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FY 2020-24

PROPOSED



# CAPITAL IMPROVEMENT PROGRAM






December 20, 2018

**MEMORANDUM**

TO: School Board

FROM: Scott S. Brabrand, Ed.D. 

SUBJECT: Capital Improvement Program FY 2020–FY 2024

I am pleased to submit to you the proposed *Capital Improvement Program (CIP) for the Fiscal Years (FY) 2020–24*.

Since School Year (SY) 2011–12, student membership in Fairfax County Public Schools (FCPS) has grown by an average of over 1,300 students each year for a total membership growth of more than 9,000 students. This year, between SY 2017–18 to SY 2018–19, the total September 30<sup>th</sup> membership declined by 1,011 students for a total membership of 188,018 students. This is the first decline in membership Fairfax County Public Schools has experienced in over a decade, which mirrors a decline at the state level. This year's decline was due to several factors which include a decrease in the size of entering kindergarten cohorts and a negative net migration, meaning more students withdrew than were enrolled in SY 2017–18. These indicators have led to a five-year forecast that projects contracted overall membership growth in the future forecast. The five-year CIP horizon forecasts approximately 188,458 students by SY 2023–24.

Demographic shifts, especially this year's change in net migration, comprised a large part of the change in membership this year. FCPS may be nearing or have passed a relative membership peak in the early elementary grades and overall elementary school membership is projected to slightly decline. Middle school and high school memberships will experience moderate growth. This is due to larger cohorts of students currently in elementary school progressing to middle schools and high schools during the upcoming five-year period. The membership projections show contracted growth through SY 2023–24.

These trends of growth are inconsistent across the county and continue to present a facilities capacity challenge. The school system struggles to provide sufficient capacity in our schools. Despite the planned additional capacity intended to address projected needs, uneven membership growth throughout the county will necessitate the continuation of small- and large-scale boundary adjustments to take advantage of available capacity whenever it is practicable to do so.

The capital funding stream shown in the FY 2020–24 CIP reflects \$315 million approved by county voters in the 2017 School Bond Referendum. This funding will allow the planning of one new elementary school, construction of one new elementary school, planning of three high school additions, the relocation of one modular addition, renovation of five elementary schools, two middle schools, and one high school, along with renovation planning of five elementary schools, one middle school, and one high school.

Funding for capital improvement projects is currently limited by a \$180 million yearly cap on school bond sales. Providing the additional new schools and capacity enhancements required to accommodate membership growth will cause delays in the schedule of many future renovation projects. The School

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Board and Board of Supervisors has formed a committee to study ways to solve the long renovation cycle of our schools due to the limited capital funding available. The Infrastructure Finance Committee recognized that the bond items which pertain to replacement of key infrastructure such as roofs, parking lots, and mechanical systems was delaying the implementation of school renovations. This year, the Board of Supervisors transferred \$15.6 million to FCPS to offset the infrastructure replacement, benefiting renovation projects in the near future. This additional transfer is an increase of \$2.4 million over the previously approved \$13.2 million.

Project costs have also been updated in this document to reflect those currently being experienced. As a result, the FY 2020–24 five-year capital requirement totals approximately \$972 million or roughly \$194 million per year. The five-year requirement represents roughly 45% of the \$2.2 billion total CIP cost for FY 2020–29. Funds approved in the 2017 School Bond Referendum and previous referenda will address approximately \$330 million of the five-year requirement leaving a balance of \$643 million unfunded. We anticipate the next bond referendum in the fall of 2019.

Capital improvement requirements for the ensuing five-year period (FY 2025–29) have been included to conform to Fairfax County’s CIP format. Approximately \$1.2 billion in capital project requirements are included within this out-year time frame.

We continue to enhance the CIP to assist readers in understanding our long term goals as we continue to contend with changing demographics and limited capital funding. New to this version of the CIP are current capacity utilization maps, by region and pyramid, alongside the projected capacity utilization maps to show a comparison between the current and projected state. A new resource for Environmental Sustainability at FCPS has also been added. This version of the CIP continues to include potential capacity and capital solutions to schools which are currently or projected to be over-capacity. The intent of the solutions was to provide relief through surplus capacity at adjacent facilities as well as taking advantage of projects which have already been identified in previous versions of the CIP. We have also included maps of our surplus properties and former schools which may ultimately be part of capital solutions in the future.

SSB/kv  
Attachment

cc: Leadership Team



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**Jessica Gillis** *Director, Office of Facilities Planning Services*

Staff acknowledges and thanks the Facilities Planning Advisory Council (FPAC) for their contributions to the preparation of the FY 2020–24 Capital Improvement Program.

|   |   |
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Additional information about FPAC can be found online at [www.fcps.edu/committee/facilities-planning-advisory-council](http://www.fcps.edu/committee/facilities-planning-advisory-council)



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# HIGHLIGHTS

## SUMMARY HIGHLIGHTS

The FY 2020–24 Capital Improvement Program (CIP) updates and builds upon the previously approved program of capital expenditures. The CIP project schedule assumes continuation of an annual expenditure limit of \$180 million imposed by the Fairfax County Board of Supervisors. School construction projects approved in the November 2017 School Bond Referendum are included in this CIP as funded projects.

The following summarizes the proposed FY 2020–24 CIP and the important assumptions upon which it is based:

Although the overall population of Fairfax County is projected to continue to grow in the future, the school system is facing new indicators that differ from the past. For CIP purposes, between SY 2008–09 and SY 2013–14, student membership in Fairfax County Public Schools (FCPS) grew by an average of 3,000 students each year. Yet membership in SY 2014–15 only grew by 2,017 students, SY 2015–16 saw a membership growth of 240 students, SY 2016–17 saw a membership growth of 1,368 students, and SY 2017–18 grew by 1,098. For the first time since SY 2005–06, FCPS experienced a decrease of 1,096 students. The decline in growth is partly due to the merger of the ESOL transitional high school program with Fairfax County Adult High School (which is not included for CIP planning purposes) in addition to a variety of factors such as smaller entering kindergarten cohorts and a decline in net migration. Net migration is the total number of students gained or withdrawn from the school system. Future student membership growth is projected to be slowing in the years ahead. Over the five-year CIP horizon, membership is projected to increase by 1,254 students by SY 2023–24.

Additionally, while new housing had been one of the primary sources of growth within FCPS during the 1980s and 1990s, newly completed housing declined during the economic downturn starting in 2008. As the county continues to urbanize, new housing is forecast to rise in units, but its composition is likely to change. Forecasts of housing in Fairfax County and the City of Fairfax include larger numbers and proportions of mid- and high-rise residential developments. FCPS is monitoring these mid- and high-rise residential developments for the potential number of school-aged children may reside in these buildings once they are occupied. Anticipation and completion of the Silver Line Metro has already spurred higher density residential growth along that corridor. This new residential growth along that corridor, may result in an increase in students within FCPS.

Despite the planned additional capacity intended to address current and projected needs, uneven membership growth throughout the county will necessitate the continuation of boundary adjustments to take advantage of available capacity whenever it is practicable to do so.

The CIP proposes construction of a new high school in the western area of the county to provide capacity relief for high schools in the Centreville, Chantilly, Herndon, Oakton, South Lakes, and Westfield areas. It also proposes new school construction of three elementary schools: one in the northwest area of the county to address current overcrowding in the McNair Elementary school area; one to relieve overcrowding in the Fairfax/Oakton area; and one near the new Silver Line Metro. Capacity enhancement additions are needed at West Potomac High School, Justice High School, and Madison High School to accommodate forecasted capacity needs. The relocation of three modular additions is also proposed to provide additional capacity relief to schools in need. Renovations of 30 named elementary schools and three unnamed elementary schools, five named middle schools and one unnamed middle school, and five named high schools are also included in the CIP. Lastly, the CIP proposes expenditures for the acquisition of a future school site.

The school renovation program is based upon several criteria, compiled and referred to as the renovation queue. The current renovation queue was prepared in 2008 and approved by the School Board in January of 2009 and established the order in which schools would be renovated, as evaluated and ranked by an independent architectural and engineering firm. Due to the continuing increase in student membership, it should be noted that the construction of new capacity, whether it is a new school or addition, could adversely impact the timing of some renovation projects. To the extent known, any such delays are shown in this year's CIP. Although construction costs are rising, the increases will be offset by additional funding approved by the Board of Supervisors to cover infrastructure replacement costs.

This document provides advance notice to school communities about capital projects and/or possible boundary adjustment options over the next five years. The membership capacity comparisons include maps reflecting capacity utilizations and recommendations for student accommodations. An alphabetical listing



of all schools and a glossary of commonly used terms are included in the CIP to show important facility and feeder school information.

Based on feedback received from the Facilities Planning Advisory Council (FPAC) and questions from the community, this year's CIP builds upon changes made last year in the organization and presentation of information. New tables, maps, and graphs have been added to further explain information that is relevant to capital planning. The purpose of the enhancements is to help readers gain a comprehensive understanding about the various factors which inform decision-making. Each year, the Capital Construction Cash Flow is updated, along with recommended options to maximize capacity for student growth and program changes.

Potential boundary adjustment options are included in the CIP for future consideration only. Any option chosen for potential implementation will be discussed and decided through a transparent process that engages the community, in accordance with School Board Policies and Regulations.

For more information about facility needs, visit our web page at [www.fcps.edu/about-fcps/facilities-planning-future/capital-improvement-program](http://www.fcps.edu/about-fcps/facilities-planning-future/capital-improvement-program).

#### **IMPORTANT NOTE**

The FCPS FY 2020–24 Capital Improvement Plan (CIP) is a planning and fiscal management tool used to coordinate the location, timing, and financing of projects over a five-year period. The CIP includes the proposed capital improvement projects, a year-by-year schedule of anticipated spending, and actual and estimated costs. The CIP is a working document and is updated annually to reflect changing conditions within our schools and communities. Additionally, it offers a broader planning schedule in order to focus staff efforts and community conversations. FCPS faces significant capacity challenges that require strategic decisions about boundaries, capacity enhancements, new schools, and programmatic changes. Parallel work is also underway to design a new, more systematic approach to future decision-making processes that impact facilities planning.



# OVERVIEW

## CIP OVERVIEW

The Capital Improvement Program (CIP) compiles and evaluates information to identify capital needs for facility renovations and new construction. Updated annually, it includes current student membership data and capital facilities data. The CIP also reflects Fairfax County Public Schools' School Board Policies and Regulations, Guiding Principles, funding sources, and many other components associated with the capital program.

Various funding sources are used during the life cycle of school facilities and include general obligation bond funding, FCPS operating funds, and infrastructure management funds. Bond funding is used for capital projects. This includes funds for building new schools, renovations, additions (including brick and mortar additions and modular additions), and for site acquisition. The projects included in this CIP are projects funded by the general obligation bond. FCPS operating funds provide \$1.2 million toward capacity enhancements, such as interior modifications and temporary classrooms, to accommodate membership growth and programs. In addition, approximately \$6.4 million is allocated annually for routine and major maintenance of our schools, centers, and administrative facilities. Lastly, the Fairfax County Board of Supervisors contributes \$15.6 million for infrastructure management which includes repairs, replacement, and upgrades in school system facilities such as HVAC, ADA, security, roof replacement, athletic infrastructure, life safety systems, and asphalt paving.



## THE PRESENT ENVIRONMENT

FCPS continues its commitment and dedication to providing high quality education while managing competing needs for its limited funding of operating and capital expenses. Increases in operational expenses, caused by membership growth; changing demographics, competitive salary requirements, instructional program enhancements, special services' requirements, and transportation costs, place an additional burden on revenues received. The need to increase capacity results in increased capital funding needs that currently outpace the county debt cap. This cap is necessary to maintain Fairfax County's exceptional bond ratings. In short, funding is insufficient for new construction, renovations, and maintenance. Furthermore, fiscal constraints on operations and maintenance budgets and fixed capital investment funds hinder FCPS' ability to effectively maintain its facility resources within recommended lifecycles. This deferred maintenance has a snowballing effect that is difficult to overcome.

Inadequate maintenance results in the unsatisfactory conditions in many of our facilities. The challenges are many and growing:

- Membership is projected to increase in both the general education and the special program areas, leading to a need for additional school capacity.
- The number of students requiring special services (e.g., Special Education, English for Speakers of Other Languages) and the range of required services due to demographic changes has grown. To accommodate the needs of these children, extra teaching space is required—space requirements that were not anticipated when many schools were initially constructed.
- Some programs negatively impact design capacity. FCPS calculates a program capacity for each school based on its unique program accommodation needs, such as those for students with autism or for advanced academics programs.
- Economic conditions in the early 1990s and the late 2000s have resulted in extraordinary—and potentially unsustainable—cuts to the budget for facility repair and maintenance functions. Cuts made decades ago were never restored and have been compounded by more recent reductions. In 2012, Facility Engineering Associates evaluated the Office of Facility Management and detailed a critical shortfall of staff in the office as a result of repeated budget cuts. While increasing staff has been a priority of the office, continued budget shortfalls have deferred this effort.
- FCPS is limited in its general obligation bonds used for capital projects by \$180 million per year based on a mutual agreement between the Fairfax County Board of Supervisors (BOS) and the Fairfax County School Board. This amount is insufficient based on the size of the capital infrastructure to create space for increased student population and to renovate or replace buildings and equipment reaching the end of useable life cycles. This problem is exacerbated by the hundreds of millions of dollars in the facility renovation backlogs caused by these limitations.
- Although the quantity of temporary classrooms has been reduced by nearly 200 units over the past 5 years, the capital budget is inadequate to meet the desire of the School Board to remove all of the temporary classrooms over the next 10 years while continuing to meet our desired 25 year renovation cycle.
- Maintenance of facilities that focuses resources on reactive maintenance, rather than proactive or preventive maintenance, leads to overall degradation of facilities.
- Insufficient, dedicated, secure, and carefully placed school bus parking sites and lack of depots.
- The county is becoming more urbanized, limiting the availability of large plots for new schools. Traditional school designs are no longer practical in many situations.



## CHALLENGES

FCPS is faced with a number of challenges that directly impact its ability to accommodate students. In particular, the continued urbanization and changing demographics have led to an imbalance of available space and needs of the student population. These changes, coupled with funding limitations, have led to:

- The operation of many schools at far greater than 100 percent of program capacity with other schools operating below 85 percent of program capacity
- The use of more than 750 temporary classroom spaces located in trailers to accommodate capacity needs
- The undertaking of multiple school boundary studies—a process which attempts to address utilization disparities
- Cohorts of some elementary and/or middle schools who find themselves in “split feeders” attending two or three different middle and/or high schools
- An ever-increasing renovation queue, with more schools exceeding the School Board 20–25 year renovation cycle
- A need to plan for, design, and operate urban schools, and to co-locate schools with other uses, such as parks, libraries, or within urban residential/commercial buildings

FCPS facilities are designed to support educational programs for our students and are funded by bond funding, FCPS operating funds, and infrastructure management funds. The CIP is designed to help the School Board focus on critical facility issues, with the goal of ensuring that all students are taught in high quality facilities that enhance their education. Addressing these challenges will require trade-offs. The trend of increasing memberships and the locations of educational programs drive the need for additional capacity. FCPS’ aging facility infrastructure requires maintenance, renovation, and eventual replacement. Budgetary and financial constraints limit what can be done. Therefore, FCPS must continue to explore new and creative ways of expanding the use of its facilities while seeking additional funding.

## THE CAPITAL IMPROVEMENT PROGRAM

Each year, FCPS develops a five-year planning document known as the Capital Improvement Program (CIP) to address future facility needs. The CIP lists all facility renovations and new construction projects managed by the school system’s Office of Design and Construction. Capital improvements are funded through the sale of general obligation bonds for schools, which must be approved by a majority of voters. The CIP list includes projects that are funded from prior bond sales as well as projects that are unfunded. The unfunded projects reflect planning for identified needs, which will be included in future bond referenda. The actual timing for capital project starts and completions is largely dependent on the Capital Construction Cash Flow and debt service, which are governed by the Fairfax County Board of Supervisors.

The CIP guides the development of construction funds to ensure:

- Efficient and effective use of FCPS-owned facilities
- Classroom capacity and infrastructure meet instructional program and community needs
- Facility needs are met equitably across the county

As a planning document, the CIP is not static and is updated annually. Every year, FCPS evaluates the capacity and effective building utilization of each school. The CIP adjusts to shifts in student population and the needs of the community as they become more defined and as projects move closer to implementation.

A key element of the CIP is planning for the Capital Construction Cash Flow to fund these projects while working within Fairfax County’s debt service and capital spending limitations. The CIP Capital Construction Cash Flow has been predicated on 4 to 6 percent cost increases for future fiscal years. Increases in construction market pricing, coupled with CIP initiatives providing additional capacity to accommodate membership increases, could result in some timing delays of school renovation starts. As membership growth drives the demand for more capacity, the Capital Construction Cash Flow may increasingly shift away from renovations, potentially increasing the time before a school community may undergo school renewal.

## ESSENTIAL OPERATIONAL PLANNING DOCUMENTS

The following key documents articulate FCPS' mission and vision. These documents are interrelated; together, they provide the blueprint for planning the business operations that guide the actions of all departments.

### Portrait of a Graduate (POG)

Portrait of a Graduate encompasses all that we want our students to be. The FCPS graduate will engage in the lifelong pursuit of academic knowledge and interdisciplinary learning by being a communicator, a collaborator, an ethical and global citizen, a creative and critical thinker, and a goal-directed and resilient individual.

### FCPS Strategic Plan: Ignite

The Strategic Plan represents the cooperative work of the School Board and Leadership Team to create a long-term strategic plan for Fairfax County Public Schools. The School Board approved four strategic goals: student success, caring culture, premier work force, and resource stewardship.

### Strategic Governance Manual (SGM)

The Strategic Governance Manual outlines a governing process that allows the School Board to exercise its responsibilities in a manner that assures that the staff, under the authority of the Superintendent, has the freedom and authority to do its work without interference but also has full accountability for the results of its decisions.

### Fairfax County Comprehensive Plan (FCCP)

Fairfax County's Comprehensive Plan guides the County government in decision-making about the built and natural environment. It is a dynamic document which is used by the Fairfax County Board of Supervisors, the Planning Commission, county staff, and the public to guide land use, transportation, and public facility decision making. Based on the information it provides, the CIP considers the effect of development on the school system.

### Capital Improvement Program (CIP)

The CIP is used as a basis for determining the timing and size of proposed bond referenda to be placed before the voters of Fairfax County. The primary source of funding for school construction projects is the sale of bonds authorized by the voters in these referenda. It is updated annually and contains a five-year forecast.

### Budget

The budget process begins in January with the Superintendent's Proposed Budget, which details projected revenue and expenditures. After the Superintendent's Proposed Budget is released, public hearings are held and the School Board has the opportunity to make changes. That amended budget, called the Advertised Budget, is submitted to Fairfax County for incorporation into the County's Advertised Budget. Once revenue for the coming year is known, including the direct funding from the County that comprises over 71 percent of FCPS funding, the School Board works with employees and citizens to finalize the budget. This finalized budget is passed in May as the Approved Budget, and details the revenue and expenditures for the next fiscal year.

# REGULATION

## REGULATION FRAMEWORK

The following guiding principles have been proposed to frame the decisions within the Capital Improvement Program (CIP). These principles will be revisited with each new CIP to ensure that they are consistent with FCPS School Board Policies and Regulations, along with the needs of the community.

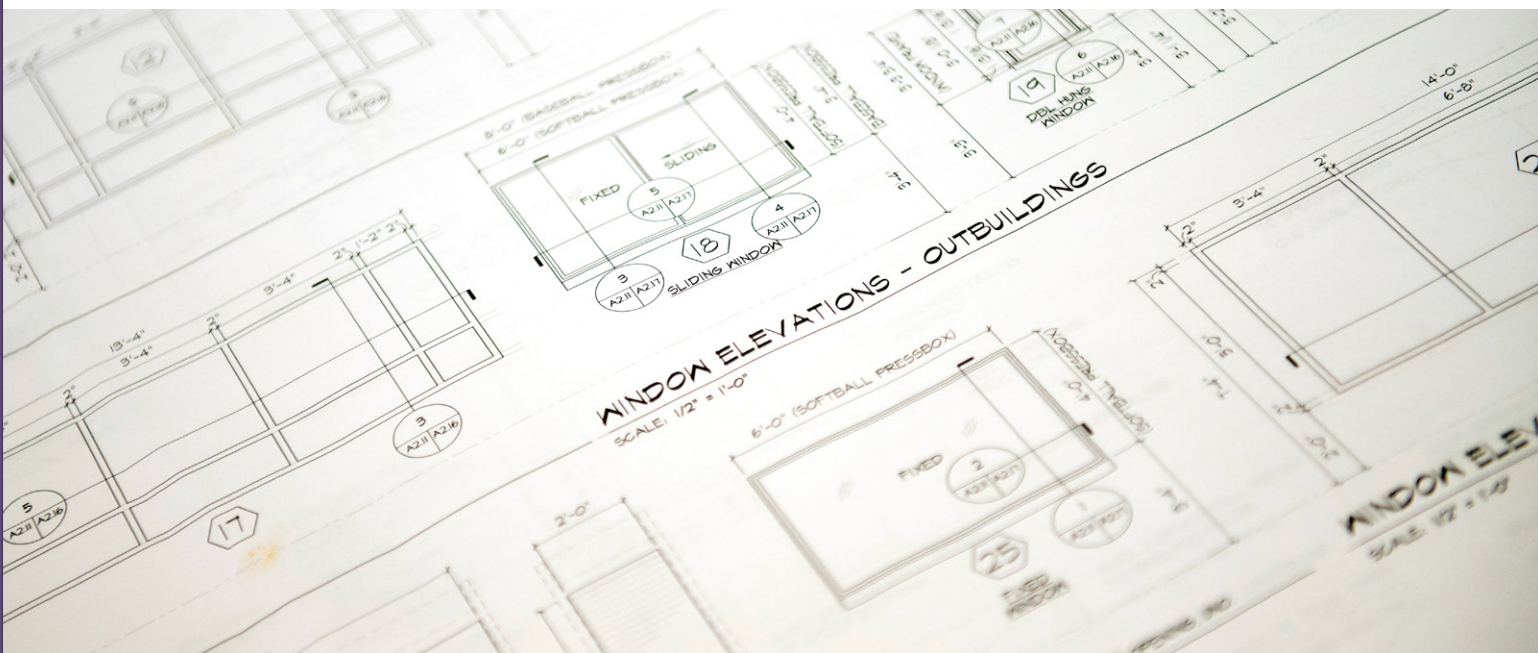
It is important to maintain strong, connected school communities and community/neighborhood schools that are safe and conducive to learning for all students. The following statements are meant to provide a context for decisions impacting the division's capital needs so that limited capital resources and supporting quality educational spaces are maximized. Each school and each school community has its own unique needs, thus these statements may not be applicable or appropriate in all circumstances.

## GUIDING PRINCIPLES

- Unique program offerings should be made available in all division pyramids in order to keep students within their zoned pyramid throughout their K-12 experience, where conditions are conducive to program needs.
- Attendance islands will be alleviated.
- Utilize existing and/or projected surplus capacity in nearby schools by adjusting boundaries in order to address overcrowding in some schools.
- Add additional capacity to stated division standards when renovating small schools.
- Repurpose existing inventory of school facilities not currently being used as schools to address capacity challenges.
- Construct new schools only where surplus capacity or existing school inventory are not available in order to maximize limited capital monies.
- Community engagement and transparency are essential parts of the process. With any major capital improvement project, the community impacted by the project will be actively engaged as per FCPS School Board Policies and Regulations.
- FCPS is committed to continue to take innovative and cost-effective steps to help our country achieve climate stabilization. That includes prioritization of systems and practices that maximize energy efficiency and provide for the cost effective transition to clean and renewable alternatives to fossil fuels.

## POLICIES AND REGULATIONS

Fairfax County Public Schools maintains policies, regulations, and notices that guide expectations related to the Capital Improvement Program. Policies are officially adopted School Board positions and specifications. Regulations are procedures and rules for the implementation of policy positions and guidelines that are approved by the division superintendent or designee. Finally, notices contain information about yearly or one-time occurrences of short duration. Notices are approved by the division superintendent or designee, and are reissued, not revised. For more information about FCPS policies and regulations, visit <https://www.fcps.edu/about-fcps/policies-regulations-and-notices>.





## Policies and Regulations

| NUMBER          | SERIES                                 | CATEGORY AND TITLE  | PURPOSE  |
|-----------------|--|---|--|
| Policy 8110     | Facilities and Transportation Services | Facilities Planning Five-Year Capital Improvement Program Planning  | To establish procedures for five-year capital improvement program planning.  |
| Regulation 8110 | Facilities and Transportation Services | Facilities Planning Five-Year Capital Improvement Program Planning  | To establish responsibilities and the calendar for capital improvement program (CIP) planning.   |
| Policy 8120     | Facilities and Transportation Services | Facilities Design and Construction School Program   | To prescribe steps to be followed in school planning.  |
| Regulation 8120 | Facilities and Transportation Services | Facilities Design and Construction Educational Specifications   | To designate the groups responsible for the development of educational specifications for school buildings.  |
| Policy 8130     | Facilities and Transportation Services | Facilities Planning Local School Boundaries, Program Assignments, and School Closings                           | To describe the authority of the School Board to determine the assignment of students to schools and programs, to close schools and programs where appropriate, and to define the considerations and procedures for such determinations.   |
| Regulation 8130 | Facilities and Transportation Services | Facilities Planning Local School Boundaries, Program Assignments, and School Closings                           | To provide specific guidance for implementing the current version of Policy 8130, Local School Boundaries, Program Assignments, and School Closings.   |
| Policy 8170     | Facilities and Transportation Services | Facilities Planning Naming School Facilities and Dedicating Areas of School Facilities or Grounds               | To establish guidelines for the naming of school facilities and the permanent dedication or naming of areas of school facilities or grounds to honor individuals or for assigning naming rights for portions of school facilities in order to recognize private or corporate entities that make a significant contribution to benefit Fairfax County Public Schools. |
| Regulation 8170 | Facilities and Transportation Services | Facilities Planning Procedure for Naming School Facilities and Dedicating Areas of School Facilities or Grounds | To provide procedures for naming and renaming school facilities and for dedicating areas of school facilities or grounds.  |
| Policy 8210     | Facilities and Transportation Services | Facilities Design and Construction Management Responsibility—Capital Improvements                               | To establish management responsibility for capital improvements.   |
| Policy 8230     | Facilities and Transportation Services | Facilities Design and Construction School Design  | To establish procedure to be followed for school design.   |
| Regulation 8230 | Facilities and Transportation Services | Facilities Design and Construction School Design—Guidelines   | To establish guidelines to be followed with regard to school design.   |
| Regulation 8270 | Facilities and Transportation Services | Facilities Design and Construction Capital Outlay and Facilities Improvements                                   | To prescribe procedures to be followed by a program manager to initiate additions to, or changes to, existing school buildings and grounds.  |
| Policy 8310     | Facilities and Transportation Services | Facilities Design and Construction Site Planning and Development  | To establish procedures for site planning and development.   |
| Policy 8320     | Facilities and Transportation Services | Facilities Design and Construction Site and Building Acquisition  | To establish a policy for school and building site acquisition.  |
| Regulation 8320 | Facilities and Transportation Services | Facilities Design and Construction Site Acquisition—Procedures  | To establish procedures for site and building acquisition.   |

[continued on next page]

## Policies and Regulations (Cont.)

| NUMBER          | SERIES                                 | CATEGORY AND TITLE  | PURPOSE  |
|-----------------|--|---|--|
| Policy 8420     | Facilities and Transportation Services | Leasing and Community Use of Facilities Community Use of School Facilities                        | To encourage the use of school buildings and grounds by the community for educational, recreational, civic, and cultural activities to the extent possible under the law and consistent with school operations.  |
| Regulation 8420 | Facilities and Transportation Services | Leasing and Community Use of Facilities Community Use of School Facilities                        | To establish the procedures and determine the conditions for community use of Fairfax County Public Schools (FCPS) buildings and grounds.  |
| Policy 8542     | Facilities and Transportation Services | Environmental Stewardship   | The world's leading scientists agree that human-induced greenhouse gas emissions are a significant contributor to global warming and that reducing those emissions is one of the most significant challenges confronting the world today. Fairfax County Public Schools (FCPS) is committed to continue to take innovative and cost-effective steps to help our country achieve climate stabilization. |
| Policy 8560     | Facilities and Transportation Services | Operation and Maintenance of Buildings, Grounds, and Equipment Maintenance of Physical Facilities | To assign responsibilities for the maintenance of school buildings and systems.  |
| Policy 8561     | Facilities and Transportation Services | Leasing and Community Use of Facilities Child Care Services                                       | To establish criteria for the use of School Board facilities by child care programs sponsored by the county or other public agencies.  |

## Related Policies and Regulations

Additionally, below are some of the related Policies and Regulations that influence the Capital Improvement Program.

| NUMBER          | SERIES           | CATEGORY AND TITLE  | PURPOSE  |
|-----------------|------------------|---|--|
| Policy 3335     | Instruction      | Special Programs Advanced Academic Programs, Grades K-12  | To establish policy for advanced academic programs, grades K-12.   |
| Regulation 3333 | Instruction      | Special Programs and Services Location Guidelines   | To outline procedures to be followed when relocating or establishing new or existing programs and services, including special education, Advanced Academic Programs (AAP), Family and Early Childhood Education program (FECEP) and Head Start and English for Speakers of Other Languages (ESOL). |
| Regulation 2230 | Special Services | Admissions, Residency, and Attendance Exceptions for Attendance at Other Than Base School and Procedure for Applying for Intracounty Exceptions | To provide procedures for granting exceptions to school-age (K-12) students to attend schools other than their base schools.   |
| Policy 2220     | Special Services | Admissions, Residency, and Attendance Admissions of Postgraduate Students   | To establish policy regarding admission of postgraduate students.  |
| Policy 2201     | Special Services | Admissions, Residency, and Attendance Compulsory Attendance Requirements  | To set policy regarding compulsory school attendance pursuant to Code of Virginia requirements.  |
| Policy 2202     | Special Services | Admissions, Residency, and Attendance Eligibility for Enrollment  | To establish the eligibility requirements for enrollment in Fairfax County Public Schools (FCPS).  |

# FUNDING

## FUNDING SOURCES

In Virginia, school boards do not have taxing authority and are fiscally dependent on local governments. Because bonds are a future obligation for taxpayers, Virginia law requires that voters approve long-term debt incurred by bonds through a referendum. Most city and county governments use bonds—a form of long-term borrowing—to finance public facilities and infrastructure. Traditionally, Fairfax County has used the sale of municipal bonds to fund these large expenditures. This enables the costs of major capital improvements to be spread over the many years that the facilities are used. This also avoids an excessive cost burden to current taxpayers and shares the cost of these long-term investments with future taxpayers who will also use the facilities. Voter approval authorizes the Fairfax County Board of Supervisors (BOS) to sell bonds, when needed, to generate the funds for a range of public facilities like schools.

## BONDS

### FCPS School Bond Process

Of the nation's more than 3,000 counties, Fairfax County is among the few that have the highest credit rating possible for a local government from all three rating agencies. High bond ratings allow the county to sell the bonds at exceptionally low interest rates, thereby saving considerably on the cost of the project. To ensure that the county's bond ratings are not jeopardized, the Fairfax County BOS adheres to financial management principles that set limits on the annual cost of the county's debt service and net long-term debt.

While the practice of municipal bond sales has provided a reliable resource for funding capital improvement projects, the bond spending cap for FCPS of \$180 million per year has limited funding availability to accomplish our facility needs, especially the elimination of temporary classrooms, shortening our current 37 year renovation cycle to the desired 25 years as well as accommodate capacity.

Every two years, in November, school capital facility projects are part of a school bond referendum, which is added to the general election ballot. Actual start and completion dates for CIP projects depend on the Capital Construction Cash Flow and debt service limitations established by the Fairfax County BOS. The timeline for capital projects can range from 5-7 years or more from bond approval to completion as a result of the spending limitation of \$180 million each year.

### Bonds for Capital Improvements Projects

- New construction
- Capacity enhancement (additions to existing schools and other modifications)
- Renovation program
- Special program facilities
- Site acquisition

## PROFFERS FROM NEW HOUSING

Proffers are a developer's commitment to offset the impacts of new residential development on surrounding schools. Although limited by proffer language and state legislation, they are an important funding resource used for school capital improvement. Due to the unpredictable nature of development, the timing of when proffers will be received is unknown.

FCPS communicates to School Board members regarding proffer funding through:

- Development review process—school impact analysis memos including recommended proffer contributions
- Superintendent's update—annual notice of approved development with estimated proffer contributions
- Notification of proffer funding and disbursement—opportunity to comment prior to disbursement of funds

Additionally, FCPS provides annual reports about Fairfax County proffers and its expenditures to the Commonwealth of Virginia as part of Fairfax County's report to the Commission on Local Governments (CLG).

### Proffer Contribution Regulations and Legislation

In January 2003, the Fairfax County BOS approved a methodology (the Public Facilities Criterion – School Impact Methodology) to determine the impact of additional students generated by a new development as part of The Infill and Residential Development Study. This methodology formula is based upon current new construction costs for schools, countywide student yield ratios, and current level of service, all which are updated by FCPS and reviewed by the Fairfax County BOS annually.

Since that time, the development review process for residential rezoning applications has included an assessment of the impact of new residential development on existing public school facilities and typically includes a recommended monetary proffer contribution to mitigate such impacts. Considering that the suggested per-student contribution changes annually and actual residential development occupancy may not occur for several years, FCPS recommends an escalation clause be included to allow for the proffer to be based on the suggested per-student contribution in effect at the time of development. The escalation clause is requested given that development review for residential rezoning applications are being submitted now, but actual construction and occupancy may not occur for several years.

Prior to 2016, proffer legislation generally allowed for reasonable proffers for any purpose regardless of their relatability to the impacts of the development application. However in 2016, new legislation added to the Code of Virginia in §15.2-2303.4 requires all proffers for new residential development to address an impact “specifically attributable” to the development. Additionally, proffers must address “a need, or an identifiable portion of a need, for one or more public facility improvements in excess of existing public facility capacity” due to the impact of the development, and must provide “a direct and material benefit from a proffer made with respect to any such public facility improvements” to the proposed residential development. The county has identified certain areas that are exempt from the provisions of the new proffer legislation. The Code of Virginia in §15.2-2303.4 allows areas to be exempt under the following criteria:

- An approved small area comprehensive plan in which the delineated area is designated as a revitalization area, encompasses mass transit as defined in the Code of Virginia §33.2-100, includes mixed use development, and allows a density of at least 3.0 floor area ratio in a portion thereof;
- An approved small area comprehensive plan that encompasses an existing or planned Metrorail station, or is adjacent to a Metrorail station located in a neighboring locality, and allows additional density within the vicinity of such existing or planned station; or
- An approved service district created pursuant to the Code of Virginia §15.2-2400 that encompasses an existing or planned Metrorail station.

These changes to the Code of Virginia impact the potential proffer contribution, including to schools, based on the geographic location of new development. This means that proffer contributions for some schools may be affected more than others based on the area that a school serves and the identified impact on a school from a new residential development.





THOREAU MIDDLE SCHOOL  
799

1

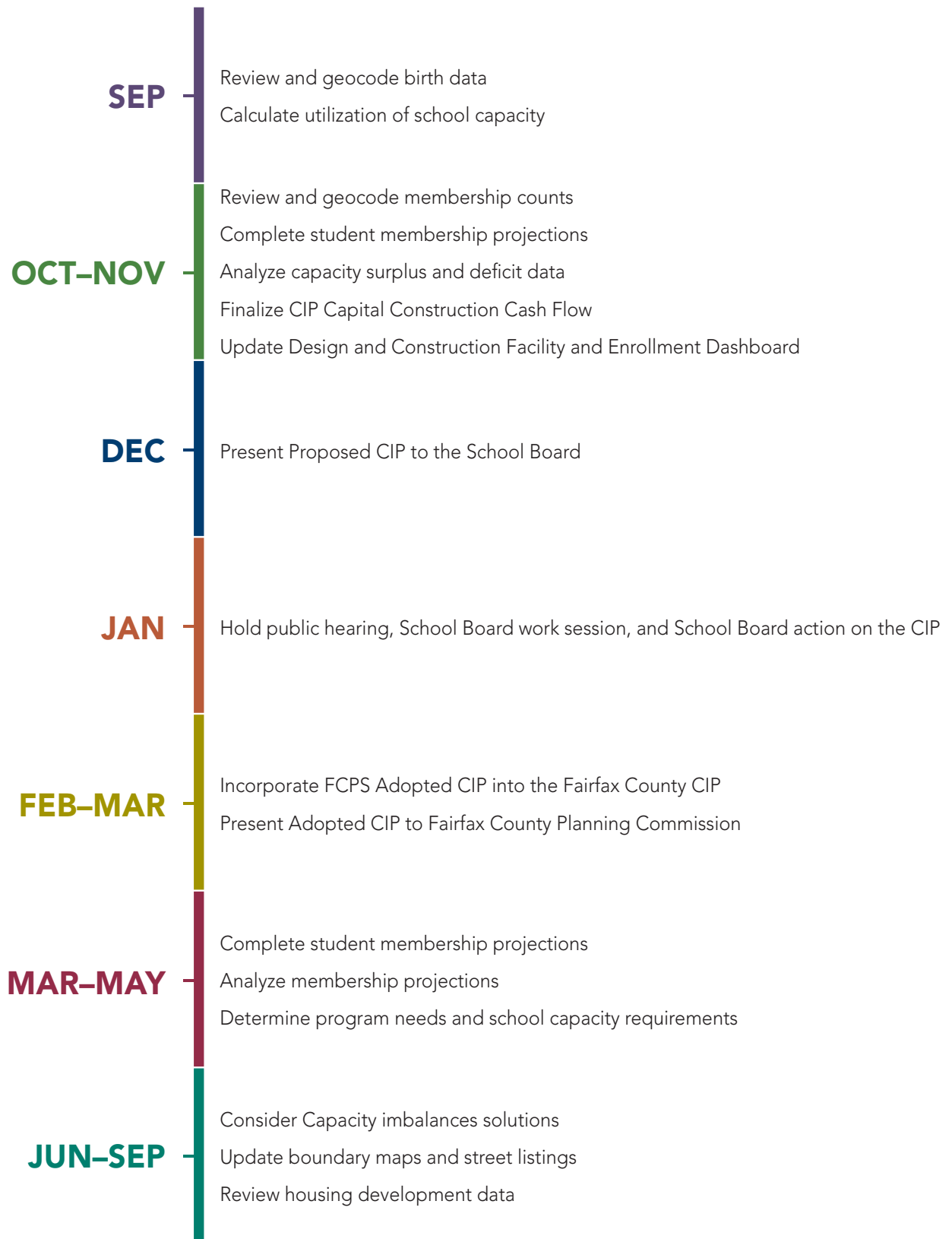
NO PARKING  
EXCEPT FOR  
EMERGENCY

# TIMELINES

## TIMELINES AND PROCESSES

The five-year projections used in this CIP have been modified to include elements of an improved projection methodology that is currently being developed by FCPS. This methodology blends two concepts. The first concept advances student cohorts school-by-school in relationship to historical ratios of student progression from each school. The second concept considers where students reside, as related to the school boundary where they would be assigned, as compared with the school where they attend.

## CIP PROCESS AND CYCLE





## CAPITAL PROGRAM RECOMMENDATIONS

### Background

FCPS uses the following steps each year to aid in identifying future student accommodation needs and recommending the best ways to address these needs. Given the limitations in the current budget and possibly future years' budgets, along with the urgency to address significant and continuing capacity deficits at schools throughout the county, the focus of capital spending is directed to capacity enhancement for schools that are likely to experience continued pressures from high student membership.

**STEP 1:** In developing membership projections, recent and historical membership patterns at each school and systemwide are considered. A few examples of these patterns are births, local and regional economic conditions, and housing. The Office of Facilities Planning Services develops general education membership projections in October for the next five years. These projections are combined with those from other departments to create overall school system projections. These projections forecast the future student membership trends and needs for the CIP. At the same time, each September, school facility floor plans are analyzed to determine the current capacity utilization of each school facility as it accommodates program needs. School facility capacity surplus and deficit values are established each year.

**STEP 2:** Projected membership and capacities are compared. Capacity deficits and surpluses are identified.

**STEP 3:** Recommended solutions to the capacity imbalances are developed and evaluated for both short-term and long-term accommodation needs.

### Introduction

Using student membership projections, FCPS identifies capacity deficits that cannot otherwise be addressed through school boundary changes, program relocations, temporary facilities, or other interior building modifications designed to recapture underutilized or unused capacity. The CIP project list and supporting materials comprise a "statement of need" to address these issues.

These needs are met through the five types of projects listed below. The annual expenditures for these needs are shown on the Proposed Capital Improvement Program Summary page and Capital Construction Cash Flow sheets. Additionally, information is provided to conform to the county's guidance that 10 years of Capital Construction Cash Flow and capital requirements be identified. It is noted that FCPS updates these documents each year.

Project timelines are constrained to reflect the county's bond spending cap of \$180 million per year, based on the most recently approved two-year bond referendum. Project costs are updated each year to reflect recent rates of inflation in construction costs.

### Projects

There are five types of CIP projects.

#### NEW SCHOOL CONSTRUCTION

New school construction projects are considered when significant capacity deficits are likely to persist over time. Although this is the most costly method of accommodating student growth, it is an important option when capacity needs cannot be met within a given area of the school system.

#### CAPACITY ENHANCEMENTS

Capacity enhancements are defined as permanent methods for accommodating future needs. Examples include the construction of additions or installation of modular additions.



### RENOVATION PROGRAMS

Renovations are aimed at ensuring that all schools provide the facilities necessary to support current educational programs regardless of the age of the buildings. Renovations are also used to restore capacity lost due to low-ratio special program instruction and other new instructional support needs (e.g., technology labs). Depending on need, a renovated school may acquire a new heating plant, air conditioning, upgraded electrical and plumbing systems, and spaces required to support the educational program. Both the usable lives of school facilities and School Board policy require renovation of buildings on 20-25 year cycles. Given the number of schools now in operation, this need implies a requirement to renovate an average of one high school, one middle school, and six elementary schools per year.

### SPECIAL PROGRAM FACILITIES

The CIP includes funding to provide capacity enhancements at various schools in order to accommodate special programs such as Advanced Academic Programs and Special Education at the elementary and middle school levels. Additionally, FCPS periodically undertakes other capital projects to support its facilities. Examples include installation of safety and security systems as well as improvement of facilities for students and citizens with disabilities.

### SITE ACQUISITION

The CIP proposes funding to acquire sites for future schools.

## STUDENT MEMBERSHIP PROJECTIONS PROCESS

FCPS produces a projection set each school year. Once the school year begins, a five-year school-by-school projection set is produced. The last year of this set is used for the annual Capital Improvement Program.

The FCPS student membership projections process involves several steps.

**STEP 1:** Analysis of trends and patterns at the school system level, pyramid level, and school level.

Examples of factors that are analyzed to understand historic and current trends to prepare for enrollment projections:

- Total student membership is compared to historical patterns of membership.
- Fairfax County and the City of Fairfax births (by elementary school boundary) are compared to the kindergarten class five years later. These ratios are compared to historical patterns of birth to kindergarten ratios.
- Kindergarten class membership is compared to the previous school year's exiting 12th grade class. These numbers are compared to the past school system patterns.
- Each grade level cohort of students is compared to its previous year to understand the difference in the grade level cohort membership over time. This is referred to as "cohort progression." Ratios are developed to understand the survival rate of each cohort as it ages through the school system. This is compared to past cohort patterns.
- Fairfax County and the City of Fairfax population and housing forecasts and trends are considered to better understand local and regional economic conditions.
- Migration patterns of students entering and exiting the school system are compared to the prior year, as well as to historical patterns of migration.

**STEP 2:** Development of student membership projections from elementary schools to middle schools to high schools.

Factors used to produce membership projections are:

- Entering kindergarteners are projected by using actual births from prior five years by elementary school boundary and applying a birth to kindergarten ratio.

- Past cohort survival ratios are used to progress each cohort through successive grades ahead. Multi-year averages of grade level progression are considered when projecting for upcoming school years.
- Entry grades to middle school and high school are projected using historical cohort ratios of students residing in a school’s boundary compared to the membership at the school. These ratios are applied to rising cohorts in the school’s boundary.
- Modifications and adjustments are made, as needed, to account for other factors which may influence a particular school’s membership. Examples of this include: boundary phasing decisions, housing developments, and other relevant information unique to a specific school or group of schools.

**STEP 3:** Special program student membership projections are factored into projections.

- Unique programs are considered as they may impact school specific membership.
- School-by-school projections from various specialists are received for: level IV advanced academic programs (AAP), special education (level 2 or self-contained), FECEP/Head Start, preschool resource, nontraditional sites, and alternative programs.

## MONITORING MEMBERSHIP IMPACTS FROM NEW HOUSING

FCPS monitors residential development through development review and field verification of development status:

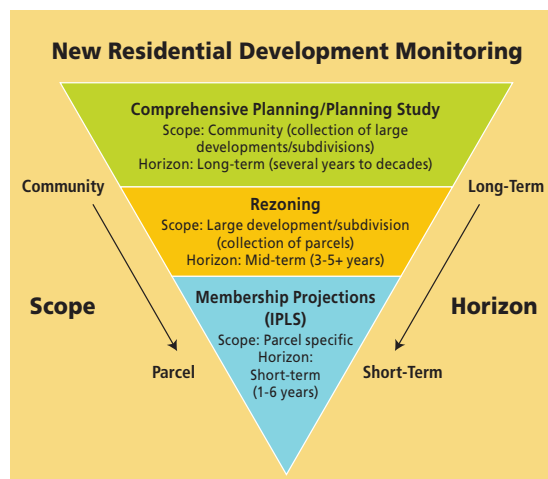
### Development Review: Comprehensive Plan Studies and Rezoning Application Review

FCPS works with the Fairfax County government to determine the impact planned housing proposed from comprehensive plan studies and rezoning applications would have on school facilities. School impact analysis memos with estimated student yields from the planned and proposed development are provided to Fairfax County government and to the appropriate School Board members.

In addition to estimated student yields for comprehensive plan studies and rezoning applications, recommendations to address future school facilities needs are also provided to Fairfax County government. Fairfax County long-range planning initiatives include Tysons Urban Center, Reston, Dulles Suburban Center (Route 28 Corridor), Bailey’s Crossroads Community Business Center (CBC), Seven Corners CBC, Huntington TSA, Franconia-Springfield Transit Station Area (TSA), Embark Richmond Highway (Route 1), Fairfax Center, Lincolnia CBC, Merrifield Suburban Center, McLean CBC, and West Falls Church TSA. These long-range planning initiatives and comprehensive plan studies are often the first step for planned new housing. For more information on Special Planning Areas in Fairfax County, please visit [www.fairfaxcounty.gov/planning-zoning/comprehensive-plan/special-planning-areas](http://www.fairfaxcounty.gov/planning-zoning/comprehensive-plan/special-planning-areas)

### Development Monitoring

In conjunction with the development review process, FCPS staff conduct field verifications of previously approved applications to track the construction status of residential development. Additionally, new housing can be constructed by-right (i.e. does not require a rezoning development application to construct). This field verification process allows FCPS staff to gain insight into changes in a community and helps provide a better understanding of when and where students from new housing may have an impact on nearby schools.



## ASSESSMENT OF FACILITY CAPACITY

Understanding and accurately capturing school capacity is important to ensuring the most efficient use of school facilities and capital funds. Knowing how many students a school can accommodate allows FCPS to quickly assess appropriate program placement and to develop student accommodation solutions. Accurate school capacity assessments help to ensure that classroom spaces are sized appropriately and spaces are designed with flexibility in order to meet the needs of multiple and/or changing instructional programs. Beyond current programmatic and membership challenges, accurate capacity assessments are necessary to formulate long-term facility plans.

As a follow-up to the 2007 DeJong Capacity Study and the 2008 implementation of a new methodology for school capacity calculation, FCPS provided detailed school capacity and facility information on the public website in the form of a Facility and Enrollment Dashboard, which may be found at:

<https://www.fcps.edu/enrollmentdashboard>.

### School Capacity Model

It is important to note that school capacity is measured differently depending upon the school type. For instance, elementary schools are calculated based upon the number of core classrooms and self-contained special education class rooms. While some middle schools are team taught, which limits the amount of students to the quantity of rooms required to support a team, others follow the departmental teaching model and need to be assessed similarly to high schools. High school capacity is far more complex than that in elementary and middle schools. The capacity of a high school is based upon the required core programs and the various elective options available. For more information on school capacity calculation methodology please refer to the "Methodology and Calculations" link at:

<https://www.fcps.edu/enrollmentdashboard>.

### School Capacity: Information and Assessment

Having determined the methodology that would be used to assess capacity for elementary, middle, and high schools, it is then necessary to evaluate how each individual school uses its spaces. The Office of Facilities Planning Services staff includes capacity architects who manage and process the annual capacity and utilization surveys for each traditional K-12 school. In this survey, school administrators are asked to indicate the use of their spaces (including modular and temporary classrooms) based on their current programs. Upon receipt of the surveys, capacity architects apply the developed methodology to recalculate the capacity of each school. The capacity is calculated considering the school building design, unique school characteristics, and program changes. Lastly, capacity architects, working closely with planning staff, use certified membership and five-year projected membership to determine the current and projected capacity utilizations. These help to identify schools with critical capacity deficits or surpluses, which inform and direct facilities planning activities such as: identifying schools that should be closed to student transfers; prioritizing potential temporary classrooms and building additions; and guide new program placement and possible boundary changes. Information on current and projected capacity utilization can be found in the Membership and Capacity Comparisons section. Modular additions continue to be counted towards capacity while temporary classrooms do not. Temporary classrooms will continue to remain on site in many schools where small capacity deficits or even capacity surplus exists. This is largely due to lack of funding to remove and store these structures elsewhere and changes in programs which require specialized spaces within school buildings. Trailer relocations take place when additional trailers are needed to accommodate an increase in membership at specific schools. The annually updated modular and temporary trailer counts for each school can be found within the Membership and Capacity Comparisons section.

Expanded facility and membership information for all schools may be viewed at the following link:

<https://www.fcps.edu/enrollmentdashboard> under the link "Facility & Enrollment Dashboard."

## Temporary Classroom Needs

Fairfax County Public Schools has established a supplemental capacity method to accommodate students through the temporary provision of portable classrooms. This resource allows the School Board to maintain intended student-per-classroom and per-instructor ratios despite short-term fluctuations in school memberships.

Temporary classrooms used to address student membership and program requirements at schools and centers where the buildings themselves lack sufficient capacity. FCPS is implementing multiple strategies to reduce the use of temporary facilities. These include architectural modification of existing spaces to provide additional instructional areas, expanding capacity as part of a school renovation, relocating modular additions as permanent construction is completed, and shared use of School Aged Child Care (SACC) classrooms during the regular school day.

## Membership and Capacity Comparisons

To be effective as a planning tool, comparisons between membership and capacity should be performed at different levels: countywide, by regions, by high school pyramids, and by individual schools.

### Countywide Comparison

FCPS compares five-year projected capacity by level and by geographic areas. This helps inform analyses about membership trends and trends in surplus and deficit capacity throughout the entire school system. It also helps identify projected capacity needs throughout the school system.

### School Level Comparisons

A better understanding of FCPS' ability to accommodate students and their instructional needs emerges by reviewing the circumstances at individual schools. Comparisons of school capacity and projected membership for individual schools at all levels are presented in the following region summaries.

Note that the impact of funded new schools, if any, is not reflected in this analysis since the effect for any one school cannot be determined until the new boundary is drawn. Although additional capacity provided by a modular building is included in the analysis, the benefits of any temporary classroom allocated to the schools is not reflected as they are not part of permanent building capacity.







# FACTORS

## FACTORS THAT INFLUENCE STUDENT MEMBERSHIP AND PROJECTIONS

Various factors influence annual student membership and projections.

These demographic factors include:

- Overall population trends in Fairfax County
- Overall housing development trends in Fairfax County
- Overall economic conditions in Fairfax County
- Number of births in Fairfax County as compared to the number of kindergarten students who enter the school system five years later
- New students who come to Fairfax County Public Schools as compared to those who withdraw from the school system (also known as in-migration and out-migration)

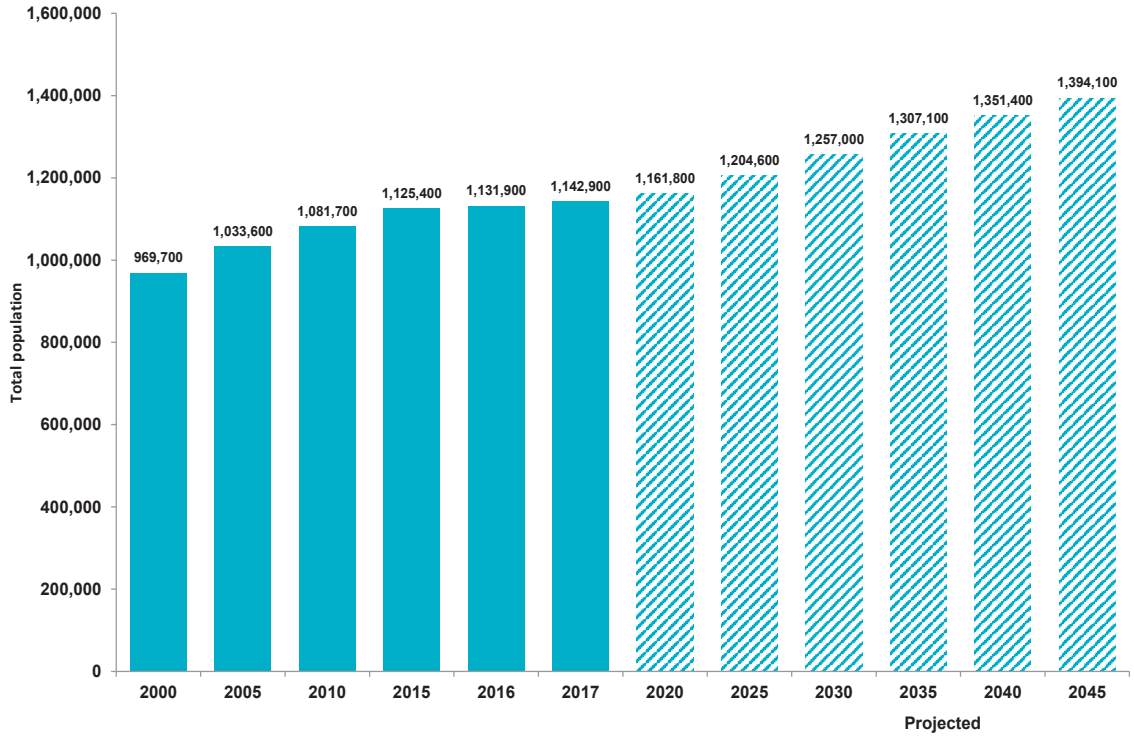
School-by-school membership and projections are also influenced by:

- Phasing of boundary adjustments
- Phasing of program change adjustments
- Program needs
- Student transfers

Staff in Fairfax County Public Schools analyze these data sets as part of the annual projections process.

The following graphs show the most recently updated data sets available to FCPS, which influence the overall student membership and projections.

### POPULATION TOTAL—FAIRFAX COUNTY



Source: Fairfax County Government, Department of Management and Budget, *Demographic Report 2017*, January 2018  
 Note: Excludes City of Fairfax

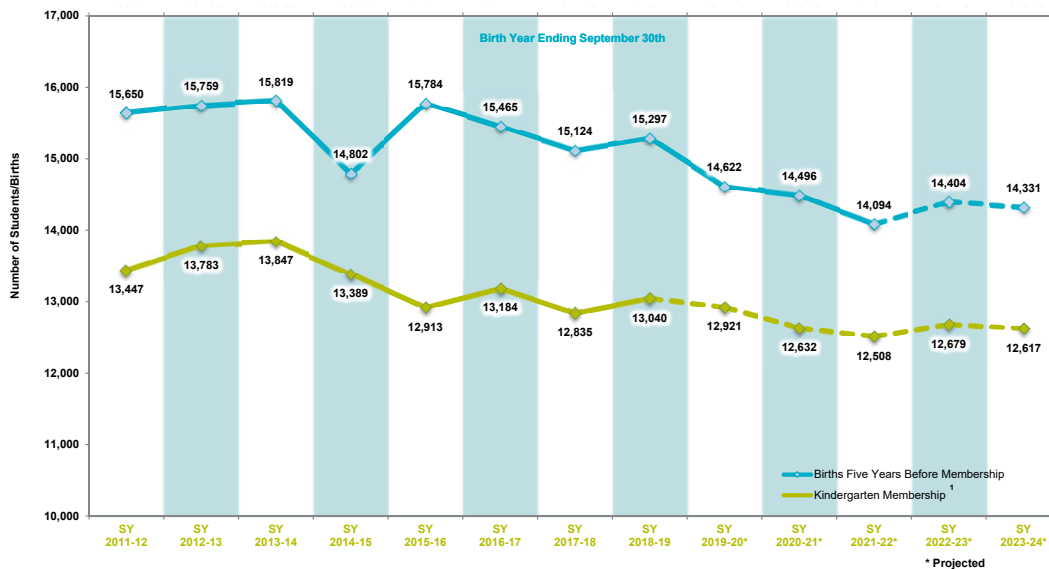
### HOUSING UNIT TOTAL BY TYPE—FAIRFAX COUNTY



Source: Fairfax County Government, Department of Management and Budget, *Demographic Report 2017*, January 2018  
 Note: Excludes City of Fairfax

## HISTORICAL AND PROJECTED KINDERGARTEN

Membership Compared to Birth



Sources:

- FCPS, *Certified Membership*, September 30, 2011 to September 30, 2018
- Births: Virginia Department of Health Division of Health Statistics, *Vital Records and Health Statistics*, 2006 to 2017

Notes:

- Membership numbers include general education, special education, AAP, FECEP/Head Start, preschool (wherever applicable), adult education, private school special education, home schooled, multi-agency, and special education centers.
- Projected births: since at the time of publication births had not yet been reported for these years by Virginia Department of Health.
- Dates for official budget counts are: special education and special education preschool (December 1); nontraditional sites (January 31); and ECEP/Head Start (March 31).

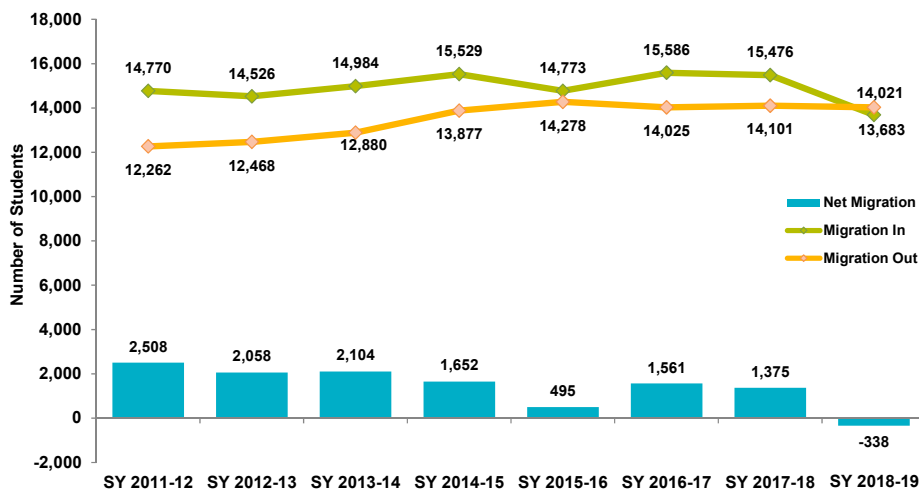
## STUDENT MIGRATION

Student Migration provides an understanding of the number of new students who entered the school system (in-migration) as related to the number of students who withdrew from the school system (out-migration). Net migration is the total number of students gained or withdrawn from the school system.

A variety of factors make migration difficult to anticipate because it can change in the short term due to political, economic, or environmental circumstances. A few examples of these factors are: the performance of the job market, housing development and sales, and severe weather events. Student migration can have a significant effect on projections, grade level trends, and school-by-school projection accuracy. The following graphs display historical and current migration trends. When interpreting the graph, it is important to note that historical membership CIP planning figures included the ESOL transitional high school program whereas for SY 2018-19 the program was merged with Fairfax County Adult High School and is no longer part of the CIP planning figures. Therefore, differences in membership between SY 2018-19 membership and past years is partly due to the removal of the ESOL transitional high school program from the SY 2018-19 figures.

Over the past year, FCPS experienced a negative net migration, meaning FCPS had more students that withdrew than enrolled. Keeping in mind the programmatic change for ESOL transitional high school, it is important to note that the net migration would still be negative even if SY 2017-18 ESOL transitional high school program students were to have been excluded from the analysis of migration. This year is the first time since at least SY 2011-12 that FCPS has experienced negative net migration. The prior seven school years had seen a positive net migration of between 1,300 and 2,600, except for SY 2015-16 which was 495, meaning in all other years FCPS had more students that enrolled than withdrew.

## HISTORICAL MIGRATION

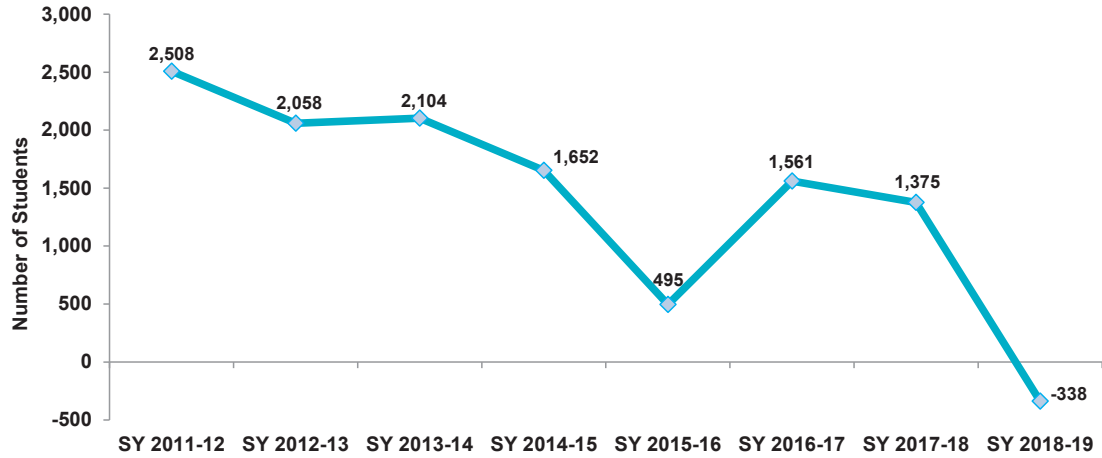


Source: FCPS, *Certified Membership*, September 30, 2010 to September 30, 2018

Notes:

- Membership numbers include general education, special education, AAP, FECEP/Head Start, preschool (wherever applicable), and special education centers.
- Membership numbers do not include adult education, private school special education, home schooled, and multi-agency.
- Historical membership CIP planning figures included the ESOL transitional high school program whereas for SY 2018-19 the program was merged with Fairfax County Adult High School and is no longer part of the CIP planning figures. Therefore, differences in membership between SY 2018-19 membership and past membership is partly due to the removal of the ESOL transitional high school program from the SY 2018-19 figures.
- Dates for official budget counts are: special education and special education preschool (December 1), nontraditional sites (January 31), and FECEP/Head Start (March 31).

## HISTORICAL NET MIGRATION



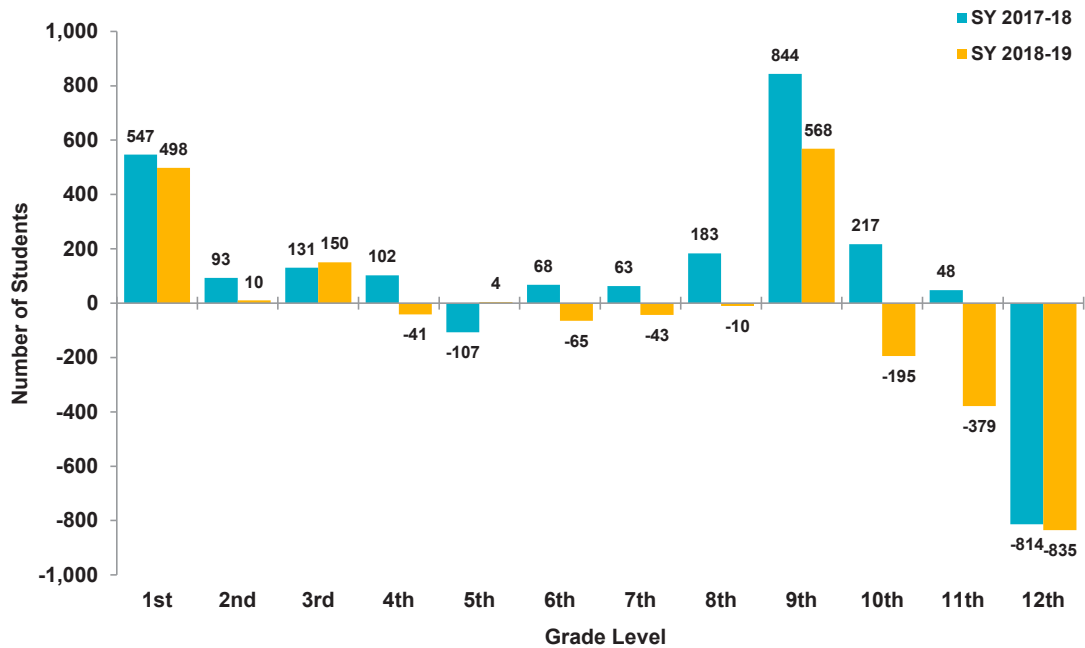
Source: FCPS, *Certified Membership*, September 30, 2010 to September 30, 2018

Notes:

1. Membership numbers include general education, special education, AAP, FECEP/Head Start, preschool (wherever applicable), and special education centers.
2. Membership numbers do not include adult education, private school special education, home schooled, and multi-agency.
3. Historical membership CIP planning figures included the ESOL transitional high school program whereas for SY 2018-19 the program was merged with Fairfax County Adult High School and is no longer part of the CIP planning figures. Therefore, differences in membership between SY 2018-19 membership and past membership is partly due to the removal of the ESOL transitional high school program from the SY 2018-19 figures.
4. Dates for official budget counts are: special education and special education preschool (December 1), nontraditional sites (January 31), and FECEP/Head Start (March 31).

## NET MIGRATION BY GRADE LEVEL

SY 2017-18 to SY 2018-19 Comparison



Source: FCPS, *Certified Membership*, September 30, 2017 to September 30, 2018

Notes:

1. Membership numbers include general education, special education, AAP, FECEP/Head Start, preschool (wherever applicable), and special education centers.
2. Membership numbers do not include adult education, private school special education, home schooled, and multi-agency.
3. Historical membership CIP planning figures included the ESOL transitional high school program whereas for SY 2018-19 the program was merged with Fairfax County Adult High School and is no longer part of the CIP planning figures. Therefore, differences in membership between SY 2018-19 membership and past membership is partly due to the removal of the ESOL transitional high school program from the SY 2018-19 figures.
4. Dates for official budget counts are: special education and special education preschool (December 1), nontraditional sites (January 31), and FECEP/Head Start (March 31).



# OUTLOOK

## CURRENT STATE AND FUTURE OUTLOOK

The next section of the Capital Improvement Program includes information that changes each year in response to actual September 30th membership and the most recent student membership projections.

## CURRENT STATE AND FUTURE OUTLOOK

Components of this section show information about the “current state” and “future state” of FCPS. The section begins with presenting information about the most recent student membership and projections. Specifically, data will be shared about current membership along with the most recent five-year membership projections based on current membership, current capacity along with anticipated capacity as impacted by the membership projections, and any capacity changes due to capital construction. Next, information about recently completed capital projects including new schools, renovations, and capacity enhancement is presented. These projects add seats to FCPS which increase the ability to accommodate student membership growth.

This section also contains the Capital Construction Cash Flow. This table details how much money has been spent on each of the listed projects, how much approved bond-funded money is planned to be spent in the future, and how much unfunded money (from future bonds) is needed to complete all projects. FCPS is limited to spending \$180M per year on capital construction with funds from the Fairfax County Bond. Citizens consider a new bond every two years. Construction and renovations take place in three stages: planning, permitting, and construction. Because of this, elementary schools renovations typically take four years to complete, while middle/high schools typically take six years to complete. Construction additions typically take four years for planning, permitting, and construction. Lastly, relocating modular additions typically takes two years for permitting and construction.

Capital construction projects, as will be shown in more detail, are those related to new school construction, capacity enhancements, renovations, and site acquisition for future FCPS needs. Modular relocations are funded through the general construction fund. The Capital Construction Cash Flow order is based on the Renovation Queue Status order along with projects that are needed to accommodate expected student membership growth.

At the conclusion of the section, a Priority Recommended Boundary Adjustment table lists boundary adjustments that are proposed in order for FCPS to use new capacity that has been built through the capital program.

## STUDENT MEMBERSHIP AND PROJECTIONS

Each year, Fairfax County Public Schools produces a five-year projection set that is used for capital planning. Student counts for FECEP/Head Start, special education pre K-12, general education, advanced academic programs, alternative programs, nontraditional sites, and post graduate students are included in CIP figures because school system facilities house these students. All counts used for CIP historical and projected membership are based on certified September 30th membership in the identified school year. It is important to note that historical membership and projected membership figures for CIP planning do not include counts of students who receive services through multi-agency programs, private school special education, home schooled, and adult education, since school facility capacity calculations do not include these counts. It is also important to note that historical membership CIP planning figures included the ESOL transitional high school program whereas for SY 2018-19 the program was merged with Fairfax County Adult High School and is no longer part of the CIP planning figures. Therefore, differences in membership between SY 2018-19 membership and past membership is partly due to the removal of the ESOL transitional high school program from the SY 2018-19 figures.

The following tables and graphs provide both historical and projected membership. The CIP five-year student membership projections show an overall contracted growth in the future forecast. This is a change from the higher growth levels experienced in Fairfax County Public Schools in recent years. The primary causes for this projected contraction of growth are smaller entering kindergarten cohorts and a decline in net migration. The projections include indicators that elementary aged student membership will decrease in the future due to smaller entering cohorts replacing larger exiting cohorts. Middle school and high school will experience moderated growth. This is due to the fact that larger cohorts of students currently in the upper elementary school grades will progress into middle school and high school during the upcoming five-year period.

## FIVE-YEAR PROJECTIONS SCHOOL YEAR 2018-19 THROUGH SCHOOL YEAR 2023-24

| SCHOOL TYPE                              | MEMBERSHIP     | PROJECTIONS    |                |                |                |                |
|--|----------------|----------------|----------------|----------------|----------------|----------------|
|  | SY 2018-19     | SY 2019-20     | SY 2020-21     | SY 2021-22     | SY 2022-23     | SY 2023-24     |
| Elementary <sup>1</sup>                  | 97,692         | 97,963         | 96,583         | 96,009         | 95,816         | 95,184         |
| Middle <sup>1</sup>                      | 29,572         | 29,994         | 30,775         | 30,870         | 30,212         | 29,881         |
| High <sup>1</sup>                        | 57,428         | 57,884         | 58,696         | 59,540         | 60,465         | 60,798         |
| <b>FCPS Base Sub-Total</b>               | <b>184,692</b> | <b>185,841</b> | <b>186,054</b> | <b>186,419</b> | <b>186,493</b> | <b>185,863</b> |
| Special Education Centers <sup>2</sup>   | 617            | 641            | 650            | 645            | 652            | 654            |
| Preschool Resource                       | 908            | 954            | 954            | 953            | 954            | 954            |
| Alternative School Programs <sup>3</sup> | 756            | 760            | 772            | 767            | 765            | 766            |
| Alternative Court Programs <sup>4</sup>  | 231            | 218            | 217            | 222            | 219            | 221            |
| <b>CIP Planning Total</b>                | <b>187,204</b> | <b>188,414</b> | <b>188,647</b> | <b>189,006</b> | <b>189,083</b> | <b>188,458</b> |
| Other <sup>5</sup>                       | 814            | 829            | 817            | 808            | 803            | 820            |
| <b>Total</b>                             | <b>188,018</b> | <b>189,243</b> | <b>189,464</b> | <b>189,814</b> | <b>189,886</b> | <b>189,278</b> |

<sup>1</sup> FCPS base membership numbers include general education, special education, AAP, FECEP/Head Start, and preschool (wherever applicable).

<sup>2</sup> Special education center membership numbers include Burke School, Cedar Lane School, Davis Center, Kilmer Center, Key Center, Pulley Center, and Quander Road School.

<sup>3</sup> Alternative school program membership numbers include nontraditional sites, alternative learning centers, and Achievement, Integrity and Maturity (AIM).

<sup>4</sup> Alternative court program membership numbers include interagency.

<sup>5</sup> Other membership numbers include adult education, private school special education, home schooled, and multi-agency.

Sources: FCPS, *Certified Membership*, September 30, 2018; FCPS, *Membership Projections*, Fall 2018.

Note: Dates for official budget counts are: special education and special education preschool (December 1), nontraditional (January 31), and FECEP/Head Start (March 31).

## FCPS HISTORICAL AND PROJECTED STUDENT MEMBERSHIP SY 2011-12 THROUGH SY 2023-24

|            | SCHOOL YEAR | CIP MEMBERSHIP | GROWTH |
|------------|-------------|----------------|--------|
| HISTORICAL | 2011-12     | 177,716        | -      |
|            | 2012-13     | 180,668        | 2,952  |
|            | 2013-14     | 183,577        | 2,909  |
|            | 2014-15     | 185,594        | 2,017  |
|            | 2015-16     | 185,834        | 240    |
|            | 2016-17     | 187,202        | 1,368  |
|            | 2017-18     | 188,300        | 1,098  |
|            | 2018-19     | 187,204        | -1,096 |
| PROJECTED  | 2019-20     | 188,414        | 1,210  |
|            | 2020-21     | 188,647        | 233    |
|            | 2021-22     | 189,006        | 359    |
|            | 2022-23     | 189,083        | 77     |
|            | 2023-24     | 188,458        | -625   |

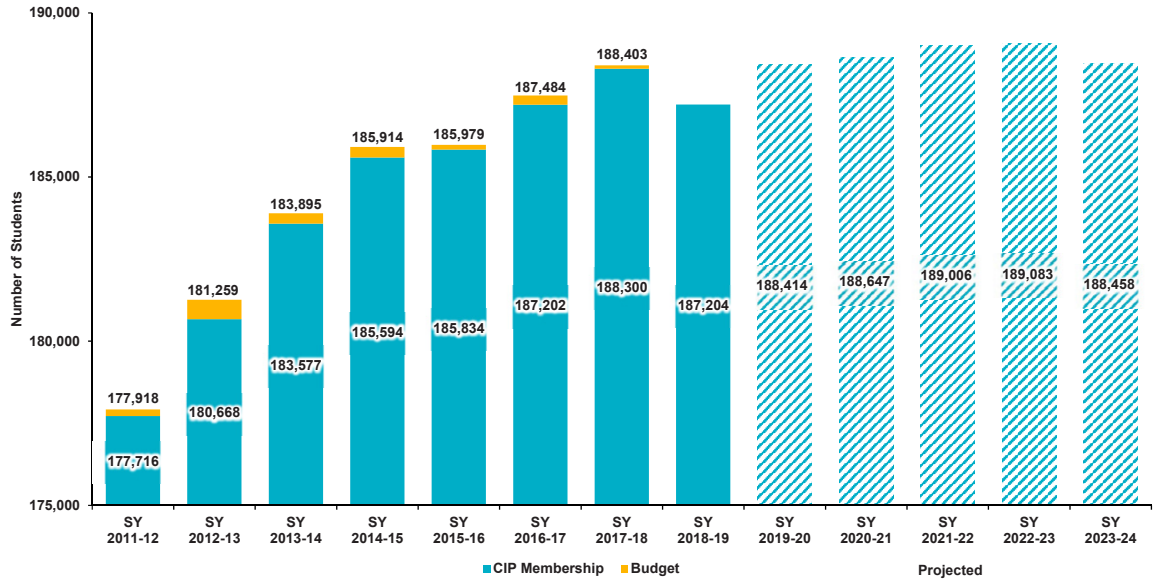
Sources: FCPS, *Certified Membership*, September 30, 2011 to September 30, 2018; FCPS, *Membership Projections*, Fall 2018

Notes:

- Membership numbers include general education, special education, AAP, FECEP/Head Start, preschool (wherever applicable), and special education centers.
- Membership numbers do not include adult education, private school special education, home schooled, and multi-agency.
- Historical membership CIP planning figures included the ESOL transitional high school program whereas for SY 2018-19 the program was merged with Fairfax County Adult High School and is no longer part of the CIP planning figures. Therefore, differences in membership between SY 2018-19 membership and past membership is partly due to the removal of the ESOL transitional high school program from the SY 2018-19 figures.
- Dates for official budget counts are: special education and special education preschool (December 1), nontraditional sites (January 31), and FECEP/Head Start (March 31).

## HISTORICAL AND PROJECTED FCPS STUDENT MEMBERSHIP

by Reporting Category



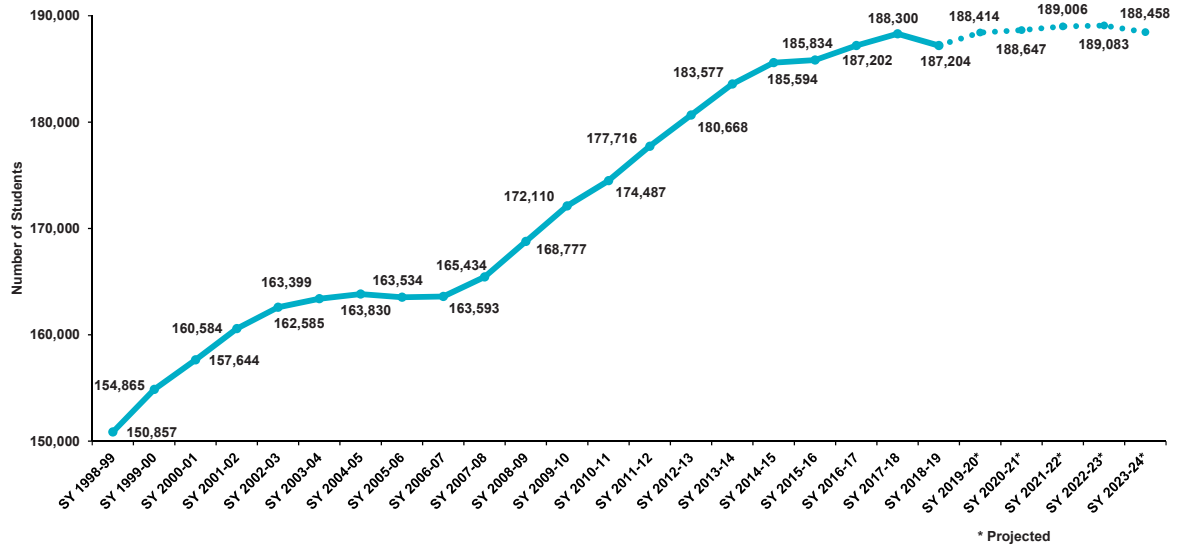
Sources: FCPS, *Certified Membership*, September 30, 2011 to September 30, 2018; FCPS, *Membership Projections*, Fall 2018; FCPS, *Approved Budget*, FY 2016 to FY 2019

Notes:

- Membership numbers include general education, special education, AAP, FECEP/Head Start, preschool (wherever applicable), and special education centers.
- Membership numbers do not include adult education, private school special education, home schooled, and multi-agency.
- Historical membership CIP planning figures included the ESOL transitional high school program whereas for SY 2018-19 the program was merged with Fairfax County Adult High School and is no longer part of the CIP planning figures. Therefore, differences in membership between SY 2018-19 membership and past membership is partly due to the removal of the ESOL transitional high school program from the SY 2018-19 figures.
- Dates for official budget counts are: special education and special education preschool (December 1), nontraditional sites (January 31), and FECEP/Head Start (March 31).

## FCPS HISTORICAL AND PROJECTED STUDENT MEMBERSHIP

for CIP Planning Purpose



Sources: FCPS, *Certified Membership*, September 30, 2011 to September 30, 2018; FCPS, *Membership Projections*, Fall 2018

Notes:

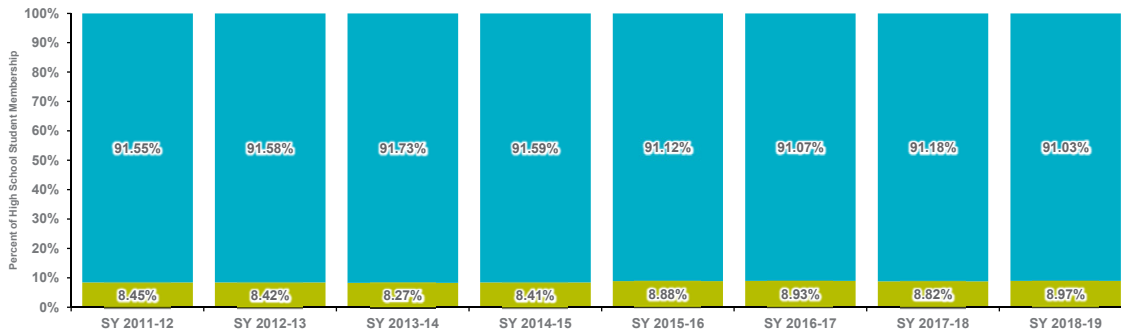
- Membership numbers include general education, special education, AAP, FECEP/Head Start, preschool (wherever applicable), and special education centers.
- Membership numbers do not include adult education, private school special education, home schooled, and multi-agency.
- Historical membership CIP planning figures included the ESOL transitional high school program whereas for SY 2018-19 the program was merged with Fairfax County Adult High School and is no longer part of the CIP planning figures. Therefore, differences in membership between SY 2018-19 membership and past membership is partly due to the removal of the ESOL transitional high school program from the SY 2018-19 figures.
- Dates for official budget counts are: special education and special education preschool (December 1), nontraditional sites (January 31), and FECEP/Head Start (March 31).

# FCPS HISTORICAL K-12 STUDENT MEMBERSHIP

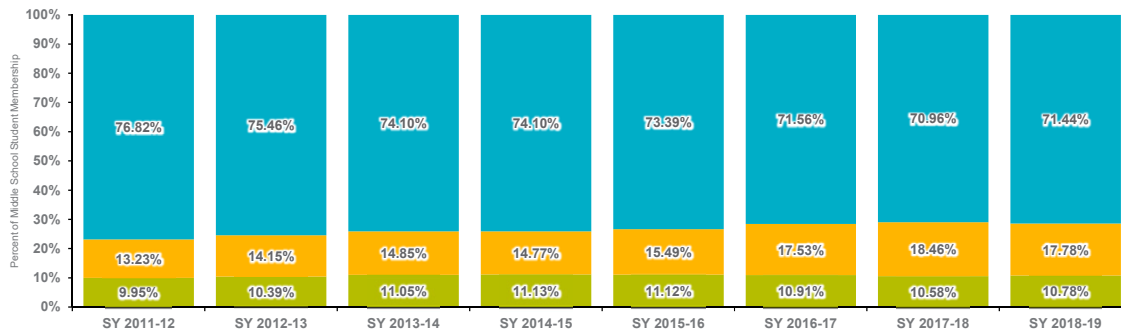
by Program and School Type



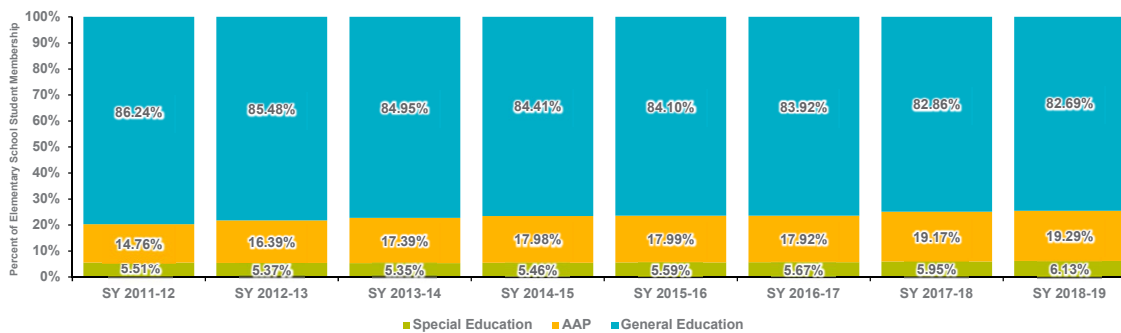
## High School



## Middle School



## Elementary School



Sources: FCPS, *Certified Membership*, September 30, 2011 to September 30, 2018

Notes:

1. Membership numbers include general education, special education, AAP, FECEP/Head Start, preschool (wherever applicable), and special education centers.
2. Membership numbers do not include adult education, private school special education, home schooled, and multi-agency.
3. Dates for official budget counts are: special education and special education preschool (December 1), nontraditional sites (January 31), and FECEP/Head Start (March 31).
4. Percentages do not add up to 100% due to AAP being calculated as a percent of the total of the 3rd to 6th grade population.



## DETERMINING RENOVATION REQUIREMENTS

Approximately two out of every three Capital Improvement Program dollars are earmarked for renovation of existing school facilities. This significant expenditure reflects the age of FCPS facilities and the School Board’s commitment to ensuring that all schools contain the facilities necessary to support current educational programs. Ideally, renovations should be programmed to accommodate a 20–25 year cycle in order to protect our capital investment, however our current renovation cycle of 37 years will not be curtailed due to the increased funding as construction costs have risen 6% annually over the past several years well in excess of our funding. The renovation program is funded and executed according to a published priority listing, known as the Renovation Queue, which is based upon condition assessments provided by independent architectural and engineering firms.

FCPS commissioned school evaluation studies in 1988, 2000, and 2008. The first two studies assessed buildings on two criteria—the condition and age of the facility. The Department of Facilities and Transportation Services and the School Board subsequently determined that these two evaluation criteria were not adequate to capture FCPS needs. When the new facility evaluation study was commissioned in 2008, the following evaluation criteria, weighted by importance, were developed:

- Quantity and quality of core instructional spaces ..... 40%
- Age and condition of the facility ..... 30%
- Quantity and quality of supplemental instructional space ..... 10%
- Adequacy of administrative and support space..... 10%
- Code compliance of the facility..... 10%

Multiple teams of architects and engineers evaluated each FCPS school that had been constructed or renovated prior to 1992—a total of 63 schools. The scores were totaled from each consulting team, resulting in the ranked order of schools from the lowest need to the highest. The following table displays the ranked order as well as the funding status of the schools within the Renovation Queue.

Presently, 40 of the 63 schools in the 2008 Renovation Queue have received funding for planning or construction. Over the past five years 19 schools have been renovated and an additional 13 schools are in the midst of construction. Another five schools are expected to begin their renovation projects in FY 2020. The current estimates based upon construction costs, available funding and projected capacity requirements indicate that all of the schools within the queue will have funding for either planning or construction by the fall of 2027. It is likely that a new queue will need to be created by 2023.

## RENOVATION QUEUE STATUS

| SCHOOL NAME            | RANK | PROJECT STATUS  | SCHOOL NAME           | RANK | PROJECT STATUS  | SCHOOL NAME       | RANK | PROJECT STATUS  |
|------------------------|------|-----------------|-----------------------|------|-----------------|-------------------|------|-----------------|
| CLERMONT ES            | 1    | Completed       | WEST SPRINGFIELD HS   | 23   | In Construction | FALLS CHURCH HS   | 45   | Planning Funded |
| TERRASET ES            | 2    | Completed       | MOUNT VERNON WOODS ES | 24   | In Construction | BREN MAR PARK ES  | 46   | Not Funded      |
| SUNRISE VALLEY ES      | 3    | Completed       | HERNDON HS            | 25   | In Construction | BROOKFIELD ES     | 47   | Not Funded      |
| GARFIELD ES            | 4    | Completed       | ROCKY RUN MS          | 26   | In Construction | LEES CORNER ES    | 48   | Not Funded      |
| TERRA CENTRE ES        | 5    | Completed       | BELLE VIEW ES         | 27   | In Construction | ARMSTRONG ES      | 49   | Not Funded      |
| THOREAU MS             | 6    | Completed       | ANNANDALE TERRACE ES  | 28   | In Construction | WILLOW SPRINGS ES | 50   | Not Funded      |
| WESTGATE ES            | 7    | Completed       | CLEARVIEW ES          | 29   | In Construction | CENTREVILLE HS    | 51   | Not Funded      |
| HAYCOCK ES             | 8    | Completed       | OAKTON HS             | 30   | In Construction | HERNDON ES        | 52   | Not Funded      |
| LANGLEY HS             | 9    | Completed       | HUGHES MS             | 31   | In Construction | DRANESVILLE ES    | 53   | Not Funded      |
| RAVENSWORTH ES         | 10   | Completed       | SILVERBROOK ES        | 32   | In Construction | CUB RUN ES        | 54   | Not Funded      |
| WOODLAWN ES            | 11   | Completed       | HYBLA VALLEY ES       | 33   | Planning Funded | FRANKLIN MS       | 55   | Not Funded      |
| FORESTVILLE ES         | 12   | Completed       | COOPER MS             | 34   | Planning Funded | UNION MILL ES     | 56   | Not Funded      |
| NORTH SPRINGFIELD ES   | 13   | Completed       | FROST MS              | 35   | Planning Funded | CENTRE RIDGE ES   | 57   | Not Funded      |
| SPRINGFIELD ESTATES ES | 14   | Completed       | WASHINGTON MILL ES    | 36   | Planning Funded | POPLAR TREE ES    | 58   | Not Funded      |
| KEENE MILL ES          | 15   | Completed       | BRADDOCK ES           | 37   | Planning Funded | WAPLES MILL ES    | 59   | Not Funded      |
| BUCKNELL ES            | 16   | Completed       | FOX MILL ES           | 38   | Planning Funded | SANGSTER ES       | 60   | Not Funded      |
| CHERRY RUN ES          | 17   | Completed       | OAK HILL ES           | 39   | Planning Funded | TWAIN MS          | 61   | Not Funded      |
| WAYNEWOOD ES           | 18   | In Construction | WAKEFIELD FOREST ES   | 40   | Not Funded      | SARATOGA ES       | 62   | Not Funded      |
| STRATFORD LANDING ES   | 19   | Completed       | LOUISE ARCHER ES      | 41   | Not Funded      | VIRGINIA RUN ES   | 63   | Not Funded      |
| NEWINGTON FOREST ES    | 20   | Completed       | CROSSFIELD ES         | 42   | Not Funded      |                   |      |                 |
| HOLLIN MEADOWS ES      | 21   | In Construction | MOSBY WOODS ES        | 43   | Not Funded      |                   |      |                 |
| WHITE OAKS ES          | 22   | In Construction | BONNIE BRAE ES        | 44   | Not Funded      |                   |      |                 |

**FAIRFAX COUNTY PUBLIC SCHOOL PROPOSED FY 2020-2024 CAPITAL IMPROVEMENT PROGRAM SUMMARY**

| Project                      | Revised Budget          | Prior Years Expenditure | FIVE YEAR CAPITAL IMPROVEMENT PROGRAM FORECAST |                       |                       |                       |                       | Projected Expenditures FY 2025 - 2029 |
|------------------------------|-------------------------|-------------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|---------------------------------------|
|                              |                         |                         | Projected Expenditures                         |                       |                       |                       |                       |                                       |
|                              |                         |                         | FY 2020  | FY2021                | FY2022                | FY2023                | FY2024                |                                       |
| New School Construction      | \$ 424,185,758          | \$ 6,488,680            | \$ 20,181,055                                  | \$ 27,871,396         | \$ 14,803,544         | \$ 2,755,536          | \$ 8,623,125          | \$ 343,462,422                        |
| Capacity Enhancement         | \$ 51,134,799           | \$ 2,368,885            | \$ 3,736,874                                   | \$ 6,147,859          | \$ 22,629,204         | \$ 13,764,257         | \$ 2,487,721          |                                       |
| Renovation Programs          | \$ 2,043,073,386        | \$ 345,033,403          | \$ 167,046,266                                 | \$ 188,334,933        | \$ 158,006,486        | \$ 166,049,322        | \$ 160,138,363        | \$ 858,464,612                        |
| Site Acquisition             | \$ 10,000,000           |                         |  |                       |                       | \$10,000,000          |                       |                                       |
| <b>Total Project Cost</b>    | <b>\$ 2,528,393,944</b> | <b>\$ 353,890,968</b>   | <b>\$ 190,964,195</b>                          | <b>\$ 222,354,188</b> | <b>\$ 195,439,234</b> | <b>\$ 192,569,115</b> | <b>\$ 171,249,209</b> | <b>\$ 1,201,927,034</b>               |
| Funded Project Cost          | \$ 704,963,587          | \$ 353,890,968          | \$ 182,361,856                                 | \$ 115,953,241        | \$ 21,588,174         | \$ 10,000,000         |                       | \$ 21,169,348                         |
| <b>Unfunded Project Cost</b> | <b>\$ 1,823,430,356</b> |                         | <b>\$ 8,602,338</b>                            | <b>\$ 106,400,947</b> | <b>\$ 173,851,061</b> | <b>\$ 182,569,115</b> | <b>\$ 171,249,209</b> | <b>\$ 1,180,757,686</b>               |
| Total Five Year Requirement  |                         |                         | \$ 972,575,941                                 |                       |                       |                       |                       |                                       |
| Funded                       |                         |                         | \$ 329,903,271                                 |                       |                       |                       |                       |                                       |
| Unfunded                     |                         |                         | \$ 642,672,671                                 |                       |                       |                       |                       |                                       |
| Total Ten Year Requirement   |                         |                         | \$ 2,174,502,975                               |                       |                       |                       |                       |                                       |
| Funded                       |                         |                         | \$ 351,072,619                                 |                       |                       |                       |                       |                                       |
| Unfunded                     |                         |                         | \$ 1,823,430,356                               |                       |                       |                       |                       |                                       |

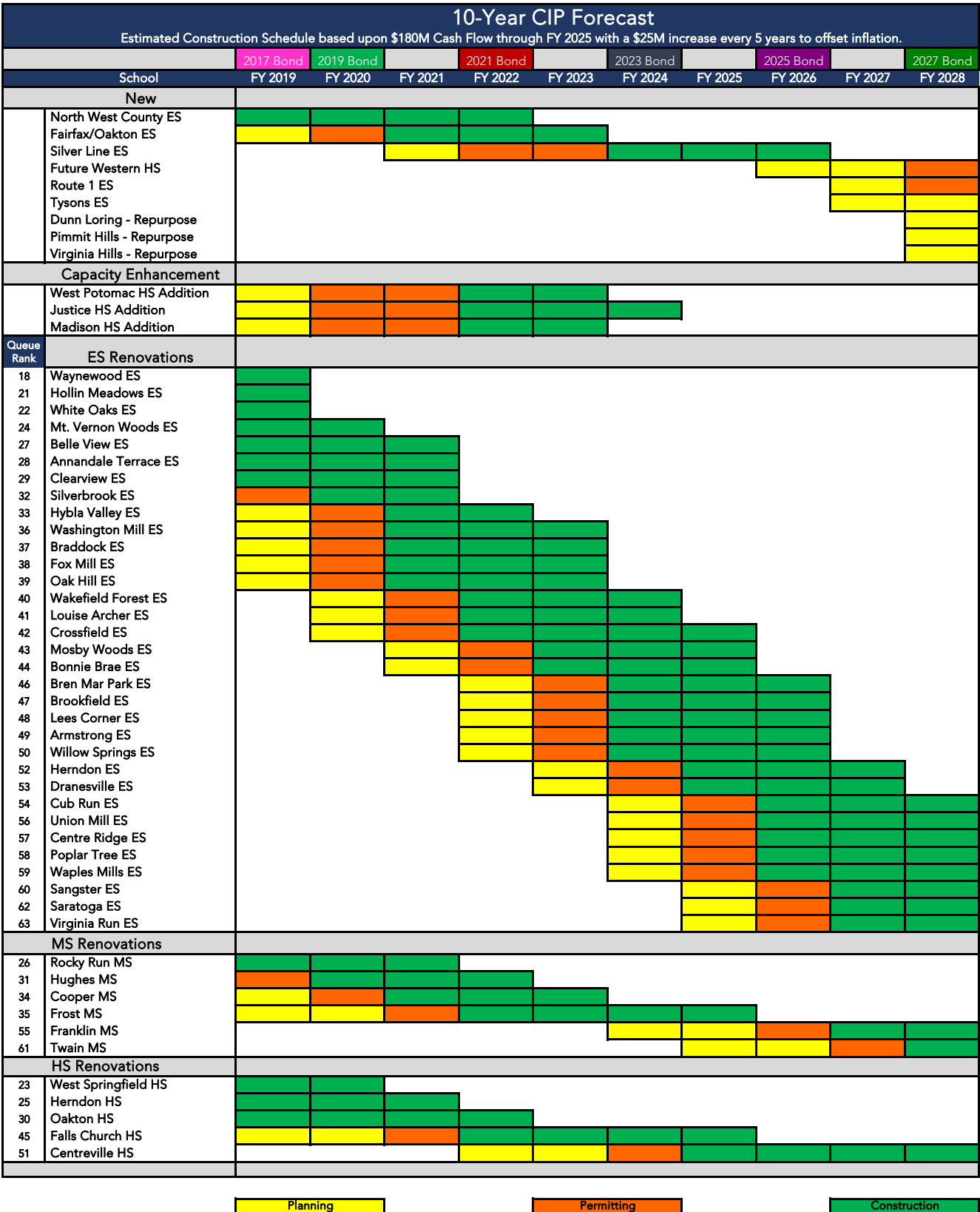
\* Numbers in Red indicate unfunded amounts  
 \* Numbers in Blue indicate funded amounts  
 \* May not add due to rounding  
 \* Assumes an increase of \$25M in every 5 years to offset inflation

# CAPITAL CONSTRUCTION CASH FLOW

| CAPITAL CONSTRUCTION CASH FLOW         |                         |                         |                       |                       |                       |                       |                       |                                   |
|--|-------------------------|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------------------|
| Project                                | Revised Budget          | Prior Year Expenditures | FY 2020 Expenditures  | FY 2021 Expenditures  | FY 2022 Expenditures  | FY 2023 Expenditures  | FY 2024 Expenditures  | Projected Future Project Spending |
| <b>New School Construction</b>         |                         |                         |                       |                       |                       |                       |                       |                                   |
| North West County ES                   | \$ 34,993,355           | \$ 5,988,680            | \$ 19,681,055         | \$ 8,215,295          | \$ 1,108,325          |                       |                       |                                   |
| Fairfax/Oakton ES                      | \$ 35,099,356           | \$ 500,000              | \$ 500,000            | \$ 18,986,935         | \$ 13,026,052         | \$ 2,086,369          |                       |                                   |
| Silver Line ES                         | \$ 36,500,000           |                         |                       | \$ 669,167            | \$ 669,167            | \$ 669,167            | \$ 8,623,125          | \$ 25,869,375                     |
| Future Western HS                      | \$ 157,087,000          |                         |                       |                       |                       |                       |                       | \$ 157,087,000                    |
| 5 New and/or Repurposed Schools        | \$ 160,506,047          |                         |                       |                       |                       |                       |                       | \$ 160,506,047                    |
| <b>Total New School Construction</b>   | <b>\$ 424,185,758</b>   | <b>\$ 6,488,680</b>     | <b>\$ 20,181,055</b>  | <b>\$ 27,871,396</b>  | <b>\$ 14,803,544</b>  | <b>\$ 2,755,536</b>   | <b>\$ 8,623,125</b>   | <b>\$ 343,462,422</b>             |
| <b>Funded</b>                          | <b>\$ 57,162,703</b>    | <b>\$ 6,488,680</b>     | <b>\$ 20,181,055</b>  | <b>\$ 8,215,295</b>   | <b>\$ 1,108,325</b>   |                       |                       | <b>\$ 21,169,348</b>              |
| <b>Unfunded Portion</b>                | <b>\$ 367,023,056</b>   |                         |                       | <b>\$ 19,656,101</b>  | <b>\$ 13,695,219</b>  | <b>\$ 2,755,536</b>   | <b>\$ 8,623,125</b>   | <b>\$ 322,293,074</b>             |
| <b>Capacity Enhancement</b>            |                         |                         |                       |                       |                       |                       |                       |                                   |
| Modular Relocations                    | \$ 6,000,000            | \$ 2,000,000            | \$ 2,000,000          |                       |                       |                       |                       | \$ 2,000,000                      |
| West Potomac HS Addition               | \$ 16,406,906           | \$ 147,300              | \$ 441,900            | \$ 510,640            | \$ 7,066,455          | \$ 8,240,611          |                       |                                   |
| Justice HS Addition                    | \$ 14,880,763           |                         | \$ 498,054            | \$ 830,310            | \$ 8,028,753          | \$ 5,035,925          | \$ 487,721            |                                   |
| Madison HS Addition                    | \$ 13,847,130           | \$ 221,585              | \$ 796,920            | \$ 4,806,908          | \$ 7,533,996          | \$ 487,721            |                       |                                   |
| <b>Total Capacity Enhancements</b>     | <b>\$ 51,134,799</b>    | <b>\$ 2,368,885</b>     | <b>\$ 3,736,874</b>   | <b>\$ 6,147,859</b>   | <b>\$ 22,629,204</b>  | <b>\$ 13,764,257</b>  | <b>\$ 2,487,721</b>   |                                   |
| <b>Funded</b>                          | <b>\$ 6,105,759</b>     | <b>\$ 2,368,885</b>     | <b>\$ 3,736,874</b>   |                       |                       |                       |                       |                                   |
| <b>Unfunded Portion</b>                | <b>\$ 45,029,040</b>    |                         |                       | <b>\$ 6,147,859</b>   | <b>\$ 22,629,204</b>  | <b>\$ 13,764,257</b>  | <b>\$ 2,487,721</b>   |                                   |
| <b>School Renovations</b>              |                         |                         |                       |                       |                       |                       |                       |                                   |
| <b>Elementary School Renovations</b>   |                         |                         |                       |                       |                       |                       |                       |                                   |
| Waynewood                              | \$ 22,539,962           | \$ 22,539,962           |                       |                       |                       |                       |                       |                                   |
| Hollin Meadows                         | \$ 22,972,957           | \$ 22,972,957           |                       |                       |                       |                       |                       |                                   |
| White Oaks                             | \$ 22,271,268           | \$ 22,271,268           |                       |                       |                       |                       |                       |                                   |
| Mt. Vernon Woods                       | \$ 23,244,249           | \$ 14,845,661           | \$ 8,398,588          |                       |                       |                       |                       |                                   |
| Belle View                             | \$ 27,011,199           | \$ 15,971,012           | \$ 5,479,456          | \$ 5,560,731          |                       |                       |                       |                                   |
| Annandale Terrace                      | \$ 27,735,481           | \$ 5,928,310            | \$ 15,675,227         | \$ 6,131,944          |                       |                       |                       |                                   |
| Clearview                              | \$ 24,513,041           | \$ 8,240,522            | \$ 8,187,815          | \$ 8,084,704          |                       |                       |                       |                                   |
| Silverbrook                            | \$ 28,017,401           | \$ 7,137,344            | \$ 10,469,070         | \$ 10,410,988         |                       |                       |                       |                                   |
| Hybla Valley                           | \$ 36,595,929           | \$ 1,555,301            | \$ 3,474,026          | \$ 23,557,856         | \$ 8,008,746          |                       |                       |                                   |
| Washington Mill                        | \$ 29,151,551           | \$ 1,160,207            | \$ 1,125,591          | \$ 9,150,024          | \$ 15,886,231         | \$ 1,829,497          |                       |                                   |
| Braddock                               | \$ 31,750,138           | \$ 1,005,793            | \$ 1,005,793          | \$ 10,276,733         | \$ 17,346,468         | \$ 2,115,351          |                       |                                   |
| Fox Mill                               | \$ 26,406,459           | \$ 685,791              | \$ 1,076,205          | \$ 5,630,092          | \$ 14,988,457         | \$ 4,025,914          |                       |                                   |
| Oak Hill                               | \$ 30,387,541           | \$ 1,134,311            | \$ 858,071            | \$ 14,853,689         | \$ 12,700,619         | \$ 840,851            |                       |                                   |
| Wakefield Forest                       | \$ 29,381,949           |                         | \$ 608,437            | \$ 1,101,090          | \$ 5,855,193          | \$ 18,010,925         | \$ 3,775,735          | \$ 32,568                         |
| Louise Archer                          | \$ 28,872,026           |                         | \$ 595,476            | \$ 1,081,233          | \$ 5,753,252          | \$ 17,695,916         | \$ 3,742,924          | \$ 3,225                          |
| Crossfield                             | \$ 30,731,069           |                         | \$ 703,481            | \$ 703,481            | \$ 14,910,797         | \$ 12,841,625         | \$ 1,429,852          | \$ 141,832                        |
| Mosby Woods                            | \$ 37,428,926           |                         |                       | \$ 858,504            | \$ 858,504            | \$ 18,099,753         | \$ 15,542,312         | \$ 2,069,852                      |
| Bonnie Brae                            | \$ 35,276,514           |                         |                       | \$ 807,517            | \$ 807,517            | \$ 6,490,012          | \$ 21,547,267         | \$ 5,624,201                      |
| Bren Mar Park                          | \$ 31,507,497           |                         |                       |                       | \$ 702,467            | \$ 1,204,229          | \$ 10,113,599         | \$ 19,487,201                     |
| Brookfield                             | \$ 38,575,558           |                         |                       |                       | \$ 856,715            | \$ 1,468,654          | \$ 6,644,891          | \$ 29,605,299                     |
| Lees Corner                            | \$ 35,862,738           |                         |                       |                       | \$ 799,558            | \$ 1,370,671          | \$ 11,512,924         | \$ 22,179,586                     |
| Armstrong                              | \$ 31,708,643           |                         |                       |                       | \$ 702,763            | \$ 1,204,737          | \$ 4,142,159          | \$ 25,658,984                     |
| Willow Springs                         | \$ 39,176,970           |                         |                       |                       | \$ 874,879            | \$ 1,499,792          | \$ 12,577,000         | \$ 24,225,299                     |
| Herndon                                | \$ 42,051,218           |                         |                       |                       |                       | \$ 1,616,447          | \$ 1,616,447          | \$ 38,818,323                     |
| Dranesville                            | \$ 39,212,262           |                         |                       |                       |                       | \$ 1,501,692          | \$ 1,501,692          | \$ 36,208,879                     |
| Cub Run                                | \$ 36,377,726           |                         |                       |                       |                       |                       | \$ 1,388,562          | \$ 34,989,164                     |
| Union Mill                             | \$ 44,762,054           |                         |                       |                       |                       |                       | \$ 1,004,223          | \$ 43,757,831                     |
| Centre Ridge                           | \$ 43,309,469           |                         |                       |                       |                       |                       | \$ 1,663,279          | \$ 41,646,190                     |
| Poplar Tree                            | \$ 40,354,257           |                         |                       |                       |                       |                       | \$ 1,544,961          | \$ 38,809,296                     |
| Waples Mill                            | \$ 44,662,174           |                         |                       |                       |                       |                       | \$ 1,717,915          | \$ 42,944,259                     |
| Renovation of 3 Schools                | \$ 134,448,560          |                         |                       |                       |                       |                       |                       | \$ 134,448,560                    |
| <b>Total Elementary Renovations</b>    | <b>\$ 1,116,296,784</b> | <b>\$ 125,448,439</b>   | <b>\$ 57,655,238</b>  | <b>\$ 98,208,585</b>  | <b>\$ 101,052,167</b> | <b>\$ 91,816,066</b>  | <b>\$ 101,465,741</b> | <b>\$ 540,650,549</b>             |
| <b>Funded</b>                          | <b>\$ 205,781,237</b>   | <b>\$ 125,448,439</b>   | <b>\$ 50,144,433</b>  | <b>\$ 30,188,366</b>  |                       |                       |                       |                                   |
| <b>Unfunded Portion</b>                | <b>\$ 910,515,546</b>   |                         | <b>\$ 7,510,805</b>   | <b>\$ 68,020,219</b>  | <b>\$ 101,052,167</b> | <b>\$ 91,816,066</b>  | <b>\$ 101,465,741</b> | <b>\$ 540,650,549</b>             |
| <b>Middle School Renovations</b>       |                         |                         |                       |                       |                       |                       |                       |                                   |
| Rocky Run                              | \$ 48,859,188           | \$ 27,971,782           | \$ 17,868,529         | \$ 3,018,878          |                       |                       |                       |                                   |
| Hughes                                 | \$ 50,088,400           | \$ 3,152,858            | \$ 15,112,594         | \$ 18,736,225         | \$ 13,086,723         |                       |                       |                                   |
| Cooper                                 | \$ 52,310,190           | \$ 3,506,805            | \$ 1,091,534          | \$ 12,576,769         | \$ 18,488,429         | \$ 16,646,654         |                       |                                   |
| Frost                                  | \$ 51,650,203           | \$ 656,903              | \$ 1,597,885          | \$ 1,597,885          | \$ 7,422,441          | \$ 19,494,849         | \$ 19,381,970         | \$ 1,498,269                      |
| Franklin                               | \$ 70,410,665           |                         |                       |                       |                       |                       | \$ 1,198,898          | \$ 69,211,767                     |
| Renovation of 1 Middle School          | \$ 69,123,830           |                         |                       |                       |                       |                       |                       | \$ 69,123,830                     |
| <b>Total Middle School Renovations</b> | <b>\$ 342,442,476</b>   | <b>\$ 35,288,347</b>    | <b>\$ 35,670,542</b>  | <b>\$ 35,929,757</b>  | <b>\$ 38,997,593</b>  | <b>\$ 36,141,503</b>  | <b>\$ 20,580,868</b>  | <b>\$ 139,833,866</b>             |
| <b>Funded</b>                          | <b>\$ 106,307,067</b>   | <b>\$ 35,288,347</b>    | <b>\$ 34,579,008</b>  | <b>\$ 23,352,988</b>  | <b>\$ 13,086,723</b>  |                       |                       |                                   |
| <b>Unfunded Portion</b>                | <b>\$ 236,135,409</b>   |                         | <b>\$ 1,091,534</b>   | <b>\$ 12,576,769</b>  | <b>\$ 25,910,870</b>  | <b>\$ 36,141,503</b>  | <b>\$ 20,580,868</b>  | <b>\$ 139,833,866</b>             |
| <b>High School Renovations</b>         |                         |                         |                       |                       |                       |                       |                       |                                   |
| West Springfield                       | \$ 93,357,000           | \$ 88,113,661           | \$ 5,243,339          |                       |                       |                       |                       |                                   |
| Herndon                                | \$ 106,307,648          | \$ 55,717,744           | \$ 31,667,344         | \$ 18,922,560         |                       |                       |                       |                                   |
| Oakton                                 | \$ 112,229,271          | \$ 39,711,796           | \$ 33,481,365         | \$ 31,642,984         | \$ 7,393,125          |                       |                       |                                   |
| Falls Church                           | \$ 123,953,007          | \$ 753,416              | \$ 3,328,439          | \$ 3,631,047          | \$ 8,153,965          | \$ 34,056,553         | \$ 34,056,553         | \$ 39,973,034                     |
| Centreville                            | \$ 148,487,200          |                         |                       |                       | \$ 2,409,637          | \$ 4,035,200          | \$ 4,035,200          | \$ 138,007,163                    |
| <b>Total High School Renovations</b>   | <b>\$ 584,334,126</b>   | <b>\$ 184,296,617</b>   | <b>\$ 73,720,486</b>  | <b>\$ 54,196,592</b>  | <b>\$ 17,956,727</b>  | <b>\$ 38,091,753</b>  | <b>\$ 38,091,753</b>  | <b>\$ 177,980,197</b>             |
| <b>Funded</b>                          | <b>\$ 319,606,821</b>   | <b>\$ 184,296,617</b>   | <b>\$ 73,720,486</b>  | <b>\$ 54,196,592</b>  | <b>\$ 7,393,125</b>   |                       |                       |                                   |
| <b>Unfunded Portion</b>                | <b>\$ 264,727,305</b>   |                         |                       |                       | <b>\$ 10,563,601</b>  | <b>\$ 38,091,753</b>  | <b>\$ 38,091,753</b>  | <b>\$ 177,980,197</b>             |
| <b>Total Renovations (All Schools)</b> | <b>\$ 2,043,073,386</b> | <b>\$ 345,033,403</b>   | <b>\$ 167,046,266</b> | <b>\$ 188,334,933</b> | <b>\$ 158,006,486</b> | <b>\$ 166,049,322</b> | <b>\$ 160,138,363</b> | <b>\$ 858,464,612</b>             |
| <b>Funded</b>                          | <b>\$ 631,695,125</b>   | <b>\$ 345,033,403</b>   | <b>\$ 158,443,928</b> | <b>\$ 107,737,946</b> | <b>\$ 20,479,848</b>  |                       |                       |                                   |
| <b>Unfunded Portion</b>                | <b>\$ 1,411,378,260</b> |                         | <b>\$ 8,602,338</b>   | <b>\$ 80,596,987</b>  | <b>\$ 137,526,638</b> | <b>\$ 166,049,322</b> | <b>\$ 160,138,363</b> | <b>\$ 858,464,612</b>             |
| <b>Site Acquisition</b>                |                         |                         |                       |                       |                       |                       |                       |                                   |
| <b>Total Site Acquisition</b>          | <b>\$ 10,000,000</b>    |                         |                       |                       |                       | <b>\$ 10,000,000</b>  |                       |                                   |
| <b>Unfunded Portion</b>                |                         |                         |                       |                       |                       |                       |                       |                                   |
| <b>Total Project Cost</b>              | <b>\$ 2,528,393,944</b> | <b>\$ 353,890,968</b>   | <b>\$ 190,964,195</b> | <b>\$ 222,354,188</b> | <b>\$ 195,439,234</b> | <b>\$ 192,569,115</b> | <b>\$ 171,249,209</b> | <b>\$ 1,201,927,034</b>           |
| <b>Funded Portion</b>                  | <b>\$ 704,963,587</b>   | <b>\$ 353,890,968</b>   | <b>\$ 182,361,856</b> | <b>\$ 115,953,241</b> | <b>\$ 21,588,174</b>  | <b>\$ 10,000,000</b>  |                       | <b>\$ 21,169,348</b>              |
| <b>Unfunded Portion</b>                | <b>\$ 1,823,430,356</b> |                         | <b>\$ 8,602,338</b>   | <b>\$ 106,400,947</b> | <b>\$ 173,851,061</b> | <b>\$ 182,569,115</b> | <b>\$ 171,249,209</b> | <b>\$ 1,180,757,686</b>           |

\* Numbers in Red indicate unfunded amounts  
 \* Numbers in Blue indicate funded amounts  
 \* May not add due to rounding  
 \* Assumes an increase of \$25M in every 5 years to offset inflation

# 10-YEAR CIP FORECAST



Planning

Permitting

Construction

## PRIORITY RECOMMENDED BOUNDARY ADJUSTMENTS

By Region and Pyramid Potential Timeline Information

| REGION | PYRAMID          | SCHOOL                    | OBJECTIVE                                | POTENTIAL SCOPING | POTENTIAL BOUNDARY | ANTICIPATED EFFECTIVE DATE |
|--------|------------------|---------------------------|--|-------------------|--------------------|----------------------------|
| 1      | Oakton           | Fairfax/Oakton ES-New     | Assign Students to new Fairfax/Oakton ES | Fall 2020         | Spring 2021        | SY 2022-23                 |
| 5      | Woodson          | Wakefield Forest ES       | Capacity Relief                          | Spring 2019       | Fall 2019          | SY 2020-21                 |
| 4/5    | Robinson/Woodson | Oak View ES/Olde Creek ES | Eliminate Attendance Island              | Spring 2019       | Fall 2019          | SY 2020-21                 |
| 5      | Woodson          | Little Run ES             | Capacity Balance                         | Spring 2019       | Fall 2019          | SY 2020-21                 |
| 2      | Justice          | Glen Forest ES            | Capacity Relief                          | Spring 2019       | Fall 2019          | SY 2020-21                 |
| 2      | Marshall         | Shrevewood ES             | Capacity Relief                          | Fall 2019         | Spring 2020        | SY 2021-22                 |

Note: Recommended boundary adjustment options and program changes are included in the CIP for future consideration only. Any option chosen for potential implementation will be discussed and decided through a transparent process that engages the community, in accordance with School Board Policies and Regulations. This includes adjustments needed for advanced academic program centers at existing facilities and newly identified site locations.

## BOUNDARY FEASIBILITY

Additional School Board member identified areas to consider for future boundary adjustments:

| MAGISTERIAL DISTRICTS      | REGION | PYRAMID              | SCHOOL                 |
|----------------------------|--------|----------------------|------------------------|
| Braddock/Springfield/Sully | 4/5    | Centreville/Robinson | All Elementary Schools |
| Providence                 | 2      | Falls Church         | Pine Springs ES        |
| Providence                 | 1      | Oakton               | Mosby Woods ES         |
| Lee/Mount Vernon           | 3      | West Potomac         | Bucknell ES            |



# CAPACITY

## MEMBERSHIP AND CAPACITY COMPARISONS

### Reader's Guide to the Membership and Capacity Comparisons

This section includes information about the current and future capacity of all K-12 FCPS schools. As an effective planning tool, comparisons between membership and capacity are performed at different levels: countywide, regions, high school pyramids, and individual schools.

The Membership and Capacity Comparisons section is divided into two parts. The first includes countywide tables and maps based on the current school year and the projected SY 2023–24 program capacity utilization by school level—elementary, middle, and high. These include the capacity utilization thresholds described on the following page. The comparison of current and projected SY 2023–24 program capacity utilizations by level and geographic region helps analyze trends in membership and school capacity throughout the entire school system.

The second part of the section consists of a summary by individual region including: region maps by school level, potential solutions to capacity deficit, school instructional and special education programs table, and a region summary table illustrating each school's current and projected membership and program capacity utilization percentage.

## Capacity Deficit and Capacity Utilization Relationship

The term capacity deficit is used to refer to a school with a membership higher than its program capacity, also known as overcrowded. The capacity utilization percentage of a school is determined by dividing the program capacity by the membership. A school with a utilization percentage greater than 100% is considered to have a capacity deficit. However, there are different degrees of capacity deficits, and due to limited funding, thresholds have been established to identify schools with capacity needs which may require adding physical classroom space or simply reprogramming existing spaces. The thresholds below identify the different degrees of capacity deficits and are the basis for the tables and maps in this section.

### Capacity Utilization Thresholds

- 115% or More—Schools considered to have a substantial capacity deficit
- 105%–114%—Schools considered to have a moderate capacity deficit
- 95%–104%—Schools approaching a capacity deficit or to having a slight capacity deficit
- 85%–94%—Schools considered to have sufficient capacity for current programs and future growth
- Less than 85%—Schools considered to have a capacity surplus

#### CAPACITY RELATED TERMS

*Please refer to the Glossary of Terms for a definition of the following terms: design capacity, program capacity, capacity utilization, capacity deficit, and capacity surplus.*

## School Capacity Deficit and Potential Solutions

Following the Guiding Principles identified in the Regulation Framework section, the potential solutions section of the CIP identifies options to consider for schools with a capacity deficit. It is important to note that for schools needing capacity support throughout the school year, due to membership growth or programs, a thorough assessment of the school capacity and utilization is performed in order to determine appropriate solutions to consider.

The following is a list of potential solutions to consider to alleviate current and projected school capacity deficits. For consideration purposes, as many options as possible have been identified for each school, in no significant order, and may be contingent on other potential solutions listed. Any options chosen for implementation will be discussed and decided through a transparent process with the appropriate stakeholders, in accordance with School Board Policies and Regulations.

- A. Increase efficiency by reassigning instructional spaces within a school to accommodate increase in membership
- B. Possible program changes
- C. Minor interior facility modifications to create additional instructional space and help to accommodate capacity deficit
- D. Add temporary classrooms to accommodate short-term capacity deficit
- E. Repurpose existing inventory of school facilities not currently being used as schools
- F. Capacity enhancement through either a modular or building addition
- G. A new Fairfax/Oakton Area Elementary School has been proposed for planning in the 2017 Bond Referendum to provide capacity relief within the area
- H. Potential boundary adjustment with schools having a capacity surplus

## Potential Solutions Criteria

Considering the Guiding Principles in the Regulation Framework section and the limited funds available, the following criteria have been established to determine which solutions to consider for each school. Please note that this is used as an initial criteria for preliminary analysis only and is not intended to be a comprehensive list due to the specific characteristics of each school.

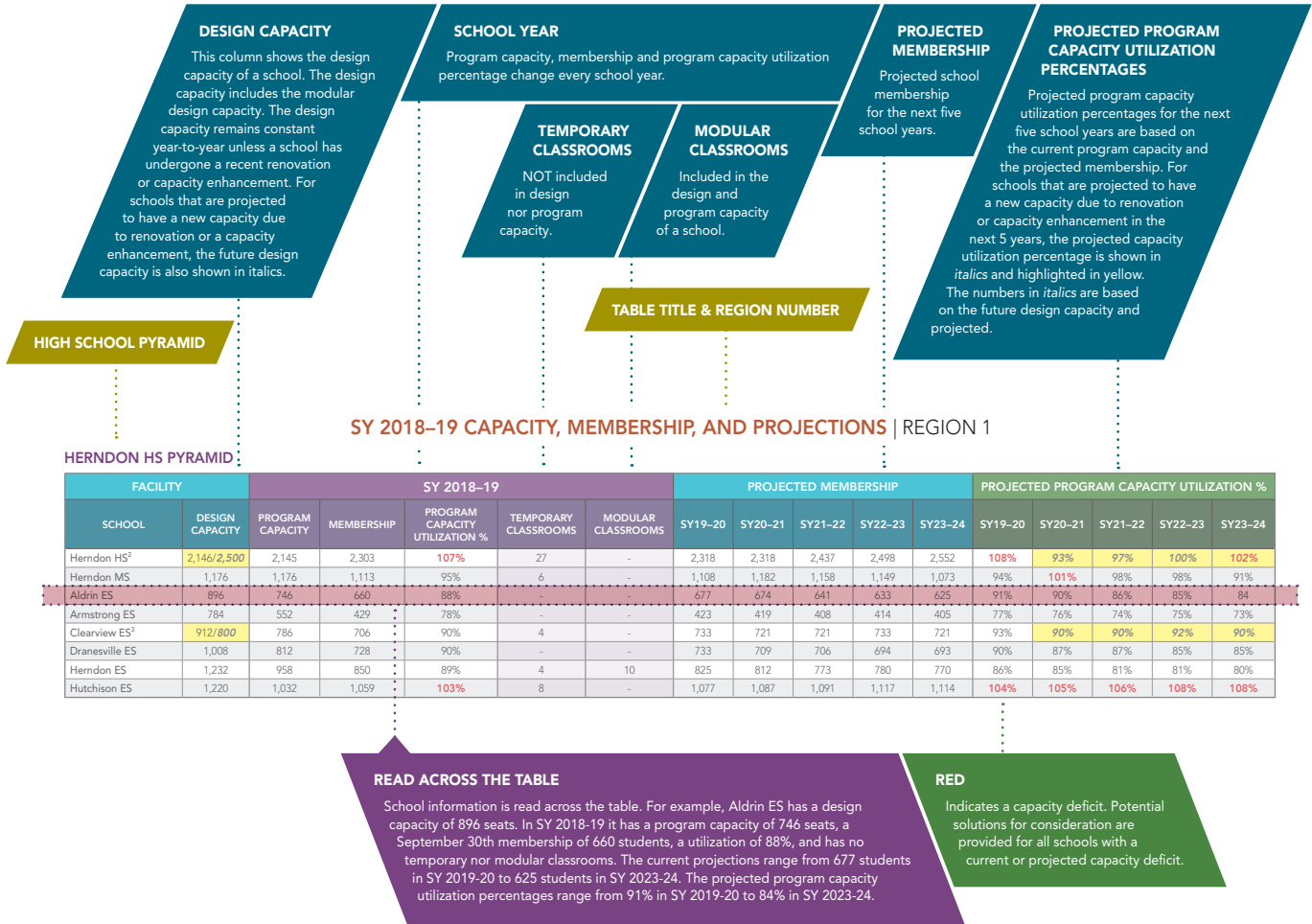
1. **Utilization Percentage:** Current and projected program capacity utilizations of all schools are reviewed for current and projected capacity deficits (refer to the Capacity Utilization Thresholds descriptions). Different degrees of capacity deficit would require different types of solutions.
2. **Utilization Survey:** The school's utilization survey plan is reviewed annually for efficient use of instructional spaces (including temporary classrooms) to determine if the capacity deficit can be accommodated through reassignment of spaces.
3. **Renovation Queue:** If the school is in the 2008 Study Final Rankings Renovation Queue, or is scheduled for a capacity enhancement, a temporary solution could be considered to accommodate the current capacity deficit until the completion of renovation.
4. **School Programs:** The programs in a school could greatly impact the capacity of a school. These can either reduce the size of the classrooms (number of students per class), or increase membership (students transferring into a school).
5. **Student Transfers - In and Out:** The in and out student transfers of a school are typically closely related to the programs which the school may or may not have. These can both increase or decrease the membership in a school and impact the school's utilization percentage.
6. **Temporary Classrooms:** The number of temporary classrooms at a school, along with their usage, is reviewed to determine if these are sufficient for the current capacity deficit. An increasing number of required temporary classrooms could be an indicator that a more permanent solution, such as a building addition or a boundary adjustment may be considered.
7. **Modular Classrooms:** Classrooms in modular buildings are included in the design and program capacity of a school. If a school has both temporary and modular classrooms and has current and projected capacity deficits, this could be an indicator that a more permanent solution, such as a building addition or a boundary adjustment may be considered.
8. **Schools with Capacity Surplus:** Schools with a capacity surplus which may provide capacity relief to overcrowded schools through boundary adjustments or program changes.

## School Programs Table

The potential solutions section for each region is immediately followed by the Instructional and Special Education School Programs table. This table includes all the schools (by pyramid) within the region, the school status if any (Title 1, K-3 Cap), and the instructional and/or special education programs. The table also indicates if the programs accept students from outside the school boundary, or if these are only school-based programs (see key at bottom of the table). Instructional and special education programs have an impact on the capacity of a school.

## Region Summary Table

Each region section ends with a region’s summary table titled “SY 2018–19 Capacity, Membership, and Projections.” The table is divided by high school pyramids, which include all the assigned K–12 schools. The following information is provided for each school: school design capacity, current program capacity, membership, program capacity utilization percentage, number of temporary classrooms, number of modular classrooms, five-year projections, and projected program capacity utilization percentage. The diagram below illustrates the different parts of the table and is presented as a guide to understanding the information provided.



## FCPS Capacity Balance Summary Table

Lastly, the FCPS Capacity Balance Summary table illustrates the countywide current and projected capacity surplus or deficit (seats). This table shows the total quantities by region, pyramid, and school level.

# COUNTYWIDE CURRENT AND PROJECTION CAPACITY UTILIZATION

## ELEMENTARY SCHOOL CAPACITY UTILIZATION

### ELEMENTARY SCHOOL

Utilization of 115% or More in SY 2023-24

| SCHOOL NAME                 | CAPACITY UTILIZATION |            |
|-----------------------------|----------------------|------------|
|                             | SY 2018-19           | SY 2023-24 |
| Wakefield Forest Elementary | 135%                 | 164%       |
| Pine Spring Elementary      | 126%                 | 136%       |
| Floris Elementary           | 98%                  | 130%       |
| Shreewood Elementary        | 118%                 | 125%       |
| Orange Hunt Elementary      | 107%                 | 117%       |

Schools with a capacity utilization percentage of 115% or more are considered to have a substantial capacity deficit.

### ELEMENTARY SCHOOL

Utilization Between 105% and 114% in SY 2023-24

| SCHOOL NAME               | CAPACITY UTILIZATION |            |
|---------------------------|----------------------|------------|
|                           | SY 2018-19           | SY 2023-24 |
| Kent Gardens Elementary   | 117%                 | 114%       |
| Hutchison Elementary      | 103%                 | 108%       |
| Haycock Elementary        | 110%                 | 107%       |
| Fairview Elementary       | 94%                  | 107%       |
| Chesterbrook Elementary   | 104%                 | 107%       |
| Spring Hill Elementary    | 95%                  | 106%       |
| Bonnie Brae Elementary    | 91%                  | 106%       |
| Virginia Run Elementary   | 90%                  | 105%       |
| Willow Springs Elementary | 105%                 | 105%       |

Schools with a capacity utilization percentage between 105% and 114% are considered to have a moderate capacity deficit.



**ELEMENTARY SCHOOL (CONT.)***Utilization Between 95% and 104% in SY 2023–24*

| SCHOOL NAME               | CAPACITY UTILIZATION |            |
|---------------------------|----------------------|------------|
|                           | SY 2018–19           | SY 2023–24 |
| Clermont Elementary       | 102%                 | 104%       |
| Columbia Elementary       | 107%                 | 103%       |
| Mosby Woods Elementary    | 108%                 | 102%       |
| Mantua Elementary         | 98%                  | 102%       |
| Waples Mill Elementary    | 105%                 | 102%       |
| Glen Forest Elementary    | 100%                 | 102%       |
| Braddock Elementary       | 91%                  | 100%       |
| Poplar Tree Elementary    | 94%                  | 99%        |
| Coates Elementary         | 95%                  | 99%        |
| Providence Elementary     | 98%                  | 99%        |
| Westlawn Elementary       | 101%                 | 98%        |
| Waynewood Elementary      | 92%                  | 98%        |
| Island Creek Elementary   | 97%                  | 98%        |
| Terra Centre Elementary   | 95%                  | 98%        |
| Fairhill Elementary       | 90%                  | 97%        |
| Hollin Meadows Elementary | 88%                  | 97%        |
| Sangster Elementary       | 101%                 | 97%        |
| Kings Park Elementary     | 94%                  | 97%        |
| Flint Hill Elementary     | 106%                 | 96%        |
| Navy Elementary           | 104%                 | 96%        |
| Laurel Ridge Elementary   | 94%                  | 96%        |
| Stenwood Elementary       | 97%                  | 95%        |
| Lemon Road Elementary     | 103%                 | 95%        |
| Little Run Elementary     | 81%                  | 95%        |
| Hybla Valley Elementary   | 116%                 | 95%        |
| Cub Run Elementary        | 92%                  | 95%        |
| Silverbrook Elementary    | 98%                  | 95%        |
| Oak View Elementary       | 96%                  | 95%        |
| Woodburn Elementary       | 99%                  | 95%        |
| Mason Crest Elementary    | 85%                  | 95%        |
| Belvedere Elementary      | 98%                  | 95%        |

Schools with a capacity utilization percentage between 95% and 104% are approaching a capacity deficit or having a slight capacity deficit.

## ELEMENTARY SCHOOL (CONT.)

Utilization Between 85% and 94% in SY 2023-24

| SCHOOL NAME                 | CAPACITY UTILIZATION |            |
|-----------------------------|----------------------|------------|
|                             | SY 2018-19           | SY 2023-24 |
| Lorton Station Elementary   | 103%                 | 94%        |
| Oakton Elementary           | 98%                  | 93%        |
| Marshall Road Elementary    | 92%                  | 93%        |
| Fort Belvoir Upper          | 88%                  | 93%        |
| Vienna Elementary           | 97%                  | 93%        |
| Powell Elementary           | 89%                  | 93%        |
| Wolftrap Elementary         | 100%                 | 92%        |
| Bren Mar Park Elementary    | 103%                 | 92%        |
| Franconia Elementary        | 91%                  | 92%        |
| Fort Hunt Elementary        | 83%                  | 92%        |
| Newington Forest Elementary | 91%                  | 92%        |
| Daniels Run Elementary      | 88%                  | 92%        |
| Westbriar Elementary        | 90%                  | 91%        |
| Keene Mill Elementary       | 102%                 | 91%        |
| Brookfield Elementary       | 93%                  | 91%        |
| Gunston Elementary          | 87%                  | 91%        |
| Union Mill Elementary       | 94%                  | 91%        |
| Centreville Elementary      | 96%                  | 91%        |
| Sleepy Hollow Elementary    | 94%                  | 90%        |
| Ravensworth Elementary      | 90%                  | 90%        |
| Deer Park Elementary        | 84%                  | 90%        |
| Clearview Elementary        | 90%                  | 90%        |
| Rolling Valley Elementary   | 87%                  | 89%        |
| Greenbriar West Elementary  | 94%                  | 89%        |
| Hunters Woods Elementary    | 88%                  | 89%        |
| Dogwood Elementary          | 92%                  | 89%        |
| Canterbury Woods ES         | 92%                  | 88%        |
| Weyanoke Elementary         | 90%                  | 87%        |
| Hayfield Elementary         | 98%                  | 87%        |
| Cameron Elementary          | 86%                  | 87%        |
| Fort Belvoir Primary        | 86%                  | 87%        |
| Cardinal Forest Elementary  | 85%                  | 86%        |
| Forestville Elementary      | 86%                  | 86%        |
| Oak Hill Elementary         | 87%                  | 86%        |
| Hunt Valley Elementary      | 91%                  | 86%        |
| Louise Archer Elementary    | 90%                  | 85%        |
| Rose Hill Elementary        | 88%                  | 85%        |
| Riverside Elementary        | 93%                  | 85%        |
| Dranesville Elementary      | 90%                  | 85%        |
| Crossfield Elementary       | 88%                  | 85%        |

Schools with a capacity utilization percentage between 85% and 94% are considered to have sufficient capacity for current programs and future growth.

**ELEMENTARY SCHOOL (CONT.)***Utilization of Less Than 85% in SY 2023-24*

| SCHOOL NAME                   | CAPACITY UTILIZATION |            |
|-------------------------------|----------------------|------------|
|                               | SY 2018-19           | SY 2023-24 |
| Westgate Elementary           | 81%                  | 84%        |
| Bailey's Elementary           | 88%                  | 84%        |
| Groveton Elementary           | 85%                  | 84%        |
| Mount Vernon Woods Elementary | 81%                  | 84%        |
| London Towne Elementary       | 89%                  | 84%        |
| Aldrin Elementary             | 88%                  | 84%        |
| Kings Glen Elementary         | 89%                  | 84%        |
| Beech Tree Elementary         | 77%                  | 83%        |
| North Springfield Elementary  | 83%                  | 83%        |
| West Springfield Elementary   | 84%                  | 83%        |
| Crestwood Elementary          | 94%                  | 83%        |
| Lake Anne Elementary          | 83%                  | 83%        |
| Timber Lane Elementary        | 92%                  | 82%        |
| Lees Corner Elementary        | 99%                  | 82%        |
| Terraset Elementary           | 89%                  | 82%        |
| Sunrise Valley Elementary     | 82%                  | 82%        |
| Centre Ridge Elementary       | 91%                  | 82%        |
| Annandale Terrace Elementary  | 83%                  | 81%        |
| Washington Mill Elementary    | 106%                 | 81%        |
| Franklin Sherman Elementary   | 90%                  | 80%        |
| Herndon Elementary            | 89%                  | 80%        |
| White Oaks Elementary         | 87%                  | 80%        |
| Bull Run Elementary           | 84%                  | 80%        |
| Graham Road Elementary        | 86%                  | 78%        |
| Garfield Elementary           | 86%                  | 78%        |
| Fairfax Villa Elementary      | 90%                  | 78%        |
| Fox Mill Elementary           | 81%                  | 78%        |
| Churchill Road Elementary     | 84%                  | 78%        |
| Colvin Run Elementary         | 82%                  | 77%        |
| Forestdale Elementary         | 80%                  | 77%        |
| Stratford Landing Elementary  | 85%                  | 77%        |
| Woodley Hills Elementary      | 82%                  | 77%        |
| Greenbriar East Elementary    | 94%                  | 77%        |
| Great Falls Elementary        | 82%                  | 77%        |
| Lynbrook Elementary           | 80%                  | 76%        |
| Cunningham Park Elementary    | 84%                  | 75%        |
| Freedom Hill Elementary       | 89%                  | 75%        |

[continued on next page]

## ELEMENTARY SCHOOL (CONT.)

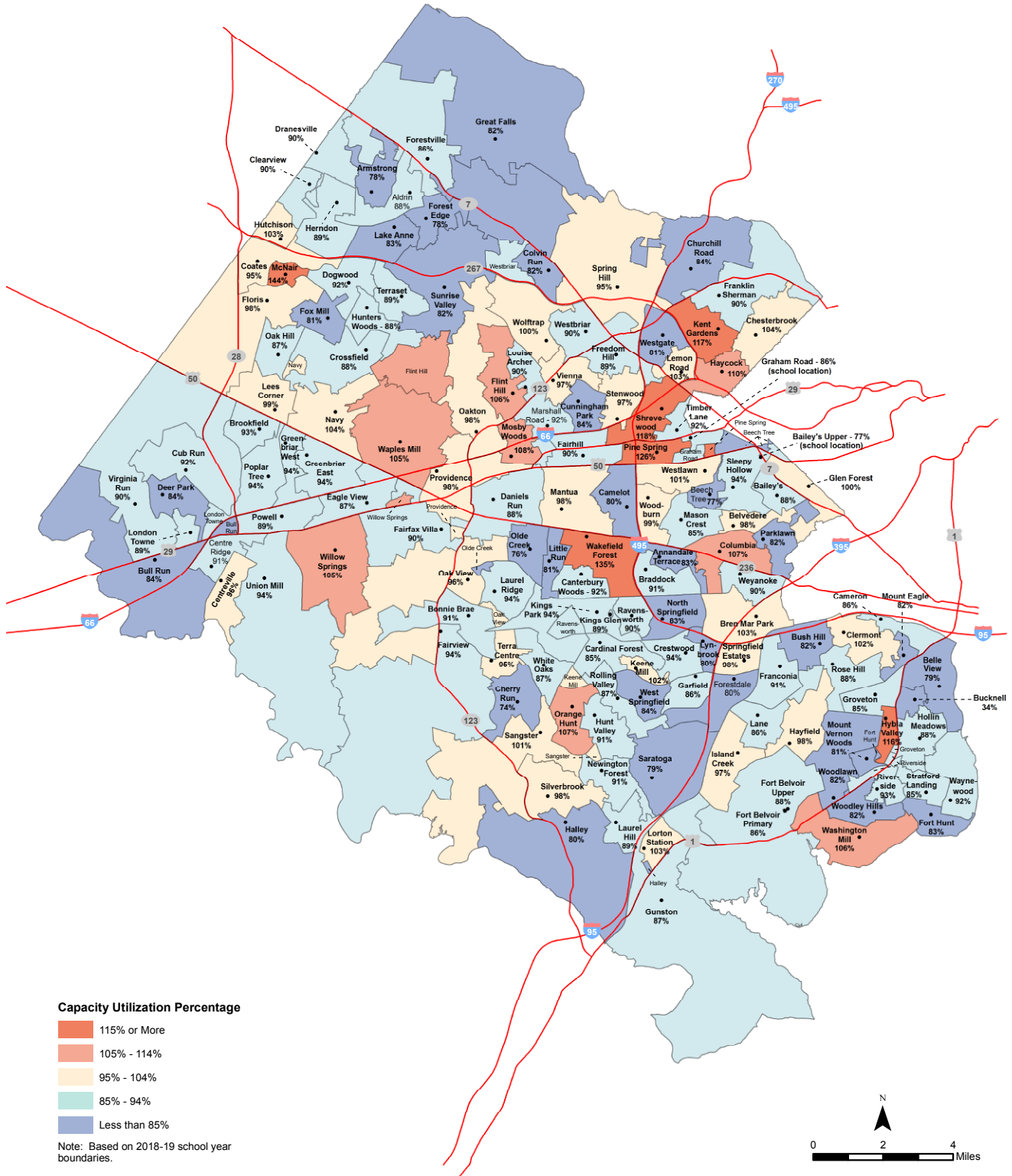
Utilization of Less Than 85% in SY 2023-24

| SCHOOL NAME                    | CAPACITY UTILIZATION |            |
|--------------------------------|----------------------|------------|
|                                | SY 2018-19           | SY 2023-24 |
| Lane Elementary                | 86%                  | 74%        |
| Camelot Elementary             | 80%                  | 73%        |
| Armstrong Elementary           | 78%                  | 73%        |
| McNair Elementary              | 144%                 | 73%        |
| Laurel Hill Elementary         | 89%                  | 73%        |
| Eagle View Elementary          | 87%                  | 72%        |
| Woodlawn Elementary            | 82%                  | 71%        |
| Halley Elementary              | 80%                  | 71%        |
| Parklawn Elementary            | 82%                  | 70%        |
| Mount Eagle Elementary         | 82%                  | 70%        |
| Saratoga Elementary            | 79%                  | 70%        |
| Cherry Run Elementary          | 74%                  | 70%        |
| Bush Hill Elementary           | 82%                  | 69%        |
| Bailey's Upper Elementary      | 77%                  | 68%        |
| Springfield Estates Elementary | 98%                  | 66%        |
| Forest Edge Elementary         | 78%                  | 63%        |
| Olde Creek Elementary          | 76%                  | 62%        |
| Belle View Elementary          | 79%                  | 62%        |
| Bucknell Elementary            | 34%                  | 34%        |

Schools with a capacity utilization percentage of less than 85% are considered to have a capacity surplus.

The current and projected elementary school capacity utilizations are illustrated in Maps 1 and 2.

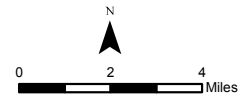
SY 2018-19  
CURRENT ELEMENTARY SCHOOL  
CAPACITY UTILIZATION | MAP 1



Capacity Utilization Percentage

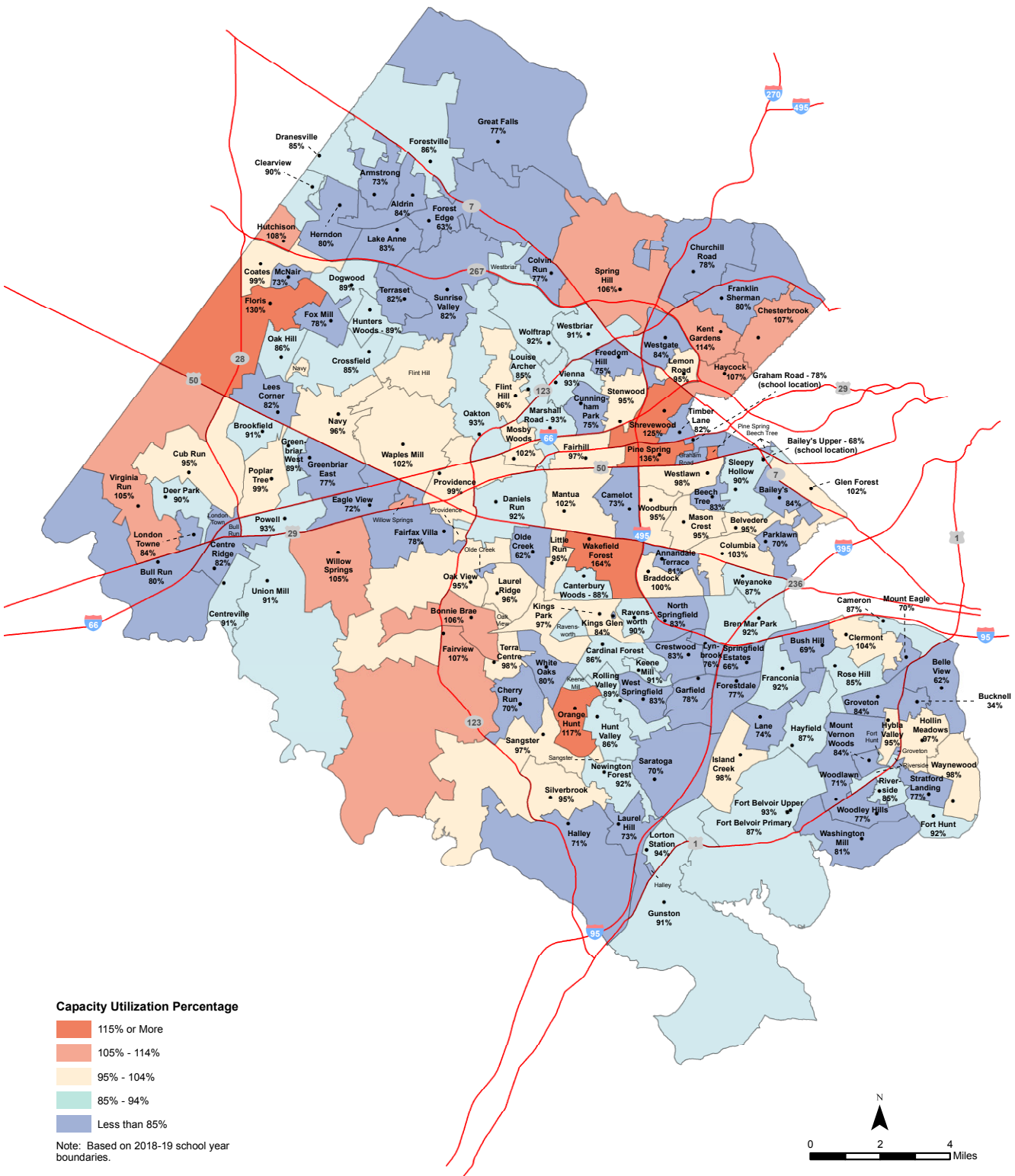
- 115% or More
- 105% - 114%
- 95% - 104%
- 85% - 94%
- Less than 85%

Note: Based on 2018-19 school year boundaries.





SY 2023-24  
 PROJECTED ELEMENTARY SCHOOL  
 CAPACITY UTILIZATION | MAP 2



Map showing projected elementary school capacity utilization percentages for SY 2023-24. The map is divided into numerous school districts, each labeled with its name and utilization percentage. The districts are color-coded according to the legend. Key districts include:

- Dranesville: 85%
- Forestville: 86%
- Great Falls: 77%
- Clearview: 90%
- Armstrong: 73%
- Aldrin: 84%
- Forest Edge: 63%
- Hutchison: 108%
- Herndon: 80%
- Lake Anne: 83%
- Coates McHair: 99%
- Dogwood: 89%
- Terraset: 82%
- Sunrise Valley: 82%
- Spring Hill: 106%
- Churchill Road: 78%
- Franklin Sherman: 80%
- Chesterbrook: 107%
- Floris: 130%
- Fox Mill: 78%
- Hunters Woods: 89%
- Wolftrap: 92%
- Westbriar: 91%
- Spring Hill: 106%
- Westgate: 84%
- Lemon Road: 85%
- Haycock: 107%
- Graham Road: 78% (school location)
- Oak Hill: 86%
- Crossfield: 85%
- Flint Hill: 85%
- Louise Archer: 85%
- Vienna: 93%
- Stenwood: 95%
- Timber Lane: 82%
- Shreveood: 125%
- Pine Spring: 138%
- Westlawn: 98%
- Sleepy Hollow: 90%
- Belvedere: 95%
- Parklawn: 70%
- Columbia: 103%
- Weyanoke: 87%
- Camelot: 73%
- Woodburn: 95%
- Mason Crest: 95%
- Braddock: 100%
- Weyanoke: 87%
- Waples Mill: 102%
- Providence: 99%
- Daniels Run: 92%
- Mantua: 102%
- Little Run: 95%
- Wakefield Forest: 104%
- Annandale Terrace: 84%
- North Springfield: 92%
- Bren Mar Park: 92%
- Bush Hill: 69%
- Clermont: 104%
- Rose Hill: 85%
- Belle View: 62%
- Union Mill: 91%
- Willow Springs: 105%
- Fairfax Villa: 78%
- Olde Creek: 62%
- Canterbury Woods: 88%
- Laurel Ridge: 96%
- Kings Park: 97%
- Roberts worth: 84%
- Cardinal Forest: 86%
- Keene Mill: 83%
- West Valley: 91%
- Rolling Spring: 89%
- Garfield: 78%
- Forestdale: 77%
- Cherry Run: 70%
- White Oaks: 80%
- Wynnton Forest: 92%
- Saratoga: 70%
- Island Creek: 98%
- Hayfield: 87%
- Mount Vernon Woods: 84%
- Hybla Valley: 95%
- Hollin Meadows: 87%
- Sangster: 97%
- Hunt Valley: 86%
- Newington Forest: 92%
- Silverbrook: 95%
- Halley: 71%
- Laurel Hill: 73%
- Lorton Station: 94%
- Fort Belvoir Upper: 93%
- Fort Belvoir Primary: 87%
- Washington Mill: 81%
- Woodlawn: 71%
- Woodley Hills: 77%
- Fort Hunt: 92%
- Center Ridge: 92%
- Union Mill: 91%
- Willow Springs: 105%
- Fairfax Villa: 78%
- Olde Creek: 62%
- Canterbury Woods: 88%
- Laurel Ridge: 96%
- Kings Park: 97%
- Roberts worth: 84%
- Cardinal Forest: 86%
- Keene Mill: 83%
- West Valley: 91%
- Rolling Spring: 89%
- Garfield: 78%
- Forestdale: 77%
- Cherry Run: 70%
- White Oaks: 80%
- Wynnton Forest: 92%
- Saratoga: 70%
- Island Creek: 98%
- Hayfield: 87%
- Mount Vernon Woods: 84%
- Hybla Valley: 95%
- Hollin Meadows: 87%
- Sangster: 97%
- Hunt Valley: 86%
- Newington Forest: 92%
- Silverbrook: 95%
- Halley: 71%
- Laurel Hill: 73%
- Lorton Station: 94%
- Fort Belvoir Upper: 93%
- Fort Belvoir Primary: 87%
- Washington Mill: 81%
- Woodlawn: 71%
- Woodley Hills: 77%
- Fort Hunt: 92%

## MIDDLE SCHOOL CAPACITY UTILIZATION

### MIDDLE SCHOOL

*Utilization Of 115% or More in SY 2023-24*

| SCHOOL NAME    | CAPACITY UTILIZATION |            |
|----------------|----------------------|------------|
|                | SY 2018-19           | SY 2023-24 |
| Thoreau Middle | 98%                  | 116%       |

Schools with a capacity utilization percentage of 115% or more are considered to have a substantial capacity deficit.

### MIDDLE SCHOOL

*Utilization Between 105% and 114% in SY 2023-24*

| SCHOOL NAME       | CAPACITY UTILIZATION |            |
|-------------------|----------------------|------------|
|                   | SY 2018-19           | SY 2023-24 |
| Twain Middle      | 104%                 | 110%       |
| Longfellow Middle | 96%                  | 109%       |
| Kilmer Middle     | 98%                  | 109%       |
| Carson Middle     | 99%                  | 105%       |

Schools with a capacity utilization percentage between 105% and 114% are considered to have a moderate capacity deficit.

### MIDDLE SCHOOL

*Utilization Between 95% and 104% in SY 2023-24*

| SCHOOL NAME     | CAPACITY UTILIZATION |            |
|-----------------|----------------------|------------|
|                 | SY 2018-19           | SY 2023-24 |
| Sandburg Middle | 105%                 | 104%       |
| Franklin Middle | 92%                  | 100%       |
| Robinson Middle | 91%                  | 100%       |
| Cooper Middle   | 97%                  | 99%        |
| Glasgow Middle  | 97%                  | 99%        |
| Irving Middle   | 95%                  | 96%        |

Schools with a capacity utilization percentage between 95% and 104% are approaching a capacity deficit or having a slight capacity deficit.

## MIDDLE SCHOOL (CONT.)

Utilization Between 85% and 94% in SY 2023-24

| SCHOOL NAME         | CAPACITY UTILIZATION |            |
|---------------------|----------------------|------------|
|                     | SY 2018-19           | SY 2023-24 |
| Frost Middle        | 105%                 | 94%        |
| Herndon Middle      | 95%                  | 91%        |
| South County Middle | 85%                  | 87%        |
| Lanier Middle       | 84%                  | 86%        |

Schools with a capacity utilization percentage between 85% and 94% are considered to have sufficient capacity for current programs and future growth.

## MIDDLE SCHOOL

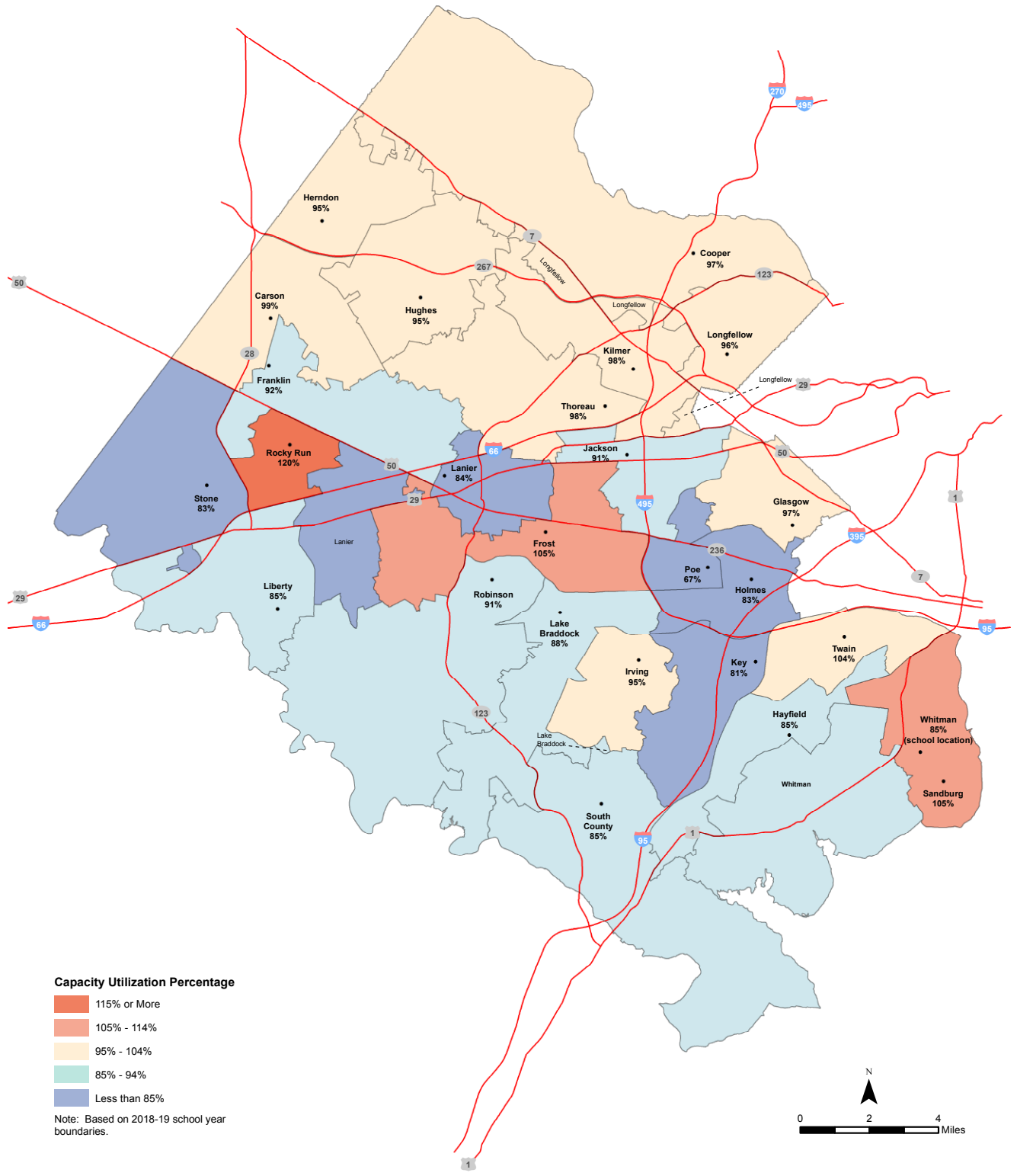
Utilization of Less Than 85% in SY 2023-24

| SCHOOL NAME          | CAPACITY UTILIZATION |            |
|----------------------|----------------------|------------|
|                      | SY 2018-19           | SY 2023-24 |
| Whitman Middle       | 85%                  | 84%        |
| Hayfield Middle      | 85%                  | 83%        |
| Lake Braddock Middle | 88%                  | 83%        |
| Jackson Middle       | 91%                  | 82%        |
| Holmes Middle        | 83%                  | 82%        |
| Stone Middle         | 83%                  | 80%        |
| Liberty Middle       | 85%                  | 79%        |
| Hughes Middle        | 95%                  | 78%        |
| Key Middle           | 81%                  | 76%        |
| Rocky Run Middle     | 120%                 | 76%        |
| Poe Middle           | 67%                  | 64%        |

Schools with a capacity utilization percentage of less than 85% are considered to have a capacity surplus.

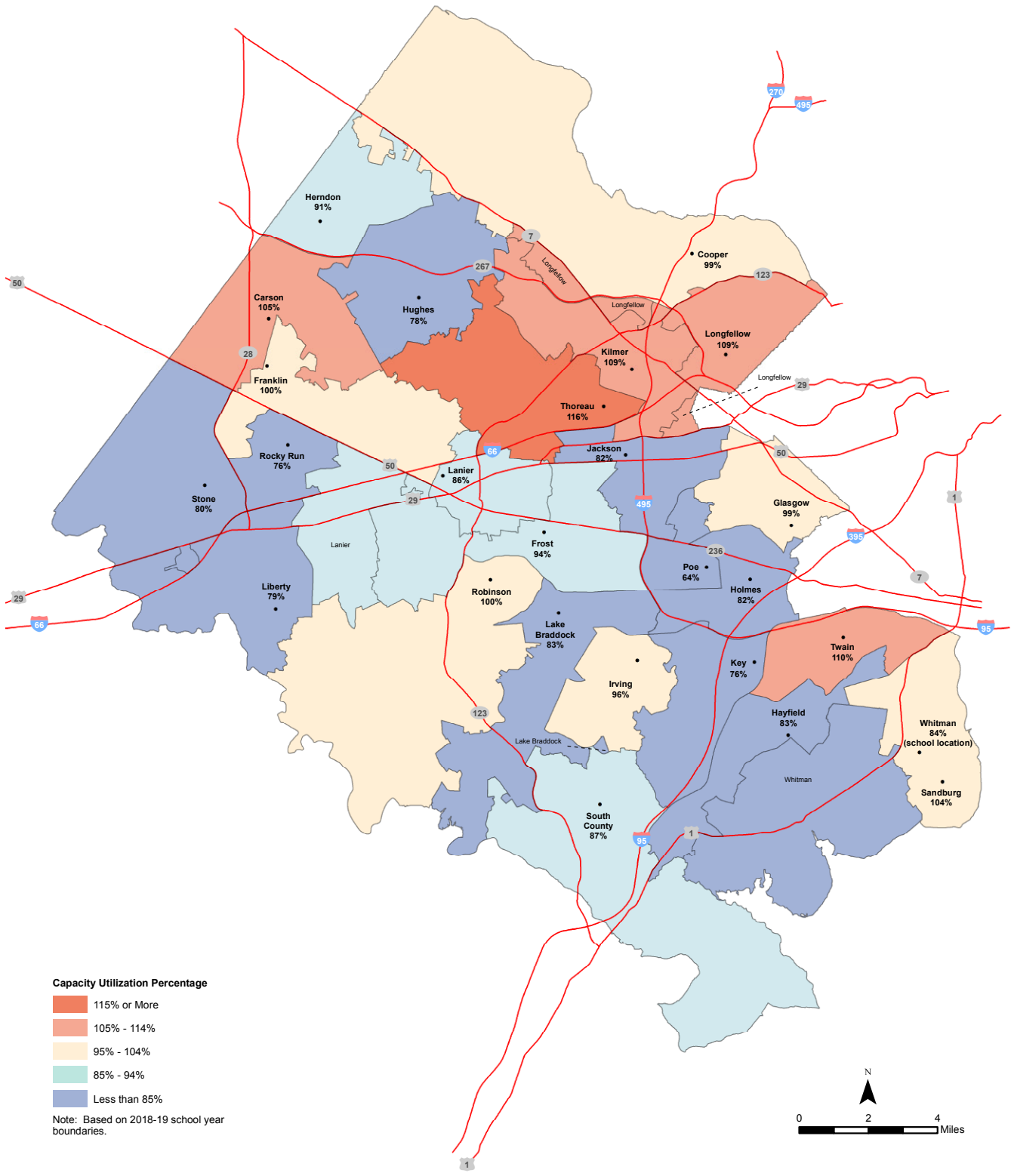
The projected middle school capacity utilizations are illustrated in Maps 3 and 4.

SY 2018-19  
CURRENT MIDDLE SCHOOL  
CAPACITY UTILIZATION | MAP 3



Note: Based on 2018-19 school year boundaries.

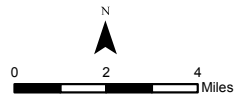
SY 2023-24  
 PROJECTED MIDDLE SCHOOL  
 CAPACITY UTILIZATION | MAP 4



Capacity Utilization Percentage

- 115% or More
- 105% - 114%
- 95% - 104%
- 85% - 94%
- Less than 85%

Note: Based on 2018-19 school year boundaries.





## HIGH SCHOOL CAPACITY UTILIZATION

### HIGH SCHOOL

*Utilization of 115% or More in SY 2023-24*

| SCHOOL NAME       | CAPACITY UTILIZATION |            |
|-------------------|----------------------|------------|
|                   | SY 2018-19           | SY 2023-24 |
| McLean High       | 114%                 | 126%       |
| Centreville High  | 120%                 | 124%       |
| Falls Church High | 106%                 | 121%       |
| Chantilly High    | 111%                 | 119%       |

Schools with a capacity utilization percentage of 115% or more are considered to have a substantial capacity deficit.

### HIGH SCHOOL

*Utilization Between 105% and 114% in SY 2023-24*

| SCHOOL NAME           | CAPACITY UTILIZATION |            |
|-----------------------|----------------------|------------|
|                       | SY 2018-19           | SY 2023-24 |
| Oakton High           | 131%                 | 110%       |
| West Springfield High | 105%                 | 110%       |
| Woodson High          | 102%                 | 109%       |

Schools with a capacity utilization percentage between 105% and 114% are considered to have a moderate capacity deficit.

### HIGH SCHOOL

*Utilization Between 95% and 104% in SY 2023-24*

| SCHOOL NAME      | CAPACITY UTILIZATION |            |
|------------------|----------------------|------------|
|                  | SY 2018-19           | SY 2023-24 |
| Edison High      | 98%                  | 103%       |
| Herndon High     | 107%                 | 102%       |
| Westfield High   | 96%                  | 101%       |
| Marshall High    | 95%                  | 100%       |
| Hayfield High    | 93%                  | 99%        |
| Justice High     | 110%                 | 98%        |
| Robinson High    | 94%                  | 98%        |
| Madison High     | 105%                 | 97%        |
| South Lakes High | 92%                  | 97%        |
| Fairfax High     | 95%                  | 95%        |

Schools with a capacity utilization percentage between 95% and 104% are approaching a capacity deficit or having a slight capacity deficit.

## HIGH SCHOOL (CONT.)

Utilization Between 85% and 94% in SY 2023-24

| SCHOOL NAME           | CAPACITY UTILIZATION |            |
|-----------------------|----------------------|------------|
|                       | SY 2018-19           | SY 2023-24 |
| West Potomac High     | 117%                 | 94%        |
| Lake Braddock High    | 90%                  | 94%        |
| South County High     | 90%                  | 90%        |
| Lee High              | 84%                  | 88%        |
| Annandale High        | 85%                  | 86%        |
| Thomas Jefferson High | 82%                  | 86%        |
| Mount Vernon High     | 82%                  | 85%        |

Schools with a capacity utilization percentage between 85% and 94% are considered to have sufficient capacity for current programs and future growth.

## HIGH SCHOOL

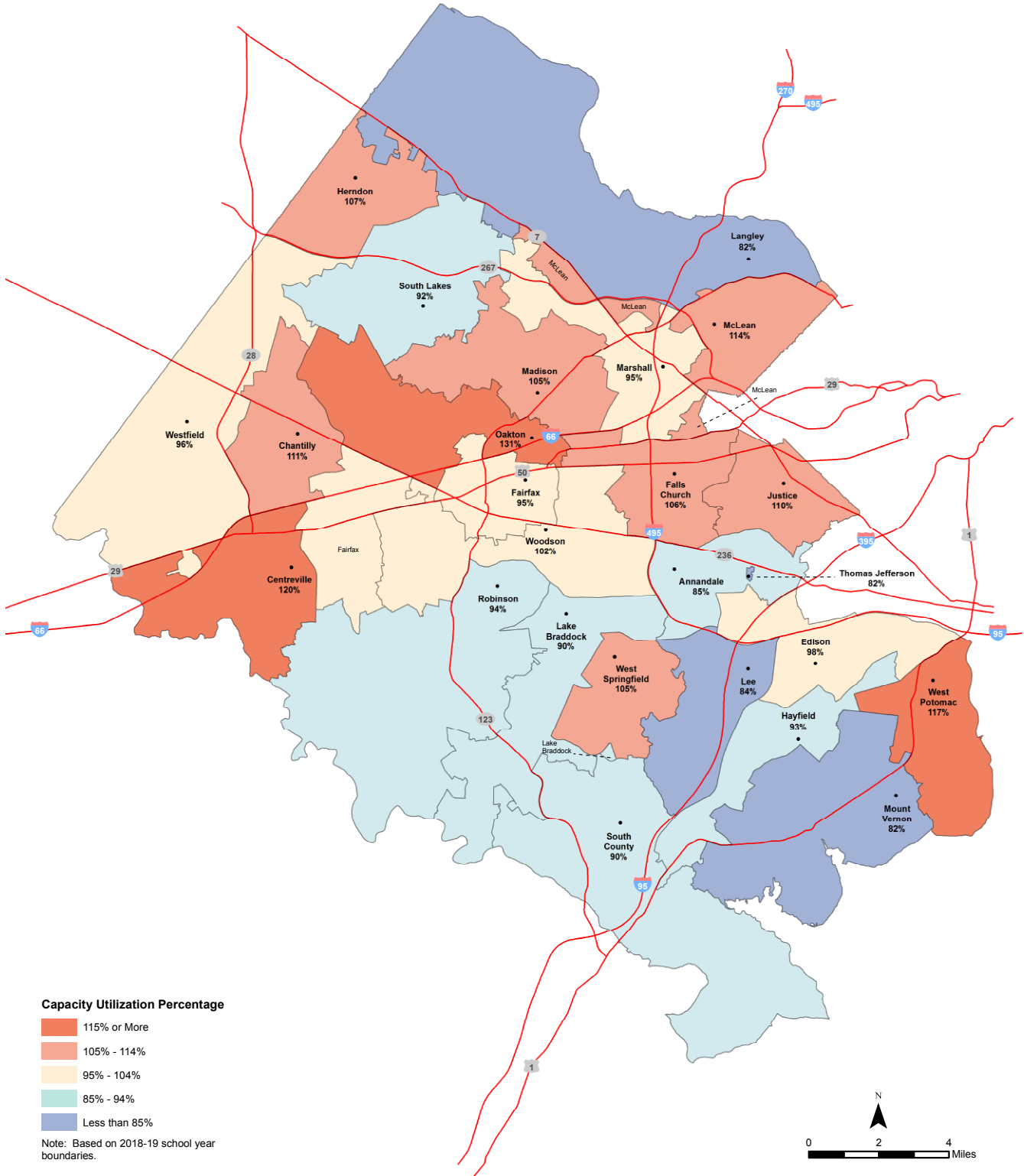
Utilization of Less Than 85% in SY 2023-24

| SCHOOL NAME  | CAPACITY UTILIZATION |            |
|--------------|----------------------|------------|
|              | SY 2018-19           | SY 2023-24 |
| Langley High | 82%                  | 79%        |

Schools with a capacity utilization percentage of less than 85% are considered to have a capacity surplus.

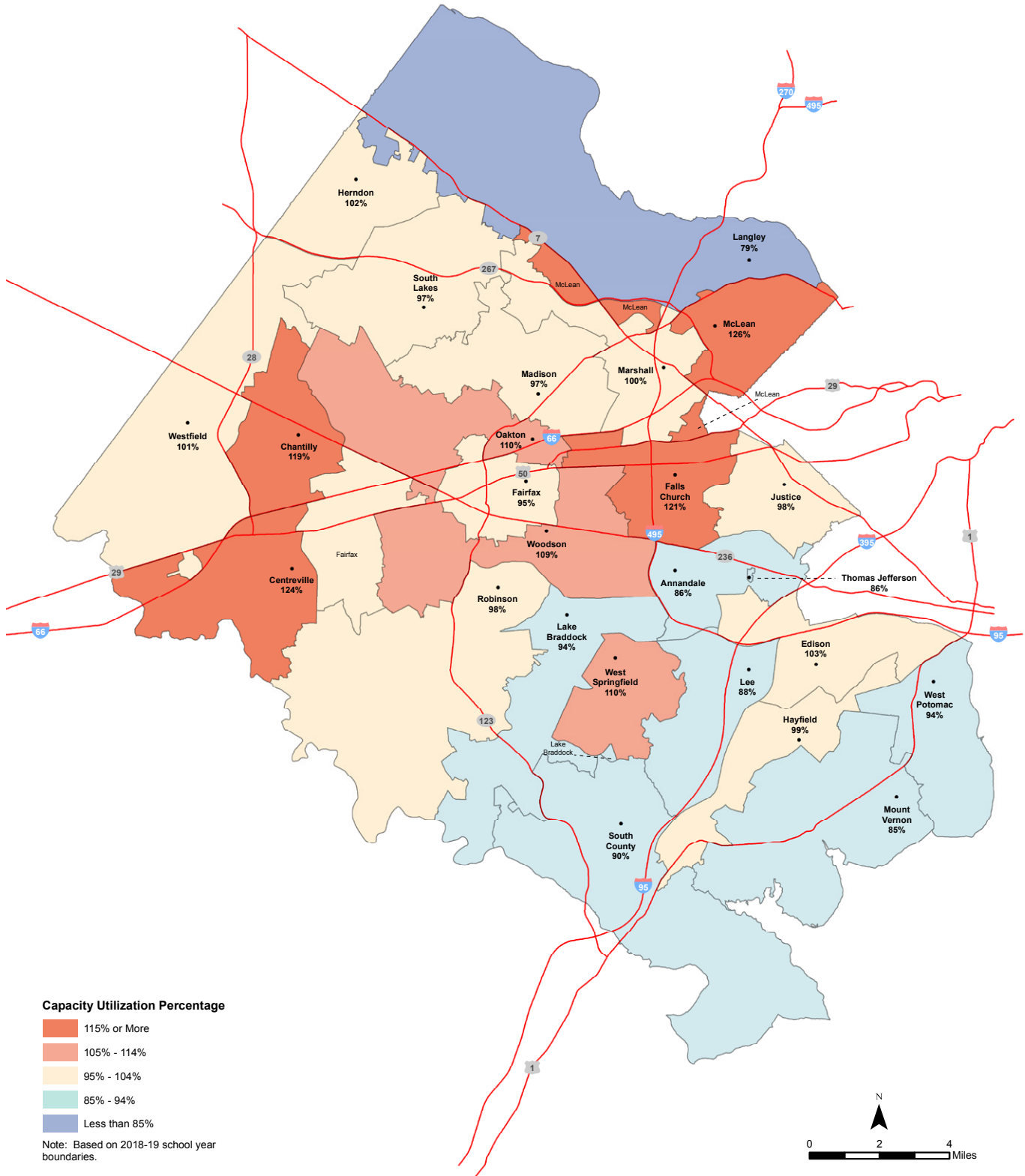
The projected high and secondary school capacity utilizations are illustrated on Maps 5 and 6.

SY 2018-19  
CURRENT HIGH SCHOOL  
CAPACITY UTILIZATION | MAP 5



Note: Based on 2018-19 school year boundaries.

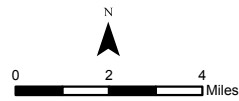
SY 2023-24  
 PROJECTED HIGH SCHOOL  
 CAPACITY UTILIZATION | MAP 6



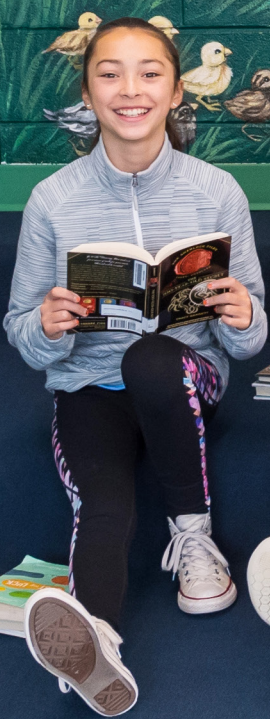
Capacity Utilization Percentage

- 115% or More
- 105% - 114%
- 95% - 104%
- 85% - 94%
- Less than 85%

Note: Based on 2018-19 school year boundaries.





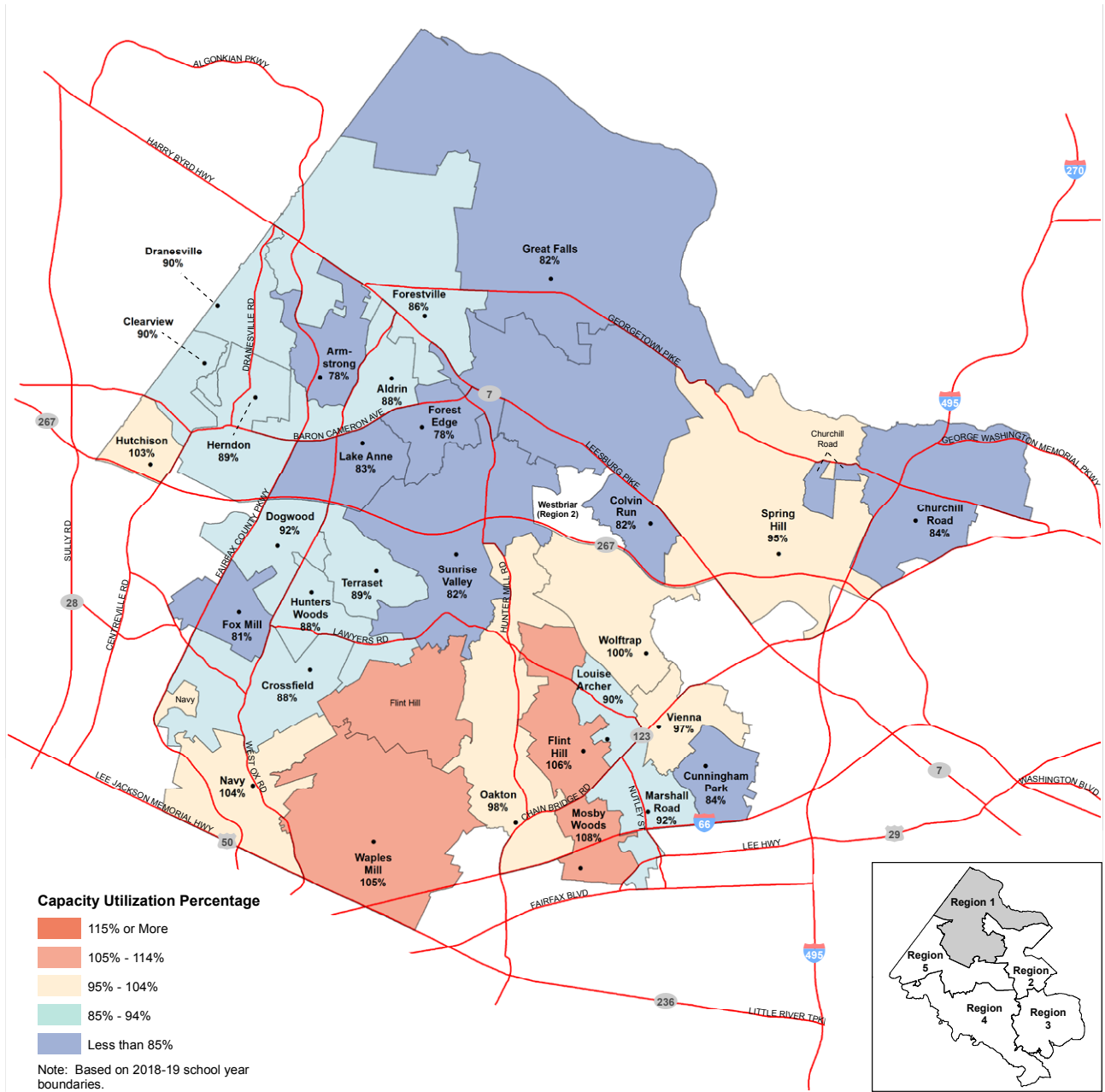




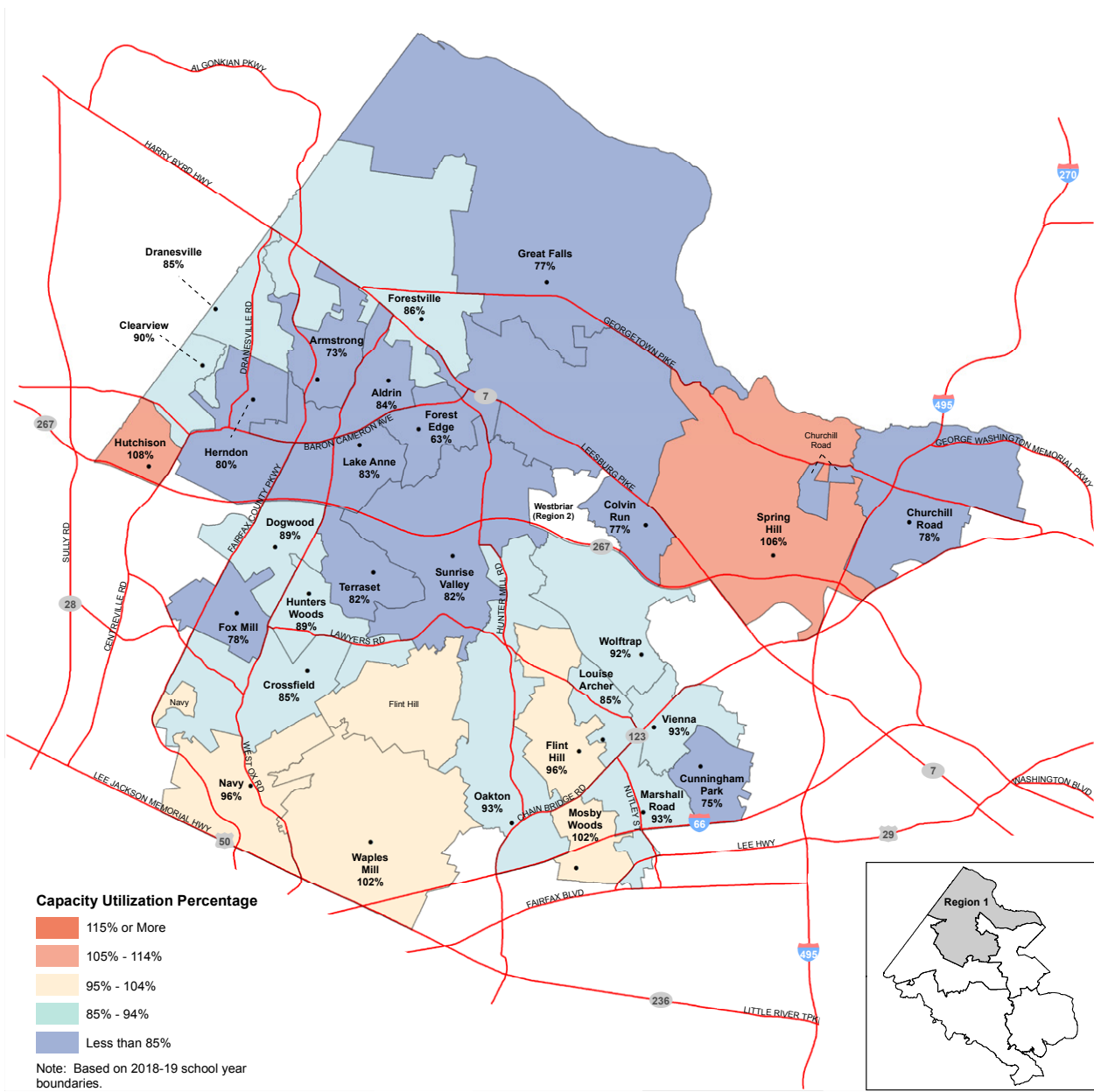
POTENTIAL  
CAPACITY  
**SOLUTIONS,  
PROGRAMS,  
AND  
SUMMARY**

# REGION 1 ELEMENTARY SCHOOL CAPACITY

## CURRENT | SY 2018-19 new



# REGION 1 ELEMENTARY SCHOOL CAPACITY PROJECTED | SY 2023-24

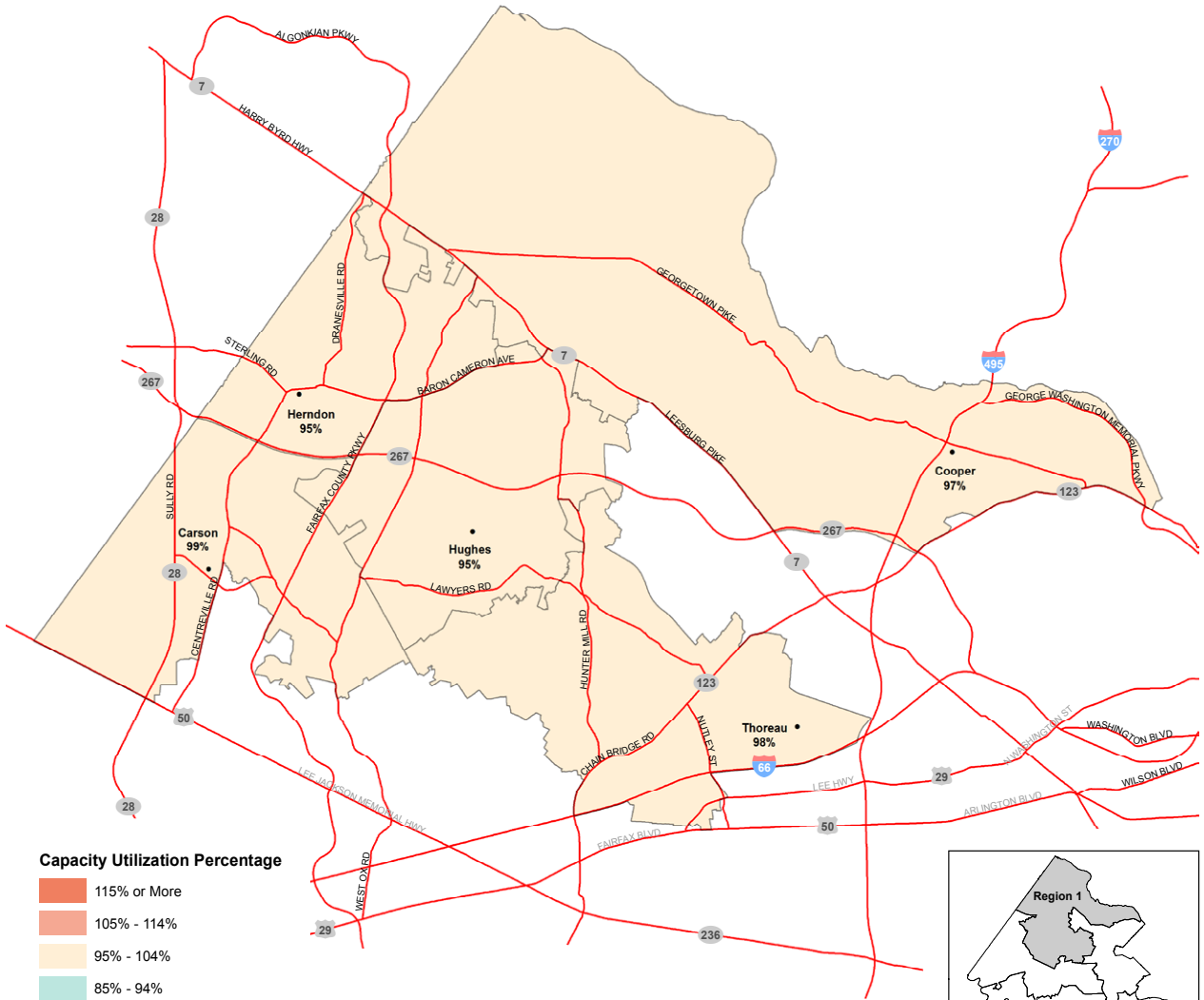


REGION 1

# REGION 1 MIDDLE SCHOOL CAPACITY

# CURRENT

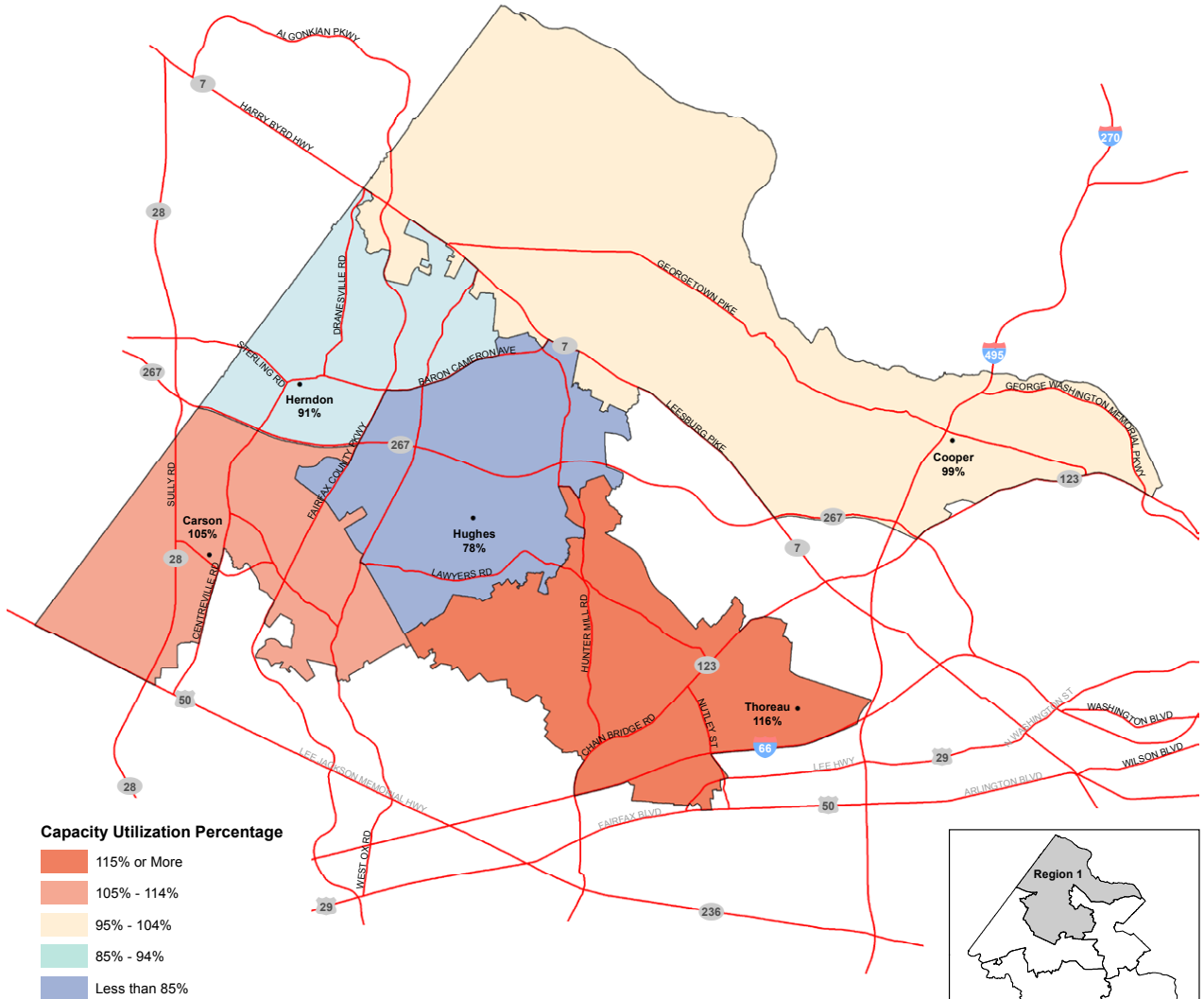
SY 2018-19



Note: Based on 2018-19 school year boundaries.  
 Note: Thoreau MS is a Region 1 school, located in Region 2.



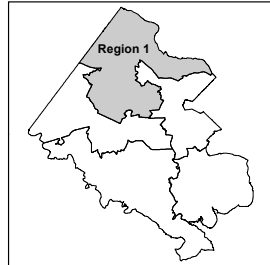
# REGION 1 MIDDLE SCHOOL CAPACITY PROJECTED | SY 2023-24



**Capacity Utilization Percentage**

- 115% or More
- 105% - 114%
- 95% - 104%
- 85% - 94%
- Less than 85%

Note: Based on 2018-19 school year boundaries.  
 Note: Thoreau MS is a Region 1 school, located in Region 2.



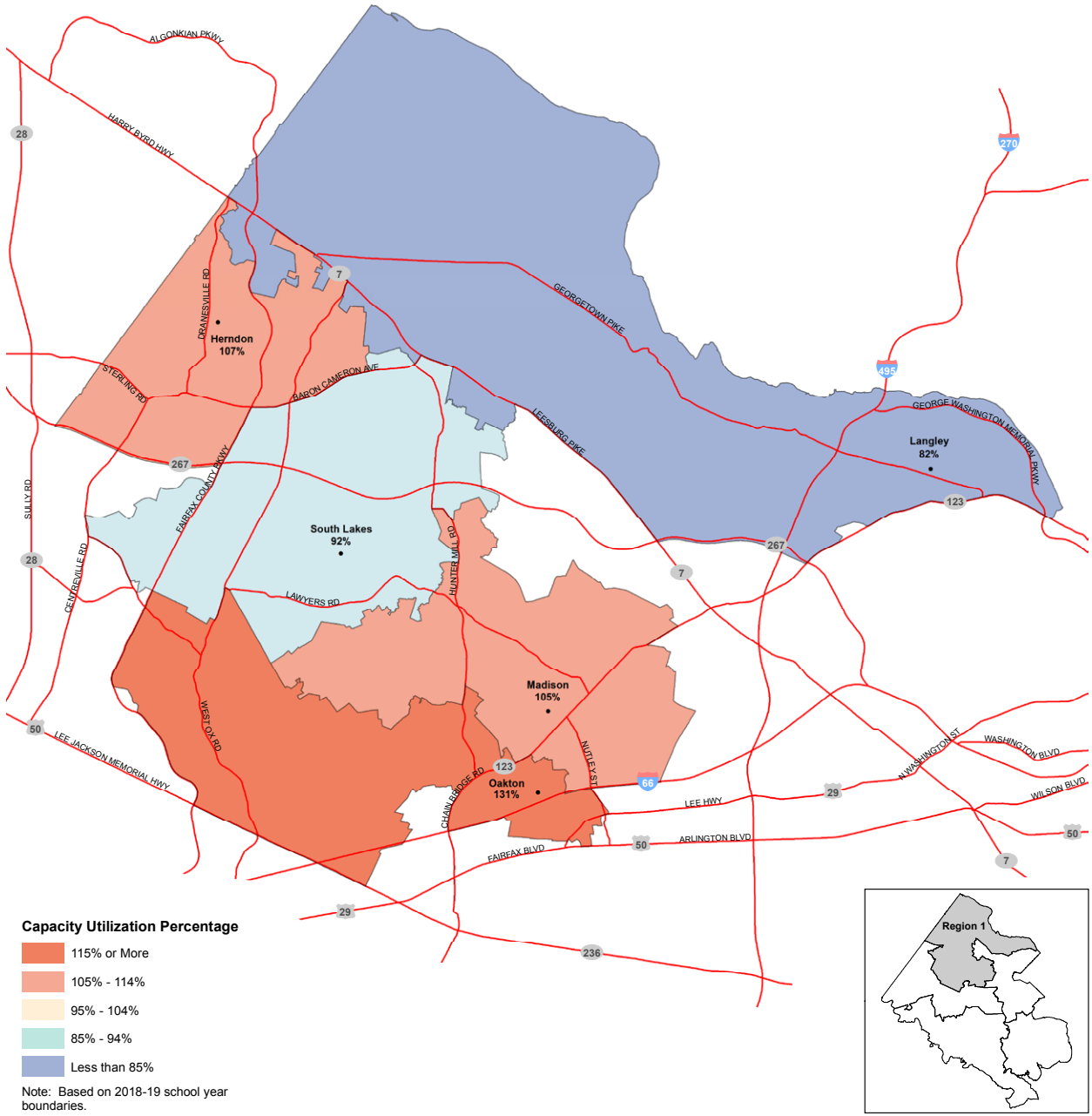
REGION 1



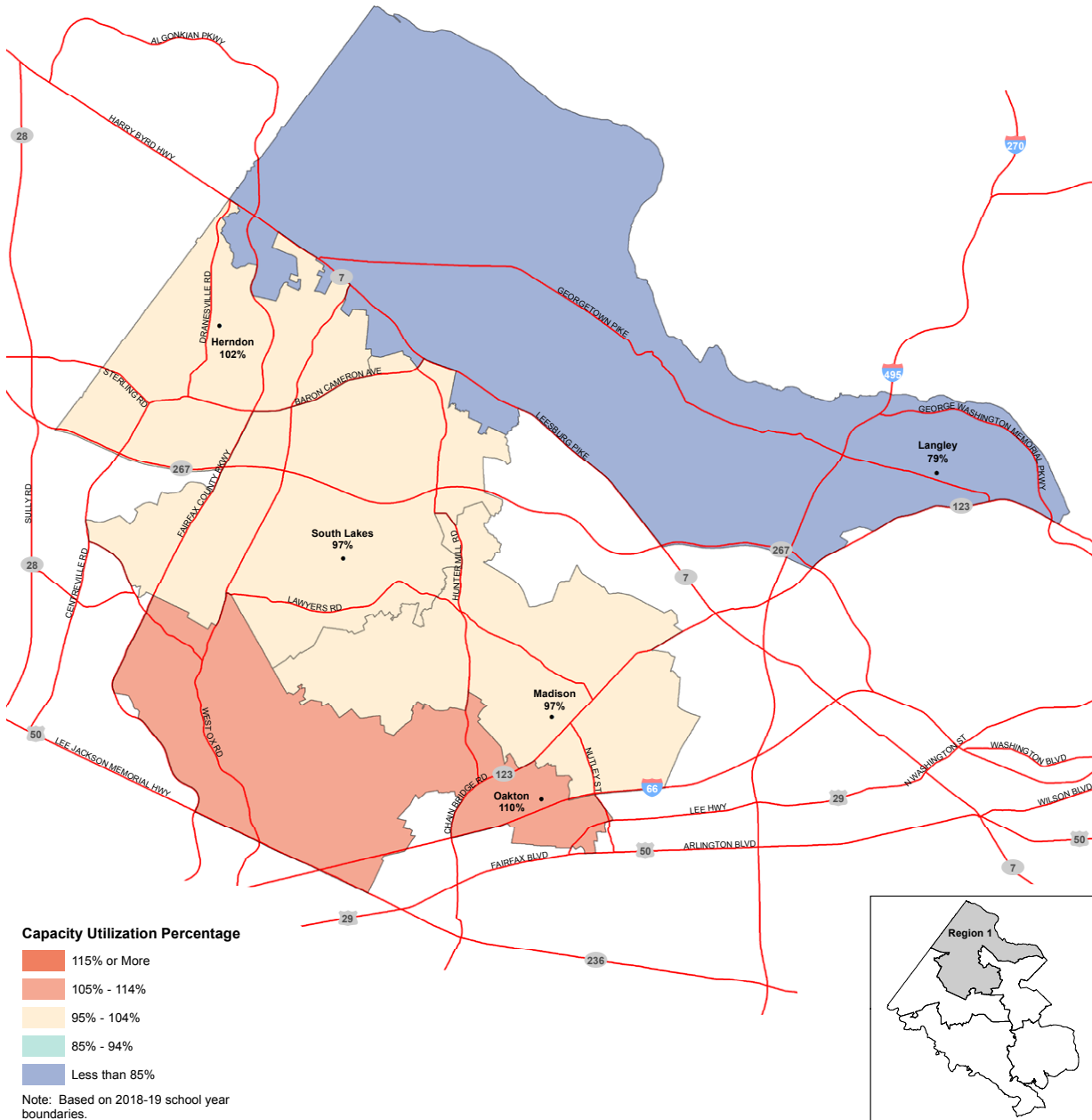
# REGION 1 HIGH SCHOOL CAPACITY

# CURRENT

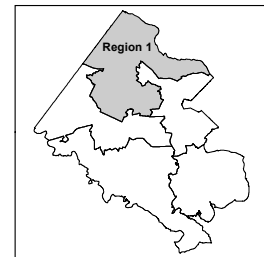
SY 2018-19



# REGION 1 HIGH SCHOOL CAPACITY PROJECTED | SY 2023-24



REGION 1



## SOLUTIONS

The following is a list of potential solutions to consider to alleviate current and projected school capacity deficit(s). For consideration purposes, as many options as possible have been identified for each school, in no significant order and may be contingent on other potential solutions listed. Any option(s) chosen for implementation will be discussed and decided through a transparent process with the appropriate stakeholders, in accordance with School Board Policies and Regulations.

- A. Increase efficiency by reassigning instructional spaces within a school to accommodate increase in membership
- B. Possible program changes
- C. Minor interior facility modifications to create additional instructional space and help to accommodate capacity deficit
- D. Add temporary classrooms to accommodate short-term capacity deficit
- E. Repurpose existing inventory of school facilities not currently being used as schools
- F. Capacity enhancement through either a modular or building addition
- G. A new Fairfax/Oakton Area Elementary School has been proposed for planning in the 2017 Bond Referendum to provide capacity relief within the area
- H. Potential boundary adjustment with schools having a capacity surplus

### Schools in Construction

The following table lists the schools that are in construction in the current year. The schools remain listed until the anticipated completion of the project. Construction projects include:

- Partial or full renovation of the existing school building—a renovation can result in an increase or decrease of design capacity due to restructuring of uses to provide efficient instructional spaces per the educational specifications
- Replacement of modular building with a permanent structure that adjoins the existing school building—this type of renovation can result in an increase or decrease in design capacity due to restructuring of uses to provide efficient instructional spaces per the educational specifications
- Permanent and adjoining building addition with minor modification to the existing building—a additions typically result in an increase of design capacity of a school
- Modular building addition on a school site—this addition typically results in an increase of design capacity of a school

### Monitoring Student Membership

The following table lists the schools that are monitored for membership in the current school year. Based on the current and projected membership and current program capacity, these schools do not show a capacity deficit, but are monitored to ensure accommodation of unexpected population changes through solutions listed above.

| REGION | PYRAMID     | LEVEL | SCHOOL          | POTENTIAL SOLUTIONS        |
|--------|-------------|-------|-----------------|----------------------------|
| 1      | Herndon     | HS    | Herndon         | In Construction            |
| 1      | Herndon     | MS    | Herndon         | A, B, C                    |
| 1      | Herndon     | ES    | Aldrin          | Monitor Student Membership |
| 1      | Herndon     | ES    | Armstrong       | Monitor Student Membership |
| 1      | Herndon     | ES    | Clearview       | In Construction            |
| 1      | Herndon     | ES    | Dranesville     | Monitor Student Membership |
| 1      | Herndon     | ES    | Herndon         | Monitor Student Membership |
| 1      | Herndon     | ES    | Hutchison       | A, B, C, H                 |
| 1      | Langley     | HS    | Langley         | Monitor Student Membership |
| 1      | Langley     | MS    | Cooper          | A, C, F                    |
| 1      | Langley     | ES    | Churchill Road  | Monitor Student Membership |
| 1      | Langley     | ES    | Colvin Run      | Monitor Student Membership |
| 1      | Langley     | ES    | Forestville     | Monitor Student Membership |
| 1      | Langley     | ES    | Great Fall      | Monitor Student Membership |
| 1      | Langley     | ES    | Spring Hill     | A, H                       |
| 1      | Madison     | HS    | Madison         | A, B, C, F, H              |
| 1      | Madison     | MS    | Thoreau         | A, B, C, D, H              |
| 1      | Madison     | ES    | Cunningham Park | Monitor Student Membership |
| 1      | Madison     | ES    | Flint Hill      | A, D, G, H                 |
| 1      | Madison     | ES    | Louise Archer   | Monitor Student Membership |
| 1      | Madison     | ES    | Marshall Road   | Monitor Student Membership |
| 1      | Madison     | ES    | Vienna          | Monitor Student Membership |
| 1      | Madison     | ES    | Wolftrap        | A, C                       |
| 1      | Oakton      | HS    | Oakton          | In Construction            |
| 1      | Oakton      | MS    | Carson          | B, C, D, H                 |
| 1      | Oakton      | ES    | Crossfield      | Monitor Student Membership |
| 1      | Oakton      | ES    | Mosby Woods     | B, D, F, G, H              |
| 1      | Oakton      | ES    | Navy            | B, D, H                    |
| 1      | Oakton      | ES    | Oakton          | Monitor Student Membership |
| 1      | Oakton      | ES    | Waples Mill     | A, B, G, H                 |
| 1      | South Lakes | HS    | South Lakes     | Monitor Student Membership |
| 1      | South Lakes | MS    | Hughes          | In Construction            |
| 1      | South Lakes | ES    | Dogwood         | Monitor Student Membership |
| 1      | South Lakes | ES    | Forest Edge     | Monitor Student Membership |
| 1      | South Lakes | ES    | Fox Mill        | Monitor Student Membership |
| 1      | South Lakes | ES    | Hunters Woods   | Monitor Student Membership |
| 1      | South Lakes | ES    | Lake Anne       | Monitor Student Membership |
| 1      | South Lakes | ES    | Sunrise Valley  | Monitor Student Membership |
| 1      | South Lakes | ES    | Terraset        | Monitor Student Membership |

# REGION 1

SY 2018-19 INSTRUCTIONAL AND SPECIAL EDUCATION SCHOOL PROGRAMS | REGION 1

| PYR         | LEVEL | SCHOOL INFORMATION |        |         |         |                   | INSTRUCTIONAL |        |                       |                    |                   | SPECIAL EDUCATION* |       |            |                   |                  |      |      |      |      |      |     |    |      |
|-------------|-------|--------------------|--------|---------|---------|-------------------|---------------|--------|-----------------------|--------------------|-------------------|--------------------|-------|------------|-------------------|------------------|------|------|------|------|------|-----|----|------|
|             |       | SCHOOL NAME        | GRADES | TITLE 1 | K-3 CAP | FECEP/ HEAD START | EHS           | MAGNET | ES AAP LOCAL LEVEL IV | ES & MS AAP CENTER | ES & MS IMMERSION | H5 AP              | H5 IB | H5 ACADEMY | ECCB <sup>1</sup> | PAC <sup>1</sup> | AUT. | CSS  | ID   | IDS  | DHOH | BVI | PD | STEP |
| HERNDON     | HS    | HERNDON HS         | 9-12   |         |         |                   |               |        |                       |                    |                   |                    |       |            |                   |                  |      | Y-SB |      |      |      |     |    |      |
|             | MS    | HERNDON MS         | 7-8    |         |         |                   |               |        |                       |                    |                   |                    |       |            |                   |                  | Y    | Y-SB |      |      |      |     |    |      |
|             | ES    | ALDRIN ES          | K-6    |         |         |                   |               |        | Y-SB                  |                    |                   |                    |       |            | Y                 | Y-SB             |      |      |      |      |      |     |    |      |
|             | ES    | ARMSTRONG ES       | K-6    |         |         |                   |               |        | Y-SB                  |                    |                   |                    |       |            |                   | Y                | Y    |      |      |      |      |     |    |      |
|             | ES    | CLEARVIEW ES       | K-6    | √       | 24      | Y                 | Y             |        | Y                     |                    |                   |                    |       |            | Y                 | Y                | Y    |      |      |      |      |     |    |      |
|             | ES    | DRANESVILLE ES     | K-6    |         | 24      | Y                 |               |        | Y-SB                  |                    |                   |                    |       |            | Y                 | Y                | Y    |      |      |      |      |     |    |      |
|             | ES    | HERNDON ES         | K-6    | √       | 23      | Y                 |               |        |                       | Y-SB               |                   |                    |       |            |                   | Y                | Y    |      |      |      |      |     |    |      |
|             | ES    | HUTCHISON ES       | K-6    | √       | 22      | Y                 |               |        |                       |                    |                   |                    |       |            |                   |                  | Y    | Y-SB |      |      |      |     |    |      |
| LANGLEY     | HS    | LANGLEY HS         | 9-12   |         |         |                   |               |        |                       |                    |                   |                    |       |            |                   |                  | Y    | Y-SB |      |      |      |     |    |      |
|             | MS    | COOPER MS          | 7-8    |         |         |                   |               |        |                       | Y                  | Y                 |                    |       |            |                   |                  | Y-SB | Y-SB |      |      |      |     |    |      |
|             | ES    | CHURCHILL ROAD ES  | K-6    |         |         |                   |               |        | Y                     |                    |                   |                    |       |            |                   |                  | Y    |      |      |      |      |     |    |      |
|             | ES    | COLVIN RUN ES      | K-6    |         |         |                   |               |        | Y                     |                    |                   |                    |       |            | Y                 | Y                | Y-SB |      |      |      |      |     |    |      |
|             | ES    | FORESTVILLE ES     | K-6    |         |         |                   |               |        | Y-SB                  |                    |                   |                    |       |            |                   | Y                |      |      |      |      |      |     |    |      |
|             | ES    | GREAT FALLS ES     | K-6    |         |         |                   |               |        | Y-SB                  |                    |                   |                    |       |            |                   |                  |      |      |      |      |      |     |    |      |
|             | ES    | SPRING HILL ES     | K-6    |         |         |                   |               |        | Y-SB                  |                    |                   |                    |       |            |                   |                  | Y-SB |      |      |      |      |     |    |      |
|             | HS    | MADISON HS         | 9-12   |         |         |                   |               |        |                       |                    |                   | Y                  |       |            |                   |                  | Y-SB | Y    | Y-SB |      |      |     |    |      |
| MADISON     | MS    | THOREAU MS         | 7-8    |         |         |                   |               |        |                       |                    |                   |                    |       |            |                   |                  | Y    |      |      |      |      |     |    |      |
|             | ES    | CUNNINGHAM PARK ES | K-6    |         |         | Y                 |               |        |                       |                    |                   |                    |       | Y          | Y                 |                  |      |      |      |      |      |     |    |      |
|             | ES    | FLINT HILL ES      | K-6    |         |         |                   |               |        | Y-SB                  |                    |                   |                    |       |            |                   |                  |      |      |      |      |      |     |    |      |
|             | ES    | LOUISE ARCHER ES   | K-6    |         |         |                   |               |        | Y-SB                  |                    |                   |                    |       |            |                   |                  |      |      |      |      |      |     |    |      |
|             | ES    | MARSHALL ROAD ES   | K-6    |         |         |                   |               |        | Y-SB                  | Y                  |                   |                    |       |            |                   |                  | Y    |      |      |      |      |     |    |      |
|             | ES    | VIENNA ES          | K-6    |         |         |                   |               |        | Y-SB                  |                    |                   |                    |       |            |                   |                  | Y    |      |      |      |      |     |    |      |
|             | ES    | WOLFTRAP ES        | K-6    |         |         |                   |               |        | Y-SB                  |                    |                   |                    |       |            |                   |                  |      |      |      |      |      |     |    |      |
|             | HS    | OAKTON HS          | 9-12   |         |         |                   |               |        |                       |                    |                   | Y                  |       |            |                   |                  |      | Y-SB |      |      |      |     |    |      |
| OAKTON      | MS    | CARSON MS          | 7-8    |         |         |                   |               |        |                       | Y                  |                   |                    |       |            |                   |                  | Y-SB |      |      |      |      |     |    |      |
|             | ES    | CROSSFIELD ES      | K-6    |         |         |                   |               |        | Y-SB                  |                    |                   |                    |       |            |                   |                  | Y    |      |      |      |      |     |    |      |
|             | ES    | MOSBY WOODS ES     | K-6    |         |         | Y                 |               |        |                       |                    |                   |                    |       |            |                   |                  |      |      |      |      |      |     |    |      |
|             | ES    | NAVY ES            | K-6    |         |         |                   |               |        |                       | Y                  |                   |                    |       |            |                   |                  | Y-SB |      |      |      |      |     |    |      |
|             | ES    | OAKTON ES          | K-6    |         |         |                   |               |        |                       |                    |                   |                    |       |            |                   |                  | Y    |      |      |      |      |     |    |      |
|             | ES    | WAPLES MILL ES     | K-6    |         |         |                   |               |        |                       |                    |                   |                    |       |            |                   |                  | Y    |      |      |      |      |     |    |      |
|             | HS    | SOUTH LAKES HS     | 9-12   |         |         |                   |               |        |                       |                    |                   |                    | Y     |            |                   |                  |      | Y-SB | Y    | Y-SB | Y    |     |    | Y    |
|             | MS    | HUGHES MS          | 7-8    |         |         |                   |               |        |                       | Y                  | Y                 |                    |       |            |                   |                  |      |      |      |      |      |     |    |      |
| SOUTH LAKES | ES    | DOGWOOD ES         | K-6    | √       | 22      | Y                 | Y             |        |                       |                    |                   |                    |       |            |                   |                  |      |      |      |      |      |     |    |      |
|             | ES    | FOREST EDGE ES     | K-6    | √       | 24      | Y                 |               |        |                       |                    |                   |                    |       |            |                   |                  | Y-SB |      |      |      |      |     |    |      |
|             | ES    | FOX MILL ES        | K-6    |         |         |                   |               |        |                       |                    |                   |                    |       |            |                   |                  | Y    |      |      |      |      |     |    |      |
|             | ES    | HUNTERS WOODS ES   | K-6    |         |         | Y                 |               |        | Y                     |                    |                   |                    |       |            |                   |                  |      |      |      |      |      |     |    |      |
|             | ES    | LAKE ANNE ES       | K-6    | √       |         | Y                 |               |        |                       | Y                  |                   |                    |       |            |                   |                  | Y-SB |      |      |      |      |     |    |      |
|             | ES    | SUNRISE VALLEY ES  | K-6    |         |         |                   |               |        | Y                     |                    |                   |                    |       |            |                   |                  | Y    |      |      |      |      |     |    |      |
|             | ES    | TERRASET ES        | K-6    |         |         |                   |               |        |                       | Y                  |                   |                    |       |            |                   |                  | Y    |      |      |      |      |     |    |      |



<sup>1</sup> Additional ECCB and PAC sites at Pimmit Hills Center.

<sup>2</sup> Public Day sites at Cedar Lane School, Quander Road School, Burke School, Kilmer Center and Key Center.

**Y** - Accepts students from inside and outside school boundary.

**Y-SB** - School-based students only.

**Y-HI** - Program for students with hearing impairment.

## SY 2018–19 Instructional and Special Education School Programs

### PROGRAM ABBREVIATIONS:

|                           |   |
|---------------------------|---|
| <b>FECEP / HEAD START</b> | FAMILY AND EARLY CHILDHOOD EDUCATION PROGRAM / HEAD START |
| <b>EHS</b>                | EARLY HEAD START  |
| <b>ES AAP</b>             | ELEMENTARY SCHOOL ADVANCED ACADEMIC PROGRAMS              |
| <b>MS AAP</b>             | MIDDLE SCHOOL ADVANCED ACADEMIC PROGRAMS                  |
| <b>HS AP</b>              | HIGH SCHOOL ADVANCED PLACEMENT                            |
| <b>HS IB</b>              | HIGH SCHOOL INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM   |
| <b>HS ACADEMY</b>         | HIGH SCHOOL ACADEMY                                       |
| <b>ECCB</b>               | EARLY CHILDHOOD CLASS-BASED                               |
| <b>PAC</b>                | PRESCHOOL AUTISM CLASS                                    |
| <b>AUT</b>                | AUTISM  |
| <b>CSS</b>                | COMPREHENSIVE SERVICES SITE                               |
| <b>ID</b>                 | INTELLECTUAL DISABILITIES                                 |
| <b>IDS</b>                | INTELLECTUAL DISABILITIES SEVERE                          |
| <b>DHOH</b>               | DEAF OR HARD OF HEARING                                   |
| <b>BVI</b>                | BLIND AND VISUALLY IMPAIRED                               |
| <b>PD</b>                 | PHYSICAL DISABILITIES                                     |
| <b>STEP</b>               | SECONDARY TRANSITION TO EMPLOYMENT PROGRAM                |

## SY 2018-19 CAPACITY, MEMBERSHIP, AND PROJECTIONS | REGION 1

## HERNDON HS PYRAMID

| FACILITY                  |                 | SY 2018-19       |            |                                |                      | PROJECTED MEMBERSHIP |         |         |         | PROJECTED PROGRAM CAPACITY UTILIZATION % |         |         |         |         |         |         |
|---------------------------|-----------------|------------------|------------|--------------------------------|----------------------|----------------------|---------|---------|---------|--|---------|---------|---------|---------|---------|---------|
| SCHOOL                    | DESIGN CAPACITY | PROGRAM CAPACITY | MEMBERSHIP | PROGRAM CAPACITY UTILIZATION % | TEMPORARY CLASSROOMS | MODULAR CLASSROOMS   | SY19-20 | SY20-21 | SY21-22 | SY22-23                                  | SY23-24 | SY19-20 | SY20-21 | SY21-22 | SY22-23 | SY23-24 |
| Herndon HS <sup>2</sup>   | 2,146/2,500     | 2,145            | 2,303      | 107%                           | 27                   | -                    | 2,318   | 2,318   | 2,437   | 2,498                                    | 2,552   | 108%    | 93%     | 97%     | 100%    | 102%    |
| Herndon MS                | 1,176           | 1,176            | 1,113      | 95%                            | 6                    | -                    | 1,108   | 1,182   | 1,158   | 1,149                                    | 1,073   | 94%     | 101%    | 98%     | 98%     | 91%     |
| Aldrin ES                 | 896             | 746              | 660        | 88%                            | -                    | -                    | 677     | 674     | 641     | 633                                      | 625     | 91%     | 90%     | 86%     | 85%     | 84%     |
| Armstrong ES              | 784             | 552              | 429        | 78%                            | -                    | -                    | 423     | 419     | 408     | 414                                      | 405     | 77%     | 76%     | 74%     | 75%     | 73%     |
| Clearview ES <sup>3</sup> | 912/800         | 786              | 706        | 90%                            | 4                    | -                    | 733     | 721     | 721     | 733                                      | 721     | 93%     | 90%     | 90%     | 92%     | 90%     |
| Dranesville ES            | 1,008           | 812              | 728        | 90%                            | -                    | -                    | 733     | 709     | 706     | 694                                      | 693     | 90%     | 87%     | 87%     | 85%     | 85%     |
| Herndon ES                | 1,232           | 958              | 850        | 89%                            | 4                    | 10                   | 825     | 812     | 773     | 780                                      | 770     | 86%     | 85%     | 81%     | 81%     | 80%     |
| Hutchison ES              | 1,220           | 1,032            | 1,059      | 103%                           | 8                    | -                    | 1,077   | 1,087   | 1,091   | 1,117                                    | 1,114   | 104%    | 105%    | 106%    | 108%    | 108%    |

## LANGLEY HS PYRAMID

| FACILITY                       |                 | SY 2018-19       |            |                                |                      | PROJECTED MEMBERSHIP |         |         |         | PROJECTED PROGRAM CAPACITY UTILIZATION % |         |         |         |         |         |         |
|--------------------------------|-----------------|------------------|------------|--------------------------------|----------------------|----------------------|---------|---------|---------|--|---------|---------|---------|---------|---------|---------|
| SCHOOL                         | DESIGN CAPACITY | PROGRAM CAPACITY | MEMBERSHIP | PROGRAM CAPACITY UTILIZATION % | TEMPORARY CLASSROOMS | MODULAR CLASSROOMS   | SY19-20 | SY20-21 | SY21-22 | SY22-23                                  | SY23-24 | SY19-20 | SY20-21 | SY21-22 | SY22-23 | SY23-24 |
| Langley HS <sup>2</sup>        | 2,370           | 2,353            | 1,923      | 82%                            | -                    | -                    | 1,922   | 1,926   | 1,883   | 1,874                                    | 1,861   | 82%     | 82%     | 80%     | 80%     | 79%     |
| Cooper MS <sup>2,3</sup>       | 1,080/1,120     | 1,058            | 1,031      | 97%                            | 4                    | 12                   | 1,049   | 1,089   | 1,105   | 1,097                                    | 1,105   | 99%     | 103%    | 99%     | 98%     | 99%     |
| Churchill Road ES <sup>3</sup> | 924             | 891              | 751        | 84%                            | 3                    | 10                   | 748     | 726     | 723     | 711                                      | 697     | 84%     | 81%     | 81%     | 80%     | 78%     |
| Colvin Run ES <sup>3</sup>     | 1,008           | 921              | 757        | 82%                            | -                    | -                    | 766     | 758     | 731     | 727                                      | 713     | 83%     | 82%     | 79%     | 79%     | 77%     |
| Forestville ES <sup>2</sup>    | 764             | 688              | 594        | 86%                            | -                    | -                    | 580     | 588     | 590     | 592                                      | 594     | 84%     | 85%     | 86%     | 86%     | 86%     |
| Great Falls ES                 | 728             | 634              | 522        | 82%                            | -                    | -                    | 506     | 502     | 505     | 497                                      | 486     | 80%     | 79%     | 80%     | 78%     | 77%     |
| Spring Hill ES                 | 1,260           | 1,085            | 1,029      | 95%                            | -                    | -                    | 1,056   | 1,051   | 1,116   | 1,126                                    | 1,147   | 97%     | 97%     | 103%    | 104%    | 106%    |

## MADISON HS PYRAMID

| FACILITY                        |                 | SY 2018-19       |            |                                |                      | PROJECTED MEMBERSHIP |         |         |         | PROJECTED PROGRAM CAPACITY UTILIZATION % |         |         |         |         |         |         |
|---------------------------------|-----------------|------------------|------------|--------------------------------|----------------------|----------------------|---------|---------|---------|--|---------|---------|---------|---------|---------|---------|
| SCHOOL                          | DESIGN CAPACITY | PROGRAM CAPACITY | MEMBERSHIP | PROGRAM CAPACITY UTILIZATION % | TEMPORARY CLASSROOMS | MODULAR CLASSROOMS   | SY19-20 | SY20-21 | SY21-22 | SY22-23                                  | SY23-24 | SY19-20 | SY20-21 | SY21-22 | SY22-23 | SY23-24 |
| Madison HS                      | 2,115/2,400     | 2,112            | 2,212      | 105%                           | 3                    | -                    | 2,273   | 2,312   | 2,355   | 2,352                                    | 2,318   | 108%    | 109%    | 112%    | 111%    | 97%     |
| Thoreau MS <sup>1</sup>         | 1,395           | 1,233            | 1,209      | 98%                            | -                    | -                    | 1,377   | 1,407   | 1,407   | 1,408                                    | 1,430   | 112%    | 114%    | 114%    | 114%    | 116%    |
| Cunningham Park ES <sup>2</sup> | 644             | 581              | 488        | 84%                            | -                    | -                    | 461     | 461     | 446     | 450                                      | 434     | 79%     | 79%     | 77%     | 77%     | 75%     |
| Flint Hill ES                   | 700             | 652              | 689        | 106%                           | 5                    | -                    | 686     | 670     | 650     | 638                                      | 626     | 105%    | 103%    | 100%    | 98%     | 96%     |
| Louise Archer ES <sup>2,3</sup> | 784             | 725              | 652        | 90%                            | 2                    | 10                   | 699     | 666     | 658     | 646                                      | 617     | 96%     | 92%     | 91%     | 89%     | 85%     |
| Marshall Road ES                | 1,036           | 817              | 755        | 92%                            | -                    | -                    | 771     | 741     | 772     | 752                                      | 763     | 94%     | 91%     | 94%     | 92%     | 93%     |
| Vienna ES                       | 492             | 479              | 465        | 97%                            | -                    | -                    | 458     | 453     | 441     | 437                                      | 444     | 96%     | 95%     | 92%     | 91%     | 93%     |
| Wolftrap ES                     | 616             | 583              | 585        | 100%                           | 5                    | -                    | 580     | 563     | 567     | 549                                      | 534     | 99%     | 97%     | 97%     | 94%     | 92%     |

## OAKTON HS PYRAMID

| SCHOOL                      | FACILITY | SY 2018-19      |                  |            |                                |                      | PROJECTED MEMBERSHIP |         |         |         |         | PROJECTED PROGRAM CAPACITY UTILIZATION % |         |         |         |         |         |
|-----------------------------|----------|-----------------|------------------|------------|--------------------------------|----------------------|----------------------|---------|---------|---------|---------|--|---------|---------|---------|---------|---------|
|                             |          | DESIGN CAPACITY | PROGRAM CAPACITY | MEMBERSHIP | PROGRAM CAPACITY UTILIZATION % | TEMPORARY CLASSROOMS | MODULAR CLASSROOMS   | SY19-20 | SY20-21 | SY21-22 | SY22-23 | SY23-24                                  | SY19-20 | SY20-21 | SY21-22 | SY22-23 | SY23-24 |
| Oakton HS                   |          | 2,096/2,425     | 2,094            | 2,733      | 131%                           | 8                    | -                    | 2,754   | 2,841   | 2,815   | 2,889   | 2,879                                    | 132%    | 108%    | 107%    | 110%    | 110%    |
| Carson MS <sup>3</sup>      |          | 1,539           | 1,524            | 1,502      | 99%                            | 8                    | -                    | 1,552   | 1,572   | 1,590   | 1,587   | 1,593                                    | 102%    | 103%    | 104%    | 104%    | 105%    |
| Crossfield ES               |          | 1,008           | 711              | 625        | 88%                            | -                    | -                    | 613     | 595     | 610     | 612     | 603                                      | 86%     | 84%     | 86%     | 86%     | 85%     |
| Mosby Woods ES <sup>3</sup> |          | 1,038           | 989              | 1,070      | 108%                           | 6                    | 10                   | 1,076   | 1,068   | 1,025   | 1,031   | 1,007                                    | 109%    | 108%    | 104%    | 104%    | 102%    |
| Navy ES <sup>4</sup>        |          | 998             | 951              | 993        | 104%                           | 4                    | -                    | 1,011   | 986     | 967     | 951     | 910                                      | 106%    | 104%    | 102%    | 100%    | 96%     |
| Oakton ES                   |          | 810             | 809              | 793        | 98%                            | 4                    | -                    | 798     | 786     | 777     | 770     | 754                                      | 99%     | 97%     | 96%     | 95%     | 93%     |
| Waples Mill ES <sup>2</sup> |          | 1,008           | 855              | 897        | 105%                           | 8                    | -                    | 910     | 912     | 900     | 882     | 874                                      | 106%    | 107%    | 105%    | 103%    | 102%    |

## SOUTH LAKES HS PYRAMID

| SCHOOL                         | FACILITY | SY 2018-19      |                  |            |                                |                      | PROJECTED MEMBERSHIP |         |         |         |         | PROJECTED PROGRAM CAPACITY UTILIZATION % |         |         |         |         |         |
|--------------------------------|----------|-----------------|------------------|------------|--------------------------------|----------------------|----------------------|---------|---------|---------|---------|--|---------|---------|---------|---------|---------|
|                                |          | DESIGN CAPACITY | PROGRAM CAPACITY | MEMBERSHIP | PROGRAM CAPACITY UTILIZATION % | TEMPORARY CLASSROOMS | MODULAR CLASSROOMS   | SY19-20 | SY20-21 | SY21-22 | SY22-23 | SY23-24                                  | SY19-20 | SY20-21 | SY21-22 | SY22-23 | SY23-24 |
| South Lakes HS <sup>2</sup>    |          | 2,717           | 2,670            | 2,459      | 92%                            | 2                    | -                    | 2,516   | 2,545   | 2,562   | 2,616   | 2,590                                    | 94%     | 95%     | 96%     | 98%     | 97%     |
| Hughes MS <sup>3</sup>         |          | 1,114/1,250     | 1,106            | 1,046      | 95%                            | 9                    | -                    | 1,033   | 1,030   | 1,019   | 988     | 969                                      | 93%     | 93%     | 82%     | 79%     | 78%     |
| Dogwood ES <sup>2</sup>        |          | 1,008           | 784              | 721        | 92%                            | 8                    | -                    | 699     | 692     | 668     | 684     | 696                                      | 89%     | 88%     | 85%     | 87%     | 89%     |
| Forest Edge ES <sup>2,3</sup>  |          | 980             | 694              | 541        | 78%                            | 3                    | -                    | 506     | 466     | 455     | 447     | 435                                      | 73%     | 67%     | 66%     | 64%     | 63%     |
| Fox Mill ES                    |          | 840/650         | 683              | 555        | 81%                            | 3                    | -                    | 551     | 535     | 521     | 518     | 505                                      | 81%     | 78%     | 76%     | 76%     | 78%     |
| Hunters Woods ES <sup>3</sup>  |          | 1,008           | 945              | 835        | 88%                            | 4                    | -                    | 849     | 823     | 819     | 842     | 838                                      | 90%     | 87%     | 87%     | 89%     | 89%     |
| Lake Anne ES <sup>2</sup>      |          | 788             | 726              | 606        | 83%                            | 2                    | -                    | 596     | 606     | 591     | 597     | 602                                      | 82%     | 83%     | 81%     | 82%     | 83%     |
| Sunrise Valley ES <sup>3</sup> |          | 826             | 725              | 597        | 82%                            | -                    | -                    | 628     | 623     | 612     | 602     | 596                                      | 87%     | 86%     | 84%     | 83%     | 82%     |
| Terraset ES <sup>2</sup>       |          | 914             | 671              | 594        | 89%                            | -                    | -                    | 614     | 587     | 564     | 563     | 547                                      | 92%     | 87%     | 84%     | 84%     | 82%     |

<sup>1</sup> Boundary study impact. Schools currently going through phased-in boundary changes

<sup>2</sup> Program or facility changes

<sup>3</sup> General education and AAP center school

Notes:

1. A guide to understanding the information on these tables can be found at the beginning of the Membership and Capacity Comparisons section.
2. Membership numbers include: general education, special education, AAP, FECEP/Head Start and preschool (wherever applicable) students. Membership numbers do not include adult education, private school special education, home schooled, multi-agency, or special education centers.
3. For schools with utilization percentage in **red**, refer to Potential Capacity Solutions table for this region.
4. Numbers in *italics* and highlighted in **yellow** are future design capacity and projected capacity utilization percentages after a renovation or capacity enhancement.
5. Pre-construction program capacity is used for schools currently in construction. For a list of schools in construction, refer to Potential Capacity Solutions table for this region.

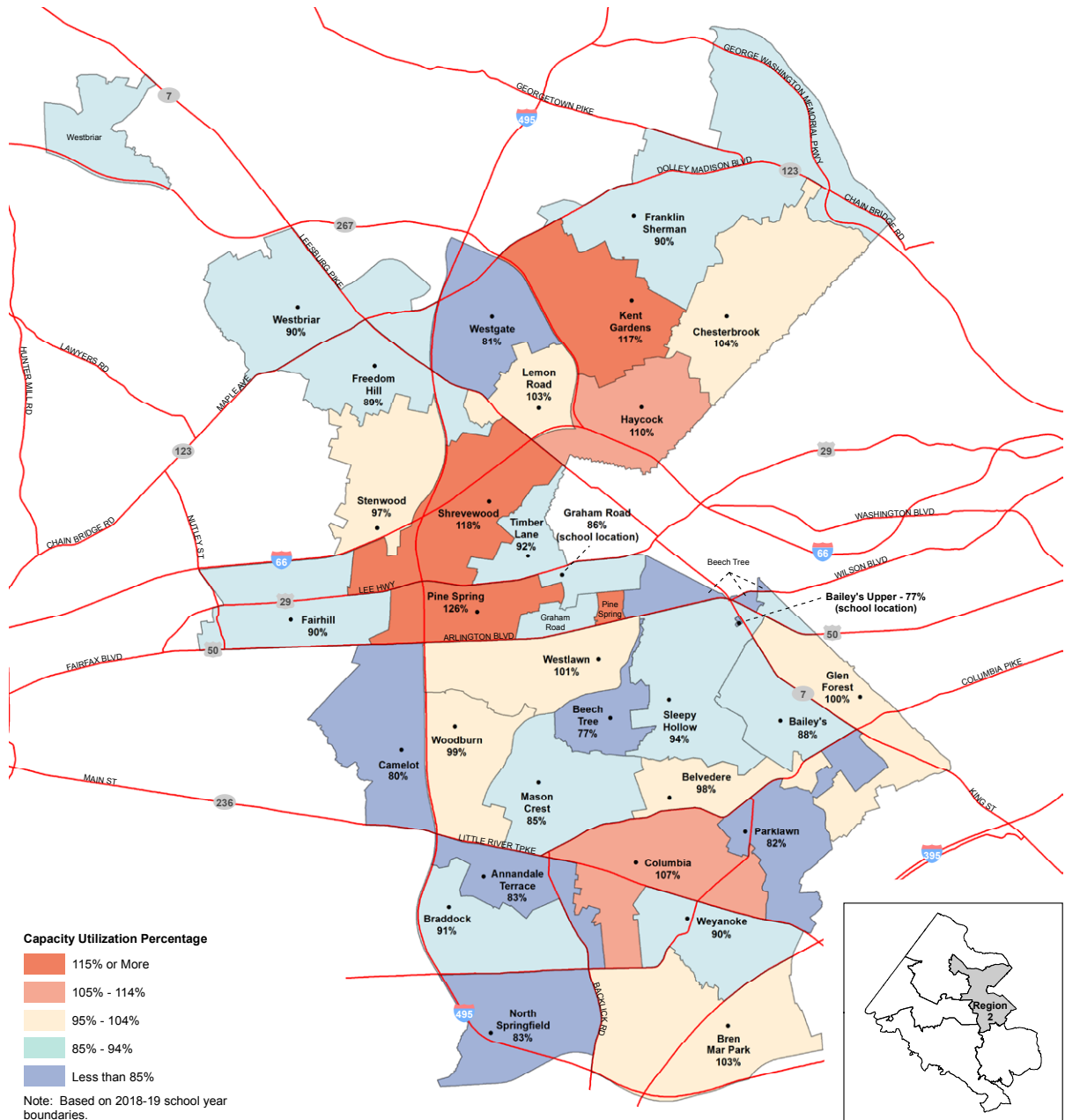
Sources:

- Membership: FCPS, Certified Membership, September 30, 2018
- Projected Membership: FCPS, Membership Projections, Fall 2018
- Program Capacity and Modular Classrooms: FCPS, Capacity and Utilization Surveys, SY 2018-19
- Temporary Classrooms: FCPS, Design and Construction, Trailer Asset Report, October 2018

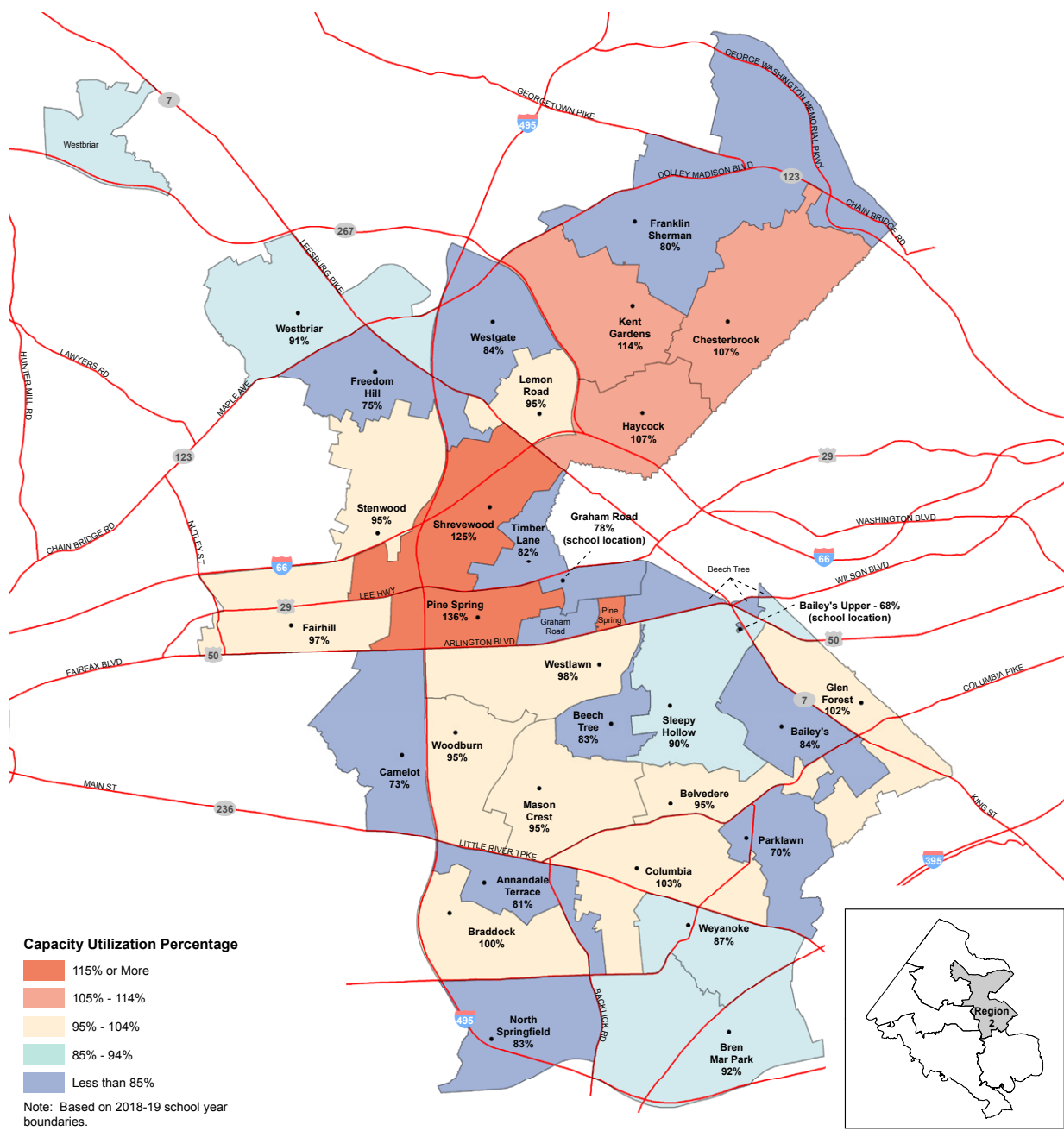
To view information pertaining to Capacity and Membership, Facilities and Sites, and Pyramid and Enrollment Programs, please visit the FCPS Facility and Enrollment Dashboard at [www.fcps.edu/enrollmentdashboard](http://www.fcps.edu/enrollmentdashboard).

# REGION 2 ELEMENTARY SCHOOL CAPACITY

## CURRENT | SY 2018-19 new



# REGION 2 ELEMENTARY SCHOOL CAPACITY PROJECTED | SY 2023-24



REGION 2

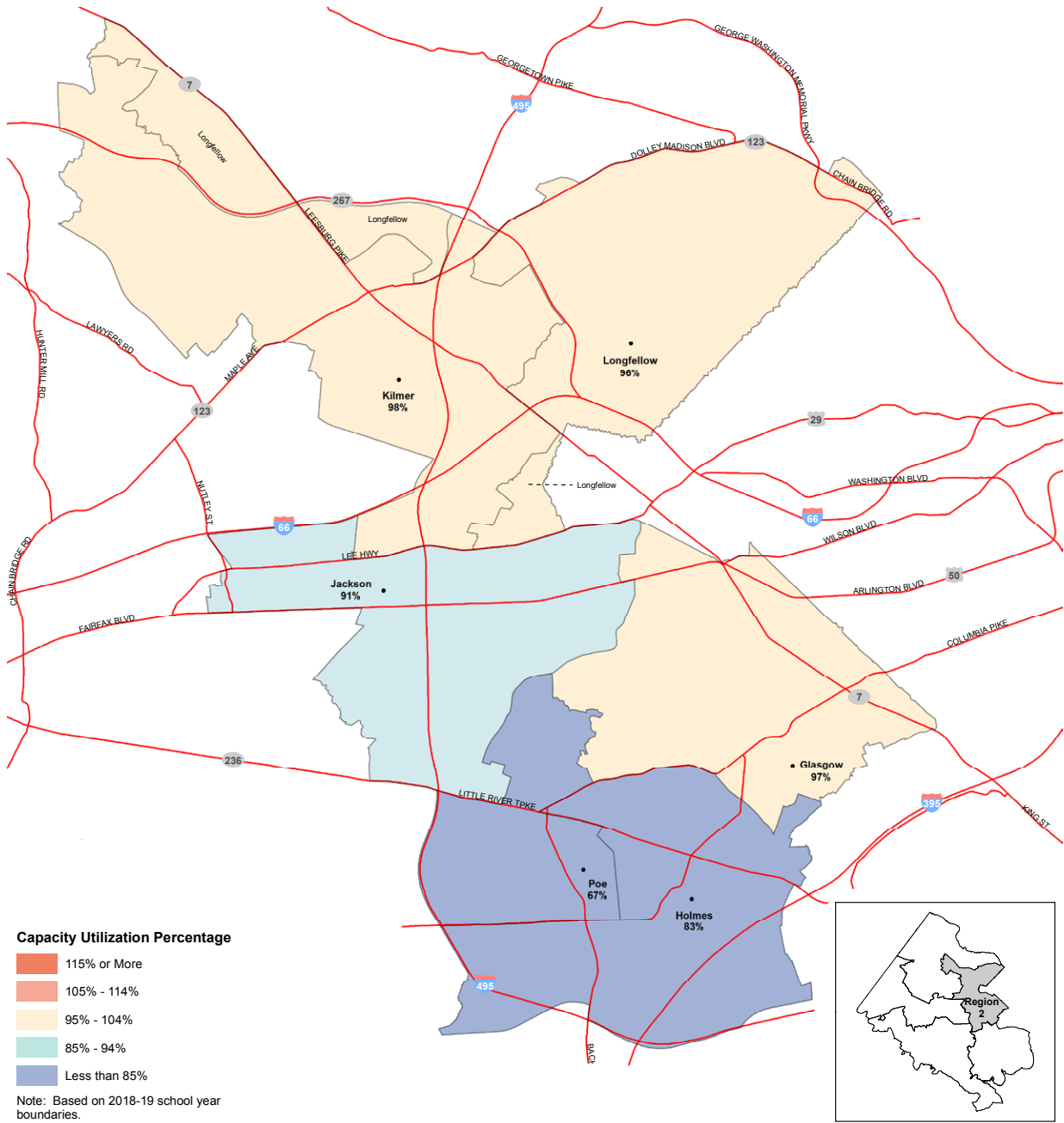




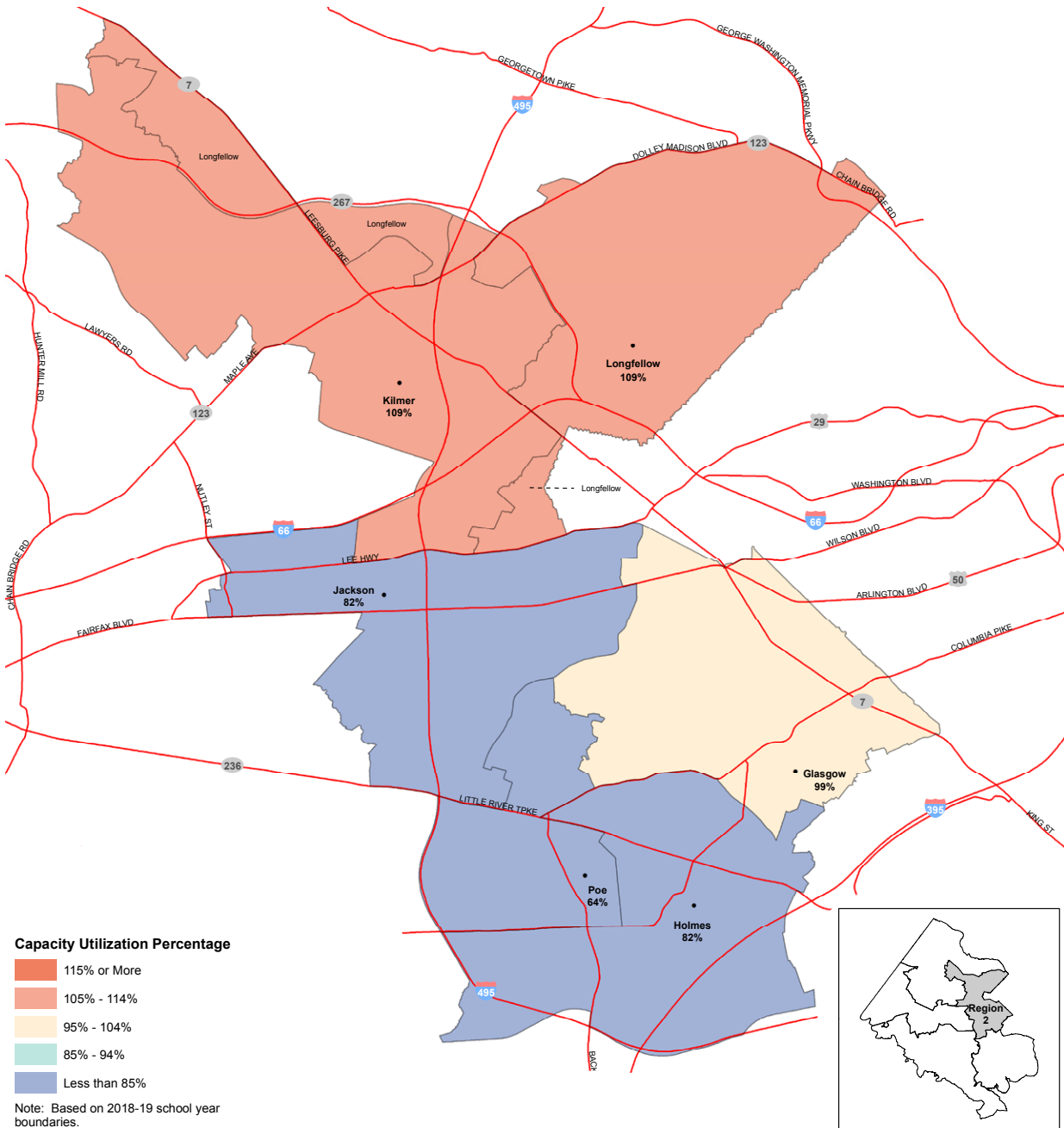
# REGION 2 MIDDLE SCHOOL CAPACITY

# CURRENT

SY 2018-19



# REGION 2 MIDDLE SCHOOL CAPACITY PROJECTED | SY 2023-24

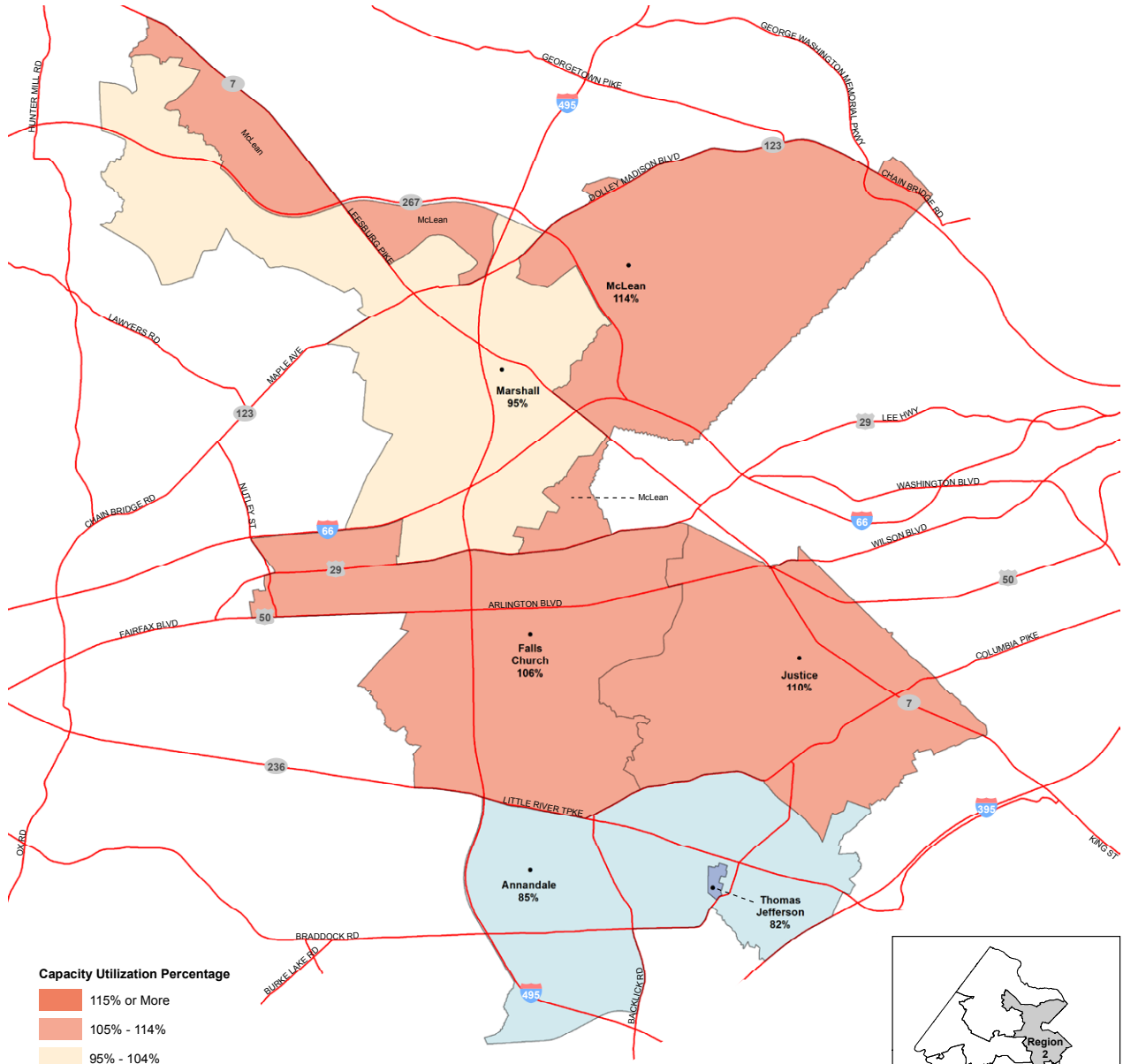


REGION 2

# REGION 2 HIGH SCHOOL CAPACITY

# CURRENT

SY 2018-19



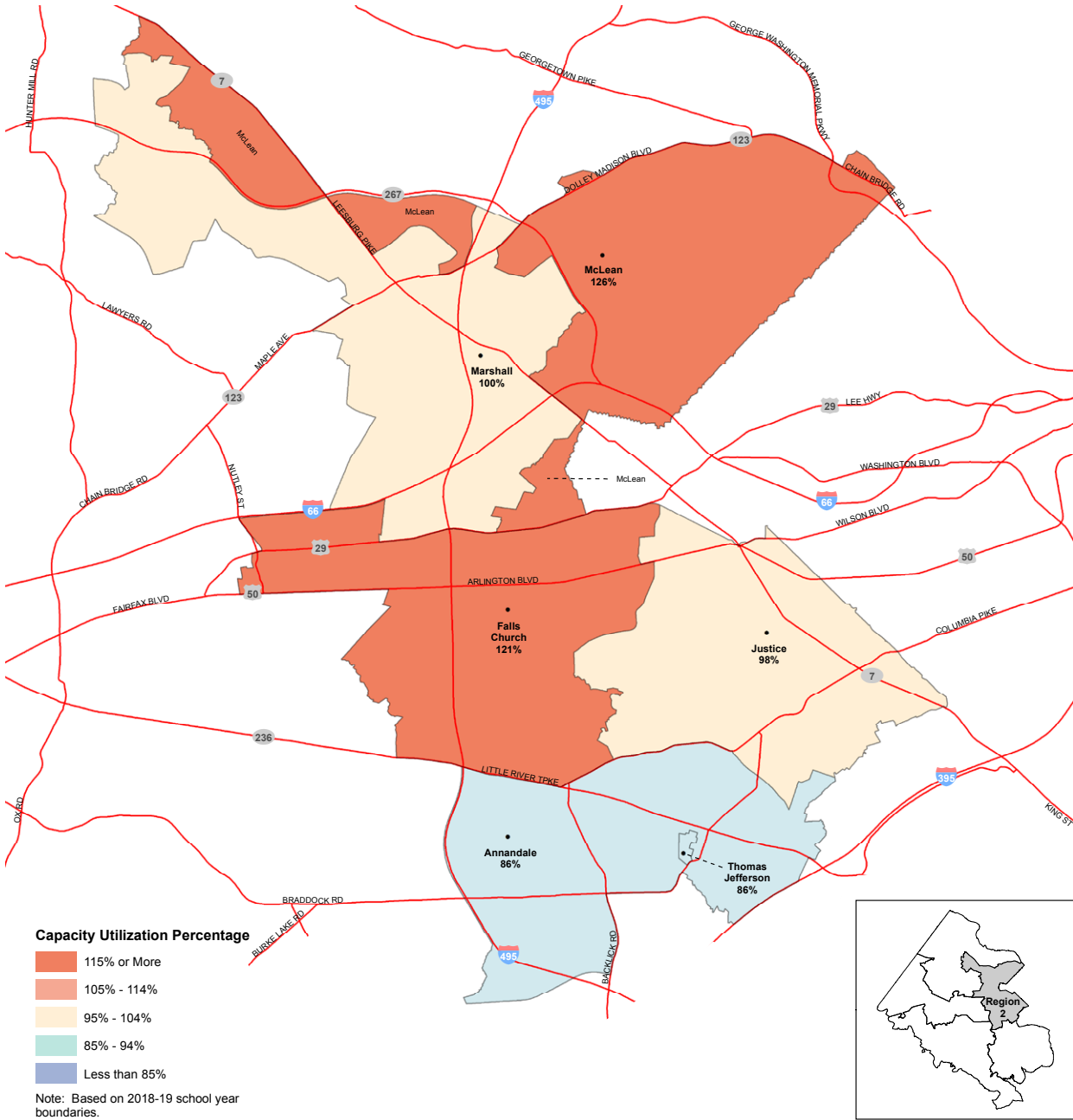
**Capacity Utilization Percentage**

- 115% or More
- 105% - 114%
- 95% - 104%
- 85% - 94%
- Less than 85%

Note: Based on 2018-19 school year boundaries.



# REGION 2 HIGH SCHOOL CAPACITY PROJECTED | SY 2023-24



REGION 2



## SOLUTIONS

The following is a list of potential solutions to consider to alleviate current and projected school capacity deficit(s). For consideration purposes, as many options as possible have been identified for each school, in no significant order and may be contingent on other potential solutions listed. Any option(s) chosen for implementation will be discussed and decided through a transparent process with the appropriate stakeholders, in accordance with School Board Policies and Regulations.

- A. Increase efficiency by reassigning instructional spaces within a school to accommodate increase in membership
- B. Possible program changes
- C. Minor interior facility modifications to create additional instructional space and help to accommodate capacity deficit
- D. Add temporary classrooms to accommodate short-term capacity deficit
- E. Repurpose existing inventory of school facilities not currently being used as schools
- F. Capacity enhancement through either a modular or building addition
- G. A new Fairfax/Oakton Area Elementary School has been proposed for planning in the 2017 Bond Referendum to provide capacity relief within the area
- H. Potential boundary adjustment with schools having a capacity surplus

### Schools in Construction

The following table lists the schools that are in construction in the current year. The schools remain listed until the anticipated completion of the project. Construction projects include:

- Partial or full renovation of the existing school building—a renovation can result in an increase or decrease of design capacity due to restructuring of uses to provide efficient instructional spaces per the educational specifications
- Replacement of modular building with a permanent structure that adjoins the existing school building—this type of renovation can result in an increase or decrease in design capacity due to restructuring of uses to provide efficient instructional spaces per the educational specifications
- Permanent and adjoining building addition with minor modification to the existing building—additions typically result in an increase of design capacity of a school
- Modular building addition on a school site—this addition typically results in an increase of design capacity of a school

### Monitoring Student Membership

The following table lists the schools that are monitored for membership in the current school year. Based on the current and projected membership and current program capacity, these schools do not show a capacity deficit, but are monitored to ensure accommodation of unexpected population changes through solutions listed above.



| REGION | PYRAMID      | LEVEL | SCHOOL            | POTENTIAL SOLUTIONS        |
|--------|--------------|-------|-------------------|----------------------------|
| 2      | Anandale     | HS    | Anandale          | Monitor student membership |
| 2      | Anandale     | HS    | Thomas Jefferson  | Monitor student membership |
| 2      | Anandale     | MS    | Holmes            | Monitor student membership |
| 2      | Anandale     | MS    | Poe               | Monitor student membership |
| 2      | Anandale     | ES    | Anandale Terrace  | In construction            |
| 2      | Anandale     | ES    | Braddock          | A, B, H                    |
| 2      | Anandale     | ES    | Bren Mar Park     | A, B                       |
| 2      | Anandale     | ES    | Columbia          | A, B, F, H                 |
| 2      | Anandale     | ES    | Mason Crest       | Monitor student membership |
| 2      | Anandale     | ES    | North Springfield | Monitor student membership |
| 2      | Anandale     | ES    | Weyanoke          | Monitor student membership |
| 2      | Falls Church | HS    | Falls Church      | A, B, D, F, H              |
| 2      | Falls Church | MS    | Jackson           | Monitor student membership |
| 2      | Falls Church | ES    | Camelot           | Monitor student membership |
| 2      | Falls Church | ES    | Fairhill          | Monitor student membership |
| 2      | Falls Church | ES    | Graham Road       | Monitor student membership |
| 2      | Falls Church | ES    | Pine Spring       | A, B, C, E, F, H           |
| 2      | Falls Church | ES    | Westlawn          | B, D, E                    |
| 2      | Falls Church | ES    | Woodburn          | Monitor student membership |
| 2      | Justice      | HS    | Justice           | A, C, F, H                 |
| 2      | Justice      | MS    | Glasgow           | A, B, C, D, H              |
| 2      | Justice      | ES    | Bailey's          | Monitor student membership |
| 2      | Justice      | ES    | Bailey's Upper    | Monitor student membership |
| 2      | Justice      | ES    | Beech Tree        | Monitor student membership |
| 2      | Justice      | ES    | Belvedere         | Monitor student membership |
| 2      | Justice      | ES    | Glen Forest       | A, B, C, F, H              |
| 2      | Justice      | ES    | Parklawn          | Monitor student membership |
| 2      | Justice      | ES    | Sleepy Hollow     | Monitor student membership |
| 2      | Marshall     | HS    | Marshall          | A, B                       |
| 2      | Marshall     | MS    | Kilmer            | B, F, H                    |
| 2      | Marshall     | ES    | Freedom Hill      | Monitor student membership |
| 2      | Marshall     | ES    | Lemon Road        | B, D, E, H                 |
| 2      | Marshall     | ES    | Shrevewood        | B, D, E, F, H              |
| 2      | Marshall     | ES    | Stenwood          | A, B, C, D, E, H           |
| 2      | Marshall     | ES    | Westbriar         | Monitor student membership |
| 2      | Marshall     | ES    | Westgate          | Monitor student membership |
| 2      | McLean       | HS    | McLean            | A, C, D, F, H              |
| 2      | McLean       | MS    | Longfellow        | B, D, H                    |
| 2      | McLean       | ES    | Chesterbrook      | A, C, D, F                 |
| 2      | McLean       | ES    | Franklin Sherman  | Monitor student membership |
| 2      | McLean       | ES    | Haycock           | A, B, C, D, E, H           |
| 2      | McLean       | ES    | Kent Gardens      | B, D, E, F, H              |
| 2      | McLean       | ES    | Timber Lane       | Monitor student membership |

# REGION 2



<sup>1</sup> Additional ECCB and PAC sites at Pimmit Hills Center.

<sup>2</sup> Public Day sites at Cedar Lane School, Quander Road School, Burke School, Kilmer Center and Key Center.

<sup>3</sup> Governor's School.

**Y** - Accepts students from inside and outside school boundary.

**Y-SB** - School-based students only.

**Y-HI** - Program for students with hearing impairment.

## SY 2018–19 Instructional and Special Education School Programs

### PROGRAM ABBREVIATIONS:

|                           |   |
|---------------------------|---|
| <b>FECEP / HEAD START</b> | FAMILY AND EARLY CHILDHOOD EDUCATION PROGRAM / HEAD START |
| <b>EHS</b>                | EARLY HEAD START  |
| <b>ES AAP</b>             | ELEMENTARY SCHOOL ADVANCED ACADEMIC PROGRAMS              |
| <b>MS AAP</b>             | MIDDLE SCHOOL ADVANCED ACADEMIC PROGRAMS                  |
| <b>HS AP</b>              | HIGH SCHOOL ADVANCED PLACEMENT                            |
| <b>HS IB</b>              | HIGH SCHOOL INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM   |
| <b>HS ACADEMY</b>         | HIGH SCHOOL ACADEMY                                       |
| <b>ECCB</b>               | EARLY CHILDHOOD CLASS-BASED                               |
| <b>PAC</b>                | PRESCHOOL AUTISM CLASS                                    |
| <b>AUT</b>                | AUTISM  |
| <b>CSS</b>                | COMPREHENSIVE SERVICES SITE                               |
| <b>ID</b>                 | INTELLECTUAL DISABILITIES                                 |
| <b>IDS</b>                | INTELLECTUAL DISABILITIES SEVERE                          |
| <b>DHOH</b>               | DEAF OR HARD OF HEARING                                   |
| <b>BVI</b>                | BLIND AND VISUALLY IMPAIRED                               |
| <b>PD</b>                 | PHYSICAL DISABILITIES                                     |
| <b>STEP</b>               | SECONDARY TRANSITION TO EMPLOYMENT PROGRAM                |

# REGION 2



## SY 2018-19 CAPACITY, MEMBERSHIP, AND PROJECTIONS | REGION 2

## ANNANDALE HS PYRAMID

| FACILITY                 |                 | SY 2018-19       |            |                                |                      |                    | PROJECTED MEMBERSHIP |         |         |         |         | PROJECTED PROGRAM CAPACITY UTILIZATION % |         |         |         |         |
|--------------------------|-----------------|------------------|------------|--------------------------------|----------------------|--------------------|----------------------|---------|---------|---------|---------|--|---------|---------|---------|---------|
| SCHOOL                   | DESIGN CAPACITY | PROGRAM CAPACITY | MEMBERSHIP | PROGRAM CAPACITY UTILIZATION % | TEMPORARY CLASSROOMS | MODULAR CLASSROOMS | SY19-20              | SY20-21 | SY21-22 | SY22-23 | SY23-24 | SY19-20                                  | SY20-21 | SY21-22 | SY22-23 | SY23-24 |
| Annandale HS             | 2,562           | 2,560            | 2,173      | 85%                            | 14                   | 14                 | 2,119                | 2,144   | 2,166   | 2,156   | 2,197   | 83%                                      | 84%     | 85%     | 84%     | 86%     |
| Thomas Jefferson HS      | 2,165           | 2,164            | 1,781      | 82%                            | -                    | -                  | 1,805                | 1,811   | 1,836   | 1,855   | 1,855   | 83%                                      | 84%     | 85%     | 86%     | 86%     |
| Holmes MS                | 1,176           | 1,154            | 956        | 83%                            | -                    | -                  | 991                  | 1,011   | 998     | 964     | 946     | 86%                                      | 88%     | 86%     | 84%     | 82%     |
| Poe MS                   | 1,356           | 1,356            | 913        | 67%                            | 5                    | -                  | 945                  | 936     | 900     | 873     | 866     | 70%                                      | 69%     | 66%     | 64%     | 64%     |
| Annandale Terrace ES     | 980/750         | 778              | 643        | 83%                            | 19                   | 10                 | 633                  | 619     | 617     | 604     | 606     | 81%                                      | 83%     | 82%     | 81%     | 81%     |
| Braddock ES <sup>2</sup> | 1,176/900       | 916              | 832        | 91%                            | 10                   | 10                 | 846                  | 854     | 867     | 889     | 904     | 92%                                      | 93%     | 95%     | 97%     | 100%    |
| Bren Mar Park ES         | 668             | 486              | 499        | 103%                           | 11                   | -                  | 477                  | 453     | 460     | 447     | 448     | 98%                                      | 93%     | 95%     | 92%     | 92%     |
| Columbia ES              | 504             | 449              | 482        | 107%                           | 6                    | -                  | 488                  | 481     | 485     | 469     | 464     | 109%                                     | 107%    | 108%    | 104%    | 103%    |
| Mason Crest ES           | 1,064           | 680              | 576        | 85%                            | -                    | -                  | 594                  | 598     | 603     | 625     | 643     | 87%                                      | 88%     | 89%     | 92%     | 95%     |
| North Springfield ES     | 782             | 599              | 495        | 83%                            | -                    | -                  | 504                  | 508     | 504     | 495     | 496     | 84%                                      | 85%     | 84%     | 83%     | 83%     |
| Wyanoke ES               | 828             | 609              | 546        | 90%                            | 6                    | -                  | 543                  | 549     | 540     | 539     | 532     | 89%                                      | 90%     | 89%     | 89%     | 87%     |

## FALLS CHURCH HS PYRAMID

| FACILITY                  |                 | SY 2018-19       |            |                                |                      |                    | PROJECTED MEMBERSHIP |         |         |         |         | PROJECTED PROGRAM CAPACITY UTILIZATION % |         |         |         |         |
|---------------------------|-----------------|------------------|------------|--------------------------------|----------------------|--------------------|----------------------|---------|---------|---------|---------|--|---------|---------|---------|---------|
| SCHOOL                    | DESIGN CAPACITY | PROGRAM CAPACITY | MEMBERSHIP | PROGRAM CAPACITY UTILIZATION % | TEMPORARY CLASSROOMS | MODULAR CLASSROOMS | SY19-20              | SY20-21 | SY21-22 | SY22-23 | SY23-24 | SY19-20                                  | SY20-21 | SY21-22 | SY22-23 | SY23-24 |
| Falls Church HS           | 1,962           | 1,945            | 2,062      | 106%                           | 8                    | -                  | 2,026                | 2,024   | 2,111   | 2,225   | 2,358   | 104%                                     | 104%    | 109%    | 114%    | 121%    |
| Jackson MS <sup>1,3</sup> | 1,314           | 1,223            | 1,113      | 91%                            | 17                   | -                  | 994                  | 1,009   | 1,024   | 1,028   | 1,005   | 81%                                      | 83%     | 84%     | 84%     | 82%     |
| Camelot ES <sup>2</sup>   | 764             | 755              | 606        | 80%                            | 2                    | -                  | 619                  | 603     | 595     | 569     | 553     | 82%                                      | 80%     | 79%     | 75%     | 73%     |
| Fairhill ES               | 672             | 627              | 563        | 90%                            | 6                    | -                  | 581                  | 591     | 590     | 596     | 608     | 93%                                      | 94%     | 94%     | 95%     | 97%     |
| Graham Road ES            | 616             | 504              | 431        | 86%                            | 4                    | -                  | 422                  | 420     | 402     | 397     | 395     | 84%                                      | 83%     | 80%     | 79%     | 78%     |
| Pine Spring ES            | 724             | 480              | 607        | 126%                           | 13                   | -                  | 615                  | 633     | 631     | 641     | 654     | 128%                                     | 132%    | 131%    | 134%    | 136%    |
| Westlawn ES               | 912             | 798              | 804        | 101%                           | 4                    | -                  | 796                  | 783     | 778     | 779     | 781     | 100%                                     | 98%     | 97%     | 98%     | 98%     |
| Woodburn ES               | 588             | 492              | 488        | 99%                            | 7                    | -                  | 482                  | 480     | 469     | 472     | 467     | 98%                                      | 98%     | 95%     | 96%     | 95%     |

## JUSTICE HS PYRAMID

| FACILITY                  |                 | SY 2018-19       |            |                                |                      |                    | PROJECTED MEMBERSHIP |         |         |         |         | PROJECTED PROGRAM CAPACITY UTILIZATION % |         |         |         |         |
|---------------------------|-----------------|------------------|------------|--------------------------------|----------------------|--------------------|----------------------|---------|---------|---------|---------|--|---------|---------|---------|---------|
| SCHOOL                    | DESIGN CAPACITY | PROGRAM CAPACITY | MEMBERSHIP | PROGRAM CAPACITY UTILIZATION % | TEMPORARY CLASSROOMS | MODULAR CLASSROOMS | SY19-20              | SY20-21 | SY21-22 | SY22-23 | SY23-24 | SY19-20                                  | SY20-21 | SY21-22 | SY22-23 | SY23-24 |
| Justice HS                | 1,994/2,500     | 1,990            | 2,188      | 110%                           | -                    | -                  | 2,191                | 2,198   | 2,292   | 2,387   | 2,452   | 110%                                     | 110%    | 115%    | 120%    | 99%     |
| Glasgow MS <sup>2,3</sup> | 1,959           | 1,860            | 1,807      | 97%                            | -                    | 10                 | 1,921                | 1,970   | 1,922   | 1,872   | 1,840   | 103%                                     | 106%    | 103%    | 101%    | 99%     |
| Bailey's ES               | 1,360           | 864              | 760        | 88%                            | 4                    | 10                 | 777                  | 726     | 716     | 705     | 730     | 90%                                      | 84%     | 83%     | 82%     | 84%     |
| Bailey's Upper ES         | 812             | 718              | 550        | 77%                            | -                    | -                  | 509                  | 506     | 527     | 535     | 490     | 71%                                      | 70%     | 73%     | 75%     | 68%     |
| Beech Tree ES             | 592             | 488              | 375        | 77%                            | -                    | -                  | 384                  | 375     | 385     | 395     | 406     | 79%                                      | 77%     | 79%     | 81%     | 83%     |
| Belvedere ES <sup>3</sup> | 840             | 669              | 656        | 98%                            | 6                    | -                  | 663                  | 649     | 628     | 638     | 636     | 99%                                      | 97%     | 94%     | 95%     | 95%     |
| Glen Forest ES            | 1,344           | 1,096            | 1,100      | 100%                           | 12                   | 17                 | 1,089                | 1,092   | 1,104   | 1,105   | 1,121   | 99%                                      | 100%    | 101%    | 101%    | 102%    |
| Parklawn ES               | 1,192           | 822              | 672        | 82%                            | 7                    | 10                 | 635                  | 619     | 612     | 602     | 576     | 77%                                      | 75%     | 74%     | 73%     | 70%     |
| Sleepy Hollow ES          | 594             | 478              | 449        | 94%                            | 5                    | -                  | 448                  | 441     | 453     | 442     | 430     | 94%                                      | 92%     | 95%     | 92%     | 90%     |

## MARSHALL HS PYRAMID

| FACILITY                   |                 | SY 2018-19       |            |                                |                      | PROJECTED MEMBERSHIP |         |         |         |         | PROJECTED PROGRAM CAPACITY UTILIZATION % |         |         |         |         |         |
|----------------------------|-----------------|------------------|------------|--------------------------------|----------------------|----------------------|---------|---------|---------|---------|--|---------|---------|---------|---------|---------|
| SCHOOL                     | DESIGN CAPACITY | PROGRAM CAPACITY | MEMBERSHIP | PROGRAM CAPACITY UTILIZATION % | TEMPORARY CLASSROOMS | MODULAR CLASSROOMS   | SY19-20 | SY20-21 | SY21-22 | SY22-23 | SY23-24                                  | SY19-20 | SY20-21 | SY21-22 | SY22-23 | SY23-24 |
| Marshall HS <sup>2</sup>   | 2,334           | 2,332            | 2,224      | 95%                            | -                    | 12                   | 2,193   | 2,206   | 2,209   | 2,274   | 2,339                                    | 94%     | 95%     | 95%     | 98%     | 100%    |
| Kilmer MS <sup>3</sup>     | 1,152           | 1,152            | 1,130      | 98%                            | 14                   | -                    | 1,147   | 1,204   | 1,260   | 1,270   | 1,255                                    | 100%    | 105%    | 109%    | 110%    | 109%    |
| Freedom Hill ES            | 672             | 649              | 580        | 89%                            | 5                    | -                    | 559     | 537     | 500     | 510     | 489                                      | 86%     | 83%     | 77%     | 79%     | 75%     |
| Lemon Road ES <sup>3</sup> | 616             | 583              | 601        | 103%                           | 2                    | -                    | 618     | 590     | 579     | 565     | 555                                      | 106%    | 101%    | 99%     | 97%     | 95%     |
| Shreveport ES              | 728             | 655              | 773        | 118%                           | 7                    | -                    | 784     | 797     | 797     | 815     | 821                                      | 120%    | 122%    | 122%    | 124%    | 125%    |
| Stenwood ES                | 596             | 589              | 571        | 97%                            | 2                    | -                    | 607     | 591     | 585     | 582     | 559                                      | 103%    | 100%    | 99%     | 99%     | 95%     |
| Westbriar ES               | 1,036           | 972              | 877        | 90%                            | -                    | -                    | 882     | 871     | 876     | 888     | 889                                      | 91%     | 90%     | 90%     | 91%     | 91%     |
| Westgate ES                | 790             | 700              | 566        | 81%                            | -                    | -                    | 592     | 588     | 609     | 604     | 590                                      | 85%     | 84%     | 87%     | 86%     | 84%     |

## MCLEAN HS PYRAMID

| FACILITY                         |                 | SY 2018-19       |            |                                |                      | PROJECTED MEMBERSHIP |         |         |         |         | PROJECTED PROGRAM CAPACITY UTILIZATION % |         |         |         |         |         |
|----------------------------------|-----------------|------------------|------------|--------------------------------|----------------------|----------------------|---------|---------|---------|---------|--|---------|---------|---------|---------|---------|
| SCHOOL                           | DESIGN CAPACITY | PROGRAM CAPACITY | MEMBERSHIP | PROGRAM CAPACITY UTILIZATION % | TEMPORARY CLASSROOMS | MODULAR CLASSROOMS   | SY19-20 | SY20-21 | SY21-22 | SY22-23 | SY23-24                                  | SY19-20 | SY20-21 | SY21-22 | SY22-23 | SY23-24 |
| McLean HS                        | 1,993           | 1,982            | 2,255      | 114%                           | 14                   | -                    | 2,329   | 2,389   | 2,429   | 2,524   | 2,505                                    | 118%    | 121%    | 123%    | 127%    | 126%    |
| Longfellow MS <sup>2,3</sup>     | 1,374           | 1,374            | 1,319      | 96%                            | 2                    | -                    | 1,306   | 1,434   | 1,435   | 1,421   | 1,500                                    | 95%     | 104%    | 104%    | 103%    | 109%    |
| Chesterbrook ES                  | 700             | 667              | 693        | 104%                           | 4                    | -                    | 701     | 695     | 719     | 721     | 713                                      | 105%    | 104%    | 108%    | 108%    | 107%    |
| Franklin Sherman ES <sup>2</sup> | 504             | 437              | 392        | 90%                            | -                    | -                    | 389     | 389     | 364     | 361     | 350                                      | 89%     | 89%     | 83%     | 83%     | 80%     |
| Haycock ES <sup>2,3</sup>        | 932             | 896              | 986        | 110%                           | 4                    | -                    | 990     | 984     | 997     | 982     | 957                                      | 110%    | 110%    | 111%    | 110%    | 107%    |
| Kent Gardens ES                  | 896             | 848              | 996        | 117%                           | 8                    | -                    | 1,010   | 981     | 955     | 976     | 966                                      | 119%    | 116%    | 113%    | 115%    | 114%    |
| Timber Lane ES <sup>3</sup>      | 868             | 690              | 633        | 92%                            | 2                    | -                    | 602     | 606     | 597     | 573     | 568                                      | 87%     | 88%     | 87%     | 83%     | 82%     |

<sup>1</sup> Boundary study impact. Schools currently going through phased-in boundary changes

<sup>2</sup> Program or facility changes

<sup>3</sup> General education and AAP center school

### Notes:

1. A guide to understanding the information on these tables can be found at the beginning of the Membership and Capacity Comparisons section.
2. Membership numbers include: general education, special education, AAP, FECEP/Head Start and preschool (wherever applicable) students. Membership numbers do not include adult education, private school special education, home schooled, multi-agency, or special education centers.
3. For schools with utilization percentage in **red**, refer to Potential Capacity Solutions table for this region.
4. Numbers in *italics* and highlighted in **yellow** are future design capacity and projected capacity utilization percentages after a renovation or capacity enhancement.
5. Pre-construction program capacity is used for schools currently in construction. For a list of schools in construction, refer to Potential Capacity Solutions table for this region.

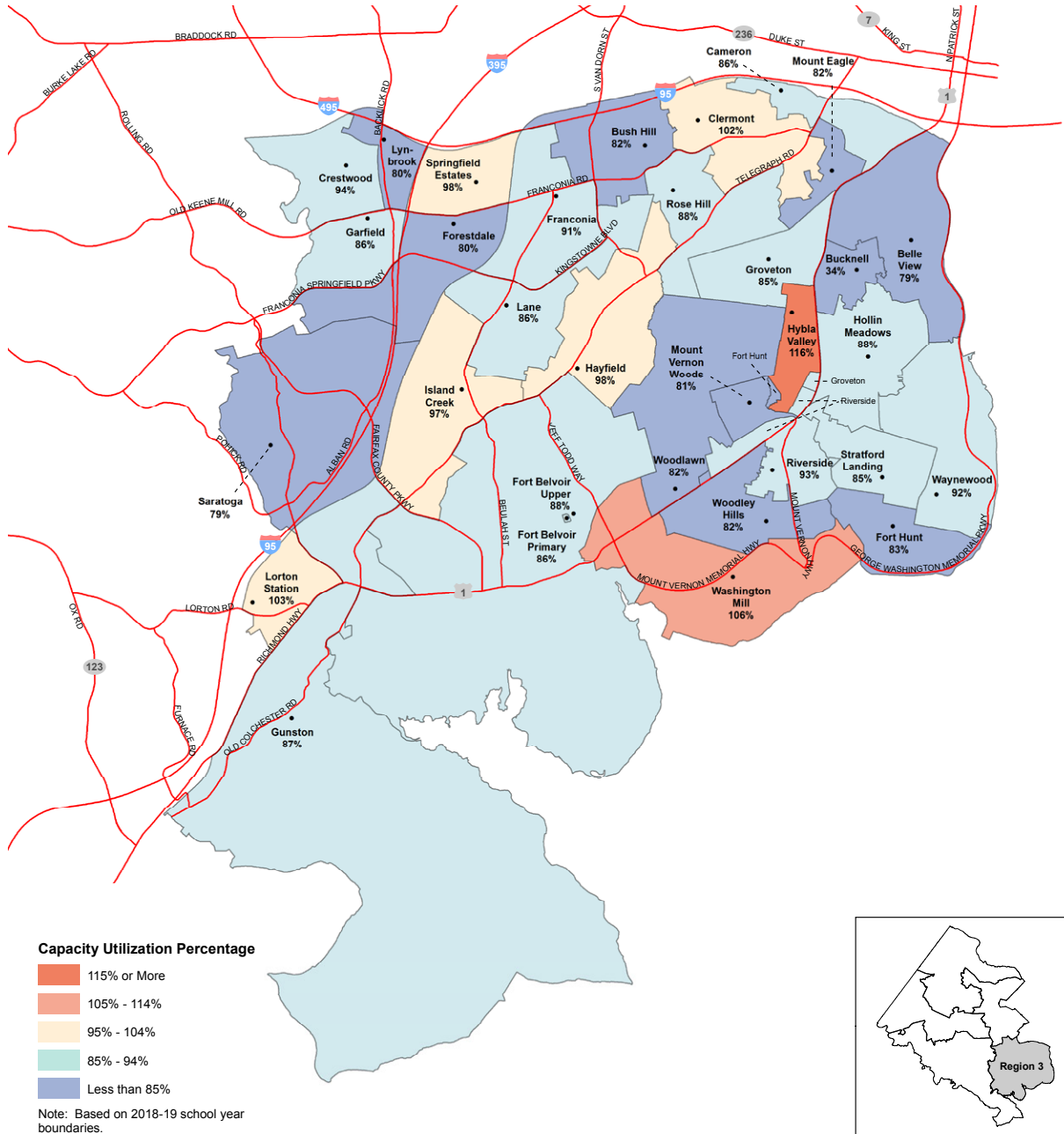
### Sources:

- Membership: FCPS, *Certified Membership*, September 30, 2018
- Projected Membership: FCPS, *Membership Projections*, Fall 2018
- Program Capacity and Modular Classrooms: FCPS, *Capacity and Utilization Surveys*, SY 2018-19
- Temporary Classrooms: FCPS, *Design and Construction, Trailer Asset Report*, October 2018

To view information pertaining to Capacity and Membership, Facilities and Sites, and Pyramid and Special Programs, please visit the FCPS Facility and Enrollment Dashboard at [www.fcps.edu/enrollmentdashboard](http://www.fcps.edu/enrollmentdashboard).

# REGION 3 ELEMENTARY SCHOOL CAPACITY

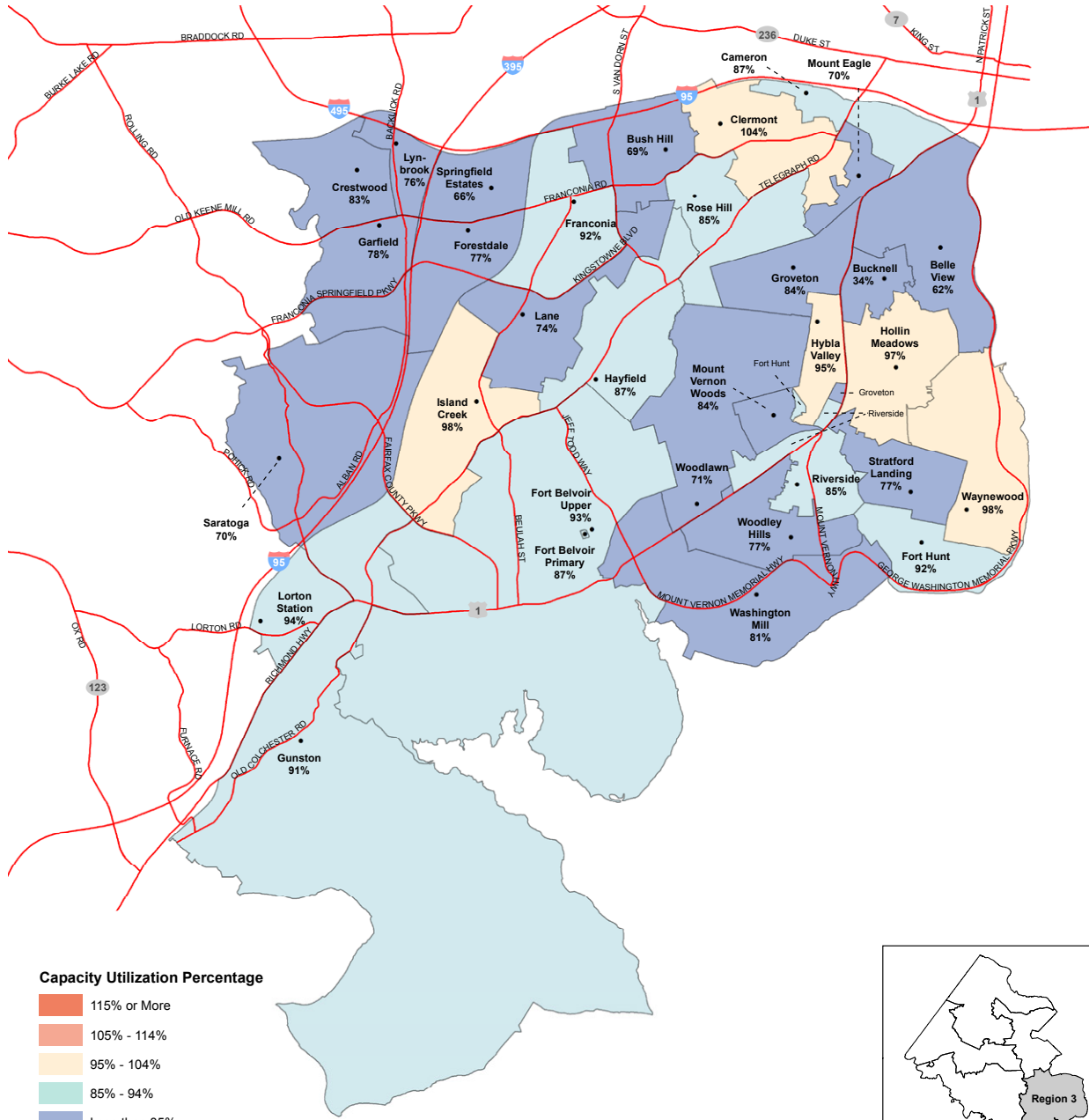
## CURRENT | SY 2018-19 new





# REGION 3 ELEMENTARY SCHOOL CAPACITY PROJECTED | SY 2023-24

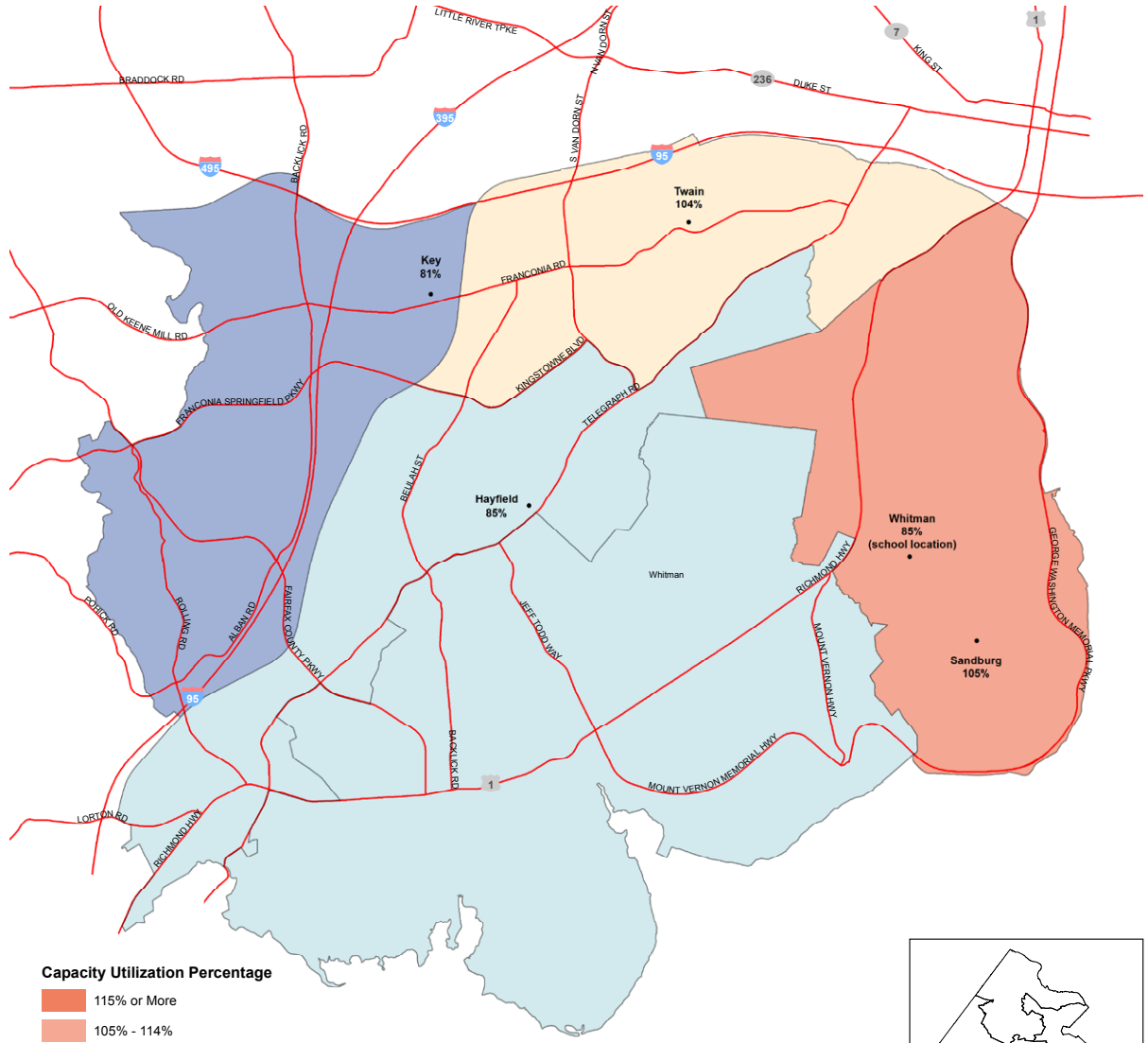
# REGION 3



# REGION 3 MIDDLE SCHOOL CAPACITY

# CURRENT

SY 2018-19



**Capacity Utilization Percentage**

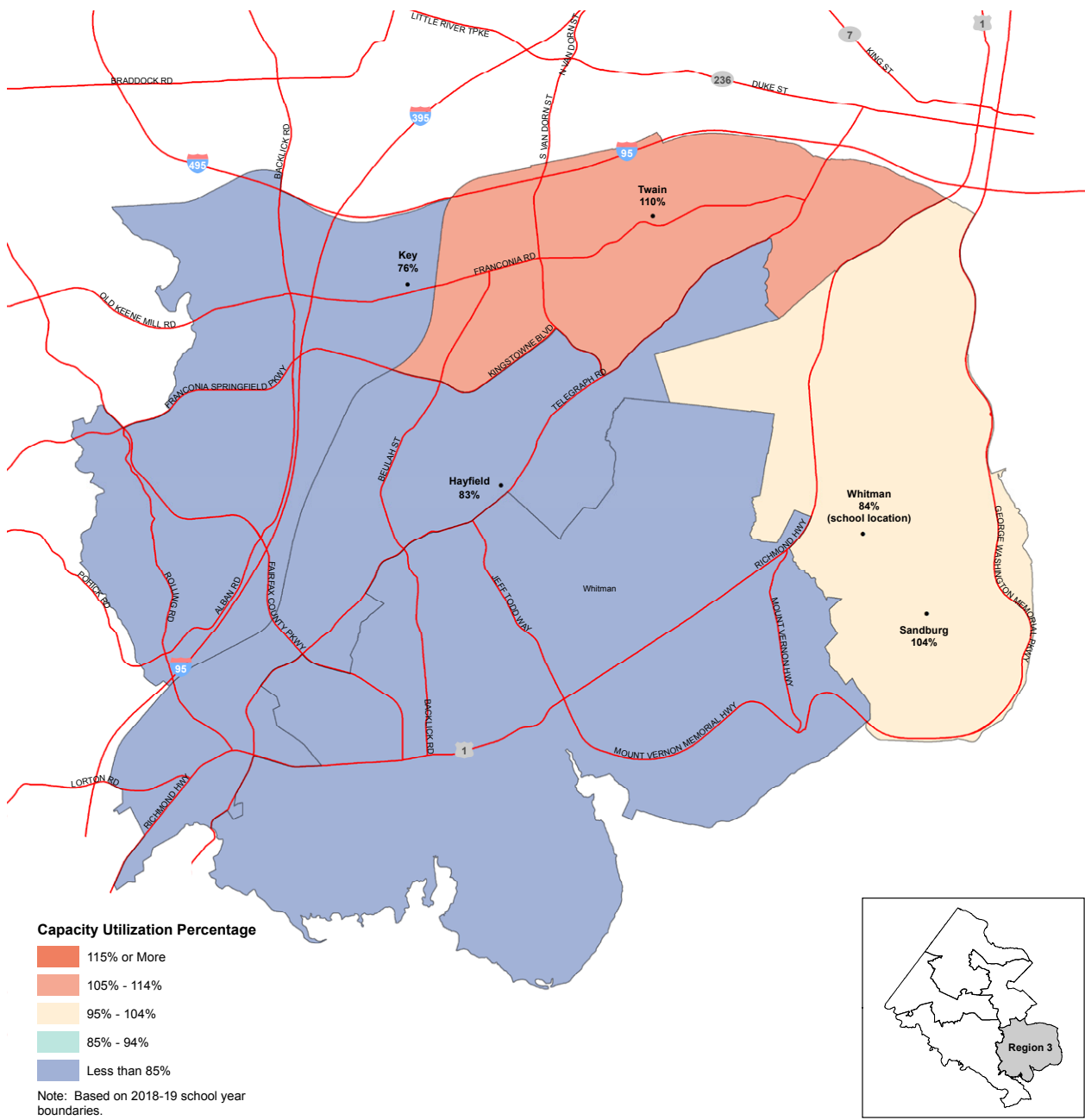
- 115% or More
- 105% - 114%
- 95% - 104%
- 85% - 94%
- Less than 85%

Note: Based on 2018-19 school year boundaries.



# REGION 3 MIDDLE SCHOOL CAPACITY PROJECTED | SY 2023-24

# REGION 3

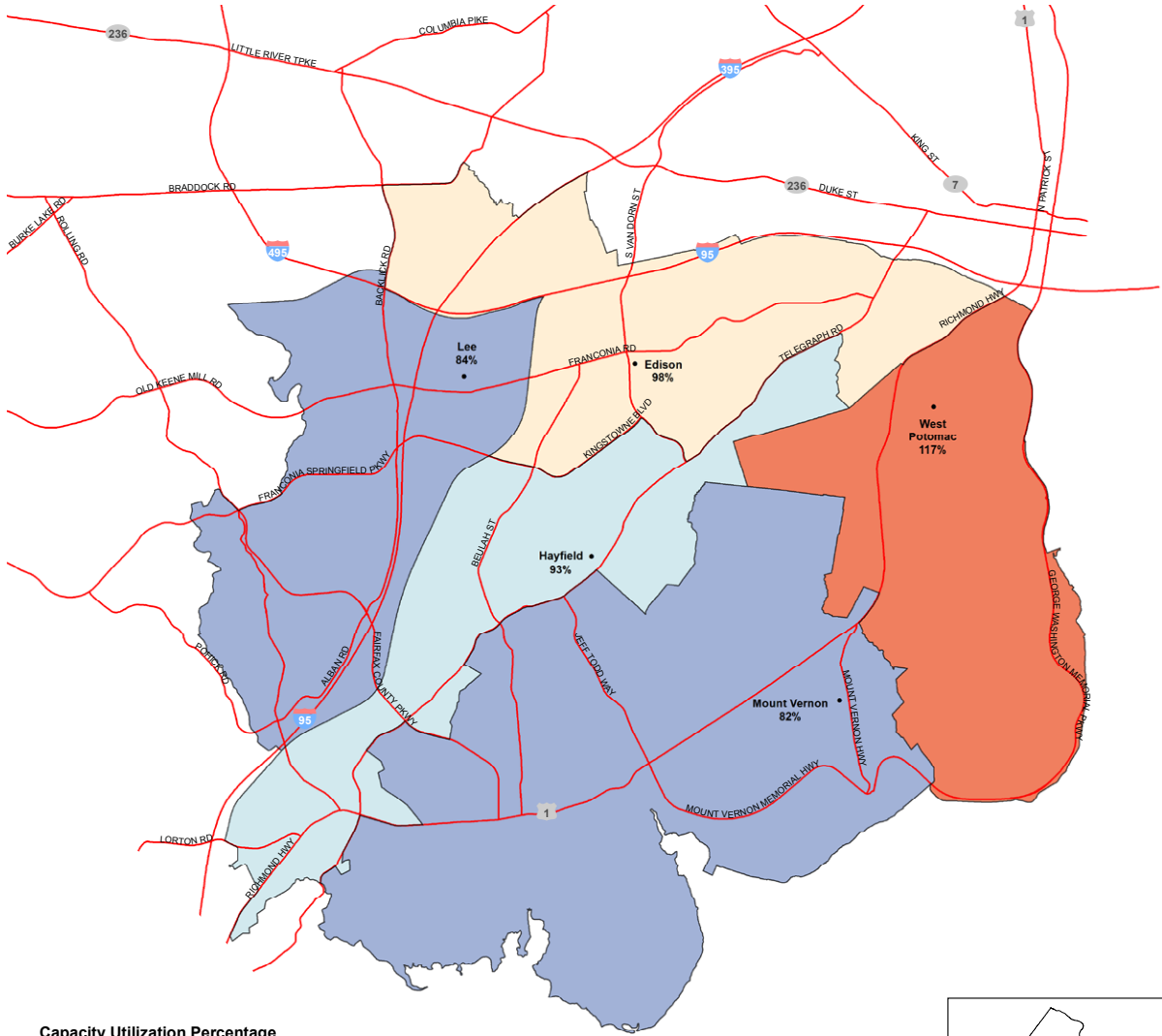


# REGION 3 HIGH SCHOOL CAPACITY

# CURRENT

SY 2018-19

**new**



**Capacity Utilization Percentage**

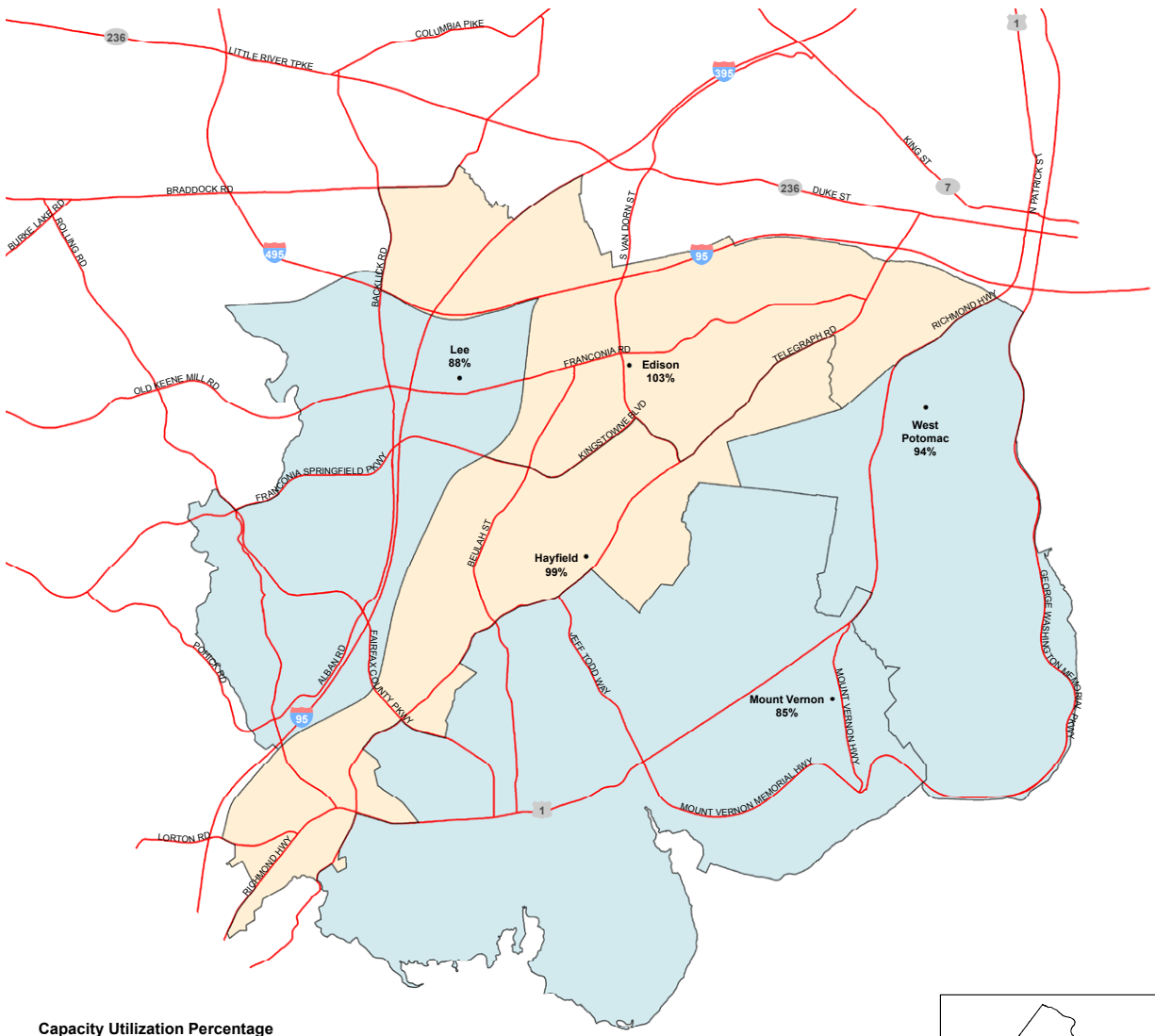
- 115% or More
- 105% - 114%
- 95% - 104%
- 85% - 94%
- Less than 85%

Note: Based on 2018-19 school year boundaries.



# REGION 3 HIGH SCHOOL CAPACITY

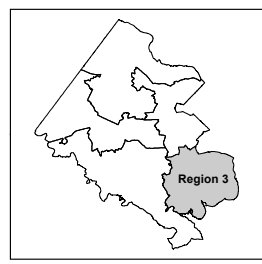
# PROJECTED | SY 2023-24



**Capacity Utilization Percentage**

- 115% or More
- 105% - 114%
- 95% - 104%
- 85% - 94%
- Less than 85%

Note: Based on 2018-19 school year boundaries.



REGION 3

## SOLUTIONS

The following is a list of potential solutions to consider to alleviate current and projected school capacity deficit(s). For consideration purposes, as many options as possible have been identified for each school, in no significant order and may be contingent on other potential solutions listed. Any option(s) chosen for implementation will be discussed and decided through a transparent process with the appropriate stakeholders, in accordance with School Board Policies and Regulations.

- A. Increase efficiency by reassigning instructional spaces within a school to accommodate increase in membership
- B. Possible program changes
- C. Minor interior facility modifications to create additional instructional space and help to accommodate capacity deficit
- D. Add temporary classrooms to accommodate short-term capacity deficit
- E. Repurpose existing inventory of school facilities not currently being used as schools
- F. Capacity enhancement through either a modular or building addition
- G. A new Fairfax/Oakton Area Elementary School has been proposed for planning in the 2017 Bond Referendum to provide capacity relief within the area
- H. Potential boundary adjustment with schools having a capacity surplus

### Schools in Construction

The following table lists the schools that are in construction in the current year. The schools remain listed until the anticipated completion of the project. Construction projects include:

- Partial or full renovation of the existing school building—a renovation can result in an increase or decrease of design capacity due to restructuring of uses to provide efficient instructional spaces per the educational specifications
- Replacement of modular building with a permanent structure that adjoins the existing school building—this type of renovation can result in an increase or decrease in design capacity due to restructuring of uses to provide efficient instructional spaces per the educational specifications
- Permanent and adjoining building addition with minor modification to the existing building—additions typically result in an increase of design capacity of a school
- Modular building addition on a school site—this addition typically results in an increase of design capacity of a school

### Monitoring Student Membership

The following table lists the schools that are monitored for membership in the current school year. Based on the current and projected membership and current program capacity, these schools do not show a capacity deficit, but are monitored to ensure accommodation of unexpected population changes through solutions listed above.



| REGION | PYRAMID      | LEVEL | SCHOOL               | POTENTIAL SOLUTIONS        |
|--------|--------------|-------|----------------------|----------------------------|
| 3      | Edison       | HS    | Edison               | A, B, C, D, H              |
| 3      | Edison       | MS    | Twain                | A, B, D, F, H              |
| 3      | Edison       | ES    | Clermont             | A, D, H                    |
| 3      | Edison       | ES    | Bush Hill            | In construction            |
| 3      | Edison       | ES    | Cameron              | Monitor student membership |
| 3      | Edison       | ES    | Franconia            | Monitor student membership |
| 3      | Edison       | ES    | Mount Eagle          | Monitor student membership |
| 3      | Edison       | ES    | Rose Hill            | Monitor student membership |
| 3      | Hayfield     | HS    | Hayfield             | Monitor student membership |
| 3      | Hayfield     | MS    | Hayfield             | Monitor student membership |
| 3      | Hayfield     | ES    | Lorton Station       | A, B, C, H                 |
| 3      | Hayfield     | ES    | Gunston              | Monitor student membership |
| 3      | Hayfield     | ES    | Hayfield ES          | Monitor student membership |
| 3      | Hayfield     | ES    | Island Creek         | Monitor student membership |
| 3      | Hayfield     | ES    | Lane                 | Monitor student membership |
| 3      | Lee          | HS    | Lee                  | Monitor student membership |
| 3      | Lee          | MS    | Key                  | Monitor student membership |
| 3      | Lee          | ES    | Crestwood            | Monitor student membership |
| 3      | Lee          | ES    | Forestdale           | Monitor student membership |
| 3      | Lee          | ES    | Garfield             | Monitor student membership |
| 3      | Lee          | ES    | Lynbrook             | Monitor student membership |
| 3      | Lee          | ES    | Saratoga             | Monitor student membership |
| 3      | Lee          | ES    | Springfield Estates  | Monitor student membership |
| 3      | Mount Vernon | HS    | Mount Vernon         | Monitor student membership |
| 3      | Mount Vernon | MS    | Whitman              | Monitor student membership |
| 3      | Mount Vernon | ES    | Washington Mill      | A, B                       |
| 3      | Mount Vernon | ES    | Mount Vernon Woods   | In construction            |
| 3      | Mount Vernon | ES    | Fort Belvoir Primary | Monitor student membership |
| 3      | Mount Vernon | ES    | Fort Belvoir Upper   | Monitor student membership |
| 3      | Mount Vernon | ES    | Riverside            | Monitor student membership |
| 3      | Mount Vernon | ES    | Woodlawn             | Monitor student membership |
| 3      | Mount Vernon | ES    | Woodley Hills        | Monitor student membership |
| 3      | West Potomac | HS    | West Potomac         | A, B, D, E, F, H           |
| 3      | West Potomac | MS    | Sandburg             | A, B, C, D, H              |
| 3      | West Potomac | ES    | Hybla Valley         | A, F, H                    |
| 3      | West Potomac | ES    | Belle View           | In construction            |
| 3      | West Potomac | ES    | Hollin Meadows       | In construction            |
| 3      | West Potomac | ES    | Waynewood            | In construction            |
| 3      | West Potomac | ES    | Bucknell             | Monitor student membership |
| 3      | West Potomac | ES    | Fort Hunt            | Monitor student membership |
| 3      | West Potomac | ES    | Groveton             | Monitor student membership |
| 3      | West Potomac | ES    | Stratford Landing    | Monitor student membership |

# REGION 3



<sup>1</sup> Additional ECCB and PAC sites at Pimmit Hills Center.

<sup>2</sup> Public Day sites at Cedar Lane School, Quander Road School, Burke School, Kilmer Center and Key Center.

**Y** - Accepts students from inside and outside school boundary.

**Y5B** - School-based students only.

**YHI** - Program for students with hearing impairment.

## SY 2018–19 Instructional and Special Education School Programs

### PROGRAM ABBREVIATIONS:

|                           |   |
|---------------------------|---|
| <b>FECEP / HEAD START</b> | FAMILY AND EARLY CHILDHOOD EDUCATION PROGRAM / HEAD START |
| <b>EHS</b>                | EARLY HEAD START  |
| <b>ES AAP</b>             | ELEMENTARY SCHOOL ADVANCED ACADEMIC PROGRAMS              |
| <b>MS AAP</b>             | MIDDLE SCHOOL ADVANCED ACADEMIC PROGRAMS                  |
| <b>HS AP</b>              | HIGH SCHOOL ADVANCED PLACEMENT                            |
| <b>HS IB</b>              | HIGH SCHOOL INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM   |
| <b>HS ACADEMY</b>         | HIGH SCHOOL ACADEMY                                       |
| <b>ECCB</b>               | EARLY CHILDHOOD CLASS-BASED                               |
| <b>PAC</b>                | PRESCHOOL AUTISM CLASS                                    |
| <b>AUT</b>                | AUTISM  |
| <b>CSS</b>                | COMPREHENSIVE SERVICES SITE                               |
| <b>ID</b>                 | INTELLECTUAL DISABILITIES                                 |
| <b>IDS</b>                | INTELLECTUAL DISABILITIES SEVERE                          |
| <b>DHOH</b>               | DEAF OR HARD OF HEARING                                   |
| <b>BVI</b>                | BLIND AND VISUALLY IMPAIRED                               |
| <b>PD</b>                 | PHYSICAL DISABILITIES                                     |
| <b>STEP</b>               | SECONDARY TRANSITION TO EMPLOYMENT PROGRAM                |

SY 2018-19 CAPACITY, MEMBERSHIP, AND PROJECTIONS | REGION 3

EDISON HS PYRAMID

| FACILITY                      | SY 2018-19      |                  |            |                                |                      | PROJECTED MEMBERSHIP |         |         |         | PROJECTED PROGRAM CAPACITY UTILIZATION % |         |         |         |         |         |         |
|-------------------------------|-----------------|------------------|------------|--------------------------------|----------------------|----------------------|---------|---------|---------|--|---------|---------|---------|---------|---------|---------|
|                               | DESIGN CAPACITY | PROGRAM CAPACITY | MEMBERSHIP | PROGRAM CAPACITY UTILIZATION % | TEMPORARY CLASSROOMS | MODULAR CLASSROOMS   | SY19-20 | SY20-21 | SY21-22 | SY22-23                                  | SY23-24 | SY19-20 | SY20-21 | SY21-22 | SY22-23 | SY23-24 |
| Edison HS                     | 2,138           | 2,135            | 2,087      | 98%                            | -                    | -                    | 2,139   | 2,143   | 2,170   | 2,198                                    | 2,196   | 100%    | 100%    | 102%    | 103%    | 103%    |
| Twain MS <sup>3</sup>         | 1,027           | 1,020            | 1,056      | 104%                           | 4                    | -                    | 1,085   | 1,126   | 1,097   | 1,062                                    | 1,126   | 106%    | 110%    | 108%    | 104%    | 110%    |
| Bush Hill ES <sup>1,2,3</sup> | 682/934         | 657              | 540        | 82%                            | -                    | -                    | 577     | 623     | 653     | 668                                      | 648     | 62%     | 67%     | 70%     | 72%     | 69%     |
| Cameron ES <sup>2</sup>       | 1,012           | 614              | 531        | 86%                            | -                    | 8                    | 546     | 550     | 550     | 544                                      | 535     | 89%     | 90%     | 90%     | 89%     | 87%     |
| Clermont ES                   | 624             | 616              | 625        | 102%                           | -                    | -                    | 662     | 646     | 645     | 650                                      | 643     | 108%    | 105%    | 105%    | 106%    | 104%    |
| Franconia ES                  | 616             | 586              | 533        | 91%                            | -                    | -                    | 558     | 532     | 558     | 539                                      | 539     | 95%     | 91%     | 95%     | 92%     | 92%     |
| Mount Eagle ES                | 548             | 464              | 379        | 82%                            | 2                    | 8                    | 364     | 351     | 344     | 331                                      | 327     | 78%     | 76%     | 74%     | 71%     | 70%     |
| Rose Hill ES                  | 1,260           | 794              | 698        | 88%                            | 1                    | 10                   | 691     | 672     | 685     | 686                                      | 676     | 87%     | 85%     | 86%     | 86%     | 85%     |

HAYFIELD HS PYRAMID

| FACILITY                       | SY 2018-19      |                  |            |                                |                      | PROJECTED MEMBERSHIP |         |         |         | PROJECTED PROGRAM CAPACITY UTILIZATION % |         |         |         |         |         |         |
|--------------------------------|-----------------|------------------|------------|--------------------------------|----------------------|----------------------|---------|---------|---------|--|---------|---------|---------|---------|---------|---------|
|                                | DESIGN CAPACITY | PROGRAM CAPACITY | MEMBERSHIP | PROGRAM CAPACITY UTILIZATION % | TEMPORARY CLASSROOMS | MODULAR CLASSROOMS   | SY19-20 | SY20-21 | SY21-22 | SY22-23                                  | SY23-24 | SY19-20 | SY20-21 | SY21-22 | SY22-23 | SY23-24 |
| Hayfield HS                    | 2,249           | 2,242            | 2,085      | 93%                            | -                    | -                    | 2,070   | 2,119   | 2,152   | 2,184                                    | 2,225   | 92%     | 95%     | 96%     | 97%     | 99%     |
| Hayfield MS                    | 1,283           | 1,117            | 948        | 85%                            | -                    | -                    | 953     | 966     | 974     | 948                                      | 928     | 85%     | 87%     | 87%     | 85%     | 83%     |
| Gunston ES                     | 744             | 601              | 524        | 87%                            | 4                    | -                    | 545     | 537     | 548     | 553                                      | 548     | 91%     | 89%     | 91%     | 92%     | 91%     |
| Hayfield ES                    | 840             | 798              | 779        | 98%                            | 2                    | -                    | 770     | 767     | 738     | 728                                      | 695     | 96%     | 96%     | 92%     | 91%     | 87%     |
| Island Creek ES                | 1,008           | 846              | 820        | 97%                            | -                    | -                    | 814     | 821     | 832     | 820                                      | 832     | 96%     | 97%     | 98%     | 97%     | 98%     |
| Lane ES                        | 1,008           | 865              | 742        | 86%                            | -                    | -                    | 713     | 680     | 669     | 648                                      | 637     | 82%     | 79%     | 77%     | 75%     | 74%     |
| Lorton Station ES <sup>3</sup> | 1,036           | 866              | 893        | 103%                           | 14                   | -                    | 870     | 832     | 824     | 807                                      | 812     | 100%    | 96%     | 95%     | 93%     | 94%     |

LEE HS PYRAMID

| FACILITY                              | SY 2018-19      |                  |            |                                |                      | PROJECTED MEMBERSHIP |         |         |         | PROJECTED PROGRAM CAPACITY UTILIZATION % |         |         |         |         |         |         |
|---------------------------------------|-----------------|------------------|------------|--------------------------------|----------------------|----------------------|---------|---------|---------|--|---------|---------|---------|---------|---------|---------|
|                                       | DESIGN CAPACITY | PROGRAM CAPACITY | MEMBERSHIP | PROGRAM CAPACITY UTILIZATION % | TEMPORARY CLASSROOMS | MODULAR CLASSROOMS   | SY19-20 | SY20-21 | SY21-22 | SY22-23                                  | SY23-24 | SY19-20 | SY20-21 | SY21-22 | SY22-23 | SY23-24 |
| Lee HS <sup>2</sup>                   | 2,139           | 2,045            | 1,723      | 84%                            | -                    | -                    | 1,732   | 1,720   | 1,780   | 1,791                                    | 1,791   | 85%     | 84%     | 87%     | 88%     | 88%     |
| Key MS                                | 1,164           | 988              | 796        | 81%                            | -                    | -                    | 780     | 809     | 803     | 788                                      | 747     | 79%     | 82%     | 81%     | 80%     | 76%     |
| Crestwood ES                          | 924             | 652              | 611        | 94%                            | 9                    | 10                   | 590     | 560     | 545     | 537                                      | 538     | 90%     | 86%     | 84%     | 82%     | 83%     |
| Forestdale ES                         | 868             | 630              | 507        | 80%                            | 6                    | 12                   | 481     | 489     | 490     | 487                                      | 483     | 76%     | 78%     | 78%     | 77%     | 77%     |
| Garfield ES                           | 576             | 414              | 357        | 86%                            | -                    | -                    | 348     | 341     | 338     | 319                                      | 323     | 84%     | 82%     | 82%     | 77%     | 78%     |
| Lynbrook ES                           | 940             | 722              | 576        | 80%                            | 11                   | -                    | 573     | 559     | 540     | 548                                      | 550     | 79%     | 77%     | 75%     | 76%     | 76%     |
| Saratoga ES <sup>2</sup>              | 1,048           | 826              | 649        | 79%                            | 4                    | -                    | 636     | 623     | 588     | 573                                      | 575     | 77%     | 75%     | 71%     | 69%     | 70%     |
| Springfield Estates ES <sup>1,3</sup> | 904             | 834              | 821        | 98%                            | -                    | -                    | 734     | 647     | 562     | 559                                      | 548     | 88%     | 78%     | 67%     | 67%     | 66%     |

## MOUNT VERNON HS PYRAMID

| FACILITY                     | SY 2018-19  |                 |                  |            |                                | PROJECTED MEMBERSHIP |                    |         |         |         | PROJECTED PROGRAM CAPACITY UTILIZATION % |         |         |         |         |         |
|------------------------------|-------------|-----------------|------------------|------------|--------------------------------|----------------------|--------------------|---------|---------|---------|--|---------|---------|---------|---------|---------|
|                              | SCHOOL      | DESIGN CAPACITY | PROGRAM CAPACITY | MEMBERSHIP | PROGRAM CAPACITY UTILIZATION % | TEMPORARY CLASSROOMS | MODULAR CLASSROOMS | SY19-20 | SY20-21 | SY21-22 | SY22-23                                  | SY23-24 | SY19-20 | SY20-21 | SY21-22 | SY22-23 |
| Mount Vernon HS <sup>2</sup> | 2,451       | 2,428           | 1,983            | 82%        | -                              | -                    | 1,924              | 1,961   | 2,004   | 2,036   | 2,053                                    | 79%     | 81%     | 83%     | 84%     | 85%     |
| Whitman MS                   | 1,344       | 1,197           | 1,012            | 85%        | -                              | -                    | 1,069              | 1,065   | 1,026   | 1,004   | 1,006                                    | 89%     | 89%     | 86%     | 84%     | 84%     |
| Fort Belvoir Primary ES      | 1,540       | 1,122           | 969              | 86%        | -                              | -                    | 965                | 977     | 989     | 977     | 977                                      | 86%     | 87%     | 88%     | 87%     | 87%     |
| Fort Belvoir Upper ES        | 840         | 624             | 550              | 88%        | -                              | -                    | 572                | 556     | 562     | 571     | 579                                      | 92%     | 89%     | 90%     | 92%     | 93%     |
| Mount Vernon Woods ES        | 1,092/1,750 | 843             | 685              | 81%        | 2                              | -                    | 664                | 643     | 628     | 632     | 631                                      | 79%     | 86%     | 84%     | 84%     | 84%     |
| Riverside ES <sup>3</sup>    | 1,092       | 892             | 827              | 93%        | 7                              | 10                   | 819                | 802     | 804     | 787     | 762                                      | 92%     | 90%     | 90%     | 88%     | 85%     |
| Washington Mill ES           | 868/450     | 561             | 596              | 106%       | 13                             | 10                   | 596                | 566     | 565     | 548     | 525                                      | 106%    | 101%    | 101%    | 84%     | 81%     |
| Woodlawn ES                  | 916         | 628             | 513              | 82%        | -                              | -                    | 502                | 483     | 483     | 460     | 447                                      | 80%     | 77%     | 77%     | 73%     | 71%     |
| Woodley Hills ES             | 1,064       | 760             | 623              | 82%        | -                              | -                    | 600                | 582     | 584     | 583     | 588                                      | 79%     | 77%     | 77%     | 77%     | 77%     |

## WEST POTOMAC HS PYRAMID

| FACILITY                          | SY 2018-19  |                 |                  |            |                                | PROJECTED MEMBERSHIP |                    |         |         |         | PROJECTED PROGRAM CAPACITY UTILIZATION % |         |         |         |         |         |
|-----------------------------------|-------------|-----------------|------------------|------------|--------------------------------|----------------------|--------------------|---------|---------|---------|--|---------|---------|---------|---------|---------|
|                                   | SCHOOL      | DESIGN CAPACITY | PROGRAM CAPACITY | MEMBERSHIP | PROGRAM CAPACITY UTILIZATION % | TEMPORARY CLASSROOMS | MODULAR CLASSROOMS | SY19-20 | SY20-21 | SY21-22 | SY22-23                                  | SY23-24 | SY19-20 | SY20-21 | SY21-22 | SY22-23 |
| West Potomac HS                   | 2,231/3,000 | 2,228           | 2,598            | 117%       | 18                             | -                    | 2,689              | 2,697   | 2,755   | 2,793   | 2,822                                    | 121%    | 121%    | 124%    | 93%     | 94%     |
| Sandburg MS <sup>2,3</sup>        | 1,460       | 1,446           | 1,524            | 105%       | -                              | -                    | 1,515              | 1,556   | 1,585   | 1,546   | 1,498                                    | 105%    | 108%    | 110%    | 107%    | 104%    |
| Belle View ES                     | 764/700     | 675             | 535              | 79%        | 2                              | -                    | 534                | 498     | 483     | 465     | 431                                      | 79%     | 71%     | 69%     | 66%     | 62%     |
| Bucknell ES                       | 906         | 750             | 252              | 34%        | -                              | -                    | 251                | 256     | 249     | 257     | 257                                      | 33%     | 34%     | 33%     | 34%     | 34%     |
| Fort Hunt ES                      | 812         | 722             | 602              | 83%        | -                              | -                    | 626                | 636     | 643     | 659     | 667                                      | 87%     | 88%     | 89%     | 91%     | 92%     |
| Groveton ES                       | 1,064       | 878             | 748              | 85%        | 5                              | 10                   | 758                | 760     | 749     | 742     | 738                                      | 86%     | 87%     | 85%     | 85%     | 84%     |
| Hollin Meadows ES                 | 892/750     | 766             | 677              | 88%        | 3                              | 11                   | 720                | 709     | 701     | 710     | 724                                      | 96%     | 95%     | 93%     | 95%     | 97%     |
| Hybla Valley ES                   | 1,008/950   | 837             | 972              | 116%       | 16                             | -                    | 964                | 922     | 915     | 891     | 898                                      | 115%    | 110%    | 96%     | 94%     | 95%     |
| Stratford Landing ES <sup>3</sup> | 1,056       | 894             | 762              | 85%        | -                              | -                    | 728                | 706     | 707     | 698     | 688                                      | 81%     | 79%     | 79%     | 78%     | 77%     |
| Wayneswood ES                     | 868/750     | 806             | 745              | 92%        | 1                              | -                    | 740                | 762     | 743     | 735     | 734                                      | 99%     | 102%    | 99%     | 98%     | 98%     |

<sup>1</sup> Boundary study impact. Schools currently going through phased-in boundary changes

<sup>2</sup> Program or facility changes

<sup>3</sup> General education and AAP center school

Notes:

1. A guide to understanding the information on these tables can be found at the beginning of the Membership and Capacity Comparisons section.
2. Membership numbers include: general education, special education, AAP, FECEP/Head Start and preschool (wherever applicable) students. Membership numbers do not include adult education, private school special education, home schooled, multi-agency, or special education centers.
3. For schools with utilization percentage in **red**, refer to Potential Capacity Solutions table for this region.
4. Numbers in *italics* and highlighted in **yellow** are future design capacity and projected capacity utilization percentages after a renovation or capacity enhancement.
5. Pre-construction program capacity is used for schools currently in construction. For a list of schools in construction, refer to Potential Capacity Solutions table for this region.

Sources:

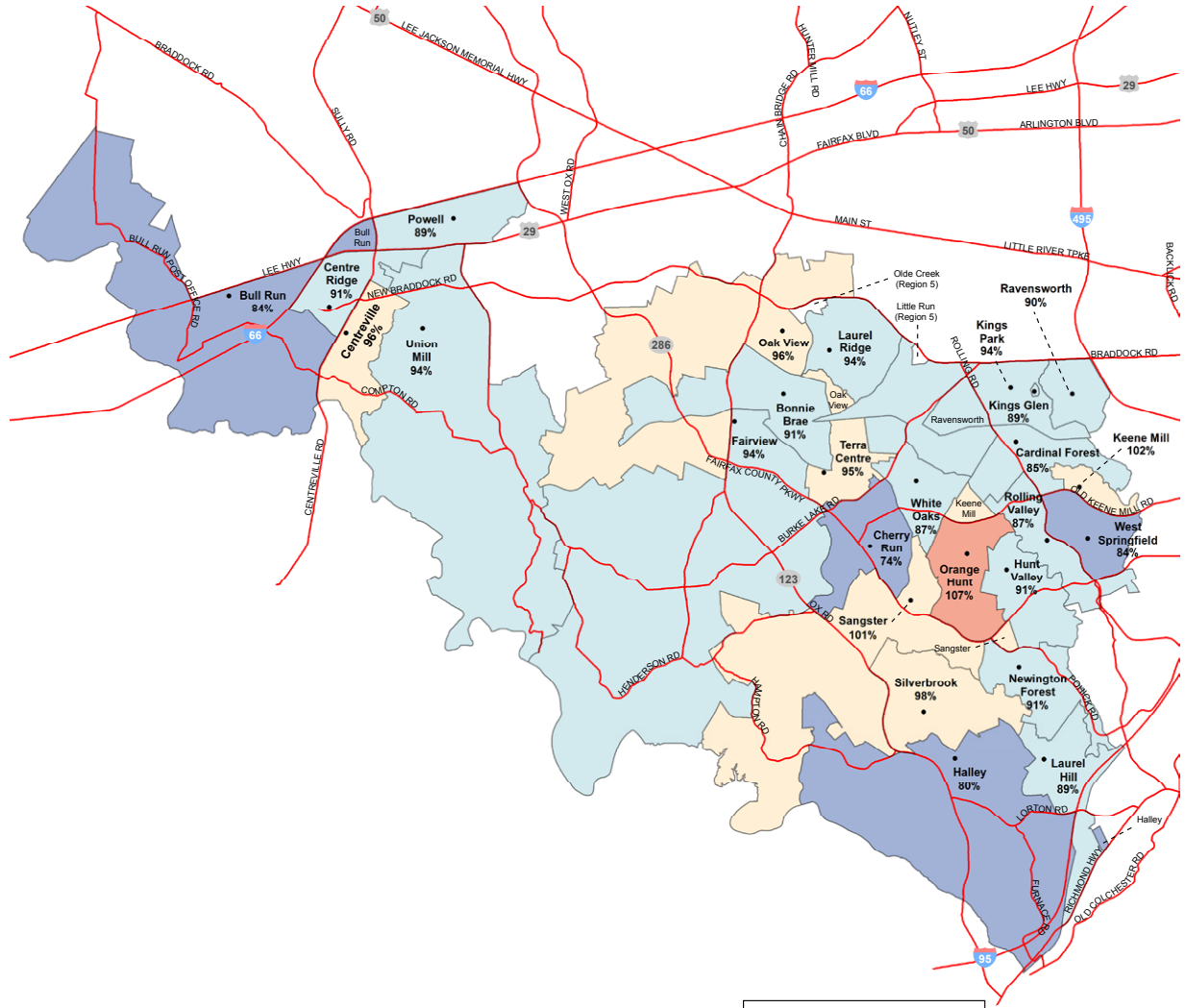
- Membership: FCPS, Certified Membership, September 30, 2018
- Projected Membership: FCPS, Membership Projections, Fall 2018
- Program Capacity and Modular Classrooms: FCPS, Capacity and Utilization Surveys, SY 2018-19
- Temporary Classrooms: FCPS, Design and Construction, Trailer Asset Report, October 2018

To view information pertaining to Capacity and Membership, Facilities and Sites, and Pyramid and Special Programs, please visit the FCPS Facility and Enrollment Dashboard at [www.fcps.edu/enrollmentdashboard](http://www.fcps.edu/enrollmentdashboard).

# REGION 4 ELEMENTARY SCHOOL CAPACITY

## CURRENT | SY 2018-19 new

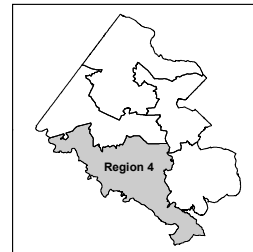
104



**Capacity Utilization Percentage**

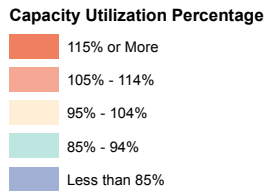
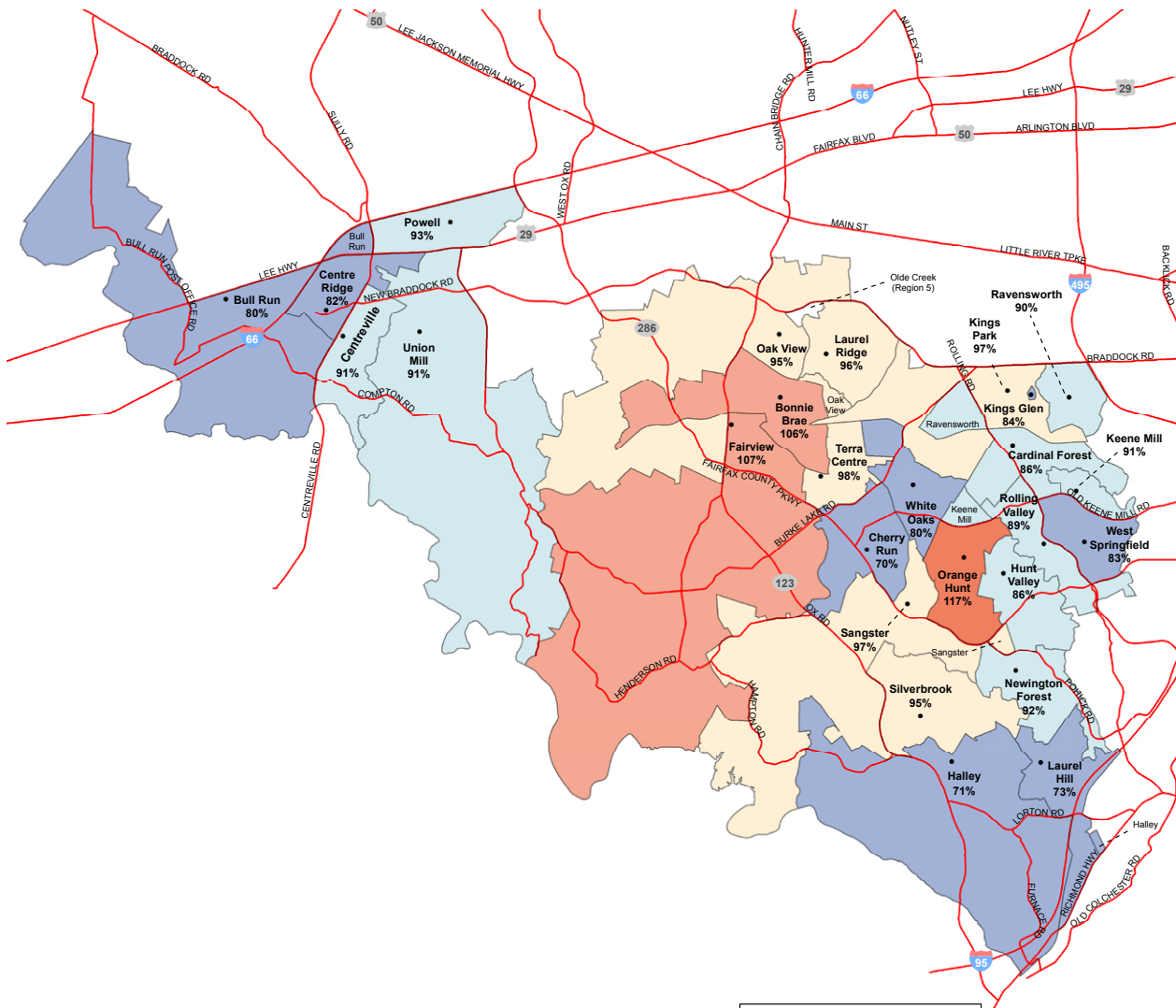
- 115% or More
- 105% - 114%
- 95% - 104%
- 85% - 94%
- Less than 85%

Note: Based on 2018-19 school year boundaries.

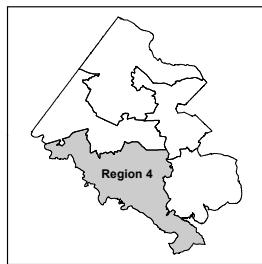




# REGION 4 ELEMENTARY SCHOOL CAPACITY PROJECTED | SY 2023-24



Note: Based on 2018-19 school year boundaries.

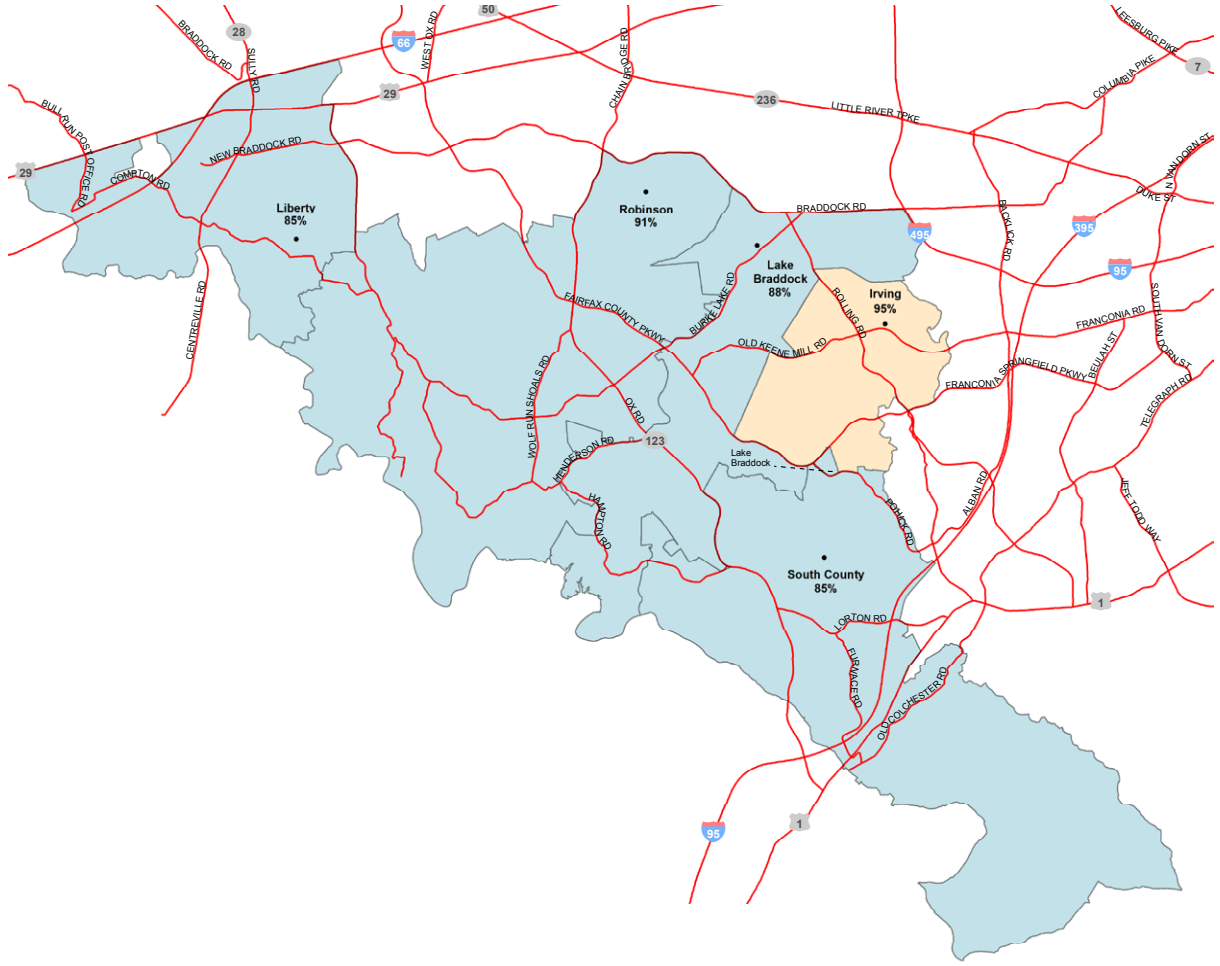


REGION 4

# REGION 4 MIDDLE SCHOOL CAPACITY

# CURRENT

SY 2018-19



**Capacity Utilization Percentage**

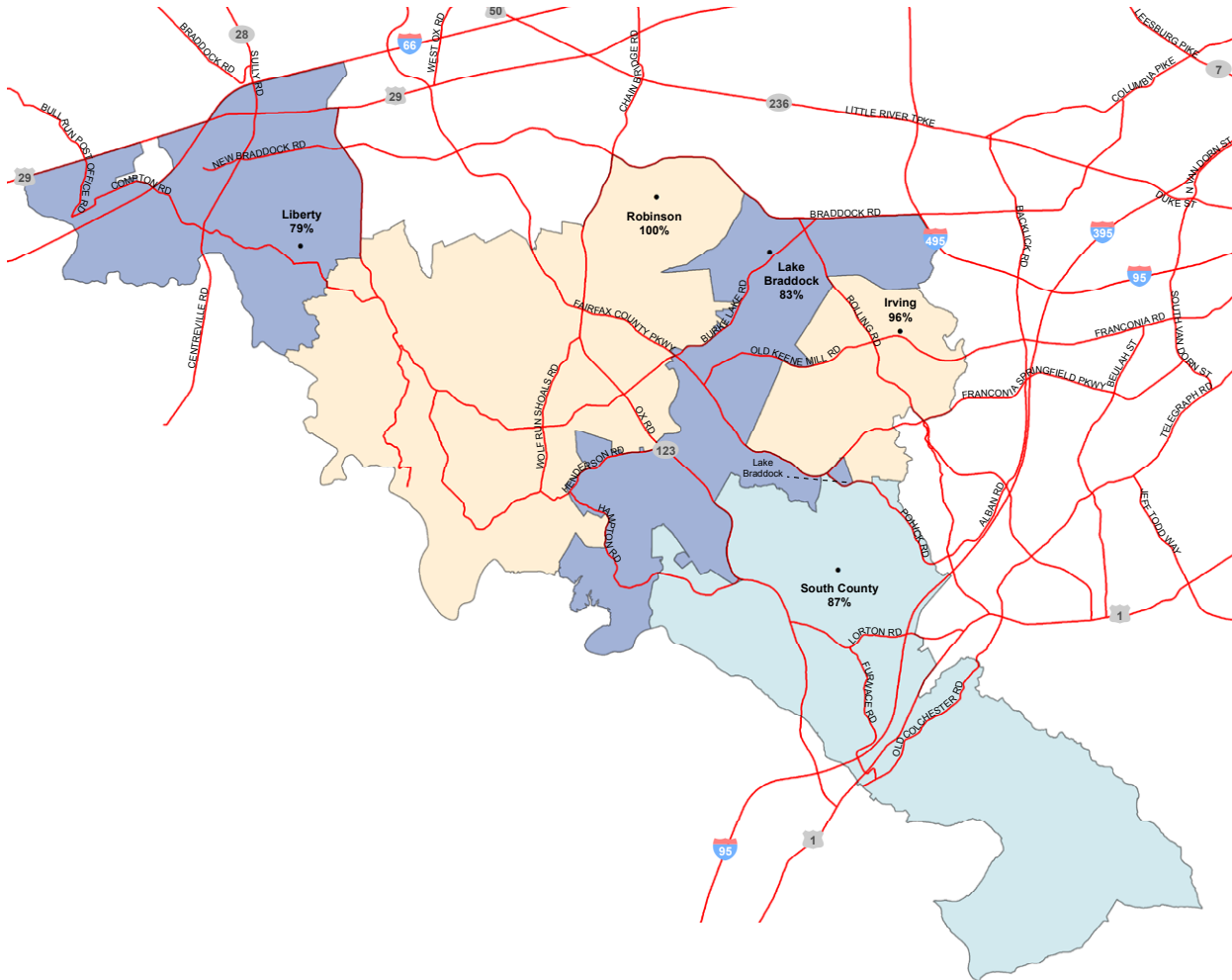
- 115% or More
- 105% - 114%
- 95% - 104%
- 85% - 94%
- Less than 85%

Note: Based on 2018-19 school year boundaries.



# REGION 4 MIDDLE SCHOOL CAPACITY PROJECTED | SY 2023-24

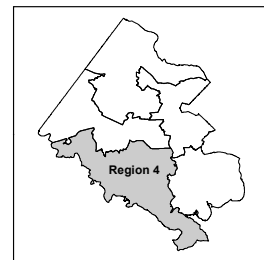
REGION 4



**Capacity Utilization Percentage**

- 115% or More
- 105% - 114%
- 95% - 104%
- 85% - 94%
- Less than 85%

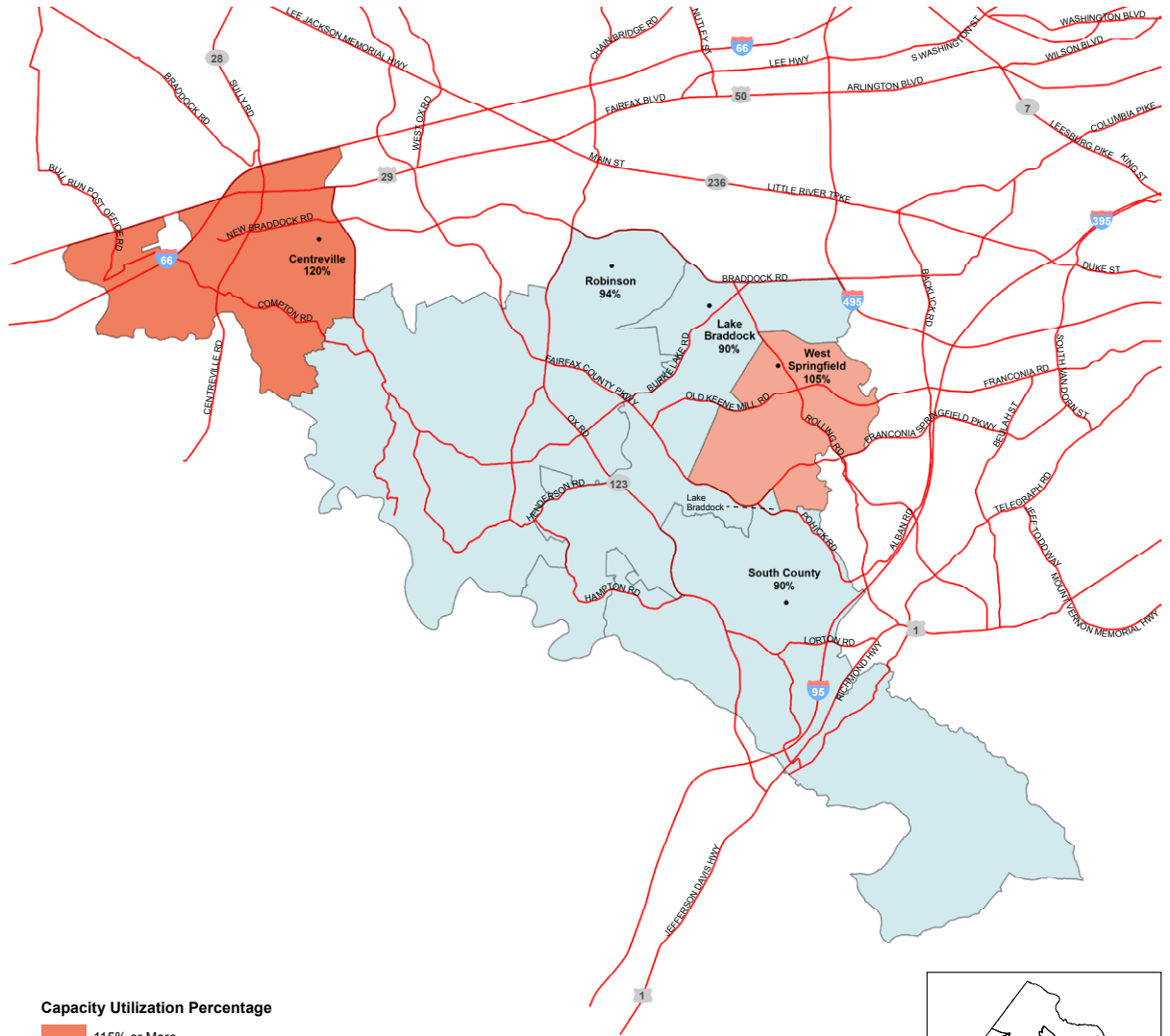
Note: Based on 2018-19 school year boundaries.



# REGION 4 HIGH SCHOOL CAPACITY

# CURRENT

SY 2018-19



- Capacity Utilization Percentage**
- 115% or More
  - 105% - 114%
  - 95% - 104%
  - 85% - 94%
  - Less than 85%

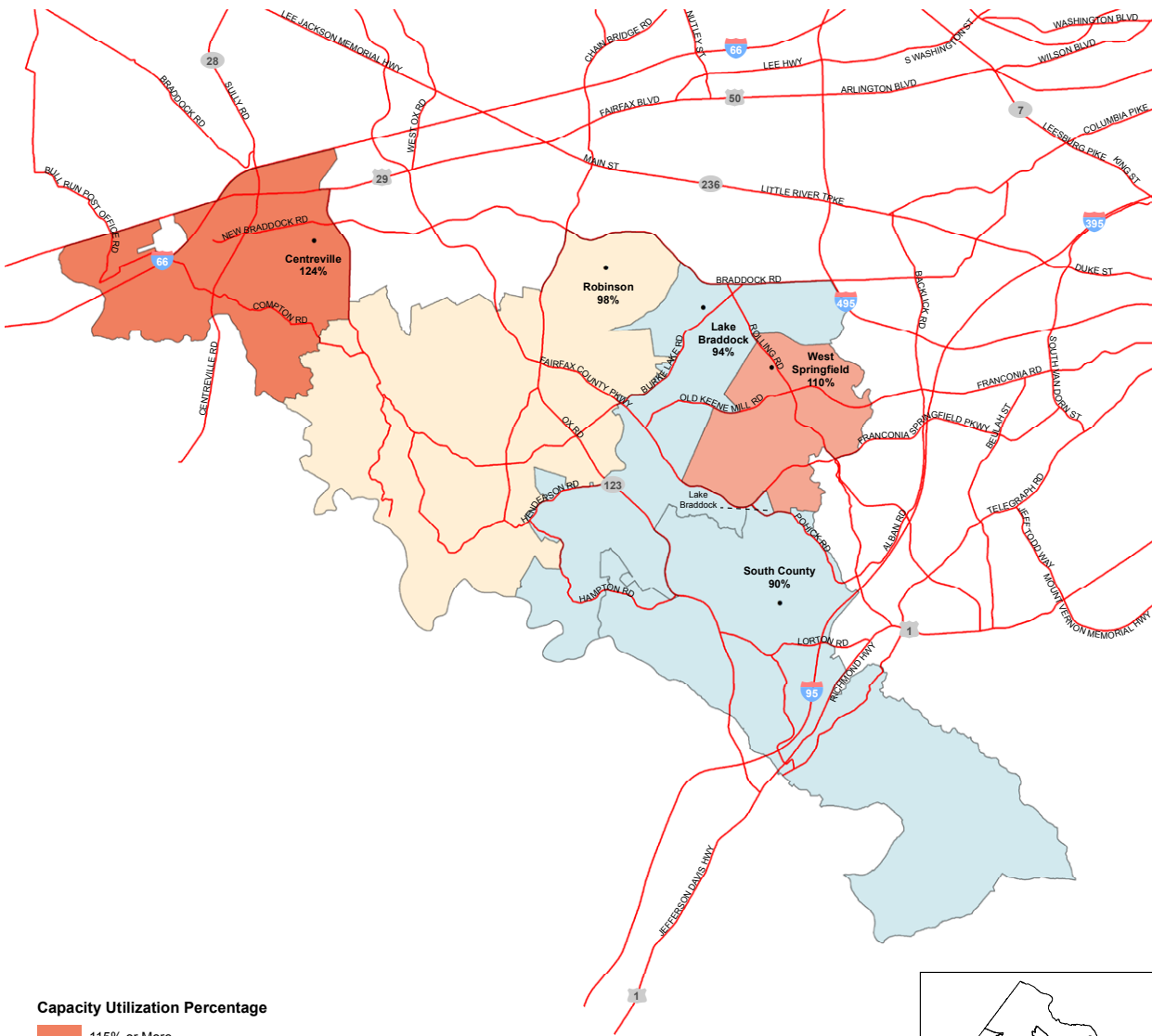
Note: Based on 2018-19 school year boundaries.



# REGION 4 HIGH SCHOOL CAPACITY

# PROJECTED

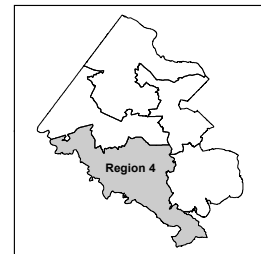
SY 2023-24



**Capacity Utilization Percentage**

- 115% or More
- 105% - 114%
- 95% - 104%
- 85% - 94%
- Less than 85%

Note: Based on 2018-19 school year boundaries.



REGION 4

## SOLUTIONS

The following is a list of potential solutions to consider to alleviate current and projected school capacity deficit(s). For consideration purposes, as many options as possible have been identified for each school, in no significant order and may be contingent on other potential solutions listed. Any option(s) chosen for implementation will be discussed and decided through a transparent process with the appropriate stakeholders, in accordance with School Board Policies and Regulations.

- A. Increase efficiency by reassigning instructional spaces within a school to accommodate increase in membership
- B. Possible program changes
- C. Minor interior facility modifications to create additional instructional space and help to accommodate capacity deficit
- D. Add temporary classrooms to accommodate short-term capacity deficit
- E. Repurpose existing inventory of school facilities not currently being used as schools
- F. Capacity enhancement through either a modular or building addition
- G. A new Fairfax/Oakton Area Elementary School has been proposed for planning in the 2017 Bond Referendum to provide capacity relief within the area
- H. Potential boundary adjustment with schools having a capacity surplus

### Schools in Construction

The following table lists the schools that are in construction in the current year. The schools remain listed until the anticipated completion of the project. Construction projects include:

- Partial or full renovation of the existing school building—a renovation can result in an increase or decrease of design capacity due to restructuring of uses to provide efficient instructional spaces per the educational specifications.
- Replacement of modular building with a permanent structure that adjoins the existing school building—this type of renovation can result in an increase or decrease in design capacity due to restructuring of uses to provide efficient instructional spaces per the educational specifications.
- Permanent and adjoining building addition with minor modification to the existing building—additions typically result in an increase of design capacity of a school
- Modular building addition on a school site. This addition typically results in an increase of design capacity of a school

### Monitoring Student Membership

The following table lists the schools that are monitored for membership in the current school year. Based on the current and projected membership and current program capacity, these schools do not show a capacity deficit, but are monitored to ensure accommodation of unexpected population changes through solutions listed above.



| REGION | PYRAMID          | LEVEL | SCHOOL           | POTENTIAL SOLUTIONS        |
|--------|------------------|-------|------------------|----------------------------|
| 4      | Centreville      | HS    | Centreville      | A, B, C, D, F, H           |
| 4      | Centreville      | MS    | Liberty          | Monitor student membership |
| 4      | Centreville      | ES    | Bull Run         | Monitor student membership |
| 4      | Centreville      | ES    | Centre Ridge     | Monitor student membership |
| 4      | Centreville      | ES    | Centreville      | Monitor student membership |
| 4      | Centreville      | ES    | Powell           | Monitor student membership |
| 4      | Centreville      | ES    | Union Mill       | Monitor student membership |
| 4      | Lake Braddock    | HS    | Lake Braddock    | Monitor student membership |
| 4      | Lake Braddock    | MS    | Lake Braddock    | Monitor student membership |
| 4      | Lake Braddock    | ES    | Cherry Run       | Monitor student membership |
| 4      | Lake Braddock    | ES    | Kings Glen       | Monitor student membership |
| 4      | Lake Braddock    | ES    | Kings Park       | Monitor student membership |
| 4      | Lake Braddock    | ES    | Ravensworth      | Monitor student membership |
| 4      | Lake Braddock    | ES    | Sangster         | B, C, D                    |
| 4      | Lake Braddock    | ES    | White Oaks       | In Construction            |
| 4      | Robinson         | HS    | Robinson         | Monitor student membership |
| 4      | Robinson         | MS    | Robinson         | Monitor student membership |
| 4      | Robinson         | ES    | Bonnie Brae      | A, B, C, D, H              |
| 4      | Robinson         | ES    | Fairview         | A, B, C, H                 |
| 4      | Robinson         | ES    | Laurel Ridge     | Monitor student membership |
| 4      | Robinson         | ES    | Oak View         | Monitor student membership |
| 4      | Robinson         | ES    | Terra Centre     | Monitor student membership |
| 4      | South County     | HS    | South County     | Monitor student membership |
| 4      | South County     | MS    | South County     | Monitor student membership |
| 4      | South County     | ES    | Halley           | Monitor student membership |
| 4      | South County     | ES    | Laurel Hill      | Monitor student membership |
| 4      | South County     | ES    | Newington Forest | Monitor student membership |
| 4      | South County     | ES    | Silverbrook      | In Construction            |
| 4      | West Springfield | HS    | West Springfield | In Construction            |
| 4      | West Springfield | MS    | Irving           | A, D, H                    |
| 4      | West Springfield | ES    | Cardinal Forest  | Monitor student membership |
| 4      | West Springfield | ES    | Hunt Valley      | Monitor student membership |
| 4      | West Springfield | ES    | Keene Mill       | A, B, C, D, H              |
| 4      | West Springfield | ES    | Orange Hunt      | A, B, C, D, F, H           |
| 4      | West Springfield | ES    | Rolling Valley   | Monitor student membership |
| 4      | West Springfield | ES    | West Springfield | Monitor student membership |

# REGION 4



<sup>1</sup> Additional ECCB and PAC sites at Pimmit Hills Center.

<sup>2</sup> Public Day sites at Cedar Lane School, Quander Road School, Burke School, Kilmer Center and Key Center.

**Y** - Accepts students from inside and outside school boundary.

**Y-SB** - School-based students only.

**Y-HI** - Program for students with hearing impairment.

## SY 2018–19 Instructional and Special Education School Programs

### PROGRAM ABBREVIATIONS:

|                           |   |
|---------------------------|---|
| <b>FECEP / HEAD START</b> | FAMILY AND EARLY CHILDHOOD EDUCATION PROGRAM / HEAD START |
| <b>EHS</b>                | EARLY HEAD START  |
| <b>ES AAP</b>             | ELEMENTARY SCHOOL ADVANCED ACADEMIC PROGRAMS              |
| <b>MS AAP</b>             | MIDDLE SCHOOL ADVANCED ACADEMIC PROGRAMS                  |
| <b>HS AP</b>              | HIGH SCHOOL ADVANCED PLACEMENT                            |
| <b>HS IB</b>              | HIGH SCHOOL INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM   |
| <b>HS ACADEMY</b>         | HIGH SCHOOL ACADEMY                                       |
| <b>ECCB</b>               | EARLY CHILDHOOD CLASS-BASED                               |
| <b>PAC</b>                | PRESCHOOL AUTISM CLASS                                    |
| <b>AUT</b>                | AUTISM  |
| <b>CSS</b>                | COMPREHENSIVE SERVICES SITE                               |
| <b>ID</b>                 | INTELLECTUAL DISABILITIES                                 |
| <b>IDS</b>                | INTELLECTUAL DISABILITIES SEVERE                          |
| <b>DHOH</b>               | DEAF OR HARD OF HEARING                                   |
| <b>BVI</b>                | BLIND AND VISUALLY IMPAIRED                               |
| <b>PD</b>                 | PHYSICAL DISABILITIES                                     |
| <b>STEP</b>               | SECONDARY TRANSITION TO EMPLOYMENT PROGRAM                |

SY 2018-19 CAPACITY, MEMBERSHIP, AND PROJECTIONS | REGION 4

CENTREVILLE HS PYRAMID

| FACILITY                     | DESIGN CAPACITY | SY 2018-19       |            |                                |                      |                    | PROJECTED MEMBERSHIP |         |         |         |         | PROJECTED PROGRAM CAPACITY UTILIZATION % |         |         |         |         |
|------------------------------|-----------------|------------------|------------|--------------------------------|----------------------|--------------------|----------------------|---------|---------|---------|---------|--|---------|---------|---------|---------|
|                              |                 | PROGRAM CAPACITY | MEMBERSHIP | PROGRAM CAPACITY UTILIZATION % | TEMPORARY CLASSROOMS | MODULAR CLASSROOMS | SY19-20              | SY20-21 | SY21-22 | SY22-23 | SY23-24 | SY19-20                                  | SY20-21 | SY21-22 | SY22-23 | SY23-24 |
| Centreville HS               | 2,143           | 2,141            | 2,579      | 120%                           | 14                   | 8                  | 2,611                | 2,646   | 2,693   | 2,694   | 2,645   | 122%                                     | 124%    | 126%    | 124%    |         |
| Liberty MS                   | 1,350           | 1,285            | 1,097      | 85%                            | -                    | -                  | 1,094                | 1,106   | 1,086   | 1,053   | 1,016   | 85%                                      | 86%     | 85%     | 79%     |         |
| Bull Run ES <sup>3</sup>     | 1,008           | 952              | 801        | 84%                            | 13                   | -                  | 806                  | 797     | 773     | 774     | 757     | 85%                                      | 84%     | 81%     | 80%     |         |
| Centre Ridge ES <sup>2</sup> | 1,008           | 864              | 788        | 91%                            | 6                    | -                  | 780                  | 763     | 732     | 722     | 709     | 90%                                      | 88%     | 85%     | 82%     |         |
| Centreville ES <sup>2</sup>  | 1,288           | 903              | 864        | 96%                            | -                    | 10                 | 866                  | 857     | 826     | 830     | 824     | 96%                                      | 95%     | 91%     | 91%     |         |
| Powell ES                    | 1,288           | 1,018            | 908        | 89%                            | -                    | 10                 | 875                  | 896     | 915     | 931     | 951     | 86%                                      | 88%     | 90%     | 93%     |         |
| Union Mill ES                | 1,120           | 1,032            | 974        | 94%                            | 4                    | -                  | 950                  | 932     | 941     | 938     | 934     | 92%                                      | 90%     | 91%     | 91%     |         |

LAKE BRADDOCK HS PYRAMID

| FACILITY                      | DESIGN CAPACITY | SY 2018-19       |            |                                |                      |                    | PROJECTED MEMBERSHIP |         |         |         |         | PROJECTED PROGRAM CAPACITY UTILIZATION % |         |         |         |         |
|-------------------------------|-----------------|------------------|------------|--------------------------------|----------------------|--------------------|----------------------|---------|---------|---------|---------|--|---------|---------|---------|---------|
|                               |                 | PROGRAM CAPACITY | MEMBERSHIP | PROGRAM CAPACITY UTILIZATION % | TEMPORARY CLASSROOMS | MODULAR CLASSROOMS | SY19-20              | SY20-21 | SY21-22 | SY22-23 | SY23-24 | SY19-20                                  | SY20-21 | SY21-22 | SY22-23 | SY23-24 |
| Lake Braddock HS              | 3,124           | 3,119            | 2,798      | 90%                            | -                    | -                  | 2,819                | 2,826   | 2,854   | 2,899   | 2,943   | 90%                                      | 91%     | 92%     | 93%     |         |
| Lake Braddock MS <sup>3</sup> | 1,644           | 1,626            | 1,436      | 88%                            | -                    | -                  | 1,447                | 1,502   | 1,532   | 1,428   | 1,356   | 89%                                      | 92%     | 94%     | 83%     |         |
| Cherry Run ES <sup>2</sup>    | 594             | 588              | 434        | 74%                            | -                    | -                  | 453                  | 429     | 428     | 420     | 413     | 77%                                      | 73%     | 73%     | 70%     |         |
| Kings Glen ES                 | 672             | 560              | 499        | 89%                            | 3                    | -                  | 478                  | 459     | 441     | 461     | 471     | 85%                                      | 82%     | 79%     | 82%     |         |
| Kings Park ES                 | 940             | 708              | 669        | 94%                            | 2                    | -                  | 679                  | 691     | 699     | 687     | 690     | 96%                                      | 98%     | 99%     | 97%     |         |
| Ravensworth ES                | 662             | 639              | 575        | 90%                            | -                    | -                  | 581                  | 595     | 586     | 575     | 574     | 91%                                      | 93%     | 92%     | 90%     |         |
| Sangster ES <sup>3</sup>      | 1,008           | 972              | 983        | 101%                           | 5                    | -                  | 1,015                | 972     | 947     | 983     | 938     | 104%                                     | 100%    | 97%     | 97%     |         |
| White Oaks ES <sup>3</sup>    | 1,120/925       | 929              | 810        | 87%                            | -                    | -                  | 781                  | 756     | 735     | 741     | 741     | 84%                                      | 82%     | 79%     | 80%     |         |

ROBINSON HS PYRAMID

| FACILITY                    | DESIGN CAPACITY | SY 2018-19       |            |                                |                      |                    | PROJECTED MEMBERSHIP |         |         |         |         | PROJECTED PROGRAM CAPACITY UTILIZATION % |         |         |         |         |
|-----------------------------|-----------------|------------------|------------|--------------------------------|----------------------|--------------------|----------------------|---------|---------|---------|---------|--|---------|---------|---------|---------|
|                             |                 | PROGRAM CAPACITY | MEMBERSHIP | PROGRAM CAPACITY UTILIZATION % | TEMPORARY CLASSROOMS | MODULAR CLASSROOMS | SY19-20              | SY20-21 | SY21-22 | SY22-23 | SY23-24 | SY19-20                                  | SY20-21 | SY21-22 | SY22-23 | SY23-24 |
| Robinson HS                 | 2,752           | 2,742            | 2,590      | 94%                            | 17                   | 10                 | 2,645                | 2,628   | 2,617   | 2,696   | 2,693   | 96%                                      | 96%     | 95%     | 98%     |         |
| Robinson MS                 | 1,334           | 1,320            | 1,204      | 91%                            | -                    | -                  | 1,182                | 1,260   | 1,281   | 1,270   | 1,322   | 90%                                      | 95%     | 97%     | 100%    |         |
| Bonnie Brae ES <sup>2</sup> | 1,008           | 885              | 801        | 91%                            | 2                    | -                  | 867                  | 910     | 932     | 942     | 941     | 98%                                      | 103%    | 105%    | 106%    |         |
| Fairview ES                 | 812             | 773              | 729        | 94%                            | 2                    | -                  | 771                  | 765     | 792     | 793     | 824     | 100%                                     | 99%     | 102%    | 107%    |         |
| Laurel Ridge ES             | 1,092           | 927              | 873        | 94%                            | 4                    | -                  | 893                  | 866     | 864     | 881     | 892     | 96%                                      | 93%     | 93%     | 96%     |         |
| Oak View ES                 | 924             | 862              | 824        | 96%                            | -                    | -                  | 840                  | 829     | 820     | 825     | 822     | 97%                                      | 96%     | 95%     | 96%     |         |
| Terra Centre ES             | 618             | 615              | 586        | 95%                            | 2                    | -                  | 585                  | 591     | 607     | 604     | 603     | 95%                                      | 96%     | 99%     | 98%     |         |

## SOUTH COUNTY HS PYRAMID

| FACILITY                         | SY 2018-19 |                 |                  |            |                                | PROJECTED MEMBERSHIP |                    |         |         | PROJECTED PROGRAM CAPACITY UTILIZATION % |         |         |         |         |         |         |         |
|----------------------------------|------------|-----------------|------------------|------------|--------------------------------|----------------------|--------------------|---------|---------|--|---------|---------|---------|---------|---------|---------|---------|
|                                  | SCHOOL     | DESIGN CAPACITY | PROGRAM CAPACITY | MEMBERSHIP | PROGRAM CAPACITY UTILIZATION % | TEMPORARY CLASSROOMS | MODULAR CLASSROOMS | SY19-20 | SY20-21 | SY21-22                                  | SY22-23 | SY23-24 | SY19-20 | SY20-21 | SY21-22 | SY22-23 | SY23-24 |
| South County HS                  | 2,500      | 2,474           | 2,215            | 2,215      | 90%                            | -                    | -                  | 2,201   | 2,277   | 2,282                                    | 2,285   | 2,239   | 89%     | 92%     | 92%     | 92%     | 90%     |
| South County MS <sup>3</sup>     | 1,410      | 1,280           | 1,082            | 1,082      | 85%                            | -                    | -                  | 1,134   | 1,158   | 1,163                                    | 1,119   | 1,108   | 89%     | 91%     | 91%     | 87%     | 87%     |
| Halley ES                        | 1,008      | 767             | 611              | 611        | 80%                            | -                    | -                  | 605     | 606     | 587                                      | 560     | 544     | 79%     | 79%     | 77%     | 73%     | 71%     |
| Laurel Hill ES                   | 1,064      | 948             | 848              | 848        | 89%                            | 2                    | -                  | 822     | 764     | 726                                      | 714     | 691     | 87%     | 81%     | 77%     | 75%     | 73%     |
| Newington Forest ES <sup>2</sup> | 782        | 569             | 520              | 520        | 91%                            | -                    | -                  | 529     | 520     | 517                                      | 524     | 526     | 93%     | 91%     | 91%     | 92%     | 92%     |
| Silverbrook ES                   | 896/970    | 854             | 838              | 838        | 98%                            | 4                    | -                  | 871     | 893     | 898                                      | 914     | 924     | 102%    | 92%     | 93%     | 94%     | 95%     |

## WEST SPRINGFIELD HS PYRAMID

| FACILITY                   | SY 2018-19  |                 |                  |            |                                | PROJECTED MEMBERSHIP |                    |         |         | PROJECTED PROGRAM CAPACITY UTILIZATION % |         |         |         |         |         |         |         |
|----------------------------|-------------|-----------------|------------------|------------|--------------------------------|----------------------|--------------------|---------|---------|--|---------|---------|---------|---------|---------|---------|---------|
|                            | SCHOOL      | DESIGN CAPACITY | PROGRAM CAPACITY | MEMBERSHIP | PROGRAM CAPACITY UTILIZATION % | TEMPORARY CLASSROOMS | MODULAR CLASSROOMS | SY19-20 | SY20-21 | SY21-22                                  | SY22-23 | SY23-24 | SY19-20 | SY20-21 | SY21-22 | SY22-23 | SY23-24 |
| West Springfield HS        | 2,165/2,350 | 2,163           | 2,281            | 2,281      | 105%                           | 9                    | -                  | 2,356   | 2,457   | 2,512                                    | 2,546   | 2,595   | 100%    | 105%    | 107%    | 108%    | 110%    |
| Irving MS                  | 1,152       | 1,152           | 1,097            | 1,097      | 95%                            | -                    | -                  | 1,094   | 1,160   | 1,199                                    | 1,151   | 1,108   | 95%     | 101%    | 104%    | 100%    | 96%     |
| Cardinal Forest ES         | 800         | 703             | 601              | 601        | 85%                            | 3                    | -                  | 597     | 608     | 585                                      | 593     | 605     | 85%     | 86%     | 83%     | 84%     | 86%     |
| Hunt Valley ES             | 878         | 798             | 729              | 729        | 91%                            | 1                    | -                  | 764     | 729     | 730                                      | 711     | 683     | 96%     | 91%     | 91%     | 89%     | 86%     |
| Keene Mill ES <sup>3</sup> | 784         | 757             | 774              | 774        | 102%                           | -                    | -                  | 791     | 774     | 730                                      | 715     | 689     | 104%    | 102%    | 96%     | 94%     | 91%     |
| Orange Hunt ES             | 952         | 901             | 967              | 967        | 107%                           | 4                    | -                  | 1,009   | 1,019   | 1,049                                    | 1,056   | 1,051   | 112%    | 113%    | 116%    | 117%    | 117%    |
| Rolling Valley ES          | 784         | 668             | 584              | 584        | 87%                            | -                    | -                  | 606     | 598     | 602                                      | 601     | 597     | 91%     | 90%     | 90%     | 90%     | 89%     |
| West Springfield ES        | 680         | 618             | 519              | 519        | 84%                            | 3                    | -                  | 535     | 512     | 519                                      | 527     | 514     | 87%     | 83%     | 84%     | 85%     | 83%     |

<sup>1</sup> Boundary study impact. Schools currently going through phased-in boundary changes

<sup>2</sup> Program or facility changes

<sup>3</sup> General education and AAP center school

Notes:

1. A guide to understanding the information on these tables can be found at the beginning of the Membership and Capacity Comparisons section.
2. Membership numbers include: general education, special education, AAP, FECEP/Head Start and preschool (wherever applicable) students. Membership numbers do not include adult education, private school special education, home schooled, multi-agency, or special education centers.
3. For schools with utilization percentage in **red**, refer to Potential Capacity Solutions table for this region.
4. Numbers in *italics* and highlighted in **yellow** are future design capacity and projected capacity utilization percentages after a renovation or capacity enhancement.
5. Pre-construction program capacity is used for schools currently in construction. For a list of schools in construction, refer to Potential Capacity Solutions table for this region.

Sources:

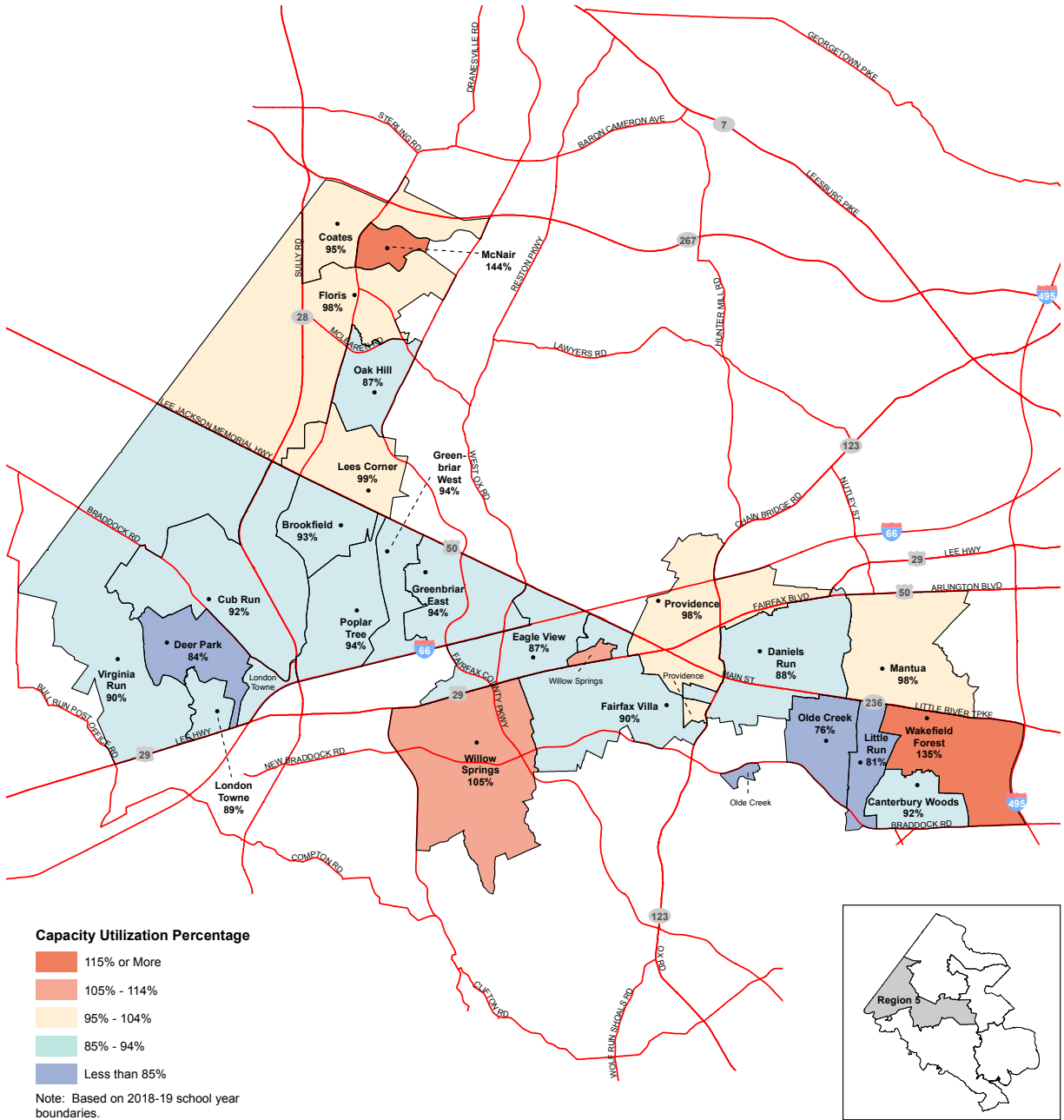
- Membership: FCPS, Certified Membership, September 30, 2018
- Projected Membership: FCPS, Membership Projections, Fall 2018
- Program Capacity and Modular Classrooms: FCPS, Capacity and Utilization Surveys, SY 2018-19
- Temporary Classrooms: FCPS, Design and Construction, Trailer Asset Report, October 2018

To view information pertaining to Capacity and Membership, Facilities and Sites, and Pyramid and Special Programs, please visit the FCPS Facility and Enrollment Dashboard at [www.fcps.edu/enrollmentdashboard](http://www.fcps.edu/enrollmentdashboard).

# REGION 5 ELEMENTARY SCHOOL CAPACITY

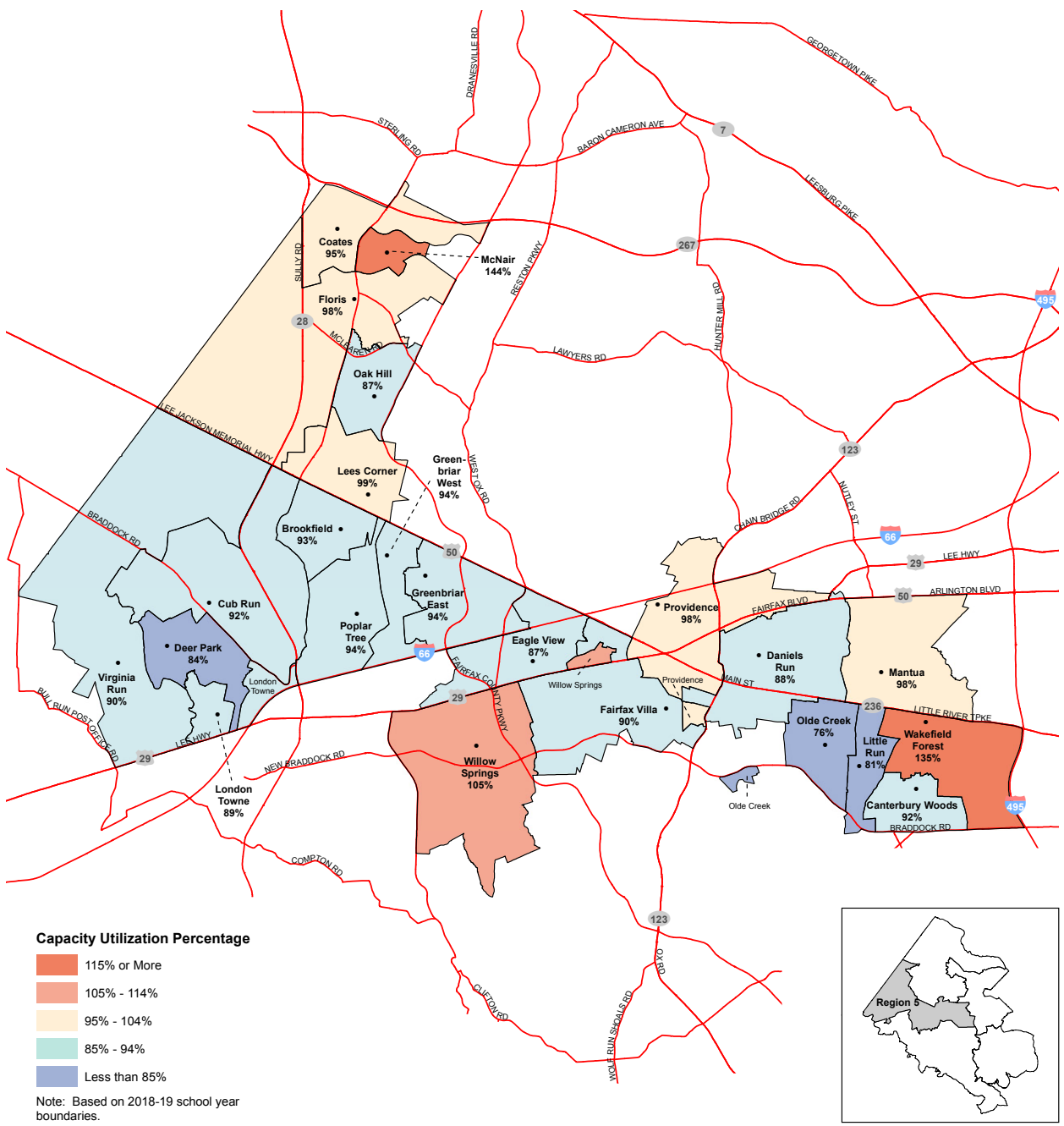
## CURRENT | SY 2018-19 new

116





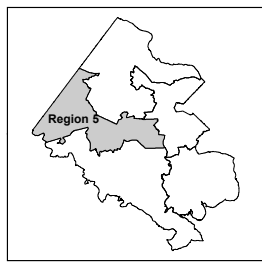
# REGION 5 ELEMENTARY SCHOOL CAPACITY PROJECTED | SY 2023-24



**Capacity Utilization Percentage**

- 115% or More
- 105% - 114%
- 95% - 104%
- 85% - 94%
- Less than 85%

Note: Based on 2018-19 school year boundaries.

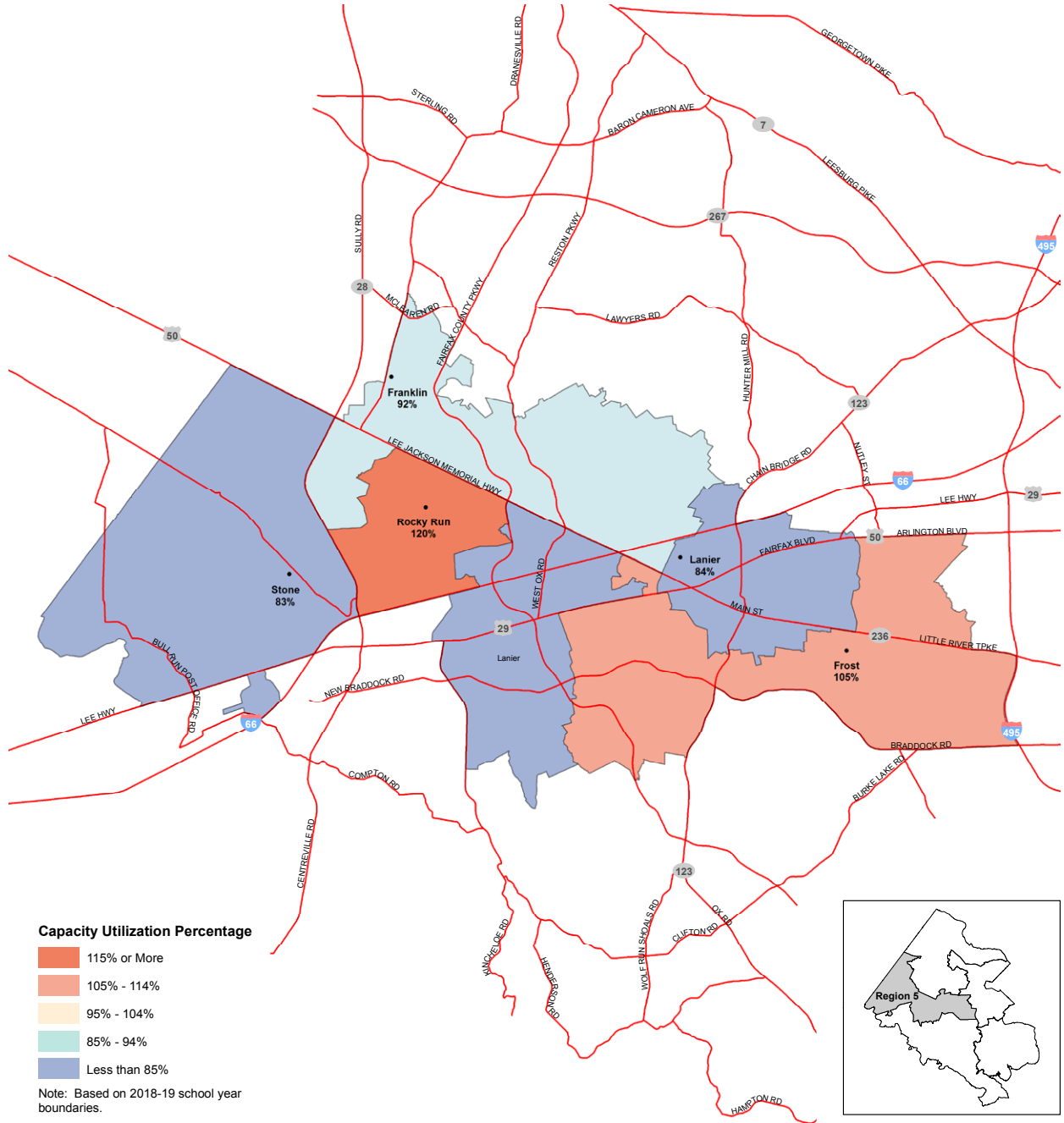


REGION 5

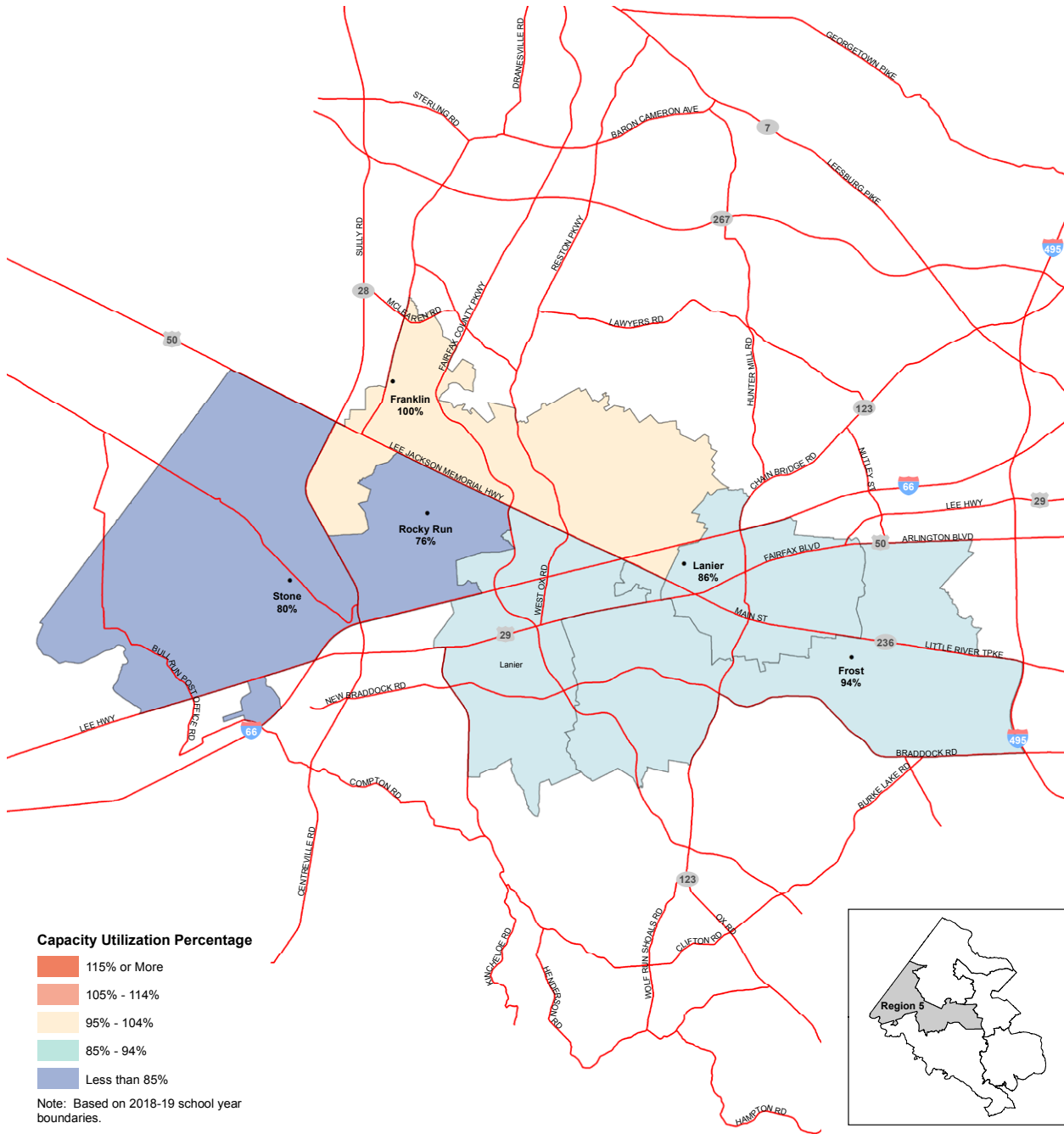
# REGION 5 MIDDLE SCHOOL CAPACITY

# CURRENT

SY 2018-19



# REGION 5 MIDDLE SCHOOL CAPACITY PROJECTED | SY 2023-24



REGION 5

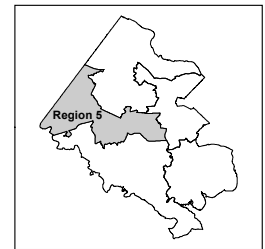
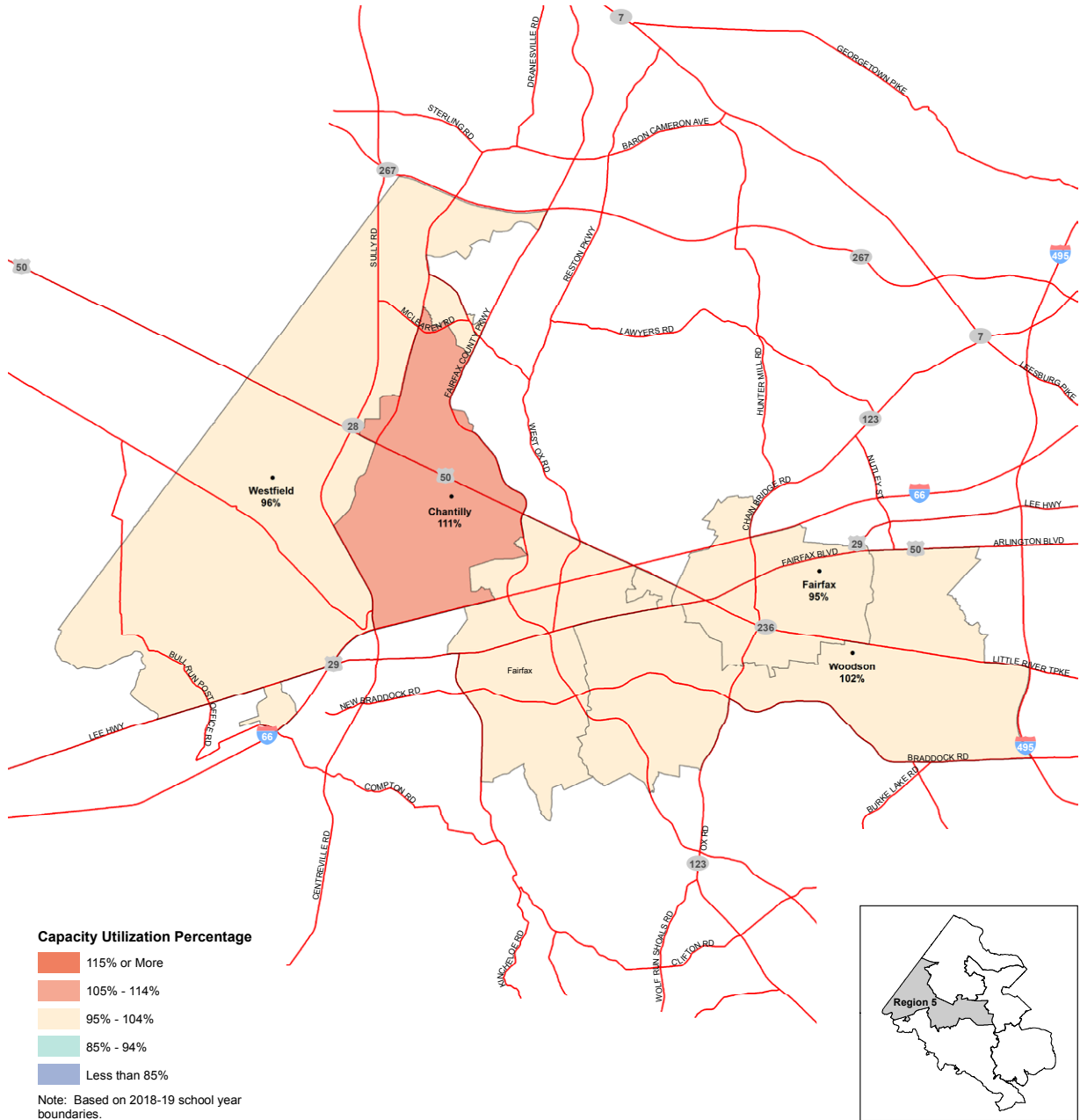
# REGION 5 HIGH SCHOOL CAPACITY

# CURRENT

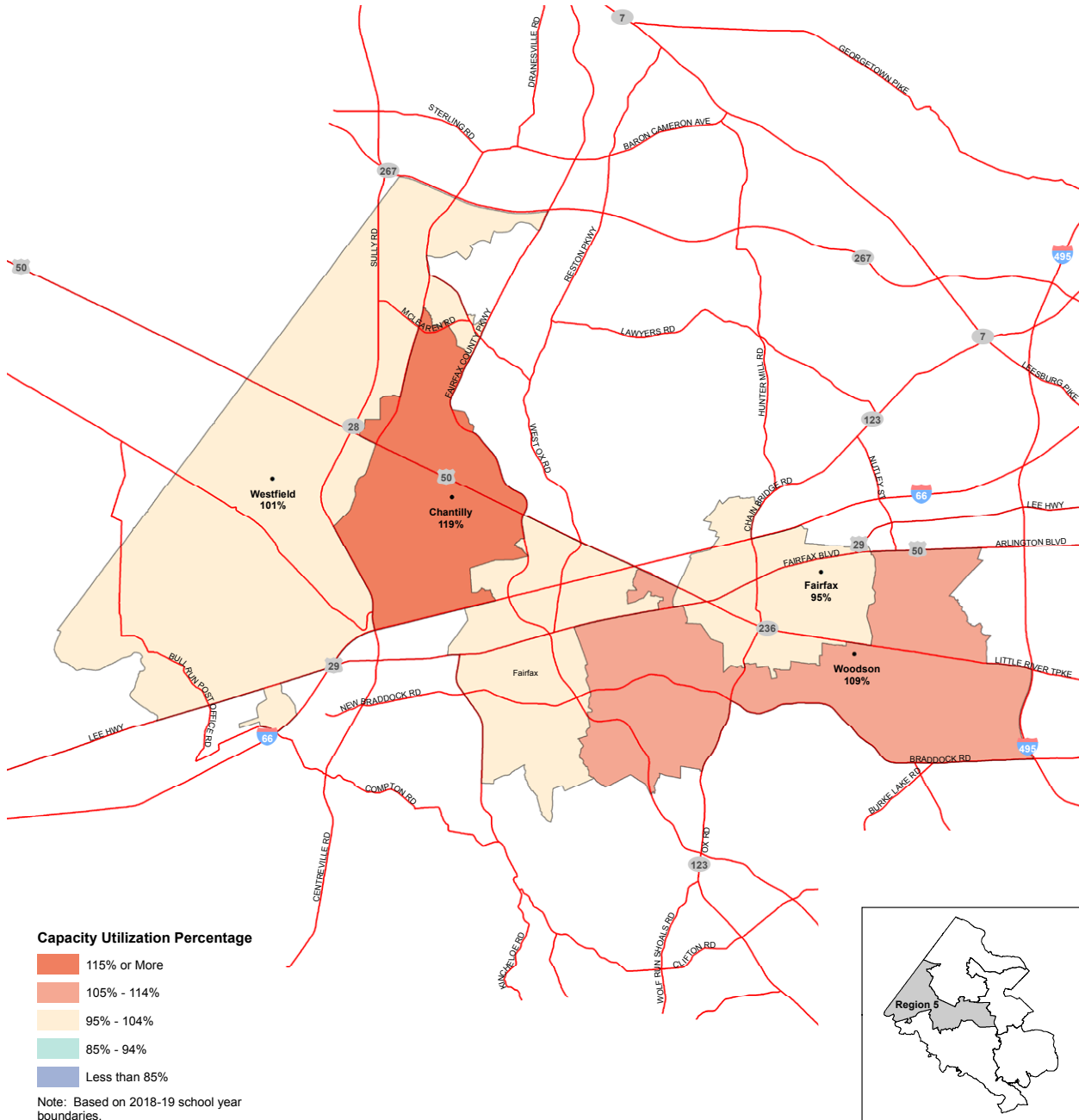
SY 2018-19



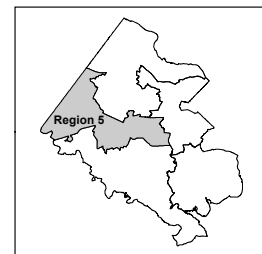
120



# REGION 5 HIGH SCHOOL CAPACITY PROJECTED | SY 2023-24



REGION 5



## SOLUTIONS

The following is a list of potential solutions to consider to alleviate current and projected school capacity deficit(s). For consideration purposes, as many options as possible have been identified for each school, in no significant order and may be contingent on other potential solutions listed. Any option(s) chosen for implementation will be discussed and decided through a transparent process with the appropriate stakeholders, in accordance with School Board Policies and Regulations.

- A. Increase efficiency by reassigning instructional spaces within a school to accommodate increase in membership
- B. Possible program changes
- C. Minor interior facility modifications to create additional instructional space and help to accommodate capacity deficit
- D. Add temporary classrooms to accommodate short-term capacity deficit
- E. Repurpose existing inventory of school facilities not currently being used as schools
- F. Capacity enhancement through either a modular or building addition
- G. A new Fairfax/Oakton Area Elementary School has been proposed for planning in the 2017 Bond Referendum to provide capacity relief within the area
- H. Potential boundary adjustment with schools having a capacity surplus

### Schools in Construction

The following table lists the schools that are in construction in the current year. The schools remain listed until the anticipated completion of the project.

Construction projects include:

- Partial or full renovation of the existing school building—a renovation can result in an increase or decrease of design capacity due to restructuring of uses to provide efficient instructional spaces per the educational specifications
- Replacement of modular building with a permanent structure that adjoins the existing school building—this type of renovation can result in an increase or decrease in design capacity due to restructuring of uses to provide efficient instructional spaces per the educational specifications
- Permanent and adjoining building addition with minor modification to the existing building—additions typically result in an increase of design capacity of a school
- Modular building addition on a school site—this addition typically results in an increase of design capacity of a school

### Monitoring Student Membership

The following table lists the schools that are monitored for membership in the current school year. Based on the current and projected membership and current program capacity, these schools do not show a capacity deficit, but are monitored to ensure accommodation of unexpected population changes through solutions listed above.



| REGION | PYRAMID   | LEVEL | SCHOOL           | POTENTIAL SOLUTIONS        |
|--------|-----------|-------|------------------|----------------------------|
| 5      | Chantilly | HS    | Chantilly        | A, B, C, D, F, H           |
| 5      | Chantilly | MS    | Franklin         | A, B, C, D, H              |
| 5      | Chantilly | MS    | Rocky Run        | In construction            |
| 5      | Chantilly | ES    | Brookfield       | Monitor student membership |
| 5      | Chantilly | ES    | Greenbriar East  | Monitor student membership |
| 5      | Chantilly | ES    | Greenbriar West  | Monitor student membership |
| 5      | Chantilly | ES    | Lees Corner      | Monitor student membership |
| 5      | Chantilly | ES    | Oak Hill         | Monitor student membership |
| 5      | Chantilly | ES    | Poplar Tree      | Monitor student membership |
| 5      | Fairfax   | HS    | Fairfax          | Monitor student membership |
| 5      | Fairfax   | MS    | Lanier           | Monitor student membership |
| 5      | Fairfax   | ES    | Daniels Run      | Monitor student membership |
| 5      | Fairfax   | ES    | Eagle View       | Monitor student membership |
| 5      | Fairfax   | ES    | Providence       | A, B, G, H                 |
| 5      | Fairfax   | ES    | Willow Springs   | A, B, C, E, F, H           |
| 5      | Westfield | HS    | Westfield        | A, C                       |
| 5      | Westfield | MS    | Stone            | Monitor student membership |
| 5      | Westfield | ES    | Coates           | Monitor student membership |
| 5      | Westfield | ES    | Cub Run          | Monitor student membership |
| 5      | Westfield | ES    | Deer Park        | Monitor student membership |
| 5      | Westfield | ES    | Floris           | A, B, C, D, F, H           |
| 5      | Westfield | ES    | London Towne     | Monitor student membership |
| 5      | Westfield | ES    | McNair           | In construction            |
| 5      | Westfield | ES    | Virginia Run     | A, B                       |
| 5      | Woodson   | HS    | Woodson          | A, B, C, D, E, H           |
| 5      | Woodson   | MS    | Frost            | A, B, D, F, H              |
| 5      | Woodson   | ES    | Canterbury Woods | Monitor student membership |
| 5      | Woodson   | ES    | Fairfax Villa    | Monitor student membership |
| 5      | Woodson   | ES    | Little Run       | Monitor student membership |
| 5      | Woodson   | ES    | Mantua           | A, B, C, D, H              |
| 5      | Woodson   | ES    | Olde Creek       | Monitor student membership |
| 5      | Woodson   | ES    | Wakefield Forest | A, B, C, D, F, H           |

# REGION 5



<sup>1</sup> Additional ECCB and PAC sites at Pimmit Hills Center.

<sup>2</sup> Public Day sites at Cedar Lane School, Quander Road School, Burke School, Kilmer Center and Key Center.

**Y** - Accepts students from inside and outside school boundary.

**Y-SB** - School-based students only.

**Y-HI** - Program for students with hearing impairment.

## SY 2018–19 Instructional and Special Education School Programs

### PROGRAM ABBREVIATIONS:

| FECEP / HEAD START | FAMILY AND EARLY CHILDHOOD EDUCATION PROGRAM / HEAD START |
|--------------------|---|
| EHS                | EARLY HEAD START  |
| ES AAP             | ELEMENTARY SCHOOL ADVANCED ACADEMIC PROGRAMS              |
| MS AAP             | MIDDLE SCHOOL ADVANCED ACADEMIC PROGRAMS                  |
| HS AP              | HIGH SCHOOL ADVANCED PLACEMENT                            |
| HS IB              | HIGH SCHOOL INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM   |
| HS ACADEMY         | HIGH SCHOOL ACADEMY                                       |
| ECCB               | EARLY CHILDHOOD CLASS-BASED                               |
| PAC                | PRESCHOOL AUTISM CLASS                                    |
| AUT                | AUTISM  |
| CSS                | COMPREHENSIVE SERVICES SITE                               |
| ID                 | INTELLECTUAL DISABILITIES                                 |
| IDS                | INTELLECTUAL DISABILITIES SEVERE                          |
| DHOH               | DEAF OR HARD OF HEARING                                   |
| BVI                | BLIND AND VISUALLY IMPAIRED                               |
| PD                 | PHYSICAL DISABILITIES                                     |
| STEP               | SECONDARY TRANSITION TO EMPLOYMENT PROGRAM                |

SY 2018-19 CAPACITY, MEMBERSHIP, AND PROJECTIONS | REGION 5

CHANTILLY HS PYRAMID

| FACILITY                        |                 | SY 2018-19       |            |                                |                      |                    | PROJECTED MEMBERSHIP |         |         |         |         | PROJECTED PROGRAM CAPACITY UTILIZATION % |         |         |         |         |
|---------------------------------|-----------------|------------------|------------|--------------------------------|----------------------|--------------------|----------------------|---------|---------|---------|---------|--|---------|---------|---------|---------|
|                                 |                 | PROGRAM CAPACITY | MEMBERSHIP | PROGRAM CAPACITY UTILIZATION % | TEMPORARY CLASSROOMS | MODULAR CLASSROOMS | SY19-20              | SY20-21 | SY21-22 | SY22-23 | SY23-24 | SY19-20                                  | SY20-21 | SY21-22 | SY22-23 | SY23-24 |
| SCHOOL                          | DESIGN CAPACITY | 2,580            | 2,852      | 111%                           | 9                    | 14                 | 2,941                | 3,029   | 3,098   | 3,108   | 3,061   | 114%                                     | 117%    | 120%    | 120%    | 119%    |
| Chantilly HS <sup>2</sup>       | 2,581           |                  |            |                                |                      |                    |                      |         |         |         |         |  |         |         |         |         |
| Franklin MS <sup>2</sup>        | 1,215           | 964              | 887        | 92%                            | -                    | -                  | 935                  | 993     | 998     | 964     | 965     | 97%                                      | 103%    | 104%    | 100%    | 100%    |
| Rocky Run MS <sup>1,3</sup>     | 1,080/1,350     | 1,065            | 1,280      | 120%                           | 4                    | -                  | 1,127                | 1,084   | 1,150   | 1,078   | 1,025   | 106%                                     | 80%     | 85%     | 80%     | 76%     |
| Brookfield ES                   | 1,036           | 886              | 828        | 93%                            | 5                    | -                  | 814                  | 798     | 795     | 793     | 803     | 92%                                      | 90%     | 90%     | 90%     | 91%     |
| Greenbriar East ES              | 1,176           | 978              | 920        | 94%                            | 4                    | -                  | 901                  | 862     | 817     | 780     | 749     | 92%                                      | 88%     | 84%     | 80%     | 77%     |
| Greenbriar West ES <sup>3</sup> | 924             | 855              | 804        | 94%                            | 6                    | -                  | 796                  | 781     | 783     | 793     | 765     | 93%                                      | 91%     | 92%     | 93%     | 89%     |
| Lees Corner ES                  | 896             | 780              | 775        | 99%                            | 4                    | -                  | 768                  | 718     | 686     | 655     | 643     | 98%                                      | 92%     | 88%     | 84%     | 82%     |
| Oak Hill ES <sup>3</sup>        | 1,064/900       | 979              | 852        | 87%                            | 2                    | 6                  | 814                  | 799     | 775     | 787     | 776     | 83%                                      | 82%     | 79%     | 80%     | 86%     |
| Poplar Tree ES <sup>3</sup>     | 896             | 782              | 734        | 94%                            | 3                    | -                  | 754                  | 726     | 754     | 753     | 771     | 96%                                      | 93%     | 96%     | 96%     | 99%     |

FAIRFAX HS PYRAMID

| FACILITY                       |                 | SY 2018-19       |            |                                |                      |                    | PROJECTED MEMBERSHIP |         |         |         |         | PROJECTED PROGRAM CAPACITY UTILIZATION % |         |         |         |         |
|--------------------------------|-----------------|------------------|------------|--------------------------------|----------------------|--------------------|----------------------|---------|---------|---------|---------|--|---------|---------|---------|---------|
|                                |                 | PROGRAM CAPACITY | MEMBERSHIP | PROGRAM CAPACITY UTILIZATION % | TEMPORARY CLASSROOMS | MODULAR CLASSROOMS | SY19-20              | SY20-21 | SY21-22 | SY22-23 | SY23-24 | SY19-20                                  | SY20-21 | SY21-22 | SY22-23 | SY23-24 |
| SCHOOL                         | DESIGN CAPACITY | 2,407            | 2,285      | 95%                            | 8                    | -                  | 2,266                | 2,243   | 2,284   | 2,314   | 2,287   | 94%                                      | 93%     | 95%     | 96%     | 95%     |
| Fairfax HS                     | 2,416           |                  |            |                                |                      |                    |                      |         |         |         |         |  |         |         |         |         |
| Lanier MS <sup>1,2,3</sup>     | 1,311           | 1,208            | 1,009      | 84%                            | -                    | -                  | 1,066                | 1,089   | 1,077   | 1,052   | 1,044   | 88%                                      | 90%     | 89%     | 87%     | 86%     |
| Daniels Run ES <sup>2</sup>    | 980             | 798              | 704        | 88%                            | 2                    | -                  | 727                  | 712     | 725     | 738     | 733     | 91%                                      | 89%     | 91%     | 92%     | 92%     |
| Eagle View ES                  | 1,008           | 741              | 646        | 87%                            | 2                    | -                  | 620                  | 578     | 567     | 547     | 535     | 84%                                      | 78%     | 77%     | 74%     | 72%     |
| Providence ES <sup>2</sup>     | 1,092           | 916              | 899        | 98%                            | 2                    | -                  | 897                  | 929     | 940     | 920     | 906     | 98%                                      | 101%    | 103%    | 100%    | 99%     |
| Willow Springs ES <sup>3</sup> | 1,036           | 960              | 1,007      | 105%                           | 8                    | -                  | 978                  | 999     | 1,011   | 1,014   | 1,011   | 102%                                     | 104%    | 105%    | 106%    | 105%    |

WESTFIELD HS PYRAMID

| FACILITY                  |                 | SY 2018-19       |            |                                |                      |                    | PROJECTED MEMBERSHIP |         |         |         |         | PROJECTED PROGRAM CAPACITY UTILIZATION % |         |         |         |         |
|---------------------------|-----------------|------------------|------------|--------------------------------|----------------------|--------------------|----------------------|---------|---------|---------|---------|--|---------|---------|---------|---------|
|                           |                 | PROGRAM CAPACITY | MEMBERSHIP | PROGRAM CAPACITY UTILIZATION % | TEMPORARY CLASSROOMS | MODULAR CLASSROOMS | SY19-20              | SY20-21 | SY21-22 | SY22-23 | SY23-24 | SY19-20                                  | SY20-21 | SY21-22 | SY22-23 | SY23-24 |
| SCHOOL                    | DESIGN CAPACITY | 2,777            | 2,655      | 96%                            | 13                   | -                  | 2,668                | 2,765   | 2,756   | 2,762   | 2,806   | 96%                                      | 100%    | 99%     | 99%     | 101%    |
| Westfield HS <sup>2</sup> | 2,823           |                  |            |                                |                      |                    |                      |         |         |         |         |  |         |         |         |         |
| Stone MS <sup>2</sup>     | 1,104           | 930              | 768        | 83%                            | 1                    | -                  | 804                  | 789     | 786     | 772     | 740     | 86%                                      | 85%     | 85%     | 83%     | 80%     |
| Coates ES <sup>2</sup>    | 868             | 744              | 709        | 95%                            | 8                    | -                  | 726                  | 719     | 717     | 723     | 737     | 98%                                      | 97%     | 96%     | 97%     | 99%     |
| Cub Run ES                | 874             | 625              | 572        | 92%                            | 6                    | -                  | 566                  | 597     | 588     | 589     | 594     | 91%                                      | 96%     | 94%     | 94%     | 95%     |
| Deer Park ES              | 1,064           | 694              | 583        | 84%                            | -                    | 10                 | 597                  | 592     | 608     | 615     | 628     | 86%                                      | 85%     | 88%     | 89%     | 90%     |
| Floris ES <sup>2</sup>    | 924             | 845              | 826        | 98%                            | 2                    | -                  | 869                  | 925     | 1,004   | 1,055   | 1,102   | 103%                                     | 109%    | 119%    | 125%    | 130%    |
| London Towne ES           | 1,204           | 974              | 863        | 89%                            | 2                    | 10                 | 837                  | 821     | 830     | 820     | 819     | 86%                                      | 84%     | 85%     | 84%     | 84%     |
| McNair ES <sup>3,4</sup>  | 1,008/1,758     | 912              | 1,315      | 144%                           | 22                   | -                  | 1,326                | 1,300   | 1,280   | 1,288   | 1,275   | 145%                                     | 143%    | 73%     | 73%     | 73%     |
| Virginia Run ES           | 1,008           | 752              | 679        | 90%                            | 3                    | -                  | 703                  | 709     | 735     | 767     | 789     | 93%                                      | 94%     | 98%     | 102%    | 105%    |

**WOODSON HS PYRAMID**

| FACILITY                         |                 | SY 2018-19       |            |                                |                      | PROJECTED MEMBERSHIP |         |         |         | PROJECTED PROGRAM CAPACITY UTILIZATION % |         |         |         |         |         |         |
|----------------------------------|-----------------|------------------|------------|--------------------------------|----------------------|----------------------|---------|---------|---------|--|---------|---------|---------|---------|---------|---------|
| SCHOOL                           | DESIGN CAPACITY | PROGRAM CAPACITY | MEMBERSHIP | PROGRAM CAPACITY UTILIZATION % | TEMPORARY CLASSROOMS | MODULAR CLASSROOMS   | SY19-20 | SY20-21 | SY21-22 | SY22-23                                  | SY23-24 | SY19-20 | SY20-21 | SY21-22 | SY22-23 | SY23-24 |
| Woodson HS                       | 2,331           | 2,327            | 2,384      | 102%                           | 2                    | -                    | 2,377   | 2,471   | 2,488   | 2,509                                    | 2,536   | 102%    | 106%    | 107%    | 108%    | 109%    |
| Frost MS <sup>3</sup>            | 1,368/1,400     | 1,182            | 1,237      | 105%                           | 9                    | 10                   | 1,286   | 1,268   | 1,295   | 1,320                                    | 1,310   | 109%    | 107%    | 110%    | 112%    | 94%     |
| Canterbury Woods ES <sup>3</sup> | 917             | 854              | 787        | 92%                            | 2                    | -                    | 797     | 772     | 777     | 753                                      | 748     | 93%     | 90%     | 91%     | 88%     | 88%     |
| Fairfax Villa ES                 | 694             | 692              | 621        | 90%                            | 6                    | -                    | 616     | 599     | 582     | 556                                      | 543     | 89%     | 87%     | 84%     | 80%     | 78%     |
| Little Run ES                    | 476             | 412              | 335        | 81%                            | 4                    | -                    | 359     | 361     | 374     | 396                                      | 392     | 87%     | 88%     | 91%     | 96%     | 95%     |
| Mantua ES <sup>3</sup>           | 1,170           | 1,106            | 1,085      | 98%                            | 4                    | 8                    | 1,105   | 1,099   | 1,099   | 1,127                                    | 1,131   | 100%    | 99%     | 99%     | 102%    | 102%    |
| Olde Creek ES                    | 628             | 504              | 381        | 76%                            | 6                    | -                    | 352     | 334     | 321     | 315                                      | 312     | 70%     | 66%     | 64%     | 63%     | 62%     |
| Wakefield Forest ES              | 560             | 496              | 669        | 135%                           | 11                   | -                    | 712     | 745     | 754     | 782                                      | 812     | 144%    | 150%    | 152%    | 158%    | 164%    |

<sup>1</sup> Boundary study impact. Schools currently going through phased-in boundary changes

<sup>2</sup> Program or facility changes

<sup>3</sup> General education and AAP center school

<sup>4</sup> Design capacity of McNair ES includes future design capacity of North West County Elementary School

Notes:

1. A guide to understanding the information on these tables can be found at the beginning of the Membership and Capacity Comparisons section.
2. Membership numbers include general education, special education, AAP, FECEP/Head Start and preschool (wherever applicable) students. Membership numbers do not include adult education, private school special education, home schooled, multi-agency, or special education centers.
3. For schools with utilization percentage in red, refer to Potential Capacity Solutions table for this region.
4. Numbers in *italics* and highlighted in yellow are future design capacity and projected capacity utilization percentages after a renovation or capacity enhancement.
5. Pre-construction program capacity is used for schools currently in construction. For a list of schools in construction, refer to Potential Capacity Solutions table for this region.

Sources:

- Membership: FCPS, Certified Membership, September 30, 2018
- Projected Membership: FCPS, Membership Projections, Fall 2018
- Program Capacity and Modular Classrooms: FCPS, Capacity and Utilization Surveys, SY 2018-19
- Temporary Classrooms: FCPS, Design and Construction, Trailer Asset Report, October 2018

To view information pertaining to Capacity and Membership, Facilities and Sites, and Pyramid and Special Programs, please visit the FCPS Facility and Enrollment Dashboard at [www.fcps.edu/enrollmentdashboard](http://www.fcps.edu/enrollmentdashboard).

# REGION 5

# FCPS CAPACITY BALANCE SUMMARY

Current and Projected

Region 1

|                      | Elementary 2018-19 |            |         | Elementary 2023-24         |                      |                            | Middle 2018-19   |            |         | Middle 2023-24             |                      |                            | High 2018-19     |            |         | High 2023-24               |                      |                            |
|----------------------|--------------------|------------|---------|----------------------------|----------------------|----------------------------|------------------|------------|---------|----------------------------|----------------------|----------------------------|------------------|------------|---------|----------------------------|----------------------|----------------------------|
|                      | Program Capacity   | Membership | Balance | Projected Program Capacity | Projected Membership | Projected Capacity Balance | Program Capacity | Membership | Balance | Projected Program Capacity | Projected Membership | Projected Capacity Balance | Program Capacity | Membership | Balance | Projected Program Capacity | Projected Membership | Projected Capacity Balance |
| High School Pyramids |                    |            |         |                            |                      |                            |                  |            |         |                            |                      |                            |                  |            |         |                            |                      |                            |
| Herridon             | 4,886              | 4,432      | 454     | 4,900                      | 4,328                | 572                        | 1,176            | 1,113      | 63      | 1,073                      | 1,03                 | -158                       | 2,145            | 2,303      | -158    | 2,500                      | 2,552                | -52                        |
| Langley              | 4,219              | 3,653      | 566     | 4,219                      | 3,637                | 582                        | 1,058            | 1,031      | 27      | 1,105                      | 15                   | 430                        | 1,923            | 1,923      | 0       | 2,353                      | 1,861                | 492                        |
| Madison              | 3,837              | 3,634      | 203     | 3,837                      | 3,418                | 419                        | 1,233            | 1,209      | 24      | 1,430                      | -197                 | -100                       | 2,112            | 2,212      | -100    | 2,400                      | 2,318                | 82                         |
| Oakton               | 4,315              | 4,378      | -63     | 4,315                      | 4,148                | 167                        | 1,524            | 1,502      | 22      | 1,593                      | -69                  | -639                       | 2,094            | 2,733      | -639    | 2,625                      | 2,879                | -254                       |
| South Lakes          | 5,228              | 4,449      | 779     | 5,195                      | 4,219                | 976                        | 1,106            | 1,046      | 60      | 969                        | 281                  | 211                        | 2,670            | 2,459      | 211     | 2,670                      | 2,590                | 80                         |
| Region 1 Total       | 22,485             | 20,546     | 1,939   | 22,466                     | 19,750               | 2,716                      | 6,097            | 5,901      | 196     | 6,303                      | 133                  | -257                       | 11,373           | 11,630     | -257    | 12,548                     | 12,200               | 348                        |

Region 2

|                      | Elementary 2018-19 |            |         | Elementary 2023-24         |                      |                            | Middle 2018-19   |            |         | Middle 2023-24             |                      |                            | High 2018-19     |            |         | High 2023-24               |                      |                            |
|----------------------|--------------------|------------|---------|----------------------------|----------------------|----------------------------|------------------|------------|---------|----------------------------|----------------------|----------------------------|------------------|------------|---------|----------------------------|----------------------|----------------------------|
|                      | Program Capacity   | Membership | Balance | Projected Program Capacity | Projected Membership | Projected Capacity Balance | Program Capacity | Membership | Balance | Projected Program Capacity | Projected Membership | Projected Capacity Balance | Program Capacity | Membership | Balance | Projected Program Capacity | Projected Membership | Projected Capacity Balance |
| High School Pyramids |                    |            |         |                            |                      |                            |                  |            |         |                            |                      |                            |                  |            |         |                            |                      |                            |
| Annandale            | 4,517              | 4,073      | 444     | 4,473                      | 4,093                | 380                        | 2,510            | 1,869      | 641     | 1,812                      | 698                  | 769                        | 4,723            | 3,754      | 969     | 4,723                      | 4,052                | 671                        |
| Falls Church         | 3,656              | 3,499      | 157     | 3,656                      | 3,458                | 198                        | 1,223            | 1,113      | 110     | 1,005                      | 218                  | -117                       | 1,945            | 2,062      | -117    | 1,945                      | 2,358                | -413                       |
| Justice              | 5,135              | 4,562      | 573     | 5,135                      | 4,389                | 746                        | 1,860            | 1,807      | 53      | 1,840                      | 20                   | -198                       | 1,990            | 2,188      | -198    | 2,500                      | 2,452                | 48                         |
| Marshall             | 4,148              | 3,968      | 180     | 4,148                      | 3,903                | 245                        | 1,152            | 1,130      | 22      | 1,255                      | -103                 | 108                        | 2,332            | 2,224      | 108     | 2,332                      | 2,339                | -7                         |
| McLean               | 3,538              | 3,700      | -162    | 3,538                      | 3,554                | -16                        | 1,374            | 1,319      | 55      | 1,500                      | -126                 | -273                       | 1,982            | 2,255      | -273    | 1,982                      | 2,505                | -523                       |
| Region 2 Total       | 20,994             | 19,802     | 1,192   | 20,950                     | 19,397               | 1,553                      | 8,119            | 7,238      | 881     | 7,412                      | 707                  | 290                        | 12,973           | 12,683     | 290     | 13,483                     | 13,706               | -223                       |

Region 3

|                      | Elementary 2018-19 |            |         | Elementary 2023-24         |                      |                            | Middle 2018-19   |            |         | Middle 2023-24             |                      |                            | High 2018-19     |            |         | High 2023-24               |                      |                            |
|----------------------|--------------------|------------|---------|----------------------------|----------------------|----------------------------|------------------|------------|---------|----------------------------|----------------------|----------------------------|------------------|------------|---------|----------------------------|----------------------|----------------------------|
|                      | Program Capacity   | Membership | Balance | Projected Program Capacity | Projected Membership | Projected Capacity Balance | Program Capacity | Membership | Balance | Projected Program Capacity | Projected Membership | Projected Capacity Balance | Program Capacity | Membership | Balance | Projected Program Capacity | Projected Membership | Projected Capacity Balance |
| High School Pyramids |                    |            |         |                            |                      |                            |                  |            |         |                            |                      |                            |                  |            |         |                            |                      |                            |
| Edison               | 3,731              | 3,306      | 425     | 4,008                      | 3,368                | 640                        | 1,020            | 1,056      | -36     | 1,126                      | -106                 | 48                         | 2,135            | 2,087      | 48      | 2,135                      | 2,196                | -61                        |
| Hayfield             | 3,976              | 3,758      | 218     | 3,976                      | 3,524                | 452                        | 1,117            | 948        | 169     | 928                        | 189                  | 157                        | 2,242            | 2,085      | 157     | 2,242                      | 2,225                | 17                         |
| Lee                  | 4,078              | 3,521      | 557     | 4,078                      | 3,017                | 1,061                      | 988              | 796        | 192     | 747                        | 241                  | 322                        | 2,045            | 1,723      | 322     | 2,045                      | 1,791                | 254                        |
| Mount Vernon         | 5,430              | 4,763      | 667     | 5,426                      | 4,763                | 663                        | 1,197            | 1,012      | 185     | 1,006                      | 191                  | 445                        | 2,428            | 2,983      | -555    | 2,428                      | 2,053                | 375                        |
| West Potomac         | 6,328              | 5,293      | 1,035   | 6,394                      | 5,137                | 1,257                      | 1,446            | 1,524      | -78     | 1,498                      | -52                  | 178                        | 2,228            | 2,258      | -30     | 3,000                      | 2,822                | 178                        |
| Region 3 Total       | 23,543             | 20,641     | 2,902   | 23,882                     | 19,555               | 4,327                      | 5,768            | 5,336      | 432     | 5,305                      | 463                  | 602                        | 11,078           | 10,476     | 602     | 11,849                     | 11,087               | 762                        |

Region 4

|                      | Elementary 2018-19 |            |         | Elementary 2023-24         |                      |                            | Middle 2018-19   |            |         | Middle 2023-24             |                      |                            | High 2018-19     |            |         | High 2023-24               |                      |                            |
|----------------------|--------------------|------------|---------|----------------------------|----------------------|----------------------------|------------------|------------|---------|----------------------------|----------------------|----------------------------|------------------|------------|---------|----------------------------|----------------------|----------------------------|
|                      | Program Capacity   | Membership | Balance | Projected Program Capacity | Projected Membership | Projected Capacity Balance | Program Capacity | Membership | Balance | Projected Program Capacity | Projected Membership | Projected Capacity Balance | Program Capacity | Membership | Balance | Projected Program Capacity | Projected Membership | Projected Capacity Balance |
| High School Pyramids |                    |            |         |                            |                      |                            |                  |            |         |                            |                      |                            |                  |            |         |                            |                      |                            |
| Centreville          | 4,769              | 4,335      | 434     | 4,769                      | 4,175                | 594                        | 1,285            | 1,097      | 188     | 1,016                      | 269                  | -438                       | 2,141            | 2,379      | -438    | 2,141                      | 2,645                | -504                       |
| Lake Braddock        | 4,396              | 3,970      | 426     | 4,392                      | 3,827                | 565                        | 1,626            | 1,436      | 190     | 1,356                      | 270                  | 321                        | 3,119            | 2,798      | 321     | 3,119                      | 2,943                | 176                        |
| Robinson             | 4,062              | 3,813      | 249     | 4,062                      | 4,082                | -20                        | 1,320            | 1,204      | 116     | 1,322                      | -3                   | 152                        | 2,742            | 2,590      | 152     | 2,742                      | 2,693                | 49                         |
| South County         | 3,138              | 2,817      | 321     | 3,254                      | 2,685                | 569                        | 1,280            | 1,082      | 198     | 1,108                      | 172                  | 259                        | 2,474            | 2,215      | 259     | 2,474                      | 2,239                | 235                        |
| West Springfield     | 4,445              | 4,174      | 271     | 4,445                      | 4,139                | 306                        | 1,152            | 1,097      | 55      | 1,108                      | 44                   | -118                       | 2,163            | 2,281      | -118    | 2,350                      | 2,595                | -245                       |
| Region 4 Total       | 20,810             | 19,109     | 1,701   | 20,922                     | 18,908               | 2,014                      | 6,662            | 5,916      | 746     | 5,910                      | 752                  | 175                        | 12,638           | 12,463     | 175     | 12,826                     | 13,115               | -289                       |

Region 5

|                      | Elementary 2018-19 |            |         | Elementary 2023-24         |                      |                            | Middle 2018-19   |            |         | Middle 2023-24             |                      |                            | High 2018-19     |            |         | High 2023-24               |                      |                            |
|----------------------|--------------------|------------|---------|----------------------------|----------------------|----------------------------|------------------|------------|---------|----------------------------|----------------------|----------------------------|------------------|------------|---------|----------------------------|----------------------|----------------------------|
|                      | Program Capacity   | Membership | Balance | Projected Program Capacity | Projected Membership | Projected Capacity Balance | Program Capacity | Membership | Balance | Projected Program Capacity | Projected Membership | Projected Capacity Balance | Program Capacity | Membership | Balance | Projected Program Capacity | Projected Membership | Projected Capacity Balance |
| High School Pyramids |                    |            |         |                            |                      |                            |                  |            |         |                            |                      |                            |                  |            |         |                            |                      |                            |
| Chantilly            | 5,260              | 4,913      | 347     | 5,181                      | 4,507                | 674                        | 2,029            | 2,167      | -138    | 1,990                      | 324                  | -272                       | 2,580            | 2,852      | -272    | 2,580                      | 3,061                | -481                       |
| Fairfax              | 3,415              | 3,256      | 159     | 3,415                      | 3,185                | 230                        | 1,208            | 1,009      | 199     | 1,044                      | 164                  | 122                        | 2,407            | 2,285      | 122     | 2,407                      | 2,806                | -29                        |
| Westfield            | 5,546              | 5,547      | -1      | 5,546                      | 5,944                | -398                       | 930              | 768        | 162     | 740                        | 190                  | 122                        | 2,777            | 2,655      | 122     | 2,777                      | 2,870                | -90                        |
| Woodson              | 4,064              | 3,878      | 186     | 4,064                      | 3,938                | 126                        | 1,182            | 1,237      | -55     | 1,310                      | 90                   | -57                        | 2,327            | 2,384      | -57     | 2,327                      | 2,536                | -209                       |
| Region 5 Total       | 18,285             | 17,594     | 691     | 19,052                     | 17,574               | 1,478                      | 5,349            | 5,181      | 168     | 5,084                      | 768                  | -84                        | 10,092           | 10,176     | -84     | 10,092                     | 10,690               | -598                       |
| FCPS Total           | 106,117            | 97,692     | 8,425   | 107,272                    | 95,184               | 12,088                     | 31,993           | 29,572     | 2,421   | 29,881                     | 2,822                | 725                        | 58,153           | 57,428     | 725     | 60,798                     | 60,798               | 0                          |

Notes:

- Membership numbers include: general education, special education, AAP, RECEP/Head Start and preschool (wherever applicable) students. Membership numbers do not include: adult education, private school special education, home schooled, multi-agency or special education centers.
- Pre-construction program capacity is used for schools currently in construction. For a list of schools in construction, refer to Potential Capacity Solutions table for each region.
- Projected Program Capacity for SY 2023-24 includes future design capacity of schools after a renovation or capacity enhancement.

Sources: Membership: FCPS, Certified Membership, September 30, 2018; Projected Membership: FCPS, Facilities Planning Services, Projections, Fall 2018; Program Capacity and Modular Classrooms: FCPS, Facilities Planning Services, Capacity and Utilization Surveys, SY 2018-19.

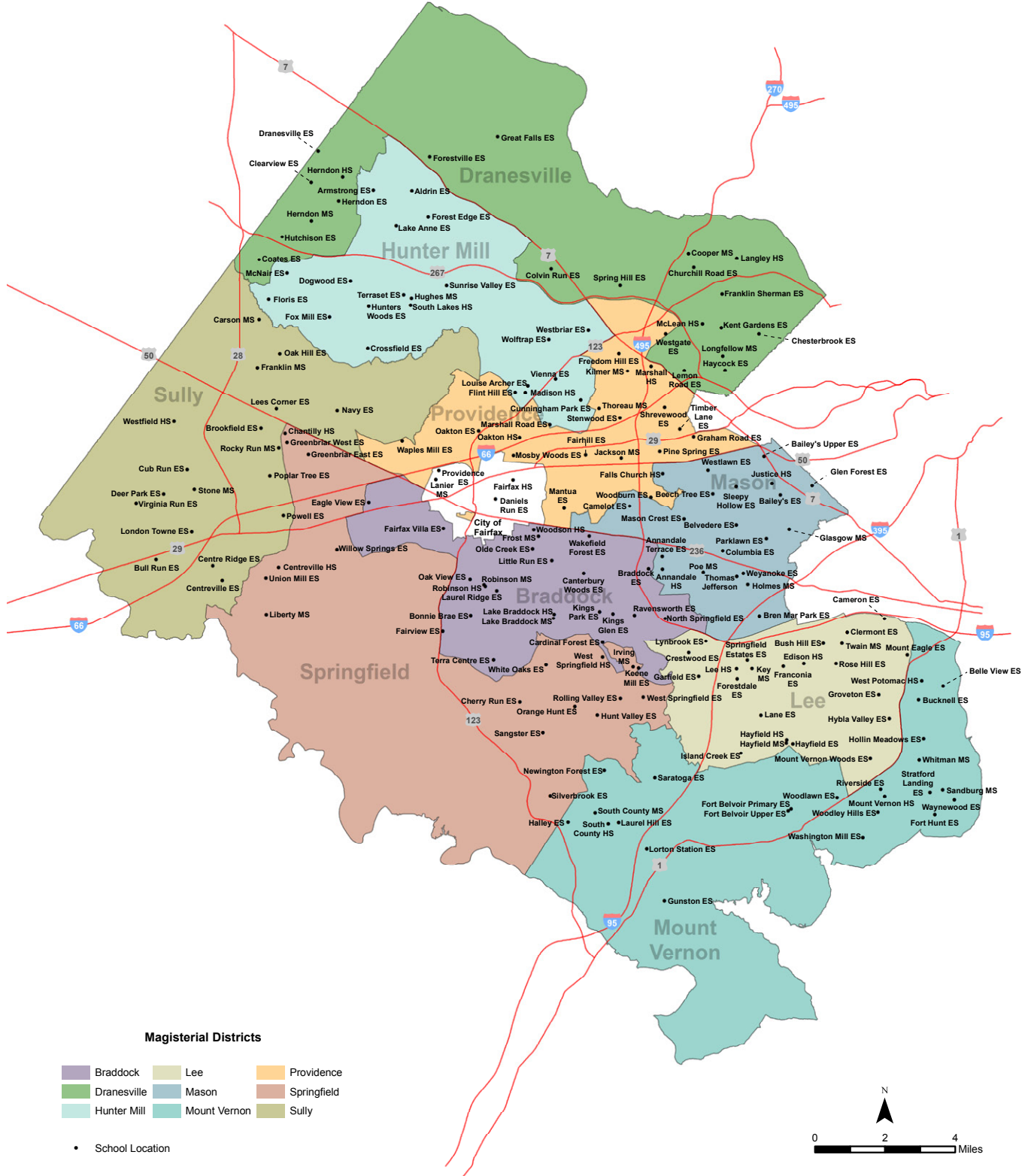


# RESOURCES

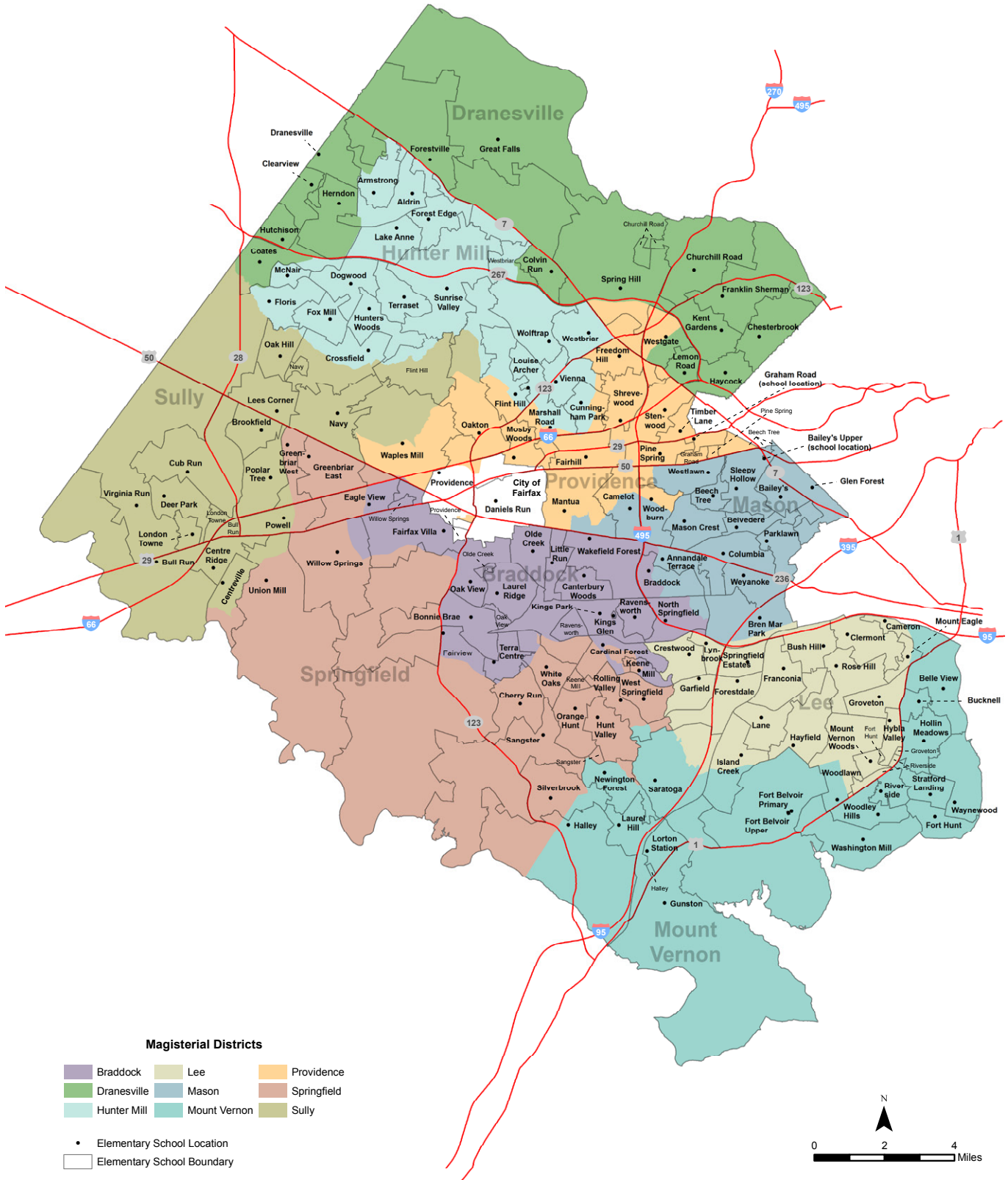
# MAGISTERIAL MAPS

SCHOOL LOCATIONS | SY 2018-19

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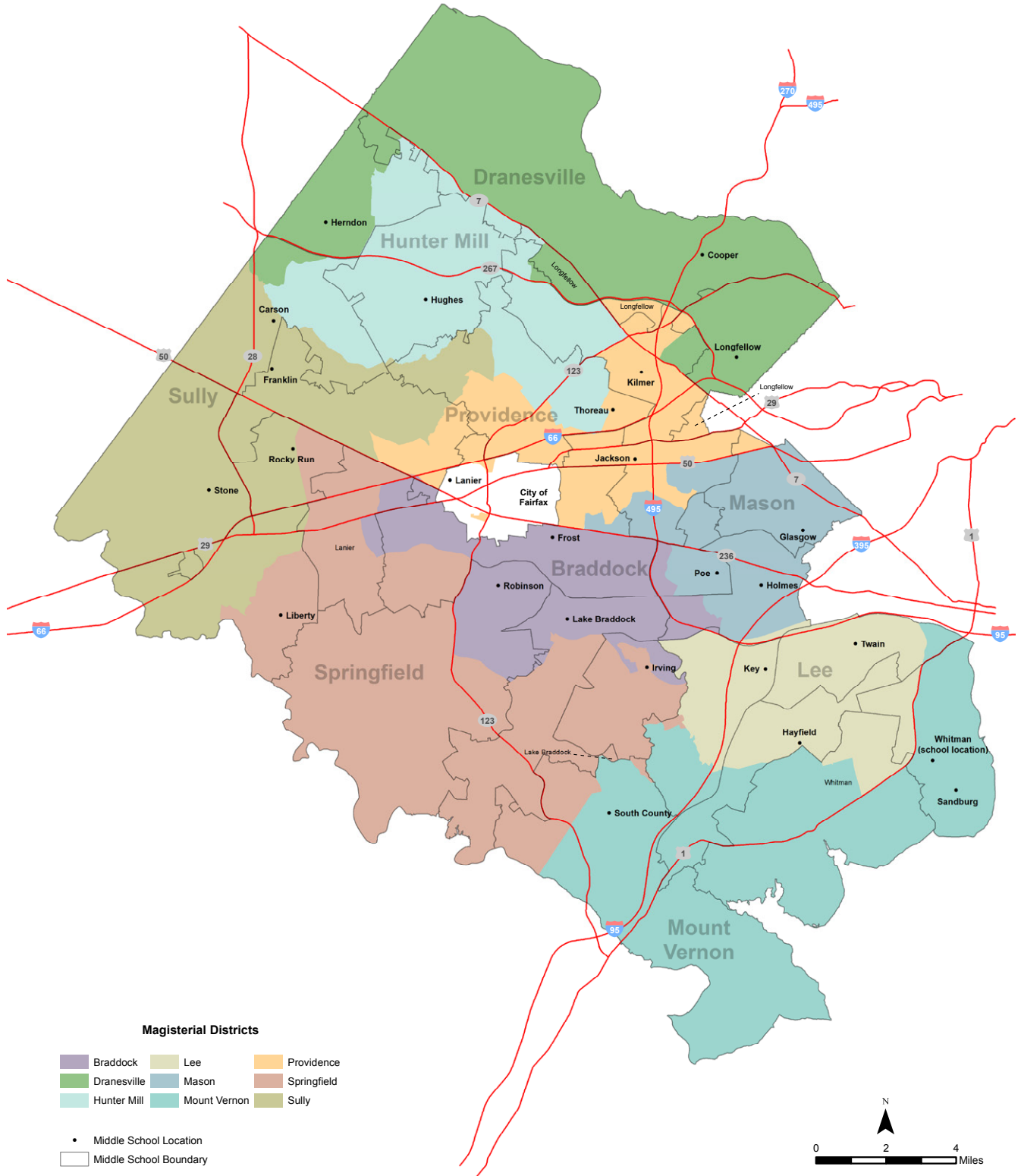


# ELEMENTARY SCHOOL BOUNDARIES | SY 2018-19

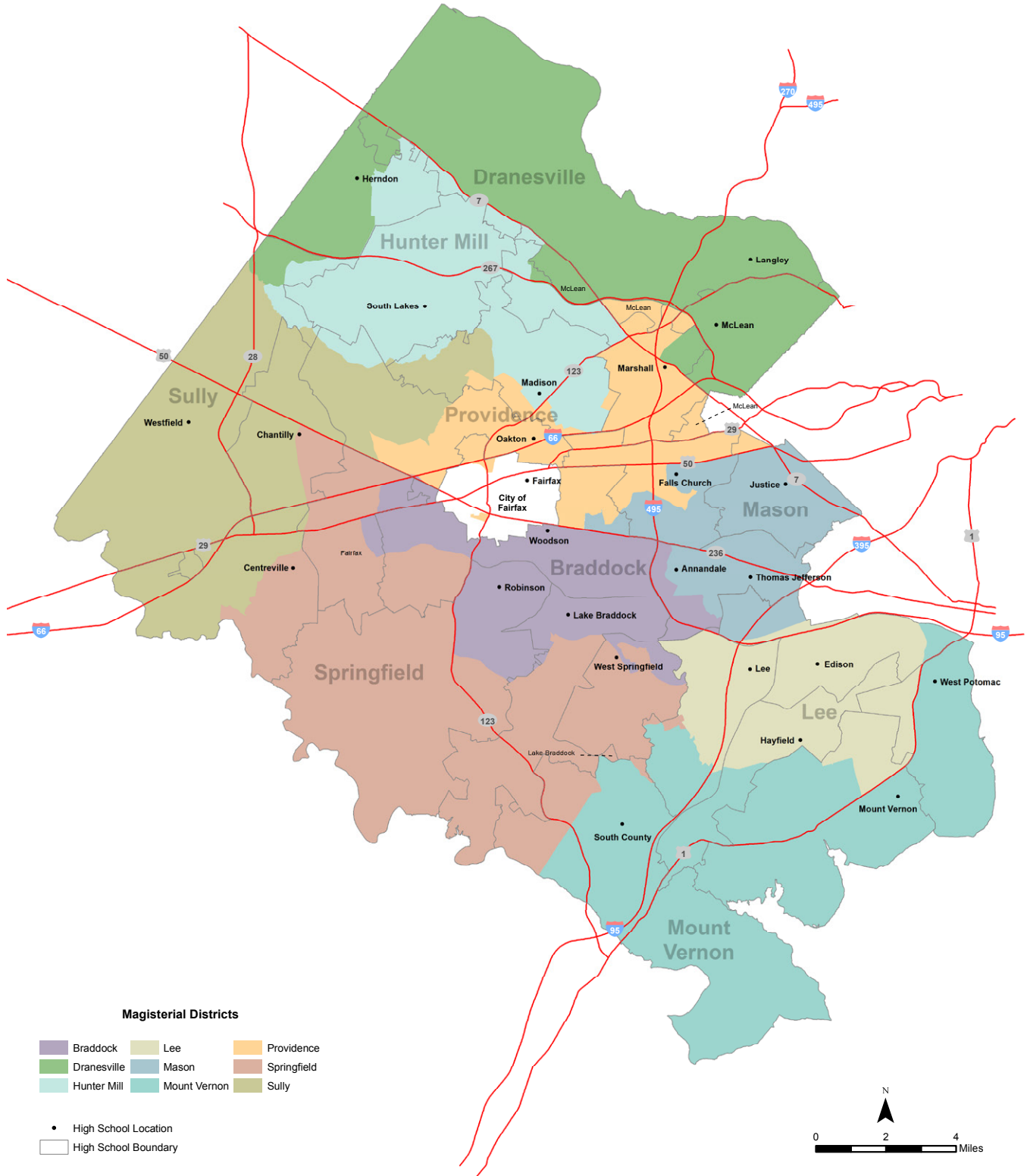


# MIDDLE SCHOOL BOUNDARIES | SY 2018-19

132



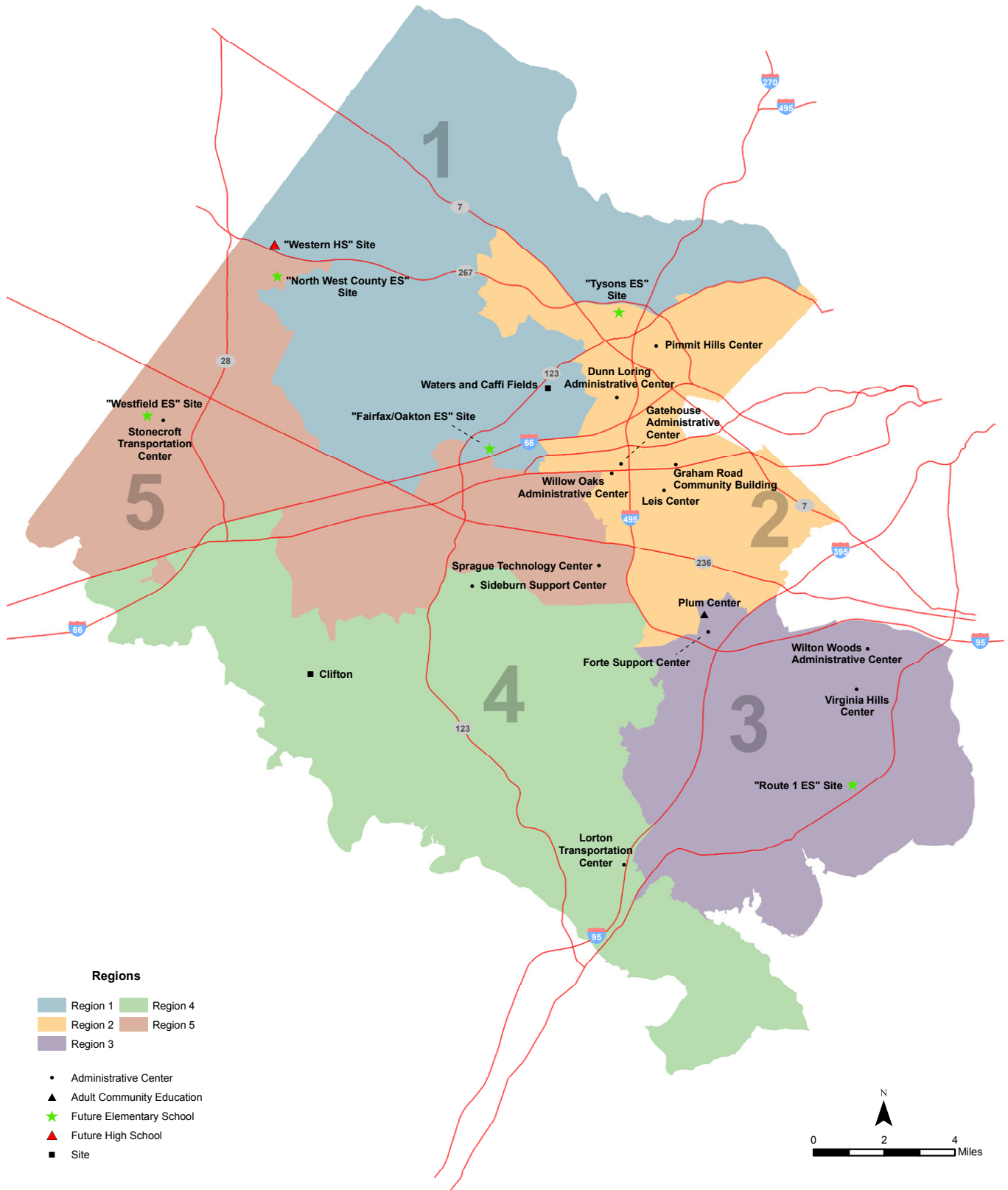
# HIGH SCHOOL BOUNDARIES | SY 2018–19





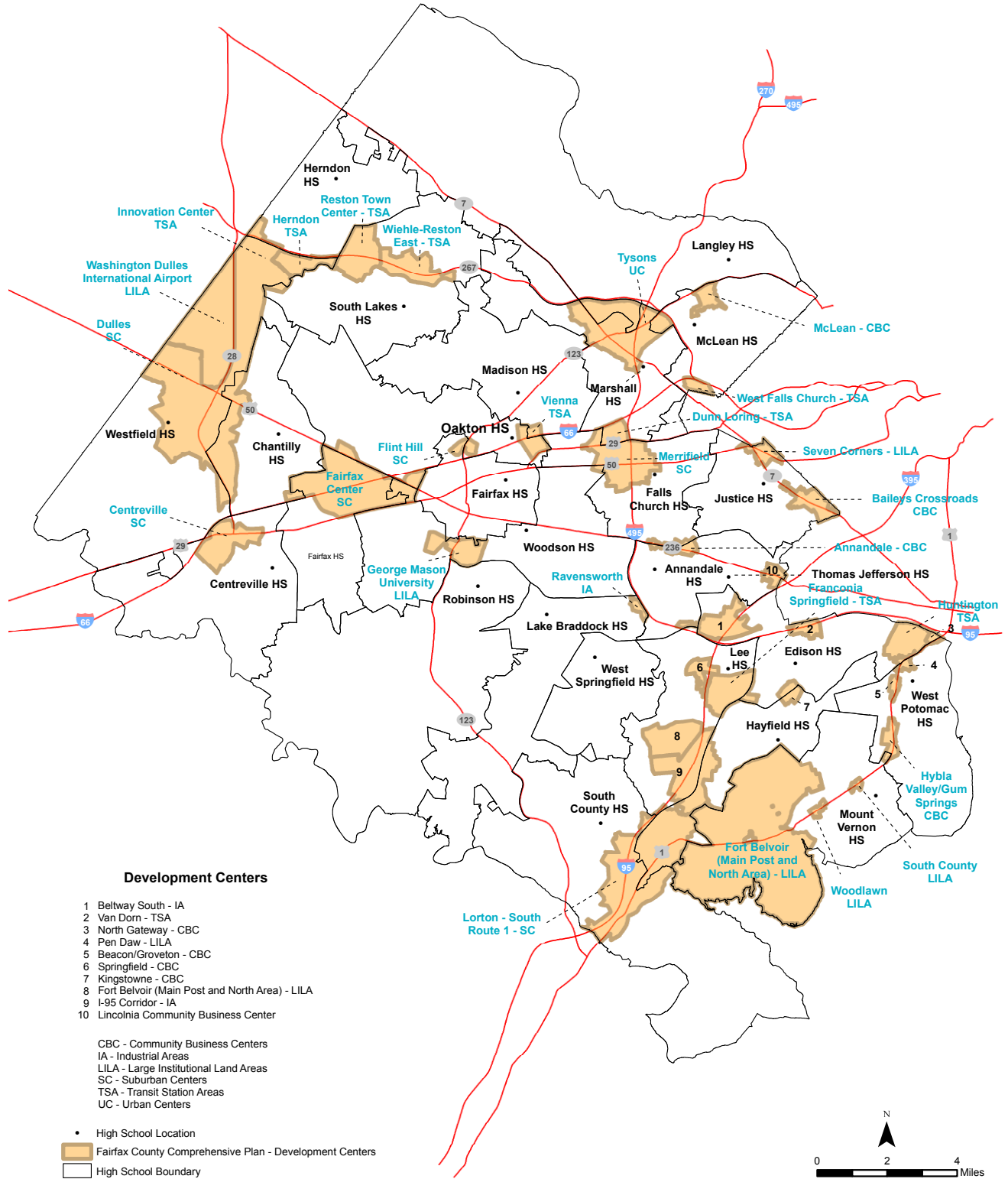
# ADMINISTRATIVE BUILDINGS AND SITES | SY 2018-19

134





# FAIRFAX COUNTY COMPREHENSIVE PLAN: DEVELOPMENT CENTERS | SY 2018-19



For more information on Special Planning Areas in Fairfax County please refer to the following link:  
<https://www.fairfaxcounty.gov/planning-zoning/comprehensive-plan/special-planning-areas>

# BOUNDARY INFORMATION

## RECENT BOUNDARY AND AAP CENTER ASSIGNMENT CHANGES

| EFFECTIVE YEAR | TITLE   | SCHOOLS  | TYPE           | REGION | PYRAMID  |
|----------------|---|--|----------------|--------|--|
| SY 2018-19     | Bush Hill ES AAP Center <sup>1</sup>  | Bush Hill ES, Cameron ES, Clermont ES, Franconia ES, Hayfield ES, Lane ES, Mount Eagle ES, Rose Hill ES, Springfield Estates ES                      | Program        | 3      | Edison/<br>Hayfield/ Lee   |
| SY 2018-19     | Lanier MS AAP Center <sup>1</sup>   | Lanier MS, Rocky Run MS  | Program        | 4/5    | Fairfax/<br>Chantilly/<br>Centreville                            |
| SY 2018-19     | Jackson MS to Thoreau MS <sup>1</sup>   | Jackson MS, Thoreau MS   | Standard       | 1/2    | Falls Church/<br>Madison/<br>Oakton                              |
| SY 2016-17     | Cooper MS AAP Center <sup>1</sup>   | Cooper MS, Kilmer MS, Longfellow MS  | Program        | 1/2    | Langley/<br>Marshall/<br>McLean                                  |
| SY 2016-17     | Freedom Hill ES to Vienna ES  | Freedom Hill ES, Vienna ES   | Expedited      | 1/2    | Madison/<br>Marshall   |
| SY 2016-17     | Woodlawn ES to Fort Belvoir ES  | Fort Belvoir Primary School, Fort Belvoir Upper School, Woodlawn ES  | Standard       | 3      | Mount Vernon   |
| SY 2016-17     | Woodley Hills ES to Woodlawn ES   | Woodlawn ES, Woodley Hills ES  | Standard       | 3      | Mount Vernon   |
| SY 2015-16     | Daventry Subdivision:<br>Lee HS to West Springfield HS  | Lee HS, West Springfield HS  | Administrative | 3/4    | Lee/West<br>Springfield  |
| SY 2015-16     | Poplar Tree ES, AAP Center  | Brookfield ES, Cub Run ES, Greenbriar West ES, Poplar Tree ES  | Program        | 5      | Chantilly/<br>Westfield  |
| SY 2014-15     | Fairfax HS-Lanier MS <sup>1</sup> Phase 2   | Frost MS, Lanier MS, Rocky Run MS, Chantilly HS, Fairfax HS, Oakton HS, Robinson SS, Woodson HS  | Standard       | 1/4/5  | Chantilly/<br>Fairfax/Oakton/<br>Robinson/<br>Woodson            |
| SY 2014-15     | Landmark Mews Subdivision:<br>Weyanoke ES to Bren Mar Park ES, Annandale HS to Edison HS          | Bren Mar Park ES, Weyanoke ES, Annandale HS, Edison HS   | Administrative | 2/3    | Annandale/<br>Edison   |
| SY 2013-14     | Fairfax HS-Lanier MS <sup>1</sup> Phase 1   | Franklin MS, Lanier MS, Fairfax HS, Oakton HS  | Standard       | 1/5    | Chantilly/<br>Fairfax/ Oakton                                    |
| SY 2013-14     | Lemon Road ES AAP Center, Navy ES AAP Center, Westbriar ES AAP Center, South County MS AAP Center | Haycock ES, Hunters Woods ES, Lemon Road ES, Louise Archer ES, Navy ES, Shreveewood ES, Westbriar ES, Westgate ES, Lake Braddock MS, South County MS | Program        | 1/2/4  | Lake Braddock/<br>Marshall/<br>McLean/<br>Oakton/South<br>County |

[continued on next page]

| EFFECTIVE YEAR           | TITLE   | SCHOOLS  | TYPE           | REGION | PYRAMID  |
|--------------------------|---|--|----------------|--------|--|
| SY 2013-14               | Meadows of Chantilly: Franklin MS to Stone MS   | Franklin MS, Stone MS  | Administrative | 5      | Chantilly/<br>Westfield  |
| SY 2013-14               | Southwestern Boundary Study <sup>1</sup> Phase 2  | Centreville ES, Centre Ridge ES, Powell ES, Eagle View ES, Fairfax Villa ES, Greenbriar East ES, Union Mill ES   | Standard       | 4/5    | Centreville/<br>Chantilly/<br>Fairfax/<br>Robinson/<br>Westfield/<br>Woodson |
| SY 2012-13               | Annandale Regional Study  | Annandale Terrace ES, Beech Tree ES, Belvedere ES, Mason Crest ES, Pine Spring ES, Woodburn ES, Frost MS, Glasgow MS, Holmes MS, Jackson MS, Poe MS, Annandale HS, Edison HS, Falls Church HS, Stuart HS, Woodson HS   | Standard       | 2/3/5  | Annandale/<br>Edison/Falls Church/Stuart/<br>Woodson                         |
| SY 2012-13               | Everwood Subdivision: Brookfield ES to Poplar Tree ES   | Brookfield ES, Poplar Tree ES  | Administrative | 5      | Chantilly  |
| SY 2012-13               | Freedom Hill ES to Lemon Road ES  | Freedom Hill ES, Lemon Road ES   | Standard       | 2      | Marshall   |
| SY 2012-13               | Lorton Valley: Hayfield SS to South County SS   | Hayfield SS, South County SS   | Administrative | 3/4    | Hayfield/South County  |
| SY 2012-13               | Metro West Development: Mosby Woods ES to Marshall Road ES  | Marshall Road ES, Mosby Woods ES   | Administrative | 1      | Madison/<br>Oakton   |
| SY 2012-13<br>SY 2011-12 | Pine Ridge/<br>Sutton Place/<br>Wynford Estates/<br>Chesterfield Mews <sup>1</sup> : Fairhill ES to Mantua ES | Fairhill ES, Mantua ES   | Administrative | 2/5    | Falls Church/<br>Woodson <sup>2</sup>  |
| SY 2011-12               | Southwestern Boundary Study <sup>1</sup> Phase 1  | Bonnie Brae ES, Brookfield ES, Bull Run ES, Clifton ES, Cub Run ES, Deer Park ES, Eagle View ES, Fairview ES, Fairfax Villa ES, Greenbriar East ES, Greenbriar West ES, London Towne ES, Oak View ES, Poplar Tree ES, Providence ES, Union Mill ES, Virginia Run ES, Willow Springs ES | Standard       | 4/5    | Centreville/<br>Chantilly/<br>Fairfax/<br>Robinson/<br>Westfield/<br>Woodson |

<sup>1</sup> Denotes boundary/program changes implemented through phasing (grandfathering) beginning with the effective school year.

<sup>2</sup> Fairhill ES is currently in the Falls Church Pyramid; at the time of the boundary adjustment a portion was assigned to the Woodson Pyramid.

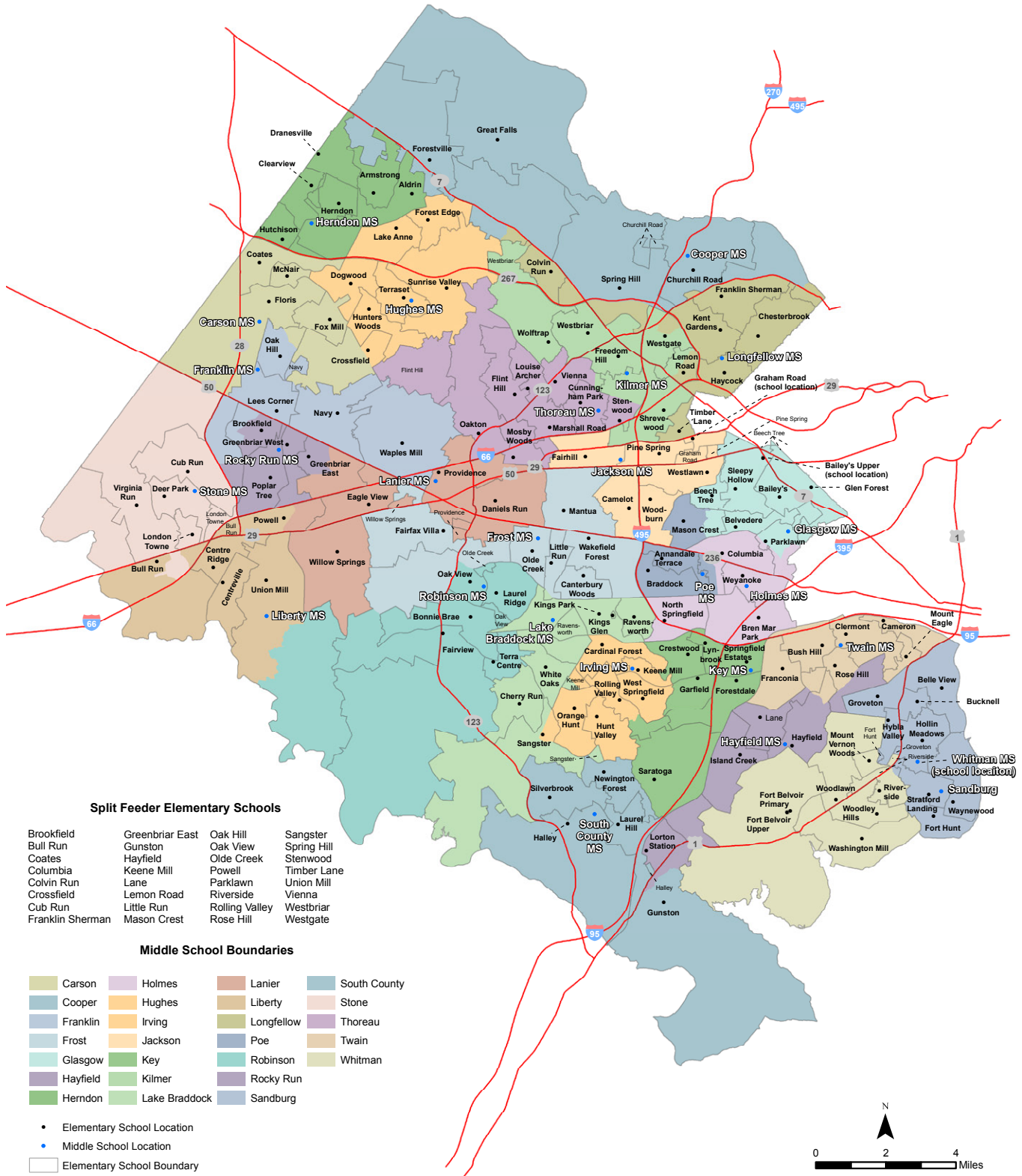
Notes:

1. Administrative boundary adjustments on this chart represent those that impacted more than one street.
2. For more information about the type of changes, see Regulation 3333 (Programs) and Regulation 8130 (Boundary Adjustments).

# SPLIT FEEDER INFORMATION

## ELEMENTARY SCHOOL BOUNDARIES | SY 2018-19

With Middle School Boundaries



# MIDDLE SCHOOL FEEDERS AND SPLIT FEEDERS\* | SY 2018–19

by Elementary Schools

| MIDDLE SCHOOL | ELEMENTARY SCHOOL  |
|---------------|--|
| Carson        | Coates*<br>Crossfield*<br>Floris<br>Fox Mill<br>McNair<br>Oak Hill*  |
| Cooper        | Churchill Road<br>Colvin Run*<br>Forestville<br>Franklin Sherman*<br>Great Falls<br>Spring Hill*                   |
| Franklin      | Brookfield*<br>Crossfield*<br>Cub Run*<br>Lees Corner<br>Navy<br>Oak Hill*<br>Waples Mill                          |
| Frost         | Canterbury Woods<br>Fairfax Villa<br>Little Run*<br>Mantua<br>Oak View*<br>Olde Creek*<br>Wakefield Forest         |
| Glasgow       | Bailey's<br>Bailey's Upper<br>Beech Tree<br>Belvedere<br>Glen Forest<br>Mason Crest*<br>Parklawn*<br>Sleepy Hollow |
| Hayfield      | Gunston*<br>Hayfield*<br>Island Creek<br>Lane*<br>Lorton Station<br>Rose Hill*                                     |
| Herndon       | Aldrin<br>Armstrong<br>Clearview<br>Coates*<br>Dranesville<br>Herndon<br>Hutchison                                 |
| Holmes        | Bren Mar Park<br>Columbia*<br>North Springfield<br>Parklawn*<br>Weyanoke   |
| Hughes        | Crossfield*<br>Dogwood<br>Forest Edge<br>Hunters Woods<br>Lake Anne<br>Sunrise Valley<br>Terraset                  |
| Irving        | Cardinal Forest<br>Hunt Valley<br>Keene Mill*<br>Orange Hunt<br>Rolling Valley*<br>Sangster*<br>West Springfield   |

| MIDDLE SCHOOL | ELEMENTARY SCHOOL   |
|---------------|---|
| Jackson       | Camelot<br>Fairhill<br>Graham Road<br>Pine Spring<br>Timber Lane*<br>Westlawn<br>Woodburn   |
| Key           | Crestwood<br>Forestdale<br>Garfield<br>Lynbrook<br>Rolling Valley*<br>Saratoga<br>Springfield Estates   |
| Kilmer        | Freedom Hill<br>Lemon Road*<br>Shreveewood<br>Stenwood*<br>Vienna*<br>Westbriar*<br>Westgate*<br>Wolftrap   |
| Lake Braddock | Cherry Run<br>Keene Mill*<br>Kings Glen/Park<br>Little Run*<br>Ravensworth<br>Sangster*<br>White Oaks   |
| Lanier        | Daniels Run<br>Eagle View<br>Greenbriar East*<br>Powell*<br>Providence<br>Willow Springs  |
| Liberty       | Bull Run*<br>Centre Ridge<br>Centreville<br>Powell*<br>Union Mill*  |
| Longfellow    | Chesterbrook<br>Colvin Run*<br>Franklin Sherman*<br>Haycock<br>Kent Gardens<br>Lemon Road*<br>Spring Hill*<br>Timber Lane*<br>Westbriar*<br>Westgate* |
| Poe           | Annandale Terrace<br>Braddock<br>Columbia*<br>Mason Crest*  |
| Robinson      | Bonnie Brae<br>Fairview<br>Laurel Ridge<br>Oak View*<br>Olde Creek*<br>Terra Centre<br>Union Mill*  |

| MIDDLE SCHOOL | ELEMENTARY SCHOOL   |
|---------------|---|
| Rocky Run     | Brookfield*<br>Cub Run*<br>Greenbriar East*<br>Greenbriar West<br>Poplar Tree   |
| Sandburg      | Belle View<br>Bucknell<br>Fort Hunt<br>Groveton<br>Hollin Meadows<br>Hybla Valley<br>Riverside*<br>Stratford Landing<br>Waynewood |
| South County  | Gunston*<br>Halley<br>Laurel Hill<br>Newington Forest<br>Silverbrook  |
| Stone         | Bull Run*<br>Cub Run*<br>Deer Park<br>London Towne<br>Virginia Run  |
| Thoreau       | Cunningham Park<br>Flint Hill<br>Louise Archer<br>Marshall Road<br>Mosby Woods<br>Oakton<br>Stenwood*<br>Vienna*                  |
| Twain         | Bush Hill<br>Cameron<br>Clermont<br>Franconia<br>Hayfield*<br>Lane*<br>Mount Eagle<br>Rose Hill*                                  |
| Whitman       | Fort Belvoir Primary<br>Fort Belvoir Upper<br>Mount Vernon Woods<br>Riverside*<br>Washington Mill<br>Woodlawn<br>Woodley Hills    |



# ELEMENTARY SCHOOL BOUNDARIES | SY 2018-19

With High School Boundaries





# HIGH SCHOOL FEEDERS AND SPLIT FEEDERS\* | SY 2018–19

by Elementary Schools

| HIGH SCHOOL  | ELEMENTARY SCHOOL  |
|--------------|--|
| Annandale    | Annandale Terrace<br>Braddock<br>Columbia<br>North Springfield<br>Parklawn*<br>Weyanoke  |
| Centreville  | Bull Run*<br>Centre Ridge<br>Centreville<br>Powell*<br>Union Mill*   |
| Chantilly    | Brookfield<br>Crossfield*<br>Cub Run*<br>Greenbriar East*<br>Greenbriar West<br>Lees Corner<br>Navy*<br>Oak Hill*<br>Poplar Tree |
| Edison       | Bren Mar Park<br>Bush Hill<br>Cameron<br>Clermont<br>Hayfield*<br>Franconia<br>Lane*<br>Mount Eagle<br>Rose Hill*                |
| Fairfax      | Daniels Run<br>Eagle View<br>Greenbriar East*<br>Powell*<br>Providence<br>Willow Springs   |
| Falls Church | Camelot<br>Fairhill<br>Graham Road<br>Mason Crest*<br>Pine Spring<br>Timber Lane*<br>Westlawn<br>Woodburn                        |
| Hayfield     | Gunston*<br>Hayfield*<br>Island Creek<br>Lane*<br>Lorton Station<br>Rose Hill*   |
| Herndon      | Aldrin<br>Armstrong<br>Clearview<br>Coates*<br>Dranesville<br>Herndon<br>Hutchison   |
| Justice      | Bailey's<br>Bailey's Upper<br>Beech Tree<br>Belvedere<br>Glen Forest<br>Mason Crest*<br>Parklawn*<br>Sleepy Hollow               |

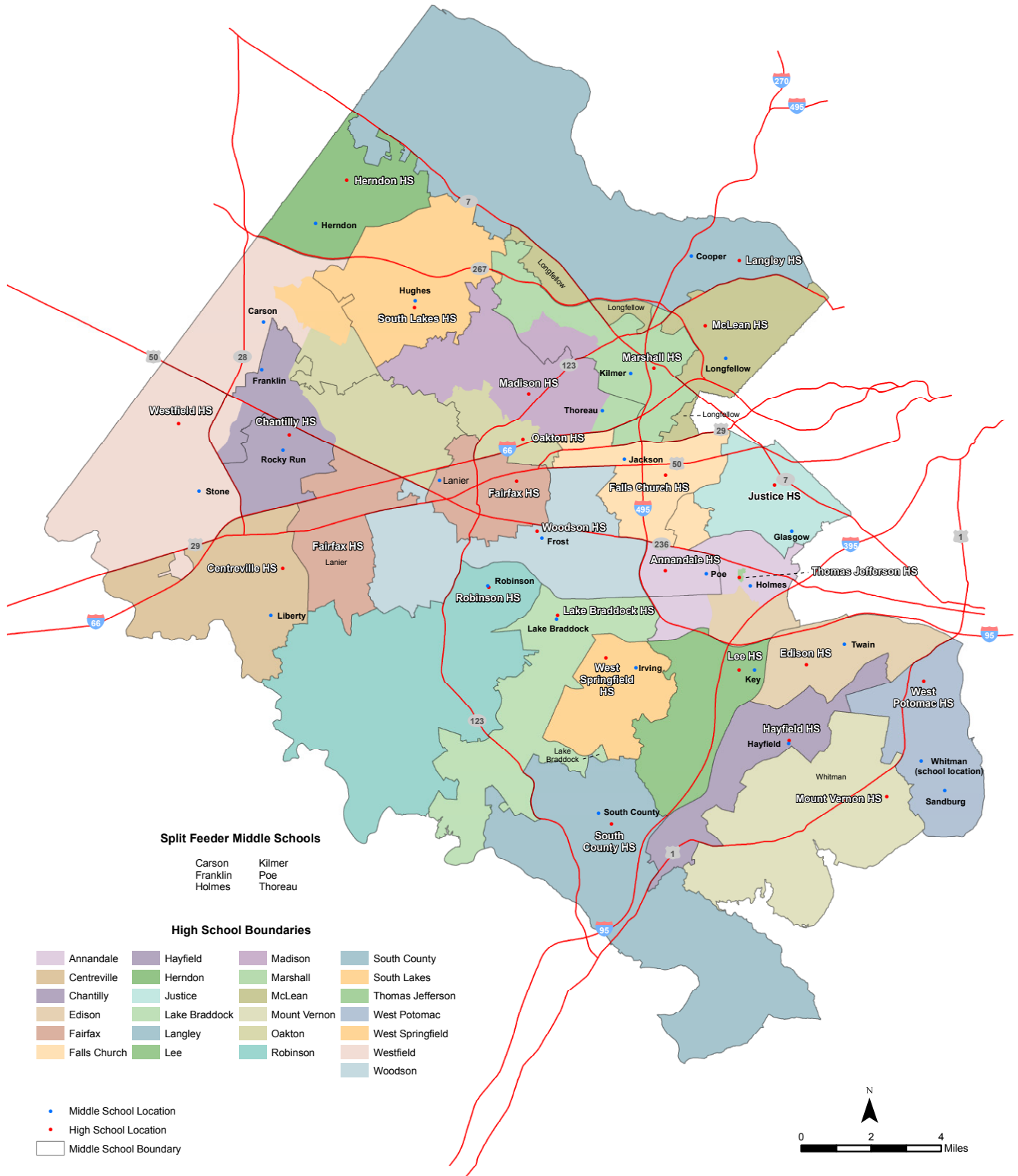
| HIGH SCHOOL   | ELEMENTARY SCHOOL   |
|---------------|---|
| Lake Braddock | Cherry Run<br>Keene Mill*<br>Kings Glen/Park<br>Little Run*<br>Ravensworth<br>Sangster*<br>White Oaks   |
| Langley       | Churchill Road<br>Colvin Run*<br>Forestville<br>Franklin Sherman*<br>Great Falls<br>Spring Hill*  |
| Lee           | Crestwood<br>Forestdale<br>Garfield<br>Lynbrook<br>Rolling Valley*<br>Saratoga<br>Springfield Estates   |
| Madison       | Cunningham Park*<br>Flint Hill<br>Louise Archer<br>Marshall Road*<br>Oakton*<br>Vienna*<br>Westbriar*<br>Wolftrap*                                    |
| Marshall      | Cunningham Park*<br>Freedom Hill<br>Lemon Road*<br>Shreveewood<br>Stenwood<br>Vienna*<br>Westbriar*<br>Westgate*<br>Wolftrap*                         |
| McLean        | Chesterbrook<br>Colvin Run*<br>Franklin Sherman*<br>Haycock<br>Kent Gardens<br>Lemon Road*<br>Spring Hill*<br>Timber Lane*<br>Westbriar*<br>Westgate* |
| Mount Vernon  | Fort Belvoir Primary<br>Fort Belvoir Upper<br>Mount Vernon Woods<br>Riverside*<br>Washington Mill<br>Woodlawn<br>Woodley Hills                        |
| Oakton        | Crossfield*<br>Marshall Road*<br>Mosby Woods<br>Navy*<br>Oakton*<br>Waples Mill   |

| HIGH SCHOOL      | ELEMENTARY SCHOOL   |
|------------------|---|
| Robinson         | Bonnie Brae<br>Fairview<br>Laurel Ridge<br>Oak View*<br>Olde Creek*<br>Terra Centre<br>Union Mill*                                |
| South County     | Gunston*<br>Halley<br>Laurel Hill<br>Newington Forest<br>Silverbrook  |
| South Lakes      | Crossfield*<br>Dogwood<br>Floris*<br>Forest Edge<br>Fox Mill<br>Hunters Woods<br>Lake Anne<br>Sunrise Valley<br>Terraset          |
| West Potomac     | Belle View<br>Bucknell<br>Fort Hunt<br>Groveton<br>Hollin Meadows<br>Hybla Valley<br>Riverside*<br>Stratford Landing<br>Waynewood |
| West Springfield | Cardinal Forest<br>Hunt Valley<br>Keene Mill*<br>Orange Hunt<br>Rolling Valley*<br>Sangster*<br>West Springfield                  |
| Westfield        | Bull Run*<br>Coates*<br>Cub Run*<br>Deer Park<br>Floris*<br>London Towne<br>McNair<br>Oak Hill*<br>Virginia Run                   |
| Woodson          | Canterbury Woods<br>Fairfax Villa<br>Little Run*<br>Mantua<br>Oak View*<br>Olde Creek*<br>Wakefield Forest                        |

# MIDDLE SCHOOL BOUNDARIES | SY 2018-19

With High School Boundaries

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# HIGH SCHOOL FEEDERS AND SPLIT FEEDERS\* | SY 2018–19

by Middle Schools

| HIGH SCHOOL      | MIDDLE SCHOOL                    |
|------------------|----------------------------------|
| Annandale        | Holmes*<br>Poe*                  |
| Centreville      | Liberty                          |
| Chantilly        | Franklin*<br>Rocky Run           |
| Edison           | Holmes*<br>Twain                 |
| Fairfax          | Lanier                           |
| Falls Church     | Jackson<br>Poe*                  |
| Hayfield         | Hayfield                         |
| Herndon          | Herndon                          |
| Justice          | Glasgow                          |
| Lake Braddock    | Lake Braddock                    |
| Langley          | Cooper                           |
| Lee              | Key                              |
| Madison          | Kilmer*<br>Thoreau*              |
| Marshall         | Kilmer*<br>Thoreau*              |
| McLean           | Longfellow                       |
| Mount Vernon     | Whitman                          |
| Oakton           | Carson*<br>Franklin*<br>Thoreau* |
| Robinson         | Robinson                         |
| South County     | South County                     |
| South Lakes      | Carson*<br>Hughes                |
| West Potomac     | Sandburg                         |
| West Springfield | Irving                           |
| Westfield        | Carson*<br>Franklin*<br>Stone    |
| Woodson          | Frost                            |

## ELEMENTARY SCHOOL SPLIT FEEDERS | SY 2018-19

| ELEMENTARY SCHOOL | MIDDLE SCHOOL                  | HIGH SCHOOL                                      |
|-------------------|--------------------------------|--|
| Brookfield        | Franklin<br>Rocky Run          | Chantilly  |
| Bull Run          | Liberty<br>Stone               | Centreville<br>Westfield                         |
| Coates            | Carson<br>Herndon              | Westfield<br>Herndon                             |
| Columbia          | Holmes<br>Poe                  | Annandale  |
| Colvin Run        | Cooper<br>Longfellow           | Langley<br>McLean                                |
| Crossfield        | Carson<br>Franklin<br>Hughes   | Oakton<br>Chantilly<br>South Lakes               |
| Cub Run           | Franklin<br>Rocky Run<br>Stone | Chantilly<br>Westfield<br>Chantilly<br>Westfield |
| Cunningham Park   | Thoreau                        | Madison<br>Marshall                              |
| Floris            | Carson                         | South Lakes<br>Westfield                         |
| Franklin Sherman  | Cooper<br>Longfellow           | Langley<br>McLean                                |
| Greenbriar East   | Lanier<br>Rocky Run            | Fairfax<br>Chantilly                             |
| Gunston           | Hayfield<br>South County       | Hayfield<br>South County                         |
| Hayfield          | Hayfield<br>Twain              | Hayfield<br>Edison                               |
| Keene Mill        | Irving<br>Lake Braddock        | West Springfield<br>Lake Braddock                |
| Lane              | Hayfield<br>Twain              | Hayfield<br>Edison                               |
| Lemon Road        | Kilmer<br>Longfellow           | Marshall<br>McLean                               |
| Little Run        | Frost<br>Lake Braddock         | Woodson<br>Lake Braddock                         |
| Marshall Road     | Thoreau                        | Oakton<br>Madison                                |
| Mason Crest       | Glasgow<br>Poe                 | Justice<br>Falls Church                          |

| ELEMENTARY SCHOOL | MIDDLE SCHOOL           | HIGH SCHOOL                       |
|-------------------|-------------------------|-----------------------------------|
| Navy              | Franklin                | Chantilly<br>Oakton               |
| Oak Hill          | Carson<br>Franklin      | Westfield<br>Chantilly            |
| Oak View          | Frost<br>Robinson       | Woodson<br>Robinson               |
| Oakton            | Thoreau                 | Oakton<br>Madison                 |
| Olde Creek        | Frost<br>Robinson       | Woodson<br>Robinson               |
| Parklawn          | Glasgow<br>Holmes       | Justice<br>Annandale              |
| Powell            | Lanier<br>Liberty       | Fairfax<br>Centreville            |
| Riverside         | Sandburg<br>Whitman     | West Potomac<br>Mount Vernon      |
| Rolling Valley    | Irving<br>Key           | West Springfield<br>Lee           |
| Rose Hill         | Hayfield<br>Twain       | Hayfield<br>Edison                |
| Sangster          | Irving<br>Lake Braddock | West Springfield<br>Lake Braddock |
| Spring Hill       | Cooper<br>Longfellow    | Langley<br>McLean                 |
| Stenwood          | Kilmer<br>Thoreau       | Marshall                          |
| Timber Lane       | Jackson<br>Longfellow   | Falls Church<br>McLean            |
| Union Mill        | Liberty<br>Robinson     | Centreville<br>Robinson           |
| Vienna            | Kilmer<br>Thoreau       | Marshall<br>Madison               |
| Westbriar         | Kilmer<br>Longfellow    | Madison<br>Marshall<br>McLean     |
| Westgate          | Kilmer<br>Longfellow    | Marshall<br>McLean                |
| Wolftrap          | Kilmer                  | Madison<br>Marshall               |

## MIDDLE SCHOOL SPLIT FEEDERS | SY 2018–19

| MIDDLE SCHOOL | HIGH SCHOOL                        |
|---------------|------------------------------------|
| Carson        | Westfield<br>Oakton<br>South Lakes |
| Franklin      | Chantilly<br>Westfield<br>Oakton   |
| Holmes        | Edison<br>Annandale                |
| Kilmer        | Marshall<br>Madison                |
| Poe           | Annandale<br>Falls Church          |
| Thoreau       | Madison<br>Marshall<br>Oakton      |

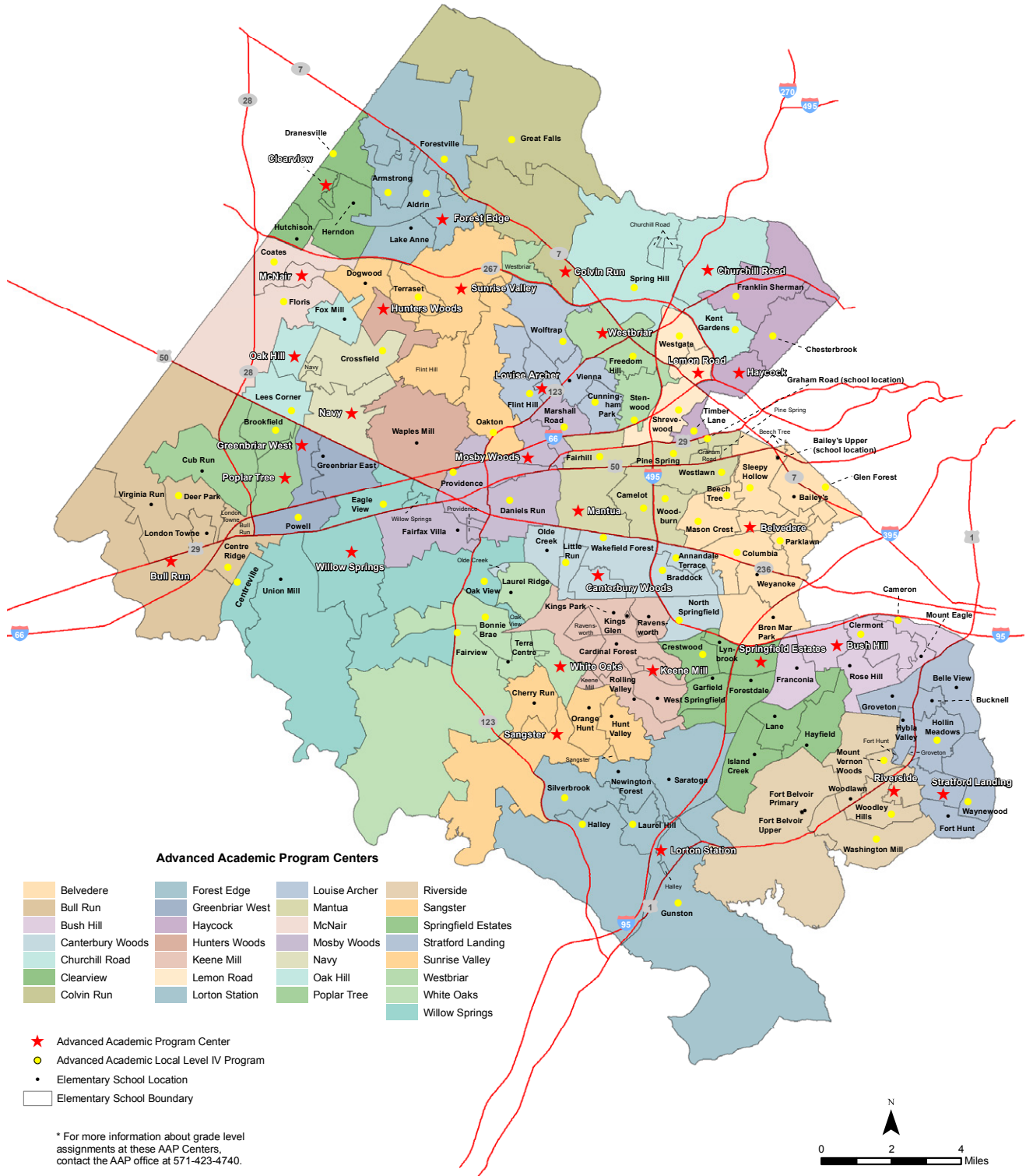
## ATTENDANCE ISLANDS | SY 2018–19

| ELEMENTARY SCHOOL | MIDDLE SCHOOL | HIGH SCHOOL   |
|-------------------|---------------|---------------|
| Beech Tree        | Lake Braddock | Fairfax       |
| Bull Run          | Lanier        | Lake Braddock |
| Flint Hill        | Longfellow    | McLean        |
| Fort Hunt         |               |               |
| Groveton          |               |               |
| Halley            |               |               |
| Keene Mill        |               |               |
| London Towne      |               |               |
| Navy              |               |               |
| Oak View          |               |               |
| Olde Creek        |               |               |
| Pine Spring       |               |               |
| Providence        |               |               |
| Ravenworth        |               |               |
| Sangster          |               |               |
| Westbriar         |               |               |
| Willow Springs    |               |               |

# PROGRAM INFORMATION

## ELEMENTARY SCHOOL ADVANCED ACADEMIC PROGRAM CENTER BOUNDARIES AND LOCAL LEVEL IV ACADEMIC PROGRAMS | SY 2018-19

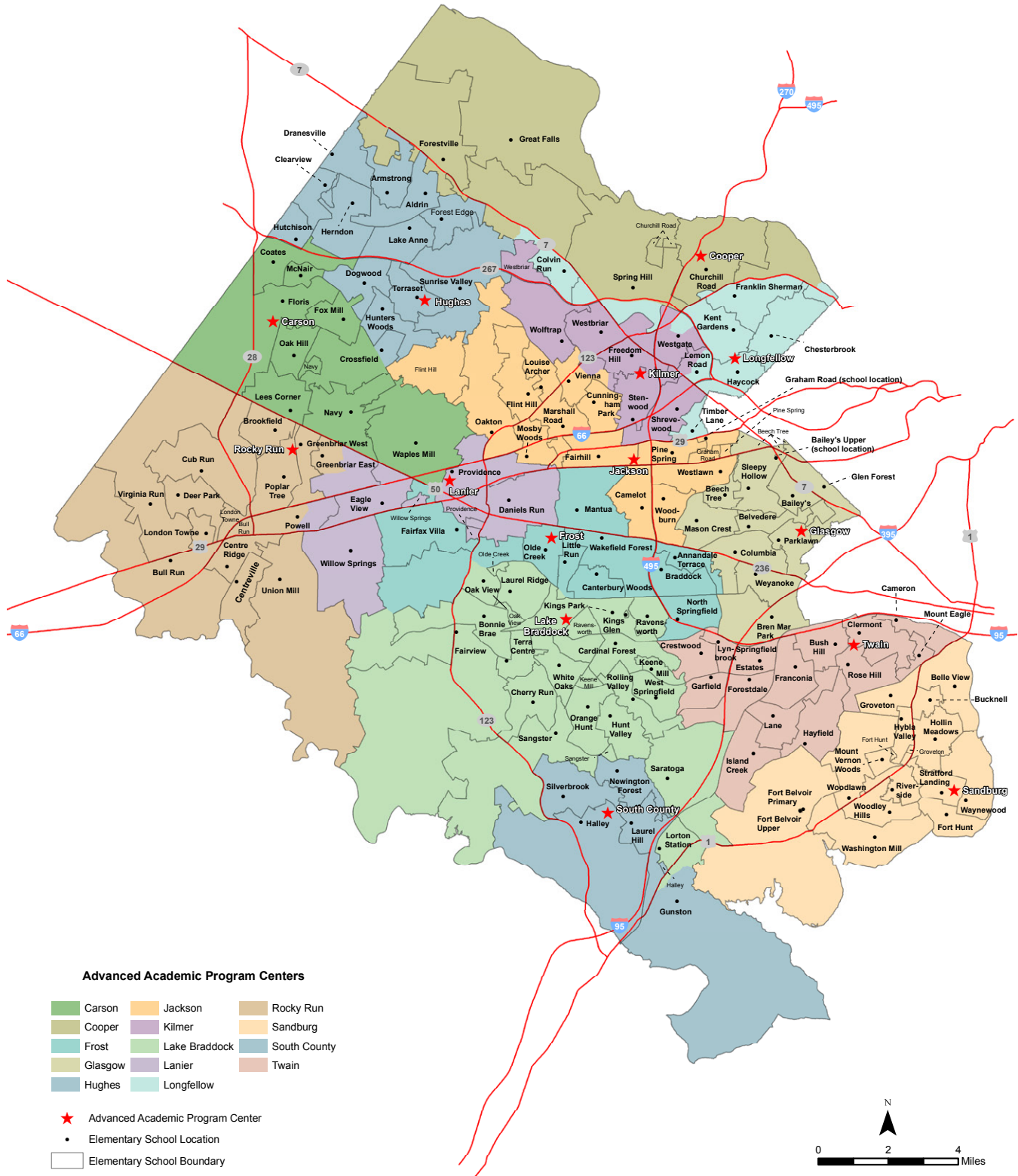
146





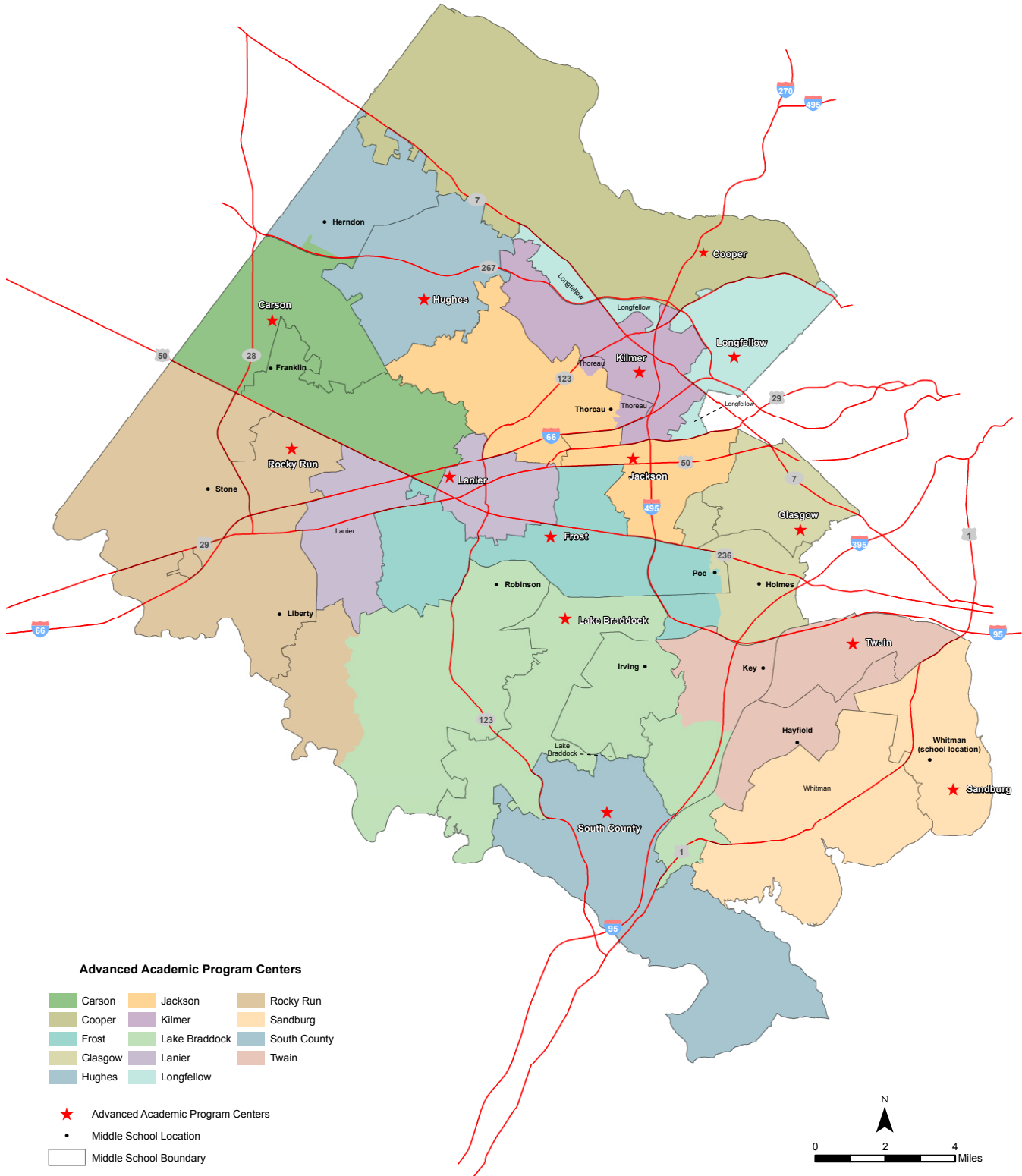
# MIDDLE SCHOOL ADVANCED ACADEMIC PROGRAM CENTER BOUNDARIES | SY 2018–19

by Elementary School

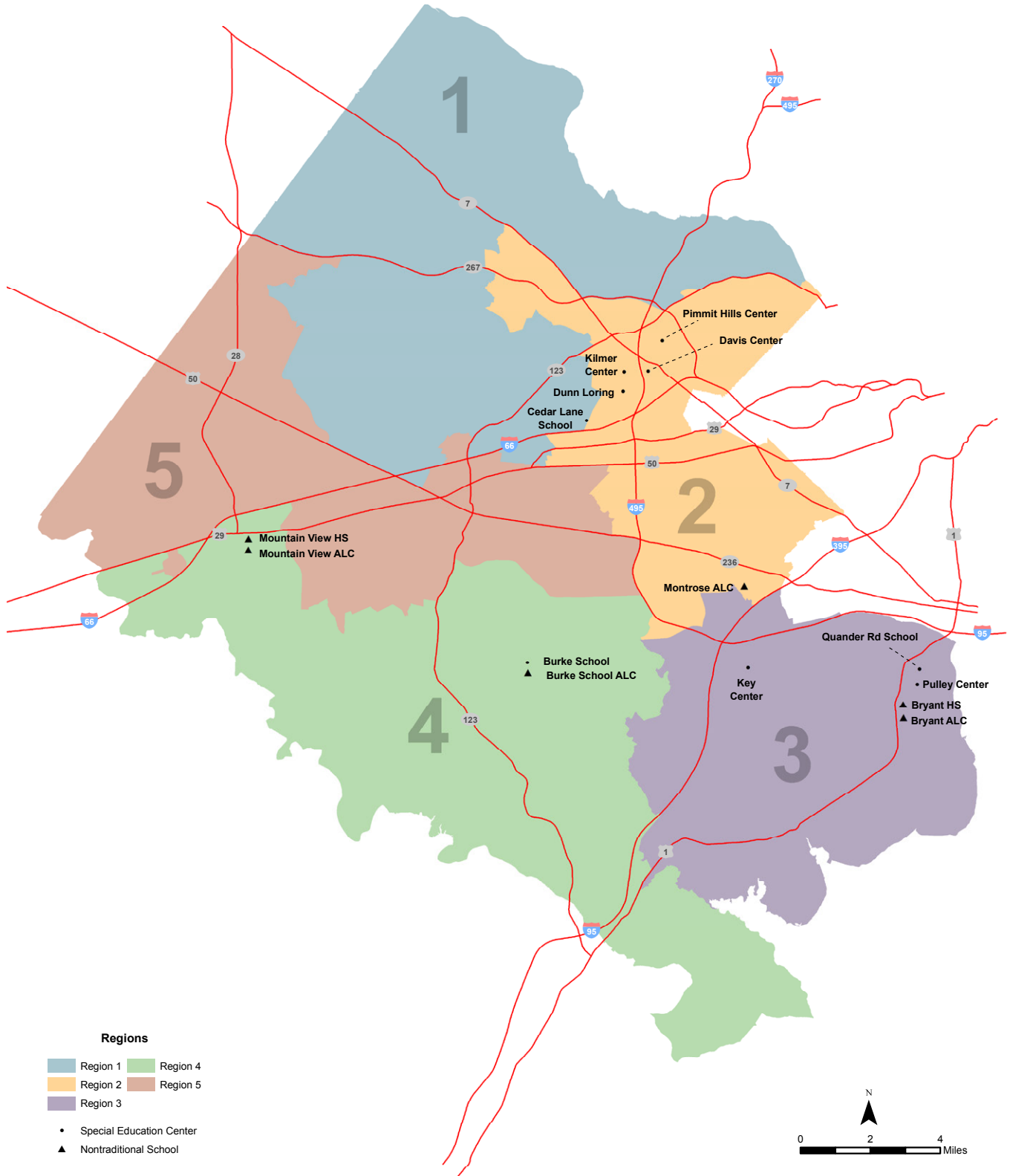


# MIDDLE SCHOOL ADVANCED ACADEMIC PROGRAM CENTER BOUNDARIES | SY 2018-19

by Middle School

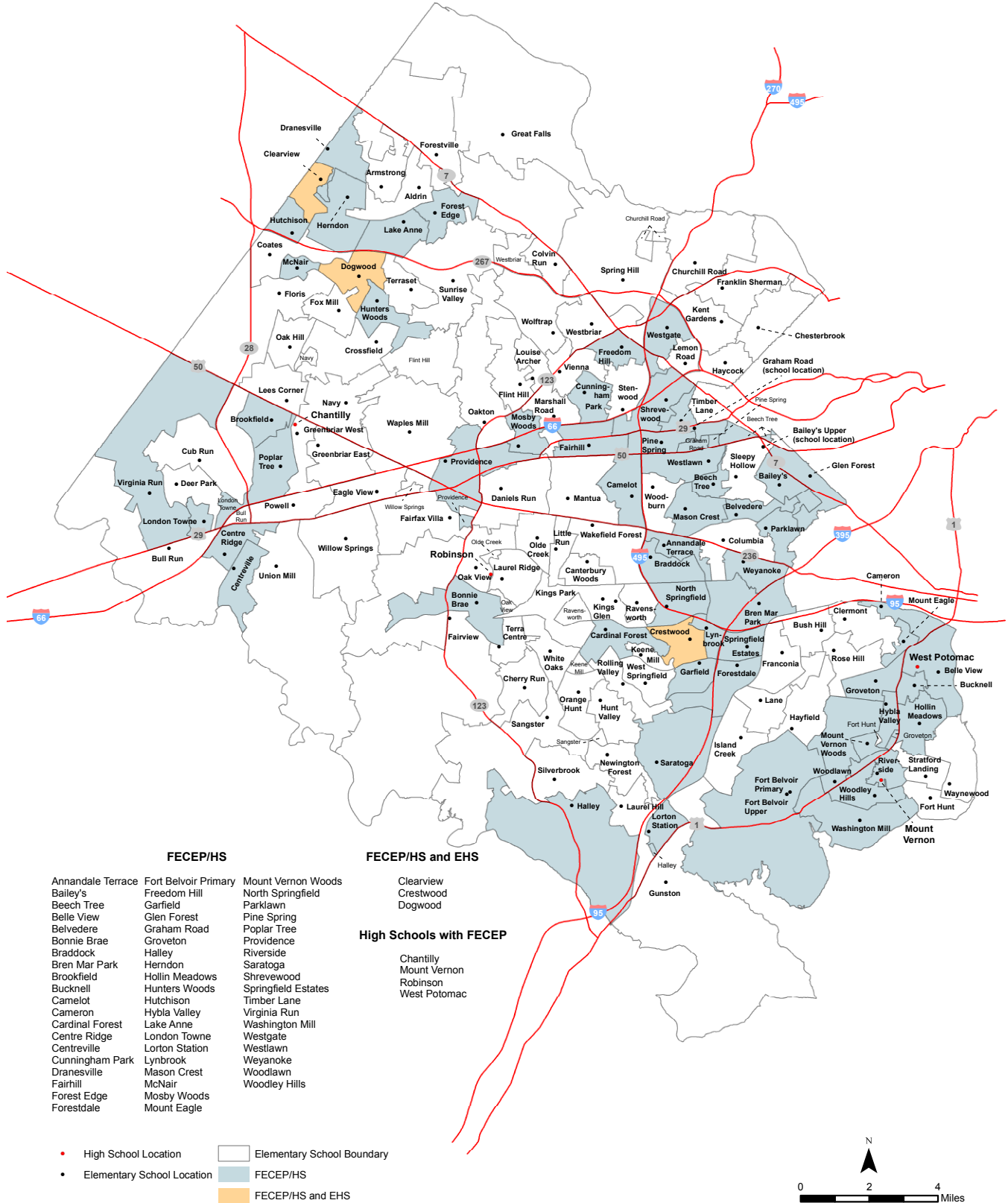


# SPECIAL EDUCATION AND NONTRADITIONAL SCHOOLS | SY 2018–19

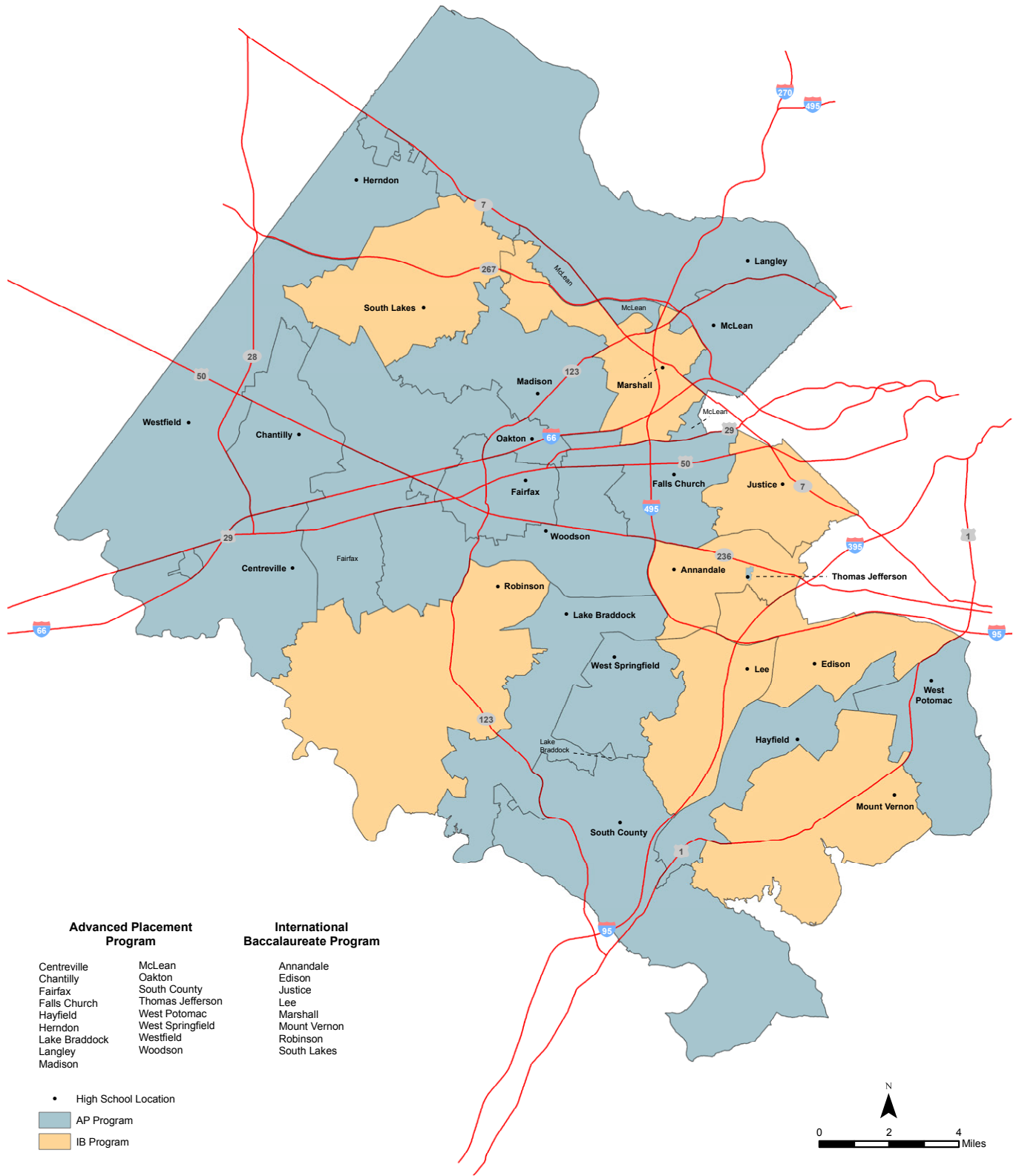


# ELEMENTARY AND HIGH SCHOOLS WITH FAMILY AND EARLY CHILDHOOD EDUCATION PROGRAM/HEAD START (FECEP/HS) AND EARLY HEAD START (EHS) | SY 2018-19

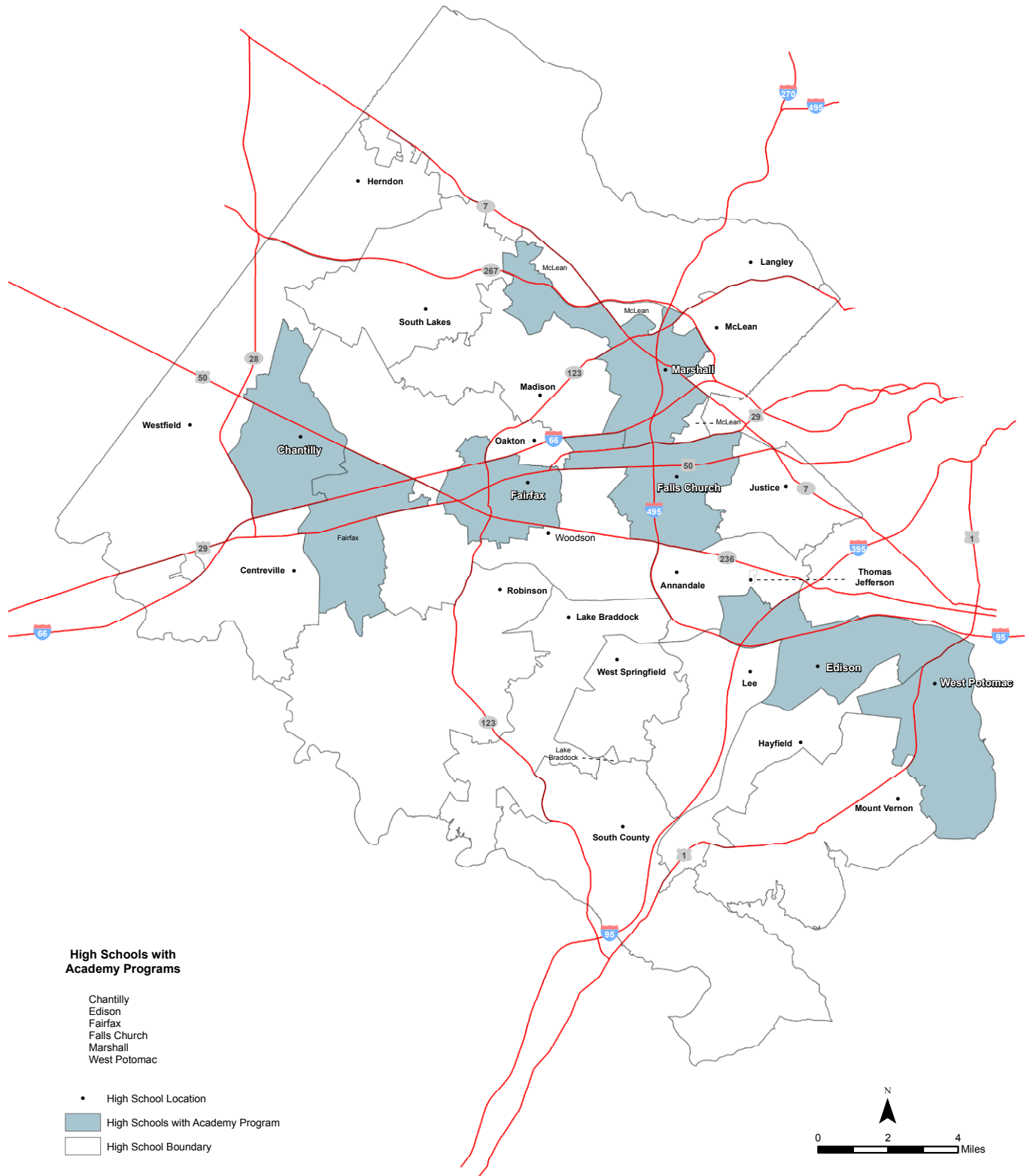
150



# HIGH SCHOOLS WITH ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) PROGRAM | SY 2018–19



# HIGH SCHOOLS WITH ACADEMY PROGRAMS | SY 2018-19





NON FICTION





# FACILITIES CONDITION ASSESSMENT

Implementation of facility condition assessments will assist OFM to adequately identify, or validate backlogs of deferred maintenance and further prioritize capital renewal needs. This condition based approach will supplement the life cycle analysis already incorporated in OFM's asset management program and Comprehensive Investment Capital Plan (CICP). Furthermore, once completed the assessment will allow OFM to prioritize our requirements and focus on those assets most likely to fail, thus limiting our failures, disruptions and ultimately reducing our risk.

## ISSUES/CONCERNS

FCPS has not performed facility condition assessments since 2008. The cost of performing detailed condition assessments and maintaining large quantities of data for large facilities can be prohibitive.

## APPROACH/BACKGROUND

**PHASE 1:** Execution of high-level facilities inspections using parametric estimating methods to establish the order in which more in-depth inspections should occur and to develop overall budgetary requirements.

**LOGIC:** When a facility is large enough and has a fairly representative set of building types, parametric estimating methods can be used to rapidly and systematically assess the buildings and systems of the facility. The key to the accuracy of parametric estimation is consistency in evaluating systems and/or selection of an unbiased and representative sample from the entire population, large enough to assure the level of accuracy required. Random sampling techniques are used to select the individual assets for the sample set.

**PHASE 2:** Execution of a systematic review process using more in-depth inspections of facilities over a five year period (20% of facilities each year). Inspection of facilities (worst to best) based on results of parametric estimates from Phase 1.

**LOGIC:** In-depth inspections will quantify results of parametric estimates from Phase 1. Allows for regular assessments of schools. Establishes order of future inspections. Identifies and prioritizes specific projects. Ensures most urgent requirements are addressed in a timely manner. Allows for calculation of Facility Condition Index (FCI). Identifies the total deferred maintenance backlog of FCPS facilities to understand the financial impact of capital projects detailed in the CIP.

## TASKS STATUS/TIMELINE FOR IMPLEMENTATION

**PHASE 1:** Review, validate and update OFM's current asset life cycle information (asset years of life and estimated replacement cost). Then perform facility condition assessments on all FCPS sites 27 million square feet using parametric estimating methods (\$0.05 sq./ft.). Total estimated cost for Phase 1= \$1.3M.

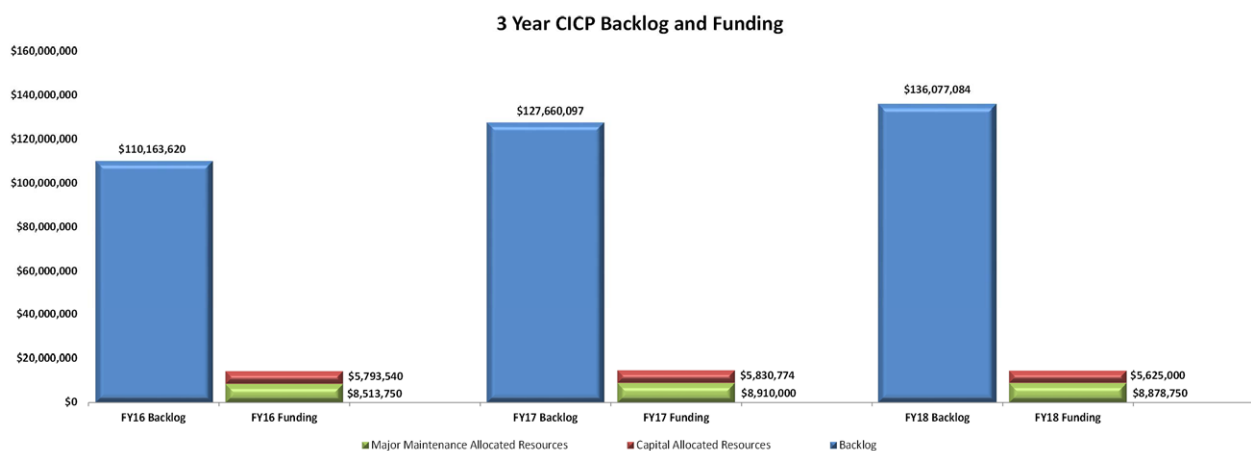
**PHASE 2:** Implementation of a systematic review process using more in-depth inspections (\$0.16 sq./ft.) to inspect the remaining facilities (worst to best) over a five year period (20% of facilities each year/5.4 million square feet). Total estimated yearly cost for Phase 2 = \$864K each year for 5 years.

## SUMMARY

Implementation of the departments CICP provides objective, consistent, accurate, and repeatable results to identify a credible capital renewal funding forecast. Through the revision of its current asset management processes and data standards along with the implementation of new processes like calculation of FCI and performing facility condition assessments, OFM can better prioritize work and justify its funding requirement by providing current accurate data. This will ultimately improve the capital planning process to maximize FCPS' return on investment while decreasing asset failure rates and negative impact on our facilities.

The Office of Facilities Management provides the educational, clean, and healthy environment for the employees and students while striving for a premier workforce that has the right tools, training, and funding to complete our assigned tasks. Our focus will be on safety, asset sustainability, and student successes with our caring culture and resource stewardship through:

- Reactive and Preventative Maintenance
- Energy Management and Building Automation Controls
- Snow Removals and Grounds Maintenance
- Operational Control of the Custodial Program
- Facilities Resource and Asset Management Programs
- Major Maintenance to Replace Systems > Useful Life Cycle
- Ten-year Comprehensive Investment Capital Plan (CICP)
- While Maintaining over \$136M in Deferred Maintenance, see table below



The national average for capital improvement investments prior to renovation is 2% of Current Replacement Value (CRV) yearly, we are only at .04%, thus increasing our Deferred Maintenance in FY16 to \$110M, FY17 to \$128M, and the current FY18 level to \$136M. We estimate the FY19 deferred maintenance to increase to \$157M.

We currently have \$670M in critical assets tagged in the system, yet we know there are more past their Useful Life not yet captured of the \$6.3B in total Current Replacement Value assets. Not all the asphalt, painting, plumbing, are included because it's an ongoing Asset Management Initiative. In addition our new Assessment Index, using criticality and condition, has improved our prioritization of critical projects prior to failure. In order to continue this progression, we need a phased approach to more accurately attain the condition assessment instead of End of Useful Life calculations.



# ENVIRONMENTAL SUSTAINABILITY *at FCPS*

**new**

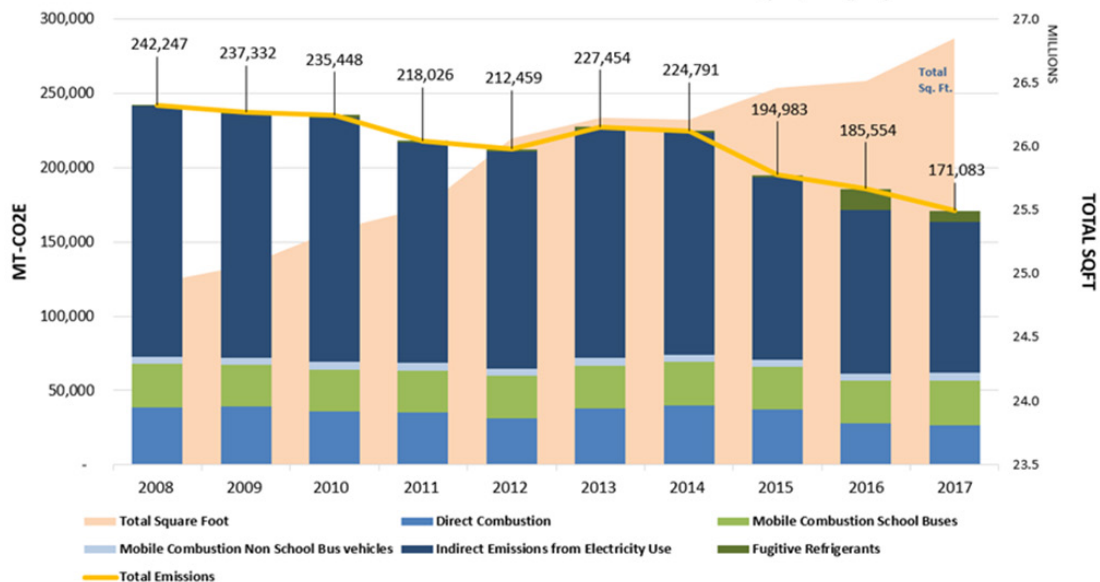
FCPS is the 10th largest school system in the United States. It has 220 buildings with a larger built environment than 4 Pentagons. 198 of the buildings are K–12 schools.

FCPS is committed to taking innovative and cost-effective steps to help our country achieve climate stabilization. As a result, it has enacted policies for Environmental Stewardship (Policy #8542) intended to address global warming and meet other important environmental initiatives. FCPS is also committed to educating students and staff members on environmental stewardship responsibilities and to use their critical-thinking and communication skills to determine the appropriate measures we need to take in order to be responsible stewards of the environment.

Policies and initiatives are aligned with local, regional and national goals for environmental stewardship. Most notably are the Metropolitan-Washington Council of Government's (MWWOG) Regional Climate and Energy Action Plan and the U.S. Department of Energy's Better Buildings Challenge which include Greenhouse Gas (GHG) emission reduction goals of 20 percent over a ten year period (FCPS has improved its GHG emissions by 16% in the first four years) and 80 percent by the year 2050. Each of these plans put forth commitments and recommended actions aimed at reducing the carbon impact of the built environment, energy, and transportation, while increasing resiliency and improving education and outreach.

In addition to these goals, FCPS also works closely with Fairfax County's Environmental Vision which recognizes that we have a responsibility to be good stewards to ensure a sustainable future. The vision focuses on two key principles: (1) to conserve our limited natural resources and (2) commit to providing the resources needed to protect our environment. FCPS' Department of Facilities and Transportation Services is working closely with members of the Fairfax County Board of Supervisors Environmental Committee (BOSEC) and Environmental Quality Advisory Council (EQAC) to finalize an Energy Action Plan in support of this vision.

### 2008-2017 Greenhouse Gas Emissions (w/ SqFt)



FCPS’ efforts in environmental sustainability have yielded the following results in energy efficiency and Greenhouse Gas reductions:

- **Reduced Energy Use:** FCPS has most recently achieved an annual reduction of 14% in total energy use division-wide compared to 2014.
- **Savings from Energy Use Reductions:** Cumulative cost savings of more than \$23 million has resulted from the reduced energy consumption.
- **A significant reduction in Greenhouse Gas Emissions:** FCPS has reduced Greenhouse Gas equivalent emissions (CO<sub>2</sub>e) by 71,164 metric tons of CO<sub>2</sub>e since 2008. This is a 29.3% reduction and equal to more than 1.8 million trees planted.

These energy and CO<sub>2</sub>e reductions have been achieved despite the additional school building space added to accommodate increasing student membership as more families send their children to FCPS schools. Since 2008–2009, student membership growth was more than 24,000. Between 2016-2017 and 2015–2018, student membership increased 1,006.

FCPS’ accomplishments for energy and sustainability are recognized by the US Department of Energy:

- The Largest Number of ENERGY STAR CERTIFIED School Buildings among All School Districts in the US: 173 FCPS schools earned ENERGY STAR certification awards in 2018 from the US Department of Energy. This is 87% of the total of all FCPS’ elementary, middle, secondary, and high schools, and is an increase of 27 compared to 2015. To achieve ENERGY STAR certification, a building has to perform in the top 25% in energy efficiency of all similar buildings in the United States. (Please note that ES certification criteria is changing in 2019. There will be fewer FCPS schools qualifying for certification as a result. But FCPS will maintain its leading position relative to other schools because the new criteria applies to all buildings.)
- National Recognition for Energy Efficiency: FCPS earned the ENERGY STAR PARTNER OF THE YEAR award in 2017 and 2018. The award is given by the US Department of Energy in recognition of superior energy and sustainability performance and practices.





## DEVELOPING SUSTAINABLE CITIZENS THROUGH GET2GREEN

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Of particular importance to FCPS is the education and training of students about sustainability and how they can be a sustainable citizens. To that end, FCPS has developed and expanded its comprehensive education and sustainability program, called Get2Green, into a systemic collaboration driven by students, staff, businesses and greater community. Get2Green's mission is to promote student learning and action using the environment as a foundation. Initiatives are aligned with Goal 1: Student Success and the Goal 4: Resource Stewardship in FCPS' Strategic Plan, called 'IGNITE. A Sustainability Committee brings stakeholders together to build on existing programs, provide new and innovative programs, expand student involvement, and provide greater community outreach. There are annual student internships with authentic sustainable experiences, training for teachers and students, and opportunities for engagement. Green Leaders and Green Teams are active at many schools with student driven stewardship activities such as recycling, building wildlife habitat, conserving energy and growing their own food.

- FCPS' Portrait of a Graduate attributes are imbedded within school-based environmental stewardship programs.
- 114 FCPS Eco-Schools registered with the National Wildlife Federation Eco-Schools USA program (and an additional 45 schools interested in registering).
- 42 schools achieved awards through the Eco-Schools USA program.
- 88 schools with edible gardens (and an additional 47 schools interested in starting an edible garden).
- 106 schools with wildlife habitats containing plants native to Virginia (and an additional 33 schools interested in starting a wildlife habitat).
- 51 schools engaging students in hands-on energy conservation program (and an additional 70 schools interested in starting an energy conservation program involving students).
- Four elementary and middle school principals partnered with the Chesapeake Bay Foundation to develop new ways to engage students in environmental stewardship activities.
- \$35,000 in grants acquired in 2018 to support further engagement of students in environmental stewardship activities and to expand equitable access to these opportunities.
- 37 schools competed in Get2Green incentive programs to encourage student engagement around resource stewardship (27 in Battle of the Buildings energy conservation competition and 16 in Recycling Olympics waste stream auditing program).
- Improved communication through Twitter @fcpsget2green and a monthly newsletter share information about environmental stewardship initiatives, opportunities and resources in FCPS with the community.

One of the most notable accomplishments of the FCPS Get2Green team was the development of a public Get2Green website with school-specific energy and recycling data that went live in summer 2016. The website and dashboard can be found at: <http://get2green.fcps.edu>. The website is designed to be used by teachers and student teams as they work on stewardship projects.



# REDUCING ENVIRONMENTAL IMPACT IN ENERGY USE, WATER CONSERVATION, TRASH, AND POINT POLLUTION

FCPS is a charter member of the Collaborative for High Performing Schools (CHPS) and is following the Virginia CHPS Criteria (VA-CHPS) benchmark system for design and construction of high energy and sustainable performance school buildings that are efficient, comfortable, environmentally responsible, and provide healthy spaces of learning.

## Energy Conservation Measures Reducing Greenhouse Gas (GHG) Emissions:

- **Behavioral Energy Consumption:** In 2014, FCPS partnered with Cenergistic to provide energy management, conservation, and educational services division wide. Cenergistic is different from typical performance contractors in that they are focused on organizational and behavioral changes to conserve energy with a goal to save dollars that can be reinvested in facility and equipment improvements.
- **Energy Efficient Roofs, Walls, and Windows:** The building envelope is a very important part of construction. Every dollar spent on it has a long term effect on the building's efficiency and requires little or no maintenance. In addition to upgrading wall insulation, an air barrier product is used to help make the wall even more efficient by stopping air infiltration. Double glazed, low-E windows with thermal insulated frames are installed. Reflective R-30 white gravel cool roof assemblies reduce the amount of solar heat reaching occupied spaces, further reducing the cooling loads for HVAC equipment.
- **Automatic Temperature Control (ATC):** HVAC equipment is controlled by a computerized Automatic Temperature Control (ATC) system. It saves energy by stopping and starting equipment, setting temperatures back during unoccupied times, controlling the intake of fresh air, and it allows network access to help Energy Management manage and troubleshoot equipment without putting trucks on the road unnecessarily.
- **Energy Recovery Units (ERU):** Energy Recovery Units are installed to pre-condition incoming ventilation air with the heat or cool energy contained in outgoing exhaust air saving a corresponding amount of energy. (The volume of the fresh air introduced to occupied spaces to maintain indoor air quality requires that the same volume in stale air must be simultaneously exhausted in order to keep the air pressure in the building consistent with the outside air pressure.)
- **Efficient Boilers:** Condensing boilers with 90%+ efficiency in natural gas use replace conventional boilers that are just 80% efficient at best. The condensing boilers remove most of the exhaust heat from combustion gasses that escape from conventional boilers and transfer that heat to the spaces being heated instead.
- **Efficient Chillers:** Cooling occupied spaces is accomplished with magnetic bearing, water cooled, screw chillers that provide enhanced efficiency of chiller operation.
- **Ground Source Heat Pumps (GSHP):** Ground Source Heat Pumps heat and cool using the temperature of the earth extracted from wells hundreds of feet deep for the source of heat transfer or removal. This adds to the efficiency of heat pump technology.
- **Variable Refrigerant Flow (VRF) systems:** VRF units work only at the needed rate allowing for substantial energy savings at load conditions. In addition to the improved efficiency of the heat pump technology, interior temperatures in rooms can be controlled individually rather than as parts of larger zones, thereby further improving efficiency.



Daylighting design improves the quality of lighting and reduce electricity use; LEDs consume 80% less electricity than Incandescent lighting.

- **Variable Frequency Drive (VFD):** VFDs are installed on large HVAC equipment to control the speed of the motors in response to system demand. This feature prevents pumps and fans from running at full speed when they do not need to, thus saving energy.
- **High Efficiency Motors:** ECM motors (Electronically Commutated Motors) are specified for pumps and fans to reduce electricity use during operations. These motors vary the speed of the motor in response to changing conditions in order to maintain work output.
- **Electrical Plug Load:** FCPS uses power management controls of computers and the installation of ENERGYSTAR rated walk-in coolers, ovens, ice makers, refrigerators, holding/proofing cabinets in school kitchens. (Electrical plug load is the electricity required to operate equipment plugged into electrical outlets, such as computers and appliances.)
- **LED Lighting:** Highly efficient LED lamp fixtures are installed in interior spaces, replacing Fluorescent and incandescent to reduce electricity use. LED lamp fixtures are also used on exteriors and in parking lots. LEDs consume 80% less electricity than Incandescent lighting.
- **Lighting Based on Occupancy:** Occupancy sensors are installed in classrooms to help ensure that lights do not remain on when a room is empty. Multi-level switches in classrooms allow occupants to control levels of lighting in combination with natural light to save electricity.
- **De-Lamping:** Numbers of lighting fixtures and/or numbers of lamps in fixtures are eliminated to reduce energy use while maintaining the same or improved quality of lighting.
- **Daylighting:** Every effort to introduce natural light into each classroom and large spaces such as libraries, lobbies, and gyms to improve the quality of lighting and reduce electricity use is made during design. Daylighting is achieved through design features such as window sizes, Low E coatings, placement, shades, light shelves, skylights, and solar light tubes.



Roof rain water storage container for watering plants in the greenhouse at Thomas Jefferson High School for Science and Technology.

- **Grounds:** Gasoline powered FCPS grounds maintenance equipment is being replaced with diesel powered equipment adhering to Tier 4 (T4) and interim T4 compliance when equipment is due for replacement. Tier 4 engines include after treatment devices such as diesel oxidation catalysts (DOC) and DPF to further reduce FCPS environmental impact.
- **Transportation:** When replacing vehicles, preference given to those with improved fuel economy and reduced emissions. School bus routes are designed for efficiently picking up and delivering students. And FCPS is working in conjunction with Fairfax County and the Virginia Department of Environmental Quality (DEQ) on a program retrofitting diesel powered buses with diesel particulate filters (DPF) and temperature control devices (TCD) within the exhaust systems.
- **Electric Vehicles:** FCPS is assessing electric vehicle technology in order to determine when electric vehicles will become smart investments as an alternative for diesel powered buses. Reliability and range are critical components to supporting FCPS' mission of safe student transport and delivery, so electric vehicles are not viable alternatives to diesel as of yet.

### Water Conservation Measures Reducing Consumption:

- **Efficient Plumbing Components:** Significant reductions in water consumption by occupants result from installation of EPA WaterSense qualified faucets, toilets, urinals, and sensor type faucets. These toilets use 0.5 gallons per flush (GPF) and Urinals 0.125 GPF. Federal plumbing standards now specify that new toilets can use up to 1.6 gallons per flush (GPF), but many older toilets use 3.5, 5, or even up to 7 GPF. Sensor type valves are in the current design rather than mechanical valves.

- **Irrigation:** Installation of cisterns has been done on FCPS school sites on a small scale for local irrigation of landscaping, and on a large scale for irrigation of natural turf athletic fields. A cistern is a collection facility to hold rain water for later use, typically for irrigation, and to control flow of water into a storm sewer. (The Marshall HS cistern has a capacity of about 335,000 gallons of storm water.)
- **Rain Barrels:** Schools maintaining their own gardens typically use rain barrels rather than municipal water for spot watering plants. FCPS facilitates the acquisition and installation of the rain barrels.

## Environmental Pollution Reducing Measures

- **Recycling:** FCPS coordinates its recycling with Fairfax County Department of Public Works and Environmental Services. Plastics numbered 1 and 2, aluminum and tin cans are required to be collected at schools, offices, and support facilities for recycling. The designation of these materials is based on what materials are being accepted for recycling at this time.
- **Reducing Plastic Waste from Water Bottles:** Water bottle filling stations allow school occupants to refill water bottles rather than putting them into the recycling or trash streams. The stations are well used by environmentally aware students. Just one of the water bottle filling stations located in George C. Marshall High School keeps over 40,000 bottles out of the recycling or trash streams every year.
- **Repurposing Existing school Building Structure:** Construction waste materials are separated and recycled, reused, or repurposed as much as possible. Wherever possible during renovations and expansions, existing building structures are retained and repurposed to reduce construction costs and the volume of demolished construction materials that must be salvaged, recycled, or sent to the landfill for disposal.
- **Regionally Sourced Building Materials:** Using regionally sourced building materials and other products along with local recycled-content and rapidly renewable construction materials to the degree possible.
- **Controlling Point Pollution from Storm Water Runoff:** A substantial percentage of the cost of a construction project goes towards storm water management. In addition to meeting the PFM requirements, FCPS partners with the Fairfax County Storm Water Planning Division (SWPD) to address storm water management over and above our requirements when appropriate opportunities are present at a Bond project. FCPS also coordinates with the SWPD when there are opportunities present at schools not undergoing renewal. FCPS Bond construction projects have many things incorporated into their plans such as:
  - A. **Improved Water Infiltration into the Ground:** The soils in our area typically do not allow water to infiltrate into the ground very rapidly. To encourage storm water to percolate into the ground and replenish the ground water system, soil amendments are used where practical to increase storm water infiltration. Organic material is tilled into the soil to help offset the effect of the clay typically found in the soil in our area.
  - B. **Storm Water Detention:** This type of facility collects and stores runoff from parking lots and fields, releasing it slowly into the storm sewer system. At sites where an adequate infiltration rate is present, the facility can also release water for infiltration into the ground. The facility must be accessible for maintenance, but parking lots, landscaping, walkways and fields are usually installed over an underground storm water detention facility.
  - C. **Reforestation:** The reforestation of areas on school sites help mitigate storm water runoff by absorbing water. Drought resistant trees and plants native to this region are used because they are suited for this climate and do not require irrigation. The trees absorb carbon dioxide and assist with improved air quality around the schools. 1,430 trees and 3,564 shrubs were planted by FCPS in the past year. With few exceptions, only native and non-toxic fruit bearing vegetation was planted. No invasive species were planted, and in most cases existing invasive species are removed using procedures prescribed by Fairfax County's Urban Forest Management Department.



- D. **Bio Swales and Dry Ponds:** A dry pond and a bio swale store storm water and allow water simultaneously infiltrate into the ground with excess water during heavy rains being released slowly into a storm sewer system. They drain until empty. Trees, plants, and grasses provide filtering of released water, reducing pollution. Dry ponds are less desirable than other more expensive options because land is devoted to just the one purpose and cannot do “double duty” like underground options can.
- E. **Filterras®:** A Filterra is an engineered bio-filtration system filled with a filter media to filter pollutants out of storm water runoff before it enters the main part of the storm sewer system. Storm water runoff enters Filterra system and flows through a specially designed filter media mixture which captures and immobilizes pollutants. Pollutants are then decomposed, volatilized and incorporated into the biomass of the Filterra system’s micro/macro fauna and flora.
- F. **Pervious Hard Surfaces:** Pavement, concrete, and pavers that allow rainwater to soak through and infiltrate into the ground rather than run off are being installed in appropriate locations. A very important location is vehicle parking areas because point pollution from vehicles is reduced by the water that infiltrates rather than flowing directly into storm sewers.
- G. **Artificial Turf Athletic Fields:** Artificial turf athletic fields conserve precious water by reducing or eliminating the need for using potable water for irrigation. The artificial turf fields also eliminate the significant Greenhouse Gas Emissions produced from regular maintenance by motorized mowing and landscaping equipment required by natural turf.



*Filterras® storm water bio-filtration systems are installed to filter pollutants from stormwater at renovated schools' parking areas.*

- **Reduction of Light Pollution:** LED exterior and parking lot light fixtures are designed and positioned to eliminate general light pollution and to shield wildlife living in adjoining natural areas from light trespass into those areas.
- **Indoor Environmental Quality (IEQ).** High efficiency filtration media are used to filter air in occupied spaces of the schools. Also, Demand Control Ventilation based on humidity is installed in key areas. And ventilation in high occupancy areas such as gymnasiums, cafeterias, and libraries is controlled by the levels of CO<sub>2</sub> in those spaces to help assure improved IEQ.
- **Low Volatile Organic Compound (VOC) emitting materials and paints:** Low VOC construction components plus furniture, carpets, and paints are selected for reduced indoor pollutants due to reduced off-gassing of VOCs.
- **Water Testing:** Potable drinking water sources at schools were tested for lead in 2017. Dual handled sinks frequently used for potable water were included in the testing. Results contained seven of 1,631 sources with lead levels slightly above the EPA standard of a maximum of 20 parts per billion (ppb) and were remediated. To assure continued drinking water safety, a five year water testing program developed by the Office of Safety and Security begins this school year.
- **Green Cleaning:** Current green cleaning products and procedures are practiced to minimize negative effects on IEQ and help protect the health of employees. FCPS adheres to more stringent indoor air quality standards than are required by the Environmental Protection Agency (EPA).

## RENEWABLE ENERGY AND FCPS

FCPS is not new to renewable energy. It was solar energy leader in Virginia in the 1970's when it built the first schools on the East Coast to use solar panels as an energy source (Terraset and Terra Centre Elementary Schools). Today, there are six solar installations: three roof mounted photo-voltaic solar arrays at Rachel Carson Middle School, Thomas Jefferson HS, and Frost Middle School (paid for by grants and fundraising), one ground mounted photo-voltaic solar array at Franklin Sherman Elementary School (donated by local business) and two roof mounted installations for solar thermal heating of potable water at Glasgow Middle School (CIP) and Thomas Jefferson High School (paid for by grants and fundraising). In addition to solar, FCPS also has one geothermal installation at Mason Crest Elementary School (CIP). These projects highlight FCPS' enthusiasm toward renewable energy and outline a path forward.

FCPS is also interested in solar energy projects because they provide an excellent hands-on educational tool for science, technology, engineering, and mathematics (STEM) subjects.

Adding solar power generation has been evaluated by FCPS many years. It consistently proved to be cost prohibitive because of a combination of relatively low utility rates paid by FCPS, high acquisition cost for solar systems, and a lack of state or local renewable energy incentives to offset incremental costs. But the situation with solar energy is changing for the better now. Reductions in the costs associated with solar energy systems have accelerated due to continuing improvements in technology and manufacturing. Also, solar energy systems have become more efficient in producing electricity. Plus, utilities are increasing electricity rates. So the cost/benefit ratio of solar energy is improving, and the prospect for continued increases in electricity rates plus lower solar acquisition costs increase the probability that solar energy will become a viable long term investment.

In 2015, FCPS began conducting feasibility studies to determine the environmental and economic benefits of utilizing a Power Purchase Agreement (PPA) for solar energy,

which were becoming available. But the solar PPA electricity rates consistently were too high to justify. (A solar PPA company installs solar equipment at its cost and maintains the system. The client pays for solar power generated at agreed to electricity rates instead of paying a utility. The system's cost is paid off by the electric rate the client pays the PPA.)

Now the situation is changing. PPAs have made great progress over the past three years in competitiveness and affordability. FCPS is excited to see PPAs catching up to the highly competitive Northern Virginia market, and as a result FCPS is taking a serious look at the potential for a PPAs to provide solar panels on schools again. It also is monitoring the progress of neighboring divisions, such as Arlington County Schools (ACS), which recently awarded the contract for a solar PPA as part of their capital improvement program. And most significantly, Fairfax County Government (FCG) is working on a solar PPA to be awarded in 2019 that FCPS and other local governments in Northern Virginia can cooperatively procure the contract. FCPS' Office of Facilities Management is maintaining close contact with FCG staff throughout this process and will provide updates as they become available. On a separate track, Fairfax County's Environmental Quality Advisory Council (EQAC) is in the process of introducing Solar Freedom legislation to facilitate the increased development of solar energy well above the amounts that could be developed under a PPA for rooftop solar. This proposed legislation would remove many legal barriers that have impeded solar development by county governments, businesses, and residents in VA.

Given the above conditions, FCPS is pressing forward with pursuing adding solar energy its energy portfolio as soon as it becomes feasible to do so.









# APPENDIX

# SCHOOLS

## A

### ALDRIN ES

Region 1  
Year Opened 1994  
Capacity Enhancements ---  
Renovations ---  
Square Footage 97,436  
Acreage 13.69  
Feeder School *Herndon MS, Herndon HS*

### ANNANDALE HS

Region 2  
Year Opened 1954  
Capacity Enhancements 2010  
Renovations 2005  
Square Footage 340,055  
Acreage 28.04

### ANNANDALE TERRACE ES

Region 2  
Year Opened 1964  
Capacity Enhancements 2002  
Renovations 1991  
Square Footage 75,226  
Acreage 12.00  
Feeder School *Poe MS, Annandale HS*

### ARMSTRONG ES

Region 1  
Year Opened 1986  
Capacity Enhancements 1990  
Renovations ---  
Square Footage 80,000  
Acreage 14.30  
Feeder School *Herndon MS, Herndon HS*

## B

### BAILEY'S ES

Region 2  
Year Opened 1952  
Capacity Enhancements 2002  
Renovations 1995  
Square Footage 119,495  
Acreage 9.54  
Feeder School *Bailey's Upper ES, Glasgow MS, Justice HS*

### BAILEY'S UPPER ES

Region 2  
Year Opened 2014  
Capacity Enhancements ---  
Renovations ---  
Square Footage 101,866  
Acreage 3.80  
Feeder School *Glasgow MS, Justice HS*

### BEECH TREE ES

Region 2  
Year Opened 1968  
Capacity Enhancements 2004  
Renovations 2012  
Square Footage 70,408  
Acreage 9.90  
Feeder School *Glasgow MS, Justice HS*

### BELLE VIEW ES

Region 3  
Year Opened 1952  
Capacity Enhancements 1970  
Renovations 1991  
Square Footage 75,706  
Acreage 10.50  
Feeder School *Sandburg MS, West Potomac HS*

### BELVEDERE ES

Region 2  
Year Opened 1954  
Capacity Enhancements 1990  
Renovations 1996  
Square Footage 76,970  
Acreage 10.93  
Feeder School *Glasgow MS, Justice HS*

### BONNIE BRAE ES

Region 4  
Year Opened 1988  
Capacity Enhancements ---  
Renovations ---  
Square Footage 86,390  
Acreage 13.29  
Feeder School *Robinson MS, Robinson HS*

### BRADDOCK ES

Region 2  
Year Opened 1959  
Capacity Enhancements 2008  
Renovations 1983  
Square Footage 82,539  
Acreage 12.32  
Feeder School *Poe MS, Annandale HS*

### BREN MAR PARK ES

Region 2  
Year Opened 1957  
Capacity Enhancements 2002  
Renovations 1991  
Square Footage 62,888  
Acreage 9.61  
Feeder School *Holmes MS, Edison HS*

### BROOKFIELD ES

Region 5  
Year Opened 1967  
Capacity Enhancements 1998  
Renovations 1986  
Square Footage 90,000  
Acreage 13.00  
Feeder School *Rocky Run MS, Franklin MS, Chantilly HS*

**BUCKNELL ES**

Region 3  
 Year Opened 1954  
 Capacity Enhancements 1978, 2017  
 Renovations 2017  
 Square Footage 96,820  
 Acreage 10.00  
 Feeder School *Sandburg MS, West Potomac HS*

**BULL RUN ES**

Region 4  
 Year Opened 1999  
 Capacity Enhancements ---  
 Renovations ---  
 Square Footage 98,590  
 Acreage 40.77  
 Feeder School *Liberty MS, Stone MS, Centreville HS, Westfield HS*

**BUSH HILL ES**

Region 3  
 Year Opened 1954  
 Capacity Enhancements 2000  
 Renovations 2000  
 Square Footage 71,700  
 Acreage 11.03  
 Feeder School *Twain MS, Edison HS*

**CAMELOT ES**

Region 2  
 Year Opened 1969  
 Capacity Enhancements ---  
 Renovations 2002  
 Square Footage 89,591  
 Acreage 10.00  
 Feeder School *Jackson MS, Falls Church HS*

**CAMERON ES**

Region 3  
 Year Opened 1952  
 Capacity Enhancements 2002

Renovations 1993  
 Square Footage 92,196  
 Acreage 8.00  
 Feeder School *Twain MS, Edison HS*

**CANTERBURY WOODS ES**

Region 5  
 Year Opened 1965  
 Capacity Enhancements 2004  
 Renovations 2013  
 Square Footage 89,744  
 Acreage 11.75  
 Feeder School *Frost MS, Woodson HS*

**CARDINAL FOREST ES**

Region 4  
 Year Opened 1966  
 Capacity Enhancements 1969  
 Renovations 2000  
 Square Footage 81,275  
 Acreage 12.70  
 Feeder School *Irving MS, West Springfield HS*

**CARSON MS**

Region 1  
 Year Opened 1998  
 Capacity Enhancements ---  
 Renovations ---  
 Square Footage 178,723  
 Acreage 32.94  
 Feeder School *Westfield HS, South Lakes HS, Oakton HS*

**CENTRE RIDGE ES**

Region 4  
 Year Opened 1990  
 Capacity Enhancements ---  
 Renovations ---  
 Square Footage 93,981  
 Acreage 13.78  
 Feeder School *Liberty MS, Centreville HS*

**CENTREVILLE ES**

Region 4  
 Year Opened 1994  
 Capacity Enhancements 2012  
 Renovations ---  
 Square Footage 110,450

Acreage 13.13  
 Feeder School *Liberty MS, Centreville HS*

**CENTREVILLE HS**

Region 4  
 Year Opened 1988  
 Capacity Enhancements 2005  
 Renovations ---  
 Square Footage 325,562  
 Acreage 36.40

**CHANTILLY HS**

Region 5  
 Year Opened 1972  
 Capacity Enhancements 2005  
 Renovations 1993  
 Square Footage 395,641  
 Acreage 35.01

**CHERRY RUN ES**

Region 4  
 Year Opened 1983  
 Capacity Enhancements 1983  
 Renovations 2018  
 Square Footage 83,532  
 Acreage 11.02  
 Feeder School *Lake Braddock MS, Lake Braddock HS*

**CHESTERBROOK ES**

Region 2  
 Year Opened 1926  
 Capacity Enhancements 1999  
 Renovations 2000  
 Square Footage 82,431  
 Acreage 14.26  
 Feeder School *Longfellow MS, McLean HS*

**CHURCHILL ROAD ES**

Region 1  
 Year Opened 1958  
 Capacity Enhancements 2006  
 Renovations 2001  
 Square Footage 79,833  
 Acreage 10.00  
 Feeder School *Cooper MS, Langley HS*

**CLEARVIEW ES**

Region 1  
 Year Opened 1979  
 Capacity Enhancements 1990  
 Renovations ---  
 Square Footage 85,637  
 Acreage 13.90  
 Feeder School *Herndon MS, Herndon HS*

**CLERMONT ES**

Region 3  
 Year Opened 1968  
 Capacity Enhancements 1983  
 Renovations 2015  
 Square Footage 80,222  
 Acreage 13.00  
 Feeder School *Twain MS, Edison HS*

**COATES ES**

Region 5  
 Year Opened 2009  
 Capacity Enhancements ---  
 Renovations ---  
 Square Footage 89,439  
 Acreage 14.38  
 Feeder School *Carson MS, Herndon MS, Westfield HS, Herndon HS*

**COLUMBIA ES**

Region 2  
 Year Opened 1967  
 Capacity Enhancements 1988  
 Renovations 1995  
 Square Footage 55,018  
 Acreage 10.00  
 Feeder School *Holmes MS, Poe MS, Annandale HS*

**COLVIN RUN ES**

Region 1  
 Year Opened 2003  
 Capacity Enhancements ---  
 Renovations ---  
 Square Footage 98,590  
 Acreage 12.55  
 Feeder School *Cooper MS, Longfellow MS, Langley HS, McLean HS*

**COOPER MS**

Region 1  
 Year Opened 1962  
 Capacity Enhancements 2006  
 Renovations 1989  
 Square Footage 127,880  
 Acreage 20.22  
 Feeder School *Langley HS*

**CRESTWOOD ES**

Region 3  
 Year Opened 1955  
 Capacity Enhancements 2012  
 Renovations 2000  
 Square Footage 88,533  
 Acreage 11.18  
 Feeder School *Key MS, Lee HS*

**CROSSFIELD ES**

Region 1  
 Year Opened 1988  
 Capacity Enhancements ---  
 Renovations ---  
 Square Footage 89,134  
 Acreage 14.20  
 Feeder School *Carson MS, Hughes MS, Franklin MS, Oakton HS, South Lakes HS, Chantilly HS*

**CUB RUN ES**

Region 5  
 Year Opened 1986  
 Capacity Enhancements ---  
 Renovations ---  
 Square Footage 77,850  
 Acreage 16.26  
 Feeder School *Stone MS, Franklin MS, Westfield HS, Chantilly HS*

**CUNNINGHAM PARK ES**

Region 1  
 Year Opened 1967  
 Capacity Enhancements 2013  
 Renovations 2000  
 Square Footage 69,842  
 Acreage 10.37  
 Feeder School *Thoreau MS, Madison HS, Marshall HS*

**D****DANIELS RUN ES**

Region 5  
 Year Opened 1955  
 Capacity Enhancements 2000  
 Renovations 2001  
 Square Footage 98,674  
 Acreage 13.70  
 Feeder School *Lanier MS, Fairfax HS*

**DEER PARK ES**

Region 5  
 Year Opened 1995  
 Capacity Enhancements 2002  
 Renovations ---  
 Square Footage 98,716  
 Acreage 10.00  
 Feeder School *Stone MS, Westfield HS*

**DOGWOOD ES**

Region 1  
 Year Opened 2001  
 Capacity Enhancements ---  
 Renovations ---  
 Square Footage 98,590  
 Acreage 14.00  
 Feeder School *Hughes MS, South Lakes HS*

**DRANESVILLE ES**

Region 1  
 Year Opened 1988  
 Capacity Enhancements ---  
 Renovations ---  
 Square Footage 88,776  
 Acreage 13.15  
 Feeder School *Herndon MS, Herndon HS*

# E

## **EAGLE VIEW ES**

Region 5  
Year Opened 2006  
Capacity Enhancements ---  
Renovations ---  
Square Footage 98,590  
Acreage 12.50  
Feeder School *Lanier MS, Fairfax HS*

## **EDISON HS**

Region 3  
Year Opened 1962  
Capacity Enhancements 1986  
Renovations 2012  
Square Footage 359,470  
Acreage 43.48

# F

## **FAIRFAX HS**

Region 5  
Year Opened 1972  
Capacity Enhancements 2007  
Renovations 2007  
Square Footage 426,194  
Acreage 47.76

## **FAIRFAX VILLA ES**

Region 5  
Year Opened 1965  
Capacity Enhancements 2013  
Renovations 1993  
Square Footage 70,248  
Acreage 11.55  
Feeder School *Frost MS, Woodson HS*

## **FAIRHILL ES**

Region 2  
Year Opened 1965  
Capacity Enhancements 1996  
Renovations 1996  
Square Footage 74,478

Acreage 10.17  
Feeder School *Jackson MS, Falls Church HS*

## **FAIRVIEW ES**

Region 4  
Year Opened 1938  
Capacity Enhancements 1983  
Renovations 2000  
Square Footage 82,115  
Acreage 14.36  
Feeder School *Robinson MS, Robinson HS*

## **FALLS CHURCH HS**

Region 2  
Year Opened 1967  
Capacity Enhancements 1988  
Renovations 1989  
Square Footage 306,713  
Acreage 39.54

## **FLINT HILL ES**

Region 1  
Year Opened 1954  
Capacity Enhancements 1993  
Renovations 1993  
Square Footage 74,770  
Acreage 10.00  
Feeder School *Thoreau MS, Madison HS*

## **FLORIS ES**

Region 5  
Year Opened 1955  
Capacity Enhancements 2004  
Renovations 2004  
Square Footage 82,811  
Acreage 10.00  
Feeder School *Carson MS, South Lakes HS, Westfield HS*

## **FOREST EDGE ES**

Region 1  
Year Opened 1971  
Capacity Enhancements ---  
Renovations 2005  
Square Footage 96,669  
Acreage 13.37  
Feeder School *Hughes MS, South Lakes HS*

## **FORESTDALE ES**

Region 3  
Year Opened 1964  
Capacity Enhancements 2006  
Renovations 1993  
Square Footage 68,605  
Acreage 9.50  
Feeder School *Key MS, Lee HS*

## **FORESTVILLE ES**

Region 1  
Year Opened 1980  
Capacity Enhancements 1998  
Renovations 2018  
Square Footage 84,102  
Acreage 7.72  
Feeder School *Cooper MS, Langley HS*

## **FORT BELVOIR PRIMARY ES**

Region 3  
Year Opened 1998  
Capacity Enhancements ---  
Renovations ---  
Square Footage 137,997  
Acreage 19.80  
Feeder School *Fort Belvoir Upper ES, Whitman MS, Mount Vernon HS*

## **FORT BELVOIR UPPER ES**

Region 3  
Year Opened 2016  
Capacity Enhancements ---  
Renovations ---  
Square Footage 95,341  
Acreage 19.80  
Feeder School *Whitman MS, Mount Vernon HS*

## **FORT HUNT ES**

Region 3  
Year Opened 1969  
Capacity Enhancements 1995  
Renovations 2003  
Square Footage 82,363  
Acreage 13.03  
Feeder School *Sandburg MS, West Potomac HS*

**FOX MILL ES**

Region 1  
 Year Opened 1979  
 Capacity Enhancements 1980  
 Renovations ---  
 Square Footage 75,854  
 Acreage 13.55  
 Feeder School *Carson MS, South Lakes HS*

**FRANCONIA ES**

Region 3  
 Year Opened 1931  
 Capacity Enhancements 1986  
 Renovations 2012  
 Square Footage 71,658  
 Acreage 6.75  
 Feeder School *Twain MS, Edison HS*

**FRANKLIN MS**

Region 5  
 Year Opened 1984  
 Capacity Enhancements ---  
 Renovations ---  
 Square Footage 138,756  
 Acreage 35.29  
 Feeder School *Chantilly HS, Oakton HS*

**FRANKLIN SHERMAN ES**

Region 2  
 Year Opened 1952  
 Capacity Enhancements 1975  
 Renovations 2009  
 Square Footage 64,420  
 Acreage 10.75  
 Feeder School *Longfellow MS, Cooper MS, McLean HS, Langley HS*

**FREEDOM HILL ES**

Region 2  
 Year Opened 1949  
 Capacity Enhancements 1990  
 Renovations 2009  
 Square Footage 81,949  
 Acreage 12.07  
 Feeder School *Kilmer MS, Marshall HS*

**FROST MS**

Region 5  
 Year Opened 1964  
 Capacity Enhancements 2013  
 Renovations 1991  
 Square Footage 121,852  
 Acreage 24.00  
 Feeder School *Woodson HS*

**G****GARFIELD ES**

Region 3  
 Year Opened 1952  
 Capacity Enhancements 1967  
 Renovations 2015  
 Square Footage 78,373  
 Acreage 8.16  
 Feeder School *Key MS, Lee HS*

**GLASGOW MS**

Region 2  
 Year Opened 2008  
 Capacity Enhancements 2018  
 Renovations ---  
 Square Footage 211,231  
 Acreage 22.40  
 Feeder School *Justice HS*

**GLEN FOREST ES**

Region 2  
 Year Opened 1957  
 Capacity Enhancements 2002  
 Renovations 1994  
 Square Footage 106,788  
 Acreage 10.23  
 Feeder School *Glasgow MS, Justice HS*

**GRAHAM ROAD ES**

Region 2  
 Year Opened 2012  
 Capacity Enhancements ---  
 Renovations 2012  
 Square Footage 81,354  
 Acreage 8.13  
 Feeder School *Jackson MS, Falls Church HS*

**GREAT FALLS ES**

Region 1  
 Year Opened 1952  
 Capacity Enhancements 1991  
 Renovations 2010  
 Square Footage 85,697  
 Acreage 10.00  
 Feeder School *Cooper MS, Langley HS*

**GREENBRIAR EAST ES**

Region 5  
 Year Opened 1968  
 Capacity Enhancements 2013  
 Renovations 2005  
 Square Footage 90,547  
 Acreage 10.00  
 Feeder School *Lanier MS, Rocky Run MS, Fairfax HS, Chantilly HS*

**GREENBRIAR WEST ES**

Region 5  
 Year Opened 1971  
 Capacity Enhancements 1992  
 Renovations 2006  
 Square Footage 93,203  
 Acreage 10.00  
 Feeder School *Rocky Run MS, Chantilly HS*

**GROVETON ES**

Region 3  
 Year Opened 1972  
 Capacity Enhancements 2011  
 Renovations 2005  
 Square Footage 104,052  
 Acreage 12.99  
 Feeder School *Sandburg MS, West Potomac HS*

**GUNSTON ES**

Region 3  
 Year Opened 1954  
 Capacity Enhancements 1988  
 Renovations 1996  
 Square Footage 74,930  
 Acreage 10.00  
 Feeder School *Hayfield MS, South County MS, Hayfield HS, South County HS*



# H

## HALLEY ES

Region 4  
Year Opened 1995  
Capacity Enhancements ---  
Renovations ---  
Square Footage 98,900  
Acreage 20.11  
Feeder School *South County MS, South County HS*

## HAYCOCK ES

Region 2  
Year Opened 1954  
Capacity Enhancements 2009  
Renovations 2016  
Square Footage 85,897  
Acreage 10.00  
Feeder School *Longfellow MS, McLean HS*

## HAYFIELD ES

Region 3  
Year Opened 1966  
Capacity Enhancements 1992  
Renovations 2002  
Square Footage 81,437  
Acreage 13.13  
Feeder School *Hayfield MS, Hayfield HS*

## HAYFIELD HS

Region 3  
Year Opened 1968  
Capacity Enhancements 2002  
Renovations 2004  
Square Footage 340,199  
Acreage 57.50

## HAYFIELD MS

Region 3  
Year Opened 1968  
Capacity Enhancements 2002  
Renovations 2004  
Square Footage 170,050  
Acreage 57.50  
Feeder School *Hayfield HS*

## HERNDON ES

Region 1  
Year Opened 1961  
Capacity Enhancements 2007  
Renovations 1991  
Square Footage 98,620  
Acreage 14.00  
Feeder School *Herndon MS, Herndon HS*

## HERNDON HS

Region 1  
Year Opened 1967  
Capacity Enhancements 1991  
Renovations 1991  
Square Footage 415,722  
Acreage 40.22

## HERNDON MS

Region 1  
Year Opened 1927  
Capacity Enhancements 1962  
Renovations 1994  
Square Footage 193,776  
Acreage 27.30  
Feeder School *Herndon HS*

## HOLLIN MEADOWS ES

Region 3  
Year Opened 1965  
Capacity Enhancements 2001  
Renovations 1983  
Square Footage 93,203  
Acreage 9.65  
Feeder School *Sandburg MS, West Potomac HS*

## HOLMES MS

Region 2  
Year Opened 1966  
Capacity Enhancements 1991  
Renovations 2003  
Square Footage 158,399  
Acreage 28.20  
Feeder School *Annandale HS, Edison HS*

## HUGHES MS

Region 1  
Year Opened 1980

Capacity Enhancements ---  
Renovations ---  
Square Footage 129,642  
Acreage 25.00  
Feeder School *South Lakes HS*

## HUNT VALLEY ES

Region 4  
Year Opened 1968  
Capacity Enhancements 1990  
Renovations 1995  
Square Footage 90,187  
Acreage 13.00  
Feeder School *Irving MS, West Springfield HS*

## HUNTERS WOODS ES

Region 1  
Year Opened 1969  
Capacity Enhancements 1987  
Renovations 2003  
Square Footage 101,613  
Acreage 11.23  
Feeder School *Hughes MS, South Lakes HS*

## HUTCHISON ES

Region 1  
Year Opened 1975  
Capacity Enhancements 1990  
Renovations 2005  
Square Footage 106,408  
Acreage 38.80  
Feeder School *Herndon MS, Herndon HS*

## HYBLA VALLEY ES

Region 3  
Year Opened 1964  
Capacity Enhancements 2012  
Renovations 1989  
Square Footage 92,861  
Acreage 10.00  
Feeder School *Sandburg MS, West Potomac HS*

## I

**IRVING MS**

Region 4  
 Year Opened 1960  
 Capacity Enhancements 1967  
 Renovations 1994  
 Square Footage 156,962  
 Acreage 20.80  
 Feeder School West  
 Springfield HS

**ISLAND CREEK ES**

Region 3  
 Year Opened 2003  
 Capacity Enhancements ---  
 Renovations ---  
 Square Footage 98,590  
 Acreage 18.50  
 Feeder School Hayfield MS,  
 Hayfield HS

## J

**JACKSON MS**

Region 2  
 Year Opened 1954  
 Capacity Enhancements 2006  
 Renovations 1991  
 Square Footage 150,819  
 Acreage 20.40  
 Feeder School Falls Church HS

**JUSTICE HS**

Region 2  
 Year Opened 1959  
 Capacity Enhancements 1979  
 Renovations 2005  
 Square Footage 298,989  
 Acreage 20.94

## K

**KEENE MILL ES**

Region 4  
 Year Opened 1961  
 Capacity Enhancements 1990  
 Renovations 2016  
 Square Footage 92,137  
 Acreage 11.49  
 Feeder School Irving MS, Lake  
 Braddock MS, West Springfield  
 HS, Lake Braddock HS

**KENT GARDENS ES**

Region 2  
 Year Opened 1957  
 Capacity Enhancements 2002  
 Renovations 2003  
 Square Footage 77,901  
 Acreage 10.92  
 Feeder School Longfellow MS,  
 McLean HS

**KEY MS**

Region 3  
 Year Opened 1971  
 Capacity Enhancement ---  
 Renovations 2008  
 Square Footage 174,232  
 Acreage 20.60  
 Feeder School Lee HS

**KILMER MS**

Region 2  
 Year Opened 1967  
 Capacity Enhancements ---  
 Renovations 2002  
 Square Footage 150,361  
 Acreage 23.40  
 Feeder School Marshall HS,  
 Madison HS

**KINGS GLEN ES**

Region 4  
 Year Opened 1969  
 Capacity Enhancements 1986  
 Renovations 2001  
 Square Footage 74,619  
 Acreage 8.20

Feeder School Lake Braddock  
 MS, Lake Braddock HS

**KINGS PARK ES**

Region 4  
 Year Opened 1964  
 Capacity Enhancements 2013  
 Renovations 1997  
 Square Footage 82,762  
 Acreage 10.10  
 Feeder School Kings Glen  
 ES, Lake Braddock MS, Lake  
 Braddock HS

## L

**LAKE ANNE ES**

Region 1  
 Year Opened 1967  
 Capacity Enhancements 2004  
 Renovations 2011  
 Square Footage 85,419  
 Acreage 10.18  
 Feeder School Hughes MS,  
 South Lakes HS

**LAKE BRADDOCK HS**

Region 4  
 Year Opened 1971  
 Capacity Enhancements ---  
 Renovations 2007  
 Square Footage 418,336  
 Acreage 60.06

**LAKE BRADDOCK MS**

Region 4  
 Year Opened 1971  
 Capacity Enhancements ---  
 Renovations 2007  
 Square Footage 174,660  
 Acreage 60.06  
 Feeder School Lake Braddock  
 HS

**LANE ES**

Region 3  
 Year Opened 1995  
 Capacity Enhancements ---

Renovations ---  
 Square Footage 98,625  
 Acreage 20.34  
 Feeder School *Hayfield MS, Twain MS, Hayfield HS, Edison HS*

#### LANGLEY HS

Region 1  
 Year Opened 1965  
 Capacity Enhancements 2008  
 Renovations 2018  
 Square Footage 337,966  
 Acreage 42.86

#### LANIER MS

Region 5  
 Year Opened 1960  
 Capacity Enhancements 2006  
 Renovations 2008  
 Square Footage 182,589  
 Acreage 19.40  
 Feeder School *Fairfax HS*

#### LAUREL HILL ES

Region 4  
 Year Opened 2009  
 Capacity Enhancements ---  
 Renovations ---  
 Square Footage 98,590  
 Acreage 8.66  
 Feeder School *South County MS, South County HS*

#### LAUREL RIDGE ES

Region 4  
 Year Opened 1970  
 Capacity Enhancements 1993  
 Renovations 2005  
 Square Footage 112,320  
 Acreage 12.55  
 Feeder School *Robinson MS, Robinson HS*

#### LEE HS

Region 3  
 Year Opened 1958  
 Capacity Enhancements 1974  
 Renovations 2005  
 Square Footage 310,405  
 Acreage 25.32

#### LEES CORNER ES

Region 5  
 Year Opened 1987  
 Capacity Enhancements ---  
 Renovations ---  
 Square Footage 81,843  
 Acreage 11.04  
 Feeder School *Franklin MS, Chantilly HS*

#### LEMON ROAD ES

Region 2  
 Year Opened 1955  
 Capacity Enhancements 2013  
 Renovations 2003  
 Square Footage 69,914  
 Acreage 12.01  
 Feeder School *Kilmer MS, Longfellow MS, Marshall HS, McLean HS*

#### LIBERTY MS

Region 4  
 Year Opened 2002  
 Capacity Enhancements ---  
 Renovations ---  
 Square Footage 178,723  
 Acreage 79.86  
 Feeder School *Centreville HS*

#### LITTLE RUN ES

Region 5  
 Year Opened 1963  
 Capacity Enhancements 1993  
 Renovations 1993  
 Square Footage 55,104  
 Acreage 10.11  
 Feeder School *Frost MS, Lake Braddock MS, Woodson HS, Lake Braddock HS*

#### LONDON TOWNE ES

Region 5  
 Year Opened 1969  
 Capacity Enhancements 2003  
 Renovations 2000  
 Square Footage 102,595  
 Acreage 12.71  
 Feeder School *Stone MS, Westfield HS*

#### LONGFELLOW MS

Region 2  
 Year Opened 1960  
 Capacity Enhancements 2012  
 Renovations 2012  
 Square Footage 161,516  
 Acreage 17.57  
 Feeder School *McLean HS*

#### LORTON STATION ES

Region 3  
 Year Opened 2003  
 Capacity Enhancements ---  
 Renovations ---  
 Square Footage 101,122  
 Acreage 12.81  
 Feeder School *Hayfield MS, Hayfield HS*

#### LOUISE ARCHER ES

Region 1  
 Year Opened 1939  
 Capacity Enhancements 2006  
 Renovations 1991  
 Square Footage 63,060  
 Acreage 7.64  
 Feeder School *Thoreau MS, Madison HS*

#### LYNBROOK ES

Region 3  
 Year Opened 1956  
 Capacity Enhancements 2013  
 Renovations 1993  
 Square Footage 88,674  
 Acreage 10.64  
 Feeder School *Key MS, Lee HS*

## M

#### MADISON HS

Region 1  
 Year Opened 1959  
 Capacity Enhancements 1979  
 Renovations 2005  
 Square Footage 313,322  
 Acreage 31.16

**MANTUA ES**

Region 5  
 Year Opened 1961  
 Capacity Enhancements 2006  
 Renovations 1997  
 Square Footage 93,818  
 Acreage 11.57  
 Feeder School *Frost MS, Woodson HS*

**MARSHALL HS**

Region 2  
 Year Opened 1962  
 Capacity Enhancements 2018  
 Renovations 2014  
 Square Footage 368,116  
 Acreage 46.50

**MARSHALL ROAD ES**

Region 1  
 Year Opened 1961  
 Capacity Enhancements 2014  
 Renovations 1999  
 Square Footage 94,444  
 Acreage 11.00  
 Feeder School *Thoreau MS, Madison HS, Oakton HS*

**MASON CREST ES**

Region 2  
 Year Opened 2012  
 Capacity Enhancements ---  
 Renovations ---  
 Square Footage 98,590  
 Acreage 10.91  
 Feeder School *Poe MS, Glasgow MS, Falls Church HS, Justice HS*

**MCLEAN HS**

Region 2  
 Year Opened 1955  
 Capacity Enhancements 1980  
 Renovations 2005  
 Square Footage 285,612  
 Acreage 31.28

**MCNAIR ES**

Region 5  
 Year Opened 2001  
 Capacity Enhancements 2004  
 Renovations ---  
 Square Footage 98,625  
 Acreage 15.23  
 Feeder School *Carson MS, Westfield HS*

**MOSBY WOODS ES**

Region 1  
 Year Opened 1963  
 Capacity Enhancements 2005  
 Renovations 1991  
 Square Footage 84,444  
 Acreage 11.52  
 Feeder School *Thoreau MS, Oakton HS*

**MOUNT EAGLE ES**

Region 3  
 Year Opened 1949  
 Capacity Enhancements 2003  
 Renovations 2010  
 Square Footage 69,006  
 Acreage 6.00  
 Feeder School *Twain MS, Edison HS*

**MOUNT VERNON HS**

Region 3  
 Year Opened 1960  
 Capacity Enhancements 1998  
 Renovations 1999  
 Square Footage 458,181  
 Acreage 41.02

**MOUNT VERNON WOODS ES**

Region 3  
 Year Opened 1965  
 Capacity Enhancements 2008  
 Renovations 1989  
 Square Footage 66,096  
 Acreage 10.00  
 Feeder School *Whitman MS, Mount Vernon HS*

**N****NAVY ES**

Region 1  
 Year Opened 1955  
 Capacity Enhancements 2004  
 Renovations 2006  
 Square Footage 91,862  
 Acreage 10.10  
 Feeder School *Franklin MS, Oakton HS, Chantilly HS*

**NEWINGTON FOREST ES**

Region 4  
 Year Opened 1983  
 Capacity Enhancements ---  
 Renovations 2018  
 Square Footage 90,080  
 Acreage 13.00  
 Feeder School *South County MS, South County HS*

**NORTH SPRINGFIELD ES**

Region 2  
 Year Opened 1956  
 Capacity Enhancements 1968  
 Renovations 2017  
 Square Footage 92,000  
 Acreage 12.24  
 Feeder School *Holmes MS, Annandale HS*

**O****OAK HILL ES**

Region 5  
 Year Opened 1983  
 Capacity Enhancements 2003  
 Renovations ---  
 Square Footage 85,968  
 Acreage 12.09  
 Feeder School *Franklin MS, Carson MS, Chantilly HS, Westfield HS*

**OAK VIEW ES**

Region 4  
 Year Opened 1968  
 Capacity Enhancements 1990  
 Renovations 2000  
 Square Footage 86,390  
 Acreage 10.05  
 Feeder School *Robinson MS, Frost MS, Robinson HS, Woodson HS*

**OAKTON ES**

Region 1  
 Year Opened 1945  
 Capacity Enhancements 1987  
 Renovations 2012  
 Square Footage 90,317  
 Acreage 9.29  
 Feeder School *Thoreau MS, Oakton HS, Madison HS*

**OAKTON HS**

Region 1  
 Year Opened 1967  
 Capacity Enhancements 1992  
 Renovations 1992  
 Square Footage 300,044  
 Acreage 58.84

**OLDE CREEK ES**

Region 5  
 Year Opened 1966  
 Capacity Enhancements 1987  
 Renovations 1997  
 Square Footage 69,097  
 Acreage 10.82  
 Feeder School *Frost MS, Robinson MS, Woodson HS, Robinson HS*

**ORANGE HUNT ES**

Region 4  
 Year Opened 1974  
 Capacity Enhancements 1976  
 Renovations 2002  
 Square Footage 84,852  
 Acreage 14.04  
 Feeder School *Irving MS, West Springfield HS*

**P****PARKLAWN ES**

Region 2  
 Year Opened 1958  
 Capacity Enhancements 2003  
 Renovations 1998  
 Square Footage 90,572  
 Acreage 10.70  
 Feeder School *Glasgow MS, Holmes MS, Justice HS, Annandale HS*

**PINE SPRING ES**

Region 2  
 Year Opened 1955  
 Capacity Enhancements 1988  
 Renovations 2001  
 Square Footage 68,654  
 Acreage 11.19  
 Feeder School *Jackson MS, Falls Church HS*

**POE MS**

Region 2  
 Year Opened 1960  
 Capacity Enhancements 1965  
 Renovations 1997  
 Square Footage 178,500  
 Acreage 25.52  
 Feeder School *Annandale HS, Falls Church HS*

**POPLAR TREE ES**

Region 5  
 Year Opened 1990  
 Capacity Enhancements ---  
 Renovations ---  
 Square Footage 97,274  
 Acreage 11.20  
 Feeder School *Rocky Run MS, Chantilly HS*

**POWELL ES**

Region 4  
 Year Opened 2003  
 Capacity Enhancements 2010  
 Renovations ---

Square Footage 110,415  
 Acreage 17.07  
 Feeder School *Liberty MS, Lanier MS, Centreville HS, Fairfax HS*

**PROVIDENCE ES**

Region 5  
 Year Opened 1956  
 Capacity Enhancements 1998  
 Renovations 2001  
 Square Footage 99,601  
 Acreage 19.50  
 Feeder School *Lanier MS, Fairfax HS*

**Q****R****RAVENSWORTH ES**

Region 4  
 Year Opened 1963  
 Capacity Enhancements 1990  
 Renovations 2016  
 Square Footage 80,152  
 Acreage 10.13  
 Feeder School *Lake Braddock MS, Lake Braddock HS*

**RIVERSIDE ES**

Region 3  
 Year Opened 1968  
 Capacity Enhancements 2009  
 Renovations 2005  
 Square Footage 93,236  
 Acreage 11.02  
 Feeder School *Whitman MS, Sandburg MS, Mount Vernon HS, West Potomac HS*

**ROBINSON HS**

Region 4  
 Year Opened 1971  
 Capacity Enhancements 2005  
 Renovations 1996  
 Square Footage 378,978  
 Acreage 78.40

**ROBINSON MS**

Region 4  
 Year Opened 1971  
 Capacity Enhancements 2005  
 Renovations 1996  
 Square Footage 165,000  
 Acreage 78.40  
 Feeder School *Robinson HS*

**ROCKY RUN MS**

Region 5  
 Year Opened 1980  
 Capacity Enhancements ---  
 Renovations ---  
 Square Footage 130,400  
 Acreage 25.20  
 Feeder School *Chantilly HS*

**ROLLING VALLEY ES**

Region 4  
 Year Opened 1967  
 Capacity Enhancements 1990  
 Renovations 1998  
 Square Footage 77,528  
 Acreage 10.09  
 Feeder School *Irving MS, Key MS, West Springfield HS, Lee HS*

**ROSE HILL ES**

Region 3  
 Year Opened 1957  
 Capacity Enhancements 2008  
 Renovations 1994  
 Square Footage 95,801  
 Acreage 11.19  
 Feeder School *Hayfield MS, Twain MS, Hayfield HS, Edison HS*

**S****SANDBURG MS**

Region 3  
 Year Opened 1963  
 Capacity Enhancements 1980  
 Renovations 2015  
 Square Footage 269,678  
 Acreage 35.24  
 Feeder School *West Potomac HS*

**SANGSTER ES**

Region 4  
 Year Opened 1988  
 Capacity Enhancements 1996  
 Renovations ---  
 Square Footage 88,552  
 Acreage 13.90  
 Feeder School *Lake Braddock MS, Irving MS, Lake Braddock HS, West Springfield HS*

**SARATOGA ES**

Region 3  
 Year Opened 1989  
 Capacity Enhancements ---  
 Renovations ---  
 Square Footage 104,185  
 Acreage 13.99  
 Feeder School *Key MS, Lee HS*

**SHREVEWOOD ES**

Region 2  
 Year Opened 1966  
 Capacity Enhancements 1998  
 Renovations 1998  
 Square Footage 69,480  
 Acreage 13.42  
 Feeder School *Kilmer MS, Marshall HS*

**SILVERBROOK ES**

Region 4  
 Year Opened 1988  
 Capacity Enhancements 2001  
 Renovations ---  
 Square Footage 85,410

Acreage 13.93  
 Feeder School *South County MS, South County HS*

**SLEEPY HOLLOW ES**

Region 2  
 Year Opened 1954  
 Capacity Enhancements 1996  
 Renovations 2009  
 Square Footage 72,361  
 Acreage 10.00  
 Feeder School *Glasgow MS, Justice HS*

**SOUTH COUNTY HS**

Region 4  
 Year Opened 2005  
 Capacity Enhancements 2007  
 Renovations ---  
 Square Footage 385,732  
 Acreage 69.39

**SOUTH COUNTY MS**

Region 4  
 Year Opened 2012  
 Capacity Enhancements ---  
 Renovations ---  
 Square Footage 176,021  
 Acreage 37.00  
 Feeder School *South County HS*

**SOUTH LAKES HS**

Region 1  
 Year Opened 1978  
 Capacity Enhancements 2018  
 Renovations 2008  
 Square Footage 363,455  
 Acreage 60.00

**SPRING HILL ES**

Region 1  
 Year Opened 1965  
 Capacity Enhancements 2013  
 Renovations 1996  
 Square Footage 106,458  
 Acreage 13.00  
 Feeder School *Cooper MS, Longfellow MS, Langley HS, McLean HS*



**SPRINGFIELD ESTATES ES**

Region 3  
 Year Opened 1958  
 Capacity Enhancements 2013  
 Renovations 2016  
 Square Footage 89,166  
 Acreage 10.60  
 Feeder School *Key MS, Lee HS*

**STENWOOD ES**

Region 2  
 Year Opened 1963  
 Capacity Enhancements 1990  
 Renovations 2012  
 Square Footage 70,109  
 Acreage 10.00  
 Feeder School *Kilmer MS, Thoreau MS, Marshall HS*

**STONE MS**

Region 5  
 Year Opened 1991  
 Capacity Enhancements ---  
 Renovations ---  
 Square Footage 157,263  
 Acreage 24.83  
 Feeder School *Westfield HS*

**STRATFORD LANDING ES**

Region 3  
 Year Opened 1963  
 Capacity Enhancements 2005  
 Renovations 2018  
 Square Footage 101,780  
 Acreage 10.00  
 Feeder School *Sandburg MS, West Potomac HS*

**SUNRISE VALLEY ES**

Region 1  
 Year Opened 1979  
 Capacity Enhancements 1980  
 Renovations 2016  
 Square Footage 85,702  
 Acreage 14.98  
 Feeder School *Hughes MS, South Lakes HS*

**T****TERRA CENTRE ES**

Region 4  
 Year Opened 1980  
 Capacity Enhancements ---  
 Renovations 2015  
 Square Footage 88,395  
 Acreage 11.62  
 Feeder School *Robinson MS, Robinson HS*

**TERRASET ES**

Region 1  
 Year Opened 1977  
 Capacity Enhancements ---  
 Renovations 2016  
 Square Footage 104,830  
 Acreage 14.43  
 Feeder School *Hughes MS, South Lakes HS*

**THOMAS JEFFERSON HS**

Region 2  
 Year Opened 1964  
 Capacity Enhancements 2017  
 Renovations 1989  
 Square Footage 388,767  
 Acreage 39.15

**THOREAU MS**

Region 1  
 Year Opened 1960  
 Capacity Enhancements 1986  
 Renovations 2016  
 Square Footage 179,007  
 Acreage 20.00  
 Feeder School *Madison HS, Marshall HS, Oakton HS*

**TIMBER LANE ES**

Region 2  
 Year Opened 1955  
 Capacity Enhancements 1988  
 Renovations 1996  
 Square Footage 80,709  
 Acreage 10.14

Feeder School *Longfellow MS, Jackson MS, McLean HS, Falls Church HS*

**TWAIN MS**

Region 3  
 Year Opened 1961  
 Capacity Enhancements 2002  
 Renovations 1998  
 Square Footage 148,430  
 Acreage 23.52  
 Feeder School *Edison HS*

**U****UNION MILL ES**

Region 4  
 Year Opened 1986  
 Capacity Enhancements 2013  
 Renovations ---  
 Square Footage 93,420  
 Acreage 13.00  
 Feeder School *Liberty MS, Robinson MS, Centreville HS, Robinson HS*

**V****VIENNA ES**

Region 1  
 Year Opened 1921  
 Capacity Enhancements 1987  
 Renovations 2010  
 Square Footage 74,904  
 Acreage 15.19  
 Feeder School *Thoreau MS, Kilmer MS, Madison HS, Marshall HS*

**VIRGINIA RUN ES**

Region 5  
 Year Opened 1989  
 Capacity Enhancements ---  
 Renovations ---  
 Square Footage 90,800  
 Acreage 20.85  
 Feeder School *Stone MS, Westfield HS*

**W****WAKEFIELD FOREST ES**

Region 5  
 Year Opened 1955  
 Capacity Enhancements 1994  
 Renovations 1994  
 Square Footage 67,592  
 Acreage 13.59  
 Feeder School *Frost MS, Woodson HS*

**WAPLES MILL ES**

Region 1  
 Year Opened 1991  
 Capacity Enhancements ---  
 Renovations ---  
 Square Footage 92,420  
 Acreage 14.10  
 Feeder School *Franklin MS, Oakton HS*

**WASHINGTON MILL ES**

Region 3  
 Year Opened 1963  
 Capacity Enhancements 2004  
 Renovations 1989  
 Square Footage 73,439  
 Acreage 11.53  
 Feeder School *Whitman MS, Mount Vernon HS*

**WAYNEWOOD ES**

Region 3  
 Year Opened 1959  
 Capacity Enhancements 2008

Renovations 1991  
 Square Footage 89,904  
 Acreage 10.16  
 Feeder School *Sandburg MS, West Potomac HS*

**WEST POTOMAC HS**

Region 3  
 Year Opened 1960  
 Capacity Enhancements ---  
 Renovations 2001  
 Square Footage 366,298  
 Acreage 44.78

**WEST SPRINGFIELD ES**

Region 4  
 Year Opened 1964  
 Capacity Enhancements 2012  
 Renovations 1993  
 Square Footage 65,001  
 Acreage 10.03  
 Feeder School *Irving MS, West Springfield HS*

**WEST SPRINGFIELD HS**

Region 4  
 Year Opened 1966  
 Capacity Enhancements 1990  
 Renovations 1990  
 Square Footage 387,429  
 Acreage 38.62

**WESTBRIAR ES**

Region 2  
 Year Opened 1965  
 Capacity Enhancements 1985  
 Renovations 2016  
 Square Footage 88,472  
 Acreage 10.03  
 Feeder School *Kilmer MS, Marshall HS, Madison HS*

**WESTFIELD HS**

Region 5  
 Year Opened 2000  
 Capacity Enhancements 2006  
 Renovations ---  
 Square Footage 422,298  
 Acreage 76.30

**WESTGATE ES**

Region 2  
 Year Opened 1968  
 Capacity Enhancements 1986  
 Renovations 2016  
 Square Footage 84,912  
 Acreage 10.33  
 Feeder School *Kilmer MS, Longfellow MS, Marshall HS, McLean HS*

**WESTLAWN ES**

Region 2  
 Year Opened 1951  
 Capacity Enhancements 2011  
 Renovations 2012  
 Square Footage 93,749  
 Acreage 8.71  
 Feeder School *Jackson MS, Falls Church HS*

**WEYANOKE ES**

Region 2  
 Year Opened 1949  
 Capacity Enhancements 2000  
 Renovations 1993  
 Square Footage 78,103  
 Acreage 10.00  
 Feeder School *Holmes MS, Annandale HS*

**WHITE OAKS ES**

Region 4  
 Year Opened 1980  
 Capacity Enhancements 2008  
 Renovations ---  
 Square Footage 95,386  
 Acreage 15.73  
 Feeder School *Lake Braddock MS, Lake Braddock HS*

**WHITMAN MS**

Region 3  
 Year Opened 1965  
 Capacity Enhancements 2013  
 Renovations 1997  
 Square Footage 166,633  
 Acreage 19.99  
 Feeder School *Mount Vernon HS*

**WILLOW SPRINGS ES**

Region 5  
 Year Opened 1990  
 Capacity Enhancements ---  
 Renovations ---  
 Square Footage 90,015  
 Acreage 20.68  
 Feeder School *Lanier MS,*  
*Fairfax HS*

**WOLFTRAP ES**

Region 1  
 Year Opened 1968  
 Capacity Enhancements 1988  
 Renovations 2005  
 Square Footage 74,436  
 Acreage 10.26  
 Feeder School *Kilmer MS,*  
*Madison HS, Marshall HS*

**WOODBURN ES**

Region 2  
 Year Opened 1952  
 Capacity Enhancements 1988  
 Renovations 2009  
 Square Footage 64,735  
 Acreage 10.00  
 Feeder School *Jackson MS, Falls*  
*Church HS*

**WOODLAWN ES**

Region 3  
 Year Opened 1937  
 Capacity Enhancements 2001  
 Renovations 2016  
 Square Footage 97,567  
 Acreage 10.95  
 Feeder School *Whitman MS,*  
*Mount Vernon HS*

**WOODLEY HILLS ES**

Region 3  
 Year Opened 1951  
 Capacity Enhancements 2013  
 Renovations 1994  
 Square Footage 78,268  
 Acreage 10.15  
 Feeder School *Whitman MS,*  
*Mount Vernon HS*

**WOODSON HS**

Region 5  
 Year Opened 1962  
 Capacity Enhancements 2000  
 Renovations 2009  
 Square Footage 372,400  
 Acreage 56.00

X

Y

Z

# GLOSSARY OF TERMS

## A

### ADDITION

Permanent construction that adds square footage to a school and is subject to all Fairfax County zoning, building codes, and permitting processes.

### ADMINISTRATION (SPACE)

Spaces which support the administrative staff such as: offices, work rooms, and storage.

### ADVANCED ACADEMIC PROGRAM (AAP) CENTER

A school that has been identified to educate students who qualify for Level IV Advanced Academic Services in FCPS on a full-time basis in order to receive a challenging instructional program in the four core subject areas. Students in this program are grouped together for their core instruction by grade level. This was previously known as a "Gifted and Talented Center."

### ADVANCED ACADEMIC PROGRAM LOCAL LEVEL IV PROGRAM (NON-CENTER BASED)

A program that provides students another avenue to access advanced academic services in their base school. Center-eligible students, who choose to remain in their local school, receive the same advance academic curriculum as students who attend centers. Depending on the number of eligible students at the local school, a student will attend classes with other eligible students and/or other high achieving students. This was previously known as the "Gifted and Talented Program."

### ALTERNATIVE PROGRAMS

A variety of intervention and support programs for students at risk for expulsion for inappropriate behavior, students conditionally expelled, and students whose adjustment to traditional education interferes with successful participation in general education. Student membership projections and

historical membership reports include students enrolled in nontraditional programs in such numbers where noted.

### ATTENDANCE ISLAND

A geographic area assigned to a particular school's boundary, but does not share any adjacencies with the rest of the school's boundary.

## B

### BIRTH TO K RATIO

A ratio comparing the number of kindergarten students enrolled in FCPS and the number of live births five years prior. Equal to kindergarten students divided by births.

### BOND

A written promise to pay a specified sum of money (called the principal) at a specified date in the future, together with periodic interest at a specified rate. Bonds are a form of long-term borrowing used for capital improvements and new construction.

### BUILDING LIFE CYCLE

Life span of a building in which all components of the construction operate efficiently and meet the requirements of the occupants. Construction components include mechanical, plumbing, and electrical; heating, ventilating, and air conditioning (HVAC); and architectural installations.

## C

### CAPACITY

The number of students a school can support when the restriction of program of studies is applied.

### CAPACITY DEFICIT

Term used when referring to a school with a greater membership than its program capacity.

### CAPACITY ENHANCEMENTS

Permanent construction that provides additional classroom space and therefore increases school capacity.

**CAPACITY SURPLUS**

Term used when referring to a school with a membership smaller than its program capacity.

**CAPACITY UTILIZATION**

Percentage of program capacity that is utilized by the total student membership within a school. In this CIP the terms “capacity utilization” and “program capacity utilization” are used interchangeably.

**CAPITAL BUDGET**

This budget provides for school construction projects which include new construction, renovations, capacity enhancements, site acquisitions, and additions. The primary source of funding for capital budget is the sale of bonds authorized by the voters in the bond referendum.

**CAPITAL IMPROVEMENT PROGRAM (CIP)**

The CIP is a planning document used as a basis to determine the timing and size of proposed bond referenda to be placed before the voters of Fairfax County. The primary source of funding for school construction projects is the sale of bonds authorized by the voters in these referenda.

**COHORT**

A group of students who are educated at the same period of time— a grade level or class.

**CORE (SPACE)**

Mandatory learning spaces such as primary, elementary and self-contained special education classrooms; required classes in middle and high school.

**D****DESIGN CAPACITY**

Capacity based on the number of students a building can support per the original design of the building. The design capacity remains constant until a school undergoes a renovation or addition.

**DEVELOPMENT CENTER**

A geographic area identified by the Fairfax County Comprehensive Plan where the majority of future development, including new housing, will be focused.

**E****EARLY CHILDHOOD CLASS BASED (ECCB) SERVICE**

Provides instruction in a classroom setting and is located in a number of elementary schools within FCPS. The curriculum is language rich and emphasizes communication, early literacy, social development, and development of other skills as designated in the student’s Individualized Education Program (IEP).

**EARLY HEAD START (EHS)**

A full-day program housed within the schools, providing comprehensive services to income-eligible infants, toddlers, and expectant mothers living in Fairfax County. Head Start funds provide services to 48 students in FCPS each year. (See FAMILY AND EARLY CHILDHOOD EDUCATION PROGRAM/HEAD START (FECEP/HS))

**EDUCATIONAL SPECIFICATIONS**

Explicit requirements mandated by the Virginia Department of Education and the Fairfax County School Board, which are necessary to create a common set of expectations including square footage and design features of spaces across school buildings.

**ENGLISH SPEAKERS OF OTHER LANGUAGES (ESOL)**

A program to help students with limited English proficiency learn literacy and content concepts in order to function successfully in the general education program.

**ENROLLMENT**

The total number of students that have completed registration in a given school unit on a daily basis. For CIP reporting purposes, membership numbers are used. (See MEMBERSHIP)

## F

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### FACILITIES AND ENROLLMENT DASHBOARD

A resource that calculates capacity of each school based on the programs that currently are offered at the school and its comparison to the core capacity of the school. It includes information about projected enrollments of the school, number of temporary classrooms, and other facilities information. This resource is available on the FCPS website at <https://www.fcps.edu/enrollmentdashboard>.

### FAMILY AND EARLY CHILDHOOD EDUCATION PROGRAM/HEAD START (FECEP/HS)

A full-day preschool program housed within the schools, providing comprehensive services to income-eligible three (3) and four (4) year olds living in Fairfax County. Head Start, Virginia Preschool Initiative and Virginia Preschool Initiative Plus grant funds are braided with local funds in order to provide services to more than 1,750 students each year. (See EARLY HEAD START (EHS))

### FEEDER SCHOOL

A school from which many or most students progress to a particular higher-level school. For example, an elementary school is feeder school to a middle school.

### FISCAL YEAR (FY)

A 12-month period used for accounting and reporting purposes and preparing financial statements in an organization. FCPS' financial year encompasses the 12 months beginning July 1 and ending the following June 30.

### FREE AND REDUCED-PRICE MEALS (FRM)

This program is required for participation in the federally-funded school lunch program under the National School Lunch and Child Nutrition Acts. This program provides free or reduced meals to children determined to be eligible under the program and support the belief of the Fairfax County School Board that every school-age child should have an adequate lunch.

## G

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### GENERAL EDUCATION PROGRAM

The education programs that serve students in the core instructional areas, namely elementary, middle, and high school instruction.

### GRANDFATHERING

(See PHASING OF ADJUSTMENTS)

## H

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### HIGH SCHOOL ACADEMY

A center within an existing high school that offers advanced technical and specialized courses that successfully integrate career and academic preparation.

### HIGH SCHOOL PYRAMID

(See PYRAMID)

## I

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### IMMERSION PROGRAM

Education program of acquiring a world language through content matter instruction. FCPS uses two program models: World Language (or One-Way) Immersion or Two-Way Immersion.

## J

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## K

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### K-3 CAP

State and locally funded Primary Class Size Reduction Program to establish maximum individual class size and pupil-teacher ratio in grades K-3rd for raising student achievement in high poverty schools.



# L

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# M

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## **MEMBERSHIP**

An official count of active students at a snapshot in time. Concurrently enrolled students at a second school are counted at their school of membership, not at their concurrent school. For CIP reporting purposes, September 30th certified membership numbers are used.

## **MIGRATION**

A term used to refer to students entering (in-migration) and leaving (out-migration) the school system.

## **MODULAR CLASSROOMS**

Prefabricated buildings that are constructed off site in a factory and transported to school grounds to provide additional classroom space to accommodate students. They are portable, can be relocated, and typically are ready for use 30-60 percent faster than on-site built construction. Modularity sit on a permanent foundation. They have plumbing, interior corridors, and bathroom facilities. Modular additions are included in the calculation of school design and program capacity.

# N

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## **NET MIGRATION**

A term used to describe the total number of students gained or withdrawn from the school system once new students and the number of students who withdraw are added together. This CIP compares one school year to the previous year and identifies the difference of new students (excluding kindergarten students) to the number of students who did not return. (Excluding 12th grade students.)

# O

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## **OPERATING BUDGET**

This budget provides for the day-to-day operations and maintenance of the schools and is funded primarily by county and state funds. At times, operating funds are used to relieve overcrowding at school facilities through interior modifications and trailers to accommodate students.

## **OVERCROWDED**

Term is used synonymously with capacity deficit. (See CAPACITY DEFICIT)

# P

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## **PHASING OF ADJUSTMENTS**

Carrying out changes to a school boundary in gradual stages, generally by a grade or set of grades at a time. FCPS School Board Policy 8130 titled "Local School Boundaries, Program Assignments, and School Closings" governs and provides the details the Phasing of Adjustments.

## **PRESCHOOL AUTISM CLASSES (PAC)**

Preschool Autism Class (PAC) services are designed with a reduced adult to student ratio and provide systematic instruction in a highly structured setting to maximize learning. PAC services are designed to address the specific needs of preschool-age children who have been identified as having Autism Spectrum Disorder or present characteristics on the autism spectrum, and who cannot benefit from the early childhood class based program.

## **PROGRAM CAPACITY**

Capacity based on the number of existing core classrooms and the specific unique programs assigned to a school that differs from the original design of the building. This capacity is recalculated every school year based on the program changes.

## PYRAMID

Pyramids are the group of schools located geographically within each high school boundary. At the top of each pyramid is one high school, followed by one or more middle schools, then elementary schools. Each school level of the pyramid generally feeds into the one above.

## Q

## R

### REGION

Regions contain multiple pyramids that consist of high schools and their feeder schools. Regions also include alternative schools and centers. Regions provide necessary support for schools and the community within a geographic area. (See PYRAMID)

## S

### SCHOOL AGE CHILD CARE (SACC)

Sponsored by Fairfax County government's Office for Children, SACC provides school-based day care facilities for elementary school children before and after school.

### SCHOOL BOARD POLICY 8130 LOCAL SCHOOL BOUNDARIES, PROGRAM ASSIGNMENTS, AND SCHOOL CLOSINGS

Provides guidance in the evaluation of proposed boundary adjustments.

The following examples of these factors are not presented in priority order. Any or all of these factors may be relevant in a particular consolidation, redistricting, or assignment plan:

- proximity of schools to student residences
- projected school membership and capacity
- walking distances

- busing times and costs
- walking and busing safety
- natural and man-made geographic features
- the impact on neighborhoods
- school feeder alignments
- contiguous school boundaries
- long-range capital plans
- socioeconomic characteristics of school populations
- distribution of programs and resources
- overall impact on families and students; and comparative long-term costs

Adjustments shall be made without respect to magisterial districts or postal addresses and, whenever possible, shall not affect the same occupied dwellings any more often than once in three years. The consideration of these factors and such adjustments shall involve affected communities to the extent reasonable. (See PHASING OF ADJUSTMENTS)

### SCHOOL YEAR (SY)

The school year consists of 180 days and is established by the School Board by Regulation 1344 Standard School Year Calendar.

### SPECIAL EDUCATION LEVEL 1 SERVICES

Level 1 services refer to the provision of special education and related services to children with disabilities for less than 50 percent of their instructional school day (excluding intermission for meals). The time that a child receives special education services is calculated on the basis of special education services described in the Individualized Education Program (IEP), rather than the location of services. The student membership projections and historical membership reports include these students in the grade level projections.

### SPECIAL EDUCATION LEVEL 2 SERVICES

Level 2 services refer to the provision of special education and related services to children with disabilities for 50 percent or more of the instructional school day (excluding intermission for meals). The time that a child receives special education services is calculated on the basis

of special education services described in the Individualized Education Program (IEP), rather than the location of services. The student membership projections and historical membership reports include these students in the column titled “Special Education.”

### **SPECIAL EDUCATION PROGRAMS**

Specially designed instruction to meet the unique needs of a child with a disability. Special education services may include, but are not limited to preschool autism, autism, intellectual disabilities, deaf or hard of hearing, blind and visually impaired, or physical disabilities. A continuum of services is available at every school and comprehensive services are provided at selected sites.

### **SPLIT FEEDER**

A school from which students progress to more than one higher-level school. For example, an elementary school that sends students to two separate middle schools as part of the school’s boundary.

### **STUDENT YIELD RATIO**

A ratio that is derived by dividing number of students by number of housing units (by type) in existing specified area. When used for the student enrollment projections, this ratio helps in determining the number of students expected to come from new housing. For example a housing development with 20 townhomes and five elementary school students would have a student yield ratio of 0.25 elementary school students per townhome.

### **SUPPLEMENTAL (SPACE)**

Locally mandated enrichment spaces such as: gymnasium, music, and art in elementary schools; these are considered electives in high and middle schools.

### **SUPPORT (SPACE)**

Spaces which offer support to the students during the day such as: cafeteria, toilets, locker rooms, and media center.

## T

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### **TEMPORARY FACILITIES/CLASSROOMS (TRAILER CLASSROOMS)**

Temporary buildings that are installed on the grounds of schools to provide additional classroom space. Temporary classrooms sit on permanent foundations but do not have plumbing utilities. Temporary classrooms are not included in the calculation of school design nor program capacity.

### **TITLE I**

Title I is a federal grant. The purpose of this legislation is “to provide all children significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.” Title I elementary schools with the highest level of poverty receive funds that are used for staff and resources to meet the needs of their students and families. Schools are identified for Title I funds based on the percentage of students eligible for free or reduced-price meals.

### **TRANSFER STUDENTS**

Students who reside in one school’s boundary and are assigned to that school (base school) but attend a school in a different boundary (attending school). This may occur for program access or for very specific reasons permitted by the Student Transfer Regulation 2230.

## U

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## V

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## W

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X

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Y

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Z

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