

An illustration of a school scene. In the background is a large, multi-story orange school building with many windows. A sign above the entrance reads "SCHOOL". A yellow school bus is parked on the road in front of the building. In the foreground, a man in a green shirt and blue pants is seen from behind, holding a young child with a blue backpack. To the right, a woman in a plaid shirt and blue pants is walking with a small child. The scene is set on a paved road with a green lawn and a blue sky with a few clouds. A green hillside is on the left side of the image.

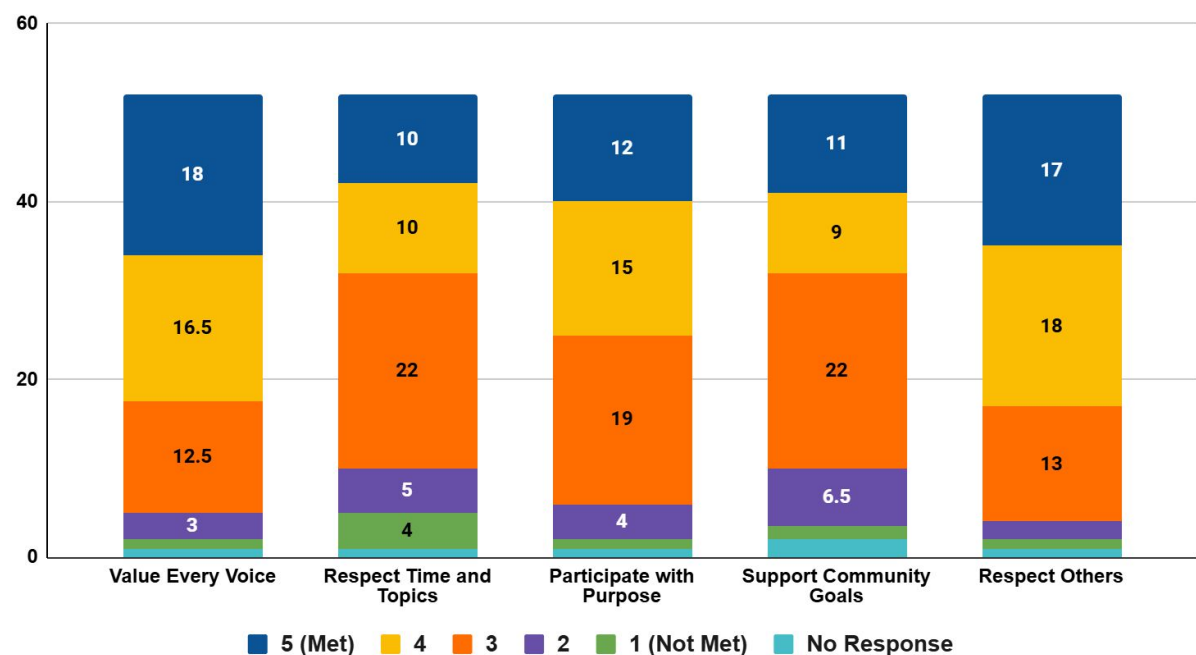
# School Boundary REVIEW

## Superintendent's Boundary Review Advisory Committee 2024-2026

# Norm Form 3/26/25 Findings

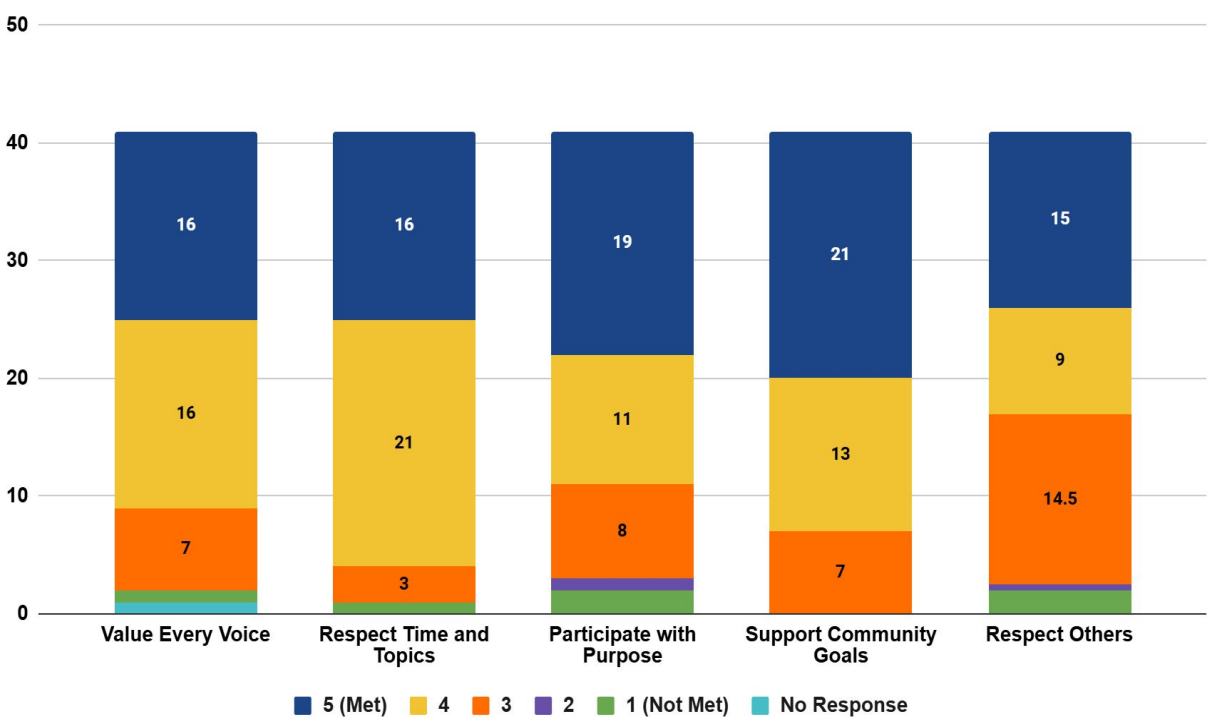
52 Forms Returned 3/26/25

Shared Expectations 3/26/25



41 Forms Returned 2/21/25

Shared Expectations 2/21/25



*Note: Expectation ratings with 2 or fewer responses are included but not labeled in the graph.*

# Introduction to Scenario 1

Today, we will review proposed boundary updates designed to address three key issues across the division. Together, these proposed changes make up Scenario 1.

## **Eliminating Attendance Islands**

Remove all current attendance islands—areas assigned to a school that are not geographically connected to it.

## **Fixing Schools Located Outside of Their Attendance Zone**

Adjust attendance zones so that three schools currently located outside of their assigned boundaries are brought within them.

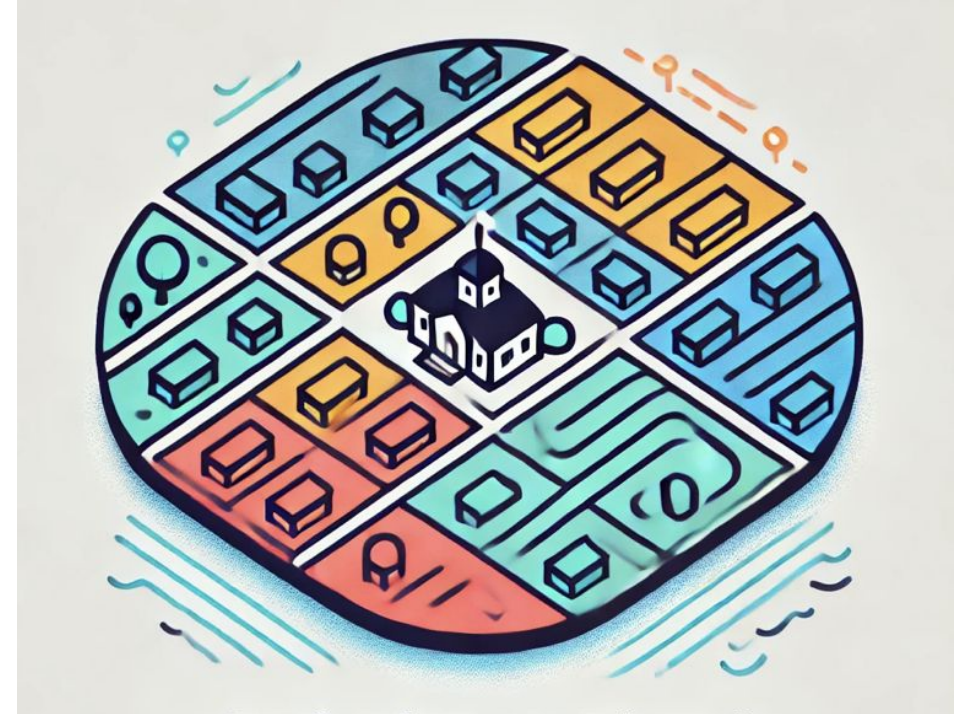
## **Fixing Split Feeder Patterns** *(To be discussed on 4/25)*

Focus on feeder patterns where less than 25% of students from a lower school (elementary or middle) are split off to a different upper-level school (middle or high).

# Introduction to Attendance Islands

**An attendance island** is a geographic area that is assigned to a school although the area is not contiguous to the attendance zone. These isolated zones often result from historical boundary decisions, demographic shifts, or efforts to balance school capacity. Attendance islands can create logistical challenges, including longer commute times for students, increased transportation costs, and potential difficulties in fostering a sense of community within the school.

For illustrative purposes, the following slides identify a sample of attendance islands by way of maps and color-coding. For a full list of FCPS Attendance Islands please see the FCPS Capital Improvement Program (CIP).





# Guiding Principles for Attendance Island Elimination

## 1. Align with School Board Policy 8130

All boundary adjustments are guided by Policy 8130, which includes priorities such as, balancing school capacity, ensuring access to programs, promoting contiguous attendance zones, limiting transportation time for students etc.

## 2. Maintain Neighborhood Groupings

We heard from our community that maintaining neighborhood cohesion is important. Proposed boundary changes aim to keep neighborhoods together by moving entire Student Planning Areas (SPAs).

## 3. Minimize Disruption

Based on community feedback, we aim to make the **fewest number of changes** that affect the **smallest number of students**—while still meeting the goals of the adjustment.

## 4. Respect Capacity Thresholds

Boundary changes are designed to keep schools within a capacity range of **60% to 105%**.

- **Note:** Some schools may still exceed 105% after attendance island fixes. These schools were already over capacity, and the proposed changes **improve** but do not fully resolve their overcrowding. They will be prioritized in future boundary scenarios focused specifically on capacity.

## 5. Prioritize Multi-Benefit Fixes

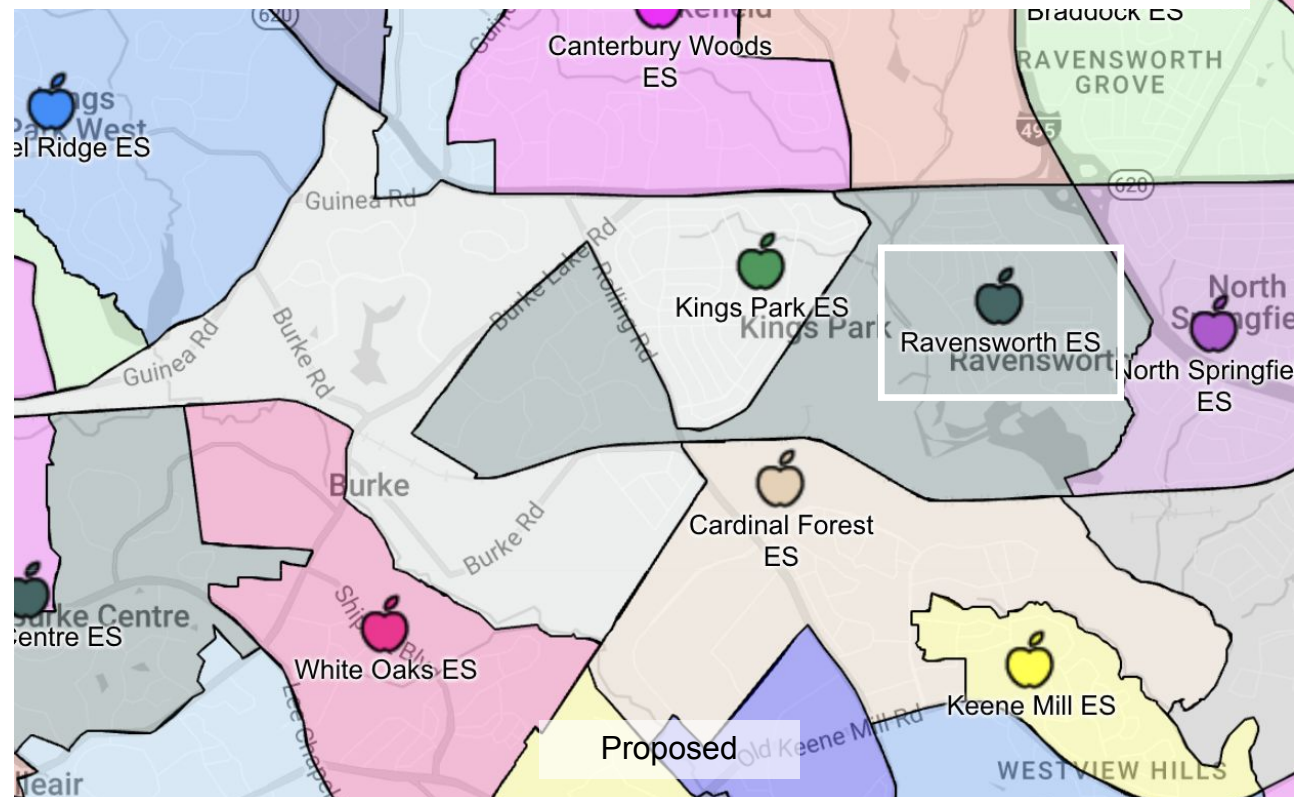
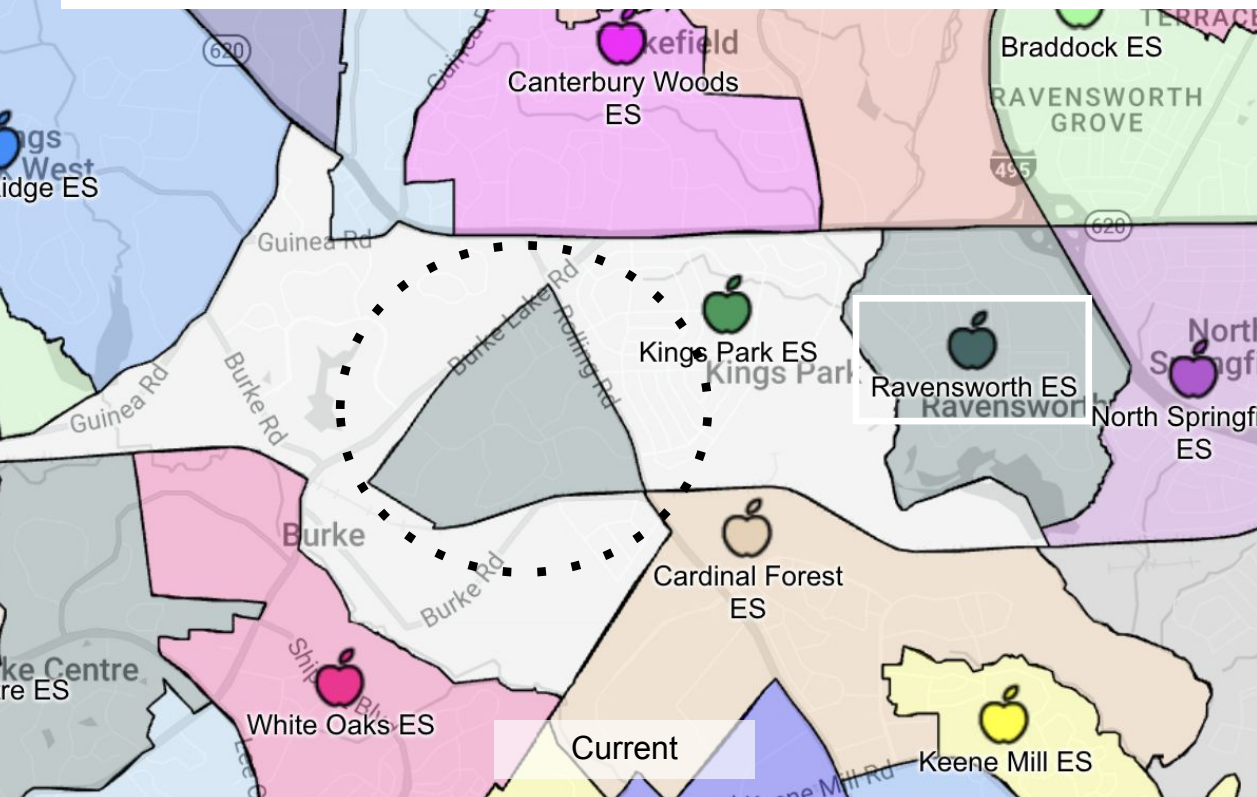
When possible, we prioritized moves that eliminated attendance islands **and** addressed other issues like split feeders or capacity imbalances.

## 6. Promote Long-Term Sustainability

When possible, adjustments were made with future enrollment trends in mind to help ensure boundaries remain effective and stable over time.

# Ravensworth Elementary School

Fixing Attendance Islands

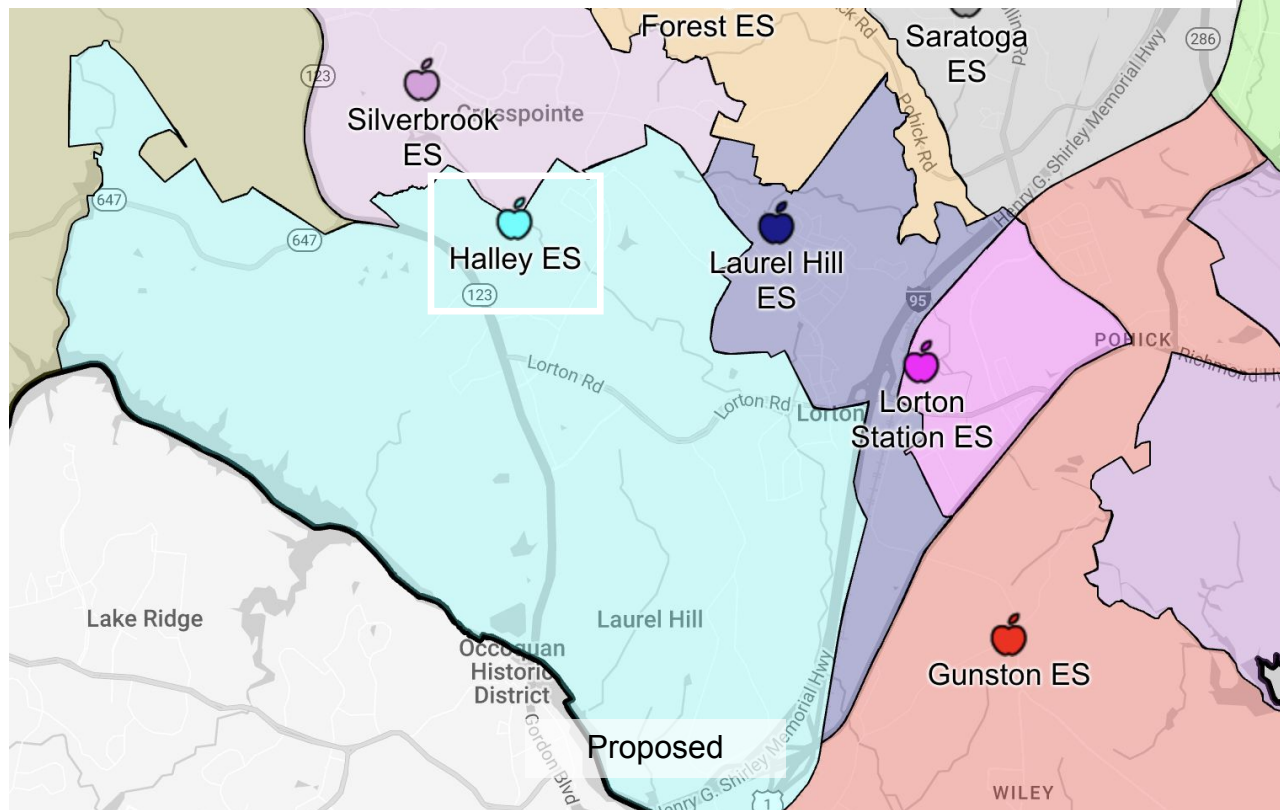
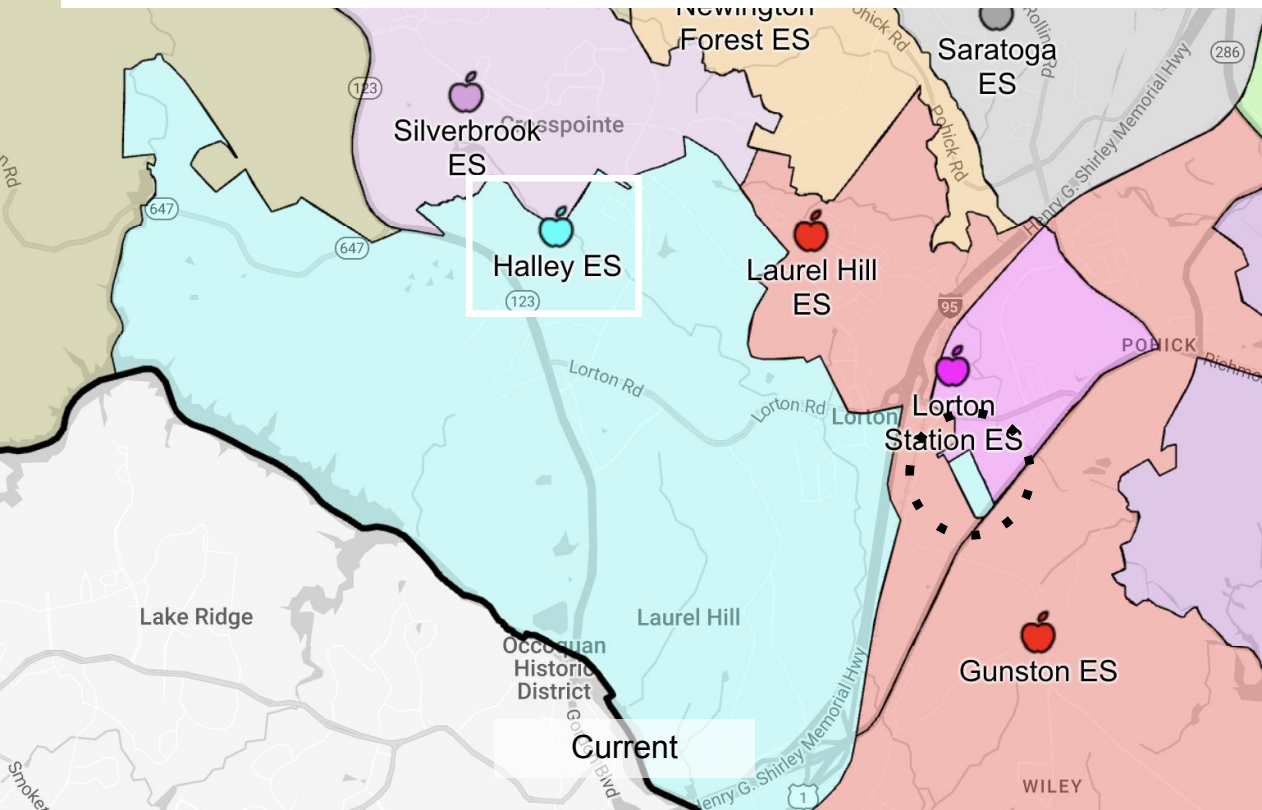


School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Kings Park ES	667	758	88%	-71	79%
Ravensworth ES	576	658	88%	99	103%
Kings Glen ES	477	550	87%	-28	82%

white rectangle: school  
dotted circle: attendance island

# Halley Elementary School

Fixing Attendance Islands



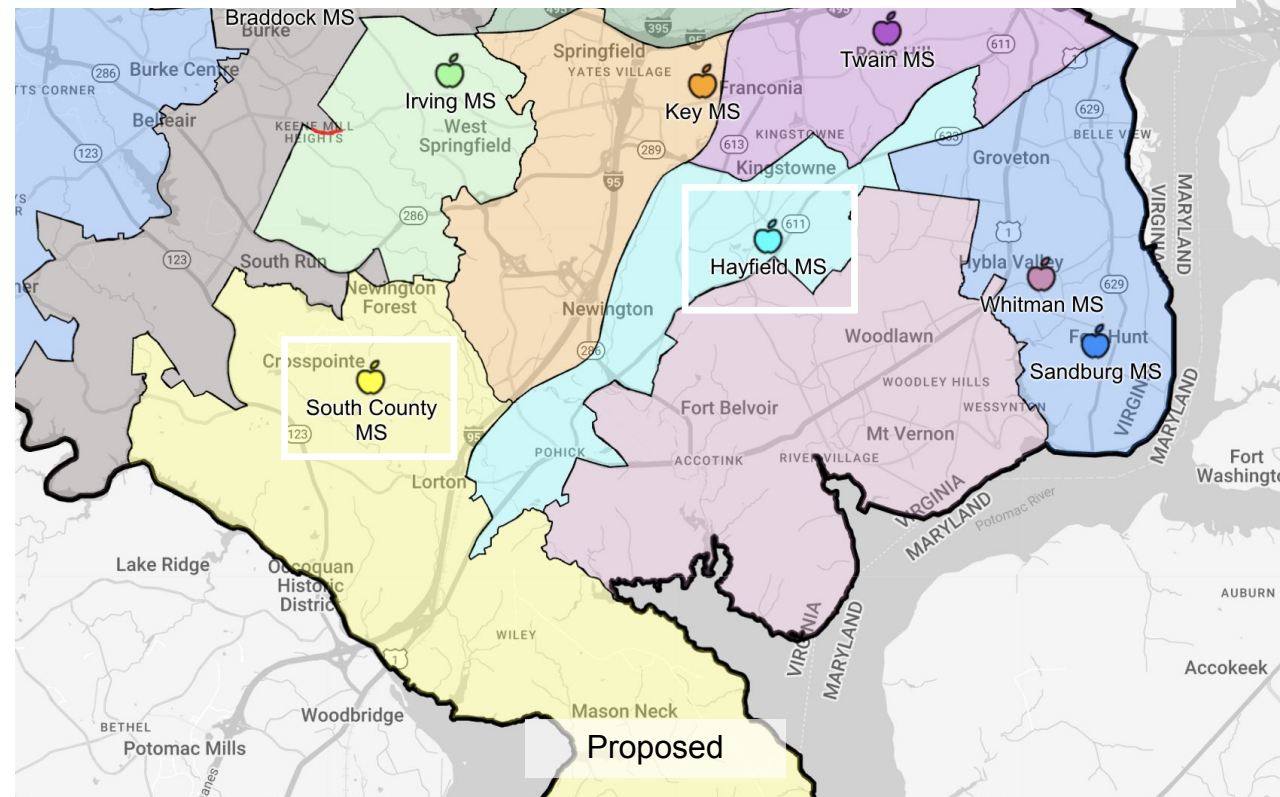
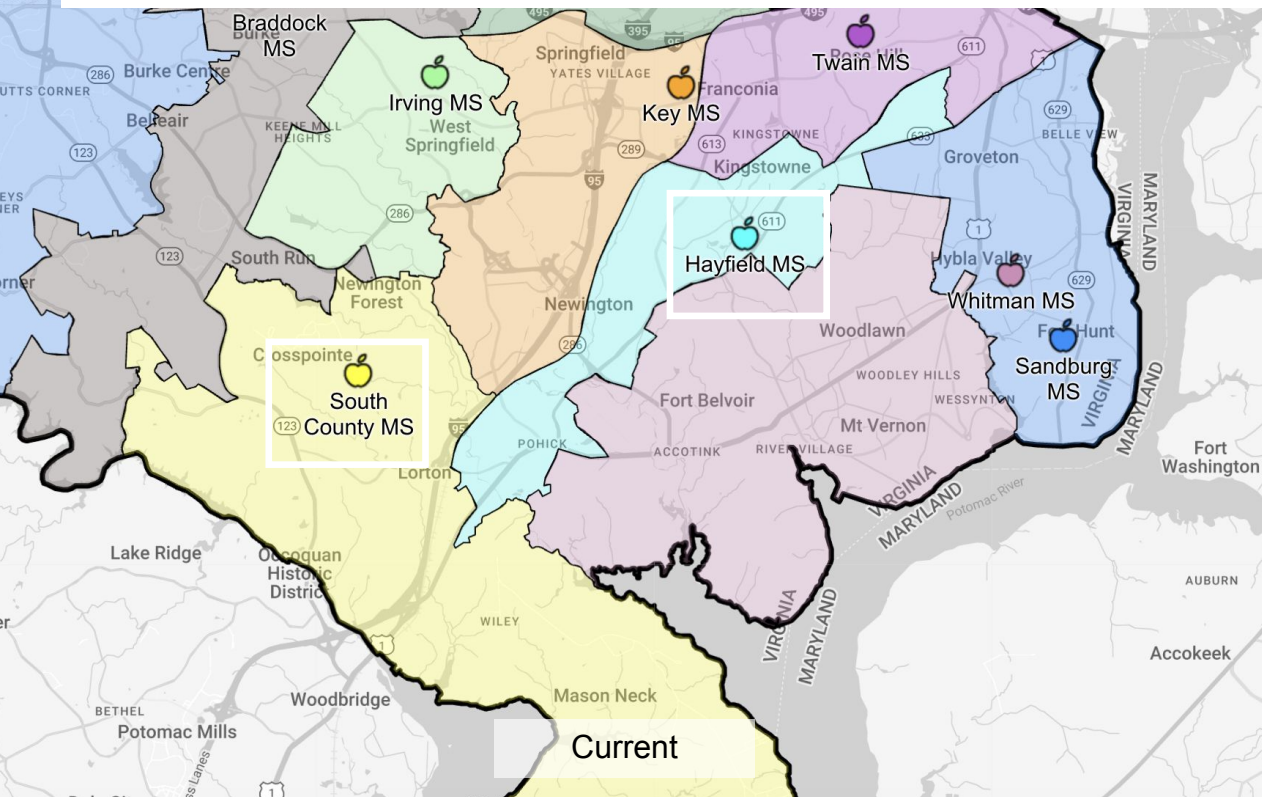
School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Halley ES	622	705	88%	-146	68%
Lorton Station ES	736	888	83%	146	99%

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dotted circle: attendance island



# Middle Schools Impacted by Halley Elementary School Changes (Previous Slide)

Fixing Attendance Islands

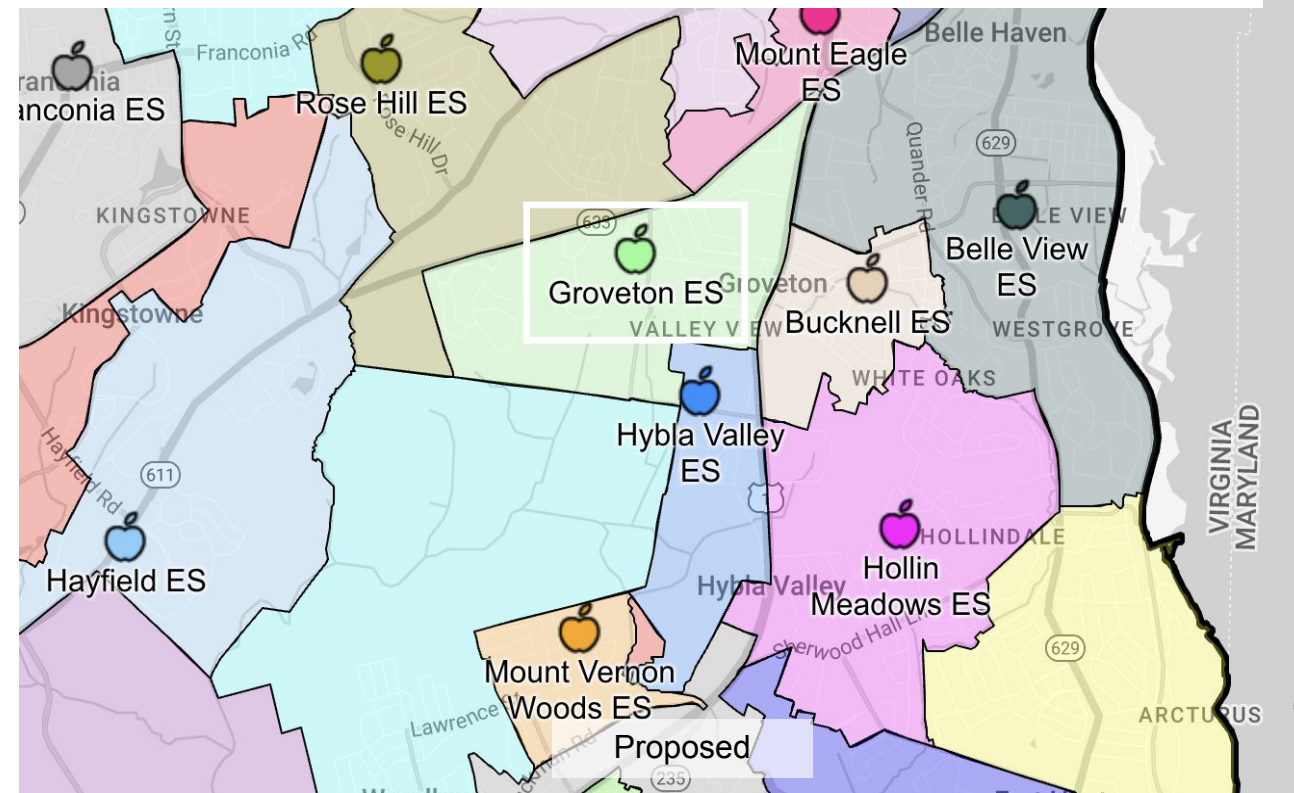
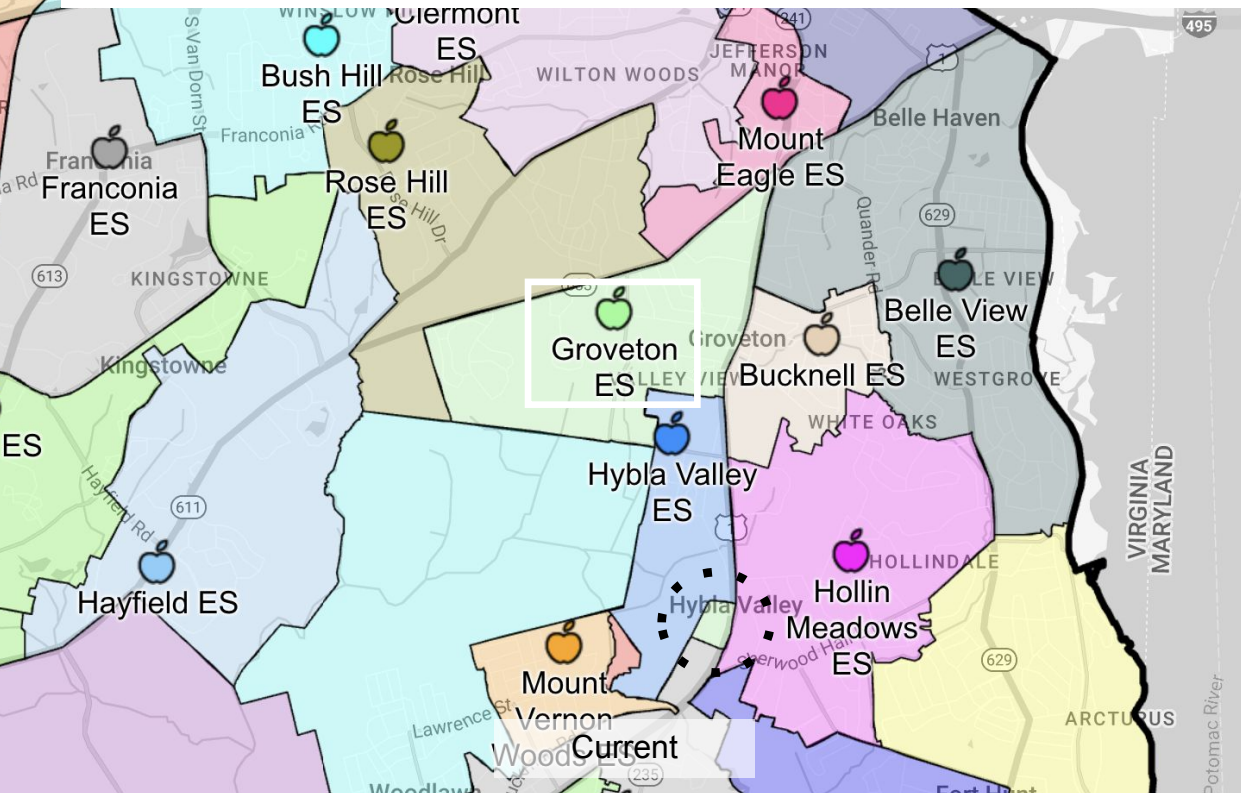


School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Hayfield MS	950	1,091	87%	36	90%
South County MS	944	995	95%	-36	91%

white rectangle: school  
dotted circle: attendance island

# Groveton Elementary School

Fixing Attendance Islands



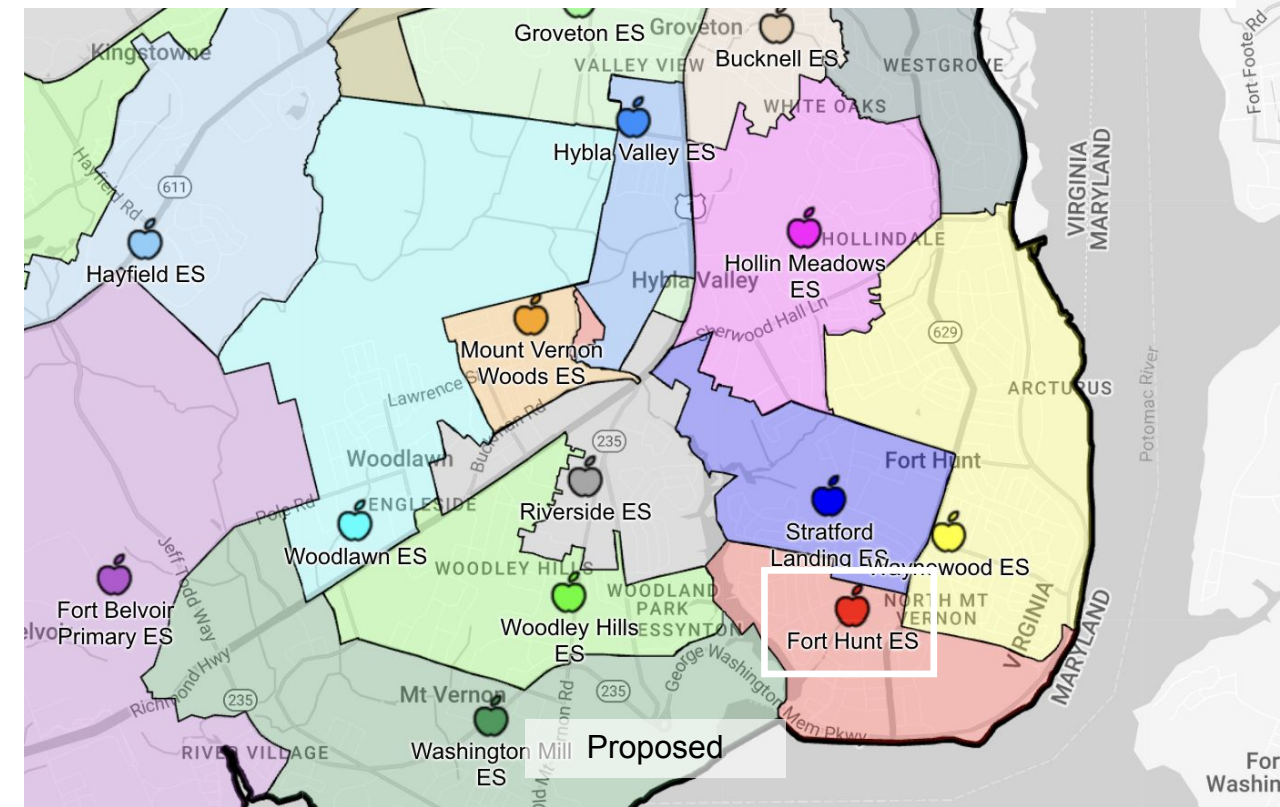
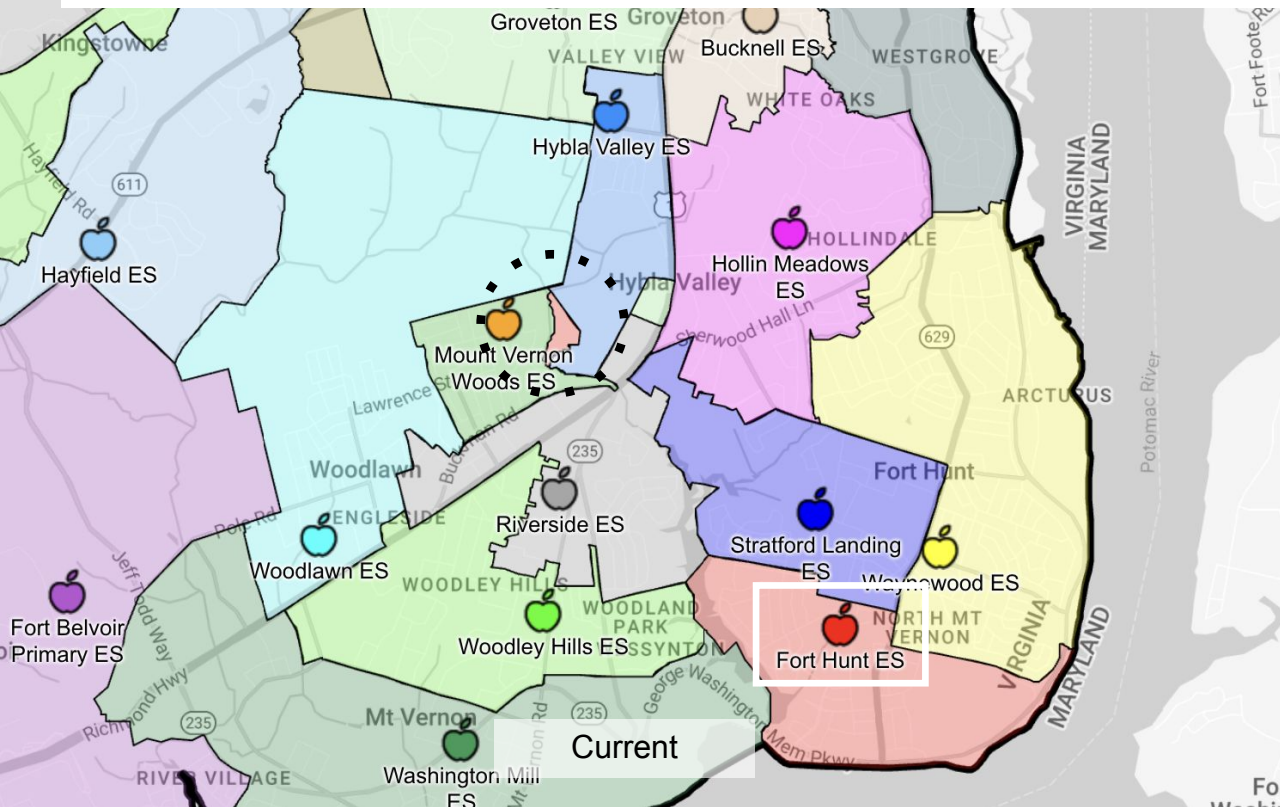
School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Groveton ES	755	886	85%	-58	79%
Hollin Meadows ES	587	740	79%	58	87%

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dotted circle: attendance island



# Fort Hunt Elementary School

Fixing Attendance Islands

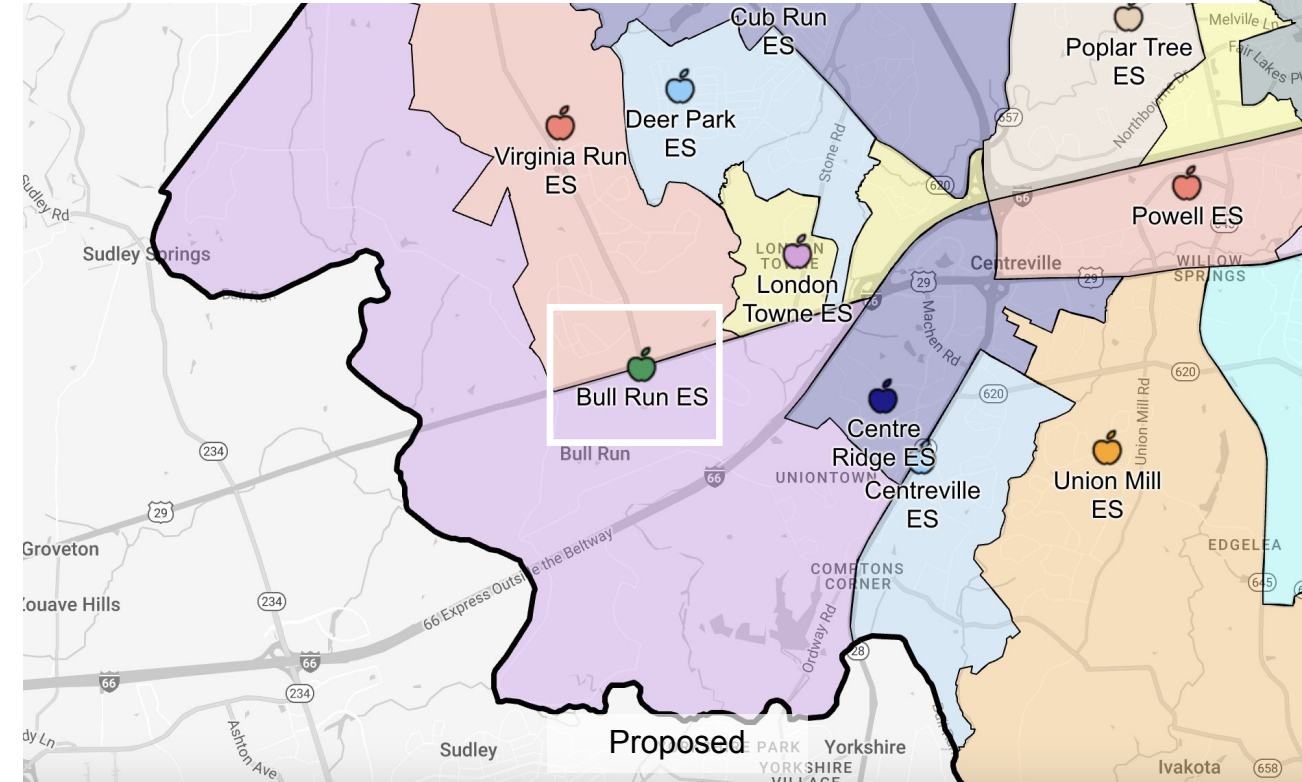
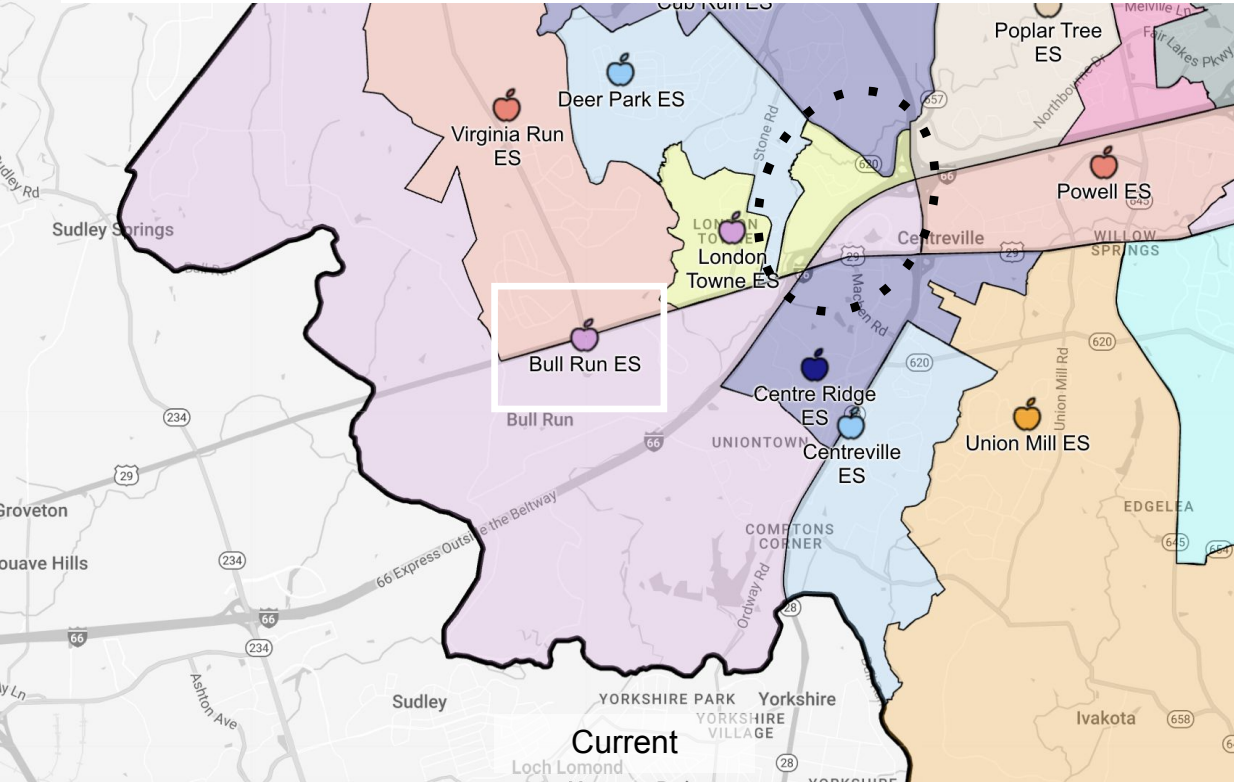


School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Fort Hunt ES	552	690	80%	-107	64%
Hybla Valley ES	870	969	90%	107	101%

white rectangle: school  
dotted circle: attendance island

# Bull Run Elementary School

Fixing Attendance Islands



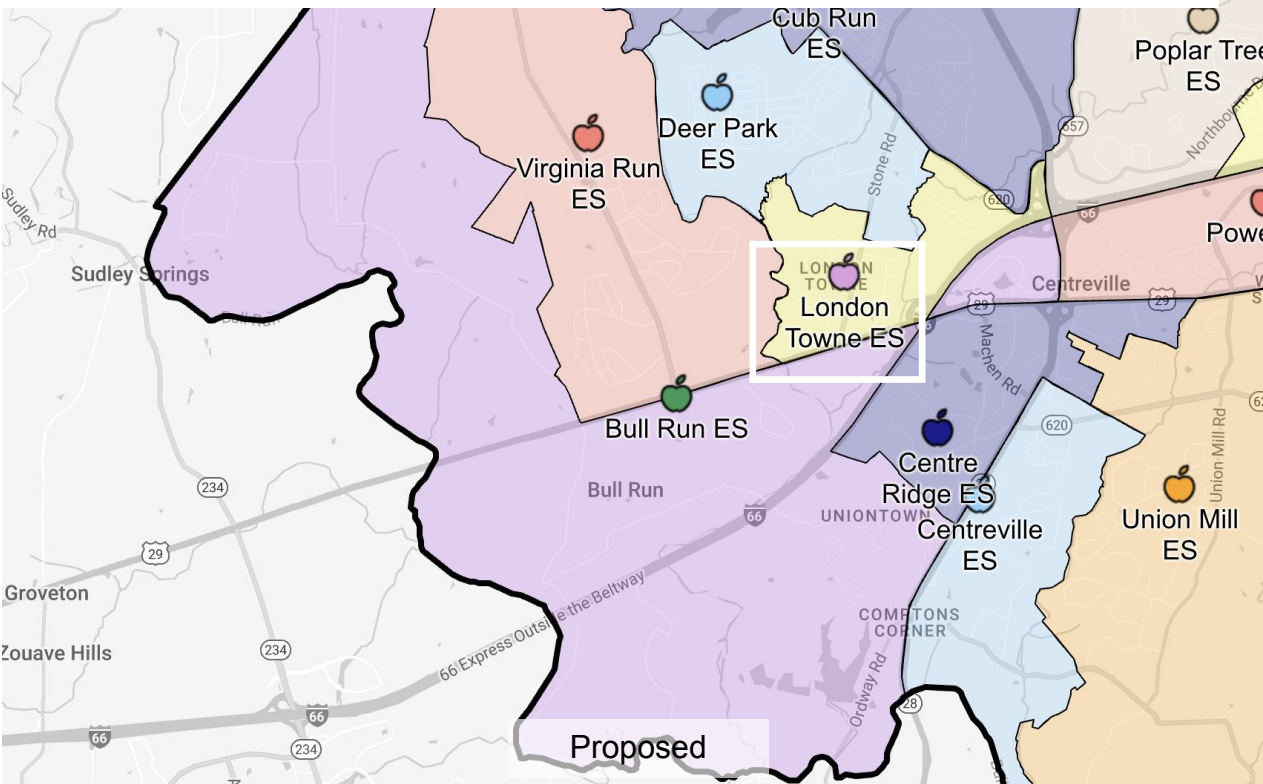
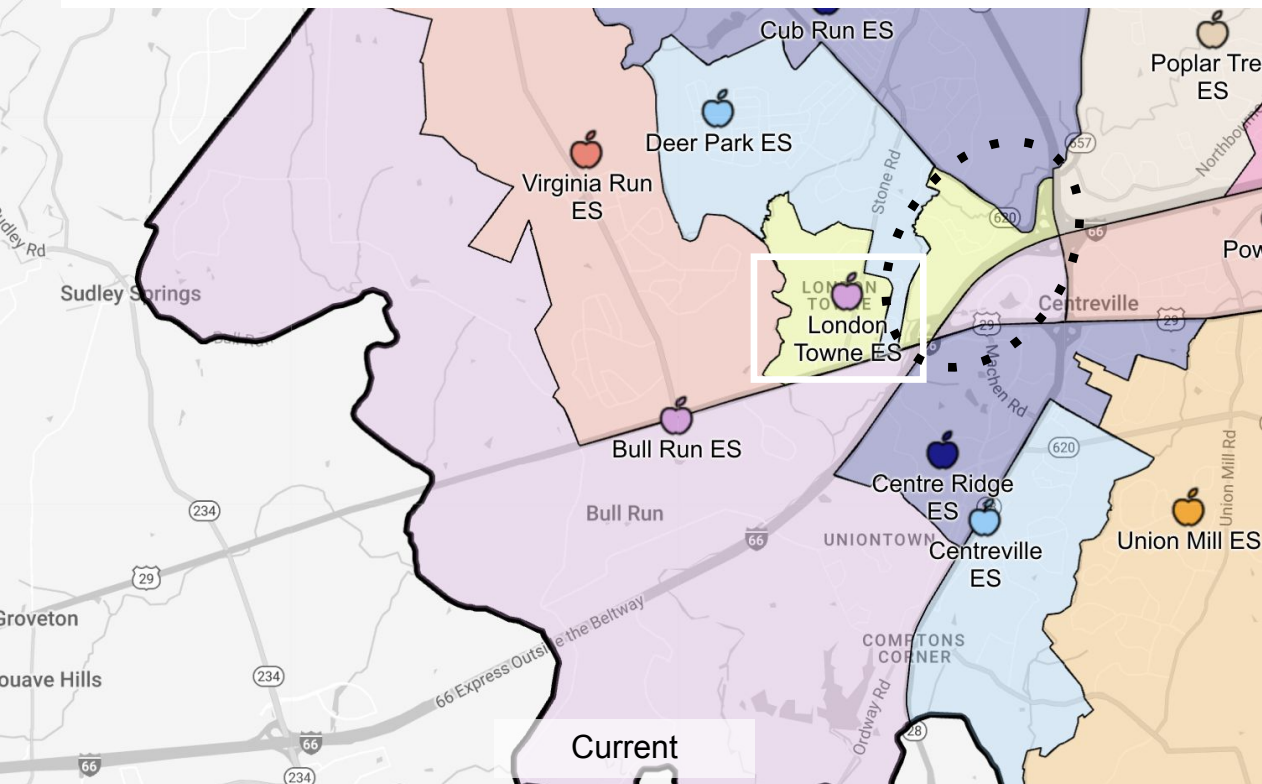
School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Bull Run ES	765	915	84%	-143	68%
Centre Ridge ES	667	800	83%	143	101%

white rectangle: school  
dotted circle: attendance island



# London Towne Elementary School

Fixing Attendance Islands

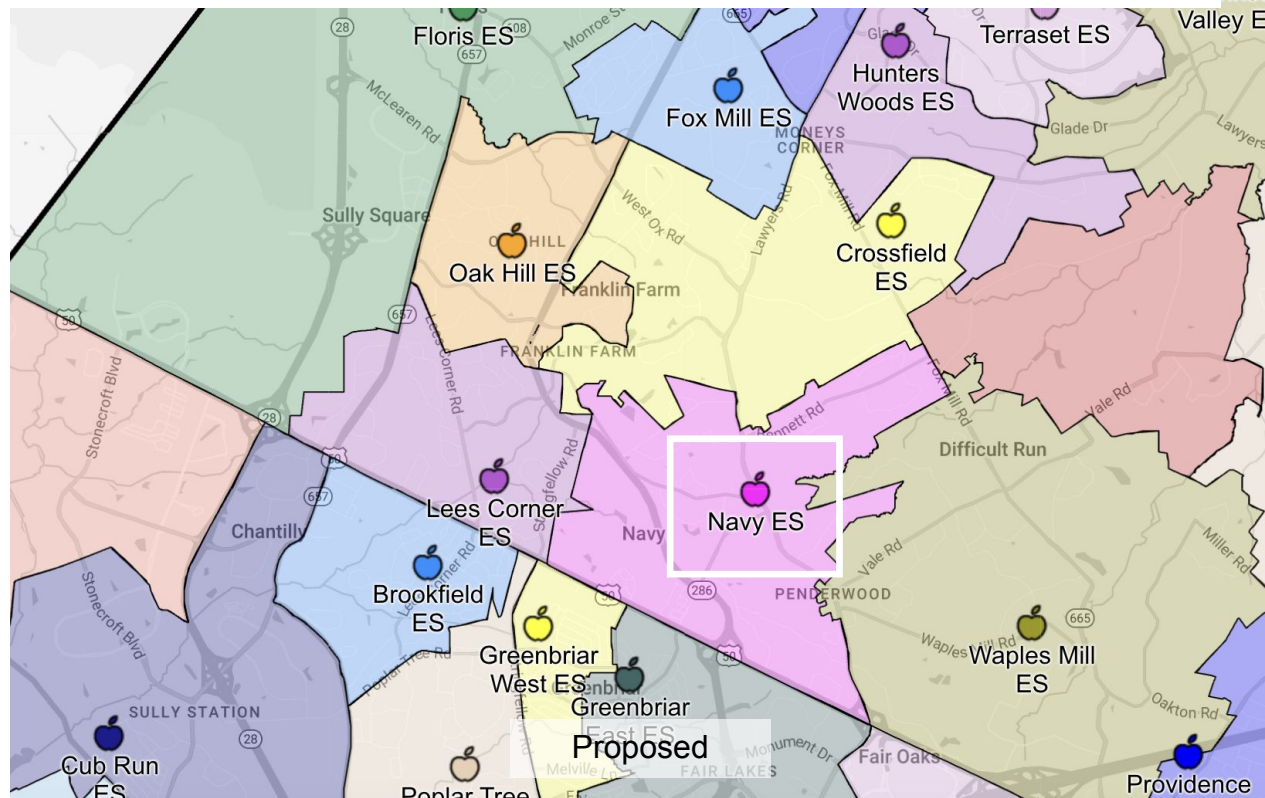
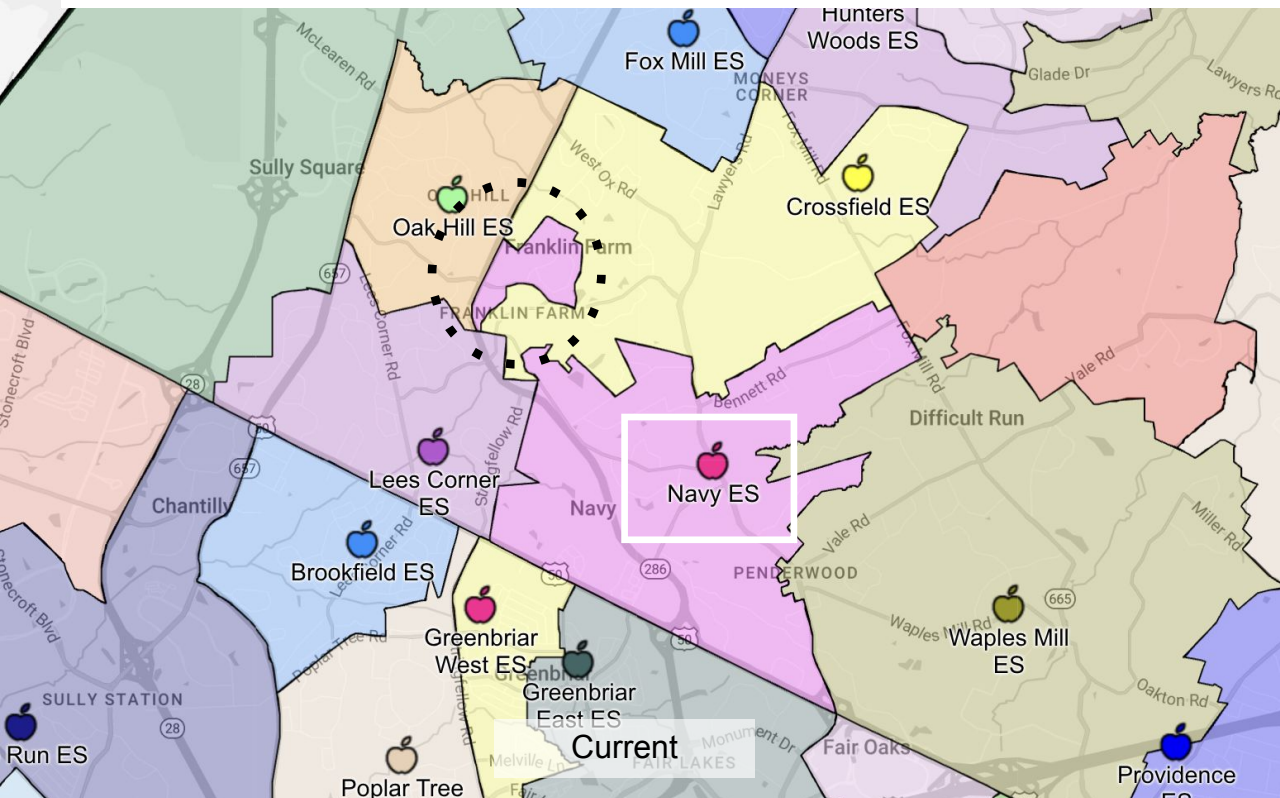


School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Deer Park ES	531	687	77%	-51	70%
London Towne ES	660	872	76%	51	82%

white rectangle: school  
dotted circle: attendance island

# Navy Elementary School

Fixing Attendance Islands



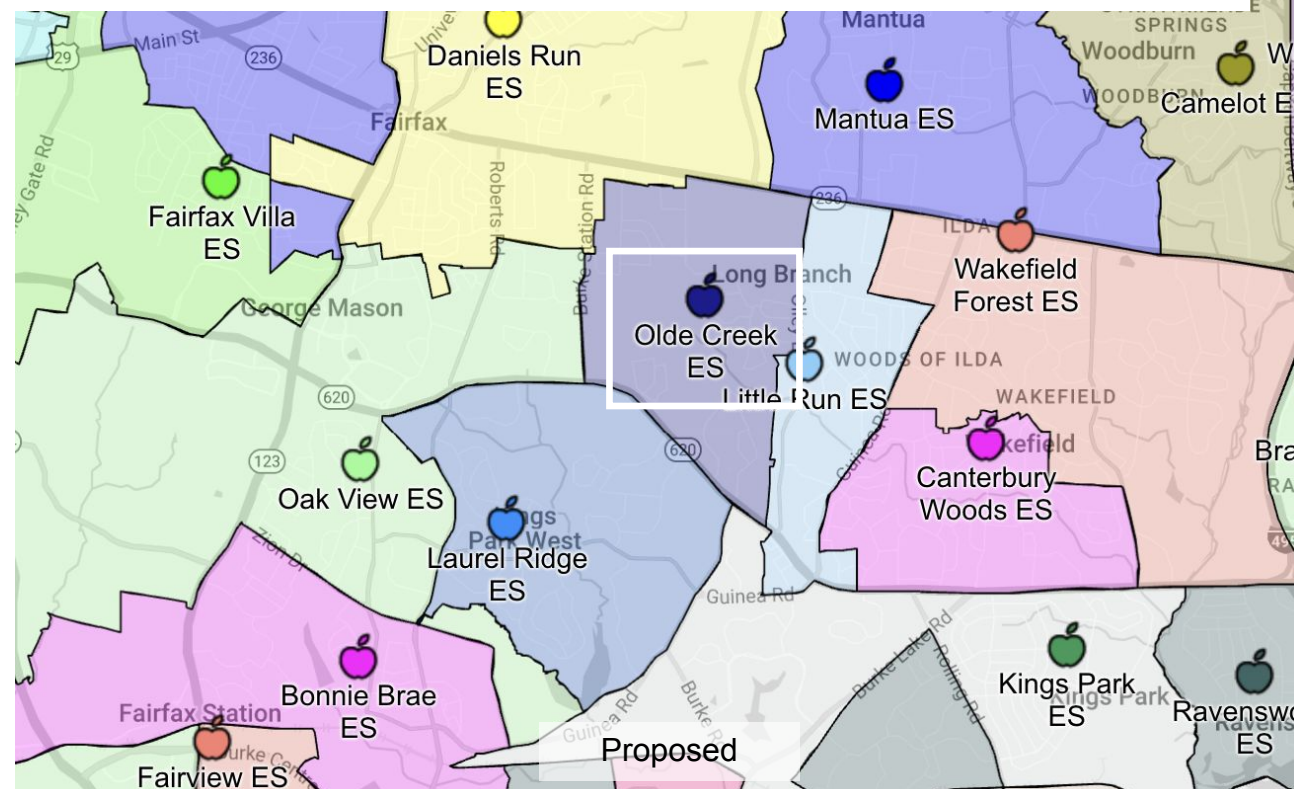
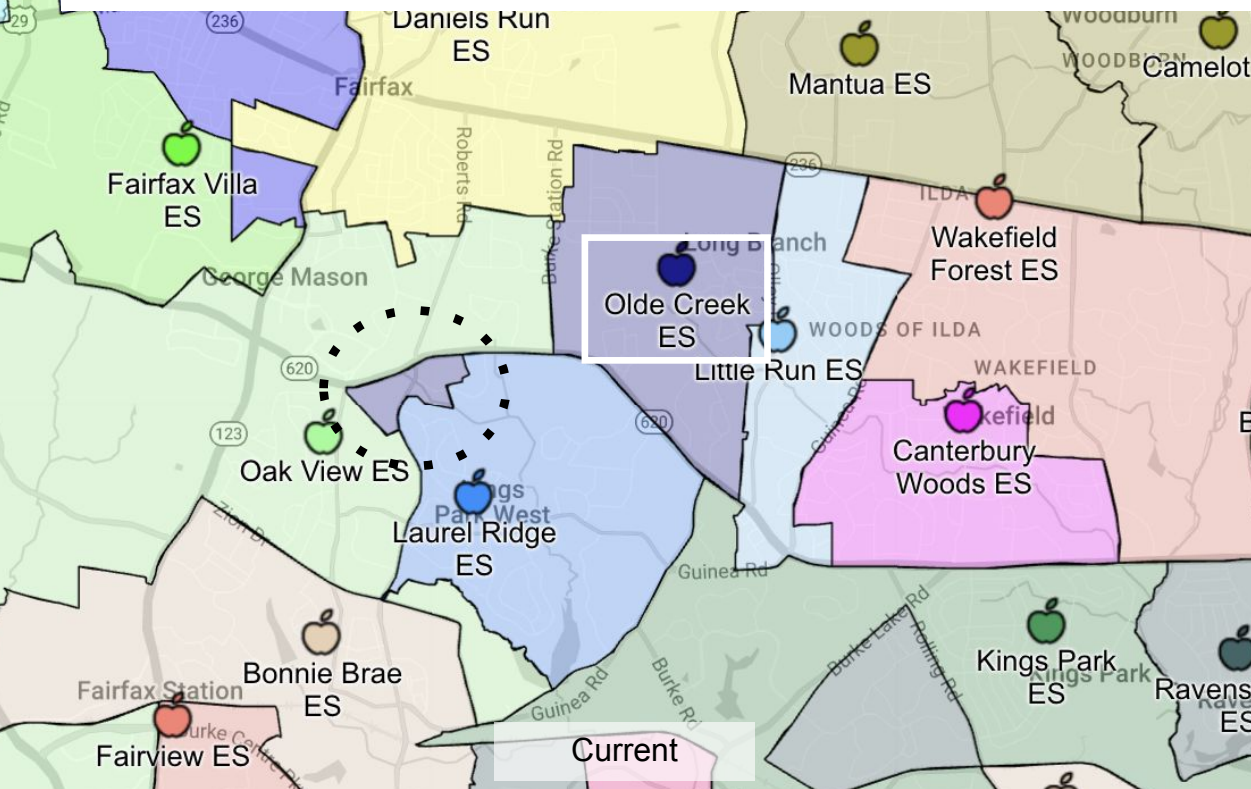
School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Navy ES	847	935	91%	-77	82%
Oak Hill ES	639	761	84%	77	94%

white rectangle: school  
dotted circle: attendance island



# Olde Creek Elementary School

Fixing Attendance Islands



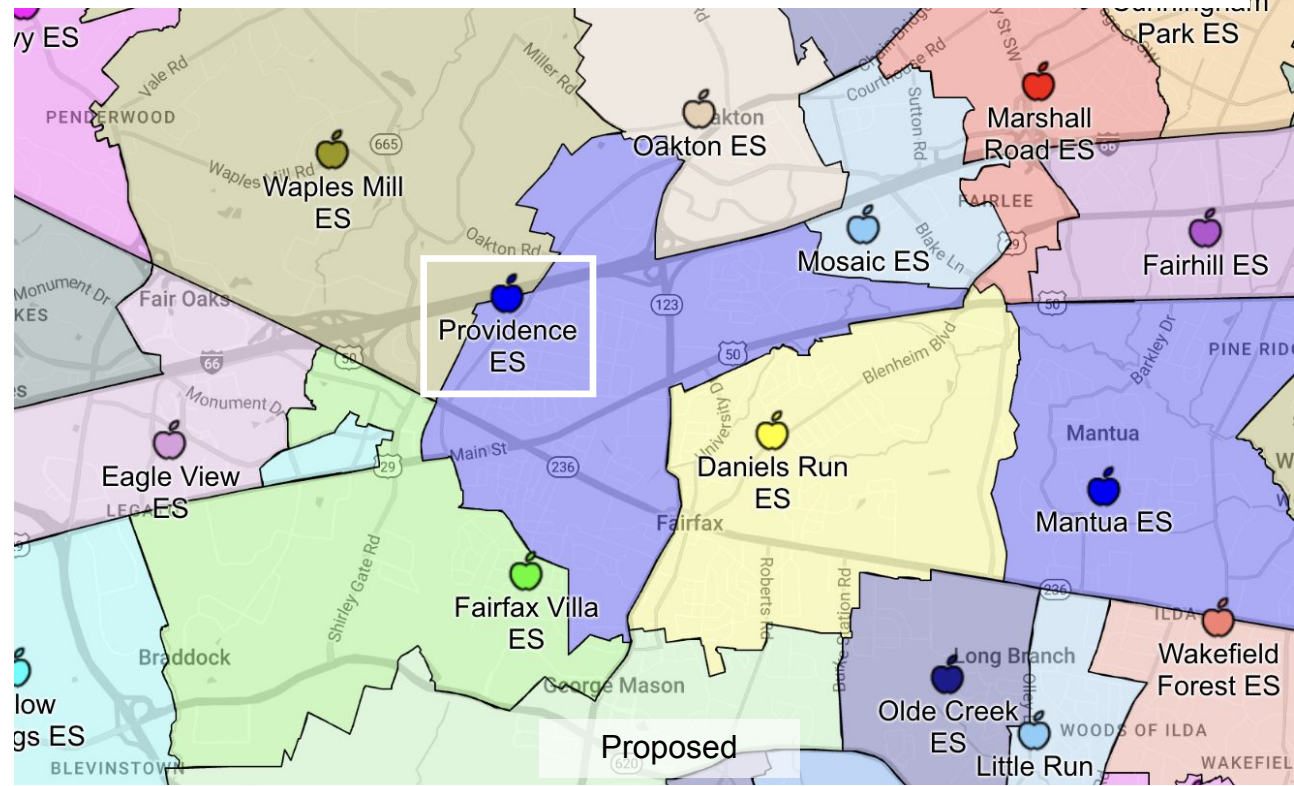
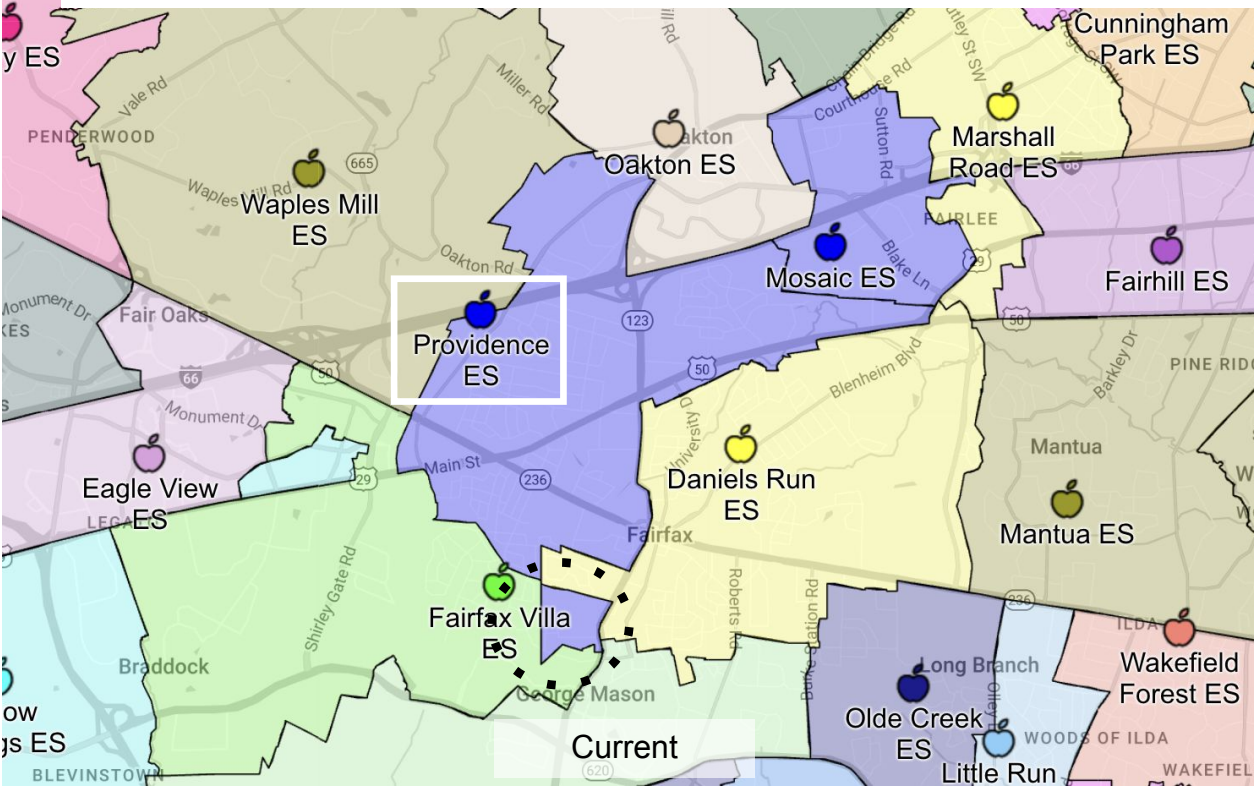
School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Laurel Ridge ES	839	909	92%	53	98%
Olde Creek ES	361	392	92%	-53	79%

white rectangle: school  
dotted circle: attendance island



# Providence Elementary School

Fixing Attendance Islands

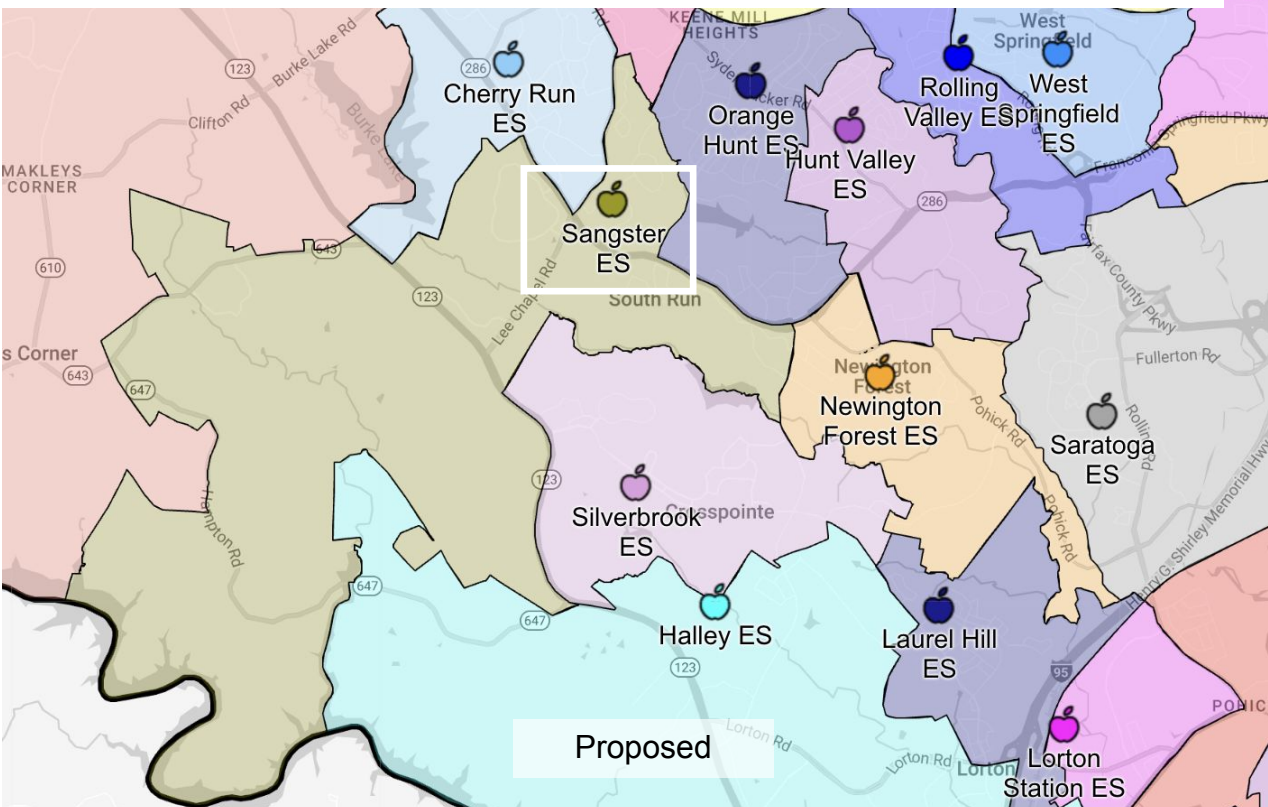
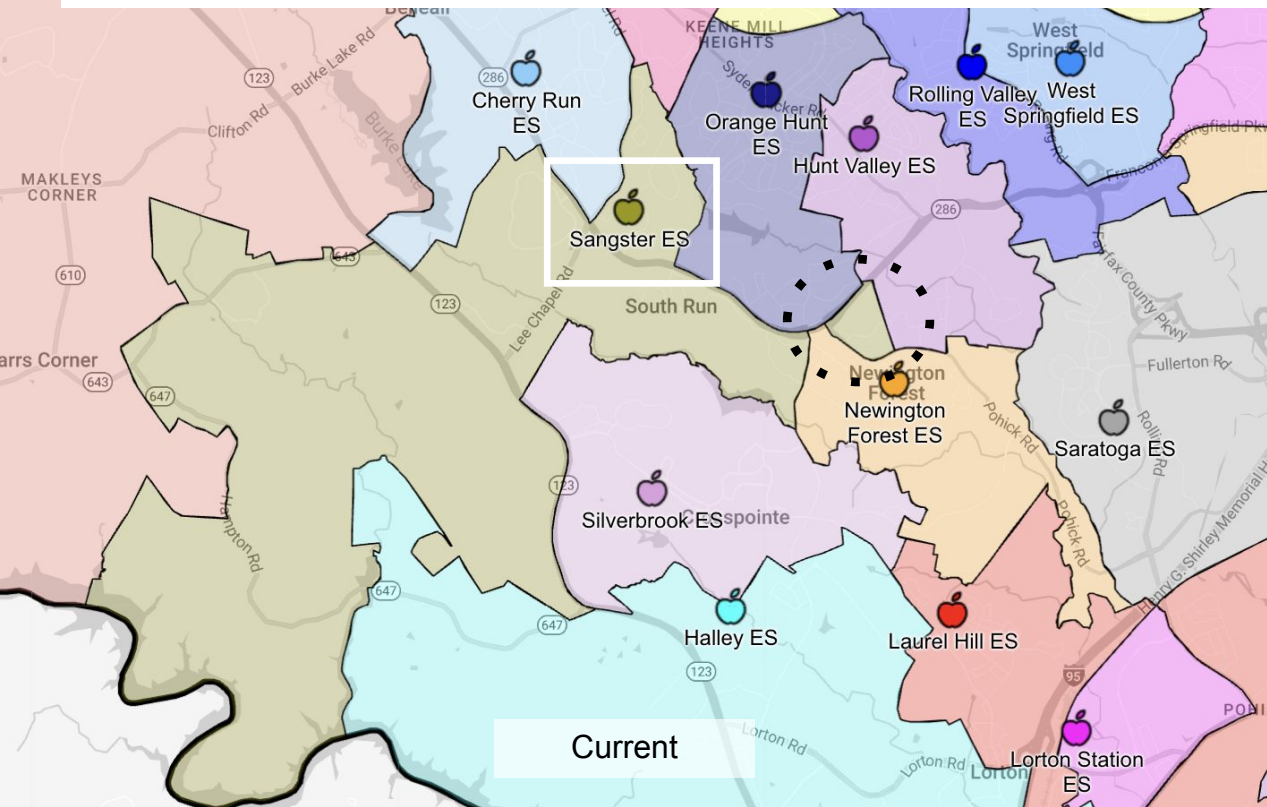


School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Daniels Run ES	829	864	96%	-71	88%
Providence ES	938	972	97%	71	104%

white rectangle: school  
dotted circle: attendance island

# Sangster Elementary School

Fixing Attendance Islands



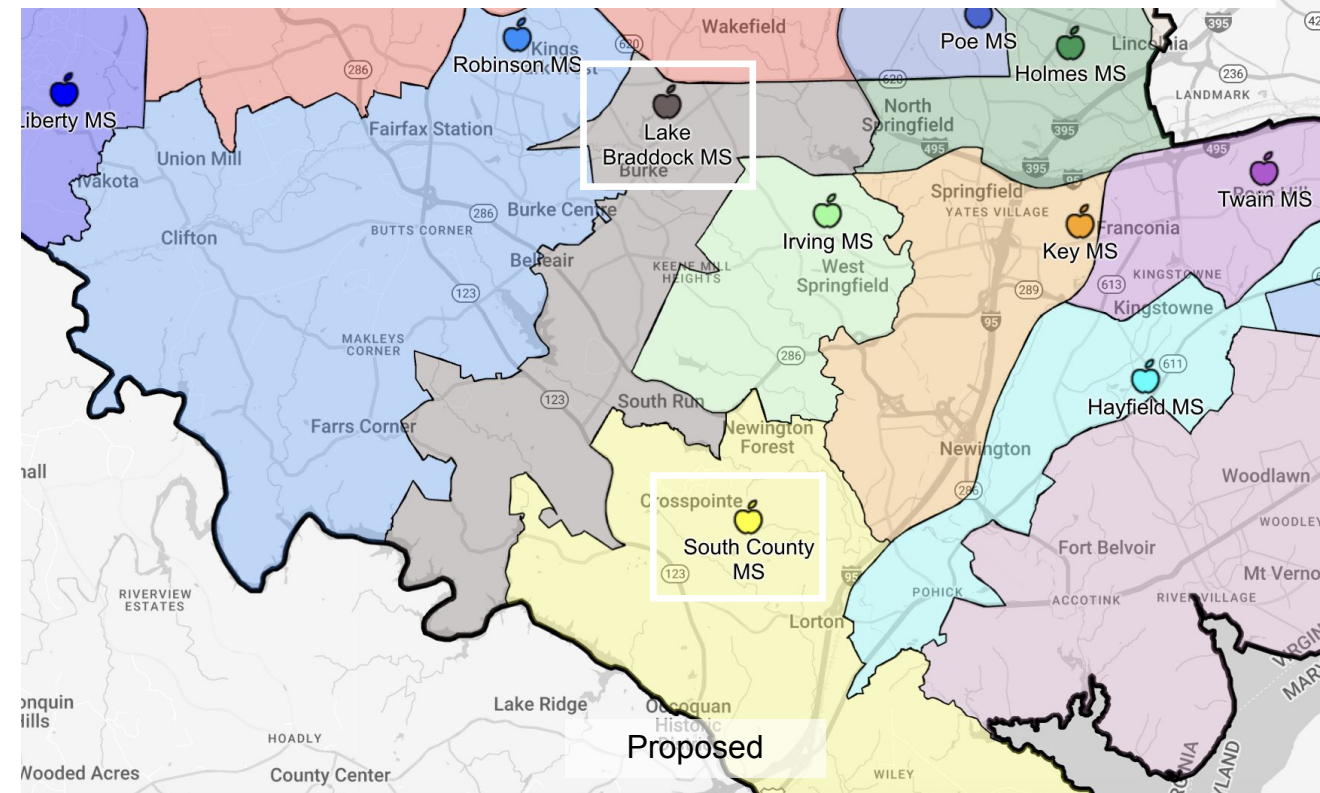
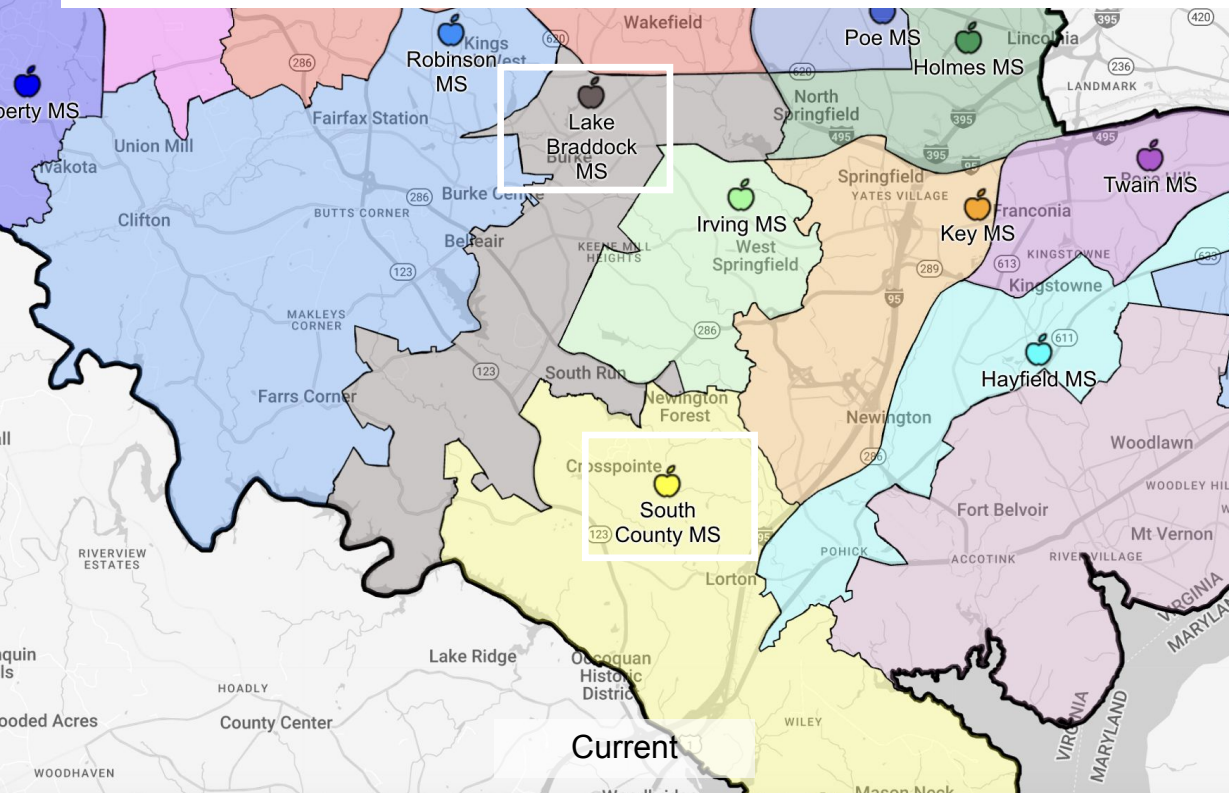
School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Newington Forest ES	579	610	95%	40	101%
Sangster ES	928	936	99%	-40	95%

white rectangle: school  
dotted circle: attendance island



# Middle Schools Impacted by Sangster Elementary School Changes (Previous Slide)

Fixing Attendance Islands

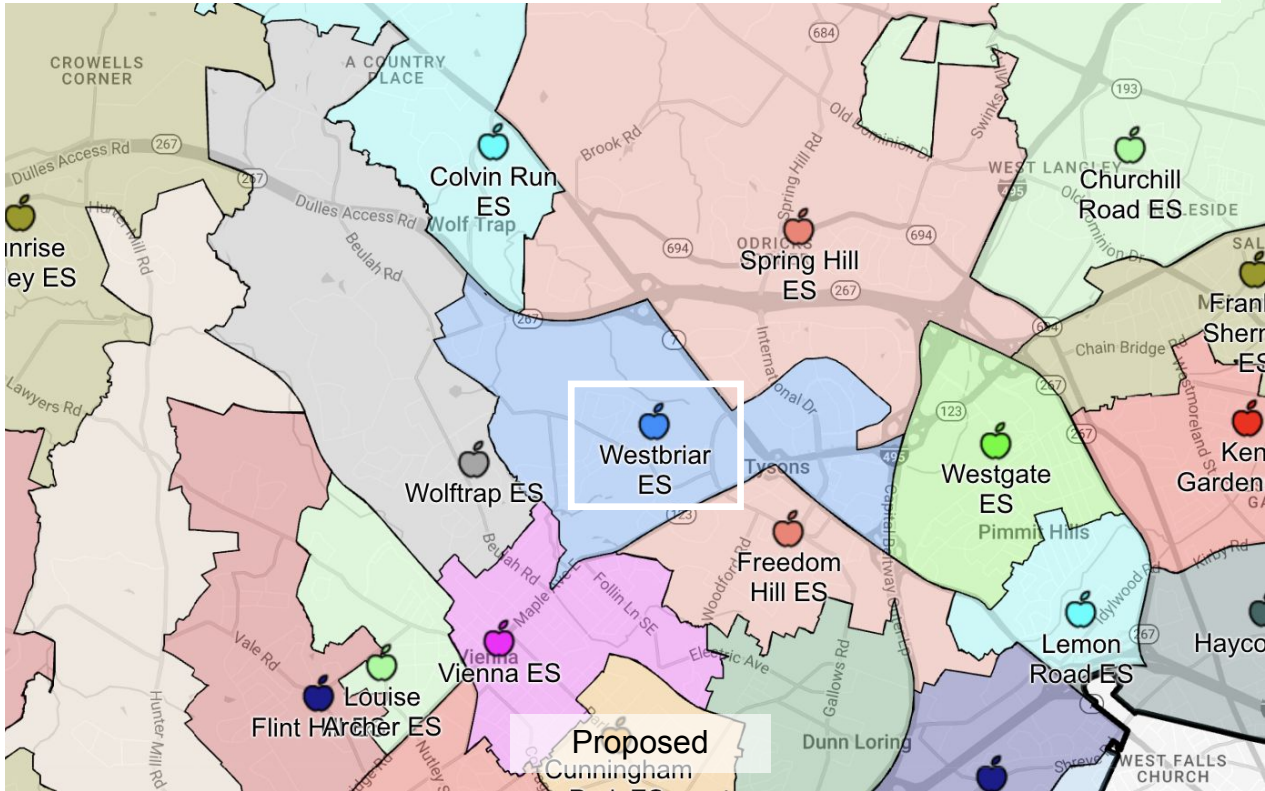
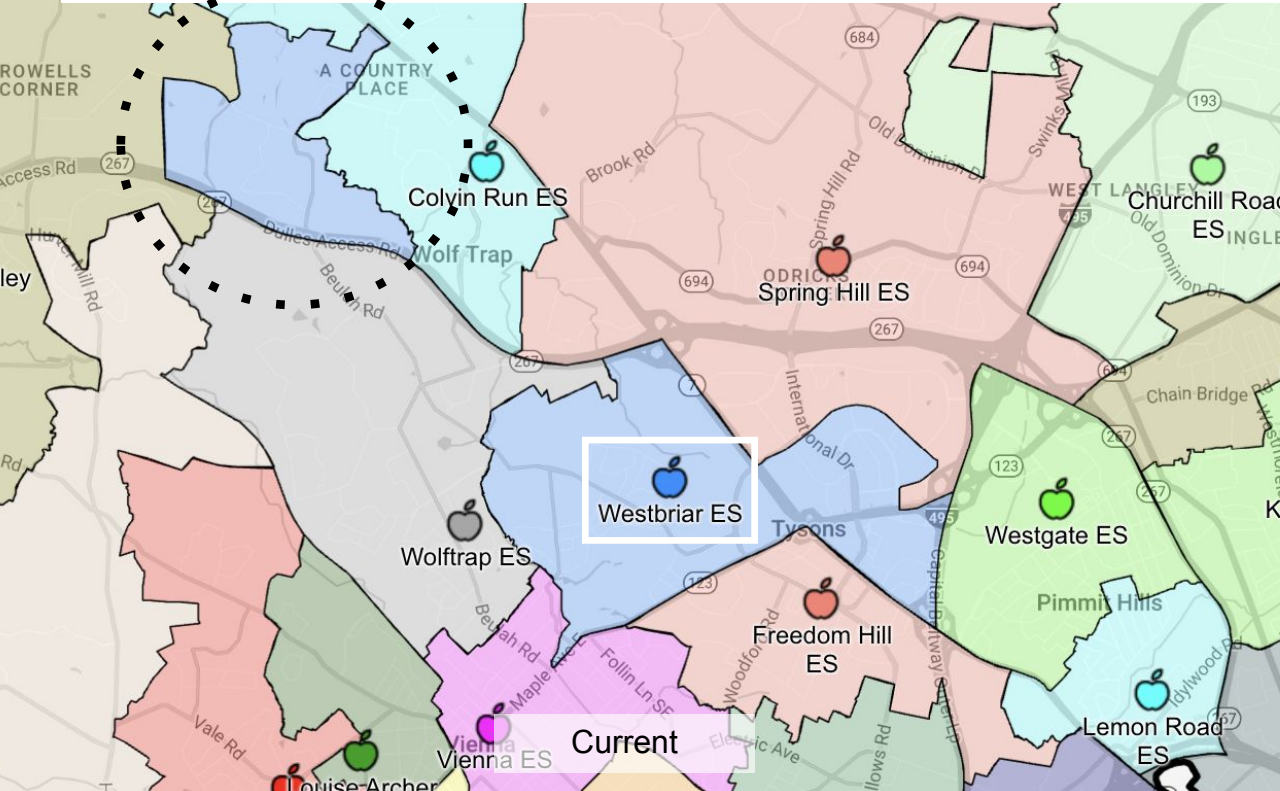


School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Lake Braddock MS	1,458	1,610	91%	-13	90%
South County MS	944	995	95%	13	96%

white rectangle: school  
dotted circle: attendance island

# Westbriar Elementary School

Fixing Attendance Islands



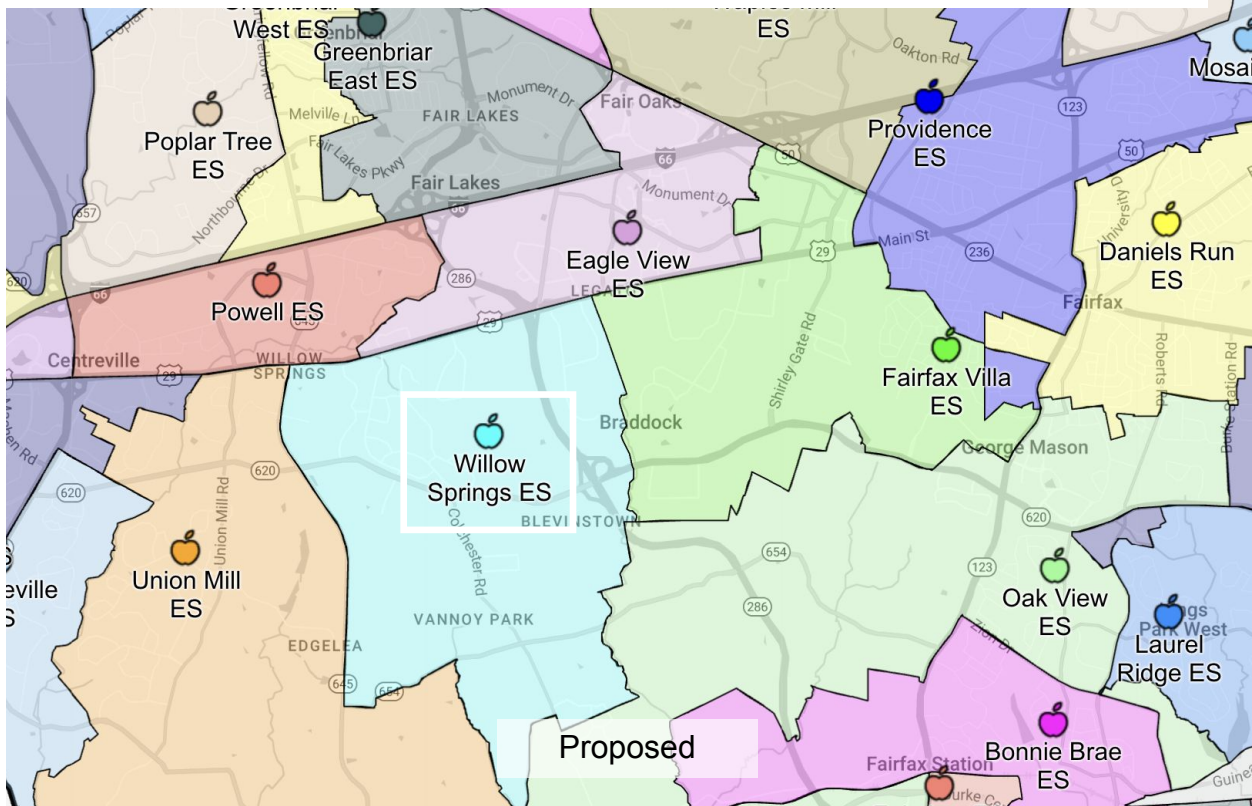
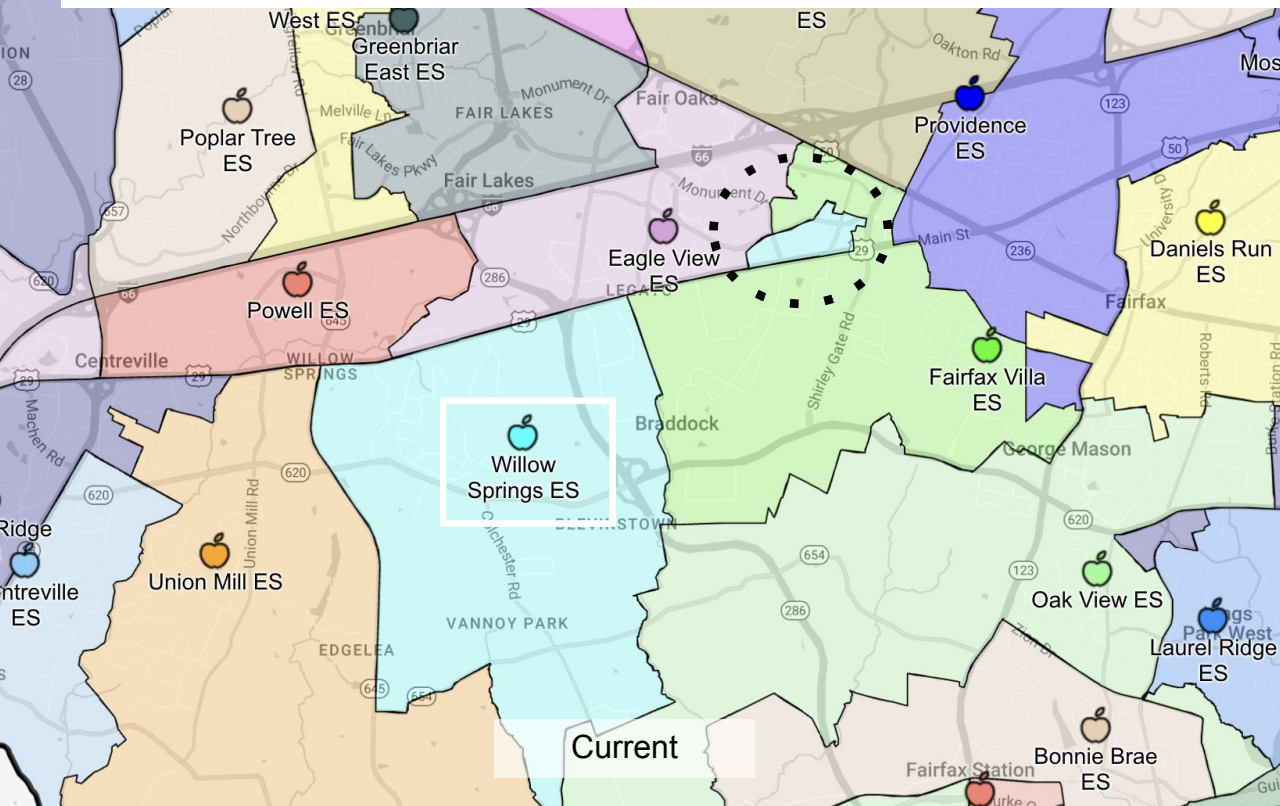
School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Westbriar ES	845	981	86%	-40	82%
Wolftrap ES	529	567	93%	40	100%

white rectangle: school  
dotted circle: attendance island



# Willow Springs Elementary School

Fixing Attendance Islands



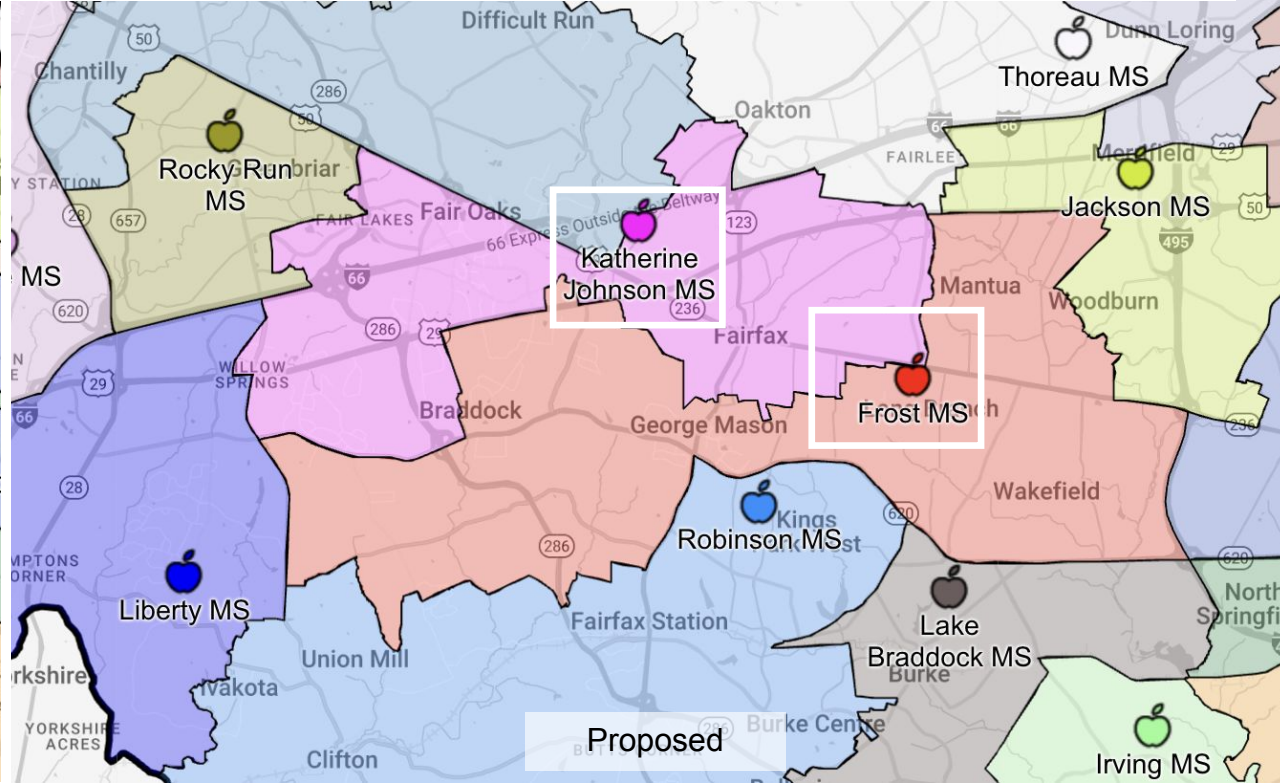
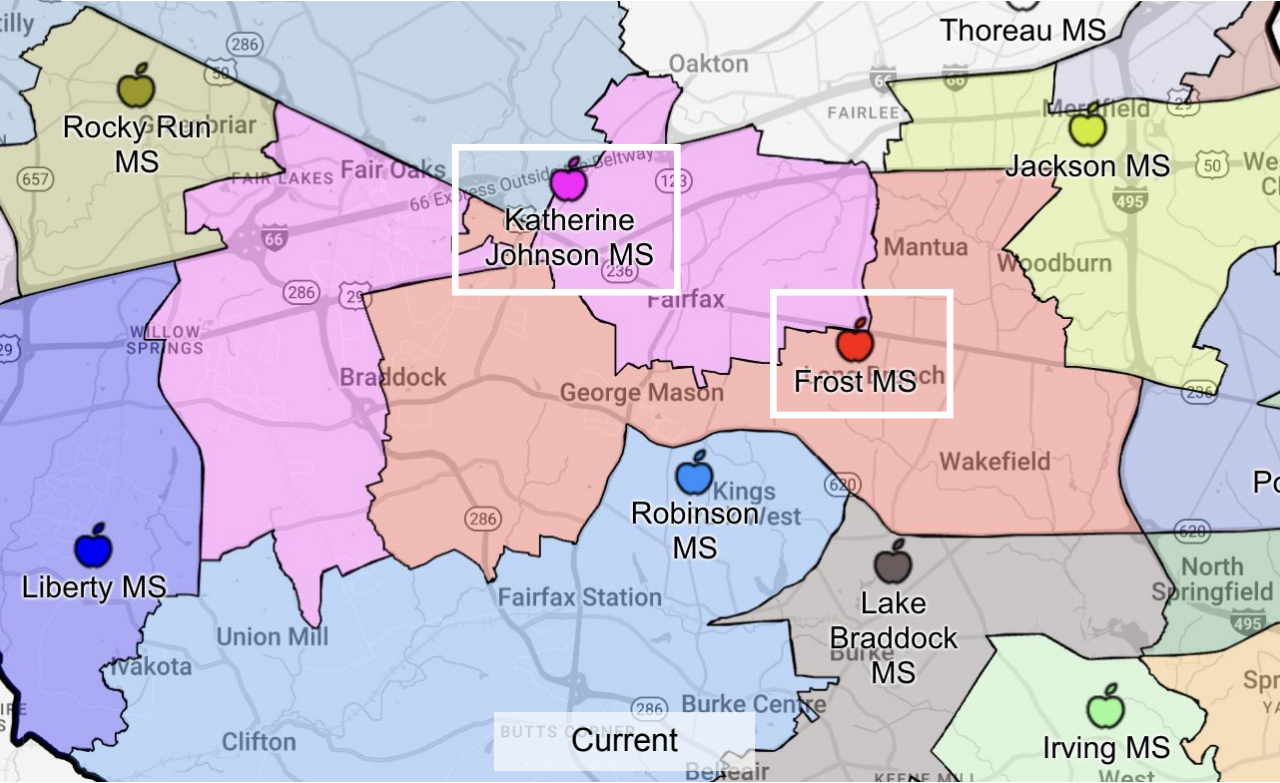
School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Eagle View ES	675	778	87%	67	95%
Fairfax Villa ES	530	648	82%	129	102%
Willow Springs ES	817	851	96%	-196	73%

white rectangle: school  
dotted circle: attendance island



# Middle Schools Impacted by Willow Springs Elementary School Changes (Previous Slide)

Fixing Attendance Islands

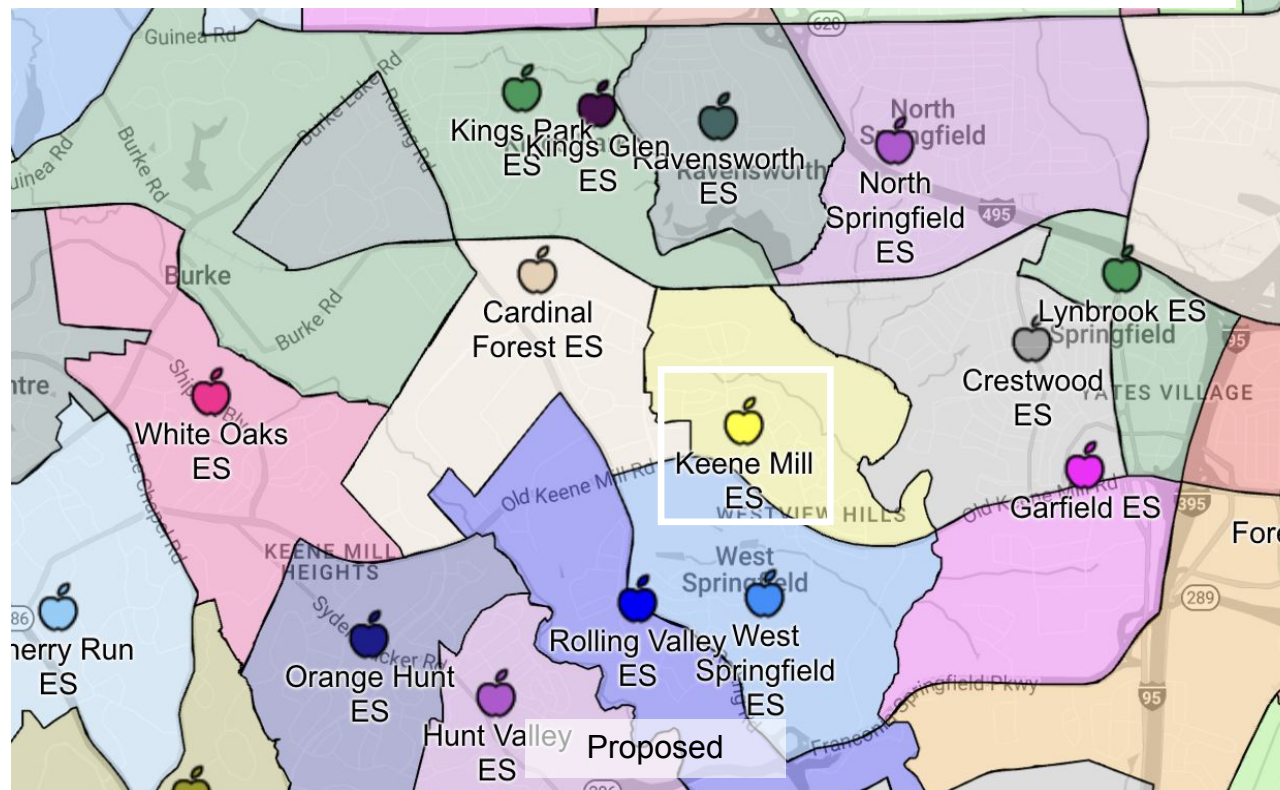
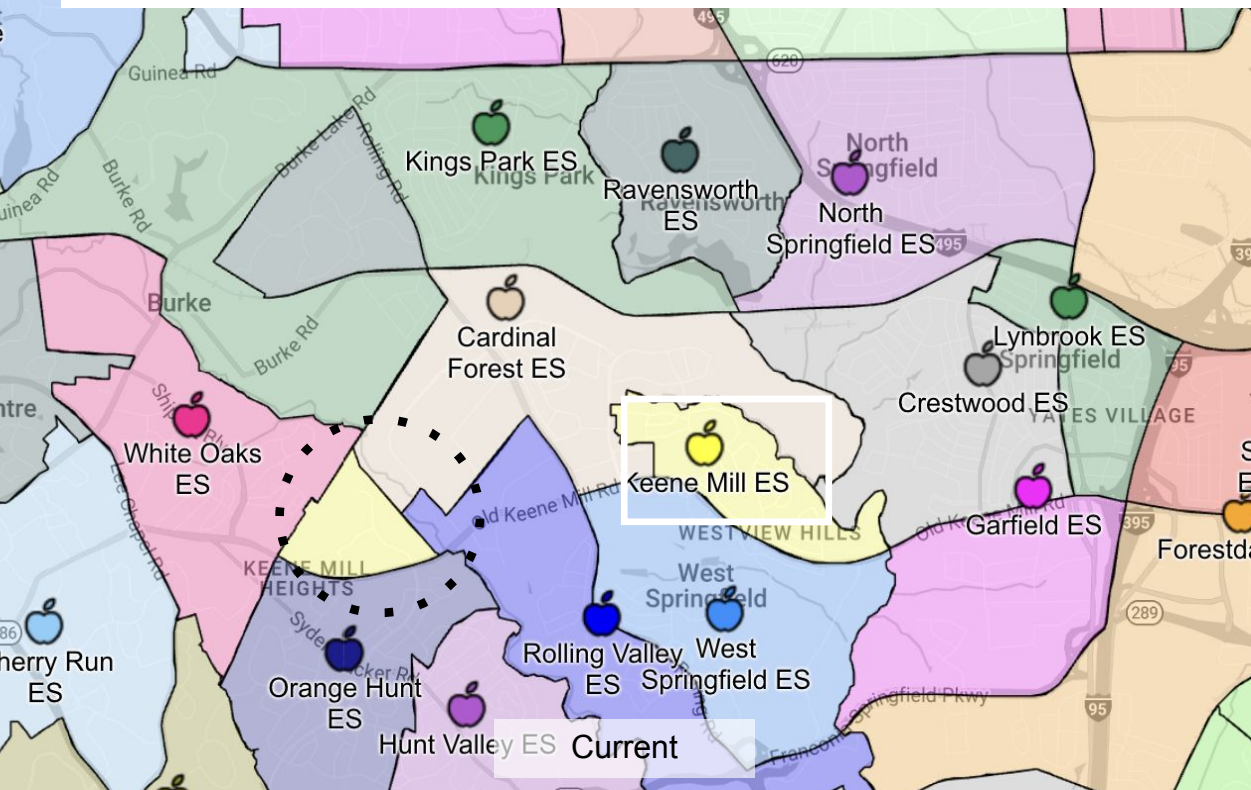


School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Frost MS	1,279	1,364	94%	26	96%
Katherine Johnson MS	1,172	1,135	103%	-26	101%

white rectangle: school  
dotted circle: attendance island

# Keene Mill Elementary School

Fixing Attendance Islands



School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Cardinal Forest ES	708	695	102%	9	103%
Keene Mill ES	812	760	107%	-115	92%
White Oaks ES	707	851	83%	106	96%

white rectangle: school  
dotted circle: attendance island

\*the attendance island for Keene Mill ES was also a split feeder, so the updated made eliminate both the attendance island and split feeder at Keene Mill.



## Fixing Attendance Islands

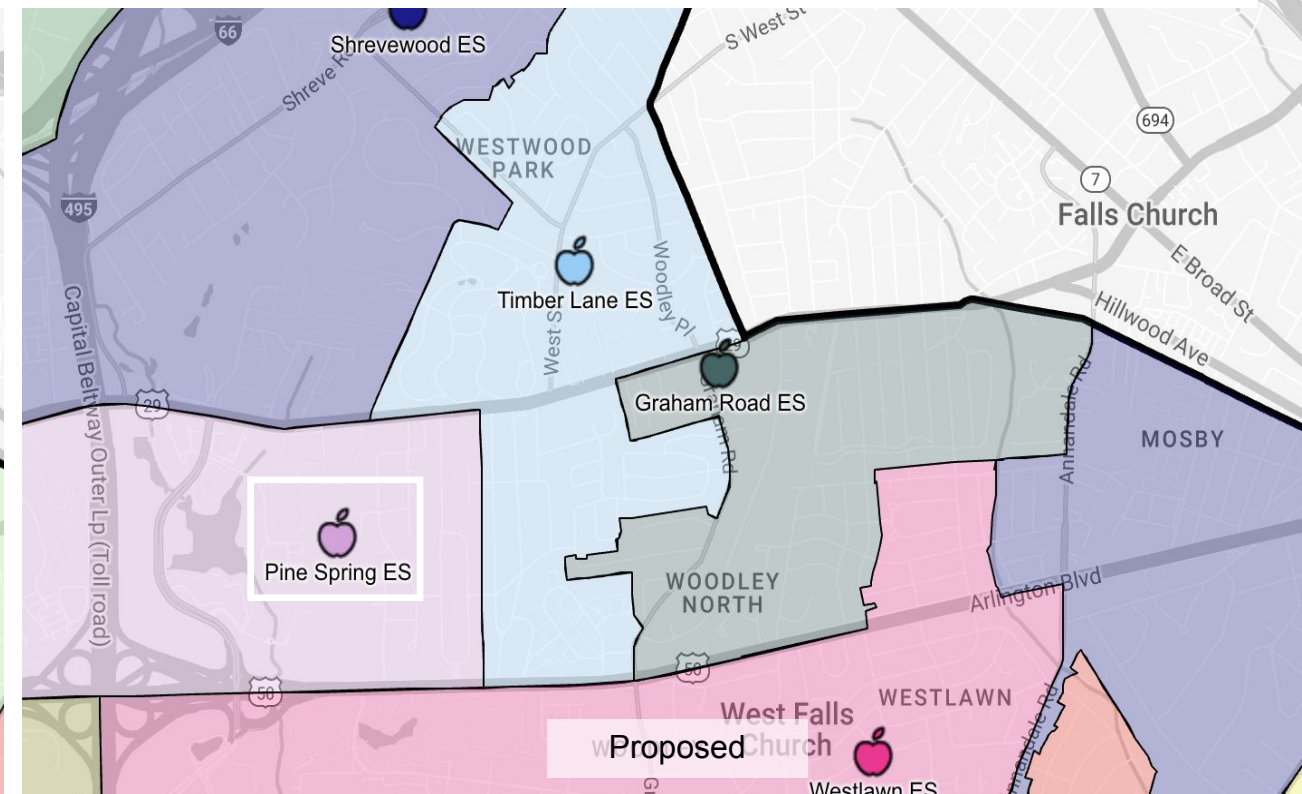
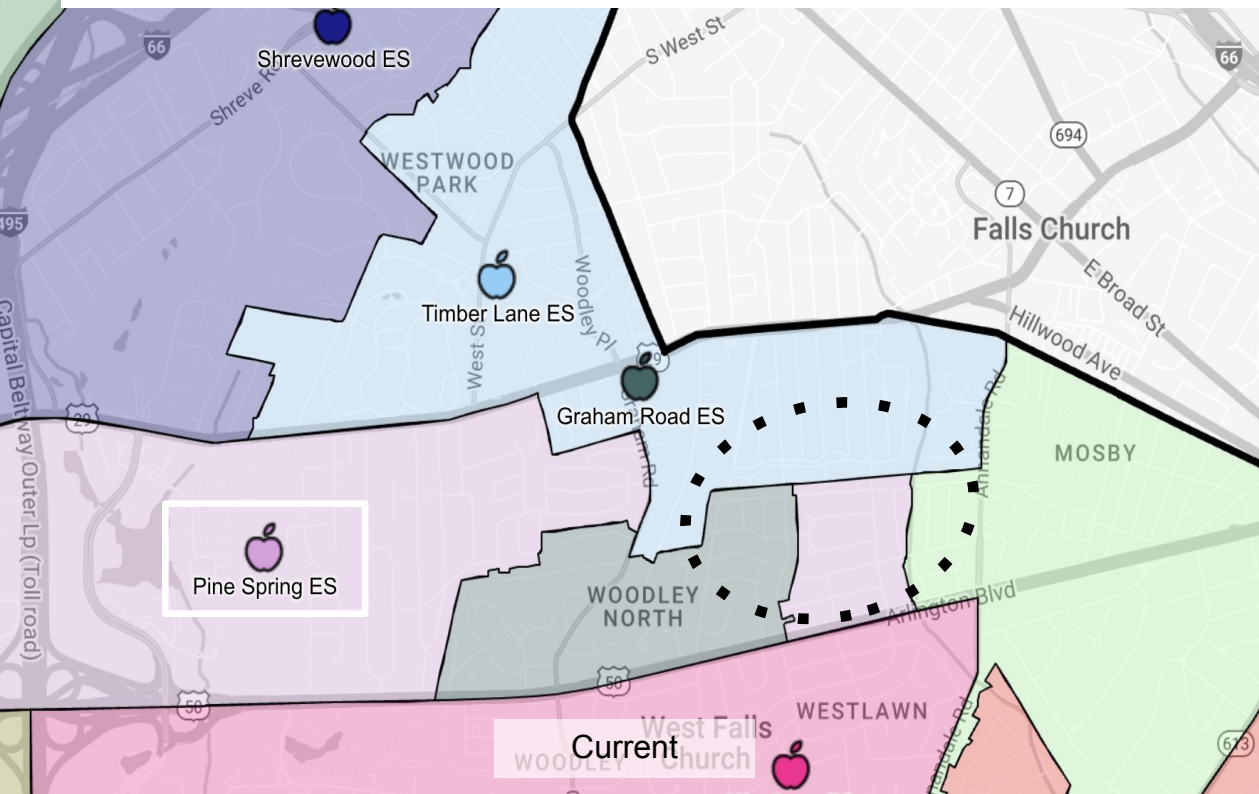


School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Flint Hill ES	614	670	92%	-6	91%
Oakton ES	795	812	98%	6	99%

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# Pine Spring Elementary School

Fixing Attendance Islands



School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Pine Spring ES	610	550	111%	-54	101%
Westlawn ES	775	792	98%	54	105%

white rectangle: school  
dotted circle: attendance island

\*the ‘Proposed’ screenshot also shows all movements made to bring Graham Road ES into its attendance zone - please see the ‘Graham Road ES’ slide under the ‘Schools Located Outside of Their Attendance Zone’ section for more details.

# List of Current Middle Schools and High Schools at FCPS that have Attendance Islands

Six schools—three middle schools and three high schools—currently have attendance islands - and the same Student Planning Areas (SPAs) are attendance islands at the MS and HS level. By adjusting the boundaries of those shared SPAs, we can resolve the islands at both school levels.

## Middle Schools:

Katherine Johnson MS

Lake Braddock MS

Longfellow MS

## High Schools:

Fairfax HS

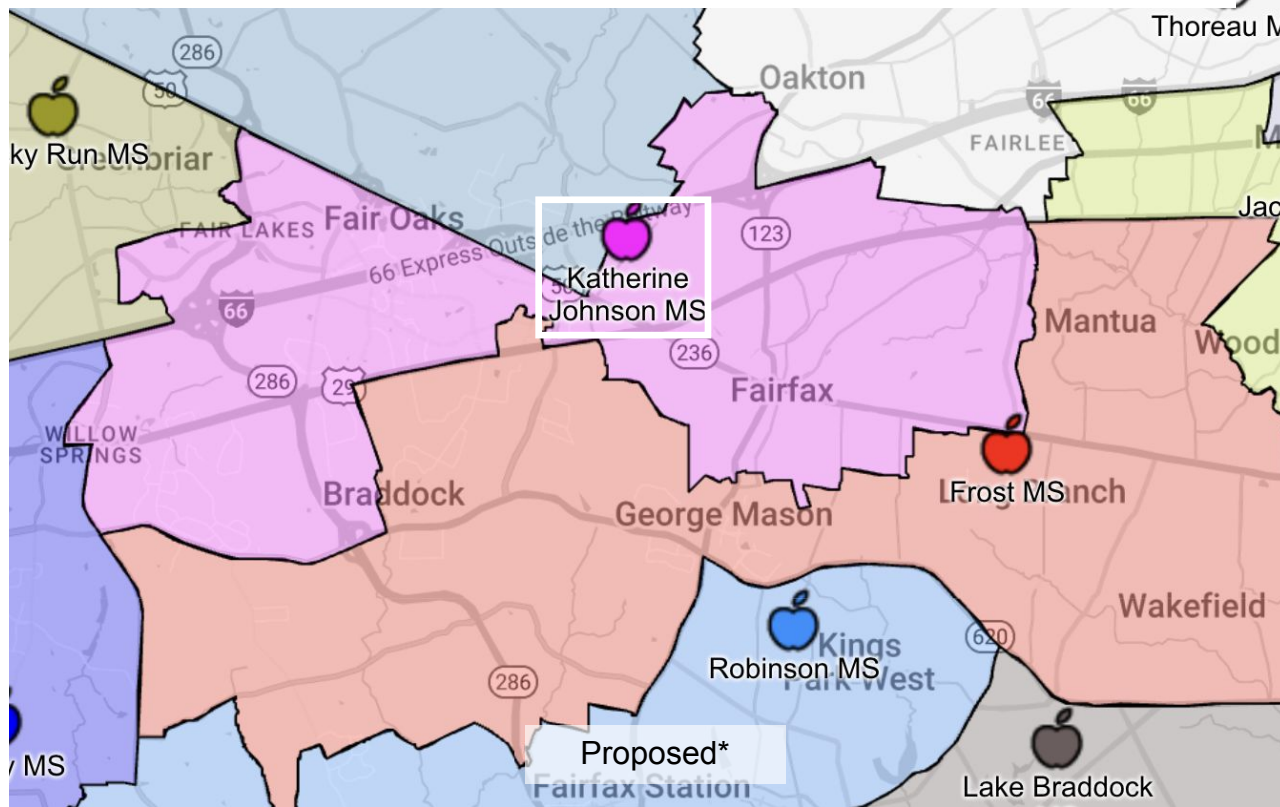
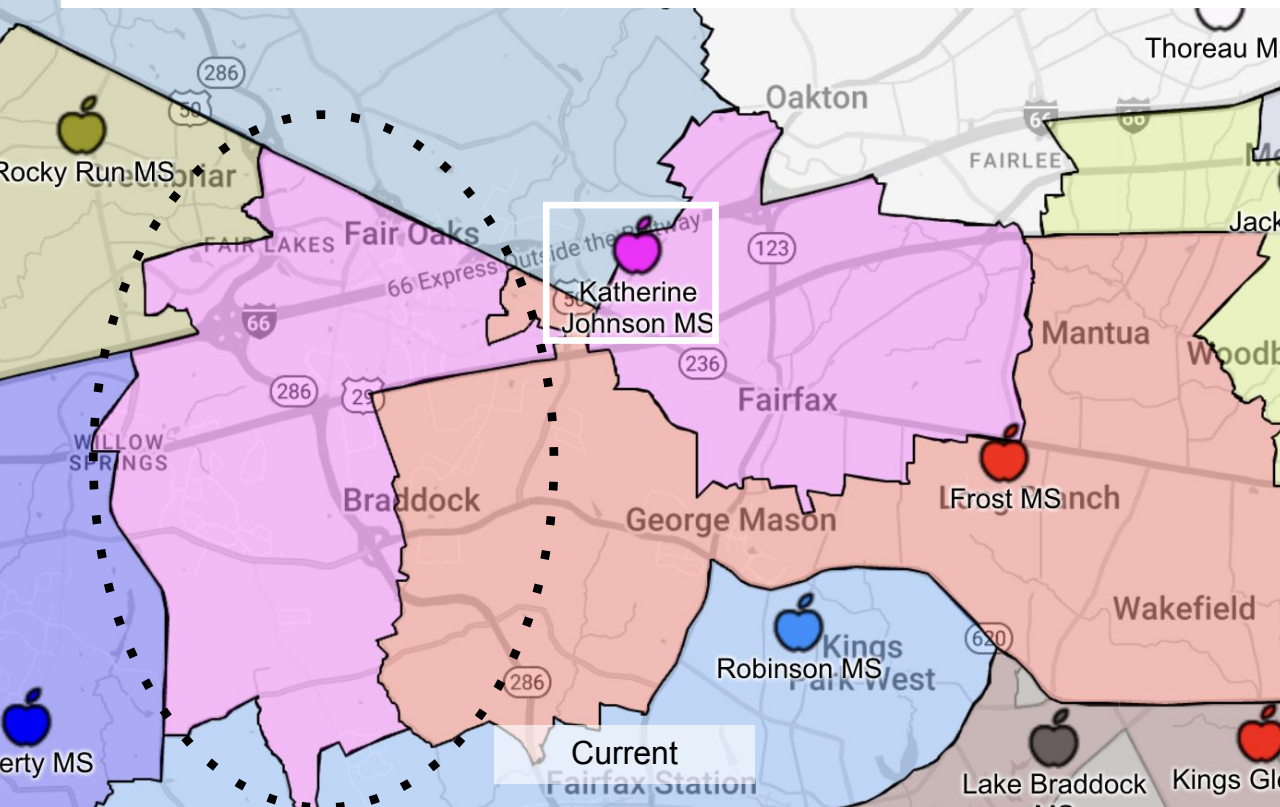
Lake Braddock HS

McLean HS



# Katherine Johnson Middle School

Fixing Attendance Islands



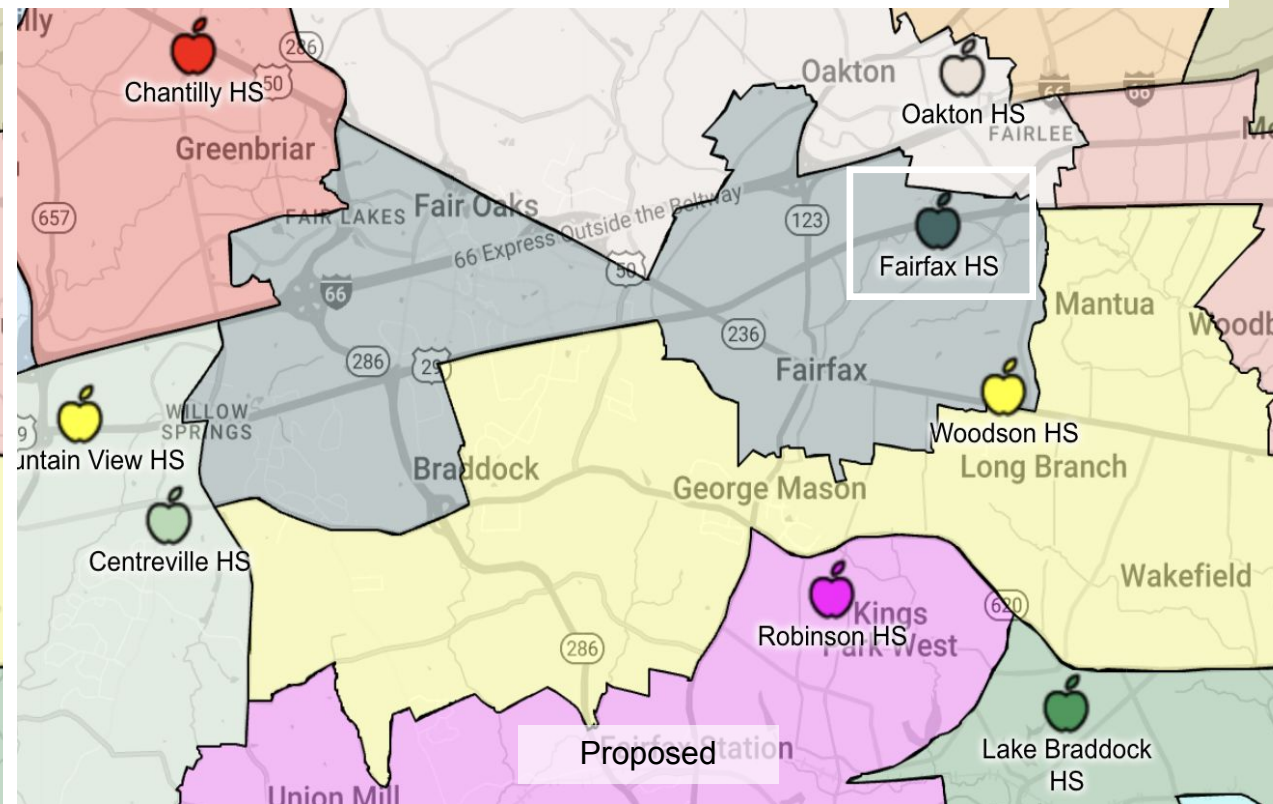
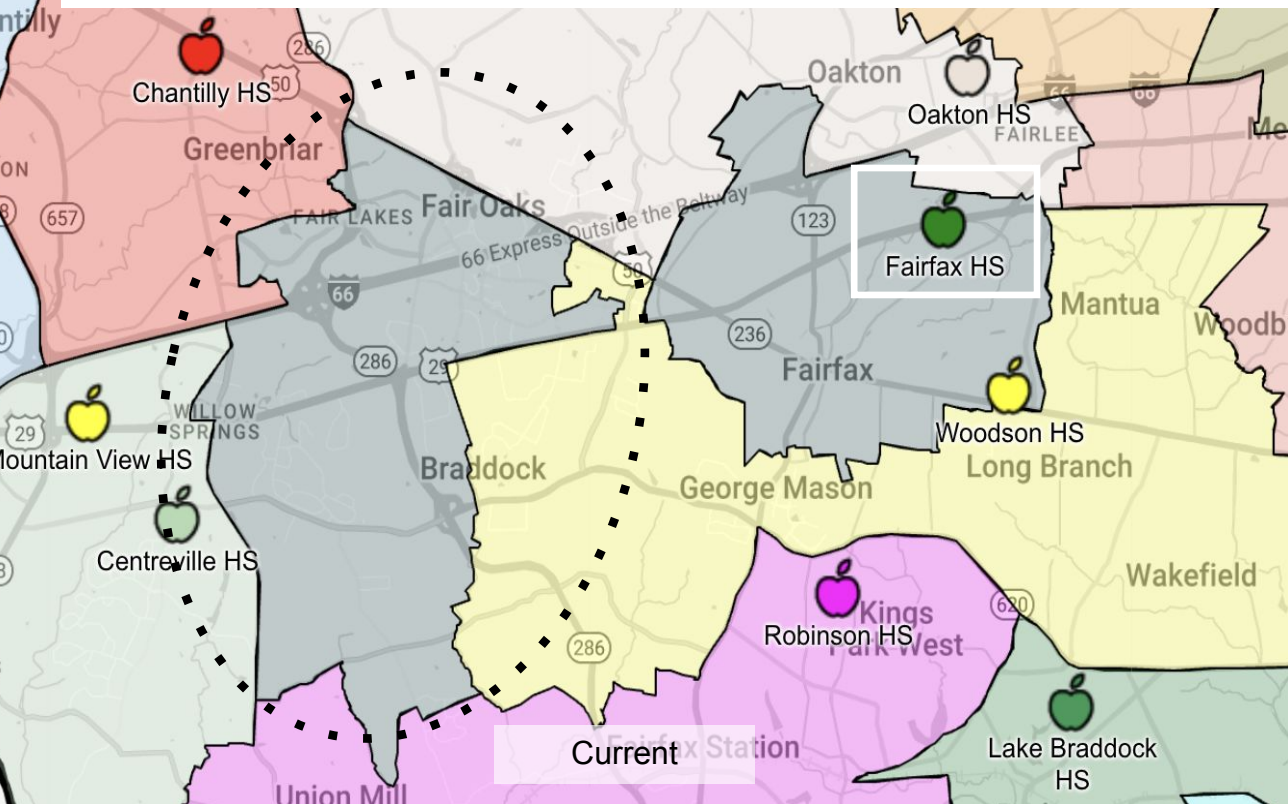
School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Frost MS	1,279	1,364	94%	6	94%
Katherine Johnson MS	1,172	1,135	103%	-6	103%

white rectangle: school  
dotted circle: attendance island

\*the proposed map also includes two SPAs that were moved from Katherine Johnson MS to Frost MS to eliminate an attendance island at Willow Springs ES. Please see the Willow Spring ES map for more details.

# Fairfax High School

Fixing Attendance Islands



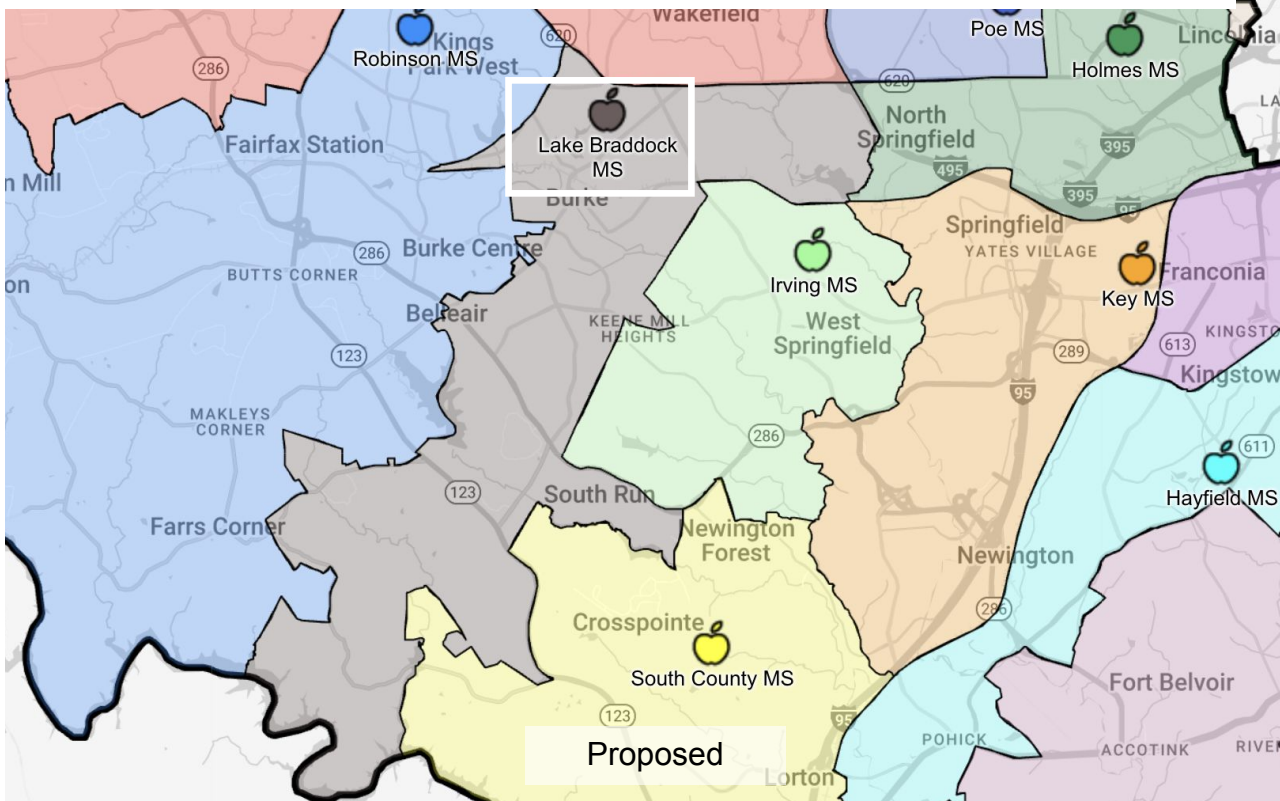
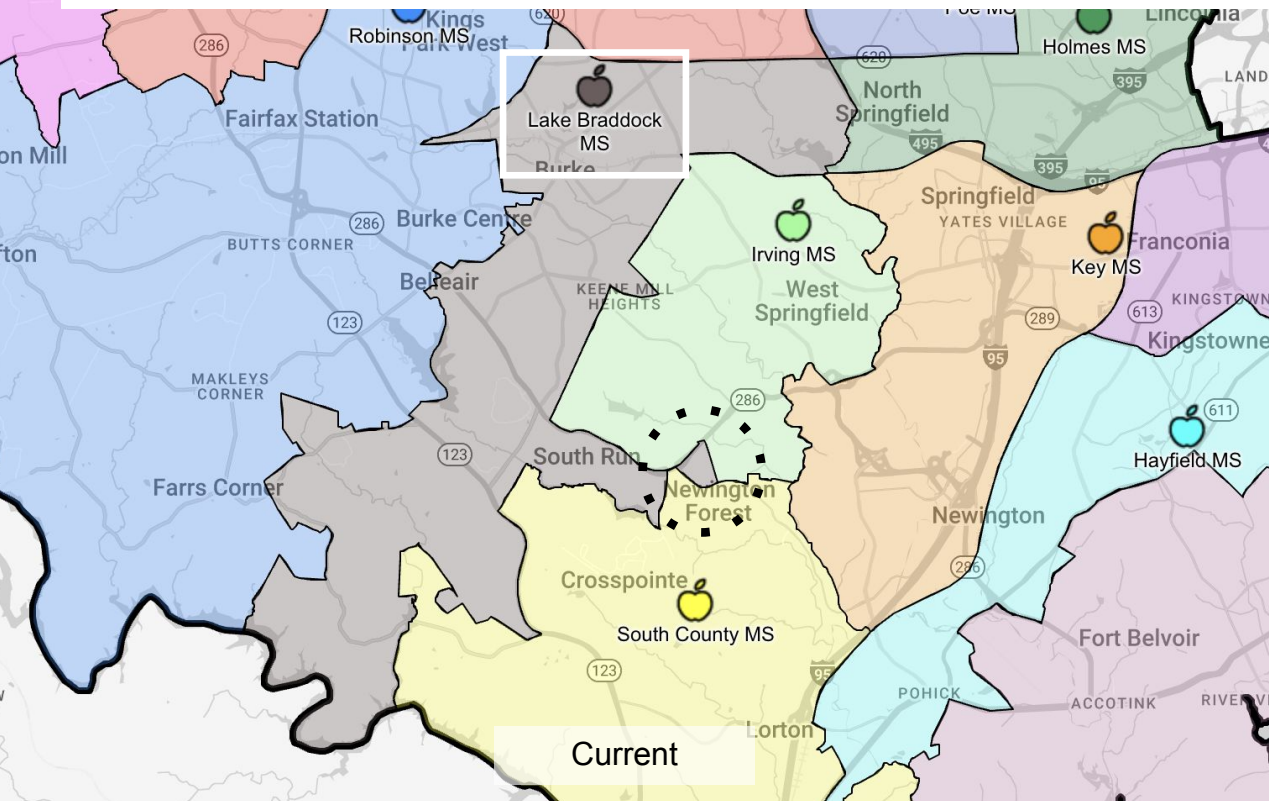
School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Fairfax HS	2,379	2,412	99%	87	102%
Woodson HS	2,418	2,329	104%	-87	100%

white rectangle: school  
dotted circle: attendance island



# Lake Braddock Middle School

Fixing Attendance Islands

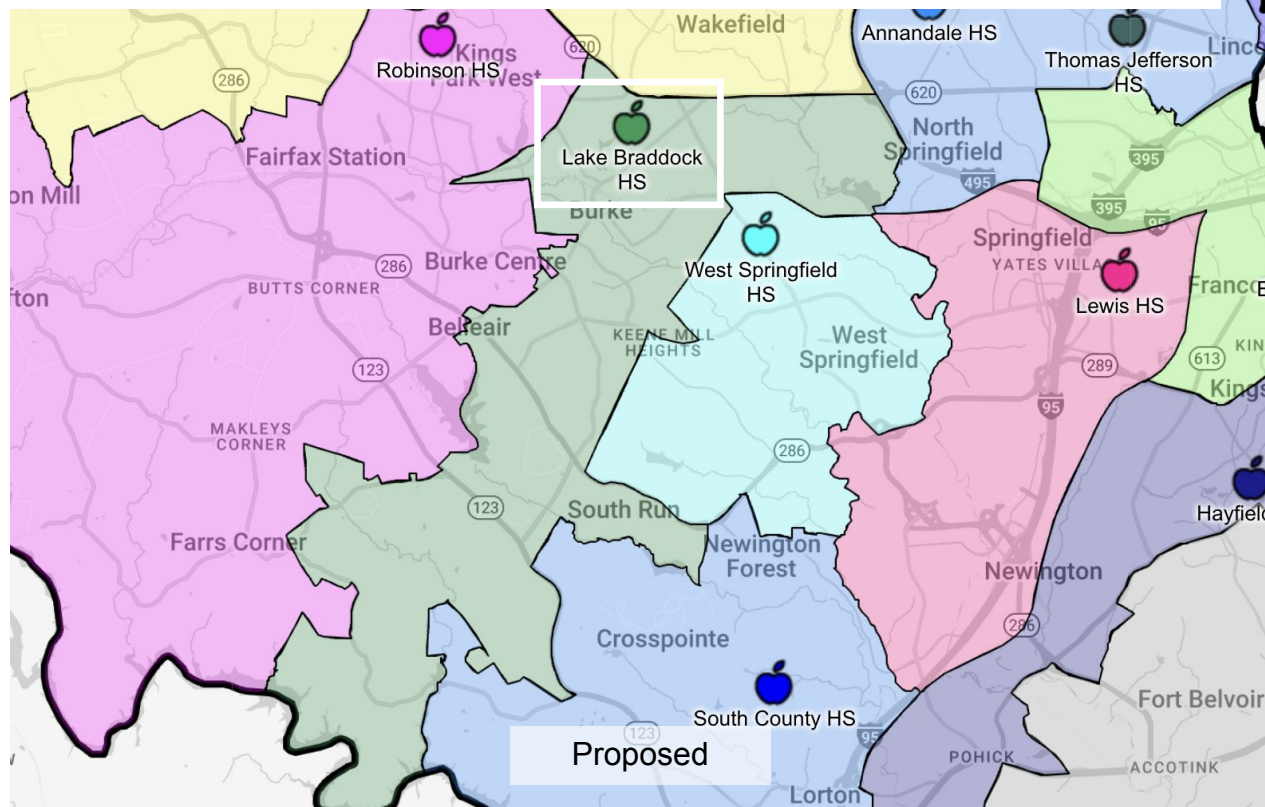
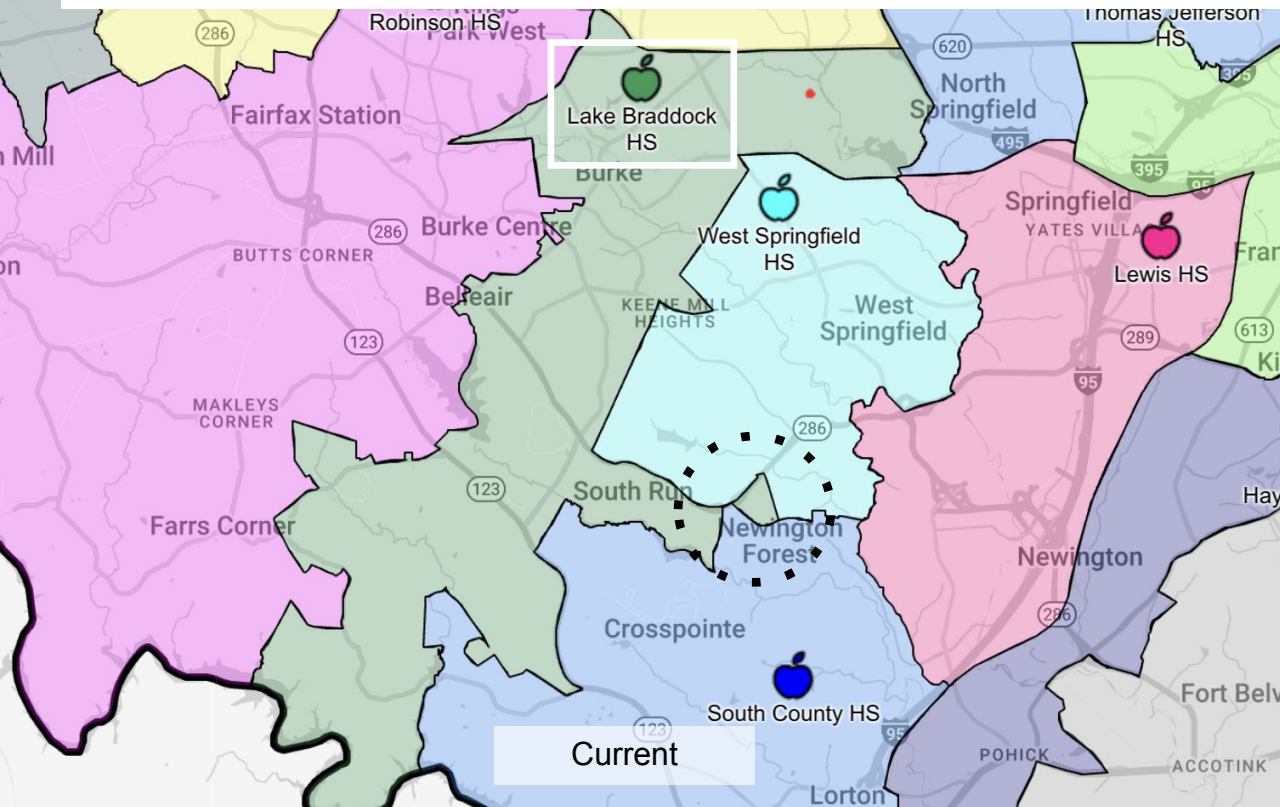


School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Lake Braddock MS	1,458	1,610	91%	-13	90%
South County MS	944	995	95%	13	96%

white rectangle: school  
dotted circle: attendance island

# Lake Braddock High School

Fixing Attendance Islands



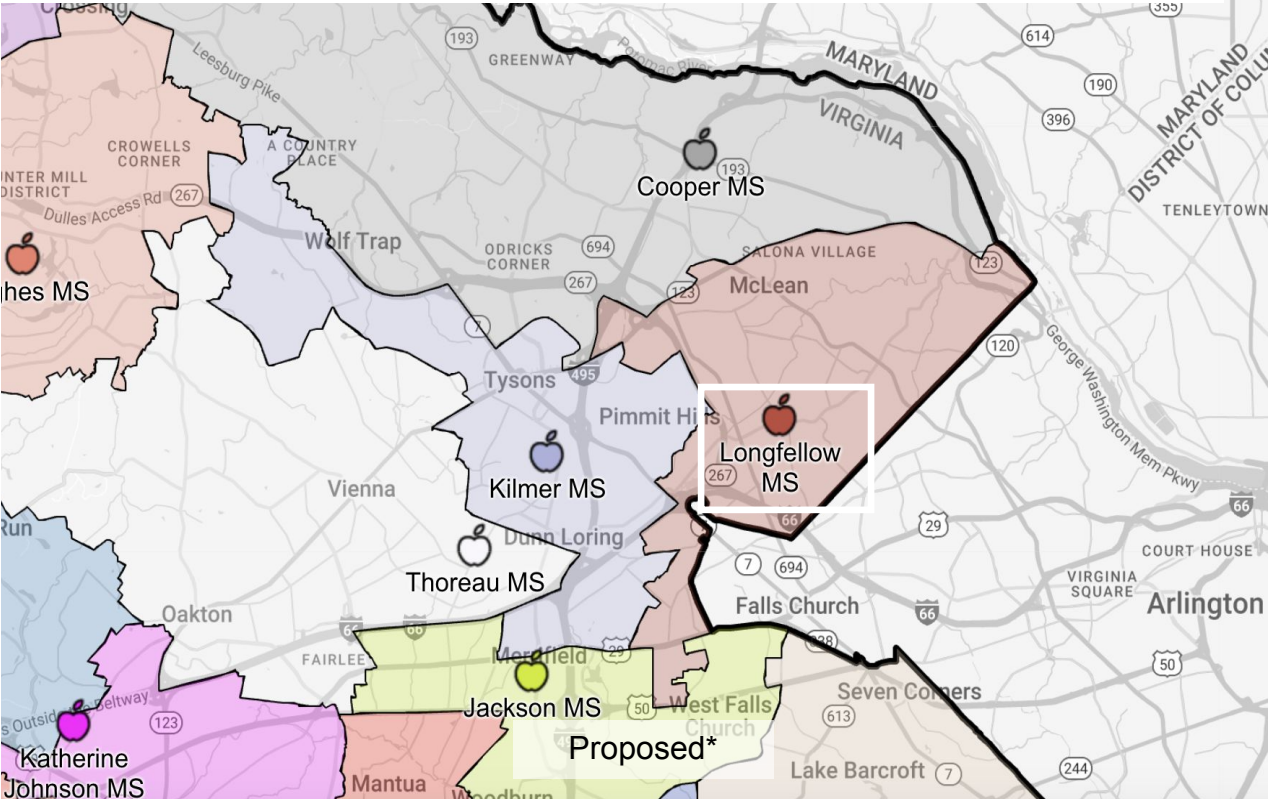
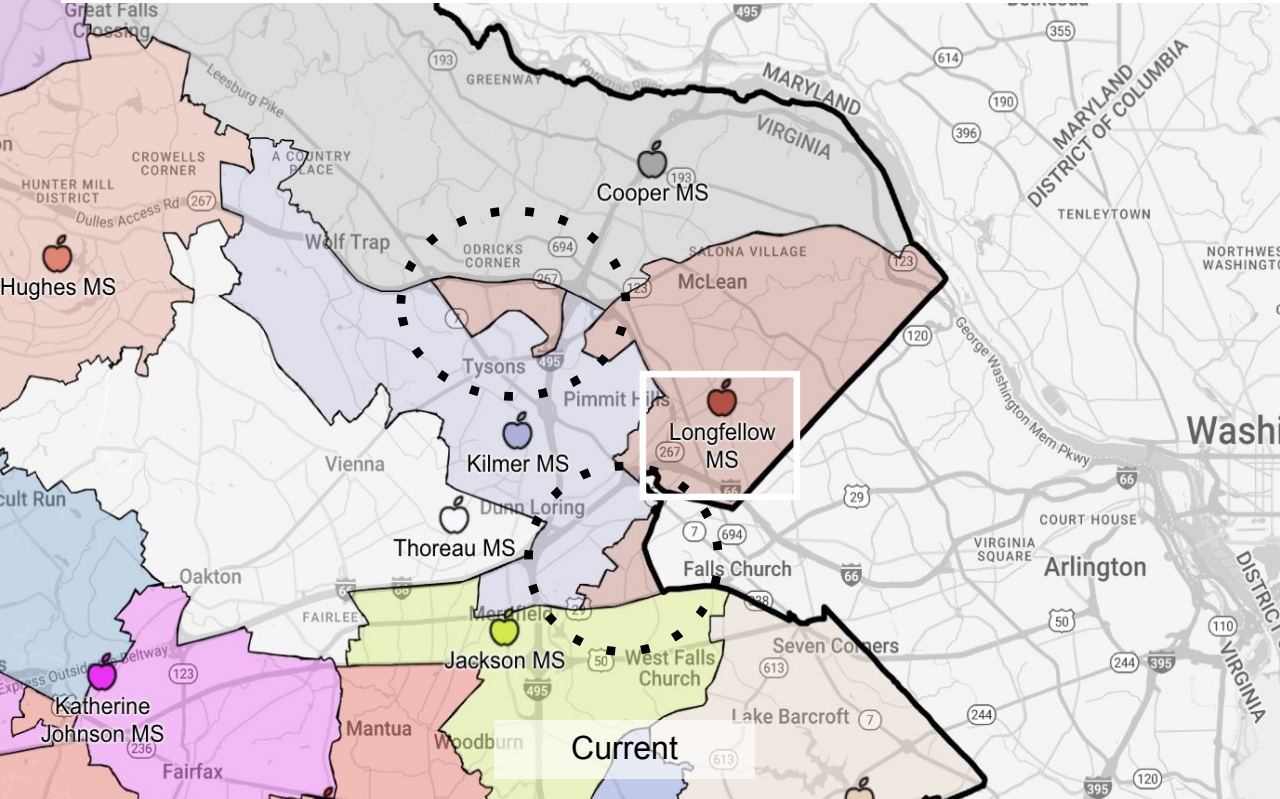
School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Lake Braddock HS	2,950	3,101	95%	-28	94%
South County HS	2,091	2,382	88%	28	89%

white rectangle: school  
dotted circle: attendance island



# Longfellow Middle School

Fixing Attendance Islands



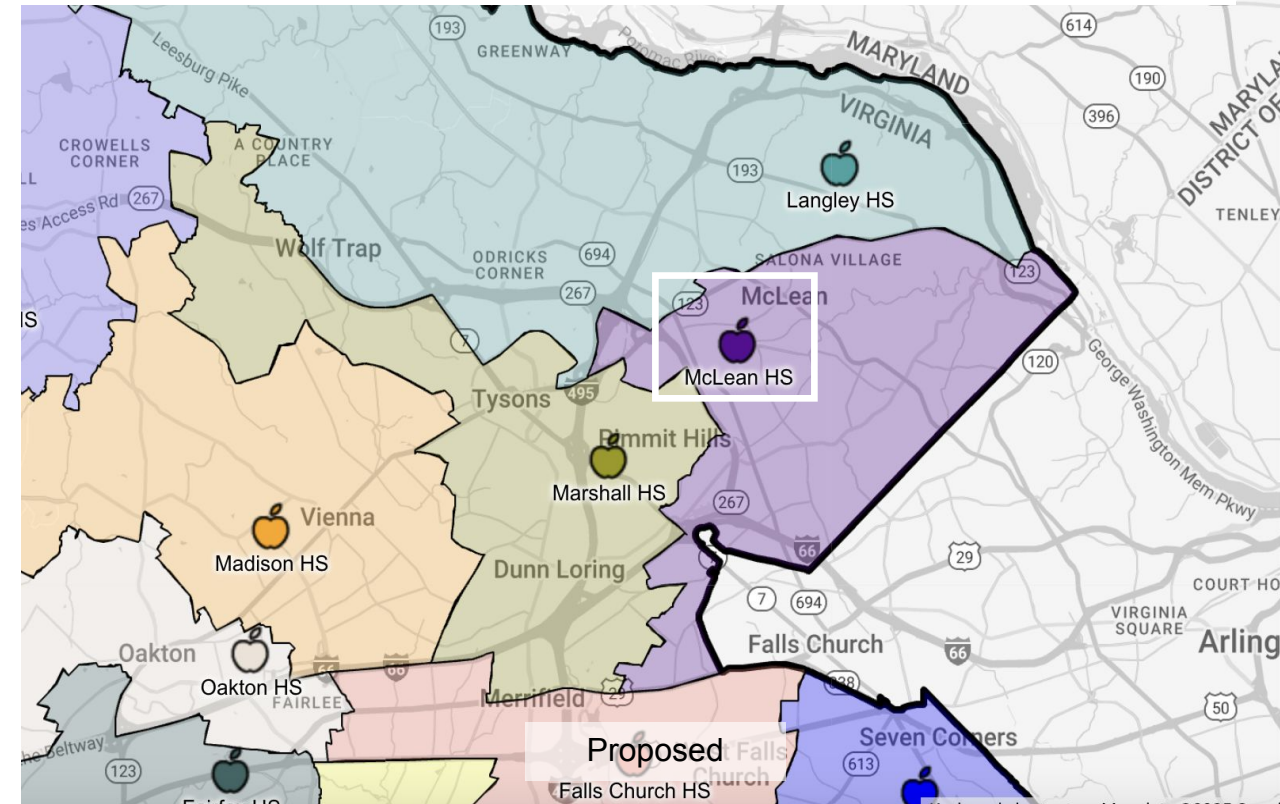
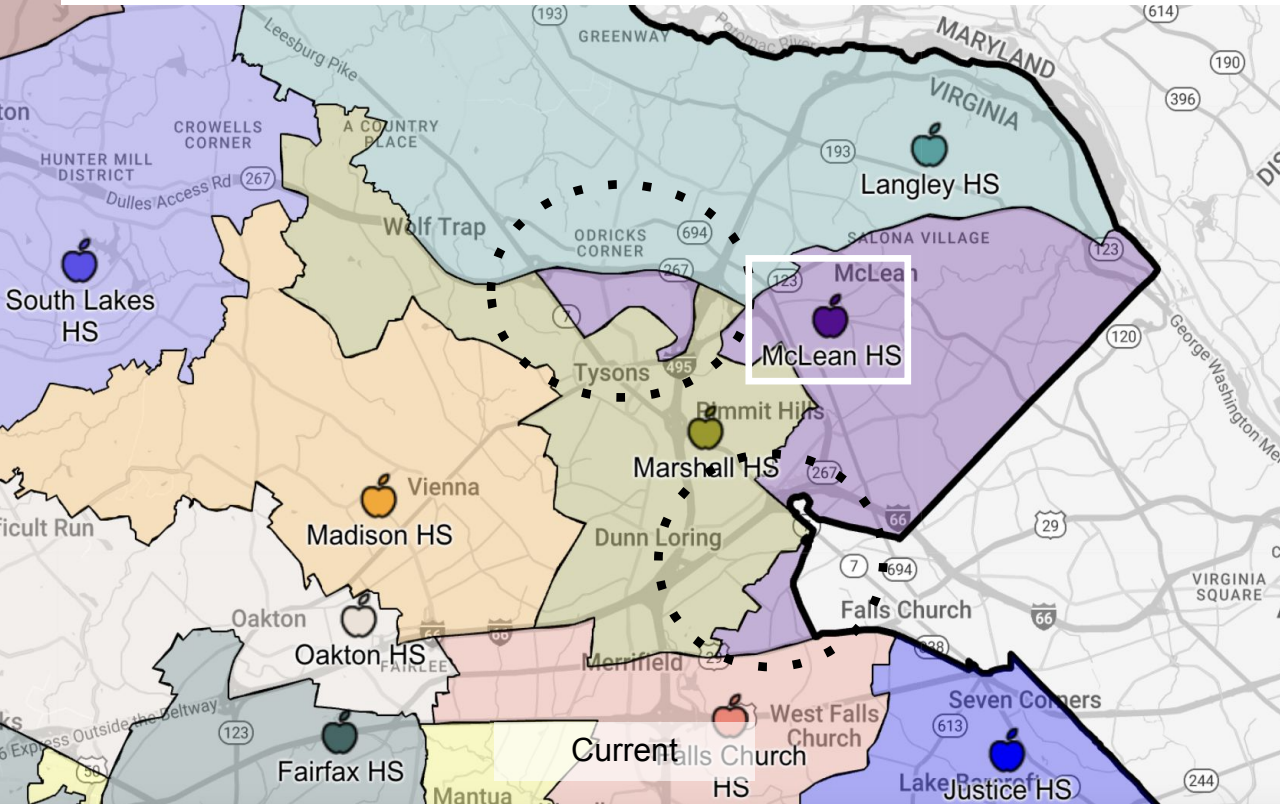
School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Cooper MS	1,000	1,100	91%	107	101%
Kilmer MS	1,210	1,023	118%	-31	115%
Longfellow MS	1,227	1,314	93%	-76	88%

white rectangle: school  
dotted circle: attendance island

\*the proposed map also includes an SPA move from Jackson MS to Longfellow MS, which was done along with the updates to move Graham Road ES into its attendance zone. Please look at the “Middle Schools Changed Due to Graham Road Elementary Changes” slide for data on this move.

# McLean High School

Fixing Attendance Islands



School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Langleys HS	2,174	2,325	94%	201	102%
Marshall HS	2,194	2,273	97%	-59	94%
McLean HS	2,411	2,211	109%	-142	103%

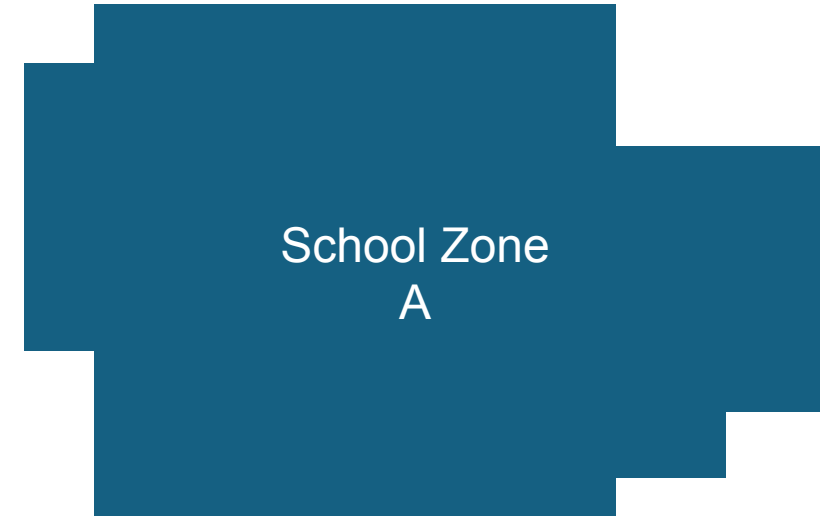
white rectangle: school  
dotted circle: attendance island



# Schools Located Outside of Their Attendance Zone

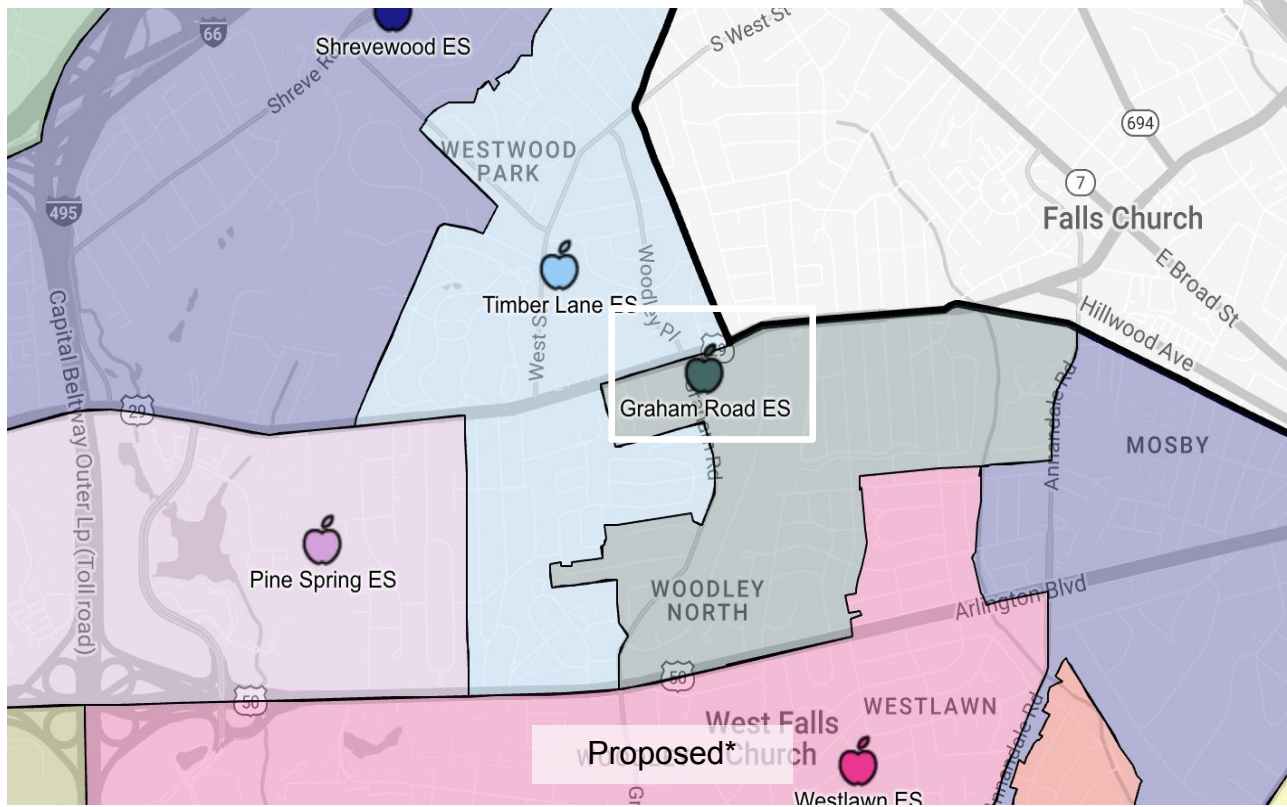
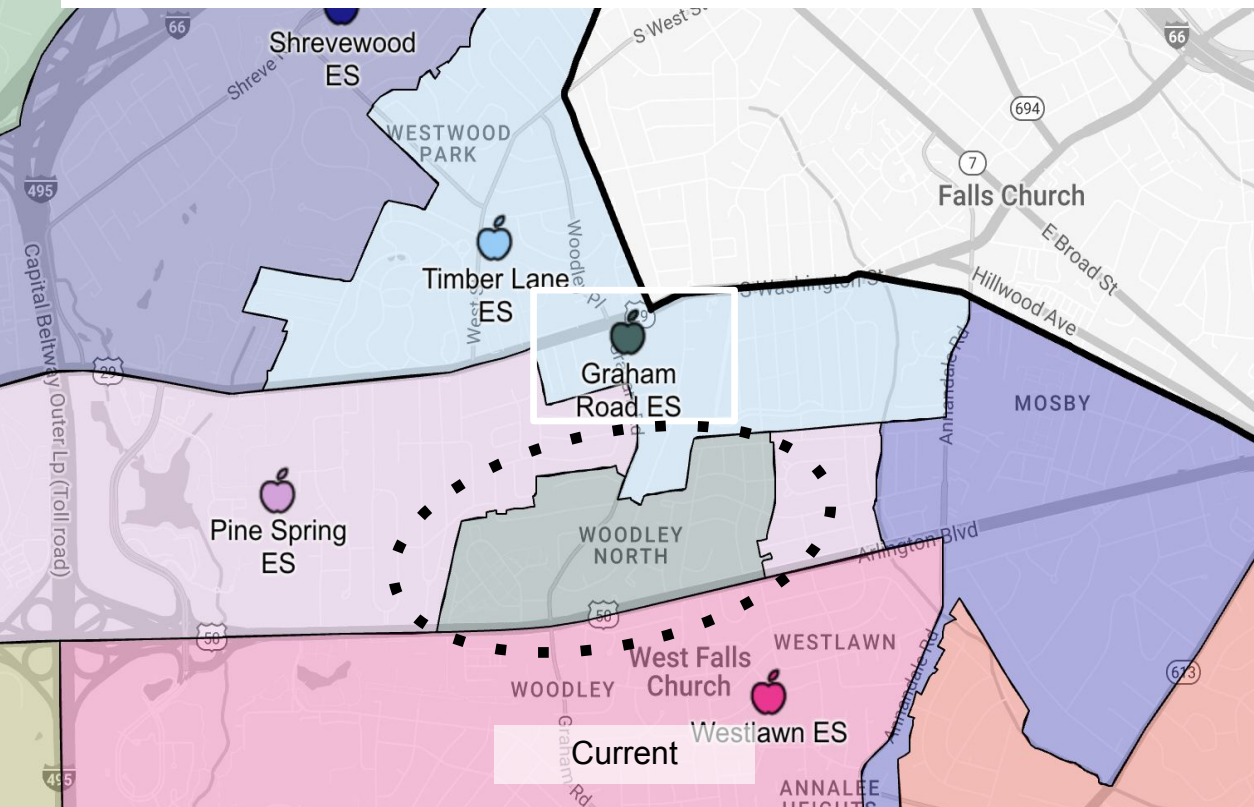
Schools may be located outside the area where their students reside. This may be due to several historical factors. This boundary review aims to identify potential adjustments to address these issues instances.

Three schools were identified, and an analysis was conducted to adjust the surrounding attendance zones to include them. The following slides illustrate this analysis, showing the before and after of the attendance zones, along with the resulting calculations of the impact on enrollment.



# Graham Road Elementary School

School Outside Its Attendance Zone



School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Graham Road ES	432	398	109%	-110	81%
Pine Spring ES	610	550	111%	-72	98%
Shreveview ES	575	683	84%	119	102%
Timber Lane ES	600	676	89%	63	98%

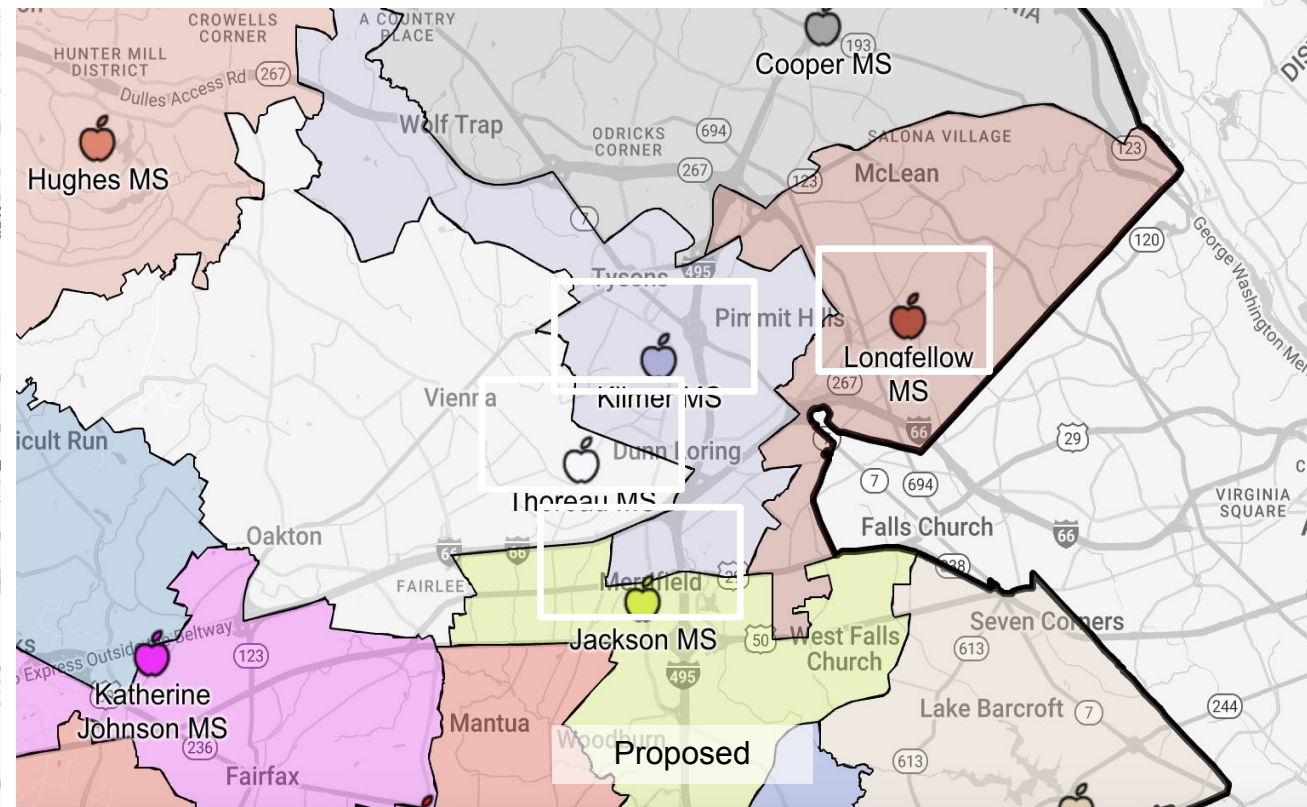
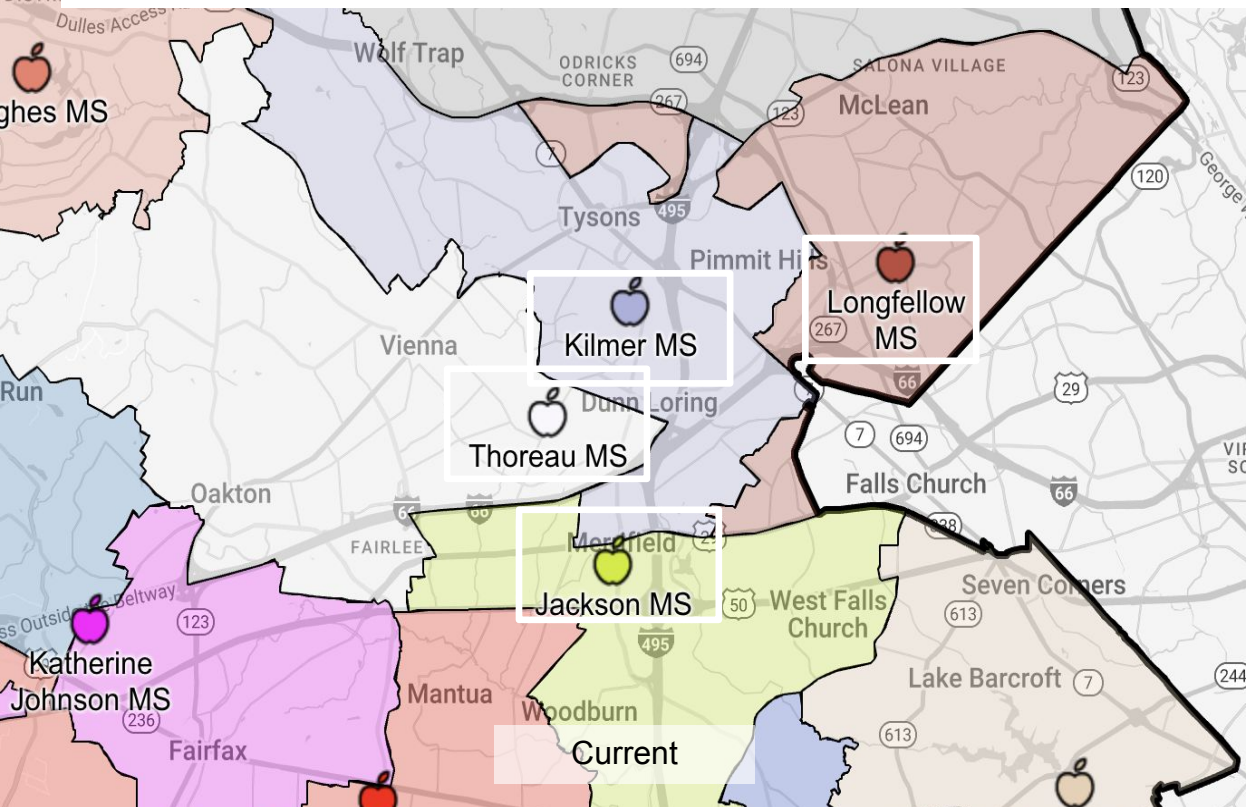
rectangle/apple: school  
dotted circle: zone served by school

\*the proposed map also includes an SPA move from Pine Spring ES to Westlawn ES, which was done to eliminate an attendance island at Pine Spring ES. Please review the "Pine Spring ES" slide in the attendance islands section for data on this move.



# Middle Schools Changed Due to Graham Road Elementary Changes (Previous Slide)

School Outside Its Attendance Zone



School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Jackson MS	989	1,038	95%	-89	87%
Kilmer MS	1,210	1,023	118%	-110	108%
Longfellow MS	1,227	1,314	93%	50	97%
Thoreau MS	1,248	1,379	91%	149	101%

rectangle/apple: school  
dotted circle: zone served by school

# Graham Road Elementary School

The schools listed in the table on the previous slides experienced boundary adjustments as part of an effort to bring **Graham Road Elementary School (ES)** (which is currently located outside of its own attendance zone) into alignment with its attendance area. To accomplish this, the following changes were proposed at the elementary level:

- Student Planning Area's (SPAs) were reassigned from **Timber Lane ES to Graham Road ES**, and vice versa.
- SPAs were reassigned from **Pine Spring ES to Timber Lane ES**.
- SPAs were reassigned from **Timber Lane ES to Shrevewood ES** to help balance enrollment across schools.

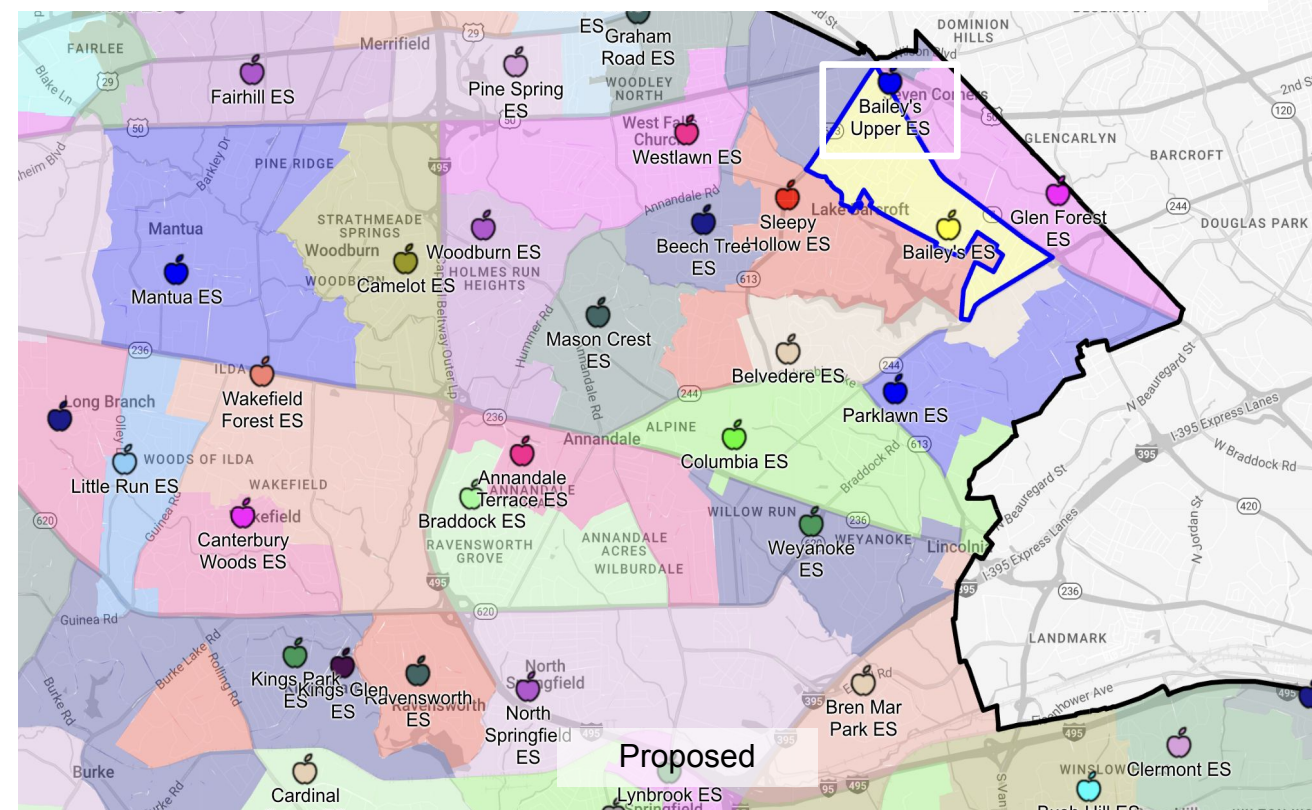
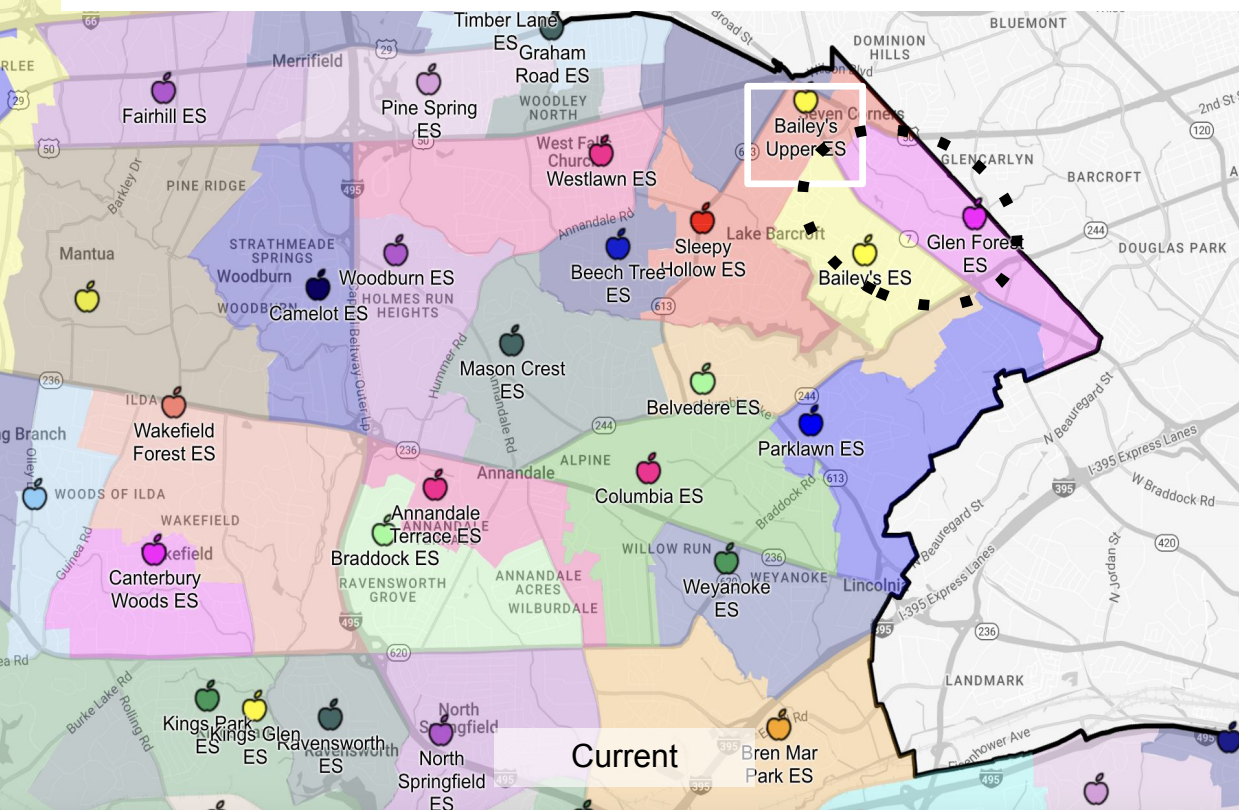
These changes at the elementary level required corresponding updates at the middle school (MS) level to ensure feeder pattern alignment and capacity balance:

- SPAs were reassigned from **Jackson MS to Longfellow MS**.
- SPAs were reassigned from **Longfellow MS to Kilmer MS**.
- SPAs were also reassigned from from **Kilmer MS to Thoreau MS**, to help balance capacity and eliminate a split feeder.

*Note: The proposed map also shows a move from **Pine Spring ES to Westlawn ES**, which removes an existing attendance island. This change is addressed separately in the "Attendance Islands – Elementary Schools" section of the presentation.*



### School Outside Its Attendance Zone



rectangle/apple: school  
blue border: new attendance zone

# Bailey's Upper Elementary School

School Outside Its Attendance Zone

School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Annandale Terrace ES	669	784	85%	44	91%
Bailey's ES	807	914	88%	-212	65%
Bailey's Upper ES	540	707	76%	26	80%
Beech Tree ES	359	482	74%	67	88%
Bren Mar Park ES	496	527	94%	51	104%
Columbia ES	390	430	91%	-51	79%
Glen Forest ES	787	914	86%	105	98%
Mason Crest ES	698	846	83%	-102	70%
North Springfield ES	478	616	78%	125	98%
Parklawn ES	949	960	99%	-95	89%
Sleepy Hollow ES	460	499	92%	-28	87%
Weyanoke ES	582	554	105%	-26	100%



# Bailey's Upper Elementary School

The schools listed in the table on the previous slide experienced boundary changes aimed at bringing **Bailey's Upper Elementary School**, which currently sits outside its own attendance zone, into alignment with its attendance area. Because Bailey's operates across two campuses—**Bailey's ES (K-2)** and **Bailey's Upper ES (Grades 3-5)**—changes were necessary at both the elementary and upper elementary levels.

The following SPAs were reassigned:

- From **Sleepy Hollow ES to Bailey's ES/Upper ES, Glen Forest ES, and Beech Tree ES**, to align the school with its intended attendance zone and balance enrollment
- From **Glen Forest ES to Parklawn ES** to maintain feeder patterns and balance enrollment.

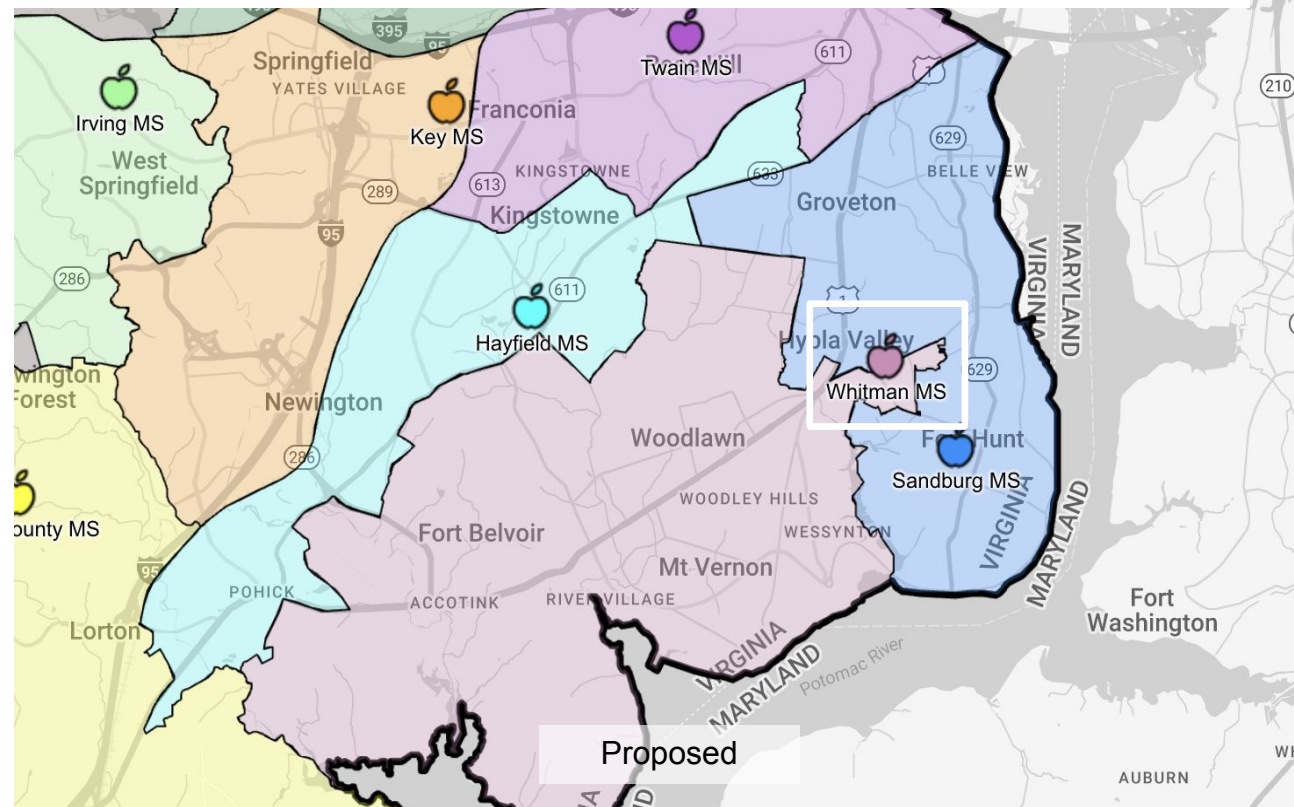
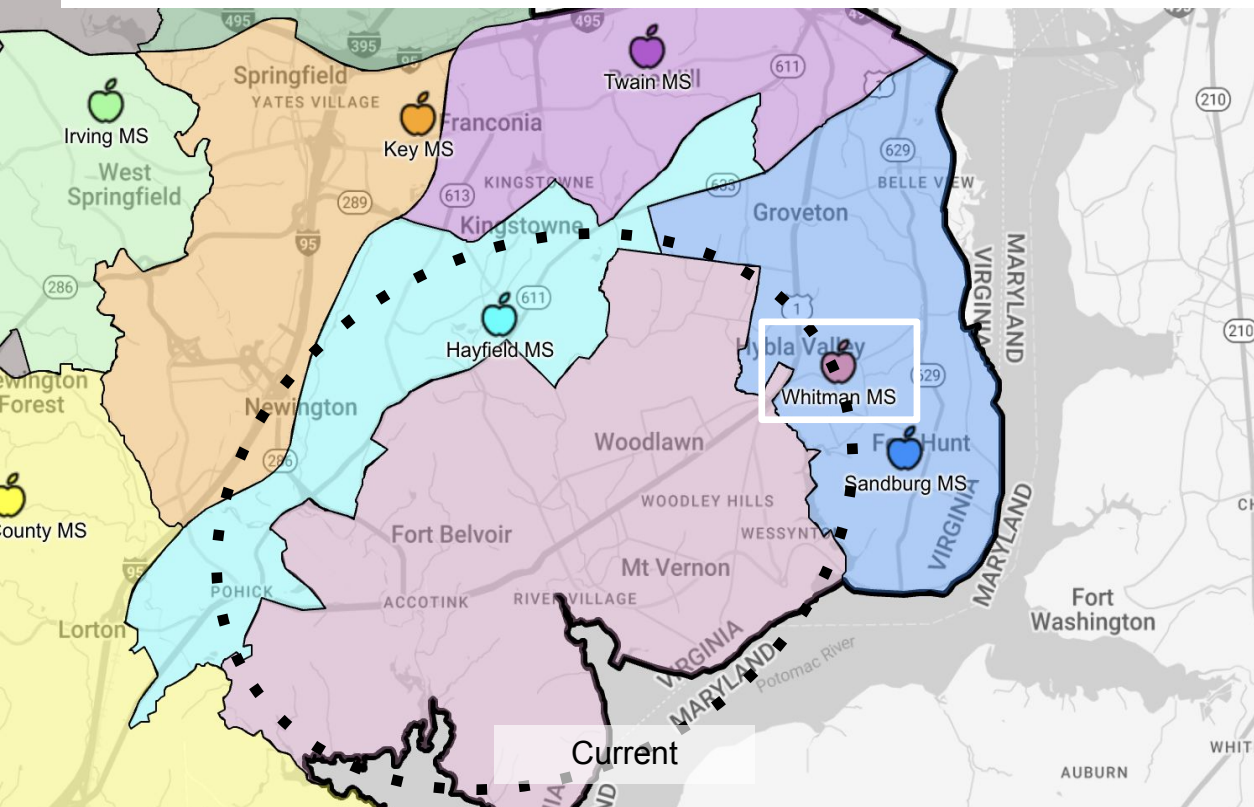
Because Sleepy Hollow ES lost a significant number of students through these changes, additional moves were made to support capacity:

- SPAs were reassigned from **Mason Crest ES and Bailey's ES to Sleepy Hollow ES**.

However, since **Parklawn ES is already over capacity and currently relies on multiple trailers**, sending students there from Glen Forest ES required additional adjustments to **alleviate crowding at Parklawn ES**. As a result, further changes—listed in the table—were proposed to balance enrollment and maintain instructional quality.

# Whitman Middle School

School Outside Its Attendance Zone



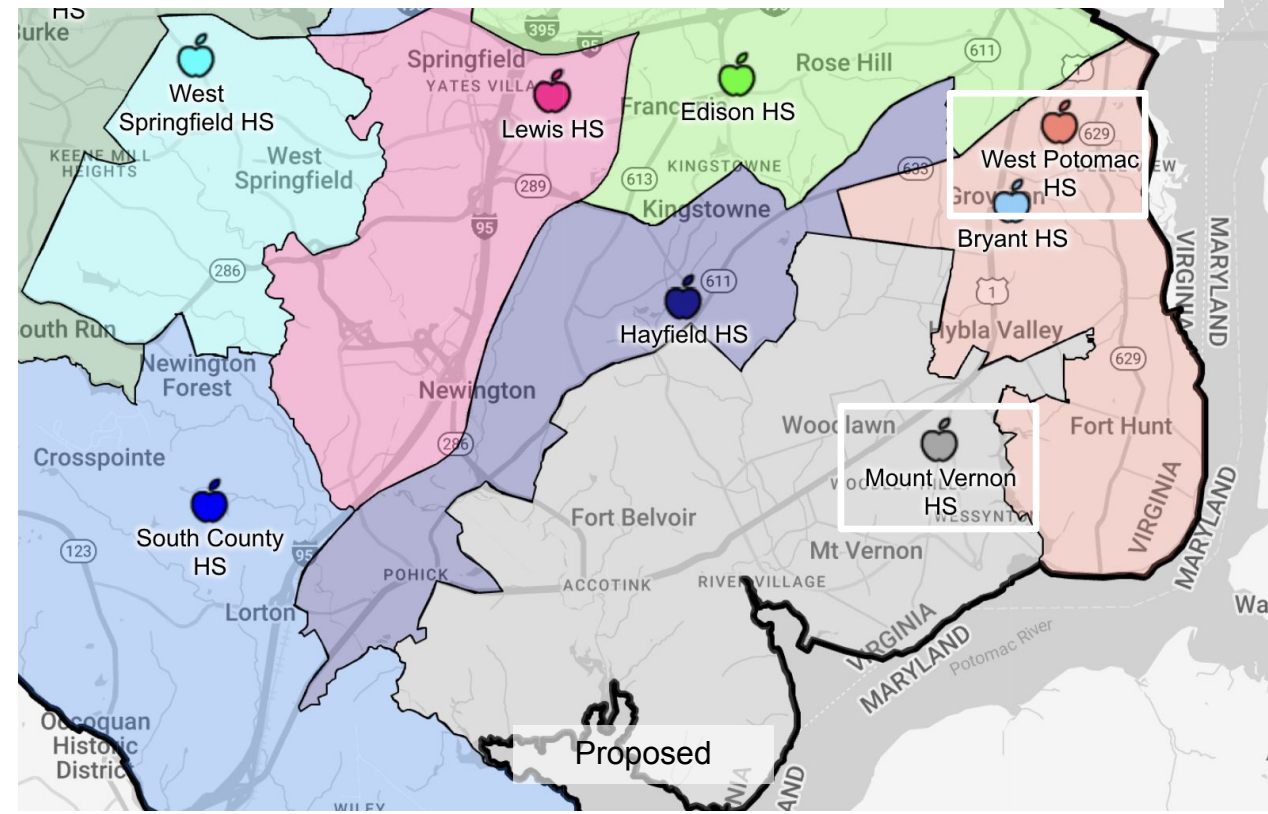
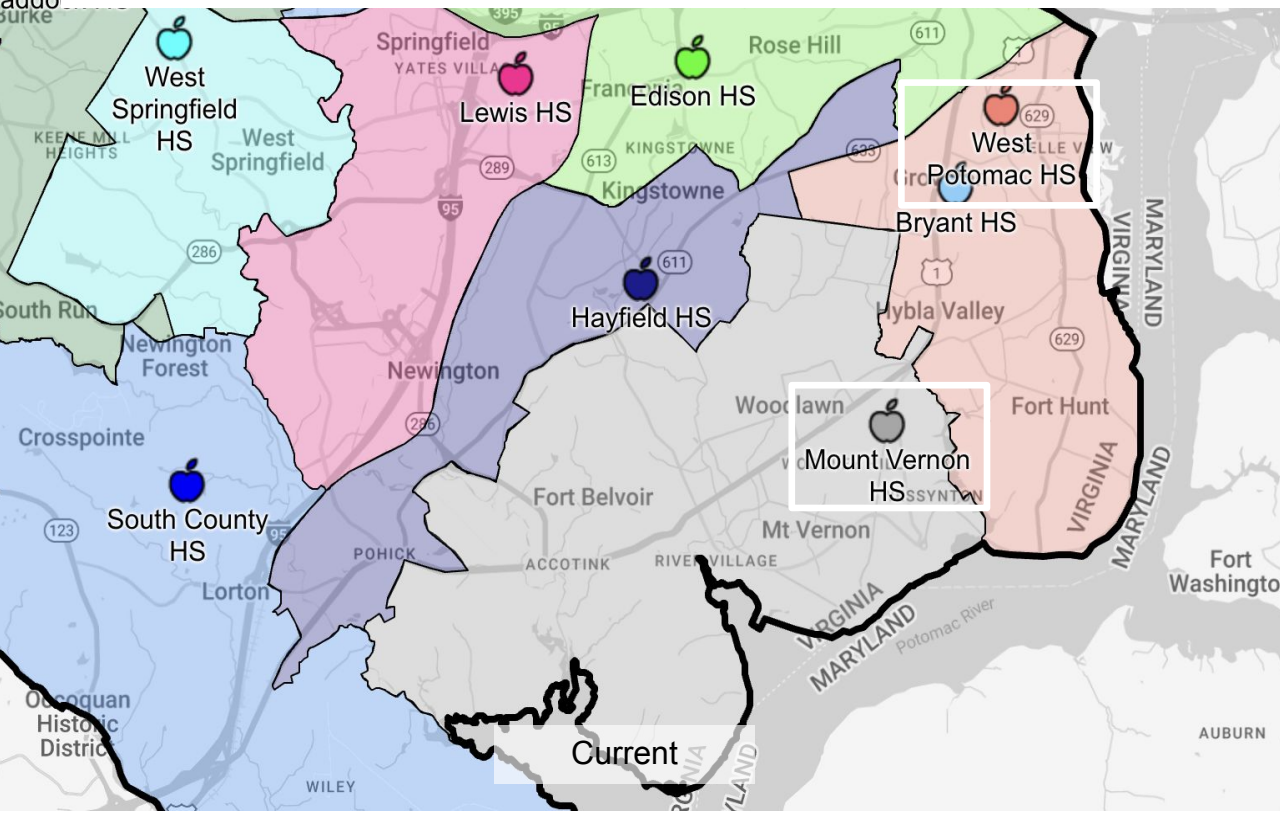
School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Sandburg MS	1,399	1,427	98%	-66	93%
Whitman MS	825	981	84%	66	91%

rectangle/apple: school  
dotted circle: zone served by school



# High Schools Impacted by Whitman Middle School Changes (Previous Slide)

School Outside Its Attendance Zone



School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Mount Vernon HS	1,839	2,447	75%	140	81%
West Potomac HS	2,660	2,906	92%	-140	87%

rectangle/apple: school  
dotted circle: zone served by school

# Whitman Middle School

The schools listed in the table on the previous slide experienced boundary adjustments aimed at bringing **Whitman Middle School**, , which currently sits outside its own attendance zone, into alignment with its attendance area. These changes required updates at both the middle school and high school levels to ensure continuity in feeder patterns.

At the MS level, students were reassigned from **Sandburg MS to Whitman MS** to bring **Whitman MS** within its attendance zone.

To maintain aligned feeder pathways, the same SPAs affected by the middle school boundary change were also adjusted at the **high school level**, with students moving **from West Potomac HS to Mount Vernon HS**.





# Small Group Discussion

## Closing

- Committee members agree on a **summary of decisions** and confirmation of **key takeaways/discussion** points.
- Members will also complete the **norms evaluation**.



# Feedback on your Experience

Please refer to the green form located at the back of your binder.

## Fairfax County Public Schools Superintendent's Boundary Review Advisory Committee

At each Superintendent's Boundary Review Advisory Committee meeting, we are committed to valuing each and every voice as well as your time. We are grateful that you have committed to representing your pyramid or community through this process while also aligning with the School Board goals listed in Policy 8130.8 and the goals in the Division's 2023-30 Strategic Plan. We expect each committee member to agree to abide by the following expectations. At the end of each committee meeting, we will ask you to provide feedback on your experience based on the following criteria. This will help us understand whether any adjustments need to be made.

*Please complete this form by circling a number in the right column that best reflects how well the expectation was met during the meeting. 5 indicates that the expectation was met. 1 indicates the expectation was not met at all.*

Shared Expectation	Not Met	1	2	3	4	5	Met
Value Every Voice: Respect all perspectives and experiences to foster collaboration.		1	2	3	4	5	
Respect Time and Topics: Stay focused on the topic to maximize time and impact.		1	2	3	4	5	
Participate with Purpose: Be concise and allow space for others to share.		1	2	3	4	5	
Support Community Goals: Prioritize outcomes that benefit all students.		1	2	3	4	5	
Respect Others: Communicate courteously, avoiding personal attacks or inappropriate language.		1	2	3	4	5	

# Thank you!

