



2023 Boundary Analysis

School Board Meeting
June 1, 2023





Essential Questions

- What is a boundary analysis and why are we conducting one now?
- What are the current live-in and enrolled demographics of ACPS schools by Pre-K, K-5, 6-8, and 9-12 grades?
- What development is expected in the next 5 years that may further impact the demographics of our school boundaries?
- What are the key findings of the boundary analysis?



Boundary Analysis

School Board [Policy JCE](#) stipulates that the School Board will conduct a boundary analysis every 5 years or with the opening of the new school

- ✓ ACPS last redistricted in 2018, 5 years ago.
- ✓ The new Douglas MacArthur Elementary School is opening this fall.

On February 16, 2023, staff presented a proposed boundary analysis and the results of that are provided in this presentation.



Purpose and Description

This is ACPS's **first** boundary analysis.

A boundary analysis **is not** redistricting, but rather, the boundary analysis provides the current geographic and demographic data that may indicate the need for a redistricting process.

The School Board should use this data to inform its consideration of whether or not to initiate a redistricting process and, if so, define the scope and criteria of the redistricting process.

* All data is from the 2022-2023 SRC and Fall Membership Report. March 30, 2023 data was used for the economically disadvantaged student data only.



Purpose and Description

As discussed in the February 16 Board Meeting, this information will include:

- The sum of students who **live-in** the school's boundary as well as a sum of students **enrolled** at each school. This is shown as a percentage and each school is shown against the district-wide demographic.
- The specific data staff recommend for inclusion are breakdowns by each school (both live-in and attending student populations) for:
 - ◆ Total Student Population
 - ◆ Grade
 - ◆ Gender
 - ◆ Race
 - ◆ Specialized Instruction
 - ◆ English Language Learner
 - ◆ Economically Disadvantaged Status
 - ◆ Walk Boundary (not included)
- A capacity and utilization chart will also be provided for live-in and attending student populations.

2020-2025 Strategic Plan: Equity for All

Pre-K





Pre-K Enrollment and Live-In

- Enrolled Pre-K Students reside in every school boundary zone.
- This count **does not** include Head Start.

School	Enrolled Pre-K	Live-In Pre-K
Charles Barrett	45	15
Cora Kelly	6	11
Douglas MacArthur	0	14
Ferdinand T. Day	0	43
George Mason	0	*
James K Polk	0	31
Jefferson-Houston	47	14
John Adams/ECC	174	36
Lyles-Crouch	0	*
Mount Vernon	0	12
Naomi L. Brooks	0	11
Patrick Henry	0	42
Samuel W Tucker	0	41
William Ramsay	33	25
Grand Total	305	305

Out of district students removed

* Sample size under 10 students

2020-2025 Strategic Plan: Equity for All

Elementary

Grades K-5





Elementary School Enrollment and Utilization

School	Enrolled K-5	Live-In K-5	Capacity	Enrolled Utilization (PK-5)	Live-In Utilization (PK-5)
Charles Barrett	480	567	500	96.0%	113.4%
Cora Kelly	259	272	371	69.8%	73.3%
Douglas MacArthur	546	595	724	75.4%	82.2%
Ferdinand T. Day	583	626	638	91.4%	98.1%
George Mason	306	313	368	83.2%	85.1%
James K Polk	777	788	760	102.2%	103.7%
Jefferson-Houston	393	362	407	96.6%	88.9%
John Adams	716	638	595	120.3%	107.2%
Lyles-Crouch	408	422	375	108.8%	112.5%
Mount Vernon	855	628	755	113.2%	83.2%
Naomi L. Brooks	328	355	350	93.7%	101.4%
Patrick Henry	738	823	614	120.2%	134.0%
Samuel W Tucker	731	728	620	117.9%	117.4%
William Ramsay	556	559	716	77.7%	78.1%
Grand Total	7676	7676	7793	98.5%	98.5%

* 90% - 110% is considered the ideal range for utilization



Elementary by Grade

School	Enrolled by Grade						Live-In By Grade					
	KG	1	2	3	4	5	KG	1	2	3	4	5
Charles Barrett	15.83%	18.96%	18.13%	16.67%	16.67%	13.75%	15.70%	19.05%	17.46%	16.75%	17.46%	13.58%
Cora Kelly	17.76%	15.44%	17.37%	15.83%	15.83%	17.76%	18.38%	15.44%	15.81%	15.81%	19.12%	15.44%
Douglas MacArthur	16.85%	17.58%	14.84%	16.85%	17.03%	16.85%	15.63%	16.97%	16.81%	16.47%	17.31%	16.81%
Ferdinand T. Day	20.41%	15.27%	20.41%	14.92%	14.75%	14.24%	19.33%	18.69%	17.89%	16.13%	14.70%	13.26%
George Mason	14.38%	16.01%	18.95%	18.30%	17.65%	14.71%	15.02%	16.29%	20.13%	15.65%	17.25%	15.65%
James K. Polk	16.34%	21.24%	14.03%	17.25%	15.70%	15.44%	15.61%	20.18%	13.83%	16.75%	16.88%	16.75%
Jefferson Houston	15.01%	19.34%	14.76%	17.05%	19.59%	14.25%	17.68%	20.99%	15.75%	15.19%	17.13%	13.26%
John Adams	19.41%	17.88%	15.36%	15.50%	16.62%	15.22%	20.06%	17.71%	16.77%	13.17%	16.93%	15.36%
Lyles-Crouch	16.91%	16.67%	18.38%	17.16%	19.12%	11.76%	17.30%	16.11%	18.25%	17.54%	18.72%	12.09%
Mount Vernon	16.73%	20.58%	16.02%	15.32%	16.14%	15.20%	17.36%	19.27%	15.45%	16.08%	16.56%	15.29%
Naomi L. Brooks	18.90%	16.16%	16.16%	17.07%	16.16%	15.55%	18.03%	16.62%	15.21%	18.03%	16.90%	15.21%
Patrick Henry	17.62%	18.70%	17.75%	14.23%	17.48%	14.23%	17.86%	19.32%	16.65%	14.58%	16.28%	15.31%
Samuel Tucker	17.78%	18.74%	14.09%	18.06%	14.36%	16.96%	17.86%	19.09%	14.70%	20.47%	13.05%	14.84%
William Ramsay	16.73%	19.06%	14.75%	18.35%	16.91%	14.21%	16.28%	17.71%	15.38%	17.71%	16.82%	16.10%
Division-Wide	17.31%	18.39%	16.26%	16.47%	16.53%	15.03%	17.31%	18.39%	16.26%	16.47%	16.53%	15.03%



Elementary by Gender

School	Enrolled by Gender		Live-In by Gender	
	F	M	F	M
Charles Barrett	46.67%	53.33%	47.44%	52.56%
Cora Kelly	42.47%	57.53%	47.79%	52.21%
Douglas MacArthur	43.96%	56.04%	44.71%	55.29%
Ferdinand T. Day	47.00%	53.00%	46.49%	53.51%
George Mason	45.42%	54.58%	45.05%	54.95%
James K. Polk	49.55%	50.45%	48.86%	51.14%
Jefferson Houston	50.13%	49.87%	52.21%	47.79%
John Adams	49.72%	50.28%	49.84%	50.16%
Lyles-Crouch	46.57%	53.43%	48.10%	51.90%
Mount Vernon	49.01%	50.99%	46.82%	53.18%
Naomi L. Brooks	46.04%	53.96%	44.23%	55.77%
Patrick Henry	50.14%	49.86%	48.85%	51.15%
Samuel Tucker	45.69%	54.31%	46.98%	53.02%
William Ramsay	47.30%	52.70%	47.41%	52.59%
Division-Wide	47.58%	52.42%	47.58%	52.42%



Elementary by Race

School	Enrolled by Race							Live-In By Race						
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Multi-Racial	Native Hawaiian or Other Pacific Islander	White	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Multi-Racial	Native Hawaiian or Other Pacific Islander	White
Charles Barrett	*	*	5.42%	46.04%	3.96%	*	42.92%	*	*	4.41%	58.55%	3.35%	*	32.63%
Cora Kelly	0.00%	*	12.74%	64.48%	*	*	17.76%	0.00%	*	8.46%	66.91%	3.68%	*	17.65%
Douglas MacArthur	*	5.13%	20.70%	25.46%	5.13%	*	43.22%	*	4.54%	20.67%	25.21%	4.87%	*	44.37%
Ferdinand T. Day	*	7.38%	32.25%	40.31%	3.09%	*	16.12%	*	7.35%	30.67%	42.49%	2.72%	*	15.97%
George Mason	0.00%	3.59%	*	35.95%	3.27%	0.00%	54.25%	0.00%	*	4.15%	42.81%	*	0.00%	49.84%
James K. Polk	0.00%	13.00%	26.51%	36.42%	3.09%	0.00%	20.98%	0.00%	11.29%	28.30%	37.44%	2.92%	0.00%	20.05%
Jefferson Houston	*	3.31%	47.84%	16.54%	4.33%	*	26.97%	*	*	38.95%	15.75%	4.70%	*	37.02%
John Adams	*	9.92%	23.46%	40.08%	2.23%	*	24.02%	*	10.97%	22.26%	38.71%	2.19%	*	25.55%
Lyles-Crouch	0.00%	3.92%	22.06%	12.75%	8.82%	0.00%	52.45%	0.00%	4.03%	23.70%	13.74%	8.53%	0.00%	50.00%
Mount Vernon	0.00%	*	2.22%	55.32%	4.56%	0.00%	36.84%	0.00%	*	1.91%	47.29%	4.62%	0.00%	44.90%
Naomi L. Brooks	0.00%	*	27.13%	7.01%	7.62%	*	56.71%	0.00%	*	33.52%	6.48%	7.32%	*	51.27%
Patrick Henry	0.00%	9.89%	35.09%	27.37%	6.78%	2.03%	18.83%	0.00%	11.91%	33.05%	25.64%	6.80%	2.07%	20.53%
Samuel Tucker	*	14.77%	32.97%	18.19%	7.39%	*	25.99%	*	16.48%	32.42%	17.86%	8.10%	*	24.73%
William Ramsay	*	11.69%	20.14%	55.40%	1.80%	0.00%	10.79%	*	9.48%	21.47%	56.53%	*	0.00%	10.91%
Division-Wide	*	7.23%	22.68%	35.15%	4.56%	0.42%	29.87%	*	7.23%	22.68%	35.15%	4.56%	0.42%	29.87%

*Sample size under 10 students



Elementary by Specialized Instruction

School	Percentage of Students Receiving Specialized Instruction	
	Enrolled	Live-In
Charles Barrett	10.44%	10.42%
Cora Kelly	16.99%	12.87%
Douglas MacArthur	8.79%	7.39%
Ferdinand T. Day	7.20%	8.15%
George Mason	10.13%	10.86%
James K Polk	9.14%	8.12%
Jefferson-Houston	12.47%	8.29%
John Adams	8.52%	7.05%
Lyles-Crouch	6.62%	8.77%
Mount Vernon	6.78%	7.64%
Naomi L. Brooks	10.06%	10.70%
Patrick Henry	6.78%	7.53%
Samuel W Tucker	7.52%	9.89%
William Ramsay	8.99%	8.94%
Division-Wide	8.72%	8.72%



Elementary by Economically Disadvantaged Status

School	Percentage of Students who are Economically Disadvantaged	
	Enrolled	Live-In
Charles Barrett	47.05%	57.14%
Cora Kelly	76.74%	75.67%
Douglas MacArthur	44.40%	44.25%
Ferdinand T. Day	86.99%	85.92%
George Mason	38.78%	41.94%
James K. Polk	69.63%	71.23%
Jefferson-Houston	57.03%	46.03%
John Adams	64.78%	65.43%
Lyles-Crouch	22.47%	24.04%
Mount Vernon	48.75%	41.79%
Naomi L. Brooks	32.93%	37.82%
Patrick Henry	77.91%	77.42%
Samuel Tucker	64.49%	62.27%
William Ramsay	84.96%	82.82%
District-Wide	60.75%	60.75%

*March 30, 2023 data was used for the economically disadvantaged student data.



Elementary by English Language Learner Status

School	Percentage of Students Receiving ELL Services	
	Enrolled	Live-In
Charles Barrett	41.88%	50.79%
Cora Kelly	55.21%	55.15%
Douglas MacArthur	23.08%	23.03%
Ferdinand T. Day	66.38%	66.29%
George Mason	34.97%	39.62%
James K. Polk	54.57%	52.92%
Jefferson Houston	17.56%	15.75%
John Adams	56.98%	58.15%
Lyles-Crouch	8.82%	9.72%
Mount Vernon	43.63%	37.42%
Naomi L. Brooks	5.79%	5.92%
Patrick Henry	53.66%	54.07%
Samuel Tucker	38.99%	38.05%
William Ramsay	71.58%	70.48%
Division-Wide	43.93%	43.93%

2020-2025 Strategic Plan: Equity for All

Middle

Grades 6-8





Middle School Enrollment and Utilization

Enrollment and Utilization Division-Wide

School	Enrolled	Live-In	Capacity	Enrolled Utilization	Live-In Utilization
Francis Hammond	1458	1350	1396	104.4%	96.7%
George Washington	1360	1336	1150	118.3%	116.2%
Jefferson-Houston	180	184	218	82.6%	84.4%
Patrick Henry	213	341	225	94.7%	151.6%
Grand Total	3211	3211	2989	107.4%	107.4%

★ Jefferson-Houston and Patrick Henry's capacity is based on the current utilization of classrooms. Grades 6-8 planned capacity for each school is 180 students.

Enrollment and Utilization by Region

School	Enrolled	Live-In	Capacity	Enrolled Utilization	Live-In Utilization
Francis Hammond	1458	1350	1396	104.4%	96.7%
Patrick Henry	213	341	225	94.7%	151.6%
West End Total	1671	1691	1621	103.1%	104.3%

George Washington	1360	1336	1150	118.3%	116.2%
Jefferson-Houston	180	184	218	82.6%	84.4%
East End Total	1540	1520	1368	112.6%	111.1%

Out of district students removed.



Middle School by Grade

School	Enrolled by Grade			Live-In by Grade		
	6	7	8	6	7	8
Francis Hammond	33.54%	33.54%	32.92%	33.70%	34.44%	31.85%
George Washington	34.12%	30.29%	35.59%	33.76%	31.66%	34.58%
Jefferson-Houston	35.00%	43.33%	21.67%	40.76%	30.43%	28.80%
Patrick Henry	36.62%	34.27%	29.11%	33.14%	31.67%	35.19%
Division-Wide	34.07%	32.76%	33.17%	34.07%	32.76%	33.17%



Middle School by Gender

School	Enrolled by Gender			Live-In by Gender		
	F	M	N	F	M	N
Francis Hammond	49.12%	50.74%	*	47.04%	52.96%	0.00%
George Washington	50.56%	49.44%	0.00%	49.18%	50.75%	*
Jefferson-Houston	47.19%	52.81%	0.00%	51.63%	47.83%	*
Patrick Henry	46.48%	53.52%	0.00%	46.63%	53.37%	0.00%
Division-Wide	48.15%	51.79%	*	48.15%	51.79%	*

*Sample size is less than 10 students



Middle School by Race

School	Enrolled by Race							Live-In by Race						
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Multi-Racial	Native Hawaiian or Other Pacific Islander	White	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Multi-Racial	Native Hawaiian or Other Pacific Islander	White
Francis Hammond	*	9.74%	31.89%	39.92%	2.06%	*	15.91%	*	9.04%	32.07%	41.26%	1.93%	*	15.41%
George Washington	*	1.54%	16.76%	40.51%	4.71%	*	36.25%	0.00%	1.57%	17.96%	41.24%	4.87%	*	34.28%
Jefferson-Houston	0.00%	*	57.78%	25.56%	*	*	12.22%	*	*	47.83%	21.20%	*	0.00%	26.09%
Patrick Henry	0.00%	6.10%	44.60%	35.21%	*	*	8.45%	*	9.68%	38.42%	31.38%	3.52%	*	14.96%
Division-Wide	*	5.54%	27.78%	39.05%	3.36%	*	23.82%	*	5.54%	27.78%	39.05%	3.36%	*	23.82%

* Sample size less than 10 students



Middle School by Specialized Instruction

School	Percentage of Students Receiving Specialized Instruction	
	Enrolled	Live-In
Francis Hammond	10.56%	10.44%
George Washington	12.43%	13.10%
Jefferson-Houston	19.44%	11.96%
Patrick Henry	12.21%	13.49%
Division-Wide	11.96%	11.96%



Middle School by Economically Disadvantaged Status

School	Percentage of Students who are Economically Disadvantaged	
	Enrolled	Live-In
Francis Hammond	73.94%	73.98%
George Washington	49.64%	50.79%
Jefferson-Houston	69.94%	58.24%
Patrick Henry	83.09%	78.13%
District-Wide	63.97%	63.97%

*March 30, 2023 data was used for the economically disadvantaged student data.



Middle School by English Language Learner Status

School	Percentage of Students Receiving ELL Services	
	Enrolled	Live-In
Francis Hammond	41.63%	40.89%
George Washington	22.87%	23.35%
Jefferson-Houston	13.89%	10.87%
Patrick Henry	22.07%	31.09%
Grand Total	30.83%	30.83%

2020-2025 Strategic Plan: Equity for All

High

Grades 9-12





High School Enrollment and Utilization

High School	SY22-23 Enrollment	Capacity	Utilization
King Street	3,509	2,928	119.84%
Minnie Howard	971	853	113.83%
Division-Wide	4,480	3,781	118.49%

- In 2025, the new Minnie Howard building will open with a capacity of 1600, bringing the total capacity to 4528 for King Street and Minnie Howard campuses.



High School by Grade

High School	High School Enrollment by Grade			
	9	10	11	12
King Street	249	1,280	878	1,102
Minnie Howard	971			
Division-Wide	1,220	1,280	878	1,102



High School by Gender

School	Gender		N
	F	M	
King Street	48.16%	51.78%	*
Minnie Howard	51.08%	48.71%	*
Division-Wide	48.79%	51.12%	*



High School by Race

School	Race						
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Multi-Racial	Native Hawaiian or Other Pacific Islander	White
King Street	*	5.84%	24.99%	42.58%	2.22%	*	24.14%
Minnie Howard	*	4.74%	27.91%	41.40%	3.40%	*	22.25%
Division-Wide	*	5.60%	25.63%	42.32%	2.48%	*	23.73%



High School by Specialized Instruction

School	Percentage of Students Receiving Specialized Instruction
King Street	9.35%
Minnie Howard	10.09%
Division-Wide	9.51%



High School by Economically Disadvantaged Status

School	Percentage of Economically Disadvantaged Students
King Street	66.86%
Minnie Howard	77.14%
Division-Wide	69.08%

*March 30, 2023 data was used for the economically disadvantaged student data.



High School by English Language Learner Status

School	Percentage of English Language Learner Students
King Street	30.27%
Minnie Howard	20.80%
Division-Wide	28.21%

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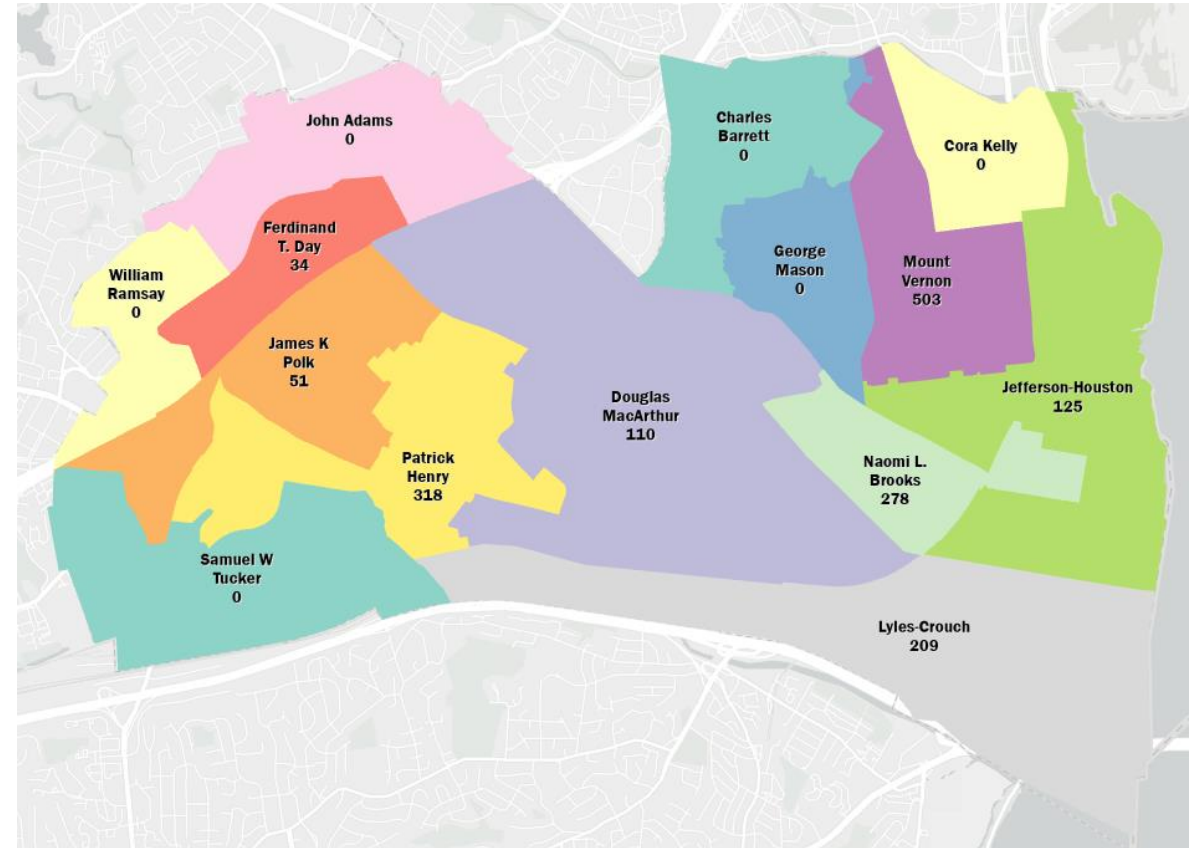
Development





Expected 5 Years Development (K-12)

Boundary School	Project Name	Expected Build-Out Year	Student Generation
Douglas MacArthur	AHDC - Seminary Rd	2025	32
Douglas MacArthur	Witter Place	2027	78
Ferdinand T. Day	Hilton MF Project	2026	34
James K Polk	Landmark - Block I	2027	27
James K Polk	Landmark - Block K	2027	24
Jefferson-Houston	Heritage - Block 4	2025	73
Jefferson-Houston	Transpotomac	2026	21
Jefferson-Houston	Montgomery Center	2027	31
Lyles-Crouch	Paradigm	2024	30
Lyles-Crouch	Heritage - Block 1	2024	68
Lyles-Crouch	Simpson - Block 23	2026	67
Lyles-Crouch	Rushmark - South Tower	2027	44
Mount Vernon	Oakville - Block A1	2024	35
Mount Vernon	AHDC - Glebe	2026	393
Mount Vernon	3908 Elbert Ave	2026	75
Naomi L. Brooks	Samuel Madden	2027	278
Patrick Henry	Parc View II	2026	318



2020-2025 Strategic Plan: Equity for All

Summary of Findings





Elementary School Key Findings

- Live-In enrollment at Charles Barrett, Lyles-Crouch, Patrick Henry, and Samuel Tucker exceed the 110% ideal utilization range.
 - ~138% at Patrick Henry
- Live-in enrollment at Cora Kelly, Douglas MacArthur, George Mason, Jefferson-Houston, Mount Vernon and William Ramsay is below the 90% ideal utilization range.
 - ~73% at Cora Kelly
- Utilization division-wide is within the 90-110% utilization rate meaning all schools could be within this range.
- Race, economically disadvantaged status, and english language learners have the greatest variation from the district-wide demographics; schools are generally not representative of the entire ACPS student body.



Middle School Key Findings

- Live-In enrollment at George Washington and Patrick Henry exceeds the 110% ideal utilization range.
 - ~152% at Patrick Henry
- Live-in enrollment at Jefferson-Houston is below the 90% ideal utilization range.
 - ~84% at Jefferson-Houston
- Utilization division-wide is within the 90-110% utilization rate meaning all schools could be within this range.
- Race, economically disadvantaged status, and english language learners have the greatest variation from the district-wide demographics; specifically from west side schools compared to east side schools.



High School Key Findings

- In 2025, the new Minnie Howard building will open with a capacity of 1600, bringing the total capacity to 4528 for King Street and Minnie Howard campuses. This will bring high school utilization within the 90-110% ideal utilization range.



Summary of Findings

- More schools currently have live-in utilizations outside of the ideal range than in the range. This will continue to exacerbate class-size discrepancies throughout the division and increase capacity reassignments.
- With the opening of the new Minnie Howard, all grade levels should be within the ideal utilization range based on current enrollment.
- Development will continue to occur in boundaries that are already over capacity and ACPS needs to plan for these changes.
- Modernization of new schools creates capacity and ACPS should optimize this use.
- Demographic breakdowns show that some schools have significant deviations from the district-wide breakdown.



Next Steps

The School Board should use this data to determine if a redistricting effort would be beneficial and work with staff to determine the scope of any redistricting effort which may begin in the 2023-2024 school year.

The length of time for a redistricting effort will depend on the:

- Scope
- Engagement
- Implementation Policies



Questions?



Interim Superintendent
Dr. Melanie Kay-Wyatt

School Board
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