



Public Education Supply and Demand for the District of Columbia

High School Fact Sheet, SY2015-16

Date of Release: 10/21/16

This fact sheet describes the District’s public high schools that offer a high school diploma and the students attending them during SY2015-16. Other fact sheets will explore the alternative schools that can serve a similarly aged population but provide other certifications like the National External Diploma Program (NEDP), General Education Development (GED) tests, or other alternative certifications. In order to uniformly capture this information, this fact sheet includes information about schools that offered at least one grade in the 9th—12th grade span during SY2015-16, even if the school offered grades lower than 9th grade.

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.

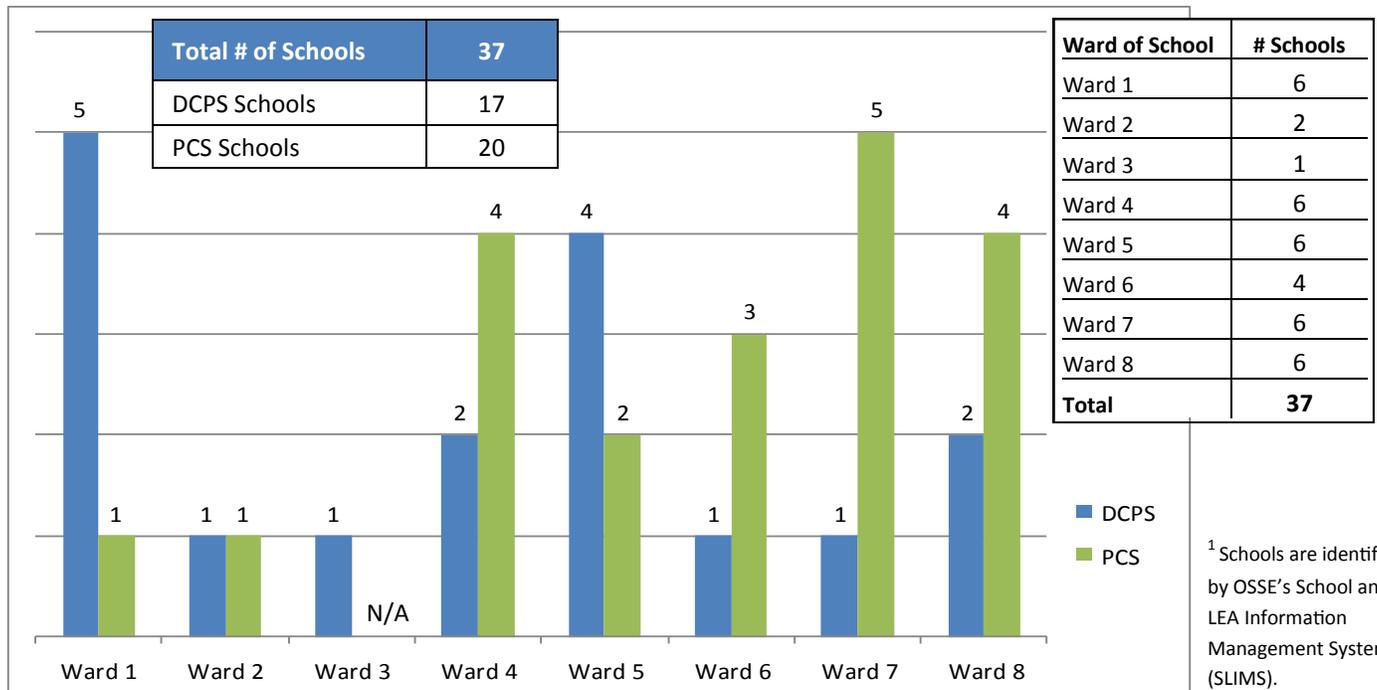
Availability of Schools: Location and Number of Schools Offering Grades 9th—12th

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 9th—12th 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, 18 LEAs had a school that offered at least one grade in the 9th-12th grade span.

There were 37 public schools¹ offering at least one grade from 9th—12th 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. Wards 1, 4, 5, 7, and 8 all have 6 schools each. 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 9th-12th, and whether the school had additional campuses.

Figure 1: Location of Schools Offering 9th—12th Grade, by Ward of School and Sector, SY15-16



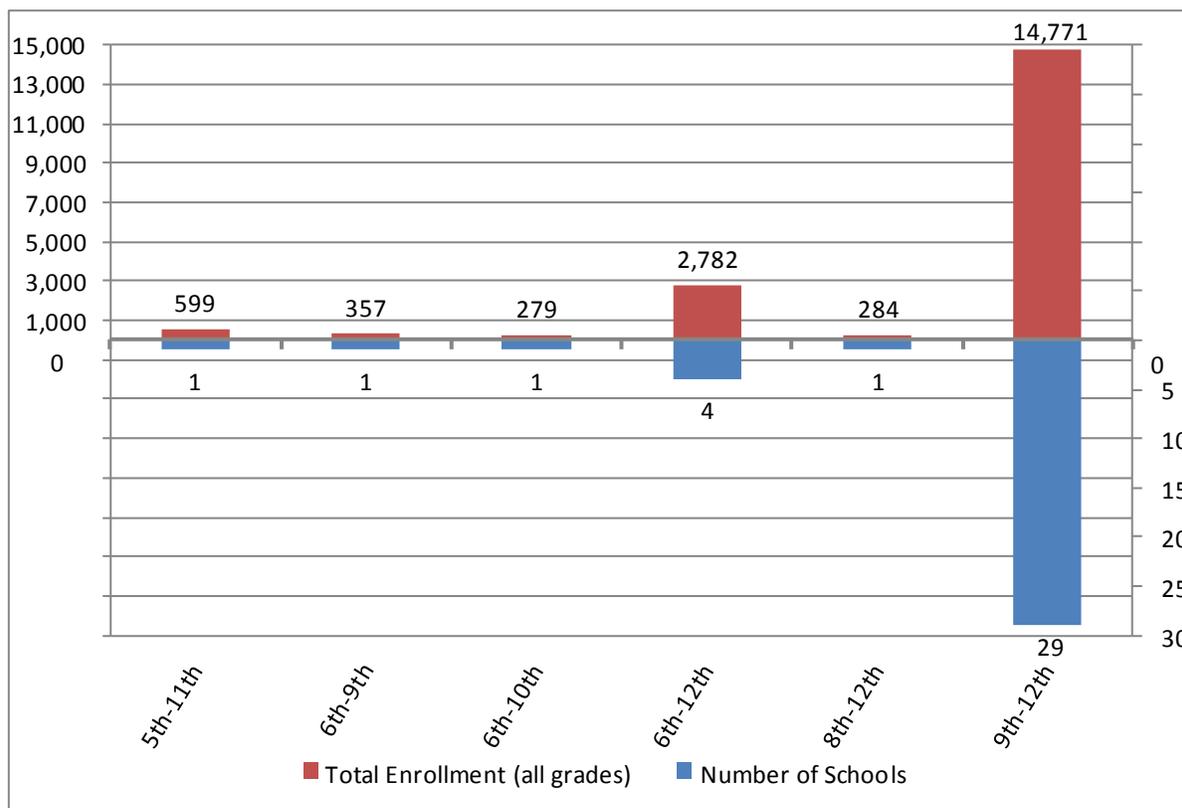
This section describes the grade configuration of schools that offered at least one grade in the 9th-12th grade span, the number of schools that offered that grade configuration, and the total enrollment of all grades.

There is no standard high school grade configuration in the District of Columbia. In SY2015-16, there were six different school configurations with high school grades. DCPS typically offers high schools with grades 9th—12th or combines middle and high school grades together into education campuses with grades 6th—12th.

With a few exceptions, public charter high schools also typically offer grades 6th—12th or 9th—12th. In some cases, a public charter school has not yet 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, 9th—12th was the most commonly offered grade configuration, with 29 high schools and a total enrollment of 14,771 students. However, some high schools also offered grades below 9th—12th, resulting in several schools that were the only school to offer that grade configuration.

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



Supply of Schools: Location and Enrollment of Schools Offering Grades 9th—12th

This section describes the high school grade-specific enrollment of schools that offer at least one grade in the 9th—12th grade span by ward of school and by sector (DCPS and public charter schools).

There were a total of 17,388 students³ in grades 9th—12th enrolled in 37 schools as of SY2015-16. Of those high school students, 65% were enrolled at DCPS and 35% were enrolled at public charter schools. Figure 3 shows the total enrollment for just grades 9th—12th by ward of the school where the student was enrolled as of SY2015-16 (lower grade enrollment was excluded). Students may have lived in a ward other than the school’s ward. Ward 1 high schools had the largest aggregate enrollment of 9th—12th grade students (2,979) enrolled at its 6 public schools (see Figure 1). Ward 2 high schools had the smallest aggregate enrollment (683) and was the only ward that did not have a comprehensive DCPS high school.

Figure 4 shows enrollment for each sector by ward of school. Ward 1 had the largest number of students enrolled in DCPS schools, while Ward 7 had the largest number of students enrolled in 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 9th—12th, and whether the school had additional campuses.

Figure 3: Enrollment of Schools Offering 9th—12th Grade, by Ward of School, SY15-16

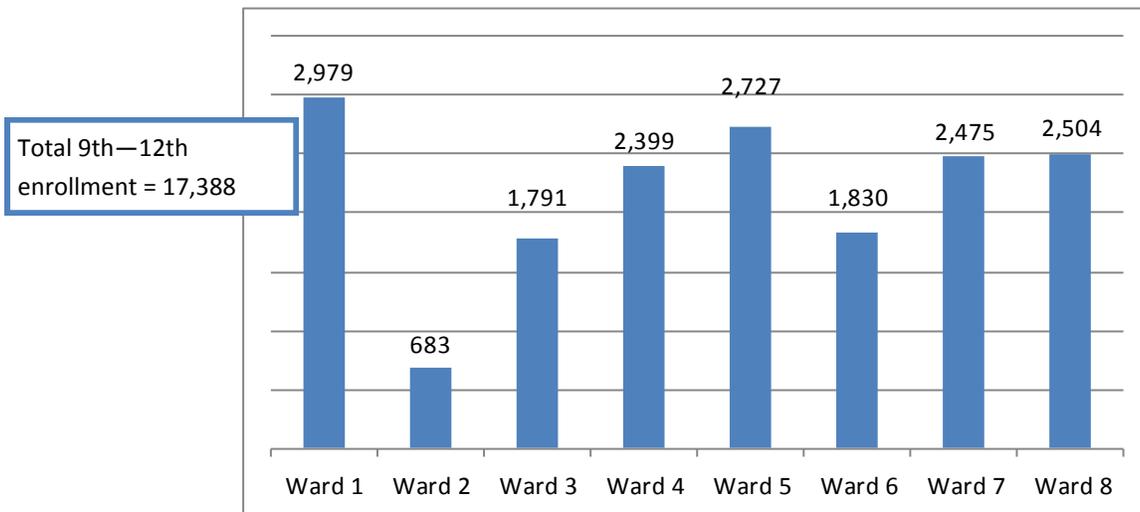
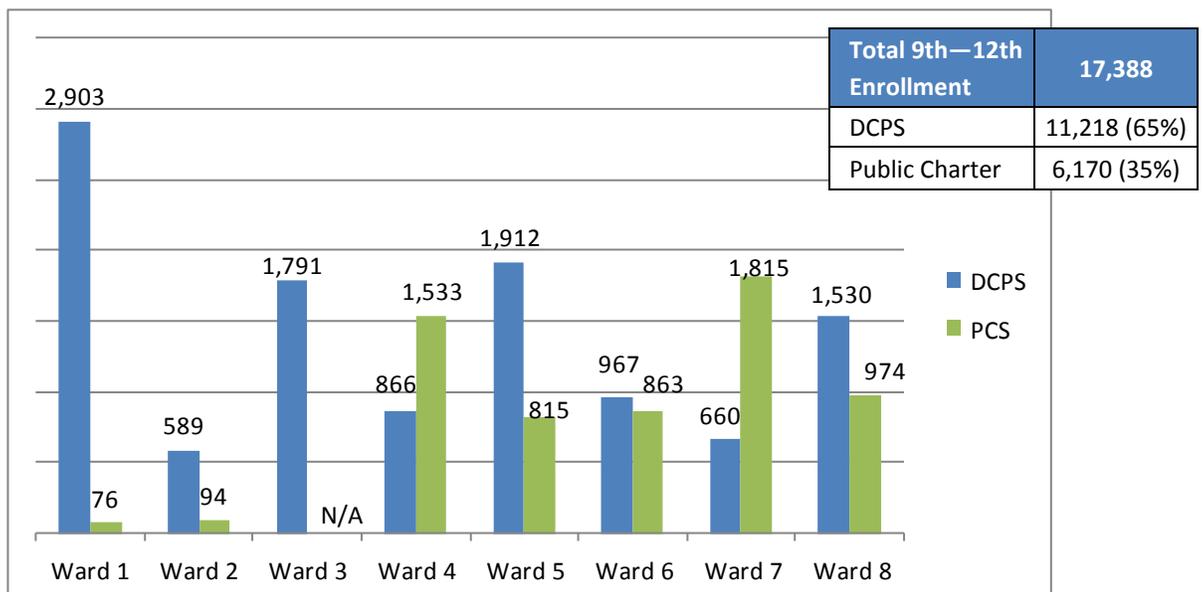


Figure 4: Enrollment of Schools Offering 9th—12th Grade, by Ward of School and Sector, SY15-16



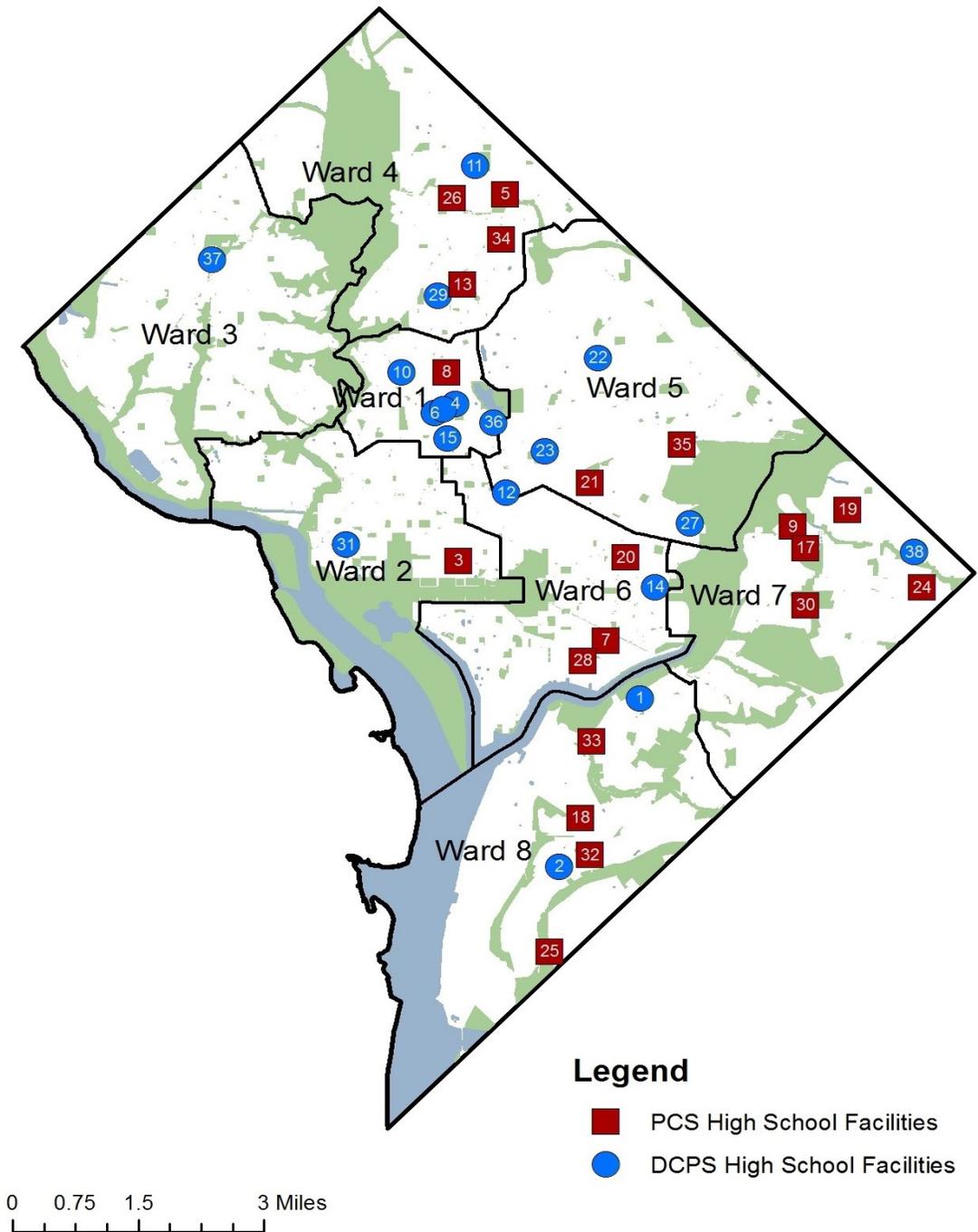
³ School enrollment includes enrollment for only grades 9th—12th and excludes younger grades that may be offered at the school. Note: No public charter schools were located in Ward 3.

Supply of Buildings: Location of School Buildings Serving Grades 9th—12th

This section shows the location of school buildings that offered at least one grade in the 9th—12th 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 38 public school *buildings* that offered at least one grade in the 9th—12th 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). Only co-locations of schools that served high school grades are shown in Map 1 (some high schools may have shared their building with an elementary or middle 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 9th—12th 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 High School Buildings, SY15-16

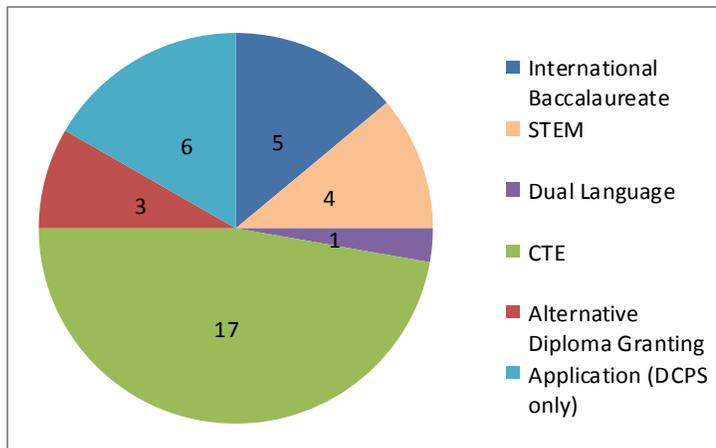


Supply of Programs: Academic Programs in Schools Serving Grades 9th—12th

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

According to DCPS and PCSB, out of the 37 schools that offered 9th-12th grade, 23 schools (62%) offered the following specialized programs: International Baccalaureate; Science, Technology, Engineering, and Math (STEM); Dual Language; Career and Technical Education (CTE); Alternative Diploma Granting; and Application (DCPS only). 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 the specific six programs.

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

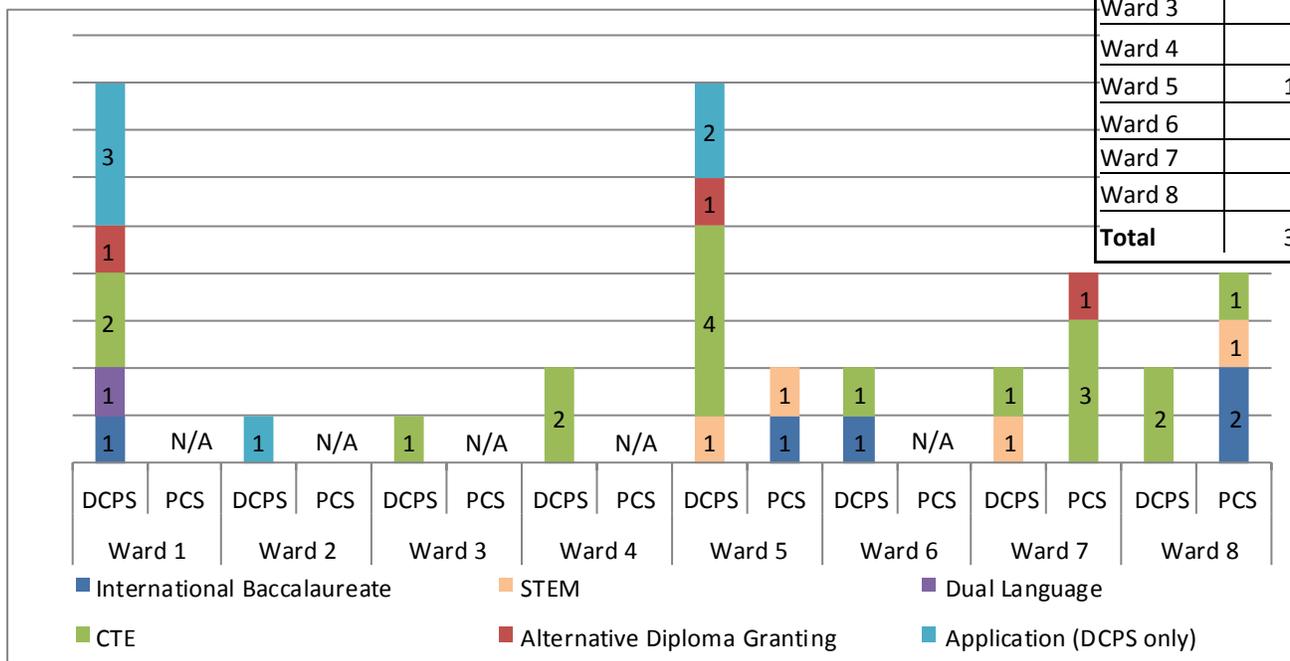


In all, the 23 schools offered 36 of the specialized programs: three schools offered three programs each and seven schools offered two programs each. CTE programs were the most frequently offered (17 programs and schools), see Figure 5.

Figure 6 shows the total number of the selected programs offered by ward of the school and sector (DCPS or public charter). Ward 5 offered the most programs (10 programs), with CTE being the most frequently offered program. Ward 1 offered the second most programs (8 programs), with Application being the most frequently offered program.

Ward	# programs
Ward 1	8
Ward 2	1
Ward 3	1
Ward 4	2
Ward 5	10
Ward 6	2
Ward 7	6
Ward 8	6
Total	36

Figure 6: Number of Specialized Programs in High 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; **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); **CTE**: programs where students can gain academics, training, and experience for specific careers; **Alternative**: high schools that grant high school diplomas for disengaged youth who may have previously dropped out, have adjudication issues, or have had difficulties in traditional school settings; and **Application** (sometimes referred to as selective): high schools that admit students based on specific criteria or eligibility requirements; only DCPS is able to operate an application (sometimes referred to as selective) school.

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

DCPS offers nine comprehensive high schools that are schools of right, meaning that students who live within the school’s attendance zone are guaranteed enrollment. As described later in the fact sheet, 25% of all 9th—12th 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

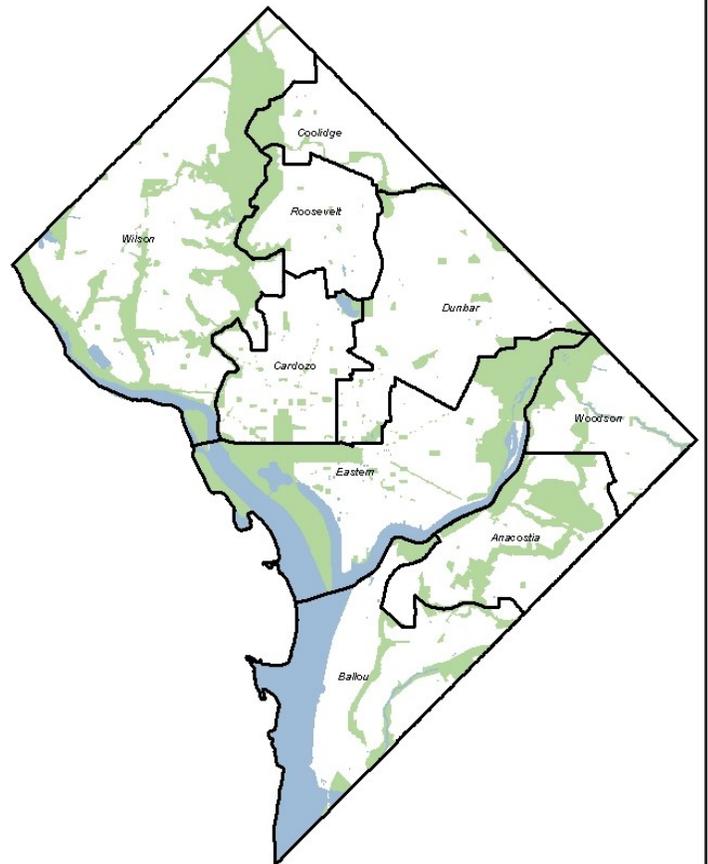
address previously closed schools (e.g. Spingarn HS) as well as to ensure that there are a sufficient and evenly distributed number of students living within each of the boundaries. For instance, the Woodson boundary was previously very small and has since been significantly expanded. Map 2 shows the DCPS school boundaries prior to the revision that were in effect for SY2014-15. Map 3 shows the DCPS high school boundaries that were implemented, along with extensive phase-in policies, for SY2015-16.

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



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).

Map 3: DCPS High School Boundaries as of SY15-16



Supply of School-Age Children: Demographics of 9th—12th Grade Students

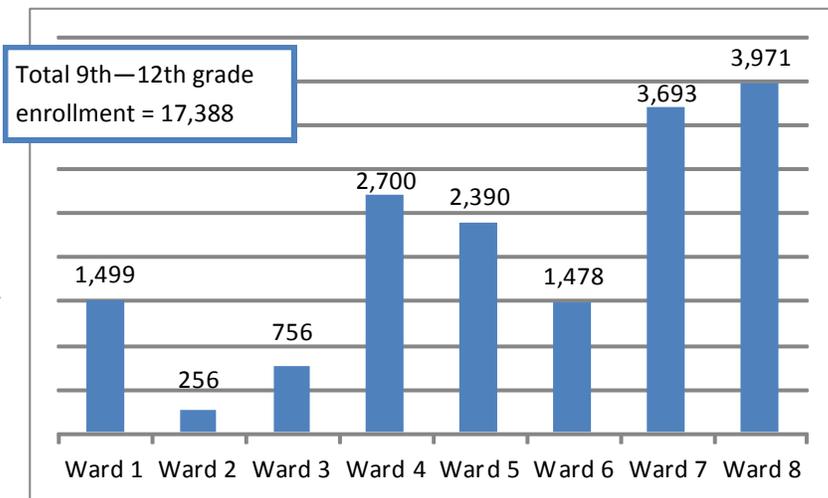
This section describes where 9th—12th grade students lived and their demographics. This includes their race/ethnicity, special education status, English Language Learner status, and at risk of academic failure status.

As of SY2015-16, there were 17,388 public school students enrolled in grades 9th—12th in DCPS and public charter schools. Figure 7 shows the number and distribution of where 9th—12th grade public school students lived (ward of residence) in SY2015-16 according to the audited enrollment. Ward 8 had the greatest number of 9th—12th grade students (3,971).

The majority of the 9th—12th grade students in SY2015-16 were African American (76%) followed by Hispanic (15%) and white students (5%) (Figure 8).

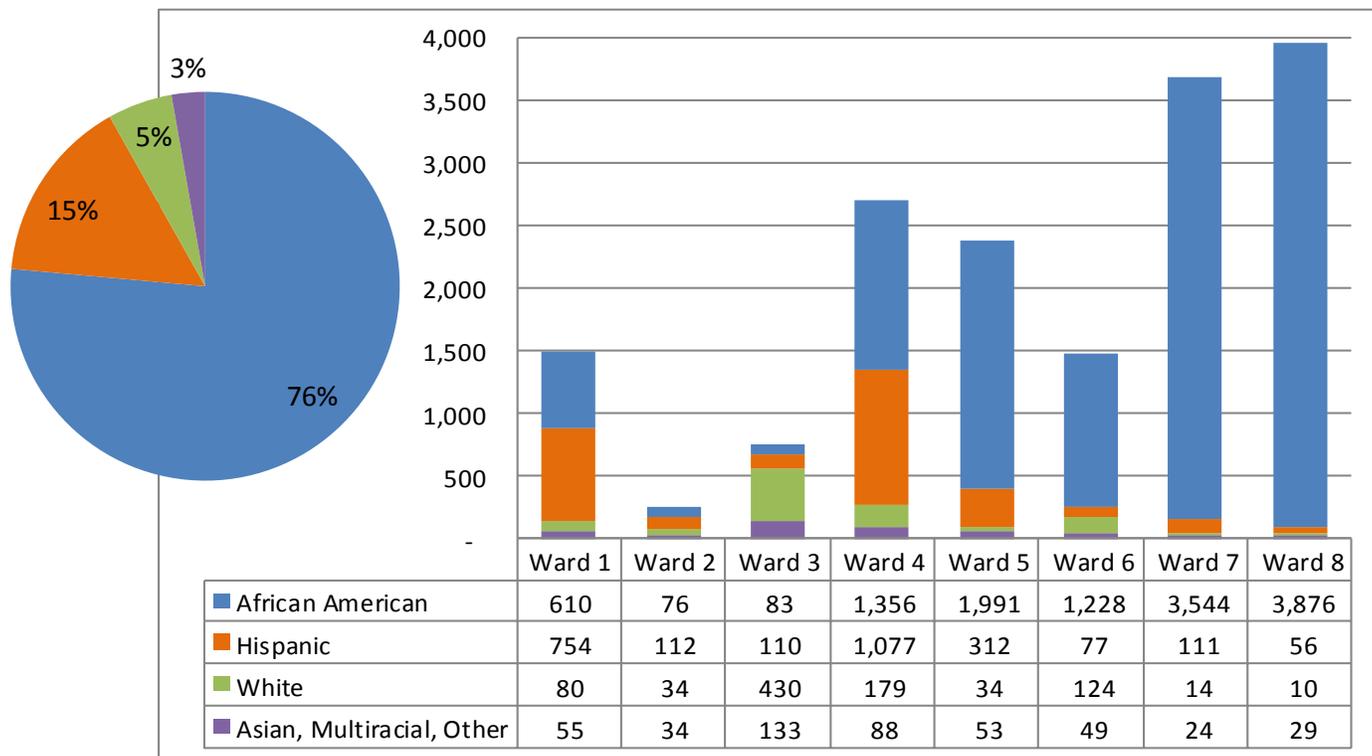
Figure 8 also shows the racial/ethnic make up of students in SY2015-16 by ward of residence. Almost all of the students in Wards 5, 6, 7, and 8 were African American, while Ward 4 had the largest number of Hispanic high school students (1,077) and Ward 3 had the greatest number of white students (430 students).

Figure 7: Number of 9th—12th Grade Public School Students, by Ward of Residence, SY15-16



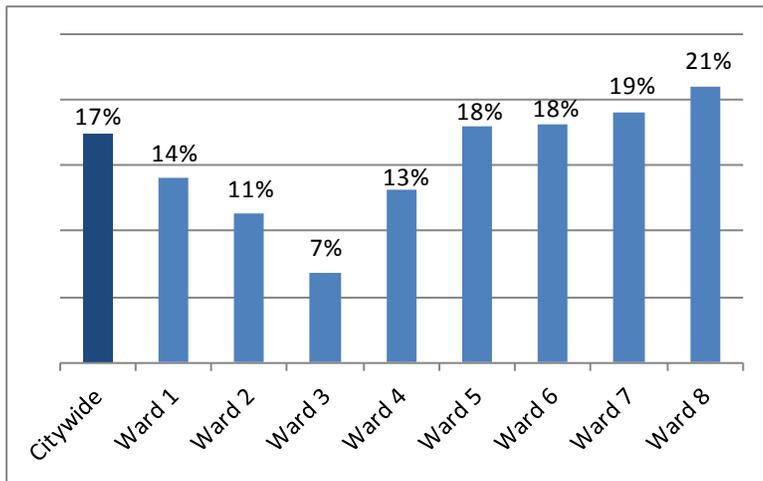
Note: Excludes 645 students whose addresses could not be geocoded/whose ward could not be assigned.

Figure 8: Share and Number of 9th—12th Grade Public School Students by Race/Ethnicity by Ward of Residence, SY15-16



Note: Excludes 645 students whose addresses could not be geocoded/whose ward could not be assigned.

Figure 9: Share of 9th—12th Grade Public School Students with Special Education Needs, by Ward of Residence, SY15-16



Out of all 9th—12th 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. High school students in Wards 7 and 8 had slightly higher specialized education needs at 19% and 21%, respectively, compared to high 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 7% of the high school grade population were ELL; Wards 1, 2, and 4 had the highest shares of ELL students at 22%, 19%, and 20%, respectively.

Figure 10: Share of 9th—12th Grade Public School Students with English Language Learner Status, by Ward of Residence, SY15-16

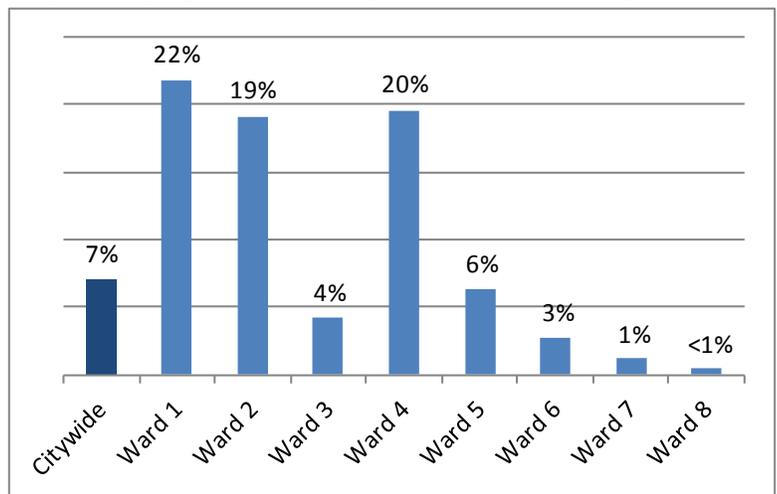
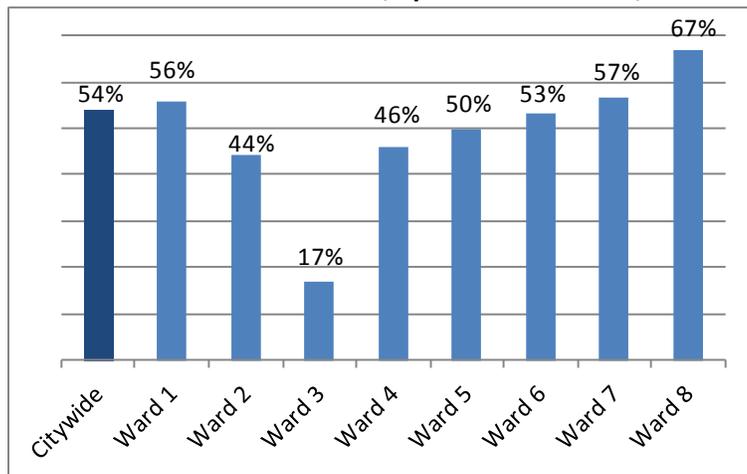


Figure 11: Share of 9th—12th Grade Public School Students by with At Risk of Academic Failure Status, by Ward of Residence, SY15-16



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, 54% of all high 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 57% and 67%, respectively.

Demand: Where 9th—12th 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: high school 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 comprehensive DCPS school, a DCPS application school, a DCPS alternative school, or a public charter school. Figure 12 shows the number and share of 9th—12th grade students that attended each of these types of schools in SY2015-16. More than one-third of high school students attended a public charter high school (35%), followed by approximately one-quarter of high school students who attended their in-boundary DCPS school (24%) and one-fifth who attended a DCPS application school (21%).

Figure 12: Number and Share of 9th—12th Grade Students Enrollment, SY15-16

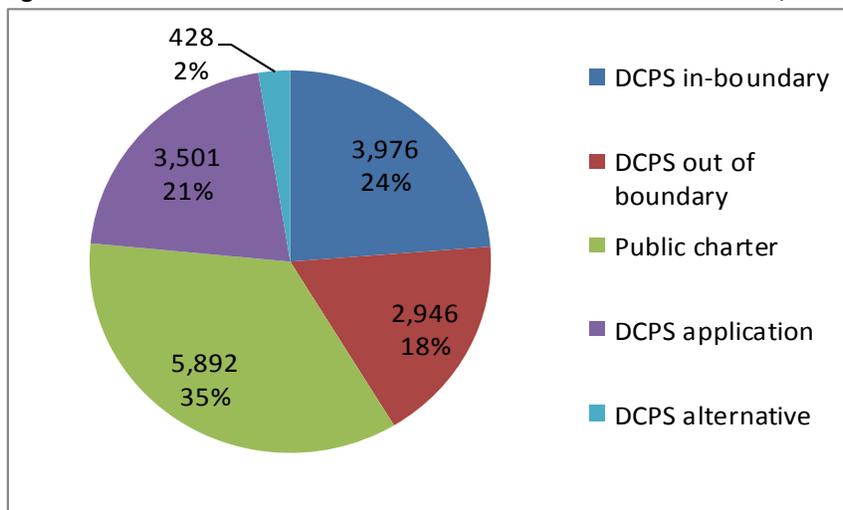
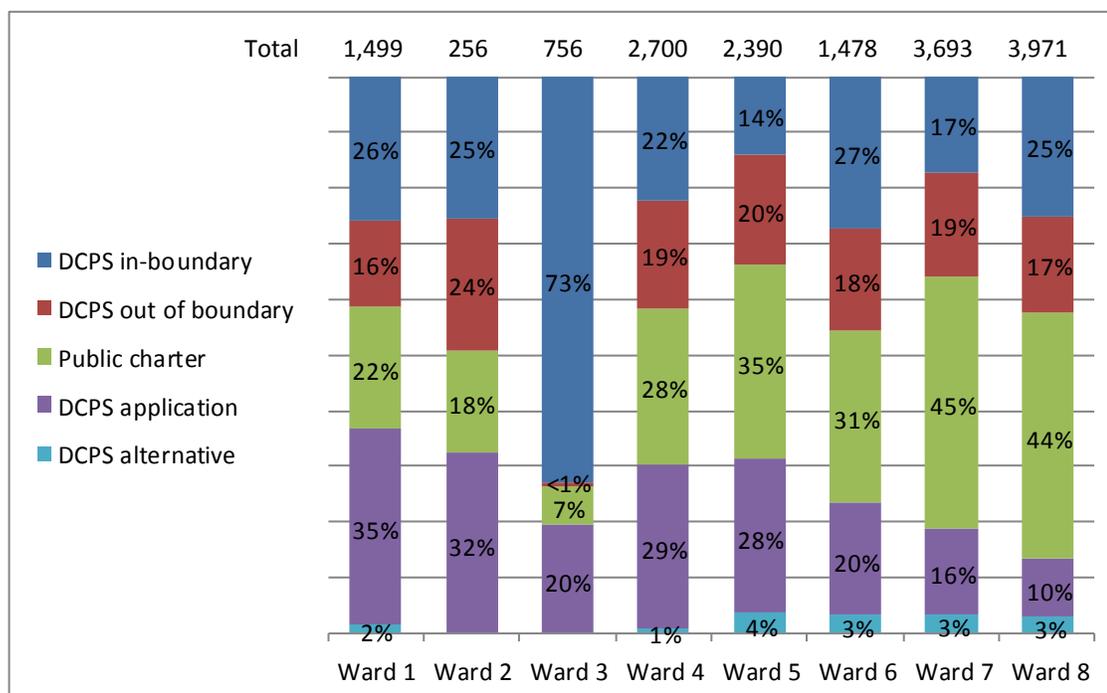


Figure 13 shows the share of 9th—12th grade students that attended the types of schools described above by ward of residence. For instance, 73% of students living in Ward 3 attended their in-boundary DCPS school, while only 14% of students in Ward 5 did the same.

Figure 13: Share of 9th—12th Grade Students, by Ward of Residence and Sector, SY15-16



Note: Excludes 645 students (DCPS and public charter) whose boundary could not be geocoded/whose ward could not be assigned; small values for DCPS alternative 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 live, for all high school students, as well as for DCPS and public charter high 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 9th—12th grade students who attended school in the same ward as where they lived, as of SY2015-16. On average, 41% of all high school students attended school in their own ward, ranging from 73% of Ward 3 high school students that attended school in Ward 3 to 11% of Ward 2 high school students (Ward 2 does not have a DCPS high school of right).

Figure 14: Share of 9th—12th Grade Students Who Live and Attend School in the Same Ward, by Ward of Residence, SY15-16

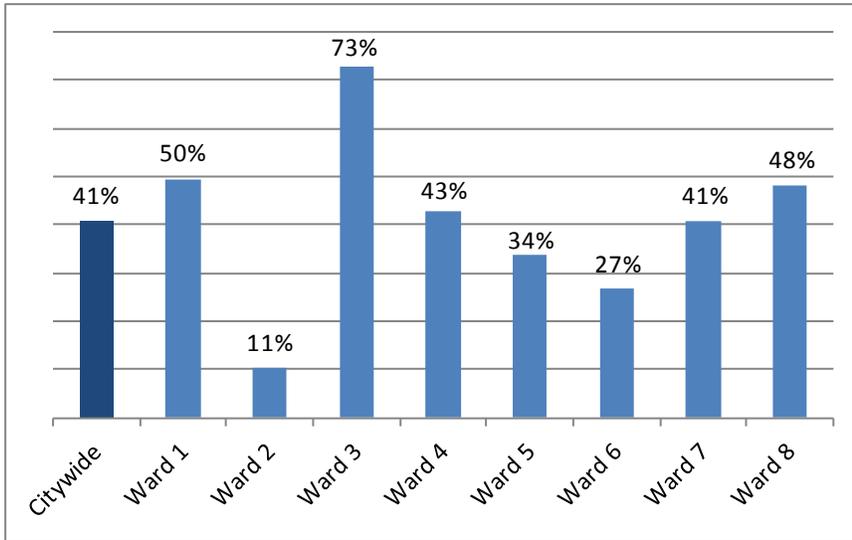
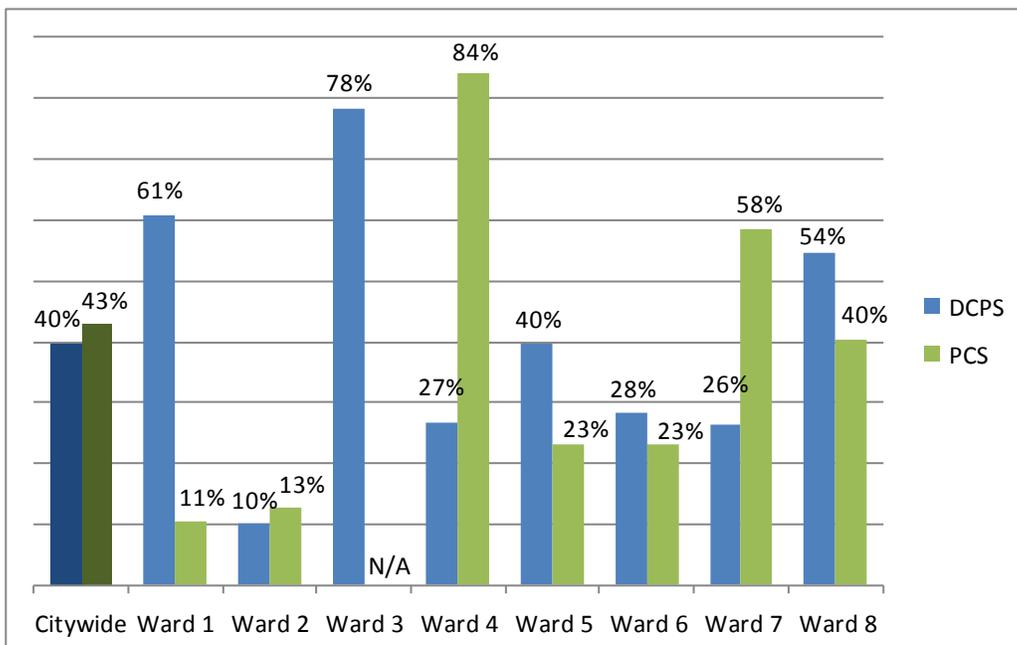


Figure 15 shows the share of students who lived in the same as ward where they were enrolled in school by sector (DCPS or public charter school students). For instance, 78% of Ward 3 DCPS high school students attended school in their own ward (there were no public charter schools in Ward 3), while 84% of Ward 4 public charter school students did the same.

Figure 15: Share of 9th—12th 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 high 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 9th—12th grade students was over 2 miles (2.3 miles). High school students living in Ward 8 had the furthest median walk distance at 2.9 miles.

Figure 16: Median Walk Distance between 9th—12th Grade Students’ Home and School, by Ward of Residence, SY15-16

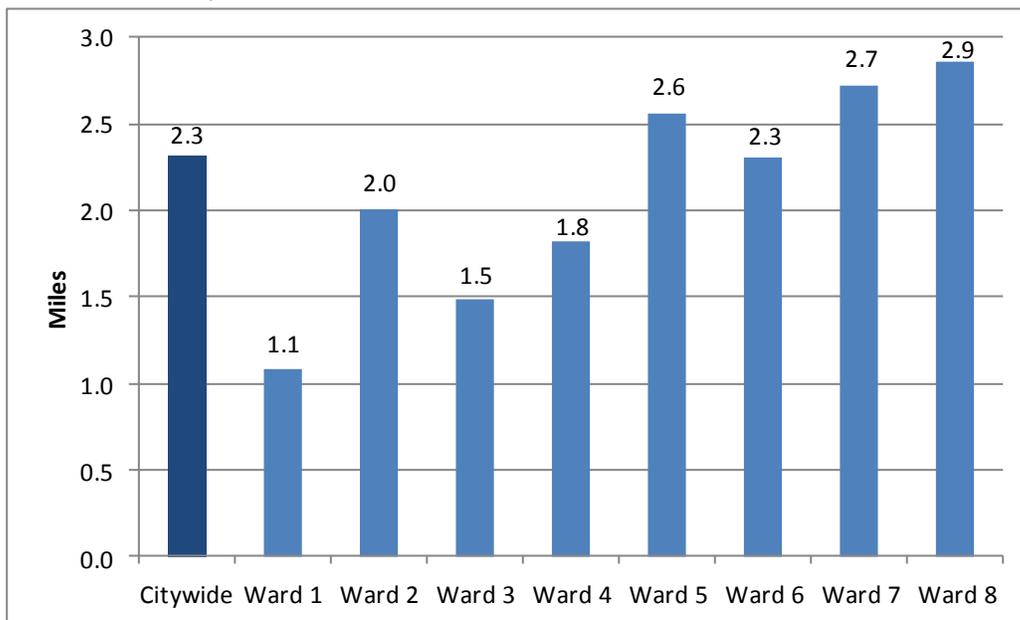
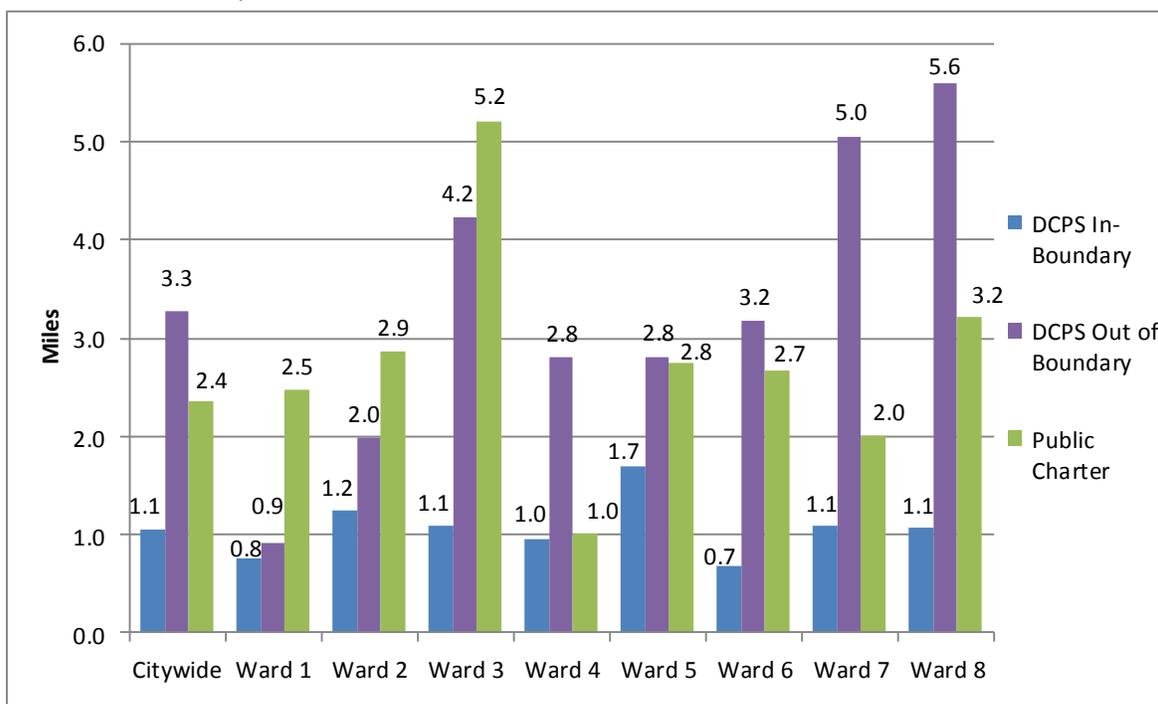


Figure 17 shows the same walking distances, disaggregated by sector as well as by ward. Ward 8 DCPS out of boundary high school students traveled the furthest—over 5.5 miles to their school. Ward 3 public charter school students traveled the second furthest at 5.2 miles. This long distance reflects that there were no public charter schools located in Ward 3.

Figure 17: Median Walk Distance between 9th—12th Grade Students’ Home and School, by Ward of Residence and Sector, SY15-16



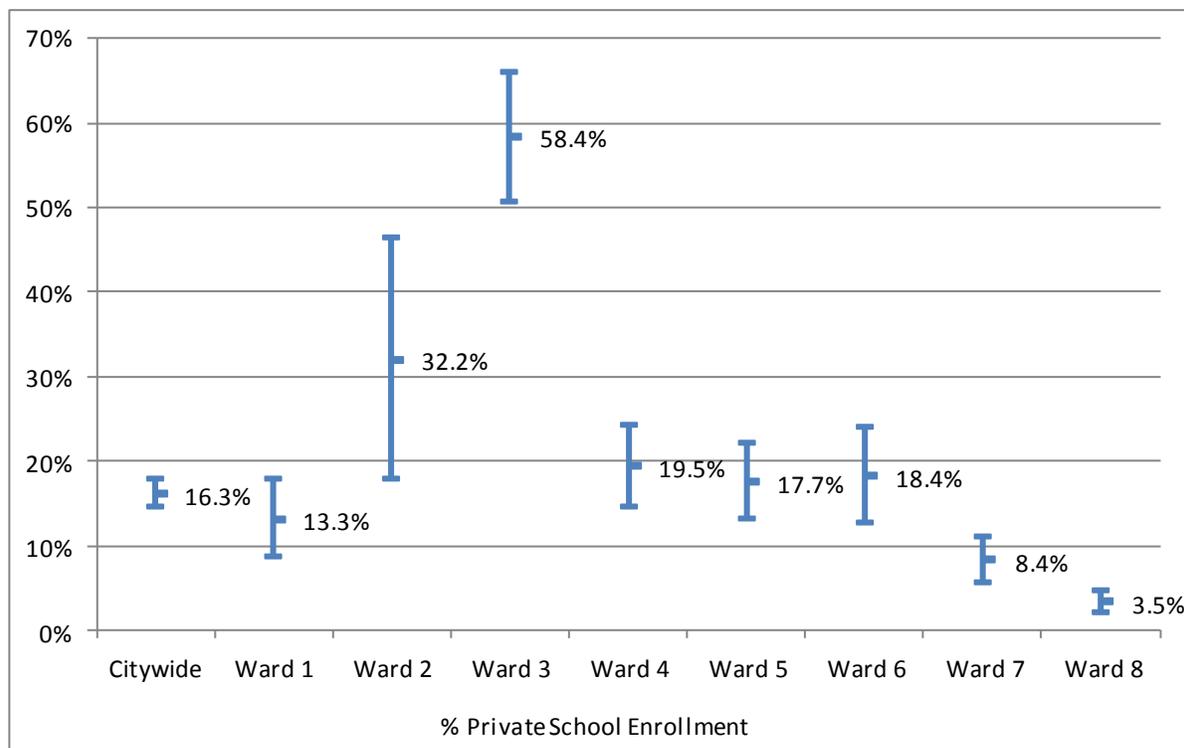
Private School Students

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

Not all of the high school-aged children living in the District attend public school. Figure 18 shows the estimated share of private school enrollment by ward according to the American Community Survey (ACS), 5 Year Estimates (2010-2014) for grades 9th–12th.

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 examples, for the period between 2010-2014, you can be 90% confident that the true share of all 9th–12th graders that attended private school was between 15% and 18%. High school children in Wards 2 and 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 9th–12th Grade, by Ward of Residence, 2010-2014



Source: American Community Survey, 2010-2014 Table S1401

Supply and Demand: Programmatic Capacity of 9th—12th Grade Schools

This section describes the programmatic capacities of DCPS and public charter school buildings serving 9th—12th 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 DGS using consistent DCPS Educational Specification guidelines across all schools. DCPS's capacities includes "portables", or temporary buildings, located near the school facility. Public charter programmatic capacities were self-reported by each public charter LEA in a survey administered by PCSB and 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 37 schools serving 9th—12th grade in SY2015-16 had a programmatic building capacity of 28,359 students (see Table 1). This means that the buildings housing these schools had the capacity for 28,359 students, which could include grades lower than 9th grade. Total building enrollment (including grades lower than 9th) was 22,872. The DCPS programmatic capacity was 15,986 seats. Similarly, public charter schools serving 9th—12th grades had a capacity of 12,373 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 4 had the greatest capacity (up to 5,315 students). Ward 8 had the next largest programmatic capacity at up to 4,672 students. In Wards 2 and 3, enrollment at DCPS schools exceeded programmatic capacity.

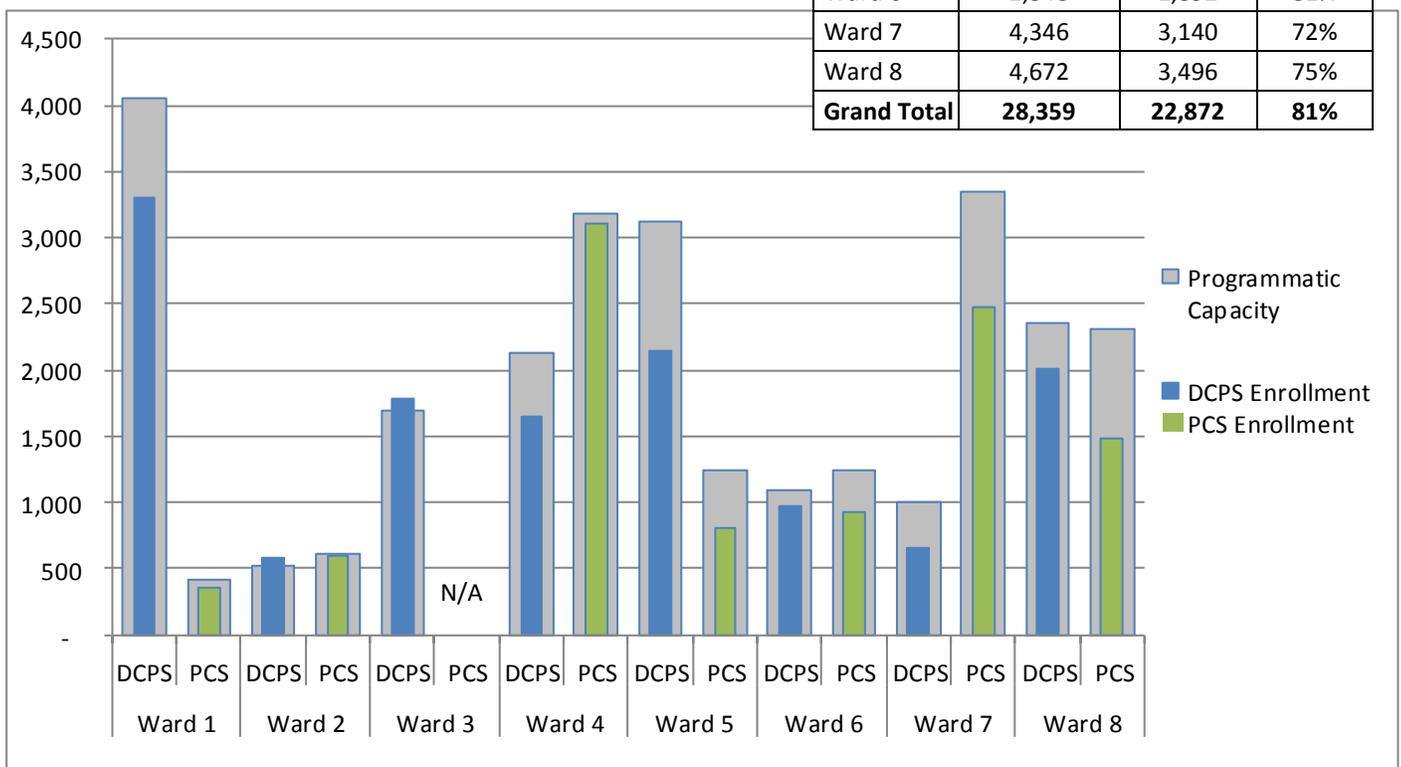
Table 1: Programmatic Capacity for Buildings with Grades 9th—12th, by Sector, SY15-16

	Programmatic Capacity	Building Enrollment	% Full
DCPS	15,986	13,099	82%
PCS	12,373	9,773	79%
Total	28,359	22,872	81%

Table 2: Programmatic Capacity and Enrollment for Buildings with Grades 9th—12th, by Ward, SY15-16

Ward	Programmatic Capacity	Building Enrollment	% Full
Ward 1	4,466	3,662	82%
Ward 2	1,140	1,188	104%
Ward 3	1,700	1,791	105%
Ward 4	5,315	4,750	89%
Ward 5	4,372	2,953	68%
Ward 6	2,348	1,892	81%
Ward 7	4,346	3,140	72%
Ward 8	4,672	3,496	75%
Grand Total	28,359	22,872	81%

Figure 19: Programmatic Capacity for Buildings with Grades 9th—12th, by Ward of School and Sector, SY15-16



Note: Programmatic capacities are for the entire building, including grades lower than grade 9. No public charter schools were located in Ward 3.

Supply and Demand: Building Utilization and Boundary Participation of Schools Serving 9th—12th Grade

This section provides information about the citywide demand of the schools that offered grades 9th—12th, 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 9th—12th grade had an average utilization rate of 82% of their total capacity. Ward 7 DCPS high schools had the lowest average utilization rate (66%) and Ward 2 DCPS high schools had the highest average utilization rate (113%). Public charter schools serving 9th—12th had an average utilization rate of 79%; Ward 8 schools had the lowest (64%) 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 high school had a school in-boundary rate of 35%. Table 4 also breaks the information down by ward of the school. For instance, 56% of DCPS Ward 4 9th—12th 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 9th—12th 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 high school students enrolled in their in-boundary DCPS school in SY2015-16. High school students living in Ward 3 were more likely to attend their in-boundary DCPS school (68% of all Ward 3 public 9th-12th grade students) while Ward 4 high school students were less likely to attend their in-boundary DCPS school (16% of all Ward 4 public 9th—12th 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, 9th—12th Grade, by Ward of School, SY15-16

Ward	DCPS Facility Utilization Rate	PCS Facility Utilization Rate
Ward 1	82%	86%
Ward 2 ³	113%	97%
Ward 3	105%	--
Ward 4	77%	98%
Ward 5	68%	65%
Ward 6	88%	74%
Ward 7	66%	74%
Ward 8	85%	64%
Citywide	82%	79%

³ There was only one public charter school in Ward 2

Table 4: Boundary Participation for DCPS Schools, 9th—12th Grade, by Ward of School, SY15-16

Ward	Average DCPS School In-Boundary Rate	Average DCPS Boundary Participation Rate
Ward 1 ⁴	9%	22%
Ward 2 ⁵	N/A	N/A
Ward 3	50%	68%
Ward 4	56%	16%
Ward 5	18%	18%
Ward 6	37%	26%
Ward 7	74%	22%
Ward 8	74%	23%
Citywide	35%	25%

⁴ Capacity for Duke Ellington School of the Arts is excluded since the building is undergoing renovations.

⁵ There was no Ward 2 comprehensive high school.

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

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

This section reviews whether the current supply of high school seats is sufficient for the estimated future number of public high 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 14 through 17 (reflecting grades 9th through 12th). 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 2,797 additional 14-17 year olds may enroll in the public school system (a 16% increase between 2016 and 2021).

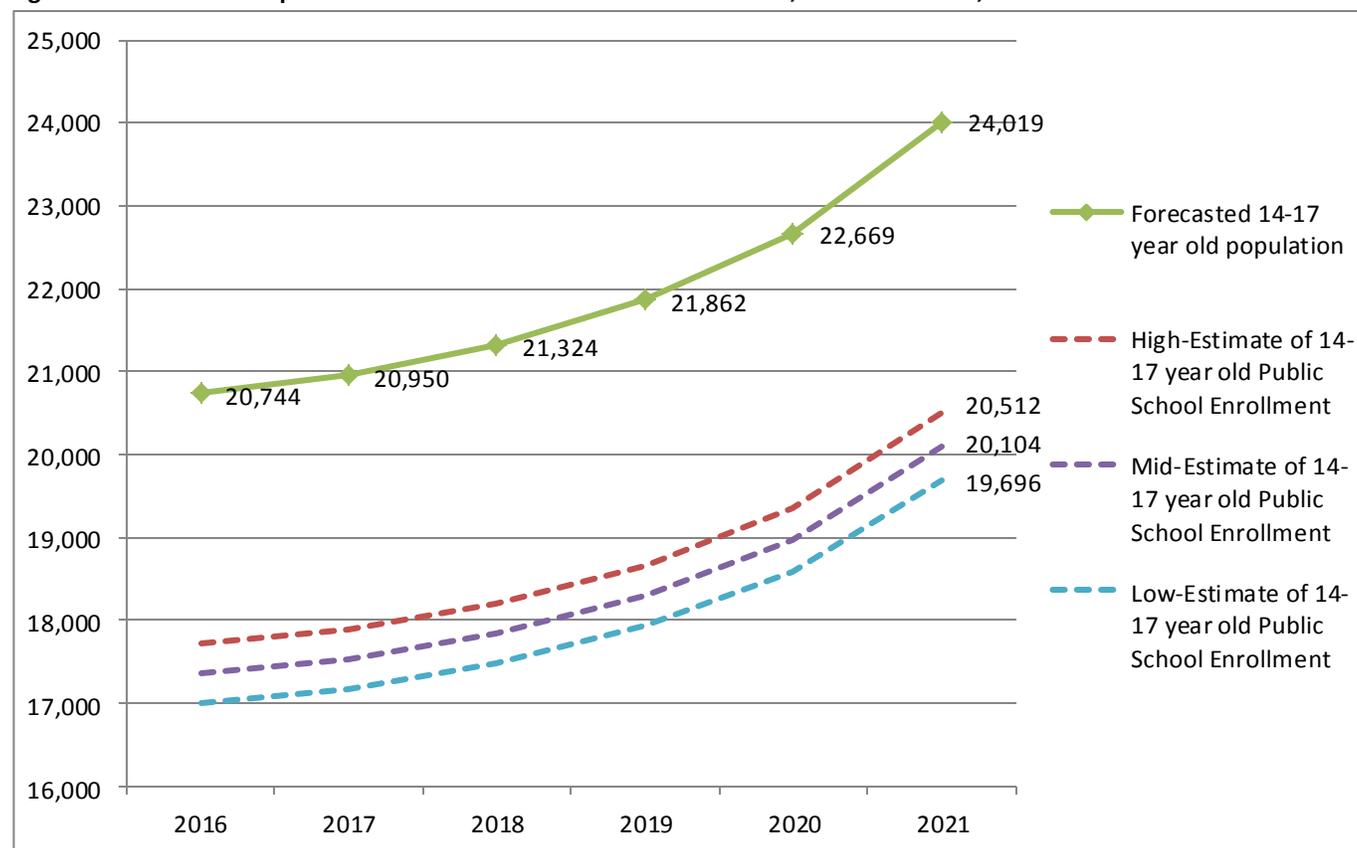
Table 5: Forecasted Population and Estimated Public School Students, 14-17 Year Olds, 2016-2021

	2016	2017	2018	2019	2020	2021
Forecasted 14-17 age population ⁶	20,744	20,950	21,324	21,862	22,669	24,019
High-Level Estimate of 14-17 year olds in public school ⁷	17,715	17,891	18,211	18,670	19,359	20,512
Mid-Level Estimate of 14-17 year olds in public school ⁷	17,363	17,535	17,848	18,298	18,974	20,104
Low-Level Estimate of 14-17 year olds in public school ⁷	17,010	17,179	17,486	17,927	18,589	19,696

⁶ DC Office of Planning forecasted age -specific population forecasts

⁷ 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, 14-17 Year Olds, 2016-2021



The Future: Population Forecasts Compared to Current Supply of High School Seats, continued

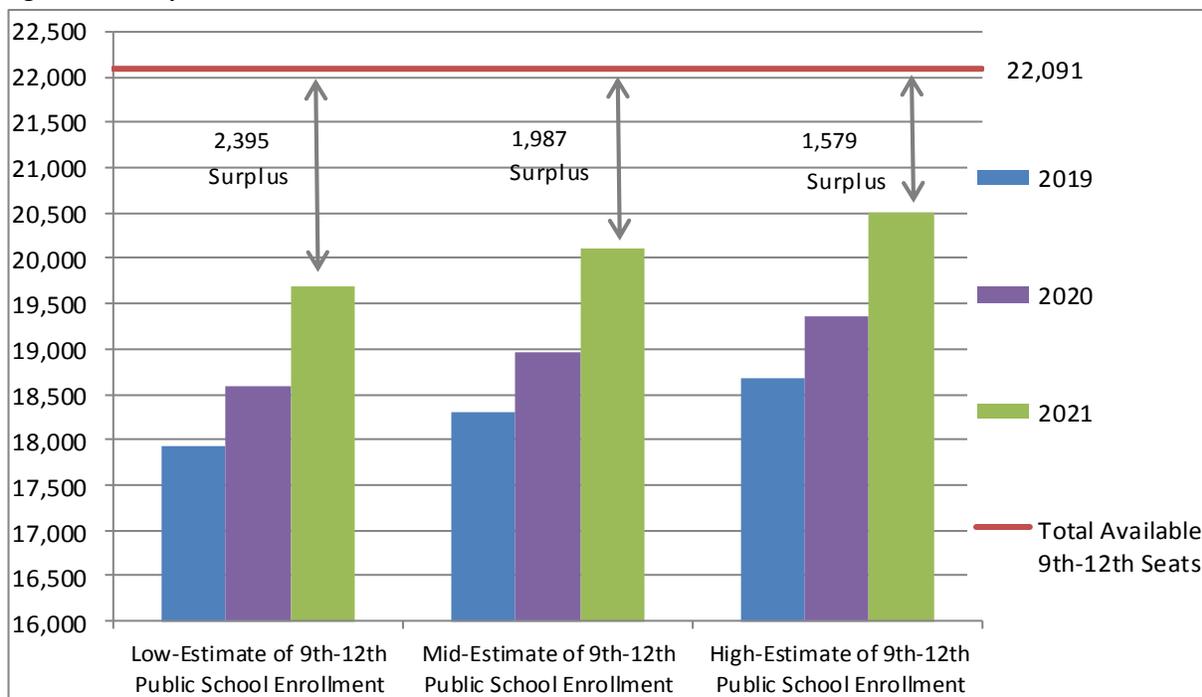
Table 6 shows the estimated number of 9th—12th grade seats by sector and ward in SY2015-16. The number of grade-specific seats was calculated by taking the total school programmatic capacities discussed in Table 1 and adjusting them to reflect only grades 9th—12th, rather than the full building capacity if they serve lower or higher grades (see Appendices 4 and 5 for the total building capacities and 9th-12th 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 close⁸). Using this method, there were 14,091 DCPS and 8,000 public charter school 9th—12th grade seats, totaling 22,091 seats (Table 6).

Table 6: Estimated Number of 9th—12th Grade Seats, by Ward of School, SY15-16

Ward	# DCPS Seats (based on capacity)	# PCS Seats (based on capacity)
Ward 1	3,604	88
Ward 2	520	97
Ward 3	1,700	N/A
Ward 4	1,500	1,571
Ward 5	2,825	1,250
Ward 6	1,100	1,154
Ward 7	1,000	2,536
Ward 8	1,843	1,304
Grand Total	14,091	8,000

Looking out to 2021, by applying the private school discount rate estimates to the OP forecasted population there will be between 19,696 and 20,512 14-17 year old public school students (see Figure 20). If the District grows this amount and if the city keeps the same supply of high schools with the same grade spans and facilities as they have in SY2015-16, then there may be a surplus of between 1,579 and 2,395 seats in our current facility inventory (Figure 21).

Figure 21: Comparison of 9th—12th Grade Seats in 2021 Based on Schools as of SY15-16



⁸ Based on future projections, there may be as many as 458 additional 9th-12th grade seats by 2021.

Map 1 Legend, Location of school buildings offering grades 9th—12th in SY2015-16

Label #	School Name(s)	Grades Served
1	Anacostia HS	9th-12th
2	Ballou HS	9th-12th
3	BASIS DC PCS	5th-11th
4	Benjamin Banneker HS	9th-12th
5	Capital City PCS – High School	9th-12th
6	Cardozo EC	6th-12th
7	Cesar Chavez PCS for Public Policy – Capitol Hill	9th-12th
8	Cesar Chavez PCS for Public Policy – Chavez Prep	6th-9th
9	Cesar Chavez PCS for Public Policy – Parkside HS	9th-12th
10	Columbia Heights Education Campus (CHEC)	6th-12th
11	Coolidge HS	9th-12th
12	Dunbar HS	9th-12th
13	E.L. Haynes PCS – High School	9th-12th
14	Eastern HS	9th-12th
15	Ellington School of the Arts @ Garnet-Patterson	9th-12th
16	Ellington School of the Arts @ Meyer	9th-12th
17	Friendship PCS – Collegiate Academy	9th-12th
18	Friendship PCS – Technology Preparatory Academy	6th-12th
19	IDEA PCS	9th-12th
20	Kingsman Academy	6th-12th
21	KIPP DC – College Preparatory PCS	9th-12th
22	Luke Moore Alternative HS	9th-12th
23	McKinley Technology HS	9th-12th
24	Maya Angelou PCS – High School	9th-12th
25	National Collegiate Preparatory Public Charter HS	9th-12th
26	Paul PCS – International HS	9th-12th
27	Phelps Architecture, Construction, and Engineering HS	9th-12th
28	Richard Wright PCS for Journalism and Media Arts	8th-12th
29	Roosevelt HS @ MacFarland	9th-12th
30	School for Educational Evolution and Development (SEED) PCS	6th-12th
31	School Without Walls HS	9th-12th
32	Somerset Preparatory Academy PCS	6th-10th
33	Thurgood Marshall Academy PCS	9th-12th
34	Washington Latin PCS – Upper School	9th-12th
35	Washington Mathematics Science Technology PCHS	9th-12th
36	Washington Metropolitan HS (formerly YEA)	9th-12th
37	Wilson HS	9th-12th
38	Woodson HS	9th-12th