%
Carlin Springs	4	585	559	26	96%	585	545	40	93%
Claremont (Immersion)	7	599	505	94	84%	599	510	89	85%
Discovery	0	630	455	175	72%	630	456	174	72%
Dr. Charles R. Drew	0	674	488	186	72%	674	477	197	71%
Escuela Key (Immersion)	8	465	551	-86	118%	465	543	-78	117%
Glebe	4	510	556	-46	109%	510	547	-37	107%
Hoffman-Boston	0	566	658	-92	116%	566	659	-93	116%
Innovation	4	653	651	2	100%	653	651	2	100%
Jamestown	0	597	503	94	84%	597	496	101	83%
Long Branch	4	533	390	143	73%	533	378	155	71%
Montessori Public School of Arl.	0	463	447	16	97%	463	429	34	93%
Nottingham	5	513	419	94	82%	513	408	105	80%
Oakridge	8	674	865	-191	128%	674	859	-185	127%
Randolph	2	484	380	104	79%	484	374	110	77%
Taylor	6	659	521	138	79%	659	512	147	78%
Tuckahoe	4	545	467	78	86%	545	464	81	85%
Integration Station ⁵	0	54	54	0	100%	54	54	0	100%
ELEMENTARY TOTAL	85	14,821	13,956	865	94%	14,821	13,795	1,026	93%
Dorothy Hamm	0	1,000	909	91	91%	1,000	917	83	92%
Gunston	6	992	1,118	-126	113%	992	1,110	-118	112%
Jefferson	0	1,086	1,096	-10	101%	1,086	1,060	26	98%
Kenmore	2	1,045	881	164	84%	1,045	858	187	82%
Swanson	6	948	946	2	100%	948	923	25	97%
Williamsburg	2	997	665	332	67%	997	653	344	65%
The Heights Building ²	0	265	269	-4	102%	265	269	-4	102%
MIDDLE TOTAL	16	6,333	5,884	449	93%	6,333	5,790	543	91%
Arlington Career Center (Full-Time) ^{3,6}	16	1,319	671	648	51%	1,319	671	648	51%
Arlington Community High School	0	200	108	92	54%	200	108	92	54%
Langston High School Continuation & New Dir	0	150	74	76	49%	150	74	76	49%
Wakefield	4	2,203	2,316	-113	105%	2,203	2,358	-155	107%
Washington-Liberty ⁴	0	2,808	2,509	299	89%	2,808	2,449	359	87%
Yorktown	0	2,189	2,124	65	97%	2,189	2,060	129	94%
The Heights Building ²	0	510	476	34	93%	510	482	28	95%
HIGH TOTAL	22	9,379	8,278	1,101	88%	9,379	8,202	1,177	87%
PK-12 Total	123	30,533	28,118	2,415		30,533	27,787	2,746	

¹ Note that the Marshall Building no longer accommodates any full-time student programming and as such does not add capacity for the 2023-24 school year and beyond.

² Includes the Eunice Kennedy Shriver and H-B Woodlawn Secondary Programs.

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⁶ The Arlington Career Center adds 1,619 seats, with 300 seats allocated to part-time students which are not counted towards the new building's capacity. The current Career Center building will be converted from high school to elementary school capacity. (Footnote 6 updated June 2023)

Note: The enrollment projections from 2023-24 to 2032-33, exclude Dual Enroll PreK students.

ARLINGTON PUBLIC SCHOOLS
 -- PROJECTED CAPACITY UTILIZATION --
 SCHOOL YEARS 2023-24 TO 2032-33

SCHOOL ¹	Relocatable Classrooms in 2022-23	SY2028-29				SY2029-30			
		Fall 2022 Enrollment Projections				Fall 2022 Enrollment Projections			
		Capacity	Projection PreK-12	Permanent Seats +/-	% Utilized	Capacity	Projection PreK-12	Permanent Seats +/-	% Utilized
Abingdon	4	725		725	0%	725		725	0%
Alice West Fleet	0	752		752	0%	752		752	0%
Arlington Science Focus	6	553		553	0%	553		553	0%
Arlington Traditional	0	684		684	0%	684		684	0%
Ashlawn	4	684		684	0%	684		684	0%
Barcroft	8	460		460	0%	460		460	0%
Barrett	4	576		576	0%	576		576	0%
Campbell	3	436		436	0%	436		436	0%
Cardinal	0	747		747	0%	747		747	0%
Carlin Springs	4	585		585	0%	585		585	0%
Claremont (Immersion)	7	599		599	0%	599		599	0%
Discovery	0	630		630	0%	630		630	0%
Dr. Charles R. Drew	0	674		674	0%	674		674	0%
Escuela Key (Immersion)	8	465		465	0%	465		465	0%
Glebe	4	510		510	0%	510		510	0%
Hoffman-Boston	0	566		566	0%	566		566	0%
Innovation	4	653		653	0%	653		653	0%
Jamestown	0	597		597	0%	597		597	0%
Long Branch	4	533		533	0%	533		533	0%
Montessori Public School of Arl.	0	463		463	0%	463		463	0%
Nottingham	5	513		513	0%	513		513	0%
Oakridge	8	674		674	0%	674		674	0%
Randolph	2	484		484	0%	484		484	0%
Taylor	6	659		659	0%	659		659	0%
Tuckahoe	4	545		545	0%	545		545	0%
Integration Station ⁵	0	54		54	0%	54		54	0%
ELEMENTARY TOTAL	85	14,821	13,654	1,167	92%	14,821	13,495	1,326	91%
Dorothy Hamm	0	1,000		1,000	0%	1,000		1,000	0%
Gunston	6	992		992	0%	992		992	0%
Jefferson	0	1,086		1,086	0%	1,086		1,086	0%
Kenmore	2	1,045		1,045	0%	1,045		1,045	0%
Swanson	6	948		948	0%	948		948	0%
Williamsburg	2	997		997	0%	997		997	0%
The Heights Building ²	0	265		265	0%	265		265	0%
MIDDLE TOTAL	16	6,333	5,759	574	91%	6,333	5,794	539	91%
Arlington Career Center (Full-Time) ^{3,6}	16	1,319		1,319	0%	1,319		1,319	0%
Arlington Community High School	0	200		200	0%	200		200	0%
Langston High School Continuation & New Dir	0	150		150	0%	150		150	0%
Wakefield	4	2,203		2,203	0%	2,203		2,203	0%
Washington-Liberty ⁴	0	2,808		2,808	0%	2,808		2,808	0%
Yorktown	0	2,189		2,189	0%	2,189		2,189	0%
The Heights Building ²	0	510		510	0%	510		510	0%
HIGH TOTAL	22	9,379	8,157	1,222	87%	9,379	8,197	1,182	87%
PK-12 Total	123	30,533	27,570	2,963		30,533	27,486	3,047	

¹ Note that the Marshall Building no longer accommodates any full-time student programming and as such does not add capacity for the 2023-24 school year and beyond.

² Includes the Eunice Kennedy Shriver and H-B Woodlawn Secondary Programs.

³ Includes full-time Arlington Tech, Academic Academy, HILT Institute, and PEP students. Arlington Career Center part-time students are included at their neighborhood school. The CTE programs at the Career Center serve up to 900 students, divided into three blocks, where each block provides programing space for 300 students; the CTE space has a capacity of 300

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⁶ The Arlington Career Center adds 1,619 seats, with 300 seats allocated to part-time students which are not counted towards the new building's capacity. The current Career Center building will be converted from high school to elementary school capacity. (Footnote 6 updated June 2023)

Note: The enrollment projections from 2023-24 to 2032-33, exclude Dual Enroll PreK students.

ARLINGTON PUBLIC SCHOOLS
 -- PROJECTED CAPACITY UTILIZATION --
 SCHOOL YEARS 2023-24 TO 2032-33

SCHOOL ¹	Relocatable Classrooms in 2022-23	SY2030-31				SY2031-32			
		Fall 2022 Enrollment Projections				Fall 2022 Enrollment Projections			
		Capacity	Projection PreK-12	Permanent Seats +/-	% Utilized	Capacity	Projection PreK-12	Permanent Seats +/-	% Utilized
Abingdon	4	725		725	0%	725		725	0%
Alice West Fleet	0	752		752	0%	752		752	0%
Arlington Science Focus	6	553		553	0%	553		553	0%
Arlington Traditional	0	684		684	0%	684		684	0%
Ashlawn	4	684		684	0%	684		684	0%
Barcroft	8	460		460	0%	460		460	0%
Barrett	4	576		576	0%	576		576	0%
Campbell	3	436		436	0%	436		436	0%
Cardinal	0	747		747	0%	747		747	0%
Carlin Springs	4	585		585	0%	585		585	0%
Claremont (Immersion)	7	599		599	0%	599		599	0%
Discovery	0	630		630	0%	630		630	0%
Dr. Charles R. Drew	0	674		674	0%	674		674	0%
Escuela Key (Immersion)	8	465		465	0%	465		465	0%
Glebe	4	510		510	0%	510		510	0%
Hoffman-Boston	0	566		566	0%	566		566	0%
Innovation	4	653		653	0%	653		653	0%
Jamestown	0	597		597	0%	597		597	0%
Long Branch	4	533		533	0%	533		533	0%
Montessori Public School of Arl.	0	463		463	0%	463		463	0%
Nottingham	5	513		513	0%	513		513	0%
Oakridge	8	674		674	0%	674		674	0%
Randolph	2	484		484	0%	484		484	0%
Taylor	6	659		659	0%	659		659	0%
Tuckahoe	4	545		545	0%	545		545	0%
Integration Station ⁵	0	54		54	0%	54		54	0%
ELEMENTARY TOTAL	85	14,821	13,379	1,442	90%	14,821	13,213	1,608	89%
Dorothy Hamm	0	1,000		1,000	0%	1,000		1,000	0%
Gunston	6	992		992	0%	992		992	0%
Jefferson	0	1,086		1,086	0%	1,086		1,086	0%
Kenmore	2	1,045		1,045	0%	1,045		1,045	0%
Swanson	6	948		948	0%	948		948	0%
Williamsburg	2	997		997	0%	997		997	0%
The Heights Building ²	0	265		265	0%	265		265	0%
MIDDLE TOTAL	16	6,333	5,818	515	92%	6,333	5,861	472	93%
Arlington Career Center (Full-Time) ^{3,6}	16	1,319		1,319	0%	1,319		1,319	0%
Arlington Community High School	0	200		200	0%	200		200	0%
Langston High School Continuation & New Dir	0	150		150	0%	150		150	0%
Wakefield	4	2,203		2,203	0%	2,203		2,203	0%
Washington-Liberty ⁴	0	2,808		2,808	0%	2,808		2,808	0%
Yorktown	0	2,189		2,189	0%	2,189		2,189	0%
The Heights Building ²	0	510		510	0%	510		510	0%
HIGH TOTAL	22	9,379	8,134	1,245	87%	9,379	8,043	1,336	86%
PK-12 Total	123	30,533	27,331	3,202		30,533	27,117	3,416	

¹ Note that the Marshall Building no longer accommodates any full-time student programming and as such does not add capacity for the 2023-24 school year and beyond.

² Includes the Eunice Kennedy Shriver and H-B Woodlawn Secondary Programs.

³ Includes full-time Arlington Tech, Academic Academy, HILT Institute, and PEP students. Arlington Career Center part-time students are included at their neighborhood school. The CTE programs at the Career Center serve up to 900 students, divided into three blocks, where each block provides programing space for 300 students; the CTE space has a capacity of 300

⁴ The main high school building for Washington-Liberty has a design capacity of 2,203 students. The Ed Center Reuse building, located adjacent to and on the same campus of Washington-Liberty has a design capacity of 600 high school students. The two buildings combined have a total design capacity of 2,808 high school students.

⁵ PreK SPED classes are in Integration Station as placeholders. Integration Station is housed outside of APS with community PreK partners.

⁶ The Arlington Career Center adds 1,619 seats, with 300 seats allocated to part-time students which are not counted towards the new building's capacity. The current Career Center building will be converted from high school to elementary school capacity. (Footnote 6 updated June 2023)

Note: The enrollment projections from 2023-24 to 2032-33, exclude Dual Enroll PreK students.

ARLINGTON PUBLIC SCHOOLS
 -- PROJECTED CAPACITY UTILIZATION --
 SCHOOL YEARS 2023-24 TO 2032-33

SCHOOL ¹	Relocatable Classrooms in 2022-23	SY2032-33 Fall 2022 Enrollment Projections			
		Capacity	Projection PreK-12	Permanent Seats +/-	% Utilized
Abingdon	4	725		725	0%
Alice West Fleet	0	752		752	0%
Arlington Science Focus	6	553		553	0%
Arlington Traditional	0	684		684	0%
Ashlawn	4	684		684	0%
Barcroft	8	460		460	0%
Barrett	4	576		576	0%
Campbell	3	436		436	0%
Cardinal	0	747		747	0%
Carlin Springs	4	585		585	0%
Claremont (Immersion)	7	599		599	0%
Discovery	0	630		630	0%
Dr. Charles R. Drew	0	674		674	0%
Escuela Key (Immersion)	8	465		465	0%
Glebe	4	510		510	0%
Hoffman-Boston	0	566		566	0%
Innovation	4	653		653	0%
Jamestown	0	597		597	0%
Long Branch	4	533		533	0%
Montessori Public School of Arl.	0	463		463	0%
Nottingham	5	513		513	0%
Oakridge	8	674		674	0%
Randolph	2	484		484	0%
Taylor	6	659		659	0%
Tuckahoe	4	545		545	0%
Integration Station ⁵	0	54		54	0%
ELEMENTARY TOTAL	85	14,821	13,136	1,685	89%
Dorothy Hamm	0	1,000		1,000	0%
Gunston	6	992		992	0%
Jefferson	0	1,086		1,086	0%
Kenmore	2	1,045		1,045	0%
Swanson	6	948		948	0%
Williamsburg	2	997		997	0%
The Heights Building ²	0	265		265	0%
MIDDLE TOTAL	16	6,333	5,728	605	90%
Arlington Career Center (Full-Time) ^{3,6}	16	1,319		1,319	0%
Arlington Community High School	0	200		200	0%
Langston High School Continuation & New Dir	0	150		150	0%
Wakefield	4	2,203		2,203	0%
Washington-Liberty ⁴	0	2,808		2,808	0%
Yorktown	0	2,189		2,189	0%
The Heights Building ²	0	510		510	0%
HIGH TOTAL	22	9,379	8,114	1,265	87%
PK-12 Total	123	30,533	26,978	3,555	

¹ Note that the Marshall Building no longer accommodates any full-time student programming and as such does not add capacity for the 2023-24 school year and beyond.

² Includes the Eunice Kennedy Shriver and H-B Woodlawn Secondary Programs.

³ Includes full-time Arlington Tech, Academic Academy, HILT Institute, and PEP students. Arlington Career Center part-time students are included at their neighborhood school. The CTE programs at the Career Center serve up to 900 students, divided into three blocks, where each block provides programing space for 300 students; the CTE space has a capacity of 300

⁴ The main high school building for Washington-Liberty has a design capacity of 2,203 students. The Ed Center Reuse building, located adjacent to and on the same campus of Washington-Liberty has a design capacity of 600 high school students. The two buildings combined have a total design capacity of 2,808 high school students.

⁵ PreK SPED classes are in Integration Station as placeholders. Integration Station is housed outside of APS with community PreK partners.

⁶ The Arlington Career Center adds 1,619 seats, with 300 seats allocated to part-time students which are not counted towards the new building's capacity. The current Career Center building will be converted from high school to elementary school capacity. (Footnote 6 updated June 2023)

Note: The enrollment projections from 2023-24 to 2032-33, exclude Dual Enroll PreK students.

Appendix E: Enrollment Management Plan

<https://www.apsva.us/wp-content/uploads/2023/03/Enrollment-Management-Plan-2023-Final.pdf>

2023 Enrollment Management Plan

February 16, 2023

formerly the Superintendent's Annual Update

Executive Summary

The Enrollment Management Plan, which was formerly the Superintendent's Annual Update, summarizes steps that APS is taking to manage enrollment for the next school year. Below are steps to prepare for projected 2023-24 enrollment, and details about each change are addressed in more detail later in the report.

- **Abingdon** - continue to offer targeted transfers for students who live in Abingdon's attendance zone to attend Dr. Charles R. Drew with transportation via hub stop.
- **ASFS** - continue to offer targeted transfers for students who live in planning units 23211, 24080, 24100, 24111, and 24120 to attend Innovation, because ASFS enrollment is projected to exceed building capacity next year. The planning units are in Innovation's walk zone and transportation is not provided.
- **Barrett** - close the single Montessori Pre-K satellite class and offer students the opportunity to continue in the Montessori program at MPSA.
- **Hoffman Boston**
 - move two VPI classes from Hoffman Boston to Innovation.
Note: one of the VPI classes is a countywide program with transportation and currently serves students who live in N. Arlington.
 - offer targeted transfers to students living in planning units 46111, 48160, 48180 to attend Alice West Fleet, without transportation.
- **Gunston** - Offer neighborhood transfers at Dorothy Hamm, Kenmore, and Williamsburg, giving priority to students who reside in Gunston's boundary, transportation is not provided.
- **Wakefield**
 - Capping enrollment at 15 AP Network students to students from other high schools.
 - Offer neighborhood transfers to Washington-Liberty and Yorktown, giving priority to students who reside in Wakefield's boundary.
 - Transfers from Wakefield to Washington-Liberty can access transportation via a hub stop.
 - There is no countywide transportation provided to Yorktown.

Note: All APS students can apply for an iRide Card that provides them free fare on all Arlington Transit bus services (ART).

In addition:

- **Targeted transfers** will be offered to Cardinal for a limited number of students who reside in Glebe planning unit 16090 OR Tuckahoe planning units 16050 and 16060. The planning units are close to Cardinal and transportation is not provided.
- **High School Option Program lotteries for AP Network and IB to consider school capacities.**
- **At ATS, the Multi-Intervention Program for Students with Autism (MIPA)** continuum includes resources for three MIPA classes, including PreK and two K-5 classes. Only one of the K-5 MIPA classes was staffed with a teacher in SY 2022-23. The Office of Academics reports that all the MIPA K-5 students at ATS can be served in one classroom; and their projections will remove the resources for the second K-5 MIPA classroom in the Special Education projections for 2023-24.

Enrollment Management Plan: Purpose

In June 2017, the School Board adopted a revision to the Options and Transfers Policy (J-5.3.31) that directs the Superintendent to “provide annual updates to the School Board on enrollment levels at each school/program and transportation issues” and to “make recommendations to achieve the goals stated in the policy.” The Enrollment Management Plan (formerly known as the Annual Update) documents the operational decisions made for the upcoming school year and provides rationale for the adjustments.

Process to Prepare for Next Year Enrollment Needs

The following steps take place annually to prepare for enrollment that exceeds capacity.

- Prepare school data to identify schools that may need relief for the following school year. Including:
 - Total enrollment and enrollment by grade for the last 3 school years;
 - Fall projections for the next school year; and
 - School capacity including with and without relocatable classrooms.
- Identify schools where enrollment exceeds capacity; and strategies for managing enrollment.
- Review this information with principals and cross-departmental staff, including School Support, Academics, and Facilities and Operations.
- Identify adjustments that will be made to address enrollment for the next school year and
 - Provide information about the number of options and transfers that the Welcome Center will use in lotteries for the next school year.
 - Identify the adjustments to factor into the spring update to projections for the following school year.
 - Plan for program moves, the addition or removal of relocatable classrooms, etc.

Tools to Manage Enrollment

APS has used the following tools to manage projected enrollment growth for the next year, and continues to seek new methods:

1. Make internal modifications to a school facility. Repurposing existing spaces to increase the number of classrooms.
2. Add or remove relocatable classrooms.
3. Offer neighborhood transfers to neighborhood schools that have space for additional students.
4. Offer targeted transfers to allow students from specific school attendance zones or planning units to apply to transfer to a nearby school that has capacity for additional students. This will balance enrollment between schools and/or address other issues.
5. Relocate programs.
6. Adjust the number of seats offered for new students applying for option programs and schools.

Factors Informing the 2023 Enrollment Management Plan

The work to plan for the 2023-24 school year factors in the following changes that applied for incoming students in Fall 2022:

- The repurposed Education Center building was reopened as an Annex, adding 600 seats at Washington-Liberty High School. Given a new capacity of 2,808, the school is taking measured efforts to stay within the maximum of 700 students per grade. Fall 2024 enrollment is projected to be close to the total school capacity.
- Limited Boundary Adjustments will continue to gradually reduce enrollment at Gunston and Wakefield and increase enrollment at Jefferson and Washington-Liberty as students enter middle and high school.
- Monitor enrollment at elementary immersion schools which have a new feeder structure.
- Evaluate how the Home Address Confirmation Process (HACP) may impact 2023-24 enrollment. The Fall 2022 10-Year Enrollment Projections Report (2023 to 2032) and the forthcoming 2023 Spring Update to Projections for 2023-34 will not account for the initiative.

Managing Enrollment in School Year 2023-24

Arlington Community High School (ACHS) Moves to Temporary Space

ACHS will move in the summer of 2023 into 4420 North Fairfax Drive to a temporary space in Ballston, which will allow construction on the ACC project to begin. In the summer of 2026, ACHS will move into Amazon's PenPlace development where it will have a permanent home.

Relocatable Classrooms

APS will keep relocatable classrooms in place for the coming school year and revisit the opportunity to remove relocatable classrooms next year after the School Board weighs in on preferences for Swing Space options in fall 2023.

Note, the estimated time to install relocatable classrooms for occupancy is approximately six months. The primary milestones for relocatable placement include: the use permit, building permit, and installation processes. The financial cost for relocatable placement is such that three years is the preferred minimum amount of time that relocatable classrooms would remain on the school site and be made available for use by the school.

In January 2023, Facilities & Operations reported that the costs for relocatable classroom complexes have risen significantly, starting at a quarter million dollars for two classrooms. The higher cost estimates can be attributed to escalation, and increased Arlington County regulation associated with building permits, stormwater and zoning ordinances, and must be factored into operating costs in the budget process.

Neighborhood Transfers Offered for the 2023-24 School Year

The Options and Transfer Policy J-5.3.31 allows for neighborhood transfers to the extent possible given financial constraints and capacity limits. Families are responsible for transportation when the student accepts a transfer to another neighborhood school that is accepting transfers, unless otherwise indicated.

Middle School:

APS will offer a limited number of neighborhood transfers at neighborhood middle schools where there is capacity for the 2023-24 school year. Rising grade 6, 7 and 8 students who attend an APS school are eligible to apply. This table shows middle school level details:

School	No. of transfers offered
Dorothy Hamm	35
Kenmore	30
Williamsburg	20
Total	85

- Lotteries are conducted when the number of applicants exceeds the number of transfer seats available.
- Gunston students will receive priority when applying for a neighborhood school transfer to all three schools, since the school’s enrollment is expected to be above its capacity.
- There is no countywide transportation provided to Dorothy Hamm, Kenmore, or Williamsburg.
- All APS students can apply for an iRide Card that provides them with free fare on all Arlington Transit bus services (ART).
- Neighborhood transfers are reevaluated annually, and there is no guarantee that space will be available for siblings in future years.
- Once a student is enrolled, they are able to remain in the school/program until they reach the highest grade the school serves.

High School:

APS will offer a limited number of neighborhood transfers at neighborhood high schools where there is capacity for the 2023-24 school year. Rising grade 9-12 students who attend an APS school are eligible to apply. This table shows high school level details:

School	No. of transfers offered
W-L	50
Yorktown	30
Total	80

- Lotteries are conducted when the number of applicants exceeds the number of transfer seats available.
- Wakefield students will receive priority when applying for a neighborhood transfer, since the school’s enrollment is expected to be above its capacity. Transportation will be offered to Wakefield students transferring to Washington-Liberty and will be accessible via hub stops.
- There is no countywide transportation provided to Yorktown.
- All APS students can apply for an iRide Card that provides them with free fare on all Arlington Transit bus services (ART).
- Neighborhood transfers are reevaluated annually, and there is no guarantee that space will be available for siblings in future years.

- Families do not need to reapply to stay at the same school each year.

Targeted Transfers Offered for the 2023-24 School Year

Targeted transfers are an alternative to boundary adjustments and allow students from specific school attendance zones or planning units to apply to transfer to a nearby school that has capacity for additional students.

Targeted transfers are offered under the following conditions:

- Schools offering targeted transfers share boundaries;
- The number of transfers will be set based on projections for all schools involved;
- Lotteries will be conducted if the number of applicants exceeds the number of seats available; and
- Typically, transportation is not provided for targeted transfers, unless otherwise indicated.

Elementary Schools offering Targeted Transfers Offered for the 2023-24 School Year

School Offering Seats	Grades	Students who are eligible to apply	Is Transportation Provided?	# Seats Offered
Drew	K-5	All rising K - Gr. 5 students who reside in the Abingdon attendance zone in 2022-23	Yes -Hub Stop	30
Cardinal	K-5	All rising K - Gr. 5 students who currently reside in the Planning Units: <ul style="list-style-type: none"> • 16090 (Glebe) • 16060 (Tuckahoe), and • 16050 (Tuckahoe) 	No NOTE: All planning units are walkable to Cardinal	35
Innovation	K-5	All rising K - Gr. 5 students who reside in one of the ASFS Planning Units: 23211, 24080, 24100, 24111, 24120	No NOTE: All planning units are walkable to Innovation and bus-eligible to ASFS	30
Alice West Fleet	K-5	All rising K - Gr. 5 students who reside in one of the Hoffman-Boston Planning Units: 46111, 48160, and 48180	No Note: affected planning units are not Hoffman-Boston walkers	20

Option School Seats

Information about option school admissions and lotteries is available on the APS Registration web page, www.apsva.us/school-options/.

2023 Elementary Option Seats for 2023-24

Enrollment levels in option schools and programs should result in capacity utilization on par with utilization levels at the neighborhood schools. The number of option seats is reviewed annually and periodically revised based on projected enrollment, building capacity, and needs of the school division. There will likely be a lag in option school enrollment levels aligning to neighborhood school levels since adjustments are made in the entry grade. Once a student is admitted to an option school/program, they have the right to stay through completion or withdrawal from the school/program. Specific details about options are found at www.apsva.us/school-options/. Exact numbers of available lottery seats are set by the time the option school lotteries occur.

2023 Enrollment Management Plan

For the 2023-24 school year, option schools will offer the following number of entry-level classes and seats:

Elementary Option School Seats Offered for Enrollment in 2022-23

School	Kindergarten	Grades 1-5	Changes
ATS	4 classes (96 seats)	Available seats in Grades 1-5 are filled from waitlist	No change
Campbell	3 classes (72 seats)	Available seats in Grades 1-5 are filled from waitlist	No change
Claremont	4 classes (96 students)	Available seats in Grades 1-5 are filled with students from waitlist. Students entering in Grades 2-5 must also meet language requirement.	No change
Escuela Key	4 classes (96 seats)	Available seats in Grades 1-5 are filled with students from waitlist. Students entering in Grades 2-5 must also meet language requirement.	No change
MPSA	No change in no. of classes	Available seats in Grades 1-5 are filled from waitlist. Seats will be held to accommodate students who will continue in the program from Barrett site.	No change

For more information about option school admissions and lotteries, please consult the website at: <https://www.apsva.us/school-options/>

2023 Secondary Option Seats for 2023-24

For the 2023-24 school year, the secondary option schools and programs are offering the following number of seats:

- AP Network at Wakefield will offer 15 seats.
- Arlington Tech will offer 150 seats.
- H-B Woodlawn will offer 101 lottery seats for students entering grades 6 and 9 combined. Additional seats are reserved for English Learners (ELs) entering H-B Woodlawn's HILT program.
- All Montessori and Immersion students who completed the prior grade level may continue in the program.
 - Montessori is available through middle school at Gunston.
 - Immersion continues through middle school at Gunston and high school at Wakefield.
- International Baccalaureate at Washington-Liberty will offer 95 seats.

Moving Programs

When enrollment for Grades K-5 increases at neighborhood schools and there is a need for more capacity, PreK classes can be moved to another elementary school with capacity. For more information about these programs visit www.apsva.us/early-childhood-prek/.

The following changes will be made for SY 2023-24 (See Appendix B for detailed transition steps):

- Two VPI classes, one of which serves students from across Arlington, will be moved to Innovation from Hoffman-Boston. Hoffman-Boston's enrollment is projected to exceed its building capacity in the 2023-24 school year. Innovation has space and the VPI class has a waitlist. APS recently learned that there is no possibility of adding relocatable classrooms on the school site. More information on that change will be addressed when Facilities & Operations publishes the next update to the 2019-20 Facilities Optimization Study.
- Closing a singleton Montessori PreK/K class at Barrett elementary which is projected to exceed capacity in the 2023-24 school year. Students continuing in Montessori will have been offered the option to continue in Montessori at MPSA.
- At ATS, the MIPA continuum includes resources for PreK MIPA and two K-5 MIPA classes. Only one of the K-5 MIPA positions was filled in 2022-23. Office of Academics reports that all the MIPA K-5 students at ATS can be served in one classroom; and their projections will remove the resources for the second classroom in the Special Education projections for 2023-24.

Additional Planning Activities

Finding a Permanent Location for Even Start

APS continues to look for a permanent location for the **Even Start Program**.

- Even Start is a family literacy program that serves qualifying families throughout Arlington.
- The program is currently located at the Arlington Career Center in two relocatable classrooms.
- The relocatable classrooms will be moved in Phase 3 of the ACC project, and Even Start will need to be relocated before Jan. 2026.

2023 Arlington Facilities & Student Accommodation Plan

In June, the School Board will hold a work session on the AFSAP. The report is a 10-year planning document that reevaluates projections, and capacity at current and planned school facilities, to identify any needs that have changed. It helps the School Board shape priorities for the upcoming CIP, identifying adjustments that will realign APS' plan for capital investment with the changes in forecasted enrollment.

The last report was published in 2019 and put on hold during the pandemic as the County and APS produced the FY 2021 and FY 2022-24 CIPs.

Boundary Adjustments

If needed, boundary adjustments will be considered as a method to manage student enrollment, especially for schools with projected enrollment growth or schools with building capacity challenges. A decision regarding boundary adjustments for the 2024-25 school year will be made after the September 30, 2023, enrollment data is available. At this time, other enrollment management options are being implemented, but the option to conduct boundary adjustments is available.

Supporting Documents and Additional Resources

Appendix A: Capacity Planning for Next School Year

Appendix B: Transition Activities for Students in County-wide Pre-K Programs

School Board Policies and Policy Implementation Procedures

- **Options and Transfers Policy** (Policy J-5.3.31)
[go.boarddocs.com/vsba/arlington/Board.nsf/files/BR3P6X6308DD/\\$file/J-5.3.31%20Options%20and%20Transfers.pdf](https://go.boarddocs.com/vsba/arlington/Board.nsf/files/BR3P6X6308DD/$file/J-5.3.31%20Options%20and%20Transfers.pdf)
- **Options and Transfers Policy Implementation Plan** (J-5.31.3 PIP-1)
[https://go.boarddocs.com/vsba/arlington/Board.nsf/files/CKDK274FAFE1/\\$file/J-5.3.31%20PIP-1%20Options%20and%20Transfers-Elementary%20and%20Secondary.pdf](https://go.boarddocs.com/vsba/arlington/Board.nsf/files/CKDK274FAFE1/$file/J-5.3.31%20PIP-1%20Options%20and%20Transfers-Elementary%20and%20Secondary.pdf)
- **Boundary Policy** (Policy B-2.1)
[go.boarddocs.com/vsba/arlington/Board.nsf/files/AZ2V3D5FA2B8/\\$file/B-2.1%20Boundaries.pdf](https://go.boarddocs.com/vsba/arlington/Board.nsf/files/AZ2V3D5FA2B8/$file/B-2.1%20Boundaries.pdf)

Enrollment, Projections and Capacity Utilization

- **Fall 2022 – 10 year Projections Report** www.apsva.us/wp-content/uploads/2022/12/APS-Fall-2022-10-Year-Enrollment-Projections.pdf
- **September 30, 2022 Enrollment** www.apsva.us/wp-content/uploads/2022/10/U_MEM_281_MEMBERSHIP-SUMMARY-ALL_10_9_2022_Final_Sept.pdf
- **Site Studies** of APS and County properties considered for schools on website:
www.apsva.us/engage/site-studies
- **Monthly secondary program enrollment report** www.apsva.us/statistics/monthly-enrollment/secondary-program-enrollment.
- **Facilities Optimization Study School Year 2020-2021** www.apsva.us/wp-content/uploads/2020/12/Optimization_Study_SY20_21_Final_rs.pdf
- **2022 Enrollment Management Plan** www.apsva.us/wp-content/uploads/2022/02/2022-02-09-Annual-Update-FINAL.pdf

DRAFT Elementary School Capacity Planning for Next School Year

School	Projections and Enrollment by Year		K Total	Grade							PreK						Total PreK-5	Permanent Capacity	Enrollment as % of Permanent Capacity (Cap. Util) Red = Proj. over 100%	Relocatable Classrooms (# on site currently)	Relocatable Capacity (No. relos x 24 students)	Total Capacity w/Relos	Enrollment as % of Bldg & Relo Cap. (Cap. Util) Red = Proj. over 100%		
				Grade Level K	Mont. K	1	2	3	4	5	Total K-5	VPI	PreK SPED	3&4 Mont	Dual Enrl	Comm Peer Pals (CPP)								PreK Total	
ELEMENTARY SCHOOL TOTAL	Proj. for 2023-24	Spring Update Adjustments	0	0	0	0	0	0	0	0	0	0	0	0	-17	0	0	-17	-17						
		Fall	2,142	2,067	75	2,124	2,147	2,146	2,060	2,101	12,720	516	348	260	0	112	1,236	13,956	14,767	95%	85	2040	16,807	83%	
	Enrollment	2022	2,006	1,921	85	2,139	2,142	2,049	2,094	2,053	12,483	454	144	229	18	110	955	13,438	14,752	91%	91	2184	16,936	79%	
		2021	1,998	1,906	92	2,122	2,051	2,094	2,048	1,939	12,252	442	112	218	12	80	864	13,116							
	2020	1,966	1,866	100	2,100	2,178	2,117	2,017	2,043	12,421	387	136	192	25	49	789	13,210								
Abingdon	Proj. for 2023-24	Spring Update Adjustments														0	see note								
		Fall	135	135	0	117	117	115	116	114	714	16	8	0	0	0	24	738	725	102%	4	96	821	90%	
	Enrollment	2022	118	118	0	124	119	114	113	105	693	15	6	0	2	0	23	716	725	99%	4	96	821	87%	
		2021	121	121	0	122	121	105	95	94	658	25	3	0	2	0	30	688	. Welcome Center will offer up to 30 targeted transfers w/hub stop transportation to Drew for students who reside in Abingdon boundary. . Spring update to projections will estimate the no. of targeted transfers based on prior year trends, no more than 15 students reduced from Abingdon projections.						
	2020	126	126	0	135	118	104	104	109	696	20	9	0	2	0	31	727								
Alice West Fleet	Proj. for 2023-24	Spring Update Adjustments														0	see note								
		Fall	100	91	9	92	89	101	96	93	571	32	6	34	0	6	78	649	752	86%	0	0	752	86%	
	Enrollment	2022	89	80	9	84	96	103	90	77	539	24	5	33	0	4	66	605	752	80%	0	0	752	80%	
		2021	78	70	8	92	98	94	71	85	518	21	0	16	1	9	47	565	. Welcome Center will offer up to 20 targeted transfers w/out transportation to A.W. Fleet for students who reside in the Hoffman-Boston PUs 46111, 48160, and 48180. . Spring update to projections will estimate the no. of targeted transfers, with no more than 10 students added to A.W. Fleet, and reviewing patterns by grade at other schools with that have offered targeted transfers.						
	2020	100	88	12	97	90	85	98	98	568	21	2	25	1	1	50	618								
ASFS	Proj. for 2023-24	Spring Update Adjustments														0	see note								
		Fall	98	98	0	116	119	108	94	86	621	0	0	0	0	0	0	621	553	112%	6	144	697	89%	
	Enrollment	2022	95	95	0	103	102	79	83	86	548	0	0	0	1	0	1	549	553	99%	6	144	697	79%	
		2021	81	81	0	79	66	70	77	66	439	0	0	0	0	0	0	439	. Welcome Center will offer up to 30 targeted transfers w/out transportation to Innovation for ASFS students who reside in the PUs 23211, 24080, 24100, 24111, and 24120. . Spring update to projections will estimate the no. of targeted transfers based on prior year, with no more than 10 students reduced from ASFS projections.						
	2020	87	87	0	110	115	113	98	120	643	0	0	3	2	0	5	648								
Arlington Traditional <small>(Option, fall projections assume spring enrollment level, enrollment may be adjusted in spring update)</small>	Proj. for 2023-24	Spring Update Adjustments	0													0									
		Fall	96	96	0	96	120	96	96	114	618	48	6	0	0	0	54	672	684	98%	0	0	684	98%	
	Enrollment	2022	96	96	0	120	96	96	114	100	622	46	0	0	0	0	46	668	684	98%	6	144	828	81%	
		2021	119	119	0	92	95	109	98	100	613	42	0	0	0	0	42	655	. There is current a MIPA continuum at ATS, including resources for a PreK class and two classes to serve students in Kindergarten to Grade 5. One of the K-5 teacher positions was not filled in 2022-23, and the number of K-5 MIPA students can be served by one teacher so the resources for the second MIPA class will be removed for 2023-24.						
	2020	95	95	0	96	121	95	101	75	583	32	3	0	0	0	35	618								
Ashlawn	Proj. for 2023-24	Spring Update Adjustments	0													0	0								
		Fall	89	89	0	94	94	71	93	81	522	16	16	0	0	0	32	554	684	81%	4	96	780	71%	
	Enrollment	2022	94	94	0	95	71	97	83	92	532	11	9	0	1	0	21	553	684	81%	4	96	780	71%	
		2021	93	93	0	70	93	85	100	71	512	11	6	0	0	0	17	529							
	2020	75	75	0	106	107	106	82	111	587	11	8	0	0	0	19	606								

See foot notes on the last page of the report.

DRAFT Elementary School Capacity Planning for Next School Year

School	Projections and Enrollment by Year		K Total	Grade							PreK						Total PreK-5	Permanent Capacity	Enrollment as % of Permanent Capacity (Cap. Util) Red = Proj. over 100%	Relocatable Classrooms (# on site currently)	Relocatable Capacity (No. relos x 24 students)	Total Capacity w/Relos	Enrollment as % of Bldg & Relo Cap. (Cap. Util) Red = Proj. over 100%			
				Grade Level K	Mont. K	1	2	3	4	5	Total K-5	VPI	PreK SPED	3&4 Mont	Dual Enrl	Comm Peer Pals (CPP)								PreK Total		
Barcroft	Proj. for 2023-24	Spring Update Adjustments	0								0						0	0								
		Fall	78	78	0	65	66	92	61	72	434	32	15	0	0	8	55	489	460	106%	8	192	652	75%		
	Enrollment	2022	67	67	0	64	89	61	66	79	426	32	4	0	2	15	53	479	460	104%	8	192	652	73%		
		2021	60	60	0	84	56	66	74	54	394	25	5	0	0	7	37	431								
		2020	82	82	0	52	65	73	43	70	385	27	6	0	0	5	38	423								
Barrett	Proj. for 2023-24	Spring Update Adjustments	0								0						-17	-17								
		Fall	93	91	2	95	78	90	96	98	550	28	20	17	0	0	65	615	576	107%	4	96	672	92%		
	Enrollment	2022	89	87	2	71	84	89	88	73	494	27	8	11	0	0	46	540	576	94%	4	96	672	80%		
		2021	71	68	3	82	86	84	63	79	465	30	6	13	0	0	49	514								
		2020	76	73	3	87	88	74	83	69	477	26	11	10	2	0	49	526								
Campbell <small>(Title I and Option, fall projections assume spring enrollment level, enrollment may be adjusted in spring update)</small>	Proj. for 2023-24	Spring Update Adjustments	0								0						0	0								
		Fall	72	72	0	66	65	59	65	62	389	48	0	0	0	0	48	437	436	100%	3	72	508	86%		
	Enrollment	2022	64	64	0	66	63	63	63	63	382	35	0	0	0	0	35	417	436	96%	3	72	508	82%		
		2021	62	62	0	64	64	59	64	64	377	40	0	0	0	0	40	417								
		2020	62	62	0	63	69	62	64	65	385	35	0	0	0	35	420									
Cardinal	Proj. for 2023-24	Spring Update Adjustments	0								30						0	see note								
		Fall	111	111	0	129	115	104	113	123	695	0	0	0	0	0	0	695	747	93%	0	0	747	93%		
	Enrollment	2022	120	120	0	114	107	114	123	126	704	0	0	0	0	0	0	704	732	96%	0	0	732	96%		
		2021	101	101	0	96	107	123	118	107	652	0	0	0	0	0	0	652								
		2020	83	83	0	109	136	123	110	119	680	0	0	0	1	0	1	681								
Carlin Springs	Proj. for 2023-24	Spring Update Adjustments	0								0						0	0								
		Fall	90	87	3	82	85	67	67	79	470	44	30	17	0	18	109	579	585	99%	4	96	681	85%		
	Enrollment	2022	82	79	3	89	71	70	80	81	473	40	16	14	0	12	82	555	585	95%	4	96	681	81%		
		2021	85	76	9	70	71	74	77	65	442	38	14	8	0	14	74	516								
		2020	72	68	4	81	90	102	76	84	505	43	15	14	0	7	79	584								
Claremont <small>(Option, fall projections assume spring enrollment level, enrollment may be adjusted in spring update)</small>	Proj. for 2023-24	Spring Update Adjustments	0								0						0	0								
		Fall	96	96	0	85	74	97	83	93	528	64	0	0	0	0	64	592	599	99%	7	168	767	77%		
	Enrollment	2022	94	94	0	81	112	94	101	89	571	60	0	0	0	0	60	631	599	105%	7	168	767	82%		
		2021	93	93	0	123	112	110	93	108	639	31	0	0	0	0	31	670								
		2020	133	133	0	125	131	113	119	81	702	31	0	0	0	31	733									
Discovery	Proj. for 2023-24	Spring Update Adjustments	0								0						0	0								
		Fall	71	70	1	77	66	82	77	99	472	0	8	30	0	0	38	510	630	81%	0	0	630	81%		
	Enrollment	2022	70	69	1	66	81	75	93	101	486	0	3	26	1	0	30	516	630	82%	0	0	630	82%		
		2021	60	55	5	80	74	90	91	77	472	0	2	29	2	0	33	505								
		2020	64	61	3	81	94	96	87	86	508	0	3	19	1	23	531									

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School	Projections and Enrollment by Year		K Total	Grade							PreK						Total PreK-5	Permanent Capacity	Enrollment as % of Permanent Capacity (Cap. Util) Red = Proj. over 100%	Relocatable Classrooms (# on site currently)	Relocatable Capacity (No. relos x 24 students)	Total Capacity w/Relos	Enrollment as % of Bldg & Relo Cap. (Cap. Util) Red = Proj. over 100%		
				Grade Level K	Mont. K	1	2	3	4	5	Total K-5	VPI	PreK SPED	3&4 Mont	Dual Enrl	Comm Peer Pals (CPP)								PreK Total	
Dr. Charles Drew	Proj. for 2023-24	Spring Update Adjustments									15					0	see note								
		Fall	70	70	0	68	72	66	65	79	420	28	42	0	0	14	84	504							
	Enrollment	2022	64	64	0	76	67	63	80	58	408	19	25	0	1	9	54	462	674	75%	0	0	674	75%	
		2021	65	65	0	69	57	69	58	57	375	24	25	0	1	8	58	433	674	69%	0	0	674	69%	
	2020	59	59	0	63	77	61	60	55	375	23	18	0	2	10	53	428								
Escuela Key <small>(Option, fall projections assume spring enrollment level, enrollment may be adjusted in spring update)</small>	Proj. for 2023-24	Spring Update Adjustments	0																						
		Fall	96	96	0	98	101	92	81	84	552	32	0	0	0	0	32	584							
	Enrollment	2022	95	95	0	111	100	90	90	102	588	30	0	0	0	0	30	618	465	126%	8	192	657	89%	
		2021	94	94	0	107	100	95	104	90	590	23	0	0	0	0	23	613	465	133%	8	192	657	94%	
	2020	119	119	0	120	107	121	106	97	670	29	0	0	0	0	29	699								
Glebe	Proj. for 2023-24	Spring Update Adjustments	0							minus TBD						0	see note								
		Fall	91	91	0	88	90	101	81	74	525	0	7	0	0	7	14	539							
	Enrollment	2022	84	84	0	86	98	81	75	97	521	0	4	0	0	4	8	529	510	106%	4	96	606	89%	
		2021	83	83	0	95	82	75	99	89	523	0	3	0	0	5	8	531	510	104%	4	96	606	87%	
	2020	79	79	0	73	71	95	95	91	504	0	1	0	3	5	9	513								
Hoffman-Boston	Proj. for 2023-24	Spring Update Adjustments								-10	-32					-32	-42								
		Fall	101	101	0	80	100	87	87	91	546	52	35	0	0	7	94	640							
	Enrollment	2022	79	79	0	94	85	82	93	61	494	43	22	0	0	7	72	566	566	113%	0	0	566	113%	
		2021	96	96	0	82	80	94	61	64	477	55	18	0	2	4	79	556							
	2020	85	85	0	68	83	64	73	61	434	30	17	0	4	5	56	490								
Innovation	Proj. for 2023-24	Spring Update Adjustments								10	32					32	42								
		Fall	71	71	0	83	76	73	74	66	443	16	14	0	0	14	44	487							
	Enrollment	2022	74	74	0	76	70	74	72	71	437	16	0	0	0	19	35	472	653	75%	4	96	749	65%	
		2021	61	61	0	65	67	71	68	40	372	18	1	0	1	5	25	397	653	72%	4	96	749	63%	
	2020	61	61	0	65	67	71	68	40	372	18	1	0	1	5	25	397								
Jamestown	Proj. for 2023-24	Spring Update Adjustments	0							0						0	0								
		Fall	84	75	9	64	82	70	74	81	455	0	16	34	0	3	53	508							
	Enrollment	2022	64	55	9	78	68	79	80	71	440	0	11	28	0	3	42	482	597	85%	0	0	597	85%	
		2021	78	74	4	65	77	83	70	80	453	0	5	38	1	2	46	499	597	81%	0	0	597	81%	
	2020	70	59	11	79	85	75	86	82	477	0	11	33	1	2	47	524								

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DRAFT Elementary School Capacity Planning for Next School Year

School	Projections and Enrollment by Year		K Total	Grade							PreK						Total PreK-5	Permanent Capacity	Enrollment as % of Permanent Capacity (Cap. Util) <i>Red = Proj. over 100%</i>	Relocatable Classrooms (# on site currently)	Relocatable Capacity (No. relos x 24 students)	Total Capacity w/Relos	Enrollment as % of Bldg & Relo Cap. (Cap. Util) <i>Red = Proj. over 100%</i>	
				Grade Level K	Mont. K	1	2	3	4	5	Total K-5	VPI	PreK SPED	3&4 Mont	Dual Enrl	Comm Peer Pals (CPP)								PreK Total
Long Branch	Proj. for 2023-24	Spring Update Adjustments	0							0						0	0							
		Fall	67	67	0	70	65	67	55	61	385	16	6	0	0	0	22	407	533	76%	4	96	629	65%
	Enrollment	2022	60	60	0	71	68	54	66	62	381	11	5	0	3	0	19	400	533	75%	4	96	629	64%
		2021	52	52	0	72	53	63	67	66	373	15	3	0	0	0	18	391						
		2020	68	68	0	68	64	71	75	83	429	15	3	0	0	0	18	447						
Montessori Public School <small>(Option, fall projections assume spring enrollment level, enrollment may be adjusted in spring update)</small>	Proj. for 2023-24	Spring Update Adjustments	0							0						0	0							
		Fall	50	0	50	60	68	74	78	63	393	0	8	111	0	0	119	512	463	111%	0	0	463	111%
	Enrollment	2022	60	0	60	68	74	78	63	50	393	0	0	106	0	0	106	499	463	108%	0	0	463	108%
		2021	60	0	60	73	86	63	61	47	390	0	0	98	0	0	98	488	<i>.Barrett Montessori students will be offered a seat at MPAsA prior to conducting the lottery.</i>					
		2020	61	0	61	89	66	65	55	49	385	0	0	75	0	0	75	460						
Nottingham	Proj. for 2023-24	Spring Update Adjustments	0							0						0	0							
		Fall	61	61	0	57	75	63	77	52	385	0	14	0	0	14	28	413	513	81%	5	120	633	65%
	Enrollment	2022	49	49	0	71	65	71	53	82	391	0	4	0	1	14	19	410	513	80%	5	120	633	65%
		2021	58	58	0	60	72	43	78	74	385	0	6	0	1	11	18	403						
		2020	56	56	0	66	56	80	82	78	418	0	7	0	1	7	15	433						
Oakridge	Proj. for 2023-24	Spring Update Adjustments	0							0						0	0							
		Fall	106	105	1	113	119	121	113	109	681	16	8	17	0	0	41	722	674	107%	8	192	866	83%
	Enrollment	2022	97	96	1	117	114	106	99	105	638	17	8	11	0	0	36	674	674	100%	8	192	866	78%
		2021	99	96	3	111	89	90	92	87	568	14	4	16	0	0	34	602						
		2020	87	81	6	97	88	89	86	83	530	16	4	13	1	0	34	564						
Randolph	Proj. for 2023-24	Spring Update Adjustments	0							0						0	0							
		Fall	65	65	0	57	60	60	60	66	368	28	14	0	0	0	42	410	484	85%	2	48	532	77%
	Enrollment	2022	56	56	0	59	67	60	67	65	374	28	5	0	2	0	35	409	484	85%	2	48	532	77%
		2021	57	57	0	63	65	65	68	58	376	30	3	0	0	0	33	409						
		2020	61	61	0	70	79	70	60	69	409	28	4	0	2	0	34	443						
Taylor	Proj. for 2023-24	Spring Update Adjustments	0							0						0	0							
		Fall	77	77	0	98	82	116	88	91	552	0	7	0	0	7	14	566	659	86%	6	144	803	70%
	Enrollment	2022	76	76	0	85	104	87	90	85	527	0	2	0	1	9	12	539	659	82%	6	144	803	67%
		2021	58	58	0	100	69	86	85	90	488	0	5	0	1	7	13	501						
		2020	98	98	0	97	95	102	96	125	613	0	5	0	2	4	11	624						
Tuckahoe	Proj. for 2023-24	Spring Update Adjustments								minus TBD						0	see note							
		Fall	74	74	0	74	69	74	70	70	431	0	14	0	0	14	28	459	545	84%	4	96	641	72%
	Enrollment	2022	70	70	0	70	71	69	69	72	421	0	7	0	3	14	24	445	545	82%	4	96	641	69%
		2021	67	67	0	75	58	72	74	71	417	0	3	0	0	8	11	428	<i>. Welcome Center will offer up to 35 targeted transfers w/out transportation to Cardinal for students who reside in Glebe PU 16090 and Tuckahoe PUs 16050 and 16060.</i>					
		2020	68	68	0	68	83	78	78	83	458	0	9	0	0	3	12	470	<i>. Spring update to projections will estimate the no. of targeted transfers based on prior year, with no more than 30 students reduced from Glebe and Tuckahoe projections combined.</i>					

DRAFT Elementary School Capacity Planning for Next School Year

School	Projections and Enrollment by Year		K Total	Grade							PreK						Total PreK-5	Permanent Capacity	Enrollment as % of Permanent Capacity (Cap. Util) <i>Red = Proj. over 100%</i>	Relocatable Classrooms (# on site currently)	Relocatable Capacity (No. relos x 24 students)	Total Capacity w/Relos	Enrollment as % of Bldg & Relo Cap. (Cap. Util) <i>Red = Proj. over 100%</i>				
				Grade Level K	Mont. K	1	2	3	4	5	Total K-5	VPI	PreK SPED	3&4 Mont	Dual Enrl	Comm Peer Pals (CPP)								PreK Total			
Integration Station	Proj. for 2023-24	Spring Update Adjustments	N/A													0											
		Fall								0	54	0	0	0	54	54											
	Enrollment	2022								0	34	0	2	0	36	36											
		2021								0	31	0	2	0	33	33											
		2020								0	26	0	3	0	29	29											
Dual Enrollees																											
Speech																											
@Fleet	Enrollment											9		9	9												
@Discovery												8		8	8												
@Drew													8		8	8											

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2021

DRAFT Middle School Capacity Planning for Next School Year

School	Projections and Enrollment by Year		Grade			Total	Permanent Capacity	Enrollment as % of Permanent Capacity (Cap. Util) Red = Proj. over 100%	Relocatable Classrooms (# currently on site)	Relocatable Cap. (No. of relos x 24 students)	Total Capacity w/Relos	Enrollment as % of Bldg & Relo Cap. (Cap. Util) Red = Proj. over 100%
			6	7	8							
MIDDLE SCHOOL TOTAL	Proj. for 2023-24	Spring Update Adjustments	84	86	82	305						
		Fall	2,024	1,915	1,931	5,870	6,333	93%	16	384	6,717	87%
	Enrollment	2022	1,901	1,922	1,987	5,810	6,333	92%	12	288	6,621	88%
		2021	1,922	1,964	1,969	5,855						
	2020	2,026	2,005	2,032	6,063							
Dorothy Hamm	Proj. for 2023-24	Spring Update Adjustments				26						
		Fall	283	262	301	846	1,000	85%	0	0	1,000	85%
	Enrollment	2022	259	286	308	853	1,000	85%	0	0	1,000	85%
		2021	278	293	289	860						
	2020	301	282	233	816							
Gunston	Proj. for 2023-24	Spring Update Adjustments				0						
		Fall	393	342	326	1,061	992	107%	6	144	1,136	93%
	Enrollment	2022	370	359	343	1,072	992	108%	6	144	1,136	94%
		2021	362	356	387	1,105						
	2020	403	403	348	1,154							
Jefferson	Proj. for 2023-24	Spring Update Adjustments				0						
		Fall	331	366	367	1,064	1,086	98%	0	0	1,086	98%
	Enrollment	2022	348	344	320	1,012	1,086	93%	0	0	1,086	93%
		2021	303	275	271	849						
	2020	292	297	390	979							
Kenmore	Proj. for 2023-24	Spring Update Adjustments				15						
		Fall	315	287	318	920	1,045	88%	2	48	1,093	84%
	Enrollment	2022	292	315	345	952	1,045	91%	0	0	1,045	91%
		2021	314	326	300	940						
	2020	351	318	324	993							
							<p>. Welcome Center will offer up to 35 neighborhood transfers w/out transportation . priority will be given to students who reside in the Gunston boundary. . Spring update to projections will estimate the no. of transfers based on prior year trends, no more than 26 students added to D. Hamm projections.</p>					
							<p>. Welcome Center will offer up to 30 neighborhood transfers w/out transportation . priority will be given to students who reside in the Gunston boundary. . Spring update to projections will estimate the no. of transfers based on prior year trends, no more than 15 students added to Kenmore projections.</p>					

DRAFT Middle School Capacity Planning for Next School Year

School	Projections and Enrollment by Year		Grade			Total	Permanent Capacity	Enrollment as % of Permanent Capacity (Cap. Util) Red = Proj. over 100%	Relocatable Classrooms (# currently on site)	Relocatable Cap. (No. of relos x 24 students)	Total Capacity w/Relos	Enrollment as % of Bldg & Relo Cap. (Cap. Util) Red = Proj. over 100%
			6	7	8							
Swanson	Proj. for 2023-24	Spring Update Adjustments				0						
		Fall	336	323	276	935	948	99%	6	144	1,092	86%
	Enrollment	2022	293	276	317	886	948	93%	6	144	1,092	81%
		2021	276	311	301	888						
	2020	327	320	329	976							
Williamsburg	Proj. for 2023-24	Spring Update Adjustments				12						
		Fall	277	251	258	786	997	79%	2	48	1,045	75%
	Enrollment	2022	255	259	267	781	997	78%	0	0	997	78%
		2021	257	254	278	789						
	2020	270	302	325	897							
Virtual Learning Program	Proj. for 2023-24					0	N/A					
		Fall (VLP in school)	0	0	0	0	N/A					
	Enrollment	2021	52	65	60	177	N/A					
The Heights Building						Past enrollment and capacity utilization is addressed on the Heights Building worksheet						
H-B Woodlawn Total	Proj. for 2023-24	Spring Update Adjustments	84	86	82	252	H-B Woodlawn and Shriver are colocated in The Heights, and both programs serve middle and high school students, so there is a separate page addressing capacity utilization of The Heights.					
		Fall	85	81	81	247	H-B Woodlawn's enrollment includes the following groups of students:					
	Enrollment	2022	80	80	83	243	. those who enter via the lottery, and					
		2021	79	82	80	241	. HILT (English Learners) who enter APS through the year.					
	2020	78	80	82	240	Enrollment assumes H-B Woodlawn has a full HILT program, regardless of when new HILT students enroll. The ensures that qualified staff are in place as the start of the year, supporting existing students, and prepared to support the new students.						
E. Shriver	Proj. for 2023-24	Spring Update Adjustments				0						
		Fall	4	3	4	11						
	Enrollment	2022	4	3	4	11						
		2021	1	2	3	6						
	2020	4	3	1	8							

Secondary Program for Students with Autism phasing out. The last class was the Grade 8 group.

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The Heights Building Capacity Planning for Next School Year

School	Projections and Enrollment by Year		Grade			M.S. Total	Grade				H.S. Total	Total Gr.6-12	M.S. Total	H.S. Total	Building Capacity			Enrollment as % of Bldg & Relo Cap. (Cap. Util) Red = Proj. over 100%	Relocatable Capacity	Total Capacity w/Existing Relos 2019-20	Enrollment as % of Bldg & Relo Cap. 2019-20	2019-20 Adj. Cap. Util. in w/Relo
			6	7	8		9	10	11	12					Total	Middle School	High School					
The Heights Building Total	Projections and Enrollment by Year	Spring Update Adjustments	88	89	86	263	118	119	119	139	495	758	263	495	775	265	510	98%				
		Fall	89	84	85	258	115	118	120	129	482	740	258	482	775	265	510	95%	0	775	95%	95%
	Enrollment	2022	84	83	87	254	116	126	112	133	487	741	254	487	775	265	510	96%	0			
		2021	80	84	83	247	113	111	114	126	464	711	247	464	775	265	510	92%	0			
		2020	82	83	83	248	109	131	120	118	478	726	248	478	775	265	510	94%	0			
H-B Woodlawn TOTAL	Proj. for 2023-24	Spring Update Adjustments	84	86	82	252	116	118	116	122	472	724	252	472								
		Fall	85	81	81	247	113	117	117	112	459	706	247	459								
	Enrollment	2022	80	80	83	243	113	125	109	115	462	705	243	462								
		2021	79	82	80	241	112	110	109	115	446	687	241	446								
HBW Lottery (includes twins)	Lottery for 2023-24	Spring Update Adjustments	78	80	82	240	95	98	92	98	383	623	240	383								
	Enrollment	2022	78	80	83	241	100	91	98	91	380	621	241	380								
		2021	79	82	82	243	92	99	90	91	372	615	243	372								
		2020	78	80	78	236	104	92	93	87	376	612	236	376								
HBW Special Programs	Programs for 2023-24	Spring Update Adjustments	6	6	0	12	21	20	24	24	89	101	12	89								
	Enrollment	2022	2	0	0	2	13	34	11	24	82	84	2	82								
		2021	0	0	0	0	24	15	21	24	84	84	0	84								
		2020	0	0	4	4	2	31	20	20	73	77	4	73								
E. Shriver	Proj. for 2023-24	Spring Update Adjustments				0					0	0	0	0								
		Fall	4	3	4	11	2	1	3	17	23	34	11	23								
	Enrollment	2022	4	3	4	11	3	1	3	18	25	36	11	25								
		2021	1	2	3	6	1	1	5	11	18	24	6	18								
	2020	4	3	1	8	3	8	7	11	29	37	8	29									

Secondary Program for Students with Autism phasing out. The last class was the Grade 8 group.
H.S. HILT students (English Learners) enter through the year. In 2022-23 the program expanded to add M.S. students, starting in grade 6.

All Arlington Public Schools (APS) budget and operations decisions are based on the best information available at the time. Staff and community members are reminded that funding forecasts from Arlington County and the state may change, based on many external factors. Similarly, student enrollment and projections are based on the best available information, but are also subject to change due to employment, housing and other economic factors. For these reasons, APS and the Arlington School Board may adjust future budget allocations, staffing and other operations decisions to reflect the existing community and operating landscape.

2021 enrollment does NOT include VLP, projections for Fall 2022 include all VLP students in their school of attendance.

DRAFT High School Capacity Planning for Next School Year

School	Projections and Enrollment by Year		Grade				Grade 9-12 Total	Adults	Permanent Capacity	Enrollment as % of Permanent Capacity (Cap. Util) Red = Proj. over 100%	Relocatable Classrooms	Relocatable Capacity	Total Capacity w/ Relos	Enrollment as % of Bldg & Relo Cap. (Cap. Util) Red = Proj. over 100%
			9	10	11	12								
HIGH SCHOOL TOTAL	Proj. for 2023-24	Spring Update Adjustments	116	118	116	122	472							
		Fall	2,095	2,101	2,167	1,976	8,339							
	Enrollment	2022	2,047	2,144	1,878	2,077	8,146	103	8,810	95%	20	480	9,290	90%
		2021	2,096	1,867	2,023	1,896	7,882	120	8,210	99%	24	576	8,786	93%
		2020	1,886	2,032	1,858	1,791	7,567	101						
Arl. Career Center Full-Time students (Does not include CTE students attending other schools)	Proj. for 2023-24	Spring Update Adjustments					0							
		Fall	152	139	132	169	592							
	Enrollment	2022	129	138	124	158	549		950	62%	16	384	1,334	44%
		2021	123	136	117	133	509	10	950	58%	16	384	1,334	41%
		2020	141	133	91	148	513							
Arl. Comm. H.S. Does not account for students age 22 or older in capacity utilization	Proj. for 2023-24	Spring Update Adjustments					0							
		Fall	9	15	24	60	108							
	Enrollment	2022	9	15	24	60	108	101						
		2021	5	3	20	44	72	106						
		2020	1	10	21	45	77	96						
Langston	Proj. for 2023-24	Spring Update Adjustments					0							
		Fall	1	2	14	40	57							
	Enrollment	2022	1	2	14	40	57	2	120	48%	0	0	120	48%
		2021	3	6	28	46	83	1	120	48%	0	0	120	48%
		2020	0	4	27	44	75	5						
New Directions (@Langston)	Proj. for 2023-24	Spring Update Adjustments					0							
		Fall	1	6	6	4	17							
	Enrollment	2022	1	6	6	4	17		30	57%	0	0	30	57%
		2021	2	3	5	6	16		30	57%	0	0	30	57%
		2020	0	3	3	10	16							
Wakefield	Proj. for 2023-24	Spring Update Adjustments					0							
		Fall	608	577	640	543	2,368							
	Enrollment	2022	608	674	577	505	2,364		2,203	107%	4	96	2,299	103%
		2021	671	571	515	484	2,241		2,203	107%	4	96	2,299	103%
		2020	616	560	528	452	2,156							

Note: Enrollment and projections do NOT account for part-time CTE students and World Language (German, French, ASL, Spanish) students attending other schools.
 . Welcome Center will offer up to 150 Arlington Tech seats (130 at Gr9, 20 at Gr10)
 . The projections already include ACC programs so no adjustment are needed in the spring update.

Note on Projections: Grade 9-12 students are shown, projections do not include adults.
 Note on Staffing: ACHS will continue to be staffed like previous years using the information in finance.
 Note on Capacity: As of right now, we do not have capacity information for ACHS temporary home for 2023-24, the new space at 4420 Fairfax Dr. This will be updated once the information is available.

. Welcome Center will offer up to 15 AP Network seats at Gr9.
 . The projections already include AP Network so no adjustment are needed in the spring update.

DRAFT High School Capacity Planning for Next School Year

School	Projections and Enrollment by Year		Grade				Grade 9-12 Total	Adults	Permanent Capacity	Enrollment as % of Permanent Capacity (Cap. Util) Red = Proj. over 100%	Relocatable Classrooms	Relocatable Capacity	Total Capacity w/ Relos	Enrollment as % of Bldg & Relo Cap. (Cap. Util) Red = Proj. over 100%
			9	10	11	12								
Washington-Liberty	Proj. for 2023-24	Spring Update Adjustments					50	2,645						
		Fall	671	711	660	553	2,595							
	Enrollment	2022	651	610	537	573	2,371		2,808	92%	0	0	2,808	92%
		2021	570	504	569	531	2,174		2,208	107%	4	96	2,304	103%
		2020	495	588	562	460	2,105		. Welcome Center will offer up to . 95 IB seats. . 50 neighborhood transfers; Priority will be given to Wakefield students and they can access transportation via a hub stop. . The projections already include IB Network. . Spring update to projections will estimate the no. of seats based on past year trends, no more than 50 students will be added to Washington-Liberty's projections.					
Yorktown	Proj. for 2023-24	Spring Update Adjustments					10							
		Fall	538	533	571	478	2,120		2,189	97%	0	0	2,189	97%
	Enrollment	2022	532	573	484	604	2,193		2,189	100%	0	0	2,189	100%
		2021	562	489	606	489	2,146		. Welcome Center will offer up to 30 neighborhood transfers. . Priority will be given Wakefield students. . Spring update to projections will estimate the no. of seats based on past year trends, no more than 10 students added to Yorktown's projections.					
		2020	524	603	506	514	2,147		N/A					
Virtual Learning Program	Proj. for 2022-23	Fall (VLP in school)	0	0	0	0	0		N/A					
		Enrollment	2021	47	44	49	37	177		N/A				
	2020	47	44	49	37	177		N/A						
The Heights Building	2019 10-Year Proj.	115	118	120	129	0		Past enrollment and capacity utilization is addressed on the Heights Building worksheet						
H-B Woodlawn Total	Proj. for 2023-24	Spring Update Adjustments	116	118	116	122	472		H-B Woodlawn and Shriver are colocated in The Heights, and both programs serve middle and high school students, so there is a separate page addressing capacity utilization of The Heights.					
		Fall	113	117	117	112	459		H-B Woodlawn's enrollment includes the following groups of students: . those who enter via the lottery, and . HILT (English Learners) who enter APS through the year.					
	Enrollment	2022	113	125	109	115	462		Enrollment assumes H-B Woodlawn has a full HILT program, regardless of when new HILT students enroll. The ensures that qualified staff are in place as the start of the year, supporting existing students, and prepared to support the new students.					
		2021	112	110	109	115	446							
		2020	106	123	113	107	449							
Shriver Program	Proj. for 2023-24	Spring Update Adjustments												
		Fall	2	1	3	17	23							
	Enrollment	2022	3	1	3	18	25							
		2021	1	1	5	11	18	3						
2020	3	8	7	11	29									

H.S. HILT students (English Learners) enter through the year

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For these reasons, APS and the Arlington School Board may adjust future budget allocations, staffing and other operations decisions to reflect the existing community and operating landscape.

2021 enrollment does NOT include VLP, projections for Fall 2022 include all VLP students in their school of attendance.

Appendix B

Transition Activities for Students in County-wide Pre-K Programs

Goal: Prepare students, parents, and staff for the transition by sharing information, providing opportunities and experiences to familiarize students and families with new environment, and identifying supports in place for all stakeholders.

Proposed School Year 2023-2024 program changes:

- Detailed list

For Early Childhood Office staff

- Work with Principals at schools
- Work with impacted families

For the sending staff: **NOT NEEDED FOR 1-YEAR VPI STUDENTS, ONLY IF MOVING MIPA OR CPP**

- Pre-K principals at the current school will prepare lists of students for the receiving school(s).
- Involve the students in creating a brief “portfolio” (or similar) with basic information; interests, likes/dislikes, etc.; a “good day plan;” special considerations, etc.
- Create Social Stories or other narratives to prepare students for their new school experience and to preview expectations for the transition.

For receiving staff: **NOT NEEDED FOR 1-YEAR VPI STUDENTS, ONLY IF MOVING MIPA OR CPP**

- Principals at receiving schools will work with staff to create the “fact sheet” about their school to be shared with parents.
- Provide a “fact sheet” for the new schools with an overview of the school, contact information for key people/organizations to be provided to families going to a new school.
- Staff will review lists of students provided by the sending schools and work with school principals to monitor transportation and scheduling needs.
- For new school administrators: arrange visits to meet with staff at current locations, review IEP’s, master schedules, address questions.
- For new school staff who are not within the program: have OSE administrators attend staff meeting(s) to respond to questions; OSE coordinate with school regarding professional development needs; consider needs of para-professionals, library, “extra’s” teachers, Extended Day, etc.

For the parents: **NOT NEEDED FOR 1-YEAR VPI STUDENTS, ONLY IF MOVING MIPA OR CPP**

- Update contact and address information in Parent Vue, and to review Health or other alerts in Synergy.
- Sign up for School Talk at the new school.
- Fill out info sheet for their child(ren), to be included in the “portfolio.”
- Parents may request transition IEP meetings at their discretion.

Appendix F:
Results of APS Initiatives Addressing
Enrollment and Building Utilization



Arlington
Public
Schools

Results of APS Initiatives Addressing Enrollment and Building Utilization

Planning & Evaluation | June 2023

In September 2017, a reorganization moved planning functions from the Department of Facilities & Operations to the Department of Planning & Evaluation. This study shows the results of planning initiatives addressing enrollment and building utilization beginning in Fall 2017. The tables include neighborhood elementary, middle school, and high school capacities from 2016-17 to 2022-23 for schools involved in a boundary process. For the purposes of this study, the following capacity utilization ranges were applied: a school overcapacity (106% and above) = yellow, a full school (95% to 105%) = green, and a school with available space (94% or less) = blue.

Elementary School Boundaries and Moves

Fall 2018 Elementary School Boundary Change for 2019-20

Source: Engage web page www.apsva.us/engage/elementary-school-boundary-change/

[Policy B-2.1 Boundaries](#) directs the superintendent to determine if boundary changes are needed based on five conditions including the opening of a new school building. In 2018, APS was preparing to open a new school building next to Jefferson Middle School. Its location just blocks from another neighborhood school provided the opportunity to relocate the Montessori option program into its own building as the Montessori Public School of Arlington. Effective September 2019, APS would relocate:

- Patrick Henry Elementary (renamed Alice West Fleet) to the new building next to Jefferson Middle School
- The Montessori program from within Drew into its own facility in the Patrick Henry building (renamed Montessori Public School of Arlington, MPSA)

The stated rationale in the Getting Started presentation¹ for boundary changes was

- Create attendance zone for schools opening in 2019
 - Fleet Elementary School
 - Drew Elementary School as a full neighborhood school as the Montessori program was moved.
- Balance enrollment across nearby schools: Abingdon, Fleet (Henry), Barcroft, Drew, Hoffman-Boston, Long Branch, Oakridge, and Randolph.

¹Getting Started Community Meeting: The Fall 2018 Elementary School Boundary Process (To Take Effect September 2019), September 26, 2018, www.apsva.us/wp-content/uploads/2018/09/Sept.-26-Getting-Started-Community-Mtg-Presentation.pdf

Table 1. Neighborhood PreK to Grade 5 Capacity Utilization from 2016-17 to 2022-23 for schools in the 2018 Elementary Boundary Process

Sept. 30	Abingdon	Fleet	Barcroft	Drew	Hoffman-Boston	Long Branch	Oakridge	Randolph	Total
2016	107%	134%	98%	101%	91%	105%	121%	94%	106%
2017	91%*	144%	94%	103%	93%	111%	120%	97%	107%
2018	94%	139%	95%	101%	96%	111%	118%	95%	106%
2019	104%	85%**	98%	66%	92%	98%	92%	95%	91%
2020	100%	82%	92%	64%	87%	84%	84%	92%	85%
2021 Pandemic/ virtual	95%	75%	94%	64%	98%	73%	89%	85%	84%
2022	99%	80%	104%	69%	100%	75%	100%	85%	89%

Note: School overcapacity (106% and above) = yellow, full school (95% to 105%) = green, and school with available space (94% or less) = blue.

*Abingdon addition opened

** Henry moved to Fleet

The 2018 boundary process succeeded in meeting some objectives by:

- Updating the attendance zone for Fleet and Drew elementary schools
- Enrollment was balanced in 2019 as shown in Table 1:
 - From 2018 to 2019, capacity at Fleet went from 139% in Patrick Henry to 85% when it opened in the new facility.
 - In general, enrollment was more balanced across the other elementary schools involved in the boundary changes from 2018 to 2019. Enrollment remained relatively flat for Barcroft, Hoffman-Boston, and Randolph.
 - Boundary changes were also effective in mitigating growth for Oakridge and Long Branch, where capacity dropped by 26 and 13 points, respectively, below 100%.
 - Note, the virtual learning environment 2020-21 disrupted APS enrollment patterns and is not included in this assessment of the 2018 boundary changes.

The 2018 boundary process failed to meet initial proposal and some objectives:

- The initial proposal had some data errors which required revisions to the proposal and delayed the timeline. At the Getting Started meeting², participants identified an error in the data for

² Getting Started Community Meeting: The Fall 2018 Elementary School Boundary Process (To Take Effect September 2019), September 26, 2018, www.apsva.us/wp-content/uploads/2018/09/Sept.-26-Getting-Started-Community-Mtg-Presentation.pdf

their planning unit. Planning staff had to spend several weeks correcting the data and reworking the proposal for the What We Heard Community Meeting³.

- APS recommended a boundary adjustment between Abingdon and Drew in 2018 (effective 2019-20) and made the same recommendation in 2022 (effective 2022-23) but neither initiative has been adopted.
- Abingdon experienced high enrollment in 2019 (104%) when boundaries stayed the same after the community pushed back on a proposed boundary change.
- Drew enrollment remains low (66% in 2019). Two proposals to redraw boundaries between Drew and Abingdon did not pass and other schools adjacent to Drew were not projected to need relief.
- During the 2018 process Abingdon families raised concerns over APS's data.
 - The school had recently undergone a renovation, adding capacity for 136 students.
 - The student estimates from proposed future developments were based on Fall 2017 student generation rate (SGR) factors. The data initially shared with the community were based on the Fall 2017 SGR, including student estimates for Columbia Hills Apartments. The estimates for Columbia Hills Apartments were revised upwards (more estimated students) when updated 2018 SGR factors were developed for Committed Affordable Units (CAFs) and applied.
- Preplanning for this process initially proposed changes to the ASFS attendance zone to allow students in the planning units adjacent to ASFS to attend the school in their neighborhood. The ASFS building sat west of its attendance zone, and there was no school to its east in the fastest growing corridor in the county. Staff requested to scale back on the scope of the 2018 boundary process to
 - Focus on South Arlington where Fleet was opening, and
 - Address ASFS in 2020 as preparations were underway for the opening of the school at the Reed property.

Operational adjustments:

Going forward, APS has reviewed planning unit data with input from the community in advance of proposing new boundaries to ensure that data used is accurate and transparent. This helps ensure that the final data reflects what the community knows about their neighborhood, is accurate, complete, and ready for use in adjusting boundaries across neighborhood elementary schools.

2020 Elementary School Boundary Process

Source: Engage web page <https://www.apsva.us/engage/engage-past-initiatives-2020-21/>

The stated rationale for the 2020 boundary process was to draw a new attendance zone around the new school at Reed, and to relieve crowding at ASFS. The projected surplus of seats in the area near Reed

³ <https://www.apsva.us/post/oct-12-engage-updates-what-we-heard-community-meeting-oct-10-work-session-available-online/> "What We Heard" Community Meeting: The Fall 2018 Elementary School Boundary Process (To Take Effect September 2019), October 17, 2018, <https://www.apsva.us/wp-content/uploads/2018/10/Oct-17-What-We-Heard-Community-Mtg-Presentation.pdf>

presented additional challenges and opportunities to consider in advance of the Fall 2020 boundary process to balance neighborhood school enrollment in the Rosslyn-Ballston corridor. APS initially explored countywide solutions to use all elementary schools to full capacity given the imbalance between where elementary school students live and the available neighborhood seats across the County⁴. This resulted in a three-step process detailed below.

1. School moves
2. Spring 2020 Planning Unit review
3. Fall 2020 Boundary process

1. School Moves (vote Feb. 2020)

Source: Engage web page www.apsva.us/engage/planning-for-2020-elementary-school-boundary-process/

Ultimately, staff advanced proposal 1, impacting fewer schools with the intention of revisiting elementary boundaries again in Fall 2021. The [proposal](#), which the School Board adopted, would:

- keep more McKinley students together (40% of McKinley students live in Reed walk zone);
- allow about 100 more students, including siblings, to enroll in ATS from its waitlist;
- place Immersion in a central location; and
- create neighborhood seats in high-growth Rosslyn area.
- If adopted, then the following was expected in the 2020 boundary process:
 - More than 2,400 or about 23% of all neighborhood elementary school students would be reassigned to another school
 - About 18% of elementary neighborhood school students who live in a walk zone would become eligible for a bus
 - Two countywide option schools would be moved

The 2020 school moves process and boundary changes succeeded in meeting the following objectives:

- Most of McKinley moved together to the Cardinal building, except for students in Planning Units 14100, 14101, 14110 who moved to Ashlawn.
- ATS moved into a bigger building and enrollment increased by 79 students, from 589 September 2019 to 668 September 2022.
- Escuela Key opened in former ATS facility, in a central location at the crossroad of Wilson and George Mason Boulevard, and 92% of the immersion students remained with the program as it moved to its new location.
- The former Key building is now Innovation, a neighborhood school in the high-growth Rosslyn area, putting a neighborhood school within the boundaries that were previously for ASFS.
- The demand for buses was not increased in this process. A future report will provide this information.

2. Spring 2020 Planning Unit (PU) Data Review

Source: Engage web page <https://www.apsva.us/engage/data-review-for-fall-2020-boundary-process/>

With the lessons learned in the 2018 elementary process, in Spring 2020, APS invited community members to review PU data that would be used in the Fall 2020 Elementary School Boundary Process.

⁴ Elementary School Planning, October 2019 <https://www.apsva.us/wp-content/uploads/2019/10/Oct.-30-Fall-Ambassador-Mtg-ES-Plans-for-2021-Slides.pdf>

PUs are the geographic building blocks APS uses to establish school attendance zones. This review of data by PU helped ensure that the final data reflects what the community knows about their neighborhood is accurate, complete, and ready for use in adjusting boundaries across neighborhood elementary schools in the fall. The PU data also sought the community's feedback on future residential development assumptions.

In addition, PU projections, assumptions, and methodology approaches were shared with the community for their input. Note that the PU projections were produced in early 2020 and used September 30, 2019 student information and trends. As such, the PU projections were not informed by the COVID Pandemic, an event that subsequently impacted APS enrollment.

This data review seeks to prepare APS for the Fall 2020 boundary process as follows:

- Be transparent in sharing PU data with the community as the first step in preparing for this boundary process.
- Conduct a careful and critical examination with stakeholders of the PU data that will be used in this boundary process.
- Review input received and ensure data is accurate, complete, and ready to use for boundary adjustments.
- Publish the final Planning Unit data in August 2020 that will be used in the fall boundary process.

In 2020, APS introduced the data review process ahead of developing boundary scenarios, providing more time for the community to focus exclusively on the data that will be used during the boundary adjustment process in the fall. Community members provided input to staff based on their knowledge of their neighborhoods. In addition, staff reviewed data and received input from representatives of 12 APS advisory committees and community leaders brought together during the Spring Data Review process. Community input came from virtual open office hours, community online information sessions, and virtual discussions with APS advisory committees and community leader representatives, as well as a community questionnaire that was provided online and in paper in multiple languages.

After reviewing community input from the virtual meetings, questionnaire responses and Engage email, staff did the following:

- Added more information resources to the Data Review Engage webpage
- Applied a methodology approach for kindergarten projections
- Extended projections to include one additional year to 2024
- Worked with Arlington County staff to review and verify questions and make some adjustments to data on housing developments
- Shared input on walkability, walk zones, and transportation with APS Director of Multimodal Transportation
- Reviewed views and questions about the upcoming boundary process

3. Fall 2020 Elementary Boundary Process

Source: Engage web page <https://www.apsva.us/engage/fall2020elementaryboundaries/>

[Policy B-2.1 Boundaries](#) directs the superintendent to determine if boundary changes are needed based on five conditions including the opening of a new school and when a school building's projected

enrollment is expected to be significantly over capacity across the projections. In 2019, APS was preparing to open a new neighborhood elementary school at the Reed site (now Cardinal) in Fall 2021. The 2020 boundary process was initially planned to address all neighborhood elementary schools. Due to the pandemic, the scope was narrowed to keep PU reassignments to a minimum.

Objectives were to:

- create attendance zones for 2021 opening of Innovation, new neighborhood elementary school at Key site and
- place ASFS in its attendance zone.

The School Board motion⁵ gave direction to conduct a Countywide elementary boundary process in Fall 2022. In Spring 2022, the School Board voted again. By Fall 2022, the enrollment lowered by the pandemic in 2022, the board decided a boundary process was no longer required.

Table 2. Neighborhood PreK to Grade 5 Capacity Utilization from 2016-17 to 2022-23 for schools in the 2020 Elementary Boundary Process

Sept. 30	ASFS	Ashlawn	ATS (option)	Drew	Innovation	Key (option)	McKinley (now Cardinal)	Total
2016	120%	97%	115%	101%	N/A	108%	106%	108%
2017	123%	101%	116%	103%		113%	117%	112%
2018	124%	114%	121%	101%		111%	117%	114%
2019	130%	107%	127%	66%		108%	115%	109%
2020	117%	89%	133%	64%		107%	100%	101%
2021 Pandemic/ virtual	79%	77%	96%	64%	61%	132%	89%	86%
2022	99%	81%	98%	69%	72%	133%	96%	92%

Note: School overcapacity (106% and above) = yellow, full school (95% to 105%) = green, and school with available space (94% or less) = blue.

The 2020 boundary process succeeded in meeting some objectives by:

- Creating a new attendance zone around Innovation and placing ASFS in its attendance zone
- Creating a new attendance zone around the new school at Reed (now Cardinal).
- Boundary changes provided some relief to overcrowding at ASFS, reducing capacity utilization from 117% in 2020 to 99% in 2022 (Table 2).
- Placing ATS in the larger McKinley building allowed the program to enroll almost 100 more students. The waitlist for ATS in the school year 2018-19 numbered 1,112 students. Following

⁵ Elementary School Boundary Motion, December 3, 2020, <https://www.apsva.us/wp-content/uploads/2020/12/2020-12-01-ES-Boundaries-Motion-for-Dec-3-FINAL.pdf>

this process, enrollment no longer exceeded capacity, dropping utilization from 133% in 2020 to 98% in 2022.

- Adjusting boundaries also helped balance neighborhood school enrollment at Ashlawn (from 89% to 81%) and Cardinal (from 100% to 96%) during this same period.

Additional goals

- Keeping together as many students in each school community as possible, and
- Keeping as many students as possible walking to ES in their neighborhood schools.
- Placing ASFS within its attendance boundary
- Relieving demand for neighborhood seats in Rosslyn and Courthouse
- Allowing approximately 100 more students, including siblings to enroll in ATS from the waitlist

The 2020 boundary process failed because it did not provide enough enrollment relief to ASFS and Innovation. It was not filled as projected because:

- Approximately 92% of Key students did move with the program. Feedback during the school 2020 process led APS to believe that more families would choose to stay at their neighborhood school than ultimately did.
 - Of the 49 students who did not continue with Immersion in the new location, more than 20 moved away from Arlington and represented normal attrition.
- Rising grade 5 students at ASFS were grandfathered at ASFS. Only 40 grade 5 students, or about half the expected number, attended Innovation in grade 5 the first year.
- Space was left for Innovation to fill as new construction is completed in-boundary

Operational adjustments:

- In a follow up to the 2020 boundary process, a limited number of targeted transfers were offered to students in planning units walkable to Cardinal from Tuckahoe and Glebe.
- APS used online presentations to ensure that interested community members would all have access to the same information.
- ASFS will maintain the relocatable classrooms until boundaries can offer enrollment relief.
- Escuela Key enrollment will be reduced through incoming lottery cohort reductions from six to four kindergarten classes.

Middle School Boundaries

Fall 2017 Middle School Boundary Change for 2019-20

Source: Engage web page www.apsva.us/engage/middle-school-boundary-change/

[Policy B-2.1 Boundaries](#) directs the superintendent to determine if boundary changes are needed based on five conditions including the opening of a new school building.

The stated rationale in the Getting Started presentation⁶ for boundary changes included creating a boundary for a new school, balancing enrollment, and relieving crowding at some schools. In 2017, APS was preparing to open a new neighborhood middle school, Hamm, at the Stratford site in September 2019. The new attendance zone was intended to balance enrollment across nearby schools: Gunston, Jefferson, Kenmore, Swanson, and Williamsburg.

Table 3. Neighborhood Middle School Capacity Utilization from 2016-17 to 2022-23 for schools in the 2017 Middle School Boundary Process

	Hamm		Gunston	Jefferson	Kenmore	Swanson	Williamsburg	Total	
	With addition	Without addition						With Hamm addition	Without Hamm addition
2016	N/A		102%	88%	91%	124%	122%	105%	
2017	N/A		99%	96%	87%	129%	126%	107%	
2018	N/A		103%	105%	92%	132%	133%	113%	
2019	74%*	95%*	113%	100%	94%	103%	97%	97%*	100%*
2020	82%*	105%*	116%	90%	95%	103%	90%	96%*	99%*
2021 Pandemic/ virtual	86%		111%	78%	90%	94%	79%	90%	
2022	85%		108%	93%	91%	93%	78%	92%	

Note: School overcapacity (106% and above) = yellow, full school (95% to 105%) = green, and school with available space (94% or less) = blue.

*The addition with capacity for 225 more students at Dorothy Hamm was originally scheduled for completion for the start of the 2019-20 school year. There were construction delays and the addition was completed in fall of 2021, expanding the school's capacity to support 1,000 students.

⁶ Middle School Boundary Changes: Getting Started Meeting, October 2 and 4, 2017, www.apsva.us/wp-content/uploads/2017/09/Final-October-2-MS-boundaries-getting-started-presentation.pdf

At the time of the boundary process (2017), both Swanson and Williamsburg each had more than 20 relocatable classrooms⁷ to help manage enrollment, capacity utilization at both schools projecting to exceed 130% in 2018.

The 2017 boundary process succeeded in meeting some objectives:

- By creating a boundary for Hamm M.S.
- Table 3 shows capacity utilization in 2019-20 was balanced at Jefferson, Kenmore, Swanson, and Williamsburg with capacity utilization ranging from 94% to 103%.
- The virtual learning environment 2020-21 disrupted APS enrollment patterns and is not included in the assessment of the 2017 boundary changes.

The 2017 boundary process failed to meet some objectives:

- In December 2018 when meeting with M.S. principals on the EMP (Annual Update), we learned enrollment in Synergy varied from projections.
 - Gunston would open in 2019-20 with more students than the schools' capacity at 113% utilization.
 - In 2019, Hamm would open with fewer students than its completed capacity at 95% utilization.
 - Analysis of this error showed that enrollment projections did not account for how students in option programs articulated to programs located within neighborhood schools. During the boundary process, Gunston's neighborhood boundary was accounted for, Immersion and Montessori students residing outside the boundary were not captured accurately.
 - In summer 2019, six relocatables⁸ were installed at Gunston to manage enrollment.
- As shown in Table 3,
 - Gunston's enrollment has exceeded its capacity every year since the boundaries went into effect in fall 2019.
 - Hamm utilization rate was high in 2020 (105%) due to a two-year delayed opening of the addition from weather-related construction delays. No relocatable classrooms were placed at Hamm with the imminent opening of capacity with the addition.
 - Hamm's capacity utilization was brought down starting in 2021 (86%) after opening the addition. However, enrollment at Hamm remains low overall due to the mistake in projecting options program students in the boundary process.

Operational adjustments:

- Enrollment projections were overhauled to accurately reflect trends and lotteries used by neighborhood schools, options schools, and neighborhood schools with options programs going forward.

⁷ A Plan for Managing Growing Enrollment in APS, March 6, 2018, <https://www.apsva.us/wp-content/uploads/2018/03/AFSAP-Decision-Points-FINAL-03-06-19.pdf>

⁸ Facilities Optimization Study, School Year 2020-2021, https://www.apsva.us/wp-content/uploads/2020/12/Optimization_Study_SY20_21_Final_rs.pdf

- New O&T policy provided for an Annual Update (now EMP) in either 2017 or 2018 which outlines management tools used to balance enrollment.
- A process was planned to refine middle school boundaries, correcting the 2017 mistake.
 - The policy includes the consideration for Stability when proposing new boundaries. Stability pertains to minimizing the number of times that boundary changes affect an individual student who has continued to reside in a particular attendance area, and minimizing the number of students moved to a different school, within a school level, while achieving the objective of the boundary change
 - New boundaries would apply in 2022, the first year when all cohorts from the prior boundary change would be in high school.

Fall 2021 Middle School Boundary Change for 2022-23

Source: Engage web page www.apsva.us/engage/fall-2021-boundary-process/

[Policy B-2.1 Boundaries](#) directs the superintendent to determine if boundary changes are needed based on five conditions including when a school building's projected enrollment is expected to be significantly over capacity across the projections. In 2021, during the pandemic, enrollment was down across all schools. There were limitations to estimating enrollment since projections are based on historical trends, and there was no precedent for estimating enrollment during a pandemic.

After consulting with M.S. principals, the planned boundary corrections were scaled back.

The stated rationale for boundary changes presented at Community Meeting #1⁹ was to bring enrollment at Gunston to more manageable levels for 2022-23 by utilizing the available capacity at Jefferson. Gunston was the only middle school in 2021-22 where enrollment exceeded the permanent building capacity.

Limited in scope, refinements to boundaries focused on schools where enrollment currently exceeded capacity and/or enrollment was at or exceeded capacity for the prior two school years, and a nearby school has capacity to accommodate additional students.

Because this boundary adjustment came on the heels of pandemic disruptions for students, the Superintendent recommended grandfathering rising grades 7 and 8 so that they could remain at Gunston through completion of middle school. This meant that the enrollment relief would be incrementally achieved over three years.

⁹ Fall 2021 Boundary Processes: Gunston and Jefferson, Wakefield and Washington-Liberty Virtual Community Meeting, October 16, 2021, www.apsva.us/wp-content/uploads/2021/10/2021_October_Secondary_Boundary_Process-Virtual-Community-Meeting-FINAL.pdf

Table 3. Neighborhood Middle School Capacity Utilization from 2016-17 to 2022-23 for schools in the 2017 Middle School Boundary Process

	Hamm		Gunston	Jefferson	Kenmore	Swanson	Williamsburg	Total	
	With addition	Without addition						With Hamm addition	Without Hamm addition
2016	N/A		102%	88%	91%	124%	122%	105%	
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2018	N/A		103%	105%	92%	132%	133%	113%	
2019	74%*	95%*	113%	100%	94%	103%	97%	97%*	100%*
2020	82%*	105%*	116%	90%	95%	103%	90%	96%*	99%*
2021 Pandemic/ virtual	86%		111%	78%	90%	94%	79%	90%	
2022	85%		108%	93%	91%	93%	78%	92%	

Note: School overcapacity (106% and above) = yellow, full school (95% to 105%) = green, and school with available space (94% or less) = blue.

*The addition with capacity for 225 more students at Dorothy Hamm was originally scheduled for completion for the start of the 2019-20 school year. There were construction delays and the addition was completed in Fall of 2021, expanding the school’s capacity to support 1000 students.

Despite these challenges, the 2021 boundary process succeeded in meeting the following objectives:

- The process was limited in scope to Gunston and Jefferson.
- The limited scope allowed new boundaries to apply as students enrolled in middle school, and existing middle school students could remain at their schools.
- Table 3 shows capacity utilization in the first year (2022) under these boundary adjustments moving towards 100% at both schools, most notably for Jefferson.
 - Capacity utilization increased by 15 points from 78% in 2021 to 93% in 2022 at Jefferson.
 - At Gunston, capacity utilization decreased from 111% to 108% during the same period and is managed through the use of relocatable classrooms.
- The planning units moved in the 2021 process will not be reassigned again in the fall 2023 M.S. boundary process.

The 2021 boundary process failed to meet some objectives:

- Enrollment at Gunston remains and is projected to remain over capacity in 2024-25 even with boundary changes.

Operational adjustments

- APS has implemented middle school neighborhood transfers with preferences for Gunston students to amplify the movement of students into neighboring middle schools with capacity in 2021, 2022, and 2023.

- The application of the boundary change only to rising grade six students results in a three-year incremental reduction in enrollment.
- In February 2023, APS launched the Home Address Confirmation Process (HACP) to verify the home address of fifth and eighth grade students in preparation for the 2023-24 school year. This new process will allow APS to maintain accurate student records and to comply with Virginia law and our admissions policy.
 - In the past, APS has conducted home address checks as necessary, but this process ensures address checks occur consistently for all students at major school transition points.
 - APS is now requiring current fifth and eighth grade families to resubmit or update the home address documents they initially provided during registration. The deadline to submit these documents was March 15, 2023.
 - On May 26, 2023, it was reported that 42 students and their siblings were withdrawn from Gunston.

High School Boundaries

2017-18 1300 Seats Siting Process

Source: Engage web page <https://www.apsva.us/instruction/new-high-school/>

Policy B-2.1 Boundaries directs the superintendent to determine if boundary changes are needed based on five conditions including the opening of a new school and when a school building's projected enrollment is expected to be significantly over capacity across the projections.

APS was planning for growth based on 10-year projections. Projections showed a need for at least 1,300 more high school seats by 2022. Several sites were under consideration: Kenmore, Career Center, Education Center. Upon analysis of the three sites, on June 30, 2017, the Superintendent proposed a hybrid of Education Center and Career Center sites. The School Board voted to create 500-600 new high school seats at the Education Center and 700-800 new high school seats on the Career Center campus.

The rationale¹⁰ for the hybrid option was that it:

- Uses land currently owned by APS
- Allows for the opportunity to provide innovative and dynamic instructional programs
- Provides for further consideration of a fourth comprehensive high school in future years while adding seats when needed
- Scores at a higher rate than the other options when considering the factors assessed
- Uses two of the three sites originally proposed
- Allows future additions at both sites

The process succeeded in meeting some of the following objectives:

- Washington-Liberty's Annex opened in 2022, expanding the school's capacity by 600 to 2,800 seats
- The new and modernized ACC facility would bring improvements for both existing ACC students and new students due to the expanded capacity.
- This project was delayed due to several processes and is now on track to open in December 2025.
- Community input was part of the evaluation process
- The Department of Planning & Evaluation managed the community engagement process for the second BLPC/PFRC process for the ACC project, after the first one came in significantly over cost.
- The ACC project is on track to open in a brand new facility by December 2025.

Fall 2021 High School Boundary Change for 2022-23

Source: Engage web page <https://www.apsva.us/engage/fall-2021-boundary-process/>

[Policy B-2.1 Boundaries](#) directs the superintendent to determine if boundary changes are needed based on five conditions including when a school building's projected enrollment is expected to be significantly over capacity across the projections. In 2021, during the pandemic, enrollment was down across all schools. There were limitations to estimating enrollment since projections are based on historical

¹⁰ Update on 1300+ High School Seats, June 15, 2017, <https://www.apsva.us/wp-content/uploads/2016/11/June-15-Announcement-Slides-for-HS-Options-FINAL-Rev.pdf>

trends, and there was no precedent for estimating enrollment during a pandemic. After consulting with High School principals, the planned boundary corrections were scaled back.

The stated rationale for boundary changes presented at Community Meeting #1¹¹ was to bring enrollment at Wakefield to more manageable levels for 2022-23 by utilizing the available capacity at W-L. Wakefield was the only high school in 2021-22 where enrollment exceeded the permanent building capacity. During the pandemic, we consulted with High School principals, and the planned boundary adjustments were scaled back.

Limited in scope, refinements to boundaries focused on schools where enrollment currently exceeded capacity and/or enrollment was at or exceeded capacity for the prior two school years, and a nearby school has capacity to accommodate additional students.

Because this boundary adjustment came on the heels of pandemic disruptions for students, the Superintendent recommended grandfathering rising grades 10-12 so that they could remain at Wakefield through completion of high school. This meant that the enrollment relief would be incrementally achieved over four years.

¹¹ Fall 2021 Boundary Processes: Gunston and Jefferson, Wakefield and Washington-Liberty Virtual Community Meeting, October 16, 2021, www.apsva.us/wp-content/uploads/2021/10/2021_October_Secondary_Boundary_Process-Virtual-Community-Meeting-FINAL.pdf

Table 41. Neighborhood High School Capacity Utilization from 2016-17 to 2022-23

Sept. 30	Wakefield (neighborhood/ option)	W-L (neighborhood/ option)	Yorktown	Total
2016	101%	106%	100%	102%
2017	93%	101%	105%	100%
2018	97%	103%	95%	98%
2019	94%	96%	97%	96%
2020	98%	95%	98%	97%
2021 Pandemic/ virtual	102%	77%*	98%	92%
2022	107%	84%	100%	97%

Note: School overcapacity (106% and above) = yellow, full school (95% to 105%) = green, and school with available space (94% or less) = blue.

*Annex was added and included 600 seats at W-L.

The 2021 boundary process succeeded in meeting the following objectives by:

- Updating the attendance zone for schools Wakefield and W-L high schools.
- The limited scope allowed new boundaries to apply as students enrolled in high school, and existing high school students could remain at their schools.
- Table 4 shows progress with managing capacity at W-L, increasing from 77% in 2021 to 84% in 2022, and capacity rates holding steady around 100% at Wakefield High (from 102% to 107%).
- The planning units moved in the 2021 process will not be reassigned again in the Fall 2023 H.S. boundary process.

The 2021 boundary process failed to meet some objectives:

- Enrollment at Wakefield remains and is projected to remain over capacity in 2025-26 even with boundary changes.

Operational adjustments:

- The application of the boundary change only to rising grade nine students results in a four-year incremental reduction in enrollment.
- APS has implemented high school neighborhood transfers with preferences for Wakefield students to accelerate the movement of students into W-L with capacity in the new addition.
- In February 2023, APS launched the Home Address Confirmation Process (HACP) to verify the home address of fifth and eighth grade students in preparation for the 2023-24 school year. This new process will allow APS to maintain accurate student records and to comply with Virginia law and our admissions policy.

- In the past, APS has conducted home address checks as necessary, but this process ensures address checks occur consistently for all students at major school transition points.
- APS is now requiring current fifth and eighth grade families to resubmit or update the home address documents they initially provided during registration. The deadline to submit these documents was March 15, 2023.
- On May 26, 2023, it was reported that 68 students and their siblings were withdrawn from Wakefield.

Appendix G: Option Program Waitlist Tally 2022-23

Elementary School Option Programs

Arlington Traditional School					
Grade	Seats Offered	Number of Applicants	VPI Students Admitted	Siblings	Waitlisted Students
K	92	305	39	37	159
1	1	133		6	123
2	8	97		9	92
3	0	89		11	82
4	4	60		6	52
5	2	23		2	21

Seats Offered: number of seats available at each school and/or program based on the Superintendent's Annual Update to the School Board on enrollment and projections.

Campbell Elementary School					
Grade	Seats Offered	Number of Applicants	VPI Students Admitted	Siblings	Waitlisted Students
K	69	158	41	22	23
1	6	40		2	28
2	5	34		2	25
3	6	17		0	0
4	7	14		0	0
5	5	7		0	0

Montessori Public School of Arlington					
Grade	Seats Offered	Number of Applicants	Satellite Students Admitted	Siblings	Waitlisted Students
1	15	98	13	3	75
2	0	32		0	31
3	0	28		0	26
4	0	33		0	20
5	0	14		0	15

Claremont Immersion					
Grade	Seats Offered	Number of Applicants	VPI Students Admitted	Siblings	Waitlisted Students
K (Spanish)	48	52	11	14	1
K (Non-Spanish)	48	109	6	26	22
1 (Spanish)	0	7		0	7
1 (Non-Spanish)	0	29		0	26
2	0	17		0	16
3	0	10		0	9
4	0	8		0	8
5	0	5		0	5

Key Immersion					
Grade	Seats Offered	Number of Applicants	VPI Students Admitted	Siblings	Waitlisted Students
K (Spanish)	48	63	23	10	6
K (Non-Spanish)	48	113	2	17	36
1 (Spanish)	7	12		1	2
1 (Non-Spanish)	10	22		0	2
2	10	14		0	0
3	1	9		1	0
4	11	12		1	0
5	1	5		0	0

Secondary Option Programs

H-B Woodlawn Grades 6-8

H-B Woodlawn Grade 6		Available Seats: 75	
School/Program Allocation	Seats Offered	Number of Applicants	Students on Waitlists
Abingdon	4	39	24
Alice West Fleet	3	15	12
Arlington Science Focus	3	22	16
ATS	3	72	62
Ashlawn	3	35	29
Barcroft	2	17	15
Barrett	3	8	5
Campbell	2	26	21
Cardinal	4	50	43
Carlin Springs	3	11	8

H-B Woodlawn Grade 6		Available Seats: 75	
School/Program Allocation	Seats Offered	Number of Applicants	Students on Waitlists
Claremont	3	30	24
Discovery	4	18	12
Dr. Charles R. Drew	2	8	4
Glebe	3	35	32
Hoffman-Boston	2	15	9
Jamestown	3	14	11
Escuela Key	4	42	38
Long Branch	2	20	17
MPSA	2	23	20
Nottingham	3	31	28
Oakridge	4	19	13
Randolph	2	8	5
Taylor	3	19	13
Tuckahoe	3	24	20
Resident students not enrolled in APS	1	36	29
Grade 7	0	135	129
Grade 8	0	117	116

Spanish Immersion & Montessori Programs at Gunston Middle School

School/Program	Seats Offered	Number of Applicants	Students on Waitlists
Spanish Immersion Program			
Grade 6 *	0	14	12
Grade 7 *	0	4	2
Grade 8 *	0	1	1
Montessori Program			
Grade 6*	0	26	22
Grade 7*	0	14	12
Grade 8*	0	2	0

High School Option Programs

School/Program	Seats Offered	Number of Applicants	Students on Waitlists
Arlington Tech			
Grade 9	130	352	117
Grade 10	20	18	0
Grade 11	0	0	0
Washington-Liberty IB Program			
Grade 9	80	209	55
Grade 10	5	9	0
Grade 11	10	4	1
AP Network at Wakefield			
Grade 9	15	56	1
Grade 10	0	3	1
Grade 11	0	1	1
Grade 12	0	1	1
Spanish Immersion Program at Wakefield			
Grade 9*	0	9	6
Grade 10*	0	2	2
Grade 11*	0	0	0
Grade 12*	0	1	1

H-B Woodlawn Grades 9-12

H-B Woodlawn Grade 9		Available Seats: 26	
School/Program Allocation	Seats Offered	Number of Applicants	Students on Waitlists
Dorothy Hamm	4	62	40
Gunston	5	44	23
Jefferson	4	46	28
Kenmore	5	37	20
Swanson	4	45	27
Williamsburg	3	43	28
Resident students not enrolled in APS	1	35	26
Grade 10	0	45	40
Grade 11	0	20	18
Grade 12	0	5	4

**Appendix H:
Draft Fall 2023 Middle School
Boundary Recommendation Report**



**Draft Fall 2023 Middle School
Boundary Recommendation Report**
Planning & Evaluation | June 2023

Rationale

This draft recommendation aims to balance capacity utilization across neighborhood middle schools. Maximizing the use of all school facilities is good stewardship of taxpayer funds. Additionally, the draft Fall 2023 middle school recommendation addresses specific alignment issues.

The Pre-CIP Report includes draft recommendations to demonstrate the need for a full boundary process and is not an actual proposal. In October, an updated middle school proposal will have details and refinements.

Some caveats about the data in this appendix:

- Provides context on recommended middle school boundaries using snapshots of K-8 enrollment as of Sept. 20, 2022, not projections, for students in adjusted boundaries
- Provides capacity utilization for recommended middle school boundaries using grade 6-8 projections for SY 2027-28, at the third year of the boundary change, once all remaining grandfathered students transition into high school.
- Assumes in Fall 2025:
 - County-wide Immersion grades 6, 7 & 8 move as whole to Kenmore
 - Two-thirds of Immersion students that live in current Gunston boundary move to Kenmore
 - Boundary changes apply to grade 6 students, students in grades 7 & 8 will be grandfathered

Fall 2023 Full M.S. Boundaries Process for Implementation in 2025-26

The June 2023 Pre-CIP Report provides a draft recommendation for M.S. boundaries that concurrently moves the M.S. Immersion program from Gunston to Kenmore.

Boundary processes are guided by [Policy B-2.1 Boundaries](#), and the M.S. proposal will consider:

1. Efficiency – minimizing future capital and operating costs
For this full boundary process, it is a priority to bring capacity utilization rates across the six schools to similar levels, ensuring that resources are used efficiently, and all middle school students have similar learning environments.
2. Proximity – encouraging the relationship between schools and the community by keeping students close to the schools that they attend so that they can walk safely to school or, if they are eligible for bus service, so that bus ride times are minimized.
For this full boundary process, students will be assigned to a nearby school. To use Williamsburg's capacity, APS must assign some planning units that are in the walk zone to Swanson and D. Hamm to Williamsburg, where they will be eligible for bus transportation.
3. Stability – minimizing the number of times that boundary changes affect an individual student who has continued to reside in a particular attendance area and minimizing the number of students moved to a different school, within a school level, while achieving the objective of the boundary change.
For this full boundary process, the proposal will maintain boundary changes adopted in the Fall 2021 Boundary Process. Students impacted by the 2019 boundary changes are now in high school.

4. Alignment – minimizing separation of small groups of students from their classmates when moving between school levels.

For this full boundary process, alignment for all planning units was reviewed from Elementary School to Middle School and Middle School to High School. The recommendation identifies and reassigns several planning units where small groups of students are currently separated from their classmates.

5. Demographics – promoting demographic diversity.

For this full boundary process, staff will report the proportions of students eligible for free/reduced cost lunch, and other demographic variables.

6. Contiguity – maintaining attendance zones that are contiguous that contains the school to which students are assigned.

For this full boundary process, the proposal will have contiguous boundaries and contains the school to which students are assigned.

The draft recommendation assumes in Fall 2025:

- County-wide Immersion grades 6, 7 & 8 move as whole to Kenmore
- Two-thirds of Immersion students that live in current Gunston boundary move to Kenmore
- Boundary changes apply to grade 6 students, students in grades 7 & 8 will be grandfathered

A proposal for boundary changes will be presented in Fall 2023.

Current Middle School Conditions

Efficiency

Minimizing future capital and operating costs

For this full boundary process, it is a priority to bring capacity utilization rates across the six schools to similar levels, ensuring that resources are used efficiently and all middle school students have similar learning environments.

Capacity utilization represents enrollment or enrollment projections divided by school capacity. APS uses capacity utilization to determine when adjustments are needed to maintain manageable school enrollment levels. If capacity utilization

- Equals 100%, enrollment fits within the building.
- Exceeds 100%, enrollment is greater than the capacity of the building.
- Is less than 100%, then the school has more capacity than students.

Table 1 shows that overall APS has adequate capacity for middle school enrollment, however, capacity utilization rates in 2022-23 range from 78% at Williamsburg to 108% at Gunston. Over the next 5 years, capacity utilization is expected to range from a high of 112% at Gunston to a low of 65% at Williamsburg.

Table 1. Middle School Capacity Utilization¹

Middle Schools	Capacity	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
TOTAL	6,333	92%	93%	93%	94%	93%	91%
D. Hamm	1,000	85%	87%	82%	89%	92%	92%
Gunston	992	108%	106%	109%	111%	112%	112%
Jefferson	1,086	98%	97%	101%	99%	98%	98%
Kenmore	1,045	91%	89%	86%	86%	82%	82%
Swanson	948	93%	97%	105%	105%	97%	97%
Williamsburg	997	78%	79%	75%	71%	65%	65%
H-B Woodlawn	265	96%	99%	100%	102%	102%	102%

APS offers three middle school option programs including H-B Woodlawn, Immersion and Montessori. Gunston has the highest capacity utilization rate today and across the projections. It is the only neighborhood middle school with any option programs.

On Sept. 30, 2022, 413 students attending Gunston were identified as participating in the Immersion or Montessori program. Relocating Immersion from Gunston will reduce the number of students in the school's attendance zone impacted by boundary changes.

Table 2. Middle School Option Program Details

Facility	Option Program	Who can Enter at Grade 6	Sept. 30, 2022 Enrollment and Waitlist
Gunston	Dual Language Immersion Program	<ul style="list-style-type: none"> Students continuing in APS' Immersion program are automatically enrolled. Students new to APS must demonstrate the Spanish language skills needed for entry into the program. 	<ul style="list-style-type: none"> 338* No waitlist
Gunston	Montessori Middle Years Program	<ul style="list-style-type: none"> Students continuing in APS' Montessori program are automatically enrolled. Students new to APS need to meet Montessori experience requirements for acceptance. 	<ul style="list-style-type: none"> 75* No waitlist
The Heights	H-B Woodlawn (Grades 6-8)	<ul style="list-style-type: none"> Students enter via the lottery in grade 5. No prerequisites. 	<ul style="list-style-type: none"> 241* 561 students on waitlist

* Source: [September 30, 2022 Secondary Program Summary](#)

¹ Source: [Projected Capacity Utilization -- School Years 2023-24 to 2032-33](#)

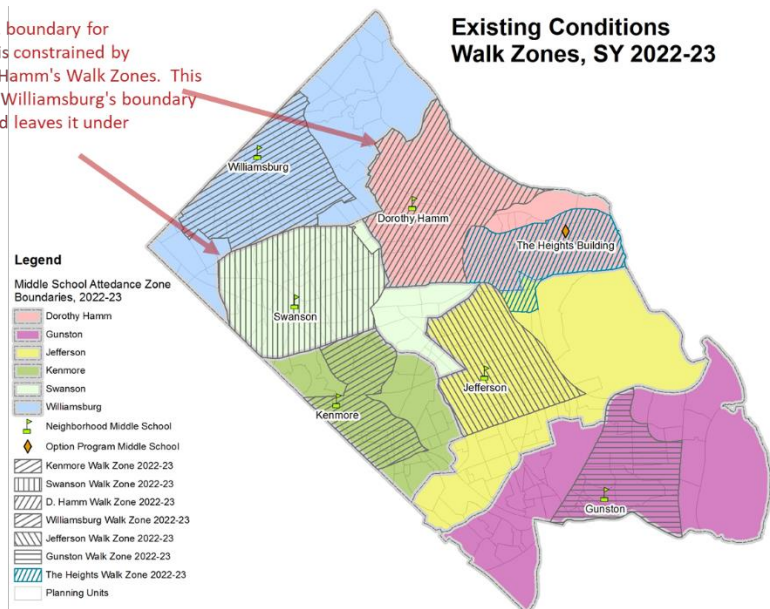
Proximity

Encouraging the relationship between schools and the community by keeping students close to the schools that they attend so that they can walk safely to school or, if they are eligible for bus service, so that bus ride times are minimized.

In the December 2017 School Board vote on M.S. boundaries, D. Hamm and Swanson's walk zones defined the boundaries for Williamsburg. The proximity of the three middle schools means there is a tradeoff in the upcoming boundary process. To use Williamsburg's capacity, APS must reassign walkers to Swanson and/or D. Hamm to Williamsburg, where they would now reside in bus eligible zones transportation based on [E-5.1 PIP-1 General Transportation Services](#).

The Fall 2023 proposal will reassign students from Swanson and D. Hamm to Williamsburg to make better use of the school's capacity.

The 2017 M.S. boundary for Williamsburg is constrained by Swanson and Hamm's Walk Zones. This limits how far Williamsburg's boundary can extend and leaves it under capacity.



Stability

Stability – minimizing the number of times that boundary changes affect an individual student who has continued to reside in a particular attendance area, and minimizing the number of students moved to a different school, within a school level, while achieving the objective of the boundary change.

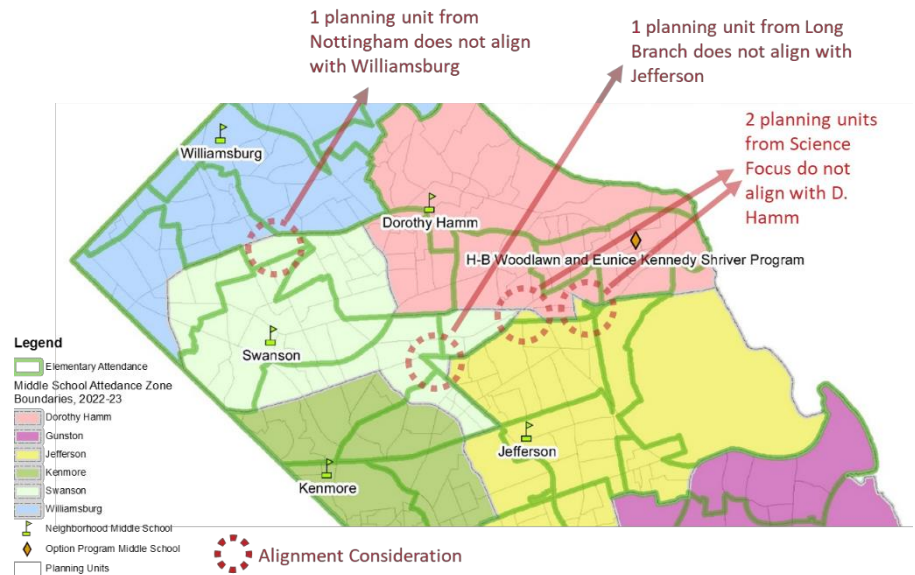
For this full boundary process, the Fall 2023 proposal will maintain boundary changes adopted in the Fall 2021 Boundary Process. Students impacted by the 2019 boundary changes are now in high school.

- The Fall 2021 boundary process
 - Was limited in scope and focused on refinements to boundaries between Gunston where enrollment exceeded capacity for the prior two school years, and Jefferson which had capacity to accommodate additional students.
 - The vote reassigned 5 Planning Units (46140, 48150, 48280, 48281, 48290) from Gunston to Jefferson for the 2022-23 school year.
- All students impacted by the Fall 2017 boundary process are now in high school.

Alignment

Minimizing separation of small groups of students from their classmates when moving between school levels.

For this full boundary process, alignment for all planning units will be reviewed from elementary school to middle school and middle school to high school. The Fall 2023 recommendation will identify planning units with small groups of students currently separated from their classmates and reassign students to move with a larger cohort of their peers.



Demographics

Promoting demographic diversity.

For this full boundary process, staff will report the proportions of students eligible for free/reduced cost lunch, and other demographic variables.

Contiguity

Maintaining attendance zones that are contiguous and contain the school to which students are assigned.

For this full boundary process, the proposal will have contiguous boundaries that contains the school to which students are assigned.

Recommendation Details

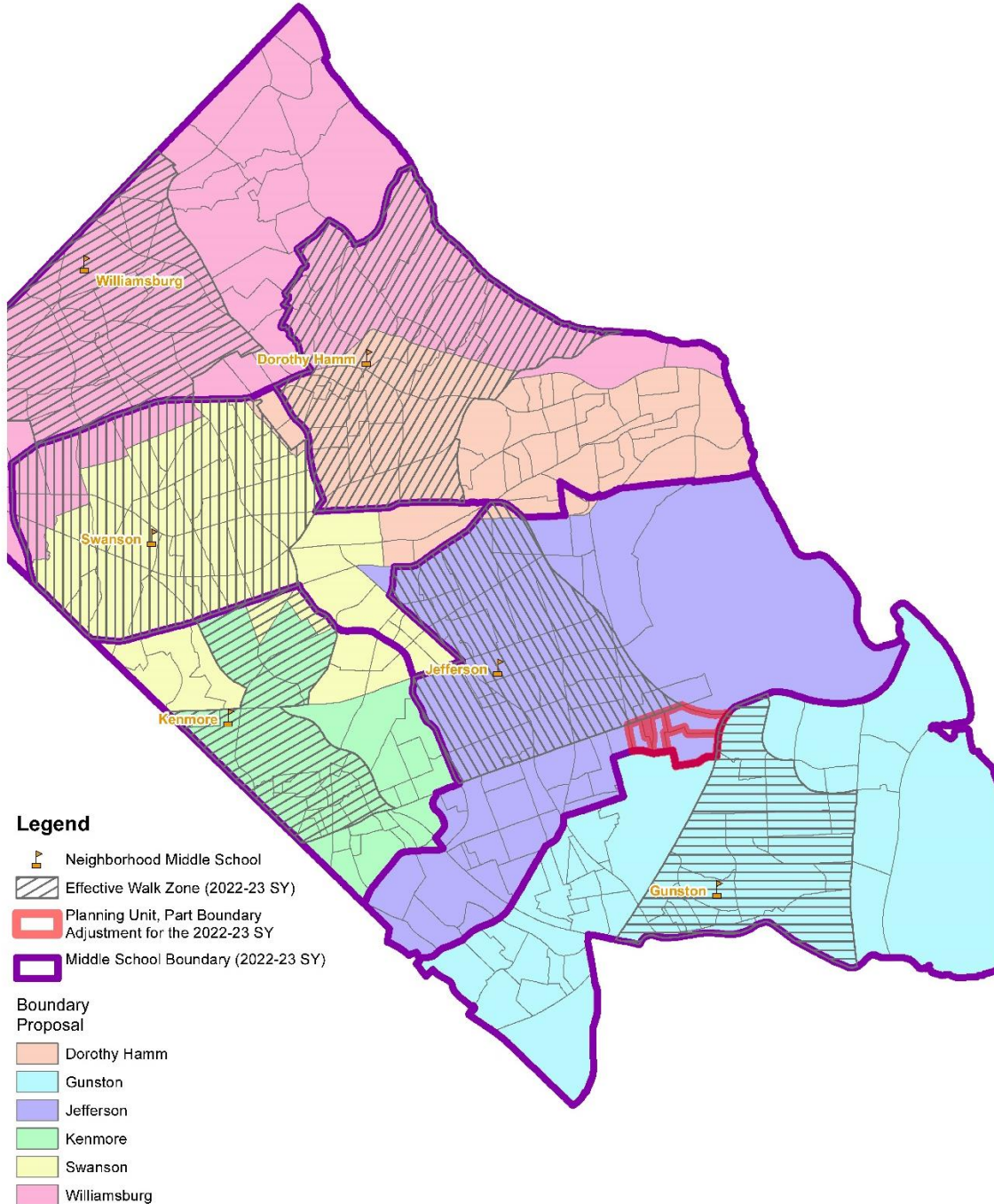
Maps are provided for the draft recommendation and for the comparison with making no change to boundaries. Note that an actual proposal and map (see Map 1) will be provided in Fall 2023 and will incorporate updates to the data based on the planning unit data review feedback collected throughout Summer 2023. The table below highlights the differences between possible boundary scenarios that would begin to be implemented in 2025-26.

Table 3. Comparison of potential middle school boundary scenarios informing the recommendation

	No change	Draft Recommendation	Not recommended Provided for comparison only
	Maintain existing boundaries from 2022-23	Boundary change and Immersion moves from Gunston to Kenmore	Boundary change only
Projected capacity utilization range in 2027-28 <i>By 2027, all three cohorts (Gr 6, 7, 8) will have attended school with adjusted boundaries</i>	<ul style="list-style-type: none"> Low of 65% at Williamsburg High of 112% at Gunston 	<ul style="list-style-type: none"> Low of 86% Gunston High of 95% at Williamsburg 	<ul style="list-style-type: none"> Low of 90% Williamsburg, Kenmore High of 93% at Jefferson, Hamm
No. of planning units with new boundary <i>(347 total planning units)</i>	n/a	About 40 of 347	About 60 of 347
No. K to Grade 8 students in planning unit w/new boundary <i>Snapshot of actual students on 9/30/22, provided for context on current students in adjusted boundaries</i>	n/a	About 1,900 students	About 3,200 students
No. of walkable planning units reassigned to another school and eligible for transportation	n/a	Approx. <ul style="list-style-type: none"> 12 from D. Hamm Walk Zone 6 from Swanson Walk Zone 	Approx. <ul style="list-style-type: none"> 8 from D. Hamm Walk Zone 6 from Swanson Walk Zone
Percentage of Grade 6-8 students who reside in walk zone at all neighborhood schools <i>based on 9/30/22 enrollment</i>	<ul style="list-style-type: none"> 52% 	<ul style="list-style-type: none"> Approx. 50% Increases transportation demand 	<ul style="list-style-type: none"> Approx. 50% Increases transportation demand
Dorothy Hamm	<ul style="list-style-type: none"> 55% 	<ul style="list-style-type: none"> Approx. 40% 	<ul style="list-style-type: none"> Approx. 40%
Swanson	<ul style="list-style-type: none"> 70% 	<ul style="list-style-type: none"> Approx. 60% 	<ul style="list-style-type: none"> Approx. 60%

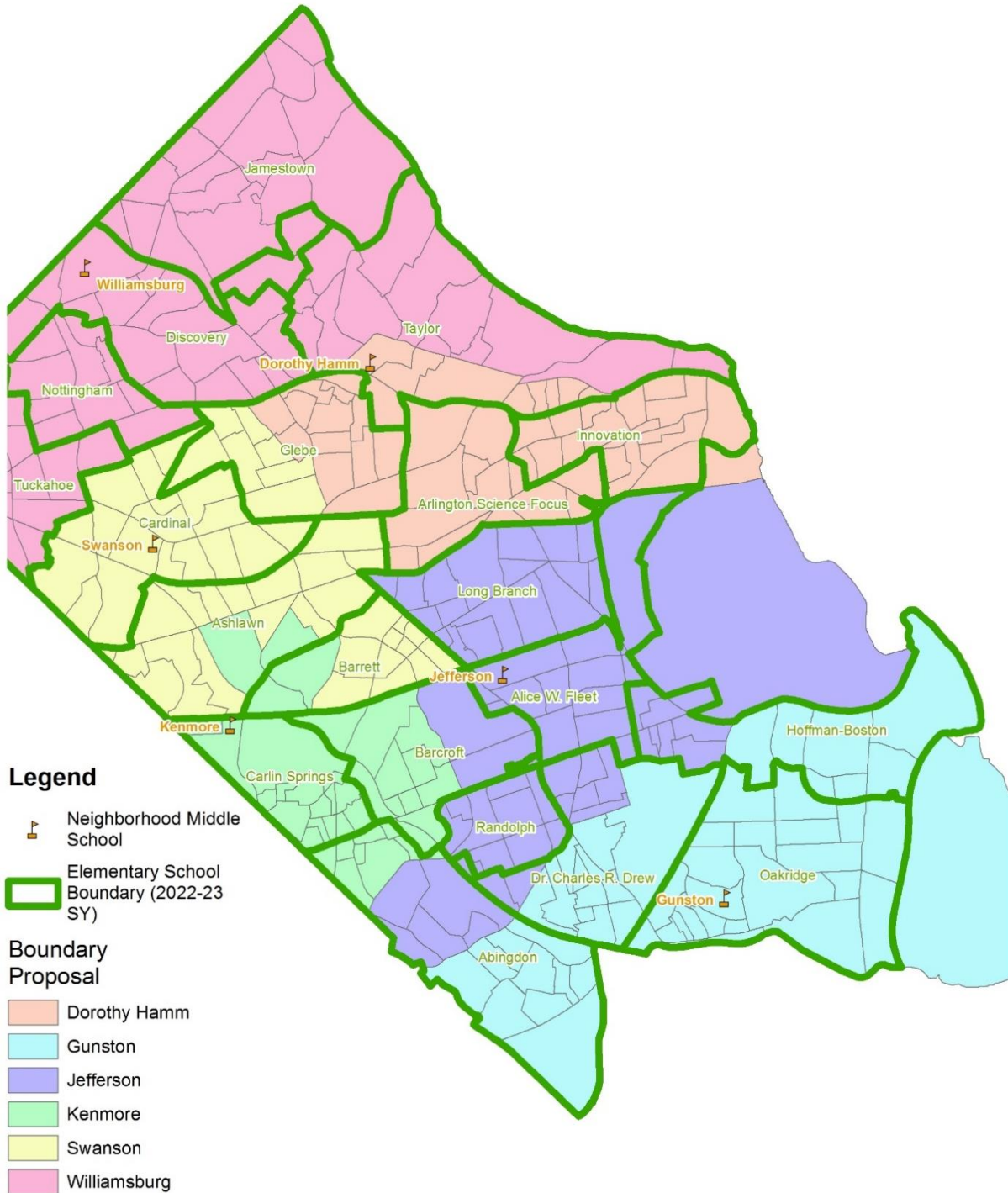
Map 1. Draft for illustration purposes only: Boundary change and MS Immersion program moves from Gunston to Kenmore

The dark lines show the existing 2022-23 boundaries and the shaded background colors show the recommended boundary adjustments that are being considered for the Fall proposal.



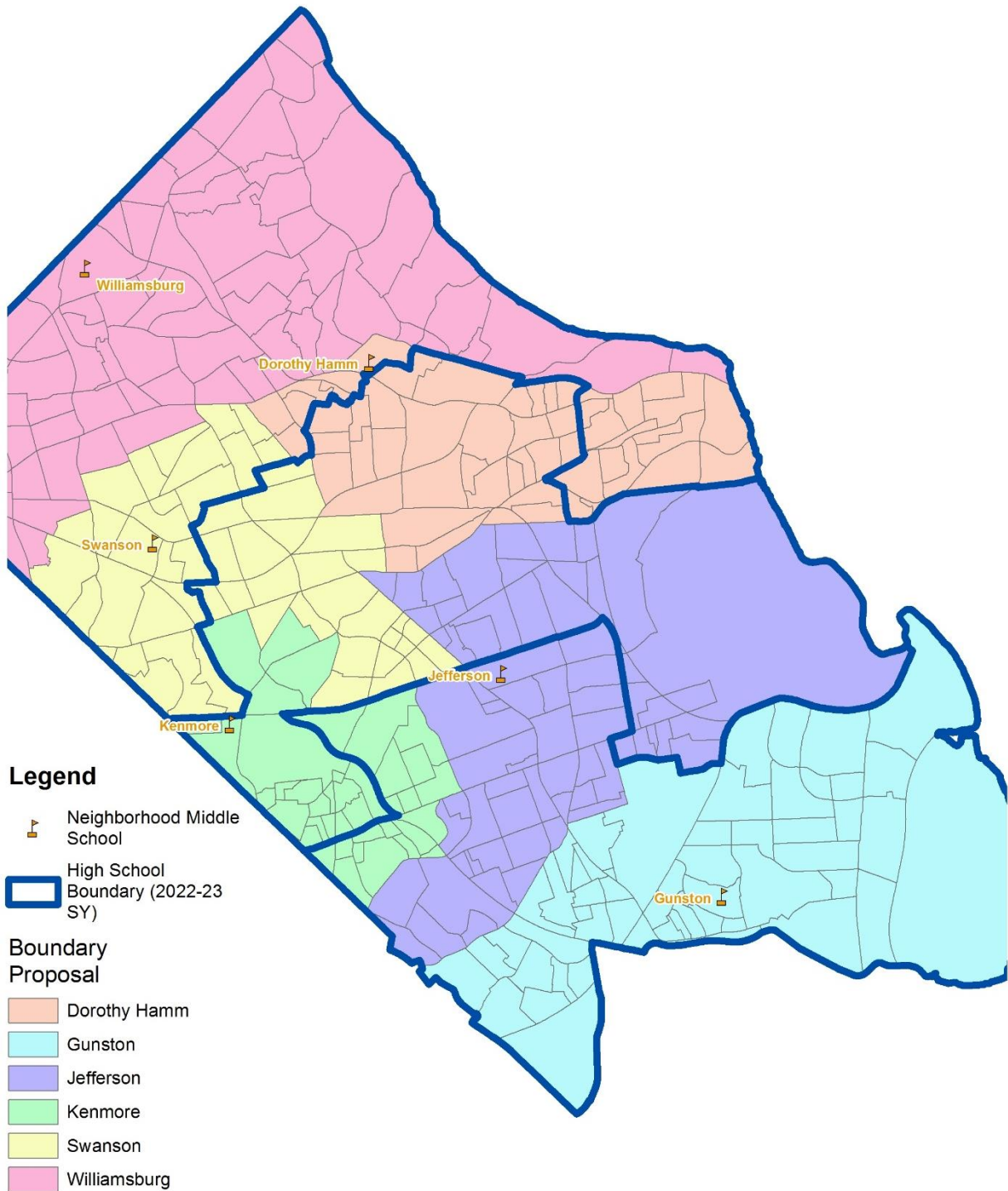
Map 2. Draft for illustration purposes only: Boundary change and MS Immersion program moves from Gunston to Kenmore, and Comparison to 2022-23 School Year, Elementary Boundaries

The dark lines show the existing 2022-23 boundaries and the shaded background colors show the recommended boundary adjustments that are being considered for the Fall proposal.



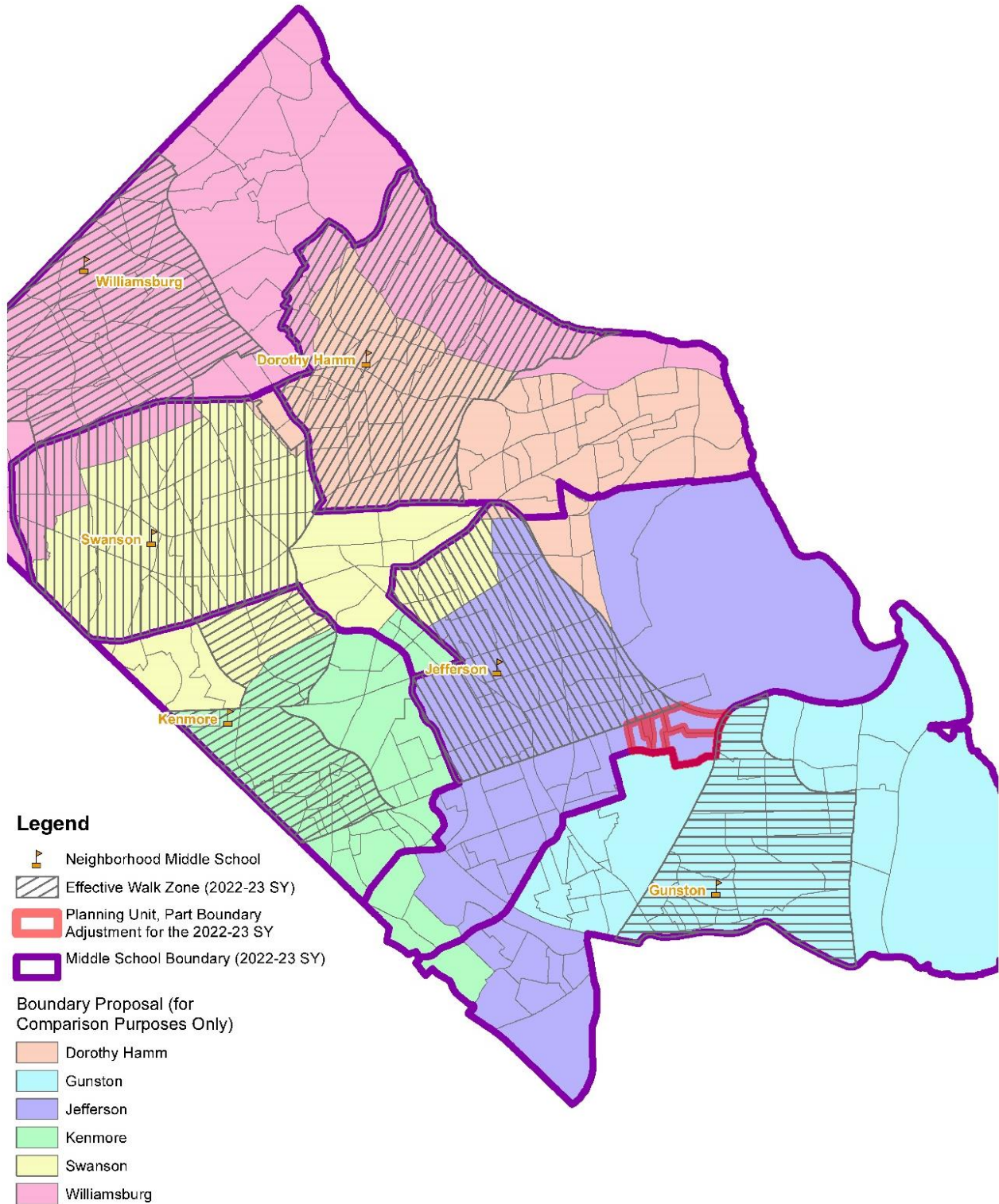
Map 3. Draft for illustration purposes only: Boundary change and MS Immersion program moves from Gunston to Kenmore, and Comparison to 2022-23 School Year, High School Boundaries

The dark lines show the existing 2022-23 boundaries and the shaded background colors show the recommended boundary adjustments that are being considered for the Fall proposal.



Map 4. Draft for illustration purposes only: Boundary Change Only

The dark lines show the existing 2022-23 boundaries and the shaded background colors show the recommended boundary adjustments that are being considered for the Fall proposal.



Middle School Boundary Process 2023-24 Engagement Timeline

Proposed M.S. Boundaries will go into effect for the 2025-26 school year.

Date	Opportunity	Purpose
June 29, 2023	<ul style="list-style-type: none"> • SB Work Session • Publication of 2023 Pre-CIP Report 	<ul style="list-style-type: none"> • Present draft recommendations and information for comparison
Summer 2023	<ul style="list-style-type: none"> • Community Table Sessions <ul style="list-style-type: none"> ○ July 31 (Virtual) ○ August 22 (In person) 	<ul style="list-style-type: none"> • Learn more and ask questions • Provide feedback to staff and/or SB
Aug. 28	<ul style="list-style-type: none"> • First Day of School 	
Sept. 1	<ul style="list-style-type: none"> • Closing date for Feedback Details in the M.S. Boundary Proposal 	
Sept. 26	<ul style="list-style-type: none"> • SB Work Session 	<ul style="list-style-type: none"> • Review recommendation, adjustments based on data review • Review plan for engagement and SB action
October 12	<ul style="list-style-type: none"> • SB Info Item on Supt’s Proposed M.S. Boundaries for 2025-26 	<ul style="list-style-type: none"> • Present refined based on summer feedback
Oct. & Nov. TBD	<ul style="list-style-type: none"> • Community Engagement 	<ul style="list-style-type: none"> • Learn more and ask questions • Provide feedback to staff
Nov. 27	<ul style="list-style-type: none"> • SB Public Hearing on Boundaries 	<ul style="list-style-type: none"> • Provide feedback to SB
Dec. 14	<ul style="list-style-type: none"> • SB Vote on boundaries 	<ul style="list-style-type: none"> • SB Votes on Superintendent’s Proposed M.S. Boundaries for 2025-26

**Appendix I:
Middle School Immersion Program
Transportation Report**



Arlington
Public
Schools

Middle School Immersion Program Analysis

for Planning & Evaluation

Department of Facilities and Operations

School Year 2022-2023

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Proposal:

What is the most suitable location for the middle school immersion program considering program enrollment, facility capacity, transportation choices, and APS Transportation services.

Analysis:

Identify a suitable location for the middle school immersion program, currently located at Gunston Middle School. The analysis focused on five specific criteria:

1. Central Location
2. Available Facility Capacity
3. Hub Stop Maximization
4. Bus Eligibility Status
5. Accessibility to ARLington Transit (ART)
6. Bus Fleet Improvements

We applied a traffic light score card to each criterion. The score measures the change specific to each criterion, positive, negative, or neutral, when the immersion program is moved out of Gunston and into one of the other middle school facilities. The definitions of the scores are as follows:

- Green indicates moving the immersion program will improve the specific criteria over current conditions.
- Yellow indicates moving the immersion program will not change the specific criteria over current conditions, maintaining status quo.
- Red indicates moving the immersion program will worsen the specific criteria over current conditions.

Central Location

Which middle school is most centrally located?

The middle school immersion program is a county wide program that provides transportation to all students residing outside the bus ineligibility zone (no bus zone) for Gunston middle school. For purpose of this report the bus ineligibility zone (no bus zone) will be colloquially referred to as “walk zone (s)”. Student enrollment in the immersion program is voluntary and random which makes transporting students from across the County to Gunston middle school challenging ([Illustration 1](#)). A recent solution employed by Transportation Services was the development and implementation of hub stop locations for use by all students that reside outside of the middle school’s attendance zone. The analysis examines identifying a central location for the county wide program which would reduce student travel times and gain efficiencies in bus transportation routing and bus fleet management.

We calculated the central location based on the distance, measured in miles between the centroid of the County and each middle school ([Illustration 2](#)). Table 1 includes the “as the crow flies” distances, measured in miles for each middle school with the corresponding traffic light score. Table 1 shows Jefferson as the only middle school that is centrally located.

Table 1 Central Location

Middle Schools	Distance from County Centroid (Miles)	Change in Distance from County Centroid	Score
Dorothy Hamm	1.58	-1.16	●
Gunston	2.74	0.00	●
Jefferson	0.65	-2.09	●
Kenmore	1.9	-0.84	●
Swanson	2.07	-0.67	●
Williamsburg	3.31	0.57	●

Score Type	Improvement in Miles over Existing Location
●	1 - 2 mile improvement
●	0 - 1 mile improvement
●	Any additional miles

Dorothy Hamm and Jefferson Middle School are most centrally located in the County. Kenmore and Swanson provide moderate improvements from the County center but not substantial enough to gain advantages in bus transportation services. The [Appendix](#) provides more detailed analysis on this criterion, specifically [Illustrations 1 & 2](#).

Available Capacity

Which middle school(s) have the capacity (seats available) to accommodate the immersion program?

The available capacity for the immersion program is based on the [September 30, 2022 Secondary Program Summary](#). The methodology for available capacity involves two steps:

- 1) Calculate the potential enrollment of students at each middle school by reassigning the immersion students from Gunston middle school.
- 2) Calculate the potential capacity utilization: $\frac{(Potential\ Enrollment)}{(Design\ Capacity)}$ for each middle school

Table 2 Available Capacity Summary

Immersion Program	Potential Capacity Utilization	Changes in Capacity Utilization over Existing Conditions	Visualization Score
Dorothy Hamm	119.1%	11.0%	●
Gunston	108.1%	0.0%	●
Jefferson	124.3%	16.2%	●
Kenmore	123.4%	15.4%	●
Swanson	129.1%	21.0%	●
Williamsburg	112.2%	4.2%	●

None of the middle schools have the capacity to accommodate the current immersion program enrollment of 338 students. Table 2 shows a summary of potential utilization capacities. Moving the program out of Gunston creates greater capacity constraints at a new location for the immersion program. The [Appendix](#) shows the potential capacity utilizations for each the middle school, specifically Tables [3](#), [4](#), [5](#), [6](#), [7](#), & [8](#).

Hub Stop Maximization

What are the impacts to the existing hub stop model if the immersion program is relocated?

Hub stops are located at centralized locations—such as a school, library, or community center—where students from several neighborhoods meet to catch the bus to their school and may be a longer distance from a student’s residence. Not all neighborhoods will have a hub stop; rather stops are placed to be accessed from multiple neighborhoods and directions.

Students benefit when two countywide programs are co-located in one facility because both programs can share hub stops and bus transportation if student enrollment does not constrain facility capacity. Currently, Gunston middle school is the location for the countywide immersion and Montessori programs, and Gunston is the only middle school to offer countywide programs for grades 6-8, see Table 9. The co-location of programs allows the Montessori students to utilize the hub stop system that currently serves the students for the immersion program.

Table 9 Hub Stop Maximization

Middle Schools	Co-Located Countywide Programs	Visualization Score
Dorothy Hamm	No	●
Gunston	Yes	●
Jefferson	No	●
Kenmore	No	●
Swanson	No	●
Williamsburg	No	●

This school year, 24 hub stops provide bus transportation for the immersion program with 17 of the stops available for use by the Montessori program. Additional bus transportation challenges would be imposed if the immersion program is relocated to another facility and the Superintendent decides to provide bus transportation to Montessori students. The current hub stops for Gunston middle school are included in the [Appendix](#), specifically Illustration [3](#) & [4](#).

Bus Eligibility Status

What changes in student bus eligibility status are achieved by relocating the immersion program?

Currently bus transportation services are provided for immersion students attending Gunston middle school. Bus transportation services for the immersion program will continue until the Superintendent indicates otherwise. For purposes of this report, a student’s bus eligibility status for the immersion program can be either:

- 1) Bus Eligible – Any immersion student that resides outside the “walk zone” will receive bus transportation.
- 2) Bus Ineligible – Any immersion student that resides inside the “walk zone” does not receive bus transportation.

The student data used for the bus eligibility analysis consists of average student counts from existing students and potential future students. The datasets are described below.

- 1) Existing student dataset includes the average number of students that have attended the secondary immersion program over the last 5-years, starting in school year 2018-19. Secondary immersion students include students enrolled in grades 6 – 8 at Gunston middle schools.
- 2) Potential future student dataset includes the average number of students that have attended the primary immersion programs over the last 4-years, starting in school year 2018-19. Primary immersion students include students enrolled in grades 1 – 3 at Escuela Key or Claremont elementary schools. Table 10 shows grade progression for students identified in grades 1-3 for SY2018-2021 will advance to grades 6-8 in SY 2023-2026.

Table 10 Potential Student Grade Progression

		Grade Levels												
Projected	School Year 2026-27						12	11	10	9	8	7	6	5
	School Year 2025-26				12	11	10	9	8	7	6	5	4	
	School Year 2024-25			12	11	10	9	8	7	6	5	4	3	
	School Year 2023-24		12	11	10	9	8	7	6	5	4	3	2	
Existing	School Year 2022-23	12	11	10	9	8	7	6	5	4	3	2	1	
	School Year 2021-22	11	10	9	8	7	6	5	4	3	2	1		
	School Year 2020-21	10	9	8	7	6	5	4	3	2	1			
	School Year 2019-20	9	8	7	6	5	4	3	2	1				
	School Year 2018-19	8	7	6	5	4	3	2	1					

Table 11 Bus Eligibility Status – Overall Score

Middle Schools	Change in Bus Eligibility for Existing Student Dataset	Change in Bus Ineligibility for Existing Student Dataset	Consideration for the Existing Student Dataset	Change in Bus Eligibility for Potential Future Student Dataset	Change in Bus Ineligibility for Potential Future Student Dataset	Consideration for the Potential Future Student Dataset	Visualization Score
Dorothy Hamm	2.9%	-2.9%	●	0.6%	-0.6%	●	●
Gunston	0.0%	0.0%	●	0.0%	0.0%	●	●
Jefferson	1.7%	-1.7%	●	-1.4%	1.4%	●	●
Kenmore*	-4.0%	4.0%	●	-1.9%	1.9%	●	●
Swanson	2.8%	-2.8%	●	2.1%	-2.1%	●	●
Williamsburg	5.2%	-5.2%	●	4.7%	-4.7%	●	●

Table 11 shows no transportation efficiencies are improved by relocating the immersion program to a location other than Gunston. The analysis on the bus eligibility status indicates keeping the immersion program at Gunston or relocating to Kenmore or Jefferson could incur similar demands on transportation services. Relocating the program to Dorothy Hamm, Swanson or Williamsburg would cause greater demand for transportation services with Dorothy Hamm incurring the least. Although Kenmore reduces the number of students eligible for bus transportation, the number of students identified as bus ineligible increases. *The overall consideration score was reduced for Kenmore because of the concerns associated with navigating a safe walking route to and from the school along Carlin Springs Road. The [Appendix](#) includes charts and illustrations that show bus eligibility status for each school, specifically Chart [1](#) & [2](#) and Illustrations [5](#), [6](#), [7](#), [8](#), [9](#), & [10](#) for existing students and Charts [3](#) & [4](#) and Illustrations [11](#), [12](#), [13](#), [14](#), [15](#), & [16](#) for potential future students.

Accessibility to ARlington Transit (ART)

Which ART bus routes are available for students if the immersion program was relocated? Are certain ART bus routes more accessible to students enrolled in the immersion program?

Starting August 29, 2022, ART has made all travel for Arlington Public School (APS) students on ART buses free with a registered Student iRide SmarTrip card. Student accessibility to ride ART to and from school provides greater flexibility and options with transportation choices. Capturing the greatest number of students that reside in short walking distances to ART services could help reduce and potentially eliminate APS provided bus transportation for countywide option programs such as immersion or Montessori.

Student data utilized for ART accessibility uses the potential grade progression as shown in [Table 10 - Potential Student Grade Progression](#). The student data is spatially defined as residing in quarter and half mile buffers from the ART bus routes that serve the APS middle school facilities. All middle school facilities have at least one ART bus route in the quarter and half mile buffers except for Swanson middle school.

The final differentiation in the data is identifying students by bus eligibility status. A student that receives transportation to a middle school resides in the attendance boundary and the bus eligibility zone but outside of the “walk zone”. A student without bus service would reside in a middle school attendance boundary and the “walk zone”.

Based on this analysis, Dorothy Hamm has the most ART bus services supporting the facility whereas Swanson has none. Both Jefferson and Kenmore have the highest percentage of potential immersion students for SY 2023-27 that reside in a quarter or half mile of an ART bus route. Although two ART routes support Williamsburg the concentration of students that enroll in the immersion program are few and far between. The [Appendix](#) contains additional details on the data analyzed, specifically Tables [12](#) & [13](#), Chart [5](#), and Illustrations [17](#), [18](#), [19](#), [20](#), [21](#), [22](#), [23](#), & [24](#).

Table 14 The Percent Change in Potential Immersion Students when Compared to Gunston Immersion Students Served by ARlington Transit (ART) Bus Routes

Middle Schools	Change in Students Residing within 1/4 mile of ART Route	Change in Students Residing in Bus Eligibility Zone and within 1/4 mile of ART Route	Change in Students Residing outside Bus Eligibility Zone and within 1/4 mile of ART Route	Consideration for Student's Accessibility to ART within a 1/4 mile	Change in Students Residing within 1/2 mile of ART Route	Change in Students Residing in Bus Eligibility Zone and within 1/2 mile of ART Route	Change in Students Residing outside Bus Eligibility Zone and within 1/2 mile of ART Route	Consideration for Student's Accessibility to ART within a 1/2 mile	Visualization Score
Dorothy Hamm - Route 53	-0.1%	-0.2%	0.1%	●	-3.5%	-3.8%	0.3%	●	●
Dorothy Hamm - Route 55	6.5%	5.7%	0.8%	●	7.5%	7.1%	0.4%	●	●
Dorothy Hamm - Route 62	10.2%	7.4%	2.8%	●	16.9%	15.5%	1.4%	●	●
Gunston - Route 87	0.0%	0.0%	0.0%	●	0.0%	0.0%	0.0%	●	●
Jefferson - Route 41	23.5%	20.9%	2.6%	●	39.9%	38.3%	1.7%	●	●
Kenmore - Route 75	20.9%	15.8%	5.1%	●	28.7%	24.7%	4.0%	●	●
Williamsburg - Route 52	-0.8%	0.3%	-1.1%	●	-3.6%	-0.7%	-2.9%	●	●
Williamsburg - Route 53	-0.1%	0.9%	-1.0%	●	-3.5%	-0.7%	-2.8%	●	●

Table 14 compares potential immersion students in ¼ and ½ mile walking distances between the students currently served by ART at Gunston and every other middle school.

Bus Fleet Improvements

Would the bus fleet increase or decrease if the immersion program is in another middle school?

The analysis for bus fleet improvements only utilized students identified as bus eligible (See Illustrations [5](#), [6](#), [7](#), [8](#), [9](#), & [10](#)). Although middle school bus occupancy at 100% can accommodate 51 students this analysis utilized a 75% occupancy rate for buses or 38 students. Although a lower occupancy rate results in a larger bus fleet the increase in buses and ultimately routes ensures that students will spend less time on the buses and arrive at school on time.

Table 15 Bus Fleet Scenarios – Summary

Middle Schools	Number of Buses Needed to Transport Immersion Students	Change in the Number of Buses Needed to Transport Immersion Students	Visualization Score
Dorothy Hamm	56	2	●
Gunston	54	0	●
Jefferson	54	0	●
Kenmore	53	-1	●
Swanson	54	0	●
Williamsburg	54	0	●

Most middle schools would need 9 additional buses to transport the immersion students with Kenmore as the exception because of the greater number of students that reside outside the bus eligibility zone (Table [16](#)). Relocating the immersion program to Dorothy Hamm could require 2 additional buses to the middle school bus fleet. Relocating the immersion program to Kenmore could eliminate 1 bus from the middle school bus fleet. The [Appendix](#) contains additional information for the bus fleet scenarios, specifically Charts [6](#), [7](#), [8](#), [9](#), [10](#), & [11](#) which provide a visible representation for the number of middle school buses required based on the relocation of the immersion program.

Table 16 Bus Fleet Scenarios for Relocating the Immersion Program at Each Middle School

Middle Schools	Color Match	Total Number of Immersion Students based on 5-Year Average (Grades 6-8)	# of Students Reside in Bus Eligibility Zone	# of Students Reside Walk Zone	Middle School Bus Occupancy at 100%	Immersion based on 100% Bus Occupancy	Middle School Bus Occupancy at 75%	Number of Buses for Immersion based on 75% Bus Occupancy	Total General Education Buses for School Year 2022-23	Total Special Education Buses for School Year 2022-23	Total Buses for School Year 2022-23	# of Buses if Immersion at Dorothy Hamm	# of Buses if Immersion at Gunston	# of Buses if Immersion at Jefferson	# of Buses if Immersion at Kenmore	# of Buses if Immersion at Swanson	# of Buses if Immersion at Williamsburg
Dorothy Hamm		341	330	16	51	7	38	9	6	2	8	17	6	6	6	6	6
Gunston		341	316	26	51	7	38	9	17	2	19	8	17	8	8	8	8
Jefferson		341	321	20	51	7	38	9	9	2	11	9	9	18	9	9	9
Kenmore		341	302	39	51	6	38	8	9	4	13	9	9	9	17	9	9
Swanson		341	325	16	51	7	38	9	6	1	7	6	6	6	6	15	6
Williamsburg		341	333	8	51	7	38	9	7	0	7	7	7	7	7	7	16
TOTAL												56	54	54	53	54	54

Recommendation

The traffic light score card in Table 17 summarizes the considerations of relocating the immersion program to each one of the middle school facilities. Dorothy Hamm, Swanson, and Williamsburg would negatively impact transportation choices and APS Transportation services. No improvements to transportation choices or APS Transportation services are achieved when relocating the immersion program to Jefferson or Kenmore. None of the middle schools have the seats required to maintain a capacity utilization at or below 100%. As result of this analysis, the existence of the immersion program at any of the middle schools does not improve school capacity, transportation choices, or APS Transportation Services.

Table 17 Summary of Analysis

Considerations	Dorothy Hamm	Gunston	Jefferson	Kenmore	Swanson	Williamsburg
Central Location	●	●	●	●	●	●
Available Capacity	●	●	●	●	●	●
Hub Stop Maximization	●	●	●	●	●	●
Bus Eligibility Status	●	●	●	●	●	●
Accessible to ART	●	●	●	●	●	●
Bus Fleet Improvements	●	●	●	●	●	●
SUMMARY	●	●	●	●	●	●

An alternate proposal, to gain moderate improvements in school capacity, transportation choices, or APS Transportation Services would be to split the immersion program between two (2) middle schools. The split model is used to support the immersion program at the elementary level and has been successful. Staff suggests the immersion program and potentially the Montessori program split offerings between Gunston and Dorothy Hamm middle school. The proposed middle school immersion feeder zones would complement the proposal of this report by improving transportation choices and APS Transportation services while relieving capacity at Gunston by shifting some students in the immersion and Montessori program to Dorothy Hamm. The analysis of the proposed immersion feeder zones utilized the existing and potential student datasets, as described earlier in this report. Additionally, a probability layer was included for planning purposes which is created based on the likelihood an immersion student resides in a planning unit over a 4-year and 5-year cycle. The number of students from each of the proposed immersion feeder zones has historically been stable providing opportunity for proper planning (Table 18). The [Appendix](#) provides additional illustrations showing a large number of planning units supporting the proposed immersion feeder zones, specifically Illustrations [25](#) & [26](#).

Table 18 Resident Students Assigned to Proposed Immersion Feeder Zones for School Years 2018 -2022

Immersion Students	Proposed Dorothy Hamm Immersion Feeder Zone		Proposed Gunston Immersion Feeder Zone	
	Student Counts	Percentages	Student Counts	Percentages
School Year 2018-19	156	49%	164	51%
School Year 2019-20	186	53%	162	47%
School Year 2020-21	197	55%	161	45%
School Year 2021-22	180	53%	162	47%
School Year 2022-23	161	48%	177	52%

Appendix

Illustration 1 Number of Immersion Students per Planning Units for School Year 2022-23

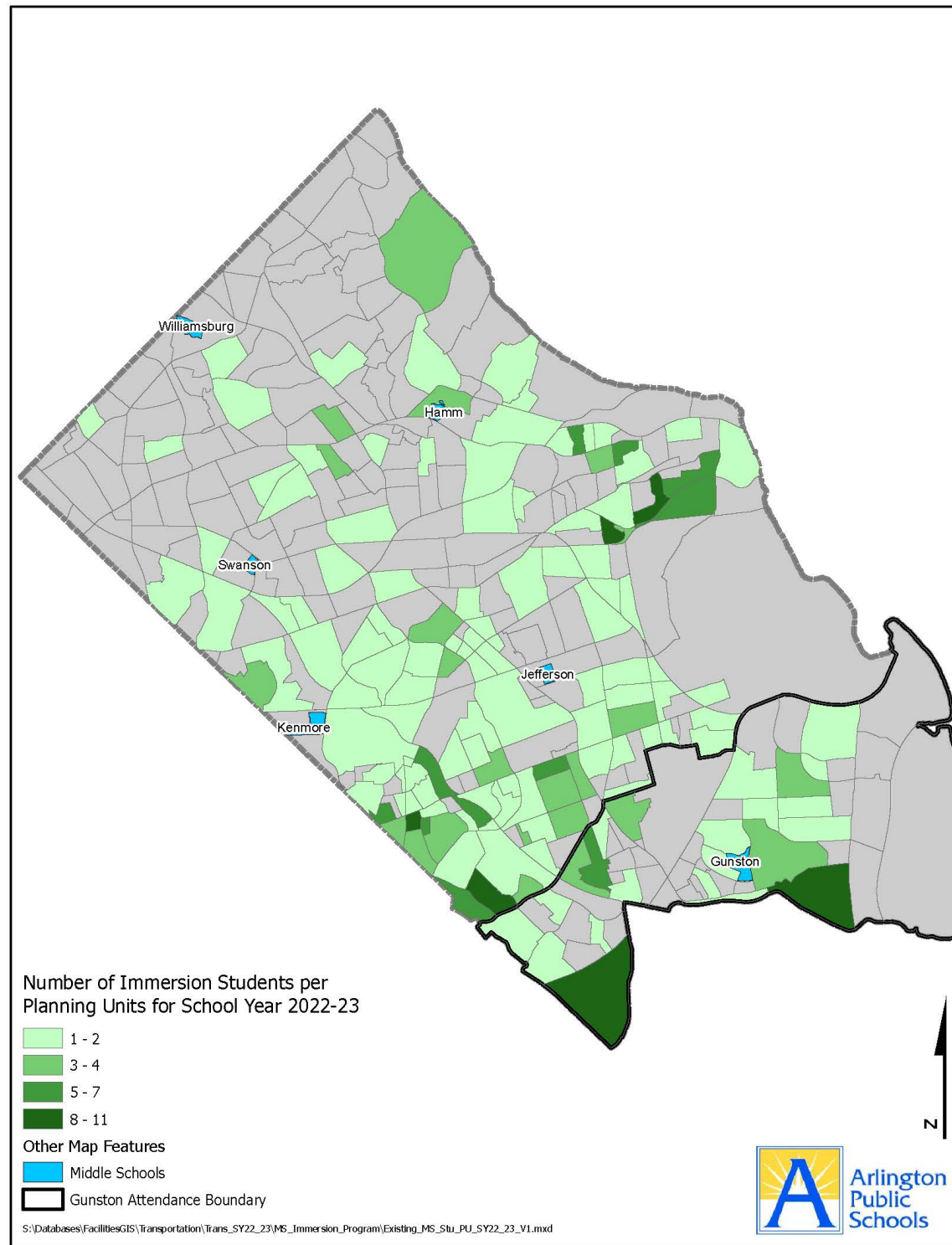


Illustration 2 Distance in Miles from Center of County to Middle Schools

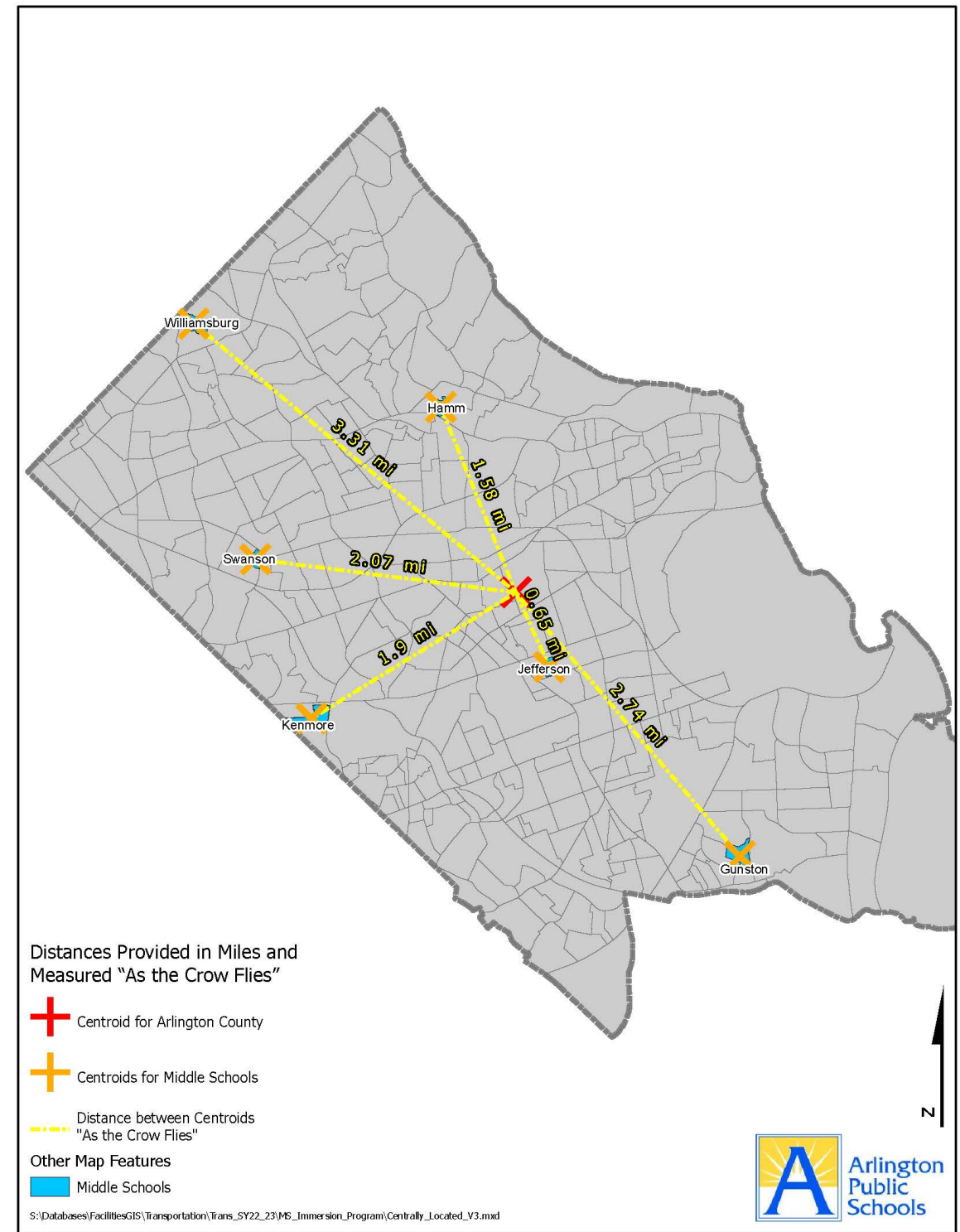


Table 3 Potential Enrollment and Capacity Utilization for the Immersion Program at Dorothy Hamm

Proposed Immersion Program	Design Capacity	Enrollment Sept 30, 2022	Number of Immersion Students	Potential Enrollment	Potential Capacity Utilization
Dorothy Hamm	1,000	853	338	1,191	119.1%
Gunston	992	1,072	-338	734	74.0%
Jefferson	1,086	1,012	0	1,012	93.2%
Kenmore	1,045	952	0	952	91.1%
Swanson	948	886	0	886	93.5%
Williamsburg	997	781	0	781	78.3%

Table 4 Existing Enrollment and Capacity Utilization for Gunston

Existing Immersion Program	Design Capacity	Enrollment Sept 30, 2022	Capacity Utilization SY2022-23
Dorothy Hamm	1,000	853	85.3%
Gunston	992	1,072	108.1%
Jefferson	1,086	1,012	93.2%
Kenmore	1,045	952	91.1%
Swanson	948	886	93.5%
Williamsburg	997	781	78.3%

Table 5 Potential Enrollment and Capacity Utilization for the Immersion Program at Jefferson

Proposed Immersion Program	Design Capacity	Enrollment Sept 30, 2022	Number of Immersion Students	Potential Enrollment	Potential Capacity Utilization
Dorothy Hamm	1,000	853	0	853	85.3%
Gunston	992	1,072	-338	734	74.0%
Jefferson	1,086	1,012	338	1,350	124.3%
Kenmore	1,045	952	0	952	91.1%
Swanson	948	886	0	886	93.5%
Williamsburg	997	781	0	781	78.3%

Table 6 Potential Enrollment and Capacity Utilization for the Immersion Program at Kenmore

Proposed Immersion Program	Design Capacity	Enrollment Sept 30, 2022	Number of Immersion Students	Potential Enrollment	Potential Capacity Utilization
Dorothy Hamm	1,000	853	0	853	85.3%
Gunston	992	1,072	-338	734	74.0%
Jefferson	1,086	1,012	0	1,012	93.2%
Kenmore	1,045	952	338	1,290	123.4%
Swanson	948	886	0	886	93.5%
Williamsburg	997	781	0	781	78.3%

Table 7 Potential Enrollment and Capacity Utilization for the Immersion Program at Swanson

Proposed Immersion Program	Design Capacity	Enrollment Sept 30, 2022	Number of Immersion Students	Potential Enrollment	Potential Capacity Utilization
Dorothy Hamm	1,000	853	0	853	85.3%
Gunston	992	1,072	-338	734	74.0%
Jefferson	1,086	1,012	0	1,012	93.2%
Kenmore	1,045	952	0	952	91.1%
Swanson	948	886	338	1,224	129.1%
Williamsburg	997	781	0	781	78.3%

Table 8 Potential Enrollment and Capacity Utilization for the Immersion Program at Williamsburg

Proposed Immersion Program	Design Capacity	Enrollment Sept 30, 2022	Number of Immersion Students	Potential Enrollment	Potential Capacity Utilization
Dorothy Hamm	1,000	853	0	853	85.3%
Gunston	992	1,072	-338	734	74.0%
Jefferson	1,086	1,012	0	1,012	93.2%
Kenmore	1,045	952	0	952	91.1%
Swanson	948	886	0	886	93.5%
Williamsburg	997	781	338	1,119	112.2%

Illustration 3 Number of Immersion Students per Planning Units for School Year 2022-23 with Hub Stop Locations

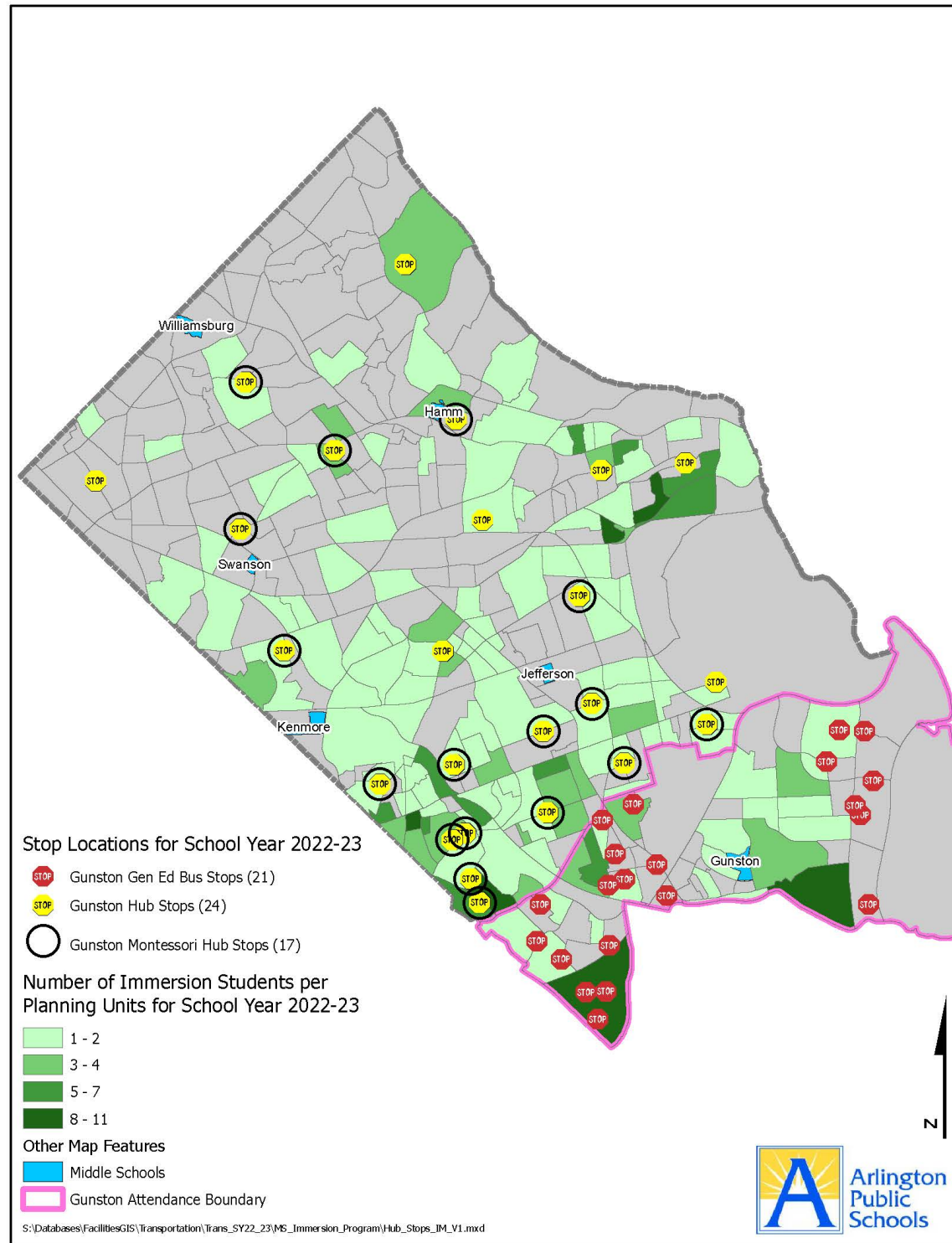


Illustration 4 Number of Montessori Students per Planning Units for School Year 2022-23 with Hub Stop Locations

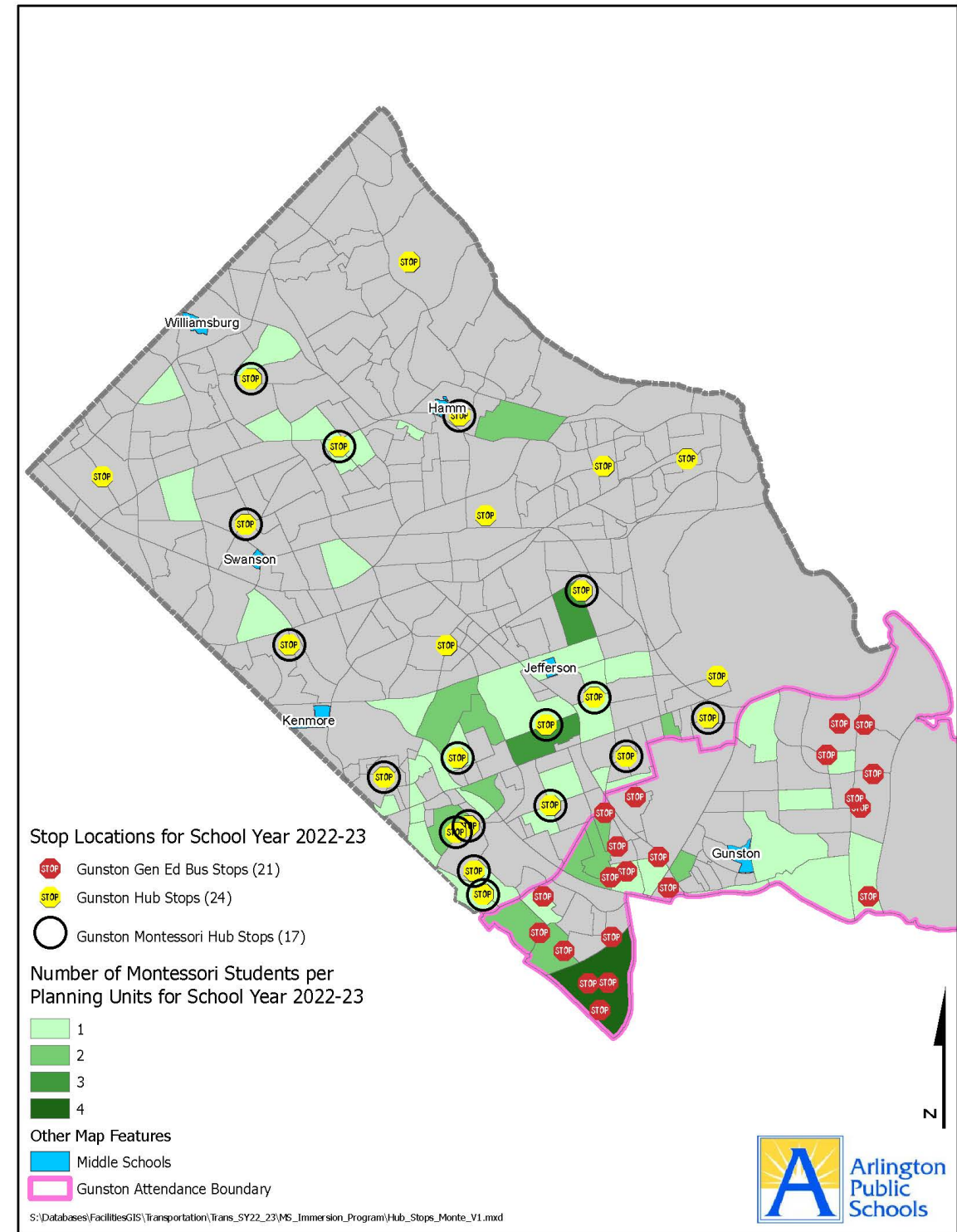


Chart 1 The Percentage of Immersion Students per School Year based on Bus Eligibility Status and Program Location

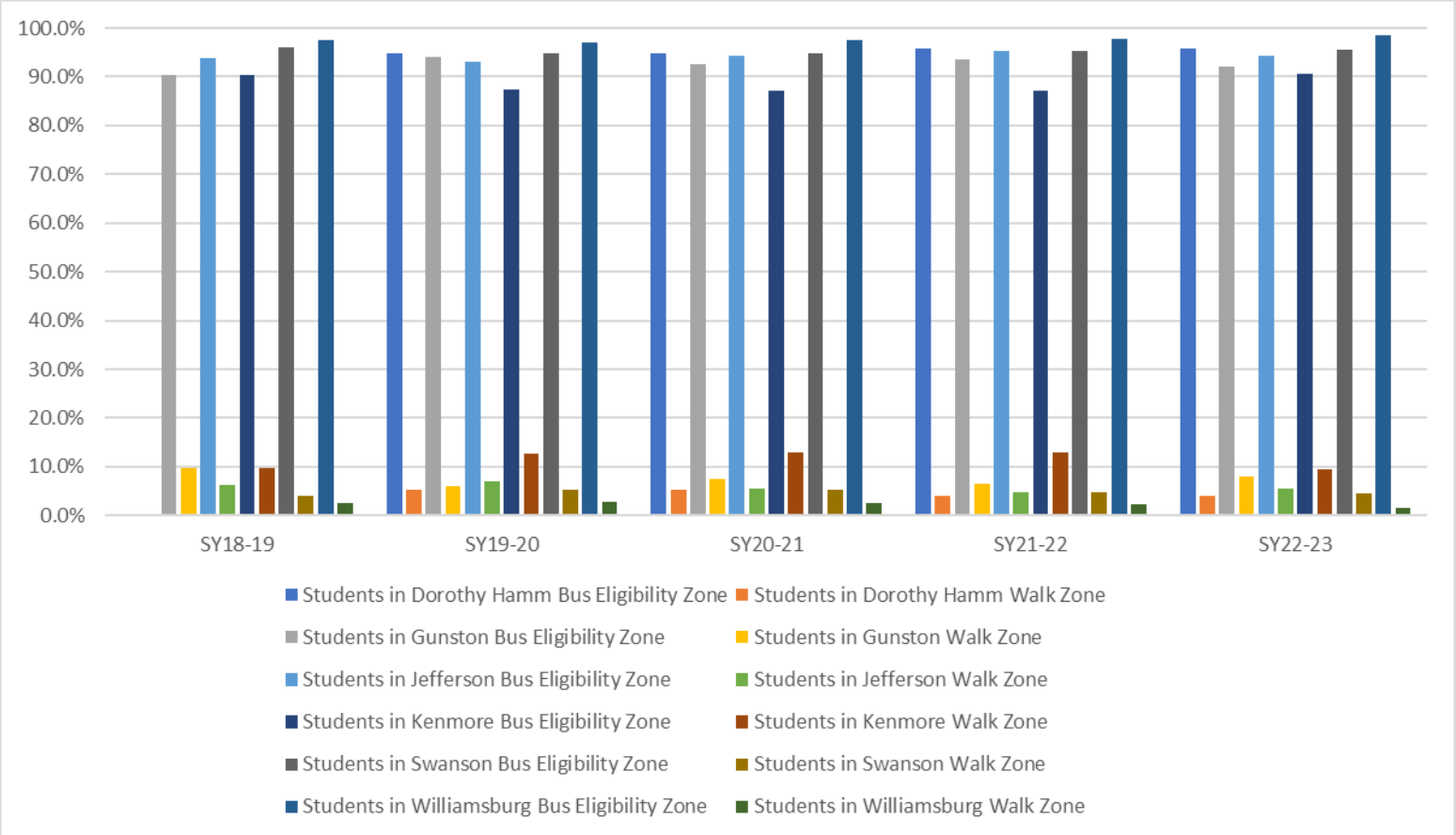


Chart 2 The Average Percent of Immersion Students across a 5-Year Period based on Bus Eligibility Status and Program Location

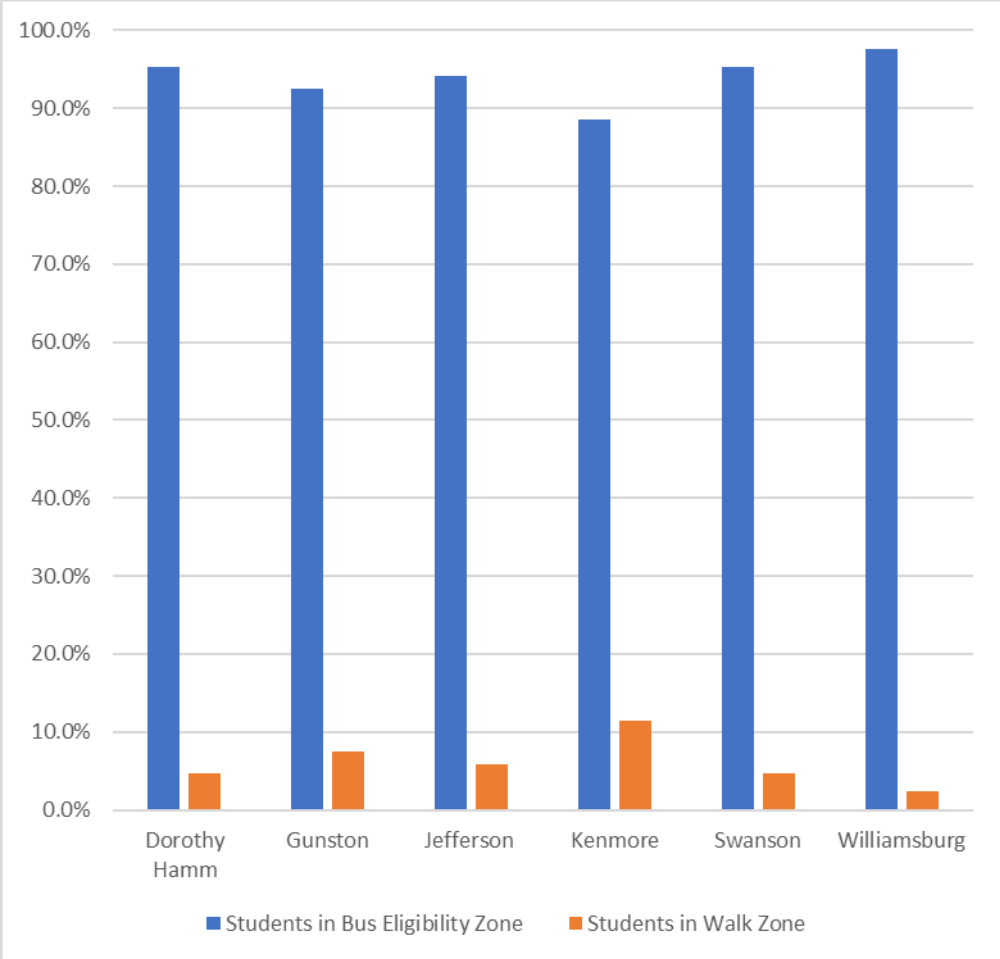


Illustration 5 The Number of Immersion Students over a 5-Year Average based on Bus Eligibility Status for Dorothy Hamm Middle School

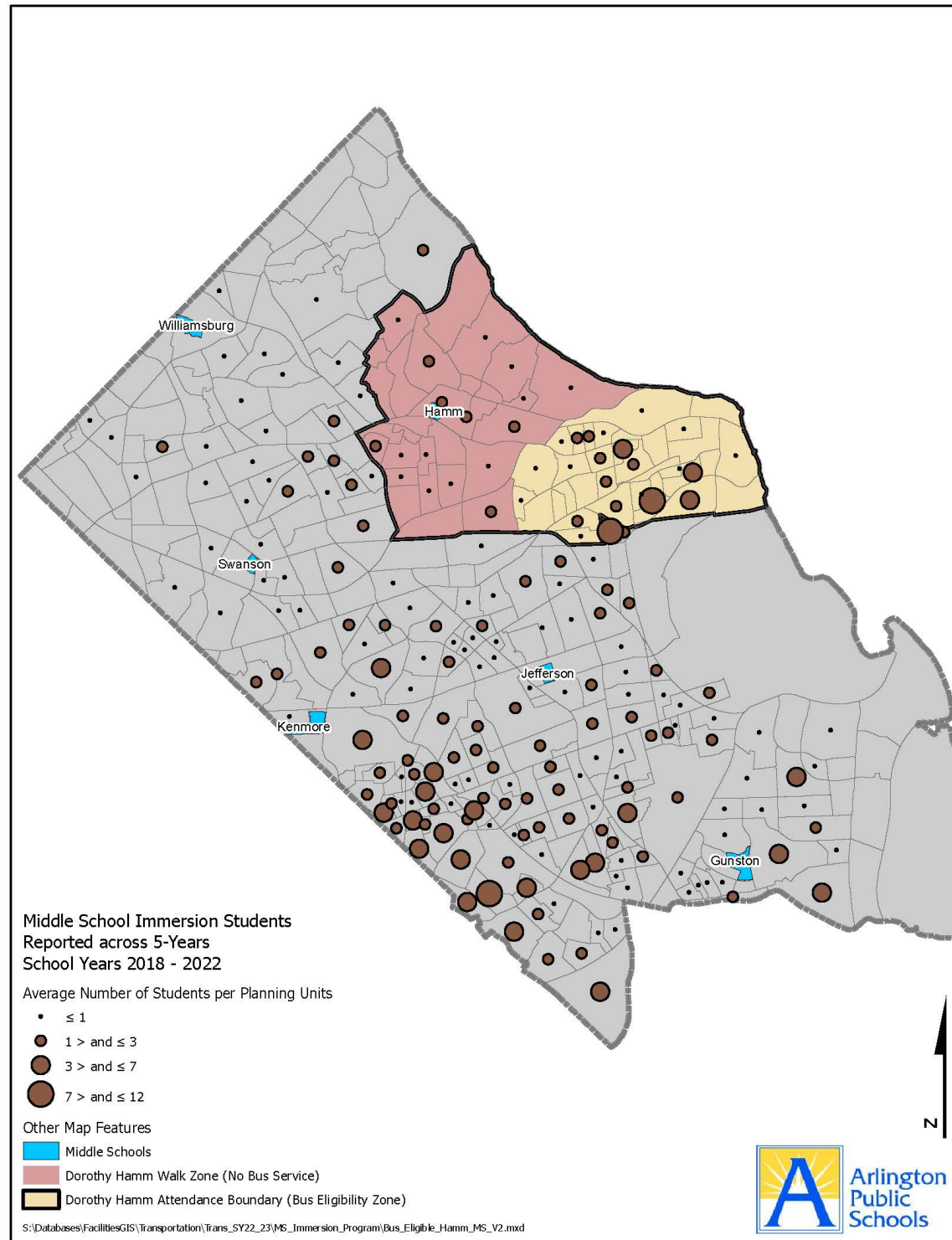


Illustration 6 The Number of Immersion Students over a 5-Year Average based on Bus Eligibility Status for Gunston Middle School

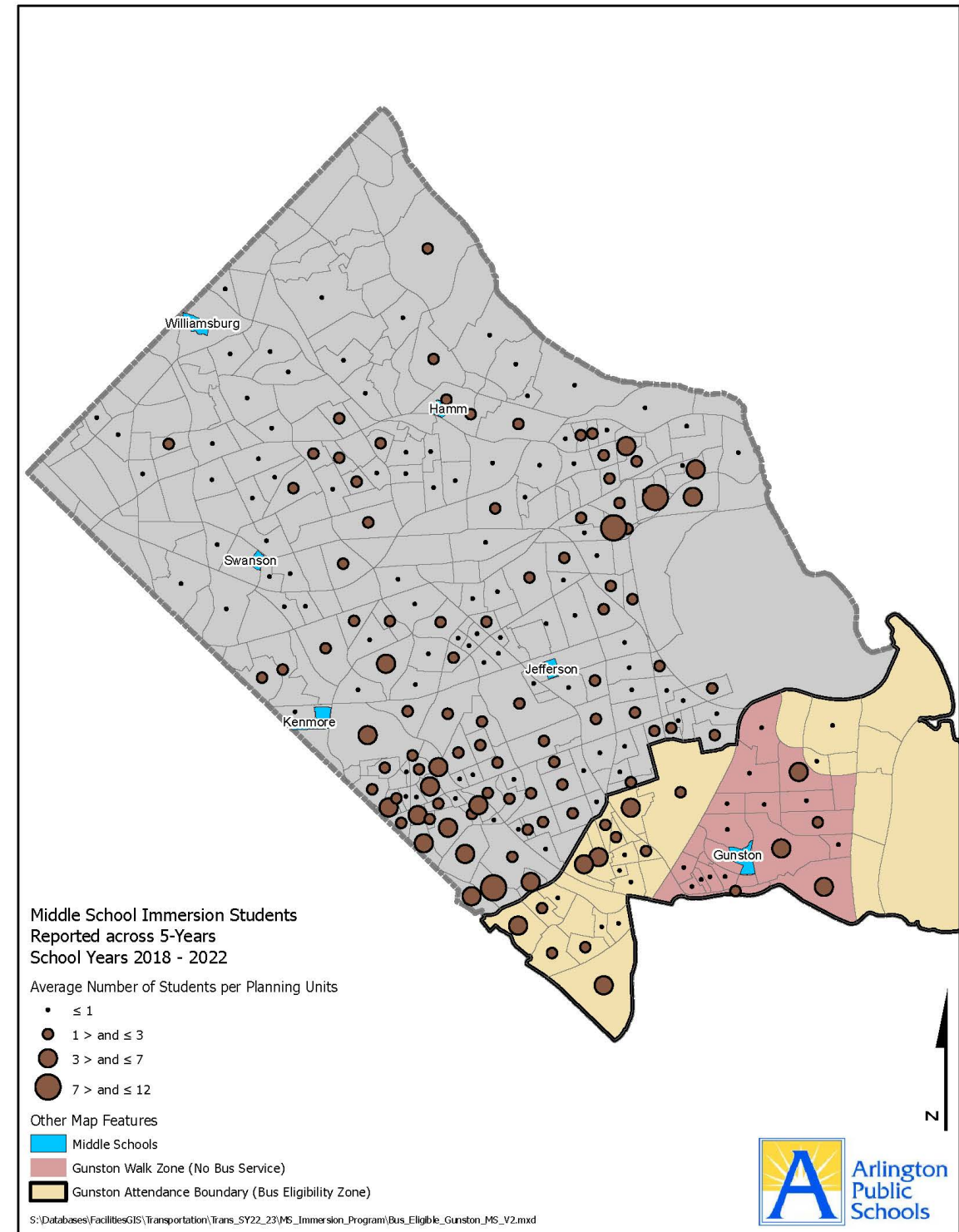


Illustration 7 The Number of Immersion Students over a 5-Year Average based on Bus Eligibility Status for Jefferson Middle School

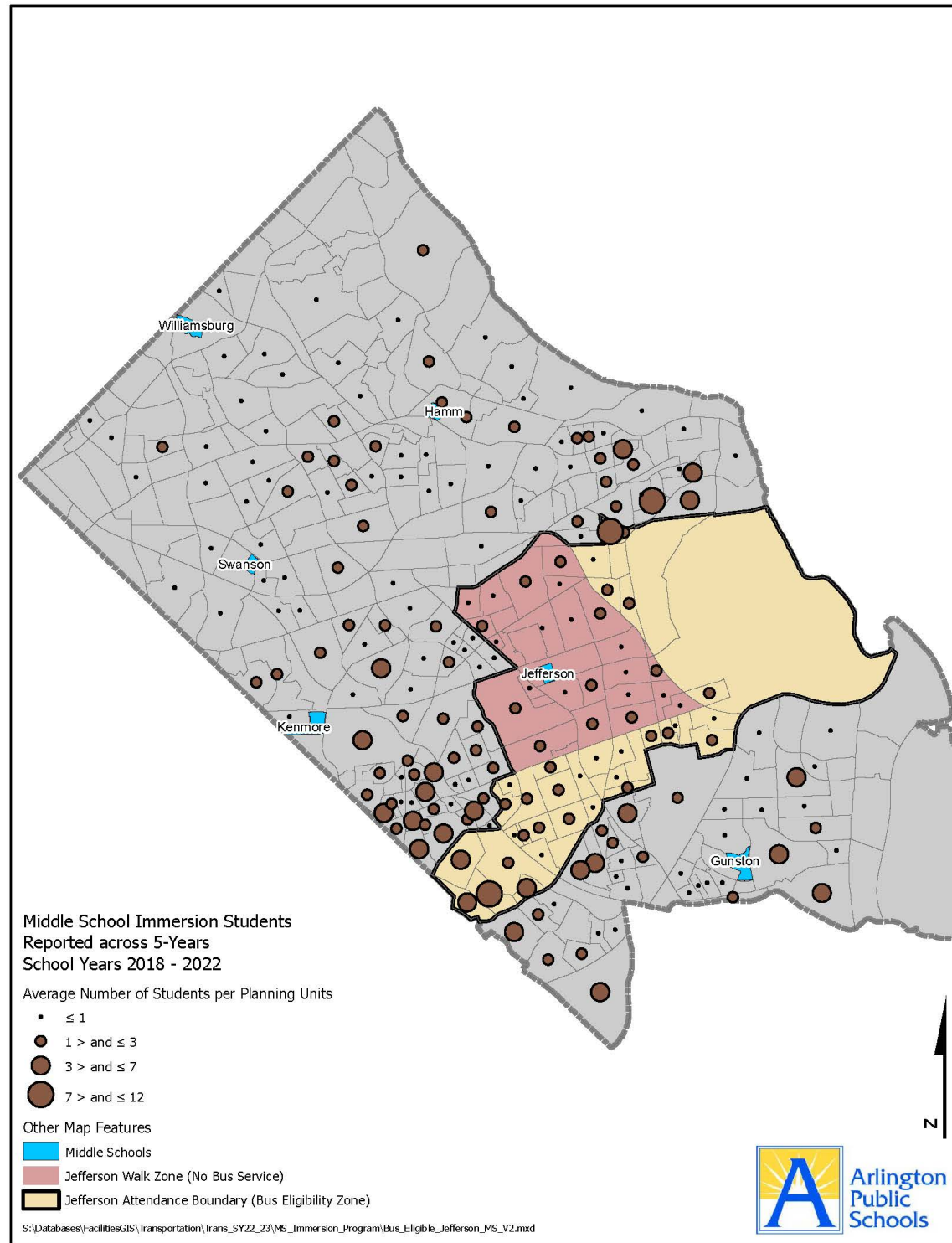


Illustration 8 The Number of Immersion Students over a 5-Year Average based on Bus Eligibility Status for Kenmore Middle School

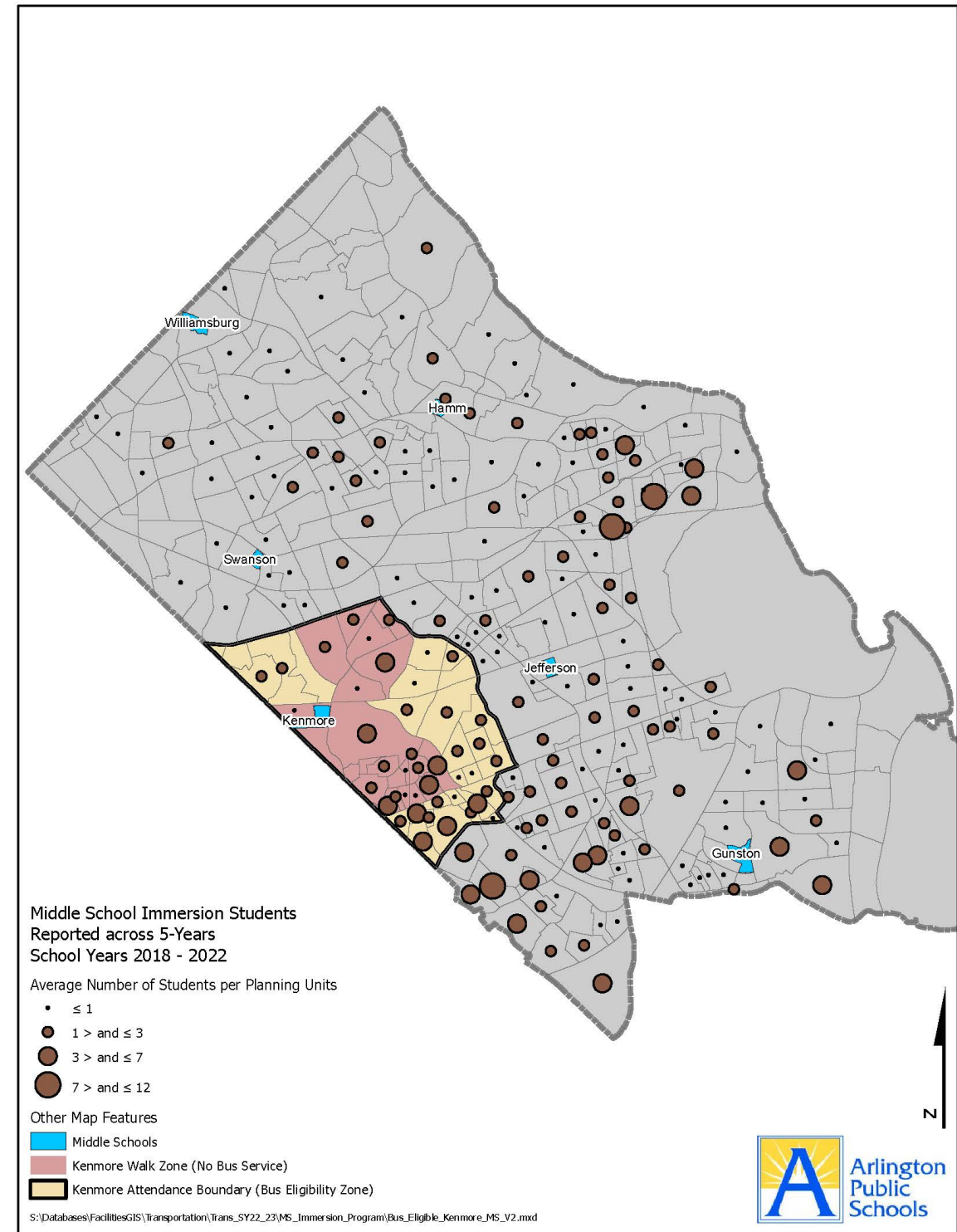


Illustration 9 The Number of Immersion Students over a 5-Year Average based on Bus Eligibility Status for Swanson Middle School

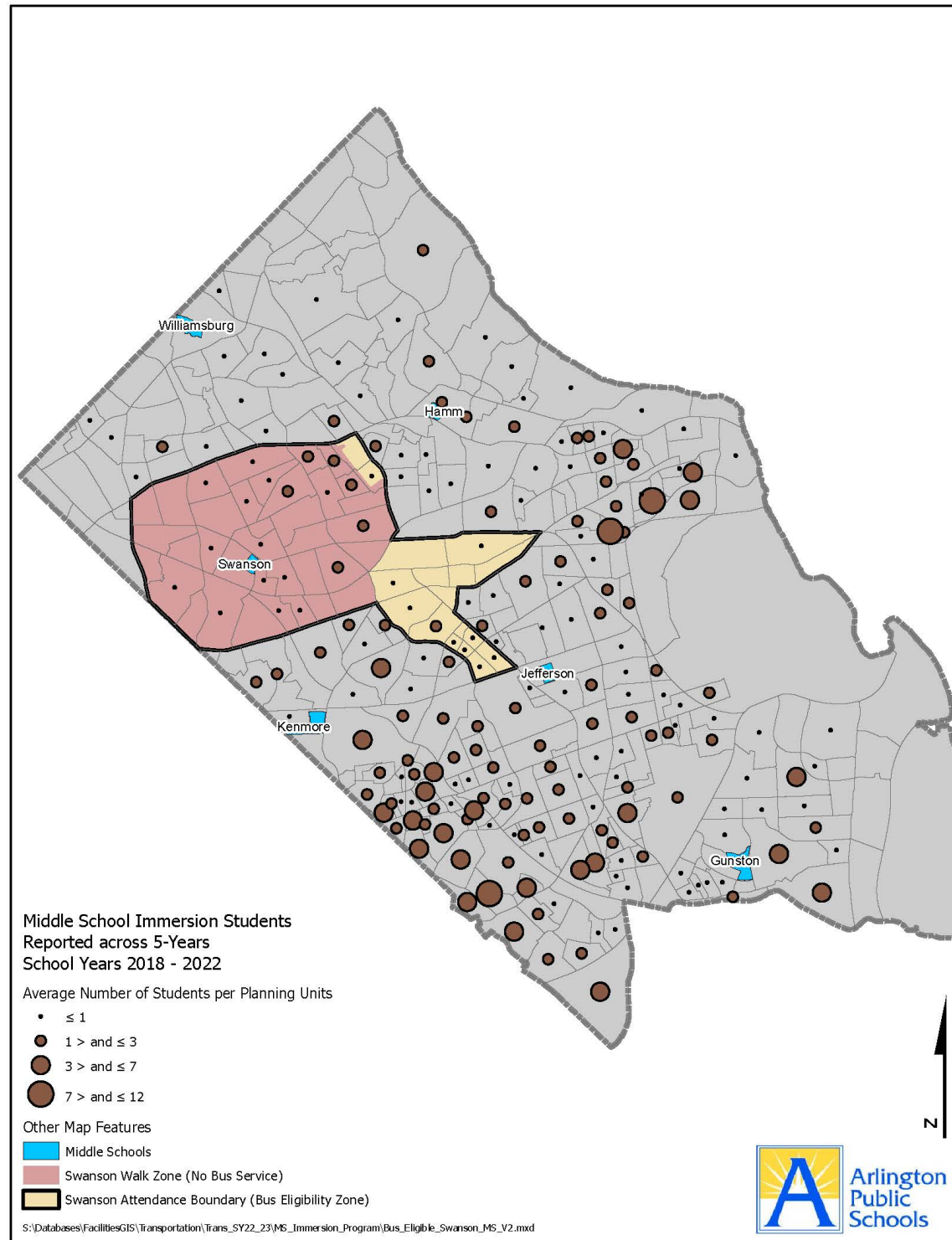


Illustration 10 The Number of Immersion Students over a 5-Year Average based on Bus Eligibility Status for Williamsburg Middle School

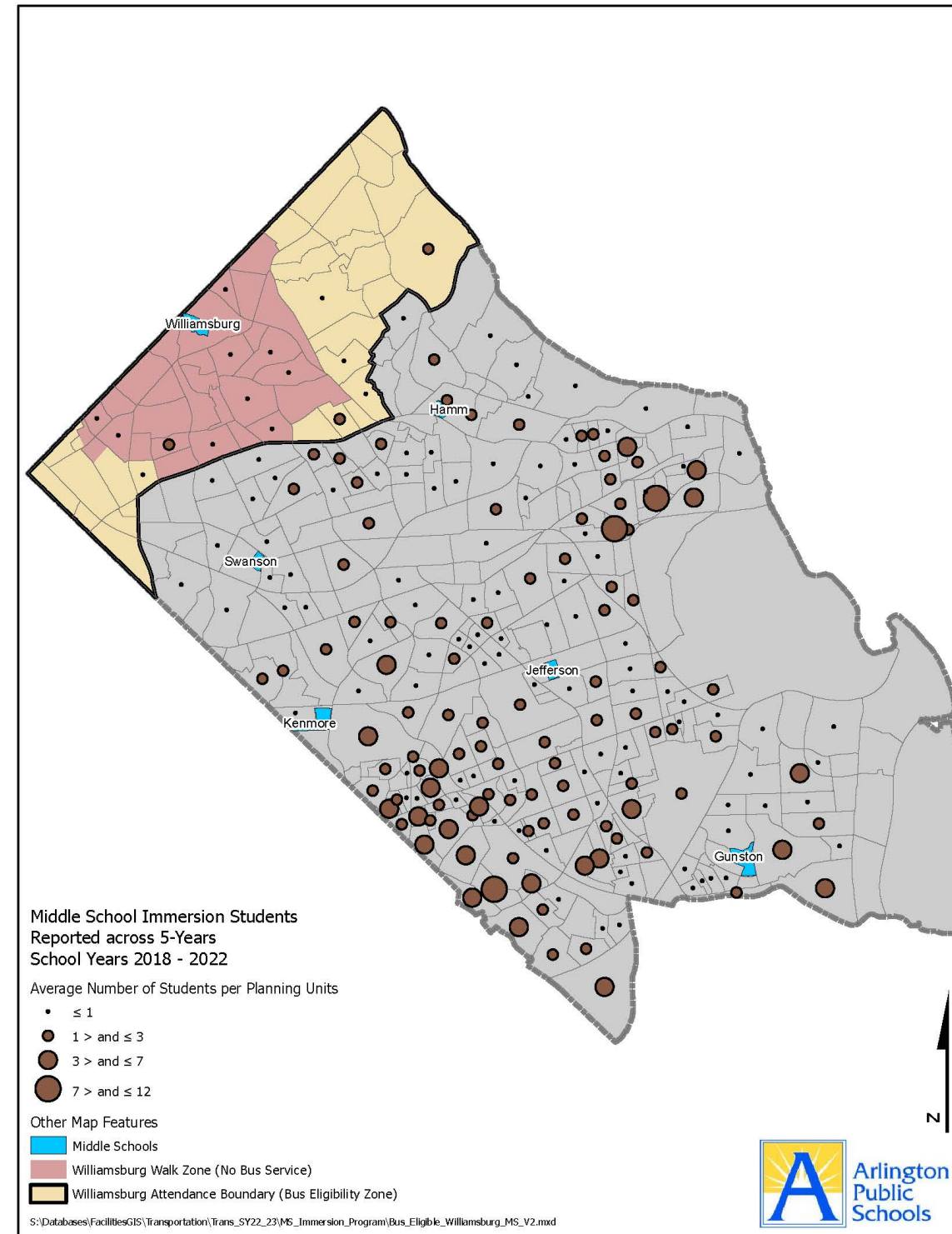


Chart 3 The Percentage of Potential Immersion Students per School Years 2023-27 based on Bus Eligibility Status and Program Location

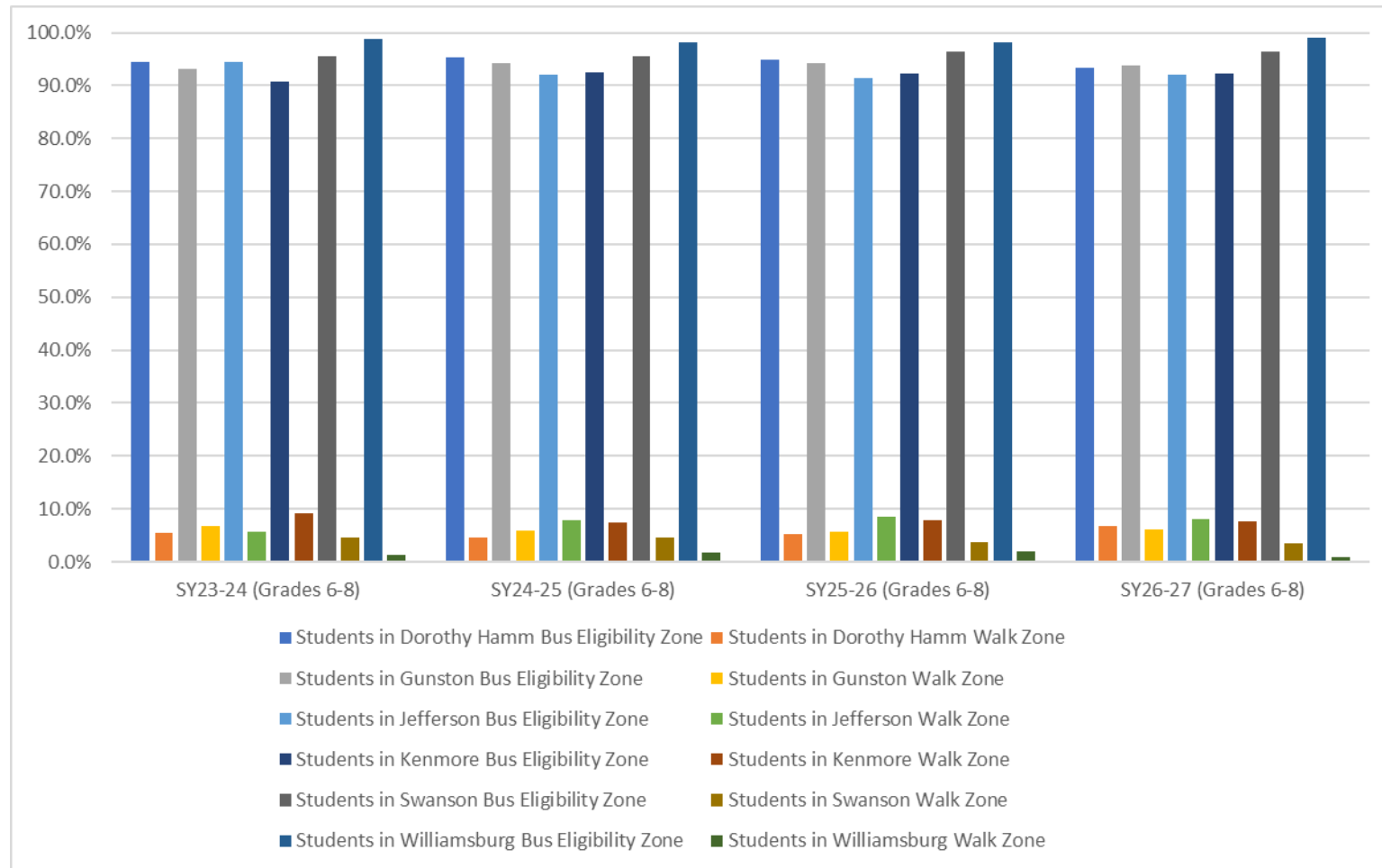


Chart 4 The Average Percent of Potential Immersion Students for School Years 2023-27 based on Bus Eligibility Status and Program Location

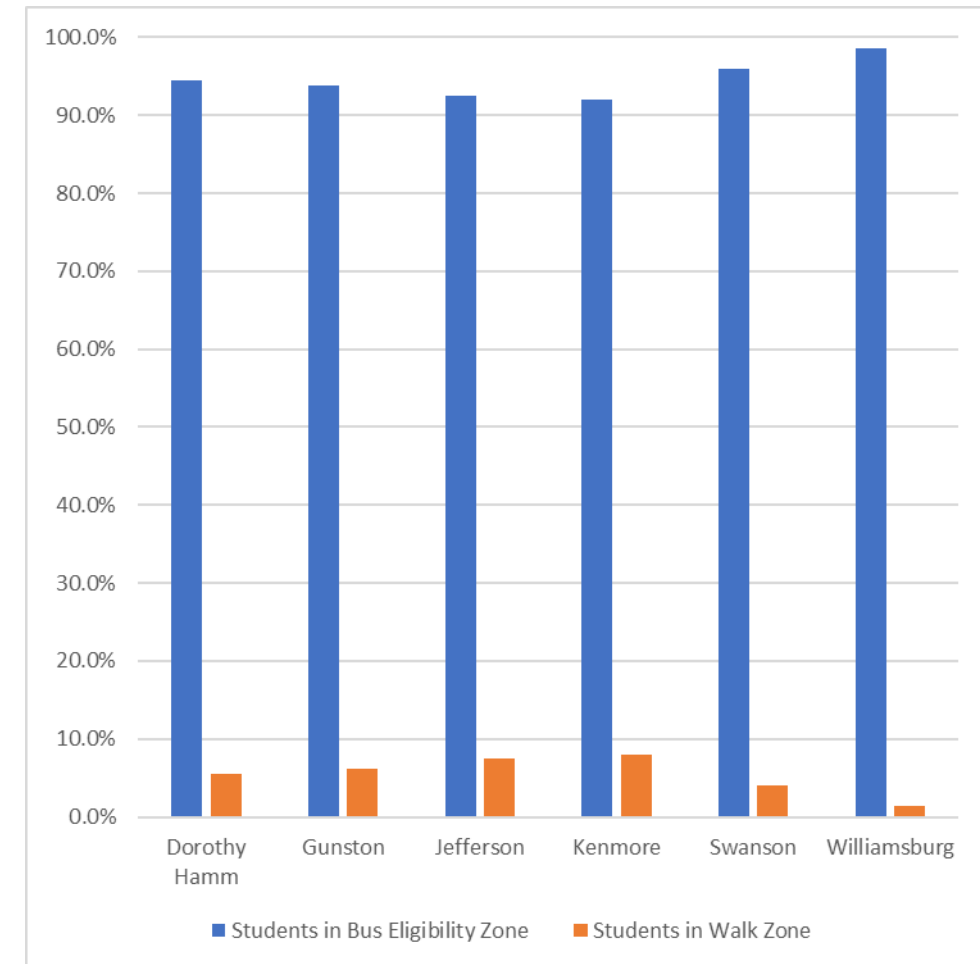


Illustration 11 The Potential Number of Immersion Students over a 4-Year Average based on Bus Eligibility Status for Dorothy Hamm Middle School

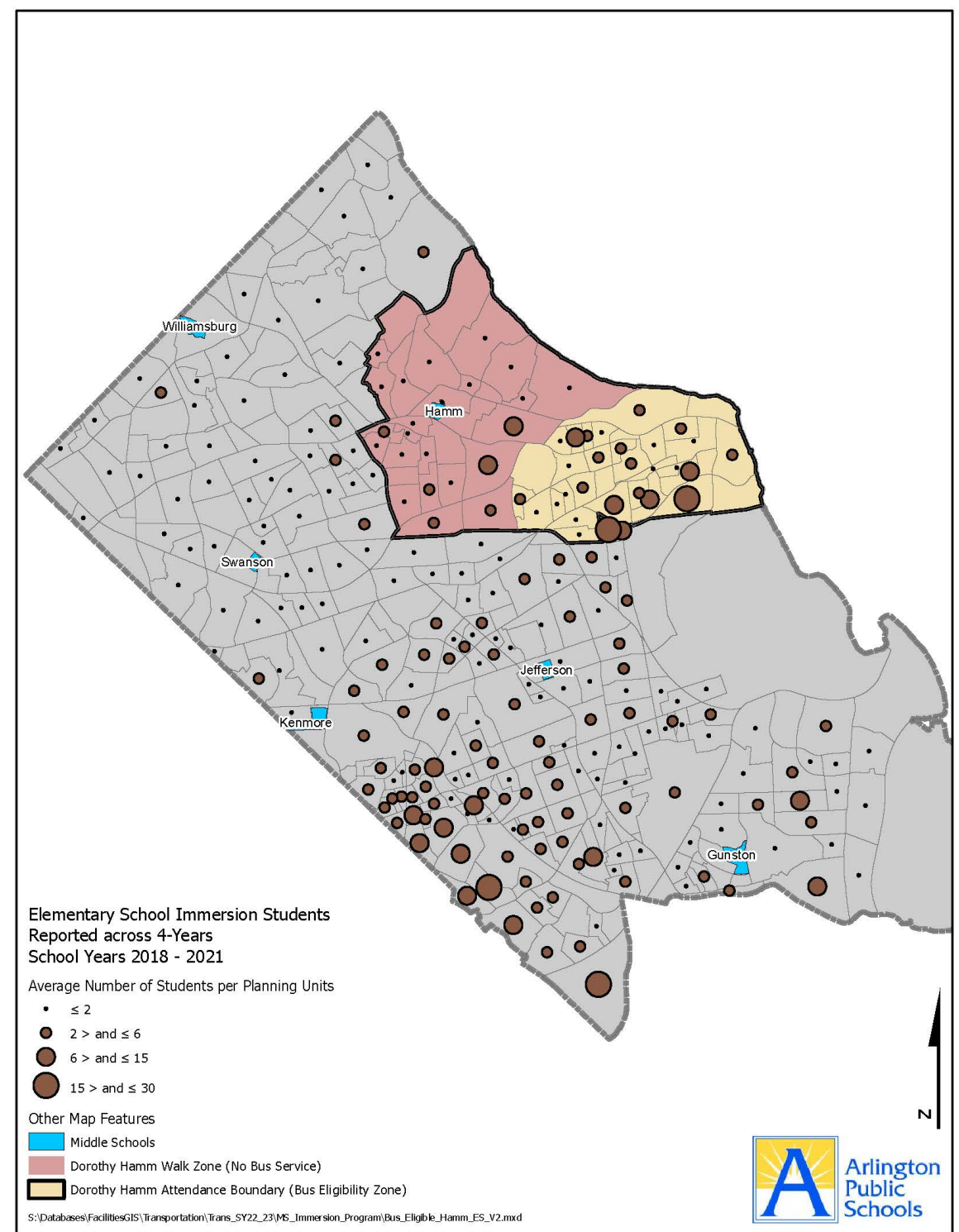


Illustration 12 The Potential Number of Immersion Students over a 4-Year Average based on Bus Eligibility Status for Gunston Middle School

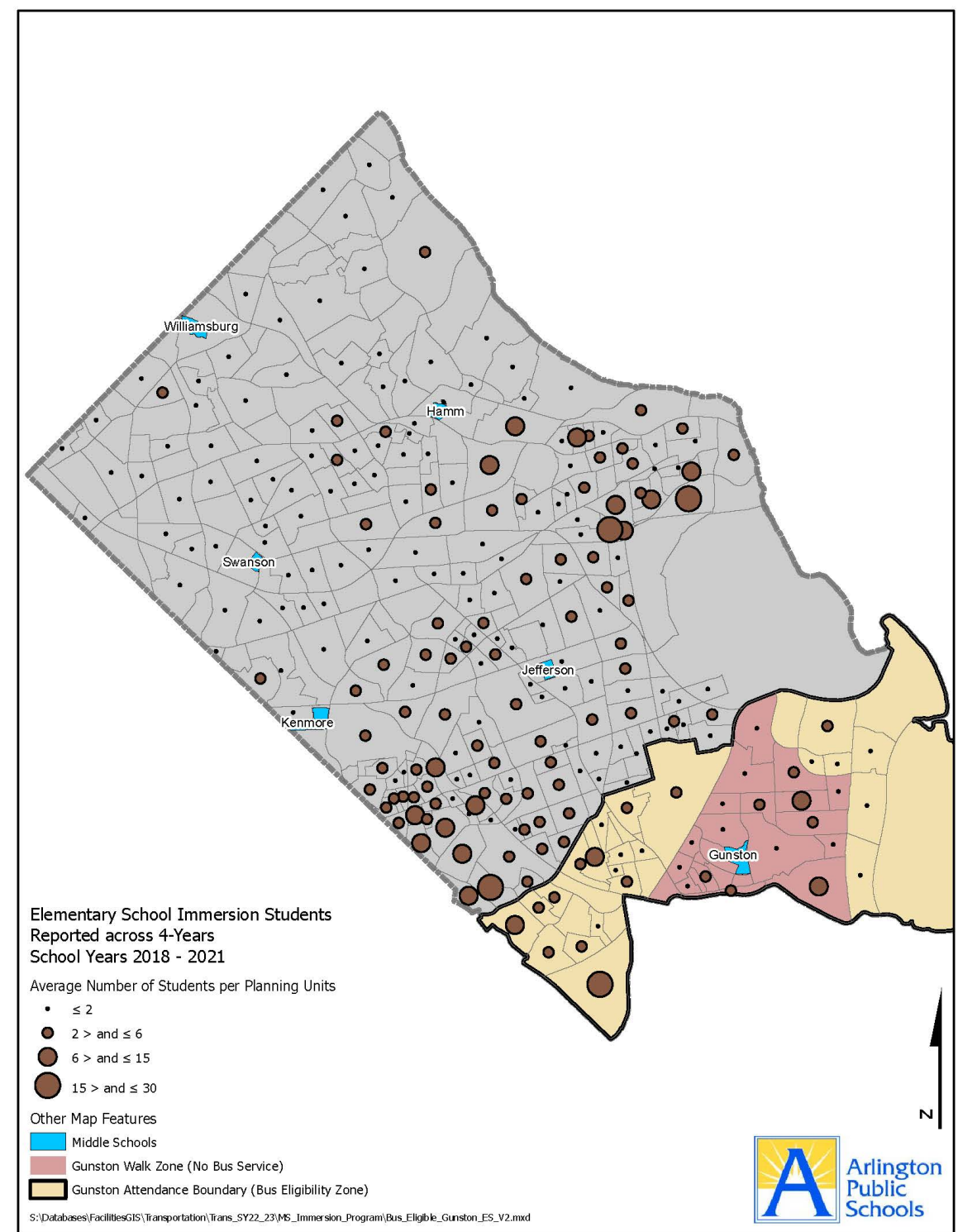


Illustration 13 The Potential Number of Immersion Students over a 4-Year Average based on Bus Eligibility Status for Jefferson Middle School

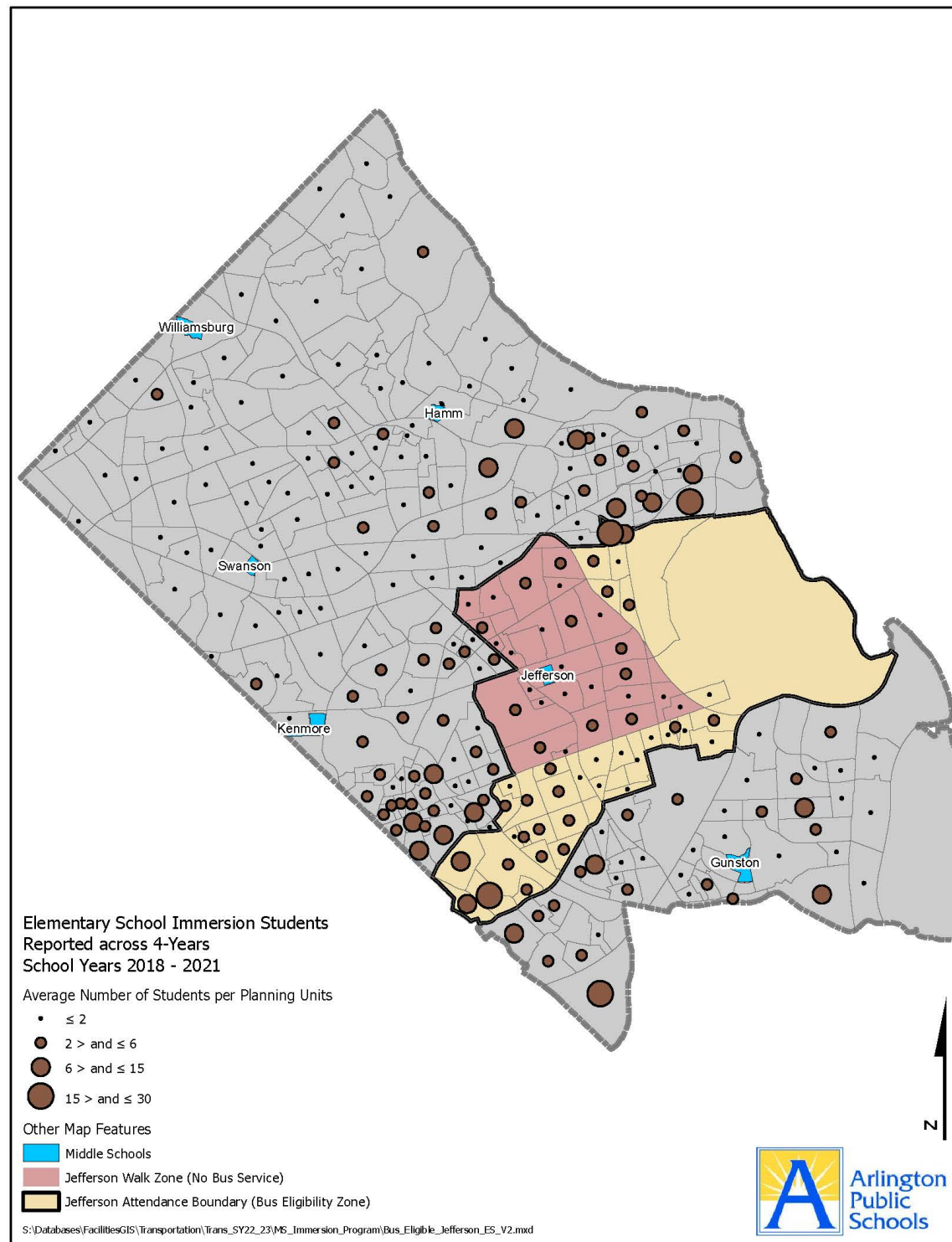


Illustration 14 The Potential Number of Immersion Students over a 4-Year Average based on Bus Eligibility Status for Kenmore Middle School

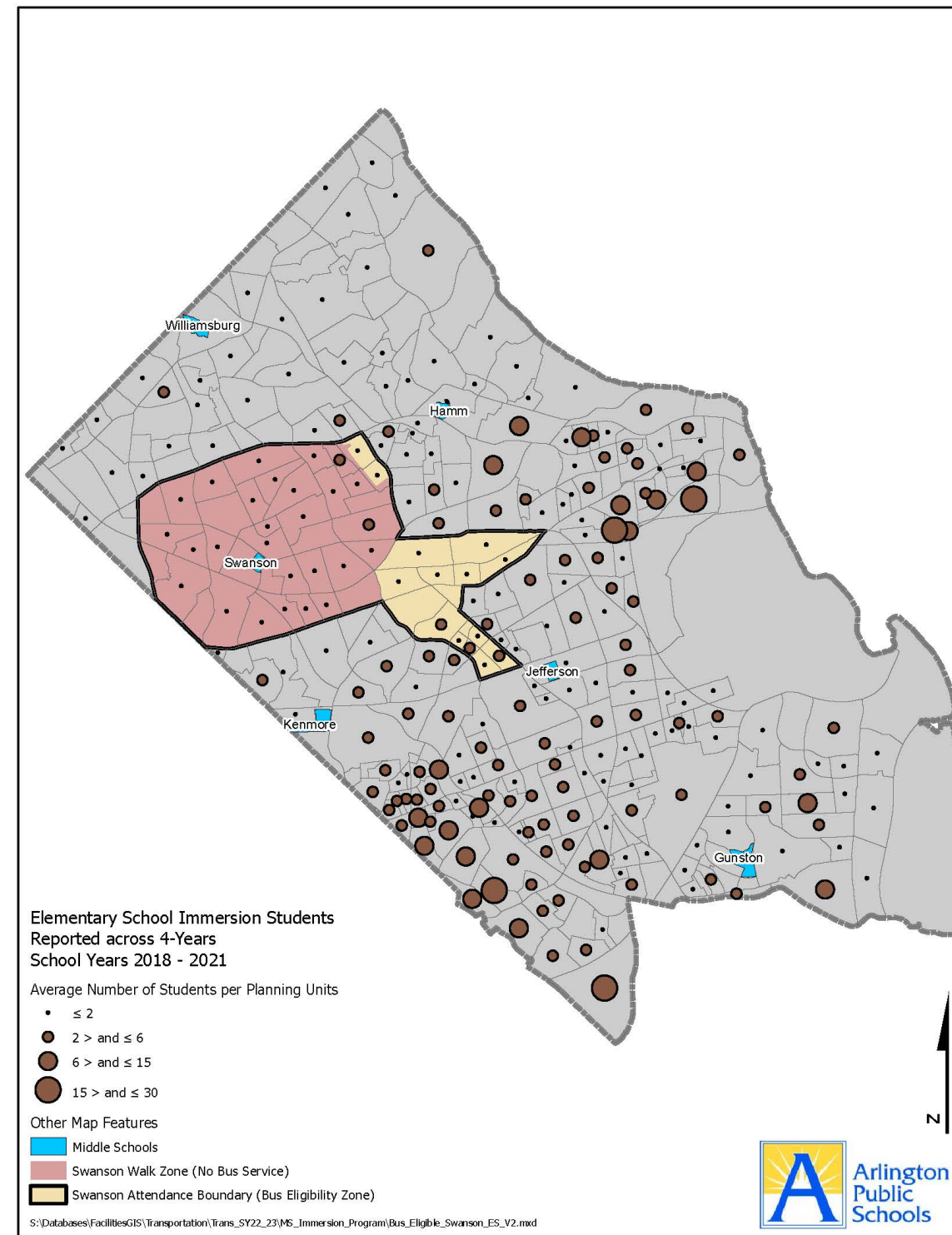


Illustration 15 The Potential Number of Immersion Students over a 4-Year Average based on Bus Eligibility Status for Swanson Middle School

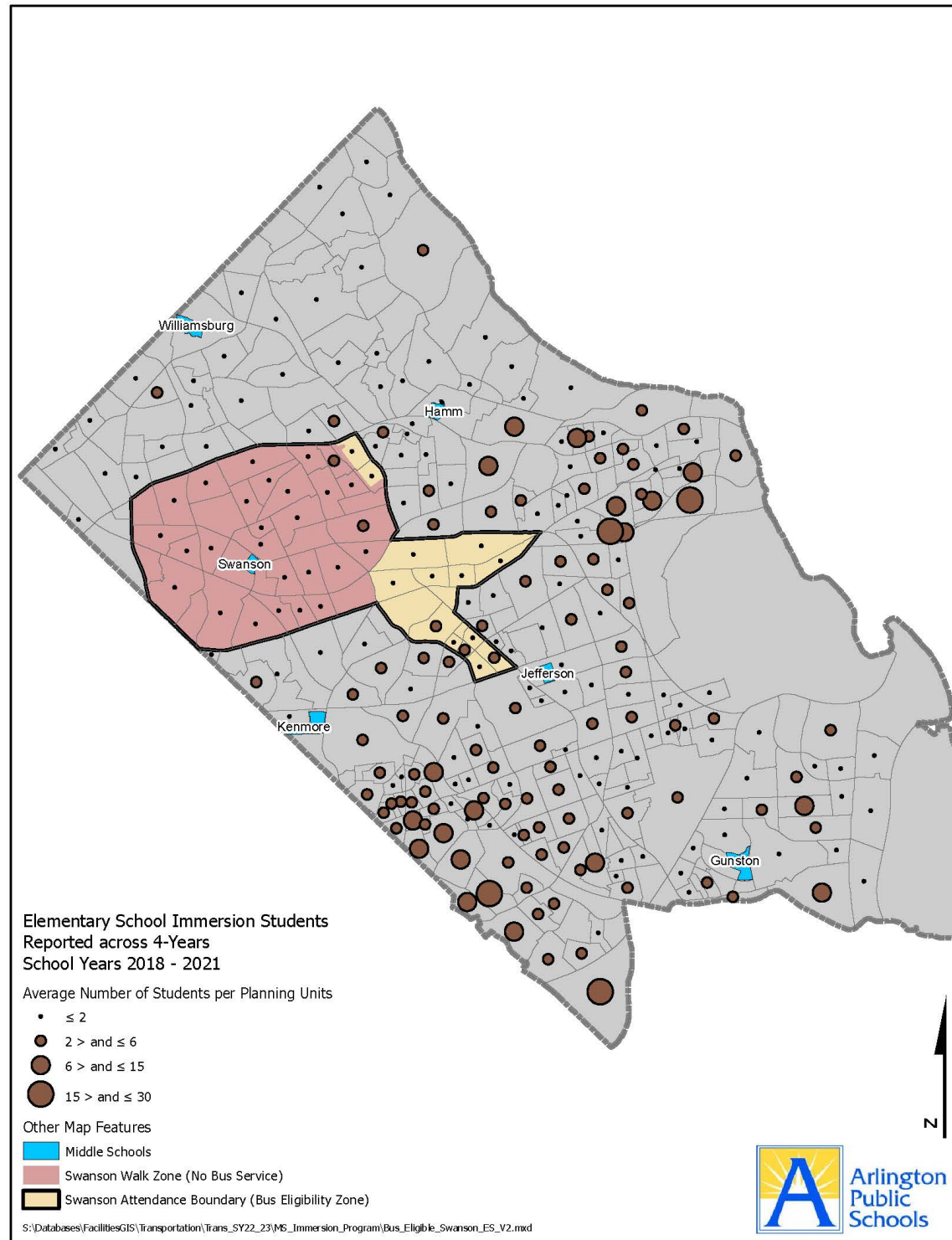


Illustration 16 The Potential Number of Immersion Students over a 4-Year Average based on Bus Eligibility Status for Williamsburg Middle School

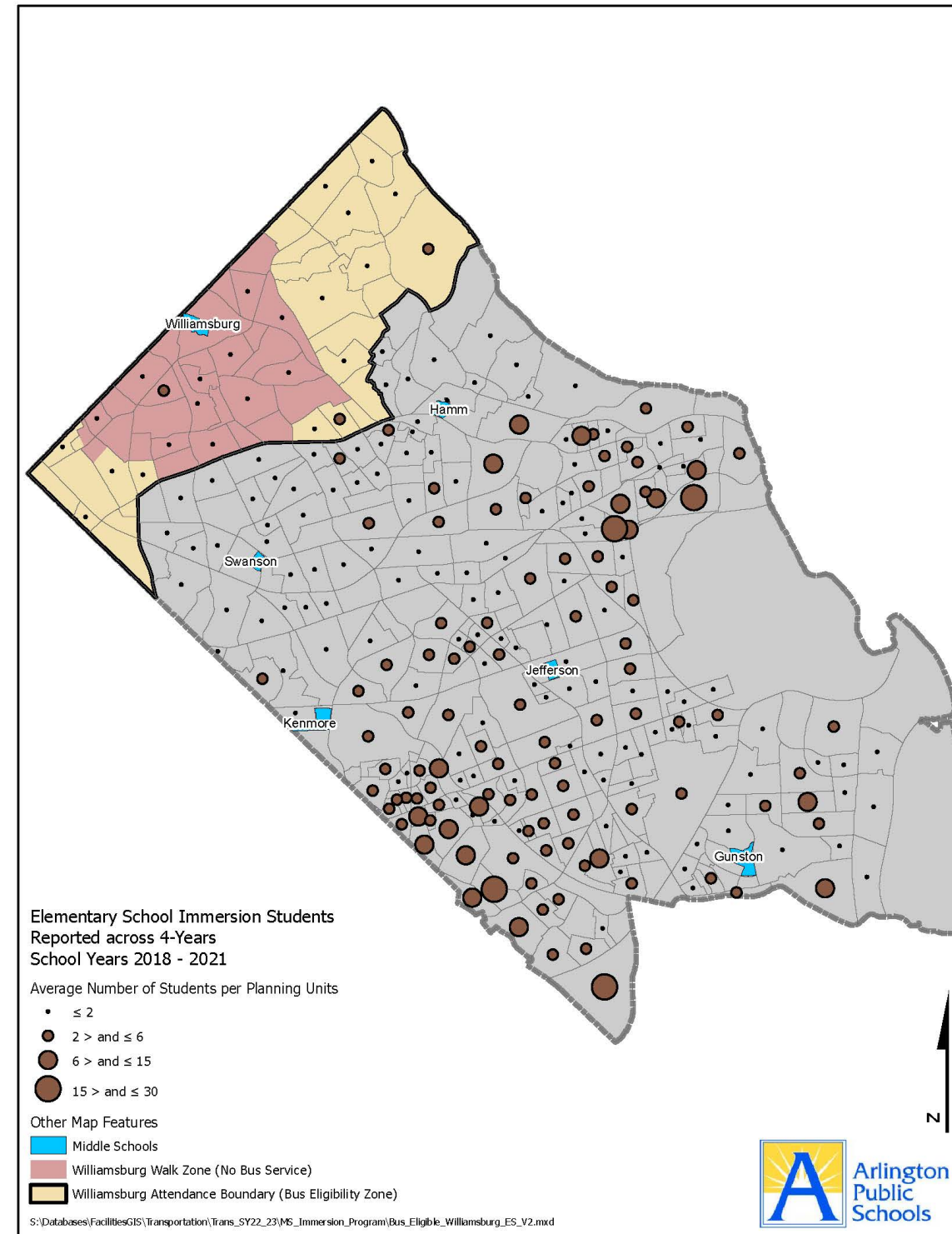


Table 12 ART Routes Serving APS Middle Schools based on a Quarter Mile Buffered Distance

Quarter Mile - Routes	41	52	53	55	62	75	87	Total
Dorothy Hamm	No	No	Yes	Yes	Yes	No	No	3
Gunston	No	No	No	No	No	No	Yes	1
Jefferson	Yes	No	No	No	No	No	No	1
Kenmore	No	No	No	No	No	Yes	No	1
Swanson	No	No	No	No	No	No	No	0
Williamsburg	No	No	Yes	No	No	No	No	1
Total	1	0	2	1	1	1	1	

Table 13 ART Routes Serving APS Middle Schools based on a Half Mile Buffered Distance

Half Mile - Routes	41	52	53	55	62	75	87	Total
Dorothy Hamm	No	No	Yes	Yes	Yes	No	No	3
Gunston	No	No	No	No	No	No	Yes	1
Jefferson	Yes	No	No	No	No	No	No	1
Kenmore	No	No	No	No	No	Yes	No	1
Swanson	No	No	No	No	No	No	No	0
Williamsburg	No	Yes	Yes	No	No	No	No	2
Total	1	1	2	1	1	1	1	

Chart 5 The Percentage of Potential Immersion Students for School Years 2023-27 Served by ARlington Transit (ART) Bus Routes

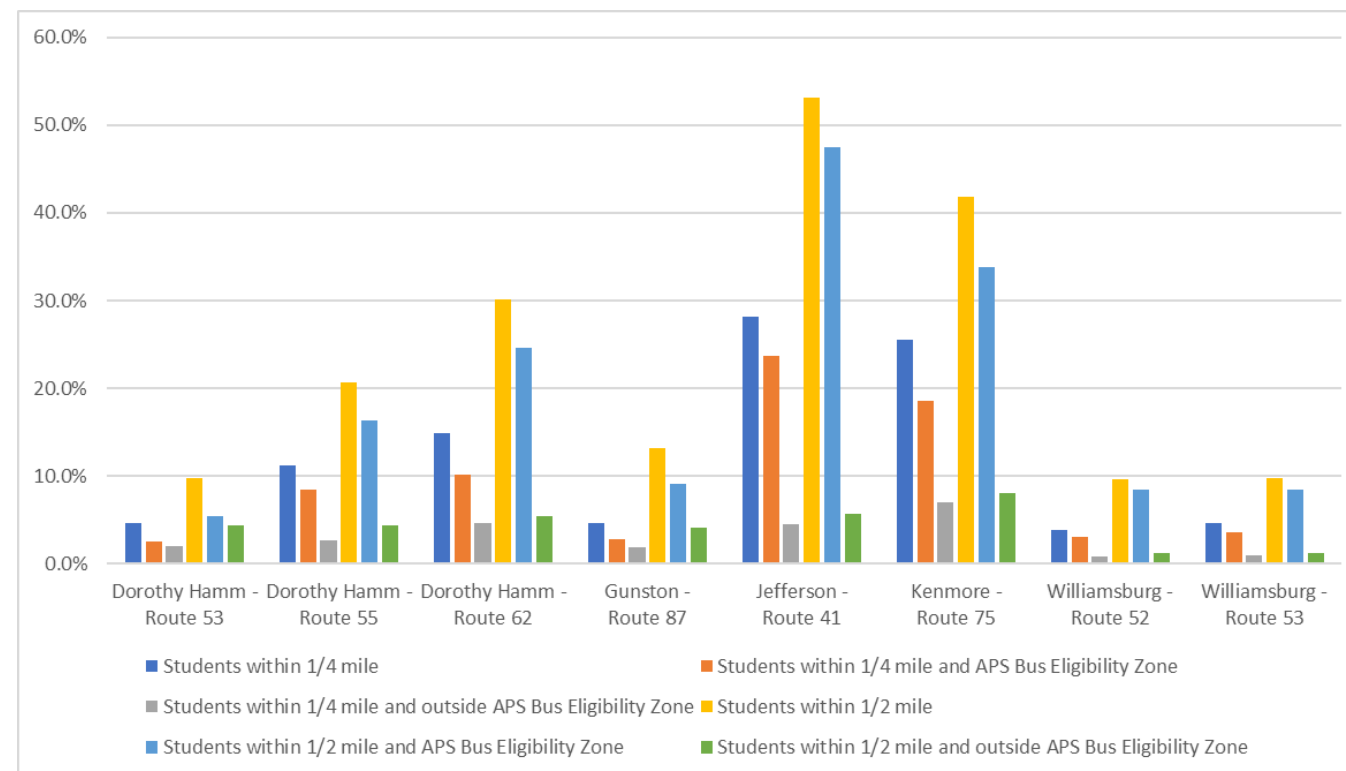


Illustration 17 Potential Immersion Students for SY 2023-27 Located within Walking Distances for ART Bus Route 41 Serving Jefferson Middle School

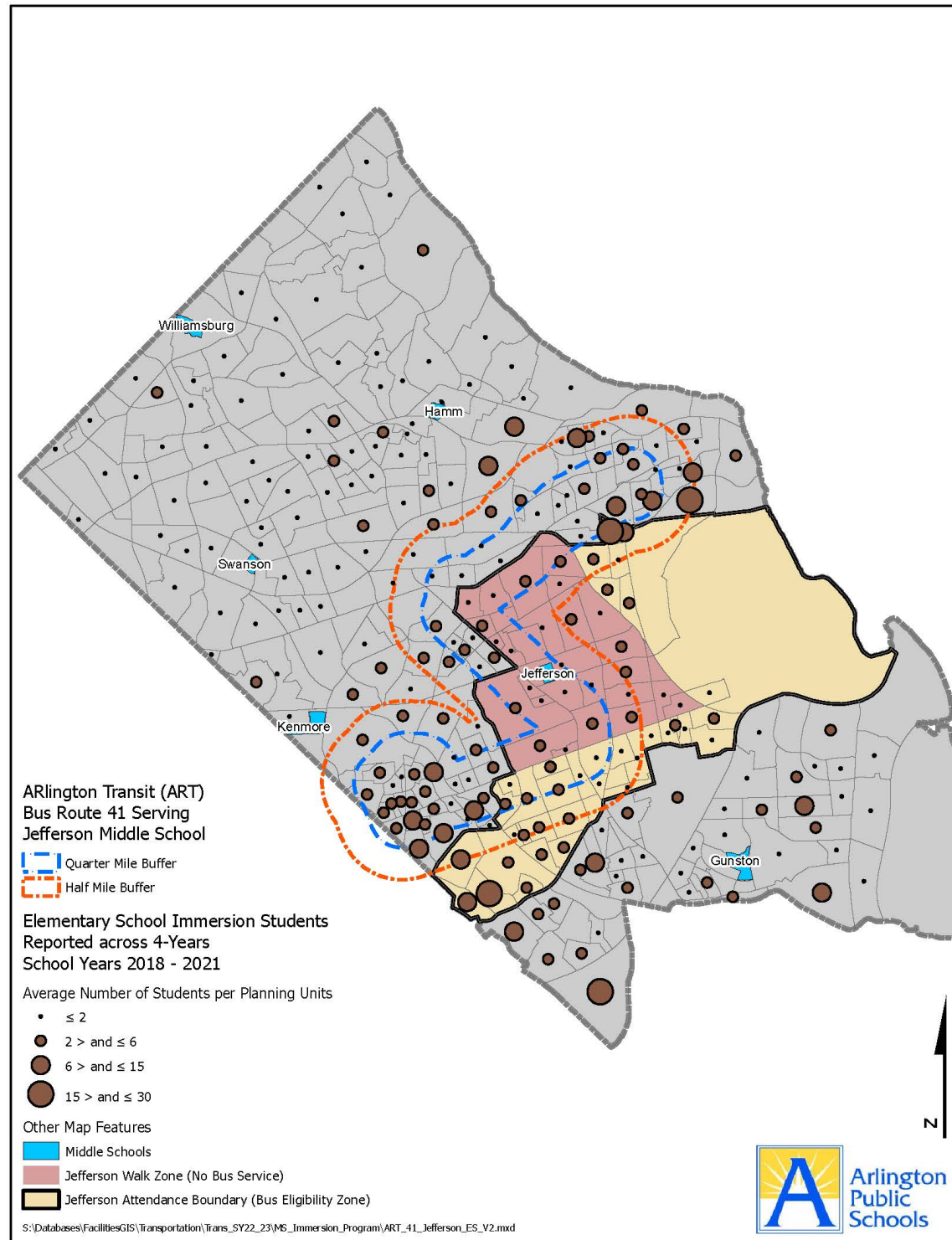


Illustration 18 Potential Immersion Students for SY 2023-27 Located within Walking Distances for ART Bus Route 52 Serving Williamsburg Middle School

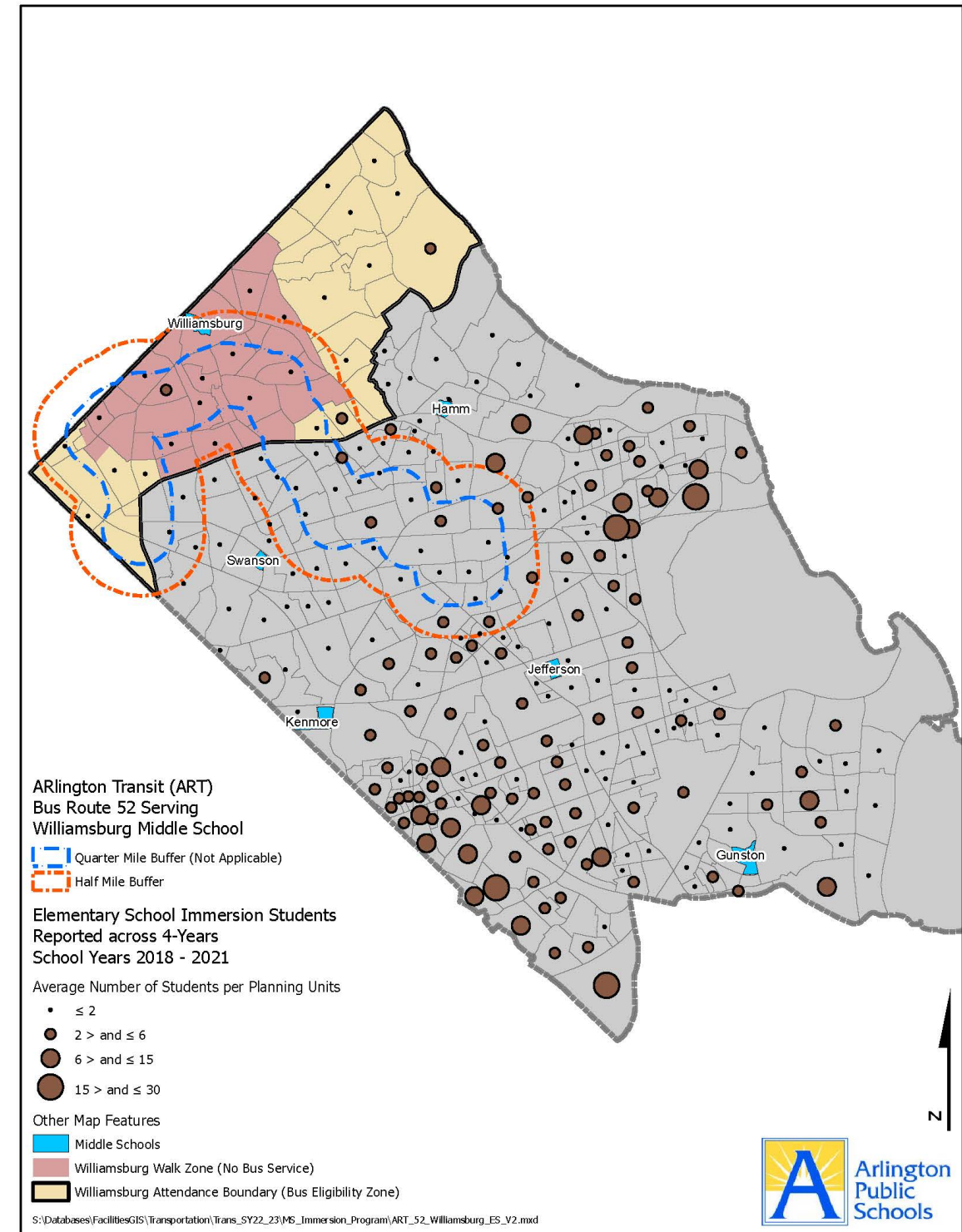


Illustration 19 Potential Immersion Students for SY 2023-27 Located within Walking Distances for ART Bus Route 53 Serving Dorothy Hamm Middle School

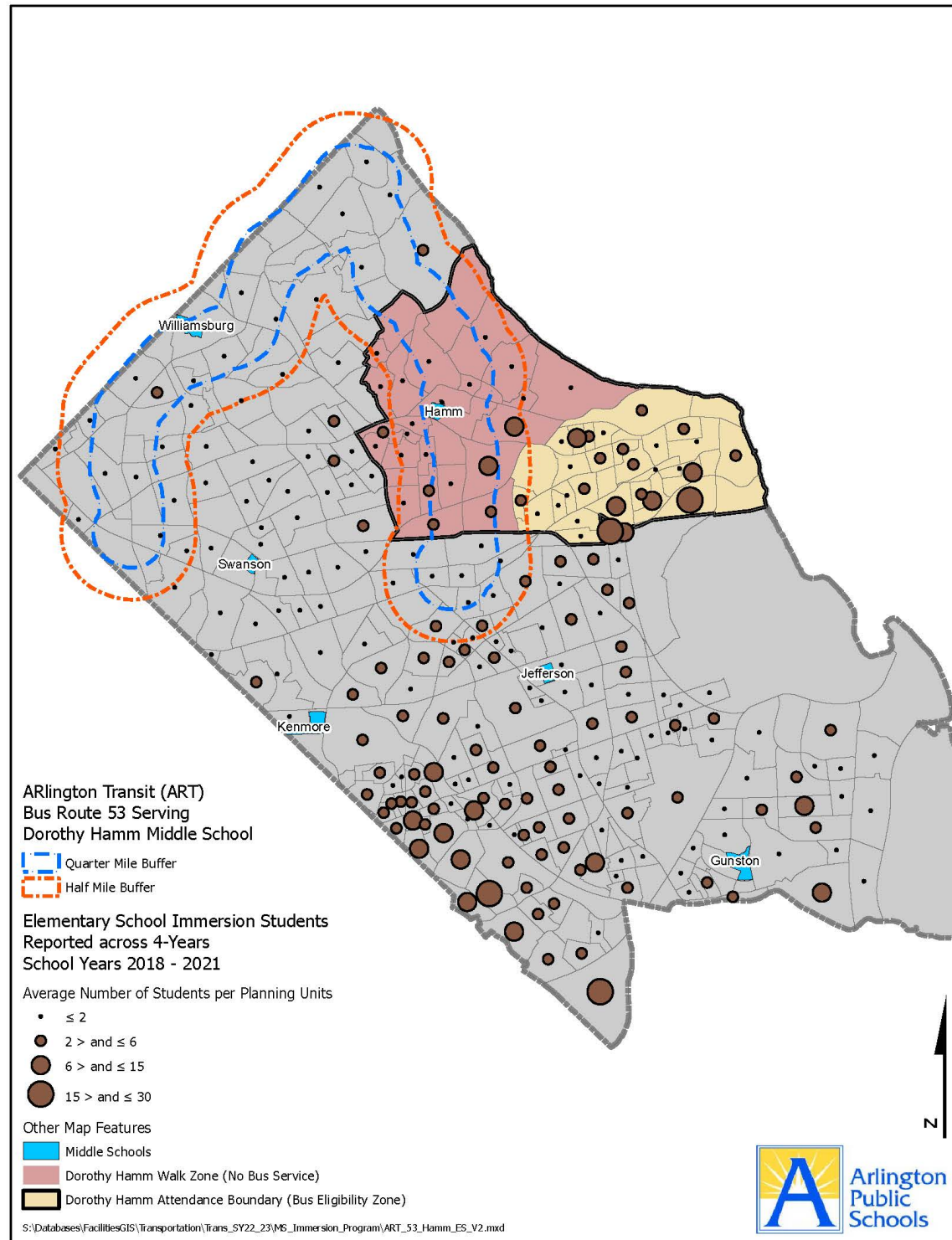


Illustration 20 Potential Immersion Students for SY 2023-27 Located within Walking Distances for ART Bus Route 53 Serving Williamsburg Middle School

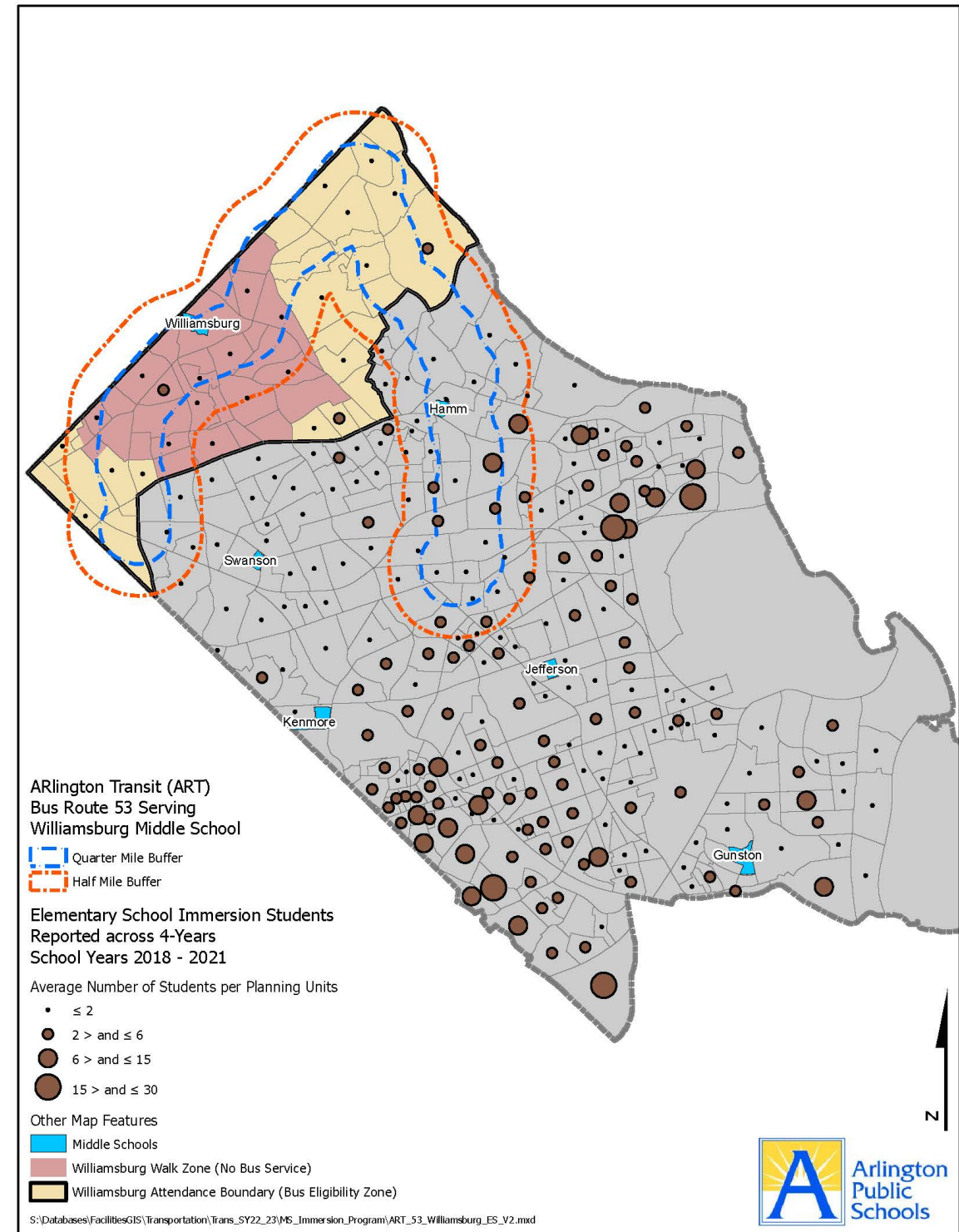


Illustration 21 Potential Immersion Students for SY 2023-27 Located within Walking Distances for ART Bus Route 55 Serving Dorothy Hamm Middle School

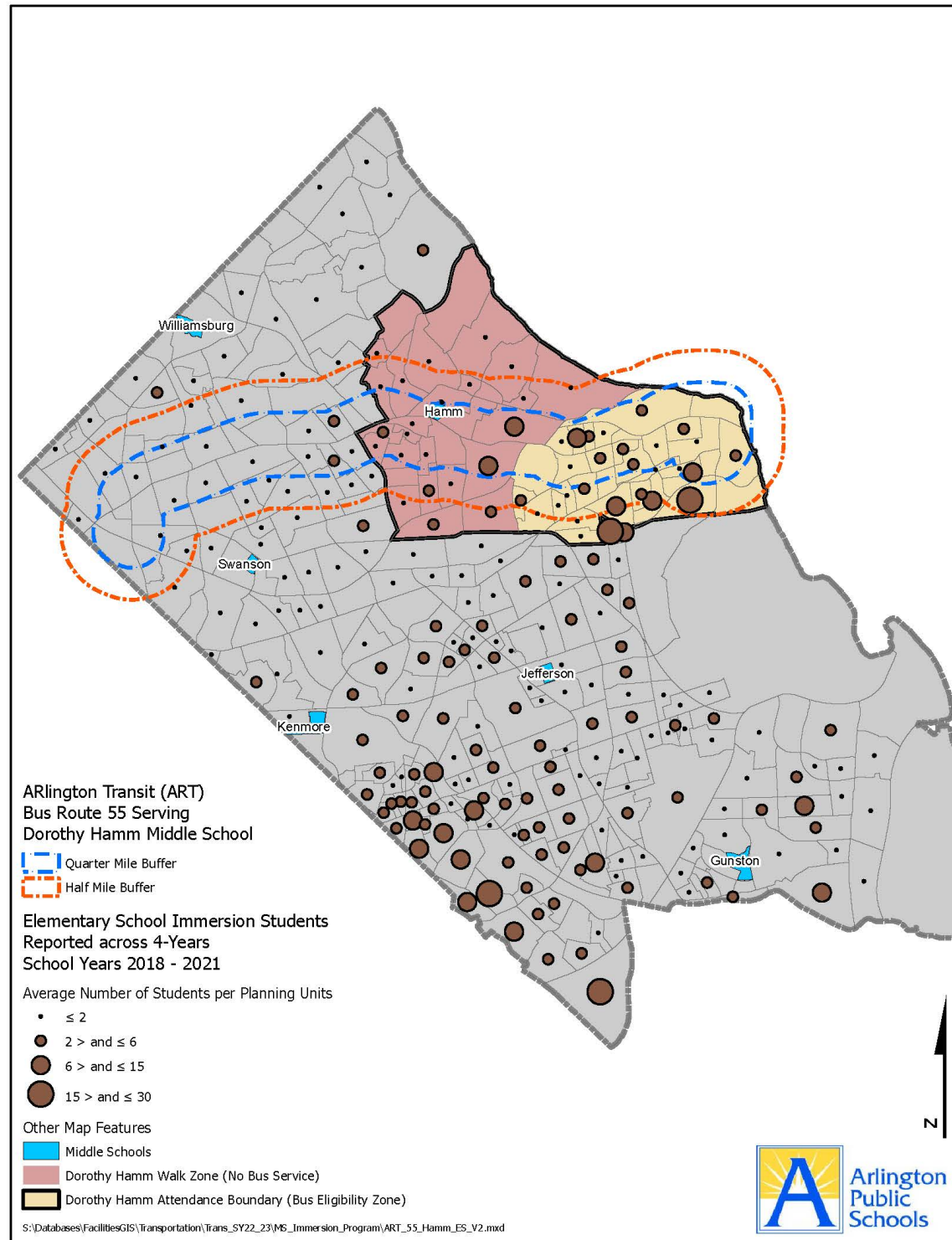


Illustration 22 Potential Immersion Students for SY 2023-27 Located within Walking Distances for ART Bus Route 62 Serving Dorothy Hamm Middle School

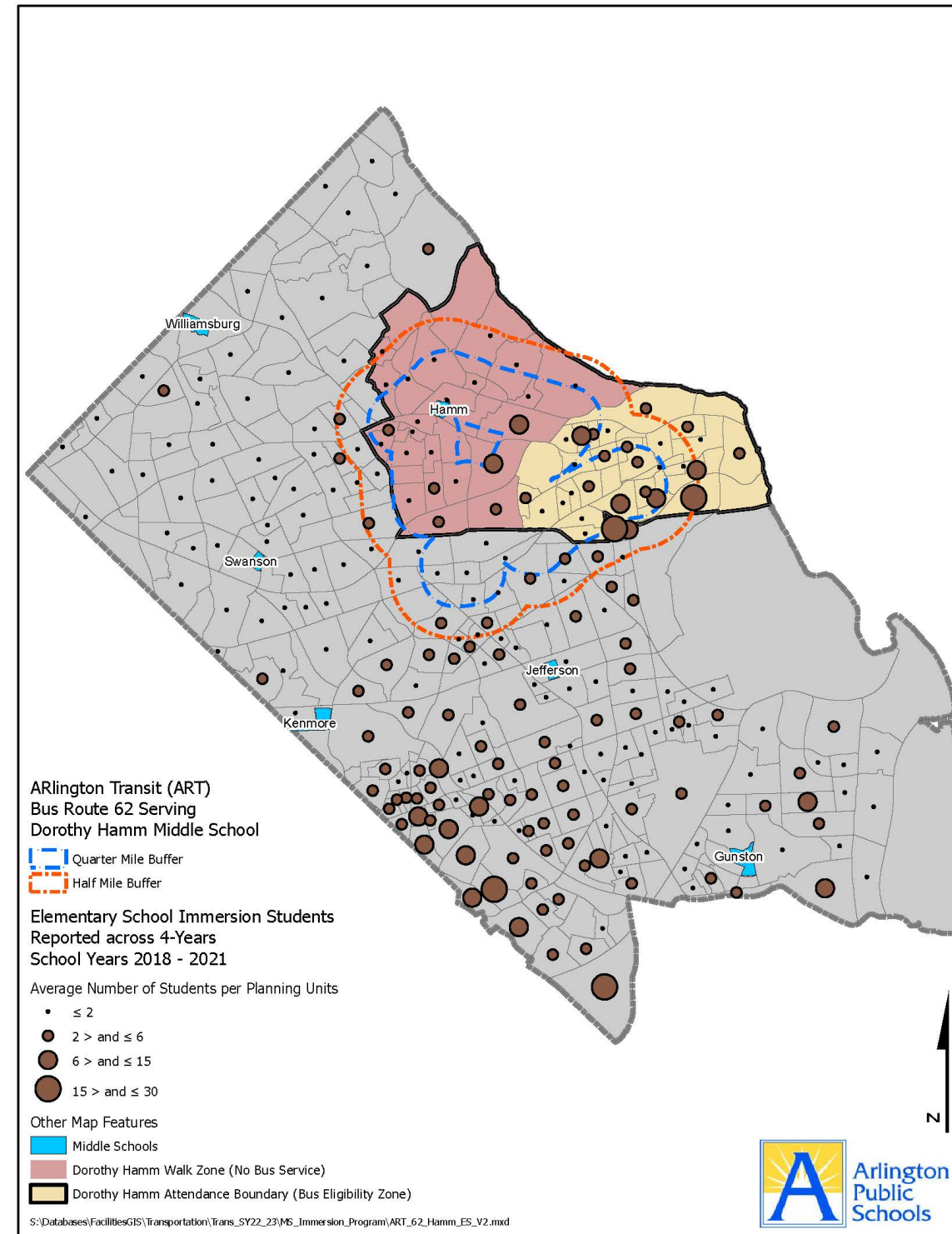


Illustration 23 Potential Immersion Students for SY 2023-27 Located within Walking Distances for ART Bus Route 75 Serving Kenmore Middle School

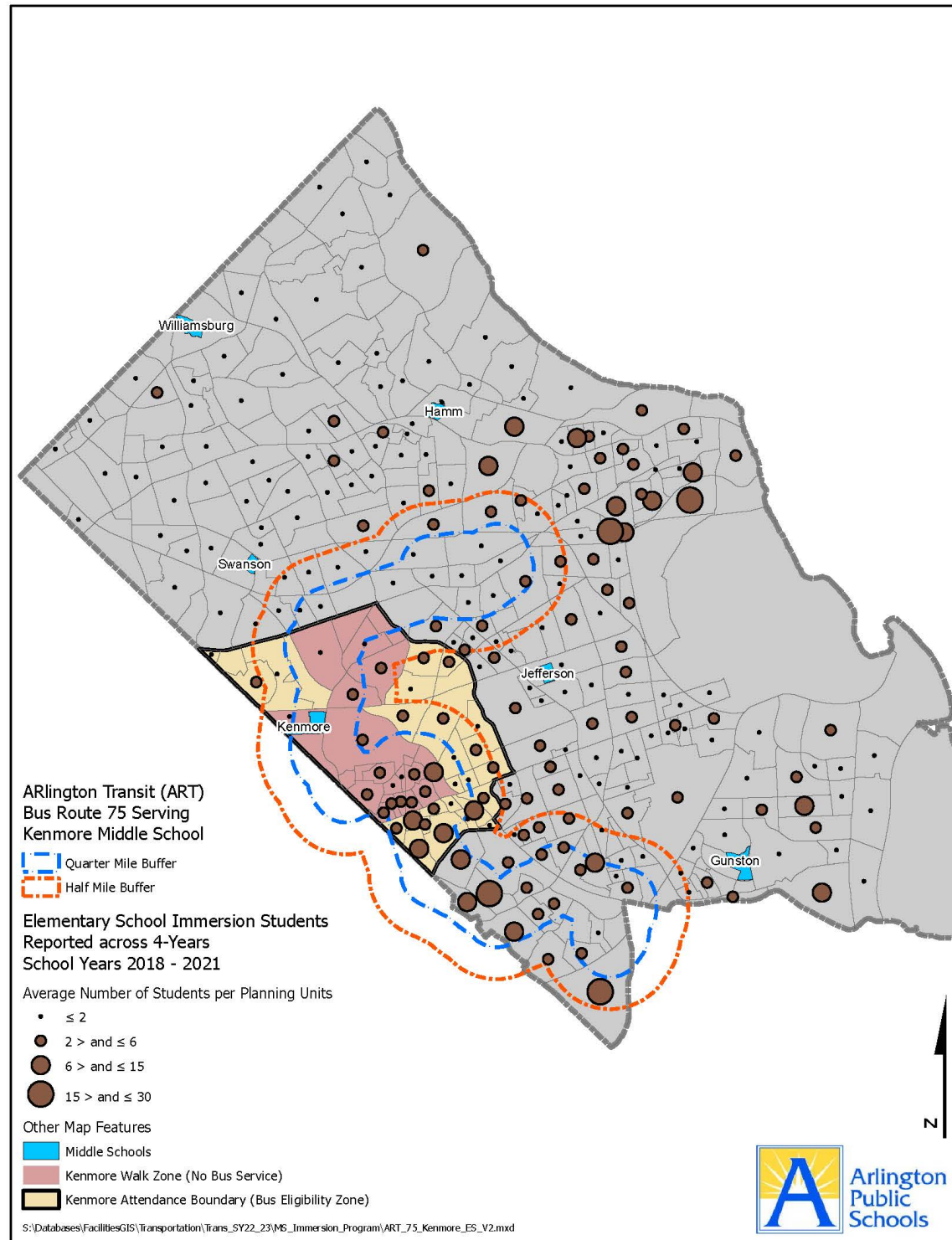


Illustration 24 Potential Immersion Students for SY 2023-27 Located within Walking Distances for ART Bus Route 87 Serving Gunston Middle School

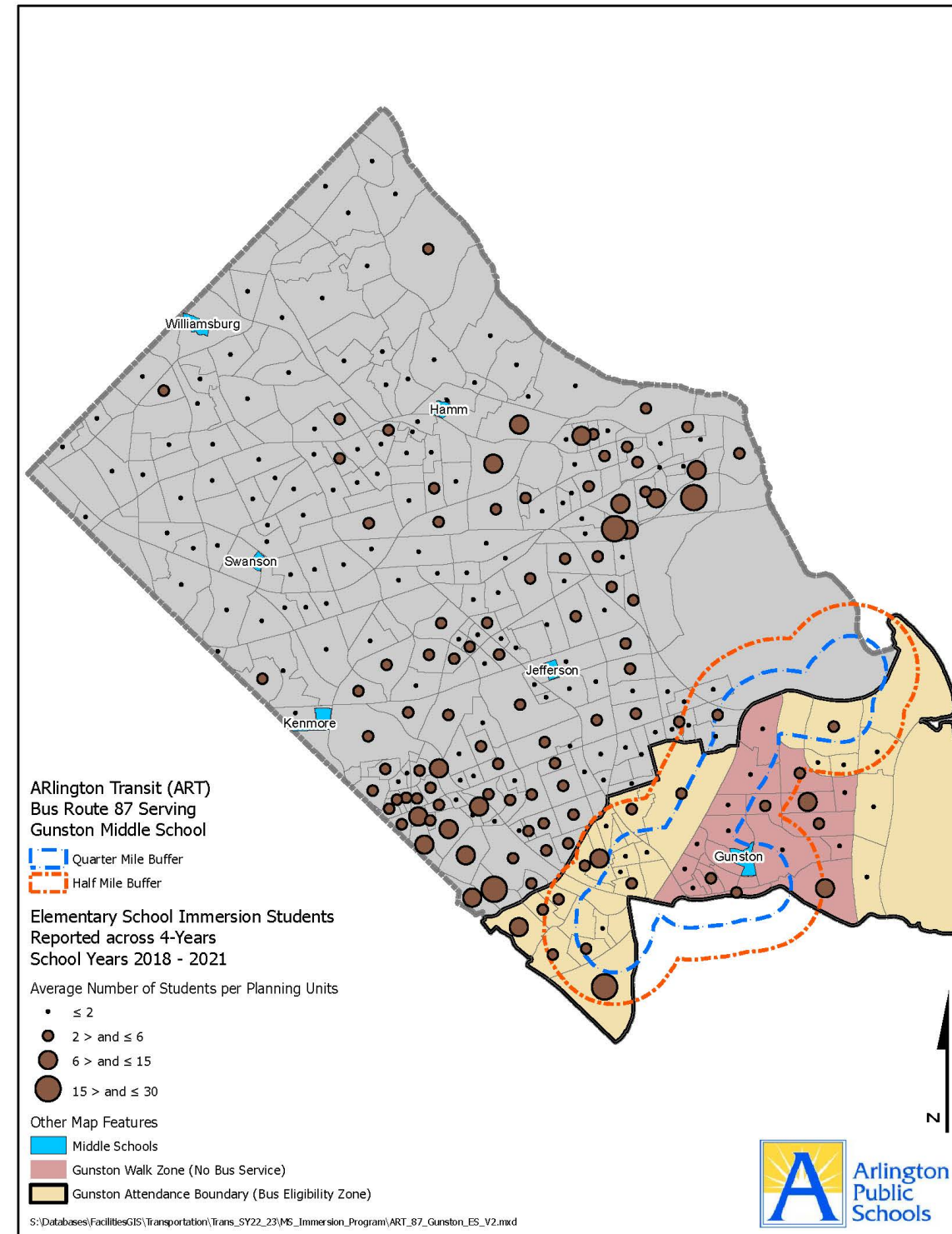


Chart 6 The Potential Number of Buses Required to Transport General Education Middle School Students based on the Immersion Program Located at Dorothy Hamm

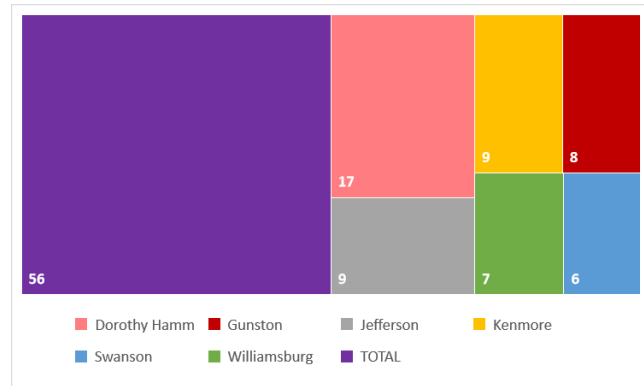


Chart 7 The Potential Number of Buses Required to Transport General Education Middle School Students based on the Immersion Program Located at Gunston

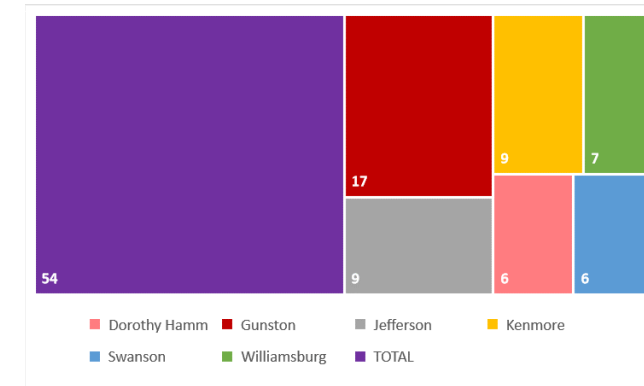


Chart 8 The Potential Number of Buses Required to Transport General Education Middle School Students based on the Immersion Program Located at Jefferson

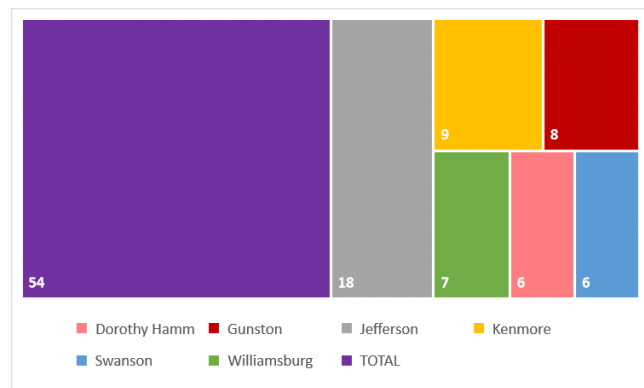


Chart 9 The Potential Number of Buses Required to Transport General Education Middle School Students based on the Immersion Program Located at Kenmore

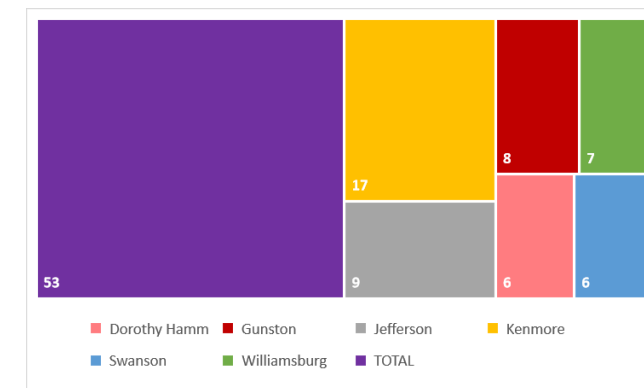


Chart 10 The Potential Number of Buses Required to Transport General Education Middle School Students based on the Immersion Program Located at Swanson

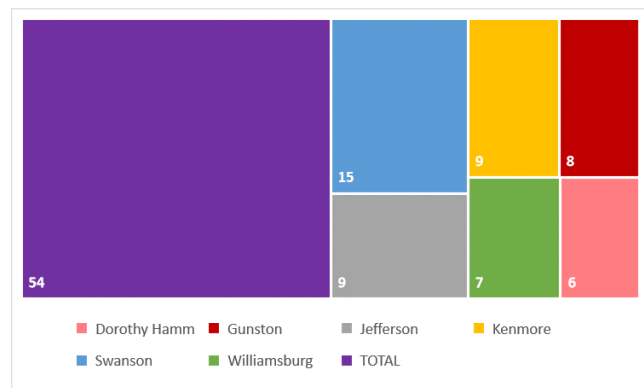


Chart 11 The Potential Number of Buses Required to Transport General Education Middle School Students based on the Immersion Program Located at Williamsburg

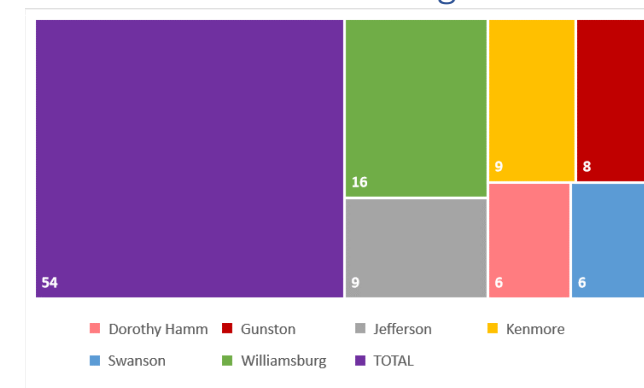


Illustration 25 The Proposed Immersion Feeder Zones Featuring: The Number of Immersion Students over a 5-Year Average and the Probability of Immersion Students per Planning Units

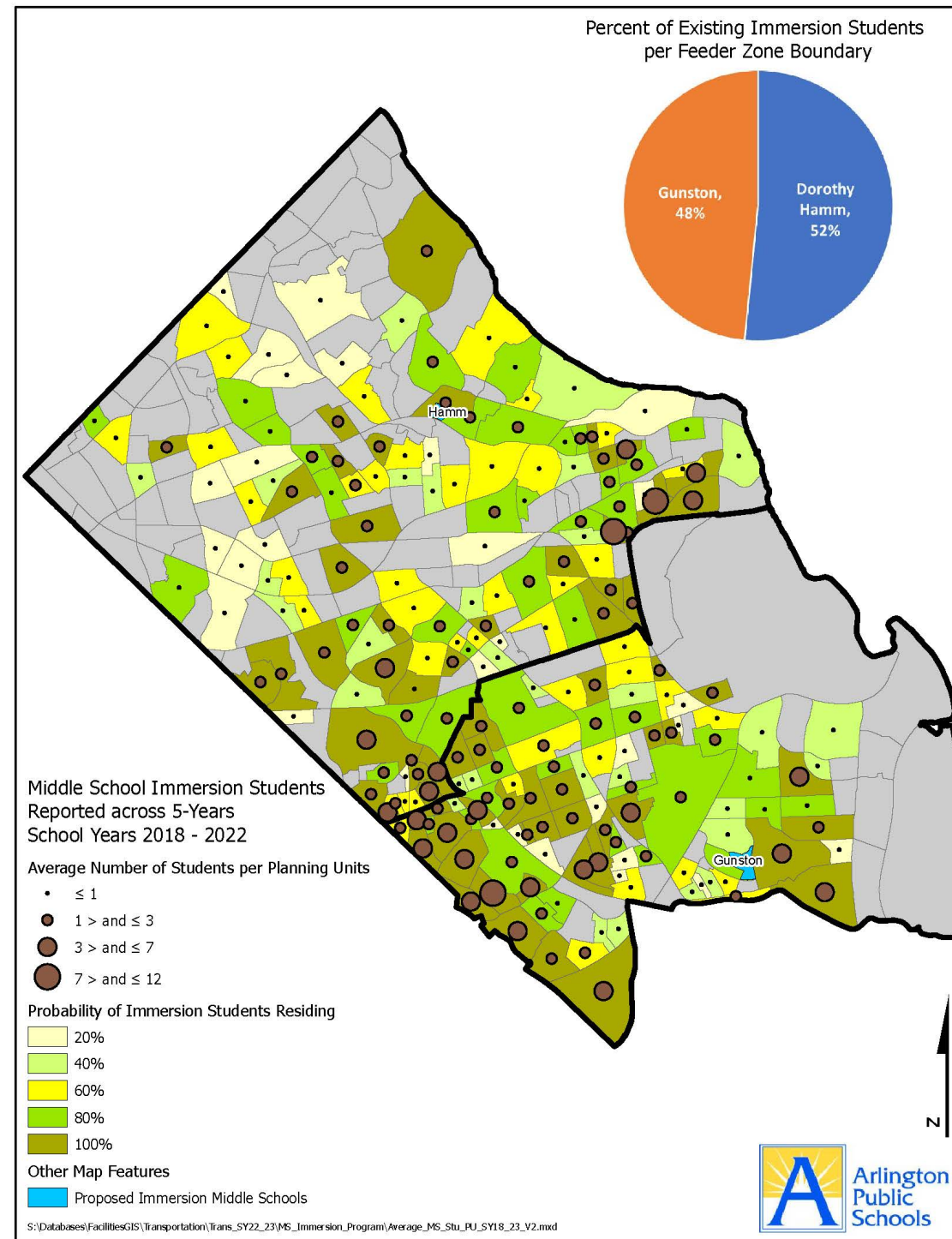
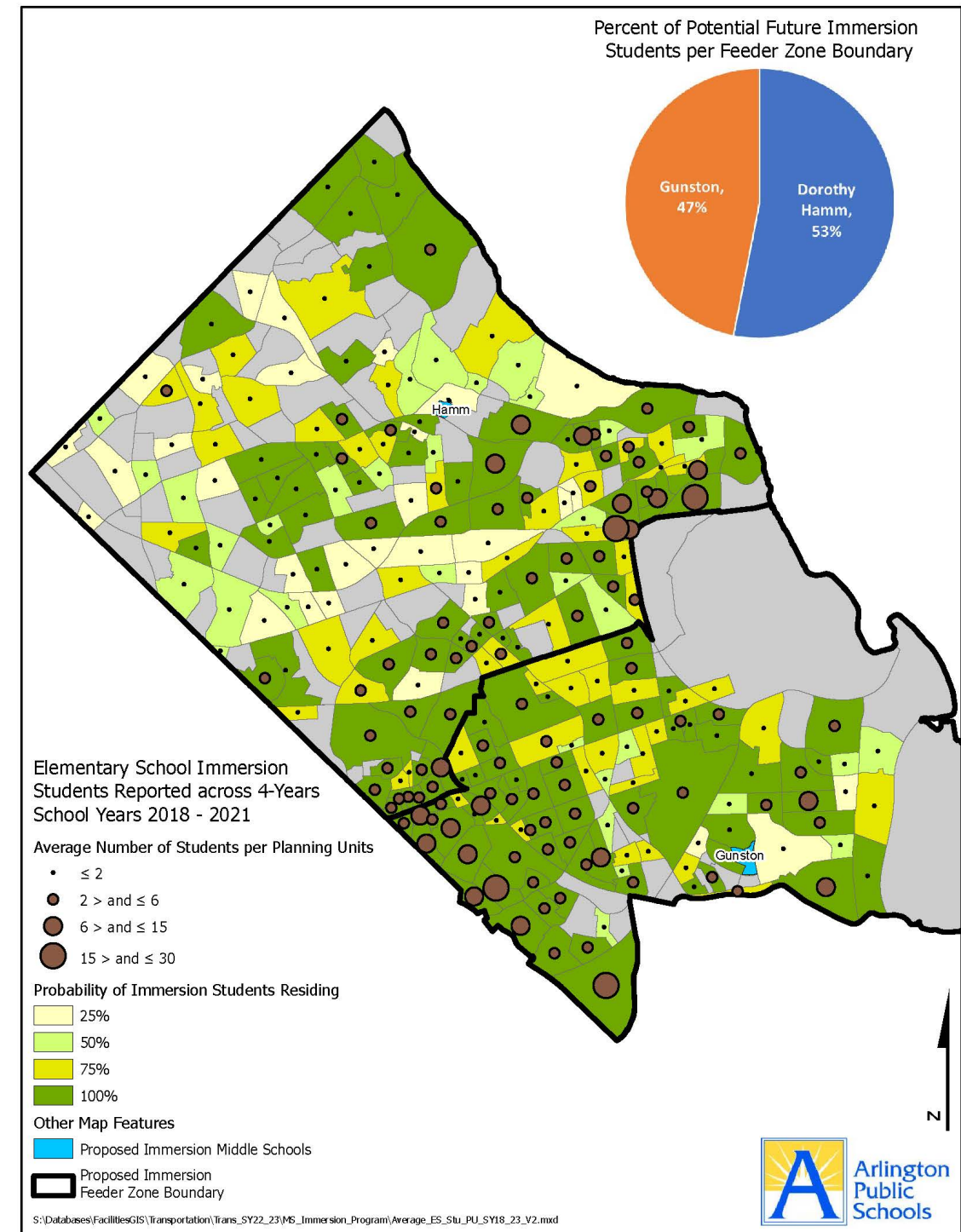


Illustration 26 The Proposed Immersion Feeder Zones Featuring: The Potential Immersion Students for SY 2023-27 and the Probability of Immersion Students per Planning Units



Middle School Boundary Scenarios

Draft for discussion, prepared on March 17, 2023

The Pre-CIP Report will address M.S. Boundaries. P&E will propose new boundaries that move immersion to include in the Pre-CIP Report, with a plan that describes an engagement process for Fall 2023.

Boundary Alternatives:

- Balance capacity utilization across schools.
- Fix alignment in areas where identified.

Proposed Scenarios for Discussion

- #1 - No programs are moved. Boundary adjustments only
- #2 - Immersion moves from Gunston to Kenmore

Table 4. P&E's Next Steps - Building from F&O's Analysis of the Middle School Immersion Program

Criteria analyzed	P&E Next Steps	Schools identified as improving the specific criteria over current conditions
Central Location	Use in developing boundary alternatives	<ul style="list-style-type: none"> • D. Hamm • Jefferson • Kenmore (moderate improvements) • Swanson (moderate improvements)
Available capacity	<p>Do not use</p> <ul style="list-style-type: none"> • F&O's analysis does not account for concurrent boundary changes 	
Hub Stop Maximization	<p>Discuss with Robert & Planning team</p> <ul style="list-style-type: none"> • Separating Immersion from Montessori means buses are needed at two different sites 	
Bus eligibility status	<p>Use in developing boundary alternatives</p> <ul style="list-style-type: none"> • Kenmore is identified as improving current conditions • Concerns are raised about safe routes – which is an issue for all Kenmore walkers today, regardless of the program. 	<ul style="list-style-type: none"> • Kenmore
Bus Fleet Improvements	Use in developing boundary alternatives	<ul style="list-style-type: none"> • Kenmore
Recommendation to split Immersion across 2 middle schools	<p>Do not use</p> <ul style="list-style-type: none"> • Immersion Visioning process recommended maintaining one M.S. Immersion program. • Enrollment in the long term will decline as smaller cohorts move up in grades 	

Summary

- Kenmore is identified in as an improvement based on four of the criteria
- Leaving Montessori at Gunston while moving Immersion to another location may not result in improvements
- Transportation is a concern and future Pre-CIP Reports could propose concurrent changes to transportation for students attending secondary option schools. Options include refining the current approach to Hub Stops to find more efficiencies.

Appendix J: Swing Space Project Report



Arlington
Public
Schools

Swing Space Project Report

Planning & Evaluation | June 2023

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EXECUTIVE SUMMARY

With the adoption of the 2023-32 CIP, the School Board directed the Superintendent to prioritize the renovations of existing APS school facilities, identify and develop swing space if needed, and begin construction on the first renovation project by Fall 2026 if feasible.

The following tasks were followed by the cross-departmental team to identify the recommended elementary swing space and possible alternatives. The four steps outlined in this report are:

- the identification of a comprehensive list of 61 sites/options;
- provision of educational specifications;
- establishment of criteria; and
- evaluation of each site.
 - 45 sites were eliminated from further review because they did not meet the minimum requirements for square footage, green space, parking and/or ground floor egress.
 - 8 additional sites/options were removed after further evaluation due to wrong location, earlier studies showing major concerns, county owned properties that would likely take too long to develop and school programing adjustments.

Eight sites were found viable, with varying degrees of cost and complexity. **APS recommends repurposing a neighborhood elementary school with existing available capacity for swing space.**

Repurposing an existing elementary school:

- Meets the requirements defined in the educational specifications.
- Depending upon the school should have the lowest potential costs for repurposing a facility, leaving CIP funds available for renovations of other school facilities.
- Eleven neighborhood elementary schools are projected to have 90% capacity utilization or lower in 2026-27 and a separate study will determine where APS can reassign students via a boundary process.

Information about the seven remaining sites is provided in this study for comparison; the potential steps and costs for each site were less practical than repurposing an elementary school.

- Building a new school was suggested for Virginia Highlands or next to an existing school, with an estimated cost of \$70 million.
- Repurposing the Washington-Liberty Annex, the Fairlington Community Center, Slyphax, or another commercial space would require an investment likely in the \$40-50 million dollar range.
- Commercial spaces would also require adding an annual leasing cost to APS' budget.
- Fairlington Community Center and Virginia Highlands are both county owned properties, and both would require siting processes that would likely delay the availability of swing space by years.
- Per the FY 2023-32 CIP, the ACC building will be repurposed for MPSA.

A separate study in the Pre-CIP Report recommends the neighborhood school to repurpose for swing space. The Pre-CIP report proposes that the School Board's CIP direction specify that the Department of

Facilities and Operations conduct an in-depth study of the of the cost of repurposing an elementary school for use as swing space.

Swing Space is defined as a facility that can be used by a school while its building is undergoing extensive renovations. The space must consider the needs of elementary-aged students and ensure they have access to all the resources necessary for teaching and learning.

This swing space study focuses on elementary school capacity between 500-600 students. If a middle or high school is identified for renovations, a plan to support their communities during construction will likely require an additional approach as these populations are larger and have different requirements of swing space.

To identify the recommended elementary swing space and possible alternatives, APS outlined a work plan with four tasks reviewed by the school board and cabinet. This report outlines each of the four steps followed by the cross-departmental team for this process, specifically: the identification of a comprehensive list of options; provision of educational specifications; establishment of criteria; and evaluation of each site. The evaluation consisted of a thorough review process with a cross-departmental team including Facilities and Operations, Finance & Management Systems, Academics, School Support, and Diversity, Equity & Inclusion. The team began with 61 recommended sites to consider and found 16 sites eligible for further evaluation based on minimum requirements established, which are explained in the [Project Plan Process](#) section. Eight of the sites were eliminated at this stage ([Swing Space Sites Evaluated in Task 4](#)).

All eight options are shown in Tables 1 and 2 on the following pages.

Table 1. Overview of Recommended and Alternative Sites for Swing Space

	Recommended	Alternatives		
	Repurpose neighborhood Elementary School	Repurpose Fairlington Community Center	Repurpose Washington-Liberty Annex	Build New Elementary School next to an existing school
Facility/ Ownership	<ul style="list-style-type: none"> Already owned by APS and meets educational specifications 	<ul style="list-style-type: none"> Owned and used by Arlington County Former school with playgrounds and field 	<ul style="list-style-type: none"> Owned by APS and in use by Washington-Liberty 	<ul style="list-style-type: none"> Would be owned by APS May need to share outdoor space with existing ES
Timing, Availability, and Processes	Fall 2026 <ul style="list-style-type: none"> Jan. to Feb. 2025 ES Boundary Process New boundaries in place for Fall 2026 	Fall 2028 at the earliest <ul style="list-style-type: none"> Requires collaboration between APS and the County regarding availability and timing May add multiple years depending on availability 	Fall 2027 <ul style="list-style-type: none"> If included in June 2024 FY2025-32 CIP Reducing W-L enrollment via Enrollment Management Plan beginning Feb. 2025 	Fall 2028 at the earliest <ul style="list-style-type: none"> Based on the minimum time it takes to build a new school May require additional time for a site identification process
Location	North Arlington	South Arlington <ul style="list-style-type: none"> Quaker Lane near I395 	North-Central Arlington <ul style="list-style-type: none"> Washington Blvd/N Quincy St. 	South Arlington <ul style="list-style-type: none"> TBD
Approximate Cost¹	<ul style="list-style-type: none"> <\$5 million 	<ul style="list-style-type: none"> \$40-50 million Includes relocatable classrooms, upgrades for kitchen, IT 	<ul style="list-style-type: none"> TBD Renovation required for use by ES including cafeteria/kitchen, outdoor playground, relocatable classrooms for P.E. 	<ul style="list-style-type: none"> \$70+ million
Complexity	<ul style="list-style-type: none"> Closes a neighborhood elementary school 	<ul style="list-style-type: none"> Closes an active community center 	<ul style="list-style-type: none"> Reduces capacity at W-L Designed for elementary or secondary use; built for high school Will likely require internal modification; addition of Gym, common space, playground 	<ul style="list-style-type: none"> A site will have two schools and twice the traffic, etc.

¹ Approximated costs provide ballpark figures based on similar recent projects to illustrate magnitude. Facilities, Finance, and Planning staff developed these numbers based on cost and feasibility studies conducted in 2019 and recent experience with refreshes, renovations, and observed escalation. Any actual project plans will have costs outlined following a design study at a specific site. The approximate new building cost was based on escalation of 2019 study “New ES Estimated Cost.” Hybrid modular building may reduce cost and/or timeline. The School Board’s Oct. 2023 Direction for the FY 2025-34 CIP will identify which swing space option will be studied by F&O, with A&E estimated costs.

	Recommended	Alternatives		
	Repurpose neighborhood Elementary School	Repurpose Fairlington Community Center	Repurpose Washington-Liberty Annex	Build New Elementary School next to an existing school
Additional Considerations	<ul style="list-style-type: none"> Choose among adjacent schools with excess capacity that can manage enrollment through a boundary change ² Possible need for a limited number of relocatable classrooms at swing space or neighboring schools 		<ul style="list-style-type: none"> Repurposes a building within five years of opening High School boundaries would be proposed to reduce enrollment over time at W-L 	

Notes: 1) Test fit study required to determine capacity for elementary use.
2) May move PreK class(es) separately from current schools to other schools.

² The June 2023 Pre-CIP Report Appendix includes a report that evaluates and recommends a school to be repurposed for swing space.

Table 2. Overview of Recommended and Alternative Sites for Swing Space, Continued

	Recommended:	Additional Alternatives:			
	Repurpose neighborhood Elementary School	Repurpose Syphax Education Center	Repurpose Current ACC Building on Career Center Site	Repurpose Commercial Building	Build a New Elementary School at Virginia Highlands Community Center and Park
Facility/ Ownership	<ul style="list-style-type: none"> • Already owned by APS and meets educational specifications 	<ul style="list-style-type: none"> • APS Leased • Privately Owned • Shared use building 	<ul style="list-style-type: none"> • APS Owned 	<ul style="list-style-type: none"> • Privately Owned • Shared use building 	<ul style="list-style-type: none"> • Owned by Arlington County (Site adjacent to parkland) • Shared use property
Timing, Availability, and Processes	<p>Fall 2026</p> <ul style="list-style-type: none"> • Jan. to Feb. 2025 ES Boundary Process • New boundaries in place for Fall 2026 	<p>Fall 2028</p> <ul style="list-style-type: none"> • May require County approval for change in use • Will require plan for alternative work setting • Will require plan for learning setting for adult classes 	<p>Fall 2027</p> <ul style="list-style-type: none"> • Current ACC building will be renovated after the completion of the new building in December 2025 • All construction is scheduled to be complete by April 2027 	<p>Fall 2028 at the earliest</p> <ul style="list-style-type: none"> • If SB includes this option in the FY 2025-34 CIP direction, the study of available commercial spaces would need to be updated to determine what properties are available. • Based on County approval for change in use and other associated county processes. 	<p>Arlington County master planning for the site will begin 2030</p> <ul style="list-style-type: none"> • Requires collaboration between APS and the County regarding availability and timing • The Pentagon City Sector Plan³ requires the development of a master plan of the Virginia Highlands Park (VHP)
Location	North Arlington	South Arlington <ul style="list-style-type: none"> • Route 50/ Washington Blvd 	South Arlington <ul style="list-style-type: none"> • S Walter Reed Dr/ Columbia Pike 	South Arlington <ul style="list-style-type: none"> • Portions of South Arlington which overlap Crystal City and Pentagon City are areas that at this time are expected to experience future enrollment growth beyond the permanent capacity of schools. 	South Arlington <ul style="list-style-type: none"> • S. Hayes St/ S. 15th Street

³ Pentagon City Planning Study. <https://www.arlingtonva.us/Government/Projects/Plans-Studies/Land-Use/Pentagon-City-Planning-Study>

	Recommended:	Additional Alternatives:			
	Repurpose neighborhood Elementary School	Repurpose Syphax Education Center	Repurpose Current ACC Building on Career Center Site	Repurpose Commercial Building	Build a New Elementary School at Virginia Highlands Community Center and Park
Approximate Cost⁴	<ul style="list-style-type: none"> • <\$5 million 	<ul style="list-style-type: none"> • Estimated renovation cost to be determined • Investment is in a facility not owned by APS or the County 	<ul style="list-style-type: none"> • \$25+ million • Based on study to renovate for MPSA which has more PreK classes than typical ES; PreK requirements add cost • Expenses would include interior renovation, kitchen upgrades and exterior playground 	<ul style="list-style-type: none"> • \$40 million in addition to ongoing leasing costs (operational budget) 	<ul style="list-style-type: none"> • \$70+ million
Complexity	<ul style="list-style-type: none"> • Closes a neighborhood elementary school 	<ul style="list-style-type: none"> • Property Owner must allow renovations and change of use • County must grant change to building use permit and park property use. 		<ul style="list-style-type: none"> • APS has not repurposed commercial space for an elementary school and there may be many hurdles. 	<ul style="list-style-type: none"> • County permission and site master planning required
Additional Considerations	<ul style="list-style-type: none"> • Choose among adjacent schools with excess capacity that can manage enrollment through a boundary change⁵ • Possible need for a limited number of relocatable classrooms at swing space or neighboring schools 	<ul style="list-style-type: none"> • Some Central Office Staff and Department of Human Services (DHS) may need alternative work setting (e.g., telework) 	<ul style="list-style-type: none"> • School Board would change its motion from June 23, 2022, changing MPSA’s plan to move into the current ACC building 	<ul style="list-style-type: none"> • If selected, F&O will need to update available commercial properties to study further • Explore possibility to close adjacent side-street to thru-traffic during the school day to permit safe access to outdoor spaces 	<ul style="list-style-type: none"> • Site might be shared with the County and other site uses will be defined during the master planning process • This is an area of high growth with schools that intersect the Richmond Highway corridor and where the number of students is forecasted to

⁴ Approximated costs provide ballpark figures based on similar recent projects to illustrate magnitude. Facilities, Finance, and Planning staff developed these numbers based on cost and feasibility studies conducted in 2019 and recent experience with refreshes, renovations, and observed escalation. Any actual project plans will have costs outlined following a design study at a specific site. The approximate new building cost was based on escalation of 2019 study “New ES Estimated Cost.” Hybrid modular building may reduce cost and/or timeline. The School Board’s Oct. 2023 Direction for the FY 2025-34 CIP will identify which swing space option will be studied by F&O, with A&E estimated costs.

⁵ The June 2023 Pre-CIP Report Appendix includes a report that evaluates and recommends a school to be repurposed for swing space.

	Recommended:	Additional Alternatives:			
	Repurpose neighborhood Elementary School	Repurpose Syphax Education Center	Repurpose Current ACC Building on Career Center Site	Repurpose Commercial Building	Build a New Elementary School at Virginia Highlands Community Center and Park
					outnumber current permanent seats

- Notes: 1) Test fit study required to determine capacity for elementary use.
2) May move PreK class(es) separately from current schools to other schools.

PROJECT PLAN PROCESS

To determine a recommended swing space site, APS developed a project plan that subdivided the work into four tasks to be addressed by experts and members of the public. The plan was approved by the Cabinet, which consisted of representatives from different departments.

The project began with input from multiple APS departments and citizen advisory groups to identify options for evaluation as an elementary swing space (Task 1). The initial list of spaces totaled 38, one of which was to “search for available commercial spaces.” The list of available commercial spaces counted 31 buildings, two of which potentially met minimum requirements and were added to the final list for evaluation.

After establishing the educational specifications requirements (Task 2) and a refined list of evaluation criteria (Task 3), 16 sites were eligible for further evaluation. The team carefully considered the evaluation process along with the pros and cons to determine the recommended site for further study and the alternative sites to consider (Task 4).

Next Steps:

1. Members of the community and advisory committees (JFAC and FAC) are invited to provide feedback to the school board before September 22, 2023.
2. The School Board’s October 2023 Direction for the FY 2025-34 CIP will identify which options should be studied further by Facilities & Operations so that approximate project costs are included in the Superintendent’s Proposed FY 2025-34 CIP⁶. In 2019, F&O completed 14 studies at the School Board’s request at an average estimated cost of \$30,000. They ranged from \$12,000 to \$72,000.
3. Planning & Evaluation will outline required enrollment management processes to implement setting up swing space (e.g., boundaries)
 - [See Appendix: Swing Space Methodology & Results](#)

Tasks from Project Plan

Task 1: Identify a comprehensive list of swing space options by Dec. 1, 2022

Department Staff Participants:

Facilities and Operations, Finance & Management Systems School Support, Cabinet, ES Principals

Summary of Task:

This task requires the identification of a comprehensive list of swing space options. APS staff and advisory committees, Facilities Advisory Committee (FAC), and Joint Facilities Advisory Committee (JFAC)

⁶ Note: The 2023 Pre-CIP reports is aiming to conduct studies so that more funds remain available for projects in the CIP.

were asked identify all possible options. County owned sites were limited to County Manager's "Public School Siting Options" list from 2019⁷. The initial list included 61 sites.

Appendix: [List of Swing Space Options](#)

Task 2: Provide educational specifications for elementary swing space by Dec. 1, 2022

Department Staff Participants:

Facilities & Operations, Finance & Management Systems, Academics, School Support, Diversity Equity & Inclusion

Summary of Task:

This task requires the development of educational specifications for swing space, ensuring its suitability for use as a temporary school. The specifications were based on the Elementary School Educational Specifications for the Jefferson Site School (Fleet) provided by APS.

Appendix: [Educational Specifications](#)

Task 3: Establish the criteria that will be used to evaluate swing space options by Feb. 1, 2023

Department Staff Participants:

Facilities & Operations, Academics, School Support, Diversity Equity & Inclusion

Summary of Task:

This task aims to establish minimum requirements for swing space, reduce the number of swing spaces to evaluate, and determine criteria that will be used to evaluate remaining swing space options.

- Removed 45 recommended sites from further consideration that do not meet minimum requirements.
- 16 sites left to evaluate that meet minimum requirements.

The minimum requirements established for Elementary Swing Space are:

- Property is located within Arlington
- Property is available, not under development for another use
- County owned properties must be identified in the County Manager's 2019 list of "Public School Siting Options"
- Suggested site (including commercial sites in CoStar and vacant lots in MLS) is available in a real estate search of properties⁸
- Previous APS study did not identify significant barriers for school use

⁷ https://arlingtonva.s3.amazonaws.com/wp-content/uploads/sites/5/2019/12/County_Manager_APS_Letter_2019-11-18.pdf

⁸ If SB's direction includes commercial property, APS will need to update the list of available commercial spaces to determine what properties are available.

- Capacity for 500-600 students
- Onsite parking or available parking nearby
- Adjacent or available recreation space adequate for 120 students
- Property not a military base
- Emergency Vehicles must be able to safely enter and exit the property

The criteria determined to evaluate (Task 4) swing space options are:

- Timeline
- Costs
- Location
- Transportation
- Complexity of using the site
- Security
- Considerations for conversions of commercial space

Appendices: [List of Eliminated Sites](#)

Task 4: Evaluate each eligible swing space option using the agreed upon evaluation criteria and include the results for all options in 2023 Pre-CIP Report

Department Staff Participants:

Facilities & Operations, Finance & Management Systems, Academics, School Support, Planning & Evaluation

Summary of Task:

This task involves the evaluation of each eligible swing space option. After considering the pros and cons of each option, APS recommends one swing space option and seven alternative sites for further study.

Appendix: [Swing Space Evaluation Spreadsheet](#)

APPENDICES

Appendix A: Swing Space Study Methodology & Results

Methodology

With the adoption of the 2023-32 CIP, the School Board directed the Superintendent to identify and develop swing space, if needed, to support the Long-Term Renovation projects. This report outlines the exploration of swing space options, including the types of costs for each.

The following experiences informed the decision to seek swing space in support of the Long-Range Renovation Plan for Existing Facilities:

- Twenty years ago, APS used the former Wilson School for swing space during several major elementary construction projects. This site allowed for renovations to take place at the neighborhood schools while hosting the students and staff at the Wilson School during the renovation period, minimizing the construction period and avoiding construction disruption. This site has been redeveloped as The Heights facility and is used as a secondary school program.
- Most recently, McKinley (now ATS), Abingdon, and Ashlawn students remained in place during major renovations and additions.
 - Keeping a school in a facility under construction may complicate the construction schedule, adding time and cost to the process.
 - Instruction is disrupted and students and teachers may endure uncomfortable environments.
- Building a new facility for the Arlington Career Center was found to be more cost effective than the prior plans that would have built the school in stages around an operating school.

Cross-Departmental Team Preferences

- Swing space is preferred when renovating an elementary school.
- Swing space that will be used by a school under renovation for 18-months to two years should approximate conditions of a permanent school facility as much as possible.
- Once developed, swing space may remain in use by multiple schools in succession.
- Note, some residents have raised concerns about the potential enrollment growth in north Arlington due to recent planning initiatives including the approved Expanded Housing (Missing Middle) and the ongoing Plan Langton Boulevard (PLB) study. APS will be monitoring enrollment changes from Expanded Housing and PLB, when it is approved, and will have the option to repurpose an elementary school used for swing space to a neighborhood school if the need arises due to enrollment trend changes in NW Arlington.

A team worked during the 2022-23 School Year to develop a detailed list of requirements, including education specifications, and then measured an extensive list of space options against those considerations.

Results

The table included in the appendix shows swing space alternatives that may also be considered for further study. Detailed evaluations showing all criteria considered are available in the Appendix: [Evaluations of Swing Space Options Worksheets](#).

All cost estimates are intended to permit an order-of-magnitude comparison only. In the Fall of 2023, the School Board will direct staff on which site(s) to study further. Those studies will be prepared with detailed project cost estimates in advance of the approved FY 2024-32 CIP report.

The adopted FY2023-32 CIP does not include separate funding to prepare swing space. The annual placeholder amounts listed in the Capital Improvement Plan bring capital funding up to \$25 million per year for swing space, projects in the long-range renovation plan and major infrastructure projects. Monies spent on swing space may reduce the funding available for renovations according to the Finance Department.

The summaries assume that in all cases the use of swing space and emptying a building for purposes of renovation will incur moving costs on top of usual operating costs. In addition, transportation requirements may shift, such as an increase in student ride time or the loss of walkability at certain temporary facilities.

Renovations are generally capital costs paid with bond funding in the CIP. Leasing costs for properties not owned by APS or the Arlington County Government (ACG) are assumed as annual operating costs. Leasing costs are not estimated and, according to Facilities and Operations, may include incremental charges for parking, utilities, evening or weekend activity hours surcharges, monthly common area charges, and a percentage of real estate taxes.

Appendix B: List of Commercial Properties

Planning and Evaluation Swing Space Request to F&O

Minimum Site Requirements:

- 71,000 to 85,000 sq ft interior space
- Adjacent or (“practical & safe distance to”) available green space for play/PE
- Parking onsite or nearby
- Please note if no ground floor egress

Current gaps in preparation for Task 4 – Evaluation of Proposed Swing Spaces

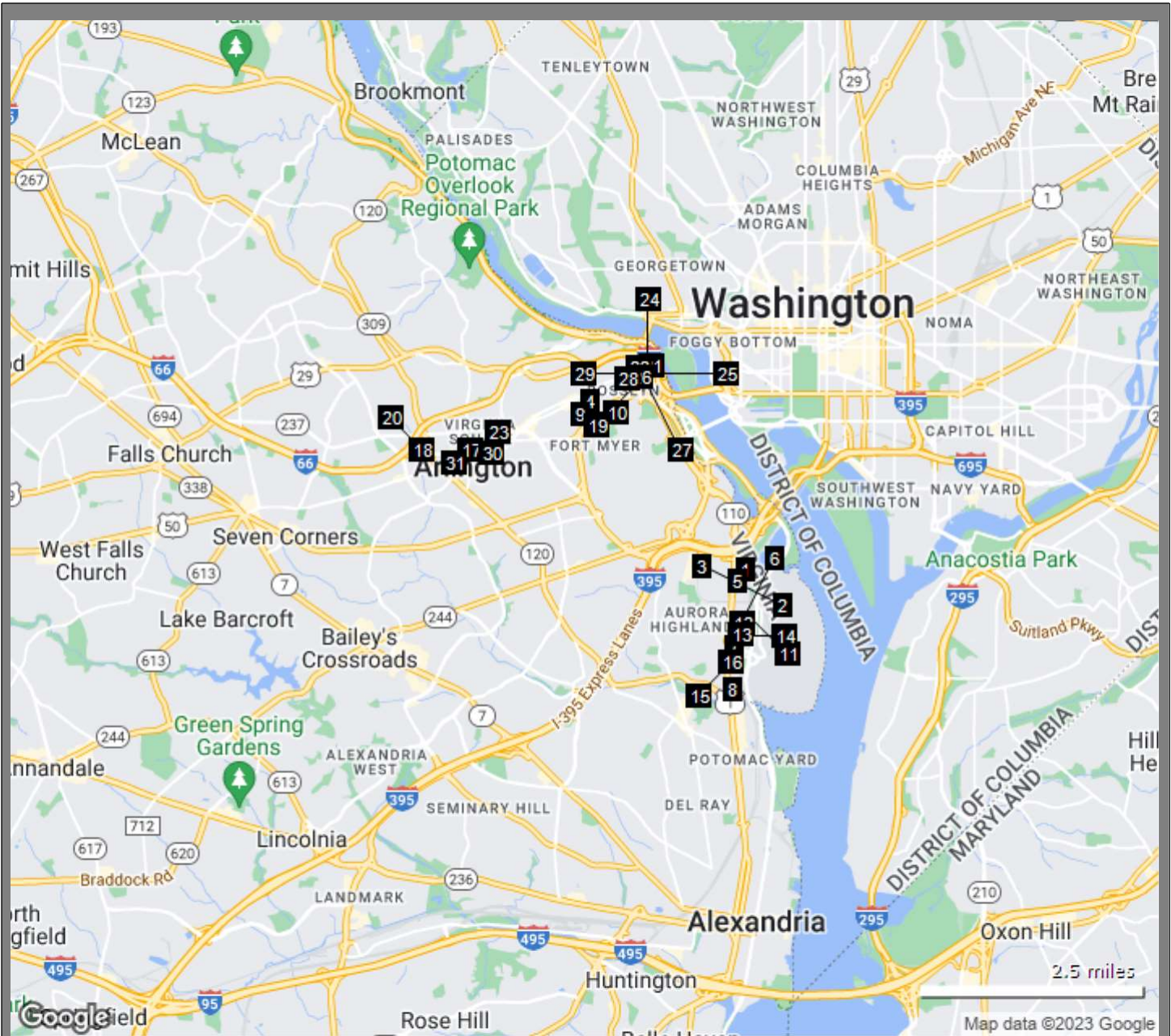
Non-Public property (inside Arlington County)			
	Space or Type of space	Notes	Expert Opinion or Response from Broker Please confirm time availability in every case
1	Rent and Convert Office Space	Does the county maintain a list of empty office spaces?	<ul style="list-style-type: none"> • County Real Estate Bureau (REB) subscribes to CoStar, an online inventory of available commercial properties to lease. • Available commercial properties attached based on sq ft requirements. • Space Available and Max Contig (maximum # of contiguous sf) should be used for analysis. • Use permit amendment required for office retrofit to educational space.
2	Vacant retail space (like a Toys R Us or Target)	Work with Real Estate Broker Reach out to Economic Development Office about vacant commercial space	List provided to P&E (attached) generated by REB for Arlington County for commercial properties to lease.
3	Ballston Mall has vacancies (new zoning in works)	If/how much might be available? Describe size and level	No vacancies in building that meet our requirements based on CoStar search.
4	New Construction River House (Vornado?) at	If/how much might be available? Could APS use bottom floors?	Not available at present on CoStar search that meet our requirements.

Non-Public property (inside Arlington County)				
		Virginia Highlands –		
	5	Green Field	Min 2.4 acres adjacent to park or playground where can build temporary facility	REB searched CoStar and MLS for vacant land. No empty lots equal to or greater than 2.4 acres are available in Arlington per REB search. Please see attached that lists available vacant residential lots.
	6	Presbyterian Church 601 N Vermont St, Arlington, VA 22203	What is existing sq footage available? Open to constructing relocatable spaces?	<ul style="list-style-type: none"> • Property zoned as R-5 (residential). • Use permit amendment needed to retrofit and lease space. • Grounds doesn't provide enough space for one 8-plex relocatable without need to remove trees. • Building doesn't meet square footage requirements. Estimated 30,000 sf not including the sanctuary.

Attachments

- 1. CoSTAR Search for Available Properties to Lease**
- 2. MLS for Vacant Residential Lots in Arlington, VA**

1. CoSTAR Search for Available Properties to Lease



1



101 12th St S
Arlington, VA 22202
Arlington County
Crystal City Submarket

Building Type: **Class A Office/Office Building**
 Status: **Proposed, breaks ground Mar 2023**
 Building Size: **236,335 SF**
 Typical Floor Size: **26,259 SF**
 Stories: **9**
 Expenses: **2021 Tax @ \$0.53/sf**

Space Avail: **236,335 SF**
 Max Contig: **236,335 SF**
 Smallest Space: **19,385 SF**
 Rent/SF/Yr: **Withheld**
 % Leased: **0%**

2		<p>601 S 12th St 12th Street Landing Arlington, VA 22202 Arlington County Pentagon City Submarket</p>	<p>Building Type: Class B Office/Office Building Status: Built 1982, Renov 2004 Building Size: 313,436 SF Typical Floor Size: 26,120 SF Stories: 12 Expenses: 2021 Tax @ \$5.11/sf</p>	<p>Space Avail: 313,436 SF Max Contig: 313,436 SF Smallest Space: 19,428 SF Rent/SF/Yr: Withheld % Leased: 0%</p>
3		<p>701 S 12th St 12th Street Landing Arlington, VA 22202 Arlington County Pentagon City Submarket</p>	<p>Building Type: Class B Office Status: Built 1982, Renov 2004 Building Size: 273,191 SF Typical Floor Size: 22,766 SF Stories: 12 Expenses: 2021 Tax @ \$4.93/sf</p>	<p>Space Avail: 273,191 SF Max Contig: 273,191 SF Smallest Space: 16,933 SF Rent/SF/Yr: Withheld % Leased: 0%</p>
4		<p>2000 15th St N Arlington, VA 22201 Arlington County Clarendon/Courthouse Submarket</p>	<p>Building Type: Class A Office/Office Building Status: Built 1985, Renov 2007 Building Size: 335,304 SF Typical Floor Size: 17,231 SF Stories: 11 Expenses: 2021 Tax @ \$1.94/sf</p>	<p>Space Avail: 139,963 SF Max Contig: 78,910 SF Smallest Space: 1,509 SF Rent/SF/Yr: Withheld % Leased: 58.3%</p>
5		<p>1401 S Clark St Jefferson Plaza Arlington, VA 22202 Arlington County Crystal City Submarket</p>	<p>Building Type: Class B Office/Office Building Status: Built 1970, Renov 1996 Building Size: 281,045 SF Typical Floor Size: 21,619 SF Stories: 13 Expenses: 2021 Tax @ \$3.11/sf, 2011 Est Tax @ \$2.60/sf; 2015 Ops @ \$7.64/sf, 2011 Est Ops @ \$7.43/sf</p>	<p>Space Avail: 160,941 SF Max Contig: 95,317 SF Smallest Space: 1,783 SF Rent/SF/Yr: Withheld % Leased: 42.7%</p>
6		<p>2461 S Clark St Arlington, VA 22202 Arlington County Crystal City Submarket</p>	<p>Building Type: Class B Office/Office Building Status: Built 1973, Renov Apr 2023 Building Size: 274,078 SF Typical Floor Size: 19,577 SF Stories: 14 Expenses: 2021 Tax @ \$2.76/sf, 2010 Est Tax @ \$2.34/sf; 2010 Est Ops @ \$8.89/sf</p>	<p>Space Avail: 150,090 SF Max Contig: 96,110 SF Smallest Space: 1,383 SF Rent/SF/Yr: \$44.00-\$46.00 % Leased: 59.7%</p>
7		<p>2611 S Clark St Arlington, VA 22202 Arlington County Crystal City Submarket</p>	<p>Building Type: Class A Office Status: Built 1985, Renov Dec 2022 Building Size: 202,428 SF Typical Floor Size: 18,598 SF Stories: 12 Expenses: 2021 Tax @ \$1.76/sf</p>	<p>Space Avail: 176,151 SF Max Contig: 140,810 SF Smallest Space: 1,757 SF Rent/SF/Yr: \$36.00-\$39.50 % Leased: 16.0%</p>

8		<p>3550 S Clark St National Gateway Arlington, VA 22202 Arlington County Crystal City Submarket</p>	<p>Building Type: Class A Office/Office Building Status: Built 2010 Building Size: 221,686 SF Typical Floor Size: 22,893 SF Stories: 9 Expenses: 2021 Tax @ \$3.21/sf</p>	<p>Space Avail: 169,040 SF Max Contig: 158,546 SF Smallest Space: 2,650 SF Rent/SF/Yr: \$39.50-\$43.50 % Leased: 23.8%</p>
9		<p>1310 N Courthouse Rd Heyday at 1310 Arlington, VA 22201 Arlington County Clarendon/Courthouse Submarket</p>	<p>Building Type: Class B Office/Office Building Status: Built 1983, Renov Sep 2008 Building Size: 380,499 SF Typical Floor Size: 35,775 SF Stories: 12 Expenses: 2021 Tax @ \$4.05/sf</p>	<p>Space Avail: 181,453 SF Max Contig: 109,521 SF Smallest Space: 3,740 SF Rent/SF/Yr: \$45.00-\$46.50 % Leased: 60.6%</p>
10		<p>1320 N Courthouse Rd Arlington, VA 22201 Arlington County Clarendon/Courthouse Submarket</p>	<p>Building Type: Class B Office Status: Built 1992 Building Size: 355,789 SF Typical Floor Size: 40,005 SF Stories: 9 Expenses: 2021 Tax @ \$5.09/sf</p>	<p>Space Avail: 305,886 SF Max Contig: 162,363 SF Smallest Space: 4,565 SF Rent/SF/Yr: \$42.50 % Leased: 77.1%</p>
11		<p>2011 Crystal Dr National Landing Arlington, VA 22202 Arlington County Crystal City Submarket</p>	<p>Building Type: Class A Office/Office Building Status: Built 1984, Renov 2006 Building Size: 439,466 SF Typical Floor Size: 43,500 SF Stories: 11 Expenses: 2021 Tax @ \$3.81/sf</p>	<p>Space Avail: 237,406 SF Max Contig: 147,875 SF Smallest Space: 2,875 SF Rent/SF/Yr: Withheld % Leased: 58.1%</p>
12		<p>2200 Crystal Dr 2220 Crystal Drive Arlington, VA 22202 Arlington County Crystal City Submarket</p>	<p>Building Type: Class B Office/Office Building Status: Built 1968, Renov 2006 Building Size: 282,920 SF Typical Floor Size: 24,200 SF Stories: 11 Expenses: 2021 Tax @ \$3.12/sf</p>	<p>Space Avail: 122,468 SF Max Contig: 122,468 SF Smallest Space: 24,492 SF Rent/SF/Yr: Withheld % Leased: 56.7%</p>
13		<p>2450 Crystal Dr Crystal Drive & 23rd Street Arlington, VA 22202 Arlington County Crystal City Submarket</p>	<p>Building Type: Class B Office/Office Live/Work Unit Status: Built 1971, Renov Apr 2023 Building Size: 387,267 SF Typical Floor Size: 26,097 SF Stories: 12 Expenses: 2021 Tax @ \$3.32/sf, 2011 Est Tax @ \$3.19/sf; 2009 Ops @ \$10.06/sf, 2011 Est Ops @ \$10.06/sf</p>	<p>Space Avail: 150,037 SF Max Contig: 121,722 SF Smallest Space: 1,000 SF Rent/SF/Yr: Withheld % Leased: 61.3%</p>

14



2451 Crystal Dr
Crystal Park Five
Arlington, VA 22202
Arlington County
Crystal City Submarket

Building Type: **Class B Office/Office Building**
 Status: **Built 1990, Renov Jan 2019**
 Building Size: **398,329 SF**
 Typical Floor Size: **40,000 SF**
 Stories: **11**
 Expenses: **2021 Tax @ \$3.93/sf**

Space Avail: **228,036 SF**
 Max Contig: **79,289 SF**
 Smallest Space: **40 SF**
 Rent/SF/Yr: **Withheld**
 % Leased: **87.9%**

15



2777 Crystal Dr
National Landing Center 1
Arlington, VA 22202
Arlington County
Crystal City Submarket

Building Type: **Class A Office**
 Status: **Built 2006**
 Building Size: **358,330 SF**
 Typical Floor Size: **27,171 SF**
 Stories: **12**
 Expenses: **2021 Tax @ \$5.90/sf, 2010 Est Tax @ \$3.00/sf; 2010 Est Ops @ \$5.80/sf**

Space Avail: **326,057 SF**
 Max Contig: **306,175 SF**
 Smallest Space: **19,882 SF**
 Rent/SF/Yr: **Withheld**
 % Leased: **9.0%**

16



2800 Crystal Dr
Potomac Gateway North
Arlington, VA 22202
Arlington County
Off Jefferson Davis Hwy
Crystal City Submarket

Building Type: **Class A Office**
 Status: **Built 1990, Renov Jun 2008**
 Building Size: **178,210 SF**
 Typical Floor Size: **19,124 SF**
 Stories: **10**
 Expenses: **2021 Tax @ \$3.07/sf, 2011 Est Tax @ \$2.29/sf; 2011 Est Ops @ \$7.67/sf**

Space Avail: **109,325 SF**
 Max Contig: **99,656 SF**
 Smallest Space: **1,595 SF**
 Rent/SF/Yr: **\$36.00-\$37.00**
 % Leased: **38.7%**

17



3901 N Fairfax Dr
Arlington, VA 22203
Arlington County
Ballston Submarket

Building Type: **Class A Office**
 Status: **Under Construction, delivers Nov 2023**
 Building Size: **200,576 SF**
 Typical Floor Size: **22,286 SF**
 Stories: **9**
 Expenses: **2021 Tax @ \$0.73/sf**

Space Avail: **200,576 SF**
 Max Contig: **191,034 SF**
 Smallest Space: **3,832 SF**
 Rent/SF/Yr: **Withheld**
 % Leased: **0%**

18



4601 N Fairfax Dr
Ballston I
Arlington, VA 22203
Arlington County
Ballston Submarket

Building Type: **Class A Office**
 Status: **Built 1986**
 Building Size: **241,571 SF**
 Typical Floor Size: **21,250 SF**
 Stories: **12**
 Expenses: **2021 Tax @ \$3.81/sf; 2009 Ops @ \$7.77/sf**

Space Avail: **108,134 SF**
 Max Contig: **98,654 SF**
 Smallest Space: **1,269 SF**
 Rent/SF/Yr: **Withheld**
 % Leased: **61.5%**

19



1616 N Fort Myer Dr
Rosslyn Overlook
Arlington, VA 22209
Arlington County
Rosslyn Submarket

Building Type: **Class A Office**
 Status: **Built 1975**
 Building Size: **396,625 SF**
 Typical Floor Size: **15,501 SF**
 Stories: **19**
 Expenses: **2021 Tax @ \$3.05/sf, 2011 Est Tax @ \$2.68/sf; 2011 Est Ops @ \$8.23/sf**

Space Avail: **160,753 SF**
 Max Contig: **94,623 SF**
 Smallest Space: **2,857 SF**
 Rent/SF/Yr: **\$39.00**
 % Leased: **60.8%**

20

950 N Glebe Rd
The Regent
Arlington, VA 22203
Arlington County
Ballston Submarket

Building Type: **Class A Office/Office Building**
 Status: **Built 2005**
 Building Size: **247,232 SF**
 Typical Floor Size: **20,603 SF**
 Stories: **12**
 Expenses: **2021 Tax @ \$4.86/sf**

Space Avail: **144,408 SF**
 Max Contig: **108,041 SF**
 Smallest Space: **3,868 SF**
 Rent/SF/Yr: **Withheld**
 % Leased: **41.6%**

21

1777 N Kent St
Rosslyn Plaza Building North
Arlington, VA 22209
Arlington County
Rosslyn Submarket

Building Type: **Class B Office/Office Building**
 Status: **Built 1980**
 Building Size: **295,949 SF**
 Typical Floor Size: **21,500 SF**
 Stories: **14**
 Expenses: **2021 Tax @ \$4.00/sf**

Space Avail: **182,551 SF**
 Max Contig: **143,885 SF**
 Smallest Space: **250 SF**
 Rent/SF/Yr: **\$45.00**
 % Leased: **80.8%**

22

1812 N Moore St
Arlington, VA 22209
Arlington County
Rosslyn Submarket

Building Type: **Class A Office**
 Status: **Built 2013**
 Building Size: **580,759 SF**
 Typical Floor Size: **23,400 SF**
 Stories: **35**
 Expenses: **2021 Tax @ \$5.80/sf**

Space Avail: **139,742 SF**
 Max Contig: **128,095 SF**
 Smallest Space: **2,563 SF**
 Rent/SF/Yr: **Withheld**
 % Leased: **75.9%**

23

3434 N Washington Blvd
SRA - Arlington Center
Arlington, VA 22201
Arlington County
Virginia Square Submarket

Building Type: **Class A Office**
 Status: **Built 2006**
 Building Size: **194,814 SF**
 Typical Floor Size: **32,333 SF**
 Stories: **5**
 Expenses: **2021 Tax @ \$4.05/sf; 2009 Ops @ \$7.97/sf**

Space Avail: **80,908 SF**
 Max Contig: **76,032 SF**
 Smallest Space: **4,876 SF**
 Rent/SF/Yr: **Withheld**
 % Leased: **100%**

24

1100 Wilson Blvd
The Towers
Arlington, VA 22209
Arlington County
Rosslyn Submarket

Building Type: **Class A Office**
 Status: **Built 1985, Renov 2002**
 Building Size: **522,000 SF**
 Typical Floor Size: **19,800 SF**
 Stories: **31**
 Expenses: **2021 Tax @ \$5.85/sf**

Space Avail: **133,128 SF**
 Max Contig: **81,412 SF**
 Smallest Space: **2,964 SF**
 Rent/SF/Yr: **Withheld**
 % Leased: **78.4%**

25

1101 Wilson Blvd
Arlington, VA 22209
Arlington County
Rosslyn Submarket

Building Type: **Class A Office**
 Status: **Built 1989**
 Building Size: **460,439 SF**
 Typical Floor Size: **17,997 SF**
 Stories: **24**
 Expenses: **2021 Tax @ \$3.06/sf**

Space Avail: **181,942 SF**
 Max Contig: **75,465 SF**
 Smallest Space: **100 SF**
 Rent/SF/Yr: **Withheld**
 % Leased: **75.1%**

26



1200 Wilson Blvd
Key Bldg
Arlington, VA 22209
Arlington County
Rosslyn Submarket

Building Type: **Class A Office/Office Building** Space Avail: **98,753 SF**
Status: **Built 1964, Renov Jul 1997** Max Contig: **98,753 SF**
Building Size: **155,166 SF** Smallest Space: **12,306 SF**
Typical Floor Size: **12,365 SF** Rent/SF/Yr: **Withheld**
Stories: **13** % Leased: **36.4%**
Expenses: **2021 Tax @ \$5.34/sf; 2007 Ops @ \$11.28/sf**

27



1201 Wilson Blvd
Central Place Tower
Arlington, VA 22209
Arlington County
Rosslyn Submarket

Building Type: **Class A Office/Office Building** Space Avail: **397,275 SF**
Status: **Built 2018** Max Contig: **314,708 SF**
Building Size: **552,540 SF** Smallest Space: **295 SF**
Typical Floor Size: **23,000 SF** Rent/SF/Yr: **Withheld**
Stories: **31** % Leased: **99.3%**
Expenses: **2021 Tax @ \$7.91/sf**

28



1500 Wilson Blvd
Arlington, VA 22209
Arlington County
Rosslyn Submarket

Building Type: **Class A Office** Space Avail: **120,545 SF**
Status: **Built 1971, Renov Sep 2014** Max Contig: **86,268 SF**
Building Size: **261,360 SF** Smallest Space: **2,152 SF**
Typical Floor Size: **14,378 SF** Rent/SF/Yr: **\$44.00-\$46.00**
Stories: **17** % Leased: **53.9%**
Expenses: **2021 Tax @ \$2.73/sf**

29



1525 Wilson Blvd
Arlington, VA 22209
Arlington County
Rosslyn Submarket

Building Type: **Class A Office** Space Avail: **157,953 SF**
Status: **Built 1987** Max Contig: **105,653 SF**
Building Size: **316,576 SF** Smallest Space: **1,256 SF**
Typical Floor Size: **25,093 SF** Rent/SF/Yr: **Withheld**
Stories: **12** % Leased: **67.6%**
Expenses: **2021 Tax @ \$4.20/sf**

30



3601 Wilson Blvd
Arlington, VA 22201
Arlington County
Virginia Square Submarket

Building Type: **Class A Office/Office Building** Space Avail: **121,209 SF**
Status: **Built 1999** Max Contig: **91,616 SF**
Building Size: **121,209 SF** Smallest Space: **2,634 SF**
Typical Floor Size: **20,202 SF** Rent/SF/Yr: **\$44.00**
Stories: **6** % Leased: **0%**
Expenses: **2021 Tax @ \$3.06/sf; 2011 Est Tax @ \$2.99/sf; 2011 Est Ops @ \$9.94/sf**

31



4201 Wilson Blvd
Ballston Exchange I
Arlington, VA 22203
Arlington County
Ballston Submarket

Building Type: **Class A Office** Space Avail: **250,694 SF**
Status: **Built 1992** Max Contig: **181,243 SF**
Building Size: **600,000 SF** Smallest Space: **50 SF**
Typical Floor Size: **51,000 SF** Rent/SF/Yr: **Withheld**
Stories: **12** % Leased: **66.5%**
Expenses: **2021 Tax @ \$2.89/sf; 2007 Combined Est Tax/Ops @ \$7.55/sf**

2. MLS for Vacant Residential Lots in Arlington, VA

MLS #	Type	Status	Address	City	County	Acres	Date	List Office Name	Price
VAAR2026502	LAND	ACT	2113 N Cameron St	Arlington	Arlington, VA	0.16	1/26/2023	McEneaney Associates, Inc. (MCE3)	\$789,000
VAAR2025312	LAND	ACT	23rd St N	Arlington	Arlington, VA	0.22	12/6/2022	Weichert Company of Virginia (WEI63)	\$949,600
VAAR2025290	LAND	ACT	23rd St N	Arlington	Arlington, VA	0.16	12/6/2022	Weichert Company of Virginia (WEI63)	\$899,500
VAAR2025124	LAND	ACT	2757-D N Nelson St	Arlington	Arlington, VA	0.84	11/30/2022	Keller Williams Realty (KWR21)	\$1,150,000
VAAR2020662	LAND	ACT	2112 S Shirlington Rd	Arlington	Arlington, VA	0.23	7/28/2022	Arlington Realty, Inc. (ARL1)	\$1,695,000

Appendix C: Swing Space Draft List of Option Spaces for Review

Use Existing APS (owned or leased)

1. Repurpose a Neighborhood Elementary School
 - a. Move Pre-Ks out of neighboring schools to create space for students moved out
 - b. Grow the option schools to create space for students moved out
2. Repurpose the W-L Annex for Swing Space
3. Syphax: Use Syphax as a school and move staff or have staff telecommute
4. The 'legacy ACC building'.
5. Co-locate elementary students in a Middle School with open capacity
6. Close a Middle School (change boundaries or place in office-type space inappropriate for ES) to create swing space
7. Build a new ES on a large enough site next to an existing ES, doubling up the site. Use older facility as swing space as long as needed or appropriate.

Use Existing County Property (owned or leased)

1. Repurpose Arlington Community Center:
 - a. Arlington Mill
 - b. Aurora Hills
 - c. Fairlington
 - d. Madison Manor -- use community center or park for relocatable classrooms
 - e. Walter Reed -- use community center or park for relocatable classrooms
2. Other County Alternatives: Buck Property, Carlin Springs Urgent Care Site, other open space
3. Long Bridge Park (relocatable village)
4. Barcroft Sports Facility and Park
5. New Columbia Pike property purchased by the County ("Sun Trust") and a community Center to split ES community. (see #3 below)

Ideas with impact on Instruction

1. Two-shift school days
2. Four-Quarter Capacity generating Year-round Schooling
3. Create an Upper and Lower ES; Divide a school across two non-school facilities
4. Redistribute students from home school across multiple nearby schools during construction (grade cohorts)

Non-APS property (inside Arlington or outside the County)

JFAC advised that we focus our search along major corridors including Crystal City, Pentagon City and Ballston. Outside the County, focus should be at Walter Reed Beauregard, Columbia Pike/Bailey's Crossroads, and Arlington Boulevard/route 7.

1. Rent and Convert Office Space: ID opportunities with green space nearby
2. Reach out to Economic Development Office about vacant commercial space including a former Target or Toys R US type building, not just office space; consider smaller office buildings. Large parking lots could be converted to outdoor playspace.
3. YMCA – rent during the day
4. Create a temporary facility like a relocatable village or field hospital (on Kenmore site)
5. Gunston bubble-type facility
6. Rent a private facility: ID Opportunities - churches? Empty buildings?
 - a. Westover Baptist Church
7. Crystal City Underground for Syphax staff or students
8. Landmark Mall being developed - perhaps in phases. Could we work with them?
9. Ballston Mall has vacancies (new zoning for medical purposes in works)
10. The former Children's School building first two floors below the ACHS
11. New Construction River House (Vornado?) at Virginia Highlands – use bottom floors
12. Federal property such as Ft. Myer
13. Recently closed private school – example:
<https://www.washingtonpost.com/education/2022/07/08/whittle-school-dc-closure/>
14. Washington Golf and Country Club or Army Navy Country Club
15. ECDC Property adjacent to Career Center if still available for purchase
16. Partner with area colleges/universities (VT, GW, GMU, Marymount, NoVa). Geo Mason Grad school may be largely empty during the day.
17. Work with developers of new retail spaces to design planned classroom space as part of community benefits.
18. Other (inside or outside of the County)

Appendix D: Swing Space Educational Specifications Worksheets

Exterior

outdoor classrooms
pick up and drop off

separate bus and auto traffic

Review Team

Draft Team

		Required? Y/N	Notes	Swing Space				Notes
				Required? Y/N	# Rooms	Square footage	Sq footage sums	
1.1 EARLY CHILDHOOD								
A	PreK plus Toilet & Changing Table	Y		Y	2	1060	2120	toilet in room and first floor egress important! spaces are larger in part due to higher teacher-student ratios (1-3 staff for 8-23 students)
B	Kindergarten plus Toilet	Y		Y	4	1060	4240	ditto
							0	
1.2 PRIMARY GRADES 1-2							0	
A	1st Grade Classroom plus Toilet	Y		Y	4	1060	4240	spaces are larger in part due to higher teacher-student ratios (1-3 staff for 8-23 students)
B	2nd Grade Classroom	Y		Y	4	825	3300	no toilet in room
							0	
1.3 INTERMEDIATE GRADES 3-5							0	
A	3rd Grade Classroom	Y		Y	4	825	3300	general accord
B	4th Grade Classroom	Y		Y	4	825	3300	
	5th Grade Classroom	Y		Y	4	825	3300	
							0	
2.1 EXTENDED LEARNING AREA							0	This space is essentially in hallway, not enclosed - alternatives exist: other empty classroom or SGI space nearby
A	Early Childhood Extended Learning Area	N	second to the SGI; nice to have, but can be inconvenient, not good for instruction	Y	2	450	900	if not in hallway, approx 4 small rooms nearby for assessments, testing, interventions, with 2 chairs and a table. maybe not one for every homeroom, but multiple
B	Primary Grade Extended Learning Area	N		Y	2	450	900	
C	Elementary Grade Extended Learning Area	N		N	2	450	900	For Gr 3-5 prefer SGI over extended learning area
2.2 SGI							0	
A	Small Group Instruction	Y	Must have -- Better than hallway space	Y	5	500	2500	
							0	
3.1 ADMINISTRATIVE SUITE							0	
A	Reception / Clerical Area	Y		Y	1	500	500	
B	Principal's Office	Y		Y	1	200	200	serves as a conference room -- need to have confidentiality
C	Principal's Administrative Ass't Office (Admin Hub)	N	Can share reception area	N			0	just some space near principal
D	Assistant Principal's Office	Y		Y	1	120	120	
E	Conference Room	Y		Y	1	250	250	
F	Record Storage	Y		Y	1	90	90	
G	Head End (+PA Nook)	N	Can be in an office (precedent exists). Need space, but not special, exclusive	N			0	Almost certainly, but may not be used for newer PA systems - it depends!
H	Teacher Workroom	Y	not same as eating space	Y	1	250	250	separate copy room? 250 sq ft min
I	Staff Toilet	Y		Y	1	55	55	
J	Clinic w/toilet	Y		Y	1	600	600	could ask health; best if toilet in the clinic
K	Clinic - Exam Room	Y		Y	1	130	130	
L	Clinic - Toilet	Y	for students who are transitioning/non gender-specific? Moving forward, all toilets are not gender-specific	N			0	
M	SRO Office/Camera Station	N		N			0	
N	PTA Storage	N	could make do with a closet				0	might make do with a closet
3.2 STUDENT SERVICES							0	
A	Office + Table w/ 4 Chairs	Y		Y	10	130	1300	depends on use in admin suite
B	Occupational Therapy/Physical Therapy	Y		Y	1	450	450	
C	OT/PT Storage	Y		Y	1	150	150	Could be racks; depends on size of therapy space and student population
3.3 TEACHER SUPPORT (DISTRIBUTED)							0	
A	Teacher Conference Room	N	agree with draft team - could use other spaces	N			0	nice to have, could use classrooms and use conf. room in admin suite
B	Teacher Professional / Itinerant Teacher Space, plus Kitchenette			Y	2	350	700	
C	Teacher Work Room with Copier/printer	Y		Y	3	1350	4050	
D	Book Storage	Y		Y	1	250	250	Elementary schools have full storage rooms and have books in the rooms
	NEW ADDITION: LACTATION ROOM	Y	not originally listed for Reed or Fleet		1	90	90	
4.1 ART CLASSROOMS							0	
A	Art Classroom	Y	Can supplies be secured otherwise? Racks take a lot of space in the classroom	N	2	1350	2700	sq footage is fine as long as can put storage in the rooms

B	Art Storage	N	Can supplies be secured otherwise? Racks take a lot of space in the classroom				0	Could be carts with racks within the room
C	Kiln Room	N		N			0	nice to have, but can adjust curriculum for a year
4.2	MUSIC CLASSROOMS							
A	Vocal Music	N	song books? stands for music sheets?	Y	2	950	1900	sq footage correct to allow movement
B	Vocal Music Storage	N	If add storage to the room	N			0	could be accommodated with shelving
C	Instrumental Music	Y		Y	2	825	1650	
D	Instrumental Storage	Y		N	1	200	200	Storage is very important, but could add some footage to the room if take it up to 950 sq ft
5.1	LIBRARY							
A	Library (9,000 - 12,000 volumes per APS.. to be confirmed)	Y			1	2800	2800	No smaller than 2,800 ft; could be split across two spaces, but not ideal; second room could be a classroom; assume library would take all books; one space for collection; don't like the idea of reducing the collection.
B	Library/Teacher Conference Room	Y						
C	Video Production	Y	space may be shared with ITC and all tech; used for morning news and other salient parts of curriculum		1	120	120	School dependent -- some programs require and really use and incorporate with exemplary project; doesn't need to be with library
D	Office / Workroom	N	could use space within library	Y			0	
E	IT / AV Storage	Y		Y	1	150	150	Not a library function per se; program dependent. ITC and/or librarian
F	ITC Coordinator Office	N	need a space	Y	1	200	200	can be separate from library
G	Innovation Commons (located remotely from library)	N		Y			0	Is this a collaborative workspace?
5.2	FOOD SERVICES							
A	Dining Commons		takes time through the line to enter number and to carry food to a room; cleaning burden greater on a single custodian; teachers forced out of room; SWD may have trouble traveling with food. By policy, teachers can't have lunch duty. Difficulty hiring the fewer staff in cafeteria; Could be two smaller spaces and shorter lunches. (for 100 students)	dependent on enrollment	1	3200	3200	Need space to prepare means (not large); might have to change menu; no warehouse, trucks or staff or central kitchen for "catering"; e.g., ACHS temporary space 193 sq ft; National school lunch program -- all students have access to same meals - we give bag lunches while kitchens are being renovated. Don't want cold bag lunches for 1-2 years. Food trucks can't feed hundreds. A central facility makes sense not only for swing space but for emergencies (power loss, small schools); warehouse for backup refrigeration/storage. Could be with a central kitchen. Such a warehouse serves multiple purposes. If delivered, can deliver to classrooms (no line), only very small space required. Cold bag lunches possible, not desirable - must be purchased, limited menu and expensive.
B	Kitchen + Servery			N		1790	1790	need an area to work - not required to be separate
C	Kitchen Office			Y	1		0	required for onsite food prep
	Refrigerator / Freezer	Y		Y			0	
	Dry Storage			Y			0	
	Dish Room	Y		Y			0	
	Receiving Room	Y		Y			0	
	Trash Room	Y		Y			0	Part of eating area - required for a cafeteria dining area
	Chair Storage	Y	If room used for multipurposes, stacks along the wall are dangerous; could have tables with seats attached which recess into walls	Y			0	
5.3	EXTENDED DAY							
		Y					0	Typically uses gym, cafeteria, library - so if doing without one or all, would extended day use all classrooms? don't need the operational kitchen, but need space. 150-ish kids for a school of 500-600 students. Have done some busing to offsite locations (after summer school) - becomes a transportation question. 150 kids needs 2-3 buses with supervision (not extended Day staff) Kids go home from offsite location, so proximity matters. Prefer onsite - logistics difficult.

A B	Extended Day Office	Y	Could they share with ITC? or another function? Social worker, psychologist?			not only office	0	More staff with larger student population - up to 28 (Claremont); estimate 2 supervisors and 8-10 staff for meetings etc (possibly in a classroom before school is dismissed); could share staff room - teachers lounge, but require designated phone lines, too.
	Extended Day Storage	Y		Y	1	400	400	newer schools had built-in storage in halls or cafeteria; need storage somewhere, 400sq ft minimum
				Y	1			
6	PHYSICAL EDUCATION*	N						
A	Gymnasium	Y	If room used for multipurposes, stacks along the wall are dangerous; could have tables with seats attached which recess into walls		1	6000	0	Part of eating area - required for a cafeteria dining area
B	Stage						0	part of gymnasium; not optimal to have as part of cafeteria; could be mobile stage temporarily
C	PE Teachers' Shared Office	Y	Could they share with ITC? or another function? Social worker, psychologist?	Y	1	150	150	More staff with larger student population - up to 28 (Claremont); estimate 2 supervisors and 8-10 staff for meetings etc (possibly in a classroom before school is dismissed); could share staff room - teachers lounge, but require designated phone lines, too.
D	Chair Storage	Y			1	125	125	Typically uses gym, cafeteria, library - so if doing without one or all, would extended day use all classrooms? don't need the operational kitchen, but need space. 150-ish kids for a school of 500-600 students. Have done some bussing to offsite locations (after summer school) - becomes a transportation question. 150 kids needs 2-3 buses with supervision (not extended Day staff) Kids go home from offsite location, so proximity matters. Prefer onsite - logistics difficult.
E	PE Storage	Y		Y	1	200	200	
F	Toilet Room			Y	1	400	400	newer schools had built-in storage in halls or cafeteria; need storage somewhere minimum 400 ft
6.1	CLASS ONE						0	
A	Class I Bike Storage for staff	N	Not all schools have them now.	Y	0	200	0	County TDM requirement for capacity-generating spaces
B	Class I Bike Toilet & Shower	Y		Y				May be adjacent to gym
6.2	PARKS & RECREATION							
A	Parks & Rec Storage			N				with notice P&R can plan

TTL 54,170

Totals							
Net square footage							54,170
Gross Multiplier							1.57
Support Structure and Circulation (SF)							30,877
Gross total SF							85,047
Capacity							608
Gross sq footage per student							140

based on Reed ed specs

Appendix E: Suggested Swing Space Sites Eliminated from Further Review at This Time

Swing Space Options	Reason(s) for Elimination from Further Review
<p>1.a. Use two sites to host upper and lower ES students during construction</p> <p>1.b. Redistribute students across nearby schools by grade cohorts during renovation</p>	<p>Divides a school community causing disruption for families and staff.</p> <p>Complexity of execution for staffing and academics</p> <p>(a) No two sites identified</p> <p>(b) Nearby schools may not have capacity</p>
<p>2. Co-locate in a middle school with excess capacity</p>	<p>No middle school has excess capacity for 500-600 elementary students.</p>
<p>3. Close a middle school for swing space</p>	<p>APS does not have excess MS capacity to absorb students from a closed school.</p>
<p>4. 4-Quarter Capacity Generating Year-Round School</p>	<p>Does not follow APS academic calendar (disrupts academic syllabus across multiple schools, staffing challenges.)</p> <p>In Dec. 2022, the School Board voted to bring the Barcroft calendar into alignment with all other APS schools. From 2003-2020, Barcroft was the only APS elementary school that followed a modified school year calendar. The recommendation to align the Barcroft calendar was based on the neutral impact the calendar had on student achievement, the significant budgetary pressures APS is facing, and long-term countywide planning demands. https://www.apsva.us/engage/barcroft-calendar/</p>
<p>5. Ft Myer</p>	<p>Located on a military base.</p>
<p>6. Barcroft Sports Complex</p>	<p>Found unsuitable for elementary school in previous study: The 2016 South Arlington Elementary Working Group evaluated the site (page 24) and did not recommend developing the site for an elementary school.</p>
<p>7. Long Bridge Park</p>	<p>County owned, but not included in the sites identified in the County Manager's Nov. 2019 letter.</p>
<p>8. Build a temporary relocatable village on private property</p>	<p>Arlington Co. Real Estate Bureau searched CoStar and MLS and no available land meeting our acreage requirement was identified.</p>

Swing Space Options	Reason(s) for Elimination from Further Review
9. Crystal City Underground	Arlington Co. Real Estate Bureau searched CoStar and MLS and no available space meeting educational specifications identified.
10. Rent a closed private school facility	No private school with capacity for 500-600 students was found in a real estate search.
11. Retail space	Arlington Co. Real Estate Bureau searched CoStar and MLS and no available retail space meeting educational specifications found. <u>Note:</u> Local government policy requires retail use on the ground level of residential and commercial buildings under current zoning ordinance.
12. Landmark Mall Development	Outside of Arlington County; The School Board can only purchase/lease real property outside Arlington County if the target parcel shares a contiguous boundary with Arlington Public Schools. If the APS Board wishes to go beyond those contiguous parcels, the Board must ask the County Board to do so under 22.1-126.1, and once acquired, to turn over control of that parcel to the School Board. See Landmark Mall site redevelopment for further information.
13. 601 South Carlin Springs Property	County is redeveloping for other purposes Arlington County and VHC signed letter of intent to allow VHC to repurchase the property for an advanced rehabilitation and behavioral health wellness facility.
14. 3400 13th St. N. (YMCA)	Under development for other purposes. Does not meet minimum requirements.
15. Washington Golf and Country Club or Army Navy Country Club	Privately owned, not available for sale or lease.
16. ECDC near ACC	Neither floor area nor outdoor space meet minimum requirements.
17. Ballston Mall	Arlington Co. Real Estate Bureau searched CoStar and MLS and no available space meeting educational specifications identified.
18. Partner with area Colleges and Universities	No specific opportunities meeting minimum requirements identified.

Appendix F: Evaluations of Swing Space Options Worksheets

Analysis of Options for Swing Space

Features by Site	1	2	3	4	5	6	7	8
Criteria	Repurpose an Existing elementary School	Washington- Liberty Annex	Syphax Education Center	Existing ACC Building	Build new elementary next to existing one	Relo School next to an existing School	Two-Shift in existing building	Temporarily redistribute students across nearby schools
comments	in an area with excess capacity to accommodate students at nearby schools	W-L capacity returns to 2,208; capacity built for secondary use; may have different ES capacity	School Board could stay; relocate adult ed classes?; retain some conference space or hoteling offices	currently secondary -- \$25-52 mil to change to ES space for MPSA by 2028 as planned by School Board	tear down old school when don't need SS anymore?	temporary relocatable complex	a morning school and a pm school in the same building; would require shortened day to avoid overlap	
Timeline								
Will the space be ready for occupancy by July 2026? For how many years? Could the space be ready earlier or later?	yes for 2026; available as long as needed; possibly ready before 2026	SY 2026 possible may take time to reduce W-L enrollment after new ACC opens	Timing contingent on lease and conditions of use (current use is hybrid adult ed and office)	SY 2027	No, CIP and use permit process 3+-year project following SB direction; SY 2028 earliest	No, CIP and use permit process 3+-year project following SB direction; SY 2028 earliest	yes	yes
Costs*								
Identify potential capital or one-time costs required to meet Swing Space Ed Specs:	moving costs; may need to add some furnishings at receiving schools (for reboundaryed students); current schools meet ed specs	bathrooms, playground, cafeteria/kitchen, move furniture and resources in; utility relos for phys ed; does not meet square footage requirement without relos	interior renovation, test fit study needed; furnishings moving costs; with hybrid school/office, new egress req.	\$25-52 million renovation for ES	\$70+ million	est purchase of relocatables: eg one new 8-plex \$1 million; need est. \$3.75 million classrooms only, not including cafeteria, gymnasium/bubble, kitchen; stormwater mitigation cost	na	na
If the site doesn't have a building? What will be needed to provide swing space? New Build? Relo village?	na	has building, but may need relos for kitchen or phys ed; redetermine elementary ed capacity	na	na	na	Relocatable complex with adequate open space	na	na
Will the property require additional relocatable classrooms? If yes, how many?	depends on the schools involved	it depends	no space for relocatables	no	na	na	use relos for serving meals during overlap and/or before-aftercare?	na

Criteria	Repurpose an Existing elementary School	Washington- Liberty Annex	Syphax Education Center	Existing ACC Building	Build new elementary next to existing one	Relo School next to an existing School	Two-Shift in existing building	Temporarily redistribute students across nearby schools
What could be added annual operating costs? May exclude the school's operating costs funded through planning factors.	increased transportation if moving a neighborhood school; no other new costs	increased transportation requirements; possible reduction in custodial staff	increased transportation requirements; Adult ed space remains at Syphax or different lease or community center	increased transportation requirements; no	increased transportation requirements; plant operations (maintenance, utilities)	increased transportation requirements; maintenance, utility and plant operations	increased transportation requirements;; shift-differential cost; additional custodial costs; utility costs	increased transportation requirements
Location and Transportation								
Where is the site located? e.g. , central?	tbd	central	central	South/central	tbd	tbd	tbd	na
Does the property have space for buses to safely pick up and drop off students?	yes	yes, via General's way	yes; explore use/structure of plaza	tbd	yes	yes	yes	tbd
Are there traffic and road safety issues to consider? Access to mass transit or trails? safe pedestrian and cycling approaches?	tbd	staggered bell times wth HS	complex, pick up, drop off, staff parking, timing	if adding a third active facility (not moving MPSA), will add numbers of students and complexity	increase traffic and 2x staff	increased traffic and 2x staff	at early dismissal and later arrival - in darkness, need additional safety measures	should increase issues
Are Outdoor and Indoor recreational spaces onsite or nearby adequate for 120 students at a time? (Ref ed specs) Describe	yes	possibly; take field use from W-L; parking garage roof; park across 66 (Oak Grove)	Use of park; indoor multipurpose room with low ceiling (Welcome Center?)	tbd - yes playground, if only two programs; insufficient indoor playspace	yes and may need to share outdoor space	yes and may need to share outdoor space	no	na
How many parking spaces are available on-site? Nearby? 85 to 100 spaces recommended. Pls explain. In most APS Capital Projects, some of the parking demand is met with on-street parking.	tbd	Annex staff uses garage; possible VDOT repairs to the deck, plus surface parking around Annex	present	renting 100 at ECDC until new parking garage deck is built; if a third program, would need to continue renting space	tbd	tbd	sufficient with no overlap (virtual planning)	no
Complexity of Using the Site								
What facility improvements will be required to meet capacity needs? any barriers? relocatables? Will multiple sites be required?	tbd	cafeteria, gym, depending on elementary capacity, square footage is under recommended amount	Need a test fit to see if capacity sufficient; request easement to access Butler Holmes Park	more smaller bathrooms; gymnasium, library, cafeteria	na	stormwater onsite	tbd; planning rooms?	no

Criteria	Repurpose an Existing elementary School	Washington- Liberty Annex	Syphax Education Center	Existing ACC Building	Build new elementary next to existing one	Relo School next to an existing School	Two-Shift in existing building	Temporarily redistribute students across nearby schools
Can PreK programs move with the school while in swing space?	tbd	Would require special bathrooms or move separately	move separately	yes, would be contingent on renovations	yes	possible but added cost	am only or shorter afternoon period	tbd
Follows APS schedule and calendar	yes	yes, coordinate bell times	yes	yes	yes	yes	yes, but different bell schedule	yes
How will the community be engaged? [e.g., informed?, BLPC/PFRC?]	Boundary process for elementary; AFSAP; SB direction; worksessions; community hearing	HS re-visioning/ boundaries, community hearing	AFSAP, SB direction	AFSAP, SB direction, Montessori Community Outreach	BLPC, CIP, PFRC, AFSAP	BLPC, CIP, PFRC, AFSAP	AFSAP, SB direction	AFSAP, SB direction and temporary boundary process
Security								
Is the building shared with another school, offices or businesses?	no; may share space with County (Drew, Hofman Boston); could convert community center or use for assemblies	no	yes, 2nd building across the street and with school board in building	yes, public library	site would be shared	site would be shared	yes, but different bell schedule	no
Other								
Full-day availability (incl before and after-school extended day) if not APS-owned	yes	yes	yes	limited by library	yes	yes	tbd	yes
Environmental Quality - Air	tbd	yes	yes	upgraded 2011 ish	yes	yes	yes	yes
Environmental Quality - Natural Light	tbd	yes	yes	not great	yes	yes	yes	yes
Suitability - e.g., flood Plain, storm water, delicate wetlands or magnolia bog. Pls explain	na	yes	yes	yes part of County risk assessment management plan (confirm)	yes	stormwater concerns unless all on blacktop	yes	yes
Opportunity Cost/Future use? (please explain)	return to neighborhood school, Early Childhood Education Center	secondary seats, swing space	swing space, revert to adult ed	move MPSA or would have three schools on the campus	Result in an additional school	up to 6 years then, must renew; redeployment can be costly	no after-school activities; limited community or Parks & rec uses	school community divided

hybrid school/office, new egress req. etc Consider moving MPSA

Criteria	Lee Community Center	Barcroft Sports Complex Site	Quincy Property	Build a relo school on a County Site	Repurpose Fairlington Community Center	Repurpose Madison Community Center	Virginia Highlands park & Community Center	REPEAT LISTING Barcroft Sports Complex Garage
Where is the site located? <i>e.g. , central?</i>	Northwest where don't need capacity		Central		Southeast	North where don't need capacity	East	
Does the property have space for buses to safely pick up and drop off students?	yes with new build		yes with new build		yes with renovation	yes with renovation	yes with new build	
Are there traffic and road safety issues to consider? Access to mass transit or trails? safe pedestrian and cycling approaches?	new build		new build		yes with renovation	no	new build	
Are Outdoor and Indoor recreational spaces onsite or nearby adequate for 120 students at a time? (Ref ed specs) Describe	new build		new build		yes	yes outdoor	new build	
How many parking spaces are available on-site? Nearby? 85 to 100 spaces recommended. Pls explain. <i>In most APS Capital Projects, some of the parking demand is met with on-street parking.</i>	new build		new build		yes with renovation	part of reno	new build	
Complexity of Using the Site								
What facility improvements will be required to meet capacity needs? any barriers? relocatables? Will multiple sites be required?	new build		new build		renovation	renovation	new build	
Can PreK programs move with the school while in swing space?	yes with new build		yes with new build		yes	yes	yes with new build	
Follows APS schedule and calendar	yes with new build		yes with new build		yes	yes	yes with new build	
How will the community be engaged? [e.g., informed?, BLPC/PFRC?]	BLPC, PFRC		BLPC, PFRC		BLPC/PFRC/CIP	BLPC/PFRC/CIP	BLPC, PFRC	
Security								
Is the building shared with another school, offices or businesses?	no		no		no	no	Yes, Library	
Other								
Full-day availability (incl before and after-school extended day) if not APS-owned	yes with new build		yes with new build		yes	yes	yes with new build	
Environmental Quality - Air	yes with new build		yes with new build		yes	yes	yes with new build	
Environmental Quality - Natural Light	yes with new build		yes with new build		yes	yes	yes with new build	
Suitability - e.g., flood Plain, storm water, delicate wetlands or magnolia bog. Pls explain	yes with new build		yes with new build		yes	constraints; Historic site, dog park	yes with new build	

Criteria	Lee Community Center	Barcroft Sports Complex Site	Quincy Property	Build a relo school on a County Site	Repurpose Fairlington Community Center	Repurpose Madison Community Center	Virginia Highlands park & Community Center	REPEAT LISTING Barcroft Sports Complex Garage
Opportunity Cost/Future use? (please explain)	early childhood center; not ideal location for new school		early childhood center		early childhood center, permanent school	new school, not ideal location for PreK	early childhood center	

Analysis of Options for Swing Space

Features by Site	Remove from list 17	18	19	Remove from list 20	Remove from list 21	22
Criteria	Upper and Lower ES in two sites	Wilson Blvd	Rosslyn-Ballston Corridor (>200,000 SF)	101 12th Street South (236,000SF)	Convert Office Space for secondary use (see 3901 Fairfax and 101 12th St S)	RiverHouse at Va Highlands
comments	REMOVE: no two proximate sites identified yet private or public	Va Highlands park ACPD activity	next to Central Lib and Quincy Park; could consider for ES or MS	Crystal City: no ground floor availability; no outdoor playground space	need ed specs for secondary	RH would break ground mid 2024 earliest and would be phased. No library included at present. A land swap is involved (Hopper park - part of RH toay - for County land in front of Ashleigh); the sector plan mentioned Hopper for library a facility.
Timeline				REMOVE	REMOVE	
Will the space be ready for occupancy by July 2026? For how many years? Could the space be ready earlier or later?	CIP and use permit process to renovate a commercial property for school use - 3+-year project following SB direction; SY 2028 earliest	CIP and use permit process to renovate a commercial property for school use - 3+-year project following SB direction; SY 2028 earliest	CIP and use permit process to renovate a commercial property for school use - 3+-year project following SB direction; SY 2028 earliest	CIP and use permit process to renovate a commercial property for school use - 3+-year project following SB direction; SY 2028 earliest	CIP and use permit process to renovate a commercial property for school use - 3+-year project following SB direction; SY 2028 earliest	CIP and use permit process to renovate a commercial property for school use - 3+-year project following SB direction; SY 2028 earliest
Costs*						
Identify potential capital or one-time costs required to meet Swing Space Ed Specs: based on ACHS experience to spend on property APS wouldn't own	\$40 million	\$40 million	\$40 million	\$40 million	\$40 million	\$40 million
If the site doesn't have a building? What will be needed to provide swing space? New Build? Relo village?	na	na	na	na	na	na
Will the property require additional relocatable classrooms? If yes, how many?	no	no	no	no	no	no
What could be added annual operating costs? May exclude the school's operating costs funded through planning factors.	see below	see below for leasing and other costs	see below for leasing and other costs	see below	see below	see below for leasing and other costs
Location and Transportation						
Where is the site located? e.g., central?	tbd	central	central	South Arlington	South Arlington	Southeast

Criteria	Upper and Lower ES in two sites	Wilson Blvd	Rosslyn-Ballston Corridor (>200,000 SF)	101 12th Street South (236,000SF)	Convert Office Space for secondary use (see 3901 Fairfax and 101 12th St S)	RiverHouse at Va Highlands
Does the property have space for buses to safely pick up and drop off students?	TBD	TBD	TBD	planned traffic at main entrance circle too small for buses. Alternative is 12th Street South (high traffic)	TBD	TBD
Are there traffic and road safety issues to consider? Access to mass transit or trails? safe pedestrian and cycling approaches?		urban corridors present increased traffic and safety concerns	urban corridors present increased traffic and safety concerns	urban corridors present increased traffic and safety concerns	urban corridors present increased traffic and safety concerns	urban corridors present increased traffic and safety concerns
Are Outdoor and Indoor recreational spaces onsite or nearby adequate for 120 students at a time? (Ref ed specs) Describe	tbd	no playground; yes green space (safety concerns)	yes on nearby County property, would require crossing a street or closing it	access to long bridge park (not near enough)	access to Long Bridge Park on 12th street South; across street to Quincy Park	new build
How many parking spaces are available on-site? Nearby? 85 to 100 spaces recommended. Pls explain. In most APS Capital Projects, some of the parking demand is met with on-street parking.	tbd	yes	yes on nearby County property	yes	yes	
Complexity of Using the Site						
What facility improvements will be required to meet capacity needs? any barriers? relocatables? Will multiple sites be required?		Major Conversion from commercial	Major Conversion from commercial	Major Conversion from commercial	Major Conversion from commercial	new build
Can PreK programs move with the school while in swing space?		yes, but not first floor	yes, but not first floor	yes, but not first floor	yes, but not first floor	yes, but not first floor
Follows APS schedule and calendar						
How will the community be engaged? [e.g., informed?, BLPC/PFRC?]		BLPC/PFRC/CIP	BLPC/PFRC/CIP	BLPC/PFRC/CIP	BLPC/PFRC/CIP	BLPC/PFRC/CIP
Security						
Is the building shared with another school, offices or businesses?		yes	yes	yes	yes	yes
Other						
Full-day availability (incl before and after-school extended day) if not APS-owned		yes	yes	tbd	tbd	yes
Environmental Quality - Air		yes	yes	yes	yes	yes
Environmental Quality - Natural Light		yes	yes	yes	yes	yes
Suitability - e.g., flood Plain, storm water, delicate wetlands or magnolia bog. Pls explain		yes	yes	yes	yes	yes

Criteria	Upper and Lower ES in two sites	Wilson Blvd	Rosslyn-Ballston Corridor (>200,000 SF)	101 12th Street South (236,000SF)	Convert Office Space for secondary use (see 3901 Fairfax and 101 12th St S)	RiverHouse at Va Highlands
Opportunity Cost/Future use? (please explain)		ECEC	ECEC	ECEC	ECEC	ECEC
Commercial Space Special Considerations for Conversion if applicable (see Alexandria ex below)						
- Change to building use may require building updates to current life safety codes which are different for different space use (e.g., office or school)		yes	yes	yes	yes	yes
- Egress changes in building needed to meet occupant load requirements for elementary school		yes	yes	yes	yes	yes
- First floor commercial space reserved for Retail		yes	yes	yes	yes	yes

Appendix G: Swing Space Study Sites Evaluated in Task 4

Swing Space Options Evaluated	Earliest Year Available	Rough Estimated Cost	Unique Considerations	Alternative Sites Considered For Further Study
1. Repurpose a Neighborhood Elementary School	2026	<\$5 million*	-Involves closing neighborhood elementary school	Recommended
2. Washington-Liberty Annex	2026	tbd	- Renovation with relocatable classrooms - Potentially costly investment in extensive renovations to a new facility - Complexity of reducing enrollment at W-L	✓
3. Syphax Education Center	2026	tbd	- Must review lease conditions and study test fit; - Consider telework for central office staff - Study facility appropriateness	✓
4. Two-schools/ Two-shifts in one existing elementary school building	2026	<\$5 million*	- Complexity of staffing; need for earlier and later hours which may be difficult for families; - Impacts two schools; limits after-school activities and community uses of facility	Not Recommended
5. Temporary Student Redistribution at existing Elementary Schools	2026	<\$5 million*	- Disrupts multiple schools for each renovation and - Divides school community - Adequate available space may not be nearby - How to share specialists when dividing a school community?	Not Recommended
6. Existing ACC Building	2028	\$25-50 million	- Cost estimate based on study to renovate for MPSA which has more PreK classes than typical ES; PreK requirements add cost - Consider alternative solutions for MPSA	✓

Swing Space Options Evaluated	Earliest Year Available	Rough Estimated Cost	Unique Considerations	Alternative Sites Considered For Further Study
7. Build a New Elementary School (next to an existing elementary)	2028	\$70+ million**	- New build could ultimately replace older building when swing space is no longer needed	✓
8. Build a temporary relocatable complex next to an existing elementary	2028	tbd	- Relocatable complexes are costly and subject to time-limited permits - No blacktop space identified; onsite stormwater mitigation very complex if not on paved surface challenging to provide common spaces with only relocatable classrooms	Not Recommended
9. Teardown/New Build at Lee Community Center	2028	\$70+ million**	- New building investment where capacity is not needed	Not Recommended
10. Repurpose Fairlington Community Center	2028	\$40-50 million	- Must reconfirm availability with Arlington County Government - Small former school in need of updating for current needs	✓
11. Repurpose Madison Community Center	2028	\$50 million	- Must reconfirm availability with ACG - The property includes an historic battlefield and community dog park unavailable for school use - Not central nor located where capacity is needed	Not Recommended
12. Build a New Elementary School at Virginia Highlands Community Center and Park	After the master planning process beginning 2030	\$70+ million**	- Area of anticipated growth	✓
13. Commercial building A and	2028	\$40 million plus annual	- County permission required to change zoned use	One building recommended

Swing Space Options Evaluated	Earliest Year Available	Rough Estimated Cost	Unique Considerations	Alternative Sites Considered For Further Study
14. Commercial building B		leasing costs		
15. RiverHouse Commercial Development at Virginia Highlands	2029 or later	\$40 million plus annual leasing costs	- Still in proposal phase with multi-phase construction planned with a possible land swap with the County.	Not Recommended
16. Quincy "Buck" Property	2029 or later	\$70+ million**	- Critical and major infrastructure lines cross the property and would need to be relocated	Not Recommended

* In 2019, 3 school refreshes with Kitchen renovations cost \$10.25 million total

** Estimate based on escalation of 2019 study "New ES Estimated Cost." Hybrid modular building may reduce cost and/or timeline

Appendix K: Swing Space School Site Recommendation Report



Arlington
Public
Schools

Swing Space School Site Recommendation Report

Planning & Evaluation | June 2023

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EXECUTIVE SUMMARY

With the adoption of the 2023-32 CIP, the School Board directed the Superintendent to prioritize the renovations of existing APS school facilities, identify and develop swing space if needed, and begin construction on the first renovation project by Fall 2026 if feasible. This report follows up on the Swing Space Report that concluded with the recommendation to repurpose an elementary school with existing available capacity in the northwestern area of the County.

Swing space is defined as a facility that can be used by a school while its building is undergoing extensive renovations. This report considers the needs including educational specifications identified in the swing space report among elementary school buildings.

The Superintendent recommends repurposing Nottingham Elementary School for swing space and conducting an elementary boundary process to begin the fall after the School Board acts upon this recommendation. In Fall 2023, F&O will prioritize all schools in need of renovation based on the Facilities Evaluations conducted as part of the Long-Range Plan to Renovate Existing School Facilities.

APS looked at schools with projected open capacity identified in the Pre-CIP Report. The area with the most open capacity and with flat to declining enrollment in adjacent schools is along the North and Western edges of the County. Adjacent open seats are important for reassigning students near their homes to schools with space for them. These schools include Discovery, Jamestown, Nottingham, Taylor and Tuckahoe.

Nottingham was selected based on the following information.

- Nottingham's 2022-23 enrollment is low, and its projected enrollment remains flat through 2027-28
- By 2026, a projected 419 Nottingham students (PreK-5) would be reassigned to schools that are adjacent to Nottingham's boundary in an elementary boundary process.
- Based on the 2018 study of walk zones, 140 Nottingham K-5 students reside in planning units that are within the walk zones for Discovery (13) and Tuckahoe (127).
- Has surrounding schools with open capacity to welcome reassigned students, limiting the number of students who must be reassigned from receiving schools to balance enrollment.
- Has five relocatable classrooms on the Nottingham campus, and space to add more if needed.
- Community members have raised a concern about needing additional school capacity during county processes on the Missing Middle and Plan Langston Boulevard. If enrollment in this area increases again, Nottingham could be returned to a neighborhood elementary school.

PROJECT PLAN PROCESS

To determine a recommended swing space site, APS examined a list of schools and their projected enrollment in the Fall of 2026. From this list, Planning & Evaluation compared projected enrollment with school capacity to determine how many seats could be available at each location. Additionally, this analysis considered:

- Projected enrollment trends by four zones illustrating planning corridors.
- Permanent Building Capacity utilization¹ at each school.
- Projected enrollment trends for each school and at adjacent schools needing relief.
- Proximity and potential walk zones to neighboring schools.
- Open capacity in neighboring schools for students reassigned through a boundary process.

APS identified five adjacent schools, Discovery, Jamestown, Nottingham, Tuckahoe, and Taylor, which are projected to have a combined total of 939 open seats with relocatable classrooms (579 in permanent buildings) beginning Fall 2026. All the students enrolled in any one of the named schools may be accommodated in these neighboring schools with new boundaries.

Planning & Evaluation considered the total number of enrolled students at the five candidate schools because moving fewer students is disruptive to fewer families. Closing a small school is disruptive to fewer students and less likely to cause additional reassignments out of receiving schools.

The projected number of enrolled students who must be reassigned from the chosen school determines the size of cohorts sent to the receiving schools. We seek to minimize the number of students at the receiving schools who would need to be reassigned to make room. An approximate total number of students impacted has been calculated for each scenario which reflects the projected total number of students enrolled at the school to be repurposed and students who must be reassigned from the receiving schools to other schools to balance enrollment.

This report uses enrollment projections as the most reliable data for illustrating and comparing options. Scenarios use approximated numbers to count students that will need to be reassigned to new schools. Closer to 2026, current enrollments would be used in a boundary process with updated planning-unit level data that also considers middle and high-school alignment. Significant increases or decreases in future enrollment and projections would affect this study.

Nottingham is the smallest of the five schools based on enrollment and capacity, and in 2023 it has five relocatable classrooms with room for more that could host larger schools during their renovations. In addition, Nottingham is located just a half mile from Discovery and Tuckahoe so Nottingham students may be able to walk to those schools.

¹ Capacity utilization measures the extent that school buildings are occupied by comparing actual or projected student enrollment to the permanent building capacity of the school. Permanent building capacity is determined by planned uses of the facility and student-teacher ratios.

Table 1. Baseline Data: Fall 2026 Projected permanent building capacity utilization and enrollment by school (sorted by utilization rates)

Enrollment Projections as of Fall 2022	SY2026-27 Projected Enrollment				Relocatable Classrooms in 2022-23
	Permanent Building Capacity	Projection PreK-12	Permanent Seats +/-	% Utilized	
SCHOOL					
Discovery	630	455	175	72%	0
Dr. Charles R. Drew	674	488	186	72%	0
Long Branch	533	390	143	73%	4
Randolph	484	380	104	79%	2
Taylor	659	521	138	79%	6
Nottingham	513	419	94	82%	5
Ashlawn	684	573	111	84%	4
Claremont (<i>Immersion</i>)	599	505	94	84%	7
Jamestown	597	503	94	84%	0
Alice West Fleet	752	642	110	85%	0
Tuckahoe	545	467	78	86%	4
Cardinal	747	671	76	90%	0
Arlington Traditional	684	654	30	96%	0
Carlin Springs	585	559	26	96%	4
MPSA	463	447	16	97%	0
Abingdon	725	716	9	99%	4
Innovation	653	651	2	100%	4
Integration Station	54	54	0	100%	0
Barrett	576	593	-17	103%	4
Barcroft	460	483	-23	105%	8
Campbell	436	460	-24	106%	3
Glebe	510	556	-46	109%	4
Hoffman-Boston	566	658	-92	116%	0
Escuela Key (<i>Immersion</i>)	465	551	-86	118%	8
Arlington Science Focus	553	695	-142	126%	6
Oakridge	674	865	-191	128%	8
ELEMENTARY TOTAL	14,821	13,956	865	94%	85

Gray indicates option schools which are not considered for swing space.

Enrollment Trends in-Boundary and at Adjacent Schools

Projected capacity utilization was one of the criteria used in identifying an elementary swing space. All schools with capacity utilization under 90 percent were identified: Ashlawn, Discovery, Drew, Fleet, Jamestown, Long Branch, Nottingham, Randolph, Taylor, and Tuckahoe. Figure 1 shows the process and decision points for selecting the swing space, including looked at projected capacity utilization.

Table 2. 5-Year Projected Enrollment for Schools Under 90% Capacity SY 2026-27

SCHOOL	Capacity	Projected Enrollment				
	Permanent Building	SY2023-24	SY2024-25	SY2025-26	SY 2026-27	SY2027-28
Alice West Fleet	752	659	651	643	642	647
Ashlawn	684	554	582	566	573	558
Discovery	630	509	478	471	455	456
Dr. Charles R. Drew	674	519	490	494	488	477
Long Branch	533	407	399	400	390	378
Jamestown	597	507	500	499	503	496
Nottingham	513	413	428	422	419	408
Randolph	484	410	397	391	380	374
Taylor	659	566	563	561	521	512
Tuckahoe	545	443	466	468	467	464

A key to identifying a school for swing space is ensuring that adjacent schools have room to accommodate reassigned students if these schools were repurposed. Ashlawn, Drew, Fleet, Long Branch, and Randolph were removed from consideration because the nearby schools do not have room to accommodate reassigned students if these schools were repurposed.

In addition, Arlington Science Focus, Hoffman-Boston, Oakridge, and possibly Glebe are projected to have enrollment above their published capacities. A boundary process effective Fall 2026 will aim to address imbalances between these schools and Ashlawn, Drew, Fleet, Randolph, and Long Branch, which are projected to have open capacity.

The five remaining schools border each other along the Northern and Western edges of the County. Projected enrollment is flat to declining in all schools except for Tuckahoe, where capacity utilization is projected at 81% in Fall 2023, 86% in Fall 2024, and will then remain flat. The five are:

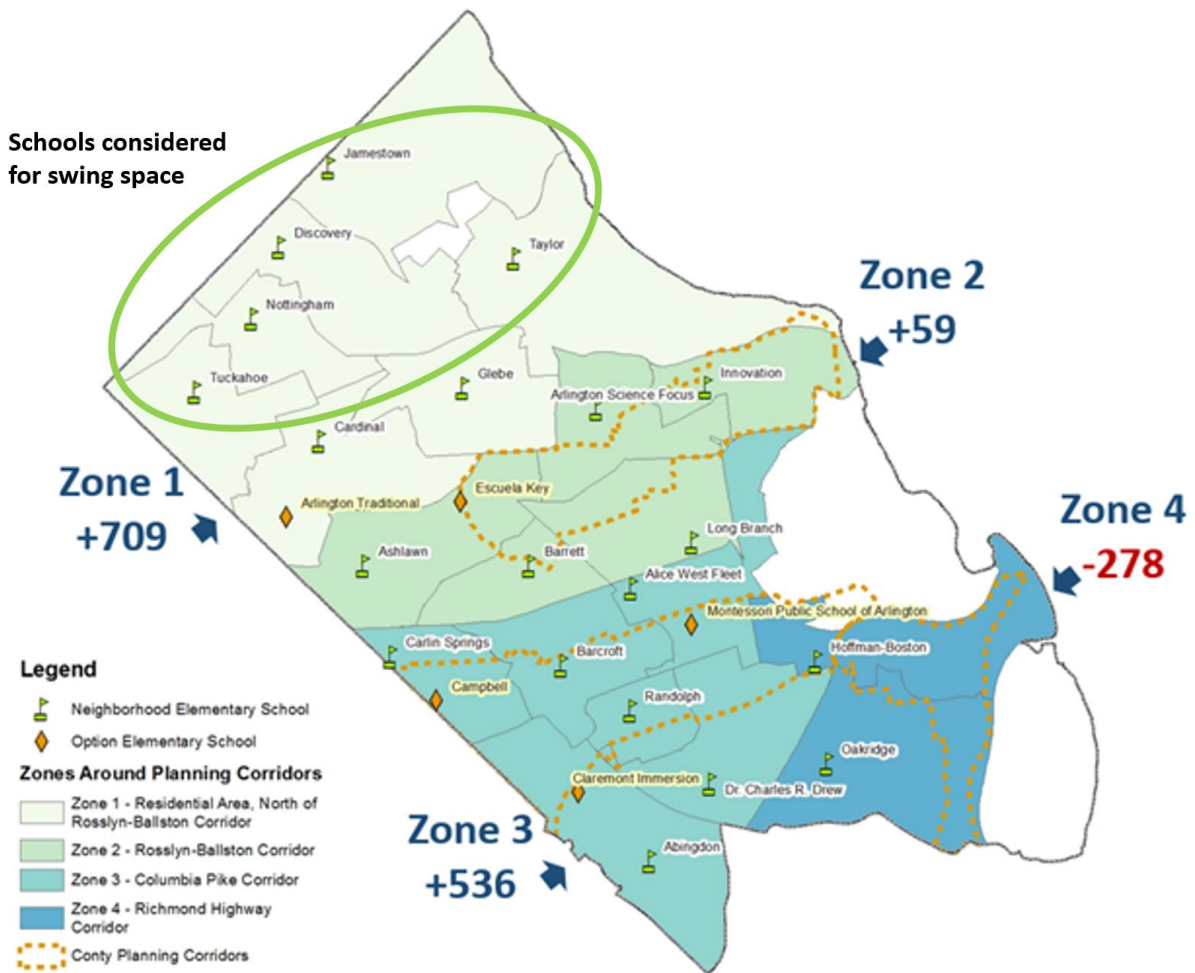
- **Discovery, Jamestown, Nottingham, Taylor, and Tuckahoe.** Nottingham, Taylor, and Tuckahoe have additional capacity in relocatable classrooms.

In Fall 2026, concurrent with the swing space proposal to repurpose an elementary school, new elementary boundaries will balance enrollment in Zones 2-4 and accommodates projected growth in the Route 1 corridor (Zone 4) and at Innovation and Arlington Science Focus (Zone 2).

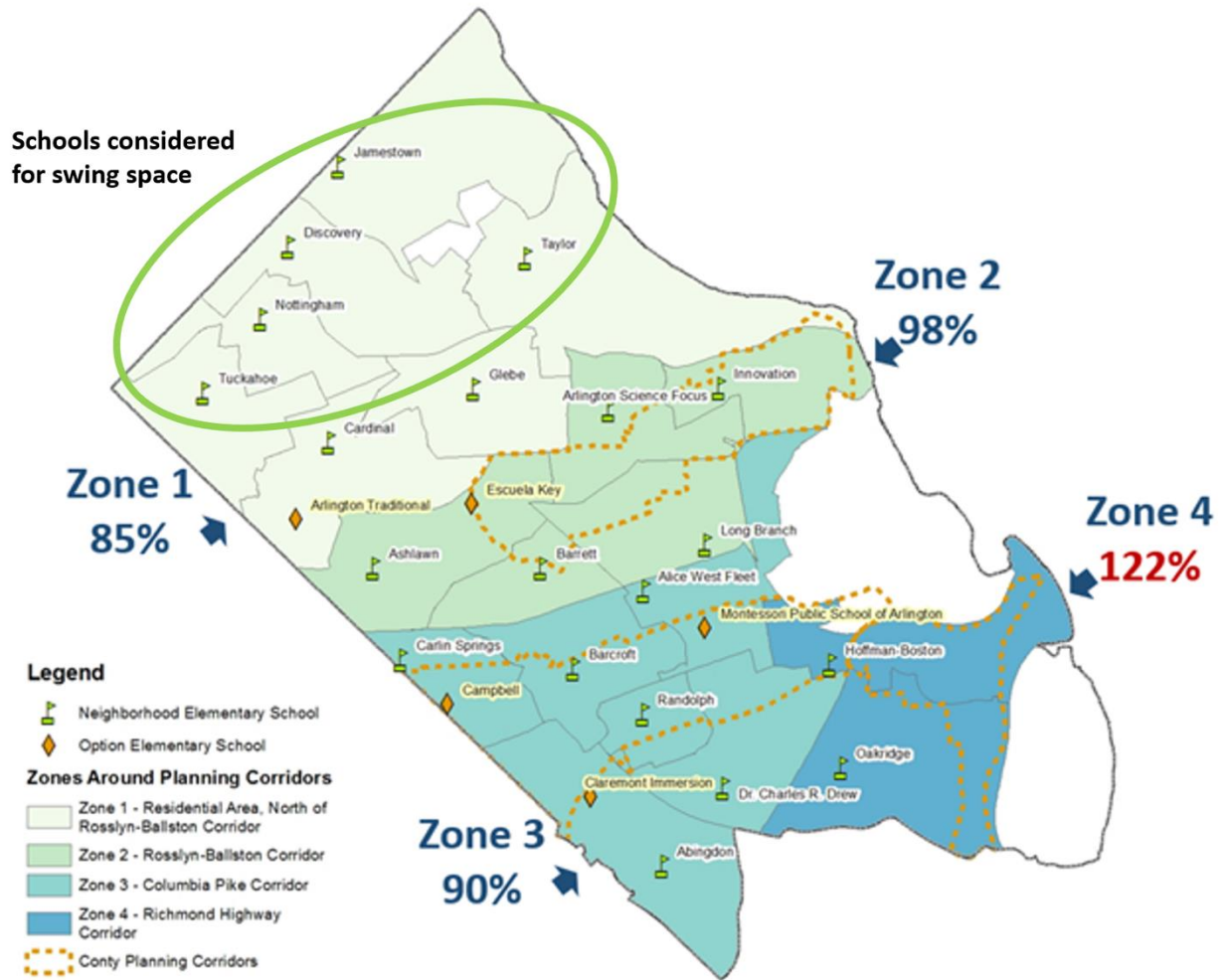
Below are maps that show zones around planning corridors, with their projected seat surpluses or seat needs. Map 1 broadly illustrates the concentration of growth in Arlington along the Route 1/ Richmond Highway corridor and the result of flat to decreasing enrollment along the Northern and Western edges of the County by School Year 2027-28.

Zone 1 is projected to have about 709 more seats than students and a capacity utilization of around 85%. By placing swing space at Nottingham, capacity utilization in the zone would rise from 85% to 97% and capacity utilization across the remaining zones, 2-4, would average 97%.

Map 1. Difference Between Future Permanent Seats and Projected Elementary Students Enrolled in School Year 2027-28



Map 2. Projected Elementary Capacity Utilization by Zone in School Year 2027-28



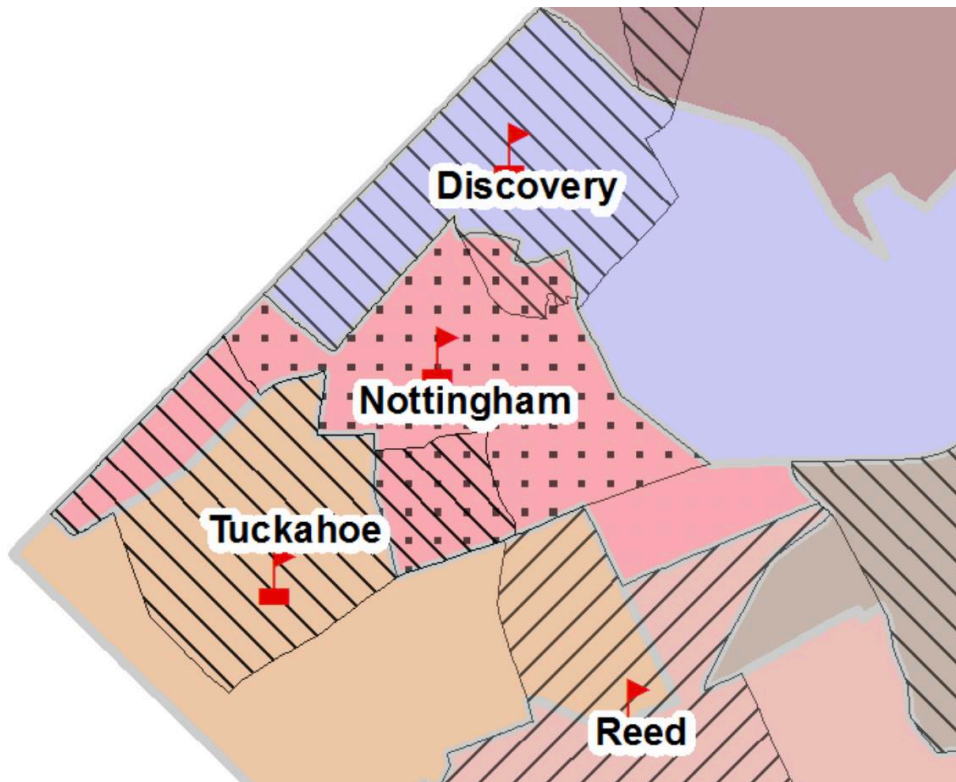
The zones approximate the planning corridors in the County. Zones 1-3 include schools with varying utilization rates. For example, zone 1 and zone 3 also collectively show open capacity. However, if a school in zone 3 were chosen for swing space, adjacent schools would not have capacity to welcome reassigned students. Capacity in zones 2 and 3 will be needed to balance enrollment in the rest of the County.

Zone 2 is reaching capacity and zone 4 exceeds capacity, eliminating those schools from swing space consideration.

Proximity

Home address proximity to a school is important for walk zones and transportation considerations. Walk zones can minimize any increased demand for buses. Nottingham is located half a mile from both Tuckahoe and Discovery. Therefore, some Nottingham students may live in a planning unit that is in the walk zone for one of those schools. There may be more walk zone potential given the proximity between the schools. Overlapping walk zones were identified in 2018 between Tuckahoe and Nottingham as well as Nottingham and Discovery.²

Map 3. Walk Zones for Discovery, Nottingham, Reed, and Tuckahoe



P&E will ask F&O to evaluate whether any planning units are walkable from Discovery or Jamestown to Taylor should students in adjacent planning units be reassigned. This was not assessed in the 2017 study. Jamestown is not walkable to Discovery according to the 2017 APS classification of street crossings.³

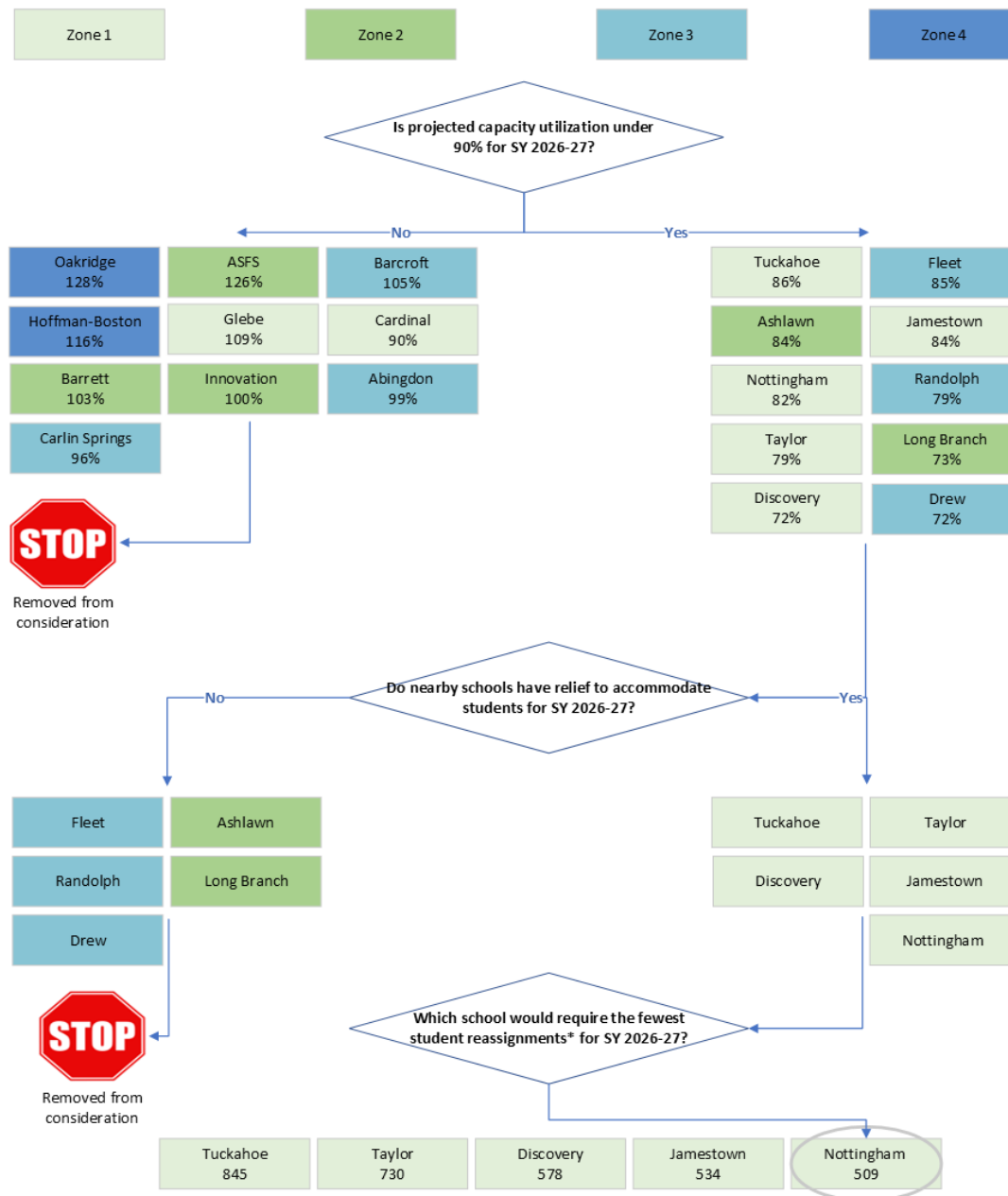
² School Board Work Session Elementary School Planning Initiative. <https://www.apsva.us/wp-content/uploads/2018/04/ES-Location-Analysis-SBWS-April-12-Update-2.pdf>

³ Classification of Arlington Street Crossings. <https://www.apsva.us/wp-content/uploads/2017/09/Road-Classifications-for-WZ-Digital4-092517.pdf>

Decision-Making Process for Elementary School Swing Space

The figure below shows the process and decision points for selecting the elementary school swing space. For SY 2026-27, APS looked at projected capacity utilization, whether schools nearby could accommodate additional students, and which school would require the fewest student reassignments. Projected open seats and walk zones for SY 2026-27 were also considered when choosing the swing space.

Figure 1. Decision Tree



*Approximate total number students reassigned is the projected total number of students enrolled at the school to be repurposed and students who must be reassigned from the receiving schools to other schools to balance enrollment.

**Additional
Data Points**

**Projected number of
open seats SY 2026-27:**

Tuckahoe 78	Taylor 138	Discovery 175	Jamestown 94	Nottingham 94
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**Students could
potentially walk:**

Tuckahoe to Nottingham	Taylor to Jamestown TBD	Discovery to Nottingham	Jamestown to Taylor TBD	Nottingham to Tuckahoe
		Discovery to Taylor TBD		Nottingham to Discovery

Note: Option schools are not considered for swing space.

Comparison of the Five Schools

Below is a table showing the five adjacent schools APS considered for swing space. The table includes data about each school and describes the complexity of reassignments of students in each scenario. A visualization of the reassignments and the detailed descriptions follow the diagram.

Table 3. Comparison Table for Zone 1 Schools Projected to Have Open Capacity

Building to Repurpose	Discovery	Jamestown	Nottingham	Taylor	Tuckahoe
Building capacity	630	597	513	659	545
Relocatable Classrooms onsite 2023	0	0	5	6	4
Total Capacity including relocatable classrooms	630	597	633	803	641
2026 projected enrollment ⁴	455	503	419	521	467
2026 projected capacity utilization	72%	85%	82%	79%	86%
Overlapping walk zones	Discovery/Nottingham Discovery/Taylor TBD	TBD Taylor/Jamestown	Nottingham/Tuckahoe Nottingham/Discovery	TBD Taylor/Jamestown	Tuckahoe/Nottingham
Approximate total number students reassigned ⁵	578 students	578 students	509 students	716 students	845 students

⁴ Based on 10-year projections, December 2022. <https://www.apsva.us/wp-content/uploads/2022/12/APS-Fall-2022-10-Year-Enrollment-Projections.pdf>

⁵ Approximate total number students reassigned is the projected total number of students enrolled at the school to be repurposed and students who must be reassigned from the receiving schools to other schools to balance enrollment.

Detailed Scenario Descriptions

APS's goal is to disrupt as few families/communities as possible. When considering the five scenarios to close and repurpose an elementary school the following was prioritized:

- the total number of students that would need to be reassigned to another neighborhood elementary school, and
- the potential for students to reside in the walk zone to another neighborhood elementary school.

Discovery, Jamestown, and Nottingham would require fewer students to change schools, and fewer changes within neighboring school communities. Taylor and Tuckahoe would require more students to change schools subsequently impacting more neighboring school communities.

The scenarios below inform the approximate total number of students reassigned, which is used in Figure 1 and Table 3.

Discovery as Swing Space: 555 Total Impacted Students

Repurposing Discovery would reassign approximately 555 total students – 455 from Discovery and 100 from Nottingham.

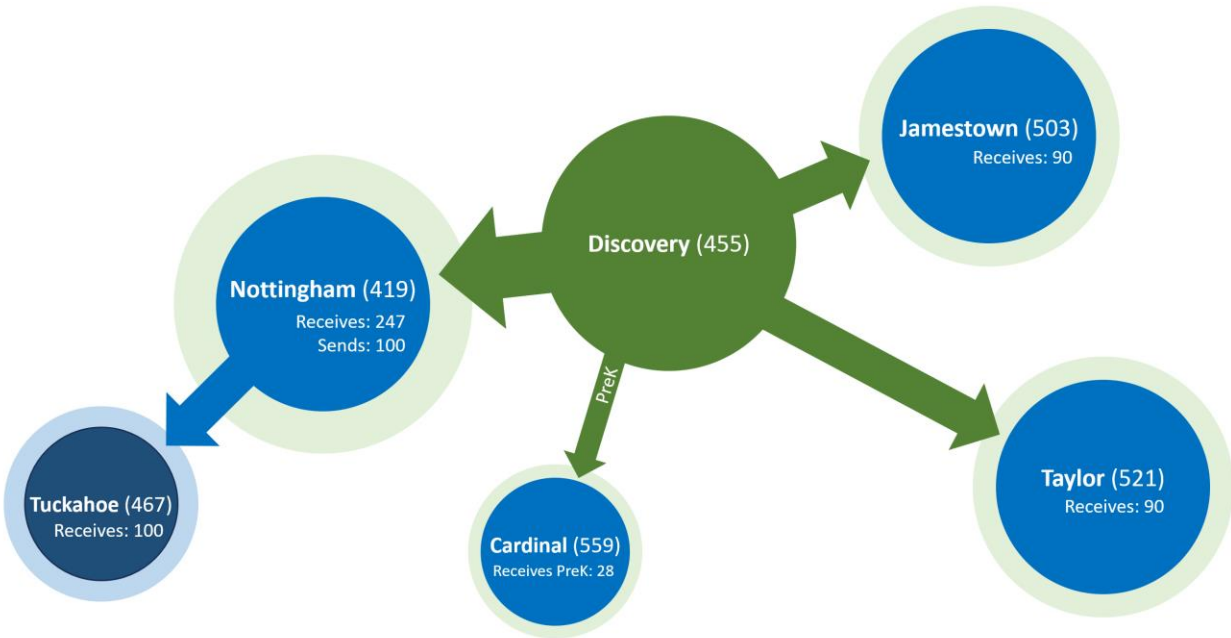


Figure 2. Visualization of reassigned students with Discovery selected as swing space. Numbers in parentheses represent the projected number of students at each school before the reassignments.

- Discovery would reassign cohorts of about 90 students each to Jamestown and Taylor.
- Nottingham would receive approx. 247 Discovery students.
- Tuckahoe would receive approximately 100 Nottingham students.
- PreK's would move separately to Cardinal which does not host a PreK in 2022-23.
- Discovery students reassigned to Jamestown would not be able to walk to school due to the major roads that separate the schools.
- APS would have to explore whether Discovery students reassigned to Taylor could walk to their new school.
- Some of these Discovery students may be able to walk to Nottingham.

Jamestown as Swing Space: 578 Total Impacted Students

Repurposing Jamestown would reassign approximately 578 total students – 503 from Jamestown and 75 from Discovery.

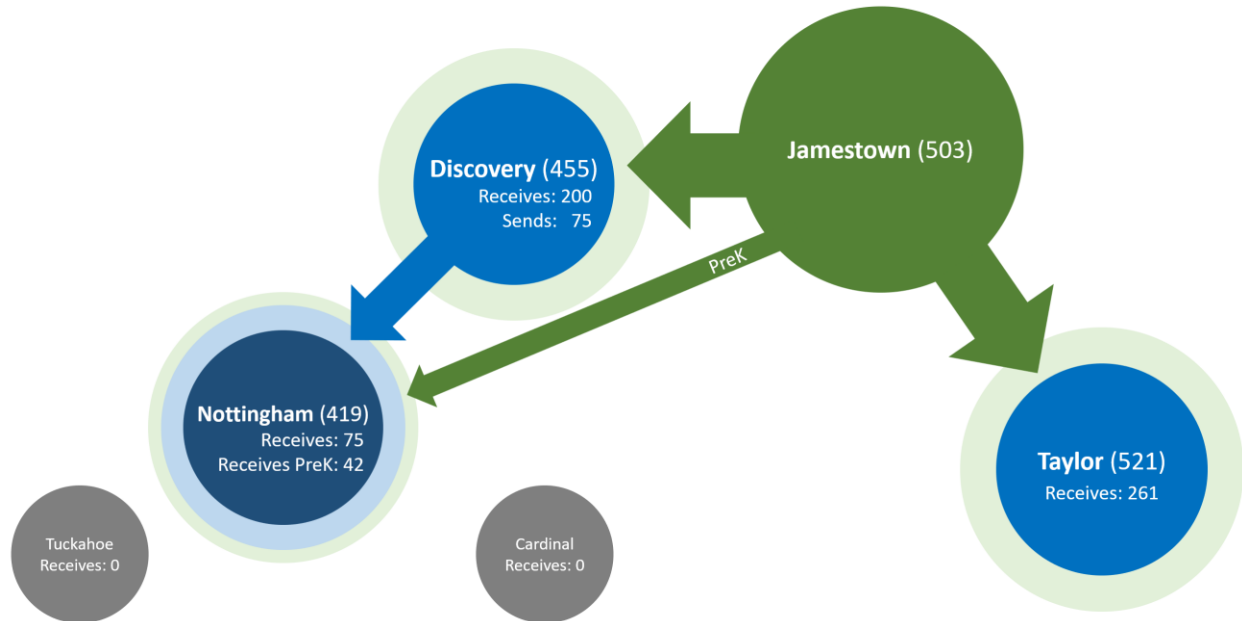


Figure 3. Visualization of reassigned students with Jamestown selected as swing space. Numbers in parentheses represent the projected number of students at each school before the reassignments.

- Discovery receives approximately 200 Jamestown students.
- Taylor receives approximately 261 Jamestown students.
- Nottingham receives 75 Discovery students.
- The Jamestown PreK could move to Nottingham.
- APS would have to explore whether Jamestown students reassigned to Taylor could walk to their new school.
- Because of the designation of major roads between Jamestown and Discovery, no Jamestown students could walk to Discovery.

Nottingham as Swing Space: 509 Total Impacted Students

Repurposing Nottingham would reassign approximately 509 students – 419 from Nottingham, 90 from Discovery.

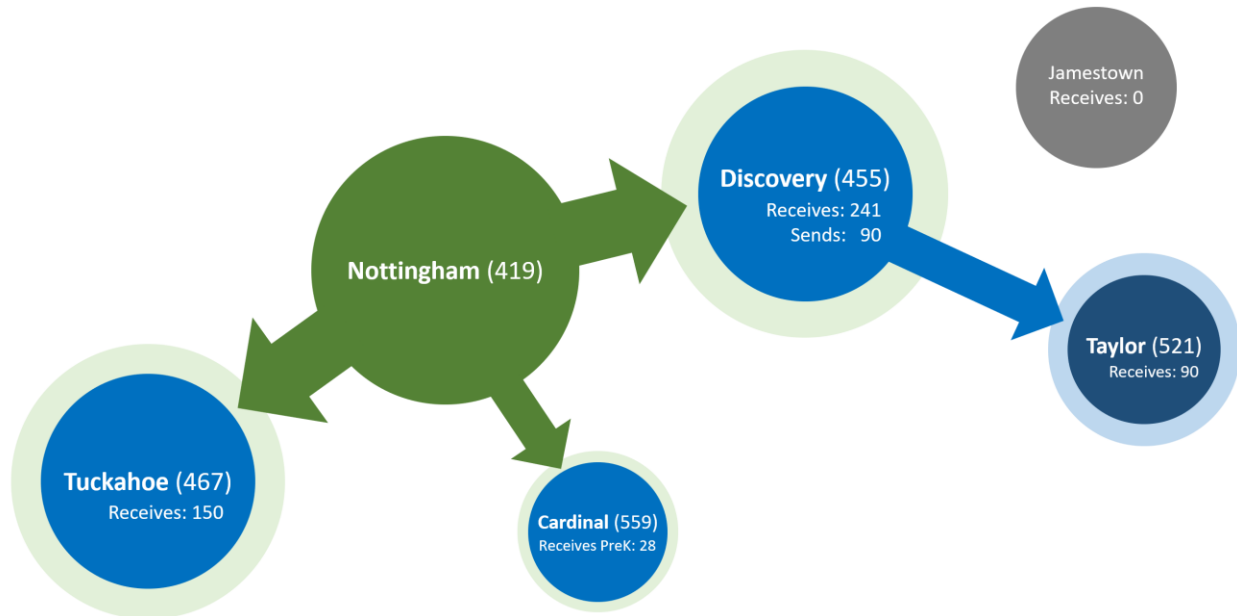


Figure 4. Visualization of reassigned students with Nottingham selected as swing space. Numbers in parentheses represent the projected number of students at each school before the reassignments.

- Discovery receives approximately 241 Nottingham students.
- Tuckahoe receives approximately 150 Nottingham student.
- Taylor could receive approximately 90 students from Discovery to balance enrollment.
- Nottingham PreK/SPED classes could move to Jamestown or Cardinal which does not host a PreK in 2022-23.
- APS would evaluate whether some Discovery planning units are in the walk zone to Taylor.
- Based on the 2018 study of walk zones, 140 Nottingham K-5 students reside in planning units that are within the walk zones for Discovery (13) and Tuckahoe (127), their newly assigned schools.
- Discovery would have a cohort of former Nottingham students, equal to 50% of current students.

Taylor as Swing Space: 716 Total Impacted Students

Repurposing Taylor would reassign approximately 716 students – 521 from Taylor and 195 from Discovery.

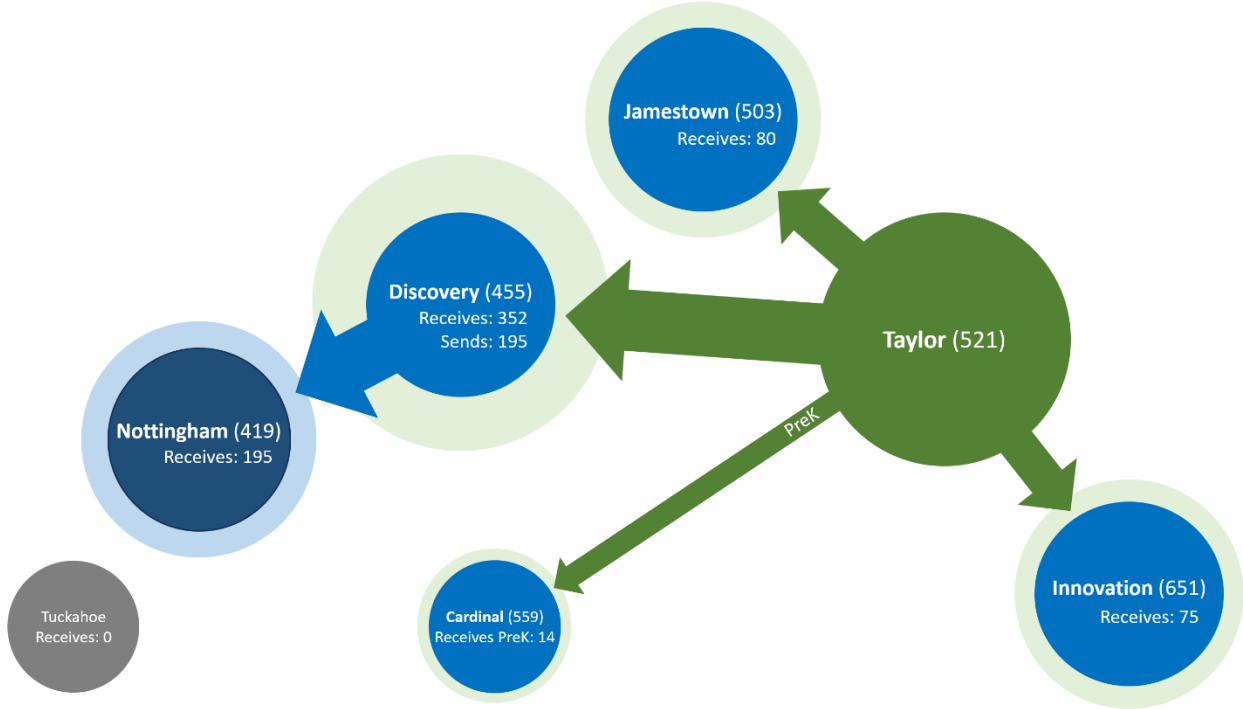


Figure 5. Visualization of reassigned students with Taylor selected as swing space. Numbers in parentheses represent the projected number of students at each school before the reassignments.

- Jamestown receives 80 Taylor students.
- Discovery receives 352 Taylor students.
- Innovation would receive 75 Taylor students moving the school near capacity.
- Nottingham receives 195 Discovery students.
- PreK would move separately to Cardinal.
- No Taylor students can walk to Discovery or Jamestown.

Tuckahoe as Swing Space: 845 Total Impacted Students

Repurposing Tuckahoe would reassign approximately 845 students – 467 from Tuckahoe, 278 from Nottingham, and 100 from Discovery.

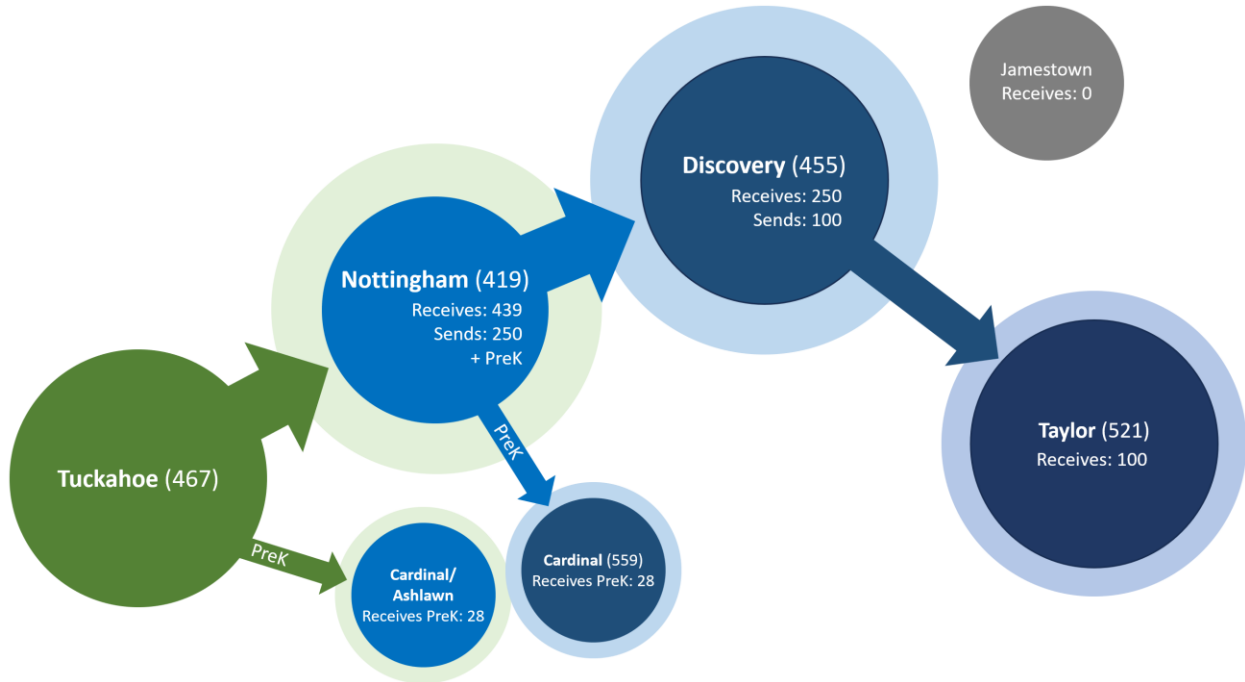


Figure 6. Visualization of reassigned students with Tuckahoe selected as swing space. Numbers in parentheses represent the projected number of students at each school before the reassignments.

- Nottingham receives all K-5 Tuckahoe students.
- Discovery receives 250 Nottingham students (greater than half enrolled Nottingham students).
- Taylor receives 100 Discovery students.
- Nottingham PreK would move to Cardinal or Ashlawn.
- Tuckahoe PreK would move separately to Ashlawn or Cardinal.
- Some Tuckahoe students could walk to Nottingham.

CONCLUSION

The Superintendent recommends repurposing Nottingham Elementary School for swing space, and an elementary boundary process to begin the fall after the School Board acts upon this recommendation.

In Fall 2023, F&O will prioritize all schools in need of renovation based on the Facilities Evaluations conducted as part of the Long-Range Plan to Renovate Existing School Facilities.

Nottingham was selected based on the following information.

- Nottingham's 2022-23 enrollment is low, and its projected enrollment remains flat through 2027-28.
- A projected 419 Nottingham students would be reassigned to schools that are adjacent to Nottingham's boundary in an elementary boundary process.
- Based on the 2018 study of walk zones, 140 Nottingham K-5 students reside in planning units that are within the walk zones Discovery (13) and Tuckahoe (127).
- Has surrounding schools with open capacity to welcome reassigned students, limiting the number of students who must be reassigned from receiving schools to balance enrollment.
- Has five relocatable classrooms on the Nottingham campus, and space to add more if needed.
- Community members have raised a concern about needing additional school capacity during county processes on the Missing Middle and Plan Langston Boulevard. If enrollment in this area increases again, Nottingham could be returned to a neighborhood elementary school.

Reference: [Swing Space Study Report](#)

**Appendix L:
Arlington Career Center Conversion for MPSA**

ACC Conversion for MPSA

School Board Friday Letter Item
January 27, 2023

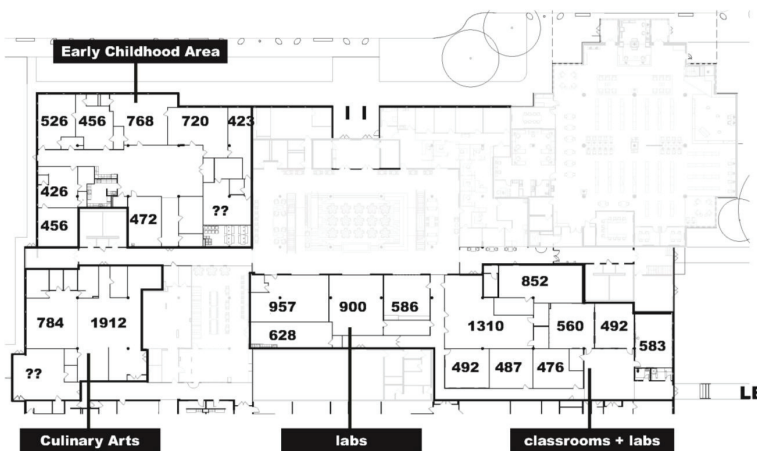
Existing ACC Conversion for MPSA Study

- School Board approval of the FY 2023-32 CIP asked staff to continue planning for future phases of the Arlington Career Center (ACC) campus beyond completion of the new ACC building, garage, and field (Phase 1).
- Phase 2 will convert the existing Career Center building for elementary use, specifically for Montessori Public School of Arlington (MPSA) and open in fall 2028.
- The FY 2023-32 CIP included \$15 million in PLACEHOLDER funding. That figure was not based on any rigorous design investigation into anticipated costs of the conversion and was intended to be updated following such a study for inclusion in the FY 2025-34 CIP.
- Staff hired an A&E team to estimate costs for converting the existing ACC building for MPSA use.
- Two independent cost estimates were generated and then reconciled.

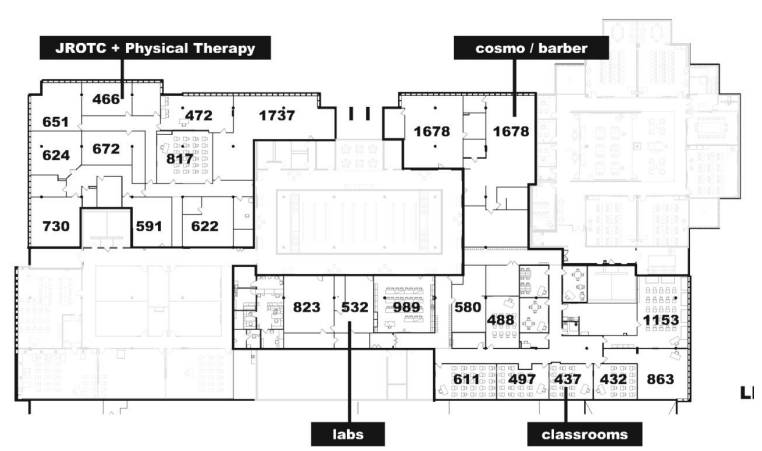
Converting the existing ACC from secondary CTE to elementary use presents several challenges given the characteristics of the building and spaces.

- Existing instructional spaces include many science labs and specialized career and technical education (CTE) labs which will require substantial renovation to make suitable for MPSA use.
- Size and configuration of the existing classrooms vary in size and most do not meet the square footage requirements in the MPSA ed. specs.
- Though the building has both a commercial teaching kitchen and food service kitchen neither of these spaces are adequate for producing the number of meals required for MPSA food service operations.
- Depth of the building makes it challenging to get natural light to all classrooms.
- Existing building is not sprinklered and converting to elementary use will require adding sprinklers to the entire building.

LEVEL 1



LEVEL 2



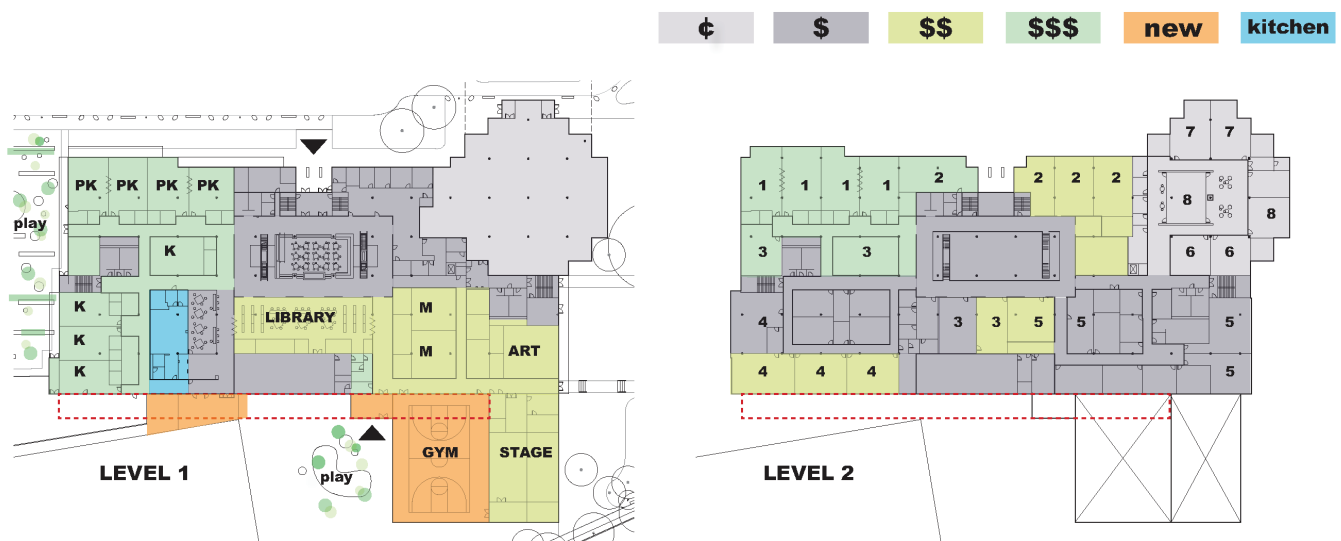
- Square footage of most existing instructional spaces are smaller than the 825 to 1,060 square feet required in the Ed. Specs.
- Existing lab and CTE spaces require renovation to make suitable for elementary use.

General Characteristics

- The existing main entrance, administrative offices and commons are shown to remain mostly as-is.
- The stairs, elevator, and multi-user restroom core spaces are shown to remain mostly as-is. Upgrades to these core spaces will be made to comply with ADA in all options.
- The west side of the existing ACC is shown as fully renovated to accommodate the MPSA prekindergarten and kindergarten classrooms and support spaces.
- Existing classrooms south of the existing commons areas are being renovated to house the library.
- A new kitchen.
- Two exterior play areas.
- Sprinklers will be added to the entire building.

5

Proposed Conversion Test-Fit



- | | |
|---|--|
| ✓ PK/K/1 classrooms with toilet | ✓ proper size gym and stage |
| ✓ PK and 1 classrooms stacks for plumbing | ✗ 8 classrooms don't have exterior windows |
| ✓ library adjacent to dining + commons | ✗ classroom sizes vary |
| ✓ secondary entrance | |

6

Estimated Total Project Costs (in millions)

Construction Cost	\$25.80
Construction Contingency	\$2.58
<u>Owner (Soft) Cost</u>	<u>\$6.24</u>
Total Project Cost	\$34.62

- Costs shown are an average of the two estimates prepared.
- Costs have been escalated for a 2028 project completion.

Project Funding

- The FY 2023-32 CIP included \$15 million in PLACEHOLDER funding, planned as part of the 2024 referendum.
 - \$3.75M in FY 2026 bonds
 - \$8.44M in FY 2027 bonds
 - \$2.81M in FY 2028 bonds
- Results of the study indicate that an additional \$19.62M in funding is needed to support the project.
- As part of the FY 2025-34 CIP process the revised project funding requirements will be reviewed against other capital projects and updated revenue projections to confirm if adequate funding is available.
 - Available funding will also depend on whether the County continues to cap APS's bond issuance at \$25 million per year beginning in FY 2027 as in the FY 2023-32 CIP
- Project completion timelines or scope may need to be adjusted based on when funding is available.

Appendix M: 2022-23 List of Elementary Programs by School

Program	School	School Year	# of Classrooms
3-5 year old SE PreK	Abingdon	2022-2023	1
VPI	Abingdon	2022-2023	1
3-5 year old SE PreK	Alice West Fleet	2022-2023	1
Community Peer PreK	Alice West Fleet	2022-2023	0
Deaf and Hard of Hearing	Alice West Fleet	2022-2023	2
MIPA	Alice West Fleet	2022-2023	0
Montessori	Alice West Fleet	2022-2023	2
VPI	Alice West Fleet	2022-2023	2
MIPA	Arlington Traditional	2022-2023	2
Traditional	Arlington Traditional	2022-2023	
VPI	Arlington Traditional	2022-2023	3
3-5 year old SE PreK	Ashlawn	2022-2023	1
Functional Life Skills	Ashlawn	2022-2023	2
Toddler PreK	Ashlawn	2022-2023	1
VPI	Ashlawn	2022-2023	1
SPED K-2. 3-5	Ashlawn	2022-2023	2
3-5 year old SE PreK	Barcroft	2022-2023	1
Community Peer PreK	Barcroft	2022-2023	1
MIPA	Barcroft	2022-2023	1
VPI	Barcroft	2022-2023	2
3-5 year old SE PreK	Barrett	2022-2023	1
Functional Life Skills	Barrett	2022-2023	2
Interlude	Barrett	2022-2023	0
MIPA	Barrett	2022-2023	3
Montessori	Barrett	2022-2023	1
VPI	Barrett	2022-2023	2
K-2 and 3-5self contained	Barrett	2022-2024	2
Expeditionary Learning	Campbell	2022-2023	
Interlude	Campbell	2022-2023	3
VPI	Campbell	2022-2023	3
3-5 year old SE PreK	Cardinal	2022-2023	
3-5 year old SE PreK	Carlin Springs	2022-2023	1
Community Peer PreK	Carlin Springs	2022-2023	2
Montessori	Carlin Springs	2022-2023	1
Toddler PreK	Carlin Springs	2022-2023	1
VPI	Carlin Springs	2022-2023	4
3-5 year old SE PreK	Claremont	2022-2023	0

Program	School	School Year	# of Classrooms
Immersion	Claremont	2022-2023	
VPI	Claremont	2022-2023	4
3-5 year old SE PreK	Discovery	2022-2023	1
Functional Life Skills	Discovery	2022-2023	2
Montessori	Discovery	2022-2023	2
3-5 year old SE PreK	Dr. Charles R. Drew	2022-2023	1
Community Peer PreK	Dr. Charles R. Drew	2022-2023	2
Interlude	Dr. Charles R. Drew	2022-2023	0
MIPA/Mini MIPA	Dr. Charles R. Drew	2022-2023	4
Toddler PreK	Dr. Charles R. Drew	2022-2023	1
VPI	Dr. Charles R. Drew	2022-2023	2
3-5 year old SE PreK	Escuela Key	2022-2023	0
Immersion	Escuela Key	2022-2023	
VPI	Escuela Key	2022-2023	2
3-5 year old SE PreK	Glebe	2022-2023	1
Community Peer PreK	Glebe	2022-2023	1
3-5 year old SE PreK	Hoffman-Boston	2022-2023	1
Community Peer PreK	Hoffman-Boston	2022-2023	1
Interlude	Hoffman-Boston	2022-2023	0
MIPA	Hoffman-Boston	2022-2023	3
Toddler PreK	Hoffman-Boston	2022-2023	1
VPI	Hoffman-Boston	2022-2023	4
3-5 year old SE PreK	Innovation	2022-2023	0
Community Peer PreK	Innovation	2022-2023	2
VPI	Innovation	2022-2023	1
3-5 year old SE PreK	Integration Station	2022-2023	
Interlude	Integration Station	2022-2023	
Toddler PreK	Integration Station	2022-2023	
3-5 year old SE PreK	Jamestown	2022-2023	1
Community Peer PreK	Jamestown	2022-2023	0
Montessori	Jamestown	2022-2023	2
Toddler PreK	Jamestown	2022-2023	1
3-5 year old SE PreK	Long Branch	2022-2023	0
Interlude	Long Branch	2022-2023	0
MIPA	Long Branch	2022-2023	4
VPI	Long Branch	2022-2023	1
Montessori	MPSA	2022-2023	
3-5 year old SE PreK	Nottingham	2022-2023	0
Community Peer PreK	Nottingham	2022-2023	2
3-5 year old SE PreK	Oakridge	2022-2023	1
MIPA	Oakridge	2022-2023	1
Montessori	Oakridge	2022-2023	1

Program	School	School Year	# of Classrooms
VPI	Oakridge	2022-2023	1
3-5 year old SE PreK	Randolph	2022-2023	1
MIPA	Randolph	2022-2023	2
VPI	Randolph	2022-2023	3
3-5 year old SE PreK	Taylor	2022-2023	0
Community Peer PreK	Taylor	2022-2023	1
MIPA	Taylor	2022-2023	1
3-5 year old SE PreK	Tuckahoe	2022-2023	1
Community Peer PreK	Tuckahoe	2022-2023	1

Appendix N: Pre-Kindergarten to Kindergarten Enrollment Statistical Tests

Descriptive Statistics

Table 1: Arlington Public Schools Historical Enrollments: 2014-15 to 2022-23

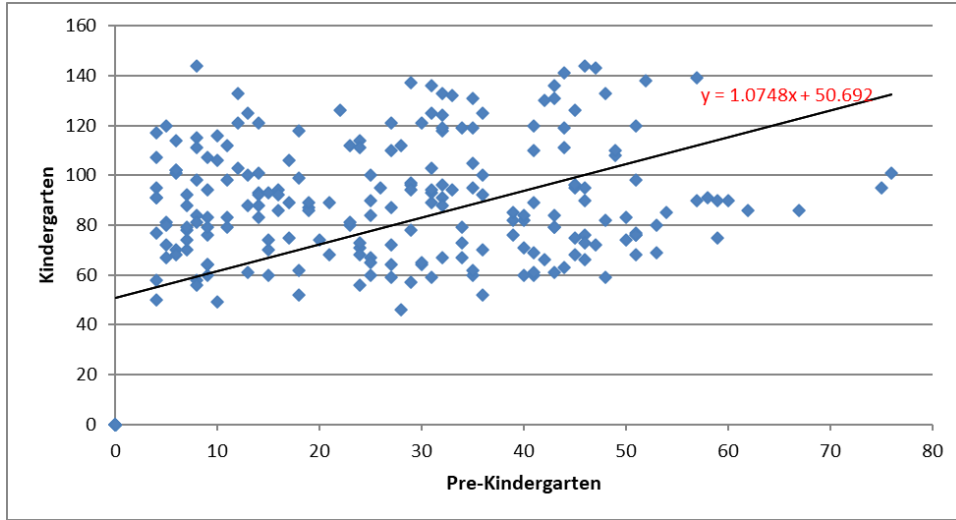
School Year	Kindergarten Students	Pre-Kindergarten Students Prior Year	Percent of Kindergarten Students who Attended Pre-K in APS the Prior Year
2014-15	2,196	746	34%
2015-16	2,152	714	33%
2016-17	2,127	678	32%
2017-18	2,250	709	32%
2018-19	2,293	713	31%
2019-20	2,231	655	29%
2020-21	1,966	665	34%
2021-22	1,998	550	28%
2022-23	2,006	566	28%
Average			31%

Correlations

		Pre-kindergarten	Kindergarten
Pre-kindergarten	Pearson Correlation	1	.506**
	Sig. (2-tailed)		.000
	N	252	252
Kindergarten	Pearson Correlation	.506**	1
	Sig. (2-tailed)	.000	
	N	252	252

** . Correlation is significant at the 0.01 level (2-tailed).

Regression



Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.506 ^a	.256	.253	33.597

a. Predictors: (Constant), Pre-kindergarten

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	97167.463	1	97167.463	86.084	.000 ^b
	Residual	282187.723	250	1128.751		
	Total	379355.187	251			

a. Dependent Variable: Kindergarten

b. Predictors: (Constant), Pre-kindergarten