Albuquerque Public Schools
Capital Master Plan

North Star Elementary School
Administrative Change Recommendation Committee
March 12th, 2013

ALBUQUERQUE PUBLIC SCHOOLS
North Star ES Construction History

- **Original Building**
  - Completed: 2005
  - Budget: $13.4 Million
  - Architect: Dekker/Perich/Sabatini
  - Contractor: Gerald Martin
  - Square Footage: 68,465
  - Capacity (2006-07): 500
  - 40th Day Enrollment (2006-07): 420

- **Classroom Block Addition**
  - Completed: 2008
  - Budget: $2,500,000
  - Architect: Dekker/Perich/Sabatini
  - Contractor: Longhorn
  - Square Footage: 10,840
  - 40th Day Enrollment (2008-09): 595

- **Current Square Footage** (after classroom addition): 79,305

- **Current Enrollment**
  - Capacity (2012-13): 663
  - Current Enrollment (2012-13): 741 (40th day enrollment)
North Star ES Current Status

- 2012/13 Enrollment: 741 (40th Day)
- 2013-14 Projected Enrollment: 746
- Current Capacity: 663
- Classroom Need: 6.5
North Star ES Enrollment and Capacity Trends

North Star ES Enrollment Trends

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>420</td>
<td>500</td>
</tr>
<tr>
<td>2007-08</td>
<td>573</td>
<td>500</td>
</tr>
<tr>
<td>2008-09</td>
<td>595</td>
<td>663</td>
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<tr>
<td>2009-10</td>
<td>660</td>
<td>663</td>
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<tr>
<td>2010-11</td>
<td>707</td>
<td>663</td>
</tr>
<tr>
<td>2011-12</td>
<td>706</td>
<td>663</td>
</tr>
<tr>
<td>2012-13</td>
<td>741</td>
<td>663</td>
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<tr>
<td>2013-14</td>
<td>746</td>
<td>663</td>
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<tr>
<td>2014-15</td>
<td>741</td>
<td>663</td>
</tr>
<tr>
<td>2015-16</td>
<td>741</td>
<td>663</td>
</tr>
<tr>
<td>2016-17</td>
<td>757</td>
<td>663</td>
</tr>
<tr>
<td>2017-18</td>
<td>753</td>
<td>663</td>
</tr>
</tbody>
</table>
School Attendance Area Analysis

On-going District Analysis

Possible Decisions

- Provide New Capacity (new schools, portables, etc.)
- Schedule Changes / Flex Schedule
- Boundary Changes
- Administrative Changes
- Grade Reconfiguration
- Combination of the Above
North Star Elementary School Boundary:
North: The northern Bernalillo County line from the extension of Louisiana Blvd to the extension of Eubank Blvd.
South: Paseo del Norte from Louisiana Blvd to Wyoming Blvd; north on Wyoming Blvd to Alameda Blvd; east on Alameda Blvd to Ventura St; south on Ventura St to Paseo del Norte; east on Paseo del Norte to Eubank Blvd.
East: Eubank Blvd and its extension from the northern Bernalillo County line to Paseo del Norte.
West: Louisiana Blvd and its extension from the northern Bernalillo County line to Paseo del Norte.

• Attendance boundary area: 4,339.2 acres or 6.78 Square Miles (5.34 Square Miles is in County of Bernalillo jurisdiction, of which 3.39 Square Miles are in Sandia Pueblo. The remaining 1.44 Square miles is in City of Albuquerque jurisdiction)

• Residential Dwellings
  • Current Number of residential dwellings: approximately 3,250 dwellings
  • Current Number of empty residential parcels potential for future new home growth: 601
  • Projected future elementary level student generation (ceterus paribus): 132*

*(Generation rate of 0.22 elementary students per dwelling)
Enrollment and Capacity Trends

Double Eagle ES Enrollment Trends

North Star ES Enrollment Trends

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Administrative Change Process Flow

1. Administrative Change Committee
2. Neighborhood Meeting
3. APS Leadership Team
4. Superintendent
5. Capital Outlay Committee
6. Board of Education

Neighborhood Input occurs Throughout the Process
Administrative Changes

- Result of on-going district analyses of attendance areas
- Usually immediate fixes that may be followed up by more comprehensive actions
- Enacted due to:
  - Out-dated situations that are no longer fiscally efficient or instructionally sound
  - Circumstances that render an established attendance area unviable such as damage to school, rapid growth etc
- Usually impacts only a small geographical area (e.g. individual neighborhoods)

Recent administrative changes

- In 1999, attendance area pockets and double bussing within Adobe Acres and Pajarito were eliminated
- In 2000, the proposed Vista del Norte residential subdivision was reassigned from the Valley HS attendance area to the Del Norte HS attendance area
- In 2003, double bussing was instituted for the Eubank and Manzano Mesa elementary school attendance areas for no more than 4 years in order to balance enrollments, while the Manzano Mesa area grew
- In 2004, Sister School Programs was instituted between West Mesa HS and Albuquerque HS and between Cibola HS and Del Norte HS until two new high schools are built on the West Side
- In 2011 The Mesa Del Sol Development covering 13,000 acres and overlapping 4 school attendance areas was reassigned to one school attendance area until such a time when schools would be constructed in the development.
Technical Parameters for determining Administrative School Attendance Area Changes

- Base decisions on empirical and qualitative data, as well as educational and community needs of students
- Review all options/opportunities while considering all, facts and constraints (fiscal and physical)
- As much as possible, eliminate attendance pockets and gerrymandering
- As much as possible, balance enrollment numbers between schools, keeping them viable
- As much as possible, decrease proportions of students transported thus encouraging walking and neighborhood schools. Minimize transportation costs
- As much as possible, use natural boundaries such as arroyos, major thoroughfares, and natural demarcations
- Maintain a multi school approach vs. single school focus when trying to solve problems
North Star ES & Double Eagle ES Proposed Attendance Areas

Date of aerial photography: March 2012

- Proposed area to be moved to Double Eagle ES Attendance Area
- Elementary School
- Proposed Elementary School Attendance Area Boundaries
- Not to scale
North Star ES & Double Eagle ES Proposed Attendance Areas
By This Proposal:
1. Double Eagle ES will **gain approximately 65 students** from the boundary amendment area in the 2013/14 school year (50 currently in North Star ES and approximately 15 new Kindergartners).
2. North Star ES will **lose approximately 75 students** vs. current projections (65 as a result of new boundary and 10 from losing a large 5th grade).

Over the next 5 years:
1. **52 Current North Star ES 3rd & 4th graders and their siblings** in the proposed boundary change area will be grandfathered until they graduate
2. **All 52** Grandfathered students and their siblings will be **phased out** from North Star ES as they graduate to MS
## Results of Proposed Boundary Amendment and Grandfathering

### 2012-13 40th Day students living in the affected zone

<table>
<thead>
<tr>
<th>1. Students-Grandfathered</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13 3rd and 4th Graders (34)</td>
<td></td>
</tr>
<tr>
<td>Siblings of 3rd and 4th Grade (18)</td>
<td></td>
</tr>
<tr>
<td><strong>Students to be grandfathered</strong></td>
<td><strong>52</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Students-To Move to Double Eagle ES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>16</td>
</tr>
<tr>
<td>1st</td>
<td>20</td>
</tr>
<tr>
<td>2nd</td>
<td>14</td>
</tr>
<tr>
<td>3rd</td>
<td>0</td>
</tr>
<tr>
<td>4th</td>
<td>0</td>
</tr>
<tr>
<td><strong>Students to Move to Double Eagle ES subtotal</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. 5th graders to Move to MS Subtotal</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Students Living in Boundary Change Area</strong></td>
<td><strong>123</strong></td>
</tr>
</tbody>
</table>

- A total of 123 North Star ES students currently live within the area impacted by the boundary amendment in 2012-13.
- 52 of the above students would remain at North Star ES in 2013-14.
- 50 students that are currently in North Star ES would attend Double Eagle ES in 2013-14 and
- 21 5th grade students in the proposed area would move on to middle school in 2013-14.
- Proposed 2013-14 enrollment at North Star: 674 students.
- Proposed 2013-14 enrollment at Double Eagle: 569 students.
# Grandfathering 2012-13 3rd and 4th Grade Students

<table>
<thead>
<tr>
<th>2012-13 Students Grandfathered</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd 12</td>
<td></td>
</tr>
<tr>
<td>4th 22</td>
<td></td>
</tr>
<tr>
<td>Subtotal: 34</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2012-13 Siblings of 3rd and 4th Graders</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>K</td>
<td>7</td>
</tr>
<tr>
<td>Subtotal Siblings: 18</td>
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</table>

## Total Students to be Grandfathered: 52

- Grandfathering 2012-13 3rd and 4th graders and their siblings results in a total of 52 students staying at North Star in 2013-14 after the Boundary Map Amendment.

- 34 students are 3rd and 4th graders.

- 18 students are siblings.
Frequently Asked Questions on School Attendance Area Methodology

- What drives a boundary change?
  - New school. Boundaries are best created before new schools come on-line.
  - Overcrowding. Boundary changes are one method of providing relief to overcrowded schools.

- When do boundary changes take effect?
  - For a boundary change due to a new school, boundary changes typically take effect after the construction of the school is complete.
  - For a boundary change due to overcrowding, boundary changes typically take effect during the following school year.

- Why is grandfathering problematic?
  - Grandfathering students will not help relieve already overcrowded schools. School designed capacity determines how many students can attend school.

- I want my child to stay in the same cluster. Why can’t we have pure feeders?
  - Pure feeders are only possible when the elementary/middle school population will not overwhelm the middle/high schools. School designed capacity determines how many students can attend school.
  - School attendance areas are determined by geographical location of student residences, and not by the elementary/middle school that they currently attend.
  - The geographical distribution and density of student populations determine school attendance area boundaries and not the school the student is currently attending.
Frequently Asked Questions on School Attendance Area Methodology Contd.

- How did the district go about re-drawing school zones (elementary, middle, high)?
  - Board of Education Policy, Administrative Procedural Directive, and boundary process
  - Utilize natural boundaries such as arroyos, major thorough fares, freeways and other natural demarcations.
  - As much as possible encourage walking and neighborhood schools thus decreasing proportions of students transported. Minimize transportation costs.

- What criteria were used to determine the appropriate size of each school’s boundaries and where there “feeder patterns” from elementary to middle to high?
  - Primary factors for school redistricting should strictly be school capacity, life health and safety issues and educational priorities of school
  - A typical APS Elementary school is currently designed for 650 students (range from 280 – 1,000), Middle school 1,200 students (range from 400 – 1,050) and High school 2,100 students (range from 1,400 – 2,200).
  - The geographical distribution and density of student populations determine school feeder patterns and not the school the student is currently attending.
  - For new developments, the student population size is estimated based on a generation rate per household that is based on cost and socio-economic profile of the new housing stock.
  - Decisions made during the process are designed to remain viable for at least 5 years in order to maintain instructional stability.
Frequently Asked Questions on School Attendance Area Methodology Contd.

- What has the district learnt from the rezoning efforts? What worked, what didn’t work, what would you do differently next time?
  - Primary factors for school redistricting should strictly be school capacity, life health and safety issues and educational priorities of school.
  - APS has a long term site/land acquisition plan and major Capital plan such that school siting is technically done years ahead of time.
  - Always prefer to do rezoning before the school is built and the area is established.
  - Births, deaths, and migration in the district are major factors that influence student population
  - Migration, both in and out is determined by economic climate and employment
  - Traffic patterns and new infrastructure should be considered while planning
  - What worked
    - To do rezoning before the school is built and the area is established
    - During public meetings, depending on the need always having translator on site
    - Preparing materials in different languages based on the majority groups in the neighborhood
    - Including City and County Planning department representation on committee
    - Clear /well organized and facilitated public meetings where input pertinent to redistricting remains the focus
## Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 12, 2013</td>
<td>Capital Master Plan Department presents technical administrative boundary proposal to Administrative Committee</td>
</tr>
<tr>
<td>March 18, 2013</td>
<td>Materials sent home to parents; Proposal on APS Web site; Comment/Input link on APS web site; Information included in School/PTO Newsletters</td>
</tr>
<tr>
<td>March 28, 2013</td>
<td>Public Meeting to present technical boundary proposals to parents and get input/feedback. <em>Incorporate public input</em></td>
</tr>
<tr>
<td>April Capital Outlay meeting</td>
<td>APS Board of Education Capital Outlay Committee votes on Boundary Proposal - 1st week in April</td>
</tr>
<tr>
<td>April Board of Education meeting</td>
<td>Full APS Board of Education acts on proposal which is then implemented for 2013/14 school year (August 2013) - 1st week in April</td>
</tr>
</tbody>
</table>