

SY 2023-2024 Membership, Transfer, and Student Ratio Spring 2024 Update Attachments

Table 2: Comparison of SY 2023-24 PK-12 Fall SRC Membership to Spring SRC Membership

School	9/30/2023 Fall SRC Membership	3/31/2024 Spring SRC Membership	Fall SRC to Spring SRC % Difference
Charles Barrett	557	584	5%
Cora Kelly	284	320	13%
Douglas Mac Arthur	622	627	1%
Early Childhood Center	202	194	-4%
Ferdinand T. Day	604	625	3%
George Mason	324	320	-1%
James K. Polk	802	878	9%
John Adams	720	769	7%
Lyles-Crouch	428	440	3%
Mount Vernon	878	905	3%
Naomi L. Brooks	333	336	1%
Samuel Tucker	713	734	3%
William Ramsay	640	671	5%
Jefferson Houston PK-8	562	593	6%
Patrick Henry K-8	1019	1051	3%
Francis C. Hammond Middle School	1498	1580	5%
George Washington Middle School	1356	1364	1%
Alexandria City High School	4529	4569	1%
Division Total	16071	16560	3%
Elementary grades PK-5	8295	8647	4%
Middle School grades 6-8	3247	3344	3%
High School grades 9-12	4529	4569	1%

Table 3: Comparison of SY 2023-24 PK-12 Fall SRC English Learner Membership to
Spring SRC English Learner Membership by School

School	9/30/23 Fall SRC EL Membership	% of School Enrollment	3/31/24 Spring SRC EL Membership	% of School Enrollment	Fall SRC to Spring SRC Difference	% Difference
Charles Barrett	209	38%	219	38%	10	0%
Cora Kelly	162	57%	175	55%	13	-2%
Douglas Mac Arthur	113	18%	125	20%	12	2%
Early Childhood Center	NA	NA	NA	NA	NA	NA
Ferdinand T. Day	424	70%	432	69%	8	-1%
George Mason	113	35%	110	34%	-3	-1%
James K. Polk	444	55%	491	56%	47	1%
John Adams	407	57%	439	57%	32	0%
Lyles-Crouch	35	8%	35	8%	0	0%
Mount Vernon	394	45%	422	47%	28	2%
Naomi L Brooks	21	6%	20	6%	-1	0%
Samuel Tucker	286	40%	303	41%	17	1%
William Ramsay	446	70%	469	70%	23	0%
Jefferson Houston PK-8	88	16%	95	16%	7	0%
Patrick Henry K-8	476	47%	496	47%	20	0%
Francis C. Hammond Middle School	644	43%	730	46%	86	3%
George Washington Middle School	339	25%	348	26%	9	1%
Alexandria City High School	1348	30%	1421	31%	73	1%
Total	5949	37%	6330	38%	381	1%

Table 4: Reasons for Student Transfers **Out of Boundary Schools**
Data as of 3/31/2024

Boundary School	Reason for Transferring Out				Total
	Administrative	Capacity	Sibling	Programmatic *	
Charles Barrett	0	2	5	11	18
Cora Kelly	0	0	1	8	9
Douglas MacArthur	3	0	4	3	10
Ferdinand T. Day	2	3	0	8	13
George Mason	0	1	1	4	6
John Adams	1	0	0	0	1
James K. Polk	0	0	5	1	6
Lyles-Crouch	0	2	2	1	5
Mount Vernon	0	0	2	27	29
Naomi L. Brooks	0	1	0	1	2
Samuel Tucker	2	7	3	0	12
William Ramsay	1	3	0	11	15
Jefferson-Houston PK-8	1	0	1	21	23
Patrick Henry K-8	4	88	3	3	98
Total	14	107	27	99	247

*This number represents students who **opt out** of their boundary school to attend a dual language program or students who **opt out** of Mount Vernon's dual language program.

Table 5: Reasons for Student Transfers Into Non-Boundary Schools
 Data as of Data as of 3/31/2024

Boundary School	Reason for Transferring In				Total
	Administrative	Capacity	Sibling	Programmatic*	
Charles Barrett	2	3	2	7	14
Cora Kelly	0	0	2	16	18
Douglas MacArthur	0	0	0	1	1
Ferdinand T. Day	5	0	0	0	5
George Mason	2	2	2	1	7
John Adams	0	8	2	22	32
James K. Polk	2	60	0	0	62
Lyles-Crouch	0	0	0	0	0
Mount Vernon	0	0	10	52	62
Naomi L. Brooks	1	0	0	0	1
Samuel Tucker	0	5	6	0	11
William Ramsay	2	23	1	0	26
Jefferson-Houston PK-8	0	2	1	0	3
Patrick Henry K-8	0	4	1	0	5
Total	14	107	27	99	247

*This number represents students who either **opted into** a dual language program or the number of students now attending the school listed because they **opted out** of Mount Vernon's Dual Language Program.

Table 6: Average Number of Students per Homeroom Grades K-5 as of March 31, 2024

The ratios below reflect compliance with the Virginia Standards of Quality as outlined in the [Code of Virginia, 1950, as amended, § 22.1-253.13:2](#). Averages over the ACPS target class size are due to ACPS School Board-approved reasons to exceed the target class size, such as sibling transfers, military families, the McKinney Vento legislation, or a personnel vacancy.

Charles Barrett	Grade	Homeroom Teachers	Students	Average # Students/ Homeroom
	KG	4	85	21
	1	4	76	19
	2	4	92	23
	3	3	87	29
	4	3	79	26
	5	3	90	30
	Overall	21	509	24

Cora Kelly	Grade	Homeroom Teachers	Students	Average # Students/ Homeroom
	KG	3	65	22
	1	2	45	23
	2	2	40	20
	3	2	51	26
	4	2	48	24
	5	2	45	23
	Overall	13	294	23

Douglas MacArthur	Grade	Homeroom Teachers	Students	Average # Students per Homeroom
	KG	5	110	22
	1	5	86	17
	2	4	94	24
	3	4	92	23
	4	4	92	23
	5	4	95	24
	Overall	26	569	22

Ferdinand T. Day	Grade	Homeroom Teachers	Students	Average # Students/Homeroom
	KG	5	115	23
	1	5	110	22
	2	4	101	25
	3	5	111	22
	4	4	77	19
	5	4	93	23
	Overall	27	607	22

George Mason	Grade	Homeroom Teachers	Students	Average # Students/Homeroom
	KG	3	56	19
	1	2	51	26
	2	2	51	26
	3	3	47	16
	4	2	58	29
	5	2	56	28
	Overall	14	319	23

James K. Polk	Grade	Homeroom Teachers	Students	Average # Students/Homeroom
	KG	6	143	24
	1	6	155	26
	2	7	163	23
	3	5	113	23
	4	6	150	25
	5	5	138	28
	Overall	35	862	25

Jefferson Houston	Grade	Homeroom Teachers	Students	Average # Students per Homeroom
	KG	3	56	19
	1	3	61	20
	2	3	70	23
	3	3	59	20
	4	3	53	18
	5	4	69	17
	Overall	19	368	19

John Adams	Grade	Homeroom Teachers	Students	Average # Students/ Homeroom
	KG	6	153	26
	1	7	128	18
	2	6	124	21
	3	5	120	24
	4	5	105	21
	5	5	118	24
	Overall	34	748	22

Lyles-Crouch	Grade	Homeroom Teachers	Students	Average # Students/ Homeroom
	KG	3	78	26
	1	3	76	25
	2	3	61	20
	3	3	73	24
	4	3	65	22
	5	3	79	26
	Overall	18	432	24

Mount Vernon	Grade	Homeroom Teachers	Students	Average # Students/ Homeroom
	KG	7	178	25
	1	6	159	27
	2	7	171	24
	3	6	136	23
	4	5	129	26
	5	6	129	22
	Total	37	902	24

Naomi L. Brooks	Grade	Homeroom Teachers	Students	Average # Students per Homeroom
	KG	3	59	20
	1	3	60	20
	2	3	49	16
	3	2	49	25
	4	3	53	18
	5	2	56	28
	Overall	16	326	20

Patrick Henry	Grade	Homeroom Teachers	Students	Average # Students/Homeroom
	KG	5	121	24
	1	5	130	26
	2	6	156	26
	3	5	133	27
	4	4	112	28
	5	5	140	28
	Overall	30	792	26

Samuel Tucker	Grade	Homeroom Teachers	Students	Average # Students/Homeroom
	KG	6	146	24
	1	6	136	23
	2	6	120	20
	3	4	89	22
	4	5	127	25
	5	4	103	26
	Total	31	721	23

William Ramsay	Grade	Homeroom Teachers	Students	Average # Students/Homeroom
	KG	5	95	19
	1	5	115	23
	2	5	111	22
	3	4	96	24
	4	4	101	25
	5	4	110	28
	Total	27	628	23

Table 7: Secondary Class Size Percentages of Total Periods by Core Subject as of March 31, 2024

Department	Number of Periods with Enrollment Below 18 students				Number of Periods with Enrollment Between 18 and 24 Students (inclusive)				Number of Periods with Enrollment Between 25 and 28 Students (inclusive)				Number of Periods with Enrollment Above 28 Students			
	FCH	GW	AC MH	AC King	FCH	GW	AC MH	AC King	FCH	GW	AC MH	AC King	FCH	GW	AC MH	AC King
English	23%	22%	10%	24%	59%	35%	33%	34%	18%	25%	51%	33%	1%	18%	5%	9%
Math	27%	32%	10%	15%	52%	41%	45%	34%	21%	21%	43%	31%	0%	6%	3%	20%
Science	12%	16%	3%	1%	57%	44%	22%	25%	28%	30%	58%	57%	3%	11%	17%	17%
Social Studies	22%	48%	5%	9%	63%	34%	44%	23%	14%	16%	41%	43%	0%	1%	10%	26%
World Language	80%	63%	43%	43%	20%	32%	34%	35%	0%	4%	23%	22%	0%	0%	0%	0%
Core Subject Total	31%	37%	14%	15%	52%	37%	36%	30%	17%	19%	43%	39%	1%	7%	7%	16%

Table 8: Largest Section Enrollment by School by Core Subject as of March 31, 2024

Department	Largest Single Class Enrollment			
	FCH	GW	AC MH	AC King
English	29	32	30	33
Math	28	32	32	34
Science	28	31	30	35
Social Studies	27	29	31	33
World Language	23	25	27	27

Appendix A: Economically Disadvantaged Reporting Explanation

Several data points are used to determine a school's economically disadvantaged population. Below is an outline of the data collection points and reports that work together to determine which ACPS schools are eligible for specific federal programs and funding, such as Title I and the Community Eligibility Provision (CEP). Title I: Improving the Academic Achievement of the Disadvantaged is a federal program that provides instructional funding to schools with high percentages of students who qualify as economically disadvantaged. The Community Eligibility Provision (CEP) is a powerful tool that allows high-poverty schools and school divisions to offer breakfast and lunch to all students at no charge. In addition, the CEP measure streamlines school meal operations by eliminating the need to collect and process school meal applications. Below is the methodology behind each program's eligibility criteria and the relationship between the data sets.

The Fall Student Record Collection and Federal ED Percentage

The Virginia Department of Education (VDOE) requires all divisions to submit a Fall Student Record Collection (SRC), which includes the students who qualify as economically disadvantaged as of September 30.

- Each new school year, families have approximately two months after the first day of school to apply for free and reduced meal status by completing the federal Free and Reduced Meals Application (one way for a student to qualify as economically disadvantaged) for the current school year. Until this federal deadline a student's economically disadvantaged status remains from the previous year.
- According to VDOE regulations, each school division must pull the Fall SRC data on September 30, which, due to the ACPS school year calendar, is always before the federal deadline discussed above.
- The result:
 - Economically disadvantaged percentages reported on the Fall SRC are not a data point used by either Title I or the CEP program; the Fall SRC economically disadvantaged calculation is completed only to meet the VDOE state reporting statute. Therefore, ACPS' Fall SRC economically disadvantaged percentages are higher than the federal numbers released just a few weeks later.

Federal Economically Disadvantaged Numbers and CEP Schools

When the federal deadline to apply for free and reduced meals has passed, the federal government releases its annual report on each school's economically disadvantaged population percentage through the Office of School Nutrition Services. This data includes students whose families are participating in Federal Programs (i.e., eligible for free and reduced meals based on filling out this year's federal free and reduced meal application before the fall deadline, participating in foster care, being placed in shelter care, enrolled in specific PK programs, etc.). The most common way a student is coded as economically disadvantaged is by qualifying for free and reduced meals through the federal application. The fall federal program numbers are used to determine whether a school qualifies for the CEP program. These are often referred to as ACPS' CEP numbers or the "federal numbers."

If a school participates in the CEP program, as mentioned above, federal regulations prohibit students who attend a CEP school from filling out a free and reduced meal eligibility. Therefore, the federal government's released economically disadvantaged percentages in the fall do not fully reflect the total economically disadvantaged population at CEP schools and do not provide a complete picture of our students' needs. The difference is that the fall federal economically disadvantaged Numbers do not include an accurate representation of those families who qualify for FARM but cannot complete a FARM application due to their school's CEP status. As a result, ACPS' most accurate economically disadvantaged percentages are found on the Spring SRC, which is also used to determine Title I funding allocations (see below).

Spring SRC (March 31) and CEP/Title I

By Virginia statute, Title I funding is based on the Economically Disadvantaged numbers in ACPS' student information system, PowerSchool, as of March 31. As mentioned above, the most common way for a student to be identified as economically disadvantaged is by qualifying for free and reduced meals. Because the federal law

around CEP programs prohibits families at CEP schools from filling out the federal free and reduced meals application, the CEP schools (ones with the highest need) risk losing Title I instructional funding because they are participating in a federal school nutrition program. Therefore, in 2018, ACPS petitioned VDOE, stating that CEP schools need to have another way to verify that their families qualify for FARM and are therefore Economically Disadvantaged so they are fairly represented on the March 31 report. We do not want funding for food to interfere with funding for instruction. The VDOE replied by providing an alternative income verification survey for divisions to use as a way to mitigate the CEP and Title I program requirement conflict.

The CEP Income Verification Survey fills the gap between the federal economically disadvantaged numbers used to identify high-poverty schools for food programs and ACPS Title I eligibility numbers used to identify schools for instructional funding, pulled from the Spring SRC. CEP schools ask their families to fill out the CEP Income Verification Survey by mid-March, and the results are used to determine a student’s free and reduced meal eligibility, which translates to their economically disadvantaged status and Title I eligibility percentages on the Spring SRC.

The table below summarizes ACPS’ economically disadvantaged percentages on the Fall SRC, Federal CEP, and Spring SRC numbers from the past three school years. The data supports the above narrative by showing that the Fall SRC numbers are larger than the other data collections. In addition, the table highlights that the fall federal economically disadvantaged percentage is, on average, eight percent lower than the Spring SRC percentage over the three-year period.

Table 9: Three-Year Summary of ACPS’ Economically Disadvantaged (ED) Percentages

School Year	Fall SRC ED Percentage (September 30)	Federal ED Percentage (Mid-October)	Spring SRC ED Percentage (March 31)
2021-22	59%*	52%	60%
2022-23	72%^	54%	62%
2023-24	69%	52%	59%

*Federal and State exemptions were in place due to the COVID-19 pandemic.

^Federal and State exemptions in place from the previous year due to the end of the COVID-19 pandemic.

Appendix B: SY 2023-24 Students with Disabilities (SWD) Enrollment

Table 10: SY 2023-24 Students with Disabilities (SWD) Enrollment by School as Reported on the VDOE December Child Count Report*

	2023-2024 SWD Count (December 1)	% of Enrollment
Charles Barrett	113	19.3
Cora Kelly	60	18.8
Douglas Mac Arthur	60	9.6
Early Childhood Center	81	41.8
Ferdinand T. Day	50	8.0
George Mason	50	15.6
James K. Polk	93	10.6
John Adams	79	10.3
Lyles-Crouch	41	9.3
Mount Vernon	73	8.1
Naomi L Brooks	37	11.0
Samuel Tucker	64	8.7
William Ramsay	59	8.8
Jefferson Houston PK-8	116	19.6
Patrick Henry K-8	78	7.4
Francis C. Hammond Middle School	174	11.0
George Washington Middle School	195	14.3
Alexandria City High School	445	9.7
Total	1868	11.3

* The data set includes full-time PK students in ACPS buildings. It does not include out-placed or service plan students.