



# 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.

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# 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

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# 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%
<b>Grand Total</b>	<b>7676</b>	<b>7676</b>	<b>7793</b>	<b>98.5%</b>	<b>98.5%</b>

\* 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%
<b>Division-Wide</b>	<b>17.31%</b>	<b>18.39%</b>	<b>16.26%</b>	<b>16.47%</b>	<b>16.53%</b>	<b>15.03%</b>	<b>17.31%</b>	<b>18.39%</b>	<b>16.26%</b>	<b>16.47%</b>	<b>16.53%</b>	<b>15.03%</b>



## 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%
<b>District-Wide</b>	<b>60.75%</b>	<b>60.75%</b>

\*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%

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# 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%
<b>Grand Total</b>	<b>3211</b>	<b>3211</b>	<b>2989</b>	<b>107.4%</b>	<b>107.4%</b>

★ 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%
<b>West End Total</b>	<b>1671</b>	<b>1691</b>	<b>1621</b>	<b>103.1%</b>	<b>104.3%</b>

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

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	<b>34.07%</b>	<b>32.76%</b>	<b>33.17%</b>	<b>34.07%</b>	<b>32.76%</b>	<b>33.17%</b>



# 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	<b>11.96%</b>	<b>11.96%</b>



# 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%
<b>Grand Total</b>	<b>30.83%</b>	<b>30.83%</b>

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High

Grades 9-12







# High School Enrollment and Utilization

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

→ 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	
<b>King Street</b>	<b>48.16%</b>	<b>51.78%</b>	<b>*</b>
<b>Minnie Howard</b>	<b>51.08%</b>	<b>48.71%</b>	<b>*</b>
<b>Division-Wide</b>	<b>48.79%</b>	<b>51.12%</b>	<b>*</b>



# 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
<b>King Street</b>	*	5.84%	24.99%	42.58%	2.22%	*	24.14%
<b>Minnie Howard</b>	*	4.74%	27.91%	41.40%	3.40%	*	22.25%
<b>Division-Wide</b>	*	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%
<b>Division-Wide</b>	<b>69.08%</b>

\*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%
<b>Division-Wide</b>	<b>28.21%</b>

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# Development

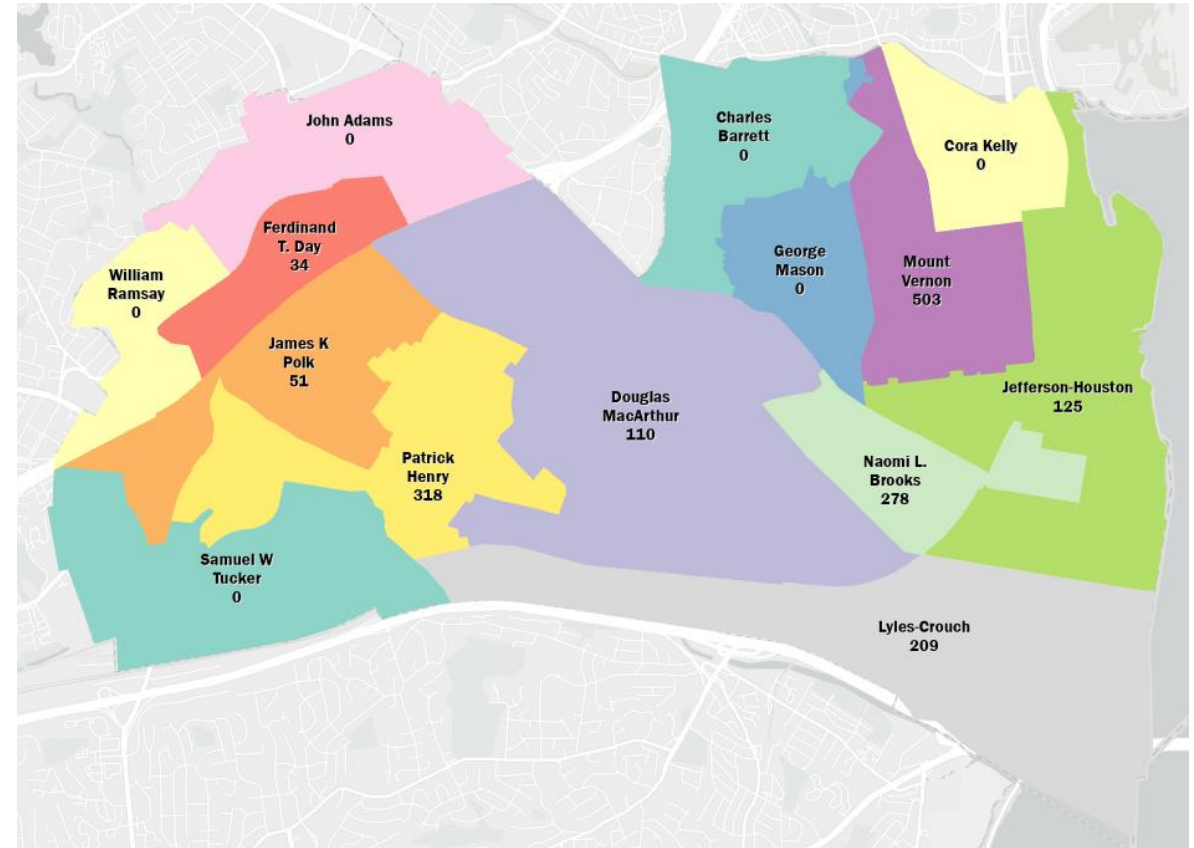






# Expected 5 Years Development (K-12)

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



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# 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**  
Meagan L. Alderton, Chair  
Jacinta Greene, Vice Chair

Willie F. Bailey, Sr.  
Kelly Carmichael Booz  
Abdel-Rahman Elnoubi

Christopher Harris  
Tammy Ignacio

Michelle Rief  
Ashley Simpson Baird