



Westborough Elementary Schools Redistricting

Dec 8th, 2025

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Who are we? DillingerRAD is a non-profit group from Connecticut. We help schools and state education groups with hard problems. We use data to make sure our solutions are fair, lasting, and help everyone.



Why are we here? To help Westborough School District change attendance zones (borders) for the 3 elementary schools

Project Objectives

Draw new boundaries that...

- Better utilize space available at Fales Elementary School
- Promote long-term enrollment stability and equitable class sizes across the elementary school system.
- Help create similar student experiences across all K-3 Elementary Schools

Fales ES is the newest elementary school (2021) but has the lowest enrollment (281 vs 383)* and most available space (~60% utilization)

*SY2526 Enrollment as of Oct 1st

Project to Date

Meetings:

- School Committee Oct 8th
- Community Forum Nov 3rd
- Strategic Working Group; Oct 16th, Nov 6th, Nov 20th

Public Survey:

- Open from Nov 3rd through Dec 3rd
- 52 reponses

Data Analysis:

- Demographic & Enrollment Analysis

Scenario Development:

- 5 initial scenarios created

Agenda

CURRENT LANDSCAPE

Armstrong

Fales

Hastings

SCENARIO DEVELOPMENT

Objectives

Constraints

Strategic Areas

SCENARIOS

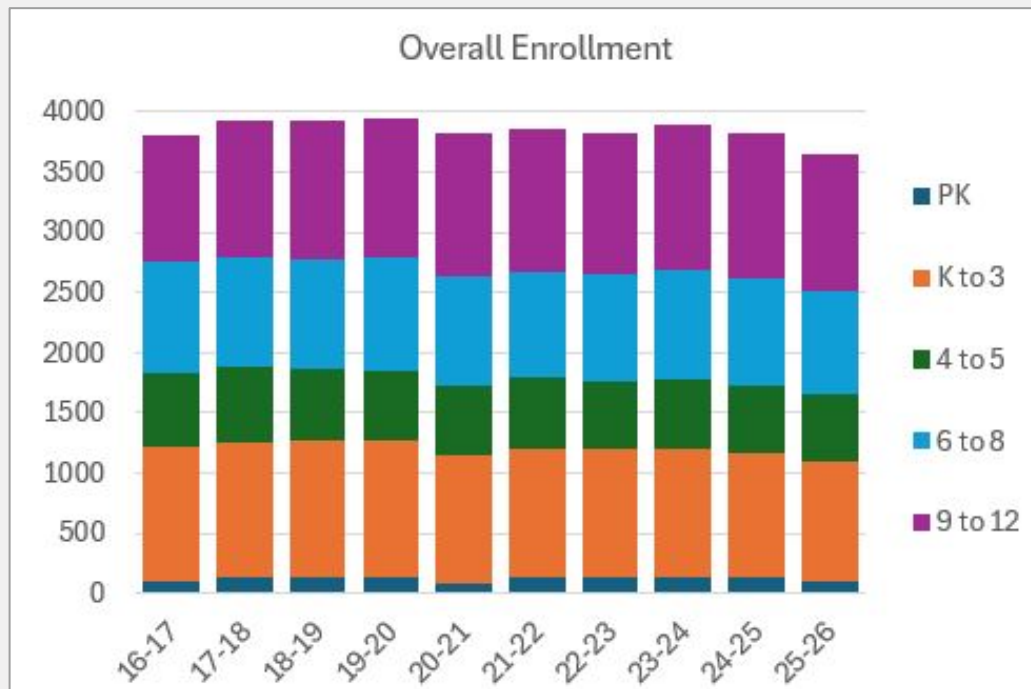
Scenario 1 - 5

Key Questions

QUESTIONS

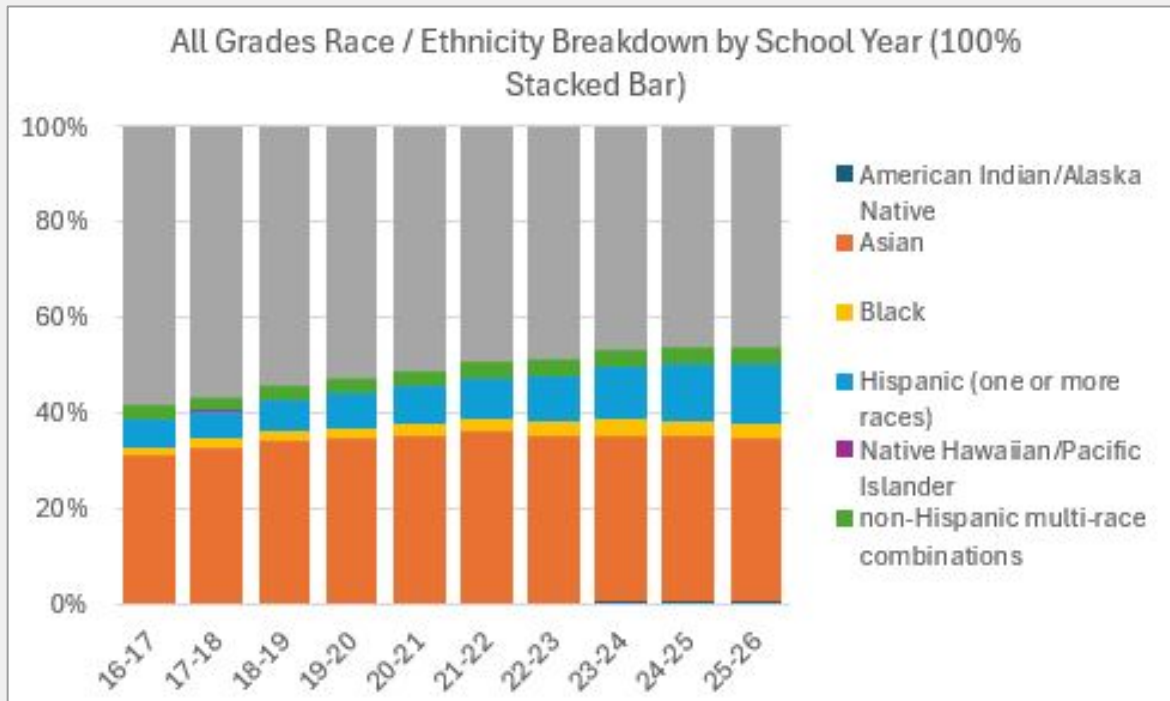
Current Landscape: Enrollment

Overall enrollment has **decreased ~4%** over the last decade



Current Landscape: Enrollment

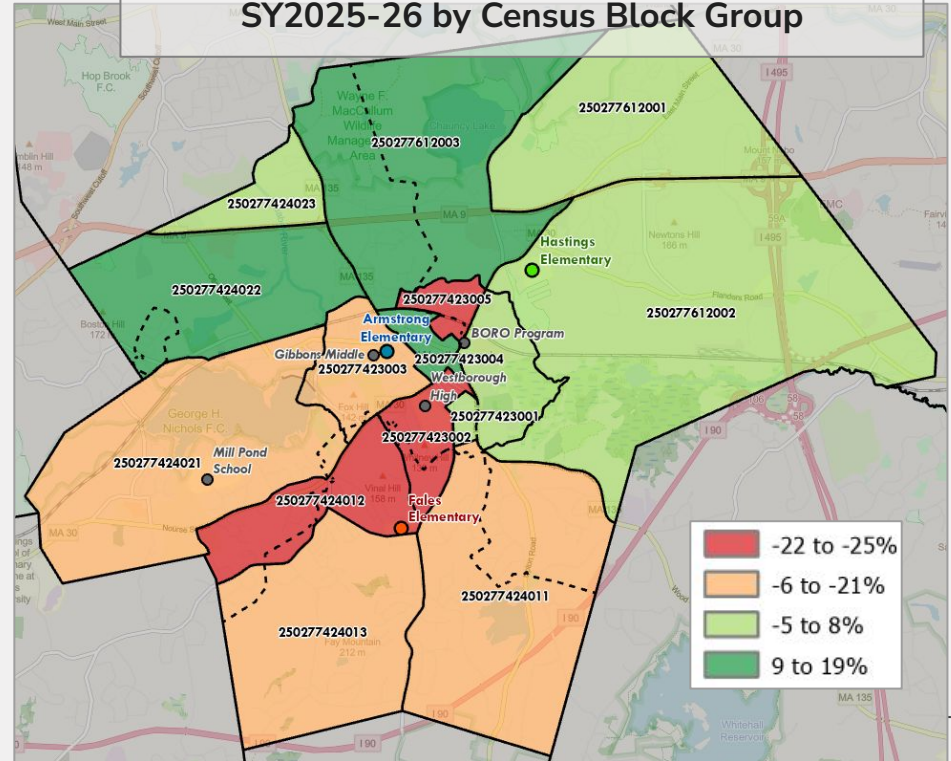
Racial/ethnic makeup of the student body has shifted over time



Current Landscape: Spatial

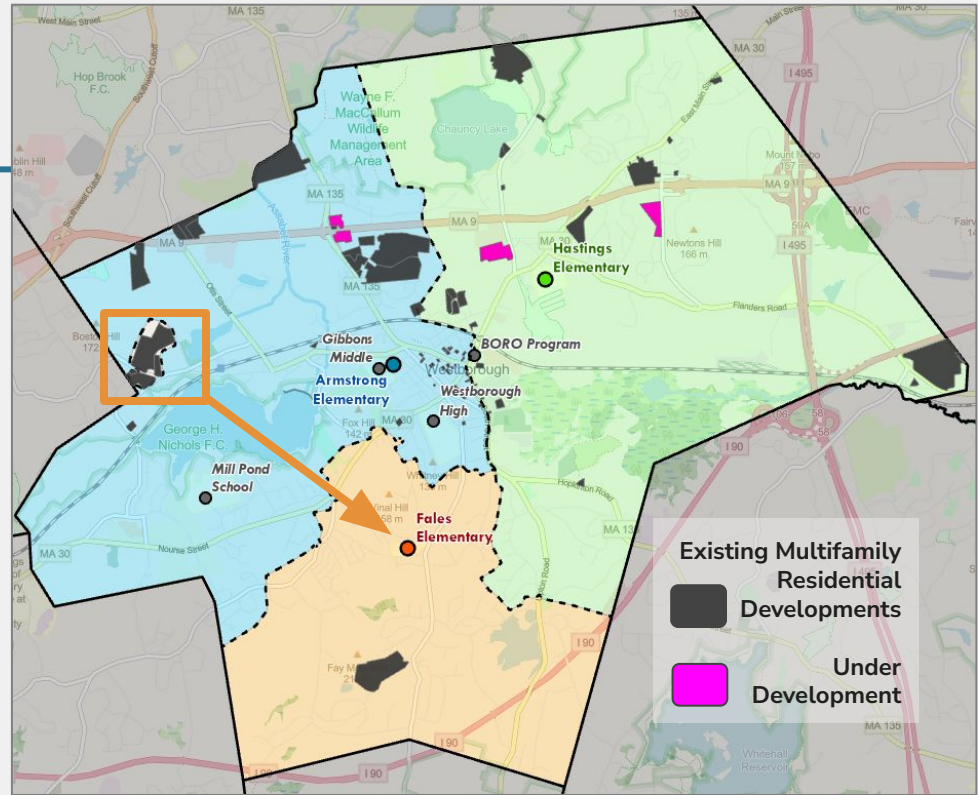
- Enrollment has slightly decreased, but not at a consistent rate across the District
- Largest increases are in downtown area and northern areas that contain multifamily residential developments
- Largest decreases are seen SW of the downtown in single family home zoning areas, and near Heritage Hall condominiums (central Westborough)

% Change in Enrollment from SY2016-17 to SY2025-26 by Census Block Group



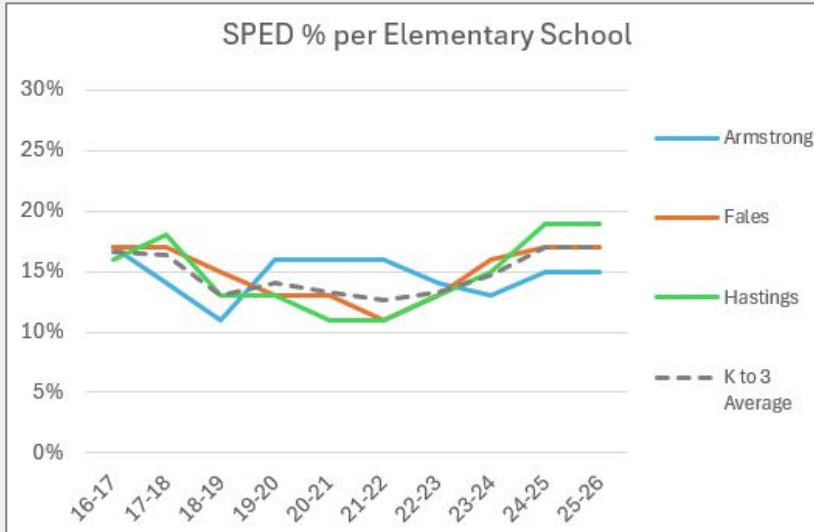
Current Landscape: Housing

- Major multifamily residential developments* are where many of the students live, making up 24 → 33% of where students live over the last decade.
- Satellite Boundaries: District has implemented this concept since 2014 for Westborough Village → Fales
- Estimated student yield from new developments may impact boundary scenarios

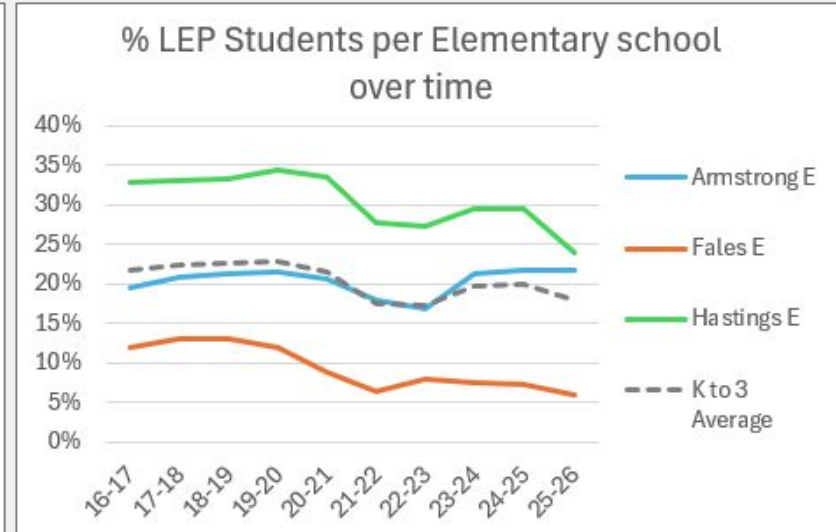


**multifamily apartment complexes or condo developments that house >20 students. 12 total exist across the District. 4 currently under development.*

Current Landscape: SWD & LEP



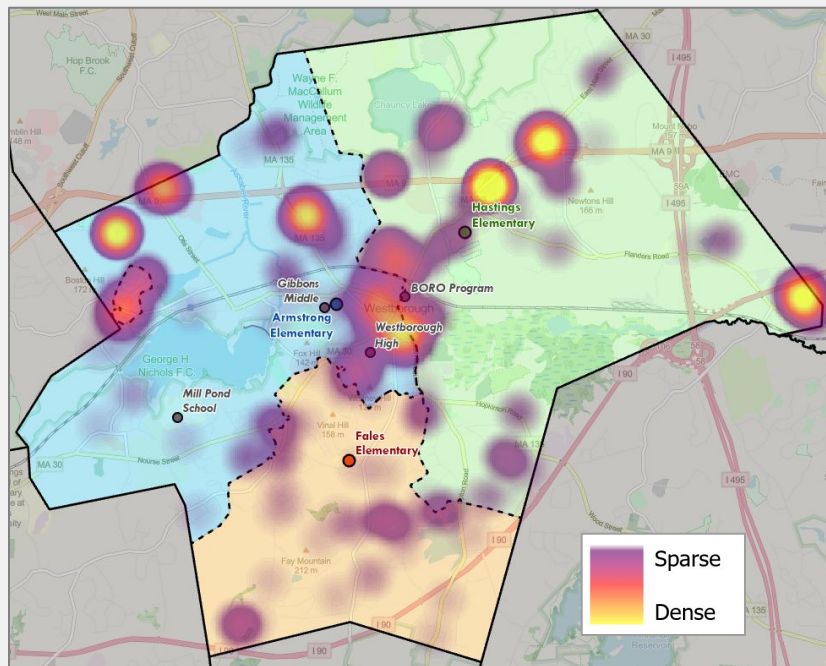
The % of SWD students in the district has remained consistent (~15%) but does vary by school



WPS is a diverse district. The % of LEP students has decreased 4% over time

Current Landscape: Socioeconomic

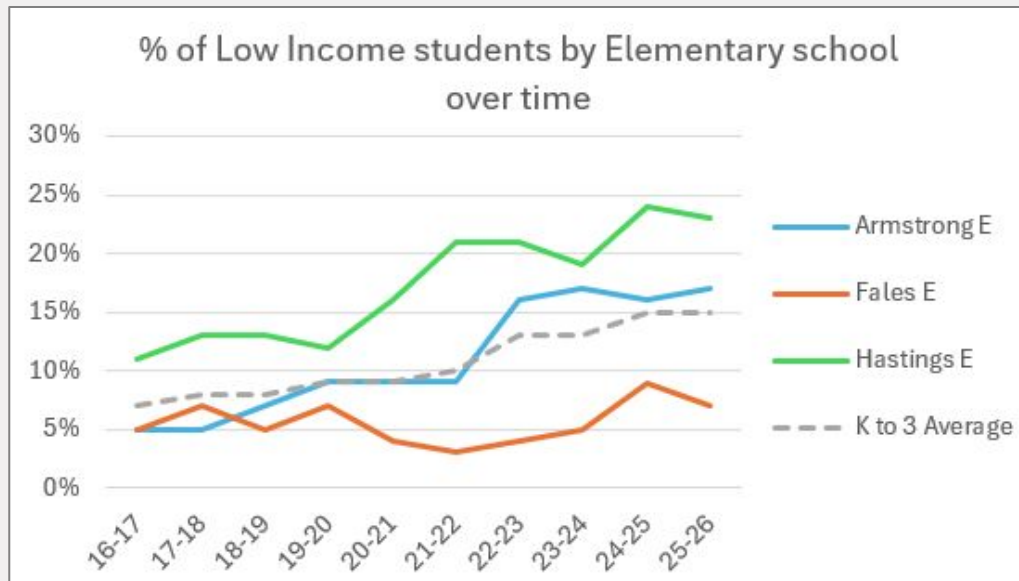
- As a district, the % of low 'income' students has increased almost 10 percentage points in the last decade
- 'Low income' student concentrations are mainly in downtown area + specific multifamily apartment complexes



[DESE calculates](#) based on a student's participation in one or more of the following state-administered programs: the Supplemental Nutrition Assistance Program (SNAP); the Transitional Assistance for Families with Dependent Children (TAFDC); the Department of Children and Families' (DCF) foster care program; expanded MassHealth (Medicaid) up to 185% of the federal poverty level, as well as students identified by districts as homeless.

Current Landscape: Socioeconomic

- 'Low Income' distribution is not consistent across K to 3 schools
- Fales has remained steady ~7%
- Armstrong at 17% (+12%)
- Hastings historically highest at 21% (+12%)



Low Income indicators are [reported to the Mass Dept of Education](#) 3x a year (October, March, and June). For the purpose of this enrollment study, we are considering a student as "ever low income" if they were marked as such on any of the three timestamps within a given school year.

Capacity: Armstrong

Current Instructional Capacity	
K Rooms	5
1 Rooms	5
2 Rooms	5
3 Rooms	5
Additional GenEd Rooms	1
Intensive Rooms	1
Total Rooms	21/1
Total Student Capacity	$462 + 8 = 470$
Current Utilization	$383 / 470 = 81\%$

Capacity Assumptions:

1. Max GenEd class size: 22 students
2. Max Intensive SWD class size: 8 students
3. Additional rooms that house SWD/LEP programming are not included

Additional Considerations:

1. Current Avg Class Size: 19
2. 1 Makerspace
3. 2 x Designated rooms for LEP instruction

Capacity: Fales

Current Instructional Capacity	
K Rooms	5
1 Rooms	5
2 Rooms	5
3 Rooms	5
Additional GenEd Rooms	1
Intensive Rooms	1
Total Rooms	21/1
Total Student Capacity	$462 + 8 = \mathbf{470}$
Current Utilization	$281 / 470 = \mathbf{60\%}$

Capacity Assumptions:

1. Max GenEd class size: 22 students
2. Max Intensive SWD class size: 8 students
3. Additional rooms that house SWD/LEP programming are not included

Additional Considerations:

1. Current Avg Class Size: 17
2. 1 Makerspace
3. Additional instructional space outside of each classroom
4. 1 x Designated room for LEP instruction
5. District SWD Program collocated at Fales

Capacity: Hastings

Current Instructional Capacity	
K Rooms	5
1 Rooms	4
2 Rooms	5
3 Rooms	4
Additional GenEd Rooms	1
Intensive Rooms	2
Total Rooms	21/2
Total Student Capacity	418 + 16 = 434
Current Utilization	321/ 434=74%

Capacity Assumptions:

1. Max GenEd class size: 22 students
2. Max Intensive SWD class size: 8 students
3. Additional rooms that house SWD/LEP programming are not included

Additional Considerations:

1. Current Avg Class Size: 19
2. No Makerspace
3. 1 x Designated room for LEP instruction

Major Takeaways

1. **Underutilized Assets:** The district is not currently maximizing its investment in the new Fales building (60% utilization) while other schools have higher utilizations.
2. **Inconsistent Experience:** Current boundaries result in unequal access to facility-dependent programs (e.g., Makerspaces).
3. **Representative Skew:** Individual schools do not consistently reflect the town-wide averages for SPED, English Proficiency, and Socioeconomic Status.
4. **Compounding Pressure:** Without redistricting, future housing developments could force over-enrollment at Armstrong and Hastings.

Scenario Objectives

1. **Balancing Our Schools:** Shift enrollment to take full advantage of the new space at **Fales Elementary**, relieving pressure on other buildings and balancing populations.
2. **Planning for Tomorrow:** Create a sustainable plan that accounts for town growth, specifically ensuring we have room for new families moving into upcoming housing developments.
3. **Parity in Education:** Ensure that every K-3 student, whether at **Armstrong, Hastings, or Fales**, has access to class sizes with guidelines and access to similar programs, and educational environment.
4. **One Community:** Create school communities that truly represent Westborough by ensuring its diverse population is represented and celebrated.

What has to be true

To achieve the stated objectives...

- **Utilization Balance:** Maximizing facility utilization relies on shifting at least 10% (~100 students) of the K-3 population to Fales.
- **Capacity Buffers:** Creating utilization flexibility at Armstrong and Hastings positions the district to absorb confirmed future housing growth.
- **Geographic Balance:** Resolving the density imbalance requires leveraging satellite boundaries to supplement contiguous neighborhood assignments.
- **Space for Programming:** To secure the Makerspace, Hastings' enrollment targets need to be set to specifically preserve physical classroom availability.

Scenario Development

Context and Assumptions

Preliminary Data Snapshot: Scenarios are strictly modeled on **SY25-26 student residency**. *(Note: Future iterations will incorporate specific SWD programming placements and multi-year enrollment averages.)*

Utilization Viability: All five scenarios yield workable building utilizations between **67% – 81%**.

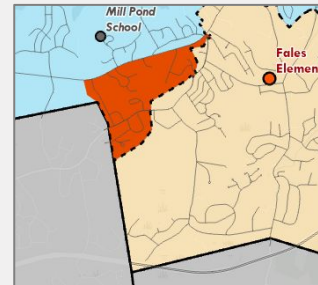
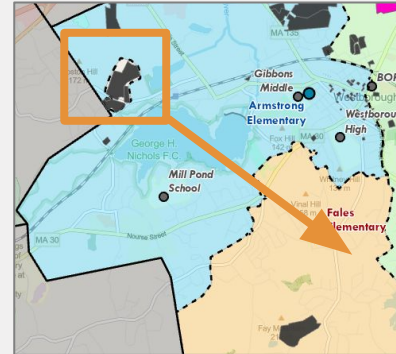
Scope of Discussion: *We are looking for feedback on the geographic logic- specifically your initial reactions, questions, and any alternative ideas these models might generate.*

Scenario Context

Definitions

Satellite Boundary: A satellite boundary is a designated neighborhood or multifamily housing complex assigned to a school that is physically separated from that school's main attendance zone, essentially creating a non-contiguous 'island' on the district map.

Additional Region: An Additional Region is a specific neighborhood directly next to a school's existing border that is added to that school's attendance zone to increase its enrollment.



Scenario 1

Description: Establishes two new satellite zones (Armstrong & Hastings) and shifts southern Armstrong to Fales.

3 Satellites:

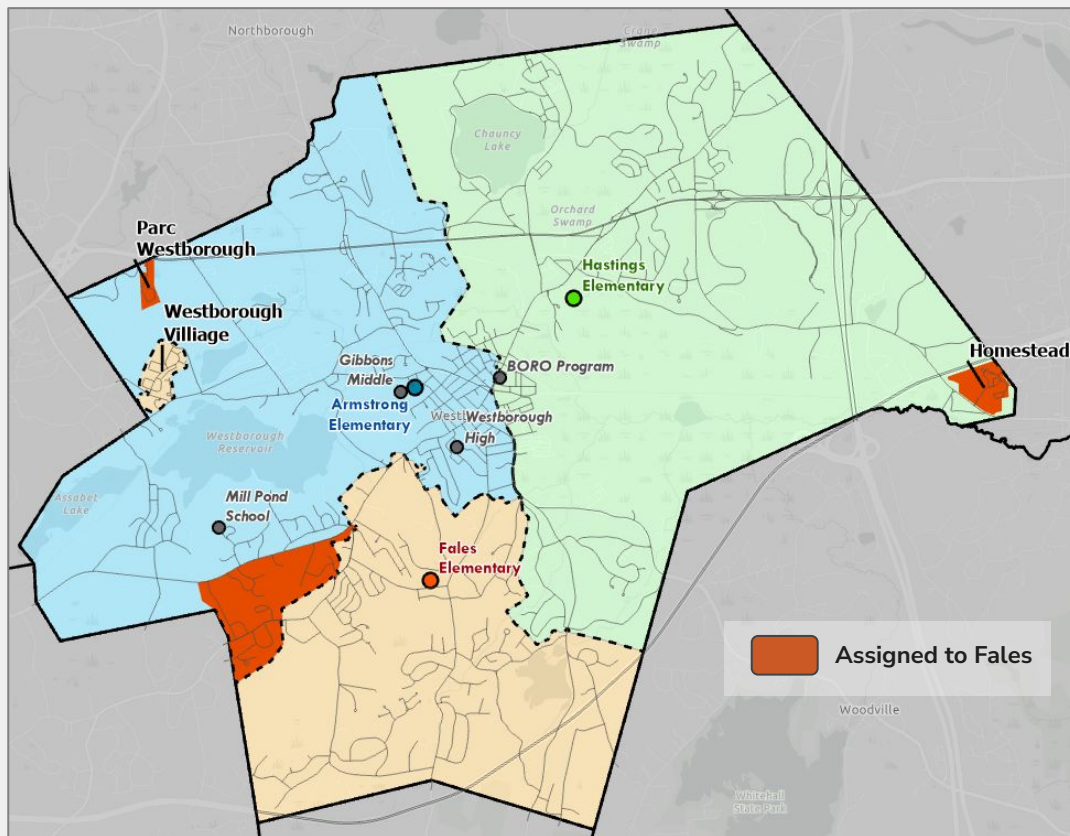
- Parc [36]
- Homestead [33]
- Westborough Village (existing) [63]

Additional region:

- Armstrong South of MA-30 [28]

Considerations:

- Increases Fales utilization to target level (80%).
- Improves demographic balance/reduces variance.
- Frees up instructional space at Hastings.



Scenario 1a

Description: 1 new satellite (Hastings) plus a larger southern Armstrong shift.

2 Satellites:

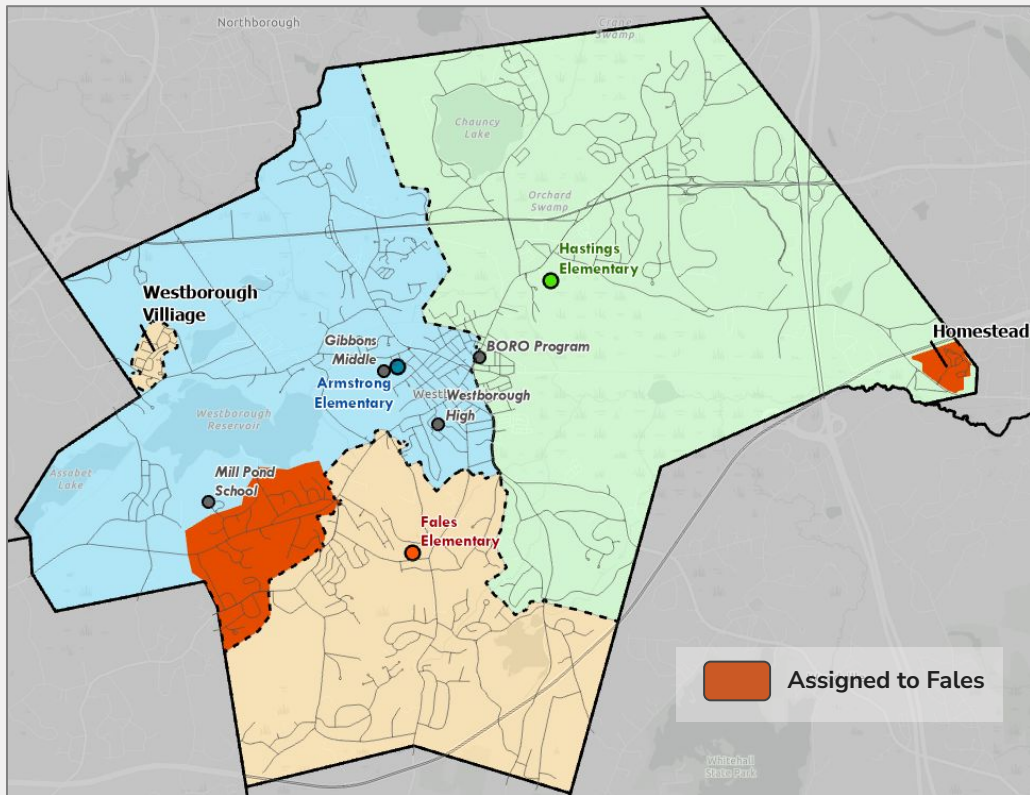
- Homestead [33]
- Westborough Village (existing) [63]

Additional region:

- Armstrong North and South of MA-30 [43]

Considerations:

- Increases Fales utilization to moderate level (76%).
- Yields minimal change to demographic profile.
- Frees up instructional space at Hastings.



Scenario 2

Description: Establishes a new Armstrong satellite zone to Fales and reassigns a region from Hastings to Armstrong.

2 Satellites:

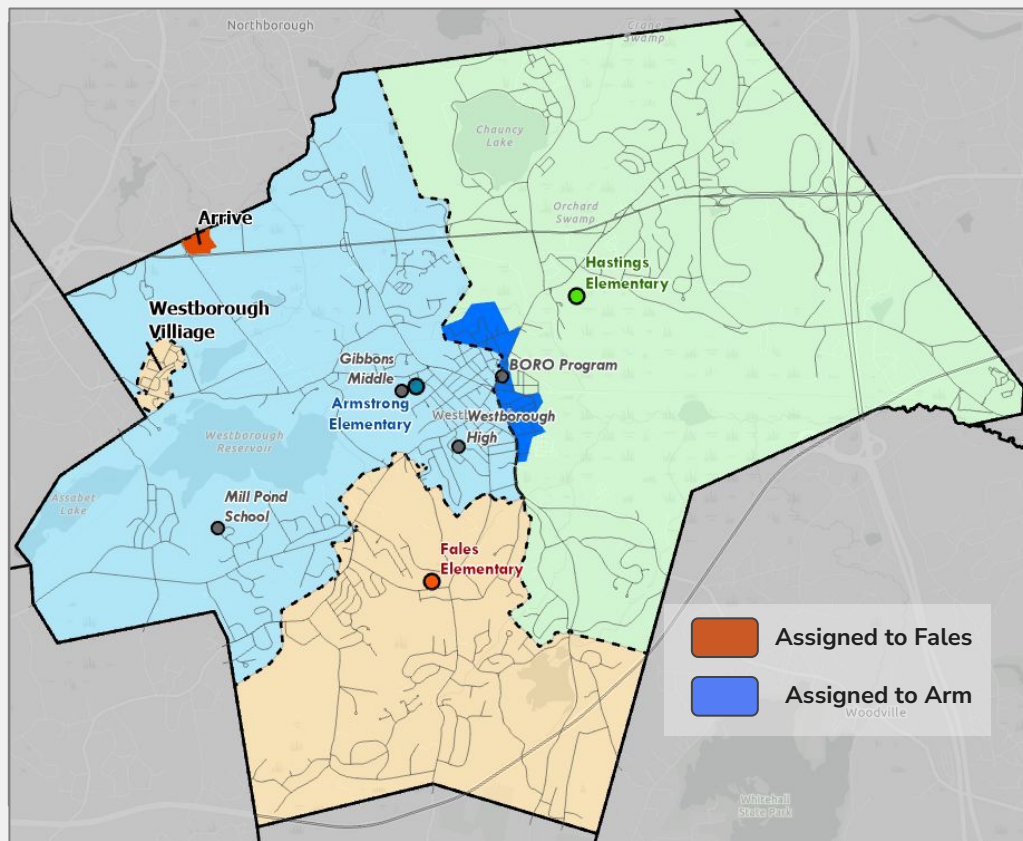
- Arrive [101]
- Westborough Village (existing) [63]

Additional regions:

- Heritage Park neighborhood [21]
- Baystate Commons Area [12]

Considerations:

- Increases Fales utilization to 81%.
- Significantly increases diversity/LEP at Fales, but **concentrates demographics** at Armstrong.
- Frees up instructional space at Hastings.



Scenario 3

Description: Expands Fales into adjacent neighborhoods without adding new satellites.

1 Satellite:

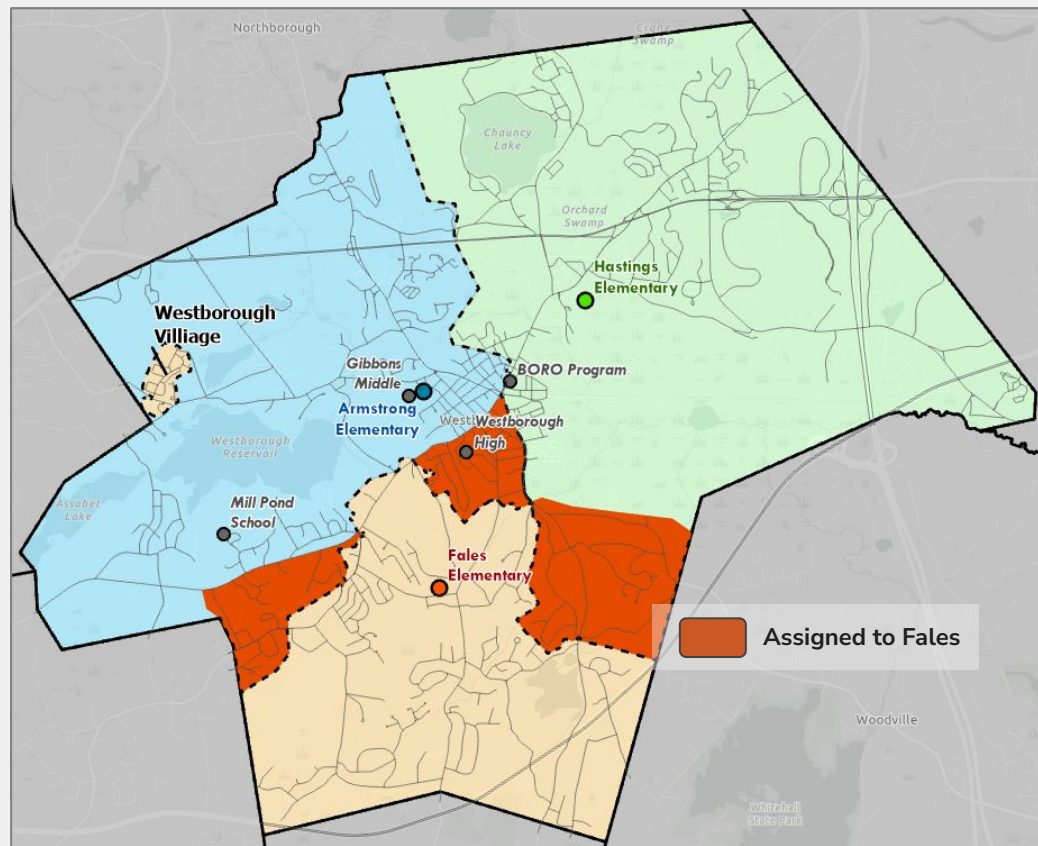
- Westborough Village (existing) [63]

Additional regions:

- Armstrong South of MA-30 [28]
- Neighborhoods around High School [33]
- Southern Hastings [39]

Considerations:

- Fales utilization hits 80%.
- Concentrates Fales demographics.
- Frees up space at Hastings.
- Excludes new multifamily housing from the shift.



Scenario 4

Description: Eliminates the existing satellite for a purely contiguous Fales expansion.

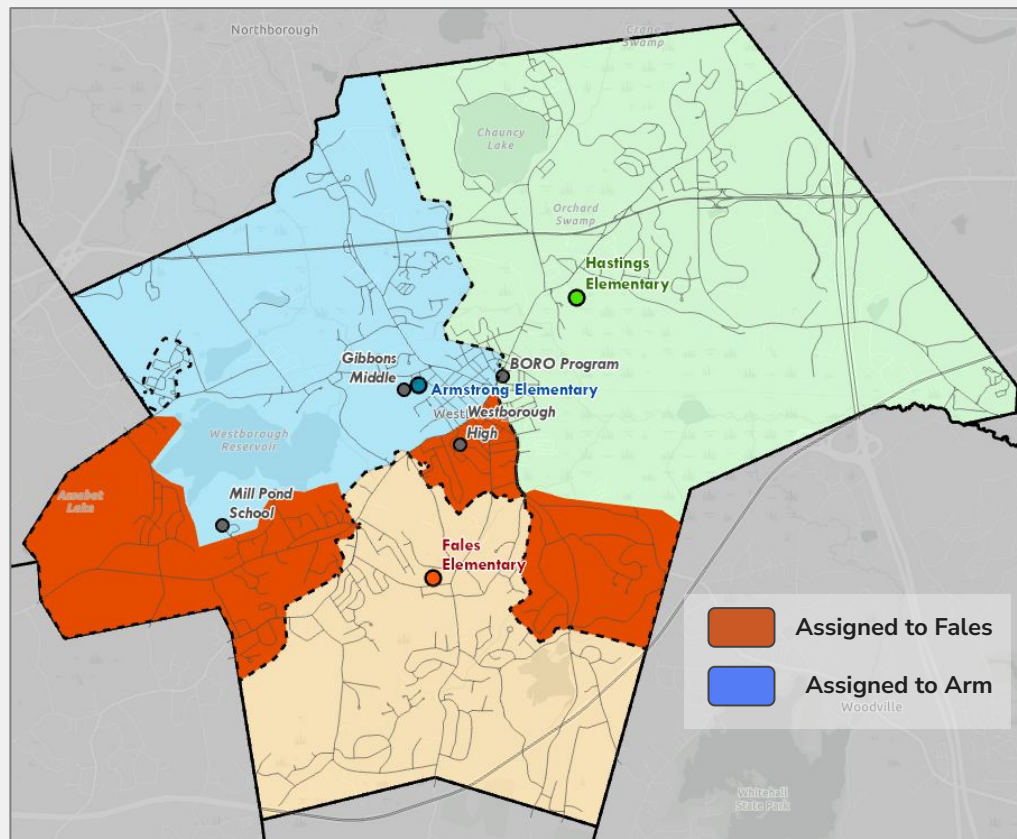
0 Satellites:

Additional regions:

- Western Armstrong [68]
- Southern Hastings [39]
- Neighborhoods around High School [33]

Considerations:

- Minimal utilization gain at Fales (75%); matches Armstrong
- Results in significant demographic isolation at Fales.
- Frees up instructional space at Hastings.
- Moves existing students out of Fales



Community Input: Scenario 1

Key Questions:

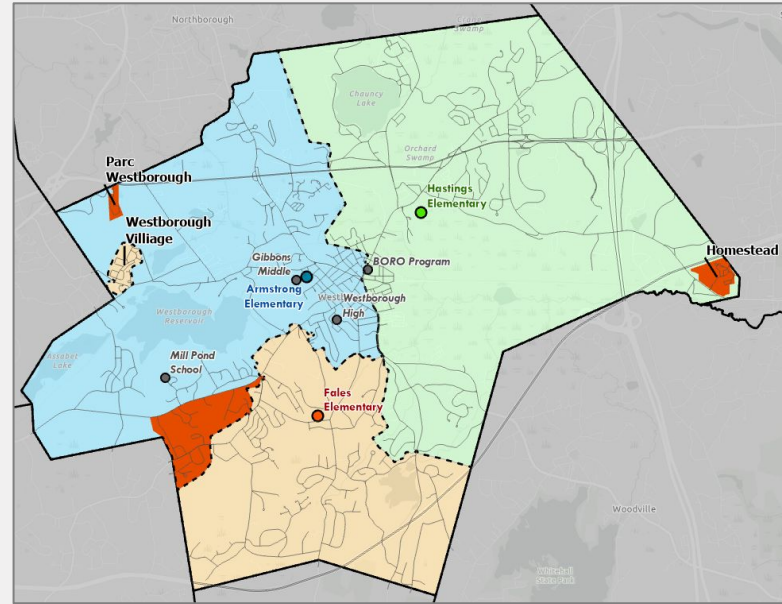
- What are considerations around the Scenario 1?
- What works? What doesn't?
- Are there certain areas that are problematic (e.g., traffic)?

Take our
Survey!

- [Link](https://bit.ly/curr_boundaries)



https://bit.ly/curr_boundaries



Questions?

Appendix

Scenario Statistics

Scenario Name	School	Enroll	Cap	Util	Avg Travel Dist	% Low Income	% LEP	% SPED	AI/AN	Asian	Black	Hisp	NH/PI	Non-Hisp	White
Baseline	Armstrong	383	470	81%	1.68	17%	22%	15%	1%	32%	5%	11%	0%	4%	48%
Baseline	Hastings	321	430	75%	1.73	23%	24%	19%	1%	29%	3%	23%	0%	3%	40%
Baseline	Fales	282	470	60%	1.89	7%	6%	17%	1%	34%	0%	7%	0%	7%	50%
Scenario 1	Armstrong	322	470	69%	1.48	16%	22%	15%	1%	33%	4%	11%	0%	4%	46%
Scenario 1	Hastings	289	430	67%	1.51	21%	25%	18%	1%	30%	3%	22%	0%	3%	41%
Scenario 1	Fales	375	470	80%	2.40	12%	9%	18%	1%	32%	2%	10%	0%	6%	50%
Scenario 1a	Armstrong	341	470	73%	1.61	19%	24%	16%	1%	34%	5%	12%	0%	4%	43%
Scenario 1a	Hastings	289	430	67%	1.51	21%	25%	18%	1%	30%	3%	22%	0%	3%	41%
Scenario 1a	Fales	356	470	76%	2.16	9%	6%	17%	1%	30%	1%	9%	0%	6%	53%

Scenario Statistics

Scenario Name	School	Enroll	Cap	Util	Avg Travel Dist	% Low Income	% LEP	% SPED	AI/AN	Asian	Black	Hisp	NH/PI	Non-Hisp	White
Baseline	Armstrong	383	470	81%	1.68	17%	22%	15%	1%	32%	5%	11%	0%	4%	48%
Baseline	Hastings	321	430	75%	1.73	23%	24%	19%	1%	29%	3%	23%	0%	3%	40%
Baseline	Fales	282	470	60%	1.89	7%	6%	17%	1%	34%	0%	7%	0%	7%	50%
Scenario 2	Armstrong	315	470	67%	1.40	22%	17%	16%	0%	16%	3%	17%	0%	4%	60%
Scenario 2	Hastings	289	430	67%	1.80	21%	22%	19%	1%	30%	4%	21%	0%	3%	42%
Scenario 2	Fales	382	470	81%	2.39	7%	15%	16%	2%	45%	2%	7%	0%	6%	38%
Scenario 3	Armstrong	325	470	69%	1.69	16%	24%	16%	1%	34%	5%	12%	0%	4%	44%
Scenario 3	Hastings	283	430	66%	1.60	25%	27%	20%	1%	30%	4%	26%	0%	4%	36%
Scenario 3	Fales	378	470	80%	1.81	9%	7%	16%	1%	30%	1%	7%	0%	6%	55%

Scenario Statistics

Scenario Name	School	Enroll	Cap	Util	Avg Travel Dist	% Low Income	% LEP	% SPED	AI/AN	Asian	Black	Hisp	NH/PI	Non-Hisp	White
Baseline	Armstrong	383	470	81%	1.68	17%	22%	15%	1%	32%	5%	11%	0%	4%	48%
Baseline	Hastings	321	430	75%	1.73	23%	24%	19%	1%	29%	3%	23%	0%	3%	40%
Baseline	Fales	282	470	60%	1.89	7%	6%	17%	1%	34%	0%	7%	0%	7%	50%
Scenario 4	Armstrong	350	470	74%	1.70	17%	24%	17%	2%	44%	4%	11%	0%	4%	35%
Scenario 4	Hastings	283	430	66%	1.60	25%	27%	20%	1%	30%	4%	26%	0%	4%	36%
Scenario 4	Fales	353	470	75%	1.52	8%	5%	15%	0%	21%	1%	7%	0%	6%	65%