

A LONG RANGE STUDENT ASSIGNMENT PLAN
FOR THE WAKE COUNTY PUBLIC SCHOOL SYSTEM

Prepared by Michael Alves
Alves Educational Consultants Group, Ltd.

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Introduction and Overview

The question of how students should be assigned to school has generated intense debate and tension in the Wake County Public School System (WCPSS). In response to requests for feedback from the Board of Education, the Greater Raleigh Chamber of Commerce and Wake Education Partnership retained the Alves Educational Consultants Group, Ltd. to draft a new controlled-choice student assignment plan for the Wake County Public School System. In creating the plan, the Alves Group was instructed to follow the guiding principles of stability, choice, proximity and student achievement.

The draft plan set forth in Parts 2 and 3 of this report is based on a comprehensive analysis of the root problems and student assignment challenges faced by WCPSS. The major finding of this analysis is discussed in detail in Part 1 of this report. It shows that the core problem with student assignment in Wake County is the inability of the system to provide students with a stable residential-based school assignment in the face of extraordinary enrollment growth. Based on the results of this analysis, we have concluded that the problem of instability can best be addressed with the implementation of a long-range *choice-based* assignment plan that is practical, cost effective and fair to all students.

Methodology

The data utilized throughout this report was obtained from the Wake County Public School System. Parts 1 and 2 are based on data generated by the system's Growth and Planning Department as well as other administrators. The statistical analysis of the data was conducted by SAS Institute under the guidance of Michael Alves. Analysis and

visual representations of the data were created using SAS, Microsoft Excel and Google Earth.

Key Features

- All students enrolled in the system when the plan is adopted can remain in their assigned schools until they complete that school's highest grade. None of these students would be mandatorily reassigned to another school.
- As a result of this *grandfathering* provision, the new plan would only affect students who are entering elementary, middle and high school; those who apply for a voluntary transfer, and those who are new to the system.
- Once enrolled, all students that are assigned under this plan can stay in their chosen school until they complete that school's highest grade.
- In order to effectively implement this new *family friendly* and *stable* student assignment plan, the system would be organized into three equivalent and geographically contiguous school-choice areas. These areas are designed for administrative use and are not intended to restrict a student's choices.
- Each area encompasses a section of the city of Raleigh and its surrounding suburban communities.
- Each area has a similar number of students at each educational level and each area has a diverse resident student population that is comparable to the demographic composition of the system's total student population.
- Each area has the proper number of elementary, middle and high schools to accommodate all of the K-12 students that currently reside in each area. Each area has enough sites to build new schools that will be needed to accommodate enrollment growth for the foreseeable future.
- Each area encompasses the system's existing student transportation routes and facilitates the continued efficient operation of the system's transportation services.
- Each area has a similar number of traditional and year-round calendar schools and ensures that students would continue to have access to magnet schools.

- Each area has students of varying achievement levels and no area has a disproportionate number of students who are most at risk of not meeting the state's achievement standards.
- All parents would be allowed and strongly encouraged to select at least five schools by rank order of preference.
- All students that have an older sibling who is in a school will be *guaranteed* an assignment to that school, if that is their first choice.
- All parents would have a range of schools to choose from that includes the schools nearest to their home, at least two magnet schools, two-year round calendar schools, and two traditional schools.
- All students would continue to have the option of applying to a district-wide magnet high school.
- The range of schools that parents can choose will be subject to the availability of efficient yellow bus transportation services.
- No school will have a choice-assigned student enrollment that is greater than the school's total annual campus capacity.
- Schools that are consistently under-chosen by parents will be targeted for school improvement measures that would make these schools more academically attractive.
- Incoming kindergarten students would be assigned to an elementary school of choice through a computerized lottery process. These lotteries would be carried out on a regularly scheduled basis starting in January and ending in June. Parents who register their child after the last kindergarten assignment lottery has been completed would be assigned to a school of choice with available seats on a first-come first-served basis.
- In order to ensure the integrity of the computerized lottery assignment process, a transparent and comprehensible algorithm would be designed to assign students in accordance to the following assignment priorities:

Priority 1: Sibling applicants who are eligible for a guaranteed first-choice school assignment.

Priority 2: Non-sibling applicants who reside within a travel-distance of 1.5 miles of their first-choice school.

Priority 3: Non-sibling applicants who do not live within 1.5 miles travel distance of any school and make their nearest school their first choice.

Priority 4: Non-sibling applicants whose nearest school is severely overcrowded and select the next-closest school that is not overcrowded as their first choice.

Priority 5: Non-sibling applicants whose nearest schools are magnet schools and their parents select a non-magnet school as their first-choice school.

Priority 6: Non-sibling applicants who do not qualify for any of the above assignment priorities and would promote achievement level-diversity in their first-choice school.

- The above priorities for a first-choice school assignment may be applied to all of the parents' rank-ordered schools of choice, and waiting lists would be maintained for students who are not assigned to their first or second choice schools.
- All parents would be given an equal opportunity to make informed decisions about the schools they prefer their children attend. All parents would be strongly encouraged to participate in the application and assignment process.
- Elementary students transitioning from Grade 5 to Grade 6 would be *automatically* assigned to a middle school and students transitioning from Grade 8 to Grade 9 would be *automatically* assigned to a high school.
- In the event that a parent did not want to have their child automatically assigned to a secondary school, they would have the option to participate in a choice-based application and lottery assignment process.
- The automatic assignment of students into the entry-grades of the system's secondary schools will provide parents and students with predictability and continuity of assignment from kindergarten through Grade 12. Parents would know what secondary schools their children would be attending when they received their choice-based elementary school assignment.
- These automatic secondary school assignments would be implemented by clustering together several elementary schools that would feed 5th Grade students into a middle school. Several middle schools would be clustered together to feed 8th Grade students into a high school.
- The feeder schools that were clustered together would have a combined transition-grade enrollment that is comparable to the receiving secondary school's entry-grade enrollment capacity, and each cluster would be created in a way that ensured that each of the system's secondary schools had an entry-grade enrollment of students with similar achievement levels.

- In light of this plan's proximity-based assignment priorities, more students would be able to attend a school that is close to their home. This helps the system provide cost-effective transportation services.
- Once adopted, this new plan can be effectively implemented in the 2012-13 school year.

Part 1: Statement of the Problem

STABILITY OF ASSIGNMENT

Like most school districts in the United States, school assignment in the Wake County Public School System is based primarily on a student's home address. In order to facilitate the implementation of its residential-based student assignment policy, the WCPSS has been geographically subdivided into more than 1300 individual "nodes" or geocodes. Those nodes, in turn, have been clustered or grouped together in a contiguous and often non-contiguous manner to determine a student's "base school" for the purposes of school assignment. This residential-based method for mandatorily assigning students to schools was designed to provide students with predictability and stable assignments from Kindergarten through Grade 12. However, for more than two decades, thousands of students have been mandatorily assigned to different base schools due to the inherent inability of this student assignment methodology to handle the extraordinary enrollment growth that has affected the entire county.

According to enrollment statistics collected and reported by the system's Growth and Planning Department, the WCPSS has experienced a sizable increase in its K-12 students every year for more than 20 years. This was especially true during the five-year period from the 2003-04 to the 2007-08 school years when the system had a net increase of 29,632 students that included a yearly increase of 7,568 students in the 2006-07 school year.

These rapid annual increases in student enrollment placed a severe strain on the system when overcrowded base schools automatically enrolled students from the fastest growing nodes. Even though the system constructed new schools and utilized a multitude of mobile classrooms in an effort to accommodate the enrollment growth, thousands of students were mandatorily reassigned when their nodes were assigned to different base schools. Node-boundaries were repeatedly realigned and schools were converted to year-round calendars so they could enroll more students. Even during the relatively slower growth of recent years, thousands of students continued to be reassigned to other schools as node assignments continued to shift and change.

Moreover, administrators project the system's current K-12 enrollment of 143,289 is expected to approach 200,000 students by 2020. An increase of 60,000 students would create the need for 33 new schools to be built within the next 10 to 15 years at a cost of more than \$1.5 billion.

In light of this situation, which is unfolding during a time of severe financial stress, it appears that the annual reassignment of at least several thousand students a year will continue to be a disruptive fact of life in the WCPSS so long as the system utilizes a mandatory or guaranteed residential-based school assignment policy.

Base School Assignments and Projected Enrollment Growth

The only way all students can be guaranteed an assignment to a particular public school is to mandatorily assign each student to a certain school without regard to the school's enrollment capacity. No school district undergoing significant enrollment growth actually assigns students that way. Nevertheless, to illustrate the effects of future growth, we conducted an analysis of what the utilization rates would be if all the students

who resided in the system's geographic nodes were assigned to their base schools during the next 10 years without ever reassigning them.

(The analysis does not consider possible future construction, as it is not possible to predict what type of construction program the system will be able to undertake.)

The 156 base schools analyzed for this section of the report includes 20 high schools, 32 middle schools and 103 elementary schools. The enrollment capacity of these schools is based on each school's Annual Campus Capacity (ACC) as reported by system administrators. In the Wake County Public School System, a school's ACC represents the total number of students enrolled in a school building and its mobile classrooms. ACC also considers whether a school is operating on a traditional or year-round calendar.

For purposes of this analysis, an annual utilization rate was calculated for each of the system's base schools by dividing the school's total projected node-based student enrollment by its ACC for the 2011-12 through the 2020-21 school years. Once these annual calculations were made, we compared the projected node-based student utilization rates to the school's actual enrollment utilization rate for the current 2010-11 school year.

Also, for purposes of this analysis, schools with utilization rates at or above 100 percent are considered to be overcrowded and schools that have utilization rates at or above 125 percent are deemed to be severely overcrowded. These statistical benchmarks for assessing school enrollment utilization rates are consistent with well-established standards for determining overcrowded schools in K-12 education.

As documented in [Appendix A](#) and discussed below, our comparative analysis of the actual and the projected node-based enrollment utilization rates of the system's 156 base schools strongly and objectively calls into question the viability of continuing to

implement a residential-based mandatory student assignment policy in the WCPSS in the face of continued significant annual enrollment growth. The results of this analysis clearly demonstrate the futility of promising parents that their child will be guaranteed an assignment to a certain school when the system cannot ensure that the student will be able to stay in and receive a stable educational experience in that school. These findings further document the need for the system to build new schools as soon as possible.

Base High Schools

As shown in Table A-1 in Appendix A of this report, only six of the system's 20 base high schools currently have an enrollment utilization rate that is at or above 100 percent in the 2010-11 school year. These six high schools include one district-wide magnet school (Enloe) and four non-magnets (Holly Springs, Broughton, Panther Creek, Cary, and Leesville). However, if all the high school students who reside in the nodes that are assigned to the system's 20 base high schools were mandatorily assigned to their base high school starting in the 2011-12 school year, the number of schools with an enrollment utilization rate above 100 percent would increase to 10 in the 2011-12 school year; 15 in the 2012-13 and 2013-14 school years; 16 in the 2014-15 through the 2017-18 school years; and to 17 in the 2019-20 and 2020-21 school years. (See Table A-1)

These data further indicate that during this 10-year time period, seven schools would have utilization rates at or above 125 percent by the 2014-15 school year and that two of these schools would be at over 150 percent. By the 2018-19 school year, 12 high schools would have utilization rates above 125 percent and six of these schools would have utilization rates above 150 percent. By 2020-21, at least three high schools would have utilization rates well above 200 percent. These data also indicate that two of the

system's magnet high schools (Enloe and Southeast Raleigh) would experience a sizeable decrease in their utilization rates if all students were mandatorily assigned to their base high school. However, it is highly unlikely that these two magnet schools would be able to voluntarily enroll enough students from the over-utilized non-magnet high schools to forestall the mandatory reassignment of thousands of high school students to fill vacant seats.

The high schools that would be the most severely overcrowded if the system adopted a guaranteed mandatory base-school assignment policy would be Knightdale, East Wake, Panther Creek, Holly Springs, Wake Forest, and Fuquay-Varina. (See Table A-1.)

Base Middle Schools

Analysis of the base school utilization rates for the system's 32 middle schools indicates that eight, or one-fourth of these schools, currently have enrollment utilization rates in the 2010-11 school year that are above 100 percent and that one (East Garner) has a utilization rate of 123.8 percent. If all the middle school students who reside in these 32 middle schools were guaranteed an assignment to their base middle school, the number of middle schools with an enrollment utilization rate at or above 100 percent would increase to 18 in the 2011-12 school year, to 21 by the 2014 -15 school year, and to 23 from the 2016-17 through the 2020-12 school years. (See Table A-2).

These data also show that four middle schools would have utilization rates above 125 percent in 2011-12 and that three of these schools (Wake Forest, Fuquay-Varina, and Dillard) would have utilization rates that were above 150 percent. These data further indicate that by the 2014-15 school year, 12 schools -- or more than one-third -- of the

systems middle schools would have utilization rates above 125 percent, and that the rates in at least five of these schools would increase to over 150 percent by the 2016-17 school year. Three schools (Wake Forest, Fuquay-Varina, and Zebulon) would have utilization rates that were over 200 percent by the 2019-20 school year. (See Table A-2)

While the base-school utilization rates would decrease in the system's four magnet middle schools, there is no evidence to suggest that these magnet schools would be able to voluntarily enroll enough students from the over-utilized non-magnet middle schools to prevent the mandatory reassignment of hundreds of middle school students.

In addition to Wake Forest, Fuquay-Varina and Zebulon, the middle schools that would be the most severely overcrowded if the system adopted a guaranteed base-school assignment policy would be Wendell, East Wake, Mills Park, Dillard, East Garner, Salem, and Reedy Creek. (See Table A-2)

Base Elementary Schools

Analysis of the system's 103 base elementary schools indicates that 32 elementary schools currently have enrollment utilization rates that are at or above 100 percent. Thirteen of these schools are magnets, including Hunter with a utilization rate of 138.7 percent, and seven year-round schools. (See Table A-3). If all the elementary students who reside in the 103 elementary schools were guaranteed a mandatory assignment to their base elementary school, the number of schools with an enrollment utilization rate at or above 100 percent would increase to 41 schools in the 2011-12 school year; 49 schools in 2012-13; 57, or more than one-half, by 2015-16; and to 66 or nearly two-thirds by 2020-21. (See Tables A3, A4, A5, and A6).

These data also indicate that during this 10-year time period, 18 of the system's 19 elementary magnets would experience a relatively significant decrease in their base-school utilization rates. Only Zebulon elementary magnet would have a significant increase in its utilization rate.

However, this decrease in the magnet school's utilization rates would not offset the demonstrable increase in the utilization rates in the vast majority of the system's non-magnet elementary schools. That would include at least 40 schools with utilization rates exceeding 125 percent by 2016-17 and 32 schools with utilization rates exceeding 150 percent by 2020-21. (See Tables A3, A4, A5, and A6).

Moreover, during the next 10 years, if no new elementary schools are built, there are many elementary schools that would experience severe overcrowding. With node-based enrollment utilization rates, the most severe overcrowding, with utilization rates rising to well above 200 percent would be Zebulon, Rolesville, Wakelon, Sanford Creek, Carver, Hodge Road, Forestville Road, Fuquay-Varina, Creech Road, Lockhart, Yates Mill, and Apex. And the non-magnet elementary schools that would be least impacted by the implementation of a guaranteed node-based assignment policy -- with utilization rates remaining below 100 percent by 2020-21 -- would be West Lake, Durant Road, Lincoln Heights, Olds, Cedar Fork, Oak Grove, Partnership, Morrisville, Adams, Green Hope, Root, Reedy Creek, Wake Forest, Heritage, Lead Mine, Green, Hilburn, and Holly Ridge. (See Tables A3, A4, A5, and A6).

Student Diversity and Overcrowded Schools

The system's former student assignment policy sought to reduce the concentration of low-income students in schools that are located mostly in high-poverty neighborhoods. It accomplished this goal by taking certain nodes that were situated near magnet schools in the city of Raleigh – nodes containing predominately low-income and non-white students – and mandatorily assigning those students to base schools that were located in suburban communities.

These mandatory assignments that used diversity as an assignment criterion were made in order to open up seats in the system's urban magnet schools so these schools could voluntarily enroll more affluent suburban students. The assignment process also meant that low-income students who were mandatorily reassigned could help fill otherwise underutilized suburban schools.

As a point of reference, it should be noted that available data indicates that at least 5,900 students, who reside mostly in Southeast Raleigh, are currently enrolled in 41 suburban schools. That includes 22 elementary schools, 12 middle schools, and 8 high schools. More than 10,000 mostly suburban students are currently enrolled by choice in the system's 32 magnet schools.

These data also indicate that the urban students who are mandatorily assigned and transported to suburban schools currently represent about 4 percent of the system's total K-12 student enrollment or roughly 7 percent of the 75,000 students that are now being bused to their assigned school.

These data further indicate that 65 percent of the students who are mandatorily assigned to suburban schools are from low-income families and 89 percent are non-white. (52 percent are black and 27 percent are Hispanic.)

Our analysis of the current utilization rates of the system's 156 base schools indicates that only seven -- or 15 percent -- of the 46 schools with utilization rates at or above 100 percent enroll urban students that have been mandatorily assigned to suburban schools through the system's former student assignment policy. If all these urban students were reassigned out of the seven over utilized schools, two of these schools would still have utilization rates above 100 percent and five schools would have utilization rates that ranged from 92 percent to 98 percent. And if all the urban assigned students were reassigned out of all of the 41 suburban schools that now enroll these students, 19 of the suburban schools would have utilization rates below 80 percent, eight of these schools would have utilization rates below 60 percent, and three of these schools would have utilization rates that ranged from 28.6 percent to 40.3 percent. (See Tables A7, A8, A9 and A10 for the base elementary schools 2010-11 school year utilization rates with and without SES assigned students)

These findings strongly indicate that the current overcrowding in the Wake County Public School System cannot be attributed solely to the assignment of urban students to suburban schools, and that many of these students are being assigned to suburban schools to help maximize building usage.

Part 2:

A Long Range Choice-Based Student Assignment Plan

For the Wake County Public School System

Our analysis of the student assignment situation in the Wake County Public School System strongly suggests that in order to manage enrollment growth and ensure stability of assignment, the school board needs to adopt a multi-faceted and long-range *choice-based* student assignment plan that is practical, cost-effective to implement, and fair to all students.

This long-range student assignment plan should ensure that all parents are provided an equal opportunity to have their children attend a school that is close to their home. Once enrolled, no students should be mandatorily reassigned to another school, and it should ensure that no students would be educationally or structurally disadvantaged because of where they happen to reside. The new plan should also promote school environments that facilitate student achievement. It should allow for site selection and construction of new schools needed to accommodate the system's future enrollment growth.

While this plan would allow parents to choose the schools they want their children to attend, the range of choices will be subject to the continuation and potential improvement of the system's transportation efficiency.

To accomplish these goals, we have drafted the following long-range student assignment plan for the Wake County Public School System that incorporates the guiding principles of stability, choice, proximity, and student achievement.

School Choice Administrative Areas

Our analysis of the size and numerous communities that encompass the Wake County Public School System strongly suggests that an effective and equitable choice-based student assignment plan would best be implemented within a geographic and administrative framework that organized the system into three equivalent and contiguous K-12 school-choice areas. This determination was made by applying the following criteria to the system's existing node-based attendance boundaries, which were used as a starting point for drawing the proposed school-choice areas. Therefore, to the extent practical and without gerrymandering the system:

- Each area should have a similar number of students at each educational level.
- Each area should have an adequate distribution of elementary schools, middle schools, and high schools.
- Each area should have a total Annual Campus Capacity that is sufficient to accommodate all of the K-12 students that currently reside in each area.
- Each area should have enough sites to build the new schools that will be needed to accommodate its projected future resident-student enrollment growth over the next 10 years and beyond.
- Each area should incorporate the system's existing student transportation routes and facilitate the continuation and improvement of the system's transportation efficiency.
- Each area should have a diverse resident student population that is comparable to the demographic composition of the system's total student population.
- Each area should have a similar number of traditional and year-round calendar schools and each area should ensure that students would continue to have access to magnet schools.

- Each area should have students of varying achievement levels, and no area should have a disproportionate number of students who are most at risk of not meeting the system’s achievement standards.

By applying the above criteria and making some slight changes to the existing high school attendance boundaries, we were able to subdivide the system into three comparable and contiguous school-choice areas. The adoption of these three areas in conjunction with the implementation of this plan’s proposed school choice assignment procedures, which are described in detail below, would ensure that no students would be educationally or structurally disadvantaged because of where they happen to reside in the Wake County Public School System.

As shown in Map 1 and documented in Appendix B of this report the comparable features of the three proposed school choice areas are as follows:

Suburban and Urban Communities

- Area 1 encompasses the communities of Wake Forest, Rolesville, Zebulon, Wendell, North Raleigh and parts of East Raleigh and Knightdale. (See Area 1 nodes in Table B-1.)
- Area 2 encompasses the communities of Holly Springs, Fuquay-Varina, Garner and parts of Southeast Raleigh, Knightdale and East Wake. (See Area 2 nodes Table B-2.)
- Area 3 encompasses the communities of Apex, Cary, Morrisville, West Raleigh, Central Raleigh and a section of Southeast Raleigh. (See Area 3 nodes Table B-3.)

Schools

- Area 1 has a total of 53 schools that includes 35 elementary schools, 10 middle schools, and 8 high schools: East Wake, Heritage, Leesville Road, Millbrook, Sanderson, Wake Early College, Wake Forest-Rolesville and Wakefield. (See Tables B-4, B-5 and B-6.)

- Area 2 has a total of 45 schools that includes 29 elementary schools, 9 middle schools, and 7 high schools: Enloe, Fuquay-Varina, Garner, Holly Springs, Knightdale, Middle Creek and Southeast Raleigh. (See Tables B-4, B-5 and B-6.)
- Area 3 has a total of 58 schools that includes 39 elementary schools, 13 middle schools, and 6 high schools: Apex, Athens Drive, Cary, Green Hope, Broughton and Panther Creek. (See Tables B-4, B-5 and B-6.)

Magnet Elementary Schools

- Area 1 has 6 elementary magnets: Brentwood, Brooks, Douglas, Millbrook, Wendell, and Zebulon. (See Table B-4.)
- Area 2 has 6 elementary magnets: Bugg, Fuller, Hunter, Poe, Powell, and Smith. (See Table B-4.)
- Area 3 has 7 elementary magnets: Combs, Conn, Farmington Woods, Joyner, Underwood, Washington, and Wiley. (See Table B-4.)

Magnet Middle Schools

- Area 1 has 2 middle school magnets: East Millbrook and Zebulon. (See Table B-5.)
- Area 2 has 3 middle school magnets: Carnage, East Garner and Ligon. (See Table B-5.)
- Area 3 has 3 middle school magnets: Centennial, Martin and Moore Square. (See Table B-5.)
-

Magnet High Schools

- The system's five magnet schools are located as follows: Area 1- Millbrook and Wake Early College and Area 2 – Enloe, Garner and Southeast Raleigh. (See Table B-5.)
- Although Area 3 does not contain a magnet high school, the students who reside in Area 3, as well as other areas, would continue to have access to the system's district-wide magnet high schools under the new choice-based student assignment plan.

Year-Round Schools

- The number of year-round calendar schools in each area is: Area 1 (18), Area 2 (22), and Area 3 (15). (See Tables B-4 and B-5.)

Total Resident Students

- According to the Growth and Planning Department's K-12 node-level data for the 2010-11 school year, the system's 143,586 students are similarly distributed among the three areas as follows: Area 1- 48,921 (34.1%), Area 2 - 46,696 (32.5%), and Area 3 - 47,969 (33.4%). (See Table B-7.)
- Table B-7 also indicates that the system's students are similarly distributed by educational level:

Elementary students: System 69,415 - Area 1 (33.4%), Area 2 (32.6%), and Area 3 (34.0%).

Middle School students: System 32,726 - Area 1 (33.8%), Area 2 (33.2%), and Area 3 (33.0%).

High School students: System 41,445 - Area 1 (35.5%), Area 2 (31.8%), and Area 3 (32.7%).

Resident Students Demographics

- Percentage of low-income students receiving a free or reduced price meal: System (30.2%) - Area 1 (30.6%), Area 2 (38.7%), and Area 3 (21.4%). (See Table B-8.)
- Percentage of non low-income students: System (69.8%) - Area 1 (69.4%), Area 2 (61.3%), and Area 3 (78.6%). (See Table B-8.)
- Percentage of Limited English Proficient students: System (7.9%) - Area 1 (7.8%), Area 2 (8.6%), Area 3 (7.2%). (See Table B-9.)
- Percentage of special education students with an Individual Education Plan: System (12.3%) - Area 1 (11.8%), Area 2 (13.8%), Area 3 (11.3%). (See Table B-9.)
- Percentage of white students: System (49.4%) - Area 1 (50.8%), Area 2 (41.2%), Area 3 (55.9%). (See Table B-10.)
- Percentage of non-white students: System: (50.6%) - Area 1 (49.2%), Area 2 (58.8%), and Area 3 (44.1%). (See Table B-10.)

Educational Diversification

- Percentage of resident students enrolled in the Academically Gifted Program: System: (18.1%) – Area 1 (17.2%), Area 2 (13.4%), and Area 3 (23.6 %). (See Table B-11.)
- Percentage of resident students choice assigned to a magnet school: System: (8.1%) – Area 1 (8.7%), Area 2 (7.9 %), and Area 3 (7.6 %). (See Table B-11.)
- Percentage of resident students choice assigned to a year-round school: System: (4.8%) – Area 1 (5.4%), Area 2 (4.2 %), and Area 3 (4.8 %). (See Table B-11.)

Distribution of Transition Grade Achievement Levels

Grade 5 Reading Proficiency EOG Test 2008-09 SY:

- Levels 3 and 4: System 74.8 percent - Area 1 (71.6%), Area 2 (70.1 %), and Area 3 (81.6 %). (See Table B-12.)
- Levels 1 and 2: System 25.2 percent - Area 1 (28.4%), Area 2 (29.9 %), and Area 3 (18.4 %). (See Table B-12.)

Grade 8 Reading Proficiency

- Levels 3 and 4: System 76.5 percent - Area 1 (76.5%), Area 2 (69.0 %), and Area 3 (83.7 %).
- Levels 1 and 2: System 23.5 percent - Area 1 (23.5%), Area 2 (31.0 %), and Area 3 (16.3 %).

High School Graduation Rates

- System: 78 percent - Area 1 (79%), Area 2 (75 %), and Area 3 (82 %). (See Table B-12.)

Annual Campus Capacities, Resident Students Utilization Rates And Available Seats

As noted earlier in this report, in order for this or any new student assignment plan to ensure stability of assignment, each area must have a total Annual Campus Capacity that is sufficient to accommodate all of the K-12 students that currently reside in each area. Each area should also have enough sites to build the new schools that will be needed to accommodate its projected future resident-student enrollment growth.

According to recent Growth and Planning Department data, the system's 156 schools currently have a total Annual Campus Capacity of 161,332 and an overall K-12 membership utilization rate of 89.0%. These data, which were compiled in October 2010, also indicate that the system currently has a total of 17,746 available seats that includes 8,823 elementary seats, 5,062 middle school seats, and 3,861 high school seats. (See Table B-7.)

When analyzed by area, these data indicate that Area 1 currently has a total Annual Campus Capacity of 55,260 and an overall K-12 membership or resident student utilization rate of 88.5 percent and 6,339 available seats; Area 2 has a total Annual Campus Capacity of 50,845 and an overall K-12 resident student utilization rate of 91.8 percent and 4,149 available seats; and Area 3 has a total Annual Campus Capacity of 55,227 and an overall K-12 resident student utilization rate of 86.9 percent and 7,258 available seats. (See Table B-7.) In light of these findings, each area currently has a total Annual Campus Capacity that is sufficient to accommodate all of the K-12 students that presently reside in each area and each area currently has a relatively sizeable number of available seats for its newly enrolling students.

Although each area does have a sufficient total Annual Campus Capacity at this time, analysis of these data indicates that some areas need to increase their capacity and available seats at certain educational levels. The areas that are most in need of additional capacity are Area 2, which currently has an elementary resident-student utilization rate of 95.3 percent and 1,118 available seats as well as a middle school resident-student utilization rate of 96.1 percent and 441 available seats; and Area 3 which currently has a high school resident student utilization rate of 103 percent and needs at least 400 additional seats. However, these situations should be alleviated to some extent when the system's planned construction of two new elementary schools and two new middle schools in Area 2 and one new high school in Area 3 are completed in the future.

While it may appear that the system currently has a sizeable number of available seats, analysis of the system's projected enrollment growth strongly indicates that these additional seats will most likely be filled within the next four to five years. Therefore, absent the system building more new schools and adopting a choice-based student assignment plan that will give it the flexibility to equitably and efficiently fill available seats, there is little if any likelihood the system's current and future students will be assured a stable school assignment.

New Student Assignments Procedures

Grandfathering and Stability of Assignment

All students that are enrolled in the Wake County Public School System at the time this new plan is adopted would be allowed to remain in their assigned school until they complete that school's highest grade, and none of these students would be

mandatorily reassigned to another school. As a consequence of this grandfathering provision, the new choice-based student assignment plan would only affect students that need to be assigned to a school and students whose parents request that their child be voluntarily transferred to another school.

School Choice Assigned Students and Stability of Assignment

In light of the grandfathering provision, the new student assignment plan would be used to assign students at the system's entry-grades, which are kindergarten for elementary schools, Grade 6 for middle schools and Grade 9 for high schools. The plan would also assign all of the non-entry grade students who newly enroll in the system prior to and during the school year, as well as students applying for a voluntary school transfer.

Once assigned, all of these newly assigned students would be allowed to remain in their choice-assigned school until they complete that school's highest grade. None of these newly assigned students would be mandatorily reassigned to another school. In the 2009-10 school year, these kinds of assignments (those entering 6th grade, those entering 9th grade, transfer students, and new students to the system) accounted for nearly one-third of all the students that were enrolled in the Wake County Public School System.

New Kindergarten Assignments

Under this plan, kindergarten assignments would be processed in accordance to a regularly scheduled computerized lottery assignment process that would begin in early winter and end in June. The computerized lottery assignment process would be scheduled at six-week intervals so that parents would have sufficient time to participate in the application process and select their schools of choice. This cyclical time span

ensures that the lotteries are processed in a timely manner and facilitates the system's outreach efforts to notify and encourage all parents with newly enrolling kindergarten students to actively participate in the school choice kindergarten assignment process. After the final lottery has been conducted in June, the newly enrolling kindergarten students who are still entering the system would be assigned to a school of choice with available seats on a first-come first-served basis.

Secondary Schools Entry-Grade Assignments

Under this new student assignment plan, the system's elementary students transitioning from Grade 5 to Grade 6 would be *automatically assigned* to a middle school on the basis of the elementary school they are attending. In the event that parents did not want to have their child automatically assigned to that middle school, they could opt to have their child assigned to a different school through a computerized choice-based application and assignment process. The same student assignment options would also be provided for middle school students transitioning from Grade 8 to Grade 9 in the system's high schools.

The automatic secondary school assignment option would be implemented for students entering the 6th Grade by creating a cluster of several elementary schools that would assign their 5th Grade students to a certain middle school. The same procedure would be used for students entering the 9th Grade by clustering together several middle schools that would automatically assign their 8th Grade students to a certain high school. The elementary schools that would be designated to be in a particular middle school assignment cluster would have a combined 5th Grade enrollment that was comparable to that middle school's projected 6th Grade enrollment capacity, and the same procedure

would be used to determine the middle schools that would be clustered together to automatically assign students into a certain high school.

These clusters of secondary feeder schools would be established in each area, and they would be created in a way that ensured that all of the secondary schools had an entry-grade enrollment of students with a similar range of achievement levels. This automatic and achievement-conscious method of assigning students to secondary schools would provide families with predictability and continuity of assignment from kindergarten through Grade 12 since parents would know what secondary schools their children would be attending when they received their elementary school assignment.

This assignment methodology would also facilitate the effective utilization of secondary school facilities and aid student achievement since no secondary school would have a dissimilar enrollment of lower achieving students. And, in the event that a family preferred that their child not attend the feeder middle or high school, the new student assignment plan would give these parents the option to have their child attend another secondary school of choice.

New Walk-In Student Assignments

All students who newly enroll in the system during the school year would be assigned to a school of choice in their home-based area that has available seats for their Grade on a first-come, first-served basis. In the 2009-10 school year, the Growth and Planning Department reported that the system enrolled 6,155 new students in grades 1-12 prior to that school year's 20th day enrollment count.

Voluntary Transfers

Parents who want to transfer their child to another school during the school year would be allowed to choose a school in their area with available seats. However, experience in other school districts with controlled choice strongly suggests that these kinds of voluntary transfers should be limited to one per-year and should not be permitted after the second marking period.

Also under this plan, transfer opportunities would be provided to all parents who want their child to attend a different school in the following school year. These “next-school-year” transfers would be implemented through a computerized lottery application and assignment process that would be conducted at the end of the current school year. This voluntary transfer opportunity would only be carried out at the end of the school year so that the system could determine the number of seats that would be available in each school prior to the start of the new school year.

Rank-Ordered School Choices

The parents of all the students who are applying for a choice-based assignment would be allowed to select at least five schools by their own rank-order of preference.

Guaranteed Sibling Assignments

All students that have an older sibling who would be enrolled in their first-choice school will be guaranteed an assignment to that school.

Range of School Choices and Student Transportation Efficiency

All parents would have a range of schools to choose from that includes the schools that are closest to their home and at least two magnet schools. The range of school choices for elementary and middle school students would also include at least two

year-round calendar schools and two traditional-calendar schools, and all students would continue to have the option of applying to a district-wide magnet school.

The range of schools parents would choose from will be subject to the availability of efficient yellow bus transportation service. And, excluding siblings who will be guaranteed an assignment to their first-choice school, all other choice-based assignments would be subject to available seats at the time a student's application is processed.

Magnet School Assignments

Under this plan, the parents of all elementary and middle school students would be able to select at least two magnet schools that are located in their school choice area. In the event a parent prefers their child attend a magnet program that is not available within their school choice area, the parent would be allowed to make this school one of their rank-ordered schools of choice. And, as delineated earlier, all students would be eligible to apply for an assignment to a district-wide magnet high school.

Non-Magnet Inter-Area Assignments

Although each area would have the capacity to assign all of its resident students to a school of choice, students would be allowed to attend a school of choice that is located in another area provided that this school is within walking distance or is the school that is nearest to their home.

Assignments to New Schools

When the system opens a new school, its newly enrolling students would be assigned through a special school choice lottery application process. Experience strongly indicates that school districts that have opened new schools and assigned students through a controlled choice student assignment plan have had no difficulty in filling the

seats in these schools. This plan would also give the system the flexibility to give an assignment priority to students that would be transferring out of an overcrowded school as well as to students who lived nearest to the new school. This choice-based method for assigning students to a new school would also ensure stability of assignment for the students who do not want to attend that school.

Available Entry-Grade Seats

Prior to the start of the early kindergarten lottery application process, the system would determine and publicize the maximum number of kindergarten students that could be enrolled in each elementary school the following school year. The total number of kindergarten seats in each area must be sufficient to accommodate all of the kindergarten students, including LEP and IP students that are projected to enroll in each area. The same process would be carried out for determining the maximum entry-grade enrollment capacity of each area's secondary schools and this determination would be made prior to the automatic assignment of each area's newly enrolling 6th and 9th Grade students.

Available Seats for Walk-In Assignments and Voluntary Transfers

As discussed above, at the end of the school year, the system would determine the number of seats that are available or unassigned in each school by area, grade and program for the next school year. These available seats, which would be updated on a daily basis, would be choice-assigned to students who newly enroll in the system prior to and throughout the new school year on a first-come first-served basis, and they would be choice-assigned to students requesting to be voluntarily transferred to another school.

The above procedures for determining and identifying the available seats that would be annually assigned to the groups described above will ensure the efficient utilization of school facilities and will provide stability of assignment for all students.

School Choice Lottery Assignment Priorities

The following assignment priorities would be granted during every computerized lottery application and assignment process:

1. Siblings who are eligible for a guaranteed first-choice school assignment will be assigned before any non-sibling applicants are assigned to that school.
2. Students who reside within a travel-distance of 1.5 miles of their first-choice school would be assigned before any applicants who reside beyond this travel-distance are assigned to that school.
3. Students who do not reside within a travel-distance of 1.5 miles of any school that they are eligible to attend would be given a first-choice school assignment priority to the school that is nearest to their home.
4. Students whose nearest school is severely overcrowded would be given a first-choice school assignment priority to the school that is nearest to their home that is not severely overcrowded. For purposes of this assignment priority, a severely overcrowded school is a school that has an enrollment utilization rate that is at or above 125 percent at the time the student applies for a choice-based assignment.

5. Students whose nearest schools are magnet schools and their parents prefer that they attend a non-magnet school would be given an assignment priority to their first-choice non-magnet school.
6. Students who do not qualify for any of the above assignment priorities would be given an assignment priority to their first-choice school when it would promote achievement level-equivalency in that school.

The above first-choice school assignment priorities could also be extended to all of the applicant's rank-ordered schools of choice.

Computerized Lottery Assignment Algorithm

In order to ensure the integrity and objectivity of the school choice application and assignment process, experience strongly recommends that a transparent computerized lottery assignment algorithm that is comprehensible to all parents be used. Experience in other school districts that have had a long and successful history of implementing effective controlled choice student assignment plans suggests that the following points-based algorithm could be effectively employed in the Wake County Public School System:

Random Number: A unique random number would be computer generated for each school-choice applicant. The numbers that would be randomly generated to each applicant would be based on the total number of applicants that were “batched” together to form the applicant pool. For example, if there were 1,000 applicants in a kindergarten “batch” assignment cycle, the applicants would be given a random number from one to

1,000. And once issued, an applicant's random number would represent the number of "base points" that an applicant has towards being assigned to a school of choice. The algorithm would also be programmed to give applicants additional points that would be added on to their random number if the applicant were eligible for the following assignment priorities that were described above. Under this algorithm, applicants that have the highest points would be assigned before applicants with fewer points.

Assignment Priorities and Additional Points:

- **Priority 1:** Sibling applicants who are eligible for a guaranteed first-choice school assignment: Random Number + 6,000,000 Points.
- **Priority 2:** Non-sibling applicants who reside within a travel-distance of 1.5 miles of their first-choice school: Random Number + 5,000,000 Points
- **Priority 3:** Non-sibling applicants who do not reside within a travel-distance of 1.5 miles of any school and select the school that is nearest to their home as their first-choice: Random Number + 4,000,000 Points.
- **Priority 4:** Non-sibling applicants whose nearest school is severely overcrowded and select the school that is nearest to their home that is not severely overcrowded as their first-choice school: Random Number + 3,000,000 Points.
- **Priority 5:** Non-sibling applicants whose nearest schools are magnet schools and their parents prefer that they attend a non-magnet first-choice school: Random Number + 2,000,000 Points.
- **Priority 6.** Non-sibling applicants who do not qualify for any of the above assignment priorities and would promote achievement level-diversity in their first-choice school when it benefited that school: Random Number + 1,000,000 Points.
- Applicants who are not eligible for any of the above assignment priorities would not be given any additional points: Random Number

The above assignment priorities and the additional points that are applied to the applicants' random number could be extended to all of the applicants rank-ordered

schools of choice. Once an applicant has been assigned to a school of choice the applicant cannot be bumped out of their assigned school by an applicant who has a lesser applied random number.

Allocating Seats for Assignments

Prior to conducting a lottery assignment process, the system administrator would determine the percentage of students in the applicant pool who qualified for the sibling (Priority 1) and the 1.5 miles (Priority 2) assignment priorities. Once this figure was calculated it would be used to determine the proportion of seats that would be made available to these highest priority applicants in each school, and it would also determine the proportion of seats that would be made available to all of the other applicants that were not eligible for a Priority 1 or Priority 2 assignment.

This procedure will ensure that there are sufficient seats to accommodate the Priorities 1 and 2 applicants in each school and it would also ensure that there would be sufficient seats for all of the other applicants in each school. This procedure is inherently fair and in the event that all of the Priority 1 and 2 seats are not filled, these unassigned seats would be made available to the other applicants who are equally worthy of being assigned to their particular schools of choice.

Allocating Kindergarten Seats for At-Risk Students

The early identification of children who are most at-risk of not performing to their fullest potential when they enter elementary school is a key component of this new student assignment plan. Therefore, when parents register their child for kindergarten, the system should make an informed and research-based determination as to the school

readiness of each child. This would be facilitated by requesting that parents provide information about their child's pre-school experience and their own educational attainment level when they register their child for a school of choice assignment.

Research strongly suggests that children who did not attend an early childhood or pre-school program and are being raised in a single parent household by a parent who has only attained a high school diploma or has not completed high school is often most at risk of under-performing when they enter elementary school. This situation is especially acute when the child is also from a low-income household, for children who are limited English proficient, and for children who have a diagnosed learning disability.

Therefore in order to ensure that these "at risk" children are given an equal opportunity to learn, system administrator would make a determination as to the number of at-risk kindergarten applicants that are in the applicant pool of each "batch" application cycle, and based on this determination a proportionate number of seats would be allocated in each school for these students.

Allocating Seats for Magnet Schools Assignments

To ensure that the magnet schools have available seats for students who do not reside near to these schools, the system should allocate a percentage of each magnet school's available seats for these students. This can be accomplished by determining the percentage of students that are assigned to a magnet school by choice under the system's current student assignment plan. Available data indicates that approximately 40 percent of the students currently enrolled in the system's magnet schools are assigned by choice and about 60 percent are assigned to a magnet because it is their base school.

Equal Access to Non-Magnet Schools

To ensure that students whose closest schools are magnet schools have an equal opportunity to attend a non-magnet school of choice, the range of schools that the parents of these students have to choose from would include at least two non-magnet schools.

Waiting List Assignments

Waiting Lists would be established after every lottery assignment cycle is completed. Students who are not assigned to their first-choice school would be placed on a waiting list for that school and a separate waiting list would also be provided for students who were not assigned to their second-choice school. A student's placement on a waiting list would be determined by the applied random number they received in the computerized lottery assignment process. Students would be assigned from the wait list according to the highest to lowest numeric sequence of the wait listed students' applied random numbers.

Experience in other controlled choice school districts strongly recommends that wait lists should only be maintained until the end of the first-marking period and that parents who turn down an offer to have their child assigned to one of their rank-ordered schools of their choice should be removed from the wait list.

Change of Address

Students who change their home address during the school year should be allowed to remain in that school until they complete that school's highest grade. However, in the event that the system can no longer provide efficient transportation services to a student that has changed their home address, the student's family would be responsible for

transporting their child or the family could request that their child be transferred to school within walking distance of their home or to another school that their child could be efficiently transported to.

Parent Information and Engagement

To ensure that all parents have equal access to the information they need to make an informed decision about the schools they prefer, and to ensure that all parents understand and participate in the school choice application process, the system must be committed to parent information and engagement. Experience in school districts with controlled choice plans that have made this commitment strongly suggests that this can be accomplished in the Wake County Public School System. A broad-based and parent-centered community task force must be convened to identify the kinds of information parents will need in order to effectively participate in school choice and the ways through which parents would have equal access to this information. The task force should be convened in a timely manner after the plan has been adopted and it should visit and confer with school districts that have effective parent information and family resource centers.

Targeted School Improvement

With the implementation of this long-range choice-based student assignment plan, the system and the whole community will quickly discover the schools that most parents want their children to attend and the schools most parents prefer their children not attend. This information will become available at the end of each school choice lottery application period, and will be indicated by the schools that were most chosen by parents and the schools that were least chosen.

Experience in school districts with controlled choice student assignment plans strongly suggests the schools that receive the most parental choices, and especially the schools that are attracting parents from various diversity groups, are schools that should be studied to find out what makes these schools so attractive. And, the schools that are least chosen, especially if they are chronically being under-chosen over a period of several years, are schools that should be targeted for school improvement measures. By targeting and improving the schools that are least chosen, the system would not only be making these schools more attractive to parents, it will also be enhancing the whole school system by ensuring that all of its schools are truly schools of choice.

Part 3

Implementation

School Choice and Transportation Efficiency

As discussed in Part 2, the parents of students who need to be assigned to a school or parents who want their child to transfer to a different school would be allowed to select at least five schools by their own rank-order of preference. The range of schools they choose from will be subject to the continued delivery of efficient student transportation services.

Experience in other controlled choice school districts, and our assessment of the likely impact this plan's proximity-based assignment priorities would have on parental choice, strongly suggest transportation services can be efficiently provided in the Wake County Public School System by giving all parents a choice of the 10 elementary schools, five middle schools and five high schools *nearest* to their home. The range of choices for elementary and middle school parents includes the two magnet schools, the two year-round schools and the two traditional schools that are nearest to their home.

Experience in other controlled choice school districts also demonstrates that the *grandfathering* of students who are already enrolled in the WCPSS will ensure the continued transportation efficiency of these students to their assigned schools, which includes existing transportation routes designed to efficiently transport students to the system's district-wide magnet high schools.

Our transportation assessment, which is set forth and discussed in detail below, further indicates that implementation of this plan has the potential of reducing the cost of yellow bus transportation by enabling more students to attend schools closer to home.

Transportation Assessment

The WCPSS has a comprehensive and effective transportation system currently in place that fares well in comparison to the rest of North Carolina's school districts:

- WCPSS had one of the shortest average morning ride times for students in the state at 17 minutes in 2009-10 school year, ranking 10th in the state¹.
- In 2009-2010 students traveled an average of 4.15 miles to school¹.

Assessing the impact a controlled choice plan would have on transportation requires finding metrics that can be derived from existing data and applied to a controlled-choice forecast of student distribution. The data available for this analysis include center of node to school distances, resident enrollment by node and grade level, current base school assignment and current school of attendance. Thus, the basis for evaluating potential transportation impact will be to draw conclusions from assessment of center-of-node to school distances and how controlled choice plans impact overall distances, comparatively.

Base School Assignments

We begin by analyzing the current center-of-node to school distances for base school assignments in the 2010-11 school year currently in place for elementary, middle and high school levels. The average center-of-node to base school distance for each student is 3.84 miles. Table 1 presents the average center-of-node to base school distances by school level.

¹ 2009-2010 TIMS Service Indicator Report, available from <http://www.ncbussafety.org/ServiceIndicatorReports/TIMSreport2010.pdf>

Table 1. *Average Center-of-Node to Base School Distances by School Level.*

Level	Average Distance
Elementary	3.05
Middle School	4.51
High School	4.62

Our next analysis looks at where the base schools fall in the rank of schools by distance for each node. Thus, the mean represents the average rank (in terms of center-of-node to school distance) of the current base school assignments.

Table 2. *Base School Assignments Distance Rank.*

Level	Average Distance Rank of Base School	Minimum Distance Rank of Base School	Maximum Distance Rank of Base School	Percent of Nodes When Base School is Closest
Elementary	5.2	1	85	50.5%
Middle School	3.0	1	23	52.3%
High School	2.1	1	15	61.1%

At the elementary school level this means that nodes are currently assigned, on average, the 5th closest school as their base school with only 50.5 percent (656) of nodes with base assignments that are the closest school².

Current Student Assignments

Next, we look at center-of-node to school distances for the schools students are attending in the 2010-11 school year. The average center-of-node to current school of attendance distances for each student is 4.33 miles. Table 3 presents the average center-of-node to current school of attendance distances by school level.

² 1298 nodes have base school assignments; 23 nodes have no base assignment.

Table 3. *Average Center-of-Node to Current School of Attendance Distances by School Level.*

Level	Average Distance
Elementary	3.71
Middle School	4.93
High School	4.88

We further found that the current assignments have students from a particular node attending 6.99 elementary schools, 3.92 middle schools, and 3.28 high schools on average (see Table 4). For example, at the elementary school level this ranges from nodes, like node 326.0, which sends 32 elementary students to only 1 school, Brassfield Elementary (a distance of 10.1 miles), to nodes, like node 234.2, which sends 252 students to 25 schools (ranging in distance from 4.1 miles to 15.5 miles, average 5.81 miles).

Table 4. *Average Number of Schools Attended by Node Population*

Level	Average Number of Schools Per Node	Percent of Nodes with 1 School of Attendance	Percent of Nodes with > 4 Schools of Attendance
Elementary	6.99	6.4%	69.5%
Middle School	3.92	10.5%	34.7%
High School	3.28	16.9%	24.5%

On average, students attend the 5th closest school to their node. Ranking the schools by distance we find in Table 5 that elementary students are attending the 8th closest school, on average, ranging from the closest school to the 103rd closest school. Meanwhile middle and high school students are attending almost the 4th and 3rd closest school on average, respectively. Fifty-three percent of students are attending their closest school.

Table 5 further breaks this down by school level.

Table 5. Current School Assignments Distance Rank.

Level	Average Distance Rank of School Attended	Minimum Distance Rank of School Attended	Maximum Distance Rank of School Attended	Percent of Students Attending Closest School
Elementary	8.1	1	103	57.0%
Middle School	3.7	1	32	43.2%
High School	2.8	1	21	54.7%

Another important factor when assessing transportation is to determine the number of students living in the walk zone, less than 1.5 miles from the school. 21.3 percent of students are currently attending a school that is less than 1.5 miles from the center of their residing node³. Table 6 shows the percentages of students whose node center is within 1.5 miles of the current school of attendance.

Table 6. Percent of Students Attending Schools within a Walk Zone (1.5 miles).

Level	Percent of Students
Elementary	30.9%
Middle School	13.1%
High School	11.9%

Controlled-Choice Models

To compare current student assignments to the choice model we had to first determine how students would distribute across the choices. To this end we investigated two distributions: *even* and *Fibonacci*. First we look at evenly distributing students from a given node across the node’s available choice schools. In the 10-5-5 Choice Model with guaranteed two magnets and two year-round schools this would translate into a node with 100 elementary students being evenly distributed to the 10 elementary choices; 10 students to each school. Based on previous implementations of controlled choice we

³ Note that we use center-of-node to school distances for this assessment. While the numbers are not an exact reflection of the current situation it will be useful for comparing center-of-node to school distances found in choice model analyses.

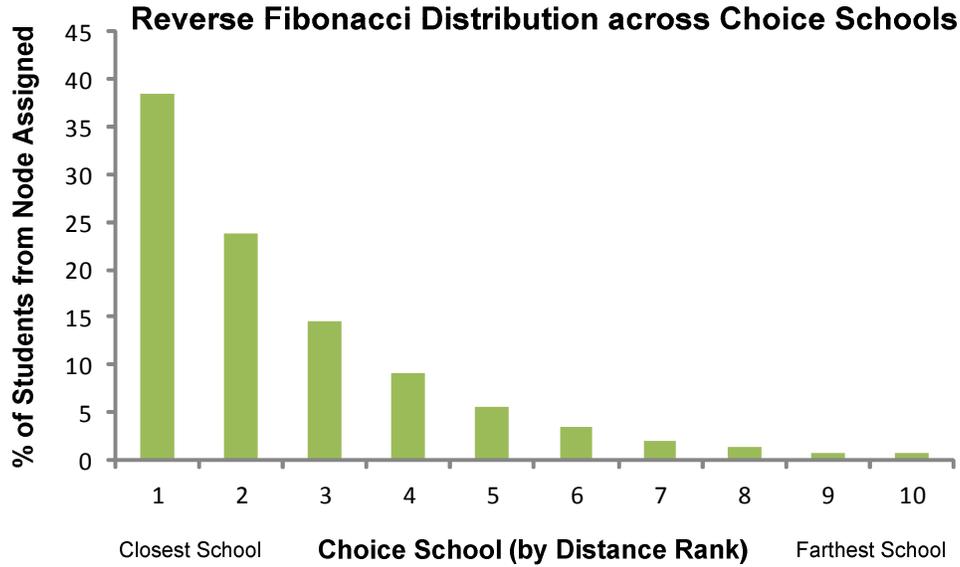
know that an even distribution is highly unlikely, but such an analysis serves as a valid reference point. Table 7 shows the center-of-node to choice schools distances by school level. If students evenly distributed themselves across available choices an elementary student would travel 4.84 miles, middle school 6.84 miles, and high school 7.7 miles, on average. The average distance (center-of-node to choice school) for all students would be 6.12 miles.

Table 7. *Average Center-of-Node to Choice Schools Distances by School Level (Even Distribution).*

Level	Average Distance
Elementary	4.84
Middle School	6.84
High School	7.70

This is notably higher than the current student assignments. Since we know that students are likely to distribute themselves across the choice schools skewed towards closer schools we also investigated such a distribution. To this end we use a reversed Fibonacci sequence (i.e., 55, 34, 21, 13, 8, 5, 3, 2, 1, 1) to create a rank-size distribution where the greatest proportion of students attend the highest ranked (closest) school with a predicted degradation for subsequently ranked schools. Using this sequence Figure 1 depicts the distribution of students across choice schools by distance rank (closest to farthest). 38.46 percent of students from each node are distributed to the closest choice school, 23.78 percent are distributed to the 2nd closest school, 14.69 percent to the 3rd closest school, and so on. Therefore, this distribution forecasts 62.24 percent of students attending the 1st or 2nd closest school.

Figure 1. Reverse Fibonacci Distribution across Choice Schools



This distribution results in a more realistic distribution in which most students opt to choose schools that are closer to their home. In addition to assuming this distribution of students we analyze distances based on the entire student population making choices for the sake of comparison. Note that matriculation of grandfathered students would not happen for six years at the elementary level, three years at the middle school level, and four years at the high school level. Thus, we analyze the results of each student having had the opportunity to make choices.

In the 10-5-5 Choice Model with guaranteed two magnets and two year-round schools with the above assumptions and distribution students would travel (center-of-node to school) an average of 4.09 miles, a difference of .24 miles. Table 8 shows the average center-of-node to school distances for students by school level.

Table 8. *Average Center-of-Node to Choice Schools Distances by School Level (Fibonacci Distribution).*

Level	Average Distance
Elementary	3.08
Middle School	4.57
High School	5.40

Table 9 demonstrates the differences in center-of-node to school distances between the current student assignments and the 10-5-5 Choice Model with guaranteed two magnets and two year-round schools assuming the reverse Fibonacci distribution.

Table 9. *Differences in Average Center-of-Node to School Distances by School Level (Fibonacci Distribution).*

Level	Current Assignment Average Distance	10-5-5 Choice Model Average Distance	Difference
Elementary	3.71	3.08	-0.63
Middle School	4.93	4.57	-0.36
High School	4.88	5.40	+0.52

If we take these differences and multiply them by two (for AM and PM travel) and then multiply them by the student population we find the resulting daily changes in center-of-node to school distances found in Table 10.

Table 10. *Daily Distance Changes with the 10-5-5 Choice Model.*

Level	Average Student Distance Difference	Population	District Daily Difference	District Annual Difference
Elementary	-0.63	69,140	-87,116	-15,680,952
Middle School	-0.36	32,742	-23,574	-4,243,363
High School	+0.52	41,407	+43,063	+7,751,390

From Table 10 we notice a total district daily savings of 67,627 miles. Multiplying by a 180-day school year the district would have an annual savings of 12,172,925 miles (once matriculation has occurred and assuming the reverse Fibonacci distribution is an accurate representation of choice).

The district may incur further transportation savings through increases in students attending schools located within walk zones. Assuming the same reverse Fibonacci distribution as above 35.1 percent of students will likely choose a school located within a walk zone. This is an increase of 13.7 percent or nearly 20,000 students. Table 11 highlights the potential increases in walk zone school attendance with the 10-5-5 Choice Model with guaranteed two magnets and two year-round schools.

Table 11. *Differences in Percent of Students Attending Schools within Walk Zones (1.5 miles).*

Level	Current Percent of Students Attending a Walk Zone School	Percent of Students likely to Choose a Walk Zone School in the 10-5-5 Choice Model	Student Difference
Elementary	30.9%	52.2%	+14,727
Middle School	13.1%	24.1%	+3,609
High School	11.9%	15.0%	+1,277

Summary of Results

In short, our findings suggest that a controlled-choice model providing students with 10 elementary, five middle, and five high schools with a guarantee of two magnet schools at each level and two year-round schools at the elementary and middle level will

not be a likely burden on transportation. In fact, based on the simulated model implementation using a reverse Fibonacci sequence to distribute students across choice schools, there is ample evidence to suggest that transportation costs would likely be reduced. We find that significant decreases in center-of-node to school distances occur compared to current center-of-node to school distances traveled by students today. Additionally, our forecasted distribution skews student choice towards schools that are closer to their resident nodes increasing the likelihood that students will choose schools that are closer than current school assignments and increase the student population residing within a walk zone of their school of choice.

Implementation Timeline

Controlled choice plans have been effectively implemented in school districts throughout the United States since the early 1980s. In light of this experience, this proposed long-range choice-based student assignment can be effectively initiated in the Wake County Public School System for the start of the 2012-13 school year. This timeline gives the system nineteen months to take the following actions that are necessary to ensure an orderly, family-friendly, and educationally sound transition into its new choice-based student assignment plan.

Review and Ratification: The rationale and essential features of this plan can readily and thoroughly be reviewed by the system over the remaining months of the 2010-11 school year. The review process should be open to parents, students, teachers, principals, administrators, community groups and all others who have an interest in the future well being of Wake County Public School System. The plan's guiding principles of stability, choice, proximity and achievement – and the transparent details of its key features –

provides the opportunity to conduct an inclusive and constructive review process that should yield a consensus on the kind of choice-based student assignment plan that would be practicable, flexible, cost-effective to implement and fair to all students and their families. If effectively managed, this review process should enable the school board to adopt the new plan in June 2011.

Operational Planning: A critical component of the review process will be the administrators' assessment of the implementability of the new plan. Given their experience in managing choice assignments to magnet schools, year-rounds and voluntary transfers, administrators are well qualified to develop an operational plan to coordinate the implementation of the choice-based assignments described in this plan. Experience in other school districts that have effectively implemented controlled choice plans recommends that the operational plan address the following kinds of assignments:

- **Grandfathering and Voluntary Transfers:** Under this plan all students who are enrolled in the system when the plan is adopted will be allowed to remain in the school they are assigned to in the 2011-12 school year until they complete that school's highest grade. In light of this *grandfathering* provision, which should greatly facilitate the effective implementation of this plan, administrators will need to establish a time-period for giving those parents who do not want their child to be grandfathered an opportunity to transfer to different school for the 2012-13 school year. Experience recommends that applications for these voluntary transfers should be accepted in May 2012 and that a computerized lottery transfer-assignment process should be conducted in a timely manner in

June so that these parents would know what school their child would be attending in the 2012-13 school year.

- **Kindergarten Lottery Assignments:** As discussed earlier in this report, newly enrolling kindergarten students would be assigned to an elementary school through a computerized lottery application and assignment process that should be scheduled at six-week intervals beginning in January 2012 and ending in June 2012 for the 2012-13 school year. The operational details that need to be addressed by administrators include: preparing the necessary school-choice application forms and creating an online kindergarten registration and schools of choice application system; determining the number of kindergarten seats that will be made available in each elementary school; designing and testing the computerized assignment algorithm; and creating parent information and schools of choice application centers in each area.
- **Walk-In Kindergarten Assignments:** Under this plan, students who do not participate in the computerized lottery assignment process would be assigned to a school of choice with available seats on a first-come first-served basis. These so-called walk-in assignments would be processed by the system's parent information and schools of choice application centers that should be conveniently located in each area.
- **Secondary Schools Entry-Grade Automatic Assignments:** In order to facilitate the effective implementation of this plan's automatic assignments for students enrolling the system's secondary schools' entry-grades, administrators need to develop a process that will identify the elementary schools that will be clustered

together to feed their Grade 5 students into a middle school, and the middle schools that will be clustered together to feed their Grade 8 students into a high school. The clustering process would be carried out in accordance to the capacity utilization and achievement-level criteria that has been set forth in Part 2 of this plan, and it should be completed in a timely and transparent manner so that the automatic assignments can be made in April 2012 or sooner for the 2012-13 school year.

- **Secondary Schools Choice-Based Assignments:** As discussed in Part 2 of this plan, parents of entry-grade students who do not want their child to be automatically assigned to a secondary school would have the option to participate in a computerized secondary schools lottery application and assignment process. These applications should be processed within one-month after the students have received their automatic assignments so that parents would know what schools had available seats. Experience further recommends that administrators should implement the secondary schools entry-grade lottery assignments in a timely manner so that these parents and students would know what school they would be attending in the 2012-13 school year.
- **Newly Enrolling Walk-In Student Assignments:** Under this plan, all students who newly enroll in the system during the school year would be assigned to a school of choice with available seats on a first-come first served bases. These so-called walk-in assignments would be processed at the newly enrolling students' area parent information center. To facilitate these new student assignments,

administrators need to ensure that the system's available seats are confirmed on a daily basis.

Parent Information and Engagement: A key component of this plan is making sure all parents have equal access to the information they need to make informed decisions and ensuring all parents understand and participate in the school choice application process. As discussed in Part 2, this can be accomplished in the Wake County Public School System by convening a broad-based and parent-centered community task force that would identify the kinds of information parents will need in order to select the schools they prefer their children attend and the outreach efforts that will be provided to all parents. Under this plan, the task force would be created within one month after the plan is adopted and it would make recommendations pertaining to the location and organization of the system's parent information and school choice application centers.

Monitoring: All aspects pertaining to the implementation of this plan should be thoroughly monitored on an ongoing basis. Experience strongly recommends that this can best be done by the appointment of an independent monitoring committee that would make quarterly reports to the school board. Continuous and objective analysis of the controlled choice plan is required in order to ensure the optimization of the plan's effect on stability, choice, proximity and achievement.

TABLE: A-1

BASE HIGH SCHOOLS UTILIZATION RATES AND ENROLLMENT GROWTH

Projected Membership Utilization Rates - Using Current Base Schools as Assignments													
Area	High School	ACC	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
2	Holly Springs	1933	104.4%	108.0%	116.6%	121.9%	127.5%	134.6%	142.0%	149.2%	156.6%	162.3%	170.4%
3	Broughton	2081	104.4%	97.2%	101.8%	107.7%	114.2%	118.6%	123.4%	127.3%	129.8%	130.1%	132.2%
3	Panther Creek	2275	103.0%	115.3%	125.8%	138.7%	150.9%	161.4%	174.3%	184.7%	191.4%	195.5%	200.3%
1	Leesville	2363	101.3%	99.9%	102.5%	104.3%	106.8%	110.3%	114.3%	116.8%	118.8%	119.4%	120.4%
3	Cary	2243	100.7%	109.7%	110.2%	112.2%	116.3%	121.0%	126.0%	130.6%	132.5%	132.4%	131.8%
2	Enloe Magnet	2659	100.0%	49.5%	52.0%	53.4%	54.4%	56.5%	57.5%	58.9%	59.5%	59.5%	60.2%
1	Millbrook Magnet	2492	98.4%	94.0%	95.9%	99.7%	102.8%	105.5%	109.1%	112.9%	115.0%	114.9%	116.0%
3	Athens Drive	1996	97.2%	114.4%	118.9%	124.4%	128.9%	133.9%	137.1%	141.7%	144.1%	143.8%	145.8%
1	Sanderson	1989	96.6%	100.4%	100.7%	102.9%	106.0%	108.9%	112.8%	116.9%	119.1%	119.5%	121.0%
3	Green Hope	2113	96.0%	97.3%	97.5%	98.6%	98.1%	99.0%	98.7%	99.4%	99.5%	100.0%	101.7%
3	Apex	2467	94.8%	100.3%	103.3%	103.2%	106.8%	109.2%	111.8%	116.3%	117.6%	118.1%	119.5%
2	Fuquay-Varina	2191	89.6%	104.1%	112.2%	120.1%	127.4%	133.9%	139.4%	145.3%	150.6%	154.4%	161.3%
1	Wake Forest	2377	86.9%	101.7%	107.7%	113.3%	121.0%	127.2%	135.6%	142.5%	148.6%	155.1%	165.1%
2	Middle Creek	2083	86.9%	98.6%	104.4%	109.9%	114.1%	119.3%	123.9%	128.5%	131.5%	134.9%	140.8%
2	Garner Magnet	2663	86.8%	97.9%	101.8%	105.1%	109.1%	112.9%	117.7%	122.6%	126.2%	130.7%	137.3%
2	SE Raleigh Magnet	1975	85.9%	46.2%	46.2%	46.5%	46.6%	47.0%	49.1%	50.0%	50.7%	52.2%	53.6%
2	Knightdale	2059	85.1%	117.5%	126.2%	138.6%	150.6%	163.3%	175.7%	189.0%	200.2%	211.5%	227.0%
1	Wakefield	3077	83.5%	74.3%	77.3%	81.9%	84.0%	85.8%	87.1%	89.1%	90.5%	92.2%	96.0%
1	East Wake	1800	81.7%	96.2%	105.7%	117.6%	129.6%	142.3%	156.6%	170.4%	182.3%	193.9%	208.9%
1	Heritage	1663	49.2%	125.3%	132.4%	138.4%	143.1%	151.1%	160.0%	167.3%	174.4%	177.6%	182.3%
	Total	44499	92.1%	96.2%	100.6%	105.4%	110.3%	115.2%	120.5%	125.6%	129.4%	132.2%	136.7%
	20 High Schools		2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
	UR 100% >		6	10	15	15	16	16	16	16	16	17	17
	UR 125% >		0	1	3	3	7	8	9	11	12	12	12
	UR 150% >		0	0	0	0	2	3	4	4	6	7	7
	UR 200% >		0	0	0	0	0	0	0	0	1	1	3

TABLE: A-2

BASE MIDDLE SCHOOLS UTILIZATION RATES AND ENROLLMENT GROWTH

Area	Middle School	Calendar	ACC	Projected Membership Utilization Rates - Using Current Base Schools as Assignments										
				2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
2	E GARNER MAGNET		945	123.8%	124.1%	131.5%	136.6%	141.1%	142.2%	150.1%	161.3%	176.8%	188.7%	201.2%
1	HERITAGE	Y-R	1185	118.2%	56.4%	61.9%	70.3%	75.4%	79.3%	83.1%	90.0%	97.1%	103.5%	108.7%
3	MARTIN MAGNET		896	114.1%	63.7%	63.5%	64.5%	65.7%	64.7%	64.3%	63.6%	64.5%	66.1%	67.5%
3	CENTENNIAL MAGNET	MOD	546	111.5%	71.6%	72.7%	76.4%	78.2%	80.0%	76.9%	74.9%	74.9%	76.7%	78.8%
2	CARNAGE MAGNET		1059	106.4%	55.2%	56.4%	56.0%	54.6%	53.2%	55.9%	58.3%	60.6%	61.6%	62.9%
3	DILLARD		1136	104.0%	160.0%	168.8%	171.1%	172.4%	169.3%	174.4%	179.9%	187.9%	195.6%	200.9%
1	WAKE FOREST		1111	103.8%	171.8%	182.8%	193.9%	200.6%	205.9%	214.1%	227.0%	242.7%	258.8%	271.7%
2	LIGON MAGNET		1058	102.7%	36.5%	40.6%	42.3%	45.0%	43.4%	41.5%	39.3%	39.2%	40.4%	42.2%
3	DAVIS DR		1188	99.8%	106.2%	107.4%	107.0%	106.5%	105.0%	106.3%	108.3%	111.8%	114.4%	117.1%
3	REEDY CREEK		902	98.6%	132.4%	136.1%	140.6%	144.7%	146.5%	146.5%	144.4%	147.1%	151.0%	154.0%
3	DANIELS		1110	98.5%	116.8%	125.2%	131.4%	131.8%	134.2%	135.8%	139.1%	141.4%	146.0%	149.9%
2	FUQUAY-VARINA		928	96.8%	150.5%	154.0%	162.6%	170.0%	178.5%	189.1%	203.9%	221.0%	236.6%	246.8%
3	APEX		1118	94.3%	84.2%	85.4%	92.0%	96.0%	98.8%	103.5%	110.3%	118.7%	125.7%	129.6%
1	LEESVILLE RD	Y-R	1439	92.5%	116.1%	121.9%	125.0%	127.4%	127.3%	127.3%	128.1%	130.3%	132.8%	135.2%
1	E MILLBROOK MAGNET		1275	91.8%	115.3%	121.3%	128.0%	132.6%	134.8%	135.4%	136.4%	139.8%	144.8%	150.0%
1	WAKEFIELD		1309	91.8%	117.7%	119.3%	120.6%	122.2%	122.0%	127.0%	134.8%	144.3%	149.6%	153.0%
1	DURANT RD	Y-R	1532	89.1%	59.3%	60.8%	62.2%	64.0%	65.3%	65.0%	65.5%	66.4%	67.9%	69.7%
2	WEST LAKE	Y-R	1443	86.4%	50.5%	51.7%	54.5%	57.0%	57.1%	59.7%	63.2%	66.7%	68.7%	69.7%
3	SALEM	Y-R	1269	86.4%	112.1%	116.6%	120.3%	122.6%	122.6%	121.6%	122.8%	125.9%	130.2%	133.2%
2	N GARNER	Y-R	1279	86.3%	110.6%	113.3%	117.1%	117.3%	116.7%	119.4%	124.7%	132.9%	139.5%	144.9%
1	W MILLBROOK		1144	84.7%	121.0%	124.2%	129.0%	133.4%	133.8%	133.3%	135.0%	138.3%	143.5%	146.8%
3	MOORE SQ. MAGNET	MOD	598	84.6%	36.5%	37.8%	38.0%	41.0%	42.6%	41.8%	40.1%	39.1%	40.3%	41.5%
1	WENDELL		1127	83.7%	85.8%	93.6%	101.0%	109.1%	114.6%	125.2%	141.0%	161.3%	180.9%	196.1%
3	LUFKIN	Y-R	1248	83.7%	53.8%	56.5%	61.1%	63.3%	63.4%	61.1%	58.5%	59.5%	61.5%	63.1%
3	MILLS PARK		1310	83.6%	108.6%	123.1%	132.8%	140.2%	144.6%	150.0%	158.1%	165.3%	169.0%	170.3%
2	HOLLY RIDGE		1231	82.3%	104.7%	109.9%	114.4%	117.3%	120.7%	124.6%	130.5%	135.4%	141.1%	145.3%
1	CARROLL		868	80.4%	111.2%	115.9%	121.9%	125.1%	127.2%	127.3%	126.5%	127.4%	129.3%	132.0%
1	ZEBULON MAGNET		789	73.1%	74.4%	85.6%	99.5%	117.9%	130.8%	148.8%	171.1%	197.2%	221.0%	241.1%
2	EAST WAKE	Y-R	1333	72.5%	101.1%	109.9%	116.6%	125.7%	132.4%	144.9%	160.5%	179.3%	198.0%	216.1%
3	WEST CARY		1104	63.0%	88.0%	93.6%	96.7%	103.2%	106.0%	107.3%	105.7%	104.8%	105.0%	105.3%
3	EAST CARY	Y-R	1293	62.7%	48.8%	55.0%	62.0%	66.0%	67.2%	64.8%	63.5%	62.3%	63.3%	64.8%
2	HOLLY GROVE	Y-R	1597	59.4%	81.8%	87.0%	91.9%	97.2%	101.1%	103.5%	106.5%	112.2%	118.5%	124.1%
	Total:		33510	97.4%	103.0%	108.4%	113.5%	117.7%	119.9%	123.2%	128.0%	134.7%	141.3%	146.7%
	UR 100% >			8	18	18	20	22	23	24	24	24	24	24
	UR 125% >			0	4	6	10	12	13	15	17	18	19	19
	UR 150% >			0	3	3	3	3	3	5	7	8	9	11
	UR 200% >			0	0	0	0	1	1	1	2	2	3	6

TABLE: A-3

BASE ELEMENTARY SCHOOLS UTILIZATION RATES AND ENROLLMENT GROWTH

			Projected Membership Utilization Rates - Using Current Base Schools as Assignments												
District Total Elementary			98429	69.6%	72.7%	76.0%	80.1%	82.9%	86.4%	91.4%	95.8%	98.8%	100.0%	103.7%	
Area	Elementary School	Calendar	ACC	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	
2	HUNTER MAGNET	T	597	138.7%	50.6%	48.2%	47.6%	46.7%	46.6%	48.4%	50.1%	51.1%	51.3%	53.1%	
3	OLDS ES	T	268	117.2%	69.4%	67.2%	69.4%	66.8%	65.7%	67.5%	70.5%	72.8%	73.5%	75.0%	
1	FOREST PINES DR ES	T	655	117.1%	147.2%	147.0%	149.0%	148.2%	148.4%	153.3%	158.5%	161.8%	163.2%	169.0%	
1	MILLBROOK MAGNET	T	661	116.6%	73.8%	72.9%	71.9%	70.5%	69.9%	72.2%	74.9%	76.9%	77.2%	79.7%	
3	LACY ES	T	718	115.7%	112.3%	111.7%	109.6%	106.8%	106.6%	109.1%	112.4%	114.4%	114.4%	118.4%	
3	CEDAR FORK ES	T	747	113.1%	98.4%	96.7%	92.9%	86.6%	81.1%	81.4%	83.4%	85.3%	86.4%	90.2%	
2	HODGE RD ES	Y-R	673	112.8%	157.4%	167.8%	183.1%	196.1%	215.0%	241.0%	268.8%	292.1%	305.7%	320.7%	
3	WILEY MAGNET	T	403	112.7%	62.5%	64.3%	77.4%	85.9%	95.0%	103.2%	110.4%	115.4%	113.7%	116.1%	
3	WASHINGTON MAGNET	T	532	111.1%	33.1%	30.3%	29.3%	27.3%	26.7%	28.2%	30.1%	31.4%	32.0%	33.3%	
3	UNDERWOOD MAGNET	T	475	110.3%	35.0%	35.2%	34.5%	35.2%	35.6%	36.8%	38.3%	39.6%	39.4%	40.4%	
3	CARPENTER ES	Y-R	733	109.8%	125.4%	126.9%	125.1%	121.7%	122.8%	127.0%	131.4%	133.3%	135.1%	140.9%	
3	PARTNERSHIP ES	MOD	297	109.1%	16.8%	16.8%	16.5%	15.8%	16.2%	16.5%	16.8%	17.5%	17.5%	18.5%	
1	DURANT RD ES	Y-R	898	109.0%	75.8%	76.0%	75.2%	72.4%	71.5%	73.8%	76.5%	78.2%	78.4%	80.5%	
3	OAK GROVE ES	Y-R	798	105.9%	60.9%	61.4%	63.4%	64.4%	66.4%	68.7%	70.8%	72.1%	72.3%	74.7%	
2	POWELL MAGNET	T	399	105.8%	35.6%	35.8%	37.1%	38.1%	38.6%	39.9%	41.1%	41.9%	41.4%	42.1%	
3	DAVIS DR ES	T	897	105.4%	108.0%	107.5%	108.1%	108.4%	109.0%	112.6%	116.4%	117.8%	118.0%	121.6%	
1	BROOKS MAGNET	T	526	105.1%	60.5%	60.1%	60.1%	58.0%	57.2%	59.1%	61.0%	62.4%	62.2%	64.3%	
3	FARMINGTON MAGNET	T	776	105.0%	70.8%	70.4%	71.4%	69.7%	70.5%	73.1%	75.9%	77.7%	77.8%	79.8%	
1	N RIDGE ES	T	743	104.9%	126.8%	127.5%	128.0%	125.0%	124.9%	128.5%	132.6%	135.0%	135.8%	140.7%	
3	COMBS MAGNET	T	781	103.6%	43.5%	43.8%	43.0%	42.1%	41.6%	43.2%	45.1%	46.5%	46.6%	48.0%	
1	BRENTWOOD MAGNET	T	395	102.3%	79.8%	80.0%	78.7%	75.7%	75.2%	77.2%	78.7%	80.5%	80.8%	83.0%	
1	N FOREST PINES ES	Y-R	802	102.0%	110.6%	120.7%	131.2%	138.8%	146.5%	155.1%	161.5%	164.3%	164.5%	169.0%	
2	FORESTVILLE RD ES	T	669	101.9%	112.1%	144.7%	184.2%	217.5%	244.7%	271.8%	292.5%	306.0%	311.7%	324.2%	
2	TIMBER DR ES	Y-R	828	101.5%	83.8%	86.7%	89.6%	91.6%	95.2%	99.0%	102.3%	104.1%	103.5%	105.6%	
2	FULLER MAGNET	T	526	101.3%	28.0%	29.5%	29.7%	29.9%	29.9%	30.4%	31.4%	31.9%	31.9%	32.5%	
3	MORRISVILLE ES	Y-R	798	101.1%	34.0%	33.1%	31.8%	30.1%	28.7%	29.2%	30.3%	30.8%	31.3%	32.5%	
3	DILLARD ES	T	692	100.9%	127.6%	125.1%	127.8%	128.5%	129.2%	133.8%	137.7%	140.0%	140.6%	143.8%	
2	FUQUAY-VARINA ES	T	743	100.5%	130.2%	143.1%	157.6%	170.0%	180.4%	194.2%	206.1%	214.8%	218.8%	228.7%	
1	DOUGLAS MAGNET	T	610	100.3%	73.0%	74.3%	75.6%	76.7%	77.5%	79.8%	82.3%	83.4%	83.0%	84.8%	
3	WEATHERSTONE ES	T	844	100.2%	96.8%	101.2%	105.9%	105.9%	108.4%	110.9%	112.9%	113.6%	112.6%	114.3%	
3	CONN MAGNET	T	587	100.2%	50.8%	50.3%	50.8%	50.9%	50.8%	52.0%	53.5%	54.0%	54.5%	55.9%	
1	BAILEYWICK ES	T	456	100.0%	118.4%	120.6%	124.3%	125.7%	128.5%	133.3%	137.5%	138.6%	137.3%	139.9%	

TABLE: A-4

BASE ELEMENTARY SCHOOLS UTILIZATION RATES AND ENROLLMENT GROWTH

				Projected Membership Utilization Rates - Using Current Base Schools as Assignments												
District Total Elementary				98429	69.6%	72.7%	76.0%	80.1%	82.9%	86.4%	91.4%	95.8%	98.8%	100.0%	103.7%	
Area	Elementary School	Calendar	ACC	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020		
1	BRASSFIELD ES	Y-R	774	99.5%	131.5%	137.6%	143.9%	147.0%	150.3%	155.2%	159.6%	161.1%	159.8%	162.7%		
1	PLEASANT UNION ES	Y-R	671	99.4%	128.9%	141.9%	152.9%	160.2%	167.1%	175.7%	181.7%	184.5%	186.3%	193.3%		
1	JONES DAIRY ES	Y-R	811	98.8%	118.9%	128.0%	138.8%	146.4%	153.3%	162.0%	169.9%	175.8%	179.9%	190.3%		
3	BRIARCLIFF ES	T	545	98.7%	131.7%	134.3%	139.5%	139.1%	138.7%	141.5%	143.5%	143.9%	142.4%	145.0%		
3	KINGSWOOD ES	T	347	98.3%	119.6%	123.3%	128.2%	128.0%	130.3%	134.3%	137.2%	138.6%	137.2%	140.1%		
2	AVERSBORO ES	T	572	97.9%	125.7%	130.6%	137.8%	142.5%	149.1%	156.1%	163.5%	171.3%	177.8%	188.1%		
1	LYNN RD ES	T	637	97.7%	112.2%	112.6%	114.3%	113.0%	112.4%	115.5%	118.4%	120.3%	119.8%	122.9%		
3	LAUREL PARK ES	Y-R	963	96.9%	99.3%	102.6%	108.6%	109.9%	110.9%	113.0%	114.4%	114.4%	113.4%	115.2%		
1	WAKE FOREST ES	T	650	96.8%	57.2%	58.0%	57.5%	56.3%	56.9%	59.4%	61.4%	63.1%	64.0%	66.9%		
3	YATES MILL ES	T	554	96.0%	148.9%	155.8%	167.0%	176.0%	182.3%	189.5%	194.4%	197.3%	196.2%	200.5%		
2	VANCE ES	Y-R	639	95.9%	126.5%	133.3%	137.4%	140.4%	143.5%	150.9%	159.2%	166.7%	171.4%	181.9%		
3	CARY ES	T	531	95.3%	103.0%	106.4%	108.1%	110.2%	110.2%	112.8%	115.3%	116.4%	115.1%	117.7%		
2	POE MAGNET	T	360	95.0%	18.3%	17.8%	15.8%	14.4%	13.9%	14.4%	15.6%	16.4%	16.9%	17.8%		
1	LEESVILLE RD ES	Y-R	1115	94.8%	95.0%	95.8%	96.2%	95.3%	95.4%	97.6%	100.3%	101.7%	101.4%	104.9%		
1	WILDWOOD FOREST ES	T	784	94.4%	138.3%	141.6%	143.6%	144.5%	147.1%	154.3%	161.6%	166.7%	169.1%	176.3%		
3	SWIFT CREEK ES	T	517	94.0%	124.4%	134.6%	147.4%	153.8%	162.3%	168.9%	171.6%	171.4%	169.6%	170.2%		
2	HOLLY SPRINGS ES	Y-R	1139	93.9%	120.8%	124.8%	132.7%	139.0%	144.3%	151.8%	157.7%	160.9%	160.9%	164.0%		
3	JOYNER MAGNET	T	629	93.8%	50.6%	52.0%	52.9%	53.4%	53.4%	55.2%	57.2%	58.7%	59.0%	61.2%		
3	APEX ES	T	720	93.1%	133.3%	144.3%	158.5%	168.2%	178.5%	195.8%	209.0%	218.6%	223.5%	235.4%		
3	OLIVE CHAPEL ES	Y-R	1106	93.0%	109.1%	110.6%	112.6%	112.8%	115.8%	124.7%	131.0%	135.6%	138.5%	144.9%		
2	HOLLY RIDGE ES	T	761	92.5%	69.4%	71.9%	72.9%	74.8%	76.1%	78.8%	81.7%	83.1%	83.1%	85.0%		
3	ADAMS ES	Y-R	873	92.3%	39.2%	37.6%	36.7%	35.3%	33.5%	34.6%	36.2%	36.9%	37.3%	38.8%		
3	TURNER CREEK ES	Y-R	1003	92.1%	90.9%	89.9%	89.8%	88.5%	90.0%	95.2%	99.6%	102.2%	102.9%	105.4%		
1	FOX RD ES	T	922	91.8%	126.4%	130.3%	134.7%	136.0%	140.4%	144.9%	149.5%	152.0%	152.3%	157.1%		
1	HERITAGE ES	Y-R	921	91.8%	70.8%	69.4%	67.3%	66.2%	66.5%	68.8%	71.4%	73.3%	74.5%	77.7%		
3	NORTHWOODS ES	T	591	90.9%	139.1%	142.8%	144.5%	141.6%	142.1%	145.5%	148.9%	149.4%	149.1%	152.0%		
2	CREECH RD ES	T	600	90.2%	121.3%	131.3%	143.7%	153.7%	168.3%	189.8%	212.8%	241.5%	269.3%	308.2%		

TABLE: A-5

BASE ELEMENTARY SCHOOLS UTILIZATION RATES AND ENROLLMENT GROWTH

				Projected Membership Utilization Rates - Using Current Base Schools as Assignments											
District Total Elementary				98429	69.6%	72.7%	76.0%	80.1%	82.9%	86.4%	91.4%	95.8%	98.8%	100.0%	103.7%
Area	Elementary School	Calendar	ACC	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	
2	KNIGHTDALE ES	T	595	88.7%	75.5%	81.0%	89.6%	95.8%	104.4%	116.5%	127.7%	137.3%	144.4%	156.3%	
3	GREEN HOPE ES	Y-R	977	88.3%	76.2%	76.4%	79.3%	82.5%	86.5%	90.1%	92.8%	94.2%	93.6%	95.3%	
1	ROLESVILLE ES	T	701	87.7%	96.7%	112.3%	130.7%	148.9%	163.3%	181.7%	196.7%	209.0%	219.7%	239.5%	
3	SALEM ES	Y-R	1092	86.8%	88.2%	89.9%	91.3%	91.7%	93.5%	98.2%	102.4%	105.0%	105.4%	108.4%	
1	ZEBULON MAGNET	T	565	86.6%	126.7%	163.5%	207.3%	253.5%	296.1%	339.3%	370.6%	389.6%	394.3%	402.3%	
2	VANDORA SPRINGS ES	T	603	86.2%	99.8%	101.8%	103.2%	106.0%	110.6%	117.1%	122.9%	127.7%	130.5%	136.5%	
3	ROOT ES	T	554	85.9%	69.1%	69.0%	69.7%	71.1%	72.0%	74.6%	77.3%	78.7%	79.2%	81.8%	
1	LEAD MINE ES	T	563	85.8%	81.4%	84.4%	86.9%	87.7%	89.2%	91.1%	92.5%	93.1%	92.4%	94.3%	
1	WENDELL MAGNET	T	498	85.1%	69.7%	74.5%	83.5%	94.2%	105.0%	115.7%	123.3%	127.9%	128.7%	131.3%	
3	STOUGH ES	T	623	84.9%	115.4%	120.7%	124.7%	126.5%	132.6%	139.5%	146.1%	150.1%	150.7%	154.3%	
3	REEDY CREEK ES	T	770	84.8%	73.0%	76.4%	78.1%	76.6%	76.9%	79.2%	81.2%	82.5%	81.8%	85.1%	
3	PENNY RD ES	T	747	84.7%	107.8%	110.6%	115.5%	117.8%	120.9%	126.8%	131.1%	132.7%	131.7%	133.1%	
2	MIDDLE CREEK ES	Y-R	1126	84.2%	103.6%	109.8%	115.7%	118.7%	121.9%	127.0%	131.4%	134.5%	135.4%	140.2%	
2	BUGG MAGNET	T	484	82.6%	24.6%	24.8%	24.2%	24.8%	26.0%	27.1%	27.9%	28.3%	28.1%	28.7%	
3	BRIER CREEK ES	Y-R	880	82.5%	77.7%	78.0%	78.1%	76.4%	77.5%	82.5%	88.0%	92.8%	95.3%	100.0%	
2	BALLENTINE ES	Y-R	796	82.0%	83.4%	84.3%	84.6%	84.2%	84.4%	88.2%	92.2%	95.1%	96.4%	100.4%	
2	W LAKE ES	Y-R	950	81.4%	72.1%	74.4%	77.1%	78.8%	80.3%	83.7%	85.6%	86.5%	86.5%	88.6%	
2	WILLOW SPRINGS ES	Y-R	1088	81.3%	98.4%	110.2%	124.5%	135.6%	145.1%	154.4%	160.4%	162.8%	162.0%	164.8%	
1	WAKEFIELD ES	Y-R	1023	81.2%	97.3%	99.3%	102.6%	104.2%	107.4%	110.4%	113.3%	114.2%	113.6%	115.7%	
3	BAUCOM ES	T	865	80.8%	105.6%	108.4%	109.6%	110.8%	111.6%	114.7%	116.0%	115.8%	115.1%	117.7%	

TABLE: A-6

BASE ELEMENTARY SCHOOLS UTILIZATION RATES AND ENROLLMENT GROWTH

				Projected Membership Utilization Rates - Using Current Base Schools as Assignments											
District Total Elementary				98429	69.6%	72.7%	76.0%	80.1%	82.9%	86.4%	91.4%	95.8%	98.8%	100.0%	103.7%
Area	Elementary School	Calendar	ACC	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	
2	EAST GARNER ES	Y-R	881	79.8%	101.7%	106.7%	111.7%	116.2%	122.8%	129.2%	134.6%	142.3%	148.9%	161.2%	
1	JEFFREYS GROVE ES	T	580	79.7%	123.3%	128.3%	133.8%	140.3%	145.7%	151.0%	154.0%	154.3%	152.1%	154.5%	
1	GREEN ES	Y-R	667	78.3%	83.5%	83.1%	83.4%	83.4%	85.0%	88.5%	91.6%	93.1%	93.1%	95.4%	
2	HOLLY GROVE ES	Y-R	995	77.6%	87.4%	93.1%	101.6%	105.9%	112.3%	122.1%	131.2%	139.4%	144.1%	152.9%	
1	SANFORD CREEK ES	Y-R	791	77.2%	118.0%	144.8%	174.6%	204.2%	230.2%	254.6%	270.4%	277.8%	280.0%	288.9%	
2	RAND RD ES	Y-R	797	76.3%	81.3%	84.2%	88.5%	92.4%	96.9%	103.4%	109.8%	115.4%	118.8%	125.4%	
2	LOCKHART ES	Y-R	959	75.9%	99.3%	110.1%	129.1%	146.2%	164.8%	186.9%	207.4%	224.1%	234.7%	248.5%	
1	WILBURN ES	Y-R	924	74.8%	108.4%	112.6%	116.1%	120.1%	124.6%	130.5%	135.7%	137.9%	137.0%	140.2%	
1	WAKELON ES	T	681	74.6%	95.0%	116.3%	147.1%	175.9%	203.7%	231.7%	255.4%	270.0%	275.6%	285.0%	
2	BARWELL RD ES	Y-R	1028	73.8%	122.8%	129.4%	138.4%	143.3%	151.1%	157.6%	163.0%	165.2%	164.8%	168.2%	
1	HILBURN ES	T	690	73.0%	89.1%	88.8%	90.3%	88.7%	89.4%	91.6%	93.5%	94.5%	94.6%	96.7%	
3	MILLS PARK ES	Y-R	1078	72.5%	98.2%	99.6%	97.8%	95.6%	95.6%	95.9%	97.1%	97.9%	98.6%	102.3%	
1	HARRIS CREEK ES	Y-R	1177	72.1%	102.8%	106.5%	111.7%	115.4%	119.7%	126.9%	132.5%	135.8%	136.5%	141.1%	
2	LINCOLN HEIGHTS ES	T	778	71.6%	55.3%	59.4%	65.0%	68.5%	72.2%	76.7%	80.1%	82.1%	82.7%	85.5%	
2	HERBERT AKINS ES	Y-R	1078	71.1%	83.8%	88.6%	92.7%	94.6%	98.3%	102.8%	106.2%	108.4%	107.9%	111.0%	
3	HIGHCROFT DR ES	Y-R	1067	70.1%	84.7%	93.2%	102.9%	110.6%	116.4%	124.3%	128.5%	130.2%	129.1%	132.0%	
1	CARVER ES	MOD	616	68.0%	90.6%	104.1%	119.2%	133.6%	149.4%	166.1%	180.4%	191.4%	197.4%	206.3%	
1	YORK ES	T	566	67.1%	104.4%	106.2%	106.4%	105.1%	105.0%	107.6%	109.7%	111.0%	110.3%	113.1%	
1	SYCAMORE CREEK ES	Y-R	1078	66.1%	89.7%	89.5%	90.5%	90.7%	91.6%	94.0%	96.7%	98.2%	98.4%	100.9%	
2	BANKS RD ES	Y-R	1078	61.0%	80.1%	86.0%	91.7%	95.5%	100.1%	105.6%	110.1%	113.3%	114.8%	119.1%	
1	RIVER BEND ES	Y-R	1056	61.0%	96.1%	98.6%	104.3%	107.3%	112.5%	119.5%	124.8%	128.4%	130.5%	137.2%	
1	LAKE MYRA ES	Y-R	862	54.9%	69.5%	74.5%	82.8%	92.0%	103.1%	121.9%	142.9%	165.6%	182.1%	196.6%	
2	SMITH MAGNET	Y-R	1055	44.1%	34.7%	37.6%	41.5%	44.3%	46.7%	49.2%	51.0%	51.4%	50.8%	51.2%	
3	ALSTON RIDGE ES	Y-R	1078	42.7%	89.3%	94.5%	99.2%	101.4%	105.4%	110.8%	114.6%	119.0%	120.3%	124.8%	

TABLE: A-7

BASE ELEMENTARY SCHOOLS UTILIZATION RATES WITH AND WITHOUT SES ASSIGNED STUDENTS

2010 Utilization Rates With and Without SES Resident Students											
Code	CC	ELEMENTARY	Calendar	ACC	T Assigned	% F & R	% UR	Students	T Assigned	% UR	% UR
	Area				October		With	in SES	Without	Without	CHANGE
					2010		SES	Nodes	SES	SES	Without
							Nodes		Nodes	Nodes	SES
											Nodes
448	2	Hunter Magnet	T	597	725	39.6%	121.4%				
496	1	Millbrook Magnet	T	661	800	64.0%	121.0%				
468	3	Lacy	T	718	850	31.1%	118.4%				
369	3	Cedar Fork	T	747	871	10.3%	116.6%				
620	3	Wiley Magnet	T	403	465	27.8%	115.4%				
417	1	Forest Pines	T	655	755	33.6%	115.3%				
393	3	Dillard Dr.	T	692	788	49.6%	113.9%				
525	3	Partnership	MOD	297	337	26.7%	113.5%				
396	1	Douglas Magnet	T	610	684	37.9%	112.1%				
414	3	Farmington Woods Mag	T	776	853	32.1%	109.9%				
344	1	Brooks Magnet	T	526	576	30.5%	109.5%				
398	1	Durant Road	YR	898	974	39.2%	108.5%				
446	2	Hodge Road	YR	673	729	71.9%	108.3%				
524	3	Olds	T	268	288	23.2%	107.5%				
514	1	N. Forest Pines Dr.	YR	802	860	28.6%	107.2%	103	757	94.4%	-12.8%
390	3	Davis Dr.	T	897	951	18.6%	106.0%	49	902	100.6%	-5.5%
456	3	Joyner Magnet	T	629	666	28.4%	105.9%				
536	2	Powell Magnet	T	399	420	53.6%	105.3%				
453	1	Jones Dairy	YR	811	838	21.3%	103.3%				
596	3	Washington Magnet	T	532	549	27.3%	103.2%				
340	3	Briarcliff	T	545	562	40.2%	103.1%				
376	3	Combs Magnet	T	781	805	30.4%	103.1%				
522	3	Oak Grove	YR	798	818	14.8%	102.5%				
336	1	Brentwood Magnet	T	395	404	78.1%	102.3%	39	365	92.4%	-9.9%
516	1	North Ridge	T	743	753	41.1%	101.3%				
352	2	Bugg Magnet	T	484	487	55.6%	100.6%				
416	2	Fuller GT Magnet	T	526	529	35.0%	100.6%				
532	2	Poe Montessori Magnet	T	360	361	46.0%	100.3%				
626	3	Yates Mill	T	554	555	40.1%	100.2%	37	518	93.5%	-6.7%
326	1	Baileywick Rd.	T	456	456	42.7%	100.0%				

TABLE: A-8

BASE ELEMENTARY SCHOOLS UTILIZATION RATES WITH AND WITHOUT SES ASSIGNED STUDENTS

2010 Utilization Rates With and Without SES Resident Students											
Code	CC	ELEMENTARY	Calendar	ACC	T Assigned	% F & R	% UR	Students	T Assigned	% UR	% UR
	Area				October		With	in SES	Without	Without	CHANGE
					2010		SES	Nodes	SES	SES	Without
							Nodes		Nodes	Nodes	SES
											Nodes
584	1	Wake Forest	T	650	647	36.7%	99.5%				
460	3	Kingswood	T	347	345	49.9%	99.4%				
568	3	Swift Creek	T	517	514	31.6%	99.4%				
358	3	Carpenter	YR	733	728	23.3%	99.3%				
420	2	Fuquay-Varina	T	743	734	36.8%	98.8%				
572	3	Underwood Magnet	T	475	469	26.5%	98.7%				
380	3	Conn Magnet	T	587	579	41.3%	98.6%				
531	1	Pleasant Union	YR	671	660	10.8%	98.4%				
320	2	Aversboro	T	572	560	58.4%	97.9%				
467	3	Laurel Park	YR	963	935	16.2%	97.1%				
334	1	Brassfield	YR	774	750	14.5%	96.9%	57	693	89.5%	-7.4%
464	2	Knightdale	T	595	576	58.9%	96.8%				
328	3	Baucom	T	865	833	21.4%	96.3%				
449	2	Holly Ridge	T	761	729	28.8%	95.8%				
454	1	Heritage	YR	921	881	17.9%	95.7%				
504	3	Morrisville	YR	798	761	8.6%	95.4%				
413	2	Forestville Road	T	699	665	54.4%	95.1%				
571	3	Turner Creek	YR	1003	951	16.2%	94.8%	72	879	87.6%	-7.2%
488	1	Lynn Road	T	637	601	55.5%	94.3%				
576	2	Vance	YR	639	602	33.3%	94.2%				
447	2	Holly Springs	YR	1139	1,071	16.0%	94.0%				
618	1	Wildwood Forest	T	784	736	38.4%	93.9%				
308	3	Apex	T	720	670	33.5%	93.1%				
564	3	Stough	T	623	576	42.7%	92.5%				
570	2	Timber Drive	YR	828	766	48.4%	92.5%	22	744	89.9%	-2.7%
304	3	Adams	YR	873	806	33.9%	92.3%				
569	1	Sycamore Creek	YR	1078	995	13.6%	92.3%	92	903	83.8%	-8.5%
364	3	Cary	T	531	489	36.4%	92.1%				
452	1	Jeffreys Grove	T	580	534	39.3%	92.1%				
544	1	Rolesville	T	701	643	39.8%	91.7%				
580	2	Vandora Springs	T	603	553	45.8%	91.7%				
415	1	Fox Road	T	922	841	73.0%	91.2%	82	759	82.3%	-8.9%

TABLE: A-9

BASE ELEMENTARY SCHOOLS UTILIZATION RATES WITH AND WITHOUT SES ASSIGNED STUDENTS

2010 Utilization Rates With and Without SES Resident Students											
Code	CC	ELEMENTARY	Calendar	ACC	T Assigned	% F & R	% UR	Students	T Assigned	% UR	% UR
	Area				October	10-Oct	With	in SES	Without	Without	CHANGE
					2010		SES	Nodes	SES	SES	Without
							Nodes		Nodes	Nodes	SES
											Nodes
342	3	Brier Creek	YR	880	783	20.9%	89.0%				
523	3	Olive Chapel	YR	1106	984	10.8%	89.0%				
306	2	Herbert Akins	YR	862	766	31.0%	88.9%				
520	3	Northwoods	T	591	523	37.5%	88.5%				
501	3	Mills Park	YR	1078	947	13.0%	87.8%				
600	1	Wendell Magnet	T	498	436	52.1%	87.6%				
606	2	West Lake	YR	950	827	22.9%	87.1%	136	691	72.7%	-14.3%
548	3	Root	T	554	482	40.0%	87.0%	24	458	82.7%	-4.3%
632	1	Zebulon Magnet	T	565	488	59.2%	86.4%				
439	3	Green Hope	YR	977	839	22.4%	85.9%	21	818	83.7%	-2.1%
457	2	Holly Grove	YR	995	854	15.3%	85.8%				
470	1	Lead Mine	T	563	482	37.0%	85.6%				
550	3	Salem	YR	1092	933	19.1%	85.4%				
494	2	Middle Creek	YR	1126	951	20.8%	84.5%	160	791	70.2%	-14.2%
530	3	Penny Road	T	747	625	28.0%	83.7%	170	455	60.9%	-22.8%
624	2	Willow Springs	YR	1088	911	31.9%	83.7%				
327	2	Ballentine	YR	796	653	32.0%	82.0%				
384	2	Creech Road	T	600	489	74.9%	81.5%	257	232	38.7%	-42.8%
469	1	Leesville Rd.	YR	1115	904	26.6%	81.1%	272	632	56.7%	-24.4%
554	1	Sanford Creek	YR	791	640	20.3%	80.9%				

TABLE: A-10

BASE ELEMENTARY SCHOOLS UTILIZATION RATES WITH AND WITHOUT SES ASSIGNED STUDENTS

2010 Utilization Rates With and Without SES Resident Students											
Code	CC	ELEMENTARY	Calendar	ACC	T Assigned	% F & R	% UR	Students	T Assigned	% UR	% UR
	Area				October		With	in SES	Without	Without	CHANGE
					2010		SES	Nodes	SES	SES	Without
							Nodes		Nodes	Nodes	SES
											Nodes
597	1	Wakelon	T	681	524	70.3%	76.9%				
325	2	Banks Road	YR	862	658	40.6%	76.3%				
628	1	York	T	566	432	51.2%	76.3%				
598	3	Weatherstone	T	844	641	32.7%	75.9%				
403	2	East Garner	YR	881	667	64.8%	75.7%	222	445	50.5%	-25.2%
440	1	Green	YR	667	504	49.5%	75.6%				
593	1	Wakefield	YR	1023	762	31.6%	74.5%	244	518	50.6%	-23.9%
480	2	Lockhart	YR	959	713	55.4%	74.3%				
329	2	Barwell Road	YR	1028	762	66.8%	74.1%				
443	3	Highcroft Dr.	YR	1067	777	5.3%	72.8%				
542	3	Reedy Creek	T	770	556	41.5%	72.2%				
560	2	Smith Magnet	YR	777	560	67.4%	72.1%	5	555	71.4%	-0.6%
540	2	Rand Road	YR	797	572	28.3%	71.8%				
451	1	Harris Creek	YR	1177	842	33.3%	71.5%				
442	1	Hilburn Dr.	T	690	481	49.6%	69.7%	68	413	59.9%	-9.9%
362	1	Carver	MOD	616	429	60.2%	69.6%				
616	1	Wilburn	YR	924	629	59.4%	68.1%	257	372	40.3%	-27.8%
476	2	Lincoln Heights	T	778	512	46.0%	65.8%				
474	1	Lake Myra	YR	862	548	50.5%	63.6%				
302	1	River Bend	YR	1056	644	61.1%	61.0%	108	536	50.8%	-10.2%
307	3	Alston Ridge	YR	800	460	11.7%	57.5%				

TABLE: B-1

CHOICE AREA 1 NODES

AREA 1	NODES									
17.2	196.0	233.3	248.2	276.0	294.1	312.6	337.1	588.3	720.0	
17.3	197.0	233.4	248.3	277.1	294.2	313.1	337.2	600.0	721.0	
18.0	198.1	233.5	248.4	277.2	294.3	313.2	337.3	607.0	722.0	
18.1	198.2	233.6	248.5	277.3	294.4	313.3	338.1	610.0	732.0	
19.0	198.3	233.7	248.6	278.1	295.1	313.4	338.2	612.0	735.0	
20.0	198.4	233.8	249.0	278.2	295.2	314.0	339.1	615.0	736.0	
21.0	198.5	233.9	250.0	279.1	295.3	315.1	339.2	616.0	738.0	
22.0	199.0	234.1	251.0	279.2	295.4	315.2	339.3	617.0	745.0	
23.0	200.0	234.2	252.0	280.0	295.5	315.3	340.1	622.0	746.0	
24.0	201.0	234.3	254.0	281.0	295.6	315.4	340.2	624.0	747.0	
25.0	202.0	234.4	255.0	282.0	296.1	315.5	341.1	625.0	752.0	
26.0	203.1	234.5	256.0	283.1	296.2	315.6	341.2	626.0	756.0	
27.0	203.2	234.6	257.0	283.2	296.3	316.1	342.1	627.0	757.0	
28.1	203.3	234.7	258.0	283.3	296.4	316.2	342.2	629.0		
28.2	203.4	234.8	259.0	283.4	297.1	316.3	342.3	630.0		
29.1	204.0	234.9	261.0	283.5	297.2	316.4	342.4	636.0		
29.2	205.0	235.1	262.0	283.6	298.1	316.5	342.5	640.0		
30.1	206.0	235.2	263.0	283.7	298.2	317.1	342.6	648.0		
30.2	207.0	235.3	264.0	283.8	298.3	317.2	343.1	651.0		
30.3	208.0	235.4	265.0	285.1	299.1	317.3	343.2	653.0		
30.4	209.0	235.5	266.0	285.2	299.2	317.4	343.3	655.0		
31.0	210.0	235.6	267.0	285.3	299.3	318.1	344.0	663.0		
32.0	211.0	241.1	268.1	286.1	299.4	318.2	346.0	669.0		
33.0	212.0	241.2	268.2	286.2	299.5	318.3	348.0	670.0		
34.0	213.0	242.1	268.3	287.0	299.6	318.4	349.0	674.0		
35.0	214.0	243.1	269.0	288.1	299.7	318.5	350.0	675.0		
36.1	215.0	243.2	270.0	288.2	299.8	319.1	351.0	676.0		
36.2	216.0	243.4	271.1	288.3	299.9	319.2	352.0	677.0		
37.0	217.0	243.5	271.2	288.4	300.0	319.3	353.0	678.0		
38.0	218.0	243.6	271.3	288.5	301.1	320.1	355.0	679.0		
39.2	219.0	243.7	271.4	288.6	301.2	320.2	356.0	680.0		
39.3	220.0	244.1	272.1	289.1	301.3	320.3	525.0	681.0		
133.0	221.0	244.2	272.2	289.2	302.1	321.1	526.0	685.0		
134.0	222.0	244.3	272.3	290.1	302.2	321.2	527.0	687.0		
135.1	223.0	244.4	272.4	290.2	302.3	322.1	530.0	689.0		
135.2	224.1	244.5	272.5	290.3	303.0	322.2	531.0	696.0		
161.0	224.2	244.6	272.6	290.4	304.1	323.0	532.0	697.0		
178.0	225.0	244.7	272.7	290.5	304.2	324.1	533.0	699.0		
179.0	226.1	244.8	273.1	291.1	305.0	324.2	534.0	701.0		
182.0	226.2	244.9	273.2	291.2	306.0	325.0	535.0	704.0		
185.1	227.0	245.1	273.3	291.3	307.0	326.0	546.0	705.0		
188.1	228.0	245.2	273.4	291.4	308.0	327.0	548.0	706.0		
188.2	229.1	245.3	273.5	291.5	309.0	328.0	549.0	707.0		
188.3	229.2	245.4	273.6	292.1	310.1	329.0	569.0	709.0		
189.0	230.1	245.5	273.7	292.2	310.2	330.0	570.0	710.0		
190.0	230.2	245.6	273.8	292.3	311.0	331.0	571.0	712.0		
191.0	231.0	246.1	273.9	292.4	312.1	332.0	572.0	713.0		
192.0	232.1	246.2	274.0	293.1	312.2	333.0	585.2	715.0		
193.0	232.2	246.3	275.1	293.2	312.3	334.0	585.3	717.0		
194.0	233.1	247.0	275.2	293.3	312.4	335.0	585.4	718.0		
195.1	233.2	248.1	275.3	293.4	312.5	336.0	588.2	719.0		

TABLE: B-2

CHOICE AREA 2 NODES

AREA 2	NODES						
54.0	169.0	240.2	437.2	464.0	495.2	511.0	668.0
55.2	170.0	240.3	437.3	465.1	496.1	512.1	671.0
56.0	170.1	399.4	437.4	465.2	496.2	512.2	682.0
57.1	171.1	400.0	438.1	465.3	496.3	513.0	686.0
57.2	171.2	401.0	438.2	465.4	497.1	514.0	688.0
58.2	171.3	402.0	439.1	465.5	497.2	515.1	690.0
59.0	171.4	406.0	439.2	466.1	497.3	515.2	691.0
65.1	171.5	407.0	440.1	466.2	497.4	516.0	693.0
65.2	172.1	408.0	440.2	466.3	497.5	517.0	694.0
66.2	172.2	409.0	445.2	467.0	497.6	518.0	695.0
66.4	172.3	410.0	446.0	468.0	497.7	519.0	711.0
67.0	173.0	411.0	447.1	469.0	497.8	520.0	714.0
68.0	174.1	414.0	447.2	470.1	498.1	521.0	723.0
69.1	174.2	415.0	448.1	470.2	498.2	522.0	724.0
69.2	174.3	416.0	448.2	470.3	498.3	523.0	725.0
70.1	174.4	417.1	448.3	471.0	499.1	524.1	726.0
70.2	174.5	424.1	448.4	472.1	499.2	524.3	729.0
70.3	174.6	424.2	449.1	472.2	499.3	528.0	730.0
71.0	174.7	424.4	449.2	472.3	499.4	536.0	733.0
72.0	175.0	424.6	450.0	472.4	499.5	547.0	740.0
73.0	176.0	425.1	451.1	473.0	499.6	553.0	741.0
74.1	176.1	425.2	451.2	474.0	499.7	562.0	742.0
74.2	177.0	425.3	451.3	475.0	500.1	586.1	743.0
74.3	177.1	425.4	452.0	476.0	500.2	586.2	744.0
74.4	180.0	426.0	453.1	477.0	500.4	593.1	750.0
75.1	181.0	427.1	453.2	478.0	500.5	593.2	750.0
137.0	183.0	427.2	453.3	479.1	500.6	595.0	
138.0	184.0	427.3	454.0	479.2	500.7	598.0	
145.0	185.0	428.0	455.0	479.3	500.8	599.0	
146.1	186.0	429.0	456.0	480.0	500.9	606.0	
146.2	187.0	430.0	457.1	481.0	501.0	608.0	
147.0	195.2	431.0	457.2	482.0	502.1	609.0	
148.0	236.1	432.0	457.3	483.0	502.2	613.0	
149.0	236.2	433.0	457.4	484.0	502.3	618.0	
150.0	236.3	434.1	458.1	485.0	502.4	619.0	
151.0	236.4	434.2	458.2	486.0	502.5	620.0	
152.0	236.5	434.3	459.1	487.0	503.0	631.0	
153.0	236.6	434.4	459.2	488.0	504.0	632.0	
154.0	237.1	435.1	459.3	488.1	505.0	633.0	
162.0	237.2	435.2	460.1	489.1	506.1	637.0	
163.1	237.3	435.3	460.2	489.2	506.2	641.0	
163.2	237.4	435.4	460.3	490.1	506.3	644.0	
163.3	237.5	436.1	461.1	490.2	506.4	645.0	
163.4	237.6	436.2	461.2	491.0	506.5	646.0	
164.1	238.2	436.3	461.3	492.0	506.6	647.0	
164.2	239.1	436.4	461.4	493.1	506.7	652.0	
165.0	239.2	436.5	461.5	493.2	506.8	659.0	
166.0	239.3	436.6	461.6	494.1	507.0	660.0	
167.1	239.4	436.7	462.1	494.2	508.0	661.0	
167.2	239.5	436.8	462.2	494.3	509.0	664.0	
168.0	240.1	437.1	463.0	494.4	510.0	665.0	

TABLE: B-3

CHOICE AREA 3 NODES

AREA 3	NODES								
1.0	83.0	136.0	369.4	382.1	391.5	418.3	550.0	643.0	
2.0	85.1	139.0	370.1	382.2	391.6	418.4	551.0	649.0	
3.0	85.2	140.0	370.2	382.3	391.7	418.5	552.0	650.0	
4.0	86.0	141.1	370.3	382.4	391.8	418.6	554.0	654.0	
5.0	87.0	141.2	370.4	383.1	391.9	419.1	555.0	656.1	
6.0	88.0	142.0	370.5	383.2	392.0	419.2	556.0	656.2	
7.0	89.0	143.1	370.6	383.3	393.1	419.3	557.0	657.1	
8.0	90.0	143.2	370.7	383.4	393.2	419.4	558.0	657.2	
9.0	91.0	144.0	370.8	383.5	393.3	419.5	559.0	657.3	
10.0	92.0	155.0	371.1	383.6	393.4	419.6	560.0	658.0	
11.0	93.0	156.0	371.2	384.1	393.5	419.7	561.0	662.0	
12.0	94.0	157.0	371.3	384.2	394.1	419.8	563.0	666.0	
13.0	95.0	158.0	371.4	384.3	394.2	420.1	564.0	667.0	
14.0	96.0	159.0	371.5	384.4	394.3	420.2	565.0	672.0	
15.0	97.0	160.0	371.6	384.5	394.4	420.3	566.0	673.0	
16.0	98.0	242.2	371.7	384.6	394.5	421.0	567.0	683.0	
17.1	99.0	357.1	371.8	384.7	394.6	422.1	568.0	684.0	
39.1	100.0	357.2	371.9	384.8	395.0	422.2	573.0	692.0	
40.0	101.0	357.3	372.0	384.9	396.0	423.1	574.0	698.0	
41.0	102.0	358.0	373.1	385.1	397.0	423.2	575.0	700.1	
42.0	103.0	361.1	373.2	385.2	398.1	424.3	576.0	700.2	
43.0	104.0	361.2	374.0	385.3	398.2	424.7	577.0	702.0	
44.1	105.0	361.3	374.1	385.4	398.3	441.1	578.0	703.0	
44.2	106.0	362.0	375.0	385.5	398.4	441.2	579.0	708.0	
45.0	107.0	363.0	376.0	386.1	398.5	441.3	580.0	716.0	
46.1	108.0	364.0	377.1	386.2	398.6	441.4	581.0	727.0	
46.2	109.0	365.1	377.2	386.3	399.1	441.5	582.0	728.0	
47.0	110.0	365.2	377.3	386.4	399.2	442.1	583.0	731.0	
48.0	111.1	366.1	377.4	386.5	399.3	442.2	584.0	734.0	
49.0	111.2	366.2	378.1	386.6	403.1	442.3	587.0	737.0	
50.0	112.0	366.3	378.2	386.7	403.2	443.0	589.0	739.0	
51.0	113.0	366.4	378.3	387.1	403.3	444.1	590.0	748.0	
52.0	114.0	366.5	378.4	387.2	404.0	444.2	591.0	749.0	
53.0	115.0	366.6	379.0	388.1	405.0	444.3	592.0	751.0	
60.0	116.0	366.7	380.1	388.2	412.1	444.4	597.0	753.0	
61.0	117.0	366.8	380.2	389.1	412.2	444.5	601.0	754.0	
62.0	118.0	367.1	380.3	389.2	412.4	444.6	602.0	758.0	
63.0	119.0	367.2	380.4	389.3	412.5	444.7	603.0		
64.1	120.0	367.3	380.5	389.4	412.6	445.1	604.0		
64.2	121.0	367.4	380.6	389.5	412.7	445.3	605.0		
66.1	122.0	367.5	380.7	389.6	412.8	495.1	611.0		
66.3	123.0	367.6	380.8	389.7	412.9	529.0	614.0		
75.2	124.0	367.7	380.9	390.1	417.2	537.0	621.0		
76.0	125.0	367.8	381.1	390.2	417.3	538.0	623.0		
77.0	126.0	368.1	381.2	390.3	417.4	539.0	628.1		
78.1	127.0	368.2	381.3	390.4	417.5	540.0	628.2		
78.2	128.0	368.3	381.4	390.5	417.6	541.0	634.0		
79.0	129.0	368.4	381.5	391.1	417.7	542.0	635.0		
80.0	130.0	369.1	381.6	391.2	417.8	543.0	638.0		
81.0	131.0	369.2	381.7	391.3	418.1	544.0	639.0		
82.0	132.0	369.3	381.8	391.4	418.2	545.0	642.0		

TABLE: B-4

AREAS ELEMENTARY SCHOOLS

		AREA 1				AREA 2				AREA 3	
Code	Calendar	35 Elementary Schools		Code	Calendar	29 Elementary Schools		Code	Calendar	39 Elementary Schools	
326	T	Baileywick Road		320	T	Aversboro		304	YR	Adams	
334	YR	Brassfield		327	YR	Ballentine		307	YR	Alston Ridge	
336	T	Brentwood Magnet		325	YR	Banks Road		308	T	Apex	
344	T	Brooks Museums Magnet		329	YR	Barwell Road		328	T	Baucom	
362	MOD	Carver		352	T	Bugg Magnet		340	T	Briarcliff	
396	T	Douglas Magnet		384	T	Creech Road		342	YR	Brier Creek	
398	YR	Durant Road		403	YR	East Garner		358	YR	Carpenter	
417	T	Forest Pines		413	T	Forestville Road		364	T	Cary	
415	T	Fox Road		416	T	Fuller GT Magnet		369	T	Cedar Fork	
440	YR	Green		420	T	Fuquay-Varina		376	T	Combs Magnet	
451	YR	Harris Creek		306	YR	Herbert Akins		380	T	Conn Magnet	
454	YR	Heritage		446	YR	Hodge Road		390	T	Davis Drive	
442	T	Hilburn Drive		457	YR	Holly Grove		393	T	Dillard Drive	
452	T	Jeffreys Grove		449	T	Holly Ridge		414	T	Farmington Woods Magnet	
453	YR	Jones Dairy		447	YR	Holly Springs		439	YR	Green Hope	
474	YR	Lake Myra		448	T	Hunter Magnet		443	YR	Highcroft Drive	
470	T	Lead Mine		464	T	Knightdale		456	T	Joyner Magnet	
469	YR	Leesville Road		476	T	Lincoln Heights		460	T	Kingswood	
488	T	Lynn Road		480	YR	Lockhart		468	T	Lacy	
496	T	Millbrook Magnet		494	YR	Middle Creek		467	YR	Laurel Park	
514	YR	North Forest Pines Drive		532	T	Poe Montessori Magnet		501	YR	Mills Park	
516	T	North Ridge		536	T	Powell Magnet		504	YR	Morrisville	
531	YR	Pleasant Union		540	YR	Rand Road		520	T	Northwoods	
302	YR	River Bend		560	YR	Smith Magnet		522	YR	Oak Grove	
544	T	Rolesville		570	YR	Timber Drive		524	T	Olds	
554	YR	Sanford Creek		576	YR	Vance		523	YR	Olive Chapel	
569	YR	Sycamore Creek		580	T	Vandora Springs		525	MOD	Partnership	
584	T	Wake Forest		606	YR	West Lake		530	T	Penny Road	
593	YR	Wakefield		624	YR	Willow Springs		542	T	Reedy Creek	
597	T	Wakelon						548	T	Root	
600	T	Wendell Magnet						550	YR	Salem	
616	YR	Wilburn						564	T	Stough	
618	T	Wildwood Forest						568	T	Swift Creek	
628	T	York						571	YR	Turner Creek	
632	T	Zebulon Magnet						572	T	Underwood Magnet	
								596	T	Washington Magnet	
								598	T	Weatherstone	
								620	T	Wiley Magnet	
								626	T	Yates Mill	

TABLE: B-5

AREAS MIDDLE AND HIGH SCHOOLS

		AREA 1				AREA 2				AREA 3	
Code	Calendar	10 Middle Schools		Code	Calendar	9 Middle Schools		Code	Calendar	13 Middle Schools	
360	T	Carroll		356	T	Carnage Magnet		312	T	Apex	
399	YR	Durant Road		404	T	East Garner Magnet		370	MOD	Centennial Campus Magnet	
408	T	East Millbrook Magnet		410	YR	East Wake		388	T	Daniels	
444	YR	Heritage		424	T	Fuquay Varina		391	T	Davis Drive	
471	YR	Leesville Road		458	YR	Holly Grove		394	T	Dillard Drive	
592	T	Wake Forest-Rolesville		450	T	Holly Ridge		402	YR	East Cary	
594	T	Wakefield		472	T	Ligon Magnet		484	YR	Lufkin Road	
601	T	Wendell		512	YR	North Garner		492	T	Martin Magnet	
608	T	West Millbrook		607	YR	West Lake		502	T	Mills Park	
636	T	Zebulon Magnet						506	MOD	Moore Square Museum Magnet	
								400	T	Reedy Creek	
								551	YR	Salem	
								604	T	West Cary	
		AREA 1				AREA 2				AREA 3	
Code		8 High Schools		Code		7 High Schools		Code		6 High Schools	
700		East Wake Health Science		412		Enloe High		316		Apex	
702		East Wake Arts, Ed., and Global Studies		428		Fuquay-Varina		318		Athens Drive	
703		East Wake Engineering Systems		436		Garner Magnet		368		Cary	
701		East Wake Integrated Technology		455		Holly Springs		441		Green Hope	
445		Heritage		466		Knightdale		348		Needham Broughton	
473		Leesville Road		495		Middle Creek		526		Panther Creek	
500		Millbrook Magnet		562		Southeast Raleigh Magnet					
552		Sanderson									
583		Wake Early College Magnet									
588		Wake Forest-Rolesville									
595		Wakefield									

TABLE: B-6

DISTRIBUTION OF CHOICE AREAS SCHOOLS

	CHOICE AREAS SCHOOLS				Type of Schools			
	Total Schools 2010-11 SY	Elementary	Middle	High	Magnet Schools	Year Round Schools	Non Magnet Modified Calendar	Non Magnet Traditional Calendar
WCPSS	156	103	32	21	32	55	2	67
Area 1:	53	35	10	8	8	18	1	26
Area 2:	45	29	9	7	13	22	1	9
Area 3:	58	39	13	6	11	15	0	32

TABLE: B-7

CHOICE AREAS BY RESIDENT STUDENTS UTILIZATION RATES AND AVAILABLE SEATS

Area	K-12	% K-12	ACC Capacity	UR	Available Seats
1	48921	34.1%	55260	88.5%	6339
2	46696	32.5%	50845	91.8%	4149
3	47969	33.4%	55227	86.9%	7258
Total	143586	100.0%	161332	89.0%	17746
ELEMENTARY					
Area					
1	23151	33.4%	26208	88.3%	3057
2	22654	32.6%	23772	95.3%	1118
3	23610	34.0%	28258	83.6%	4648
Total	69415	100.0%	78238	88.7%	8823
MIDDLE					
Area					
1	11049	33.8%	12659	87.3%	1610
2	10874	33.2%	11315	96.1%	441
3	10803	33.0%	13814	78.2%	3011
Total	32726	100.0%	37788	86.6%	5062
HIGH					
Area					
1	14721	35.5%	16393	89.8%	1672
2	13168	31.8%	15758	83.6%	2590
* 3	13556	32.7%	13155	103.0%	-401
Total	41445	100.0%	45306	91.5%	3861
* According to the October Resident Node data 916					
Area 3 High School students attend a magnet school outside of Area 3.					

TABLE: B-8

CHOICE AREAS BY RESIDENT STUDENTS INCOME GROUP

Area	* Resident Students	F / R Lunch	% F / R Lunch	% F / R Variance	Paid Lunch	% Paid Lunch	% Paid Variance
1	48556	14855	30.6%	0.4%	33701	69.4%	-0.4%
2	46218	17890	38.7%	8.5%	28328	61.3%	-8.5%
3	47284	10106	21.4%	-8.8%	37178	78.6%	8.8%
Total	142058	42851	30.2%	30.2%	99207	69.8%	69.8%
* Based on July 2010 WCPSS data because the October 2010 Resident Data did not include Free / Reduced Lunch Students							

TABLE: B-9

CHOICE AREAS BY RESIDENT LEP AND IP STUDENTS

Area	Resident Students	LEP	% LEP	IP	% IP
1	48921	3822	7.8%	5788	11.8%
2	46696	3996	8.6%	6450	13.8%
3	47969	3468	7.2%	5432	11.3%
Total	143586	11286	7.9%	17670	12.3%

TABLE: B-10

CHOICE AREAS BY RESIDENT STUDENTS RACIAL / ETHNIC GROUP

Area	Resident Students	White	% W	Black	% B	Hispanic	% H	Asian	% A	N. Am.	% N.Am	MR	% MR
1	48921	24858	50.8%	12524	25.6%	7226	14.8%	1927	3.9%	221	0.5%	2163	4.4%
2	46696	19260	41.2%	15843	33.9%	8321	17.8%	904	1.9%	233	0.5%	2135	4.6%
3	47969	26801	55.9%	7354	15.3%	5452	11.4%	6023	12.6%	182	0.4%	2155	4.5%
Total	143586	70919	49.4%	35721	24.9%	20999	14.6%	8854	6.2%	636	0.4%	6453	4.5%

TABLE: B-11

CHOICE AREAS BY EDUCATIONAL DIVERSIFICATION

Area	Resident Students	Academically Gifted	% AG	Variance
1	48921	8428	17.2%	-0.9%
2	46696	6270	13.4%	-4.7%
3	47969	11340	23.6%	5.5%
System	143586	26038	18.1%	
Area	Resident Students	Magnet Choice Assigned	% Magnet Choice Assigned	Variance
1	48921	4243	8.7%	0.6%
2	46696	3667	7.9%	-0.2%
3	47969	3665	7.6%	0.5%
System	143586	11575	8.1%	
Area	Resident Students	Year Round Choice Assigned	% YR Choice Assigned	Variance
1	48921	2633	5.4%	0.6%
2	46696	1977	4.2%	-0.6%
3	47969	2308	4.8%	0%
System	143586	6918	4.8%	
Area	HS Graduation Rate	Variance		
1	79%	1%		
2	75%	-3%		
3	82%	4%		
System	78%			

TABLE: B-12

CHOICE AREAS BY GRADE 5 READING PROFICIENCY

Reading Proficiency EOG Test 2009-10 SY																
Grade 5																
Area	T	L 4	% L 4	V	L 3	% L 3	V	L 2	% L 2	V	L 1	% L 1	V	L 2 & 1	% L 2 & 1	V
1	3628	700	19.3%	-4.0	1899	52.3%	0.8	678	18.7%	2.0	351	9.7%	1.2	1029	28.4%	3.2
2	3141	557	17.7%	-5.6	1646	52.4%	0.9	628	20.0%	3.3	310	9.9%	1.4	938	29.9%	4.7
3	3922	1234	31.5%	8.2	1965	50.1%	-1.4	476	12.1%	-4.6	247	6.3%	-2.2	723	18.4%	-6.8
Total:	10691	2491	23.3%		5510	51.5%		1782	16.7%		908	8.5%		2690	25.2%	