



FACILITIES MASTER PLAN

NORFOLK PUBLIC SCHOOLS

JUNE 28, 2021

Prepared For:

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ACKNOWLEDGEMENTS

Cooperative Strategies extends our appreciation to Norfolk Public Schools, the Steering Committee, and the Norfolk community for their cooperation to make this Facilities Master Plan possible.

We also thank the following groups for their work throughout the process:

A. Norfolk Public Schools Board of Education

Dr. Adale M. Martin, Chair
Mr. Rodney A. Jordan, Vice Chair
Mr. Carlos Clanton, Board Member
Ms. Christine Smith, Board Member
Ms. Lauren D. Campsen, Board Member
Dr. Noelle M. Gabriel, Board Member
Ms. Tanya K. Bhasin, Board Member

B. Administration

Dr. Sharon I. Byrdsong, Superintendent
Mr. Dandridge Billups, Chief Human Resources Officer
Dr. James Pohl, Chief Academics Officer
Dr. Lynnell Gibsion, Chief Schools Officer
Dr. Michael Cataldo, Chief of Instructional Technology
Mr. Richard Fraley, Chief Operations Officer
Mr. Steve Jenkins, Chief Financial Officer
Mr. Dennis Fuddy, Research & Planning Senior Coordinator

C. HBA Architecture & Interior Design

Mr. Michael Ross, AIA, REFP
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I. EXECUTIVE SUMMARY

A. Overview

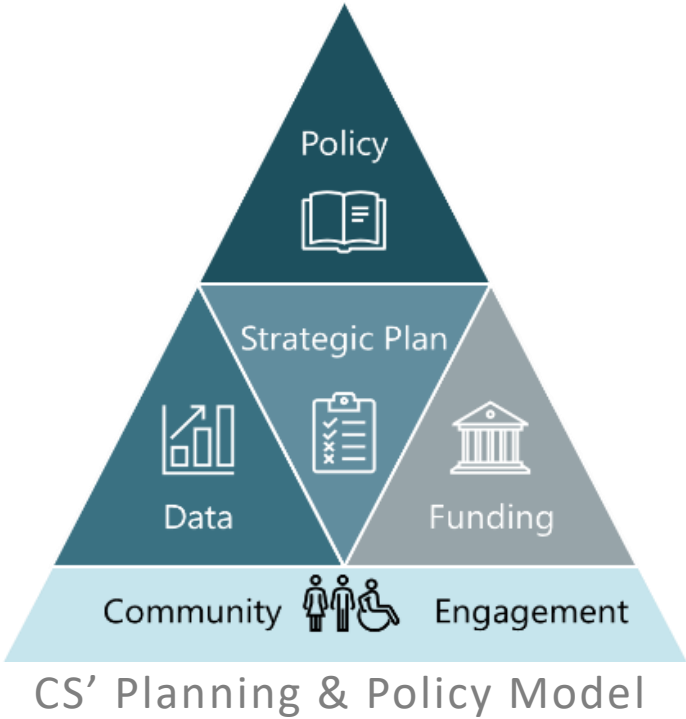
Norfolk Public Schools (the "Division") sought to develop a long-term Facilities Master Plan (the "FMP") that would align short-term and long-term facility needs with the Division's Strategic Plan. The FMP incorporated stakeholder input, current and projected enrollment, utilization/capacity factors, and facility conditions.

One of the critical factors related to the FMP is the historic and projected loss of student enrollment. **Enrollment in the Norfolk Public Schools has decreased by 5,425 students from the 2011-12 to the 2020-21 school year. Based on the cohort survival methodology, enrollment is projected to decrease over the next ten years.** Learning environments are a critical contributor to student academic outcomes. Therefore, the FMP addresses the Division's aging school facilities to ensure all students have access to high-quality facilities that support the Division's academic offerings.

The objective of this Facilities Master Plan is to provide a road map to improve learning environments, facility conditions, and functionality of the Division's schools while also evaluating the financial means of the Division to execute the plan by addressing priority improvement needs, renovation or replacement of facilities over time. The FMP incorporates annual facility maintenance, long-term planning, and identification of funding requirements to implement the FMP.

The Division's FMP is built from a participatory and data-driven framework that allowed priorities to be determined by community stakeholders and Division leadership. Critical components of the FMP:

- Promotes equity
- Created by data; drives toward the vision
- Engages community throughout the process
- Provides transparency via the Division's website
- Ensures "trade-up" scenarios for students



The FMP planning process began with developing options for rebuilding, renovating, repairing, repurposing and consolidating schools based on building condition, capacity and program needs. The initial options considered rebuilding approximately a dozen schools and closing/consolidating up to seven. A Steering Committee was reconstituted from previous years' efforts and immediately after the first Community Dialogue, Covid-19 forced the closing of schools to in-person learning and a year-long pause in our process beginning March 2021. When we restarted the process in March 2021, the federal government had passed the American Recovery Act (ARP or ESSER III) which included significant grants for school districts, including Norfolk Public Schools. The over \$100 million in grant funding allocated for NPS changed our thinking, inducing us to shift priorities towards renovating schools with these funds rather than advocating for the dozen rebuilds which would require well over \$400 million. Our team recommends that the Division advocate locally for funds to rebuild up to four schools, close/consolidate four schools, and use local and federal funds to provide major indoor air quality and related system renovations to the over two dozen schools identified by NPS' Operations and Facilities Department in the proposed 2021 CIP¹. These recommendations will provide improved learning environments to nearly 15,000 NPS students over the next five years, chiefly improving the indoor air quality students and teachers live with every day.

¹ The five-year CIP was developed by NPS COO Mr. Richard Fraley and NPS CFO Mr. Steve Jenkins.

II. BACKGROUND DATA

A. Glossary of Terms

One of the tenets of the Facilities Master Plan was to utilize a data-driven process to build the long-term plan for the Division. The Steering Committee was provided an extensive amount of data related to the planning areas and the facilities that reside within those planning areas. The following are common terms that were used by the Steering Committee in their evaluation of planning area needs and development of options.

Facility Condition and Capital Budgeting Terms

System Condition Index (SCI). A numeric score between 0 and 1 which quantifies the condition of building and/or site systems and components in the context of their anticipated useful life. 0 = new and 1.0 = exceeded useful life.

Facility Condition Index (FCI). A numeric score between 0 and 1 which quantifies the condition of a site/ building facility or group of building facilities on the same site. FCI = Sum of all [SCIs x relative value of each system or component as a percentage of the total value of the facility]. As with the SCI, 0 = new and 1.0 = exceeded useful life. This score allows us to compare the condition of facilities against other facilities in a school division and also against the average or median FCI conditions for the school division.

Capital Replacement Value. The cost to totally replace a school building’s systems and components in today’s dollars, including soft costs such as design, testing and contingencies, based on the existing facilities total gross building area.

Capital Renewal Value. The cost to totally replace a school building’s systems and components in today’s dollars, including soft costs such as design, testing and contingencies, based on the existing facilities total gross building area. This renewal cost is less than replacement cost because building structural elements and infrastructure are typically not included in renewal strategies.

Building Utilization and Enrollment Terms

Capacity. Capacity calculations are an estimation of how many students can reasonably be assigned to a school facility, in line with the programming offered at the school site. Cooperative Strategies developed capacity numbers for NPS as part of a 2013 study, which have been updated to account for changes in school portfolio (new construction, additions, demolitions, etc.). These capacity numbers were used in developing the Facilities Master Plan.

Utilization. Utilization is the comparison of the capacity of a school to the 2019-20 school year enrollment. It is a ratio represented as a percentage, which indicates how many students are served in the building compared to its capacity. Utilization was

calculated based on actual 2019-20 enrollment, 2019-20 live-in enrollment, and future projected live-in enrollment.

Live-In Enrollment. Live-in enrollment is the number of students living within a school attendance boundary, based on the grades each school serves (regardless of which school a student physically attends). Division-wide magnet schools or other programs without an attendance boundary do not have a live-in enrollment.

B. Overview of Division Facilities Needs

The Facilities Master Plan incorporates not only the school facilities by planning area, but a review and identification of need of those facilities that support the Division’s learning environments. The facility condition assessment identified \$605 million in current and anticipated facility repairs and renovations. Priority 1 needs are those system renovations and replacements that are most urgent and should be addressed within the next five years. Priority 2 needs refer to those systems that will need major renovation or replacement 6-10 years from now, with Priorities 3 and 4 referring to those systems in need of renovation or replacement 11-15 and 16-20 years from now respectively.

Priority 1 in 2020 \$	\$157.8 Million
Priority 2 in 2020 \$	\$115.6 Million
Priority 3 in 2020 \$	\$184.2 Million
Priority 4 in 2020 \$	\$147.5 Million
Total	\$605.1 Million

C. Overview of Demographic History and Projections

As indicated in the table below, over the past ten years, PK-12 enrollment in the Norfolk Public Schools has decreased by 5,425 students, or approximately 16%. It should be noted that the historical enrollment tables represent students who *live* within a particular school boundary and do not reflect the official enrollment counts submitted to the Virginia Department of Education.

Historical Enrollment - District-wide

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	2,372	2,182	2,288	2,163	2,167	2,046	1,925	1,908	1,871	1,283
K	2,953	3,026	2,915	2,938	2,699	2,666	2,609	2,501	2,493	2,087
1	2,859	2,810	2,963	2,836	2,850	2,552	2,610	2,510	2,436	2,234
2	2,635	2,674	2,658	2,744	2,689	2,637	2,402	2,410	2,361	2,196
3	2,529	2,533	2,566	2,536	2,641	2,536	2,504	2,297	2,318	2,188
4	2,510	2,412	2,364	2,391	2,353	2,474	2,409	2,353	2,271	2,186
5	2,433	2,407	2,285	2,183	2,310	2,223	2,356	2,304	2,270	2,150
6	2,336	2,361	2,265	2,209	2,178	2,179	2,131	2,265	2,184	2,143
7	2,308	2,262	2,224	2,166	2,118	2,049	2,086	1,996	2,139	2,055
8	2,092	2,156	2,133	2,094	2,042	1,967	1,911	1,956	1,921	2,040
9	2,731	2,639	2,727	2,927	3,050	2,978	2,755	2,796	2,762	2,269
10	2,222	2,082	2,098	2,031	1,995	2,017	2,047	1,803	1,884	2,008
11	1,575	1,530	1,541	1,450	1,366	1,346	1,447	1,339	1,226	1,433
12	1,716	1,636	1,364	1,410	1,494	1,454	1,420	1,555	1,596	1,574
K - 12 Total	30,899	30,528	30,103	29,915	29,785	29,078	28,687	28,085	27,861	26,563
Grand Total	33,271	32,710	32,391	32,078	31,952	31,124	30,612	29,993	29,732	27,846

Source: Norfolk Public Schools Student Data

Historical Enrollment - District-wide

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	2,372	2,182	2,288	2,163	2,167	2,046	1,925	1,908	1,871	1,283
K - 5	15,919	15,862	15,751	15,628	15,542	15,088	14,890	14,375	14,149	13,041
6 - 8	6,736	6,779	6,622	6,469	6,338	6,195	6,128	6,217	6,244	6,238
9 - 12	8,244	7,887	7,730	7,818	7,905	7,795	7,669	7,493	7,468	7,284
K - 12 Total	30,899	30,528	30,103	29,915	29,785	29,078	28,687	28,085	27,861	26,563
Grand Total	33,271	32,710	32,391	32,078	31,952	31,124	30,612	29,993	29,732	27,846

Source: Norfolk Public Schools Student Data

For the 2020-21 school year, Cooperative Strategies used an alternative recommended projection model projecting enrollment. This model accounts for students lost in the 2020-21 school year returning for the 2021-22 school year. Please see Exhibit C for the full enrollment projections report.

Based on the alternative recommended projected enrollment, student enrollment in the Norfolk Public Schools is projected to decrease from 27,846 in the 2020-21 school year to 26,653 students in the 2030-31 school year.

Projected Enrollment - Recommended - District-wide

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871
K	2,390	2,313	2,348	2,275	2,313	2,313	2,313	2,313	2,313	2,313
1	2,005	2,297	2,226	2,254	2,183	2,217	2,217	2,217	2,217	2,217
2	2,098	1,891	2,164	2,096	2,120	2,053	2,089	2,089	2,089	2,089
3	2,102	2,015	1,822	2,079	2,015	2,036	1,971	2,007	2,007	2,007
4	2,099	2,019	1,943	1,759	2,007	1,943	1,962	1,903	1,935	1,935
5	2,113	2,030	1,962	1,884	1,712	1,948	1,883	1,908	1,846	1,884
6	2,067	2,041	1,950	1,893	1,819	1,653	1,880	1,820	1,840	1,779
7	2,026	1,968	1,943	1,849	1,806	1,731	1,582	1,787	1,733	1,757
8	1,973	1,946	1,882	1,867	1,782	1,739	1,661	1,519	1,722	1,665
9	2,775	2,677	2,629	2,559	2,557	2,437	2,367	2,263	2,085	2,346
10	1,645	1,986	1,960	1,891	1,840	1,853	1,766	1,722	1,641	1,522
11	1,446	1,194	1,432	1,422	1,383	1,334	1,347	1,277	1,259	1,195
12	1,657	1,681	1,374	1,667	1,652	1,592	1,547	1,578	1,497	1,470
K - 12 Total	26,396	26,058	25,635	25,495	25,189	24,849	24,585	24,403	24,184	24,179
Grand Total	28,267	27,929	27,506	27,366	27,060	26,720	26,456	26,274	26,055	26,050

Source: Cooperative Strategies

Projected Enrollment - Recommended - District-wide

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871
K - 5	12,807	12,565	12,465	12,347	12,350	12,510	12,435	12,437	12,407	12,445
6 - 8	6,066	5,955	5,775	5,609	5,407	5,123	5,123	5,126	5,295	5,201
9 - 12	7,523	7,538	7,395	7,539	7,432	7,216	7,027	6,840	6,482	6,533
K - 12 Total	26,396	26,058	25,635	25,495	25,189	24,849	24,585	24,403	24,184	24,179
Grand Total	28,267	27,929	27,506	27,366	27,060	26,720	26,456	26,274	26,055	26,050

Source: Cooperative Strategies

D. Equity and Diversity Considerations

Norfolk Public Schools places a high level of importance on balancing school diversity. The table below shows the percentage of students that receive free or reduced lunch (economically disadvantaged) at each grade level, and as a division total). Please note that PreK students were not included in these percentages.

School Type	Live-In % Economically Disadvantaged
ES	69.7%
MS	69.9%
HS	66.4%
Total	68.8%

The Facility Master Plan recommends school rebuilds and consolidations that will in some cases require changes to attendance boundaries. When changes to attendance boundaries are necessary, a separate planning process that includes feedback from impacted stakeholders will occur. Boundary recommendations will be developed to improve the balance of students that are economically disadvantaged between impacted schools, decrease the severity and frequency of under and over-utilized facilities, while considering impacts to feeder patterns (which elementary schools feed into middle and high schools) and transportation.

The table on the following page shows the percentage of economically disadvantaged students that reside in each attendance boundary, and the percentage above or below the average for that particular school type. For example, Norview High School is 68.7% economically disadvantaged, which is 2.3% above the division average for high schools.

School	Live-In % Economically Disadvantaged	+/- from School Type Average
Bay View Elementary School	63.2%	-6.5%
Calcott Elementary School	57.7%	-12.0%
Camp Allen Elementary School	61.1%	-8.6%
Chesterfield Academy	85.9%	16.1%
Coleman Place Elementary School	71.2%	1.4%
Crossroads K-8	72.7%	3.0%
Fairlawn Elementary School	59.4%	-10.4%
Granby Elementary School	61.3%	-8.4%
Ingleside Elementary School	69.8%	0.1%
Jacox Elementary School	90.5%	20.8%
Larchmont Elementary School	30.4%	-39.3%
Larrymore Elementary School	63.1%	-6.6%
Lindenwood Elementary School	77.8%	8.1%
Little Creek Elementary School	67.9%	-1.9%
Monroe Elementary School	87.1%	17.4%
Norview Elementary School	73.8%	4.1%
Oceanair Elementary School	76.1%	6.3%
PB Young Elementary School	97.0%	27.2%
Richard Bowling Elementary School	87.3%	17.6%
Sewells Point Elementary School	46.9%	-22.8%
Sherwood Forest Elementary School	65.7%	-4.0%
Southside STEM Academy K-8	90.9%	21.2%
St. Helena Elementary School	87.4%	17.6%
Suburban Park Elementary School	67.6%	-2.1%
Tanners Creek Elementary School	69.4%	-0.3%
Tarrallton Elementary School	56.0%	-13.7%
Taylor Elementary School	32.2%	-37.5%
Tidewater Park Elementary School	97.1%	27.4%
Willard Elementary School	62.0%	-7.7%
Ocean View Elementary School	65.6%	-4.1%
Azalea Gardens Middle School	66.5%	-3.3%
Blair Middle School	63.8%	-6.1%
Lake Taylor Middle School	61.0%	-8.9%
Northside Middle School	67.9%	-2.0%
Norview Middle School	72.9%	3.0%
Ruffner Academy	89.6%	19.8%
Booker T. Washington High School	76.7%	10.3%
Granby High School	67.7%	1.3%
Lake Taylor High School	69.5%	3.1%
Maury High School	52.8%	-13.6%
Norview High School	68.7%	2.3%

III. COMMUNITY ENGAGEMENT

A. Steering Committee

As part of the FMP work, the Division formed a Steering Committee comprised of more than 25 community members that included teachers, parents, administrators, city, and business leaders. The Steering Committee’s role was to provide feedback to the Division and the FMP team on considerations in the development of the facility options. The Steering Committee met for approximately two hours at each of the five meetings that took place between February 2020 and May 2021. The process was put on hold from May 2020 to March 2021 due to the COVID-19 pandemic. Steering Committee members also participated in community dialogue sessions.

B. Community Dialogue

Engagement with the community extended well beyond the work of the Steering Committee. On March 10, 2020, a community meeting was held at Granby HS. Draft facility options developed by Cooperative Strategies and NPS staff, and vetted through the Steering Committee, were presented to community members. Participants were asked to respond to a survey as individuals, and then discuss and respond in small groups.

After the project restarted in March 2021, the Division commenced with a second round of Community Dialogues. On April 13th and 15th community meetings were held online to present modified facility options. There was open dialogue between participants and Cooperative Strategies and NPS staff, and opportunity to ask questions and provide clarification as needed. An online survey was developed and linked via the division website to collect additional community feedback. The survey was open from April 13 through May 10 and received a total of 148 responses.

C. School Board Engagement



Norfolk Public Schools School Board was a partner in the development of the FMP. Board members were present at the community meeting held at Granby HS on March 10, 2020 and were also in attendance at all of the online steering committee and community meetings. The Board of Education was briefed during the Board Retreat on February 4th, 2021 and provided a summary of recommendations at the June 2, 2021 Board meeting.

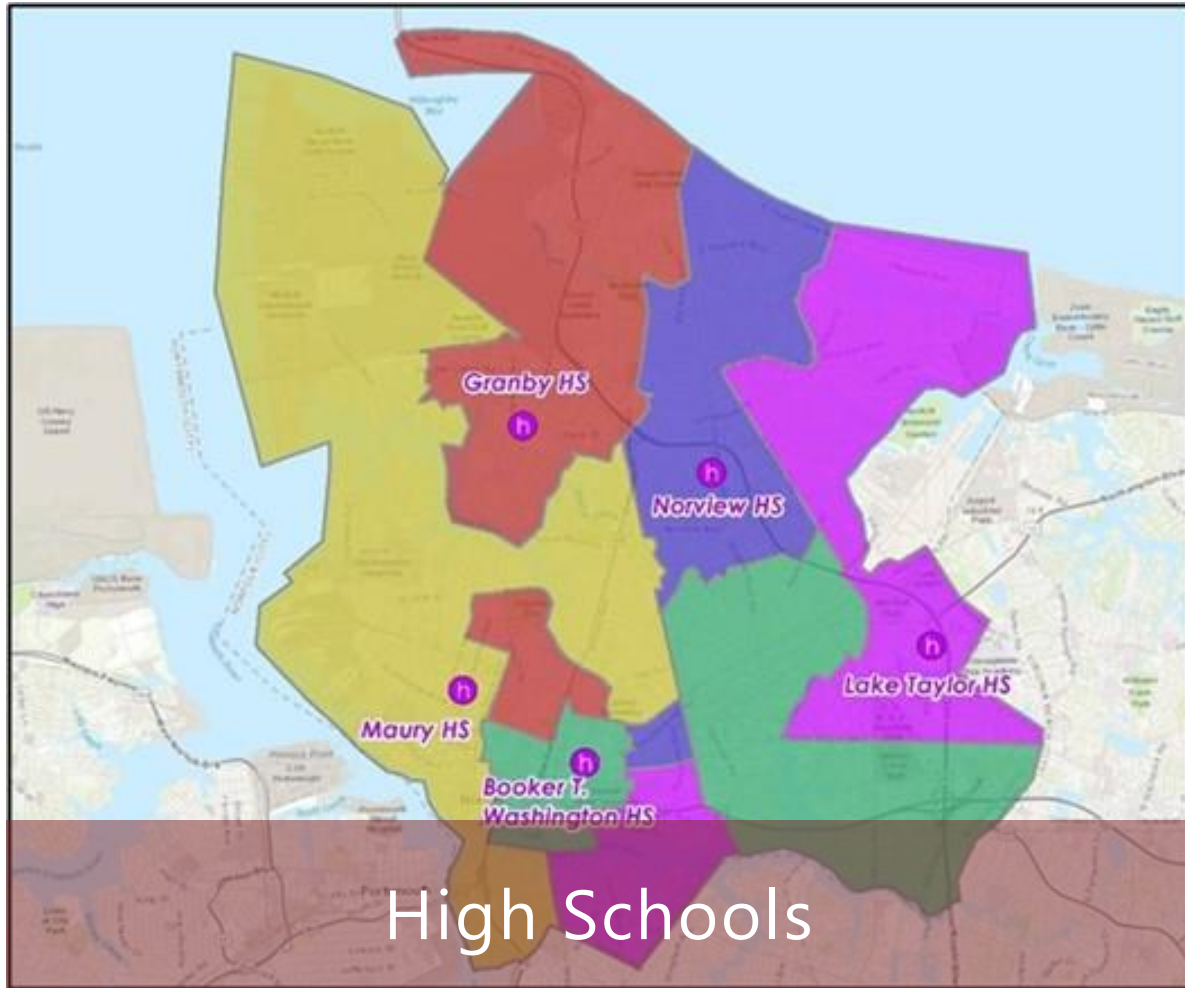
IV. DRAFT OPTIONS

A. Options Development

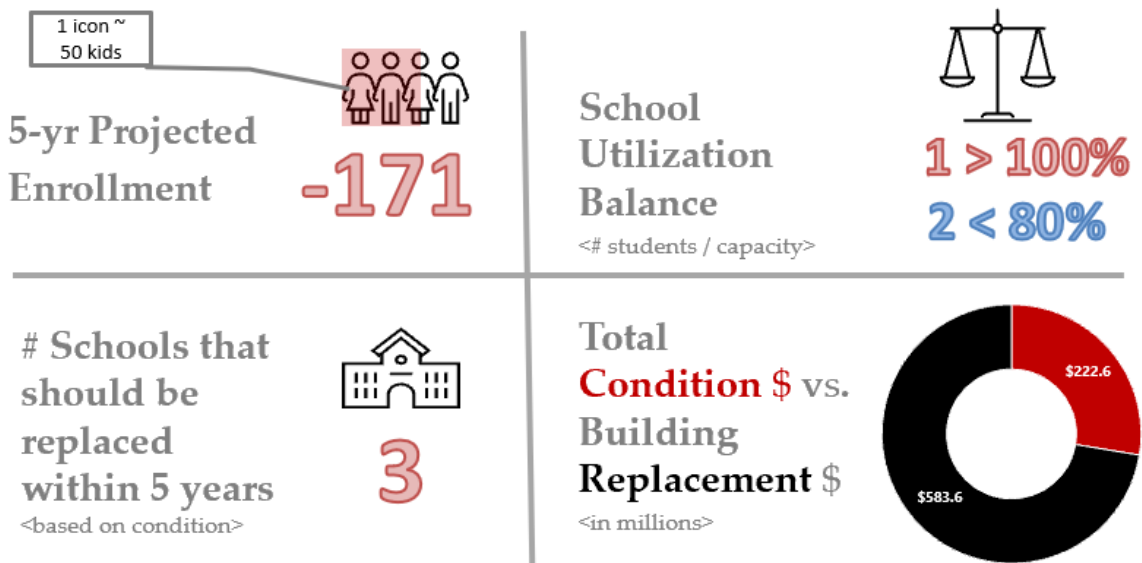
The development of the options was based on grade configuration and geography. In addition, the condition, educational program needs, enrollment, and other relevant facility components were taken into consideration.

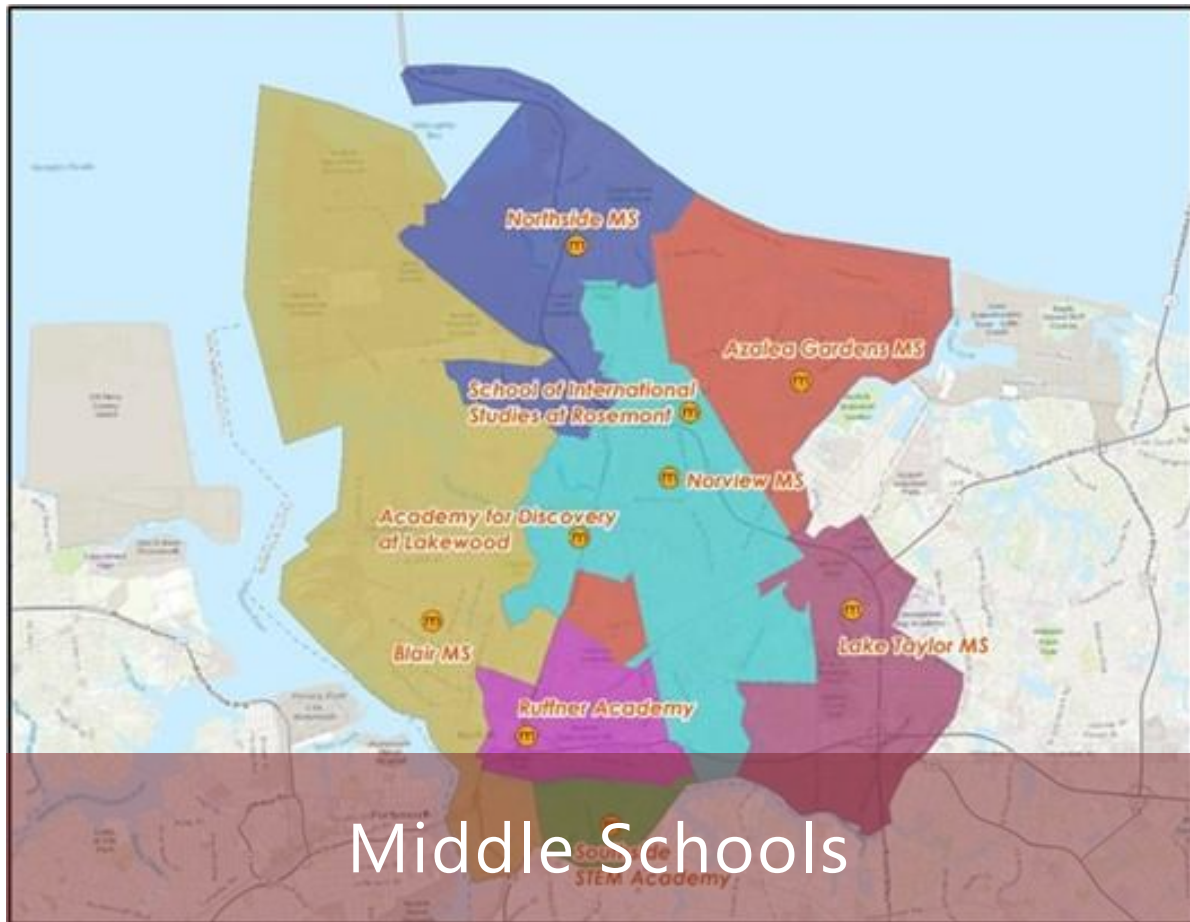
High schools and middle schools were considered each as separate planning units, meaning their collective enrollment, capacity, and program goals were considered together.

Elementary schools were considered in smaller units, informed by geography and high schools' boundaries (see the following pages 12-23).



High Schools





5-yr Projected Enrollment



School Utilization Balance

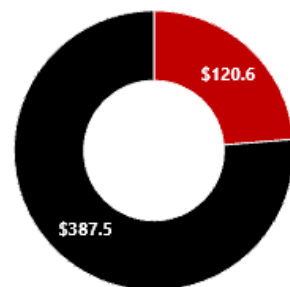


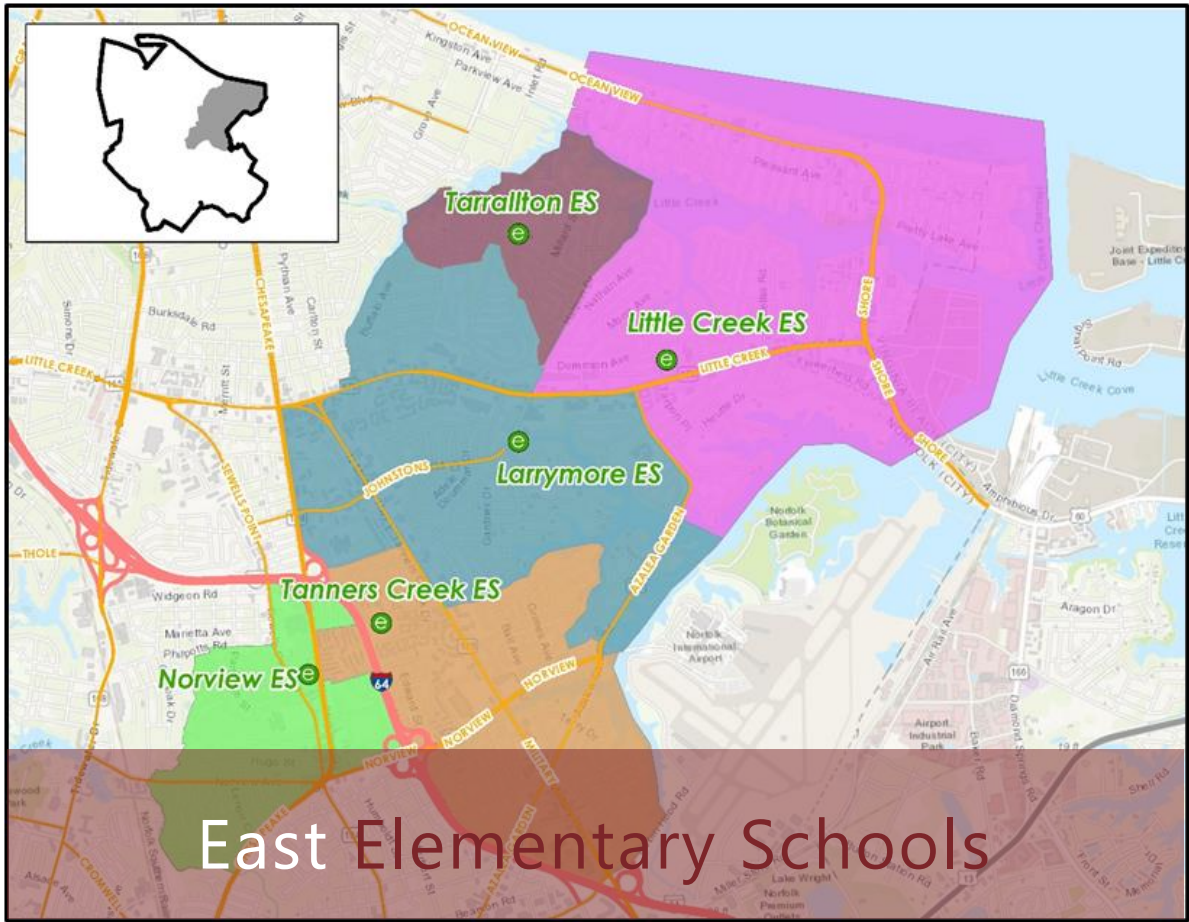
<# students / capacity>

Schools that should be replaced within 5 years
<based on condition>




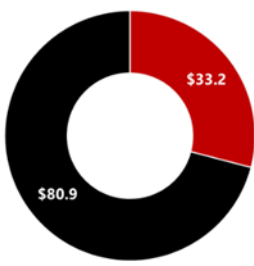


Total Condition \$ vs. Building Replacement \$
<in millions>






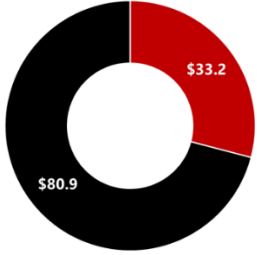


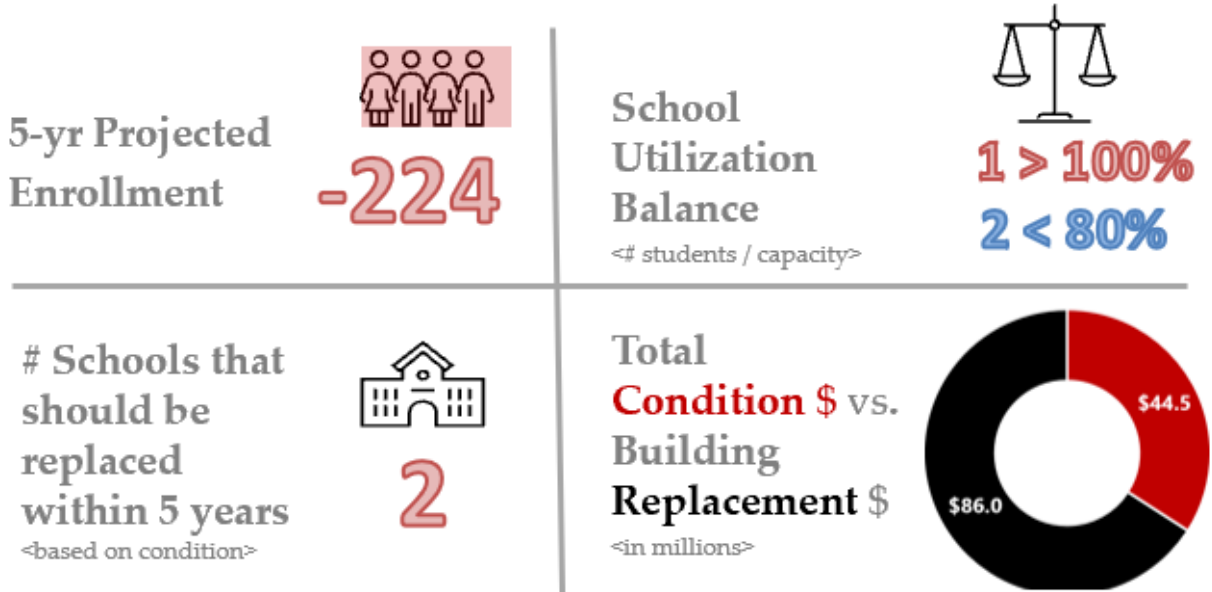
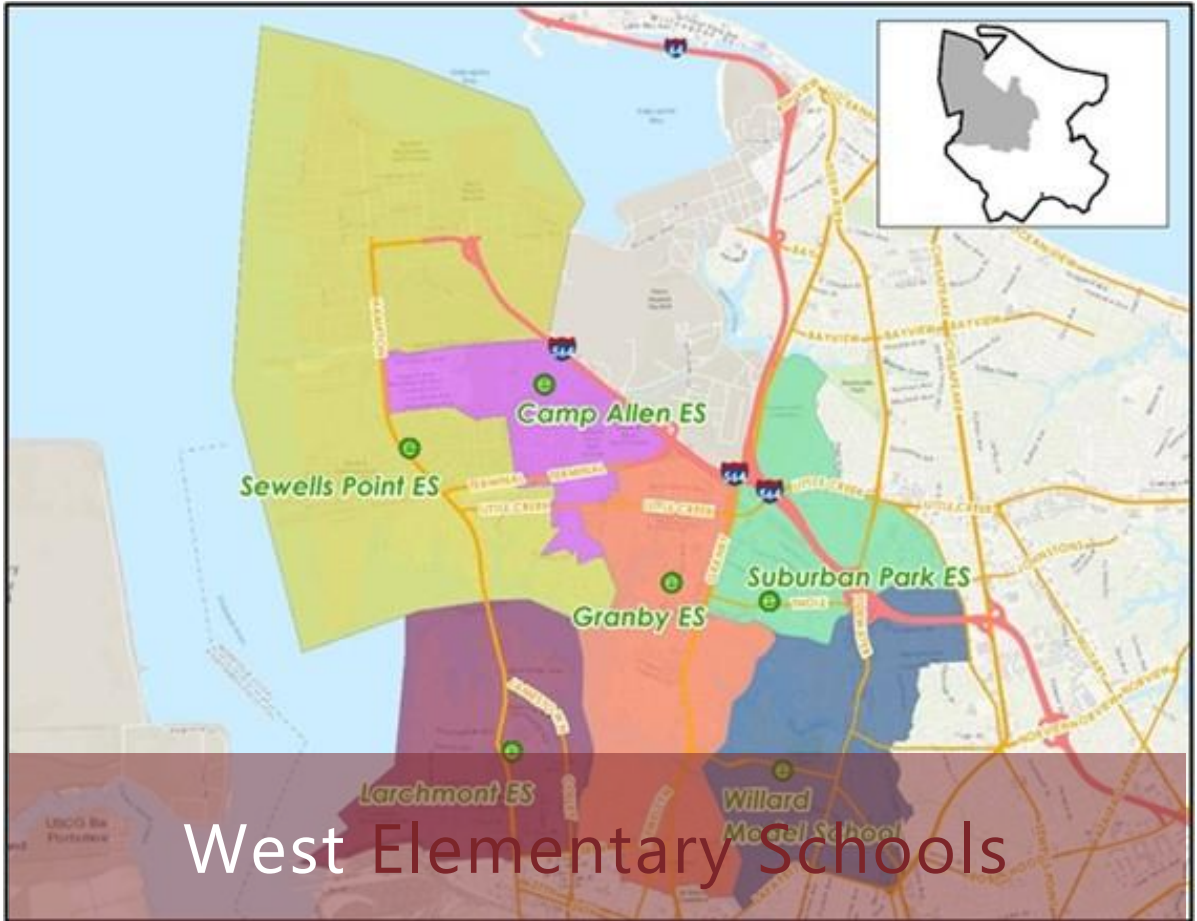
East Elementary Schools

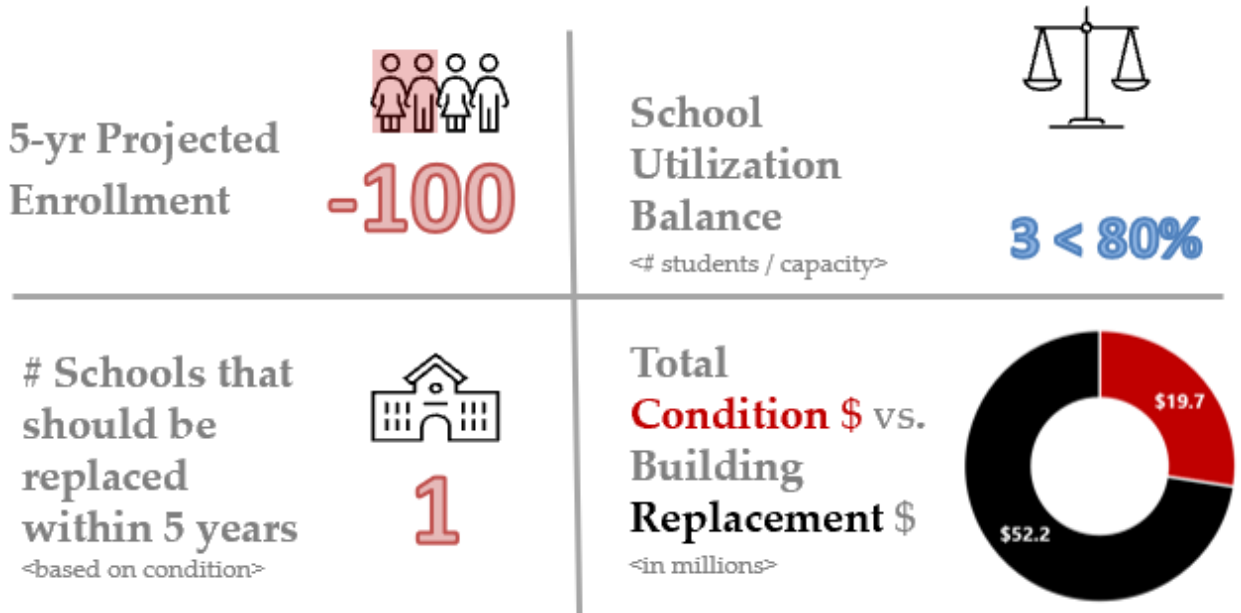
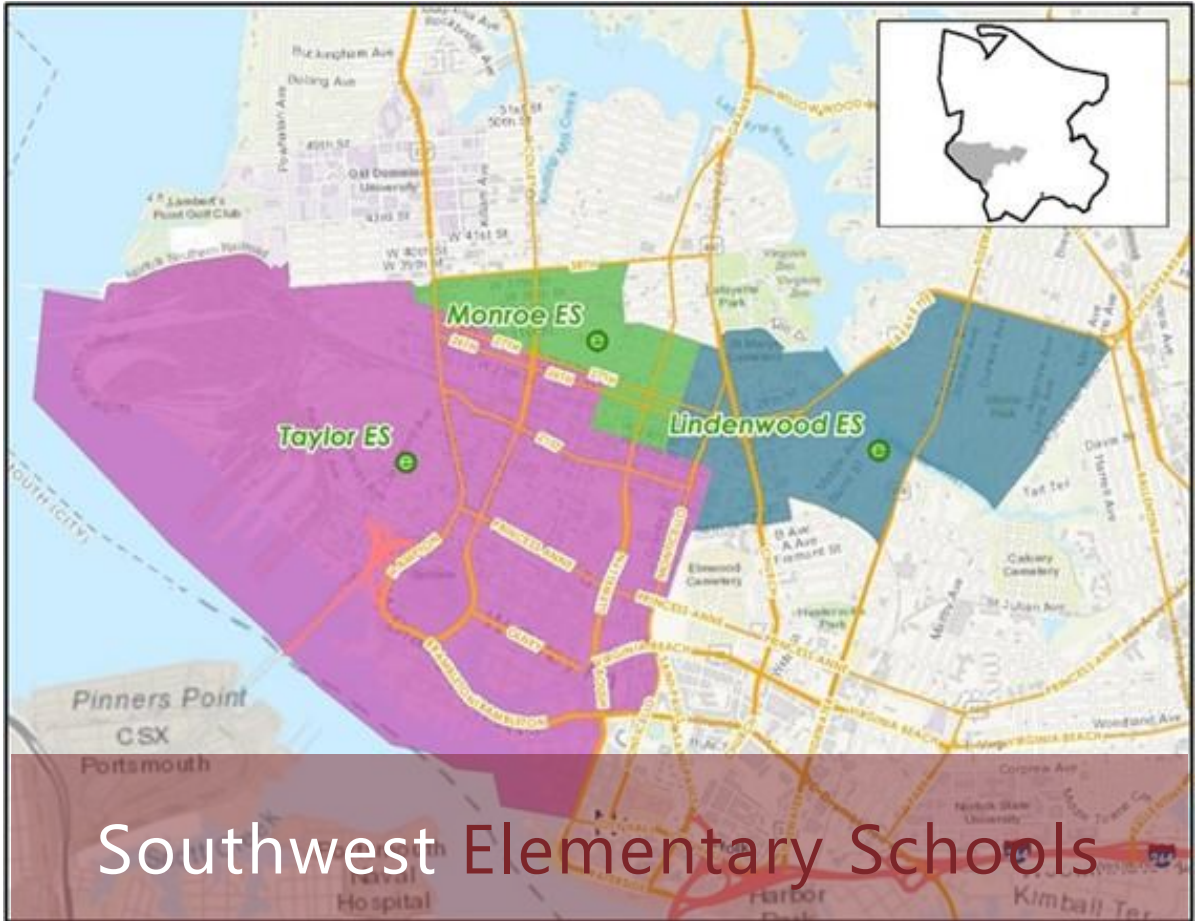
<p>5-yr Projected Enrollment</p>	 <p>-26</p>	<p>School Utilization Balance</p> <p><# students / capacity></p>	 <p>1 > 100%</p> <p>2 < 80%</p>
<p># Schools that should be replaced within 5 years</p> <p><based on condition></p>	 <p>2</p>	<p>Total Building Replacement \$</p> <p><in millions></p>	

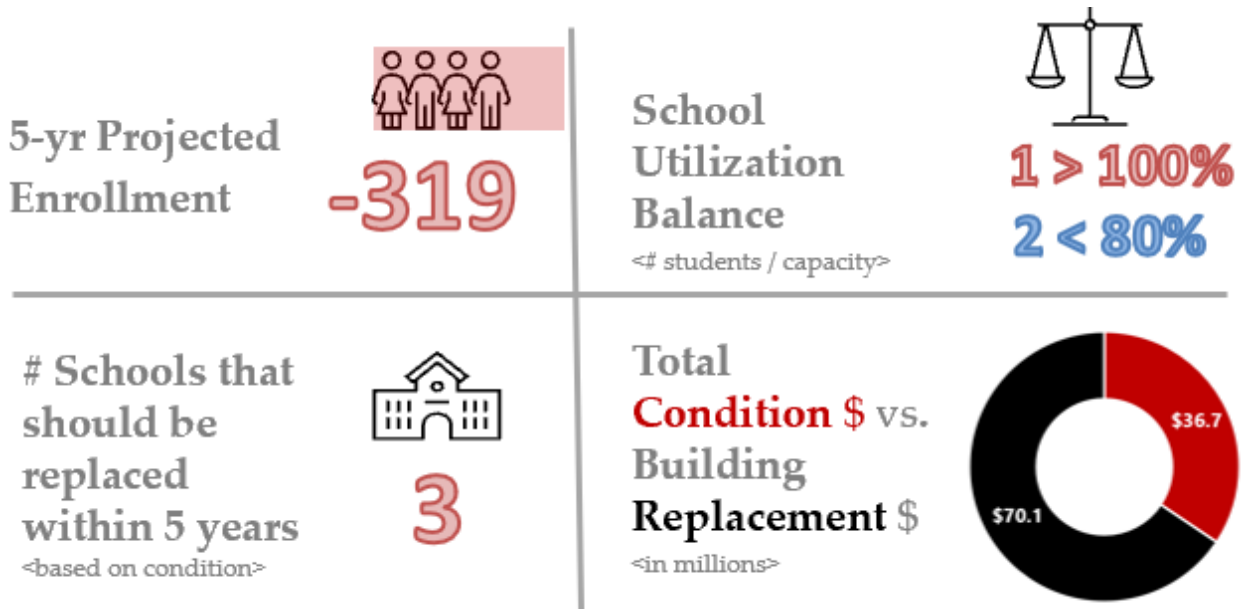
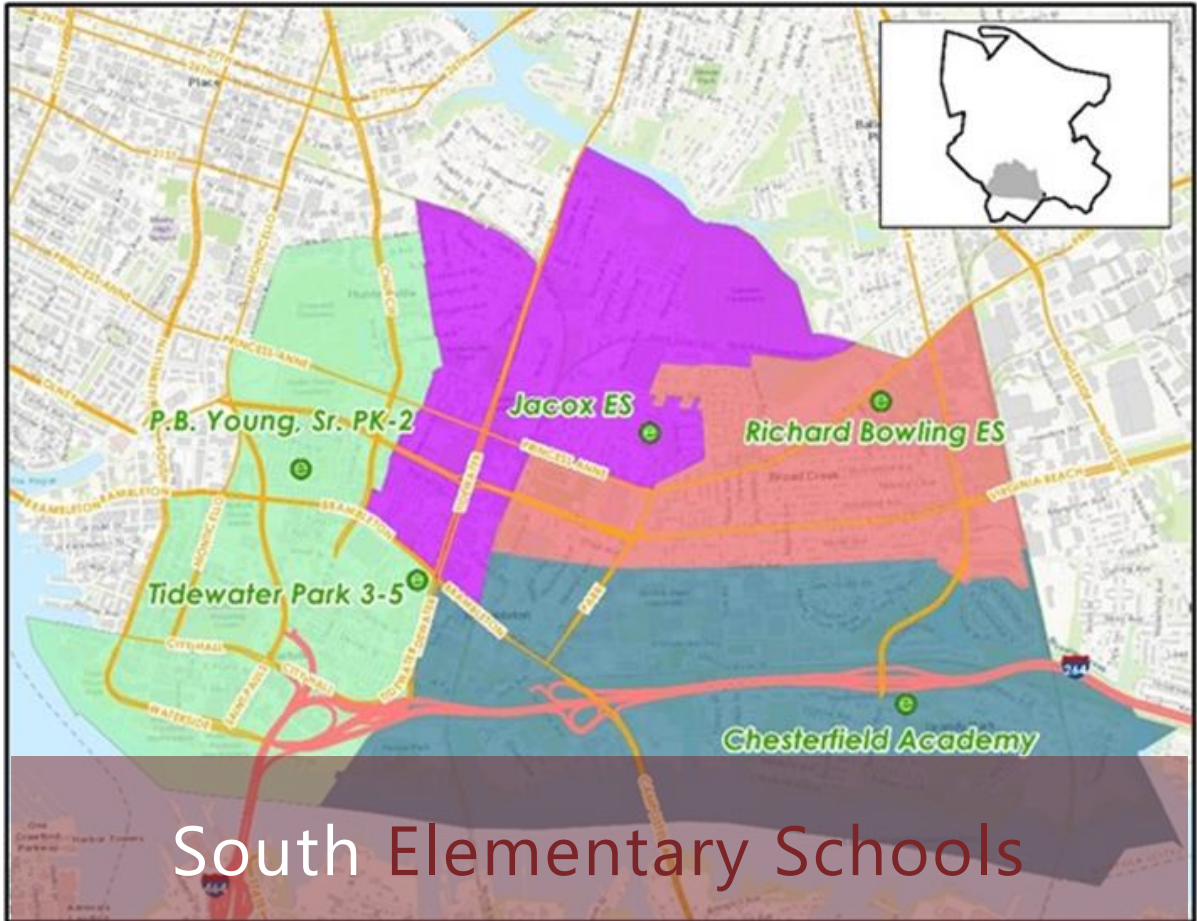


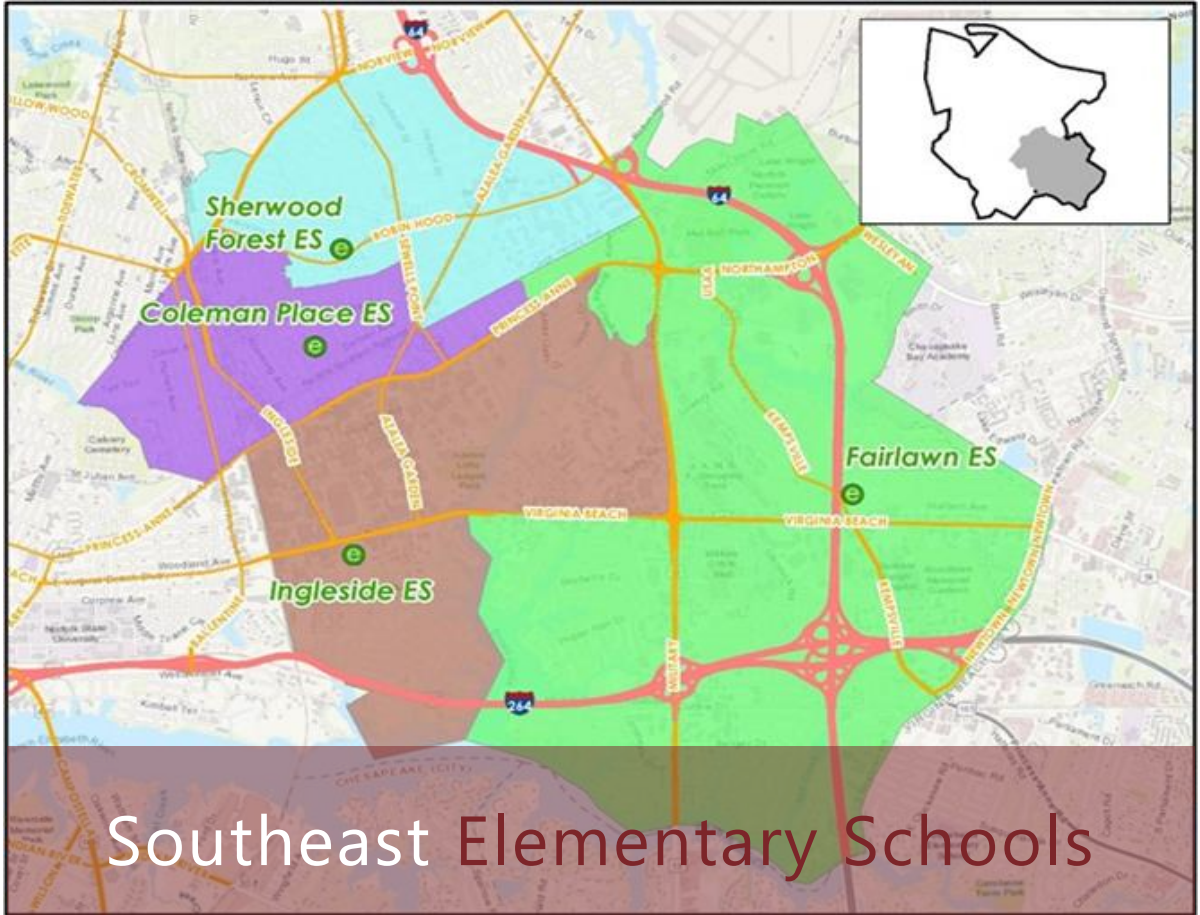
North Elementary Schools

<p>5-yr Projected Enrollment</p>  <p>-26</p>	<p>School Utilization Balance</p>  <p>1 > 100% 2 < 80%</p> <p><# students / capacity></p>
<p># Schools that should be replaced within 5 years <based on condition></p>  <p>2</p>	<p>Total Condition \$ vs. Building Replacement \$ <in millions></p> 




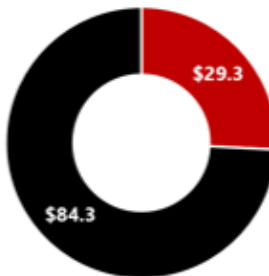


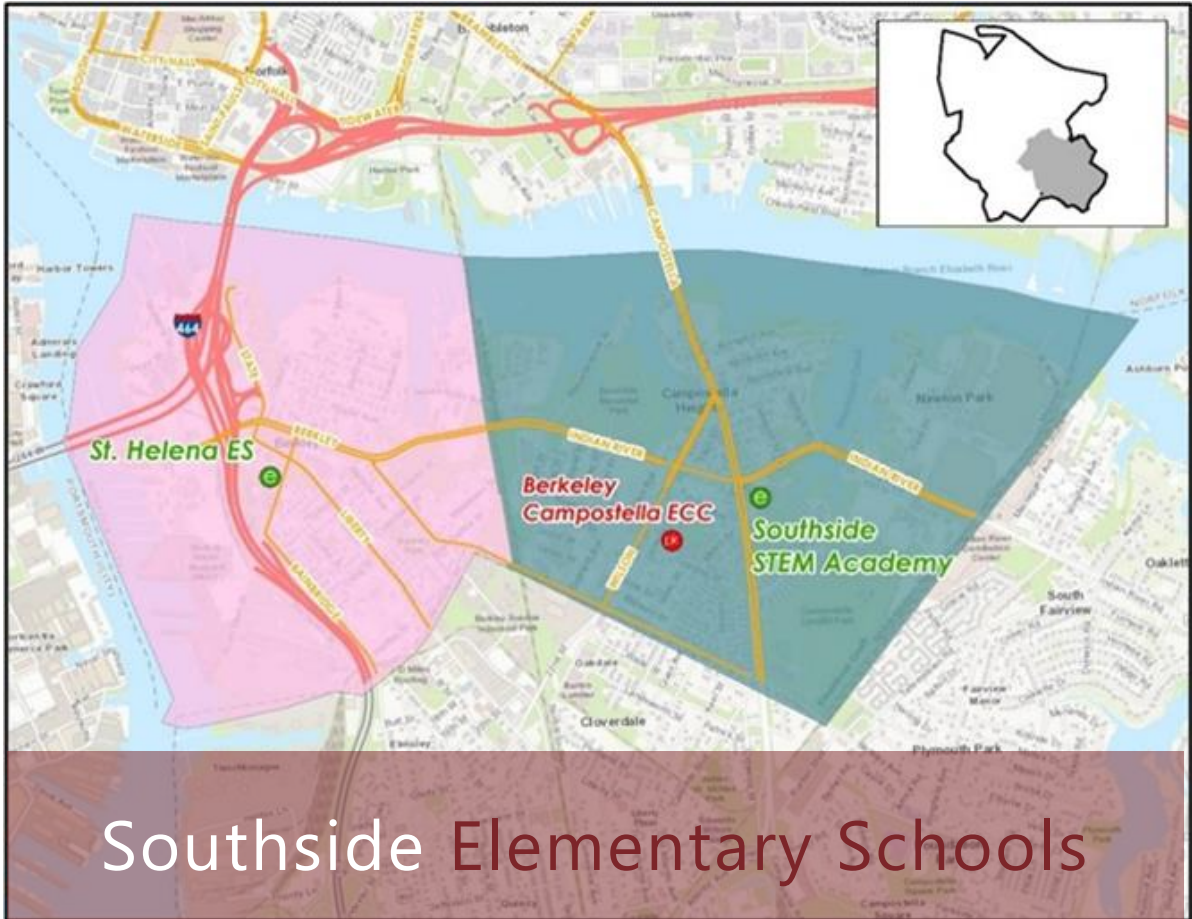










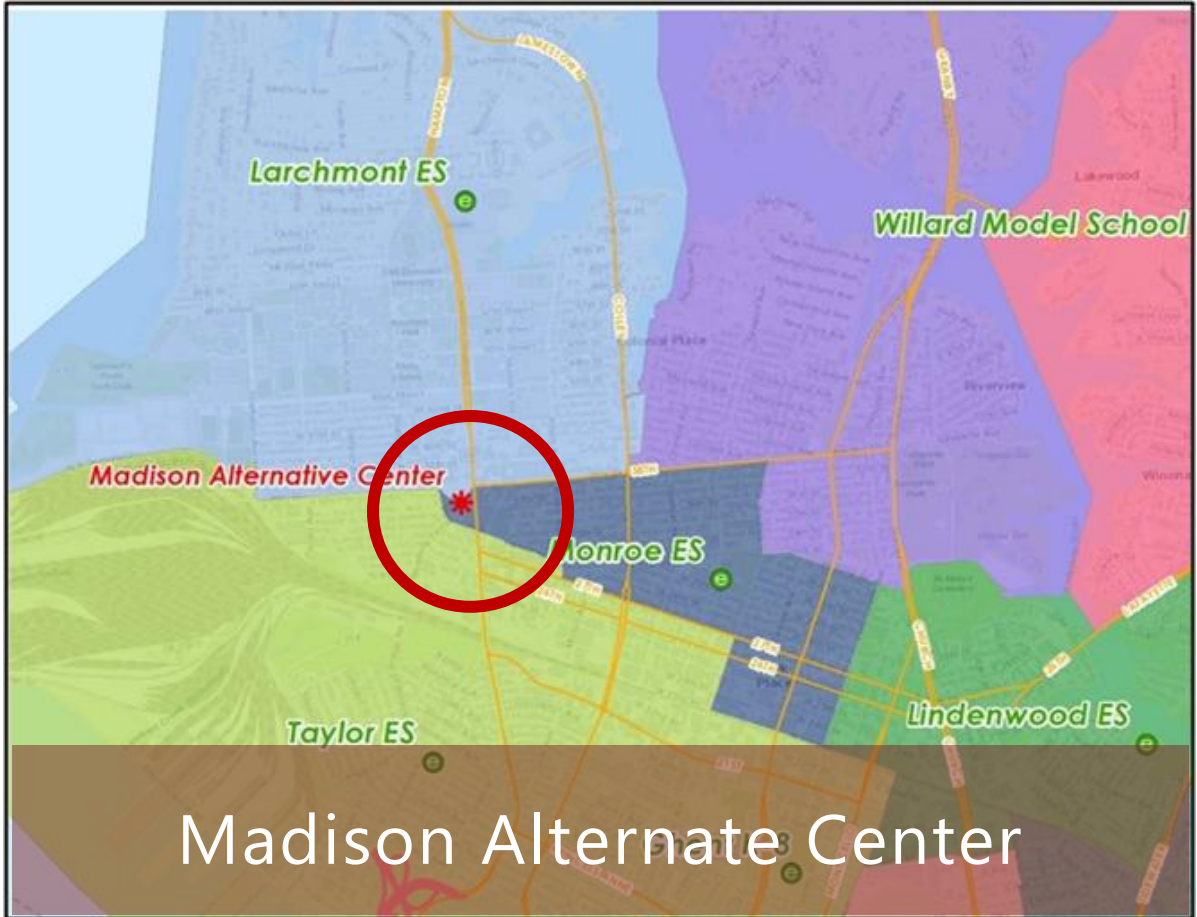
Southeast Elementary Schools




<p>5-yr Projected Enrollment</p>  <p>-61</p>	<p>School Utilization Balance</p>  <p>1 < 80%</p> <p><# students / capacity></p>
<p># Schools that should be replaced within 5 years</p> <p><based on condition></p>  <p>2</p>	<p>Total Condition \$ vs. Building Replacement \$</p> <p><in millions></p> 

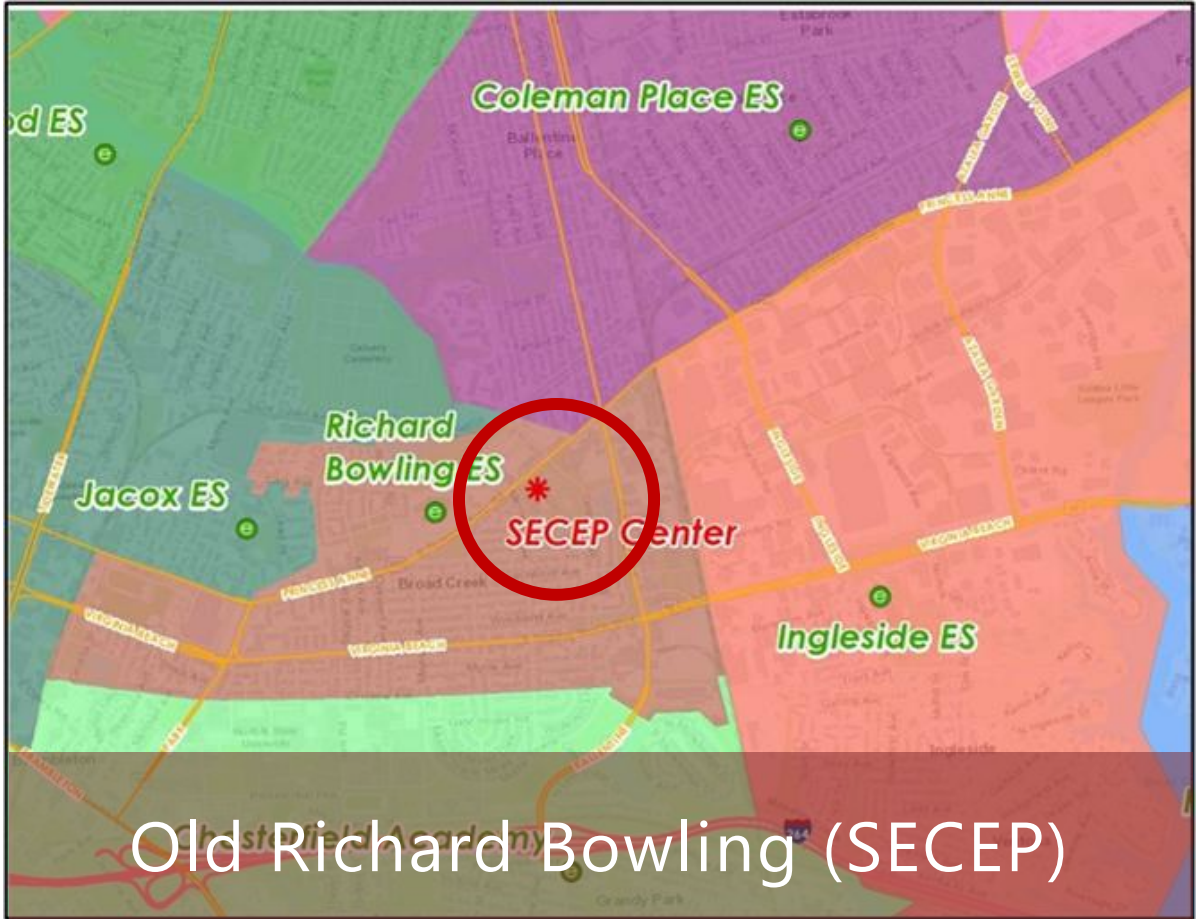





Southside Elementary Schools

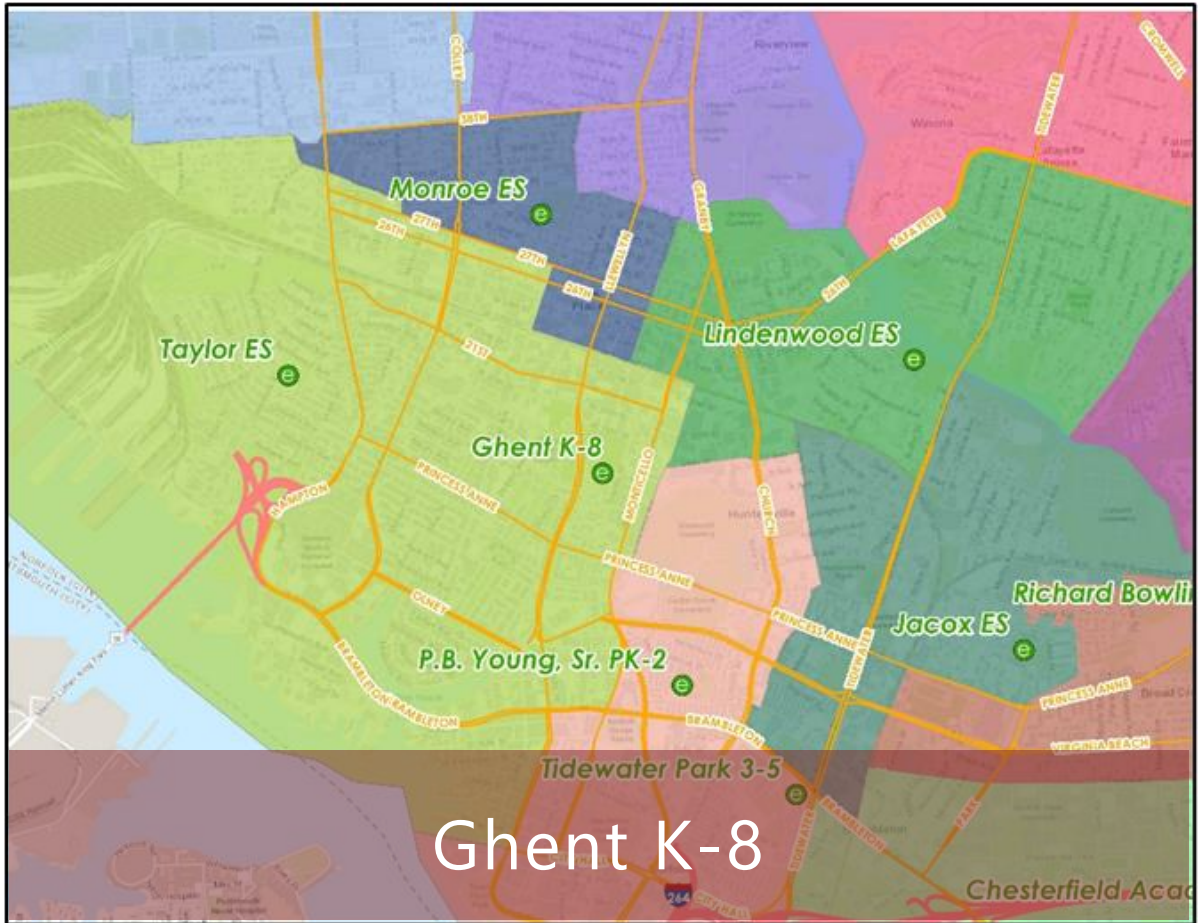
<p>5-yr Projected Enrollment</p>  <p>-44</p>	<p>School Utilization Balance</p>  <p>2 < 80%</p> <p><# students / capacity></p>
<p># Schools that should be replaced within 5 years</p> <p><based on condition></p>  <p>1</p>	<p>Total Condition \$ vs. Building Replacement \$</p> <p><in millions></p> 






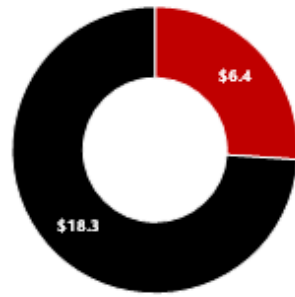
<p>5-yr Projected Enrollment</p> <div style="text-align: center;">  N/A* </div>	<p>School Utilization Balance</p> <div style="text-align: center;">  N/A* </div> <p style="font-size: 10px; color: #666;"><# students / capacity></p>
<p># Schools that should be replaced within 5 years</p> <p style="font-size: 10px; color: #666;"><based on condition></p> <div style="text-align: center;">  1 </div>	<p>Total Condition \$ vs. Building Replacement \$</p> <p style="font-size: 10px; color: #666;"><in millions></p> <p style="text-align: center; color: #8B4513; font-weight: bold; font-size: 18px;">Not assessed but needs replaced.</p>



<p>5-yr Projected Enrollment</p>  <p>N/A*</p>	<p>School Utilization Balance</p>  <p>N/A*</p> <p><# students / capacity></p>
<p># Schools that should be replaced within 5 years</p>  <p><based on condition></p>	<p>Total Condition \$ vs. Building Replacement \$</p> <p>Not assessed.</p> <p><in millions></p>



Ghent K-8

<p>5-yr Projected Enrollment</p>  <p>N/A*</p>	<p>School Utilization Balance</p>  <p>N/A*</p> <p><# students / capacity></p>
<p># Schools that should be replaced within 5 years</p>  <p><based on condition></p>	<p>Total Condition \$ vs. Building Replacement \$</p>  <p><in millions></p>

Planning Area	School Name	Grade Level	Capacity	2019-20 Enrollment	Utilization	FCI	Building Age	% of students choice out of the boundary	% FRL
High School	Booker T. Washington High	HS	1637	875	53%	64%	46	27%	71%
High School	Lake Taylor High	HS	1527	1018	67%	66%	53	26%	69%
High School	Maury High	HS	1743	1585	91%	72%	109	20%	52%
High School	Norview High	HS	1926	1922	100%	27%	16	11%	67%
High School	Granby High	HS	1873	1913	102%	54%	81	10%	68%
High School	Norfolk Technical Center	HS	500	-		60%	52		
Middle School	Ruffner Middle	MS	1193	535	45%	51%	26	19%	86%
Middle School	Lake Taylor School (3-8)	MS	905	622	69%	64%	55	29%	58%
Middle School	Rosemont Middle	MS	540	402	74%	70%	61		
Middle School	Northside Middle	MS	1053	792	75%	65%	64	22%	61%
Middle School	Azalea Gardens Middle	MS	975	767	79%	72%	59	28%	70%
Middle School	Norview Middle	MS	1357	1114	82%	49%	25	32%	68%
Middle School	Academy for Discovery at Lakewood (3 - 8)	MS	850	738	87%	49%	29		
Middle School	Blair Middle	MS	1300	1179	91%	34%	98	23%	67%
East	Tanners Creek Elementary	ES	833	623	75%	57%	30	11%	58%
East	Little Creek Elementary	ES	900	693	77%	65%	65	10%	57%
East	Tarrallton Elementary	ES	405	352	87%	60%	56	7%	57%
East	Larrymore Elementary	ES	653	588	90%	73%	63	14%	53%
East	Norview Elementary	ES	360	404	112%	69%	68	14%	57%
North	Willoughby PK Center	ES	342	223	65%	60%	53		43%
North	Crossroads K-8	ES	1125	856	76%		8	8%	70%
North	Bayview Elementary	ES	788	626	79%	54%	98	8%	58%
North	Ocean View Elementary	ES	707	568	80%		3	13%	62%
North	Oceanair Elementary	ES	495	481	97%	72%	64	11%	65%
North	Calcott Elementary	ES	540	565	105%	80%	68	7%	56%
Southeast	Fairlawn Elementary	ES	360	276	77%		61	12%	46%
Southeast	Coleman Place Elementary	ES	855	689	81%	24%	13	8%	57%
Southeast	Sherwood Forest Elementary	ES	630	552	88%	70%	63	13%	53%
Southeast	Ingleside Elementary	ES	540	520	96%	77%	66	19%	61%
South	Chesterfield Academy	ES	540	320	59%	71%	67	15%	76%
South	Jacox Elementary	ES	810	635	78%	76%	71	14%	78%
South	R. Bowling Elementary	ES	708	579	82%		4	6%	71%
South	Tidewater Park Elementary	ES	315	262	83%	60%	56	18%	94%
South	P. B. Young Elementary	ES	450	458	102%	78%	66	8%	84%
Southside	Southside STEM Academy @ Campostella	ES	1071	743	69%		4	7%	76%
Southside	Berkeley/Campostella ECC	ES	300	187	62%	73%	67		38%
Southside	St. Helena Elementary	ES	293	274	94%	57%	54	16%	66%
Southwest	Monroe Elementary	ES	563	254	45%	46%	30	26%	75%
Southwest	Lindenwood Elementary	ES	428	280	65%	69%	67	24%	70%
Southwest	Taylor Elementary	ES	495	331	67%	47%	22	15%	30%
West	Camp Allen Elementary	ES	635	373	59%		1	4%	64%
West	Willard Elementary	ES	833	519	62%	66%	67	17%	49%
West	Larchmont Elementary	ES	707	597	84%		3	4%	21%
West	Suburban Park Elementary	ES	540	465	86%	71%	65	16%	56%
West	Granby Elementary	ES	653	579	89%	71%	72	29%	50%
West	Sewells Point Elementary	ES	563	617	110%		54	8%	53%

Utilization
 <school enrollment / school capacity>
Am I using this building well, over-using it, or do I have too much surplus capacity to maintain?
 AVG = 80%

FCI = Facility Condition Index
 <sum of 23 building system scores>
Should I maintain, renovate, or replace this building?
 AVG = 62%

% students who choice out
 <# students who choice out of their assigned school / # students who live in that boundary>
Are my families looking for other options in this area or mostly wanting to stay at their assigned school?
 AVG = 15%

FRL = Free or Reduced Lunch
 <# students at the school designated for FRL / school enrollment>
Does this school serve an exceptionally high or low percentage of students identified as economically disadvantaged?
 AVG = 68.8%

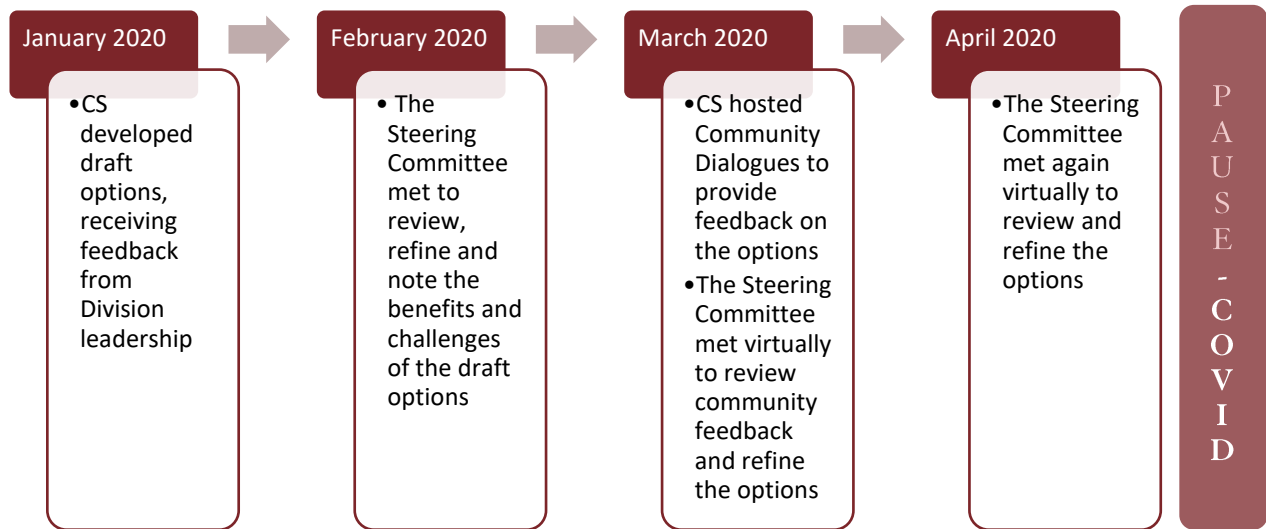
Planning Area	Count	Schools	Capacity	Utilization	#students	% Leave	FRL	FCI	Building Age
East	5		3150	88%	2,660	11%	56%	65%	56
West	6		3930	82%	3,150	13%	49%	67%	44
Southeast	4		2385	85%	2,037	13%	54%	59%	51
South	5		2823	81%	2,254	12%	81%	71%	53
Southside	3		1664	75%	1,204	12%	60%	65%	42
Southwest	3		1485	59%	865	22%	58%	54%	40
North	6		3997	84%	3,319	9%	59%	67%	49

Patterns in the data emerge when cross referencing school utilization, FCI, the percent of students who leave their assigned boundary, and FRL statistics. Looking specifically at elementary schools (see above) we found that the most underutilized elementary schools are in the Southwest (59%), serve the fewest students and have the highest percentage of families who choice out of their assigned school. At the same time, these schools (Monroe, Lindenwood, and Taylor) have the lowest overall FCI and youngest average building age. Lindenwood is an exception in this area, having a higher-than-average FCI of 69%. By contrast, the East planning area have the highest overall utilization, below average leave rates, the oldest schools, and close to average FRL and FCI percentages.

The Southside, Southwest, and North elementary planning areas all serve populations within 3% of the average overall FRL population in the district. The East and Southeast serve 5% and 7% fewer FRL students than average. The biggest differences are in the West and South elementary areas. The West serves the fewest percentage of FRL students (12% less than the average) while the South elementary schools serve the most (20% greater than average). **It is worth noting that the South elementary schools also have the highest average FCIs, meaning NPS’ most economically disadvantaged students are being served in the facilities in the worst condition.**

B. The Planning Process

Our team worked with the Steering Committee, Division, and community at large to consider all this data and different options to equitably address the goal of creating a plan that leads to all students having a warm, safe, cool, dry, and educationally adequate school.



The Covid-19 pandemic forced the shut-down of the planning process along with in-person learning starting shortly after our March 2020 Community Dialogues. While the CS team pivoted to virtual meetings with the Steering Committee through April 2020, it became clear the focus of the Division and its stakeholders needed to be on the present challenges of the pandemic. The Facilities Master plan was put on pause for a full year, resuming virtual meetings in March 2021 once the worst effects of the pandemic had passed and in-person learning resumed. When we paused the process in the spring of 2020, the FMP options centered on rebuilding a dozen of the worst condition schools coupled with strategic school consolidations to address the structural enrollment decline and pockets of under-utilized facilities. The 2020 plan was to work with stakeholder, NPS leadership and the board to mobilize support for rebuilding over 900,000 square feet of schools at a cost of over \$400,000,000. As soon as we restarted the FMP planning process in March of 2021, the fundamental factor in our planning assumptions changed; the American Recover Plan became law.

FEDERAL FUNDS CHANGED OUR THINKING

In 2020 we were guiding this the Facilities Master Plan with the understanding the NPS has historically had woefully insufficient capital funds to address the most pressing facility needs of the Division, and with the assumption that significant new funding was not imminent. **On March 11, 2021 however, one year and a day since our last in-person Community Dialogue in Norfolk, the American Rescue Plan (ARP) became law**, ushering in \$1.9 trillion in national infrastructure stimulus, a significant portion of which directly targeted schools. NPS received over \$100 million in stimulus



funding which needs to be spent by the fall of 2024. Twenty percent of this funding has to be spent directly on interventions to help students “catch up” on lost learning time due to the pandemic, with the Division have broad discretion to determine how to invest the remaining funds on “activities that are necessary to maintain the operation of and continuity of services in

Community Feedback – Online Survey, Spring 2021

- *Addressing building maintenance needs should have been done long ago. The longer we delay the more it will cost in funds, and employee and student health and safety.*
- *There will never be enough money to address all of Norfolk’s needs. Requesting additional funds could provide an opportunity to increase equity across the division.*
- *Schools are one of the most important environments in a young person’s life. If they are not in good repair we have failed our next generation.*

[an LEA] and continuing to employ existing staff of the [LEA]” in order to “prevent, prepare for, and respond to” the COVID-19 pandemic ([ESSER/GEER FAQs, May 2021](#)).

Since it has become well established that Covid-19 is chiefly spread through airborne transmission, improving the ventilation and air filtration systems in our nation’s aging schools is a central and explicit priority of the ARP. NPS’ Operations teams and CS independently came to the same conclusion: When combining these federal ARP funds and local CIP funding, the Division could significantly address the major HVAC, roof and related system needs in the next five years. The \$165,700,000 budgeted over the next five years is not nearly enough to rebuild all the worst condition schools, but it is enough to repair and renovate them.

If all recommended HVAC, roof, and related systems took place today, the average FCI for NPS facilities would drop from 61% to 48%. If no renovations took place over the next five years, the average FCI would increase to 76%. The renovations being recommended would provide over 14,800 students with significantly improved indoor air quality building conditions. Please note that existing building systems not identified in for renovations in CIP will continue to age over the next five years, increasing the FCI from the 48% average². Any consolidation or replacement of buildings with high FCI’s would further reduce the Division average.

² Projected FCI numbers were developed by NPS Research & Planning Senior Coordinator MR. Dennis Futty and with the assistance of HBA Architecture & Interior Design.

NPS Capital Improvement Plan budget

	YR	CIP	Federal \$ / ARP
2021-22	1	\$ 26,700,000	\$ 47,264,000
2022-23	2	\$ 16,000,000	\$ 22,880,000
2023-24	3	\$ 16,000,000	\$ 4,856,000
2024-25	4	\$ 16,000,000	
2025-26	5	\$ 16,000,000	
		\$90,700,000	\$ 75,000,000
		\$	165,700,000

V. RECOMMENDATIONS

A. Recommendations

Given the options of advocating for over \$400 million dollars the Division does not presently have access to rebuild a dozen schools, versus utilizing the \$165,000,000 in combined federal stimulus and local CIP funding over the next five years to renovate at least two dozen schools, the choice seems clear. Nearly 15,000 students will be positively impacted by the major HVAC, roof and related sytem upgrades over the next five years. In sum, after hearing the repeated calls to action from Steering Committee and community, CS recommends the following as the core of NPS’ Facilities Master Plan for the next five years:

- Use local and federal funds to renovate the 25+ facilities identified for HVAC, roof and related system replacements and upgrades based on HBA’s Facility Condition Assessment (2020) and prioritized by NPS’ Operations and Facilities team
- Work with the city to secure sufficient funds to rebuild Maury HS and up to three elementary schools (Norview, Jacox, and Granby): Maury’s rebuild is estimated at \$138-150 million with Norview, Jacox and Grandy rebuilds at \$26.3, \$30.1, and \$22.6 million respectively.
- Close / Consolidate Tidewater Park ES, Lindenwood ES, Easton PreK and the Madison Alternative Center in response to area redevelopment, declining enrollment and poor building conditions.

Recommended Rebuilds – oldest facilities, in the worst condition

- **Maury HS - \$138 to \$150 Million**
- **Up to 3 elementary schools**
 - Granby ES – \$22.6 Million
 - Jacox ES - \$30.1 Million
 - Norview ES - \$26.3 Million

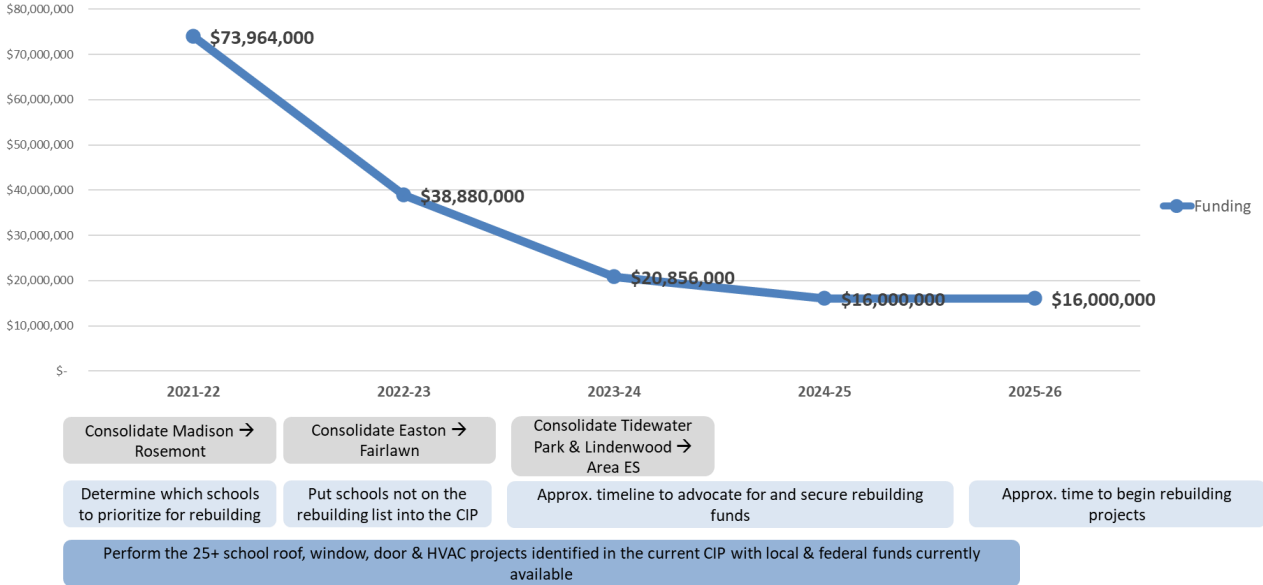
Recommended Consolidations – poor condition, chronically declining enrollment, area redevelopment, strengthen programs

- **Tidewater Park ES** | Anticipated redeveloped by the city in 2023
- **Madison Alternative Center** | Relocate program, close this poor condition facility
- **Easton PreK** | Consolidate into repurposed Fairlawn as an area PreK center to strengthen the area PreK program
- **Lindenwood ES** | Recent demolition of poor condition classrooms makes capacity < 300 in an area with significant surplus capacity

Schools identified in NPS' CIP to receive HVAC, roof and related system replacement, repairs & renovations				
Berkeley/Campostella ECC	St. Helena Elementary	Sherwood Forest Elementary	Ingleside Elementary	Fairlawn Elementary
Chesterfield Academy	Jacox Elementary	P. B. Young Elementary	Monroe Elementary	Willard Elementary
Suburban Park Elementary	Granby Elementary	Sewells Point Elementary	Oceanair Elementary	Calcott Elementary
Tanners Creek Elementary	Little Creek Elementary	Ruffner Middle	Lake Taylor School (3-8)	Rosemont Middle
Northside Middle	Azalea Gardens Middle	Booker T. Washington High	Lake Taylor High	Norfolk Technical Center

The Recommendations will provide improved indoor air quality and building conditions to nearly 15,000 students through renovations alone with an additional 3,200 students potentially positively impacted through rebuilding Maury HS, and Norview, Jacox and Granby ES. The poor conditions of Maury High School, over 100 years old, have been extensively documented. Norview, Jacox and Granby are the next oldest schools in line and their conditions reflect the need for major renovation or construction. Lastly, the strategic consolidations proposed are, we believe, conservative given the historic enrollment decline, and have been thoughtfully considered given a variety of different factors. The city is planning redevelopment in the St. Paul's corridor including Tidewater Park ES by the 2023-24 school year, and the surrounding elementary schools are projected to lose over 300 students in the next five years. Lindenwood ES has 69% FCI and is in an area projecting the loss of 100 elementary students in the next five years. Madison Alternative Center is in extremely poor condition, and consolidating the PreK program at Easton into a repurposed Fairlawn ES (less than 2 miles away) will provide the capacity for a strong PreK center serving the same community.

Draft Project Phasing Plan



B. Next Steps

A timeframe for recommended consolidations needs to be determined to allow time for planning. The Madison alternative program could potentially be moved to Rosemont for the 2021-22 school year, while next year will be needed to plan and prepare for the Easton PreK program to move to the Fairlawn building in the 2022-23 school year. Tidewater Park and Lindenwood are recommended to be consolidated for the 2023-24 school year, possibly sooner for Tidewater Park. A boundary process with identified stakeholders and opportunities for community input will take place prior to these consolidations.

The next 12-18 months should be used to determine which schools (Maury HS, Granby ES, Jacox ES, Norview ES) to prioritize for rebuilding. Schools not identified for rebuilding will need to further incorporated into the CIP. Funds will need to be advocated for and secured for schools identified for rebuilding, so that construction can begin within the next 3 to 4 years.

EXHIBIT A

Q1 The Facilities Master Plan considers multiple options/scenarios to rebuild and consolidate schools due to poor condition and under-utilization. Please provide your thoughts on how this can be done effectively to provide all students an equitable learning environment.

Answered: 75 Skipped: 73

#	RESPONSES	DATE
1	The assessment, plans, and scenarios presented by Cooperative Strategies	5/9/2021 1:00 PM
2	use data to make decisions...not pressure or passion. If there are few students in a district, explain and change	5/8/2021 8:30 PM
3	I was a fan of how granby did it 20 years ago in phases and had some kids blocked at a different school....	5/8/2021 7:33 PM
4	Nothing can be done without funding. Norfolk City Council refuses to fully fund NPS. At the same time NPS has not been fighting for more than 3M in capital funds instead settling for that until last year. We have to sell our city council and community that schools are NOT an economic burden but generates revenue. An Economic Impact Study needs to be done. NO use to have a facility master plan if no funds are provided. All students are treated the same, have similar resources, choices, equipment, tools, and support. Look at the rebranding and the money spent on Discovery at Lakewood vs what was done when Lake Taylor Middle was changed. Little was done and a round peg forced into the square hole. Look at what is being done in SPED, SECEP, the alternative program at Madison...those children have an equitable learning environment, I think NOT. The system and what is provided for them speak volumes. They are disposable, not valuable therefore forgotten until some parents will speak up questioning SPED, SECEP, and this is seldom because if something is being done it is better than nothing. Equitable? I think far from it.	5/8/2021 1:15 PM
5	No combining schools. That's silly. And zones need to be redone. There is no way my child should be going to a school 20 Minutes away when there's a school 5 minutes away.	5/8/2021 7:39 AM
6	Tear down the old building and build new. Talk to the people at Old Dominion. they know what they are doing when it comes to creating new building and doing it right. all the buildings they have done in the past 10-15 years have been great.	5/7/2021 3:53 PM
7	Rebuild schools with community centers that offer child care and before and after school activities and care. All schools in VA should wear uniforms. All schools in VA should look be built like crossroads elementary/ middle school in norfolk.	5/7/2021 2:41 PM
8	Most of our schools are way above classroom capacity. Teachers are responsible for way too many students and I don't want them to shut down schools. If they could build schools or even add on to the ones that are busting at the seams that would be wonderful. I fear that the tearing down of the current buildings will overcrowd our schools even more. We lose teachers every year due to over crowded rooms and I fear we may lose even more. We need to create schools that lure teachers to Norfolk.	5/7/2021 12:16 PM
9	Scenario 1C seems to be the best option with respect to cost and keeping the Norfolk Technical Center more centrally located Replacing Maury (it'd be great if some of the architectural details could be preserved and re-used) is also the best option probably with respect to cost and the ability to build the best functional spaces with current technologies.	5/7/2021 10:41 AM
10	Small neighborhood schools and smaller classrooms are best practices. This should be forefront in decisions, what is best for our students and then be funded for such.	5/7/2021 9:50 AM
11	I have worked at Caclott Elementary for 33 years. We have not had any type of renovation at all and as you said we are over utilized. You did a great job on the data and explanations. I think a lot will depend on money and I also think that boundary lines may have to be redrawn.	5/7/2021 9:22 AM

NPS Facility Master Plan - Community Survey

800 kids at a new Jacox Elem. is a lot and I don't know if that would be equitable compared to other schools located further out from the city.

12	I think it is time to consider combining high schools - I suggest Maury and BTW be combined. I believe the BTW location should be sold or rented to NSU. This would give NSU needed parking, athletic fields, and another building I believe Maury should be rebuilt. It should include a parking garage with the gym, pool, cafe on the top floor. This would provide a great location for emergency shelter in the event of a disaster (eg hurricane, flooding, etc).	5/7/2021 9:07 AM
13	build new schools that include more grade in one school	5/7/2021 8:55 AM
14	Consolidating schools isn't a good idea, in my opinion. Increase the amount of programs (ex: trade, apprenticeship, etc) where children can learn skills they can use beyond school. Classroom sizes should be at a minimum in order to create a healthy environment for students and teachers. Consolidation of schools will lead to overcrowding classrooms. I would absolutely remove my child from NPS if I saw his academics suffering again (I've removed him once; since COVID, he's back learning virtually).	5/7/2021 8:46 AM
15	Bring the schools with crumbling	5/7/2021 8:43 AM
16	Rezoning Lindenwood so it can be torn down and rebuilt. Do not sell the Lindenwood property to the city!!!	5/7/2021 8:29 AM
17	Rebuilding Jacox on site.	5/7/2021 8:14 AM
18	We could continue with virtual learning. Just for those schools, until the rebuilding is complete	5/7/2021 8:11 AM
19	Less kids per class and functional heating/cooling units.	5/7/2021 8:09 AM
20	I do not have enough information to provide an answer.	5/7/2021 8:08 AM
21	Offer virtual to whoever wants it.	5/7/2021 8:03 AM
22	Do not close Tarrallton!	5/7/2021 8:02 AM
23	A better experience	5/7/2021 6:08 AM
24	Unbiasly review and process results of steps 1, 2 & 3 of "The Facility Master Planning Process" and if necessary, swallow the pill and plan a. Or ding to the outcome without deviations	5/6/2021 4:03 PM
25	Please focus on rebuilding Maury High School. Please renovate and consolidate other schools. Our school buildings are a point of pride for the community and neighborhood.	5/6/2021 11:33 AM
26	Please rebuild Maury High School When building new elementary school build them with a separate gym, cafeteria, and auditorium. Consider schools as a focus point for bringing the community together- A place for civic meetings to take place, parents to meet, a point of pride within a neighborhood. This means that the school should have a beautiful landscaping and plenty of accessible playground equipment, fields etc for children.	5/6/2021 10:48 AM
27	Rebuild schools that are older than 50 years. Tear down or sell unused facilities. Consolidate elementary and middle schools in areas with declining populations.	5/1/2021 6:16 AM
28	All schools in the city should be zoned with attendance feeder zones that pair up each neighborhood with one of the opposite for with a diverse racial equity mix in mind. Economically disadvantaged neighborhoods should be given a top priority for rebuilding and allocation of need resources.	4/27/2021 10:15 PM
29	Schools in poorest condition should be addressed first. The master plan should address the timing/sequencing of renovations, new construction, and consolidation of schools to minimize impacts to students.	4/27/2021 4:11 PM
30	we are in a unique position during covide. We should immediately plan this summer for consolidating what schools we can.	4/27/2021 1:36 PM
31	There are too many schools that need to be revitalized.	4/26/2021 10:44 AM
32	Concern 1: I see a significant missing area for consideration. The historical relevance of Booker T. Washington is too significant to be ignored. A community is more than brick and motor. Please be certain that BTW is a hallmark for excellence and progress, as it was for generations. Concern 2: Your options are reasonable, but can be improved and provide clearer	4/25/2021 11:54 AM

NPS Facility Master Plan - Community Survey

facts. For example, Maury may be 100 plus years, but it has gone through a school wide major renovation in the last 20 years. The system wanted to build a new Maury, but the citizens demanded that the original structure be maintained. Given this fact, Maury should have to live with that decision, while we address the needs of other buildings. Maury has structural needs that must be addressed, but that does not require a new building. Maury is thriving because of the health program there and the partnership with surrounding medical organizations. Concern 3: Enrollment has dropped in some high schools because of the course offerings. Granby, Maury, and Norview are thriving partially due to the offered programs: Maury - School of Health Sciences; Granby - a fully authorized International Baccalaureate Diploma School (1 of only 38 authorized IB Diploma Schools in Virginia); Norview - School of Leadership. These schools are structured for success and pull all high level performing scholars from the other schools. Concern 4: CTE is essential. Consider having BTWHS and LTHS share the title and programs. Booker T. is a short walk away from Norfolk State University. Think big, think positive outcomes! Partner BTW with NSU for programming. What CTE programs at NSU could be introduced at BTW? What about cypersecurity? What about military science? There are so many. Our young people deserve viable futures with good paying jobs, and it is our responsibility to get them ready. Seek the state's funding and support for this type of collaboration.

33	Some of the options/scenarios suggested are worth further exploration.	4/23/2021 8:35 AM
34	No I don't see multiple and viable options	4/17/2021 7:26 AM
35	Need to build new schools to replace the old schools such as Maury and Jacox.	4/16/2021 12:29 PM
36	Combine schools close in distance and rezone.	4/16/2021 7:22 AM
37	Maury High is 109 years old needs a new school	4/15/2021 7:57 PM
38	Virtual/hybrid learning may be necessary to begin the rebuild and consolidation process.	4/15/2021 5:04 PM
39	Ask the people in those building what changes/upgrades are necessary, issues with flooring, plumbing, electrical etc.	4/15/2021 8:39 AM
40	During this time of remote learning maintenance and capital improvements and plans should have already utilized rather than continuing to further endanger teachers and students - especially where air quality is concerned and the possible complications that affect the respiratory system.	4/14/2021 4:21 PM
41	Keep the virtual school open.	4/14/2021 4:09 PM
42	The plan provided in last night's meeting made alot of sense and I think cutting down the under utilized buildings and rebuilding needed infrastructures from the highest percentage of repairs and working down to the lower percentage repairs works for me. I do know that they mentioned a later (7 yrs down the road a possible rezoning).	4/14/2021 3:42 PM
43	create more K-8 schools	4/14/2021 2:11 PM
44	Thank you for Community Survey. The master planning is complicated...	4/13/2021 11:23 PM
45	I do believe that more modern buildings will cost the school system less in the long run in some cases, consolidating schools makes sense due to enrollment, and creating more educational opportunity such as CTE and other programs can only benefit our students.	4/13/2021 10:49 PM
46	Due to the history of the slave trade and absentee slave ownership, most notably, in the vicinity of the St. Paul's section of Norfolk, emphasis should be placed on providing the most change to sections of the city with higher African-American and impoverished populations to try to remedy what has happened in the past.	4/13/2021 10:17 PM
47	Desegregating our schools must be top priority. It has been a goal of the School Board's, yet this is consistently omitted.	4/13/2021 9:12 PM
48	Some schools should be consolidated	4/13/2021 7:50 PM
49	My thoughts: 1. Close Mary Calcott ES and rebuild Northside MS into K-8, and rebuild Oceanair ES 2. Rebuild Oceanair into K-8 (lots of land behind school) rename Northside MS. Rebuild Mary Calcott ES. Close Northside. 3. Rebuild Oceanair ES (K-2); Rebuild Northside MS (3-8). Close Mary Calcott ES	4/13/2021 3:44 PM
50	Any plan should not only address the physical conditions of the compromised school buildings,	4/13/2021 1:44 PM

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but also the human and curricular resources necessary to address the needs of the city's neediest students.

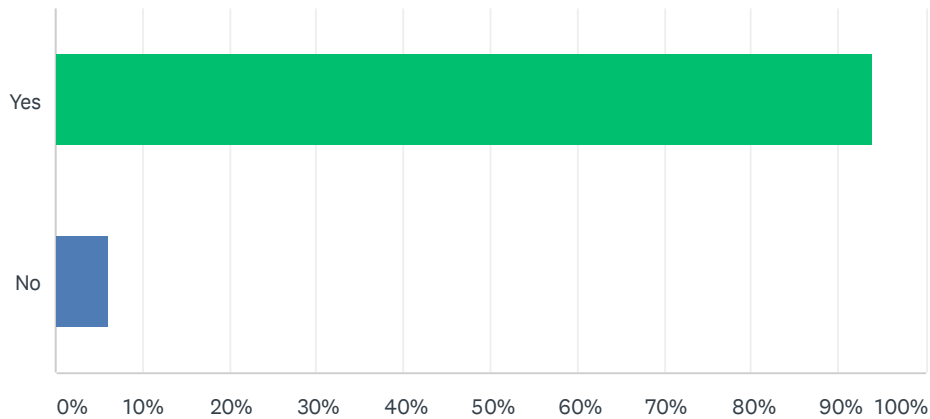
51	Utilize the latest technology to build schools and allow open campuses so students can move around to the school they want to go to, instead of stuck to one school or another.	4/13/2021 11:51 AM
52	Address it from the facilities point of view not based on demographics	4/13/2021 11:09 AM
53	Design the schools bigger to allow for consolidation & social distancing (given this new age of Covid). In the mean time as the new schools are being built. Have students attend schools in buildings that are vacant (just as long as they are safe). I do not feel renovations should be considered since most of these schools are so old (unless the school is less than 10 years old, then renovate).	4/13/2021 10:21 AM
54	It is not a secret that some schools operate in exclusive ways that would not be considered equitable. No one wants to admit it, but it is well known in the community. If there is an attempt to be equitable, then individual schools must not be allowed to operate in a manner that covertly excludes or undermines students. Accountability must be in real-time and with immediate interventions should inequities come to light. This is important when considering consolidating schools, and how much care is given to each school in need of rebuilding.	4/13/2021 10:11 AM
55	Find an alternate site for Maury students so that Maury can be renovated and not torn down as it is a historical landmark for Norfolk. The former Jeb Stuart school in Colonial Place would have been a good option but, of course, that is being turned into condos. As an alternative, an extension could be added for students while part of the building is being renovated and the other parts of the building could still be used.	4/13/2021 9:19 AM
56	Allow students, teachers and parents to voice issues and concerns with current buildings. Draft ideas for new buildings from there. Major issues in NPS include: -Classroom size -air quality -adequate restrooms -access to water fountains and quality of water	4/13/2021 9:01 AM
57	Scenario 1A at all levels seems the best.	4/13/2021 8:59 AM
58	Consolidation of schools makes the most sense to me. I support building a larger elementary school that can allow for the consolidation of two older buildings when possible.	4/13/2021 8:54 AM
59	Rezoning should not be the focus. Having access to the same level of facility, staff, technology and resources should be the focus.	4/13/2021 8:26 AM
60	Looking at what is needed most and setting up a list of priorities to correct the biggest issues first.	4/13/2021 7:23 AM
61	At the high school level, consolidate LT and BTW since neither are fully utilized and cost the most per student to run on a daily basis. Maury HAS to be rebuilt. The current condition of the school is very poor structurally. There is also a very significant mold issue. Large black mold colonies are across the ceiling ventilation system in the gym and gym bathrooms and growing up one wall of the cafeteria.	4/13/2021 5:47 AM
62	I don't believe that any decision should be made until all the data is in for the census and the district's population upon full return to in person learning. I believe the effects of the extended closure and the expected curriculum change is going to result in the loss of students to the private sector as well as homeschooling. Until this analysis is done any allocation of funding would be premature.	4/12/2021 10:32 PM
63	Consolidating schools is not a good idea. I do not agree with having a K-8 school. In addition, by consolidating schools, this will possibly increase classroom sizes which will in turn provide a decline in student help from the teacher since the teacher will have to tend to more students in a given class.	4/12/2021 10:29 PM
64	Please consider students with autism with the classroom design models. Not too bright light, (can be bright but not overly bright, neutral colors sound absorbing materials/ walls, carpets curtains etc. with the number of children of being dx with autism staying steady, NPS has a responsibility to design a building that will be conducive to educating ALL children!	4/12/2021 8:46 PM
65	Jacox needs to go! Rebuild Lindenwood and split the kids between lindenwood and Richard Bowling. Any elementary school that still has asbestos tiles needs to be rebuilt! Booker T is a disgrace! It has indoor water features when it rains! Lake Taylor and Maury are only slightly better inside than Booker T. Either renovate or just consolidate some of the high schools.	4/12/2021 7:01 PM

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66	Most important is to rebuild those buildings in the worst shape based on safety issues and be good stewards of the taxpayers money.	4/12/2021 6:33 PM
67	Utilizing the new method of virtual education has proven to allow students an opportunity for support and equality. Small groups of students, such as ELL and self contained students, may require refocused support by providing transportation to the next closest school for additional support.	4/12/2021 6:20 PM
68	I agree with the need to redraw school boundaries to equitably distribute economically disadvantaged students throughout the district. This should happen soonest and not be predicated on any particular scenario opted by the school board. That we have schools that are over 100% and others at less than 60% capacity means that action should have been taken ages ago and is indicative of a division that is in disarray. The division must seriously consider which education programs should be discarded before engaging in any new construction or re-conditioning of school facilities. Since school designs are predicated on education programs, it is imperative that the division knows what its teaching programs will be. The division must also reconsider how education is delivered. If a larger percentage of education is delivered virtually (highly likely), then it stands to reason that the ratio of students to teachers will change. Also, do schools need an entire space dedicated to housing books - a library - when students are accessing all written material on-line?	4/12/2021 6:01 PM
69	Make k-8 schools	4/12/2021 5:51 PM
70	Start with schools most in need	4/12/2021 5:38 PM
71	It can't be done fairly. You have so many special education children over running schools that are run down but you have schools like Larchmont that do NOT provide ANY services for special education. Which IS discrimination. It does not matter how you try to spin it. That's exactly what it is. They have a new building that was deliberately built to exclude special Ed classrooms. While you have these great special Ed teacher and children in building that are so outdated and run down and so little resource. But by all means, let's allow schools like Larchmont to pick who can and cannot attend their schools and use every excuse imaginable to say it isn't discrimination... y'all should be ashamed.	4/12/2021 5:37 PM
72	I don't believe consolidation would be in the best interest of any students right now as we are in a pandemic. The fact that we have space in these buildings helps us to achieve maximum social distancing.	4/12/2021 5:16 PM
73	Students need access to 21st century education in buildings where they can thrive. Currently, we have facilities that do not reflect this. While this cannot happen at one time, the "options for any scenario" should be the priority as these buildings need to be renovated or rebuilt no matter what.	4/12/2021 5:10 PM
74	.	4/12/2021 5:04 PM
75	Combine high schools and explore repurposing existing city buildings: MarArthur Mall or Military Circle. Start thinking outside the box... close BTW and LTHS... they simply do not have the numbers to warrant stand alone neighborhood school status.	4/12/2021 4:59 PM

Q2 Current capital funding provided to the school division is insufficient to rebuild and renovate the worst condition schools as identified in this plan. Do you agree that the division should seek additional capital funds to execute this plan?

Answered: 133 Skipped: 15



ANSWER CHOICES	RESPONSES
Yes	93.98% 125
No	6.02% 8
Total Respondents: 133	

#	PLEASE EXPLAIN YOUR ANSWER.	DATE
1	The norfolk city council has consistently indicated that the school board should ask for everything that they need. I think that we should 1st go to the city council with what the true needs are, the look for additional funding in other areas.	5/9/2021 5:41 PM
2	Discussions should take place with City officials about a sequence for funding, understanding that debt is for 20 years and, during those years, operational cost growth would be constrained. State funds, potential federal stimulus funds and grants (for tech specialty facilities) should be a part of the mix. Savings from operating fewer facilities should also be included in the discussions. These discussions should take place AFTER a plan is developed and includes reasonable time tables and plans (how many construction projects can reasonably be managed? how can projects be phased to ensure that students are provided adequate facilities with minimal disruption and limited use of unsecured portable classrooms?)	5/8/2021 8:30 PM
3	If the funds are insufficient to renovate the worst schools, common sense would say there needs to be more funding	5/8/2021 7:33 PM
4	NOTHING can be done without fully funding the schools. Why have this Master Plan if no funds are provided? City Council sure seems to find the money on the projects that they deem important. City Council and even our community have not been sold on the idea that our children should be our #1 priority and the MOST valuable asset. An economic Impact Study needs to be done. YOU cannot fix the problems without the funding to do so.	5/8/2021 1:15 PM
5	If you are underfunded than you seek help. Children are the future of this work and if we don't invest in them than exactly what is the point ?	5/8/2021 7:39 AM
6	Seek enough funding to rebuild. DO Not renovate. BAD Idea! looks bad for the community will not bring in new members to the community which is future taxpayers.	5/7/2021 3:53 PM

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7	Use the capital funds you have for now. Also continue to seek funding	5/7/2021 2:41 PM
8	Is it not obvious? Booker T Washington and Lake Taylor have needed renovations for far too long, and Maury is falling apart as well. It is in the best interest of our students to start and complete this plan as soon as possible.	5/7/2021 10:41 AM
9	Decisions should not be strictly financial, should instead be based on what is best for students, not the bottom line. If our students suffer, ultimately our city suffers because families are looking for GOOD schools and will exit the city for surrounding cities who have a proven track record of solid schools.	5/7/2021 9:50 AM
10	Somehow they will have to or new schools will never get built.	5/7/2021 9:22 AM
11	I believe this is a worthwhile investment in the community - to improve student learning with better facilities that are able to accomodate the improvements in technology. If the Governor's proposal for infrastucture funds being utilized by school districts for capital projects is approved, I believe that would be the best use of funds!	5/7/2021 9:07 AM
12	No matter what region a child lives in A child deserves a chance to great, clean and well place to learn	5/7/2021 9:05 AM
13	It seems the sensible thing to do would be to request funding from any source willing to provide it. NPS could also begin to raise money, apply for grant funding, or even crowd-funding.	5/7/2021 8:46 AM
14	With the state that many of the schools are in, it is necessary for additional funds are needed to get them up to good standards.	5/7/2021 8:41 AM
15	Redistribute funds from other departments to put this as a bigger priority.	5/7/2021 8:29 AM
16	Do it... These kids and staff need newer, safer and cleaner buildings	5/7/2021 8:10 AM
17	This is the second poorest city on the Southside. The second highest number of social service recipients reside in the city, and as a result, there is an insufficient flow of taxes into city coffers to allow for proper rebuild, and payment of staff to support high quality, equitable learning. The students deserve a quality education, not the education the poorest can afford.	5/7/2021 8:08 AM
18	Increase the tax base, residential and business or request monies from city council.	5/7/2021 8:03 AM
19	Teachers and children deserve a healthy area to learn and teach in. It's not fair to anyone in those schools to be sick because of the school itself. My daughter attends Sherwood Forest Elementary and it's still horrible there.	5/7/2021 8:03 AM
20	Raise taxes as needed to ensure safe, quality education	5/6/2021 5:17 PM
21	I am not familiar with the current capital funding or how far to reach for more. But if the funds are available I say go fo it	5/6/2021 4:03 PM
22	I'm not familiar with the process re: obtaining funds for school bldgs or other options to get financing	5/6/2021 12:51 PM
23	Ask for what is needed. Rebuild schools that are energy efficient, GREEN, and versitle for learning in all fashions. Build schools w/ separate gyms, cafeterias and auditoriums. Build schools that are a place of welcome for communities. A place to hold civic meetings, community gatherings, beautiful and inclusive playground equipment, picnic tables, field and basketball courts.	5/6/2021 11:33 AM
24	I understand that the average age of Norfolk public schools Buildings is over 50 years. The school buildings need to be able to handle the technology and educational needs of the next 50 to 100 years. Our building should be Bright, energy efficient, safe and nurturing learning environments for all students and staff. We should be able to hold indoor field trips, host sporting events, and provide excellent education for all. Our teachers should feel safe when coming to school, have pride in beauty of their school building and teach without worry of equipment failure. The most important thing that Norfolk can invest in is our children and the buildings where they spend a majority of their time. Please prioritize building Maury high school, and renovating and rebuilding our elementary schools. Please address the needs of our other high schools as well as the middle schools.	5/6/2021 10:48 AM
25	Education is the key to a healthy community. It affects commerce, standards of living, funding and long term prosperity.	5/1/2021 6:16 AM

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26	NPS needs a planning department to oversee the administrative responsibilities of analyzing capital improvement projects for the school division. The City of Norfolk must budget and allocate more money to NPS for new projects/new construction, renovations, and annual maintenance.	4/27/2021 10:15 PM
27	Of course the division needs to seek more money so the kids can learn in better and healthier environments.	4/26/2021 10:44 AM
28	The needs are great and more income is needed. Where are the public servants of Norfolk living? They make their livings here and take their tax dollars to surrounding cities. Are there ways to encourage them to live in Norfolk?	4/25/2021 11:54 AM
29	If the city wants new tax revenues to come, improving the schools would be an optimal way to make the city look better to prospective residents.	4/24/2021 2:36 PM
30	We need schools that are safe for our children, free from mold & mildew. In which some buildings that are very old need to be torn down & rebuilt to keep children health safe.	4/24/2021 12:27 AM
31	If the buildings need to be rebuilt or renovated and the funding is not there then funding must be sort.	4/23/2021 8:35 AM
32	The need to address building maintenance should have done long ago. The longer we delay the more in it will cost in funds, employee and student health and safety. Addressing these needs may reduce the number of family leaving Norfolk.	4/22/2021 8:02 AM
33	Booker T Washington High School needs the money	4/17/2021 7:26 AM
34	Norfolk is losing families because of the poor conditions of the schools.	4/16/2021 12:29 PM
35	If schools in too bad of condition, destroy, like Madison, and consider integrating those students back into home based public school but with programs targeting at risk students.	4/16/2021 7:22 AM
36	Booker T Washington and Lake Taylor High needs to be rebuilt	4/15/2021 7:57 PM
37	How otherwise can the project be tackled or initiated and bring it to completion if there is not enough capital funding? Are there good leaders with knowledge and heart for the schools and its students?	4/15/2021 8:39 AM
38	Action is needed to actually make the mission statement true, until then our children are not first. Predominantly white schools and upper administration have safe, clean, pest free, up to date facilities. Our youngest children in elementary school that attend Sherwood Forest, SPECIFICALLY, which is majority minority and whose abhorrent conditions made the television news on ALL local channels and newspapers has not had an acceptable plan of action brought forth to parents. There has not been the promised transparency nor have these babies safety been made a priority. Upper administration need to really do some soul searching and prove to us tax payers and our children that they really do count, no matter the color of their skin. Now is the time to seize the moment and progress forward and do the right thing.	4/14/2021 4:21 PM
39	Need more cleaning supplies for the Norfolk public schools bathrooms, to create a safe and clean environment for the kids.	4/14/2021 4:09 PM
40	There are several federal grants to be provided to our schools: given there are a lot of red tape to make the amounts needed to suffice the repairs needed to be provided. I know the "CARE PLAN", "Covid grants", etc... are out there to help all schools. You can't put a price on education and the buildings needed to sustain them. There is enough equity issues within most avenues of life to not provide a great environment to teach our future, our children.	4/14/2021 3:42 PM
41	we wont get it unless we ask. citizens need to pressure our politicians	4/14/2021 2:11 PM
42	I advocate for all students' success in NPS. 1st--use money available--very thoughtfully....using data, successful instruction/special programs for student achievement/interests, and take a ride--pathways and school neighborhoods.... I do not support raising taxes in Norfolk--the Casino may bring more capital funding... City of Norfolk has lost and not building for "families"; they are building for young, professionals and people networks, and luxury/retirement... KEEP our military enrollment coming...support schools close to base-housing, high military enrollment schools, and high military support/Purple Star Schools--	4/13/2021 11:23 PM
43	With the age and condition of many of our schools, in order to provide a world class education,	4/13/2021 10:49 PM

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provide pride for neighborhoods, and encourage the very best teachers to be part of NPS, newer facilities and programs are needed.

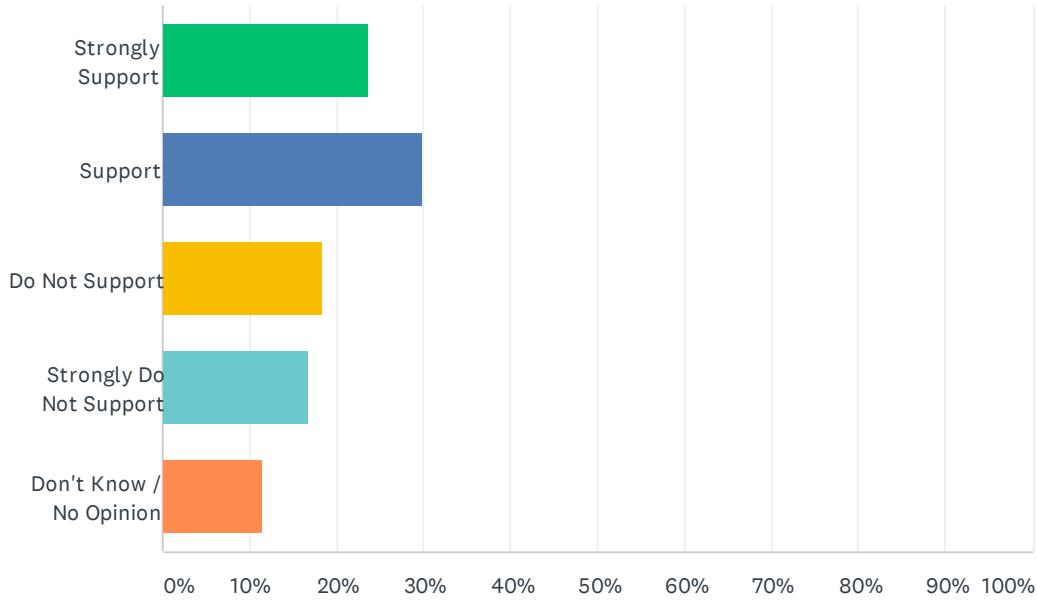
44	The quality of the learning environment has generational impacts in terms of achievement and wealth. Ensuring all avenues are taken to ensure adequate schools should be a priority.	4/13/2021 10:17 PM
45	If this plan does not support desegregating our schools, it should not be supported!	4/13/2021 9:12 PM
46	No further explanation is required. The data provided is sufficient enough to demonstrate there is a need.	4/13/2021 7:50 PM
47	Rebuilding and renovating the building in worst conditions is key to helping Norfolk grow. As a parent, employee, and citizen of Norfolk; I feel that this is long over due. As I have been in many of these buildings, I can say that my first impression was not a good one. These buildings are very old, out-dated, and do not meet the demands of today's students, teachers, and education. I also feel that rebuilding and updating these buildings will let the community know how much we care. Community Pride. Investing now, will pay-off in the future. We have to start somewhere, what better time is now. Thank you for your time.	4/13/2021 3:44 PM
48	Norfolk is a first-class city. It's students deserve a first-class education.	4/13/2021 1:44 PM
49	I do not think you need additional funds to execute this plan. I am not in favor of this plan because of the way it affects me, my job, my professional community & my students. If you are to seek additional funds in order to restore & rebuild without closing my building	4/13/2021 11:54 AM
50	Utilize funding to build schools to be competitive with regional and national school districts and their facilities with all the latest and future amenities	4/13/2021 11:51 AM
51	Very few viable options are no cost. You can't fix the major issues without funding	4/13/2021 11:09 AM
52	The schools that are in the worst conditions should be rebuilt 1st, then work your way down to the schools that need the least amount of work done.	4/13/2021 10:21 AM
53	I think the division should be seeking benefactors to sympathize with the current conditions of the schools in this city and give toward rebuilding. I also think the city should appeal to individuals who have benefited from NPS education and who are financially successful to give towards rebuilding. We should be careful about incurring more debt and subjecting our school system to individuals who may use their financial position to make demands in their personal interests. It should be very clear that investors and lenders are not "buying" loyalty from or ownership of NPS.	4/13/2021 10:11 AM
54	The public might be approached for donations for Maury's renovation as Ghent/Larchmont residents are opposed to it being torn down. Also federal and/or state funding for historical buildings might be feasible.	4/13/2021 9:19 AM
55	There should be adequate funding for new buildings through grants, taxes, and other revenue. If that is not the case, we need to ask residents to vote on applying for additional resources. I would say funding through sponsorships would be fine as well. Put a franchise like Chik-Fil-A in the school's cafeteria as a new revenue source.	4/13/2021 9:01 AM
56	Funds should be available from the closure of some of the schools as well as the decrease in employee salaries as positions will be lost.	4/13/2021 8:59 AM
57	There will never be enough money to address all of Norfolk's needs. Requesting additional funds could provide the district with an opportunity to increase equity across the division.	4/13/2021 8:54 AM
58	There should be a plan to rebuild over time. Look for where we can consolidate to get more utilization out of building that are underutilized. Start rebuilding or renovating one building at a time after consolidation takes place.	4/13/2021 8:26 AM
59	Schools are one of the most important environments in a young persons life. If they are not in good repair, we have failed our next generation.	4/13/2021 7:23 AM
60	It is a serious need. More capital must be found to support student learning and student health.	4/13/2021 5:47 AM
61	The allocation of funding from the pandemic subsidies should be used specifically for this planned upgrade. The money is there and a third party from outside the school board and city council should be brought in to determine the best way to spend it.	4/12/2021 10:32 PM
62	NPS is underfunded by both the state and the city! The school board and parents need to hold	4/12/2021 8:46 PM

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	our city and state accountable!	
63	Too many schools are in need of repair	4/12/2021 7:51 PM
64	There is Milton federal funding available, especially if we set about utilizing military programs to help pay for the building, training of teachers and staff and develop programs which highlight STEM programs	4/12/2021 7:16 PM
65	The schools are in need! The school board should seek funds to fix the problem.	4/12/2021 7:01 PM
66	Be good Stewart's a taxpayer's money. Do we need five high schools in a city whose population has been on the decline for some time? We need to decide what we need rather than what we want.	4/12/2021 6:33 PM
67	The older school buildings are in some of the more impoverish areas. It is important to take the safety and health of students and and staff, especially in those areas where students need a safe place to learn.	4/12/2021 6:20 PM
68	*your ^ I would be happy to support a bond initiative to fund new schools. Norfolk is not alone in figuring out what to do with old buildings. A goodly number of school divisions throughout Virginia are in the same situation. Norfolk, in concert with other Virginia school divisions needs to champion an education infrastructure capital program at the Virginia State House. This initiative could be tied to a revenue source independent of the state income tax. Perhaps adding a penny to the state sales tax program dedicated to funding school infrastructure statewide.	4/12/2021 6:01 PM
69	It seems to me that 3 of the high schools need immediate replacement/renovation.	4/12/2021 5:57 PM
70	Has flooding been addressed. Why would you put money into schools when the city is under water every time it rains.	4/12/2021 5:51 PM
71	Would a maintenance plan be included as it seems basic maintenance is not completed?	4/12/2021 5:30 PM
72	Schools affect everything. We're die hard NPS family. But others in our neighborhood send their kids to private school or move to VB. Let's improve our schools and keep the money in Norfolk.	4/12/2021 5:26 PM
73	I do believe that we need to seek the funds do that students have a safe and stable environment to come learn in.	4/12/2021 5:16 PM
74	Can't bankrupt the school division to build buildings. Raise taxes, reallocate city funding, do what needs to happen to prioritize the children. Enrollment in NPS has been declining for a while, and parents look at facilities when looking for a place to call "home". Virginia Beach is so excited about the new PAMS, and our city should have something to be excited about that is for the betterment of the city and future.	4/12/2021 5:10 PM
75	Ask the state to dedicate portions of the tax collected via upcoming cannabis sales towards school infrastructure across the state but especially urban areas with high levels of low socioeconomic families	4/12/2021 4:59 PM

Q3 What is your level of support for the following High School Scenario: Scenario 1A: Build new 1,200 seat CTE HS at Booker T. Washington HS. Full Renovation at Lake Taylor HS.

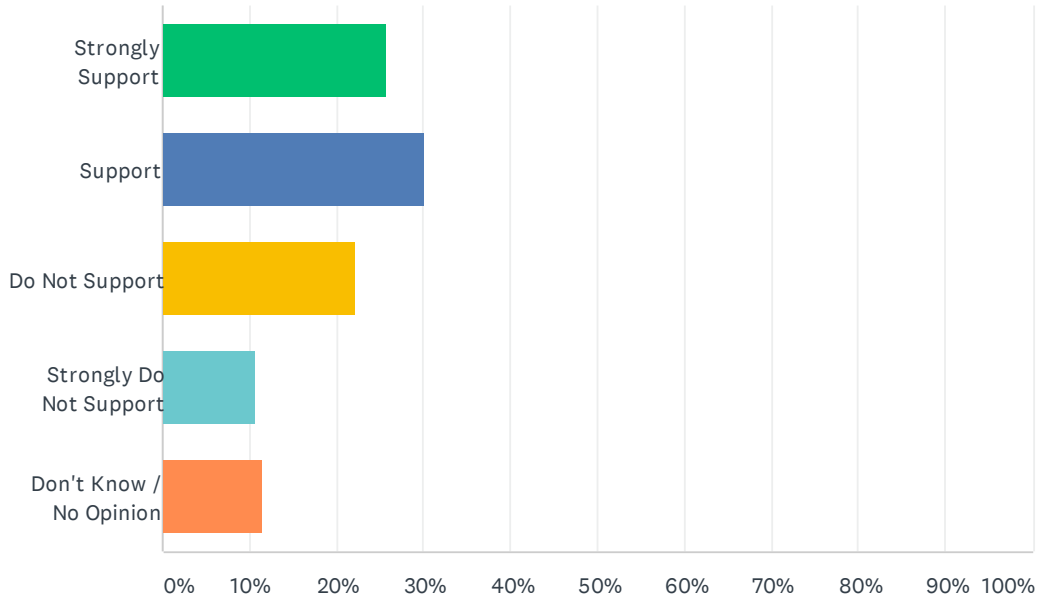
Answered: 114 Skipped: 34



ANSWER CHOICES	RESPONSES	
Strongly Support	23.68%	27
Support	29.82%	34
Do Not Support	18.42%	21
Strongly Do Not Support	16.67%	19
Don't Know / No Opinion	11.40%	13
TOTAL		114

Q4 What is your level of support for the following High School Scenario: Scenario 1B: Build new 1,200 seat CTE HS at Lake Taylor HS. Full Renovation at Booker T. Washington HS.

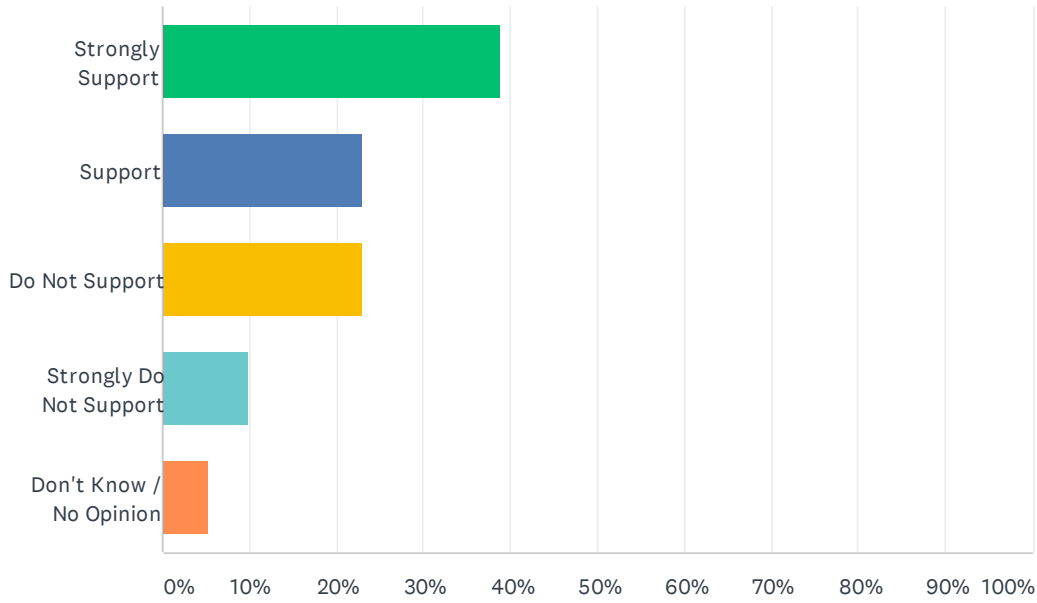
Answered: 113 Skipped: 35



ANSWER CHOICES	RESPONSES	
Strongly Support	25.66%	29
Support	30.09%	34
Do Not Support	22.12%	25
Strongly Do Not Support	10.62%	12
Don't Know / No Opinion	11.50%	13
TOTAL		113

Q5 What is your level of support for the following High School Scenario: Scenario 1C: Modernize Norfolk Technical Center and keep existing 5 HS. Full renovations at Booker T. Washington HS and Lake Taylor HS.

Answered: 113 Skipped: 35



ANSWER CHOICES	RESPONSES	
Strongly Support	38.94%	44
Support	23.01%	26
Do Not Support	23.01%	26
Strongly Do Not Support	9.73%	11
Don't Know / No Opinion	5.31%	6
TOTAL		113

Q6 The Division is currently performing a feasibility study to renovate or replace Maury HS. What should the Division consider when making this decision?

Answered: 80 Skipped: 68

#	RESPONSES	DATE
1	Currently there are 2 other schools that are under utilized. I think that we should look at the feasibility of maintaining all high schools. Does it make sense with the declining enrollment and the deplorable conditions of the schools to keep all of them?	5/9/2021 5:51 PM
2	Historic significance of building. Place in the Ghent community. Why people think teenagers can't learn in a 100 year old structure and then sent them to UVa or Wm & Mary for college. modernization should be a priority...better for the environment	5/8/2021 8:34 PM
3	Historical building face	5/8/2021 7:36 PM
4	History, they did it for Blair	5/8/2021 1:23 PM
5	Replace it if the foundation is bad if not gut it and remodel	5/8/2021 7:41 AM
6	Tear down. Rebuild. The building is very old. Build for a new generation! Forward thinking!!! New Technology.	5/7/2021 3:59 PM
7	Replace maury high school	5/7/2021 2:50 PM
8	Replace	5/7/2021 1:15 PM
9	I feel replacement, such as what was done with Larchmont Elementary is the best route to go, for modernization and ability to last many more decades and keep with technological innovations.	5/7/2021 1:05 PM
10	They should consider the conditions of Granby high as well and not just the downtown schools.	5/7/2021 12:19 PM
11	1. Cost 2. Cost 3. Cost 4. Energy efficiency, ease of incorporating new technology into the design 5. Historical significance - but couldn't the architects and builders just preserve some of the architectural elements and incorporate them into the design of a new building?	5/7/2021 10:49 AM
12	Lack of up to date technology, moldy walls and classrooms, bathrooms are all outdated. i have 3 plugs in my classroom... Outside architecture should be saved.	5/7/2021 9:58 AM
13	It's a historical building. You renovate. My house on Colonial was built in the 1880's I can't just go tear it down because it needs renovations. Maury is part of Ghent's history and should be preserved.	5/7/2021 9:25 AM
14	As previously stated, combine with BTW. Consider emergency shelter use and also a multisports complex like VAB or Boo Williams - possibly utilizing the Ghent School location.	5/7/2021 9:10 AM
15	The division should consider the children the school serves. The children in that community deserve access to a school in close proximity to their homes. Renovate the school. Replace it with what? If it won't serve the children in an educational or recreational way (to keep them engaged), leave the school where it is.	5/7/2021 9:10 AM
16	Old buildings are better built than new ones and it is usually short-sighted to tear down historically significant buildings.	5/7/2021 8:53 AM
17	Rezoning for Maury to be efficient for all students to go to the other high schools	5/7/2021 8:31 AM
18	Renovate and while renovating do the name update to Norfolk's Maury a high as discussed in the board meeting. This is the oldest high school, rich in history, architecture and culture and to remove or demolish would be a travesty. Restore and preserve!!!!	5/7/2021 8:28 AM
19	Turn it into a museum, and rebuild it. The school is old, and it would cost more to upgrade it than it would to replace it. Make it a time capsule about the history of education in Norfolk.	5/7/2021 8:19 AM

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Additionally, that school supports a huge military population, and getting rid of it will put excessive strain on other schools that cannot support it.

20	That all high schools are updated, renovated or rebuilt Same for all other schools	5/7/2021 8:13 AM
21	Less students per class and an updated tech lab	5/7/2021 8:12 AM
22	Cost of the feasibility study and how quick they will act on it. It seems every time an outside organization is contracted to provide "consulting" the board and division sit on the recommendations and don't take action. This is wasting money that can be spent elsewhere.	5/7/2021 8:07 AM
23	The history!!	5/7/2021 6:09 AM
24	New high school and rename it	5/6/2021 5:51 PM
25	Looking at the "Planning Area Data" for high schools, Maury is the oldest school but the % condition needs that are priority 1-2 is 59%. Which gives LT and Booker T a higher priority. What does the enrollment look like from the schools that feed Maury and "graduation rates" from these schools.	5/6/2021 4:15 PM
26	Replace Maury. Take over the Ghent Elem footprint. Expand the Maury footprint to have a academic campus and athletic campus.	5/6/2021 11:34 AM
27	Renovate Booker T and Maury first.	5/6/2021 10:59 AM
28	Replace Maury High School as The #1 priority. Take over Ghent Elem and use that space to expand the Maury campus.	5/6/2021 10:52 AM
29	NPS should consider rebuilding a new Maury with historical preservation in mind.	4/27/2021 10:21 PM
30	In either scenario, consideration should be given to historical preservation of the original building. Disruption to education should be considered. A cost-benefit analysis should be performed to make the final decision, it is possible that renovation will be significantly more expensive than replacement.	4/27/2021 4:31 PM
31	I think it is obvious that we are beyond renovation at this point. They need to solely look at what building is going to last the longest.	4/27/2021 1:37 PM
32	That school needs to be rebuilt.	4/26/2021 10:47 AM
33	Renovate - they chose not to build a new school when it was offered. Millions was spent as they wanted to renovate Maury. It is not their turn.	4/25/2021 12:08 PM
34	Maury High School should be put on hold until the safety and conditions of the other schools are renovated, Lake Taylor & Booker T. Washington High	4/24/2021 12:33 AM
35	All of the items that were considered in options/scenarios used for the other schools. While that school is the oldest building the cost might really be the determining factor.	4/23/2021 8:48 AM
36	The extra hoops that may be required to renovate or replace a historical building. The extended push back from the community. Refer to issues that occurred when Taylor Elem. was done.	4/22/2021 8:09 AM
37	I do not support the idea of allowing funds to renovate any schools in "Ghent"	4/17/2021 7:35 AM
38	Tear down the old building which is crumbling. Build a new, modern, state of the art school to keep families in Norfolk.	4/16/2021 12:31 PM
39	The history and architecture of the school.	4/16/2021 7:28 AM
40	Replace Maury High	4/15/2021 7:59 PM
41	Renovate	4/15/2021 5:07 PM
42	Consider that, although it is a historical building, it no longer complies with ADA and other accommodations. It should be replaced.	4/15/2021 2:05 PM
43	Do not know	4/15/2021 8:52 AM
44	SHERWOOD FOREST ELEMENTARY SCHOOL, BABIES CAN'T FEND FOR THEMSELVES	4/14/2021 4:25 PM
45	Price of renovation versus using another location/ replace Maury HS with one of the underused school buildings.	4/14/2021 3:47 PM

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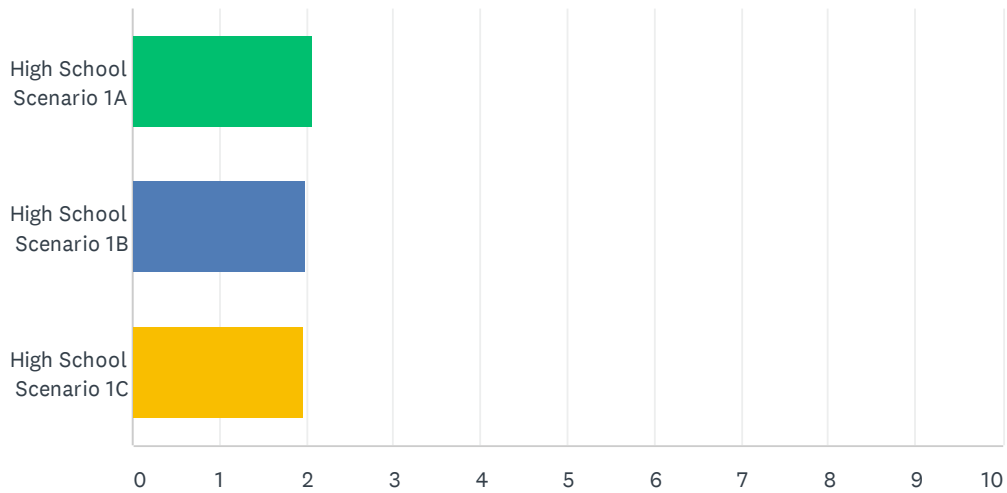
46	Consider it was just renovated. Just because it's populated with influential parents doesn't mean Maury should jump to the top- of the list	4/14/2021 2:17 PM
47	REPLACE Maury HS--they draw enrollment, as main and historic high school for Norfolk, and successful highly-contemporary pre-medical specialty program partnership with Sentara. Maury has endured enough renovations.	4/13/2021 11:53 PM
48	Cost and location build or relocate	4/13/2021 10:51 PM
49	The amount of money that can be used for schools with higher rates of poverty	4/13/2021 10:19 PM
50	The Division must consider the recommendations from the Ed specifications that was previously done and update it.	4/13/2021 9:16 PM
51	The Division must consider rebuilding all 3 high schools presented in these scenarios.	4/13/2021 7:57 PM
52	I would like to see Maury HS renovated. The building has a lot of history (including architecture)	4/13/2021 3:47 PM
53	The opinion of Maury Alumni should be strongly considered.	4/13/2021 11:59 AM
54	rezoning	4/13/2021 11:11 AM
55	Modernize it with innovative technology. Also, considering the high numbers of school shootings that occur, make sure it is equipped to handle or withstand threats such as that.	4/13/2021 10:29 AM
56	Do whatever is safest for all involved. Older buildings tend to have unsafe building material and there is no choice but to replace it.	4/13/2021 10:26 AM
57	RENOVATE	4/13/2021 9:27 AM
58	The building should be preserved for historical value. It may be turned into a sports arena/stadium because it is not practical for classrooms.	4/13/2021 9:01 AM
59	Parking, traffic flow, and flexibility to allow for a future changes and technology needs.	4/13/2021 8:56 AM
60	The need to provide students with a safe building where they have the latest technology so we can keep up with surrounding school divisions and possible keep residents. Many people move out of Norfolk to provide better instructional opportunities to their children or put their children in Private Schools.	4/13/2021 8:33 AM
61	The whole picture and needs at all five high schools.	4/13/2021 7:28 AM
62	Immediately. Replace it; renovation is no longer a viable option structurally or health-wise.	4/13/2021 5:50 AM
63	Again wait on data from Census and student enrollment once in person learning returns	4/12/2021 10:34 PM
64	Location and the amount of students at the school. The division should also consider the medical program offered at Maury HS.The division should consider hiring more health professions to work at HS to help with the medical program offered.	4/12/2021 10:29 PM
65	Age of school, the safety of students, the entry of the school is not safe. As a parent I have to watch my step very carefully as I walk to the front entry of Maury. My son attends Maury. One class is cold one class is hot, walls are moldy, paint chips pilling horrible conditions	4/12/2021 8:51 PM
66	the school is old, it needs to be replaced with the name of Maury High School	4/12/2021 7:57 PM
67	Destroy lake Taylor HS—it's construction was substandard and remove one other high school immediately	4/12/2021 7:18 PM
68	The condition of the building. I'm sure what they will consider is how many admin and board members have students zoned to attend the school.	4/12/2021 7:08 PM
69	We did a study three years ago. Why are we doing yet another study? Idea: with MacArthur Center on the verge of closing, why can't this building be used to create a new technical school or to replace Maury? In Burlington, Vermont, a local failing mall was converted into a high-tech high school at a fraction of the cost.	4/12/2021 6:39 PM
70	Renovate Maury at all costs. That building is central to the history of Norfolk. The renovation should certainly include new buildings but should not detract from the historical nature of the original Maury High School.	4/12/2021 6:07 PM

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71	The building's age and the condition we are exposing our student's and teachers to. Students do not feel they are important when their school has plaster peeling from the walls, water leaks, poor heating and cooling, and floors that buckle from the temperature changes.	4/12/2021 6:01 PM
72	Whether you are competitive with staff compensation as compared to other districts.	4/12/2021 5:54 PM
73	If repairs are more or equal to rebuilding, just rebuild.	4/12/2021 5:41 PM
74	Why is a master plan being made when what needs to be completed for Maury is not even ascertained. Is black mold still growing in the stair wells? Is all the talk about student/educator health lip service?	4/12/2021 5:41 PM
75	The newish WH Taylor fits in with the neighborhood, and has modern amenities. The same could be done at Maury. I'm all for saving old buildings, but Maury is literally crumbling.	4/12/2021 5:39 PM
76	The building should be updated/built on to the existing historical portion of the building; needs to get sports fields/ accommodations upgraded	4/12/2021 5:31 PM
77	The age seeing as the school is so old and is home to a lot of students.	4/12/2021 5:17 PM
78	Music facilities, one room for each subject within the content area and appropriate sound protection to ensure sound decibels are an appropriate level. Loading docks for specialized areas for equipment. Bus loop Ask current teachers facility needs and wishes to ensure that the rooms are built to be user friendly.	4/12/2021 5:17 PM
79	.	4/12/2021 5:05 PM
80	Combine Maury with BTW and/or LTHS. Maury needs to be included in any renovation plans yet it not listed as an option	4/12/2021 5:01 PM

Q7 Indicate your preferred order of priority for the above High School Scenarios/Options (1=highest priority).

Answered: 110 Skipped: 38



	1	2	3	TOTAL	SCORE
High School Scenario 1A	36.19% 38	34.29% 36	29.52% 31	105	2.07
High School Scenario 1B	21.50% 23	56.07% 60	22.43% 24	107	1.99
High School Scenario 1C	44.44% 48	8.33% 9	47.22% 51	108	1.97

Q8 Use the space below to describe any comments and/or changes you have about the proposed high school scenarios/options. Please indicate which scenario/option you are referencing, if applicable.

Answered: 41 Skipped: 107

#	RESPONSES	DATE
1	A technical high school focused on apprenticeships and skills for the 21st century should be the highest priority. Placing near Lake Taylor / Military Circle area will create synergy with future development.	5/8/2021 8:34 PM
2	Lake Taylor has the campus for the right CTE to be built. CTE is a choice school and wants to draw from all of NORFOLK as well as the region. Although there is history at Lake Taylor since 1966 there is not the history BTW has. Changes to a choice school versus serving the BTW community only is a big change. Also, no additional land needs to be acquired at Lake Taylor. It is also near the existing Norfolk Technical Center. Without a CTE draw for Norfolk students, we are going to continue to lose students to the surrounding cities.	5/8/2021 1:23 PM
3	Middle schools need to be work on desperately as they are in terrible condition. Azeala gardens middle school is literally falling apart.	5/8/2021 7:41 AM
4	I would like to rebuild Lake Taylor and Booker T. If cant do both Def rebuild one of them. But def update Norfolk Technical Center. The Trade industry is booming right now and that would be great for NPS!	5/7/2021 3:59 PM
5	I would like Maury high school and Booker T. High School to be rebuilt with state of the art learning tools for the Children	5/7/2021 2:50 PM
6	The city also needs to consider Granby High School	5/7/2021 12:19 PM
7	NTC is a crucial part of our future education/training. I support any updates and expansion. Additional computer training in schools is necessary as well!	5/7/2021 9:10 AM
8	When the scenarios speak of renovation, are you talking full rehabs of the buildings or just adding an extra wing and keeping the old structure? I would prefer children in low income neighborhoods (like Booker T. Washington; Scenario 1A) to have access to pristine/new facilities. Would the children at Booker T. have access to the CTE center that would replace their school? We often see Black children displaced from schools and facilities that could benefit them only to see them struggle later and communities looking down on them. They should be afforded the same "luxuries" as a Granby or Norview.	5/7/2021 9:10 AM
9	Revamping votech makes the most sense in the current context: even though college is great, the economy is changing so quickly that trade school is just more important right now. Imagine a votech focused on training people to go into wind turbines and solar installation right out of high school, with good paying jobs. The existing schools already know how to send them to college, but college is so insanely competitive nowadays that focusing on it is a really good way to make a lot of high achieving kids even more depressed than they are now.	5/7/2021 8:53 AM
10	Preserve the buildings, strengthen retention and relationships with the students & community and do the renaming of schools, in the future stop naming after people as clearly it can be an issue! If consolidating schools then yes combine BTW & Lake Taylor but named BTW at Lake Taylor. Cannot ruin or remove and BTW has now been built twice and so many would be upset if that school left the community. Especially the African American community.	5/7/2021 8:28 AM
11	None of these are taking into account the reason for the decline. Nor does it address how to update or modernize the other schools that need it. If you want to address the issues, you need to address the systemic community issues that filter into the public school systems.	5/7/2021 8:19 AM
12	Would be nice not to see critters and other debris and and uneven floors. Working AC or heat and controls for them	5/7/2021 8:13 AM
13	My child/children are zoned for schools not listed here, I don't have strong opinions for the	5/7/2021 8:12 AM

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	options listed here.	
14	Maury high school is the most pressing priority.	5/6/2021 10:52 AM
15	Rebuild all 3 schools: Booker T. Washington, Lake Taylor, and Maury. CT E could go in either BTW or LTHS.	4/27/2021 10:21 PM
16	If a 1200 student CTE HS is the only "focus" HS in Norfolk, physical location should be as central as possible (Scenario 1A appears to be most central location?). Is there any discussion about rezoning High Schools? The zoning boundaries appear to be chopped up and could address the utilization rates.	4/27/2021 4:31 PM
17	Another Option - Have BTW and LTH share the CTE program. This will leave lot of room for future growth and program renovations. Within the curriculum, incorporate character education and social emotional learning, the process through which students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.	4/25/2021 12:08 PM
18	Where will students be housed during renovations. All options	4/22/2021 8:09 AM
19	Keep all 5 High Schools. Do not have a huge school where students will get lost.	4/16/2021 12:31 PM
20	scenarios 1c would give a much needed up grade to Lt & Booker T students and also upgrade a facility used for all students in the area attending Norfolk Technical.	4/16/2021 7:28 AM
21	Needs to use federal stimulus money	4/15/2021 7:59 PM
22	Do not skimp or try to save money on a building. If you are going to do it, do it right so there are no problems later.	4/15/2021 2:05 PM
23	do not know	4/15/2021 8:52 AM
24	NA	4/14/2021 4:25 PM
25	BTW is more centrally located. Better for CTE to be centrally located	4/14/2021 2:17 PM
26	Close Vo-Tech--move to LT-CTE-HS; this decided years ago--and LT has land!--for Space, Robotics, Science, Cyber, Military & Medical Simulation Centers :) **I highly agree to honor the historic importance of BTWHS for Norfolk. While the adjacent area has been successfully redeveloped, it has not increased enrollment. The BTWHS site /land is very limited. Renovate - and develop/support a very successful specialty program--perhaps Dual (college) Enrollment courses in 12th grade with NSU-- or --rebuild/renovate BTWHS -- change to BTW -Achievable Dream School (for Jacox) ?? -or- Urban Teacher Development Center w/NSU/ODU/TCC ?? grow our own urban, diverse teachers :)	4/13/2021 11:53 PM
27	Booker T. Washington is in a depressed area of Norfolk, not far from modern businesses, a CTE center would be perfect there to give students opportunities and encourage collaboration with students from other high school boundaries.	4/13/2021 10:51 PM
28	A CTE high school at BTW was part of the CNI grant application which was approved for the St. Paul's project. Therefore, programmatic attention must be a priority at BTW.	4/13/2021 9:16 PM
29	Both Booker T and Lake Taylor need the state of the art new schools. Neither one can compete with the new schools in Virginia Beach and Chesapeake with huge gyms and indoor track. Maury Alumni may not want a new school. NTC needs to be totally re-done like the Renaissance School in Va Beach	4/13/2021 11:59 AM
30	Either way, make sure ALL schools are equipped with safety features that prevent or greatly reduce death or injury related to school shootings	4/13/2021 10:29 AM
31	Modify "full renovation" option to areas needed most to reduce cost	4/13/2021 9:27 AM
32	Fix the middle schools first	4/13/2021 9:02 AM
33	close a high school,preferably BTW.	4/12/2021 7:57 PM
34	I did in 7	4/12/2021 7:18 PM
35	If Granby is over capacity why not move the IB program to Lake Taylor or Booker T? That seems like it would be beneficial.	4/12/2021 7:08 PM
36	If we're building a new CTE, we don't need five high schools. MacArthur center should be used	4/12/2021 6:39 PM

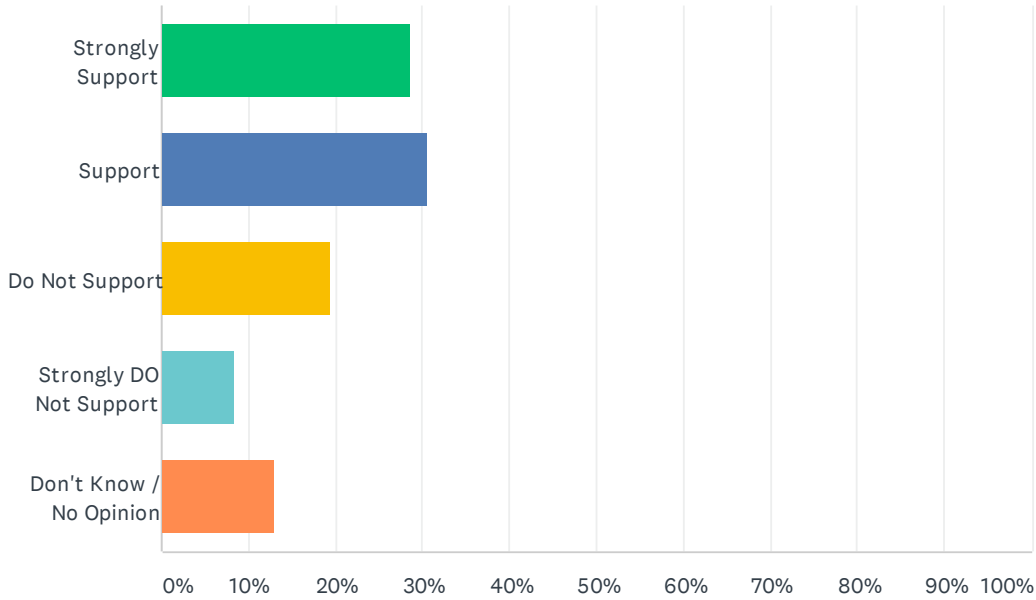
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as a new school. The facility already has many amenities and with renovation could be converted into a high-tech school. Think of the movie theater that could be used at a high school... The facility already has so many amenities that could be used, from parking to cooking facilities... With a little planning, this could be a huge money saver.

37	A 1200 seat CTE facility is not large enough for the true need. It would be better to build two 1200 seat CTE facilities and offer these programs to a larger number of students. In my experience at Granby High School there are scores of students interested in these programs but cannot participate because of the limited capacity.	4/12/2021 6:07 PM
38	The problems with Lake Taylor are not helped by the condition but the real problems lie with Ms. Wade-Jenkins and Ms. Armstead.	4/12/2021 5:41 PM
39	Booker T and Maury and a strong part of Norfolk's identity. I'd love to see both schools re-built to continue the proud legacy.	4/12/2021 5:39 PM
40	Maury should be the priority. The building needs to be rebuilt, with the amount of damage due to water leaks. LTHS and BTW should remain open as these are both central locations to the respective neighborhoods.	4/12/2021 5:17 PM
41	I'm stunned that Maury is not a factor in the options presented	4/12/2021 5:01 PM

Q9 What is your level of support for the following Middle School Scenario:Scenario 1A: Convert Ruffner Academy to a 3-8 school (please note Lake Taylor School is already in the process of converting to K-8).

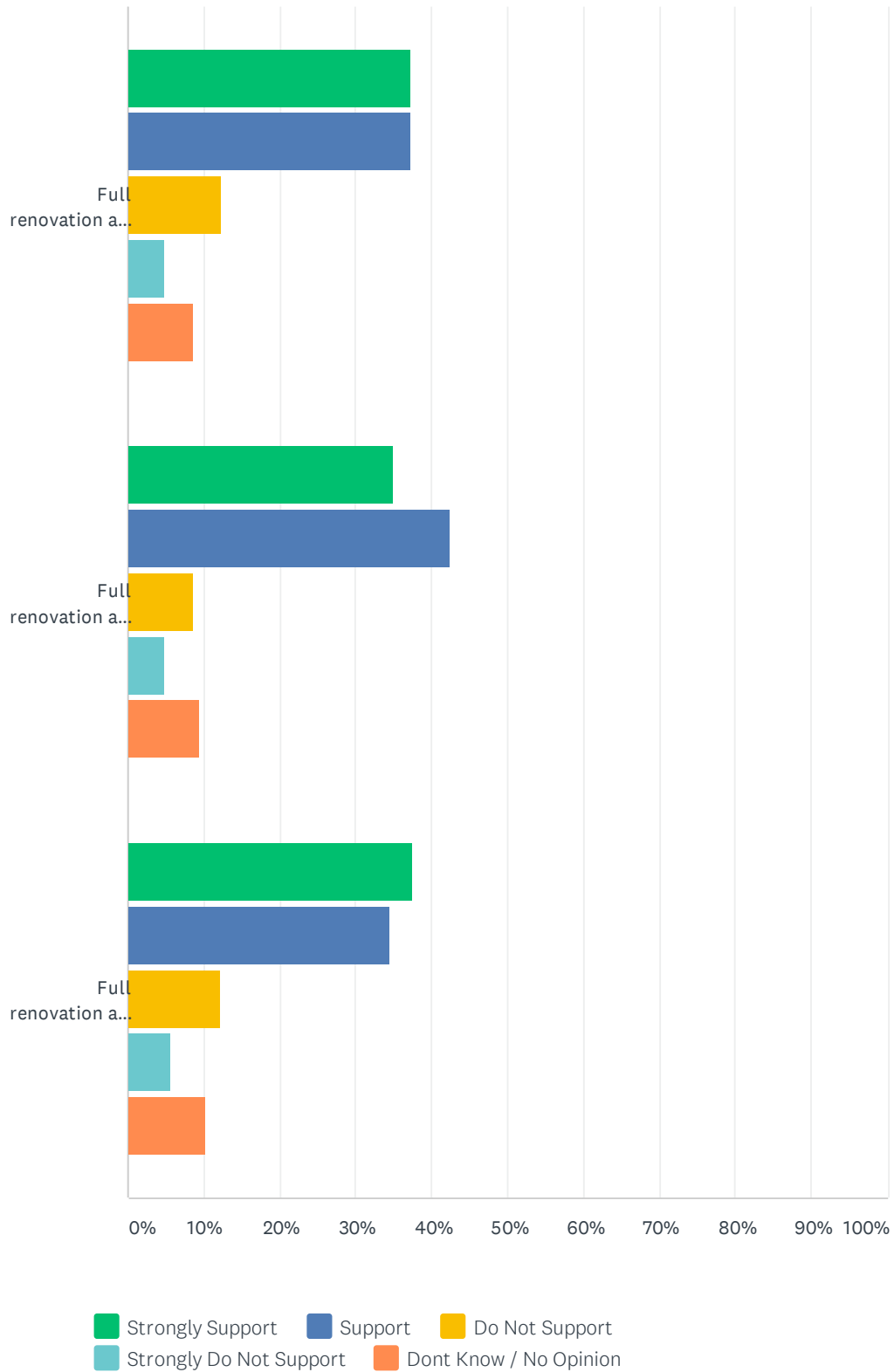
Answered: 108 Skipped: 40



ANSWER CHOICES	RESPONSES	
Strongly Support	28.70%	31
Support	30.56%	33
Do Not Support	19.44%	21
Strongly DO Not Support	8.33%	9
Don't Know / No Opinion	12.96%	14
TOTAL		108

Q10 What is your level of support for the following Middle School Options:

Answered: 107 Skipped: 41

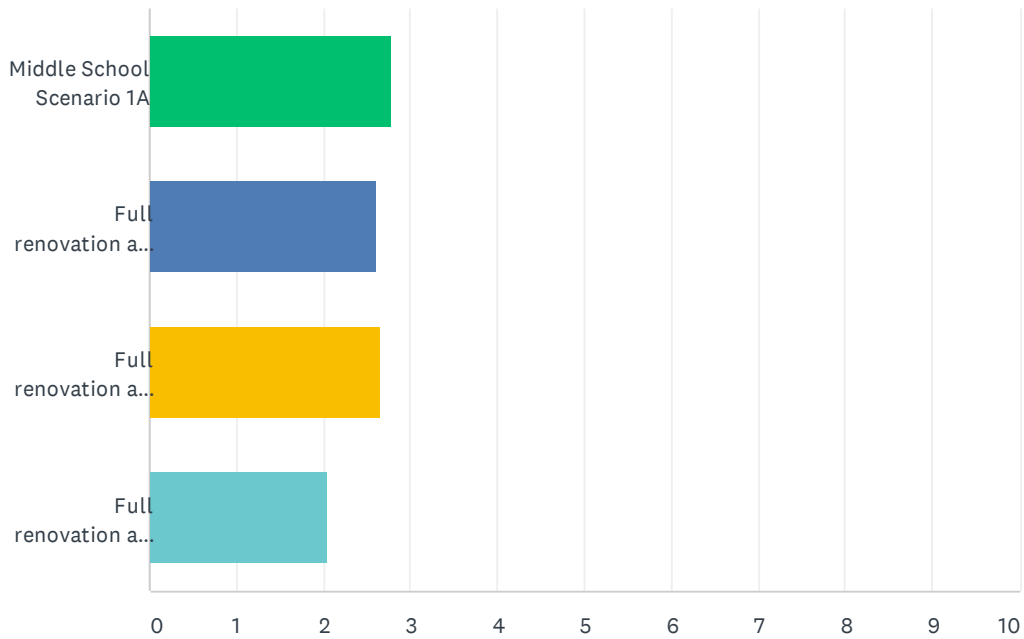


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	STRONGLY SUPPORT	SUPPORT	DO NOT SUPPORT	STRONGLY DO NOT SUPPORT	DONT KNOW / NO OPINION	TOTAL	WEIGHTED AVERAGE
Full renovation at Azalea Gardens MS	37.14% 39	37.14% 39	12.38% 13	4.76% 5	8.57% 9	105	2.10
Full renovation at Northside MS	34.91% 37	42.45% 45	8.49% 9	4.72% 5	9.43% 10	106	2.11
Full renovation at Rosemont MS	37.38% 40	34.58% 37	12.15% 13	5.61% 6	10.28% 11	107	2.17

Q11 Indicate your preferred order of priority for the above Middle School Scenarios/Options (1=highest priority).

Answered: 100 Skipped: 48



	1	2	3	4	TOTAL	SCORE
Middle School Scenario 1A	46.94% 46	12.24% 12	12.24% 12	28.57% 28	98	2.78
Full renovation at Azalea Gardens MS	24.74% 24	25.77% 25	35.05% 34	14.43% 14	97	2.61
Full renovation at Northside MS	21.65% 21	38.14% 37	23.71% 23	16.49% 16	97	2.65
Full renovation at Rosemont MS	8.16% 8	25.51% 25	28.57% 28	37.76% 37	98	2.04

Q12 Use the space below to describe any comments and/or changes you have about the proposed middle school scenarios/options. Please indicate which scenario/option you are referencing, if applicable.

Answered: 32 Skipped: 116

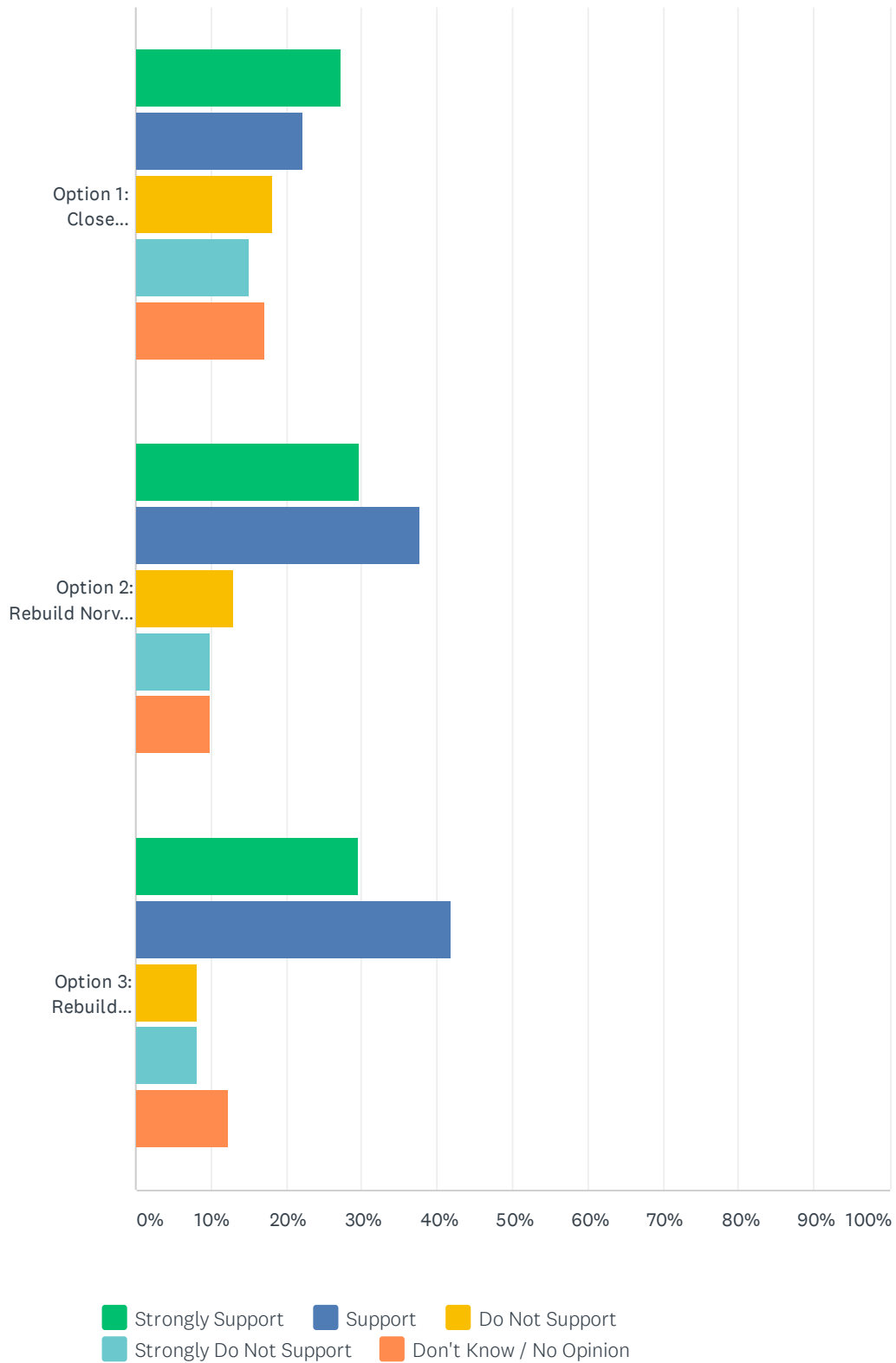
#	RESPONSES	DATE
1	while there is place for K-8 models, adding a 3-8 model seems a transitional model which is proposed just to manage space issues rather than child development or instruction	5/8/2021 8:38 PM
2	Northside is the same building i went to and axalea is the same building my mother went to. They need to be redone	5/8/2021 7:38 PM
3	Just think a 3-8 is strange, although if a literacy emphasis is going to be provided I would go for it. IF the children coming into a 3rd grade are not reading on or above grade level that needs to be a priority. ONLY in this case would I support the 3-8 program. Rosemont needs to be renovated to provide additional access to the International Studies program that has a huge waiting list.	5/8/2021 1:30 PM
4	Azalea is in worse condition than the other schools. It needs fire attention. As a parent I was not happy to see the condition coming from the vb school systems.	5/8/2021 7:43 AM
5	would like see a rebuild of middle schools but if not full renovation would work to.	5/7/2021 4:14 PM
6	Please rebuilt azalea middle and Northside middle they are older schools	5/7/2021 2:55 PM
7	I REALLY don't think think it's a good idea to mix such young children with 6/7/8th graders. I would never allow my 7 year old to attend a highly populated school with much older children. In my mind, the ratio of teachers/staff to children won't add up. Adults would be grossly outnumbered, leaving or smaller babies at a disadvantage.	5/7/2021 9:19 AM
8	I would support the conversion of an underutilized facility for administration and alternative school (madison). I believe that administrators should be present in a classroom at madison or its replacement at least one hour per week. The students need the mentorship and the administrators need to recognize the impact of their decision making - they are some of the most experienced educators in the district and their expertise is needed to help this at-risk population. They should have the same facilities.	5/7/2021 9:15 AM
9	Renovate and convert to k-8 if there is an underutilization. Again, address the root cause!	5/7/2021 8:23 AM
10	I prefer Rosemont, Azalea Gardens, and Northside be rebuilt.	4/27/2021 10:28 PM
11	Leave Lake Taylor School 3-8	4/22/2021 8:13 AM
12	Renovate the middle schools to keep families in Norfolk.	4/16/2021 12:32 PM
13	Rebuilding new schools	4/15/2021 8:00 PM
14	Full renovations should include concepts of the 21st-century learning environment, including technology trends and power considerations. Think to the future, not just for tomorrow.	4/15/2021 2:08 PM
15	NA	4/14/2021 4:27 PM
16	AGMS was built in 1958!!	4/14/2021 2:19 PM
17	Look at Northside MS--as potential 3-8 school Rosemont--important and popular gifted programs--w/waitlist :)	4/13/2021 11:53 PM
18	With the condition of Jacox Elementary, having Ruffner be a 3-8 school would be a great option for those students. Then the PreK-2nd grade students would fit in the Elementary plan.	4/13/2021 10:54 PM
19	Instead of funding a renovation at Rosemont, Young Scholars should be put back at Ruffner MS with the Autonomous Learner Model beginning in 3rd grade. OR Ruffner could be the School of International Studies with a language immersion program.	4/13/2021 9:25 PM

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20	Ruffner should be K-8 and close Tidewater Park and PB Young.	4/13/2021 12:05 PM
21	ALL schools should be equipped with safety features that greatly reduce death/injury related to school shootings.	4/13/2021 10:31 AM
22	Partial renovation of most needed areas	4/13/2021 9:28 AM
23	Northside Middle is in dire need of renovations which include the following: -adequate classroom space. -individual room temperature control (AC/heat) -air quality concerns due to overcrowded classrooms and antiquated ceiling AC units with no sign of cleaning even during Covid. -a need to access to small group settings for special needs students. Currently SPED teachers have to use the hall way or another teachers room, but this is not best practice for our students	4/13/2021 9:09 AM
24	Ruffner has gotten way more funding for special programs etc than any of the others it is time the schools on the other side of town are addressed.	4/12/2021 10:36 PM
25	Azalea garden middle school need to be on the top of the list to be renovated. Ruffner should stay a 6-8 school due to the amount of students that are already attend the school.	4/12/2021 10:29 PM
26	close a middle school	4/12/2021 7:59 PM
27	Ruffner needs destroyed immediately, the other three schools should be FULLY renovated and expanded	4/12/2021 7:19 PM
28	Rose month should only be renovated of it will become the place to house ALL middle school speciality programs.	4/12/2021 7:10 PM
29	I don't like the idea of 3-8 schools. I don't think those age groups are appropriate to be housed in one building. I think we need to look at making middle schools six through nine. This would be a great opportunity to return to sixth graders to elementary school and ninth graders to middle school. Rather than facing our decisions on fads and trends, let's use common sense. If we are going to advocate for real change, we need to do what's best for the students and having ninth graders back in middle school is a much better choice in my opinion. I also believe that sixth graders are too young to be in middle school. Let's keep our children children for as long as possible. 9th graders are not mature enough to handle high school and going to school with 18 and 19-year-olds is not appropriate for 14-year-olds.	4/12/2021 6:46 PM
30	Full renovation at Northside should endeavor to keep the school in its current location. Moving anywhere else unnecessarily complicates things. Norfolk need not consider the US Navy flight line to Chambers Field. The Navy needs to recognize the a city has grown up around it's single, too-small, runway and move those operations to Dam Neck.	4/12/2021 6:11 PM
31	Rosemont is home to 2 specialty programs. Updating the facilities could keep families in Norfolk who are interested in the opportunities there. Our daughter would like to attend the gifted program at Rosemont, if accepted.	4/12/2021 5:43 PM
32	AGMS and Rosemont are in dire need of facility renovations. Ruffner moving to 3-8 is a great model, especially since the population is dropping in that area. North side needs upgrades too.	4/12/2021 5:19 PM

Q13 What is your level of support for the following East Elementary Options:

Answered: 102 Skipped: 46

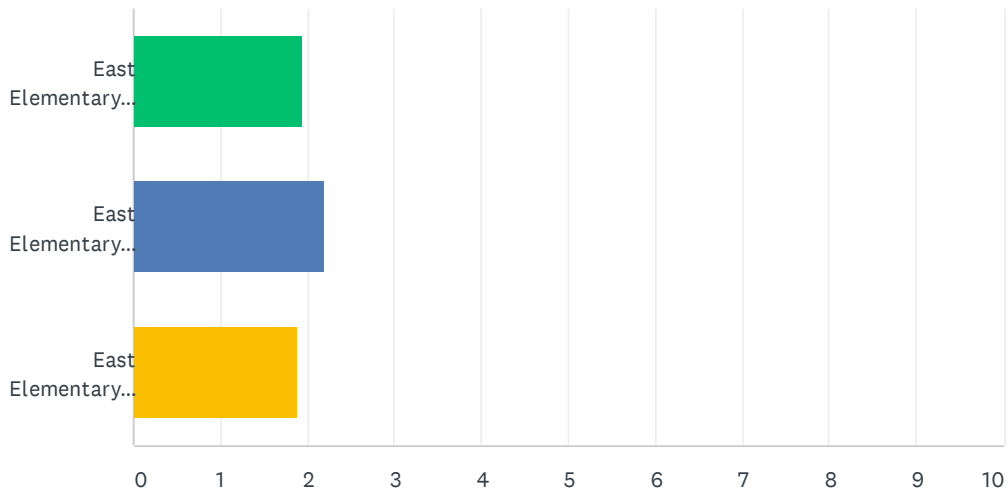


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	STRONGLY SUPPORT	SUPPORT	DO NOT SUPPORT	STRONGLY DO NOT SUPPORT	DON'T KNOW / NO OPINION	TOTAL	WEIGHTED AVERAGE
Option 1: Close Tarralton ES and redistrict to area elementary schools.	27.27% 27	22.22% 22	18.18% 18	15.15% 15	17.17% 17	99	2.73
Option 2: Rebuild Norview ES on-site at 700 capacity and rezone area elementary schools.	29.70% 30	37.62% 38	12.87% 13	9.90% 10	9.90% 10	101	2.33
Option 3: Rebuild Larrymore ES on-site at 600 capacity.	29.59% 29	41.84% 41	8.16% 8	8.16% 8	12.24% 12	98	2.32

Q14 Indicate your preferred order of priority for the above East Elementary Options (1=highest priority).

Answered: 87 Skipped: 61



	1	2	3	TOTAL	SCORE
East Elementary Option 1	39.02% 32	17.07% 14	43.90% 36	82	1.95
East Elementary Option 2	37.21% 32	44.19% 38	18.60% 16	86	2.19
East Elementary Option 3	26.51% 22	36.14% 30	37.35% 31	83	1.89

Q15 Use the space below to describe any comments and/or changes you have about the proposed East elementary school options. Please indicate which option you are referencing, if applicable.

Answered: 22 Skipped: 126

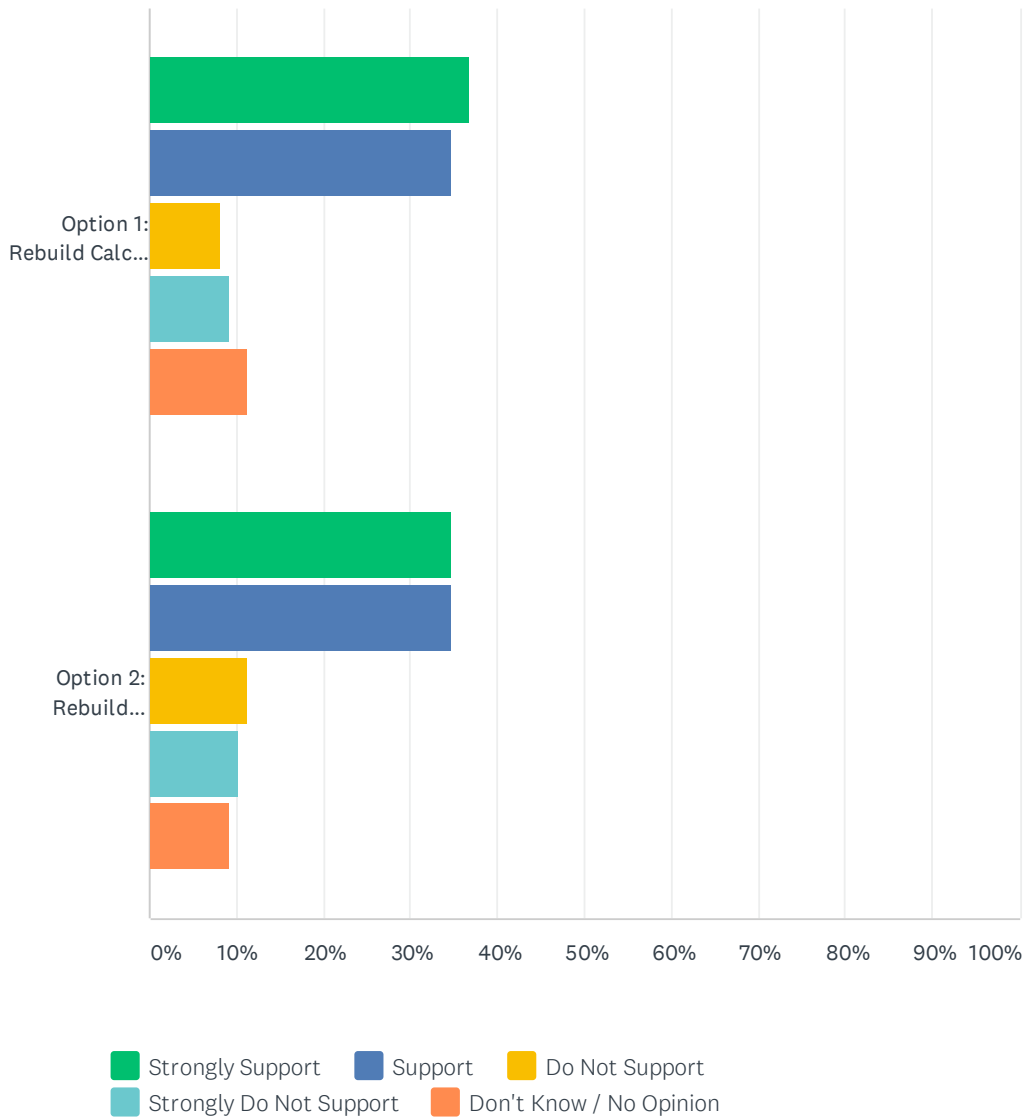
#	RESPONSES	DATE
1	If the Tarrelton building is in better shape why isn't there an option that looks at closing Norview and keeping Tarrelton and redistributing the students.	5/9/2021 6:01 PM
2	Don't understand need to replace with two larger facilities if schools in area are underutilized	5/8/2021 8:43 PM
3	Do not close Tarralton. It's one of your school districts better schools. And honestly it seems like Norfolk school systems are not put for the Kids at all but themselves and how to line their pockets and get votes. It's quite sickening actually. I simply cannot wait to move my children out of this school district. The zoning is completely screwed up just so you could meet racial requirements. The area I live in should no way be zoned for a high school 20 minutes away when we have a high school literally 8 minutes. I will most definitely never allow my son to be zoned in lake Taylor high school. The thing is literally falling apart and next to a sewage facility. Not a bright idea honestly.	5/8/2021 7:47 AM
4	Just because schools are rebuilt does not mean that it has to be rezoned.	5/7/2021 2:58 PM
5	I don't agree with rezoning schools after a school is renovated. That means children who likely attended the school when it was a mess, will be displaced. I don't like it. I also don't like closing a school, just to move an entire school population into another school. Overcrowded schools are why kids shouldn't be in classrooms now, during COVID.	5/7/2021 9:28 AM
6	You want to raise the total number of kids in buildings which I don't think is sustainable. It will also lead to higher class sizes.	5/7/2021 9:25 AM
7	I have heard great things about Tarelton, if I am not mistaken	5/7/2021 8:59 AM
8	PLEASE DO NOT FORGET ABOUT LINDENWOOD!!	5/7/2021 8:32 AM
9	If there is an issue with underutilization, combine elementary and middle schools, upgrade or rebuild the schools to support the students and provide a quality education, and quality learning environment	5/7/2021 8:24 AM
10	Do not close Tarrallton!! It's truly the best school in the city.	5/7/2021 8:05 AM
11	Renovate Tarrallton, allow the neighborhood to keep their school.	4/27/2021 10:30 PM
12	Keep small schools and renovate to keep families in Norfolk.	4/16/2021 12:34 PM
13	New schools please	4/15/2021 8:01 PM
14	Do not close Tarrallton until there is a new facility at Larrymore. Students should not have to go to Little Creek, some should go to Larrymore.	4/15/2021 2:11 PM
15	Sherwood elementary has rats, roaches and black mold I am referencing the option that you failed to propose. Sherwood Elementary. Unacceptable.	4/14/2021 4:30 PM
16	All schools successful teaching & learning-- accredited Rebuild Norview ES- for enrollment size- do not rezone other elem schools. Tarrallton--high military student Purple Star school--with walkers from Lincoln military housing next door. Larrymore high military student school--for this area with military and veterans throughout neighborhoods.	4/13/2021 11:57 PM
17	ALL schools should be equipped with safety features that greatly reduce death/injury related to school shootings.	4/13/2021 10:32 AM
18	Again...partial renovation instead of full renovation	4/13/2021 9:29 AM
19	Neighborhood schools are important and children should absolutely not be bussed accross	4/12/2021 10:39 PM

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	town	
20	I would not rebuild any elementary schools! Population is going down, more parents are choosing private school, moving out of norfolk - my option bus to other schools	4/12/2021 8:56 PM
21	Tarallton needs to be closed! No reason one school should get to be that size when other elementary schools are well above capacity,	4/12/2021 7:13 PM
22	Tarrallton is a pretty tight knit school and is the perfect environment for the students that it has. Redistricting kids would put strain on parents and students.	4/12/2021 5:19 PM

Q16 What is your level of support for the following North Elementary Options:

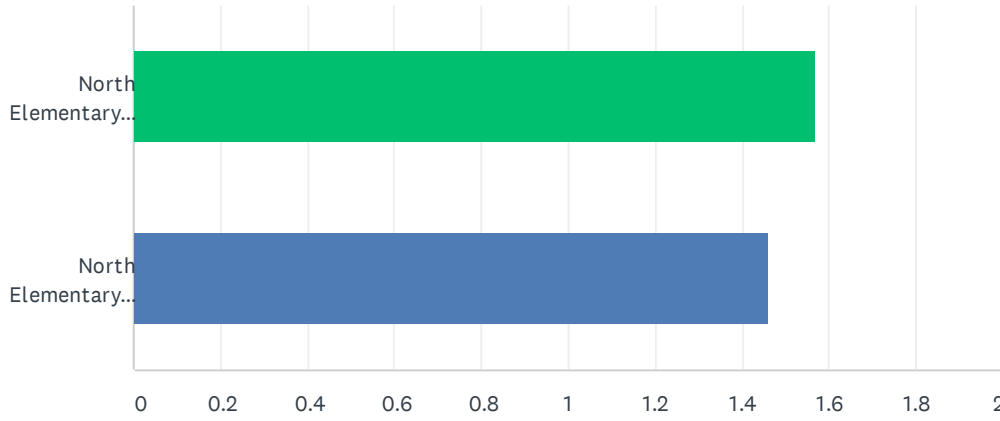
Answered: 98 Skipped: 50



	STRONGLY SUPPORT	SUPPORT	DO NOT SUPPORT	STRONGLY DO NOT SUPPORT	DON'T KNOW / NO OPINION	TOTAL	WEIGHTED AVERAGE
Option 1: Rebuild Calcott ES on-site at 600 capacity.	36.73% 36	34.69% 34	8.16% 8	9.18% 9	11.22% 11	98	2.23
Option 2: Rebuild Oceanair ES on-site at 600 capacity.	34.69% 34	34.69% 34	11.22% 11	10.20% 10	9.18% 9	98	2.24

Q17 Indicate your preferred order of priority for the above North Elementary Options (1=highest priority).

Answered: 73 Skipped: 75



	1	2	TOTAL	SCORE
North Elementary Option 1	57.14% 40	42.86% 30	70	1.57
North Elementary Option 2	45.83% 33	54.17% 39	72	1.46

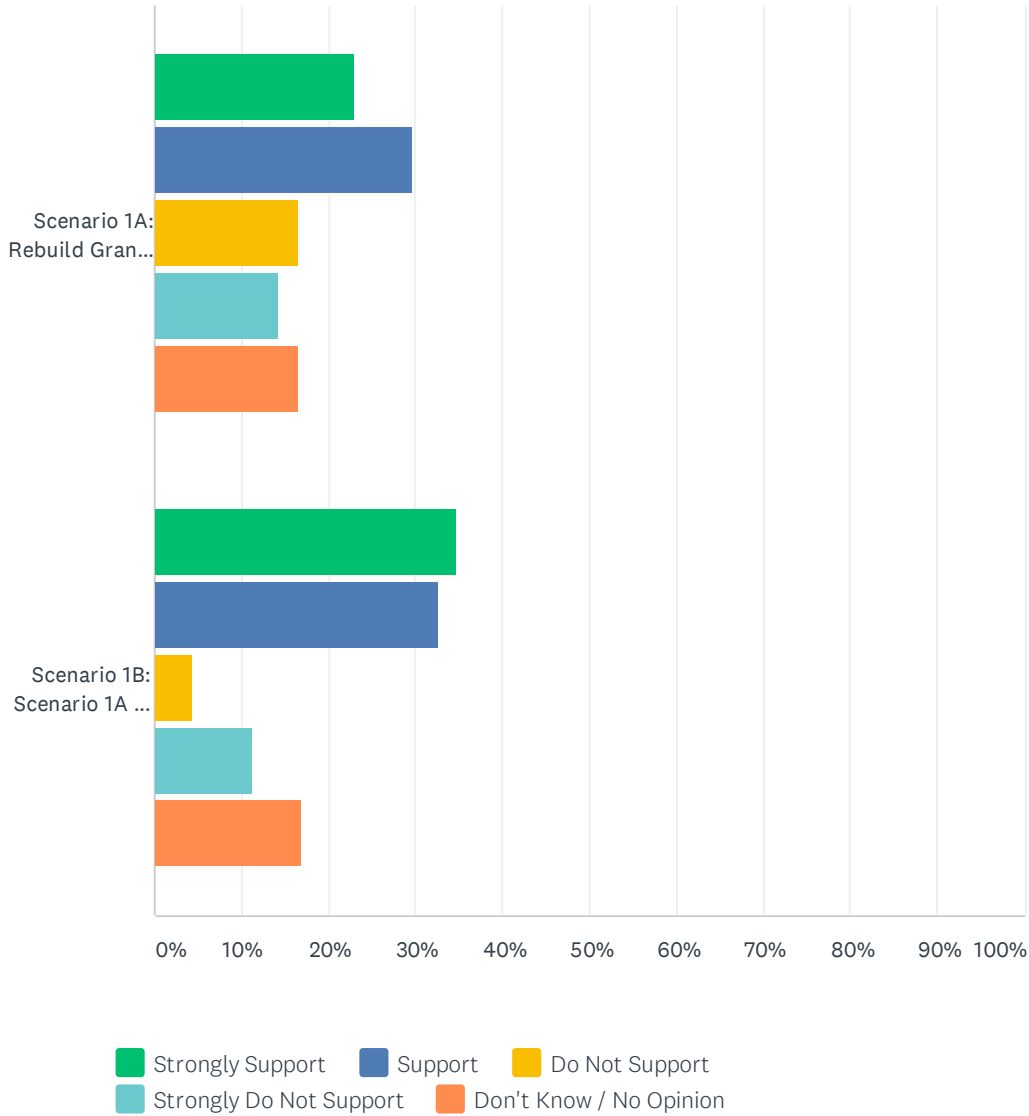
Q18 Use the space below to describe any comments and/or changes you have about the proposed North elementary school options. Please indicate which option you are referencing, if applicable.

Answered: 17 Skipped: 131

#	RESPONSES	DATE
1	Again, numbers don't seem to support increased capacity	5/8/2021 8:44 PM
2	I fully support rebuilding schools and keeping the children who would attend in their rightful place.	5/7/2021 9:30 AM
3	Calcott is over used as you know and has been for many years. Other schools are losing students and Calcott's enrollment keeps increasing. It is an old building and it has never had renovations, just patch work stuff as many other buildings have had.	5/7/2021 9:28 AM
4	N/A	5/7/2021 8:25 AM
5	Mix these schools with a diverse attendance zone so it will have racial diversity.	4/27/2021 10:32 PM
6	Keep small schools and renovate to keep families in Norfolk.	4/16/2021 12:34 PM
7	New schools	4/15/2021 8:01 PM
8	OES is in worse shape	4/14/2021 2:20 PM
9	Calcott - is high military, Purple Star school--and next door to Northside MS-- (Presents a potential 3-8) KEEP military enrollment coming :)	4/13/2021 11:59 PM
10	See question 1 in the survey. I strongly support Option 2. Make Northside MS into K-8	4/13/2021 3:51 PM
11	They both need to be re-built	4/13/2021 12:14 PM
12	ALL schools should be equipped with safety features that greatly reduce death/injury related to school shootings.	4/13/2021 10:33 AM
13	Oceanair has one of the highest amounts of students who are English learners and takes priority over Calcott.	4/13/2021 10:30 AM
14	Calcott is very much a neighborhood school and should be supported. Oceanair is close enough to Calcott, Oceanview, and Bayview ES schools for students to be rezoned.	4/13/2021 9:03 AM
15	The conditions in Calcott are not healthy for students and staff especially in the midst of a pandemic. The annex is particularly unsafe and should have been replaced long ago.	4/12/2021 9:22 PM
16	Same as before comment	4/12/2021 8:57 PM
17	Any rebuild of Calcott must keep it at or near its current location.	4/12/2021 6:12 PM

Q19 What is your level of support for the following West Elementary Scenarios:

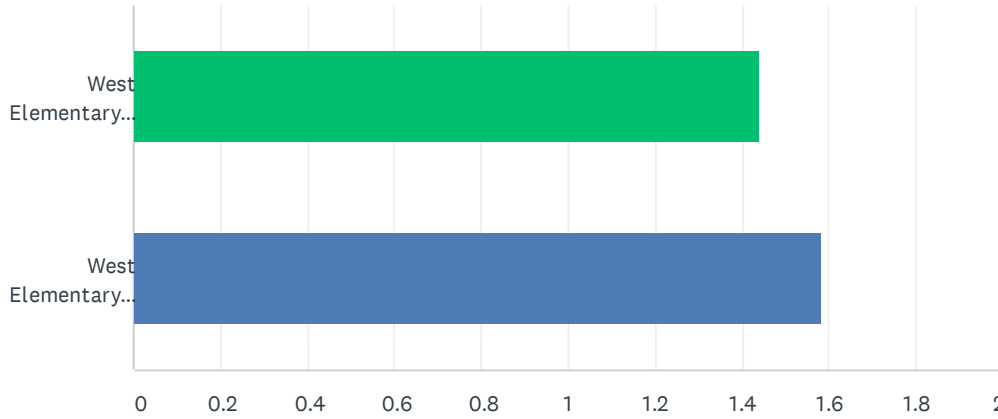
Answered: 92 Skipped: 56



	STRONGLY SUPPORT	SUPPORT	DO NOT SUPPORT	STRONGLY DO NOT SUPPORT	DON'T KNOW / NO OPINION	TOTAL
Scenario 1A: Rebuild Granby ES on-site at 600 capacity. Rezone southern portion of Granby ES (approx. 100 PK-5 students) to Monroe ES in SW planning area.	23.08% 21	29.67% 27	16.48% 15	14.29% 13	16.48% 15	91
Scenario 1B: Scenario 1A + rebuild Suburban Park ES on-site at 600 capacity.	34.83% 31	32.58% 29	4.49% 4	11.24% 10	16.85% 15	89

Q20 Indicate your preferred order of priority for the above West Elementary Scenarios (1=highest priority).

Answered: 72 Skipped: 76



	1	2	TOTAL	SCORE
West Elementary Scenario 1A	44.29% 31	55.71% 39	70	1.44
West Elementary Scenario 1B	57.75% 41	42.25% 30	71	1.58

Q21 The Division is planning to rezone a portion of Sewells Point ES to Camp Allen ES, to better balance utilization between the two schools. Please provide any feedback you feel should be considered regarding this boundary change.

Answered: 29 Skipped: 119

#	RESPONSES	DATE
1	I support using buildings in the most economically responsible way. No building should exceed its capacity when there are others that are being under utilized.	5/9/2021 6:07 PM
2	Makes sense.	5/8/2021 8:47 PM
3	Good Luck with rezoning, there will be hard feeling whatever is done.	5/8/2021 1:33 PM
4	In the current Coronavirus world, we should not be rezoning and having children travel further distances just to balance out utilization.	5/7/2021 3:03 PM
5	I have no feedback.	5/7/2021 9:34 AM
6	improved utilization is crucial to teacher:student ratio and the learning that occurs in the foundation grades. Thank you for the suggestion and I support it!	5/7/2021 9:17 AM
7	This is Absolutely Necessary. All military housing should attend Camp Allen and all self contained programs should be moved to Sewell's Point to better maintain the programs.	5/6/2021 8:43 PM
8	Agree	5/6/2021 11:36 AM
9	Agree	5/6/2021 10:55 AM
10	Rezoning is needed to have a racial diversity mix and improve facility utilization.	4/27/2021 10:36 PM
11	Sounds good	4/27/2021 8:03 AM
12	I think this should happen. The district rebuilt Camp Allen to be larger. Redistrict the base to go there.	4/24/2021 3:05 PM
13	Ensure that rezoning creates diversity	4/23/2021 9:02 AM
14	I do not agree with the redone plan. Gentrification all over again	4/17/2021 7:41 AM
15	Sounds good.	4/16/2021 12:35 PM
16	Yep	4/15/2021 8:01 PM
17	It makes sense since Camp Allen is a new facility with ample space	4/15/2021 2:14 PM
18	I do not know	4/15/2021 8:56 AM
19	Two highly successful, recognized and high-military, Purple Star student schools. Pre-K--so important to the NORFOLK NAVAL STATION--use Willoughby ECC or provide similar PreK at OVES--also both Purple Star Schools for high support to military. KEEP military student enrollment coming :)	4/14/2021 12:03 AM
20	Boundary changes are necessary and may provide both educational and social opportunities for students.	4/13/2021 10:56 PM
21	Bus scheduling and the length of time students are on the bus	4/13/2021 11:15 AM
22	Sounds good to me.	4/13/2021 10:33 AM
23	none	4/13/2021 9:31 AM
24	I think this is a great idea. Camp Allen ES is a new school. Sewells Point is an older building	4/13/2021 9:02 AM

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without a lot of windows and moving students from the school would be a move in the right direction.

25	If it gives better utilization of the space and class sizes remain relatively the same it is a good idea. If class sizes will increase then it is not a good idea because teachers will have greater needs and we already have a teacher shortage.	4/13/2021 8:46 AM
26	Children should not be bussed out of their neighborhood schools regardless of the capacity	4/12/2021 10:41 PM
27	Completely agree with this proposal.	4/12/2021 6:13 PM
28	Na	4/12/2021 6:04 PM
29	Instead of rezoning... EXPAND!! They are one of the FEW (I cannot stress that enough) schools for special education. Why not make it better instead of bussing everyone all across town like y'all already do! It's ridiculous. They need the resources. They need the room especially if the school system is not going to make other schools in Norfolk have special education programs. These poor kids deal with enough, longer bus rides bc one school doesn't offer the program is disgraceful enough and y'all want to make it even more complicated instead of expanding the school or I don't know.... make more schools offer the program?! It's insane.	4/12/2021 5:53 PM

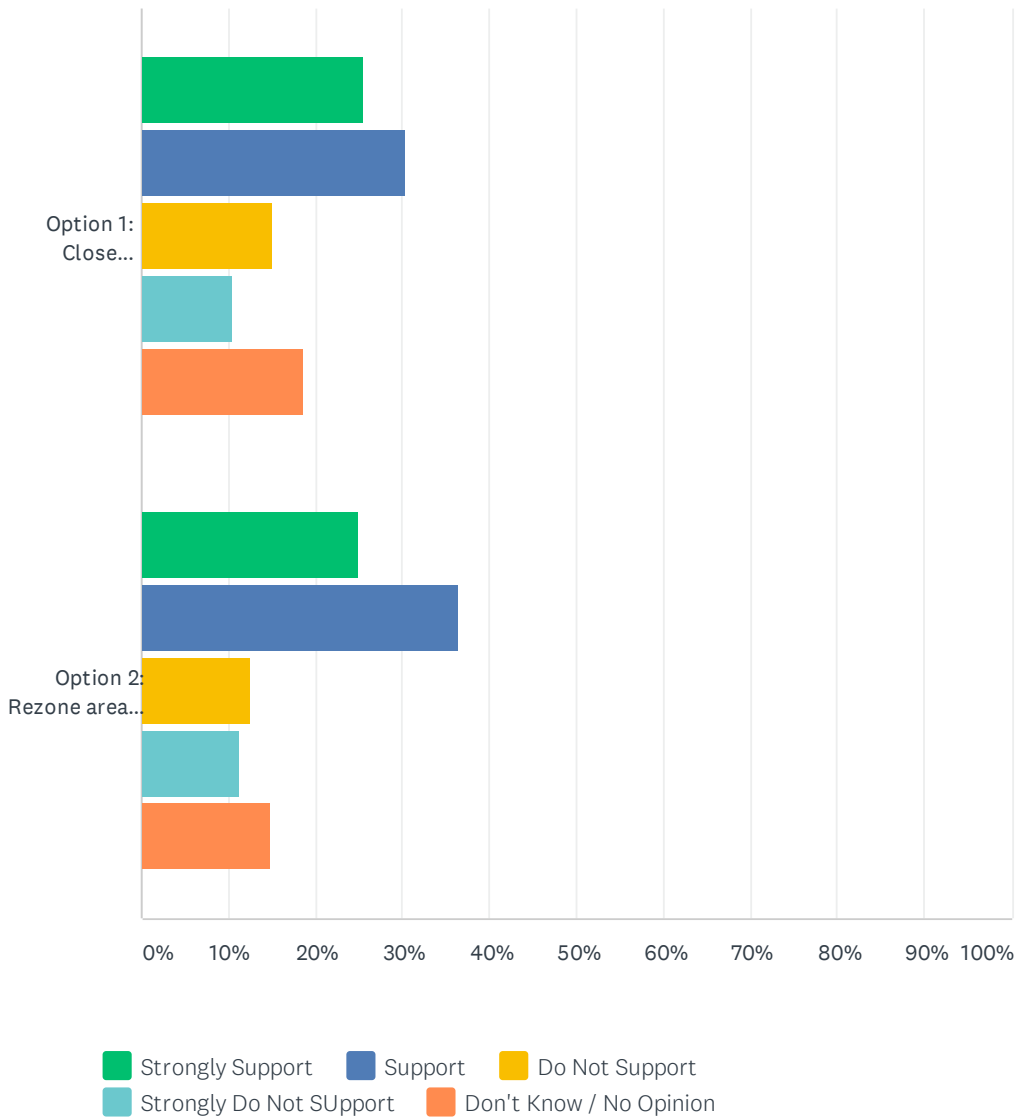
Q22 Use the space below to describe any comments and/or changes you have about the proposed West elementary school scenarios. Please indicate which scenarios you are referencing, if applicable.

Answered: 13 Skipped: 135

#	RESPONSES	DATE
1	Given underutilization, boundary changes should be undertaken and reviewed prior to building new/ replacement capacity	5/8/2021 8:47 PM
2	Both Suburban Park and Granby ES to be rebuild. Very Old.	5/7/2021 4:18 PM
3	#19 is a trick question. If I strongly do NOT support 1A, how could I choose anything for 1B that makes sense? I do not support rezoning, but I absolutely support a much needed rebuild of Suburban Park ES.	5/7/2021 9:34 AM
4	Suburban Park needs more racial diversity in the population attending that school. Black white and other ethnicities.	4/27/2021 10:36 PM
5	Please include to community and staff of buildings in design of new building. Also allow for room for growth	4/22/2021 8:34 AM
6	Keep small schools and renovate to keep families in Norfolk.	4/16/2021 12:35 PM
7	New schools	4/15/2021 8:01 PM
8	I do not know	4/15/2021 8:56 AM
9	All 6 ES-West--are very successful and highly recognized for student achievement--and strong parent/community involvement--please do not disrupt this success. 5 out these 6 schools have highly-supported military as Purple Star Schools. KEEP military student enrollment coming :) Do not send these schools' kids/families to Monroe-- send to the other Elem-West schools.	4/14/2021 12:03 AM
10	ALL schools should be equipped with safety features that greatly reduce death/injury related to school shootings.	4/13/2021 10:33 AM
11	none	4/13/2021 9:31 AM
12	Granby needs to be replaced. The windows do not close! It should be embarrassing to the district.	4/12/2021 7:16 PM
13	Suburban park elementary needs a new building. There are so many safety hazards, and the kids deserve better. Granby ES moving to James Monroe is a concern, as this may disrupt both communities and adjustments for kids that have been in the school for several years.	4/12/2021 5:21 PM

Q23 What is your level of support for the following Southwest Elementary Options:

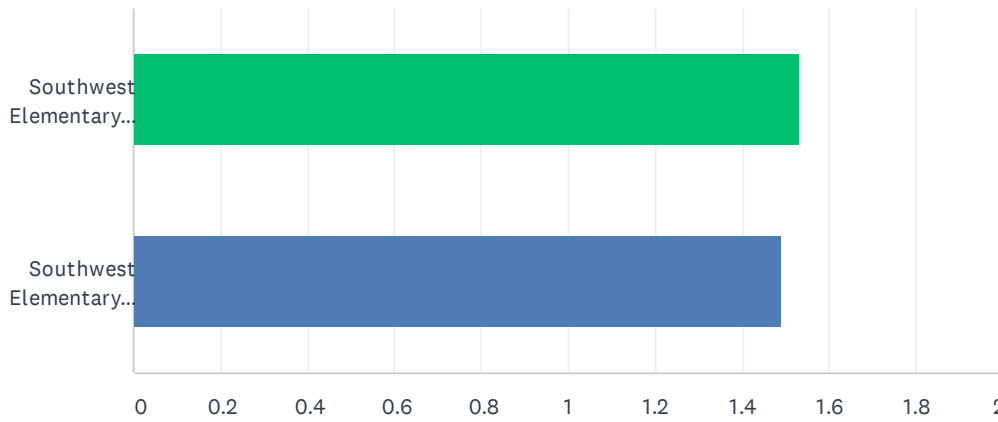
Answered: 88 Skipped: 60



	STRONGLY SUPPORT	SUPPORT	DO NOT SUPPORT	STRONGLY DO NOT SUPPORT	DON'T KNOW / NO OPINION	TOTAL
Option 1: Close Lindenwood ES and rezone to area elementary schools.	25.58% 22	30.23% 26	15.12% 13	10.47% 9	18.60% 16	86
Option 2: Rezone area elementary schools to increase utilization at Monroe ES	25.00% 22	36.36% 32	12.50% 11	11.36% 10	14.77% 13	88

Q24 Indicate your preferred order of priority for the above Southwest Elementary Options (1=highest priority).

Answered: 64 Skipped: 84



	1	2	TOTAL	SCORE
Southwest Elementary Option 1	53.23% 33	46.77% 29	62	1.53
Southwest Elementary Option 2	49.21% 31	50.79% 32	63	1.49

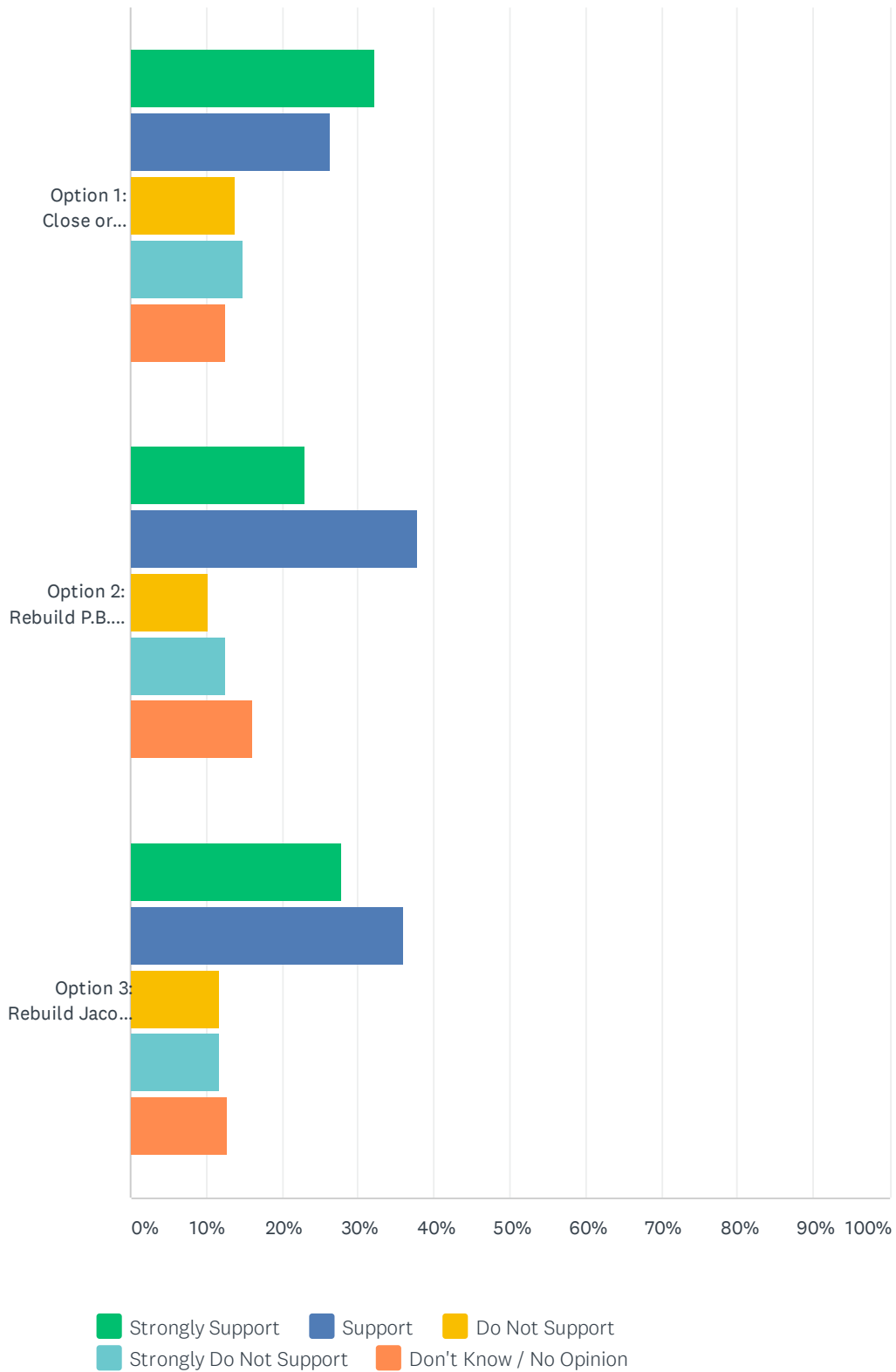
Q25 Use the space below to describe any comments and/or changes you have about the proposed Southwest elementary school options. Please indicate which option you are referencing, if applicable.

Answered: 15 Skipped: 133

#	RESPONSES	DATE
1	some concern about whether Lindenwood reasonably fits with Monroe and Taylor. would parents we engaged?	5/8/2021 8:49 PM
2	Why does it seem the city is so determined to close schools? That's shameful.	5/7/2021 9:36 AM
3	Attendance zones equity and diversity matters!!!	4/27/2021 10:38 PM
4	I understand that Lindenwood ES is being suggested for closure based on facility condition, but was location considered? It seems like the locations of Lindenwood ES and Taylor ES would better serve the Southwest elementary school population.	4/27/2021 4:37 PM
5	We need to make sure that we make our schools reflective of Norfolk's population. We should not close a predominantly black school to just move those students to another predominantly black school. Zoning has inadvertently created a lot of segregation in our community.	4/27/2021 1:41 PM
6	Do not close Lindenwood.	4/27/2021 8:05 AM
7	Consider repurposing Lindenwood for department in CAB	4/22/2021 8:36 AM
8	Keep small schools and renovate to keep families in Norfolk.	4/16/2021 12:35 PM
9	New schools	4/15/2021 8:02 PM
10	Consolidating schools is fiscally responsible, but may not be successful in the real world. All affected communities should be involved in the decision	4/15/2021 2:16 PM
11	Monroe must need more support: improve PK- pre-literacy teaching; Teacher-Assistants in Kindergarten & 1st Grade ??	4/14/2021 12:06 AM
12	ALL schools should be equipped with safety features that greatly reduce death/injury related to school shootings.	4/13/2021 10:34 AM
13	none	4/13/2021 9:31 AM
14	Monroe would need program innovation in order to attract families to that school.	4/13/2021 9:05 AM
15	My daughter goes to Taylor, and I'd love to have more students there from other areas.	4/12/2021 5:50 PM

Q26 What is your level of support for the following South Elementary Options:

Answered: 88 Skipped: 60

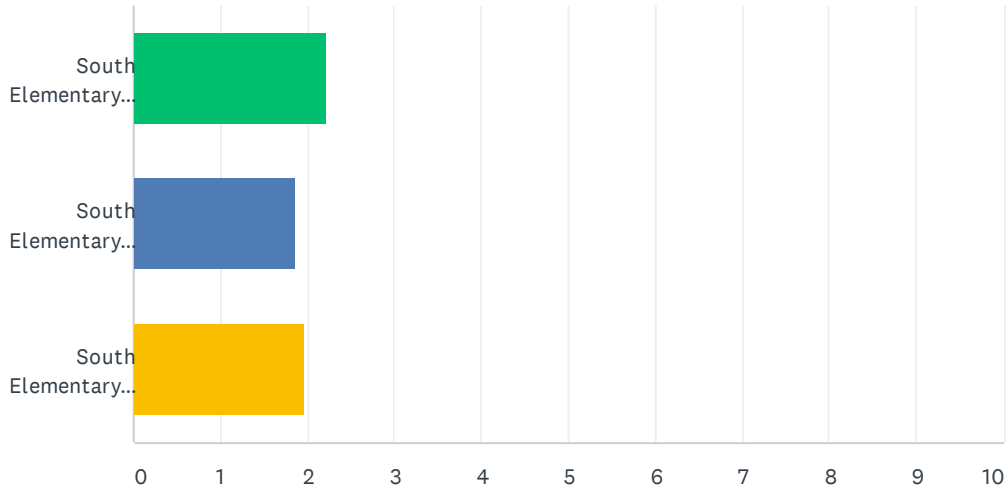


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	STRONGLY SUPPORT	SUPPORT	DO NOT SUPPORT	STRONGLY DO NOT SUPPORT	DON'T KNOW / NO OPINION	TOTAL	WEIGHTED AVERAGE
Option 1: Close or repurpose Tidewater Park. Rezone students to Ruffner Academy 3-8.	32.18% 28	26.44% 23	13.79% 12	14.94% 13	12.64% 11	87	2.49
Option 2: Rebuild P.B. Young on-site as PK-5 at 600 capacity with smaller attendance area.	22.99% 20	37.93% 33	10.34% 9	12.64% 11	16.09% 14	87	2.61
Option 3: Rebuild Jacox on-site at 800 capacity.	27.91% 24	36.05% 31	11.63% 10	11.63% 10	12.79% 11	86	2.45

Q27 Indicate your preferred order of priority for the above South Elementary Options (1=highest priority).

Answered: 69 Skipped: 79



	1	2	3	TOTAL	SCORE
South Elementary Option 1	50.75% 34	19.40% 13	29.85% 20	67	2.21
South Elementary Option 2	22.39% 15	41.79% 28	35.82% 24	67	1.87
South Elementary Option 3	28.99% 20	37.68% 26	33.33% 23	69	1.96

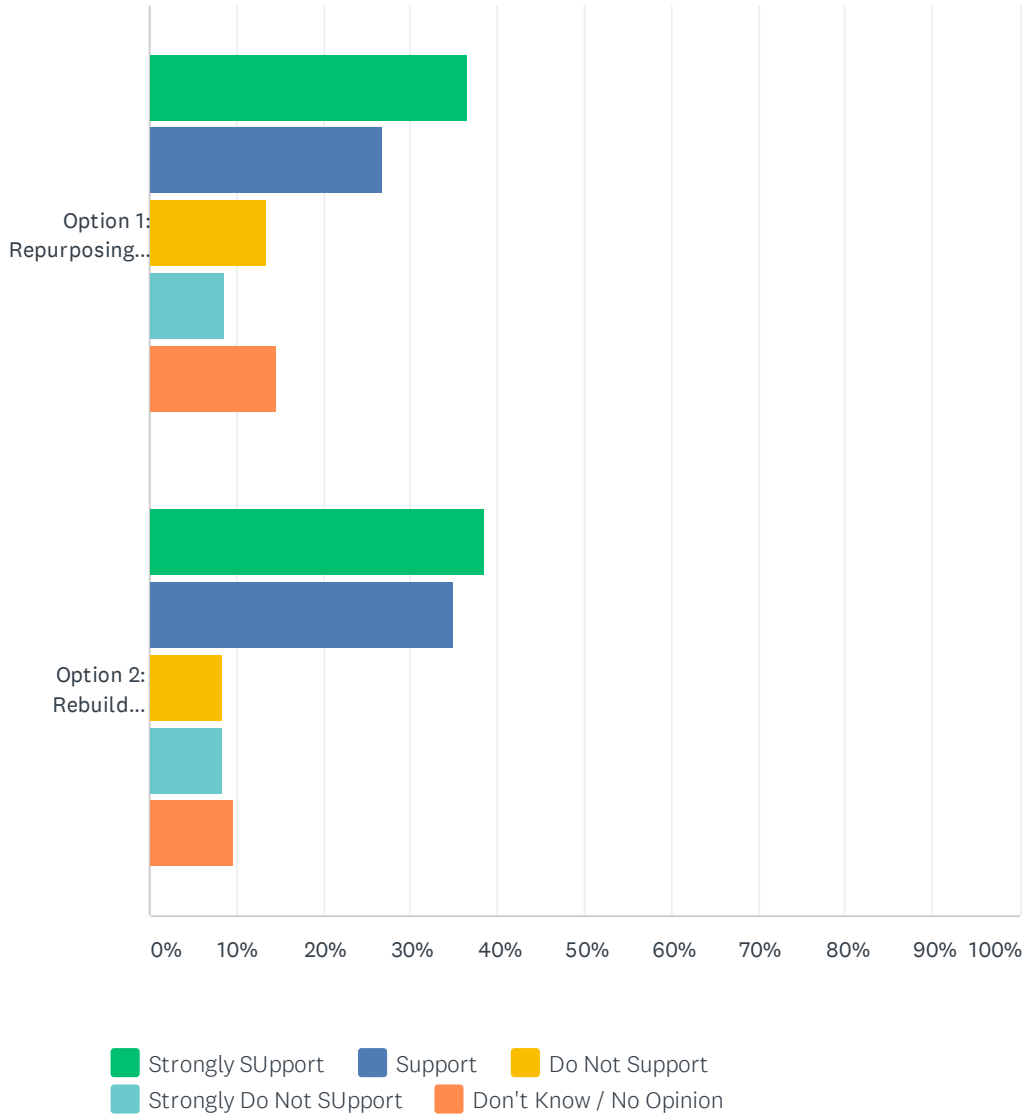
Q28 Use the space below to describe any comments and/or changes you have about the proposed South elementary school options. Please indicate which option you are referencing, if applicable.

Answered: 19 Skipped: 129

#	RESPONSES	DATE
1	Where will the Tidewater Park K-2 students go?	5/9/2021 6:09 PM
2	Need to rezone. question 3-8 model as a solution.	5/8/2021 8:51 PM
3	If these schools is going to be rebuilt are rezone they need to allow African American students to be a equal part of this opportunity. Make sure that during the rezone it does not over burden the parents and require parents to travel further distance and require more time to get students to schools	5/7/2021 3:28 PM
4	I don't support "repurposing" Tidewater Park unless the people who live there won't be displaced. If REPURPOSE means RENOVATE and LET THEM STAY, then "repurpose" away. But if repurpose means GENTRIFICATION, the city ought to ashamed of themselves.	5/7/2021 9:41 AM
5	Item # 27... if PB Young is planned to be demolished, why would we consider spend money on a new school. The same for Tidewater Park which is in the process of rebuilding. I feel the proximity of Jacox could support students from the current apartments planned to be demolished plus a lil fluff for projected students.	5/6/2021 4:36 PM
6	Not a fan of huge elementary schools. Smaller school. More focus on relationship building.	5/6/2021 11:37 AM
7	All are needed badly. These schools have been neglected for decades. Change the attendance zones and mix with predominately white neighborhoods to achieve racial diversity mix.	4/27/2021 10:41 PM
8	Rebuild PB Young and if Ruffner becomes a 3-8, allow Tidewater Park to become a Pre-k3 school. Also, remember the new population.	4/27/2021 8:11 AM
9	Keep small schools and renovate to keep families in Norfolk.	4/16/2021 12:37 PM
10	New schools	4/15/2021 8:02 PM
11	PB Young should be closed and students rezoned to other area schools. Having a school in such a confined area is not healthy for the social and emotional well-being of the community. Students need to experience diversity in their school environment.	4/15/2021 2:21 PM
12	I wish Ruffner was built other side of the highway. Build a sky-walk-over the highway ?? Get that federal infrastructure money coming-- that piece of the highway is exit/entry for federal/interstate???	4/14/2021 12:10 AM
13	Combining Jacox students at Ruffner as a 3-8 school would be beneficial to students providing them educational and social opportunities.	4/13/2021 10:58 PM
14	Close Tidewater Park and PB Young and send them to Ruffner or a new Jacox	4/13/2021 12:19 PM
15	ALL schools should be equipped with safety features that greatly reduce death/injury related to school shootings.	4/13/2021 10:35 AM
16	none	4/13/2021 9:32 AM
17	Why would PB Young be rebuilt to a 600 capacity if it is serving a smaller attendance area?	4/13/2021 9:06 AM
18	Jacox is a former middle school with lockers in the hallways. Classroom sizes are different in each wing of the building. The current layout creates issues with student movement throughout the building and the amount of leaks from the roof and windows is unacceptable.	4/13/2021 9:04 AM
19	Option 3. The age of a school building should be considered. Jacox was built in 1942. It's 2021	4/12/2021 6:52 PM

Q29 What is your level of support for the following SE Elementary Options:

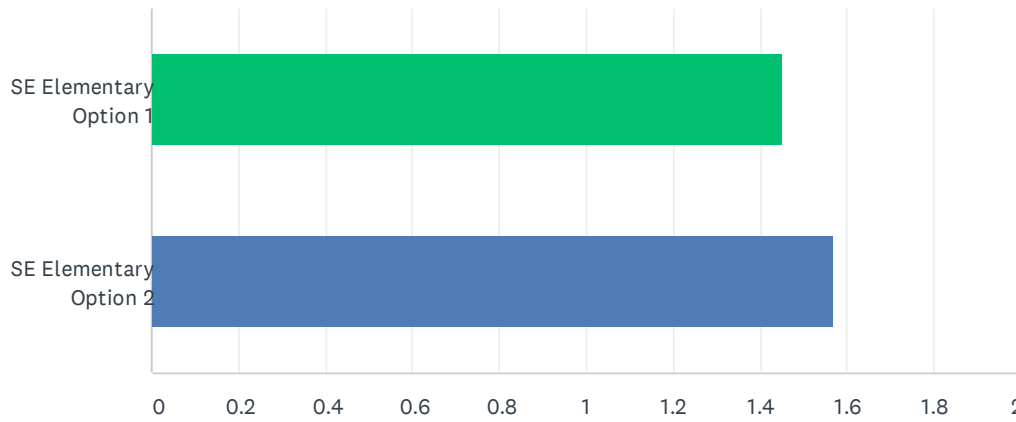
Answered: 84 Skipped: 64



	STRONGLY SUPPORT	SUPPORT	DO NOT SUPPORT	STRONGLY DO NOT SUPPORT	DON'T KNOW / NO OPINION	TOTAL
Option 1: Repurposing Fairlawn as PK Center.	36.59% 30	26.83% 22	13.41% 11	8.54% 7	14.63% 12	82
Option 2: Rebuild Ingleside ES and Sherwood Forest ES on-site at 600 capacity. Potential rezoning to area elementary schools to balance utilization.	38.55% 32	34.94% 29	8.43% 7	8.43% 7	9.64% 8	83

Q30 Indicate your preferred order of priority for the above SE Elementary Options (1=highest priority).

Answered: 63 Skipped: 85



	1	2	TOTAL	SCORE
SE Elementary Option 1	45.00% 27	55.00% 33	60	1.45
SE Elementary Option 2	57.14% 36	42.86% 27	63	1.57

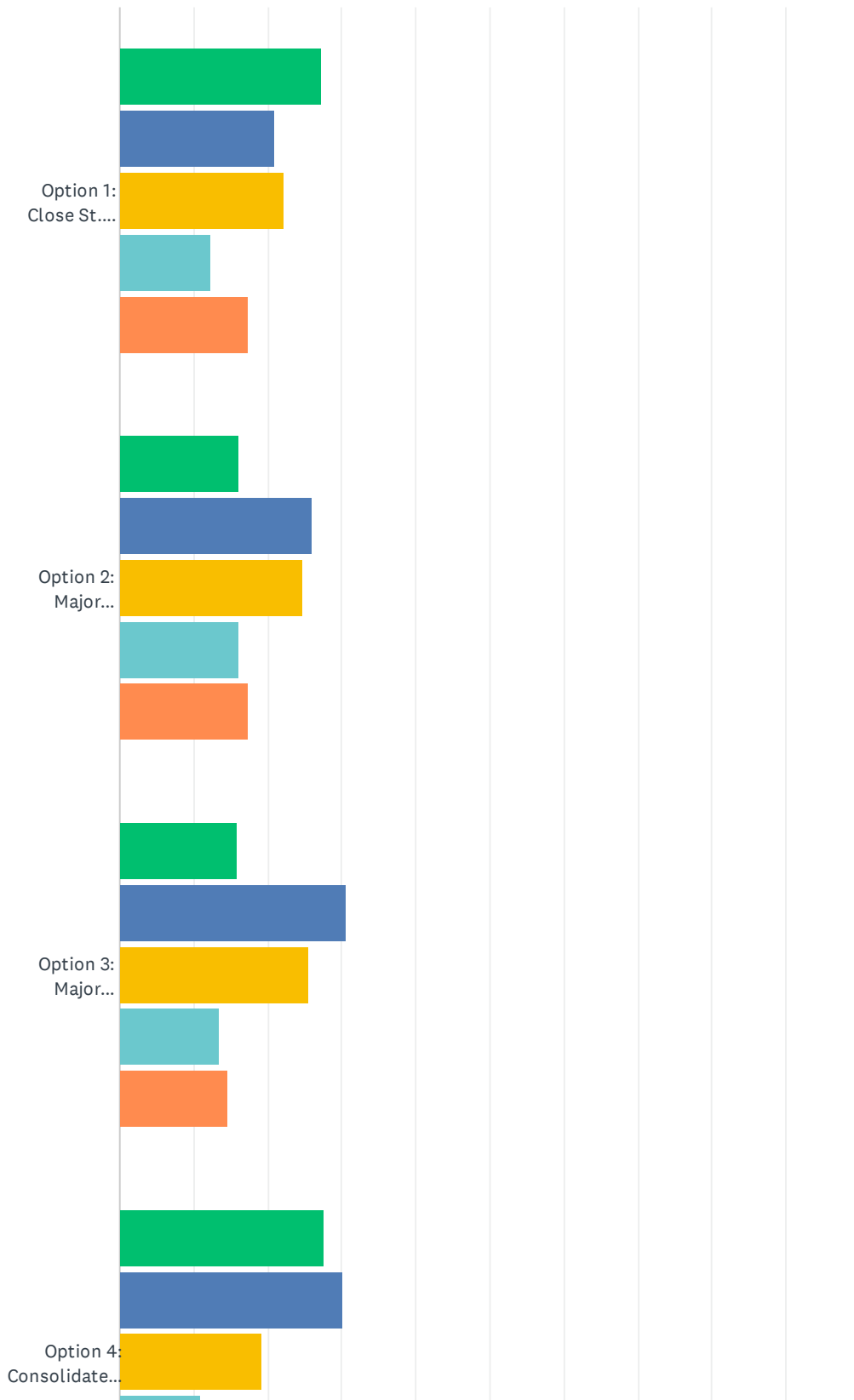
Q31 Use the space below to describe any comments and/or changes you have about the proposed SE elementary school options. Please indicate which option you are referencing, if applicable.

Answered: 16 Skipped: 132

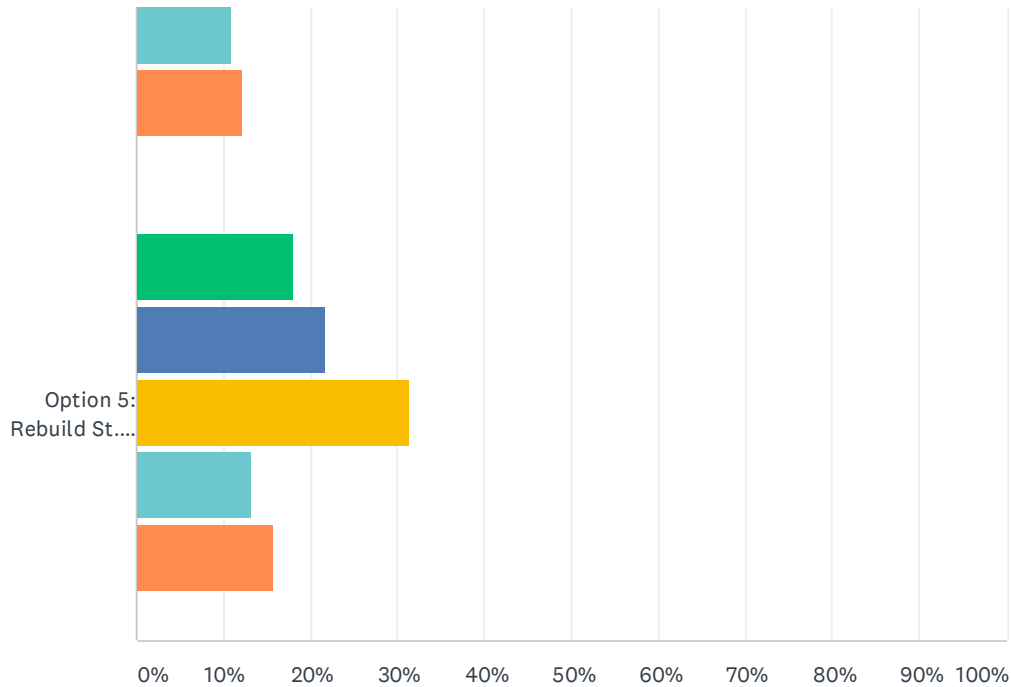
#	RESPONSES	DATE
1	I think including prek students in the same building as K-5 or K-8 students. This makes more sense as its less impactful if there are changes in funding or enrollment.	5/9/2021 6:10 PM
2	Probably need to rebuild one and examine capacity prior to more rebuilding.	5/8/2021 8:53 PM
3	Even though Fairlawn would work well as a PK Center, Easton should be renovated and remain a specialty school. Those children need their own very special school and they are well loved at EASTON	5/8/2021 1:37 PM
4	Rebuild Ingleside and Sherwood	5/5/2021 3:05 PM
5	Keep Easton Preschool.	4/27/2021 11:01 PM
6	Keep small schools and renovate to keep families in Norfolk.	4/16/2021 12:37 PM
7	New schools	4/15/2021 8:03 PM
8	Sherwood Forest needs attention the most	4/14/2021 4:33 PM
9	1st--Rebuild Sherwood ES-- then other schools, Ingleside.	4/14/2021 12:11 AM
10	Need even more PreKs in our district to increase reading levels in all the subsequent grades.	4/13/2021 10:59 PM
11	Sherwood Forest 100% has to be re-built. Ingleside needs new facilities to go with the new gym and create synergy with parks and Rec to close the old Rec Center	4/13/2021 12:22 PM
12	ALL schools should be equipped with safety features that greatly reduce death/injury related to school shootings.	4/13/2021 10:35 AM
13	none	4/13/2021 9:33 AM
14	I did not see any mention of Easton Preschool in the presentation. Is the suggestion of making Fairlawn a PreK center an effort to move students from Easton to Fairlawn?	4/13/2021 9:05 AM
15	We do not need a ok school under any circumstances	4/12/2021 7:23 PM
16	Sherwood Forest is in terrible shape with major water issues.	4/12/2021 5:54 PM

Q32 What is your level of support for the following Southside Elementary Options:

Answered: 83 Skipped: 65



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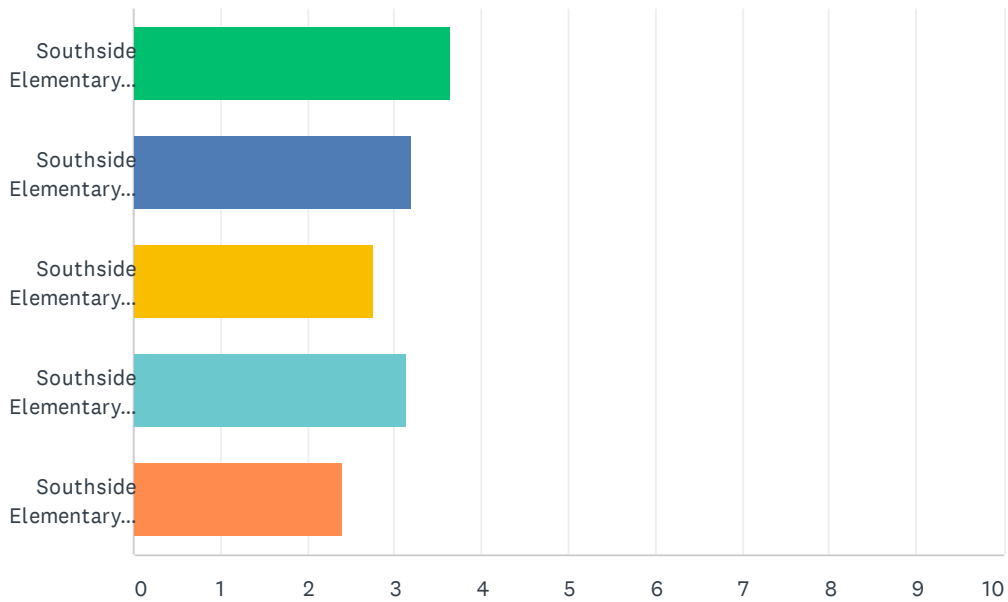


■ Strongly Support
 ■ Support
 ■ Do Not Support
■ Strongly Do Not Support
 ■ Don't Know / No Opinion

	STRONGLY SUPPRT	SUPPORT	DO NOT SUPPORT	STRONGLY DO NOT SUPPORT	DON'T KNOW / NO OPINION	TOTAL	WEIGHTED AVERAGE
Option 1: Close St. Helena ES and rezone to Southside STEM Academy.	27.16% 22	20.99% 17	22.22% 18	12.35% 10	17.28% 14	81	2.72
Option 2: Major renovation at St. Helena ES.	16.05% 13	25.93% 21	24.69% 20	16.05% 13	17.28% 14	81	2.93
Option 3: Major renovation at Berkeley/Campostella ECC.	15.85% 13	30.49% 25	25.61% 21	13.41% 11	14.63% 12	82	2.80
Option 4: Consolidate Berkeley / Campostella ECC into Southside STEM Academy.	27.71% 23	30.12% 25	19.28% 16	10.84% 9	12.05% 10	83	2.49
Option 5: Rebuild St. Helena ES on-site at 500 capacity. Consolidate Berkeley / Campostella ECC into new St. Helena ES	18.07% 15	21.69% 18	31.33% 26	13.25% 11	15.66% 13	83	2.87

Q33 Indicate your preferred order of priority for the above Southside Elementary Options (1=highest priority).

Answered: 60 Skipped: 88



	1	2	3	4	5	TOTAL	SCORE
Southside Elementary Option 1	42.86% 24	16.07% 9	17.86% 10	7.14% 4	16.07% 9	56	3.63
Southside Elementary Option 2	8.93% 5	37.50% 21	28.57% 16	14.29% 8	10.71% 6	56	3.20
Southside Elementary Option 3	7.14% 4	14.29% 8	33.93% 19	37.50% 21	7.14% 4	56	2.77
Southside Elementary Option 4	19.64% 11	28.57% 16	10.71% 6	28.57% 16	12.50% 7	56	3.14
Southside Elementary Option 5	26.32% 15	3.51% 2	7.02% 4	10.53% 6	52.63% 30	57	2.40

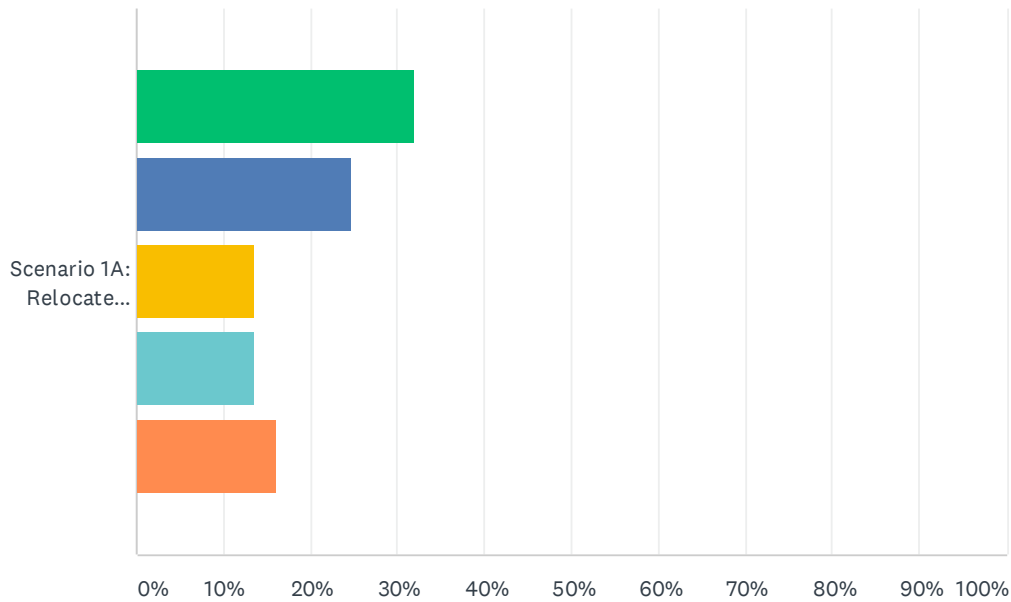
Q34 Use the space below to describe any comments and/or changes you have about the proposed Southside elementary school options. Please indicate which option you are referencing, if applicable.

Answered: 12 Skipped: 136

#	RESPONSES	DATE
1	I think closing St. Helena destroys such a valuable community bond.	5/9/2021 6:14 PM
2	need to retain more than one facility in this area.	5/8/2021 8:56 PM
3	There needs to be a full STEM program at the Southside STEM Academy. That school if it had a true STEM program drawing students in from all of Norfolk would be at capacity. The way it is now that will never happen, STEM needs to be removed from its name until it serves all of NORFOLK as a CHOICE school for the remaining 30%	5/8/2021 1:42 PM
4	depending on funds. highly recommend rebuilding Norfolk Elementary schools.	5/7/2021 6:47 PM
5	Attendance zones matter! Rebuild these schools.	4/27/2021 11:06 PM
6	consolidation should be the first line before renovation	4/27/2021 1:42 PM
7	Keep small schools and renovate to keep families in Norfolk.	4/16/2021 12:38 PM
8	ECC would be more compatible with St. Helena ES. There should be more than one option for the Southside area residents.	4/15/2021 2:23 PM
9	Need higher early literacy achievement for BECC and St. Helena, and Stem Academy	4/14/2021 12:24 AM
10	I would rather rebuild St Helena because Berkley needs a school, but it makes more sense to put everybody into Southside STEM as a one stop shop	4/13/2021 12:28 PM
11	ALL schools should be equipped with safety features that greatly reduce death/injury related to school shootings.	4/13/2021 10:37 AM
12	none	4/13/2021 9:34 AM

Q35 What is your level of support for the following scenario for Madison Alternative Center:

Answered: 81 Skipped: 67



■ Strongly Support
 ■ Support
 ■ Do Not Support
■ Strongly Do Not Support
 ■ Don't Know / No Opinion

	STRONGLY SUPPRT	SUPPORT	DO NOT SUPPORT	STRONGLY DO NOT SUPPORT	DON'T KNOW / NO OPINION	TOTAL	WEIGHTED AVERAGE
Scenario 1A: Relocate Madison Alternative Center to Coronado Open Campus facility in fall of 2021.	32.10% 26	24.69% 20	13.58% 11	13.58% 11	16.05% 13	81	2.57

Q36 Use the space below to describe any comments and/or changes you have about the proposed scenario for Madison Alternative Center.

Answered: 21 Skipped: 127

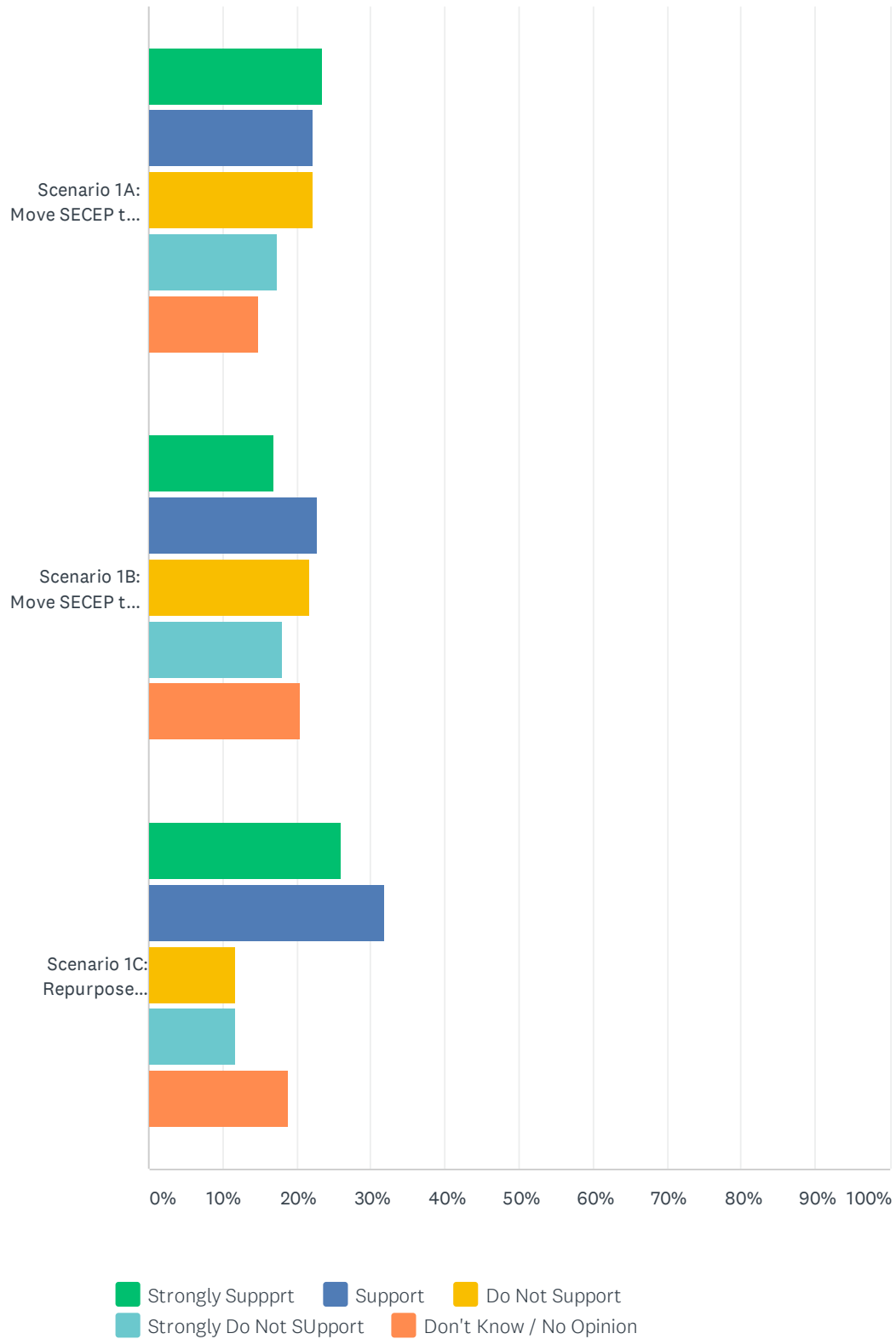
#	RESPONSES	DATE
1	Where is the coronado open facility	5/9/2021 6:15 PM
2	Why hasn't this been done? What is Coronado being used for currently?	5/8/2021 8:57 PM
3	OUR Alternative Students need a similar facility that is in Virginia Beach. NOT shifted to another old building that is presently being used for storage. Go back to the first question about EQUITY. You would not put Discovery at Lakewood at Coronado or any other decrepitated building, would you?? Put this program and SECEP into Military Circle or MacArthur Center where transportation and jobs are. SECEP needs a huge space to better serve its fragile students with very serious needs.	5/8/2021 1:51 PM
4	As I stated before, I believe that the admin department should also be relocated to the SAME facility as MAC so that the district administration can have a meaningful impact in student learning/mentoring. It would also improve parking situation over the current CAB situation.	5/7/2021 9:20 AM
5	It would be helpful to let stakeholders know where Coronado is located. Not everyone knows where all the facilities are and you could probably get better input.	5/7/2021 8:17 AM
6	Unless there are other unoccupied schools that will be less costly to prepare for this scenario.	5/6/2021 4:45 PM
7	Agree.	5/6/2021 11:38 AM
8	Not a good idea. Find a space to build a new school.	4/27/2021 11:07 PM
9	If we keep closing up NPS buildings, we won't have sites to house the kids when the population increases.	4/27/2021 8:33 AM
10	As high school students are ready to return to school, provide an option for a transition program with ongoing support at Norview High School to assist them in getting off to a fresh start.	4/25/2021 12:20 PM
11	Madison is crumbling.	4/16/2021 12:39 PM
12	Place those students back into their designated school.	4/16/2021 7:37 AM
13	If the facility is better than the current location, it makes sense to move it. Students who attend Madison come from all over the district so it is not as much of an issue if it is moved.	4/15/2021 2:25 PM
14	In order to provide a suitable educational space, the Madison Alternative Center deserves to be in a building that is safe, clean, and provides opportunities for the students.	4/13/2021 11:00 PM
15	Norfolk needs a school like Renaissance Academy in Va Beach, combine it into NTC, so kids can learn a trade.	4/13/2021 12:30 PM
16	ALL schools should be equipped with safety features that greatly reduce death/injury related to school shootings.	4/13/2021 10:37 AM
17	repurpose madison	4/13/2021 9:35 AM
18	Coronado needs a lot of work. The last time I drove past the building it looked like it had fallen in disrepair. There is a great need for a new parking lot, windows, and various other projects.	4/13/2021 9:09 AM
19	It would be good to move Madison away from such a busy area of Norfolk to a quieter location.	4/13/2021 9:07 AM
20	I don't think Madison has ever been effective. I think we need a whole new perspective on how to serve these students.	4/12/2021 6:53 PM
21	The Coronado Open campus is not designed to house students that are disruptive. Coronado Open Campus is for those students that find the traditional High School program incompatible	4/12/2021 6:20 PM

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with their situation and can benefit from a more flexible program, are self-motivated, and are not disruptive in school. Madison Alternative houses those students that are disruptive or dangerous in a traditional High School environment and need a different support structure to move them from destructive behavior to behaviors that promote learning. Putting these two populations together would be a dis-service to those seeking to complete their education but otherwise cannot in a traditional high school classroom.

Q37 What is your level of support for the following scenario for SECEP:

Answered: 86 Skipped: 62



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	STRONGLY SUPPRT	SUPPORT	DO NOT SUPPORT	STRONGLY DO NOT SUPPORT	DON'T KNOW / NO OPINION	TOTAL	WEIGHTED AVERAGE
Scenario 1A: Move SECEP to space in Military Circle Mall.	23.46% 19	22.22% 18	22.22% 18	17.28% 14	14.81% 12	81	2.78
Scenario 1B: Move SECEP to Norfolk Technical Center (only if CTE is consolidated at Booker T Washington HS or Lake Taylor HS).	16.87% 14	22.89% 19	21.69% 18	18.07% 15	20.48% 17	83	3.02
Scenario 1C: Repurpose Fairlawn ES for SECEP (if not being used as a PK Center).	25.88% 22	31.76% 27	11.76% 10	11.76% 10	18.82% 16	85	2.66

Q38 Use the space below to describe any comments and/or changes you have about the proposed scenarios for the SECEP program.

Answered: 18 Skipped: 130

#	RESPONSES	DATE
1	A new Richard Bowling was built due to facility inadequacy. Why was it ever occupied with special needs students? Would using another old building be any more permanent a solution?	5/8/2021 8:59 PM
2	SECEP needs more space that is offered. Norfolk Technical Center serves an important need for Norfolk and the region. Probably the best-utilized site with its night school program.	5/8/2021 1:53 PM
3	Not to sure about moving Norfolk Technical Center. unless low student enrollment at some of the high schools. either way we need those programs. and we need to renovate or rebuild the industries. we can do it norfolk!	5/7/2021 6:49 PM
4	As long as this is only for the RE-ed, Traap programs. Students in SECEP are NPS students and should have every opportunity to be in the school systems with their peers.	5/7/2021 10:37 AM
5	Renovated the old Bowling Park ES. Stop overcrowding the kids in classrooms.	4/27/2021 8:34 AM
6	Keep small schools and renovate to keep families in Norfolk.	4/16/2021 12:39 PM
7	Don't know enough about the other facilities to make a decision. Wherever it is housed, the facility should be designed with the special needs of the students and staff in mind.	4/15/2021 2:27 PM
8	Utilize the mall space is a great idea	4/14/2021 7:20 PM
9	I believe the CTE Center is a great fit for the Booker T. Washington site and illustrates the NPS priorities and the profile of a graduate in Virginia. The current center would be a great new home for the SECEP program.	4/13/2021 11:02 PM
10	Move them into Cornado or the mall.	4/13/2021 12:31 PM
11	Please do this. I'm hoping to get my son into SECEP. Busing should also be a consideration	4/13/2021 11:20 AM
12	ALL schools should be equipped with safety features that greatly reduce death/injury related to school shootings.	4/13/2021 10:38 AM
13	none	4/13/2021 9:35 AM
14	If St. Helena is renovated and repurposed is that building large enough to accomodate the SECEP program?	4/13/2021 9:06 AM
15	Secep should be included into out schools... in va beach they have wings for SECEP. This way students with disabilities can educated in the same building with students without disabilities. We are talking about 9 years from now. We want to TEACH tolerance and ACCEPTANCE and it's kinda hard to do that if students are not exposed to students with disabilities.	4/12/2021 9:12 PM
16	We do not need a ok location, move students based on location based SOLELY on location	4/12/2021 7:24 PM
17	All SECEP classes should be housed in its own freestanding self-contained building. We should also better utilize are allotted seating at SECEP. We pay a great deal of money for this program, and yet it is not fully utilized.	4/12/2021 6:56 PM
18	Putting any educational program in Military Circle is a temporary fix. The city will always seek to make that property profitable and any civic function put there will eventually have to be moved. Better to locate SECEP in a location that has permanence from the start.	4/12/2021 6:23 PM

Q39 Please provide any additional comments about the options or scenarios for the NPS Facility Master Plan that you were unable to provide in the previous questions.

Answered: 26 Skipped: 122

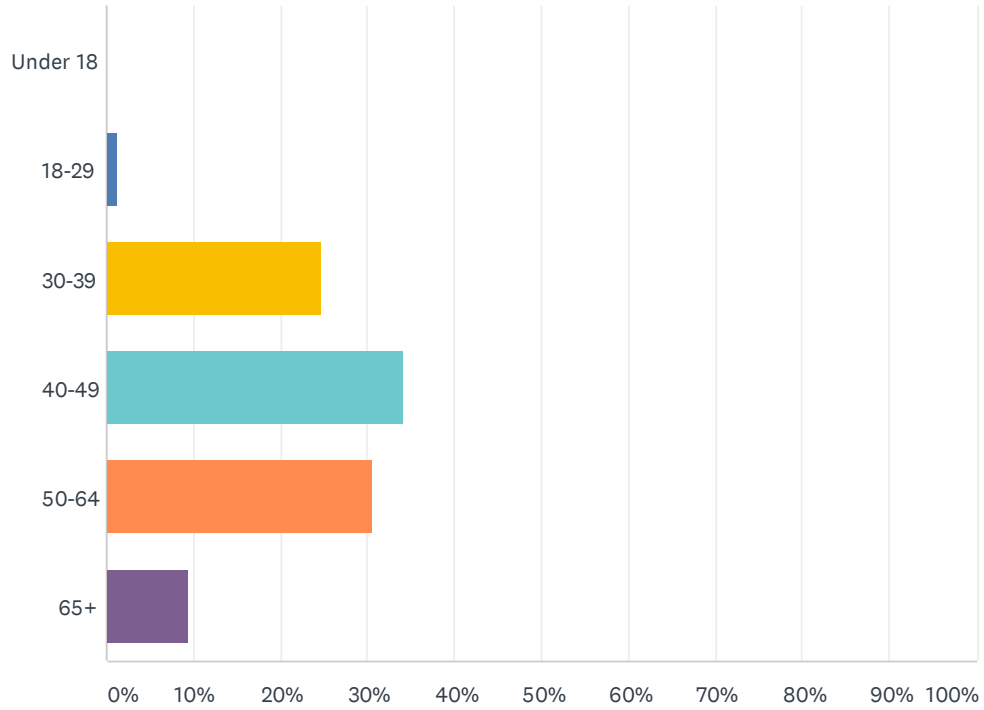
#	RESPONSES	DATE
1	The first step should be to re-affirm schools which were recommended for closing five years ago. Nothing is ever finalized by NPS school board. Students and citizens deserve better.	5/8/2021 9:01 PM
2	They have been talking CTE for 14 years, had a study that picked Lake Taylor, and now that recommendation which is even more applicable. So why do we have consultants when no one listens to them or provide funding. CTE's purpose is not to make St. Paul's Quadrant look better but to serve ALL students of NORFOLK first!!! OUR present consultants recommend \$16M each year to barely maintain our schools much less IMPROVE the deplorable conditions in our schools YET when the school board asked for \$16 Million (way too little) NPS got \$9 Million. In the 5 year plan, that is the amount (\$9m) it will get for 4 years and then it goes back to \$3 million. Really? our needs are less in 4 years. Little support for our schools by the City Council and the community puts up with that! Also, why was there so little done to Lake Taylor Middle before bringing in the students. They did not do that to Discovery at Lakewood. There is a need for preIB space and there could have been that at Lake Taylor but we did not get the support for that. Think about it. Fairlawn and Popular Halls students have been shifted around and then shifted again each time without communication with their teachers and community. Instead of selling an idea, they were told what would happen to their children.	5/8/2021 2:06 PM
3	I am a proud graduate of NPS. I also live in Norfolk and have children that attend NPS schools and sadly the building is the same as they were 20-30 years ago. Its no surprise teachers come and go all the time from NPS. the programs and schools are good. but we have to rebuild and renovate the schools. Norfolk does so much to rebuild downtown and other programs. let's focus on the children and bringing families back to Norfolk. Also keeping teachers to! Most importantly having the best technology in the 757. Thank you!	5/7/2021 6:53 PM
4	If Norfolk wants to keep families from moving to other districts, then they will have to find funding for these projects, especially to keep up with the future of education to prepare students for the real world. Education is going to look quite different I think after this pandemic year, and school systems need to make the upgrades or lose enrollment which in turn loses money from the state.	5/7/2021 9:32 AM
5	Having a sportsplex complex at MHS or even Lake Taylor makes sense for the community. It is a potential money maker - also a site for emergency shelter. I strongly believe that we need to create more mentorship opportunities for central administration.	5/7/2021 9:23 AM
6	Address the problems within the community that is causing the under enrollment we know is out of balance with the total population. That will allow you to address the schooling. Clearly, Norfolk's educational infrastructure is out of balance with the needs of the community, and it is showing!	5/7/2021 8:28 AM
7	More information about locations needs to be provided. You work and deal with this every day, not everyone does. Transparency and knowledge is key to any decision.	5/7/2021 8:20 AM
8	I believe you all should consider Chesterfield Academy in the rebuilding or renovations	5/7/2021 8:17 AM
9	Do not close Tarrallton!	5/7/2021 8:08 AM
10	Recommend a school bus-route model for rezoning suggestions; especially for elementary schools - neighborhood schools are important.	4/27/2021 4:44 PM
11	Is the city planning team working with you? This impacts the entire city and collaboration is important. The city and the school district could have worked on the St. Paul's Project. Work together for a brighter future.	4/25/2021 12:29 PM

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12	Keep small schools and renovate to keep families in Norfolk.	4/16/2021 12:39 PM
13	New schools	4/15/2021 8:04 PM
14	I do not know the schools situation, I am not familiar with the city of Norfolk nor its school divisions. I understand that the whole needs a lots of help	4/15/2021 9:00 AM
15	These plans should be prioritized by NEEDS not color or wealth in that district...ALL THESE CHILDREN ARE OUR FUTURE	4/14/2021 4:36 PM
16	Thank you for community survey and zoom meetings.	4/14/2021 12:25 AM
17	Folks have to think 50 years into the future and see how decisions made now, will affect future generations. Also be flexible enough to allow community based schools and also allow open campuses for parents who can drive to their preferred school.	4/13/2021 12:34 PM
18	Thank you for your consideration in seeking input from the community in taking on this very needed, necessary & vital task of rebuilding NPS.	4/13/2021 10:39 AM
19	none	4/13/2021 9:35 AM
20	There needs to be a plan on how to maintain the buildings within the school division (long term maintenance plan). The lack of a long term school maintenance plan is the reason why we have so many buildings that need major renovations or complete rebuilds. Sending our children into some of these buildings is unacceptable.	4/13/2021 9:10 AM
21	Buildings are a problem but the bigger problem with NPS is lack of focus on educating the children and preparing them for success and too much focus on testing results, making bench marks and not creating a plan that fits our area vs trying to fall in line with the mainstream ideas. Ten plus years ago Norfolk had a winning strategy but once leadership started looking to mainstream ideas and curriculum they lost side of the student	4/12/2021 10:48 PM
22	Please dont forget about how you can include people with disabilities, or better yet.... ASK YOURSELF WHEN MAKING THIS DECISION WILL I BE EXCLUDING STUDENTS WITH DISABILITIES. Thank you	4/12/2021 9:16 PM
23	So up-economic and race need to be ignored totally. Focus SOLELY on students location and move staff and faculty to meet the needs of ALL students focusing on rebuilding the system on neighborhoods	4/12/2021 7:26 PM
24	Again I think we need to look at utilizing MacArthur center and military circle. We need to think beyond the sensitivities of those with a soft spot for historical buildings. We need to completely rebuild Maury as a priority, close under used to schools and combine districts. We need to take a closer look at the fact that Norfolk's tax base is decreasing as well as its population. We need to be good stewards of taxpayer money and make student safety a priority. We need to stop spending money on studies and then not follow the results of those studies.	4/12/2021 6:59 PM
25	As the decision is made to renovate or rebuild: Ask teachers for their needs. If renovating: consider adding "wings" to buildings to create more space In facilities. HS Music teachers need their own rooms for their subject areas, ensure that auditoriums are on the same level as content areas that use them both. Consider looking at Moe & Gene Johnson HS in Texas for a great model of what a state of the art facility looks like.	4/12/2021 5:26 PM
26	I believe that Tarrallton could be repurposed to the take on another school or program.	4/12/2021 5:21 PM

Q40 Age

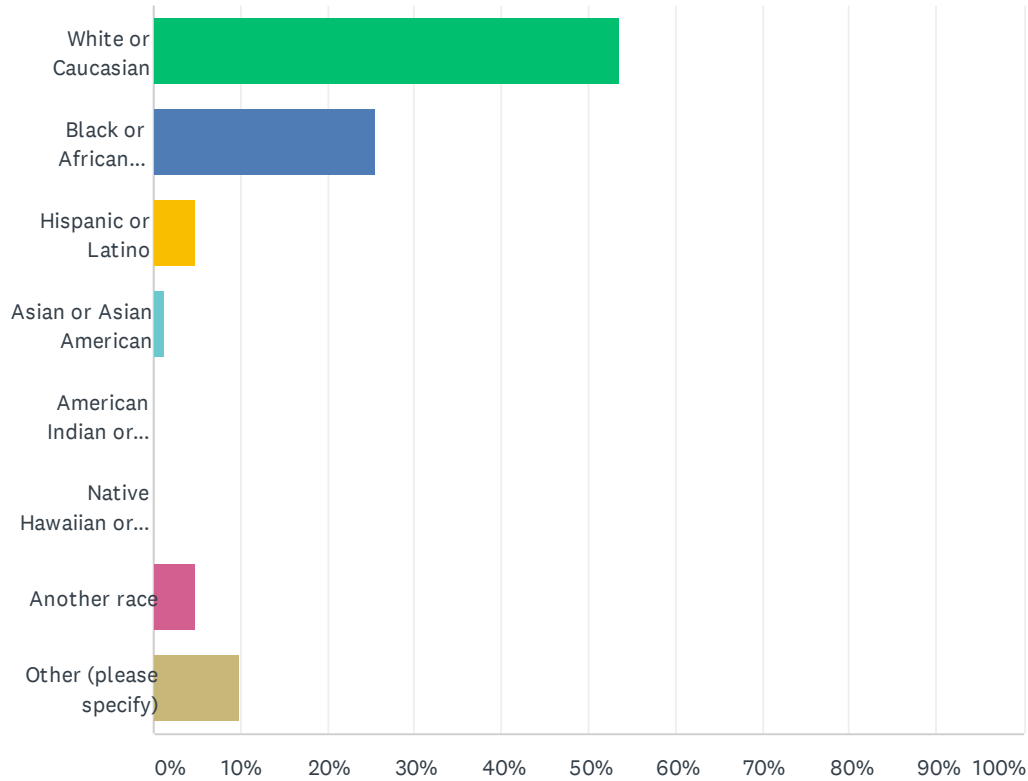
Answered: 85 Skipped: 63



ANSWER CHOICES	RESPONSES	
Under 18	0.00%	0
18-29	1.18%	1
30-39	24.71%	21
40-49	34.12%	29
50-64	30.59%	26
65+	9.41%	8
TOTAL		85

Q41 Ethnicity

Answered: 82 Skipped: 66



ANSWER CHOICES	RESPONSES	
White or Caucasian	53.66%	44
Black or African American	25.61%	21
Hispanic or Latino	4.88%	4
Asian or Asian American	1.22%	1
American Indian or Alaska Native	0.00%	0
Native Hawaiian or other Pacific Islander	0.00%	0
Another race	4.88%	4
Other (please specify)	9.76%	8
TOTAL		82

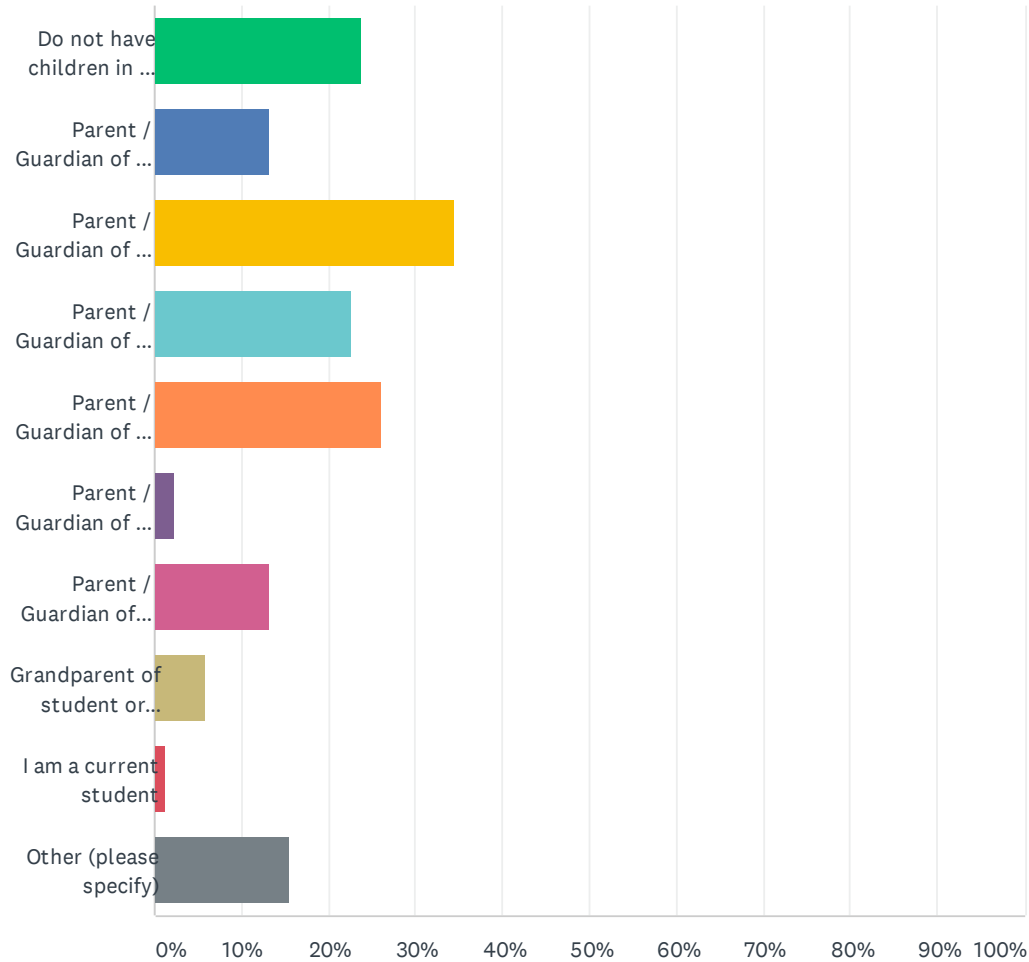
#	OTHER (PLEASE SPECIFY)	DATE
1	I decline to provide this information	5/9/2021 6:18 PM
2	Caucasian and Native American	5/7/2021 12:30 PM
3	Bi-racial	4/25/2021 12:30 PM
4	White and Hispanic	4/15/2021 2:30 PM
5	Mixed	4/13/2021 10:40 AM

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6	It is irrelevant	4/12/2021 10:50 PM
7	Multi-racial	4/12/2021 7:27 PM
8	mixed	4/12/2021 6:07 PM

Q42 Parental / Guardian / Student Status (Please select all that apply)

Answered: 84 Skipped: 64



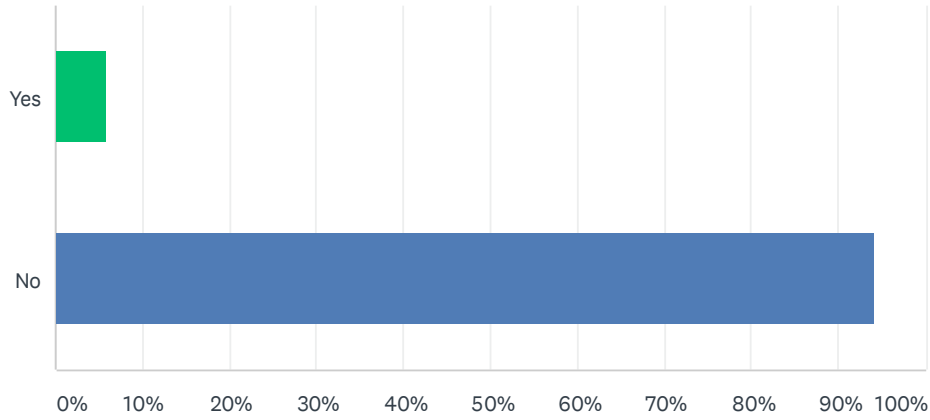
ANSWER CHOICES	RESPONSES	
Do not have children in the Division	23.81%	20
Parent / Guardian of a child less than 5 years old	13.10%	11
Parent / Guardian of an elementary school student	34.52%	29
Parent / Guardian of a middle school student	22.62%	19
Parent / Guardian of a high school student	26.19%	22
Parent / Guardian of a private / parochial school student	2.38%	2
Parent / Guardian of former student or graduate of the Division	13.10%	11
Grandparent of student or graduate	5.95%	5
I am a current student	1.19%	1
Other (please specify)	15.48%	13
Total Respondents: 84		

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#	OTHER (PLEASE SPECIFY)	DATE
1	Frustrated concerned citizen who attended Blair and then graduated from Maury	5/8/2021 2:08 PM
2	Current Teacher in Norfolk	5/7/2021 12:30 PM
3	Graduate of NPS	5/7/2021 8:35 AM
4	Retired teacher- NPS	5/6/2021 11:06 AM
5	Civic League Leader	4/27/2021 11:13 PM
6	former student and retired employee	4/25/2021 12:30 PM
7	NPS Teacher, Norfolk Resident	4/15/2021 2:30 PM
8	Lifelong Norfolk resident; NHS grad, ODU grad, homeowner, retired	4/14/2021 12:29 AM
9	Norfolk resident and NPS employee	4/13/2021 9:08 AM
10	High School Teacher	4/13/2021 7:30 AM
11	Educator	4/12/2021 7:00 PM
12	OT for NPS	4/12/2021 6:12 PM
13	Staff	4/12/2021 5:22 PM

Q43 Are you a member of the Facilities Master Plan Steering Committee?

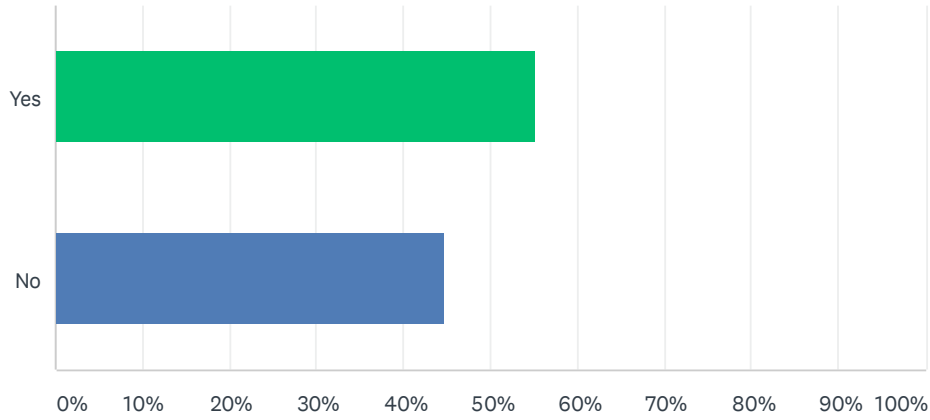
Answered: 84 Skipped: 64



ANSWER CHOICES	RESPONSES	
Yes	5.95%	5
No	94.05%	79
Total Respondents: 84		

Q44 Are you an employee or retiree of Norfolk Public Schools?

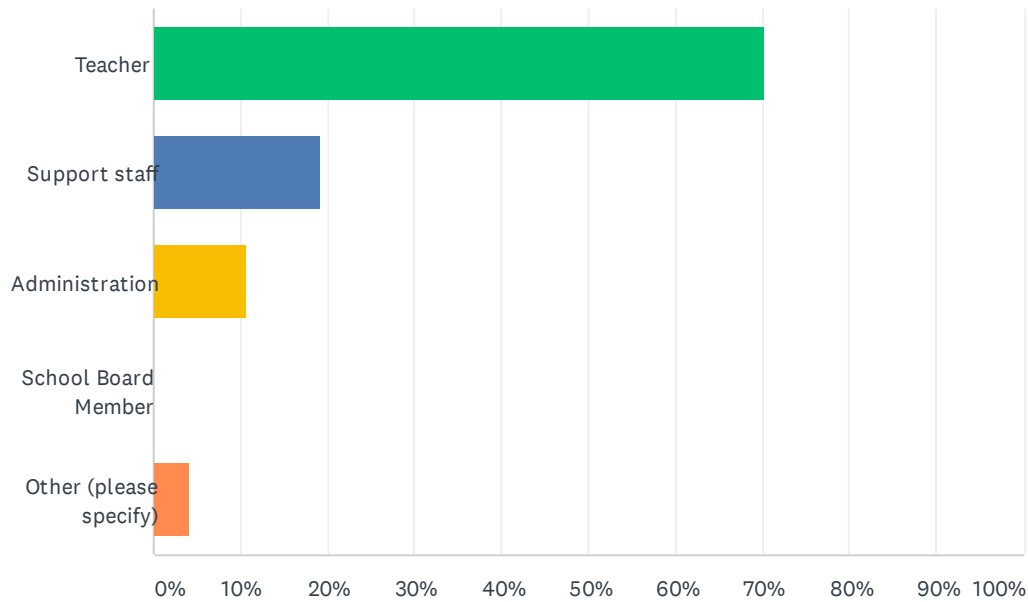
Answered: 85 Skipped: 63



ANSWER CHOICES	RESPONSES	
Yes	55.29%	47
No	44.71%	38
TOTAL		85

Q45 If you are an employee or retiree of Norfolk Public Schools, what is/was your position? (Please select all that apply)

Answered: 47 Skipped: 101

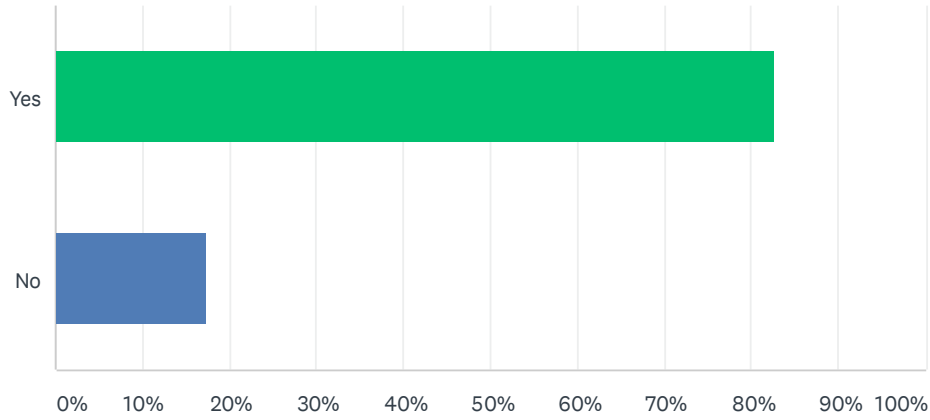


ANSWER CHOICES	RESPONSES
Teacher	70.21% 33
Support staff	19.15% 9
Administration	10.64% 5
School Board Member	0.00% 0
Other (please specify)	4.26% 2
Total Respondents: 47	

#	OTHER (PLEASE SPECIFY)	DATE
1	Instructional Coach	4/13/2021 11:03 PM
2	OT	4/12/2021 6:12 PM

Q46 Are you a resident of the City of Norfolk?

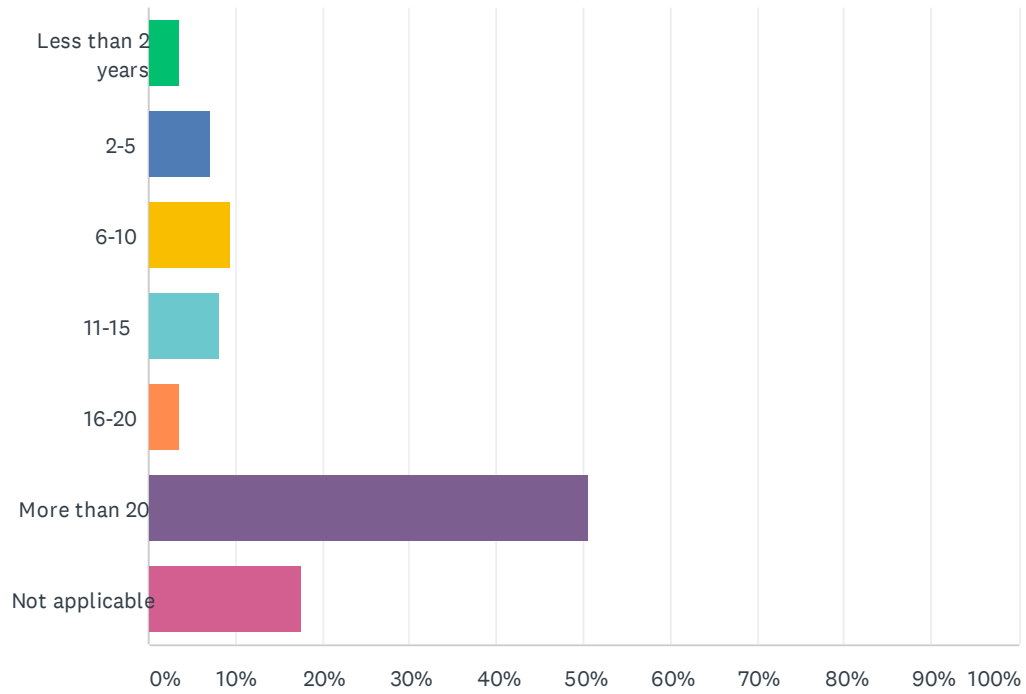
Answered: 86 Skipped: 62



ANSWER CHOICES	RESPONSES	
Yes	82.56%	71
No	17.44%	15
TOTAL		86

Q47 How many years have you lived in the City of Norfolk?

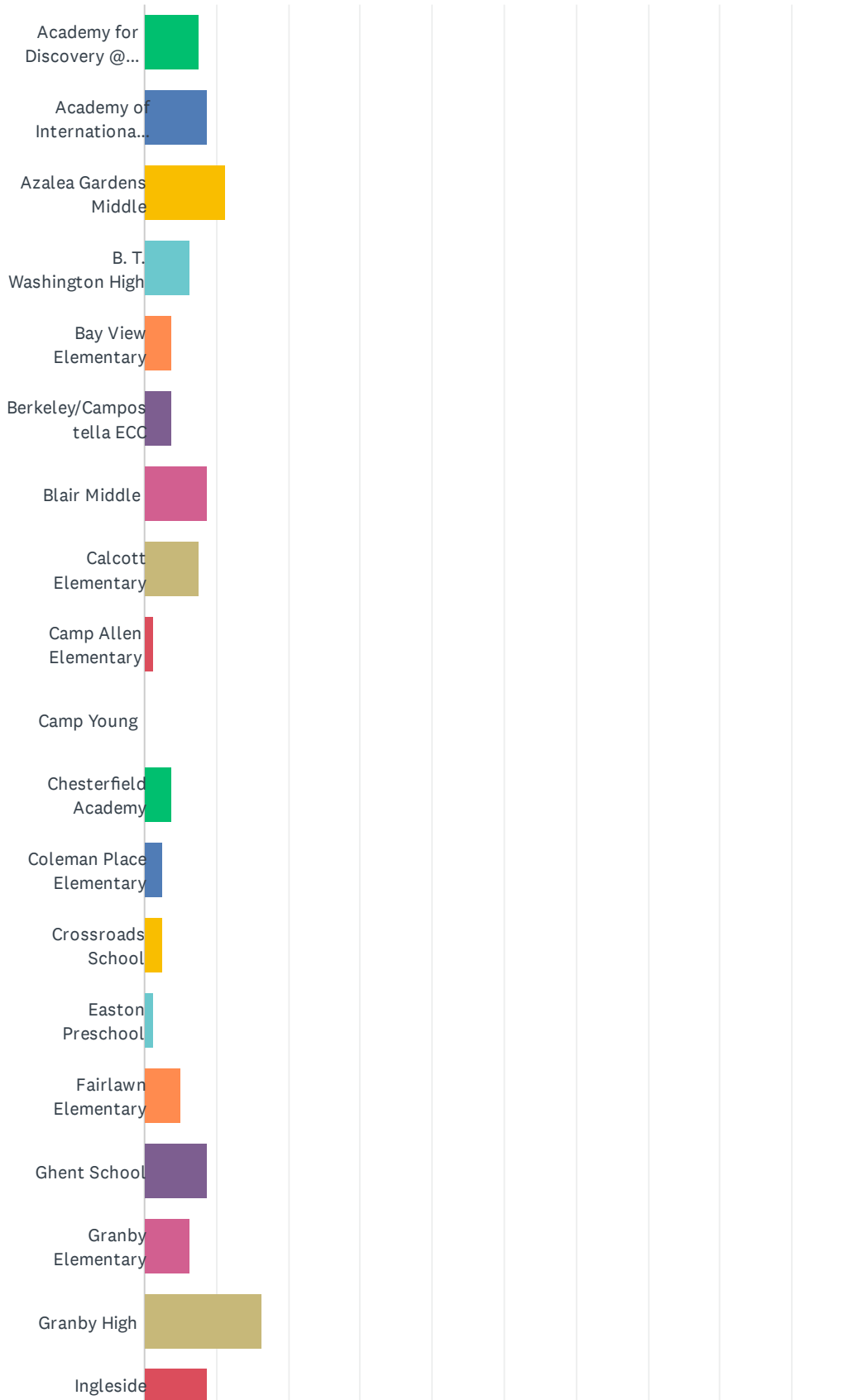
Answered: 85 Skipped: 63



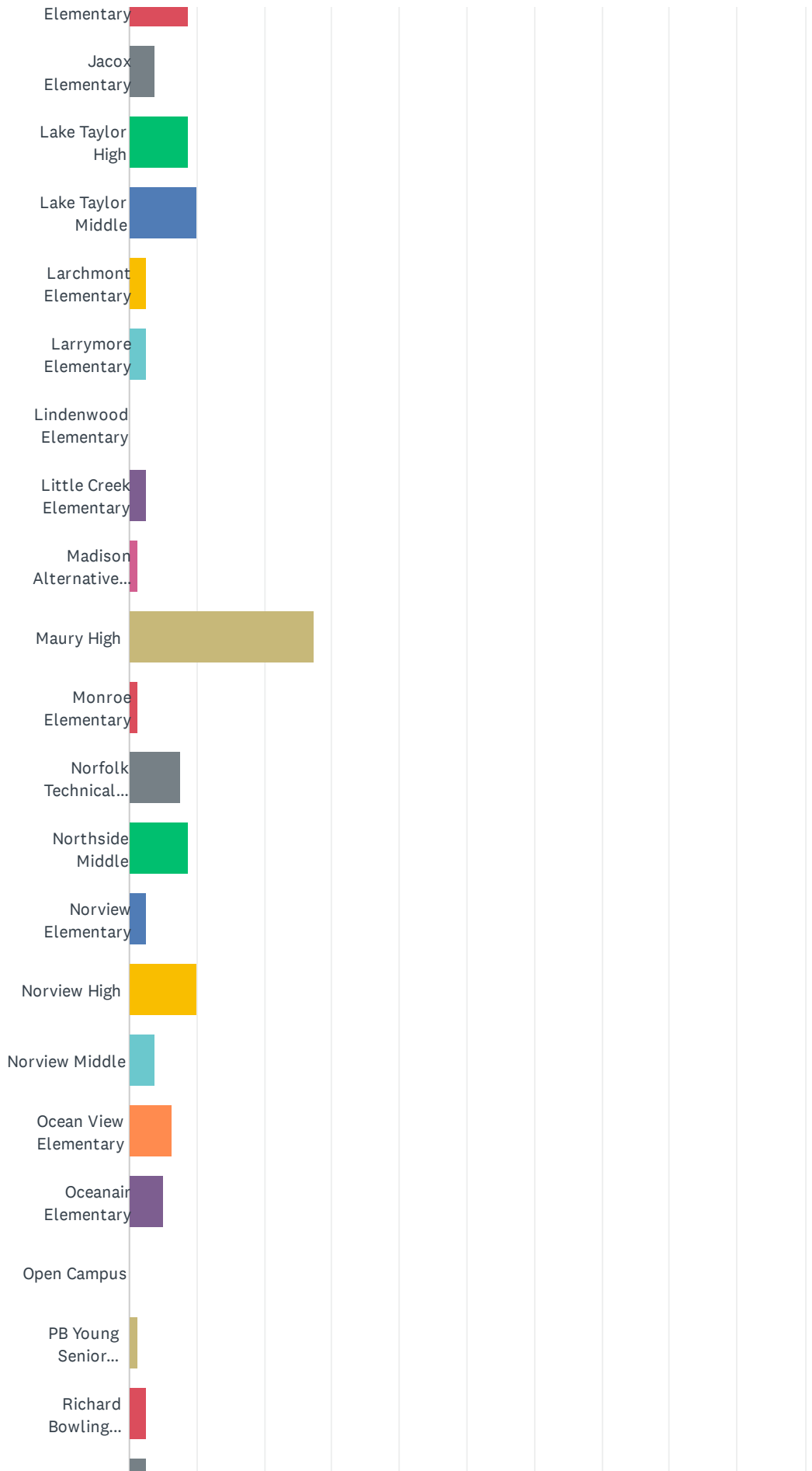
ANSWER CHOICES	RESPONSES
Less than 2 years	3.53% 3
2-5	7.06% 6
6-10	9.41% 8
11-15	8.24% 7
16-20	3.53% 3
More than 20	50.59% 43
Not applicable	17.65% 15
TOTAL	85

Q48 With which school(s) are you affiliated? Please select all that apply

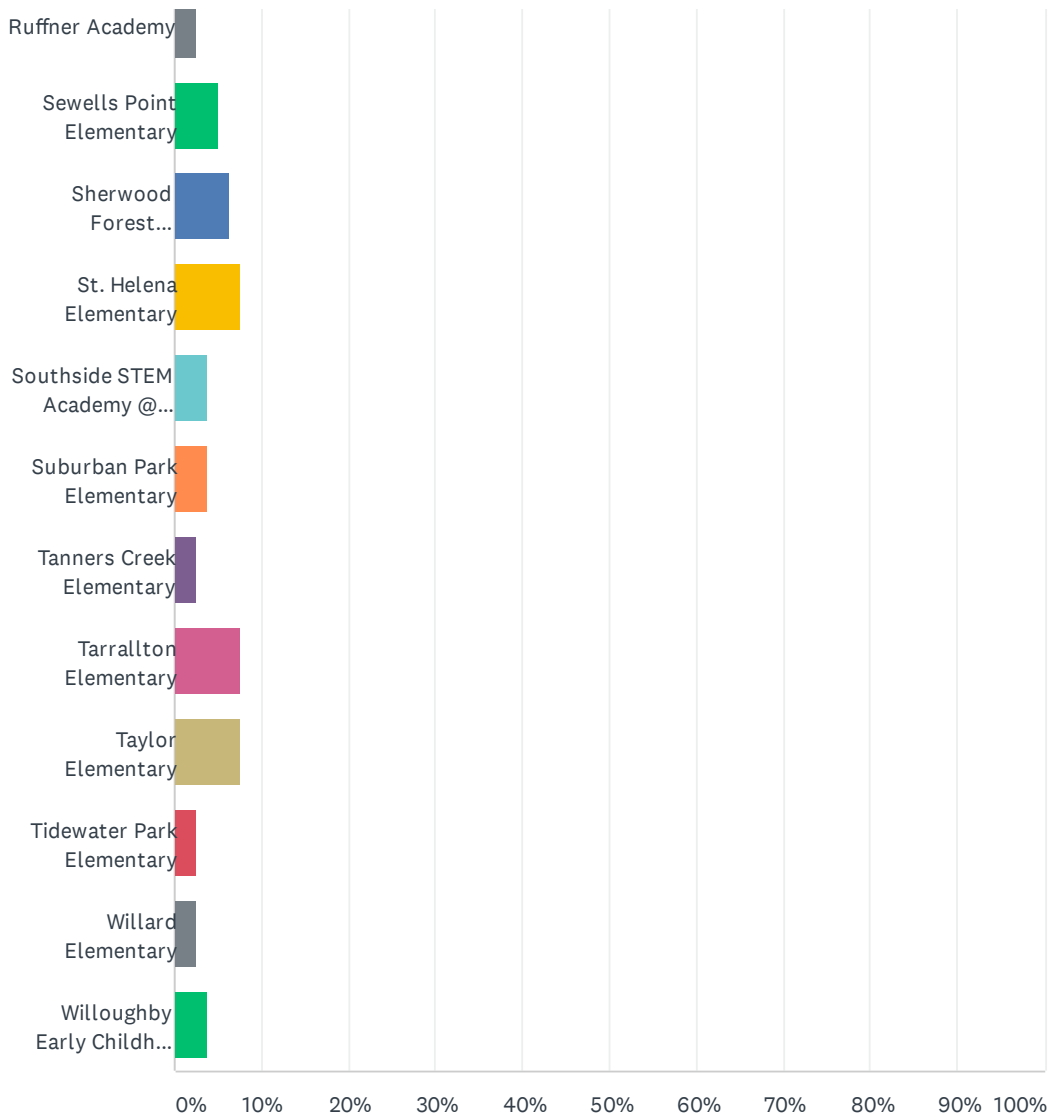
Answered: 80 Skipped: 68



NPS Facility Master Plan - Community Survey



NPS Facility Master Plan - Community Survey



NPS Facility Master Plan - Community Survey

ANSWER CHOICES	RESPONSES	
Academy for Discovery @ Lakewood	7.50%	6
Academy of International Studies @ Rosemont	8.75%	7
Azalea Gardens Middle	11.25%	9
B. T. Washington High	6.25%	5
Bay View Elementary	3.75%	3
Berkeley/Campostella ECC	3.75%	3
Blair Middle	8.75%	7
Calcott Elementary	7.50%	6
Camp Allen Elementary	1.25%	1
Camp Young	0.00%	0
Chesterfield Academy	3.75%	3
Coleman Place Elementary	2.50%	2
Crossroads School	2.50%	2
Easton Preschool	1.25%	1
Fairlawn Elementary	5.00%	4
Ghent School	8.75%	7
Granby Elementary	6.25%	5
Granby High	16.25%	13
Ingleside Elementary	8.75%	7
Jacox Elementary	3.75%	3
Lake Taylor High	8.75%	7
Lake Taylor Middle	10.00%	8
Larchmont Elementary	2.50%	2
Larrymore Elementary	2.50%	2
Lindenwood Elementary	0.00%	0
Little Creek Elementary	2.50%	2
Madison Alternative Center	1.25%	1
Maury High	27.50%	22
Monroe Elementary	1.25%	1
Norfolk Technical Center	7.50%	6
Northside Middle	8.75%	7
Norview Elementary	2.50%	2

NPS Facility Master Plan - Community Survey

Norview High	10.00%	8
Norview Middle	3.75%	3
Ocean View Elementary	6.25%	5
Oceanair Elementary	5.00%	4
Open Campus	0.00%	0
PB Young Senior Elementary	1.25%	1
Richard Bowling Elementary	2.50%	2
Ruffner Academy	2.50%	2
Sewells Point Elementary	5.00%	4
Sherwood Forest Elementary	6.25%	5
St. Helena Elementary	7.50%	6
Southside STEM Academy @ Campostella	3.75%	3
Suburban Park Elementary	3.75%	3
Tanners Creek Elementary	2.50%	2
Tarrallton Elementary	7.50%	6
Taylor Elementary	7.50%	6
Tidewater Park Elementary	2.50%	2
Willard Elementary	2.50%	2
Willoughby Early Childhood Center	3.75%	3
Total Respondents: 80		

EXHIBIT B



COOPERATIVE
STRATEGIES

COMPLETE FINANCIAL & DEMOGRAPHIC PLANNING FOR EDUCATION

NORFOLK PUBLIC SCHOOLS

FACILITIES MASTER PLAN |
DRAFT OPTIONS

APRIL 2021

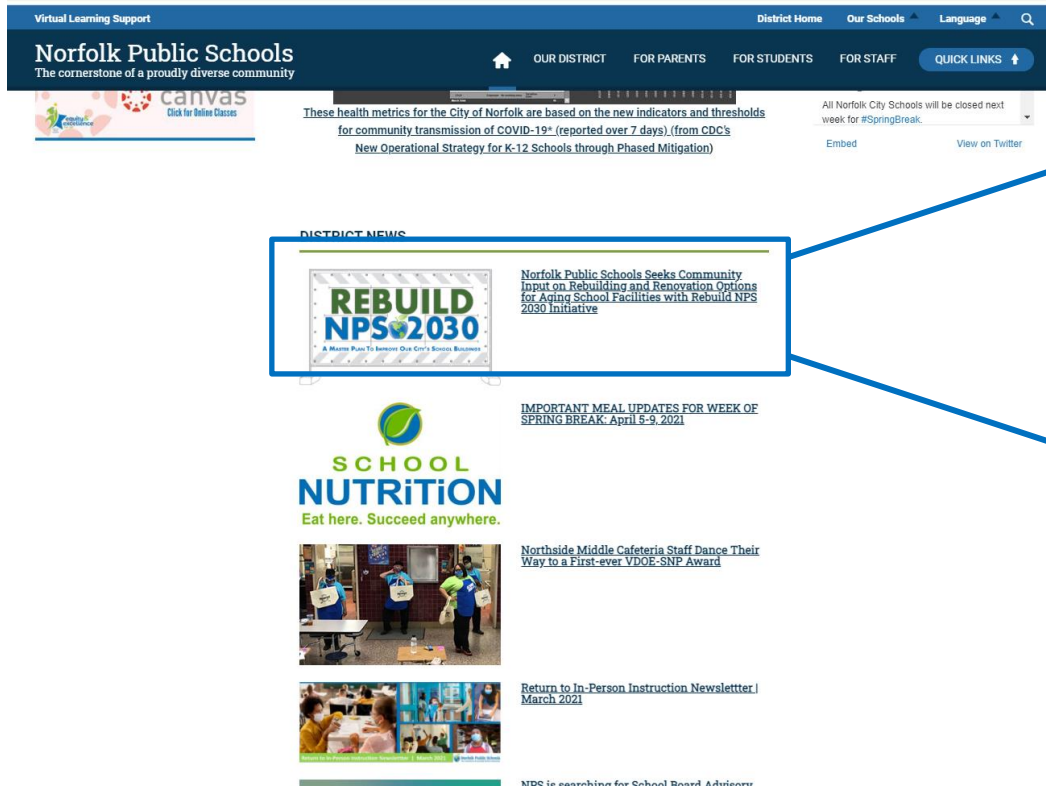




Survey Link:
www.surveymonkey.com/r/rebuildnps2030

<http://www.npsk12.com/Page/14999>

- Project summary
- Link to draft Facilities Master Plan
- Links for April 13th & April 15th virtual community meetings
- Upcoming engagement dates



Norfolk Public Schools (NPS) and the consulting firm, Cooperative Strategies have been working collaboratively to develop the school division's long-range master facility plan to rebuild and renovate Norfolk's aging schools and facilities. Currently there are 49 schools and student centers operating within the school division, with many averaging a lifespan over 50 years. As part of these efforts, Cooperative Strategies examined each of the schools' building utilization as well as the current and projected enrollment and a school-by-school condition assessment completed by HBA Architecture. From this data and discussions with the school division's leadership team, Cooperative Strategies has developed a draft master facility plan for the City of Norfolk. A steering committee comprised of parents, community members and NPS staff, has provided input to assist with informing decisions. The Rebuild NPS 2030 draft plan can be viewed here: [Rebuild NPS 2030](#).

The following opportunities are available to all NPS stakeholders to provide feedback and input throughout this process:

- Steering Committee Virtual Meeting – March 23 6 from pm – 8 pm (view the Zoom recording [here](#), meeting password: !@a9bvm)
- Virtual Community Meeting 1 – April 13 from 6 pm - 8 pm, Zoom registration link: <https://norfolkpublicschools.zoom.us/j/7yC1zrUQzKaZMF2vhKobw>
- Virtual Community Meeting 2 - April 15 from 6 pm - 8 pm, Zoom registration link: <https://norfolkpublicschools.zoom.us/j/7yC1zrUQzKaZMF2vhKobw>
- Review of Committee Recommendations (internal meeting with NPS staff) - April 28 - 29
- Steering Committee Virtual Meeting – May 10 from 6pm-8pm (Zoom meeting details TBD)
- Board Presentation - June 2021 (meeting details TBD)





A Steering Committee was created consisting of various influential members of the Norfolk community to assist Norfolk Public Schools with Educational Planning. The Committee works in conjunction with key district staff with a district-wide perspective to improve school facilities for Norfolk students. Specially, the Steering Committee's role includes:

- Provide community feedback on proposed draft options as part of the Master Facility Plan (work in progress)
- Suggest adjustments to prepared options
- Create additional facility options not currently included
- Assist communication of the Educational Planning efforts to the community

Committee Meeting Dates

- February 25th, 2020
- March 31st, 2020
- April 28th, 2020

PAUSE – COVID-19

- March 23rd, 2021
- May 10th, 2021



Step 1

Assess **facility condition, capacity & enrollment trends**



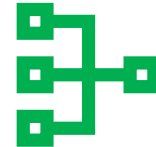
Done

All school facilities were assessed for condition in 2018. Capacity was assessed in 2013. Enrollment projections are updated annually.



Step 2

Engage stakeholders to create a **Facilities Master Plan (FMP)**



Finish Summer '21

NPS began this Division-wide effort in fall of 2019, with interruptions due to Covid-19.



Step 3

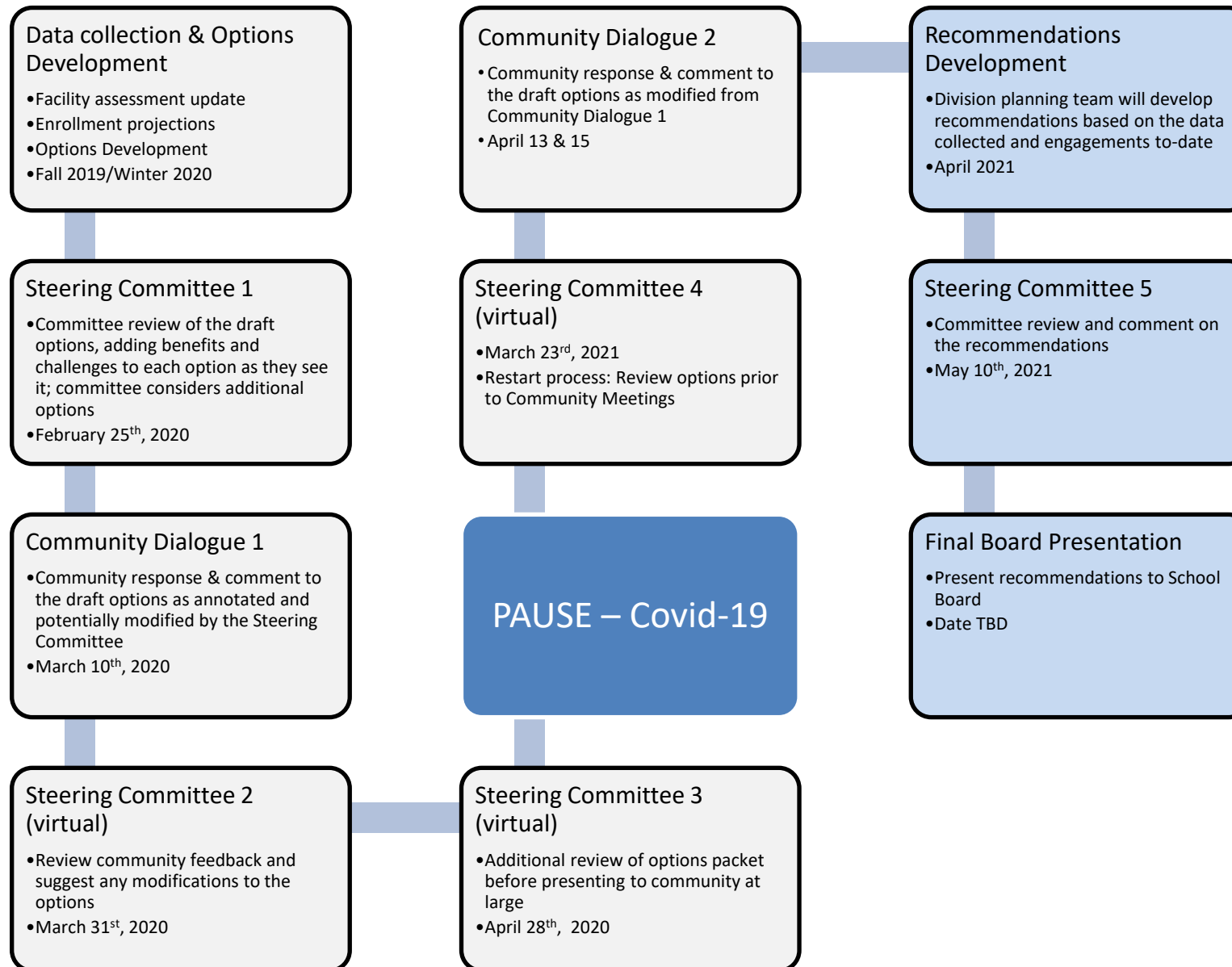
Engage stakeholders to create a **Boundary Plan** to support the FMP



Following the FMP

We recommend NPS engage stakeholders following the plan's adoption to recreate school boundaries when needed to support new construction and consolidation.

WORK COMPLETED TO-DATE & NEXT STEPS





Created from data, drives towards the vision

- Options are created to meet the needs of each planning area as identified by the data and informed by stakeholders

Community engagement materially impacts each step

- Engagements help inform the vision, planning priorities, options developed, and the final recommendations

Transparency throughout the process

- The project website provides up-to-date documents from the process with notices of upcoming events

All options are created to be “trade-up” scenarios for students

- No option will be considered if it does not improve the learning environment for students



Equity

- Recommendations are data-driven based upon the needs of the facilities to bring them all up to the same standards for academic, support, and extra-curricular spaces

Quality facilities

- Ensuring all schools are warm, safe, cool, and dry

Diversity

- Some school boundaries will need to be redrawn to support the Facilities Master Plan due to consolidation and new construction. When redrawing boundaries, the aim should be to improve feeder patterns and reduce concentrations of poverty

Fiscal responsibility

- Adjusting the number of schools to reflect declining enrollment
- Renovating or replacing schools that are beyond their useful life with more efficient schools, instead of continuing to repair and maintain them

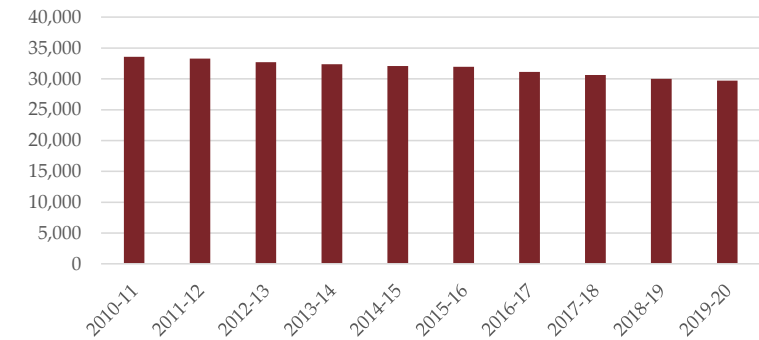


Historical Enrollment - District-wide

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
PK	2,336	2,372	2,182	2,288	2,163	2,167	2,046	1,925	1,908	1,871
K	2,959	2,953	3,026	2,915	2,938	2,699	2,666	2,609	2,501	2,493
1	2,795	2,859	2,810	2,963	2,836	2,850	2,552	2,610	2,510	2,436
2	2,638	2,635	2,674	2,658	2,744	2,689	2,637	2,402	2,410	2,361
3	2,619	2,529	2,533	2,566	2,536	2,641	2,536	2,504	2,297	2,318
4	2,544	2,510	2,412	2,364	2,391	2,353	2,474	2,409	2,353	2,271
5	2,417	2,433	2,407	2,285	2,183	2,310	2,223	2,356	2,304	2,270
6	2,399	2,336	2,361	2,265	2,209	2,178	2,179	2,131	2,265	2,184
7	2,173	2,308	2,262	2,224	2,166	2,118	2,049	2,086	1,996	2,139
8	2,040	2,092	2,156	2,133	2,094	2,042	1,967	1,911	1,956	1,921
9	3,138	2,731	2,639	2,727	2,927	3,050	2,978	2,755	2,796	2,762
10	2,267	2,222	2,082	2,098	2,031	1,995	2,017	2,047	1,803	1,884
11	1,587	1,575	1,530	1,541	1,450	1,366	1,346	1,447	1,339	1,226
12	1,661	1,716	1,636	1,364	1,410	1,494	1,454	1,420	1,555	1,596
K - 12 Total	31,237	30,899	30,528	30,103	29,915	29,785	29,078	28,687	28,085	27,861
Grand Total	33,573	33,271	32,710	32,391	32,078	31,952	31,124	30,612	29,993	29,732

Source: Norfolk Public Schools Student Data

HISTORICAL ENROLLMENT - DISTRICT-WIDE



Historical Enrollment - District-wide

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
PK	2,336	2,372	2,182	2,288	2,163	2,167	2,046	1,925	1,908	1,871
K - 5	15,972	15,919	15,862	15,751	15,628	15,542	15,088	14,890	14,375	14,149
6 - 8	6,612	6,736	6,779	6,622	6,469	6,338	6,195	6,128	6,217	6,244
9 - 12	8,653	8,244	7,887	7,730	7,818	7,905	7,795	7,669	7,493	7,468
K - 12	31,237	30,899	30,528	30,103	29,915	29,785	29,078	28,687	28,085	27,861
Grand Total	33,573	33,271	32,710	32,391	32,078	31,952	31,124	30,612	29,993	29,732

Source: Norfolk Public Schools Student Data

Total enrollment has declined by **3,841 students** from 2010-11 to 2019-20

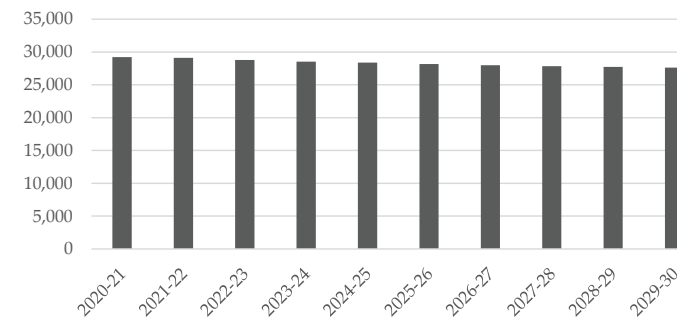


Projected Enrollment - Recommended - District-wide

Grade	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
PK	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871
K	2,579	2,409	2,342	2,448	2,448	2,448	2,448	2,448	2,448	2,448
1	2,419	2,503	2,341	2,268	2,373	2,373	2,373	2,373	2,373	2,373
2	2,297	2,283	2,371	2,209	2,146	2,239	2,239	2,239	2,239	2,239
3	2,256	2,222	2,200	2,286	2,139	2,070	2,163	2,163	2,163	2,163
4	2,234	2,178	2,152	2,125	2,209	2,068	2,004	2,094	2,094	2,094
5	2,173	2,166	2,106	2,085	2,061	2,139	2,003	1,940	2,027	2,027
6	2,160	2,090	2,083	2,025	2,003	1,979	2,051	1,927	1,865	1,947
7	2,063	2,064	1,993	1,984	1,924	1,910	1,883	1,960	1,833	1,772
8	2,043	1,980	1,982	1,914	1,911	1,848	1,838	1,811	1,884	1,767
9	2,583	2,788	2,707	2,689	2,599	2,606	2,522	2,516	2,463	2,570
10	1,887	1,796	1,921	1,878	1,871	1,810	1,835	1,768	1,775	1,727
11	1,311	1,322	1,270	1,344	1,330	1,331	1,280	1,302	1,243	1,261
12	1,329	1,442	1,457	1,390	1,492	1,479	1,465	1,410	1,443	1,378
K - 12 Total	27,334	27,243	26,925	26,645	26,506	26,300	26,104	25,951	25,850	25,766
Grand Total	29,205	29,114	28,796	28,516	28,377	28,171	27,975	27,822	27,721	27,637

Source: Cooperative Strategies

PROJECTED ENROLLMENT - RECOMMENDED - DISTRICT-WIDE



Projected Enrollment - Recommended - District-wide

Grade	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
PK	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871
K - 5	13,958	13,761	13,512	13,421	13,376	13,337	13,230	13,257	13,344	13,344
6 - 8	6,266	6,134	6,058	5,923	5,838	5,737	5,772	5,698	5,582	5,486
9 - 12	7,110	7,348	7,355	7,301	7,292	7,226	7,102	6,996	6,924	6,936
K - 12	27,334	27,243	26,925	26,645	26,506	26,300	26,104	25,951	25,850	25,766
Grand Total	29,205	29,114	28,796	28,516	28,377	28,171	27,975	27,822	27,721	27,637

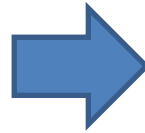
Source: Cooperative Strategies

- Total enrollment is projected to decline by 1,355 students from 2019-20 to the 2024-25 school year
- Total enrollment is projected to decline by 2,095 students from 2019-20 to the 2029-30 school year





Scenarios are listed vertically and are mutually exclusive; the division could only pursue one of these strategies at a time. In the example of the draft high school scenarios to the right, there are three different current possibilities (A, B, C), with a fourth option that could be added to any of the three scenarios.



Scenario 1A	Scenario 1B	Scenario 1C	Option for any scenario
Build new 1,200 seat CTE HS at Booker T. Washington HS Full Renovation at Lake Taylor HS	Build new 1,200 seat CTE HS at Lake Taylor HS Full Renovation at Booker T. Washington HS	Modernize Norfolk Technical Center and keep existing 5 HS Full renovations at Booker T. Washington HS and Lake Taylor HS	Renovate or replace Maury HS at 1,800 seats
\$173.3 Million	\$174.4 Million	\$168.9 Million	\$138 - \$150 Million (cost estimate from HBA)
Addresses facility condition needs at Booker T & Lake Taylor HS. Modernizes and expands Career & Technical Education spaces in the Division.	Addresses facility condition needs at Booker T & Lake Taylor HS. Modernizes and expands Career & Technical Education spaces in the Division.	Addresses facility condition needs at Booker T & Lake Taylor HS. Modernizes and expands Career & Technical Education spaces in the Division.	Addresses facility condition needs at Maury HS.

Options are listed horizontally and are not mutually exclusive; the division could pursue any or all of these options. In the example of the draft elementary school options to the right, there are three different current possibilities (1,2,3).



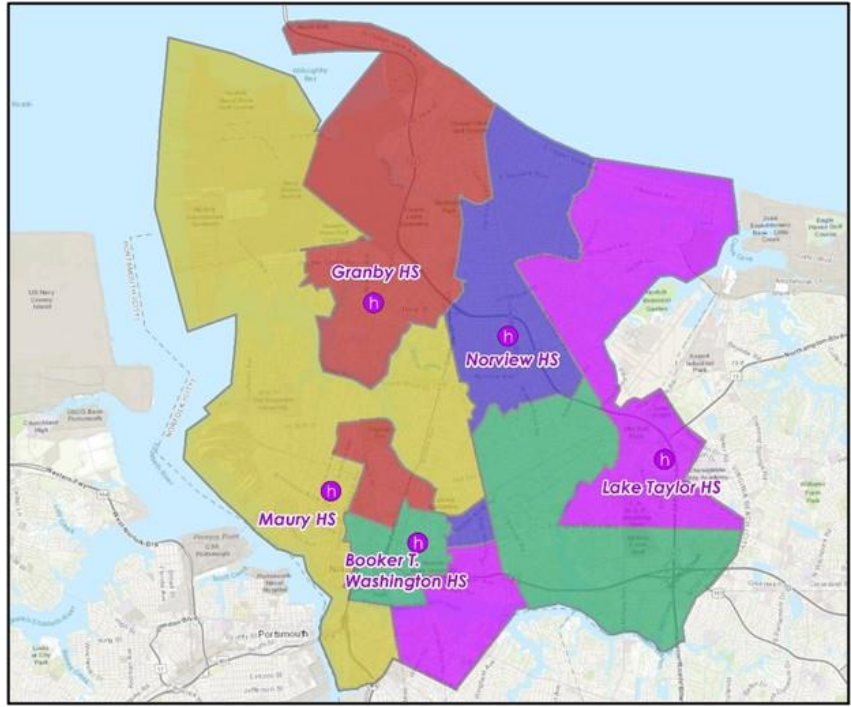
Option #	Options	Cost	Description	Benefits	Challenges
1	Close Tarrallton ES and redistrict to area elementary schools, primarily Little Creek ES.		Addresses facility conditions at Tarrallton ES. Increase operational efficiency by better utilizing area capacity.		
2	Replace Norview ES at 700 capacity. Rezone portion of Tanners Creek west of 64 to Norview ES. Rezone portion of Larrymore to Tanners Creek ES.	\$26.3 Million	Replace small capacity school in poor condition to a more sustainable size with approximately 100+ students per grade level. Allows current Tanners Creekd students within walking distance of Norview ES to attend the new Norview ES.		
3	Replace Larrymore ES at 600 capacity.	\$22.6 Million	Addresses facility conditions at Larrymore ES.		





School	Age of Original Building	Capacity w/o Portables	2019-20 Enrollment Utilization	Projected 5 Year Live-In Growth	FCI	When should this building be replaced or renovated?		% Condition Needs that are Priority 1-2
Booker T. Washington High	46	1,637	53.5%	▲ 16	64%	0-5 Years	●	78%
Lake Taylor High	53	1,527	66.7%	▼ -118	66%	0-5 Years	●	77%
Maury High	109	1,743	90.9%	▼ -110	72%	0-5 Years	●	59%
Norfolk Technical Center	52	500	N/A	▲ 0	60%	6-10 Years	●	17%
Granby High	81	1,873	102.1%	▲ 16	54%	10+ Years	●	0%
Norview High	16	1,926	99.8%	▲ 25	27%	10+ Years	●	100%

FCI = Facility Condition Index
The cost of all condition needs divided by the cost to replace the building



1 icon ~ 50 kids



5-yr Projected Enrollment

-171

School Utilization Balance



1 > 100%
2 < 80%

<# students / capacity>

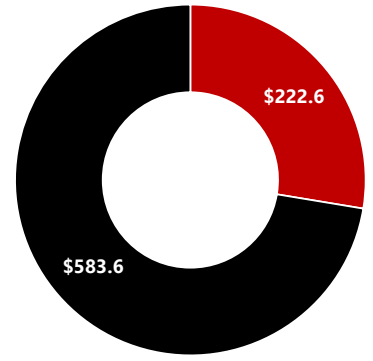
Schools that should be replaced within 5 years



3

<based on condition>

Total Condition \$ vs. Building Replacement \$





Scenario 1A	Scenario 1B	Scenario 1C	Option for any scenario
<p>Build new 1,200 seat CTE HS at Booker T. Washington HS Full Renovation at Lake Taylor HS</p>	<p>Build new 1,200 seat CTE HS at Lake Taylor HS Full Renovation at Booker T. Washington HS</p>	<p>Modernize Norfolk Technical Center and keep existing 5 HS Full renovations at Booker T. Washington HS and Lake Taylor HS</p>	<p>Renovate or replace Maury HS at 1,800 seats</p>
<p>\$173.3 Million</p>	<p>\$174.4 Million</p>	<p>\$168.9 Million</p>	<p>\$138 - \$150 Million (cost estimate from HBA)</p>
<p>Addresses facility condition needs at Booker T & Lake Taylor HS. Modernizes and expands Career & Technical Education spaces in the Division.</p>	<p>Addresses facility condition needs at Booker T & Lake Taylor HS. Modernizes and expands Career & Technical Education spaces in the Division.</p>	<p>Addresses facility condition needs at Booker T & Lake Taylor HS. Modernizes and expands Career & Technical Education spaces in the Division.</p>	<p>Addresses facility condition needs at Maury HS.</p>

DRAFT

Desired Outcomes (see Page 4)

Equity	Quality facilities	Diversity	Fiscal responsibility
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Scenario 1A	Scenario 1B	Scenario 1C	Option for any scenario
Benefits			
<ul style="list-style-type: none"> • Location- Central, NSU, Rebuild an area of Norfolk • Property in need of improvement 	<ul style="list-style-type: none"> • Better access & more land • Booker T renovation and "rebrand" - more specialty programs • Close to current technical school • Interstate/ Regional Pull • Location - does not have site issue as Booker T. 	<ul style="list-style-type: none"> • Lower Costs • Maintain 5 high schools • Regionalization 	
Challenges			
<ul style="list-style-type: none"> • 2012 CTE Study- Land Limits/ Size • Equity • Parent/ Caregiver - Desire to transport children • Potential pushback making it a Choice school 	<ul style="list-style-type: none"> • Access • Kempsville Rd. • Traffic 	<ul style="list-style-type: none"> • Creates a different, centralized vision for CTE- Would it fulfill needs? • NTC- development opportunity (land use, repurpose, sell) • Overcoming Southside vs Westside perception 	<ul style="list-style-type: none"> • Prior renovation struggles/ challenges • Questions on Costs • May not solve Over crowding • Money

Desired Outcomes (see Page 4)

Equity	Quality facilities	Diversity	Fiscal responsibility
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	Scenario 1A	Scenario 1B	Scenario 1C	Option for any scenario
Scenario	Build new 1,200 seat CTE HS at Booker T. Washington HS Full Renovation at Lake Taylor HS	Build new 1,200 seat CTE HS at Lake Taylor HS Full Renovation at Booker T. Washington HS	Modernize Norfolk Technical Center and keep existing 5 HS Full renovations at Booker T. Washington HS and Lake Taylor HS	Renovate or replace Maury HS at 1,800 seats
Equity	<ul style="list-style-type: none"> New or renovated facilities for students in area 	<ul style="list-style-type: none"> New or renovated facilities for students in area 	<ul style="list-style-type: none"> Renovated facilities for students in area 	<ul style="list-style-type: none"> New or renovated facilities for students in area
Quality Facilities	<ul style="list-style-type: none"> New or renovated facilities for students in area 	<ul style="list-style-type: none"> New or renovated facilities for students in area 	<ul style="list-style-type: none"> Renovated facilities for students in area 	<ul style="list-style-type: none"> New or renovated facilities for students in area
Diversity	Attendance boundary percentages of economically disadvantaged students in high school boundaries range from 52.1% to 70.5%			
Fiscal Responsibility	<ul style="list-style-type: none"> Avoid spending \$114.3M in priority 1-4 deficiencies at facilities with a high FCI 	<ul style="list-style-type: none"> Avoid spending \$114.3M in priority 1-4 deficiencies at facilities with a high FCI 	<ul style="list-style-type: none"> Avoid spending \$114.3M in priority 1-4 deficiencies at facilities with a high FCI 	<ul style="list-style-type: none"> Avoid spending \$76.2M in priority 1-4 deficiencies at a facility with a high FCI

Desired Outcomes (see Page 4)

Equity

Quality facilities

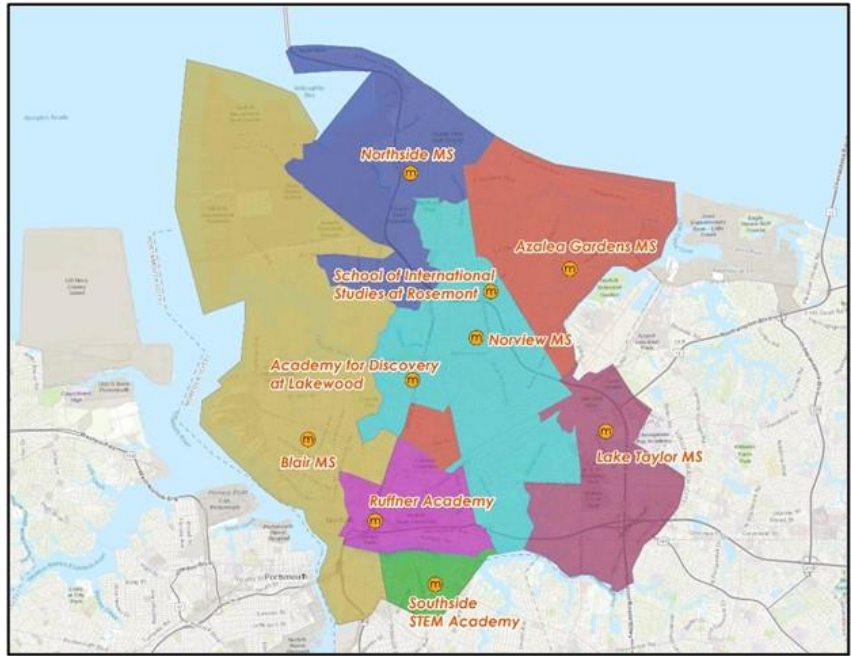
Diversity

Fiscal responsibility

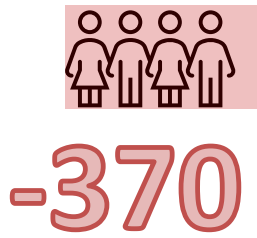
DRAFT



School	Age of Original Building	Capacity w/o Portables	2019-20 Enrollment Utilization	Projected 5 Year Live-In Growth	FCI	When should this building be replaced or renovated?		% Condition Needs that are Priority 1-2
Azalea Gardens Middle	59	975	78.7%	▼ -70	72%	0-5 Years	●	69%
Rosemont Middle	61	540	74.4%	▬ 0	70%	0-5 Years	●	30%
Lake Taylor Middle	55	905	68.7%	▼ -82	64%	0-5 Years	●	61%
Northside Middle	64	1,053	75.2%	▼ -35	65%	0-5 Years	●	36%
Academy for Discovery at Lakewood (3 - 8)	29	850	86.8%	▬ 0	49%	10+ Years	●	0%
Blair Middle	98	1,300	90.7%	▼ -54	34%	10+ Years	●	
Norview Middle	25	1,357	82.1%	▼ -77	49%	10+ Years	●	0%
Ruffner Middle	26	1,193	44.8%	▼ -52	51%	10+ Years	●	0%



5-yr Projected Enrollment



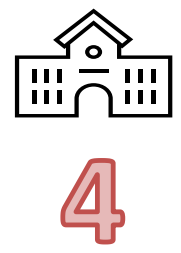
School Utilization Balance



4 < 80%

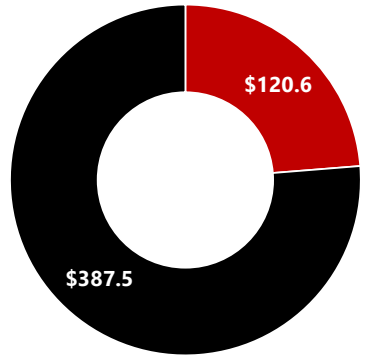
<# students / capacity>

Schools that should be replaced within 5 years



<based on condition>

Total Condition \$ vs. Building Replacement \$



<in millions>



Scenario 1A	Scenario 1B	Option to any Scenario
<p>Convert Ruffner Academy to 3-8 school</p>	<p>Status quo. Keep existing configurations (Lake Taylor School 3-8, Ruffner Academy 6-8)</p>	<p>Full renovations at Azalea Gardens MS, Northside MS, and Rosemont MS</p>
<p>\$2 Million</p>		<p>\$79.7 Million</p>
<p><i>NOTE: Lake Taylor MS is currently in the process of converting to a K-8 school</i> Move 3-5 students in Tidewater Park to Ruffner Academy and close Tidewater Park ES.</p>		<p>Addresses facility conditions at Azalea Gardens, Northside MS, and Rosemont MS.</p>

Desired Outcomes (see Page 4)

Equity	Quality facilities	Diversity	Fiscal responsibility
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Scenario 1A	Scenario 1B	Option for any scenario
Benefits		
<ul style="list-style-type: none"> Center based instruction Community- Involvement in programming Continuity w/ Student-Teacher relationships High Test Scores Increase utilization #'s % K-8 conversions positive K-8 Offers Benefits Lake Taylor capacity for K-2 Need for quality Pre-K Promotes Facilities Utilization/ Capacity Steady transition to MS/HS 		<ul style="list-style-type: none"> Expansion - current waitlist at Rosemont Maintain Locations Newer/ Renovated Facility (ies) Renovate Azalea Gardens, Northside, Rosemont
Challenges		
<ul style="list-style-type: none"> As with any consolidation, need to avoid concentrating poverty when creating new boundaries Impact of St Paul's corridor development? Programs at Ruffner & LT School? - Marketing 	<ul style="list-style-type: none"> Improved learning conditions are still needed 	<ul style="list-style-type: none"> Military / Restrictions on Expansion Ruffner Underutilized

Desired Outcomes (see Page 4)

Equity	Quality facilities	Diversity	Fiscal responsibility
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	Scenario 1A	Scenario 1B	Option for any scenario
Scenario	Convert Lake Taylor School to K-8 school Convert Ruffner Academy to 3-8 school	Status quo. Keep existing configurations (Lake Taylor School 3-8, Ruffner Academy 6-8)	Full renovations at Azalea Gardens MS, Northside MS, and Rosemont MS
Equity	<ul style="list-style-type: none"> Minimal impact on facility equity apart from priority investments 	<ul style="list-style-type: none"> Minimal impact on facility equity apart from priority investments 	<ul style="list-style-type: none"> Renovated facilities for students in area
Quality Facilities	<ul style="list-style-type: none"> Minimal impact on facility equity apart from priority investments 	<ul style="list-style-type: none"> Minimal impact on facility equity apart from priority investments 	<ul style="list-style-type: none"> Renovated facilities for students in area
Diversity	Attendance boundary percentages of economically disadvantaged students in middle school boundaries range from 57.7% to 86.2%		
Fiscal Responsibility	<ul style="list-style-type: none"> Using available capacity at middle school facilities 	<ul style="list-style-type: none"> May not be fiscally responsible leaving facilities under-utilized 	<ul style="list-style-type: none"> Minimal impact to fiscal responsibility

Desired Outcomes (see Page 4)

Equity

Quality facilities

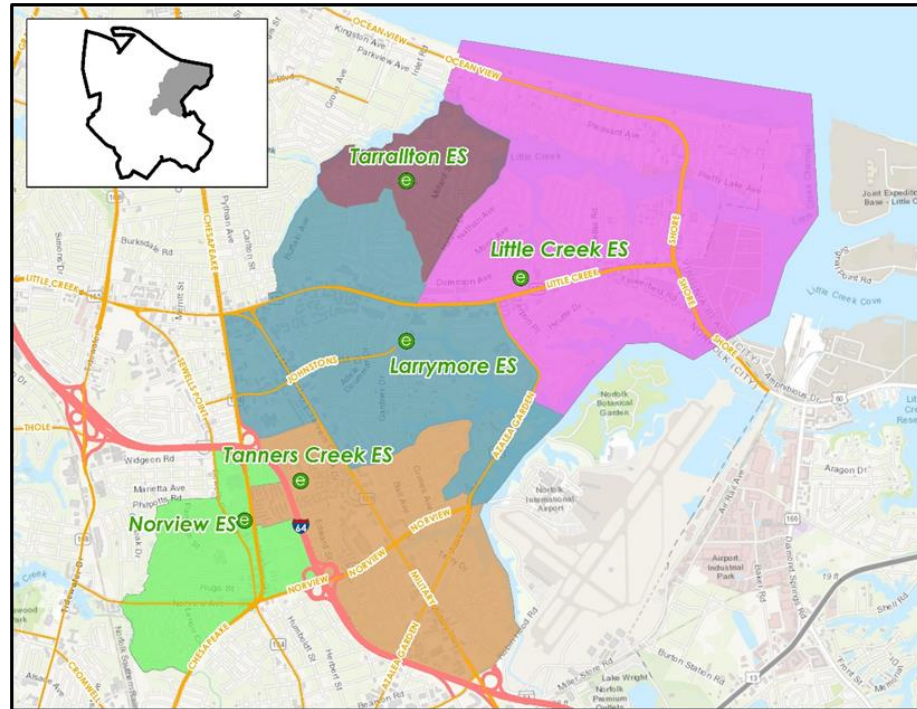
Diversity

Fiscal responsibility

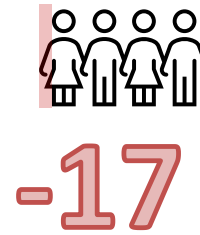
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School	Age of Original Building	Capacity w/o Portables	2019-20 Enrollment Utilization	Projected 5 Year Live-In Growth	FCI	When should this building be replaced or renovated?		% Condition Needs that are Priority 1-2
Larrymore Elementary	63	653	90.1%	▲ 35	73%	0-5 Years	●	65%
Norview Elementary	68	383	105.6%	▬ -9	69%	0-5 Years	●	27%
Little Creek Elementary	65	900	77.0%	▼ -74	65%	6-10 Years	●	19%
Tanners Creek Elementary	30	833	74.8%	▬ 13	57%	6-10 Years	●	12%
Tarrallton Elementary	56	405	86.9%	▬ 18	60%	6-10 Years	●	13%



5-yr Projected Enrollment



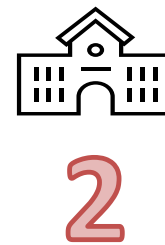
School Utilization Balance



1 > 100%
2 < 80%

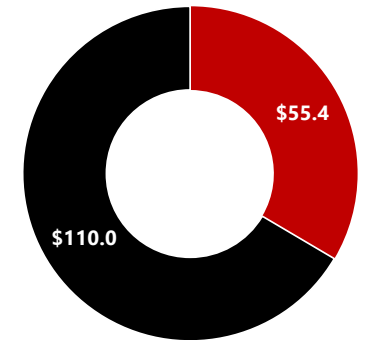
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Schools that should be replaced within 5 years



<based on condition>

Total Condition \$ vs. Building Replacement \$



<in millions>



Option #	Options	Cost	Description	Benefits	Challenges
1	Close Tarrallton ES and rezone to area elementary schools		Addresses facility conditions at Tarrallton ES. Increase operational efficiency by better utilizing area capacity.	<ul style="list-style-type: none"> Safety, Costs, Facility Utilization / Capacity (I64, Larrymore), Community use options (pool) Tarallton has the least number of students and is not gaining projected students- puts Little Creek at capacity 	<ul style="list-style-type: none"> Rezoning - Changes to neighborhoods
2	Rebuild Norview ES on-site at 700 capacity and rezone to area elementary schools	\$26.3 Million	Replace small capacity school in poor condition to a more sustainable size with approximately 100+ students per grade level.	<ul style="list-style-type: none"> Alleviates future capacity issues Could keep kids from crossing 64 (safety) Larger school = more instruction + better sustainability Look at rezoning to eliminate Larrymore (students could attend high capacity Norview + rezone the rest to Tanner Creek Norview is in highly populated area, increased capacity could allow for smoother transition to Norview HS Safety, Costs, Facility Utilization / Capacity (I64, Larrymore), Community use options (pool) 	<ul style="list-style-type: none"> Rezoning - Changes to neighborhoods Typical rezoning issues- still leaves Larrymore untouched
3	Rebuild Larrymore ES on-site at 600 capacity	\$22.6 Million	Addresses facility conditions at Larrymore ES.	<ul style="list-style-type: none"> New school for Larrymore Rezone Larrymore to eliminate street crossing 	<ul style="list-style-type: none"> Only addresses Larrymore

Desired Outcomes (see Page 4)

Equity

Quality facilities

Diversity

Fiscal responsibility

DRAFT



Option #	Options	Equity	Quality Facilities	Diversity	Fiscal Responsibility
1	Close Tarrallton ES and rezone to area elementary schools	<ul style="list-style-type: none"> Minimal impact on facility equity apart from priority investments 	<ul style="list-style-type: none"> Minimal impact on quality facilities apart from priority investments 	Attendance boundary percentages of economically disadvantaged students in area ranges from 52.5% to 58.3%.	<ul style="list-style-type: none"> Reduce # of facilities while maintaining sufficient capacity for area students Avoid spending \$5.2M in priority 1-4 deficiencies at a facility with a high FCI
2	Rebuild Norview ES on-site at 700 capacity and rezone area elementary schools	<ul style="list-style-type: none"> New facility at more adequate capacity for students in area 	<ul style="list-style-type: none"> New facility at more adequate capacity for students in area 		<ul style="list-style-type: none"> Avoid spending \$9.3M in priority 1-4 deficiencies at a facility with a high FCI
3	Rebuild Larrymore ES on-site at 600 capacity	<ul style="list-style-type: none"> New facility for students in area 	<ul style="list-style-type: none"> New facility for students in area 		<ul style="list-style-type: none"> Avoid spending \$12.9M in priority 1-4 deficiencies at a facility with a high FCI

Desired Outcomes (see Page 4)

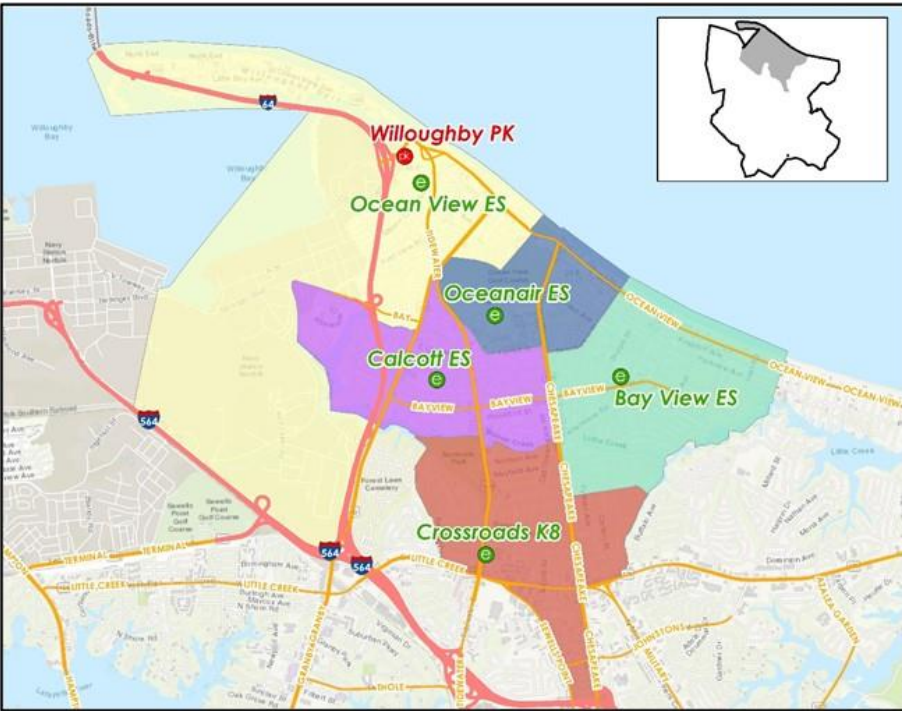
Equity	Quality facilities	Diversity	Fiscal responsibility
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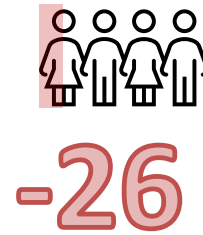


School	Age of Original Building	Capacity w/o Portables	2019-20 Enrollment Utilization	Projected 5 Year Live-In Growth	FCI	When should this building be replaced or renovated?	% Condition Needs that are Priority 1-2
Calcott Elementary	68	540	104.6%	16	80%	0-5 Years	53%
Oceanair Elementary	64	495	97.2%	-23	72%	0-5 Years	27%
Bayview Elementary	98	788	79.5%	7	54%	6-10 Years	0%
Willoughby Elementary*	53	428	52.2%	0	60%	6-10 Years	70%
Crossroads K-8	8	1,125	76.1%	-31		10+ Years	
Ocean View Elementary	3	707	80.3%	5		20+ Years	

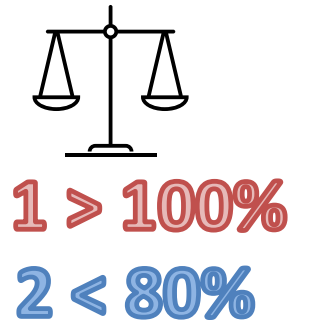
*Willoughby is an Early Education Center



5-yr Projected Enrollment

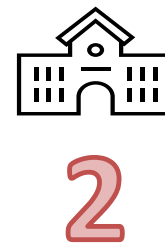


School Utilization Balance



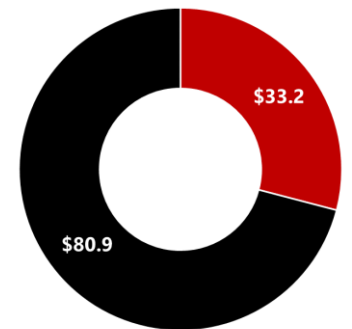
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Schools that should be replaced within 5 years



<based on condition>

Total Condition \$ vs. Building Replacement \$



<in millions>



Option #	Options	Cost	Description	Benefits	Challenges
1	Rebuild Calcott ES on-site at 600 capacity	\$22.6 Million	Addresses facility conditions and over-utilization at Calcott ES.	<ul style="list-style-type: none"> • Addresses facility for worst school in this section & addresses Calcott Capacity • Safety, Facility utilization / capacity improvement 	
2	Rebuild Oceanair ES on-site at 600 capacity	\$22.6 Million	Address facility conditions at Oceanair ES.	<ul style="list-style-type: none"> • Addresses facility / capacity for Oceanair Elementary 	

Desired Outcomes (see Page 4)

Equity

Quality facilities

Diversity

Fiscal responsibility

DRAFT



Option #	Options	Equity	Quality Facilities	Diversity	Fiscal Responsibility
1	Rebuild Calcott ES on-site at 600 capacity	<ul style="list-style-type: none"> New facility for students in area 	<ul style="list-style-type: none"> New facility for students in area 	Attendance boundary percentages of economically disadvantaged students in area ranges from 56.2% to 70.1%.	<ul style="list-style-type: none"> Avoid spending \$12.3M in priority 1-4 deficiencies at a facility with a high FCI
2	Rebuild Oceanair ES on-site at 600 capacity	<ul style="list-style-type: none"> New facility for students in area 	<ul style="list-style-type: none"> New facility for students in area 		<ul style="list-style-type: none"> Avoid spending \$10.4M in priority 1-4 deficiencies at a facility with a high FCI

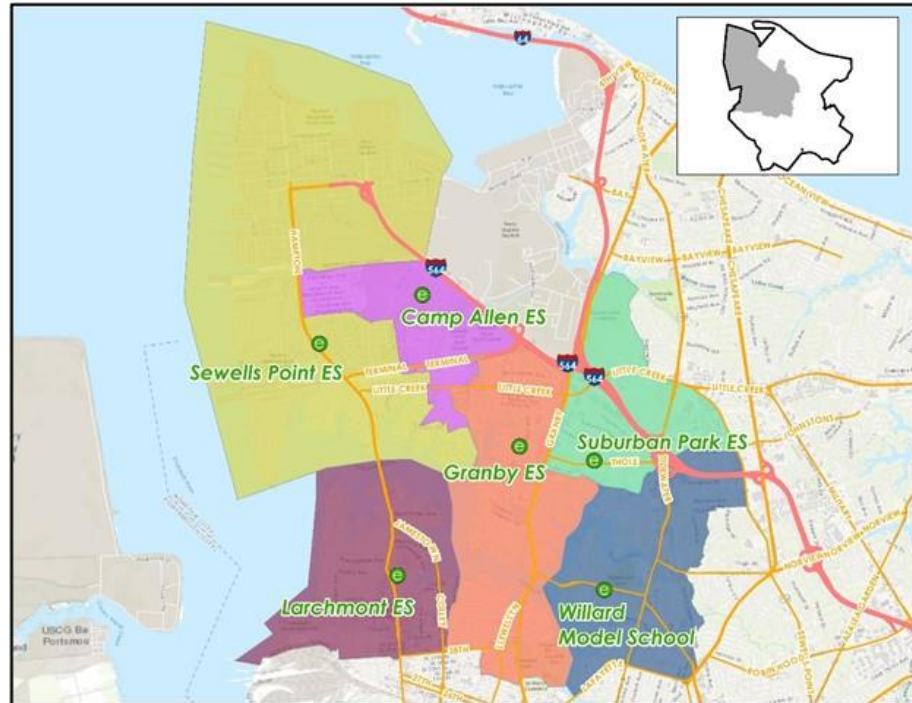
Desired Outcomes (see Page 4)

Equity	Quality facilities	Diversity	Fiscal responsibility
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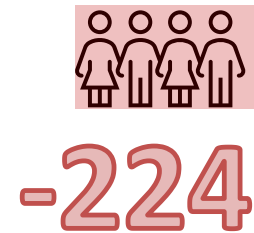
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School	Age of Original Building	Capacity w/o Portables	2019-20 Enrollment Utilization	Projected 5 Year Live-In Growth	FCI	When should this building be replaced or renovated?		% Condition Needs that are Priority 1-2
Granby Elementary	72	653	88.7%	▼ -68	71%	0-5 Years	●	47%
Suburban Park Elementary	65	540	86.1%	▼ -40	71%	0-5 Years	●	23%
Sewells Point Elementary	54	563	109.7%	▼ -29	58%	6-10 Years	●	33%
Willard Elementary	67	833	62.3%	▬ -22	66%	6-10 Years	●	49%
Camp Allen Elementary	1	635	58.7%	▼ -39		20+ Years	●	
Larchmont Elementary	3	707	84.4%	▼ -26		20+ Years	●	



5-yr Projected Enrollment



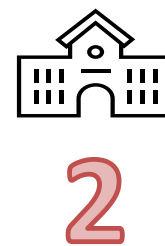
School Utilization Balance



1 > 100%
2 < 80%

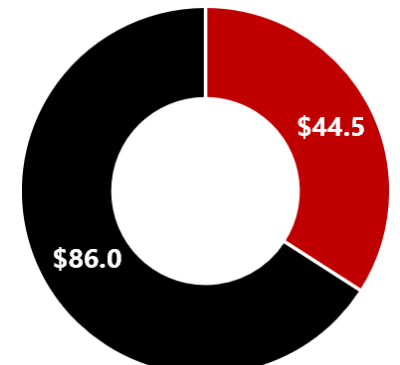
<# students / capacity>

Schools that should be replaced within 5 years



<based on condition>

Total Condition \$ vs. Building Replacement \$





Scenario 1A	Scenario 1B	Option for any scenario
Rebuild Granby ES on-site at 600 capacity Area boundary change required	Scenario 1A + rebuild Suburban Park ES on-site at 600 capacity	Rezone portion of Sewells Point ES to Camp Allen ES
\$22.6 Million	\$45.1 Million	
Addresses facility condition needs at Granby ES.	Addresses facility condition needs at Granby ES and Suburban Park ES.	Address over-utilization at Sewells Point ES and under-utilization at Camp Allen ES.
Benefits		
	<ul style="list-style-type: none"> • Ideal but \$ reality may make 1A the option • Rezone from Granby ES Zone to Larchmont • Takes care of everything and addresses all listed schools if you include rezoning for Sewells Point 	<ul style="list-style-type: none"> • Rezone to Camp Allen
Challenges		

Desired Outcomes (see Page 4)

Equity	Quality facilities	Diversity	Fiscal responsibility
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	Scenario 1A	Scenario 1B	Option for any scenario
Scenario	Rebuild Granby ES on-site at 600 capacity Area boundary change required	Scenario 1A + rebuild Suburban Park ES on-site at 600 capacity	Rezone portion of Sewells Point ES to Camp Allen ES
Equity	<ul style="list-style-type: none"> New facility for students in area 	<ul style="list-style-type: none"> New facility for students in area 	<ul style="list-style-type: none"> Balance of utilization between Sewells Point and Camp Allen
Quality Facilities	<ul style="list-style-type: none"> New facility for students in area 	<ul style="list-style-type: none"> New facility for students in area 	<ul style="list-style-type: none"> Minimal impact on quality facilities apart from priority investments
Diversity	Attendance boundary percentages of economically disadvantaged students in area ranges from 21.2% to 63.8%		
Fiscal Responsibility	<ul style="list-style-type: none"> Avoid spending \$15.6M in priority 1-4 deficiencies at a facility with a high FCI 	<ul style="list-style-type: none"> Avoid spending \$10.7M in priority 1-4 deficiencies at a facility with a high FCI 	<ul style="list-style-type: none"> Balancing utilization through boundary changes

Desired Outcomes (see Page 4)





Equity

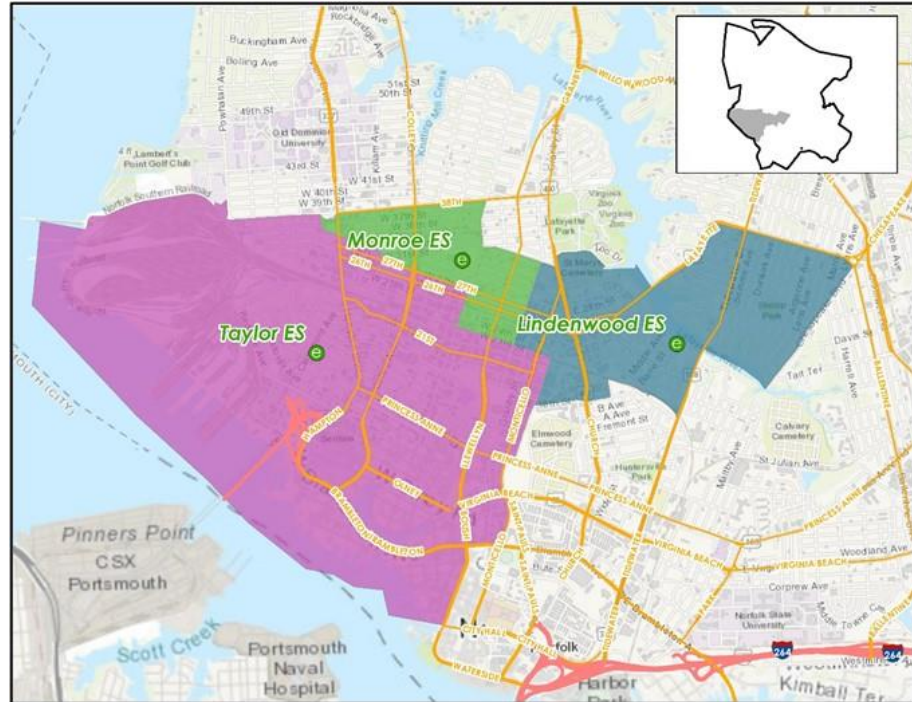
Quality facilities

Diversity

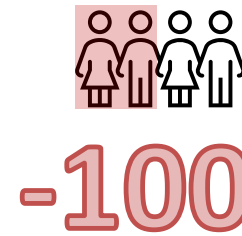
Fiscal responsibility

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School	Age of Original Building	Capacity w/o Portables	2019-20 Enrollment Utilization	Projected 5 Year Live-In Growth	FCI	When should this building be replaced or renovated?		% Condition Needs that are Priority 1-2
Lindenwood Elementary	67	428	65.5%	▼ -38	69%	0-5 Years		 23%
Monroe Elementary	30	563	45.2%	▼ -34	46%	10+ Years		0%
Taylor Elementary	22	495	66.9%	▼ -28	47%	10+ Years		0%



5-yr Projected Enrollment



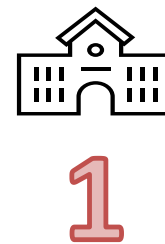
School Utilization Balance



<# students / capacity>

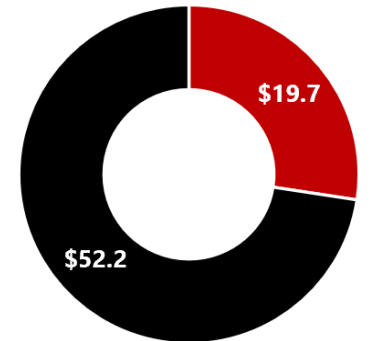
3 < 80%

Schools that should be replaced within 5 years



<based on condition>

Total Condition \$ vs. Building Replacement \$



<in millions>



Option #	Options	Cost	Description	Benefits	Challenges
1	Close Lindenwood ES and rezone to area elementary schools		Closes facility in poor condition. May address under-utilization in nearby schools	<ul style="list-style-type: none"> • May put Lindenwood students into both Taylor and Monroe • May put more students at Taylor- need higher utilization % • Improved utilization 	<ul style="list-style-type: none"> • Recommend re-zoning some Lindenwood to schools other than just Monroe- Centering just on Monroe creates a less diverse school • Resistance to concentrations • walking kids - displacement - results on attendance / enrollment
2	Rezone area elementary schools to increase utilization at Monroe ES		Address under-utilization at Monroe ES.		

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Desired Outcomes (see Page 4)

Equity

Quality facilities

Diversity

Fiscal responsibility



Option #	Options	Equity	Quality Facilities	Diversity	Fiscal Responsibility
1	Close Lindenwood ES and rezone to area elementary schools	<ul style="list-style-type: none"> New facility for students in area 	<ul style="list-style-type: none"> New facility for students in area 	Attendance boundary percentages of economically disadvantaged students in area ranges from 30.1% to 74.7%.	<ul style="list-style-type: none"> Avoid spending \$9.0M in priority 1-4 deficiencies at a facility with a high FCI
2	Rezone area elementary schools to increase utilization at Monroe ES	<ul style="list-style-type: none"> Increase opportunities at Monroe ES with larger enrollment 	<ul style="list-style-type: none"> Minimal impact on quality facilities apart from priority investments 		<ul style="list-style-type: none"> Balancing utilization through boundary changes

Desired Outcomes (see Page 4)

Equity

Quality facilities

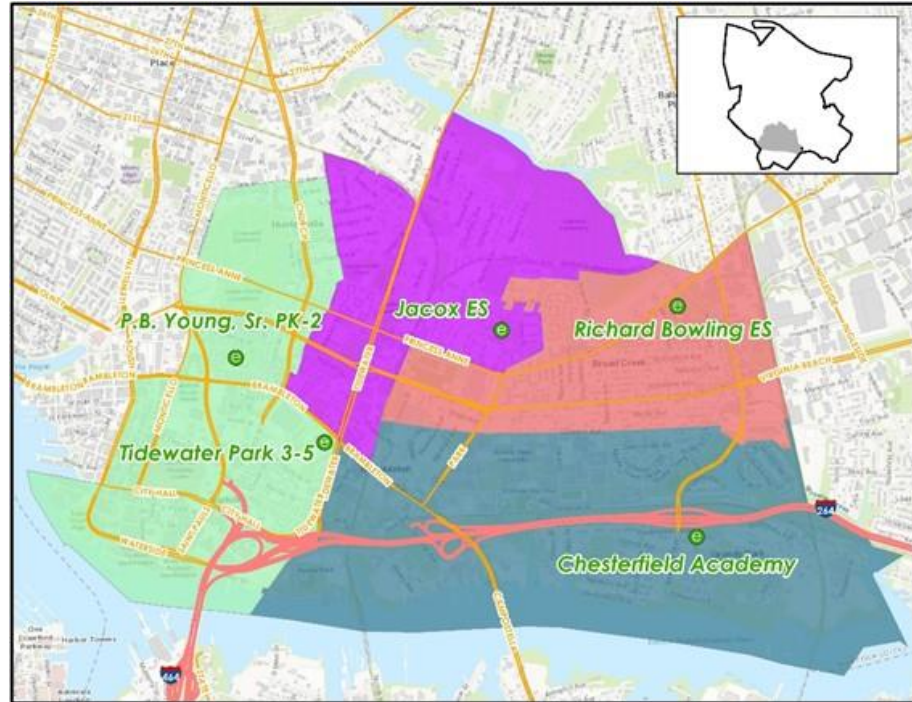
Diversity

Fiscal responsibility

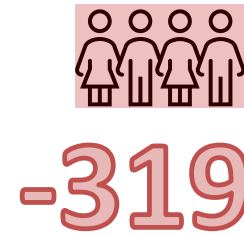
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School	Age of Original Building	Capacity w/o Portables	2019-20 Enrollment Utilization	Projected 5 Year Live-In Growth	FCI	When should this building be replaced or renovated?		% Condition Needs that are Priority 1-2
Chesterfield Academy	67	540	59.3%	▼ -55	71%	0-5 Years	●	50%
Jacox Elementary	71	810	78.4%	▼ -40	76%	0-5 Years	●	66%
P. B. Young Elementary	66	450	101.8%	▼ -69	78%	0-5 Years	●	81%
Tidewater Park Elementary	56	315	83.2%	▼ -93	60%	6-10 Years	●	27%
R. Bowling Elementary	4	708	81.8%	▼ -62		20+ Years	●	



5-yr Projected Enrollment



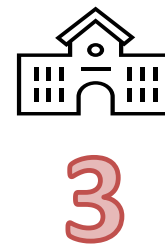
School Utilization Balance



1 > 100%
2 < 80%

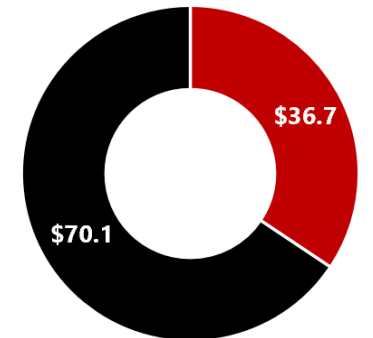
<# students / capacity>

Schools that should be replaced within 5 years



<based on condition>

Total Condition \$ vs. Building Replacement \$



<in millions>





Option #	Options	Cost	Description	Benefits	Challenges
1	Close or repurpose Tidewater Park. Rezone students to Ruffner Academy 3-8		Closes facility in poor condition. Increased operational efficiency.	<ul style="list-style-type: none"> • Leniency in future of Tidewater Park (either close or re-purpose) leaves wiggle room for St. Pauls new population • Ruffner becomes 3-8, providing better education + fully utilizing the school and its program 	<ul style="list-style-type: none"> • 4 y/o and 13-14 y/o in the same building • As with any consolidation, need to avoid concentrating poverty when creating new boundaries • Concern about moving kids from walkable neighborhood, possible attendance issues in the future • How will we make 3-8 an opportunity not a burden? • Overall- need to recognize walking community and need for coordinated wraparound services • Uncertainty with St. Pauls Corridor
2	Rebuild P.B. Young on-site as PK-5 at 600 capacity with smaller attendance area	\$22.6 Million	Addresses facility condition needs at P.B. Young ES.		<ul style="list-style-type: none"> • Rebuilding PB young - population is changing due to development
3	Rebuild Jacox on-site at 800 capacity	\$30.1 Million	Addresses facility condition needs at Jacox ES.	<ul style="list-style-type: none"> • Ideal • Rebuild Jacox 	<ul style="list-style-type: none"> • Jacox @ 800 capacity would be larger than other new builds

See middle school Scenario 1A for additional details about Ruffner Academy 3-8.

Desired Outcomes (see Page 4)

Equity

Quality facilities

Diversity

Fiscal responsibility

DRAFT



	Scenario 1A	Scenario 1B	Option for any scenario
Scenario	Close or repurpose Tidewater Park Rezone students to Ruffner Academy 3-8	Rebuild P.B. Young on-site as PK-5 at 600 capacity with smaller attendance area	Rebuild Jacox on-site at 800 capacity
Equity	<ul style="list-style-type: none"> Move students to a facility in better condition 	<ul style="list-style-type: none"> New facility for students in area 	<ul style="list-style-type: none"> New facility for students in area
Quality Facilities	<ul style="list-style-type: none"> Move students to a facility in better condition 	<ul style="list-style-type: none"> New facility for students in area 	<ul style="list-style-type: none"> New facility for students in area
Diversity	Attendance boundary percentages of economically disadvantaged students in area ranges from 71.3% to 94.2%		
Fiscal Responsibility	<ul style="list-style-type: none"> Reduce # of facilities while maintaining sufficient capacity for area students 	<ul style="list-style-type: none"> Avoid spending \$9.9M in priority 1-4 deficiencies at a facility with a high FCI 	<ul style="list-style-type: none"> Avoid spending \$13.3M in priority 1-4 deficiencies at a facility with a high FCI

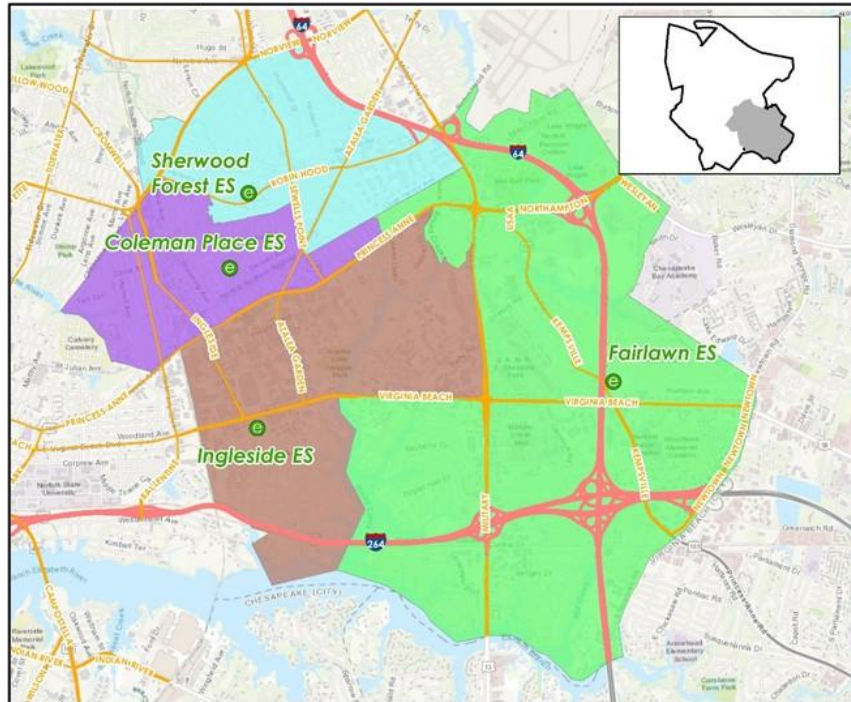
Desired Outcomes (see Page 4)

Equity Quality facilities Diversity Fiscal responsibility

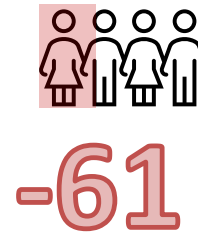
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School	Age of Original Building	Capacity w/o Portables	2019-20 Enrollment Utilization	Projected 5 Year Live-In Growth	FCI	When should this building be replaced or renovated?		% Condition Needs that are Priority 1-2
Ingleside Elementary	66	540	96.3%	▼ -33	77%	0-5 Years	●	77%
Sherwood Forest Elementary	63	630	87.6%	▬ -10	70%	0-5 Years	●	30%
Fairlawn Elementary	61	360	76.7%	▬ -1	63%	6-10 Years	●	17%
Coleman Place Elementary	13	855	80.6%	▬ -17	24%	10+ Years	●	0%



5-yr Projected Enrollment



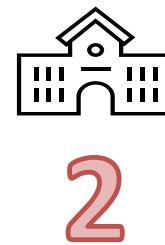
School Utilization Balance



1 < 80%

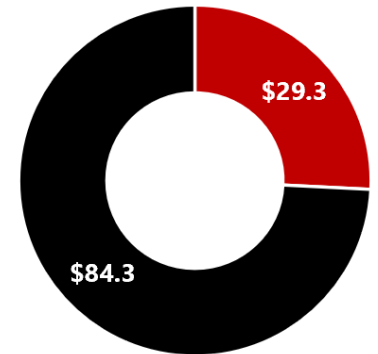
<# students / capacity>

Schools that should be replaced within 5 years



<based on condition>

Total Condition \$ vs. Building Replacement \$



<in millions>



Option #	Options	Cost	Description	Benefits	Challenges
1	<p>Move Fairlawn K-2 students to Lake Taylor School as K-8 (conversion planned fall 2021)</p> <p>Repurpose Fairlawn as PK Center</p>	\$2 Million	Increase utilization at Lake Taylor School.	<ul style="list-style-type: none"> • Complete transformation for kids • Improved Facility Utilization / Capacity / Modernization (Trade up) 	<ul style="list-style-type: none"> • Community Concerns • Serious renovation costs • Transportation
2	<p>Rebuild Ingleside ES and Sherwood Forest ES on-site at 600 capacity</p> <p>Potential rezoning to area elementary schools to balance utilization</p>	\$45.1 Million	Address facility condition needs at Ingleside ES and Sherwood Forest ES.	<ul style="list-style-type: none"> • Improved efficiency and facilities if money is available • Ingleside ES needs the investment • Modernization • Upgrade needed 	<ul style="list-style-type: none"> • Community Concerns

Equity

Quality facilities

Diversity

Fiscal responsibility

DRAFT



Option #	Options	Equity	Quality Facilities	Diversity	Fiscal Responsibility
1	Move Fairlawn K-2 students to Lake Taylor School as K-8 Repurpose Fairlawn as PK Center	<ul style="list-style-type: none"> Minimal impact on facility equity apart from priority investments 	<ul style="list-style-type: none"> Minimal impact on facility equity apart from priority investments 	Attendance boundary percentages of economically disadvantaged students in area ranges from 46.4% to 60.9%.	<ul style="list-style-type: none"> Increase utilization at Lake Taylor School
2	Rebuild Ingleside ES and Sherwood Forest ES on-site at 600 capacity Potential rezoning to area elementary schools to balance utilization	<ul style="list-style-type: none"> New facilities for students in area 	<ul style="list-style-type: none"> New facilities for students in area 		<ul style="list-style-type: none"> Avoid spending a total of \$21.2M in priority 1-4 deficiencies at facilities with a high FCI

Desired Outcomes (see Page 4)








Equity

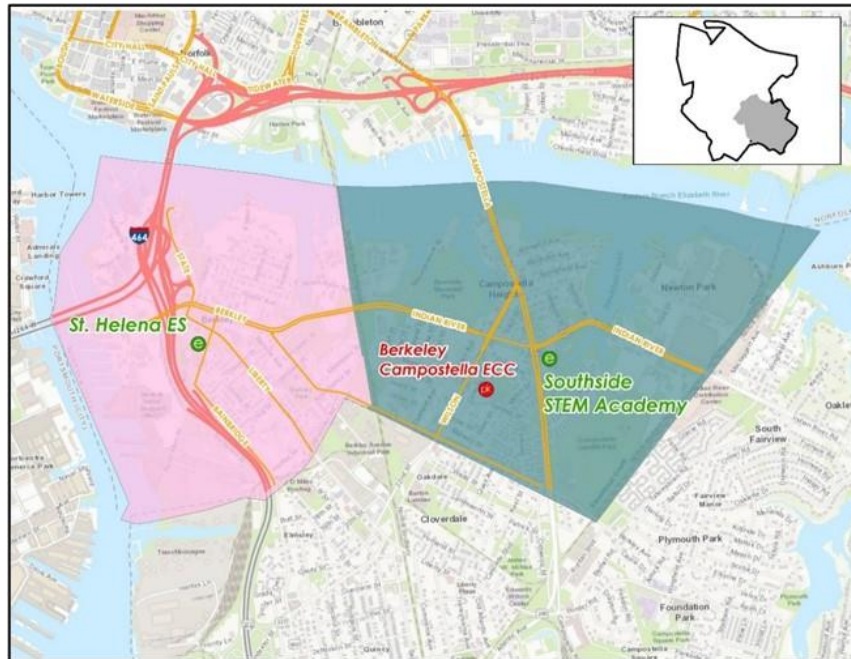
Quality facilities

Diversity

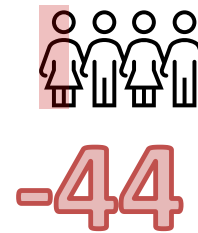
Fiscal responsibility

DRAFT

School	Age of Original Building	Capacity w/o Portables	2019-20 Enrollment Utilization	Projected 5 Year Live-In Growth	FCI	When should this building be replaced or renovated?		% Condition Needs that are Priority 1-2
Berkeley/Campostella ECC	67	300	62.3%		73%	0-5 Years		 17%
St. Helena Elementary	54	293	93.7%	 10	57%	6-10 Years		 24%
Southside STEM Academy @ Campostella	4	1,071	69.4%	 -54		10+ Years		



5-yr Projected Enrollment



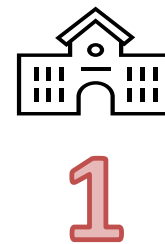
School Utilization Balance



2 < 80%

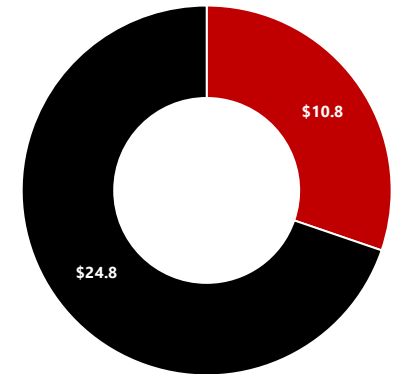
<# students / capacity>

Schools that should be replaced within 5 years



<based on condition>

Total Condition \$ vs. Building Replacement \$



<in millions>



Option #	Options	Cost	Description	Benefits	Challenges
1	Close St. Helena ES and rezone to Southside STEM Academy		Increase operational efficiency in the Division and better utilize a new facility.	<ul style="list-style-type: none"> No Additional Space- Small site, consolidation needed 	<ul style="list-style-type: none"> Closing neighborhood school Community Concerns
2	Major renovation at St. Helena ES	\$6.9 Million	Address condition needs at St. Helena ES.	<ul style="list-style-type: none"> Modernization 	<ul style="list-style-type: none"> St. Helena is too small, doesn't meet 21st century learning
3	Major renovation at Berkeley/Campostella ECC	\$8.8 Million	Address condition needs at Berkeley/Campostella ECC.	<ul style="list-style-type: none"> Modernization Renovation needed for Berkeley / Campostella ECC 	
4	Consolidate Berkeley / Campostella ECC into Southside STEM Academy		Address condition needs at Berkeley/Campostella ECC. Better utilize a new facility.		
5	Rebuild St. Helena ES on-site at 500 capacity. Consolidate Berkeley / Campostella ECC into new St. Helena ES	\$18.8 Million	Address condition needs at St. Helena ES and Berkeley/Campostella ECC. Increase operational efficiency in the Division.		

Desired Outcomes (see Page 4)

Equity

Quality facilities

Diversity

Fiscal responsibility

DRAFT



Scenario #	Scenario	Equity	Quality Facilities	Diversity	Fiscal Responsibility
1	Close St. Helena ES and rezone to Southside STEM Academy	<ul style="list-style-type: none"> Students moved to a newer facility 	<ul style="list-style-type: none"> Students moved to a newer facility 	Attendance boundary percentages of economically disadvantaged students in area ranges from 72.1% to 85.6%.	<ul style="list-style-type: none"> Reduce # of facilities while maintaining sufficient capacity for area students Avoid spending \$3.4M in priority 1-4 deficiencies at a facility with a high FCI
2	Major renovation at St. Helena ES	<ul style="list-style-type: none"> Renovated facility for students in area 	<ul style="list-style-type: none"> Renovated facility for students in area 		<ul style="list-style-type: none"> May not be fiscally responsible to renovate a 54-year old school with a low capacity
3	Major renovation at Berkeley/Campostella ECC	<ul style="list-style-type: none"> Renovated facility for students in area 	<ul style="list-style-type: none"> Renovated facility for students in area 		<ul style="list-style-type: none"> May not be fiscally responsible to renovate a 67-year old school with a low capacity
4	Consolidate Berkeley / Campostella ECC into Southside STEM Academy	<ul style="list-style-type: none"> Students moved to a newer facility 	<ul style="list-style-type: none"> Students moved to a newer facility 		<ul style="list-style-type: none"> Reduce # of facilities while maintaining sufficient capacity for area students
5	Rebuild St. Helena ES on-site at 500 capacity. Consolidate Berkeley / Campostella ECC into new St. Helena ES	<ul style="list-style-type: none"> New facility for students in area 	<ul style="list-style-type: none"> New facility for students in area 		<ul style="list-style-type: none"> Reduce # of facilities while maintaining sufficient capacity for area students

Desired Outcomes (see Page 4)

Equity

Quality facilities

Diversity

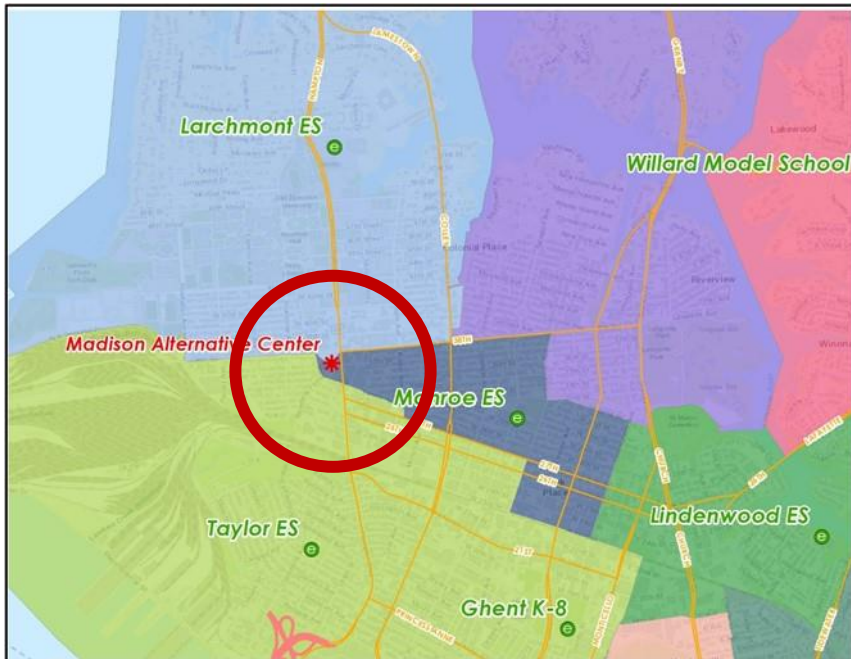
Fiscal responsibility

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Madison was determined to be in such poor condition it was not assessed, and needs replaced or vacated. The facility currently houses the Alternative High School program.

**Madison is a Division-wide program and does not have defined an attendance boundaries, so utilization is based on program design and demand rather than local demographic trends.*



5-yr Projected Enrollment



N/A*

School Utilization Balance


N/A*

<# students / capacity>

Schools that should be replaced within 5 years


1

<based on condition>

Total **Condition** \$ vs. **Building Replacement** \$

Not assessed but needs replaced.

<in millions>





Scenario 1A
Relocate Madison Alternative Center to Coronado Open Campus facility in fall of 2021
Up to \$0.5 Million
Move students in this program to a facility in better condition at Coronado facility.

DRAFT

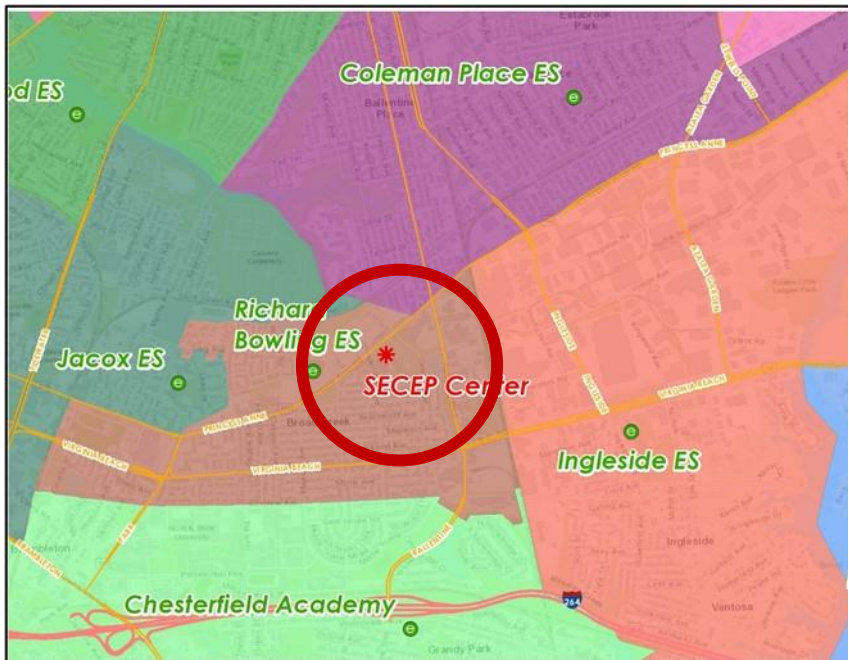
Desired Outcomes (see Page 4)

- Equity
- Quality facilities
- Diversity
- Fiscal responsibility




[Southeastern Cooperative Education Program \(SECEP\)](#) is a regional program serving students with special needs. The program is housed in the Old Richard Bowling facility and determined to not be educationally adequate for these students.


**SECEP is an area-wide program and does not have defined attendance boundaries, so utilization is based on program design and demand rather than local demographic trends.*



5-yr Projected Enrollment


N/A*

School Utilization Balance


N/A*

<# students / capacity>

Schools that should be replaced within 5 years



<based on condition>

Total **Condition \$** vs. **Building Replacement \$**

Not assessed.

<in millions>



PLANNING AREAS | OLD RICHARD
BOWLING (SECEP)



Scenario 1A	Scenario 1B	Scenario 1C
Move SECEP to space in Military Circle Mall	Move SECEP to Norfolk Technical Center (only if CTE is consolidated at Booker T Washington HS or Lake Taylor HS)	Repurpose Fairlawn ES for SECEP (if not being used as a PK Center)
Cost TBD	Cost TBD	Cost TBD

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Desired Outcomes (see Page 4)

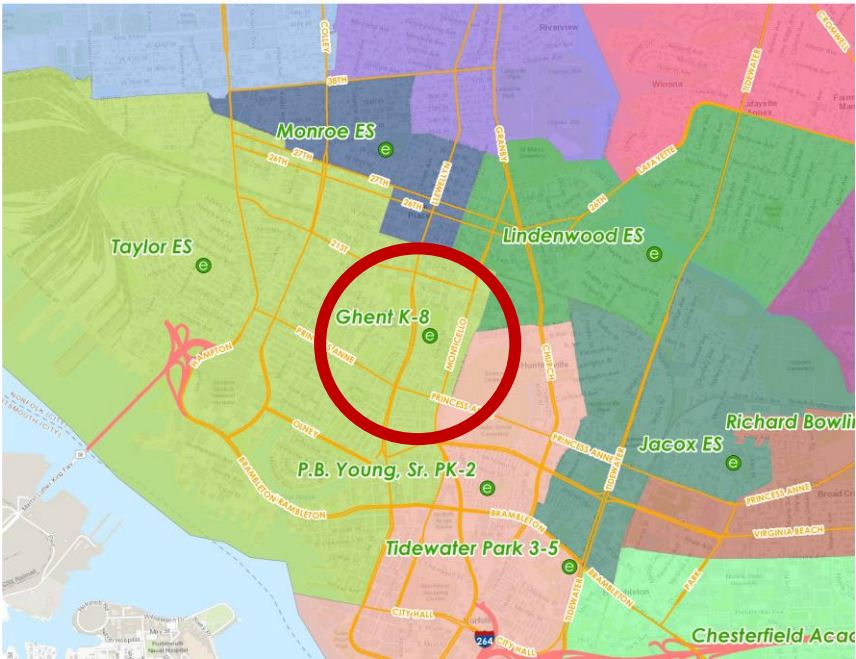
Equity	Quality facilities	Diversity	Fiscal responsibility
--------	--------------------	-----------	-----------------------



School	Age of Original Building	Capacity w/o Portables	2019-20 Enrollment Utilization	Projected 5 Year Live-In Growth	FCI	When should this building be replaced or renovated?		% Condition Needs that are Priority 1-2
Ghent K-8 School	42	518	94.6%	0	53%	10+ Years		12%

Due to the condition and enrollment/utilization of this school, the option would be to address Priority 1-2 capital renewals

**Ghent K-8 is a Division-wide program and does not have an attendance boundary, so enrollment and utilization is based on program design and demand rather than local demographic trends.*



5-yr Projected Enrollment

N/A*

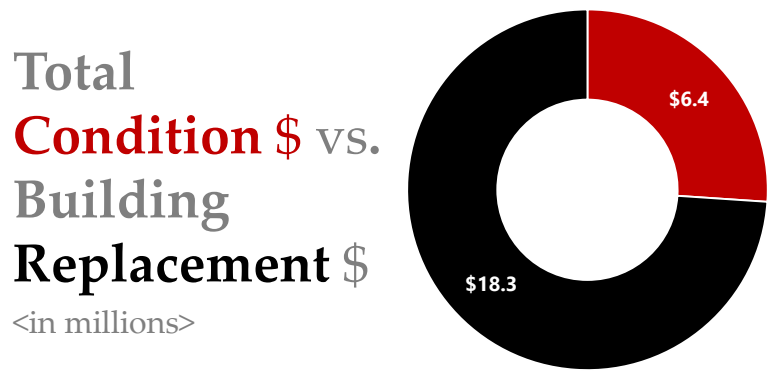
School Utilization Balance

N/A*

<# students / capacity>

Schools that should be replaced within 5 years

<based on condition>





APPENDIX

ADDITIONAL FACILITY DATA

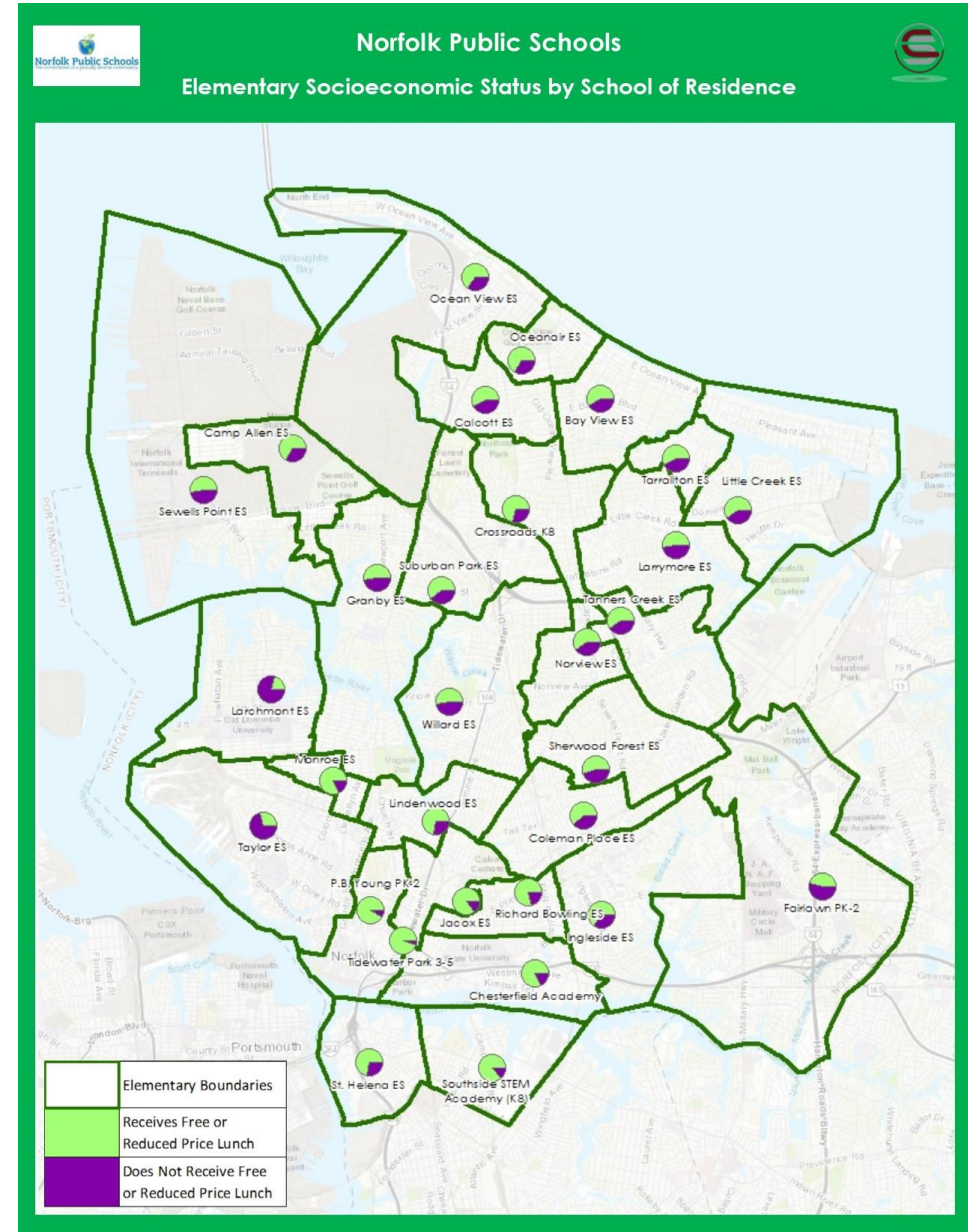
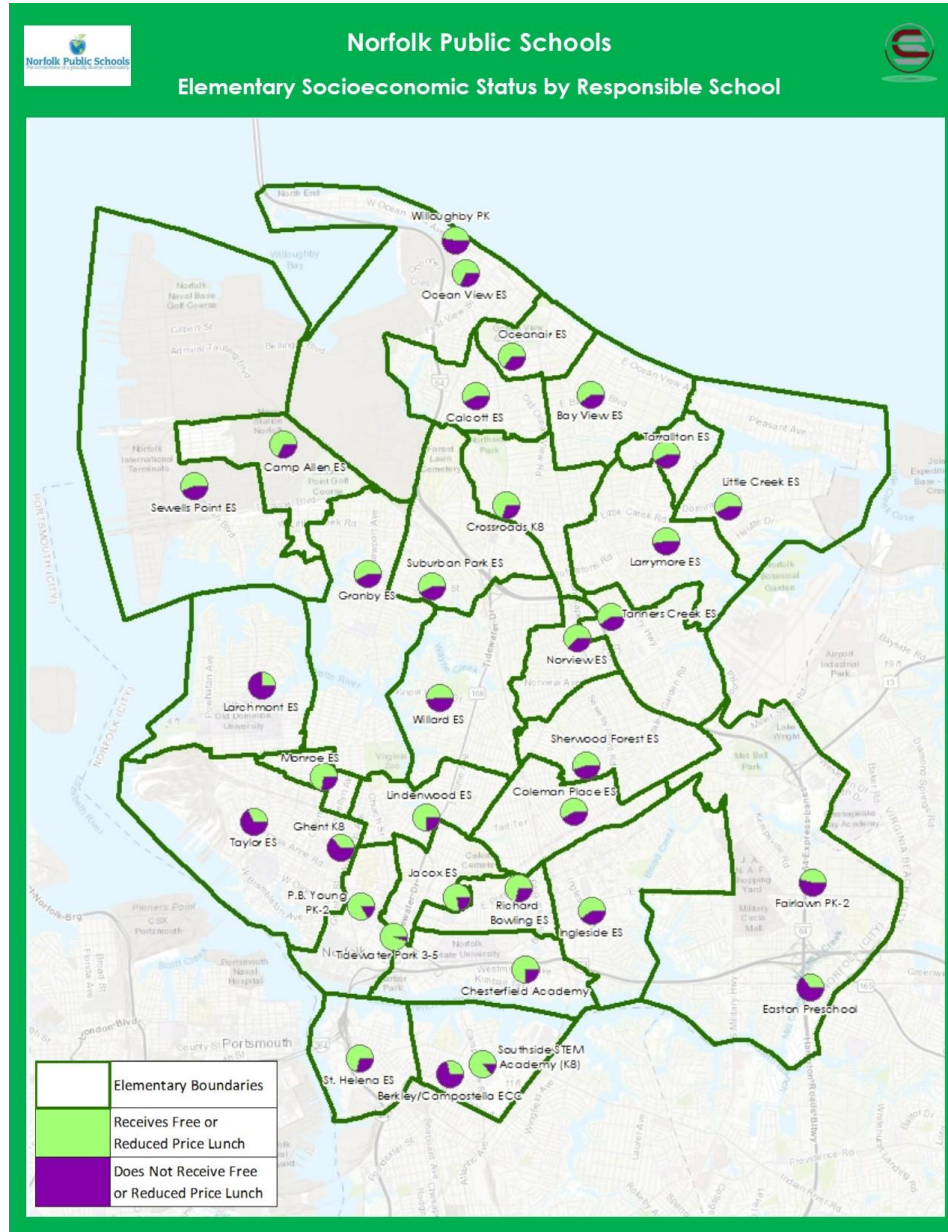


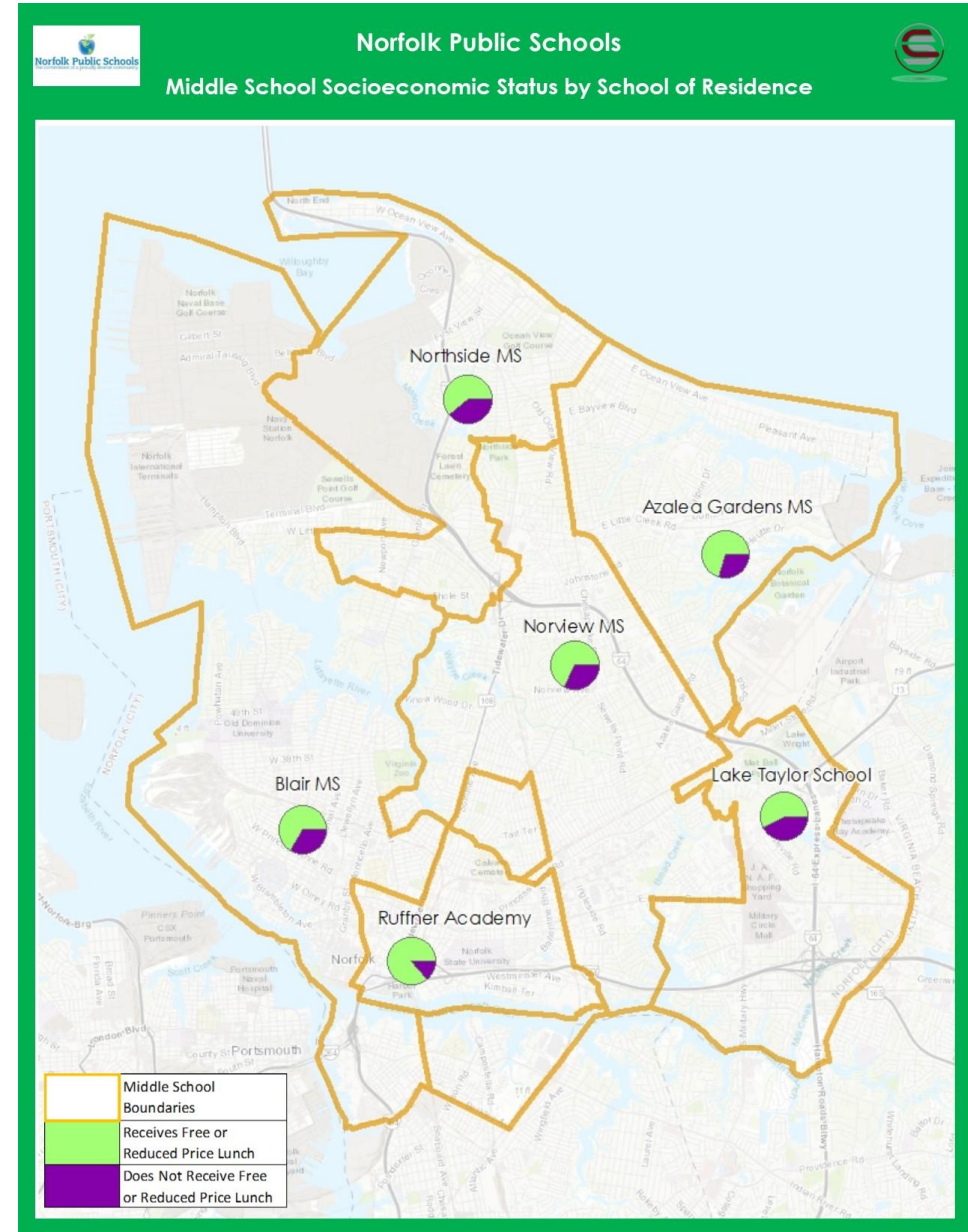
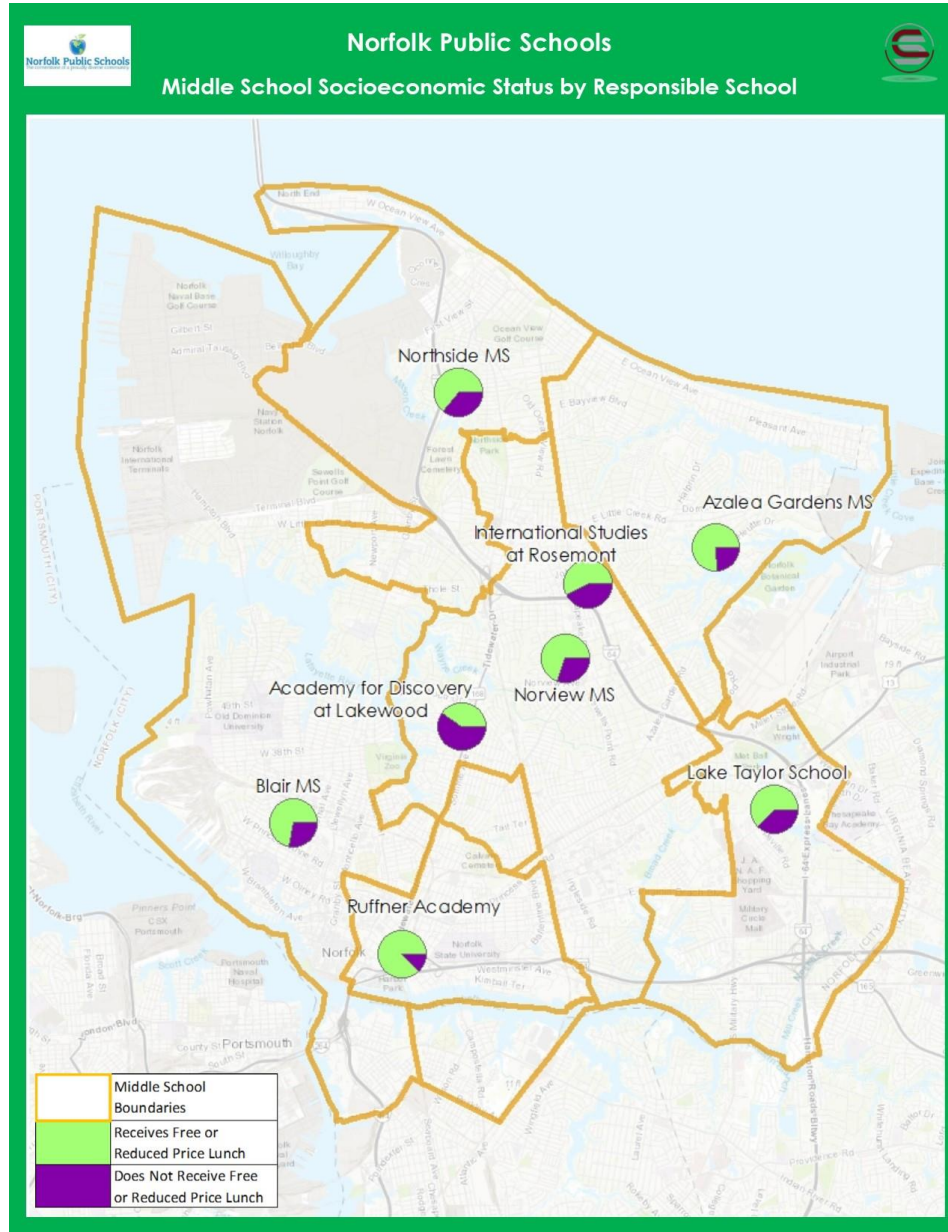
School	Age of Original Building	SF	FCI	When should this building be replaced or renovated?		Replacement Value 2018 \$	Capital Renewal Value 2018\$	Priority 1 2020 \$	Priority 2 2020 \$	Priority 3 2020 \$	Priority 4 2020 \$	Priority 1+2+3+4 2020 \$
Bayview Elementary	98	83,095	54%	6-10 Years	●	\$25.0 M	\$15.8 M	\$ -	\$ -	\$0.8 M	\$4.3 M	\$5.0 M
Calcott Elementary	68	65,100	80%	0-5 Years	●	\$19.6 M	\$12.4 M	\$2.8 M	\$3.7 M	\$5.2 M	\$0.6 M	\$12.3 M
Camp Allen Elementary	1	97,630		20+ Years	●							
Chesterfield Academy	67	58,750	71%	0-5 Years	●	\$17.7 M	\$11.2 M	\$3.9 M	\$0.8 M	\$3.1 M	\$1.6 M	\$9.4 M
Coleman Place Elementary	13	96,818	24%	10+ Years	●	\$29.1 M	\$18.4 M	\$ -	\$ -	\$ -	\$0.1 M	\$0.1 M
Crossroads K-8	8	146,923		10+ Years	●							
Fairlawn Elementary	61	58,500	63%	6-10 Years	●	\$17.6 M	\$11.1 M	\$0.8 M	\$0.5 M	\$6.1 M	\$0.5 M	\$8.0 M
Ghent K-8 School	42	60,800	53%	10+ Years	●	\$18.3 M	\$11.6 M	\$ -	\$0.7 M	\$3.6 M	\$2.1 M	\$6.4 M
Granby Elementary	72	82,081	71%	0-5 Years	●	\$24.7 M	\$15.6 M	\$4.4 M	\$3.0 M	\$6.0 M	\$2.2 M	\$15.6 M
Ingleside Elementary	66	58,500	77%	0-5 Years	●	\$17.6 M	\$11.1 M	\$2.2 M	\$5.8 M	\$1.6 M	\$0.8 M	\$10.4 M
Jacox Elementary	71	79,200	76%	0-5 Years	●	\$23.8 M	\$15.1 M	\$0.8 M	\$7.9 M	\$3.6 M	\$1.0 M	\$13.3 M
Larchmont Elementary	3	89,962		20+ Years	●							
Larrymore Elementary	63	77,325	73%	0-5 Years	●	\$23.3 M	\$14.7 M	\$6.0 M	\$2.4 M	\$3.3 M	\$1.2 M	\$12.9 M
Lindenwood Elementary	67	54,900	69%	0-5 Years	●	\$16.5 M	\$10.4 M	\$1.5 M	\$0.6 M	\$5.1 M	\$1.8 M	\$9.0 M
Little Creek Elementary	65	101,295	65%	6-10 Years	●	\$30.5 M	\$19.3 M	\$0.7 M	\$2.3 M	\$9.1 M	\$4.0 M	\$16.1 M
Monroe Elementary	30	64,000	46%	10+ Years	●	\$19.3 M	\$12.2 M	\$ -	\$ -	\$0.3 M	\$7.5 M	\$7.8 M
Norview Elementary	68	57,640	69%	0-5 Years	●	\$17.3 M	\$11.0 M	\$1.5 M	\$1.0 M	\$5.7 M	\$1.2 M	\$9.3 M
Ocean View Elementary	3	91,423		20+ Years	●							
Oceanair Elementary	64	62,470	72%	0-5 Years	●	\$18.8 M	\$11.9 M	\$1.7 M	\$1.1 M	\$6.9 M	\$0.7 M	\$10.4 M
P. B. Young Elementary	66	55,325	78%	0-5 Years	●	\$16.6 M	\$10.5 M	\$3.4 M	\$4.6 M	\$1.2 M	\$0.7 M	\$9.9 M
R. Bowling Elementary	4	101,660		20+ Years	●							
Sewells Point Elementary	54	60,900	58%	6-10 Years	●	\$18.3 M	\$11.6 M	\$1.4 M	\$0.9 M	\$1.1 M	\$3.4 M	\$6.8 M
Sherwood Forest Elementary	63	66,340	70%	0-5 Years	●	\$20.0 M	\$12.6 M	\$2.6 M	\$0.7 M	\$7.1 M	\$0.4 M	\$10.8 M
Southside STEM Academy @ Campostella	4	170,030		10+ Years	●							
St. Helena Elementary	54	36,074	57%	6-10 Years	●	\$10.9 M	\$6.9 M	\$0.4 M	\$0.4 M	\$2.4 M	\$0.2 M	\$3.4 M
Suburban Park Elementary	65	61,980	71%	0-5 Years	●	\$18.6 M	\$11.8 M	\$1.5 M	\$0.9 M	\$6.6 M	\$1.7 M	\$10.7 M
Tanners Creek Elementary	30	83,000	57%	6-10 Years	●	\$25.0 M	\$15.8 M	\$ -	\$1.5 M	\$7.2 M	\$3.2 M	\$11.9 M
Tarrallton Elementary	56	46,300	60%	6-10 Years	●	\$13.9 M	\$8.8 M	\$0.6 M	\$0.1 M	\$1.4 M	\$3.1 M	\$5.2 M
Taylor Elementary	22	54,786	47%	10+ Years	●	\$16.5 M	\$10.4 M	\$ -	\$ -	\$0.2 M	\$2.7 M	\$3.0 M
Tidewater Park Elementary	56	39,675	60%	6-10 Years	●	\$11.9 M	\$7.5 M	\$0.7 M	\$0.4 M	\$0.8 M	\$2.3 M	\$4.2 M
Willard Elementary	67	80,925	66%	6-10 Years	●	\$24.3 M	\$15.4 M	\$2.9 M	\$2.7 M	\$5.5 M	\$0.4 M	\$11.4 M
Willoughby Elementary	53	58,400	60%	6-10 Years	●	\$17.6 M	\$11.1 M	\$1.7 M	\$2.1 M	\$0.3 M	\$1.3 M	\$5.4 M

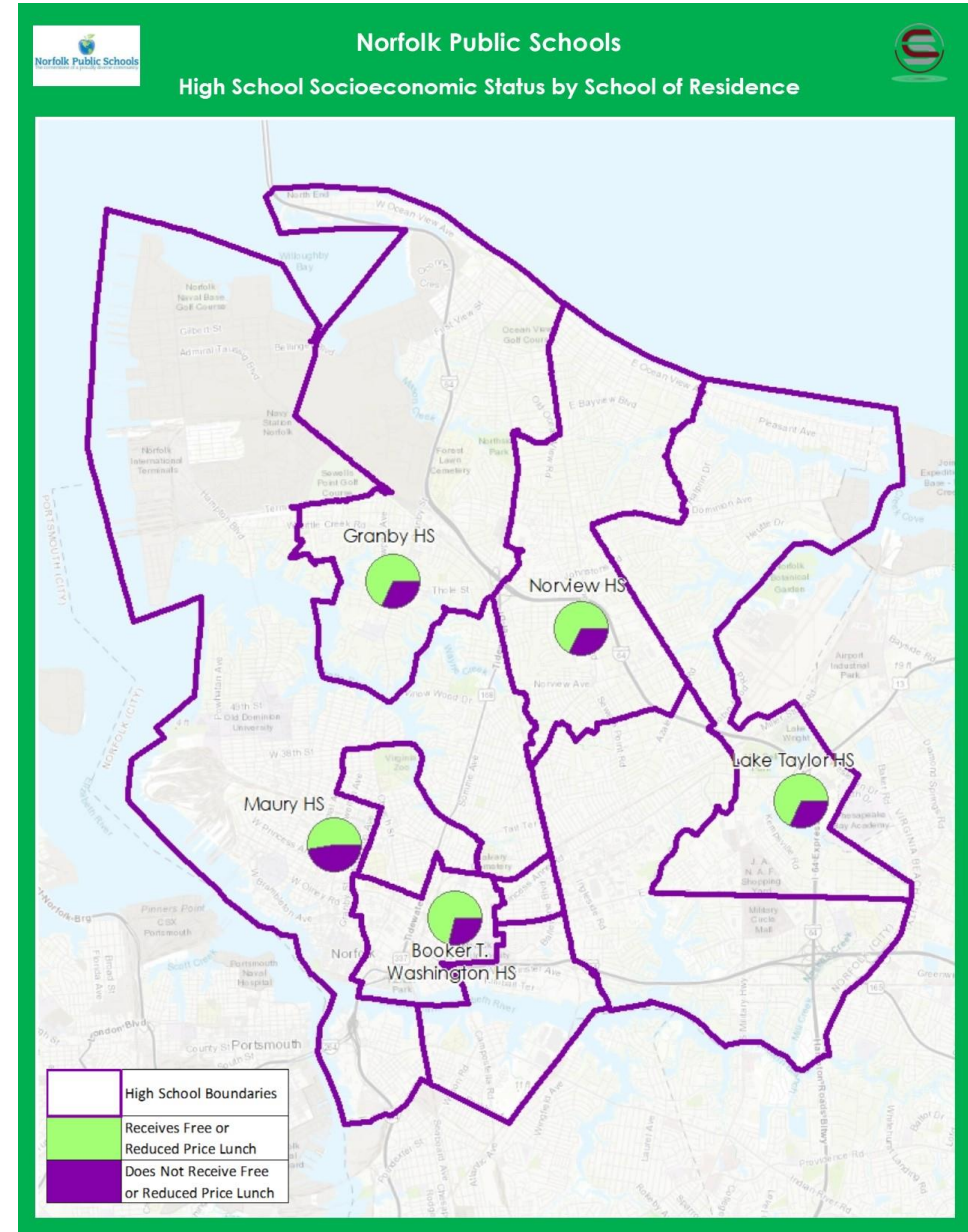
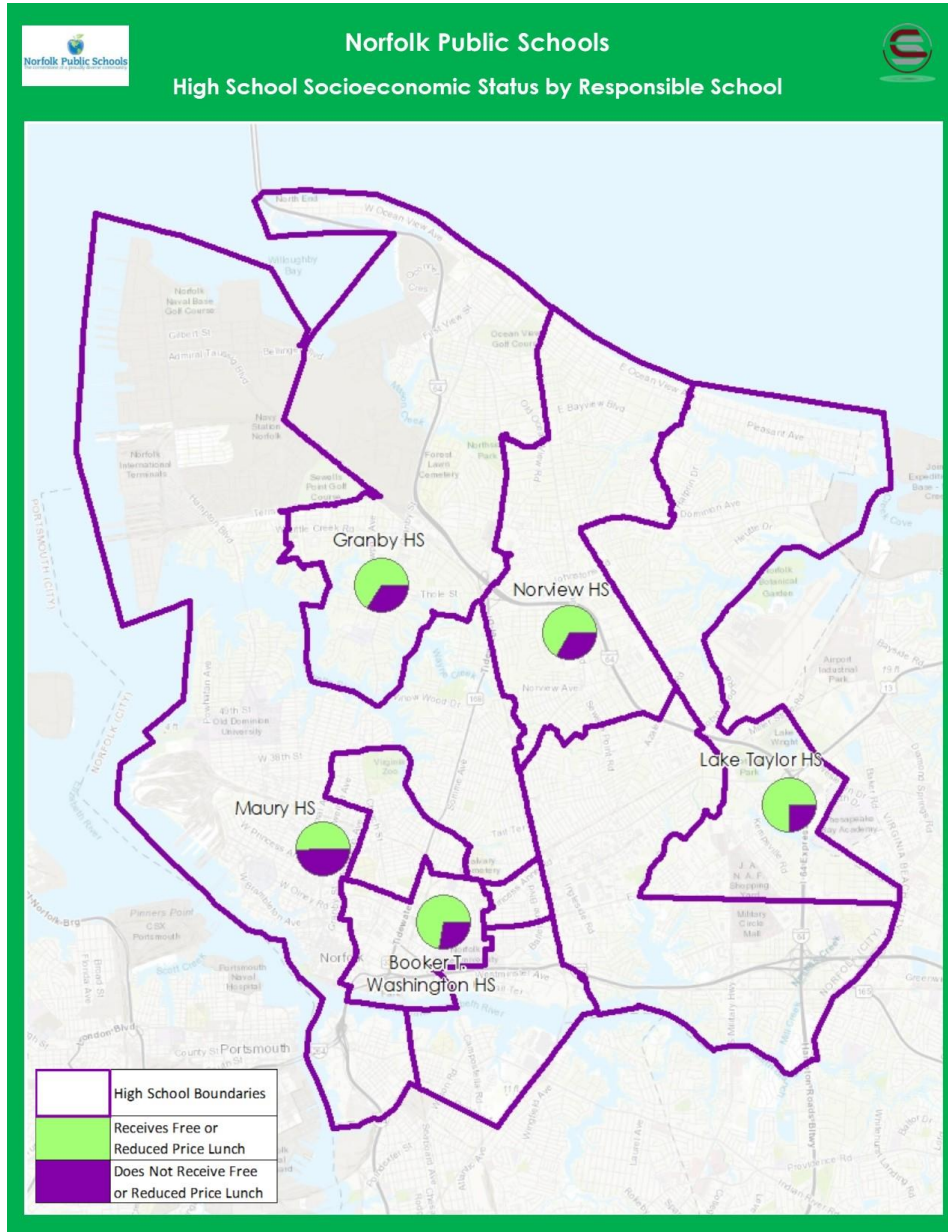
ADDITIONAL FACILITY DATA



Booker T. Washington High	46	265,000	64%	0-5 Years		\$103.8 M	\$68.7 M	\$24.7 M	\$20.0 M	\$0.4 M	\$12.1 M	\$57.1 M
Granby High	81	292,294	54%	10+ Years		\$114.4 M	\$75.7 M	\$ -	\$ -	\$ -	\$14.5 M	\$14.5 M
Lake Taylor High	53	261,000	66%	0-5 Years		\$102.2 M	\$67.6 M	\$33.0 M	\$11.2 M	\$7.8 M	\$5.1 M	\$57.2 M
Maury High	109	264,023	72%	0-5 Years		\$103.4 M	\$ -	\$33.4 M	\$11.5 M	\$14.9 M	\$16.3 M	\$76.2 M
Norfolk Technical Center	52	125,938	60%	6-10 Years		\$49.3 M	\$32.6 M	\$2.2 M	\$0.7 M	\$11.8 M	\$2.4 M	\$17.1 M
Norview High	16	282,272	27%	10+ Years		\$110.5 M	\$73.1 M	\$ -	\$0.5 M	\$ -	\$ -	\$0.5 M
Academy for Discovery at Lakewood (3 - 8)	29	140,000	49%	10+ Years		\$46.5 M	\$30.2 M	\$ -	\$ -	\$ -	\$18.9 M	\$18.9 M
Azalea Gardens Middle	59	120,374	72%	0-5 Years		\$39.9 M	\$26.0 M	\$9.9 M	\$4.7 M	\$2.9 M	\$3.5 M	\$21.1 M
Blair Middle	98	241,597	34%	10+ Years		\$80.2 M	\$52.2 M	\$ -	\$ -	\$ -	\$ -	\$ -
Lake Taylor Middle	55	118,926	64%	0-5 Years		\$39.5 M	\$25.7 M	\$2.1 M	\$9.3 M	\$4.1 M	\$3.1 M	\$18.7 M
Northside Middle	64	122,675	65%	0-5 Years		\$40.7 M	\$26.5 M	\$3.3 M	\$4.4 M	\$9.4 M	\$4.1 M	\$21.1 M
Norview Middle	25	152,000	49%	10+ Years		\$50.4 M	\$32.8 M	\$ -	\$ -	\$10.9 M	\$8.2 M	\$19.1 M
Rosemont Middle	61	126,028	70%	0-5 Years		\$41.8 M	\$27.2 M	\$3.8 M	\$3.5 M	\$12.2 M	\$4.7 M	\$24.2 M
Ruffner Middle	26	146,000	51%	10+ Years		\$48.5 M	\$31.5 M	\$ -	\$ -	\$12.7 M	\$3.6 M	\$16.4 M









The map to the right shows the density of the Norfolk Public Schools student population. The shaded colors represent the current student density as of the 2019-20 school year. The dark red areas indicate high density and the dark blue areas indicate lower density areas.

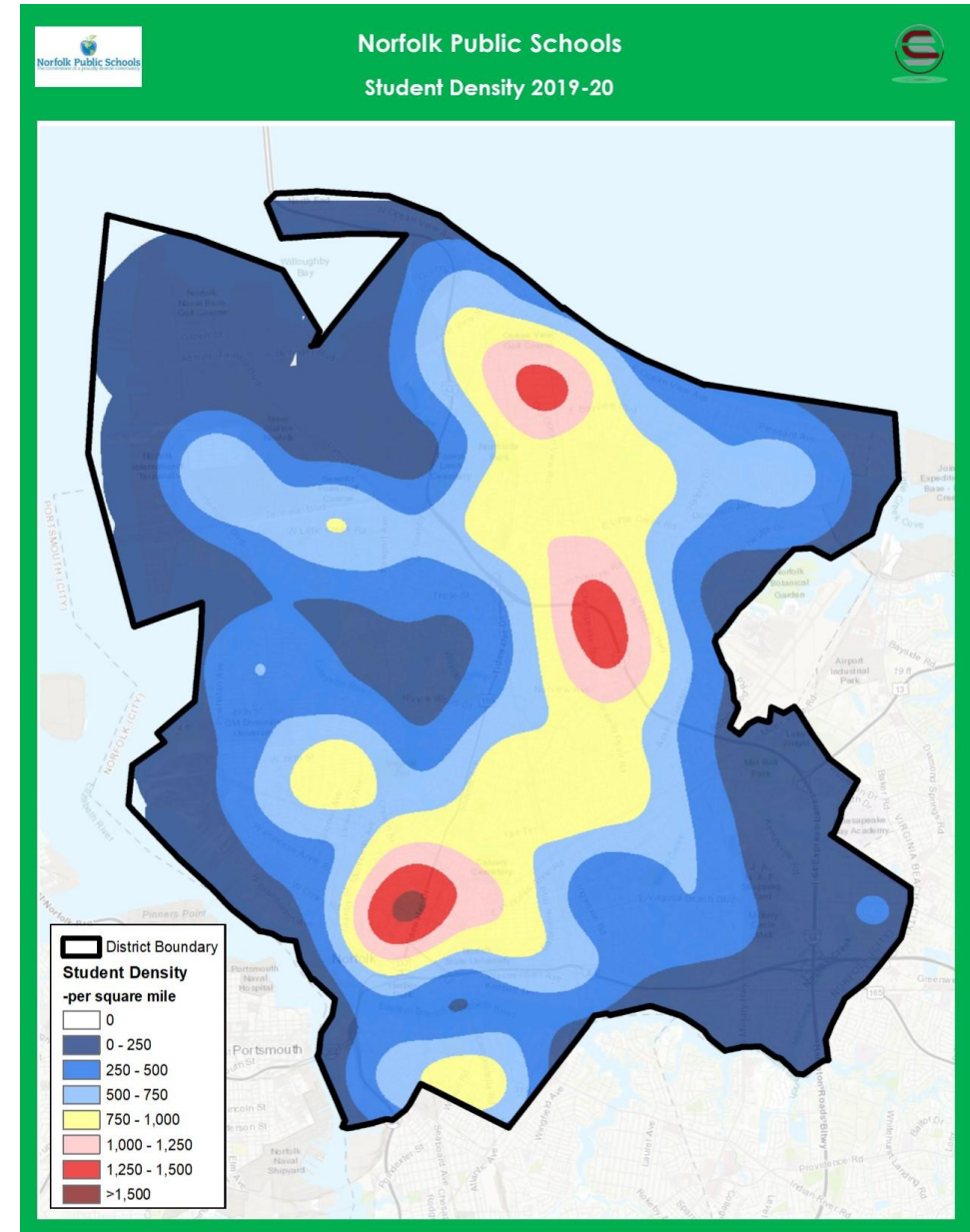


EXHIBIT C



COOPERATIVE STRATEGIES

COMPLETE FINANCIAL & DEMOGRAPHIC PLANNING FOR EDUCATION

NORFOLK PUBLIC SCHOOLS

ENROLLMENT PROJECTIONS REPORT BY BOUNDARY OF RESIDENCE

FEBRUARY 11, 2021

PREPARED FOR:

Norfolk Public Schools

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ACKNOWLEDGMENTS

On behalf of Cooperative Strategies, we would like to extend our appreciation to the Norfolk Public Schools for the opportunity to assist them in developing this Enrollment Projections Report which includes enrollment projections by boundary of residence. As a planning team, we hope that this document will serve the Norfolk Public Schools for years to come.

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EXECUTIVE SUMMARY

The enrollment projections by boundary of residence for the Norfolk Public Schools included in this report were developed using the cohort survival methodology and Cooperative Strategies' custom enrollment projection software, S.T.E.P. [Student Trends & Enrollment Projections]. This custom software was developed in collaboration with The Ohio State University and is based on industry best practices as well as the national experience Cooperative Strategies has with schools, school districts, and state agencies.

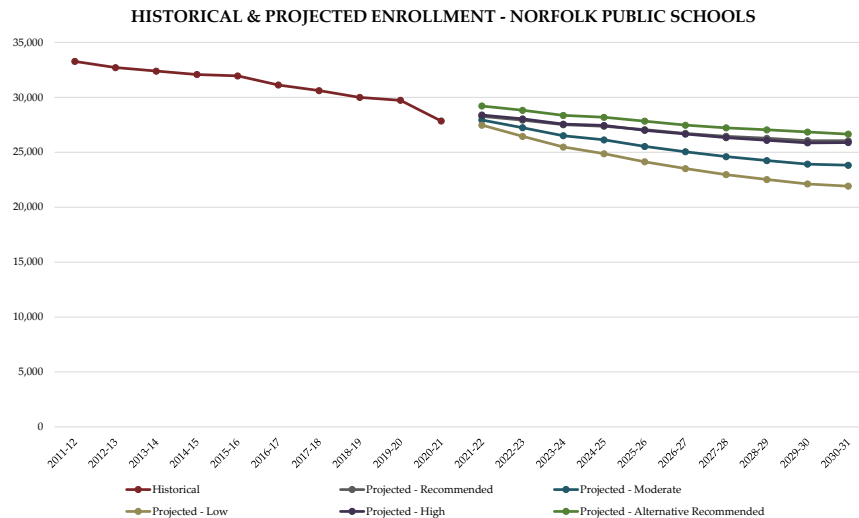


The Norfolk Public Schools serves 27,846 PK-12 students in 3 dedicated PK centers, 28 elementary schools, 3 K-8 schools, 2 schools serving grades 3-8, 6 middle, and 5 high schools plus other auxiliary facilities.

The enrollment projections presented in this report were developed based on students *living within* the current school boundaries and are meant to serve as a planning tool for the future. Enrollment projections were developed using the cohort survival methodology and by analyzing the following data outlined in this report:

- Resident live birth data
- Historical enrollment, by school boundary, by grade
- Census data
- Building permits

Enrollment in the Norfolk Public Schools has decreased by 5,425 students from the 2011-12 to the 2020-21 school year. Based on the cohort survival methodology, enrollment is projected to decrease over the next ten years.



As with any projection, the Division should pay close attention to the variables associated with determining enrollment projections discussed in this document. Any one or more of these factors can increase or decrease enrollment within the Norfolk Public Schools. It is recommended that the data contained in this report be reviewed on an annual basis to determine how more recent trends and any new housing development will impact the enrollment.

NOTABLE OBSERVATIONS

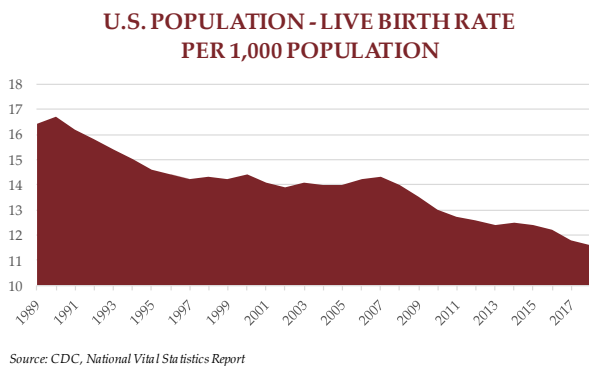
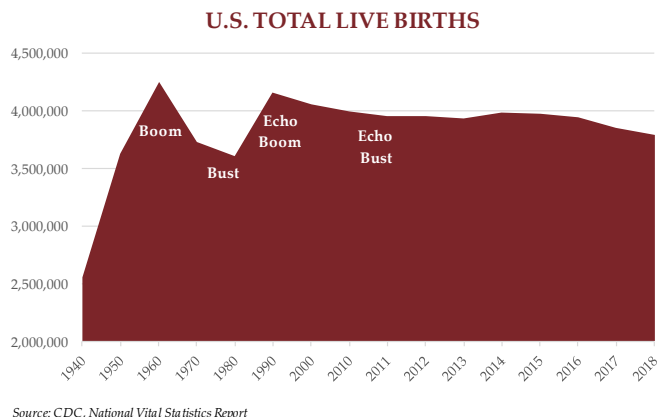
- The Division's PK-12 and K-12 enrollment decreased between less than 1% and almost 3% from the 2011-12 to the 2019-20 school year. From the 2019-20 to the 2020-21 school year, PK-12 enrollment decreased by approximately 6 percent; and K-12 enrollment decreased by almost 5 percent. From the 2019-20 to the 2020-21 school year, the Division's PK enrollment dropped by approximately 31 percent; K enrollment dropped by approximately 16 percent, and total K-5 enrollment dropped almost 8 percent.
- The State-wide enrollment realized similar trends in the decline in student enrollment for grades PK-5. From the 2019-20 to the 2020-21 school year, at the State-wide level, PK enrollment dropped almost 19 percent; K enrollment dropped almost 13 percent; and total K-5 enrollment dropped almost 6 percent. Overall, State-wide PK-12 enrollment and K-12 enrollment dropped just over 3% from the 2019-20 to the 2020-21 school year. The historical State-wide enrollment can be found in the appendix of this report.
- It is likely the more significant decreases realized by the Division in the early grade levels (PK-5) are due, in part, to the current COVID-19 pandemic. These trends are not only seen in Norfolk Public Schools and Virginia as a whole, but also in school districts throughout the nation. For purposes of these enrollment projections, the recommended enrollment projections assume a return to previous trends beginning in the 2021-22 school year; the alternative recommended enrollment projections assume students in grades K-3 projected for the 2020-21 school year that did not attend NPS in the 2020-21 school year will return to the Division in the following grade beginning in the 2021-22 school year and that previous trends will continue. Likely, actual 2021-22 enrollment will be somewhere in between.
- Historical PK enrollment does not follow a trend but is based on funding and space availability within the Division. Projected PK enrollment is not developed using the cohort survival method but is based on the 2019-20 PK enrollment of 1,871 students.
- While the number of PK-5 students in the Granby Elementary School boundary decreased by approximately 17% over the last 10 years, it decreased by approximately 7% over the last 5 years.
- While the number of PK-5 students in the Ingleside Elementary School boundary decreased by approximately 8% over the last 10 years, it decreased by approximately 10% over the last 5 years.

- While the number of PK-5 students in the Tanners Creek Elementary School boundary decreased by approximately 20% over the last 10 years, it decreased by approximately 5% over the last 5 years.
- While the number of 6-8 students in the Norview Middle School boundary decreased by approximately 4% over the last 10 years, it increased by approximately 6% over the last 5 years.

ENROLLMENT PROJECTION METHODOLOGY

Introduction

Tracing the landscape of the country’s public school enrollment back over the past fifty years reveals demographic, economic, and social changes. The United States as a whole continues to undergo major shifts in public student enrollment, due in large part to past events including the baby boom, the availability and use of birth control, and the development of suburbs. The baby boom of the late 1940s and 50s was followed by the baby bust of the 1960s and 70s. This gave rise to the echo baby boom of the 1980s.



Nationwide, divisions have experienced the effects of the echo baby bust of the 1990s. From the 1950s to the 1970s, a dramatic downsizing of the family unit occurred. A direct result was the declining school enrollment of the 1970s and 1980s. As of the 2010 Census, the size of a family was at an all-time low of 3.14 persons. The live birth rate increased for the first time in several years in 1998 and increased again in 2000 and 2006. However, the birth rate resumed a descending pattern in 2008 and reached an all-time low of 11.6 (per 1,000) in 2018.

When projecting future enrollments, it is vital to track the number of live births, the amount of new housing activity, and the change in household composition. In addition, any of the following factors could cause a significant change in projected student enrollment:

- Boundary adjustments
- New school openings
- School closures
- Changes / additions in program offerings
- Preschool programs
- Change in grade configuration
- Interest rates / unemployment shifts
- Intra- and inter-Division transfers
- Magnet / charter / private school opening or closure
- Zoning changes
- Annexations
- Unplanned new housing activity
- Planned, but not built, housing
- School voucher programs
- Pandemics

Obviously, certain factors can be gauged and planned for far better than others. For instance, it may be relatively straightforward to gather housing data from local builders regarding the total number of lots in a planned subdivision and calculate the potential student yield. However, planning for changes in the unemployment rate, and how these may either boost or reduce public school enrollment, proves more difficult. In any case, it is essential to gather a wide variety of information in preparation for producing enrollment projections.

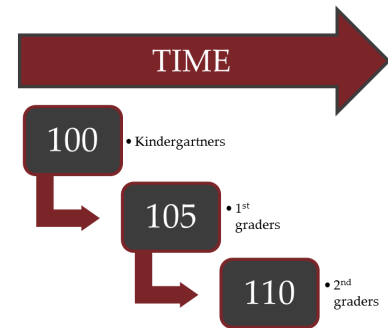
When looking ahead at a school division's enrollment over the next two, five, or ten years, it is helpful to approach the process from a global perspective. For example: How many new homes have been constructed each year? How many births have occurred each year in relation to the resident population? Is housing experiencing a turnover—if so, what is the composition of families moving in/out? Are more or less students attending private school or being home-schooled? What has the unemployment rate trend been over the past ten years? What new educational policies are in place that could affect student enrollment figures?

The cohort survival methodology is a standard methodology used throughout the educational planning industry to project enrollment. The enrollment projections developed for the Norfolk Public Schools were developed using the cohort survival method.

Cohort Survival Method

The cohort survival methodology (sometimes referred to as the grade progression ratio method) is a widely used enrollment projection model that is used by many school divisions and state and federal agencies to project K-12 enrollment.

A cohort is a group of persons [in this case, students]. The cohort survival enrollment projection methodology uses historic live birth data and historic student enrollment to “age” a known population or cohort throughout the school grades. For instance, a cohort begins when a group of kindergarteners enrolls in grade K and moves to first grade the following year, second grade the next year, and so on.



A “survival ratio” is developed to track how this group of students increased or decreased in number as they moved through the grade levels. By developing survival ratios for each grade transition [i.e. 2nd to 3rd grade] over a ten year period of time, patterns emerge. A projection ratio for each grade transition is developed based on analysis of the survival ratios. The projection ratios are used as a multiplier in determining future enrollment.

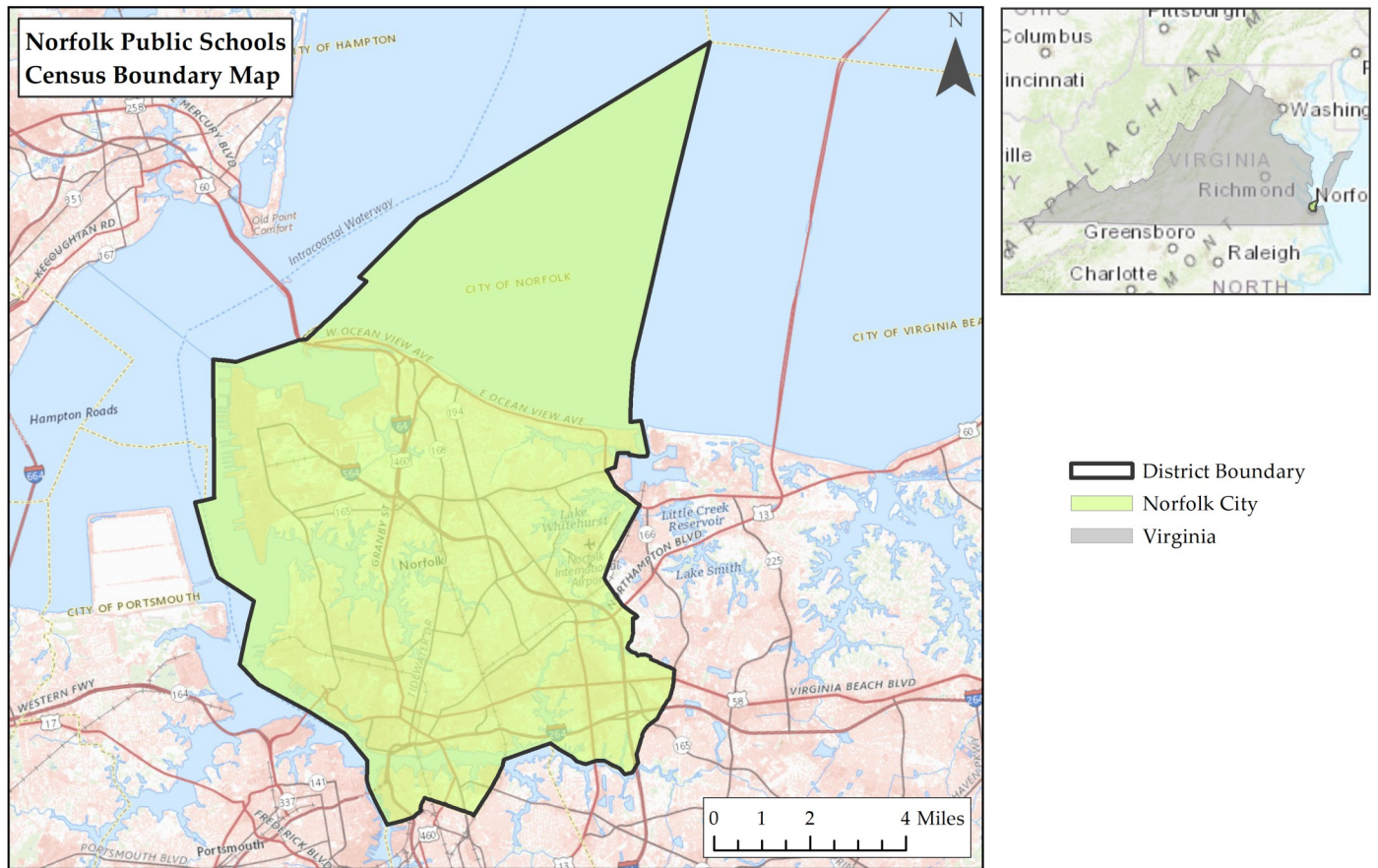
For example, if student enrollment has consistently increased from the 8th to the 9th grade over the past ten years, the survival ratio would be greater than 100% and could be multiplied by the current 8th grade enrollment to develop a projection for next year’s 9th grade. This methodology can be carried through to develop ten years of projection figures. Because there is not a grade cohort to follow for students coming into kindergarten, resident live birth counts are used to develop a birth-to-kindergarten survival ratio. Babies born five years previous to the kindergarten class are compared in number, and a ratio can be developed to project future kindergarten enrollments.

The cohort survival method is useful in areas where population is stable [relatively flat, growing steadily, or declining steadily], and where there have been no significant fluctuations in enrollment, births, and housing patterns from year to year. The cohort survival methodology inherently considers the net effects of factors such as migration, housing, dropouts, transfers to and from charter schools, open enrollment, and deaths. This methodology does not assume changes in policies, program offerings, or future changes in housing and migration patterns.

U.S. CENSUS

This section presents data from the United States Census Bureau and estimates from the American Community Survey (ACS) to demonstrate the demographic characteristics and historic trends of the Division.

The Norfolk Public Schools serves the city of Norfolk in Virginia. The data on the following pages is aggregated and color-coordinated by the boundaries show in the map below.



Population

The total population and median age in Virginia and Norfolk city are estimated to have increased since the 2010 Census.

Based on the 2019 estimates, since the 2010 Census, the number of children under the age of 5 has decreased by less than 1% in Virginia and has decreased by 3% in Norfolk city; the number of children ages 5 - 19 has increased by 1% in the State and has decreased by 8% in the City; the number of adults 65 and over has increased by 30% in the State and has increased by 17% in the City.

The 2000 and 2010 population counts and 2019 population estimates are shown in the table below.

Population		Under 5 years	5 to 19 years	20 to 64 years	65 years and over	Total Population	Median Age
Virginia	2000	461,982	1,475,104	4,349,096	792,333	7,078,515	35.7
	2010	509,625	1,574,060	4,940,402	976,937	8,001,024	37.5
	2019*	508,399	1,592,851	5,081,267	1,271,946	8,454,463	38.2
	Trend						
Norfolk City	2000	16,546	50,506	141,819	25,532	234,403	29.6
	2010	16,494	44,860	158,653	22,796	242,803	29.7
	2019*	16,078	41,441	160,512	26,570	244,601	30.7
	Trend						

Source: U.S. Census

*Source: American Community Survey 5-Year Estimates (2019)

Race / Ethnicity & Language

The table below shows race and ethnic distribution throughout Virginia and Norfolk city.

Race & Ethnicity		White alone	Black or African American alone	American Indian and Alaska Native alone	Asian alone	Native Hawaiian and Other Pacific Islander alone	Some other race alone	Two or more races	Hispanic Population
Virginia	2000	72.3%	19.6%	0.3%	3.7%	0.1%	2.0%	2.0%	4.7%
	2010	68.6%	19.4%	0.4%	5.5%	0.1%	3.2%	2.9%	7.9%
	2019*	67.6%	19.2%	0.3%	6.4%	0.1%	2.6%	3.8%	9.4%
Norfolk City	2000	48.4%	44.1%	0.5%	2.8%	0.1%	1.7%	2.5%	3.8%
	2010	47.1%	43.1%	0.5%	3.3%	0.2%	2.2%	3.6%	6.6%
	2019*	47.0%	41.1%	0.4%	3.7%	0.1%	3.0%	4.7%	8.0%

Source: U.S. Census

*Source: American Community Survey 5-Year Estimates (2019)

Most of the population in the State and City speaks only English. The table below shows the languages spoken at home.

Languages Spoken at Home (2019 Estimates)	Virginia	Norfolk City
Population 5 years and over	7,946,064	228,523
Speak only English	83.7%	89.6%
Speak a language other than English	16.3%	10.4%
Spanish	581,242	11,391
Other Indo-European languages	284,105	4,415
Asian and Pacific Island languages	301,980	5,982
Other languages	129,632	1,981

Source: American Community Survey 5-Year Estimates (2019)

Housing & Families

Approximately 74% of the homes in Virginia are single-unit structures while 22% are 2-or-more-unit structures; 57% of the homes in Norfolk city are single-unit structures while about 42% are 2-or-more-unit structures. Approximately 32% of the households in the State have at least one school-aged (or younger) child while 30% of the City's households have a child in them.

Average family and household size are estimated to have increased in the State and City since the 2010 Census.

Housing & Families (2019 Estimates)	Virginia	Norfolk City
Total Households	3,151,045	88,353
1-unit structures	73.7%	57.4%
2-or-more-unit structures	21.9%	41.9%
Mobile homes and all other types	4.4%	0.8%
Owner occupied:	66.3%	43.4%
Renter occupied:	33.7%	56.6%
Households with one or more people under 18 years	31.7%	29.6%
Average Family Size	3.17	3.18
Average Household Size	2.61	2.47

Source: American Community Survey 5-Year Estimates (2019)

Family/Household Size		Average Family Size	Average Household Size
Virginia	2000	3.04	2.54
	2010	3.06	2.54
	2019*	3.17	2.61
	Trend		
Norfolk City	2000	3.07	2.45
	2010	3.06	2.43
	2019*	3.18	2.47
	Trend		

Source: U.S. Census

*Source: American Community Survey 5-Year Estimates (2019)

**data not available

According to the ACS estimates, the number of occupied and vacant housing units increased in tandem with the number of total housing units in the State and City.

Housing Occupancy		Total housing units	Occupied housing units	Vacant housing units
Virginia	2000	2,904,192	2,699,173	205,019
	2010	3,364,939	3,056,058	308,881
	2019*	3,514,032	3,151,045	362,987
	Trend			
Norfolk City	2000	94,416	86,210	8,206
	2010	95,018	86,485	8,533
	2019*	97,670	88,353	9,317
	Trend			

Source: U.S. Census

*Source: American Community Survey 5-Year Estimates (2019)

Industry & Occupation

The chart below illustrates the types of industry in Virginia and Norfolk City.

Industry by Occupation for the Civilian Employed Population 16 Years and Over, (2019 Estimates)	Virginia	Norfolk City
Total population	8,454,463	244,601
Civilian employed population, 16 years and over	4,156,018	104,945
Agriculture, forestry, fishing and hunting, and mining	0.9%	0.1%
Construction	6.6%	7.0%
Manufacturing	7.1%	7.1%
Wholesale trade	1.8%	1.6%
Retail trade	10.4%	11.2%
Transportation and warehousing, and utilities	4.4%	4.9%
Information	1.9%	1.7%
Finance and insurance, and real estate and rental and leasing	6.3%	5.7%
Professional, scientific, and management, and administrative and waste management services	15.5%	11.7%
Educational services, and health care and social assistance	22.2%	23.1%
Arts, entertainment, and recreation, and accommodation and food services	8.9%	12.8%
Other services, except public administration	5.3%	4.4%
Public administration	8.8%	8.7%

Source: American Community Survey 5-Year Estimates (2019)

The table below shows percentages of occupations in the selected geographies. 2019 estimates are calculated for the civilian employed population 16 years and over.

Occupation Estimates (Civilian Employed Population 16 Years and Over, (2019 Estimates)	Virginia	Norfolk City
Total population	8,454,463	244,601
Total civilian employed population 16 years and over	4,156,018	104,945
Management, business, science, and arts occupations	44.4%	34.2%
Service occupations	16.6%	21.3%
Sales and office occupations	20.2%	21.8%
Natural resources, construction, and maintenance occupations	8.2%	10.1%
Production, transportation, and material moving occupations	10.6%	12.6%

Source: American Community Survey 5-Year Estimates (2019)

Financial Status

According to the U.S. Census Bureau, earnings come from a job (salary/wages) while income also includes payments such as “Social Security, pensions, child support, public assistance, annuities, money derived from rental properties, interest and dividends.” The tables below show income, earnings, and poverty status in the ACS 2019 estimates.

Household Income (2019 Estimates)	Virginia	Norfolk City
Total Households	3,151,045	88,353
Less than \$10,000	5.1%	9.0%
\$10,000 to \$14,999	3.4%	5.3%
\$15,000 to \$24,999	7.2%	10.1%
\$25,000 to \$34,999	7.4%	10.5%
\$35,000 to \$49,999	11.0%	13.4%
\$50,000 to \$74,999	16.4%	19.3%
\$75,000 to \$99,999	13.0%	12.3%
\$100,000 to \$149,999	17.0%	11.4%
\$150,000 to \$199,999	8.7%	4.5%
\$200,000 or more	10.9%	4.1%
Median income (dollars)	\$74,222	\$51,590

Source: American Community Survey 5-Year Estimates (2019)

Earnings (2019 Estimates)	Virginia	Norfolk City
Population 16 years and over with earnings	4,682,072	145,017
Full-time, year-round workers with earnings	3,132,953	97,893
\$1 to \$9,999 or loss	1.5%	2.0%
\$10,000 to \$14,999	2.5%	4.0%
\$15,000 to \$24,999	10.0%	19.3%
\$25,000 to \$34,999	13.5%	21.0%
\$35,000 to \$49,999	18.1%	18.3%
\$50,000 to \$64,999	15.2%	15.1%
\$65,000 to \$74,999	6.2%	4.8%
\$75,000 to \$99,999	12.0%	8.1%
\$100,000 or more	21.0%	7.5%
Median Earnings	\$39,330	\$28,145

Source: American Community Survey 5-Year Estimates (2019)

Poverty Status (2019 Estimates)	Virginia	Norfolk City
% below poverty level	10.6%	18.7%
Under 18 years	13.9%	28.3%
18 to 64 years	10.1%	16.8%
65 years and over	7.5%	11.9%

Source: American Community Survey 5-Year Estimates (2019)

Computer / Internet Access

The table below shows the presence of a computer and/or internet subscription in households in Virginia and Norfolk city, according the ACS 2019 estimates. Percentages shown are based on total households.

% of Total Households with Internet/Computers (2019 Estimates)	Virginia	Norfolk City
Has a Computer	91.1%	91.0%
Has an Internet subscription	83.7%	82.9%
Has no Internet Subscription	7.5%	8.1%
Has no Computer	8.9%	9.0%

Source: American Community Survey 5-Year Estimates (2019)

School Enrollment

The tables below summarize the percentage of the Norfolk Public Schools population, by age group, enrolled in school; enrolled in public school; and enrolled in private school, based on U.S. Census American Community Survey 5-Year Estimates. Home-schooled children are counted in the private school data. If anyone in these age groups had not attended any school in the 3 months before the survey was conducted, they were considered to not be enrolled in any school.

NORFOLK CITY
% OF AGE GROUP ENROLLED IN SCHOOL

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
3-4	50.3%	49.0%	47.6%	45.5%	45.8%	47.3%	50.0%	50.6%	52.0%	51.0%
5-9	94.6%	94.2%	95.5%	95.7%	96.1%	96.3%	96.8%	95.9%	95.3%	94.8%
10-14	98.8%	98.5%	98.7%	98.8%	98.5%	98.6%	98.5%	98.1%	98.0%	98.3%
15-17	95.1%	96.4%	96.4%	96.8%	96.8%	97.6%	96.1%	96.1%	95.5%	95.4%
18-19	62.2%	60.3%	63.8%	66.1%	67.9%	66.3%	66.4%	67.9%	67.0%	63.8%

Source: U.S. Census American Community Survey 5-Year Estimates 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019

NORFOLK CITY
% OF AGE GROUP ENROLLED IN PUBLIC SCHOOL

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
3-4	62.5%	63.0%	63.2%	67.8%	70.2%	70.6%	71.0%	70.7%	69.4%	68.8%
5-9	87.2%	88.6%	88.9%	88.8%	88.0%	88.1%	87.3%	87.6%	86.9%	87.4%
10-14	88.9%	88.9%	89.8%	89.9%	90.8%	90.1%	90.7%	90.3%	89.7%	90.4%
15-17	89.6%	90.0%	92.1%	93.6%	92.7%	92.8%	92.0%	91.9%	90.8%	92.1%
18-19	89.6%	90.5%	92.4%	94.8%	95.2%	96.5%	95.6%	96.7%	95.7%	94.3%

Source: U.S. Census American Community Survey 5-Year Estimates 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019

NORFOLK CITY
% OF AGE GROUP ENROLLED IN PRIVATE SCHOOL

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
3-4	37.5%	37.0%	36.8%	32.2%	29.8%	29.4%	29.0%	29.3%	30.6%	31.2%
5-9	12.8%	11.4%	11.1%	11.2%	12.0%	11.9%	12.7%	12.4%	13.1%	12.6%
10-14	11.1%	11.1%	10.2%	10.1%	9.2%	9.9%	9.3%	9.7%	10.3%	9.6%
15-17	10.4%	10.0%	7.9%	6.4%	7.3%	7.2%	8.0%	8.1%	9.2%	7.9%
18-19	10.4%	9.5%	7.6%	5.2%	4.8%	3.5%	4.4%	3.3%	4.3%	5.7%

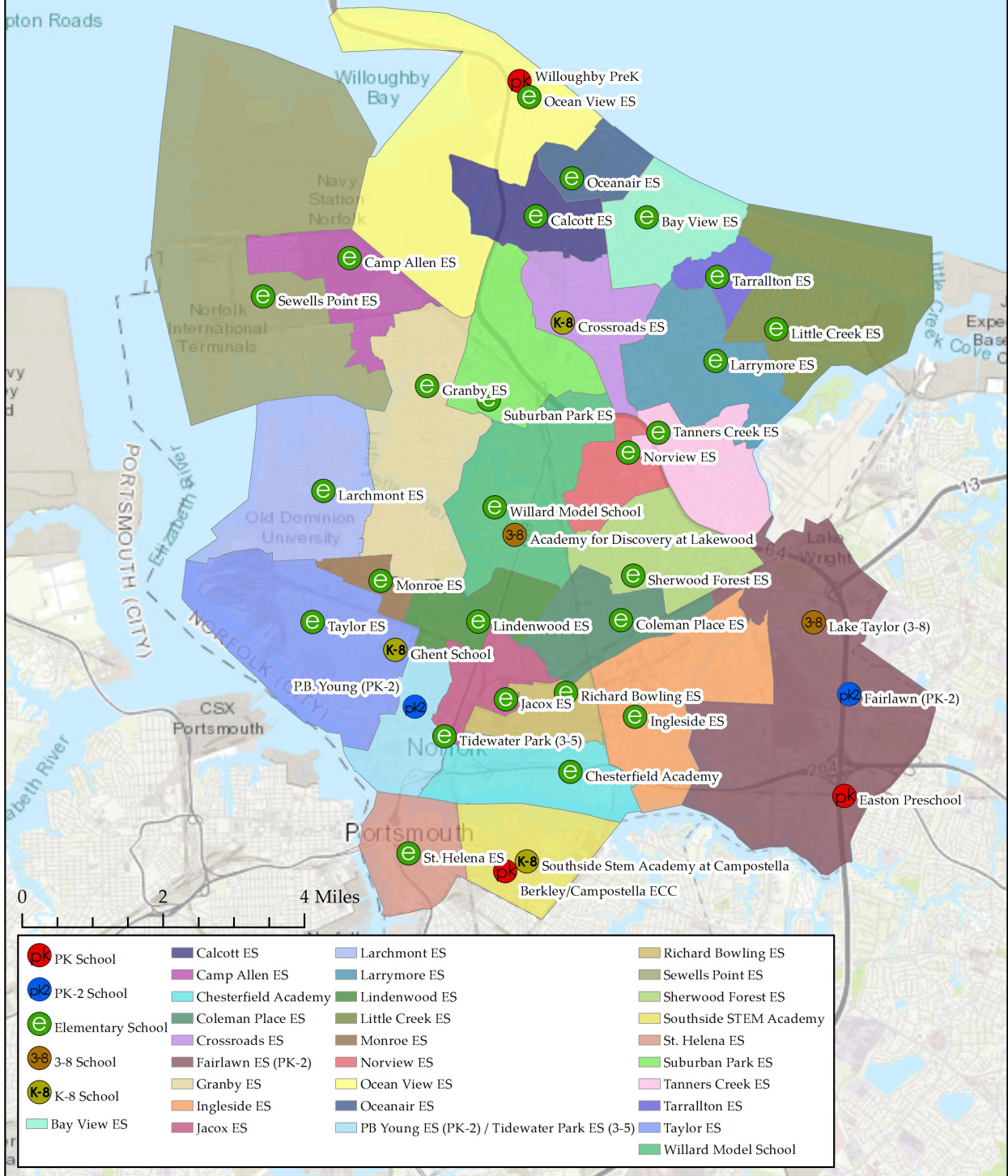
Source: U.S. Census American Community Survey 5-Year Estimates 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019

NORFOLK PUBLIC SCHOOLS

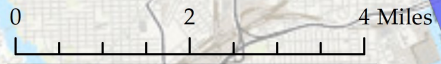
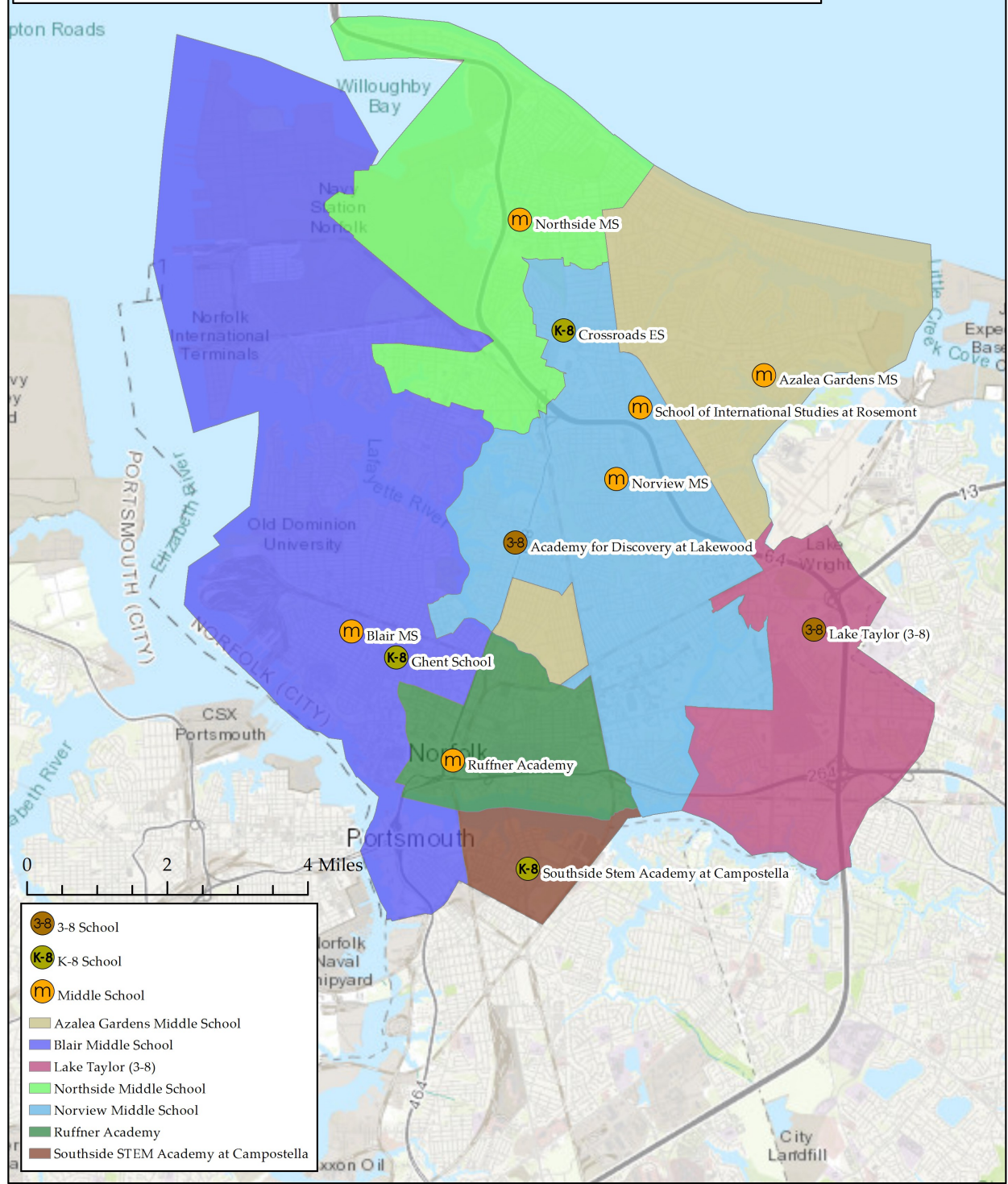
SCHOOL ATTENDANCE BOUNDARIES

The maps on the following pages show the Division's current boundary structure for the 2020-21 school year. It is planned that K-2 students in the Fairlawn (PK-2) boundary will be assigned to Lake Taylor School in the 2021-22 school year as a K-8 school.

Norfolk Public Schools 2020-21 Elementary School Attendance Boundaries

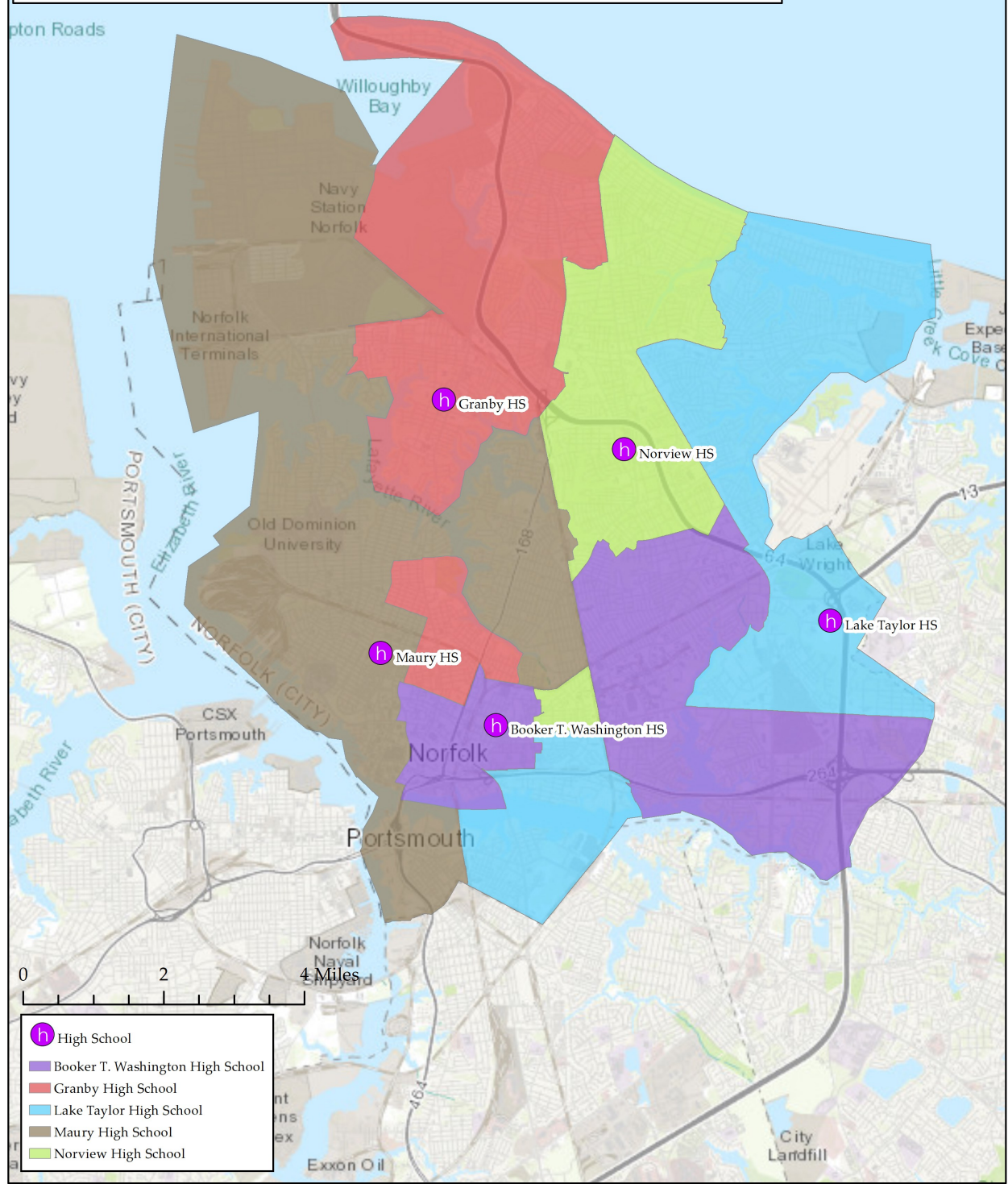


Norfolk Public Schools 2020-21 Middle School Attendance Boundaries



- 3-8 School
- K-8 School
- Middle School
- Azalea Gardens Middle School
- Blair Middle School
- Lake Taylor (3-8)
- Northside Middle School
- Norview Middle School
- Ruffner Academy
- Southside STEM Academy at Campostella

Norfolk Public Schools 2020-21 High School Attendance Boundaries



HOUSING DATA

Housing development and building permits are tracked to determine their effect on student enrollment. The table and graph below illustrate the number of single- and multi-family building permits issued in the city of Norfolk since 2000.

It should be noted that there is major re-development occurring in the Division on areas of dense housing that may impact future enrollment. Enrollment should be closely monitored.

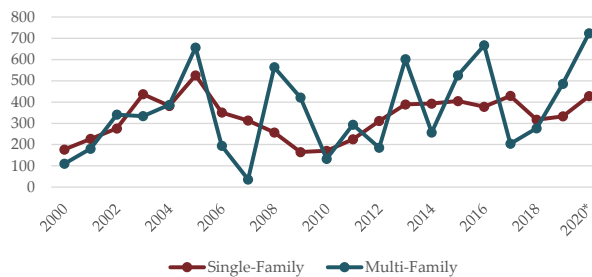
**CITY OF NORFOLK
BUILDING PERMITS**

Year	Single-Family	Multi-Family
2000	177	110
2001	227	181
2002	276	341
2003	437	334
2004	382	387
2005	526	657
2006	351	194
2007	313	36
2008	257	564
2009	165	422
2010	171	133
2011	225	294
2012	311	185
2013	389	602
2014	393	257
2015	405	526
2016	378	667
2017	429	204
2018	317	277
2019	333	486
2020*	428	724

Source: SOCDs Building Permits Database

*preliminary through November

**CITY OF NORFOLK
BUILDING PERMITS**



RESIDENT LIVE BIRTH DATA

Utilization of resident live birth data is recommended when projecting future kindergarten enrollments. This data provides a helpful overall trend. Large bubbles in birth counts, either up or down, can also be planned for or anticipated by the Division.

In addition, the live birth counts are used in determining a birth-to-kindergarten and birth-to-first grade survival ratio. This ratio identifies the percentage of children born in a representative area who attend kindergarten and first grade in the Division five and six years later. The survival ratios for birth-to-kindergarten, birth-to-first grade, as well as grades 1-12 can be found on the following page of this report.

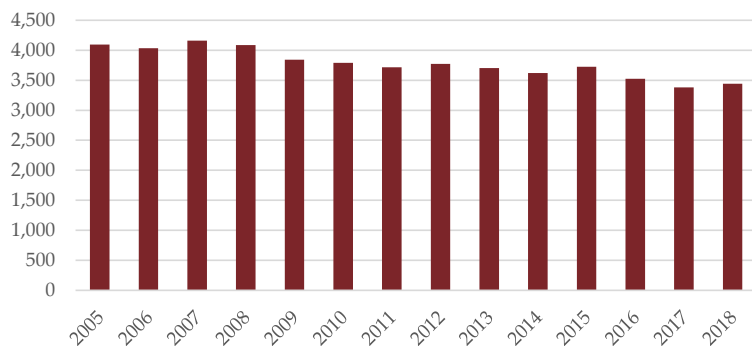
Data is arranged by the residence of the mother. For example, if a mother lives in Norfolk but delivers her baby in Virginia Beach, the birth is counted in the city of Norfolk. Live birth counts are different from live birth rates. The live birth count is simply the actual number of live births. A birth rate is the number of births per 1,000 women in a specified population group.

The table and graph include the resident live birth counts for Norfolk city. To project kindergarten enrollment by boundary, resident live birth counts by ZIP code were used (ZIP codes that most closely aligned with each elementary boundary). These births counts are available through 2019 and can be found in the appendix of this report along with a corresponding map.

RESIDENT LIVE BIRTH COUNTS

Year	Norfolk, Virginia
2004	4,094
2005	4,097
2006	4,036
2007	4,159
2008	4,088
2009	3,842
2010	3,791
2011	3,718
2012	3,773
2013	3,705
2014	3,620
2015	3,726
2016	3,526
2017	3,383
2018	3,444

**NORFOLK, VIRGINIA
RESIDENT LIVE BIRTH COUNTS**



Source: Virginia Department of Health

SURVIVAL RATIOS

The chart below demonstrates the ten-year changes in enrollment as students move through the system. Percentages greater than 100 indicate that there are more students than there were in the previous grade the previous year. In other words, there was an increase in student population where new students were added to the system. Percentages less than 100 indicate that there was decline or students left the system. If the exact number of students in 1st grade during the 2011-12 school year were present in 2nd grade for the 2012-13 school year, the survival ratio would be 100 percent.

Birth-to-Kindergarten and Birth-to-First Grade: This ratio indicates the number of children born in the area who attend kindergarten and first grade in the division five and six years later. What is important to note is the trend in survival ratios, not necessarily the actual number.

Grades 8 to 9: The higher than usual percentage may be a result of school division promotion policies. Often in school divisions, students are promoted from 8th to 9th grade and after one year in 9th grade do not have sufficient credits to be classified as a 10th grader and are counted again as 9th graders the following year. There may also be students who are attending private or charter schools or are home schooled through grade 8 and then attend public schools for high school education.

The following table illustrates the historical survival ratios in the Norfolk Public Schools over the past ten years by grade level.

Survival Ratios - District-wide

from	to	Birth to K	K to 1	Birth to 1	1 to 2	2 to 3	3 to 4	4 to 5	5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12
2011	2012	75.24%	95.16%	71.37%	93.53%	96.13%	95.37%	95.90%	97.04%	96.83%	93.41%	126.15%	76.24%	68.86%	103.87%
2012	2013	72.30%	97.92%	73.67%	94.59%	95.96%	93.33%	94.73%	94.10%	94.20%	94.30%	126.48%	79.50%	74.02%	89.15%
2013	2014	76.67%	97.29%	70.34%	92.61%	95.41%	93.18%	92.34%	96.67%	95.63%	94.15%	137.22%	74.48%	69.11%	91.50%
2014	2015	72.05%	97.00%	74.37%	94.82%	96.25%	92.78%	96.61%	99.77%	95.88%	94.28%	145.65%	68.16%	67.26%	103.03%
2015	2016	72.43%	94.55%	68.13%	92.53%	94.31%	93.68%	94.48%	94.33%	94.08%	92.87%	145.84%	66.13%	67.47%	106.44%
2016	2017	69.39%	97.90%	70.90%	94.12%	94.96%	94.99%	95.23%	95.86%	95.73%	93.27%	140.06%	68.74%	71.74%	105.50%
2017	2018	67.89%	96.21%	66.76%	92.34%	95.63%	93.97%	95.64%	96.14%	93.66%	93.77%	146.31%	65.44%	65.41%	107.46%
2018	2019	69.75%	97.40%	66.12%	94.06%	96.18%	98.87%	96.47%	94.79%	94.44%	96.24%	141.21%	67.38%	68.00%	119.19%
2019	2020	56.12%	89.61%	62.51%	90.15%	92.67%	94.31%	94.67%	94.41%	94.09%	95.37%	118.12%	72.70%	76.06%	128.38%
mean simple all years		70.20%	95.89%	69.35%	93.19%	95.28%	94.50%	95.12%	95.90%	94.95%	94.18%	136.34%	70.97%	69.77%	106.06%
std. dev. simple all years		5.96%	2.63%	3.82%	1.46%	1.17%	1.84%	1.30%	1.81%	1.09%	1.06%	10.29%	4.94%	3.47%	12.17%
mean simple 5 years		67.11%	95.13%	66.88%	92.64%	94.75%	95.16%	95.30%	95.10%	94.40%	94.30%	138.31%	68.08%	69.74%	113.40%
std. dev. simple 5 years		6.36%	3.35%	3.06%	1.62%	1.36%	2.13%	0.80%	0.84%	0.79%	1.44%	11.62%	2.87%	4.21%	10.05%
mean simple 3 years		64.59%	94.41%	65.13%	92.18%	94.83%	95.71%	95.60%	95.11%	94.07%	95.13%	135.21%	68.51%	69.82%	118.35%
std. dev. simple 3 years		7.39%	4.20%	2.29%	1.96%	1.89%	2.74%	0.90%	0.91%	0.39%	1.26%	15.02%	3.76%	5.55%	10.49%
mean simple 2 years		62.94%	93.51%	64.32%	92.11%	94.43%	96.59%	95.57%	94.60%	94.27%	95.81%	129.66%	70.04%	72.03%	123.79%
std. dev. simple 2 years		9.64%	5.51%	2.56%	2.77%	2.48%	3.23%	1.27%	0.27%	0.24%	0.62%	16.33%	3.76%	5.70%	6.50%
mean weighted all years		65.71%	94.50%	66.51%	92.42%	94.67%	95.18%	95.30%	95.28%	94.46%	94.76%	134.23%	69.57%	70.72%	115.30%
std. dev. weighted all years		7.30%	3.69%	3.77%	1.84%	1.56%	2.17%	1.01%	1.37%	0.79%	1.22%	12.54%	3.63%	4.38%	12.05%
mean weighted 5 years		62.22%	93.00%	64.57%	91.70%	94.10%	95.45%	95.28%	94.79%	94.22%	95.21%	129.42%	70.06%	72.24%	121.61%
std. dev. weighted 5 years		7.43%	4.16%	2.77%	1.98%	1.78%	2.25%	0.86%	0.68%	0.49%	1.06%	13.81%	3.29%	4.84%	9.45%
mean weighted 3 years		58.97%	91.24%	63.31%	90.92%	93.40%	95.09%	95.03%	94.54%	94.14%	95.46%	123.28%	71.48%	74.23%	125.95%
std. dev. weighted 3 years		6.70%	3.82%	1.88%	1.85%	1.72%	2.13%	0.85%	0.43%	0.20%	0.58%	12.14%	2.89%	4.33%	6.26%
mean weighted 2 years		56.77%	89.98%	62.68%	90.33%	92.84%	94.52%	94.76%	94.42%	94.11%	95.41%	119.22%	72.45%	75.68%	127.95%
std. dev. weighted 2 years		4.11%	2.35%	1.09%	1.18%	1.06%	1.37%	0.54%	0.12%	0.10%	0.26%	6.95%	1.60%	2.43%	2.77%

NORFOLK PUBLIC SCHOOLS HISTORICAL ENROLLMENT

As indicated in the table below, over the past ten years, PK-12 enrollment in the Norfolk Public Schools has decreased by 5,425 students, or approximately 16%. It should be noted that the historical enrollment tables represent students who *live* within a particular school boundary and do not reflect the official enrollment counts submitted to the Virginia Department of Education.

Historical Enrollment - District-wide

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	2,372	2,182	2,288	2,163	2,167	2,046	1,925	1,908	1,871	1,283
K	2,953	3,026	2,915	2,938	2,699	2,666	2,609	2,501	2,493	2,087
1	2,859	2,810	2,963	2,836	2,850	2,552	2,610	2,510	2,436	2,234
2	2,635	2,674	2,658	2,744	2,689	2,637	2,402	2,410	2,361	2,196
3	2,529	2,533	2,566	2,536	2,641	2,536	2,504	2,297	2,318	2,188
4	2,510	2,412	2,364	2,391	2,353	2,474	2,409	2,353	2,271	2,186
5	2,433	2,407	2,285	2,183	2,310	2,223	2,356	2,304	2,270	2,150
6	2,336	2,361	2,265	2,209	2,178	2,179	2,131	2,265	2,184	2,143
7	2,308	2,262	2,224	2,166	2,118	2,049	2,086	1,996	2,139	2,055
8	2,092	2,156	2,133	2,094	2,042	1,967	1,911	1,956	1,921	2,040
9	2,731	2,639	2,727	2,927	3,050	2,978	2,755	2,796	2,762	2,269
10	2,222	2,082	2,098	2,031	1,995	2,017	2,047	1,803	1,884	2,008
11	1,575	1,530	1,541	1,450	1,366	1,346	1,447	1,339	1,226	1,433
12	1,716	1,636	1,364	1,410	1,494	1,454	1,420	1,555	1,596	1,574
K - 12 Total	30,899	30,528	30,103	29,915	29,785	29,078	28,687	28,085	27,861	26,563
Grand Total	33,271	32,710	32,391	32,078	31,952	31,124	30,612	29,993	29,732	27,846

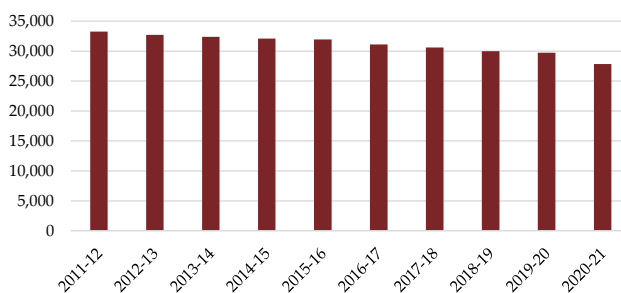
Source: Norfolk Public Schools Student Data

Historical Enrollment - District-wide

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	2,372	2,182	2,288	2,163	2,167	2,046	1,925	1,908	1,871	1,283
K - 5	15,919	15,862	15,751	15,628	15,542	15,088	14,890	14,375	14,149	13,041
6 - 8	6,736	6,779	6,622	6,469	6,338	6,195	6,128	6,217	6,244	6,238
9 - 12	8,244	7,887	7,730	7,818	7,905	7,795	7,669	7,493	7,468	7,284
K - 12 Total	30,899	30,528	30,103	29,915	29,785	29,078	28,687	28,085	27,861	26,563
Grand Total	33,271	32,710	32,391	32,078	31,952	31,124	30,612	29,993	29,732	27,846

Source: Norfolk Public Schools Student Data

HISTORICAL ENROLLMENT - DISTRICT-WIDE



The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

Historical Enrollment - by School Boundary

School Boundary	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Trend
Bay View Elementary School Boundary	710	679	664	701	685	688	631	610	624	566	
Calcott Elementary School Boundary	473	497	499	496	540	542	563	573	580	515	
Camp Allen Elementary School Boundary	533	510	482	443	462	413	433	399	406	395	
Chesterfield Academy Boundary	495	469	474	450	462	405	382	372	335	335	
Coleman Place Elementary School Boundary	899	915	798	845	824	795	727	651	738	649	
Crossroads Elementary School Boundary	666	696	709	722	722	659	670	638	592	529	
Fairlawn Elementary (PK-2) School Boundary	476	440	433	411	402	374	333	343	321	291	
Granby Elementary School Boundary	752	721	771	734	661	669	675	697	703	624	
Ingleside Elementary School Boundary	586	539	512	535	626	601	606	615	596	541	
Jacox Elementary School Boundary	834	852	837	809	827	816	778	683	714	597	
Larchmont Elementary School Boundary	455	461	485	509	455	476	468	481	509	409	
Larrymore Elementary School Boundary	661	605	576	629	653	580	592	547	611	564	
Lindenwood Elementary School Boundary	539	527	529	531	503	440	392	381	345	364	
Little Creek Elementary School Boundary	795	868	916	845	839	789	756	735	725	605	
Monroe Elementary School Boundary	460	473	481	458	416	390	374	308	300	286	
Norview Elementary School Boundary	469	473	482	454	443	441	394	397	384	375	
Oceanair Elementary School Boundary	587	515	540	576	613	607	587	572	526	508	
PB Young (K-2) / Tidewater Park (3-5) Elementary School Boundary	881	918	896	946	944	863	858	863	791	618	
Richard Bowling Elementary School Boundary	462	491	493	478	458	527	564	530	540	454	
Sewells Point Elementary School Boundary	687	642	650	629	619	607	586	603	590	481	
Sherwood Forest Elementary School Boundary	673	697	686	692	698	710	672	626	603	539	
Southside STEM Academy at Campostella (K-5) Boundary	919	823	877	849	809	812	820	741	643	574	
St. Helena Elementary School Boundary	400	378	423	396	405	353	350	371	354	318	
Suburban Park Elementary School Boundary	579	545	536	545	531	519	496	487	475	445	
Tanners Creek Elementary School Boundary	759	767	808	708	664	639	648	624	671	604	
Tarrallton Elementary School Boundary	348	352	359	360	363	366	334	344	352	318	
Taylor Elementary School Boundary	410	425	422	379	396	376	367	354	339	311	
Willard Elementary School Boundary	672	666	652	629	610	599	584	571	589	535	
Willoughby / Oceanview Elementary School Boundary	724	745	715	712	763	795	816	788	693	609	
Azalea Gardens Middle School Boundary	1,150	1,184	1,093	1,149	1,154	1,142	1,111	1,069	1,029	1,037	
Blair Middle School Boundary	1,453	1,503	1,518	1,437	1,485	1,378	1,292	1,281	1,323	1,326	
Lake Taylor School Boundary	713	700	671	633	605	538	531	520	556	513	
Northside Middle School Boundary	870	858	891	869	842	863	906	967	965	938	
Norview Middle School Boundary	1,829	1,849	1,732	1,691	1,620	1,656	1,646	1,680	1,758	1,759	
Ruffner Academy Boundary	834	796	785	748	697	643	630	660	645	636	
Southside STEM Academy at Campostella (6-8) Boundary	274	244	264	262	251	258	279	265	207	242	
Booker T. Washington High School Boundary	1,488	1,411	1,373	1,315	1,238	1,187	1,114	1,059	1,085	1,126	
Granby High School Boundary	1,885	1,759	1,744	1,815	1,895	1,934	1,871	1,832	1,863	1,744	
Lake Taylor High School Boundary	1,321	1,285	1,248	1,234	1,285	1,203	1,192	1,146	1,092	1,068	
Maury High School Boundary	1,776	1,696	1,626	1,618	1,667	1,705	1,707	1,687	1,640	1,560	
Norview High School Boundary	1,772	1,734	1,738	1,834	1,820	1,766	1,768	1,739	1,757	1,754	
Out of District / Unmatched*	2	2	3	2	0	0	109	184	163	184	
Total	33,271	32,710	32,391	32,078	31,952	31,124	30,612	29,993	29,732	27,846	

Source: Norfolk Public Schools Student Data

*Out of Division / Unmatched indicates students who reside outside of the Division or were unable to be geocoded (matched to a point on a map)

LIVE/ATTEND ANALYSIS

The tables on the following pages are live/attend analyses for the Norfolk Public Schools. These analyses cross-reference 2020-21 student enrollment and the attendance zone in which students reside. The numbers in bold denote students who live in the boundary of and attend their zoned school. Transfer-in denotes the number of students who transfer into a school from outside of the attendance zone. Transfer-out denotes the number of students that leave their zoned school to attend another school. Out of Division / Unmatched* indicates students who reside outside of the Division or were unable to be geocoded (matched to a point on a map).

Norfolk Public Schools
 SY2020-21
 K-5 Live/Attend

Boundary	Attend	Transfer In %	Attend	Transfer In %	Attend	Transfer In %	Attend	Transfer In %	Attend	Transfer In %	Attend	Transfer In %	Attend	Transfer In %	Attend	Transfer In %	Attend	Transfer In %	Attend	Transfer In %	Attend	Transfer In %	Attend	Transfer In %										
Bay View Elementary School Boundary	463	1																																
Colcott Elementary School Boundary	5	430																																
Camp Allen Elementary School Boundary	-	2	337																															
Chesterfield Academy Boundary	-	1	255																															
Coleman Place Elementary School Boundary	3	-	1	520	2																													
Crossroads Elementary School (K-5) Boundary	3	1	1	440	-	1	2	3	2																									
Fairlawn Elementary School Boundary	-	1	-	1	225																													
Granby Elementary School Boundary	4	3	1	-	16	401																												
Ingleside Elementary School Boundary	-	-	-	4	3	380																												
Jacox Elementary School Boundary	-	-	3	1	-	5	1	4	2	479																								
Lake Taylor School (3-5) Boundary	-	-	-	-	2	210																												
Larchmont Elementary School Boundary	-	-	-	-	-	-	2	-	-	365	1																							
Larrymore Elementary School Boundary	1	1	-	-	5	-	2	2	-	438																								
Lindenwood Elementary School Boundary	2	-	-	-	3	-	2	1	-	2	2	263	3	2	7	2	1	-	6	4	2	1	-	1										
Little Creek Elementary School Boundary	3	-	1	-	7	1	4	-	-	-	496																							
Monroe Elementary School Boundary	-	2	-	-	1	-	5	-	-	-	218	1	-	-	-	-	-	-	-	-	-	-	-	-										
Norview Elementary School Boundary	-	4	-	-	2	-	1	1	-	-	305	3	-	1	1	2	491	15	-	1	1	1	-	6	414									
Ocean View Elementary School Boundary	6	7	-	-	4	4	1	1	-	1	3	-	1	1	2	-	4	1	-	1	1	1	-	2										
Oceanair Elementary School Boundary	10	1	1	-	9	-	4	1	-	1	4	-	4	-	-	6	414		1	1	1	1	-	3	5									
PB Young, Sr Elementary School Boundary	-	-	-	1	3	1	1	-	1	-	1	-	-	-	2	-	270	2	2	-	-	364		-										
Richard Bowling Elementary School Boundary	-	-	-	-	1	5	-	1	1	-	-	-	-	-	-	-	-	-	-	4	-	-	-	-										
Sewells Point Elementary School Boundary	1	-	3	-	2	-	2	-	2	-	12	2	-	-	1	2	-	-	-	402														
Sherwood Forest Elementary School Boundary	1	1	-	-	2	4	-	10	-	4	3	-	7	1	12	2	2	-	3	3	2	401	-	1										
Southside STEM Academy at Campostella	1	-	-	-	1	-	-	-	-	-	-	-	-	-	2	-	464	1	1	3	6	1	464	1										
St. Helena Elementary School Boundary	-	1	-	1	-	3	-	5	5	-	1	-	-	-	3	2	1	-	3	1	-	2	229	2										
Suburban Park Elementary School Boundary	-	1	-	1	-	11	-	6	1	1	2	4	4	1	-	3	2	1	-	5	-	5	-	328										
Tanners Creek Elementary School Boundary	-	4	-	-	5	-	-	-	2	-	7	-	7	-	13	-	-	-	3	2	1	-	-	478										
Tarrollton Elementary School Boundary	1	-	1	-	-	-	-	-	-	-	6	-	6	-	2	-	-	-	1	1	-	-	-	257										
Taylor Elementary School Boundary	-	1	-	-	1	-	-	-	-	-	2	1	1	1	1	1	1	1	1	1	-	-	-	-	478									
Tidewater Park Elementary School Boundary	-	1	1	1	1	1	1	1	3	-	8	1	3	-	2	-	-	-	-	-	-	252	3	2										
Willard Model School Boundary	-	1	1	1	1	1	1	1	4	-	5	4	-	11	1	-	-	-	-	6	7	-	-	237										
Out of District / Unmatched	3	3	2	-	3	14	-	7	3	2	5	3	1	12	2	5	3	3	2	6	7	2	2	1	1									
Total Attend	507	454	369	260	539	562	231	465	402	508	210	450	495	278	575	230	590	532	451	286	432	474	419	480	231	402	506	285	288	252	436	288	350	2
Live & Attend	463	430	337	255	520	440	225	401	380	479	210	365	438	263	496	305	491	414	270	364	402	401	464	229	328	478	257	252	237	396	-	-	-	
Transfer In	44	24	32	5	19	122	6	64	22	29	0	85	57	10	79	12	85	41	37	16	68	72	18	16	2	74	28	28	36	15	40	-	-	
Transfer In %	9%	5%	9%	2%	4%	22%	3%	14%	5%	6%	0%	19%	12%	4%	14%	5%	22%	8%	6%	16%	15%	4%	3%	1%	16%	6%	10%	13%	6%	9%	-	-	-	
Total Live-In	519	56	11%	466	36	8%	355	18	5%	304	49	16%	572	52	9%	491	51	10%	248	23	9%	574	173	30%	461	81	18%	251	41	16%	518	80	15%	
Transfer Out	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Transfer Out %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Norfolk Public Schools SY2020-21 6-8 Live/Attend		Attend																		
		Azalea Gardens Middle School	Blair Middle School	Lake Taylor School (6-8)	Northside Middle School	Norview Middle School	Ruffner Academy	Southside STEM Academy at Campostella	Academy for Discovery at Lakewood	Crossroads Elementary School (6-8)	Educational & Behavioral Interventions for Challenging Students	Ghent Elementary School (6-8)	Norfolk Alternative Middle	Re-Education of Children Program	Rosemont	Tidewater Regional Alternative Ed.	Live-In	Transfer Out	Transfer Out %	
Live-In	Azalea Gardens Middle School Boundary	737	34	3	7	8	-	7	84	30	1	19	-	-	107	-	1,037	300	29%	
	Blair Middle School Boundary	2	1,037	9	12	6	10	8	108	9	1	45	1	1	77	-	1,326	289	22%	
	Lake Taylor School (6-8) Boundary	1	7	208	-	1	1	2	23	1	-	4	-	-	14	-	262	54	21%	
	Northside Middle School Boundary	5	22	1	751	2	1	1	70	11	1	9	-	-	63	1	938	187	20%	
	Norview Middle School Boundary	10	63	73	5	1,149	9	18	115	152	1	51	2	2	108	1	1,759	610	35%	
	Ruffner Academy Boundary	2	24	-	2	3	502	9	39	3	-	17	-	-	35	-	636	134	21%	
	Southside STEM Academy at Campostella Boundary	1	2	1	2	2	2	220	4	-	-	3	1	-	4	-	242	22	9%	
	Out of District / Unmatched	3	9	-	5	5	-	-	7	5	-	2	-	-	2	-	38			
	Total Attend	761	1,198	295	784	1,176	525	265	450	211	4	150	4	3	410	2				
	Live & Attend	737	1,037	208	751	1,149	502	-	-	-	-	-	-	-	-	-			Total 6-8:	
Transfer In	24	161	87	33	27	23	-	-	-	-	-	-	-	-	-			6,238		
Transfer In %	3%	13%	29%	4%	2%	4%	-	-	-	-	-	-	-	-	-					

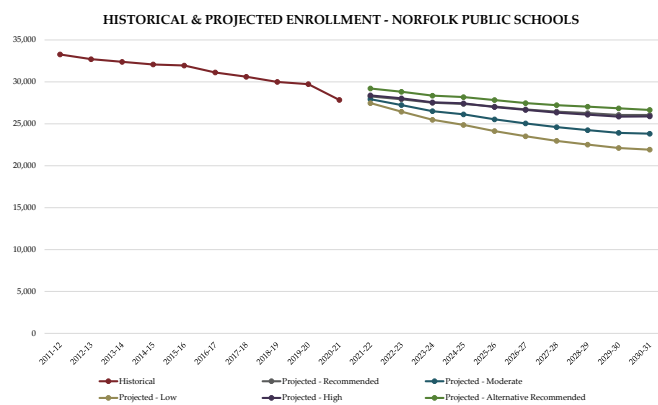
Norfolk Public Schools SY2020-21 9-12 Live/Attend		Attend																		
		Booker T. Washington High School	Granby High School	Lake Taylor High School	Maury High School	Norview High School	Alternative ISAEP at Madison	Educational & Behavioral Interventions for Challenging Students	GED9	High School ISAEP	Norfolk Alternative High School	Open Campus	Post Secondary Career Development	Re-Education of Children Program	Tidewater Regional Alternative Ed.	Live-In	Transfer Out	Transfer Out %		
Live-In	Booker T. Washington High School Boundary	840	20	58	72	111	1	2	-	5	3	7	6	1	-	1,126	286	25%		
	Granby High School Boundary	18	1,540	10	88	47	1	-	-	10	6	14	9	1	-	1,744	204	12%		
	Lake Taylor High School Boundary	29	44	813	52	104	2	1	-	4	2	7	9	1	-	1,068	255	24%		
	Maury High School Boundary	10	102	121	1,238	60	1	-	2	9	1	7	8	-	1	1,560	322	21%		
	Norview High School Boundary	13	57	21	56	1,587	1	1	-	4	-	7	7	-	-	1,754	167	10%		
	Out of District / Unmatched	2	12	1	8	9	-	-	-	-	-	-	-	-	-	32	-	-		
	Total Attend	912	1,775	1,024	1,514	1,918	6	4	2	32	12	42	39	3	1					
	Live & Attend	840	1,540	813	1,238	1,587	-	-	-	-	-	-	-	-	-			Total 9-12:		
	Transfer In	72	235	211	276	331	-	-	-	-	-	-	-	-	-			7,284		
	Transfer In %	8%	13%	21%	18%	17%	-	-	-	-	-	-	-	-	-					

PROJECTED ENROLLMENT

Cooperative Strategies developed low, moderate, and high Division-wide enrollment projections; and recommended enrollment projections by boundary for the Norfolk Public Schools based on students *living within* the school boundaries. The moderate enrollment projections are based on a selected average or weighted average of survival ratios (in this case, a 5-year simple average). The low and high enrollment projections are developed using statistical distributional theory, providing the Division with a more conservative (low) and more liberal (high) enrollment projection. The recommended enrollment projection is based on a detailed analysis of historical enrollment and resulting survival ratios over the past 10 years, by boundary. Significant shifts in survival ratio patterns are realized and accounted for in determining projection ratios independently for each grade level. The recommended illustrates the most likely direction of the Division based on more recent trends with the assumption that where significant decreases in survival ratios were realized in the 2020-21 school year, a return to previous trends in survival ratios would occur. In this model, there is not an assumption of lost students returning. For this assumption, an alternative recommended projection is offered.

The alternative recommended enrollment projection includes an adjustment to the recommended projection and accounts for students lost in the 2020-21 school year returning for the 2021-22 school year. This projection reflects the difference between the projected and actual kindergarten enrollment for the 2020-21 school year added to the projected 1st grade enrollment for the 2021-22 school year. Corresponding adjustments were made for 1st and 2nd grade, and 2nd and 3rd grade, respectively.

The range of enrollment projections from low (conservative) to high (liberal) are offered due to the limitations of the cohort survival method in factoring changes to policies, program offerings, and future changes in housing and migration patterns. For example, the low enrollment projection might be used if housing declines significantly more than anticipated; the high enrollment projection might be used if housing growth increases at a more rapid rate than seen in recent years.



It should be noted that the actual live birth counts by ZIP code are available through 2019 and project kindergarten enrollment through 2024-25. To project kindergarten through 2030-31, a simple average of the last 3 years of live birth counts was used.

Projected PK enrollment does not follow the cohort survival method but is based on the 2019-20 enrollment in each boundary with a Division-wide total of 1,871 PK students.

NORFOLK PUBLIC SCHOOLS

PROJECTED ENROLLMENT – ALTERNATIVE RECOMMENDED

Based on the alternative recommended projected enrollment, student enrollment in the Norfolk Public Schools is projected to decrease from 27,846 in the 2020-21 school year to 26,653 students in the 2030-31 school year.

Projected Enrollment - Alternative Recommended - District-wide

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871
K	2,390	2,313	2,348	2,275	2,313	2,313	2,313	2,313	2,313	2,313
1	2,517	2,297	2,226	2,254	2,183	2,217	2,217	2,217	2,217	2,217
2	2,347	2,365	2,164	2,096	2,120	2,053	2,089	2,089	2,089	2,089
3	2,286	2,252	2,274	2,079	2,015	2,036	1,971	2,007	2,007	2,007
4	2,099	2,199	2,169	2,195	2,007	1,943	1,962	1,903	1,935	1,935
5	2,113	2,030	2,137	2,105	2,130	1,948	1,883	1,908	1,846	1,884
6	2,067	2,041	1,950	2,055	2,026	2,059	1,880	1,820	1,840	1,779
7	2,026	1,968	1,943	1,849	1,953	1,923	1,962	1,787	1,733	1,757
8	1,973	1,946	1,882	1,867	1,782	1,887	1,849	1,886	1,722	1,665
9	2,775	2,677	2,629	2,559	2,557	2,437	2,569	2,514	2,575	2,346
10	1,645	1,986	1,960	1,891	1,840	1,853	1,766	1,873	1,827	1,861
11	1,446	1,194	1,432	1,422	1,383	1,334	1,347	1,277	1,371	1,329
12	1,657	1,681	1,374	1,667	1,652	1,592	1,547	1,578	1,497	1,600
K - 12 Total	27,341	26,949	26,488	26,314	25,961	25,595	25,355	25,172	24,972	24,782
Grand Total	29,212	28,820	28,359	28,185	27,832	27,466	27,226	27,043	26,843	26,653

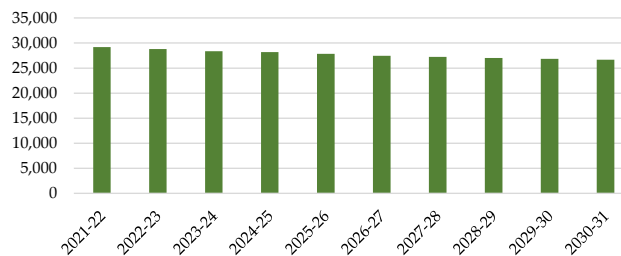
Source: Cooperative Strategies

Projected Enrollment - Alternative Recommended - District-wide

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871
K - 5	13,752	13,456	13,318	13,004	12,768	12,510	12,435	12,437	12,407	12,445
6 - 8	6,066	5,955	5,775	5,771	5,761	5,869	5,691	5,493	5,295	5,201
9 - 12	7,523	7,538	7,395	7,539	7,432	7,216	7,229	7,242	7,270	7,136
K - 12 Total	27,341	26,949	26,488	26,314	25,961	25,595	25,355	25,172	24,972	24,782
Grand Total	29,212	28,820	28,359	28,185	27,832	27,466	27,226	27,043	26,843	26,653

Source: Cooperative Strategies

PROJECTED ENROLLMENT - ALTERNATIVE RECOMMENDED - DISTRICT-WIDE



The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

Projected Enrollment - Alternative Recommended - by School Boundary

School Boundary	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	Trend
Bay View Elementary School Boundary	648	654	634	617	602	590	586	581	583	586	
Calcott Elementary School Boundary	569	582	574	557	552	545	537	531	533	537	
Camp Allen Elementary School Boundary	407	392	386	380	364	357	357	358	356	356	
Chesterfield Academy Boundary	345	332	322	318	312	311	314	316	315	314	
Coleman Place Elementary School Boundary	708	695	705	696	687	678	670	672	670	670	
Crossroads Elementary School Boundary	570	548	547	542	524	506	500	502	499	502	
Granby Elementary School Boundary	679	656	660	641	638	624	626	628	626	625	
Ingleside Elementary School Boundary	587	584	579	574	567	561	561	561	561	561	
Jacox Elementary School Boundary	694	683	684	676	662	657	666	669	668	666	
Lake Taylor / Fairlawn (K-2) School Boundary	847	832	826	815	811	818	812	808	801	801	
Larchmont Elementary School Boundary	483	482	475	437	429	422	418	417	418	420	
Larrymore Elementary School Boundary	602	591	589	569	547	530	523	521	518	521	
Lindenwood Elementary School Boundary	377	369	372	373	371	362	360	364	363	363	
Little Creek Elementary School Boundary	655	656	644	639	628	619	612	611	609	613	
Monroe Elementary School Boundary	310	302	285	289	288	279	277	278	277	278	
Norview Elementary School Boundary	391	376	365	350	339	331	326	327	326	327	
Oceanair Elementary School Boundary	543	531	513	493	493	485	479	473	475	478	
PB Young (K-2) / Tidewater Park (3-5) Elementary School Boundary	602	578	561	560	559	562	564	565	565	564	
Richard Bowling Elementary School Boundary	498	494	485	488	475	473	481	484	484	482	
Sewells Point Elementary School Boundary	557	551	557	545	530	521	519	523	520	519	
Sherwood Forest Elementary School Boundary	601	577	570	557	549	533	527	528	527	529	
Southside STEM Academy at Campostella (K-5) Boundary	635	617	629	624	623	607	611	611	605	612	
St. Helena Elementary School Boundary	349	342	351	349	352	341	345	345	339	345	
Suburban Park Elementary School Boundary	492	477	472	466	462	454	450	451	450	450	
Tanners Creek Elementary School Boundary	667	652	653	622	608	595	585	584	583	584	
Tarrallton Elementary School Boundary	370	358	352	342	329	323	320	321	319	320	
Taylor Elementary School Boundary	326	321	314	300	296	292	288	287	286	288	
Willard Elementary School Boundary	574	550	548	527	528	517	509	511	510	509	
Willoughby / Oceanview Elementary School Boundary	684	677	665	657	648	637	629	623	627	631	
Azalea Gardens Middle School Boundary	1,039	1,022	983	982	1,004	1,030	1,026	988	948	917	
Blair Middle School Boundary	1,295	1,267	1,237	1,242	1,238	1,269	1,206	1,163	1,129	1,122	
Northside Middle School Boundary	884	848	873	892	878	877	864	861	820	789	
Norview Middle School Boundary	1,688	1,674	1,601	1,625	1,601	1,650	1,592	1,520	1,442	1,404	
Ruffner Academy Boundary	605	604	579	570	589	567	532	500	505	525	
Southside STEM Academy at Campostella (6-8) Boundary	251	254	217	183	168	186	186	185	181	176	
Booker T. Washington High School Boundary	1,143	1,121	1,141	1,125	1,079	1,028	1,016	1,023	1,016	1,006	
Granby High School Boundary	1,971	1,984	1,860	1,999	2,000	1,932	1,993	1,986	1,959	1,933	
Lake Taylor High School Boundary	978	929	977	982	958	921	893	895	907	877	
Maury High School Boundary	1,597	1,600	1,582	1,599	1,580	1,515	1,514	1,506	1,528	1,514	
Norview High School Boundary	1,799	1,856	1,793	1,778	1,763	1,755	1,748	1,773	1,798	1,753	
Out of District / Unmatched*	192	202	199	205	201	206	204	193	197	186	
Total	29,212	28,820	28,359	28,185	27,832	27,466	27,226	27,043	26,843	26,653	

Source: Cooperative Strategies

*Out of Division / Unmatched indicates students who reside outside of the Division or were unable to be geocoded (matched to a point on a map)

NORFOLK PUBLIC SCHOOLS

PROJECTED ENROLLMENT – RECOMMENDED

Based on the recommended projected enrollment, PK–12 student enrollment in the Norfolk Public Schools is projected to decrease from 27,846 in the 2020-21 school year to 26,050 students in the 2030-31 school year.

Projected Enrollment - Recommended - District-wide

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871
K	2,390	2,313	2,348	2,275	2,313	2,313	2,313	2,313	2,313	2,313
1	2,005	2,297	2,226	2,254	2,183	2,217	2,217	2,217	2,217	2,217
2	2,098	1,891	2,164	2,096	2,120	2,053	2,089	2,089	2,089	2,089
3	2,102	2,015	1,822	2,079	2,015	2,036	1,971	2,007	2,007	2,007
4	2,099	2,019	1,943	1,759	2,007	1,943	1,962	1,903	1,935	1,935
5	2,113	2,030	1,962	1,884	1,712	1,948	1,883	1,908	1,846	1,884
6	2,067	2,041	1,950	1,893	1,819	1,653	1,880	1,820	1,840	1,779
7	2,026	1,968	1,943	1,849	1,806	1,731	1,582	1,787	1,733	1,757
8	1,973	1,946	1,882	1,867	1,782	1,739	1,661	1,519	1,722	1,665
9	2,775	2,677	2,629	2,559	2,557	2,437	2,367	2,263	2,085	2,346
10	1,645	1,986	1,960	1,891	1,840	1,853	1,766	1,722	1,641	1,522
11	1,446	1,194	1,432	1,422	1,383	1,334	1,347	1,277	1,259	1,195
12	1,657	1,681	1,374	1,667	1,652	1,592	1,547	1,578	1,497	1,470
K - 12 Total	26,396	26,058	25,635	25,495	25,189	24,849	24,585	24,403	24,184	24,179
Grand Total	28,267	27,929	27,506	27,366	27,060	26,720	26,456	26,274	26,055	26,050

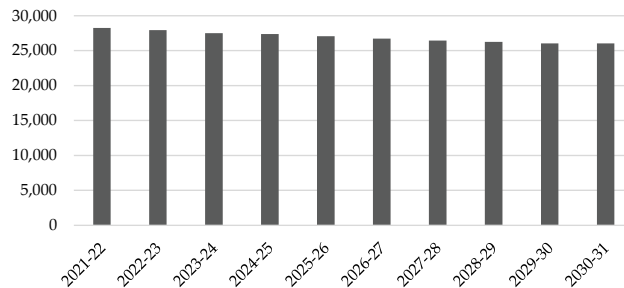
Source: Cooperative Strategies

Projected Enrollment - Recommended - District-wide

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871
K - 5	12,807	12,565	12,465	12,347	12,350	12,510	12,435	12,437	12,407	12,445
6 - 8	6,066	5,955	5,775	5,609	5,407	5,123	5,123	5,126	5,295	5,201
9 - 12	7,523	7,538	7,395	7,539	7,432	7,216	7,027	6,840	6,482	6,533
K - 12 Total	26,396	26,058	25,635	25,495	25,189	24,849	24,585	24,403	24,184	24,179
Grand Total	28,267	27,929	27,506	27,366	27,060	26,720	26,456	26,274	26,055	26,050

Source: Cooperative Strategies

PROJECTED ENROLLMENT - RECOMMENDED - DISTRICT-WIDE



The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

Projected Enrollment - Recommended - by School Boundary

School Boundary	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	Trend
Bay View Elementary School Boundary	593	602	585	569	577	590	586	581	583	586	
Calcott Elementary School Boundary	536	549	543	540	539	545	537	531	533	537	
Camp Allen Elementary School Boundary	389	376	372	369	359	357	357	358	356	356	
Chesterfield Academy Boundary	343	330	321	316	312	311	314	316	315	314	
Coleman Place Elementary School Boundary	663	652	665	664	668	678	670	672	670	670	
Crossroads Elementary School Boundary	529	509	511	509	504	506	500	502	499	502	
Granby Elementary School Boundary	637	618	621	610	616	624	626	628	626	625	
Ingleside Elementary School Boundary	562	559	555	557	550	561	561	561	561	561	
Jacox Elementary School Boundary	629	623	631	628	638	657	666	669	668	666	
Lake Taylor / Fairlawn (K-2) School Boundary	804	790	786	774	774	781	781	780	801	801	
Larchmont Elementary School Boundary	414	417	414	398	406	422	418	417	418	420	
Larrymore Elementary School Boundary	570	560	557	547	537	530	523	521	518	521	
Lindenwood Elementary School Boundary	370	363	365	366	368	362	360	364	363	363	
Little Creek Elementary School Boundary	630	631	621	616	614	619	612	611	609	613	
Monroe Elementary School Boundary	305	298	280	285	285	279	277	278	277	278	
Norview Elementary School Boundary	387	372	361	346	335	331	326	327	326	327	
Oceanair Elementary School Boundary	530	518	501	482	489	485	479	473	475	478	
PB Young (K-2) / Tidewater Park (3-5) Elementary School Boundary	600	576	559	559	558	562	564	565	565	564	
Richard Bowling Elementary School Boundary	476	472	462	470	471	473	481	484	484	482	
Sewells Point Elementary School Boundary	498	499	508	511	512	521	519	523	520	519	
Sherwood Forest Elementary School Boundary	562	540	534	532	531	533	527	528	527	529	
Southside STEM Academy at Campostella (K-5) Boundary	563	551	568	575	581	607	611	611	605	612	
St. Helena Elementary School Boundary	330	324	333	332	338	341	345	345	339	345	
Suburban Park Elementary School Boundary	465	452	448	444	440	454	450	451	450	450	
Tanners Creek Elementary School Boundary	608	595	596	590	588	595	585	584	583	584	
Tarrallton Elementary School Boundary	328	319	315	314	316	323	320	321	319	320	
Taylor Elementary School Boundary	317	312	305	297	295	292	288	287	286	288	
Willard Elementary School Boundary	549	525	524	517	525	517	509	511	510	509	
Willoughby / Oceanview Elementary School Boundary	646	643	630	628	627	637	629	623	627	631	
Azalea Gardens Middle School Boundary	1,039	1,022	983	966	942	908	924	930	948	917	
Blair Middle School Boundary	1,295	1,267	1,237	1,200	1,150	1,091	1,079	1,080	1,129	1,122	
Northside Middle School Boundary	884	848	873	873	835	787	796	816	820	789	
Norview Middle School Boundary	1,688	1,674	1,601	1,563	1,491	1,438	1,440	1,420	1,442	1,404	
Ruffner Academy Boundary	605	604	579	564	554	515	489	485	505	525	
Southside STEM Academy at Campostella (6-8) Boundary	251	254	217	174	160	138	147	152	181	176	
Booker T. Washington High School Boundary	1,143	1,121	1,141	1,125	1,079	1,028	1,000	973	908	926	
Granby High School Boundary	1,971	1,984	1,860	1,999	2,000	1,932	1,955	1,900	1,791	1,803	
Lake Taylor High School Boundary	978	929	977	982	958	921	862	854	776	799	
Maury High School Boundary	1,597	1,600	1,582	1,599	1,580	1,515	1,465	1,406	1,362	1,374	
Norview High School Boundary	1,799	1,856	1,793	1,778	1,763	1,755	1,680	1,648	1,591	1,583	
Out of District / Unmatched*	184	195	192	198	195	199	198	188	189	181	
Total	28,267	27,929	27,506	27,366	27,060	26,720	26,456	26,274	26,055	26,050	

Source: Cooperative Strategies

*Out of Division / Unmatched indicates students who reside outside of the Division or were unable to be geocoded (matched to a point on a map)

NORFOLK PUBLIC SCHOOLS

PROJECTED ENROLLMENT – MODERATE

Based on the moderate projected enrollment, PK–12 student enrollment in the Norfolk Public Schools is projected to decrease from 27,846 in the 2020-21 school year to 23,823 students in the 2030-31 school year.

Projected Enrollment - Moderate - District-wide

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871
K	2,363	2,266	2,297	2,223	2,262	2,262	2,262	2,262	2,262	2,262
1	1,985	2,248	2,155	2,185	2,114	2,151	2,151	2,151	2,151	2,151
2	2,070	1,839	2,082	1,997	2,024	1,959	1,993	1,993	1,993	1,993
3	2,081	1,961	1,743	1,973	1,892	1,918	1,856	1,888	1,888	1,888
4	2,082	1,980	1,866	1,658	1,878	1,800	1,825	1,766	1,797	1,797
5	2,083	1,984	1,887	1,778	1,580	1,789	1,716	1,739	1,683	1,713
6	2,045	1,981	1,887	1,794	1,691	1,503	1,702	1,632	1,654	1,601
7	2,023	1,930	1,870	1,781	1,694	1,596	1,419	1,606	1,540	1,561
8	1,938	1,908	1,820	1,764	1,680	1,597	1,505	1,338	1,515	1,452
9	2,822	2,680	2,639	2,517	2,439	2,323	2,209	2,082	1,850	2,095
10	1,545	1,921	1,825	1,796	1,714	1,661	1,582	1,504	1,418	1,260
11	1,400	1,077	1,340	1,273	1,253	1,195	1,158	1,103	1,049	989
12	1,625	1,588	1,222	1,519	1,443	1,421	1,355	1,313	1,251	1,190
K - 12 Total	26,062	25,363	24,633	24,258	23,664	23,175	22,733	22,377	22,051	21,952
Grand Total	27,933	27,234	26,504	26,129	25,535	25,046	24,604	24,248	23,922	23,823

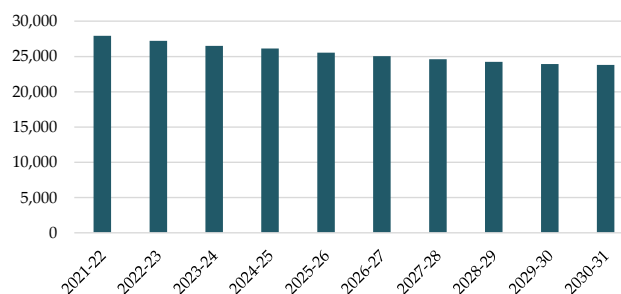
Source: Cooperative Strategies

Projected Enrollment - Moderate - District-wide

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871
K - 5	12,664	12,278	12,030	11,814	11,750	11,879	11,803	11,799	11,774	11,804
6 - 8	6,006	5,819	5,577	5,339	5,065	4,696	4,626	4,576	4,709	4,614
9 - 12	7,392	7,266	7,026	7,105	6,849	6,600	6,304	6,002	5,568	5,534
K - 12 Total	26,062	25,363	24,633	24,258	23,664	23,175	22,733	22,377	22,051	21,952
Grand Total	27,933	27,234	26,504	26,129	25,535	25,046	24,604	24,248	23,922	23,823

Source: Cooperative Strategies

PROJECTED ENROLLMENT - MODERATE - DISTRICT-WIDE



The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

NORFOLK PUBLIC SCHOOLS

PROJECTED ENROLLMENT – LOW

Based on the low projected enrollment, PK–12 student enrollment in the Norfolk Public Schools is projected to decrease from 27,846 in the 2020-21 school year to 21,916 students in the 2030-31 school year.

Projected Enrollment - Low - District-wide

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871
K	2,262	2,169	2,199	2,128	2,165	2,165	2,165	2,165	2,165	2,165
1	1,954	2,118	2,031	2,059	1,992	2,027	2,027	2,027	2,027	2,027
2	2,053	1,796	1,947	1,867	1,892	1,831	1,863	1,863	1,863	1,863
3	2,067	1,933	1,691	1,833	1,757	1,781	1,724	1,754	1,754	1,754
4	2,061	1,947	1,821	1,593	1,726	1,655	1,678	1,624	1,652	1,652
5	2,075	1,957	1,849	1,729	1,512	1,639	1,572	1,593	1,542	1,569
6	2,037	1,966	1,854	1,751	1,638	1,432	1,553	1,489	1,509	1,461
7	2,015	1,915	1,849	1,743	1,647	1,540	1,347	1,460	1,400	1,419
8	1,925	1,887	1,794	1,731	1,633	1,542	1,442	1,261	1,367	1,311
9	2,715	2,561	2,512	2,387	2,304	2,173	2,053	1,919	1,679	1,820
10	1,515	1,813	1,711	1,678	1,594	1,539	1,451	1,371	1,282	1,121
11	1,362	1,028	1,230	1,160	1,138	1,082	1,044	984	930	870
12	1,560	1,483	1,119	1,339	1,263	1,239	1,178	1,137	1,072	1,013
K - 12 Total	25,601	24,573	23,607	22,998	22,261	21,645	21,097	20,647	20,242	20,045
Grand Total	27,472	26,444	25,478	24,869	24,132	23,516	22,968	22,518	22,113	21,916

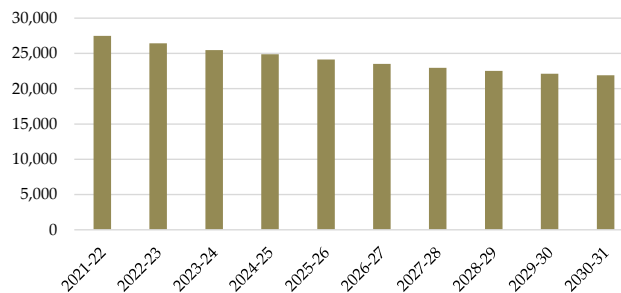
Source: Cooperative Strategies

Projected Enrollment - Low - District-wide

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871
K - 5	12,472	11,920	11,538	11,209	11,044	11,098	11,029	11,026	11,003	11,030
6 - 8	5,977	5,768	5,497	5,225	4,918	4,514	4,342	4,210	4,276	4,191
9 - 12	7,152	6,885	6,572	6,564	6,299	6,033	5,726	5,411	4,963	4,824
K - 12 Total	25,601	24,573	23,607	22,998	22,261	21,645	21,097	20,647	20,242	20,045
Grand Total	27,472	26,444	25,478	24,869	24,132	23,516	22,968	22,518	22,113	21,916

Source: Cooperative Strategies

PROJECTED ENROLLMENT - LOW - DISTRICT-WIDE



The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

NORFOLK PUBLIC SCHOOLS

PROJECTED ENROLLMENT – HIGH

Based on the high projected enrollment, student enrollment in the Norfolk Public Schools is projected to decrease from 27,846 in the 2020-21 school year to 25,881 students in the 2030-31 school year.

Projected Enrollment - High - District-wide

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871
K	2,464	2,363	2,395	2,318	2,358	2,358	2,358	2,358	2,358	2,358
1	2,017	2,381	2,283	2,314	2,240	2,279	2,279	2,279	2,279	2,279
2	2,086	1,883	2,223	2,132	2,161	2,091	2,128	2,128	2,128	2,128
3	2,094	1,989	1,796	2,120	2,033	2,061	1,994	2,029	2,029	2,029
4	2,103	2,013	1,912	1,726	2,038	1,954	1,981	1,917	1,951	1,951
5	2,091	2,012	1,925	1,829	1,651	1,949	1,869	1,895	1,834	1,866
6	2,053	1,997	1,921	1,838	1,746	1,577	1,861	1,785	1,809	1,751
7	2,031	1,945	1,892	1,820	1,742	1,655	1,494	1,764	1,691	1,714
8	1,951	1,928	1,847	1,796	1,728	1,654	1,571	1,419	1,675	1,606
9	2,928	2,801	2,767	2,651	2,578	2,481	2,374	2,255	2,036	2,404
10	1,574	2,031	1,943	1,920	1,839	1,789	1,721	1,647	1,564	1,412
11	1,438	1,127	1,455	1,392	1,375	1,317	1,281	1,233	1,180	1,121
12	1,690	1,696	1,330	1,716	1,641	1,622	1,553	1,511	1,454	1,391
K - 12 Total	26,520	26,166	25,689	25,572	25,130	24,787	24,464	24,220	23,988	24,010
Grand Total	28,391	28,037	27,560	27,443	27,001	26,658	26,335	26,091	25,859	25,881

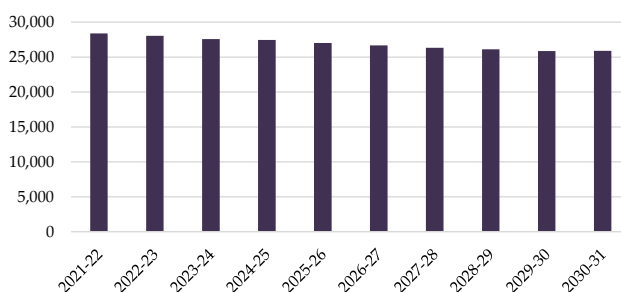
Source: Cooperative Strategies

Projected Enrollment - High - District-wide

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871
K - 5	12,855	12,641	12,534	12,439	12,481	12,692	12,609	12,606	12,579	12,611
6 - 8	6,035	5,870	5,660	5,454	5,216	4,886	4,926	4,968	5,175	5,071
9 - 12	7,630	7,655	7,495	7,679	7,433	7,209	6,929	6,646	6,234	6,328
K - 12 Total	26,520	26,166	25,689	25,572	25,130	24,787	24,464	24,220	23,988	24,010
Grand Total	28,391	28,037	27,560	27,443	27,001	26,658	26,335	26,091	25,859	25,881

Source: Cooperative Strategies

PROJECTED ENROLLMENT - HIGH - DISTRICT-WIDE



The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

ENROLLMENT BY SCHOOL BOUNDARY

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BAY VIEW ELEMENTARY SCHOOL BOUNDARY

The Bay View Elementary School boundary feeds into the Azalea Gardens Middle School boundary.

Historical Enrollment - Bay View Elementary School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	82	67	81	67	75	87	62	63	63	47
K	107	123	107	122	108	93	117	104	111	79
1	113	97	107	109	119	99	86	114	102	85
2	108	100	99	99	100	128	89	78	103	104
3	102	105	90	110	90	90	111	77	84	101
4	91	92	94	99	102	95	85	97	77	77
5	107	95	86	95	91	96	81	77	84	73
Grand Total	710	679	664	701	685	688	631	610	624	566

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Bay View Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	63	63	63	63	63	63	63	63	63	63
K	105	103	96	93	97	97	97	97	97	97
1	109	102	100	94	90	95	95	95	95	95
2	103	102	96	94	88	84	89	89	89	89
3	99	98	97	92	90	84	81	85	85	85
4	96	95	93	93	87	85	80	77	81	81
5	73	91	89	88	87	82	81	75	73	76
Grand Total	648	654	634	617	602	590	586	581	583	586

Source: Cooperative Strategies

Projected Enrollment - Recommended - Bay View Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	63	63	63	63	63	63	63	63	63	63
K	105	103	96	93	97	97	97	97	97	97
1	77	102	100	94	90	95	95	95	95	95
2	80	72	96	94	88	84	89	89	89	89
3	99	76	69	92	90	84	81	85	85	85
4	96	95	72	65	87	85	80	77	81	81
5	73	91	89	68	62	82	81	75	73	76
Grand Total	593	602	585	569	577	590	586	581	583	586

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

CALCOTT ELEMENTARY SCHOOL BOUNDARY

The Calcott Elementary School boundary feeds into the Northside Middle School boundary.

Historical Enrollment - Calcott Elementary School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	56	58	54	46	52	57	51	59	63	49
K	85	92	92	83	92	82	90	85	80	72
1	81	82	86	94	82	80	90	95	99	85
2	56	83	76	86	87	84	79	90	90	79
3	69	45	85	69	84	89	79	74	87	82
4	70	71	47	72	72	80	94	74	83	72
5	56	66	59	46	71	70	80	96	78	76
Grand Total	473	497	499	496	540	542	563	573	580	515

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Calcott Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	63	63	63	63	63	63	63	63	63	63
K	84	84	75	74	78	78	78	78	78	78
1	92	92	92	81	81	85	85	85	85	85
2	87	89	88	88	77	77	81	81	81	81
3	90	84	85	85	85	75	74	77	77	77
4	81	89	82	83	84	84	73	73	76	76
5	72	81	89	83	84	83	83	74	73	77
Grand Total	569	582	574	557	552	545	537	531	533	537

Source: Cooperative Strategies

Projected Enrollment - Recommended - Calcott Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	63	63	63	63	63	63	63	63	63	63
K	84	84	75	74	78	78	78	78	78	78
1	78	92	92	81	81	85	85	85	85	85
2	82	75	88	88	77	77	81	81	81	81
3	76	79	72	85	85	75	74	77	77	77
4	81	75	78	71	84	84	73	73	76	76
5	72	81	75	78	71	83	83	74	73	77
Grand Total	536	549	543	540	539	545	537	531	533	537

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

CAMP ALLEN ELEMENTARY SCHOOL BOUNDARY

The Camp Allen Elementary School boundary feeds into the Blair Middle School boundary.

Historical Enrollment - Camp Allen Elementary School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	73	69	71	60	64	50	60	51	50	40
K	94	86	80	88	76	87	71	69	88	68
1	94	82	80	73	83	55	74	65	64	72
2	85	81	73	62	66	66	63	60	55	57
3	59	76	64	60	57	51	61	58	53	55
4	61	52	64	50	60	51	48	48	50	47
5	67	64	50	50	56	53	56	48	46	56
Grand Total	533	510	482	443	462	413	433	399	406	395

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Camp Allen Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	50	50	50	50	50	50	50	50	50	50
K	69	62	69	67	66	66	66	66	66	66
1	68	61	55	61	59	58	58	58	58	58
2	71	59	53	49	53	52	52	52	52	52
3	54	65	54	49	45	49	48	47	47	47
4	49	48	58	48	44	40	44	43	42	42
5	46	47	47	56	47	42	39	42	41	41
Grand Total	407	392	386	380	364	357	357	358	356	356

Source: Cooperative Strategies

Projected Enrollment - Recommended - Camp Allen Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	50	50	50	50	50	50	50	50	50	50
K	69	62	69	67	66	66	66	66	66	66
1	61	61	55	61	59	58	58	58	58	58
2	62	53	53	49	53	52	52	52	52	52
3	52	57	49	49	45	49	48	47	47	47
4	49	46	51	44	44	40	44	43	42	42
5	46	47	45	49	42	42	39	42	41	41
Grand Total	389	376	372	369	359	357	357	358	356	356

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

CHESTERFIELD ACADEMY BOUNDARY

The Chesterfield Academy boundary feeds into the Ruffner Academy boundary.

Historical Enrollment - Chesterfield Academy Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	90	80	82	82	86	71	60	63	52	31
K	71	73	67	69	65	59	59	49	43	48
1	62	63	67	75	68	58	53	57	45	55
2	63	66	60	65	69	65	55	52	56	50
3	85	56	69	47	62	52	55	55	48	53
4	55	77	54	65	51	57	51	47	48	51
5	69	54	75	47	61	43	49	49	43	47
Grand Total	495	469	474	450	462	405	382	372	335	335

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Chesterfield Academy Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	52	52	52	52	52	52	52	52	52	52
K	42	45	48	49	47	47	47	47	47	47
1	47	41	44	46	49	46	46	46	46	46
2	56	46	41	43	46	47	45	45	45	45
3	48	54	44	38	42	44	45	43	43	43
4	51	45	50	42	36	40	42	43	41	41
5	49	49	43	48	40	35	37	40	41	40
Grand Total	345	332	322	318	312	311	314	316	315	314

Source: Cooperative Strategies

Projected Enrollment - Recommended - Chesterfield Academy Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	52	52	52	52	52	52	52	52	52	52
K	42	45	48	49	47	47	47	47	47	47
1	47	41	44	46	49	46	46	46	46	46
2	54	46	41	43	46	47	45	45	45	45
3	48	52	44	38	42	44	45	43	43	43
4	51	45	49	42	36	40	42	43	41	41
5	49	49	43	46	40	35	37	40	41	40
Grand Total	343	330	321	316	312	311	314	316	315	314

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

COLEMAN PLACE ELEMENTARY SCHOOL BOUNDARY

The Coleman Place Elementary School boundary feeds into the Norview Middle School and Azalea Gardens Middle School boundaries.

Historical Enrollment - Coleman Place Elementary School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	114	118	107	109	111	98	90	90	108	77
K	137	143	123	121	113	117	96	96	109	88
1	157	127	125	137	122	113	114	84	105	98
2	121	154	110	130	116	117	118	102	98	99
3	120	121	118	118	131	115	102	101	107	77
4	137	117	107	125	115	128	88	99	116	103
5	113	135	108	105	116	107	119	79	95	107
Grand Total	899	915	798	845	824	795	727	651	738	649

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Coleman Place Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	108	108	108	108	108	108	108	108	108	108
K	108	100	102	102	102	102	102	102	102	102
1	109	106	98	100	100	99	99	99	99	99
2	108	106	103	95	97	96	96	96	96	96
3	102	101	99	98	90	92	91	91	91	91
4	76	102	100	98	97	89	90	90	89	89
5	97	72	95	95	93	92	84	86	85	85
Grand Total	708	695	705	696	687	678	670	672	670	670

Source: Cooperative Strategies

Projected Enrollment - Recommended - Coleman Place Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	108	108	108	108	108	108	108	108	108	108
K	108	100	102	102	102	102	102	102	102	102
1	86	106	98	100	100	99	99	99	99	99
2	95	84	103	95	97	96	96	96	96	96
3	93	89	79	98	90	92	91	91	91	91
4	76	93	88	78	97	89	90	90	89	89
5	97	72	87	83	74	92	84	86	85	85
Grand Total	663	652	665	664	668	678	670	672	670	670

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

CROSSROADS ELEMENTARY SCHOOL BOUNDARY

The Crossroads Elementary School boundary feeds into the Azalea Gardens Middle School and Norview Middle School boundaries.

Historical Enrollment - Crossroads Elementary School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	73	48	59	50	53	48	51	48	49	38
K	99	142	130	108	119	99	91	83	97	75
1	108	109	131	128	96	108	100	105	83	85
2	96	107	97	127	110	98	95	97	80	74
3	100	101	116	112	124	104	108	97	97	75
4	103	93	87	119	103	120	103	102	92	91
5	87	96	89	78	117	82	122	106	94	91
Grand Total	666	696	709	722	722	659	670	638	592	529

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Crossroads Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	49	49	49	49	49	49	49	49	49	49
K	88	81	82	80	80	80	80	80	80	80
1	99	87	81	82	79	80	80	80	80	80
2	90	90	80	74	76	72	74	74	74	74
3	79	91	90	80	74	75	72	74	74	74
4	73	76	88	87	78	72	73	70	72	72
5	92	74	77	90	88	78	72	75	70	73
Grand Total	570	548	547	542	524	506	500	502	499	502

Source: Cooperative Strategies

Projected Enrollment - Recommended - Crossroads Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	49	49	49	49	49	49	49	49	49	49
K	88	81	82	80	80	80	80	80	80	80
1	75	87	81	82	79	80	80	80	80	80
2	77	68	80	74	76	72	74	74	74	74
3	75	78	70	80	74	75	72	74	74	74
4	73	72	76	67	78	72	73	70	72	72
5	92	74	73	77	68	78	72	75	70	73
Grand Total	529	509	511	509	504	506	500	502	499	502

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

GRANBY ELEMENTARY SCHOOL BOUNDARY

The Granby Elementary School boundary feeds into the Blair Middle School and Northside Middle School boundaries.

Historical Enrollment - Granby Elementary School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	72	82	85	75	75	70	72	69	55	50
K	136	127	128	135	93	120	123	127	109	91
1	102	102	133	106	134	104	110	117	122	94
2	118	97	101	132	90	113	94	106	106	106
3	123	102	104	98	108	86	109	89	108	94
4	105	110	112	84	81	90	84	100	93	105
5	96	101	108	104	80	86	83	89	110	84
Grand Total	752	721	771	734	661	669	675	697	703	624

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Granby Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	55	55	55	55	55	55	55	55	55	55
K	103	101	108	108	106	106	106	106	106	106
1	111	97	95	101	101	99	99	99	99	99
2	98	105	91	89	95	94	93	93	93	93
3	111	96	104	90	88	94	94	91	91	91
4	92	107	95	101	88	85	91	90	89	89
5	109	95	112	97	105	91	88	94	93	92
Grand Total	679	656	660	641	638	624	626	628	626	625

Source: Cooperative Strategies

Projected Enrollment - Recommended - Granby Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	55	55	55	55	55	55	55	55	55	55
K	103	101	108	108	106	106	106	106	106	106
1	85	97	95	101	101	99	99	99	99	99
2	89	82	91	89	95	94	93	93	93	93
3	104	87	82	90	88	94	94	91	91	91
4	92	101	85	79	88	85	91	90	89	89
5	109	95	105	88	83	91	88	94	93	92
Grand Total	637	618	621	610	616	624	626	628	626	625

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

INGLESIDE ELEMENTARY SCHOOL BOUNDARY

The Ingleside Elementary School boundary feeds into the Norview Middle School boundary.

Historical Enrollment - Ingleside Elementary School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	100	75	94	98	106	82	78	93	96	80
K	90	85	75	94	94	98	86	81	84	69
1	74	85	80	63	97	84	93	78	80	81
2	89	75	72	75	97	93	81	92	81	78
3	62	84	70	72	79	90	98	81	89	85
4	86	58	66	68	75	73	86	106	72	80
5	85	77	55	65	78	81	84	84	94	68
Grand Total	586	539	512	535	626	601	606	615	596	541

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Ingleside Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	96	96	96	96	96	96	96	96	96	96
K	80	80	80	80	80	80	80	80	80	80
1	84	78	77	77	76	77	77	77	77	77
2	85	88	81	80	80	80	80	80	80	80
3	84	85	88	81	79	79	79	79	79	79
4	79	79	79	82	75	75	75	75	75	75
5	79	78	78	78	81	74	74	74	74	74
Grand Total	587	584	579	574	567	561	561	561	561	561

Source: Cooperative Strategies

Projected Enrollment - Recommended - Ingleside Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	96	96	96	96	96	96	96	96	96	96
K	80	80	80	80	80	80	80	80	80	80
1	66	78	77	77	76	77	77	77	77	77
2	84	69	81	80	80	80	80	80	80	80
3	78	84	69	81	79	79	79	79	79	79
4	79	74	79	65	75	75	75	75	75	75
5	79	78	73	78	64	74	74	74	74	74
Grand Total	562	559	555	557	550	561	561	561	561	561

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

JACOX ELEMENTARY SCHOOL BOUNDARY

The Jacox Elementary School boundary feeds into the Blair Middle School and Ruffner Academy boundaries.

Historical Enrollment - Jacox Elementary School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	130	132	129	115	116	116	106	97	103	48
K	120	137	125	128	118	118	132	107	122	79
1	134	120	140	140	136	131	113	105	118	94
2	117	119	111	123	134	128	112	95	103	110
3	112	103	113	104	119	120	113	101	92	90
4	118	118	98	115	95	110	105	87	91	79
5	103	123	121	84	109	93	97	91	85	97
Grand Total	834	852	837	809	827	816	778	683	714	597

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Jacox Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	103	103	103	103	103	103	103	103	103	103
K	94	101	107	110	106	106	106	106	106	106
1	108	92	99	106	109	104	104	104	104	104
2	119	101	87	94	100	103	98	98	98	98
3	108	111	94	81	88	93	96	91	91	91
4	78	94	96	83	70	75	80	83	80	80
5	84	81	98	99	86	73	79	84	86	84
Grand Total	694	683	684	676	662	657	666	669	668	666

Source: Cooperative Strategies

Projected Enrollment - Recommended - Jacox Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	103	103	103	103	103	103	103	103	103	103
K	94	101	107	110	106	106	106	106	106	106
1	78	92	99	106	109	104	104	104	104	104
2	89	74	87	94	100	103	98	98	98	98
3	103	83	69	81	88	93	96	91	91	91
4	78	89	72	59	70	75	80	83	80	80
5	84	81	94	75	62	73	79	84	86	84
Grand Total	629	623	631	628	638	657	666	669	668	666

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

LAKE TAYLOR / FAIRLAWN (PK-2) SCHOOL BOUNDARY

The Lake Taylor School boundary is planned to combine with the Fairlawn (PK-2) boundary in the 2021-22 school year to serve grades PK-8; it feeds into the Booker T. Washington and Lake Taylor high school boundaries.

Historical Enrollment - Fairlawn Elementary (PK-2) School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	94	87	93	85	75	74	59	62	53	43
K	120	127	117	117	112	110	88	102	98	69
1	137	110	109	98	118	90	102	81	91	93
2	125	116	114	111	97	100	84	98	79	86
Grand Total	476	440	433	411	402	374	333	343	321	291

Source: Norfolk Public Schools Student Data

Historical Enrollment - Lake Taylor School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
3	127	124	122	107	117	90	88	83	87	74
4	128	112	114	105	101	104	98	94	96	87
5	132	119	97	108	98	89	99	90	90	90
6	109	126	114	97	90	88	79	99	93	85
7	104	112	113	114	90	81	85	89	91	95
8	113	107	111	102	109	86	82	65	99	82
Grand Total	713	700	671	633	605	538	531	520	556	513

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Lake Taylor School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	53	53	53	53	53	53	53	53	53	53
K	95	95	95	94	95	95	95	95	95	95
1	99	91	91	91	89	90	90	90	90	90
2	92	96	89	88	88	87	87	87	87	87
3	89	87	90	83	82	82	81	82	82	82
4	77	92	91	94	86	85	85	85	85	85
5	81	72	86	84	87	80	79	79	79	79
6	89	80	71	85	83	86	80	79	79	79
7	81	87	77	69	82	81	84	77	77	77
8	91	79	83	74	66	79	78	81	74	74
Grand Total	847	832	826	815	811	818	812	808	801	801

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

Projected Enrollment - Recommended - Lake Taylor School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	53	53	53	53	53	53	53	53	53	53
K	95	95	95	94	95	95	95	95	95	95
1	66	91	91	91	89	90	90	90	90	90
2	90	64	89	88	88	87	87	87	87	87
3	81	85	60	83	82	82	81	82	82	82
4	77	84	89	63	86	85	85	85	85	85
5	81	72	78	82	58	80	79	79	79	79
6	89	80	71	77	81	57	80	79	79	79
7	81	87	77	69	76	80	55	77	77	77
8	91	79	83	74	66	72	76	53	74	74
Grand Total	804	790	786	774	774	781	781	780	801	801

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

LARCHMONT ELEMENTARY SCHOOL BOUNDARY

The Larchmont Elementary School boundary feeds into the Blair Middle School boundary.

Historical Enrollment - Larchmont Elementary School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	17	20	23	19	18	25	27	21	25	18
K	82	70	85	92	72	69	70	98	76	50
1	72	79	79	90	92	76	83	72	104	61
2	80	72	78	77	75	94	79	72	76	84
3	73	82	75	82	77	75	76	70	79	70
4	74	68	80	70	65	72	71	69	76	63
5	57	70	65	79	56	65	62	79	73	63
Grand Total	455	461	485	509	455	476	468	481	509	409

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Larchmont Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	25	25	25	25	25	25	25	25	25	25
K	74	72	69	67	69	69	69	69	69	69
1	79	77	75	71	69	72	72	72	72	72
2	78	75	74	72	68	66	69	69	69	69
3	101	74	71	69	68	64	62	65	65	65
4	65	95	69	66	65	63	60	58	61	61
5	61	64	92	67	65	63	61	59	57	59
Grand Total	483	482	475	437	429	422	418	417	418	420

Source: Cooperative Strategies

Projected Enrollment - Recommended - Larchmont Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	25	25	25	25	25	25	25	25	25	25
K	74	72	69	67	69	69	69	69	69	69
1	52	77	75	71	69	72	72	72	72	72
2	58	50	74	72	68	66	69	69	69	69
3	79	55	47	69	68	64	62	65	65	65
4	65	74	52	44	65	63	60	58	61	61
5	61	64	72	50	42	63	61	59	57	59
Grand Total	414	417	414	398	406	422	418	417	418	420

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

LARRYMORE ELEMENTARY SCHOOL BOUNDARY

The Larrymore Elementary School boundary feeds into the Azalea Gardens Middle School and Norview Middle School boundaries.

Historical Enrollment - Larrymore Elementary School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	71	54	48	58	66	44	47	55	54	46
K	112	106	92	99	95	111	77	73	99	91
1	98	94	105	99	102	70	106	65	92	91
2	125	82	83	104	99	91	80	90	77	83
3	82	116	73	80	107	95	90	76	99	81
4	85	72	107	89	90	91	98	88	85	87
5	88	81	68	100	94	78	94	100	105	85
Grand Total	661	605	576	629	653	580	592	547	611	564

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Larrymore Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	54	54	54	54	54	54	54	54	54	54
K	90	83	84	79	83	83	83	83	83	83
1	98	87	82	82	77	80	80	80	80	80
2	99	94	83	78	78	74	76	76	76	76
3	91	98	94	81	77	78	73	75	75	75
4	81	91	98	94	82	77	78	73	75	75
5	89	84	94	101	96	84	79	80	75	78
Grand Total	602	591	589	569	547	530	523	521	518	521

Source: Cooperative Strategies

Projected Enrollment - Recommended - Larrymore Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	54	54	54	54	54	54	54	54	54	54
K	90	83	84	79	83	83	83	83	83	83
1	88	87	82	82	77	80	80	80	80	80
2	86	85	83	78	78	74	76	76	76	76
3	82	85	85	81	77	78	73	75	75	75
4	81	82	85	84	82	77	78	73	75	75
5	89	84	84	89	86	84	79	80	75	78
Grand Total	570	560	557	547	537	530	523	521	518	521

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

LINDENWOOD ELEMENTARY SCHOOL BOUNDARY

The Lindenwood Elementary School boundary feeds into the Azalea Gardens Middle School, Blair Middle School, and Norview Middle School boundaries.

Historical Enrollment - Lindenwood Elementary School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	74	64	65	50	55	46	31	30	25	22
K	76	75	82	84	72	75	62	51	52	67
1	86	94	77	92	79	63	62	62	49	55
2	75	75	92	67	81	63	54	60	52	56
3	71	87	71	90	63	70	65	66	57	53
4	69	63	82	71	78	59	58	61	56	59
5	88	69	60	77	75	64	60	51	54	52
Grand Total	539	527	529	531	503	440	392	381	345	364

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Lindenwood Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	25	25	25	25	25	25	25	25	25	25
K	59	56	58	59	58	58	58	58	58	58
1	69	57	55	58	59	57	57	57	57	57
2	57	67	55	53	55	57	55	55	55	55
3	56	57	67	55	53	56	58	57	57	57
4	54	56	58	67	56	54	55	58	56	56
5	57	51	54	56	65	55	52	54	55	55
Grand Total	377	369	372	373	371	362	360	364	363	363

Source: Cooperative Strategies

Projected Enrollment - Recommended - Lindenwood Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	25	25	25	25	25	25	25	25	25	25
K	59	56	58	59	58	58	58	58	58	58
1	66	57	55	58	59	57	57	57	57	57
2	53	65	55	53	55	57	55	55	55	55
3	56	53	64	55	53	56	58	57	57	57
4	54	56	54	64	56	54	55	58	56	56
5	57	51	54	52	62	55	52	54	55	55
Grand Total	370	363	365	366	368	362	360	364	363	363

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

LITTLE CREEK ELEMENTARY SCHOOL BOUNDARY

The Little Creek Elementary School boundary feeds into the Azalea Gardens Middle School boundary.

Historical Enrollment - Little Creek Elementary School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	83	81	86	71	71	64	66	73	84	42
K	146	160	149	139	146	116	117	93	104	88
1	136	143	169	143	137	151	111	113	93	95
2	116	129	135	136	134	119	135	107	113	94
3	112	126	141	128	128	124	113	124	101	101
4	102	127	116	131	116	108	115	116	117	84
5	100	102	120	97	107	107	99	109	113	101
Grand Total	795	868	916	845	839	789	756	735	725	605

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Little Creek Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	84	84	84	84	84	84	84	84	84	84
K	102	98	97	91	95	95	95	95	95	95
1	103	100	95	95	89	93	93	93	93	93
2	102	102	99	95	94	88	92	92	92	92
3	90	98	97	95	91	90	84	88	88	88
4	95	84	92	92	89	85	84	79	83	83
5	79	90	80	87	86	84	80	80	74	78
Grand Total	655	656	644	639	628	619	612	611	609	613

Source: Cooperative Strategies

Projected Enrollment - Recommended - Little Creek Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	84	84	84	84	84	84	84	84	84	84
K	102	98	97	91	95	95	95	95	95	95
1	86	100	95	95	89	93	93	93	93	93
2	94	85	99	95	94	88	92	92	92	92
3	90	90	81	95	91	90	84	88	88	88
4	95	84	85	76	89	85	84	79	83	83
5	79	90	80	80	72	84	80	80	74	78
Grand Total	630	631	621	616	614	619	612	611	609	613

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

MONROE ELEMENTARY SCHOOL BOUNDARY

The Monroe Elementary School boundary feeds into the Blair Middle School boundary.

Historical Enrollment - Monroe Elementary School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	83	80	70	83	60	56	58	51	54	22
K	70	75	86	63	66	55	62	34	43	49
1	78	59	71	76	59	66	58	51	32	42
2	64	80	57	60	56	53	53	53	49	32
3	59	60	77	49	59	50	42	39	44	54
4	54	62	64	65	58	50	43	38	42	41
5	52	57	56	62	58	60	58	42	36	46
Grand Total	460	473	481	458	416	390	374	308	300	286

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Monroe Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	54	54	54	54	54	54	54	54	54	54
K	45	44	44	41	43	43	43	43	43	43
1	51	44	43	42	40	41	41	41	41	41
2	41	49	41	41	41	39	40	40	40	40
3	28	36	43	37	36	35	33	35	35	35
4	50	25	34	40	34	33	33	32	32	32
5	41	50	26	34	40	34	33	33	32	33
Grand Total	310	302	285	289	288	279	277	278	277	278

Source: Cooperative Strategies

Projected Enrollment - Recommended - Monroe Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	54	54	54	54	54	54	54	54	54	54
K	45	44	44	41	43	43	43	43	43	43
1	47	44	43	42	40	41	41	41	41	41
2	40	45	41	41	41	39	40	40	40	40
3	28	36	39	37	36	35	33	35	35	35
4	50	25	33	37	34	33	33	32	32	32
5	41	50	26	33	37	34	33	33	32	33
Grand Total	305	298	280	285	285	279	277	278	277	278

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

NORVIEW ELEMENTARY SCHOOL BOUNDARY

The Norview Elementary School boundary feeds into the Norview Middle School boundary.

Historical Enrollment - Norview Elementary School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	58	55	53	45	48	44	38	35	41	24
K	70	74	94	69	59	63	52	52	48	51
1	66	73	72	97	70	56	50	58	57	58
2	63	67	71	57	83	67	52	55	60	60
3	63	65	66	71	52	81	62	60	60	62
4	68	74	60	62	72	59	82	59	59	61
5	81	65	66	53	59	71	58	78	59	59
Grand Total	469	473	482	454	443	441	394	397	384	375

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Norview Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	41	41	41	41	41	41	41	41	41	41
K	53	47	49	47	48	48	48	48	48	48
1	54	51	46	47	46	46	46	46	46	46
2	59	54	52	46	48	46	47	47	47	47
3	62	61	56	54	48	50	48	49	49	49
4	61	61	60	55	53	47	49	47	48	48
5	61	61	61	60	55	53	47	49	47	48
Grand Total	391	376	365	350	339	331	326	327	326	327

Source: Cooperative Strategies

Projected Enrollment - Recommended - Norview Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	41	41	41	41	41	41	41	41	41	41
K	53	47	49	47	48	48	48	48	48	48
1	50	51	46	47	46	46	46	46	46	46
2	59	50	52	46	48	46	47	47	47	47
3	62	61	52	54	48	50	48	49	49	49
4	61	61	60	51	53	47	49	47	48	48
5	61	61	61	60	51	53	47	49	47	48
Grand Total	387	372	361	346	335	331	326	327	326	327

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

OCEANAIR ELEMENTARY SCHOOL BOUNDARY

The Oceanair Elementary School boundary feeds into the Northside Middle School boundary.

Historical Enrollment - Oceanair Elementary School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	102	100	88	99	100	90	86	81	62	36
K	92	72	103	89	93	92	76	87	70	77
1	91	82	81	98	97	79	97	92	87	66
2	89	67	77	81	92	90	75	85	92	86
3	67	74	71	70	88	100	82	77	78	86
4	73	63	66	70	69	78	99	69	74	85
5	73	57	54	69	74	78	72	81	63	72
Grand Total	587	515	540	576	613	607	587	572	526	508

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Oceanair Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	62	62	62	62	62	62	62	62	62	62
K	79	79	70	69	73	73	73	73	73	73
1	82	80	80	71	70	74	74	74	74	74
2	71	78	78	77	69	67	70	70	70	70
3	85	70	77	75	75	67	66	69	69	69
4	84	83	68	75	73	73	65	64	67	67
5	80	79	78	64	71	69	69	61	60	63
Grand Total	543	531	513	493	493	485	479	473	475	478

Source: Cooperative Strategies

Projected Enrollment - Recommended - Oceanair Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	62	62	62	62	62	62	62	62	62	62
K	79	79	70	69	73	73	73	73	73	73
1	78	80	80	71	70	74	74	74	74	74
2	63	74	78	77	69	67	70	70	70	70
3	84	62	73	75	75	67	66	69	69	69
4	84	82	61	71	73	73	65	64	67	67
5	80	79	77	57	67	69	69	61	60	63
Grand Total	530	518	501	482	489	485	479	473	475	478

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

PB YOUNG ELEMENTARY SCHOOL (K-2) / TIDEWATER PARK ELEMENTARY SCHOOL (3-5) BOUNDARY

The PB Young Elementary School (K-2) / Tidewater Park Elementary School (3-5) boundary feeds into the Blair Middle School and Ruffner Academy boundaries.

Historical Enrollment - PB Young (K-2) / Tidewater Park (3-5) Elementary School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	143	142	123	141	138	125	115	100	99	47
K	145	173	155	164	162	145	169	134	118	99
1	139	145	175	163	156	137	126	169	126	101
2	120	127	148	148	139	126	127	123	138	97
3	115	124	117	138	145	120	109	126	98	105
4	115	88	103	100	103	131	108	104	119	79
5	104	119	75	92	101	79	104	107	93	90
Grand Total	881	918	896	946	944	863	858	863	791	618

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - PB Young (K-2) / Tidewater Park (3-5) Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	99	99	99	99	99	99	99	99	99	99
K	101	102	106	108	106	106	106	106	106	106
1	85	88	88	90	92	89	89	89	89	89
2	83	71	74	74	76	78	76	76	76	76
3	81	72	65	68	67	69	71	69	69	69
4	88	70	65	60	62	61	64	65	64	64
5	65	76	64	61	57	60	59	61	62	61
Grand Total	602	578	561	560	559	562	564	565	565	564

Source: Cooperative Strategies

Projected Enrollment - Recommended - PB Young (K-2) / Tidewater Park (3-5) Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	99	99	99	99	99	99	99	99	99	99
K	101	102	106	108	106	106	106	106	106	106
1	84	88	88	90	92	89	89	89	89	89
2	83	70	74	74	76	78	76	76	76	76
3	80	72	64	68	67	69	71	69	69	69
4	88	69	65	59	62	61	64	65	64	64
5	65	76	63	61	56	60	59	61	62	61
Grand Total	600	576	559	559	558	562	564	565	565	564

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

RICHARD BOWLING ELEMENTARY SCHOOL BOUNDARY

The Richard Bowling Elementary School boundary feeds into the Ruffner Academy boundary.

Historical Enrollment - Richard Bowling Elementary School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	76	56	76	69	73	83	99	87	90	60
K	65	72	52	74	60	81	80	61	77	65
1	65	94	74	59	73	69	78	85	59	64
2	63	73	83	70	63	79	66	70	83	58
3	68	67	71	74	66	76	85	71	72	76
4	67	64	69	65	67	74	80	86	70	68
5	58	65	68	67	56	65	76	70	89	63
Grand Total	462	491	493	478	458	527	564	530	540	454

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Richard Bowling Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	90	90	90	90	90	90	90	90	90	90
K	59	64	67	69	67	67	67	67	67	67
1	67	57	61	65	67	65	65	65	65	65
2	77	67	57	61	65	66	64	64	64	64
3	63	78	68	58	62	66	68	66	66	66
4	76	64	80	68	58	63	66	68	66	66
5	66	74	62	77	66	56	61	64	66	64
Grand Total	498	494	485	488	475	473	481	484	484	482

Source: Cooperative Strategies

Projected Enrollment - Recommended - Richard Bowling Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	90	90	90	90	90	90	90	90	90	90
K	59	64	67	69	67	67	67	67	67	67
1	63	57	61	65	67	65	65	65	65	65
2	63	63	57	61	65	66	64	64	64	64
3	59	64	64	58	62	66	68	66	66	66
4	76	60	65	64	58	63	66	68	66	66
5	66	74	58	63	62	56	61	64	66	64
Grand Total	476	472	462	470	471	473	481	484	484	482

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

SEWELLS POINT ELEMENTARY SCHOOL BOUNDARY

The Sewells Point Elementary School boundary feeds into the Blair Middle School boundary.

Historical Enrollment - Sewells Point Elementary School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	85	77	77	74	72	68	77	75	61	40
K	134	122	135	121	110	102	106	117	117	81
1	119	107	137	109	106	99	90	105	106	90
2	98	92	88	117	98	88	82	80	81	76
3	95	83	69	73	104	97	82	83	80	66
4	87	78	85	62	67	91	75	79	81	60
5	69	83	59	73	62	62	74	64	64	68
Grand Total	687	642	650	629	619	607	586	603	590	481

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Sewells Point Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	61	61	61	61	61	61	61	61	61	61
K	102	91	103	99	98	98	98	98	98	98
1	104	94	84	96	92	91	91	91	91	91
2	92	85	77	69	78	75	74	74	74	74
3	84	87	81	73	66	74	71	71	71	71
4	63	80	83	77	70	63	71	68	67	67
5	51	53	68	70	65	59	53	60	58	57
Grand Total	557	551	557	545	530	521	519	523	520	519

Source: Cooperative Strategies

Projected Enrollment - Recommended - Sewells Point Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	61	61	61	61	61	61	61	61	61	61
K	102	91	103	99	98	98	98	98	98	98
1	75	94	84	96	92	91	91	91	91	91
2	74	61	77	69	78	75	74	74	74	74
3	72	70	58	73	66	74	71	71	71	71
4	63	69	67	56	70	63	71	68	67	67
5	51	53	58	57	47	59	53	60	58	57
Grand Total	498	499	508	511	512	521	519	523	520	519

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

SHERWOOD FOREST ELEMENTARY SCHOOL BOUNDARY

The Sherwood Forest Elementary School boundary feeds into the Norview Middle School boundary.

Historical Enrollment - Sherwood Forest Elementary School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	73	73	82	74	73	68	57	63	69	46
K	118	119	93	116	111	123	105	92	94	85
1	105	117	104	95	114	105	103	89	88	81
2	103	97	114	114	101	107	94	101	93	77
3	96	99	88	104	110	106	103	80	96	83
4	90	107	103	96	95	111	103	93	80	91
5	88	85	102	93	94	90	107	108	83	76
Grand Total	673	697	686	692	698	710	672	626	603	539

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Sherwood Forest Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	69	69	69	69	69	69	69	69	69	69
K	99	89	92	88	89	89	89	89	89	89
1	99	90	81	83	79	81	81	81	81	81
2	84	93	85	76	79	75	77	77	77	77
3	83	80	90	82	73	75	72	74	74	74
4	80	80	77	86	78	69	72	69	71	71
5	87	76	76	73	82	75	67	69	66	68
Grand Total	601	577	570	557	549	533	527	528	527	529

Source: Cooperative Strategies

Projected Enrollment - Recommended - Sherwood Forest Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	69	69	69	69	69	69	69	69	69	69
K	99	89	92	88	89	89	89	89	89	89
1	77	90	81	83	79	81	81	81	81	81
2	77	73	85	76	79	75	77	77	77	77
3	73	73	70	82	73	75	72	74	74	74
4	80	70	70	67	78	69	72	69	71	71
5	87	76	67	67	64	75	67	69	66	68
Grand Total	562	540	534	532	531	533	527	528	527	529

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

SOUTHSIDE STEM ACADEMY AT CAMPOSTELLA (K-5) BOUNDARY

The Southside STEM Academy at Campostella (PK-5) boundary feeds into the Southside STEM Academy at Campostella (6-8) boundary.

Historical Enrollment - Southside STEM Academy at Campostella (K-5) Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	194	122	190	157	139	125	118	132	107	78
K	141	132	117	129	107	115	107	84	91	60
1	133	130	124	116	125	111	123	104	78	93
2	125	132	120	124	119	136	121	109	83	65
3	109	110	121	117	112	117	136	114	93	81
4	117	102	95	117	108	117	113	115	98	99
5	100	95	110	89	99	91	102	83	93	98
Grand Total	919	823	877	849	809	812	820	741	643	574

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Southside STEM Academy at Campostella (K-5) Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	107	107	107	107	107	107	107	107	107	107
K	91	98	110	87	98	98	98	98	98	98
1	119	89	95	106	85	95	95	95	95	95
2	84	107	80	86	96	76	86	86	86	86
3	73	80	102	76	82	91	72	82	82	82
4	77	70	76	97	72	78	87	69	78	78
5	84	66	59	65	83	62	66	74	59	66
Grand Total	635	617	629	624	623	607	611	611	605	612

Source: Cooperative Strategies

Projected Enrollment - Recommended - Southside STEM Academy at Campostella (K-5) Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	107	107	107	107	107	107	107	107	107	107
K	91	98	110	87	98	98	98	98	98	98
1	58	89	95	106	85	95	95	95	95	95
2	84	52	80	86	96	76	86	86	86	86
3	62	80	50	76	82	91	72	82	82	82
4	77	59	76	48	72	78	87	69	78	78
5	84	66	50	65	41	62	66	74	59	66
Grand Total	563	551	568	575	581	607	611	611	605	612

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

ST. HELENA ELEMENTARY SCHOOL BOUNDARY

The St. Helena Elementary School boundary feeds into the Blair Middle School boundary.

Historical Enrollment - St. Helena Elementary School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	88	87	73	76	79	61	61	76	71	49
K	57	54	68	62	54	50	41	51	46	45
1	48	50	63	61	62	46	51	41	44	39
2	52	45	60	53	54	45	41	52	41	43
3	59	51	49	57	64	54	55	44	47	38
4	39	51	50	43	45	61	42	57	50	53
5	57	40	60	44	47	36	59	50	55	51
Grand Total	400	378	423	396	405	353	350	371	354	318

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - St. Helena Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	71	71	71	71	71	71	71	71	71	71
K	45	49	54	43	49	49	49	49	49	49
1	57	43	46	52	41	46	46	46	46	46
2	42	55	42	45	50	40	45	45	45	45
3	43	41	53	41	44	49	39	44	44	44
4	39	44	42	55	42	45	50	40	45	45
5	52	39	43	42	55	41	45	50	39	45
Grand Total	349	342	351	349	352	341	345	345	339	345

Source: Cooperative Strategies

Projected Enrollment - Recommended - St. Helena Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	71	71	71	71	71	71	71	71	71	71
K	45	49	54	43	49	49	49	49	49	49
1	43	43	46	52	41	46	46	46	46	46
2	38	42	42	45	50	40	45	45	45	45
3	42	37	40	41	44	49	39	44	44	44
4	39	43	38	42	42	45	50	40	45	45
5	52	39	42	38	41	41	45	50	39	45
Grand Total	330	324	333	332	338	341	345	345	339	345

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

SUBURBAN PARK ELEMENTARY SCHOOL BOUNDARY

The Suburban Park Elementary School boundary feeds into the Blair Middle School, Northside Middle School, and Norview Middle School boundaries.

Historical Enrollment - Suburban Park Elementary School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	55	54	54	61	66	75	62	56	58	47
K	100	103	95	94	73	79	91	90	77	59
1	91	94	92	88	80	67	79	84	78	71
2	83	78	93	93	92	72	54	67	75	74
3	80	71	78	87	85	76	67	56	71	70
4	89	65	58	55	73	69	71	60	59	68
5	81	80	66	67	62	81	72	74	57	56
Grand Total	579	545	536	545	531	519	496	487	475	445

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Suburban Park Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	58	58	58	58	58	58	58	58	58	58
K	80	72	78	77	76	76	76	76	76	76
1	82	75	68	73	70	70	70	70	70	70
2	67	76	69	63	67	66	66	66	66	66
3	70	64	72	67	60	65	63	62	62	62
4	65	65	60	67	62	56	60	58	58	58
5	70	67	67	61	69	63	57	61	60	60
Grand Total	492	477	472	466	462	454	450	451	450	450

Source: Cooperative Strategies

Projected Enrollment - Recommended - Suburban Park Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	58	58	58	58	58	58	58	58	58	58
K	80	72	78	77	76	76	76	76	76	76
1	56	75	68	73	70	70	70	70	70	70
2	66	52	69	63	67	66	66	66	66	66
3	70	63	49	67	60	65	63	62	62	62
4	65	65	59	46	62	56	60	58	58	58
5	70	67	67	60	47	63	57	61	60	60
Grand Total	465	452	448	444	440	454	450	451	450	450

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

TANNERS CREEK ELEMENTARY SCHOOL BOUNDARY

The Tanners Creek Elementary School boundary feeds into the Azalea Gardens Middle School and Norview Middle School boundaries.

Historical Enrollment - Tanners Creek Elementary School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	77	67	76	65	68	76	70	52	62	51
K	128	129	101	114	85	88	105	115	102	88
1	109	122	139	94	102	97	101	98	115	93
2	109	111	127	120	97	87	100	92	93	89
3	111	109	129	105	108	94	87	86	99	84
4	116	110	116	104	97	95	91	88	90	95
5	109	119	120	106	107	102	94	93	110	104
Grand Total	759	767	808	708	664	639	648	624	671	604

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Tanners Creek Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	62	62	62	62	62	62	62	62	62	62
K	102	93	95	90	92	92	92	92	92	92
1	108	100	92	94	90	91	91	91	91	91
2	101	102	95	87	88	85	87	87	87	87
3	111	98	98	91	84	86	81	83	83	83
4	83	109	96	96	90	83	84	80	82	82
5	100	88	115	102	102	96	88	89	86	87
Grand Total	667	652	653	622	608	595	585	584	583	584

Source: Cooperative Strategies

Projected Enrollment - Recommended - Tanners Creek Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	62	62	62	62	62	62	62	62	62	62
K	102	93	95	90	92	92	92	92	92	92
1	87	100	92	94	90	91	91	91	91	91
2	87	82	95	87	88	85	87	87	87	87
3	87	85	79	91	84	86	81	83	83	83
4	83	85	83	78	90	83	84	80	82	82
5	100	88	90	88	82	96	88	89	86	87
Grand Total	608	595	596	590	588	595	585	584	583	584

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

TARRALLTON ELEMENTARY SCHOOL BOUNDARY

The Tarrallton Elementary School boundary feeds into the Azalea Gardens Middle School boundary.

Historical Enrollment - Tarrallton Elementary School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	30	46	54	50	52	53	39	43	44	36
K	70	45	55	70	62	66	58	56	68	45
1	50	66	44	55	66	56	65	55	55	51
2	61	47	56	44	47	60	48	61	55	44
3	38	52	45	55	43	47	51	43	43	49
4	57	46	58	41	48	41	41	46	43	49
5	42	50	47	45	45	43	32	40	44	44
Grand Total	348	352	359	360	363	366	334	344	352	318

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Tarrallton Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	44	44	44	44	44	44	44	44	44	44
K	59	56	56	52	54	54	54	54	54	54
1	61	55	53	52	49	52	52	52	52	52
2	63	56	51	49	48	45	48	48	48	48
3	48	54	49	45	43	42	39	42	42	42
4	48	48	53	49	45	43	42	40	41	41
5	47	45	46	51	46	43	41	41	38	39
Grand Total	370	358	352	342	329	323	320	321	319	320

Source: Cooperative Strategies

Projected Enrollment - Recommended - Tarrallton Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	44	44	44	44	44	44	44	44	44	44
K	59	56	56	52	54	54	54	54	54	54
1	43	55	53	52	49	52	52	52	52	52
2	48	39	51	49	48	45	48	48	48	48
3	39	41	34	45	43	42	39	42	42	42
4	48	39	40	34	45	43	42	40	41	41
5	47	45	37	38	33	43	41	41	38	39
Grand Total	328	319	315	314	316	323	320	321	319	320

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

TAYLOR ELEMENTARY SCHOOL BOUNDARY

The Taylor Elementary School boundary feeds into the Blair Middle School boundary.

Historical Enrollment - Taylor Elementary School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	28	28	27	21	23	21	21	21	25	13
K	67	71	64	60	63	49	57	64	50	51
1	67	65	73	62	63	61	55	56	59	49
2	68	67	61	60	63	63	60	53	52	52
3	68	68	64	58	66	63	60	58	44	49
4	55	71	66	56	57	64	54	50	55	47
5	57	55	67	62	61	55	60	52	54	50
Grand Total	410	425	422	379	396	376	367	354	339	311

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Taylor Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	25	25	25	25	25	25	25	25	25	25
K	53	50	48	46	48	48	48	48	48	48
1	52	52	50	48	45	47	47	47	47	47
2	48	50	49	47	45	43	45	45	45	45
3	56	46	48	47	45	43	41	43	43	43
4	47	53	43	45	45	43	41	39	41	41
5	45	45	51	42	43	43	41	40	37	39
Grand Total	326	321	314	300	296	292	288	287	286	288

Source: Cooperative Strategies

Projected Enrollment - Recommended - Taylor Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	25	25	25	25	25	25	25	25	25	25
K	53	50	48	46	48	48	48	48	48	48
1	50	52	50	48	45	47	47	47	47	47
2	47	48	49	47	45	43	45	45	45	45
3	50	45	46	47	45	43	41	43	43	43
4	47	47	42	43	45	43	41	39	41	41
5	45	45	45	41	42	43	41	40	37	39
Grand Total	317	312	305	297	295	292	288	287	286	288

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

WILLARD ELEMENTARY SCHOOL BOUNDARY

The Willard Elementary School boundary feeds into the Norview Middle School boundary.

Historical Enrollment - Willard Elementary School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	56	65	75	67	60	60	57	48	63	45
K	99	109	108	105	97	86	81	100	79	91
1	113	112	114	107	101	100	96	78	95	71
2	83	108	92	103	99	96	90	88	82	81
3	100	80	97	99	82	88	96	86	89	73
4	106	101	70	89	95	76	90	88	92	94
5	115	91	96	59	76	93	74	83	89	80
Grand Total	672	666	652	629	610	599	584	571	589	535

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Willard Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	63	63	63	63	63	63	63	63	63	63
K	91	80	82	84	82	82	82	82	82	82
1	91	87	77	79	80	79	79	79	79	79
2	74	86	82	72	75	76	74	74	74	74
3	93	73	84	79	70	72	73	72	72	72
4	72	92	72	83	79	70	72	73	71	71
5	90	69	88	67	79	75	66	68	69	68
Grand Total	574	550	548	527	528	517	509	511	510	509

Source: Cooperative Strategies

Projected Enrollment - Recommended - Willard Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	63	63	63	63	63	63	63	63	63	63
K	91	80	82	84	82	82	82	82	82	82
1	87	87	77	79	80	79	79	79	79	79
2	67	82	82	72	75	76	74	74	74	74
3	79	66	80	79	70	72	73	72	72	72
4	72	78	65	79	79	70	72	73	71	71
5	90	69	75	61	76	75	66	68	69	68
Grand Total	549	525	524	517	525	517	509	511	510	509

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

WILLOUGHBY / OCEANVIEW ELEMENTARY SCHOOL BOUNDARY

The Willoughby / Oceanview Elementary School boundary feeds into the Northside Middle School boundary.

Historical Enrollment - Willoughby / Oceanview Elementary School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	95	95	92	96	93	109	105	106	84	56
K	122	130	137	129	122	118	124	126	120	96
1	131	107	112	109	111	121	130	109	98	100
2	80	127	110	106	131	109	112	107	95	85
3	104	92	113	102	111	116	109	109	104	92
4	93	100	73	103	95	119	121	114	91	98
5	99	94	78	67	100	103	115	117	101	82
Grand Total	724	745	715	712	763	795	816	788	693	609

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Willoughby / Oceanview Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	84	84	84	84	84	84	84	84	84	84
K	120	120	106	105	110	110	110	110	110	110
1	111	106	106	94	93	98	98	98	98	98
2	96	99	95	95	84	83	87	87	87	87
3	88	94	97	93	93	82	81	86	86	86
4	91	87	93	96	92	92	81	80	85	85
5	94	87	84	90	92	88	88	78	77	81
Grand Total	684	677	665	657	648	637	629	623	627	631

Source: Cooperative Strategies

Projected Enrollment - Recommended - Willoughby / Oceanview Elementary School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	84	84	84	84	84	84	84	84	84	84
K	120	120	106	105	110	110	110	110	110	110
1	85	106	106	94	93	98	98	98	98	98
2	89	76	95	95	84	83	87	87	87	87
3	83	88	74	93	93	82	81	86	86	86
4	91	82	86	74	92	92	81	80	85	85
5	94	87	79	83	71	88	88	78	77	81
Grand Total	646	643	630	628	627	637	629	623	627	631

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

AZALEA GARDENS MIDDLE SCHOOL BOUNDARY

The Azalea Gardens Middle School boundary feeds from the Bay View, Coleman Place, Crossroads, Larrymore, Lindenwood, Little Creek, Tanners Creek, and Tarrallton elementary school boundaries and into the Norview, Maury, and Lake Taylor high school boundaries.

Historical Enrollment - Azalea Gardens Middle School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6	379	403	397	395	406	396	376	375	354	367
7	408	369	355	386	385	388	378	328	340	345
8	363	412	341	368	363	358	357	366	335	325
Grand Total	1,150	1,184	1,093	1,149	1,154	1,142	1,111	1,069	1,029	1,037

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Azalea Gardens Middle School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
6	350	346	329	347	368	360	343	325	319	307
7	344	333	325	309	326	344	339	323	307	303
8	345	343	329	326	310	326	344	340	322	307
Grand Total	1,039	1,022	983	982	1,004	1,030	1,026	988	948	917

Source: Cooperative Strategies

Projected Enrollment - Recommended - Azalea Gardens Middle School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
6	350	346	329	331	320	297	343	325	319	307
7	344	333	325	309	312	299	282	323	307	303
8	345	343	329	326	310	312	299	282	322	307
Grand Total	1,039	1,022	983	966	942	908	924	930	948	917

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

BLAIR MIDDLE SCHOOL BOUNDARY

The Blair Middle School boundary feeds from the Camp Allen, Granby, Jacox, Larchmont, Lindenwood, Monroe, PB Young (K-2) / Tidewater Park (3-5), Sewells Point, St. Helena, Suburban Park, and Taylor elementary school boundaries and into the Granby and Maury high school boundaries.

Historical Enrollment - Blair Middle School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6	513	545	519	486	509	447	455	489	470	450
7	484	510	511	492	498	454	424	401	475	432
8	456	448	488	459	478	477	413	391	378	444
Grand Total	1,453	1,503	1,518	1,437	1,485	1,378	1,292	1,281	1,323	1,326

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Blair Middle School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
6	454	428	417	459	431	447	396	387	407	388
7	426	427	408	391	432	404	423	372	365	383
8	415	412	412	392	375	418	387	404	357	351
Grand Total	1,295	1,267	1,237	1,242	1,238	1,269	1,206	1,163	1,129	1,122

Source: Cooperative Strategies

Projected Enrollment - Recommended - Blair Middle School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
6	454	428	417	417	381	354	396	387	407	388
7	426	427	408	391	394	358	339	372	365	383
8	415	412	412	392	375	379	344	321	357	351
Grand Total	1,295	1,267	1,237	1,200	1,150	1,091	1,079	1,080	1,129	1,122

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

NORTHSIDE MIDDLE SCHOOL BOUNDARY

The Northside Middle School boundary feeds from the Calcott, Granby, Oceanair, Oceanview, and Suburban Park elementary boundaries and into the Granby and Norview high school boundaries.

Historical Enrollment - Northside Middle School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6	313	297	306	287	286	329	331	356	362	291
7	288	290	281	292	256	287	312	316	313	335
8	269	271	304	290	300	247	263	295	290	312
Grand Total	870	858	891	869	842	863	906	967	965	938

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Northside Middle School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
6	295	316	319	318	301	317	304	299	275	270
7	267	275	292	294	295	277	294	281	276	255
8	322	257	262	280	282	283	266	281	269	264
Grand Total	884	848	873	892	878	877	864	861	820	789

Source: Cooperative Strategies

Projected Enrollment - Recommended - Northside Middle School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
6	295	316	319	299	277	266	304	299	275	270
7	267	275	292	294	276	256	246	281	276	255
8	322	257	262	280	282	265	246	236	269	264
Grand Total	884	848	873	873	835	787	796	816	820	789

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

NORVIEW MIDDLE SCHOOL BOUNDARY

The Norview Middle School boundary feeds from the Coleman Place, Crossroads, Ingleside, Larrymore, Lindenwood, Norview, Sherwood Forest, Suburban Park, Tanners Creek, and Willard elementary school boundaries and into the Norview, Booker T. Washington, Granby, Lake Taylor, and Maury high school boundaries.

Historical Enrollment - Norview Middle School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6	616	651	557	586	568	591	579	592	604	597
7	671	597	613	542	552	546	554	564	605	575
8	542	601	562	563	500	519	513	524	549	587
Grand Total	1,829	1,849	1,732	1,691	1,620	1,656	1,646	1,680	1,758	1,759

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Norview Middle School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
6	552	578	519	575	550	572	518	476	491	478
7	581	538	565	507	560	536	558	504	464	480
8	555	558	517	543	491	542	516	540	487	446
Grand Total	1,688	1,674	1,601	1,625	1,601	1,650	1,592	1,520	1,442	1,404

Source: Cooperative Strategies

Projected Enrollment - Recommended - Norview Middle School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
6	552	578	519	513	497	467	518	476	491	478
7	581	538	565	507	503	486	456	504	464	480
8	555	558	517	543	491	485	466	440	487	446
Grand Total	1,688	1,674	1,601	1,563	1,491	1,438	1,440	1,420	1,442	1,404

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

RUFFNER ACADEMY BOUNDARY

The Ruffner Academy boundary feeds from the Chesterfield Academy, Jacox, PB Young (K-2) / Tidewater Park (3-5), and Richard Bowling elementary school boundaries and into the Booker T. Washington, Lake Taylor, Granby, and Norview high school boundaries.

Historical Enrollment - Ruffner Academy Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6	299	254	276	262	223	234	212	250	217	241
7	274	295	261	255	250	203	223	198	233	188
8	261	247	248	231	224	206	195	212	195	207
Grand Total	834	796	785	748	697	643	630	660	645	636

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Ruffner Academy Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
6	213	200	207	200	215	182	166	177	184	188
7	221	200	188	195	191	206	174	161	170	178
8	171	204	184	175	183	179	192	162	151	159
Grand Total	605	604	579	570	589	567	532	500	505	525

Source: Cooperative Strategies

Projected Enrollment - Recommended - Ruffner Academy Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
6	213	200	207	194	185	165	166	177	184	188
7	221	200	188	195	186	177	159	161	170	178
8	171	204	184	175	183	173	164	147	151	159
Grand Total	605	604	579	564	554	515	489	485	505	525

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

SOUTHSIDE STEM ACADEMY AT CAMPOSTELLA (6-8) BOUNDARY

The Southside STEM Academy at Campostella (6-8) boundary feeds into the Lake Taylor High School boundary.

Historical Enrollment - Southside STEM Academy at Campostella (6-8) Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6	107	85	96	96	96	94	97	87	71	102
7	79	89	90	85	87	90	101	92	70	70
8	88	70	78	81	68	74	81	86	66	70
Grand Total	274	244	264	262	251	258	279	265	207	242

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Southside STEM Academy at Campostella (6-8) Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
6	94	81	63	57	62	80	59	64	71	56
7	97	89	77	60	54	59	76	56	61	68
8	60	84	77	66	52	47	51	65	49	52
Grand Total	251	254	217	183	168	186	186	185	181	176

Source: Cooperative Strategies

Projected Enrollment - Recommended - Southside STEM Academy at Campostella (6-8) Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
6	94	81	63	48	62	39	59	64	71	56
7	97	89	77	60	46	59	37	56	61	68
8	60	84	77	66	52	40	51	32	49	52
Grand Total	251	254	217	174	160	138	147	152	181	176

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

BOOKER T. WASHINGTON HIGH SCHOOL BOUNDARY

The Booker T. Washington High School feeds from the Lake Taylor, Norview, and Ruffner Academy middle school boundaries.

Historical Enrollment - Booker T. Washington High School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
9	522	491	505	515	475	449	396	393	417	394
10	395	410	362	347	324	314	311	271	292	288
11	268	258	289	250	237	216	232	211	172	230
12	303	252	217	203	202	208	175	184	204	214
Grand Total	1,488	1,411	1,373	1,315	1,238	1,187	1,114	1,059	1,085	1,126

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Booker T. Washington High School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
9	433	401	413	388	360	337	371	382	362	340
10	291	317	299	307	288	267	246	273	281	267
11	204	210	228	215	223	209	197	179	200	205
12	215	193	201	215	208	215	202	189	173	194
Grand Total	1,143	1,121	1,141	1,125	1,079	1,028	1,016	1,023	1,016	1,006

Source: Cooperative Strategies

Projected Enrollment - Recommended - Booker T. Washington High School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
9	433	401	413	388	360	337	355	344	290	340
10	291	317	299	307	288	267	246	261	254	213
11	204	210	228	215	223	209	197	179	191	188
12	215	193	201	215	208	215	202	189	173	185
Grand Total	1,143	1,121	1,141	1,125	1,079	1,028	1,000	973	908	926

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

GRANBY HIGH SCHOOL BOUNDARY

The Granby High School feeds from the Blair, Northside, Norview, and Ruffner Academy middle school boundaries.

Historical Enrollment - Granby High School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
9	616	551	613	683	713	732	657	709	707	497
10	536	459	483	462	491	496	488	413	450	500
11	304	339	314	289	293	310	288	302	282	358
12	429	410	334	381	398	396	438	408	424	389
Grand Total	1,885	1,759	1,744	1,815	1,895	1,934	1,871	1,832	1,863	1,744

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Granby High School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
9	768	700	613	665	708	650	688	648	679	624
10	358	541	514	437	479	513	468	496	466	487
11	358	256	387	372	317	342	369	340	360	337
12	487	487	346	525	496	427	468	502	454	485
Grand Total	1,971	1,984	1,860	1,999	2,000	1,932	1,993	1,986	1,959	1,933

Source: Cooperative Strategies

Projected Enrollment - Recommended - Granby High School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
9	768	700	613	665	708	650	650	593	570	624
10	358	541	514	437	479	513	468	465	430	413
11	358	256	387	372	317	342	369	340	337	311
12	487	487	346	525	496	427	468	502	454	455
Grand Total	1,971	1,984	1,860	1,999	2,000	1,932	1,955	1,900	1,791	1,803

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

LAKE TAYLOR HIGH SCHOOL BOUNDARY

The Lake Taylor High School feeds from the Azalea Gardens, Lake Taylor (3-8), Norview, Ruffner Academy, and Southside STEM Academy at Campostella middle school boundaries.

Historical Enrollment - Lake Taylor High School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
9	434	451	449	465	531	504	473	468	449	366
10	366	322	326	303	299	304	296	271	263	273
11	275	273	252	266	241	240	229	218	187	203
12	246	239	221	200	214	155	194	189	193	226
Grand Total	1,321	1,285	1,248	1,234	1,285	1,203	1,192	1,146	1,092	1,068

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Lake Taylor High School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
9	362	366	441	407	365	342	358	370	372	328
10	220	212	223	262	241	217	204	221	225	221
11	208	166	161	169	198	182	165	154	168	172
12	188	185	152	144	154	180	166	150	142	156
Grand Total	978	929	977	982	958	921	893	895	907	877

Source: Cooperative Strategies

Projected Enrollment - Recommended - Lake Taylor High School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
9	362	366	441	407	365	342	327	347	270	328
10	220	212	223	262	241	217	204	203	210	167
11	208	166	161	169	198	182	165	154	154	160
12	188	185	152	144	154	180	166	150	142	144
Grand Total	978	929	977	982	958	921	862	854	776	799

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

MAURY HIGH SCHOOL BOUNDARY

The Maury High School feeds from the Azalea Gardens, Blair, and Norview middle school boundaries.

Historical Enrollment - Maury High School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
9	581	539	539	597	631	625	573	532	503	438
10	497	457	435	441	454	446	476	441	441	436
11	358	370	354	318	288	334	346	346	331	349
12	340	330	298	262	294	300	312	368	365	337
Grand Total	1,776	1,696	1,626	1,618	1,667	1,705	1,707	1,687	1,640	1,560

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Maury High School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
9	536	529	512	494	494	454	500	473	501	462
10	367	436	438	420	402	405	380	417	395	412
11	337	289	338	343	337	315	317	293	333	306
12	357	346	294	342	347	341	317	323	299	334
Grand Total	1,597	1,600	1,582	1,599	1,580	1,515	1,514	1,506	1,528	1,514

Source: Cooperative Strategies

Projected Enrollment - Recommended - Maury High School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
9	536	529	512	494	494	454	451	416	420	462
10	367	436	438	420	402	405	380	374	345	346
11	337	289	338	343	337	315	317	293	298	267
12	357	346	294	342	347	341	317	323	299	299
Grand Total	1,597	1,600	1,582	1,599	1,580	1,515	1,465	1,406	1,362	1,374

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

NORVIEW HIGH SCHOOL BOUNDARY

The Norview High School feeds from the Azalea Gardens, Northside, Norview, and Ruffner Academy middle school boundaries.

Historical Enrollment - Norview High School Boundary

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
9	577	607	621	666	700	668	649	683	675	564
10	428	433	492	478	427	457	474	398	435	500
11	369	290	331	327	307	246	346	260	247	292
12	398	404	294	363	386	395	299	398	400	398
Grand Total	1,772	1,734	1,738	1,834	1,820	1,766	1,768	1,739	1,757	1,754

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Norview High School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
9	657	660	637	579	614	621	633	620	642	574
10	402	467	472	456	412	440	445	453	445	461
11	331	268	309	313	302	273	291	295	301	298
12	409	461	375	430	435	421	379	405	410	420
Grand Total	1,799	1,856	1,793	1,778	1,763	1,755	1,748	1,773	1,798	1,753

Source: Cooperative Strategies

Projected Enrollment - Recommended - Norview High School Boundary

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
9	657	660	637	579	614	621	565	542	524	574
10	402	467	472	456	412	440	445	406	387	375
11	331	268	309	313	302	273	291	295	270	258
12	409	461	375	430	435	421	379	405	410	376
Grand Total	1,799	1,856	1,793	1,778	1,763	1,755	1,680	1,648	1,591	1,583

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

OUT OF DIVISION / UNMATCHED

Out of Division / Unmatched* indicates students who reside outside of the Division or were unable to be geocoded (matched to a point on a map).

Historical Enrollment - Out of District / Unmatched*

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	0	0	1	0	0	0	2	8	1	2
K	0	0	0	0	0	0	16	20	21	11
1	0	0	0	0	0	0	11	23	12	21
2	0	0	0	0	0	0	9	15	20	17
3	0	0	0	0	0	0	10	13	12	29
4	0	0	0	0	0	0	12	19	16	13
5	0	0	0	0	0	0	14	14	16	21
6	0	0	0	0	0	0	2	17	13	10
7	0	0	0	0	0	0	9	8	12	15
8	0	0	1	0	0	0	7	17	9	13
9	1	0	0	1	0	0	7	11	11	10
10	0	1	0	0	0	0	2	9	3	11
11	1	0	1	0	0	0	6	2	7	1
12	0	1	0	1	0	0	2	8	10	10
Grand Total	2	2	3	2	0	0	109	184	163	184

Source: Norfolk Public Schools Student Data

Projected Enrollment - Alternative Recommended - Out of District / Unmatched*

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	1	1	1	1	1	1	1	1	1	1
K	18	18	18	17	18	18	18	18	18	18
1	19	18	17	17	17	17	17	17	17	17
2	20	17	17	16	16	16	16	16	16	16
3	16	19	17	16	15	15	15	15	15	15
4	28	15	18	16	15	15	15	14	14	14
5	12	26	15	17	15	15	14	14	14	14
6	20	12	25	14	16	15	14	13	14	13
7	9	19	11	24	13	16	14	13	13	13
8	14	9	18	11	23	13	15	13	13	12
9	19	21	13	26	16	33	19	21	19	18
10	7	13	14	9	18	11	23	13	15	13
11	8	5	9	10	6	13	8	16	9	11
12	1	9	6	11	12	8	15	9	19	11
Grand Total	192	202	199	205	201	206	204	193	197	186

Source: Cooperative Strategies

Projected Enrollment - Recommended - Out of District / Unmatched*

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PK	1	1	1	1	1	1	1	1	1	1
K	18	18	18	17	18	18	18	18	18	18
1	11	18	17	17	17	17	17	17	17	17
2	20	10	17	16	16	16	16	16	16	16
3	16	19	10	16	15	15	15	15	15	15
4	28	15	18	9	15	15	15	14	14	14
5	12	26	15	17	9	15	14	14	14	14
6	20	12	25	14	16	8	14	13	14	13
7	9	19	11	24	13	16	8	13	13	13
8	14	9	18	11	23	13	15	8	13	12
9	19	21	13	26	16	33	19	21	11	18
10	7	13	14	9	18	11	23	13	15	8
11	8	5	9	10	6	13	8	16	9	11
12	1	9	6	11	12	8	15	9	19	11
Grand Total	184	195	192	198	195	199	198	188	189	181

Source: Cooperative Strategies

CONCLUSION

As with any projection, the Division should pay close attention to resident live birth counts, enrollment in elementary schools, open enrollment, non-public enrollment, in / out migration patterns, and any housing growth. It is recommended that this document be reviewed on an annual basis to determine how more recent growth and enrollment trends will impact the enrollment projections.

Cooperative Strategies is pleased to have had the opportunity to provide the Division with this demographic study. We hope this document will provide the necessary information to make informed decisions about the future of the Norfolk Public Schools.

APPENDIX

STATE-WIDE HISTORICAL ENROLLMENT

The table below illustrates the State-wide historical full-time enrollment by grade from the 2011-12 through the 2020-21 school year.

Historical Enrollment - State-wide

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	32,901	32,777	33,101	32,784	33,401	33,230	33,562	33,733	34,373	27,986
K	95,659	97,001	96,113	93,807	90,991	90,850	91,053	91,074	92,407	80,586
1	95,017	97,262	99,803	98,992	96,417	93,998	94,312	94,041	94,392	89,210
2	95,321	95,229	97,156	99,441	98,693	96,565	94,164	94,174	94,793	89,877
3	93,828	95,403	95,382	97,040	99,237	99,017	96,942	94,438	94,684	91,025
4	93,768	94,001	95,621	95,198	96,844	99,257	99,299	96,855	95,342	91,834
5	94,309	93,937	93,991	95,639	95,382	97,158	99,546	99,584	97,614	92,703
6	94,855	94,867	94,516	94,283	96,010	95,948	97,612	99,792	100,317	95,586
7	93,358	95,133	95,066	94,903	94,574	96,405	96,625	97,855	100,531	98,957
8	93,350	93,768	95,763	95,545	95,211	95,228	96,873	96,733	98,549	99,499
9	100,589	101,738	102,231	105,324	104,124	104,007	103,897	104,755	106,266	102,932
10	95,471	94,801	96,327	97,371	99,969	99,861	99,488	98,767	99,920	101,512
11	90,929	90,123	89,596	91,323	92,269	94,769	94,813	93,680	93,716	95,394
12	89,166	88,840	88,544	88,123	90,372	90,418	93,053	93,695	93,918	94,398
K - 12 Total	1,225,620	1,232,103	1,240,109	1,246,989	1,250,093	1,253,481	1,257,677	1,255,443	1,262,449	1,223,513
Grand Total	1,258,521	1,264,880	1,273,210	1,279,773	1,283,494	1,286,711	1,291,239	1,289,176	1,296,822	1,251,499

Source: Virginia Department of Education, Fall Membership, Full Time Counts

Historical Enrollment - State-wide

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK	32,901	32,777	33,101	32,784	33,401	33,230	33,562	33,733	34,373	27,986
K - 5	567,902	572,833	578,066	580,117	577,564	576,845	575,316	570,166	569,232	535,235
6 - 8	281,563	283,768	285,345	284,731	285,795	287,581	291,110	294,380	299,397	294,042
9 - 12	376,155	375,502	376,698	382,141	386,734	389,055	391,251	390,897	393,820	394,236
K - 12 Total	1,225,620	1,232,103	1,240,109	1,246,989	1,250,093	1,253,481	1,257,677	1,255,443	1,262,449	1,223,513
Grand Total	1,258,521	1,264,880	1,273,210	1,279,773	1,283,494	1,286,711	1,291,239	1,289,176	1,296,822	1,251,499

Source: Virginia Department of Education, Fall Membership, Full Time Counts

APPENDIX

LIVE BIRTH COUNTS BY ZIP

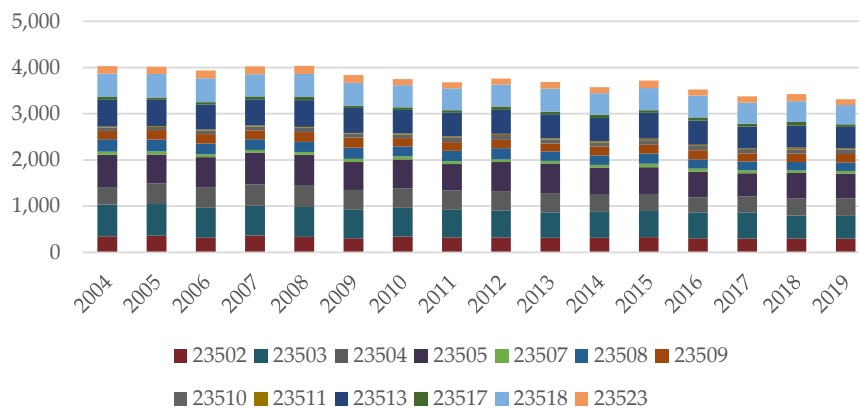
The table and graph include the resident live birth counts for ZIP codes 23455, 23502, 23503, 23504, 23505, 23507, 23508, 23509, 23510, 23511, 23513, 23517, 23518, 23523, 23529, and 23551. Upon analysis of student data and the map on the following page, only live birth counts for ZIP codes 23502, 23503, 23504, 23505, 23507, 23508, 23509, 23510, 23511, 23513, 23517, 23518, and 23523 were used in the development of the enrollment projections.

NORFOLK PUBLIC SCHOOLS ZIP CODES
RESIDENT LIVE BIRTH COUNTS

Year	23455	23502	23503	23504	23505	23507	23508	23509	23510	23511	23513	23517	23518	23523	23529	23551
2004	631	344	685	385	696	69	265	185	73	17	581	61	507	162	-	0
2005	614	360	685	445	627	69	254	204	70	18	567	47	513	159	-	0
2006	658	312	653	431	666	59	231	207	74	22	545	52	513	172	-	1
2007	622	365	642	463	688	58	227	195	83	23	568	59	482	169	-	0
2008	696	333	650	473	651	63	221	212	93	18	577	70	497	174	-	0
2009	664	303	616	433	599	68	245	217	87	13	542	47	494	168	-	0
2010	650	337	628	418	626	68	211	184	74	22	511	61	475	131	-	0
2011	663	318	601	426	567	62	221	190	102	21	513	54	471	135	-	2
2012	730	323	586	414	630	57	242	184	101	24	523	70	475	131	-	0
2013	668	317	549	416	642	52	207	168	88	24	526	57	496	142	-	0
2014	731	315	559	371	593	53	204	196	82	28	506	66	472	129	-	0
2015	693	326	568	366	583	75	214	197	98	29	560	58	478	167	-	0
2016	700	301	564	323	555	68	197	198	94	27	521	72	472	129	-	0
2017	661	299	563	347	504	62	192	174	93	18	465	68	452	139	-	0
2018	676	299	498	368	550	55	183	178	94	41	481	72	448	155	-	1
2019	617	297	493	378	538	56	177	186	96	28	462	59	419	123	-	0

Source: Virginia Department of Health

NORFOLK PUBLIC SCHOOLS
RESIDENT LIVE BIRTH COUNTS



Norfolk Public Schools ZIP Code Boundaries

