

# Norfolk Public Schools

## Division Snapshot



**SEPTEMBER 2013**



## **Acknowledgements**

We would like to thank Norfolk Public Schools (NPS) for their commitment and dedication to the Facility Usage Process. We realize that ensuing recommendations will be a challenge in the months and years to come. However, with the continued participation of the Division and community, the NPS Educational Vision can continue to be realized.

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Rex Gay, Senior Director, Facilities Management  
Robert Clinebell, Senior Director, Transportation

## **Acknowledgements**

As a planning team, we appreciate the opportunity to serve your school community as you prepare for the future of Norfolk Public Schools.

### **DeJONG-RICHTER, LLC**

Tracy Richter, REFP, CEO  
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## Introduction

A facility usage study provides the framework for aligning the facilities with the demographic needs with continued emphasis on educational goals and values. The purpose of this Background Report is to create a reference document that builds upon information already compiled by NPS, additional data to be collected and/or updated, analysis, and community engagement to provide the basis for a comprehensive facility usage plan.

## Process Overview

School attendance boundary redistricting is a process used by school Divisions when it has become apparent that re-distribution of students among schools is necessary. This may be due to a variety of factors, including the opening of a new school, increasing or decreasing enrollment, housing trends, in and out migration, or balancing facility capacity.

Norfolk Public Schools has retained DeJONG-RICHTER to assist in developing a Facility Usage Study. Their primary emphasis is to guide the overall process which includes gathering and organizing data, and facilitating community engagement. In addition, a Redistricting Committee composed of community representatives and NPS staff, will examine the project approach, act as ambassadors to the community at large, and provide important feedback toward the development of a redistricting plan.

## Project Approach

The project approach is a systematic process which maximizes the use of available data in order to achieve the following objectives.

- ◆ Review and develop recommendations for facility usage improvements based on enrollment, population trends, and program requirements.
- ◆ Review and develop recommendations for additional new schools, public conversion charters, and other possible improvements within the Division
- ◆ Solicit community input and participation toward the development of the Facility Usage Study

The process includes both quantitative information, such as enrollment figures and use of Geographic Information Systems [GIS], and qualitative information, such as community input and stakeholder opinions. Each step builds upon the previous in order to ease tension, build consensus around challenging issues and implementation of new programs. The steps involved are illustrated on the following page.

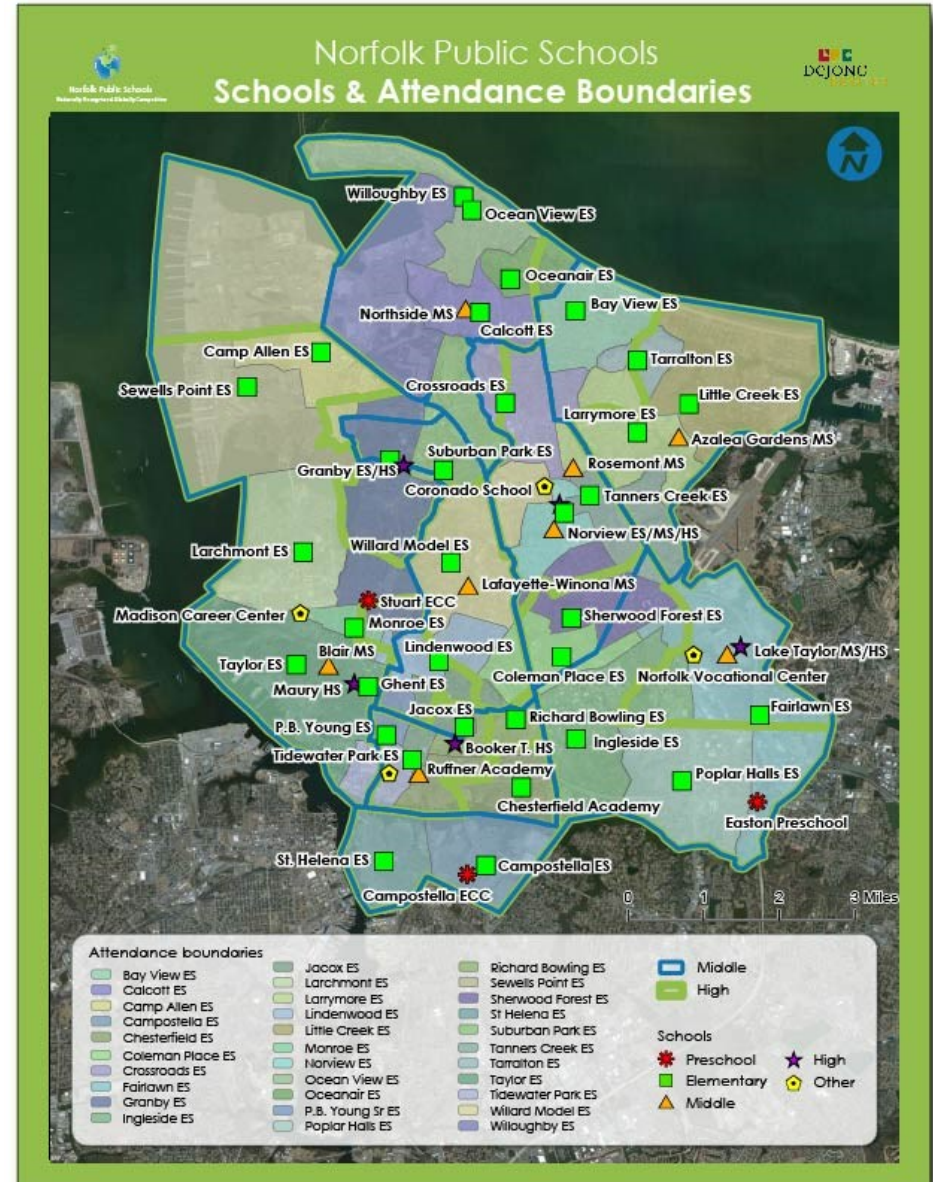


## Norfolk Public Schools Overview

The mission of Norfolk Public Schools, the cornerstone of a proudly diverse community, is to ensure that all students maximize their academic potential, develop skills for lifelong learning and are successful contributors to a global society, as distinguished by:

- Courageous advocacy for all students
- Family and community investment
- Data-driven personalized learning
- Strong and effective leadership teams
- Shared responsibility for teaching and learning
- Access to rigorous and rewarding college and career readiness opportunities

Norfolk Public Schools is comprised of 46 comprehensive school locations housing approximately 32,685 students for the 2012-13 school year. The facilities consist of 33 elementary schools, 8 middle schools, 5 high schools, and 16 auxiliary sites / other facilities.



## Live Birth Data & Housing Permits

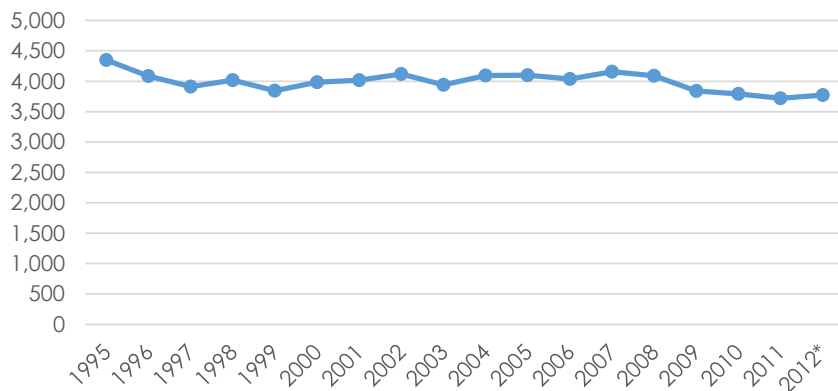
Norfolk, VA	
Year	Live Birth Counts by Place of Residence
1995	4,350
1996	4,083
1997	3,910
1998	4,018
1999	3,843
2000	3,984
2001	4,015
2002	4,119
2003	3,942
2004	4,094
2005	4,097
2006	4,036
2007	4,159
2008	4,088
2009	3,842
2010	3,791
2011	3,718
2012*	3,772

Source: Virginia Department of Health, Division of Health Statistics  
\*preliminary

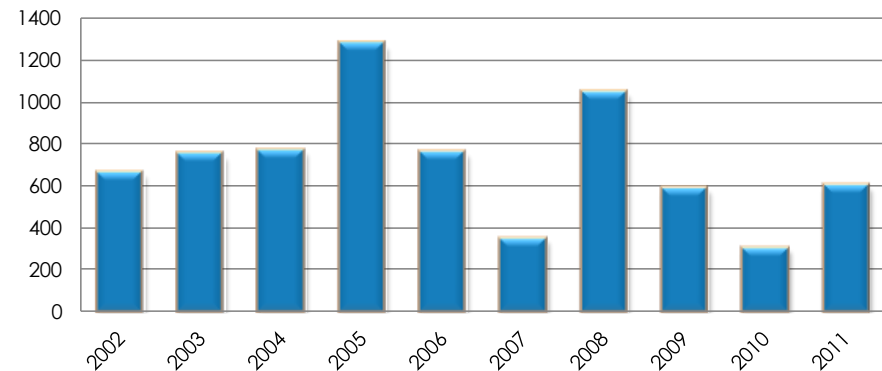
Norfolk City, Virginia New Building Permits Issued	
Year	Norfolk City Total
2002	662
2003	748
2004	770
2005	1,273
2006	762
2007	350
2008	1,046
2009	588
2010	305
2011	600

Source: City of Norfolk

Norfolk, VA  
Live Birth Counts by Place of Residence



Norfolk City, Virginia New Building Permits Issued

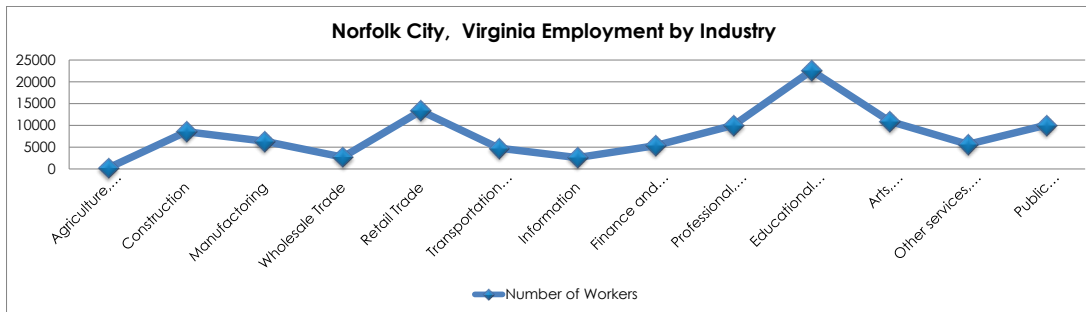




## Demographic Data

Norfolk City, Virginia Economic Characteristics			
	Norfolk City, VA	Virginia State	National
Average Household Income	\$56,083	\$81,608	\$68,259
Average Family Size	3.06	3.06	3.14
Average Family Income	\$67,895	\$94,262	\$79,338

Source: US Census Data 2010



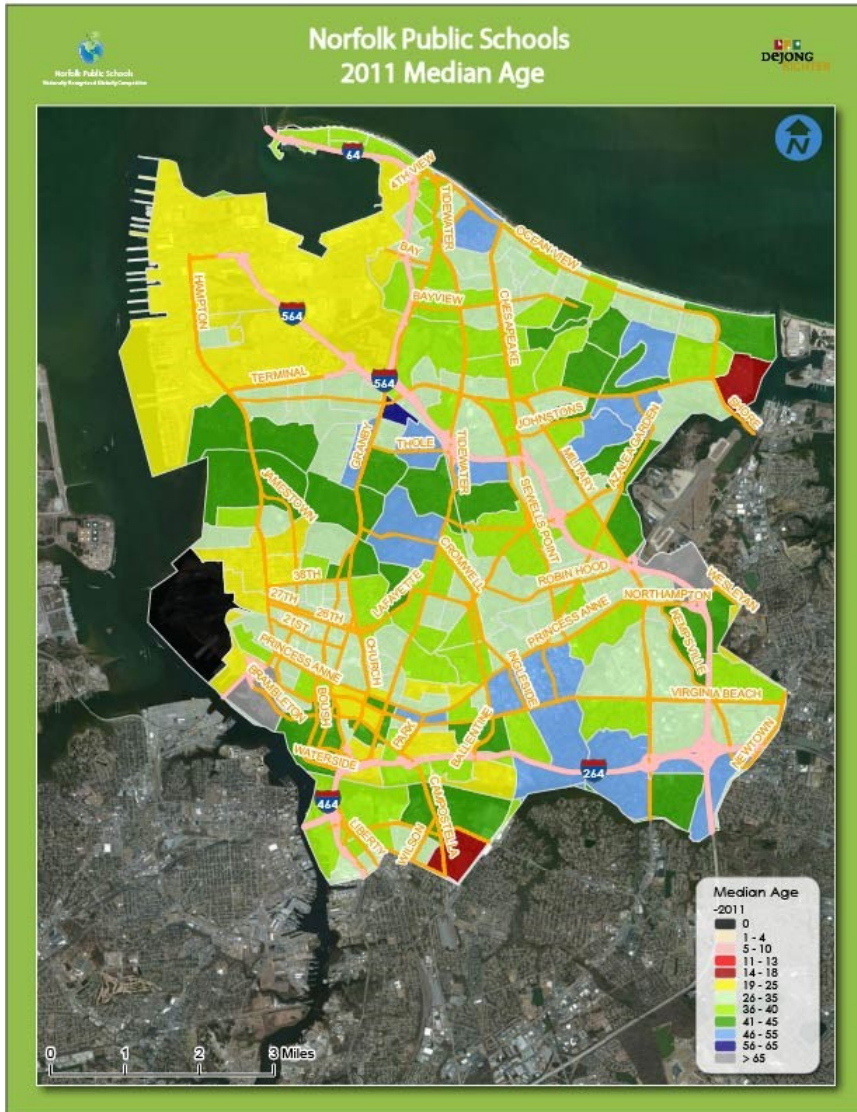
Norfolk City, Virginia Employment by Industry 2010	
Industry Type	Number of Workers
Agriculture, forestry, fishing and hunting, and mining	226
Construction	8,567
Manufacturing	6,372
Wholesale Trade	2,738
Retail Trade	13,340
Transportation and warehousing, and utilities	4,791
Information	2,626
Finance and insurance, and real estate and rental and leasing	5,357
Professional, scientific, and management, and administrative and waste management services	10,032
Educational services, and health care and social assistance	22,543
Arts, entertainment, and recreation, and accommodation and food services	10,946
Other services, except public administration	5,665
Public Administration	10,059
<b>TOTAL</b>	<b>103,262</b>

Source: US Census Data 2010

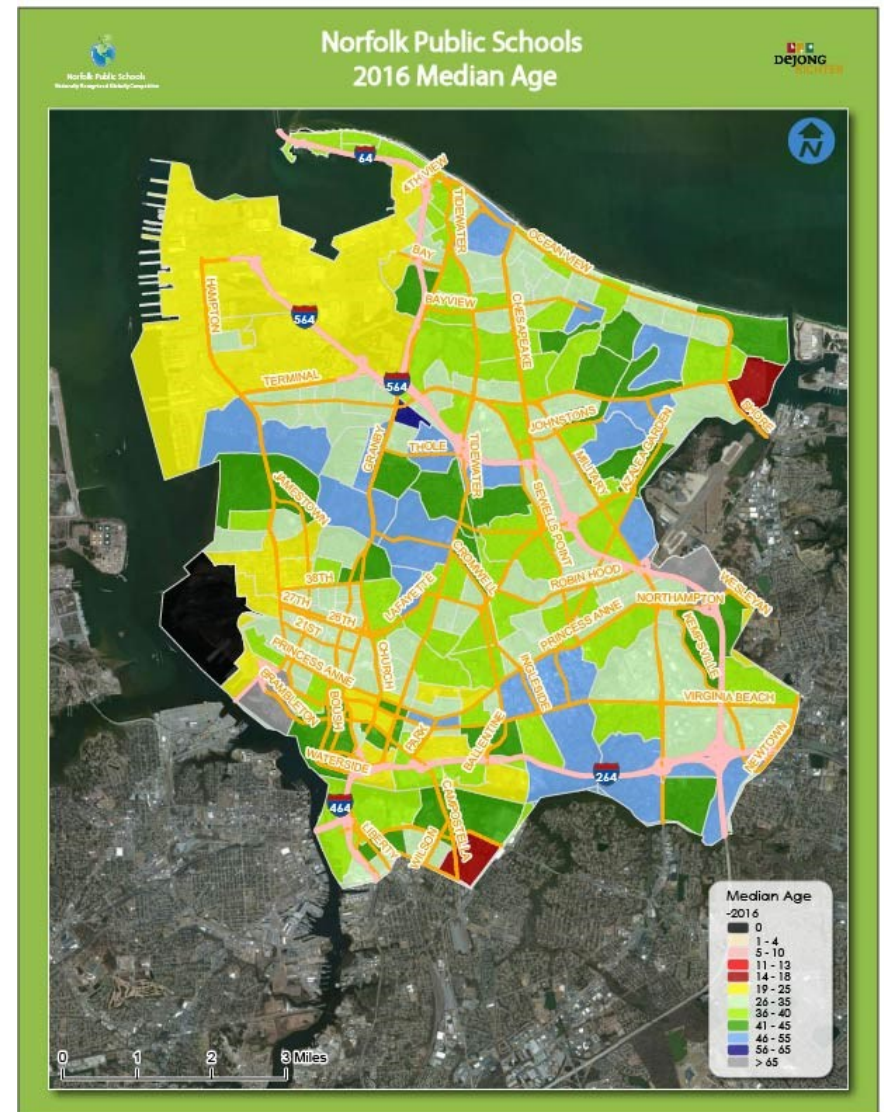
Norfolk City, Virginia Employment Status	
Status	Percent
In labor force	69.1%
Civilian labor force	58.7%
Employed	53.0%
Unemployed	5.6%
Armed Forces	10.5%
Not in labor force	30.9%

Source: US Census Data 2010

### Demographic Data

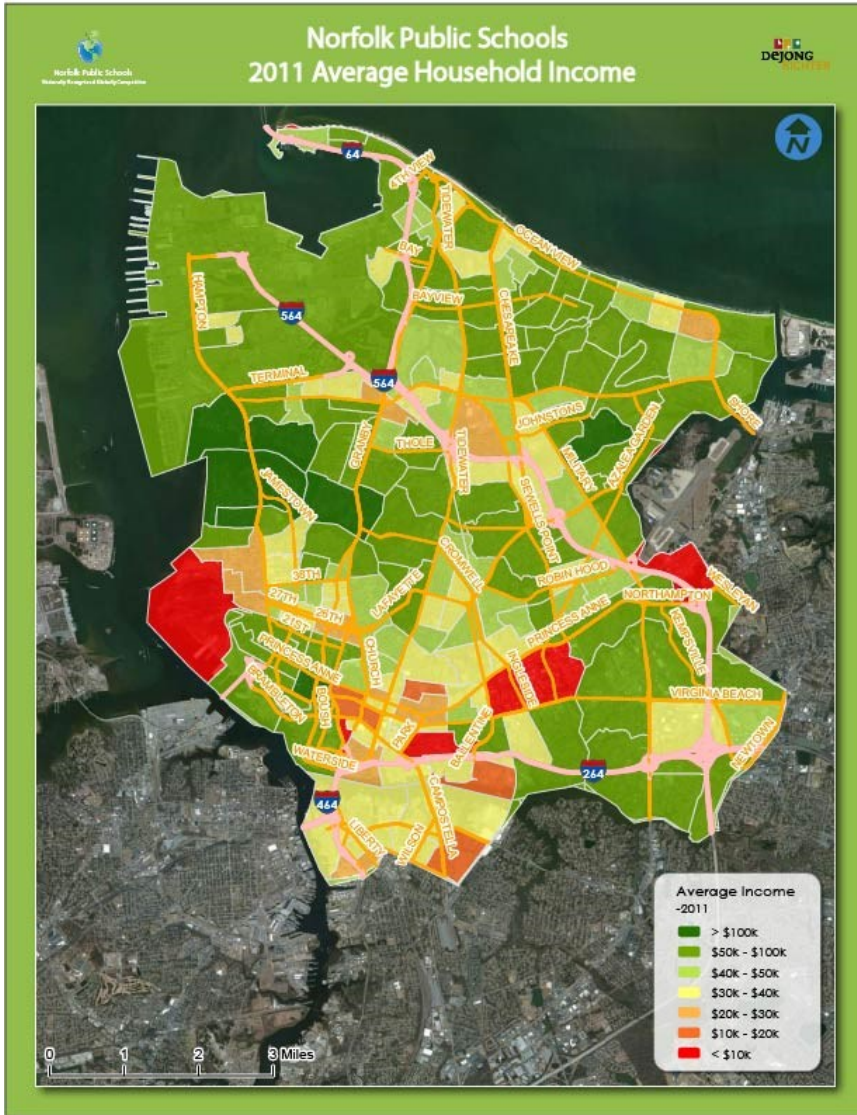


Source: ESRI BIS

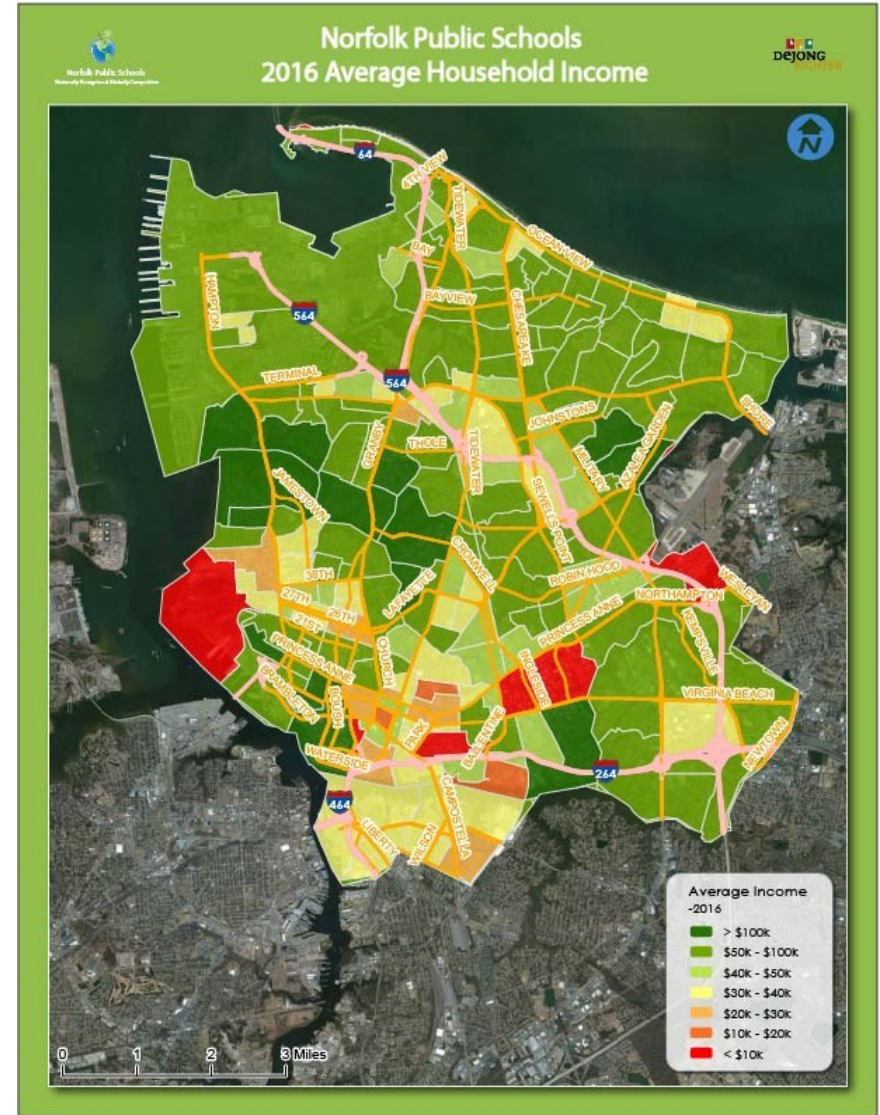


Source: ESRI BIS

### Demographic Data

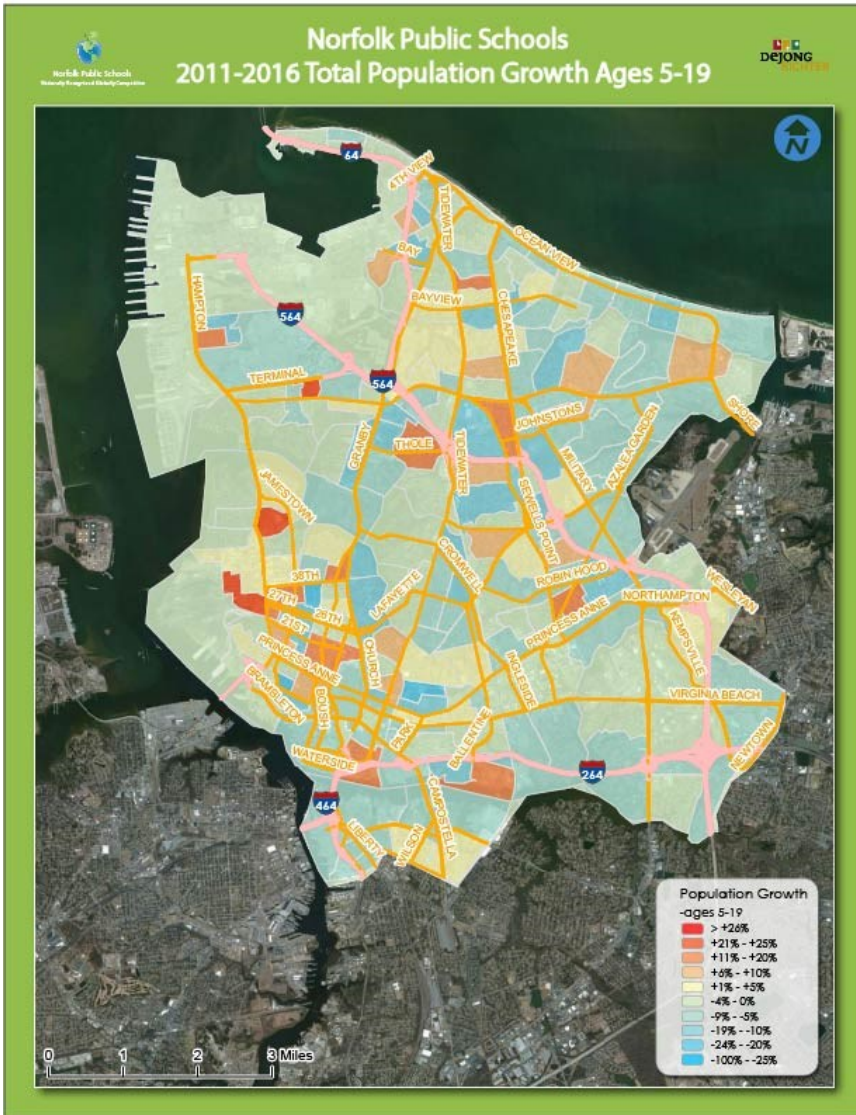


Source: ESRI BIS

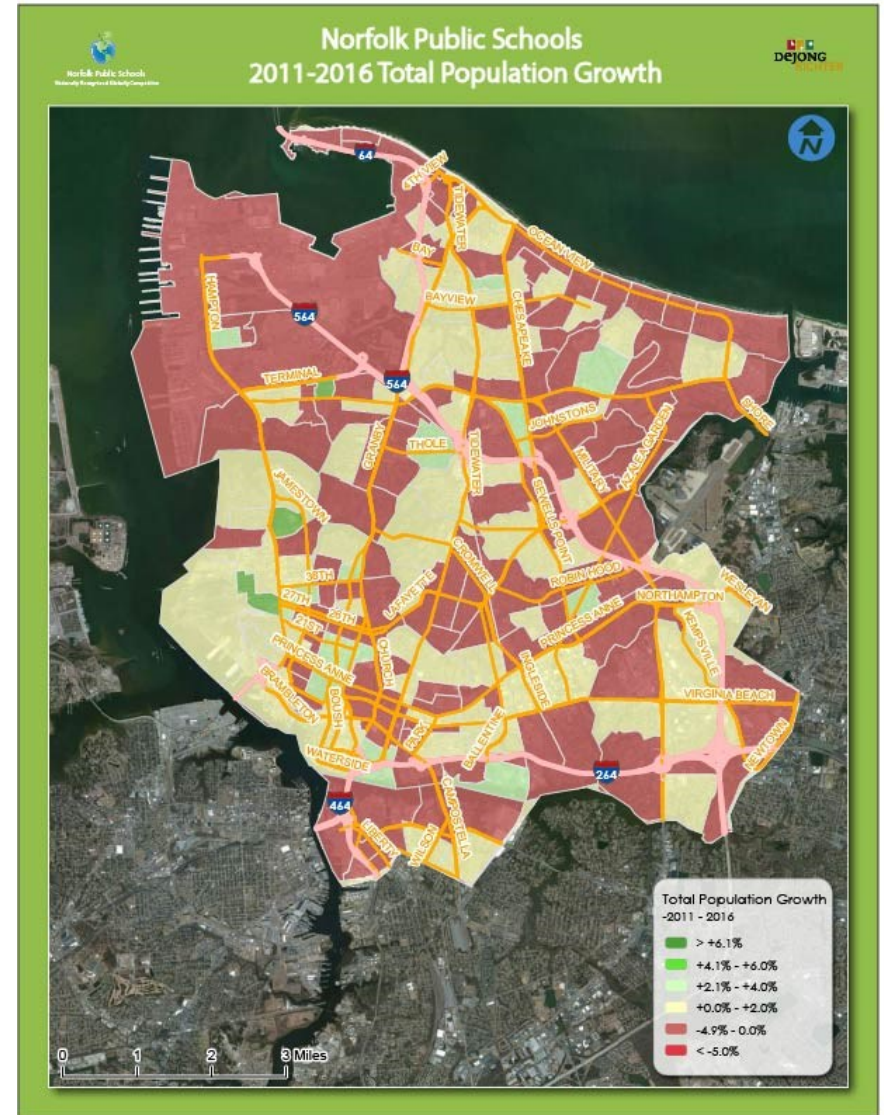


Source: ESRI BIS

### Demographic Data



Source: ESRI BIS

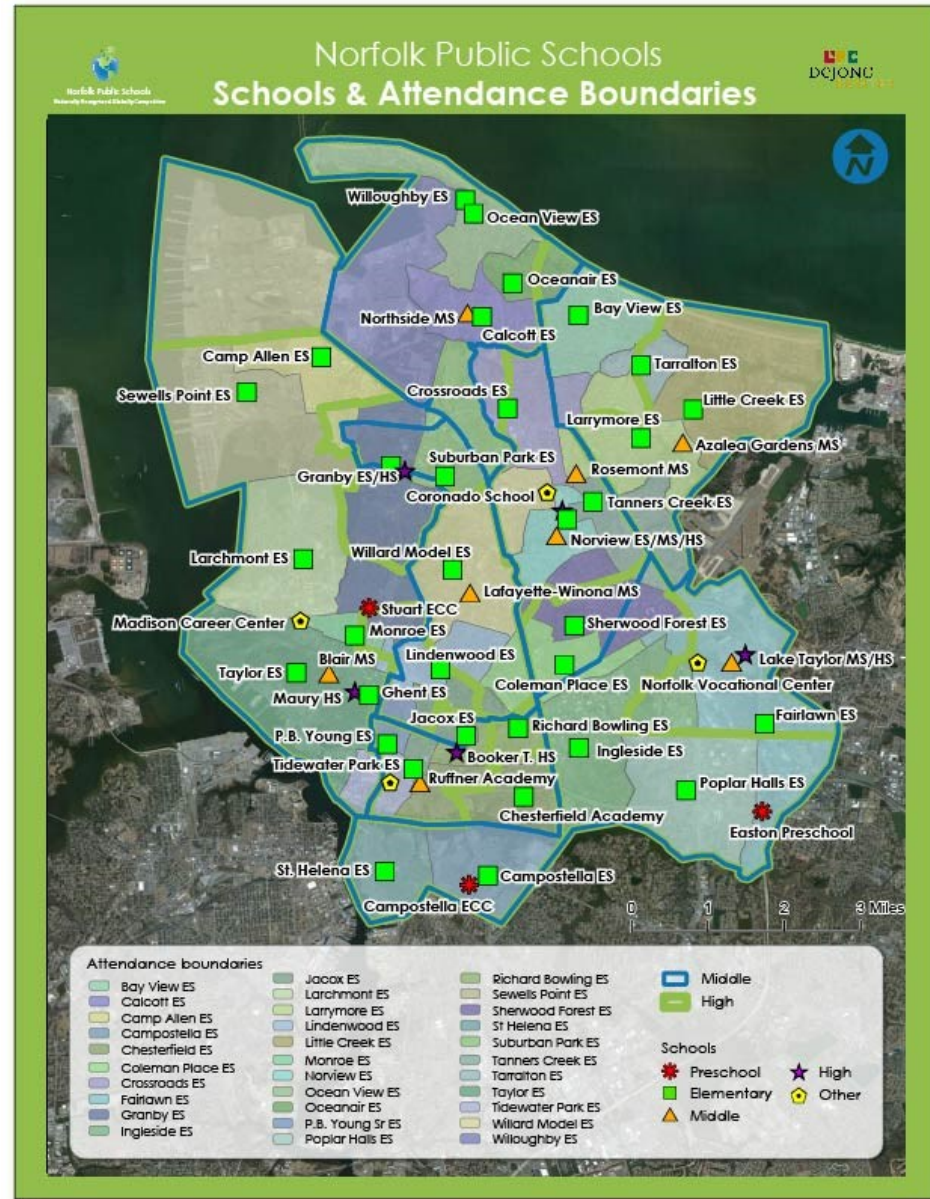


Source: ESRI BIS

## Student Boundary Map

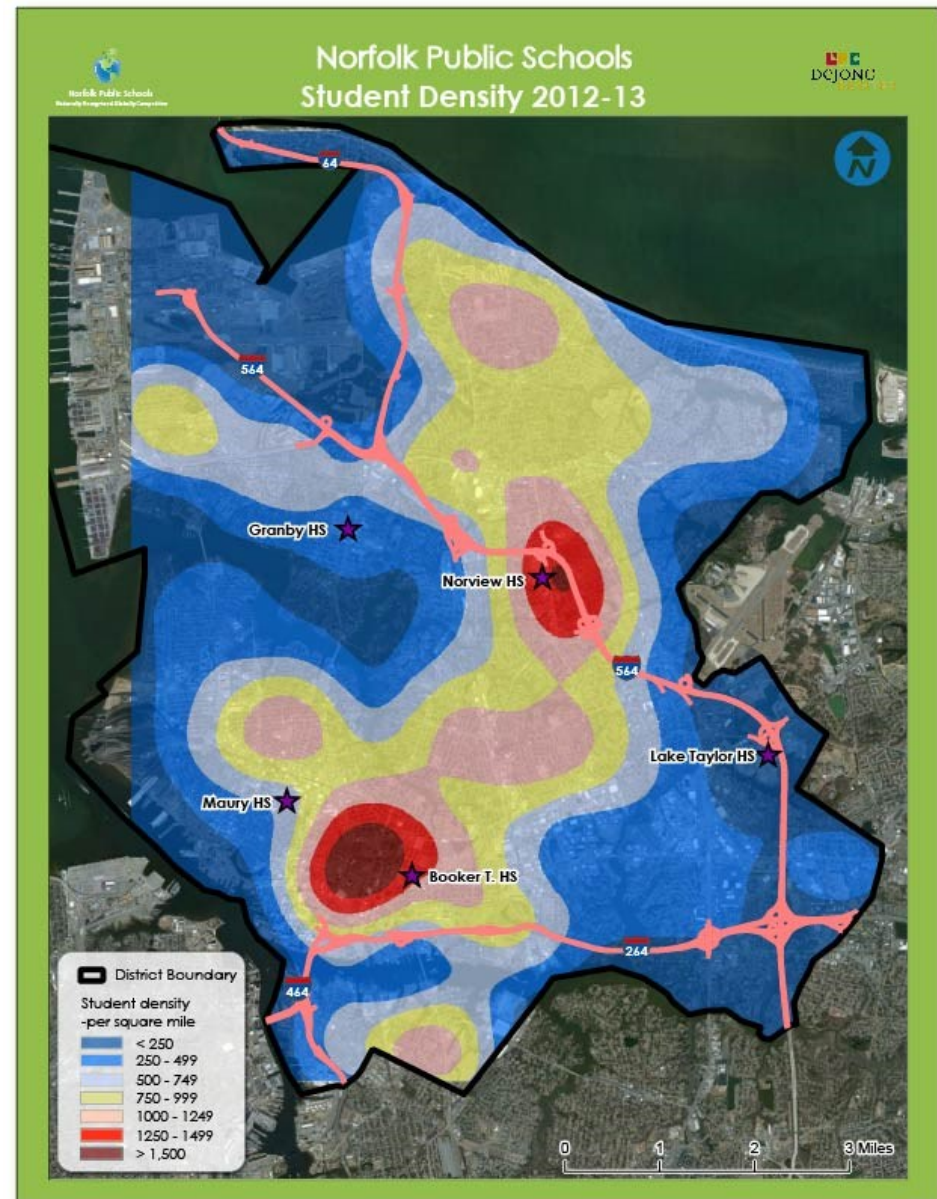
This map shows the Divisions current boundary structure. Elementary boundaries are represented by the different shading. The middle school boundaries are delineated by the teal lines while the high school boundaries are in green.

The red stars indicate preschool locations and the green squares indicate the elementary schools. Orange triangles show the location of the Division's middle schools while the purple stars represent the high school locations. Other Division facilities are indicated by a yellow pentagon with a black dot in the center.



## Student Density Map

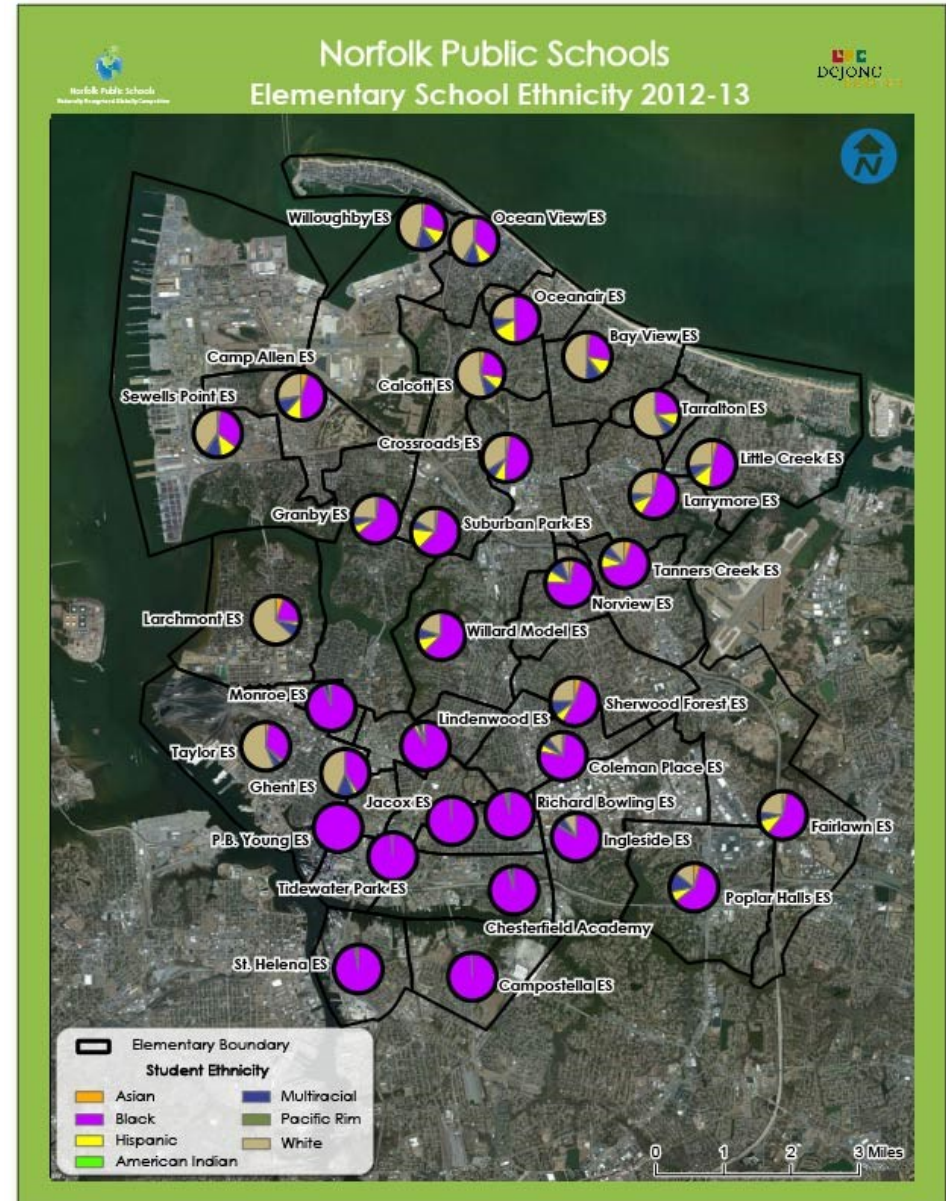
The map to the right shows the density of the Norfolk Public Schools student population. The shaded colors represent the current student density as of the 2012-13 school year. The dark red areas indicate high density and the dark blue areas indicate lower density areas. This shows that some of the most densely populated areas of the Division are located near the central and southwest portions of the Division.



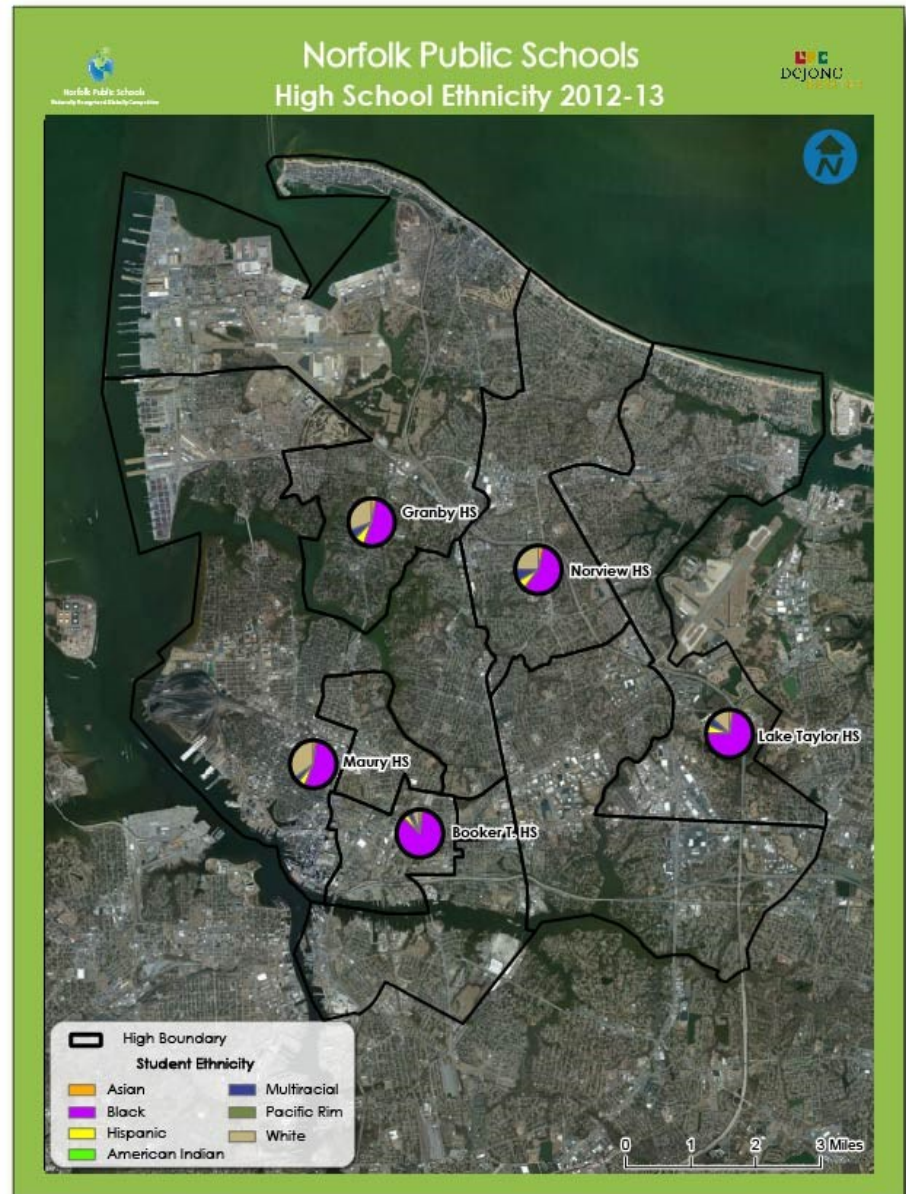
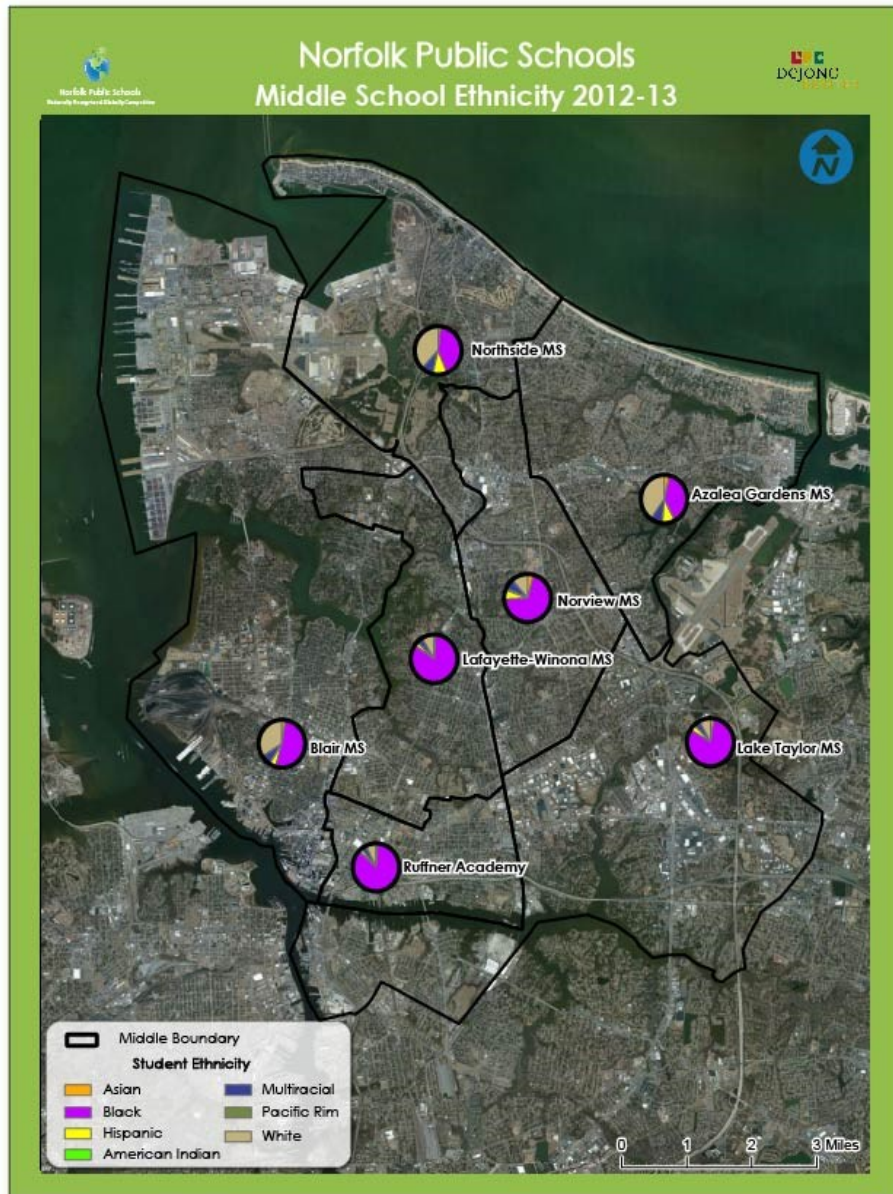
Source: Norfolk Public Schools

## Ethnicity Maps

The following maps show student ethnicity for elementary, middle and high schools from the 2012-2013 school year. The pie charts show the percentage of each ethnicity attending the corresponding school.



Source: Norfolk Public Schools



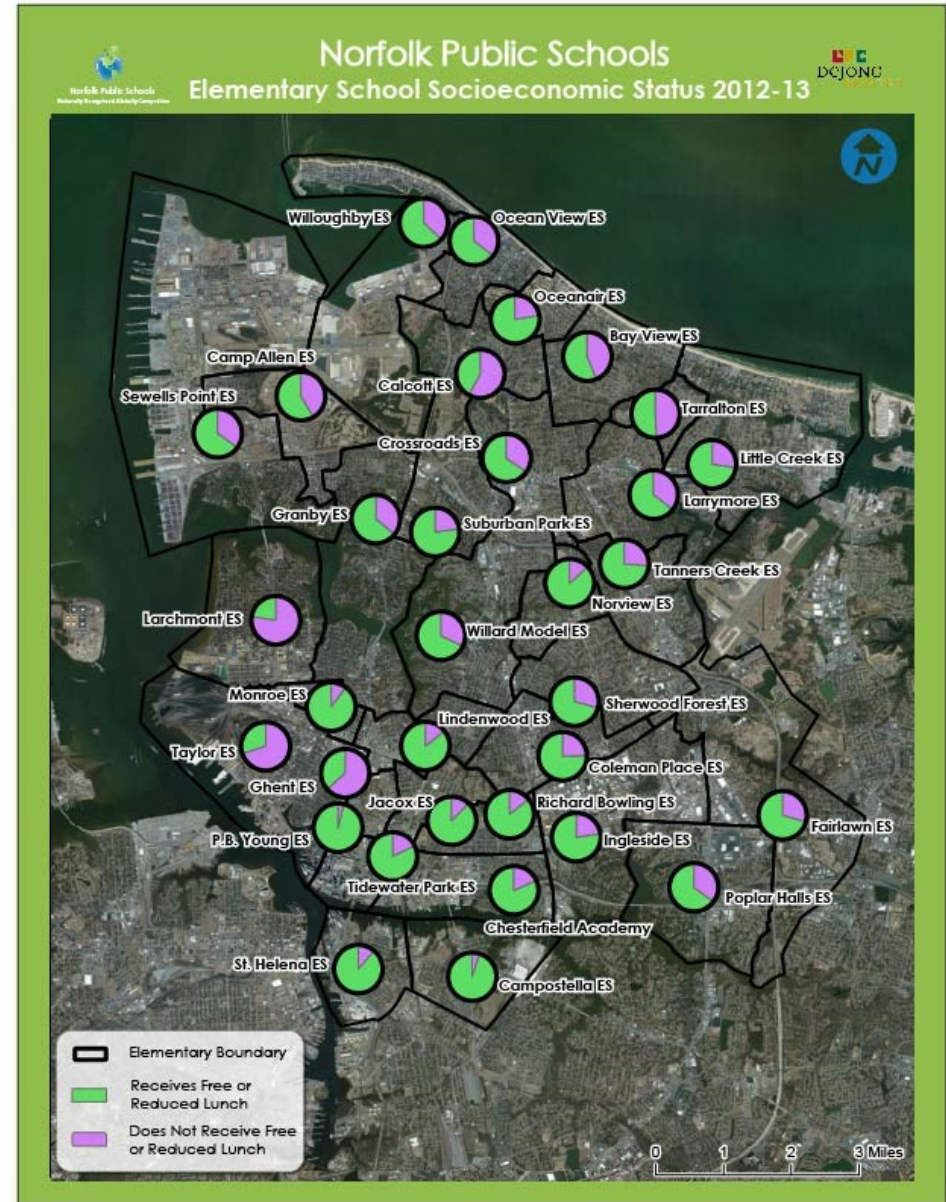
Source: Norfolk Public Schools

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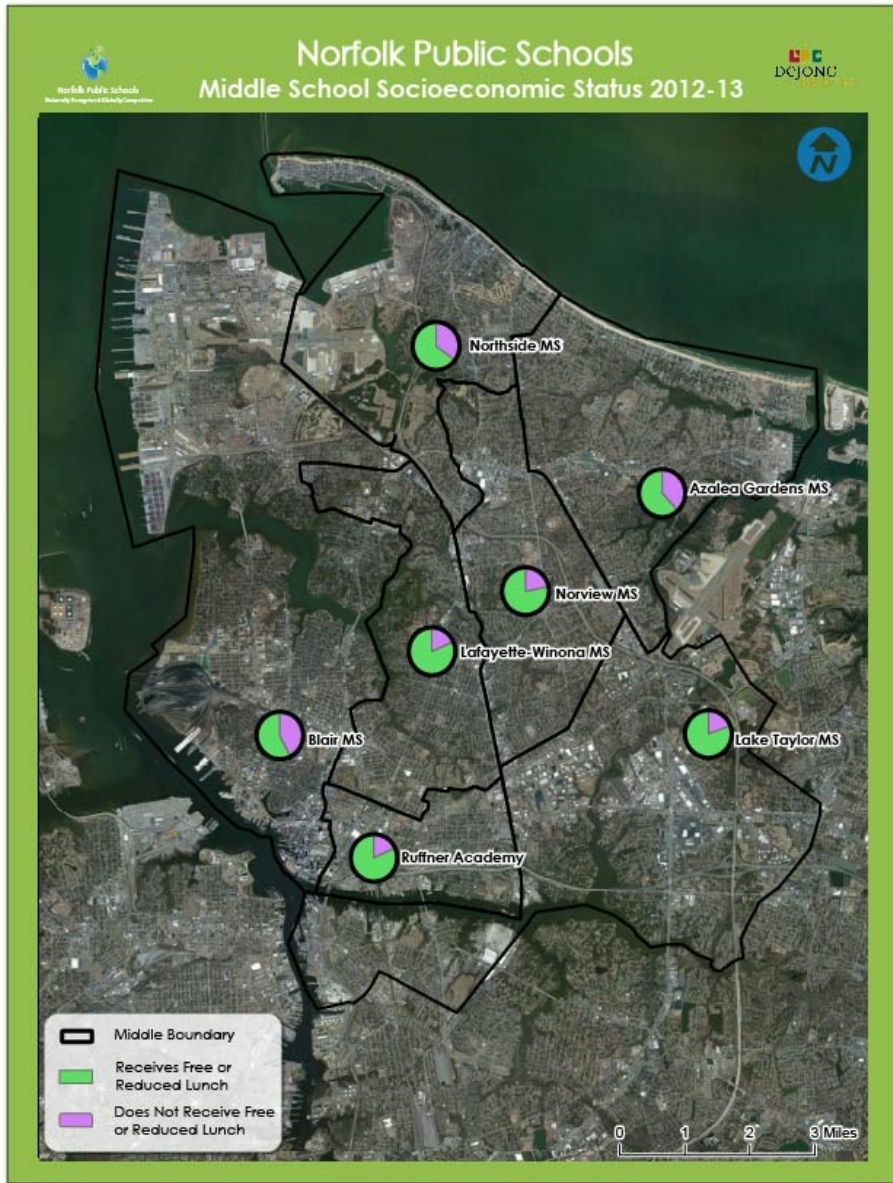


### Lunch Code Maps

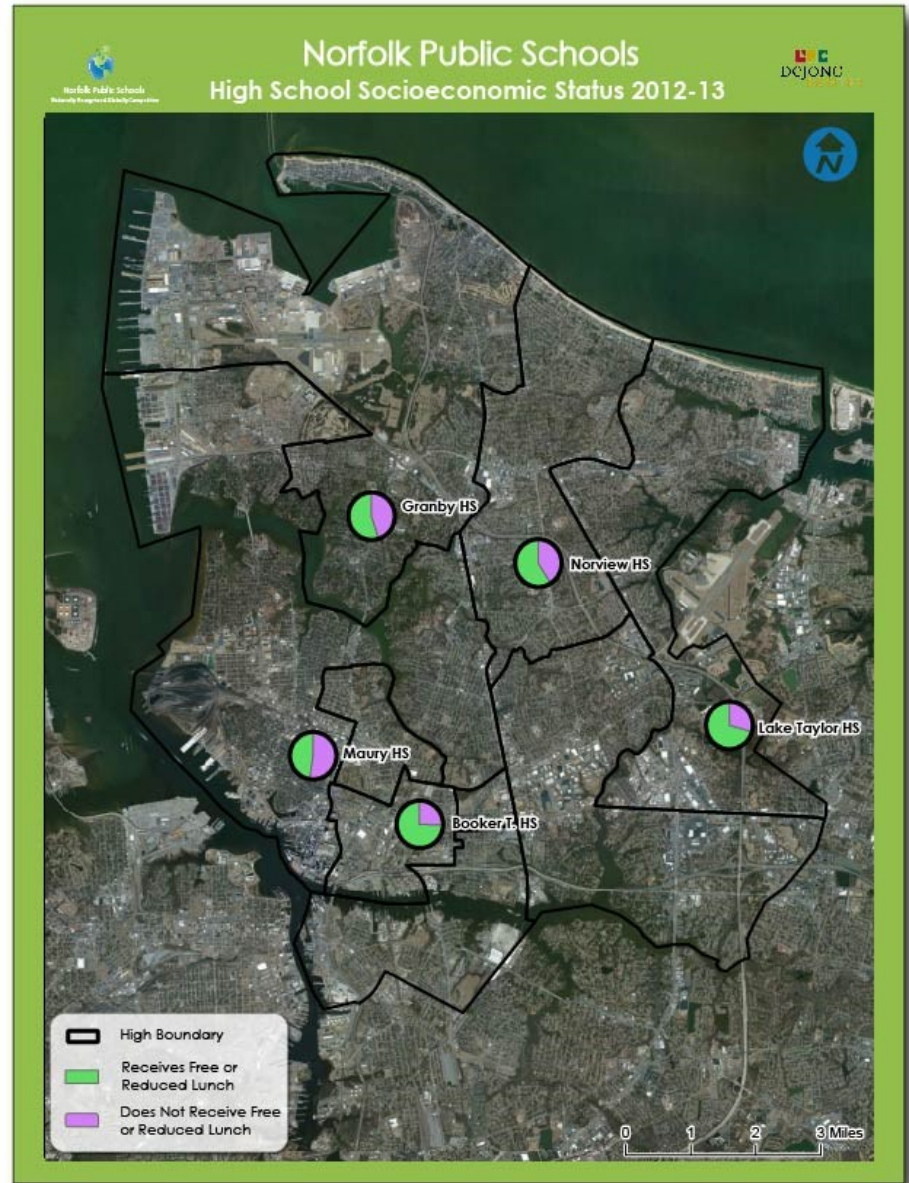
The following maps show the socioeconomic status of students for elementary, middle and high schools for the 2012-2013 school year. The pie charts show the percentage of students receiving free or reduced lunch at each school.



Source: Norfolk Public Schools



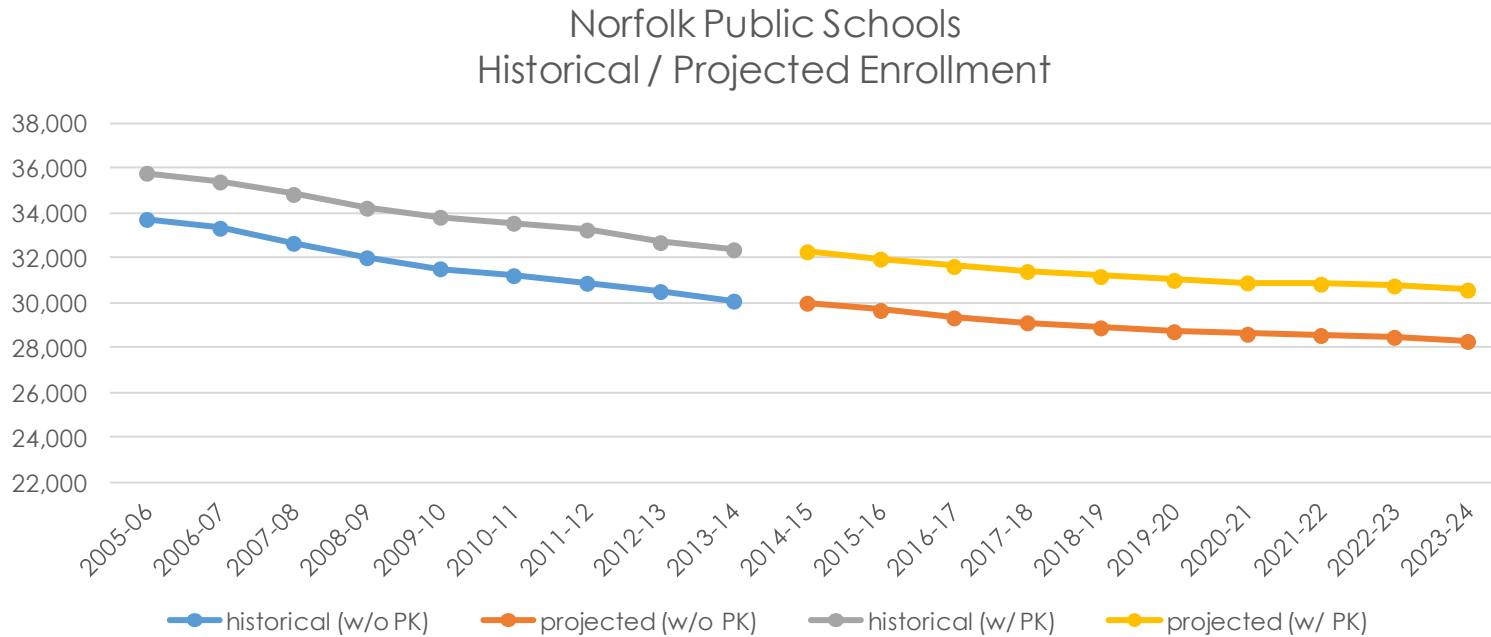
Source: Norfolk Public Schools



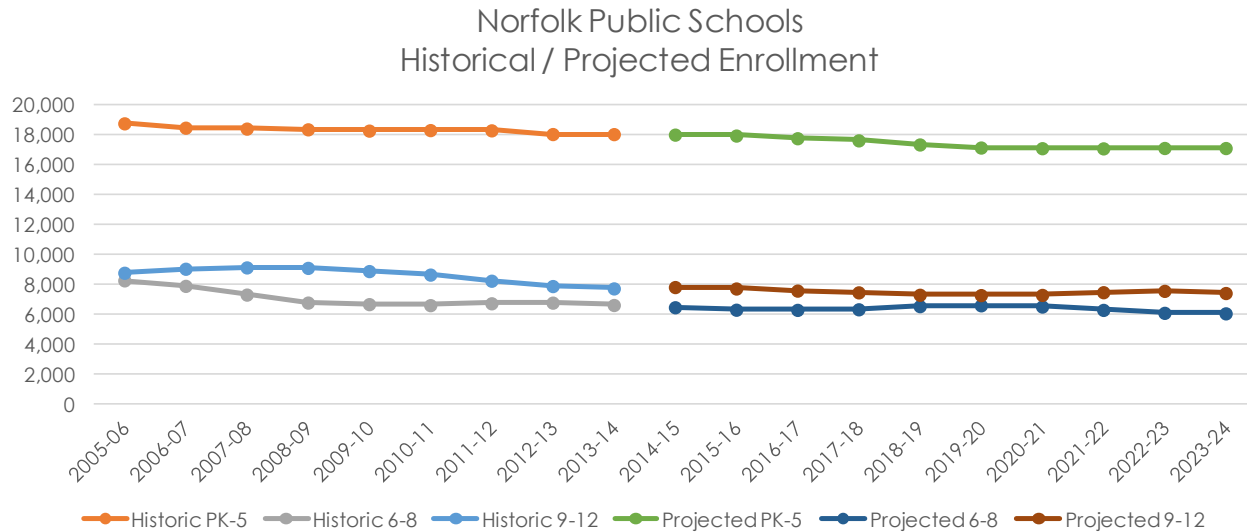
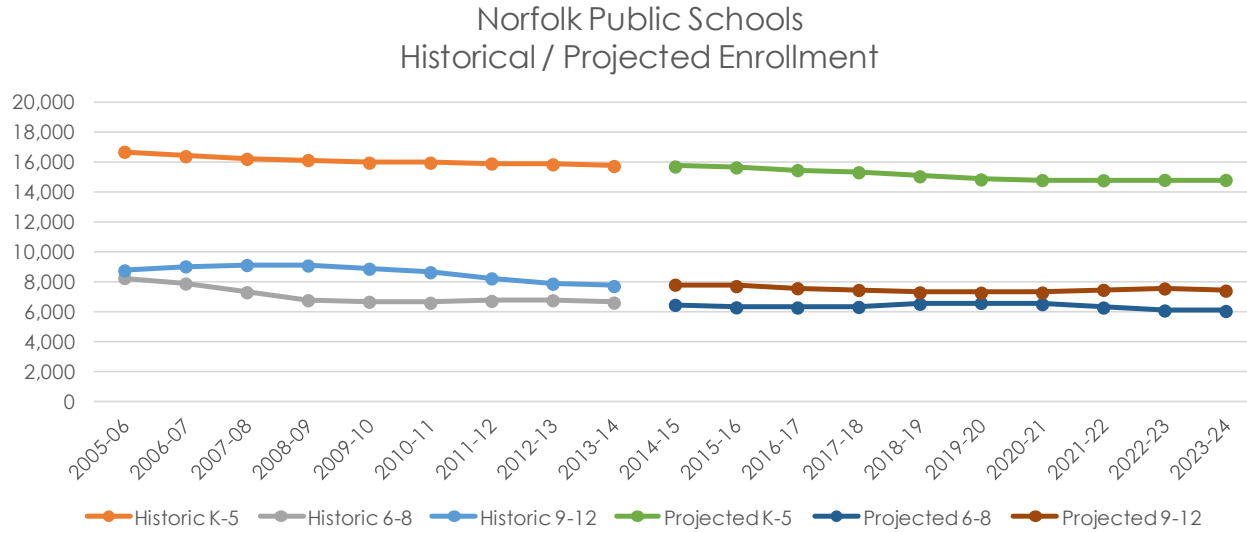
Source: Norfolk Public Schools

## Historical/Projected Enrollment

The following graphs represent historical enrollment data provided by Norfolk Public Schools and is based on where students live. These figures do not represent the official fall membership submitted to the Virginia Department of Education and should be used for facility planning purposes only. The projected enrollment is reflective of the DRAFT enrollment projections by school attendance boundaries developed by DeJONG-RICHTER.



## Historical/Projected Enrollment



## Survival Ratios



A survival ratio is the percentage of students that enroll in the Division in a school year compared to the number of students enrolled in the previous grade in the previous year. The birth to Kindergarten survival ratio compares the kindergarten enrollment to the total number of births in the county 5 years prior. A table showing the survival ratios (sometimes called retention rates) of the historical enrollment in Norfolk Public Schools will be completed in the fall of 2013.

## Proposed Transformation Initiative Schools

This map shows the location and boundaries of the 10 schools proposed by the division for a Transformation Initiative to improve student achievement.

Proposed Transformation Initiative programs and Locations:

### International Baccalaureate Primary & Middle

Lindenwood Elementary  
Richard Bowling Elementary  
Lafayette-Winona Middle

### Montessori

P.B. Young, Sr. Elementary  
Tidewater Park Elementary  
James Monroe Elementary

### AVID

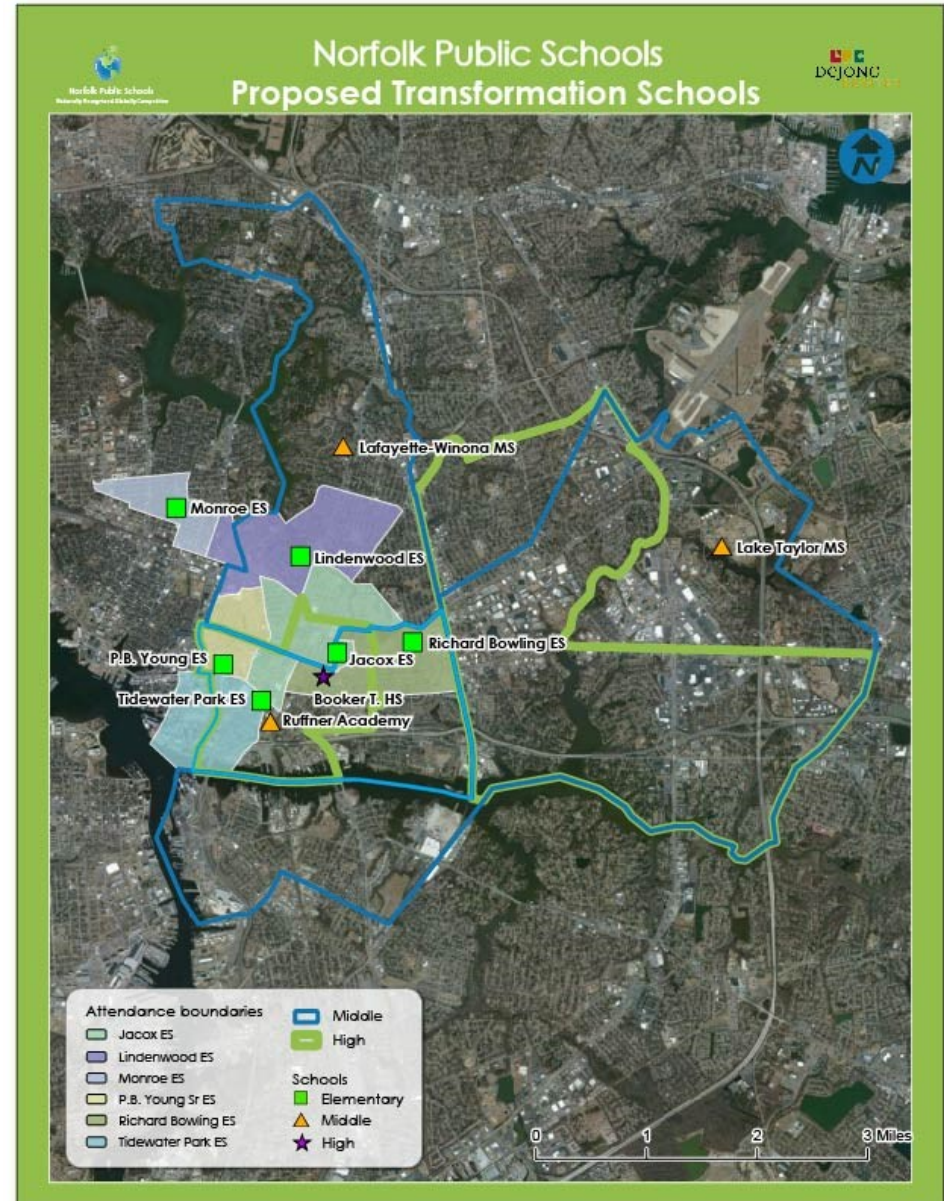
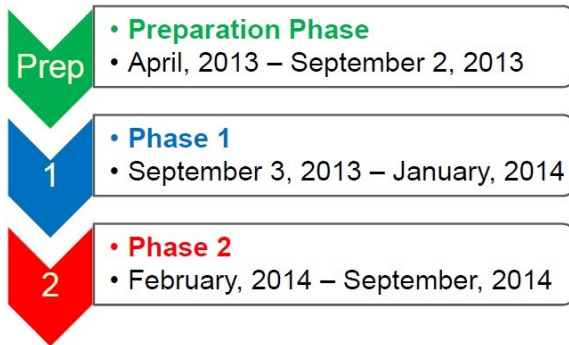
Lake Taylor Middle  
Booker T. Washington HS

### STEM/NASA

Jacox Elementary

### Young Scholars

Ruffner Academy (middle school)



## Proposed Transformation Initiative Schools

### International Baccalaureate Primary & Middle

The IB continuum of international education for 3 to 19-year-olds is unique because of its academic and personal rigor. It challenges students to excel in their studies and in their personal growth. It aims to inspire a quest for learning throughout life that is marked by enthusiasm and empathy. The IB aspires to help schools develop well-rounded students with character who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in real-world, complex and unpredictable situations.

### Montessori

Working and learning matched to the social development of the child – a learning center or learning station approach

- Focus on kinesthetic and tactile learning experiences
- Integrated subjects and learning based on developmental psychology
- Uninterrupted work cycles
- Multi-age classrooms, if appropriate
- Students active, talking, with periods of spontaneous quiet, freedom to move
  - School meets needs of students
  - Special help comes to students
  - Process-focused assessment, skills checklists, mastery benchmarks

### AVID

Advancement Via Individual Determination, is an "untracking" program designed to help students with high academic potential prepare for entrance to colleges and universities. AVID features a rigorous academic elective course with a sequential curriculum for grades 7 through 12 that focuses on writing, inquiry, and collaboration as methodologies to accelerate student progress. The AVID model is based on research suggesting that all students can learn challenging material if the right types of support are provided; and, more specifically, that students do better when they are given accelerated learning opportunities. The model also derives from research on alternatives to tracking, and theories and research pertaining to how to foster the positive relationships and supportive conditions that are so important during students' secondary school years.

## **Proposed Transformation Initiative Schools**

### **STEM/NASA**

NASA Explorer Schools invest in science, technology, engineering and mathematics, or STEM educators to inspire and engage future scientists, engineers and technicians that NASA needs to continue our journey.

### **Young Scholars**

- Demonstrate responsibility for self-learning
- Develop positive self-esteem
- Increase knowledge in a variety of areas
- Develop decision-making, problem-solving, critical- and creative-thinking skills
- Develop skills to interact effectively with peers, siblings, parents and other adults
- Develop passion area(s) of learning
- Ultimately become responsible, creative, independent, life-long learners by way of enrichment, seminars, individual development, orientation and in-depth study



## Facility Information

### Capacity

#### Overview

During the summer of 2013 each school was walked by consultants and rooms that met classroom size minimums [greater than 600 sq. ft.] were noted and their use listed. The school floor plans were analyzed and compared to consultants' on-site analysis. Rooms were counted by type (e.g. regular classroom, art room, music room, etc.) and a total number of teaching spaces calculated.

Capacity can be difficult to calculate because there are a variety of programs that have different requirements within each building. In K-8 schools, when students leave their home room to attend a specialty class like art or music, their homeroom remains empty. Therefore, general classrooms (English, math, social studies) carry a student capacity and specialty spaces such as art rooms, music rooms, or gymnasiums do not.

Due to the number of students assigned to a particular school, it may be necessary to change the allocation percentage of specialty classrooms. For this reason, capacity was calculated using two separate methodologies. The first being an "as used" capacity, and the second being a recommended capacity.

### Elementary and K-8

#### Current Program Capacity (Elementary and K-8)

Each facility was assessed and its existing room uses were identified and capacity was assigned to each general classroom.

The list below outlines the capacities assigned to each room type.

Pre-Kindergarten: 16 Students / Classroom

Kindergarten: 21 Students / Classroom

1st – 5th Grade: 23 Students / Classroom

Self-Contained Special Education Rooms: 12 students

Special Education or ELL resource Rooms: 0 students

Instructional spaces smaller than 600 square feet: 0 students

The room types were counted and multiplied by the factors listed above. This methodology takes room use into account and returns a capacity number that is representative of how the facility is being operated.

Example 1: (School with dedicated art and music rooms)

2 Kindergarten Classrooms @ 21 students + 8 1<sup>st</sup> – 5<sup>th</sup> grade classrooms @ 23 + 1 art room @ 0 + 1 music room @ 0 = 226 Student Capacity

Example 2: (The same school with art and music on carts)

2 Kindergarten Classrooms @ 24 students + 10 2<sup>nd</sup> – 8<sup>th</sup> grade classrooms @ 29 + 0 art room @ 0 + 0 music room @ 0 = 272 Student Capacity

## Facility Information

### Recommended Capacity (Elementary & K-8)

The table to the right illustrates the sliding scale that is used in calculating the recommended capacity at the elementary and K-8 schools. The scale allocates a set number of specialty spaces that do not carry capacity based on the overall classroom count. The total number of net classrooms is then multiplied by 22.5 students / classroom to arrive at a recommended capacity. 22.5 is the weighted average of the students per classroom parameters listing in the previous page. This methodology provides a uniform capacity standard based on the total number of teaching spaces and is not impacted by classroom allocations at individual schools.

# General Classrooms	# Specialty Rooms	Net	Student Capacity
10	1	9	203
11	1	10	225
12	1	11	248
13	1	12	270
14	2	12	270
15	2	13	293
16	2	14	315
17	2	15	338
18	2	16	360
19	3	16	360
20	3	17	383
21	3	18	405
22	3	19	428
23	4	19	428
24	4	20	450
25	4	21	473
26	4	22	495
27	4	23	518
28	4	24	540
29	5	24	540
30	5	25	563
31	5	26	585
32	5	27	608
33	5	28	630
34	6	28	630
35	6	29	653
36	6	30	675
37	6	31	698
38	6	32	720
39	6	33	743
40	7	33	743
41	7	34	765
42	7	35	788
43	7	36	810
44	7	37	833
45	7	38	855
46	7	39	878
47	7	40	900
48	7	41	923
49	8	41	923
50	8	42	945
51	8	43	968
52	8	44	990
53	9	44	990
54	9	45	1013
55	9	46	1035
56	9	47	1058
57	10	47	1058
58	10	48	1080
59	10	49	1103
60	10	50	1125

### Middle and High Schools

#### Current Program Capacity (Middle and High Schools)

Middle school and high school capacity is calculated in a different way than the Elementary and K-8. This is due to the fact that specialty spaces such as art, music, and career tech spaces do carry capacity because of the way the schedules operate. Computer labs, and resource rooms, do not carry capacity because students are not assigned to them as a class, they are used as pull out rooms based on the current program.

## Facility Information

The list below outlines the capacities assigned to each room type.

6th – 8th Grade: 23 Students / Classroom

9th – 12<sup>th</sup> Grade: 24 Students / Classroom

Self-Contained Special Education Rooms: 12 students

Special Education or ELL resource Rooms: 0 students

Instructional spaces smaller than 600 square feet: 0 students

The room types were counted and multiplied by the factors listed above, and then the total is multiplied by a load factor of 85%. This load factor allows each classroom spaces to be for planning during part of the school day.

### **Recommended / Maximum Capacity** (Middle and High Schools)

The maximum capacity was calculated by computer labs and resource rooms into the capacity formula. The logic behind this is that eventually, computer labs may be phased out of the program due to the prevalence of student bringing their own devices to class and laptop carts. Resource rooms that are in full size classrooms may move to smaller office spaces to increase capacity.

## Portables

Portable classrooms or mobile units are prevalent throughout the division. For this study, permanent capacity was calculated separate from the portable capacity and is reflected in the following tables.

NPS Capacity Analysis School Name	Recommended Capacity			Current Program Capacity			2012-13 Enrollment	Recommended Utilization		Current Program Utilization	
	Permanent	Portable	Total	Permanent	Portable	Total		Permanent	w/ Portables	Permanent	w/ Portables
<b>Elementary</b>											
Bay View Elementary	788	0	788	780	0	780	733	93%	93%	94%	94%
Calcott Elementary	540	45	585	523	0	523	482	89%	82%	92%	92%
Camp Allen Elementary	743	0	743	609	0	609	497	67%	67%	82%	82%
Campostella Elementary**	428	90	518	506	23	529	677	158%	131%	134%	128%
Chesterfield Elementary	540	135	675	514	92	606	555	103%	82%	108%	92%
Coleman Place Elementary	855	0	855	851	0	851	812	95%	95%	95%	95%
Fairlawn Elementary	360	180	540	394	116	510	424	118%	79%	108%	83%
Granby Elementary	653	0	653	764	0	764	595	91%	91%	78%	78%
Ingleside Elementary	540	90	630	571	115	686	540	100%	86%	95%	79%
Jacox Elementary*	810	90	900	849	46	895	664	82%	74%	78%	74%
Larchmont Elementary	563	0	563	581	0	581	579	103%	103%	100%	100%
Larrymore Elementary	653	0	653	663	0	663	565	87%	87%	85%	85%
Lindenwood Elementary*	428	113	540	475	46	521	396	93%	73%	83%	76%
Little Creek Elementary	900	68	968	897	58	955	813	90%	84%	91%	85%
Monroe Elementary*	563	0	563	553	0	553	460	82%	82%	83%	83%
Narview Elementary	383	180	563	370	176	546	498	130%	89%	135%	91%
Oakwood Elementary	495	23	518	409	23	432	0	0%	0%	0%	0%
Ocean View Elementary	608	23	630	629	23	652	605	100%	96%	96%	93%
Oceanair Elementary	495	135	630	481	161	642	464	94%	74%	96%	72%
P. B. Young Elementary*	450	23	473	496	0	496	457	102%	97%	92%	92%
Poplar Halls Elementary	405	45	450	385	23	408	329	81%	73%	85%	81%
R. Bowling Elementary*	765	45	810	868	0	868	564	74%	70%	65%	65%
Sewells Point Elementary	563	113	675	553	138	691	633	113%	94%	114%	92%
Sherwood Forest Elementary	630	90	720	687	46	733	670	106%	93%	98%	91%
St. Helena Elementary	293	68	360	320	69	389	311	106%	86%	97%	80%
Suburban Park Elementary	540	23	563	582	12	594	518	96%	92%	89%	87%
Tanners Creek Elementary	833	0	833	796	0	796	708	85%	85%	89%	89%
Tarralton Elementary	405	23	428	426	0	426	424	105%	99%	100%	100%
Taylor Elementary	495	0	495	513	0	513	458	93%	93%	89%	89%
Tidewater Park Elementary*	315	113	428	347	92	439	378	120%	88%	109%	86%
Willard Elementary	833	0	833	862	0	862	634	76%	76%	74%	74%
Willoughby Elementary	428	0	428	353	0	353	219	51%	51%	62%	62%
<b>Subtotal</b>	<b>18,293</b>	<b>1,710</b>	<b>20,003</b>	<b>18,607</b>	<b>1,259</b>	<b>19,866</b>	<b>16,662</b>	<b>91%</b>	<b>83%</b>	<b>90%</b>	<b>84%</b>

\* Proposed Transformational School Location

\*\* Existing Campostella facility

\*\*\* Student counts are unofficial and may vary from the division's final submission of fall student membership to the Virginia Department of Education due to program location factors. Data will be updated with 2013-14 enrollment once available.

NPS Capacity Analysis School Name	Recommended Capacity			Current Program Capacity			2012-13 Enrollment	Recommended Utilization		Current Program Utilization	
	Permanent	Portable	Total	Permanent	Portable	Total		Permanent	w/ Portables	Permanent	w/ Portables
<b>K-8</b>											
Crossroads Elementary / Middle	1,125	0	1,125	1,100	0	1,100	771	69%	69%	70%	70%
Ghent Elementary / Middle	518	45	563	586	69	655	533	103%	95%	91%	81%
<b>Subtotal</b>	<b>1,643</b>	<b>45</b>	<b>1,688</b>	<b>1,686</b>	<b>69</b>	<b>1,755</b>	<b>1,304</b>	<b>79%</b>	<b>77%</b>	<b>77%</b>	<b>74%</b>
<b>Middle Schools</b>											
Azalea Garden Middle	975	28	1,003	916	28	944	903	93%	90%	99%	96%
Blair Middle	1,730	0	1,730	1,593	0	1,593	1,197	69%	69%	75%	75%
Intl Prog - Rosemont Middle	1,025	0	1,025	791	0	791	292	28%	28%	37%	37%
Lafayette-Winona Middle*	1,249	0	1,249	1,249	0	1,249	650	52%	52%	52%	52%
Lake Taylor Middle*	905	118	1,023	905	118	1,023	873	96%	85%	96%	85%
Northside Middle	1,053	0	1,053	838	0	838	713	68%	68%	85%	85%
Norview Middle	1,357	0	1,357	1,299	0	1,299	1,135	84%	84%	87%	87%
Ruffner Middle*	1,193	0	1,193	1,134	0	1,134	763	64%	64%	67%	67%
<b>Subtotal</b>	<b>9,487</b>	<b>146</b>	<b>9,633</b>	<b>8,725</b>	<b>146</b>	<b>8,871</b>	<b>6,526</b>	<b>69%</b>	<b>68%</b>	<b>75%</b>	<b>74%</b>
<b>High Schools</b>											
B. T. Washington High*	1,637	0	1,637	1,352	0	1,352	1,268	77%	77%	94%	94%
Granby High	1,873	0	1,873	1,731	0	1,731	1,931	103%	103%	112%	112%
Lake Taylor High	1,527	0	1,527	1,363	0	1,363	1,266	83%	83%	93%	93%
Maury High	1,743	0	1,743	1,559	0	1,559	1,636	94%	94%	105%	105%
Norview High	1,926	0	1,926	1,743	0	1,743	1,772	92%	92%	102%	102%
<b>Subtotal</b>	<b>8,706</b>	<b>0</b>	<b>8,706</b>	<b>7,748</b>	<b>0</b>	<b>7,748</b>	<b>7,873</b>	<b>90%</b>	<b>90%</b>	<b>102%</b>	<b>102%</b>
<b>Grand Total</b>	<b>38,129</b>	<b>1,901</b>	<b>40,029</b>	<b>36,766</b>	<b>1,474</b>	<b>38,240</b>	<b>32,365</b>	<b>85%</b>	<b>81%</b>	<b>88%</b>	<b>85%</b>

\*Proposed Transformational School Location

\*\* Student counts are unofficial and may vary from the division's final submission of fall student membership to the Virginia Department of Education due to program location factors. Data will be updated with 2013-14 enrollment once available.