

DISTRICT BOUNDARY PROPOSALS

BOARD PRIORITIES RELATED TO BOUNDARIES

- **Feeder Pattern Coherence:** Ensure consistent student progressions across grade levels that create “true feeder” patterns while maintaining reasonable geographic proximity for families.
- **Best Geographical Location:** Choose school building locations that take into account existing high school boundaries and, as much as possible, enrollment balance.

BOUNDARY SCENARIO #1

Summary









- **High School Boundaries:** No change
- **Student Impacted by Boundary changes:**
 - 40.5% of K-2 students
 - 0% of High School students
- **Building Utilization/Capacity:**
 - Improves building utilization, reaching between 51-97% across the district
 - Middle School Imbalance: Harding would be below 60% capacity
- **Balance Student Enrollment:**
 - Does not balance student enrollment across the district
 - Washington HS would drop below 1,000 students (60% capacity)
 - Elementary schools in areas seeing community growth would hit maximum capacity quickly, creating need for more reconfiguration
- **Facility Alignment:** Harding Middle School is not located within the Kennedy High School Boundary.

BOUNDARY SCENARIO #2

Summary

- **High School Boundaries:** Change slightly
- **Student Impacted by Boundary changes:**
 - 35% of K-2 students
 - 19% of High School students
- **Building Utilization/Capacity:**
 - Improves and better balances building utilization, reaching between 59-96% across the district
 - Middle School Balance: All middle schools would have similar utilizations/enrollment
- **Balance Student Enrollment:**
 - Better balances student enrollment across the district
 - Washington High School stays above 1,000 students (60% capacity)
 - Provides more room for growth in elementary schools in areas seeing community growth
- **Facility Alignment:** Harding Middle School is located within the Kennedy High School Boundary

ALIGNMENT WITH BOARD PRIORITIZED CRITERIA

Board Priorities	Scenario #1	Scenario #2
Ensure consistent student progressions across grade levels that create “true feeder” patters.		
Maintain resonable geographic proximity for families.		
Building locations that take into account existing high school boundaries		
Balances student enrollment		

SCENARIO DATA COMPARISON

The data below outlines student projections by attendance zone for both scenarios. Note that these figures reflect the total number of students residing within each designated attendance boundary, rather than the actual school enrollment.

SCENARIO #1

SCENARIO #2

Schools/ Feeders	2027/28	2030/31	Avg Building Utilization	2027/28	2030/31	Avg Building Utilization
Washington Elems.	1,768	1,744	71%	1,944	1,941	76%
Jefferson Elems.	2,439	2,422	93%	2,209	2,151	83%
Kennedy Elems.	1,786	1,832	78%	1,843	1,904	85%

Schools	2027/28	2030/31	Avg Building Utilization	2027/28	2030/31	Avg Building Utilization
Franklin Int.	597	589	72%	661	673	81%
Roosevelt Int.	792	751	93%	714	673	84%
Viola Gibson Int.	630	595	93%	644	590	93%

Schools	2027/28	2030/31	Avg Building Utilization	2027/28	2030/31	Avg Building Utilization
McKinley MS	557	542	68%	618	608	75%
Taft MS	709	756	77%	589	675	68%
Harding MS	561	595	57%	621	609	60%

Schools	2027/28	2030/31	Avg Building Utilization	2027/28	2030/31	Avg Building Utilization
Washington HS	1,013	984	61%	1,113	1,083	67%
Jefferson HS	1,339	1,284	75%	1,222	1,141	67%
Kennedy HS	1,371	1,185	68%	1,389	1,228	70%

To better understand the unique makeup of our neighborhoods, we looked at the Diversity Index across school attendance zones. These scores combine data on residency, education, household wealth, and economic status. Higher scores reflect areas with greater diversity, providing a holistic view of the people residing within each boundary. The source for the Diversity Index is the U.S. Census block group data.

School Bndries.	Minority Pop.	Education Attained	Income & House Value	Poverty	Final Index Score	Minority Pop.	Education Attained	Income & Home Value	Poverty	Final Index Score
Wash. HS	1.30	1.95	2.60	1.22	1.77	1.38	2.07	2.62	1.24	1.83
Jeff. HS	1.51	2.19	2.77	1.20	1.92	1.37	2.06	2.78	1.11	1.83
Kenn. HS	1.10	1.59	2.12	1.06	1.47	1.17	1.61	2.13	1.11	1.51
District Average	1.31	1.93	2.59	1.13	1.74	1.31	1.93	2.59	1.13	1.74

1 = Less diverse; 3 = More diverse

How would it affect your student?

Scan the QR code below and enter your home address to see which schools your student would attend under Scenario 1 and Scenario 2.



Provide Your Feedback

Scan the QR code below to share your feedback on each boundary scenario.

ENGLISH

SPANISH

FRENCH

SWAHILI

Learn More

For more information, visit: crschools.us/strategic-plan-planning-the-future