

# Supporting Data for Potential New Middle School

Elementary Feeders Include  
Cleveland ES, Garrison ES, Ross ES,  
Seaton ES, and Thomson ES

12/17/2018

# Enrollment Trends of Cardozo Elementary School Feeders

With the exception of Cleveland ES, enrollments at the elementary feeder schools have increased over the past three years, as have in-boundary enrollments.

	Ward	<b>SY16-17 Enrollment</b>	<b>SY16-17 In Boundary %</b>	<b>SY17-18 Enrollment</b>	<b>SY17-18 In Boundary %</b>	<b>SY18-19 Enrollment</b>	<b>SY18-19 In Boundary %</b>
Cleveland	Ward 1	321	31.5%	317	27.8%	304	(to come)
Garrison	Ward 2	253	36.8%	250	39.6%	276	(to come)
Ross*	Ward 2	171	65.5%	174	73.6%	190	(to come)
Seaton	Ward 6	341	33.4%	371	36.1%	390	(to come)
Thomson*	Ward 2	314	55.1%	308	56.8%	331	(to come)

Note: In-boundary enrollment is the number of enrolled in-boundary students divided by total enrollment. This is often used as a measure of demand.

\*Cardozo EC feeders include Cleveland, Garrison, Ross, and Seaton. Thomson ES currently has dual feeder rights to SWW @ Francis- Stevens and Jefferson. The Thomson rights may be reverted to the new stand-alone middle school if it is opened.

# Boundary Participation and In-Boundary Participation Rates

On average, DCPS middle schools capture 24% of 6th-8th grade students living in boundary. Deal MS has the highest boundary participation rate (79%), followed by Hardy MS (39%).

School Name	Boundary Participation Rate <sup>1</sup> , SY17-18	In Boundary Enrollment <sup>2</sup> , SY17-18
Brookland MS	17%	56%
Columbia Heights EC	17%	49%
Deal MS	79%	70%
Eliot-Hine MS	10%	19%
Hardy MS	39%	27%
Hart MS	18%	76%
Jefferson MS	23%	30%
Johnson MS	18%	57%
Kelly Miller MS	16%	80%
Kramer MS	10%	66%
McKinley MS	15%	34%
Sousa MS	17%	68%
Stuart-Hobson MS	37%	25%
<b>Average</b>	<b>24%</b>	<b>51%</b>

Source : OSSE Audited Enrollment, SY17-18

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<sup>1</sup> Boundary participation rate is the % of grade-specific public school students living in each DCPS school's boundary who attend the school. The numerator is the number of in-boundary students attending the school and the denominator is all public (DCPS and public charter) grade-specific students living in the boundary.

<sup>2</sup> In-boundary enrollment is the number of students attending the school who live in the boundary divided by the school enrollment. The numerator is the number of in-boundary students attending the school and the denominator is the number of students enrolled at the school.



# Boundary Participation and In-Boundary Participation Rates

On average, DCPS education campuses capture 25% of students living in boundary. Oyster-Adams has the highest boundary participation rate at 78%, followed by School Without Walls at Francis-Stevens at 42%.

DCPS Education Campuses	Boundary Participation Rate, SY17-18	In Boundary Enrollment, SY17-18
Brightwood Education Campus	33%	77%
Browne Education Campus	17%	52%
LaSalle-Backus Education Campus	15%	53%
Leckie Education Campus	33%	35%
Oyster - Adams Bilingual School	78%	48%
Raymond Education Campus	23%	53%
School Without Walls @ Francis - Stevens	42%	35%
Takoma Education Campus	33%	58%
Truesdell Education Campus	28%	59%
Walker-Jones Education Campus	27%	60%
West Education Campus	19%	52%
Wheatley Education Campus	17%	58%
Whittier Education Campus	15%	63%
<b>Average</b>	<b>25%</b>	<b>55%</b>
Cardozo Education Campus (6-8 <sup>th</sup> ) (9-12 <sup>th</sup> )	(12%) (20%)	(24%) (43%)

Source : OSSE Audited Enrollment, SY17-18

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<sup>1</sup> Boundary participation rate is the % of grade-specific public school students living in each DCPS school's boundary who attend the school. The numerator is the number of in-boundary students attending the school and the denominator is all public (DCPS and public charter) grade-specific students living in the boundary.

<sup>2</sup> In-boundary enrollment is the number of students attending the school who live in the boundary divided by the school enrollment. The numerator is the number of in-boundary students attending the school and the denominator is the number of students enrolled at the school.



# Future Population Living in Stand Alone MS Boundary Is Relatively Low

The number of middle school aged children living in Ward 2 neighborhoods is relatively low compared to other parts of the city. A central MS will need to rely on attracting children from other parts of the city.

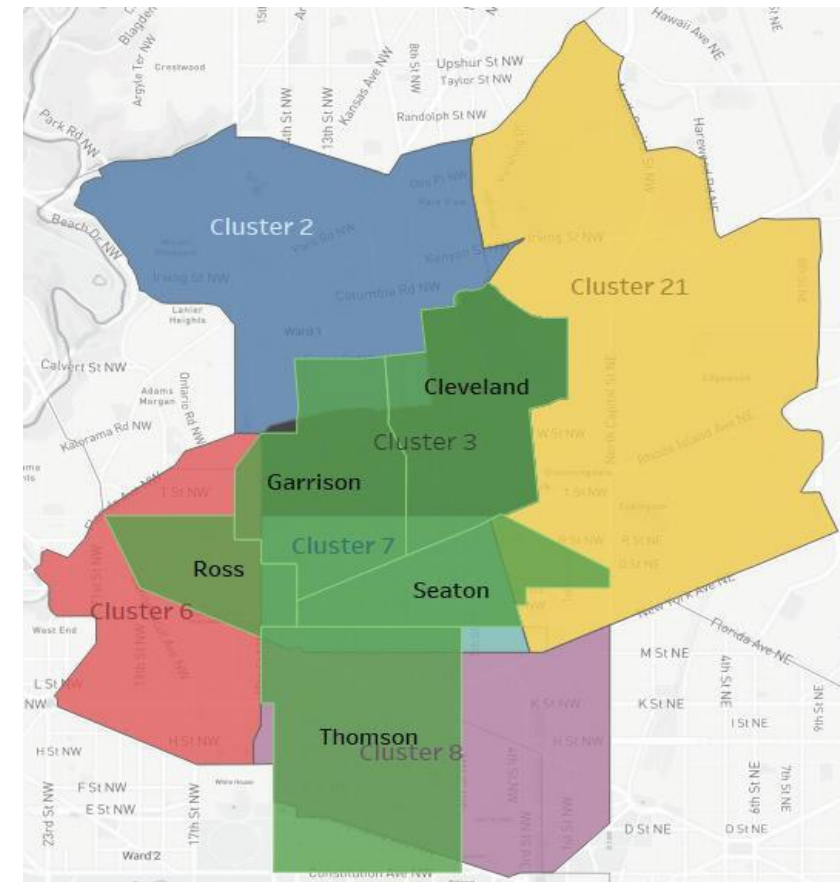
# children ages 11-13	Estimated 2020		Estimated 2025	
<b>Total Cluster 3 and 7</b>	415		503	
<b>Partial Clusters 6 and 8</b>	<i>Avg of 1/3 &amp; 1/2</i>	<i>1/2</i>	<i>Avg of 1/3 &amp; 1/2</i>	<i>1/2</i>
	128	154	152	183
<b>Estimate in New MS Boundary</b>	<i>~540, possibly as high as</i>		<i>~650, possibly as high as</i>	
	570		680	

Source: [DC Office of Planning Forecasts](#)

Note: The total # of children ages 11-13 in Clusters 6 and 8 is 306 in 2020 and 365 in 2025. Estimates have been rounded.

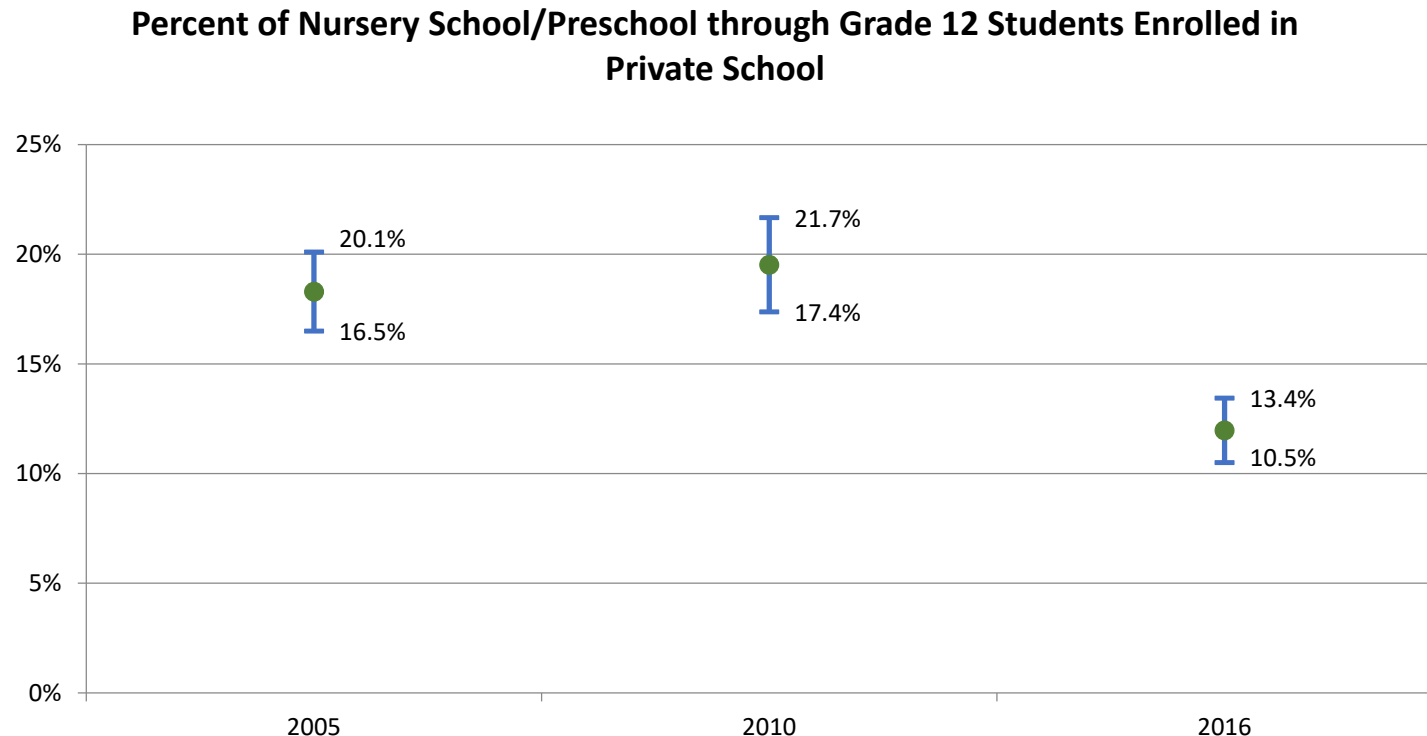
## Methodology

DC Office of Planning provides single-age population forecasts at the neighborhood cluster level. DCPS school boundaries and neighborhood clusters are not perfectly aligned, so the following describes the process DME used to estimate the future middle school-aged population. Clusters 3 and 7 are almost completely within the area of the 5 feeder school boundaries (shown on the map in green); Clusters 6 and 8 are partially within the boundaries. Clusters 2 and 21 are only minimally overlapping the boundaries and are not included. DME summed OP forecasts for all children ages 11-13 in clusters 3 and 7 (near complete overlap), and the average of one-third and one-half of the forecasted number of children ages 11-13 in clusters 6 and 8 (partial overlap) to calculate an estimate of children in the boundary. The estimate is based on the total forecasts for clusters 3 and 7 added to the smaller proportion for clusters 6 and 8; the higher estimate is derived using the total forecasts for clusters 3 and 7 plus half of the forecasts for clusters 6 and 8.



# Estimated Private School Participation

In 2016, the American Community Survey (ACS) estimates with 90% confidence that between 10.5% and 13.4% of students in nursery school/preschool through grade 12 attended private school. The middle point or average is 12.0%. The 2016 1-year ACS estimate is statistically lower from both the 2005 and the 2010 estimates (the 2005 and 2010 are not statistically different from one another).



How to read the graphic:

- The average estimate is the green circle.
- The margin of error is the blue bar above and below the average. The margin of error is used to calculate the lower and upper confidence bounds (using a 90% probability) that the survey estimate contains the true value. The larger the margin of error, the wider the range of what the true value may be. For example, one can be 90% confident that the true share of all school-aged students that attended private school was between 13.4% and 10.5% in 2016.

# Distance from Cardozo Elementary Feeders

The following nearby buildings are within a mile of one another. Distances between individual students and the four sites are calculated using Washington, DC streets and roads (not as the crow flies). Average and median distances are provided.

<b>Buildings</b>	<b>Avg. Distance in Miles from Students Living in 5 Potential Feeders</b>	<b>Median Distance in Miles Avg. Distance in Miles from Students Living in 5 Potential Feeders</b>
Garnett-Patterson	0.7	0.8
Banneker	1.1	1.2
Shaw	0.6	0.6
Cardozo	1.0	1.1

Note: Distances between public school students from SY17-18 living in the five potential elementary school feeders (Cleveland, Garrison, Ross, Seaton, and Thomson) were calculated between the student's home and each of the potential four sites.

# Current and Projected Utilization of Cardozo EC Feeder Pattern

The current and projected utilization of Cardozo EC shows that there is adequate space for expanded middle school grades that would feed into Cardozo.

SCHOOL NAME	SCHOOL YEAR	CAPACITY	ENROLLMENT	CAPACITY MINUS ENROLLMENT	UTILIZATION
Cardozo EC	SY2017-18	1,070	788	282	73.6%
	SY2022-23	1,070	801	269	74.9%
	SY2027-28	1,070	924	146	86.4%

Source: DC Public Education Master Facilities Plan 2018, Appendix A.20

