

Redistricting Advisory Committee 2023/24

Community Meetings | January 2024

Updated: February 2, 2024

Agenda

Presentation

- Study Overview
- Background Data
- Stony Point Elementary
- Baker-Butler Elementary
- Woodbrook Elementary
- New Elementary School

Q&A

Feedback Groups

Study Objectives

The primary objective of the study is to recommend a two-phased approach to creating new boundaries in the northern feeder pattern.

The study should produce a recommendation that will address current and projected enrollment issues and a preliminary recommendation for a boundary for the new elementary school.

Phase 1 Objectives - Current Study

1. Decrease enrollment at Baker Butler
2. Decrease enrollment at Woodbrook
3. Increase enrollment at Stony Point
4. Increase or decrease enrollment at other schools to accomplish above objectives
5. Adjust middle school boundaries if needed based on the other objectives
6. Finalize location of new elementary school
7. Create preliminary boundary for a new elementary school and increase or decrease enrollment at other schools to accomplish.

Phase 2 Objectives

- Finalize the boundary for a new elementary school and increase or decrease enrollment at other schools to accomplish this objective.
- Adjust middle school boundaries if needed

Guiding Principles

The boundary options created and evaluated by the committee shall be assessed by the following guiding principles:

- Attendance areas will serve the district for at least 3-5 years with a goal of 5-7 years
- Attendance areas will be largely contiguous
- Walk areas for each school will be considered
- Transportation routes will be as efficient as possible, giving consideration to minimizing ride times within acceptable parameters
- Neighborhoods will be assigned to the same school whenever possible
- Greater demographic balance amongst impacted schools will be implemented where feasible
- Balanced facility utilization (enrollment vs. capacity), while allowing more capacity in higher growth districts
- If it can be avoided, a household should not move in both phases
- Split feeder patterns should be minimized (*An example of a split feeder pattern is when an elementary school boundary is divided and districted to attend two different middle schools.*)
 - If it can be avoided no new ones should be created.
 - If possible current ones should be eliminated or reduced.

Committee Members

Amanda Vogel, Baker Butler Elementary/Lakeside Middle
Blake Whitaker, Baker Butler Elementary
Phon Wikhoff, Baker Butler Elementary/Lakeside Middle
Aileen Watchko, Baker Butler Elementary

Emily Puckart, Broadus Wood Elementary
Josh Hatcher, Broadus Wood Elementary

Tariq Iqbal, Hollymead Elementary
Rasha Ahmad, Hollymead Elementary

Megan Mitchem, Woodbrook Elementary
Shanel Tibbs, Woodbrook Elementary

Josh Ross, Agnor-Hurt Elementary
Sam Peacoe, Agnor-Hurt Elementary, Burley Middle

Jennifer Thompson, Greer Elementary
Lizzie Batman, Greer Elementary

Angela Guzman, Stony Point Elementary

Patrick Hamilton, Stone Robinson Elementary
Katie Whitman, Stone Robinson Elementary

Megan Carper, Long Range Planning Advisory Committee,
Stony Point Elementary
Marquell Woodson, Office of Community Engagement,
Journey Middle School

Timeline/Process

October 2023 to
January 2024

Committee was formed
and has met 6 times

Community Meetings

Community Survey

February 2024

**Final Committee Meeting:
February 12**
Committee Makes
Recommendation to
Superintendent

**School Board Meeting:
February 22, 2024**
Superintendent Makes
Recommendation to School
Board

Spring 2024

**School Board Meeting:
March 14, 2024**
**UPDATED: School
Board holds Public
Hearing**
School Board Votes on
Recommendation

Families are notified

Transition Activities

August 2024 +
Future

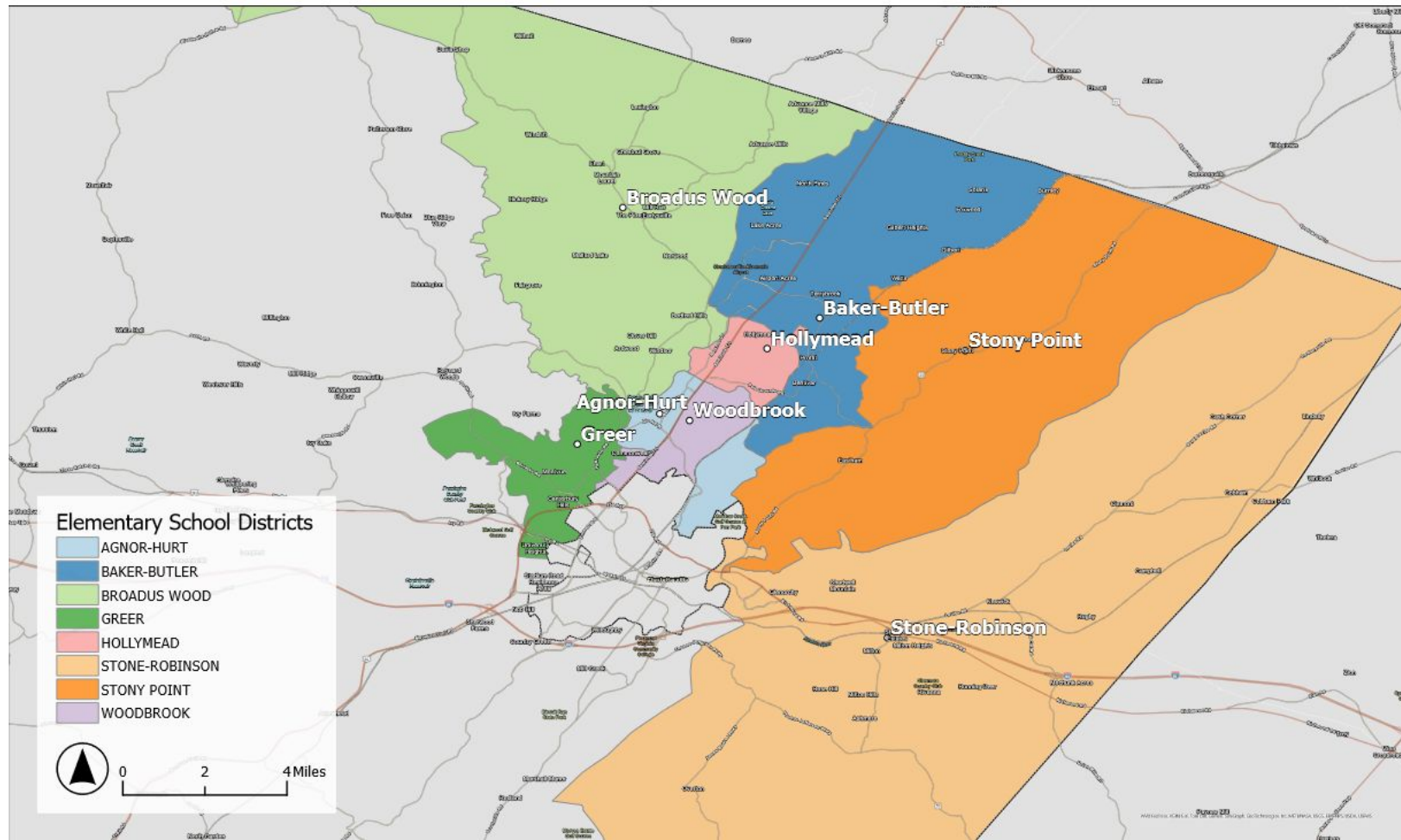
2024/25 School Year:
New boundaries go into
effect (Phase 1)

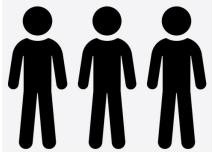
Fall 2028 : Revisit draft
boundary for new
school and determine if
any adjustments need
to be made

August 2029: New
school opens and new
boundaries go into
effect (Phase 2)

Background

Current Elementary Boundaries





Enrollment Projections

- ❖ Annually, the division produces 10 year enrollment projections based on historical grade level progression.
- ❖ Enrollment has become difficult to predict since the pandemic
- ❖ Growth in Albemarle County is offset by declining birth rates (low incoming kindergarten classes), increasing alternative schooling (private school, home school), and high housing costs
- ❖ In the short-term, elementary school projections remain relatively stable and grow over the long-term



Building Capacity

- ❖ Building capacity is a calculation based on current programs and staffing levels.
- ❖ Staffing is differentiated based on student demographics (i.e. schools with higher percentage of economically disadvantaged students have lower class sizes) and this is reflected in capacity calculations.
- ❖ Programs such as preschool and SPED are also factored in.

Projected Capacity Conflicts - Current State

School	K-5 Building Capacity*	PROJECTED CAPACITY CONFLICTS**				
		1 year 2024/25	2 year 2025/26	3 year 2026/27	4 year 2027/28	5 year 2028/29
Agnor-Hurt	432	30	42	38	47	37
<i>Agnor-Hurt (3 PK classrooms moved to Woodbrook)</i>	486	84	96	92	101	91
Baker-Butler	548	-202	-208	-216	-206	-209
<i>Baker-Butler (including 6 trailers)</i>	662	-88	-94	-102	-92	-95
Broadus Wood	306	45	37	34	32	36
Greer	467	10	25	38	49	48
Hollymead	407	64	63	50	47	38
<i>Hollymead (including 2 Trailers)</i>	448	105	104	91	88	79
Stone Robinson	521	62	57	47	44	53
Stony Point	209	34	28	34	37	39
Woodbrook	510	-12	-4	8	17	34
<i>Woodbrook (relocated PK from Agnor-Hurt)</i>	459	-63	-55	-43	-34	-17

* Does not include trailers and all pre-k classrooms are calculated at their current location unless otherwise noted.

** Capacity conflict is the difference between projected enrollment and building capacity. A positive number indicates available seats and a negative number indicates a deficit.

Projected Long-Term Capacity Conflicts

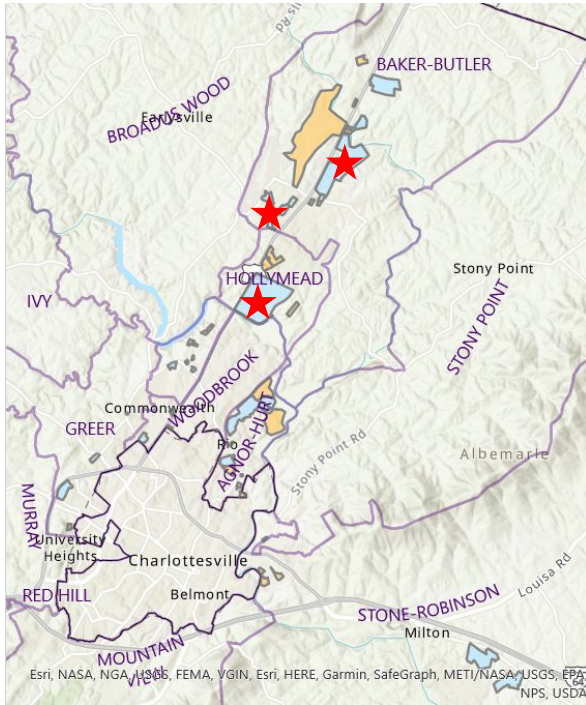
School	Revised K-5 Building Capacity*	PROJECTED CAPACITY CONFLICTS**					
		5 years 2028/29	6 years 2029/30	7 years 2030/31	8 years 2031/32	9 year 2032/33	10 year 2033/34
Agnor-Hurt	486	91	82	79	74	66	56
Baker-Butler	491	-266	-283	-294	-312	-322	-340
Broadus Wood	350	80	83	82	79	78	78
Greer	450	31	22	18	11	6	-4
Hollymead	468	99	103	108	107	107	105
Stone Robinson	521	53	62	59	52	49	41
Stony Point	209	39	31	33	34	34	33
Woodbrook	442	-34	-54	-60	-70	-79	-89

* Reflects new pre-k locations; does not include trailers

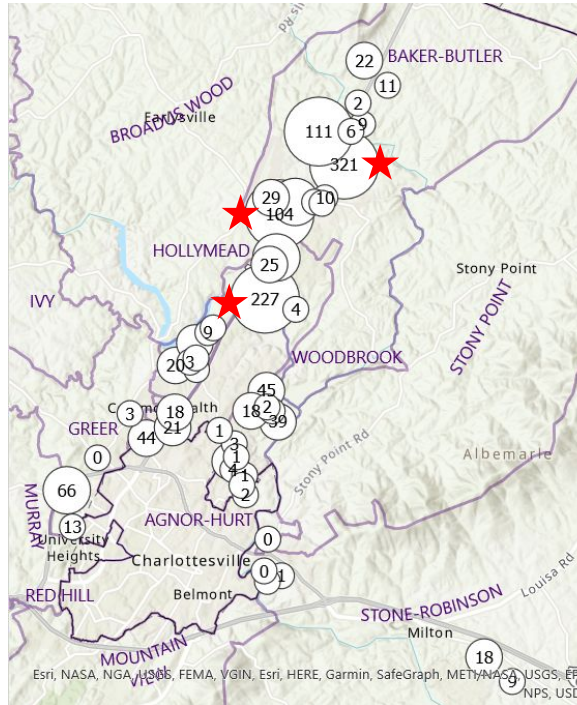
** Capacity conflict is the difference between projected enrollment and building capacity. A positive number indicates available seats and a negative number indicates a deficit.

Development Pipeline

Project Location by Elementary District



Student Yield by Project/Location

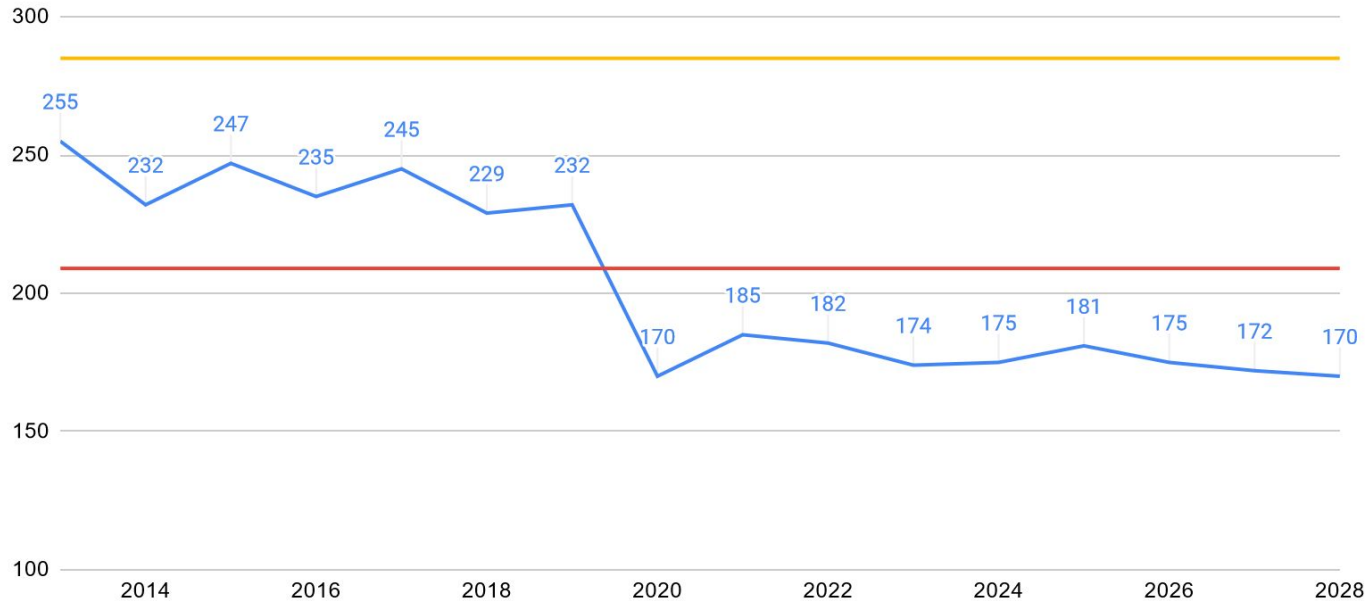


★ **Largest Approved Developments:**
North Point
Hollymead Town Center
Brookhill

Stony Point

Phase 1 Objective: Increase Enrollment

Stony Point Enrollment

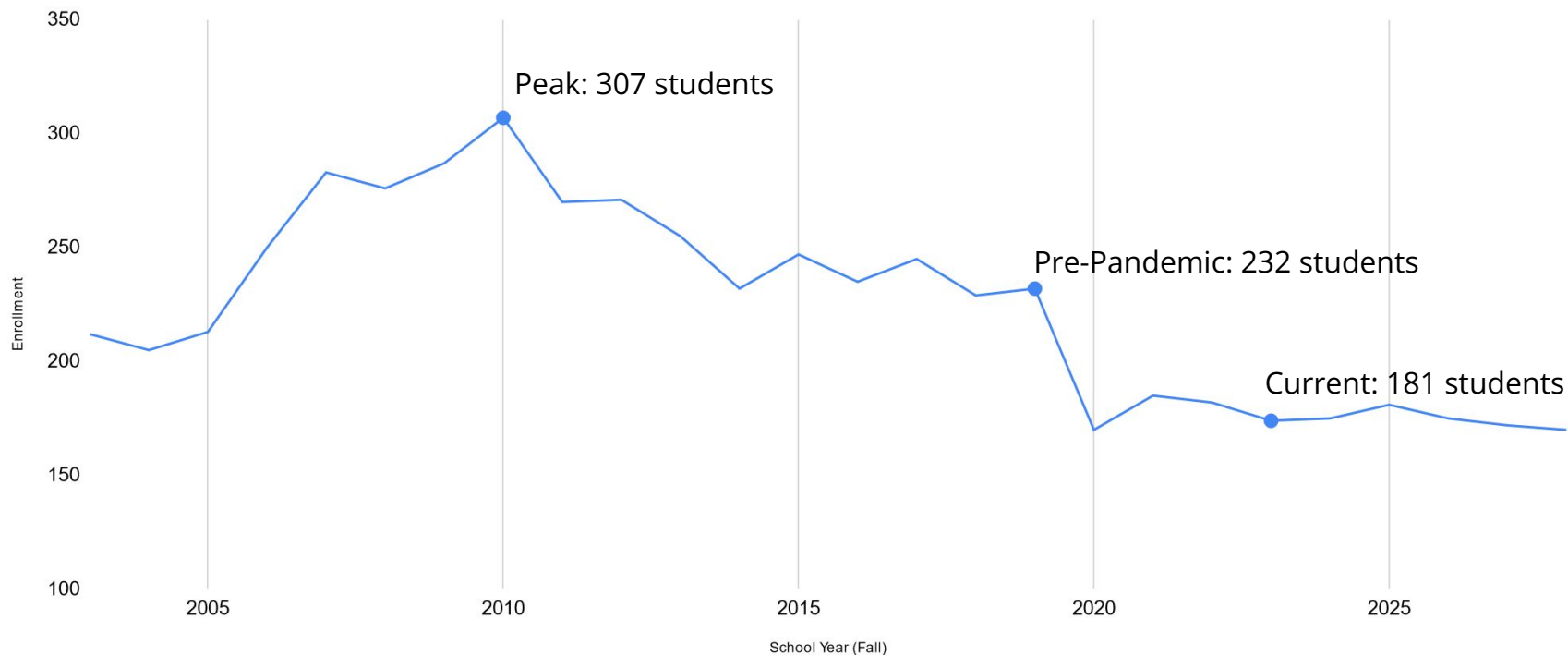


Capacity : (Including trailers, 4 individual units, no bathrooms)

Capacity
(Building Only)

Enrollment

Stony Point Enrollment History



Small School Considerations

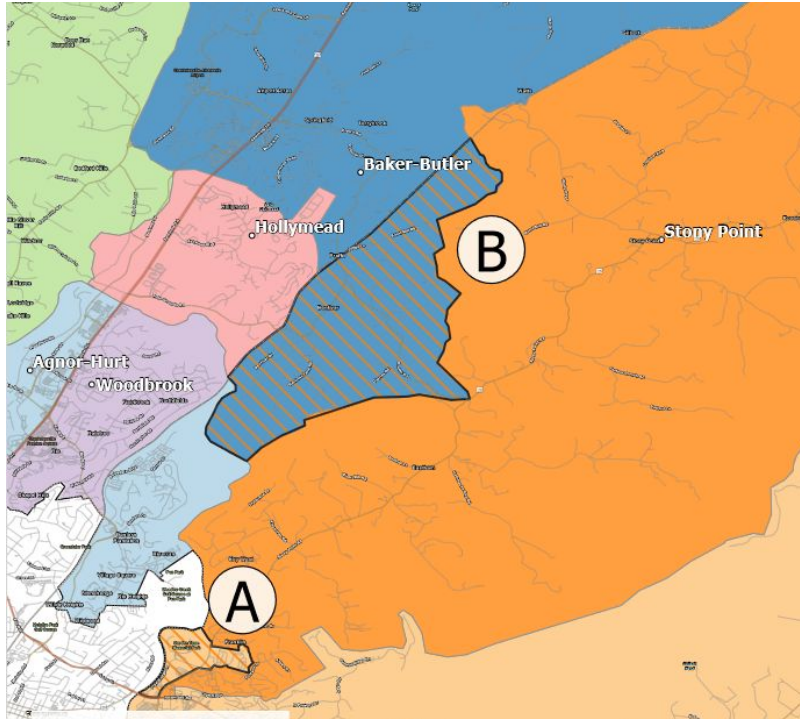
- Class size: When enrollment is low, grade level cohorts either result in large single classes or multi-age classes (4th/5th grade combined)
- Reporting: Percentages will vary widely year to year
- Full-time vs. Part-time staff allocations and attracting/retaining staff

Full-time positions (Any enrollment)	Part-time positions (Current SPES enrollment)	Part-time positions ("Target" SPES enrollment 228 K-5 + 12 PreK)	Staffing standard for Full-time positions
Principal, Assistant Principal, Clerical, Reading Specialist, Permanent Sub, School Counselor, Nurse, PE	0.4 Art (<240 students) 0.4 Music (<240 students) 0.8 Media (<285 students) 0.5 Talent (<200 students)	0.5 Art (<300 students) 0.5 Music (<300 students) 0.8 Media (<285 students) 0.6 Talent (<250 students)	1.0 Art (>420 students) 1.0 Music (>420 students) 1.0 Media (>285 students) 1.0 Talent (>300 students)

Stony Point Class Size Example

Grade	Previous School Year			Current School Year			Hypothetical			Net Change in Students
	# of students	# of Classes	Class Size	# of students	# of Classes	Class Size	# of students	# of Classes	Class Size	
K	29	2	14.5	27	2	13.5	38	2	19.0	11
1	34	2	17	33	2	16.5	38	2	19.0	5
2	34	2	17	31	2	15.5	38	2	19.0	7
3	25	4 (3rd/4th and 4th/5th combined classes)	21.5 ($\frac{3}{4}$) 21 ($\frac{1}{5}$)	34	2	17.0	38	2	19.0	4
4	31			25	1	25.0	38	2	19.0	13
5	29			29	2	14.5	38	2	19.0	9
Total K-5	182	10		179	11		228	12		49

Stony Point Scenarios



Stony Point A: Moves 42 students in the area of Riverview and Cascadia from Stone Robinson to Stony Point

Stony Point B: Moves 27 students on Proffit Road East of the railroad tracks and Polo Grounds Road including the Bentivar neighborhood from Baker-Butler to Stony Point

Stony Point A + B: Combines previous two scenarios, moving a total of 69 students to Stony Point.

SP (+42) / SR (-42)

[illegible]

SP (+27) / BB (-27)

SP (+69) / SR (-42) / BB (-27)

Scenario Comparison

Capacity vs. Enrollment - 5 Year Outlook

Scenario	School	K-5 Building Capacity	K-5 Enroll	Net Difference*	PROJECTED ENROLLMENT (K-5 Students) + Net Difference					PROJECTED CAPACITY CONFLICTS				
			23/24		1 Year 24/25	2 years 25/26	3 years 26/27	4 years 27/28	5 years 28/29	1 Year 24/25	2 years 25/26	3 years 26/27	4 years 27/28	5 years 28/29
A	Stony Point	209**	181	42	217	223	217	214	212	-8	-14	-8	-5	-3
B	Stony Point			27	202	208	202	199	197	7	1	7	10	12
A+B	Stony Point			69	244	250	244	241	239	-35	-41	-35	-32	-30
A or A+B	Stone Robinson	521	444	-42	417	422	432	435	426	104	99	89	86	95

*For this calculation the 'net difference' is static and is based on the number of current students in impacted areas. There is not a projection of how many students will live the area in the future.

**Stony Point Capacity was initially calculated as 209, but a different version its calculated at 228 which would ADD an additional 19 seats to these calculations.

Scenario Comparison

Student Demographics

Scenario	Stony Point			Stone Robinson		
	English Learners	SPED	Gap Group 1	English Learners	SPED	Gap Group 1
Current	3%	13%	51%	6%	13%	46%
Stony Point A	4%	11%	42%	5%	14%	48%
Stony Point B	4%	11%	49%	-	-	-
Stony Point A+B	5%	11%	45%	5%	14%	48%

Gap Group 1 is a state designation that includes Students with Disabilities, English Language Learners, and Economically Disadvantaged Students

Distance

Neighborhood Area	Distance* to		
	Baker-Butler	Stony Point	Stone Robinson
Part of Proffit Road/Bentivar	2.3 miles	5.8 miles	
Cascadia/Riverview		7.2 miles	4.8 miles

*Distance is from a major intersection and is meant to be a point of comparison between two schools

Stony Point's Split Middle School Feeder Pattern

	Students Districted to Attend Burley (20N South of Proffit)	Students Districted to Attend Lakeside (20 N North of Proffit)
Current	69%	31%
Stony Point A	75%	25%
Stony Point B	60%	40%
Stony Point A+B	67%	33%

Stony Point Capacity - By Formula

Room Total
Art
Music
Auxiliary Deficit

SPED (C-Base) Classroom
K-5 Classrooms

K-5 CAPACITY

Pre-K Classrooms

**TOTAL CAPACITY WITH
CURRENT PROGRAMS**

Additional Capacity if no PreK

Total Capacity with No Pre-K

Stony Point v1			
Room Total			18
Art			-1
Music			-1
Auxiliary Deficit			-4
Qty	Multiplier	Total	
0	x 8	= 0	
11	x 19	= 209	
			209
1		= 12	
			221

Stony Point v2			
Room Total			18
Art			-1
Music			-1
Auxiliary Deficit			-3
Qty	Multiplier	Total	
0	x 8	= 0	
12	x 19	= 228	
			228
1		= 12	
			240

Stony Point v3			
Room Total			18
Art			-1
Music			-1
Auxiliary Deficit			-2
Qty	Multiplier	Total	
0	x 8	= 0	
13	x 19	= 247	
			247
1		= 12	
			259

1	X	19	19
			228

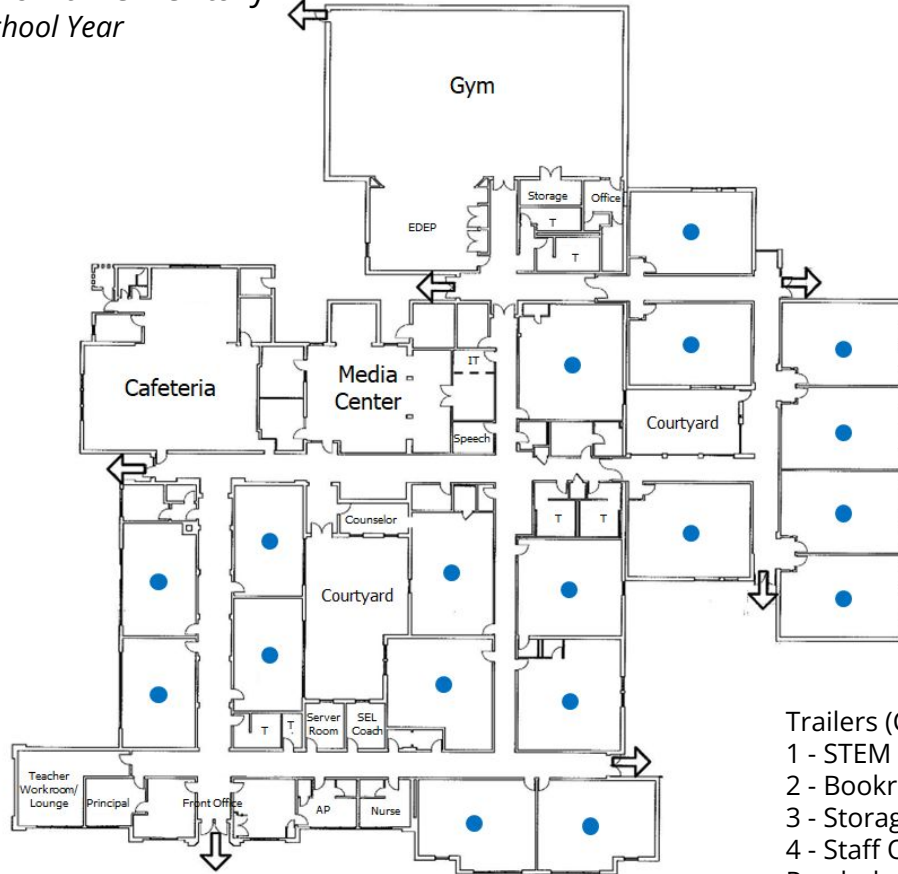
1	X	19	19
			247

1	X	19	19
			266

- “Auxiliary Deficit” is a calculation about how many smaller spaces (i.e. office or resource room) a school is lacking for functions such as counseling, intervention, EDEP office, teacher workroom, etc.
- If a school lacks enough of these small spaces, full size classrooms are utilized and then those classrooms are not counted in the capacity.
- The 209 calculation is based on 3.5 being rounded to 4 whole classrooms. There is an additional resource room that was initially not counted, but when included would reduce the deficit to 3 and increase the K-5 capacity to 228.

Stony Point Capacity - Analyzed by Current Use

Stony Point Elementary
23/24 School Year



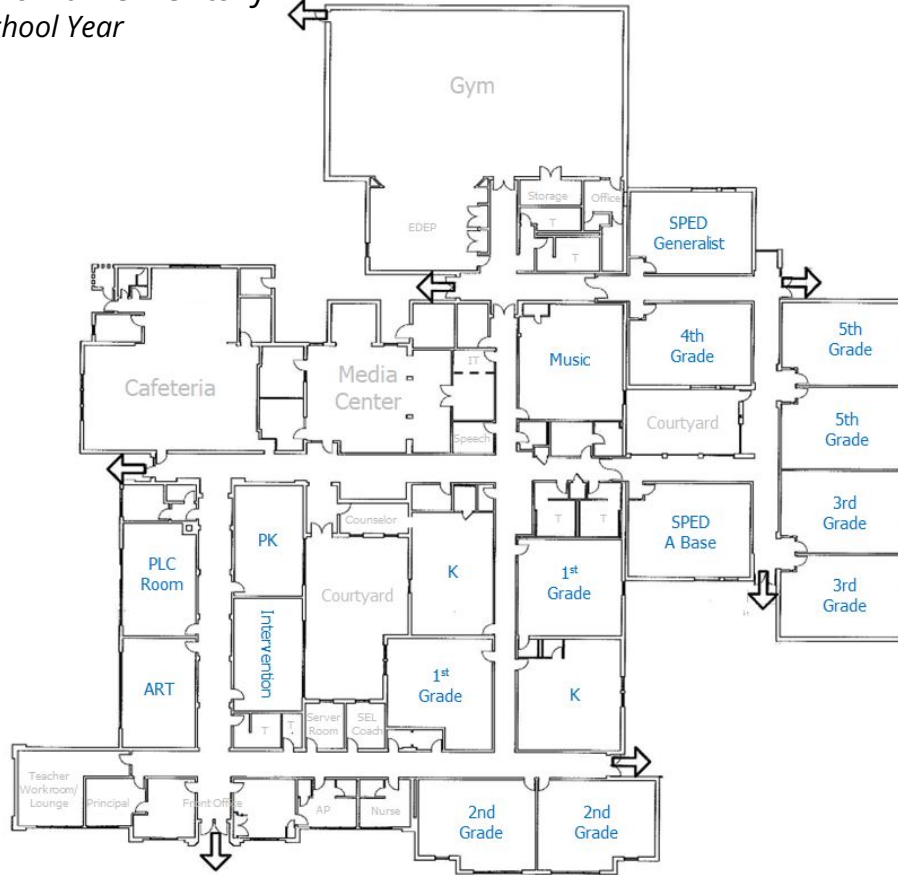
- Full Size Classrooms (18)

Trailers (Current Use)

- 1 - STEM Lab
- 2 - Bookroom
- 3 - Storage
- 4 - Staff Offices (Family Support Worker, Coaches, Psychologist)

Stony Point Elementary

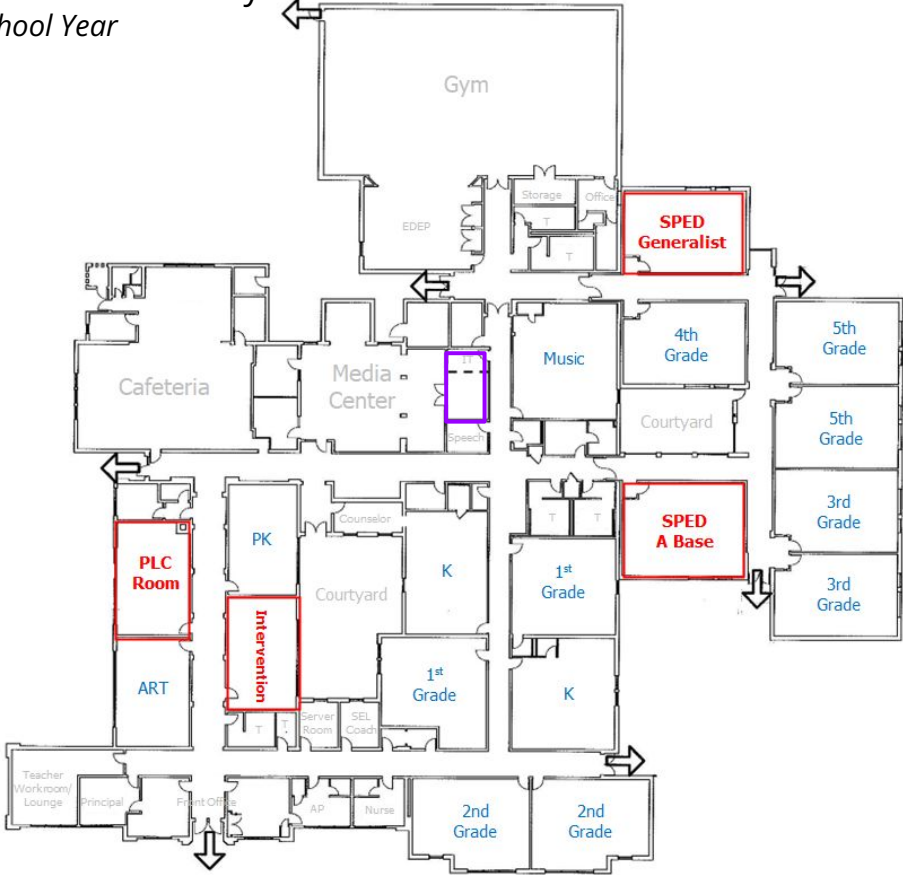
23/24 School Year



Current Use of Full Size Classrooms

- Art: 1
- Music: 1
- Preschool (PK) : 1
- K-5: 11
- Other: 4

Stony Point Elementary
23/24 School Year



Full size classrooms being utilized for functions that are don't need a full room. (4)



Underutilized space that with some small modifications can be used for small group instruction (i.e. SPED or intervention)

Class sizes and number of classrooms if students in each scenario were at Stony Point this year:

Current				Stony Point B: +27 students				Stony Point A: +42 Students				Stony Point A+B: +69 students			
Grade	# of students	# of Classes	Class Size	Grade	# of students	# of Classes	Class Size	Grade	# of students	# of Classes	Class Size	Grade	# of students	# of Classes	Class Size
K	27	2	13.5	K	31	2	15.5	K	34	2	17.0	K	38	2	19.0
1	33	2	16.5	1	39	2	19.5	1	44	2	22.0	1	50	3	16.7
2	31	2	15.5	2	32	2	16.0	2	39	2	19.5	2	40	2	20.0
3	34	2	17.0	3	40	2	20.0	3	40	2	20.0	3	46	2	23.0
4	25	1	25.0	4	29	1	29.0	4	30	2	15.0	4	34	2	17.0
5	29	2	14.5	5	35	2	17.5	5	34	2	17.0	5	40	2	20.0
Total	179	11		Total	206	11		Total	221	12		Total	248	13	
Change				Change	27	0		Change	42	1		Change	69	2	
Teacher Allocation	9.46	*		Teacher Allocation		10.87		Teacher Allocation		11.72		Teacher Allocation		13.13	

0

Additional classrooms

+1

Additional classroom

+2

Additional classrooms

* Teacher allocation is based on current staffing standards and budgets. There are more classes than allocation in the current year because additional (non-budgeted) staffing was provided due to enrollment challenges



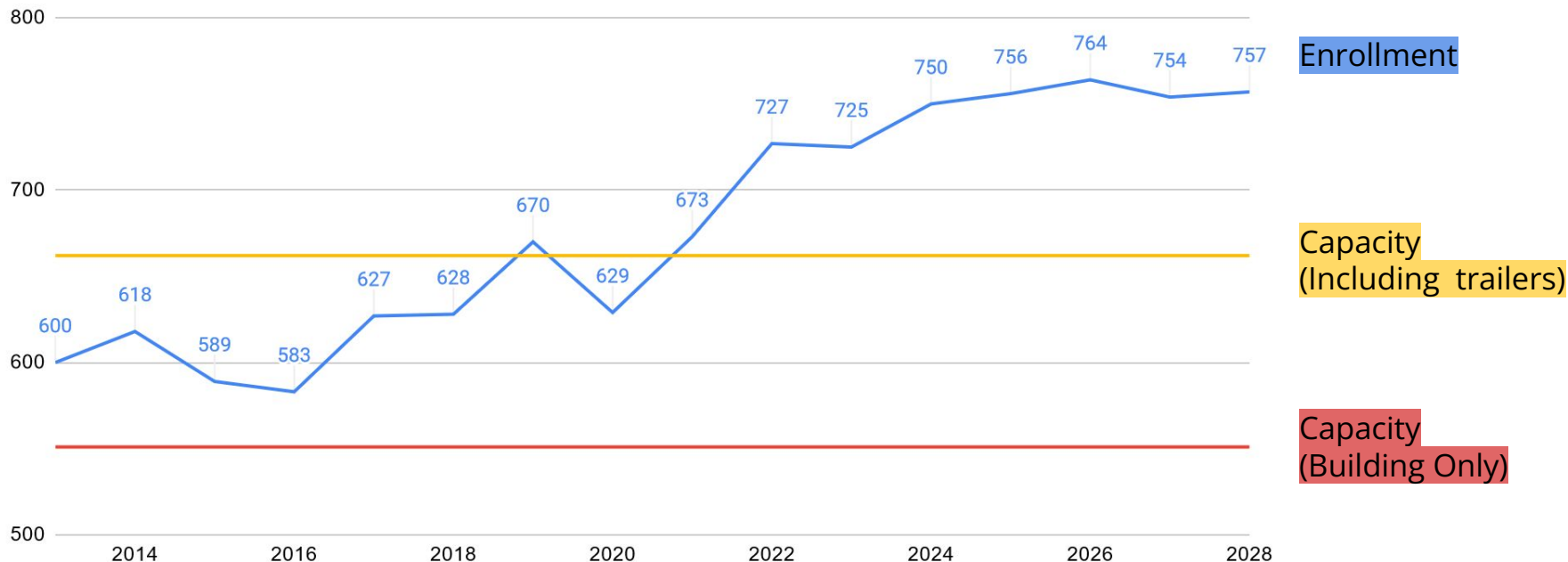
Scenario	Additional Classes	Potential Impact (Cumulative)	Capacity in Building
B	0	No change in space utilization	Yes
A	1	Professional Learning (PLC) Room is eliminated (most if not all schools do not have a classroom for this function)	Yes
A+B	2	SPED Generalist or Interventionist move to resource room adjacent to media center (space is of adequate size and is accessed off hallway)	Yes
n/a	3	Music in trailer or stage OR Scheduling specials and other support functions to allow for shared spaces	TBD

Baker-Butler

Phase 1 Objective: Decrease Enrollment

Baker-Butler Enrollment

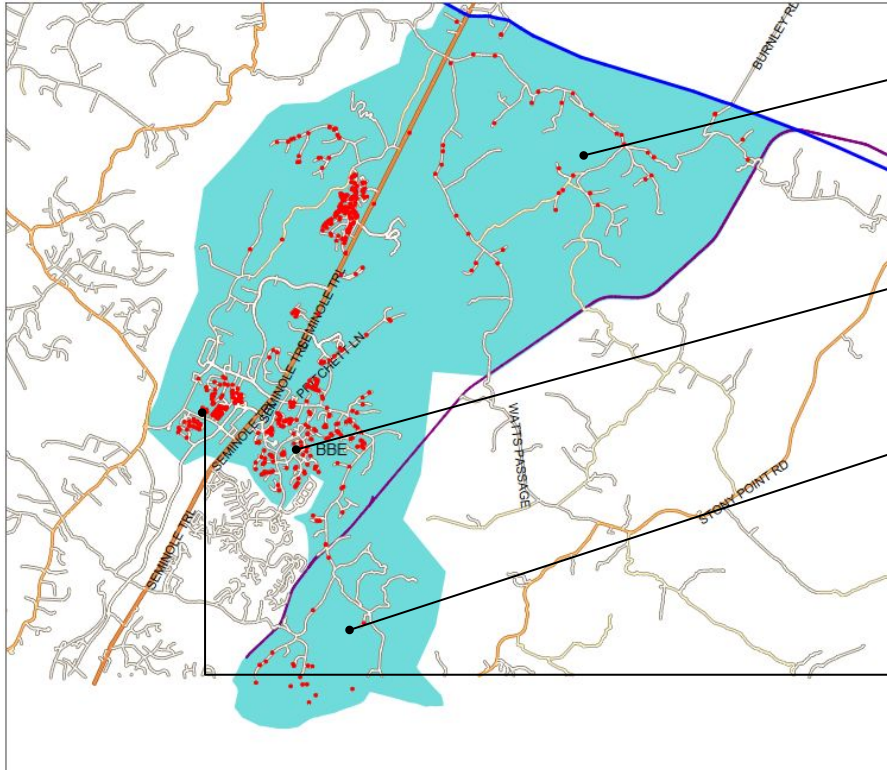
- ❖ Current enrollment: 731 (second largest elementary school in ACPS)
- ❖ Over 200 students over its building capacity (excluding trailers)



Baker-Butler Overcrowding Challenges

- All six 5th grade classes are located in a trailer.
- Pre-K Programs impacted
 - Baker-Butler PreK students are enrolled at a different elementary schools (Broadus Wood, Hollymead, Agnor-Hurt)
 - PreK class at BBBES enrollment is limited based on the size of the room available
- Inadequate Core Spaces/Infrastructure
 - Cafeteria: To accommodate all lunches, lunch begins at 10:25 and ends at 1:35.
 - All Kindergarten classes eat in their classroom every day.
 - Parking/Drop-Off: Car rider arrival and dismissal times take a long time due to the number of cars; not enough parking
- Inadequate smaller support spaces (examples)
 - All three of our EL teachers share a tiny room.
 - No space for a conference/meeting room.
 - A staff workrooms has been converted into classroom space for a SPED
 - Part of our library is closed frequently for students and other uses.
 - There are not enough staff bathrooms.
 - A reading interventionists and a speech language pathologists share a space.
 - The physical therapist and occupational therapist's space is located in the hallway.
 - The nurse's office is overcrowded.
 - TDRT teacher's classroom space is on the stage (between the Cafeteria and the gym). The book room is also housed on the stage.

Areas Evaluated

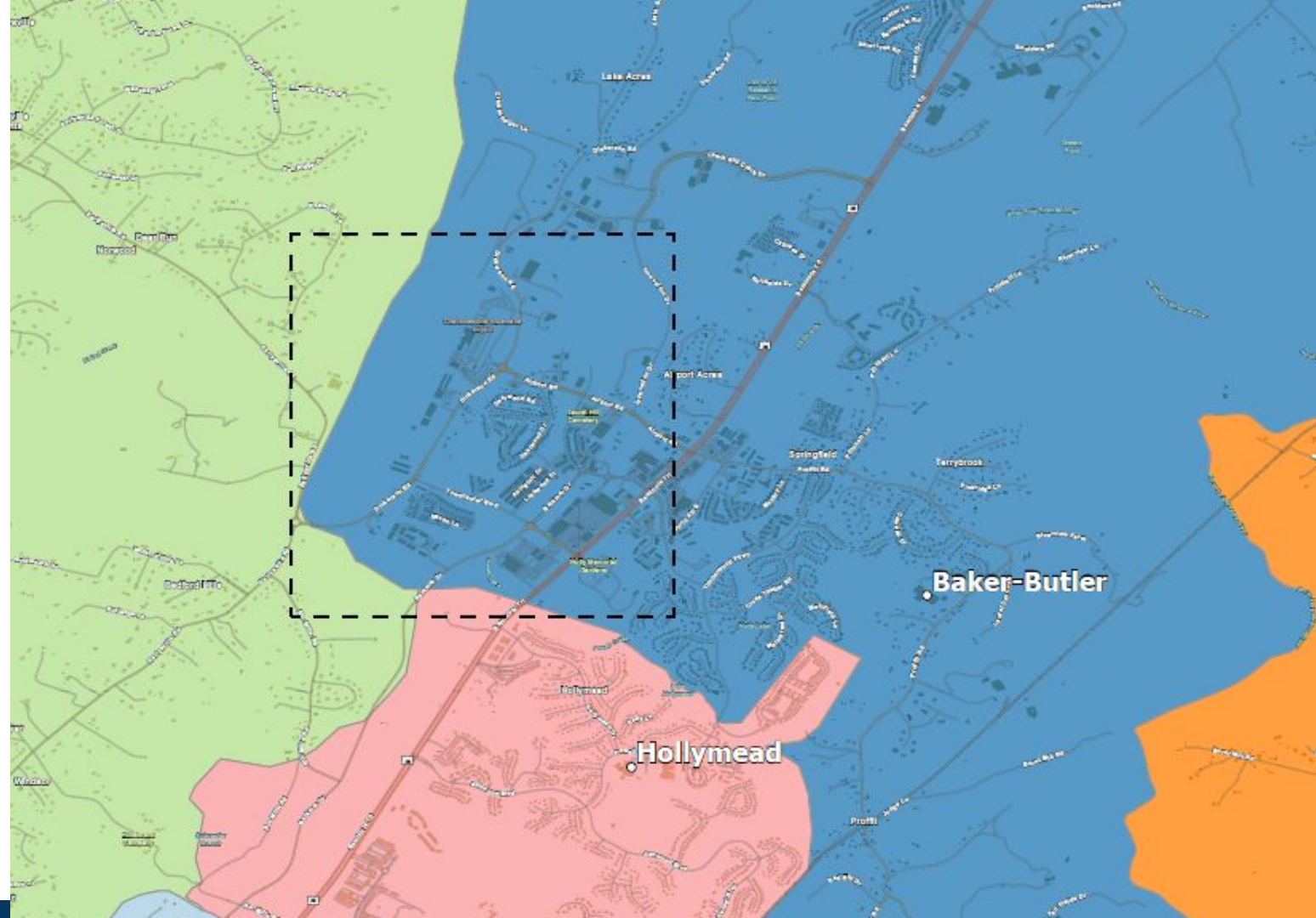


Gilbert Station and Burnley Station Road areas were in discussion as an option for Stony Point but eliminated due to flooding concerns and lack of reliable routes to the school

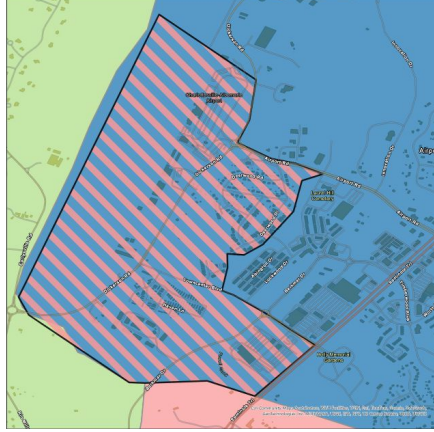
Forest Lakes North is immediately adjacent to Hollymead but was too large to be accommodated.

East of Railroad Tracks (Proffit and Bentivar) included in previous scenarios

The follow scenarios will focus on the area bordered by Airport Road, Proffit, and 29 W



Baker-Butler/Hollymead 1



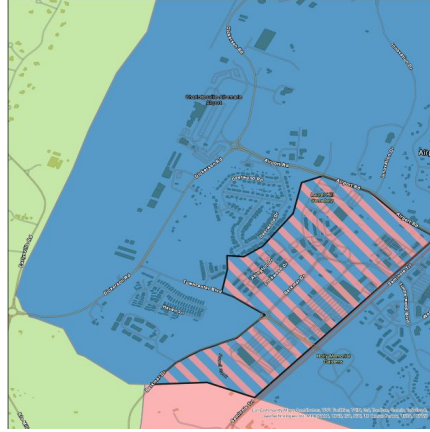
Moves **73** students from Baker-Butler to Hollymead in the areas of

- Deerwood Road
- Forest Springs/Dickerson
- Willow Glen
- Monocan Lane

Baker/Hollymead 1B

When combined with Stony Point B, a total of **100** students are moved from Baker - Butler

Baker-Butler/Hollymead 2



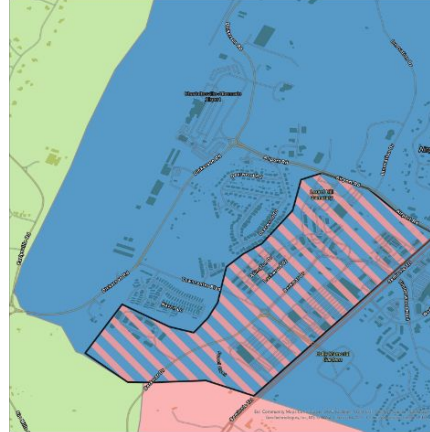
Moves **76** students from Baker-Butler to Hollymead in the areas of

- Timberwood Blvd/Abington

Baker/Hollymead 2B

When combined with Stony Point B, a total of **103** students are moved from Baker - Butler

Baker-Butler/Hollymead 3



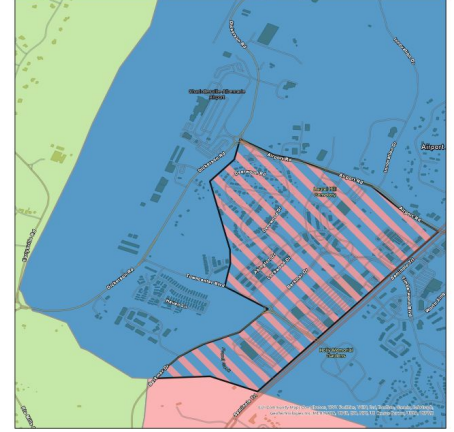
Moves **88** students from Baker-Butler to Hollymead in the areas of

- Timberwood Blvd/Abington
- Monocan Lane

Baker/Hollymead 3B

When combined with Stony Point B, a total of **115** students are moved from Baker - Butler

Baker-Butler/Hollymead 4



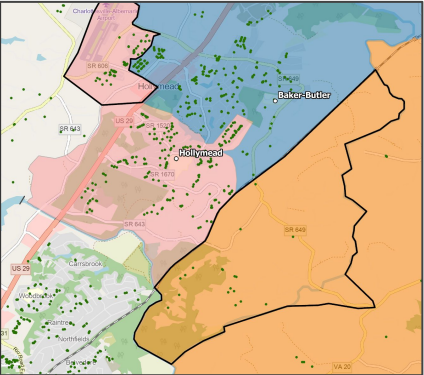
Moves **101** students from Baker-Butler to Hollymead in the areas of

- Timberwood Blvd/Abington
- Deerwood Road

Baker/Hollymead 4B

When combined with Stony Point B, a total of **128** students are moved from Baker - Butler

Baker-Butler/Hollymead 1B



Baker-Butler to Hollymead:

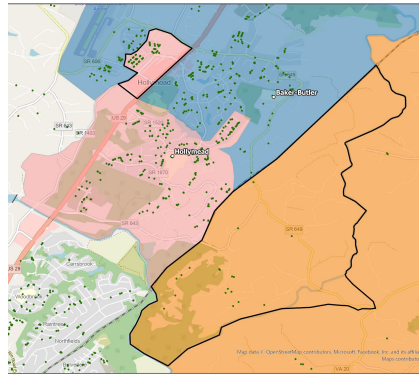
- Deerwood Road
- Forest Springs/Dickerson
- Willow Glen
- Monocan Lane

Baker-Butler to Stony Point:

Proffit/Bentivar Area

BB (-100) / HM (+73) / SP (+27)

Baker-Butler/Hollymead 2B



Baker-Butler to Hollymead:

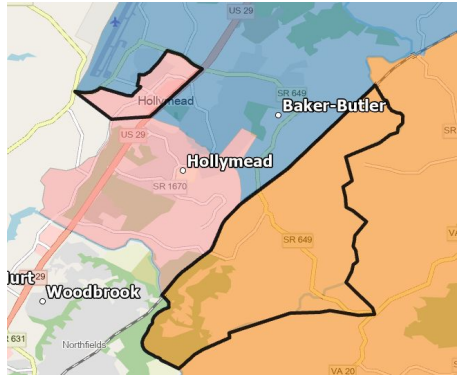
- Timberwood Blvd/Abington

Baker-Butler to Stony Point:

Proffit/Bentivar Area

BB (-103) / HM (+76) / SP (+27)

Baker-Butler/Hollymead 3B



Baker-Butler to Hollymead:

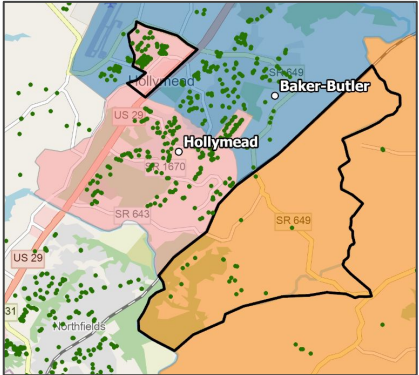
- Timberwood Blvd/Abington
- Monocan Lane

Baker-Butler to Stony Point:

Proffit/Bentivar Area

BB (-114) / HM (+87) / SP (+27)

Baker-Butler/Hollymead 4B



Baker-Butler to Hollymead:

- Timberwood Blvd/Abington
- Deerwood Road

Baker-Butler to Stony Point:

Proffit/Bentivar Area

BB (-128) / HM (+101) / SP (+27)

Scenario Comparison

Capacity vs. Enrollment - 5 Year Outlook

Scenario	School	K-5 Building Capacity*	K-5 Enroll 2023/24	Net Difference	PROJECTED ENROLLMENT (K-5 Students) + Net Difference						PROJECTED CAPACITY CONFLICTS					
					1 Year 24/25	2 years 25/26	3 years 26/27	4 years 27/28	5 years 28/29	10 years 33/34	1 Year 24/25	2 years 25/26	3 years 26/27	4 years 27/28	5 years 28/29	10 years 33/34
Baker-Butler/Hollymead 1	Baker-Butler	662	731	-73	677	683	691	681	684	758	-15	-21	-29	-19	-22	-96
	Hollymead	448	314	73	416	417	430	433	442	436	32	31	18	15	6	12
Baker-Butler/Hollymead 2	Baker-Butler	662	731	-76	674	680	688	678	681	755	-12	-18	-26	-16	-19	-93
	Hollymead	448	314	76	419	420	433	436	445	439	29	28	15	12	3	9
Baker-Butler/Hollymead 3	Baker-Butler	662	731	-88	662	668	676	666	669	743	0	-6	-14	-4	-7	-81
	Hollymead	448	314	88	431	432	445	448	457	451	17	16	3	0	-9	-3
Baker-Butler/Hollymead 4	Baker-Butler	662	731	-101	649	655	663	653	656	730	13	7	-1	9	6	-68
	Hollymead	448	314	101	444	445	458	461	470	464	4	3	-10	-13	-22	-16
Baker-Butler/Hollymead 1B	Baker-Butler	662	731	-100	650	656	664	654	657	731	12	6	-2	8	5	-69
Baker-Butler/Hollymead 2B	Baker-Butler	662	731	-103	647	653	661	651	654	728	15	9	1	11	8	-66
Baker-Butler/Hollymead 3B	Baker-Butler	662	731	-115	635	641	649	639	642	716	27	21	13	23	20	-54
Baker-Butler/Hollymead 4B	Baker-Butler	662	731	-128	622	628	636	626	629	703	40	34	26	36	33	-41

Note: For this calculation the 'net difference' is static and is based on the number of current students in impacted areas. There is not a projection of how many students will live the area in the future.

*Includes trailers and current pre-k locations

Scenario Comparison

Student Demographics

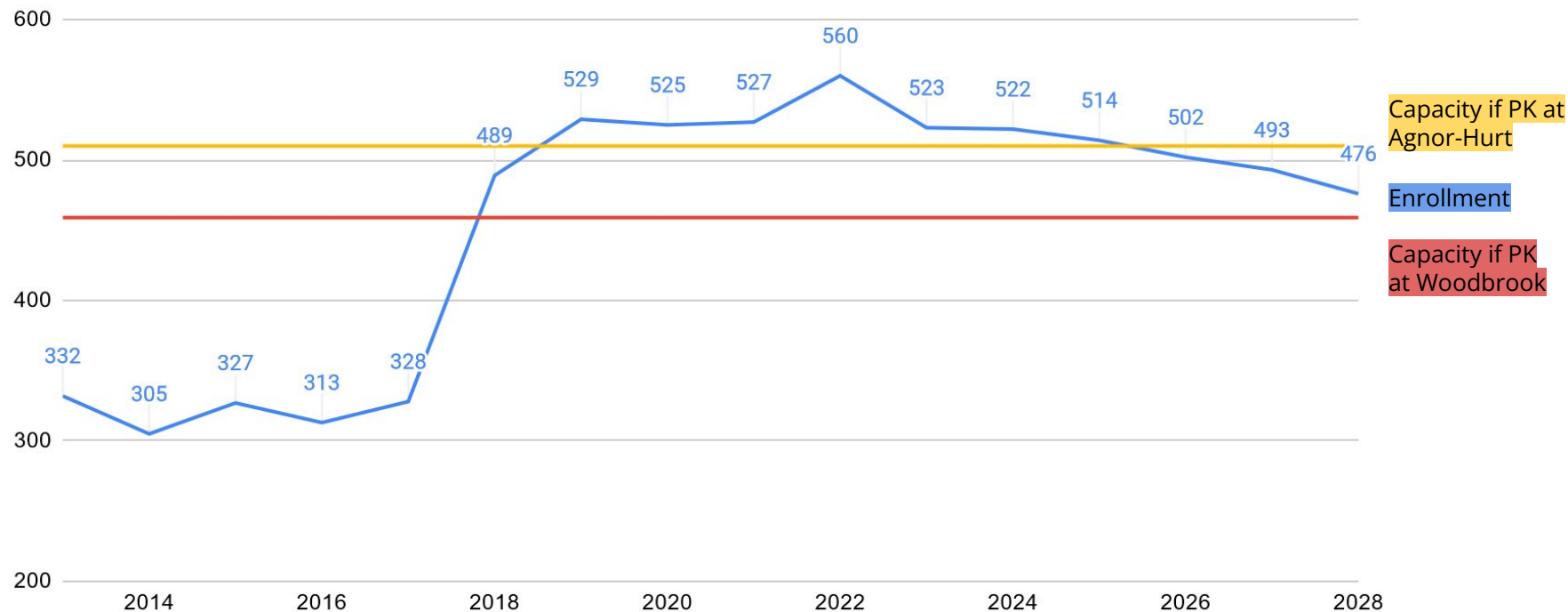
Scenario	Baker-Butler			Hollymead		
	English Learners	SPED	Gap Group 1	English Learners	SPED	Gap Group 1
Current	16%	14%	53%	10%	15%	52%
Baker-Butler/Hollymead 1	14%	14%	50%	15%	14%	56%
Baker-Butler/Hollymead 2	16%	13%	51%	12%	15%	55%
Baker-Butler/Hollymead 3	16%	14%	50%	12%	14%	56%
Baker-Butler/Hollymead 4	16%	13%	51%	12%	15%	55%
Baker-Butler/Hollymead 1B	14%	14%	51%			
Baker-Butler/Hollymead 2B	16%	13%	51%			
Baker-Butler/Hollymead 3B	16%	14%	51%			
Baker-Butler/Hollymead 4B	16%	13%	51%			

Gap Group 1 is a state designation that includes Students with Disabilities, English Language Learners, and Economically Disadvantaged Students

Woodbrook

Phase 1 Objective: Decrease Enrollment

Woodbrook Enrollment History

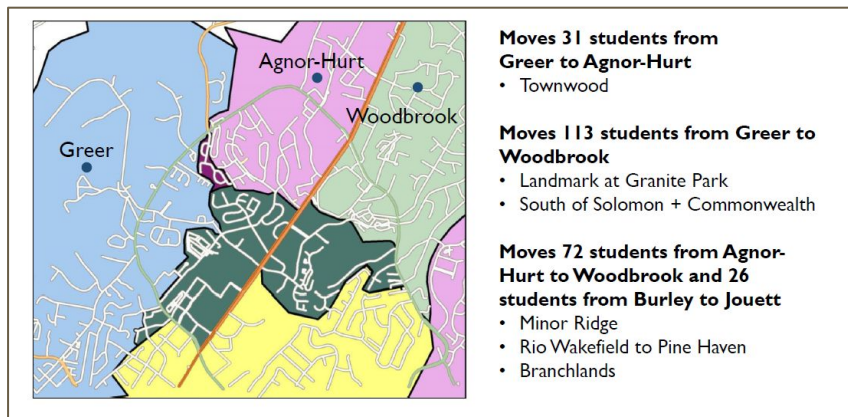


Woodbrook Capacity Challenges

- Woodbrook was experiencing overcrowding issues last year.
- In response, three preschool classrooms were moved to Agnor-Hurt this school year.
- Students ride a bus to Woodbrook and then are moved to another bus which takes them to Agnor-Hurt
- The school is operating well this year, but in order for there to be capacity for the preschool programs to return, enrollment has to be reduced.

Previous Redistricting

- Studied in Fall 2017 and implemented in 2018/19 School Year when addition opened



What's Changed Since 2017

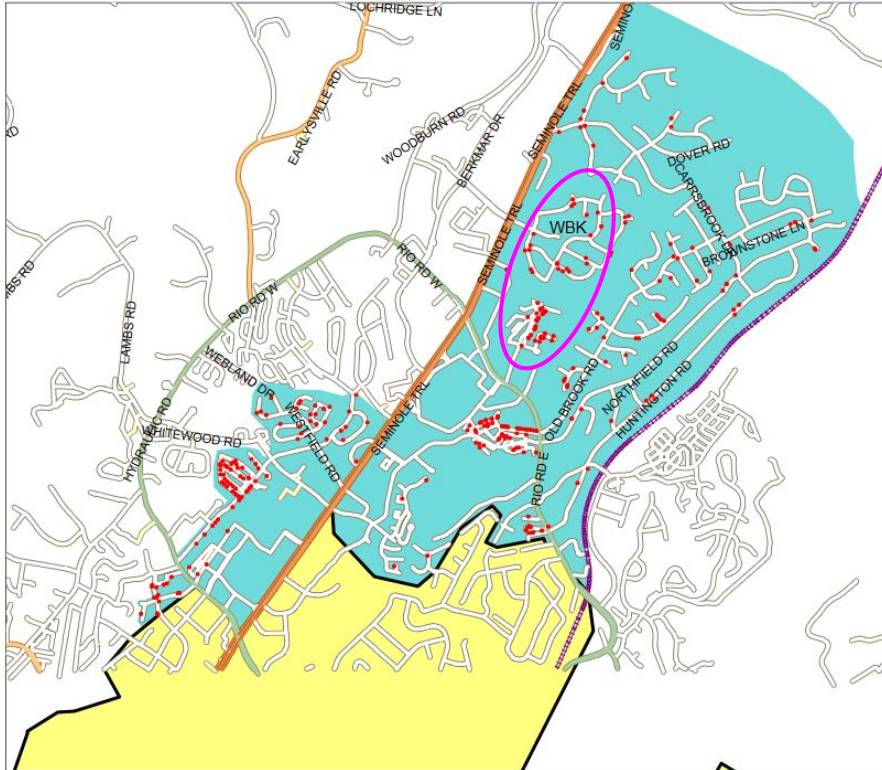
- Change in Capacity Calculations
 - Modified capacity estimate of building now that the addition has opened and several years of experience with multi-classroom spaces
 - Increase in support services (EL teachers, reading interventionists) which require additional space
- Shift in enrollment patterns (see next slide)

Woodbrook Neighborhood Areas

Districted to a different school

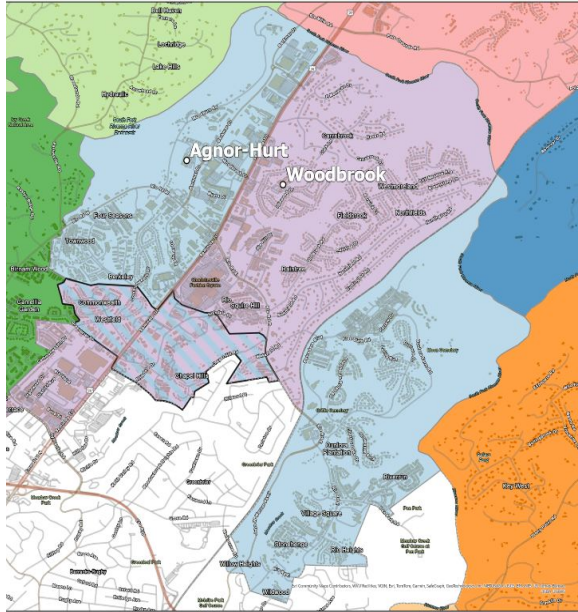
Neighborhood Area	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24
Carrsbrook	8	6	7	13	9	12	13	14	12	11	19	13	24	24	26	14
Still Meadows	30	33	32	25	26	22	15	19	13	9	12	7	9	7	8	4
Woodbrook Sub	37	36	38	47	40	37	39	39	35	45	37	44	44	49	51	39
Mallside/Rio/Arden	94	90	93	97	87	99	78	90	101	108	115	117	122	106	114	104
Glenwood Station/Abbingdon	39	52	65	56	48	65	65	68	71	74	103	101	87	82	102	89
Old Brook/Westmoreland	64	61	56	61	61	55	62	61	52	45	48	50	47	48	55	42
Northfields/Huntington	24	25	24	31	20	18	22	23	23	22	22	18	21	21	26	25
Minor Ridge	39	41	48	52	45	41	42	39	45	51	56	52	48	52	43	42
Inglewood/ N Berkshire	*	*	*	*	*	*	*	*	*	*	31	36	36	37	39	36
Landmark at Granite Park/Sparks	73	55	76	64	53	73	76	61	87	67	77	92	102	107	109	104
Branchland/Pine Haven	25	31	33	42	30	27	28	24	21	20	16	15	14	19	22	21

Areas Evaluated



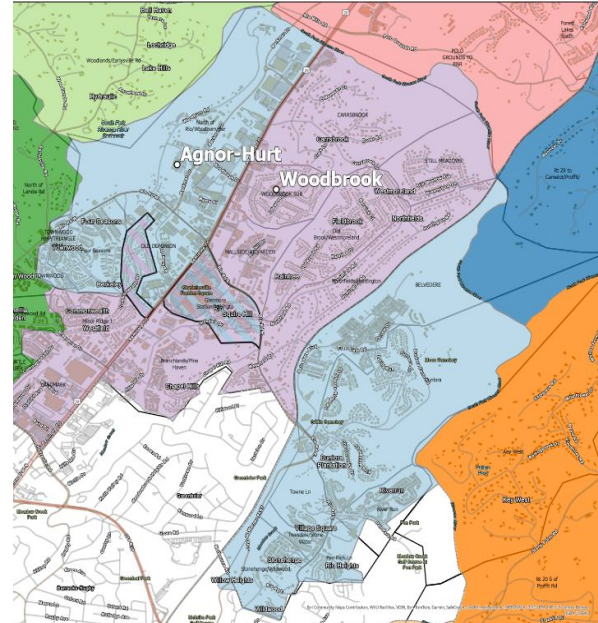
- Six different scenarios were evaluated and included all areas except the Woodbrook Neighborhood and Mallside (due to immediate vicinity to school)
- The committee has narrowed the options down to two scenarios.

Woodbrook/Agnor-Hurt A



Moves **59** students in the areas of Minor Ridge, Branchlands, and Pine Haven from Woodbrook to Agnor Hurt

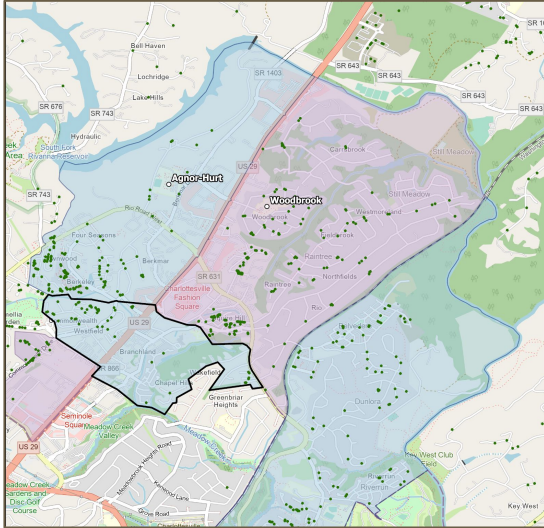
Woodbrook/Agnor-Hurt B



Moves 92 students in the area of Glenwood Station and Hillsdale Drive from Woodbrook to Agnor-Hurt and moves 20 students in the area of Old Dominion from Agnor-Hurt to Woodbrook.

Net Difference: **72** students
Total Students Impacted : 112

Woodbrook/Agnor-Hurt A

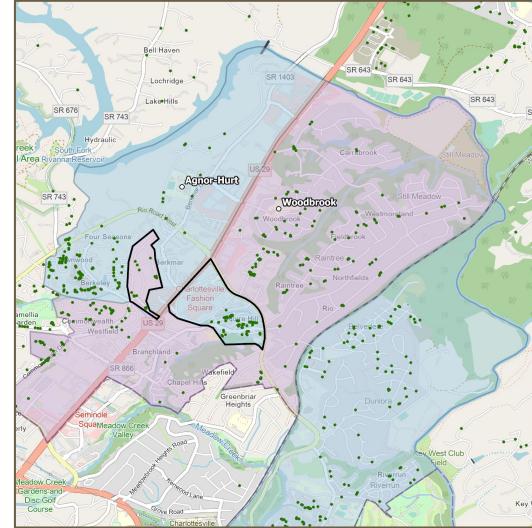


Woodbrook to Agnor-Hurt:

Minor Ridge
Branchlands/Pine Haven

WB (-59) / AH (+59)

Woodbrook/Agnor-Hurt B



Woodbrook to Agnor-Hurt:

Glenwood Station and Hillsdale Drive

Agnor-Hurt to Woodbrook:

Old Dominion

WB (-72) / AH (+72)

Total Students Impacted: 112

Scenario Comparison

Capacity vs. Enrollment - 5 Year Outlook

Scenario	School	K-5 Building Capacity*	K-5 Enroll 2023/24	Net Difference	PROJECTED ENROLLMENT (K-5 Students) + Net Difference						PROJECTED CAPACITY CONFLICTS					
					1 Year 24/25	2 year 25/26	3 year 26/27	4 year 27/28	5 year 28/29	10 year 33/34	1 Year 24/25	2 year 25/26	3 year 26/27	4 year 27/28	5 year 28/29	10 year 33/34
Woodbrook/Agnor-Hurt A	Agnor-Hurt	492	382	59	461	449	453	444	454	489	31	43	39	48	38	3
	Woodbrook	459	511	-59	463	455	443	434	417	472	-4	4	16	25	42	-13
Woodbrook/Agnor-Hurt B	Agnor-Hurt	492	382	72	474	462	466	457	467	502	18	30	26	35	25	-10
	Woodbrook	459	511	-72	450	442	430	421	404	459	9	17	29	38	55	0

Note: For this calculation the 'net difference' is static and is based on the number of current students in impacted areas. There is not a projection of how many students will live the area in the future.

*Assumes PK is relocated to Woodbrook

Scenario Comparison

Student Demographics

Scenario	Woodbrook			Agnor-Hurt		
	English Learners	SPED	Gap Group 1	English Learners	SPED	Gap Group 1
Current	32%	12%	79%	28%	13%	66%
Woodbrook/Agnor-Hurt A	34%	12%	80%	28%	13%	69%
Woodbrook/Agnor-Hurt B	28%	12%	75%	33%	13%	72%

Gap Group 1 is a state designation that includes Students with Disabilities, English Language Learners, and Economically Disadvantaged Students

Middle School Feeder Patterns

Current:

All students (100%) at Woodbrook are districted to attend Journey Middle school

80% of students at Agnor-Hurt are districted to attend Burley and 20% to attend Journey

Neighborhood Area (Current District)	Current Elementar y Students	Current Middle School Students	Middle Options if Elementary Boundary Changes	
Minor Ridge/Branchland Pine Haven (Woodbrook/Journey)	56	35	If Agnor-Hurt/ <u>Journey</u> , A-H would be 70%Burley/20% Journey	If Agnor-Hurt/ <u>Burley</u> , A-H would be 83% Burley/17%Journey
Old Dominion (Agnor-Hurt/Burley)	20	13	Change to Woodbrook/ <u>Journey</u> since no split currently at Woodbrook	
Glenwood/Abington (Woodbrook/Journey)	92	39	If Agnor-Hurt/ <u>Journey</u> , A-H would be 63%Burley/37% Journey	If Agnor-Hurt/ <u>Burley</u> , A-H would be 83% Burley/17%Journey

New School

2029/30 School Year
Implementation

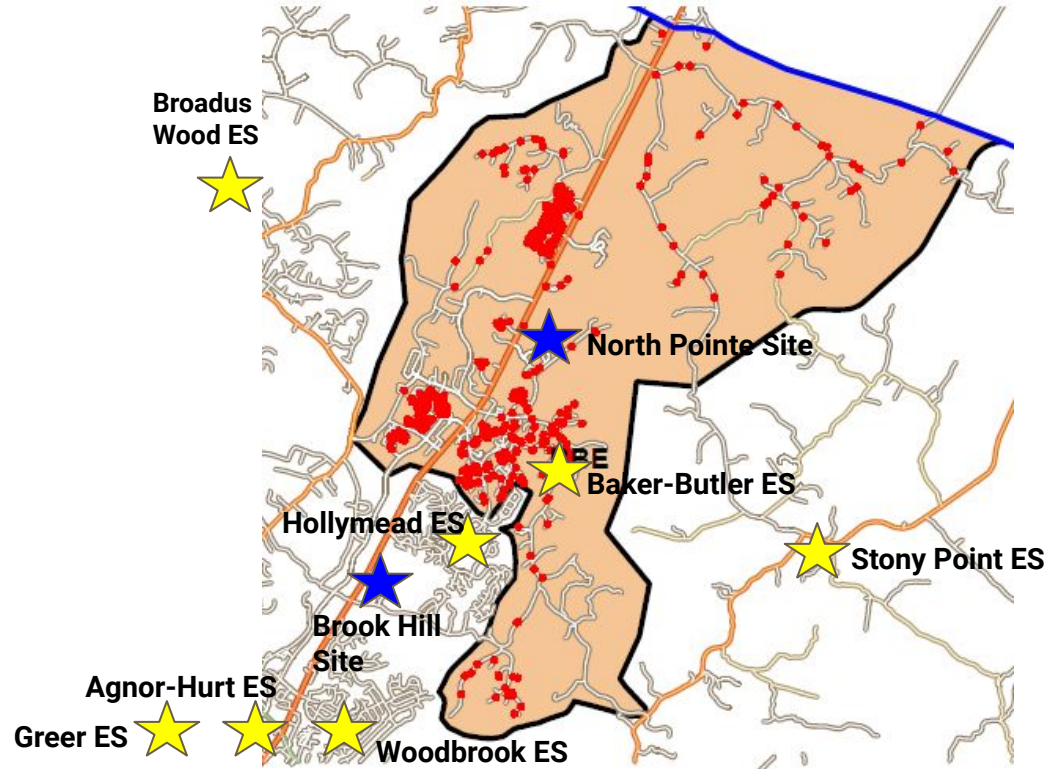
Timing of New Schools Based on Available Funding



	Southern Feeder Pattern	Northern Feeder Pattern
23/24	Design for School #1	Redistricting Study
24/25	Construct School #1	Redistricting Partial Implementation
25/26		
26/27	School #1 Opens	Finalize Site, Design for School #2
27/28		Construct School #2
28/29		
29/30		School #2 Opens, Redistricting Full Implementation

New School Site Options for Northern Feeder Pattern

	Improvements included in Proffer
North Pointe Proffer (10 acres)	-Fully graded pad site -Topsoil & irrigation mains for rec fields -Pedestrian paths to rec fields -Installation of "all utilities" -Stormwater easements
Brook Hill Proffer (7 acres)	-Graded and compacted pad site -Water, sewer, electric utility connections constructed to edge of parcel



Brookhill Option

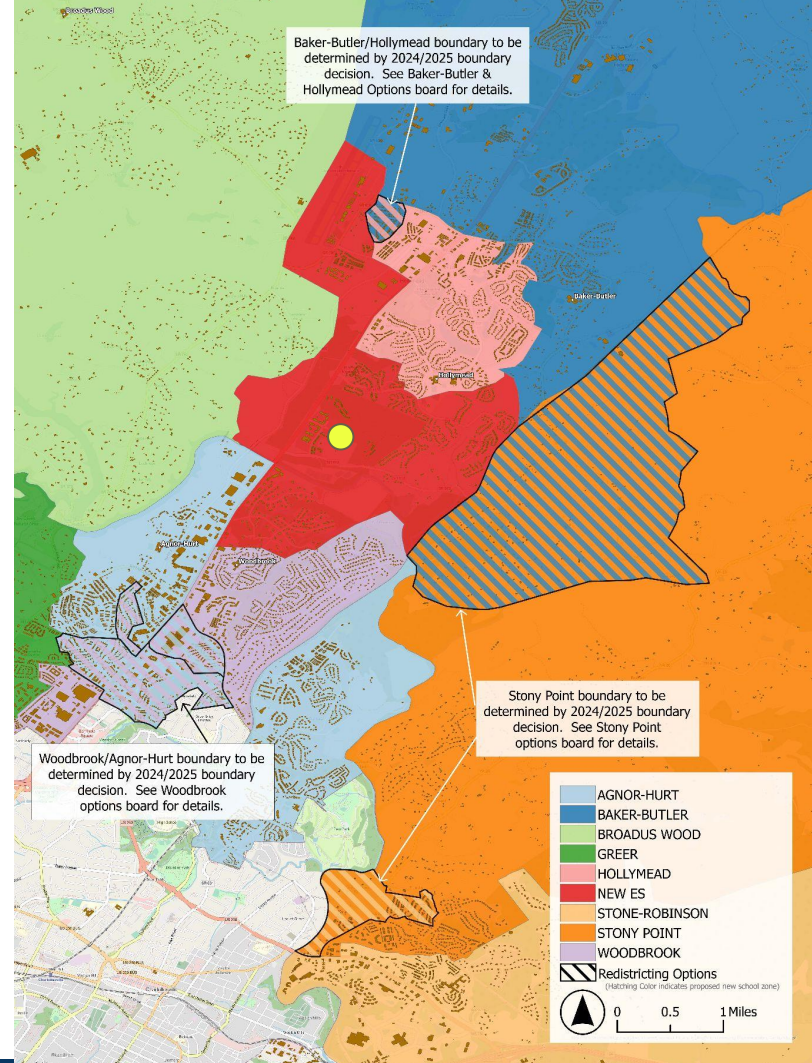
New School:

Dickerson Road, Forest Springs, Willow Glen,
Monacan Lane (Baker-Butler)
Forest Lakes South (Hollymead)
Polo Grounds Road (Hollymead)
Carrsbrook (Woodbrook)

Other Changes:

Baker-Butler to Hollymead:

Timberland/Abington (Phase 1)
Forest Lakes North



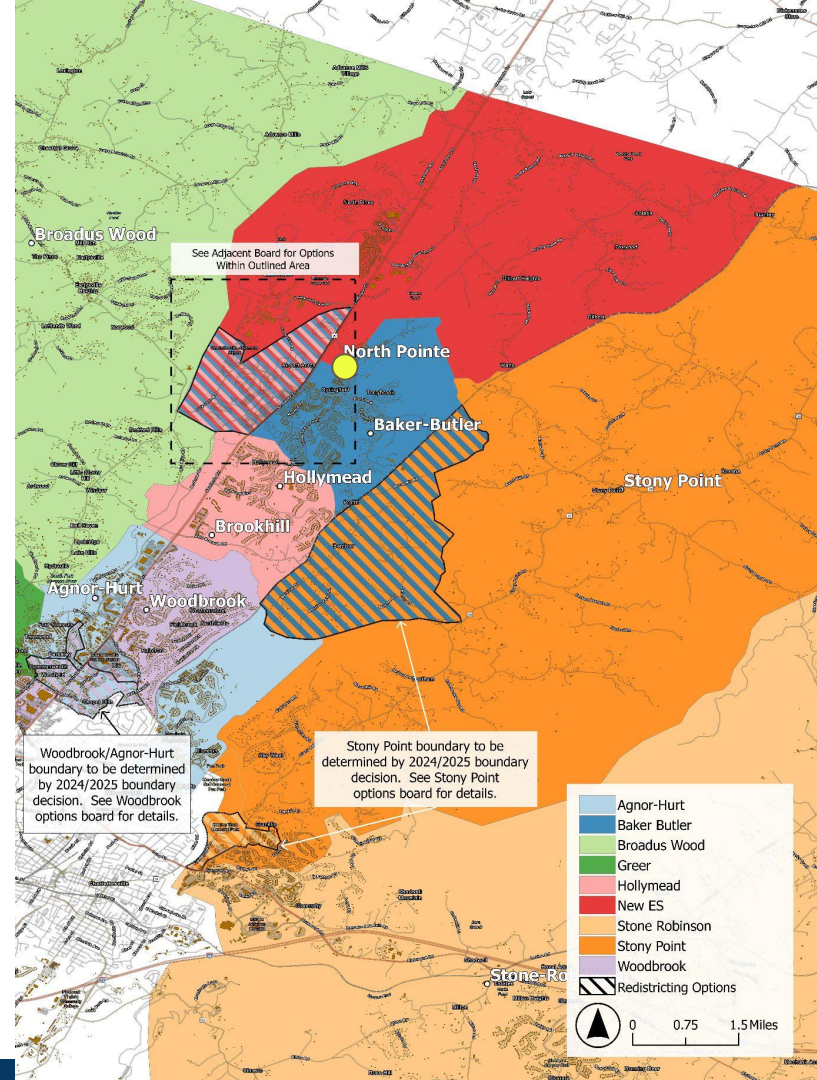
North Pointe Option Overview

New School:

29N, North of Profit Road (Baker-Butler)
Additional areas near Airport
Road/Dickerson/Berkmar depending on Phase 1
decisions (see

Other Changes:

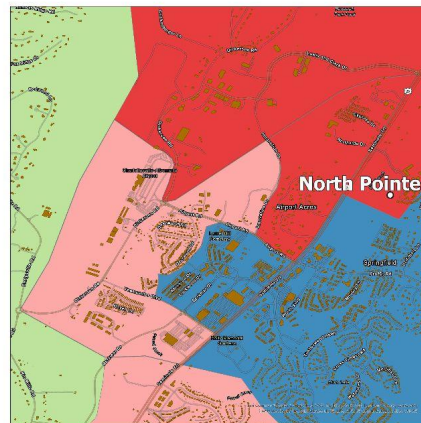
Hollymead to Baker-Butler:
Springridge/Turnberry



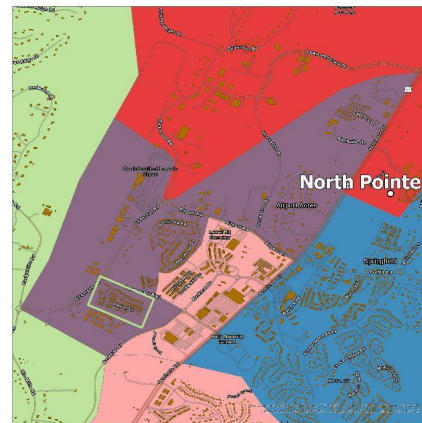
North Pointe Options Detail

- To prevent a double move, specific details will be dependent on decisions made in phase 1.
- Neighborhoods in these areas would go to Hollymead, Baker-Butler, the new school or Broadus Wood.

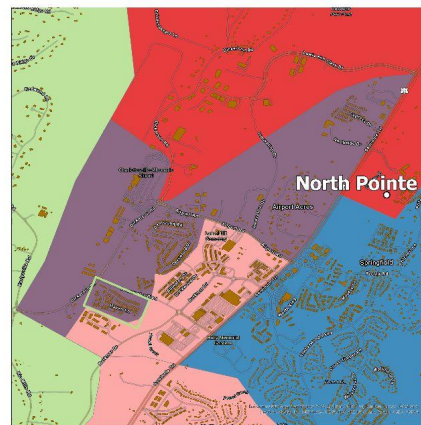
 Baker Butler  Hollymead  Woodbrook
 Broadus Wood  North Pointe  North Pointe or Baker-Butler  Broadus Wood/Journey Alternative Scenario



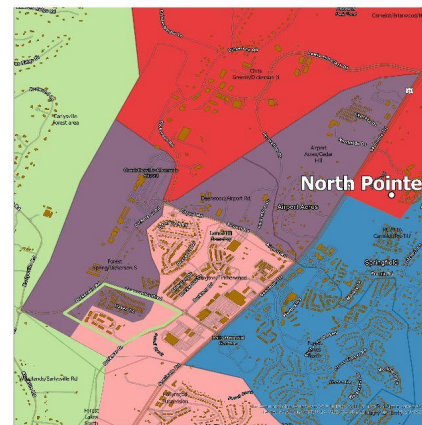
North Pointe - Option 1



North Pointe - Option 2



North Pointe - Option 3



North Pointe - Option 4

Scenario Comparison

Scenario	School	New K-5 Capacity	K-5 Enrollment*	Gap Group
North Pointe	Baker-Butler	491	300-400	44-49%
	Hollymead	468	350-380	56-57%
	Broadus Wood	350	275-330	38%-45%
	New School	500	280-350	54-56%
Brookhill	Baker-Butler	491	411-436	53%
	Hollymead	468	377-402	51%
	Broadus Wood	350	275	38%
	New School	500	219	56%

Next Steps

- Ask questions and give feedback tonight
 - Respond to survey which will be distributed next week
 - Email feedback or questions to rac@k12albemarle.org
-
- Committee will finalize recommendation to the superintendent in February
 - School Board will hold public hearing and receive the recommendation on February 22
 - Any approved changes will go into effect for the 2024/25 School Year