

ANNANDALE REGIONAL PLANNING STUDY
REPORT OF THE MIDDLE SCHOOL/HIGH SCHOOL COMMITTEE
JANUARY 10, 2011

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Background of the Annandale Regional Planning Study

Annandale High School and, to a lesser extent, Poe Middle School, have exceeded their capacity for a number of years. These capacity issues can be traced, in large part, all the way back to 1985, when the loss of Thomas Jefferson High School as a general education high school created a dearth of high school seats inside the beltway at the eastern end of the county. This loss of seats along with the high density housing that feed into both Annandale and previously Thomas Jefferson eventually contributed to the overcrowding issue at Annandale High School. Annandale HS is now fed by two middle schools (Poe and Holmes) as a result of the loss of Thomas Jefferson as a general ed high school.

The overcrowding has increased in recent years as many areas of the Annandale High School boundary have experienced sustained growth. This may be the result of several factors. First, this is an area with significant sections of high density housing, particularly within walking distance of the high school. Second, the downturn in the economy has significantly decreased the mobility of the school population (for example, it decreased from an annual rate of 19% in 2006 -2007 to 15% in 2009-2010). There is also anecdotal evidence that the number of occupants in some residences has been steadily increasing, which could contribute to an increase in the school age population. Finally, as fewer parents have sent their children to private schools during the last several years, an increase in the student population has resulted.

As a result of the capacity deficit, Annandale High School currently has 29 external classrooms (in trailers and quads), on the back of its property – immediately outside of the school and adjacent to the school’s faculty parking lot (as the number of trailers has expanded over the years, the space available for faculty parking and marching band practice has decreased). None of the trailers provide restroom or locker facilities. A 14-classroom modular is scheduled to open this semester. The modular will contain classrooms (including biology labs), staff workrooms and restroom facilities. However, students will still be required to enter the main building for the cafeteria, lockers, gymnasium, library and other classes. Approximately 1,000 students per day attend classes outside the main building. The trailers cannot be used in certain weather conditions, which require that all students be moved into the main school building.

The School Board first attempted to alleviate some of the overcrowding by a means of a boundary change implemented in the fall of 2010. This change targeted approximately 238 high school students and approximately 158 middle school students for movement to other schools. For the 2010-2011 school year, Annandale High School is approximately 400 students over capacity, while Poe Middle School is (in accordance with the recent capacity projections) under capacity by approximately 90 students. The capacity deficit at Annandale High School is

expected to increase to approximately 543 students by 2015 and to approximately 121 students at Poe Middle School by 2015.

The overcrowding has ramifications in addition to lack of space. The use of the classrooms outside of the school requires additional supervision from administrators, especially with approximately 1,000 students entering and exiting from the trailers each day. Furthermore, most of the classroom space inside the building is fully utilized each class period, which results in a number of teachers without their own classroom space to meet with students during the school day or after school.

In the spring of 2009, Mr. John Ponton, Annandale's principal, relayed his concerns about the continuing capacity deficit at the school to the School Board. As a result, FCPS Facilities staff identified two neighborhoods (Ravensworth and the "island" north of Route 236) that could be shifted to other high schools and middle schools with capacity, and a limited scope, single-option boundary change was proposed by the School Board in March 2009. FCPS Facilities staff noted at the time that a more comprehensive study would be necessary in the future to address continuing enrollment issues. At community hearings, members of the community expressed concerns that boundary changes were being proposed without careful consideration of the impact of these changes on Annandale High School, especially in terms of programs and demographics. The community members also questioned whether the proposed changes would provide more than minimal relief of the capacity issues. The boundary change was approved in June 2009, for implementation in September 2010, with the anticipation of a more comprehensive study in the near future.

Prior to initiation of this study, FCPS Facilities staff had proposed to the Board a model for comprehensive facilities planning that would introduce a greater measure of public participation in both long-and short-range school facilities planning. In order to study this matter further, the Board created a subcommittee (the Comprehensive Planning Development Committee), which began meeting in March 2009, to work with Facilities staff on this effort.

The CPDC's work resulted in the creation of a new boundary planning process (the Ad Hoc committee) and the formation of the Facilities Planning Advisory Council (FPAC).

On April 29, 2010, the Fairfax County School Board authorized the formation of an ad hoc committee for the Annandale Regional Planning Study (ARPS). The mission of the ad hoc study group was to examine overcrowding at the middle and high school levels. The schools included in the regional study are the following: Annandale, Edison, Falls Church, Lee, Stuart, West Springfield, and Woodson High Schools; Lake Braddock Secondary School; Frost, Glasgow, Holmes, Jackson and Poe Middle Schools. (The other purpose of the Committee is to review attendance area options for a new elementary school at the Lacey Site in the Annandale area of

the county. This issue is being addressed by a separate elementary school sub-committee and is not addressed here.)

The HS/MS Committee members (“Committee”) were appointed by PTA and PTO leadership and included parents and community members from the 14 schools in the study area. The HS/MS Committee began its work in July 2010 and met nine (9) times over the period from July 2010 to December 2010. Certain subcommittees of the HS/MS committee (enrollment/capacity, programs and communications) also held additional meetings. At least one Committee member from each school attended at least 80% of the meetings, other than the Committee members from Falls Church High School.

All Committee meetings were open to the public. The meeting dates and meeting agenda were provided on the FCPS website.

Annandale Regional Planning Study (ARPS) Area

The area encompassed by the ARPS is somewhat unique from the rest of the schools within FCPS, especially those schools that are west of I-495. More students who attend middle and high schools within the ARPS have limited English proficiency and qualify for free and reduced price lunch (an indicator of poverty) compared to other areas of FCPS, which results in additional challenges for both the student and parents.

Similar demographics and socio-economics are present at five of the eight high schools in the study – Annandale, Edison, Falls Church, Lee and Stuart. Unlike most other schools in FCPS, all have FRL percentages ranging from 30 – 50%, and the percentage of students with limited English proficiency ranges from 17-35% (It should be noted that the October 31, 2010 FRL records sent to the state reflect higher FRL percentages, ranging up to 53%). By contrast, the other three high schools in the study - Lake Braddock, Woodson and West Springfield - have FRL percentages ranging from 5% to 16%, and the LEP percentages are between 8-11%. Similarly, three of the five middle schools in the study have a significant number of students who are limited English proficient and/or receive free and reduced lunch.

The changing socio-economic diversity of the study area brings considerable and multi-layered challenges that cannot be fully addressed by the Committee but which require a more thorough analysis by FCPS and the School Board. However, based on the research that the Committee has done, these students generally require more one-on-one assistance, have parents with limited involvement in the school system (for both economic and cultural reasons), and may be more challenged to succeed academically because of language barriers and/or issues occurring outside of the school environment.

The Committee also received information that boundary changes are less effective in areas with such high density housing. Renters have more of an ability to circumvent a boundary change by moving back into the boundary of the original high school. Those students who are at the lower end of the socio-economic spectrum may have experienced a higher level of personal displacement in their lives and may be more affected by a boundary shift; therefore these students will often work harder to stay in the original school for the sake of continuity.

Annandale High School Background

As has been noted, Annandale HS has dealt with considerable challenges in the past 20 years, but it is thriving today under the strong administration of Principal John Ponton and his leadership team, despite the challenges of severe overcrowding. The discipline he has enforced and the policies he has created at the school over the past six years are primary factors in teacher retention as well as the ongoing success of a school which has students from over eighty different countries and speaking over 50 different languages. Furthermore, in excess of 20% of its student body has limited English proficiency and over 40% of its students receive free and reduced price lunch. Annandale has also become a “safe haven” for those students for whom home and/or community sometimes do not offer stability, safety or support.

The Annandale High School administration recognizes that its students pursue a variety of post-graduation options and aims to prepare students for those opportunities. Its graduates attend Ivy League colleges and Virginia state universities, enroll in community college, join the military and enter the workforce immediately upon graduation. Like many other schools in FCPS with less diverse populations, Annandale High School offers a very rich array of extra- and co-curricular options and activities to help round out just about any student’s high school experience. Performing arts, auto tech, culinary arts, business education, an award-winning journalism program, International Baccalaureate (IB) and AP classes, honors and general education classes – all are offered. In spite of the school’s size and overcrowding situation, most students have the opportunity to participate in the activities of their choice (something not typically a hallmark of larger, less diverse schools where competition is typically more fierce).

Participation in the IB program is steady or showing some signs of improving; however, there are certain student populations that remain underrepresented in the IB classes. While approximately 40% of all junior and senior students at AHS do take one or more IB classes, a very small group of students complete the IB diploma each year. This may be a result of the perceived workload of the IB program and the difficulty that some students experience in obtaining the necessary classes to complete the diploma because of a limited number of course offerings.

Most of the Annandale High School students will tell you that the school's rich diversity is one of its greatest strengths. Annandale HS has become a multi-cultural school. The demographic breakdown (32% Hispanic, 24% Asian, 15% Black, 3% Other and 26% White (which includes students of Middle Eastern and European descent)) are really just statistics which provide only a glimpse of the truly amazing diversity of the student population. This diversity is one of Annandale HS's greatest strengths but also presents one of the greatest challenges in terms of achieving parent and community involvement. Parents of Annandale High School students may be working more than one job to support their family, have limited English skills (and/or minimal formal education) or come from a culture that does not promote parental involvement in their child's school. The PTSA has worked with the parent liaisons to promote parental involvement for the benefit of their students, as well as for both the PTSA and the various booster clubs but outreach remains an ongoing effort.

During the meetings of the Committee, representatives from schools in the study with similarly diverse populations also addressed a common concern; maintaining enough student participation to sustain a wide variety of advanced academic courses, as well as robust co- and extracurricular programs such as performing arts and sports. This is particularly true at schools that are under capacity (such as Falls Church and Lee High School) It is also more difficult to engage parents in the booster and other volunteer efforts as mentioned above.

Issues Studied by the MS/HS Committee

During its initial meetings, the Committee focused primarily on enrollment and capacity issues. The Committee also began to review the following complicating factors with respect to how they impact Annandale HS and/or the study area:

- All of the elementary schools that feed into Annandale High School, Poe Middle School and Holmes Middle School are K-5 schools (other than Wakefield Forest which is a K-6 split feeder between Poe and Frost MS with students entering Poe Middle School at the 7th grade)
- Transportation issues – specifically the construction of the Interstate 495 “Hot Lanes” that are expected to open in 2013 and may impact the traffic on Route 236 outside the beltway and its surrounding streets; and Braddock Road outside the beltway and its surrounding streets
- Advanced Placement/International Baccalaureate - Annandale High School, Edison High School, Lee High School and Stuart High School offer the IB Program; Falls Church, Lake Braddock, West Springfield and Woodson High Schools offer the AP Program

- Split feeders – All of the high schools in the study area have split feeders at the elementary and/or middle school level. The School Board has previously stated its goal to eliminate split feeders and attendance islands to the extent possible
- Cluster sites for special education programs in Cluster III – both Annandale and Woodson High School provide cluster-based special education services
- The disparities between FRL and ESL/LEP percentages at the schools in the study
- The challenges that socio-economic and language barriers present to students and faculty/staff
- The declining number of students from more stable, single family neighborhoods
- Approximately 750 students live within walking distance of Annandale High School

The Committee members divided themselves into three subcommittees:

- Enrollment and Capacity
- Programs
- Communication

Enrollment and Capacity Subcommittee

The Enrollment and Capacity (E/C) Subcommittee reviewed the current and projected capacity and enrollment data at each of the high schools and middle schools included in the study. The E/C Subcommittee requested from the Facilities Department specific data related to

(1) current and projected enrollment at each of the schools in the study and their feeder elementary schools from 2010 through 2015;

(2) current and projected capacity for each of the schools;

(3) limited language proficiency and free and reduced price lunch participation at the each of the schools in the study area and their feeder elementary schools; and

(4) current school boundaries, particularly with respect to split feeders.

FCPS Facilities provided initial enrollment and capacity information at the Committee meetings in July and August 2010. The E/C Subcommittee requested additional specific data, including maps, making the requests through one person so that the staff was not overwhelmed. They also limited their requests to that data that they believed was directly relevant to the study.

The FCPS Facilities staff members, especially Denise James, were very professional to work with and generally responded to the E/C Subcommittee requests promptly. However, the E/C Subcommittee members noted that the FCPS Facilities staff was also trying to complete the Southwest Boundary Study and the 2011 CIP at the same time, which sometimes delayed their

ability to respond quickly to the requests. The E/C Subcommittee is concerned that there is not adequate staffing in the FCPS Facilities Department to handle the many different projects it has been assigned.

The primary concern with the data reviewed by the E/C Subcommittee is the validity of the data, especially with respect to current and projected capacity. The E/C Subcommittee found significant changes in the program capacity from a year earlier for many of the schools, particularly the middle schools. The E/C Subcommittee subsequently met with Susanna Lee from FCPS Design & Construction who recently assumed responsibility for the capacity analysis process. Ms. Lee reported to the E/C Subcommittee that she had recently conducted a new capacity analysis for each of the FCPS, which more accurately reflected the educational specifications for the schools as well as changes in programs/staffing allocations. She could not fully explain the deviation from the prior capacity analysis since she did not have the information regarding how that capacity analysis was conducted. However, Ms. Lee was very willing to meet with the Subcommittee members to address any questions regarding capacity.

The E/C Subcommittee feels that Facilities staff should develop a better means of explaining program capacity. Clarification should be provided with regard to why program capacity can/does change from year to year for any given school. It is also important to provide clear definitions as to what defines optimum classroom usage, which is assumed within program capacity numbers. For example, at Annandale High School, which is overcrowded, classrooms are used to maximum capacity (i.e. all periods each day), while other schools that are not at capacity may only use the classrooms 3 out of 4 periods (if block scheduling) or 6 out of 8 periods (if traditional scheduling) per day. The E/C Subcommittee was also concerned that maximum recommended usage of gym, library and cafeteria space is not clearly defined when capacity is stated for a school.

Program Subcommittee

To obtain background on the various programs offered by FCPS, the Program Subcommittee hosted a panel with FCPS speakers addressing (1) the K-5/K-6 elementary school configuration; (2) Advanced Academic programs; and (3) Special Education services.

The Program Subcommittee reviewed the programs offered at the various high school and middle schools. Specifically, the Program Subcommittee reviewed the Advanced Academic Programs offered at each high school -- whether the IB or AP program, and how students who participate in the programs could be impacted by a change to a high school with a different Advanced Academic Program. The Program Subcommittee also examined the level of student participation necessary to maintain a robust AP and/or IB program, particularly with respect to those students pursuing the IB diploma.

The Program Subcommittee also discussed whether the number of IB vs. AP programs in the ARPS area was appropriate, especially in light of the participation level and resources necessary to maintain a significant IB program. The Program Subcommittee recommended that each of the schools offering the IB program set up a committee of parents, administrators and FCPS staff to review the advantages of the IB vs. AP program as an advanced academic program in the future.

The Program Subcommittee also reviewed special education services, specifically the Cluster III center based programs at Annandale High School. As shown on the attached table, Annandale HS hosts two centers for the entire cluster – Severe Intellectual Disability and Autism. Woodson hosts two other center- based programs – Deaf and Hearing Impaired and Emotional Disability. Stuart does not host any center- based programs for the cluster. The Program Subcommittee requested information related to the number of classrooms used for these center-based programs. (Since the students in these programs are in self-contained classrooms, these classrooms cannot be used for general education.) The Program Subcommittee also requested information related to whether these programs could be moved to another high school in the Cluster – either Stuart or Woodson.

Communications Subcommittee

The Communications Subcommittee believes community education and involvement in the Annandale Study process is vital to our success. The Communications Subcommittee created a communications and outreach strategy utilizing traditional (newsletters and PTA meetings) and internet (emails and online forms) tools to reach as broad a population as possible. Its primary goal was to ensure the communities potentially affected by the Annandale Study process, including those not represented on the committee itself, were informed about the overcrowding at Annandale, Poe, and throughout the region and the Committee's mission to address that overcrowding.

The Communication Subcommittee created a number of tools to help committee members communicate with their communities. An Outreach Matrix was created which delineated each of the eight high schools participating in the study, including the middle and elementary schools which feed into them. Even though elementary schools were not represented with membership on the Middle School/High School committee, the Committee believed it was important to include elementary schools potentially impacted in all of its communications. Therefore, all of its outreach efforts included elementary schools that could see a shift in their middle and/or high school designations.

The tools created by the Communications Subcommittee focused on maximizing the Committee's outreach. These tools were utilized to supplement the FCPS Annandale Study page and the flyer previously created.

- **Newsletter Article** – an overview of the Committee and its mission was written and distributed to committee members for inclusion in PTSA newsletters and posted online for the community to download. Newsletter Article: <http://www.fcps.edu/fts/planning/annandalestudy/newsletterarticle.pdf>
- **KIT Emails** - an outreach distribution list was created and emails promoting upcoming ARPS Committee meetings were distributed.
- **PowerPoint Presentation** – created as a tool for committee members to use at community and PTSA meetings. It is also posted online for the public to access. ARPS PowerPoint: <http://www.fcps.edu/fts/planning/annandalestudy/presentation2.pdf>
- **Feedback email address and online form** – the Committee created an email account (annandalestudy@yahoo.com) to allow the community to contact it directly with feedback or questions. An online form was also created on the Annandale HS PTSA website prompting community members to answer a few targeted questions. In all, more than 100 responses have been received via our email and online form. These responses are summarized later in this report. Online Feedback Form: <http://www.annandalehsptsa.org/post-survey-form.html>
- **Meetings** – probably the most valuable tool in the Communications Subcommittee outreach strategy were the one-on-one meetings committee members had with administrators and the community/PTSA meetings hosted at schools throughout our community. One example is the Annandale High School community meeting, which hosted nearly 200 participants in a productive discussion about the process and potential overcrowding options. Participants were encouraged to fill out a feedback form after the meeting, providing even more opportunity for constructive community input and involvement. Meetings were also held by the North Springfield Civic Association, Wakefield Forest Elementary School, Bren Mar Elementary School PTA, Holmes Middle School and the Poe Middle School PTA.

Outreach will continue to be a vital part of the Committee's work moving forward. We believe it is critical that the community is informed, engaged and considered, as options to alleviate our region's overcrowding are reviewed.

It should be noted that the Committee has not received feedback from a majority of families in the study area despite outreach efforts (including offering translation services at community meetings). The Communications Subcommittee recommends that FCPS continue its outreach to reach all communities, including providing translation of all notices and providing translation services at community meetings.

Potential Solutions and Scenarios

The Committee considered a number of alternative scenarios – both boundary and non-boundary related. While the Committee recognizes that the School Board has traditionally utilized boundary changes to relieve school overcrowding, the Committee is requesting that FCPS Facilities and the School Board seriously consider a non-boundary option for the Annandale High School pyramid. The Committee strongly believes that the non-boundary solutions present a new approach that will relieve the overcrowding at Annandale High School and future overcrowding at Poe Middle School while moving only a minimal number of students, yet retaining most of the middle school and high school structure within the Annandale High School pyramid intact. In addition, feedback from the community indicates that preserving the character of Annandale High School is a priority, and this goal is particularly well accomplished by non-boundary options.

The Committee recognizes that the non-boundary options may require some expenditures to accommodate facility and program changes. However, the Committee also believes that the schools in the ARPS should be eligible to receive funds on the same basis as the schools in the Southwest Study area.

Non-boundary options

The Committee reviewed several options that would allow Annandale High School and feeder middle schools to sustain its current feeder middle schools and programs.

SCENARIO	CONSIDERATIONS
<i>NON-BOUNDARY OPTIONS</i>	
<p>Option 1.a Reconfigure pyramid structure (6-12 Jr/Sr High)</p> <ul style="list-style-type: none"> • Annandale HS pyramid elementary schools retain K-5 configuration • All Annandale HS-bound 6th and 7th grade students attend Holmes MS • All Annandale HS-bound 8th and 9th grade students attend Poe MS (which could be renamed “Poe Junior High School” or “Annandale Junior High School”) 	<ul style="list-style-type: none"> • Best use of pyramid-wide capacity • Reduces enrollment at Annandale HS to well below capacity while maintaining character of school – a long term solution • Would maximize usage of available space at Poe and Holmes • Allows students to attend school with same cohort from 6th-12th grade (a secondary school spread over 3 campuses) • Parent Liaisons could better focus on

<ul style="list-style-type: none"> • 10th – 11th – 12th graders attend “Annandale Senior High School” 	<p>each parent cohort over 7 years, increasing opportunities for encouraging parent involvement/participation</p> <ul style="list-style-type: none"> • 9th graders would be transported to Annandale HS each afternoon for extracurricular activities • Marching band, color guard, other music programs could “recruit” in 8th grade, increasing participation • Minimal additional transportation costs since buses could serve all three campuses on a staggered schedule (similar to Frost/Woodson) • No or minimal boundary changes required • Used in other jurisdictions • Consideration needed re: Freshmen and 8th graders who require advanced academic classes (could be offered at Poe and/or Annandale HS) • Some building modifications at Poe may be required for labs, etc • Creates an unusual grade split
<p>Option 1.b Reconfigure pyramid structure 7-12 Jr/Sr Hi</p> <ul style="list-style-type: none"> • 6th grade moved back into feeder ES’s • Poe and Holmes become 7-8-9 junior high schools • Annandale HS becomes a 10-11-12 Senior High School 	<ul style="list-style-type: none"> • Reduces enrollment at Annandale HS to well below capacity while maintaining character and demographics of all pyramid schools • Aligns Annandale HS pyramid with the rest of FCPS re: K-6 configuration • Poe & Holmes would have plenty of excess capacity to allow for future growth • May require additions at several of the elementary schools • Aligns the pyramid with a common junior/senior American high school

	<p>model</p> <ul style="list-style-type: none"> • Field upgrades & lab modifications may be required at Holmes & Poe • Students would be bussed to Annandale HS at end of school day for sports and other extracurricular activities • Marching band, color guard, other music programs could “recruit” in 8th grade, increasing participation • Consideration needed re: Freshmen who require advanced academic classes
<p>Option 1.c Reconfigure pyramid structure to 7-8 MSs</p> <ul style="list-style-type: none"> • 6th grade moved back into feeder ES’s • Poe and Holmes become 7-8 middle schools • Annandale HS remains a 9-12 high school • Install AAP center at either Holmes or Poe 	<ul style="list-style-type: none"> • Boundary change still required to relieve overcrowding at Annandale HS • Aligns Annandale HS region with the rest of FCPS re: K-6 configuration • Poe and Holmes greatly underused (50-60% capacity) at least in short term • Requires addition (for 6th grade) at most feeder elementary schools • Adding AAP center alleviates overcrowding at Frost and (eventually) Glasgow
<p>Option 2 Create a small secondary school at Holmes MS</p> <ul style="list-style-type: none"> • 6th grade moved back into feeder ES’s • Poe initially includes 6th grade students from ES’s without space; eventually becomes a 7-8 middle school with AAP Center • New boundary drawn for Holmes to draw in enough 7-12 students from surrounding areas to make Holmes the right size (1000-2000) 	<ul style="list-style-type: none"> • Good use of all existing space: relieves Annandale overcrowding and projected overcrowding at Glasgow/Stuart by 2015 and provides “breathing room” at all Annandale area middle and high schools for future growth/ revitalization plans in Annandale & Bailey’s Crossroads areas • Aligns Annandale region with the rest of FCPS re: K-6 configuration • Requires addition at Bren Mar Park ES to accommodate 6th grade. (also Annandale Terrace, Braddock,

	<p>Columbia)</p> <ul style="list-style-type: none"> • Adding AAP center alleviates overcrowding at Frost and (eventually) Glasgow • Reduces transportation distances for families at far eastern end of the boundary who currently attend Poe Middle School and Annandale HS • Cost and time needed for lab and possibly other additions as well as field upgrades to Holmes must be calculated • AP or IB; Possible to create a Focus Secondary School for World Languages at Holmes MS
<p>Option 3: Move the two center- based Special Education programs at Annandale High School to Stuart and/or Woodson</p> <ul style="list-style-type: none"> • These two programs (Severe Intellectual Disability and Autism) are center based programs for Cluster III 	<ul style="list-style-type: none"> • Would free up approximately 5 classrooms to be used for General Education purposes and increase the program capacity for Annandale High School • Need to review whether any legal or other concerns to moving special education program from one center site to another

Boundary change options

The Committee recognizes that excess capacity exists at a number of the schools participating in the Annandale Study, including Edison, Falls Church, Lake Braddock, Lee, Stuart and Woodson high schools, and Holmes, Lake Braddock and Glasgow (at least in the short term) middle schools. While a boundary change is **not** the Committee’s preferred method for relieving the capacity issues at Annandale High School, we have included a variety of boundary change scenarios. In developing these boundary change scenarios, the Committee considered the following:

- That approximately 750 students currently walk to Annandale High School and should not be impacted by a boundary change

- That the LEP and FRL percentages at the sending and receiving schools may be impacted depending upon how many students are moved
- That transportation could be an issue – especially with respect to crossing I-495 and I-395
- The impact to advanced academic programs that results from the movement of students from AHS to other schools
- That students who begin at AHS should be able to complete high school at that location
- Those neighborhoods that have steadily increasing enrollment (e.g. Bren Mar Park), steady enrollment (e.g North Springfield) and declining (e.g. Wakefield Chapel)

In considering boundary changes, the Committee reviewed a number of different options and considerations. Several of these options are not included in the Committee’s scenario below for the reasons described.

- Conversion of TJ from a Science and Technology magnet school back to a general education high school – would require the relocation of TJ; not feasible at the current time
- Bussing students from inside the beltway to outside the beltway on the western edges of the current boundary – while there is excess capacity at both Lake Braddock and Woodson High Schools, School Board and FCPS Facilities staff have indicated a reluctance to bus students across the 495 beltway; ongoing construction and opening of the hot lanes in 2013 further complicates the transportation (concern about causing “swiss cheese” with the school boundaries)
- Advocating the use of pupil-placement/student transfer process to allow transfers to take place due to overcrowding at the home school – this creates too much uncertainty for school administrators and also creates imbalance at schools
- Grandfathering of all siblings of current AHS students – creates too long a withdrawal process when considering boundary changes.

Possible boundary change options are set forth below. All of the scenarios had the consensus of the entire Committee, other than scenarios 3, 4 and 5 in which the two committee members from Lee High School dissented. The scenarios are listed in alphabetical order.

SCENARIO	CONSIDERATIONS
<i>BOUNDARY OPTIONS</i>	
<p>(1) Annandale Terrace/New school at Lacey Redistrict all Poe MS students who reside north of 236 to Jackson MS - these students have already been redistricted into Falls Church HS</p>	<ul style="list-style-type: none"> • Moves MS students out of Poe (those who reside in the Annandale Terrace ES attendance area north of 236 – part of Lacey discussions) • Eliminates split feeder at Poe and aligns all former Poe/AHS students north of Rt. 236 with FCHS pyramid (and may match Lacey school’s alignment) • Jackson MS is near capacity now and will be over-capacity by 2015 • Must include 6th grade in new Lacy school
<p>(2) Belvedere Move all Poe MS students who come from Belvedere ES to Glasgow MS</p>	<ul style="list-style-type: none"> • Moves MS students out of Poe • Eliminates split feeder at Belvedere – all Belvedere students will go to Glasgow/Stuart • Possible transportation considerations (natural barrier) • It appears the Lacey boundary change will encompass this option
<p>(3) Bren Mar Park (east) Redistrict all Annandale HS students who reside EAST of I-395 to Edison HS (about 2/3 of current AHS HS students who reside with the Bren Mar Park ES boundary)</p>	<ul style="list-style-type: none"> • Moves students out of Annandale HS and into Edison HS pyramid • Bren Mar is geographically closer to Edison than to Annandale • Edison will have excess capacity after renovation is complete in 2011 • Bren Mar Park is a K-5 school –

	<ul style="list-style-type: none"> ○ If BMPES becomes a K-6 school, students could go directly to Twain MS and then to Edison HS, but additional capacity would need to be built at BMPES ○ Less desirable: redistricted area attends Holmes or Poe for sixth grade only ○ Also less desirable: students attend Holmes or Poe for 6-8, then go directly to Edison ● Potential impact to honors and IB classes (these students comprise about 3% of AHS IB students) ● Creates split feeder at BMPES or Holmes (or Poe) MS ● Possible issues of splitting a community (although I-395 seems to be dividing line for the community)
<p>(4) Bren Mar Park (west) Move all Bren Mar HS students who reside WEST of I-395 and inside the beltway to Lee HS (about 1/3 of current AHS students who reside within the Bren Mar Park ES boundary)</p>	<ul style="list-style-type: none"> ● Moves students out of Annandale HS into Lee HS pyramid ● Most of BMPES attendance area is geographically closer to Lee ● Transportation consideration: more difficult to get to Lee from this area ● Bren Mar Park is a K-5 school – <ul style="list-style-type: none"> ○ If BMPES becomes a K-6 school, students could go directly to Key MS and then to Lee HS, but additional capacity would need to be built at BMPES ○ Less desirable: redistricted area attends Holmes or Poe for sixth grade only ○ Also less desirable: attend

	<p>Holmes or Poe, then go directly to Lee</p> <ul style="list-style-type: none"> • Potential impact to honors and IB classes (these students compromise about 5% of all AHS IB students)
<p>(5) North Springfield Move all Annandale HS students who reside outside of I-495 in the North Springfield neighborhood to Lake Braddock SS or Lee HS (about 1/4 of current AHS students who reside within the North Springfield ES boundary)</p>	<ul style="list-style-type: none"> • Moves students out of Annandale HS into Lee HS pyramid or Lake Braddock Secondary School pyramid • North Springfield population is essentially holding steady • North Springfield is a K-5 school – <ul style="list-style-type: none"> ○ If NSES becomes a K-6 school, students could go directly to LBSS or Key MS/Lee HS ○ Less desirable: redistricted area attends Holmes or Poe for sixth grade only, then transitions to Lake Braddock MS or Key MS • Creates a split feeder • Splits a community: entire community is joined by one road that passes under the beltway • Potential impact to honors and IB classes (these students comprise about 5% of all AHS IB students) • Both Lake Braddock SS and Lee HS have excess capacity • Difficult to get to Lee/Key from this area – Lake Braddock is the preferred alternative
<p>(6) Parklawn Eliminate split feeder at Parklawn ES; Parklawn MS students (who currently</p>	<ul style="list-style-type: none"> • Moves students out of Holmes MS, and out of Annandale HS into Stuart HS pyramid

<p>attend Holmes/AHS) would attend Glasgow MS/Stuart HS</p>	<ul style="list-style-type: none"> • Parklawn students are geographically closer to Stuart than Annandale HS • Parklawn is currently considered part of the Stuart pyramid • Eliminates a split feeder • Decreases enrollment at Holmes (school would be underutilized; excess capacity could be used for other purposes such as an AAP center) • Potential impact to honors and IB classes (these students comprise about 4% of all AHS IB students) • Both Stuart and Glasgow have excess capacity in 2010; however, enrollment grows significantly by 2015
<p>(7) Wakefield Chapel Move all AHS students who reside in Wakefield Chapel (west of I-495) to Woodson HS</p>	<ul style="list-style-type: none"> • Moves students out of Annandale HS into Woodson HS pyramid • Population is steadily declining • Eliminates split feeder at Wakefield Forest ES • Woodson has excess capacity • Wakefield Forest is currently considered part of the Woodson pyramid • Possible transportation issues to Annandale HS across I-495 because of HOT lanes • Removes Wakefield Forest ES as the only K-6 elementary school attending a 6-8 middle school • Potential impact to honors and IB classes (these students comprise about 13% of AHS IB students)

Comments from community members:

Community members were provided with an opportunity to submit comments to the Committee through the email account that was established, through an online comment form, and by written comments submitted at the community meetings.

The Committee received approximately 100 comments. These comments are summarized below.

- It is important to maintain Annandale High School as a strong and diverse high school offering a variety of academic and extracurricular programs that meet the variety of needs within the student population.
- The School Board should consider options other than the traditional “boundary change” that has been used to relieve overcrowding in the past.
- The K-5/K-6 configuration should be eliminated and all schools should move to a consistent elementary school/middle school configuration
- The School Board should look at communities when making decisions, and unite communities that are currently separated, while not splitting communities.
- The School Board should eliminate split feeders at the elementary and middle school level.
- The School Board should look more closely at transportation issues – especially the one remaining neighborhood that is currently being bused across I-495 to middle school and high school.

Conclusion and Comments

The Committee has several recommendations with respect to the community engagement process in which it participated:

- The timeline for conducting the study was too compressed, especially given the complexity of the issues (a point acknowledged by the community, School Board and Facilities staff). The process began in July. The Committee met again in August and

then not again until the end of September. The Committee held its last meeting on December 15, 2010, with its report due by January 6, 2011 for a presentation on January 10, 2011. This was very difficult to accomplish over the holidays.

- It would have been helpful if FCPS Facilities had given the Committee some scenarios that they had developed so that the Committee could consider them in depth, along with other alternatives developed by the Committee.
- If the Committee is expected to conduct the study in such a short time frame, we recommend that additional staff be provided to the Facilities department. They seem to be handling a large number of projects with a small staff.

In conclusion, the Committee offers the following comments to School Board:

- It is important to maintain the strengths of diverse schools. The Committee feels that this can best be accomplished for Annandale High School and its feeder middle schools by adopting a modified middle school/high school configuration as described in the non-boundary change options.
- IF boundary changes occur, it is the committee's concern that efforts should be made to ensure that **all** students who begin at Annandale High School as freshmen be permitted to finish at Annandale High School. While this will result in more gradual relief of overcrowding at Annandale High School, it has two advantages. First, it is much easier for students to be able to finish at the high school where they first enroll and compliance with any boundary change will be much higher. Second, it gives the school time to adjust to a declining population – which is critical at a school such as Annandale High School.
- The committee generally agrees that all K-5 elementary schools should move to the K-6 model, beginning with Bren Mar Park and North Springfield. This provides the School Board with much needed flexibility to move students as enrollment patterns shift.
- The School Board determine the capital and program expenditures being allocated to other parts of FCPS (such as the schools in the SW Boundary study area) and ensure that similar financial resources are allocated to ARPS area
- Switch the middle school feeders for North Springfield and Bren Mar Park Elementary Schools. Move Bren Mar Park to Holmes Middle School which is closer than Poe Middle

School. Move North Springfield Elementary to Poe Middle School. If a 6th grade is added to North Springfield, North Springfield will attend Poe Middle School at 7th grade along with part of Wakefield Forest Elementary School.

- The retirement (in June 2011) of Mr. John Ponton, Principal of Annandale HS, represents a critical transition for the school and should be part of the School Board's considerations.
- A careful analysis (by Facilities staff) of current and projected enrollment trends is critical to this discussion. Short-term ("band aid") solutions should be avoided in recognition of this comprehensive review of the planning area. Additionally, consideration of the revitalization plans in central Annandale and Bailey's Crossroads should be undertaken in order to determine the future impact on the Annandale, Fall Church and Stuart HS pyramids.
- It was generally agreed by members of the HS/MS committee that the new ES at the Lacey site should be K-6 and feed to Jackson/FCHS
- The committee in general feels that Twain and Key Middle Schools should be included in any future boundary study.