



Arlington  
Public  
Schools



# AFSAP

ARLINGTON FACILITIES AND STUDENT ACCOMMODATION PLAN

2019

## 2019 Arlington Facilities and Accommodations Plan (AFSAP) Report

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- Appendix B: Design Cost Estimate Reports
- Appendix C: MCMM Update
- Appendix D: Draft PreK-12 Instructional Program Pathways (IPP) Report
- Appendix E: Superintendent's 2019 Annual Update
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- Appendix G: Facilities Optimization Study SY 2017-18
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## 1. Executive Summary

The 2019 Arlington Facilities and Student Accommodation Plan (AFSAP) is the first step in the School Board's process to develop the 2021-30 Capital Improvement Plan (CIP). Every two years, APS reevaluates projections, along with capacity at current and planned school facilities, to identify any needs that have changed. The AFSAP will help 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.

Over the last decade, APS enrollment has increased by 36%, from about 20,200 students in 2009 to more than 27,400 students in 2018<sup>1</sup>. Enrollment growth is expected to continue, and the following defines the priorities for starting the 2021-30 CIP process.

### High School

**The 2019-28 CIP adopted by the School Board keeps pace with the projected high school enrollment growth.**

- Over the past several years, APS has prepared for high school enrollment growth by adding capacity to each of the three neighborhood high schools by:
  - Making internal modifications that better use the existing building space
  - Adjusting how classrooms rooms are scheduled and where teacher planning takes place
  - Allowing seniors to take a lighter course load, once they complete graduation requirements
- In 2018-19, 93% of the permanent high school capacity (7,723) was utilized by 7,181 students.
- With the 2019 opening of The Heights and recent modifications to the Career Center, APS enters the 2021-30 CIP process with capacity for 7,960 high school students in 2019-20, and capital initiatives that keep pace with projected enrollment.
- In 2021 two capital projects will open, increasing total high school capacity to 8,760. The projects include:
  - 600 seats at the Education Center
  - 250 seats opening for Arlington Tech at the Career Center
- By fall of 2023, high school enrollment is projected to increase by 25% to almost 9,000 students, and utilization is expected to reach 102%
- In 2025, an 800-seat addition will open at the Career Center, increasing capacity to 9,610
- By Fall of 2028 high school enrollment is projected to increase by an additional 8% since 2023 to about 9,700 students, and capacity utilization is estimated to be about 101%

Note, APS staff is starting to shape the PreK-12 Instructional Program Pathways (IPP) at the secondary level, and will use this work to:

- Plan for the focus of additional high school capacity at the Education Center and the Career Center
- Refine the draft list of high school options, and ensure that the information is clear for families, students and staff
- Determine when boundary processes are needed

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<sup>1</sup> Increase is calculated by comparing September 30 enrollment from 2019 (27,436) with 2008 (20,233).

## **Middle School**

**In developing the 2021-30 CIP, it is important to consider options that will increase middle school capacity as soon as fiscally feasible, preferably for the 2024-25 school year.**

- Over the past several years, APS has been catching up with middle school enrollment growth and capacity was expanded at some neighborhood middle schools through:
  - Internal modifications that better use the existing building space
  - Adjustments to how classrooms rooms are scheduled and where teacher planning takes place
- In 2018-19, 112% of the permanent middle school capacity (5,311) was utilized by 5,950 students.
- With the 2019 opening of The Heights and an addition to Dorothy Hamm (opening later this year), APS enters the 2021-30 CIP process with capacity for 6,333 middle school students in 2019-20, and a capital initiative that adds 300 new seats in 2030.
- Projections indicate the following:
  - In 2020, anticipate that enrollment will again exceed capacity, with a utilization rate of 103%
  - In Fall 2023, show enrollment increasing by about 13% to almost 6,700 students, and capacity utilization is expected to reach 106%
  - In Fall 2028, show enrollment increasing by an additional 6% to about 7,100 students, and capacity utilization is estimated to be about 112%
- The 2021-30 CIP should prioritize an increase in middle school capacity earlier than 2030.

Note, the new middle school boundaries for 2019-20 are not balanced. The projections used for the adopted boundaries did not account for option school enrollment. As a result:

- Enrollment at Gunston now exceeds the permanent capacity of the school
- Enrollment at Dorothy Hamm will be below the building's capacity once the addition opens
- APS staff is starting to shape a plan for the IPP at the secondary level that will address a balance of middle school option programs and provide guidance for middle school boundary refinements that avoid moving the same students a second time.

## **Elementary School**

**In developing the 2021-30 CIP, it is important to consider options that will increase elementary school capacity as soon as fiscally feasible, preferably around the 2024-25 school year.**

- Over the past several years, APS has prepared for elementary school enrollment growth by adding relocatables, moving PreK programs to schools with capacity, and preparing for several changes in 2019-20.
- In 2018-19, 107% of the permanent elementary school capacity (13,322) was utilized by 14,191 students.
- In 2019, elementary school capacity increased by 752 seats to 14,074 with the new Alice West Fleet School, and the Montessori moved from Drew to the former Henry building.
- APS enters the 2021-30 CIP process with capacity plans to add additional elementary school capacity through two capital projects:
  - A new elementary school opening in Fall 2021 at the Reed site, adding capacity for 725 students, and increasing capacity to 14,799
  - 725-750 new seats in an existing building at a site to be determined, opening in Sept. 2029
- Projections indicate the following:

- In Fall 2023, expect elementary school enrollment will increase by 10% to about 15,600 students (excluding 112 Dual Enrolled students for projection years 2019-20 to 2028-29), and capacity utilization to reach 105%
- In Fall 2028, anticipate enrollment will increase by an additional 10% since 2023 to more than 17,200 students
- While the trend for growth is expected to continue, it's important to use caution in interpreting the long-term projections for future elementary school enrollment. Beginning in 2024-25 and through the remaining four years, elementary school projections are based entirely upon assumptions.
- Neighborhood elementary schools are more sensitive to the impacts of housing growth.
  - Single-family homes are the main driver of student enrollment growth.
  - Arlington County's population has increased along major transportation corridors and will continue to do so in these areas.
  - The mid- and long-term projections for the elementary school enrollment forecast are affected by housing growth along the major transportation corridors including Rosslyn-Ballston, Columbia Pike and Route 1 (see Map 1)
  - A draft list of potential sites in the areas of growth will be shared at the AFSAP School Board Work Session on Sept. 24, 2019 and posted on [www.apsva.us/engage/preparing-for-the-2021-30-capital-improvement-plan-cip/](http://www.apsva.us/engage/preparing-for-the-2021-30-capital-improvement-plan-cip/)
  - The 2021-30 CIP will need to narrow the list of potential sites, identifying where it's feasible to add capacity

Across all school levels, APS will continue to balance enrollment among schools and use non-capital initiatives, including program moves, boundary adjustments, relocatables, etc., to manage capacity needs.

### Other CIP Projects

The 2019-28 CIP includes additional funds that do not increase enrollment capacity:

- Construction of a field and parking garage at the Career Center, planned to open in 2023
- Major Construction and Minor Maintenance (MC/MM) projects to ensure that the infrastructure of existing facilities remains operational

The 2021-30 CIP should:

- Prioritize continued funding of Major Construction and Minor Maintenance (MC/MM) projects to ensure that the infrastructure of existing facilities remains operational
- Consider shifting funds, currently planned for the Career Center field and parking garage, to address middle or elementary school capacity needs

### Other Considerations

The IPP is a new planning tool that APS will use to determine the programming for new schools or additions funded through the 2021-30 and future CIPs.

The PreK-12 Instructional Program Pathways (IPP) is a new framework that defines a vision for instructional options within our division of neighborhood schools. As APS enrollment is projected to grow to more than 34,000 students over the next decade, the IPP framework will guide decisions about the balance of options and neighborhood schools when APS is planning new school facilities, additions and/or boundary adjustments.



APS will work with the Joint Facilities Advisory Commission (JFAC) on a plan to address elementary school and middle school enrollment growth and to address long-term facility needs.

APS will collaborate with JFAC to create a plan for co-locating or siting new elementary schools, middle schools, and other facilities identified in the inventory of long-term needs (see Table 1 below). In addition, APS will consult with JFAC to develop creative approaches that could allow for APS uses to be considered among the public benefit needs that Arlington considers when approving non-public development projects.

APS will evaluate uses and costs for an inventory of identified long-term facility needs.

As APS refines the list of priorities for school capacity for the 2021-30 CIP, and identifies priority sites, it will also consider a broader inventory of long-term facility needs that support the core educational mission.

In the fall of 2018, APS drafted an inventory of long-term facility needs (see Table 1) that should be considered as new siting opportunities arise and with every CIP going forward. This inventory of long-term facility needs is an evolving list that will be shortened as facility needs are met or expanded as new facility needs are identified.

**Table 1. APS Inventory of Long-Term Facility Needs**

Use	Category	Existing Location	Preferred Long-term Operational Location	Description
<b>Elementary School</b>	Education	N/A	Throughout county	Three- or four-story building, athletic field, separate playground spaces for early childhood and older children, separate bus and parent drop-off and pick-up lines, surface or structured parking.
<b>Secondary School</b>	Education	N/A	Throughout county	Four- to six-story building, athletic field, separate bus and parent drop-off and pick-up lines, surface or structured parking.
<b>Instructional Swing Space</b>	Education	N/A	Central location	Needs vary according to status or capital projects; all potential spaces will be evaluated.
<b>School Bus Parking</b>	Service Operations	Trades Center and temporarily at Education Center site	Strategically located site to reduce dead-head driver time	Temporary or permanent facilities, and personal vehicle parking for staff and drivers. Level site preferred. Preferred minimum of 32 parking spaces necessary for efficient auxiliary operations.



		through 2020		
<b>Athletic Field Space</b>	Recreation	Reduced practice time on existing fields	Near school sites	County to provide preferred field types and dimensions.
<b>Administrative Offices or Trade Shops for Facilities and Operation</b>	Service Operations	Trades Center	Needs to be in a central location, ideally not far north or south. Co-located with white fleet parking.	Facilities and personal vehicle parking for staff.
<b>White Fleet Parking</b>	Service Operations	Trades Center and Buck Site	Co-located with trades shops	Facilities and personal vehicle parking for staff.

For the 2021-30 CIP, cost estimates will be produced for the long-term facility needs identified on Table 1. In addition, the siting opportunities for these facilities should be considered, as appropriate, on APS-owned sites and sites owned by the Arlington County Government. This includes Arlington County sites that have been offered to APS and county-owned sites that might be offered for co-location of facilities, including:

- Quincy site (formerly known as Buck) buildings at 1429 and 1439 N. Quincy St. were offered for APS use
- Aurora Hills Community Center/Virginia Highlands Park, identified by the South Arlington Working Group (SAWG)
- Former Virginia Hospital parcel on S. Carlin Springs Rd. (the SAWG identified this site when it was privately owned)

In addition, consideration should be given to the possibility of siting some long-term facility needs in non-public sites, such as private commercial, residential, or mixed-use projects that could accommodate APS uses as public benefits. This public benefit option will require coordination and assistance from Arlington County Government.

At the September 24 School Board Work Session on the AFSAP, discussion will include how APS can:

- Identify a list of sites in areas of the County that show growth
- Evaluate each site based on the amount of time potentially needed to develop it, depending on whether it is owned by APS, the County or another entity

With preparations underway to develop the next CIP, the projected capacity needs at the elementary and middle school levels through 2024-25 must be emphasized. It is critical that the many tools to help improve capacity—such as the IPP, new facilities, boundary adjustments, program moves, policy revisions—be used in tandem as APS works towards the Strategic Plan goals of student success and well-being. As our enrollment grows to 30,000+ students, APS is committed to ensuring that our students can learn and thrive in safe, healthy and supportive learning environments.

## 2. Vision: PreK-Grade 12 Instructional Program Pathways (IPP)

During the 2018-19 school year, APS educators led a cross-school and departmental staff team to develop a systemic framework that would define options within our division of neighborhood schools and informs APS planning for future schools. Keeping instruction and student well-being at the forefront of all planning initiatives, the vision of the PreK-12 Instructional Program Pathways (IPP) serves as a roadmap for managing change—from new schools and boundary adjustments, to program moves and Capital Improvement Plan (CIP) priorities. The IPP will serve as a flexible framework that evolves to meet the instructional needs and interests of students, and guides future instructional, capital and planning initiatives.

As APS student enrollment grows to more than 34,000 students, the PreK-12 Instructional Program Pathways (IPP):

- defines “options” within APS, supporting access for all students;
- aligns with the 2018-24 Strategic Plan and the Virginia Profile of a Graduate;
- guides decisions about the balance of options and neighborhood schools for planning when new school facilities and boundary adjustments are needed; and
- includes specific instructional models for future consideration.

The framework and the process used to develop it can be viewed at [www.apsva.us/engage/prek-12-instructional-programs-pathway-ipp/](http://www.apsva.us/engage/prek-12-instructional-programs-pathway-ipp/).

### The IPP Definition of “Options”

School Board policy for APS options and transfers is explained in [Policy J-5.3.31 Options and Transfers](#).

As of June 2019, the proposed definition of “options” for APS was as follows:

*Arlington Public Schools educational options provide specialized and proven instructional models that support different learning styles while meeting APS core curriculum requirements.*

*\*Options are available via an application process to all Arlington students based on allocated space and specific program criteria.*

*Options may also include:*

- *A unique philosophy,*
- *Staff with specific training, and/or*
- *Recognition by an outside agency*

*(\*Note: Sentence may be deleted if found to be repetitive with the relevant policy.)*

### The IPP Framework of Instructional Models

As a system of neighborhood schools with some options, APS offers the following at all schools:

- High-quality instruction

- Well-rounded curriculum that includes core subjects and specials (i.e. Arts, Foreign Language in the Elementary Schools/FLES, Physical Education, etc.)
- Opportunities for exemplary projects
- Alignment to the Virginia Profile of a Graduate
- Alignment to the APS Teaching and Learning Framework

The framework defines expectations across grade levels, classrooms, and content areas in order to foster inclusive environments. All instructional models within APS must be evidence-based and proven, in alignment with the APS definition of options, and reflect some community interest in that model at one or more school levels. APS wants to ensure that students who benefit from specialized instructional models are able to access those opportunities. More information about APS options offered today is available at [www.apsva.us/school-options/](http://www.apsva.us/school-options/).

After review of community input on the options of greatest interest, the instructional leaders working to develop the IPP framework proposed the following options and pathways within APS:

**Table 2. Proposed Options and Pathways**

School Type	Elementary School For Grades PreK-5	Middle School For Grades 6-9	High School For Grades 9-12
AP Network			One program within neighborhood high school
Democratic		One Full-Capacity Program	
Early College High School			One Full-Capacity Program
EL Education (Expeditionary Learning)	One Full-Capacity Program		
Fine and Performing Arts		One program within neighborhood middle school	One program within neighborhood high school
Hybrid High School			One Full-Capacity Program
50/50 Spanish Immersion	Two Full-Capacity Programs as well as one program embedded in the Elementary IB program	One program within neighborhood middle school	One program within neighborhood high school
Montessori	One Full Capacity Program <b>for Grades PreK-6</b>	One program within neighborhood middle school	
International Baccalaureate (IB)	One Full-Capacity Program	One program within neighborhood middle school	One program within neighborhood high school

The draft IPP report can be found at [www.apsva.us/engage/prek-12-instructional-programs-pathway-ipp/](http://www.apsva.us/engage/prek-12-instructional-programs-pathway-ipp/).

As we move forward, a cross section of APS staff will refine the list of options and pathways and put plans in place to move towards the strategic planning goal of providing multiple pathways to student success. These recommendations should be more central to the priorities in the 2021 AFSAP.

## 2.1 Profile of a Graduate

The Virginia Board of Education’s “Profile of a Virginia Graduate” defines the knowledge, skills, experiences and attributes that students must attain before they graduate from high school to be “life ready” and successful in college and/or the work force. The Board of Education identified the knowledge and skills that will help students be successful after they graduate, specifically:

- Critical thinking
- Creative thinking
- Collaboration
- Communication
- Citizenship

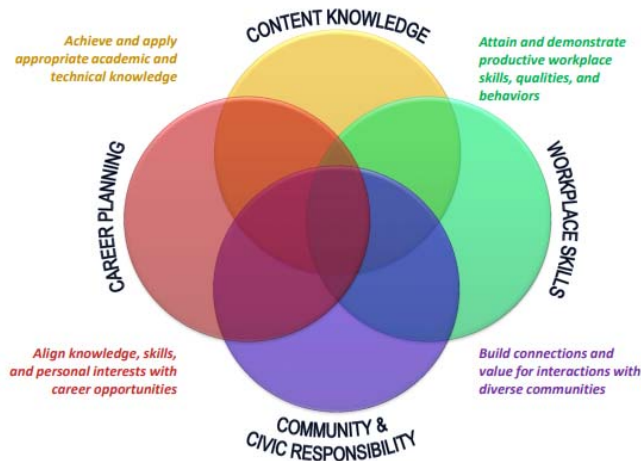
In 2016, state legislation was approved directing Virginia’s diploma requirements to be adjusted to conform with the Profile of a Virginia Graduate, providing the framework for the requirements that students must meet to earn a [Standard Diploma](#) or [Advanced Studies Diploma](#). These requirements went into effect for the Class of 2022, which entered high school as freshmen in Fall 2018.

This emphasizes the development of core skill sets in the early years of high school and establishes multiple paths for students working towards college and career readiness, which could include such opportunities as internships, externships, and credentialing.

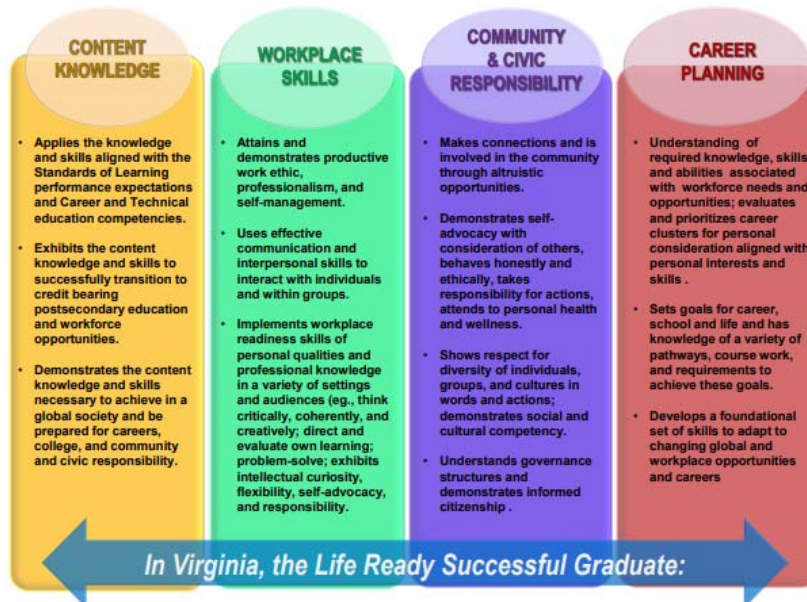
The criteria for Virginia high school graduates includes the following:

- **Content Knowledge:** Achieve and apply appropriate academic and technical knowledge
- **Workplace Skills:** Demonstrate productive workplace skills, qualities, and behaviors
- **Community Engagement and Civic Responsibility:** Build connections and value interactions with others as a responsible and responsive citizen
- **Career Planning:** Align knowledge, skills and personal interests with career opportunities

### In Virginia, the Life-ready Individual will, During His or Her K-12 Educational Experience:



Source: <https://www.apsva.us/wp-content/uploads/2016/06/DRAFT-profile-of-a-graduate-schematic.pdf>



Source: <https://www.apsva.us/wp-content/uploads/2016/06/DRAFT-profile-of-a-graduate-schematic.pdf>

Additional information is available online from the Virginia Department of Education, including:

- [2017 SOA: Graduation Requirements \(Class of 2022\)](#) – Easy-to-understand overview of new graduation requirements applicable to students entering the ninth grade for the first time in fall 2018
- [Standards of Accreditation](#) – Information about the 2017 revisions to the Standards of Accreditation, including communications resources and full text of the revised regulations

## 2.2 APS 2018-24 Strategic Plan

Every six years, APS works with community members to develop a plan that charts a course for students, staff, and the school division overall, and ensures our schools can create new opportunities and meet the evolving needs of students. The Strategic Plan serves as a framework for the School Board and advisory committees, school and department plans, and individual work plans in support of APS’ mission to ensure that all students learn and thrive in safe, healthy, and supportive learning environments.

The development of the 2018-24 Strategic Plan was led by a steering committee that represented diverse parent, staff, student, and community perspectives and interests, and incorporated community input received throughout the process. On June 7, 2018, the School Board adopted the 2018-24 Strategic Plan and its vision for APS as an inclusive community that empowers all students to foster their dreams, explore their possibilities, and create their futures.

The core values defined in this plan include the following:

- **Excellence:** Ensure all students receive an exemplary education that is academically challenging and meets their social and emotional needs.
- **Equity:** Eliminate opportunity gaps and achieve excellence by providing access to schools, resources, and learning opportunities according to each student’s unique needs.
- **Inclusivity:** Strengthen our community by valuing people for who they are, nurturing our diversity, and embracing the contributions of all students, families, and staff.
- **Integrity:** Build trust by acting honestly, openly, ethically, and respectfully.

- **Collaboration:** Foster partnerships with families, community, and staff to support the success of our students.
- **Innovation:** Engage in forward-thinking to identify bold ideas that enable us to be responsive to the expectations of our organization and community while cultivating creativity, critical thinking, and resourcefulness in our students.
- **Stewardship:** Manage our resources to honor the community's investment in our schools; create safe, healthy, and environmentally sustainable learning environments; support civic and community engagement; and serve current and future generations.

The 2018-24 Strategic Plan goals provide the areas of focus that guide operations and planning, and keep students at the center of everything APS does:

- Multiple Pathways to Success for All Students
- Healthy, Safe and Supported Students
- Engaged Workforce
- Operational Excellence
- Strong and Mutually-Supportive Partnerships

The School Board and the public receive periodic reports on the progress APS makes within each Strategic Plan goal area during the six-year period.

Visit [www.apsva.us/strategic-plan/](http://www.apsva.us/strategic-plan/) to view the 2018-24 Strategic Plan in its entirety or as a quick reference tri-fold brochure in English and Spanish.



### 3. Introduction

The 2019 AFSAP provides background information on current and expected student enrollment, and how this data relates to APS school facilities', existing and planned capacity. Capacity is defined as the number of students that can be accommodated in a permanent school building for instruction. The 2019 AFSAP begins to shape the development of the CIP for Fiscal Years (FY) 2021-30.

#### 3.1 About this Document

The main sections of the AFSAP that document enrollment and school facilities' capacity are:

**Current Enrollment Conditions** (section 4): This section elaborates on current and future enrollment; current and expected permanent school seats; the gap between enrollment and seats, both in terms of time and spatially within regions of the county; and characteristics for existing APS facilities and sites.

**Inventory of Studies on Real Estate Design and Costs** (section 6): This section provides an inventory of reports from APS real estate studies that analyzed the options for adding to, or improving, existing facilities or building new facilities. These studies are included here to provide context about possible opportunities at school sites and a range of costs for potential projects, when indexed for inflation, that could address APS' growing enrollment.

### 3.2 Planning Process (AFSAP/CIP Cycle)

#### **APS CIP Development and Criteria**

Every two years, APS develops a CIP, a process that has three phases: the AFSAP, the CIP planning process, and the CIP itself.

#### **AFSAP**

Staff prepares the AFSAP every other year. The AFSAP provides a comprehensive understanding of student enrollment and APS building capacity throughout the county, along with detailed information for each school. Staff uses the AFSAP to make recommendations for addressing APS capacity needs.

#### **CIP Planning Process**

The School Board provides direction for the CIP planning process. Staff will seek community input at multiple points during the 2019-20 school year. The School Board will adopt its CIP in June.

#### **The CIP**

Each CIP serves as a project planning and financial planning document for the ten-year period and includes minor construction and major maintenance needs as well as major construction projects.

### 3.3 2019 AFSAP as a step towards producing an “APS Long-Range Facilities Plan” by 2021

The current format of the AFSAP will be expanded in 2021 to align more closely with the Arlington County Government master plans and will rename it the “APS Long-Range Facilities Plan.” This new plan will include updates for the following: the facilities needs assessment, room use guidelines, capacity calculations, educational specifications, and land acquisition guidelines. As APS makes adjustments to align more closely with the county’s planning tools, staff will work closely with the APS Advisory Council on School Facilities and Capital Programs (FAC) and the Joint Facilities Advisory Commission (JFAC) to plan for the additional content in the 2021 APS Long-Range Facilities Plan.

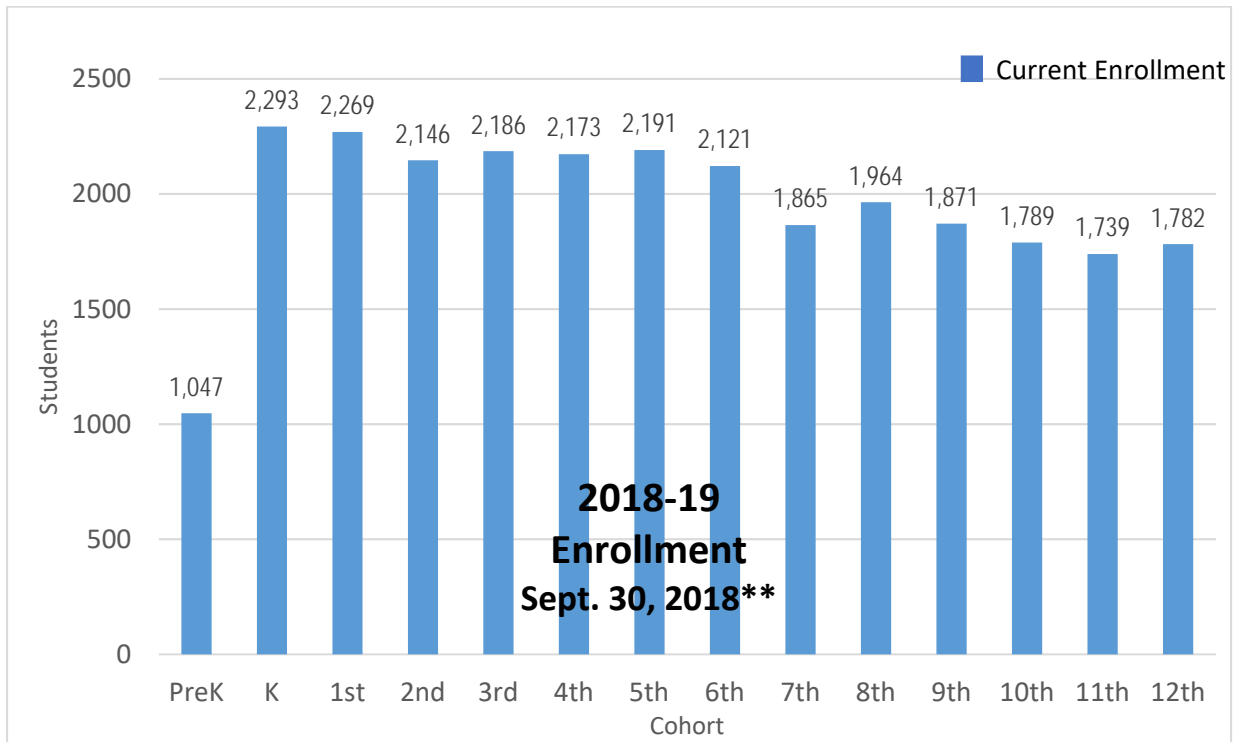
Arlington County’s Comprehensive Plan guides coordinated development and sets high standards of public services and facilities in the County. Schools need to be added to this plan, which currently addresses the following: land use, transportation networks, transportation modes, parking, historic preservation, affordable housing, sanitary sewer system, recycling, public spaces, natural resources, urban forestry, public art, community energy, water distribution, Chesapeake Bay preservation, and storm water management.

## 4. Current Enrollment Conditions

To ensure we meet the needs of all students and have healthy, safe learning environments, the APS studies current enrollment, past enrollment trends, and the changes in enrollment as students advance from one grade to the next.

Current student enrollment in Grades PreK to 12 for the 2018-19 school year was 27,436 students. Enrollment is defined as the number of students registered in APS on September 30 of each school year. Chart 1 (below) shows a detailed breakdown of student enrollment for each grade level (i.e. cohort) for the 2018-19 school year.

**Chart 1. APS Student Enrollment: Fall 2018**



Source: September Monthly Enrollment Report for School Year 2018.

**Note**

Please note that there are a limited number of seats available to accommodate PreK students each year. The number of students enrolled in the PreK cohort, each year, is based on seat availability as determined by the Department of Teaching and Learning.

**4.1. Enrollment Trends**

Enrollment data from 2013 to 2018 reveal a growth trend of 600+ students per year (see Table 4 below). The annual increase in students is explained by the difference between the numbers of incoming kindergarteners and the previous year’s graduating Grade 12 cohort. This information is monitored annually and is helpful in planning for future capacity needs.

**Table 3. APS Enrollment Growth (School Year 2013 – 2018)**

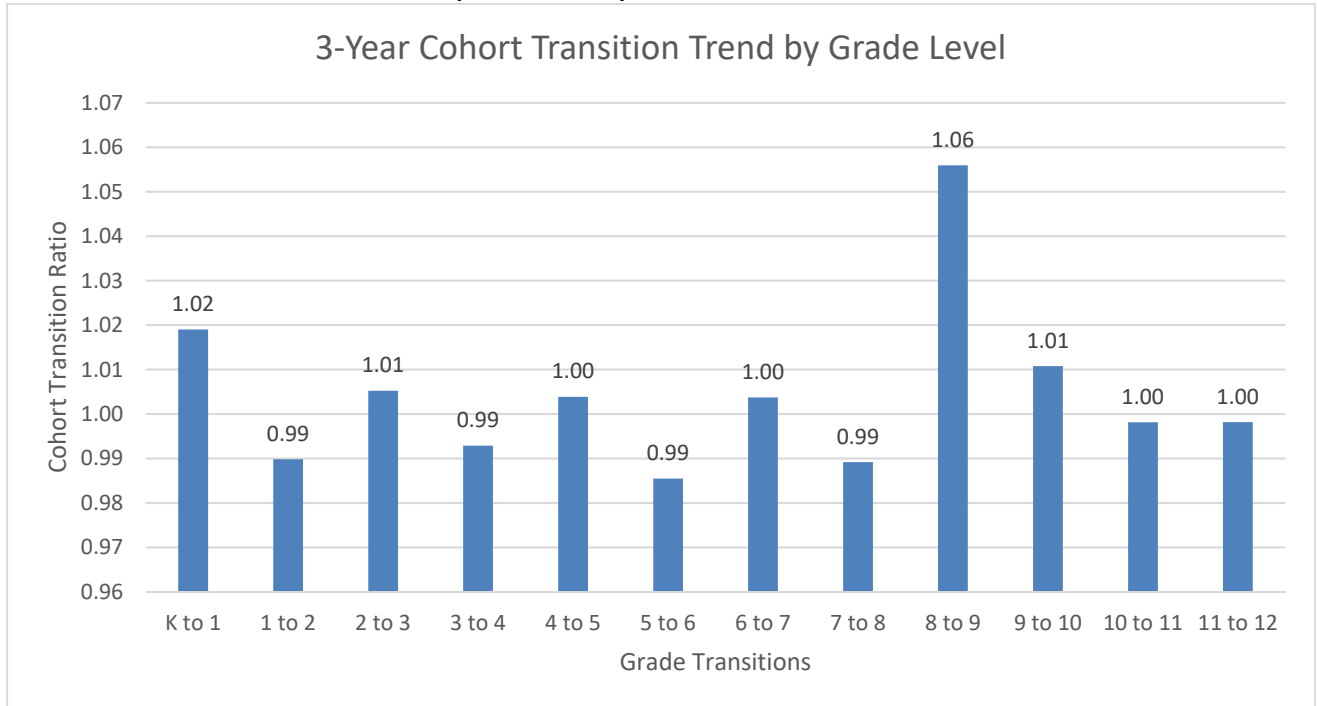
School Year	Entering Kindergarten Cohort	Exiting Grade 12 Cohort (1-Year Prior)	Annual Student Increase
2013	2,139	1,379	760
2014	2,196	1,408	788
2015	2,152	1,463	689
2016	2,127	1,492	635
2017	2,253	1,565	688
2018	2,293	1,631	662

Source: APS Historical September 30 monthly enrollment reports from 2012 – 2018.

Growth trends are also analyzed at the individual grade levels (see Chart 2 below). As students advance from grade to grade, cohort transition ratios capture enrollment changes, based on the latest three-year

trend. Cohort transition ratios measure the degree of change as students transition from one grade to the next. Cohort transition ratio values greater than 1.0 indicate the percent cohort growth as students advance from one grade to the next. Values less than 1.0 indicate the percent cohort loss as students advance to the next grade.

**Chart 2. APS Cohort Transition Ratio (3-Year Trend)**



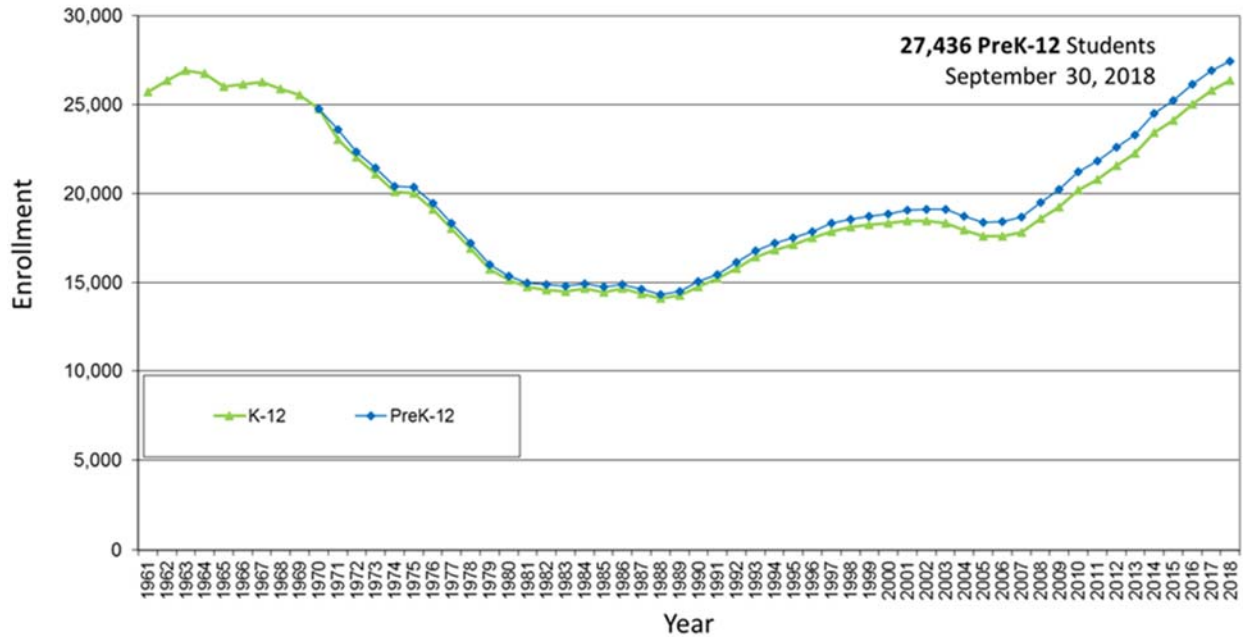
Source: APS Historical September 30 monthly enrollment reports from 2015 – 2018.

Chart 2 illustrates that the highest growth rate (6%) occurs when students advance from Grade 8 to Grade 9. This increase between Grade 8 and Grade 9 might be due to various factors, such as older students who enroll in high school and are entered in grade 9 based on grade-level requirements for students who transfer into a Virginia public high school. Conversely, the greatest loss (1%) still means that 99% of Grade 2, Grade 4, Grade 6, and Grade 8 students returned the following school year.

#### 4.1.1. Overview of Past Trends

Over the past 50 years, APS has gone through various cycles of population change due to factors such as migration, the state of the economy, and demographics, all contributing to changes in APS enrollment. Below is a chart that shows historic APS student enrollment from 1961 through 2018.

**Chart 3. Total K-12 and PreK-12 Enrollment (1961-2018)**



Source: APS Historical September 30 monthly enrollment reports from 1961 – 2018.

Public education must be available to Arlington students in Kindergarten through grade 12. In the 1970s, APS started to offer some PreK programs, and over time, the PreK offerings have expanded to include students with an Individualized Education Plan (IEP), Montessori for 3 and 4-year olds and the Virginia Preschool Initiative (VPI) for four-year olds. More details about the income requirements for Montessori and PreK can be found at [www.apsva.us/early-childhood-prek/](http://www.apsva.us/early-childhood-prek/).

Chart 3 above reveals stable Grade K-12 enrollment above the 25,000-student mark throughout the 1960s (excluding PreK students). This period was followed by a significant decline in student enrollment in the 1970s and flat enrollment in the 1980s. Enrollment climbed modestly in the 1990s, leveled out in the early to mid-2000s, and then began to rise at an unprecedented rate since 2007. The Fall 2018 official count of 27,436 students in Grades PreK-12 is the highest student enrollment on record for APS.

#### 4.1.2. Ten-Year Enrollment Projections

The Fall 2019-28 enrollment projections incorporate enrollment trends and reflect information from Arlington County Government, such as future housing or forecasted births, in the key assumptions. 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 presents a challenge because it is based on the historic pattern of kindergarten enrollment which is not necessarily a consistent trend that will continue in future years. More details about the enrollment projections are available in the [Annual APS Enrollment Projections Report: Fall 2019-2028](#).

As seen in Table 5 (below), elementary school enrollment is projected to grow by nearly 1,400 students in PreK through Grade 5 or 10% in the next five years (2018 to 2023), and 3,000+ students or 22% over the next ten years (2018 to 2028). Student growth is anticipated to come from larger kindergarten

cohorts entering APS elementary schools, resulting from anticipated growth in future births. In addition, the growth in new residential units are likely to accommodate additional students from households.

**Table 4. Fall 10-Year Projections of Elementary School Enrollment (School Years 2019-2028)**

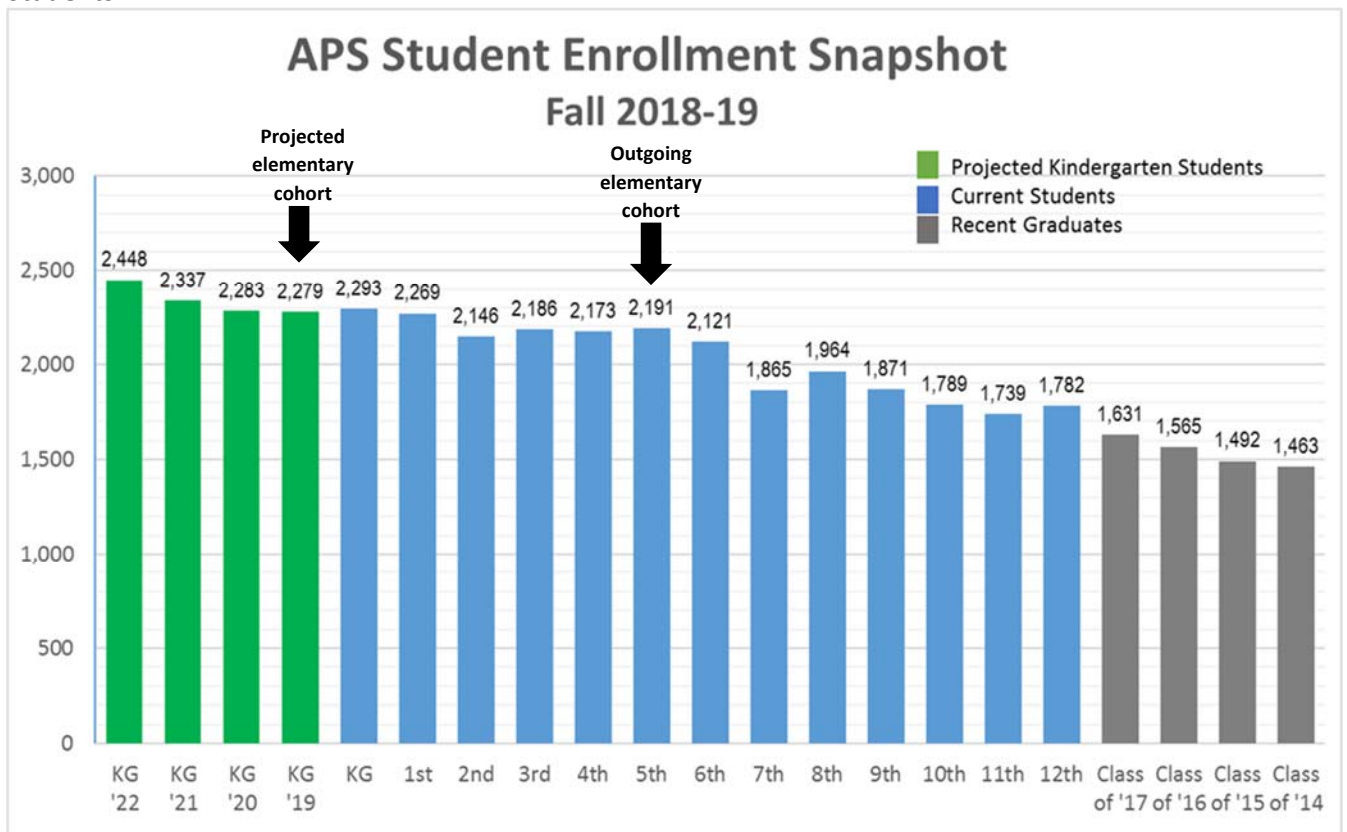
SCHOOL LEVEL	Actual Enrollment 2018	Fall 10-Year Projected Students by School Year									
		2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ELEMENTARY	14,305	14,775	14,912	15,093	15,419	15,701	15,947	16,273	16,646	17,031	17,383

Source: [Annual APS Enrollment Projections Report: Fall 2019-2028](#) provided by APS, Planning & Evaluation Department.

The chart below shows projected, current, and recent APS graduates that can be understood as follows:

- The green columns indicate incoming projected kindergarten cohorts for 2019-2022.
- The blue columns indicate actual K-12 students enrolled in APS effective September 30, 2018.
- The grey columns indicate recent high school graduating cohorts from 2014-2017.

**Chart 4. APS Student Enrollment: Current (Fall 2018), Recent Graduates, and Projected Kindergarten Students**



Sources:

1. [September Monthly Enrollment Reports for School Years 2014 through 2018](#).
2. [Annual APS Enrollment Projections Report: Fall 2019-2028](#) provided by APS, Planning & Evaluation Department.

Chart 4 above demonstrates how students advance from grade to grade and across school levels. For example, the Fall 2018, Grade 5 cohort of 2,191 students that will enter middle school in Fall 2019 is smaller in size than the projected incoming Kindergarten cohort of 2,279 students. The difference between the exiting Grade 5 cohort and the entering Kindergarten cohort in 2019 is about 88 more elementary school students (equivalent to four classrooms). This enrollment growth pattern is anticipated to continue throughout the ten-year projection horizon.

Middle school enrollment is expected to grow by more than 700 students or just under 13% in the next five years, and more than 1,100 students or 19% over the next decade (see table 6 below). Middle school growth is anticipated to come from larger incoming cohorts entering middle school over the next decade as well as the student yield coming from new housing developments projected to be built.

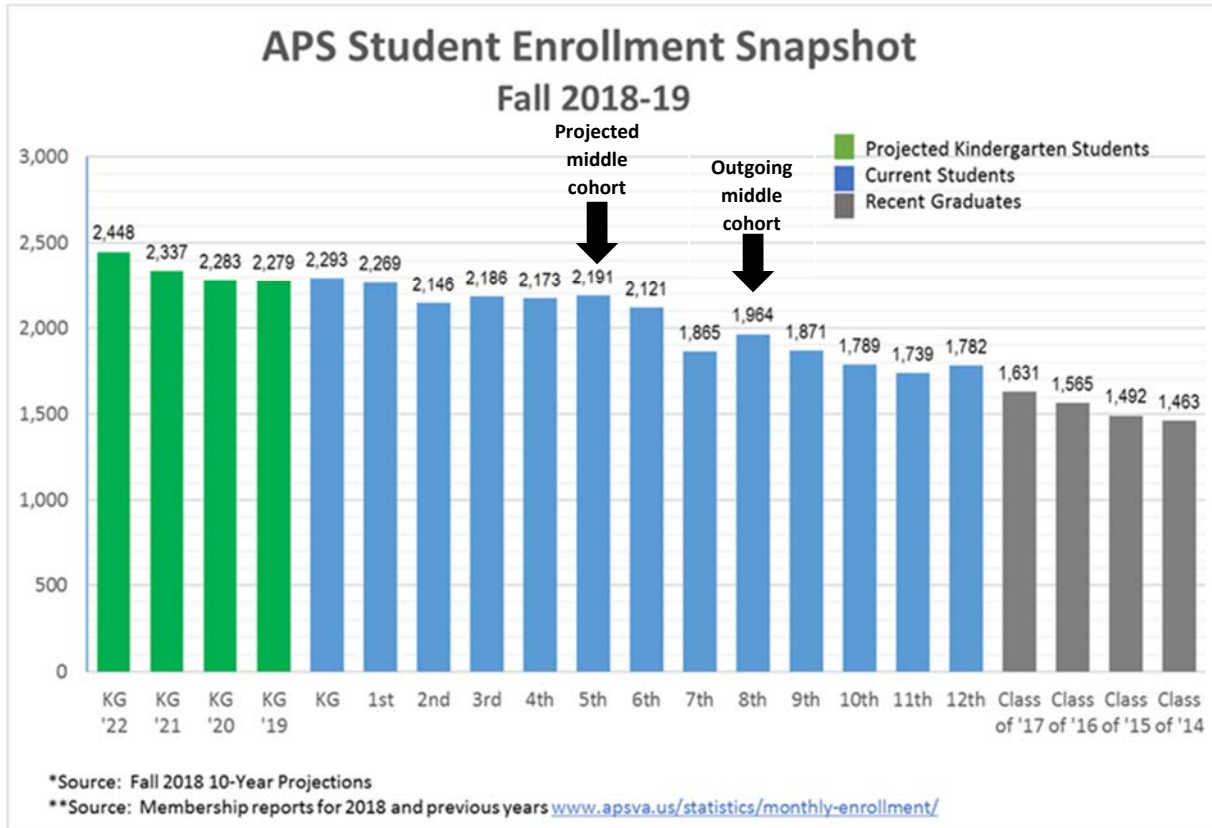


**Table 5. Fall 10-Year Projections of Middle School Enrollment (School Years 2019-2028)**

SCHOOL LEVEL	Actual Enrollment 2018	Fall 10-Year Projected Students by School Year									
		2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
MIDDLE	5,950	6,193	6,532	6,628	6,609	6,697	6,854	6,989	7,002	6,995	7,103

Source: [Fall ten-year student enrollment projections](#) provided by APS, Planning & Evaluation Department.

**Chart 5. APS Student Enrollment: Current (Fall 2018), Recent Graduates, and Projected Kindergarten Students**



The chart above illustrates the potential for year over year growth occurring at the middle school level. For example, the Fall 2018, Grade 8 cohort of 1,964 students that will enter high school in Fall 2019 is smaller in size than the projected incoming Grade 6 cohort of 2,191 students. The difference between the exiting Grade 8 cohort and the entering Grade 6 cohort in 2019 is about 227 more middle school students. This enrollment growth pattern is anticipated to continue throughout the ten-year projection horizon.

High school enrollment is expected to grow by more than 1,800 students or 25% in the next five years and just over 2,500 students or 35% over the next decade (see table on next page). Growth is expected as larger incoming cohorts enter high school over the next decade as well as the number of students generated from new housing developments projected to be built. The expectation of larger incoming high school cohorts is consistent with cohort transition trend data that reveal a 6% increase in cohort size as students advance from Grade 8 to Grade 9.

**Table 6. Fall 10-Year Projections of High School Enrollment (School Years 2019-2028)**

SCHOOL LEVEL	Actual Enrollment 2018	Fall 10-Year Projected Students by School Year									
		2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
HIGH	7,181	7,527	7,818	8,297	8,741	8,996	9,310	9,366	9,478	9,613	9,715

Source: [Fall ten-year student enrollment projections](#) provided by APS, Planning & Evaluation Department.

**Chart 6. APS Student Enrollment: Current (Fall 2018), Recent Graduates, and Projected Kindergarten Students**

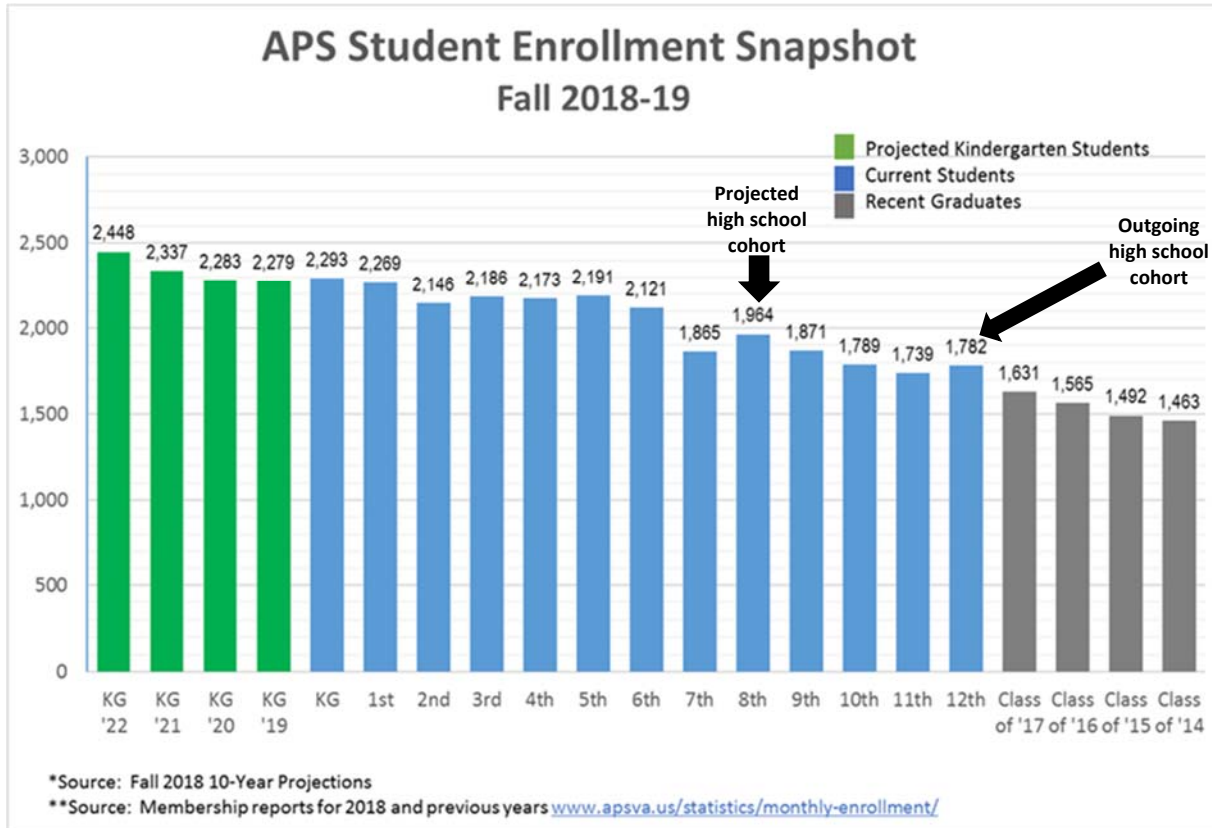


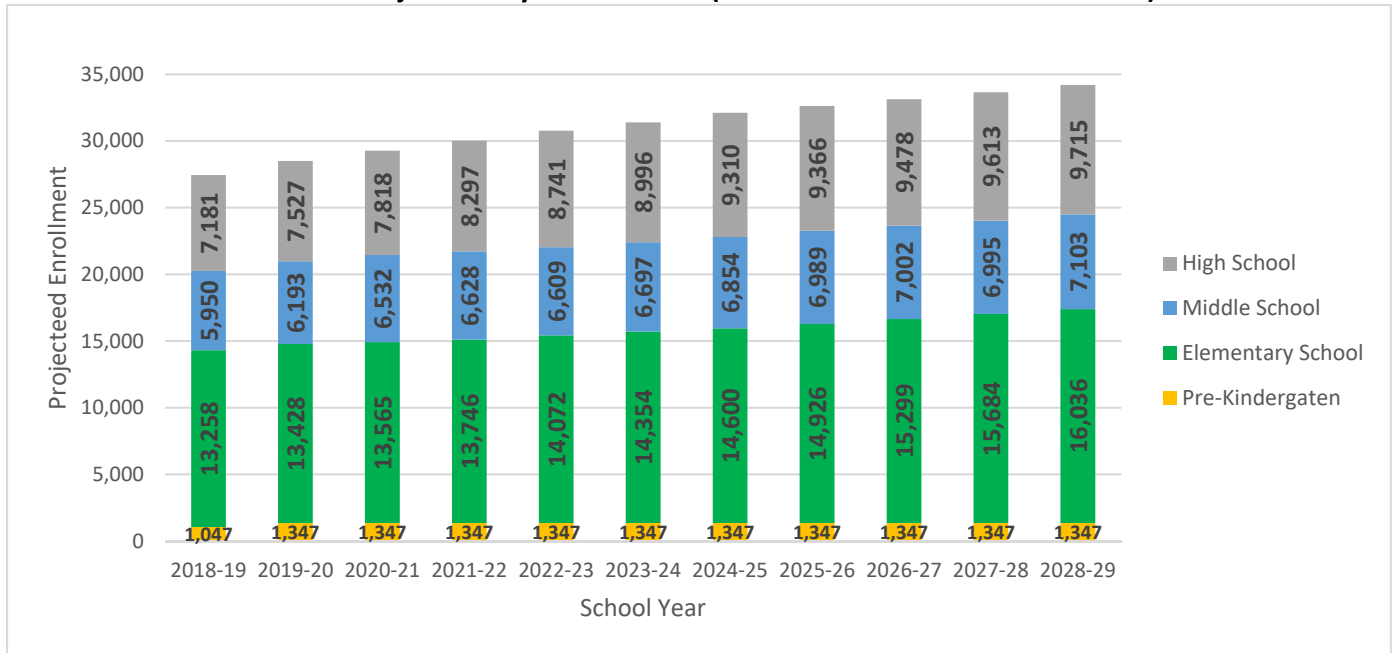
Chart 6 illustrates the growth in high school level enrollment. For example, the Fall 2018, Grade 12 cohort of 1,782 students that will graduate from high school in Spring 2019 is smaller in size than the projected incoming Grade 9 cohort of 1,964 students. The difference between the graduating high school cohort and the entering Grade 9 cohort in 2019 is about 182 more high school students.

The table on the next page summarizes student growth, both in number of students and percentage increase for Fall 2023 and Fall 2028.

**Table 7. Student Growth by School Level in Fall 2023 and Fall 2028**

	Projections for Fall 2023	Projections for Fall 2028
<b>Elementary School</b>	nearly 1,400 students 10% increase	3,000+ students 21% increase
<b>Middle School</b>	700+ students 13% increase	1,100+ students 19% increase
<b>High School</b>	1,800+ students 25% increase	nearly 2,500 students 35% increase

**Chart 7. 10-Year Enrollment Projections by School Level (School Years 2018-19 to 2028-29)**



Source: [Annual APS Enrollment Projections Report: Fall 2019-2028.](#)

The latest enrollment projections anticipate total growth of about 6,700 students from the 2018-19 through the 2028-29 school year. Although overall enrollment is projected to increase, the rate of growth differs by school level:

- Elementary-school enrollment (Grades PreK-5) is projected to grow by more than 3,000 students, or 22%, by Fall 2028.
- Middle-school enrollment is projected to grow by 1,100+ students, or 19%, by Fall 2028.
- High-school enrollment is projected to grow by approximate 2,500 students, or 35%, by Fall 2028.

In summary, the projected enrollment growth rate can be explained by larger incoming kindergarten cohorts entering APS, while smaller Grade 12 cohorts are graduating out of the school system. Other factors such as future resident live birth projections, migration, students transferring from private to public schools, and student yields from new residential housing development also contribute the anticipated enrollment growth.

### 4.1.3. County Population Forecast

Arlington County’s Population forecast is produced by the Arlington County Department of Community Planning Housing and Development. This forecast is informed by the policy guidance of Arlington’s General Land Use Plan (GLUP), and is based on two main sources for estimating future housing development:

- County-wide data on recently completed housing development projects, housing projects under construction, and approved housing projects
- Development assumptions are derived from parcels of land with anticipated growth allowable from approved sector and small area plans

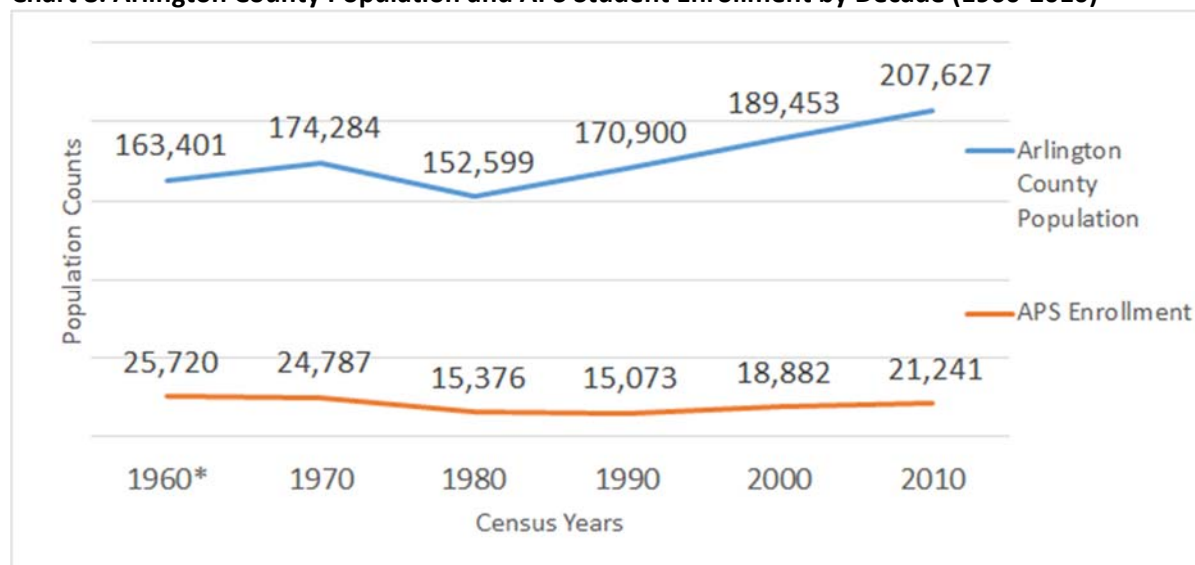
Updates to Arlington County’s forecast are generally produced on an annual or two-year basis. In the fall of 2017, Arlington County participated in the Metropolitan Washington Council of Governments regional forecasting process by submitting forecast numbers for Round 9.1 (See Table 9 below).

**Table 8. Round 9.1 Housing Unit, Household, and Population Forecast (2010-2045)**

Total Units, Households, and Population								
	2010	2015	2020	2025	2030	2035	2040	2045
Units	105,404	110,500	119,000	125,100	131,700	137,700	143,000	149,000
Households	98,050	103,800	112,000	117,900	123,900	129,800	135,600	141,800
Household Population	204,735	217,700	235,000	246,200	258,500	271,300	284,300	297,900
<b>Total Population</b>	<b>207,627</b>	<b>220,900</b>	<b>238,300</b>	<b>249,500</b>	<b>261,800</b>	<b>274,600</b>	<b>287,600</b>	<b>301,200</b>

It important to consider population in the county, however this growth does not always correlate with growth in APS enrollment. For example, Chart 8 below illustrates that between 1980 to 1990, County population increased 12 percent, while APS enrollment declined by 2 percent.

**Chart 8. Arlington County Population and APS Student Enrollment by Decade (1960-2010)**



\* Data for APS Student Enrollment reflects 1961 numbers.

Sources:

1. 1960 – 2010 Census Population Counts for Arlington County Population.
2. 1961 – 2010, Official Count of Student Enrollment, APS.

The chart above shows Arlington County population and APS student enrollment figures from 1960 to 2010, demonstrating there is no direct correlation between County population growth and changes in student enrollment at APS. Nonetheless, APS monitors population trends and changes in residential development patterns on a yearly basis to assess if there are new demographic trends that might impact enrollment, such as those that could be spurred by the arrival of Amazon to Arlington County.

#### 4.2. Capacity and Utilization

Capacity is defined as the number of students that can be accommodated in a permanent school building for instruction, this is also referred to as permanent seat capacity. APS capacity numbers are based on a series of considerations including room use, planning factors, class size and utilization rate.

APS uses buildings that are portable or modular as “non-permanent” seating capacity and are referred to as relocatable classrooms. Please note that relocatable classroom spaces are not included within the capacity calculation for a school building.

Utilization is a measure of the extent that school buildings are used by comparing actual student enrollment to the permanent seating capacity of the school. APS measures capacity of the school building as follows:

- When capacity exceeds student enrollment, the building is under-utilized.
- When capacity is the same as student enrollment, the building is at-capacity.
- When enrollment exceeds the capacity, the school building is over-utilized.

For example, if a school has 770 students enrolled and a capacity of 700 seats, the building is over-utilized at a rate of 110 percent.

##### 4.2.1. Elementary, Middle, and High School Capacities

The published seating capacities of APS schools are developed from standard calculations reflecting the maximum class sizes approved by the School Board. Consequently, the published capacities of APS schools increase or decrease when the School Board adopted budget changes the maximum class size.

**Table 9. School Capacity (2018-2020 School Years)**

Facility	Building Capacity SY2018-19	Building Capacity SY2019-20	Building Capacity SY2020-21
Abingdon	725	725	725
Arlington Science Focus	553	553	553
Arlington Traditional	465	465	465
Ashlawn	684	684	684
Barcroft	460	460	460
Barrett	576	576	576
Campbell	436	436	436
Carlin Springs	585	585	585
Claremont	599	599	599
Discovery	630	630	630
Drew	674	674	674
Fleet	0	752	752
Glebe	510	510	510

Hoffman-Boston	566	566	566
Jamestown	597	597	597
Key	653	653	653
Long Branch	533	533	533
McKinley	684	684	684
Montessori (Henry)	463	463	463
New ES @ Reed <sup>1</sup>	0	0	0
Nottingham	513	513	513
Oakridge	674	674	674
Randolph	484	484	484
Taylor	659	659	659
Tuckahoe	545	545	545
<b>Elementary School Totals</b>	<b>13,268</b>	<b>14,020</b>	<b>14,020</b>
Gunston	992	992	992
Hamm		1,000	1,000
H-B Woodlawn <sup>2</sup>	221		
Jefferson	1,086	1,086	1,086
Kenmore	1,045	1,045	1,045
Stratford <sup>2</sup>			
Swanson	948	948	948
Williamsburg	997	997	997
<b>Middle School Totals</b>	<b>5,289</b>	<b>6,068</b>	<b>6,068</b>
Arlington Career Center	150	150	150
Arlington Community High School	200	200	200
Arlington Tech	350	350	350
H-B Woodlawn <sup>2</sup>	390		
Langston <sup>3</sup>			
Stratford <sup>2</sup>			
Wakefield	2,203	2,203	2,203
Washington-Liberty	2,208	2,208	2,208
Yorktown	2,189	2,189	2,189
<b>High School Totals</b>	<b>7,690</b>	<b>7,300</b>	<b>7,300</b>
The Heights Building <sup>4</sup>		775	775
<b>Secondary Program Totals</b>		<b>775</b>	<b>775</b>
<b>Grand Total</b>	<b>26,247</b>	<b>28,163</b>	<b>28,163</b>

Source: Arlington Public Schools, Department of Facilities and Operations, 2019.

#### Notes

SY = school year & ES = elementary school.

The information contained herein is subject to change.

1 - The Reed School will be under construction to create a new elementary school with at least 725 seats, to be completed for the 2021-22 school year.

2 - The H-B Woodlawn Secondary Program, Stratford Program, ESOL/HILT and Asperger's Program will all be relocated to the Heights building beginning SY19-20.

3 - These programs vary based on enrollment and as such should reflect the most recent enrollment numbers of the school year.

4 - The Heights building is home to the H-B Woodlawn Secondary Program, Stratford Program, ESOL/HILT and Asperger's Programs.

### 4.2.2 Capacity Utilization Tables

Capacity utilization measures the extent that school buildings are occupied by comparing actual student enrollment to the permanent seating capacity of the school. The purpose of the capacity utilization table is to show projected seat availability by school 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.

The capacity utilization tables (below) use black text color to show utilization less than 100%, orange text coloring to show utilization between 100 and 110%, and red text coloring to show utilization over 110%. Planned capacity approved in the FY 2019-2028 Capital Improvement Plan are highlighted light green shading. The HB Woodlawn, Eunice Kennedy Shriver (formerly Stratford), ESOL/HILT, and Asperger's programs are highlighted in pink shading to show their relocation into the Heights building in the Fall 2019-2020 school year.

Please note that the projected school level capacity utilization data does not reflect unknown future program moves, school boundary changes, addition of new buildings, etc. This information should be used only as a general planning tool to assess where future seats may be needed.

**Notes & Assumptions About Capacity Utilization Tables:**

1. Capacity only includes permanent seats in the school building.
2. Relocatable classrooms are not counted in the school capacity totals.
3. Planned capacity approved in the FY 2019-2028 Capital Improvement Plan are highlighted light green.
4. Full-time enrolled students at Arlington Career Center have been drawn down from their base neighborhood high schools.
5. High school enrollment at neighborhood high schools have been drawn down evenly to reflect the impact of students enrolling at Arlington Tech.
6. Enrollment has been adjusted to reflect recent boundary changes approved by the School Board that will take effect in the Fall 2019-2020 school year.
7. Pre-Kindergarten programs are assumed to remain at their current locations through the Fall 2028-2029 school year.



**Table 10. Current and Projected Capacity Utilization (School Years 2018 - 2028)**

ARLINGTON PUBLIC SCHOOLS  
 -- CURRENT AND PROJECTED CAPACITY UTILIZATION --  
 SCHOOL YEARS 2018-19 thru 2028-29  
 (Excludes 114 Dual Enrolled Students)

SCHOOL	Relocatable Classrooms in 2018-19	SY 2018-19 Current			
		Capacity	Enrollment	Permanent Seats +/-	% Utilized
Ablington	0	725	674	51	93%
Arlington Science Focus	6	553	680	-127	123%
Arlington Traditional	4	465	560	-95	120%
Ashlawn	2	684	772	-88	113%
Barcroft	6	460	435	25	95%
Barrett	4	576	560	16	97%
Campbell	2	436	443	-7	102%
Carlin Springs	4	585	617	-32	105%
Claremont	7	599	750	-151	125%
Discovery	0	630	592	38	94%
Drew	0	674	676	-2	100%
Fleet	0	0	0	0	0%
Glebe	4	510	589	-79	115%
Henry	10	463	636	-173	137%
Hoffman-Boston	0	566	538	28	95%
Jamestown	0	597	602	-5	101%
Key	4	653	719	-66	110%
Long Branch	4	533	588	-55	110%
McKinley	6	684	790	-106	115%
Nottingham	1	513	499	14	97%
Oakridge	8	674	785	-111	116%
Randolph	2	484	452	32	93%
Taylor	4	659	663	-4	101%
Tuckahoe	4	545	526	19	97%
Integration Station (Reed) <sup>1</sup>	0	54	45	9	83%
Reed Expansion	0	0	0	0	0%
<b>ELEMENTARY TOTAL</b>	<b>82</b>	<b>13,322</b>	<b>14,191</b>	<b>-869</b>	<b>107%</b>
Gunston	2	992	1,025	-33	103%
Dorothy Hamm	0	0	0	0	0%
Jefferson	1	1,086	1,138	-52	105%
Kenmore	0	1,045	957	88	92%
Swanson	18	948	1,251	-303	132%
Williamsburg	22	997	1,322	-325	133%
H-B Woodlawn	0	221	244	-23	110%
Shriver Program (formerly Stratford)	0	22	13	9	59%
The Heights Building	0	0	0	0	0%
<b>MIDDLE TOTAL</b>	<b>43</b>	<b>5,311</b>	<b>5,950</b>	<b>-639</b>	<b>112%</b>
Arlington Career Ctr	0	150	160	-10	107%
Arlington Community HS (Parade) <sup>2</sup>	0	200	91	109	46%
Arlington Tech	0	200	196	4	98%
H-B Woodlawn	0	390	454	-64	116%
Langston	0	150	121	29	81%
Shriver Program (formerly Stratford)	0	33	36	-3	103%
The Heights Building	0	0	0	0	0%
Wakefield	0	2,203	1,968	235	89%
Washington-Lee	4	2,208	2,185	23	99%
Yorktown	0	2,189	1,970	219	90%
600 Seats (Ed Center Site)	0	0	0	0	0%
800 Seats (Career Center Site) 2025	0	0	0	0	0%
<b>HIGH TOTAL</b>	<b>4</b>	<b>7,723</b>	<b>7,181</b>	<b>542</b>	<b>93%</b>
<b>PK-12 Total</b>	<b>129</b>	<b>26,356</b>	<b>27,322</b>	<b>-966</b>	

<sup>1</sup> Integration Station (Reed) is a place holder for students identified as having special needs by the Department of Teaching and Learning. They are then used to add new special education (SPED) classes the following year.

<sup>2</sup>The capacity utilization tables assume PreK enrollment estimates done in preparation for the Superintendent's Annual Update to the School Board (January 2019). The capacity utilization table does not reflect the Spring 1-Year projections update for 2019-20 projections. For example, the Hoffman-Boston PreK enrollment is 210 students in the Fall Ten-year projections and 100 students in the Spring 1-Year projections update for 2019-20.

<sup>3</sup>Table 11 uses an inventory of permanent seat capacity per school as of August 2019 from the Department of Facilities and Operations. The permanent seat capacity inventory will be refined in Fall 2019 to reflect increased class sizes and ongoing school capacity assessments. Capacity utilization tables will be updated to reflect any refinements to schools' permanent seat capacity and published online on the AFSAP webpage by January 2020 at Engage, <https://www.apsva.us/engage/>.

**Table 10. Current and Projected Capacity Utilization (School Years 2018 - 2028) continued**

ARLINGTON PUBLIC SCHOOLS  
**-- CURRENT AND PROJECTED CAPACITY UTILIZATION --**  
**SCHOOL YEARS 2018-19 thru 2028-29**  
**(Excludes 112 Dual Enrolled Students)**

SCHOOL	Relocatable Classrooms in 2018-19	SY2019-20 Spring Update				SY2020-21			
		Capacity	Projection	Permanent Seats +/-	% Utilized	Capacity	Projection	Permanent Seats +/-	% Utilized
Abingdon	0	725	679	46	94%	725	698	27	96%
Arlington Science Focus	6	553	682	-129	123%	553	680	-127	123%
Arlington Traditional	4	465	596	-131	128%	465	662	-197	142%
Ashlawn	2	684	797	-113	117%	684	773	-89	113%
Barcroft	6	460	480	-20	104%	460	498	-38	108%
Barrett	4	576	582	-6	101%	576	580	-4	101%
Campbell	2	436	454	-18	104%	436	510	-74	117%
Carlin Springs	4	585	643	-58	110%	585	633	-48	108%
Claremont	7	599	745	-146	124%	599	757	-158	126%
Discovery	0	630	596	34	95%	630	618	12	98%
Drew	0	674	502	172	74%	674	482	192	72%
Fleet	0	752	620	132	82%	752	596	156	79%
Glebe	4	510	605	-95	119%	510	615	-105	121%
Hoffman-Boston	0	566	574	-8	101%	566	736	-170	130%
Jamestown	0	597	631	-34	106%	597	618	-21	104%
Key	4	653	726	-73	111%	653	735	-82	113%
Long Branch	4	533	539	-6	101%	533	449	84	84%
McKinley	6	684	807	-123	118%	684	823	-139	120%
Montessori Public School of Arlington (formerly Henry E.S.)	10	463	502	-39	108%	463	518	-55	112%
Nottingham	1	513	513	0	100%	513	498	15	97%
Oakridge	8	674	640	34	95%	674	576	98	85%
Randolph	2	484	470	14	97%	484	475	9	98%
Taylor	4	659	670	-11	102%	659	671	-12	102%
Tuckahoe	4	545	536	9	98%	545	521	24	96%
Integration Station (Reed) <sup>1</sup>	0	54	78	-24	144%	54	78	-24	144%
Reed Expansion	0	0	0	0	0%	0	0	0	0%
<b>ELEMENTARY TOTAL</b>	<b>82</b>	<b>14,074</b>	<b>14,667</b>	<b>-593</b>	<b>104%</b>	<b>14,074</b>	<b>14,800</b>	<b>-726</b>	<b>105%</b>
Gunston	2	992	1,200	-208	121%	992	1,152	-160	116%
Dorothy Hamm	0	1,000	670	330	67%	1,000	757	243	76%
Jefferson	1	1,086	1,043	43	96%	1,086	1,188	-102	109%
Kenmore	0	1,045	1,001	44	96%	1,045	1,191	-146	114%
Swanson	18	948	971	-23	102%	948	1,036	-88	109%
Williamsburg	22	997	1,063	-66	107%	997	953	44	96%
H-B Woodlawn	0	0	0	0	0%	0	0	0	0%
Shriver Program (formerly Stratford Program)	0	0	0	0	0%	0	0	0	0%
The Heights Building <sup>2</sup>	0	265	256	9	97%	265	255	10	96%
<b>MIDDLE TOTAL</b>	<b>43</b>	<b>6,333</b>	<b>6,204</b>	<b>129</b>	<b>98%</b>	<b>6,333</b>	<b>6,532</b>	<b>-199</b>	<b>103%</b>
Arlington Career Ctr	0	150	160	-10	107%	150	160	-10	107%
Arlington Community HS (F. omwick)	0	200	91	109	46%	200	91	109	46%
Arlington Tech	0	350	346	4	99%	350	468	-118	100%
H-B Woodlawn	0	0	0	0	0%	0	0	0	0%
Langston	0	150	121	29	81%	150	121	29	81%
Shriver Program (formerly Stratford)	0	0	0	0	0%	0	0	0	0%
The Heights Building	0	510	516	-6	101%	510	497	13	97%
Wakefield	0	2,203	2,122	81	96%	2,203	2,286	-83	104%
Washington-Liberty (formerly Washington-Lee H.S.)	4	2,208	2,114	94	96%	2,208	2,101	107	95%
Yorktown	0	2,189	2,057	132	94%	2,189	2,094	95	96%
600 Seats (Ed Center Site)	0	0	0	0	0%	0	0	0	0%
800 Seats (Career Center Site) 2025	0	0	0	0	0%	0	0	0	0%
<b>HIGH TOTAL</b>	<b>4</b>	<b>7,960</b>	<b>7,527</b>	<b>433</b>	<b>95%</b>	<b>8,080</b>	<b>7,818</b>	<b>262</b>	<b>97%</b>
<b>PK-12 Total</b>	<b>129</b>	<b>28,367</b>	<b>28,398</b>	<b>-31</b>		<b>28,487</b>	<b>29,150</b>	<b>-663</b>	

<sup>1</sup> Integration Station (Reed) is a place holder for students identified as having special needs by the Department of Teaching and Learning. They are then used to add new special education (SPED) classes the following year.

<sup>2</sup> The capacity utilization tables assume PreK enrollment estimates done in preparation for the Superintendent's Annual Update to the School Board (January 2019). The capacity utilization table does not reflect the Spring 1-Year projections update for 2019-20 projections. For example, the Hoffman-Boston PreK enrollment is 210 students in the Fall Ten-year projections and 100 students in the Spring 1-Year projections update for 2019-20.

<sup>3</sup> Table 11 uses an inventory of permanent seat capacity per school as of August 2019 from the Department of Facilities and Operations. The permanent seat capacity inventory will be refined in Fall 2019 to reflect increased class sizes and ongoing school capacity assessments. Capacity utilization tables will be updated to reflect any refinements to schools' permanent seat capacity and published online on the AFSAP webpage by January 2020 at Engage, <https://www.apsva.us/engage/>.

**Table 10. Current and Projected Capacity Utilization (School Years 2018 - 2028) continued**

ARLINGTON PUBLIC SCHOOLS  
**-- CURRENT AND PROJECTED CAPACITY UTILIZATION --**  
**SCHOOL YEARS 2018-19 thru 2028-29**  
**(Excludes 112 Dual Enrolled Students)**

SCHOOL	Relocatable Classrooms in 2018-19	SY2021-22				SY2022-23			
		Capacity	Projection	Permanent Seats +/-	% Utilized	Capacity	Projection	Permanent Seats +/-	% Utilized
Abingdon	0	725	689	36	95%	725	683	42	94%
Arlington Science Focus	6	553	676	-123	122%	553	712	-159	129%
Arlington Traditional	4	465	710	-245	153%	465	734	-269	158%
Ashlawn	2	684	771	-87	113%	684	803	-119	117%
Barcroft	6	460	502	-42	109%	460	522	-62	113%
Barrett	4	576	577	-1	100%	576	575	1	100%
Campbell	2	436	541	-105	124%	436	578	-142	133%
Carlin Springs	4	585	625	-40	107%	585	637	-52	109%
Claremont	7	599	786	-187	131%	599	790	-191	132%
Discovery	0	630	627	3	100%	630	643	-13	102%
Drew	0	674	490	184	73%	674	510	164	76%
Fleet	0	752	582	170	77%	752	581	171	77%
Glebe	4	510	627	-117	123%	510	621	-111	122%
Hoffman-Boston	0	566	754	-188	133%	566	778	-212	137%
Jamestown	0	597	619	-22	104%	597	607	-10	102%
Key	4	653	746	-93	114%	653	755	-102	116%
Long Branch	4	533	438	95	82%	533	442	91	83%
McKinley	6	684	836	-152	122%	684	855	-171	125%
Montessori Public School of Arlington (formerly Henry E.S.)	10	463	518	-55	112%	463	518	-55	112%
Nottingham	1	513	492	21	96%	513	491	22	96%
Oakridge	8	674	636	38	94%	674	688	-14	102%
Randolph	2	484	480	4	99%	484	489	-5	101%
Taylor	4	659	663	-4	101%	659	692	-33	105%
Tuckahoe	4	545	518	27	95%	545	525	20	96%
Integration Station (Reed) <sup>1</sup>	0	54	78	-24	144%	54	78	-24	144%
Reed Expansion	0	725	0	725	0%	725	0	725	0%
<b>ELEMENTARY TOTAL</b>	<b>82</b>	<b>14,799</b>	<b>14,981</b>	<b>-182</b>	<b>101%</b>	<b>14,799</b>	<b>15,307</b>	<b>-508</b>	<b>103%</b>
Gunston	2	992	1,147	-155	116%	992	1,198	-206	121%
Dorothy Hamm	0	1,000	798	202	80%	1,000	798	202	80%
Jefferson	1	1,086	1,225	-139	113%	1,086	1,258	-172	116%
Kenmore	0	1,045	1,207	-162	116%	1,045	1,129	-84	108%
Swanson	18	948	1,062	-114	112%	948	1,079	-131	114%
Williamsburg	22	997	934	63	94%	997	892	105	89%
H-B Woodlawn	0	0	0	0	0%	0	0	0	0%
Shriver Program (formerly Stratford Program)	0	0	0	0	0%	0	0	0	0%
The Heights Building <sup>2</sup>	0	265	255	10	96%	265	255	10	96%
<b>MIDDLE TOTAL</b>	<b>43</b>	<b>6,333</b>	<b>6,628</b>	<b>-295</b>	<b>105%</b>	<b>6,333</b>	<b>6,609</b>	<b>-276</b>	<b>104%</b>
Arlington Career Ctr	0	150	160	-10	107%	150	160	-10	107%
Arlington Community HS (Fennick)	0	200	91	109	46%	200	91	109	46%
Arlington Tech	0	550	552	-2	100%	550	600	0	100%
H-B Woodlawn	0	0	0	0	0%	0	0	0	0%
Langston	0	150	121	29	81%	150	121	29	81%
Shriver Program (formerly Stratford)	0	0	0	0	0%	0	0	0	0%
The Heights Building	0	510	511	-1	100%	510	507	3	99%
Wakefield	0	2,203	2,486	-283	113%	2,203	2,657	-454	121%
Washington-Liberty (formerly Washington-Lee H.S.)	4	2,208	2,230	-22	101%	2,208	2,341	-133	106%
Yorktown	0	2,189	2,146	43	98%	2,189	2,264	-75	103%
600 Seats (Ed Center Site)	0	600	0	600	0%	600	0	600	0%
800 Seats (Career Center Site) 2025	0	0	0	0	0%	0	0	0	0%
<b>HIGH TOTAL</b>	<b>4</b>	<b>8,760</b>	<b>8,297</b>	<b>463</b>	<b>95%</b>	<b>8,810</b>	<b>8,741</b>	<b>69</b>	<b>99%</b>
<b>PK-12 Total</b>	<b>129</b>	<b>29,892</b>	<b>29,906</b>	<b>-14</b>		<b>29,942</b>	<b>30,657</b>	<b>-715</b>	

<sup>1</sup> Integration Station (Reed) is a place holder for students identified as having special needs by the Department of Teaching and Learning. They are then used to add new special education (SPED) classes the following year.

<sup>2</sup> The capacity utilization tables assume PreK enrollment estimates done in preparation for the Superintendent's Annual Update to the School Board (January 2019). The capacity utilization table does not reflect the Spring 1-Year projections update for 2019-20 projections. For example, the Hoffman-Boston PreK enrollment is 210 students in the Fall Ten-year projections and 100 students in the Spring 1-Year projections update for 2019-20.

<sup>3</sup>Table 11 uses an inventory of permanent seat capacity per school as of August 2019 from the Department of Facilities and Operations. The permanent seat capacity inventory will be refined in Fall 2019 to reflect increased class sizes and ongoing school capacity assessments. Capacity utilization tables will be updated to reflect any refinements to schools' permanent seat capacity and published online on the AFSAP webpage by January 2020 at Engage, <https://www.apsva.us/engage/>.



**Table 10. Current and Projected Capacity Utilization (School Years 2018 - 2028) continued**

ARLINGTON PUBLIC SCHOOLS  
**-- CURRENT AND PROJECTED CAPACITY UTILIZATION --**  
**SCHOOL YEARS 2018-19 thru 2028-29**  
**(Excludes 112 Dual Enrolled Students)**

SCHOOL	Relocatable Classrooms in 2018-19	SY 2023-24				SY2024-25			
		Capacity	Projection	Permanent Seats +/-	% Utilized	Capacity	Projection	Permanent Seats +/-	% Utilized
Abingdon	0	725	715	10	99%	725	722	3	100%
Arlington Science Focus	6	553	733	-180	133%	553	750	-197	136%
Arlington Traditional	4	465	758	-293	163%	465	758	-293	163%
Ashlawn	2	684	801	-117	117%	684	798	-114	117%
Barcroft	6	460	532	-72	116%	460	550	-90	120%
Barrett	4	576	585	-9	102%	576	574	2	100%
Campbell	2	436	608	-172	139%	436	622	-186	143%
Carlin Springs	4	585	631	-46	108%	585	624	-39	107%
Claremont	7	599	798	-199	133%	599	800	-201	134%
Discovery	0	630	638	-8	101%	630	650	-20	103%
Drew	0	674	548	126	81%	674	575	99	85%
Fleet	0	752	593	159	79%	752	611	141	81%
Glebe	4	510	631	-121	124%	510	653	-143	128%
Hoffman-Boston	0	566	798	-232	141%	566	805	-239	142%
Jamestown	0	597	609	-12	102%	597	605	-8	101%
Key	4	653	758	-105	116%	653	776	-123	119%
Long Branch	4	533	453	80	85%	533	460	73	86%
McKinley	6	684	865	-181	126%	684	866	-182	127%
Montessori Public School of Arlington (formerly Henry E.S.)	10	463	518	-55	112%	463	518	-55	112%
Nottingham	1	513	485	28	95%	513	527	-14	103%
Oakridge	8	674	697	-23	103%	674	719	-45	107%
Randolph	2	484	487	-3	101%	484	493	-9	102%
Taylor	4	659	727	-68	110%	659	752	-93	114%
Tuckahoe	4	545	543	2	100%	545	549	-4	101%
Integration Station (Reed) <sup>1</sup>	0	54	78	-24	144%	54	78	-24	144%
Reed Expansion	0	725	0	725	0%	725	0	725	0%
<b>ELEMENTARY TOTAL</b>	<b>82</b>	<b>14,799</b>	<b>15,589</b>	<b>-790</b>	<b>105%</b>	<b>14,799</b>	<b>15,835</b>	<b>-1,036</b>	<b>107%</b>
Gunston	2	992	1,242	-250	125%	992	1,348	-356	136%
Dorothy Hamm	0	1,000	832	168	83%	1,000	838	162	84%
Jefferson	1	1,086	1,298	-212	120%	1,086	1,307	-221	120%
Kenmore	0	1,045	1,087	-42	104%	1,045	1,107	-62	106%
Swanson	18	948	1,103	-155	116%	948	1,170	-222	123%
Williamsburg	22	997	880	117	88%	997	829	168	83%
H-B Woodlawn	0	0	0	0	0%	0	0	0	0%
Shriver Program (formerly Stratford Program)	0	0	0	0	0%	0	0	0	0%
The Heights Building <sup>2</sup>	0	265	255	10	96%	265	255	10	96%
<b>MIDDLE TOTAL</b>	<b>43</b>	<b>6,333</b>	<b>6,697</b>	<b>-364</b>	<b>106%</b>	<b>6,333</b>	<b>6,854</b>	<b>-521</b>	<b>108%</b>
Arlington Career Ctr	0	150	160	-10	107%	150	160	-10	107%
Arlington Community HS (Fennick)	0	200	91	109	46%	200	91	109	46%
Arlington Tech	0	600	600	0	100%	600	600	0	100%
H-B Woodlawn	0	0	0	0	0%	0	0	0	0%
Langston	0	150	121	29	81%	150	121	29	81%
Shriver Program (formerly Stratford)	0	0	0	0	0%	0	0	0	0%
The Heights Building	0	510	505	5	99%	510	504	6	99%
Wakefield	0	2,203	2,793	-590	127%	2,203	2,879	-676	131%
Washington-Liberty (formerly Washington-Lee H.S.)	4	2,208	2,433	-225	110%	2,208	2,554	-346	116%
Yorktown	0	2,189	2,293	-104	105%	2,189	2,401	-212	110%
600 Seats (Ed Center Site)	0	600	0	600	0%	600	0	600	0%
800 Seats (Career Center Site) 2025	0	0	0	0	0%	0	0	0	0%
<b>HIGH TOTAL</b>	<b>4</b>	<b>8,810</b>	<b>8,996</b>	<b>-186</b>	<b>102%</b>	<b>8,810</b>	<b>9,310</b>	<b>-500</b>	<b>106%</b>
<b>PK-12 Total</b>	<b>129</b>	<b>29,942</b>	<b>31,282</b>	<b>-1,340</b>		<b>29,942</b>	<b>31,999</b>	<b>-2,057</b>	

<sup>1</sup> Integration Station (Reed) is a place holder for students identified as having special needs by the Department of Teaching and Learning. They are then used to add new special education (SPED) classes the following year.

<sup>2</sup> The capacity utilization tables assume PreK enrollment estimates done in preparation for the Superintendent's Annual Update to the School Board (January 2019). The capacity utilization table does not reflect the Spring 1-Year projections update for 2019-20 projections. For example, the Hoffman-Boston PreK enrollment is 210 students in the Fall Ten-year projections and 100 students in the Spring 1-Year projections update for 2019-20.

<sup>3</sup>Table 11 uses an inventory of permanent seat capacity per school as of August 2019 from the Department of Facilities and Operations. The permanent seat capacity inventory will be refined in Fall 2019 to reflect increased class sizes and ongoing school capacity assessments. Capacity utilization tables will be updated to reflect any refinements to schools' permanent seat capacity and published online on the AFSAP webpage by January 2020 at Engage, <https://www.apsva.us/engage/>.

Table 10. Current and Projected Capacity Utilization (School Years 2018 - 2028) continued

ARLINGTON PUBLIC SCHOOLS  
**-- CURRENT AND PROJECTED CAPACITY UTILIZATION --**  
**SCHOOL YEARS 2018-19 thru 2028-29**  
**(Excludes 112 Dual Enrolled Students)**

SCHOOL	Relocatable Classrooms in 2018-19	SY2025-26				SY2026-27			
		Capacity	Projection	Permanent Seats +/-	% Utilized	Capacity	Projection	Permanent Seats +/-	% Utilized
Abingdon	0	725	744	-19	103%	725	770	-45	106%
Arlington Science Focus	6	553	787	-234	142%	553	817	-264	148%
Arlington Traditional	4	465	758	-293	163%	465	758	-293	163%
Ashlawn	2	684	828	-144	121%	684	860	-176	126%
Barcroft	6	460	564	-104	123%	460	582	-122	127%
Barrett	4	576	595	-19	103%	576	617	-41	107%
Campbell	2	436	622	-186	143%	436	622	-186	143%
Carlin Springs	4	585	642	-57	110%	585	672	-87	115%
Claremont	7	599	800	-201	134%	599	800	-201	134%
Discovery	0	630	662	-32	105%	630	677	-47	107%
Drew	0	674	594	80	88%	674	611	63	91%
Fleet	0	752	621	131	83%	752	635	117	84%
Glebe	4	510	668	-158	131%	510	687	-177	135%
Hoffman-Boston	0	566	824	-258	146%	566	839	-273	148%
Jamestown	0	597	615	-18	103%	597	630	-33	106%
Key	4	653	776	-123	119%	653	776	-123	119%
Long Branch	4	533	472	61	89%	533	486	47	91%
McKinley	6	684	884	-200	129%	684	906	-222	132%
Montessori Public School of Arlington (formerly Henry E.S.)	10	463	518	-55	112%	463	518	-55	112%
Nottingham	1	513	538	-25	105%	513	551	-38	107%
Oakridge	8	674	736	-62	109%	674	757	-83	112%
Randolph	2	484	504	-20	104%	484	518	-34	107%
Taylor	4	659	768	-109	117%	659	791	-132	120%
Tuckahoe	4	545	563	-18	103%	545	576	-31	106%
Integration Station (Reed) <sup>1</sup>	0	54	78	-24	144%	54	78	-24	144%
Reed Expansion	0	725	0	725	0%	725	0	725	0%
<b>ELEMENTARY TOTAL</b>	<b>82</b>	<b>14,799</b>	<b>16,161</b>	<b>-1,362</b>	<b>109%</b>	<b>14,799</b>	<b>16,534</b>	<b>-1,735</b>	<b>112%</b>
Gunston	2	992	1,383	-391	139%	992	1,391	-399	140%
Dorothy Hamm	0	1,000	858	142	86%	1,000	845	155	85%
Jefferson	1	1,086	1,350	-264	124%	1,086	1,367	-281	126%
Kenmore	0	1,045	1,141	-96	109%	1,045	1,148	-103	110%
Swanson	18	948	1,177	-229	124%	948	1,196	-248	126%
Williamsburg	22	997	825	172	83%	997	800	197	80%
H-B Woodlawn	0	0	0	0	0%	0	0	0	0%
Shriver Program (formerly Stratford Program)	0	0	0	0	0%	0	0	0	0%
The Heights Building <sup>2</sup>	0	265	255	10	96%	265	255	10	96%
<b>MIDDLE TOTAL</b>	<b>43</b>	<b>6,333</b>	<b>6,989</b>	<b>-656</b>	<b>110%</b>	<b>6,333</b>	<b>7,002</b>	<b>-669</b>	<b>111%</b>
Arlington Career Ctr	0	150	160	-10	107%	150	160	-10	107%
Arlington Community HS (Fenwick)	0	200	91	109	46%	200	91	109	46%
Arlington Tech	0	600	600	0	100%	600	600	0	100%
H-B Woodlawn	0	0	0	0	0%	0	0	0	0%
Langston	0	150	121	29	81%	150	121	29	81%
Shriver Program (formerly Stratford)	0	0	0	0	0%	0	0	0	0%
The Heights Building	0	510	504	6	99%	510	504	6	99%
Wakefield	0	2,203	2,925	-722	133%	2,203	3,008	-805	137%
Washington-Liberty (formerly Washington-Lee H.S.)	4	2,208	2,557	-349	116%	2,208	2,591	-383	117%
Yorktown	0	2,189	2,408	-219	110%	2,189	2,403	-214	110%
600 Seats (Ed Center Site)	0	600	0	600	0%	600	0	600	0%
800 Seats (Career Center Site) 2025	0	800	0	800	0%	800	0	800	0%
<b>HIGH TOTAL</b>	<b>4</b>	<b>9,610</b>	<b>9,366</b>	<b>244</b>	<b>97%</b>	<b>9,610</b>	<b>9,478</b>	<b>132</b>	<b>99%</b>
<b>PK-12 Total</b>	<b>129</b>	<b>30,742</b>	<b>32,516</b>	<b>-1,774</b>		<b>30,742</b>	<b>33,014</b>	<b>-2,272</b>	

<sup>1</sup> Integration Station (Reed) is a place holder for students identified as having special needs by the Department of Teaching and Learning. They are then used to add new special education (SPED) classes the following year.

<sup>2</sup> The capacity utilization tables assume PreK enrollment estimates done in preparation for the Superintendent's Annual Update to the School Board (January 2019). The capacity utilization table does not reflect the Spring 1-Year projections update for 2019-20 projections. For example, the Hoffman-Boston PreK enrollment is 210 students in the Fall Ten-year projections and 100 students in the Spring 1-Year projections update for 2019-20.

<sup>3</sup>Table 11 uses an inventory of permanent seat capacity per school as of August 2019 from the Department of Facilities and Operations. The permanent seat capacity inventory will be refined in Fall 2019 to reflect increased class sizes and ongoing school capacity assessments. Capacity utilization tables will be updated to reflect any refinements to schools' permanent seat capacity and published online on the AFSAP webpage by January 2020 at Engage, <https://www.apsva.us/engage/>.



**Table 10. Current and Projected Capacity Utilization (School Years 2018 - 2028) continued**

ARLINGTON PUBLIC SCHOOLS  
**-- CURRENT AND PROJECTED CAPACITY UTILIZATION --**  
**SCHOOL YEARS 2018-19 thru 2028-29**  
**(Excludes 112 Dual Enrolled Students)**

SCHOOL	Relocatable Classrooms in 2018-19	SY2027-28				SY 2028-29			
		Capacity	Projection	Permanent Seats +/-	% Utilized	Capacity	Projection	Permanent Seats +/-	% Utilized
Abingdon	0	725	799	-74	110%	725	824	-99	114%
Arlington Science Focus	6	553	855	-302	155%	553	886	-333	160%
Arlington Traditional	4	465	758	-293	163%	465	758	-293	163%
Ashlawn	2	684	890	-206	130%	684	914	-230	134%
Barcroft	6	460	597	-137	130%	460	611	-151	133%
Barrett	4	576	631	-55	110%	576	647	-71	112%
Campbell	2	436	622	-186	143%	436	622	-186	143%
Carlin Springs	4	585	705	-120	121%	585	726	-141	124%
Claremont	7	599	800	-201	134%	599	800	-201	134%
Discovery	0	630	691	-61	110%	630	707	-77	112%
Drew	0	674	628	46	93%	674	644	30	96%
Fleet	0	752	657	95	87%	752	677	75	90%
Glebe	4	510	707	-197	139%	510	724	-214	142%
Hoffman-Boston	0	566	855	-289	151%	566	874	-308	154%
Jamestown	0	597	643	-46	108%	597	654	-57	110%
Key	4	653	776	-123	119%	653	776	-123	119%
Long Branch	4	533	499	34	94%	533	512	21	96%
McKinley	6	684	930	-246	136%	684	952	-268	139%
Montessori Public School of Arlington (formerly Henry E.S.)	10	463	518	-55	112%	463	518	-55	112%
Nottingham	1	513	564	-51	110%	513	578	-65	113%
Oakridge	8	674	775	-101	115%	674	797	-123	118%
Randolph	2	484	531	-47	110%	484	542	-58	112%
Taylor	4	659	813	-154	123%	659	830	-171	126%
Tuckahoe	4	545	597	-52	110%	545	620	-75	114%
Integration Station (Reed) <sup>1</sup>	0	54	78	-24	144%	54	78	-24	144%
Reed Expansion	0	725	0	725	0%	725	0	725	0%
<b>ELEMENTARY TOTAL</b>	<b>82</b>	<b>14,799</b>	<b>16,919</b>	<b>-2,120</b>	<b>114%</b>	<b>14,799</b>	<b>17,271</b>	<b>-2,472</b>	<b>117%</b>
Gunston	2	992	1,362	-370	137%	992	1,374	-382	139%
Dorothy Hamm	0	1,000	848	152	85%	1,000	863	137	86%
Jefferson	1	1,086	1,382	-296	127%	1,086	1,406	-320	129%
Kenmore	0	1,045	1,139	-94	109%	1,045	1,158	-113	111%
Swanson	18	948	1,174	-226	124%	948	1,194	-246	126%
Williamsburg	22	997	835	162	84%	997	853	144	86%
H-B Woodlawn	0	0	0	0	0%	0	0	0	0%
Shriver Program (formerly Stratford Program)	0	0	0	0	0%	0	0	0	0%
The Heights Building <sup>2</sup>	0	265	255	10	96%	265	255	10	96%
<b>MIDDLE TOTAL</b>	<b>43</b>	<b>6,333</b>	<b>6,995</b>	<b>-662</b>	<b>110%</b>	<b>6,333</b>	<b>7,103</b>	<b>-770</b>	<b>112%</b>
Arlington Career Ctr	0	150	160	-10	107%	150	160	-10	107%
Arlington Community HS (Fenwick)	0	200	91	109	46%	200	91	109	46%
Arlington Tech	0	600	600	0	100%	600	600	0	100%
H-B Woodlawn	0	0	0	0	0%	0	0	0	0%
Langston	0	150	121	29	81%	150	121	29	81%
Shriver Program (formerly Stratford)	0	0	0	0	0%	0	0	0	0%
The Heights Building	0	510	504	6	99%	510	504	6	99%
Wakefield	0	2,203	3,106	-903	141%	2,203	3,222	-1,019	146%
Washington-Liberty (formerly Washington-Lee H.S.)	4	2,208	2,639	-431	120%	2,208	2,638	-430	119%
Yorktown	0	2,189	2,392	-203	109%	2,189	2,379	-190	109%
600 Seats (Ed Center Site)	0	600	0	600	0%	600	0	600	0%
800 Seats (Career Center Site) 2025	0	800	0	800	0%	800	0	800	0%
<b>HIGH TOTAL</b>	<b>4</b>	<b>9,610</b>	<b>9,613</b>	<b>-3</b>	<b>100%</b>	<b>9,610</b>	<b>9,715</b>	<b>-105</b>	<b>101%</b>
<b>PK-12 Total</b>	<b>129</b>	<b>30,742</b>	<b>33,527</b>	<b>-2,785</b>		<b>30,742</b>	<b>34,089</b>	<b>-3,347</b>	

<sup>1</sup> Integration Station (Reed) is a place holder for students identified as having special needs by the Department of Teaching and Learning. They are then used to add new special education (SPED) classes the following year.

<sup>2</sup> The capacity utilization tables assume PreK enrollment estimates done in preparation for the Superintendent's Annual Update to the School Board (January 2019). The capacity utilization table does not reflect the Spring 1-Year projections update for 2019-20 projections. For example, the Hoffman-Boston PreK enrollment is 210 students in the Fall Ten-year projections and 100 students in the Spring 1-Year projections update for 2019-20.

<sup>3</sup>Table 11 uses an inventory of permanent seat capacity per school as of August 2019 from the Department of Facilities and Operations. The permanent seat capacity inventory will be refined in Fall 2019 to reflect increased class sizes and ongoing school capacity assessments. Capacity utilization tables will be updated to reflect any refinements to schools' permanent seat capacity and published online on the AFSAP webpage by January 2020 at Engage, <https://www.apsva.us/engage/>.

**Table 11. Projected Capacity Utilization by Level (School Years 2018-19 to 2028-29)**

SCHOOL	Relocatable Classrooms in 2018-19	SY 2018-19				SY2019-20				SY2020-21			
		Capacity	Projection	Permanent Seats +/-	% Utilized	Capacity	Projection	Permanent Seats +/-	% Utilized	Capacity	Projection	Permanent Seats +/-	% Utilized
ELEMENTARY TOTAL	82	13,322	14,191	-869	107%	14,074	14,667	-593	104%	14,074	14,800	-726	105%
MIDDLE TOTAL	43	5,311	5,950	-639	112%	6,333	6,204	129	98%	6,333	6,532	-199	103%
HIGH TOTAL	4	7,723	7,181	542	93%	7,960	7,527	433	95%	8,080	7,818	262	97%
PK-12 Total	129	26,356	27,322	-966		28,367	28,398	-31		28,487	29,150	-663	

SCHOOL	Relocatable Classrooms in 2018-19	SY2021-22				SY2022-23				SY 2023-24			
		Capacity	Projection	Permanent Seats +/-	% Utilized	Capacity	Projection	Permanent Seats +/-	% Utilized	Capacity	Projection	Permanent Seats +/-	% Utilized
ELEMENTARY TOTAL	82	14,799	14,981	-182	101%	14,799	15,307	-508	103%	14,799	15,589	-790	105%
MIDDLE TOTAL	43	6,333	6,628	-295	105%	6,333	6,609	-276	104%	6,333	6,697	-364	106%
HIGH TOTAL	4	8,760	8,297	463	95%	8,810	8,741	69	99%	8,810	8,996	-186	102%
PK-12 Total	129	29,892	29,906	-14		29,942	30,657	-715		29,942	31,282	-1,340	

SCHOOL	Relocatable Classrooms in 2018-19	SY2024-25				SY2025-26				SY2026-27			
		Capacity	Projection	Permanent Seats +/-	% Utilized	Capacity	Projection	Permanent Seats +/-	% Utilized	Capacity	Projection	Permanent Seats +/-	% Utilized
ELEMENTARY TOTAL	82	14,799	15,835	-1,036	107%	14,799	16,161	-1,362	109%	14,799	16,534	-1,735	112%
MIDDLE TOTAL	43	6,333	6,854	-521	108%	6,333	6,989	-656	110%	6,333	7,002	-669	111%
HIGH TOTAL	4	8,810	9,310	-500	106%	9,610	9,366	244	97%	9,610	9,478	132	99%
PK-12 Total	129	29,942	31,999	-2,057		30,742	32,516	-1,774		30,742	33,014	-2,272	

SCHOOL	Relocatable Classrooms in 2018-19	SY2027-28				SY 2028-29			
		Capacity	Projection	Permanent Seats +/-	% Utilized	Capacity	Projection	Permanent Seats +/-	% Utilized
ELEMENTARY TOTAL	82	14,799	16,919	-2,120	114%	14,799	17,271	-2,472	117%
MIDDLE TOTAL	43	6,333	6,995	-662	110%	6,333	7,103	-770	112%
HIGH TOTAL	4	9,610	9,613	-3	100%	9,610	9,715	-105	101%
PK-12 Total	129	30,742	33,527	-2,785		30,742	34,089	-3,347	

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.



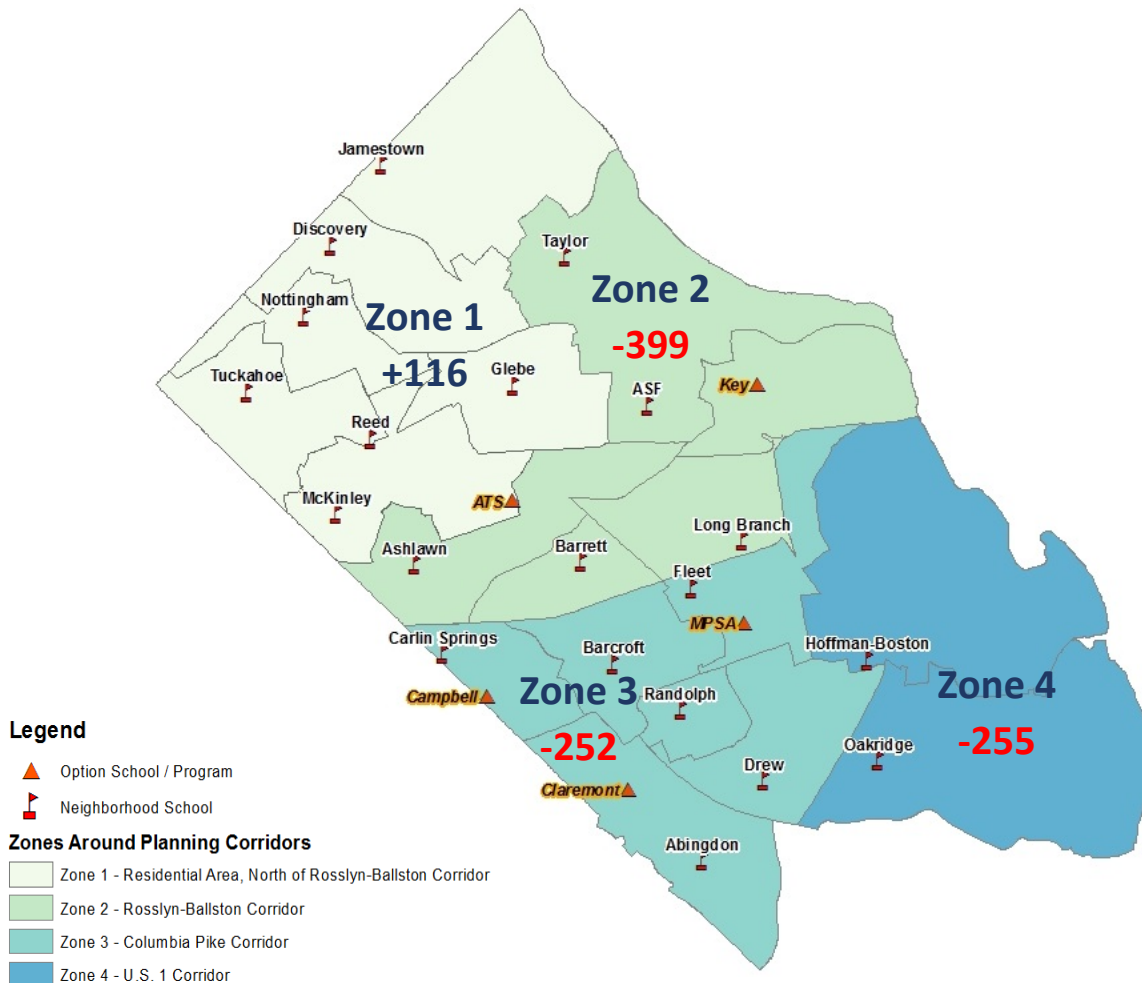
#### 4.2.3. Maps: Capacity Utilization Projection, 2023-24 and 2028-29

The maps provided in this section show projected capacity utilization of school buildings by their attendance area boundaries in the mid-term (2023-24) and long-term (2028-29). By mapping out the spatial distribution of seat needs at different geographic scales (i.e., countywide, school level, and zones around planning corridors) we begin to identify where the greatest need exists, so that solutions can be developed to alleviate anticipated crowding.

##### 4.2.3.1. Elementary School Capacity Utilization, 2023-24 and 2028-29

Mid-term projections, within the next five years, indicate a seat need of about 790 permanent seats countywide at the elementary school level in Fall 2023-24 (see Capacity Utilization Tables in Section 4.2.2). This seat need represents 59% of the total seats needed at all school levels in 2023-24, see Table 11a, and is equivalent to the seat capacity of just over one school (1.09), assuming a 725 seat elementary school. Provided below is a map of projected seat needs by elementary attendance zones that are combined to approximate the county's major planning corridors. The county's major planning corridors are important reference points since these are the locations where the county is encouraging development through higher intensity zoning for new residential development. To learn more about the county's major planning corridors, see <https://projects.arlingtonva.us/plans-studies/general-land-use-plan/planning-areas/>.

**Map 2. Gap Between Projected Elementary Students and Future Seats in School Year 2023-24**



Note: For capacity planning purposes, 112 dual enrolled PreK students are excluded from enrollment totals to avoid double-counting.

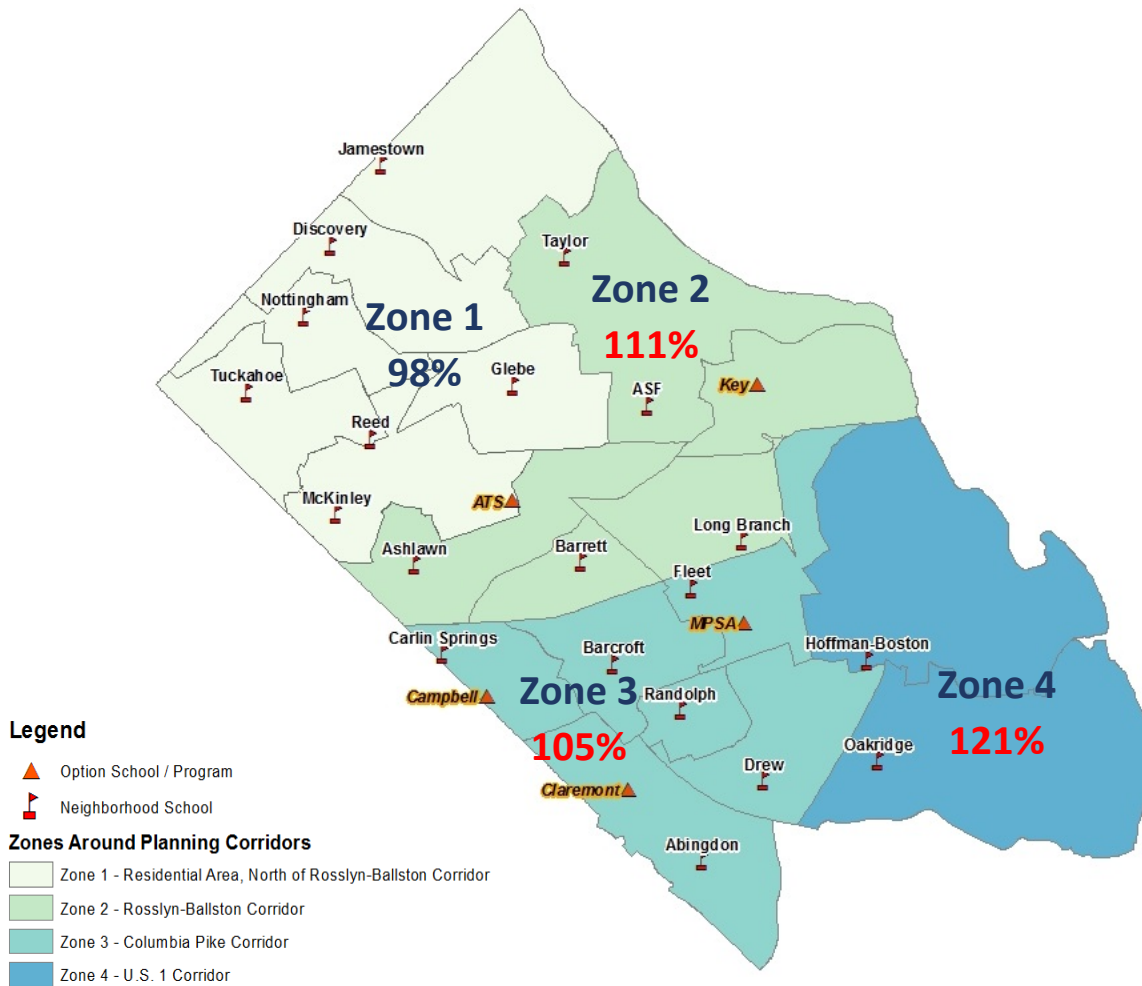
Sources:

1. School building capacity data provided by APS, Facilities & Operations Department.
2. Fall 2023-24 student enrollment projections provided by APS, Planning & Evaluation Department.

Projections for 2023-24, Map 2 shows the following characteristics:

- Zone 1 is projected to have more permanent seats than students (+116 seats) due to the additional 725 seats available with the opening of Reed in 2021.
- Zones 2 through 4 are projected to have a combined need for 906 seats in the mid-term (Fall 2023-24). Among these zones, the greatest need for seats (-399) are slated for the six schools in vicinity of the Rosslyn-Ballston Corridor (Zone 2), followed by the nine schools in vicinity of the Columbia Pike corridor (Zone 3) and the two schools in the U.S. 1 Corridor (Zone 4).

**Map 3. Projected Elementary Capacity Utilization by Zone in School Year 2023-24**



*Note: For capacity planning purposes, 112 dual enrolled PreK students are excluded from enrollment totals to avoid double-counting.*

Sources:

1. School building capacity data provided by APS, Facilities & Operations Department.
2. Fall 2023-24 student enrollment projections provided by APS, Planning & Evaluation Department.

In the mid-term, projections for 2023-24, Map 3 shows the following characteristics:

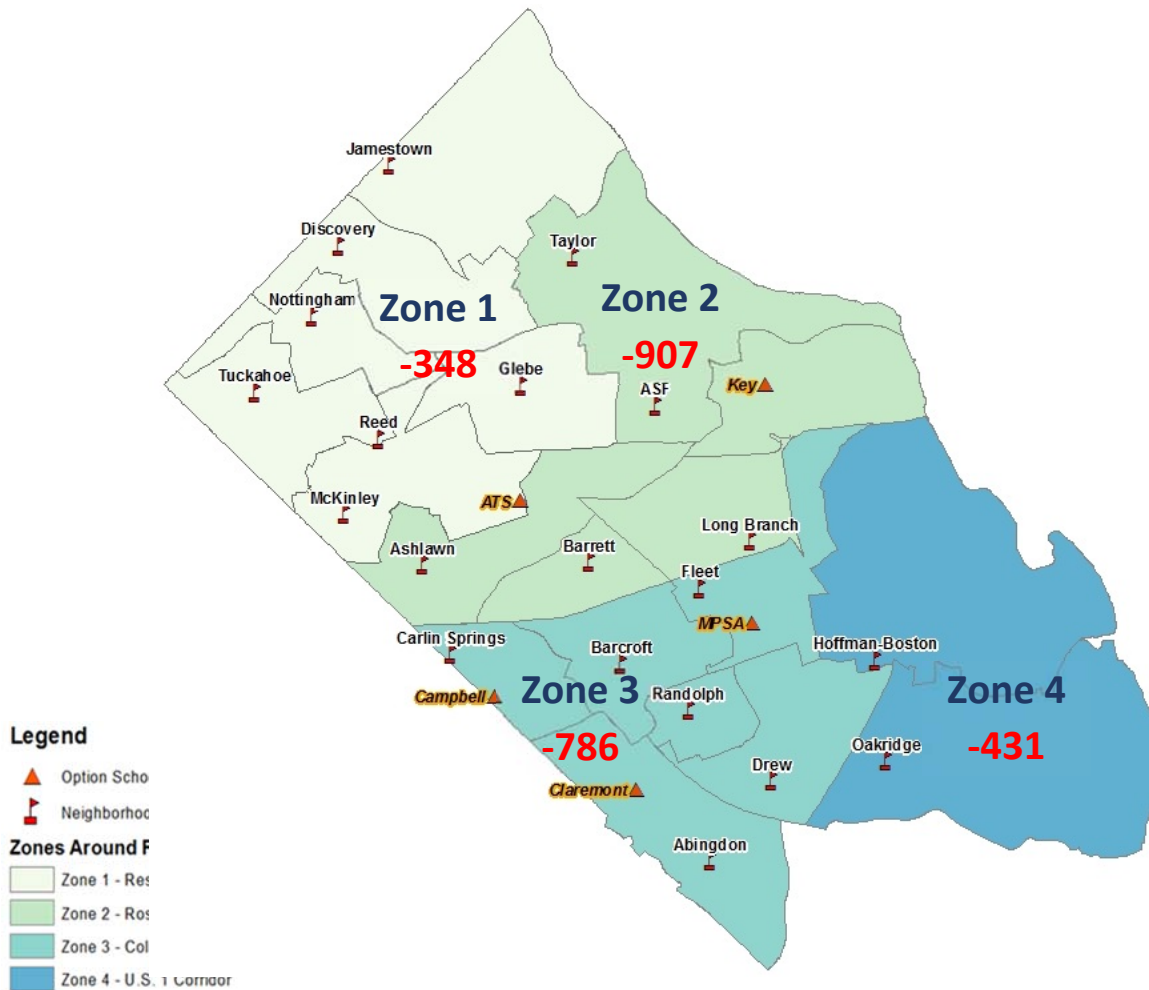
- Zone 4, comprised of the two schools in the U.S. 1 Corridor, is projected to be most over-utilized at 121%, followed by Zone 2 (Rosslyn-Ballston corridor) at 111%, and Zone 3 (Columbia Pike corridor) at 105%.
- Zone 1, the residential area that is outside of the major planning corridors, is the only zone slated to be at capacity in Fall 2023.

The elementary boundary adjustments, which will take effect in Fall 2021, will help balance enrollment among schools in the mid-term. Relocatable classrooms are an option at elementary schools to alleviate crowding until permanent seats can be built.

In the long term, the 10-year projections suggest a need for nearly 2,500 more permanent seats countywide at the elementary school level in Fall 2028-29. This difference represents 74% of the total need for seats in 2028-29 at all school levels (see Table 11a) and is equivalent to the capacity of over three schools (3.41), assuming a 725-seat elementary school. The magnitude of this difference in the need for seats suggests that the period after 2023-24 is appropriate for new permanent seats, through additions or new school(s).

The map on the next page (Map 4) shows the projected need for seats by elementary school attendance zones which are organized to approximate the county's major planning corridors.

**Map 4. Gap Between Projected Elementary School Students and Future Seats in School Year 2028-29**



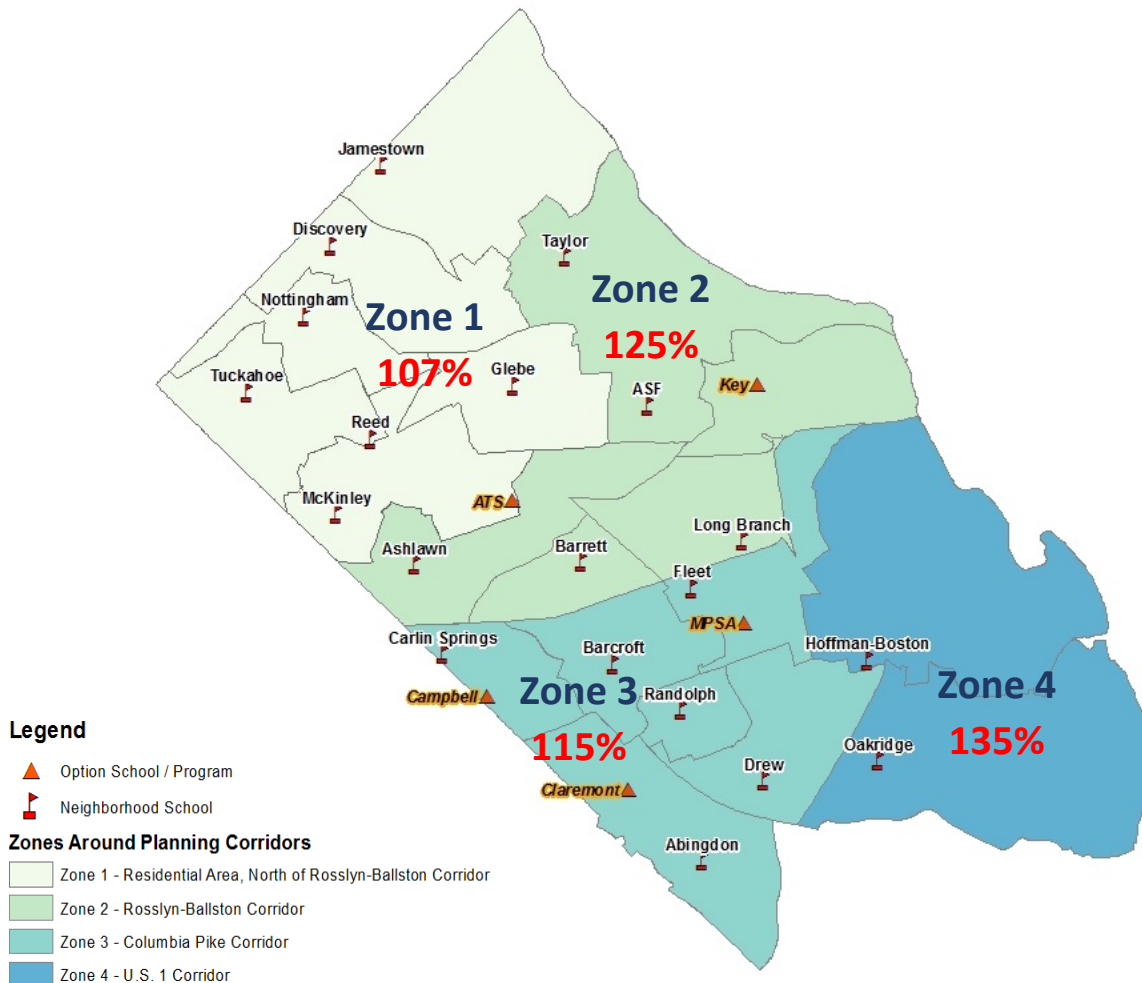
Note: For capacity planning purposes, 112 dual enrolled PreK students are excluded from enrollment totals to avoid double-counting.

Sources:

1. School building capacity data provided by APS, Facilities & Operations Department.
2. Fall 2028-29 student enrollment projections provided by APS, Planning & Evaluation Department.

In the long-term, projections that occur ten years into the future, or 2028-29, all four zones are projected to have more students than permanent seats. The long-term projections suggest an approximate 2,500 seat gap between students and permanent seats. Map 5 implies that if school additions or new school(s) are funded through a future CIP, the seat need will be most acute in Zone 2 (corresponds to the Rosslyn-Ballston Corridor), Zone 3 (corresponds to the Columbia Pike Corridor), and Zone 4 (U.S. 1 Corridor).

**Map 5. Projected Elementary Capacity Utilization by Zone in School Year 2028-29**



*Note: For capacity planning purposes, 112 dual enrolled PreK students are excluded from enrollment totals to avoid double-counting.*

Sources:

1. School building capacity data provided by APS, Facilities & Operations Department.
2. Fall 2028-29 student enrollment projections provided by APS, Planning & Evaluation Department.

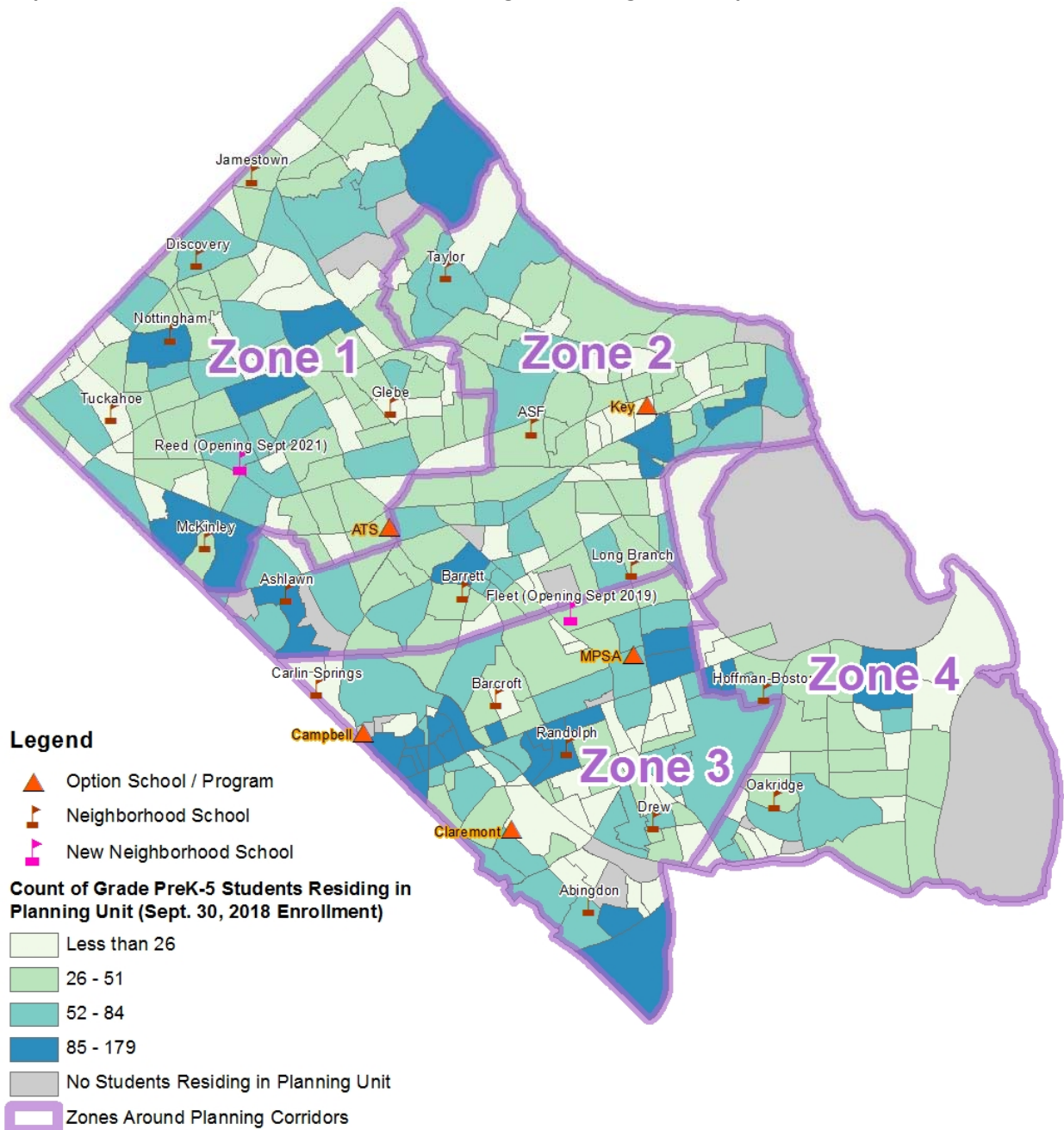
Map 5 (above) shows that at the end of the 2019-28 CIP, Zone 4 (U.S. 1 corridor) is projected to be most crowded at 139% utilization, followed by Zone 2 (Rosslyn-Ballston corridor) at 125%, Zone 3 (Columbia Pike corridor) at 115% and lastly Zone 1 at 107%.

One consideration to note when assessing seat need by zones which approximate the county’s major planning corridors, is that student populations are not evenly distributed within these zones. A September 30, 2018 snapshot of the PreK- Grade 5 students by Planning Units (PUs) shows that out of 347 PUs, 33 PUs have counts of 85 or greater elementary student residents. These relatively dense PUs are often clustered in specific portions of these zones (see Map 6), often because of land use patterns that concentrate dense multi-family housing in specific areas.

For example, Map 6 informs that in Zone 3, which approximates the Columbia Pike corridor, there is a considerable concentration of elementary student dense PUs at the very western portion of Columbia Pike. Yet the two of the elementary schools in the immediate vicinity of this dense area are below the average gross building size of 83,364 sq. ft.: Barcroft with 68,700 sq. ft. and Randolph with 70,880 sq. ft. (see section 4.5, Table 16). Their smaller size is likely due to their construction years being older than the average of 1957, with construction years of 1924 and 1947 respectively. Similarly, the two closest option schools to this dense area, Campbell and Claremont, are smaller than average with gross building areas of 71,919 and 76,038 sq. ft. At the same time the capacity relief provided in zone 3, through new school seats at Fleet Elementary (opening Sept. 2019) is not located proximate to this dense area on the western end of Columbia Pike. Rather, Fleet Elementary is located in a relatively less dense portion of zone 3.



**Map 6. Counts of Grade PreK-5 Students Residing in Planning Units, September 30, 2018**



**Sources:**

Student enrollment data for September 30, 2018 provided by APS, Information Services Department.

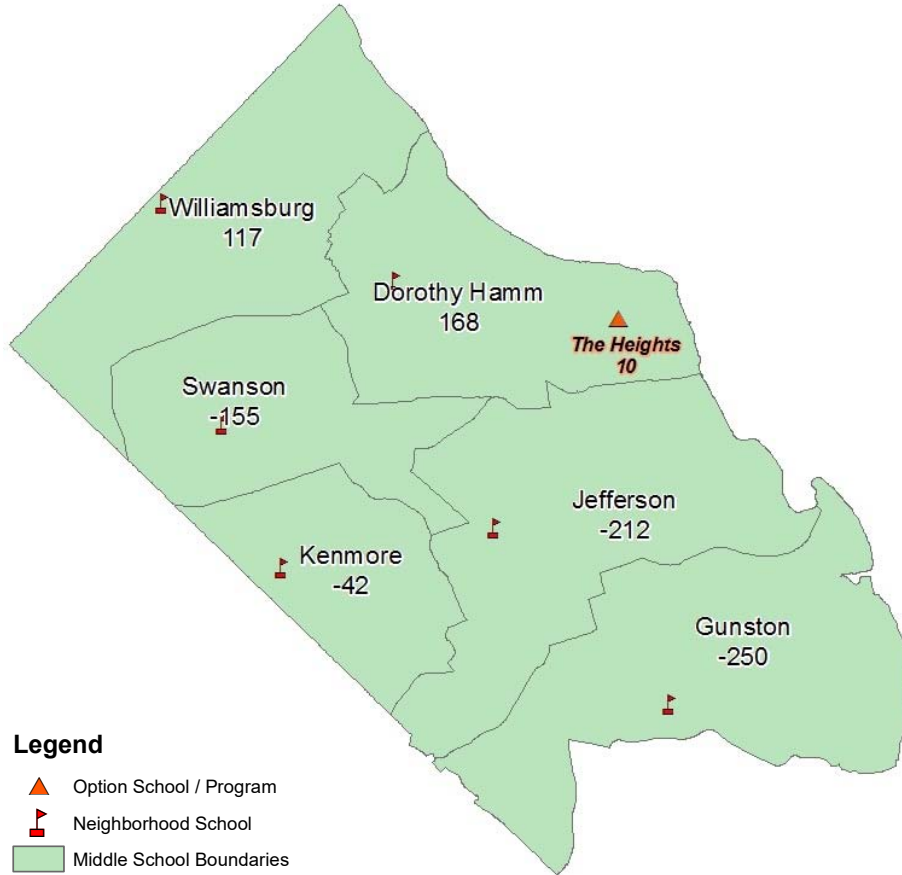
*4.2.5.2. Middle School Capacity Utilization, 2023-24 and 2028-29*

At the middle school level, mid-term projections suggest a need for 364 additional seats countywide by the Fall 2023-24. This seat difference represents 27% of the total seat need in 2023-24 at all school levels, see Table 11a, and represents one-third of a middle school’s seat capacity (0.36), assuming a 1,000 seat school. Provided below is a map of projected seat needs by middle school attendance areas. The gap in seat need will be narrowed by 2023-24 with the introduction of 1,000 permanent seats at Dorothy Hamm and 265 permanent seats at the



Heights school in 2019-20. Please note that these middle school boundaries correspond to those taking effect September 2019.

### Map 7. Gap Between Projected Middle Students and Future Seats in School Year 2023-24



Sources:

1. School building capacity data provided by APS, Facilities & Operations Department.
2. Fall 2023-24 student enrollment projections provided by APS, Planning & Evaluation Department.

In the mid-term period for 2023-24, the area of the county where students most outpace seats is the Gunston school attendance zone (-250), followed by Jefferson (-212), Swanson (-155), and Kenmore (-42), see Map 7. Meanwhile the Dorothy Hamm and Williamsburg middle schools have more seats than students, a 168 and 117 surplus respectively.

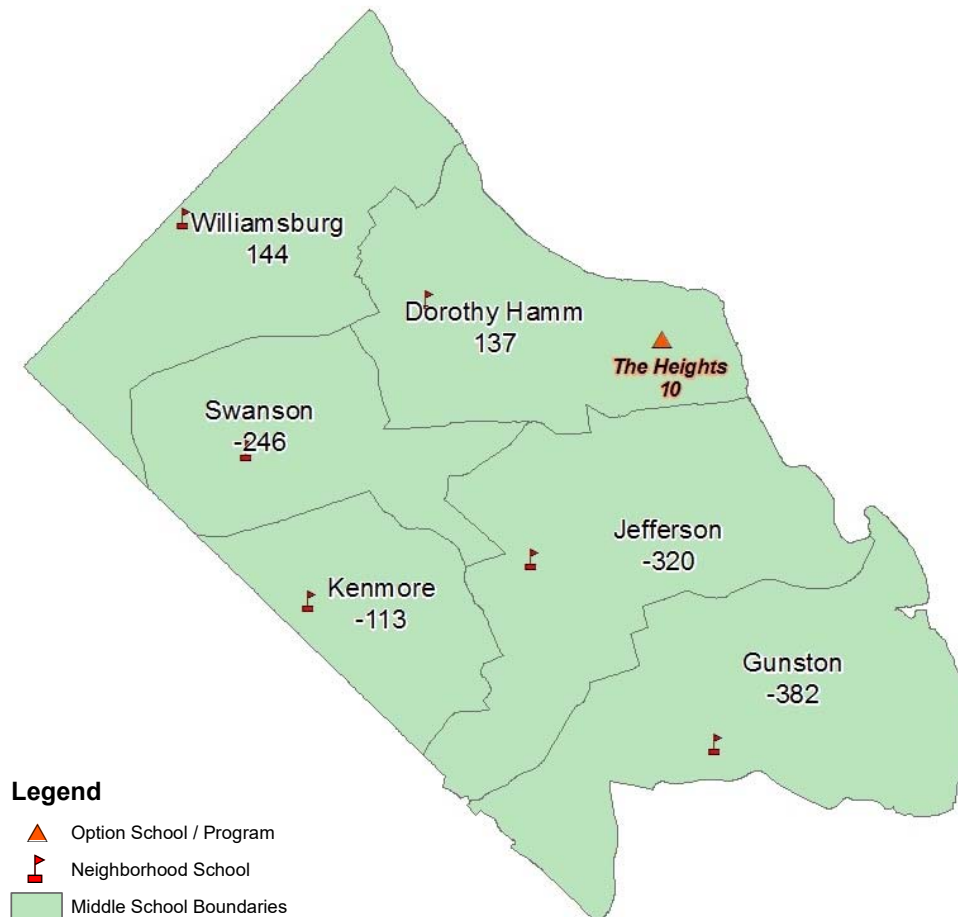
This difference between permanent seats and students suggests several options to relieve overcrowding. For example:

- One option is for Williamsburg (117) and Dorothy Hamm (168) to help relieve crowding at neighboring Swanson (-155) and Jefferson (-212) middle schools through a boundary change process.
- Another option would be to locate an option program(s) at Williamsburg and/or Hamm since there is space available to accommodate students there. With this possible option, transportation costs must be considered and weighed.

Beyond these two possible enrollment balancing options, the Fall 2023-24 projections show that 364 more seats are needed to accommodate middle school students. In the past, relocatable classrooms have been deployed to alleviate crowding until permanent seats can be built at a new facility or added to an existing facility.

Long-term projections suggest a need for 770 permanent seats county-wide at the middle school level in Fall 2028-29. This seat difference represents 23% of the total seat need in 2028-29 at all school levels, see Table 11a, and represents just over three-fourth of a middle school’s seat capacity, assuming a 1,000 seat school. A map of projected seat needs by middle school attendance area is shown below, Map 8.

**Map 8. Gap Between Projected Middle Students and Future Seats in School Year 2028-29**



**Sources:**

1. School building capacity data provided by APS, Facilities & Operations Department.
2. Fall 2028-29 student enrollment projections provided by APS, Planning & Evaluation Department.

In the long-term, up to 2028-29, the data at the middle school level shows the following:

- Gunston, Jefferson, and Swanson middle schools are projected to continue having the greatest difference between available permanent seats and students, with differences of -382, -320, and -246 respectively.
- Kenmore Middle School is expected to have 113 more students than seats.

- Williamsburg and Dorothy Hamm middle schools are anticipated to have about 144 and 137 more permanent seats than students by 2028-29.

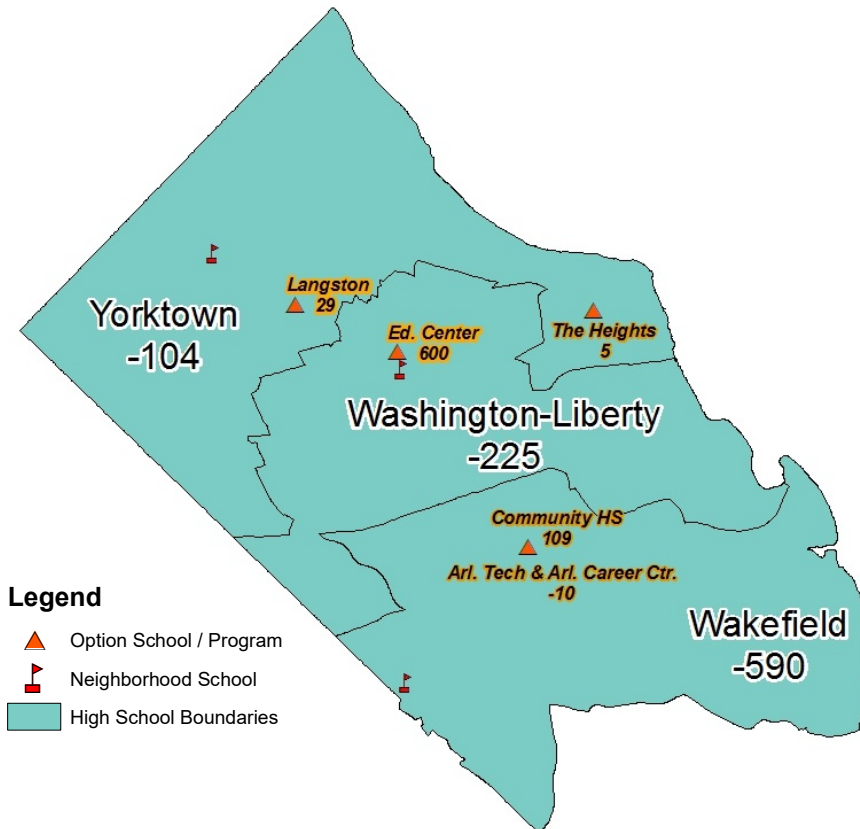
The ten-year projections indicate that by Fall 2028-29, there is likely to be a need for 770 more permanent middle school seats. Moreover, a future boundary change could help to balance middle school enrollment in the northern section of the county. For example, Williamsburg and Dorothy Hamm’s combined surplus of +281 seats can relieve projected overcrowding at neighboring Swanson middle school (-246).

Other options include classroom additions at existing middle school sites or constructing a new middle school and adjusting boundaries to close the projected gap at Gunston, Jefferson and Kenmore. Please see Section 5 for prior design and cost estimates regarding adding space to existing school facilities.

#### *4.2.5.3. High School Capacity Utilization, 2023-24 and 2028-29*

Mid-term projections for 2023-24 indicate that county-wide, there will be about 186 more high school students than permanent seats. This seat need represents 14% of the total seats needed in 2023-24 at all school levels, see Table 11a, and is equivalent to 8% of a high school’s seat capacity, assuming a 2,200 seat school. The extent of the need by 2023-24 will not be uniform throughout the county. Some schools are expected to have more permanent seats than students in this period. A map of projected seat needs by neighborhood high school attendance area is shown on the next page.

## Map 9. Gap Between Projected High School Students and Future Seats in School Year 2023-24



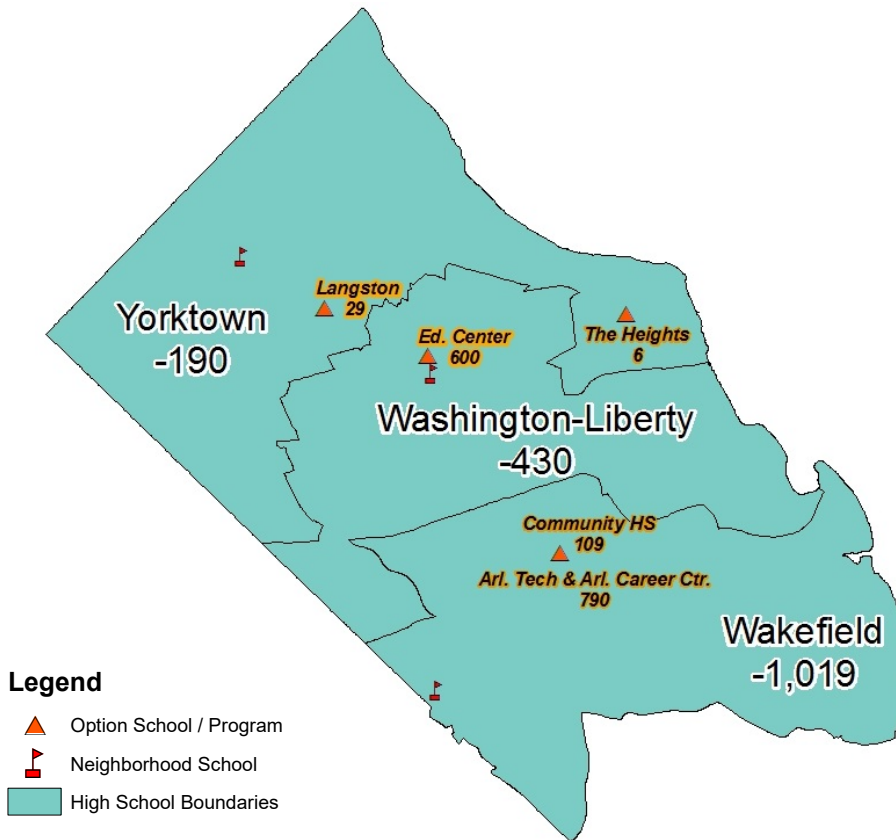
Sources:

1. School building capacity data provided by APS, Facilities & Operations Department.
2. [Fall ten-year student enrollment projections](#) provided by APS, Planning & Evaluation Department.

The 2023-24 capacity utilization map above shows that all three neighborhood high schools are expected to have more students than permanent seats, with Wakefield having the greatest need for seats, see Map 9. Meanwhile, the Education Center will have 600 permanent seats available and the Arlington Career Center site will have about 100 more permanent seats than students (adult students are not included in the enrollment counts).

Projections for 2028-29 suggests that APS may need about 100 more seats district-wide at the high school level in Fall 2028-29. This need for seats is more modest compared to the need in 2023-24 because of the addition of 800 high school seats at the Career Center in 2025-26. High school seats represent 3% of the total need for seats across all school levels in 2028-29; see Table 11a, and is equivalent to 5% of a high school's seat capacity, assuming a 2,200 seat school. Below is a map of the projected need for seats by neighborhood high school attendance area, see Map 10.

**Map 10. Gap Between Projected High School Students and Future Seats in School Year 2028-29**



Sources:

1. School building capacity data provided by APS, Facilities & Operations Department.
2. [Fall ten-year student enrollment projections](#) provided by APS, Planning & Evaluation Department.

The long-term projections show that each neighborhood high school attendance zone will have more students than seats. Wakefield High School is expected to have the greatest need, of about 1,000 permanent seats. Conversely, the Education Center site and the Arlington Career Center site will have a combined 1,499 permanent seats. A long-term challenge is to balance enrollment to use the available high school seating capacity across the system, which, overall, exceeds enrollment by about 100 permanent seats. Temporary classrooms will be deployed, as needed, to close the gap until a strategy to increase seats is implemented.

### 4.3. Identify the Gap Between Projected Students and Existing and Future Seats

When analyzing student enrollment to identify the needs for seats for a Capital Improvement Plan, it is important to compare enrollment and capacity at three geographic scales:

- School level: School level analysis reveals whether the greatest need for seats exists at the elementary, middle or high school level (see section 4.2.2).
- Individual school: Capacity at the individual school level helps to identify where program relocations, boundary refinements, relocatable classrooms or additions may be needed at specific schools in the future (see section 4.2.3).
- Zones around planning corridors (at elementary level only): Zones around planning corridors provide aggregated views of elementary school areas, focusing on the impact of planned development and growth in the urban corridors (see section 4.2.5).

#### 4.3.1. List of CIP Projects at Elementary, Middle, and High School Levels

The most recently approved CIP FY2019-28, can found at <https://www.apsva.us/budget-finance/cip/>. Below is a list of the FY2019-28 projects and cost, some of which could be re-examined as part of the next CIP process:

#### **School Board's Adopted FY 2019-28 CIP**

##### **Elementary School Capacity**

###### Reed Site – Expansion to Add Elementary School Seats

Reed building renovation/expansion to create 110,000 sq. ft. building with surface parking.

- Estimated New Seats: 725
- Projected Completion: September 2021
- Maximum Estimated Project Cost: \$55,000,000

###### Site to be Determined – New School to Add Elementary School Seats

Options for future new 110,000 sq. ft. elementary school, site TBD.

- Estimated New Seats: 725 -750
- Projected Completion: September 2029
- Maximum Estimated Project Cost: \$73,900,000

##### **Middle School Capacity**

###### Location to be Determined -- Renovation/Addition for Middle School Seats

Options for future renovation/additions at Gunston or Kenmore or Williamsburg to include 42,000 sq. ft. addition for general classrooms and light renovation to existing building.

- Estimated New Seats: 300
- Projected Completion: September 2030
- Maximum Estimated Project Cost: \$35,000,000

## High School Capacity

### Career Center/Arlington Tech -- Addition for High School Seats

The expansion of the Career Center/Arlington Tech consists of an addition of another floor for general classrooms—with new stair and elevator access—on top of the existing building. This project does not include additional parking; off-site leased parking will be required.

- Estimated New Seats: 250
- Projected Completion: start of school, September 2021
- Maximum Estimated Project Cost: \$18,750,000

### Career Center Project—Renovation/Addition for High School Seats

The Career Center project includes the field and parking garage (2023); an 800-seat addition that includes 172,000 sq. ft. for general classrooms, specialty shops, multi-purpose gymnasium/assembly/performance space, and 50,000 sq. ft. renovation of existing building addition; as well as a performing arts facility (2025).

- Estimated New Seats: 800
- Projected Completion: September 2025
- Maximum Estimated Project Cost: \$184,700,000

### Education Center—Renovation/Addition for High School Seats

The renovation of existing facility for high school seats (55,000 sq. ft.) was part of the 1,300 seats included in the FY 2017-26 CIP.

- Estimated New Seats: 600
- Projected Completion: start of school, September 2021
- Maximum Estimated Project Cost: \$37,000,000

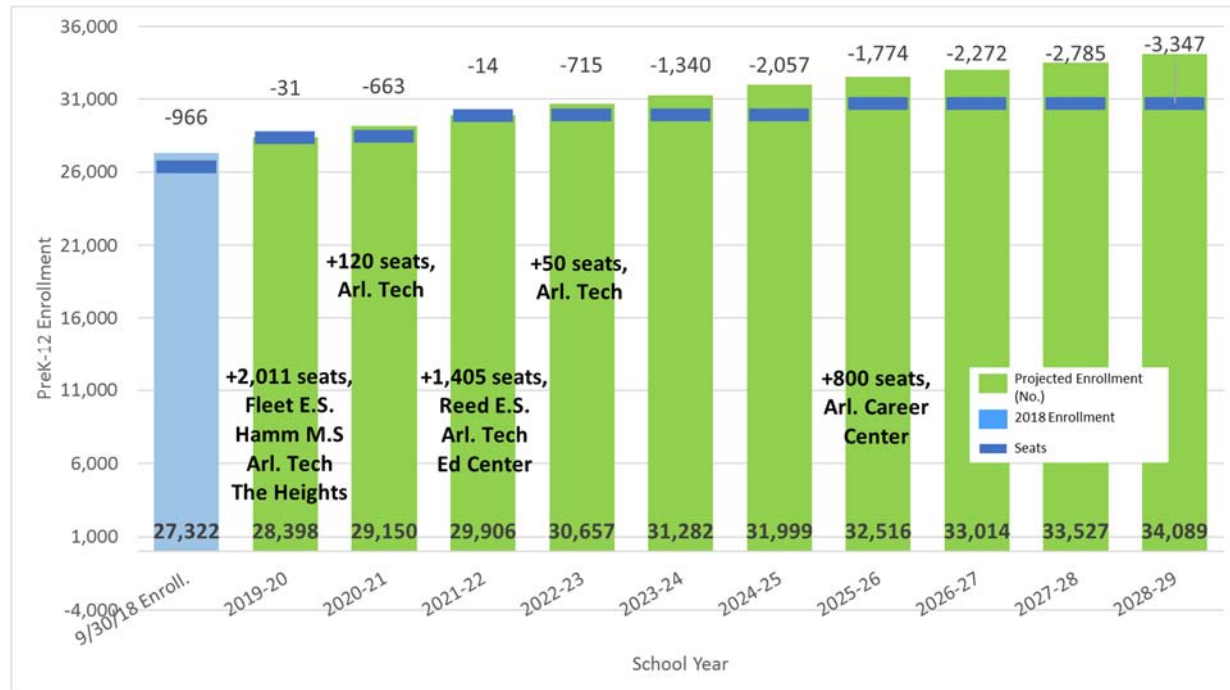
In addition to the school capacity projects already listed, the 2019-28 CIP includes funds for the following projects.

- Construction of the field and parking garage at the Career Center, planned to open in 2023
- Continued funding of Major Construction and Minor Maintenance (MC/MM) projects to ensure that the infrastructure of existing facilities remains operational.

#### 4.3.2. Permanent Seat Capacity Charts at Elementary, Middle, and High School Levels

The bar charts provided below can help stakeholders understand how permanent seat capacity compares with anticipated enrollment at a system-wide scale and by time. These bar charts include the projected enrollment (green bars) and the anticipated number of permanent seats (blue lines). In addition, the charts below note when APS is likely to open new permanent seats funded by prior CIPs.

**Chart 9. Gap Between Projected PreK-12 Students and Existing and Future Seats Over the Next Decade**



Note:

1. For capacity planning purposes, 112 dual enrolled PreK students are excluded from enrollment totals to avoid double-counting.
2. Chart 9 uses an inventory of permanent seat capacity per school as of August 2019 from the Department of Facilities and Operations. The permanent seat capacity inventory will be refined in Fall 2019 to reflect increased class sizes and ongoing school capacity assessments. Capacity utilization tables will be updated to reflect any refinements to schools' permanent seat capacity and published online on the AFSAP webpage by January 2020 at Engage, <https://www.apsva.us/engage/>

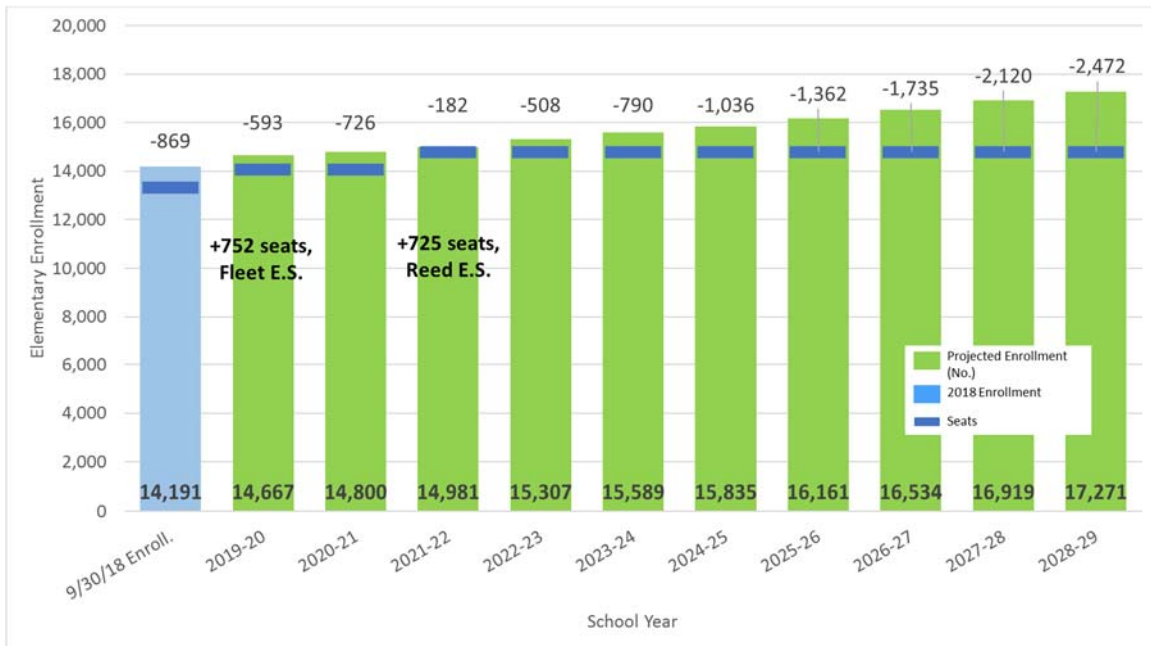
Sources:

1. School building capacity data provided by APS, Facilities & Operations Department.
2. [Fall ten-year student enrollment projections](#) provided by APS, Planning & Evaluation Department.
3. [Spring 1-Year Projections Update for the 2019-20 School Year](#).

The chart above reveals that the projected number of total students exceeds the number of permanent seats county-wide for the next ten years. Permanent seat totals include additional planned seats that were approved in the adopted FY 2019-28 CIP. In Fall 2021, the gap between students and seats is slated to be 14 seats county-wide, but this increases by Fall 2028 to a projected need for 3,347 permanent seats. Please note that the gap between projected students and existing and future seats varies widely by school level (i.e., elementary, middle, and high school). The context of a school-level analysis of the mid-term and long-term need for seats to will be explored as well, see Section 4.2.5.



**Chart 10. Projected Gap Between Elementary Students and Seats Over the Next Decade**



**Note:**

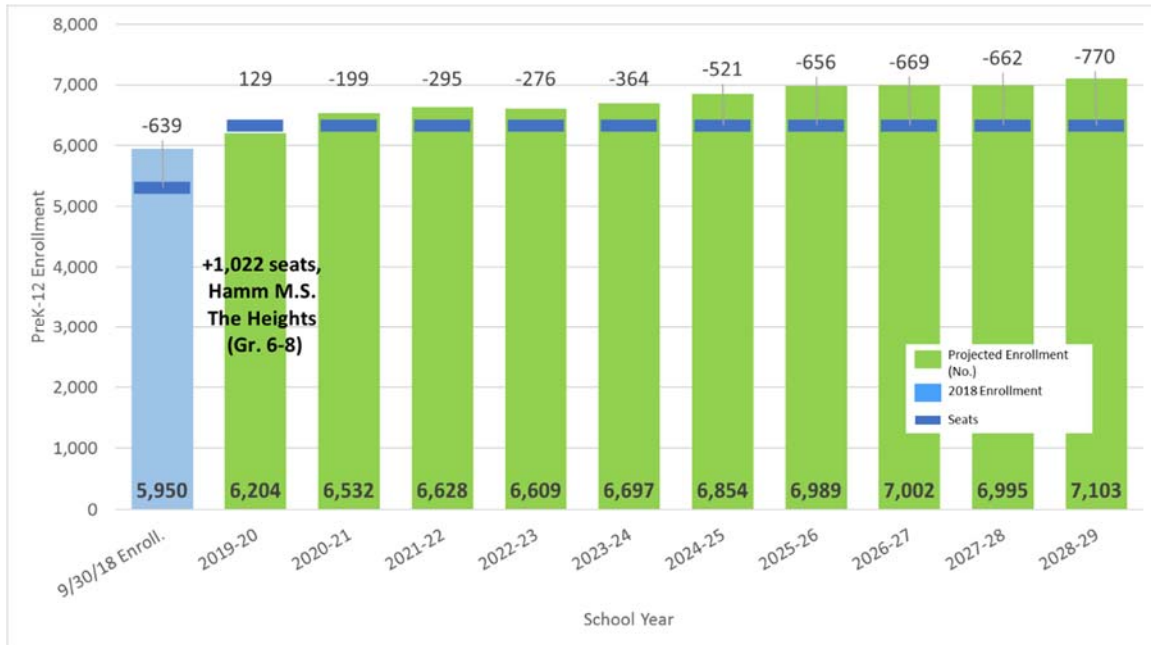
1. For capacity planning purposes, 112 dual enrolled PreK students are excluded from enrollment totals to avoid double-counting.
2. Chart 10 uses an inventory of permanent seat capacity per school as of August 2019 from the Department of Facilities and Operations. The permanent seat capacity inventory will be refined in Fall 2019 to reflect increased class sizes and ongoing school capacity assessments. Capacity utilization tables will be updated to reflect any refinements to schools' permanent seat capacity and published online on the AFSAP webpage by January 2020 at Engage, <https://www.apsva.us/engage/>

**Sources:**

1. School building capacity data provided by APS, Facilities & Operations Department.
2. [Fall ten-year student enrollment projections](#) provided by APS, Planning & Evaluation Department.
3. [Spring 1-Year Projections Update for the 2019-20 School Year](#).

The chart above shows that the number of elementary students (PreK - Grade 5) exceeds the number of permanent seats at the county-wide level for the next ten years. In Fall 2021, the gap is slated to be the smallest at -182 elementary seats county-wide, but gradually this gap rise to a projected shortfall of more than 2,400 seats in Fall 2028-29.

**Chart 11. Projected Gap Between Middle School Students and Seats Over the Next Decade**



**Note:**

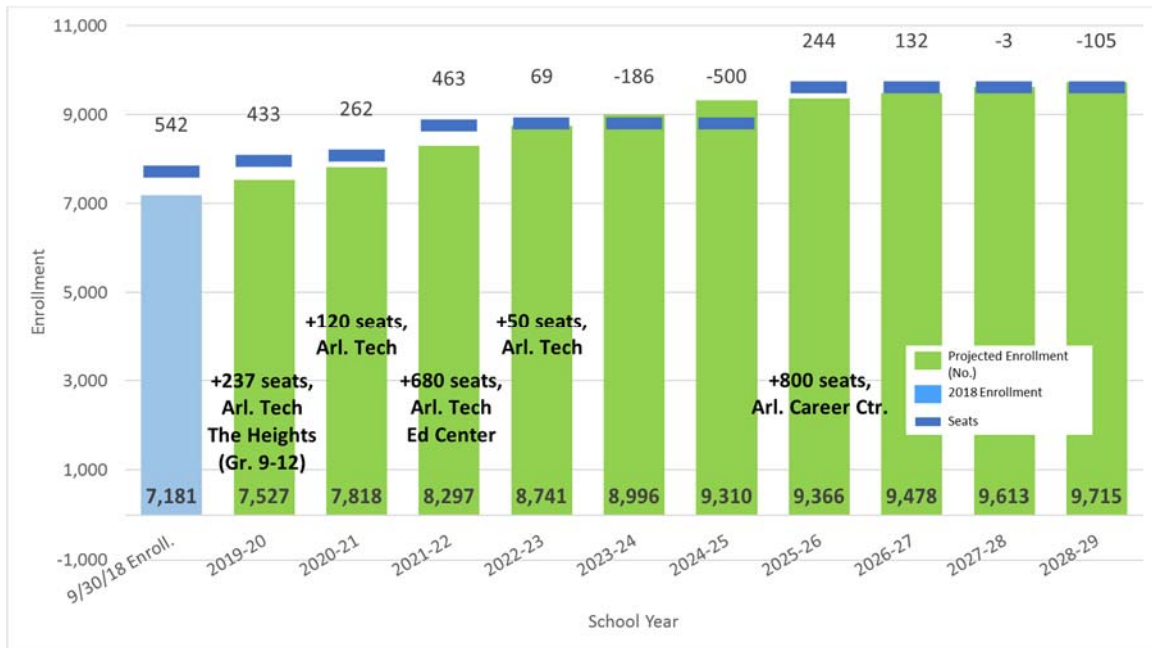
1. Seats in the Dorothy Hamm addition are expected to open later in the school year.
2. Chart 11 uses an inventory of permanent seat capacity per school as of August 2019 from the Department of Facilities and Operations. The permanent seat capacity inventory will be refined in Fall 2019 to reflect increased class sizes and ongoing school capacity assessments. Capacity utilization tables will be updated to reflect any refinements to schools’ permanent seat capacity and published online on the AFSAP webpage by January 2020 at Engage, <https://www.apsva.us/engage/>

**Sources:**

1. School building capacity data provided by APS, Facilities & Operations Department.
2. [Fall ten-year student enrollment projections](#) provided by APS, Planning & Evaluation Department.
3. [Spring 1-Year Projections Update for the 2019-20 School Year](#).

The chart above reveals that the projected middle school enrollment total (Grade 6 to 8) exceeds the number of permanent seats for nine out of the next 10 years. Except for Fall 2019, when projections demonstrate a surplus of 129 middle school seats, the remaining nine school years show a gradually increasing gap that reaches a projected -770 seats needed county-wide in Fall 2028.

**Chart 12. Projected Gap Between High School Students and Seats Over the Next Decade**



**Note:**

Chart 12 uses an inventory of permanent seat capacity per school as of August 2019 from the Department of Facilities and Operations. The permanent seat capacity inventory will be refined in Fall 2019 to reflect increased class sizes and ongoing school capacity assessments. Capacity utilization tables will be updated to reflect any refinements to schools’ permanent seat capacity and published online on the AFSAP webpage by January 2020 at Engage, <https://www.apsva.us/engage/>

**Sources:**

1. School building capacity data provided by APS, Facilities & Operations Department.
2. [Fall ten-year student enrollment projections](#) provided by APS, Planning & Evaluation Department.
3. [Spring 1-Year Projections Update for the 2019-20 School Year](#).

The chart above reveals that there are more high school seats than students through Fall 2022. However, seat shortages are anticipated in Fall 2023 and 2024 until additional capacity at the Arlington Career Center becomes available in Fall 2025. Seat surpluses are short lived, as gaps are projected to return starting in Fall 2028.

**Table 12. Current and Projected Mid-Term and Long-Term Capacity Utilization**

SCHOOL	SY 2018-19 (Current)				SY 2023-24 (Mid-Term)				SY 2028-29 (Long-Term)			
	Capacity	Projection	Permanent Seats +/-	% Utilized	Capacity	Projection	Permanent Seats +/-	% Utilized	Capacity	Projection	Permanent Seats +/-	% Utilized
<b>ELEMENTARY TOTAL</b>	13,322	14,191	-869	107%	14,799	15,589	-790	105%	14,799	17,271	-2,472	117%
<b>MIDDLE TOTAL</b>	5,311	5,950	-639	112%	6,333	6,697	-364	106%	6,333	7,103	-770	112%
<b>HIGH TOTAL</b>	7,723	7,181	542	93%	8,810	8,996	-186	102%	9,610	9,715	-105	101%
<b>PK-12 Total</b>	26,356	27,322	-966		29,942	31,282	-1,340		30,742	34,089	-3,347	

Note: For capacity planning purposes, 112 dual enrolled PreK students are excluded from enrollment totals to avoid double-counting.

Source: [Fall ten-year student enrollment projections](#) provided by APS, Planning & Evaluation Department.

The table above shows that the greatest need for more seats in 2023-24 is anticipated at the middle school (106%) and elementary school levels (105%), followed by high school (102%). In the long-term, the elementary school level (117%) is projected to have the greatest need for more seats, followed by the middle school (112%) and high school (101%) levels respectively.

#### 4.4. Strategies for Addressing Enrollment Growth

Long-term enrollment growth can be addressed in the following ways:

- Increasing class size;
- Adjusting school attendance zone boundaries; and/or
- Using capital improvement projects, with examples including:
  - Making internal modifications to create additional space,
  - Creating planning space for teachers and freeing up classrooms for more periods per day, and
  - Adding space to existing schools or building new schools

The Annual Update (see section 4.4.1 and Appendix E) details the following tools that APS uses to address near-term capacity changes:

- Adding relocatable classrooms;
- Offering transfers to neighborhood schools that have space for additional students;
- Increasing or decreasing the number of students or classes accepted via the lottery at each of the option schools/programs;
- Moving programs; and
- Changing how classrooms are used (i.e., converting computer labs to classrooms)

##### 4.4.1. Annual Update

In June 2017, the School Board adopted a revision to the Options and Transfers Policy (J-5.3.31). The policy directed 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 [2019 Annual Update](#) focuses on addressing near-term capacity needs. Several departments, including Administrative Services, Teaching and Learning, Human Resources, Facilities and Operation, and Finance, all work with schools to prepare for changes in enrollment. The Annual Update is an information resource about what is in place currently at APS to address enrollment growth, and plans for continuous improvements to the process for addressing near-term capacity needs.

##### 4.4.2. Current Relocatable Classroom Inventory and Locations

Relocatable classrooms may be installed to provide temporary classroom relief when enrollment at a school exceeds its seating capacity. Utility relocatables are deployed to address the needs for shared spaces particularly cafeterias and gymnasium, when there is increased student enrollment. For purposes of planning, utility relocatables are not counted as relocatable classrooms, but are added as support space and measured in square feet. Tables 13 and Table 14 provide the inventory of relocatable classrooms and utility relocatables for in use across APS facilities in the 2018-19 and 2019-20 school year.

**Table 13. Inventory of Relocatable Classrooms (2018-19 School Year)**

Facility	Number of Relocatable Classrooms SY2018-19	Square Feet of Relocatable Classrooms SY2018-19	Number of Utility Relocatables <sup>1</sup> SY2018-19	Square Feet of Utility Relocatables <sup>1</sup> SY2018-19
Abingdon	0	0	0	0
Arlington Science Focus	6	5,880	0	0
Arlington Traditional	4	4,200	0	0
Ashlawn	2	1,728	0	0
Barcroft	6	5,880	0	0
Barrett	4	4,200	0	0
Campbell	2	1,728	0	0
Carlin Springs	4	4,200	0	0
Claremont	7	6,744	0	0
Discovery	0	0	0	0
Drew	0	0	1	864
Fleet	0	0	0	0
Glebe	4	4,200	0	0
Hoffman-Boston	0	0	0	0
Jamestown	0	0	0	0
Key	4	4,200	0	0
Long Branch	4	4,200	0	0
McKinley	6	5,880	0	0
Montessori (Henry)	10	10,128	0	0
New ES @ Reed <sup>2</sup>	0	0	0	0
Nottingham	1	864	0	0
Oakridge	8	7,560	1	1,728
Randolph	2	1,728	0	0
Taylor	4	4,200	0	0
Tuckahoe	4	4,200	0	0
<b>TOTAL</b>	<b>82</b>	<b>81,720</b>	<b>2</b>	<b>2,592</b>
Gunston	2	1,728	0	0
Hamm	0	0	1	864
Jefferson	1	864	0	0
Kenmore	0	0	1	1,728
Swanson	18	17,640	2	3,456
Williamsburg	22	21,840	1	1,728
<b>TOTAL</b>	<b>43</b>	<b>42,072</b>	<b>5</b>	<b>7,776</b>
Arlington Career Center	0	0	0	0
Arlington Community High School	0	0	0	0
Arlington Tech	0	0	0	0
The Heights Building	0	0	0	0
Langston	0	0	0	0
Wakefield	0	0	0	0
Washington-Liberty	4	4,200	0	0
Yorktown	0	0	0	0
<b>TOTAL</b>	<b>4</b>	<b>4,200</b>	<b>0</b>	<b>0</b>
<b>GRAND TOTAL</b>	<b>129</b>	<b>127,992</b>	<b>7</b>	<b>10,368</b>

Source: APS, Department of Facilities and Operations Management, data current as of June 2019

**Notes for Table 13**

Notes: SY = school year & ES = elementary school.

Source: Arlington Public Schools, Department of Facilities and Operations, 2019.

1 - Utility relocatables can be configured as cafeteria, gymnasium or music room space to address increased student enrollment, are not counted as relocatable classrooms, but are added as support space (square feet) when applicable.

2 - The Reed School will be under construction to create a new elementary school with at least 725 seats, to be completed for the 2021-22 school year.

**Table 14. Inventory of Relocatable Classrooms (2019-20 School Year)**

Facility	Number of Relocatable Classrooms SY2019-20	Square feet of Relocatable Classrooms SY2019-20	Number of Utility Relocatables <sup>1</sup> SY2019-20	Square feet of Utility Relocatables <sup>1</sup> SY2019-20
Abingdon	0	0	0	0
Arlington Science Focus	6	5,880	0	0
Arlington Traditional	8	8,400	0	0
Ashlawn	6	5,928	0	0
Barcroft	8	7,560	0	0
Barrett	4	4,200	0	0
Campbell	3	2,592	0	0
Carlin Springs	4	4,200	0	0
Claremont	7	6,744	0	0
Discovery	0	0	0	0
Drew	0	0	1	864
Fleet	0	0	0	0
Glebe	4	4,200	0	0
Hoffman-Boston	0	0	0	0
Jamestown	0	0	0	0
Key	4	4,200	0	0
Long Branch	4	4,200	0	0
McKinley	6	5,880	0	0
Montessori (Henry)	0	0	0	0
New ES @ Reed <sup>2</sup>	0	0	0	0
Nottingham	5	5,064	0	0
Oakridge	8	7,560	1	1,728
Randolph	2	1,728	0	0
Taylor	6	5,880	0	0
Tuckahoe	4	4,200	0	0
<b>TOTAL</b>	<b>89</b>	<b>88,416</b>	<b>2</b>	<b>2,592</b>
Gunston	6	5,880	0	0
Hamm	0	0	0	0
Jefferson	1	864	0	0
Kenmore	0	0	1	1,728
Swanson	6	5,880	2	3,456
Williamsburg	12	11,760	1	1,728
<b>TOTAL</b>	<b>25</b>	<b>24,384</b>	<b>4</b>	<b>6,912</b>
Arlington Career Center	8	7,560	0	0
Arlington Community High School	0	0	0	0
Arlington Tech	0	0	0	0
The Heights Building	0	0	0	0
Langston	0	0	0	0
Wakefield	0	0	0	0
Washington-Liberty	4	4,200	0	0
Yorktown	0	0	0	0
<b>TOTAL</b>	<b>12</b>	<b>11,760</b>	<b>0</b>	<b>0</b>
<b>GRAND TOTAL</b>	<b>126</b>	<b>124,560</b>	<b>6</b>	<b>9,504</b>

Source: APS, Department of Facilities and Operations Management, data current as of June 2019.

Notes for Table 14

Notes: SY = school year & ES = elementary school.

1 - Utility relocatables can be configured as an office, cafeteria, gymnasium or music room to address the increased student enrollment, are not counted as relocatable classrooms, but are added as support space (square feet) when applicable.

2 - The Reed School will be under construction to create a new elementary school with at least 725 seats, to be completed for the 2021-22 school year.

Relocatable classroom complexes are available in a variety of sizes, as indicated in Table 15. Utility relocatables are available as either a single relocatable, usually used as an office or as a gym, typically used as a gymnasium but also appropriate for other common space uses. Many relocatable classroom complexes contain restrooms, corridors, storage and/or custodial space, but these amenities are absent from utility relocatables.

**Table 15. Relocatable Specification**

<b>Relocatable Classrooms</b>	<b>Dimensions</b>	<b>Number of Classrooms</b>	<b>Square feet</b>
Relocatable	24' X 36'	1	864
4-plex	70' X 60'	4	4,200
6-plex	98' X 60'	6	5,880
8-plex	126' X 60'	8	7,560
<b>Utility Relocatables</b>	<b>Dimensions</b>		<b>Square feet</b>
Single Relocatable	24' X 36'	-	864
Gym	48' X 36'	-	1,728

Source: Arlington Public Schools, Department of Facilities and Operations 2019.

Note

Dimensions are approximations and subject to change.

Utility relocatables do not contain restrooms, corridors, storage or custodial space.

#### 4.5. APS and County Site Inventory

The inventory of APS sites includes twenty-five elementary sites, one of which will be completed at the start of school year 2019-20, six middle schools, one of which will be completed at the start of school year 2019-20, six high school sites, one shared by of the Arlington Career Center, Arlington Tech and Arlington Community High School, and one secondary site, shared by the H-B Woodlawn and Eunice Kennedy Shriver programs. Site descriptions for APS facilities which include dates built and renovated, acreage, square footage of building footprints, gross build area and impervious surface and the number of parking spaces and bike rack are provided in Table 16.

For reference, Arlington County Government has inventoried county facilities in the Community Facility Study (2015), which can be found at <https://commissions.arlingtonva.us/community-facilities-study/>. The Community Facility Study conducted an inventory of county facilities to evaluate Arlington's changing facility and resource needs.

**Table 16. Site descriptions**

Facility	Year Built <sup>1</sup>	Most Recent Major Renovation <sup>1</sup>	APS Property <sup>2</sup> (Property Card, Ac.)	APS Property <sup>3</sup> (GIS, Ac.)	Adjacent County Property <sup>2</sup> (Ac.)
Abingdon <sup>8</sup>	1950	2017	9.80	9.02	0.00
Arlington Science Focus <sup>9</sup>	1953	2000	6.22	6.37	0.00
Arlington Traditional <sup>9</sup>	1926	2003	7.78	7.82	0.00
Ashlawn <sup>9</sup>	1956	2014	7.47	6.92	0.00
Barcroft <sup>9</sup>	1924	1992	5.20	5.12	0.00
Barrett <sup>9</sup>	1939	2001	7.13	4.92	0.00
Campbell <sup>9</sup>	1955	2002	9.09	8.48	0.00
Carlin Springs <sup>9, 19</sup>	2001		32.23	7.78	0.00
Claremont <sup>9</sup>	1952	2003	15.00	14.79	0.00
Discovery <sup>9, 20</sup>	2015		24.77	10.01	0.00
Drew <sup>9, 10</sup>	1944	2019	8.40	8.17	2.22
Fleet <sup>11</sup>	2019		0.00	0.00	3.59
Glebe <sup>9</sup>	1971	2004	6.96	7.16	0.00
Hoffman-Boston <sup>9, 12</sup>	1916	1999	8.77	8.60	0.00
Jamestown <sup>9</sup>	1953	2004	10.97	10.15	0.00
Key <sup>9</sup>	1968	1999	4.36	4.76	0.00
Long Branch <sup>9</sup>	1973	1996	2.21	2.51	2.62
McKinley <sup>13</sup>	1951	2015	7.70	7.15	0.00
Montessori (Henry) <sup>9, 24, 25</sup>	1975	2019	12.74	4.78	0.00
New ES @ Reed <sup>14, 15, 16, 17</sup>	1938	2021	10.88	8.51	0.00
Nottingham <sup>9</sup>	1952	2006	8.95	8.93	0.00
Oakridge <sup>9</sup>	1950	1999	8.21	8.08	0.00
Randolph <sup>9</sup>	1947	1993	7.33	6.91	0.00
Taylor <sup>9</sup>	1953	2013	15.54	9.70	0.00
Tuckahoe <sup>9</sup>	1953	1999	6.57	4.68	0.00
<b>Elementary School Totals</b>			<b>244.26</b>	<b>181.32</b>	<b>8.43</b>
Gunston <sup>9, 18</sup>	1959	2017	20.00	19.66	6.23
Hamm <sup>19</sup>	1950	2019	9.10	9.08	0.00
Jefferson <sup>9, 20</sup>	1972	2010	8.62	8.62	17.94
Kenmore <sup>9, 21</sup>	2005		0.00	23.09	0.00
Swanson <sup>9</sup>	1939	2005	6.70	6.71	0.00
Williamsburg <sup>9, 22</sup>	1954	2004	0.00	15.05	0.00
<b>Middle School Totals</b>			<b>44.43</b>	<b>82.21</b>	<b>24.17</b>
Arlington Career Center <sup>23, 24, 25, 26, 27</sup>	1974	2018	0.00	7.87	0.00
Arlington Community High School <sup>24, 25, 28</sup>	1974	2017	0.00	0.00	0.00
Arlington Tech <sup>24, 25, 27</sup>		2018	0.00	0.00	0.00
Langston <sup>29</sup>	2003		4.02	2.53	0.00
Wakefield <sup>30</sup>	2013	2017	37.50	34.79	0.00
Washington-Liberty <sup>31</sup>	2009	2015	22.59	19.40	0.00
Yorktown <sup>32</sup>	2013	2018	12.34	10.84	17.42
<b>High School Totals</b>			<b>76.45</b>	<b>75.43</b>	<b>17.42</b>
The Heights Building <sup>33, 34</sup>	2019		2.60	2.70	0.00
<b>Secondary Program Totals</b>			<b>2.60</b>	<b>2.70</b>	<b>0.00</b>
<b>Grand Total</b>			<b>367.74</b>	<b>341.66</b>	<b>50.02</b>

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.



**Table 16. Site descriptions, continued**

Facility	Footprint <sup>4</sup> (SF)	Gross Building Area (SF) <sup>5</sup>	Impervious Surfaces <sup>6</sup> (SF)	Vehicle Parking <sup>7</sup>	Bike Rack <sup>7</sup>
Abingdon <sup>8</sup>	81,442	106,630	72,665	90	19
Arlington Science Focus <sup>9</sup>	52,403	68,127	28,872	30	0
Arlington Traditional <sup>9</sup>	59,726	77,261	80,000	95	3
Ashlawn <sup>9</sup>	52,666	97,005	51,694	36	20
Barcroft <sup>9</sup>	44,657	68,700	25,589	34	8
Barrett <sup>9</sup>	55,527	75,672	43,693	76	0
Campbell <sup>9</sup>	64,626	71,919	68,063	100	4
Carlin Springs <sup>9, 19</sup>	58,065	86,745	76,835	140	2
Claremont <sup>9</sup>	58,651	76,038	67,574	73	3
Discovery <sup>9, 20</sup>	66,806	97,588	75,647	94	24
Drew <sup>9, 10</sup>	60,804	98,862	60,589	103	7
Fleet <sup>11</sup>	38,948	111,634	0	214	0
Glebe <sup>9</sup>	55,277	82,889	51,880	114	8
Hoffman-Boston <sup>9, 12</sup>	57,641	98,430	55,055	60	7
Jamestown <sup>9</sup>	76,236	75,899	37,977	33	6
Key <sup>9</sup>	52,620	84,617	47,807	87	4
Long Branch <sup>9</sup>	43,606	70,754	41,156	66	12
McKinley <sup>13</sup>	70,181	89,599	43,966	56	5
Montessori (Henry) <sup>9, 24, 25</sup>	60,971	61,488	19,447	0	19
New ES @ Reed <sup>14, 15, 16, 17</sup>	56,973	110,672	94,396	133	0
Nottingham <sup>9</sup>	61,488	70,944	45,978	41	32
Oakridge <sup>9</sup>	62,724	81,622	58,211	72	52
Randolph <sup>9</sup>	57,311	70,880	39,282	42	5
Taylor <sup>9</sup>	77,105	80,428	30,389	71	10
Tuckahoe <sup>9</sup>	63,771	69,685	42,217	33	3
<b>Elementary School Totals or Averages</b>	<b>59,609</b>	<b>2,084,088</b>	<b>52,458</b>	<b>79</b>	<b>12</b>
Gunston <sup>9, 18</sup>	153,570	189,957	202,391	289	26
Hamm <sup>19</sup>	75,458	185,819	0	143	50
Jefferson <sup>9, 20</sup>	159,953	204,163	102,704	123	69
Kenmore <sup>9, 21</sup>	128,219	206,188	182,240	172	20
Swanson <sup>9</sup>	82,993	132,158	30,389	17	19
Williamsburg <sup>9, 22</sup>	105,966	170,865	113,347	127	17
<b>Middle School Totals or Averages</b>	<b>117,693</b>	<b>1,089,150</b>	<b>126,214</b>	<b>145</b>	<b>34</b>
Arlington Career Center <sup>23, 24, 25, 26, 27</sup>	98,413	155,151	154,395	245	11
Arlington Community High School <sup>24, 25, 28</sup>	11,903	24,149	0	0	0
Arlington Tech <sup>24, 25, 27</sup>	0	0	0	0	0
Langston <sup>29</sup>	20,969	47,291	35,770	54	2
Wakefield <sup>30</sup>	199,248	403,940	281,049	263	115
Washington-Liberty <sup>31</sup>	173,952	378,068	200,412	380	76
Yorktown <sup>32</sup>	189,345	355,887	167,029	353	44
<b>High School Totals or Averages</b>	<b>115,638</b>	<b>1,137,895</b>	<b>167,731</b>	<b>259</b>	<b>50</b>
The Heights Building <sup>33, 34</sup>	63,363	181,803	0	0	32
<b>Secondary Program Totals or Averages</b>	<b>63,363</b>	<b>181,803</b>	<b>0</b>	<b>0</b>	<b>32</b>
<b>Grand Total or Averages</b>	<b>356,304</b>	<b>4,492,936</b>	<b>346,403</b>	<b>483</b>	<b>127</b>

Source: APS, Department of Facilities and Operations Management, data current as of June 2019.

**Notes for Table 16**

Notes: SY = school year, SF = square feet, Ac. = Acres, GIS = Geographic Information System & ES = elementary school.

Source: Arlington Public Schools, Department of Facilities and Operations 2019.

The information contained herein is subject to change. All properties are subject to conveyances and as a result any acreage provided would be for information and discussion only.

Blue highlighted cells indicate an average.

- 1 – The most recent major renovation dates are reflective of projects from past Capital Improvement Plans. Year built dates and major renovation dates are referenced from the energy report cards of each facility: APS and the Environment, Energy Conservation, Energy Report Cards, 2018. <https://www.apsva.us/aps-goes-green/energy-conservation/>
- 2 - The acreage for APS properties is reported according to the Land Book, property card records. Source: Arlington County, Department of Real Estate Assessments, 2019.
- 3 - The acreage for APS properties is geometrically calculated through a GIS platform. Source: Arlington County GIS Mapping Center, 2019.
- 4 - The footprint is defined by the perimeter of the building and calculated, geometrically through a GIS platform. Source: Arlington County GIS Mapping Center, 2019.
- 5 - Source: School Facility List, Facility Inventory, 06/19/2018.
- 6 - Impervious surfaces include: roadways, parking lots, sidewalks, ramps and alleyways are calculated, geometrically through a GIS platform. Source: Arlington County GIS Mapping Center, 2019.
- 7 - Vehicular parking spaces and bike racks were inventoried during the summer of 2017.
- 8 - Abingdon Final Design Report, March 3, 2016.
- 9 - Construction Documents and Layouts SY2014-16.
- 10 - The footprint includes the Drew Community Center at 1,953 square feet and joint-use space.
- 11 - Alice West Fleet Final Design Report, January 18, 2018.
- 12 - The footprint includes the Carver Community Center at 9,705 square feet and joint-use space.
- 13 - McKinley Final Design Report, January 22, 2015.
- 14 - New Elementary School at Reed-Westover Schematic Design Phase Report, August 02, 2018.
- 15 - The footprint includes the Westover Library, 16,403 square feet.
- 16 - The new elementary school at Reed is scheduled to open for the start of SY21-22.
- 17 - The figures provided for Reed are placeholders and subject to change upon completion of the final design report.
- 18 - The footprint includes the Gunston Community Center at 9,284 square feet and joint-use space.
- 19 - New Middle School at Stratford Final Design Report, April 5, 2018.
- 20 - The gross building area includes the Thomas Jefferson Community Center at 30,760 square feet and joint-use space.
- 21 - The reported acreage for lot size (property card) of the site is shared by Carlin Springs and Kenmore.
- 22 - The reported acreage for lot size (property card) of the site is shared by Discovery and Williamsburg.
- 23 - Arlington Career Center, Overall Floor Plan, Summer 2018 Renovation.
- 24 - The reported acreage for lot size (property card) of the site is shared by Arlington Career Center, Arlington Tech, Arlington Community High School & Montessori (Henry).
- 25 - The reported vehicular parking spaces of the site are shared by Arlington Career Center, Arlington Tech, Arlington Community High School & Montessori (Henry).
- 26 - The footprint includes the Columbia Pike Library, 14,423 square feet.
- 27 - Arlington Career Center and Arlington Tech are collocated in the same facility.
- 28 - Design Study for the Fenwick Center, March 11, 2016.
- 29 - Langston-Brown Facility Replacement, Final Submission, February 22, 2002.
- 30 - Wakefield Final Design Report, March 7, 2011 & March 23, 2015.
- 31 - Washington-Lee Final Design Report, June 2, 2005 & March 31, 2015.
- 32 - Yorktown HS Construction Documents - Phase 3 December 4, 2008 & Yorktown Final Design Report, March 8, 2018.
- 33 - The Heights building is home to the H-B Woodlawn Secondary Program, Stratford Program, ESOL/HILT and Asperger's Program.
- 34 - Wilson Final Design Report, January 18, 2018. Now known as the Heights Building.

## 4.6. APS Common Space Inventory

Common spaces are located within all APS facilities and include educational, assembly and auxiliary spaces that are shared among all students during school hours and available for community use after school hours. Table 17 provides common spaces in square feet and includes: cafeteria, gymnasium, auxiliary gymnasium, library, auditorium, balcony, black box as well as stage space.

**Table 17. Common Spaces**

Facility	Gross Building Area (SF) <sup>1</sup>	Cafeteria (SF)	Gymnasium (SF)	Auxiliary Gym (SF)	Library (SF)
Abingdon <sup>2</sup>	106,630	3,630	5,300	0	3,028
Arlington Science Focus <sup>3</sup>	68,127	3,127	4,039	0	2,442
Arlington Traditional <sup>3</sup>	77,261	2,855	5,158	0	3,443
Ashlawn <sup>3</sup>	97,005	3,872	4,546	0	3,138
Barcroft <sup>3</sup>	68,700	3,940	3,759	0	2,642
Barrett <sup>3</sup>	75,672	2,815	4,381	0	2,933
Campbell <sup>3</sup>	71,919	2,825	4,576	0	1,775
Carlin Springs <sup>3</sup>	86,745	3,747	4,119	0	2,561
Claremont <sup>3</sup>	76,038	3,162	3,730	0	3,006
Discovery <sup>3</sup>	97,588	3,012	6,087	0	2,266
Drew <sup>3, 4</sup>	98,862	4,288	5,892	0	3,212
Fleet <sup>5</sup>	111,634	3,191	6,418	0	3,193
Glebe <sup>3</sup>	82,889	2,975	3,893	0	2,791
Hoffman-Boston <sup>3, 6</sup>	98,430	3,259	5,533	0	2,834
Jamestown <sup>3</sup>	75,899	3,335	4,674	0	2,322
Key <sup>3</sup>	84,617	2,390	4,253	0	3,473
Long Branch <sup>3</sup>	70,754	2,439	4,000	0	3,537
McKinley <sup>7</sup>	89,599	2,793	5,141	0	3,083
Montessori (Henry) <sup>3</sup>	61,488	2,113	3,921	0	2,450
New ES @ Reed <sup>8, 9, 10, 11</sup>	110,672	0	0	0	0
Nottingham <sup>3</sup>	70,944	2,955	3,928	0	2,976
Oakridge <sup>3</sup>	81,622	4,166	4,362	0	2,811
Randolph <sup>3</sup>	70,880	2,450	3,719	0	2,234
Taylor <sup>3</sup>	80,428	3,294	4,045	0	3,588
Tuckahoe <sup>3</sup>	69,685	2,755	4,086	0	2,755
<b>Elementary School Totals or Averages</b>	<b>2,084,088</b>	<b>3,141</b>	<b>4,565</b>	<b>0</b>	<b>2,854</b>
Gunston <sup>3, 12</sup>	189,957	6,439	8,350	4,133	5,358
Hamm <sup>13</sup>	185,819	5,293	6,240	2,338	3,598
Jefferson <sup>3, 14</sup>	204,163	4,129	64,666	0	4,264
Kenmore <sup>3</sup>	206,188	5,002	15,151	0	4,295
Swanson <sup>3</sup>	132,158	6,182	8,208	4,549	5,025
Williamsburg <sup>3</sup>	170,865	6,494	7,570	2,104	5,016
<b>Middle School Totals or Averages</b>	<b>1,089,150</b>	<b>5,590</b>	<b>18,364</b>	<b>3,281</b>	<b>4,593</b>
Arlington Career Center <sup>15, 16, 17</sup>	155,151	2,031	3,300	0	0
Arlington Community High School <sup>18</sup>	24,149	1,000	0	0	1,300
Arlington Tech <sup>15, 17</sup>	0	0	0	0	0
Langston <sup>19, 20</sup>	47,291	1,200	4,650	0	1,500
Wakefield <sup>21</sup>	403,940	7,352	14,659	6,974	6,810
Washington-Liberty <sup>22</sup>	378,068	11,000	16,305	0	7,411
Yorktown <sup>23</sup>	355,887	9,760	10,805	5,720	5,791
<b>High School Totals or Averages</b>	<b>1,137,895</b>	<b>5,391</b>	<b>9,944</b>	<b>6,347</b>	<b>4,562</b>
The Heights Building <sup>24, 25</sup>	181,803	2,209	6,129	1,889	4,411
<b>Secondary Program Totals or Averages</b>	<b>181,803</b>	<b>2,209</b>	<b>6,129</b>	<b>1,889</b>	<b>4,411</b>
<b>Grand Total or Averages</b>	<b>4,492,936</b>	<b>4,083</b>	<b>9,750</b>	<b>2,879</b>	<b>4,105</b>

**Table 17. Common Spaces, continued**

Facility	Gross Building Area (SF) <sup>1</sup>	Auditorium (SF)	Balcony (SF)	Black Box (Auditorium) (SF)	Stage (SF)
Abingdon <sup>2</sup>	106,630	0	0	0	0
Arlington Science Focus <sup>3</sup>	68,127	0	0	0	876
Arlington Traditional <sup>3</sup>	77,261	0	0	0	720
Ashlawn <sup>3</sup>	97,005	0	0	0	858
Barcroft <sup>3</sup>	68,700	0	0	0	0
Barrett <sup>3</sup>	75,672	0	0	0	659
Campbell <sup>3</sup>	71,919	0	0	0	797
Carlin Springs <sup>3</sup>	86,745	0	0	0	386
Claremont <sup>3</sup>	76,038	0	0	0	782
Discovery <sup>3</sup>	97,588	0	0	0	895
Drew <sup>3, 4</sup>	98,862	0	0	0	770
Fleet <sup>5</sup>	111,634	0	0	0	915
Glebe <sup>3</sup>	82,889	0	0	0	617
Hoffman-Boston <sup>3, 6</sup>	98,430	2,529	0	0	843
Jamestown <sup>3</sup>	75,899	0	0	0	831
Key <sup>3</sup>	84,617	0	0	0	797
Long Branch <sup>3</sup>	70,754	0	0	0	0
McKinley <sup>7</sup>	89,599	0	0	0	741
Montessori (Henry) <sup>3</sup>	61,488	0	0	0	192
New ES @ Reed <sup>8, 9, 10, 11</sup>	110,672	0	0	0	0
Nottingham <sup>3</sup>	70,944	0	0	0	660
Oakridge <sup>3</sup>	81,622	0	0	0	824
Randolph <sup>3</sup>	70,880	0	0	0	275
Taylor <sup>3</sup>	80,428	0	0	0	647
Tuckahoe <sup>3</sup>	69,685	0	0	0	0
<b>Elementary School Totals or Averages</b>	<b>2,084,088</b>	<b>2,529</b>	<b>0</b>	<b>0</b>	<b>704</b>
Gunston <sup>3, 12</sup>	189,957	3,862	0	2,684	1,996
Hamm <sup>13</sup>	185,819	3,455	0	1,629	845
Jefferson <sup>3, 14</sup>	204,163	6,711	0	0	3,114
Kenmore <sup>3</sup>	206,188	7,182	1,612	2,796	3,143
Swanson <sup>3</sup>	132,158	3,679	0	0	1,499
Williamsburg <sup>3</sup>	170,865	6,901	0	0	0
<b>Middle School Totals or Averages</b>	<b>1,089,150</b>	<b>5,298</b>	<b>1,612</b>	<b>2,370</b>	<b>2,119</b>
Arlington Career Center <sup>15, 16, 17</sup>	155,151	1,494	1,169	0	0
Arlington Community High School <sup>18</sup>	24,149	0	0	0	0
Arlington Tech <sup>15, 17</sup>	0	0	0	0	0
Langston <sup>19, 20</sup>	47,291	0	0	0	0
Wakefield <sup>21</sup>	403,940	4,922	1,810	2,231	2,701
Washington-Liberty <sup>22</sup>	378,068	8,296	0	2,500	3,146
Yorktown <sup>23</sup>	355,887	5,393	0	2,170	2,409
<b>High School Totals or Averages</b>	<b>1,137,895</b>	<b>5,026</b>	<b>1,490</b>	<b>2,300</b>	<b>2,752</b>
The Heights Building <sup>24, 25</sup>	181,803	3,070	1,831	1,795	1,949
<b>Secondary Program Totals or Averages</b>	<b>181,803</b>	<b>3,070</b>	<b>1,831</b>	<b>1,795</b>	<b>1,949</b>
<b>Grand Total or Averages</b>	<b>4,492,936</b>	<b>3,981</b>	<b>1,233</b>	<b>1,616</b>	<b>1,881</b>

Source: APS, Department of Facilities and Operations Management, data current as of June 2019.

Notes for Table 17

Notes: SY = school year, SF = square feet, Ac. = Acres, GIS = Geographic Information System & ES = elementary school.

Source: Arlington Public Schools, Department of Facilities and Operations 2019.

The information contained herein is subject to change.

Blue highlighted cells indicate an average.

- 1 - Source: School Facility List, Facility Inventory, 06/19/2018.
- 2 - Abingdon Final Design Report, March 3, 2016.
- 3 - Construction Documents and Layouts SY2014-16.
- 4 - The reported gross building area includes the Drew Community Center at 1,953 square feet and joint-use space.
- 5 - Alice West Fleet Final Design Report, January 18, 2018.
- 6 - The reported gross building area includes the Carver Community Center at 9,705 square feet and joint-use space.
- 7 - McKinley Final Design Report, January 22, 2015.
- 8 - New Elementary School at Reed-Westover Schematic Design Phase Report, August 02, 2018.
- 9 - The gross building area does not include the Westover Library, 16,403 square feet.
- 10 - The new elementary school at Reed is scheduled to open for the start of SY21-22.
- 11 - The figures provided for Reed are placeholders and subject to change upon completion of the final design report.
- 12 - The gross building area does not include the Gunston Community Center at 9,284 square feet but does include joint-use space.
- 13 - New Middle School at Stratford Final Design Report, April 5, 2018.
- 14 - The gross building area does not include the Thomas Jefferson Community Center at 30,760 square feet but does include joint-use space.
- 15 - Arlington Career Center, Overall Floor Plan, Summer 2018 Renovation. The cafeteria is the dining area (2,031 SF), the fitness room is the gymnasium (3,300 SF), the auditorium is the commons (1,494 SF) and the balcony is the second floor of the commons (1,169 SF).
- 16 - The reported gross building area does not include the Columbia Pike Library at 19,722 square feet.
- 17 - Arlington Career Center and Arlington Tech are collocated in the same facility.
- 18 - Design Study for the Fenwick Center, March 11, 2016.
- 19 - Langston-Brown Facility Replacement, Final Submission, February 22, 2002.
- 20 - The reported gross building area includes the Langston-Brown Community Center at 19,539 square feet and joint-use space.
- 21 - Wakefield Final Design Report, March 7, 2011 & March 23, 2015.
- 22 - Washington-Lee Final Design Report, June 2, 2005 & March 31, 2015.
- 23 - Yorktown HS Construction Documents - Phase 3 December 4, 2008 & Yorktown Final Design Report, March 8, 2018.
- 24 - The Heights building is home to the H-B Woodlawn Secondary Program, Stratford Program, ESOL/HILT and Asperger's Program.
- 25 - Wilson Final Design Report, January 18, 2018. Now known as the Heights Building

#### 4.7. APS Field / Outdoor Space Inventory

Fields and outdoor spaces are available across all APS facilities and include natural and artificial play surfaces that are shared among all students during school hours and available for community use after school hours. Table 18 provides Fields and outdoor spaces in square feet and includes: solid surfaces, rubber surfaces, playgrounds, scheduled fields and non-scheduled fields.

**Table 18. Fields and Outdoor Spaces**

Facility	APS Property <sup>1</sup> (GIS, Ac.)	Footprint <sup>2</sup> (SF)	Asphalt, Blacktop and Basketball (SF)	Tennis Court (SF)	Rubber/Synthetic Surface (SF)	Playground (SF)
Abingdon <sup>6</sup>	9.02	81,442	8,807	0	0	8,956
Arlington Science Focus <sup>7</sup>	6.37	52,403	9,875	0	13,000	2,653
Arlington Traditional <sup>7</sup>	7.82	59,726	8,783	0	0	14,045
Ashlawn <sup>7</sup>	6.92	52,666	7,990	0	2,136	7,571
Barcroft <sup>7</sup>	5.12	44,657	16,611	0	0	7,963
Barrett <sup>7</sup>	4.92	55,527	12,007	0	5,600	7,421
Campbell <sup>7</sup>	8.48	64,626	3,519	0	0	8,828
Carlin Springs <sup>7</sup>	7.78	58,065	10,915	0	0	12,742
Claremont <sup>7</sup>	14.79	58,651	5,479	0	0	11,194
Discovery <sup>7</sup>	10.01	66,806	0	0	10,817	30,638
Drew <sup>7, 8</sup>	8.17	60,804	6,297	0	0	6,181
Fleet <sup>9, 10, 11</sup>	3.59	38,948	0	0	0	0
Glebe <sup>7</sup>	7.16	55,277	6,486	0	0	6,941
Hoffman-Boston <sup>7, 12</sup>	8.60	57,641	8,334	18,144	0	12,285
Jamestown <sup>7</sup>	10.15	76,236	11,365	0	0	12,747
Key <sup>7</sup>	4.76	52,620	9,724	0	0	8,326
Long Branch <sup>7, 10</sup>	2.51	43,606	7,884	0	0	4,066
McKinley <sup>13</sup>	7.15	70,181	2,548	0	2,313	7,802
Montessori (Henry) <sup>7</sup>	4.78	60,971	14,528	0	0	12,264
New ES @ Reed <sup>14, 15, 16, 17</sup>	8.51	56,973	4,487	0	0	24,089
Nottingham <sup>7</sup>	8.93	61,488	10,943	0	0	12,118
Oakridge <sup>7</sup>	8.08	62,724	6,754	0	0	16,989
Randolph <sup>7</sup>	6.91	57,311	8,361	0	0	8,513
Taylor <sup>5</sup>	9.70	77,105	17,608	0	0	10,858
Tuckahoe <sup>7, 10</sup>	4.68	63,771	5,661	0	0	6,230
<b>Elementary School Totals or Averages</b>	<b>181.32</b>	<b>59,609</b>	<b>8,912</b>	<b>18,144</b>	<b>6,773</b>	<b>10,893</b>
Gunston <sup>7, 18</sup>	19.66	153,570	0	18,456	0	0
Hamm <sup>10, 19</sup>	9.08	75,458	0	0	0	0
Jefferson <sup>7, 10, 20</sup>	8.62	159,953	0	0	0	5,505
Kenmore <sup>7</sup>	23.09	128,219	4,066	23,627	0	0
Swanson <sup>7</sup>	6.71	82,993	0	0	0	0
Williamsburg <sup>7</sup>	15.05	105,966	3,082	0	3,082	0
<b>Middle School Totals or Averages</b>	<b>82.21</b>	<b>117,693</b>	<b>3,574</b>	<b>21,042</b>	<b>3,082</b>	<b>5,505</b>
Arlington Career Center <sup>21, 22, 23</sup>	7.87	98,413	0	0	0	2,704
Arlington Community High School <sup>24</sup>	0.00	11,903	0	0	0	0
Arlington Tech <sup>23</sup>	0.00	0	0	0	0	0
Langston <sup>25, 26</sup>	2.53	20,969	1,621	7,275	0	4,960
Wakefield <sup>27</sup>	34.79	199,248	0	39,573	0	0
Washington Liberty <sup>10, 28</sup>	19.40	173,952	0	0	0	0
Yorktown <sup>10, 29</sup>	10.84	189,345	0	12,582	0	0
<b>High School Totals or Averages</b>	<b>75.43</b>	<b>115,638</b>	<b>1,621</b>	<b>19,810</b>	<b>0</b>	<b>3,832</b>
The Heights Building <sup>30, 31</sup>	2.70	63,363	0	0	0	0

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.

<b>Secondary Program Totals or Averages</b>	<b>2.70</b>	<b>63,363</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Grand Total or Averages</b>	<b>341.66</b>	<b>356,304</b>	<b>3,527</b>	<b>14,749</b>	<b>2,464</b>	<b>5,057</b>

**Table 18. Fields and Outdoor Spaces, Continued**

<b>Facility</b>	<b>APS Property<sup>1</sup> (GIS, Ac.)</b>	<b>Footprint<sup>2</sup> (SF)</b>	<b>Fields (ACG-DPR)<sup>3</sup> (SF)</b>	<b>Outdoor Play Area/ Learning Environment<sup>4</sup> (SF)</b>	<b>Adjacent Fields (ACG-DPR)<sup>5</sup> (SF)</b>	<b>Track (SF)</b>
Abingdon <sup>6</sup>	9.02	81,442	21,480	0	0	7,715
Arlington Science Focus <sup>7</sup>	6.37	52,403	0	14,096	0	2,344
Arlington Traditional <sup>7</sup>	7.82	59,726	54,212	0	0	0
Ashlawn <sup>7</sup>	6.92	52,666	25,297	11,310	0	3,896
Barcroft <sup>7</sup>	5.12	44,657	20,461	0	0	4,122
Barrett <sup>7</sup>	4.92	55,527	6,256	0	0	0
Campbell <sup>7</sup>	8.48	64,626	0	38,804	0	3,065
Carlin Springs <sup>7</sup>	7.78	58,065	31,193	4,445	0	0
Claremont <sup>7</sup>	14.79	58,651	21,996	0	0	0
Discovery <sup>7</sup>	10.01	66,806	83,798	0	0	0
Drew <sup>7, 8</sup>	8.17	60,804	56,143	4,773	21,351	0
Fleet <sup>9, 10, 11</sup>	3.59	38,948	0	48,125	0	0
Glebe <sup>7</sup>	7.16	55,277	28,860	1,606	0	0
Hoffman-Boston <sup>7, 12</sup>	8.60	57,641	83,224	0	0	0
Jamestown <sup>7</sup>	10.15	76,236	52,514	10,994	81,807	0
Key <sup>7</sup>	4.76	52,620	28,980	0	0	0
Long Branch <sup>7, 10</sup>	2.51	43,606	25,300	0	25,300	0
McKinley <sup>13</sup>	7.15	70,181	0	16,613	0	0
Montessori (Henry) <sup>7</sup>	4.78	60,971	44,485	0	0	0
New ES @ Reed <sup>14, 15, 16, 17</sup>	8.51	56,973	0	49,264	0	0
Nottingham <sup>7</sup>	8.93	61,488	71,592	4,330	0	0
Oakridge <sup>7</sup>	8.08	62,724	49,095	0	0	0
Randolph <sup>7</sup>	6.91	57,311	0	21,890	0	3,060
Taylor <sup>5</sup>	9.70	77,105	62,060	0	0	0
Tuckahoe <sup>7, 10</sup>	4.68	63,771	97,573	3,358	97,574	0
<b>Elementary School Totals or Averages</b>	<b>181.32</b>	<b>59,609</b>	<b>45,501</b>	<b>17,662</b>	<b>56,508</b>	<b>4,034</b>
Gunston <sup>7, 18</sup>	19.66	153,570	71,990	6,315	163,849	0
Hamm <sup>10, 19</sup>	9.08	75,458	0	0	44,039	0
Jefferson <sup>7, 10, 20</sup>	8.62	159,953	0	0	237,653	0
Kenmore <sup>7</sup>	23.09	128,219	321,493	0	0	0
Swanson <sup>7</sup>	6.71	82,993	71,935	0	0	0
Williamsburg <sup>7</sup>	15.05	105,966	143,851	25,902	0	0
<b>Middle School Totals or Averages</b>	<b>82.21</b>	<b>117,693</b>	<b>152,317</b>	<b>16,109</b>	<b>148,514</b>	<b>0</b>
Arlington Career Center <sup>21, 22, 23</sup>	7.87	98,413	0	0	0	0
Arlington Community High School <sup>24</sup>	0.00	11,903	0	0	0	0
Arlington Tech <sup>23</sup>	0.00	0	0	0	0	0
Langston <sup>25, 26</sup>	2.53	20,969	0	0	0	0
Wakefield <sup>27</sup>	34.79	199,248	372,338	16,385	0	43,756
Washington Liberty <sup>10, 28</sup>	19.40	173,952	220,799	7,748	231,787	50,123
Yorktown <sup>10, 29</sup>	10.84	189,345	0	0	275,727	58,041
<b>High School Totals or Averages</b>	<b>75.43</b>	<b>115,638</b>	<b>296,569</b>	<b>12,067</b>	<b>253,757</b>	<b>50,640</b>
The Heights Building <sup>30, 31</sup>	2.70	63,363	0	16,300	0	0
<b>Secondary Program Totals or Averages</b>	<b>2.70</b>	<b>63,363</b>	<b>0</b>	<b>16,300</b>	<b>0</b>	<b>0</b>
<b>Grand Total or Averages</b>	<b>341.66</b>	<b>356,304</b>	<b>123,597</b>	<b>15,534</b>	<b>114,695</b>	<b>13,668</b>

Source: APS, Department of Facilities and Operations Management, data current as of June 2019.



### Notes for Table 18

Notes: SY = school year, SF = square feet, Ac. = Acres, GIS = Geographic Information System, ES = elementary school & DPR = Department of Recreation - Arlington County Government (ACG)

Source: Arlington Public Schools, Department of Facilities and Operations 2019.

The information contained herein is subject to change.

All SF calculations are geometrically calculated through a GIS platform

Blue highlighted cells indicate an average.

- 1 - The acreage for APS properties is geometrically calculated through a GIS platform. Source: Arlington County GIS Mapping Center, 2019.
- 2 - The footprint is defined by the perimeter of the building and calculated, geometrically through a GIS platform. Source: Arlington County GIS Mapping Center, 2019.
- 3 - The DPR field inventory is managed and updated by DPR. All fields listed are completely contained within APS property and APS may not have exclusive use of the fields. Source: Arlington County GIS Mapping Center, 2018.
- 4 - Outdoor play surfaces and learning environments are not included as part of the DPR inventory. All outdoor play surfaces and learning environments listed are completely contained within APS property.
- 5 - The DPR field inventory is managed and updated by DPR. All fields listed are completely contained within ACG property and APS may not have exclusive use of the fields. Source: Arlington County GIS Mapping Center, 2018.
- 6 - Abingdon Final Design Report, March 3, 2016.
- 7 - Construction Documents and Layouts SY2014-16.
- 8 - The reported gross building area includes the Drew Community Center at 1,953 square feet and joint-use space.
- 9 - Alice West Fleet Final Design Report, January 18, 2018.
- 10 - Site constrained facilities can use adjacent field space located on County park property.
- 11 The property for Fleet elementary school is leased from the County and therefore not included in the total for APS inventory.
- 12 - The reported gross building area includes the Carver Community Center at 9,705 square feet and joint-use space.
- 13 - McKinley Final Design Report, January 22, 2015.
- 14 - New Elementary School at Reed-Westover Schematic Design Phase Report, August 02, 2018.
- 15 - The gross building area does not include the Westover Library, 16,403 square feet.
- 16 - The new elementary school at Reed is scheduled to open for the start of SY21-22.
- 17 - The figures provided for Reed are placeholders and subject to change upon completion of the final design report.
- 18 - The gross building area does not include the Gunston Community Center at 9,284 square feet but does include joint-use space.
- 19 - New Middle School at Stratford Final Design Report, April 5, 2018.
- 20 - The gross building area does not include the Thomas Jefferson Community Center at 30,760 square feet but does include joint-use space.
- 21 - Arlington Career Center, Overall Floor Plan, Summer 2018 Renovation.
- 22 - The reported gross building area does not include the Columbia Pike Library at 19,722 square feet.
- 23 - Arlington Career Center and Arlington Tech are collocated in the same facility.
- 24 - Design Study for the Fenwick Center, March 11, 2016.
- 25 - Langston-Brown Facility Replacement, Final Submission, February 22, 2002.
- 26 - The reported gross building area includes the Langston-Brown Community Center at 19,539 square feet and joint-use space.
- 27 - Wakefield Final Design Report, March 7, 2011 & March 23, 2015.
- 28 - Washington-Lee Final Design Report, June 2, 2005 & March 31, 2015.
- 29 - Yorktown HS Construction Documents - Phase 3 December 4, 2008 & Yorktown Final Design Report, March 8, 2018.
- 30 - The Heights building is home to the H-B Woodlawn Secondary Program, Stratford Program, ESOL/HILT and Asperger's Program.
- 31- Wilson Final Design Report, January 18, 2018.

## 4.8. APS Facility Optimization Study

The Arlington Public Schools (APS) Facilities Optimization Study was conducted over the course of three months during the summer of 2017 in response to the need for capital projects to meet growing student enrollment. The study establishes a maximum occupancy for temporary relocatable classrooms in each school in the APS system. This document provides APS staff with data to make informed decisions around APS budgeting, facilities, and programs. The analysis in this report was conducted by APS staff from Facilities Planning, Design and Construction Services, and Maintenance Services. Specific information about each school is provided, as well as total overall impacts by elementary, middle and high schools. The 2017-18 Facilities Optimization Report is included in the Appendix. [For more detailed information on the Facility Optimization Study](#). The Facility Optimization Document is a dynamic document that is updated to reflect the yearly changes in relocatable classroom placement.

### 4.8.1. Update

When time and resource permit, Facilities and Operations plans to update the Facility Optimization Study.

## 4.9. School Board Policies

School Board policy governs all aspects of school operations. Policies cover instructional programs, facilities, school capacity, class size, planning factors, fiscal management and many other areas. Provided below are AFSAP-related School Board policies.

### 4.9.1 Boundaries (B-2.1)

For more information on the School Attendance Boundaries Policy B-2.1 visit the School Board's web page [www.apsva.us/school-board-policies/](http://www.apsva.us/school-board-policies/) OR go directly to the policy at [go.boarddocs.com/vsba/arlington/Board.nsf/files/AZ2V3D5FA2B8/\\$file/B-2.1%20Boundaries.pdf](http://go.boarddocs.com/vsba/arlington/Board.nsf/files/AZ2V3D5FA2B8/$file/B-2.1%20Boundaries.pdf)

### 4.9.2. Options and Transfers (J-5.3.31)

For more information on the Options and Transfers Policy J-5.3.31 visit the School Board's web page [www.apsva.us/school-board-policies/](http://www.apsva.us/school-board-policies/) OR go directly to the policy at [go.boarddocs.com/vsba/arlington/Board.nsf/files/AZQ3ZY095CE3/\\$file/J-5.3.31%20Options%20and%20Transfers.pdf](http://go.boarddocs.com/vsba/arlington/Board.nsf/files/AZQ3ZY095CE3/$file/J-5.3.31%20Options%20and%20Transfers.pdf)

## 5. Minor Construction/Major Maintenance (MC/MM)

Minor Construction and Major Maintenance (MC/MM) generally involve replacement and improvement projects. Funding for MC/MM are typically not large enough to require specific bond funding but too large to be dealt with through annual Operational Maintenance allocations. Projects are inspected and assessed as part of a rolling ten-year Long-Term Plan. Examples of projects include: fields, gyms, floorcoverings, painting, major HVAC, roofing, glazing, cafeterias, seating system & playgrounds. The MC/MM committee consists of staff members from the departments of Facilities & Operations, Finance and various schools, community members from the Advisory Council on School Facilities and Capital Programs (FAC), and subject experts, as required from various consultants. The committee is responsible for evaluating, prioritizing and estimating costs of projects to be included in the Long-Term 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 Executive Leadership Team (ELT).

## 6. Inventory of Studies on Real Estate Design and Cost

In response to the challenges of enrollment growth and limited land resources in Arlington County, APS has historically conducted design studies to expand student capacity throughout the school system. The table below identifies design studies conducted between 2011 and 2017. These historical studies are included in the AFSAP to provide the reader an opportunity to review what school expansion options have previously been considered and might still be possible at existing school sites. In addition, cost estimate are provided for these expansion options to provide context on the relative scale of costs associated with each option, but please note that these costs need to be escalated to match today's construction costs. Further information on these studies is in Appendix A and Appendix B.

**Table 19. Design Studies 2011-2017**

Owner	Grade Level	School Name	Scheme	Year	Number of Classroom	Construction Type	Capacity Addition	Cost	Year of Cost	Contractor / Vendor
APS	ES	ASF	1	2017	4	Renovation		\$7,359,694	2017	Brailsford & Dunlavy
APS	ES	ASF	2A	2017	4	Addition		\$5,071,577	2017	Brailsford & Dunlavy
APS	ES	ASF	2B	2017	6	Addition		\$5,909,927	2017	Brailsford & Dunlavy
APS	ES	ASF	2C	2017	12	Addition		\$9,517,669	2017	Brailsford & Dunlavy
APS	ES	ASF	3	2017	10	Addition		\$8,341,596	2017	Brailsford & Dunlavy
APS	ES	ASF	4A	2017	5	Addition		\$7,687,333	2017	Brailsford & Dunlavy
APS	ES	ASF	4B	2017	9	Addition		\$10,307,477	2017	Brailsford & Dunlavy
APS	ES	ATS		2011	16	Addition		\$12,012,320	2011	SHW Group
APS	ES	Barcroft		2014		Addition	225	\$26,415,150	2014	VMDO
APS	ES	Campbell		2014		Addition	225	\$22,727,261	2014	VMDO
APS	ES	Carlin Springs	A	2011	16	Addition		\$18,335,906	2011	VMDO
APS	ES	Drew (Additional School)	1	2011	25	Stand Alone		\$42,771,920	2011	Perkins Eastman
APS	ES	Drew	2	2011	25	Addition		\$21,108,761	2011	Perkins Eastman
APS	ES	Glebe		2011	17	Addition		\$14,977,934	2011	Quinn Evans
APS	ES	Henry		2014		Addition	225	Not Available		
APS	ES	Hoffman-Boston		2011	30	Addition		\$43,540,971	2011	Perkins Eastman

APS	ES	Jamestown		2011	12	Addition		\$11,325,603	2011	Bowie Gridley Architects
APS	ES	Long Branch	1	2017	4	Addition		\$4,991,042	2017	Brailsford & Dunlavy
Joint	ES	Long Branch	2	2017	8	Stand Alone		\$6,759,665	2017	Brailsford & Dunlavy
APS	ES	Oakridge		2011	16	Addition		\$9,089,380	2011	SHW Group
APS	ES	Nottingham		2011	34	Addition/Stand Alone		\$20,240,270	2011	Quinn Evans
APS	ES	Randolph		2014	8	Addition		Not Available		VMDO
APS	ES	Taylor		2011	16	Addition		\$15,967,437	2011	Bowie Gridley Architects
APS	MS	Gunston		2014	28	Addition		\$16,465,744	2014	Bowie Gridley Architects
APS	MS	Kenmore	A	2011	11	Addition		\$9,154,366	2011	VMDO
APS	MS	Jefferson		2011	8+	Addition		\$17,855,639	2011	Perkins Eastman
APS	MS	Jefferson		2011	40+	Addition		\$40,336,868	2011	Perkins Eastman
APS	MS	Swanson		2014	15	Addition		\$24,327,731	2014	Bowie Gridley Architects
APS	MS	Williamsburg		2011	32	Addition		\$24,456,517	2011	Bowie Gridley Architects
APS	ES & MS	Carlin Springs/Kenmore	B	2011	33	New School/Addition		\$37,239,498	2011	VMDO
ACG		Madison Community Center	1A	2012	8	Renovation/Addition		\$8,979,516	2012	SHW Group
ACG		Madison Community Center	1B	2012	8	Renovation		Not Available		SHW Group
ACG		Madison Community Center	2	2012	22	Addition		\$34,367,560	2012	SHW Group
ACG		Madison Community Center	2	2012	32	Addition		\$38,206,490	2012	SHW Group
APS	ES	Drew	1	2015		New School	725	\$53,616,319	2015	Stantec
APS	ES	Drew	2	2015		New School	725	\$62,922,983	2015	Stantec
APS	ES	Wakefield	1	2015		New School	725	\$50,697,202	2015	Stantec
APS	ES	Wakefield	2	2015		New School	725	\$51,312,674	2015	Stantec
APS	ES	Gunston	1	2015		New School	725	\$52,578,747	2015	Stantec
APS	ES	Gunston	1	2015		New School	725	\$45,188,590	2015	Stantec

Source: APS, Department of Facilities and Operations Management, data current as of June 2019.

## 7. Planning for APS' Future

### 7.1. FAC Future Facilities Needs Report

The *FAC Future Facilities Needs Report* presents a broad, high-level view of future facilities needs for APS system-wide when student enrollment reaches 35,000 students, 37,500 students or 40,000 students. The report includes the number of facilities required to address student growth at each school level; elementary school, middle school and high school. Collaboration with community groups to identify the potential publicly owned locations for future facilities is the next step to meet the needs of future student growth.

#### 7.1.1 Swing Space Considerations

The ability to house students outside of their home school during a construction project would result in a more efficient and safe environment for students and staff. Because of the increase in enrollment, no current facilities have additional room to house students and staff from another school. This restricts construction projects to only renovations or additions, and limits the total replacement of a facility. The ability to relocate students and staff off site during a construction project would allow APS to bring an older facility up to current standards or replace it altogether. The cost of creating swing space must be balanced against the number of permanent seats gained, budgetary considerations and disruption to teaching and learning by relocating students and staff during construction. Ideally, swing space would be used to relocate several schools one after the other, and become a permanent school when no longer needed for temporary relocations.

### 7.2. Facilities Needs Assessment for 2021

This section will provide similar information on projected capacity needs at elementary middle and high school and the locations of greatest need within the County to this AFSAP. In addition, a link will be provided to the School Board's adopted FY 2021-30 CIP.

#### 7.2.1. Existing Facilities

For School Year 2018-19, APS has 23 elementary schools, five middle schools and four high schools, for a total of 32 core classroom (general education) facilities. Two additional APS educational facilities offer various programs: The Career Center and Langston. In total, these 34 educational facilities contain more than 4.4 million gross square feet of building area and cover approximately 340 acres of property. As APS enrollment grows it will become ever more challenging to find sites for new schools. APS will therefore need to expand existing schools on existing sites, and may need to replace some of its smaller schools with new, multi-story facilities to achieve the increased capacity required.

For many years the School Board has supported replacement of building systems, components and finishes through the Minor Capital/Major Maintenance program and Infrastructure Bond sales. All APS schools are therefore in good condition compared to schools in many less affluent school divisions. Staff is developing a methodology for prioritizing existing schools for renovation, additions and replacement using facilities data that is already available, including, for example, existing capacity, site area available for expansion, area per student compared to the division wide average for the type of school, conformance to current educational specifications, energy use intensity and volume of maintenance work orders. This methodology will be applied to all existing schools, and the prioritized list will be included in the 2021 long-range plan.

### 7.3. Room Use Guidelines for 2021

The increase in enrollment over the past decade has exhausted all existing space that can be used for classrooms. All space such as computer labs, bookrooms or other spaces have already been converted to classrooms to address enrollment needs. As student enrollment continues to rise, the number of shared spaces and spaces for electives such as art, music and physical education must be maintained and, in some cases, increased to meet the needs of our students. Potential solutions based on conversations with principals include: more flexibility with the type of instruction offered in relocatable classrooms, allowing for instruction that is provided on carts by creating spaces for art, music or FLES to be taught in a traditional classroom setting, and identifying the challenges that older facilities face when compared with newer schools.

#### 7.3.1. Consultation with Principals

Staff from Facilities and Operations schedule time with school principals to review facility efficiencies. Consultation with the principals are conducted biennially but specific concerns or fluctuations in enrollment may require annual visits. The information shared between principals and staff typically focus on addressing potential capacity issues. Relocatable classrooms are used as a temporary solution to address any projected capacity issues.

### 7.4. Capacity Calculations for 2021

The upcoming Long-Range Facility Plan will reassess capacity calculations across all grade levels. As part of this project, room use inventory will be necessary to establish how the facilities are currently utilized. The Planning factors, provided by the Department of Finance and Management will be used to establish a range of capacity that allows for flexibility in determining use of facilities.

### 7.5. Educational Specifications

During the Building Level Planning Committee (BLPC) process, the architecture/engineering team develops the Educational Specifications for the project based on Arlington Public Schools standards, and on direction from and interaction with the Department of Teaching and Learning and Facilities and Operations. Design principles applied to the educational specifications focus on short-term agility so that spaces can be rearranged throughout the school day to accommodate different learning activities, and long-term adaptability, so that facilities can accommodate changes in program and delivery of teaching and learning with the least cost and disruption. Educational specifications are brought to the School Board for information and action and as such are continuously improved upon from capital improvement project to project.

### 7.6. Transportation Facilities

#### Parking

A significant amount of APS property is dedicated to single-occupant vehicle parking space. APS currently maintains about 3,600 primarily surface parking spaces, which roughly equates to about 10.6 acres of land. Space used for parking is generally 'inactive' space; vehicles arrive and sit all day long until the school day is done. With shrinking land availability to construct the schools APS needs to meet demand for growing enrollment, every ounce of space must be used to its highest and best use.

APS' Transportation Demand Management program, known as APSGo!, offers commuter benefits to any staff who elect not to drive alone to their employment site over the regular school year. The annual



budget for the program currently stands at \$222,600. This budget can accommodate approximately 550 staff members – a fraction of total employees. As APS seeks to use more land space for instructional facilities, it must evaluate the trade-offs associated with using space for parking versus instructional space and recognize the importance the TDM program in off-setting demand.

This too must be a consideration with respect to building parking garages. Current construction rates in Arlington for above-ground structures can range from \$30,000-\$40,000/space to build. Below-ground structures cost from \$50,000- \$70,000/space. Further, when adding in the operating and maintenance costs, and long-term replacement, these facilities can add additional cost to the APS operating budget. A robust TDM program and partnership with the County to utilize on-street parking capacity during the day should be the first step in all projects as a means to reduce demand for garage construction. Finally, in this context, APS must consider whether providing on-site student parking is a priority. Given space and budget constraints, this may no longer be something APS can offer.

### Parent-Drop off Facilities

A good deal of on-site space also has been dedicated to parent drop-off facilities. However, this practice is becoming more difficult to manage and is also taking up space that could be used for additions or other instructional purposes. Providing parent-drop off facilities on-site and as close to an entrance as possible sends a message that this is the preferred mode of transportation to school. Given the constraints of APS locations, limited land availability and increasing safety concerns surrounding growing parent drop-off traffic, APS must seriously consider whether these facilities should be provided.

APS' Safe Routes to School program encourages families to walk and bike their students to their schools if they live in the no-transport zone, and APS Bus transportation provides robust service for students living in the bus eligibility zone for their school. In terms of a hierarchy of access, it makes sense for APS to focus on designing/providing safe and robust pedestrian and bicycle facilities leading directly to the school and communicate/ partner with families to encourage more active transportation and bus use.

### Buses

Bus transportation is the linchpin of APS school access. At present, more than 18,000 APS students are eligible to ride the school bus, though recent statistics show that only about 67% of eligible students use the bus. If more students did ride, APS should have fewer issues with drive access/parent drop off. However, to meet the full demand and make the bus system attractive to at least 20-30% more of eligible students, buses must pick up at a reasonable hour, the bus ride should not be too long and the bus must arrive on time. Our current fleet of 200 buses is struggling and APS has run out of space to park more buses. The CIP will need to consider space needs for bus parking in a way that helps operations and reduces deadhead time.

#### 7.6.1. Work Plan for Future Improvements

Recognizing the many challenges our bus system faces and the number of students transported daily, a large part of the transportation work program includes actions to improve the efficiency and on-time performance of our bus system. Three main areas of focus are:

- Establishing a hub-stop system for Countywide programs to improve routing and on-time performance
- Improving the planning process for specialized transportation services
- Integrating public transit more into the student transportation mix

The plan for hub stops will allow more time for buses to get to schools and will shorten bus rides for students. Currently, because students in countywide programs are widely dispersed throughout the county, it is difficult for APS to use a bus to full capacity without spending an inordinate amount of time collecting students from many locations. By bringing the bulk of students to be collected at fewer stop locations, the bus' travel time is reduced and APS has a greater opportunity to fill the bus. APS Transportation will begin implementing hub stops in SY19-20 for some countywide programs and roll them out for all countywide programs by SY20-21.

APS Transportation is working with the special education community to identify needs for improving bus service delivery. The first step of the process is to survey families well ahead of the service planning schedule to understand whether families plan to use specialized transportation services for the next school year. If a family decides it will not need the service, APS planners can create more efficient routes by having an accurate pick-up list well ahead of the start of school.

For School Year 2019-20, APS will work with the Career Center and HB Woodlawn communities to implement an ART transit pilot program that subsidizes 100% of student fares. Students will opt into the pilot and work with staff to evaluate its effectiveness. Over time, if students can get to and from school on transit with at least the same ease and convenience as the school bus, APS may be able to transition some students to transit and free up school buses to use elsewhere in the system.

With respect to active transportation modes, APS will continue to work with Arlington County's Dept. of Transportation and Arlington County Police Dept. to improve walk and bicycle access to schools, and to work with schools to implement walk and bicycle programs to help students and families become more comfortable with choosing these modes to get their students to school.

## 7.7. Land Acquisition Guidelines

The adopted policy implementation procedure F-7 PIP-1 Acquisition of Real Property provides a general summary of procedure to follow for land acquisition by Arlington Public Schools. The policy implementation procedure follows all State of Virginia codes and provisions of codes. For further information, see the Policy Implementation Procedure F-7 PIP-1 Acquisition of Real Property, at [https://go.boarddocs.com/vsba/arlington/Board.nsf/files/AZ6PRK65E1F2/\\$file/F-7%20PIP-1%20Acquisition%20of%20Real%20Property.pdf](https://go.boarddocs.com/vsba/arlington/Board.nsf/files/AZ6PRK65E1F2/$file/F-7%20PIP-1%20Acquisition%20of%20Real%20Property.pdf).

### 7.7.1. APS Draft Principles for Site Acquisition

The 2019 AFSAP identifies draft guidelines for site acquisition. APS staff has referred to the guidelines for public space land acquisition included in Arlington County's Public Spaces Master Plan<sup>2</sup> in preparing these guidelines.

#### Sentences to borrow and adjust from POPS

- Maintaining a high level of stewardship and responsiveness to community needs is an ongoing challenge because of the County's small geographic size, its increasing student population, limited financial resources, and the pressure and impacts of growth.

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<sup>2</sup> Page 141, <http://arlingtonparks.us/psmp/main/mobile/index.html>

- Having clear guidelines for land acquisition provides APS with a way to evaluate potential acquisition opportunities objectively against the broader goals of the school division.

#### Considerations for Site Acquisition

APS prioritizes the purchase of properties that support our CIP. Considerations for land acquisition include the following:

1. **Creating new access points** to school property, when the topography would allow for:
  - a. Additional access for emergency vehicles,
  - b. Increased pedestrian access to a school from adjacent neighborhoods, that might also reduce vehicular traffic around the school.
2. **Expand site** with adjacent properties that would allow for expansion of an existing school, replacement and reconstruction of an existing school, or construction of an additional school on an existing school site.

#### Collaboration with Arlington County

When the County reviewing plans for sites that are adjacent to school properties, APS asks that the following opportunities be considered:

- Provision of additional pedestrian and vehicular access points to school properties
- Additional parking and/or share parking for school use

#### Reference Materials on Site Acquisition

- APS, Policy F-7 Real Property, [https://go.boarddocs.com/vsba/arlington/Board.nsf/files/AZ35AX6933B1/\\$file/F-7%20Real%20Property.pdf](https://go.boarddocs.com/vsba/arlington/Board.nsf/files/AZ35AX6933B1/$file/F-7%20Real%20Property.pdf)
- APS, Policy Implementation Procedure F-7 PIP-1 Acquisition of Real Property, [https://go.boarddocs.com/vsba/arlington/Board.nsf/files/AZ6PRK65E1F2/\\$file/F-7%20PIP-1%20Acquisition%20of%20Real%20Property.pdf](https://go.boarddocs.com/vsba/arlington/Board.nsf/files/AZ6PRK65E1F2/$file/F-7%20PIP-1%20Acquisition%20of%20Real%20Property.pdf)
- APS, Policy Implementation Procedure F-7 PIP-2 Use and Disposition of Real Property, [https://go.boarddocs.com/vsba/arlington/Board.nsf/files/AZ6PSG6603CE/\\$file/F-7%20PIP-2%20Use%20and%20Disposition%20of%20Real%20Property.pdf](https://go.boarddocs.com/vsba/arlington/Board.nsf/files/AZ6PSG6603CE/$file/F-7%20PIP-2%20Use%20and%20Disposition%20of%20Real%20Property.pdf)

### 7.8. Align APS Long-Range Facilities Plan with County Master Planning Documents

The development of the APS Long-Range Facilities Plan will reference all relevant Arlington County Government planning document when appropriate.

## 8. Budget

The AFSAP outlines priorities to address APS enrollment. It's important to note that the CIP must balance seat needs within APS's financial capacity. The ASFAP is designed to shape the Superintendent's recommendation to the School Board for the CIP.

Like a mortgage obtained by an individual or a family, bonds are long-term loans that spread the cost of major capital improvements over a number of years. Paying for long-term investments, such as school construction, with bonds spreads the cost among current and future taxpayers who will benefit from the schools.

APS's bonding capacity is framed by the County Board-adopted financial and debt management policies. The policies provide the parameters for the amounts and timing of bond-financed projects to be included in the County's CIP, ensuring that the CIP is financially sustainable and that it supports the County's triple, triple-A bond ratings

APS maintains a 10% ceiling of its debt ratio. APS is committed to continuing to collaborate closely with Arlington County, to successfully address Arlington's growing student enrollment. APS also has actively participated in the work of Arlington's Joint Facilities Advisory Committee to take a holistic approach to reviewing and addressing Arlington County's future needs, particularly the challenges due to our growing enrollment.

Early efforts to develop priorities for the 2021-30 CIP will assume that APS' debt capacity remains constant from the 2019-28 CIP. The debt capacity will be reevaluated in spring of 2020, once the School Board adopts APS' FY21 Budget.

### 8.1. Priorities for next CIP

Later this fall, the School Board will use the AFSAP to shape the CIP direction for APS. The direction will focus the request for additional information and site feasibility studies. Additional information will be posted on the Engage web page "Preparing for the 2021-30 Capital Improvement Plan (CIP)" [www.apsva.us/engage/preparing-for-the-2021-30-capital-improvement-plan-cip/](http://www.apsva.us/engage/preparing-for-the-2021-30-capital-improvement-plan-cip/)