

INTRODUCTION

Public School Facilities Element

The Public School Facilities Element (PSF) establishes the public school concurrency system requirements, including an adopted level of service (LOS) standard for public schools and procedures for establishing a long-term concurrency management system to achieve and maintain the adopted LOS. School concurrency requires coordinated school planning among the County, the School District and the municipalities within Clay County to ensure that public school capacity needs are met and that the public school facilities, necessary to achieve and maintain the adopted level of service for schools, are in place before or concurrent with the school impacts of new residential development.

The PSFE focuses on coordinated planning among the School District, County and local governments to accommodate future student growth needs in the public school system. The PSF addresses school level of service; school utilization; school proximity and compatibility with residential development; availability of public infrastructure; colocation opportunities; and financial feasibility.

Within Clay County, the local governments participating in school concurrency are Clay County, the Town of Orange Park, the City of Green Cove Springs and Keystone Heights, (hereinafter referred to as “Local Governments”). The fourth municipality in the County, the Town of Penney Farms, is exempt from school concurrency based on the criteria contained in 163.31777(3), F.S. At the time of its comprehensive plan’s evaluation and appraisal report, the Town of Penney Farms will determine if it continues to meet the criteria as an exempt municipality. If the School District plans a school to be constructed in the Town, it will then be required to adopt the school concurrency requirements.

PSF GOAL 1 To provide a public school system that offers a high quality educational environment, provides accessibility for all of its students, and ensures adequate school capacity to accommodate enrollment demand within a financially feasible School District Educational Facilities Plan (EFP).

PSF OBJ 1.1 No later than December 1 each year, the County shall annually adopt into its Capital Improvement Element that portion of the School Board's Educational Facilities Plan (EFP) providing a five-year schedule and long term schedule of capital improvements which include those necessary school capacity projects to address existing deficiencies and future needs to achieve and maintain the adopted level of service standard for public schools.

PSF POLICY 1.1.1

When the School Board transmits to the County the draft Tentative Educational Facilities Plan, the County shall review the plan for consistency with the comprehensive plan. Based upon the review, the County shall provide to the School Board written comments and recommendations regarding the timing and location of future schools and related County infrastructure.

PSF POLICY 1.1.2

The County shall, no later than December 1st of each year, incorporate into the Capital Improvements Element the "Summary of Capital Improvements Program" and "Summary of Estimated Revenue" tables from the School District's annually adopted Five-Year Educational Facilities Plan (EFP).

PSF POLICY 1.1.3

Local Governments, in conjunction with the School District, shall annually review the Public School Facilities Element and maintain a long-range public school facilities map series, including the planned general location of schools and ancillary facilities for the five-year planning period and the long-range planning period. The map series, included as Appendix A, shall include at a minimum, maps showing:

- 1) Existing public school facilities by type and location of ancillary plants.
- 2) Public school facilities and ancillary plants generally planned for the five-year planning period.

The Future Land Use and Capital Improvements Elements shall be utilized for joint planning purposes in the selection of the general locations of new schools.

PSF POLICY 1.1.4

The Long-Term Concurrency Management System, which shall be annually updated to address the adopted LOS of schools identified in Table 1, shall be incorporated into the annually adopted Five-Year Educational Facilities Plan and included in the Capital Improvements Element in the “Summary of Capital Improvements Program” no later than December 1st of each year.

PSF OBJ 1.2 **Achieve and maintain adequate school facilities in Clay County by adopting a long-term concurrency management system to which, addresses school facility level of service and the need for correction of school facility deficiencies through the long-term planning period.**

PSF POLICY 1.2.1

The County hereby adopts 110 percent Level of Service (LOS) standard for each public school type in each School Concurrency Service Area (SCSA), based upon the lesser of total Florida Inventory of School Houses (FISH) capacity or core cafeteria capacity.

PSF POLICY 1.2.2

The County recognizes the School District’s Long-Term Concurrency Management System (LTCMS) established to provide the necessary enrollment relief required to achieve and maintain the adopted LOS for public schools. The LTCMS achieves the adopted LOS through school year 2025-26.

PSF POLICY 1.2.3

The County hereby adopts the School Board’s public school attendance boundaries, as the School Concurrency Service Areas (SCSA). The SCSAs will be amended no later than December 1st of each year pursuant to Policy 1.2.4.

PSF POLICY 1.2.4

The County and the School District, shall utilize the following procedures for modifying SCSAs:

- 1) The School District will transmit a proposed SCSA modification with data and analysis to support the change to the Local Governments and the Oversight Group. Any proposed change to the SCSAs shall require a demonstration by the School District that the change complies with the public school LOS standard and that utilization of school capacity is maximized to the greatest extent possible.

- 2) Local Governments and the Oversight Group will review the proposed modification and send their comments to the School District within 45 days of receipt of the proposed change.
- 3) The modification of the SCSAs shall be effective upon adoption by the School Board. The County shall amend its SCSA map series in the Data and Analysis to include the new SCSAs no later than 45 days following School Board adoption. The new SCSAs shall serve as the basis for determination of available capacity upon adoption by the School Board.

PSF POLICY 1.2.5

The Local Governments in conjunction with the School District shall observe the following process for changes in the use of schools:

- 1) At such time as the School District determines that a change in the school facility type or use is appropriate, the School District shall transmit the proposed changes with supporting data and analysis for the changes to the Local Governments.
- 2) Local Governments will review the proposed changes and send their comments to the School District within 45 days of receipt of the proposed change.
- 3) The change in facility utilization shall become effective upon final approval of the new use of the school by the School Board.

PSF OBJ 1.3 **Ensure a school concurrency evaluation is performed by the Clay County School District for all non-exempt residential development, in order to verify new students can be accommodated within the adopted level of service as measured within each SCSA for adequate school facility capacity.**

PSF POLICY 1.3.1

The County shall not approve any non-exempt residential development applications for rezoning, preliminary plat, site plan or their functional equivalents until the School District has issued a School Concurrency Reservation Letter (SCRL) verifying available capacity.

PSF POLICY 1.3.2

The County shall consider the following residential uses exempt from the requirements of school concurrency:

- 1) All single-family lots of record at the date the adopted Public School Facilities Element becomes effective.

- 2) Any subdivision of land created pursuant to the County or City Land Development Regulations that does not require the recording of a Plat.
- 3) Any Development of Regional Impact for which a development order was issued prior to July 1, 2005 or for which a Development of Regional Impact application has been submitted prior to May 1, 2005.
- 4) Any new residential development that has a preliminary plat or site plan approval or the functional equivalent for a site-specific development order prior to the date the adopted Public School Facilities Element becomes effective.
- 5) Any amendment to any previously approved residential development, which does not increase the number of dwelling units or change the type of dwelling units (single-family to multi-family, etc.).
- 6) Any age restricted community with no permanent residents under the age of 18. Exemption of an age restricted community shall be subject to a restrictive covenant limiting the age of permanent residents to 18 years and older.

PSF POLICY 1.3.3

The County, through its land development regulations, shall establish a school concurrency review process for all residential projects (seeking site plan, plat, or the functional equivalent) that are not exempt under Policy 1.3.2. The minimum process requirements are described below:

- 1) A residential development application is submitted to the County, which includes a Concurrency Application for review by the School District.
- 2) The County determines application is complete for processing and shall transmit the Concurrency Application to the School District for review.
- 3) The School District shall review applications for available capacity and issue a School Concurrency Reservation Letter (SCRL) to the County:
 - a) If capacity is available within the affected SCSA, the School District shall issue a SCRL verifying available capacity.
 - b) If capacity is not available within the affected SCSA, contiguous SCSAs are reviewed for available capacity.
 - c) If capacity is available in the contiguous SCSAs, the School District shall issue a SCRL verifying available capacity in the adjacent SCSA.
 - d) If capacity is not available in the contiguous SCSAs, the School District shall issue a School Concurrency Deficiency Letter (SCDL) indicating that capacity is not available to accommodate the proposed development.

PSF POLICY 1.3.4

The School District, in conjunction with the County, shall review developer proposed proportionate share mitigation proposals which will add the school capacity required to satisfy the impacts of a proposed residential development during a 90-day negotiation period. Mitigation options, considered by the School District, may include but are not limited to:

- 1) Contribution of land and/or a monetary payment in conjunction with the provision of additional school capacity; or
- 2) Provision of additional student stations through the donation of buildings for use as a primary or alternative learning facility; or
- 3) Provision of additional student stations through the renovation of existing buildings for use as learning facilities; or
- 4) Construction of permanent student stations or core capacity; or
- 5) Construction of a school in advance of the time set forth in the School District's EFP; or
- 6) Construction of a charter school designed in accordance with School District standards, providing permanent capacity to the District's inventory of student stations. Use of a charter school for mitigation must include provisions for its continued existence, including but not limited to the transfer of ownership of the charter school property and/or operation of the school to the School Board.

PSF POLICY 1.3.5

The County shall, upon acceptance by the School Board of a mitigation agreement, enter into an enforceable binding agreement with the School District and the developer, and the School District shall issue a SCRL. Failure to reach agreement shall result in the issuance of a SCDL indicating that there is no available capacity to service the development.

PSF POLICY 1.3.6

The County shall be responsible for notifying the School District when a residential development has received a Concurrency Reservation Certificate (CRC), and/or when the development order for the residential development expires or is revoked. In cases of expiration or revocation, the existing SCRL is forfeited.

PSF OBJ 1.4 The Local Government or County shall coordinate with the School District to ensure that all new public schools will be located to serve as community focal points, proximate to existing and proposed residential areas they will serve and, to the extent possible, will be co-located with other compatible public facilities, such as parks, libraries, and

community centers, and are located consistent with the appropriate jurisdiction's *Future Land Use Map* designation. The coordination will include planning to ensure safe access to schools with needed supporting infrastructure, including sidewalks, bicycle paths, turn lanes, signalization.

PSF POLICY 1.4.1

The County shall encourage the location of schools near residential areas by:

- 1) Assisting the School District in the identification of funding and/or construction opportunities (including developer participation or County capital budget expenditures) for sidewalks, traffic signalization, access, water, sewer, drainage and other infrastructure improvements consistent with the obligations identified in the Public Schools Interlocal Agreement (PSILA).
- 2) Reviewing and providing comments on all new proposed school sites consistent with the PSILA.
- 3) Allowing schools within all land use categories, except industrial and mining, consistent with the PSILA.

PSF POLICY 1.4.2

The County, in conjunction with the School District, shall seek opportunities to co-locate public facilities with schools, such as parks, libraries, and community centers, as the need for these facilities is identified.

PSF POLICY 1.4.3

The County, in conjunction with the School District, shall jointly determine the need for and timing of on-site and off-site improvements necessary to support a new school.

PSF POLICY 1.4.4

The County shall enter into an agreement with the School Board identifying the timing, location, and the party or parties responsible for constructing, operating, and maintaining off-site improvements necessary to support a new school.

PSF POLICY 1.4.5

The County hereby designates the Oversight Group as the monitoring group for coordinated planning and school concurrency in Clay County.

PSF POLICY 1.4.6

The Local Governments in conjunction with the School District shall identify issues relating to public school emergency preparedness, such as:

- 1) The determination of evacuation zones, evacuation routes, and shelter locations.
- 2) The design and use of public schools as emergency shelters.
- 3) The designation of sites other than public schools as long-term shelters, to allow schools to resume normal operations following emergency events.

Definitions

Applicant or Developer or Owner means any individual, corporation, business trust, estate trust, partnership, association, two or more persons who have a joint or common interest, governmental agency, or any other legal entity, which has submitted an Application for a Concurrency Reservation Certificate.

Applicant or Developer or Owner means any individual, corporation, business trust, estate trust, partnership, association, two or more persons who have a joint or common interest, governmental agency, or any other legal entity, which has submitted an Application for a Concurrency Reservation Certificate.

Application means an application presented to the County containing the information required pursuant to this Ordinance.

Concurrency Reservation Certificate the official document issued to the applicant by the Director or the Director's Designee upon receipt of the School Concurrency Reservation Letter by the School District.

Concurrency Service Area or CSA is the geographical area in which the level of service is measured when an application for residential development is reviewed for school concurrency purposes.

Core Cafeteria Capacity means the total number of student stations allocated for the cafeteria, which is the cafeteria plus any contiguous multi-purpose area combined.

Development Proposal means an application for any approval of the following types of residential development, or a phase thereof or amendments thereto: final plat approval for single-family or townhome development, construction plan approval for multifamily (apartments and condos) development, or the functional equivalent thereof.

Development Review Table a schedule maintained by the School District and the County that tracks the availability of School Capacity over time.

Director means the Director of Planning and Zoning.

Dwelling Unit means a room or rooms connected together, constituting a separate, independent housekeeping establishment for a family, for owner occupancy or rental or lease on a weekly, monthly, or longer basis, and physically separated from any other rooms or dwelling

units which may be in the same structure, and containing sleeping, sanitary, and kitchen facilities.

Educational Facilities Plan (EFP) The School District's annual comprehensive capital planning document, that includes long range planning for facility needs over a five-year, ten-year and twenty-year planning horizon, which includes the Five-Year Facility Work Plan which is annually adopted by Clay County School Board, County and municipalities for school concurrency.

Existing Public School Facilities Public School Facilities that are already constructed and operational at the time that the School District Designee makes a finding regarding School Capacity.

Finding of Available School Capacity a determination by the School District Designee that Public School Concurrency exists, based on the projected impacts of the Development Proposal.

Florida Inventory of School Houses (FISH) Capacity the report of the permanent and relocatable capacity of existing public school facilities. The FISH capacity is the number of students that may be housed in a facility (school) at any given time based on a percentage (100% elementary, 90% middle and 95% high) of the total number of existing student stations and a designated size for each program.

Full-Time Equivalent (FTE) Student Count – Fall Semester A fall semester count of all “full-time equivalent” students, pursuant to Chapter 1011.62, F.S.

Level of Service the comparison of public school enrollment to School Capacity in a given Concurrency Service Area.

Level of Service Standard (LOS Standard) the Level of Service applied to Concurrency Service Areas that are adopted in the Public Schools Interlocal Agreement (PSILA) and the Public Schools Facilities Element for each level or type of Public School Facility.

Long-Term Concurrency Management System (LTCMS) a ten-year plan established to provide the necessary enrollment relief required to achieve and maintain the adopted LOS for public schools.

Oversight Group a group established to review Educational Facilities Plans and to assess the effectiveness of Joint School Planning and School Concurrency and comprised of at a minimum, the County Planning and Zoning Director, the Concurrency Manager, the Facilities Director (school), the Planner (school), Budget Director representatives from the county and Orange Park, a Northeast Regional Council representative and community representatives.

Planned Public School Facilities Public School Facilities in the School District's Work Program that will be in place or under actual construction within three (3) years after the approval of the Development Proposal.

Proportionate Share Mitigation a developer improvement or contribution identified in a binding and enforceable agreement between the Developer, the School Board and the local government with jurisdiction over the approval of the development order to provide compensation for the additional demand on deficient public facilities created through the residential development of property, as set forth in Section 163.3180 F.S.

Public School Concurrency as provided in Section 163.3180, F.S., a finding that the necessary Public School Facilities to maintain Level of Service Standards are in place or are scheduled in the Work Program to be under actual construction within three (3) years of approval of a Development Proposal.

Public School Facilities public school buildings provided by the School District, as defined by the most current edition of the Florida Inventory of School Houses (FISH), published by the Florida Department of Education, Office of Educational Facilities, or land for a Public School Facility.

Public Schools Interlocal Agreement (PSILA) (entitled "Interlocal Agreement for Coordinated Planning, Public Educational Facility Siting and Review and School Concurrency in Clay County" and included in the Appendix) the interlocal agreement between the County, non-exempt municipalities, and the School District, pursuant to Section 163.31777, F.S. which establishes standards and procedures for a coordinated, uniform Public School Concurrency program throughout Clay County and which coordinates the provision of Level of Service Standards for Public School Facilities.

School Board the governing body of the School District of Clay County, a body corporate pursuant to Section 1001.41, F.S.

School Capacity the demand that can be accommodated by a Public School Facility at the Level of Service Standard, as determined by the School District.

School Concurrency Application an application for the School District to make a Finding of Available School Capacity and issue a School Concurrency Reservation Letter.

School Concurrency Deficiency Letter (SCDL) a determination by the School District Designee that Public School Concurrency has not been achieved, based on the projected impacts of the Development Proposal.

School Concurrency Reservation Letter (SCRL) a reservation of School Capacity made by the School District after a Finding of Available School Capacity. The reservation shall be indicated on the Development Review Table.

School District the School District of Clay County

School District Designee a person or committee designated to act on behalf of the School District, and to make determinations regarding whether Public School Concurrency has been achieved for School Concurrency Applications submitted to the School District by the Director.

Work Program a five-year Facility Work Plan that is financially feasible, as defined by state statute, and which is adopted by the School District and the County and incorporated into the Capital Improvement Element of the County's Comprehensive Plan. The Facility Work Plan itemizes Planned Public School Facilities and includes the following:

- 1) All Planned Public School Facilities, including new construction, expansions, and renovations that will create additional capacity, whether provided by the School District or through Proportionate Share Mitigation;
- 2) Existing and projected enrollment of Public School Facilities;
- 3) The year in which each Planned Public School Facility will be undertaken;
- 4) The source of funding for each Planned Public School Facility and the year in which the funding becomes available;
- 5) The capacity created by each Planned Public School Facility; and
- 6) Necessary data and analysis supporting the proposed Work Program.

Appendix

TABLES AND FIGURES

Table 1. Level of Service by School Type SY 2017/18 Through 2021/22

Table 2. Level of Service by School SY 2022/23 Through 2026/27

Figure 1. Schools Location Map

Figure 2. Proposed Schools Location Map

Table 1 – Level of Service by School Type SY 2017/18 Through 2021/22

Table 1.6 Student Capacity For SY 2017/18 Thru SY 2021/22 (Based on DOE 2017 COFTE)													
School Code	SCHOOL NAME	Total FISH Capacity	Core (Cafeteria + multipurpose area)	SY 17/18		SY 18/19		SY 19/20		SY 20/21		SY 21/22	
				COFTE Enroll.	Utilization	COFTE Enroll.	Utilization	COFTE Enroll.	Utilization	COFTE Enroll.	Utilization	COFTE Enroll.	Utilization
Elementary School 2017-2021													
AES	Argyle Elementary	789	1352	753	95%	746	95%	740	94%	750	95%	750	95%
CEB	Charles E. Bennett Elementary	852	804	763	95%	756	94%	765	95%	790	98%	805	100%
CGE	Coppergate Elementary	747	1320	533	71%	528	71%	523	70%	530	71%	530	71%
CHE	Clay Hill Elementary	475	770	436	92%	432	91%	428	90%	434	91%	434	91%
DIS	Doctor's Inlet Elementary	745	735	694	94%	688	94%	682	93%	691	94%	691	94%
FIE	Fleming Island Elementary	912	1485	822	90%	814	89%	807	89%	818	90%	818	90%
GPE	Grove Park Elementary	512	925	480	94%	476	93%	472	92%	478	93%	478	93%
KHE	Keystone Heights Elementary	896	823	848	103%	840	102%	833	101%	844	103%	844	103%
LAE	Lake Asbury Elementary	970	1084	851	88%	864	89%	883	91%	910	94%	925	95%
LES	Lakeside Elementary	876	888	803	92%	795	91%	789	90%	799	91%	799	91%
MRE	McRae Elementary	550	1485	518	94%	513	93%	508	92%	515	94%	515	94%
MBE	Middleburg Elementary	650	1279	601	93%	596	92%	591	91%	599	92%	599	92%
MCE	Montclair Elementary	631	781	558	88%	553	88%	548	87%	556	88%	556	88%
OPE	Orange Park Elementary	508	565	488	96%	484	95%	480	94%	486	96%	486	96%
OVE	Oakleaf Village Elementary *	1043	1362	939	90%	945	91%	952	91%	980	94%	995	95%
PES	R.M. Paterson Elementary	1018	1336	1023	101%	1053	103%	1074	106%	1089	107%	1089	107%
POE	Plantation Oaks Elementary *	1433	1362	1423	105%	1492	110%	1526	112%	1573	116%	1600	117%
ROE	RideOut Elementary	643	1320	586	91%	602	94%	612	95%	635	99%	650	101%
RVE	Ridgeview Elementary	565	776	549	97%	544	96%	539	95%	547	97%	547	97%
SBJ	S. Bryan Jennings Elementary	712	1086	517	73%	512	72%	507	71%	514	72%	514	72%
SLE	Shadowlawn Elementary	863	1362	710	82%	705	82%	701	81%	713	83%	715	83%
SPC	Swimming Pen Creek Elementary	530	1352	430	81%	427	80%	423	80%	429	81%	429	81%
TBE	Thunderbolt Elementary	1133	1353	1005	89%	1001	88%	995	88%	1008	89%	1008	89%
TES	Tynes Elementary	1004	1366	1048	104%	1079	107%	1070	107%	1084	108%	1084	108%
WEC	W.E. Cherry Elementary	845	855	698	83%	692	82%	686	81%	696	82%	696	82%
WES	Wilkinson Elementary	810	1372	796	98%	789	97%	783	97%	793	98%	793	98%
R	Elementary "R"	0	0										
Y	Elementary "Y"	0	0										
Total:		20712	29198	18871	91%	18929	91%	18919	91%	19263	93%	19352	93%
Junior High School 2017-21													
GCJ	Green Cove Springs Junior High	922	1750	810	88%	864	94%	905	98%	908	99%	904	98%
LAJ	Lake Asbury Junior High	1449	1747	1120	77%	1178	81%	1228	85%	1236	85%	1234	85%
LJH	Lakeside Junior High	1206	1263	796	66%	832	69%	859	71%	858	71%	850	70%
OLJ	Oakleaf Junior High (6-8) *	1751	1568	1503	96%	1602	102%	1653	105%	1670	106%	1671	107%
OPJ	Orange Park Junior High	1062	1262	681	64%	712	67%	734	69%	734	69%	727	68%
WJH	Wilkinson Junior High	781	1108	731	94%	776	99%	801	103%	800	102%	793	102%
Total:		7171	8698	5641	79%	5965	83%	6181	86%	6206	87%	6180	86%
High School 2017-21													
CHS	Clay High	1958	2179	1325	68%	1371	70%	1374	70%	1403	72%	1475	75%
FIH	Fleming Island High	2375	2485	2063	87%	2086	88%	2092	88%	2067	87%	2098	88%
MHS	Middleburg High	2407	1637	1603	98%	1623	99%	1627	99%	1607	98%	1633	100%
OPH	Orange Park High	2343	2818	1423	61%	1434	61%	1437	61%	1419	61%	1440	61%
RHS	Ridgeview High	2254	2299	1459	65%	1473	65%	1477	66%	1458	65%	1481	66%
OLH	Oakleaf High	2459	2845	2223	90%	2308	94%	2314	94%	2318	94%	2399	98%
Total:		13796	14263	10095	73%	10294	75%	10321	75%	10272	74%	10526	76%
Combination / Other 2017-21													
BLC	Bannerman Learning Center	568	332	186	56%	189	57%	191	58%	190	57%	191	58%
KHHS	Keystone Heights High (7-12)	1399	2247	1117	80%	1140	81%	1154	82%	1144	82%	1152	82%
Total:		1967	2579	1303	66%	1329	68%	1345	68%	1334	68%	1343	68%
Grand Total:		43646	54738	35910	82%	36517	84%	36766	84%	37075	85%	37401	86%
* Will change with completion of Elementary "Y"													
GRAPH KEY													
		LOS Exceeds 100%											
		LOS Exceeds 110%											
		Indicates New Capacity											

Source: Clay County School District EFP 2017-18 (Final)

Table 2 – Level of Service by School Type SY 2022/23 Through 2026/27

Student Capacity For SY 2022/23-SY 2026/27 (Continued based on DOE 2017 COFTE)													
School Code	SCHOOL NAME	Total FISH Capacity	Core (Cafeteria + Multipurpose area)	SY 22/23		SY 23/24		SY 24/25		SY 25/26		SY 26/27	
				COFTE Enroll.	Utilization	COFTE Enroll.	Utilization	COFTE enroll.	Utilization	COFTE Enroll.	Utilization	COFTE Enroll.	Utilization
Elementary School 2022-2026													
AES	Argyle Elementary	789	1352	749	95%	754	96%	766	97%	782	99%	801	102%
CEB	Charles E. Bennett Elementary	852	804	804	100%	810	101%	822	102%	840	104%	860	107%
CGE	Coppergate Elementary	747	1320	530	71%	534	71%	542	73%	553	74%	566	76%
CHE	Clay Hill Elementary	475	770	433	91%	436	92%	443	93%	453	95%	463	98%
DIS	Doctor's Inlet Elementary	745	735	691	94%	696	95%	706	96%	721	98%	738	100%
FIE	Fleming Island Elementary	912	1485	817	90%	823	90%	836	92%	854	94%	874	96%
GPE	Grove Park Elementary	512	925	478	93%	481	94%	488	95%	499	97%	511	100%
KHE	Keystone Heights Elementary	896	823	843	102%	850	103%	863	105%	881	107%	902	110%
LAE	Lake Asbury Elementary	970	1084	924	95%	930	96%	945	97%	965	99%	988	102%
LES	Lakeside Elementary	876	888	798	91%	804	92%	816	93%	834	95%	854	97%
MRE	McRae Elementary	550	1485	515	94%	518	94%	526	96%	538	98%	550	100%
MBE	Middleburg Elementary	650	1290	598	92%	603	93%	612	94%	625	96%	640	98%
MCE	Montclair Elementary	631	781	555	88%	559	89%	568	90%	580	92%	593	94%
OPE	Orange Park Elementary	508	565	486	96%	489	96%	497	98%	507	100%	519	102%
OVE	Oakleaf Village Elementary	1043	1362	994	95%	1001	96%	1017	97%	1038	100%	1063	102%
PES	R.M. Paterson Elementary	1018	1336	1087	107%	1095	108%	1112	109%	1136	112%	1163	114%
POE	Plantation Oaks Elementary	1433	1362	1598	117%	1610	118%	1635	120%	1669	123%	1709	125%
ROE	RideOut Elementary	643	1320	650	101%	654	102%	664	103%	679	106%	695	108%
RVE	Ridgeview Elementary	565	776	546	97%	550	97%	558	99%	570	101%	584	103%
SBJ	S. Bryan Jennings Elementary	712	1086	514	72%	517	73%	525	74%	537	75%	549	77%
SLE	Shadowlawn Elementary	863	1362	714	83%	719	83%	730	85%	745	86%	763	88%
SPC	Swimming Pen Creek Elementary	530	1352	428	81%	431	81%	438	83%	447	84%	458	86%
TBE	Thunderbolt Elementary	1133	1353	1007	89%	1015	90%	1030	91%	1052	93%	1077	95%
TES	Tynes Elementary	1004	1366	1083	108%	1091	109%	1108	110%	1131	113%	1158	115%
WEC	W.E. Cherry Elementary	845	855	695	82%	700	83%	710	84%	726	86%	743	88%
WES	Wilkinson Elementary	810	1372	792	98%	798	99%	810	100%	827	102%	847	105%
R	Elementary "R"	0											
Y	Elementary "Y"	0											
Total:		20712	29209	19328	93%	19469	94%	19768	95%	20188	97%	20668	100%
Junior High School 2022-2026													
GCJH	Green Cove Springs Junior High	922	1750	901	98%	888	96%	857	93%	833	90%	824	89%
LAJH	Lake Asbury Junior High	1449	1747	1229	85%	1212	84%	1169	81%	1137	78%	1125	78%
LJH	Lakeside Junior High	1206	1263	847	70%	835	69%	805	67%	784	65%	775	64%
OLJH	Oakleaf Junior High (6-8)	1751	1568	1666	106%	1652	105%	1617	103%	1596	102%	1595	102%
OPJH	Orange Park Junior High	1062	1262	724	68%	714	67%	689	65%	670	63%	663	62%
WJH	Wilkinson Junior High	781	1108	790	101%	779	100%	752	96%	731	94%	723	93%
Total:		7171	8698	6157	86%	6082	85%	5889	82%	5751	80%	5705	80%
High School 2022-2026													
CHS	Clay High	1958	2179	1501	77%	1512	77%	1505	77%	1484	76%	1450	74%
FIHS	Fleming Island High	2375	2485	2136	90%	2151	91%	2141	90%	2111	89%	2063	87%
MHS	Middleburg High	2407	1637	1663	102%	1675	102%	1667	102%	1643	100%	1606	98%
OPH	Orange Park High	2343	2818	1467	63%	1477	63%	1470	63%	1449	62%	1416	60%
RHS	Ridgeview High	2254	2299	1507	67%	1518	67%	1511	67%	1490	66%	1456	65%
OLHS	Oakleaf High School	2459	2845	2443	99%	2460	100%	2449	100%	2414	98%	2359	96%
Total:		13796	14263	10717	78%	10794	78%	10743	78%	10591	77%	10350	75%
Combination / Other 2022-2026													
BLC	Bannerman Learning Center	568	332	191	58%	193	58%	193	58%	190	57%	185	56%
KHHS	Keystone Heights High (7-12)	1399	2130	1152	82%	1164	83%	1164	83%	1147	82%	1104	79%
Total:		1967	2462	1343	68%	1357	69%	1357	69%	1337	68%	1289	66%
Student Total:		43646	54632	37546	86%	37702	86%	37757	87%	37867	87%	38013	87%
GRAPH KEY													
		LOS Exceeds 100%											
		LOS Exceeds 110%											
		Indicates New Capacity											

Source: Clay County School District EFP 2017-18 (Final)

Figure 1

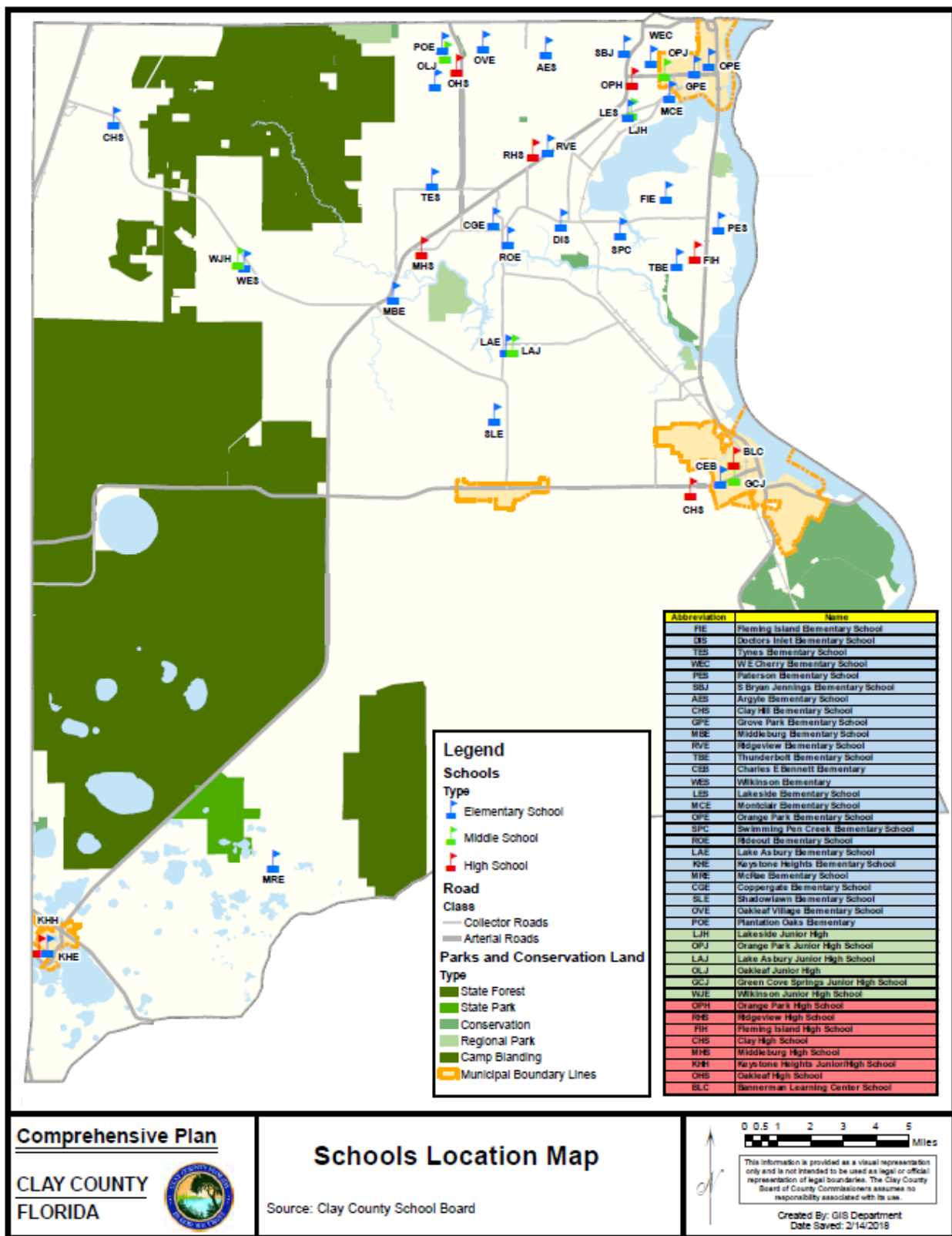


Figure 2

