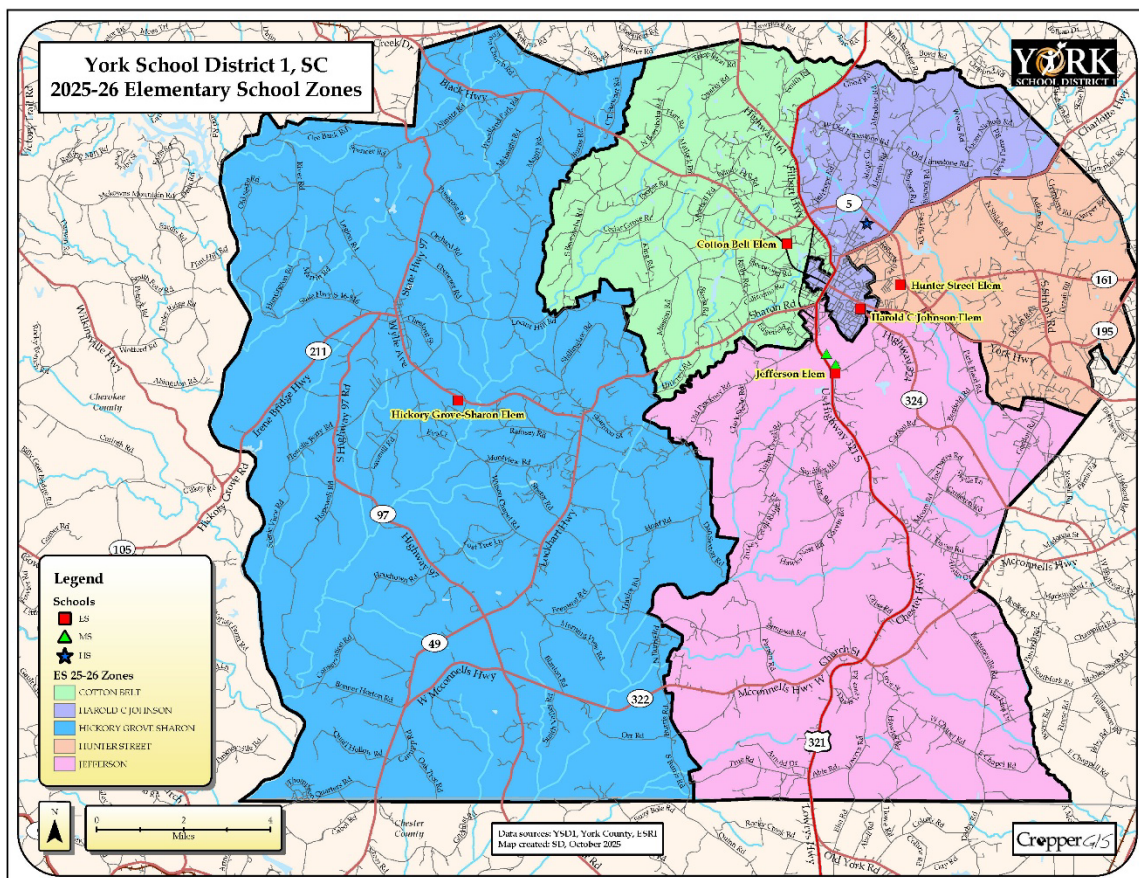




York School District 1, SC 2026-27 Rezoning Study

Background Report



CropperGIS

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Background and Key Objectives

York School District 1 (YSD1) is undertaking a rezoning study to achieve the following objectives:

- Modify attendance boundaries to account for the district's facilities plan, which is to move to a K-5, 6-8, 9-12 model with a standalone Pre-K Center.
- Beginning in fall 2027, White Hill Middle School and York Middle School will serve students in grades 6-8. For the 2027-2028 school year, York Intermediate School will serve fifth-grade students only.
- Fall 2028, implement new Pre-K Center; All elementary schools will move to a K through 5th grade model (HGSES will be Pre-K-5th).

The outcome of this study will inform a rezoning plan for the district, with implementation scheduled for the 2027-28 school year.

This background report was prepared to inform the internal planning team called together to lead this rezoning study. This report will inform team members in two ways:

1. It will expand the extensive knowledge each team member already has of YSD1.
2. It will help team members share a message with the community that is consistent and accurate.

YSD1 contracted Cropper GIS to facilitate this process. Cropper GIS has significant experience facilitating community-based rezoning studies, having assisted school districts of all sizes in Rhode Island, Massachusetts, Maryland, Virginia, Georgia, Illinois, Indiana, Ohio, New York, and many other states.

The "GIS" in Cropper GIS stands for "geographic information systems." Geographic information systems consist of people, computer hardware, and software. GIS is designed to store, analyze, and output geographic data to support decision making. Maps are the most common GIS output. Because school attendance zones are geographic in nature, GIS is a powerful tool promoting efficient and effective decision making when conducting rezoning studies.

Rezoning Study Criteria

Cropper GIS has developed a body of criteria to guide this rezoning study. The following criteria are not listed in any order of importance and the recommended plan will be one that best adheres to these criteria as a whole as best as possible:

- **Balance school facility utilization** – Make every effort to have equitable utilization (where possible) across the district and in accordance with school capacities and funded allotment ratios in accordance with state law. Make efficient use of available space.
- **Account for future growth** – Allow for increasing attendance in high growth areas.
- **Close Proximity** – Students should be assigned to the school within the closest proximity to their homes where possible.
- **Maximize busing efficiencies in transportation of students** – Make every effort to account for transportation (school bus and car rider), parent commuting patterns, balance busing travel time, and costs.
- **Minimize impact on students** – Attempt to minimize the number of students impacted when making boundary adjustments.
- **Consider economic, cultural, and ethnic diversity** – Ensure schools are inclusionary and not adversely affected by rezoning decisions.
- **Make every effort to establish contiguous zones** – Avoid creating zones that are not connected to the primary attendance zone, where possible.
- **Use major roads and natural boundaries wherever feasible to define attendance zones** – Minimize the number of students who need to cross major intersections and other barriers to maximize the safety and security of students and optimize transportation efficiency by containing bus routes within natural boundaries wherever possible to avoid traffic delays and late arrivals.

Rezoning Study Process

While the rationale behind the rezoning study is presented in the Background section, it is important to reiterate that:

- This process is driven by a team of experts within the district but with extensive public participation.
- The process will be facilitated by an outside consultant.
- YSD1 staff will provide data and technical support to the internal planning team.
- Multiple forms of communication will be incorporated into the process.

This rezoning study process has four phases:

Phase 1. Data Collection

Phase 2. Data Analysis / Assimilation

Phase 3. Options Development

Phase 4. Internal Planning Team and Public Engagement

Phase 1. Data Collection

Data availability and quality are central to this rezoning study process. Fortunately, YSD1 and Kent County GIS/planning offices have provided a comprehensive collection of system, city, and county data, including:

- A wide array of GIS data;
- Student enrollment data (historic and current);
- Current & planned school facility data;
- Pertinent System policies and procedures.

Data collection efforts have been underway through the fall, and information will continue to be collected throughout the rezoning study process if it is deemed useful. As the process proceeds, internal planning team and general public members will provide additional information as they bring their experience and perspectives to the process. The public will also provide valuable feedback at the public information meetings and via the community survey that will follow. Finally, YSD1 and Cropper GIS staff will provide data to the internal planning team upon request throughout the life of the process.

Phase 2. Data Analysis / Assimilation

Once data is collected, it is necessary to integrate it into GIS to enable quick and efficient analysis and options development. Data assimilation was completed quickly and efficiently because YSD1 already had some of the data in usable formats. Cropper GIS is also preparing a 10-year enrollment forecast that will help inform the district on long range enrollment trends.

Phase 3. Options Development

To expedite the process and empower the internal planning team, the best approach is to begin with a series of baseline rezoning options. These options will be developed with the rezoning criteria in mind. Baseline options will be shared with the internal planning team during their scheduled meetings. Once the options are presented the planning team may:

- Use or disregard the baseline options.
- Improve upon the baseline options.
- Develop new options from scratch.

Phase 4. Internal Planning Team

Noted in the timeline on page 4, the internal planning team will meet regularly from November 2025 through April 2026 to analyze data, review attendance zones, and develop zone options. At public information sessions in January and March 2026, the work of the team will be shared, and community members will have an opportunity to discuss planning team work with staff and planning team members. Valuable information will also be gathered via a community survey that will take place after the March public information session.

Stakeholder Responsibilities

YSD1 seeks planning team and community engagement to achieve the key rezoning objectives. The table below describes the roles and responsibilities of the stakeholders that will be involved in the rezoning study process.

Outline of Stakeholder Responsibilities	
Consultant	• Schedule and facilitate internal planning team meetings. • Communicate updates with planning team, including updated handout and meeting schedule logistics. • Conduct public meetings to solicit feedback related to draft options that are under consideration. • Support the district in providing materials such as presentations, handouts, and online interactive maps for the public's consumption. • Coordinate and summarize online feedback received from general public and internal planning team.
Internal Planning Team	• Consists of key YSD1 administrators including central office, senior leadership, department staff personnel, planning, and York School District 1 community members. • Group will work to review draft options that are being developed in preparation to share with the School Committee and public. • Review input provided from the consultant and general public regarding draft options and continue to modify maps with a focus on the best solution for all students as a whole. • Recommend rezoning plan to the School Board.
General Public	• Informed through website. • Invited to submit comments and input throughout the entire process. • Invited to participate in public information sessions (both virtual and in-person), and to provide input via surveys and online general feedback form.
School Board	• Charge internal planning team with its responsibilities. • Identify questions the planning team is expected to answer. • Advise staff and the process regarding policy-related considerations and other committee-level decisions. • Vote on rezoning plan.

Rezoning Study Timeline

The following page presents the rezoning study timeline. The timeline places a significant time commitment on internal planning team members from August 2026 through December 2026. Internal planning team members are expected to:

- Meet at least a few times a month throughout the duration of the rezoning study process to analyze attendance zone options.
- Help facilitate two public information sessions by answering questions that the public may have about maps and statistics.

Process & Timeline for Rezoning

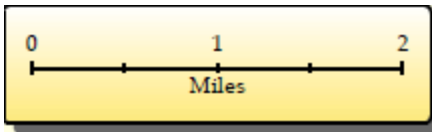
	July '26	Aug. '26	Sept. '26	Oct. '26	Nov. '26	Dec. '26	Jan. '27
<i>Data Collection</i>							
<i>Data Analysis/ Assimilation</i>							
<i>Baseline Options Development/ Update</i>							
<i>Internal Planning Team Work (1-2 meetings per month)</i>							
Public Information Session #1 : Present Project Process, Criteria, Timeline, and Rezoning Objectives to Community. Web-based meeting. 6pm			Sept. 28th				
Public Information Session #2: Present DRAFT Rezoning Options to General Public for Comment/Feedback. On-site meeting to review options and q/a at end of session. Survey runs from Nov. 17-29th					Nov. 17th		
<i>Presentation of Final Recommendations to the Board of Education</i>						Dec. 8	
<i>Board of Education Votes on Rezoning Plan</i>							Jan. 12

Map Analysis

Maps provide the opportunity to examine physical and social geography and to discover relationships between places. Maps are included in Appendix B and are given brief analysis here. While this analysis is helpful, each planning team member is urged to closely analyze these maps and share their analysis with other planning team members. The local knowledge and personal insight that each planning team member brings to map analysis will add valuable perspective to this rezoning study process.

Mapping Conventions

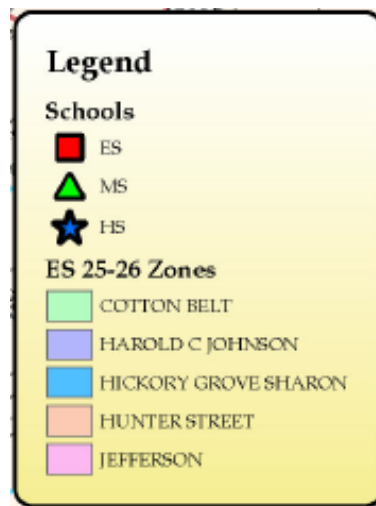
When analyzing the maps in Appendix B, keep in mind these common mapping conventions used in each map.



Each map will include a graphic scale bar to indicate distance between features. A graphic scale bar is very helpful to readers who download the background report and use a “zoom” function to examine a small area of a map in detail. Each map will also contain a North Arrow that will help the map viewers determine the direction.



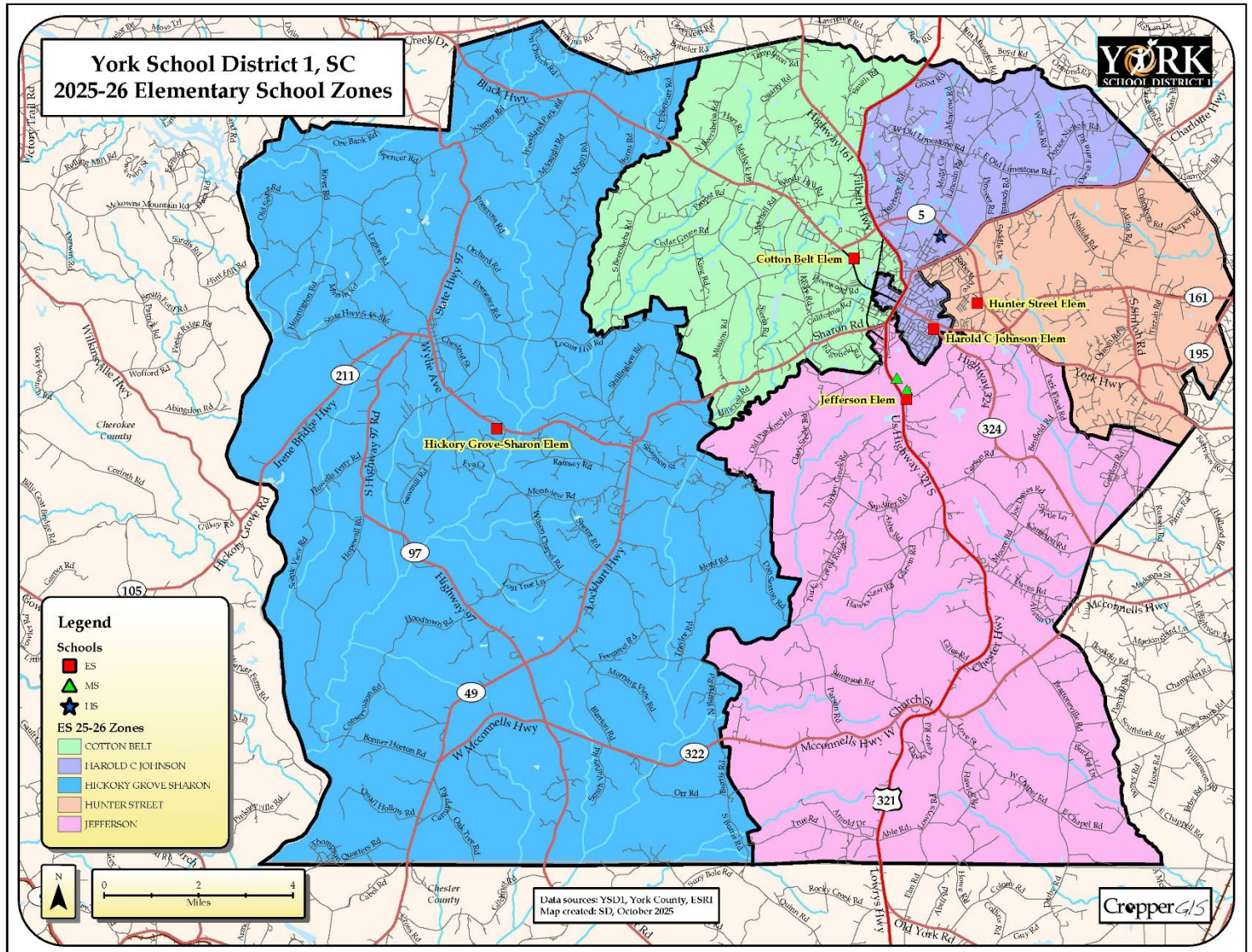
Each map has a legend showing common symbology used in all maps and, sometimes, symbology unique to a single map. Common symbols are used for schools. Squares are elementary schools (red, in color copies). Triangles are middle schools (green, in color copies). Stars are high schools (blue, in color copies). In addition to school location symbology, the legend also shows the color of each individual zone in the map.



Series 1: Current Zone Mapping

York School District 1, SC, Elementary School Attendance Zones 2026-27

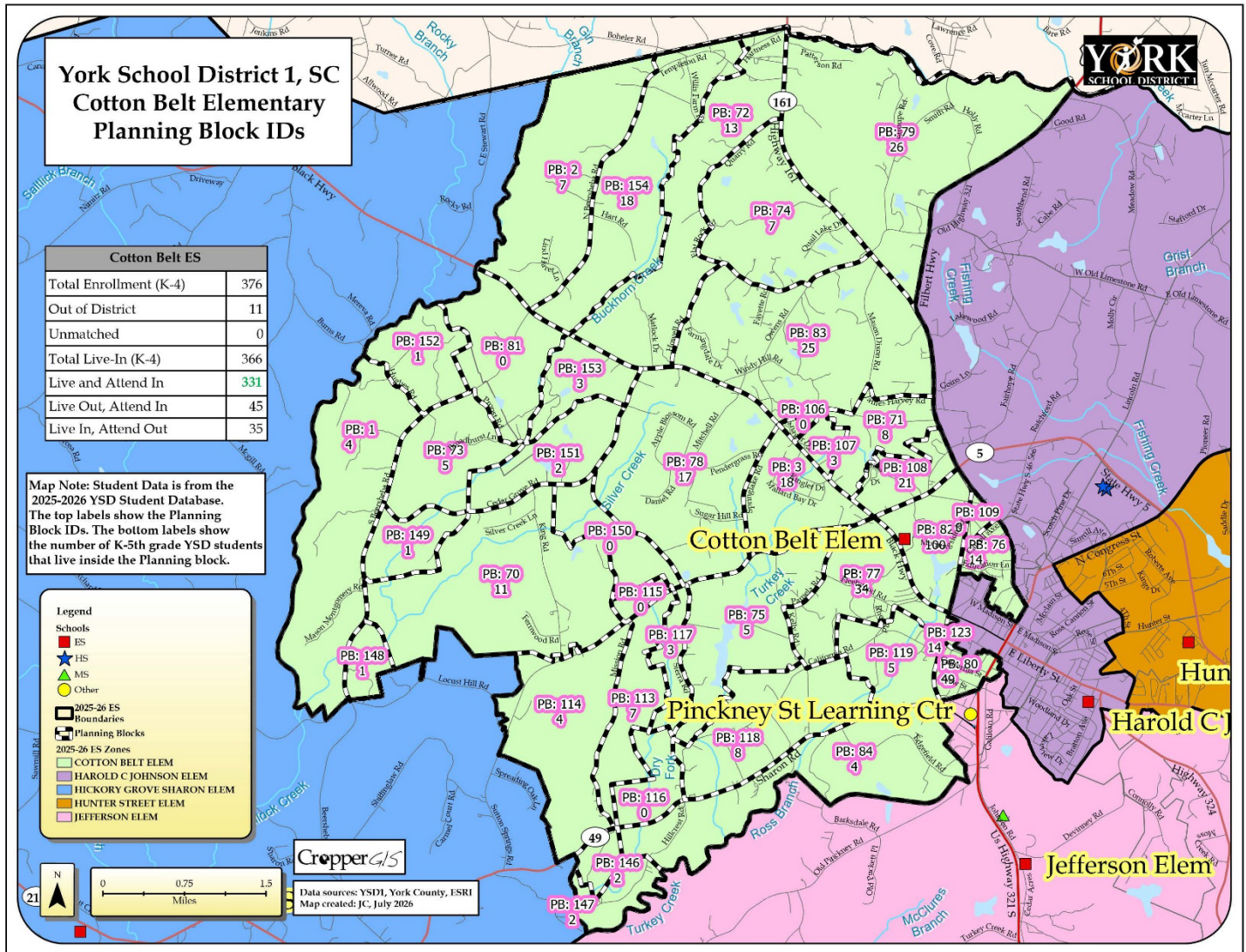
The image below depicts the current 2026-27 YSD1 elementary school zones. This map can be found in Appendix B.



Series 2: Planning Block Mapping

York School District 1, SC, 2026-27 Elementary Planning Block Mapping

Map Series 2, located in Appendix B, shows each school zone within York School District 1. The labels in the planning blocks depict both the planning block ID number (on top) and the number of grades served (K-5th or 6-8th) grade students that live in the planning block.



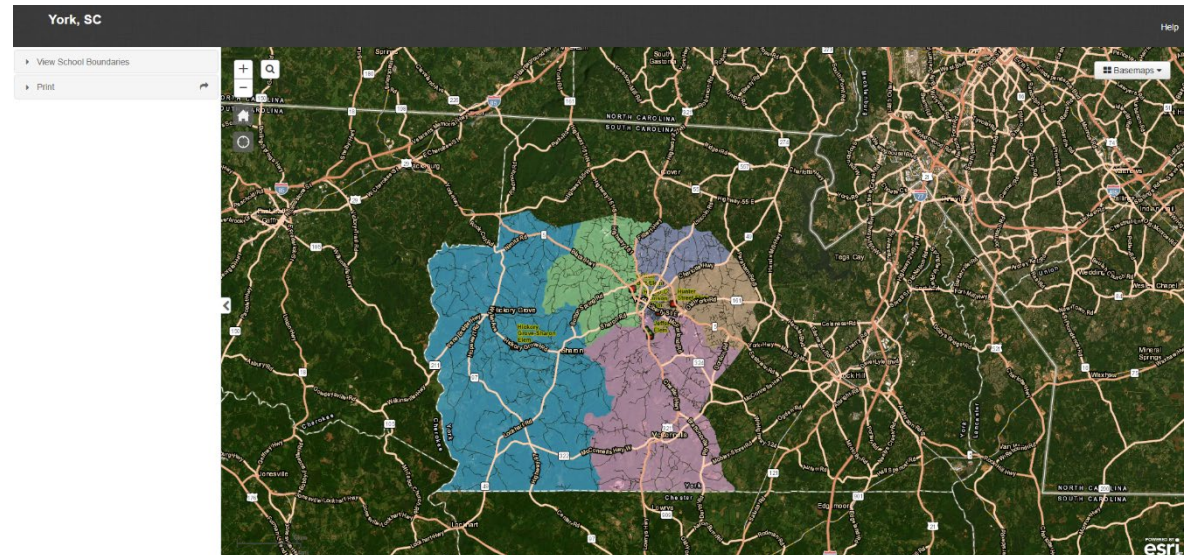
Online Mapping

In addition to the physical printed maps, Cropper GIS has also created an interactive online map service. This map service is available at:

https://croppermap.com/york_sc/

Below are the basic components of this online mapping service for YSD1:

1. **Menu Options** Use these menus to interact with the map.
 - **View School Zones:** Use this menu to choose which school zone map to view.
 - **Zoom to School Zones:** Use this menu to zoom to a school zone.
 - **Legend:** This shows the active layers that are turned on within the map.
 - **Print:** Use this menu to format and print a map with a title.
2. **Find Address:** Use this to search for an address and to determine school options.

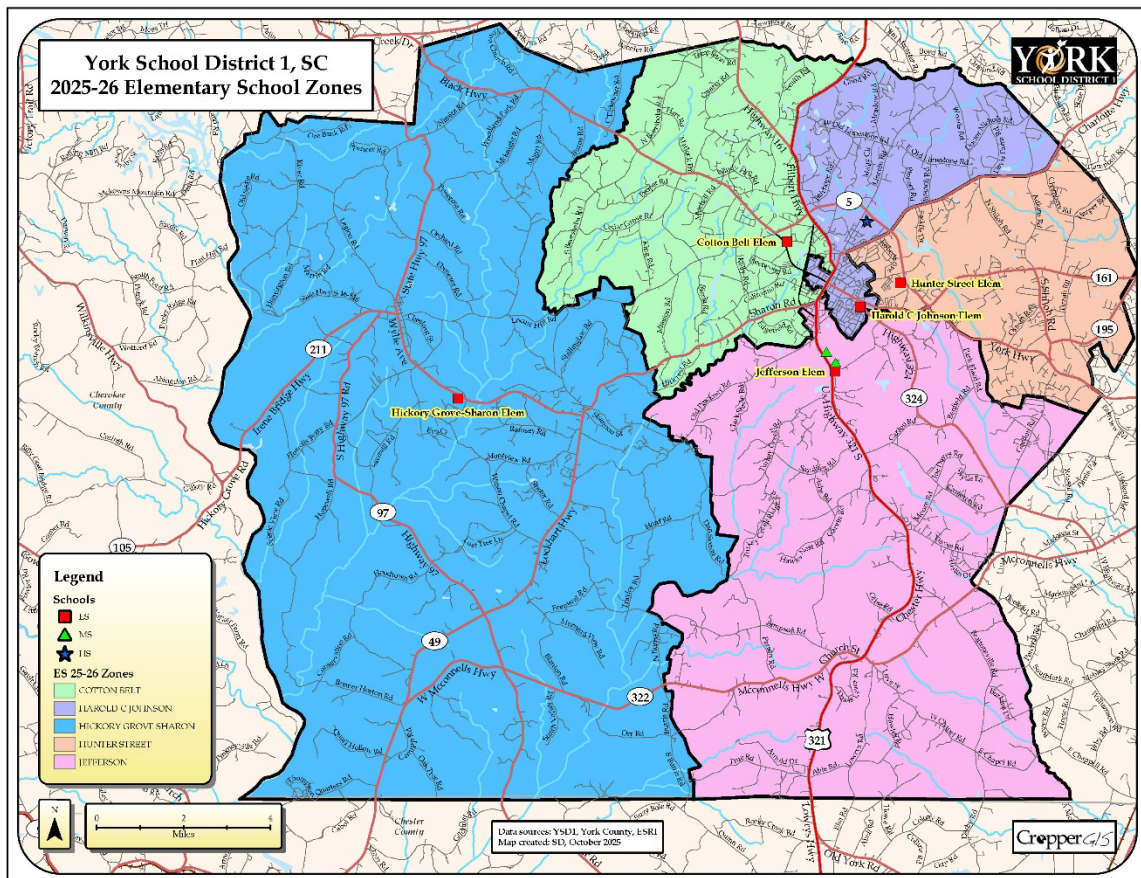


3. **Map Navigation:** This is used to zoom in & out.  If your mouse has a scroll wheel this will also zoom in and out. If you click on the map screen and drag the mouse it will pan the map.
4. **Basemaps:** Use this dropdown list to determine which basemap to have on in the background.
5. **Home Button:** Click on  this button to zoom the map out to the district's full extent.
6. **GPS Location:** Click on this  to determine your current location.



York School District 1, SC 2026-27 Rezoning Study

Appendix A: Live-Attend Analysis

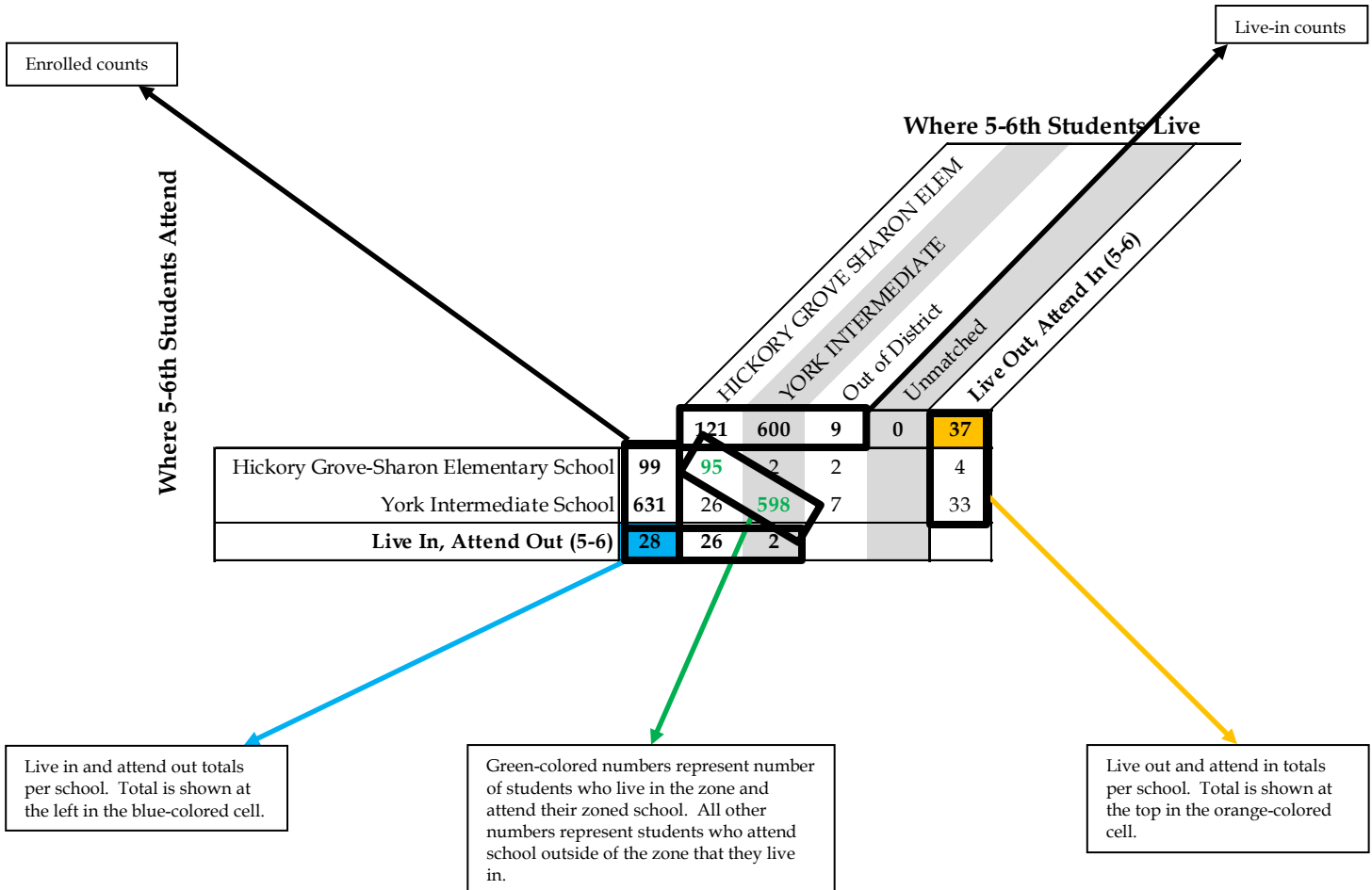


Cropper GIS

Live Attend Matrix

The table below provides details on the schools that students attend and the school zones where they live. The schools of attendance are listed on the left while the zones where students live are listed on the top line. This student data is from the October, 2025, YSD1 2025-26 student database.

The first column of numbers to the right of the schools of attendance represents the number of students enrolled at that school. The first row of numbers below the zones where students live represents the total number of students living inside of that zone. The green-colored numbers represent the number of students who live in the zone and attend their zoned school. All other numbers represent students who attend school outside of the zone that they live in. The bottom row represents the number of students that “Live-In and Attend-Out” by school. The blue-colored cell shows the total number of students that “Live-in and Attend-Out”. The farthest right column represents the number of students that “Live-Out and Attend-In” by school. The orange-colored cell shows the total number of students that “Live-Out and Attend-In”.



Where K-4th
Students Attend

		Where K-4th Students Live							
		COTTON BELT ELEM	HAROLD C JOHNSON ELEM	HICKORY GROVE SHARON ELEM	HUNTER STREET ELEM	JEFFERSON ELEM	Out of District	Unmatched	Live Out, Attend In (K-4)
		366	346	302	367	310	27	0	210
Cotton Belt Elementary School	376	331	18	5	4	7	11		45
Harold C. Johnson Elementary School	347	9	301	6	14	12	5		46
Hickory Grove-Sharon Elementary School	278	6	2	265		3	2		13
Hunter Street Elementary School	395	12	14	11	338	15	5		57
Jefferson Elementary School	322	8	11	15	11	273	4		49
Live In, Attend Out (K-4)	183	35	45	37	29	37			

Where 5-6th Students Attend

		Where 5-6th Students Live				
		HICKORY GROVE SHARON ELEM	YORK INTERMEDIATE	Out of District	Unmatched	Live Out, Attend In (5-6)
		121	600	9	0	37
Hickory Grove-Sharon Elementary School	99	95	2	2		4
York Intermediate School	631	26	598	7		33
Live In, Attend Out (5-6)	28	26	2			

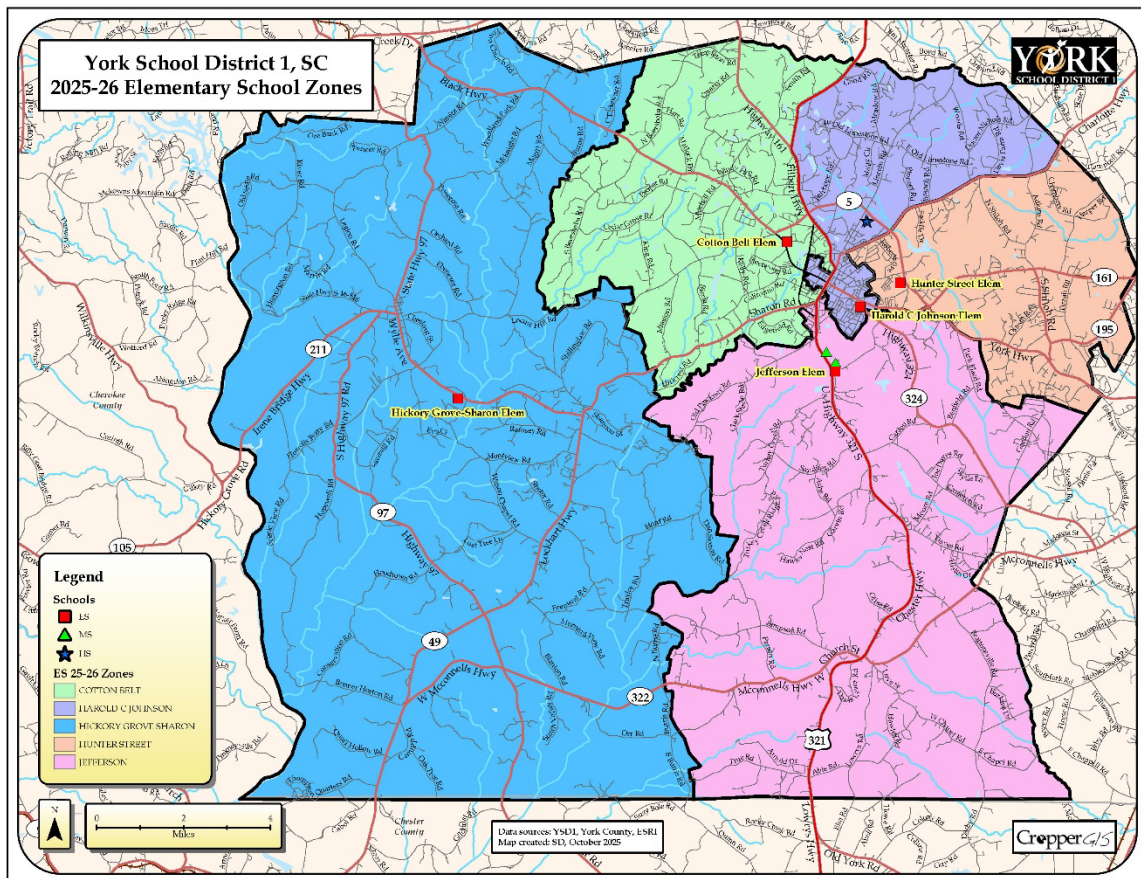
Where 7-8th Students Attend

		Where 7-8th Students Live			
		YORK MIDDLE	Out of District	Unmatched	Live Out, Attend In (7-8)
		773	5	0	5
York Middle School	778	773	5		5
Live In, Attend Out (7-8)	0	0			



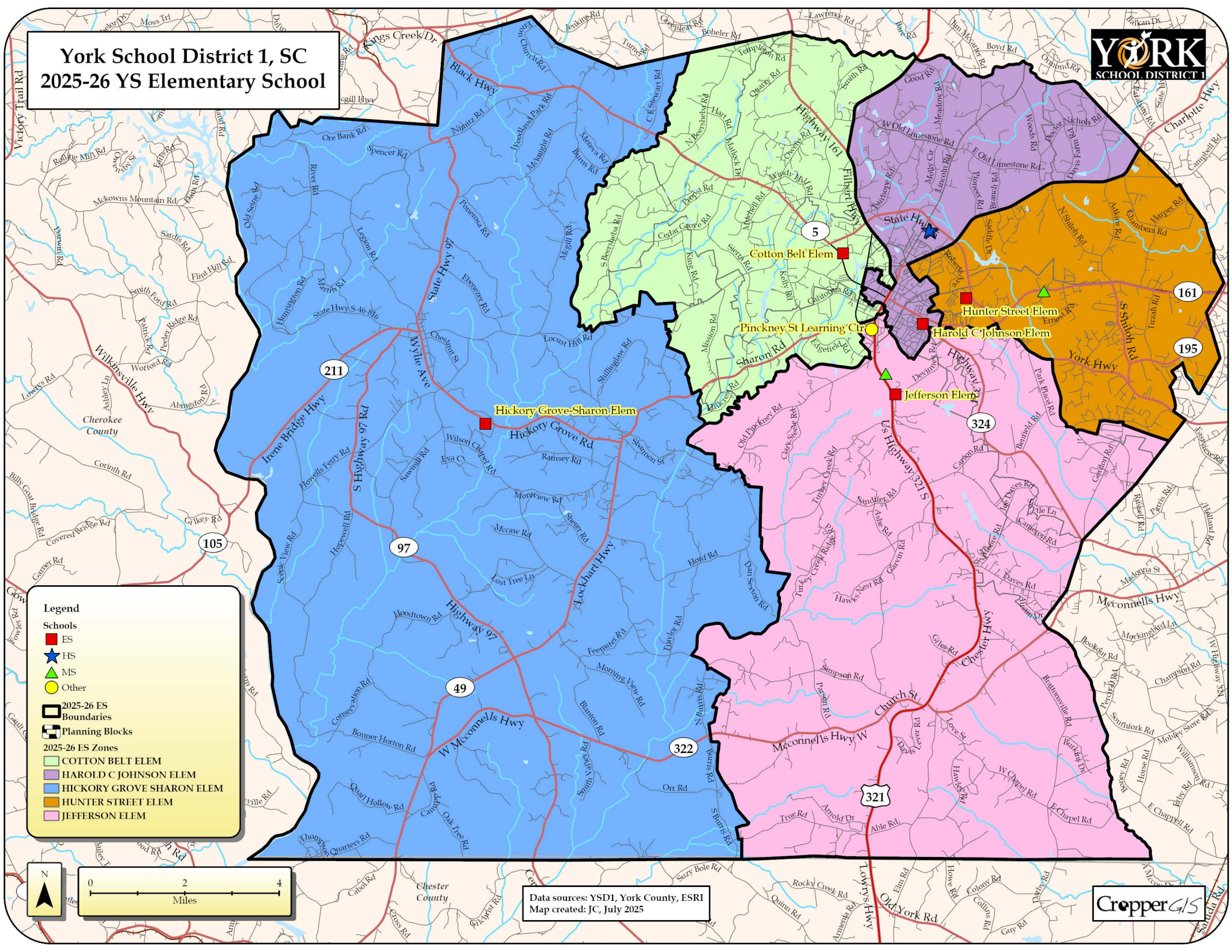
York School District 1, SC 2026-27 Rezoning Study

Appendix B: Planning Block Maps

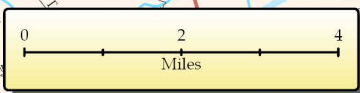


Copper GIS

York School District 1, SC 2025-26 YS Elementary School



- Legend**
- Schools
 - ES (Red square)
 - HS (Blue star)
 - MS (Green triangle)
 - Other (Yellow circle)
 - Boundaries
 - 2025-26 ES (Thick black line)
 - Planning Blocks (Thin black line)
 - 2025-26 ES Zones
 - COTTON BELT ELEM (Light green)
 - HAROLD C JOHNSON ELEM (Purple)
 - HICKORY GROVE SHARON ELEM (Blue)
 - HUNTER STREET ELEM (Orange)
 - JEFFERSON ELEM (Pink)



Data sources: YSD1, York County, ESRI
Map created: JC, July 2025

CropperGIS

York School District 1, SC Cotton Belt Elementary Planning Block IDs



Cotton Belt ES	
Total Enrollment (K-4)	376
Out of District	11
Unmatched	0
Total Live-In (K-4)	366
Live and Attend In	331
Live Out, Attend In	45
Live In, Attend Out	35

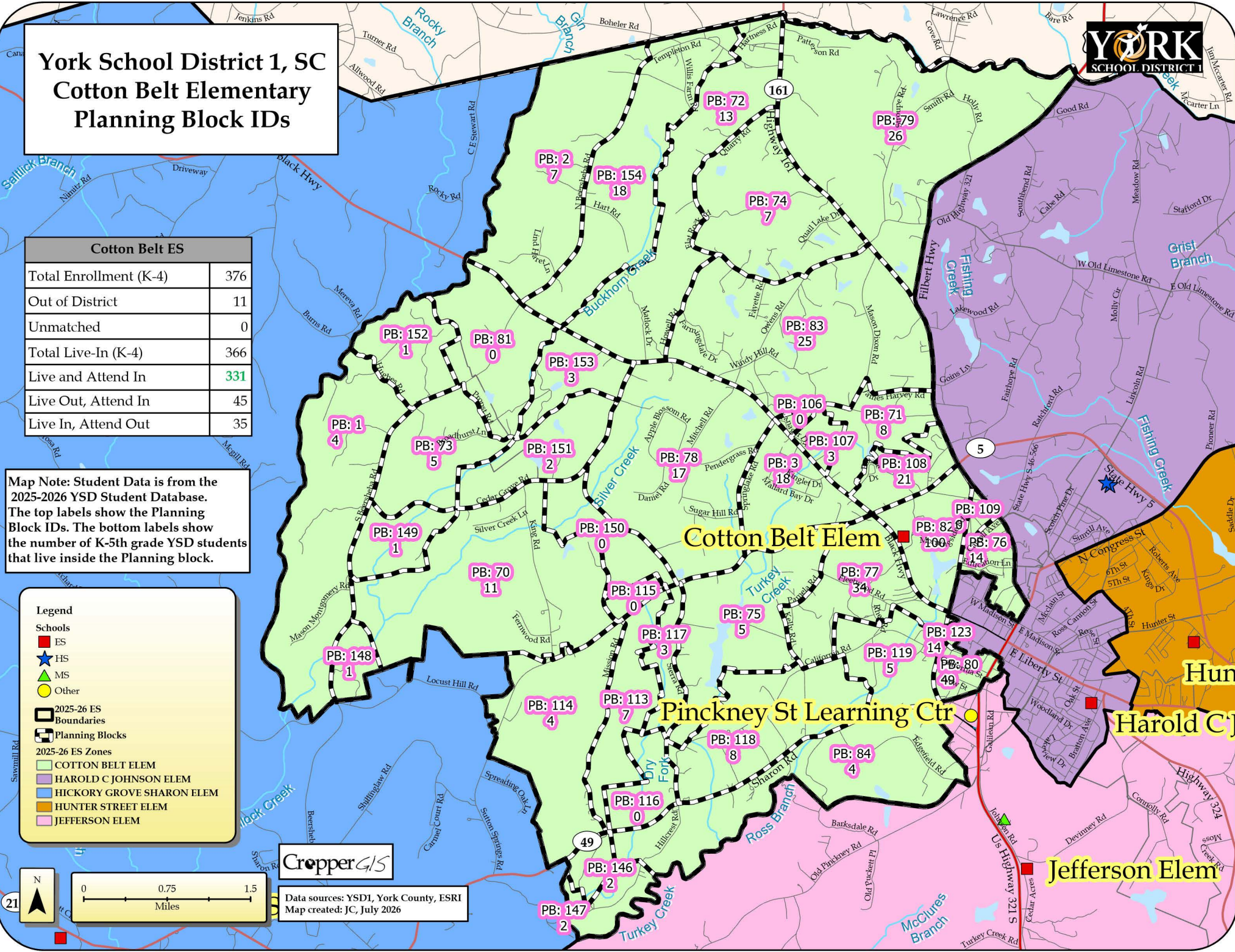
Map Note: Student Data is from the 2025-2026 YSD Student Database. The top labels show the Planning Block IDs. The bottom labels show the number of K-5th grade YSD students that live inside the Planning block.

Legend

- Schools
 - ES
 - HS
 - MS
 - Other
- 2025-26 ES Boundaries
- Planning Blocks
- 2025-26 ES Zones
 - COTTON BELT ELEM
 - HAROLD C JOHNSON ELEM
 - HICKORY GROVE SHARON ELEM
 - HUNTER STREET ELEM
 - JEFFERSON ELEM

Cropper G/S

Data sources: YSD1, York County, ESRI
Map created: JC, July 2026



York School District 1, SC Harold C Johnson Elementary Planning Block IDs

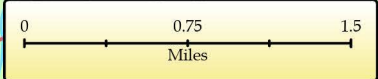


Harold C. Johnson ES	
Total Enrollment (K-4)	347
Out of District	5
Unmatched	0
Total Live-In (K-4)	346
Live and Attend In	301
Live Out, Attend In	46
Live In, Attend Out	45

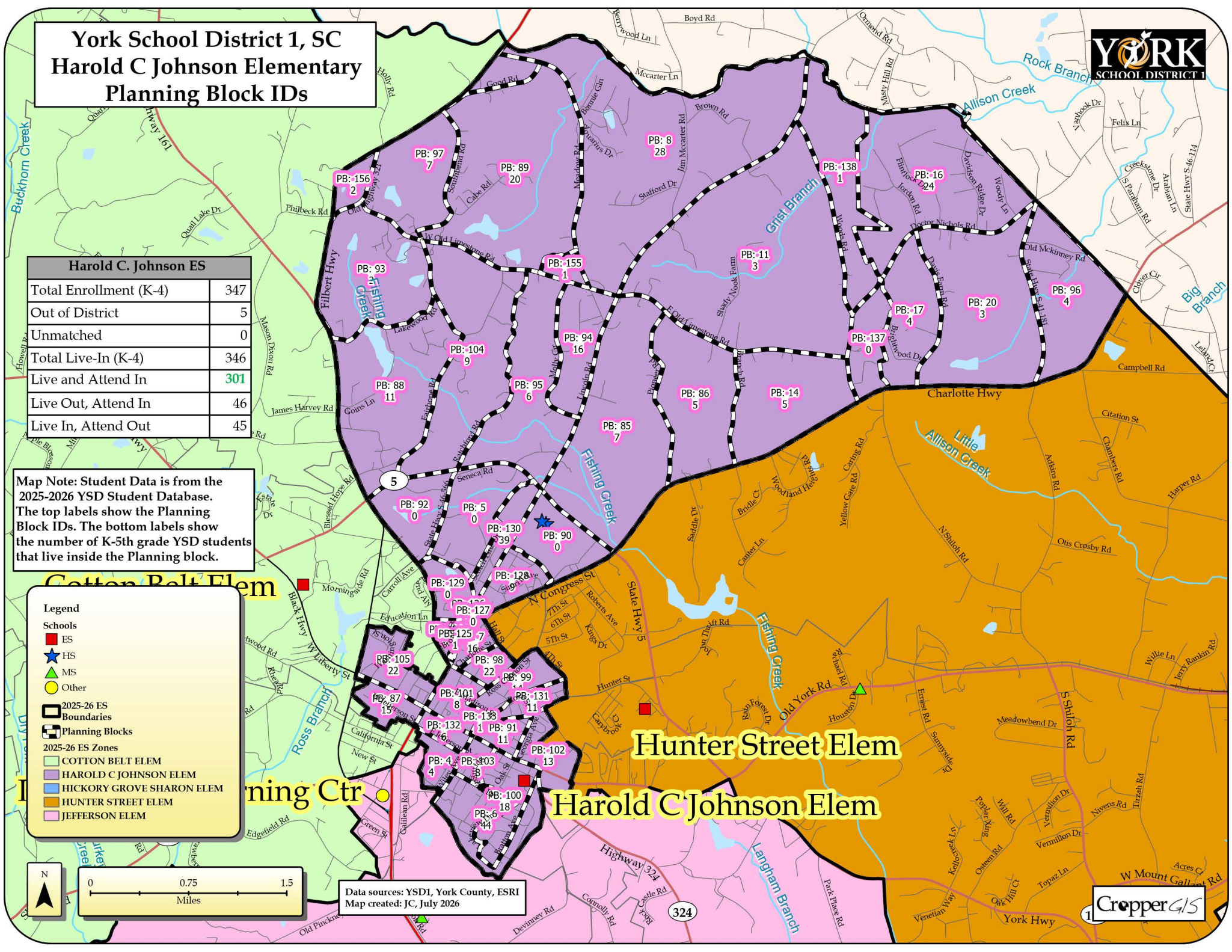
Map Note: Student Data is from the 2025-2026 YSD Student Database. The top labels show the Planning Block IDs. The bottom labels show the number of K-5th grade YSD students that live inside the Planning block.

Legend

- Schools
 - ES
 - HS
 - MS
 - Other
- 2025-26 ES Boundaries
- Planning Blocks
- 2025-26 ES Zones
 - COTTON BELT ELEM
 - HAROLD C JOHNSON ELEM
 - HICKORY GROVE SHARON ELEM
 - HUNTER STREET ELEM
 - JEFFERSON ELEM



Data sources: YSD1, York County, ESRI
Map created: JC, July 2026



York School District 1, SC Hickory Grove-Sharon Elementary Planning Block IDs

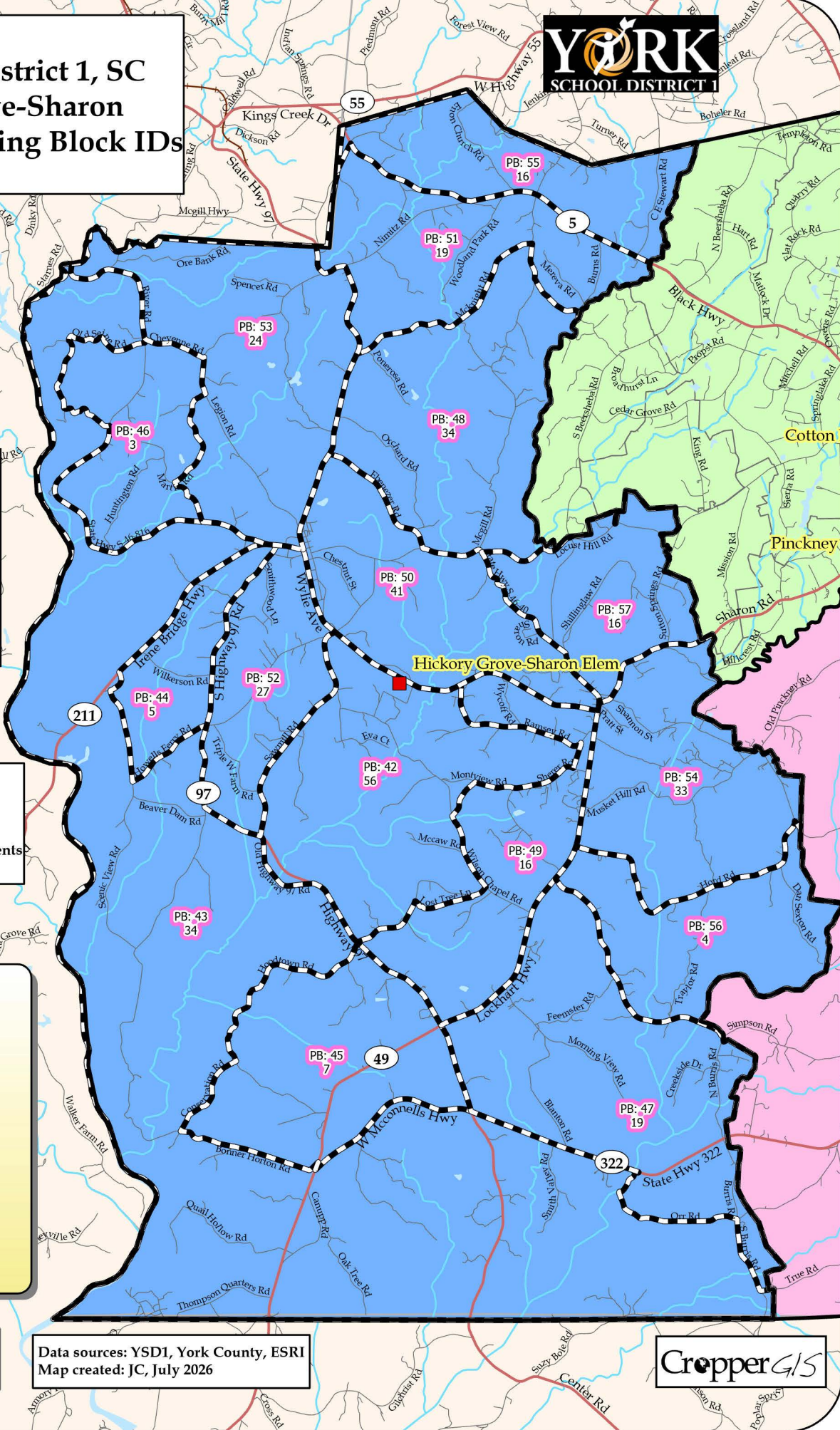


Hickory Grove-Sharon ES	
Total Enrollment (K-4)	278
Out of District	2
Unmatched	0
Total Live-In (K-4)	302
Live and Attend In	265
Live Out, Attend In	13
Live In, Attend Out	37

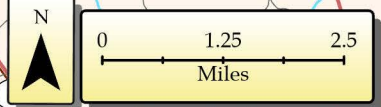
Map Note: Student Data is from the 2025-2026 YSD Student Database. The top labels show the Planning Block IDs. The bottom labels show the number of K-5th grade YSD students that live inside the Planning block.

Legend

- Schools
 - ES
 - HS
 - MS
 - Other
- 2025-26 ES Boundaries
- Planning Blocks
- 2025-26 ES Zones
 - COTTON BELT ELEM
 - HAROLD C JOHNSON ELEM
 - HICKORY GROVE SHARON ELEM
 - HUNTER STREET ELEM
 - JEFFERSON ELEM



Data sources: YSD1, York County, ESRI
Map created: JC, July 2026



York School District 1, SC Hunter Street Elementary Planning Block IDs



Map Note: Student Data is from the 2025-2026 YSD Student Database. The top labels show the Planning Block IDs. The bottom labels show the number of K-5th grade YSD students that live inside the Planning block.

Legend

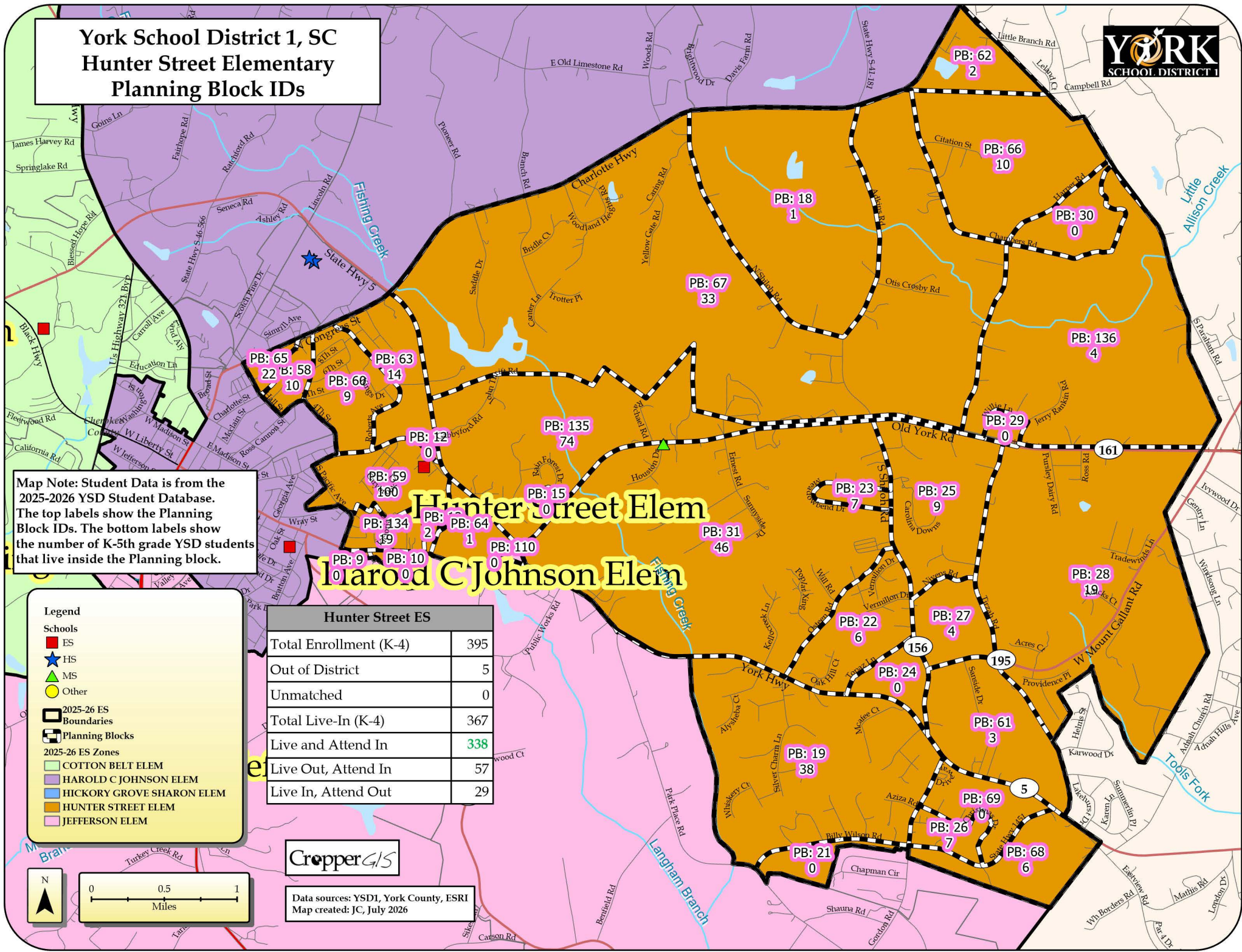
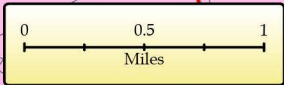
- Schools
 - ES
 - HS
 - MS
 - Other
- 2025-26 ES
- Boundaries
- Planning Blocks
- 2025-26 ES Zones
 - COTTON BELT ELEM
 - HAROLD C JOHNSON ELEM
 - HICKORY GROVE SHARON ELEM
 - HUNTER STREET ELEM
 - JEFFERSON ELEM

Hunter Street ES

Total Enrollment (K-4)	395
Out of District	5
Unmatched	0
Total Live-In (K-4)	367
Live and Attend In	338
Live Out, Attend In	57
Live In, Attend Out	29

CropperGIS

Data sources: YSD1, York County, ESRI
Map created: JC, July 2026



York School District 1, SC Jefferson Elementary Planning Block IDs



Hickory Grove-Sharon Elem

Pinckney St Learning C

Harold C Johnson Elem

Jefferson Elem

Jefferson ES	
Total Enrollment (K-4)	322
Out of District	4
Unmatched	0
Total Live-In (K-4)	310
Live and Attend In	273
Live Out, Attend In	49
Live In, Attend Out	37

Map Note: Student Data is from the 2025-2026 YSD Student Database. The top labels show the Planning Block IDs. The bottom labels show the number of K-5th grade YSD students that live inside the Planning block.

Legend

Schools

■ ES

★ HS

▲ MS

● Other

2025-26 ES

Boundaries

Planning Blocks

2025-26 ES Zones

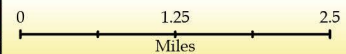
COTTON BELT ELEM

HAROLD C JOHNSON ELEM

HICKORY GROVE SHARON ELEM

HUNTER STREET ELEM

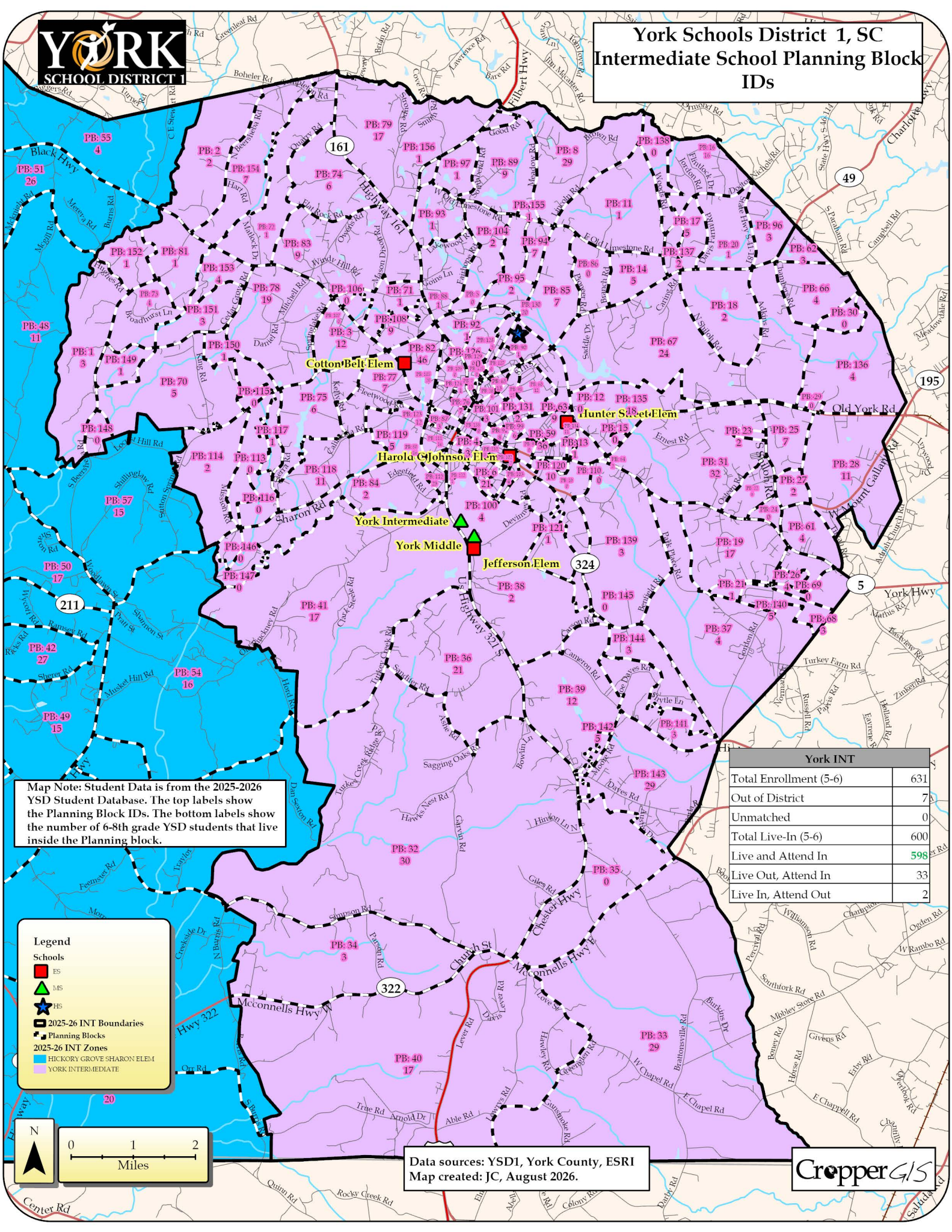
JEFFERSON ELEM



Data sources: YSD1, York County, ESRI
Map created: JC, July 2026

CropperGIS

72

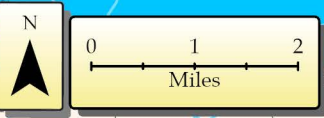


Map Note: Student Data is from the 2025-2026 YSD Student Database. The top labels show the Planning Block IDs. The bottom labels show the number of 6-8th grade YSD students that live inside the Planning block.

Legend

- Schools
 - ES
 - MS
 - HS
- 2025-26 INT Boundaries
- Planning Blocks
- 2025-26 INT Zones
 - HICKORY GROVE SHARON ELEM
 - YORK INTERMEDIATE

York INT	
Total Enrollment (5-6)	631
Out of District	7
Unmatched	0
Total Live-In (5-6)	600
Live and Attend In	598
Live Out, Attend In	33
Live In, Attend Out	2



Data sources: YSD1, York County, ESRI
Map created: JC, August 2026.

York School District 1, SC 2025-26 YS Middle School



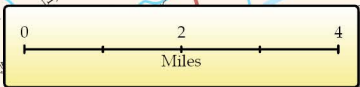
Legend

Schools

- ES
- HS
- MS
- Other

2025-26 District Boundary

2025-26 MS Zone



Data sources: YSD1, York County, ESRI
Map created: JC, July 2025

CropperGIS

York School District 1, SC Middle School Planning Block IDs



York MS	
Total Enrollment (7-8)	778
Out of District	5
Unmatched	0
Total Live-In (7-8)	773
Live and Attend In	773
Live Out, Attend In	5
Live In, Attend Out	0

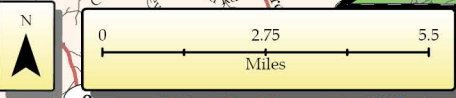
York School District 1, SC Inset Map

Legend

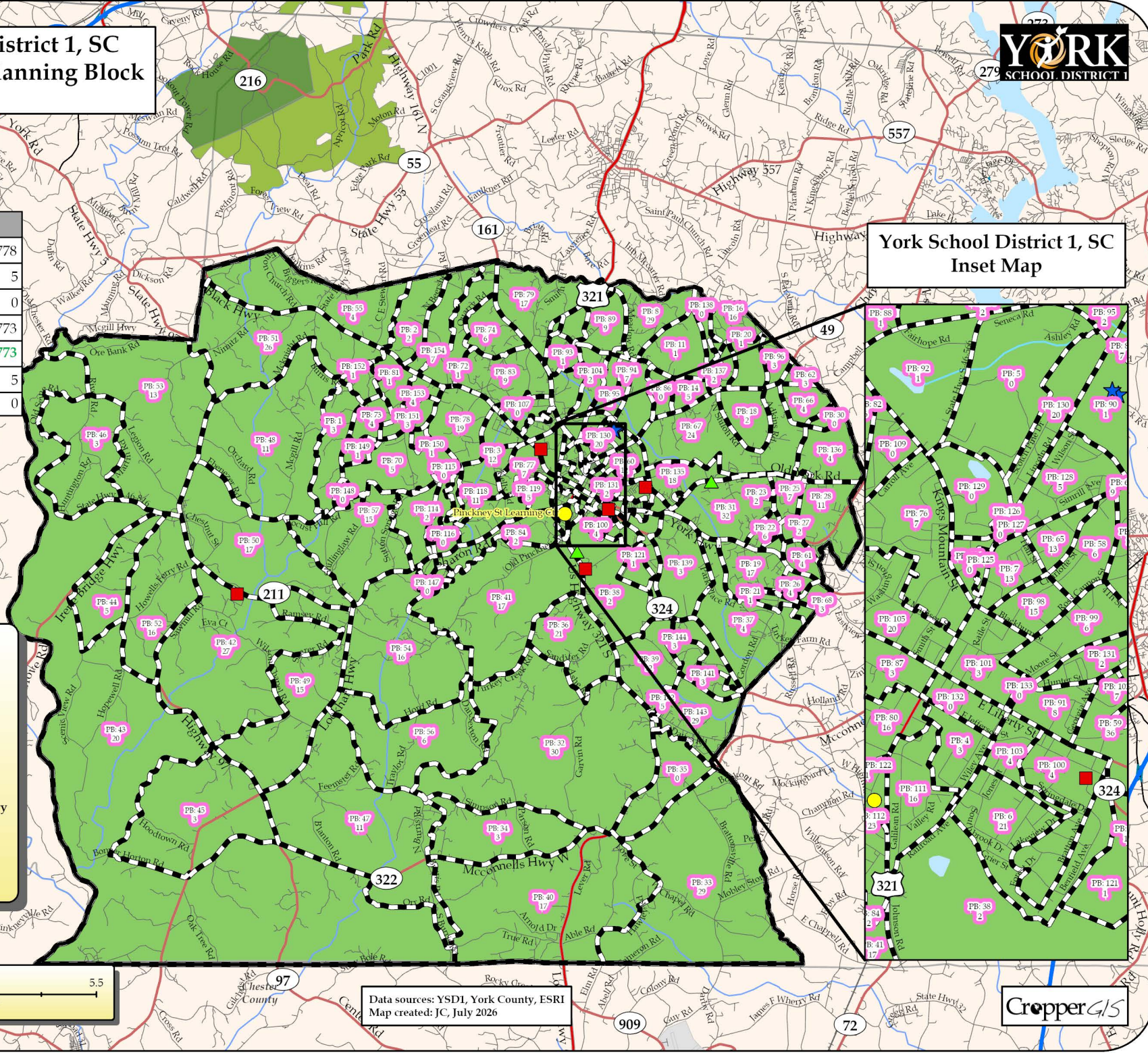
Schools

- ES
- HS
- MS
- Other

 2025-26 District Boundary
 Planning Blocks
 2025-26 MS Zone
 2025-26 MS Zone



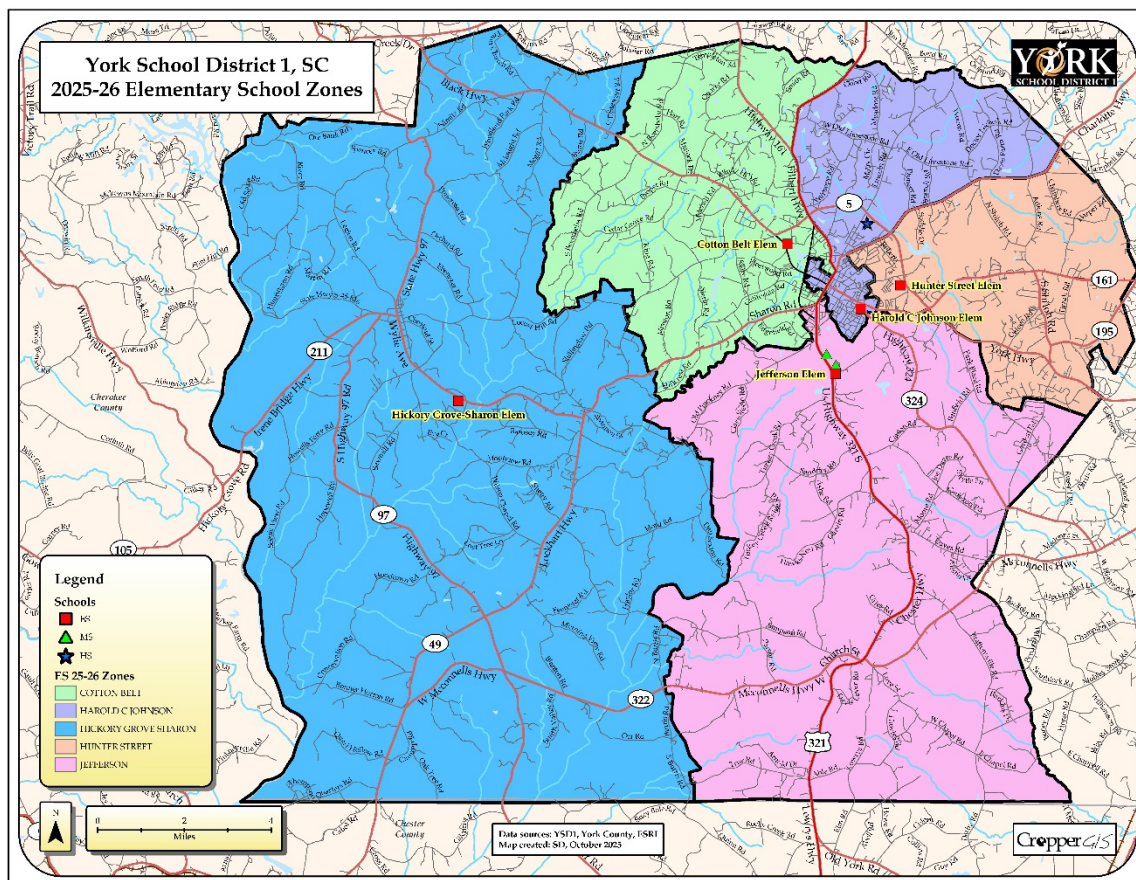
Data sources: YSD1, York County, ESRI
Map created: JC, July 2026





York School District, SC 2026-27 Rezoning Study

Appendix C: Enrollment and Utilization Tables



CropperGIS

Elementary Enrollment and Utilization Statistics

The following table contains statistics for current (2025-26) schools and boundaries. Enrollment numbers and utilization percentages are provided for each building, based off the October, 2025 student database provided by the district. Percentages are color coded to show deviation from the district average.

Utilization Key
Within 10 %
Between 10 - 15 %
Over / Under 15 %

		2025-26 ES Enrollment and Utilization									
Elementary School	Capacity	PK	K	1	2	3	4	5	6	Current Enrollment	Current Utilization
Cotton Belt Elementary School	481	39	57	73	78	76	92			415	86.3%
Harold C. Johnson Elementary School	486	40	66	76	75	66	64			387	79.6%
Hickory Grove-Sharon Elementary School	486	22	48	45	57	68	60	42	57	399	82.1%
Hunter Street Elementary School	525	81	93	82	74	72	74			476	90.7%
Jefferson Elementary School	498	29	49	59	62	79	73			351	70.5%
Total	2,476	211	313	335	346	361	363	42	57	2,028	81.9%

		2025-26 IS Enrollment and Utilization			
Intermediate School	Capacity	5	6	Current Enrollment	Current Utilization
York Intermediate School	925	330	301	631	68.2%
Total	925	330	301	631	68.2%

		2025-26 MS Enrollment and Utilization			
Middle School	Capacity	7	8	Current Enrollment	Current Utilization
York Middle School	876	367	411	778	88.8%
Total	876	367	411	778	88.8%

Demographic Statistics

This table contains statics on socioeconomic and ethnic balance by school.

Elementary School	2025-26 ES Enrolled Ethnicity Percentage							2025-26 Enrolled Pupils in Poverty Percentage	
	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Multiple Categories Reported	Yes	No
Cotton Belt Elementary School	0.7%	1.7%	25.5%	10.6%	0.2%	51.1%	10.1%	54.7%	45.3%
Harold C. Johnson Elementary School	0.3%	0.8%	24.5%	11.9%	0.0%	51.2%	11.4%	59.2%	40.8%
Hickory Grove-Sharon Elementary School	0.5%	0.5%	5.3%	3.8%	0.0%	84.5%	5.5%	58.1%	41.9%
Hunter Street Elementary School	0.6%	1.1%	18.5%	12.8%	0.2%	56.3%	10.5%	41.6%	58.4%
Jefferson Elementary School	1.7%	0.0%	20.2%	9.1%	0.0%	59.8%	9.1%	57.8%	42.2%
Total	0.7%	0.8%	18.8%	9.8%	0.1%	60.4%	9.4%	53.7%	46.3%

Intermediate School	2025-26 IS Enrolled Ethnicity Percentage							2025-26 Enrolled Pupils in Poverty Percentage	
	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Multiple Categories Reported	Yes	No
York Intermediate School	0.0%	1.1%	22.0%	12.0%	0.0%	57.5%	7.3%	62.6%	37.4%
Total	0.0%	1.1%	22.0%	12.0%	0.0%	57.5%	7.3%	62.6%	37.4%

Middle School	2025-26 MS Enrolled Ethnicity Percentage							2025-26 Enrolled Pupils in Poverty Percentage	
	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Multiple Categories Reported	Yes	No
York Middle School	0.1%	1.2%	17.1%	11.1%	0.0%	62.1%	8.5%	64.5%	35.5%
Total	0.1%	1.2%	17.1%	11.1%	0.0%	62.1%	8.5%	64.5%	35.5%

Glossary of Terms

Capacity – the number of students that an individual school has the physical capacity to enroll and can be reasonably accommodated in a facility.

Utilization - Utilization is the enrollment divided by the capacity, described as a percentage.

Live-in students – Students residing inside of a school attendance boundary, regardless of where that student attends school.

Live-and-attend-in students – Students residing inside of a school attendance boundary and attending that zoned school.

Live-out-attend-in students – Students residing outside of a school attendance boundary but attending that school.

Live-in-attend-out students – Students residing inside of a given school attendance boundary but attending a different school.

Out of District students – Students residing outside of the district's boundary but attending a school within the district.



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