ALACHUA COUNTY
PUBLIC SCHOOLS

ACPS REZONING

Agenda

Objectives

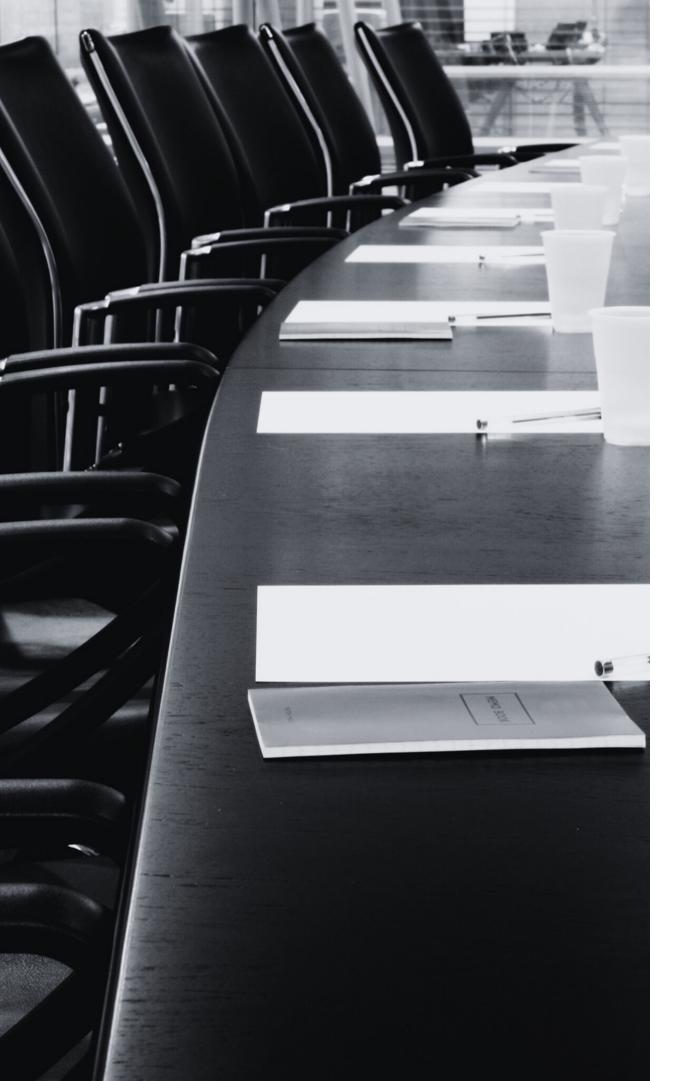**Establish geographic zone lines for schools within the district**

Align Student Capacity with Student Enrollment

Considering current and projected enrollment (including active development)

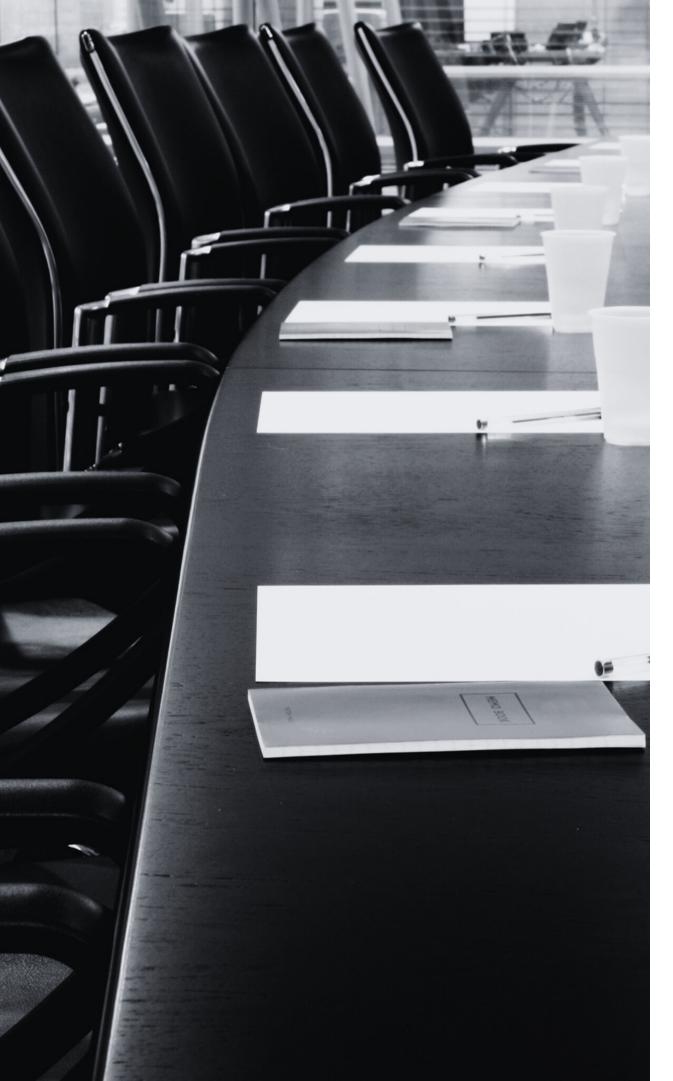**Prioritize Fiscal Responsibility and Efficiency**

- Facilities
- Transportation
- Personnel

District School Zones Policy 5120

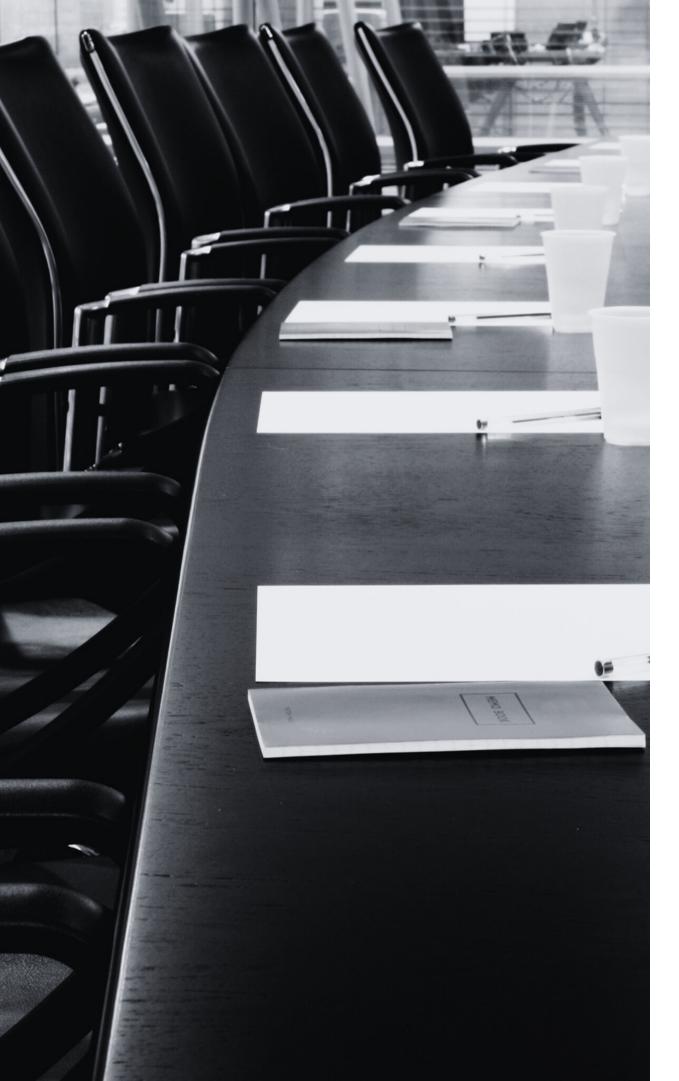The Superintendent will periodically review school enrollment and recommend to the Board such changes in District school zones. **Modifications may be appropriate following construction of a new school, construction of additional facilities at an existing school, closing or suspension of operations of 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.
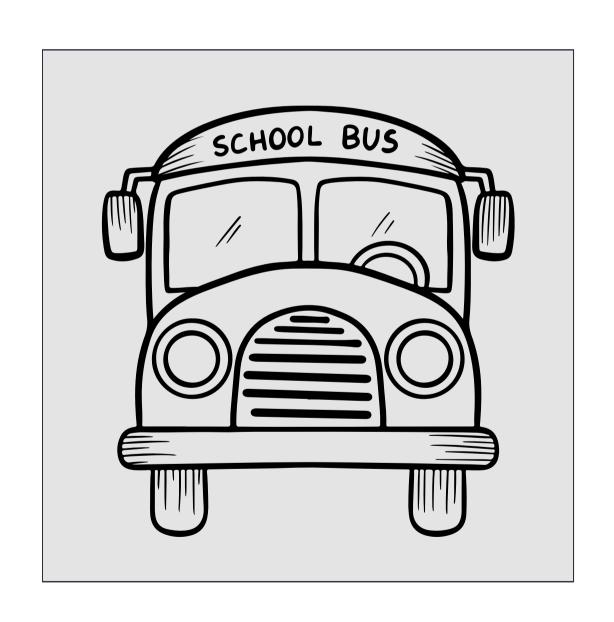
Magnet/Program Enrollment

Magnet/Program Enrollment

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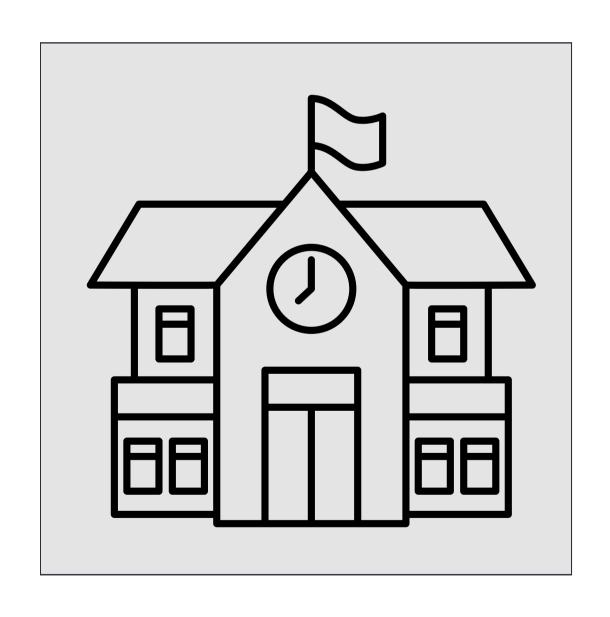Zoning Exemption Parameters

Budgetary Consideratons

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

School X

Exemplify Data Collection Process

Data Set 1

All Current & All Proposed Student Living Within Each Geographic Zone (includes Charter, Private, Voucher, & Students without Addresses)

Data Set 2

Students Currently Attending a Zoned Public School (Minus Charter, Private, Voucher, & Students without Addresses)

Students Proposed to Attend a Zoned Public School in the 2024-2025 SY.

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

Data Set 3

Demographics for Data Set 2, includes three factors:
- Race
- Economically Disadvantaged
- Students With Disabilities

Data Set 4

- Currently Enrolled and Proposed Student Enrollment Demographics including three factors from Data Set 3.

- Proposed Numbers to include active development

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.

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 Hawaiin or Other Pacific Islander	23-24 Percentage with Zoning Exceptions	23-24 Percentage Magnet	23-24 Percentage Choice	23-24 Percentage District Program
Parker	0031	103	489	502	39.44	16.53	35.06	22.71	31.47	5.58	0	4.78	0.2	35.46	0	2.99	0
Foster	0041	84	467	394	66.24	28.43	27.92	41.62	14.72	7.11	0.76	7.87	0	56.6	21.07	8.63	0
Lake Forest	0071	48	598	279	91.93	18.25	10.53	76.49	7.02	0.7	0.35	4.56	0.35	7.72	0	1.4	0
Littlewood	0091	122	588	713	46.92	28.01	41.18	26.05	20.73	4.76	0	7.28	0	14.01	0	0.28	2.1
Metcalfe	0101	71	624	445	87.19	11.46	6.29	82.7	5.39	0.45	0	5.17	0	27.42	3.15	2.7	0.9
Williams	0111	76	590	451	68.36	28.54	7.96	65.04	4.42	16.37	0.22	5.97	0	44.03	32.96	1.33	0
Lincoln	0112	67	1053	708	51.13	40.54	21.75	48.45	4.8	17.23	0.14	7.34	0.28	57.34	51.98	0.42	0.14
Bishop	0121	79	1075	845	56.57	30.89	26.63	53.02	8.17	3.79	0.24	7.93	0.24	59.29	43.67	2.49	0
Westwood	0141	72	1112	801	52.18	22.22	33.71	35.58	18.85	4.37	0.25	7.12	0.12	17.73	0	2.25	0
Gainesville	0151	93	1926	1690	45.65	32.5	35.79	30.82	20.74	5.07	0.17	7.3	0.11	48.77	33.72	0.39	0.39
Alachua (3-5)	0161	61	525	319	69.72	22.08	40.69	38.8	14.83	0.63	0	4.73	0.32	4.73	0	0.32	0
Archer	0171	89	489	423	57.8	20.87	53.9	24.77	11.93	1.61	0	7.8	0	37.39	26.83	1.38	0
Hawthorne (6-12)	0201	32	660	208	70.55	19.43	44.38	42.94	5.11	0	0	7.57	0	28.02	9.41	3.48	0
Mebane	0221	49	788	383	59.42	21.2	45.55	29.58	12.04	2.62	0	10.21	0	13.87	10.73	0	0
Newberry High	0261	112	671	731	48.81	22.41	51.19	27.06	12.6	0.93	0.27	7.96	0	24.67	17.11	0.8	0
Santa Fe	0271	90	1291	1077	46.29	27.37	58.03	18.48	14.68	2.07	0.43	6.22	0	29.19	21.5	1.55	0
Shell	0281	88	366	307	84.42	19.31	47.35	36.76	7.79	0	0	7.79	0	10.28	0	1.87	0
Terwilliger	0311	67	962	623	72.66	16.56	18.44	45.16	24.06	2.97	0	8.91	0.16	20.47	9.06	1.88	0.47
Idylwild	0321	95	662	626	74.56	13.35	12.08	53.74	21.14	4.93	0.16	7.47	0.16	1.91	0	0	0.32
Glen Springs	0331	96	463	445	44.37	22.3	48.2	23.65	13.06	3.6	0.23	11.26	0	23.87	0	6.76	0.68
Rawlings	0341	98	427	406	90.28	19.67	4.03	84.83	5.45	0.47	0.24	4.98	0	4.74	2.84	0.47	0.24
Eastside	0421	63	1952	1200	56.3	33.6	18.74	55.41	6.87	11.47	0.08	7.35	0.08	44.83	37.64	0.89	0
Buchholz	0431	123	2006	2264	35.75	31.3	45.29	23.41	14.27	8.33	0.12	8.29	0.24	30.29	28.1	0.04	0.2
High Springs (K-8)	0461	93	1009	940	46.17	22.13	67.87	9.68	14.26	1.17	0.21	6.6	0.21	9.68	0	2.98	0
Fort Clarke	0481	102	871	889	51.46	26.97	38.43	32.02	15.96	5.73	0.11	7.75	0	3.03	0	0	0.11
Hidden Oak	0482	99	744	738	36.27	30.31	46.01	21.65	16.24	9.47	0.27	6.22	0.14	7.44	0	1.22	0
Wiles	0501	114	725	815	46.75	24.94	40.84	22.05	17.35	10.96	0.48	8.19	0.12	4.1	0	0.24	0
Kanapaha	0502	92	1166	1077	52.37	27.58	36.68	29.99	21.36	5.48	0.09	6.31	0.09	3.99	0	0.09	1.21
Chiles	0510	95	727	680	34.05	27.71	44.44	22.08	12.7	12.7	0.14	7.79	0.14	7.5	0	0.43	0
Meadowbrook	0520	116	758	876	34.59	26.03	48.97	20.43	13.47	8.33	0.11	8.68	0	2.97	0	0.23	0
Newberry Elementary (K-4)	0531	136	471	626	45.33	21.81	50.31	23.36	16.04	2.02	0	8.26	0	5.61	0	0	0
Norton	0541	82	669	541	51.65	22.71	43.96	25.82	16.48	4.03	0.18	9.34	0.18	23.63	0	5.49	2.01
Talbot	0561	86	726	619	39.46	35.78	51.92	18.69	11.18	5.75	0	12.3	0.16	13.74	0	1.28	1.44
Irby (K-2)	0571	67	536	350	66.39	21.57	48.18	28.85	14.29	0.28	0.28	7.56	0.28	8.4	0	1.4	0
Oak View (5-8)	0591	88	1063	938	47.33	26.33	54.48	21.32	14.18	1.92	0	8.1	0	23.88	20.36	0.11	0

DATA ON THIS SLIDE IS SPECIFIC TO THE LOCATION OF EACH INPUT SESSION

DATA ON THIS SLIDE IS SPECIFIC TO THE LOCATION OF EACH INPUT SESSION

DATA ON THIS SLIDE IS SPECIFIC TO THE LOCATION OF EACH INPUT SESSION

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 atte 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 stud 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 Perce Distri Progr
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%	0%	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.

Rationale

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.

Rationale

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 county 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