WAKE COUNTY
PUBLIC SCHOOL SYSTEM

WCPSS 2027-28 School Enrollment Plan

Final Draft

This document represents the Staff-Proposed Revised Draft Enrollment Plan. Following input gathered from the Board Public Hearing, the online public forum and virtual information sessions, the Board of Education has directed staff to present alternative options for select attendance boundaries during its November 17 meeting. The Board is scheduled to vote on a final plan on November 17. The Final Adopted 2027–28 Enrollment Plan Report will be published following official Board action.

Prepared by the Office of Student Assignment - November 17, 2026

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Revision History

Version	Date	Description of Revision	Reason for Change	Sections Impacted
Revised Draft	10.20.2026	Revised Draft	Initial Version of Report	All
Final Draft	11.17.26	Final Draft	Final Draft of Plan, including any revisions	• Executive Summary>Status of the 2027-28 Enrollment Plan • Executive Summary>Community Engagement Summary • Executive Summary>Next Steps • 2027-28 Plan Details>Recommended Base Attendance Area Changes>Morrisville High and Northwestern Area>Morrisville High & Existing High Schools • 2027-28 Plan Details>Recommended Base Attendance Area Changes>Morrisville High and Northwestern Area>Morrisville & Pleasant Grove Elementary (rationale only) • 2027-28 Plan Details>Recommended Base Attendance Area Changes>Morrisville High and Northwestern Area>Mills Park Elementary (rationale only) • 2027-28 Plan Details>Recommended Base Attendance Area Changes>Morrisville High and Northwestern Area>Mills Park Middle (rationale only) • 2027-28 Plan Details<Recommended Base Attendance Area Changes>North, Northwestern & Northeastern Area>Forest Pines Elementary (rationale and figure note only) • 2027-28 Plan Details<Recommended Calendar Application Area Changes>Proposed Adjustments to Elementary School Calendar

				Application Options>Table 19 (technical correction) ● 2027-28 Plan Details>Recommended Base Attendance Area Changes>North, Northwestern & Northeastern Area>Barton Pond Elementary ● 2027-28 Plan Details>Summary of Adjustments>Revision to the Revised Draft ● 2027-28 Plan Details>Summary of Adjustments>Revisions to the Initial Draft (added section title only) ● Conclusions and Next Steps>Summary of Impact ● Appendix D: Detailed Maps

Executive Summary

Status of the 2027–28 Enrollment Plan

Following the release of the Revised Draft, the Board hosted a formal Public Hearing, and staff launched an online public feedback forum, and hosted a virtual community information session. Based on input received across these engagement channels, the Board of Education has directed staff to prepare specific boundary options for select attendance boundaries in this draft.

The Board of Education will review these staff-prepared options during the work session on November 17, and is scheduled to take final action on the 2027–28 Enrollment Plan later that same day. Because final boundary configurations remain subject to Board deliberation and vote, this document reflects the staff's proposed baseline. The official, post-action Final Report will be compiled and published following the Board's November 17 decision.

Policy and Strategic Alignment

The recommendations within the 2027–28 School Enrollment Plan are anchored in Board Policy 4150, reflecting a balanced commitment to the district's four foundational assignment pillars. First, the plan prioritizes Student Achievement by establishing learning environments designed to support optimal academic success for all students. Second, it maintains Stability by ensuring educational continuity, specifically safeguarding students in terminal grades from unnecessary displacement. Third, the plan incorporates Proximity principles to keep base school assignments within a reasonable distance from students' homes. Finally, it leverages Operational Efficiency to optimize facility capacity and streamline district transportation resources.

In addition to policy compliance, this plan directly advances the core objectives of the district's Strategic Plan. Through focused Community Engagement (Aims 6 and 12), the proposed assignment strategies seek to strengthen transparent communication and deepen collaborative partnerships with all district families. Concurrently, the plan upholds critical commitments to Operations & Facilities (Aims 16, 17, 19, and 20) by prioritizing equitable access to resources, organizational accountability, and long-term fiscal responsibility across all district facilities.

Community Engagement Summary

Public engagement remains a cornerstone of the enrollment planning process, ensuring community perspectives directly inform district decision-making. The development of the 2027–28 School Enrollment Plan reflects a comprehensive, multi-phase outreach effort that combined early pre-release research, a dedicated public feedback period following the publication of the Initial Draft, a public hearing, and a final public feedback period following the release of the Revised Draft. A comprehensive accounting of feedback metrics, meeting summaries, and stakeholder responses is detailed in the updated *Public Engagement Summary Report*.

Between March and July 2026, the district executed targeted pre-release engagement activities across key impact zones, including Morrisville High, Eastern Wake, North Raleigh, and Central & Southeast Raleigh. Outreach strategies incorporated regional in-person and virtual information sessions alongside digital tools, including online ThoughtExchange forums and AI-supported adaptive surveys that engaged 98 participants. This work built upon relevant community input gathered during the 2023, 2024, and 2025 planning cycles. Following the release of the Initial Draft, the district opened a public review period, collecting targeted feedback through online portals and community sessions to directly inform the refinements presented in this October version to the Board. After the Revised Draft was reviewed with the Board during a Work Session on October 20, the Board hosted a public hearing and a final round of feedback was gathered through an online forum and a virtual information session.

Community feedback collected across both planning phases has directly shaped the core strategies embedded in this year's proposal. Stakeholders have consistently highlighted key priorities, including expanded stability options, accelerated planning timelines that finalize assignments by November to allow pre-winter break transfer applications, a mixture of new and existing neighborhood assignments for new facilities, and predictable cohort-based K–12 feeder patterns.

In direct response to community input received during the initial draft review, the planning team integrated actionable refinements into this October proposal. These refinements are directly responsive to requests to reevaluate perceived neighborhood splits, align K–8 calendar options, and leverage renovated facility capacity—while also taking proactive steps to protect receiving school stability by removing proposed reassignments to overburdened or newly restored campuses, and introducing targeted options that allow families in geographically isolated attendance areas to attend schools closer to home.

Initial Goals

The strategic goals established during the May 5, 2026 Board Work Session provide a comprehensive framework for the development of the 2027–28 WCPSS Enrollment Plan. A central objective is establishing a base attendance area for the district's new high school. To support this addition, the plan aligns underlying elementary and middle school feeder patterns while proactively managing secondary domino impacts to rebalance student populations across neighboring high schools.

The plan also maximizes existing district infrastructure by leveraging newly expanded capacity from completed renovation projects to relieve overcrowding at surrounding campuses. To address broader growth dynamics, staff evaluated regions experiencing sustained enrollment pressures where no immediate facility construction is scheduled. These efforts aim to correct regional enrollment imbalances, enhance long-term assignment stability, and optimize operational efficiency.

Finally, the plan addresses specific structural and logistical challenges across the district. It accommodates assignment shifts stemming from approved school calendar conversions and

adjusts feeder assignments to prevent splitting student cohorts as they transition between school levels. Additionally, assignment areas burdened by inefficient transportation routes were re-evaluated to streamline district busing operations, reduce transit times, and improve overall service delivery.

Overview of Plan Elements

To address these strategic goals, the revised Draft of the WCPSS 2027–28 School Enrollment Plan outlines targeted assignment recommendations across three primary geographic regions.

In the **Morrisville and Northwestern** area, recommendations focus on establishing the initial base attendance area for Morrisville High School scheduled to open for grades 9 and 10 in the 2027–28 school year by incorporating portions of the existing base zones for Cary High, Green Hope High, Leesville Road High, and Panther Creek High. To balance secondary enrollment across the region and accommodate sustained growth, the plan also reallocates a portion of the Green Level High attendance area to Panther Creek High.

At the primary and middle school levels, adjustments align feeder patterns toward the new high school, relieve overcrowding, and address proximity concerns for local families. Base attendance zones are expanded for Alston Ridge, Cary, Mills Park, Morrisville, and Pleasant Grove Elementary Schools by reducing the attendance boundaries of Salem, Mills Park, Cedar Fork, and Northwoods Elementary Schools, respectively. To maintain cohort continuity into the secondary level, corresponding middle school adjustments expand attendance boundaries for Alston Ridge Middle (reducing Salem Middle), East Cary Magnet Middle (reducing Mills Park Middle), and Mills Park Middle (reducing Salem Middle). Finally, minor technical boundary corrections that carry zero impact on current students are included for Turner Creek Elementary and White Oak Elementary.

Across the **Northwestern, and Northern** areas, proposed recommendations focus on balancing middle and high school enrollments while optimizing feeder pattern alignment. High school attendance areas for Leesville Road, Millbrook Magnet, and Sanderson are modified to better balance student populations and improve cohort progression. Similarly, middle school boundaries for Carroll Magnet, Leesville Road, Oberlin Magnet, Pine Hollow, and West Millbrook Magnet are adjusted to rebalance facilities and support seamless grade-level transitions. Additional technical corrections that do not impact existing students adjust the boundaries for Wakefield Middle and Wakefield High. In the **Northeastern** area, a boundary adjustment expanding the Forest Pines Elementary base is included to relieve ongoing crowding at Rolesville Elementary.

In the **Central, Southern, and Southwestern** areas, recommendations focus on optimizing facility utilization and managing cascading boundary adjustments. To relieve crowding at Willow Springs Elementary, base attendance boundaries for South Lakes Elementary are expanded to maximize overall facility capacity. To maintain K–8 feeder pattern continuity following this shift, corresponding adjustments reassign students from Herbert Akins Road Middle to Fuquay-Varina Middle. Additionally, leveraging expanded seat capacity at the newly renovated Swift Creek Elementary allows the district to reduce the Yates Mill Elementary attendance zone, reserving capacity for projected residential growth in its remaining base area. Finally, attendance

boundaries for Holly Springs High are refined to balance regional enrollment following the opening of Felton Grove High.

Next Steps

Following the conclusion of September community engagement events and the presentation of this revised draft, the enrollment planning process enters its formal Board review and adoption phase. On October 20, 2026, staff presented a comprehensive summary of community feedback alongside a revised proposal during a Board Work Session. The Board then hosted an official Public Hearing to gather additional insights from the community. On November 17, 2026, staff will present the finalized 2027-28 School Enrollment Plan to the Board during a Work Session, incorporating any final Board guidance, for formal review with a vote to follow during the Board meeting immediately following. Following Board approval, the district will open the stability transfer application window for eligible students prior to the winter break, fulfilling the accelerated timeline commitment to give families early certainty for the 2027-28 school year. Eligible families will receive communication from the district and their current school with specific details and instructions about this process.

Planning Process

The enrollment planning process spans a multi-step framework from March 2026 through April 2027, integrating complex demographic metrics, infrastructure timelines, and continuous public engagement.

Step 1: Annual Forecast Update (Nov 2025 – Mar 2026)

The planning team initiates the cycle by synthesizing multi-variable data sources to project future student populations. The student membership forecast process for the Wake County Public School System (WCPSS) is a collaborative effort between WCPSS staff, Wake County Government analysts, and demographic consultants from NC Demography. The process begins by gathering baseline school data, specifically Month 2 Average Daily Membership (PMR2) and regional charter school enrollment billing numbers. Next, the team incorporates broader demographic and economic indicators, including historical and projected resident live births, educational market share trends across charter, private, and home schools, residential sales, building permits, and employment data. The core predictive modeling relies on the Grade Progression Ratio (GPR) methodology established by the Western Interstate Commission for Higher Education (WICHE), utilizing a five-year smoothed weighted average ratio to project K–12 grade advancement alongside linear birth trend models. Finally, staff and consultants conduct error analysis, trend assessments, and stress-testing to finalize the one-year and ten-year projections, which directly calibrate capital improvement planning, school capacity management, and county budget development.

To translate these macro-level enrollment totals into localized geographic insights, WCPSS partners with the Institute for Transportation Research and Education (ITRE) at North Carolina State University to construct the Student Potential Distribution Model (SPDM). ITRE synthesizes the baseline forecast projections with detailed residential development pipelines provided by municipal and county planning departments, tracking active subdivisions, rezoning approvals, site plans, and housing construction trends across every jurisdiction in Wake County. By mapping this development data down to granular spatial units, the SPDM predicts where student yield changes will occur rather than relying solely on districtwide averages. This micro-level spatial modeling enables enrollment planners to pinpoint specific areas or neighborhoods driving localized crowding, evaluate attendance zone capacity risks, and strategically calibrate boundary adjustments and facility locations to match growth where it actually occurs.

A comparison of the current (2025) and past forecast series is depicted in Figure A below. The SPDM for the 2025 forecast showing the projected enrollment changes across the district between 2026 and 2035 is depicted in Figure B below.

Figure A: Comparison of Current and Past Forecast Series *(WCPSS Total Enrollment: Forecast 2025-26, 2024-25, 2023-24)*

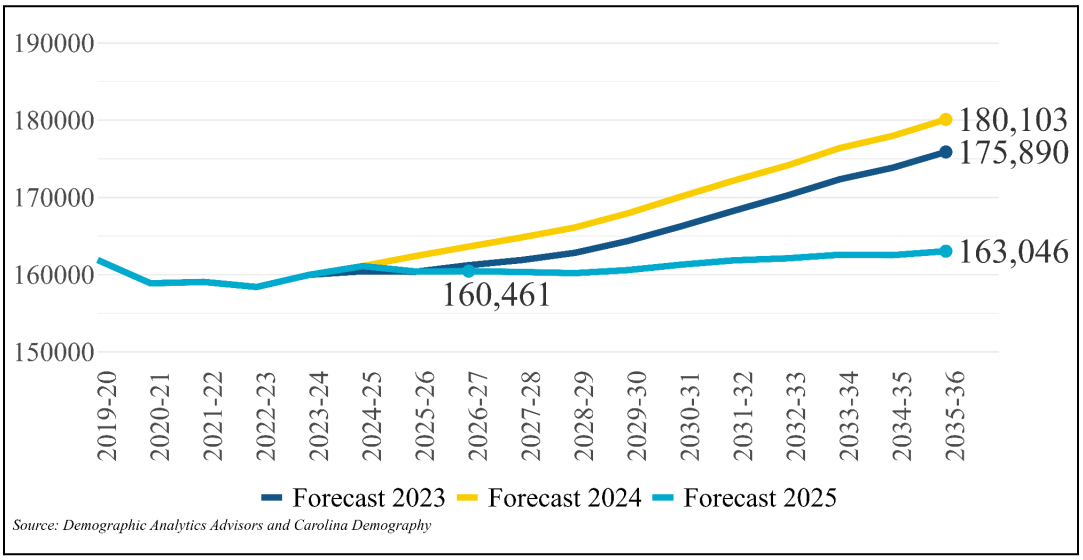
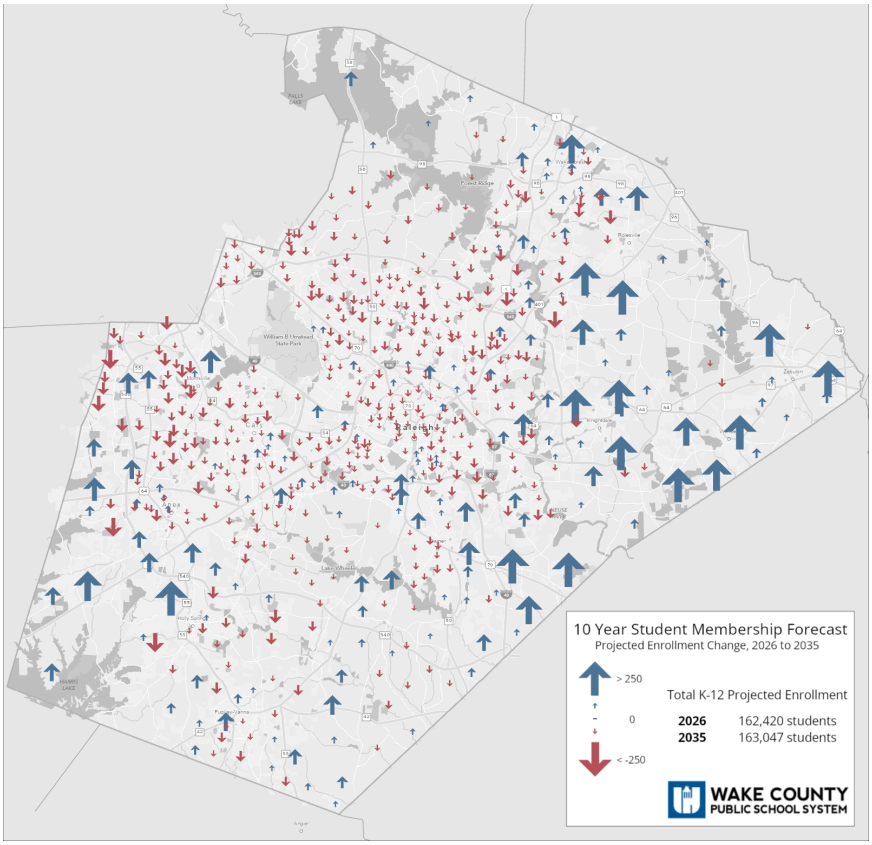


Figure B: WCPSS Projected Enrollment Change: 2026 to 2035 *(Student Population Distribution Model (SPDM), 2025 Forecast)*



Complete documentation is available at www.wcpss.net/assignmentplanning.

Step 2: Projected Crowding Analysis (Mar 2026)

Using updated forecast models, staff conduct spatial and facility utilization analyses to identify immediate and long-range crowding risks. The projected crowding analysis for the upcoming year is detailed in the *Facility Utilization Report (FUR),* which evaluates school facility occupancy metrics relative to expected enrollment to identify over-enrolled, underutilized, or optimally operating schools. The process begins with each school's projected enrollment, which is based on data from the membership forecast. District capacity models establish the school building capacity for the permanent brick-and-mortar structure based on available classroom types, program needs, staffing, and operating calendars. This building capacity is then combined with temporary modular spaces (trailer classrooms) and flex capacity to calculate the total campus capacity. Finally, the total campus crowding percentage is determined by dividing the projected enrollment by the total campus capacity. District leadership uses these metrics to manage classroom space, plan for trailers, and inform decisions regarding school assignments, capping, renovations, and long-range capital planning. An updated *Facility Utilization Report (FUR)* is issued each fall using PMR2 membership data.

Maps displaying the relative projected crowding for the 2026-27 school year based on March 2026 projections are visualized in Figures C, D and E below.

Figure C: Projected Elementary School Campus Crowding 2026-27 *(March 2026 Enrollment Projections)*

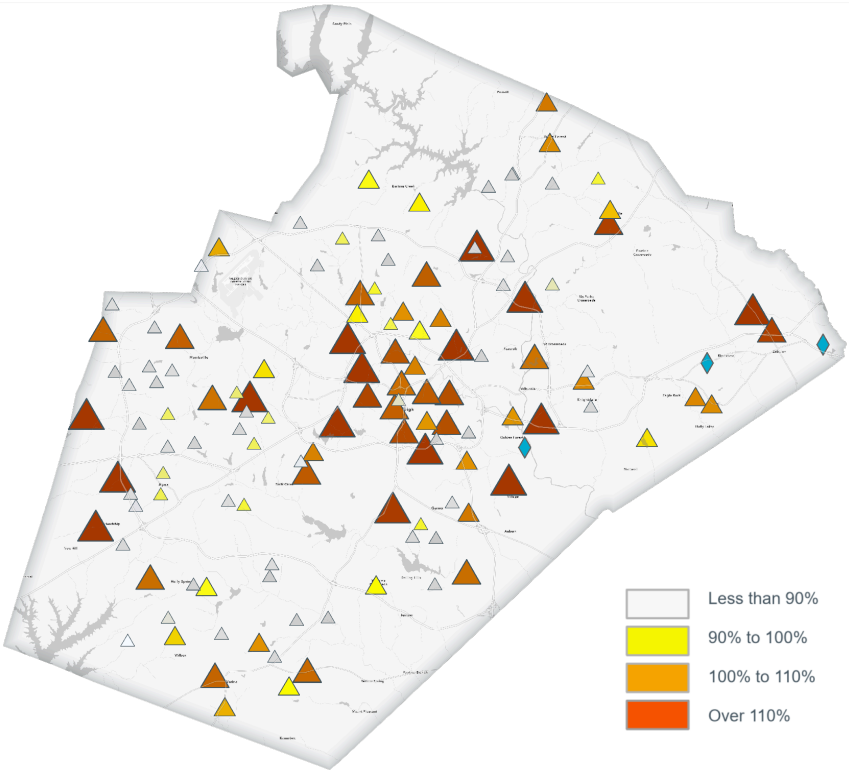


Figure D: Projected Middle School Campus Crowding 2026-27 *(March 2026 Enrollment Projections)*

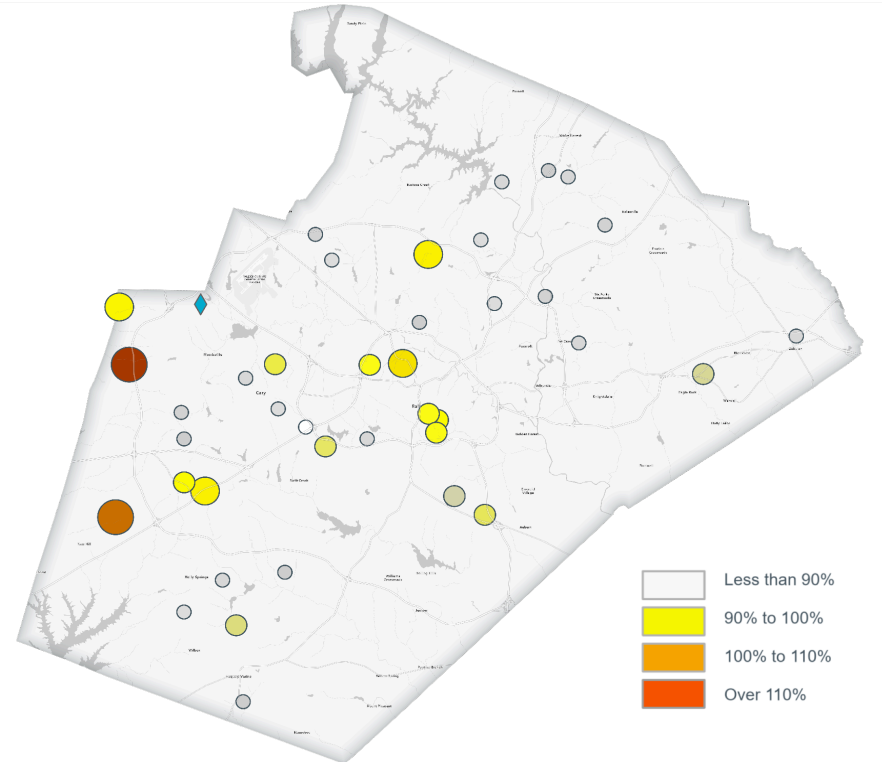
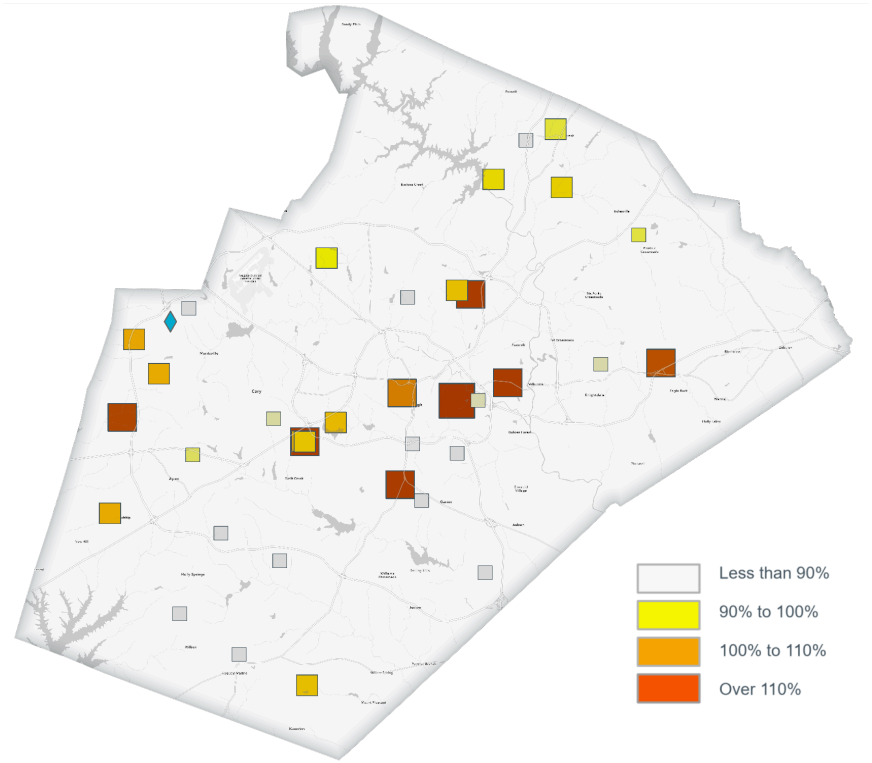


Figure E: Projected High School Campus Crowding 2026-27 *(March 2026 Enrollment Projections)*



Complete documentation is available at www.wcpss.net/assignmentplanning.

Step 3: Capital Improvement Plan (CIP) Review (Jan - Apr 2026)

As the third step in the enrollment planning process, projected student membership and localized crowding data are cross-referenced with the district's rolling 7-Year Capital Improvement Plan (CIP) to align boundary recommendations with long-term capital investments. The 2027 CIP update strategically balances ongoing regional growth with facility reinvestment, authorizing eight new construction projects, such as Morrisville High School, and 17 major campus renovations. Funding for the approved CIP is distributed across key capital priorities: 15% for new school construction, 41% for facility renovations and full building replacements, and 44% for districtwide programming requirements, including lifecycle equipment replacement, security upgrades, mobile classroom management, accessibility improvements, and land acquisition.

A critical enabler of this capital delivery pipeline is the district's successful land banking strategy. By proactively identifying future growth corridors and securing land well in advance of project authorization, staff prevent the schedule delays and inflated costs typical of "just-in-time" property acquisition, ensuring sites are shovel-ready as soon as project funding becomes available. By synthesizing these long-range capital projections and secured land assets into the enrollment plan, staff can directly leverage upcoming seat expansion and modernized infrastructure to relieve regional crowding, optimize transit patterns, and ensure high-quality learning environments across all WCPSS campuses.

A complete overview of approved CIP investments is detailed in Figure F (new school construction projects) and Figure G (major campus renovation schedules).

Figure F: New Schools Included the 7-Year CIP* *(2026)*

School Name	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Hilltop Needmore ES	Opening Year						
Morrisville HS	WECIB	Opening Year*					
Parkside MS/ Wake EC of Infor. & Biotech.				WECIB Moves In*	Parkside MS Opening Year*		
Poole Road ES					Opening Year*		
Marshburn Road ES				Wendell ES*	Wendell ES*	Opening Year*	
Little Creek ES							Opening Year*

New School: A new school opened/ opening that already has an approved attendance area.

New School: A new school opening with a unique base attendance area that requires an approved attendance area.

Swing Space: A new school serving as a swing space for an existing school's renovation before opening with its own population.

Future School: A new future school site that will open with a unique base attendance area and will require an approved attendance area.

This seven-year plan is designed with flexibility, so that it may be reviewed annually by WCPSS staff and Wake County Planners.
**Note: Market volatility, scope changes & design/ construction schedules have the potential to impact scheduled project completion dates.*

Figure G: Renovation Projects Included in the 7-Year CIP* *(2026)*

School Name	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Swift Creek ES	Complete*						
Brentwood ES		Complete*					
Lockhart ES		Complete*					
Briarcliff ES			Complete*				
North Garner MS			Complete*				
Athens Drive Magnet HS			Complete*				
East Garner Magnet MS				Complete*			
Ligon Magnet MS				Complete*			
Cary HS						Complete*	
Wendell Magnet ES						Complete*	
Washington ES							Complete*
East Wake HS							Complete
Zebulon Magnet MS							
Renovation Complete: School renovation substantially completed, classes resume at newly renovated campus.							
Renovation Underway: Current location under active renovation.							

This seven-year plan is designed with flexibility, so that it may be reviewed annually by WCPSS staff and Wake County Planners.
**Note: Market volatility, scope changes & design/ construction schedules have the potential to impact scheduled project completion dates.*

Complete documentation is available at www.wcpss.net/assignmentplanning.

Step 4: Plan Development (Mar - Nov 2026)

The formulation of the *2027–28 School Enrollment Plan* relies on a three-part framework: proactive public engagement commencing each spring, collaborative goal-setting with the Board of Education, and the iterative development and presentation of staff recommendations.

Part 1: Pre-Plan Public Engagement & Community Insights

Prior to drafting initial boundary scenarios, WCPSS conducts districtwide outreach to capture baseline community priorities and family perspectives. Engagement channels include digital informational assets, live feedback sessions, online community forums, and AI-supported stakeholder interviews designed to maximize public participation.

A detailed analysis of community responses is compiled in the *Public Engagement Summary* available on the district website. Key planning implications derived from this input directly shaped the core parameters of this plan:

- **Assignment Stability:** Preparing recommendations that preserve stability for families by minimizing unnecessary reassignments, and developing generous stability rules that provide greater stability for current students impacted by assignment changes.
- **Calendar Continuity:** Maintaining or improving K–8 calendar consistency (Year-Round or Traditional) across elementary and middle school levels where operationally viable.
- **Cohort Continuity:** Preserving or improving K–12 cohort continuity to support smooth transitions as students advance through school levels.
- **Capacity Management:** Customizing capacity management recommendations to reflect distinct geographic and demographic conditions across the county.
- **Policy Guidance:** Balancing family preferences for proximity and stability with Board policy directives regarding student achievement and operational efficiency.

Part 2: Board Review of Annual Goals

Building upon public feedback and facilities data, staff met with the Board of Education in May 2026 to define the formal operational scope and strategic priorities for this plan. Key directives include:

- **Morrisville High School Boundary Establishment:** Construct foundational attendance boundaries for the new facility, align associated K–8 feeder zones, and manage cascading adjustments across adjacent high school zones to maintain regional enrollment equilibrium.
- **Renovation Capacity Utilization:** Leverage newly completed Capital Improvement Program (CIP) expansion and renovation projects to relieve surrounding over-capacity campuses.
- **Targeted Capping Relief:** Resolve critical regional enrollment imbalances and alleviate crowding at capped facilities.
- **Operational & Transportation Streamlining:** Address calendar option coverage inefficiencies, repair fragmented assignment zones, and optimize bus routing patterns across affected areas.

Part 3: Plan Development and Recommendation Presentation

Translating overarching policy guidance, Board direction, and community priorities into specific geographic boundaries represents the most technically complex, analytical, and sensitive phase of the enrollment planning process. Staff undertake a multi-month, data-intensive modeling process to evaluate how every proposed boundary adjustment reverberates across surrounding campuses, transportation networks, and student cohorts.

To construct viable assignment scenarios, staff synthesize and cross-reference multiple core data systems:

- **Long-Range Membership Forecasts:** Ten-year demographic and enrollment projections evaluated down to the specific planning unit level.
- **Spatial Student Distribution Modeling:** Geocoded mapping of current and projected student residences to evaluate actual density patterns against available physical capacity.
- **Baseline Crowding & Capacity Projections:** Multi-year utilization metrics establishing projected over-capacity or under-capacity conditions if current attendance boundaries remain unchanged.
- **Capital Improvement Program (CIP) Integration:** Evaluation of timing and sequencing of upcoming capital assets. This includes opening schedules for new construction, expanded capacity from major renovations, and temporary facility shifts during campus replacements.
- **Policy Guidance & Community Input Integration:** Direct alignment with Board priorities related to operational efficiency and student achievement, along with public engagement themes regarding assignment stability, proximity, calendar continuity, and feeder pattern integrity.

The resulting draft recommendations represent an optimized synthesis built to satisfy the Board's educational and operational objectives while respecting the practical realities of growth and community stability across Wake County.

The process concludes with the submission of the final draft for formal Board review and vote on November 17, 2026. Following approval, district departments execute stability transfer windows, finalize transportation routing, and align staffing and facility resources ahead of the 2027–28 academic year.

Complete documentation, step-by-step updates, and full public engagement reports are available on the district website at www.wcpss.net/assignmentplanning.

Step 5: Review of Capped & Overcrowded Schools (Dec 2026 – Jan 2027)

Following formal plan adoption, staff initiates a targeted operational review of campuses where severe crowding pressures persist despite base boundary adjustments and capital additions. Enrollment capping is strictly an interim, last-resort measure that is utilized only when all other spatial and programmatic options have been exhausted, or as a temporary bridge until newly funded capital capacity comes online to permanently absorb regional growth.

Operational Framework for Capped Facilities

- **Interim Strategy & Restrictive Application:** Enrollment caps are applied restrictively and evaluated annually. They are deployed solely when a campus's core infrastructure (e.g., cafeteria capacity, assembly space, core traffic flow) cannot safely support additional

students, and where further boundary reassignments would cause unacceptable cascading disruption across neighboring schools.

- **Bridge to Capital Investment:** In growth corridors where immediate reassignments are unfeasible, capping serves as a structured holding strategy pending the completion of scheduled Capital Improvement Program (CIP) projects such as a new school opening or major campus expansion that will permanently resolve the capacity deficit.
- **Board Authorization of Enrollment Caps:** When sustained overcrowding exceeds safe operational limits, the Board establishes an official enrollment cap, halting new base registrations at that facility once maximum operational capacity is reached.
- **Overflow Assignments & Transportation:** Families moving into a capped base attendance zone after the cap takes effect may be assigned to a designated overflow receiving school with available seat capacity, with district-provided transportation. Every effort is made to ensure the overflow school is in close proximity to the capped school.
- **Capped Waitlist & Seat Recovery:** Overflowed students are placed on a prioritized, numbered waitlist for their base school. As seats open through natural student mobility, vacancies are systematically offered to waitlisted students, returning them to their base school campus while maintaining safe operating thresholds.

Maps displaying the locations and base attendance areas for schools with approved caps for the 2026-27 school year based on Board approvals in January of 2026 are visualized in Figures H, I and J below.

Figure H: Capped Elementary Schools 2026-27 *(Changes from prior year caps effective July 1, 2026)*

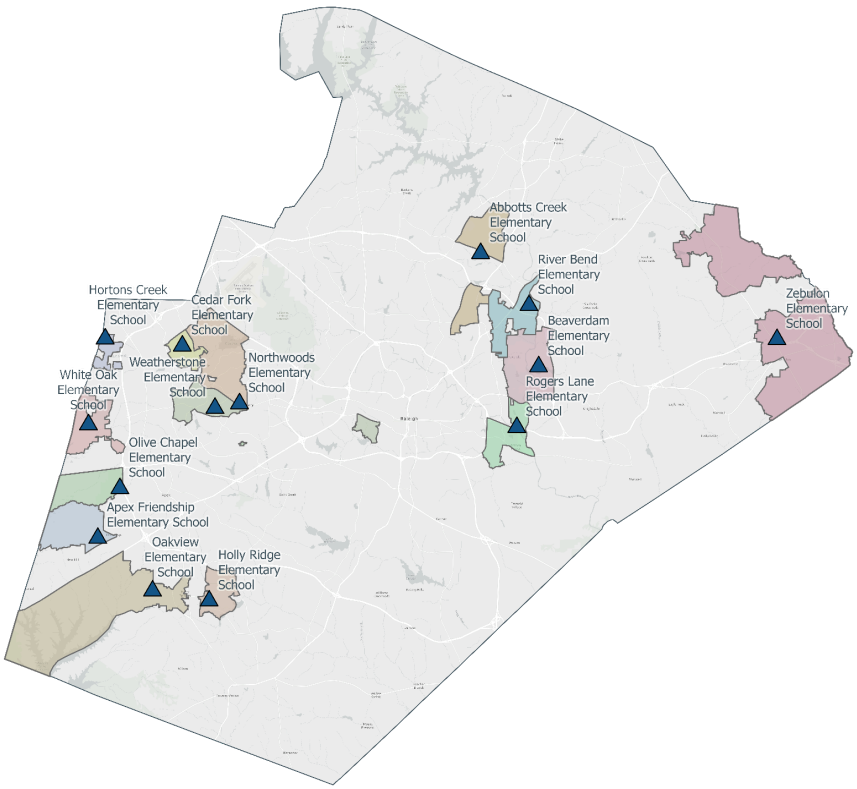


Figure I: Capped Middle Schools 2026-27

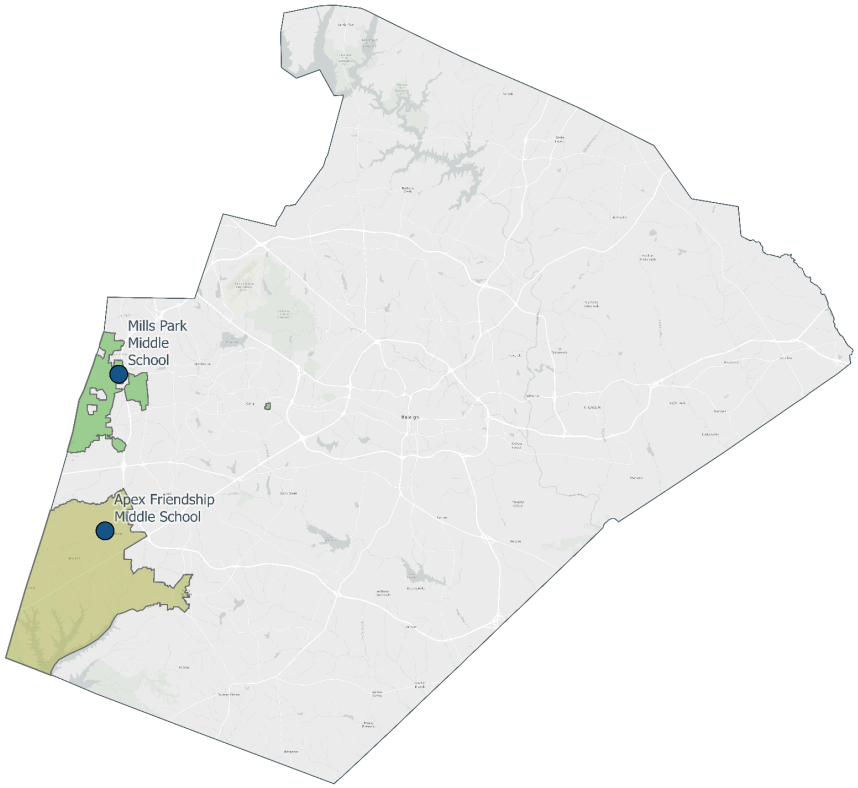
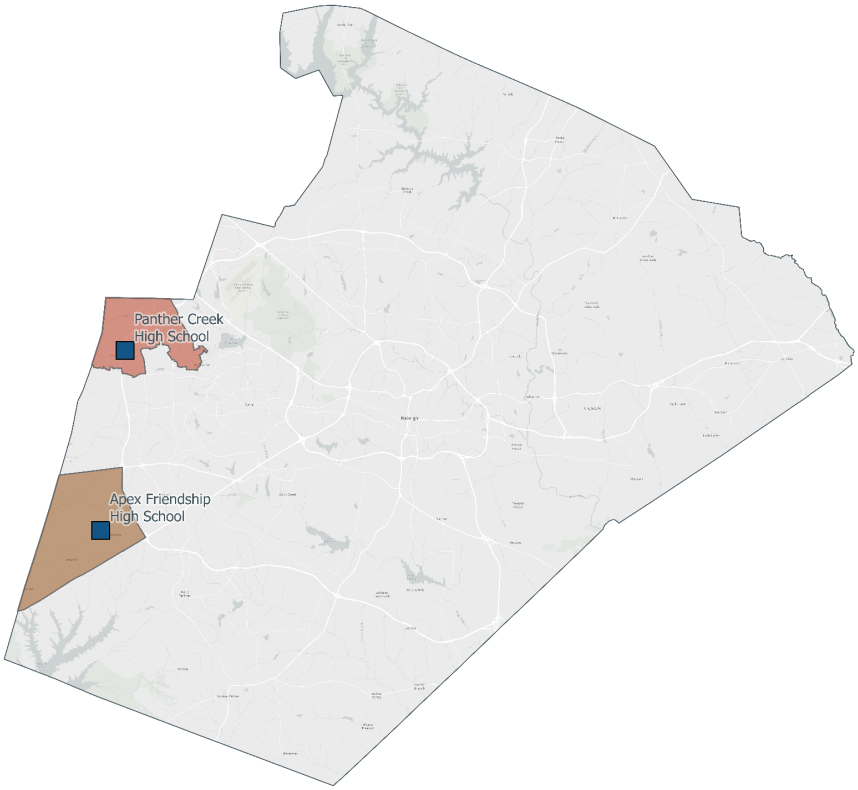


Figure J: Capped High Schools 2026-27 *(Changes from prior year caps effective July 1, 2026)*



Complete documentation is available at www.wcpss.net/assignmentplanning.

Step 6: Review of Other School Utilization Concerns (Dec 2026 - Mar 2027)

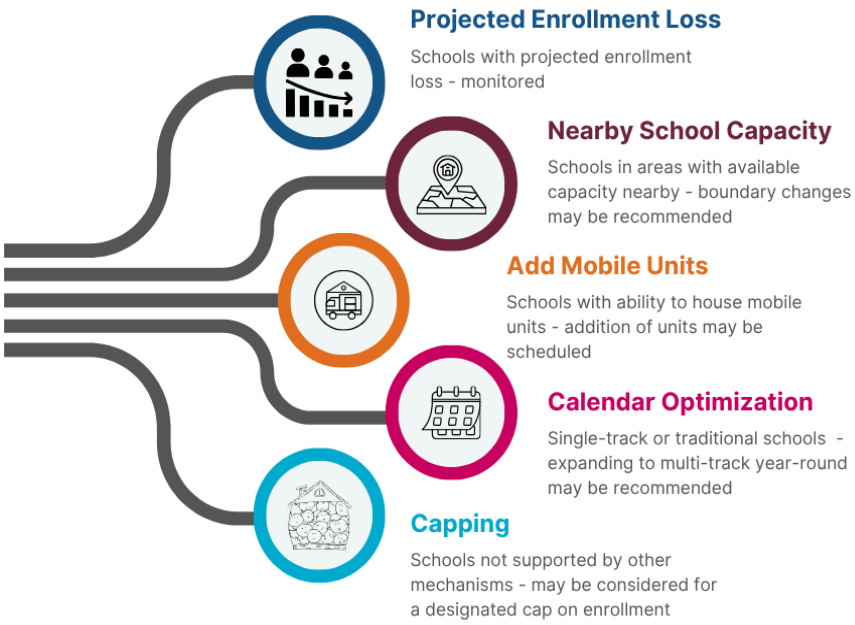
When base attendance boundary adjustments and major capital projects do not fully resolve localized building utilization imbalances, staff deploy a structured operational framework to evaluate facilities experiencing either sustained overcrowding or underutilization. As illustrated in Figure K and Figure L, staff analyze campuses through two parallel, 5-point decision pathways to determine the appropriate targeted intervention.

Strategies for Supporting Overcrowded Campuses

For facilities projecting sustained enrollment beyond functional limits, staff evaluate five operational remedies to relieve campus pressure:

- **Projected Enrollment Loss Monitoring:** Campuses experiencing temporary overcrowding but projecting natural enrollment decline in upcoming demographic cycles are actively monitored rather than subjected to immediate boundary disruption.
- **Nearby School Capacity Utilization:** Where neighboring campuses possess available physical seat capacity, targeted boundary reassignments may be recommended to redistribute regional student density.
- **Mobile Unit Deployment:** For campuses with adequate site infrastructure and spatial capacity, scheduling the addition of modular classroom units provides immediate, short-term capacity relief.
- **Calendar Optimization (Multi-Track Expansion):** For single-track or traditional calendar schools facing severe capacity constraints, expanding to a multi-track year-round model may be recommended to increase functional building capacity without new construction.
- **Enrollment Capping:** For facilities where overcrowding cannot be mitigated through other mechanisms, staff may recommend a Board-designated enrollment cap with overflow school assignments as a last-resort holding measure.

Figure K: Utilization Concerns - Options to Support Overcrowded Schools

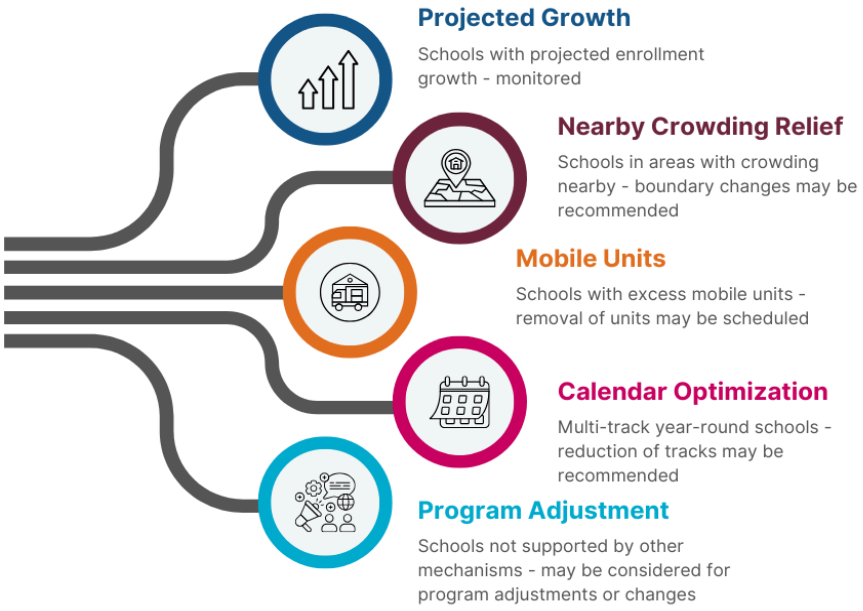


Strategies for Supporting Underutilized Schools

For facilities operating below optimal utilization thresholds, staff apply rightsizing strategies to maximize district resources:

- **Projected Growth Monitoring:** Campuses currently below target utilization but located in active development corridors are kept under monitoring, allowing incoming population growth to naturally absorb available seat capacity.
- **Nearby Crowding Relief:** Underutilized facilities located near over-capacity campuses are evaluated as receiving schools, leveraging boundary changes to absorb surrounding students and restore facility balance.
- **Mobile Unit Removal:** At campuses with excess physical footprint, staff schedule the removal of surplus mobile classroom units to rightsize facility capacity and reduce ongoing leasing, maintenance, and/or energy expenditures.
- **Calendar Optimization (Track Reduction):** For underutilized multi-track year-round campuses, staff may recommend reducing active tracks or converting to a single-track or traditional calendar to align daily operations with current student enrollment.
- **Programmatic Adjustments:** For campuses unsupported by other mechanisms, staff evaluate specialized program adjustments to improve long-term facility utilization. Historically, this strategy has been rarely used as it has the potential to be the most disruptive option.

Figure L: Utilization Concerns - Options to Support Underutilized Schools



Complete documentation is available at www.wcpss.net/assignmentplanning.

2027-28 Plan Details

Recommended Stability Rules

To support continuity for impacted families, the staff is recommending specific stability transfer provisions based on student grade level and the nature of the school assignment change.

Reassignments to the NEW Morrisville High School

- Rising 11th and 12th Graders: Remain assigned to their current high school, as Morrisville High School will open serving only 9th and 10th grades in its inaugural year.
- Rising 9th and 10th Grade Siblings: Eligible to join their older 11th or 12th grade sibling at the current high school with stability transfer status through the end of 12th grade (district transportation is not guaranteed).
- Specialized Academy Students: Rising 10th graders verified in the Academy of Technology & Advanced Manufacturing at Cary High School or the Game Design Academy at Leesville Road High School are eligible to remain at their current school through 12th grade with stability transfer status (district transportation is not provided).

Reassignments Between Existing High Schools

- Rising 10th through 12th Graders: Eligible to remain assigned to their current high school with stability transfer status through the end of 12th grade (district transportation is not provided).
- Rising 9th Grade Siblings: Eligible to join an older sibling at the current high school with stability transfer status through the end of 12th grade (district transportation is not provided).

Reassignments Between Existing Elementary Schools

- Rising 1st through 5th Graders: Eligible to remain assigned to their current elementary school with stability transfer status through the end of 5th grade (district transportation is not provided).
- Rising Kindergarten Siblings: Eligible to join an older sibling at the current elementary school with stability transfer status through the end of 5th grade (district transportation is not provided).

Reassignments Between Existing Middle Schools

- Rising 7th and 8th Graders: Eligible to remain assigned to their current middle school with stability transfer status through the end of 8th grade (district transportation is not provided).
- Rising 6th Grade Siblings: Eligible to join an older sibling at the current middle school with stability transfer status through the end of 8th grade (district transportation is not provided).

All stability requests must be formally submitted during the designated Stability Transfer Window. Unless otherwise noted, approved stability transfers require families to provide their own transportation.

Recommended Base Attendance Area Changes

The specific assignment recommendations detailed in this plan are grounded in the core principles of Board Policy 4150, striving to balance its four foundational pillars: Student Achievement, Stability, Proximity, and Operational Efficiency. Each proposed boundary adjustment reflects the cumulative insights of the planning framework's preceding phases, synthesizing current-year enrollment trends, long-range membership forecasts, capacity analysis, and updates to the district's Capital Improvement Plan (CIP). Crucially, these proposals directly incorporate extensive community feedback gathered during public engagement, demonstrating a clear responsiveness to family priorities and neighborhood perspectives across Wake County.

Morrisville and Northwestern Area

Morrisville High & Existing High Schools (optional adjustment included)

Feedback collected during recent public hearings and virtual information sessions resulted in Board direction to prepare alternative boundary options for this area. Staff will present these options to the Board of Education on November 17 for final review and decision. The final boundary determination for this region will be updated in the post-action report following the Board's vote.

STAFF RECOMMENDATION

Proposed boundary adjustments in the Northwestern region focus on establishing capacity for new infrastructure, relieving campus overcrowding, and rebalancing secondary student populations:

- **Establishing a New Attendance Base:** Establishes an appropriately sized base attendance area for the opening of Morrisville High School.
- **Relieving Overcrowding:** Provides direct capacity relief to Green Hope High, Green Level High, and Panther Creek High (currently a capped facility).
- **Reducing Mobile Unit Reliance:** Decreases reliance on temporary facilities at Green Hope High (41 total) and Panther Creek High (36 total), enabling staff to begin evaluating and identifying select mobile classroom units for potential phased removal.
- **Rebalancing Secondary Enrollment:** Adjusts attendance boundaries across neighboring high schools to distribute student enrollment more equitably across the region.
    - Green Level High is projected to operate in excess of 120% capacity without boundary intervention. Because the physical site constraints prevent the addition of modular or temporary classrooms, attendance relief is necessary to ensure a safe, functional learning environment.

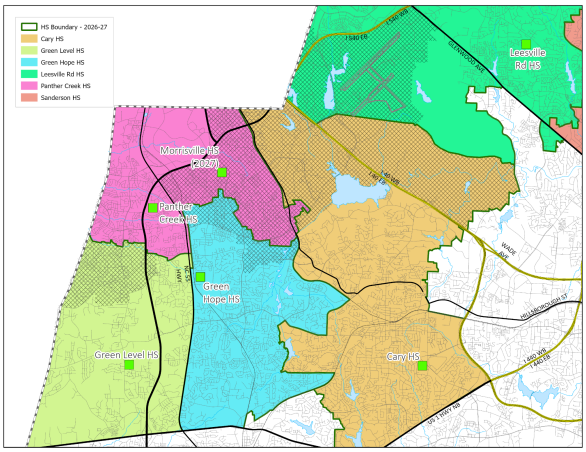
    - Reassigning students to Panther Creek High prevents a sharp projected decline in enrollment. Without this strategic backfill, severe under-utilization would jeopardize specialized course offerings, athletic and extracurricular programming, and baseline staffing allocations, while resulting in an inefficient use of district facility assets.
    - Synchronizes enrollment across neighboring campuses to distribute growth equitably and achieve long-term operational stability across high schools in the region.
- **Optimizing K-12 Feeder Continuity & Cohort Alignment:** The proposed boundary configurations deliberately structure elementary-to-high school feeder pathways to maximize peer cohort continuity while systematically balancing capacity across high schools in the region.
    - Cedar Fork, Parkside and Pleasant Grove Elementary Schools are fully aligned with Morrisville High, establishing clear pathways for these attendance zones. To avoid interim student disruption prior to the projected opening of Parkside Middle School, middle school assignments for this area will remain unchanged at this time, maintaining operational stability until long-term middle school feeder patterns are finalized closer to the new campus opening.
    - Carpenter and Morrisville Elementary Schools are structured with balanced feeder splits between the new high school and their established secondary bases. This approach preserves sizable peer cohorts while effectively dividing enrollment growth between campuses.
    - Establishes a fully unified K-12 feeder pathway from Mills Park Elementary through Mills Park Middle to Panther Creek High by expanding the Mills Park Elementary base and realigning the entire base to Panther Creek High.

Morrisville High School will open on a traditional calendar with a total building capacity of 1,800 students. In its inaugural 2027–28 school year, the campus will serve 9th and 10th grades exclusively, requiring an initial capacity of approximately 900 students before progressively adding 11th and 12th grades over the following two academic years. The base attendance area for the new Morrisville High (Figure 1B) is established by reallocating boundary areas from Cary High, Green Hope High, Leesville Road High, and Panther Creek High (Figure 1A).

Reassigning a significant portion of Panther Creek High's attendance area to Morrisville High frees up substantial facility capacity (beyond what is needed for immediate overcrowding relief), requiring a concurrent adjustment to prevent under-enrollment at Panther Creek. Rebalancing boundaries between Panther Creek High and neighboring Green Level High, which faces persistent crowding and sustained enrollment growth, allows the district to efficiently utilize available seats at Panther Creek, provide needed relief to Green Level, and establish long-term assignment stability in the region.

The proposed boundary adjustments for the high schools in this area are summarized in Figures 1A and 1B below. For full-page, street level boundary maps refer to Appendix D: Detailed Maps.

Figure 1A: Proposed Boundary Changes for Cary, Green Hope, Green Level, Leesville Road & Panther Creek High



= Impact Area

Figure 1B: Proposed Boundary for Morrisville High

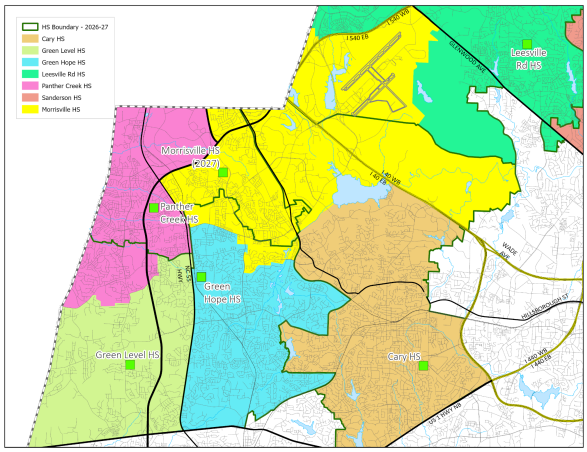


Figure 1C: Northwest Region Projected Enrollment Changes - 2026 to 2035 (Districtwide View)

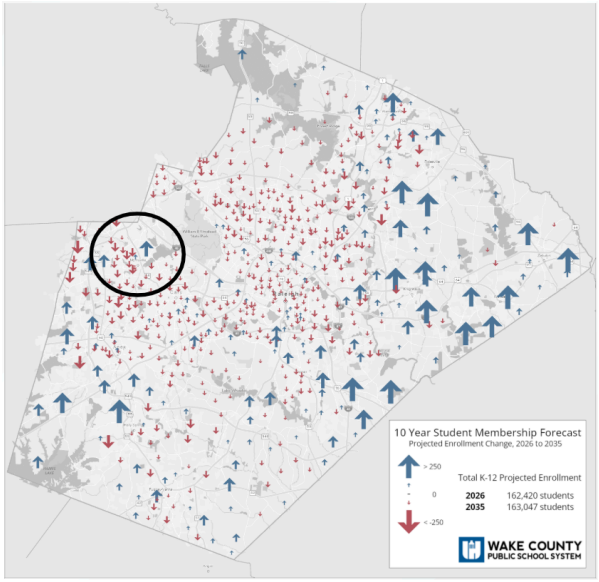
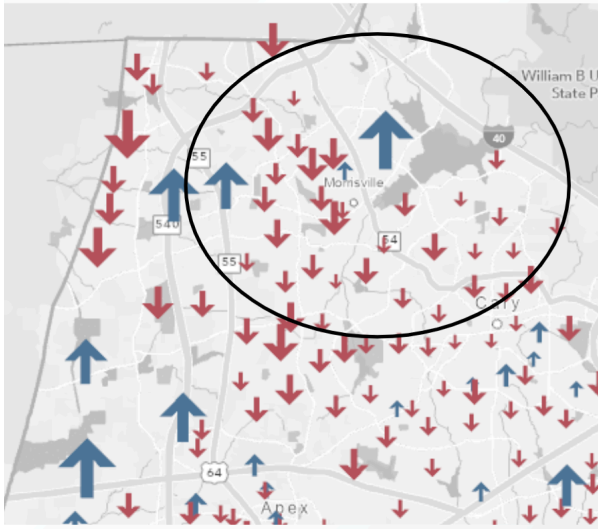


Figure 1D: Northwest Region Projected Enrollment Changes - 2026 to 2035 (Enlarged View)



To demonstrate how these boundary realignments balance regional capacity, Table 1 summarizes the pre- and post-plan utilization percentages for each of the schools in the impact area.

Table 1: Projected Impact of Proposed Boundary Changes Related to the Opening of Morrisville High

2026-27 Base School (Calendar)	Campus Capacity[1]	2027-28 Projected[3] Campus Utilization[2] (Pre → Post)	2029-30 Projected[3] Campus Utilization[2] (Pre → Post)
Cary HS (Traditional)	2,234 *(2,234 School Capacity)*	88% → **86%** *(88% → **86%** School Util.)*	94% → **92%** *(94% → **92%** School Util.)*
Green Hope HS (Traditional)	2,495 *(1,679 School Capacity)*	104% → **90%** *(154% → **134%** School Util.)*	106% → **92%** *(157% → **137%** School Util.)*
Green Level HS (Traditional)	2,203 *(2,203 School Capacity)*	121% → **94%** *(121% → **134%** School Util.)*	121% → **96%** *(121% → **96%** School Util.)*
Leesville Road HS (Traditional)	2,477 *(2,213 School Capacity)*	95% → **95%**[4] *(106% → **106%** School Util.)*	96% → **96%**[4] *(108% → **108%** School Util.)*
Panther Creek HS (Traditional)	2,578 *(1,714 School Capacity)*	108% → **82%** *(162% → **123%** School Util.)*	110% → **81%** *(165% → **122%** School Util.)*
Morrisville HS (Traditional)	1,800	n/a → **48%**[5]	n/a → **99%**[5]

[1]Campus capacity includes trailers and flexible capacity.

[2]Utilization based on campus capacity, updated July 2026.

[3]"Post-" Projected Utilization assumes all impacted students will transition to the newly assigned school in the first year.

[4]This school's Projected Utilization reflects the cumulative impact of multiple assignment adjustments.

[5]The projected capacity for Morrisville High reflects full 9-12 grade capacity, which will NOT be reached in the first year. The table shows the expected utilization based on the enrollment of 9-10 grade students ONLY for the 2027-28 school year, with the student cohort advancing each year.

OPTIONAL ADJUSTMENT

Feedback collected during recent public hearings and virtual information sessions resulted in Board direction to prepare alternative boundary options for this area. Staff will present these options to the Board of Education on November 17 for final review and decision. The final boundary determination for this region will be updated in the post-action report following the Board's vote.

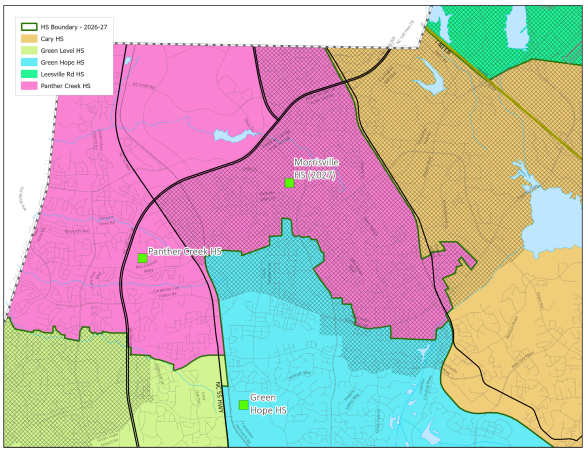
In response to community feedback gathered during recent public engagement, the Board of Education requested an alternative scenario for the Preston neighborhood as a potential modification to the Staff Recommendation.

While the baseline Staff Recommendation successfully balances growth relief at Green Hope High School with target enrollment for the new high school by reassigning the Preston Meadows area, community feedback strongly emphasized the desire to preserve assignment unity across the broader Preston subdivision. Residents noted that the proposed boundary splits the subdivision, placing adjacent sections into different high school attendance zones. From an operational perspective, this split requires parallel transportation service—routing two separate buses into the neighborhood to transport students to different campuses.

This optional adjustment evaluates maintaining this area within a single high school attendance zone. This option weighs the benefits of subdivision-wide community cohesion and streamlined

transportation routing against the capacity relief metrics established for Green Hope High School and the new high school. The revised boundary configuration (Figure 1A-opt & 1B-opt) and regional capacity impact (Table 1-opt) for this option are outlined below for Board deliberation on November 17.

Figure 1A-opt: Proposed Boundary Changes for Cary, Green Hope, Green Level, Leesville Road & Panther Creek High



= Impact Area

Figure 1B-opt: Proposed Boundary for Morrisville High

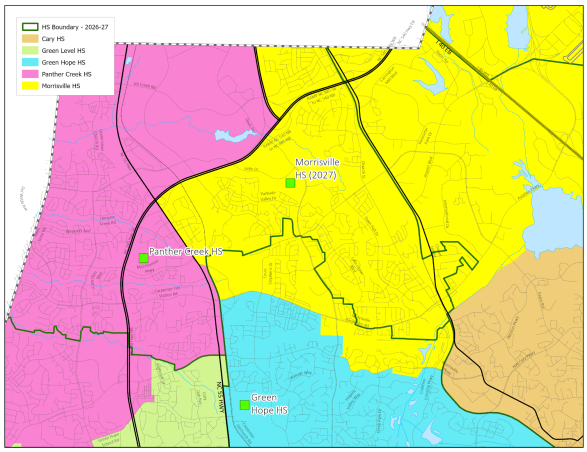


Table 1-opt: Projected Impact of Proposed Boundary Changes Related to the Opening of Morrisville High

2026-27 Base School (Calendar)	Campus Capacity[1]	2027-28 Projected[3] Campus Utilization[2] (Pre → Post)	2029-30 Projected[3] Campus Utilization[2] (Pre → Post)
Cary HS (Traditional)	2,234 *(2,234 School Capacity)*	88% → **86%** *(88% → **86%** School Util.)*	94% → **92%** *(94% → **92%** School Util.)*
Green Hope HS (Traditional)	2,495 *(1,679 School Capacity)*	104% → **91%** *(154% → **135%** School Util.)*	106% → **93%** *(157% → **138%** School Util.)*
Green Level HS (Traditional)	2,203 *(2,203 School Capacity)*	121% → **94%** *(121% → **134%** School Util.)*	121% → **96%** *(121% → **96%** School Util.)*
Leesville Road HS (Traditional)	2,477 *(2,213 School Capacity)*	95% → **95%**[4] *(106% → **106%** School Util.)*	96% → **96%**[4] *(108% → **108%** School Util.)*
Panther Creek HS (Traditional)	2,578 *(1,714 School Capacity)*	108% → **82%** *(162% → **123%** School Util.)*	110% → **81%** *(165% → **122%** School Util.)*
Morrisville HS (Traditional)	1,800	n/a → **48%**[5]	n/a → **98%**[5]

[1]*Campus capacity includes trailers and flexible capacity.*

[2]*Utilization based on campus capacity, updated July 2026.*

[3]*"Post-" Projected Utilization assumes all impacted students will transition to the newly assigned school in the first year.*

[4]*This school's Projected Utilization reflects the cumulative impact of multiple assignment adjustments.*
[5]*The projected capacity for Morrisville High reflects full 9-12 grade capacity, which will NOT be reached in the first year. The table shows the expected utilization based on the enrollment of 9-10 grade students ONLY for the 2027-28 school year, with the student cohort advancing each year.*

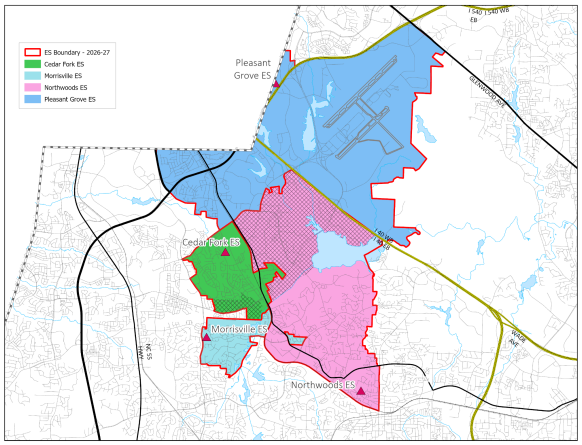
Morrisville & Pleasant Grove Elementary

Proposed boundary adjustments for these elementary schools focus on relieving campus overcrowding and rebalancing elementary student populations:

- **Relieving Overcrowding:** Provides direct capacity relief to Cedar Fork and Northwoods Elementary, both of which are currently capped.
- **Reducing Mobile Unit Reliance:** Decreases reliance on temporary facilities at Cedar Fork Elementary (14 total) and Northwoods Elementary (10 total), enabling staff to begin evaluating and identifying select mobile classroom units for potential removal.
- **Rebalancing Elementary Enrollment:** Adjusts attendance boundaries across neighboring elementary schools to distribute student enrollment more equitably across the region.
- **Future Cohort Alignment:** Realigns the boundaries for Pleasant Grove Elementary to support secondary cohort continuity with Morrisville High. To preserve student stability ahead of the planned opening of Parkside Middle School, middle school attendance boundaries in this zone will remain unadjusted for the 2027–28 academic year.

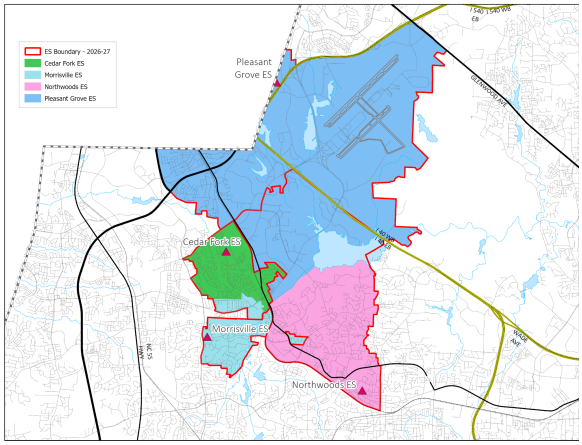
The proposed boundary adjustments for these elementary schools are summarized in Figures 2A and 2B below. For full-page, street level boundary maps refer to Appendix D: Detailed Maps.

Figure 2A: Proposed Boundary Changes for Cedar Fork & Northwoods Elementary



= Impact Area

Figure 2B: Proposed Boundary Updates for Morrisville & Pleasant Grove Elementary



To demonstrate how these boundary realignments balance regional capacity, Table 2 summarizes the pre- and post-plan utilization percentages for each of the schools in the impact area.

Table 2: Projected Impact of Proposed Boundary Changes for Morrisville and Pleasant Grove Elementary

2026-27 Base School (Calendar)	Campus Capacity[1]	2027-28 Projected[3] Campus Utilization[2] (Pre → Post)	2029-30 Projected[3] Campus Utilization[2] (Pre → Post)
Cedar Fork ES (Traditional)	748 *(508 School Capacity)*	93% → **82%** *(137% → **121%** School Util.)*	90% → **79%** *(133% → **117%** School Util.)*
Morrisville ES (Multi-track Year-round)	716 *(616 School Capacity)*	65% → **77%** *(76% → **89%** School Util.)*	54% → **66%** *(63% → **77%** School Util.)*
Northwoods ES (Traditional)	570 *(410 School Capacity)*	85% → **79%** *(118% → **109%** School Util.)*	86% → **76%** *(120% → **105%** School Util.)*
Pleasant Grove ES (Multi-track Year-round → Track 4 Only)	616 (T4 Only) *(616 School Capacity)*	61% → **67%** *(61% → **67%** School Util.)*	63% → **73%** *(63% → **73%** School Util.)*

[1]Campus capacity includes trailers and flexible capacity.

[2]Utilization based on campus capacity, updated July 2026.

[3]"Post-" Projected Utilization assumes all impacted students will transition to the newly assigned school in the first year.

Mills Park Elementary

Proposed boundary adjustments for this elementary school focuses on relieving campus overcrowding, rebalancing elementary student populations and improving the proximity of elementary school assignment in the area:

- **Relieving Overcrowding:** Provides direct capacity relief to Highcroft Elementary and White Oak Elementary (currently a capped facility).
- **Reducing Mobile Unit Reliance:** Decreases reliance on temporary facilities at Highcroft Elementary (15 total), enabling staff to begin evaluating and identifying select mobile classroom units for potential removal.
- **Rebalancing Elementary Enrollment:** Adjusts attendance boundaries across neighboring elementary schools to distribute student enrollment more equitably across the region.
- **Improving Proximity:** Realigns assignment areas to allow students to attend a closer elementary campus, minimizing daily travel times and aligning with district proximity goals.
- **Optimizing K-12 Feeder Continuity & Cohort Alignment:** Establishes a fully unified K-12 feeder pathway from Mills Park Elementary through Mills Park Middle to Panther Creek High by expanding the Mills Park Elementary base and realigning the entire base to Panther Creek High.

The proposed boundary adjustments for this elementary school are summarized in Figures 3A and 3B below. For full-page, street level boundary maps refer to Appendix D: Detailed Maps.

Figure 3A: Proposed Boundary Changes for Highcroft, Salem & White Oak Elementary

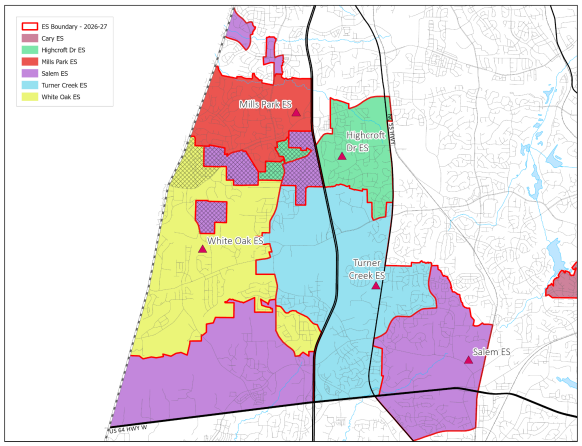
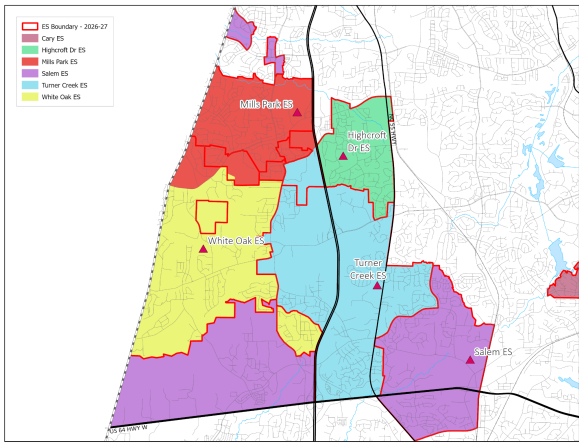


Figure 3B: Proposed Boundary Updates for Mills Park Elementary



= Impact Area

To demonstrate how these boundary realignments balance regional capacity, Table 3 summarizes the pre- and post-plan utilization percentages for each of the schools in the impact area.

Table 3: Projected Impact of Proposed Boundary Changes for Mills Park Elementary

2026-27 Base School (Calendar)	Campus Capacity[1]	2027-28 Projected[3] Campus Utilization[2] (Pre → Post)	2029-30 Projected[3] Campus Utilization[2] (Pre → Post)
Highcroft ES (Traditional)	748 *(508 School Capacity)*	84% → **78%** *(124% → **115%** School Util.)*	83% → **76%** *(122% → **112%** School Util.)*
Mills Park ES (Traditional)	676 *(616 School Capacity)*	70% → **74%**[4] *(77% → **81%** School Util.)*	75% → **80%**[4] *(82% → **88%** School Util.)*
Salem ES (Multi-track Year-Round)	856 *(616 School Capacity)*	92% → **92%**[4] *(128% → **128%** School Util.)*	101% → **101%**[4] *(140% → **140%** School Util.)*
White Oak ES (Traditional)	616 *(616 School Capacity)*	130% → **125%**[4] *(130% → **125%** School Util.)*	134% → **128%**[4] *(134% → **128%** School Util.)*

[1]Campus capacity includes trailers and flexible capacity.
[2]Utilization based on campus capacity, updated July 2026.
[3]"Post-" Projected Utilization assumes all impacted students will transition to the newly assigned school in the first year.
[4]This school's Projected Utilization reflects the cumulative impact of multiple assignment adjustments.

Turner Creek & White Oak Elementary

Proposed boundary adjustments for these elementary schools focus on improving the proximity of elementary school assignment in the area:

- **Fragmented Boundary Correction:** Eliminates a non-contiguous attendance pocket composed primarily of non-residential parkland, streamlining district boundaries for better geographic continuity.

- **Proximity Optimization (Zero Student Impact):** Reassigns the area to a significantly closer elementary facility, while causing zero displacement of currently enrolled students.

The proposed boundary adjustments for these elementary schools are summarized in Figures 4A and 4B below. For full-page, street level boundary maps refer to Appendix D: Detailed Maps.

Figure 4A: Proposed Boundary Changes for Salem Elementary

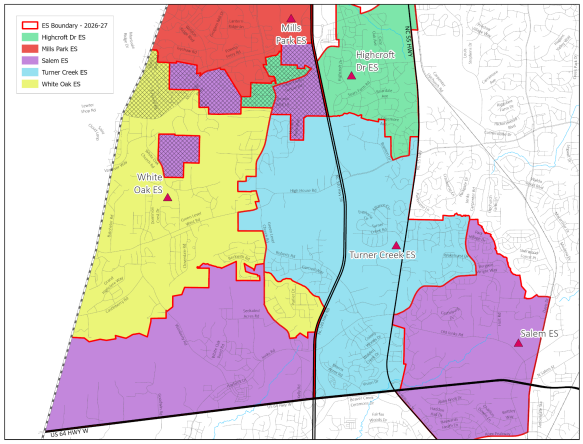
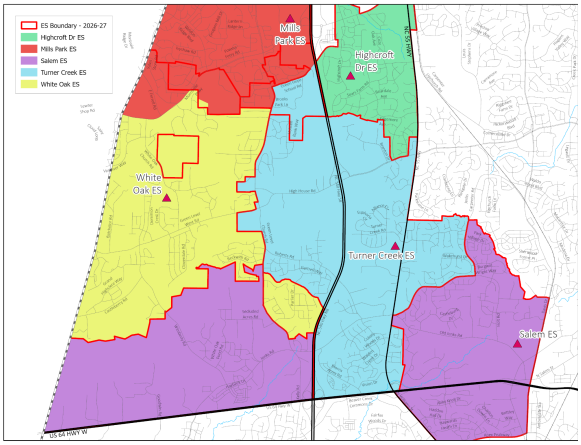


Figure 4B: Proposed Boundary Updates for Turner Creek & White Oak Elementary



= Impact Area

To demonstrate how these boundary realignments balance regional capacity, Table 4 summarizes the pre- and post-plan utilization percentages for each of the schools in the impact area.

Table 4: Projected Impact of Proposed Boundary Changes for Turner Creek and White Oak Elementary

2026-27 Base School (Calendar)	Campus Capacity[1]	2027-28 Projected[3] Campus Utilization[2] (Pre → Post)	2029-30 Projected[3] Campus Utilization[2] (Pre → Post)
Salem ES (Multi-track Year-Round)	856 *(616 School Capacity)*	92% → **92%**[4] *(128% → **128%** School Util.)*	101% → **101%**[4] *(140% → **140%** School Util.)*
Turner Creek ES (Multi-track Year-Round)	756 *(616 School Capacity)*	80% → **80%** *(98% → **98%** School Util.)*	89% → **89%** *(109% → **109%** School Util.)*
White Oak ES (Traditional)	616 *616 School Capacity)*	130% → **125%**[4] *(130% → **125%** School Util.)*	134% → **128%**[4] *(134% → **128%** School Util.)*

[1]Campus capacity includes trailers and flexible capacity.
[2]Utilization based on campus capacity, updated July 2026.
[3]"Post-" Projected Utilization assumes all impacted students will transition to the newly assigned school in the first year.
[4]This school's Projected Utilization reflects the cumulative impact of multiple assignment adjustments.

Mills Park Middle

Proposed boundary adjustments for this middle school focuses on providing K-8 calendar alignment and cohort continuity based on recommended changes at the elementary level:

- **Calendar Continuity:** Aligns middle school assignments with elementary feeder adjustments to maintain K–8 calendar consistency.
- **Neighborhood Proximity Realignment:** Shifts student assignments to a closer middle school facility, optimizing daily travel distances.
- **Optimizing K-12 Feeder Continuity & Cohort Alignment:** Establishes a fully unified K-12 feeder pathway from Mills Park Elementary through Mills Park Middle to Panther Creek High by expanding the Mills Park Elementary base and realigning the entire base to Panther Creek High.
- **Parkside Middle Opening Readiness:** Proactively adjusts middle school boundaries to manage regional capacity prior to the opening of Parkside Middle School.

The proposed boundary adjustments for this middle school are summarized in Figures 5A and 5B below. For full-page, street level boundary maps refer to Appendix D: Detailed Maps.

Figure 5A: Proposed Boundary Changes for Salem Middle

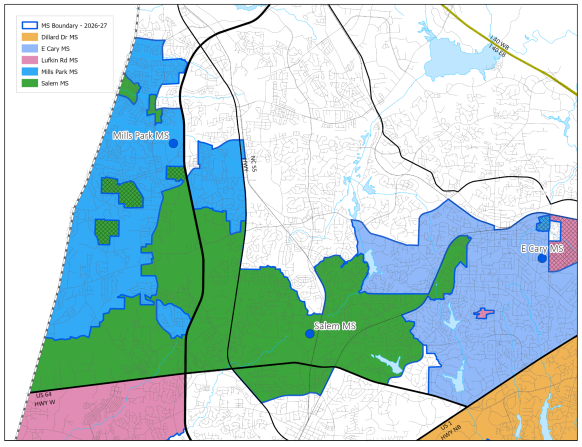
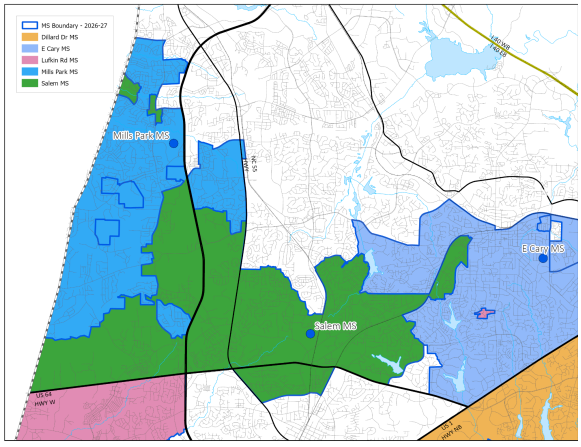


Figure 5B: Proposed Boundary Updates for Mills Park Middle



= Impact Area

To demonstrate how these boundary realignments balance regional capacity, Table 5 summarizes the pre- and post-plan utilization percentages for each of the schools in the impact area.

Table 5: Projected Impact of Proposed Boundary Changes for Mills Park Middle

2026-27 Base School (Calendar)	Campus Capacity[1]	2027-28 Projected[3] Campus Utilization[2] (Pre → Post)	2029-30 Projected[3] Campus Utilization[2] (Pre → Post)
Mills Park MS (Traditional)	1,352 *(1,248 School Capacity)*	117% → **115%**[4] *(127% → **125%** School Util.)*	110% → **108%**[4] *(119% → **117%** School Util.)*
Salem MS (Multi-track Year-Round)	1,300 *(1,248 School Capacity)*	88% → **87%**[4] *(91% → **91%** School Util.)*	87% → **86%**[4] *(91% → **90%** School Util.)*

[1]Campus capacity includes trailers and flexible capacity.
[2]Utilization based on campus capacity, updated July 2026.
[3]"Post-" Projected Utilization assumes all impacted students will transition to the newly assigned school in the first year.
[4]This school's Projected Utilization reflects the cumulative impact of multiple assignment adjustments.

Cary Elementary

Proposed boundary adjustments for this elementary school address local housing shifts, balance facility utilization, and improve the proximity of the elementary school assignments:

- **Redevelopment Accommodation:** Responds to ongoing residential redevelopment within the impact area by establishing a sustainable, proximate, and long-term assignment.
- **Facility Utilization:** Better utilizes available capacity at Cary Elementary.
- **Improved Proximity:** Realigns assignment areas to allow students to attend a closer elementary campus, minimizing daily travel times and aligning with district proximity goals.

The proposed boundary adjustments for this elementary school are summarized in Figures 6A and 6B below. For full-page, street level boundary maps refer to Appendix D: Detailed Maps.

Figure 6A: Proposed Boundary Changes for Mills Park Elementary

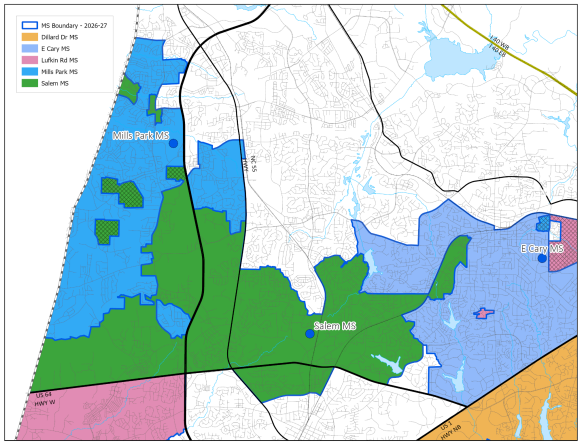
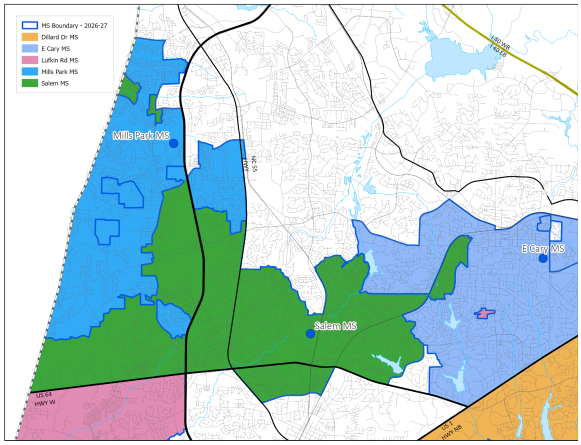


Figure 6B: Proposed Boundary Updates for Cary Elementary



= Impact Area

To demonstrate how these boundary realignments balance regional capacity, Table 6 summarizes the pre- and post-plan utilization percentages for each of the schools in the impact area.

Table 6: Projected Impact of Proposed Boundary Changes for Cary Elementary

2026-27 Base School (Calendar)	Campus Capacity[1]	2027-28 Projected[3] Campus Utilization[2] (Pre → Post)	2029-30 Projected[3] Campus Utilization[2] (Pre → Post)
Cary ES (Traditional)	508 *(508 School Capacity)*	76% → **87%** *(76% → **87%** School Util.)*	74% → **84%** *(74% → **84%** School Util.)*
Mills Park ES (Traditional)	676 *(616 School Capacity)*	70% → **74%**[4] *(77% → **81%** School Util.)*	75% → **80%**[4] *(82% → **88%** School Util.)*

[1]*Campus capacity includes trailers and flexible capacity.*

[2]*Utilization based on campus capacity, updated July 2026.*

[3]*"Post-" Projected Utilization assumes all impacted students will transition to the newly assigned school in the first year.*

[4]*This school's Projected Utilization reflects the cumulative impact of multiple assignment adjustments.*

East Cary Magnet Middle

Proposed boundary adjustments for this middle school address local housing shifts, balance facility utilization, and provide K-8 cohort continuity based on recommended changes at the elementary level:

- **Redevelopment Accommodation:** Responds to ongoing residential redevelopment within the impact area by establishing a sustainable, proximate, and long-term assignment.
- **K-8 Cohort Continuity**: Improves student transitions and peer group stability by aligning middle school assignments with expanded Cary Elementary attendance area.
- **Crowding Relief & Facility Utilization:** Provides direct crowding relief to Lufkin Road Middle and Mills Park Middle (a capped school) and better utilizes available capacity at East Cary Magnet Middle while maintaining sufficient space for magnet students.
- **Improved Proximity:** Realigns assignment areas to allow students to attend a closer middle school campus, minimizing daily travel times and aligning with district proximity goals.

The proposed boundary adjustments for this middle school are summarized in Figures 7A and 7B below. For full-page, street level boundary maps refer to Appendix D: Detailed Maps.

Figure 7A: Proposed Boundary Changes for Lufkin Road and Mills Park Middle

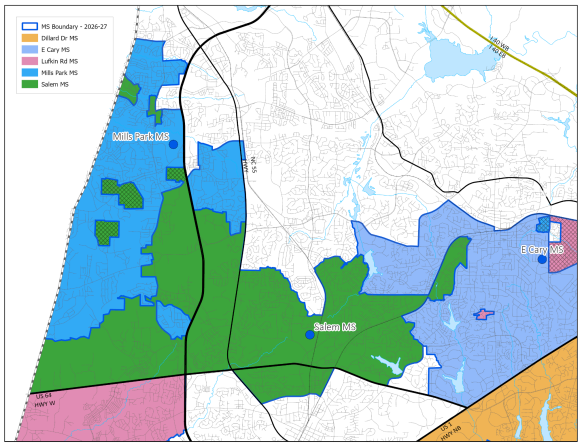
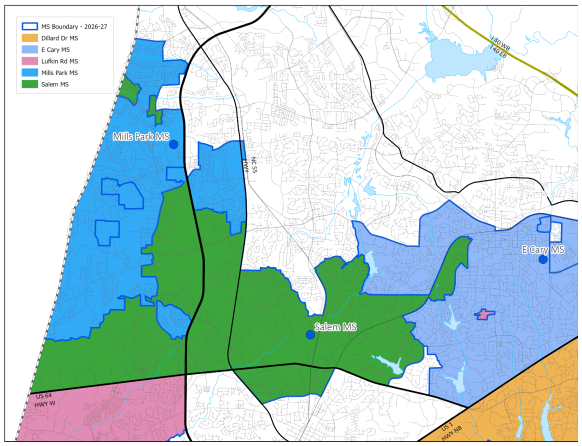


Figure 7B: Proposed Boundary Updates for East Cary Magnet Middle



= Impact Area

To demonstrate how these boundary realignments balance regional capacity, Table 7 summarizes the pre- and post-plan utilization percentages for each of the schools in the impact area.

Table 7: Projected Impact of Proposed Boundary Changes for East Cary Middle

2026-27 Base School (Calendar)	Campus Capacity[1]	2027-28 Projected[3] Campus Utilization[2] (Pre → Post)	2029-30 Projected[3] Campus Utilization[2] (Pre → Post)
East Cary MS (Traditional)	936 *(936 School Capacity)*	71% → **87%** *(71% → 87% School Util.)*	73% → **90%** *(73% → 90% School Util.)*
Lufkin Road MS (Multi-track Year-Round)	1,248 *(1,248 School Capacity)*	107% → **98%** *(107% → **98%** School Util.)*	112% → **102%** *(112% → **102%** School Util.)*
Mills Park MS (Traditional)	1,352 *(1,248 School Capacity)*	117% → **115%**[4] *(127% → **125%** School Util.)*	110% → **108%**[4] *(119% → **117%** School Util.)*

[1]Campus capacity includes trailers and flexible capacity.
[2]Utilization based on campus capacity, updated July 2026.
[3]"Post-" Projected Utilization assumes all impacted students will transition to the newly assigned school in the first year.
[4]This school's Projected Utilization reflects the cumulative impact of multiple assignment adjustments.

Alston Ridge Elementary

Proposed boundary adjustments for this elementary school improve the proximity of elementary school assignment:

- **Improved Proximity:** Realigns assignment areas to allow students to attend a closer elementary school campus, minimizing daily travel times and aligning with district proximity goals.
- **Calendar Stability:** Maintains mutli-track year-round calendar assignment for impacted students.

The proposed boundary adjustments for this elementary school are summarized in Figures 8A and 8B below. For full-page, street level boundary maps refer to Appendix D: Detailed Maps.

Figure 8A: Proposed Boundary Changes for Salem Elementary

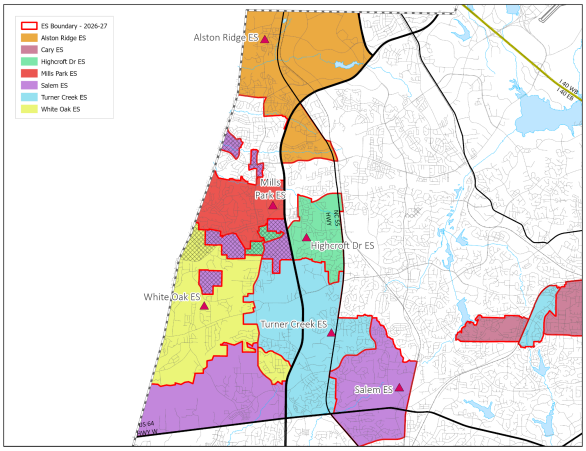
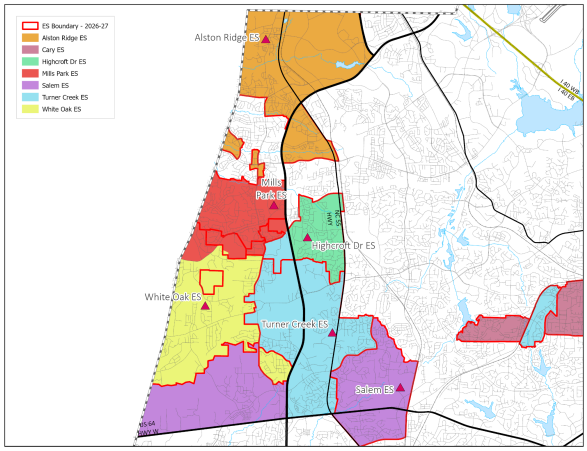


Figure 8B: Proposed Boundary Updates for Alston Ridge Elementary



= Impact Area

To demonstrate how these boundary realignments balance regional capacity, Table 8 summarizes the pre- and post-plan utilization percentages for each of the schools in the impact area.

Table 8: Projected Impact of Proposed Boundary Changes for Alston Ridge Elementary

2026-27 Base School (Calendar)	Campus Capacity[1]	2027-28 Projected[3] Campus Utilization[2] (Pre → Post)	2029-30 Projected[3] Campus Utilization[2] (Pre → Post)
Alston Ridge ES (Multi-track Year-Round)	996 *(916 School Capacity)*	76% → **76%** *(83% → **83%** School Util.)*	78% → **78%** *(84% → **84%** School Util.)*
Salem ES (Multi-track Year-Round)	856 *(616 School Capacity)*	92% → **92%**[4] *(128% → **128%** School Util.)*	101% → **101%**[4] *(140% → **140%** School Util.)*

[1]Campus capacity includes trailers and flexible capacity.

[2]Utilization based on campus capacity, updated July 2026.

[3]"Post-" Projected Utilization assumes all impacted students will transition to the newly assigned school in the first year.

[4]This school's Projected Utilization reflects the cumulative impact of multiple assignment adjustments.

Alston Ridge Middle

Proposed boundary adjustments for this middle school improve the proximity of middle school assignment, and provide K-8 cohort continuity based on recommended changes at the elementary level:

- **Improved Proximity:** Realigns assignment areas to allow students to attend a closer elementary school campus, minimizing daily travel times and aligning with district proximity goals.
- **Calendar Stability:** Maintains mutli-track year-round calendar assignment for impacted students.
- **K-8 Cohort Continuity**: Improves student transitions and peer group stability by aligning middle school assignments with elementary feeder schools.

The proposed boundary adjustments for this middle school are summarized in Figures 9A and 9B below. For full-page, street level boundary maps refer to Appendix D: Detailed Maps.

Figure 9A: Proposed Boundary Changes for Salem Middle

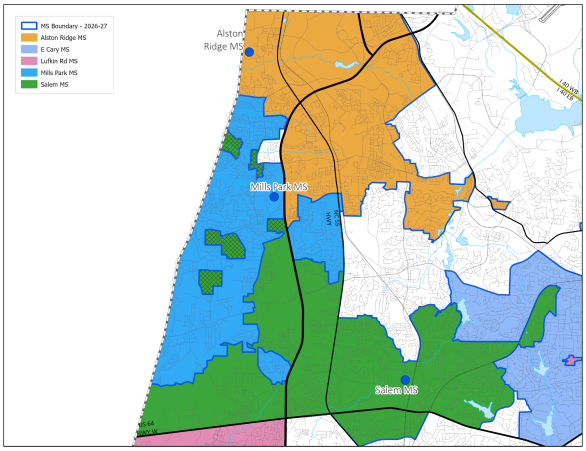
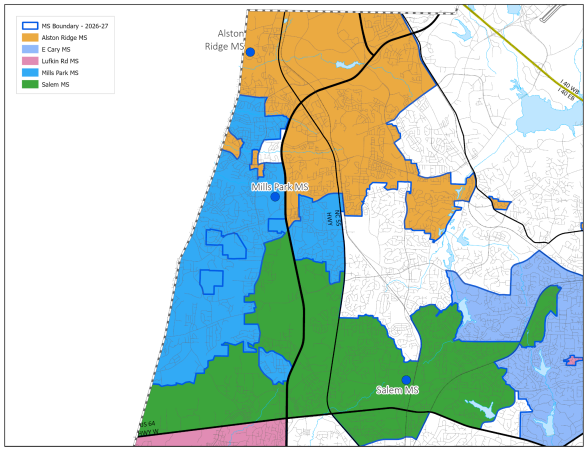


Figure 9B: Proposed Boundary Updates for Alston Ridge Middle



= Impact Area

To demonstrate how these boundary realignments balance regional capacity, Table 9 summarizes the pre- and post-plan utilization percentages for each of the schools in the impact area.

Table 9: Projected Impact of Proposed Boundary Changes for Alston Ridge Middle

2026-27 Base School (Calendar)	Campus Capacity[1]	2027-28 Projected[3] Campus Utilization[2] (Pre → Post)	2029-30 Projected[3] Campus Utilization[2] (Pre → Post)
Alston Ridge MS (Multi-track Year-Round)	1,560 *(1,560 School Capacity)*	102% → **102%** *(102% → **102%** School Util.)*	103% → **104%** *(103% → **104%** School Util.)*
Salem MS (Multi-track Year-Round)	1,300 *(1,248 School Capacity)*	88% → **87%**[4] *(91% → **91%** School Util.)*	87% → **86%**[4] *(91% → **90%** School Util.)*

[1]Campus capacity includes trailers and flexible capacity.
[2]Utilization based on campus capacity, updated July 2026.
[3]"Post-" Projected Utilization assumes all impacted students will transition to the newly assigned school in the first year.
[4]This school's Projected Utilization reflects the cumulative impact of multiple assignment adjustments.

North, Northwestern and Northeastern Area

Carroll Magnet, Leesville Road, Oberlin Magnet & Pine Hollow Middle

Proposed boundary adjustments for these middle schools align long-term feeder pathways and improve proximity of assignment:

- **K–12 Cohort Continuity:** Enhances feeder pattern alignment across school levels, preserving peer group continuity as students transition into middle and high school.
- **Proximity Optimization:** Realigns attendance zones to assign designated areas to a geographically closer middle school facility, optimizing daily travel routes for future residents.

The proposed boundary adjustments for these middle schools are summarized in Figures 10A

and 10B below. For full-page, street level boundary maps refer to Appendix D: Detailed Maps.

Figure 10A: Proposed Boundary Changes for Leesville Road, Oberlin Magnet, Pine Hollow and West Millbrook Magnet Middle

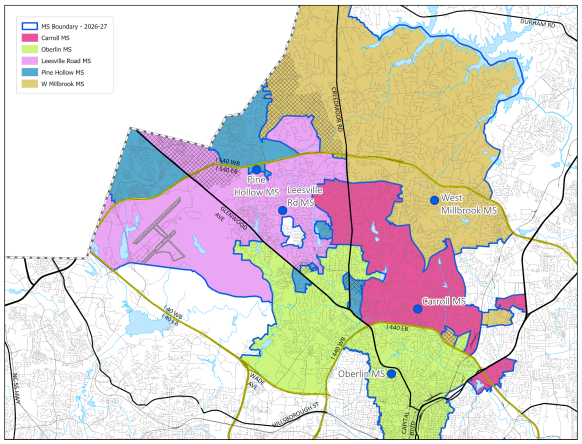
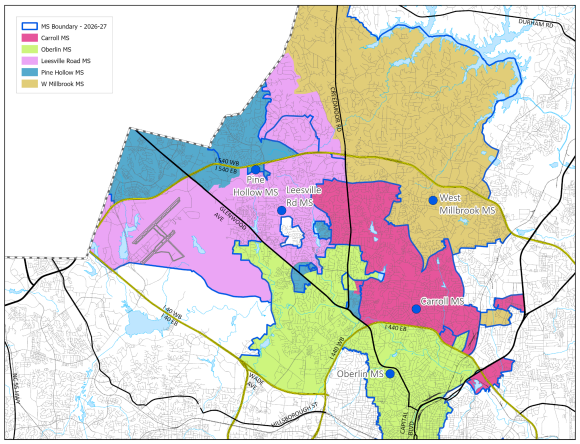


Figure 10B: Proposed Boundary updates for Carroll Magnet, Leesville Road, Oberlin Magnet and Pine Hollow Middle



= Impact Area

To demonstrate how these boundary realignments balance regional capacity, Table 10 summarizes the pre- and post-plan utilization percentages for each of the schools in the impact area.

Table 10: Projected Impact of Proposed Boundary Changes for Carroll Magnet, Leesville Road, Oberlin Magnet and Pine Hollow Middle

2026-27 Base School (Calendar)	Campus Capacity[1]	2027-28 Projected[3] Campus Utilization[2] (Pre → Post)	2029-30 Projected[3] Campus Utilization[2] (Pre → Post)
Carroll MS (Traditional)	1,014 *(936 School Capacity)*	85% → **92%** *(92% → **100%** School Util.)*	88% → **96%** *(96% → **104%** School Util.)*
Leesville Road MS (Traditional)	936 *(936 School Capacity)*	81% → **76%** *(81% → **76%** School Util.)*	77% → **72%** *(77% → **72%** School Util.)*
Oberlin MS (Traditional)	1,092 *(936 School Capacity)*	113% → **113%** *(132% → **131%** School Util.)*	117% → **117%** *(137% → **136%** School Util.)*
Pine Hollow MS (Traditional)	936 *(936 School Capacity)*	77% → **87%** *(77% → **87%** School Util.)*	77% → **86%** *(77% → **86%** School Util.)*
West Millbrook MS (Traditional)	1,248 *(1,248 School Capacity)*	102% → **94%** *(102% → **94%** School Util.)*	102% → **93%** *(102% → **93%** School Util.)*

[1]Campus capacity includes trailers and flexible capacity.
[2]Utilization based on campus capacity, updated July 2026.
[3]"Post-" Projected Utilization assumes all impacted students will transition to the newly assigned school in the first year.

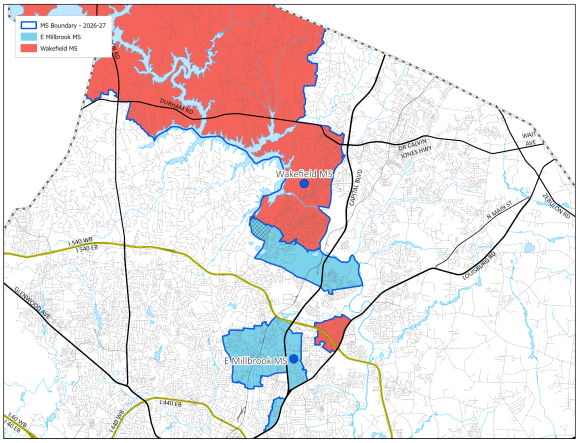
Wakefield Middle

Proposed boundary adjustments for this middle school includes unpopulated areas to avoid active student displacement:

- **Zero Disruption Realignment:** Remaps some unpopulated areas with zero currently residing students, establishing efficient long-term boundaries without displacing current families or causing immediate capacity strains.

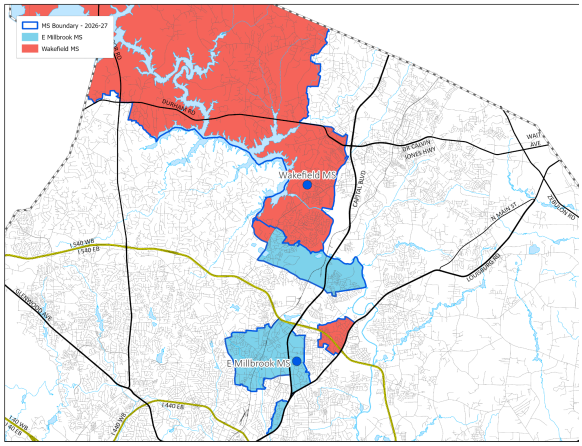
The proposed boundary adjustment for this middle school is summarized in Figures 11A and 11B below. For full-page, street level boundary maps refer to Appendix D: Detailed Maps.

Figure 11A: Proposed Boundary Changes for East Millbrook Magnet Middle



= Impact Area

Figure 11B: Proposed Boundary updates for Wakefield Middle



To demonstrate how these boundary realignments balance regional capacity, Table 11 summarizes the pre- and post-plan utilization percentages for each of the schools in the impact area.

Table 11: Projected Impact of Proposed Boundary Changes for Wakefield Middle

2026-27 Base School (Calendar)	Campus Capacity[1]	2027-28 Projected[3] Campus Utilization[2] (Pre → Post)	2029-30 Projected[3] Campus Utilization[2] (Pre → Post)
East Millbrook Magnet MS (Traditional)	936 *(936 School Capacity)*	82% → **82%** *(82% → 82% School Util.)*	86% → **86%** *(86% → 86% School Util.)*
Wakefield MS (Traditional)	988 *(936 School Capacity)*	78% → **78%** *(83% → **83%** School Util.)*	78% → **78%** *(83% → **83%** School Util.)*

[1]Campus capacity includes trailers and flexible capacity.

[2]Utilization based on campus capacity, updated July 2026.

[3]"Post-" Projected Utilization assumes all impacted students will transition to the newly assigned school in the first year.

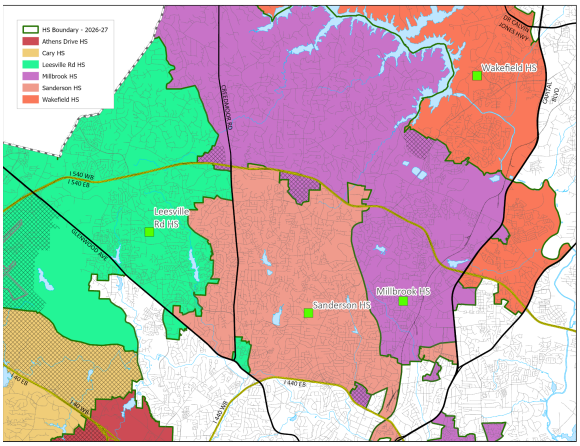
Leesville Road, Sanderson & Wakefield High

Proposed boundary adjustments for these high schools align long-term feeder pathways, improve proximity of assignment, and include unpopulated areas to avoid active student displacement:

- **K–12 Cohort Continuity:** Enhances feeder pattern alignment across school levels, preserving peer group continuity as students transition into high school.
- **Proximity Optimization:** Realigns attendance zones to assign designated areas to a geographically closer high school facility, optimizing daily travel routes for future residents.
- **Zero Disruption Realignment:** Remaps some unpopulated areas with zero currently residing students, establishing efficient long-term boundaries without displacing current families or causing immediate capacity strains.

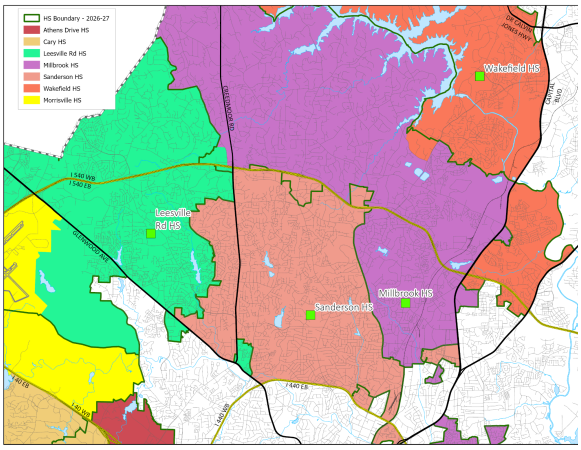
The proposed boundary adjustments for these high schools are summarized in Figures 12A and 12B below. For full-page, street level boundary maps refer to Appendix D: Detailed Maps.

Figure 12A: Proposed Boundary Changes for Millbrook Magnet High



= Impact Area

Figure 12B: Proposed Boundary updates for Leesville Road, Sanderson and Wakefield High



To demonstrate how these boundary realignments balance regional capacity, Table 12 summarizes the pre- and post-plan utilization percentages for each of the schools in the impact area.

Table 12: Projected Impact of Proposed Boundary Changes for Leesville Road, Sanderson and Wakefield High

2026-27 Base School (Calendar)	Campus Capacity[1]	2027-28 Projected[3] Campus Utilization[2] (Pre → Post)	2029-30 Projected[3] Campus Utilization[2] (Pre → Post)
Leesville Road HS (Traditional)	2,477 *(2,213 School Capacity)*	95% → **95%**[4] *(106% → **106%** School Util.)*	96% → **96%**[4] *(108% → **108%** School Util.)*
Millbrook Magnet HS (Traditional)	2,558 *(2,174 School Capacity)*	96% → **92%** *(114% → **109%** School Util.)*	96% → **92%** *(113% → **108%** School Util.)*
Sanderson HS (Traditional)	1,967 *(1,703 School Capacity)*	78% → **83%** *(90% → **96%** School Util.)*	82% → **87%** *(94% → **101%** School Util.)*
Wakefield HS (Traditional)	1,987 *(1,627 School Capacity)*	95% → **95%** *(115% → **116%** School Util.)*	92% → **92%** *(113% → **113%** School Util.)*

[1]Campus capacity includes trailers and flexible capacity.
[2]Utilization based on campus capacity, updated July 2026.
[3]"Post-" Projected Utilization assumes all impacted students will transition to the newly assigned school in the first year.
[4]This school's Projected Utilization reflects the cumulative impact of multiple assignment adjustments.

Forest Pines Elementary

Proposed boundary adjustments for this elementary school focus on relieving campus overcrowding, while better aligning K-8 cohort continuity and maintaining K-12 calendar continuity:

- **Crowding Relief:** Relieves crowding and facility constraints at Rolesville Elementary; Rolesville Elementary is significantly overcrowded and experiencing continued enrollment growth. Rolesville Elementary cannot support continued enrollment growth.
- **Facility Utilization:** Capitalizes on available capacity at nearby Forest Pines Elementary to more efficiently balance enrollment across schools in the region. Forest Pines Elementary has sufficient capacity to support the expanded attendance boundary for the foreseeable future.
- **K-8 Cohort Continuity:** Improves feeder pattern alignment for this area, as it is currently assigned to Wake Forest Middle and Heritage High. This area is the only portion of Rolesville Elementary's base attendance area that follows this pattern. Assignment to Forest Pines Elementary improves the alignment, as all of the Forest Pines Elementary base attendance area feeds into Wake Forest Middle, providing a consistent K-12 feeder pattern (Forest Pines Elementary-Wake Forest Middle-Heritage High).
- **K-12 Calendar Continuity:** All schools in the proposed feeder pattern operate on a traditional calendar, providing stability and continuity of school calendar for impacted families.

The proposed boundary adjustment for this elementary school is summarized in Figures 13A and 13B below. For full-page, street level boundary maps refer to Appendix D: Detailed Maps.

Figure 13A: Proposed Boundary Changes for Rolesville Elementary

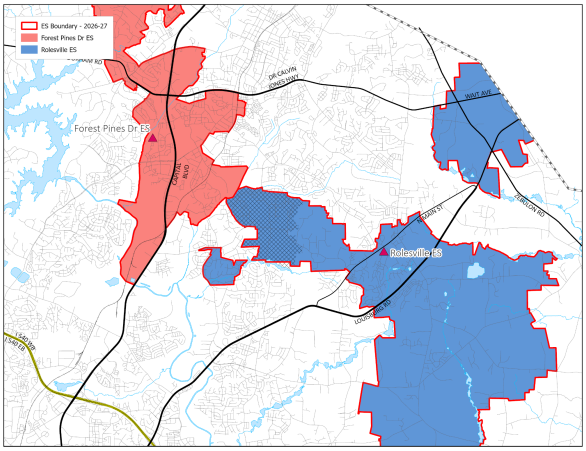
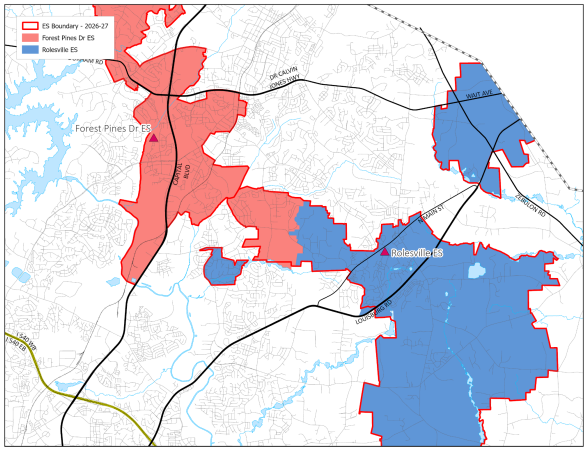


Figure 13B: Proposed Boundary updates for Forest Pines Elementary



= Impact Area

In developing this specific set of recommendations, regional residential development patterns and baseline facility utilization rates were evaluated. The projected enrollment rate changes for this region are depicted in Figures 13C and 13D below.

Figure 13C: Northeast Region Projected Enrollment Changes - 2026 to 2035 (Districtwide View)

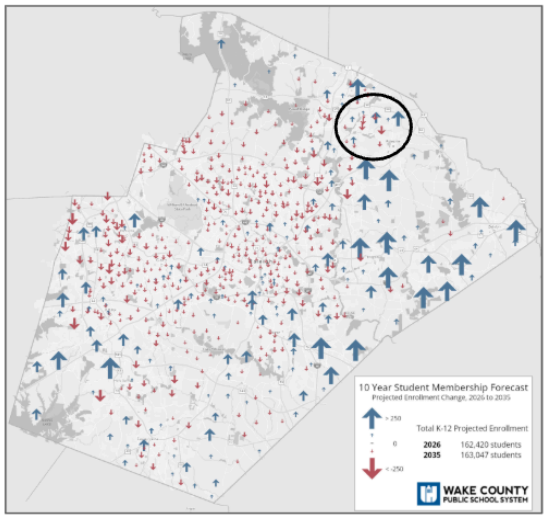
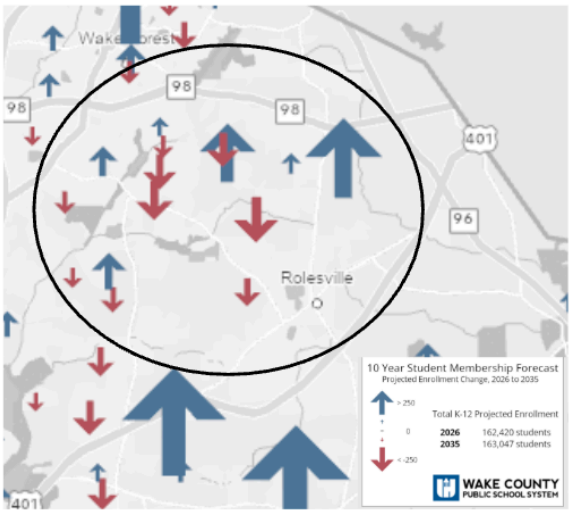


Figure 13D: Northeast Region Projected Enrollment Changes - 2026 to 2035 (Enlarged View)



The projected facility utilization rates for elementary schools in the region are depicted in Figures 13E and 13F below.

Figure 13E: Projected Facility Utilization, Elementary Schools - 2026-27* (Districtwide View)

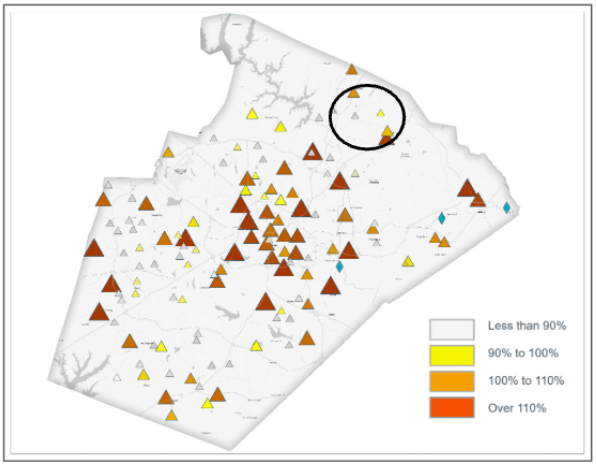
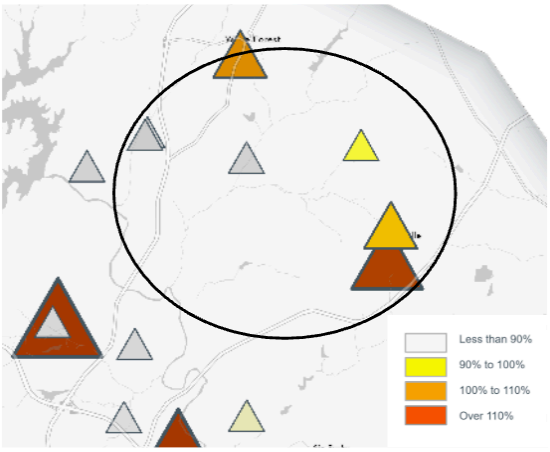


Figure 13F: Projected Facility Utilization, Northeast Elementary Schools - 2026-27* (Enlarged View)



**Note: Heritage Elementary and North Forest Pines Elementary are listed with capacity as multi-track year-round schools for the 2026-27 school year; these schools will operate with a single track-4 capacity beginning in the 2027-28 school year*

To demonstrate how these boundary realignments balance regional capacity, Table 13 summarizes the pre- and post-plan utilization percentages for each of the schools in the impact area.

Table 13: Projected Impact of Proposed Boundary Changes for Forest Pines Elementary

2026-27 Base School (Calendar)	Campus Capacity[1]	2027-28 Projected[3] Campus Utilization[2] (Pre → Post)	2029-30 Projected[3] Campus Utilization[2] (Pre → Post)
Forest Pines (Traditional)	616 *(616 School Capacity)*	75% → **92%** *(75% → **92%** School Util.)*	81% → **101%** *(81% → **101%** School Util.)*
Rolesville (Traditional)	508 *(508 School Capacity)*	142% → **122%** *(142% → **122%** School Util.)*	164% → **140%** *(164% → **140%** School Util.)*

[1]Campus capacity includes trailers and flexible capacity.
[2]Utilization based on campus capacity, updated July 2026.
[3]"Post-" Projected Utilization assumes all impacted students will transition to the newly assigned school in the first year.

Barton Pond Elementary (optional adjustment included)

Feedback collected during recent public hearings and virtual information sessions resulted in Board direction to prepare alternative boundary options for this area. Staff will present these options to the Board of Education on November 17 for final review and decision. The final boundary determination for this region will be updated in the post-action report following the Board's vote.

STAFF RECOMMENDATION: Maintain Status Quo (No Boundary Adjustment)

Staff recommends maintaining the current attendance boundary for York Elementary School, keeping the Grayson Reserve neighborhood at its baseline assignment for the 2027–28 planning cycle.

While staff evaluated a potential reassignment in response to community input, introducing a boundary modification in this area during the current planning cycle does not align with the established scope and primary capacity relief targets of this plan. Furthermore, district planning staff and program leadership are currently evaluating the long-term facility and academic configuration of the nearby K–8 program at Hilburn Drive Academy, with formal recommendations scheduled for the upcoming planning cycle.

Executing a localized boundary shift for Grayson Reserve in advance of that comprehensive regional determination risks premature family disruption and potential multi-year reassignment cycles for impacted students. Recommending the status quo preserves stability for families and enables staff to deliver a holistic, multi-school alignment strategy across Northwest Raleigh once the future model for Hilburn Drive Academy is officially finalized.

OPTIONAL ADJUSTMENT

In response to community feedback gathered during recent public engagement, the Board of Education requested an alternative scenario evaluating an immediate boundary adjustment for the Grayson Reserve neighborhood prior to the completion of the Hilburn Drive Academy program study.

Residents in Grayson Reserve requested reassignment from York Elementary to Barton Pond Elementary based on geographic proximity. Barton Pond ES is located significantly closer to the neighborhood, and families noted that this adjustment would noticeably reduce student transit distances and daily bus ride times. This area is currently assigned to Leesville Road Middle and Leesville Road High, therefore no additional boundary changes at the secondary level are included with this option.

This optional scenario models the immediate reassignment of the Grayson Reserve neighborhood node from York Elementary to Barton Pond Elementary. While this option directly addresses community preferences for reduced transit times, it carries the operational trade-off of adjusting attendance lines ahead of the upcoming Hilburn Drive Academy regional study, which may necessitate further boundary refinements in future planning cycles once overall Northwest Raleigh capacity is re-balanced. The specific boundary configuration (Figures 14A-opt & 14B-opt), student enrollment projections (Figures 14C-opt & 14D-opt), and regional capacity impact (Table 14-opt) for this option are detailed below for Board review and deliberation on November 17.

Figure 14A-opt: Proposed Boundary Changes for York Elementary

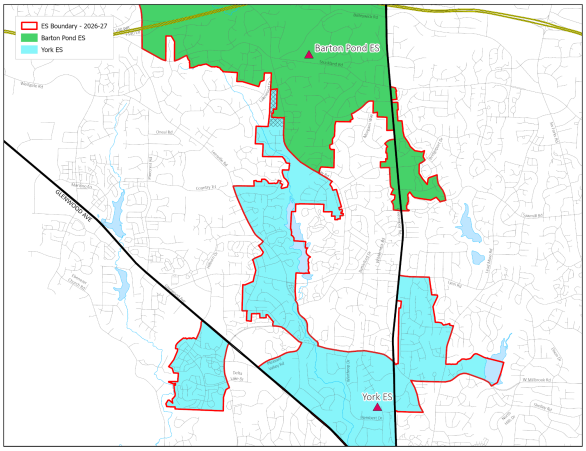
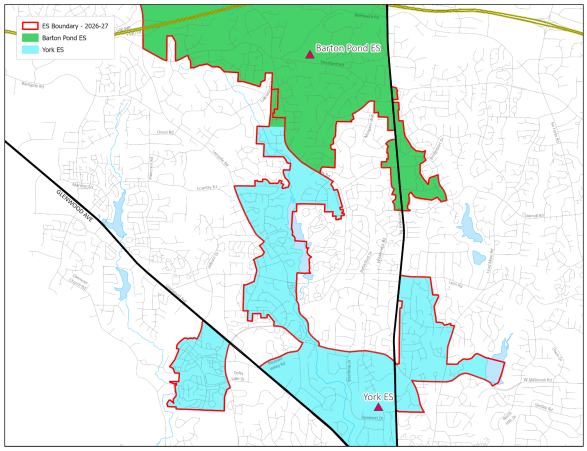


Figure 14B-opt: Proposed Boundary updates for Barton Pond Elementary



= Impact Area

Figure 14C-opt: Northern Region Projected Enrollment Changes - 2026 to 2035 (Districtwide View)

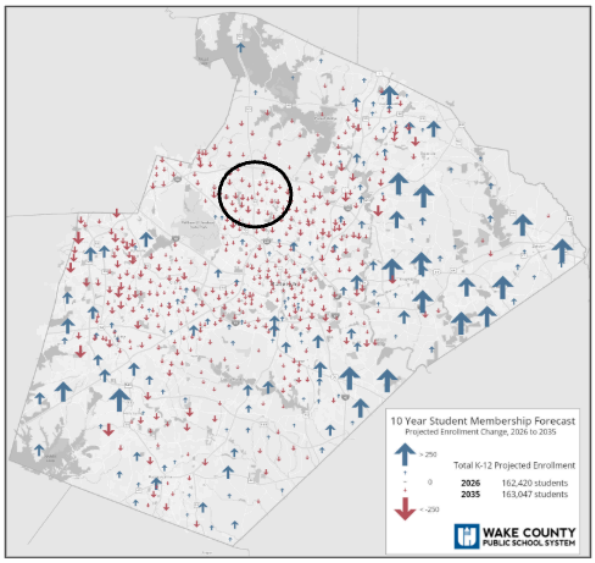


Figure 14D-opt: Northern Region Projected Enrollment Changes - 2026 to 2035 (Enlarged View)

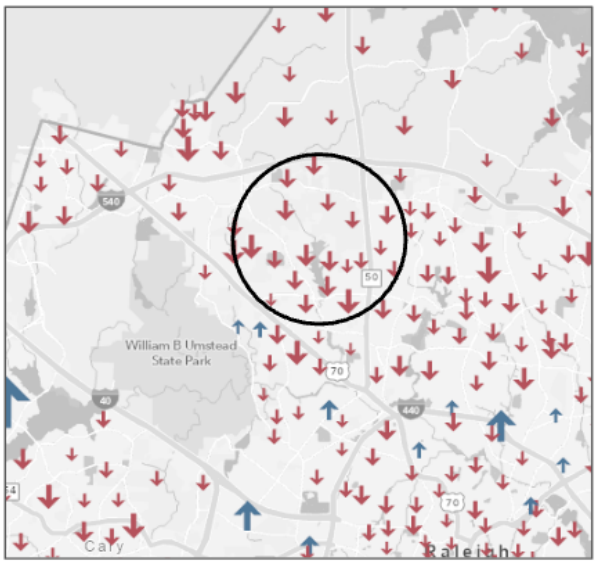


Table 14-opt: Projected Impact of Proposed Boundary Changes for Forest Pines Elementary

2026-27 Base School (Calendar)	Campus Capacity[1]	2027-28 Projected[3] Campus Utilization[2] (Pre → Post)	2029-30 Projected[3] Campus Utilization[2] (Pre → Post)
Barton Pond (Traditional)	616 *(616 School Capacity)*	85% → **87%** *(85% → **87%** School Util.)*	82% → **83%** *(82% → **83%** School Util.)*
York (Traditional)	508 *(508 School Capacity)*	86% → **85%** *(86% → **85%** School Util.)*	78% → **77%** *(78% → **77%** School Util.)*

[1]*Campus capacity includes trailers and flexible capacity.*
[2]*Utilization based on campus capacity, updated July 2026.*
[3]*"Post-" Projected Utilization assumes all impacted students will transition to the newly assigned school in the first year.*

Central, Southern & Southwestern Area

Swift Creek Elementary

Proposed boundary adjustments for this elementary school focus on relieving campus overcrowding:

- **Crowding Relief:** Relieves growing crowding and provides room for projected growth at Yates Mill Elementary.
- **Facility Utilization:** Capitalizes on available capacity at nearby Swift Creek Elementary to more efficiently balance enrollment across schools in the region.

The proposed boundary adjustments for this elementary school are summarized in Figures 15A and 15B below. For full-page, street level boundary maps refer to Appendix D: Detailed Maps.

Figure 15A: Proposed Boundary Changes for Yates Mill Elementary

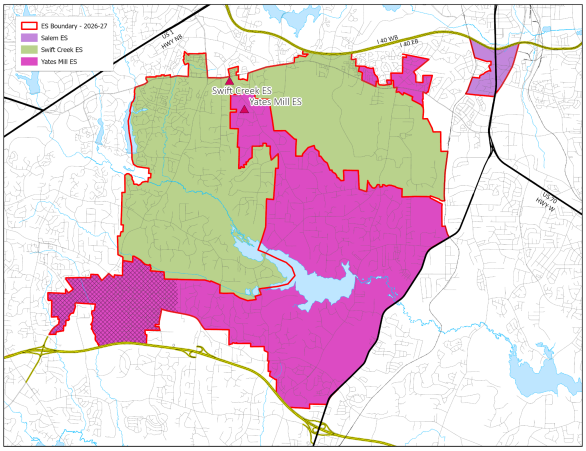
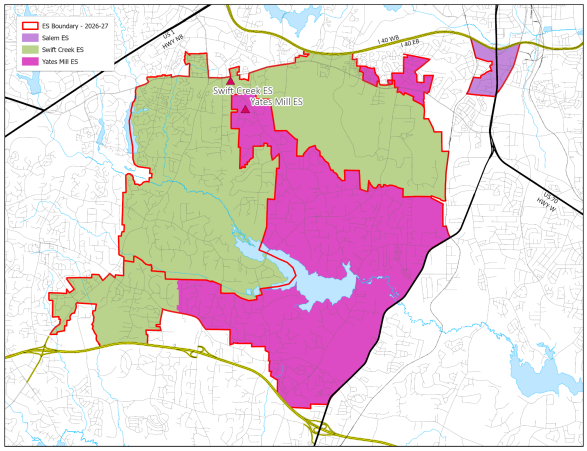


Figure 15B: Proposed Boundary updates for Swift Creek Elementary



= Impact Area

In developing this specific set of recommendations, regional residential development patterns and baseline facility utilization rates were evaluated. The projected enrollment rate changes for

this region are depicted in Figures 15C and 15D below.

Figure 15C: Central/ Southwestern Region Projected Enrollment Changes - 2026 to 2035 (Districtwide View)

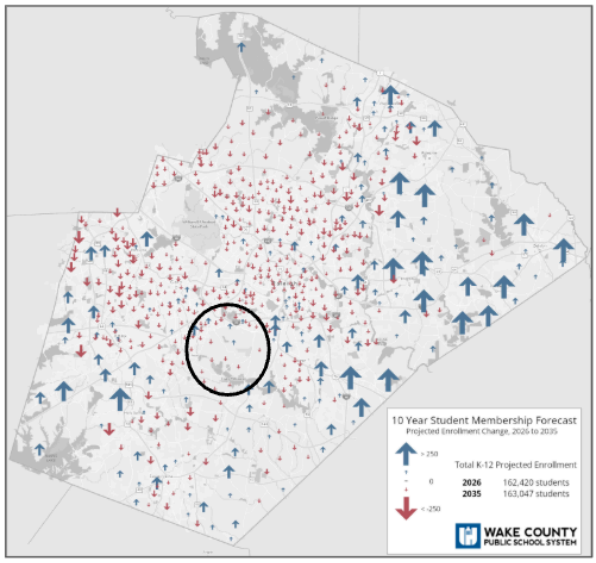


Figure 15D: Central/ Southwestern Region Projected Enrollment Changes - 2026 to 2035 (Enlarged View)



The projected facility utilization rates for elementary schools in the region are depicted in Figures 15E and 15F below.

Figure 15E: Projected Facility Utilization, Elementary Schools - 2026-27 (Districtwide View)

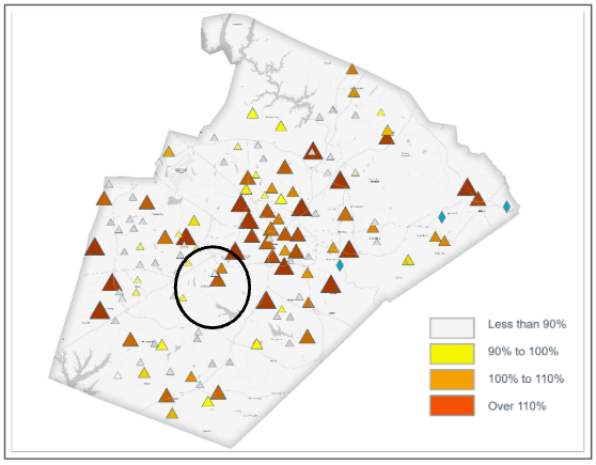
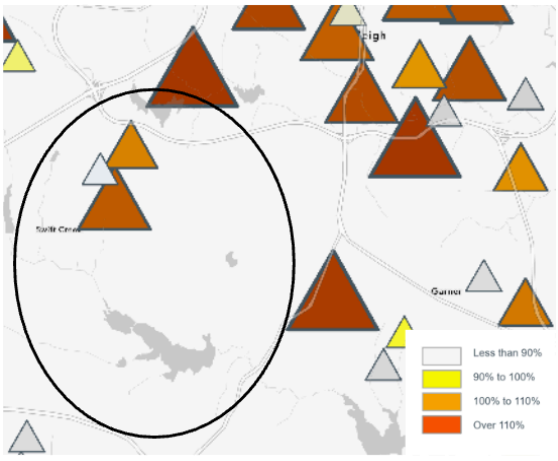


Figure 15F: Projected Facility Utilization, Central/ Southwestern Elementary Schools - 2026-27 (Enlarged View)



To demonstrate how these boundary realignments balance regional capacity, Table 15 summarizes the pre- and post-plan utilization percentages for each of the schools in the impact area.

Table 15: Projected Impact of Proposed Boundary Changes Swift Creek Elementary

2026-27 Base School (Calendar)	Campus Capacity[1]	2027-28 Projected[3] Campus Utilization[2] (Pre → Post)	2029-30 Projected[3] Campus Utilization[2] (Pre → Post)
Swift Creek ES (Traditional)	524 *(524 School Capacity)*	60% → **70%** *(60% → **70%** School Util.)*	58% → **69%** *(58% → **69%** School Util.)*
Yates Mill ES (Traditional)	508 *(508 School Capacity)*	107% → **95%** *(107% → **95%** School Util.)*	110% → **99%** *(110% → **99%** School Util.)*

[1]Campus capacity includes trailers and flexible capacity.
[2]Utilization based on campus capacity, updated July 2026.
[3]"Post-" Projected Utilization assumes all impacted students will transition to the newly assigned school in the first year.
[4]This school's Projected Utilization reflects the cumulative impact of multiple assignment adjustments.

South Lakes Elementary

Proposed boundary adjustments for this elementary school focus on relieving campus overcrowding, while better aligning K-8 cohort continuity and maintaining K-12 calendar continuity:

- **Crowding Relief:** Relieves crowding at Willow Springs Elementary.
- **Facility Utilization:** Capitalizes on available capacity at nearby South Lakes Elementary, following the opening of Bowling Road Elementary, to more efficiently balance enrollment across schools in the region.

The proposed boundary adjustments for this elementary school are summarized in Figures 16A and 16B below. For full-page, street level boundary maps refer to Appendix D: Detailed Maps.

Figure 16A: Proposed Boundary Changes for Willow Springs Elementary

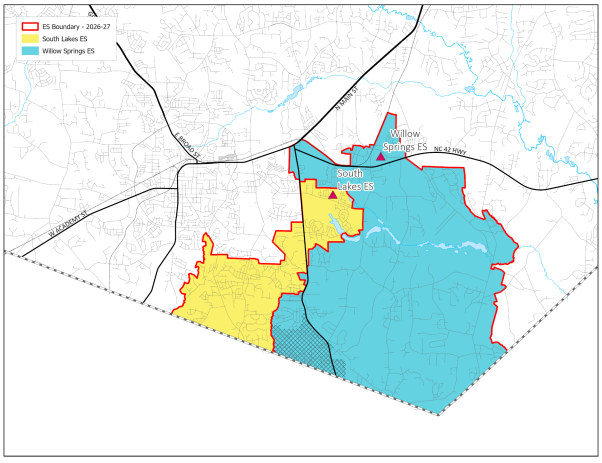
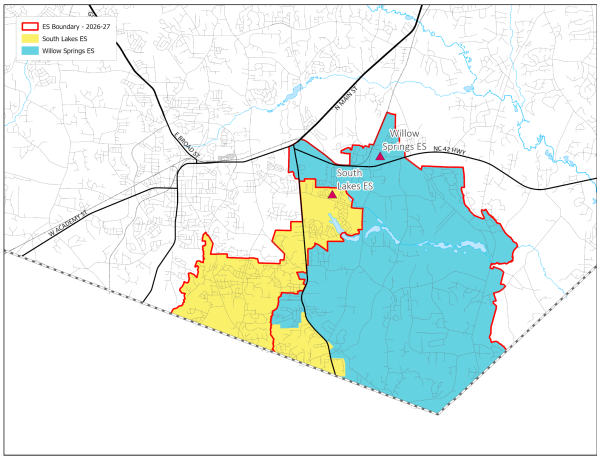


Figure 16B: Proposed Boundary updates for South Lakes Elementary



= Impact Area

In developing this specific set of recommendations, regional residential development patterns and baseline facility utilization rates were evaluated. The projected enrollment rate changes for this region are depicted in Figures 16C and 16D below.

Figure 16C: Southern Region Projected Enrollment Changes - 2026 to 2035 (Districtwide View)

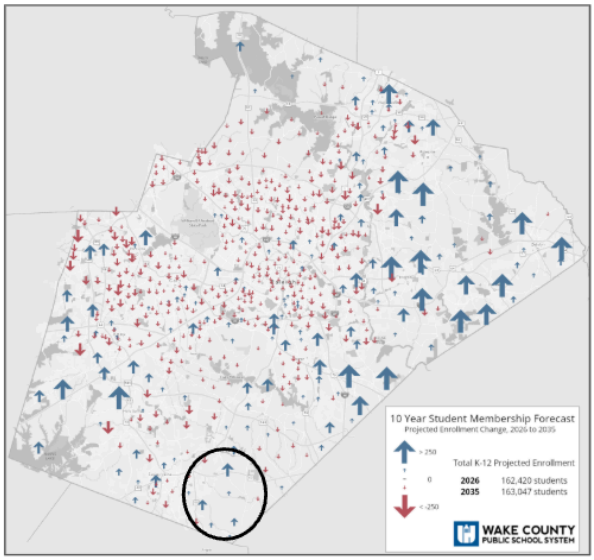
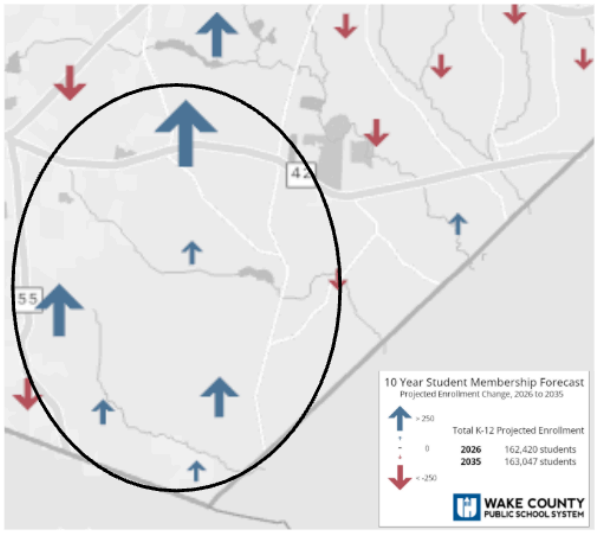


Figure 16D: Southern Region Projected Enrollment Changes - 2026 to 2035 (Enlarged View)



The projected facility utilization rates for elementary schools in the region are depicted in Figures 16E and 16F below.

Figure 16E: Projected Facility Utilization, Elementary Schools - 2026-27 (Districtwide View)

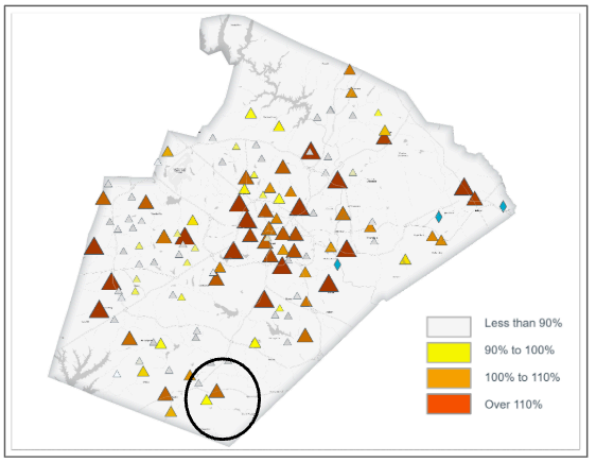
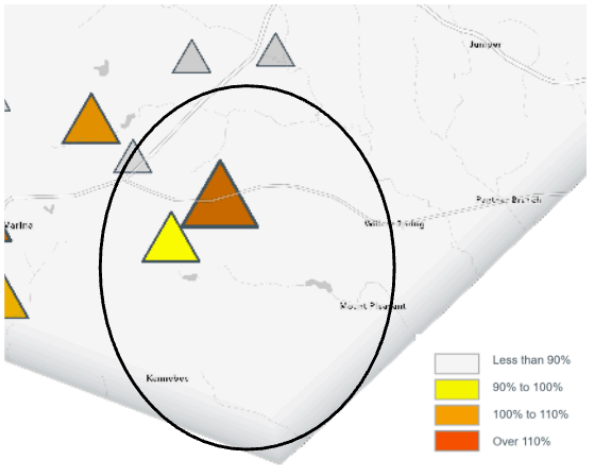


Figure 16F: Projected Facility Utilization, Southern Elementary Schools - 2026-27 (Enlarged View)



To demonstrate how these boundary realignments balance regional capacity, Table 16 summarizes the pre- and post-plan utilization percentages for each of the schools in the impact area.

Table 16: Projected Impact of Proposed Boundary Changes for South Lakes Elementary

2026-27 Base School (Calendar)	Campus Capacity[1]	2027-28 Projected[3] Campus Utilization[2] (Pre → Post)	2029-30 Projected[3] Campus Utilization[2] (Pre → Post)
South Lakes (Traditional)	716 *(716 School Capacity)*	91% → **105%** *(91% → **105%** School Util.)*	88% → **101%** *(88% → **101%** School Util.)*
Willow Springs (Multi-track Year-Round)	876 *(616 School Capacity)*	115% → **104%** *(164% → **148%** School Util.)*	120% → **109%** *(171% → **155%** School Util.)*

[1]Campus capacity includes trailers and flexible capacity.

[2]Utilization based on campus capacity, updated July 2026.

[3]"Post-" Projected Utilization assumes all impacted students will transition to the newly assigned school in the first year.

Fuquay-Varina Middle

Proposed boundary adjustments for this middle school provide K-8 cohort continuity based on recommended changes at the elementary level:

- **K-8 Cohort Continuity**: Improves student transitions and peer group stability by aligning middle school assignments with elementary feeder schools.
- **K-12 Calendar Continuity:** Provides K-12 traditional calendar alignment for all impacted families.
- **Improved Proximity:** Realigns assignment areas to allow students to attend a closer middle school campus, minimizing daily travel times and aligning with district proximity goals.

The proposed boundary adjustments for this middle school are summarized in Figures 17A and 17B below. For full-page, street level boundary maps refer to Appendix D: Detailed Maps.

Figure 17A: Proposed Boundary Changes for Herbert Akins Road Middle

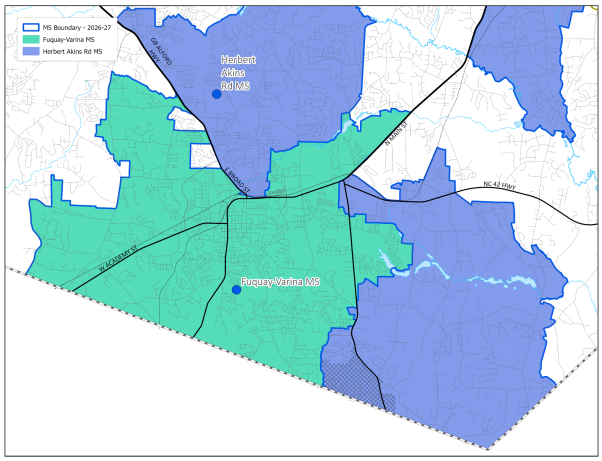
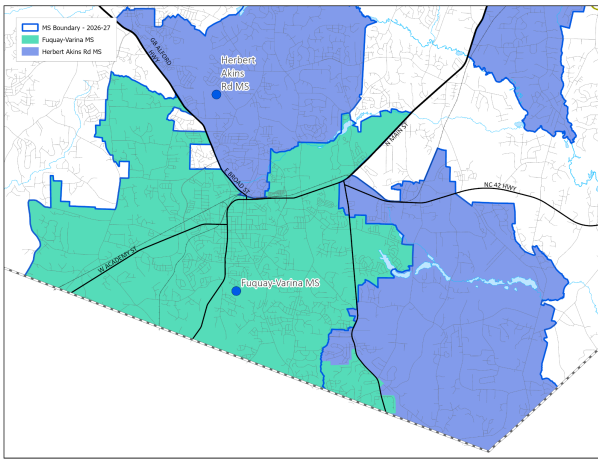


Figure 17B: Proposed Boundary updates for Fuquay-Varina Middle



= Impact Area

To demonstrate how these boundary realignments balance regional capacity, Table 17 summarizes the pre- and post-plan utilization percentages for each of the schools in the impact area.

Table 17: Projected Impact of Proposed Boundary Changes for Fuquay-Varina Middle

2026-27 Base School (Calendar)	Campus Capacity[1]	2027-28 Projected[3] Campus Utilization[2] (Pre → Post)	2029-30 Projected[3] Campus Utilization[2] (Pre → Post)
Fuquay Varina MS (Traditional)	1,404 *(1,248 School Capacity)*	89% → **94%** *(100% → **106%** School Util.)*	91% → **95%** *(103% → **107%** School Util.)*
Herbert Akins Road MS (Multi-track Year-Round)	1,248 *(1,248 School Capacity)*	98% → **93%** *(98% → **93%** School Util.)*	103% → **98%** *(103% → **98%** School Util.)*

[1]Campus capacity includes trailers and flexible capacity.
[2]Utilization based on campus capacity, updated July 2026.
[3]"Post-" Projected Utilization assumes all impacted students will transition to the newly assigned school in the first year.

Holly Springs High

Proposed boundary adjustments for this high school better balance enrollment across schools in the region following the opening of a new high school, and improve proximity and K-12 cohort continuity:

- **K-12 Cohort Continuity**: Improves student transitions and peer group stability by aligning high school assignments with the elementary and middle feeder schools of Rex Road Elementary and Holly Grove Middle.
- **Operational Efficiency:** Better utilizes available capacity at Holly Springs High following the opening of Felton Grove High, and improves the balance of enrollment across high schools in the region.

- **Improved Proximity:** Realigns assignment areas to allow students to attend a closer high school campus, minimizing daily travel times and aligning with district proximity goals.

The proposed boundary adjustments for this middle school are summarized in Figures 18A and 18B below. For full-page, street level boundary maps refer to Appendix D: Detailed Maps.

Figure 18A: Proposed Boundary Changes for Fuquay-Varina High

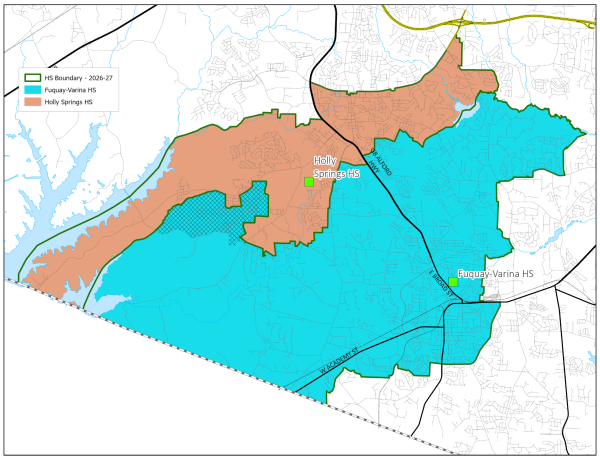
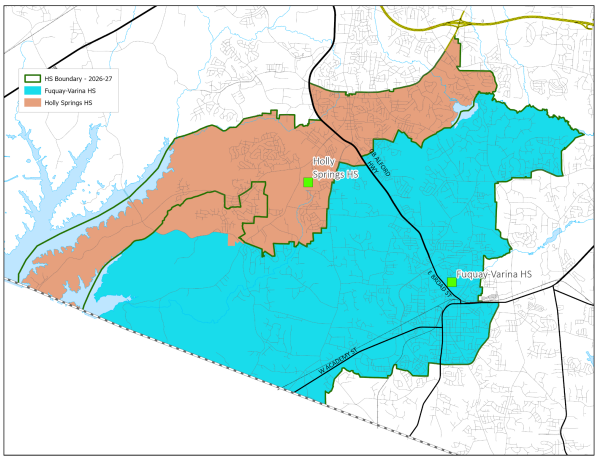


Figure 18B: Proposed Boundary updates for Holly Springs High



= Impact Area

To demonstrate how these boundary realignments balance regional capacity, Table 18 summarizes the pre- and post-plan utilization percentages for each of the schools in the impact area.

Table 18: Projected Impact of Proposed Boundary Changes for Holly Springs High

2026-27 Base School (Calendar)	Campus Capacity[1]	2027-28 Projected[3] Campus Utilization[2] (Pre → Post)	2029-30 Projected[3] Campus Utilization[2] (Pre → Post)
Fuquay-Varina HS (Traditional)	2,240 *(2,240 School Capacity)*	89% → **85%** *(89% → **85%** School Util.)*	95% → **89%** *(95% → **89%** School Util.)*
Holly Springs HS (Traditional)	1,992 *(1,656 School Capacity)*	82% → **87%** *(99% → **104%** School Util.)*	82% → **88%** *(99% → **106%** School Util.)*

[1]Campus capacity includes trailers and flexible capacity.

[2]Utilization based on campus capacity, updated July 2026.

[3]"Post-" Projected Utilization assumes all impacted students will transition to the newly assigned school in the first year.

Recommended Calendar Application Area Changes

Historically, WCPSS designated calendar application options to provide families with access to an alternative calendar model (year-round or traditional) when their base school operated on a different schedule. Over time, to enhance transportation efficiency and minimize complex bus routes serving calendar option facilities, the district has systematically consolidated the areas maintaining district-provided transportation to these schools.

Because calendar option coverage is strategically linked to base assignment zones to optimize busing patterns and regional capacity, any recommended base boundary realignments require a concurrent evaluation and adjustment of designated calendar option coverage. To evaluate the proposed adjustments, a clear distinction must be made between transportation-eligible application options and general transfer access. Schools listed as designated calendar options include district-provided transportation for families residing within the designated area, subject to application window deadlines and facility capacity. If no school is designated for a particular address, families retain the right to request a hardship transfer to any district school outside their assigned base during the standard transfer window. However, if the transfer is approved by the district, the family assumes full responsibility for providing daily student transportation.

In response to the recommendations included in the current draft of the 2027-28 school enrollment plan for adjusting base attendance areas for certain elementary and middle schools, targeted updates to designated calendar application options are also proposed. The recommendations reflect a balanced approach to aligning calendar choices with revised base attendance areas where possible, while optimizing transportation efficiency and preserving facility capacity across the district.

Proposed Adjustments to Elementary School Calendar Application Options

Table 19 outlines the specific changes recommended for elementary school calendar application options.

Table 19: Proposed Adjustments to Elementary School Calendar Application Options

Current Elementary School Base → Proposed Elementary School Base	Calendar Application School (Pre → Post)
Cedar Fork (T) → **Morrisville (MTYR)**	Morrisville (MTYR) → **n/a**[1]
Mills Park (T) → **Cary (T)**	Turner Creek (MTYR) → **Adams (MTYR)**
Northwoods (T) → **Pleasant Grove (Y4)**	Morrisville (MTYR) → **n/a**[1]
Rolesville (T) → **Forest Pines (T)**	Jones Dairy (MTYR) & Sanford Creek (MTYR) → **North Forest Pines (MTYR)**
Salem (MTYR) → **Mills Park (T)**	Baucom (T) → **Turner Creek (MTYR)**
Salem (MTYR) → **Turner Creek (MTYR)**	Baucom (T) → **n/a**[1]
Salem (MTYR) → **White Oak (T)**	Baucom (T) → **Turner Creek (MTYR)**
Willow Springs (MTYR) → **South Lakes (T)**	Fuquay-Varina (T) → **Ballentine (MTYR)**

[1]A designation of "n/a" indicates that district-provided transportation is not available for that calendar option. Families may still apply for a transfer to attend the school, but must provide their own transportation if approved.
MTYR = multi-track year-round; T = traditional calendar; Y4 = single track 4 only

Proposed Adjustments to Middle School Calendar Application Options

Table 20 outlines the specific changes recommended for middle school calendar application options.

Table 20: Proposed Adjustments to Middle School Calendar Application Options

Current Middle School Base ➔ Proposed Middle School Base	Calendar Application School (Pre ➔ Post)
Herbert Akins Road (MTYR) ➔ **Fuquay-Varina (T)**	Holly Ridge (T) ➔ **Herbert Akins Road (MTYR)**
Salem (MTYR) ➔ **Mills Park (T)**	Apex (T) ➔ **Salem (MTYR)**
West Cary (T) ➔ West Cary* (T)	n/a[1] ➔ **Alston Ridge (MTYR)**

[1]A designation of "n/a" indicates that district-provided transportation is not available for that calendar option. Families may still apply for a transfer to attend the school, but must provide their own transportation if approved.
MTYR = multi-track year-round; T = traditional calendar
**Only for portions of the base that are being assigned to Morrisville ES and Pleasant Grove ES*

Summary of Adjustments

Revisions to the Revised Draft (Released on October 20, 2026)

Following the release of the revised draft of the enrollment plan and the subsequent public engagement period, the Board evaluated community feedback and asked staff to re-examine two elements of the plan. The final draft includes two “optional adjustments” for the Board’s review and consideration in response to their request.

The optional adjustments for review and consideration include:

- **Rescinded Reassignments (Plan Removal):** To prevent separating an inter-connected community, the areas known as Preston Fairwoods, Preston Meadows, and Preston Meadowview (south of Morrisville Parkway, east of Davis Drive) that are proposed to be reassigned from Green Hope High to Morrisville High are under review for potential removal from the plan. If approved, this area would remain assigned to Green Hope High for the 2027-28 school year.
- **Targeted Proximity Enhancement (Plan Addition):** In response to community feedback regarding geographic proximity to Barton Pond Elementary and lengthy bus routes to York Elementary, the area known as Grayson Reserve (Ray Road and Covina Drive) is under review for a potential addition to the plan. If approved, this area would be reassigned from York Elementary to Barton Pond Elementary for the 2027-28 school year.

Revisions to the Initial Draft (Released on September 3, 2026)

Following the release of the initial draft plan and the subsequent public engagement period, staff evaluated community feedback, refined site-level operational data, and re-examined capacity projections. The revised draft incorporates targeted modifications that directly respond to

stakeholder input while maintaining alignment with Board policy directives and district operational goals.

These refinements fall into three primary operational categories:

- **Rescinded Reassignments (Plan Removals):** To protect receiving campus stability and avoid unnecessary disruption, proposed boundary adjustments were removed where receiving schools were already managing growth or required additional time to re-establish baseline enrollment following recent campus renovations (e.g., rescinding proposed adjustments impacting Athens Drive Magnet High, and portions of initial recommendations related to Salem Elementary and Salem Middle).
- **Targeted Proximity Enhancements (Plan Additions):** In response to family feedback regarding geographic isolation and lengthy transit routes, new assignment options were incorporated to align specific neighborhood nodes with campuses closer to home (e.g., adding proximity options for attendance areas near Alston Ridge Elementary and Alston Ridge Middle).
- **Feeder, Calendar, and Technical Boundary Refinements:** Adjustments were refined across select attendance zones to eliminate perceived neighborhood splits, align elementary and middle school calendar options, and correct technical boundary lines. (e.g., refining attendance boundaries for Morrisville High, adding calendar application options for students assigned to Morrisville Elementary and Pleasant Grove Elementary, and executing a technical correction between Rolesville Elementary and Forest Pines Elementary to retain existing families at Rolesville ES while reassigning unbuilt, planned development to Forest Pines ES).

Detailed descriptions, spatial mapping, and specific node assignments for each of these adjustments are provided in the respective regional sections of this report.

While staff carefully evaluated every community submission received during the public feedback window, not all requested boundary modifications could be accommodated due to physical facility constraints, transportation limitations, or Board policy goals. For a comprehensive accounting of all community feedback, including detailed staff analysis and explanations for areas where no plan adjustments were recommended, please refer to the full *2027–28 Enrollment Plan Public Engagement Summary Report* published on the district website.

Conclusions and Next Steps

Although designated for a specific school year, the *2027–28 School Enrollment Plan* represents a critical milestone within a continuous, multi-year planning strategy. It functions simultaneously as the culmination of prior long-range growth initiatives, the operational midpoint of ongoing enrollment management, and the foundational framework for future facility decisions. To finalize this stage of the multi-year process, the plan follows a structured evaluation timeline designed to gather community input, refine boundary recommendations, and ensure operational readiness prior to formal Board of Education adoption.

Review and Approval Schedule

Date/ Window	Process Milestone	Operational Objective
Mar-Jul 2026	Early Outreach & Input Gathering	Pre-planning community engagement and consultation with essential partners to identify regional priorities prior to scenario modeling
May - Aug 2026	Plan Development & Analysis	Comprehensive demographic analysis, facility utilization modeling, and drafting of initial boundary changes
Sep 3, 2026	Initial Draft Release	Public presentation of preliminary boundary and calendar option recommendations, including proposed stability rules
Sep 3 - Oct 4, 2026	Public Engagement Period	Districtwide feedback collected via online forums and virtual information sessions on proposed adjustments
Oct 20, 2026	Revised Draft & Public Hearing	Presentation of public feedback synthesis, updated draft, and formal Public Hearing
Oct 20 - Nov 4, 2026	Final Public Engagement Period	Feedback collected via Public Hearing, online forum and virtual information session on final set of proposed adjustments
Nov 17, 2026	Final Board Action	Board review of final recommendations and official vote for adoption

Summary of Impact

The cumulative adjustments outlined in this plan address targeted growth pressures, improve cohort continuity, and maximize existing facility capacity across the district:

- **New High School Facility Integration:** Establishes initial base attendance boundaries for a new high school campus opening in the 2027–28 academic year. The school will launch serving grades 9 and 10, with grades 11 and 12 added progressively in 2028–29 and 2029–30, respectively. At full grade rollout, the facility provides a structural capacity of 1,800 seats to accommodate regional population expansion and relieve crowding at surrounding high schools.
- **Campus Utilization & Crowding Relief:** Realigns attendance areas across elementary and middle school networks to directly reduce over-capacity conditions at high-growth campuses (e.g., Rolesville ES, Lufkin Road MS) while optimizing available capacity at receiving facilities (e.g., Forest Pines ES, East Cary Magnet MS).
- **Feeder Pattern & Cohort Stability:** Strengthens K–8 and K–12 instructional continuity by eliminating fragmented attendance boundaries and aligning elementary feeder zones with corresponding middle and high school schools.

- **Transportation Route Efficiency:** Streamlines regional bus routing by consolidating transportation-supported calendar application option zones and limiting cascading boundary adjustments.
- **Net Impact Metrics {STAFF RECOMMENDATIONS}:** Values based on November 17, final draft
    - New School Openings: 1 High School Campus
        - Serving grades 9 and 10 in 2027-28
        - Grade 11 added in 2028-29; Grade 12 added in 2029-30
        - Total school capacity will be 1800
    - Total Impacted Facilities: 42
      (*Note: Total impacted facility counts reflect unique physical campuses. Because certain schools undergo simultaneous boundary expansions in one area and reductions in another, the sum of expanding and reducing counts may exceed the total number of distinct schools.*)
        - Elementary: 17
            - Expanding attendance areas - 10
            - Reducing attendance areas - 9
        - Middle: 14
            - Expanding attendance areas - 9
            - Reducing attendance areas - 9
        - High: 11
            - Expanding attendance areas - 6
            - Reducing attendance areas - 7
- **Net Impact Metrics {OPTIONAL ADJUSTMENTS}:** Values based on November 17, final draft with optional adjustments INCLUDED
    - New School Openings: 1 High School Campus
        - Serving grades 9 and 10 in 2027-28
        - Grade 11 added in 2028-29; Grade 12 added in 2029-30
        - Total school capacity will be 1800
    - Total Impacted Facilities: 44
      (*Note: Total impacted facility counts reflect unique physical campuses. Because certain schools undergo simultaneous boundary expansions in one area and reductions in another, the sum of expanding and reducing counts may exceed the total number of distinct schools.*)
        - Elementary: 19
            - Expanding attendance areas - 11
            - Reducing attendance areas - 10
        - Middle: 14
            - Expanding attendance areas - 9
            - Reducing attendance areas - 9
        - High: 11
            - Expanding attendance areas - 6
            - Reducing attendance areas - 7

- Total Students Impacted: *(TBD - this section will be updated following final board action on November 17)*
  - Elementary: *(TBD)*
    - Total Eligible for Stability Transfer: *(TBD)*
  - Middle: *(TBD)*
    - Total Eligible for Stability Transfer: *(TBD)*
  - High: *(TBD*)
    - Total Eligible for Stability Transfer: *(TBD)*
  - % of Total District Population Impacted: *(TBD)*
    - % of Total District Population NOT Eligible for Stability Transfer: *(TBD)*

Appendix A: Board Policy 4150

Policy Code: 4150 School Assignment and Transfers

This policy governs the drawing of school attendance lines, the assignment of students to particular schools, and the ways students may transfer from one school in the district to another. For information about the general requirements for admission to the Wake County Public Schools administrative unit, see Policy 4100.

Policy Code: 4150 School Assignment and Transfers

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A. **Drawing of School Attendance Areas**

The superintendent shall recommend to the Board of Education school assignment areas for the schools in the system. The Board will review the Superintendent's recommendation and make adjustments when needed. Assignment area boundaries shall be shown on maps approved by the Board and open to public inspection.

The Board shall complete any review of the assignment areas by January 1. Any proposed changes in the school assignment areas after January 1 shall require notice, a waiver of this policy provision, and a public hearing. Notification of assignment for students for the coming school year shall be made and distributed prior to April 1.

1. The assignment areas will be developed by balancing, to the extent reasonable, the goals and factors set forth below and will include target ranges, where appropriate, to accomplish these goals and factors:
    a. Student Achievement

    To the extent practicable, student populations at each school will provide an optimal opportunity for academic success for all students. Factors for consideration include:

        1) providing an opportunity for families to apply to designated application schools;
        2) minimizing high concentrations of low-performing students at each school; and
        3) minimizing high concentrations of students from low income families at each school.

    b. Stability

    To the extent practicable, a student who is reassigned will be provided an opportunity to stay at the current school for one additional year if it is the terminal grade for an elementary or middle school (grades 5 and 8), and the student's siblings will be provided an opportunity to attend the same school for the one year period. The student and siblings must apply for

these transfers at the designated time.

To the extent practicable, any student currently in high school who is reassigned from an existing school to an existing school will be provided an opportunity to stay at the current school until the terminal grade (grade 12). The student must apply for this transfer at the designated time.

Additional opportunities to remain at the current school, including for siblings, may be included in the annual student enrollment plan.

A change in domicile does not preserve the previous school assignment. However, Early College and Magnet application assignments are valid through the terminal grade of the school.

c. Proximity

To the extent practicable, base school assignments will be within a reasonable distance of the student's home. Factors for consideration include:

1) allowing students living within the immediate vicinity of a school, defined by the assignment plan, to attend that school; and
2) minimizing splitting of neighborhoods when developing base attendance areas.

d. Operational Efficiency

To the extent practicable, assignments will optimize the use of school facilities and transportation resources. Factors for consideration include:

1) minimizing under-enrolled schools;
2) minimizing overcrowded schools; and
3) maximizing transportation efficiencies.

2. As needed to control and stabilize the growth in student membership at overcrowded schools, the board may reassign students to less crowded schools through the use of strategies, including but not necessarily limited to:
    a. The designation of alternate school assignments to serve future residents of housing developments on parcels of land that are vacant and undeveloped at the time of the alternate assignments. Such assignments are effective on the date specified by the board and shall continue until the board approves a change in the school assignments

for the affected parcels of land.

b. The implementation of an assignment strategy, effective on a date established by the Board, after which all residential subdivisions approved by an authorized jurisdiction will be, automatically and without further action of the Board, included in the assignment areas for alternate schools designated by the Board. Such assignments shall continue until the Board approves a change in the school assignments for the affected subdivisions.

c. In the case of redrawing of attendance boundaries, transfer and other non-base students may be subject to reassignment as a part of the Superintendent's recommended assignment plan.

B. **Temporary Membership Caps**

As needed to control and stabilize the growth in student membership at overcrowded schools, the Board may temporarily establish a maximum student membership (cap) with the designation of an alternate school assignment for students ineligible to attend the capped school.

Implementation of a membership cap for any and all schools designated by the Board shall become effective on a date specified by the Board, but not later than May 1 prior to the beginning of the school year of implementation. Students in continuous membership at the capped school on the implementation date specified by the Board, and continuously attending the school, shall be eligible to attend the capped school unless students are reassigned by the Board's student assignment plan. The superintendent shall develop Regulations and Procedures to establish additional criteria for eligibility to attend the capped school.

After establishment of an enrollment cap, the Board will take action by April 1 of the subsequent year to review the cap and revise or remove it if appropriate.

C. **Assignment of Students to Particular Schools**

1. Students Admitted Based on Domicile

Students admitted to the Wake County Public Schools based on domicile pursuant to Policy 4100 shall be assigned to the school of the appropriate grade span within the attendance area of the student's domicile. Students admitted to the Wake County Public School System based on the anticipated domicile of parents/guardians on active military duty and otherwise subject to Section E of Policy 4100 shall be assigned to the school of the appropriate grade span within the attendance area of the anticipated domicile. If the military family does not have a specific anticipated domicile at the time of enrollment, the student will be

assigned to the school of the appropriate grade span within the attendance area of the temporary residence until a domicile is established.

For a definition of the term “domicile” and an explanation of how it applies to unemancipated minors and to the children of divorced and separated parents, see Policy 4100.

To help ensure proper recordkeeping and adherence to this policy, families must give prompt notice to the school principal or data manager in writing of any change in domicile, along with any required documentation. If such notice is provided within 45 days of the change in domicile within Wake County, the family will be given the option of reassignment to the school of the same grade span in the new attendance area or continued assignment at the previously assigned school for the remainder of that school year. Students who remain at the previously assigned school will not receive district transportation unless otherwise required by law and will be reassigned to the appropriate base school for the new address at the beginning of the next school year unless a new transfer request is submitted and granted pursuant to this policy. Families are urged to notify the school system as promptly as possible of any change in domicile to preserve their school assignment options. A grace period of 30 days will be provided so that the student may remain at the current school while any request is considered for continued assignment for the remainder of the school year. At the discretion of the Office of Student Assignment, a student may be reassigned immediately to the school in the new attendance area if the school system learns of a change of domicile that occurred at least 45 days earlier, notice was not provided as required by this policy, and an effort has been made by district staff to notify the student/family of this change in school assignment.

2. Application Schools

Any student enrolled in the Wake County Public School System has an opportunity to apply to designated application schools. Admission decisions for application schools will take into account the following factors:

a. program capacity;
b. enabling entering grade (grades K, 6, or 9) siblings to attend the same school;
c. maintaining socioeconomic and student achievement diversity;
d. effective use of school transportation and facility resources; and
e. any program criteria applicable to the specific school or program applied for.

Enrollment in an application program may be revoked by the Superintendent or designee for excessive absences or tardies, failure to meet any program-specific requirements for enrollment, or significant disciplinary infractions.

3. Children of Employees Living Out-of-District

Students whose parents or legal guardians are current full-time employees of the Wake County Public Schools (as defined in Policy 4100) who are domiciled outside the school district and are admitted pursuant to Policy 4100 shall be assigned to the school where the employee works (regardless of any temporary membership cap) or an available school of the appropriate grade span as determined by the superintendent or designee, (subject to any temporary membership cap). If the employee works at multiple school sites, the student will be eligible to enroll at the primary work site or an available school of the appropriate grade span as determined by the superintendent or designee. If the employee works at a non-school site, the student will be assigned to a school by the superintendent or designee. Students with disabilities will be assigned as provided above unless the superintendent or designee determines that a different assignment is appropriate in order to provide the student access to a program or service required under the IEP or 504 plan.

The parents or legal guardians will be solely responsible for transportation to and from school. If, for any reason, the parent or guardian ends employment with the Wake County School or because of a change in status is no longer a “full-time” employee, the parent may request that the student be permitted to finish the school year at the assigned school upon the conditions set forth in Policy 4100.

4. Students Participating in the Address Confidentiality Program

Students who are participating in or whose parent is participating in the North Carolina Address Confidentiality Program established by Chapter 15C of the North Carolina General Statutes shall be assigned on the basis of their actual address, but such address will remain confidential in accordance with law and Board policy.

5. Students with Disabilities

Students with disabilities receiving services under an Individualized Education Program (IEP) or 504 plan shall be assigned to schools pursuant to the sections A, B, C, and D of this policy unless the superintendent or designee determines that a different assignment is appropriate in order to provide the student access to a program or service required under the IEP or 504 plan.

6. Alternative Schools

Students will be assigned to alternative schools or programs in accordance with Board policy on Alternative Learning Programs.

D. **Requested School Transfers**

Students may be transferred from one school in the district to another as provided below. Except as provided below or otherwise required by law, transfers are valid through the terminal grade of the school or until revoked in accordance with this policy. Once a transfer has been granted, no subsequent transfer within the same year will be permitted, barring extraordinary circumstances. Any transfer request that is approved based on false or misleading information will be revoked.

1. Requests for Transfer
    a. Process for Requesting a Transfer

    Transfer requests must be submitted within ten days of receiving notice of the school assignment or within the district established designated transfer application windows. Transfer applications must be submitted via the WCPSS Office of Student Assignment website and should indicate the priority of school choices (i.e. first choice, second choice, third choice).

    b. Transportation

    Reassignment to another school based upon a voluntary request for transfer shall result in the waiver of the school system's requirement to provide transportation, and the parents or guardians will assume responsibility for transporting the child to and from school (except in some circumstances for students experiencing homelessness and students in foster care, for whom the school system will provide transportation to the extent required by law).

    c. Authority of Office of Student Assignment

    The Office of Student Assignment is authorized to grant transfer requests for the following reasons, if it is in support of section A. 1. of this policy, if capacity and other resources are available at the school to which reassignment is requested, and the request is:

        1. to align school calendars for siblings in grades K-8;
        2. to be reassigned to the student's base school;

3. to remain at the student's current school due to a Board of Education approved change in assignment and the approved stability provisions; or
4. from employees for their students to attend the same school, campus where the parent is employed or a school that matches the calendar of the parent.

The Office of Student Assignment is authorized to grant or deny transfer requests for reasons other than those listed above, in keeping with the goals of the Board's assignment plan and the efficient use of school system resources. The Superintendent or designee will develop guidelines to govern consideration of transfer requests which will include consideration of the following factors:

1. the best interest of the child, including consideration of any hardship concerns in support of the request;
2. the orderly and efficient administration of public schools, including consideration of the goals and factors adopted by the Board in developing school attendance areas; and
3. the proper administration of the schools, and the instruction, health, and safety of the pupils there enrolled.

The administration shall deny transfer requests under the following circumstances:

1. Applications for transfer filed more than ten (10) business days after the date of the original receipt of assignment or outside the district designated transfer window except for extraordinary or unusual reasons.
2. Applications for transfer to schools with enrollment caps. The superintendent may identify additional schools that are in danger of requiring a membership cap and are presumptively closed to transfers. Such designations will be made publicly available and reviewed annually.
3. Applications for transfer that cite disagreement with school staff regarding school decisions involving grades, homework, discipline, retention, or class assignment.
4. Applications for transfer when a previous transfer to the same school requested has been revoked.
5. Applications for transfer when there has been a previous

falsification of address.

6. Applications for transfer where there has been a previous transfer application granted in the same school year barring extraordinary circumstances.

Transfer requests denied by the administration may be appealed to the Board of Education pursuant to section F of this policy.

2. Transfer of Students Experiencing Homelessness

Students who experience homelessness between academic years or during an academic year may request to remain at the school of origin for the duration of their homelessness or may request to be enrolled in any public school that other students living in the same attendance area are eligible to attend. Any decision about the transfer or reassignment of a student experiencing homelessness will be consistent with legal requirements and based on the student's best interest. (See the policy regarding Students Experiencing Homelessness (Students in Transition)).

3. Transfer of Students in Foster Care

Students who are assigned to foster care between academic years or during an academic year will remain in their school of origin unless remaining in the school of origin is not in the best interest of the student. The best interest of the student will be decided based on all relevant factors, including consideration of the appropriateness of the educational setting and proximity to the school in which the child is enrolled at the time of placement in foster care.

4. Revocation of Transfers

The superintendent or designee may revoke a transfer and return a student to the base school assignment for excessive absences or tardies, significant disciplinary infractions, or if it is determined that a transfer was granted or renewed based on false information submitted by the parent or guardian.

5. Athletic Participation for Transfer Students

A student who is granted a voluntary transfer away from the base or assigned school shall not participate in athletic activities that come under the jurisdiction of the North Carolina High School Athletic Association (NCHSAA) and the State Board of Education for 365 days from the final date of attendance at the prior school. The superintendent or designee may review appeals of this provision and

may grant permission for students to participate in athletic activities. The Superintendent shall implement written regulation and procedures to govern appeals of this provision. Students entering ninth grade for the first time are eligible to participate in athletic activities and are not required to file an appeal.

E. **Other Transfers**

1. Compulsory Transfers
    a. The superintendent shall transfer to another school within Wake County Public Schools any student who is convicted of cyber-bullying a school employee or another student. If there is no other appropriate school in the district, the student shall be transferred to a different class or assigned to a teacher who was not involved as a victim of the cyber-bullying. The superintendent may modify the required transfer of an individual student convicted of cyber-bullying on a case-by-case basis in writing.
    b. Upon request, the superintendent shall transfer to another school within the district any student who is eligible for a transfer under the federal law due to being the victim of a “violent criminal offense” or attending a school designated as “persistently dangerous,” as those terms are defined in State Board of Education policy.
2. Administrative Transfers

The Superintendent or designee may administratively assign a student to any school in the system when the Superintendent or designee determines that such action is in the best interest of the student and schools affected, and that such action would not contravene the overall intent of the Board's school assignment policies.

Whenever a student is charged with a criminal offense, either as a juvenile or an adult, the Superintendent or designee, based upon a review of the allegations associated with the arrest or criminal charges and an informal meeting with the student and parent/legal custodian, shall have the authority to effect an immediate involuntary transfer if the Superintendent or designee, based upon a preponderance of the evidence, is of the opinion that peace, health, safety, or welfare of the students or staff of the Wake County Public School System may be disturbed by maintaining the student in the current placement. The student's parent/legal custodian may request a Board hearing to review the involuntary transfer. Any request for Board review must be submitted to the Superintendent's office within ten days of the notice of the involuntary transfer.

Families who are dissatisfied with any such administrative transfer may appeal to the Board of Education pursuant to section F of this policy.

F. **Transfer Appeals Process**

Within ten days of receiving notice that a request for transfer was denied and is eligible to be appealed, or receiving notice of an administrative transfer, the parent may request a hearing by submitting a written hearing request to the Office of Student Assignment. Transfer appeals will be heard by a hearing officer or administrative panel. The Superintendent shall appoint said hearing officers and/or administrative panels and establish procedures for transfer appeal hearings. After each transfer appeal hearing, the hearing officer or administrative panel will make recommended findings of fact and a recommended decision, which will be conveyed to a quorum of the Board of Education in closed session for final determination.

In reviewing each transfer appeal, the Board will consider the best interest of the child, including consideration of any hardship concerns in support of the request; the orderly and efficient administration of public schools, including considerations of the goals and factors adopted by the Board in developing school attendance areas; the proper administration of the schools, and the instruction, health, and safety of the pupils there enrolled. The student shall be assigned in accordance with these factors. The applicant will receive prompt notification of the Board's final decision by mail, telephone, fax, email, or other method reasonably designed to achieve notice.

Legal Reference: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 *et seq.*; Elementary and Secondary Education Act, 20 U.S.C. 6301 *et seq.*; *Non-Regulatory Guidance: Ensuring Educational Stability and Success for Students in Foster Care*, U.S. Department of Education and U.S. Department of Health and Human Services (November 2024), available at https://www.ed.gov/media/document/non-regulatory-guidance-ensuring-educational-stability-and-success-students-foster-care-november-15-2024-108448.pdf and *Non-Regulatory Guidance on Education for Homeless Children and Youths Program*, U.S. Department of Education (July 2016), available at https://www.ed.gov/sites/ed/files/2020/07/160240ehcyguidanceupdated082718.pdf; G.S. 15C-8, 115C-36, -47(69), -366, -367, -369; State Board of Education Policy SSCH-006

Adopted: May 4, 1981

Revised: January 17, 1983; May 16, 1983; November 18, 1991; April 21, 1997; January 10, 2000; March 18, 2003; December 4, 2007; May 18, 2010; May 21, 2013; January 19, 2016; April 4, 2017; December 5, 2017; August 2, 2022; March 18, 2025; November 4, 2025; February 17, 2026

Appendix B: Data Report - Base Population Report

Base Population Report 2026-27

Report Data Source: Student Information Systems - August 25, 2026

Report Description: Data related to the number of students assigned as base to each school (indicated number of base students attending the base assigned school and number of base students attending other WCPSS schools as application, transfer, etc.)

Report Criteria: Grade Levels K-13; Students Attending a school range within codes 300-700; Students with a base school range within codes 300-700; Assignment Indicators omitted from this report (V, K, 9, Blank*)

Student Assignment Indicator Descriptions:

1	Attending Base School	S	Sibling of Stability Assignment Student
2	Attending Cap Overflow School	P	Calendar Application School
3	McKinney-Vento Program	T	Transfer
4	ESSA Program	E	Special Program Services
9	Out of County/ Student of Employee	F	Administrative Transfer w/ Transportation
M	Magnet w/ Transportation	O	Alternative Learning Program Assignment
B	Magnet w/o Transportation	U	Remain at Current School (remainder of school year)
G	Stability Assignment w/ Transportation		

Calendar Type:

T	Traditional
Y	Multi-track Year-round
Y4	Year-round track 4 only
M	Modified
E	Early College

Code	Grd. Level	Cal.	Base School	Attending Base	Not Attending Base	% Base Attending Base	M	B	%M+B	G	S	%G+S	3	4	O	P	%P	U	T	%T	2	E	F	Total Base
920302	E	T	River Bend Elementary	697	167	80.67	38	32	8.1	0	0	0	10	0	0	0	0	1	64	7.41	0	22	0	864
920303	E	T	Abbotts Creek Elementary	712	72	90.82	11	5	2.04	0	0	0	6	1	0	7	0.89	0	26	3.32	2	14	0	784
920304	E	Y	Adams Elementary	438	86	83.59	12	3	2.86	0	0	0	9	0	0	0	0	4	53	10.11	0	5	0	524
920306	E	Y	Herbert Akins Rd Elementary	661	175	79.07	8	8	1.91	0	0	0	0	0	0	44	5.26	1	109	13.04	0	5	0	836
920307	E	Y	Alston Ridge Elementary	717	73	90.76	21	1	2.78	0	0	0	1	0	0	22	2.78	1	21	2.66	0	6	0	790
920308	E	T	Apex Elementary	490	147	76.92	34	3	5.81	0	0	0	4	0	0	63	9.89	1	31	4.87	0	11	0	637
920309	M	Y	Alston Ridge Middle	1531	297	83.75	222	1	12.2	0	0	0	2	0	3	37	2.02	1	25	1.37	0	6	0	1828
920312	M	T	Apex Middle	874	153	85.1	50	10	5.84	0	0	0	6	0	0	40	3.89	2	42	4.09	0	3	0	1027
920314	E	T	Apex Friendship Elementary	746	239	75.74	17	0	1.73	0	0	0	0	0	0	0	0	2	31	3.15	183	6	0	985
920315	M	T	Apex Friendship Middle	1360	115	92.2	23	6	1.97	0	0	0	0	0	1	9	0.61	1	21	1.42	50	4	0	1475
920316	H	T	Apex High	1740	327	84.18	82	19	4.89	0	0	0	5	0	18	0	0	4	192	9.29	0	7	0	2067
920317	H	T	Apex Friendship High	2168	241	90	94	7	4.19	0	0	0	1	0	4	0	0	6	128	5.31	0	1	0	2409
920318	H	T	Athens Drive High	1776	337	84.05	193	33	10.7	0	0	0	15	0	28	0	0	5	56	2.65	0	7	0	2113
920320	E	T	Aversboro Elementary	321	215	59.89	56	24	14.93	1	0	0.19	8	0	0	0	0	0	118	22.01	0	8	0	536
920325	E	Y	Banks Road Elementary	352	132	72.73	11	11	4.55	0	0	0	0	0	0	6	1.24	0	98	20.25	0	6	0	484
920326	E	T	Baileywick Road Elementary	221	120	64.81	57	10	19.65	0	0	0	0	0	0	0	0	0	48	14.08	0	5	0	341
920327	E	Y	Ballentine Elementary	478	74	86.59	25	12	6.7	0	0	0	0	0	0	0	0	0	28	5.07	0	9	0	552
920328	E	T	Baucom Elementary	343	114	75.05	7	2	1.97	0	0	0	1	0	0	10	2.19	0	93	20.35	0	1	0	457
920329	E	Y	Barwell Road Elementary	646	153	80.85	19	21	5.01	0	0	0	13	0	0	14	1.75	3	78	9.76	0	5	0	799
920330	E	T	Barton Pond Elementary	458	81	84.97	13	16	5.38	0	0	0	0	0	0	1	0.19	0	46	8.53	0	5	0	539
920332	E	T	Beaverdam Elementary	671	180	78.85	43	35	9.17	0	0	0	8	1	0	14	1.65	6	62	7.29	0	11	0	851
920333	E	T	Bowling Road Elementary	650	184	77.94	23	7	3.6	0	0	0	3	0	0	0	0	1	139	16.67	0	11	0	834
920334	E	Y	Brassfield Elementary	584	124	82.49	30	7	5.23	0	0	0	3	0	0	35	4.94	3	28	3.95	0	18	0	708
920336	E	T	Brentwood Elementary	196	26	88.29	3	0	1.35	0	0	0	13	0	0	0	0	0	6	2.7	0	4	0	222
920340	E	T	Briarcliff Elementary	409	89	82.13	32	13	9.04	0	0	0	1	0	0	26	5.22	2	8	1.61	0	7	0	498
920342	E	Y	Brier Creek Elementary	610	119	83.68	14	9	3.16	0	0	0	1	0	0	0	0	2	72	9.88	0	21	0	729
920344	E	T	Brooks Elementary	283	50	84.98	16	2	5.41	0	0	0	21	0	0	0	0	1	7	2.1	0	3	0	333
920348	H	T	Broughton High	1701	381	81.7	251	12	12.63	0	0	0	32	1	34	0	0	2	40	1.92	0	9	0	2082
920349	E	T	Bryan Road Elementary	519	85	85.93	52	11	10.43	0	0	0	4	0	0	7	1.16	2	7	1.16	0	2	0	604
920351	E	T	Buckhorn Creek Elementary	472	78	85.82	15	0	2.73	0	0	0	0	0	0	14	2.55	0	38	6.91	0	11	0	550
920352	E	T	Bugg Elementary	181	12	93.78	1	0	0.52	0	0	0	8	0	0	0	0	0	1	0.52	0	2	0	193
920356	M	T	Carnage Middle	288	35	89.16	14	4	5.57	0	0	0	3	0	1	0	0	1	12	3.72	0	0	0	323
920358	E	Y	Carpenter Elementary	521	170	75.4	71	2	10.56	0	0	0	3	0	0	60	8.68	4	26	3.76	0	4	0	691
920360	M	T	Carroll Middle	761	230	76.79	127	43	17.15	0	0	0	11	0	6	7	0.71	2	29	2.93	0	5	0	991
920362	E	M	Carver Elementary	618	117	84.08	28	13	5.58	0	0	0	3	1	0	0	0	2	55	7.48	0	15	0	735
920364	E	T	Cary Elementary	332	61	84.48	20	11	7.89	0	0	0	0	0	0	8	2.04	2	16	4.07	0	4	0	393
920368	H	T	Cary High	1815	298	85.9	169	20	8.94	0	0	0	13	0	28	0	0	2	54	2.56	0	12	0	2113
920369	E	T	Cedar Fork Elementary	719	84	89.54	44	4	5.98	0	0	0	0	0	0	9	1.12	2	13	1.62	0	12	0	803
920370	M	M	Centennial Campus Middle	309	105	74.64	45	16	14.73	0	0	0	5	0	2	14	3.38	3	10	2.42	0	10	0	414
920376	E	T	Combs Elementary	366	17	95.56	2	2	1.04	0	0	0	3	0	1	0	0	1	7	1.83	0	1	0	383
920380	E	T	Conn Elementary	423	71	85.63	29	9	7.69	0	0	0	16	1	0	0	0	0	10	2.02	0	6	0	494
920384	E	T	Creech Road Elementary	450	112	80.07	9	21	5.34	8	0	1.42	10	0	0	0	0	4	54	9.61	0	6	0	562
920388	M	T	Oberlin Middle	880	364	70.74	301	15	25.4	0	0	0	9	0	5	0	0	0	26	2.09	0	8	0	1244
920390	E	T	Davis Drive Elementary	621	18	97.18	10	0	1.56	0	0	0	0	0	0	0	0	1	7	1.1	0	0	0	639
920391	M	T	Davis Drive Middle	855	45	95	35	2	4.11	0	0	0	0	0	0	0	0	1	7	0.78	0	0	0	900

Code	Grd. Level	Cal.	Base School	Attending Base	Not Attending Base	% Base Attending Base	M	B	%M+B	G	S	%G+S	3	4	O	P	%P	U	T	%T	2	E	F	Total Base
920393	E	T	Dillard Drive Elementary	464	149	75.69	20	22	6.85	0	0	0	21	0	0	50	8.16	0	27	4.4	0	9	0	613
920394	M	T	Dillard Drive Middle	855	323	72.58	111	56	14.18	0	0	0	11	1	5	96	8.15	4	33	2.8	0	6	0	1178
920396	E	T	Douglas Elementary	412	47	89.76	12	4	3.49	0	0	0	5	0	0	0	0	2	19	4.14	0	5	0	459
920398	E	Y	Durant Road Elementary	464	127	78.51	34	8	7.11	0	0	0	14	0	0	0	0	2	53	8.97	0	16	0	591
920399	M	Y	Durant Road Middle	442	101	81.4	62	6	12.52	0	0	0	3	0	3	0	0	1	23	4.24	0	3	0	543
920400	M	T	Reedy Creek Middle	513	60	89.53	34	4	6.63	0	0	0	4	1	2	0	0	3	10	1.75	0	2	0	573
920402	M	T	East Cary Middle	514	146	77.88	93	5	14.85	0	0	0	0	0	1	26	3.94	4	16	2.42	0	1	0	660
920403	E	M	East Garner Elementary	523	98	84.22	18	9	4.35	0	0	0	10	2	0	0	0	2	50	8.05	0	7	0	621
920404	M	T	East Garner Middle	1049	337	75.69	192	24	15.58	0	0	0	16	0	4	57	4.11	6	32	2.31	0	6	0	1386
920408	M	T	East Millbrook Middle	606	145	80.69	38	7	5.99	0	0	0	12	0	4	45	5.99	1	36	4.79	0	2	0	751
920410	M	M	Neuse River Middle	891	264	77.14	180	33	18.44	0	0	0	3	1	0	0	0	7	38	3.29	0	2	0	1155
920411	H	T	East Wake High	1917	429	81.71	211	87	12.7	0	0	0	5	1	26	0	0	12	76	3.24	0	10	1	2346
920412	H	T	Enloe High	727	100	87.91	23	6	3.51	0	0	0	23	3	26	0	0	2	15	1.81	0	2	0	827
920413	E	T	Forestville Road Elementary	478	94	83.57	12	19	5.42	0	0	0	0	1	0	0	0	1	47	8.22	0	14	0	572
920414	E	T	Farmington Woods Elementary	353	31	91.93	12	0	3.13	0	0	0	4	0	0	0	0	1	12	3.13	0	2	0	384
920415	E	T	Fox Road Elementary	282	22	92.76	1	2	0.99	0	0	0	1	0	0	0	0	0	16	5.26	0	1	1	304
920416	E	T	Fuller Elementary	207	23	90	2	2	1.74	0	0	0	3	0	0	0	0	1	9	3.91	0	6	0	230
920417	E	T	Forest Pines Drive Elementary	354	153	69.82	4	30	6.71	0	0	0	3	2	0	69	13.61	0	40	7.89	0	5	0	507
920418	H	T	Felton Grove High	1249	252	83.21	46	19	4.33	0	0	0	2	0	6	0	0	4	172	11.46	0	3	0	1501
920420	E	T	Fuquay-Varina Elementary	477	131	78.45	8	5	2.14	0	0	0	1	0	0	46	7.57	2	60	9.87	0	9	0	608
920424	M	T	Fuquay-Varina Middle	1190	159	88.21	38	4	3.11	0	0	0	0	0	0	72	5.34	1	39	2.89	0	5	0	1349
920428	H	T	Fuquay-Varina High	1855	216	89.57	81	15	4.64	0	0	0	1	1	20	0	0	6	90	4.35	0	2	0	2071
920434	E	Y	Hilltop Needmore Elementary	402	96	80.72	8	7	3.01	0	0	0	0	0	0	0	0	0	76	15.26	0	5	0	498
920435	M	Y	Herbert Akins Road Middle	1052	226	82.32	57	11	5.32	0	0	0	3	0	0	97	7.59	0	55	4.3	0	3	0	1278
920436	H	T	Garner High	1413	317	81.68	179	39	12.6	0	0	0	19	0	20	0	0	6	49	2.83	0	5	0	1730
920437	H	T	Green Level High	2485	168	93.67	122	7	4.86	0	0	0	1	0	5	0	0	1	31	1.17	0	1	0	2653
920439	E	T	Green Hope Elementary	365	18	95.3	8	0	2.09	0	0	0	0	0	0	0	0	0	5	1.31	0	5	0	383
920440	E	T	Green Elementary	388	63	86.03	32	1	7.32	0	0	0	3	0	0	0	0	0	21	4.66	0	6	0	451
920441	H	T	Green Hope High	2293	236	90.67	134	14	5.85	0	0	0	1	0	3	0	0	4	75	2.97	0	5	0	2529
920442	E	T	Hilburn Drive Academy	337	79	81.01	35	11	11.06	0	0	0	0	0	0	0	0	0	29	6.97	0	4	0	416
920443	E	T	Highcroft Elementary	616	33	94.92	14	0	2.16	0	0	0	0	0	0	10	1.54	0	6	0.92	0	3	0	649
920444	M	Y	Heritage Middle	627	26	96.02	4	2	0.92	0	0	0	0	0	0	16	2.45	0	3	0.46	0	1	0	653
920445	H	T	Heritage High	1634	171	90.53	94	17	6.15	0	0	0	5	0	10	0	0	7	32	1.77	0	6	0	1805
920446	E	Y	Hodge Road Elementary	428	48	89.92	8	12	4.2	0	0	0	1	0	0	0	0	1	21	4.41	0	5	0	476
920447	E	Y	Holly Springs Elementary	437	64	87.23	2	4	1.2	0	0	0	0	0	0	26	5.19	1	28	5.59	0	3	0	501
920448	E	T	Hunter Elementary	196	19	91.16	0	3	1.4	0	0	0	5	0	0	0	0	2	4	1.86	0	5	0	215
920449	E	T	Holly Ridge Elementary	518	92	84.92	7	1	1.31	0	0	0	4	0	0	44	7.21	0	29	4.75	0	7	0	610
920450	M	T	Holly Ridge Middle	713	143	83.29	44	9	6.19	0	0	0	1	0	0	64	7.48	0	23	2.69	0	2	0	856
920451	E	Y	Harris Creek Elementary	772	259	74.88	72	20	8.92	0	0	0	5	6	0	69	6.69	3	69	6.69	0	15	0	1031
920452	E	T	Jeffreys Grove Elementary	307	31	90.83	15	0	4.44	0	0	0	1	0	0	0	0	0	11	3.25	0	4	0	338
920453	E	Y	Jones Dairy Elementary	549	51	91.5	1	13	2.33	0	0	0	3	0	0	0	0	0	32	5.33	0	2	0	600
920454	E	Y	Heritage Elementary	466	57	89.1	0	2	0.38	0	0	0	1	0	0	29	5.54	1	16	3.06	0	8	0	523
920455	H	T	Holly Springs High	1454	99	93.63	34	7	2.64	0	0	0	0	0	7	0	0	2	46	2.96	0	3	0	1553
920456	E	T	Joyner Elementary	324	62	83.94	29	3	8.29	0	0	0	8	0	0	0	0	0	17	4.4	0	5	0	386
920457	E	Y	Holly Grove Elementary	651	76	89.55	9	3	1.65	0	0	0	0	0	0	23	3.16	2	33	4.54	2	4	0	727

Code	Grd. Level	Cal.	Base School	Attending Base	Not Attending Base	% Base Attending Base	M	B	%M+B	G	S	%G+S	3	4	O	P	%P	U	T	%T	2	E	F	Total Base
920458	M	Y	Holly Grove Middle	829	122	87.17	46	5	5.36	0	0	0	0	0	1	60	6.31	1	7	0.74	0	2	0	951
920459	E	T	Hortons Creek Elementary School	674	70	90.59	23	0	3.09	10	2	1.61	1	0	0	0	0	1	25	3.36	4	4	0	744
920460	E	T	Kingswood Elementary	291	25	92.09	3	2	1.58	3	0	0.95	3	0	0	0	0	0	12	3.8	0	2	0	316
920464	E	T	Knightdale Elementary	429	149	74.22	24	26	8.65	0	0	0	2	0	0	35	6.06	1	49	8.48	0	12	0	578
920466	H	E	Knightdale High	1535	541	73.94	299	128	20.57	0	0	0	17	1	19	0	0	6	65	3.13	0	6	0	2076
920467	E	Y	Laurel Park Elementary	515	133	79.48	69	2	10.96	0	0	0	0	1	0	15	2.31	0	44	6.79	0	2	0	648
920468	E	T	Lacy Elementary	646	71	90.1	49	9	8.09	0	0	0	0	0	0	0	0	0	8	1.12	0	5	0	717
920469	E	T	Leesville Road Elementary	380	89	81.02	42	29	15.14	0	0	0	0	0	0	0	0	1	17	3.62	0	0	0	469
920470	E	T	Lead Mine Elementary	253	51	83.22	11	2	4.28	0	0	0	6	0	0	0	0	3	22	7.24	0	7	0	304
920471	M	T	Leesville Road Middle	714	231	75.56	86	28	12.06	74	0	7.83	0	0	0	0	0	1	39	4.13	0	3	0	945
920472	M	T	Ligon Middle	356	40	89.9	7	3	2.53	0	0	0	21	0	3	0	0	0	4	1.01	0	1	1	396
920473	H	T	Leesville Road High	2276	249	90.14	151	48	7.88	0	0	0	3	1	20	0	0	3	18	0.71	0	5	0	2525
920474	E	Y	Lake Myra Elementary	641	126	83.57	33	12	5.87	0	0	0	5	0	0	34	4.43	1	30	3.91	0	11	0	767
920476	E	T	Lincoln Heights Elementary	381	63	85.81	2	2	0.9	0	0	0	1	0	0	35	7.88	0	21	4.73	0	2	0	444
920480	E	Y	Lockhart Elementary	383	138	73.51	36	15	9.79	0	0	0	11	0	0	16	3.07	1	47	9.02	0	12	0	521
920484	M	Y	Lufkin Road Middle	967	305	76.02	116	37	12.03	0	0	0	8	0	1	22	1.73	6	109	8.57	0	6	0	1272
920488	E	T	Lynn Road Elementary	418	124	77.12	61	11	13.28	0	0	0	4	0	0	0	0	1	33	6.09	0	14	0	542
920492	M	T	Martin Middle	447	72	86.13	42	10	10.02	0	0	0	4	0	8	0	0	2	5	0.96	0	1	0	519
920494	E	Y	Middle Creek Elementary	489	116	80.83	18	16	5.62	0	0	0	8	0	0	16	2.64	1	56	9.26	0	1	0	605
920495	H	T	Middle Creek High	1507	405	78.82	134	29	8.53	0	0	0	10	1	39	0	0	6	178	9.31	0	8	0	1912
920496	E	T	Millbrook Elementary	448	55	89.07	12	3	2.98	0	0	0	3	0	0	0	0	3	27	5.37	0	7	0	503
920500	H	T	Millbrook High	1871	259	87.84	140	25	7.75	0	0	0	5	0	23	0	0	3	57	2.68	0	6	0	2130
920501	E	T	Mills Park Elementary	433	9	97.96	2	0	0.45	0	0	0	0	0	0	0	0	0	4	0.9	0	3	0	442
920502	M	T	Mills Park Middle	1536	205	88.23	72	0	4.14	0	0	0	0	0	1	20	1.15	2	19	1.09	88	3	0	1741
920504	E	Y	Morrisville Elementary	472	29	94.21	8	0	1.6	0	0	0	0	0	0	0	0	1	13	2.59	0	7	0	501
920506	M	M	Moore Square Museum Magnet Middle	117	21	84.78	9	1	7.25	0	0	0	6	0	0	0	0	0	5	3.62	0	0	0	138
920512	M	Y	North Garner Middle	716	299	70.54	159	42	19.8	0	0	0	15	1	3	36	3.55	1	38	3.74	0	4	0	1015
920514	E	Y	North Forest Pines Elementary	407	111	78.57	7	22	5.6	0	0	0	4	0	0	41	7.92	2	29	5.6	0	6	0	518
920516	E	T	North Ridge Elementary	603	82	88.03	46	8	7.88	0	0	0	0	0	0	0	0	3	22	3.21	0	3	0	685
920520	E	T	Northwoods Elementary	472	194	70.87	111	2	16.97	0	0	0	2	1	0	36	5.41	2	33	4.95	0	7	0	666
920521	E	T	Oakview Elementary	687	73	90.39	10	1	1.45	0	0	0	1	0	0	33	4.34	0	26	3.42	0	2	0	760
920522	E	Y	Oak Grove Elementary	447	151	74.75	21	18	6.52	0	0	0	4	2	1	22	3.68	2	73	12.21	0	8	0	598
920523	E	Y	Olive Chapel Elementary	913	202	81.88	58	2	5.38	0	0	0	3	0	0	28	2.51	3	51	4.57	45	12	0	1115
920524	E	T	Olds Elementary	212	24	89.83	12	5	7.2	0	0	0	1	0	0	0	0	0	4	1.69	0	2	0	236
920525	E	M	Partnership Elementary	101	26	79.53	0	2	1.57	0	0	0	10	0	0	0	0	2	8	6.3	0	4	0	127
920526	H	T	Panther Creek High	2661	432	86.03	263	17	9.05	0	0	0	4	0	8	0	0	5	130	4.2	2	3	0	3093
920527	E	Y	Parkside Elementary	566	65	89.7	42	1	6.81	0	0	0	0	0	0	0	0	5	14	2.22	0	3	0	631
920529	M	T	Pine Hollow Middle	684	75	90.12	26	7	4.35	0	0	0	1	0	0	0	0	3	37	4.87	0	1	0	759
920530	E	T	Penny Road Elementary	362	132	73.28	24	25	9.92	0	0	0	6	0	0	32	6.48	1	36	7.29	0	8	0	494
920531	E	Y	Pleasant Union Elementary	446	89	83.36	31	16	8.79	0	0	0	5	0	0	12	2.24	0	20	3.74	0	5	0	535
920532	E	T	Poe Elementary	87	7	92.55	2	0	2.13	0	0	0	1	0	0	0	0	0	1	1.06	0	3	0	94
920533	E	Y	Pleasant Grove Elementary	319	135	70.26	65	5	15.42	0	0	0	5	0	0	0	0	1	56	12.33	0	3	0	454
920536	E	T	Powell Elementary	142	37	79.33	11	7	10.06	0	0	0	4	0	0	0	0	0	9	5.03	0	6	0	179
920537	E	Y	Pleasant Plains Elementary	523	176	74.82	44	0	6.29	0	0	0	0	0	0	0	0	0	127	18.17	0	5	0	699
920540	E	Y	Rand Road Elementary	358	109	76.66	11	12	4.93	0	0	0	0	0	0	5	1.07	2	77	16.49	0	2	0	467

Code	Grd. Level	Cal.	Base School	Attending Base	Not Attending Base	% Base Attending Base	M	B	%M+B	G	S	%G+S	3	4	O	P	%P	U	T	%T	2	E	F	Total Base
920541	E	Y	Rex Road Elementary	409	144	73.96	48	1	8.86	0	0	0	0	0	0	0	0	1	91	16.46	0	3	0	553
920542	E	T	Reedy Creek Elementary	569	145	79.69	44	5	6.86	0	0	0	5	2	0	49	6.86	4	33	4.62	0	3	0	714
920543	E	T	Richland Creek Elementary	543	142	79.27	7	31	5.55	0	0	0	1	0	0	64	9.34	2	33	4.82	0	4	0	685
920544	E	T	Rolesville Elementary	403	76	84.13	2	6	1.67	0	0	0	0	0	0	47	9.81	0	17	3.55	0	4	0	479
920545	M	T	Rolesville Middle	1053	137	88.49	70	16	7.23	0	0	0	3	1	0	0	0	3	41	3.45	0	3	0	1190
920546	H	T	Rolesville High	2109	480	81.46	315	34	13.48	0	0	0	12	0	20	0	0	10	85	3.28	0	4	0	2589
920547	E	T	Rogers Lane Elementary	626	82	88.42	11	13	3.39	0	0	0	11	0	0	0	0	1	38	5.37	0	8	0	708
920548	E	T	Root Elementary	380	75	83.52	30	9	8.57	0	0	0	5	0	0	0	0	3	22	4.84	0	6	0	455
920549	M	T	River Bend Middle School	928	189	83.08	102	20	10.92	0	0	0	13	0	1	0	0	6	46	4.12	0	1	0	1117
920550	E	Y	Salem Elementary	592	127	82.34	65	2	9.32	0	0	0	6	0	0	19	2.64	3	29	4.03	0	3	0	719
920551	M	Y	Salem Middle	972	282	77.51	125	2	10.13	0	0	0	0	0	0	27	2.15	6	120	9.57	0	2	0	1254
920552	H	T	Sanderson High	1400	450	75.68	281	94	20.27	0	0	0	10	0	24	0	0	3	35	1.89	0	3	0	1850
920554	E	Y	Sanford Creek Elementary	549	193	73.99	8	21	3.91	0	0	0	2	0	0	106	14.29	2	49	6.6	0	5	0	742
920557	E	T	Scotts Ridge Elementary	560	59	90.47	5	0	0.81	0	0	0	0	0	0	13	2.1	0	40	6.46	0	1	0	619
920559	E	T	South Lakes Elementary	604	97	86.16	9	1	1.43	0	0	0	0	0	0	50	7.13	1	32	4.56	0	4	0	701
920560	E	T	Smith Elementary	485	127	79.25	33	14	7.68	0	0	0	19	2	1	14	2.29	3	27	4.41	0	14	0	612
920561	H	T	South Garner High	1715	594	74.27	421	36	19.79	0	0	0	10	3	45	0	0	11	61	2.64	0	7	0	2309
920562	H	M	Southeast Raleigh High	1103	347	76.07	168	31	13.72	0	0	0	21	0	31	0	0	14	74	5.1	0	7	1	1450
920563	E	T	Southeast Raleigh Elementary	252	31	89.05	3	4	2.47	0	0	0	3	0	0	0	0	1	15	5.3	0	5	0	283
920564	E	T	Stough Elementary	418	109	79.32	66	9	14.23	0	0	0	9	0	0	0	0	1	21	3.98	0	3	0	527
920568	E	T	Swift Creek Elementary	264	193	57.77	62	49	24.29	0	0	0	2	1	0	35	7.66	0	38	8.32	0	6	0	457
920569	E	Y	Sycamore Creek Elementary	640	107	85.68	15	16	4.15	0	0	0	3	0	0	38	5.09	3	26	3.48	0	6	0	747
920570	E	Y	Timber Drive Elementary	202	41	83.13	6	3	3.7	0	0	0	2	0	0	0	0	2	24	9.88	0	4	0	243
920571	E	Y	Turner Creek Elementary	445	243	64.68	30	0	4.36	0	0	0	0	0	0	6	0.87	1	199	28.92	0	7	0	688
920572	E	T	Underwood Elementary	241	33	87.96	9	9	6.57	0	0	0	2	0	0	0	0	0	12	4.38	0	1	0	274
920576	E	Y	Vance Elementary	263	71	78.74	13	18	9.28	0	0	0	2	0	0	0	0	3	29	8.68	0	6	0	334
920580	E	T	Vandora Springs Elementary	457	63	87.88	6	10	3.08	0	0	0	3	0	0	25	4.81	1	10	1.92	0	8	0	520
920584	E	T	Wake Forest Elementary	241	49	83.1	2	2	1.38	0	0	0	1	2	0	0	0	1	31	10.69	0	10	0	290
920588	H	T	Wake Forest High	1978	226	89.75	115	12	5.76	0	0	0	1	0	22	0	0	5	66	2.99	0	5	0	2204
920592	M	T	Wake Forest Middle	904	422	68.17	64	6	5.28	0	0	0	7	0	3	274	20.66	1	67	5.05	0	0	0	1326
920593	E	T	Wakefield Elementary	421	52	89.01	4	4	1.69	0	0	0	10	0	0	0	0	0	29	6.13	0	5	0	473
920594	M	T	Wakefield Middle	748	148	83.48	110	11	13.5	0	0	0	1	0	0	11	1.23	0	14	1.56	0	1	0	896
920595	H	T	Wakefield High	1896	446	80.96	316	13	14.05	0	0	0	8	1	34	0	0	6	62	2.65	0	6	0	2342
920596	E	T	Washington Elementary	109	14	88.62	4	0	3.25	0	0	0	3	1	0	0	0	0	5	4.07	0	1	0	123
920597	E	T	Wakelon Elementary	690	52	92.99	12	10	2.96	0	0	0	0	0	0	7	0.94	1	18	2.43	0	4	0	742
920598	E	T	Weatherstone Elementary	627	68	90.22	16	7	3.31	0	0	0	1	0	0	12	1.73	1	24	3.45	0	7	0	695
920599	E	Y	Walnut Creek Elementary	559	153	78.51	16	19	4.92	0	0	0	10	3	0	19	2.67	4	73	10.25	0	9	0	712
920600	E	T	Wendell Elementary	326	38	89.56	0	2	0.55	0	0	0	2	0	0	13	3.57	2	14	3.85	0	5	0	364
920601	M	T	Wendell Middle	801	94	89.5	57	6	7.04	0	0	0	1	0	1	0	0	3	24	2.68	0	2	0	895
920604	M	T	West Cary Middle	650	307	67.92	250	2	26.33	0	0	0	2	0	3	30	3.13	4	14	1.46	0	2	0	957
920606	E	Y	West Lake Elementary	460	76	85.82	12	13	4.66	0	0	0	1	0	0	0	0	1	46	8.58	0	3	0	536
920607	M	Y	West Lake Middle	761	184	80.53	64	19	8.78	0	0	0	3	0	2	7	0.74	3	85	8.99	0	1	0	945
920608	M	T	West Millbrook Middle	970	117	89.24	56	21	7.08	0	0	0	1	0	0	7	0.64	1	25	2.3	0	6	0	1087
920614	E	T	White Oak Elementary	663	138	82.77	23	0	2.87	0	0	0	0	0	0	6	0.75	2	20	2.5	82	5	0	801
920616	E	Y	Wilburn Elementary	405	96	80.84	23	16	7.78	0	0	0	8	0	0	0	0	7	37	7.39	0	5	0	501

Code	Grd. Level	Cal.	Base School	Attending Base	Not Attending Base	% Base Attending Base	M	B	%M+B	G	S	%G+S	3	4	O	P	%P	U	T	%T	2	E	F	Total Base
920618	E	T	Wildwood Forest Elementary	423	98	81.19	8	4	2.3	0	0	0	14	0	0	32	6.14	3	33	6.33	0	4	0	521
920620	E	T	Wiley Elementary	269	28	90.57	8	3	3.7	0	0	0	4	0	1	0	0	1	8	2.69	0	3	0	297
920623	E	Y	Woods Creek Elementary	535	85	86.29	8	7	2.42	0	0	0	1	0	0	0	0	0	59	9.52	0	10	0	620
920624	E	Y	Willow Springs Elementary	893	87	91.12	3	2	0.51	0	0	0	0	0	0	19	1.94	2	52	5.31	0	9	0	980
920625	H	T	Willow Spring High	2051	217	90.43	86	19	4.63	0	0	0	3	0	12	0	0	6	83	3.66	0	8	0	2268
920626	E	T	Yates Mill Elementary	452	232	66.08	44	47	13.3	0	0	0	6	0	0	48	7.02	1	69	10.09	0	17	0	684
920628	E	T	York Elementary	515	131	79.72	54	8	9.6	0	0	0	2	0	0	16	2.48	0	44	6.81	0	7	0	646
920632	E	T	Zebulon Elementary	596	68	89.76	9	3	1.81	0	0	0	2	0	0	11	1.66	0	32	4.82	0	11	0	664
920636	M	T	Zebulon Middle	692	67	91.17	35	3	5.01	0	0	0	1	0	0	0	0	2	25	3.29	0	1	0	759
			Unassigned/ Pending Assignment	2	167	1.18	90	1	53.85	0	0	0	56	4	1	3	1.78	1	8	0.89	0	3	0	169
			District	133745	26828	83.29	10398	2384	7.96	96	2	0.06	931	52	601	2792	1.74	387	7685	4.76	458	1038	4	160573

Appendix C: Data Report - School Population Report

School Population Report 2026-27

Report Data Source: Student Information Systems - August 25, 2026

Report Description: Data related to the actual enrollment at each school (includes base, application, transfers, etc.)

Report Criteria: Grade Levels K-13; Students Attending a school range within codes 300-700; Students with a base school range within codes 300-700; Assignment Indicators omitted from this report (V, K, Blank*)

Student Assignment Indicator Descriptions:

1	Attending Base School	S	Sibling of Stability Assignment Student
2	Attending Cap Overflow School	P	Calendar Application School
3	McKinney-Vento Program	T	Transfer
4	ESSA Program	E	Special Program Services
9	Out of County/ Student of Employee	F	Administrative Transfer w/ Transportation
M	Magnet w/ Transportation	O	Alternative Learning Program Assignment
B	Magnet w/o Transportation	U	Remain at Current School (remainder of school year)
G	Stability Assignment w/ Transportation		

Calendar Type:

T	Traditional
Y	Multi-track Year-round
Y4	Year-round track 4 only
M	Modified
E	Early College

Code	Grd. Level	Cal.	School Name	Attending Base	Not Attending Base	M	B	%M+B	G	S	%G+S	3	4	O	P	%P	U	T	%T	2	E	9	F	Total
920302	E	T	River Bend Elementary	697	43	0	0	0	0	0	0	6	0	0	0	0	1	17	2.3	0	12	7	0	740
920303	E	T	Abbotts Creek Elementary	712	36	0	0	0	0	0	0	3	0	0	0	0	2	24	3.21	0	7	0	0	748
920304	E	Y	Adams Elementary	438	158	0	0	0	3	0	0.5	6	0	0	124	20.81	2	20	3.36	0	3	0	0	596
920306	E	Y	Herbert Akins Rd Elementary	661	100	0	0	0	0	0	0	3	0	0	23	3.02	3	61	8.02	0	2	8	0	761
920307	E	Y	Alston Ridge Elementary	717	53	0	0	0	10	2	1.56	0	0	0	0	0	0	40	5.19	0	1	0	0	770
920308	E	T	Apex Elementary	490	29	0	0	0	0	0	0	3	0	0	0	0	0	25	4.82	0	0	1	0	519
920309	M	Y	Alston Ridge Middle	1531	42	0	0	0	0	0	0	2	0	0	21	1.34	4	13	0.83	0	0	2	0	1573
920312	M	T	Apex Middle	874	143	0	0	0	0	0	0	4	0	0	27	2.65	2	54	5.31	50	1	5	0	1017
920314	E	T	Apex Friendship Elementary	746	120	0	0	0	0	0	0	0	0	0	0	0	0	101	11.66	0	9	10	0	866
920315	M	T	Apex Friendship Middle	1360	48	0	0	0	0	0	0	0	0	0	0	0	2	41	2.91	0	0	5	0	1408
920316	H	T	Apex High	1742	270	0	0	0	0	0	0	5	0	0	0	0	8	240	11.93	0	14	3	0	2012
920317	H	T	Apex Friendship High	2168	260	0	0	0	0	0	0	1	0	0	0	0	2	247	10.17	0	4	6	0	2428
920318	H	T	Athens Drive High	1776	340	119	137	12.1	0	0	0	11	1	0	0	0	7	56	2.65	0	2	7	0	2116
920320	E	T	Aversboro Elementary	321	58	0	0	0	0	0	0	3	0	0	5	1.32	1	31	8.18	0	14	4	0	379
920324	H	T	Longview School	0	27	0	0	0	0	0	0	1	0	3	0	0	0	0	0	0	23	0	0	27
920325	E	Y	Banks Road Elementary	352	48	0	0	0	0	0	0	0	0	0	0	0	0	38	9.5	0	7	3	0	400
920326	E	T	Baileywick Road Elementary	221	43	0	0	0	0	0	0	1	0	0	18	6.82	0	17	6.44	0	7	0	0	264
920327	E	Y	Ballentine Elementary	478	150	0	0	0	0	0	0	0	0	0	111	17.68	0	31	4.94	0	5	3	0	628
920328	E	T	Baucom Elementary	343	313	0	0	0	0	0	0	3	0	0	57	8.69	0	62	9.45	183	7	1	0	656
920329	E	Y	Barwell Road Elementary	646	19	0	0	0	0	0	0	7	1	0	0	0	1	8	1.2	0	2	0	0	665
920330	E	T	Barton Pond Elementary	458	92	0	0	0	0	0	0	0	0	0	31	5.64	2	42	7.64	0	12	4	1	550
920332	E	T	Beaverdam Elementary	671	17	0	0	0	0	0	0	10	0	0	0	0	0	6	0.87	0	1	0	0	688
920333	E	T	Bowling Road Elementary	650	40	0	0	0	0	0	0	1	0	0	0	0	0	21	3.04	0	8	10	0	690
920334	E	Y	Brassfield Elementary	584	41	0	0	0	0	0	0	4	0	0	0	0	3	27	4.32	0	4	3	0	625
920336	E	T	Brentwood Elementary	196	99	64	0	21.69	0	0	0	7	1	0	0	0	1	26	8.81	0	0	0	0	295
920340	E	T	Briarcliff Elementary	409	68	0	0	0	0	0	0	5	0	0	0	0	1	60	12.58	0	0	2	0	477
920342	E	Y	Brier Creek Elementary	610	14	0	0	0	0	0	0	1	0	0	1	0.16	0	7	1.12	0	4	1	0	624
920344	E	T	Brooks Elementary	283	159	102	17	26.92	0	0	0	6	0	0	0	0	0	20	4.52	0	12	2	0	442
920348	H	T	Broughton High	1701	442	0	350	16.33	0	0	0	26	1	0	0	0	9	53	2.47	0	1	1	1	2143
920349	E	T	Bryan Road Elementary	519	137	0	0	0	0	0	0	3	0	0	0	0	0	120	18.29	0	5	9	0	656
920351	E	T	Buckhorn Creek Elementary	472	158	0	0	0	0	0	0	2	0	0	51	8.1	1	83	13.17	0	13	8	0	630
920352	E	T	Bugg Elementary	181	103	9	37	16.2	0	0	0	6	2	0	0	0	0	44	15.49	0	5	0	0	284
920356	M	T	Carnage Middle	288	695	650	3	66.43	0	0	0	12	0	0	0	0	1	22	2.24	0	2	4	1	983
920358	E	Y	Carpenter Elementary	521	30	0	0	0	0	0	0	1	0	0	0	0	2	17	3.09	0	5	5	0	551
920360	M	T	Carroll Middle	761	75	29	11	4.78	0	0	0	5	0	0	0	0	3	20	2.39	0	6	1	0	836
920362	E	M	Carver Elementary	618	60	0	0	0	0	0	0	4	0	0	31	4.57	0	11	1.62	0	6	8	0	678
920364	E	T	Cary Elementary	332	58	0	0	0	0	0	0	2	0	0	0	0	0	45	11.54	0	8	3	0	390
920368	H	T	Cary High	1815	82	0	0	0	0	0	0	12	1	0	0	0	3	62	3.27	0	0	4	0	1897
920369	E	T	Cedar Fork Elementary	719	23	0	0	0	0	0	0	5	0	0	0	0	1	7	0.94	0	10	0	0	742
920370	M	M	Centennial Campus Middle	309	105	80	0	19.32	0	0	0	9	0	0	0	0	0	12	2.9	0	0	4	0	414
920376	E	T	Combs Elementary	366	380	193	115	41.29	0	0	0	18	0	0	0	0	2	43	5.76	0	6	3	0	746
920380	E	T	Conn Elementary	423	109	68	0	12.78	0	0	0	4	3	0	0	0	0	19	3.57	0	11	4	0	532
920381	M	T	Connections Academy	0	8	0	0	0	0	0	0	0	0	8	0	0	0	0	0	0	0	0	0	8
920384	E	T	Creech Road Elementary	450	59	0	0	0	0	0	0	6	0	0	14	2.75	3	27	5.3	0	8	1	0	509
920386	H	T	Crossroads FLEX	0	124	0	117	94.35	0	0	0	0	0	0	0	0	0	7	5.65	0	0	0	0	124
920388	M	T	Oberlin Middle	880	236	0	194	17.38	0	0	0	9	0	0	3	0.27	3	22	1.97	0	1	4	0	1116
920390	E	T	Davis Drive Elementary	621	161	0	0	0	0	0	0	1	0	0	0	0	0	68	8.7	82	5	5	0	782

Code	Grd. Level	Cal.	School Name	Attending Base	Not Attending Base	M	B	%M+B	G	S	%G+S	3	4	O	P	%P	U	T	%T	2	E	9	F	Total
920391	M	T	Davis Drive Middle	855	85	0	0	0	0	0	0	1	0	0	0	0	9	62	6.6	0	5	8	0	940
920393	E	T	Dillard Drive Elementary	464	187	8	118	19.35	0	0	0	6	2	0	0	0	0	47	7.22	0	2	4	0	651
920394	M	T	Dillard Drive Middle	855	154	3	64	6.64	0	0	0	8	1	0	53	5.25	2	20	1.98	0	2	1	0	1009
920396	E	T	Douglas Elementary	412	116	55	21	14.39	0	0	0	10	0	0	0	0	2	21	3.98	0	6	1	0	528
920398	E	Y	Durant Road Elementary	464	107	0	0	0	0	0	0	9	0	0	39	6.83	0	41	7.18	0	18	0	0	571
920399	M	Y	Durant Road Middle	442	124	0	0	0	0	0	0	6	0	0	95	16.78	1	17	3	0	4	1	0	566
920400	M	T	Reedy Creek Middle	513	349	252	69	37.24	0	0	0	3	0	0	0	0	3	9	1.04	0	9	4	0	862
920402	M	T	East Cary Middle	514	96	27	14	6.72	0	0	0	2	0	0	22	3.61	1	24	3.93	0	5	1	0	610
920403	E	M	East Garner Elementary	523	51	0	0	0	0	0	0	9	0	0	0	0	0	28	4.88	0	6	8	0	574
920404	M	T	East Garner Middle	1049	89	45	1	4.04	0	0	0	11	1	0	0	0	4	15	1.32	0	3	9	0	1138
920408	M	T	East Millbrook Middle	606	101	57	13	9.9	0	0	0	15	0	0	0	0	5	9	1.27	0	2	0	0	707
920410	M	M	Neuse River Middle	891	37	0	0	0	0	0	0	8	0	0	0	0	3	23	2.48	0	2	1	0	928
920411	H	T	East Wake High	1917	78	28	12	2.01	0	0	0	4	1	0	0	0	3	18	0.9	0	2	10	0	1995
920412	H	T	Enloe High	727	1925	1683	160	69.49	0	0	0	11	1	0	0	0	2	48	1.81	0	11	9	0	2652
920413	E	T	Forestville Road Elementary	478	86	0	0	0	0	0	0	5	0	0	18	3.19	3	48	8.51	0	9	3	0	564
920414	E	T	Farmington Woods Elementary	353	288	229	23	39.31	0	0	0	5	0	0	0	0	1	26	4.06	0	4	0	0	641
920415	E	T	Fox Road Elementary	282	109	6	21	6.91	0	0	0	9	0	0	0	0	6	58	14.83	2	6	1	0	391
920416	E	T	Fuller Elementary	207	336	283	4	52.85	0	0	0	8	0	0	0	0	1	31	5.71	0	9	0	0	543
920417	E	T	Forest Pines Drive Elementary	354	60	0	0	0	0	0	0	3	2	0	21	5.07	5	14	3.38	0	8	7	0	414
920418	H	T	Felton Grove High	1246	54	0	0	0	0	0	0	5	0	0	0	0	1	45	3.46	0	1	2	0	1300
920420	E	T	Fuquay-Varina Elementary	477	82	0	0	0	0	0	0	0	1	0	38	6.8	1	32	5.72	0	2	8	0	559
920424	M	T	Fuquay-Varina Middle	1191	60	0	0	0	0	0	0	3	0	0	0	0	1	39	3.12	0	1	16	0	1251
920428	H	T	Fuquay-Varina High	1855	91	0	0	0	0	0	0	6	0	0	0	0	2	56	2.88	0	4	23	0	1946
920434	E	Y	Hilltop Needmore Elementary	402	21	0	0	0	0	0	0	2	0	0	0	0	0	14	3.31	0	2	3	0	423
920435	M	Y	Herbert Akins Road Middle	1052	85	0	0	0	0	0	0	3	0	0	23	2.02	1	50	4.4	0	4	4	0	1137
920436	H	T	Garner High	1413	308	225	2	13.19	0	0	0	12	0	0	0	0	6	41	2.38	0	11	11	0	1721
920437	H	T	Green Level High	2485	49	0	0	0	0	0	0	1	1	0	0	0	2	31	1.22	0	8	6	0	2534
920438	M	T	River Oaks Middle	0	6	0	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	6
920439	E	T	Green Hope Elementary	365	142	0	0	0	0	0	0	1	0	0	82	16.17	2	47	9.27	0	6	4	0	507
920440	E	T	Green Elementary	388	71	26	7	7.19	0	0	0	6	0	0	0	0	1	29	6.32	0	1	1	0	459
920441	H	T	Green Hope High	2293	194	0	0	0	0	0	0	9	0	0	0	0	12	154	6.19	2	7	10	0	2487
920442	E	T	Hilburn Drive Academy	337	124	0	0	0	74	0	16.05	1	0	0	0	0	0	44	9.54	0	5	0	0	461
920443	E	T	Highcroft Elementary	616	35	0	0	0	0	0	0	1	0	0	0	0	2	27	4.15	0	4	1	0	651
920444	M	Y	Heritage Middle	627	301	0	0	0	0	0	0	5	0	0	249	26.83	1	33	3.56	0	0	13	0	928
920445	H	T	Heritage High	1627	93	0	0	0	0	0	0	4	0	0	0	0	5	71	4.13	0	2	11	0	1720
920446	E	Y	Hodge Road Elementary	428	147	41	42	14.43	0	0	0	2	3	0	0	0	3	43	7.48	0	11	2	0	575
920447	E	Y	Holly Springs Elementary	437	180	0	0	0	0	0	0	0	0	0	88	14.26	2	76	12.32	2	9	3	0	617
920448	E	T	Hunter Elementary	196	419	306	29	54.47	0	0	0	9	0	0	0	0	0	67	10.89	0	6	2	0	615
920449	E	T	Holly Ridge Elementary	518	97	0	0	0	0	0	0	0	0	0	20	3.25	0	76	12.36	0	0	1	0	615
920450	M	T	Holly Ridge Middle	713	200	0	0	0	0	0	0	0	0	0	157	17.2	0	33	3.61	0	4	6	0	913
920451	E	Y	Harris Creek Elementary	772	35	0	0	0	0	0	0	5	2	0	0	0	0	26	3.22	0	1	1	0	807
920452	E	T	Jeffreys Grove Elementary	307	175	0	130	26.97	0	0	0	1	0	0	0	0	6	25	5.19	0	13	0	0	482
920453	E	Y	Jones Dairy Elementary	549	117	0	0	0	0	0	0	0	0	0	86	12.91	0	19	2.85	0	5	7	0	666
920454	E	Y	Heritage Elementary	466	104	0	0	0	0	0	0	3	0	0	0	0	0	78	13.68	0	12	11	0	570
920455	H	T	Holly Springs High	1455	141	0	0	0	0	0	0	1	0	0	0	0	8	124	7.77	0	2	6	0	1596
920456	E	T	Joyner Elementary	324	183	54	82	26.82	0	0	0	7	0	0	0	0	0	28	5.52	0	11	1	0	507
920457	E	Y	Holly Grove Elementary	651	80	0	0	0	0	0	0	1	0	0	0	0	3	68	9.3	0	6	2	0	731

Code	Grd. Level	Cal.	School Name	Attending Base	Not Attending Base	M	B	%M+B	G	S	%G+S	3	4	O	P	%P	U	T	%T	2	E	9	F	Total
920458	M	Y	Holly Grove Middle	829	100	0	0	0	0	0	0	0	0	0	49	5.27	0	40	4.31	0	1	10	0	929
920459	E	T	Hortons Creek Elementary School	674	20	0	0	0	0	0	0	0	0	0	0	0	1	13	1.87	0	5	1	0	694
920460	E	T	Kingswood Elementary	291	157	98	33	29.24	0	0	0	2	0	0	0	0	3	16	3.57	0	3	2	0	448
920464	E	T	Knightdale Elementary	429	61	0	0	0	0	0	0	7	0	0	32	6.53	0	12	2.45	0	10	0	0	490
920466	H	E	Knightdale High	1535	69	0	0	0	0	0	0	10	1	0	0	0	6	45	2.81	0	5	2	0	1604
920467	E	Y	Laurel Park Elementary	515	99	0	0	0	0	0	0	0	0	0	79	12.87	0	18	2.93	0	1	1	0	614
920468	E	T	Lacy Elementary	646	35	0	0	0	0	0	0	8	0	0	0	0	0	16	2.35	0	10	1	0	681
920469	E	T	Leesville Road Elementary	380	118	0	0	0	0	0	0	3	0	0	0	0	1	102	20.48	0	9	3	0	498
920470	E	T	Lead Mine Elementary	253	41	0	0	0	0	0	0	2	0	0	0	0	5	20	6.8	0	11	3	0	294
920471	M	T	Leesville Road Middle	714	77	0	0	0	0	0	0	3	0	0	0	0	2	64	8.09	0	3	5	0	791
920472	M	T	Ligon Middle	356	642	570	14	58.52	0	0	0	6	0	0	0	0	3	42	4.21	0	4	3	0	998
920473	H	T	Leesville Road High	2276	87	0	0	0	0	0	0	12	0	0	0	0	0	63	2.67	0	2	10	0	2363
920474	E	Y	Lake Myra Elementary	641	76	0	0	0	0	0	0	5	1	0	17	2.37	3	43	6	0	3	4	0	717
920476	E	T	Lincoln Heights Elementary	381	141	52	8	11.49	0	0	0	4	0	0	0	0	1	59	11.3	0	13	4	0	522
920480	E	Y	Lockhart Elementary	383	63	0	0	0	0	0	0	6	0	0	18	4.04	0	25	5.61	0	11	3	0	446
920484	M	Y	Lufkin Road Middle	967	191	0	0	0	0	0	0	3	0	0	173	14.94	0	13	1.12	0	0	2	0	1158
920488	E	T	Lynn Road Elementary	418	59	0	0	0	0	0	0	12	0	0	12	2.52	1	20	4.19	0	14	0	0	477
920492	M	T	Martin Middle	447	499	373	72	47.04	0	0	0	12	0	0	1	0.11	0	35	3.7	0	6	0	0	946
920494	E	Y	Middle Creek Elementary	489	84	0	0	0	0	0	0	0	0	0	0	0	0	76	13.26	0	6	2	0	573
920495	H	T	Middle Creek High	1507	99	0	0	0	0	0	0	7	1	0	0	0	5	79	4.92	0	5	2	0	1606
920496	E	T	Millbrook Elementary	448	108	20	17	6.65	0	0	0	19	0	0	0	0	7	33	5.94	0	9	3	0	556
920500	H	T	Millbrook High	1871	595	503	0	20.4	0	0	0	18	3	0	0	0	4	58	2.35	0	6	3	0	2466
920501	E	T	Mills Park Elementary	433	52	0	0	0	0	0	0	1	0	0	0	0	12	31	6.39	0	2	6	0	485
920502	M	T	Mills Park Middle	1536	108	0	0	0	0	0	0	0	0	0	0	0	10	95	5.78	0	1	2	0	1644
920504	E	Y	Morrisville Elementary	472	89	0	0	0	0	0	0	0	0	0	57	10.16	2	22	3.92	0	8	0	0	561
920506	M	M	Moore Square Museum Magnet Middle	117	475	451	0	76.18	0	0	0	6	1	0	0	0	0	5	0.84	0	10	2	0	592
920508	M	T	Mount Vernon School	0	65	0	0	0	0	0	0	0	0	52	0	0	0	0	0	0	12	1	0	65
920512	M	Y	North Garner Middle	716	100	0	0	0	0	0	0	10	1	0	66	8.09	3	7	0.86	0	5	8	0	816
920514	E	Y	North Forest Pines Elementary	407	120	0	0	0	0	0	0	6	0	0	69	13.09	2	33	6.26	0	3	7	0	527
920516	E	T	North Ridge Elementary	603	55	0	0	0	0	0	0	10	0	0	0	0	1	34	5.17	0	8	2	0	658
920518	H	E	North Wake College and Career Academy	0	300	286	10	98.67	0	0	0	1	0	0	0	0	0	0	0	0	0	3	0	300
920520	E	T	Northwoods Elementary	472	14	0	0	0	0	0	0	0	0	0	0	0	3	5	1.03	0	4	2	0	486
920521	E	T	Oakview Elementary	687	59	0	0	0	0	0	0	0	0	0	9	1.21	0	35	4.69	0	11	4	0	746
920522	E	Y	Oak Grove Elementary	447	173	0	0	0	0	0	0	2	0	0	124	20	0	39	6.29	0	6	2	0	620
920523	E	Y	Olive Chapel Elementary	913	70	0	0	0	0	0	0	0	0	0	0	0	1	65	6.61	0	2	2	0	983
920524	E	T	Olds Elementary	212	19	0	0	0	0	0	0	1	0	0	0	0	1	16	6.93	0	0	1	0	231
920525	E	M	Partnership Elementary	101	193	161	0	54.76	0	0	0	2	1	0	0	0	0	27	9.18	0	0	2	0	294
920526	H	T	Panther Creek High	2661	33	0	0	0	0	0	0	6	0	0	0	0	6	13	0.48	0	5	3	0	2694
920527	E	Y	Parkside Elementary	566	46	0	0	0	0	0	0	2	1	0	0	0	0	37	6.05	0	5	1	0	612
920528	H	T	Phillips High	0	113	0	0	0	0	0	0	0	0	103	0	0	0	0	0	0	10	0	0	113
920529	M	T	Pine Hollow Middle	684	73	0	0	0	0	0	0	2	0	0	0	0	1	66	8.72	0	1	3	0	757
920530	E	T	Penny Road Elementary	362	75	0	0	0	0	0	0	4	0	0	22	5.03	0	33	7.55	0	13	3	0	437
920531	E	Y	Pleasant Union Elementary	446	71	0	0	0	0	0	0	2	0	0	0	0	1	66	12.77	0	0	2	0	517
920532	E	T	Poe Elementary	87	217	186	0	61.18	0	0	0	1	0	0	0	0	4	25	8.22	0	0	1	0	304
920533	E	Y	Pleasant Grove Elementary	319	52	0	0	0	0	0	0	3	0	0	0	0	0	37	9.97	4	6	2	0	371
920536	E	T	Powell Elementary	142	179	82	55	42.68	0	0	0	12	0	0	0	0	2	23	7.17	0	5	0	0	321
920537	E	Y	Pleasant Plains Elementary	523	40	0	0	0	0	0	0	0	0	0	0	0	0	26	4.62	0	12	2	0	563

Code	Grd. Level	Cal.	School Name	Attending Base	Not Attending Base	M	B	%M+B	G	S	%G+S	3	4	O	P	%P	U	T	%T	2	E	9	F	Total
920540	E	Y	Rand Road Elementary	358	34	0	0	0	3	0	0.77	9	0	0	0	0	0	15	3.83	0	6	1	0	392
920541	E	Y	Rex Road Elementary	409	17	0	0	0	0	0	0	0	0	0	0	0	0	16	3.76	0	0	1	0	426
920542	E	T	Reedy Creek Elementary	569	45	0	0	0	0	0	0	3	0	0	0	0	2	31	5.05	0	3	6	0	614
920543	E	T	Richland Creek Elementary	543	58	0	0	0	0	0	0	1	0	0	33	5.49	0	18	3	0	1	5	0	601
920544	E	T	Rolesville Elementary	403	195	0	0	0	0	0	0	2	0	0	142	23.75	0	36	6.02	0	3	12	0	598
920545	M	T	Rolesville Middle	1053	64	0	0	0	0	0	0	2	1	0	0	0	0	57	5.1	0	1	3	0	1117
920546	H	T	Rolesville High	2116	75	0	0	0	0	0	0	6	0	0	0	0	8	48	2.19	0	4	8	1	2191
920547	E	T	Rogers Lane Elementary	626	22	0	0	0	0	0	0	8	2	0	0	0	0	3	0.46	0	6	3	0	648
920548	E	T	Root Elementary	380	33	0	0	0	0	0	0	6	0	0	0	0	0	18	4.36	0	9	0	0	413
920549	M	T	River Bend Middle School	928	35	0	0	0	0	0	0	9	0	0	0	0	3	21	2.18	0	1	1	0	963
920550	E	Y	Salem Elementary	592	108	0	0	0	0	0	0	2	1	0	7	1	1	90	12.86	0	4	3	0	700
920551	M	Y	Salem Middle	972	127	0	0	0	0	0	0	1	0	0	55	5	2	65	5.91	0	2	2	0	1099
920552	H	T	Sanderson High	1400	108	0	0	0	0	0	0	11	0	0	0	0	5	81	5.37	0	9	2	0	1508
920554	E	Y	Sanford Creek Elementary	549	52	0	0	0	0	0	0	0	0	0	26	4.33	0	17	2.83	0	8	1	0	601
920556	H	T	SCORE Academy	0	431	0	0	0	0	0	0	2	0	429	0	0	0	0	0	0	0	0	0	431
920557	E	T	Scotts Ridge Elementary	560	91	0	0	0	0	0	0	1	0	0	11	1.69	0	73	11.21	0	6	0	0	651
920559	E	T	South Lakes Elementary	604	85	0	0	0	0	0	0	2	0	0	0	0	3	63	9.14	0	4	13	0	689
920560	E	T	Smith Elementary	485	150	4	85	14.02	0	0	0	17	1	0	0	0	8	20	3.15	0	9	6	0	635
920561	H	T	South Garner High	1715	53	0	0	0	0	0	0	9	0	0	0	0	7	32	1.81	0	0	5	0	1768
920562	H	M	Southeast Raleigh High	1103	218	125	0	9.46	0	0	0	32	2	0	0	0	8	48	3.63	0	2	1	0	1321
920563	E	T	Southeast Raleigh Elementary	252	49	6	0	1.99	0	0	0	4	0	0	0	0	3	34	11.3	0	0	2	0	301
920564	E	T	Stough Elementary	418	149	73	53	22.22	0	0	0	4	0	0	0	0	2	14	2.47	0	3	0	0	567
920568	E	T	Swift Creek Elementary	264	45	0	0	0	0	0	0	0	1	0	16	5.18	1	21	6.8	0	4	2	0	309
920569	E	Y	Sycamore Creek Elementary	640	70	0	0	0	0	0	0	11	0	0	16	2.25	0	38	5.35	0	5	0	0	710
920570	E	Y	Timber Drive Elementary	202	124	0	0	0	6	0	1.84	3	2	0	46	14.11	2	47	14.42	0	9	9	0	326
920571	E	Y	Turner Creek Elementary	445	108	0	0	0	0	0	0	2	0	0	16	2.89	0	34	6.15	45	11	0	0	553
920572	E	T	Underwood Elementary	241	153	94	1	24.11	0	0	0	5	0	0	0	0	1	40	10.15	0	12	0	0	394
920576	E	Y	Vance Elementary	263	94	0	0	0	0	0	0	2	0	0	0	0	0	83	23.25	0	4	5	0	357
920580	E	T	Vandora Springs Elementary	457	82	0	0	0	0	0	0	17	0	0	19	3.53	3	31	5.75	0	9	3	0	539
920581	H	E	Vernon Malone College and Career Academy	0	340	339	0	99.71	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	340
920582	H	E	Wake STEM Early College High School	0	282	278	0	98.58	0	0	0	1	0	0	0	0	0	3	1.06	0	0	0	0	282
920583	H	E	Wake Early College of Health and Sciences	0	314	312	0	99.36	0	0	0	0	0	0	0	0	0	1	0.32	0	0	1	0	314
920584	E	T	Wake Forest Elementary	241	243	0	126	26.03	0	0	0	3	0	0	49	10.12	2	44	9.09	0	3	16	0	484
920585	M	E	Wake Young Men's Leadership Academy	0	264	260	0	98.48	0	0	0	2	0	0	0	0	0	1	0.38	0	0	1	0	264
920586	M	E	Wake Young Women's Leadership Academy	0	327	325	0	99.39	0	0	0	1	0	0	0	0	0	1	0.31	0	0	0	0	327
920587	H	E	Wake Early College of Information & Biotechnologies	0	315	312	0	99.05	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	315
920588	H	T	Wake Forest High	1978	78	0	0	0	0	0	0	4	0	0	0	0	7	49	2.38	0	1	17	0	2056
920592	M	T	Wake Forest Middle	904	55	0	0	0	0	0	0	6	0	0	16	1.67	4	19	1.98	0	6	4	0	959
920593	E	T	Wakefield Elementary	421	79	0	0	0	0	0	0	6	0	0	17	3.4	0	45	9	0	6	5	0	500
920594	M	T	Wakefield Middle	748	63	0	0	0	0	0	0	1	0	0	0	0	3	55	6.78	0	0	4	0	811
920595	H	T	Wakefield High	1896	75	0	0	0	0	0	0	5	1	0	0	0	12	39	1.98	0	11	7	0	1971
920596	E	T	Washington Elementary	109	434	389	3	72.19	0	0	0	2	0	0	0	0	1	24	4.42	0	13	2	0	543
920597	E	T	Wakelon Elementary	690	46	0	0	0	0	0	0	3	0	0	0	0	0	25	3.4	0	10	8	0	736
920598	E	T	Weatherstone Elementary	627	24	0	0	0	0	0	0	1	0	0	0	0	1	12	1.84	0	10	0	0	651
920599	E	Y	Walnut Creek Elementary	559	41	0	0	0	0	0	0	11	3	0	0	0	3	17	2.83	0	7	0	0	600
920600	E	T	Wendell Elementary	326	118	77	0	17.34	0	0	0	3	0	0	0	0	1	20	4.5	0	16	1	0	444
920601	M	T	Wendell Middle	801	77	48	7	6.26	0	0	0	3	1	0	0	0	3	11	1.25	0	0	4	0	878

Code	Grd. Level	Cal.	School Name	Attending Base	Not Attending Base	M	B	%M+B	G	S	%G+S	3	4	O	P	%P	U	T	%T	2	E	9	F	Total
920604	M	T	West Cary Middle	650	151	0	0	0	0	0	0	2	0	0	37	4.62	1	19	2.37	88	1	3	0	801
920606	E	Y	West Lake Elementary	460	68	0	0	0	0	0	0	3	0	0	0	0	2	58	10.98	0	0	5	0	528
920607	M	Y	West Lake Middle	761	77	0	0	0	0	0	0	5	1	0	28	3.34	1	32	3.82	0	3	7	0	838
920608	M	T	West Millbrook Middle	970	271	212	34	19.82	0	0	0	5	0	0	0	0	0	14	1.13	0	1	5	0	1241
920614	E	T	White Oak Elementary	663	162	0	0	0	0	0	0	0	0	0	0	0	1	157	19.03	0	4	0	0	825
920616	E	Y	Wilburn Elementary	405	66	0	0	0	0	0	0	15	0	0	14	2.97	2	27	5.73	0	8	0	0	471
920618	E	T	Wildwood Forest Elementary	423	54	0	8	1.68	0	0	0	1	1	0	0	0	1	36	7.55	0	5	2	0	477
920620	E	T	Wiley Elementary	269	130	38	63	25.31	0	0	0	5	0	0	0	0	1	18	4.51	0	4	1	0	399
920623	E	Y	Woods Creek Elementary	535	38	0	0	0	0	0	0	4	0	0	0	0	3	21	3.66	0	6	4	0	573
920624	E	Y	Willow Springs Elementary	893	47	0	0	0	0	0	0	1	0	0	0	0	0	35	3.72	0	3	8	0	940
920625	H	T	Willow Spring High	2052	189	0	0	0	0	0	0	7	0	0	0	0	4	158	7.05	0	2	18	0	2241
920626	E	T	Yates Mill Elementary	452	27	0	0	0	0	0	0	3	0	0	0	0	1	20	4.18	0	3	0	0	479
920628	E	T	York Elementary	515	37	0	0	0	0	0	0	2	0	0	8	1.45	1	20	3.62	0	6	0	0	552
920632	E	T	Zebulon Elementary	596	43	13	1	2.19	0	0	0	2	0	0	0	0	1	13	2.03	0	4	9	0	639
920636	M	T	Zebulon Middle	692	93	69	1	8.92	0	0	0	3	0	0	0	0	1	13	1.66	0	0	6	0	785
[District]	[District]	[District]	[District]	133745	27562	10398	2384	7.92	96	2	0.06	931	52	601	2792	1.73	387	7685	4.76	458	1038	734	4	161307

Appendix D: Detailed Maps

Detailed Maps - Final Draft

Detailed maps in pdf format showing the proposed base areas for all schools included in the revised draft of the WCPSS 2027-2028 School Enrollment Plan.

Maps Included:

- Alston Ridge, Cary, Mills Park, Swift Creek, Turner Creek & White Oak Elementary
- Alston Ridge, East Cary Magnet, & Mills Park Middle
- Barton Pond Elementary
- Carroll Magnet, Leesville Road, Oberlin Magnet & Pine Hollow Middle
- Forest Pines Elementary
- Fuquay-Varina Middle
- Holly Springs High
- Leesville Road, Sanderson & Wakefield High
- Morrisville & Panther Creek High
- Morrisville & Pleasant Grove Elementary
- South Lakes Elementary
- Swift Creek Elementary
- Wakefield Middle

WCPSS Office of Student Assignment
Proposed Base Attendance Areas
Mills Park ES - 2027-28
Swift Creek ES - 2027-28

Alston Ridge ES - 2027-28
Cary ES - 2027-28
Turner Creek ES - 2027-28
White Oak ES - 2027-28

Current Attendance Areas
ES Boundary - 2026-27

Proposed Attendance Areas
- Alston Ridge ES
- Cary ES
- Highcroft Dr ES
- Mills Park ES
- Salem ES
- Swift Creek ES
- Turner Creek ES
- White Oak ES
- Yates Mill ES

Alston Ridge ES
Mills Park ES
Highcroft Dr ES
White Oak ES
Turner Creek ES
Salem ES
Cary ES
Swift Creek ES
Yates Mill ES

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Map generated by Numerix LLC for WCPSS
Intended for planning purposes only
ScenarioMaster_OSA_20261012
Map date: 10/12/2026

0 0.33 0.65 1.3 1.95 2.6 Miles

WCPSS Office of Student Assignment
Proposed Base Attendance Areas
Mills Park MS - 2027-28
East Cary MS - 2027-28

Alston Ridge MS - 2027-28

Current Attendance Areas
- MS Boundary - 2026-27

Proposed Attendance Areas
- Alston Ridge MS
- E Cary MS
- Lufkin Rd MS
- Mills Park MS
- Salem MS

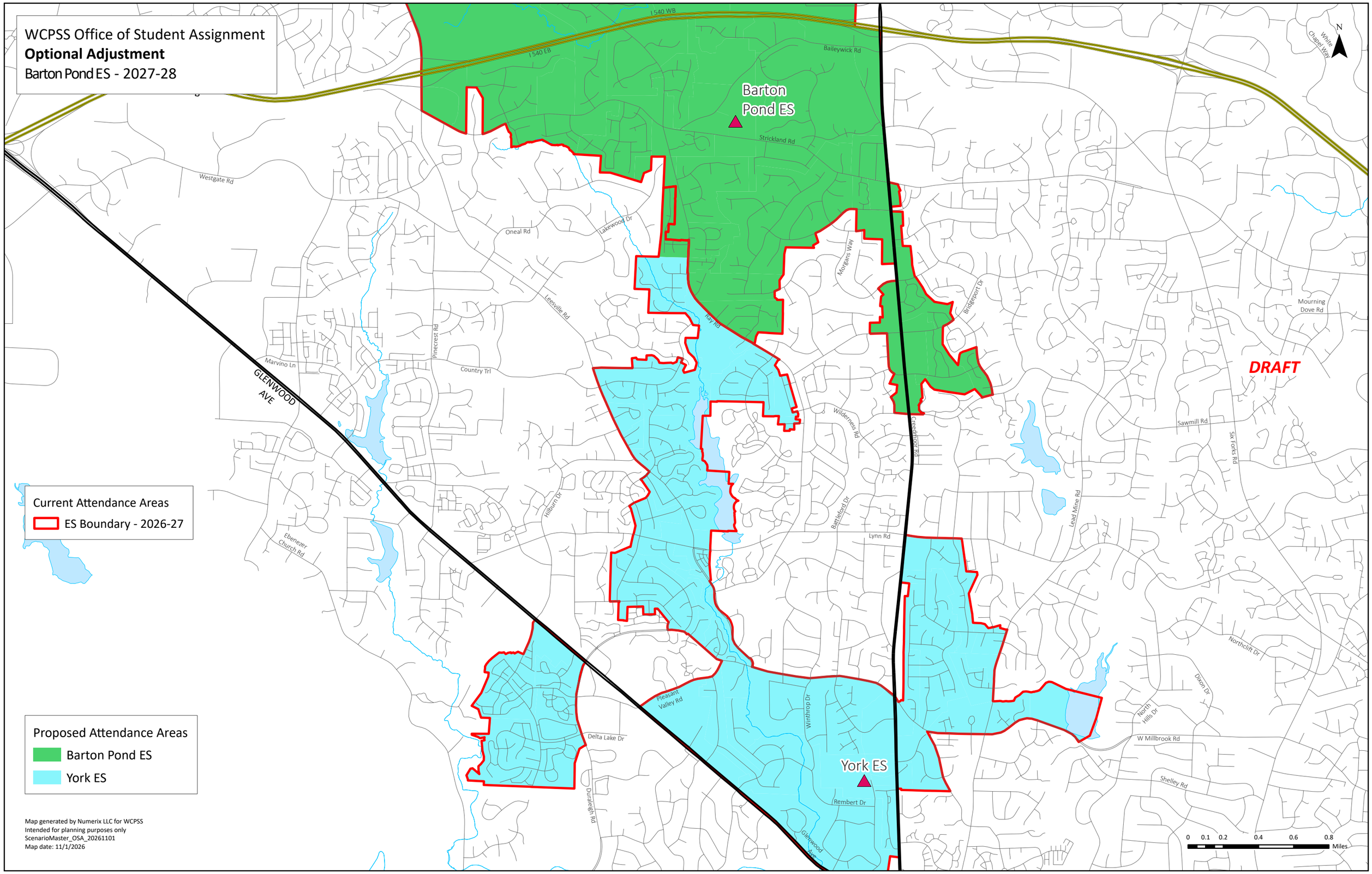
Mills Park MS
E Cary MS
Salem MS
Lufkin Rd MS

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Map generated by Numerix LLC for WCPSS
Intended for planning purposes only
ScenarioMaster_OSA_20261012
Map date: 10/12/2026

0 0.33 0.65 1.3 1.95 2.6 Miles

WCPSS Office of Student Assignment
Optional Adjustment
Barton Pond ES - 2027-28



Current Attendance Areas
- ES Boundary - 2026-27

Proposed Attendance Areas
- Barton Pond ES
- York ES

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ScenarioMaster_OSA_20261101
Map date: 11/1/2026

WCPSS Office of Student Assignment
Proposed Base Attendance Areas
Pine Hollow MS - 2027-28

Carroll Magnet MS - 2027-28
Leesville Road MS - 2027-28
Oberlin Magnet MS - 2027-28

Pine Hollow MS

Leesville Rd MS

West Millbrook MS

Carroll MS

Oberlin MS

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Current Attendance Areas
MS Boundary - 2026-27

Proposed Attendance Areas
Carroll MS
Oberlin MS
Leesville Road MS
Pine Hollow MS
W Millbrook MS

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Intended for planning purposes only
ScenarioMaster_OSA_20260930
Map date: 9/30/2026

0 0.25 0.5 1 1.5 2 Miles

WCPSS Office of Student Assignment
Proposed Base Attendance Areas
Forest Pines Drive ES - 2027-28

N

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Forest Pines Dr ES

Rolesville ES

Current Attendance Areas
ES Boundary - 2026-27

Proposed Attendance Areas
Forest Pines Dr ES
Rolesville ES

Map generated by Numerix LLC for WCPSS
Intended for planning purposes only
ScenarioMaster_OSA_20260930
Map date: 9/30/2026

0 0.15 0.3 0.6 0.9 1.2 Miles

WCPSS Office of Student Assignment
Proposed Base Attendance Areas
Fuquay-Varina MS - 2027-28

Herbert Akins Rd MS

Fuquay-Varina MS

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Current Attendance Areas
MS Boundary - 2026-27

Proposed Attendance Areas
Fuquay-Varina MS
Herbert Akins Rd MS

Map generated by Numerix LLC for WCPSS
Intended for planning purposes only
ScenarioMaster_OSA_20260930
Map date: 9/30/2026

0 0.15 0.3 0.6 0.9 1.2 Miles

WCPSS Office of Student Assignment
Proposed Base Attendance Areas
Holly Springs HS - 2027-28

Current Attendance Areas
HS Boundary - 2026-27

Proposed Attendance Areas
Fuquay-Varina HS
Holly Springs HS

Holly Springs HS

Fuquay-Varina HS

DRAFT

Map generated by Numerix LLC for WCPSS
Intended for planning purposes only
ScenarioMaster_OSA_20260930
Map date: 9/30/2026

0 0.17 0.35 0.7 1.05 1.4 Miles

N

WCPSS Office of Student Assignment
Proposed Base Attendance Areas
Morrisville HS - 2027-28

Leesville Road HS - 2027-28
Sanderson HS - 2027-28
Wakefield HS - 2027-28

Current Attendance Areas
HS Boundary - 2026-27

Proposed Attendance Areas
- Cary HS
- Green Level HS
- Green Hope HS
- Leesville Rd HS
- Millbrook HS
- Panther Creek HS
- Sanderson HS
- Wakefield HS
- Morrisville HS

Map generated by Numerix LLC for WCPSS
Intended for planning purposes only
ScenarioMaster_OSA_20260930
Map date: 9/30/2026

N

DRAFT

0 0.45 0.9 1.8 2.7 3.6 Miles

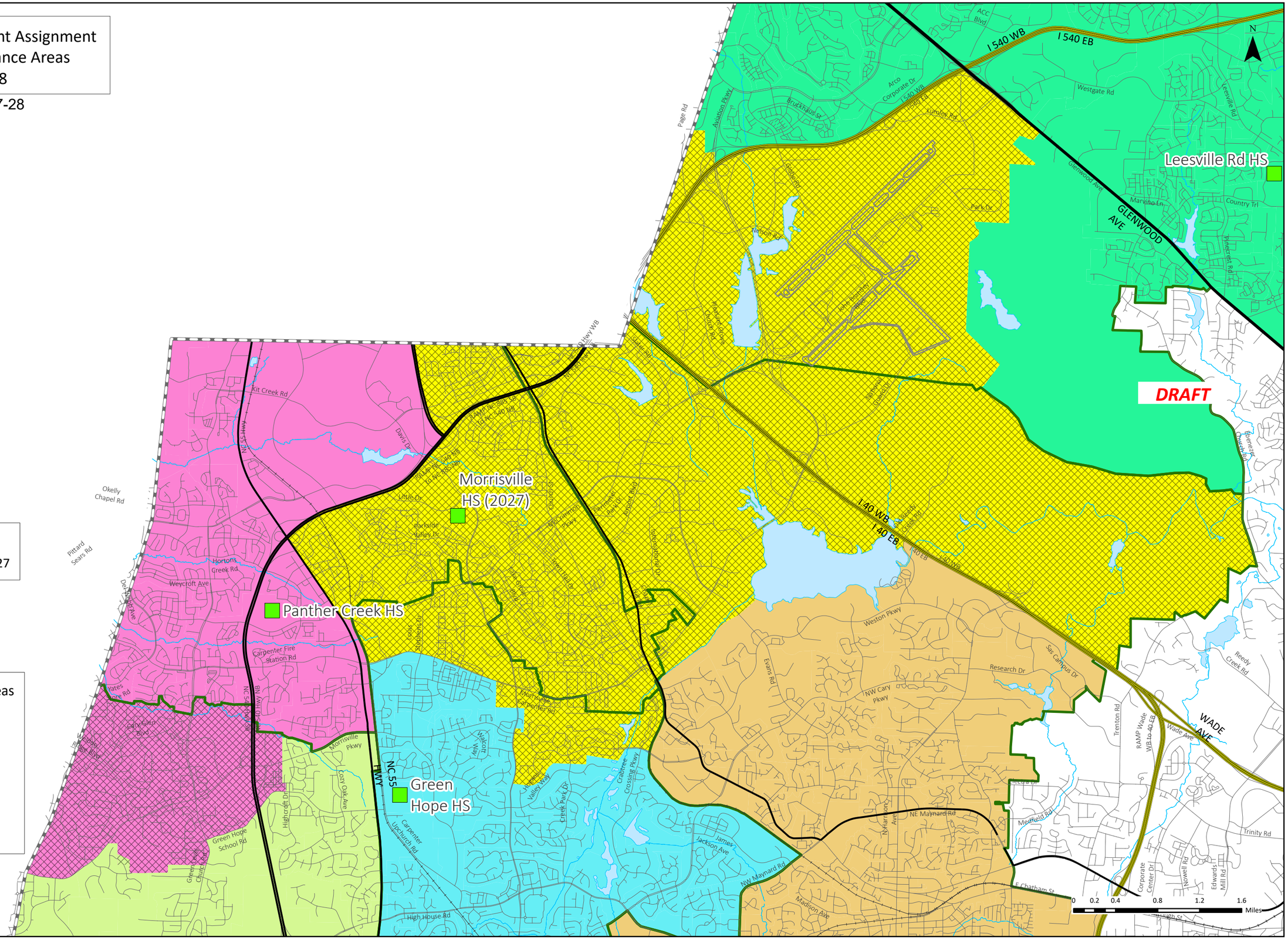
WCPSS Office of Student Assignment
Proposed Base Attendance Areas
Morrisville HS - 2027-28

Panther Creek HS - 2027-28

Current Attendance Areas
- HS Boundary - 2026-27

Proposed Attendance Areas
- Cary HS
- Green Level HS
- Green Hope HS
- Leesville Rd HS
- Panther Creek HS
- Morrisville HS

Map generated by Numerix LLC for WCPSS
Intended for planning purposes only
ScenarioMaster_OSA_20260930
Map date: 9/30/2026



WCPSS Office of Student Assignment
Optional Adjustment to Proposed
Base Attendance Areas
Morrisville HS - 2027-28

N

Morrisville HS (2027)

Panther Creek HS

Green Hope HS

DRAFT

Current Attendance Areas
- HS Boundary - 2026-27

Proposed Attendance Areas
- Cary HS
- Green Level HS
- Green Hope HS
- Leesville Rd HS
- Panther Creek HS
- Morrisville HS

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ScenarioMaster_OSA_20261101
Map date: 11/1/2026

0 0.1 0.2 0.4 0.6 0.8 Miles

WCPSS Office of Student Assignment
Proposed Base Attendance Areas
Pleasant Grove ES - 2027-28

Morrisville ES - 2027-28

Pleasant Grove ES

Cedar Fork ES

Morrisville ES

Northwoods ES

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Current Attendance Areas
- ES Boundary - 2026-27

Proposed Attendance Areas
- Cedar Fork ES
- Morrisville ES
- Northwoods ES
- Pleasant Grove ES

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Intended for planning purposes only
ScenarioMaster_OSA_20260930
Map date: 9/30/2026

N

0 0.15 0.3 0.6 0.9 1.2 Miles

WCPSS Office of Student Assignment
Proposed Base Attendance Areas
Willow Springs ES - 2027-28
South Lakes ES - 2027-28

Willow Springs ES

South Lakes ES

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Current Attendance Areas
ES Boundary - 2026-27

Proposed Attendance Areas
South Lakes ES
Willow Springs ES

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ScenarioMaster_OSA_20260930
Map date: 9/30/2026

0 0.15 0.3 0.6 0.9 1.2 Miles

WCPSS Office of Student Assignment
Proposed Base Attendance Areas
Wakefield MS - 2027-28

Current Attendance Areas
MS Boundary - 2026-27

Proposed Attendance Areas
E Millbrook MS
Wakefield MS

Wakefield MS
E Millbrook MS

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Map date: 9/30/2026

0 0.28 0.55 1.1 1.65 2.2 Miles

N