



Prince William County School Board – Impact Statement

Date:	May 1, 2019		
Case Number:	REZ2016-00021		
Case Name:	KLINE PROPERTY		
Magisterial District:	Coles		
Description:	Rezone 92.19 acres from A-1, Agricultural, to PBD, Planned Business District and PMR, Planned Mixed Residential		
Proffer Evaluation Category:	<input checked="" type="checkbox"/> Pre-2016	<input type="checkbox"/> 2016-2019	<input type="checkbox"/> Post-2019

Proposed Residential Rezoning (number of units)	Student Generation for Proposed Rezoning																				
<table border="1"> <thead> <tr> <th colspan="2">Housing Units Proposed</th> </tr> </thead> <tbody> <tr> <td>Single-Family</td> <td style="text-align: right;">36</td> </tr> <tr> <td>Townhouse</td> <td style="text-align: right;">84</td> </tr> <tr> <td>Multi-family</td> <td style="text-align: right;">190</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">310</td> </tr> </tbody> </table>	Housing Units Proposed		Single-Family	36	Townhouse	84	Multi-family	190	Total	310	<table border="1"> <thead> <tr> <th colspan="2">Students Generated</th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td style="text-align: right;">68</td> </tr> <tr> <td>Middle</td> <td style="text-align: right;">32</td> </tr> <tr> <td>High</td> <td style="text-align: right;">39</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">139</td> </tr> </tbody> </table>	Students Generated		Elementary	68	Middle	32	High	39	Total	139
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Developer Proposed Mitigation			
Monetary proffers are consistent with Monetary Policy Guide (for cases prior to July 1, 2016)?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	N/A
School site, if offered, addresses a need identified in the School Divisions' CIP?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	N/A
The location and size of the school site, if offered, is acceptable to the School Division?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	N/A
For cases July 1, 2016 to present			
The student generation methodology in the developer's impact analysis is acceptable?	<input type="checkbox"/> Yes	<input type="checkbox"/> No*	<input checked="" type="checkbox"/> N/A
*If No, what is the correct student generation?	Elementary School	0	Total Students
	Middle School	0	
	High School	0	0
Monetary proffers, if offered, are based on adopted CIP projects, in terms of cost and in the geographic area of the rezoning, in the developer impact statement?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> N/A

Developer Proposed Mitigation

- The developer’s Proffer Statement dated January 22, 2019, indicates the applicant shall dedicate to the Board of County Supervisors the property identified in the Master Zoning Plan as Public Recreation Use Area and/or Institutional Use for public school use. Said property shall be used for educational purposes and if appropriate, collocation of parks and recreation uses.
- Based on the last four School Division land purchases in this general area, the estimated value of the property ranges from \$4.1 million to \$5.9 million. The Policy Guide for Monetary Contributions suggests a proffer contribution of \$4,171,060. Therefore, the proposed land proffer is found to be consistent with the Monetary Policy Guide (for cases prior to July 1, 2016).
- In addition to the dedicated property, the School Board is requesting with the development of the Kline Property, the applicant shall extend public utilities including water, sanitary sewer, natural gas (if applicable), and three-phase electric to the boundary of the dedicated property, to facilitate a connection of said utilities for development of the property as a school site.

Countywide Current and Projected Student Enrollment & Capacity Utilization

School Level	Available Space		2018-19			2023-24			2028-29		
	Capacity	Portable Classrooms	Students	Space Available (+/-)	Util. (%)	Students	Space Available (+/-)	Util. (%)	Students	Space Available (+/-)	Util. (%)
Elementary School	42,130 ¹	107	40,110	2,020	95.2%	41,595	1,538	96.4%	45,136	-2,003	104.6%
	43,133 ²										
Middle School	20,592 ¹	47	20,997	-405	102.0%	21,383	-434	102.1%	22,480	-1,531	107.3%
	20,949 ²										
High School	26,197	51	27,610	-1,413	105.4%	29,985	-3,788	114.5%	30,306	-4,109	115.7%

¹ Capacity on which available space is calculated for the 2018-19 school year.
² Capacity on which available space is calculated for the 2019-20 through 2028-29 school years.

Current and Projected Student Enrollment & Capacity Utilization - Schools in same attendance area as Proposed Rezoning

Under the School Division’s 2018-19 school attendance area assignments, students generated from the Proposed Rezoning will attend the following schools:

School	Available Space			2018-19			2023-24			2028-29		
	Capacity 2018-19 ¹	Capacity 2019-28 ²	Portable Classrooms	Students	Space Available (+/-)	Util. (%)	Students	Space Available (+/-)	Util. (%)	Students	space Available (+/-)	Util. (%)
Signal Hill ES	803	819	2	720	83	89.7%	742	77	90.6%	823	-4	100.4%
Parkside MS	1,453			1,411	42	97.1%	1,548	-95	107.0%	1,594	-141	110.0%
Osborn Park HS	2,430			2,357	73	97.0%	2,862	-432	117.8%	1,854	576	76.3%

¹ Capacity on which available space is calculated for the 2018-19 school year.
² Capacity on which available space is calculated for the 2019-20 through 2028-29 school years.

Current and Projected Student Enrollment & Capacity Utilization - Schools in same CIP Planning Area as Proposed Rezoning

School	Available Space			2018-19			2023-24			2028-29		
	Capacity 2018-19 ¹	Capacity 2019-28 ²	Portable Classrooms	Students	Space Available (+/-)	Util. (%)	Students	Space Available (+/-)	Util. (%)	Students	Space Available (+/-)	Util. (%)
Belmont ES	540	547	0	462	78	85.6%	552	-5	101.0%	577	-30	105.5%
Loch Lomond ES	433	440	6	507	-74	117.1%	524	-84	119.0%	549	-109	124.8%
Yorkshire ES	793	735	3	770	23	97.1%	854	-119	116.2%	901	-166	122.6%

¹ Program Capacity on which available space is calculated for the 2018-19 school year.

² Program Capacity on which available space is calculated for the 2019-20 through 2028-29 school years.

Current and Projected Student Enrollment – Schools in same attendance area as Proposed Rezoning, including the effect of students generated from proposed rezoning

School	Capacity 2018-19 ¹	Capacity 2019-28 ²	Portable Classrooms	Students	Space Available (+/-)	Util. (%)	Students	Space Available (+/-)	Util. (%)	Students	space Available (+/-)	Util. (%)
Signal Hill ES	803	819	2	720	83	89.7%	810	9	98.9%	891	-72	108.8%
Parkside MS	1,453			1,411	42	97.1%	1,580	-127	108.7%	1,626	-173	111.9%
Osborn Park HS	2,430			2,357	73	97.0%	2,901	-471	119.4%	1,893	537	77.9%

Schools Capital Improvements Program (CIP) Projects that may impact schools in attendance areas of the Proposed Rezoning (with year anticipated)

Elementary School	Elementary School (Yorkshire Area) (2028)
Middle School	Marsteller MS (11-room addition) (2022)
High School	13 th High School (2021); 14 th High School (Mid-County) (2024)

Note: The capacity utilization of an individual school due to the impact of future Schools CIP projects will vary based upon the attendance area modifications approved by the School Board.

School Board Comments and Concerns

- The School Board is opposed to any rezoning application that causes student enrollment either Divisionwide, by school level, or by student enrollment at any assigned school, to exceed 100% of capacity.
- Current Division-wide enrollment levels at middle and high schools in the aggregate exceed capacity.
- Current enrollment at all levels of the assigned schools have existing capacity.
- As indicated above, the assigned middle and high schools are expected to exceed capacity by approximately 8.7 to 19.4 percent with the additional students under this application. The anticipated additional students will further strain the operational and capital resources of the assigned schools and add to the School Division’s need to create new space for students.
- Transferring or reassigning students to other PWCS schools to relieve the additional overcapacity created by this application is not a solution acceptable to the School Board, nor likely to be well received by the school community. While the School Board must adjust school boundaries upon the opening of new schools or additions to existing schools, and does so only with community input and recommendations, it is opposed to boundary changes precipitated by the approval of individual residential developments.
- For these reasons, the School Board is opposed to the subject application.