

ACPS REZONING



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Community Input Sessions

Objectives

Establish geographic zone lines for schools within the district

Align Student Capacity with Student Enrollment

Considering current and projected enrollment (including active development)

Prioritize Fiscal Responsibility and Efficiency

- Facilities
- Transportation
- Personnel





District School Zones Policy 5120

The Superintendent will periodically review school enrollment and recommend to the Board such changes in District school zones.

Modifications may be appropriate following construction of a new school, construction of additional facilities at an existing school, closing or suspension of operations of an existing school, over or under school capacity of a school, and the growth or decline of a student population.



po5120

Changes may be justified after consideration by the Board of the following:

- financial and administrative efficiency
- school capacity and grade level capacity
- convenience of access to schools
- safe and efficient student transportation and travel
- effective and appropriate instructional programs
- socio-economic diversity in school enrollments with consideration of the equitable impact on student enrollment at each school
- utilization of existing school physical facilities



po5120

The Superintendent shall recommend to the Board the adoption of enrollment caps for all schools in the District, with priority given to schools determined to be **crowded**. The caps will be based on percentage of capacity and set at a level that will accommodate potential growth of the student population within the school attendance zone. **A school whose projected student population exceeds ninety percent (90%) of the school capacity shall be considered crowded.**

Methodology

Consideration of constraints used to make decisions about zone lines + insights that arose during the process regarding physical space and financial impact



Transportation Challenges

Walk Zones
Safe Bus Routes
Shorter Bus Routes



School Capacity

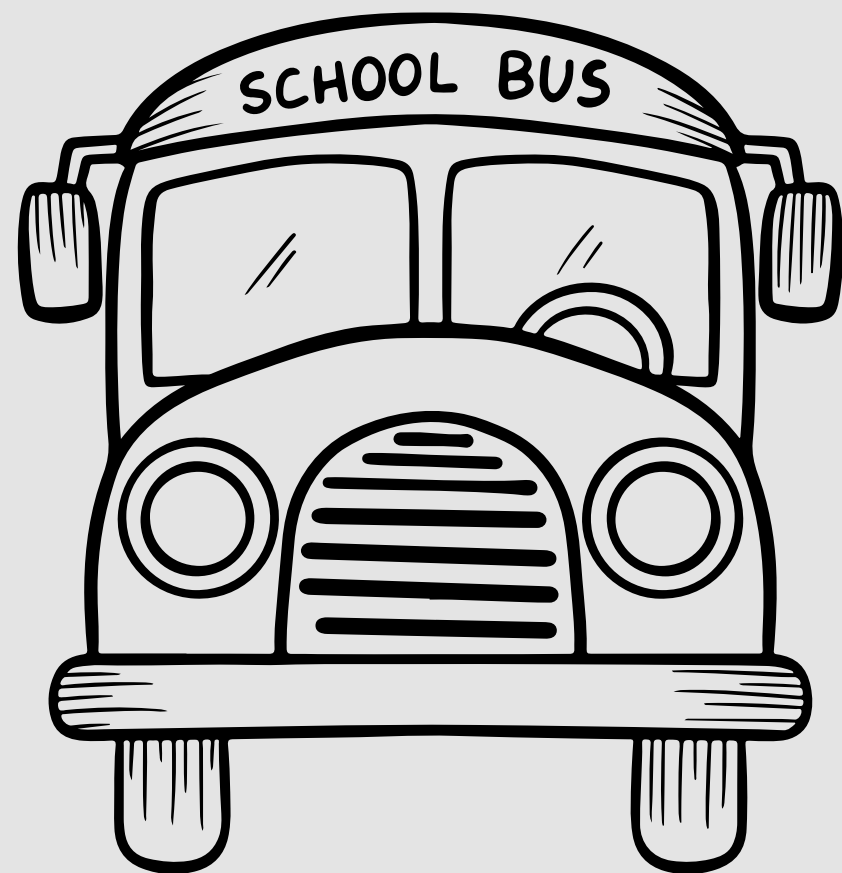
Permanent Capacity
Portables
Computer Labs



Magnet/Program Enrollment

Magnet Program Enrollment &
Caps for Crowded and
Overcapacity Schools
Zoning Exemption Parameters

Transportation Challenges



Transportation Challenges

Walk Zones
Safe Bus Routes
Shorter Bus Routes



Budgetary Considerations

Reduced Cost for Eliminating Routes
and Creating Shorter Routes
(including bus usage, gas, mileage,
maintenance, driver, etc.)

Current Operational Cost: \$11,800,000

School Capacity



School Capacity

Permanent Capacity
Portables
Computer Labs

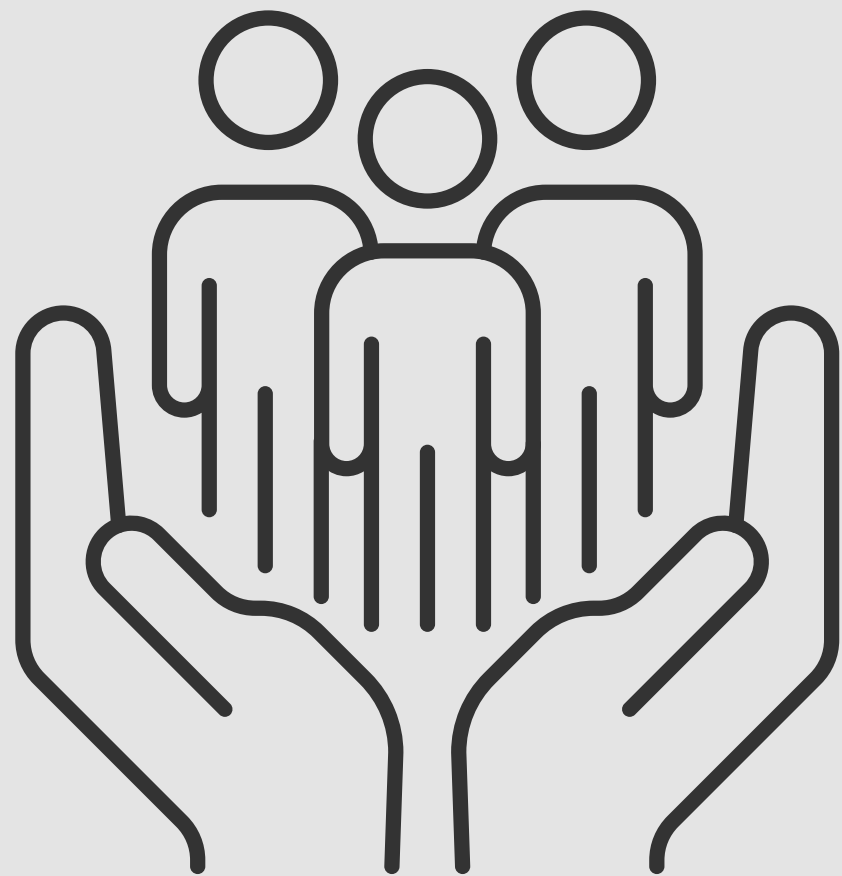
Total School Site Current
Portable Cost: \$835,140



Budgetary Considerations

Total Portables on School Campuses
(324 = 216 ACPS Owned +108 Leased);
Impact of Potentially Converting Wired
Computer Labs to Classroom Space (due to
1:1 devices and mobile laptop cart
conversions). Total Wired Labs=118.

Magnet/Program Enrollment



Magnet/Program Enrollment

Magnet Program Enrollment &
Caps for Crowded and
Overcapacity Schools
Zoning Exemption Parameters

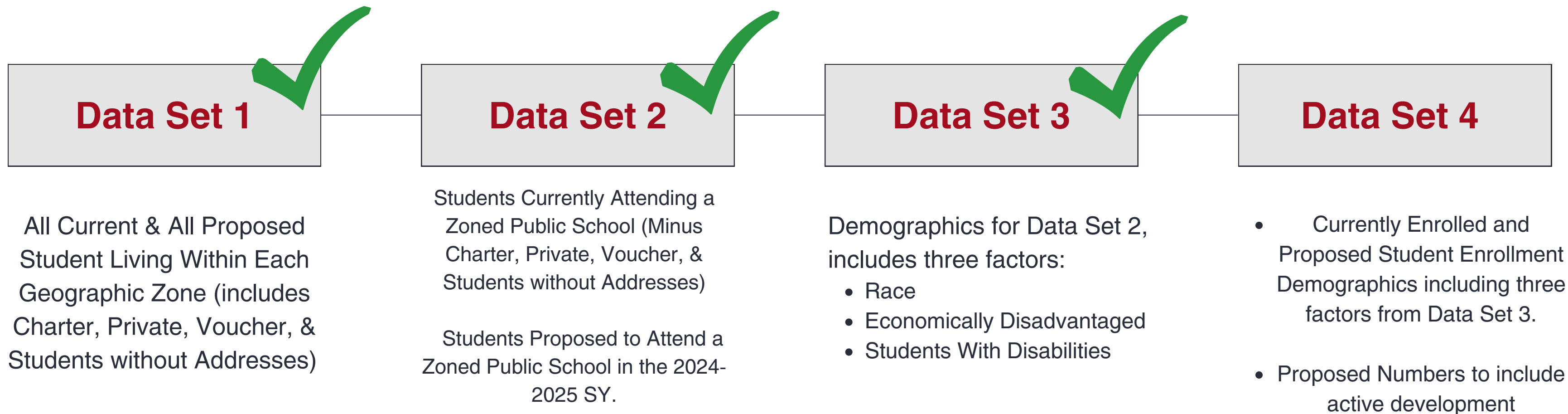


Budgetary Considerations

Cost Savings Where Schools
are No Longer Considered
Crowded or Over Capacity

School X

Exemplify Data Collection Process



*Capture the % Students Attending minus ZE /District Program Codes.

Current School Enrollment (as of 8/23/23)

Current Enrolled Students (2023-24) These figures represent all students currently enrolled in each school, including those attending due to magnet programs, zoning exceptions, district programs (ESE and others), choice programs, etc. It includes high school dual-enrolled students who spend most or all of the instructional day off campus.

Current School Enrollment Data (as of 9/26/2023)																	
School Name	School Number	% Current Enrollment	School Capacity	Current Enrollment	23-24 Percentage Economically Disadvantaged	23-24 Percentage Students with an ESE Classification	23-24 Percentage White Students	23-24 Percentage Black Students	23-24 Percentage Hispanic/Latino	23-24 Percentage Asian	23-24 Percentage American Indian or Alaskan Native	23-24 Percentage Two or More Races	23-24 Percentage Native Hawaiian or Other Pacific Islander	23-24 Percentage with Zoning Exceptions	23-24 Percentage Magnet	23-24 Percentage Choice	23-24 Percentage District Program
Elementary																	
Alachua (3-5)	0161	61	525	319	70	22	41	39	15	1	0	5	0	5	0	0	0
Archer	0171	87	489	423	58	21	54	25	12	2	0	8	0	37	27	1	0
Chiles	0510	94	727	680	34	28	44	22	13	13	0	8	0	8	0	0	0
Foster	0041	84	467	394	66	28	28	42	15	7	1	8	0	57	21	9	0
Glen Springs	0331	96	463	445	44	22	48	24	13	4	0	11	0	24	0	7	1
Hidden Oak	0482	99	744	738	36	30	46	22	16	9	0	6	0	7	0	1	0
Idylwild	0321	95	662	626	75	13	12	54	21	5	0	7	0	2	0	0	0
Irby (K-2)	0571	65	536	350	66	22	48	29	14	0	0	8	0	8	0	1	0
Lake Forest	0071	47	598	279	92	18	11	76	7	1	0	5	0	8	0	1	0
Littlewood*	0091	121	588	713	47	28	41	26	21	5	0	7	0	14	0	0	2
Meadowbrook	0520	116	758	876	35	26	49	20	13	8	0	9	0	3	0	0	0
Metcalfe	0101	71	624	445	87	11	6	83	5	0	0	5	0	27	3	3	1
Newberry Elementary (K-4)	0531	133	471	626	45	22	50	23	16	2	0	8	0	6	0	0	0
Norton	0541	81	669	541	52	23	44	26	16	4	0	9	0	24	0	5	2
Parker	0031	103	489	502	39	17	35	23	31	6	0	5	0	35	0	3	0
Rawlings	0341	95	427	406	90	20	4	85	5	0	0	5	0	5	3	0	0
Shell	0281	84	366	307	84	19	47	37	8	0	0	8	0	10	0	2	0
Talbot	0561	85	726	619	39	36	52	19	11	6	0	12	0	14	0	1	1
Terwilliger	0311	65	962	623	73	17	18	45	24	3	0	9	0	20	9	2	0
Wiles	0501	112	725	815	47	25	41	22	17	11	0	8	0	4	0	0	0
Williams	0111	76	590	451	68	29	8	65	4	16	0	6	0	44	33	1	0
Elementary/Middle																	
High Springs (K-8)	0461	93	1009	940	46	22	68	10	14	1	0	7	0	10	0	3	0
Middle																	
Bishop	0121	79	1075	845	57	31	27	53	8	4	0	8	0	59	44	2	0
Fort Clarke	0481	102	871	889	51	27	38	32	16	6	0	8	0	3	0	0	0
Kanapaha	0502	92	1166	1077	52	28	37	30	21	5	0	6	0	4	0	0	1
Lincoln	0112	67	1053	708	51	41	22	48	5	17	0	7	0	57	52	0	0
Mebane	0221	49	788	383	59	21	46	30	12	3	0	10	0	14	11	0	0
Oak View (5-8)	0591	88	1063	938	47	26	54	21	14	2	0	8	0	24	20	0	0
Westwood	0141	72	1112	801	52	22	34	36	19	4	0	7	0	18	0	2	0
Middle/High																	
Hawthorne (6-12)	0201	32	660	208	71	19	44	43	5	0	0	8	0	28	9	3	0
High																	
Buchholz	0431	113	2006	2264	36	31	45	23	14	8	0	8	0	30	28	0	0
Eastside	0421	61	1952	1200	56	34	19	55	7	11	0	7	0	45	38	1	0
Gainesville	0151	88	1926	1690	46	33	36	31	21	5	0	7	0	49	34	0	0
Newberry High	0261	109	671	731	49	22	51	27	13	1	0	8	0	25	17	1	0
Santa Fe	0271	83	1291	1077	46	27	58	18	15	2	0	6	0	29	22	2	0

*Due to a revitalization project on campus, the Littlewood Elementary capacity will increase to 750 beginning in the fall of 2025.

Sample School Data: High Springs Elementary (as of 8/23/23)

**Data below only represents students attending a district public zone school as of Aug 2023	Existing High Springs Elem Zone Lines	Proposed High Springs Elem Zone Lines
School currently attended by Elementary student with address inside High Springs Zone	Count	Count
HIGH SPRINGS COMMUNITY SCHOOL	553	508
ALACHUA ELEMENTARY SCHOOL	6	6
NEWBERRY ELEMENTARY SCHOOL	4	4
STEPHEN FOSTER ELEMENTARY SCHOOL	4	4
WILLIAM S. TALBOT ELEMENTARY SCHOOL	4	4
C. B. PARKER ELEMENTARY	2	2
C. W. NORTON ELEMENTARY SCHOOL	2	2
LITTLEWOOD ELEMENTARY SCHOOL	2	2
W. W. IRBY ELEMENTARY SCHOOL	2	2
CHESTER SHELL ELEMENTARY SCHOOL	1	1
LAWTON M. CHILES ELEMENTARY SCHOOL	1	1
Total	581	536

Sample School Data: High Springs Middle (as of 8/23/23)

**Data below only represents students attending a district public zone school as of Aug 2023	Existing High Springs MS Zone Lines	Proposed High Springs Zone Lines
School currently attended by MS student with address inside High Springs Zone	Count	Count
HIGH SPRINGS COMMUNITY SCHOOL	297	266
OAK VIEW MIDDLE SCHOOL	7	6
A. L. MEBANE MIDDLE SCHOOL	4	4
HOWARD W. BISHOP MIDDLE SCHOOL	2	2
WESTWOOD MIDDLE SCHOOL	2	2
KANAPAHA MIDDLE SCHOOL	1	1
Total	313	281

Sample School Data: Mebane Middle (as of 8/23/23)

**Data below only represents students attending a district public zone school as of Aug 2023	Existing Mebane MS Zone Lines	Proposed Mebane MS Zone Lines
School currently attended by MS student with address inside Mebane Zone	Count	Count
A. L. MEBANE MIDDLE SCHOOL	346	348
HOWARD W. BISHOP MIDDLE SCHOOL	48	51
HIGH SPRINGS COMMUNITY SCHOOL	27	58
ABRAHAM LINCOLN MIDDLE SCHOOL	22	27
OAK VIEW MIDDLE SCHOOL	15	98
WESTWOOD MIDDLE SCHOOL	10	11
KANAPAHA MIDDLE SCHOOL	5	8
F. W. BUCHHOLZ HIGH SCHOOL	2	2
FORT CLARKE MIDDLE SCHOOL	2	3
HAWTHORNE MIDDLE/HIGH SCHOOL	1	1
Total	478	607

Sample School Data: Santa Fe High (as of 8/23/23)

**Data below only represents students attending a district public zone school as of Aug 2023	Existing Santa Fe HS Zone Lines	Proposed Santa Fe HS Zone Lines
School currently attended by student with address inside Santa Fe Zone	Count	Count
SANTA FE HIGH SCHOOL	941	937
GAINESVILLE HIGH SCHOOL	70	66
F. W. BUCHHOLZ HIGH SCHOOL	60	72
NEWBERRY HIGH SCHOOL	39	119
EASTSIDE HIGH SCHOOL	33	30
Total	1143	1224

Demographics for Students Currently Attending a Zoned Public School (as of 8/23/23)

Current ACPS Zoned Students (2023-24) These figures represent Alachua County Public School students who are currently zoned for each school. They do not include students living in the zone who attend charter, private, home school or other non-ACPS alternative educational programs. They also do not include students living in the zone who attend A. Quinn, Sidney Lanier or PAM@Loften High School. They do include ACPS students who are zoned for the school but are attending another ACPS school due to magnets, district programs (ESE , others), zoning exceptions, choice programs, etc. They also include high school dual-enrolled students who spend most or all of the instructional day off campus.

Current Zone Lines

School Name	School Number	School Capacity	Number of Zoned Students	Zoned students divided by Capacity	23-24 Percentage Economically Disadvantaged	23-24 Percentage Students with an ESE Classification	23-24 Percentage White Students	23-24 Percentage Black Students	23-24 Percentage Hispanic/Latino	23-24 Percentage Asian	23-24 Percentage American Indian or Alaskan Native	23-24 Percentage Two or More Races	23-24 Percentage Native Hawaiian or Other Pacific Islander	23-24 Percentage with Zoning Exceptions	23-24 Percentage Magnet	23-24 Percentage Choice	23-24 Percentage District Program
Elementary																	
Alachua (3-5)	161	525	389	74%	61%	20%	45%	34%	13%	1%	0%	6%	0%	15%	3%	5%	0%
Archer	171	489	382	78%	61%	13%	52%	29%	11%	1%	0%	8%	0%	10%	18%	0%	0%
Chiles	510	727	719	99%	32%	10%	42%	22%	13%	16%	0%	7%	0%	5%	6%	0%	1%
Foster	41	467	213	46%	77%	22%	23%	46%	21%	3%	0%	8%	0%	6%	5%	2%	2%
Glen Springs	331	463	387	84%	42%	14%	44%	26%	16%	4%	0%	10%	0%	8%	2%	1%	1%
Hidden Oak	482	744	703	94%	32%	10%	46%	20%	17%	11%	0%	6%	0%	3%	3%	0%	1%
Idylwild	321	662	753	114%	69%	11%	14%	48%	24%	7%	0%	7%	0%	11%	3%	3%	6%
Irby (K-2)	571	536	354	66%	62%	13%	50%	27%	14%	1%	0%	8%	0%	12%	1%	2%	1%
Lake Forest	71	598	353	59%	85%	15%	22%	63%	8%	1%	1%	6%	0%	17%	3%	9%	2%
Littlewood*	91	588	622	106%	41%	12%	41%	25%	23%	4%	0%	6%	0%	4%	2%	1%	2%
Meadowbrook	520	758	908	120%	33%	12%	48%	20%	14%	9%	0%	9%	0%	4%	2%	1%	0%
Metcalfe	101	624	415	67%	81%	11%	11%	71%	9%	2%	0%	7%	0%	14%	5%	2%	2%
Newberry Elementary (K-4)	531	471	618	131%	45%	15%	50%	24%	16%	2%	0%	8%	0%	4%	2%	1%	0%
Norton	541	669	441	66%	46%	14%	47%	21%	18%	4%	0%	10%	0%	5%	2%	2%	2%
Parker	31	489	351	72%	45%	13%	44%	30%	15%	3%	0%	7%	0%	4%	3%	1%	1%
Rawlings	341	427	527	123%	86%	16%	5%	84%	4%	1%	0%	5%	0%	22%	3%	5%	1%
Shell	281	366	298	81%	77%	21%	48%	34%	9%	1%	0%	8%	0%	5%	1%	3%	2%
Talbot	561	726	567	78%	34%	13%	53%	16%	11%	6%	0%	13%	0%	5%	3%	1%	0%
Terwilliger	311	962	535	56%	74%	13%	17%	46%	24%	3%	0%	9%	0%	8%	4%	1%	2%
Wiles	501	725	873	120%	42%	11%	38%	22%	17%	14%	0%	8%	0%	4%	6%	0%	0%
Williams	111	590	314	53%	89%	12%	5%	85%	4%	0%	0%	6%	0%	7%	5%	2%	0%
Elementary/Middle																	
High Springs (K-8)	461	1009	894	89%	46%	13%	66%	11%	15%	1%	0%	6%	0%	3%	1%	0%	0%
Middle																	
Bishop	121	1075	453	42%	75%	18%	11%	72%	9%	0%	0%	8%	0%	4%	13%	2%	0%
Fort Clarke	481	871	1100	126%	42%	12%	41%	29%	15%	8%	0%	7%	0%	4%	17%	0%	1%
Kanapaha	502	1166	1321	113%	42%	11%	38%	25%	20%	10%	0%	7%	0%	3%	16%	0%	2%
Lincoln	112	1053	446	42%	82%	17%	6%	83%	5%	1%	0%	5%	0%	15%	11%	2%	1%
Mebane	221	788	478	61%	47%	14%	49%	25%	12%	4%	0%	9%	0%	9%	18%	4%	1%
Oak View (5-8)	591	1063	883	83%	49%	12%	52%	23%	15%	2%	0%	8%	0%	2%	14%	0%	0%
Westwood	141	1112	910	82%	48%	12%	40%	34%	12%	5%	0%	9%	0%	7%	19%	1%	1%
Middle/High																	
Hawthorne (6-12)	201	660	462	70%	69%	16%	46%	39%	6%	0%	0%	9%	0%	9%	14%	2%	0%
High																	
Buchholz	431	2006	2581	129%	31%	9%	44%	22%	15%	10%	0%	8%	0%	3%	30%	0%	2%
Eastside	421	1952	999	51%	70%	14%	11%	69%	11%	2%	0%	8%	0%	7%	19%	1%	4%
Gainesville	151	1926	1655	86%	41%	11%	40%	30%	15%	7%	0%	8%	0%	5%	36%	0%	1%
Newberry High	261	671	820	122%	44%	10%	50%	25%	13%	3%	0%	8%	0%	4%	27%	0%	0%
Santa Fe	271	1291	1143	89%	41%	10%	55%	20%	15%	3%	0%	6%	0%	4%	22%	0%	1%

*Due to a revitalization project on campus, the Littlewood Elementary capacity will increase to 750 beginning in the fall of 2025.

Demographics for Proposed Students Attending a Zoned Public School (24-25 SY)

Proposed ACPS Zoned Students (2024-25) These figures represent Alachua County Public School students who would be zoned for each school under the proposed rezoning maps. They do not include students living in the proposed zone who currently attend charter, private, home school or other non-ACPS alternative educational programs. They also do not include students who live in the proposed zone but currently attend A. Quinn Jones, Sidney Lanier or PAM@Loften High School. They do include ACPS students who would be zoned for the school but currently attend another ACPS school due to magnets, district programs (ESE, others), zoning exceptions, choice programs, etc. They also include high school dual-enrolled students who spend most or all of the

Proposed Zone Lines 24-25																
School Name	School Capacity	24-25 Number of students zoned	Zoned students divided by Capacity	24-25 Percentage Economically Disadvantaged	24-25 Percentage Students with an ESE Classification	24-25 Percentage White Students	24-25 Percentage Black Students	24-25 Percentage Hispanic/Latino	24-25 Percentage Asian	24-25 Percentage American Indian or Alaskan Native	24-25 Percentage Two or More Races	24-25 Percentage Native Hawaiian or Other Pacific Islander	24-25 Percentage with Zoning Exceptions	24-25 Percentage Magnet	24-25 Percentage Choice	24-25 Percentage District Program
Elementary																
Alachua (3-5)	525	431	82%	59%	20%	48%	32%	13%	1%	0%	6%	0%	14%	3%	4%	0
Archer	489	399	82%	59%	14%	52%	27%	12%	1%	0%	8%	0%	9%	15%	0%	0
Chiles	727	653	90%	46%	11%	35%	34%	14%	9%	0%	7%	0%	5%	4%	0%	1
Foster	467	264	57%	75%	20%	29%	41%	21%	3%	0%	7%	0%	5%	4%	2%	2
Glen Springs	463	471	102%	41%	13%	48%	23%	17%	3%	0%	9%	0%	6%	3%	1%	1
Hidden Oak	744	736	99%	56%	12%	27%	35%	21%	9%	0%	7%	0%	5%	3%	1%	1
Idylwild	662	727	110%	69%	11%	14%	48%	24%	7%	0%	7%	0%	11%	3%	3%	6
Irby (K-2)	536	395	74%	61%	12%	51%	25%	13%	1%	0%	9%	0%	10%	1%	2%	1
Lake Forest	598	458	77%	84%	15%	18%	68%	7%	0%	0%	5%	0%	15%	3%	8%	2
Littlewood*	588	606	103%	48%	11%	34%	31%	24%	5%	0%	6%	0%	5%	2%	1%	2
Meadowbrook	758	531	70%	40%	12%	46%	24%	15%	7%	0%	8%	0%	5%	1%	1%	0
Metcalfe	624	398	64%	80%	13%	10%	77%	6%	0%	0%	7%	0%	18%	3%	5%	1
Newberry Elementary (K-4)	471	497	106%	41%	14%	52%	19%	18%	3%	0%	8%	0%	2%	2%	1%	0
Norton	669	453	68%	45%	14%	48%	21%	18%	4%	0%	10%	0%	5%	2%	2%	2
Parker	489	377	77%	45%	13%	42%	31%	15%	4%	0%	7%	0%	5%	3%	2%	2
Rawlings	427	290	68%	88%	17%	7%	82%	5%	1%	0%	4%	0%	24%	4%	4%	2
Shell	366	290	79%	78%	21%	47%	34%	9%	1%	0%	8%	0%	4%	1%	2%	2
Talbot	726	667	92%	31%	13%	53%	17%	11%	7%	0%	12%	0%	5%	3%	2%	0
Terwilliger	962	888	92%	22%	10%	53%	13%	12%	14%	0%	7%	0%	5%	7%	0%	0
Wiles	725	794	110%	46%	12%	36%	24%	18%	14%	1%	8%	0%	4%	5%	0%	0
Williams	590	471	80%	87%	11%	6%	79%	6%	1%	0%	7%	0%	10%	5%	2%	2
Elementary/Middle																
High Springs (K-8)	1009	817	81%	46%	13%	66%	12%	14%	1%	0%	6%	0%	3%	1%	0%	0
Middle																
Bishop	1075	604	56%	75%	19%	12%	71%	8%	0%	0%	7%	0%	6%	13%	2%	0
Fort Clarke	871	967	111%	46%	12%	37%	32%	16%	9%	0%	7%	0%	4%	14%	0%	1
Kanapaha	1166	967	83%	33%	9%	46%	17%	17%	13%	0%	7%	0%	2%	21%	0%	1
Lincoln	1053	754	72%	76%	17%	9%	69%	15%	2%	0%	5%	0%	11%	9%	1%	3
Mebane	788	607	77%	48%	13%	48%	26%	12%	5%	0%	9%	0%	8%	17%	3%	1
Oak View (5-8)	1063	749	70%	48%	12%	54%	21%	16%	1%	0%	7%	0%	2%	14%	0%	0
Westwood	1112	950	85%	41%	11%	48%	24%	13%	6%	0%	9%	0%	6%	22%	1%	2
Middle/High																
Hawthorne (6-12)	660	450	68%	70%	16%	45%	39%	6%	0%	0%	9%	0%	8%	14%	2%	0
High																
Buchholz	2006	2216	110%	29%	9%	46%	21%	14%	10%	0%	7%	0%	3%	31%	0%	1
Eastside	1952	1203	62%	71%	14%	12%	69%	10%	1%	0%	7%	0%	8%	18%	1%	3
Gainesville	1926	1866	97%	37%	10%	40%	24%	17%	9%	0%	8%	0%	3%	36%	0%	2
Newberry High	671	697	104%	43%	10%	52%	23%	14%	2%	0%	8%	0%	4%	27%	0%	0
Santa Fe	1291	1224	95%	42%	10%	55%	21%	14%	3%	0%	6%	0%	4%	21%	0%	1

*Due to a revitalization project on campus, the Littlewood Elementary capacity will increase to 750 beginning in the fall of 2025.

Rationale

Rezoning Data Analysis Considerations

Using 08/23/23 Data

The most current rezoning analysis is based off of the export of student information from Skyward on August 23, 2023. This means that all data is analyzed as a snapshot in time. This is because in order to analyze the effects of proposed zone lines, the students have to be mapped in regard to the new zones.

This is the second, most recent, data set used during the comprehensive rezoning process. Previous maps were based on February 2023 data.

Rationale

Rezoning Data Analysis Considerations

Geocoding

With more than 30,000 student information records, **an automated process called geocoding is used. A tool is written to compare the provided student address information with the Alachua County Emergency 911 address point layer and match the students to those address points on the map.** Not all points match automatically, so several hundred are matched by hand at the end of the automatic process. In some cases, there is no address that exactly matches the provided student address, so a good faith effort is made to place the student in a place that makes sense, using Google Maps, parcel ownership information, and real estate listings. The goal is to put the point in a place that is hopefully as representative as possible given zip code, city, and street information. Because this process has to be automated, there is always a chance that some points are not in exactly the right place. An extensive quality control process is used to check for anything out of place and correct it, so there is no available way to quantify how many may be out of place. This is simply a disclaimer in the case that any one point is found to be placed incorrectly. It is likely a very uncommon occurrence.

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Rezoning Data Analysis Considerations

Charter/Private School Assumptions

For the purposes of this analysis, only students who currently attend a zoned public school were included in the dataset. This is based on the assumption that students who currently attend a charter or private school that are in the Skyward database **will not be moving to public school**. This also **does not include students currently attending one of the Alachua County Public Schools Centers (Sidney Lanier / A. Quinn Jones) or PAM@Loften High School** because no part of those facilities is populated by students zoned to them.

Rationale

Rezoning Data Analysis Considerations

Outliers

- A small number of students do not have race information attached to their student record so those breakdown numbers may not equal the total number of students in a zone.
- Some students attend one class at higher levels so in some cases you will see, for example, middle school students that have a high school as their current attended school.

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Rezoning Data Analysis Considerations

Data Descriptors

- Analysis of **ESE students** was based on the number of students with addresses falling inside a current or proposed zone with **‘Y’ value in the ESE field.**
- As per staff direction, students were considered **Economically Disadvantaged** if their value in the Skyward **Lunch Status field was C, R, 6, 9, 3, D, E, F, or 4.**

Rationale

Rezoning Data Analysis Considerations

Program and Exception Codes

The reason that we looked at the number of students with addresses within each zone that have either a District Program, Choice, Magnet, or Zoning Exception Code is that while they may live in any given zone, **it is likely that those students may not attend their zoned school in the future.** There are exceptions to this rule, because it is conceivable that there are students both living within a zone for a school with a magnet program and attending that magnet program.

Reason Codes:

Choice - CH: Choice, OS: Opportunity Scholarship

District Program - CC: Character Counts, DP: District Program, LE: Limited English

Magnet - M (all aggregated to provide the count of Magnet students within each zone)

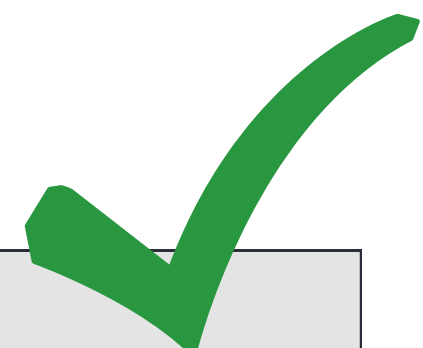
Zoning Exemptions - Z (all aggregated to provide the count of zoning exceptions within each zone)

Rationale

Rezoning Data Analysis Considerations

What New Zone Lines Accomplish - #1

In general, the proposed iteration of zones shifted populations of zoned students eastward to balance overpopulated facilities and move more zoned students to underenrolled facilities on the east side of the county. Overenrolled facilities' zones became smaller where possible, and the difference in zone sizes shifted either to the west or to less populated zones where possible. The zone for Terwilliger Elementary was moved completely; it now encompasses the new Terwilliger facility on SW 122nd Street.



Rationale

Rezoning Data Analysis Considerations

What New Zone Lines Accomplish - #2

A number of small tweaks were made to zone lines without affecting student zoning because previous zone lines cut through parcels, particularly in conservation areas that do not and will not include housing in the future.

Realigning the zone boundaries with parcel boundaries provides the opportunity to describe zone boundaries in reference to parcel boundaries when creating legal descriptions. It is also good practice for any one parcel to fall completely within one side of a zone boundary and not be split between multiple zones.



Detailed Data Request

More Detailed Rezoning Data Set



Implications for District Practices/Procedures

The most recently provided zoning analysis included nearly 3,000 points of data that explain the picture of each school if each student attended their zoned school. This is helpful information because **any student is entitled to attend their zoned school, however we know that that is not always the case because of zoning exceptions, choice, district programs, and especially, magnet programs.** Projecting actual enrollment is impossible because we will not know until the first day of school, and truly every day after that, who will actually show up to be enrolled, who will choose charter or private schools, who will move within, into, or out of the county. There simply is no way to project actual enrollment numbers and assume that they will be correct. However, we can come up with some sets of logic that allow us to imagine which school a child may attend next year based on school zone lines. DRMP recommends working with staff to come up with a set of rules to determine how we would project a school for each child based on proposed zone lines.

Considerations

Revitalized Facilities

- Littlewood Elementary School (Reopens 2025-2026 SY, increased seat count available)
- Westwood Middle School (2024-2025 SY)

Probable Impacts on Enrollment Data

- Expansion of School Voucher Program
- Increase in Number of Charter Schools
- Home School
- Private School
- Virtual School
- Magnet Programs / Dual Enrollment
 - Reduce seat allotments for incoming freshmen
 - Review and revise procedures

Community Input Sessions

August 22, 5:30 pm Hawthorne MS/HS Auditorium

August 24, 5:30 pm Howard Bishop MS Cafeteria

October 2, 1:00 pm SWAG

October 2, 5:30 pm Kanapaha MS Cafeteria

October 5, 5:30 pm Newberry HS Auditorium

October 10, 5:30 pm Gainesville HS Auditorium

October 12, 5:30 pm Santa Fe HS Auditorium



THANK YOU

