

Redistricting Study 2023/24

Superintendent's Recommendation | February 22, 2024

Background

- In response to current overcrowding at Baker-Butler Elementary and planned developments along the 29N corridor, a new elementary school is planned. Based on the timing of available funding, the school will open for the 2029-30 school year.
- Baker-Butler needs more immediate capacity relief. With more than 700 students, it is the second largest elementary school in the division and is projected to continue to grow.
- In addition to Baker-Butler, two other northern feeder pattern schools are also experiencing enrollment challenges: Woodbrook is modestly overenrolled; Stony Point is under enrolled and is currently the smallest school in the division.
- In August 2023, the Board directed the Superintendent to convene a redistricting advisory committee and conduct a study on potential boundary changes for the 2024/25 school year.

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

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

1. Amanda Vogel | Baker Butler Elementary/Lakeside Middle
2. Blake Whitaker | Baker Butler Elementary
3. Phon Wikhoff | Baker Butler Elementary/Lakeside Middle
4. Aileen Watchko | Baker Butler Elementary
5. Emily Puckart | Broadus Wood Elementary
6. Josh Hatcher | Broadus Wood Elementary
7. Tariq Iqbal | Hollymead Elementary
8. Rasha Ahmad | Hollymead Elementary
9. Megan Mitchem | Woodbrook Elementary
10. Shanel Tibbs | Woodbrook Elementary
11. Josh Ross | Agnor-Hurt Elementary
12. Sam Peacoe | Agnor-Hurt Elementary, Burley Middle
13. Jennifer Thompson | Greer Elementary
14. Lizzie Batman | Greer Elementary
15. Angela Guzman | Stony Point Elementary
16. Patrick Hamilton | Stone Robinson Elementary
17. Katie Whitman | Stone Robinson Elementary
18. Megan Carper | Long Range Planning Advisory Committee, Stony Point Elementary
19. Marquell Woodson | Office of Community Engagement, Journey Middle School

ACPS Staff Support

- ❖ Rosalyn Schmitt, Operations
- ❖ Maya Kumazawa, Budget and Planning
- ❖ Michele Castner, Instruction
- ❖ Eric Irizarry, Community Engagement
- ❖ William Morse & Rich Cieslewitz, Transportation
- ❖ Lauren Hunt, Communications
- ❖ John Coles, GIS
- ❖ Judi Cole, Administrative Support

Timeline/Process

October 2023 to
February 2024

Committee was formed and met 7 times, finalizing their recommendation on February 12

Community Meetings (4)

Community Survey

February - March 2024

*School Board Meeting:
February 22, 2024*

Superintendent Makes
Recommendation to School Board

*School Board Meeting:
March 14, 2024*

School Board holds Public Hearing
School Board Votes on
Recommendation

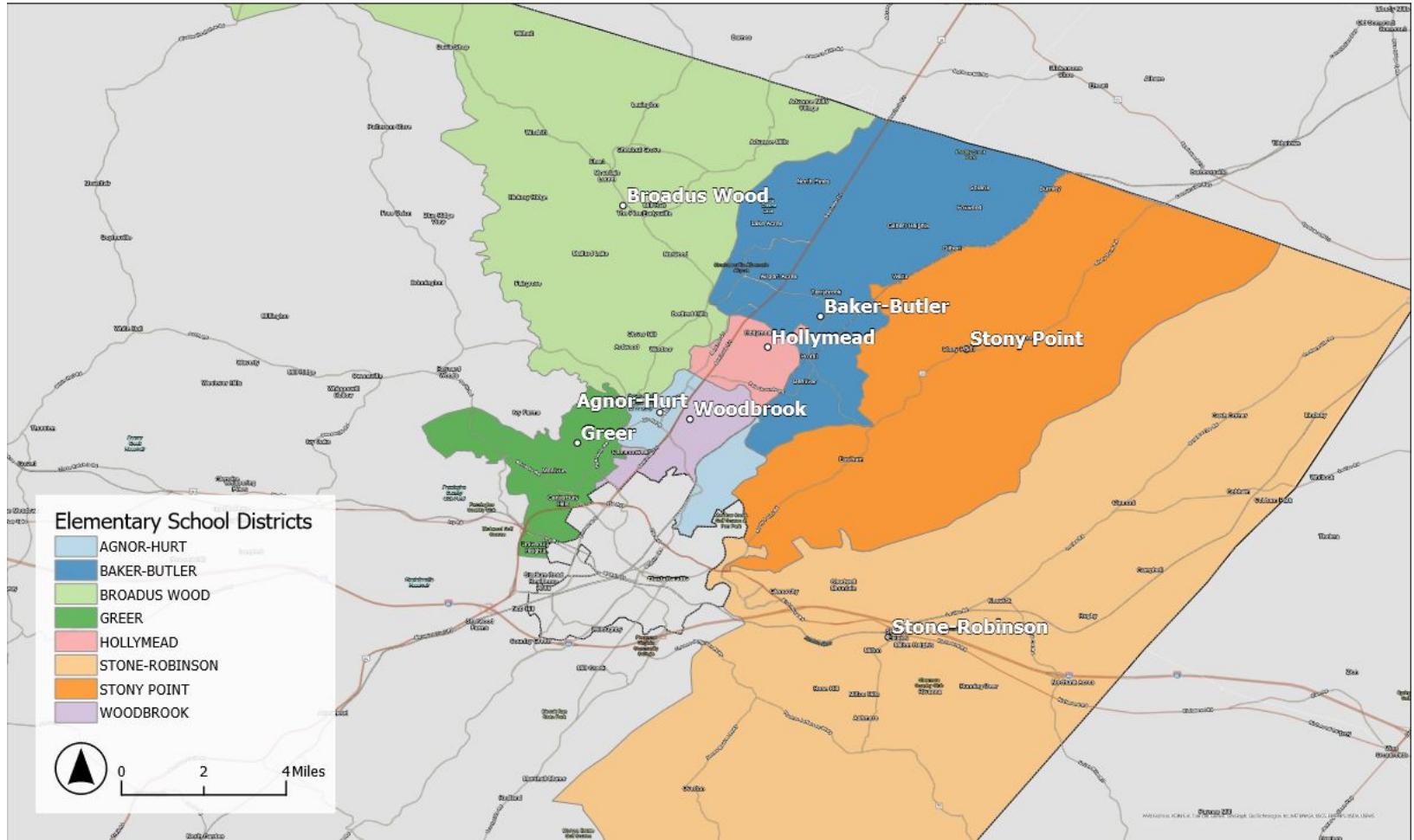
August 2024 + Future

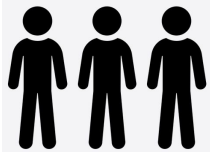
2024/25 School Year: New boundaries go into effect (Phase 1)

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)

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***	228	53	47	53	56	58
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.

***The exact capacity of Stony Point was analyzed in greater depth than the formula and was a range of 209-247 was provided. Further detail is provided in the community meeting presentation.

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***	228	58	50	52	53	53	52
Woodbrook	442	-34	-54	-60	-70	-79	-89

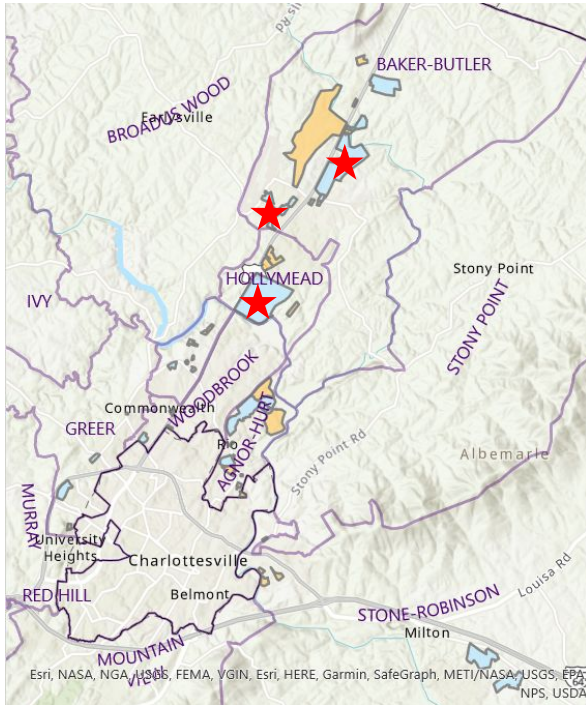
* Reflects new pre-k locations; does not include trailers

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

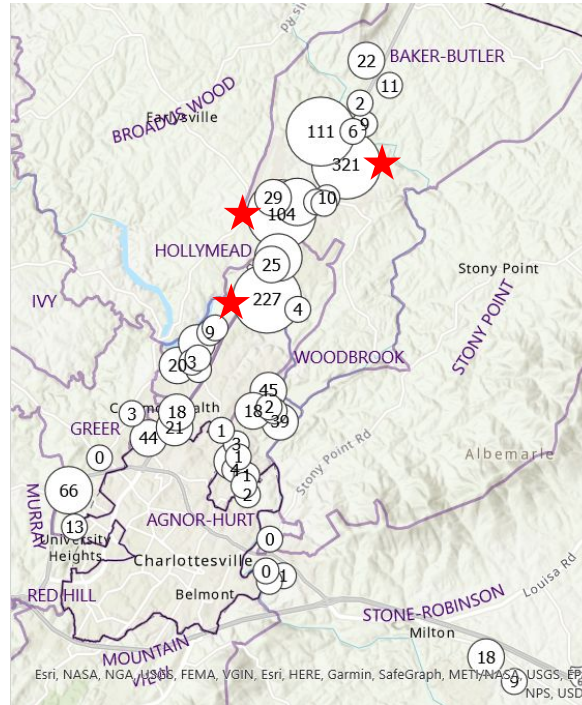
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Development Pipeline

Project Location by Elementary District



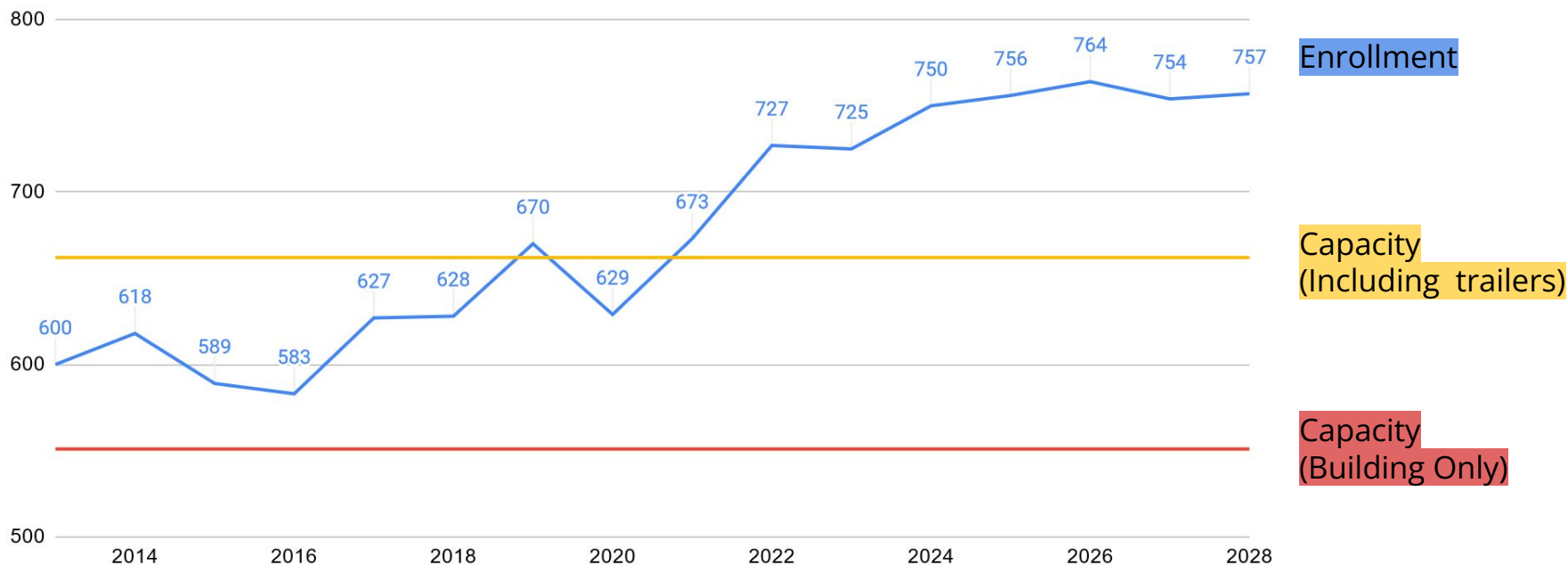
Student Yield by Project/Location



★ Largest Approved Developments:
North Point
Hollymead Town Center
Brookhill

Baker-Butler Enrollment

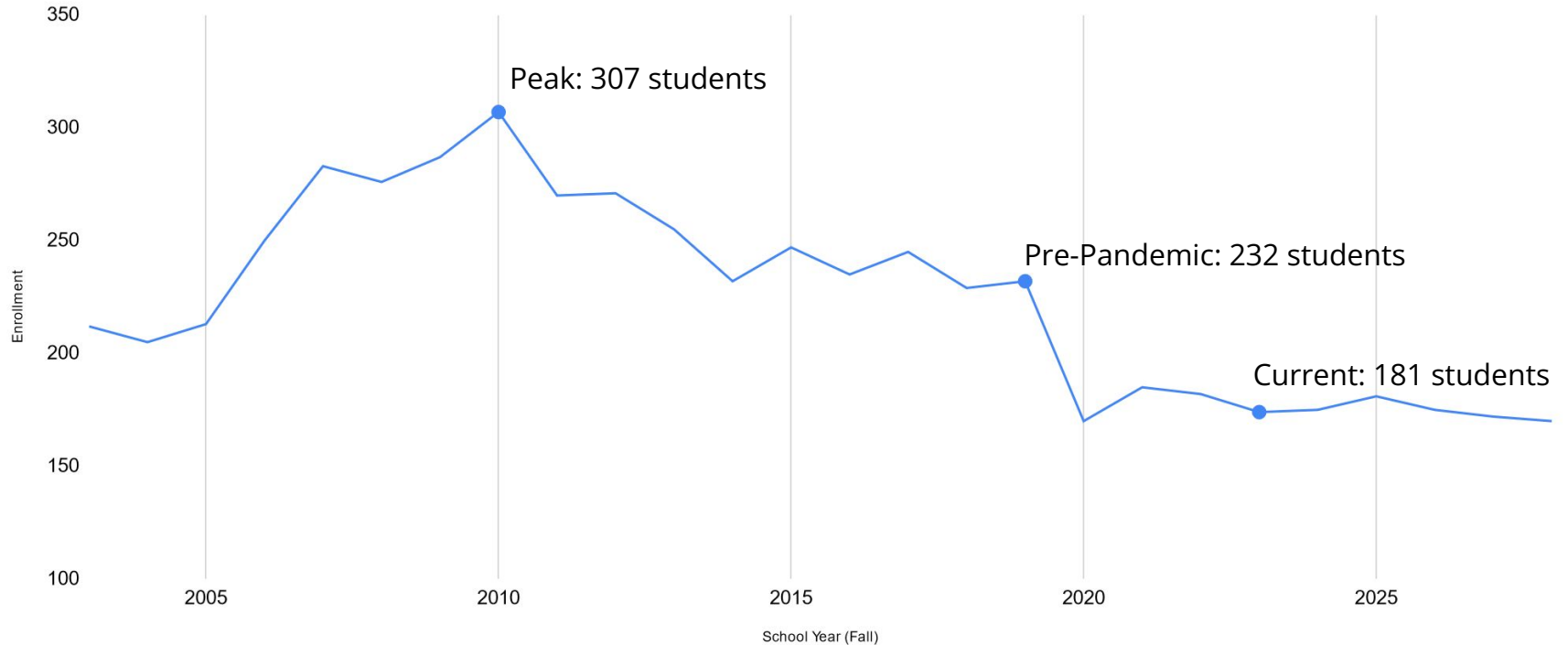
- ❖ Current enrollment: 731 (second largest elementary school in ACPS)
- ❖ Over 200 students over its building capacity (excluding trailers)



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.

Stony Point Enrollment History



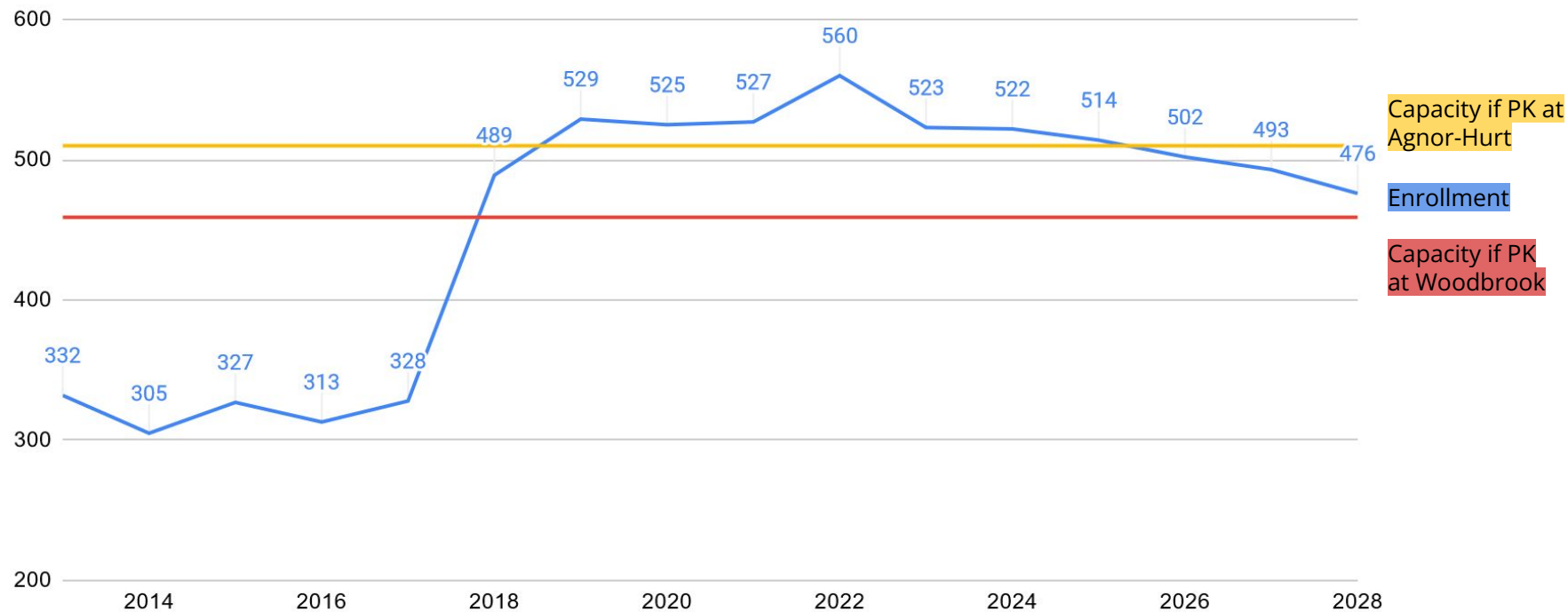
Small School Considerations

- Class size/Grade Level Cohorts
 - When enrollment is low, grade level cohorts either result in large single classes or multi-age classes (4th/5th grade combined)
- Part-time staff allocations
 - It is more difficult to attract and retain positions when the allocation is only 0.4FTE (current art and music allocation)
 - Multiple roles are combined to make someone full-time
- Reporting: Student success measurements as percentages will vary widely year to year (i.e. percentage of students who are chronically absent, pass rates, etc.)

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

Woodbrook Enrollment History

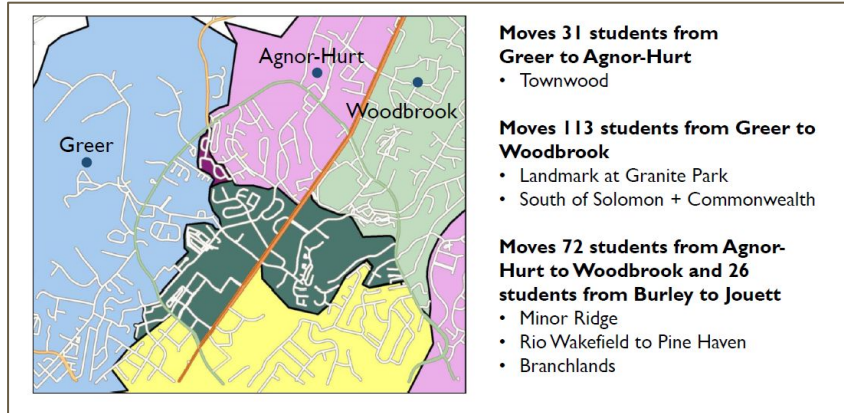


Woodbrook Capacity Challenges

- 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. This is both logistically challenging but also reduces instructional time for preschool students.
- 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
 - Apartment complexes which previously stable have experienced growth and larger number of students.

Scenarios Developed

North Pointe A

Baker-Butler 1

Stony Point 1

Woodbrook 1

North Pointe B

Baker-Butler 2

Stony Point 2

Woodbrook 2

North Pointe C

Baker-Butler 3

Stony Point 3

Woodbrook 3

North Pointe D

Baker-Butler 4

Stony Point 4

Woodbrook 4

Brookhill A

Baker-Butler 5

Stony Point 5

Woodbrook 5

Brookhill B

Baker-Butler 6

Stony Point 6

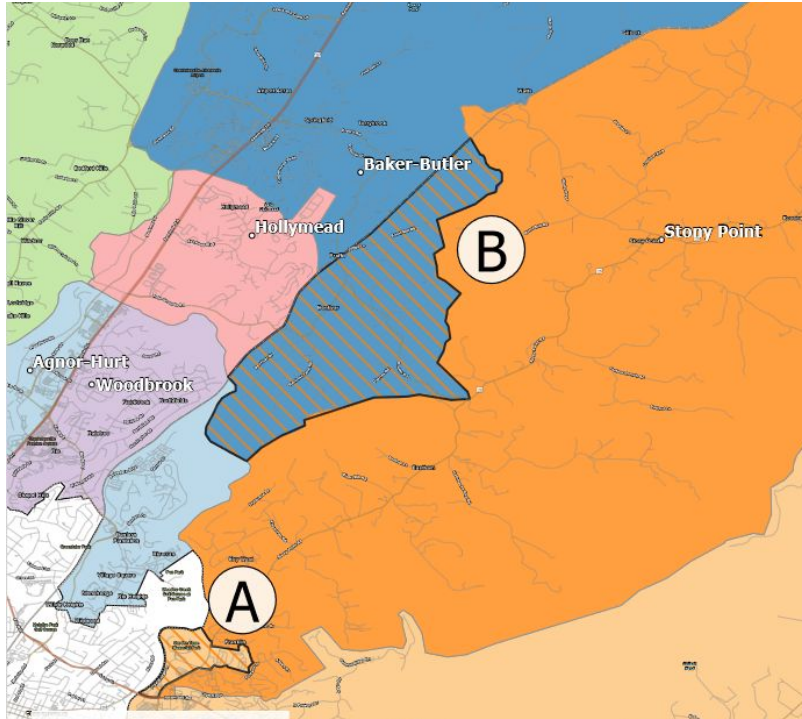
Woodbrook 6

Brookhill C

Baker-Butler 7

Brookhill D

Final Stony Point Scenarios



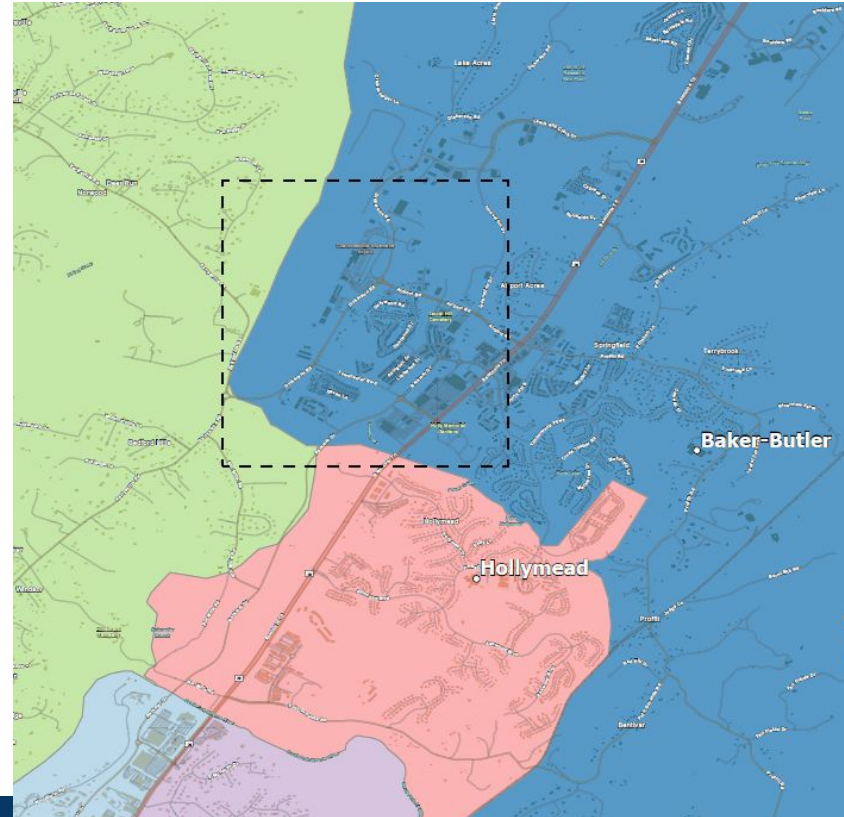
Stony Point A: Moves 42 students in the area of Riverview and Cascadia from Stone Robinson to Stony Point

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

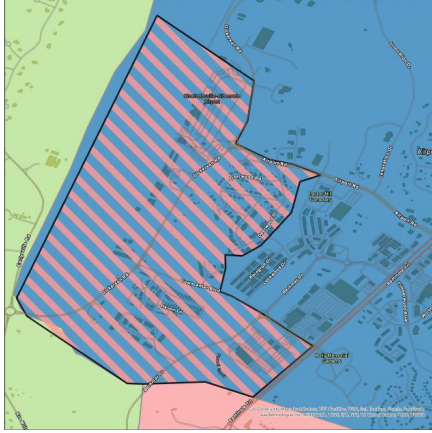
Stony Point A + B: Combines previous two scenarios, moving a total of 69 students to Stony Point.

Final Baker-Butler/Hollymead Scenarios

The final four scenarios were all variations of neighborhoods south of airport road and west of 29N



Baker-Butler/Hollymead 1



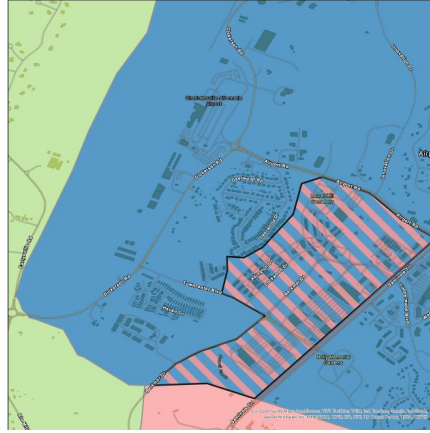
Moves **73** students from Baker-Butler to Hollymead in the areas of

- 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



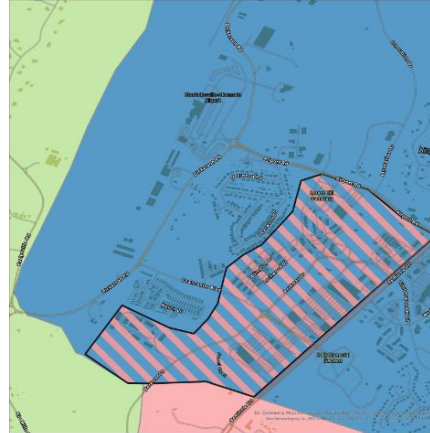
Moves **76** students from Baker-Butler to Hollymead in the areas of

- 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



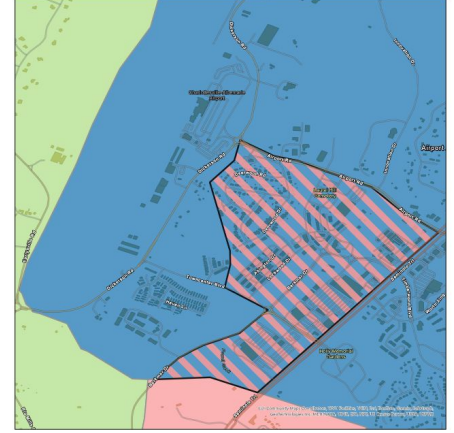
Moves **88** students from Baker-Butler to Hollymead in the areas of

- 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

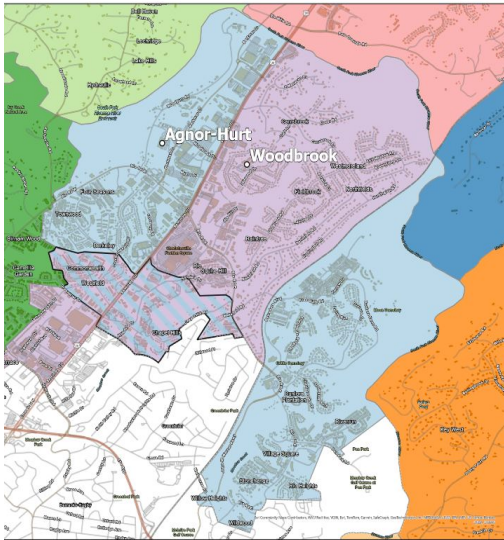
- Timberwood Blvd/Abington
- Deerwood Road

Baker/Hollymead 4B

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

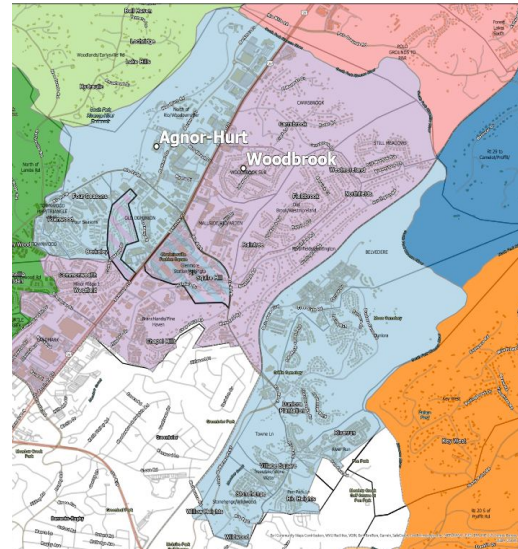
Final Woodbrook/Agnor-Hurt Scenarios

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

Community Feedback

- **Community Meetings**
 - [1/27 Woodbrook Meeting](#)
 - [1/23 Baker-Butler Meeting](#)
 - [1/24 Virtual Meeting](#)
 - [1/31 Stone Robinson Meeting](#)
- **Community Survey (~750 respondents)**
 - [Summary](#)
 - [Comments on Stony Point Scenarios](#)
 - [Comments on Baker-Butler/Hollymead Scenarios](#)
 - [Comments on Woodbrook/Agnor-Hurt Scenarios](#)
 - [Comments on New School](#)
- **Emails (35 received with feedback)**

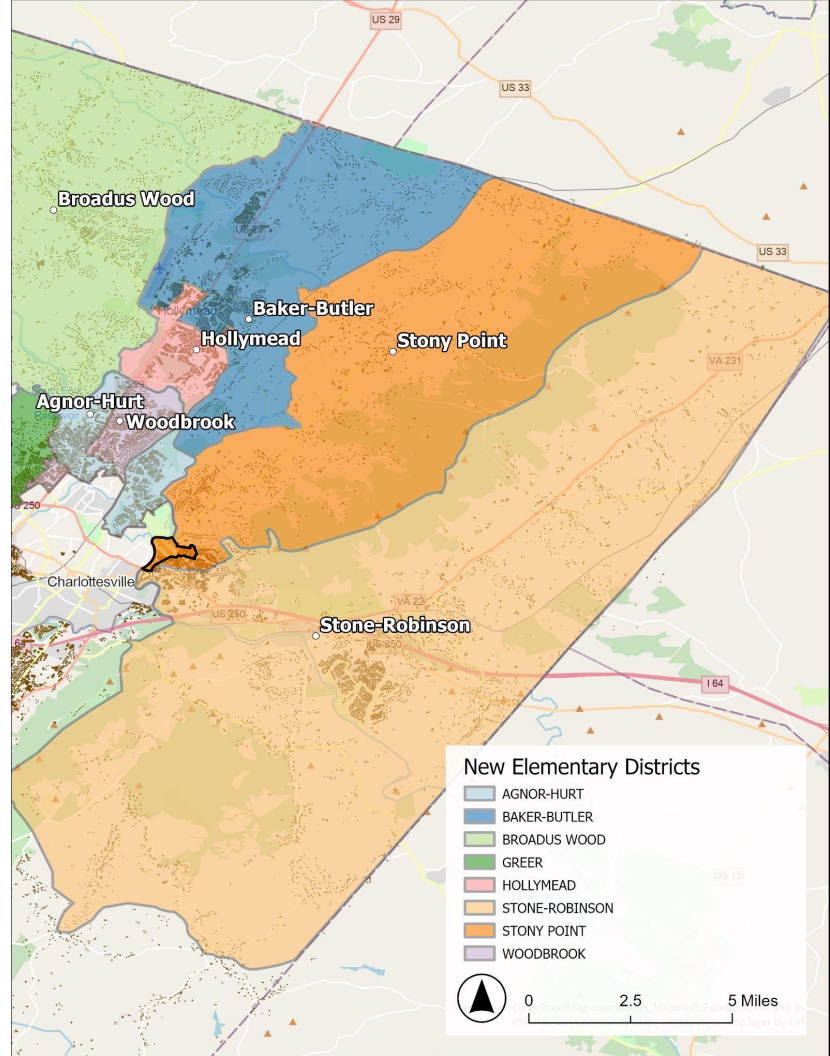
Recommendation

Stony Point A

It is recommended to move 42 students in the area of Riverview and Cascadia from Stone Robinson to Stony Point.

Students in this area are currently districted to attend Burley Middle School. No change to middle school boundaries is recommended.

Impacted area identified

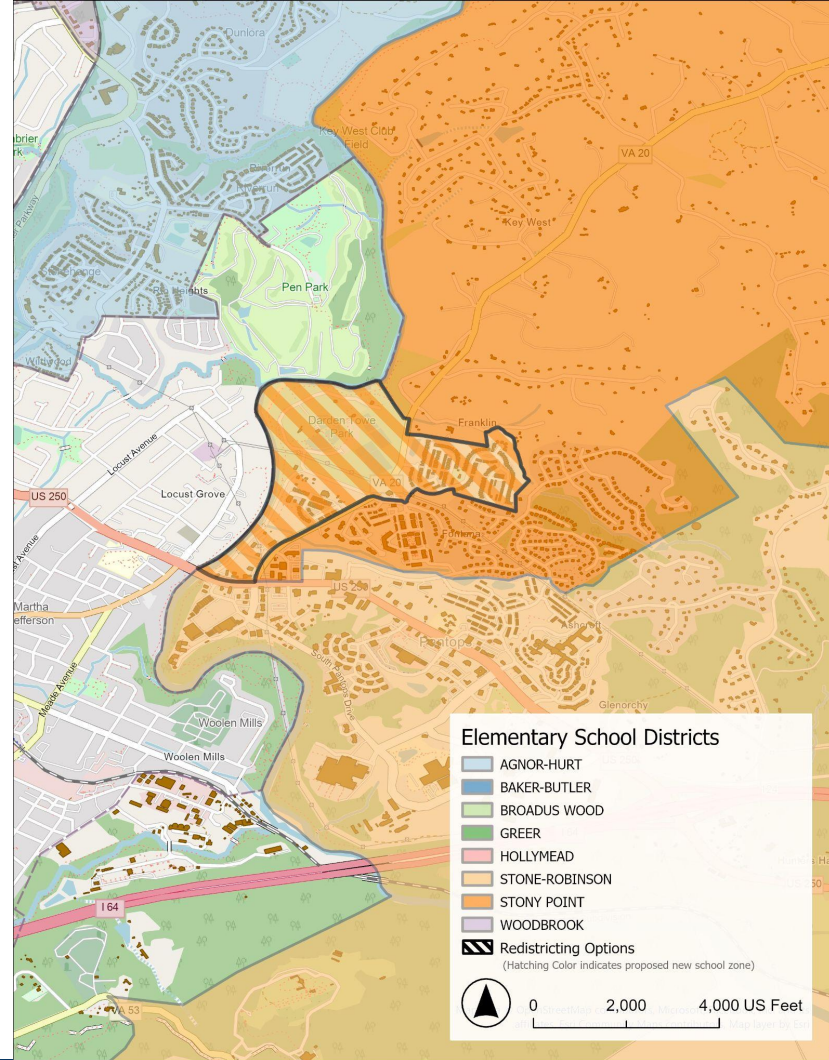


Stony Point A

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Zoomed in on impacted area

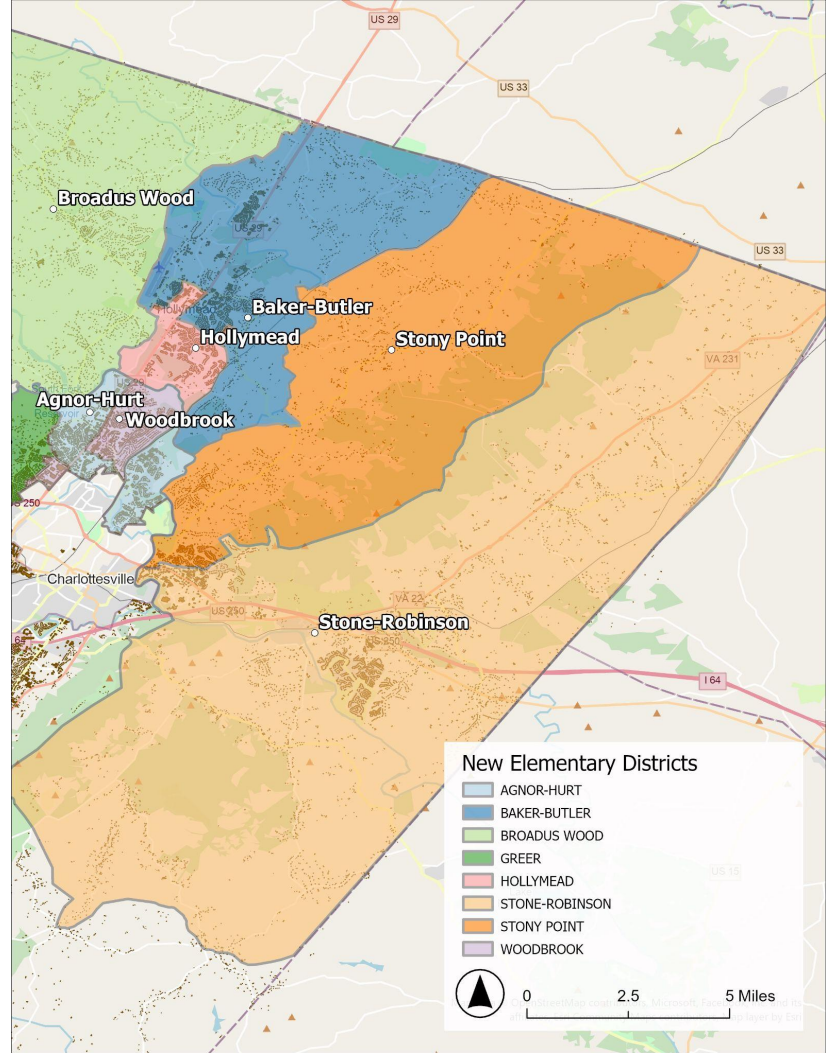


Stony Point A

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New boundaries if recommendations are accepted



Capacity Impact

Capacity vs. Enrollment - 5 Year Outlook

School	K-5 Building Capacity	K-5 Enroll	Net Difference*	PROJECTED ENROLLMENT + 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
Stony Point	228**	181	42	217	223	217	214	212	11	5	11	14	16
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 impacted area in the future.

**The exact capacity of Stony Point was analyzed in greater depth than the formula and was a range of 209-247 was provided. Further detail is provided in the community meeting presentation.

Demographic Impacts

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%

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

Other Impacts

Split Middle School Feeder Pattern

	Students Districted to Attend Burley <i>(20N South of Proffit)</i>	Students Districted to Attend Lakeside <i>(20 N North of Proffit)</i>
Stony Point Current	69%	31%
Stony Point with Cascadia/Review	75%	25%

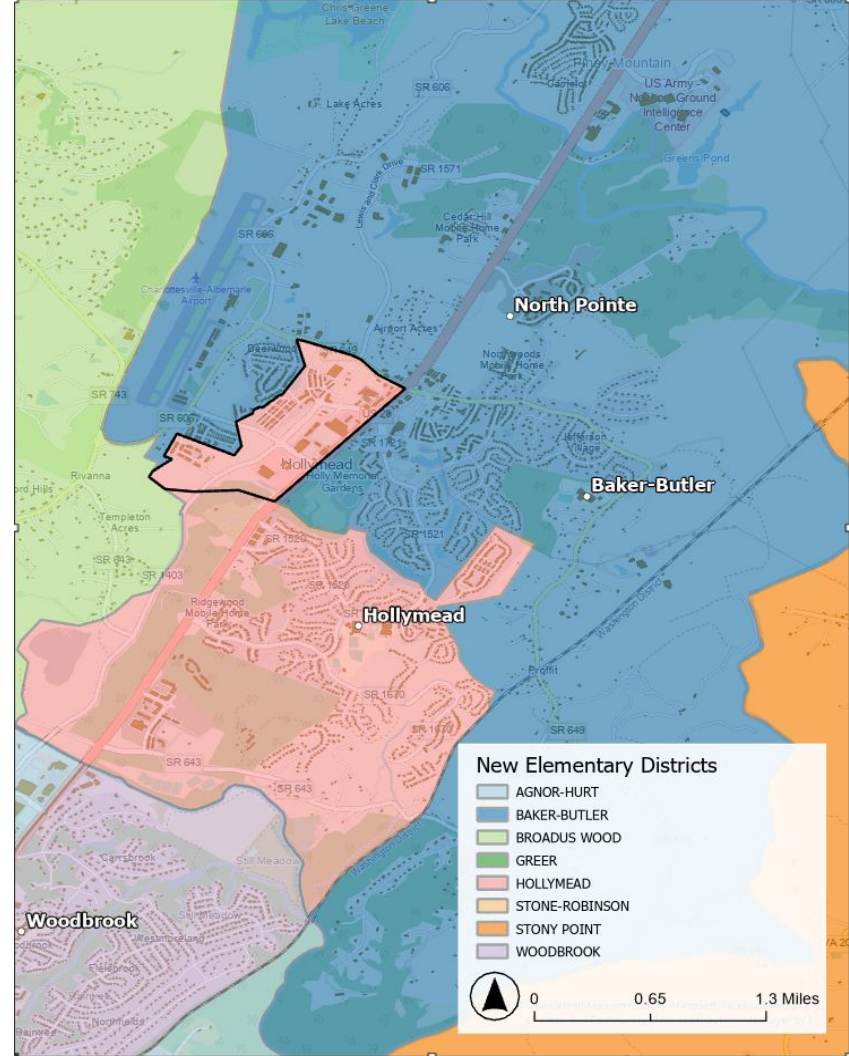
Distance

Intersection	Distance to Stony Point	Distance to Stone Robinson
Cascadia Drive @ Stony Point Road (20N)	7.2 miles	4.8 miles

Baker-Butler/Hollymead 3

It is recommended to move 88 students from Baker-Butler to Hollymead in the areas of - Timberwood Blvd/Abington and Monocan Lane

Students in this area currently attend Lakeside Middle School. No change to middle school boundaries is recommended.

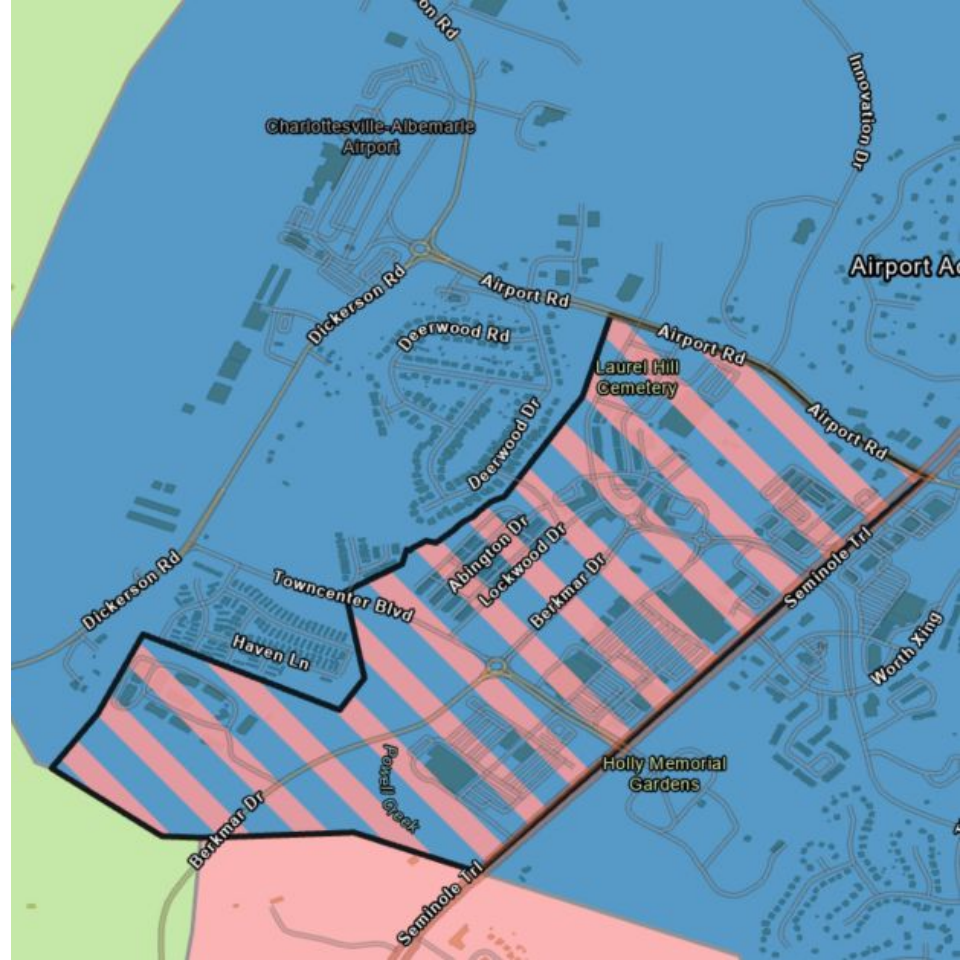


Impacted area identified

Baker-Butler/Hollymead 3

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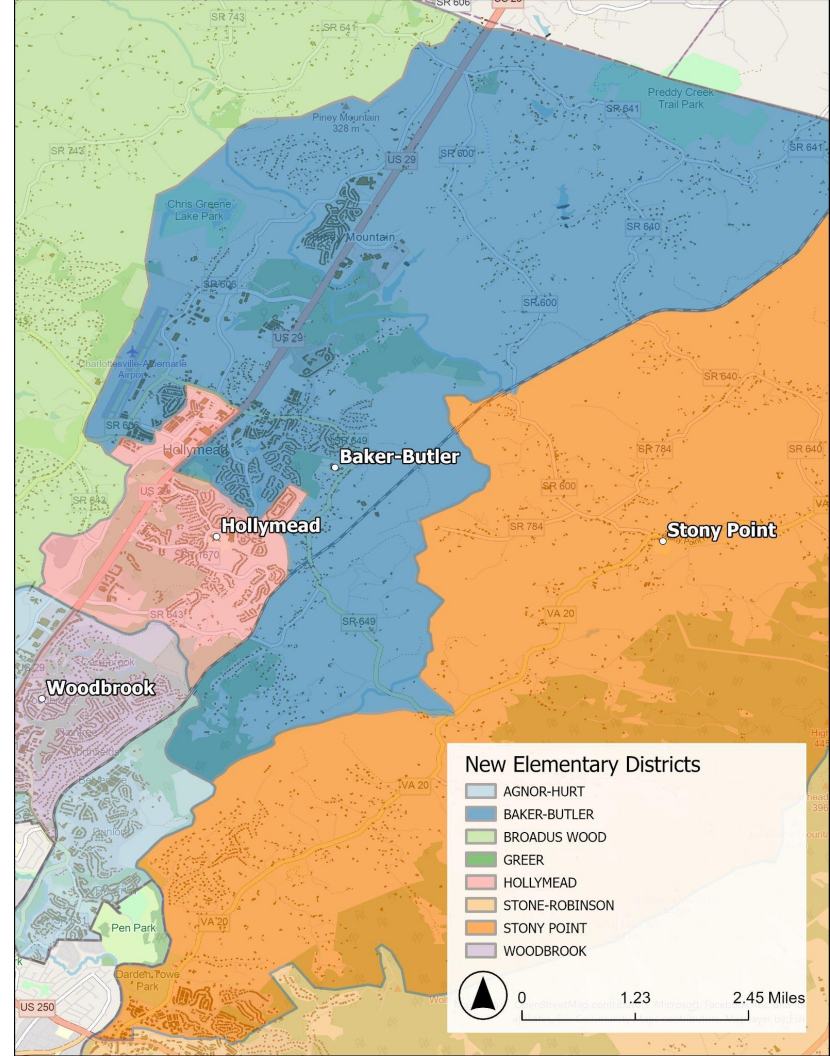
Zoomed in on impacted area

Baker-Butler/Hollymead 3

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New boundaries if recommendations are accepted



Capacity Impact

Capacity vs. Enrollment - 5 Year Outlook

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
Baker-Butler	662	731	-88	662	668	676	666	669	0	-6	-14	-4	-7
Hollymead	448	314	88	431	432	445	448	457	17	16	3	0	-9

*Includes trailers and current pre-k locations

**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 impacted area in the future.

Demographic Impact

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 3	16%	14%	50%	12%	14%	56%

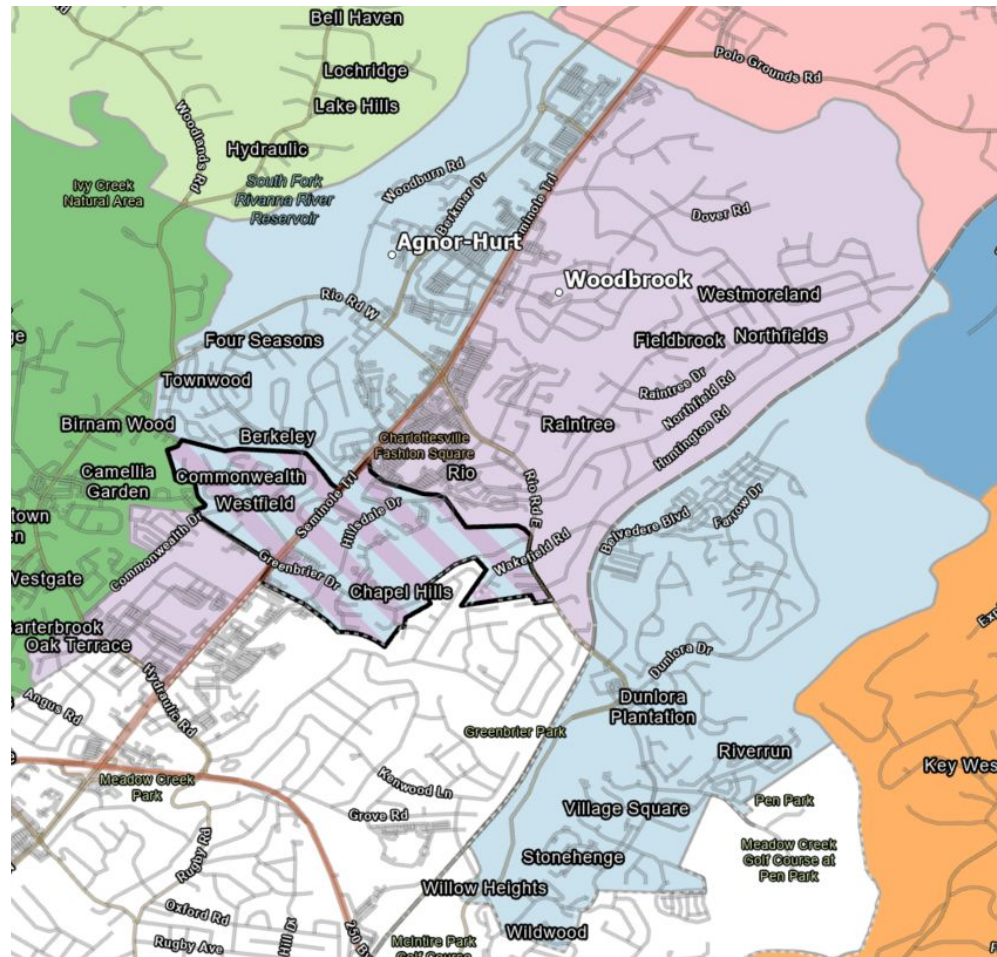
*Gap Group 1 is a state designation that includes Students with Disabilities, English Language Learners, and Economically Disadvantaged Students

Woodbrook/Agnor-Hurt A

It is recommended to move 59 students in the areas of Minor Ridge, Branchlands, and Pine Haven from Woodbrook to Agnor Hurt.

Students in these areas currently attend Journey Middle School. No change to middle school boundaries is recommended

Impacted areas identified

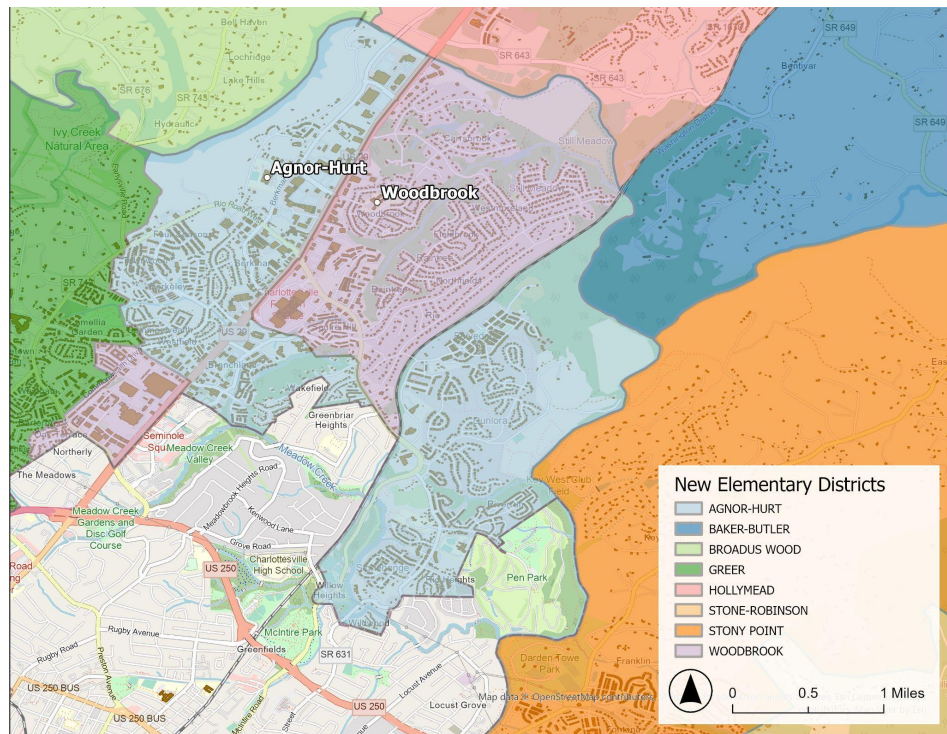


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New boundaries if recommendations are accepted



Capacity Impact

Capacity vs. Enrollment - 5 Year Outlook

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		2023/24		1 Year 24/25	2 year 25/26	3 year 26/27	4 year 27/28	5 year 28/29	1 Year 24/25	2 year 25/26	3 year 26/27	4 year 27/28	5 year 28/29
Agnor-Hurt	492	382	59	461	449	453	444	454	31	43	39	48	38
Woodbrook	459	511	-59	463	455	443	434	417	-4	4	16	25	42

*Assumes three preschool classrooms are relocated to Woodbrook

**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.

Demographic Impact

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%

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

Impact on 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

**Students Districted
to Attend Burley**

**Students Districted
to Attend Journey**

Agnor Hurt- Current

80%

20%

**Agnor-Hurt With Minor
Ridge, Pine Haven,
Branchlands**

70%

30%

	Students Districted to Attend Burley	Students Districted to Attend Journey
Agnor Hurt- Current	80%	20%
Agnor-Hurt With Minor Ridge, Pine Haven, Branchlands	70%	30%

New School

2029/30 School Year
Implementation



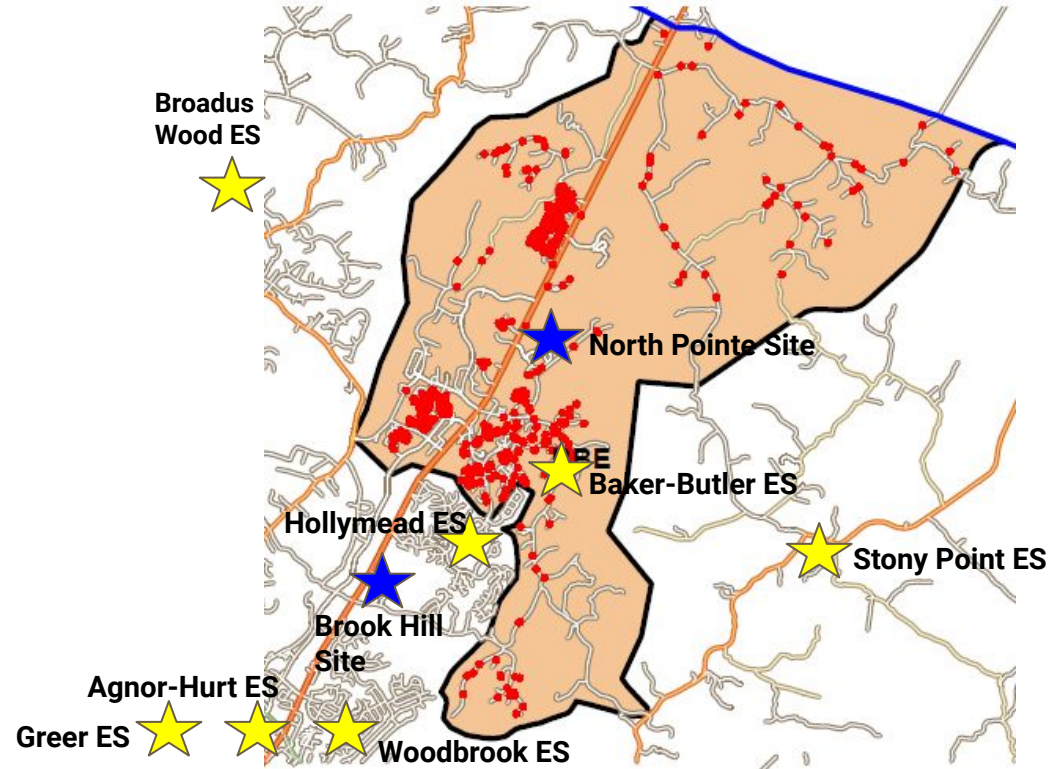
Timing of New Schools Based on Available Funding

	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)	<ul style="list-style-type: none"> -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)	<ul style="list-style-type: none"> -Graded and compacted pad site -Water, sewer, electric utility connections constructed to edge of parcel



North Pointe Recommendation (Preliminary Boundary)

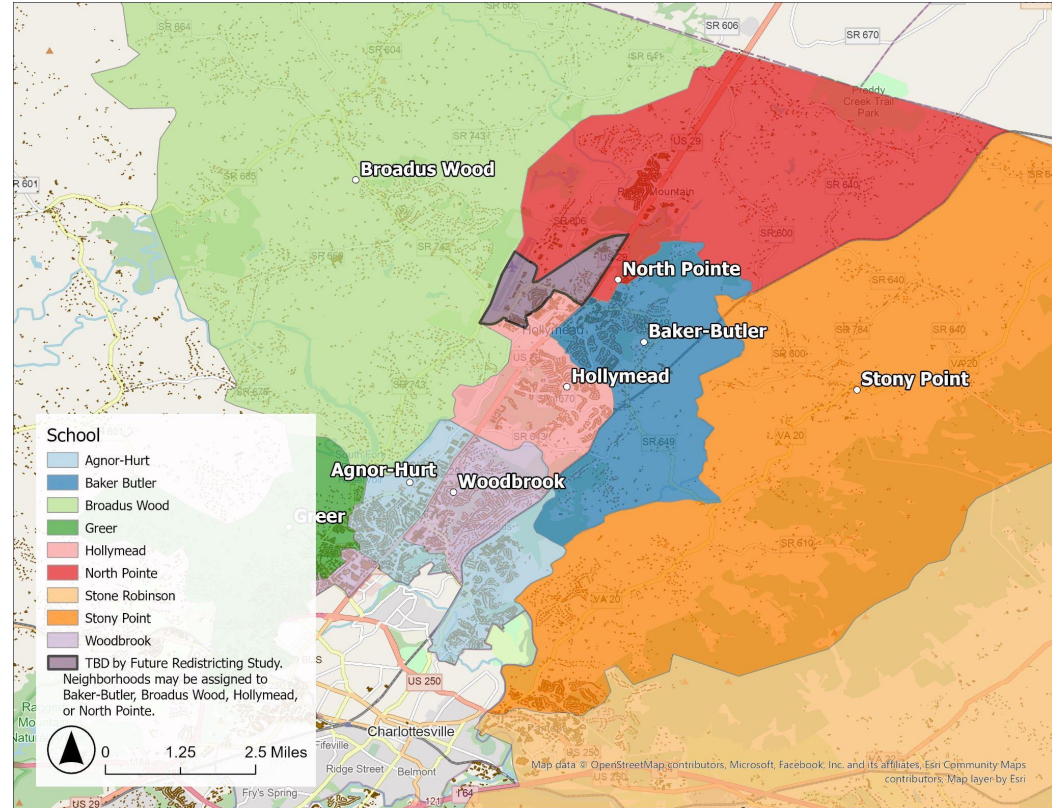
New School:

29N, North of Profit Road
(Baker-Butler)

Other Changes:

Hollymead to Baker-Butler:
Springridge/Turnberry

Additional areas near Airport Road/Dickerson/Berkmar may be considered to attend either Baker-Butler, the new school or Broadus Wood depending on what enrollment is at all schools when the new school opens



Capacity and Demographic Impact

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%

**Based on current not projected enrollment*

Legacy Boundary Clause

- It is recommended that all rising 5th graders (current 4th graders) may elect to remain at the current school.
- Siblings of all rising 5th graders may also elect to remain at the current school for one year.
- Transportation will not be provided.

Additional Long Term Considerations

New School

These proposed boundary changes provide some immediate relief, but this study affirmed the need for additional seats in this feeder pattern. The funding and timing of the new elementary school must remain in the capital program.

Centralized Pre-K

Additional capacity is also needed in the urban ring portion of the district. The LRPAC report included a recommendation for a centralized pre-k facility. If constructed to serve the Agnor-Hurt, Greer and Woodbrook communities, it would provide capacity relief to these schools.

Next Steps

- ❖ The recommendation is for information only tonight.
- ❖ March 14th School Board Business Meeting:
 - Public Hearing
 - Vote on Recommendation
- ❖ If approved, new boundaries will go into effect for the 2024/25 School Year

Questions/Comments