Excellence for ***Every*** Child

Knox County Schools

ASSESSMENT OF DEMAND FOR MIDDLE SCHOOL FACILITIES

FINAL REPORT | FEBRUARY 2015

BRAILSFORD & DUNLAVEY

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INTRODUCTION

Seeking to better understand the capacity and transportation challenges at the middle school level, Knox County Schools ("KCS" or the "District") selected The Brailsford & Dunlavey Team ("B&D") to assess the demand of its middle school facilities and identify if there is a need for new or improved middle school facilities in order to best serve the District's middle school student population. Using the District's new five-year strategic plan as a guidance tool, the District is seeking outside expertise to understand student enrollment, established middle school boundary alignment, transportation efficiency, and population projections across its 14 middle schools.

BACKGROUND

The B&D Team includes Davis Demographics & Planning ("DDP"), a national PK-12 planning and demographics leader, and U.S Computing, Inc. ("USCi")., a leader in PK-12 transportation consulting, (collectively the "B&D Team") which was created to provide KCS with an Assessment of Demand for Middle School Facilities ("Assessment"). This report summarizes the overall findings and synthesizes the information gathered as part of the Assessment to provide potential options for implementation to meet the strategic mission and vision of Knox County Schools.

Knox County is the third most populous county in the State of Tennessee. Accordingly, the District is challenged with maintaining the highest quality in educational services and facilities for teaching and learning. At the heart of this challenge is the opportunity to understand the demographics and migration patterns of students, families, and business services that support Knox County's children. With more than 27,000 elementary students feeding into the 14 existing middle schools, the demand to provide safe, equitable, sound, and educationally efficient facilities that meet 21st century rigor is at a premium. B&D's Team, which includes educational specialists the areas of educational planning, demographic and transportation analysis, focused on determining a range of plans that allows KCS to maximize the level of its community's investments given a dynamic future environment.

SUMMARY OF TASK APPROACH

The work plan pursued as part of this Assessment is outlined below:

- Task 1: Project Kick-Off: This consisted of site visits, a Strategic Asset Value ("SAV") session, and collaborative discussions with KCS's Chief of Staff, Chief Academic Officer, Facilities department, Maintenance and Operations

department, Secondary Education department, Student Support Services department, Transportation and Enrollment department, and others.

- Task 2: Data Analysis and Review: The B&D Team synthesized information received from KCS related to established middle school zones, transportation routes, and student population projections.
- Task 3: Recommendation and Presentation: A Presentation to KCS was given that included possible plans middle schools program cost and location, zoning, and also demographic and transportation.
- Task 4: Final Report: This report reflects the above steps synthesized, organized, and assembled to provide KCS with a framework to support its decision making through an enhanced understanding of facility usage and demand for its 14 middle school facilities throughout the County.

These tasks were accomplished with the full support of KCS staff and employees. The B&D Team's approach was an iterative process involving collaboration, associated expertise, and core industry knowledge that provided the foundation for each presented plan exercise.

The B&D Project Team was comprised of the Following Individuals:

- Brad Noyes, Senior Vice President, B&D
- Julie Williams, Senior Project Manager, B&D
- Marcus Huff, Assistant Project Manager, B&D
- Lorne Woods, Project Manager, DDP
- David Kaitz, Project Manager, DDP
- Kerry Somerville, Project Manager, USCi
- Nancy Rawls, Project Manager, USCi

Using an iterative process, The B&D Project Team discovered key findings that led to a series of suggested options presented in this report for addressing the District's middle school demand and capacity challenges. A key factor affecting the District's capacity equity is an enrollment bump in 2019 causing a dramatic jump at almost every middle school. The District's west and south located schools will gain significant student enrollment causing additional overcrowding requiring additional facilities support.

2 STRATEGIC ASSET VALUE ("SAV")

STRATEGIC ASSET VALUE ("SAV")

Knox County Schools ("KCS" or the "District") engaged Brailsford & Dunlavey ("B&D") and its team of subconsultants to assess the need for current or future middle school facilities to better serve its growing student populations ("Plan" or "Assessment"). In response to KCS's newly established five-year strategic plan, District leaders strived to better understand student enrollment and population projections across the District's 14 middle schools and any relational impacts that the changing student population may have on transportation and zoning alignment. As one of the first steps in the planning process, B&D facilitated a Strategic Asset Value ("SAV") workshop with a group of administrators and key personnel from KCS. This group included the following individuals:

Mr. Russ Oaks	Chief of Staff
Dr. Elizabeth Alves	Chief Academic Officer
Mr. Doug Dillingham	Director of Facilities Planning
Mr. Jim French	Director of Maintenance & Operations
Mr. Clifford Davis	Executive Director of Secondary Education
Ms. Melissa Massie	Executive Director of Student Support Services
Dr. Rick Grubbs	Director of Transportation & Enrollment
Mr. Frank Draper	Specialist CTE (stand-in for Mr. Don Lawson)

During the SAV session, the group discussed independent strategic objectives related to the Assessment. The intent of the discussion was as follows:

- To facilitate the involvement of KCS stakeholders in the planning process
- To align the objectives of the assessment of middle school demand with KCS's five-year strategic plan, ensuring implementation consistency during the planning effort
- Not to modify KCS's Mission or introduce new values

The SAV session's purpose identified and prioritized strategic objectives KCS must address through physical and programmatic recommendations. The group "Stakeholders" identified a value between 1 and 10 for each objective representing how existing facilities are supporting each goal; these selections were marked with an "X". The stakeholders also identified a value between 1 and 10 for each strategic objective representing the aspirant intensity that KCS should pursue as part of the Assessment; these selections were marked with an "O." Gaps existing between the "X" and the "O" signaled opportunities, during the planning process, to

identify the programmatic and physical solutions that may be available to close those gaps. Figure 1.1 is an excerpt from the SAV worksheet and provides an example of how the placement of the "X" and the "O" leads to B&D's gap analysis.

Figure 1.1: SAV Workshop Example

Strategic Objectives By Category	1	2	3	4	5	6	7	8	9	10	Legend: Existing Conditions - X Targeted Aspirations - O
I. Educational Environment											Value Benchmarks
a. Teaching & Learning Spaces						X					1 = Investments should focus on teaching spaces tailored to the delivery of specific academic offerings.
									O		10 = Investments should focus on providing flexible and adaptable teaching spaces that serve multiple functions.

The gap analysis results were then synthesized and translated into the SAV Story that articulates the attributes that the Plan strives to accommodate. The SAV Story is intended to describe KCS's targeted future reality and identify the particular role that the Assessment must fulfill in order to achieve those objectives. The SAV had three (3) areas of focus: educational environment, school community, and operations and finance.

The SAV Story is comprised of four (4) distinct "chapters," including:

1. Priority of Spaces / Facility Concept
2. Neighborhood / Community Context
3. Architectural & Construction Quality
4. Organizational / Operational Paradigm

EXISTING STRATEGIC DRIVERS & TARGETED FUTURE REALITY

The SAV work session summarized the District's desired outcomes by identifying the strategic drivers for the Assessment. Specifically, organizing the gap between existing conditions and targeted future reality provided understanding to areas needing immediate attention bringing KCS into alignment with its five-year strategic plan. Exhibit A: Strategic Asset Value Tool, graphically shows the results of the SAV session. The largest gaps that resulted from the analysis that must be addressed are:

- Enhance learning pedagogy and invest in classroom educational spaces;
- Enhance the neighborhood school concept valued by the community;

- Allocate capital funding throughout the district to provide safe, secure, and operational facilities; and,
- Advance the architectural quality of facilities during the capital improvement process.

PRIMARY DRIVERS

LEARNING PEDAGOGY

The District's current educational offerings at each facility are meeting state standards and exceeding KCS educational requirements in certain facilities. Increasing student capacity in classrooms challenges individualized student pedagogy. Technological advancements (e.g., smart boards, iPads, and personal laptops for students) have been ways KCS has achieved individualized learning in the classroom. Additionally, KCS leadership indicated the District is exploring opportunities to enhance students' engagement in the classroom, (e.g. improving the device-to-student ratio to 1:1). As student capacity continues to increase in middle school classrooms, identifying innovative techniques to improve the learning pedagogy will be necessary to provide personalized student learning experiences.

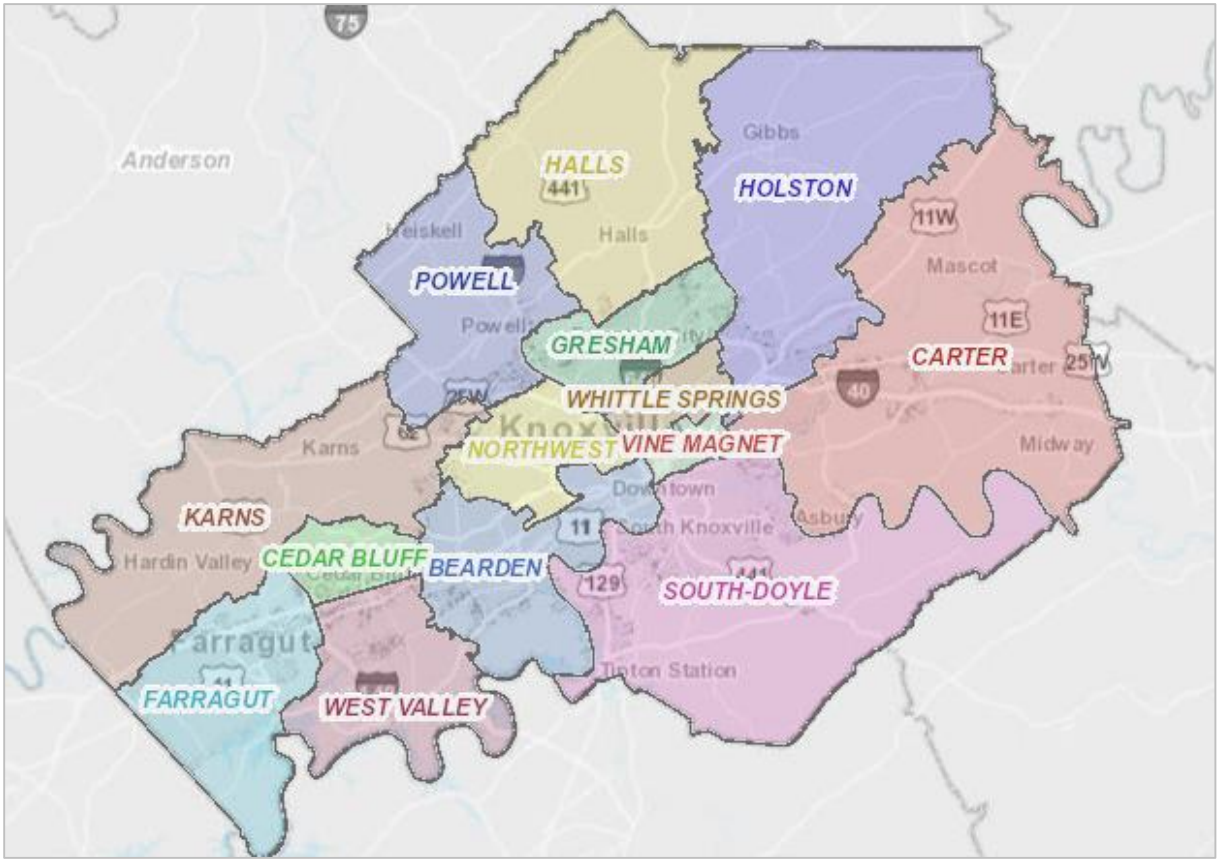
EDUCATIONAL (TEACHING, LEARNING, CORE, AND SUPPORT) SPACES

Enhancing educational spaces is a focus for the District. Creating flexible learning spaces allow programmatic changes to be more adaptable. Converting existing spaces and, in recent cases, entire schools from high school to middle school, to accommodate student population growth and specialized learning and instruction challenges the target instructional/learner reality. Through community collaboration, KCS has identified creative ways to transform educational spaces into multi-functional uses including the use of exterior spaces that support indoor/outdoor learning. Another example of space transformation is installing classroom partitions in oversized classroom creating smaller learning areas. These approaches to addressing spatial concerns are productive solutions and must continue to be explored and implemented pragmatically throughout the District.

ENROLLMENT POLICIES AND BOUNDARIES

KCS aspires to provide access to efficient, functional, and academically competitive community schools for students throughout the District. The current location of middle schools has resulted in a significant commute within several middle school communities of more than 30 minutes each way. Figure 1.2 shows the approximate location of the 14 middle schools across Knox County.

Figure 1.2: Knox County Middle Schools Locations



APPROXIMATE LOCATION

Historically, Knox County built all middle schools on the edge of the County. This contributed to eventually imbalanced school zones throughout the District. Although school transportation is provided, historic siting may negatively impact student participation in after school programs and activities.

Efficiently managing the neighborhood school concept (i.e., allowing middle schools to be utilized as community schools) constitutes a shift that KCS is already in support of an outcome identified by the SAV stakeholders. Facilities that offer programs for students and the community both during and after school hours would further enhance the concept of the school as the centers of community. A balanced approach should be taken as KCS seeks to efficiently transition the concept of community schools from neighborhood schools. Some ways of making this transition, would be to encourage school administration to support community activities within the schools. Hosting community meetings that inform KCS families on the value of

community schools and distributing information through media outlets are also ways that can be impactful. Strategically transitioning schools into learning centers that accommodate the entire community directly aligns with the District's five-year strategic plan.

CAPITAL IMPROVEMENTS ALLOCATION

Increasing student capacity at middle school facilities directly impacts operational costs across the District. Immediate critical maintenance and operations issues are addressed with capital investments at individual middle school facilities. The need for addressing deferred maintenance and general maintenance has outpaced the available funding, which has resulted in system-wide impact. This need will increase across the District and will continue to grow as facilities increase in age. Several stakeholders stated that capital programmatic needs are more prevalent throughout the District than maintenance needs.

ROLE OF SCHOOL FACILITY AS CIVIC ASSET

The average age of the 14 middle school facilities throughout the district is 47 years. The majority of the middle schools have passed their intended facility life span, which requires capital investments to address maintenance concerns. KCS's focus is strengthening community collaboration at its schools by allowing the facilities to host community programs and activities. Future renovation and addition designs will aim to create multifunctional community spaces in support of facilities becoming civic assets. Creating these spaces allow school facilities to serve a dual purpose of supporting community programs and activities that build upon the perspective of school facilities as civic assets.

LIFE, SAFETY, AND SECURITY

A focus on health, safety, and security issues at its middle school facilities are critical to the District. KCS implemented heightened security measures at each facility improving secured access and security check points. Engaging the community to establish watch programs will bring the school and communities together, but can also provide security services at no additional cost to the District. Future facility improvement and new construction work is a proactive approach to improving middle school facilities. Updating and maintaining the security protocol, process, and procedures for KCS will also be important in achieving the desired outcome. KCS is committed to offering the students, faculty, and community quality safety and security at each middle school as set forth by the District's goals and standards.

SAV STORY

The synthesis of the strategic drivers is translated into the SAV Story below, which articulates the attributes that the Plan must strive to accommodate and describes the targeted future reality as the Plan aims to fulfill KCS's objectives.

PRIORITY OF SPACES / FACILITY CONCEPT

"Goal 1: Focus on Every Student, Objective 2: Personalize Learning," taken from KCS's five-year strategic plan states that the District will be focusing on, "structuring the schools to best meet the learning needs of students." Currently, the District has had to pursue creative solutions in some of its middle school facilities with respect to its use of educational spaces. This is largely in response to outdated school designs or functional use changes (i.e., converting a high school into a middle school, etc.). In order to achieve KCS's objective of "structuring the schools to best meet the learning needs of students," the District must encourage flexible and adaptable learning spaces that aim to change the way middle school facilities are perceived, designed, and utilized to better reflect 21st Century learning environments.

The transition of utilizing some spaces for multi-learning, both indoor and outdoor, will create learning environments that enhance the educational program. While maintaining the current building footprint, creating breakout spaces for learning in hallways is an example of a method that schools use to create collaborative interaction spaces throughout the facility. This will allow teachers to continue to utilize the school as a teaching tool and develop diverse learning environments for students. Also, faculty can organize small learning communities among the middle schools that will allow the discussion of educational objectives and lessons learned that work well at individual facilities. Progressive steps, taken over time, will drive the District towards achieving its targeted reality of having facility spaces that are adaptable, flexible, and that can be utilized by the school and community.

NEIGHBORHOOD / COMMUNITY CONTEXT

"Goal 1: Focus on Every Student, Objective 3: Facilitate High Quality Student Supports," taken from KCS's strategic plan, states that the District will, "strengthen and scale Community Schools." Effectively managing the concept of neighborhood-to-community school was discussed in length and identified as an important driver for the District during the SAV session. As KCS moves forward with implementing the five-year strategic plan, the District must promote community school usage for students, faculty, and parents at neighboring middle school facilities. KCS families are essential to the success of each student, and middle school facilities must create and support learning spaces that draw families and community members into the schools. Current KCS efforts, such as the "Community Schools Initiative," which provides support systems for students and families and "Great Schools Partnership," which provides a number of programs for students, faculty, and the community, are excellent ways that KCS is already shifting this concept. KCS has the opportunity to serve students, families, and communities of diverse races, ethnicities, religions, and socio-economic backgrounds and middle school facilities develop external partnerships with the community that draw these individuals with varied backgrounds. This is a step towards creating a school community where families interact with other families, which ultimately supports the transition of the District to having community schools.

ARCHITECTURAL & CONSTRUCTION QUALITY

"Goal 3: Partner with Our Stakeholders, Objective 2: Invite & Earn Stakeholder Feedback," taken from KCS's five-year strategic plan, states that KCS will, "Develop and promote differentiated stakeholder engagement opportunities." This strategic goal aims to encourage increased community engagement and input in future school designs. In order to achieve this goal, KCS should provide community design forums and enhance future physical and programmatic space designs. This process allows for community engagement to ensure that a future facility's physical configuration and its impact on learning fit the context of the community. Community input on future addition and renovation concepts will provide diverse perspectives and community consensus. Community engagement (e.g., school clean ups, improvement events, etc.) will assist in providing economical ways of improving the schools' architectural quality by providing clean and welcoming environments while also strengthening the community schools. In addition to community engagement, having designs that consider both physical and programmatic integration of quality-of-life services will enhance the District's architectural quality.

ORGANIZATIONAL / OPERATIONAL PARADIGM

"Goal 1: Focus on Every Student, Objective 1: Guarantee Excellence in the Classroom," taken from KCS's five-year strategic plan, states that the District will, "Cultivate the 'Whole Child' by providing diverse learning opportunities". The District aspires to have facilities that are safe, secure, functional, and operational, while supporting KCS policies and maintaining its budget allocations. In order to achieve these goals and accomplish the established strategic plan, KCS may develop new educational policy requirements that focus on cultural changes to curricula throughout the District. KCS educators currently "own" their classroom space for the entire academic year. Adapting a more flexible teaching policy over time will impact the learning dynamics at each middle school across the District. Creating specific learning spaces in each facility that provide teachers the opportunity to rotate instruction provides another means of fostering this transition. Using collaborative assignments among classrooms that promote student-to-student engagement both inside and outside of their direct classroom will also progress the District to its desired outcome. Nationally, there is an increased importance placed on student collaboration and group approach to learning.

3 EDUCATIONAL SPACE ADEQUACY

EDUCATIONAL SPACE ADEQUACY

Educational Space Adequacy analysis associated with learning environments ensures that the educational facilities in the District are safe, healthy, and educationally adequate to support the delivery of education to all students. Educational space adequacy examines a school's intended educational programs and the allocation of the availability of individual learning areas throughout a school's campus. The space adequacy components examine the total learning environment that is intended to support students and teachers in achieving their academic and personal development goals. Educational Space Adequacy components or categories include:

1. Academic Learning Spaces
2. Special Learning Spaces
3. Support Spaces
4. School Configuration

Within each of the four categories are a series of assessment areas that received a weighted score. This weighted score was tabulated and provided an overall Educational Space Adequacy score for each school.

B&D created a rubric, or an appraisal tool, that the B&D Team utilized when visually inspecting each of the 14 middle school sites in order to provide a complete snapshot of each campus' Educational Space Adequacy rating. Figure 1.3 shows an example of the appraisal tool:

Figure 1.3: Appraisal Tool Example

	School Name: BEARDEN MIDDLE SCHOOL			Current Enrollment:	1178
	No. of Classrooms/Students 6th: 16 / 475	7th: 14 / 423	8th: 14 / 302	Building Capacity of School:	1200
No.	**Category**		**Visual Review**	**Points Allocated**	**Points Assigned**
1.0 EDUCATIONAL SPACE ADEQUACY					
ACADEMIC LEARNING SPACE					
1.10	Size of academic learning areas meets state standards.		✓	20	16
1.11	Classroom space permits arrangements for small group activity.		✓	20	18
1.12	Location of academic learning areas are near educational activities and away from disruptive noises.		✓	20	17
1.13	Personal space in classroom away from group instruction, allows privacy time for individual students.		✓	20	15
1.14	Storage for student materials is adequate.		✓	10	6
1.15	Storage for teacher materials is adequate.		✓	10	6
Summary	Total Points for Academic Learning Spaces			100	78
SPECIAL LEARNING SPACE					
1.20	Size of special learning area(s) meets state standards.		✓	15	12
1.21	Design of special learning area(s) is compatible with instructional need.		✓	10	8
1.22	Library/Resource/Media Center provides appropriate and attractive space.		✓	15	13
1.23	Gymnasium and outdoor facilities adequately serve physical education instruction.		✓	10	8
1.24	Science program provides sufficient space and equipment for Middle School Program		✓	10	8
1.25	Music program provides adequate sound-treated space.		✓	10	8
1.26	Space of art program is appropriate for special instruction, supplies and equipment.		✓	10	8
1.27	Space for technology education, including computer labs, permits use of state-of-the-art equipment.		✓	10	6
1.28	Space adjacent to classrooms is provided for small groups and remedial instruction.		✓	5	1
1.29	Storage for student and teacher material is adequate.		✓	5	3
Summary	Total Points for Special Learning Spaces			100	75

The purpose of conducting an Educational Space Adequacy appraisal is to clearly identify school building capacity and space utilization challenges. Examining KCS's overall demand for middle school students in conjunction with the appraisal tool allowed the B&D Team to gain an understanding of potential student and community migration patterns, age and size of school sites, and educational program offerings as a whole and at each school site.

The iterative process of tying the SAV to the Educational Space Adequacy appraisal allowed the B&D Team to apply the filters and outcomes from the SAV session to its visual examinations and comparisons of the collected data as it applied to each site's capacity and utilization of spaces in relation to the categories below:

1. Educational Adequacy and the Educational Environment
2. School Community
3. Operations and Finance

METHODOLOGY AND OBJECTIVES

Utilizing the Educational Space Adequacy tool provides a consistent rubric to verify and compare existing conditions. Obtaining the data - the site's capacity versus enrollment – informs how the alignment of educational spaces with the utilization of to the actual size, configuration, and condition of the facility. During the Assessment, B&D staff members met with each middle school's principal to review and confirm the following:

- Student enrollment
- Site configuration and classroom verification
- Educational space adequacy
- Facilities utilization
- Programmatic content alignment
- Community engagement
- Overall capacity of site

EDUCATIONAL SPACE ADEQUACY APPRAISALFORM

As shown in Exhibit B: Educational Adequacy Form, the site appraisal form provided verification of educational spaces, programmatic alignment, and classroom utilization for the purposes of determining school site capacity. The results highlight the demand of spaces and physical condition needs for a particular middle school.

BUILDING CAPACITY OF SCHOOL

Building Capacity is defined by the number of teaching stations multiplied by the number of students per teaching station. There are a number of other important factors that help define a school's overall capacity. The *Program Capacity* identifies the building capacity multiplied by utilization percentage. *Percent Utilization* – as defined below – represents the percentage of the day a teaching station is being used. A *Teaching Station* represents any room where the school regularly schedules full-size classes. *Students per Teaching Station* is recognized as the *average* of students in a regularly scheduled full-size class. Specific programmatic requirements for each site were not available at the time of the visits. B&D selected the Building Capacity as our model for determining each middle school's capacity.

UTILIZATION FACTOR

Utilization of a school is defined as the student enrollment divided by the school's building capacity. Capacity of each school should be derived from a planning model used for that school's program with adjustments to the model that arise from the actual classroom count, need for spaces to serve special needs programs, and the use of temporary classrooms on campus. School utilization planning requires an understanding of space needs for a range of academic programs offered in a school, as well as classroom and common spaces available for student use and the number of students anticipated in the future. In simplest terms, utilization is the portion of a building's space that is assigned to students.

INITIAL AND OPTIMUM STUDENT CAPACITY

When considering building a new school facility, the initial building capacity assigned is the building capacity necessary to house the students anticipated to enroll at the school by the end of the study period. The optimum building capacity is usually the maximum number of students (capacity) of that type (elementary, middle, high schools) based on applicable district policies. Establishing optimum building capacities makes it possible to plan the initial project and construction budgets within the framework of the overall school size. Overall school size relates to the school's core facilities such as media, cafeteria, administration, circulation, and other auxiliary spaces. Classrooms (teaching stations) and core facilities create the spaces related to identifying the school's optimum building capacity.

4 DEMOGRAPHIC OVERVIEW

DEMOGRAPHIC OVERVIEW

Knox County Schools ("KCS" or the "District") engaged the B&D Team, in particular, its partner, Davis Demographics & Planning, Inc. ("DDP"), to use the most recent population projections generated by the Knox County Metropolitan Planning Commission (or "MPC") to assist in preparing a series of middle school boundary scenarios. The purpose of these middle school scenarios is to help the District determine the best use of their current middle school facilities over the next 10 years and to determine the most effective approaches to supplement or repurpose its facility inventory of spaces to meet its population's needs.

The projected student enrollments generated by MPC cover a ten-year period which are calculated at the Study Area level (i.e., at the micro-population level). Knox County's middle schools have been broken up into 1,229 individual "study areas." No study area straddles two District attendance zones. Therefore, the projected number of students in each of the District's current attendance areas is derived by the sum of all of the study areas that comprise that particular region. The District-wide projection is the summary of all 1,229 study areas.

As a particular exercise for this analysis, the concept of running projections at the "study area" level is presented as an ideal for a particular school district that plans on re-adjusting its current attendance areas. This then gives the District the ability to determine a variety of new attendance area scenarios and know approximately what the future number of students may be living in the subject areas. This is exactly the process that DDP employed for KCS as part of the Assessment.

A variety of factors go into the calculation of the "study area" projections. These components include the following:

1. Examining the current and planned residential development over the next ten years;

2. Applying the appropriate Student Yield Factors to this new development;

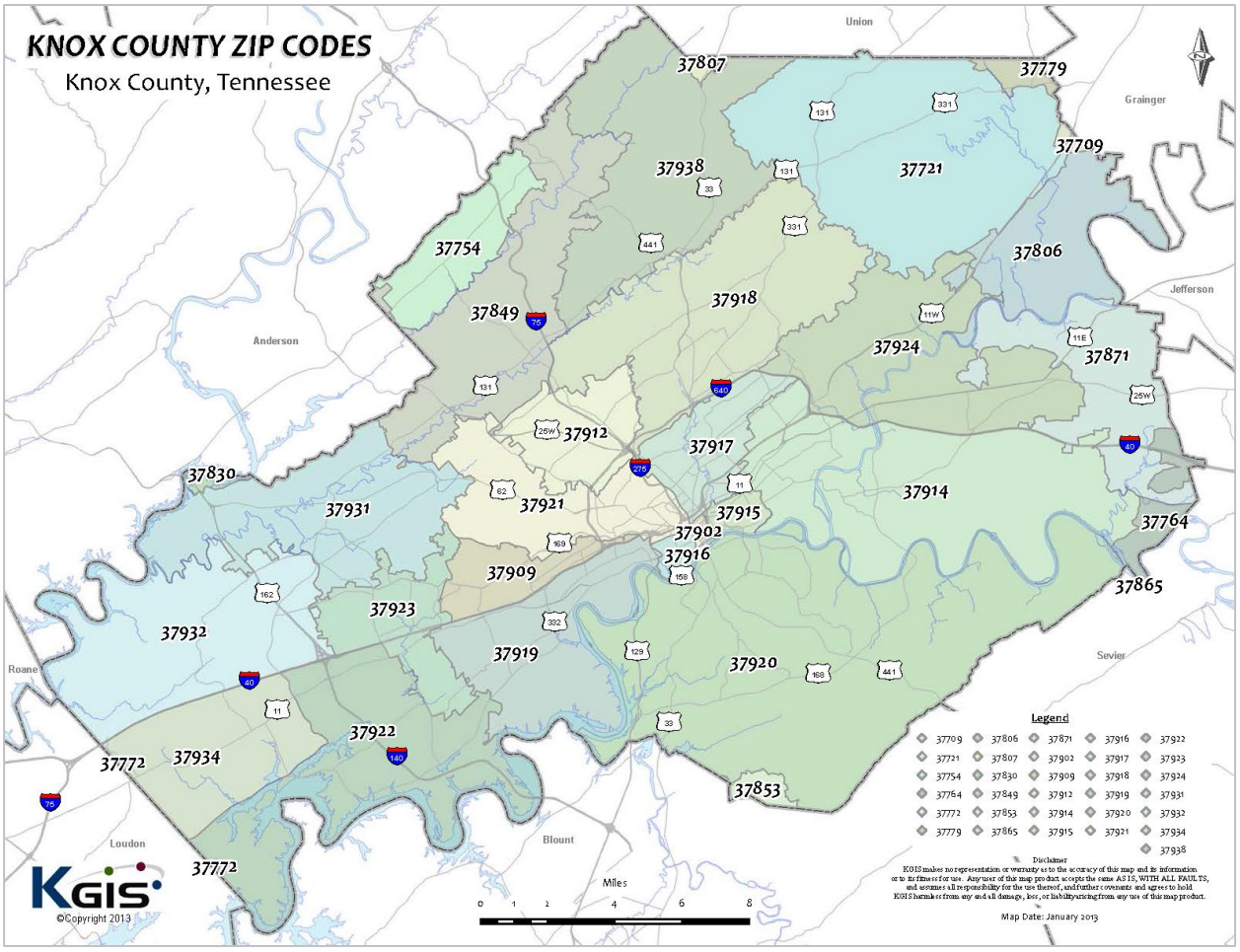
3. Determining birth factors for this District area; and,

4. Calculating mobility factors, which examine the in/out migration of students within existing housing units (this factor, for example, takes into account, the "resale" of units, apartment migration, and dropout rates).

SOURCES OF DATA DEMOGRAPHIC DATA

Historical Enrollment:	MPC obtained K-12 student data files downloaded by KCS each October from fall 2011 to fall 2014
New Housing Information:	Compiled by MPC for the KCS area using approved residential development data such as final plats and concept plans.
Birth Data: (used for estimating incoming Kindergarten)	Live birth counts for the KCS District area (by zip code) were obtained from the Tennessee Department of Health, Office of Policy, Planning and Assessment. Figure 1.4 shows Knox County, Tennessee areas by zip code.

Figure 1.4: Knox County, TN areas by zip code



TRANSPORTATION OVERVIEW

Knox County Schools ("KCS" or the "District") engaged the B&D Team, in particular, its partner, U.S. Computing, Inc. ("USCi"), to evaluate the District's current approach to transportation services. Upon examination of the District's existing transportation policies, routes, and contracting services, the B&D Team aligned transportation solutions with the scenarios A1 through B4 that resulted from DDP's demographics analysis. These scenarios presented options or exercises for altering elementary and middle school boundaries, as well as adding possible new middle school campuses. USCi's recommendations that specifically address the current challenges and test KCS's middle school transportation cost and operational efficiencies.

The Knox County School District Transportation Department provided empirical information for the Assessment concerning the total number of runs the District makes daily to transport middle school students, portions of eligible students using transportation services for each middle school, and percentages of eligible students using the transportation system in October 2014. Utilizing KCS transportation data, USCi ran cost and scheduling scenarios overlaid with the demographical analysis provided by DDP. Looking at the number of eligible students per bus run, bus routes, miles driven, and overall daily / average transportation costs per school site (and per student), USCi created the overview and required direction to directly connect observations and solutions. At this time, the District has only two bell times for the majority of its schools. An early bell time is in use for the elementary schools with a later bell time for its middle and high schools. Several of KCS magnet schools have later bell times. Due to the single bell time for middle and high schools, students may be transported together to all secondary schools. In the more rural areas of the District, particularly in the east portion of the county (i.e., Carter Middle School area), elementary students are also transported with secondary students, allowing a single vehicle to cover a large area once in the morning and again in the afternoon.

The District currently engages 76 external contractors to provide student transportation via bus. Based on the outcomes of the planning scenarios – Plans A1 through B4 – the B&D Team detects certain challenges facing the District in the potential reconfiguration of its the bussing routes. Changing elementary school feeder boundaries or shifting middle school boundaries present different types of challenges that will impact school transportation and operational efficiencies.

KCS's Transportation Department is experiencing variations in transportation costs per student depending on the following variables:

- Distance to the school from the assigned bus stops
- Density of the number of students in an area
- Type of area of the District whether rural or urban
- Parental option to provide their own transportation

For example, as seen in Figure 1.5, in Karns Middle's attendance area, transportation costs are both the most expensive and least expensive bussing in the District for middle school students. Also, the Karns Middle attendance area contains the longest and shortest runs by distance for the entire District's middle school transportation system. Transportation's costs have many different variables, which can change from week to week or even day to day.

Figure 1.5: Karns Middle School Attendance Area Analysis

Extremes in costs across the district--highest & lowest cost in district in same attendance boundary									
Bus	School	total monthly	daily cost per bus	daily avg bus	eligible middle riders	actual middle school rider	cost per eligible middle rider	cost per middle actual rider	middle bus per mile
198	Karns Middle	$3,498.00	$197.63	$49.41	79	72	$0.63	$0.69	$3.13
915	Karns Middle	$4,206.00	$237.63	$95.05	11	5	$8.64	$19.01	$13.39
Extremes in costs across the district--shortest & longest distance in district in same attendance boundary									
138	Karns Middle	$3,581.00	$202.32	$80.93	51	43	$1.59	$1.88	$1.21
915	Karns Middle	$4,206.00	$237.63	$95.05	11	5	$8.64	$19.01	$13.39

DEMAND ANALYSIS OVERVIEW & PLANS

KCS's middle school enrollment is not equitably distributed throughout the District. Topography, residential housing and new development, and rural versus urban elements all present factors as to why schools typically have building capacity challenges. Understanding each site's uniqueness, the demographic patterns, bell patterns and times, and the student transportation as contributing factors, the B&D Team constructed a series of options presented in two phases. The Team's first phase of suggested options did not address any boundary changes due to the extensive District study in 2011. These initial options included:

- Potential new school in the Gibbs area
- Potential new school in the Hardin Valley area and closing Cedar Bluff Middle School to save operational costs and maintain efficiencies
- Closing Vine Middle Magnet School or re-aligning the school to serve as a performing arts magnet
- Potential new development of additional charter schools
- Re-purpose Carter Middle School
- Reconfigure Carter Elementary School to a K-8 school Reconfigure Carter High School to a 7-12 school

Upon District guidance and better understanding of the history, the second phase included The B&D Team developing revised options after working through an iterative process. Recognizing opportunities to equitably distribute middle school students and address the 2019 enrollment jump, the B&D Team considered choosing to re-align boundaries and parent responsibility zones (PRZ). Selecting eight potential plans, the presented options address overall building capacity, 10-year projected student enrollment, capital investments, transportation, and suggested bell time changes.

The Key Findings suggest a new middle school in the Gibbs area is not supportable based on projected future enrollment. The key Findings do indicate a new middle school in the Hardin Valley area is supportable based on projected future enrollment. Additional discussions and review are anticipated before the District would move forward with any combination of the plans in this report.

The following eight potential plans provide an exercise of thought and are intended to deliver KCS those options and possibilities at its disposal in planning for current and future middle school enrollment demand and spaces. This exercise is not intended to steer the District into the decision making process of choosing one plan or to the exclusion of another plan. These illustrations allow the staff and Board Members to discuss specific issues that the District is currently facing or will be experiencing over the next 5-10 years.

The eight plans are divided into two categories: a) the four maps that are in the A-series focus on keeping the current elementary (K-5) boundaries intact and making them direct feeders into particular middle school regions; b) the four maps that are in the B-series remove the currently employed direct elementary-to-middle school feeder assumption and consider the potential of moving smaller regions (study areas) rather than utilizing on the larger elementary boundaries. The A-series maps have larger regions (intact current elementary attendance areas) that are moved around while the B-series maps give more flexibility in determining possible middle school boundaries.

Last, these plans are not necessarily mutually exclusive. For example, the District could chose to repurpose Carter MS (Plans A4 or B4) and still open a new MS in the Gibbs area (Plans A2 or B2) or a new MS in the Hardin Valley area (Plans A3 or B3).

If a specific plan of action is decided, such as opening a new middle school, then it is strongly suggested that the District conduct additional targeted analyses beyond this planning level analysis to determine the final new boundaries. The plans that are included as part of this Assessment can be used as potential starting point for pursuing new boundaries, but they are not intended to be the ultimate solution. Additionally, the student forecasts used in creating these plans will need to be updated and reviewed annually to insure that the latest demographic, socio-economic, and market trends are included.

OPTION DETAILS

Move Only Complete Elementary School Attendance Areas:

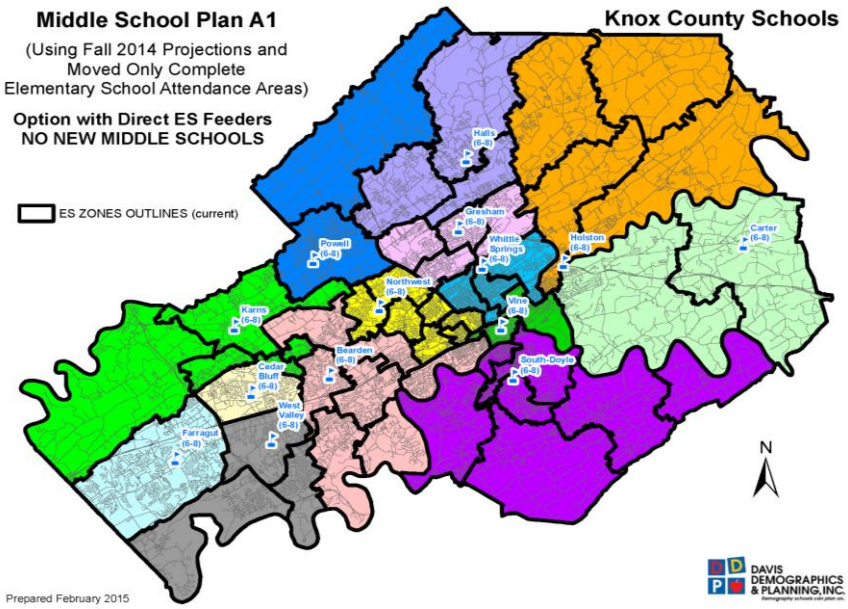
- Boundary changes take into consideration complete resident area students for connection to friends and familiarity
- Increases enrollment at seven middle schools in excess of suggested building capacity
- Decreases enrollment at six middle schools adjusting enrollment to below building capacity
- Associated capital expenditures for additions to accommodate over capacity schools
- Enrollment challenges District-wide remain for 2019
- Transportation costs are still a challenge

MIDDLE SCHOOL PLAN A1

NO NEW MIDDLE SCHOOLS - Change Direct Elementary School Feeders (ES) Boundaries

Plan A1 entails realigning the Elementary School Attendance Area feeder schools and not building another new middle school. Examining all elementary feeder schools with resident enrollment, this option proposes aligning complete elementary school attendance area boundaries to a specific middle school. This scenario changes the current elementary school boundaries to direct feeders for a specific middle school. The effects of this scenario impact the building capacity at seven middle schools by increasing the volume of middle school students well over the purposeful building capacity of the current campus facilities. The existing bell system remains intact. Transportation will remain a challenge. The added operational costs and capital expenditures for building and maintaining a new school do not exist in this scenario.

The challenge is presenting a new boundary structure to the KCS community.



OPTION DETAILS

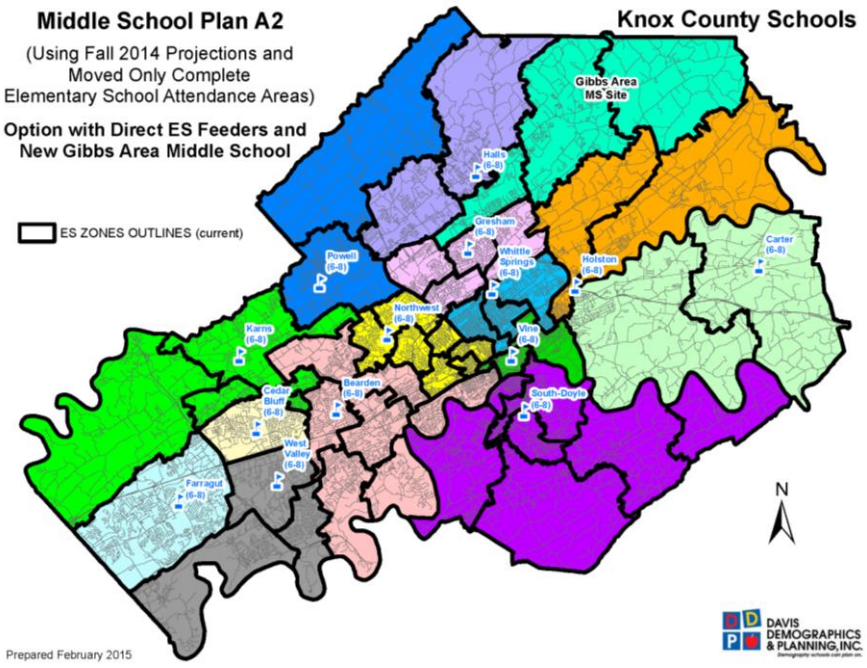
Move Only Complete Elementary School Attendance Areas:

- Plan provides educational spaces for 775 Gibbs area students
- Neighborhood school allows more students to walk to school decreasing transportation costs
- Keeps elementary school neighborhoods together for direct feeders to middle schools
- Capital investments associated with new facilities
- Five existing school sites remain overburdened with enrollment exceeding capacity
- Transportation costs are still a challenge

MIDDLE SCHOOL PLAN A2

NEW GIBBS AREA MIDDLE SCHOOL - Change Direct Elementary School Feeders (ES) Boundaries

The proposed Plan A2 entails realigning the Elementary School Attendance Area feeder schools and building a new middle school in the Gibbs area of the District. This option proposes moving 775 students from Halls and Holston Middle Schools to the new Gibbs area school with a designed capacity of 800 students. The move would decrease the 2019 capacities at Halls and Holton to 754 and 586 students, respectively, while increasing student capacities at five school sites. With the continuing shift in student migration from the eastern to the western portions of the County, Gibbs Middle School would continue to decrease in student population to 700 students by 2024, well below the school's designed capacity, further challenging the District's operational efficiency. The existing bell system remains intact further challenging the transportation costs and efficiencies. This plan would require immediate action to be taken to begin the planning, designing, and construction process for Gibbs Area Middle School.



OPTION DETAILS

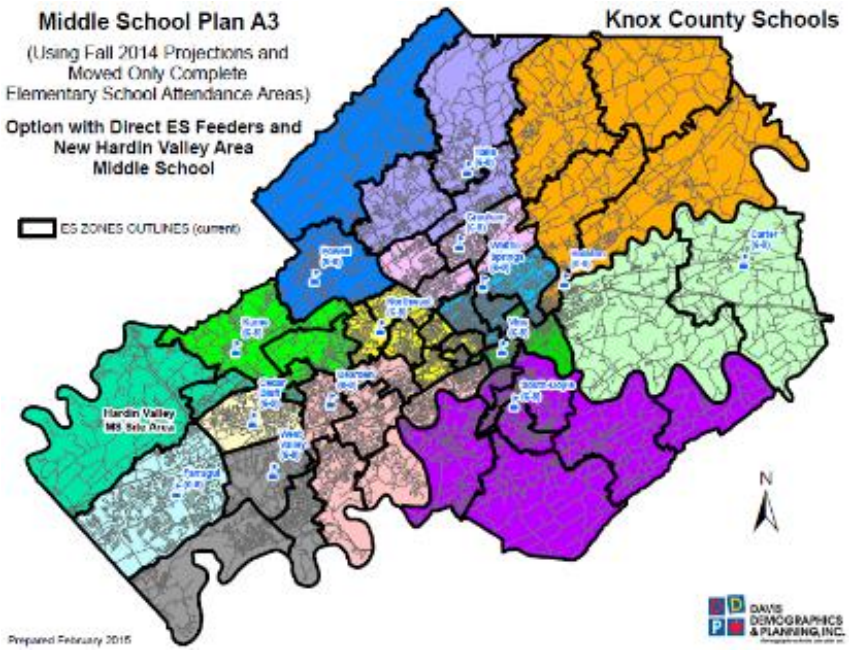
Move Only Complete Elementary School Attendance Areas:

- New middle school would relieve overcrowding at four sites in the west and south areas of District
- Right-sizes 12 middle school sites by 2024
- Neighborhood school allows more students to walk to school
- Capital investment associated with new school
- Single bell time presents on-going challenges
- Immediate action is needed to implement new middle school planning, design and construction processes

MIDDLE SCHOOL PLAN A3

NEW HARDIN VALLEY AREA MIDDLE SCHOOL - Change Direct Elementary School Feeders (ES) Boundaries

The proposed Plan A3 entails realigning the Elementary School Attendance Area feeder schools and building a new middle school in the Hardin Valley area of the District. This option proposes moving 800 to 820 students from Cedar Bluff, Karns, and Farragut Middle Schools to the new Hardin Valley area school with a designed capacity of 800 students. The move would decrease the 2019 student populations at six middle schools while increasing student capacities at six school sites. Moving only complete elementary school boundaries and adding a new middle school in the Hardin Valley area does not address the under-utilized school campuses in the north and east portions of the County. Right-sizing of 12 middle school sites would continue through 2024 with Hardin Valley Middle School coming online. The existing bell system remains a challenge further complicating the transportation costs and efficiencies. This plan would require immediate action to be taken to begin the planning, designing, and construction process for Hardin Valley Middle School.



OPTION DETAILS

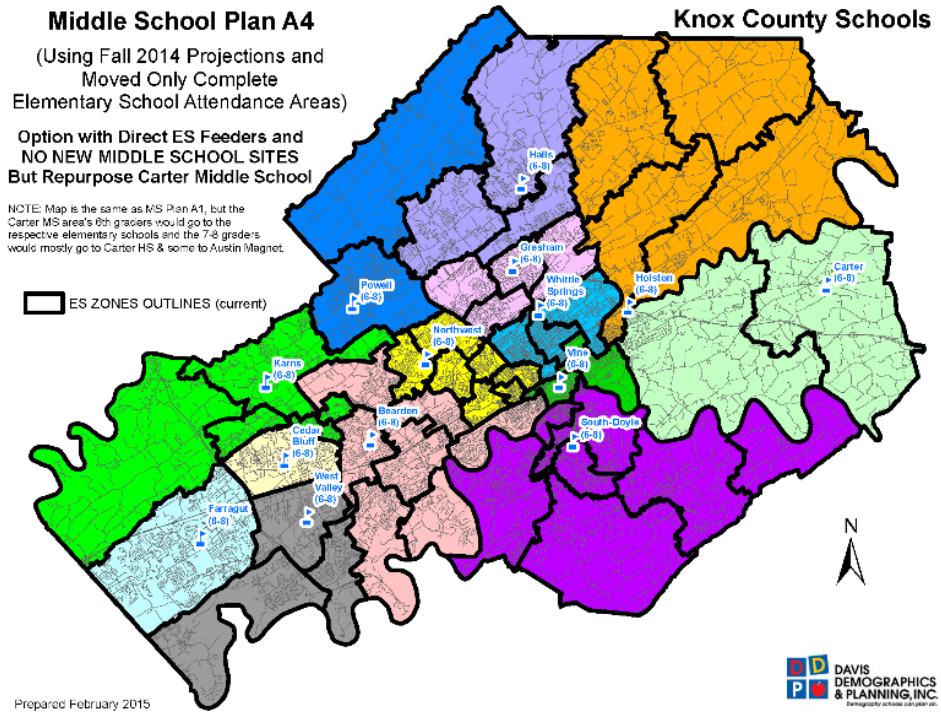
Move Only Complete Elementary School Attendance Areas:

- May provide creative educational programming structure by re-configuring schools
- May provide specialized learning facilities for alternative education program
- Does not resolve east county transportation and learning space challenges for neighboring schools
- Construction expenditures associated with reconstruction and modernization of existing facilities
- Single bell time presents continuing transportation and cost efficiencies
- Overcrowding in growth areas of District still remains

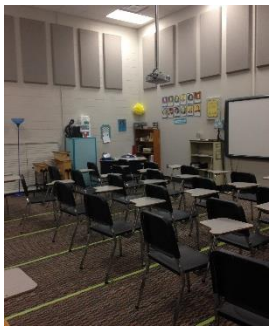
MIDDLE SCHOOL PLAN A4

REPURPOSE CARTER MIDDLE SCHOOL *No New Middle Schools*
Change Direct Elementary School Feeders (ES) Boundaries

The proposed Plan A4 entails realigning the Elementary School Attendance Area feeder schools and re-purposing Carter Middle School. As the growth continues to decline in the east and north portions of the District, repurposing Carter Middle School would allow the district to re-structure the elementary and high school configurations in the area. The new school configurations would consist of moving a total of 160 sixth graders from Carter MS to Chilhowee (3-5) and Carter (K-5) Elementary Schools forming 3-6 and K-6 schools; moving a total 363 7th and 8th graders from Carter MS to Carter and Austin Magnet High Schools thus creating a 7th -12th school configuration and allowing Carter MS to be repurposed for a variety of District or community uses including an alternative school, community partnerships, or possibly a District office. KCS would maintain the capital asset while providing creative learning opportunities in the northeast portion of the district.



OPTION DETAILS



Reconfigure MS Boundaries Balancing Residence Counts by Capacity Figures:

- Flexible and economical solutions with limited capital investment
- Provides equal distribution of students based on continued growth
- Right-sizes most middle schools with the exception of three which remain overcrowded

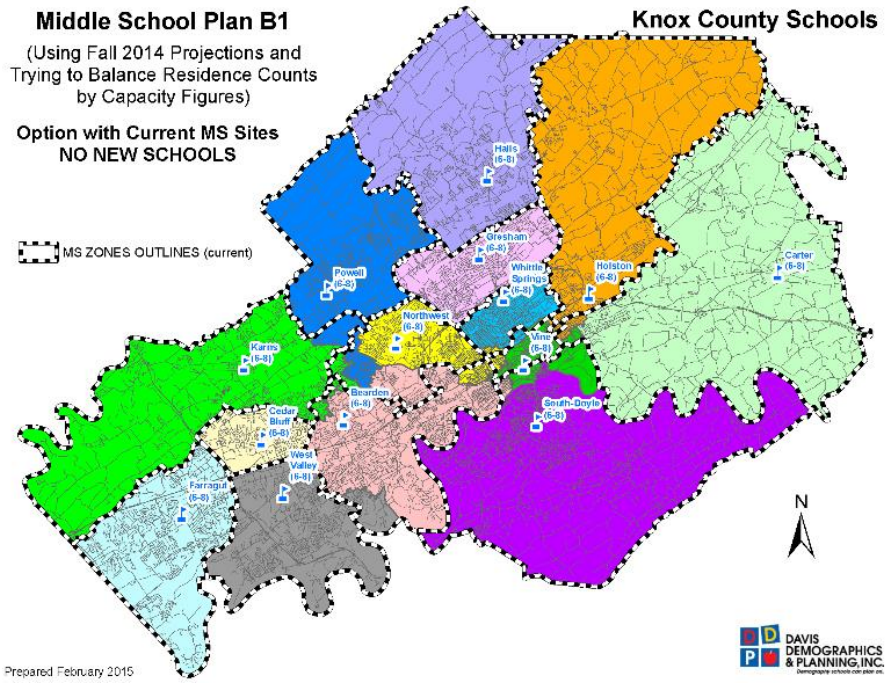
Projected 2019 enrollment spike will continue to overburden existing overcrowded schools

MIDDLE SCHOOL PLAN B1

NO NEW MIDDLE SCHOOLS – Boundary Changes that Balance Residence Counts by Student Capacity Loads

The proposed Plan B1 entails adjusting current middle school boundaries to balance residence counts by school building capacity figures and *NOT* building another new middle school. This scenario changes the current middle school boundary zones and adjusts them to reflect a better balancing among the 14 sites. This option relieves overcrowding and right-sizes all but three middle school sites – Karns, West Valley, and Farragut - which necessitates minor additions to accommodate the growth. This option provides the needed modernization and educational space adequacy improvements at the other sites. While this option provides a flexible solution with limited capital investment, it does not resolve the singular issue of the one bell time that continues to impact transportation costs and efficiencies.

The District will realize an enrollment spike in 2019, which this option does not address.



OPTION DETAILS

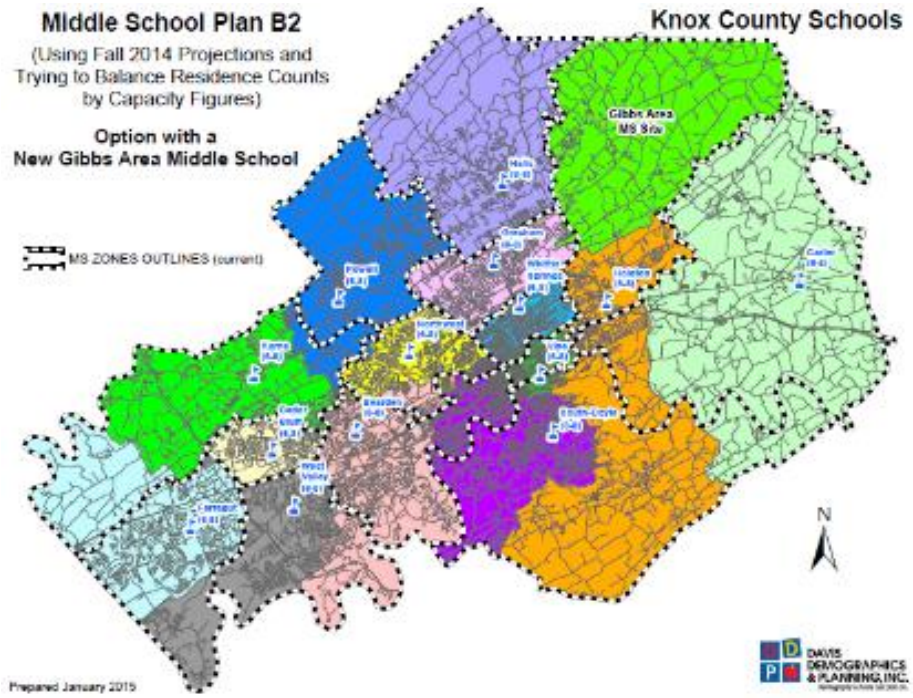
Reconfigure MS Boundaries Balancing Residence Counts by Capacity Figures:

- Plan provides educational spaces for 800 Gibbs area students
- Neighborhood school allows more students to walk to school decreasing transportation costs
- Significant boundary changes for five middle schools
- Capital investment associated with new school
- Right-sizes almost all middle schools in District
- Insufficient projected future enrollment for a new Gibbs area school to meet targeted building capacity

MIDDLE SCHOOL PLAN B2

NEW GIBBS AREA MIDDLE SCHOOL - Boundary Changes that Balance Residence Counts by Student Capacity Loads

The proposed Plan B2 entails significant boundary changes Holston, Carter, South-Doyle, Bearden, and Farragut Middle Schools. This option proposes moving 700 students from Halls and Holston Middle Schools to the new Gibbs area school with a designed capacity of 800 students. The boundary changes and the new middle school would relieve overcrowding in the south area of the district with the exception of West Valley accommodating 1,351 students (building capacity is 1,200). With the continuing shift in student migration from the eastern to the western portions of the County, Gibbs Middle School would continue to decrease in student population from 700 to 576 students by 2024, well below the school's designed capacity further challenging the District's operational efficiency. The existing bell system remains intact further challenging the transportation costs and efficiencies. This plan would require immediate action to be taken to begin the planning, designing, and construction process for Gibbs Area Middle School.



OPTION DETAILS

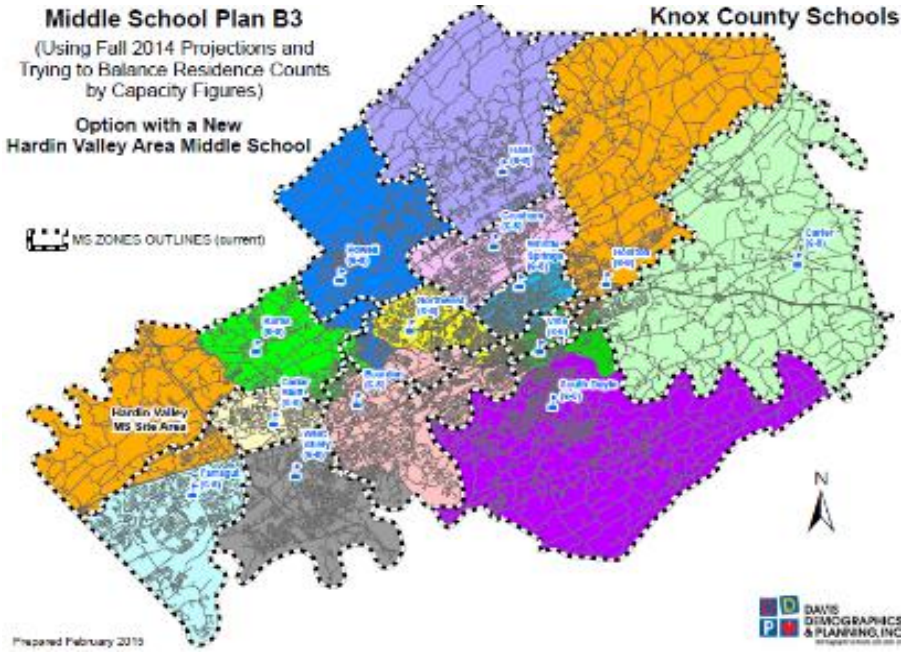
Reconfigure MS Boundaries Balancing Residence Counts by Capacity Figures:

- New middle school would relieve overcrowding at all but one middle school site (West Valley - 2024)
- Provides resolution for 2019 enrollment bump with the exception of Gresham
- New middle school boundary alignment allows equal distribution of students based on continued growth
- Neighborhood school allows more students to walk to school
- Capital investment associated with new school

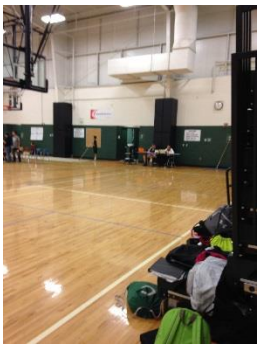
MIDDLE SCHOOL PLAN B3

NEW HARDIN VALLEY AREA MIDDLE SCHOOL - Boundary Changes that Balance Residence Counts by Student Capacity Loads

The proposed Plan B3 entails moving existing middle school boundaries to better balance residence counts by student capacity figures and building a new middle school in the Hardin Valley area of the District. This option proposes moving 700 students from Karns and Farragut Middle Schools to the new Hardin Valley area school with a designed capacity of 800 students. The move would decrease the 2019 student populations at all middle schools with the exception of Gresham Middle School gaining 31 students. West Valley Middle School would continue to experience growth through 2024 receiving 1,346 students. This option would relieve overcrowding at the western and southern portions of the District and provide swing and growth space for schools in the eastern and northern areas of the District. The existing bell system remains a challenge further perplexing the transportation costs and efficiencies. This plan would require immediate action to be taken to begin the planning, designing, and construction processes for Hardin Valley Middle School.



OPTION DETAILS



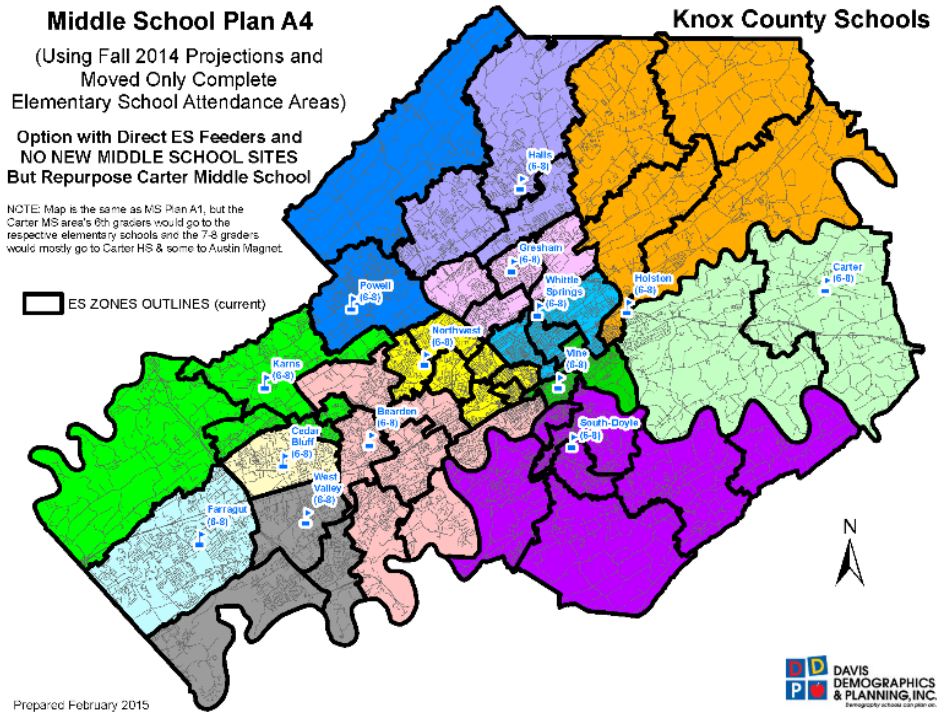
Reconfigure MS Boundaries Balancing Residence Counts by Capacity Figures:

- May provide creative educational programming structure by re-configuring schools
- May provide specialized learning facilities for alternative education program
- Does not resolve east county transportation and learning space challenges for neighboring schools
- Construction expenditures associated with reconstruction and modernization of existing facilities
- Single bell time presents continuing transportation and cost efficiencies
- Overcrowding in growth areas of District still remains

MIDDLE SCHOOL PLAN B4

REPURPOSE CARTER MIDDLE SCHOOL *No New Middle Schools* Boundary Changes that Balance Residence Counts by Student Capacity Loads

The proposed Plan B4 entails moving existing middle school boundaries to better balance residence counts by student capacity figures and repurposing Carter Middle School. As the growth continues to decline in the eastern and northern portions of the District, repurposing Carter Middle School would allow the District to re-structure the elementary and high school configurations in the area. The new school configurations would consist of moving a total of 660 6th-–8th graders in 2019 from Carter MS. A total of 210 6th graders would move to Chilhowee (3rd–5th), Carter (K-5th), and East Knox (K-5th) Elementary Schools forming 3rd – 6th and K-6th schools. The remaining 450 7th-8th grade students would move from Carter MS to Carter and Austin Magnet High Schools, thus, creating a 7th-12th school configuration allowing Carter MS to be repurposed for a variety of District or community uses.



7 DEMOGRAPHIC ANALYSIS

DEMOGRAPHIC ANALYSIS

The concept of running projections at the "study area" level is ideal for a school district that may consider re-adjusting its current attendance areas. This gives the District the ability to determine a variety of new attendance area plans and informs the District as to the approximate future number of students will be living in the study areas.

A variety of factors go into the calculation of the "study area" projections. These components include the following: (1) examining the current and planned residential development over the next ten years; (2) applying the appropriate Student Yield Factors to this new development; (3) determining birth factors for this District area; and, (4) calculating Mobility Factors, which examine the in/out migration of students within existing housing units (this factor, for example, takes the "resale" of units into account, apartment migration and dropout rates).

METHODOLOGY

1. To start the projections the current 12th grade students graduate and then the other 12 grades move up (K to 1st, 1st to 2nd, etc.).

2. Incoming kindergarten classes, for existing homes, are estimated by comparing changes in past births in the area. DDP assumes the current kindergarten class (2014/15) was born five years ago (2009). Future incoming kindergarten classes are estimated by comparing the number births in 2009 to the number of births in 2010 – 2013. MPC then compared the total births in 2009 to the total births in 2010, to determine a factor for next year's kindergarten class (2015/16). The 2009 births were compared to 2011 (2016/17's K class), 2009 to 2012 (2017/18's K class) and 2009 to 2013 (2018/19's K class).

The following steps aim to explain how DDP arrived at the birthrates used in the study (to estimate the number of incoming Kindergarteners for fall 2015 through fall 2020):

a) Historical live birth data by zip code was acquired from the Tennessee Department of Health (Nashville, TN). Since the fall 2014 student data is the base for the projections in this report, then the fall 2014 Kindergarten (K) class was to be used as the base for the birth rates. It is assumed that the majority of the 2014 K class was born in 2009, therefore the 2009 birth data become the "base year" for the birth rates.

b) MPC collected live birth data for the 31 zip codes in the District area (see the accompanying map) for the years 2003-2013 (2014 data are not yet available). The 2003-2008 data are not used in the actual birth rate calculations, but more for historical reference. A County-wide set of birthrates were calculated (see Table 1), but it was the Super Sector birthrate calculation that was applied to the appropriate study areas in the projections. The County-wide figures are simply there for reference.

c) To calculate the birth rates that would be used to determine the incoming class for fall 2015, MPC compared the fall 2010 live birth counts (representing the future fall 2015 K class) for the particular zip code(s) and compared it to the fall 2009 counts.

d) Since the future students representing fall 2019-fall 2024 (2014-2019 births) are not yet born at the time of this report, or the data are incomplete, then MPC had to take certain steps to determine the birth factors used for fall 2019-fall 2024. MPC created birth forecasts, based on historic births, to calculate the 2019-2024 birthrates for each super-sector. A goodness-of-fit test was used to evaluate each super-sector forecast prior to incorporating it into the model.

e) Once the initial birthrates are calculated (see Table 1), MPC then runs a series of algorithms to take into account more local historical Kindergarten counts to achieve a more realistic Kindergarten forecast at the study area level. This was done to avoid over or under projecting the number of new kindergarteners in the final years of the projection and is a very common practice. Because all future Kindergarten cohorts are based on the size of each study area's base year K-cohort, single-year events in which cohort sizes are smaller than average, larger than average, and cohorts with zero students can be magnified as the anomalous cohort propagates through the elementary grades of a projection. To combat

this, the birth rates for each study area in the model are manipulated to set the projection's base year, study area-level kindergarten cohorts to its three-year average. These modified values are then subjected to the super sector birth rate calculations.

3. Overall, births in the Knox County Schools District area are dropping *(Table 1: Initial Birthrates Applied by MPC; reference Appendix 1: Davis Demographic & Planning, Inc.: fall 2014 Middle School (6-8) Projections and Boundary Plans (February 23, 2015, Page 3)* especially in the rural areas. This trend does typically result in smaller Kindergarten class sizes continuing to enter the District over many of the next ten years. New residential development information was compiled using data maintained by MPC representing building activity in the County. A listing of all residential development (by Study Area) used in these projections can be found in the enclosed Residential Development Summary Report. Only approved developments were used in the forecast and as a result the number of units do start to drop off after the next five years.

4. Student Yield Factors (SYF's) were also calculated by MPC and are listed on the next page. The new housing was essentially broken down into two main categories: 1) Single Family Residential (SFR) units, which consist of your typical single family homes and 2) Single Family Attached (SFA) units which are multi-family units. In addition, MPC broke down the District into a series of sectors and sub-sectors. It was at the main Sector level that MPC determined the SYF's to use in the projections. There are three main sectors in the District area: Rural Sectors, Suburban Sectors and Urban Sectors. The SYF's used in in the fall 2014 *reference Appendix 1: Davis Demographic & Planning, Inc.: fall 2014 Middle School (6-8) Projections and Boundary Plans (February 23, 2015); Page*
5. Modify enrollment further by using student Mobility Factors as follows:

   Student Mobility Factors further refine the ten-year student population projections. DDP is referring to "mobility" as the increase or decrease in the movement of students within the District boundary on an annual basis. A sampling of students living in established neighborhoods within a four year period are averaged and the resulting figures are applied to the projections as the students matriculate through the grades. Apartment movement, high school dropout rates, housing resales as well as foreclosure rates within the District are built into the Mobility Factors that DDP calculates. Mobility, similar to a cohort, is applied as a percentage of increase/decrease to each grade for every year of the projections.

Student counts for each study area are available for the last four school years (fall 2011 through fall 2014). A sample of 1,070 study areas (from a total of 1,229) was chosen within the District's boundaries that had no new residential development over the last five years. The Mobility Factors were conducted at the Super Sector level. These Super Sectors are classified as follows: Rural, Suburban, Suburban SW, Urban Core and Urban Ring. Therefore, 5 separate/unique sets of Mobility Factors were used, one for each of the District's Super Sectors (see Table 3 on the next page).

If the data are available, the advantage to running the Mobility Factors at the Super Sector level rather than looking exclusively at a District-wide average is that you can focus on specific trends that are occurring in specific parts of the County, which can lead to more accurate projections. The Mobility Factors are summaries of established neighborhoods without any influence of new residential development over the past five years.

MPC used KCS students living in the sampled 1,070 study areas taken over a four-year period using "address-matched" student data (located by place of residence) from the years fall 2011 through fall 2014. Individual Mobility Factors were created to represent each grade transition in the KCS District area (a Kindergarten to 1st grade Mobility Factor, a 1st grade to 2nd grade Mobility Factor and so on) for each of the District's five Super Sectors. For example, MPC looked at the sampling of 2011 Kindergarteners and compared it to the 2012 1st graders for that same area. The same process was conducted for 2012 Kindergarteners in comparison to 2013 1st graders and for 2013 Kindergarteners to 2014 1st graders. This comparison was also conducted for ALL grade transitions for the following three year pairings: fall 2011 compared to fall 2012, fall 2012 compared to fall 2013 and fall 2013 compared to fall 2014 school years. A net increase or decrease of zero students over time is represented by a factor of 1.000. A net student loss is represented by a factor less than 1.000 and a net gain by a factor greater than 1.000. *(Table 3: Student Mobility Factors; reference Appendix 1: Davis Demographic & Planning, Inc.: f32all 2014 Middle School (6-8) Projections and Boundary Plans (February 23, 2015); Page 5)*

6. Each of the 1,229 Study Areas are then projected out over the next ten years (fall 2015 through fall 2024). From these study areas, individual Attendance Area reports are generated. These projections are based on where the students live and where they should be attending school. DDP and MPC uses the actual location of where the students reside, as opposed to their school of enrollment, in order to provide the most accurate depiction of where future schools (if necessary) should be located. The concept of running projections at the "study area" level is ideal for a school district that plans on re-adjusting its current attendance areas. The best way to plan for future schools is to know where the next group of students will be coming from, not necessarily which school they are currently attending.

8 TRANSPORTATION ANALYSIS

TRANSPORTATION ANALYSIS

TRANSPORTATION

The Knox County School District Transportation Department ("Transportation") has shown creativity and ingenuity in routing their buses and efficiently deploying their independent contractors. Multiple schools are transported together in certain areas where middle schools and high schools either share a campus or are in very close proximity. In some areas, where there is a density of students outside the Parent Responsibility Zones but still relatively close to the school of attendance, the practice of "double tripping" is used to Transportation's advantage.

As an example of middle school and high school students being transported together, Transportation is currently bussing students for Powell Middle and Powell High School on nine of 11 buses delivering students to Powell Middle. Two buses make "double trips." Powell is an example of "double tripping" (i.e., buses picking up students, dropping off at a middle school and then a high school, departing and picking up more students dropping off the second load at the Powell Middle and then Powell High). One bus is delivering students to Powell Middle and then dropping the balance of the load at Central High. This practice which seeks to maximize efficiency works well in the District with the caveat that students may need supervision at the schools pre- / post-bell times. This type of routing exists for almost all of the schools that have middle schools and high schools sharing campuses or in very close proximity. As several of the high schools and middle schools share campuses, there would be no benefit in transporting the students on those campuses separately.

Efficient transportation and timely arrivals to schools with the best use of equipment and personnel available can depend upon the bell times at the various schools being serviced in a school district. With beginning times staggered, the same bus can transport students to a middle school and then go pick up high school students and transport them to their school. A study of possible bell time changes would only be of value in the Bearden, Cedar Bluff, Gresham, and Whittle Springs areas of KCS. As the majority of the middle schools and high schools in KCS share campuses, there would be no benefit in transporting the students on those campuses separately. With the exception of just two runs for Bearden Middle School, which transport high school students along with middle schools students, the transportation for these schools is not dependent on transporting in conjunction with the high schools and would likely benefit from bell times staggered with the area high schools.

Transportation contracts with more than 70 different contractors to create the District's bussing fleet. The large number of contractors and the various arrangements could complicate decisions depending on many variables regarding:

- Contract language regarding changes and use of equipment
- Seniority if fewer buses are required for different areas or times of the day with possible tiering options
- Where buses are garaged as opposed to where they may be needed
- Possible other unforeseen changes/requirements - large contractor vs. single or double bus contractor

MIDDLE SCHOOL PLAN A1

NO NEW MIDDLE SCHOOLS - Change Direct Elementary School Feeders (ES) Boundaries

Change of elementary school feeder boundaries in Plan A1 impact Transportation significantly. Certain middle schools would be accepting a greater number of students impacting the availability of seats and number of runs for eligible elementary and middle school students. The greatest change with this plan would be in the Northeast area of the district affecting Powell, Halls, Holston, and Carter Middle Schools. Some students in the area could actually have a longer ride than they currently do. With the adjustment to the elementary school boundaries, the high school students who currently share transportation in the Carter, Halls, and Powell areas could also be affected with the need to reconfigure all transportation.

The creative and effective routing options KCS is using at this time would need to be reconfigured to reflect the feeder patterns for secondary students that would be affected in this scenario and also in Plan B1.

Boundary changes in the Southwest area of the district are relatively minor, in comparison. However, there would be some shifting in student population from Karns to Bearden and Cedar Bluff; additionally, Bearden West Valley and Northwest would also experience some shifting of students. These minor changes would require some adjustments to the current transportation, but would most likely not require additional buses.

Transportation's major impact is the continuous overload in the Karns and Bearden areas. Buses may have to be added to accommodate the enrollment bump especially in 2019 for Karns and until 2024 for Bearden.

MIDDLE SCHOOL PLAN A2

NEW GIBBS AREA MIDDLE SCHOOL - Change Direct Elementary School Feeders (ES) Boundaries

A new Gibbs Area Middle School would present transportation challenges to all the middle schools in the northeast area of the County. This addition of a new middle school will also impact the high schools and possibly even the elementary students in the Carter area.

The southern most strip of land along Rifle Range Road is located in the attendance area for Adrian Burnett Elementary and is currently part of the Halls High School attendance area. At this time, elementary students attending Adrian Burnett Elementary School and Halls High School students share three buses with Halls High School being the final destination. It is suggested that the elementary school students have their own bus(es). Possible reconfiguration of the high school runs in the area will need to be completed to accommodate the shifting of students created from adding a new middle school in the Gibbs area.

There will be challenges in the southwest growth area with additional buses or reconfiguration of the routes especially in the Bearden and Karns areas. Possible separation of elementary and/or high school students may be needed from the middle school students to balance bus loads and accommodate additional middle school students. This could be accomplished in the Bearden area with a tiering plan/bell schedule change. However, this is not an option for the Karns area with the campuses located immediately next to each other.

MIDDLE SCHOOL PLAN A3

NEW HARDIN VALLEY AREA MIDDLE SCHOOL - Change Direct Elementary School Feeders (ES) Boundaries

The construction of a new middle school in the Hardin Valley/Karns area of the county would make a huge impact on the overcrowding and transportation issues currently existing in the southwest portion of the County. In the Hardin Valley area, the middle school and high school could be transported easily together as is the practice currently in many different areas of the District.

However, the eventual impact of overcrowding due to population growth would increase the number of buses in the West Valley section of the County by 2024 with the need for additional buses. The number of students requiring bussing in the Hardin Valley area will decrease after the 2019 peak.

Much of the same transportation patterns and eligibility of riders in the northeast area of the district would be able to continue. Buses from other parts of the County will eventually need to be added to accommodate the ridership in the central part of the County around Whittle Springs and Northwest Middle Schools creating a challenge to reconfigure the routing with the transportation contractor situation.

MIDDLE SCHOOL PLAN A4

REPURPOSE CARTER MIDDLE SCHOOL *No New Middle Schools* Change Direct Elementary School Feeders (ES) Boundaries

The boundary changes in the Plan A4 would be essentially the same as described in Plan A1 with the exception of the Carter Middle School area, parts of South Doyle and Vine Middle Magnet School.

Transportation for Carter Middle School students would have few changes in their routing plan as these students from the elementary and secondary schools are currently being transported together. Minimal transportation changes will occur for the sixth grade students moving to Chilhowee Intermediate because many of the buses transporting Chilhowee students will also be transporting Carter Middle School students.

Transportation would be somewhat impacted by the changes in the South Doyle Middle, Vine Middle Magnet, and possible Whittle Springs Middle School areas. Transportation reconfiguration may be needed in the area where those boundaries meet. However, due to transportation changes in other areas where new efficiencies may be realized, the number of buses currently in use will most likely suffice to cover the changes.

Transportation would again be increased in the southwest part of the county due to anticipated growth. A bell study is recommended for Bearden and Whittle Springs Middle Schools with a move toward tiering to help with transportation costs and improved efficiencies.

MIDDLE SCHOOL PLAN B1

NO NEW MIDDLE SCHOOLS – Boundary Changes that Balance Residence Counts by Student Capacity Loads

Adjusting the middle school boundaries in this scenario present many changes, most are very minor and would have virtually no effect on transportation.

The southwest growth area of the County is the exception where the Karns Middle School will be in an overload situation. Further examination of the bus runs for this area, confirms that students from multiple schools in the area, including Karns Elementary, Hardin Elementary, and Hardin Valley Academy, are transported with Karns Middle and High School students. This situation will necessitate the addition of buses or major reconfiguration of bus routes in an attempt to have an even higher load percentage.

The inclusion of elementary students on secondary buses presents the challenge of secondary students being picked up much earlier than desired. This adopted pattern accommodates the on-time delivery of elementary students prior to delivering middle school students and then high school students.

MIDDLE SCHOOL PLAN B2

NEW GIBBS AREA MIDDLE SCHOOL - Boundary Changes that Balance Residence Counts by Student Capacity Loads

New transportation will have to be created for the entire northeast side of the County with the reconfiguration of middle school boundaries and new Gibbs Area Middle School. Transportation for the high school and elementary school will impact the Gibbs Area Middle School requiring mostly solo transportation. With the addition of the new middle school, changing of the middle school boundaries and realigning middle school students to other area schools, a bell study will be of most value in the central area of the County.

The Karns area will be at an optimum student count after the new school opens. Minimizing the overcrowding in the Karns area will allow buses once used to serve the Karns area students to beginning serving students in the northeast area of the County. Busses serving the West Valley, Powell, Northwest, and Whittle Springs Middle School areas through 2024 with the West Valley Middle School being the most critical will experience heavy bus loads and requiring creative daily planning. As the population grows, additional bus services may be required as well as route changes made to accommodate the additional students.

MIDDLE SCHOOL PLAN B3

NEW HARDIN VALLEY AREA MIDDLE SCHOOL - Boundary Changes that Balance Residence Counts by Student Capacity Loads

In this plan, transportation for the northeast area of the County would have few changes and could continue with its current configuration.

A new Hardin Valley Middle School would relieve the overcrowding in Karns Middle School as well as reduce the number of buses in that area. Transportation changes would shorten the ride time for students in the southwest area, including parts of Farragut Middle School. The number of buses would most likely remain stable with buses driving shorter runs with the addition of the new middle school.

A bell study would be of value to the schools in the central part of the district utilizing this Plan. As the student population evens out over time with minimal overcrowding at the middle school level, potential transportation cost savings can be realized with careful planning.

MIDDLE SCHOOL PLAN B4

REPURPOSE CARTER MIDDLE SCHOOL *No New Middle Schools* Boundary Changes that Balance Residence Counts by Student Capacity Loads

The boundary changes in Plan B4 would be essentially the same as described in Plan B1 with the exception of the Carter Middle School area, parts of South Doyle and Vine Middle Magnet School.

Transportation for Carter Middle School students would have few changes in their routing plan as these students from the elementary and secondary schools are currently being transported together. Minimal transportation changes will occur for the sixth grade students moving to Chilhowee Intermediate because many of the buses transporting Chilhowee students will also be transporting Carter Middle School students.

Again, the southwest area of the District has overload challenges with the Farragut Middle School, West Valley Middle School, and especially Karns Middle School. Karns presents the most likelihood of additional buses needed in the area. As none of these schools present the opportunity for tiering and bell time changes as a solution, additional buses in the area would need to be added with reconfiguration of the runs to create as much efficiency as possible with the buses used to their maximum capacity whenever possible.

9 COST ANALYSIS

COST ANALYSIS

The cost analysis provided for this report was derived from multiple resources examining the United States' southern region construction cost / risk overview in and around the Knoxville areas. B&D received independent cost analysis benchmarks provided by a senior level economist reviewing key considerations for new school construction as well as reconstruction and modernization project work. B&D also reviewed regional costs provided by School Planning & Management's 19th Annual Construction Cost Report. The research and received information on school construction was based on schools completed and underway during 2013 and planned to start in 2014 from Market Data Retrieval (MDR), a company of Dun and Bradstreet (D&B). MDR contacts school districts throughout the United States seeking information on their construction plans — new buildings, additions to existing buildings and major renovation, retrofit or modernization projects.

B&D analyzed KCS's new school planning and construction costs data, aligned with the economic analysis of the other resources and derived a benchmark for new construction and for reconstruction / modernization work in the Knoxville area using an open shop procured through the public bid process. The delivery method for the construction of a new school is design/bid/build.

Figure 1.6 shows Regional Benchmarks Provided for 2015 for New and Reconstruction Educational Facilities within the Nashville / Knoxville region provided by Cumming Corporation:

Figure 1.6: Regional Benchmarks Provided for 2015 for New and Reconstruction Educational Facilities

Construction Cost Benchmarks $ / SF
Current $$$

Ref	Description	New Construction		Full Gut / Renovation		Moderate Renovation		Cosmetic Upgrade	
		Low	High	Low	High	Low	High	Low	High
1. "Building Only" Costs									
1.1	Elementary Schools	$148.50	$165.00	$133.65	$148.50	$103.95	$115.50	$74.25	$82.50
1.2	Middle Schools	$162.00	$180.00	$145.80	$162.00	$113.40	$126.00	$81.00	$90.00
1.3	High Schools	$166.50	$185.00	$149.85	$166.50	$116.55	$129.50	$83.25	$92.50
2. Sitework "Add Ons"									
2.1	Elementary Schools	$6.50	$12.00	$5.20	$9.60	$5.00	$5.00	$3.00	$5.00
2.2	Middle Schools	$14.00	$18.00	$11.20	$14.40	$8.00	$6.00	$3.00	$5.00
2.3	High Schools	$14.00	$20.00	$11.20	$16.00	$8.00	$6.50	$3.00	$5.00

Identifying and understanding Key Considerations is important for planning purposes. B&D examined a number of key considerations for the probability of a new middle school being added to KCS' school inventory. The "Team's" keen understanding of the educational marketplace and the duration for planning, designing, and constructing publically bid facilities, provides the following considerations as part of B&D's Demand Analysis:

Escalation	Reported costs are current dollars
Bid Timing	Q4-Q1 bidding cycle typically most optimum. TN market shift in full flow by Q2 / 2015
Delivery Method	Will affect initial capital costs vs close out costs as well as risk and quality
Occupied Facilities	Will affect productivity, risk, and logistical planning
Competing Workload	Consider knock-on effects of 2015 construction flow. Construction growth in TN is pushing north of 10% and resulting in more bidding opportunities for the contracting community
Trade Labor Availability	The post-recession era has significantly reduced Tennessee's skilled trade infrastructure. This is resulting in trade short falls, reduced bidders, and a return to selective bidding.
Project Packaging	How can phases / packages be combined or split to best cater to the local contracting capacity
Summer Work	Impacts on schedule, risk, and availability of trades.
Laydown / Trade Parking Availability	Will affect productivity, risk, and logistical planning
Existing Conditions	Will affect productivity, risk, and logistical planning
Project Access	Will affect productivity, risk, and logistical planning
Hazardous Materials	Will affect productivity, risk, and logistical planning
Working Hour Restrictions	Will affect productivity, risk, and logistical planning

The following cost analysis for new construction and reconstruction projects was applied to the various scenarios and plan options. The new middle school data provided to B&D from KCS allowed for a planned capacity of 1,200 middle school students to be housed within a 165,000 sf middle school facility. The demographic analysis led our team to plan cost assumptions for 1,000 middle school students rather than the 800 reflected in Option Plans A2, A3 and B2 and B3. We also recalculated the GSF to 150,000 for 1,000 student capacity middle school.

Based upon the eight scenarios that represent options for providing new middle school facilities, additions to existing middle school campuses, and minor to major reconstruction of existing facilities, we offer the following estimated relative cost impacts:

New Construction Costs:

- New middle school with a building capacity for 1,200 students and a GSF of 165,000 – approximately $40,837,000.
- New middle school with a building capacity for 1,000 students and a GSF of 150,000 – approximately $37,125,000.
- New middle school with a building capacity of 1,000 students and a GSF of 137,500 – approximately $34,031,000.

Cost Assumptions for Additions to Existing Facilities:

- Average Loading of Classrooms: 28 students
- Classroom SF: 1,000
- Support Space SF: 500
- Project Cost per SF: $209
- Range of Costs per Addition (15 classroom to 1 classroom): $3,448,500 to $209,000

KCS Reconstruction Cost Assumptions:

- Major Renovation of 100,000 SF at $150/SF: $15,000,000
- Medium Renovation of 100,000 SF at $125/SF: $12,500,000
- Light/Cosmetic Renovation of 25,000 SF at $75/SF: $1,875,000

Figure 1.7 represents the average daily transportation costs and ridership associated with each KCS Middle School:

Figure 1.7: Snapshot of Average Daily KCS Transportation Cost & Ridership

Row Labels	Sum of daily cost per bus	Sum of eligible middle riders	Sum of actual middle school rider	Sum of cost per eligible middle rider	Sum of cost per middle actual rider
Bearden Middle	$ 2,435.42	840	578	$ 16.49	$ 26.10
Carter Middle	$ 4,691.70	749	569	$ 49.55	$ 63.82
Cedar Bluff Middle	$ 898.19	376	278	$ 4.79	$ 6.61
Farragut Middle	$ 4,286.44	1,267	793	$ 20.38	$ 30.51
Gresham	$ 1,235.88	518	341	$ 6.60	$ 10.07
Halls Middle	$ 2,953.33	842	468	$ 18.37	$ 30.71
Holston	$ 2,599.38	733	601	$ 25.76	$ 31.57
Karns Middle	$ 5,050.00	1,156	772	$ 47.93	$ 88.63
Northwest	$ 1,751.75	587	522	$ 14.90	$ 16.75
Powell Middle	$ 2,537.18	626	389	$ 18.97	$ 28.57
South Doyle Middle	$ 2,678.19	805	651	$ 24.56	$ 30.44
Vine	$ 396.95	64	60	$ 3.72	$ 3.94
West Valley	$ 2,896.72	984	703	$ 21.34	$ 29.59
Whittle Springs	$ 880.62	289	242	$ 5.01	$ 6.18
Grand Total	**$ 35,291.76**	**9,836**	**6,967**	**$ 278.35**	**$ 403.48**

KEY FINDINGS

DISTRIBUTION OF MIDDLE SCHOOL STUDENTS

KCS' middle school enrollment in not currently evenly distributed with respect to evenly distributed building capacity. Schools located in the north and east portions of the District are experiencing declining enrollment. Contrary to this decline, there is overcrowding in several middle schools located in the west and south areas of the District. Re-aligning the middle school boundaries present a possibly efficient approach to distributing future enrollment while minimizing the capital expenditure costs.

As context, a current summary of annual middle school expenditures is below:

- Transportation: $6.3 million
- Utilities and Custodial: $4.4 million
- Maintenance and Operations: $2.0 million
- Construction: $7.0 million

Reconstruction and modernization expenditures included in the plans across various sites would allow accommodation of new student enrollment while minimizing the use of larger class sizes. Adding additional classrooms and resource spaces would provide academic areas for students and teachers in order to meet the anticipated 2019 enrollment increase. As outlined above, transportation costs are varied across middle school sites on a per student basis but may be improved by future adjustments to school boundaries and staggered bell times.

NEW CONSTRUCTION

Adding a new middle school in the Gibbs area is not supported by sufficient projected future demand, as student enrollment is projected to decline throughout the east and north portions of the District. Adding a new middle school in the Hardin Valley area is supported by sufficient projected future demand, as student enrollment is projected to have a sustained increase in this portion of the District. Any new middle school construction would be accompanied by adjustments to middle school boundaries. Also, additional classroom spaces would need to be provided at West Valley Middle School as sustained student enrollment growth in that area is projected.

If the process for any new middle school was started immediately, a new facility could accommodate the anticipated 2019 student enrollment increase.

RECONSTRUCTION AND MODERNIZATION

Several middle school received a low Educational Space Adequacy score relating to the physical condition of the school and the associated programmatic teaching and learning areas. It is suggested that capital funds be applied at these schools consistent with the principles outlined in the District's Strategic Plan. In addition, boundary changes provide the option to minimize the number of additional classrooms that would otherwise be required to accommodate projected growth at several middle school sites.

TRANSPORTATION

Through contracting services and related costs, KCS spends over $6 million each year for student transportation. The average cost per middle school rider is $288 while the average cost per mile is $4.69. KCS middle school contract buses drive nearly 42,000 miles a year serving students throughout the District. Currently, student transportation seeks to capture available cost savings through "double tripping" and shared ridership between many middle and high schools. The B&D Team suggest KCS examine their middle school bell times and stagger various schools start and end times to pursue additional cost savings.

CONCLUSION

The B&D Team's Middle School Demand Analysis methodology is an iterative process that examines a projected future condition through various analyses to determined possible plans that may address changes to student enrollment demand throughout the District. The analysis also included various impact factors including cost and efficiency. The plans in this report are presented for consideration by the District as it reviews future student distribution and associated capital expenditures. Further review of the data and purposeful planning will allow the District to allocate capital funds for new construction, renovation and reconstruction, or modernization of existing facilities. One of the key considerations for adding additional facilities is the 2019 enrollment spike that will impact more than half of the District's middle schools.

11 OTHER CONSIDERATIONS

OTHER CONSIDERATIONS

TRANSPORTATION

As provided in the Transportation Analysis chapter of this report, US Computing analyzed numerous situations, challenges, and opportunities for Knox County Schools. In addition to providing the analysis for each plan scenario, the team B&D Team noted specific opportunities consistent throughout the District that would allow for optimal fiscal and time management of school transportation. However, there are political considerations that require thoughtful yet deliberate direction for long-term healthy fiscal management. These considerations include:

- Recalculate / stagger bell times
- Establish new bus routes *and* adjust bell times
- Adjust parent responsibility zones

VINE MAGNET MIDDLE SCHOOL

B&D examined Vine Middle Magnet School, as a whole and as a standalone school, to better understand the low capacity/utilization and low educational space adequacy scores. Originally, as our team presented preliminary findings, we suggested that Vine Middle Magnet School be consolidated in order to provide operational efficiencies as Vine's enrollment consisted of a high number (34%) of transfer students. As we gained a deeper understanding of Vine's programs and recent investments for long-term success, B&D suggests Vine's building capacity be established at 600. Also, we recommended continued renovation and reconstruction work while examining opportunities and community outreach programs to strengthen the student population.

COMMUNITY PARTNERSHIPS

Knox County Schools has a rich and vibrant history within its geographic boarders. The presence of the University of Tennessee centrally located in the County provides interesting opportunities for creating community partnership and expanding adult education, career and technology education, and life-long learning connections between KCS and UT. In addition to the higher education connection, KCS has a well-established community partnership with the Boys & Girls Club and YMCA. The creation of additional community partnerships that utilize existing spaces at the various middle school sites is an exciting future possibility.

EXHIBIT **A**

EXHIBIT A:

STRATEGIC ASSET VALUE TOOL

Middle School Facilities Assessment of Demand
Knox County Schools - Knoxville, TN

BRAILSFORD & DUNLAVEY

Strategic Asset Value Analysis (SAV)

Strategic Objectives By Category	1	2	3	4	5	6	7	8	9	10	Legend: Existing Conditions - X Targeted Aspirations - O	B&D Comments & Observations
I. Educational Environment											**Value Benchmarks**	
a. Teaching & Learning Spaces						X			O		1 = Investments should focus on teaching spaces tailored to the delivery of specific academic offerings. 10 = Investments should focus on providing flexible and adaptable teaching spaces that serve multiple functions.	Due to where facilities are going they see themselves as being a 9.
b. Core and Support Spaces						X			O		1 = The classroom is the heart of the educational program and investments should focus on improving the classroom experience. 10 = Learning occurs anywhere and everywhere and investments should be planned to improve schools comprehensively.	Facilities have evolved over time and at the time they didn't know what the need would be. Spaces that are used in current facilities are not suitable for current classrooms. Inconsistency in sqaure footage in classrooms because middles schools use to be high schools.
c. Outdoor Spaces							X		O		1 = Outdoor spaces are used exclusively for athletics, PE, and recess. 10 = Outdoor spaces are an extension of the indoor learning environment.	Each individual school is working indidivudlally on exterior space. Working with community and receiving grants for enhancing exterior spaces.
c. Learning Pedagogy					X				O		1 = Classrooms and learning activities are primarily teacher directed. Educators deliver instruction based on the goals of KCS and standardized evaluations. 10 = Educators exercise individual control over individual student based learning processes. Educators are allowed to utilize various instructional techniques to deliver a spectrum of curricular requirements meeting the combined educational goals of KCS and individual students.	Five made since to KCS for where they currently are.
d. Special Education						O	X		O		1 = Students with identified disabilities should be educated in separated learning environments with intensive resources (self-contained or pull-out). 10 = Students with identified disabilities should be educated in classrooms along with their same age peers (co-teaching and plug-in services). **To the maximum extent appropriate.**	
e. Technology							X		O	O	1 = KCS provides devices and access to technology as needed to support clearly identified programmatic goals. Technology is perceived as one of many tools to deliver instruction. 10 = KCS accommodates **both** student devices and incorporates them to support broad programmatic goals. Technology is a seamlessly integrated tool throughout all educational environments.	Just completed all wireless schools one to one drop.
II. School Community												
a. Enrollment Policies and Boundaries		X			O				O		1 = A high value is placed on neighborhood/school connections by maintaining/developing neighborhood schools, even when small or under enrolled. Emphasis is placed on access and efficiency to neighborhood schools and their sense of place in the community. 10 = A high value is placed on maximizing operational efficiency by reducing the number of buildings in the overall system. Students should be motivated to attend based on specific targeted educational programs or facilities over neighborhood/school connections.	Desire to maintain community focused schools. Doing away with neighborhood schools bt not community scxhools. School zones are not balanced. Two schools districts until 1987. Very few schools built by former school system. County built all schools on edge so they wouldnt be annexed. Because of this transportation is difficult. Specific offerings at certain schools that students wangt to avail themselves. Community greatly values the neighborhood school concept and KCS wnats to be efficient with how they are managing it.
b. Educational Program Attractiveness			X	X	O		O				1= KCS is internally focused on educational attainment which is prioritized of any connection to or comparison to other regional K-12 institutions. 10= KCS places the focus on distinguishing its programmatic and educational offerings from regional (national) K-12 institutions. Focus is on specific learning and support needs to ensure students are academically successful.	More districts are mirring KCs then the opposite. Not concerned that private schools wil take students, but are we creating students that can compete nationally. National perspective instead of regional.
c. Regional Economic Context				X			O				1= KCS is internally focused on educational attainment which is prioritized of any connection or comparison to a role in the regional economy. 10= An understanding of the educational community's role within the regional economy is a primary driver in the development of program offerings and facility improvement strategies. Goal is to prepare every student to be college and career ready, economically competitive, and personally fulfilled.	
d. Role of School Facility as Civic Asset					X		O		O		1 = Educational environment quality is not a key consideration in capital improvement plans as it is not believed to be a key factor either in student enrollment/achievement or faculty and staff recruitment/retention. 10 = Educational facilities are considered civic assets and architectural quality is a key consideration during capital improvement planning. Quality learning spaces are believed to play a role in student and staff achievement, recruitment, and retention.	Not interested in making it a top prioority around the county. Not a high prioorty to resolve. Community spcae has been discussed as a renovation.
e. Community Partnerships					X		X		O		1 = KCS responds to demand for space by community partners on a case-by-case basis and accommodates their needs within existing facilities when available and appropriate. 10 = KCS proactively 'recruits' external community partners to support program offerings and provides facilities in support of the approach.	
f. Family and Community Engagement				X			X		O	O	1 = Family/community engagement is promoted by teachers, school leadership, and parents. However, no dedicated KCS staff or space is provided. 10 = In addition to promoting engagement, formal family/community programs with assigned KCS staff and dedicated on-site spaces are utilized to further promote family/community engagement.	Nomenclature between community and neighboorhood. A community school and every community or every school being a community school?
III. Operations and Finance												
a. Organizational Paradigm: Room Assignments		X		X			O				1 = Teachers "control" their classroom space for the full academic calendar. Room assignments are clustered by subject matter/departments. Teachers are able to customize their classroom to create a subject matter focused learning environment. 10 = Classrooms are designed to support a variety of needs and teachers 'float' into them based on their topic and educational pedagogy. A variety of spaces are available with a goal of maximum utilization.	Aspire to be more flexible in this area. Somewhere in between college and individual class. Not floating at all in middle schools.
b. Capital Improvements Approach						X	O				1 = Capital investment efforts should be concentrated strategically to maximize improvements in targeted locations; even if that results in differentiated investments over the planning period. 2 = Capital investment efforts should be distributed across all facilities to ensure every facility receives attention, even if that means that each individual buildings does not meet all current standards and codes.	KCS has more kids than seats and they deal with the immediate issue. A lot of deffered maintenance needs that KCS cannot capitalize on. Utilizing bond money to assess how deferred maintenance is addressed. Bigger gap on the capital side and not nessicarily on the maintenance side.
c. Environmental Stewardship			X		X	O		O			1 = Individual project economics and compliance with minimum standards are the most important factors in developing "green" building strategies. 10 = Educational environments are seen as incubators for teaching and learning environmental stewardship. The comprehensive long-term cost of improvements is the driving financial consideration.	Currently KCS is aiming to be energy efficient but they are not tracking it because of the cost to be LEED efficient.
d. Life Safety and Security				X		X		O	O		1 = The aspects of health, safety, and security are designed to meet minimum requirements with a focus on minimizing cost. 10 = The aspects of health, safety, and security are designed to meet ideal requirements. Techniques beyond the minimum standards are employed even if it changes the character of a particular school.	Changing the face of faciltiies for security purposes. All schools you have to buzz in and fencing in schools currently as well. It is not KCS desire for safety and security to be extreme.

EXHIBIT **B**

EXHIBIT B:

EDUCATIONAL ADEQUACY FORM

School Name: **KARNS MIDDLE SCHOOL** | Current Enrollment: 1370 | Projected: 2014: 1394.4 2015: 1491 2023: 1497 10 year: +127 Open / Transfers: 50 (3.6%)

No. of Classrooms/Students 6th: 22 / 429 7th: 20 / 432 8th: 18 / 433 | Building Capacity of School: | Total teaching stations: 42 x average student loading: 28 x building utilization: 75% = 882 students; at 85% utilization = 1,000

No.	Category	Visual Review	Points Allocated	Points Assigned	Comments
1.0 EDUCATIONAL SPACE ADEQUACY					
ACADEMIC LEARNING SPACE					
1.10	Size of academic learning areas meets state standards.	✓	20	17	Capacity for General Classroom: 1 room per 100 students; 3 grade levels, 4 core classes; 6th: 25:1, 7th & 8th: 30:1
1.11	Classroom space permits arrangements for small group activity.	✓	20	12	
1.12	Location of academic learning areas are near educational activities and away from disruptive noises.	✓	20	17	
1.13	Personal space in classroom away from group instruction, allows privacy time for individual students.	✓	20	15	
1.14	Storage for student materials is adequate.	✓	10	15	
1.15	Storage for teacher materials is adequate.	✓	10	18	A lot of storage
Summary	Total Points for Academic Learning Spaces		100	94	
SPECIAL LEARNING SPACE					
1.20	Size of special learning area(s) meets state standards.	✓	15	12	
1.21	Design of special learning area(s) is compatible with instructional need.	✓	10	13	
1.22	Library/Resource/Media Center provides appropriate and attractive space.	✓	15	15	
1.23	Gymnasium and outdoor facilities adequately serve physical education instruction.	✓	10	8	
1.24	Science program provides sufficient space and equipment for Middle School Program	✓	10	8	
1.25	Music program provides adequate sound-treated space.	✓	10	8	
1.26	Space of art program is appropriate for special instruction, supplies and equipment.	✓	10	9	
1.27	Space for technology education, including computer labs, permits use of state-of-the-art equipment.	✓	10	8	
1.28	Space adjacent to classrooms is provided for small groups and remedial instruction.	✓	5	3	
1.29	Storage for student and teacher material is adequate.	✓	5	4	
Summary	Total Points for Special Learning Spaces		100	88	
SUPPORT SPACE					
1.30	Teachers' lounge and work areas reflect teachers as professionals	✓	5	4	
1.31	Cafeteria/cafetorium is attractive with sufficient space for seating/dining, storage and food preparation - (kitchen area is separate space and not reviewed).	✓	10	8	
1.32	Administrative offices provide an appearance consistent with the maturity of the students served.	✓	10	8	
1.33	Administrative personnel are provided sufficient work space and privacy.	✓	5	5	
1.34	Counselor's office insures privacy and sufficient storage.	✓	5	4	
1.35	Nurse's office is near administrative offices and is equipped to meet requirements.	✓	5	3	Space was not being utilized
1.36	Suitable reception space is available for students, teachers and visitors.	✓	5	4	
1.37	Special needs programs and "floater" personnel are provided sufficient work space and privacy.	✓	5	3	
Summary	Total Points for Support Space		50	39	
2.0 SCHOOL SITE					
SCHOOL CONFIGURATION					
2.10	Site is large enough to meet educational needs as defined by state and local requirements.	✓	20	21	
2.11	Site is easily accessible and conveniently located for the present and future population.	✓	20	15	It was difficult to access during pickup time for students
2.12	Location is removed from undesirable business, industry, and traffic.	✓	10	8	
2.13	Site is large enough for future expansion, if needed.	✓	15	7	
2.14	Site is suitable for special instructional needs, e.g. outdoor learning.	✓	20	19	
2.15	Playgrounds are well equipped and appropriate for the age levels.	✓	15	8	
Summary	Total Points for School Configuration		100	78	

Table of Weights and Categories

Maximum Points Allotted	Non Existent	Very Inadequate 1-29%	Poor 30-49%	Borderline 50-69%	Satisfactory 70-89%	Excellent 90-100%
5	0	1	2	3	4	5
10	0	2	4	6	8	10
15	0	3	6	9	12	15
20	0	4	8	12	16	20

MIDDLE SCHOOL DEMAND APPRAISAL SUMMARY

1.0 Educational Space Adequacy		Possible Allocated	Total Earned	%	Rating by Category
1.0 thru 1.15	Academic Learning Spaces	100	94	94%	Satisfactory
1.20 thru 1.29	Special Learning Spaces	100	88	88%	Satisfactory - low end
1.30 thru 1.37	Support Spaces	50	39	78%	Satisfactory - high end
2.0 School Site					
2.10 thru 2.15	School Configuration	100	78	78%	Satisfactory - low end

EXHIBIT **C**

EXHIBIT C:

KCS COST ANALYSIS

New Construction

Assumptions A2, A3 & B2, B3

Capacity	Building SF	Construction Cost per SF	Site Costs	Soft Costs	Total
1200	165,000	$ 180.00	$ 18.00	25%	2019
		$ 29,700,000.00	$ 2,970,000.00	$ 8,167,500.00	**$ 40,837,500.00**

Capacity	Building SF	Construction Cost per SF	Site Costs	Soft Costs	Total
1000	150,000	$ 180.00	$ 18.00	25%	2019
		$ 27,000,000.00	$ 2,700,000.00	$ 7,425,000.00	**$ 37,125,000.00**

Capacity	Building SF	Construction Cost per SF	Site Costs	Soft Costs	Total 2015
1000	137,500	$ 180.00	$ 18.00	25%	2019
		$ 24,750,000.00	$ 2,475,000.00	$ 6,806,250.00	**$ 34,031,250.00**

Assumptions A4 & B4

Extent	Total SF	Cost per SF	Total 2015	10% Escalation	Total 2019
Major/Full Gut	100,000	$ 150.00	$ 15,000,000.00	$ 1,500,000.00	$ 16,500,000.00
Medium	75,000	$ 125.00	$ 9,375,000.00	$ 937,500.00	$ 10,312,500.00
Light / Cosmetic	25,000	$ 75.00	$ 1,875,000.00	$ 187,500.00	$ 2,062,500.00

New Construction - Additions

Assumptions

Loading (28)	Classroom SF	# New Classrooms	Needed Classroom SF	Support Space	SF of Support Space	Total Classroom SF	Project Costs/SF	Total 2019
28	1000	15	15000	3	500	16500	$ 209.00	$ 3,448,500.00
	1000	12	12000	2	500	13000		$ 2,717,000.00
	1000	7	7000	1	500	7500		$ 1,567,500.00
	1000	6	6000	1	500	6500		$ 1,358,500.00
	1000	4	4000	1	500	4500		$ 940,500.00
	1000	3	3000	1	500	3500		$ 731,500.00
	1000	2	2000	1	500	2500		$ 522,500.00
	1000	1	1000		1000	1000		$ 209,000.00

Assumptions A2

Assumptions

Loading (28)	Classroom SF	# New Classrooms	Needed Classroom SF	Support Space	SF of Support Space	Total Classroom SF	Project Costs/SF	Total 2019
28	1000	15	15000	3	500	16500	$ 209.00	$ 3,448,500.00
	1000	12	12000	2	500	13000		$ 2,717,000.00
	1000	7	7000	1	500	7500		$ 1,567,500.00
	1000	6	6000	1	500	6500		$ 1,358,500.00
	1000	4	4000	1	500	4500		$ 940,500.00
	1000	3	3000	1	500	3500		$ 731,500.00
	1000	2	2000	1	500	2500		$ 522,500.00
	1000	1	1000		1000	1000		$ 209,000.00

Loading (28)	Classroom SF	# New Classrooms	Needed Classroom SF	Support Space	SF of Support Space	Total Classroom SF	Project Costs/SF	Total 2019
Bearden	1000	15	15000	2	500	16000	$ 209.00	$ 3,344,000.00
Karns	1000							
Northwest	1000							
West Valley	1000							
Whittle Springs	1000							
Halls	1000							
Farragut	1000							
Powell	1000							
South-Doyle	1000							

Renovation

Assumptions A4 & B4

Extent	Total SF	Cost per SF	Total 2019
Major/Full Gut	100,000	$ 150.00	$ 15,000,000.00
Medium	100,000	$ 125.00	$ 12,500,000.00
Light / Cosmetic	25,000	$ 75.00	$ 1,875,000.00

New Construction - Additions

Assumptions A1 No New Middle School

Loading (28)	Classroom SF	# New Classrooms	Needed Classroom SF	Support Space	SF of Support Space	Total Classroom SF	Project Costs/SF	Total 2019
Bearden	1000	15	15000	3	500	16500	$ 209.00	$ 3,448,500.00
Northwest	1000	7	7000	1	500	7500		$ 1,567,500.00
West Valley	1000	7	7000	1	500	7500		$ 1,567,500.00
Whittle Springs	1000	6	6000	1	500	6500		$ 1,358,500.00
Karns	1000	4	4000	1	500	4500		$ 940,500.00
Halls	1000	2	2000	1	500	2500		$ 522,500.00
Total		**41**	**41000**	**8**		**45000**		**$ 9,405,000.00**

Assumptions A2 New Gibbs Middle School

Loading (28)	Classroom SF	# New Classrooms	Needed Classroom SF	Support Space	SF of Support Space	Total Classroom SF	Project Costs/SF	Total 2019
Bearden	1000	15	15000	3	500	16500	$ 209.00	$ 3,448,500.00
Northwest	1000	7	7000	1	500	7500		$ 1,567,500.00
West Valley	1000	7	7000	1	500	7500		$ 1,567,500.00
Whittle Springs	1000	6	6000	1	500	6500		$ 1,358,500.00
Karns	1000	4	4000	1	500	4500		$ 940,500.00
Total		**39**	**39000**	**7**		**42500**		**$ 8,882,500.00**

Assumptions A3 New Hardin Valley Middle School

Loading (28)	Classroom SF	# New Classrooms	Needed Classroom SF	Support Space	SF of Support Space	Total Classroom SF	Project Costs/SF	Total 2019
Northwest	1000	7	7000	1	500	7500	$ 209.00	$ 1,567,500.00
West Valley	1000	7	7000	1	500	7500	$ 209.00	$ 1,567,500.00
Whittle Springs	1000	6	6000	1	500	6500	$ 209.00	$ 1,358,500.00
Halls	1000	2	2000	1	500	2500	$ 209.00	$ 522,500.00
Bearden	1000	2	2000	1	500	2500	$ 209.00	$ 522,500.00
Total		**24**	**24000**	**5**		**26500**		**$ 5,538,500.00**

Assumptions A4 Re-Purpose Carter MS

Loading (28)	Classroom SF	# New Classrooms	Needed Classroom SF	Support Space	SF of Support Space	Total Classroom SF	Project Costs/SF	Total 2019
Bearden	1000	15	15000	3	500	16500	$ 209.00	$ 3,448,500.00
Northwest	1000	7	7000	1	500	7500		$ 1,567,500.00
Whittle Springs	1000	6	6000	1	500	6500		$ 1,358,500.00
Karns	1000	4	4000	1	500	4500		$ 940,500.00
Halls	1000	2	2000	1	500	2500		$ 522,500.00
Total		**34**	**$ 34,000.00**	**7**		**$ 37,500.00**		**$ 7,837,500.00**

New Construction - Additions

Assumptions B1 No New Middle School - Middle School Boundary Changes

Loading (28)	Classroom SF	# New Classrooms	Needed Classroom SF	Support Space	SF of Support Space	Total Classroom SF	Project Costs/SF	Total 2019
Karns	1000	12	12000	2	500	13000	$ 209.00	$ 2,717,000.00
Farragut	1000	4	4000	1	500	4500		$ 940,500.00
West Valley	1000	4	4000	1	500	4500		$ 940,500.00
Total		**20**	**20000**	**4**		**22000**		**$ 4,598,000.00**

Assumptions B2 New Gibbs Middle School - Middle School Boundary Changes

Loading (28)	Classroom SF	# New Classrooms	Needed Classroom SF	Support Space	SF of Support Space	Total Classroom SF	Project Costs/SF	Total 2019
West Valley	1000	4	4000	3	500	5500	$ 209.00	$ 1,149,500.00
Northwest	1000	2	2000	1	500	2500		$ 522,500.00
South-Doyle	1000	2	2000	1	500	2500		$ 522,500.00
Powell	1000	1	1000	1	500	1500		$ 313,500.00
Total		**9**	**9000**	**6**		**12000**		**$ 2,508,000.00**

Assumptions B3 New Hardin Valley Middle School - Middle School Boundary Changes

Loading (28)	Classroom SF	# New Classrooms	Needed Classroom SF	Support Space	SF of Support Space	Total Classroom SF	Project Costs/SF	Total 2019
West Valley	1000	3	3000	1	500	3500	$ 209.00	$ 731,500.00
Total		**3**	**3000**	**1**		**3500**		**$ 731,500.00**

Assumptions B4 Re-Purpose Carter MS - Middle School Boundary Changes

Loading (28)	Classroom SF	# New Classrooms	Needed Classroom SF	Support Space	SF of Support Space	Total Classroom SF	Project Costs/SF	Total 2019
Karns	1000	12	12000	3	500	13500	$ 209.00	$ 2,821,500.00
Farragut	1000	4	4000	1	500	4500		$ 940,500.00
West Valley	1000	3	3000	1	500	3500		$ 731,500.00
Total		**19**	**$ 19,000.00**	**5**		**$ 21,500.00**		**$ 4,493,500.00**

New Construction - Additions

Assumptions A2 New Gibbs Middle School

Loading (28)	Classroom SF	# New Classrooms	Needed Classroom SF	Support Space	SF of Support Space	Total Classroom SF	Project Costs/SF	Total 2019 Project
Bearden	1000	15	15000	3	500	16500	$ 209.00	$ 3,448,500.00
Northwest	1000	7	7000	1	500	7500		$ 1,567,500.00
West Valley	1000	7	7000	1	500	7500		$ 1,567,500.00
Whittle Springs	1000	6	6000	1	500	6500		$ 1,358,500.00
Karns	1000	4	4000	1	500	4500		$ 940,500.00
Total		39	39000	7		42500		$ 8,882,500.00

Capacity	Building SF	Construction Cost per SF	Site Costs	Soft Costs	Total 2019		Total 2019 Project
1000	150,000	$ 180.00	$ 18.00	25%	2019		
		$ 27,000,000.00	$ 2,700,000.00	$ 7,425,000.00	$ 37,125,000.00		
Total							$ 46,007,500.00

Assumptions B2 New Gibbs Middle School - Middle School Boundary Changes

Loading (28)	Classroom SF	# New Classrooms	Needed Classroom SF	Support Space	SF of Support Space	Total Classroom SF	Project Costs/SF	Total 2019
West Valley	1000	4	4000	3	500	5500	$ 209.00	$ 1,149,500.00
Northwest	1000	2	2000	1	500	2500		$ 522,500.00
South-Doyle	1000	2	2000	1	500	2500		$ 522,500.00
Powell	1000	1	1000	1	500	1500		$ 313,500.00
Total		9	9000	6		12000		$ 2,508,000.00

Capacity	Building SF	Construction Cost per SF	Site Costs	Soft Costs	Total 2019		Total 2019 Project
1000	150,000	$ 180.00	$ 18.00	25%	2019		
		$ 27,000,000.00	$ 2,700,000.00	$ 7,425,000.00	$ 37,125,000.00		
Total							$ 39,633,000.00

Assumptions A3 New Hardin Valley Middle School

Loading (28)	Classroom SF	# New Classrooms	Needed Classroom SF	Support Space	SF of Support Space	Total Classroom SF	Project Costs/SF	Total 2019
Northwest	1000	7	7000	1	500	7500	$ 209.00	$ 1,567,500.00
West Valley	1000	7	7000	1	500	7500	$ 209.00	$ 1,567,500.00
Whittle Springs	1000	6	6000	1	500	6500	$ 209.00	$ 1,358,500.00
Halls	1000	2	2000	1	500	2500	$ 209.00	$ 522,500.00
Bearden	1000	2	2000	1	500	2500	$ 209.00	$ 522,500.00
Total		24	24000	5		26500		$ 5,538,500.00

Capacity	Building SF	Construction Cost per SF	Site Costs	Soft Costs	Total 2019		Total 2019 Project
1000	150,000	$ 180.00	$ 18.00	25%	2019		
		$ 27,000,000.00	$ 2,700,000.00	$ 7,425,000.00	$ 37,125,000.00		
Total							$ 42,663,500.00

Assumptions B3 New Hardin Valley Middle School - Middle School Boundary Changes

Loading (28)	Classroom SF	# New Classrooms	Needed Classroom SF	Support Space	SF of Support Space	Total Classroom SF	Project Costs/SF	Total 2015
West Valley	1000	3	3000	1	500	3500	$ 209.00	$ 731,500.00
Total		3	3000	1		3500		$ 731,500.00

Capacity	Building SF	Construction Cost per SF	Site Costs	Soft Costs	Total 2019		Total 2019 Project
1000	150,000	$ 180.00	$ 18.00	25%	2015		
		$ 27,000,000.00	$ 2,700,000.00	$ 7,425,000.00	$ 37,125,000.00		
Total							$ 37,856,500.00

EXHIBIT **D**

EXHIBIT D:

KCS PROPOSED NEW MIDDLE SCHOOL BUDGET

KCS Proposed New Middle School Budget

A PROPOSED NEW
MIDDLE SCHOOL

		BUDGET	REMARKS	
1	LAND			1
2	Contracts w/ Other Agencies			2
3	Land Purchase			3
4	SUBTOTAL: LAND	$0.00		4
5				5
6	CONSTRUCTION			6
7	Architectural/Engineering Fees	$1,600,000.00		7
8	Consultants			8
9	Contracts with Other Agencies	$20,000.00	Surveys	9
10	Professional Reimbursables	$25,000.00		10
11	Environmental Testing - Soils	$25,000.00		11
12	Risk Insurance	$5,000.00		12
13	Construction	$28,750,000.00		13
14	Site Development		Contained in 13 above	14
15	Contingency	$500,000.00		15
16	SUBTOTAL: CONSTRUCTION	$30,925,000.00		16
17				17
18	NETWORKING			18
20	Technology Equipment	$1,200,000.00		20
21	Technology Infrastructure	$1,300,000.00		21
25	SUBTOTAL: NETWORKING	$2,500,000.00		25
26				26
27	FURNITURE & EQUIPMENT			27
28	Furniture & Equipment	$500,000.00		28
29	Cafeteria Seating	$75,000.00		29
30	Library	$500,000.00		30
31	SUBTOTAL: FURNITURE & EQUIPMENT	$1,075,000.00		31
32				32
33	TOTAL	$34,500,000.00		33

Note: Based on approximately 165,000 S.F. providing a capacity of 1200 students and no land purchase required.

EXHIBIT **E**

EXHIBIT E:

TRANSPORTATION COST DATA

APPENDIX **A**

APPENDIX A:

DAVIS DEMOGRAPHICS & PLANNING, INC.: FALL 2014 MIDDLE SCHOOL (6-8) PROJECTIONS AND BOUNDARY PLANS (FEBRUARY 23, 2015)

Knox County Schools

Knoxville, Tennessee

Fall 2014 Middle School (6-8) Projections and Boundary Plans

Fall 2015 – Fall 2024
Middle School
Student Population Projections
By Residence

(Based on Fall 2014 Student Data)

February 23, 2015

Prepared by

DAVIS DEMOGRAPHICS & PLANNING, INC.
Demography schools can plan on.

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Fall 2014/2015 Projections by "Residence" for Knox County Schools

Knox County Schools (KCS, or the District) has contracted with Brailsford & Dunlavey, Inc. (B&D) and requested that Davis Demographics & Planning, Inc. (DDP) use the most recent projection generated by the Knox County Metropolitan Planning Commission (or MPC) to assist in preparing a series of Middle School boundary plans. The purpose of these Middle School plans is to help the District determine the best use of their current MS facilities over the next 10 years and to look at options to build new middle schools and/or repurpose certain specific sites. The enrollment forecast is based upon student residence. The projected student enrollments generated by MPC cover a ten year period that are based upon the actual Fall 2014 student enrollment figures. The projections conducted by the MPC were calculated at the smallest level possible, the Study Area. The Knox County Schools has been broken up into 1,229 individual "study areas." No study area straddles two District attendance areas. Therefore, the projected number of students in each of the District's current attendance areas is derived by the simple addition of all of the study areas that comprise that particular region. The District-wide projection is the summary of all 1,229 study areas.

The concept of running projections at the "study area" level is ideal for a school district that plans on re-adjusting its current attendance areas. This then gives the District the ability to determine a variety of new attendance area plans and know approximately what the future number of students will be living in the proposed areas. This is exactly the process that DDP is using for KCS in conjunction with this B&D study.

A variety of factors go into the calculation of the "study area" projections. These components include the following: (1) examining the current and planned residential development over the next ten years; (2) apply the appropriate Student Yield Factors to this new development; (3) determining birth factors for this District area; and (4) calculating Mobility Factors, which examine the in/out migration of students within existing housing units (this factor, for example, takes the "resale" of units into account, apartment migration and dropout rates).

SOURCES OF DATA

Historical Enrollment:	MPC obtained K-12 student data files downloaded by the KCS each October from Fall 2011 to Fall 2014.
New Housing Information:	Compiled by MPC for the KCS area using approved, residential development data such as final plats and concept plans.
Birth Data: (used for estimating incoming Kindergarten)	Live birth counts for the KCS District area (by zip code) were obtained from the Tennessee Department of Health, Office of Policy, Planning and Assessment.

METHODOLOGY

1. Graduate 12th grade: move up other grades.

2. Incoming kindergarten classes, for existing homes, are estimated by comparing changes in past births in the area. DDP assumes the current kindergarten class (2014/15) was born in five years ago (2009). Future incoming kindergarten classes are estimated by comparing the number births in 2009 to the number of births in 2010 – 2013. MPC then compared the total births in 2009 to the total births in 2010, to determine a factor for next year's kindergarten class (2015/16). The 2009 births were compared to 2011 (2016/17's K class), 2009 to 2012 (2017/18's K class) and 2009 to 2013 (2018/19's K class).

   The following steps should help explain how DDP arrived at the birthrates used in the study (to estimate the number of incoming Kindergarteners for Fall 2015 through Fall 2020):

   a) Historical live birth data by zip code was acquired from the Tennessee Department of Health (Nashville, TN). Since the Fall 2014 student data is the base for the projections in this report, then the Fall 2014 Kindergarten (K) class was to be used as the base for the birth rates. It is assumed that the majority of the 2014 K class was born in 2009, therefore the 2009 birth data becomes the "base year" for the birth rates.

   b) MPC collected live birth data for the 31 zip codes in the District area (see the accompanying map) for the years 2003-2013 (2014 data is not yet available). The 2003-2008 data is not used in the actual birth rate calculations, but more for historical reference. A County-wide set of birthrates were calculated (see Table 1), but it was the Super Sector birthrate calculation were applied to the appropriate study areas in the projections. The County-wide figures are simply there for reference.

   c) To calculate the birth rates that would be used to determine the incoming class for Fall 2015, MPC compared the Fall 2010 live birth counts (representing the future Fall 2015 K class) for the particular zip code(s) and compared it to the Fall 2009 counts.

   d) Since the future students representing Fall 2019-Fall 2024 (2014-2019 births) are not yet born at the time of this report, or the data is incomplete, then MPC had to take certain steps to determine the birth factors used for Fall 2019-Fall 2024. MPC created birth forecasts, based on based historic births, to calculate the 2019-2024 birthrates for each super-sector. A goodness-of-fit test was used to evaluate each super-sector forecast prior to incorporating it into the model.

   e) Once the initial birthrates are calculated (see Table 1), MPC then runs a series of algorithms to take into account more local historical Kindergarten counts to achieve a more realistic Kindergarten forecast at the study area level. This was done to avoid over or under projecting the number of new kindergarteners in the final years of the projection and is a very common practice. Because all future Kindergarten cohorts are based on the size of each study area's base year K-cohort, single-year events in which cohort sizes are smaller than average, larger than average, and cohorts with zero students can be magnified as the anomalous cohort propagates

through the elementary grades of a projection. To combat this, the birth rates for each study area in the model are manipulated to set the projection's base year, study area-level kindergarten cohorts to its three-year average. These modified values are then subjected to the super sector birth rate calculations.

f) Overall, births in the Knox County Schools District area are dropping (see Table 1 below), especially in the rural areas. This trend does typically result in smaller Kindergarten class sizes continuing to enter the District over many of the next ten years.

Table 1
INITIAL BIRTHRATES APPLIED BY MPC
(Live Birth Counts Acquired at the Zip Code Level And then Applied at the Super Sector Region)

School Year	Projection Year	County Level	Rural	Suburban North	Suburban Southwest	Urban Core	Urban Ring
Fall 2014/15 SY	Year 1	0.964	0.956	0.955	1.002	1.008	0.966
Fall 2015/16 SY	Year 2	0.970	0.944	0.986	1.049	0.969	0.986
Fall 2016/17 SY	Year 3	1.000	0.970	1.020	1.112	1.027	1.009
Fall 2017/18 SY	Year 4	0.968	0.923	0.985	1.071	0.926	0.965
Fall 2018/19 SY	Year 5	0.995	0.953	1.031	1.122	0.997	1.005
Fall 2019/20 SY	Year 6	0.997	0.949	1.042	1.147	1.000	1.009
Fall 2020/21 SY	Year 7	0.999	0.944	1.054	1.172	1.003	1.014
Fall 2021/22 SY	Year 8	1.000	0.940	1.065	1.198	1.005	1.019
Fall 2022/23 SY	Year 9	1.002	0.936	1.076	1.223	1.008	1.024
Fall 2023/24 SY	Year 10	1.004	0.932	1.088	1.248	1.010	1.029

3. New residential development information was compiled using data maintained by MPC representing building activity in the County. A listing of all residential development (by Study Area) used in these projections can be found in the enclosed Residential Development Summary Report. Only approved developments were used in the forecast and as a result the number of units do drop start to drop off after the next five years.

4. Student Yield Factors (SYF's) were also calculated by MPC and are listed on the next page. The new housing was essentially broken down into two main categories: 1) Single Family Residential (SFR) units, which consist of your typical single family homes and 2) Single Family Attached (SFA) units which are multi-family units. In addition, MPC broke down the District into a series of sectors and sub-sectors. It was at the main Sector level that MPC determined the SYF's to use in the projections. There are three main sectors in the District area: Rural Sectors, Suburban Sectors and Urban Sectors. The SYF's used in the projections can be found in Table 2 on the following page.

Table 2
STUDENT YIELD FACTORS USED IN THE FALL 2014 PROJECTIONS

	Single Family Residential (SFR)			Single Family Attached (SFA)		
Rural Sectors	**ES Yield**	**MS Yield**	**HS Yield**	**ES Yield**	**MS Yield**	**HS Yield**
East County	0.2164	0.0440	0.0717	0.0141	0.0033	0.0100
Northeast County	0.2164	0.0440	0.0717	0.0141	0.0033	0.0100
South City	0.2164	0.0440	0.0717	0.0141	0.0033	0.0100
South County	0.2164	0.0440	0.0717	0.0141	0.0033	0.0100

	Single Family Residential (SFR)			Single Family Attached (SFA)		
Suburban Sectors	**ES Yield**	**MS Yield**	**HS Yield**	**ES Yield**	**MS Yield**	**HS Yield**
North County	0.2539	0.0550	0.1013	0.0371	0.0088	0.0264
Northwest County	0.2539	0.0550	0.1013	0.0371	0.0088	0.0264
Southwest County	0.2539	0.0550	0.1013	0.0371	0.0088	0.0264

	Single Family Residential (SFR)			Single Family Attached (SFA)		
Urban Sectors	**ES Yield**	**MS Yield**	**HS Yield**	**ES Yield**	**MS Yield**	**HS Yield**
North City	0.2173	0.0549	0.0844	0.0112	0.0027	0.0080
Northwest City	0.2173	0.0549	0.0844	0.0112	0.0027	0.0080
West City	0.2173	0.0549	0.0844	0.0112	0.0027	0.0080
Central City	0.2173	0.0549	0.0844	0.0112	0.0027	0.0080
East City	0.2173	0.0549	0.0844	0.0112	0.0027	0.0080

5. Modify enrollment further by using student Mobility Factors as follows:

   Student Mobility Factors further refine the ten-year student population projections. DDP is referring to "mobility" as the increase or decrease in the movement of students within the District boundary on an annual basis. A sampling of students living in established neighborhoods within a four year period are averaged and the resulting figures are applied to the projections as the students matriculate through the grades. Apartment movement, high school dropout rates, housing resales as well as foreclosure rates within the District are built into the Mobility Factors that DDP calculates. Mobility, similar to a cohort, is applied as a percentage of increase/decrease to each grade for every year of the projections.

   Student counts for each study area are available for the last four school years (Fall 2011 through Fall 2014). A sample of 1,070 study areas (from a total of 1,229) was chosen within the District's boundaries that had no new residential development over the last five years. The Mobility Factors were conducted at the Super Sector level. These Super Sectors are classified as follows: Rural, Suburban, Suburban SW, Urban Core and Urban Ring. Therefore, 5

separate/unique sets of Mobility Factors were used, one for each of the District's Super Sector (see Table 3 on the next page).

If the data is available, the advantage to running the Mobility Factors at the Super Sector level rather than looking exclusively at a District-wide average is that you can focus on specific trends that are occurring in specific parts of the County, which can lead to more accurate projections. Remember, the Mobility Factors are summaries of established neighborhoods without any influence of new residential development over the past five years.

MPC used KCS students living in the sampled 1,070 study areas taken over a four-year period using "address-matched" student data (located by place of residence) from the years Fall 2011 through Fall 2014. Individual Mobility Factors were created to represent each grade transition in the KCS District area (a Kindergarten to 1st grade Mobility Factor, a 1st grade to 2nd grade Mobility Factor and so on) for each of the District's five Super Sectors. For example, MPC looked at the sampling of 2011 Kindergarteners and compared it to the 2012 1st graders for that same area. The same process was conducted for 2012 Kindergarteners in comparison to 2013 1st graders and for 2013 Kindergarteners to 2014 1st graders. This comparison was also conducted for ALL grade transitions for the following three year pairings: Fall 2011 compared to Fall 2012, Fall 2012 compared to Fall 2013 and Fall 2013 compared to Fall 2014 school-years. A net increase or decrease of zero students over time is represented by a factor of 1.000. A net student loss is represented by a factor less than 1.000 and a net gain by a factor greater than 1.000. The following Mobility Factors were then applied to all of the study areas that comprise the appropriate Super Sector:

Table 3
STUDENT MOBILITY FACTORS
(applied to the appropriate study areas that make up each Super Sector)

	Super Sector Mobility Factor Rates											
Super Sector	**K to 1**	**1 to 2**	**2 to 3**	**3 to 4**	**4 to 5**	**5 to 6**	**6 to 7**	**7 to 8**	**8 to 9**	**9 to 10**	**10 to 11**	**11 to 12**
Rural	0.989	0.981	0.997	1.014	0.987	0.987	0.986	1.017	1.037	1.000	0.966	0.943
Suburban North	1.003	1.000	0.993	0.989	0.987	0.999	0.988	1.008	0.993	1.002	0.996	0.951
Suburban SW	1.047	1.005	1.001	1.019	1.022	1.000	1.011	1.000	1.036	1.008	0.990	0.985
Urban Core	0.953	0.980	0.980	0.986	0.972	0.945	0.992	0.994	0.945	0.993	0.950	0.904
Urban Ring	1.005	0.952	0.977	0.985	1.001	0.927	0.992	0.995	1.063	1.023	0.987	0.962

GREEN = net increase from one grade to another
RED = net decrease from one grade to another
BLUE = no change / straight pass through

6. Each of the 1,229 Study Areas are then projected out over the next ten years (Fall 2015 through Fall 2024). From these study areas, individual Attendance Area reports are generated.

These projections are based on where the students live and where they should be attending school. DDP and MPC uses the actual location of where the students reside, as opposed to their school of enrollment, in order to provide the most accurate depiction of where future schools (if necessary) should be located. The concept of running projections at the "study area" level is ideal for a school district that plans on re-adjusting its current attendance areas. The best way to plan for future schools is to know where the next group of students will be coming from, not necessarily which school they are currently attending.

Total SFR = 2,847 Total SFA = 465

Study Area #	10/2014 - 10/2015		10/2015 - 10/2016		10/2016 - 10/2017		10/2017 - 10/2018		10/2018 - 10/2019		10/2019 - 10/2020		10/2020 - 10/2021		10/2021 - 10/2022		10/2022 - 10/2023		10/2023 - 10/2024		Ten Yr Totals	Study Area #	Elementary School of Assignment	Middle School of Assignment	High School of Assignment
	SFR	SFA	SFR	SFA	SFR	SFA	SFR	SFA	SFR	SFA	SFR	SFA	SFR	SFA	SFR	SFA	SFR	SFA	SFR	SFA					
1	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1	BLUE GRASS ELEMENTARY	WEST VALLEY MIDDLE	BEARDEN HIGH
4	0	8	0	9	0	7	0	5	0	2	0	1	0	1	0	1	0	0	0	0	34	4	FARRAGUT PRIMARY	FARRAGUT MIDDLE	FARRAGUT HIGH
6	6	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	6	CORRYTON ELEMENTARY	HOLSTON MIDDLE	GIBBS HIGH
13	9	0	13	0	10	0	7	0	5	0	2	0	2	0	2	0	0	0	0	0	50	13	FARRAGUT PRIMARY	FARRAGUT MIDDLE	HARDIN VALLEY HIGH
24	12	0	16	0	13	0	9	0	5	0	3	0	2	0	2	0	0	0	0	0	62	24	HARDIN VALLEY ELEMENTARY	KARNS MIDDLE	HARDIN VALLEY HIGH
25	9	0	6	0	2	0	2	0	2	0	2	0	0	0	0	0	0	0	0	0	23	25	FARRAGUT PRIMARY	FARRAGUT MIDDLE	HARDIN VALLEY HIGH
27	5	2	4	1	2	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	18	27	FARRAGUT PRIMARY	FARRAGUT MIDDLE	HARDIN VALLEY HIGH
46	5	0	3	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	46	FARRAGUT PRIMARY	FARRAGUT MIDDLE	FARRAGUT HIGH
47	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	47	A L LOTTS ELEMENTARY	WEST VALLEY MIDDLE	BEARDEN HIGH
52	2	0	1	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	7	52	FARRAGUT PRIMARY	FARRAGUT MIDDLE	HARDIN VALLEY HIGH
55	64	43	88	55	69	40	47	27	31	19	16	10	9	6	5	4	3	3	0	0	539	55	NORTHSHORE ELEMENTARY	WEST VALLEY MIDDLE	BEARDEN HIGH
62	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	62	BEARDEN ELEMENTARY	BEARDEN MIDDLE	WEST HIGH
94	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	94	ADRIAN BURNETT ELEMENTARY	HALLS MIDDLE	GIBBS HIGH
101	6	2	6	2	5	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	23	101	RITTA ELEMENTARY	HOLSTON MIDDLE	GIBBS HIGH
103	8	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	103	EAST KNOX COUNTY ELEMENTARY	CARTER MIDDLE	CARTER HIGH
108	12	0	6	0	5	0	3	0	2	0	2	0	0	0	0	0	0	0	0	0	30	108	SUNNYVIEW PRIMARY	CARTER MIDDLE	AUSTIN EAST HIGH
110	3	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	110	NEW HOPEWELL ELEMENTARY	SOUTH DOYLE MIDDLE	SOUTH DOYLE HIGH
139	44	0	49	0	35	0	24	0	16	0	7	0	4	0	3	0	1	0	0	0	183	139	HARDIN VALLEY ELEMENTARY	KARNS MIDDLE	HARDIN VALLEY HIGH
140	21	0	12	0	3	0	3	0	2	0	2	0	0	0	0	0	0	0	0	0	43	140	HARDIN VALLEY ELEMENTARY	KARNS MIDDLE	HARDIN VALLEY HIGH
141	34	0	19	0	10	0	5	0	2	0	2	0	2	0	0	0	0	0	0	0	74	141	HARDIN VALLEY ELEMENTARY	KARNS MIDDLE	HARDIN VALLEY HIGH
152	5	4	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	152	HARDIN VALLEY ELEMENTARY	KARNS MIDDLE	HARDIN VALLEY HIGH
167	18	0	9	0	6	0	3	0	2	0	2	0	0	0	0	0	0	0	0	0	40	167	HARDIN VALLEY ELEMENTARY	KARNS MIDDLE	KARNS HIGH
173	5	7	3	6	2	4	0	3	0	2	0	1	0	1	0	0	0	0	0	0	34	173	KARNS ELEMENTARY	KARNS MIDDLE	KARNS HIGH
178	6	0	6	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17	178	HARDIN VALLEY ELEMENTARY	KARNS MIDDLE	KARNS HIGH
184	37	0	24	0	18	0	10	0	5	0	3	0	2	0	2	0	0	0	0	0	101	184	HARDIN VALLEY ELEMENTARY	KARNS MIDDLE	HARDIN VALLEY HIGH
192	29	0	13	0	10	0	7	0	2	0	2	0	2	0	2	0	0	0	0	0	67	192	BALL CAMP ELEMENTARY	KARNS MIDDLE	HARDIN VALLEY HIGH
196	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	196	POWELL ELEMENTARY	POWELL MIDDLE	KARNS HIGH
197	48	0	51	0	39	0	26	0	16	0	9	0	6	0	3	0	1	0	0	0	199	197	KARNS ELEMENTARY	KARNS MIDDLE	KARNS HIGH
205	25	0	25	0	19	0	14	0	9	0	3	0	2	0	2	0	1	0	0	0	100	205	KARNS ELEMENTARY	KARNS MIDDLE	KARNS HIGH
211	5	0	3	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	211	KARNS ELEMENTARY	KARNS MIDDLE	KARNS HIGH
213	3	0	3	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	10	213	KARNS ELEMENTARY	KARNS MIDDLE	KARNS HIGH
214	11	0	12	0	10	0	5	0	3	0	2	0	2	0	0	0	0	0	0	0	45	214	POWELL ELEMENTARY	POWELL MIDDLE	KARNS HIGH
219	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	219	KARNS ELEMENTARY	KARNS MIDDLE	KARNS HIGH
228	8	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	228	AMHERST ELEMENTARY	KARNS MIDDLE	KARNS HIGH
229	14	0	16	0	13	0	9	0	3	0	2	0	2	0	0	0	0	0	0	0	59	229	AMHERST ELEMENTARY	KARNS MIDDLE	KARNS HIGH
242	6	5	7	5	6	4	3	3	3	1	2	1	0	0	0	0	0	0	0	0	46	242	KARNS ELEMENTARY	KARNS MIDDLE	KARNS HIGH
246	3	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	246	KARNS ELEMENTARY	KARNS MIDDLE	KARNS HIGH
248	8	0	4	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	16	248	KARNS ELEMENTARY	KARNS MIDDLE	KARNS HIGH
267	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	267	BALL CAMP ELEMENTARY	KARNS MIDDLE	HARDIN VALLEY HIGH
286	5	0	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	286	CEDAR BLUFF PRIMARY	CEDAR BLUFF MIDDLE	HARDIN VALLEY HIGH
289	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	289	CEDAR BLUFF PRIMARY	CEDAR BLUFF MIDDLE	HARDIN VALLEY HIGH
292	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	292	CEDAR BLUFF PRIMARY	CEDAR BLUFF MIDDLE	HARDIN VALLEY HIGH
317	0	3	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	317	WEST HILLS ELEMENTARY	BEARDEN MIDDLE	BEARDEN HIGH
321	6	0	4	0	2	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	16	321	WEST HILLS ELEMENTARY	BEARDEN MIDDLE	BEARDEN HIGH
348	6	1	4	1	3	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	18	348	MOUNT OLIVE ELEMENTARY	SOUTH DOYLE MIDDLE	SOUTH DOYLE HIGH
363	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	363	FARRAGUT PRIMARY	FARRAGUT MIDDLE	FARRAGUT HIGH

Total SFR = 2,847 Total SFA = 465

Study Area #	10/2014 - 10/2015		10/2015 - 10/2016		10/2016 - 10/2017		10/2017 - 10/2018		10/2018 - 10/2019		10/2019 - 10/2020		10/2020 - 10/2021		10/2021 - 10/2022		10/2022 - 10/2023		10/2023 - 10/2024		Ten Yr Totals	Study Area #	Elementary School of Assignment	Middle School of Assignment	High School of Assignment
	SFR	SFA	SFR	SFA	SFR	SFA	SFR	SFA	SFR	SFA	SFR	SFA	SFR	SFA	SFR	SFA	SFR	SFA	SFR	SFA					
374	5	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	374	NORTHSHORE ELEMENTARY	FARRAGUT MIDDLE	FARRAGUT HIGH
376	0	4	0	3	0	2	0	1	0	1	0	1	0	0	0	0	0	0	0	0	12	376	BEARDEN ELEMENTARY	BEARDEN MIDDLE	WEST HIGH
380	3	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	380	WEST HILLS ELEMENTARY	BEARDEN MIDDLE	WEST HIGH
384	28	0	25	0	18	0	10	0	7	0	3	0	2	0	2	0	0	0	0	0	95	384	NORTHSHORE ELEMENTARY	FARRAGUT MIDDLE	FARRAGUT HIGH
385	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	385	NORTHSHORE ELEMENTARY	FARRAGUT MIDDLE	FARRAGUT HIGH
387	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	387	NORTHSHORE ELEMENTARY	FARRAGUT MIDDLE	FARRAGUT HIGH
404	5	0	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	404	NEW HOPEWELL ELEMENTARY	SOUTH DOYLE MIDDLE	SOUTH DOYLE HIGH
416	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	416	BLUE GRASS ELEMENTARY	WEST VALLEY MIDDLE	BEARDEN HIGH
417	6	0	7	0	6	0	3	0	2	0	2	0	0	0	0	0	0	0	0	0	26	417	A L LOTTS ELEMENTARY	WEST VALLEY MIDDLE	BEARDEN HIGH
431	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	431	A L LOTTS ELEMENTARY	WEST VALLEY MIDDLE	BEARDEN HIGH
461	5	0	3	0	3	0	3	0	2	0	2	0	2	0	0	0	0	0	0	0	20	461	BEARDEN ELEMENTARY	BEARDEN MIDDLE	WEST HIGH
463	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	463	FARRAGUT PRIMARY	FARRAGUT MIDDLE	FARRAGUT HIGH
464	3	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	464	FARRAGUT PRIMARY	FARRAGUT MIDDLE	FARRAGUT HIGH
472	46	0	34	0	19	0	12	0	5	0	3	0	2	0	2	0	0	0	0	0	123	472	NORTHSHORE ELEMENTARY	FARRAGUT MIDDLE	FARRAGUT HIGH
476	20	0	21	0	8	0	5	0	3	0	2	0	2	0	0	0	0	0	0	0	61	476	BONNY KATE ELEMENTARY	SOUTH DOYLE MIDDLE	SOUTH DOYLE HIGH
479	5	0	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	479	BONNY KATE ELEMENTARY	SOUTH DOYLE MIDDLE	SOUTH DOYLE HIGH
484	5	5	3	4	3	3	2	2	0	0	0	0	0	0	0	0	0	0	0	0	27	484	SUNNYVIEW PRIMARY	CARTER MIDDLE	CARTER HIGH
489	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	489	SUNNYVIEW PRIMARY	CARTER MIDDLE	CARTER HIGH
493	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	493	CARTER ELEMENTARY	CARTER MIDDLE	CARTER HIGH
508	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	508	FARRAGUT PRIMARY	FARRAGUT MIDDLE	FARRAGUT HIGH
562	0	19	0	13	0	9	0	7	0	5	0	3	0	2	0	1	0	1	0	0	60	562	SOUTH KNOXVILLE ELEMENTARY	SOUTH DOYLE MIDDLE	SOUTH DOYLE HIGH
608	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	608	ROCKY HILL ELEMENTARY	WEST VALLEY MIDDLE	WEST HIGH
610	3	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	610	ROCKY HILL ELEMENTARY	BEARDEN MIDDLE	WEST HIGH
620	5	0	3	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	620	ROCKY HILL ELEMENTARY	BEARDEN MIDDLE	WEST HIGH
622	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	622	SEQUOYAH ELEMENTARY	BEARDEN MIDDLE	WEST HIGH
628	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	628	ROCKY HILL ELEMENTARY	BEARDEN MIDDLE	WEST HIGH
630	35	0	19	0	14	0	7	0	5	0	3	0	4	0	0	0	0	0	0	0	87	630	ROCKY HILL ELEMENTARY	BEARDEN MIDDLE	WEST HIGH
638	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	638	FARRAGUT PRIMARY	FARRAGUT MIDDLE	FARRAGUT HIGH
650	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	650	NORTHSHORE ELEMENTARY	WEST VALLEY MIDDLE	BEARDEN HIGH
651	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	651	NORTHSHORE ELEMENTARY	WEST VALLEY MIDDLE	BEARDEN HIGH
661	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	661	POWELL ELEMENTARY	POWELL MIDDLE	POWELL HIGH
671	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	671	STERCHI ELEMENTARY	GRESHAM MIDDLE	CENTRAL HIGH
675	23	0	18	0	16	0	16	0	12	0	7	0	6	0	3	0	3	0	0	0	104	675	STERCHI ELEMENTARY	GRESHAM MIDDLE	CENTRAL HIGH
676	5	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	676	STERCHI ELEMENTARY	GRESHAM MIDDLE	CENTRAL HIGH
699	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	699	BRICKEY MCCLOUD ELEMENTARY	HALLS MIDDLE	HALLS HIGH
700	9	0	6	0	5	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	24	700	BRICKEY MCCLOUD ELEMENTARY	HALLS MIDDLE	HALLS HIGH
711	0	3	0	2	0	2	0	1	0	1	0	0	0	0	0	0	0	0	0	0	9	711	BRICKEY MCCLOUD ELEMENTARY	POWELL MIDDLE	POWELL HIGH
712	0	3	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	712	BRICKEY MCCLOUD ELEMENTARY	HALLS MIDDLE	CENTRAL HIGH
716	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	716	BRICKEY MCCLOUD ELEMENTARY	POWELL MIDDLE	CENTRAL HIGH
726	6	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	726	PLEASANT RIDGE ELEMENTARY	NORTHWEST MIDDLE	KARNS HIGH
731	8	0	4	0	3	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	17	731	COPPER RIDGE ELEMENTARY	POWELL MIDDLE	POWELL HIGH
784	5	4	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	784	POWELL ELEMENTARY	POWELL MIDDLE	POWELL HIGH
785	5	0	3	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	785	POWELL ELEMENTARY	POWELL MIDDLE	POWELL HIGH
798	23	0	15	0	6	0	3	0	3	0	2	0	0	0	0	0	0	0	0	0	52	798	COPPER RIDGE ELEMENTARY	HALLS MIDDLE	HALLS HIGH
836	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	836	DOGWOOD ELEMENTARY	SOUTH DOYLE MIDDLE	SOUTH DOYLE HIGH
844	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	844	MOUNT OLIVE ELEMENTARY	SOUTH DOYLE MIDDLE	SOUTH DOYLE HIGH

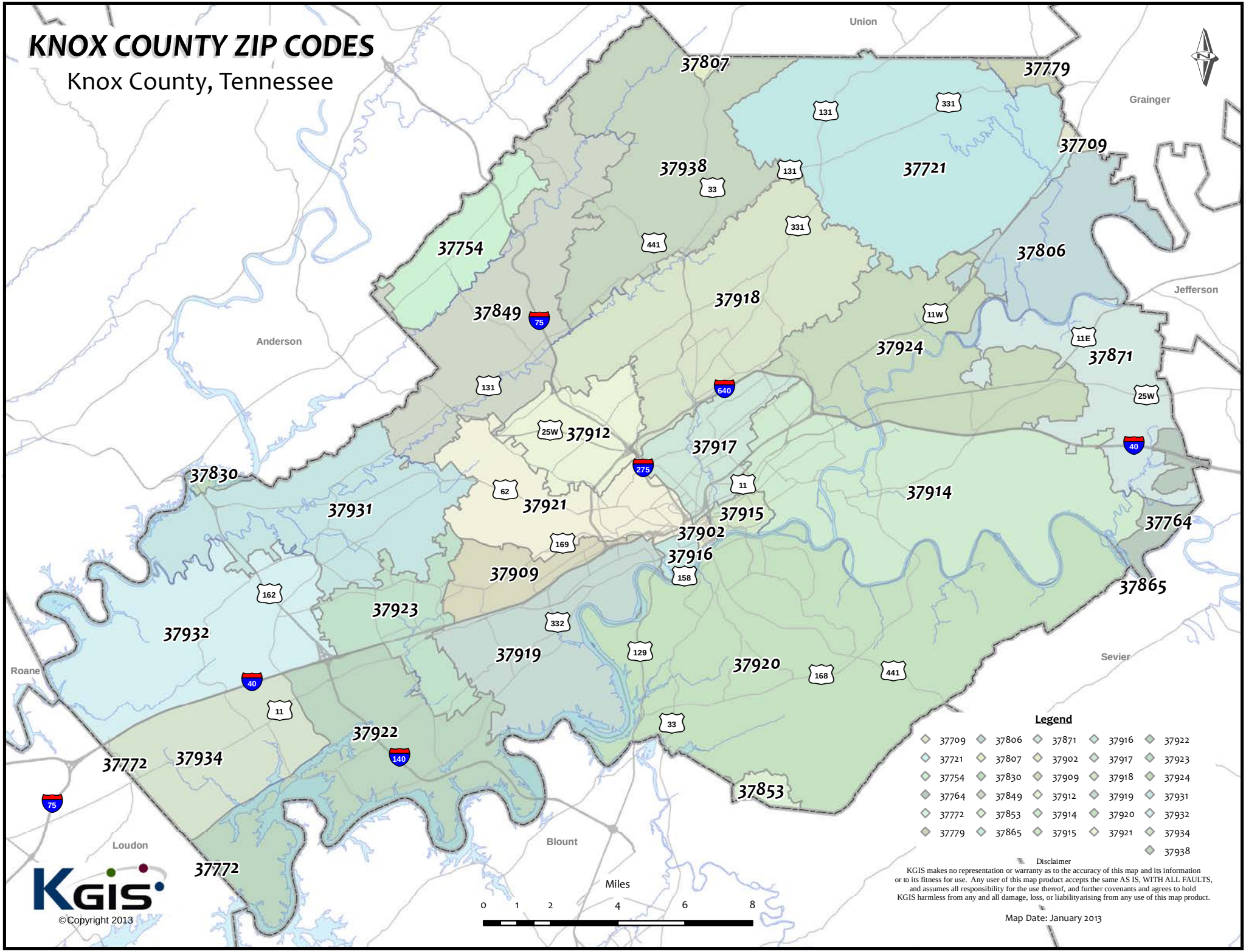
Total SFR = 2,847 Total SFA = 465

Study Area #	10/2014 - 10/2015		10/2015 - 10/2016		10/2016 - 10/2017		10/2017 - 10/2018		10/2018 - 10/2019		10/2019 - 10/2020		10/2020 - 10/2021		10/2021 - 10/2022		10/2022 - 10/2023		10/2023 - 10/2024		Ten Yr Totals	Study Area #	Elementary School of Assignment	Middle School of Assignment	High School of Assignment
	SFR	SFA	SFR	SFA	SFR	SFA	SFR	SFA	SFR	SFA	SFR	SFA	SFR	SFA	SFR	SFA	SFR	SFA	SFR	SFA					
845	9	0	3	0	3	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	19	845	MOUNT OLIVE ELEMENTARY	SOUTH DOYLE MIDDLE	SOUTH DOYLE HIGH
856	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	856	DOGWOOD ELEMENTARY	SOUTH DOYLE MIDDLE	SOUTH DOYLE HIGH
860	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	860	BEARDEN ELEMENTARY	BEARDEN MIDDLE	WEST HIGH
887	6	0	3	0	2	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	15	887	WEST HAVEN ELEMENTARY	NORTHWEST MIDDLE	WEST HIGH
895	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	895	NORTHSHORE ELEMENTARY	WEST VALLEY MIDDLE	BEARDEN HIGH
904	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	904	NORTHSHORE ELEMENTARY	WEST VALLEY MIDDLE	BEARDEN HIGH
910	12	2	16	0	13	0	9	0	5	0	3	0	2	0	2	0	0	0	0	0	64	910	A L LOTTS ELEMENTARY	WEST VALLEY MIDDLE	FARRAGUT HIGH
919	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	919	FARRAGUT PRIMARY	FARRAGUT MIDDLE	FARRAGUT HIGH
926	3	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	926	HALLS ELEMENTARY	HALLS MIDDLE	HALLS HIGH
928	5	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	928	GIBBS ELEMENTARY	HOLSTON MIDDLE	GIBBS HIGH
935	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	935	GIBBS ELEMENTARY	HOLSTON MIDDLE	GIBBS HIGH
942	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	942	EAST KNOX COUNTY ELEMENTARY	CARTER MIDDLE	CARTER HIGH
967	14	0	9	0	2	0	2	0	2	0	2	0	0	0	0	0	0	0	0	0	31	967	BRICKEY MCCLOUD ELEMENTARY	HALLS MIDDLE	HALLS HIGH
968	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	968	BRICKEY MCCLOUD ELEMENTARY	HALLS MIDDLE	HALLS HIGH
996	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	996	FARRAGUT PRIMARY	FARRAGUT MIDDLE	FARRAGUT HIGH
997	0	8	0	4	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	16	997	FARRAGUT PRIMARY	FARRAGUT MIDDLE	FARRAGUT HIGH
1001	9	0	12	0	10	0	7	0	5	0	2	0	2	0	0	0	0	0	0	0	47	1001	FARRAGUT PRIMARY	FARRAGUT MIDDLE	FARRAGUT HIGH
1009	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1009	NORTHSHORE ELEMENTARY	FARRAGUT MIDDLE	FARRAGUT HIGH
1011	5	0	4	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	1011	NORTHSHORE ELEMENTARY	FARRAGUT MIDDLE	FARRAGUT HIGH
1049	8	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	1049	RITTA ELEMENTARY	HOLSTON MIDDLE	GIBBS HIGH
1053	12	0	3	0	3	0	3	0	2	0	0	0	0	0	0	0	0	0	0	0	23	1053	EAST KNOX COUNTY ELEMENTARY	CARTER MIDDLE	CARTER HIGH
1059	2	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	1059	HALLS ELEMENTARY	HALLS MIDDLE	GIBBS HIGH
1064	3	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	1064	ADRIAN BURNETT ELEMENTARY	HALLS MIDDLE	GIBBS HIGH
1076	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1076	GIBBS ELEMENTARY	HOLSTON MIDDLE	GIBBS HIGH
1107	0	2	0	2	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	6	1107	PLEASANT RIDGE ELEMENTARY	NORTHWEST MIDDLE	WEST HIGH
1122	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1122	FARRAGUT PRIMARY	FARRAGUT MIDDLE	HARDIN VALLEY HIGH
1140	12	0	3	0	3	0	3	0	2	0	0	0	0	0	0	0	0	0	0	0	23	1140	HALLS ELEMENTARY	HALLS MIDDLE	HALLS HIGH
1142	2	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	1142	HALLS ELEMENTARY	HALLS MIDDLE	HALLS HIGH
1171	11	0	9	0	5	0	2	0	2	0	2	0	0	0	0	0	0	0	0	0	31	1171	RITTA ELEMENTARY	HOLSTON MIDDLE	GIBBS HIGH
1172	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1172	RITTA ELEMENTARY	HOLSTON MIDDLE	GIBBS HIGH
1176	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1176	GIBBS ELEMENTARY	HOLSTON MIDDLE	GIBBS HIGH
1177	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	1177	GIBBS ELEMENTARY	HOLSTON MIDDLE	GIBBS HIGH
1179	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	1179	GIBBS ELEMENTARY	HOLSTON MIDDLE	GIBBS HIGH
1180	0	4	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	8	1180	GIBBS ELEMENTARY	HOLSTON MIDDLE	GIBBS HIGH
1183	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1183	RITTA ELEMENTARY	HOLSTON MIDDLE	GIBBS HIGH
1186	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1186	RITTA ELEMENTARY	HOLSTON MIDDLE	FULTON HIGH
1190	11	5	9	2	8	2	7	1	5	1	3	0	4	0	2	0	1	0	0	0	61	1190	RITTA ELEMENTARY	GRESHAM MIDDLE	CENTRAL HIGH
1232	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1232	BALL CAMP ELEMENTARY	KARNS MIDDLE	HARDIN VALLEY HIGH
1236	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1236	BLUE GRASS ELEMENTARY	WEST VALLEY MIDDLE	BEARDEN HIGH
Total	992	139	715	122	469	79	291	55	180	33	97	17	61	10	32	6	10	4	0	0	3,312	Total			

Total 14 / 15 =	Total15 / 16 =	Total 16 / 17 =	Total 17 / 18 =	Total 18 / 19 =	Total 19 / 20 =	Total 20 / 21 =	Total 21 / 22 =	Total 22 / 23 =	Total 23 / 24 =	Ten Yr
1,131	837	548	346	213	114	71	38	14	0	Totals

KNOX COUNTY ZIP CODES

Knox County, Tennessee



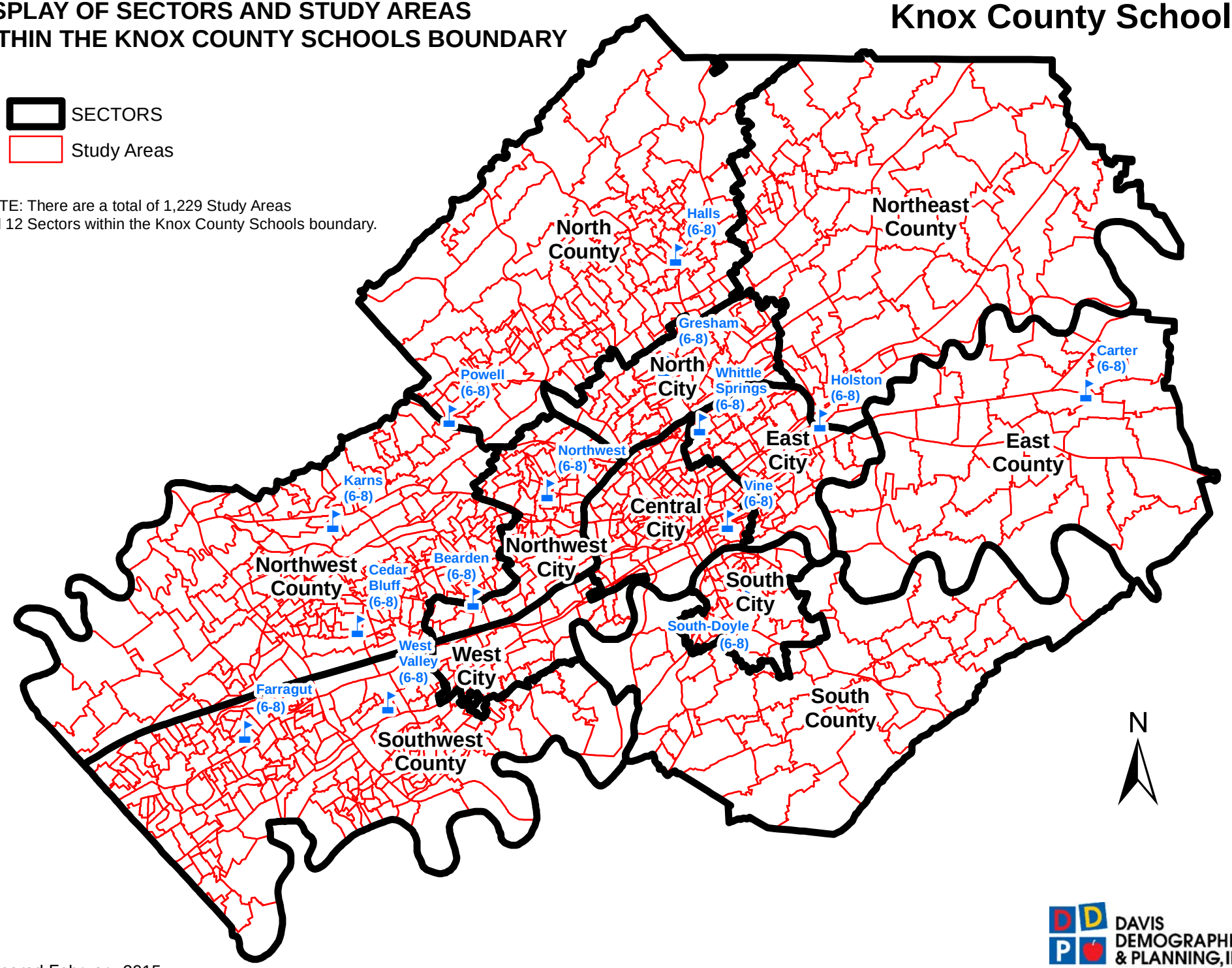
Legend

37709	37806	37871	37916	37922
37721	37807	37902	37917	37923
37754	37830	37909	37918	37924
37764	37849	37912	37919	37931
37772	37853	37914	37920	37932
37779	37865	37915	37921	37934
				37938

Map Date: January 2013

DISPLAY OF SECTORS AND STUDY AREAS WITHIN THE KNOX COUNTY SCHOOLS BOUNDARY

Knox County Schools

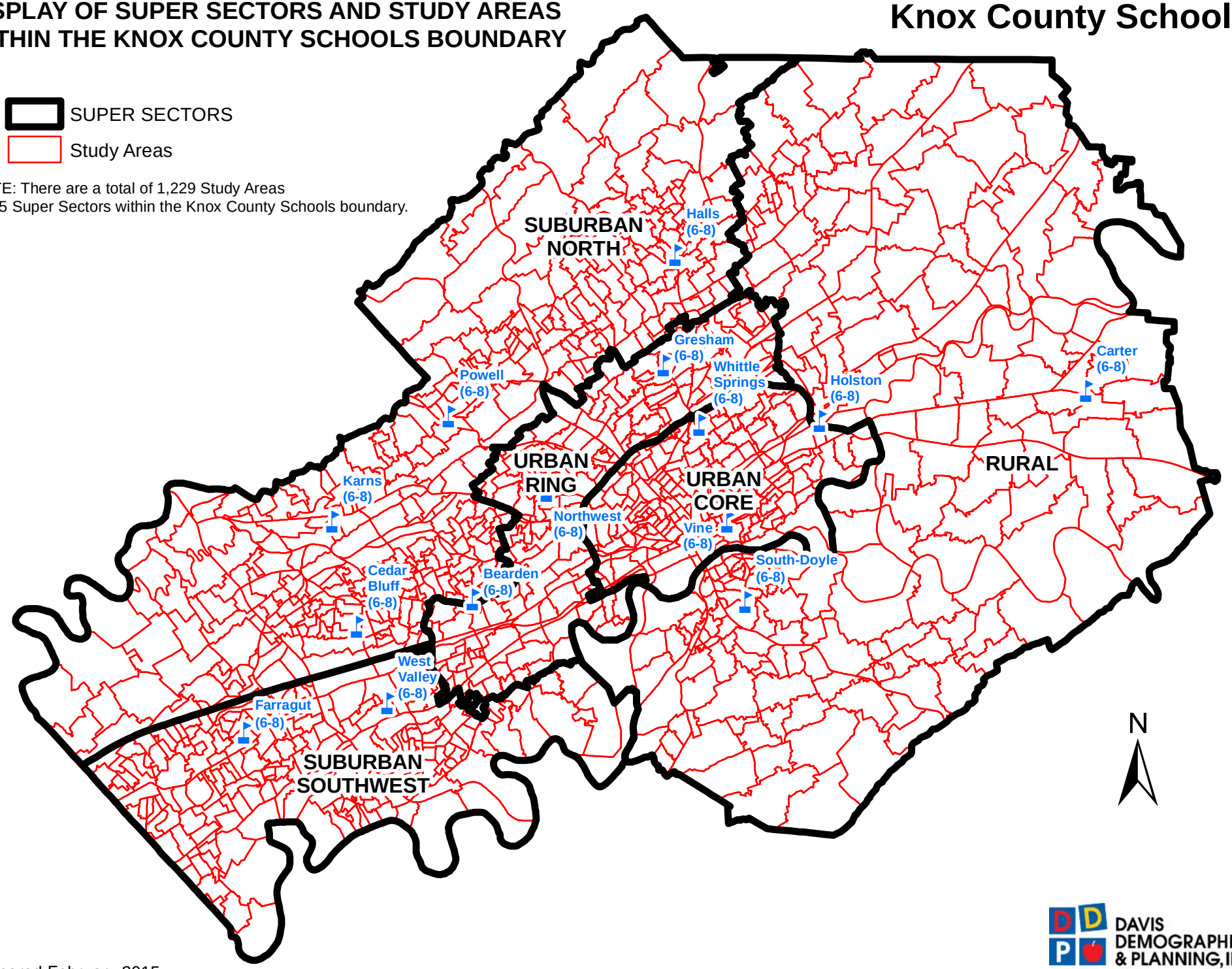


Prepared February 2015

DAVIS DEMOGRAPHICS & PLANNING, INC.
Demography schools can plan on.

DISPLAY OF SUPER SECTORS AND STUDY AREAS WITHIN THE KNOX COUNTY SCHOOLS BOUNDARY

Knox County Schools

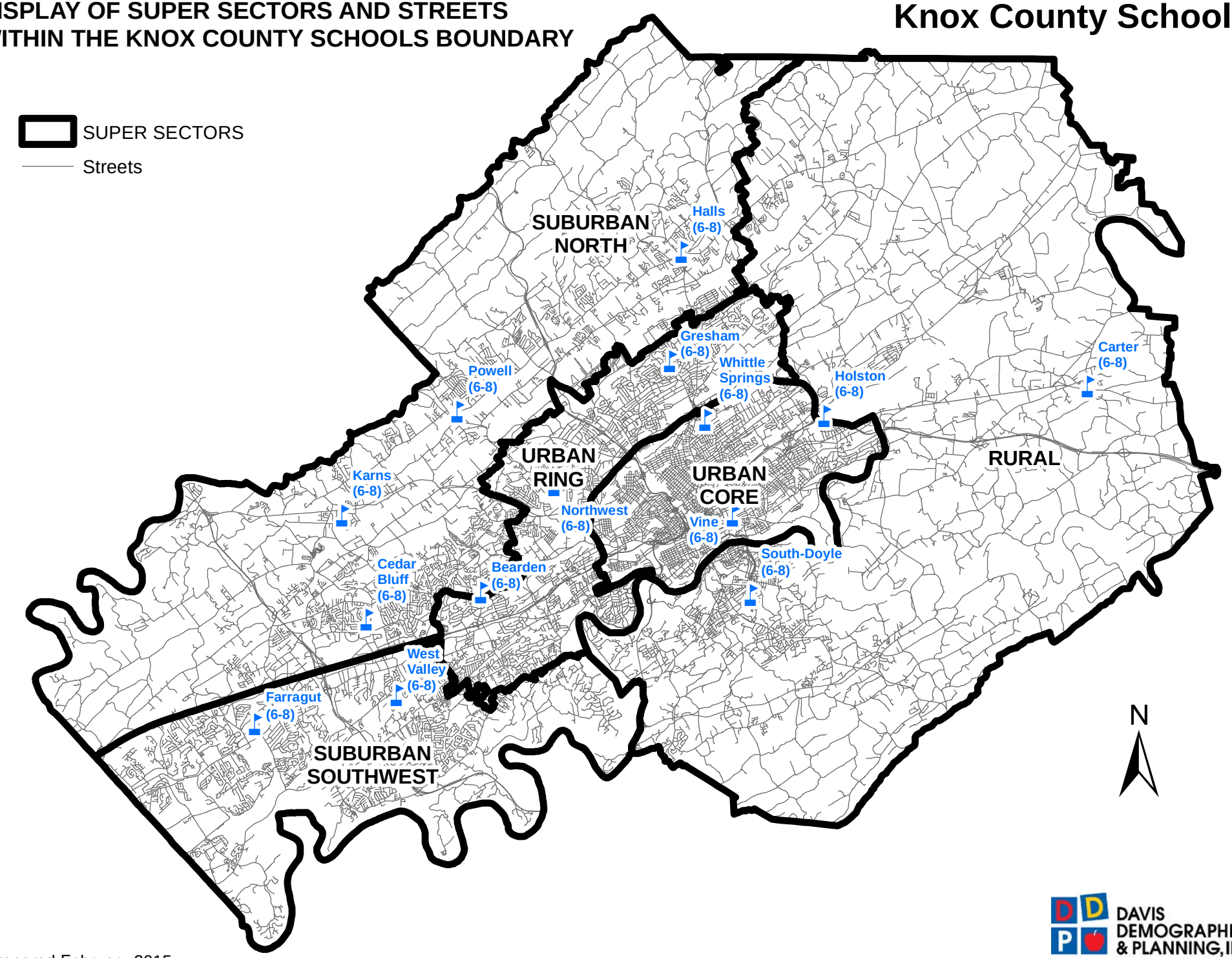


Prepared February 2015

DAVIS DEMOGRAPHICS & PLANNING, INC.
Demography schools can plan on.

DISPLAY OF SUPER SECTORS AND STREETS WITHIN THE KNOX COUNTY SCHOOLS BOUNDARY

Knox County Schools



Prepared February 2015

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KNOX COUNTY SCHOOLS

FALL 2014/2015 MIDDLE SCHOOL (6-8) ATTENDANCE MATRIX
(Based on Student Data from October 2014)

School of Residence				School of Attendance																				
				BEARDEN MIDDLE	CARTER MIDDLE	CEDAR BLUFF MIDDLE	FARRAGUT MIDDLE	GRESHAM MIDDLE	HALLS MIDDLE	HOLSTON MIDDLE	KARNS MIDDLE	NORTHWEST MIDDLE	POWELL MIDDLE	SOUTH DOYLE MIDDLE	VINE MIDDLE (Arts Academy)	WEST VALLEY MIDDLE	WHITTLE SPRINGS MIDDLE	RICHARD YOAKLEY ALTERNATIVE	KNOXVILLE ADAP ED CENTER	RIDGEDALE ALTERNATIVE	FORT SANDERS ED. DEVELOPMENT	EAST KNOX ELEMENTARY	SEQUOYAH ELEMENTARY		
				SchCode	SchCode	SchCode	SchCode	SchCode	SchCode	SchCode	SchCode	SchCode	SchCode	SchCode	SchCode	SchCode	SchCode	SchCode	SchCode	SchCode	SchCode	SchCode	SchCode	Transfers
	SCHOOL	RANGE	STUDENTS	0014	0037	0045	0075	0117	0120	0122	0147	0187	0182	0067	0295	0313	0320	0008	0158	0212	0225	068	0255	MIDDLE 'SCHOOL	Out %
	BEARDEN MIDDLE	6-8	1,175	**1,095**	1	4	10	3	0	3	1	6	4	1	10	26	4	0	1	5	0	0	1	BEARDEN MIDDLE	6.8%
	CARTER MIDDLE	6-8	897	1	**819**	1	1	5	1	18	2	2	0	1	30	3	7	3	0	2	1	0	0	CARTER MIDDLE	8.7%
	CEDAR BLUFF MIDDLE	6-8	612	3	0	**582**	4	2	0	0	9	1	0	1	3	5	0	0	0	2	0	0	0	CEDAR BLUFF MIDDLE	4.9%
	FARRAGUT MIDDLE	6-8	1,347	2	1	0	**1,334**	0	0	0	1	0	0	2	0	4	0	0	0	2	1	0	0	FARRAGUT MIDDLE	1.0%
	GRESHAM MIDDLE	6-8	799	5	0	3	2	**740**	6	12	2	1	6	2	2	4	11	0	0	3	0	0	0	GRESHAM MIDDLE	7.4%
	HALLS MIDDLE	6-8	1,110	2	3	0	0	4	**1,071**	6	1	0	15	1	2	1	0	1	2	1	0	0	0	HALLS MIDDLE	3.5%
	HOLSTON MIDDLE	6-8	897	1	9	0	2	15	20	**826**	0	3	3	2	8	3	3	0	0	1	0	1	0	HOLSTON MIDDLE	7.9%
	KARNS MIDDLE	6-8	1,322	6	2	9	6	0	0	0	**1,287**	3	2	0	0	4	0	0	0	3	0	0	0	KARNS MIDDLE	2.6%
	NORTHWEST MIDDLE	6-8	957	40	1	12	3	10	0	3	13	**796**	27	4	13	3	17	3	2	9	1	0	0	NORTHWEST MIDDLE	16.8%
	POWELL MIDDLE	6-8	914	4	0	0	0	0	12	5	8	6	**873**	0	0	0	0	2	1	3	0	0	0	POWELL MIDDLE	4.5%
	SOUTH DOYLE MIDDLE	6-8	1,147	8	5	1	1	5	0	6	1	2	1	**1,053**	42	3	4	2	4	8	1	0	0	SOUTH DOYLE MIDDLE	8.2%
	VINE MIDDLE	6-8	267	2	3	0	2	0	0	10	0	3	1	12	**214**	0	13	1	3	3	0	0	0	VINE MIDDLE	19.9%
	WEST VALLEY MIDDLE	6-8	1,188	4	0	2	14	0	1	0	2	1	0	0	0	**1,164**	0	0	0	0	0	0	0	WEST VALLEY MIDDLE	0.0%
	WHITTLE SPRINGS MIDDLE	6-8	559	5	0	3	1	24	5	13	1	5	5	1	12	1	**477**	0	4	2	0	0	0	WHITTLE SPRINGS MIDDLE	14.7%
	SUBTOTALS:	6-8	13,191	1,178	844	617	1,380	808	1,116	902	1,328	829	937	1,080	336	1,221	536	12	17	44	4	1	1	SUBTOTALS	6.5%
	Out-of-District Students:	6-8	32	0	6	0	3	3	3	5	6	0	2	1	0	3	0	0	0	0	0	0	0	Out-of-District Students	**District-Wide**
	2014/15 Total 6-8 Students:		**13,223**	**1,178**	**850**	**617**	**1,383**	**811**	**1,119**	**907**	**1,334**	**829**	**939**	**1,081**	**336**	**1,224**	**536**	**12**	**17**	**44**	**4**	**1** GRD = 7	**1** GRD = 6	**2014/15 6-8 TOTALS**	**Transfers Out %**
	Open enrollment / Transfers In:			83	31	35	49	71	48	81	47	33	66	28	122	60	59	**813**							
	Percentage Open enrollment / Transfers In:			7.0%	3.6%	5.7%	3.5%	8.8%	4.3%	8.9%	3.5%	4.0%	7.0%	2.6%	36.3% (Arts Academy)	4.9%	11.0%	**6.1%** **District-Wide Transfers In %**							

= Schools that have a 10%+ "Transfer In" or "Transfer Out" percentage

Attendance Area Bearden MS Projection Date 10/1/2014

	ACTUAL	PROJECTED ***RESIDENT*** STUDENTS								
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
K	499.0	505.8	510.9	531.3	502.0	528.2	532.1	536.5	540.5	544.6	548.7
1	525.0	499.2	504.8	509.9	529.9	500.9	526.7	530.8	535.0	539.0	543.2
2	525.0	513.4	488.4	492.8	497.6	517.0	488.7	513.9	517.7	521.9	525.9
3	481.0	518.2	506.1	481.5	485.3	490.0	509.0	481.2	505.9	509.6	513.8
4	437.0	478.5	514.0	501.9	477.6	481.1	485.6	504.6	476.9	501.3	505.1
5	453.0	435.7	477.3	511.8	499.6	475.0	478.3	483.1	501.7	474.3	498.5
6	399.0	435.1	416.9	456.5	488.0	477.4	455.0	457.2	461.8	479.7	453.7
7	383.0	398.2	433.5	414.8	454.1	485.2	474.6	452.6	454.5	459.1	477.0
8	393.0	384.1	398.2	433.2	414.2	453.6	484.3	473.9	451.8	453.6	458.3
6-8	1175.0	1217.4	1248.6	1304.5	1356.3	1416.2	1413.9	1383.7	1368.1	1392.4	1389.0

Attendance Area Carter MS Projection Date 10/1/2014

	ACTUAL	PROJECTED ***RESIDENT*** STUDENTS								
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
K	257.0	256.1	251.4	260.1	244.7	255.0	254.3	253.4	252.7	252.1	251.3
1	258.0	253.3	251.8	247.0	255.4	240.3	250.2	249.5	248.6	247.9	247.2
2	277.0	254.4	249.1	247.3	242.5	250.6	235.7	245.4	244.7	243.8	243.1
3	270.0	276.4	253.3	247.7	245.9	241.0	248.9	234.2	243.7	243.0	242.2
4	272.0	273.1	279.1	255.7	249.8	248.0	243.0	250.9	236.1	245.7	245.0
5	287.0	268.9	269.1	274.9	251.8	245.9	244.0	239.1	246.9	232.3	241.7
6	310.0	281.7	263.6	262.9	269.0	246.4	240.4	238.7	233.9	241.5	227.3
7	292.0	307.1	278.6	260.5	259.8	265.7	243.3	237.4	235.7	230.9	238.4
8	295.0	296.8	311.4	282.1	263.9	262.8	268.9	246.4	240.2	238.6	233.8
6-8	897.0	885.6	853.6	805.5	792.7	774.9	752.6	722.5	709.8	711.0	699.5

Attendance Area Cedar Bluff MS Projection Date 10/1/2014

	ACTUAL	PROJECTED ***RESIDENT*** STUDENTS								
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
K	178.0	183.2	189.1	195.7	188.9	197.7	199.8	202.1	204.2	206.3	208.6
1	198.0	179.0	184.0	189.8	196.2	189.5	198.3	200.4	202.7	204.8	206.9
2	204.0	198.5	179.3	184.1	189.8	196.2	189.5	198.3	200.4	202.7	204.8
3	171.0	203.1	197.3	178.1	182.8	188.5	194.9	188.2	196.9	199.0	201.3
4	197.0	169.6	201.1	195.3	176.2	180.8	186.4	192.7	186.1	194.8	196.8
5	195.0	194.9	167.6	198.6	192.7	173.9	178.5	184.0	190.2	183.7	192.2
6	208.0	195.3	195.0	167.6	198.4	192.5	173.7	178.3	183.8	190.0	183.5
7	203.0	205.9	193.1	192.7	165.6	196.0	190.2	171.6	176.1	181.6	187.8
8	201.0	205.0	207.7	194.8	194.2	166.9	197.5	191.8	173.0	177.5	183.1
6-8	612.0	606.2	595.8	555.1	558.2	555.4	561.4	541.7	532.9	549.1	554.4

The above projections DO NOT include Out-of-District students.

The above projections are based upon student residence, not upon school of attendance.

The above projections were prepared by the Knox County Metropolitan Planning Commission in October 2014.

Please see the Middle School 6-8 Attendance Matrix for a detailed accounting of the current student data.

Attendance Area Farragut MS Projection Date 10/1/2014

	ACTUAL			PROJECTED ***RESIDENT*** STUDENTS							
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
K	394.0	368.0	386.0	408.4	394.2	412.8	421.3	430.0	438.9	447.4	456.0
1	400.0	416.6	387.9	405.1	427.5	412.0	430.8	439.6	448.6	457.7	466.5
2	369.0	407.3	422.5	392.1	408.5	430.4	414.3	433.0	441.8	450.6	459.8
3	422.0	374.4	411.5	425.2	393.8	409.5	430.9	414.7	433.4	441.9	450.7
4	425.0	434.4	384.2	420.7	433.7	401.1	416.5	438.2	421.6	440.4	449.1
5	407.0	438.2	446.8	393.5	430.3	442.9	409.0	424.6	446.6	429.5	448.6
6	448.0	412.4	442.2	449.3	395.0	431.2	443.3	409.3	424.8	446.6	429.5
7	436.0	456.0	419.1	447.9	454.6	398.9	435.5	447.5	413.1	428.6	450.6
8	463.0	440.4	459.5	421.3	449.5	455.6	399.7	436.0	448.0	413.4	428.9
6-8	1347.0	1308.8	1320.8	1318.5	1299.1	1285.7	1278.5	1292.8	1285.9	1288.6	1309.0

Attendance Area Gresham MS Projection Date 10/1/2014

	ACTUAL			PROJECTED ***RESIDENT*** STUDENTS							
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
K	306.0	309.7	313.8	323.1	307.0	321.4	322.7	324.4	326.0	327.6	329.0
1	335.0	306.4	309.7	313.7	322.9	306.8	320.8	322.2	323.8	325.3	326.7
2	316.0	321.8	294.5	297.3	301.0	309.7	294.0	307.5	308.6	310.1	311.4
3	280.0	310.3	315.6	288.7	291.5	294.9	303.2	287.8	300.9	302.0	303.3
4	283.0	277.2	306.7	311.6	285.2	287.7	290.9	299.1	283.7	296.6	297.5
5	295.0	283.2	277.2	306.3	311.5	284.6	287.0	290.2	298.1	282.9	295.5
6	271.0	276.1	264.6	258.9	286.0	290.6	265.7	267.8	270.6	278.0	263.6
7	270.0	269.9	274.7	263.1	257.5	284.2	288.5	263.8	265.7	268.5	275.7
8	258.0	269.9	269.5	274.1	262.4	256.7	283.1	287.4	262.8	264.6	267.2
6-8	799.0	815.9	808.8	796.1	805.9	831.5	837.3	819.0	799.1	811.1	806.5

Attendance Area Halls MS Projection Date 10/1/2014

	ACTUAL			PROJECTED ***RESIDENT*** STUDENTS							
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
K	332.0	313.9	323.8	334.9	323.4	338.4	341.9	345.6	349.1	352.5	356.3
1	311.0	335.7	316.2	325.5	336.2	324.6	339.5	342.8	346.6	350.0	353.5
2	320.0	313.4	337.0	316.7	325.6	336.2	324.5	339.2	342.5	346.3	349.7
3	328.0	320.5	312.6	335.4	314.8	323.6	334.0	322.2	336.8	340.1	343.8
4	339.0	327.3	318.5	310.1	332.2	311.8	320.3	330.4	318.8	333.2	336.5
5	345.0	337.4	324.5	315.2	306.5	328.3	307.9	316.2	326.2	314.7	328.9
6	368.0	347.1	338.0	324.6	315.0	306.1	327.9	307.3	315.5	325.5	314.0
7	380.0	365.7	344.0	334.6	321.0	311.4	302.5	324.0	303.6	311.7	321.6
8	362.0	385.2	369.8	347.4	337.6	323.8	314.0	305.0	326.6	306.0	314.2
6-8	1110.0	1098.0	1051.8	1006.6	973.6	941.3	944.4	936.3	945.7	943.2	949.8

The above projections DO NOT include Out-of-District students.

The above projections are based upon student residence, not upon school of attendance.

The above projections were prepared by the Knox County Metropolitan Planning Commission in October 2014.

Please see the Middle School 6-8 Attendance Matrix for a detailed accounting of the current student data.

Attendance Area Holston MS Projection Date 10/1/2014

	ACTUAL	PROJECTED ***RESIDENT*** STUDENTS								
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
K	303.0	285.0	281.2	289.9	273.9	284.5	283.8	282.8	282.0	281.2	280.4
1	292.0	300.2	281.7	277.3	285.6	269.9	280.3	279.5	278.5	277.7	277.0
2	324.0	287.6	294.8	276.2	271.6	279.7	264.3	274.5	273.7	272.7	271.9
3	337.0	323.8	286.8	293.2	274.5	269.9	277.9	262.6	272.7	271.9	270.9
4	278.0	341.6	327.9	289.6	295.7	276.9	272.3	280.3	264.9	275.0	274.2
5	309.0	275.8	337.9	323.5	285.6	291.6	273.0	268.4	276.3	261.2	271.2
6	304.0	304.2	270.6	330.7	317.0	279.4	285.1	267.1	262.6	270.3	255.6
7	290.0	301.4	301.0	267.3	326.4	312.9	275.9	281.4	263.6	259.2	266.8
8	303.0	295.1	305.9	305.3	270.8	330.7	317.2	279.4	285.0	267.1	262.6
6-8	897.0	900.7	877.5	903.3	914.2	923.0	878.2	827.9	811.2	796.6	785.0

Attendance Area Karns MS Projection Date 10/1/2014

	ACTUAL	PROJECTED ***RESIDENT*** STUDENTS								
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
K	469.0	460.7	479.3	497.3	481.9	503.9	509.2	514.9	520.2	525.2	530.7
1	464.0	482.8	472.0	487.5	503.1	485.8	506.8	511.6	517.0	521.9	526.7
2	507.0	476.2	492.1	478.2	491.2	505.0	486.6	507.0	511.5	516.6	521.3
3	493.0	515.5	482.6	495.2	479.0	490.0	502.6	483.9	503.8	507.9	512.8
4	471.0	499.8	519.5	483.9	494.0	476.0	485.9	497.8	479.0	498.3	502.3
5	506.0	477.3	503.1	519.6	481.9	490.0	471.3	480.5	492.0	473.0	492.0
6	430.0	517.0	485.7	508.8	522.3	483.5	490.2	470.9	479.8	490.9	471.8
7	456.0	434.1	518.2	485.0	505.9	517.9	478.7	484.9	465.7	474.2	485.0
8	436.0	469.1	445.0	527.4	492.0	511.7	522.9	483.1	489.1	469.4	477.9
6-8	1322.0	1420.2	1448.9	1521.2	1520.2	1513.1	1491.8	1438.9	1434.6	1434.5	1434.7

Attendance Area Northwest MS Projection Date 10/1/2014

	ACTUAL	PROJECTED ***RESIDENT*** STUDENTS								
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
K	449.0	432.6	432.4	448.9	420.8	443.9	445.8	448.1	450.2	452.4	454.6
1	392.0	443.5	426.2	426.3	442.4	414.9	437.5	439.5	441.7	443.8	446.0
2	424.0	380.3	429.9	412.9	412.9	428.6	401.9	423.8	425.7	427.9	429.9
3	413.0	416.0	373.1	421.7	404.9	404.9	420.2	394.0	415.5	417.4	419.6
4	417.0	407.6	410.2	367.9	415.8	399.2	399.2	414.3	388.5	409.6	411.5
5	371.0	412.5	402.7	405.5	363.6	411.3	394.6	394.6	409.5	384.1	404.9
6	314.0	350.1	390.2	380.4	382.6	343.6	388.7	372.3	372.4	386.5	362.6
7	302.0	311.6	347.2	386.9	377.2	379.3	340.6	385.3	369.1	369.2	383.2
8	341.0	301.3	310.8	346.1	385.8	376.0	378.0	339.6	384.2	367.9	368.0
6-8	957.0	963.0	1048.2	1113.4	1145.6	1098.9	1107.3	1097.2	1125.7	1123.6	1113.8

The above projections DO NOT include Out-of-District students.

The above projections are based upon student residence, not upon school of attendance.

The above projections were prepared by the Knox County Metropolitan Planning Commission in October 2014.

Please see the Middle School 6-8 Attendance Matrix for a detailed accounting of the current student data.

Attendance Area Powell MS Projection Date 10/1/2014

	ACTUAL	PROJECTED ***RESIDENT*** STUDENTS								
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
K	293.0	275.2	284.2	294.0	283.9	297.0	300.1	303.5	306.6	309.7	313.1
1	263.0	295.2	276.9	285.6	295.2	284.9	298.0	301.1	304.5	307.5	310.7
2	307.0	264.1	295.4	277.0	285.5	294.8	284.5	297.6	300.7	304.0	307.1
3	288.0	306.0	263.0	293.7	275.2	283.4	292.7	282.5	295.4	298.4	301.7
4	307.0	286.1	303.4	260.6	290.7	272.2	280.3	289.5	279.3	292.1	295.1
5	283.0	304.3	283.3	300.2	257.6	287.2	268.9	276.9	285.9	275.8	288.4
6	293.0	283.6	304.6	283.1	299.5	257.1	286.1	268.1	276.0	285.0	274.9
7	303.0	290.5	280.8	301.4	279.9	296.0	254.1	282.8	264.9	272.7	281.6
8	318.0	306.2	293.4	283.4	303.9	282.1	298.3	256.1	284.9	266.9	274.8
6-8	914.0	880.3	878.8	867.9	883.3	835.2	838.5	807.0	825.8	824.6	831.3

Attendance Area South Doyle MS Projection Date 10/1/2014

	ACTUAL	PROJECTED ***RESIDENT*** STUDENTS								
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
K	426.0	416.9	410.2	423.8	399.6	415.5	414.3	412.8	411.5	410.3	409.0
1	396.0	420.1	410.8	403.7	416.7	392.9	408.4	407.2	405.6	404.3	403.1
2	437.0	390.1	413.2	403.6	396.3	408.9	385.5	400.6	399.4	397.8	396.6
3	437.0	436.3	388.9	411.3	401.5	394.1	406.5	383.3	398.3	397.0	395.5
4	404.0	442.9	441.8	393.2	415.3	405.4	397.9	410.4	386.9	402.0	400.7
5	381.0	399.5	437.2	435.7	387.4	408.9	399.2	391.8	404.0	381.0	395.8
6	387.0	375.4	392.8	429.3	427.8	379.8	400.7	391.4	384.1	396.0	373.6
7	402.0	383.1	371.3	388.1	423.9	422.3	374.9	395.5	386.2	379.1	390.8
8	358.0	408.7	389.2	376.9	393.5	429.7	428.2	380.0	400.7	391.4	384.2
6-8	1147.0	1167.2	1153.3	1194.3	1245.2	1231.8	1203.8	1166.9	1171.0	1166.5	1148.6

Attendance Area Vine MS Projection Date 10/1/2014

	ACTUAL	PROJECTED ***RESIDENT*** STUDENTS								
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
K	146.0	142.8	137.3	145.5	131.2	141.2	141.7	142.1	142.4	142.8	143.1
1	136.0	139.1	136.1	130.8	138.7	125.0	134.6	135.0	135.4	135.7	136.1
2	127.0	133.3	136.4	133.4	128.2	135.9	122.5	131.9	132.3	132.7	133.0
3	126.0	124.5	130.6	133.6	130.7	125.6	133.2	120.1	129.3	129.7	130.1
4	113.0	124.2	122.7	128.8	131.8	128.9	123.9	131.3	118.4	127.5	127.8
5	131.0	109.8	120.8	119.3	125.2	128.1	125.3	120.4	127.6	115.1	123.9
6	91.0	123.8	103.8	114.1	112.7	118.3	121.0	118.4	113.8	120.6	108.7
7	84.0	90.3	122.8	103.0	113.2	111.8	117.3	120.1	117.4	112.9	119.6
8	92.0	83.5	89.7	122.1	102.3	112.5	111.1	116.6	119.3	116.7	112.2
6-8	267.0	297.6	316.3	339.2	328.2	342.6	349.4	355.1	350.5	350.2	340.5

The above projections DO NOT include Out-of-District students.

The above projections are based upon student residence, not upon school of attendance.

The above projections were prepared by the Knox County Metropolitan Planning Commission in October 2014.

Please see the Middle School 6-8 Attendance Matrix for a detailed accounting of the current student data.

Attendance Area West Valley MS Projection Date 10/1/2014

	ACTUAL	PROJECTED ***RESIDENT*** STUDENTS								
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
K	349.0	347.2	365.7	388.7	375.4	393.3	402.0	410.6	419.5	428.1	436.6
1	349.0	369.8	368.1	386.5	409.4	394.6	412.6	421.3	430.1	439.4	448.2
2	341.0	355.0	376.1	373.4	390.7	412.9	397.4	415.1	423.7	432.4	441.6
3	372.0	345.6	359.7	379.8	376.0	392.6	414.1	398.2	415.8	424.2	432.9
4	365.0	383.4	356.6	370.0	389.4	384.7	400.9	422.4	406.0	423.8	432.3
5	342.0	377.4	396.3	367.9	380.5	399.5	394.0	410.1	432.0	415.1	433.1
6	442.0	346.2	381.7	399.7	370.2	382.0	400.3	394.4	410.4	432.1	415.1
7	376.0	450.1	353.4	388.5	405.8	375.4	386.8	405.0	399.0	415.0	436.9
8	370.0	379.2	453.4	356.0	390.3	406.9	376.0	387.1	405.2	399.1	415.0
6-8	1188.0	1175.5	1188.5	1144.2	1166.3	1164.3	1163.1	1186.5	1214.6	1246.2	1267.0

Attendance Area Whittle Springs MS Projection Date 10/1/2014

	ACTUAL	PROJECTED ***RESIDENT*** STUDENTS								
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
K	205.0	200.3	192.5	204.0	184.0	198.1	198.7	199.3	199.7	200.3	200.7
1	196.0	195.4	190.8	183.5	194.4	175.3	188.8	189.3	189.9	190.3	190.8
2	207.0	192.1	191.5	187.0	179.8	190.6	171.8	185.0	185.5	186.1	186.5
3	183.0	202.9	188.2	187.6	183.3	176.2	186.7	168.4	181.3	181.8	182.4
4	176.0	180.4	200.0	185.6	185.0	180.7	173.7	184.1	166.0	178.7	179.3
5	175.0	171.1	175.4	194.4	180.4	179.8	175.7	168.9	179.0	161.4	173.7
6	157.0	165.4	161.7	165.7	183.7	170.5	169.9	166.0	159.6	169.1	152.5
7	221.0	155.7	164.1	160.4	164.4	182.3	169.1	168.6	164.7	158.3	167.8
8	181.0	219.7	154.8	163.1	159.4	163.4	181.2	168.1	167.6	163.7	157.4
6-8	559.0	540.8	480.6	489.2	507.5	516.2	520.2	502.7	491.9	491.1	477.7

The above projections DO NOT include Out-of-District students.

The above projections are based upon student residence, not upon school of attendance.

The above projections were prepared by the Knox County Metropolitan Planning Commission in October 2014.

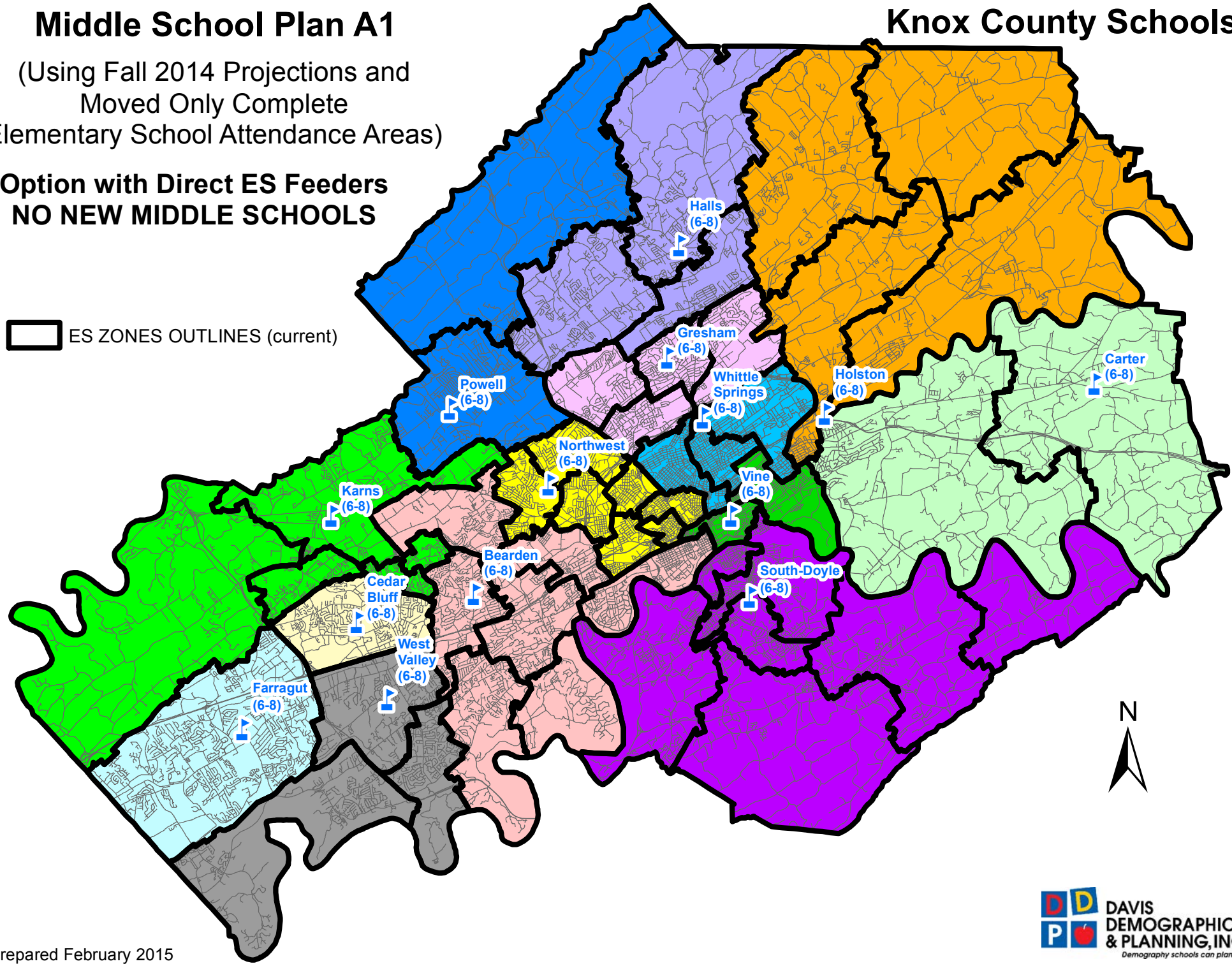
Please see the Middle School 6-8 Attendance Matrix for a detailed accounting of the current student data.

Middle School Plan A1

(Using Fall 2014 Projections and Moved Only Complete Elementary School Attendance Areas)

Option with Direct ES Feeders
NO NEW MIDDLE SCHOOLS

Knox County Schools



Prepared February 2015

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MS Plan A1 (Moving only ES Attendance Areas/NO NEW SCHOOLS)

(Resident Counts Only)

Middle School	Practical MS CAPACITIES	Current (2014) Counts	Current (2014) +/- Cap.	Projected 2019 Residents: Proj. Count	Projected 2019 Residents: Change from 2014	Projected 2019 Residents: +/- Cap.	Projected 2024 Residents: Proj. Count	Projected 2024 Residents: Change from 2014	Projected 2024 Residents: +/- Cap.	Current Boundary: 2014 Residence		Actual 2014 Enrollment	
BEARDEN MS	1,200	1,360	160	1,633	273	433	1,631	271	431	1,175		1,178	
CARTER MS	650	612	-38	523	-89	-127	468	-144	-182	897		850	
CEDAR BLUFF MS	550	578	28	534	-44	-16	534	-44	-16	612		617	
FARRAGUT MS	1,200	1,075	-125	1,020	-55	-180	1,046	-29	-154	1,347		1,383	
GRESHAM MS	800	759	-41	770	11	-30	765	6	-35	799		811	
HALLS MS	1,000	1,193	193	1,046	-147	46	1,052	-141	52	1,110		1,119	
HOLSTON MS	1,000	1,066	66	1,082	16	82	915	-151	-85	897		907	
KARNS MS	1,200	1,228	28	1,406	178	206	1,299	71	99	1,322		1,334	
NORTHWEST MS	950	995	45	1,122	127	172	1,144	149	194	957		829	
POWELL MS	1,000	831	-169	731	-100	-269	729	-102	-271	914		939	
SOUTH DOYLE MS	1,100	1,031	-69	1,107	76	7	1,020	-11	-80	1,147		1,081	
VINE MS	600	348	-252	404	56	-196	400	52	-200	267		336	
WEST VALLEY MS	1,250	1,382	132	1,352	-30	102	1,443	61	193	1,188		1,224	
WHITTLE SPRINGS MS	500	733	233	700	-33	200	662	-71	162	559		536	
	13,000	13,191	191	13,430	239	430	13,108	-83	108	13,191		13,144	Includes OD
	Total MS Capacity				**Compared to 2014**			**Compared to 2014**		32	OD	79	Other Schools
										13,223		13,223	

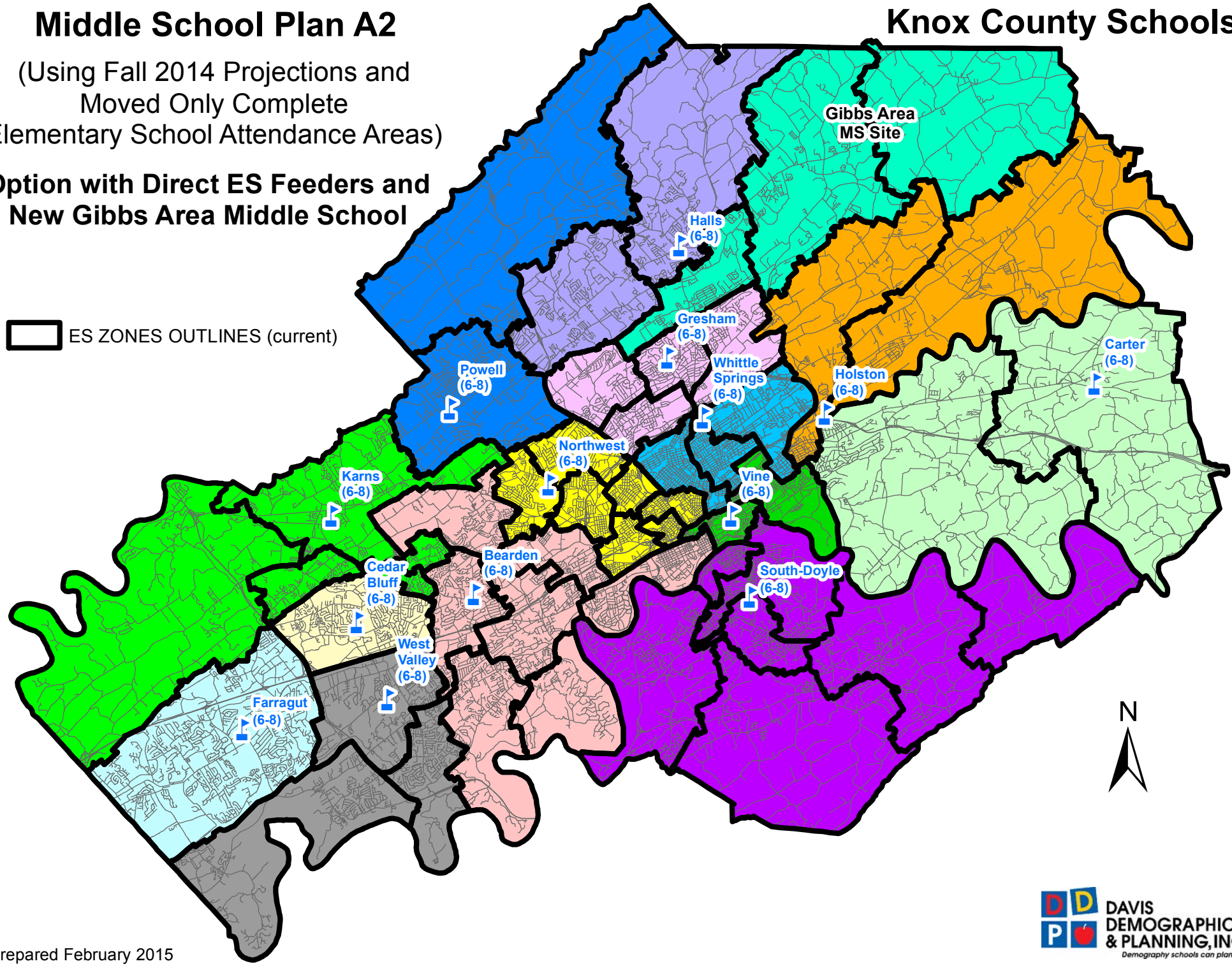
45 = Schools that have counts greater than 30 students over capacity

Middle School Plan A2

(Using Fall 2014 Projections and Moved Only Complete Elementary School Attendance Areas)

Option with Direct ES Feeders and New Gibbs Area Middle School

Knox County Schools



Prepared February 2015

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MS Plan A2 (Moving only ES Attendance Areas/Adding a Gibbs MS)

(Resident Counts Only)

Middle School	Practical MS CAPACITIES	Current (2014) Counts	Current (2014) +/- Cap.	Projected 2019 Residents Proj. Count	Projected 2019 Residents Change from 2014	Projected 2019 Residents +/- Cap.	Projected 2024 Residents Proj. Count	Projected 2024 Residents Change from 2014	Projected 2024 Residents +/- Cap.	Current Boundary 2014 Residence		Actual 2014 Enrollment	
BEARDEN MS	1,200	1,360	160	1,633	273	433	1,631	271	431	1,175		1,178	
CARTER MS	650	612	-38	523	-89	-127	468	-144	-182	897		850	
CEDAR BLUFF MS	550	578	28	534	-44	-16	534	-44	-16	612		617	
FARRAGUT MS	1,200	1,075	-125	1,020	-55	-180	1,046	-29	-154	1,347		1,383	
GIBBS AREA MS (new)	800	775	-25	787	12	-13	704	-71	-96	n/a		n/a	
GRESHAM MS	800	759	-41	770	11	-30	765	6	-35	799		811	
HALLS MS	1,000	891	-109	754	-137	-246	766	-125	-234	1,110		1,119	
HOLSTON MS	1,000	593	-407	586	-7	-414	497	-96	-503	897		907	
KARNS MS	1,200	1,228	28	1,406	178	206	1,299	71	99	1,322		1,334	
NORTHWEST MS	950	995	45	1,122	127	172	1,144	149	194	957		829	
POWELL MS	1,000	831	-169	731	-100	-269	729	-102	-271	914		939	
SOUTH DOYLE MS	1,100	1,031	-69	1,107	76	7	1,020	-11	-80	1,147		1,081	
VINE MS	600	348	-252	404	56	-196	400	52	-200	267		336	
WEST VALLEY MS	1,250	1,382	132	1,352	-30	102	1,443	61	193	1,188		1,224	
WHITTLE SPRINGS MS	500	733	233	700	-33	200	662	-71	162	559		536	
	13,800	13,191	-609	13,429	238	-371	13,108	-83	-692	13,191		13,144	Includes OD
	Total MS Capacity				**Compared to 2014**			**Compared to 2014**		32	OD	79	Other Schools
										13,223		13,223	

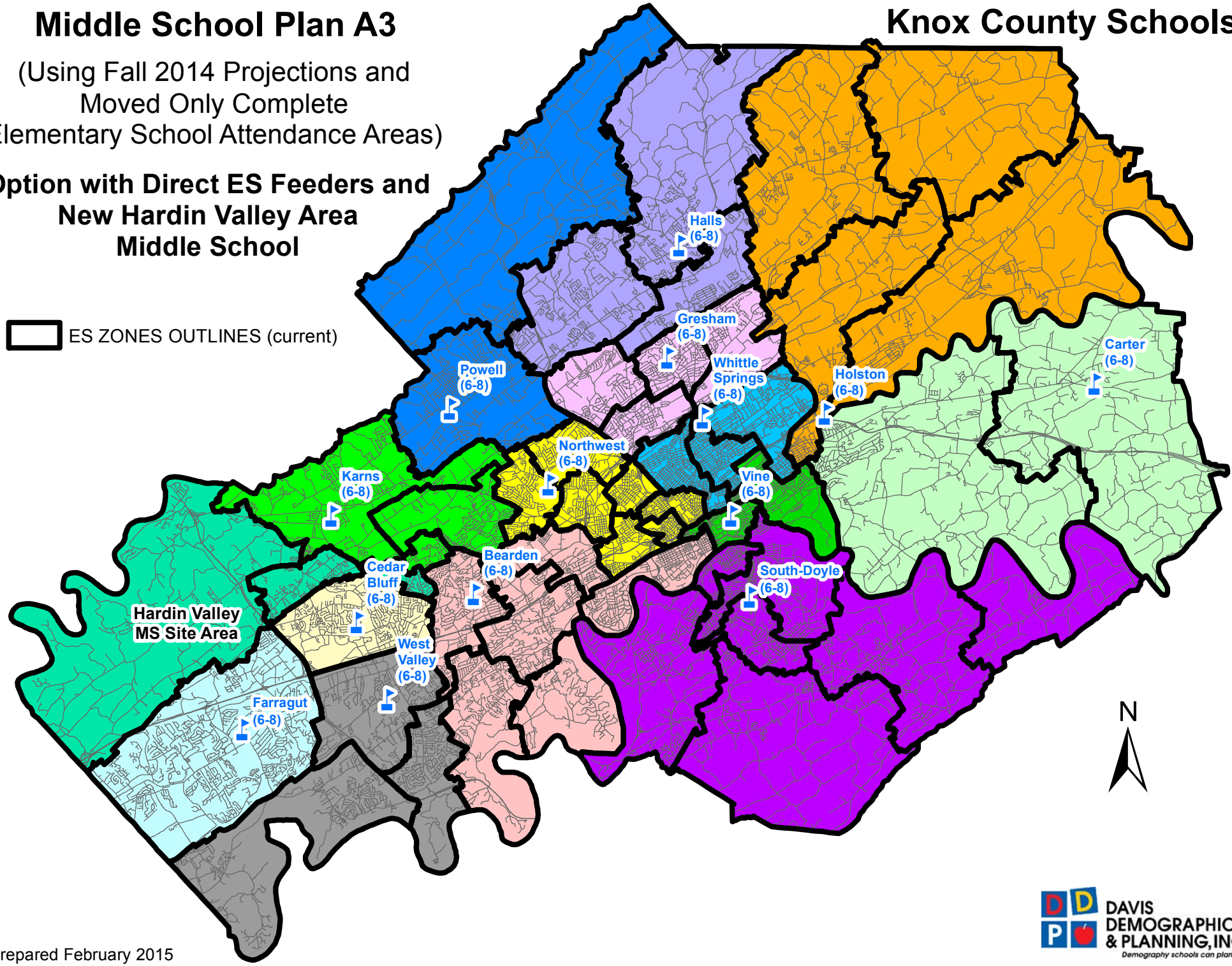
45 = Schools that have counts greater than 30 students over capacity

Middle School Plan A3

(Using Fall 2014 Projections and Moved Only Complete Elementary School Attendance Areas)

Option with Direct ES Feeders and New Hardin Valley Area Middle School

Knox County Schools



Prepared February 2015

DAVIS DEMOGRAPHICS & PLANNING, INC.
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MS Plan A3 (Moving only ES Attendance Areas/Adding a Hardin Valley MS)

(Resident Counts Only)

Middle School	Practical MS CAPACITIES	Current (2014) Counts	Current (2014) +/- Cap.	Projected 2019 Residents Proj. Count	Projected 2019 Residents Change from 2014	Projected 2019 Residents +/- Cap.	Projected 2024 Residents Proj. Count	Projected 2024 Residents Change from 2014	Projected 2024 Residents +/- Cap.	Current Boundary 2014 Residence		Actual 2014 Enrollment	
BEARDEN MS	1,200	1,032	-168	1,280	248	80	1,249	217	49	1,175		1,178	
CARTER MS	650	612	-38	523	-89	-127	468	-144	-182	897		850	
CEDAR BLUFF MS	550	578	28	534	-44	-16	534	-44	-16	612		617	
FARRAGUT MS	1,200	1,075	-125	1,020	-55	-180	1,046	-29	-154	1,347		1,383	
GRESHAM MS	800	759	-41	770	11	-30	765	6	-35	799		811	
HALLS MS	1,000	1,193	193	1,046	-147	46	1,052	-141	52	1,110		1,119	
HARDIN VALLEY AREA MS (new)	800	690	-110	820	130	20	729	39	-71	n/a		n/a	
HOLSTON MS	1,000	1,066	66	1,082	16	82	915	-151	-85	897		907	
KARNS MS	1,200	866	-334	939	73	-261	952	86	-248	1,322		1,334	
NORTHWEST MS	950	995	45	1,122	127	172	1,144	149	194	957		829	
POWELL MS	1,000	831	-169	731	-100	-269	729	-102	-271	914		939	
SOUTH DOYLE MS	1,100	1,031	-69	1,107	76	7	1,020	-11	-80	1,147		1,081	
VINE MS	600	348	-252	404	56	-196	400	52	-200	267		336	
WEST VALLEY MS	1,250	1,382	132	1,352	-30	102	1,443	61	193	1,188		1,224	
WHITTLE SPRINGS MS	500	733	233	700	-33	200	662	-71	162	559		536	
	13,800	13,191	-609	13,430	239	-370	13,108	-83	-692	13,191		13,144	Includes OD
	Total MS Capacity				**Compared to 2014**			**Compared to 2014**		32	OD	79	Other Schools
										13,223		13,223	

45 = Schools that have counts greater than 30 students over capacity

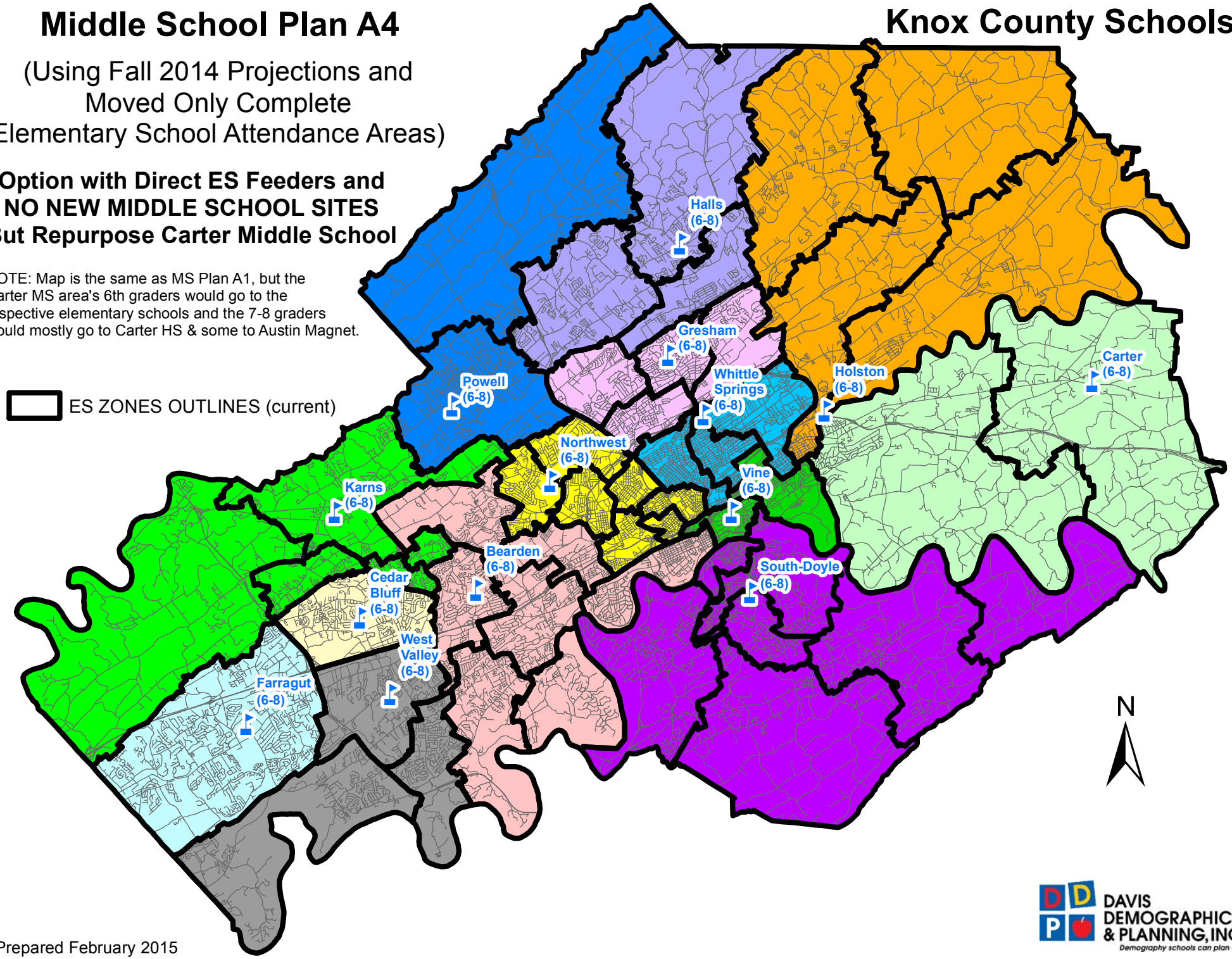
Middle School Plan A4

Knox County Schools

(Using Fall 2014 Projections and Moved Only Complete Elementary School Attendance Areas)

Option with Direct ES Feeders and NO NEW MIDDLE SCHOOL SITES But Repurpose Carter Middle School

NOTE: Map is the same as MS Plan A1, but the Carter MS area's 6th graders would go to the respective elementary schools and the 7-8 graders would mostly go to Carter HS & some to Austin Magnet.



Prepared February 2015

DAVIS DEMOGRAPHICS & PLANNING, INC.
Demography schools can plan on.

MS Plan A4 (Moving only ES Attendance Areas/Repurpose Carter MS)

(Resident Counts Only)

Middle School	Practical MS CAPACITIES	Current (2014) Counts	Current (2014) +/- Cap.	Projected 2019 Residents Proj. Count	Projected 2019 Residents Change from 2014	Projected 2019 Residents +/- Cap.	Projected 2024 Residents Proj. Count	Projected 2024 Residents Change from 2014	Projected 2024 Residents +/- Cap.	Current Boundary 2014 Residence		Actual 2014 Enrollment	
BEARDEN MS	1,200	1,360	160	1,633	273	433	1,631	271	431	1,175		1,178	
CARTER MS (see below)	650	612	-38	523	-89	-127	468	-144	-182	897		850	
CEDAR BLUFF MS	550	578	28	534	-44	-16	534	-44	-16	612		617	
FARRAGUT MS	1,200	1,075	-125	1,020	-55	-180	1,046	-29	-154	1,347		1,383	
GRESHAM MS	800	759	-41	770	11	-30	765	6	-35	799		811	
HALLS MS	1,000	1,193	193	1,046	-147	46	1,052	-141	52	1,110		1,119	
HOLSTON MS	1,000	1,066	66	1,082	16	82	915	-151	-85	897		907	
KARNS MS	1,200	1,228	28	1,406	178	206	1,299	71	99	1,322		1,334	
NORTHWEST MS	950	995	45	1,122	127	172	1,144	149	194	957		829	
POWELL MS	1,000	831	-169	731	-100	-269	729	-102	-271	914		939	
SOUTH DOYLE MS	1,100	1,031	-69	1,107	76	7	1,020	-11	-80	1,147		1,081	
VINE MS	600	348	-252	404	56	-196	400	52	-200	267		336	
WEST VALLEY MS	1,250	1,382	132	1,352	-30	102	1,443	61	193	1,188		1,224	
WHITTLE SPRINGS MS	500	733	233	700	-33	200	662	-71	162	559		536	
	13,000	13,191	191	13,430	239	430	13,108	-83	108	13,191		13,144	Includes OD
	Total MS Capacity				**Compared to 2014**			**Compared to 2014**		32	OD	79	Other Schools
										13,223		13,223	

45 = Schools that have counts greater than 30 students over capacity

HOW CARTER MS 6-8 STUDENTS ARE DIVIDED UP

		2014	2019	2024	
CARTER (6th Graders)	Chilhowee (3-5 school)	118	80	76	6th only
CARTER (6th Graders)	Carter ES (K-5 school)	92	80	76	6th only
		210	160	152	6th only

		2014	2019	2024	
CARTER (7-8 Graders)	Carter HS (9-12)	370	331	294	7-8 only
CARTER (7-8 Graders)	Austin Magnet School	32	32	22	7-8 only
		402	363	316	7-8 only

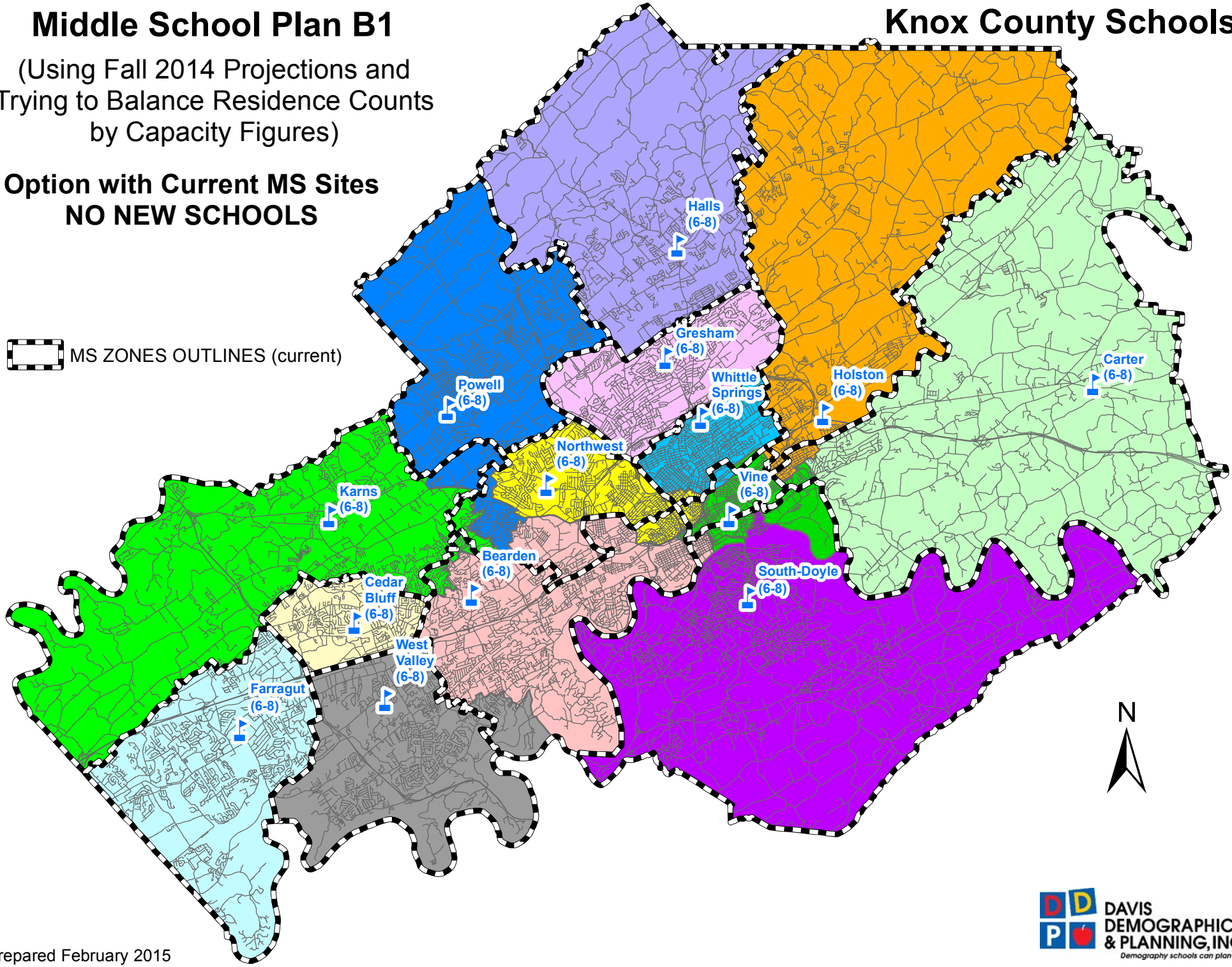
CARTER (ALL 6-8)	2014	2019	2024	
(with Chilhowee & Carter ES as feeders)	612	523	468	6-8 ALL

Middle School Plan B1

(Using Fall 2014 Projections and Trying to Balance Residence Counts by Capacity Figures)

Option with Current MS Sites
NO NEW SCHOOLS

Knox County Schools



Prepared February 2015

DAVIS DEMOGRAPHICS & PLANNING, INC.
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MS Plan B1 (Balancing to Capacity Figures/NO NEW SCHOOLS)

(Resident Counts Only)

Middle School	Practical MS CAPACITIES	Current (2014) Counts	Current (2014) +/- Cap.	Projected 2019 Residents Proj. Count	Projected 2019 Residents Change from 2014	Projected 2019 Residents +/- Cap.	Projected 2024 Residents Proj. Count	Projected 2024 Residents Change from 2014	Projected 2024 Residents +/- Cap.	Current Boundary 2014 Residence		Actual 2014 Enrollment	
BEARDEN MS	1,200	1,025	-175	1,203	178	3	1,198	173	-2	1,175		1,178	
CARTER MS	650	775	125	660	-115	10	601	-174	-49	897		850	
CEDAR BLUFF MS	550	612	62	555	-57	5	554	-58	4	612		617	
FARRAGUT MS	1,200	1,347	147	1,286	-61	86	1,309	-38	109	1,347		1,383	
GRESHAM MS	800	797	-3	831	34	31	806	9	6	799		811	
HALLS MS	1,000	1,110	110	941	-169	-59	950	-160	-50	1,110		1,119	
HOLSTON MS	1,000	1,000	0	1,007	7	7	860	-140	-140	897		907	
KARNS MS	1,200	1,447	247	1,636	189	436	1,541	94	341	1,322		1,334	
NORTHWEST MS	950	834	-116	961	127	11	969	135	19	957		829	
POWELL MS	1,000	1,039	39	1,006	-33	6	1,008	-31	8	914		939	
SOUTH DOYLE MS	1,100	1,031	-69	1,107	76	7	1,020	-11	-80	1,147		1,081	
VINE MS	600	381	-219	457	76	-143	453	72	-147	267		336	
WEST VALLEY MS	1,250	1,228	-22	1,255	27	5	1,346	118	96	1,188		1,224	
WHITTLE SPRINGS MS	500	565	65	524	-41	24	492	-73	-8	559		536	
	13,000	13,191	191	13,429	238	429	13,107	-84	107	13,191		13,144	Includes OD
	Total MS Capacity				**Compared to 2014**			**Compared to 2014**		32	OD	79	Other Schools
										13,223		13,223	

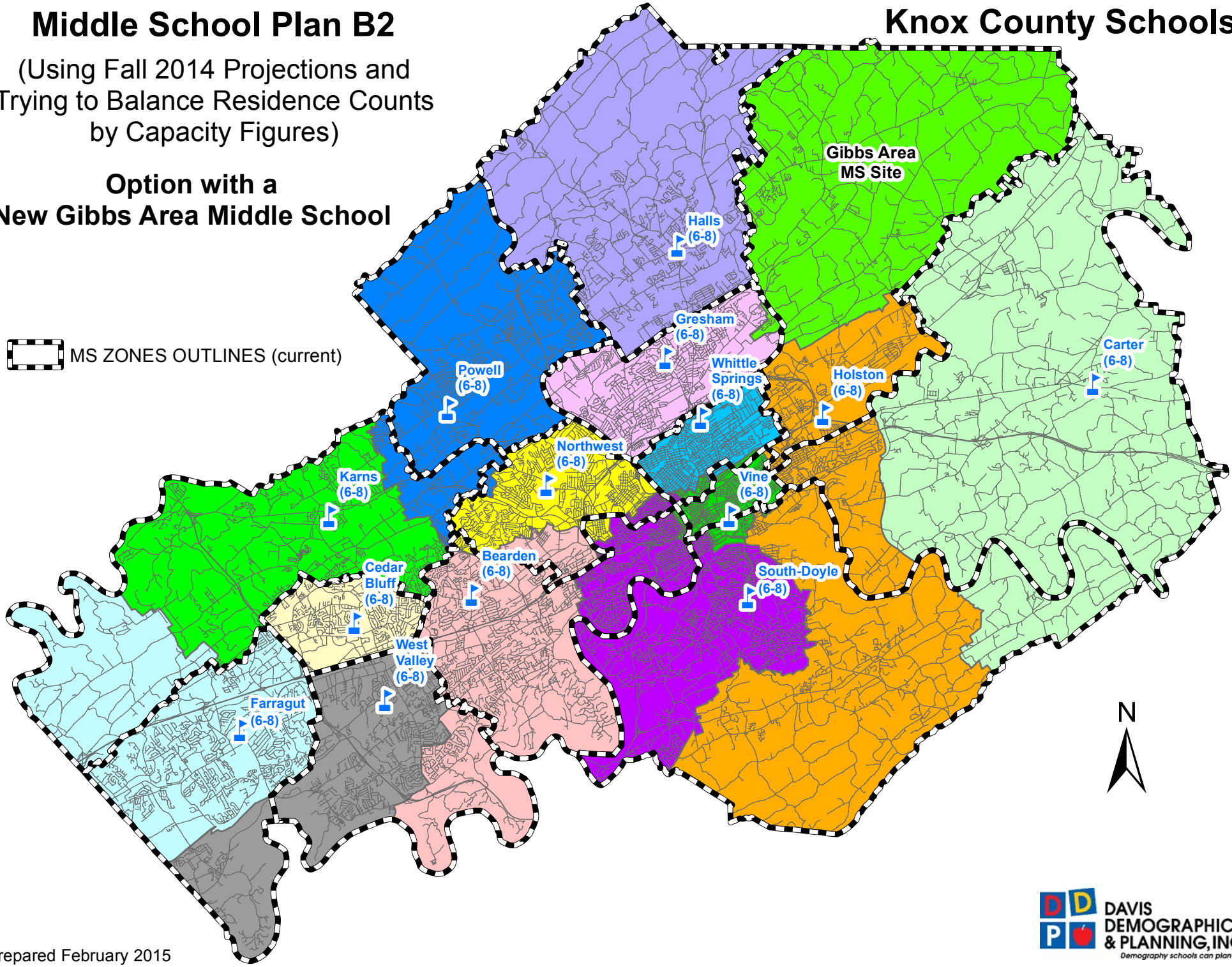
45 = Schools that have counts greater than 30 students over capacity

Middle School Plan B2

(Using Fall 2014 Projections and Trying to Balance Residence Counts by Capacity Figures)

Option with a New Gibbs Area Middle School

Knox County Schools



Prepared February 2015

DAVIS DEMOGRAPHICS & PLANNING, INC.
Demography schools can plan on.

MS Plan B2 (Balancing to Capacity Figures/New Gibbs Area MS Site)

(Resident Counts Only)

Middle School	Practical MS CAPACITIES	Current (2014) Counts	Current (2014) +/- Cap.	Projected 2019 Residents: Proj. Count	Projected 2019 Residents: Change from 2014	Projected 2019 Residents: +/- Cap.	Projected 2024 Residents: Proj. Count	Projected 2024 Residents: Change from 2014	Projected 2024 Residents: +/- Cap.	Current Boundary: 2014 Residence		Actual 2014 Enrollment	
BEARDEN MS	1,200	1,014	-186	1,212	198	12	1,176	162	-24	1,175		1,178	
CARTER MS	650	729	79	612	-117	-38	598	-131	-52	897		850	
CEDAR BLUFF MS	550	612	62	555	-57	5	554	-58	4	612		617	
FARRAGUT MS	1,200	1,177	-23	1,146	-31	-54	1,168	-9	-32	1,347		1,383	
GIBBS AREA MS (new)	800	644	-156	700	56	-100	576	-68	-224	n/a		n/a	
GRESHAM MS	800	773	-27	801	28	1	786	13	-14	799		811	
HALLS MS	1,000	1,110	110	941	-169	-59	950	-160	-50	1,110		1,119	
HOLSTON MS	1,000	879	-121	902	23	-98	761	-118	-239	897		907	
KARNS MS	1,200	1,036	-164	1,207	171	7	1,114	78	-86	1,322		1,334	
NORTHWEST MS	950	856	-94	976	120	26	1,004	148	54	957		829	
POWELL MS	1,000	1,100	100	1,020	-80	20	1,033	-67	33	914		939	
SOUTH DOYLE MS	1,100	1,105	5	1,175	70	75	1,143	38	43	1,147		1,081	
VINE MS	600	345	-255	420	75	-180	417	72	-183	267		336	
WEST VALLEY MS	1,250	1,260	10	1,255	-5	5	1,351	91	101	1,188		1,224	
WHITTLE SPRINGS MS	500	551	51	508	-43	8	478	-73	-22	559		536	
	13,800	13,191	-609	13,430	239	-370	13,109	-82	-691	13,191		13,144	Includes OD
	Total MS Capacity				**Compared to 2014**			**Compared to 2014**		32	OD	79	Other Schools
										13,223		13,223	

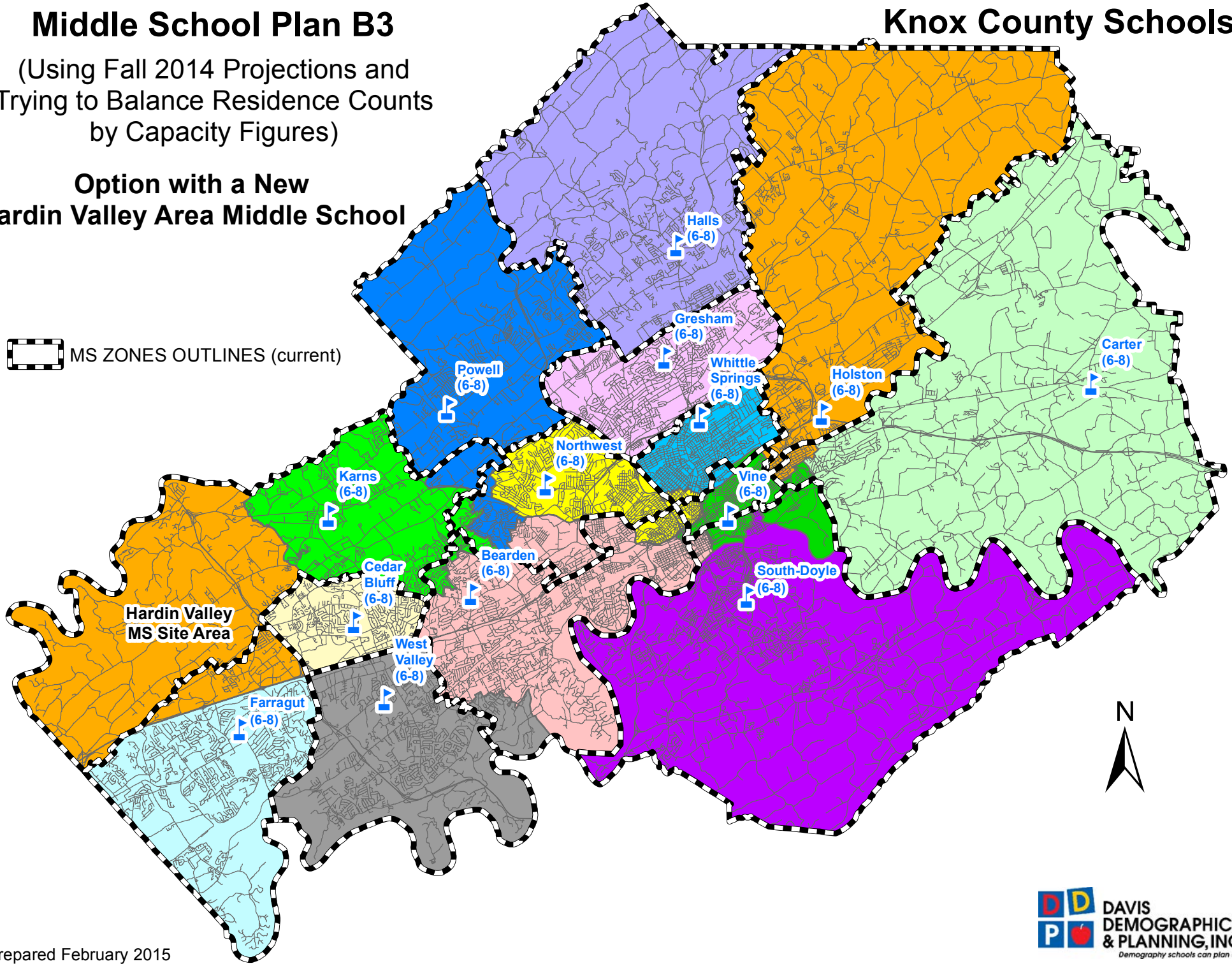
45 = Schools that have counts greater than 30 students over capacity

Middle School Plan B3

(Using Fall 2014 Projections and Trying to Balance Residence Counts by Capacity Figures)

Option with a New Hardin Valley Area Middle School

Knox County Schools



Prepared February 2015

DAVIS DEMOGRAPHICS & PLANNING, INC.
Demography schools can plan on.

MS Plan B3 (Balancing to Capacity Figures/New Hardin Valley Area MS Site)

(Resident Counts Only)

Middle School	Practical MS CAPACITIES	Current (2014) Counts	Current (2014) +/- Cap.	Projected 2019 Residents Proj. Count	Projected 2019 Residents Change from 2014	Projected 2019 Residents +/- Cap.	Projected 2024 Residents Proj. Count	Projected 2024 Residents Change from 2014	Projected 2024 Residents +/- Cap.	Current Boundary 2014 Residence		Actual 2014 Enrollment	
BEARDEN MS	1,200	1,025	-175	1,203	178	3	1,198	173	-2	1,175		1,178	
CARTER MS	650	775	125	660	-115	10	601	-174	-49	897		850	
CEDAR BLUFF MS	550	612	62	555	-57	5	554	-58	4	612		617	
FARRAGUT MS	1,200	1,222	22	1,164	-58	-36	1,193	-29	-7	1,347		1,383	
GRESHAM MS	800	797	-3	831	34	31	806	9	6	799		811	
HALLS MS	1,000	1,110	110	941	-169	-59	950	-160	-50	1,110		1,119	
HARDIN VALLEY AREA MS (new)	800	571	-229	695	124	-105	634	63	-166	n/a		n/a	
HOLSTON MS	1,000	1,000	0	1,007	7	7	860	-140	-140	897		907	
KARNS MS	1,200	1,001	-199	1,063	62	-137	1,023	22	-177	1,322		1,334	
NORTHWEST MS	950	834	-116	961	127	11	969	135	19	957		829	
POWELL MS	1,000	1,039	39	1,006	-33	6	1,008	-31	8	914		939	
SOUTH DOYLE MS	1,100	1,031	-69	1,107	76	7	1,020	-11	-80	1,147		1,081	
VINE MS	600	381	-219	457	76	-143	453	72	-147	267		336	
WEST VALLEY MS	1,250	1,228	-22	1,255	27	5	1,346	118	96	1,188		1,224	
WHITTLE SPRINGS MS	500	565	65	524	-41	24	492	-73	-8	559		536	
	13,800	13,191	-609	13,429	238	-371	13,107	-84	-693	13,191		13,144	Includes OD
	Total MS Capacity				**Compared to 2014**			**Compared to 2014**		32	OD	79	Other Schools
										13,223		13,223	

45 = Schools that have counts greater than 30 students over capacity

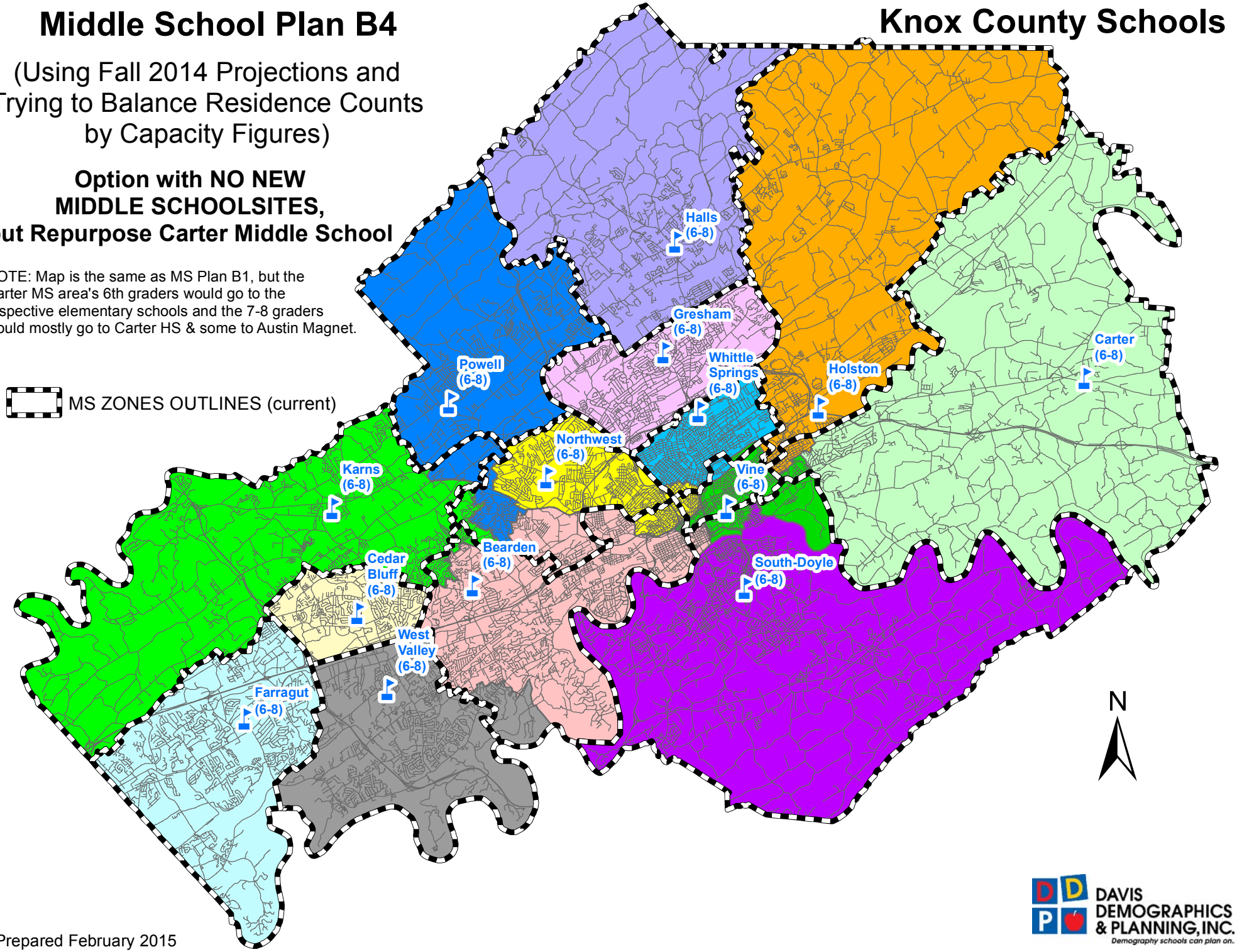
Middle School Plan B4

Knox County Schools

(Using Fall 2014 Projections and Trying to Balance Residence Counts by Capacity Figures)

Option with NO NEW MIDDLE SCHOOLSITES, but Repurpose Carter Middle School

NOTE: Map is the same as MS Plan B1, but the Carter MS area's 6th graders would go to the respective elementary schools and the 7-8 graders would mostly go to Carter HS & some to Austin Magnet.



Prepared February 2015

DAVIS DEMOGRAPHICS & PLANNING, INC.
Demography schools can plan on.

MS Plan B4 (Balancing to Capacity Figures/Repurpose Carter MS)

(Resident Counts Only)

Middle School	Practical MS CAPACITIES	Current (2014) Counts	Current (2014) +/- Cap.	Projected 2019 Residents Proj. Count	Projected 2019 Residents Change from 2014	Projected 2019 Residents +/- Cap.	Projected 2024 Residents Proj. Count	Projected 2024 Residents Change from 2014	Projected 2024 Residents +/- Cap.	Current Boundary 2014 Residence		Actual 2014 Enrollment	
BEARDEN MS	1,200	1,025	-175	1,203	178	3	1,198	173	-2	1,175		1,178	
CARTER MS (see below)	650	775	125	660	-115	10	601	-174	-49	897		850	
CEDAR BLUFF MS	550	612	62	555	-57	5	554	-58	4	612		617	
FARRAGUT MS	1,200	1,347	147	1,286	-61	86	1,309	-38	109	1,347		1,383	
GRESHAM MS	800	797	-3	831	34	31	806	9	6	799		811	
HALLS MS	1,000	1,110	110	941	-169	-59	950	-160	-50	1,110		1,119	
HOLSTON MS	1,000	1,000	0	1,007	7	7	860	-140	-140	897		907	
KARNS MS	1,200	1,447	247	1,636	189	436	1,541	94	341	1,322		1,334	
NORTHWEST MS	950	834	-116	961	127	11	969	135	19	957		829	
POWELL MS	1,000	1,039	39	1,006	-33	6	1,008	-31	8	914		939	
SOUTH DOYLE MS	1,100	1,031	-69	1,107	76	7	1,020	-11	-80	1,147		1,081	
VINE MS	600	381	-219	457	76	-143	453	72	-147	267		336	
WEST VALLEY MS	1,250	1,228	-22	1,255	27	5	1,346	118	96	1,188		1,224	
WHITTLE SPRINGS MS	500	565	65	524	-41	24	492	-73	-8	559		536	
	13,000	13,191	191	13,429	238	429	13,107	-84	107	13,191		13,144	Includes OD
	Total MS Capacity				**Compared to 2014**			**Compared to 2014**		32	OD	79	Other Schools
										13,223		13,223	

45 = Schools that have counts greater than 30 students over capacity

APPENDIX **B**

APPENDIX B:

BRAILSFORD & DUNLAVEY: KNOX COUNTY SCHOOLS EDUCATIONAL SPACE ADEQUACY APPRAISAL

Knox County Schools - Educational Space Adequacy Appraisal

Name of School	Enrollment	Year Built	Add/Ren	TL SF	Acres	# TS	Load	Capacity	75%	Delta	85%	Delta	Projected 2015	2019	2024
Vine Middle School	336	1951	1965, '75, '88, '97	112,000	9.1	21	28	600	441	(105)	499.8	(164)	267	342.6	340.5
Bearden Middle School	1178	1978	1993	163,647	30.3	47	28	1200	987	191	1118.6	59	1175	1416.2	1389
Holston Middle School	907	1956	1971, 2005	195,000	21.7	42	28	1000	882	25	999.6	(93)	897	923	785
Whittle Middle School	536	1959	1999, 2003	73,550	13.29	27	28	500	567	(31)	642.6	(107)	559	516.2	477.7
Gresham Middle School	811	1931	1938, '53, '74	112,967	23	34	28	800	714	97	809.2	2	799	831.5	806.5
West Valley Middle School	1224	1999	none	187,920	66+	46	28	1250	966	258	1094.8	129	1188	1164.3	1267
Halls Middle School	1119	1981	none	140,000	30.5 shared	46	28	1000	966	153	1094.8	24	1110	941.3	949.8
South Doyle Middle School	1081	1974	1991	205,000	41	45	28	1100	945	136	1071	10	1147	1231.8	1148.6
Farragut Middle School	1383	1984	1991	165,000	20	54	28	1200	1134	249	1285.2	98	1347	1285.7	1309
Cedar Bluff Middle School	617	1964	2000	82,400	26.6 shared	28	28	550	588	29	666.4	(49)	612	555.4	554.4
Carter Middle School	850	1948	1954, '56, '83	95,000	16	38	28	650	798	52	904.4	(54)	897	774.9	699.5
Northwest Middle School	829	1966	1994	150,000	42.5	48	28	950	1008	(179)	1142.4	(313)	957	1098.9	1113.8
Karns Middle School	1334	1974	1999, 2003	195,000	24	63	28	1200	1323	11	1499.4	(165)	1322	1531.1	1434.7
Powell Middle School	939	1974	2006, 2008	151,898	41	43	28	1000	903	36	1023.4	(84)	914	835.2	831.3
Total Middle School Students	**13144**					**582**		**13000**	**12222**	**922**	**13851.6**	**-707.6**	**13191**	**13448**	**13107**
Total Transfer Percentage															

Knox County Schools - Educational Space Adequacy Appraisal

Knox County Schools
Middle School Comprehensive Plan
Facility Needs and Space Conditions

	Facility Construction		Educational Space Adequacy				
Middle School	Year Built	Add'n / Renovation	Academic	Special Learning	Support	School Config.	Avg. Adequacy
West Valley MS	1999	N/A	86%	89%	84%	92%	88%
Powell MS	1974	2006, 2008	92%	86%	78%	85%	85%
Karns MS	1974	1999, 2003	94%	88%	78%	78%	85%
Halls MS	1981	N/A	84%	85%	80%	81%	83%
Gresham MS	1931	1938, '53, '74	86%	77%	82%	85%	83%
South Doyle MS	1974	1991	80%	81%	78%	87%	82%
Holston MS	1956	1971, 2005	83%	80%	82%	80%	81%
Northwest MS	1966	1994	70%	77%	80%	86%	78%
Farragut MS	1984	1991	79%	74%	78%	79%	78%
Whittle MS	1959	1999, 2003	80%	75%	84%	71%	78%
Bearden MS	1978	1993	78%	75%	78%	73%	76%
Carter MS	1948	1954, '56, '83	74%	72%	74%	62%	71%
Vine MS	1951	1965, '75, '88, '97	65%	64%	66%	62%	64%
Cedar Bluff MS	1964	2000	63%	65%	52%	66%	62%

50-59%	Poor to Low Borderline
60-69%	Borderline
70-79%	Low to Satisfactory
80-89%	Mid to High Satisfactory
90-99%	Excellent

Knox County Schools - Educational Space Adequacy Appraisal

	Enrollment Projections					
Name of School	**Current Enroll**	**2014 Residents**	**2019**	**2024**	**10 Yr.**	
Bearden Middle School	1178	1175	1416.2	1389	214.0	0.182128
Carter Middle School	850	897	774.9	699.5	(197.0)	-0.22018
Cedar Bluff Middle School	617	612	555.4	554.4	(58.0)	-0.09412
Farragut Middle School ★	1383	1347	1285.7	1309	(38.0)	-0.02821
Gresham Middle School	811	799	831.5	806.5	8.0	0.009387
Halls Middle School	1119	1110	941.3	949.8	160.0	-0.14432
Holston Middle School	907	897	923	785	112.0	-0.12486
Karns Middle School	1334	1322	1531.1	1434.7	113.0	0.08525
Northwest Middle School	829	957	1098.9	1113.8	157.0	0.163845
Powell Middle School	939	914	835.2	831.3	(83.0)	-0.09048
South Doyle Middle School	1081	1147	1231.8	1148.6	2.0	0.001395
Vine Middle School	336	267	342.6	340.5	74.0	0.275281
West Valley Middle School ★	1224	1188	1164.3	1267	79.0	0.066498
Whittle Middle School	536	559	516.2	477.7	(81.0)	-0.14544
Total Middle School Students	**13144**	**13191**	**13448**	**13107**	**462.0**	

Knox County Schools - Educational Space Adequacy Appraisal

Name of School	Current Enroll	Residents	Year Built	Add/Ren	TL SF	Acres	# TS	Avg Load	Bldg Cap	75%	Delta	85%	Delta	Projected 2014	2019	2024	10 Yr.
Bearden Middle School	1178	1175	1978	1993	163,647	30.3	47	28	1200	987	191	1118.6	59	1175	1416.2	1389	214.0
Carter Middle School	850	897	1948	1954, '56, '83	95,000	16	38	28	650	798	52	904.4	(54)	897	774.9	699.5	(197.0)
Cedar Bluff Middle School	617	612	1964	2000	82,400	26.6 shared	28	28	550	588	29	666.4	(49)	612	555.4	554.4	(58.0)
Farragut Middle School	1383	1347	1984	1991	165,000	20	54	28	1200	1134	249	1285.2	98	1347	1285.7	1309	(38.0)
Gresham Middle School	811	799	1931	1938, '53, '74	112,967	23	34	28	800	714	97	809.2	2	799	831.5	806.5	8.0
Halls Middle School	1119	1110	1981	none	140,000	30.5 shared	46	28	1000	966	153	1094.8	24	1110	941.3	949.8	160.0
Holston Middle School	907	897	1956	1971, 2005	195,000	21.7	42	28	1000	882	25	999.6	(93)	897	923	785	112.0
Karns Middle School	1334	1322	1974	1999, 2003	195,000	24	63	28	1200	1323	11	1499.4	(165)	1322	1531.1	1434.7	113.0
Northwest Middle School	829	957	1966	1994	150,000	42.5	48	28	950	1008	(179)	1142.4	(313)	957	1098.9	1113.8	157.0
Powell Middle School	939	914	1974	2006, 2008	151,898	41	43	28	1000	903	36	1023.4	(84)	914	835.2	831.3	(83.0)
South Doyle Middle School	1081	1147	1974	1991	205,000	41	45	28	1200	945	136	1071	10	1147	1231.8	1148.6	2.0
Vine Middle School	336	267	1951	1965, '75, '88, '97	112,000	9.1	21	28	600	441	(105)	499.8	(164)	267	342.6	340.5	74.0
West Valley Middle School	1224	1188	1999	none	187,920	66+	46	28	1250	966	258	1094.8	129	1188	1164.3	1267	79.0
Whittle Middle School	536	559	1959	1999, 2003	73,550	13.29	27	28	500	567	(31)	642.6	(107)	559	516.2	477.7	(81.0)
Total Middle School Students	**13144**	**13191**					**582**			**12222**	**922**	**13851.6**	**-707.6**	**13191**	**13448**	**13107**	**462.0**
Total Transfer Percentage																	
																18%	

Knox County Schools - Educational Space Adequacy Appraisal

BRAILSFORD & DUNLAVEY

	School Name: **BEARDEN MIDDLE SCHOOL**	Current Enrollment:	1178	Projected: 2014: 1175; 2019: 1416.2; 2024: 1389; 10 year: +171.6 Open / Transfers: 86 (7.1%)
	No. of Classrooms/Students 6th: 16 / 475 7th: 14 / 423 8th: 14 / 302	Building Capacity of School: 1200		Total teaching stations: 47 x average student loading: 28 x building utilization: 75% = 987 students; at 85% utilization = 1,189 *NOTE: Satellite EMT location for special education programs (CDCA) - 10 special ed programs including autism (high & low)*

No.	Category	Visual Review	Points Allocated	Points Assigned	Comments
1.0 EDUCATIONAL SPACE ADEQUACY					
ACADEMIC LEARNING SPACE					
1.10	Size of academic learning areas meets state standards.	✓	20	16	Capacity for General Classroom: 1 room per 100 students; 3 grade levels, 4 core classes; 6th: 25:1, 7th & 8th: 30:1
1.11	Classroom space permits arrangements for small group activity.	✓	20	18	
1.12	Location of academic learning areas are near educational activities and away from disruptive noises.	✓	20	17	
1.13	Personal space in classroom away from group instruction, allows privacy time for individual students.	✓	20	15	
1.14	Storage for student materials is adequate.	✓	10	6	
1.15	Storage for teacher materials is adequate.	✓	10	6	
Summary	Total Points for Academic Learning Spaces		100	78	
SPECIAL LEARNING SPACE					
1.20	Size of special learning area(s) meets state standards.	✓	15	12	
1.21	Design of special learning area(s) is compatible with instructional need.	✓	10	8	
1.22	Library/Resource/Media Center provides appropriate and attractive space.	✓	15	13	
1.23	Gymnasium and outdoor facilities adequately serve physical education instruction.	✓	10	8	
1.24	Science program provides sufficient space and equipment for Middle School Program	✓	10	8	
1.25	Music program provides adequate sound-treated space.	✓	10	8	
1.26	Space of art program is appropriate for special instruction, supplies and equipment.	✓	10	8	
1.27	Space for technology education, including computer labs, permits use of state-of-the-art equipment.	✓	10	6	
1.28	Space adjacent to classrooms is provided for small groups and remedial instruction.	✓	5	1	
1.29	Storage for student and teacher material is adequate.	✓	5	3	
Summary	Total Points for Special Learning Spaces		100	75	
SUPPORT SPACE					
1.30	Teachers' lounge and work areas reflect teachers as professionals	✓	5	4	
1.31	Cafeteria/cafetorium is attractive with sufficient space for seating/dining, storage and food preparation - (kitchen area is separate space and not reviewed).	✓	10	8	
1.32	Administrative offices provide an appearance consistent with the maturity of the students served.	✓	10	9	
1.33	Administrative personnel are provided sufficient work space and privacy.	✓	5	4	
1.34	Counselor's office insures privacy and sufficient storage.	✓	5	4	
1.35	Nurse's office is near administrative offices and is equipped to meet requirements.	✓	5	4	
1.36	Suitable reception space is available for students, teachers and visitors.	✓	5	3	
1.37	Special needs programs and "floater" personnel are provided sufficient work space and privacy.	✓	5	3	
Summary	Total Points for Support Space		50	39	
2.0 SCHOOL SITE					
SCHOOL CONFIGURATION					
2.10	Site is large enough to meet educational needs as defined by state and local requirements.	✓	20	18	
2.11	Site is easily accessible and conveniently located for the present and future population.	✓	20	18	
2.12	Location is removed from undesirable business, industry, and traffic.	✓	10	6	
2.13	Site is large enough for future expansion, if needed.	✓	15	9	
2.14	Site is suitable for special instructional needs, e.g. outdoor learning.	✓	20	17	
2.15	Playgrounds are well equipped and appropriate for the age levels.	✓	15	5	
Summary	Total Points for School Configuration		100	73	

Table of Weights and Categories

Maximum Points Allotted	Non Existent	Very Inadequate 1-29%	Poor 30-49%	Borderline 50-69%	Satisfactory 70-89%	Excellent 90-100%
5	0	1	2	3	4	5
10	0	2	4	6	8	10
15	0	3	6	9	12	15
20	0	4	8	12	16	20

MIDDLE SCHOOL DEMAND APPRAISAL SUMMARY

1.0 Educational Space Adequacy		Possible Allocated	Total Earned	%	Rating by Category
1.0 thru 1.15	Academic Learning Spaces	100	78	78%	Satisfactory
1.20 thru 1.29	Special Learning Spaces	100	75	75%	Satisfactory - low end
1.30 thru 1.37	Support Spaces	50	39	78%	Satisfactory - high end
2.0 School Site					
2.10 thru 2.15	School Configuration	100	73	73%	Satisfactory - low end

Knox County Schools - Educational Space Adequacy Apprailsal

BRAILSFORD & DUNLAVEY

	School Name: **CARTER MIDDLE SCHOOL**	Current Enrollment:	850	Projected: 2014: 897; 2019: 774.9; 2024: 699.5; 10 year: -186.1 Open / Transfers: 22 (2.5%)
	No. of Classrooms/Students 6th: 13 / 325 7th: 12 / 303 8th: 10 / 235	Building Capacity of School: 650		Total teaching stations: 38 x average student loading: 28 x building utilization: 75% = 798 students; at 85% utilization = 904

No.	Category	Visual Review	Points Allocated	Points Assigned	Comments
1.0 EDUCATIONAL SPACE ADEQUACY					
ACADEMIC LEARNING SPACE					
1.10	Size of academic learning areas meets state standards.	✓	20	16	Capacity for General Classroom: 1 room per 100 students; 3 grade levels, 4 core classes; 6th: 25:1, 7th & 8th: 30:1
1.11	Classroom space permits arrangements for small group activity.	✓	20	17	
1.12	Location of academic learning areas are near educational activities and away from disruptive noises.	✓	20	14	6th grade clusters are broken up due to portables
1.13	Personal space in classroom away from group instruction, allows privacy time for individual students.	✓	20	15	
1.14	Storage for student materials is adequate.	✓	10	6	
1.15	Storage for teacher materials is adequate.	✓	10	6	
Summary	Total Points for Academic Learning Spaces		100	74	
SPECIAL LEARNING SPACE					
1.20	Size of special learning area(s) meets state standards.	✓	15	12	
1.21	Design of special learning area(s) is compatible with instructional need.	✓	10	8	
1.22	Library/Resource/Media Center provides appropriate and attractive space.	✓	15	13	
1.23	Gymnasium and outdoor facilities adequately serve physical education instruction.	✓	10	7	Newer gym; design takes away from teachable space
1.24	Science program provides sufficient space and equipment for Middle School Program	✓	10	7	most 7th/8th grade room have limited science lab equipment
1.25	Music program provides adequate sound-treated space.	✓	10	7	no sound treatment
1.26	Space of art program is appropriate for special instruction, supplies and equipment.	✓	10	8	
1.27	Space for technology education, including computer labs, permits use of state-of-the-art equipment.	✓	10	6	
1.28	Space adjacent to classrooms is provided for small groups and remedial instruction.	✓	5	1	
1.29	Storage for student and teacher material is adequate.	✓	5	3	
Summary	Total Points for Special Learning Spaces		100	72	
SUPPORT SPACE					
1.30	Teachers' lounge and work areas reflect teachers as professionals	✓	5	3	
1.31	Cafeteria/cafetorium is attractive with sufficient space for seating/dining, storage and food preparation - (kitchen area is separate space and not reviewed).	✓	10	8	
1.32	Administrative offices provide an appearance consistent with the maturity of the students served.	✓	10	8	
1.33	Administrative personnel are provided sufficient work space and privacy.	✓	5	4	
1.34	Counselor's office insures privacy and sufficient storage.	✓	5	4	
1.35	Nurse's office is near administrative offices and is equipped to meet requirements.	✓	5	4	
1.36	Suitable reception space is available for students, teachers and visitors.	✓	5	3	Security vestibule would allow for more efficient security for school and community entrance and access
1.37	Special needs programs and "floater" personnel are provided sufficient work space and privacy.	✓	5	3	
Summary	Total Points for Support Space		50	37	
2.0 SCHOOL SITE					
SCHOOL CONFIGURATION					
2.10	Site is large enough to meet educational needs as defined by state and local requirements.	✓	20	12	School lacked visible front door; portable placement separated 6th grade clusters and creates safety/visibility challenges
2.11	Site is easily accessible and conveniently located for the present and future population.	✓	20	12	Clear front door is not easily identified; parking is shared in graveled lot across the street from school
2.12	Location is removed from undesirable business, industry, and traffic.	✓	10	8	Located next to the high school and elementary school sites; very residential
2.13	Site is large enough for future expansion, if needed.	✓	15	9	Site appears to have a lot of portables; access is difficult; appears to have challenges for growth
2.14	Site is suitable for special instructional needs, e.g. outdoor learning.	✓	20	15	
2.15	Playgrounds are well equipped and appropriate for the age levels.	✓	15	6	
Summary	Total Points for School Configuration		100	62	

Table of Weights and Categories

Maximum Points Allotted	Non Existent	Very Inadequate 1-29%	Poor 30-49%	Borderline 50-69%	Satisfactory 70-89%	Excellent 90-100%
5	0	1	2	3	4	5
10	0	2	4	6	8	10
15	0	3	6	9	12	15
20	0	4	8	12	16	20

MIDDLE SCHOOL DEMAND APPRAISAL SUMMARY

1.0 Educational Space Adequacy		Possible Allocated	Total Earned	%	Rating by Category
1.0 thru 1.15	Academic Learning Spaces	100	74	74%	Satisfactory - low end
1.20 thru 1.29	Special Learning Spaces	100	72	72%	Satisfactory - low end
1.30 thru 1.37	Support Spaces	50	37	74%	Satisfactory - low end
2.0 School Site					
2.10 thru 2.15	School Configuration	100	62	62%	Borderline

Knox County Schools - Educational Space Adequacy Appraisal

BRAILSFORD & DUNLAVEY

	School Name: **CEDAR BLUFF MIDDLE SCHOOL**	Current Enrollment:	617	Projected: 2015: 612: 2019: 555.4; 2024: 554.4; 10 year: -51.8 Open / Transfers: 27 (4.5%)
	No. of Classrooms/Students 6th: 9 / 180 7th: 7 / 231 8th: 7 / 229	Building Capacity of School:	550	Total teaching stations: 28 x average student loading: 28 x building utilization: 75% = 588 students; at 85% utilization = 666.4

No.	Category	Visual Review	Points Allocated	Points Assigned	Comments
1.0 EDUCATIONAL SPACE ADEQUACY					
ACADEMIC LEARNING SPACE					
1.10	Size of academic learning areas meets state standards.	✓	20	14	Capacity for General Classroom: 1 room per 100 students; 3 grade levels, 4 core classes; 6th: 25:1, 7th & 8th: 30:1
1.11	Classroom space permits arrangements for small group activity.	✓	20	13	classrooms are packed
1.12	Location of academic learning areas are near educational activities and away from disruptive noises.	✓	20	15	
1.13	Personal space in classroom away from group instruction, allows privacy time for individual students.	✓	20	13	classroom are packed
1.14	Storage for student materials is adequate.	✓	10	4	
1.15	Storage for teacher materials is adequate.	✓	10	4	storage is limited
Summary	Total Points for Academic Learning Spaces		100	63	
SPECIAL LEARNING SPACE					
1.20	Size of special learning area(s) meets state standards.	✓	15	12	
1.21	Design of special learning area(s) is compatible with instructional need.	✓	10	5	Resources rooms are closets or former office space; ISS room is not properly located for efficiency
1.22	Library/Resource/Media Center provides appropriate and attractive space.	✓	15	10	
1.23	Gymnasium and outdoor facilities adequately serve physical education instruction.	✓	10	8	No suitable outdoor space; students have very small hardscape for basketball; blacktop is cracked and challenged
1.24	Science program provides sufficient space and equipment for Middle School Program	✓	10	6	
1.25	Music program provides adequate sound-treated space.	✓	10	6	no sound treatment; make-shift spaces
1.26	Space of art program is appropriate for special instruction, supplies and equipment.	✓	10	8	
1.27	Space for technology education, including computer labs, permits use of state-of-the-art equipment.	✓	10	6	Technology is a challenge for the school; older computers, no wi-fi, computer rooms are small
1.28	Space adjacent to classrooms is provided for small groups and remedial instruction.	✓	5	1	none being utilized
1.29	Storage for student and teacher material is adequate.	✓	5	3	very little space
Summary	Total Points for Special Learning Spaces		100	65	
SUPPORT SPACE					
1.30	Teachers' lounge and work areas reflect teachers as professionals	✓	5	2	Teachers are lacking a work area; most offices have been converted to teaching areas; Admin space is limited
1.31	Cafeteria/cafetorium is attractive with sufficient space for seating/dining, storage and food preparation - (kitchen area is separate space and not reviewed).	✓	10	7	Small, but efficient
1.32	Administrative offices provide an appearance consistent with the maturity of the students served.	✓	10	5	Murals throughout the school reflect learning matters and offers a pleasantness to the visual surroundings;
1.33	Administrative personnel are provided sufficient work space and privacy.	✓	5	2	Very limited work areas for teachers and administrators
1.34	Counselor's office insures privacy and sufficient storage.	✓	5	2	small closet
1.35	Nurse's office is near administrative offices and is equipped to meet requirements.	✓	5	3	small area
1.36	Suitable reception space is available for students, teachers and visitors.	✓	5	3	Security vestibule would allow for more efficient security for school and community entrance and access
1.37	Special needs programs and "floater" personnel are provided sufficient work space and privacy.	✓	5	2	Teachers have limited space to prepare; shared teaching resources
Summary	Total Points for Support Space		50	26	
2.0 SCHOOL SITE					
SCHOOL CONFIGURATION					
2.10	Site is large enough to meet educational needs as defined by state and local requirements.	✓	20	13	site is challenged by elementary school next door; no opportunity to expand; parking is limited
2.11	Site is easily accessible and conveniently located for the present and future population.	✓	20	18	difficult to find as it sits next door to elementary school, unclear as to what school was the middle school
2.12	Location is removed from undesirable business, industry, and traffic.	✓	10	6	
2.13	Site is large enough for future expansion, if needed.	✓	15	9	see above note
2.14	Site is suitable for special instructional needs, e.g. outdoor learning.	✓	20	15	Limited outdoor play area; portables are placed in back of school and take up space; no coverage from weather elements (awnings)
2.15	Playgrounds are well equipped and appropriate for the age levels.	✓	15	5	see above; boiler room is located under gym and creates a space hog for expansion; noisy
Summary	Total Points for School Configuration		100	66	

Table of Weights and Categories

Maximum Points Allotted	Non Existent	Very Inadequate 1-29%	Poor 30-49%	Borderline 50-69%	Satisfactory 70-89%	Excellent 90-100%
5	0	1	2	3	4	5
10	0	2	4	6	8	10
15	0	3	6	9	12	15
20	0	4	8	12	16	20

MIDDLE SCHOOL DEMAND APPRAISAL SUMMARY

1.0 Educational Space Adequacy		Possible Allocated	Total Earned	%	Rating by Category
1.0 thru 1.15	Academic Learning Spaces	100	63	63%	Borderline - high
1.20 thru 1.29	Special Learning Spaces	100	65	65%	Borderline - high
1.30 thru 1.37	Support Spaces	50	26	52%	Borderline - low
2.0 School Site					
2.10 thru 2.15	School Configuration	100	66	66%	Borderline - high

Knox County Schools - Educational Space Adequacy Appraisal

BRAILSFORD & DUNLAVEY

	School Name: **FARRAGUT MIDDLE SCHOOL**	Current Enrollment:	1383	Projected: 2014: 1347; 2019: 1285.7; 2024: 1309; 10 year: -.2 Open / Transfers: 30 (2.3%)
	No. of Classrooms/Students 6th: 19 / 490 7th: 16 / 460 8th: 16 / 433	Building Capacity of School:	1200	Total teaching stations: 54 x average student loading: 28 x building utilization: 75% = 1,134 students; at 85% utilization = 1,285.2

No.	Category	Visual Review	Points Allocated	Points Assigned	Comments
1.0 EDUCATIONAL SPACE ADEQUACY					
ACADEMIC LEARNING SPACE					
1.10	Size of academic learning areas meets state standards.	✓	20	16	Capacity for General Classroom: 1 room per 100 students; 3 grade levels, 4 core classes; 6th: 25:1, 7th & 8th: 30:1
1.11	Classroom space permits arrangements for small group activity.	✓	20	18	school had additional capacity for teaching areas; not used efficiently in some areas
1.12	Location of academic learning areas are near educational activities and away from disruptive noises.	✓	20	17	programs are designed in clusters and by floors for efficiency and team teaching; way finding is better than most
1.13	Personal space in classroom away from group instruction, allows privacy time for individual students.	✓	20	16	
1.14	Storage for student materials is adequate.	✓	10	6	
1.15	Storage for teacher materials is adequate.	✓	10	6	
Summary	Total Points for Academic Learning Spaces		100	79	
SPECIAL LEARNING SPACE					
1.20	Size of special learning area(s) meets state standards.	✓	15	13	
1.21	Design of special learning area(s) is compatible with instructional need.	✓	10	8	
1.22	Library/Resource/Media Center provides appropriate and attractive space.	✓	15	13	
1.23	Gymnasium and outdoor facilities adequately serve physical education instruction.	✓	10	8	gym area is underutilized; has additional space for dance or other related programs; safety and visibility challenges
1.24	Science program provides sufficient space and equipment for Middle School Program	✓	10	4	science rooms lacked water and required resources; most labs appeared to be abandoned due to lack of resources
1.25	Music program provides adequate sound-treated space.	✓	10	9	only middle school in district to offer orchestra program; music is a large part of school offerings
1.26	Space of art program is appropriate for special instruction, supplies and equipment.	✓	10	8	
1.27	Space for technology education, including computer labs, permits use of state-of-the-art equipment.	✓	10	7	
1.28	Space adjacent to classrooms is provided for small groups and remedial instruction.	✓	5	1	not being utilized
1.29	Storage for student and teacher material is adequate.	✓	5	3	
Summary	Total Points for Special Learning Spaces		100	74	
SUPPORT SPACE					
1.30	Teachers' lounge and work areas reflect teachers as professionals	✓	5	4	Murals throughout school present a professional tone and as a reminder allow learning to take place throughout school
1.31	Cafeteria/cafetorium is attractive with sufficient space for seating/dining, storage and food preparation - (kitchen area is separate space and not reviewed).	✓	10	8	
1.32	Administrative offices provide an appearance consistent with the maturity of the students served.	✓	10	9	
1.33	Administrative personnel are provided sufficient work space and privacy.	✓	5	4	
1.34	Counselor's office insures privacy and sufficient storage.	✓	5	4	
1.35	Nurse's office is near administrative offices and is equipped to meet requirements.	✓	5	4	
1.36	Suitable reception space is available for students, teachers and visitors.	✓	5	3	Security vestibule would allow for more efficient security for school and community entrance and access
1.37	Special needs programs and "floater" personnel are provided sufficient work space and privacy.	✓	5	3	
Summary	Total Points for Support Space		50	39	
2.0 SCHOOL SITE					
SCHOOL CONFIGURATION					
2.10	Site is large enough to meet educational needs as defined by state and local requirements.	✓	20	18	
2.11	Site is easily accessible and conveniently located for the present and future population.	✓	20	18	located next to the high school
2.12	Location is removed from undesirable business, industry, and traffic.	✓	10	7	
2.13	Site is large enough for future expansion, if needed.	✓	15	9	
2.14	Site is suitable for special instructional needs, e.g. outdoor learning.	✓	20	17	
2.15	Playgrounds are well equipped and appropriate for the age levels.	✓	15	10	
Summary	Total Points for School Configuration		100	79	

Table of Weights and Categories

Maximum Points Allotted	Non Existent	Very Inadequate 1-29%	Poor 30-49%	Borderline 50-69%	Satisfactory 70-89%	Excellent 90-100%
5	0	1	2	3	4	5
10	0	2	4	6	8	10
15	0	3	6	9	12	15
20	0	4	8	12	16	20

MIDDLE SCHOOL DEMAND APPRAISAL SUMMARY

1.0 Educational Space Adequacy		Possible Allocated	Total Earned	%	Rating by Category
1.0 thru 1.15	Academic Learning Spaces	100	79	79%	Satisfactory
1.20 thru 1.29	Special Learning Spaces	100	74	74%	Satisfactory - low end
1.30 thru 1.37	Support Spaces	50	39	78%	Satisfactory - high end
2.0 School Site					
2.10 thru 2.15	School Configuration	100	79	79%	Satisfactory

Knox County Schools - Educational Space Adequacy Appraisal

BRAILSFORD & DUNLAVEY

	School Name: **GRESHAM MIDDLE SCHOOL**	Current Enrollment:	811	Projected: 2014: 799; 2019: 831.5; 2024: 806.5; 10 year: -9.4 Open / Transfers: 50 (6.1%)
	No. of Classrooms/Students 6th: 10 / 270 7th: 10 / 295 8th: 10 / 240	Building Capacity of School: 800		Total teaching stations: 34 x average student loading: 28 x building utilization: 75% = 714 students; at 85% utilization = 809.2

No.	Category	Visual Review	Points Allocated	Points Assigned	Comments
1.0 EDUCATIONAL SPACE ADEQUACY					
ACADEMIC LEARNING SPACE					
1.10	Size of academic learning areas meets state standards.	✓	20	18	Capacity for General Classroom: 1 room per 100 students; 3 grade levels, 4 core classes; 6th: 25:1, 7th & 8th: 30:1
1.11	Classroom space permits arrangements for small group activity.	✓	20	18	School program is designed in pods per grade level and for team teaching
1.12	Location of academic learning areas are near educational activities and away from disruptive noises.	✓	20	18	
1.13	Personal space in classroom away from group instruction, allows privacy time for individual students.	✓	20	18	teachers have provided creative solutions for space utilization
1.14	Storage for student materials is adequate.	✓	10	7	
1.15	Storage for teacher materials is adequate.	✓	10	7	
Summary	Total Points for Academic Learning Spaces		100	86	
SPECIAL LEARNING SPACE					
1.20	Size of special learning area(s) meets state standards.	✓	15	12	teachers maximize classroom space and utilize variant seating arrangements
1.21	Design of special learning area(s) is compatible with instructional need.	✓	10	8	Latin and French taught as part of Reflective Arts
1.22	Library/Resource/Media Center provides appropriate and attractive space.	✓	15	13	
1.23	Gymnasium and outdoor facilities adequately serve physical education instruction.	✓	10	7	outdoor courtyard opportunities not utilized; school has both gym and auditorium; neither large enough for full school assembly
1.24	Science program provides sufficient space and equipment for Middle School Program	✓	10	7	teachers are creative with arrangements for lab and classroom spaces; lab material resources are lacking
1.25	Music program provides adequate sound-treated space.	✓	10	8	
1.26	Space of art program is appropriate for special instruction, supplies and equipment.	✓	10	9	
1.27	Space for technology education, including computer labs, permits use of state-of-the-art equipment.	✓	10	9	STEM literacy is part of Technology program; keyboarding program area is designed to teach critical thinking
1.28	Space adjacent to classrooms is provided for small groups and remedial instruction.	✓	5	1	Spaces are not being utilized; large corridors and opportunities, just not utilized
1.29	Storage for student and teacher material is adequate.	✓	5	3	
Summary	Total Points for Special Learning Spaces		100	77	
SUPPORT SPACE					
1.30	Teachers' lounge and work areas reflect teachers as professionals	✓	5	4	Very professional presence; principal has established a place that reflects the vision and mission of the community and the district
1.31	Cafeteria/cafetorium is attractive with sufficient space for seating/dining, storage and food preparation - (kitchen area is separate space and not reviewed).	✓	10	8	
1.32	Administrative offices provide an appearance consistent with the maturity of the students served.	✓	10	9	
1.33	Administrative personnel are provided sufficient work space and privacy.	✓	5	4	
1.34	Counselor's office insures privacy and sufficient storage.	✓	5	4	
1.35	Nurse's office is near administrative offices and is equipped to meet requirements.	✓	5	4	
1.36	Suitable reception space is available for students, teachers and visitors.	✓	5	5	Security vestibule and security buzzer; separates community from access to school; must enter office first
1.37	Special needs programs and "floater" personnel are provided sufficient work space and privacy.	✓	5	3	
Summary	Total Points for Support Space		50	41	
2.0 SCHOOL SITE					
SCHOOL CONFIGURATION					
2.10	Site is large enough to meet educational needs as defined by state and local requirements.	✓	20	18	
2.11	Site is easily accessible and conveniently located for the present and future population.	✓	20	18	Heavy community use of school and facilities
2.12	Location is removed from undesirable business, industry, and traffic.	✓	10	8	
2.13	Site is large enough for future expansion, if needed.	✓	15	12	
2.14	Site is suitable for special instructional needs, e.g. outdoor learning.	✓	20	17	
2.15	Playgrounds are well equipped and appropriate for the age levels.	✓	15	12	
Summary	Total Points for School Configuration		100	85	

Table of Weights and Categories

Maximum Points Allotted	Non Existent	Very Inadequate 1-29%	Poor 30-49%	Borderline 50-69%	Satisfactory 70-89%	Excellent 90-100%
5	0	1	2	3	4	5
10	0	2	4	6	8	10
15	0	3	6	9	12	15
20	0	4	8	12	16	20

MIDDLE SCHOOL DEMAND APPRAISAL SUMMARY

1.0 Educational Space Adequacy		Possible Allocated	Total Earned	%	Rating by Category
1.0 thru 1.15	Academic Learning Spaces	100	86	86%	Satisfactory - high end
1.20 thru 1.29	Special Learning Spaces	100	77	77%	Satisfactory
1.30 thru 1.37	Support Spaces	50	41	82%	Satisfactory - high end
2.0 School Site					
2.10 thru 2.15	School Configuration	100	85	85%	Satisfactory - low end

Knox County Schools - Educational Space Adequacy Appraisal

BRAILSFORD & DUNLAVEY

	School Name: **HALLS MIDDLE SCHOOL**	Current Enrollment:	1119	Projected: 2014: 1110; 2019: 941.3; 2024: 949.8; 10 year: -148.2 Open / Transfers: 40 (4.1%)
	No. of Classrooms/Students 6th: 16 / 375 7th: 14 / 385 8th: 13 / 370	Building Capacity of School:	1000	Total teaching stations: 46 x average student loading: 28 x building utilization: 75% = 966 students; at 85% utilization = 1,095

No.	Category	Visual Review	Points Allocated	Points Assigned	Comments
1.0 EDUCATIONAL SPACE ADEQUACY					
ACADEMIC LEARNING SPACE					
1.10	Size of academic learning areas meets state standards.	✓	20	16	Capacity for General Classroom: 1 room per 100 students; 3 grade levels, 4 core classes; 6th: 25:1, 7th & 8th: 30:1
1.11	Classroom space permits arrangements for small group activity.	✓	20	18	
1.12	Location of academic learning areas are near educational activities and away from disruptive noises.	✓	20	18	
1.13	Personal space in classroom away from group instruction, allows privacy time for individual students.	✓	20	18	teachers have done a great job is classroom configuration and personal space
1.14	Storage for student materials is adequate.	✓	10	7	
1.15	Storage for teacher materials is adequate.	✓	10	7	
Summary	Total Points for Academic Learning Spaces		100	84	
SPECIAL LEARNING SPACE					
1.20	Size of special learning area(s) meets state standards.	✓	15	14	school has both auditorium and gymnasium; circulation is efficient; professional feeling for learning; designed for pods/teams
1.21	Design of special learning area(s) is compatible with instructional need.	✓	10	8	teachers have taken ownership of their rooms/teams; allows a sense of place for both students and teachers
1.22	Library/Resource/Media Center provides appropriate and attractive space.	✓	15	14	
1.23	Gymnasium and outdoor facilities adequately serve physical education instruction.	✓	10	8	gym is designed for community use; equipped with built-in concessions area; gym has community access but posses a safety challenge
1.24	Science program provides sufficient space and equipment for Middle School Program	✓	10	9	rooms are equipped for both classroom and lab instruction; water hook-up lacking in some rooms
1.25	Music program provides adequate sound-treated space.	✓	10	8	auditorium benefitted from church group supplying AV; back of house storage has potential for classroom conversion
1.26	Space of art program is appropriate for special instruction, supplies and equipment.	✓	10	10	
1.27	Space for technology education, including computer labs, permits use of state-of-the-art equipment.	✓	10	9	
1.28	Space adjacent to classrooms is provided for small groups and remedial instruction.	✓	5	2	one teacher/team is taking advantage of corridor/vestibule learning opportunities
1.29	Storage for student and teacher material is adequate.	✓	5	3	
Summary	Total Points for Special Learning Spaces		100	85	
SUPPORT SPACE					
1.30	Teachers' lounge and work areas reflect teachers as professionals	✓	5	4	Very professional presence; principal has established a place that reflects the vision and mission of the community and the district
1.31	Cafeteria/cafetorium is attractive with sufficient space for seating/dining, storage and food preparation - (kitchen area is separate space and not reviewed).	✓	10	8	
1.32	Administrative offices provide an appearance consistent with the maturity of the students served.	✓	10	9	
1.33	Administrative personnel are provided sufficient work space and privacy.	✓	5	4	
1.34	Counselor's office insures privacy and sufficient storage.	✓	5	4	
1.35	Nurse's office is near administrative offices and is equipped to meet requirements.	✓	5	4	
1.36	Suitable reception space is available for students, teachers and visitors.	✓	5	4	Security vestibule would allow for more efficient security for school and community entrance and access
1.37	Special needs programs and "floater" personnel are provided sufficient work space and privacy.	✓	5	3	
Summary	Total Points for Support Space		50	40	
2.0 SCHOOL SITE					
SCHOOL CONFIGURATION					
2.10	Site is large enough to meet educational needs as defined by state and local requirements.	✓	20	18	
2.11	Site is easily accessible and conveniently located for the present and future population.	✓	20	18	Community frequently uses facilities
2.12	Location is removed from undesirable business, industry, and traffic.	✓	10	6	located off of busy street; community access is good; located next to the high school
2.13	Site is large enough for future expansion, if needed.	✓	15	9	
2.14	Site is suitable for special instructional needs, e.g. outdoor learning.	✓	20	19	great amphitheater which is part of the high school but middle school has access to grounds
2.15	Playgrounds are well equipped and appropriate for the age levels.	✓	15	11	
Summary	Total Points for School Configuration		100	81	

Table of Weights and Categories

Maximum Points Allotted	Non Existent	Very Inadequate 1-29%	Poor 30-49%	Borderline 50-69%	Satisfactory 70-89%	Excellent 90-100%
5	0	1	2	3	4	5
10	0	2	4	6	8	10
15	0	3	6	9	12	15
20	0	4	8	12	16	20

MIDDLE SCHOOL DEMAND APPRAISAL SUMMARY

1.0 Educational Space Adequacy		Possible Allocated	Total Earned	%	Rating by Category
1.0 thru 1.15	Academic Learning Spaces	100	84	84%	Satisfactory - high end
1.20 thru 1.29	Special Learning Spaces	100	85	85%	Satisfactory - high end
1.30 thru 1.37	Support Spaces	50	40	80%	Satisfactory
2.0 School Site					
2.10 thru 2.15	School Configuration	100	81	81%	Satisfactory - low end

Knox County Schools - Educational Space Adequacy Appraisal

BRAILSFORD & DUNLAVEY

	School Name: **HOLSTON MIDDLE SCHOOL**	Current Enrollment:	907	Projected: 2014: 897; 2019: 923; 2024: 785; 10 year: -115.7 Open / Transfers: 72 (8%)
	No. of Classrooms/Students 6th: 14 / 308 7th: 13 / 301 8th: 12 / 299	Building Capacity of School: 1000		Total teaching stations: 42 x average student loading: 28 x building utilization: 75% = 882 students; at 85% utilization = 1,000

No.	Category	Visual Review	Points Allocated	Points Assigned	Comments
1.0 EDUCATIONAL SPACE ADEQUACY					
ACADEMIC LEARNING SPACE					
1.10	Size of academic learning areas meets state standards.	✓	20	16	Capacity for General Classroom: 1 room per 100 students; 3 grade levels, 4 core classes; 6th: 25:1, 7th & 8th: 30:1
1.11	Classroom space permits arrangements for small group activity.	✓	20	18	Teachers do not teach in pods or teams; may eventually go back to that system
1.12	Location of academic learning areas are near educational activities and away from disruptive noises	✓	20	18	
1.13	Personal space in classroom away from group instruction, allows privacy time for individual students.	✓	20	17	
1.14	Storage for student materials is adequate.	✓	10	7	
1.15	Storage for teacher materials is adequate.	✓	10	7	
Summary	Total Points for Academic Learning Spaces		100	83	
SPECIAL LEARNING SPACE					
1.20	Size of special learning area(s) meets state standards.	✓	15	14	honors classes are loaded at 28; most classrooms are loaded at 22 to 26
1.21	Design of special learning area(s) is compatible with instructional need.	✓	10	8	
1.22	Library/Resource/Media Center provides appropriate and attractive space	✓	15	13	
1.23	Gymnasium and outdoor facilities adequately serve physical education instruction	✓	10	9	newer facility
1.24	Science program provides sufficient space and equipment for Middle School Program	✓	10	8	lab/classroom design; appear to offer the resources needed
1.25	Music program provides adequate sound-treated space.	✓	10	8	
1.26	Space of art program is appropriate for special instruction, supplies and equipment.	✓	10	8	
1.27	Space for technology education, including computer labs, permits use of state-of-the-art equipment.	✓	10	8	
1.28	Space adjacent to classrooms is provided for small groups and remedial instruction.	✓	5	1	many spaces not being utilized; addition to school created outdoor courtyards but location presents noise distraction and access challenge:
1.29	Storage for student and teacher material is adequate.	✓	5	3	
Summary	Total Points for Special Learning Spaces		100	80	
SUPPORT SPACE					
1.30	Teachers' lounge and work areas reflect teachers as professionals	✓	5	4	Very professional presence; principal has established a place that reflects the vision and mission of the community and the district
1.31	reviewed).	✓	10	8	
1.32	Administrative offices provide an appearance consistent with the maturity of the students served	✓	10	9	
1.33	Administrative personnel are provided sufficient work space and privacy.	✓	5	4	
1.34	Counselor's office insures privacy and sufficient storage.	✓	5	4	
1.35	Nurse's office is near administrative offices and is equipped to meet requirements.	✓	5	4	
1.36	Suitable reception space is available for students, teachers and visitors.	✓	5	5	Security vestibule and security buzzer; separates community from access to school; must enter office firs
1.37	Special needs programs and "floater" personnel are provided sufficient work space and privacy	✓	5	3	
Summary	Total Points for Support Space		50	41	
2.0 SCHOOL SITE					
SCHOOL CONFIGURATION					
2.10	Site is large enough to meet educational needs as defined by state and local requirements	✓	20	18	
2.11	Site is easily accessible and conveniently located for the present and future population	✓	20	18	two front doors created by morning/afternoon traffic pickup/drop-off; recent addition to schoo
2.12	Location is removed from undesirable business, industry, and traffic.	✓	10	6	access and parking are challenging; parking is difficult; pickup/drop off is challenging if one doesn't know the system
2.13	Site is large enough for future expansion, if needed.	✓	15	9	yes, if running fled is taken away and used as expansion pad
2.14	Site is suitable for special instructional needs, e.g. outdoor learning.	✓	20	17	poor utilization of created outdoor courtyards; did not view any outdoor learning beyond running track
2.15	Playgrounds are well equipped and appropriate for the age levels.	✓	15	12	
Summary	Total Points for School Configuration		100	80	

Table of Weights and Categories

Maximum Points Allotted	Non Existent	Very Inadequate 1-29%	Poor 30-49%	Borderline 50-69%	Satisfactory 70-89%	Excellent 90-100%
5	0	1	2	3	4	5
10	0	2	4	6	8	10
15	0	3	6	9	12	15
20	0	4	8	12	16	20

MIDDLE SCHOOL DEMAND APPRAISAL SUMMARY

1.0 Educational Space Adequacy		Possible Allocated	Total Earned	%	Rating by Category
1.0 thru 1.15	Academic Learning Spaces	100	83	83%	Satisfactory
1.20 thru 1.29	Special Learning Spaces	100	80	80%	Satisfactory
1.30 thru 1.37	Support Spaces	50	41	82%	Satisfactory
2.0 School Site					
2.10 thru 2.15	School Configuration	100	80	80%	Satisfactory

Knox County Schools - Educational Space Adequacy Appraisal

BRAILSFORD & DUNLAVEY

School Name: **KARNS MIDDLE SCHOOL**

Current Enrollment: 1334 Projected: 2014: 1322; 2019: 1531.1; 2024: 1434.7; 10 year: +14.5 Open / Transfers: 50 (3.5%)

No. of Classrooms/Students 6th: 22 / 489 7th: 20 / 446 8th: 18 / 435

Building Capacity of School: 1200 Total teaching stations: 63 x average student loading: 28 x building utilization: 75% = 1,323 students; at 85% utilization = 1,499

No.	Category	Visual Review	Points Allocated	Points Assigned	Comments
1.0 EDUCATIONAL SPACE ADEQUACY					
ACADEMIC LEARNING SPACE					
1.10	Size of academic learning areas meets state standards.	✓	20	17	Capacity for General Classroom: 1 room per 100 students; 3 grade levels, 4 core classes; 6th: 25:1, 7th & 8th: 30:1
1.11	Classroom space permits arrangements for small group activity.	✓	20	12	
1.12	Location of academic learning areas are near educational activities and away from disruptive noises.	✓	20	17	
1.13	Personal space in classroom away from group instruction, allows privacy time for individual students.	✓	20	15	
1.14	Storage for student materials is adequate.	✓	10	15	
1.15	Storage for teacher materials is adequate.	✓	10	18	A lot of storage
Summary	Total Points for Academic Learning Spaces		100	94	
SPECIAL LEARNING SPACE					
1.20	Size of special learning area(s) meets state standards.	✓	15	12	
1.21	Design of special learning area(s) is compatible with instructional need.	✓	10	13	
1.22	Library/Resource/Media Center provides appropriate and attractive space.	✓	15	15	
1.23	Gymnasium and outdoor facilities adequately serve physical education instruction.	✓	10	8	
1.24	Science program provides sufficient space and equipment for Middle School Program	✓	10	8	
1.25	Music program provides adequate sound-treated space.	✓	10	8	
1.26	Space of art program is appropriate for special instruction, supplies and equipment.	✓	10	9	
1.27	Space for technology education, including computer labs, permits use of state-of-the-art equipment.	✓	10	8	
1.28	Space adjacent to classrooms is provided for small groups and remedial instruction.	✓	5	3	
1.29	Storage for student and teacher material is adequate.	✓	5	4	
Summary	Total Points for Special Learning Spaces		100	88	
SUPPORT SPACE					
1.30	Teachers' lounge and work areas reflect teachers as professionals	✓	5	4	
1.31	Cafeteria/cafetorium is attractive with sufficient space for seating/dining, storage and food preparation - (kitchen area is separate space and not reviewed).	✓	10	8	
1.32	Administrative offices provide an appearance consistent with the maturity of the students served.	✓	10	8	
1.33	Administrative personnel are provided sufficient work space and privacy.	✓	5	5	
1.34	Counselor's office insures privacy and sufficient storage.	✓	5	4	
1.35	Nurse's office is near administrative offices and is equipped to meet requirements.	✓	5	3	Space was not being utilized
1.36	Suitable reception space is available for students, teachers and visitors.	✓	5	4	
1.37	Special needs programs and "floater" personnel are provided sufficient work space and privacy.	✓	5	3	
Summary	Total Points for Support Space		50	39	
2.0 SCHOOL SITE					
SCHOOL CONFIGURATION					
2.10	Site is large enough to meet educational needs as defined by state and local requirements.	✓	20	21	
2.11	Site is easily accessible and conveniently located for the present and future population.	✓	20	15	It was difficult to access during pickup time for students
2.12	Location is removed from undesirable business, industry, and traffic.	✓	10	8	
2.13	Site is large enough for future expansion, if needed.	✓	15	7	
2.14	Site is suitable for special instructional needs, e.g. outdoor learning.	✓	20	19	
2.15	Playgrounds are well equipped and appropriate for the age levels.	✓	15	8	
Summary	Total Points for School Configuration		100	78	

Table of Weights and Categories

Maximum Points Allotted	Non Existent	Very Inadequate 1-29%	Poor 30-49%	Borderline 50-69%	Satisfactory 70-89%	Excellent 90-100%
5	0	1	2	3	4	5
10	0	2	4	6	8	10
15	0	3	6	9	12	15
20	0	4	8	12	16	20

MIDDLE SCHOOL DEMAND APPRAISAL SUMMARY

1.0 Educational Space Adequacy		Possible Allocated	Total Earned	%	Rating by Category
1.0 thru 1.15	Academic Learning Spaces	100	94	94%	Satisfactory
1.20 thru 1.29	Special Learning Spaces	100	88	88%	Satisfactory - low end
1.30 thru 1.37	Support Spaces	50	39	78%	Satisfactory - high end
2.0 School Site					
2.10 thru 2.15	School Configuration	100	78	78%	Satisfactory - low end

Knox County Schools - Educational Space Adequacy Appraisal

BRAILSFORD & DUNLAVEY

School Name: **NORTHWEST MIDDLE SCHOOL** | Current Enrollment: 829 | Projected: 2014: 957; 2019: 1,098.9; 2024: 1,113.8; 10 year: +150.8 | Open / Transfers: 30 (3.1%)

No. of Classrooms/Students 6th: 15 / 321 7th: 14 / 322 8th: 16 / 313 | Building Capacity of School: 950 | Total teaching stations: 48 x average student loading: 28 x building utilization: 75% = 1,008 students; at 85% utilization = 1,142

No.	Category	Visual Review	Points Allocated	Points Assigned	Comments
1.0 EDUCATIONAL SPACE ADEQUACY					
ACADEMIC LEARNING SPACE					
1.10	Size of academic learning areas meets state standards.	✓	20	15	Capacity for General Classroom: 1 room per 100 students; 3 grade levels, 4 core classes; 6th: 25:1, 7th & 8th: 30:1
1.11	Classroom space permits arrangements for small group activity.	✓	20	13	
1.12	Location of academic learning areas are near educational activities and away from disruptive noises.	✓	20	13	
1.13	Personal space in classroom away from group instruction, allows privacy time for individual students.	✓	20	12	
1.14	Storage for student materials is adequate.	✓	10	8	
1.15	Storage for teacher materials is adequate.	✓	10	9	
Summary	Total Points for Academic Learning Spaces		100	70	
SPECIAL LEARNING SPACE					
1.20	Size of special learning area(s) meets state standards.	✓	15	12	
1.21	Design of special learning area(s) is compatible with instructional need.	✓	10	7	
1.22	Library/Resource/Media Center provides appropriate and attractive space.	✓	15	12	
1.23	Gymnasium and outdoor facilities adequately serve physical education instruction.	✓	10	10	
1.24	Science program provides sufficient space and equipment for Middle School Program	✓	10	7	
1.25	Music program provides adequate sound-treated space.	✓	10	9	
1.26	Space of art program is appropriate for special instruction, supplies and equipment.	✓	10	7	
1.27	Space for technology education, including computer labs, permits use of state-of-the-art equipment.	✓	10	7	
1.28	Space adjacent to classrooms is provided for small groups and remedial instruction.	✓	5	3	
1.29	Storage for student and teacher material is adequate.	✓	5	3	
Summary	Total Points for Special Learning Spaces		100	77	
SUPPORT SPACE					
1.30	Teachers' lounge and work areas reflect teachers as professionals	✓	5	4	
1.31	Cafeteria/cafetorium is attractive with sufficient space for seating/dining, storage and food preparation - (kitchen area is separate space and not reviewed).	✓	10	9	The kitchen is used by the County for catering and KCS Food Services
1.32	Administrative offices provide an appearance consistent with the maturity of the students served.	✓	10	8	
1.33	Administrative personnel are provided sufficient work space and privacy.	✓	5	4	
1.34	Counselor's office insures privacy and sufficient storage.	✓	5	4	
1.35	Nurse's office is near administrative offices and is equipped to meet requirements.	✓	5	4	
1.36	Suitable reception space is available for students, teachers and visitors.	✓	5	3	
1.37	Special needs programs and "floater" personnel are provided sufficient work space and privacy.	✓	5	4	
Summary	Total Points for Support Space		50	40	
2.0 SCHOOL SITE					
SCHOOL CONFIGURATION					Very nice outdoor space that is greatly used by the community
2.10	Site is large enough to meet educational needs as defined by state and local requirements.	✓	20	18	
2.11	Site is easily accessible and conveniently located for the present and future population.	✓	20	18	
2.12	Location is removed from undesirable business, industry, and traffic.	✓	10	8	
2.13	Site is large enough for future expansion, if needed.	✓	15	10	
2.14	Site is suitable for special instructional needs, e.g. outdoor learning.	✓	20	22	
2.15	Playgrounds are well equipped and appropriate for the age levels.	✓	15	10	
Summary	Total Points for School Configuration		100	86	

Table of Weights and Categories

Maximum Points Allotted	Non Existent	Very Inadequate 1-29%	Poor 30-49%	Borderline 50-69%	Satisfactory 70-89%	Excellent 90-100%
5	0	1	2	3	4	5
10	0	2	4	6	8	10
15	0	3	6	9	12	15
20	0	4	8	12	16	20

MIDDLE SCHOOL DEMAND APPRAISAL SUMMARY

1.0 Educational Space Adequacy		Possible Allocated	Total Earned	%	Rating by Category
1.0 thru 1.15	Academic Learning Spaces	100	70	70%	Satisfactory - low end
1.20 thru 1.29	Special Learning Spaces	100	77	77%	Satisfactory
1.30 thru 1.37	Support Spaces	50	40	80%	Satisfactory
2.0 School Site					
2.10 thru 2.15	School Configuration	100	86	86%	Satisfactory - high end

Knox County Schools - Educational Space Adequacy Appraisal

BRAILSFORD & DUNLAVEY

School Name: **POWELL MIDDLE SCHOOL** | Current Enrollment: 939 | Projected: 2014: 914 2019: 835.2; 2024: 831.3; 10 year: -49 | Open / Transfers: 77 (8.7%)

No. of Classrooms/Students 6th: 15 / 317 7th: 13 / 311 8th: 12 / 318 | Building Capacity of School: 1000 | Total teaching stations: 43 x average student loading: 28 x building utilization: 75% = 903 students; at 85% utilization = 1,023

No.	Category	Visual Review	Points Allocated	Points Assigned	Comments
1.0 EDUCATIONAL SPACE ADEQUACY					
ACADEMIC LEARNING SPACE					
1.10	Size of academic learning areas meets state standards.	✓	20	19	Capacity for General Classroom: 1 room per 100 students; 3 grade levels, 4 core classes; 6th: 25:1, 7th & 8th: 30:1
1.11	Classroom space permits arrangements for small group activity.	✓	20	19	
1.12	Location of academic learning areas are near educational activities and away from disruptive noises.	✓	20	19	
1.13	Personal space in classroom away from group instruction, allows privacy time for individual students.	✓	20	19	
1.14	Storage for student materials is adequate.	✓	10	8	
1.15	Storage for teacher materials is adequate.	✓	10	8	
Summary	Total Points for Academic Learning Spaces		100	92	
SPECIAL LEARNING SPACE					
1.20	Size of special learning area(s) meets state standards.	✓	15	14	
1.21	Design of special learning area(s) is compatible with instructional need.	✓	10	9	
1.22	Library/Resource/Media Center provides appropriate and attractive space.	✓	15	14	
1.23	Gymnasium and outdoor facilities adequately serve physical education instruction.	✓	10	9	
1.24	Science program provides sufficient space and equipment for Middle School Program	✓	10	9	
1.25	Music program provides adequate sound-treated space.	✓	10	8	
1.26	Space of art program is appropriate for special instruction, supplies and equipment.	✓	10	8	
1.27	Space for technology education, including computer labs, permits use of state-of-the-art equipment.	✓	10	7	No wireless for laptops, all landlines
1.28	Space adjacent to classrooms is provided for small groups and remedial instruction.	✓	5	4	
1.29	Storage for student and teacher material is adequate.	✓	5	4	
Summary	Total Points for Special Learning Spaces		100	86	
SUPPORT SPACE					
1.30	Teachers' lounge and work areas reflect teachers as professionals	✓	5	4	
1.31	Cafeteria/cafetorium is attractive with sufficient space for seating/dining, storage and food preparation - (kitchen area is separate space and not reviewed).	✓	10	8	
1.32	Administrative offices provide an appearance consistent with the maturity of the students served.	✓	10	8	
1.33	Administrative personnel are provided sufficient work space and privacy.	✓	5	4	
1.34	Counselor's office insures privacy and sufficient storage.	✓	5	4	
1.35	Nurse's office is near administrative offices and is equipped to meet requirements.	✓	5	4	
1.36	Suitable reception space is available for students, teachers and visitors.	✓	5	3	
1.37	Special needs programs and "floater" personnel are provided sufficient work space and privacy.	✓	5	4	
Summary	Total Points for Support Space		50	39	
2.0 SCHOOL SITE					
SCHOOL CONFIGURATION					
2.10	Site is large enough to meet educational needs as defined by state and local requirements.	✓	20	22	
2.11	Site is easily accessible and conveniently located for the present and future population.	✓	20	18	
2.12	Location is removed from undesirable business, industry, and traffic.	✓	10	7	
2.13	Site is large enough for future expansion, if needed.	✓	15	9	
2.14	Site is suitable for special instructional needs, e.g. outdoor learning.	✓	20	21	
2.15	Playgrounds are well equipped and appropriate for the age levels.	✓	15	8	
Summary	Total Points for School Configuration		100	85	

Table of Weights and Categories

Maximum Points Allotted	Non Existent	Very Inadequate 1-29%	Poor 30-49%	Borderline 50-69%	Satisfactory 70-89%	Excellent 90-100%
5	0	1	2	3	4	5
10	0	2	4	6	8	10
15	0	3	6	9	12	15
20	0	4	8	12	16	20

MIDDLE SCHOOL DEMAND APPRAISAL SUMMARY

1.0 Educational Space Adequacy		Possible Allocated	Total Earned	%	Rating by Category
1.0 thru 1.15	Academic Learning Spaces	100	92	92%	Satisfactory
1.20 thru 1.29	Special Learning Spaces	100	86	86%	Satisfactory - low end
1.30 thru 1.37	Support Spaces	50	39	78%	Satisfactory - high end
2.0 School Site					
2.10 thru 2.15	School Configuration	100	85	85%	Satisfactory - low end

Knox County Schools - Educational Space Adequacy Appraisal

BRAILSFORD & DUNLAVEY

	School Name: **SOUTH DOYLE MIDDLE SCHOOL**	Current Enrollment:	1081	Projected: 2014: 1147; 2019: 1231.8; 2024: 1148.6; 10 year: -18.6 Open / Transfers: 36 (3%)
	No. of Classrooms/Students 6th: 16 / 448 7th: 12 / 384 8th: 12 / 343	Building Capacity of School: 1200		Total teaching stations: 45 x average student loading: 28 x building utilization: 75% = 945 students; at 85% utilization = 1,071 *NOTE: 7th grade highest enrollment; 32 honors classes*

No.	Category	Visual Review	Points Allocated	Points Assigned	Comments
1.0 EDUCATIONAL SPACE ADEQUACY					
ACADEMIC LEARNING SPACE					
1.10	Size of academic learning areas meets state standards.	✓	20	16	Capacity for General Classroom: 1 room per 100 students; 3 grade levels, 4 core classes; 6th: 25:1, 7th & 8th: 30:1
1.11	Classroom space permits arrangements for small group activity.	✓	20	18	
1.12	Location of academic learning areas are near educational activities and away from disruptive noises.	✓	20	17	designed in pods/teams and separated by grade levels and related arts programs
1.13	Personal space in classroom away from group instruction, allows privacy time for individual students.	✓	20	17	teachers showed creativity
1.14	Storage for student materials is adequate.	✓	10	6	
1.15	Storage for teacher materials is adequate.	✓	10	6	
Summary	Total Points for Academic Learning Spaces		100	80	
SPECIAL LEARNING SPACE					
1.20	Size of special learning area(s) meets state standards.	✓	15	15	
1.21	Design of special learning area(s) is compatible with instructional need.	✓	10	8	
1.22	Library/Resource/Media Center provides appropriate and attractive space.	✓	15	15	very large and provided community resources areas, two special instruction areas and office areas; computer lab as well
1.23	Gymnasium and outdoor facilities adequately serve physical education instruction.		10	8	did not visually inspect
1.24	Science program provides sufficient space and equipment for Middle School Program	✓	10	8	
1.25	Music program provides adequate sound-treated space.		10	8	did not visually inspect
1.26	Space of art program is appropriate for special instruction, supplies and equipment.	✓	10	8	
1.27	Space for technology education, including computer labs, permits use of state-of-the-art equipment.	✓	10	7	
1.28	Space adjacent to classrooms is provided for small groups and remedial instruction.	✓	5	1	underutilized; oversized corridors
1.29	Storage for student and teacher material is adequate.	✓	5	3	
Summary	Total Points for Special Learning Spaces		100	81	
SUPPORT SPACE					
1.30	Teachers' lounge and work areas reflect teachers as professionals	✓	5	4	
1.31	Cafeteria/cafetorium is attractive with sufficient space for seating/dining, storage and food preparation - (kitchen area is separate space and not reviewed).	✓	10	8	
1.32	Administrative offices provide an appearance consistent with the maturity of the students served.	✓	10	9	
1.33	Administrative personnel are provided sufficient work space and privacy.	✓	5	4	
1.34	Counselor's office insures privacy and sufficient storage.	✓	5	4	
1.35	Nurse's office is near administrative offices and is equipped to meet requirements.	✓	5	4	
1.36	Suitable reception space is available for students, teachers and visitors.	✓	5	3	Security between building poses challenges as access keys are need to move from building to building; school is wide open once inside
1.37	Special needs programs and "floater" personnel are provided sufficient work space and privacy.	✓	5	3	
Summary	Total Points for Support Space		50	39	
2.0 SCHOOL SITE					
SCHOOL CONFIGURATION					
2.10	Site is large enough to meet educational needs as defined by state and local requirements.	✓	20	18	Classrooms are large with some variances and corridors are oversized but under utilized for additional teaching opportunities
2.11	Site is easily accessible and conveniently located for the present and future population.	✓	20	19	site is large enough to expand
2.12	Location is removed from undesirable business, industry, and traffic.	✓	10	10	located in center of neighborhood; removed from main corridor of traffic
2.13	Site is large enough for future expansion, if needed.	✓	15	13	yes; school runs two bus loops for students and draws from 65 sq. miles; some students ride a bus more than 1.5 hours one way
2.14	Site is suitable for special instructional needs, e.g. outdoor learning.	✓	20	17	not being utilized
2.15	Playgrounds are well equipped and appropriate for the age levels.	✓	15	10	not visually inspected thoroughly
Summary	Total Points for School Configuration		100	87	

Table of Weights and Categories

Maximum Points Allotted	Non Existent	Very Inadequate 1-29%	Poor 30-49%	Borderline 50-69%	Satisfactory 70-89%	Excellent 90-100%
5	0	1	2	3	4	5
10	0	2	4	6	8	10
15	0	3	6	9	12	15
20	0	4	8	12	16	20

MIDDLE SCHOOL DEMAND APPRAISAL SUMMARY

1.0 Educational Space Adequacy		Possible Allocated	Total Earned	%	Rating by Category
1.0 thru 1.15	Academic Learning Spaces	100	80	80%	Satisfactory
1.20 thru 1.29	Special Learning Spaces	100	81	81%	Satisfactory
1.30 thru 1.37	Support Spaces	50	39	78%	Satisfactory
2.0 School Site					
2.10 thru 2.15	School Configuration	100	87	87%	Satisfactory - high end

Knox County Schools - Educational Space Adequacy Appraisal

BRAILSFORD & DUNLAVEY

	School Name: **VINE MIDDLE SCHOOL**	Current Enrollment:	336	Projected: 2014: 267; 2019: 342.6; 2024: 340.5; 10 year: +42.9 Open / Transfers: 109 (36.6%)
	No. of Classrooms/Students 6th: 6 / 139 7th: 6 / 103 8th: 6 / 98	Building Capacity of School: 600		Total teaching stations: 21 x average student loading: 28 x building utilization: 75% = 441 students; at 85% utilization = 499.8

No.	Category	Visual Review	Points Allocated	Points Assigned	Comments
1.0 EDUCATIONAL SPACE ADEQUACY					
ACADEMIC LEARNING SPACE					
1.10	Size of academic learning areas meets state standards.	✓	20	14	Capacity for General Classroom: 1 room per 100 students; 3 grade levels, 4 core classes; 6th: 25:1, 7th & 8th: 30:1
1.11	Classroom space permits arrangements for small group activity.	✓	20	15	classrooms are under utilized; small class sizes
1.12	Location of academic learning areas are near educational activities and away from disruptive noises.	✓	20	15	three-story facility once a high school separates each grade level; core classes are kept together in floor assignment
1.13	Personal space in classroom away from group instruction, allows privacy time for individual students.	✓	20	13	classroom are under utilized
1.14	Storage for student materials is adequate.	✓	10	4	
1.15	Storage for teacher materials is adequate.	✓	10	4	
Summary	Total Points for Academic Learning Spaces		100	65	
SPECIAL LEARNING SPACE					
1.20	Size of special learning area(s) meets state standards.	✓	15	12	school is under utilized; more teaching areas than students; STEM is not STEM as classified; regular core programs
1.21	Design of special learning area(s) is compatible with instructional need.	✓	10	5	Resources rooms are closets or former office space; ISS room is not properly located for efficiency
1.22	Library/Resource/Media Center provides appropriate and attractive space.	✓	15	10	
1.23	Gymnasium and outdoor facilities adequately serve physical education instruction.	✓	10	8	school has both gym and auditorium; once was a performing arts school; also offers dance; did not see a special room for dance
1.24	Science program provides sufficient space and equipment for Middle School Program	✓	10	5	No STEM spaces, just regular classroom instruction; did not see PBL opportunities or specialized spaces
1.25	Music program provides adequate sound-treated space.	✓	10	6	not visible
1.26	Space of art program is appropriate for special instruction, supplies and equipment.	✓	10	5	under utilized
1.27	Space for technology education, including computer labs, permits use of state-of-the-art equipment.	✓	10	8	1:1 laptop program; building is Wi-Fi wired; basic computer in schools computer labs including library area
1.28	Space adjacent to classrooms is provided for small groups and remedial instruction.	✓	5	1	none being utilized
1.29	Storage for student and teacher material is adequate.	✓	5	4	very little space
Summary	Total Points for Special Learning Spaces		100	64	
SUPPORT SPACE					
1.30	Teachers' lounge and work areas reflect teachers as professionals	✓	5	3	School is provided TAP teachers (3) master teacher program; shared space for floater and TAP teachers
1.31	Cafeteria/cafetorium is attractive with sufficient space for seating/dining, storage and food preparation - (kitchen area is separate space and not reviewed).	✓	10	8	
1.32	Administrative offices provide an appearance consistent with the maturity of the students served.	✓	10	4	very small and confined; security buzzer; needs teachers on duty for security throughout the facility
1.33	Administrative personnel are provided sufficient work space and privacy.	✓	5	4	
1.34	Counselor's office insures privacy and sufficient storage.		5	3	did not visually inspect
1.35	Nurse's office is near administrative offices and is equipped to meet requirements.	✓	5	3	small area
1.36	Suitable reception space is available for students, teachers and visitors.	✓	5	3	Security vestibule would allow for more efficient security for school and community entrance and access
1.37	Special needs programs and "floater" personnel are provided sufficient work space and privacy.	✓	5	5	Many students at Vine require special assistance for learning instruction (IEPs)
Summary	Total Points for Support Space		50	33	
2.0 SCHOOL SITE					
SCHOOL CONFIGURATION					
2.10	Site is large enough to meet educational needs as defined by state and local requirements.	✓	20	13	Site was once a high school; located on the same grounds as the Family Justice Center (former Jr. High School) difficult to find way
2.11	Site is easily accessible and conveniently located for the present and future population.	✓	20	15	back of school has ground that belong to another school; shared facilities with Family Justice Center; security is an issue
2.12	Location is removed from undesirable business, industry, and traffic.	✓	10	5	located off of main street; parking a challenge
2.13	Site is large enough for future expansion, if needed.	✓	15	9	limited; would require change of program and focus
2.14	Site is suitable for special instructional needs, e.g. outdoor learning.	✓	20	15	under utilized
2.15	Playgrounds are well equipped and appropriate for the age levels.	✓	15	5	not being utilized
Summary	Total Points for School Configuration		100	62	

Table of Weights and Categories

Maximum Points Allotted	Non Existent	Very Inadequate 1-29%	Poor 30-49%	Borderline 50-69%	Satisfactory 70-89%	Excellent 90-100%
5	0	1	2	3	4	5
10	0	2	4	6	8	10
15	0	3	6	9	12	15
20	0	4	8	12	16	20

MIDDLE SCHOOL DEMAND APPRAISAL SUMMARY

1.0 Educational Space Adequacy		Possible Allocated	Total Earned	%	Rating by Category
1.0 thru 1.15	Academic Learning Spaces	100	65	65%	Borderline - high
1.20 thru 1.29	Special Learning Spaces	100	64	64%	Borderline - high
1.30 thru 1.37	Support Spaces	50	33	66%	Borderline - high
2.0 School Site					
2.10 thru 2.15	School Configuration	100	62	62%	Borderline

Knox County Schools - Educational Space Adequacy Appraisal

BRAILSFORD & DUNLAVEY

	School Name: **WEST VALLEY MIDDLE SCHOOL**	Current Enrollment:	1224	Projected: 2014: 1188; 2019: 1164.3; 2024: 1267; 10 year: +91.5 Open / Transfers: 48 (4.1%)
	No. of Classrooms/Students 6th: 16 / 450 7th: 14 / 405 8th: 13 / 373	Building Capacity of School: 1250		Total teaching stations: 46 x average student loading: 28 x building utilization: 75% = 966 students; at 85% utilization = 1094.8

No.	Category	Visual Review	Points Allocated	Points Assigned	Comments
1.0 EDUCATIONAL SPACE ADEQUACY					
ACADEMIC LEARNING SPACE					
1.10	Size of academic learning areas meets state standards.	✓	20	14	Capacity for General Classroom: 1 room per 100 students; 3 grade levels, 4 core classes; 6th: 25:1, 7th & 8th: 30:1
1.11	Classroom space permits arrangements for small group activity.	✓	20	18	teachers are creative and take ownership
1.12	Location of academic learning areas are near educational activities and away from disruptive noises.	✓	20	20	newest of all schools; academic and related arts programs are separate
1.13	Personal space in classroom away from group instruction, allows privacy time for individual students.	✓	20	18	
1.14	Storage for student materials is adequate.	✓	10	8	
1.15	Storage for teacher materials is adequate.	✓	10	8	
Summary	Total Points for Academic Learning Spaces		100	86	
SPECIAL LEARNING SPACE					
1.20	Size of special learning area(s) meets state standards.	✓	15	13	variations of arrangements and resources are evident (34 kids per classroom for core classes)
1.21	Design of special learning area(s) is compatible with instructional need.	✓	10	10	school is clean, enhances the academic spirit and pride, way finding is sufficient and provides a sense of artistic flavor
1.22	Library/Resource/Media Center provides appropriate and attractive space.	✓	15	14	
1.23	Gymnasium and outdoor facilities adequately serve physical education instruction.	✓	10	8	school has both gym and auditorium; once was a performing arts school; also offers dance; did not see a special room for dance
1.24	Science program provides sufficient space and equipment for Middle School Program	✓	10	10	STEM and drafting have dedicated program space; science labs/classrooms well equipped for MS needs
1.25	Music program provides adequate sound-treated space.	✓	10	9	large rooms designed for music/band - separate from academic programs
1.26	Space of art program is appropriate for special instruction, supplies and equipment.	✓	10	10	
1.27	Space for technology education, including computer labs, permits use of state-of-the-art equipment.	✓	10	8	1:1 laptop program; building is Wi-Fi wired; computer labs including library area
1.28	Space adjacent to classrooms is provided for small groups and remedial instruction.	✓	5	3	
1.29	Storage for student and teacher material is adequate.	✓	5	4	
Summary	Total Points for Special Learning Spaces		100	89	
SUPPORT SPACE					
1.30	Teachers' lounge and work areas reflect teachers as professionals	✓	5	4	
1.31	Cafeteria/cafetorium is attractive with sufficient space for seating/dining, storage and food preparation - (kitchen area is separate space and not reviewed).	✓	10	7	overcrowded due to enrollment
1.32	Administrative offices provide an appearance consistent with the maturity of the students served.	✓	10	10	
1.33	Administrative personnel are provided sufficient work space and privacy.	✓	5	5	
1.34	Counselor's office insures privacy and sufficient storage.	✓	5	4	
1.35	Nurse's office is near administrative offices and is equipped to meet requirements.	✓	5	4	
1.36	Suitable reception space is available for students, teachers and visitors.	✓	5	3	school and community entrance and access from both sides of school; way finding to front door not clearly evident
1.37	Special needs programs and "floater" personnel are provided sufficient work space and privacy.	✓	5	5	
Summary	Total Points for Support Space		50	42	
2.0 SCHOOL SITE					
SCHOOL CONFIGURATION					
2.10	Site is large enough to meet educational needs as defined by state and local requirements.	✓	20	20	
2.11	Site is easily accessible and conveniently located for the present and future population.	✓	20	20	
2.12	Location is removed from undesirable business, industry, and traffic.	✓	10	10	
2.13	Site is large enough for future expansion, if needed.	✓	15	15	
2.14	Site is suitable for special instructional needs, e.g. outdoor learning.	✓	20	17	under utilized
2.15	Playgrounds are well equipped and appropriate for the age levels.	✓	15	10	
Summary	Total Points for School Configuration		100	92	

Table of Weights and Categories

Maximum Points Allotted	Non Existent	Very Inadequate 1-29%	Poor 30-49%	Borderline 50-69%	Satisfactory 70-89%	Excellent 90-100%
5	0	1	2	3	4	5
10	0	2	4	6	8	10
15	0	3	6	9	12	15
20	0	4	8	12	16	20

MIDDLE SCHOOL DEMAND APPRAISAL SUMMARY

1.0 Educational Space Adequacy		Possible Allocated	Total Earned	%	Rating by Category
1.0 thru 1.15	Academic Learning Spaces	100	86	86%	Satisfactory - High
1.20 thru 1.29	Special Learning Spaces	100	89	89%	Satisfactory - High
1.30 thru 1.37	Support Spaces	50	42	84%	Satisfactory - High
2.0 School Site					
2.10 thru 2.15	School Configuration	100	92	92%	Excellent

Knox County Schools - Educational Space Adequacy Appraisal

BRAILSFORD & DUNLAVEY

	School Name: **WHITTLE MIDDLE SCHOOL**	Current Enrollment: 536	Projected: 2014: 559; 2019: 516.2; 2024: 477.7; 10 year: -63.1 Open / Transfers: 67 (12.4%)
	No. of Classrooms/Students 6th: 8 / 188 7th: 8 / 175 8th: 8 / 170	Building Capacity of School: 500	Total teaching stations: 27 x average student loading: 28 x building utilization: 75% = 567 students; at 85% utilization = 642.6

No.	Category	Visual Review	Points Allocated	Points Assigned	Comments
1.0 EDUCATIONAL SPACE ADEQUACY					
ACADEMIC LEARNING SPACE					
1.10	Size of academic learning areas meets state standards.	✓	20	18	Capacity for General Classroom: 1 room per 100 students; 3 grade levels, 4 core classes; 6th: 25:1, 7th & 8th: 30:1
1.11	Classroom space permits arrangements for small group activity.	✓	20	18	
1.12	Location of academic learning areas are near educational activities and away from disruptive noises.	✓	20	15	
1.13	Personal space in classroom away from group instruction, allows privacy time for individual students.	✓	20	16	
1.14	Storage for student materials is adequate.	✓	10	7	
1.15	Storage for teacher materials is adequate.	✓	10	6	
Summary	Total Points for Academic Learning Spaces		100	80	
SPECIAL LEARNING SPACE					
1.20	Size of special learning area(s) meets state standards.	✓	15	12	teachers make the most of their space and provide a sense of learning for each student; principal is very clued in to community
1.21	Design of special learning area(s) is compatible with instructional need.	✓	10	7	teachers make use of every space; principal has taken extra care of special needs and resources for students
1.22	Library/Resource/Media Center provides appropriate and attractive space.	✓	15	17	community centric and heavily used; computer labs are a must at this school - visible for community use
1.23	Gymnasium and outdoor facilities adequately serve physical education instruction.	✓	10	8	both auditorium and gym; auditorium used for chorus program; health class taught in gym as in all middle school
1.24	Science program provides sufficient space and equipment for Middle School Program	✓	10	5	all rooms have tables; classroom and lab combo; 1 room per grade
1.25	Music program provides adequate sound-treated space.	✓	10	6	Auditorium serves as chorus classroom; band and general music are small spaces
1.26	Space of art program is appropriate for special instruction, supplies and equipment.	✓	10	8	
1.27	Space for technology education, including computer labs, permits use of state-of-the-art equipment.	✓	10	8	not state-of-the art but present; computer labs required for school community
1.28	Space adjacent to classrooms is provided for small groups and remedial instruction.	✓	5	1	none being utilized
1.29	Storage for student and teacher material is adequate.	✓	5	3	
Summary	Total Points for Special Learning Spaces		100	75	
SUPPORT SPACE					
1.30	Teachers' lounge and work areas reflect teachers as professionals	✓	5	3	School is provided TAP teachers (2) master teacher program; shared space for floater and TAP teachers
1.31	Cafeteria/cafetorium is attractive with sufficient space for seating/dining, storage and food preparation - (kitchen area is separate space and not reviewed).	✓	10	8	
1.32	Administrative offices provide an appearance consistent with the maturity of the students served.	✓	10	10	very professional
1.33	Administrative personnel are provided sufficient work space and privacy.	✓	5	4	
1.34	Counselor's office insures privacy and sufficient storage.	✓	5	4	
1.35	Nurse's office is near administrative offices and is equipped to meet requirements.	✓	5	3	
1.36	Suitable reception space is available for students, teachers and visitors.	✓	5	5	professional; receptionist; security cameras, electronic sign-in
1.37	Special needs programs and "floater" personnel are provided sufficient work space and privacy.	✓	5	5	principal has taken extra care in providing for at-risk and additional needs students and their families. School is a safe haven
Summary	Total Points for Support Space		50	42	
2.0 SCHOOL SITE					
SCHOOL CONFIGURATION					
2.10	Site is large enough to meet educational needs as defined by state and local requirements.	✓	20	15	site has little space to work with; portable placement impedes parking and additional learning activities
2.11	Site is easily accessible and conveniently located for the present and future population.	✓	20	15	school is a project grade school; focus is college & career awareness; caters to local community for continuous learning
2.12	Location is removed from undesirable business, industry, and traffic.	✓	10	7	site is tucked away; located near high density dwelling units
2.13	Site is large enough for future expansion, if needed.	✓	15	9	limited; would require change of program and focus
2.14	Site is suitable for special instructional needs, e.g. outdoor learning.	✓	20	15	opportunities but under utilized
2.15	Playgrounds are well equipped and appropriate for the age levels.	✓	15	10	under utilized
Summary	Total Points for School Configuration		100	71	

Table of Weights and Categories

Maximum Points Allotted	Non Existent	Very Inadequate 1-29%	Poor 30-49%	Borderline 50-69%	Satisfactory 70-89%	Excellent 90-100%
5	0	1	2	3	4	5
10	0	2	4	6	8	10
15	0	3	6	9	12	15
20	0	4	8	12	16	20

MIDDLE SCHOOL DEMAND APPRAISAL SUMMARY

1.0 Educational Space Adequacy		Possible Allocated	Total Earned	%	Rating by Category
1.0 thru 1.15	Academic Learning Spaces	100	80	80%	Satisfactory
1.20 thru 1.29	Special Learning Spaces	100	75	75%	Satisfactory
1.30 thru 1.37	Support Spaces	50	42	84%	Satisfactory
2.0 School Site					
2.10 thru 2.15	School Configuration	100	71	71%	Satisfactory

APPENDIX **C**

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
1	Bus	School	total_monthly	daily_cost_per _bus	pct_of _cost	daily_avg_bus	capacity	eligible_middle_riders	actual_middle_school_rider	pct_actual_vs_eligible	shares_bus_with	shared_students	total_actual_riders	pct_of_capacity	cost_per_eligible _middle_rider	cost_per_middle actual_rider	AM_miles	am_time	pm_miles	pm_time	total_middle school_miles	middle_bus per_mile
2	36	Bearden Middle	$4,238.00	$239.44	0.5	$119.72	90	86	55	64%			55	61%	$1.39	$2.18	14.87	56	15.88	57	30.75	$3.89
3	39	Bearden Middle	$3,559.00	$201.07	0.4	$80.43	66	44	14	32%	West High	29	43	65%	$1.83	$5.74	20.1	61	22.78	73	42.88	$1.88
4	46	Bearden Middle	$4,116.00	$232.54	0.5	$116.27	84	81	63	78%			63	75%	$1.44	$1.85	10.5	31	8.31	40	18.81	$6.18
5	49	Bearden Middle	$3,515.00	$198.59	0.5	$99.29	66	65	47	72%			47	71%	$1.53	$2.11	13.21	48	13.05	51	26.26	$3.78
6	68	Bearden Middle	$4,132.00	$233.45	0.4	$93.38	84	77	56	73%	West High	51	107	127%	$1.21	$1.67	5.6	20	7.14	23	12.74	$7.33
7	129	Bearden Middle	$4,001.00	$226.05	0.6	$135.63	66	83	50	60%			50	76%	$1.63	$2.71	9.6	27	13.95	55	23.55	$5.76
8	182	Bearden Middle	$3,978.00	$224.75	0.5	$112.37	66	61	51	84%			51	77%	$1.84	$2.20	12.2	29	10.53	26	22.73	$4.94
9	917	Bearden Middle	$4,133.00	$233.50	0.8	$186.80	84	78	78	100%			78	93%	$2.39	$2.39	15.7	51	16.2	49	31.9	$5.86
10	931	Bearden Middle	$3,780.00	$213.56	0.4	$85.42	66	82	46	56%			46	70%	$1.04	$1.86	10.6	33	8.92	36	19.52	$4.38
11	9129	Bearden Middle	$3,537.00	$199.83	0.6	$119.90	66	101	66	65%			66	100%	$1.19	$1.82	16.4	36	6.91	19	23.31	$5.14
12	9215	Bearden Middle	$4,118.00	$232.66	0.35	$81.43	84	82	52	63%			52	62%	$0.99	$1.57	15.3	52	10.52	43	25.82	$3.15
13	44	Carter Middle	$3,890.00	$219.77	0.25	$54.94	66	27	22	81%	Carter High	8	30	45%	$2.03	$2.50	18.6	52	13.79	56	32.39	$1.70
14	57	Carter Middle	$3,980.00	$224.86	0.25	$56.21	66	20	17	85%	Carter High	11	28	42%	$2.81	$3.31	15.1	36	14.2	40	29.3	$1.92
15	59	Carter Middle	$3,870.00	$218.64	0.25	$54.66	66	17	12	71%	Carter High	12	24	36%	$3.22	$4.56	13.9	32	15.15	38	29.05	$1.88
16	61	Carter Middle	$3,823.00	$215.99	0.25	$54.00	66	21	19	90%	Carter High	14	33	50%	$2.57	$2.84	12.8	48	14.37	44	27.17	$1.99
17	62	Carter Middle	$3,517.00	$198.70	0.5	$99.35	66	79	48	61%	Carter High	33	81	123%	$1.26	$2.07	21.2	80	22.09	81	43.29	$2.29
18	65	Carter Middle	$3,491.00	$197.23	0.3	$59.17	66	33	28	85%	Carter High	26	54	82%	$1.79	$2.11	16.4	54	27.55	74	43.95	$1.35
19	73	Carter Middle	$4,450.00	$251.41	0.3	$75.42	66	41	28	68%	Carter High	33	61	92%	$1.84	$2.69	24.3	59	24.07	87	48.37	$1.56
20	79	Carter Middle	$3,492.00	$197.29	0.3	$59.19	66	47	32	68%	Carter High	8	40	61%	$1.26	$1.85	25.2	53	8.9	27	34.1	$1.74
21	84	Carter Middle	$3,780.00	$213.56	0.25	$53.39	66	29	24	83%	Carter High	20	44	67%	$1.84	$2.22	14.2	47	16.33	60	30.53	$1.75
22	95	Carter Middle	$3,529.00	$199.38	0.3	$59.81	66	47	33	70%	Carter High	18	51	77%	$1.27	$1.81	10.4	39	8.38	31	18.78	$3.18
23	110	Carter Middle	$4,102.00	$231.75	0.5	$115.88	84	39	37	95%			37	44%	$2.97	$3.13	14.3	36	13.17	45	27.47	$4.22
24	120	Carter Middle	$3,912.00	$221.02	0.5	$110.51	66	40	40	100%			40	61%	$2.76	$2.76	13.2	30	12.6	42	25.8	$4.28
25	132	Carter Middle	$3,477.00	$196.44	0.35	$68.75	66	35	24	69%	Carter High	20	44	67%	$1.96	$2.86	13.6	49	12.13	55	25.73	$2.67
26	161	Carter Middle	$3,531.00	$199.49	0.3	$59.85	66	24	21	88%	Carter High	20	41	62%	$2.49	$2.85	11.2	41	13.44	34	24.64	$2.43
27	162	Carter Middle	$4,003.00	$226.16	0.3	$67.85	66	22	16	73%	Carter High	12	28	42%	$3.08	$4.24	13.7	33	13.59	47	27.29	$2.49
28	163	Carter Middle	$3,437.00	$194.18	0.35	$67.96	66	37	32	86%	Carter High	24	56	85%	$1.84	$2.12	12.7	36	11.92	34	24.62	$2.76
29	173	Carter Middle	$4,523.00	$255.54	0.3	$76.66	84	26	22	85%	Carter High	32	54	64%	$2.95	$3.48	15.5	54	17.45	66	32.95	$2.33
30	212	Carter Middle	$3,890.10	$219.78	0.25	$54.94	66	35	22	63%	Carter High	9	31	47%	$1.57	$2.50	11.3	40	13.64	51	24.94	$2.20
31	575	Carter Middle	$3,510.00	$198.31	0.35	$69.41	66	23	21	91%	Carter High	8	29	44%	$3.02	$3.31	12.2	38	12.38	42	24.58	$2.82
32	945	Carter Middle	$3,625.00	$204.80	0.25	$51.20	66	19	17	89%	Carter High	18	35	53%	$2.69	$3.01	7.7	36	10.31	55	18.01	$2.84
33	9173	Carter Middle	$3,475.00	$196.33	0.5	$98.16	66	37	19	51%	Carter High	16	35	53%	$2.65	$5.17	10.7	30	10.7	31	21.4	$4.59
34	9189	Carter Middle	$3,736.00	$211.07	0.4	$84.43	66	51	35	69%	Carter High	13	48	73%	$1.66	$2.41	25.8	78	25.41	78	51.21	$1.65
35	82	Cedar Bluff Middle	$4,084.00	$230.73	0.5	$115.37	84	93	85	91%			85	101%	$1.24	$1.36	6.3	25	7.15	31	13.45	$8.58
36	97	Cedar Bluff Middle	$4,108.00	$232.09	0.5	$116.05	84	86	55	64%			55	65%	$1.35	$2.11	12.7	39	11.84	47	24.54	$4.73
37	202	Cedar Bluff Middle	$4,103.00	$231.81	0.6	$139.08	84	112	77	69%			77	92%	$1.24	$1.81	7.3	27	10.58	42	17.88	$7.78
38	725	Cedar Bluff Middle	$3,603.00	$203.56	0.4	$81.42	66	85	61	72%			61	92%	$0.96	$1.33	9.8	31	8.46	35	18.26	$4.46
39	29	Farragut Middle	$4,236.00	$239.32	0.25	$59.83	90	44	39	89%	Farragut High	22	61	68%	$1.36	$1.53	7.9	32	7.39	34	15.29	$3.91
40	33	Farragut Middle	$4,254.00	$240.34	0.25	$60.08	90	62	33	53%	Farragut High	26	59	66%	$0.97	$1.82	8.2	36	8.98	33	17.18	$3.50
41	35	Farragut Middle	$4,235.00	$239.27	0.25	$59.82	90	52	45	87%	Farragut High	21	66	73%	$1.15	$1.33	6.9	28	7.11	35	14.01	$4.27
42	205	Farragut Middle	$4,620.00	$261.02	0.5	$130.51	84	67	56	84%			56	67%	$1.95	$2.33	10.1	35	10.83	31	20.93	$6.24
43	209	Farragut Middle	$4,110.00	$232.20	0.25	$58.05	84	101	47	47%	Farragut High	22	69	82%	$0.57	$1.24	8.7	33	9.12	48	17.82	$3.26
44	216	Farragut Middle	$4,126.00	$233.11	0.25	$58.28	84	69	47	68%	Farragut High	29	76	90%	$0.84	$1.24	16.3	51	16.02	61	32.32	$1.80
45	218	Farragut Middle	$4,236.00	$239.32	0.5	$119.66	90	119	54	45%	Farragut High	32	86	96%	$1.01	$2.22	18.6	58	14.17	57	32.77	$3.65
46	219	Farragut Middle	$4,251.00	$240.17	0.5	$120.08	90	62	46	74%			46	51%	$1.94	$2.61	9.6	30	10.15	35	19.75	$6.08
47	220	Farragut Middle	$4,251.00	$240.17	0.25	$60.04	90	53	30	57%	Farragut High	26	56	62%	$1.13	$2.00	12.1	37	9.86	43	21.96	$2.73
48	221	Farragut Middle	$4,127.00	$233.16	0.25	$58.29	84	98	52	53%	Farragut High	22	74	88%	$0.59	$1.12	8.8	32	8.48	29	17.28	$3.37
49	227	Farragut Middle	$4,242.00	$239.66	0.25	$59.92	90	66	38	58%	Farragut High	28	66	73%	$0.91	$1.58	9.7	40	9.37	41	19.07	$3.14
50	231	Farragut Middle	$4,132.00	$233.45	0.3	$70.03	84	31	30	97%	Farragut High	24	54	64%	$2.26	$2.33	10.7	36	10.06	46	20.76	$3.37
51	243	Farragut Middle	$4,116.00	$232.54	0.25	$58.14	84	66	45	68%	Farragut High	7	52	62%	$0.88	$1.29	10.8	34	9.17	36	19.97	$2.91
52	247	Farragut Middle	$4,110.00	$232.20	0.25	$58.05	84	55	54	98%	Farragut High	7	61	73%	$1.06	$1.08	11.8	36	11.95	36	23.75	$2.44
53	249	Farragut Middle	$4,256.00	$240.45	0.25	$60.11	90	53	28	53%	Farragut High	8	36	40%	$1.13	$2.15	7.6	27	8.74	39	16.34	$3.68
54	261	Farragut Middle	$4,109.00	$232.15	0.25	$58.04	84	75	44	59%	Farragut High	19	63	75%	$0.77	$1.32	7.4	31	8.26	32	15.66	$3.71
55	288	Farragut Middle	$4,221.00	$238.47	0.5	$119.24	90	130	65	50%	Farragut High	34	99	110%	$0.92	$1.83	13.6	61	15.34	64	28.94	$4.12
56	935	Farragut Middle	$4,238.00	$239.44	0.25	$59.86	90	64	40	63%	Farragut High	28	68	76%	$0.94	$1.50	8.3	29	7.85	33	16.15	$3.71
57	19	Gresham	$3,533.00	$199.60	0.35	$69.86	66	90	48	53%			48	73%	$0.78	$1.46	9.6	38	11.27	40	20.87	$3.35
58	48	Gresham	$4,236.00	$239.32	0.6	$143.59	90	89	76	85%			76	84%	$1.61	$1.89	11.6	45	14.23	45	25.83	$5.56
59	111	Gresham	$3,527.00	$199.27	0.5	$99.63	66	94	50	53%			50	76%	$1.06	$1.99	9.9	31	8.34	42	18.24	$5.46
60	160	Gresham	$3,508.00	$198.19	0.5	$99.10	66	98	57	58%			57	86%	$1.01	$1.74	10.8	38	12.19	54	22.99	$4.31
61	206	Gresham	$3,512.00	$198.42	0.5	$99.21	66	86	50	58%			50	76%	$1.15	$1.98	8.9	34	12.59	51	21.49	$4.62
62	246	Gresham	$3,559.00	$201.07	0.3	$60.32	66	61	60	98%			60	91%	$0.99	$1.01	3.9	14	5.25	19	9.15	$6.59
63	11	Halls Middle	$4,266.00	$241.02	0.3	$72.31	66	33	20	61%	Halls High	22	42	64%	$2.19	$3.62	25.8	70	21.45	66	47.25	$1.53
64	12	Halls Middle	$3,508.00	$198.19	0.3	$59.46	66	36	32	89%	Halls High	10	42	64%	$1.65	$1.86	12.3	42	14.15	44	26.45	$2.25
65	88	Halls Middle	$3,520.00	$198.87	0.3	$59.66	66	69	34	49%	Halls High	20	54	82%	$0.86	$1.75	12.7	52	13.15	46	25.85	$2.31
66	92	Halls Middle	$3,491.00	$197.23	0.3	$59.17	66	56	25	45%	Halls High	12	37	56%	$1.06	$2.37	9	33	11.61	44	20.61	$2.87
67	125	Halls Middle	$3,525.00	$199.15	0.35	$69.70	66	63	39	62%	Halls High	16	55	83%	$1.11	$1.79	13.4	53	14.8	57	28.2	$2.47
68	148	Halls Middle	$4,252.00	$240.23	0.3	$72.07	90	99	50	51%	Halls High	15	65	72%	$0.73	$1.44	8.9	34	11.41	45	20.31	$3.55
69	184	Halls Middle	$4,130.00	$233.33	0.4	$93.33	84	123	48	39%	Halls High	14	62	74%	$0.76	$1.94	15.8	53	16.08	65	31.88	$2.93
70	204	Halls Middle	$3,517.00	$198.70	0.3	$59.61	66	65	62	95%	Halls High	38	100	152%	$0.92	$0.96	8.2	30	3.29	15	11.49	$5.19

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
1	Bus	School	total_monthly	daily_cost_per _bus	pct_of _cost	daily_avg_bus	capacity	eligible_middle_riders	actual_middle_school_rider	pct_actual_vs_eligible	shares_bus_with	shared_students	total_actual_riders	pct_of_capacity	cost_per_eligible _middle_rider	cost_per_middle actual_rider	AM_miles	am_time	pm_miles	pm_time	total_middle school_miles	middle_bus per_mile
71	210	Halls Middle	$3,437.00	$194.18	0.3	$58.25	66	32	28	88%	Halls High	20	48	73%	$1.82	$2.08	20.4	61	16.9	40	37.3	$1.56
72	230	Halls Middle	$3,437.00	$194.18	0.3	$58.25	66	53	28	53%	Halls High	21	49	74%	$1.10	$2.08	7.3	22	6.17	30	13.47	$4.32
73	245	Halls Middle	$3,525.00	$199.15	0.3	$59.75	66	56	32	57%	Halls High	18	50	76%	$1.07	$1.87	8.5	36	7.64	38	16.14	$3.70
74	913	Halls Middle	$3,511.00	$198.36	0.3	$59.51	66	35	25	71%	Halls High	25	50	76%	$1.70	$2.38	25	51	11.37	46	36.37	$1.64
75	9152	Halls Middle	$4,375.00	$247.18	0.25	$61.79	66	99	31	31%	Halls High	21	52	79%	$0.62	$1.99	10	42	11.93	51	21.93	$2.82
76	9184	Halls Middle	$3,780.00	$213.56	0.3	$64.07	66	23	14	61%	Halls High	10	24	36%	$2.79	$4.58	19.9	61	22.98	57	42.88	$1.49
77	53	Holston	$3,504.00	$197.97	0.5	$98.98	66	55	54	98%			54	82%	$1.80	$1.83	5.3	22	10.82	45	16.12	$6.14
78	64	Holston	$4,269.00	$241.19	0.8	$192.95	66	64	48	75%			48	73%	$3.01	$4.02	23	64	23.05	87	46.05	$4.19
79	71	Holston	$4,206.00	$237.63	0.5	$118.81	84	72	63	88%			63	75%	$1.65	$1.89	21.1	71	15.8	58	36.9	$3.22
80	77	Holston	$3,735.00	$211.02	0.5	$105.51	66	52	41	79%			41	62%	$2.03	$2.57	17.8	57	17.74	55	35.54	$2.97
81	93	Holston	$3,531.00	$199.49	0.5	$99.75	66	49	37	76%			37	56%	$2.04	$2.70	16.2	45	25.41	76	41.61	$2.40
82	116	Holston	$3,527.00	$199.27	0.75	$149.45	66	44	31	70%			31	47%	$3.40	$4.82	24	67	28.65	87	52.65	$2.84
83	124	Holston	$4,108.00	$232.09	0.5	$116.05	84	51	51	100%			51	61%	$2.28	$2.28	10.1	30	9.3	39	19.4	$5.98
84	147	Holston	$3,912.00	$221.02	0.6	$132.61	66	81	57	70%			57	86%	$1.64	$2.33	21.7	60	22.85	82	44.55	$2.98
85	180	Holston	$3,534.00	$199.66	0.5	$99.83	66	84	61	73%			61	92%	$1.19	$1.64	14.1	42	14.6	57	28.7	$3.48
86	194	Holston	$4,130.00	$233.33	0.5	$116.67	84	82	67	82%			67	80%	$1.42	$1.74	12.3	43	12.1	52	24.4	$4.78
87	585	Holston	$4,034.00	$227.91	0.5	$113.95	84	49	41	84%			41	49%	$2.33	$2.78	13.9	40	16.99	41	30.89	$3.69
88	9147	Holston	$3,519.00	$198.81	0.75	$149.11	66	50	50	100%			50	76%	$2.98	$2.98	14	47	16.76	59	30.76	$4.85
89	17	Karns Middle	$4,107.00	$232.03	0.3	$69.61	84	54	39	72%	Karns High	30	69	82%	$1.29	$1.78	12.4	41	11.89	42	24.29	$2.87
90	38	Karns Middle	$3,536.00	$199.77	0.3	$59.93	66	40	19	48%	Karns High	9	28	42%	$1.50	$3.15	10.1	40	12.65	54	22.75	$2.63
91	86	Karns Middle	$4,474.00	$252.77	0.3	$75.83	66	55	31	56%	Karns High	12	43	65%	$1.38	$2.45	11.6	36	10.76	35	22.36	$3.39
92	87	Karns Middle	$3,523.00	$199.04	0.35	$69.66	66	100	41	41%	Karns High	33	74	112%	$0.70	$1.70	18.4	61	23.67	80	42.07	$1.66
93	100	Karns Middle	$4,280.00	$241.81	0.3	$72.54	84	77	59	77%	Karns High	8	67	80%	$0.94	$1.23	9.8	30	11.6	58	21.4	$3.39
94	115	Karns Middle	$4,863.00	$274.75	0.3	$82.42	84	55	45	82%	Karns High	15	60	71%	$1.50	$1.83	6.8	27	9.06	37	15.86	$5.20
95	138	Karns Middle	$3,581.00	$202.32	0.4	$80.93	66	51	43	84%	Hardin Valley Academy	22	65	98%	$1.59	$1.88	34.5	64	32.65	81	67.15	$1.21
96	146	Karns Middle	$4,231.00	$239.04	0.3	$71.71	90	9	4	44%	Karns High	49	53	59%	$7.97	$17.93	6.3	20	14.96	56	21.26	$3.37
97	149	Karns Middle	$5,155.00	$291.24	0.25	$72.81	84	43	40	93%	Karns High	20	60	71%	$1.69	$1.82	10.6	28	8.18	27	18.78	$3.88
98	150	Karns Middle	$3,488.00	$197.06	0.3	$59.12	66	49	16	33%	Karns High	16	32	48%	$1.21	$3.69	9.9	37	9.97	45	19.87	$2.98
99	198	Karns Middle	$3,498.00	$197.63	0.25	$49.41	66	79	72	91%	Karns High	1	73	111%	$0.63	$0.69	8.3	20	7.49	29	15.79	$3.13
100	200	Karns Middle	$4,257.00	$240.51	0.3	$72.15	90	37	28	76%	Karns High	34	62	69%	$1.95	$2.58	11.4	43	12.16	50	23.56	$3.06
101	213	Karns Middle	$4,067.00	$229.77	0.4	$91.91	66	39	36	92%	Hardin Valley Academy	17	53	80%	$2.36	$2.55	23.9	71	21.89	78	45.79	$2.01
102	224	Karns Middle	$4,182.00	$236.27	0.35	$82.69	84	52	44	85%	Karns High	19	63	75%	$1.59	$1.88	7.1	31	7.42	30	14.52	$5.70
103	235	Karns Middle	$3,504.00	$197.97	0.4	$79.19	66	22	9	41%	Hardin Valley Academy	35	44	67%	$3.60	$8.80	8.1	25	14	50	22.1	$3.58
104	253	Karns Middle	$4,133.00	$233.50	0.3	$70.05	84	72	40	56%	Hardin Valley Academy	54	94	112%	$0.97	$1.75	17.3	44	26.54	75	43.84	$1.60
105	915	Karns Middle	$4,206.00	$237.63	0.4	$95.05	84	11	5	45%	Karns High	47	52	62%	$8.64	$19.01	7.1	22			7.1	$13.39
106	924	Karns Middle	$4,206.00	$237.63	0.3	$71.29	84	49	34	69%	Karns High	5	39	46%	$1.45	$2.10	16.2	46	18.49	53	34.69	$2.06
107	925	Karns Middle	$4,662.00	$263.39	0.35	$92.19	66	84	54	64%			54	82%	$1.10	$1.71	14.9	43	16.3	50	31.2	$2.95
108	939	Karns Middle	$3,520.00	$198.87	0.4	$79.55	66	69	48	70%	Hardin Valley Academy	11	59	89%	$1.15	$1.66	20.8	67	29.83	81	50.63	$1.57
109	9947	Karns Middle	$4,450.00	$251.41	0.4	$100.56	84	55	38	69%	Hardin Valley Academy	19	57	68%	$1.83	$2.65	24.6	57	23.54	69	48.14	$2.09
110	9186	Karns Middle	$3,462.00	$195.59	0.8	$156.47	66	54	27	50%			27	41%	$2.90	$5.80	6.6	23	6.8	25	13.4	$11.68
111	37	Northwest	$3,524.00	$199.10	0.6	$119.46	66	96	85	89%			85	129%	$1.24	$1.41	10.4	35	11.64	36	22.04	$5.42
112	241	Northwest	$4,085.00	$230.79	0.6	$138.47	84	46	43	93%			43	51%	$3.01	$3.22	9.4	36	8.88	42	18.28	$7.58
113	326	Northwest	$4,122.00	$232.88	0.6	$139.73	84	69	69	100%			69	82%	$2.03	$2.03	7.6	33	9.8	26	17.4	$8.03
114	330	Northwest	$3,436.98	$194.18	0.5	$97.09	66	99	96	97%			96	145%	$0.98	$1.01	11.3	32	12.36	29	23.66	$4.10
115	930	Northwest	$3,518.00	$198.76	0.7	$139.13	66	93	74	80%			74	112%	$1.50	$1.88	14	40	13.83	52	27.83	$5.00
116	938	Northwest	$4,120.00	$232.77	0.6	$139.66	84	78	58	74%			58	69%	$1.79	$2.41	11.4	35	12.95	44	24.35	$5.74
117	963	Northwest	$4,097.00	$231.47	0.5	$115.73	84	39	35	90%			35	42%	$2.97	$3.31	10.4	38	8.51	32	18.91	$6.12
118	972	Northwest	$4,103.00	$231.81	0.4	$92.72	84	67	62	93%			62	74%	$1.38	$1.50	7.5	23	5.38	22	12.88	$7.20
119	9	Powell Middle	$4,160.00	$235.03	0.4	$94.01	90	59	46	78%	Powell High	22	68	76%	$1.59	$2.04	11.3	41	18.12	68	29.42	$3.20
120	14	Powell Middle	$4,229.00	$238.93	0.3	$71.68	90	100	66	66%	Powell High	27	93	103%	$0.72	$1.09	8.7	26	15.55	54	24.25	$2.96
121	15	Powell Middle	$3,537.00	$199.83	0.3	$59.95	66	42	24	57%	Powell High	9	33	50%	$1.43	$2.50	23.3	65	12.04	53	35.34	$1.70
122	26	Powell Middle	$4,232.00	$239.10	0.5	$119.55	90	72	49	68%			49	54%	$1.66	$2.44	7.6	29	7.09	35	14.69	$8.14
123	75	Powell Middle	$4,122.00	$232.88	0.3	$69.86	84	127	51	40%	Powell High	35	86	102%	$0.55	$1.37	14.7	56	15.01	85	29.71	$2.35
124	85	Powell Middle	$5,641.00	$318.70	0.2	$63.74	90	37	17	46%	Powell High	26	43	48%	$1.72	$3.75	17.5	51	16.17	62	33.67	$1.89
125	99	Powell Middle	$4,160.00	$235.03	0.3	$70.51	84	21	14	67%	Powell High	24	38	45%	$3.36	$5.04	9.5	35	8.5	36	18	$3.92
126	105	Powell Middle	$3,525.00	$199.15	0.6	$119.49	66	38	36	95%	Powell High	29	65	98%	$3.14	$3.32	6.7	25	13.18	47	19.88	$6.01
127	203	Powell Middle	$4,244.00	$239.77	0.3	$71.93	90	52	31	60%	Powell High	16	47	52%	$1.38	$2.32	12.4	43	12.68	58	25.08	$2.87
128	281	Powell Middle	$3,529.00	$199.38	0.3	$59.81	66	44	26	59%	Powell High	35	61	92%	$1.36	$2.30	17.2	53	14.45	56	31.65	$1.89
129	9200	Powell Middle	$3,529.00	$199.38	0.35	$69.78	66	34	29	85%	Powell High	13	42	64%	$2.05	$2.41	8.4	27	8.4	41	16.8	$4.15
130	50	South Doyle Middle	$3,603.00	$203.56	0.6	$122.14	66	96	88	92%			88	133%	$1.27	$1.39	24	80	15.06	56	39.06	$3.13
131	51	South Doyle Middle	$3,669.00	$207.29	0.5	$103.64	66	40	37	93%			37	56%	$2.59	$2.80	12.9	40	13.11	49	26.01	$3.98
132	94	South Doyle Middle	$3,506.00	$198.08	0.5	$99.04	66	60	56	93%			56	85%	$1.65	$1.77	9.5	37	9.84	41	19.34	$5.12
133	101	South Doyle Middle	$3,525.00	$199.15	0.5	$99.58	66	70	42	60%			42	64%	$1.42	$2.37	23	71	22.32	72	45.32	$2.20
134	102	South Doyle Middle	$3,510.00	$198.31	0.5	$99.15	66	49	51	104%			51	77%	$2.02	$1.94	25.2	68	23.01	71	48.21	$2.06
135	119	South Doyle Middle	$3,506.00	$198.08	0.6	$118.85	66	88	67	76%			67	102%	$1.35	$1.77	16.3	62	12.01	51	28.31	$4.20
136	153	South Doyle Middle	$3,534.00	$199.66	0.35	$69.88	66	24	18	75%			18	27%	$2.91	$3.88			19.94	63	19.94	$3.50
137	168	South Doyle Middle	$3,802.00	$214.80	0.5	$107.40	66	59	37	63%	South Doyle High	20	57	86%	$1.82	$2.90	35.5	80	32.03	85	67.53	$1.59
138	171	South Doyle Middle	$4,111.00	$232.26	0.6	$139.36	66	61	43	70%			43	65%	$2.28	$3.24	28.6	76	26.01	108	54.61	$2.55
139	250	South Doyle Middle	$4,097.00	$231.47	0.5	$115.73	84	45	50	111%			50	60%	$2.57	$2.31	16.1	62	6.8	24	22.9	$5.05

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
1	Bus	School	total_monthly	daily_cost_per _bus	pct_of _cost	daily_avg_bus	capacity	eligible_middle_riders	actual_middle_school_rider	pct_actual_vs_eligible	shares_bus_with	shared_students	total_actual_riders	pct_of_capacity	cost_per_eligible _middle_rider	cost_per_middle actual_rider	AM_miles	am_time	pm_miles	pm_time	total_middle school_miles	middle_bus per_mile
140	279	South Doyle Middle	$3,517.00	$198.70	0.5	$99.35	66	53	49	92%			49	74%	$1.87	$2.03	19	57	19.9	61	38.9	$2.55
141	285	South Doyle Middle	$3,514.00	$198.53	0.4	$79.41	66	67	56	84%			56	85%	$1.19	$1.42	14.3	51	9.84	38	24.14	$3.29
142	582	South Doyle Middle	$3,510.00	$198.31	0.75	$148.73	66	93	57	61%			57	86%	$1.60	$2.61	6.6	31	11.15	45	17.75	$8.38
143	52	Vine	$3,509.00	$198.25	0.35	$69.39	66	37	33	89%			33	50%	$1.88	$2.10	3.5	14	3.78	15	7.28	$9.53
144	145	Vine	$3,517.00	$198.70	0.25	$49.68	66	27	27	100%			27	41%	$1.84	$1.84	6.5	24	4.54	13	11.04	$4.50
145	157	West Valley	$3,713.00	$209.77	0.4	$83.91	66	57	47	82%			47	71%	$1.47	$1.79	8.8	24	7.13	28	15.93	$5.27
146	236	West Valley	$3,437.00	$194.18	0.5	$97.09	66	95	64	67%			64	97%	$1.02	$1.52	9.5	32	7.93	36	17.43	$5.57
147	328	West Valley	$4,034.00	$227.91	0.5	$113.95	84	52	46	88%			46	55%	$2.19	$2.48	14.3	31	6	23	20.3	$5.61
148	369	West Valley	$4,227.00	$238.81	0.5	$119.41	90	89	67	75%			67	74%	$1.34	$1.78	10.2	28	10.28	30	20.48	$5.83
149	581	West Valley	$4,454.00	$251.64	0.5	$125.82	36	34	20	59%			20	56%	$3.70	$6.29	13.1	43	21.23	53	34.33	$3.66
150	583	West Valley	$4,252.00	$240.23	0.5	$120.11	90	78	51	65%			51	57%	$1.54	$2.36	9.2	27	8.89	28	18.09	$6.64
151	975	West Valley	$3,500.00	$197.74	0.5	$98.87	66	44	33	75%			33	50%	$2.25	$3.00	7.8	19	6.12	18	13.92	$7.10
152	9104	West Valley	$3,512.00	$198.42	0.5	$99.21	84	101	66	65%			66	79%	$0.98	$1.50	11.1	33	10.75	39	21.85	$4.54
153	9149	West Valley	$4,118.00	$232.66	0.5	$116.33	84	71	53	75%			53	63%	$1.64	$2.19	15.4	42	15.41	43	30.81	$3.78
154	9185	West Valley	$4,236.00	$239.32	0.5	$119.66	90	94	64	68%			64	71%	$1.27	$1.87	7.6	19	9.35	34	16.95	$7.06
155	9197	West Valley	$3,502.00	$197.85	0.6	$118.71	66	114	80	70%			80	121%	$1.04	$1.48	10.4	39	10.9	56	21.3	$5.57
156	9368	West Valley	$4,037.00	$228.08	0.2	$45.62	30	23	23	100%			23	77%	$1.98	$1.98			9.37	17	9.37	$4.87
157	9369	West Valley	$4,250.00	$240.11	0.5	$120.06	90	132	89	67%			89	99%	$0.91	$1.35	9.6	31	9.64	49	19.24	$6.24
158	126	Whittle Springs	$4,240.00	$239.55	0.5	$119.77	90	84	88	105%			88	98%	$1.43	$1.36	6.2	22	5.09	18	11.29	$10.61
159	277	Whittle Springs	$3,735.00	$211.02	0.25	$52.75	66	70	47	67%			47	71%	$0.75	$1.12			5.36	23	5.36	$9.84
160	283	Whittle Springs	$4,091.00	$231.13	0.3	$69.34	84	70	60	86%			60	71%	$0.99	$1.16	9.6	27	11.7	40	21.3	$3.26
161	9142	Whittle Springs	$3,521.00	$198.93	0.6	$119.36	66	65	47	72%			47	71%	$1.84	$2.54	15.7	50	11.06	40	26.76	$4.46
162																						
163		potential reductions by staggering bell times																				
164		red text = double middle school runs																				
165																						

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