

Envisioning a new portfolio of schools for NPS.

September 3, 2025

Board of Education Meeting



Board Meeting **Goals / Objective / Agenda**

1. Sequencing Options
2. Summary Community Meeting Summaries
3. Capacity Confirmations
4. Consolidation Considerations
5. Redistricting 2025-26 Scope & Sequence

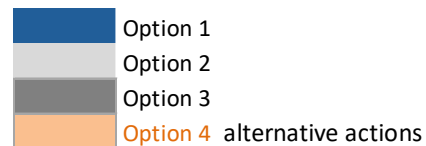




Sequencing Options

Draft Recommendations **Compare Options 1-4**

Recommendation Comparisons										
Action: School Name	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35
Rebuild Maury High School										
Repurpose Monroe Elementary School for Ghent program										
Close Ghent facility (Option 4 keeps Ghent as is)										
Close Tarrallton Elementary School										
Repurpose Oceanair Elementary School										
Close Willoughby Elementary School										
Close PB Young Elementary School (Option 4 moves to Jacox instead of Ruffner)										
Close Lindenwood Elementary School (Option 4 moves to Monroe instead of Williard)										
Rebuild Suburban Park on-site										
Renovate Sewells Point Elementary School										
Close Granby										
Repurpose St. Helena Elementary School for EarlyChildhoodCenter										
Close Berkley EarlyChildhoodCenter										
Close Norview Elementary School										
Rebuild Jacox Elementary School										
Repurpose Chesterfield Elementary School										
Close SECEP facility										
Repurpose Lake Taylor High School										
Close Norfolk Technical Center facility										



Draft Recommendations **Option 1**

Rec. Year	School Year	Action	FMP Plan	Relocation Plan	Notes
1	2026-27	Rebuild	Rebuild Maury HS	N/A – rebuild on-site	Currently @ 35% design Rec. close Ghent to allow room for more comprehensive site development.
1	2026-27	Repurpose	Repurpose Monroe ES for Ghent program	Relocate most K-5 students Larchmont & Williard, and all PreK students to Larchmont ES.	
1	2026-27	Close	Close Ghent facility	Move program into Monroe ES. Program is choice-based, pulling students from all areas of the District.	Repurpose for Maury HS fields and greenspace to provide more equitable athletic opportunities to other HS programs (BTWS, LTHS, NHS) Ghent is in poor condition & is an open concept design; teachers are using shelves and cabinets as walls
1	2026-27	Close	Close Tarralton ES	Relocate K-5 students to Little Creek ES.	
2	2027-28	Repurpose	Repurpose Oceanair ES	Relocate students to Calcott ES and Bayview ES.	Repurpose Oceanair ES for an ECC Calcott has a new roof and HVAC, Bayview has new HVAC
2	2027-28	Close	Close Willoughby ES	Move program into Oceanair ES	
3	2028-29	Close	Close PB Young ES	Relocate students to Ruffner	Convert Ruffner from a 3-8 to a K-8
3	2028-29	Close	Close Lindenwood ES	Relocate students to Williard ES	Williard has a new roof and HVAC
4	2029-30	Rebuild	Rebuild Suburban Park on-site	Rebuild Suburban Park ES	Most current Granby and Suburban Park students would attend the new school
4	2029-30	Renovate	Renovate Sewells Point ES		
5	2030-31	Close	Close Granby	Relocate students in the northern boundary to Camp Allen & Sewells Point ES. Relocate students in the southern boundary to Taylor ES.	
5	2030-31	Repurpose	Repurpose St. Helena ES for ECC	Relocate students to South Side STEM Academy	
5	2030-31	Close	Close Berkley ECC	Move program to St. Helena ES	
6	2031-32	Close	Close Norview ES	Relocate students to Tanners Creek & Sherwood Forest ES	
6	2031-32	Rebuild	Rebuild Jacox ES	Work with the city to explore potential rebuild on an adjacent property for a land swap	
7	2032-33	Repurpose	Repurpose Chesterfield ES	Relocate students to rebuilt Jacox ES and Richard Bowling ES	
7	2032-33	Close	Close SECEP facility	Move program into Chesterfield ES	
7	2032-33	Repurpose	Repurpose LTHS	Repurpose LTHS for comprehensive CTE program	
7	2032-33	Close	Close NTC facility	Move program into LTHS	



Draft Recommendations **Option 2**

SY Start	SY Finish	Action	FMP Plan	Relocation Plan	Notes	
2025	2028	Rebuild	Rebuild Maury HS	N/A – rebuild on-site	Currently @ 35% design	Rec. close Ghent to allow room for more comprehensive site development.
2025	2026	Division-wide Redistricting Plan. Use 2025-26 to begin school transition plans.				
2026	2026	Close	Close Tarrallton ES	Relocate K-5 students to Little Creek ES.		
2026	2026	Repurpose	Repurpose Oceanair ES	Relocate students to Calcott ES and Bayview ES.	Repurpose Oceanair ES for an ECC	Calcott has a new roof and HVAC, Bayview has new HVAC
2026	2026	Close	Close Willoughby ES	Move program into Oceanair ES		
2026	2026	Close	Close Lindenwood ES	Relocate students to Williard ES	Williard has a new roof and HVAC	
2027	2027	Close	Close PB Young ES	Relocate students to Ruffner	Convert Ruffner from a 3-8 to a K-8	
2027	2027	Close	Close Norview ES	Relocate students to Tanners Creek & Sherwood Forest ES		
2027	2027	Repurpose	Repurpose Monroe ES for Ghent program	Relocate most K-5 students Larchmont & Williard, and all PreK students to Larchmont ES.		
2027	2027	Close	Close Ghent facility	Move program into Monroe ES. Program is choice-based, pulling students from all areas of the District.	Repurpose for Maury HS fields and greenspace to provide more equitable athletic opportunities to other HS programs (BTWS, LTHS, NHS)	Ghent is in poor condition & is an open concept design; teachers are using shelves and cabinets as walls
2028	2029	Design Jacox & Suburban Park Rebuilds. Gap year anticipated due to anticipated financing available from the city following the Maury rebuild.				
2028	2028	Repurpose	Repurpose St. Helena ES for ECC	Relocate students to South Side STEM Academy		
2028	2028	Close	Close Berkley ECC	Move program to St. Helena ES		
2029	2031	Rebuild	Rebuild Jacox ES	Work with the city to explore potential rebuild on an adjacent property for a land swap	Design Jacox and Suburban Park rebuilds to the same blueprint	
2029	2031	Rebuild	Rebuild Suburban Park on-site	Rebuild Suburban Park ES	Most current Granby and Suburban Park students would attend the new school	
2031	2031	Close	Close Granby	Relocate students in the northern boundary to Camp Allen & Sewells Point ES. Relocate students in the southern boundary to Taylor ES.		
2031	2031	Repurpose	Repurpose Chesterfield ES	Relocate students to rebuilt Jacox ES and Richard Bowling ES		
2031	2031	Close	Close SECEP facility	Move program into Chesterfield ES		
2031	2033	Renovate	Renovate Sewells Point ES			
2032	2034	Repurpose	Repurpose LTHS	Repurpose LTHS for comprehensive CTE program		
2034	2034	Close	Close NTC facility	Move program into LTHS		



Draft Recommendations **Option 3** (minor sequencing change: PB Young/Lindenwood)

SY Start	SY Finish	Action	FMP Plan	Relocation Plan	Notes
2025	2028	Rebuild	Rebuild Maury HS	N/A – rebuild on-site	Currently @ 35% design Rec. close Ghent to allow room for more comprehensive site development.
2025	2026	Division-wide Redistricting Plan. Use 2025-26 to begin school transition plans.			
2026	2026	Close	Close Tarrallton ES	Relocate K-5 students to Little Creek ES.	
2026	2026	Repurpose	Repurpose Oceanair ES	Relocate students to Calcott ES and Bayview ES.	Repurpose Oceanair ES for an ECC Calcott has a new roof and HVAC, Bayview has new HVAC
2026	2026	Close	Close Willoughby ES	Move program into Oceanair ES	
2026	2026	Close	Close PB Young ES	Relocate students to Ruffner	Convert Ruffner from a 3-8 to a K-8
2027	2027	Close	Close Lindenwood ES	Relocate students to Williard ES	Williard has a new roof and HVAC
2027	2027	Close	Close Norview ES	Relocate students to Tanners Creek & Sherwood Forest ES	
2027	2027	Repurpose	Repurpose Monroe ES for Ghent program	Relocate most K-5 students Larchmont & Williard, and all PreK students to Larchmont ES.	
2027	2027	Close	Close Ghent facility	Move program into Monroe ES. Program is choice-based, pulling students from all areas of the District.	Repurpose for Maury HS fields and greenspace to provide more equitable athletic opportunities to other HS programs (BTWS, LTHS, NHS) Ghent is in poor condition & is an open concept design; teachers are using shelves and cabinets as walls
2028	2029	Design Jacox & Suburban Park Rebuilds. Gap year anticipated due to anticipated financing available from the city following the Maury rebuild.			
2028	2028	Repurpose	Repurpose St. Helena ES for ECC	Relocate students to South Side STEM Academy	
2028	2028	Close	Close Berkley ECC	Move program to St. Helena ES	
2029	2031	Rebuild	Rebuild Jacox ES	Work with the city to explore potential rebuild on an adjacent property for a land swap	Design Jacox and Suburban Park rebuilds to the same blueprint
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2031	2031	Close	Close SECEP facility	Move program into Chesterfield ES	
2031	2033	Renovate	Renovate Sewells Point ES		
2032	2034	Repurpose	Repurpose LTHS	Repurpose LTHS for comprehensive CTE program	
2034	2034	Close	Close NTC facility	Move program into LTHS	



Draft Recommendations **Option 4** keeping Ghent as is, Lindenwood→Monroe, PB Young→Jacox

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3	2028-29	Close	Close PB Young ES	Relocate students to Jacox	Convert Ruffner from a 3-8 to a K-8
3	2028-29	Close	Close Lindenwood ES	Relocate students to Monroe ES	
4	2029-30	Rebuild	Rebuild Suburban Park on-site	Rebuild Suburban Park ES	Most current Granby and Suburban Park students would attend the new school
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5	2030-31	Close	Close Granby	Relocate students in the northern boundary to Camp Allen & Sewells Point ES. Relocate students in the southern boundary to Taylor ES.	
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7	2032-33	Close	Close NTC facility	Move program into LTHS	





Summer Community Meeting Summaries

Community Meeting **Small Group Exercise**

Step 1: Review the SC-created potential consolidation lists and the consultant-created draft recommendations for consolidations, renovations and rebuilds over the next 7+ years

Step 2: Review the core planning criteria

- World-class schools (condition)
- Maximizing direct investments in students (efficiency & efficacy)
- Accessibility (locations of schools relative to the population), and
- The need for Norfolk to rebuild newer & fewer schools to accomplish the previous three objectives.

Step 3: Engage in small group conversation to address the following two questions

1. Do you have alternative suggestions for consolidations, renovations and rebuilds that align with the core planning criteria?
2. What would you like the Norfolk Board of Education and City Council to consider when implementing a plan to consolidate, renovate, repurpose and rebuild NPS facilities?



Community Meeting **Feedback summary**

A unifying theme across the comments was the desire for the District and city to invest equitably and adequately in public school buildings, programs, teachers and their surrounding communities

Community Meeting Feedback: Summer 2025			
Transportation	Diversity	Community	Redistricting
<ul style="list-style-type: none">• Desire for more predictable, shorter bus rides• Concern about potentially longer bus rides in general and for Monroe specifically• Preserve walkability for students and improve pedestrian safety zones	<ul style="list-style-type: none">• Desire to promote diversity and community cohesion• Concern that this work remains to be done through a boundary process & that some consolidations may concentrate poverty• Maintain diversity across schools• Do not disproportionately challenge underserved populations	<ul style="list-style-type: none">• Desire to invest in community• Concern about school closure impact on walkability and community• Specific concerns regarding moving Ghent to the Monroe campus	<ul style="list-style-type: none">• Desire to explore redistricting as a way to better distribute enrollment to capacity



Community Meeting **Feedback summary**

Many of the comments and conversations at the meetings reflect understanding of the need for changes in how public schools are invested in while wanting to see plans for exactly how that change in investment strategy will work.

Feedback response summary			
Transportation	Diversity	Community	Redistricting
<ul style="list-style-type: none">• Some students will be closer, some further from schools with consolidations• Redistricting + the reduction in schools should reduce the total routes	<ul style="list-style-type: none">• School reductions will provide opportunity to diversify the elementary level though not every consolidation will by itself increase diversity given city demographics	<ul style="list-style-type: none">• Draft plans for the future of program investment Division-wide, share with the community, and receive feedback	<ul style="list-style-type: none">• Redistricting prior to consolidation would not change the overall imbalance of population to capacity, but is vital to ensure schools are accessible and operations are efficient



Community Meeting Q1. **Do you have alternative suggestions for consolidations, renovations, and rebuilds that align with the core planning criteria?**

- 1. Rezoning and Attendance Boundary Adjustments:** Recommendations include redrawing attendance zones to achieve balanced enrollment, increase utilization of under-enrolled schools, and preserve community integrity. Several contributors suggest implementing rezoning prior to making decisions about school closures or repurposing [see note on previous slide].
- 2. K-8 Model and Grade Configuration Views:** Opinions vary on the suitability of the K-8 model. While some find it effective in certain settings [e.g., Ghent], others argue that it may not fit all communities, potentially stretching resources or adversely affecting student outcomes.
- 3. Community Impact and Engagement:** Feedback underscores the necessity of involving the community, ensuring transparent communication, and evaluating how changes affect neighborhood cohesion, walkability, and diversity. Calls are made for extended timelines and improved processes for gathering community input.
- 4. Resource Allocation and Facility Prioritization:** Stakeholders raise questions about resource prioritization, with particular focus on questions/concerns about relocating Ghent. There is advocacy for reinvesting savings back into schools, along with concerns about facility conditions and the pressing need for renovations or new construction.



Community Meeting Q2. **What would you like the Norfolk Board of Education and City Council to consider when implementing a plan to consolidate, renovate, repurpose, and rebuild NPS facilities?**

- 1. Community Impact and Engagement:** Respondents emphasize the importance of considering the effects of school changes on local communities, including maintaining neighborhood identity, minimizing displacement, and ensuring robust community engagement throughout the planning and implementation process. Calls for early, transparent, and ongoing communication with parents, staff, and stakeholders are frequent, as is the need for parent and community representation in decision-making committees.
- 2. Equity, Diversity, and Socioeconomic Considerations:** Many responses highlight the need to address equity in resource allocation, avoid perpetuating racial and socioeconomic disparities, and ensure that school closures or consolidations do not disproportionately impact underserved or minority communities. Suggestions include integrating diversity into planning, considering demographic data, and maintaining equitable access to programs and facilities.
- 3. Program Continuity and Student Support:** There is strong concern about the continuity of academic and specialty programs (e.g., STEM, IB, special education) during transitions, as well as the need for before/after school care, mental health support, and resources for students with special needs. Respondents request that successful programs be preserved and transferred where possible, and that student well-being be prioritized during transitions.
- 4. Facilities, Transportation, and Safety:** Feedback stresses the importance of addressing facility conditions, ensuring adequate space and resources in consolidated schools, and planning for future enrollment trends. Transportation logistics, including the impact on walking students, bus availability, and neighborhood traffic, are major concerns. Safety, both in terms of building conditions and student transportation, is repeatedly mentioned.
- 5. Financial Transparency and Resource Allocation:** Respondents call for clear, transparent communication about financial decisions, including how savings from consolidations will be used. There is a desire for funds to be reinvested in school programs, staff salaries, and facility improvements rather than diverted elsewhere. Oversight, accountability, and ongoing review of financial and planning processes are requested.



Community Meeting **Feedback summary**

A unifying theme across the comments was the desire for the District and city to invest equitably and adequately in public school buildings, programs, teachers and their surrounding communities

Community Meeting Feedback: Summer 2025			
Transportation	Diversity	Community	Redistricting
<ul style="list-style-type: none">• Desire for more predictable, shorter bus rides• Concern about potentially longer bus rides in general and for Monroe specifically• Preserve walkability for students and improve pedestrian safety zones	<ul style="list-style-type: none">• Desire to promote diversity and community cohesion, avoiding cultural disruption• Concern that this work remains to be done through a boundary process & that some consolidations may concentrate poverty• Maintain diversity across schools.• Do not disproportionately affect underserved populations	<ul style="list-style-type: none">• Desire to invest in community• Concern about school closure impact on walkability and community• Specific concerns regarding moving Ghent to the Monroe campus	<ul style="list-style-type: none">• Desire to explore redistricting as a way to better distribute enrollment to capacity





Capacity Confirmations

Capacity Confirmations **Sherwood Forest Capacity Field Verification**

	Total CRs	Specialty CRs	Net CRs	Capacity
2013 Study	34	6	28	630
2025 Field Verification	34	5	29	652

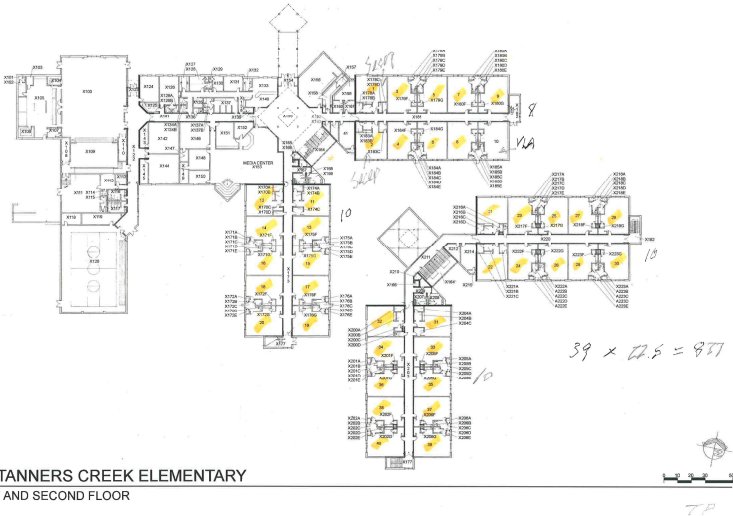
22.5 Students/ room planning
average



Capacity Confirmations **Tanners Creek Elementary Capacity Field Verification**

	Total CRs	Specialty CRs	Net CRs	Capacity
2013 Study	44	7	37	833
2025 Field Verification	40	1	39	877

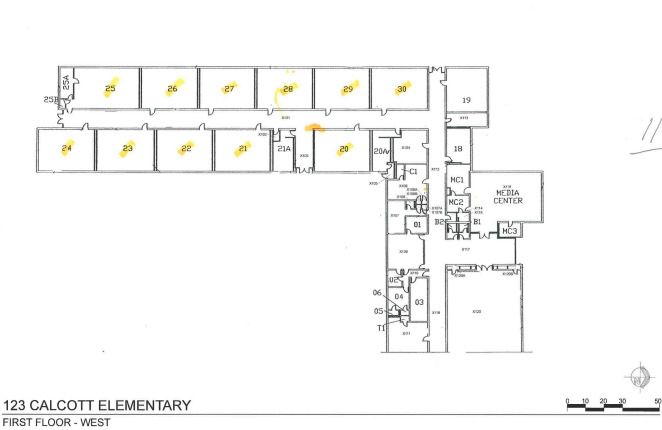
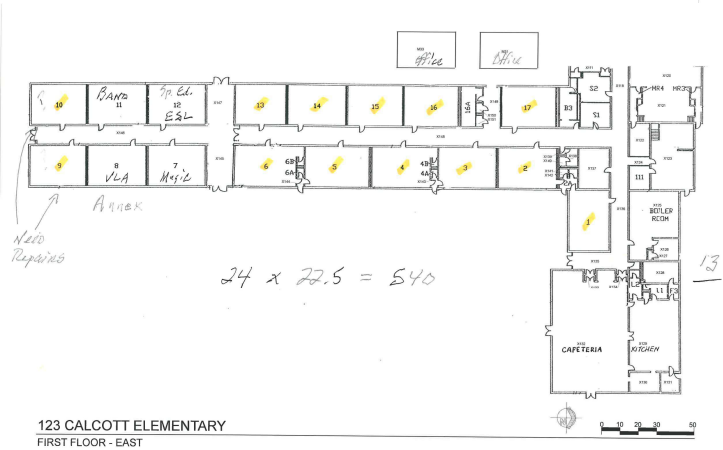
22.5 Students/ room planning average



Capacity Confirmations **Calcott Elementary School Capacity Field Verification**

	Total CRs	Specialty CRs	Net CRs	Capacity
2013 Study	29	5	24	540
2025 Field Verification	28	4	24	540

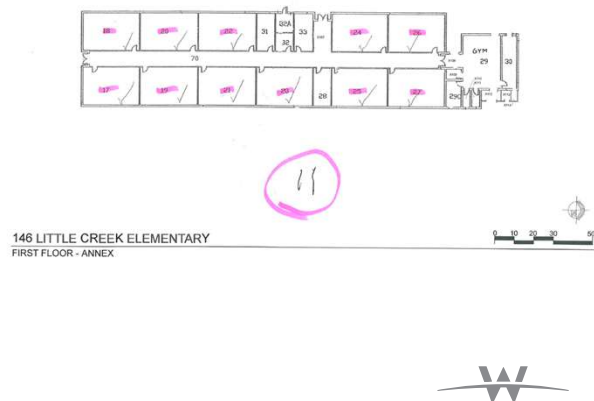
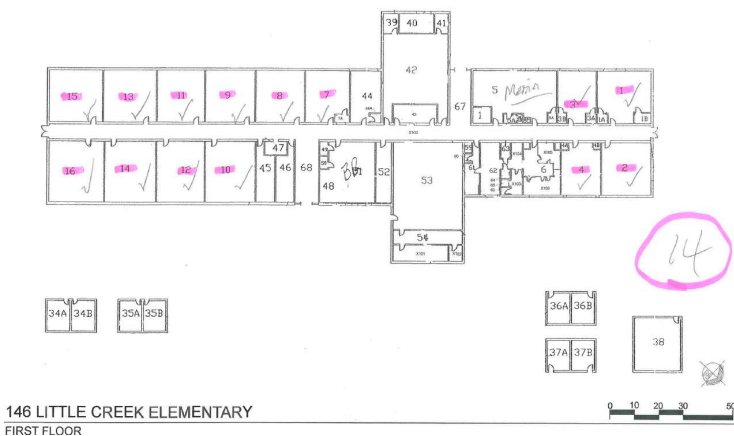
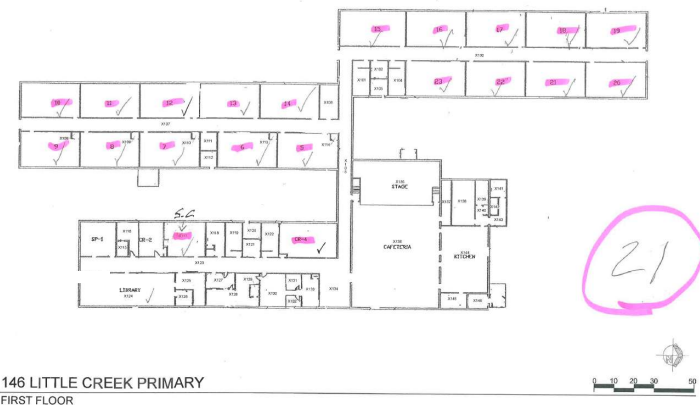
22.5 Students/ room planning
average



Capacity Confirmations **Little Creek Elementary School Capacity Field Verification**

	Total CRs	Specialty CRs	Net CRs	Capacity
2013 Study	47	7	40	900
2025 Field Verification	45	5	40	900

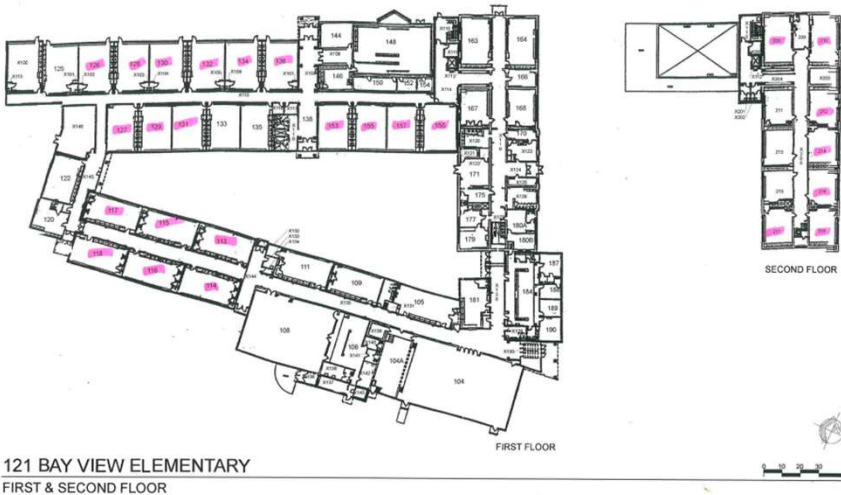
22.5 Students/ room planning
average



Capacity Confirmations **Bay View Elementary School Capacity Field Verification**

	Total CRs	Specialty CRs	Net CRs	Capacity
2013 Study	42	7	35	788
2025 Field Verification	37	4	33	742

22.5 Students/ room planning
average



Capacity Confirmations **Williard Elementary School Capacity Field Verification**

	Total CRs	Specialty CRs	Net CRs	Capacity
2013 Study	44	7	37	833
2025 Field Verification	37	4	33	742

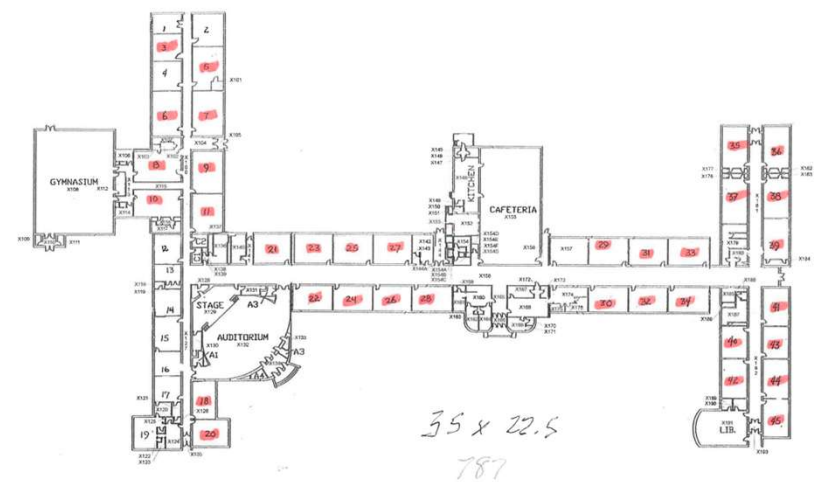
22.5 Students/ room planning
average



Capacity Confirmations **Jacox Elementary School Capacity Field Verification**

	Total CRs	Specialty CRs	Net CRs	Capacity
2013 Study	43	7	36	810
2025 Field Verification	37	2	35	787

22.5 Students/ room planning
average



108 JACOX ELEMENTARY
FIRST FLOOR



Capacity Confirmations **Ruffner School Capacity Field Verification**

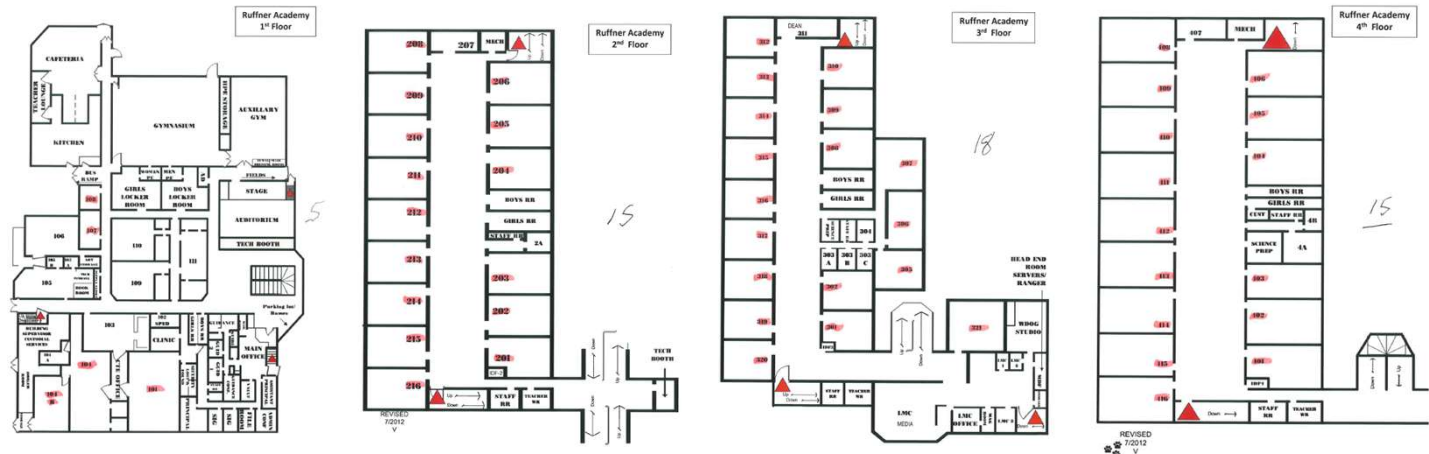
	Total CRs	Specialty CRs	Net CRs	Capacity
2013 Study as MS	61	20*	41	788
2025 Field Verification as 3-8	61	8*	53	1,113

*not counted for capacity

19.5 MS Students/ room
planning average

21 3-8 school/ room planning
average b/t ES & MS

Ruffner was assessed as a MS in 2013. Unlike ES, MS capacity includes specialty rooms, lowering the overall students/room planning number while increasing the number of rooms that are assigned capacity.



Capacity Confirmations **Larchmont Elementary School Capacity Field Verification**

	Total CRs	Specialty CRs	Net CRs	Capacity
2013 Study	30	5	25	563

2025 Field Verification

37	RICK WALKING 8/28	42
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22.5 Students/ room planning average



Consolidation Considerations

Consolidation Considerations **Summary**

Note:

All data is based on 2024-25 enrollment and boundaries. Redistricting will ultimately impact actual demographics and teacher statistics following any transition.

	Closing	Receiving	
24-25 Teacher FTEs/ student	9.9	11.1	Teacher stats
% Teachers <1 YR Full-Time Experience	11%	12%	
% Teachers w/ Provisional Licenses	8%	10%	
% Teachers w/o license or properly endorsed	18%	19%	
Total Students (2024-25)	337	478	Student ethnicity
Asian	1%	1%	
Black	57%	57%	
Hispanic	15%	18%	
Multi-Race	8%	7%	
White	18%	20%	
Students w/ Disabilities	17%	19%	Specially identified student populations
Total English Learners	7%	9%	
Total Low Socio-Econ Status	65%	63%	
Total MKV Status	3%	4%	
24-25 Reading Pass Rate	62%	62%	Math/Reading passage rates
24-25 Math - Pass Rate	59%	60%	
% Stus with Short Term Suspensions	9%	9%	Suspension rates
% Stus with Long Term Suspensions	0%	1%	
Walkers	57%	44%	Walker rates
FCI	72%	50%	FCI/Age
Building Age	64	49	



Consolidation Considerations **Monroe → Larchmont & Williard**

	Closing Monroe	Receiving Larchmont Williard		
24-25 Teacher FTEs/ student	8.4	13.2	10.4	Teacher stats
% Teachers <1 YR Full-Time Experience	14%	8%	2%	
% Teachers w/ Provisional Licenses	14%	8%	9%	
% Teachers w/o license or properly endorsed	26%	14%	9%	
Total Students (2024-25)	293	447	433	Student ethnicity
Asian	2%	4%	1%	
Black	69%	27%	54%	
Hispanic	9%	9%	21%	
Multi-Race	10%	7%	11%	
White	11%	56%	13%	
Students w/ Disabilities	21%	16%	22%	Specially identified student populations
Total English Learners	4%	5%	12%	
Total Low Socio-Econ Status	72%	36%	64%	
Total MKV Status	5%	4%	4%	
24-25 Reading Pass Rate	59%	87%	67%	Math/Reading passage rates
24-25 Math - Pass Rate	56%	79%	69%	
% Stus with Short Term Suspensions	7%	3%	5%	Suspension rates
% Stus with Long Term Suspensions	0%	0%	0%	
Walkers	64%	58%	7%	Walker rates
FCI	60%	20%	55%	FCI/Age
Building Age	35	8	73	



Consolidation Considerations Tarrallton → Little Creek

Closing Receiving

	Tarrallton	Little Creek	
24-25 Teacher FTEs/ student	11.4	11.0	Teacher stats
% Teachers <1 YR Full-Time Experience	7%	11%	
% Teachers w/ Provisional Licenses	0%	11%	
% Teachers w/o license or properly endorsed	10%	16%	
Total Students (2024-25)	285	579	Student ethnicity
Asian	1%	2%	
Black	18%	31%	
Hispanic	11%	39%	
Multi-Race	15%	7%	
White	48%	21%	
Students w/ Disabilities	24%	21%	Specially identified student populations
Total English Learners	3%	21%	
Total Low Socio-Econ Status	22%	63%	
Total MKV Status	0%	3%	
24-25 Reading Pass Rate	73%	52%	Math/Reading passage rates
24-25 Math - Pass Rate	75%	51%	
% Stus with Short Term Suspensions	9%	1%	Suspension rates
% Stus with Long Term Suspensions	0%	0%	
Walkers	89%	21%	Walker rates
FCI	74%	61%	FCI/Age
Building Age	61	71	



Consolidation Considerations **St. Helena → Southside STEM**

Note:

St Helena serves students up to 5th grade only.

Comparisons to a school serving 6th-8th graders should be done with caution.

	Closing St. Helena	Receiving Southside STEM	
24-25 Teacher FTEs/ student	8.0	10.2	Teacher stats
% Teachers <1 YR Full-Time Experience	15%	10%	
% Teachers w/ Provisional Licenses	12%	16%	
% Teachers w/o license or properly endorsed	21%	20%	
Total Students (2024-25)	227	666	Student ethnicity
Asian	0%	0%	
Black	89%	93%	
Hispanic	7%	7%	
Multi-Race	7%	4%	
White	1%	2%	
Students w/ Disabilities	13%	18%	Specially identified student populations
Total English Learners	3%	2%	
Total Low Socio-Econ Status	83%	91%	
Total MKV Status	7%	4%	
24-25 Reading Pass Rate	53%	50%	Math/Reading passag
24-25 Math - Pass Rate	42%	48%	
% Stus with Short Term Suspensions	19%	21%	Suspension rates
% Stus with Long Term Suspensions	0%	2%	
Walkers	98%	70%	Walker rates
FCI	70%	25%	FCI/Age
Building Age	59	9	



Consolidation Considerations PB Young → Ruffner as K-8 1/2

Note:

PB Young serves students up to 2nd grade only.

Comparisons to a school serving 3rd -8th graders should be done with caution.

	Closing PB Young	Receiving Ruffner	
24-25 Teacher FTEs/ student	9.2	8.6	Teacher stats
% Teachers <1 YR Full-Time Experience	10%	12%	
% Teachers w/ Provisional Licenses	3%	13%	
% Teachers w/o license or properly endorsed	17%	25%	
Total Students (2024-25)	238	533	Student ethnicity
Asian	0%	0%	
Black	89%	99%	
Hispanic	3%	3%	
Multi-Race	4%	2%	
White	1%	2%	
Students w/ Disabilities	16%	24%	Specially identified student populations
Total English Learners	0 0%	1%	
Total Low Socio-Econ Status	85%	91%	
Total MKV Status	5%	7%	
24-25 Reading Pass Rate	NA	38%	Math/Reading passage rates
24-25 Math - Pass Rate	NA	25%	
% Stus with Short Term Suspensions	12%	39%	Suspension rates
% Stus with Long Term Suspensions	0%	6%	
Walkers	69%	14%	Walker rates
FCI	77%	59%	FCI/Age
Building Age	71	31	



Consolidation Considerations Oceanair ES → Calcott & Bayview ES

	Closing	Receiving		
	Oceanair	Bayview	Calcott	
24-25 Teacher FTEs/ student	10.6	12.4	11.4	Teacher stats
% Teachers <1 YR Full-Time Experience	17%	14%	9%	
% Teachers w/ Provisional Licenses	7%	12%	11%	
% Teachers w/o license or properly endorsed	20%	21%	6%	
Total Students (2024-25)	398	502	373	Student ethnicity
Asian	2%	1%	2%	
Black	41%	20%	25%	
Hispanic	38%	22%	31%	
Multi-Race	10%	13%	13%	
White	13%	44%	42%	
Students w/ Disabilities	15%	16%	18%	Specially identified student populations
Total English Learners	25%	13%	14%	
Total Low Socio-Econ Status	78%	59%	52%	
Total MKV Status	2%	1%	3%	
24-25 Reading Pass Rate	61%	62%	69%	Math/Reading passage rates
24-25 Math - Pass Rate	63%	58%	75%	
% Stus with Short Term Suspensions	4%	3%	8%	Suspension rates
% Stus with Long Term Suspensions	0%	0%	0%	
Walkers	95%	85%	55%	Walker rates
FCI	63%	57%	60%	FCI/Age
Building Age	69	103	73	



Consolidation Considerations **Lindenwood ES → Williard ES**

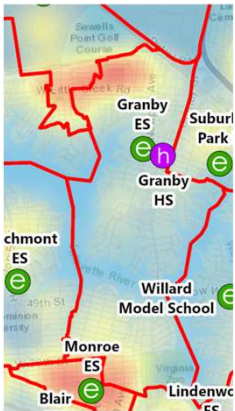
	Closing Lindenwood	Receiving Williard	
24-25 Teacher FTEs/ student	8.8	10.4	Teacher stats
% Teachers <1 YR Full-Time Experience	6%	2%	
% Teachers w/ Provisional Licenses	3%	9%	
% Teachers w/o license or properly endorsed	10%	9%	
Total Students (2024-25)	239	433	Student ethnicity
Asian	1%	1%	
Black	67%	54%	
Hispanic	13%	21%	
Multi-Race	5%	11%	
White	7%	13%	
Students w/ Disabilities	17%	22%	Specially identified student populations
Total English Learners	9%	12%	
Total Low Socio-Econ Status	77%	64%	
Total MKV Status	5%	4%	
24-25 Reading Pass Rate	58%	67%	Math/Reading passage rates
24-25 Math - Pass Rate	57%	69%	
% Stus with Short Term Suspensions	5%	5%	Suspension rates
% Stus with Long Term Suspensions	0%	0%	
Walkers	28%	7%	Walker rates
FCI	72%	55%	FCI/Age
Building Age	72	73	



Consolidation Considerations **Granby ES → New Suburban Park ES, Camp Allen, Sewells Point & Taylor ES**

Note:

Facility data on Suburban Park is ultimately irrelevant as the plan calls for a new building to be built. The current Granby boundary extends far north/south hence multiple schools are logical candidates as receiving schools



	Granby	Suburban Park	Camp Allen	Sewells Point	Taylor	
24-25 Teacher FTEs/ student	10.9	10.4	10.2	12.2	12.0	Teacher stats
% Teachers <1 YR Full-Time Experience	18%	21%	13%	14%	11%	
% Teachers w/ Provisional Licenses	7%	7%	3%	5%	5%	
% Teachers w/o license or properly endorsed	27%	26%	11%	19%	14%	
Total Students (2024-25)	456	406	367	501	389	Student ethnicity
Asian	2%	1%	2%	1%	2%	
Black	59%	61%	49%	35%	45%	
Hispanic	13%	17%	23%	22%	9%	
Multi-Race	10%	8%	9%	11%	8%	
White	17%	12%	25%	29%	40%	
Students w/ Disabilities	20%	24%	16%	30%	15%	Specially identified student populations
Total English Learners	4%	13%	7%	4%	3%	
Total Low Socio-Econ Status	70%	73%	44%	23%	46%	
Total MKV Status	4%	6%	2%	1%	4%	
24-25 Reading Pass Rate	60%	65%	75%	69%	77%	Math/Reading passage rates
24-25 Math - Pass Rate	53%	60%	79%	70%	81%	
% Stus with Short Term Suspensions	10%	8%	5%	1%	4%	Suspension rates
% Stus with Long Term Suspensions	0%	0%	0%	0%	0%	
Walkers	21%	21%	43%	58%	28%	Walker rates
FCI	82%	64%	13%	68%	58%	FCI/Age
Building Age	77	70	5	69	27	

Consolidation Considerations **Norview ES → Tanners Creek & Sherwood Forest ES**

	Norview	Tanners Creek	Sherwood Forest	
24-25 Teacher FTEs/ student	11.4	12.1	10.1	Teacher stats
% Teachers <1 YR Full-Time Experience	11%	2%	14%	
% Teachers w/ Provisional Licenses	19%	2%	17%	
% Teachers w/o license or properly endorsed	24%	18%	17%	
Total Students (2024-25)	406	506	400	Student ethnicity
Asian	1%	3%	3%	
Black	65%	58%	41%	
Hispanic	23%	26%	30%	
Multi-Race	5%	8%	9%	
White	7%	7%	22%	
Students w/ Disabilities	20%	17%	14%	Specially identified student populations
Total English Learners	11%	16%	18%	
Total Low Socio-Econ Status	71%	75%	62%	
Total MKV Status	2%	7%	6%	
24-25 Reading Pass Rate	53%	58%	65%	Math/Reading passage rates
24-25 Math - Pass Rate	50%	53%	57%	
% Stus with Short Term Suspensions	9%	7%	6%	Suspension rates
% Stus with Long Term Suspensions	0%	0%	0%	
Walkers	46%	43%	66%	Walker rates
FCI	82%	58%	53%	FCI/Age
Building Age	73	35	69	



Consolidation Considerations **Chesterfield ES → Jacox & Richard Bowling ES**

	Closing Chesterfield	Receiving Jacox	Richard Bowling	
24-25 Teacher FTEs/ student	9.7	11.3	11.2	Teacher stats
% Teachers <1 YR Full-Time Experience	19%	23%	20%	
% Teachers w/ Provisional Licenses	3%	14%	11%	
% Teachers w/o license or properly endorsed	27%	37%	28%	
Total Students (2024-25)	325	591	479	Student ethnicity
Asian	0%	0%	0%	
Black	84%	88%	89%	
Hispanic	6%	6%	5%	
Multi-Race	4%	3%	4%	
White	2%	3%	3%	
Students w/ Disabilities	12%	15%	23%	Specially identified student populations
Total English Learners	1%	3%	1%	
Total Low Socio-Econ Status	84%	89%	80%	
Total MKV Status	5%	6%	7%	
24-25 Reading Pass Rate	42%	36%	53%	Math/Reading passage rates
24-25 Math - Pass Rate	35%	43%	53%	
% Stus with Short Term Suspensions	11%	10%	15%	Suspension rates
% Stus with Long Term Suspensions	0%	0%	0%	
Walkers	69%	29%	60%	Walker rates
FCI	70%	77%	24%	FCI/Age
Building Age	72	76	9	



Consolidation Considerations **Lindenwood ES → Williard ES**

	Closing Lindenwood	Receiving Williard	
24-25 Teacher FTEs/ student	8.8	10.4	Teacher stats
% Teachers <1 YR Full-Time Experience	6%	2%	
% Teachers w/ Provisional Licenses	3%	9%	
% Teachers w/o license or properly endorsed	10%	9%	
Total Students (2024-25)	239	433	Student ethnicity
Asian	1%	1%	
Black	67%	54%	
Hispanic	13%	21%	
Multi-Race	5%	11%	
White	7%	13%	
Students w/ Disabilities	17%	22%	Specially identified student populations
Total English Learners	9%	12%	
Total Low Socio-Econ Status	77%	64%	
Total MKV Status	5%	4%	
24-25 Reading Pass Rate	58%	67%	Math/Reading passage rates
24-25 Math - Pass Rate	57%	69%	
% Stus with Short Term Suspensions	5%	5%	Suspension rates
% Stus with Long Term Suspensions	0%	0%	
Walkers	28%	7%	Walker rates
FCI	72%	55%	FCI/Age
Building Age	72	73	



Consolidation Considerations **Lindenwood ES → Monroe ES** **Alternative option**

	Closing Lindenwood	Receiving Monroe	
24-25 Teacher FTEs/ student	8.8	8.4	Teacher stats
% Teachers <1 YR Full-Time Experience	6%	14%	
% Teachers w/ Provisional Licenses	3%	14%	
% Teachers w/o license or properly endorsed	10%	26%	
Total Students (2024-25)	239	293	Student ethnicity
Asian	1%	2%	
Black	67%	69%	
Hispanic	13%	9%	
Multi-Race	5%	10%	
White	7%	11%	
Students w/ Disabilities	17%	21%	Specially identified student populations
Total English Learners	9%	4%	
Total Low Socio-Econ Status	77%	72%	
Total MKV Status	5%	5%	
24-25 Reading Pass Rate	58%	59%	Math/Reading passage rates
24-25 Math - Pass Rate	57%	56%	
% Stus with Short Term Suspensions	5%	7%	Suspension rates
% Stus with Long Term Suspensions	0%	0%	
Walkers	28%	64%	Walker rates
FCI	72%	60%	FCI/Age
Building Age	72	35	



Consolidation Considerations PB Young ES → Jacox ES

Alternative option

	Closing PB Young	Receiving Jacox	
24-25 Teacher FTEs/ student	9.2	11.3	Teacher stats
% Teachers <1 YR Full-Time Experience	10%	23%	
% Teachers w/ Provisional Licenses	3%	14%	
% Teachers w/o license or properly endorsed	17%	37%	
Total Students (2024-25)	238	591	Student ethnicity
Asian	0%	0%	
Black	89%	88%	
Hispanic	3%	6%	
Multi-Race	4%	3%	
White	1%	3%	
Students w/ Disabilities	16%	15%	Specially identified student populations
Total English Learners	0 0%	3%	
Total Low Socio-Econ Status	85%	89%	
Total MKV Status	5%	6%	
24-25 Reading Pass Rate	NA	36%	Math/Reading passage rates
24-25 Math - Pass Rate	NA	43%	
% Stus with Short Term Suspensions	12%	10%	Suspension rates
% Stus with Long Term Suspensions	0%	0%	
Walkers	69%	29%	Walker rates
FCI	77%	77%	FCI/Age
Building Age	71	76	





Redistricting Process 2025-26

Redistricting 2025-26 **Scope & Sequence**

