



Public Education Supply and Demand for the District of Columbia Middle School Fact Sheet, SY2015-16

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This fact sheet describes the District's public middle schools and the students attending them during SY2015-16. In order to uniformly capture this information, this fact sheet includes information about schools that offered at least one grade in the 6th—8th grade span during SY2015-16, even if the school offered grades beyond this grade span or does not offer all of the middle school grades. For instance, some schools offered 6th—8th, 5th—8th, PK3—8th, or 6th—12th. Information about the specific 6th—8th graders are included here while the information for grades younger or older are excluded, unless otherwise noted.

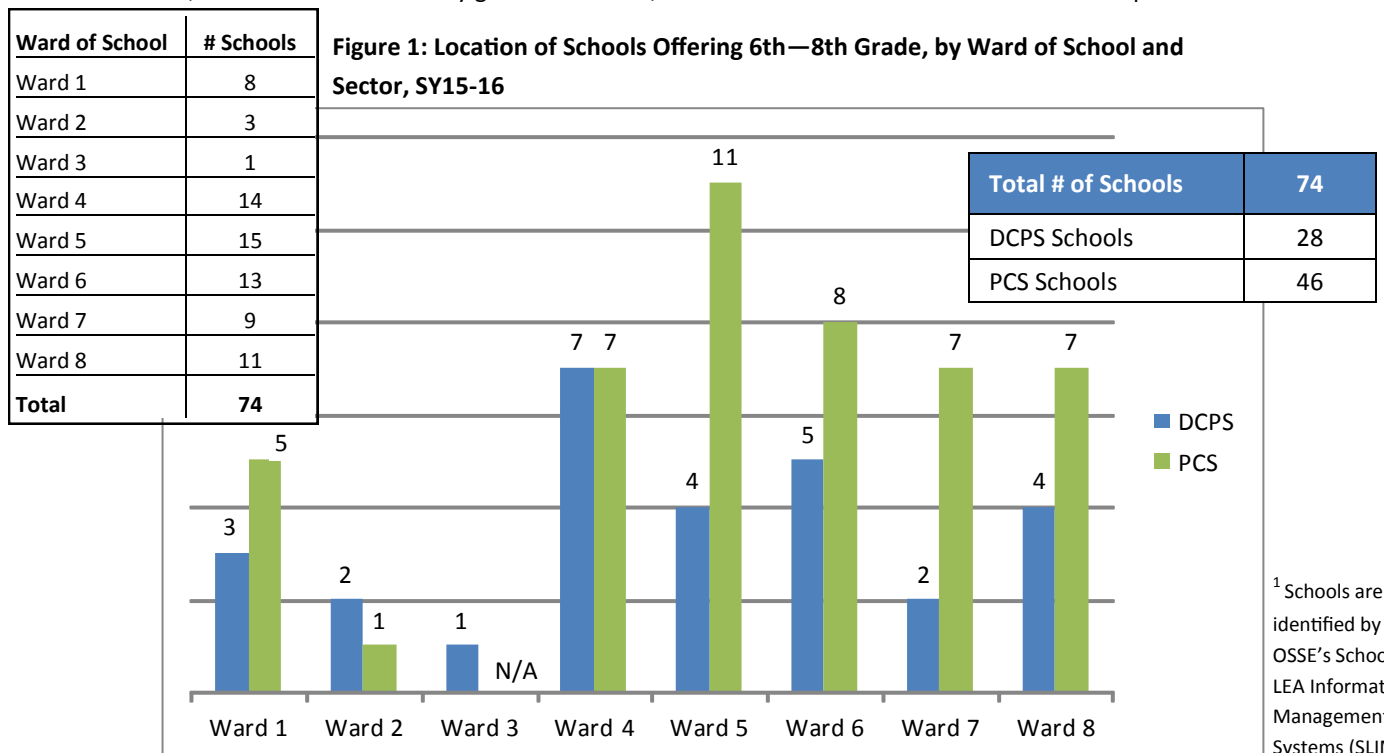
Information about the schools and their associated facilities are from the Office of the Deputy Mayor for Education (DME) in consultation with the DC Public Charter School Board (PCSB), DC Public Schools (DCPS), and the Department of General Services (DGS). The student information comes from the official audited enrollment file, an October 2015 snapshot of student enrollment, residency, and demographics from the Office of the State Superintendent of Education (OSSE), as analyzed by the DME.

Availability of Schools: Location and Number of Schools Offering Grades 6th—8th

This section describes the number of Local Education Agencies and the number of DCPS and public charter schools that offered at least one grade in the 6th—8th grade span by ward of school and sector in SY2015-16.

In SY2015-16, there were 63 Local Education Agencies (LEA) that had schools offering elementary, middle, high, adult, alternative, or special education grades. LEAs are typically thought of as school districts. DCPS is one LEA and the public charter sector had 62 LEAs. Of these 63 LEAs, 32 LEAs had a school that offered at least one grade in the 6th-8th grade span.

There were 74 public schools¹ serving at least one grade from 6th—8th located across the eight wards of the District of Columbia as of SY2015-16. One school may have multiple buildings and the ward location is attributed to the main building identified by the LEA. Figure 1 shows the number of schools in each ward by sector. Ward 5 had the greatest number of schools (15), driven by the greatest number of public charter schools (11) compared to other wards. Ward 4 had the next highest at 14 schools. There were no public charter schools located in Ward 3. Appendix 1 lists each of the schools with their ward, grade span, total enrollment for the entire school, total enrollment for only grades 6th—8th, and whether the school had additional campuses.



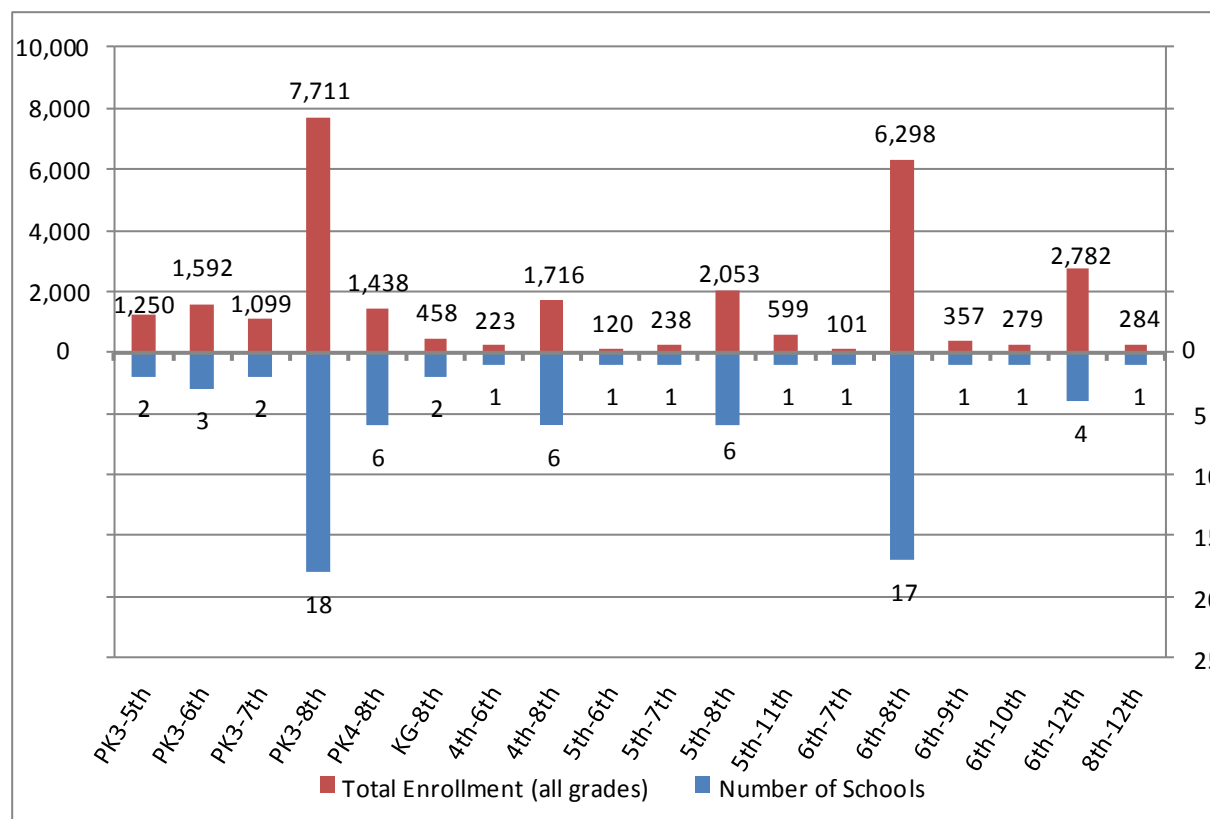
This section describes the grade configuration of schools that offered at least one grade in the 6th—8th grade span, the number of schools that offered that grade configuration, and the total enrollment of all grades.

There is no standardized middle school grade configuration in the District of Columbia. In SY2015-16, there were 18 different school configurations offering at least one grade in the middle school grade span. DCPS typically offers middle schools with either 6th—8th or combines elementary and middle schools together into education campuses with grades PK3—8.

Public charter schools offer a wider variety of grade configurations. In some cases, this variety reflects that the public charter school has not reached its maximum intended grade. Public charter schools often add a grade each year in order to reach their full grade span, as described in their charter managed by PCSB.

As can be seen in Figure 2, PK3—8th was the most commonly offered grade configuration, with 18 schools and a total enrollment of 7,711 students, closely followed by the 6th—8th grade configuration with 17 schools and a total enrollment of 6,298 students. However, some middle schools also offered other grade configurations, resulting in many small schools that were one of the only, or the only, school to offer that grade configuration. See Appendix 1 for the individual schools and their specific grade configurations.

Figure 2: Grade Configurations of Middle Schools, SY15-16



This section describes the middle school grade-specific enrollment of schools that offered at least one grade in the 6th—8th grade span by ward of school and by sector (DCPS and public charter schools).

There were a total of 13,516 students³ in grades 6th—8th enrolled in 74 schools as of SY2015-16. Of those middle school students, 49% were enrolled at DCPS and 51% were enrolled at public charter schools. Figure 3 shows the total enrollment for just grades 6th—8th by ward of the school where the student was enrolled as of SY2015-16 (enrollment for higher or lower grades was excluded). Students may have lived in a ward other than the school's ward. Ward 8 had the greatest number of 6th—8th grade students (2,108) enrolled at its 11 public schools (see Figure 1). Wards 1 and 6 had the next highest middle school enrollment, with 1,982 and 1,920 students, respectively.

Figure 4 shows the total enrollment for grades 6th—8th by ward and sector. Ward 2 had the fewest 6th—8th grade schools and students, with 515 students enrolled at DCPS and 368 students enrolled at public charter schools. Appendix 1 lists all of the schools with their ward, grade span, total enrollment for the entire school, total enrollment for only grades 6th—8th, and whether the school had additional campuses

Figure 3: Enrollment of Schools Offering 6th—8th Grade, by Ward of School, SY15-16

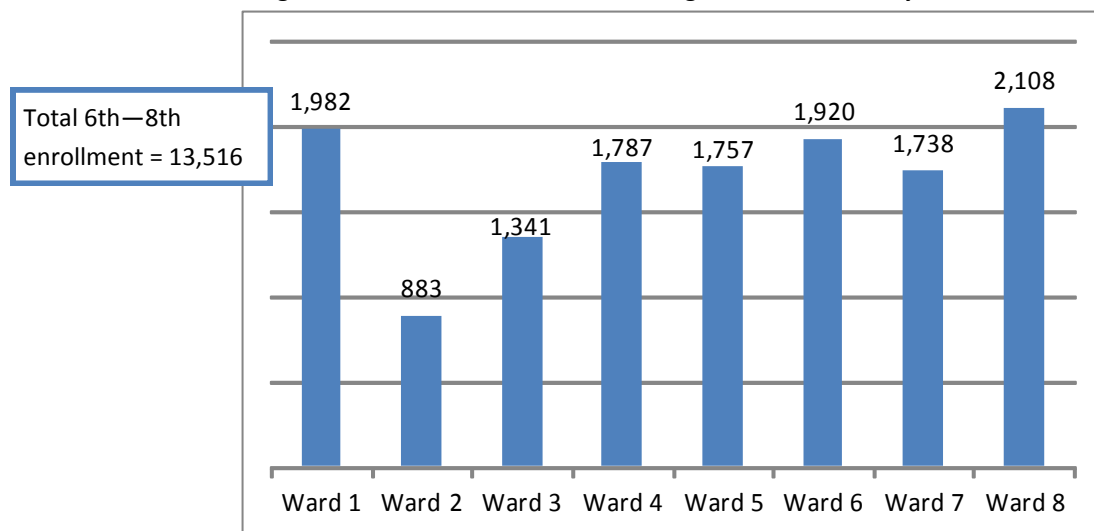
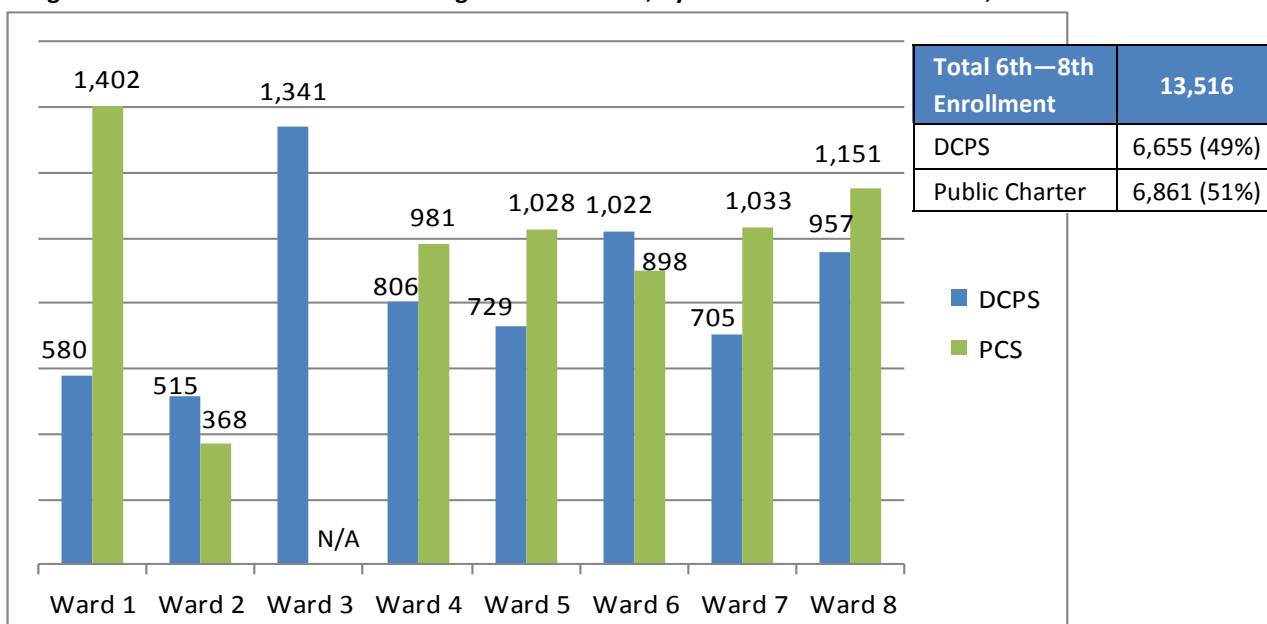


Figure 4: Enrollment of Schools Offering 6th—8th Grade, by Ward of School and Sector, SY15-16



³ School enrollment includes enrollment for only grades 6th—8th and excludes younger or older grades that may be offered at the school.

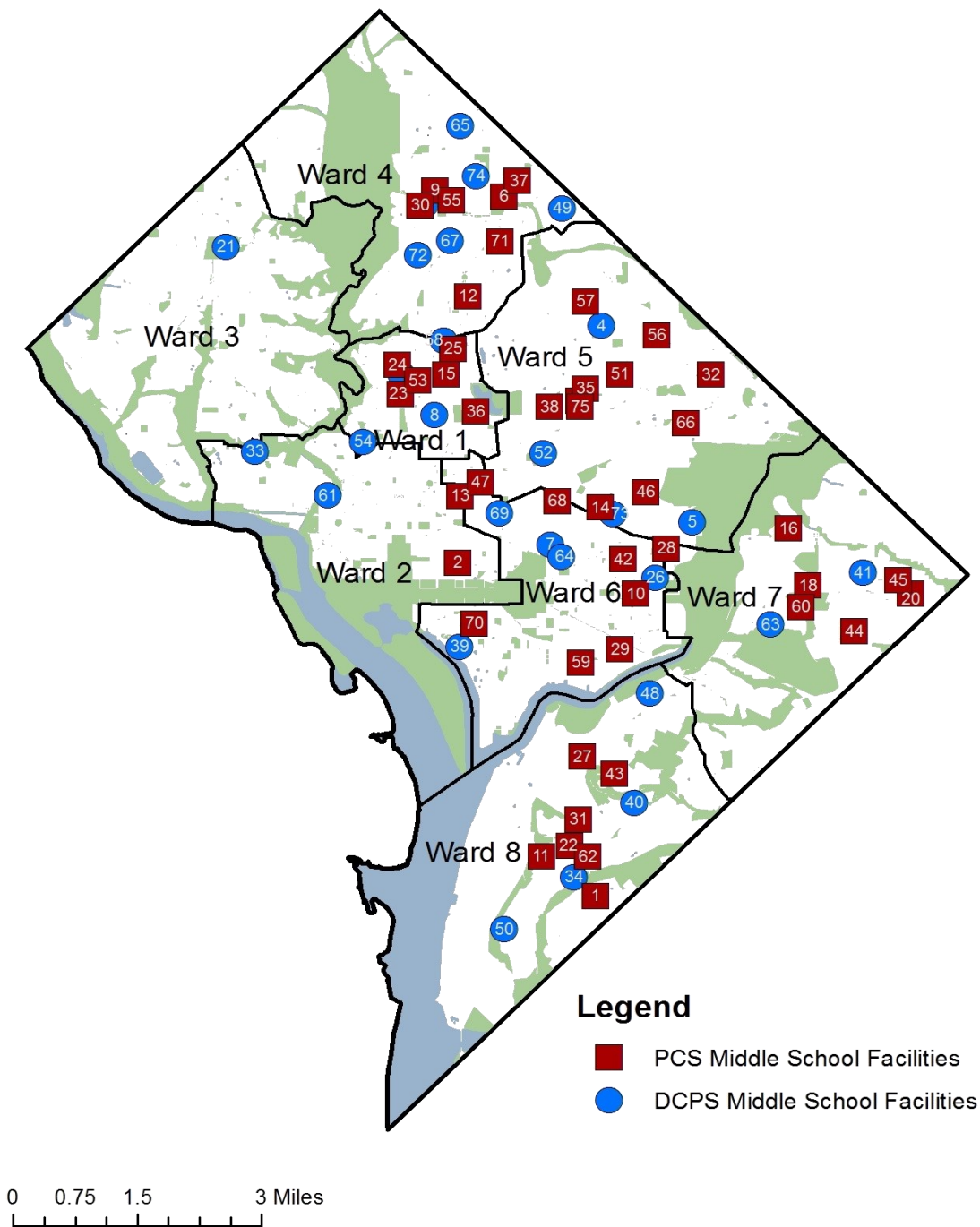
Note: No public charter schools were located in Ward 3.

Supply of Buildings: Location of School Buildings Serving Grades 6th—8th

This section shows the location of school buildings that offered at least one grade in the 6th—8th grade span by ward of the school building in SY2015-16. The school building legend is provided at the end of the fact sheet.

Map 1 displays the 75 public school *buildings* that offered at least one grade in the 6th—8th grade span in SY2015-16. A school may have been located in multiple school buildings; alternatively, a building may have housed multiple schools in the same LEA or from different LEAs (referred to as a co-location). There were no co-locations of schools that served middle school grades in SY2015-16 (some middle schools may have shared their building with an elementary or high school but they are not shown here). The school building map legend, provided at the end of this fact sheet, lists the schools that offered grades 6th—8th with their associated buildings in SY2015-16. Appendices 4 and 5 also display the buildings with their addresses and grade spans. In addition, see the DME website for an interactive map.

Map 1: Location of DCPS and PCS Middle School Buildings, SY15-16

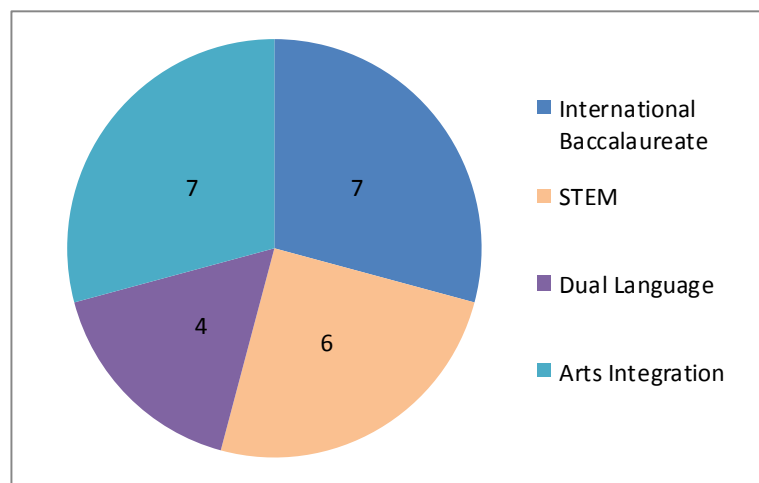


Supply of Programs: Academic Programs in Schools Serving Grades 6th—8th

This section describes the type of school programs that were offered in middle schools and their distribution across the city by sector.

According to DCPS and PCSB, out of the 74 schools that offered 6th—8th grade, 19 schools (26%) offered the following specialized programs: International Baccalaureate; Science, Technology, Engineering, and Math (STEM); Dual Language; and Arts Integration. Programs may vary in nature from school to school and schools may offer other programs not included here. The DME does not identify program type; information about the programs is from the PCSB charter school finder and DCPS school profiles. See Appendix 2 for an exact listing of schools and programs.

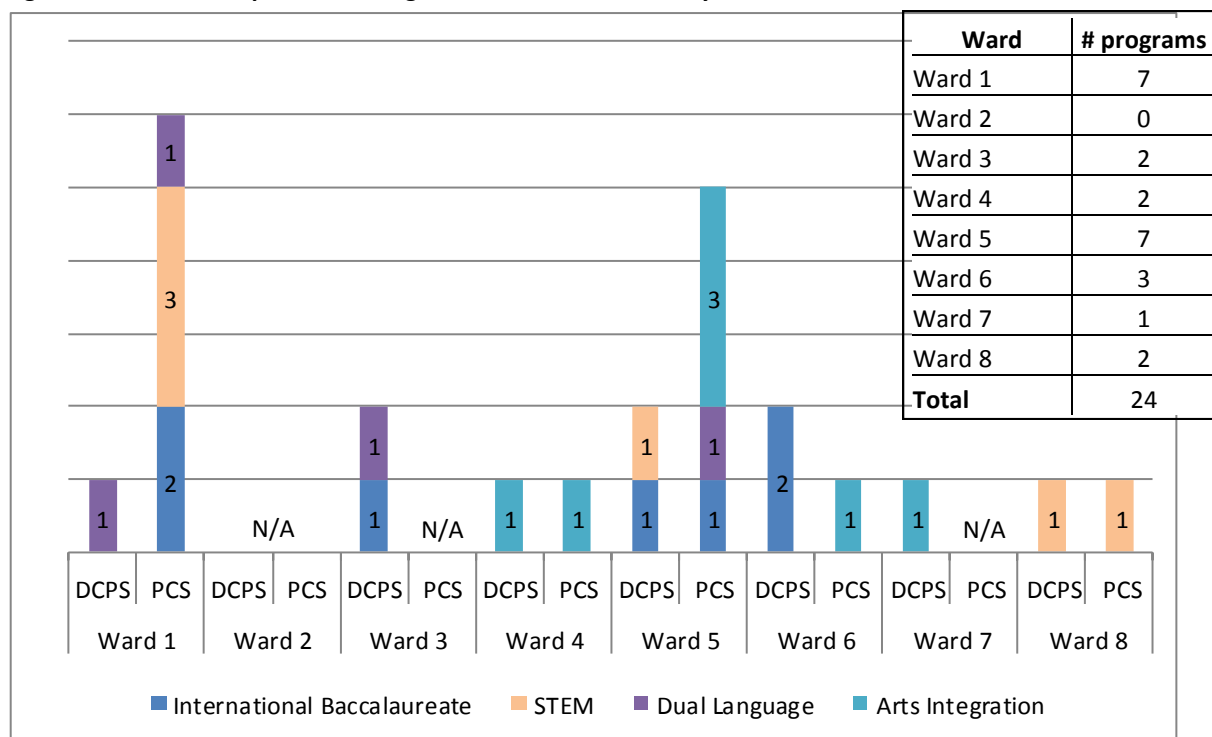
Figure 5: Number of Specialized Programs in Middle Schools, SY15-16



In all, the 19 schools offered 24 of the specialized programs (two schools offered three programs and one school offered two programs). International Baccalaureate and Arts Integration programs were the most frequently offered (7 programs and schools each), see Figure 5.

Figure 6 shows the total number of selected programs offered by ward of the school and sector (DCPS or public charter). Overall, Wards 1 and 5 offered the most programs; it should also be noted that Ward 5 had the greatest number of public charter schools in the city as well (see Figure 1). Arts Integration programs were the most frequently offered in Ward 5 public charter schools (3 programs).

Figure 6: Number of Specialized Programs in Middle Schools, by Ward of School and Sector, SY15-16



Note: No public charter schools were located in Ward 3.

Definitions for each program type: **International Baccalaureate**: an internationally recognized diploma program that develops intercultural understanding and respect (schools currently seeking IB authorization are included); **STEM**: a program integrating science, technology, engineering, and math into multiple content areas; **Dual Language**: a program where half of instruction is delivered in a language besides English (see Appendix 2 for languages offered by school); and **Arts Integration**: a program integrating the arts into multiple content areas.

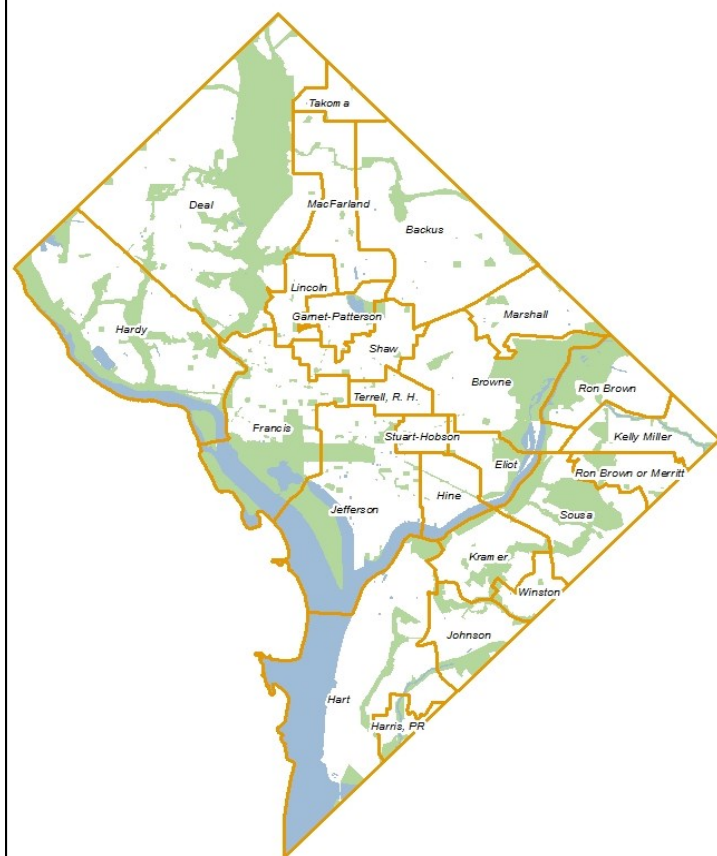
This section describes the attendance zones associated with DCPS schools of right, as well as the recent revision of the attendance zones.

DCPS middle schools and the education campuses (offering either PK—8th grade or 6th—12th) are schools of right, meaning that students who live within the school's attendance zone are guaranteed enrollment at any time during the school year. As described later in the fact sheet, 25% of all 6th—8th grade students attended their DCPS in-boundary school in SY2015-16.

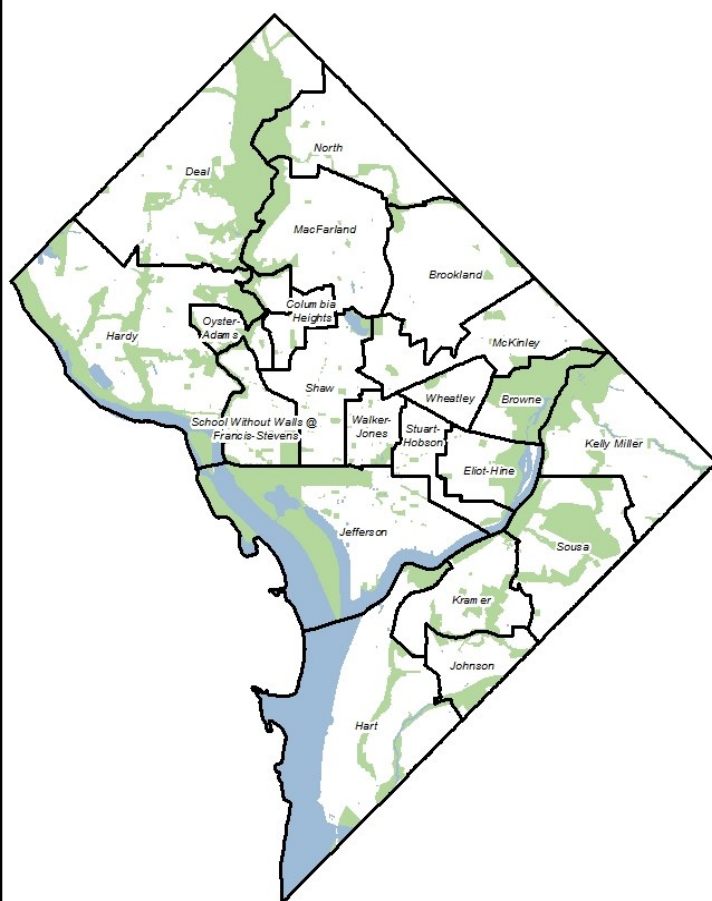
In 2014, the DME and DCPS led a comprehensive review process of the DCPS school boundaries and the city's student assignment policies, which resulted in the adoption of the revised school boundaries displayed below. The purpose of the revision was to

address previously closed schools (e.g. Backus, Merritt, and Ron Brown) as well as to ensure that there are a sufficient and evenly distributed number of students living within each of the boundaries. The boundary revisions also reverted many of the former education campuses back to elementary campuses. Map 2 shows the DCPS school boundaries prior to the revision that were in effect for SY2014-15. Map 3 shows the revised DCPS school boundaries that were implemented, along with extensive phase-in policies, for SY2015-16. The revised boundary process also took into account the potential reopening of three additional middle schools: MacFarland MS, Shaw MS, and one middle school in the far north.

Map 2: DCPS Middle School Boundaries as of SY14-15



Map 3: DCPS Middle School Boundaries Starting SY15-16



For more information about the student assignment and boundary review process, as well as the phase-in policies, see [DCPS Boundaries Final implementation Plan](#) website. For more information about specific addresses and their corresponding DCPS boundaries, see the [Enrollment Boundary Information System](#) (EBIS).

Supply of School-Age Children: Demographics of 6th—8th Grade Students

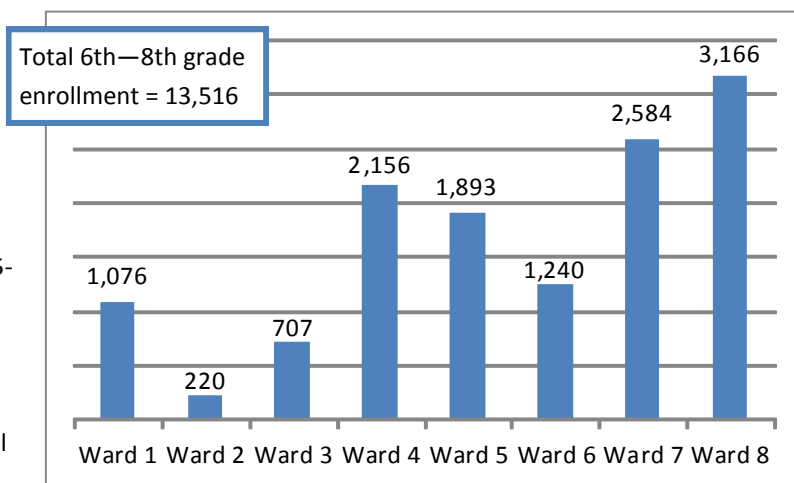
This section describes where 6th—8th grade students lived and their demographics. This includes their race/ethnicity, special education status, English Language Learner status, and at risk of academic failure status.

As of SY2015-16, there were 13,516 public school students enrolled in grades 6th—8th in DCPS and public charter schools. Figure 7 shows the number and distribution of where 6th—8th grade public school students lived (ward of residence) in SY2015-16 according to the audited enrollment. Ward 8 had the greatest number of 6th—8th grade students (3,166), while Ward 2 had the fewest students (220).

The majority of the 6th—8th grade students in SY2015-16 were African American (73%) followed by Hispanic (14%) and white students (9%) (Figure 8).

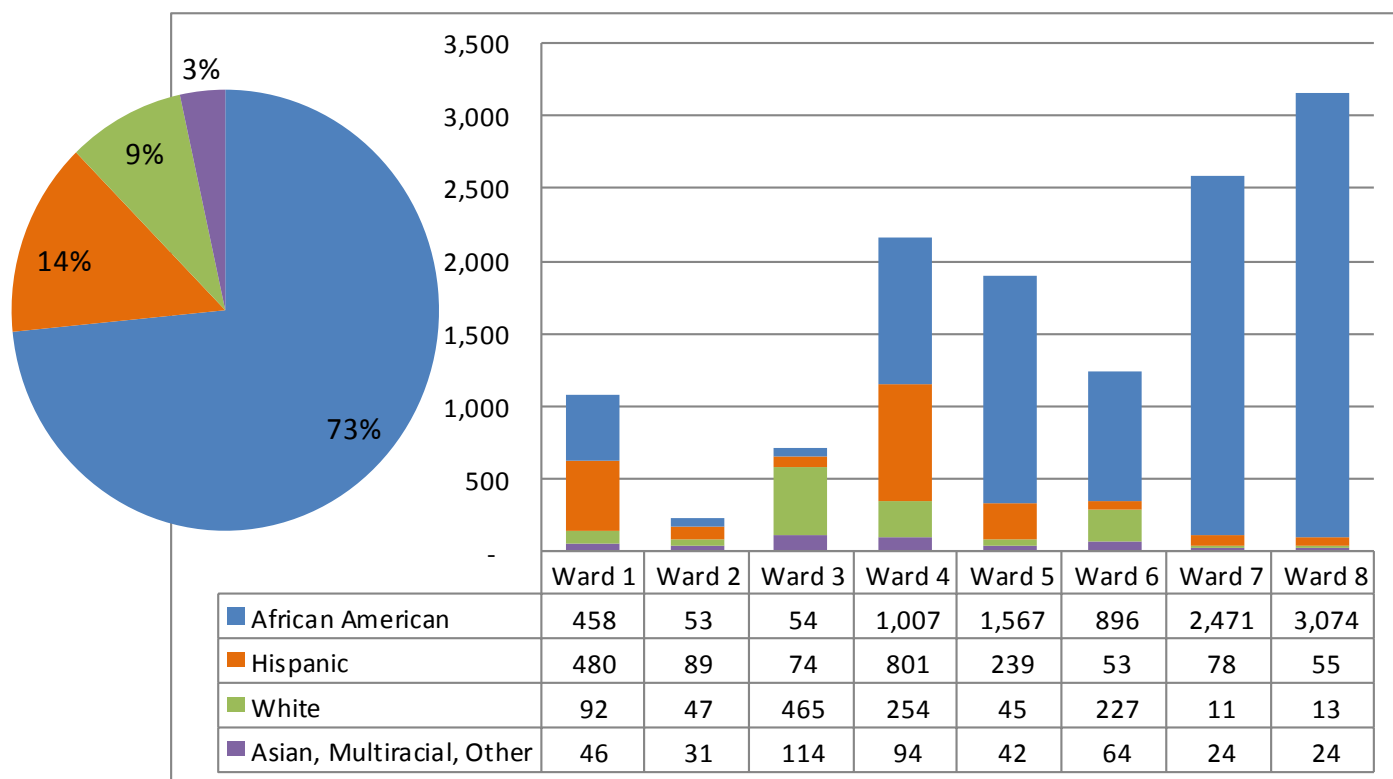
Figure 8 also shows the racial/ethnic make up of students in SY2015-16 by ward of residence. Almost all of the students in Wards 7 and 8 were African American, while Ward 4 had the largest number of Hispanic middle school students (801) and Ward 3 had the greatest number of white students (465 students).

Figure 7: Number of 6th—8th Grade Public School Students, by Ward of Residence, SY15-16



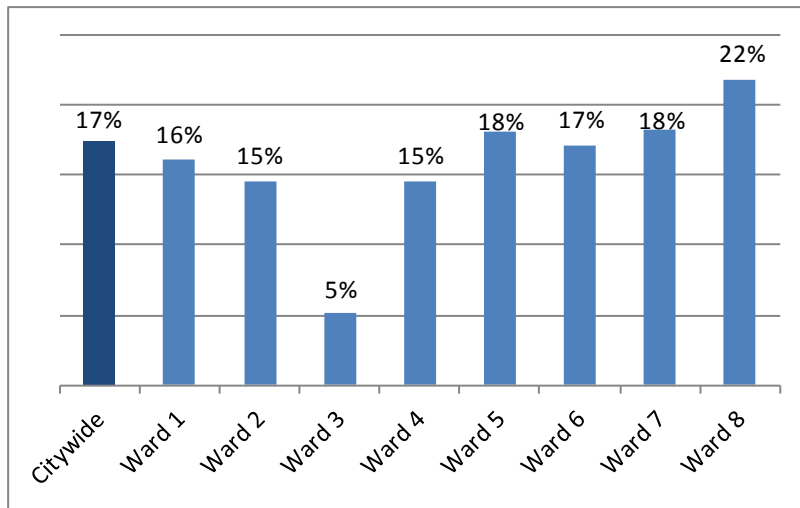
Note: Excludes 474 students whose addresses could not be geocoded/whose ward could not be assigned.

Figure 8: Share and Number of 6th—8th Grade Public School Students by Race/Ethnicity, by Ward of Residence, SY15-16



Note: Excludes 474 students whose addresses could not be geocoded/whose ward could not be assigned.

Figure 9: Share of 6th—8th Grade Public School Students with Special Education Needs, by Ward of Residence, SY15-16



Out of all 6th—8th grade students, 17% had specialized education needs (Figure 9). Specialized Education is education designed to meet the needs of students with disabilities. Governed by the federal Individuals with Disabilities Education Act (IDEA), specialized education programs typically provide students up to age 22 with additional supports and accommodations that allow them to access a specific curriculum. Middle school students in Wards 5, 7, and 8 had slightly higher specialized education needs at 18% in Wards 5 and 7 and 22% in Ward 8, compared to middle school students living in other wards in the city.

English Language Learners (ELL) are students who need additional academic support in order to fully participate in a general education program. Schools typically identify these students and adjust their instruction and monitor the students. An ELL student is someone, ages 3 through 21, who is not yet fluent in English, and who understands or speaks another language or has a family background where a language other than English is spoken in the home. Figure 10 shows that 6% of the middle school student population were ELL; Wards 1 and 2 had the highest shares of ELL students at 16% and 20%, respectively.

Figure 10: Share of 6th—8th Grade Public School Students with English Language Learner Status, by Ward of Residence, SY15-16

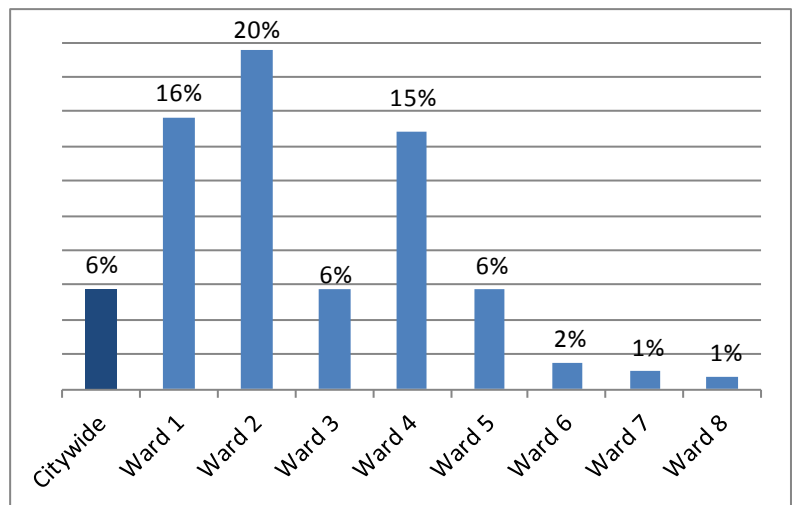
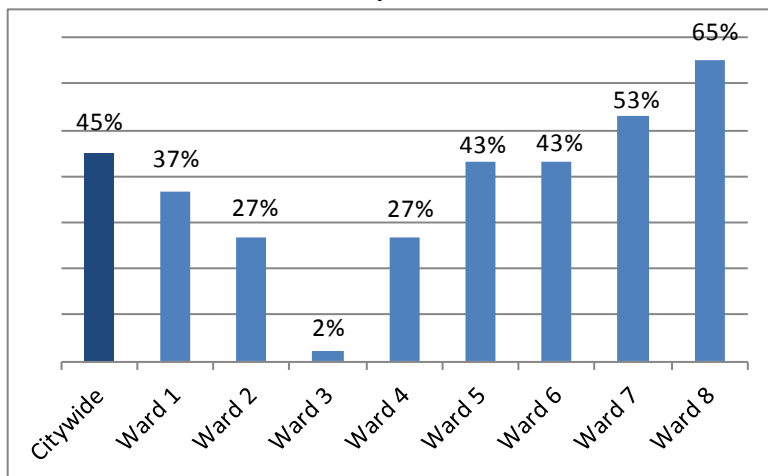


Figure 11: Share of 6th—8th Grade Public School Students with At Risk of Academic Failure Status, by Ward of Residence, SY15-16



At risk of academic failure is a local District definition that identifies vulnerable students, such as students who are homeless, in foster care, qualify for federal food stamps and welfare, or are overage for high school. This identification is used to ensure that schools receive additional local funds to serve these students. Citywide, 45% of all middle school students were identified as at risk, with the highest percentage of students living east of the Anacostia river in Wards 7 and 8 at 53% and 65%, respectively.

Demand: Where 6th—8th Grade Students Attend School

This section describes enrollment in more detail; for instance, whether students were enrolled in-boundary or out of boundary at neighborhood DCPS schools, at citywide DCPS schools (where there is no boundary designation), or public charter schools.

The District has many enrollment options: students can either attend their neighborhood DCPS school (i.e., in-boundary school of right) or enter the common lottery to attend an out of boundary DCPS school, a citywide DCPS school, or a public charter school. This means that students can attend school outside of their own neighborhood. Figure 12 shows the number and share of 6th—8th grade students that attended each of these types of schools in SY2015-16. Over half of 6th—8th grade students (51%) attended a public charter school, while 26% attended their in-boundary DCPS school and the other 23% attended their out of boundary DCPS school. Less than 1% of 6th—8th grade students attended a citywide DCPS school.

Figure 12: Number and Share of 6th—8th Grade Students Enrollment, SY15-16

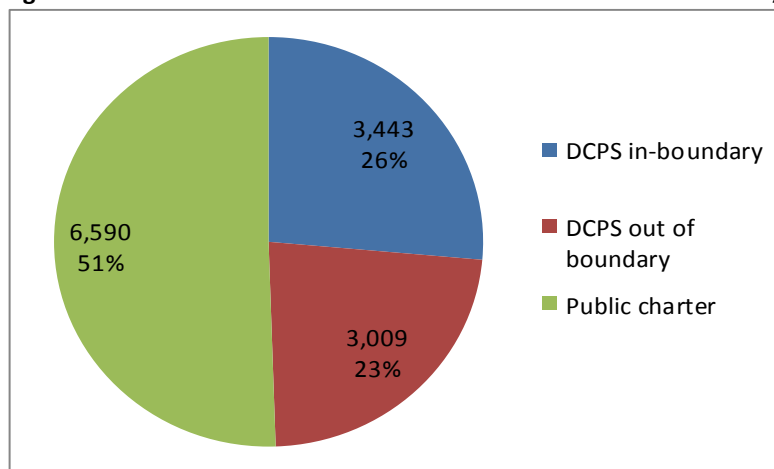
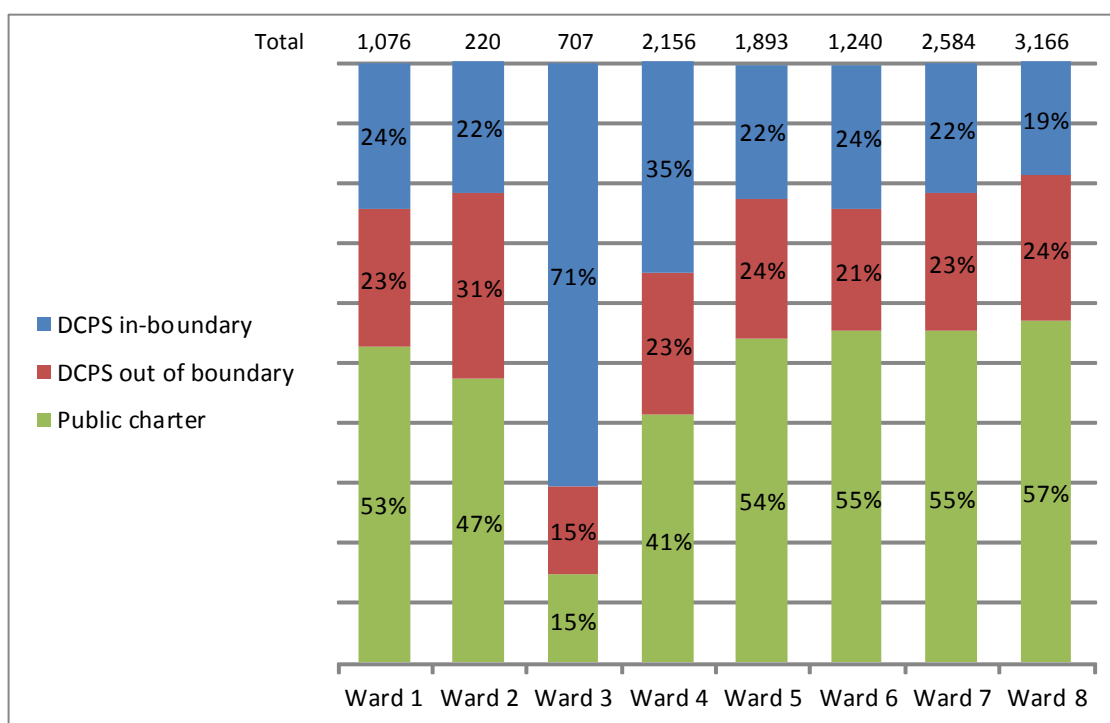


Figure 13 shows the share of 6th—8th grade students that attended their in-boundary DCPS school, an out of boundary DCPS school, or a public charter school by the student's ward of residence. For instance, 71% of students living in Ward 3 attended their in-boundary DCPS school, while only 19% of students in Ward 8 did the same.

Figure 13: Share of 6th—8th Grade Students, by Ward of Residence and Sector, SY15-16



Note: Excludes 474 students (DCPS and public charter) whose boundary could not be geocoded/whose ward could not be assigned; small values for DCPS citywide students included in the DCPS out of boundary count.

This section describes the share of students who attended school in the same ward as where they lived, for all middle school students, as well as for DCPS and public charter middle school students separately.

Due to the city's flexible enrollment policies, students may choose to attend school near or far from their home. Figure 14 shows the share of 6th—8th grade students who attended school in the same ward as where they lived, as of SY2015-16. On average, 49% of all 6th—8th grade students attended school in their own ward, ranging from 76% in Ward 3 to 41% in Ward 2.

Figure 14: Share of 6th—8th Grade Students Who Live and Attend School in the Same Ward, by Ward of Residence, SY15-16

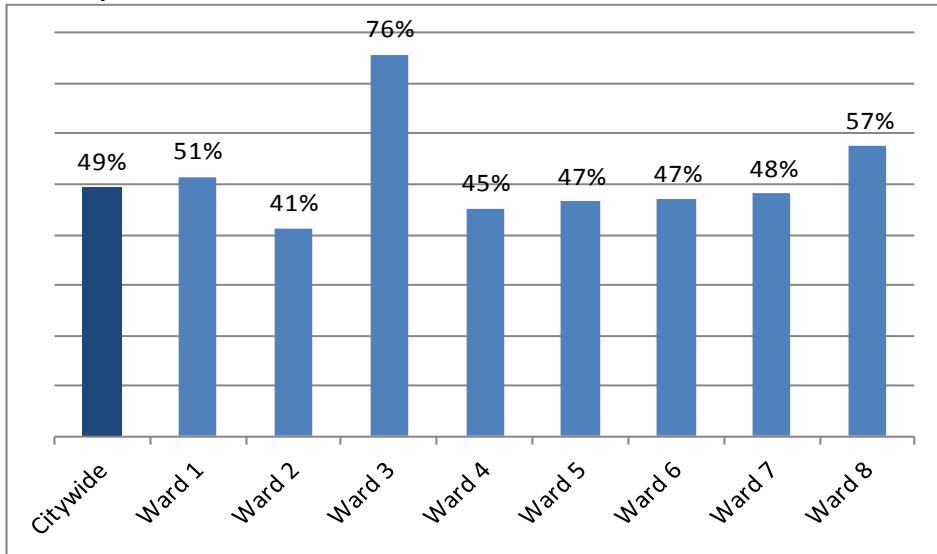
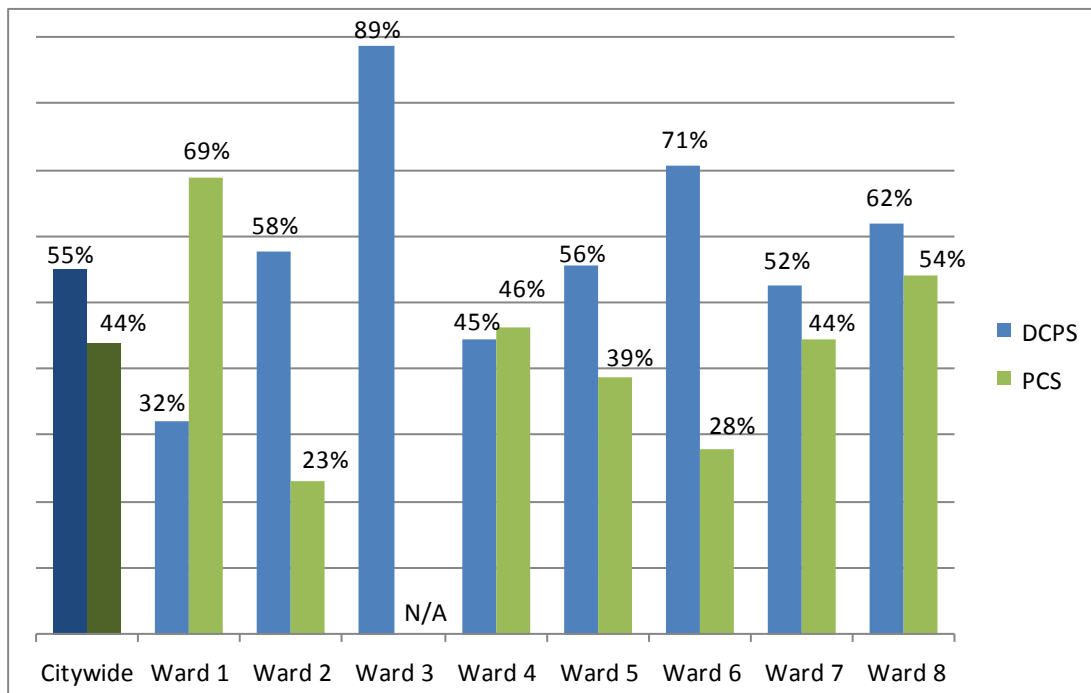


Figure 15 shows the share of students who lived in the same ward as where they were enrolled in school by sector (DCPS or public charter school students). For instance, 89% of Ward 3 DCPS middle school students attended school in their own ward (there were no public charter schools in Ward 3), while 69% of Ward 1 public charter school students did the same.

Figure 15: Share of 6th—8th Grade Students Who Live and Attend School in the Same Ward, by Ward of Residence and Sector, SY15-16



Note: No public charter schools were located in Ward 3.

This section describes the median walking distance between middle school students' homes and the school that they attended, by ward and by sector.

Figure 16 shows the median walking distance (in miles) between a students' home and where they attended school in SY2015-16, as of the audited enrollment. The median distance for all 6th—8th grade students was over 1.5 miles (1.6 miles). Middle school students living in Ward 7 had the furthest median walk distance at 2.6 miles.

Figure 16: Median Walk Distance between 6th—8th Grade Students' Home and School, by Ward of Residence, SY15-16

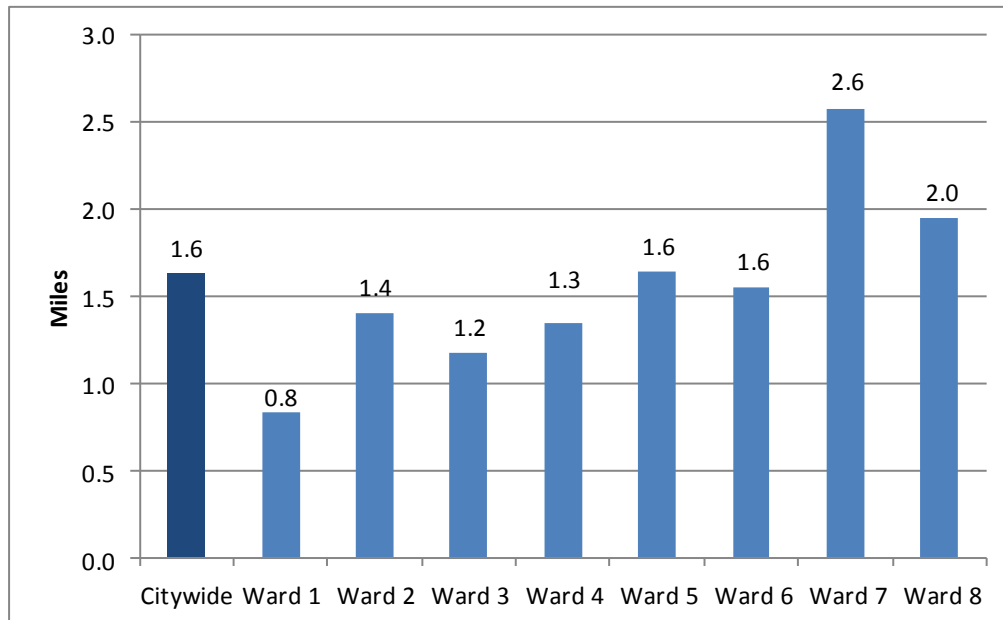
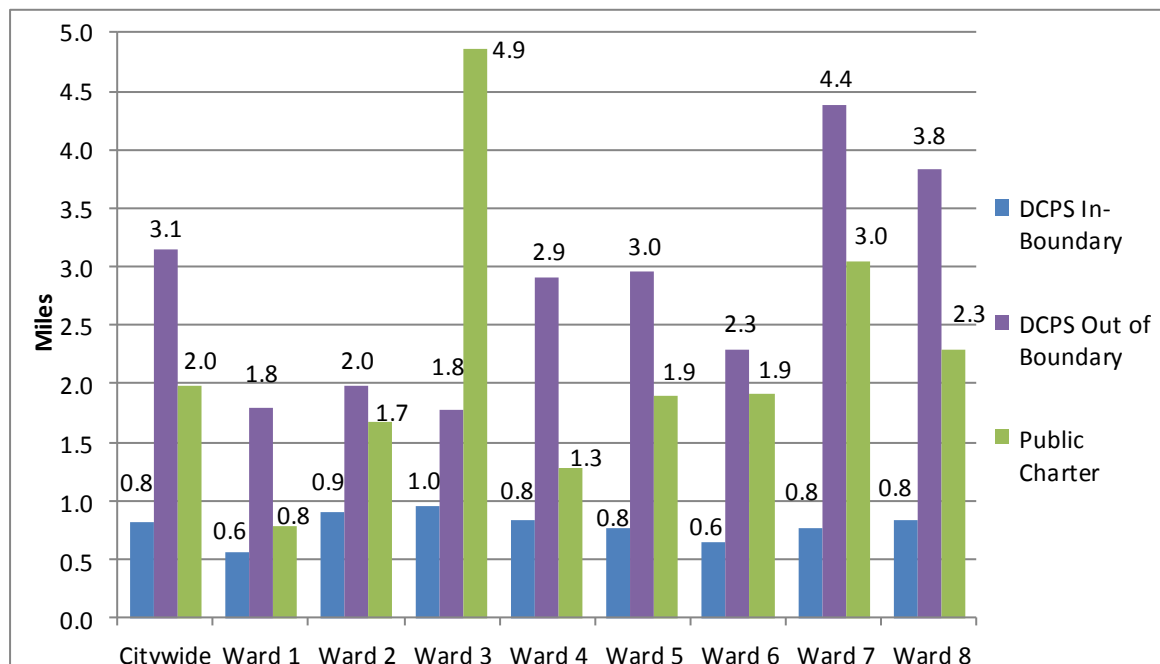


Figure 17 shows the same walking distances, disaggregated by sector as well as by ward. Ward 3 public charter middle school students traveled the furthest—almost 5 miles to their school. This long distance reflects that there were no public charter schools located in Ward 3.

Figure 17: Median Walk Distance between 6th—8th Grade Students' Home and School, by Ward of Residence and Sector, SY15-16



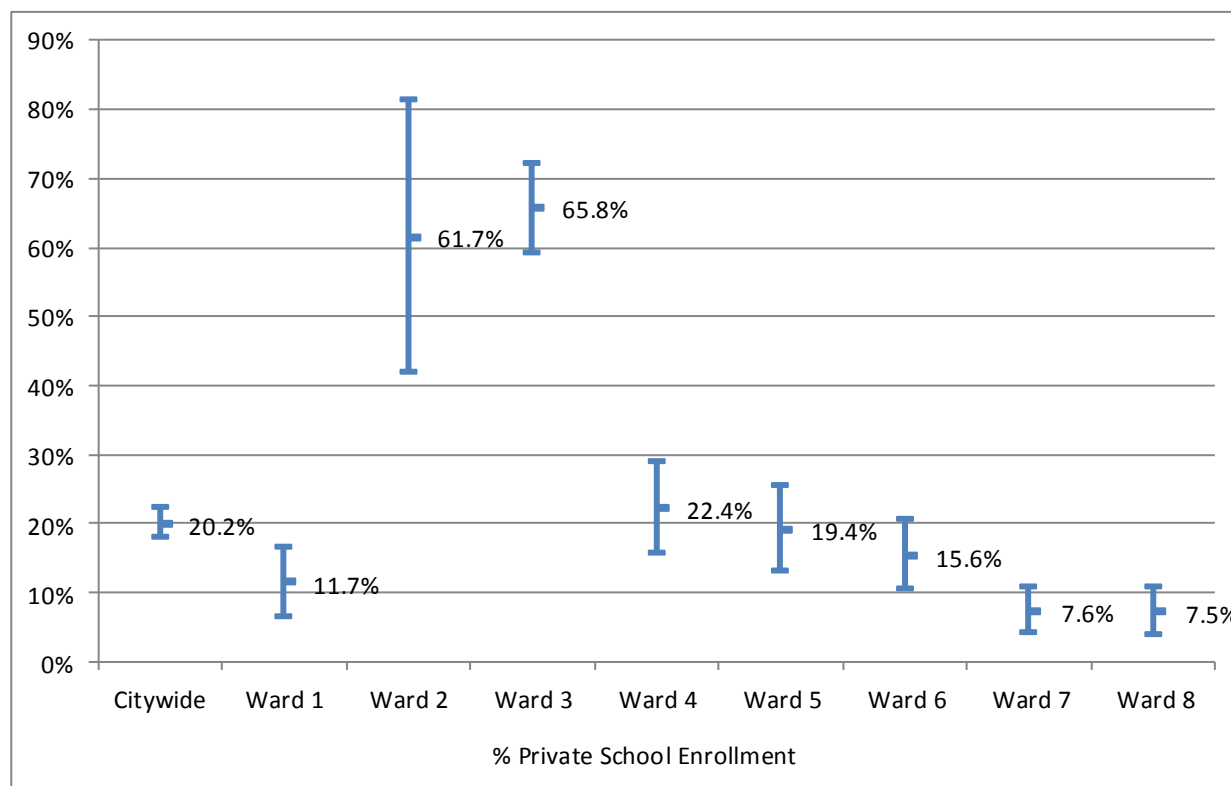
Private School Students

This section describes the share of school-age children enrolled in private school in the District.

Not all of the middle school-aged students living in the District attend public school. Figure 18 shows the share of private school enrollment by ward according to the American Community Survey (ACS), 5 Year Estimates (2010-2014) for grades 5th—8th (the ACS uses grades 5th—8th rather than 6th—8th.)

Since the information comes from survey samples of the District from the US Census Bureau and are not administrative records from a city agency, the survey estimations include the average estimation plus the margin of error (the average is labeled in Figure 18 and the margin of error is the blue bar above and below). 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, for the period between 2010-2014, you can be 90% confident that the true share of all 5th—8th graders that attended private school was between 18% and 22%. Middle school children in Wards 2 and Ward 3 were the most likely to attend private school compared to the other wards. See Appendix 3 for the margins of error.

Figure 18: Share of Private School Enrollment for 5th—8th Grade, by Ward of Residence, 2010-2014



Source: American Community Survey, 2010-2014 Table S1401

Supply and Demand: Programmatic Capacity of 6th—8th Grade Schools

This section describes the programmatic capacities of DCPS and public charter school buildings serving 6th—8th grades.

Programmatic capacity reflects the maximum number of students that can be housed in each school building given the schools' current facility and existing educational programs, class size, and staffing. DCPS programmatic capacities are developed by the DC Department of General Services (DGS) in consultation with DCPS using consistent Educational Specification guidelines across all schools. DCPS's capacities includes "portables", or temporary buildings, located near the school facility. Public charter programmatic capacities are collected for each public charter LEA via a facility survey administered by PCSB developed in partnership with the DME for SY2015-16. For more information about facilities, please see the [Master Facility Plan Annual Supplement](#). School-specific capacities are included in Appendices 4, 5, and 6.

The 74 schools serving 6th—8th grade in SY2015-16 had a programmatic building capacity of 45,228 students (see Table 1). This means that the buildings housing these schools had the capacity for 45,228 students, which could include grades lower than 6th grade and higher 8th grade. Total building enrollment (including grades lower than 6th and higher 8th) was 35,144. The DCPS programmatic capacity was 19,022 seats. Similarly, public charter schools serving 6th—8th grades had a capacity of 26,206 seats for all the grades offered in those buildings. Figure 19 shows programmatic capacity and enrollment of the school buildings by ward and sector. Ward 5 had the greatest capacity (up to 9,338 students), driven largely by public charter schools. Wards 4 and 8 also had large programmatic capacities at up to 7,656 and 7,852 students, respectively. In all sectors and wards, programmatic capacity exceeded enrollment.

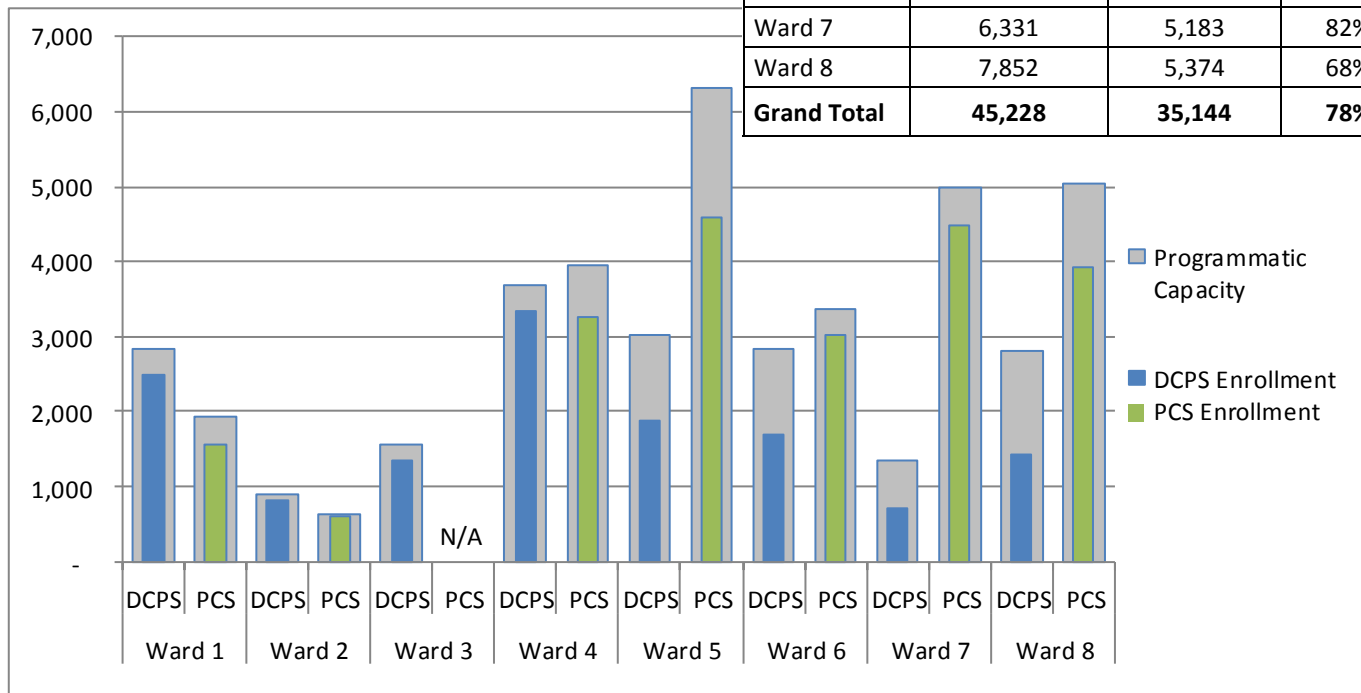
Table 1: Programmatic Capacity for Buildings with Grades 6th—8th, by Sector, SY15-16

	Programmatic Capacity	Building Enrollment	% Full
DCPS	19,022	13,718	72%
PCS	26,206	21,426	82%
Total	45,228	35,144	78%

Table 2: Programmatic Capacity and Enrollment for Buildings with Grades 6th—8th, by Ward, SY15-16

Ward	Programmatic Capacity	Building Enrollment	% Full
Ward 1	4,757	4,048	85%
Ward 2	1,524	1,414	93%
Ward 3	1,570	1,341	85%
Ward 4	7,656	6,617	86%
Ward 5	9,338	6,457	69%
Ward 6	6,200	4,710	76%
Ward 7	6,331	5,183	82%
Ward 8	7,852	5,374	68%
Grand Total	45,228	35,144	78%

Figure 19: Programmatic Capacity and Enrollment for Buildings with Grades 6th—8th, by Ward of School and Sector, SY15-16



Note: Programmatic capacities are for the entire building, including grades lower than grade 6 and higher than grade 8. No public charter schools were located in Ward 3.

This section provides information about the citywide demand of the schools that offered grades 6th—8th, by ward of the schools. The following metrics show how full or utilized the schools were as of SY2015-16, the share of DCPS students enrolled at the school who lived in the school's boundary, and the share of all DCPS students who lived in the school's boundary who enrolled at the school.

This section describes three measures that help describe the demand for schools: facility utilization rates, school in-boundary participation rate (DCPS only), and boundary participation rate (DCPS only). See Appendices 4 and 6 for school-specific metrics.

The first measure is the facility utilization rate, which is calculated by dividing the schools' total audited enrollment (including all grades offered in the school) by the schools' programmatic capacities (including portables) citywide and for each ward. Table 3 shows that DCPS schools serving 6th—8th grade had an average utilization rate of 72% of their total capacity. Ward 8 DCPS middle schools had the lowest average utilization rate (51%) and Wards 2 and 4 DCPS middle schools had the highest average utilization rate (90%). Public charter schools serving 6th—8th had an average utilization rate of 82%; Ward 5 schools had the lowest (72%) and Ward 2 schools had the highest (97%). There were no public charter schools located in Ward 3.

Table 4 provides the average school in-boundary rate. This is the share of DCPS schools' total enrollment that lived in-boundary. The numerator is the number of grade-specific, in-boundary students attending the school and the denominator is the number of grade-specific students enrolled at the school program. The average DCPS middle school had a school in-boundary rate of 52%. Table 4 also breaks the information down by ward of the school. For instance, 78% of DCPS Ward 7 6th—8th schools' students lived in-boundary. More information about the schools' boundaries are shown on Maps 2 and 3.

Table 4 also shows the boundary participation rate. This metric calculates the share of all 6th—8th grade public school students living in each specific DCPS school's boundary who attended the school. The numerator is the number of grade-specific, in-boundary students attending the school and the denominator is all grade-specific, public school students living in the boundary (all grade-specific DCPS and public charter students living in-boundary, regardless of where they are enrolled). Table 4 shows that, on average, 25% of all public middle school students enrolled in their in-boundary DCPS school in SY2015-16. Middle school students living in Ward 3 were more likely to attend their in-boundary DCPS school (78% of all Ward 3 public 6th—8th grade students) while Ward 1 middle school students were less likely to attend their in-boundary DCPS school (16% of all Ward 1 public 6th—8th grade students). Because public charters have citywide enrollment policies (they do not have boundaries), school in-boundary and boundary participation rates were unavailable.

Table 3: Building Utilization of Schools, 6th—8th Grade, by Ward of School, SY15-16

Ward	DCPS Facility Utilization Rate	PCS Facility Utilization Rate
Ward 1	88%	80%
Ward 2 ³	90%	97%
Ward 3	85%	--
Ward 4	90%	83%
Ward 5	62%	72%
Ward 6	60%	90%
Ward 7	52%	90%
Ward 8	51%	78%
Citywide	72%	82%

³ There was only one public charter school in Ward 2

Table 4: Boundary Participation for DCPS Schools, 6th—8th Grade, by Ward of School, SY15-16

Ward	Average DCPS School In-Boundary Rate	Average DCPS Boundary Participation Rate
Ward 1	29%	16%
Ward 2	21%	23%
Ward 3	63%	78%
Ward 4	62%	19%
Ward 5	52%	23%
Ward 6	28%	23%
Ward 7	78%	22%
Ward 8	63%	19%
Citywide	52%	25%

The Future: Population Forecasts Compared to Current Supply of Middle School Seats

This section describes the DC Office of Planning's population forecasts and how they compare to the current supply of middle school seats .

This section reviews whether the current supply of middle school seats is sufficient for the estimated future number of public middle school students. The DC Office of Planning (OP) forecasted single age populations for 2011 through 2022 (only 2016 through 2021 is shown in Table 5). Table 5 lists these forecasts for ages 11 through 13 (reflecting grades 6th through 8th). In addition, Table 5 adjusts the forecasts for public school enrollment. The DME did this by subtracting the share of the age-specific private school enrollments in the US Census's American Community Survey from the OP forecasts (for more detail on the share of private school enrollment see Figure 18). The highest estimated public school enrollments show that as many as 4,112 additional 11-13 year olds may enroll in the public school system (a 31% increase between 2016 and 2021).

Table 5: Forecasted Population and Estimated Public School Students, 11-13 Year Olds, 2016-2021

	2016	2017	2018	2019	2020	2021
Forecasted 11-13 age population ⁴	16,333	17,179	18,263	19,497	20,549	21,347
High-Level Estimate of 11-13 year olds in public school ⁵	13,393	14,087	14,976	15,988	16,850	17,505
Mid-Level Estimate of 11-13 year olds in public school ⁵	13,034	13,709	14,574	15,559	16,398	17,035
Low-Level Estimate of 11-13 year olds in public school ⁵	12,674	13,331	14,172	15,130	15,946	16,565

⁴ DC Office of Planning forecasted age -specific population forecasts

⁵ DME applied the age-specific % private school enrollment from the 2010-2014 American Community Survey (ACS) to the OP forecasts to estimate the number of children in public school. See Appendix 3 for ACS age-specific private school enrollment and the margins of error.

Figure 20: Forecasted Population and Estimated Public School Students, 11-13 Year Olds, 2016-2021

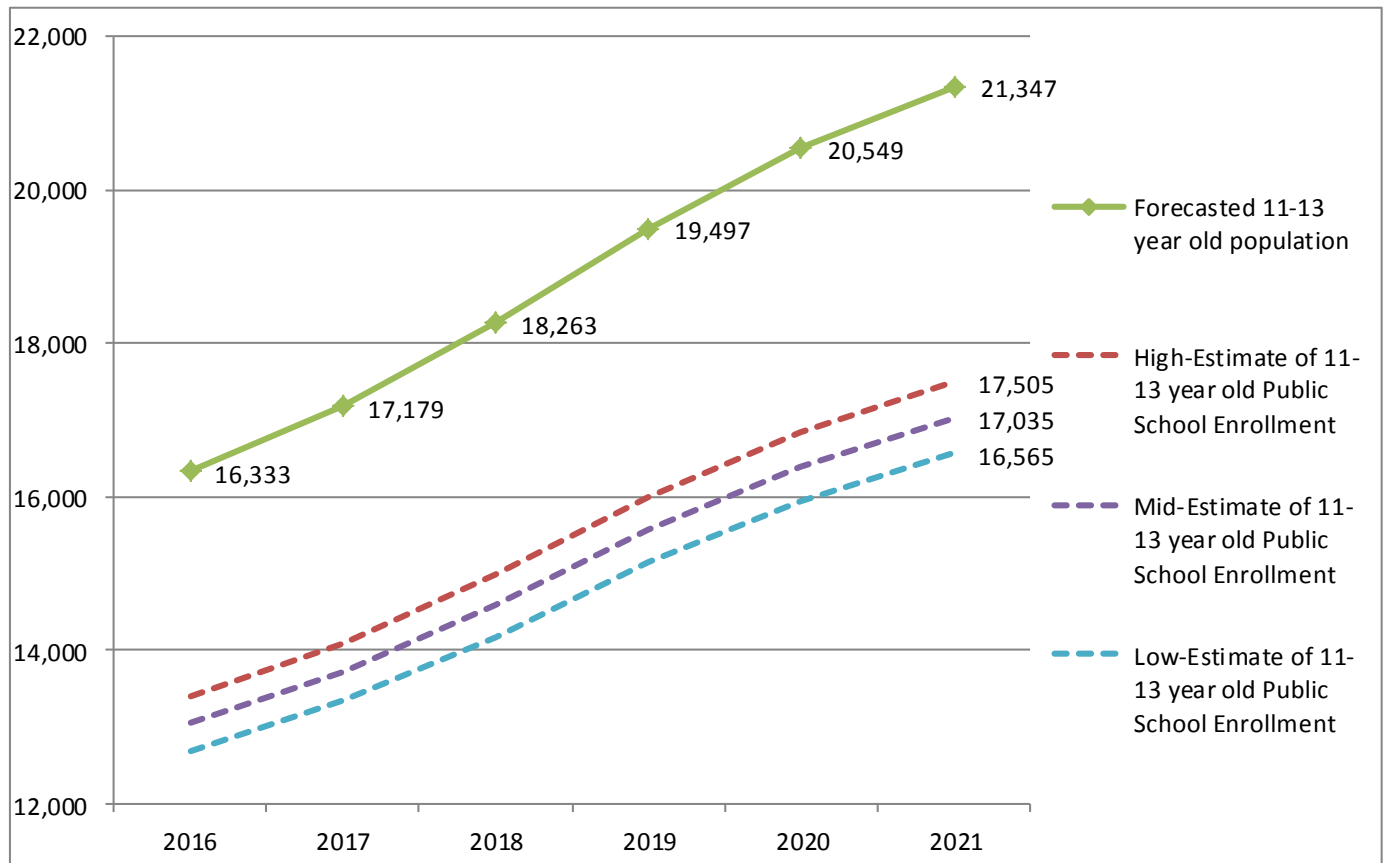


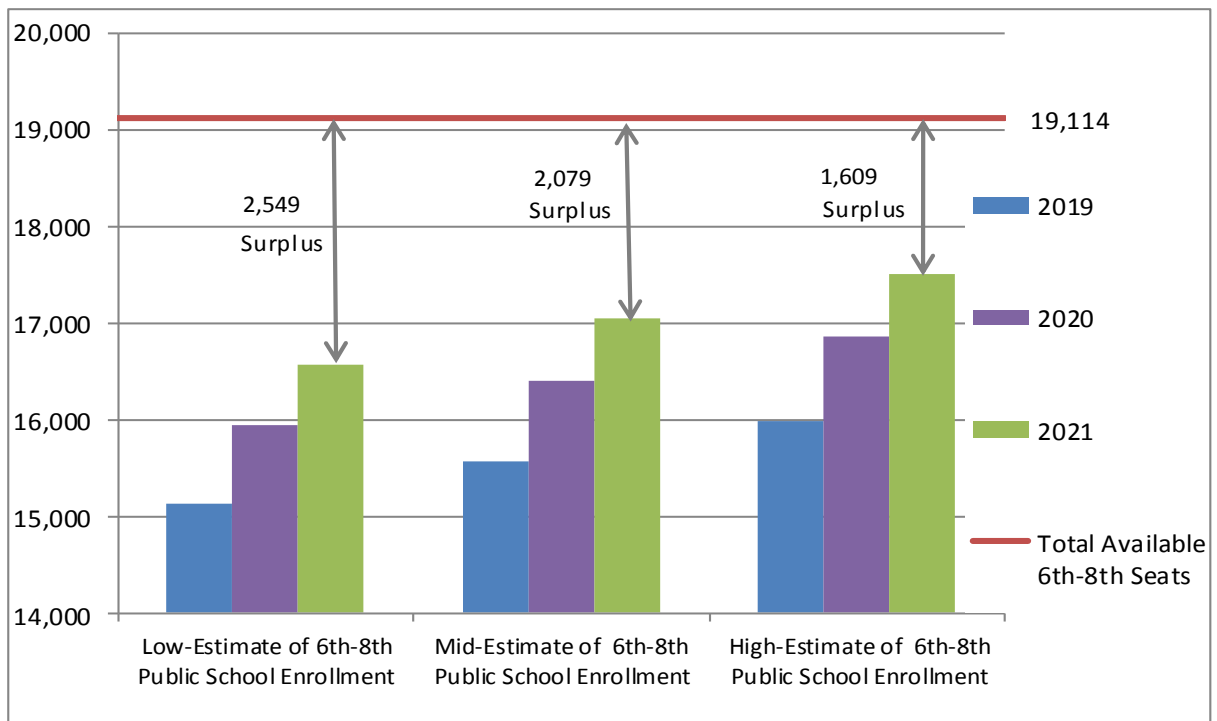
Table 6 shows the estimated number of 6th—8th grade seats by sector and ward in SY2015-16. The number of grade-specific seats was calculated by taking the total school programmatic capacities discussed in Table 1 and adjusting them to reflect only grades 6th—8th, rather than the full building capacity if they serve lower or higher grades (see Appendices 4 and 5 for the total building capacities and 6th-8th grade seats for each school). These seats reflect the grades that the schools serve and their facilities as of SY2015-16 and do not take into account any future changes in grade spans or opening or closing of schools (e.g., if schools plan to incrementally add grades; if schools plan to reduce the number of grades offered; if schools plan to change or renovate their facility resulting in an increase or decrease in capacity and seats; or if new schools or campuses open or close⁶). Using this method, there were 10,468 DCPS and 8,646 public charter school 6th—8th grade seats, totaling 19,114 seats (Table 6).

Table 6: Estimated Number of 6th—8th Grade Seats, by Ward of School, SY15-16

Ward	# DCPS Seats (based on capacity)	# PCS Seats (based on capacity)
Ward 1	645	1,766
Ward 2	619	381
Ward 3	1,570	0
Ward 4	892	1,226
Ward 5	1,198	1,404
Ward 6	1,905	967
Ward 7	1,356	1,157
Ward 8	2,284	1,745
Grand Total	10,468	8,646

Looking out to 2021, by applying the private school discount rate estimates to the OP forecasted population there will be between 16,565 and 17,505 11-13 year old public school students (see Figure 20). If the District grows this amount and if the city keeps the same supply of middle schools with the same grade spans and facilities as they have in SY2015-16, then there may be a surplus of between 1,609 and 2,549 seats in our current facility inventory (Figure 21).

Figure 21: Comparison of 6th—8th Grade Seats in 2021 Based on Schools as of SY15-16



⁶ Based on future projections, there may be as many as 715 additional 6th-8th grade seats by 2021.

Map 1 Legend, Location of school buildings offering grades 6th—8th in SY2015-16

Label #	School Name(s)	Grades Served
1	Achievement Prep PCS – Wahler Place Middle	4th-8th
2	BASIS DC PCS	5th-11th
3	Brightwood EC	PK3-8th
4	Brookland MS	6th-8th
5	Browne EC	PK3-8th
6	Capital City PCS – Middle School	5th-8th
7	Capitol Hill Montessori @ Logan	PK3-8th
8	Cardozo EC	6th-12th
9	Center City PCS – Brightwood	PK4-8th
10	Center City PCS – Capitol Hill	PK4-8th
11	Center City PCS – Congress Heights	PK4-8th
12	Center City PCS – Petworth	PK4-8th
13	Center City PCS – Shaw	PK4-8th
14	Center City PCS – Trinidad	PK4-8th
15	Cesar Chavez PCS for Public Policy – Chavez Prep	6th-9th
16	Cesar Chavez PCS for Public Policy – Parkside MS	6th-8th
17	Columbia Heights Education Campus (CHEC)	6th-12th
18	DC Prep PCS – Benning Middle	4th-6th
19	DC Prep PCS – Edgewood Middle	4th-8th
20	DC Scholars PCS	PK3-6th
21	Deal MS	6th-8th
22	Democracy Prep Congress Heights PCS	PK3-6th
23	District of Columbia International School	6th-8th
24	District of Columbia International School	6th-8th
25	E.L. Haynes PCS – Middle School	5th-8th
26	Eliot-Hine MS	6th-8th
27	Excel Academy PCS	PK3-7th
28	Friendship PCS – Blow-Pierce Middle	4th-8th
29	Friendship PCS – Chamberlain Middle	4th-8th
30	Friendship PCS – Online	KG-8th
31	Friendship PCS – Technology Preparatory Academy	6th-12th
32	Friendship PCS – Woodridge Middle	4th-8th
33	Hardy MS	6th-8th
34	Hart MS	6th-8th
35	Hope Community PCS – Tolson	PK3-8th
36	Howard University Middle School of Mathematics and Science PCS	6th-8th
37	Ideal Academy PCS – North Capitol Street Campus ES	PK3-8th
38	Inspired Teaching Demonstration PCS	PK3-7th
39	Jefferson Middle School Academy	6th-8th
40	Johnson MS	6th-8th
41	Kelly Miller MS	6th-8th
42	Kingsman Academy	6th-12th
43	KIPP DC – AIM Academy PCS	5th-8th
44	KIPP DC – KEY Academy PCS	5th-8th

Map 1 Legend, Location of school buildings offering grades 6th—8th in SY2015-16

Label #	School Name(s)	Grades Served
45	KIPP DC – Middle School Valor Academy PCS	5th-6th
46	KIPP DC – Northeast Academy PCS	5th-7th
47	KIPP DC – WILL Academy PCS	5th-8th
48	Kramer MS	6th-8th
49	LaSalle-Backus EC	PK3-8th
50	Leckie ES	PK3-6th
51	Mary McLeod Bethune PCS (Slowe Campus)	PK3-8th
52	McKinley MS	6th-8th
53	Meridian PCS (14th Street)	6th-8th
54	Oyster Adams Bilingual School (Adams)	4th-8th
55	Paul PCS – Middle School	6th-8th
56	Perry Street Preparatory PCS	PK3-8th
57	Potomac Preparatory PCS	PK3-8th
58	Raymond EC	PK3-8th
59	Richard Wright PCS for Journalism and Media Arts	8th-12th
60	School for Educational Evolution and Development (SEED) PCS	6th-12th
61	School Without Walls @ Francis-Stevens	PK3-8th
62	Somerset Preparatory Academy PCS	6th-10th
63	Sousa MS	6th-8th
64	Stuart-Hobson MS	6th-8th
65	Takoma EC	PK3-8th
66	The Children's Guild DC PCS	KG-8th
67	Truesdell EC	PK3-8th
68	Two Rivers PCS – Middle (4th Street)	6th-8th
69	Walker-Jones EC	PK3-8th
70	Washington Global PCS	6th-7th
71	Washington Latin PCS – Middle School	5th-8th
72	West EC	PK3-8th
73	Wheatley EC	PK3-8th
74	Whittier EC	PK3-8th
75	William E. Doar, Jr. PCS for the Performing Arts	PK3-8th