

# Elementary Location Recommendations

Initial Analysis - Phase 1 of the Elementary Planning Initiative  
April 11, 2018, Draft 1

In Phase I of this initiative, staff is using the considerations of proximity and efficiency—taking into account [other considerations outlined in an earlier guiding document](#)—to review elementary school walk zones and recommend the strategic location of elementary neighborhood and option schools sites. This helps reduce the growth in transportation costs and maximize resources on student learning, while aligning with community preferences for walkability. The School Board will take action June 21 on elementary school location recommendations; for a list of community engagement activities, visit [www.apsva.us/elementary-school-boundary-change/](http://www.apsva.us/elementary-school-boundary-change/).

Phase 2 of this initiative will begin in September with staff developing new boundaries for all elementary neighborhood schools using the remaining considerations of alignment, contiguity, demographics, and stability. The School Board will take action on elementary school boundary recommendations in November 2018.

## Rationale for APS Recommendations

APS works to ensure that every student has equitable access to a strong elementary education. Given current and future budget forecasts, and the rapid growth across all school levels, we are proposing a realignment of elementary schools that:

- Moves towards optimizing the use of existing APS resources for educational purposes and minimizing the expense of other uses, such as student transport
- Recognizes the strong feedback from the community that walking is a priority in boundary discussions

Elementary option schools are essential in helping APS balance capacity across schools:

- Option schools are specialized instructional programs
- Beginning in 2018-19, neighborhood preferences will no longer exist and all families must apply for entry to an option school
- Students who apply to option schools are selected via a centralized lottery
- Countywide transportation is provided to option school students who live outside of their school's walk zone
- Data prepared for the Options and Transfer policy discussion showed that students who live near the options are more likely to attend. The location of our option schools has some influence on the families who apply: <https://www.apsva.us/transfer-policy-revisions/enrollment-faqs/#6data>
  - In 2018-19 we anticipate waitlists across all 5 of our elementary option schools; some waitlists are longer than others;
  - At this time, we know that many families are applying to multiple option schools, and we'll have a better understanding of the demand for elementary option schools once families select among the options they are offered.

- Some of our current option school sites limit the growth of those programs, so it is helpful to consider sites for options schools that allow for growth using relocatable classrooms when needed to adjust capacity across elementary schools
- Given that Immersion and Montessori continue as options in middle school, and Immersion in high school, we must ensure a strong foundation and enough students in the elementary programs in order for the secondary programs to be successful

As we work on this initiative, staff recognizes the need to maintain flexibility and address multiple issues in continually assessing the needs of our growing student body and developing recommendations that work for all students county-wide.

#### *Considerations used to develop the recommendations*

- **Impact on Teaching and Learning**

Ensure that school sites are suitable for any proposed changes to/from a neighborhood or option school so that all students can flourish in a healthy, safe and academically challenging learning environment

- **Potential Walkers**

Per the boundary policy consideration on proximity, staff is directed to:

Encourage 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 our analysis, we identify opportunities to create neighborhood schools in areas with a large number of students in the expanded school walk zone.

During Phase 1 of this process, APS worked with the community in and around each elementary school to identify safe ways to potentially expand walk zones:

- Regardless of 2017-18 boundaries or option school designations;
- Recognizing the probable distance/limits of the walk zone, where families will probably choose to drive to school if their child is a walker. This was done to avoid adding unnecessary traffic congestion around schools. Anecdotally, parents report that a half-mile radius may be the maximum distance for some young walkers; the time back and forth beyond this distance takes too much time for working parents.

This analysis also includes estimated future students in the walk zone based on Arlington County Government's assumptions of when approved residential developments will be completed and habitable. [Link](#) to Arlington County Development Tracking website.

- [Number of Buses per School](#)

APS provides transportation for students who live outside the expanded walk zone. The boundary policy calls for “minimizing future capital and operating costs” on the transport of students outside the walk zones. APS and seeks to maximize existing transportation resources to keep more funds in classrooms while bus drivers is a difficult position to recruit and retain.

- [Site Growth Potential Using Relocatable Classrooms](#)

APS would like to avoid having any of our elementary schools grow too big. The underlying assumption in this analysis is that parents are more willing to have option schools grow with relocatable classrooms if the instructional program is a good fit for their children’s learning needs. Since option schools can help APS manage capacity, this analysis looks for sites that provide flexibility in expanding and contracting with overall APS enrollment.

- [Demand for Each Option School](#)

Elementary option schools are essential in helping APS balance capacity across schools. Demand is high and the recommendations for siting option schools take into account current demand demonstrated by applications and waitlists.

- [Geography plays a role in the recommendations.](#)

In most parts of Arlington, students could have multiple possibilities for their neighborhood schools when boundaries are eventually established. Some students in the corners of the county do not have the same advantage if their neighborhood school becomes an option school.

In some areas of the county, there are multiple elementary schools close to one another, therefore it will be challenging to draw reasonable boundaries if all schools remain unchanged

- [Account for the impact across elementary schools, recognizing that a decision at one elementary school will impact all other elementary schools.](#)

### [Assumptions in the Initial Analysis](#)

- Enrollment in option schools by attendance zone is assumed to be equally distributed across elementary schools.
- Transportation estimate assumptions
  - Transportation for students with special needs is required and not part of this analysis.
  - Does not include an average percentage of bus ridership; this analysis assumes ridership is constant across elementary schools.

### Some schools are excluded in the analysis and the rationale

Recent actions by the School Board will be reflected in the designations of the following schools:

- Drew, Fleet, and Reed will be neighborhood schools.
- The Montessori program at Henry will be an option school.

In going through the Walk Zone Review and analysis, the role of geography was emphasized as critical in the recommendations. In most parts of Arlington, students could have multiple possibilities for their neighborhood schools, since they are within walking proximity to several schools. Some students in the outer corners of the county, however, are more limited and do not have multiple possibilities if their neighborhood school is converted to an option school. For this reason, we recommend keeping those schools located in the outer corners of the county—Abingdon, Jamestown, Oakridge and Tuckahoe—as neighborhood schools, and have excluded them from this analysis.

Table 1 identifies the 10 schools that were excluded from our analysis and the rationale.

Table 1. School sites left out of the analysis for a potential change in designation, and the rationale

Sites to maintain the current designation in 2019-20	Current designation as neighborhood or option school and the rationale for maintaining designation.
<b>Abingdon</b>	Maintain as a <b>neighborhood school</b> due to: <ul style="list-style-type: none"> <li>• Located in the southernmost corner of Arlington</li> <li>• 38% of the school’s capacity can be filled by current K-5 residents who live in the expanded walk zone.</li> </ul> Note: there are no residential housing projects within the expanded walk zone
<b>Drew Model</b>	Maintain as a <b>neighborhood school</b> due to: <ul style="list-style-type: none"> <li>• Recent School Board decision to make Drew Model a neighborhood school with a STEM focus</li> </ul>
<b>Fleet</b>	Maintain as a <b>neighborhood school</b> due to: <ul style="list-style-type: none"> <li>• Recent School Board decision to move Patrick Henry neighborhood school into new Fleet building</li> </ul>
<b>Glebe</b>	Maintain as a <b>neighborhood school</b> due to: <ul style="list-style-type: none"> <li>• 116% of the school’s capacity can be filled by current K-5 residents who live in the expanded walk zone.</li> </ul> Note: there are no residential housing projects within the expanded walk zone
<b>Henry (Montessori)</b>	Maintain as an <b>option school</b> due to: <ul style="list-style-type: none"> <li>• Recent School Board decision to move the Montessori program from Drew Model into the Patrick Henry building</li> </ul>
<b>Jamestown</b>	Maintain as a <b>neighborhood school</b> due to: <ul style="list-style-type: none"> <li>• Located in the northernmost corner of Arlington</li> <li>• 17% of the school’s capacity can be filled by current K-5 residents who live in the expanded walk zone.</li> </ul> Note: there are no residential housing projects within the expanded walk zone
<b>Oakridge</b>	Maintain as a <b>neighborhood school</b> due to: <ul style="list-style-type: none"> <li>• Located in the easternmost corner of Arlington</li> <li>• 65% of the school’s capacity can be filled by current K-5 residents who live in the expanded walk zone.</li> </ul> Note: there are no residential housing projects within the expanded walk zone
<b>Randolph</b>	Maintain as a <b>neighborhood school</b> due to:

Sites to maintain the current designation in 2019-20	Current designation as neighborhood or option school and the rationale for maintaining designation.
	<ul style="list-style-type: none"> <li>110% of the school's capacity can be filled by current K-5 residents who live in the expanded walk zone.</li> </ul> Note: there are no residential housing projects within the expanded walk zone
<b>Reed</b>	Maintain as a <b>neighborhood school</b> due to: <ul style="list-style-type: none"> <li>Recent School Board decision to designate Reed as a neighborhood school</li> </ul>
<b>Tuckahoe</b>	Maintain as a <b>neighborhood school</b> due to: <ul style="list-style-type: none"> <li>Located in the westernmost corner of Arlington</li> <li>63% of the school's capacity can be filled by current K-5 residents who live in the expanded walk zone.</li> </ul> Note: there are residential housing projects within the potential walk zones that will probably generate additional students in Tuckahoe's expanded walk zone

The remaining analysis focuses on 15 schools, included in our recommendations for potential changes.

### 1. Impact on Teaching and Learning

Ensure that school sites are suitable for any proposed changes to/from a neighborhood or option school.

The Departments of Teaching and Learning and Facilities and Operations provide the following statement about what our schools need:

#### **Adaptable, Agile Learning Environments**

*All APS elementary school buildings can support all elementary option schools and neighborhood schools. Any program can thrive in any of the buildings.*

*As APS enrollment continues to grow and our understanding of teaching and learning continues to evolve, our school facilities must be **adaptable** to frequent changes in teaching and learning over time, and the spaces within them must be **agile** to seamlessly accommodate frequent changes of individual, small group, and whole class learning through the course of each school day. As we build new schools, and re-use and renovate existing schools to address our growing enrollment, the educational specifications that define the spaces within them continue to evolve along with our understanding of how to make each space a learning space that is as **adaptable** and **agile** as possible. Our understanding grows as we observe all our*

*schools in use as dynamic learning environments, and as we gather and process feedback from the students, teachers and administrators who teach and learn in and around them every day.*

### *Impact on Teaching and Learning Summary*

Any proposed changes are feasible and will support teaching and learning.

## 2. Potential Walkers

APS's Whole Child framework promotes and supports the health and well-being of each member of the school community. In 2017-18, 66% of the 13,174 APS elementary students in grades Kindergarten to grade 5 are eligible for transportation. Initial rough estimates show that by expanding the walk zones and analyzing the location of neighborhood and option schools, APS could reduce the percentage of students eligible for transportation to approximately 50%.

In recent boundary processes, the community has made it clear that Arlington promotes and is recognized as a Walk Friendly Community. As APS and Arlington County look for ways to increase collaboration, it would be remiss not to consider walkability in our decisions. The [Walk Friendly Communities](#) program recognizes communities working to improve a wide range of conditions related to walking: including safety, mobility, access and comfort. [Read more.](#)

[Boundaries Policy \(30-2.2\)](#) includes six considerations, including one on proximity. It calls for "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."

This analysis of potential walkers identifies opportunities to create neighborhood schools by examining the number of students in the expanded walk zone around a school.

To determine the walk zones around each elementary school to be used for this analysis, APS transportation staff reviewed community input gathered with the assistance of School Task Groups in March as part of the Elementary School Walk Zone Review process. These groups included representatives from 24 PTAs and the 23 civic associations near elementary schools, as well as APS school ambassadors, who shared information, held neighborhood walking tours, and provided detailed feedback about each school walk zone. We received more than 1,700 responses to an online questionnaire asking community members to identify potential ways to safely expand elementary school walk zones. This input informed staff review of safe, walkable areas for grades K-5 students, and provided suggestions for areas that might need safety mitigation measures and infrastructure improvements. These suggestions will be pursued with Arlington County Dept. of Transportation (DOT) in a process likely to occur past the timeframe for this elementary school planning initiative.

All decisions about school walk zones were made by APS transportation staff through survey data analysis and conversations with School Task Groups, and the results of the Walk Zone Review process vary from school to school. Some schools do not have any revisions to their current walk zones, some schools have had planning units moved into a walk zone. In some school areas, the process identified planning units generally proximate to the school but challenged by safety issues. These require longer-term review and coordination with the County DOT. **Only those planning units that could safely be moved into a school’s walk zone—forming an expanded walk zone—were taken into consideration in this planning process.**

During the first part of this process, APS worked with communities in and around each of our elementary schools to define safe walkable zones:

- regardless of 2017-18 boundaries or option school designations;
- taking major thoroughfares into consideration; and
- recognizing the probable distance limits of the walk zone, where families will probably choose to drive to school if their child is not eligible for bus service. This was done to avoid adding unnecessary traffic congestion around schools.

Table 2 examines the potential number of walkers in the 15 schools included in our analysis.

*Table 2. Potential Walkers by Targeted Elementary Sites*

Sites	Percentage of the school’s capacity that could be filled based on current K-5 residents in the expanded walk zone		Estimated students from planned residential development in the expanded Walk Zone, applying Student Generation Factors to housing types		
	All students	Excluding students who live in the expanded walk zone for another school	2019-24	2025-29	Total as % of capacity
<b>Arl. Science Focus</b>	19%				
<b>Arlington Traditional</b>	10%				
<b>Ashlawn</b>	37%				
<b>Barcroft</b>	68%		27	2	6%
<b>Barrett</b>	80%				
<b>Campbell</b>	101%				
<b>Carlin Springs</b>	14%				
<b>Claremont</b>	30%				
<b>Discovery</b>	41%	37%, 28 students reside in existing walk zone for Nottingham			



Sites	Percentage of the school's capacity that could be filled based on current K-5 residents in the expanded walk zone		Estimated students from planned residential development in the expanded Walk Zone, applying Student Generation Factors to housing types		
	All students	Excluding students who live in the expanded walk zone for another school	2019-24	2025-29	Total as % of capacity
<b>Hoffman-Boston</b>	29%		17		3%
<b>Key</b>	46%		12	14	4%
<b>Long Branch</b>	23%				
<b>McKinley</b>	35%				
<b>Nottingham</b>	82%	57% <ul style="list-style-type: none"> <li>• 28 students reside in expanded walk zone for Discovery</li> <li>• 105 students reside in expanded walk zone for Tuckahoe</li> </ul>			
<b>Taylor</b>	25%				

*Potential Walkers Summary: Based on the number of potential walkers, using proximity, the following changes would allow for 4 option schools in addition to Montessori at Henry.*

#### Proposed Option Schools Sites based on Potential Walkers

- **Nottingham:** While 82% of the school's capacity can be filled by current K-5 residents who live in the expanded walk zone, it's important to note the following:
  - Tuckahoe, Nottingham and Discovery share overlapping Walk Zones.
  - Nottingham sits centrally among the three schools.
  - More than 200 students who are in Nottingham's boundaries also reside in the expanded walk zones for Tuckahoe and Discovery.
  - It will be difficult to draw boundaries in this area if all schools remain neighborhood schools.
- **Carlin Springs:** 14% of the school's capacity can be filled by current K-5 residents who live in the expanded walk zone.
- **Arlington Traditional:** 10% of the school's capacity can be filled by current K-5 residents who live in the expanded walk zone.
- **Arlington Science Focus:** 19% of the school's capacity can be filled by current K-5 residents who live in the expanded walk zone.

### Proposed Option School Sites changing to Neighborhood Schools based on Potential Walkers

- **Campbell:** 101% of the school's capacity can be filled by current K-5 residents who live in the expanded walk zone.
- **Claremont:** 30% of the school's capacity can be filled by current K-5 residents who live in the expanded walk zone.
- **Key:** 46% of the school's capacity can be filled by current K-5 residents who live in the expanded walk zone.

Using this perspective, all other schools would maintain their current designation as neighborhood schools based on school capacity that can be filled by current K-5 residents who live in the expanded walk zone. This includes: Ashlawn (37%), Barrett (80%), Barcroft (68%), Hoffman-Boston (29%), Long Branch (23%), McKinley (35%), Taylor (25%), and Discovery (41%), with the caveat that some Discovery's walk zone resident students are also within Nottingham's walk zone.

### 3. Number of Buses per School

APS will provide transportation for students who live outside the expanded walk zone.

[Boundaries Policy \(30-2.2\)](#) includes six considerations, including one on efficiency that calls for "minimizing future capital and operating costs".

- APS provides countywide transportation to the options schools, ensuring equitable access.
- There is an opportunity to reduce the number of buses if walk zones are used in the process to identify where we site neighborhood schools.
- Elementary boundaries have not been updated holistically in at least the last two decades. Since Sept. 2000, elementary enrollment has grown by 47% from 9,714 to 14,315 (Sept. 2017).

Table 3 examines the potential impact on transportation at each identified school based on the number of buses required for students who live outside of the expanded walk zone.

Table 3. Potential Buses by Elementary Site

Sites	2017-18 number of buses for current schools as designated	If all identified schools were neighborhood schools, and all resident K-5 students in the expanded walk zones attend their neighborhood school and all schools were at 100% capacity:	
		Bus Eligible Students (School capacity minus number of students in expanded walk zone)	Estimated number of buses assuming 60 students per bus
<b>Arl. Science Focus</b>	10	449	8
<b>Arlington Traditional</b>	13	417	7
<b>Ashlawn</b>	7	431	8
<b>Barcroft</b>	3	145	3
<b>Barrett</b>	2	113	2
<b>Campbell</b>	5	-44	0
<b>Carlin Springs</b>	7	504	9
<b>Claremont</b>	8	421	8
<b>Discovery</b>	4	372	7
<b>Hoffman-Boston</b>	7	400	7
<b>Key</b>	12	350	6
<b>Long Branch</b>	6	408	7
<b>McKinley</b>	7	448	8
<b>Nottingham</b>	2	90	2
<b>Taylor</b>	7	493	9

*Number of Buses Per School Summary – Net Differences*

If the schools in the analysis were all designated as neighborhood schools, and buses were provided to everyone outside the expanded walk zone, up to 100% of building capacity, there would be a potential reduction of 9 school busses, not accounting the increased demand for transportation due to growing enrollment. The following schools would require the most buses. If we are looking to save on the cost of buses, the following schools would be candidates for option schools.

- Carlin Springs and Taylor both need 9 buses
- Arlington Science Focus, Ashlawn, Claremont, and McKinley, all of which need 8 buses
- Arlington Traditional, Discovery, Hoffman-Boston, all of which need 7 buses

#### 4. Site Growth Potential Using Relocatable Classrooms

As Arlington experiences growth, APS is working to better balance enrollment among our schools. Capacity at elementary schools, based on permanent seats at the current class size level range from 436 at Campbell to 725 at Abingdon. When Fleet opens in 2019, it will extend the range of capacity to 752 seats.

In September 2017, enrollment at McKinley and Oakridge was above 800 students.

The underlying assumption in this analysis is that parents are more willing to have option schools grow with relocatable classrooms if the instructional program is a good fit for their children’s learning needs. Since option schools can help APS manage capacity, this analysis looks for sites that can grow to 750, when needed to align with overall APS enrollment. Ideally, all option schools could accommodate 750 students and expansion could be accommodated in large part, using relocatable classrooms.

Table 4. Site Growth Potential Using Relocatable Classrooms

A	B	C	D	E	F
<b>Sites</b>	<b>Building Capacity, Permanent Seats</b>	<b>Building Capacity using preferred maximum number of Relocatable Classrooms</b>	<b>Capacity expand to 750</b>	<b>Number of students in relocatable classroom up to 750</b> (750 – building capacity [column A])	<b>Percent of students in relocatable classrooms using 750 as capacity</b> (building capacity + relocatable classrooms) [column E / 750])
<b>Arl. Science Focus</b>	553	841	Yes	197	26%
<b>Arlington Traditional</b>	465	753	Yes	285	38%
<b>Ashlawn</b>	684	876	Yes	66	9%
<b>Barcroft</b>	460	940	Yes	290	37%
<b>Barrett</b>	576	768	Yes	174	23%
<b>Campbell</b>	436	628	No	-	-
<b>Carlin Springs</b>	585	969	Yes	165	22%
<b>Claremont</b>	599	839	Yes	151	20%
<b>Discovery</b>	630	630	No	-	-

<b>Hoffman-Boston</b>	566	854	Yes	184	20%
<b>Key</b>	653	749	No	-	-
<b>Long Branch</b>	533	629	No	-	-
<b>McKinley</b>	684	828	Yes	66	9%
<b>Nottingham</b>	513	801	Yes	237	32%
<b>Taylor</b>	659	851	Yes	91	12%

*Site Growth Potential Summary*

Ideally, all option schools could accommodate 750 students through permanent seats or relocatable classrooms. Enrollment at 750 is comparable to the size of our largest elementary school, Fleet.

Under this consideration, the following schools' sites are strong possibilities for option schools, as they attain 20% or more of their potential 750 student capacity through the use of relocatable classrooms.

- Arl. Science Focus
- Arlington Traditional
- Barcroft
- Barrett
- Carlin Springs
- Claremont
- Hoffman-Boston
- Nottingham

## 5. Demand for Each Option School

Elementary option schools are essential in helping APS balance capacity across schools. Applications for entry at Kindergarten are high, and the recommendations for siting option schools take into account current demand demonstrated by applications and waitlists.

Table 5. Spring 2018 Enrollment, Capacity and Applications for Options Schools as of April 6

Option School	Sept. 30, 2017 Enrollment PK-5	Current Site Capacity perm seats/potential	Number of Applicants by Grade for Sept 2018 As of April 6, 2018						
			Kinder.	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Total
<b>Arlington Traditional</b>	540	465/753	359	47	32	33	23	9	<b>503</b>
<b>Campbell</b>	428	436/628	168	30	8	16	7	4	<b>233</b>
<b>Claremont</b>	745	599/839	219	19	14	11	7	1	<b>271</b>
<b>Key</b>	745	653/749	181	27	9	8	8	1	<b>234</b>
<b>Montessori (at Henry)</b>	428	463/703	61	46	7	8	7	4	<b>133</b>

### *Demand for Option School – Summary of Potential at Current Site*

It is too soon to tell if the current option school sites can meet the demand for option school enrollment. Many families have applied for the lottery to multiple schools. We will get a better sense of the demand in May, once families accept the seats and are removed from other waitlists.

## 6. Geography plays a role in the recommendations

In some areas of the county, where there are multiple elementary schools close to one another, it will be challenging to draw reasonable boundaries if all schools remain as neighborhood schools.

Table 6. Proximity to other elementary sites in 1 mile radius

Sites	Elementary sites within 1-mile radius	No. of sites in 1-mile radius
<b>Arl. Science Focus</b>	Key	1
<b>Arlington Traditional</b>	Glebe, Ashlawn, Barrett	3
<b>Ashlawn</b>	McKinley, Arlington Traditional, Carlin Springs	3
<b>Barcroft</b>	Barrett, Fleet, Randolph, Claremont, Campbell	5
<b>Barrett</b>	Arlington Traditional, Barcroft, Fleet	3
<b>Carlin Springs</b>	Ashlawn, Campbell	2
<b>Claremont</b>	Barcroft, Randolph, Abingdon	3
<b>Discovery</b>	Jamestown, Nottingham	2
<b>Hoffman-Boston</b>	Oakridge, Henry	2
<b>Key</b>	Arl. Science Focus	1
<b>Long Branch</b>	Fleet, Henry	2
<b>McKinley</b>	Ashlawn, Reed	2
<b>Nottingham</b>	Discovery, Tuckahoe	2
<b>Taylor</b>	None	0

#### *Geography Plays a Role in the Recommendations Summary*

All of our schools are relatively close together. Based on this review:

- Good candidates for neighborhood schools include Taylor, the only school that does not have another school within a one-mile radius, and Key and Arlington Science Focus which are in the 1-mile radius of each other.
- Barcroft sits within a 1-mile distance of five other schools, two of which are designated as neighborhood schools. This makes that site attractive as an option school.
- Schools in proximity to three or more schools are also good candidates for options schools and include Arlington Traditional, Ashlawn, Barrett and Claremont.

#### 7. Account for the impact across elementary schools, recognizing that a decision at one elementary school will impact all other elementary schools.

Table 7 summarizes ratings across four considerations to recommend strong candidates for option sites. The summary excludes: The impact on teaching and learning which states that all neighborhood and option sites and buildings can thrive in every elementary school/site.

The demand for each option school has not yet been confirmed since the data is preliminary and will be added in May. Based on the four considerations, the following sites are good candidates for option schools:

- Arlington Traditional is appropriate based on the four considerations
- Four additional sites met three of four considerations
  - Arlington Science Focus
  - Carlin Springs
  - Claremont
  - Nottingham

Table 7. Summary of Site suitability for Option Schools Considerations

Sites	Potential Walkers	Number of Buses	Site Growth	Geography/ Proximity	Number of considerations where site was suitable for an option school
<b>Arl. Science Focus</b>	Option	Option	Option	Neighborhood	<b>3</b>
<b>Arlington Traditional</b>	Option	Option	Option	Option	<b>4</b>
<b>Ashlawn</b>	Neighborhood	Option	Neighborhood	Option	2
<b>Barcroft</b>	Neighborhood #	Neighborhood	Option	Option	2
<b>Barrett</b>	Neighborhood	Neighborhood	Option	Option	2
<b>Campbell</b>	Neighborhood	Neighborhood	Neighborhood	Neighborhood	0
<b>Carlin Springs</b>	Option	Option	Option	Neighborhood	<b>3</b>
<b>Claremont</b>	Neighborhood	Option	Option	Option	<b>3</b>
<b>Discovery</b>	Neighborhood	Option *	Neighborhood	Neighborhood	1
<b>Hoffman-Boston</b>	Neighborhood #	Option	Option	Neighborhood	2
<b>Key</b>	Neighborhood #	Neighborhood	Neighborhood	Neighborhood	0
<b>Long Branch</b>	Neighborhood	Neighborhood	Neighborhood	Neighborhood	0
<b>McKinley</b>	Neighborhood	Option	Neighborhood	Neighborhood	1
<b>Nottingham</b>	Option	Option *	Option	Neighborhood	<b>3</b>
<b>Taylor</b>	Neighborhood	Option	Neighborhood	Neighborhood	1
Number of Schools suitable for consideration	<b>4</b>	<b>10</b>	<b>8</b>	<b>5</b>	

Notes:

1. The headings in this table are explained in detail later in this document.



2. \* = *Students who can walk to both schools are counted twice in the analysis of this consideration*
3. # = *Future development in WZ*

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## Comparing the Options

As part of the Elementary Planning Initiative, the School Board directed staff to develop two proposals for the placement of neighborhood and option school sites. One proposal will leave elementary schools in their current locations. The second proposal could result in changing the location of some option and neighborhood schools, while maintaining the same number of elementary option and neighborhood schools. This process is not identifying which option programs should be located at specific sites.

Table 8

Considerations	Proposal 1	Proposal 2 <b>Status Quo</b>
<b>Option Sites</b>		Arlington Traditional Henry* Campbell Claremont Key
<b>Impact on Teaching &amp; Learning</b>		All sites work for all neighborhood and option schools
<b>Potential Walkers % bus eligible</b>		66% of current K-5 students are eligible for transportation
<b>Estimated Total Number of Buses to Schools</b>		
<b>Neighborhood</b>		91 (18 schools)
<b>Option Schools</b>		47 (5 schools)
<b>Site Growth Potential</b>		Arlington Traditional - 753 Campbell - 628 Claremont - 839 Henry* - 703 Key – 749 <b>3,672 total option seats with relocatable classrooms</b>
<b>Estimate future students in Approved</b>		Included as part of school level information

<b>Residential Development</b>		
<b>Cost to Move School</b> Estimated cost is up to \$50,000 per school, onetime cost		No cost to move schools  Transportation costs part of annual operating costs
<b>Demand for Option Schools</b>		
<b>Timing</b>		Not required
<b>Proximity</b>		
<b>Things to consider</b>		

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