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Background
In the most recent elementary boundary process from Fall 2018, see
https://www.apsva.us/engage/elementary-school-boundary-change/ for background
information, various boundary scenarios were developed which relied on projections of
elementary students by planning units. In that 2018 process, the planning unit-level projections
and the boundary scenarios were shared with the community at the same time. This concurrent
approach, sharing data and scenarios, led to simultaneous questions about the planning unit
data and boundary scenarios. In order to make the communication and review of data and
boundary scenarios more manageable for the community and decision makers, the current
2020 elementary boundary process se29—
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table has elementary projections in which Kindergarten students likely to attend their
neighborhood school were calculated according to a planning unit’s relative kindergarten
population size (Approach 1), similar to the 2018 approach; or based on a planning unit’s half-mile proximity to an option school (Approach 2). Note that Approach 2 takes into consideration
the fact that two option/school programs will relocate, thus planning units close to the
relocated Immersion and Arlington Traditional elementary schools will have higher percentages
of kindergarten students attending an option school.
Data Sources
A special elementary enrollment (Grades K to 5) projections by Planning unit (planning unit)
was produced in early 2020. These planning unit enrollment projections were calculated
separately from, and use a different methodology than, the Fall 2019 ten-year projections. The
planning unit enrollment projections are for Fall 2020 through Fall 2023. The planning unit
projections used the following data sources:
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schools: Arlin gton Traditional with 96 K students, Campbell with 72 K students, Claremo nt with

144 K students, Key with 144 K students, and the Montessori Public School of Arlington with 50

K students.

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K to 5 students attending neighborhood schools (not attending an option school). It was only
these students who were aged into subsequent grades, in subsequent years, using a three-year
average county-wide cohort transition rate.

Cohort Transition, Kindergarten to Grade 5
To “age” students from one grade to another—from one year to the next year—a three-year
average county-wide cohort transition rate was calculated for Grades K to 1, 1 to 2, 2 to 3, 3 to
4, and 4 to 5. The three-year average used historical Sept. 30 enrollment from 2017, 2018, and
2019. These rates were applied to elementary cohorts at the planning unit level as they “age”
to the next grade in the next school year.

Estimating Future Grade 1 to 5 Students from Future Residential Construction
To model projected enrollment for Grades 1 through 5, the student estimate from forecasted
Committed Affordable Units (CAFs) and single-family detached homes are incorporated into the
enrollment projections in the year that these units are assumed to be built and in the relevant
planning unit. Meanwhile, the student yield from forecasted market-rate or mixed-income
residential developments were phased into the enrollment projections over a two-year period
from the date that a residential development is estimated to be completed by ACG, at the
planning unit-level. The same assumptions were made for projected Kindergarten cohorts, but
for this cohort the students estimates were added on a cumulative basis for each subsequent
projection year.