

2019-2020
Proposed Redistricting
Scoring Matrix

A New School Area A

Priority	Criteria	Maximum Score	Member Score
1	Balance permanent capacity utilization with consideration for growth	25	
3	Balance ethnic diversity	11.5	
4	Balance number of free and reduced lunch between schools	11	
2	Use natural boundaries (canals, lakes, major roads); don't split subdivisions	15	
3	Minimize busing of students within 2 mile radius to another school to support neighborhood schools	11.5	
5	Provide compact/contiguous boundaries to the extent feasible	10	
6	Minimize busing students past another school and/or longer than 45 minutes one way	9	
7	Maintain Title 1 status (No Schools Affected)	7	
Total		100	

Evaluator Comments:

Name: _____

Signature: _____

2019-2020
Proposed Redistricting
Scoring Matrix

B Sea Park to Suntree

Priority	Criteria	Maximum Score	Member Score
1	Balance permanent capacity utilization with consideration for growth	25	
3	Balance ethnic diversity	11.5	
4	Balance number of free and reduced lunch between schools	11	
2	Use natural boundaries (canals, lakes, major roads); don't split subdivisions	15	
3	Minimize busing of students within 2 mile radius to another school to support neighborhood schools	11.5	
5	Provide compact/contiguous boundaries to the extent feasible	10	
6	Minimize busing students past another school and/or longer than 45 minutes one way	9	
7	Maintain Title 1 status (No Schools Affected)	7	
Total		100	

Evaluator Comments:

Name: _____

Signature: _____

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Proposed Redistricting
Scoring Matrix

C Pinewood to Mims

Priority	Criteria	Maximum Score	Member Score
1	Balance permanent capacity utilization with consideration for growth	25	
3	Balance ethnic diversity	11.5	
4	Balance number of free and reduced lunch between schools	11	
2	Use natural boundaries (canals, lakes, major roads); don't split subdivisions	15	
3	Minimize busing of students within 2 mile radius to another school to support neighborhood schools	11.5	
5	Provide compact/contiguous boundaries to the extent feasible	10	
6	Minimize busing students past another school and/or longer than 45 minutes one way	9	
7	Maintain Title 1 status (No Schools Affected)	7	
Total		100	

Evaluator Comments:

Name: _____

Signature: _____

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Scoring Matrix

D Mims to Apollo

Priority	Criteria	Maximum Score	Member Score
1	Balance permanent capacity utilization with consideration for growth	25	
3	Balance ethnic diversity	11.5	
4	Balance number of free and reduced lunch between schools	11	
2	Use natural boundaries (canals, lakes, major roads); don't split subdivisions	15	
3	Minimize busing of students within 2 mile radius to another school to support neighborhood schools	11.5	
5	Provide compact/contiguous boundaries to the extent feasible	10	
6	Minimize busing students past another school and/or longer than 45 minutes one way	9	
7	Maintain Title 1 status (No Schools Affected)	7	
Total		100	

Evaluator Comments:

Name: _____

Signature: _____

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E Imperial Estates to Apollo

Priority	Criteria	Maximum Score	Member Score
1	Balance permanent capacity utilization with consideration for growth	25	
3	Balance ethnic diversity	11.5	
4	Balance number of free and reduced lunch between schools	11	
2	Use natural boundaries (canals, lakes, major roads); don't split subdivisions	15	
3	Minimize busing of students within 2 mile radius to another school to support neighborhood schools	11.5	
5	Provide compact/contiguous boundaries to the extent feasible	10	
6	Minimize busing students past another school and/or longer than 45 minutes one way	9	
7	Maintain Title 1 status (No Schools Affected)	7	
Total		100	

Evaluator Comments:

Name: _____

Signature: _____

2019-2020
Proposed Redistricting
Scoring Matrix

A New School Area A

Priority	Criteria	Maximum Score	Shanley	Spellman	Mitchner	Fox	Russell	Price	Robinson	Kraeling	Cline	Archer	Total
1	Balance permanent capacity utilization with consideration for growth	25	25	12	0	25	25	25	25	25	0	25	187
3	Balance ethnic diversity	11.5	0	0	0	0	11.5	11.5	11.5	0	0	5	39.5
4	Balance number of free and reduced lunch between schools	11	0	0	0	0	11	11	11	0	0	5	38
2	Use natural boundaries (canals, lakes, major roads); don't split subdivisions	15	15	10	0	15	15	15	15	15	0	15	115
3	Minimize busing of students within 2 mile radius to another school to support neighborhood schools	11.5	11.5	10	0	11.5	11.5	11.5	11.5	11.5	0	11.5	90.5
5	Provide compact/contiguous boundaries to the extent feasible	10	10	7	0	10	10	10	10	10	0	10	77
6	Minimize busing students past another school and/or longer than 45 minutes one way	9	9	2	0	9	9	9	9	9	0	9	65
7	Maintain Title 1 status (No Schools Affected)	7											
Total		100	70.5	41	0	70.5	93	93	93	70.5	0	80.5	612

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B Sea Park to Suntree Summary

Priority	Criteria	Maximum Score	Shanley	Spellman	Mitchner	Fox	Russell	Price	Robinson	Kraeling	Cline	Archer	Total
1	Balance permanent capacity utilization with consideration for growth	25	25	0	0	25	25	25	25	20	0	25	170
3	Balance ethnic diversity	11.5	5	11.5	0	11.5	11.5	11.5	11.5	11.5	0	11.5	85.5
4	Balance number of free and reduced lunch between schools	11	5	10	0	11	11	11.5	11	11	0	11	81.5
2	Use natural boundaries (canals, lakes, major roads); don't split subdivisions	15	15	15	0	10	15	15	15	15	0	15	115
3	Minimize busing of students within 2 mile radius to another school to support neighborhood schools	11.5	11.5	11.5	0	0	11.5	11.5	11.5	11.5	0	11.5	80.5
5	Provide compact/contiguous boundaries to the extent feasible	10	10	10	0	5	10	10	10	10	0	10	75
6	Minimize busing students past another school and/or longer than 45 minutes one way	9	9	9	0	0	9	9	9	9	0	9	63
7	Maintain Title 1 status (No Schools Affected)	7											
Total		100	80.5	67	0	62.5	93	93.5	93	88	0	93	670.5

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C Pinewood to Mims Summary

Priority	Criteria	Maximum Score	Shanley	Spellman	Mitchner	Fox	Russell	Price	Robinson	Kraeling	Cline	Archer	Total
1	Balance permanent capacity utilization with consideration for growth	25	25	0	0	25	0	25	25	25	0	25	150
3	Balance ethnic diversity	11.5	5	11.5	0	11.5	0	11.5	11.5	11.5	0	11.5	74
4	Balance number of free and reduced lunch between schools	11	5	11	0	11	0	11	11	11	0	11	71
2	Use natural boundaries (canals, lakes, major roads); don't split subdivisions	15	15	15	0	15	0	15	15	15	0	15	105
3	Minimize busing of students within 2 mile radius to another school to support neighborhood schools	11.5	11.5	11.5	0	11.5	0	11.5	11.5	11.5	0	11.5	80.5
5	Provide compact/contiguous boundaries to the extent feasible	10	10	10	0	10	0	10	10	10	0	10	70
6	Minimize busing students past another school and/or longer than 45 minutes one way	9	9	9	0	9	0	9	9	9	0	9	63
7	Maintain Title 1 status (No Schools Affected)	7											
Total		100	80.5	68	0	93	0	93	93	93	0	93	613.5

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D Mims to Apollo Summary

Priority	Criteria	Maximum Score	Shanley	Spellman	Mitchner	Fox	Russell	Price	Robinson	Kraeling	Cline	Archer	Total
1	Balance permanent capacity utilization with consideration for growth	25	25	0	0	25	0	25	25	25	0	25	150
3	Balance ethnic diversity	11.5	5	11.5	0	11.5	0	11.5	11.5	11.5	0	11.5	74
4	Balance number of free and reduced lunch between schools	11	5	11	0	11	0	11	11	11	0	11	71
2	Use natural boundaries (canals, lakes, major roads); don't split subdivisions	15	15	15	0	15	0	15	15	15	0	15	105
3	Minimize busing of students within 2 mile radius to another school to support neighborhood schools	11.5	11.5	11.5	0	11.5	0	11.5	11.5	11.5	0	11.5	80.5
5	Provide compact/contiguous boundaries to the extent feasible	10	10	10	0	10	0	10	10	5	0	10	65
6	Minimize busing students past another school and/or longer than 45 minutes one way	9	9	9	0	9	0	9	9	9	0	9	63
7	Maintain Title 1 status (No Schools Affected)	7											
Total		100	80.5	68	0	93	0	93	93	88	0	93	608.5

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E Imperial Estates to Apollo Summary

Priority	Criteria	Maximum Score	Shanley	Spellman	Mitchner	Fox	Russell	Price	Robinson	Kraeling	Cline	Archer	Total
1	Balance permanent capacity utilization with consideration for growth	25	25	0	0	0	0	25	25	25	0	20	120
3	Balance ethnic diversity	11.5	5	11.5	0	0	0	11.5	11.5	11.5	0	11.5	62.5
4	Balance number of free and reduced lunch between schools	11	5	11	0	0	0	11	11	11	0	11	60
2	Use natural boundaries (canals, lakes, major roads); don't split subdivisions	15	15	15	0	0	0	15	15	15	0	15	90
3	Minimize busing of students within 2 mile radius to another school to support neighborhood schools	11.5	11.5	11.5	0	11.5	0	11.5	11.5	11.5	0	11.5	80.5
5	Provide compact/contiguous boundaries to the extent feasible	10	10	10	0	0	0	10	10	10	0	5	55
6	Minimize busing students past another school and/or longer than 45 minutes one way	9	9	9	0	0	0	9	9	9	0	9	54
7	Maintain Title 1 status (No Schools Affected)	7											
Total		100	80.5	68	0	11.5	0	93	93	93	0	83	522

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Special Considerations

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New School Special Considerations	Shanley	Spellman	Mitchner	Fox	Russell	Price	Robinson	Kraeling	Cline	Archer	Total Yes	Total No
1. Open the new Viera area elementary school with a countywide open boundary.	Y	N	ABS	N	Y	Y	Y	Y	ABS	Y	6	2
2. The lottery for attending the new Viera Area Elementary School will give priority to students currently attending Quest and Manatee in order to relieve overcrowding at these schools.	Y	Y	ABS	Y	Y	Y	Y	Y	ABS	Y	8	0
3. All students going to the new school, except Area A, apply through the Educational Location Option (ELO) process. Includes \$30 application fee and no transportation.	Y	N	ABS	N	Y	Y	Y	N	ABS	Y	5	3
4. Grant special consideration for any current student within the new Viera area elementary school boundary Area A (affects 3 families and 5 students) to continue to attend Quest Elementary until they complete elementary school under an ELO process (\$30 fee and no transportation). These students would not be charged the ELO fee to attend the new Viera Elementary School.	Y	Y	ABS	N	Y	Y	Y	Y	ABS	Y	7	1

Other Attendance Boundary Changes Special Considerations	Shanley	Spellman	Mitchner	Fox	Russell	Price	Robinson	Kraeling	Cline	Archer	Total Yes	Total No
1. Grant special consideration for rising 6th graders affected by the Sea Park, Pinewood, Mims, and Imperial Estates proposals to remain at their current school through an ELO process (\$30 fee and no transportation).	Y	Y	ABS	N	ABS	Y	Y	Y	ABS	Y	6	1