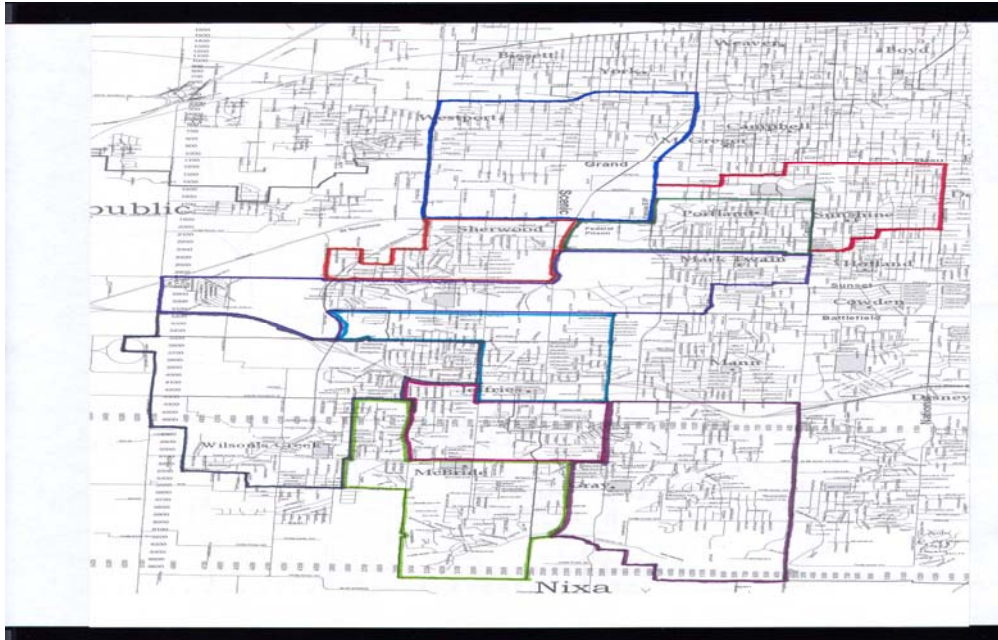


Boundary Review Process



July 2008

Boundary Review Processes and Procedures

History of Previous Boundary or Facility Reviews

Typically in the past, committees of staff, parents and community members have been formed periodically to study data related to building capacity, shifts in enrollment, future bond issue needs, and a variety of other tasks. Although the interaction of the committees was always public, participation was limited due to the committee structure size, the ebb and flow of communication and the narrow representation of all sectors of the District.

The Boundary Review Process was initiated in June of 2008 because of the need to establish a short-term plan to address the issues that emerged with the building of the new southwest school and to provide information to the Board of Education as they seek ways to reduce overcrowding of the Springfield Public Schools elementary schools in the southwest part of the city.

SP5-Strategic Plan

Indicators of success from the strategic plan will serve as guiding principles for the efforts of the Boundary Review Process. Performance indicators include:

SP5 Goal 2.2: Improve Graduation Rate by Reducing Student/Teacher Ratios

SP5 Goal 3.2: Ensure Effective and Efficient Use of Resources by Creating a Safe and Nurturing Environment for Learning

SP5 Goal 3.3: Ensure Effective and Efficient Use of Resources by Attaining High Levels of Customer Satisfaction

SP5 Goal 3.4: Ensure Effective and Efficient Use of Resources by Maximizing the Use of Financial Resources for Student Learning

SP5 Goal 3.5: Ensure Effective and Efficient Use of Resources by Providing and Maintaining Facilities that are Conducive to Learning

Targets of success from the strategic plan to respond to these indicators that serve as measures of success of the Boundary Review Process include:

- Number of schools who are more balanced in enrollments
- Percent of schools at or near capacity
- Percentage of students participating in SPS Schools of Choice
- Average number of students per class K-12
- Number (%) of air conditioned buildings
- Percent of students enthusiastic about learning
- Percent of students and staff with positive perceptions of the environment
- Percent of parents and community members satisfied with facilities and bond projects
- Percent of community members satisfied with overall district performance
- Percent of stakeholders utilizing district information sources
- Percent of community members indicating SPS has a desirable student/teacher ratio
- Percent of community members indicating the school district welcomes citizen involvement

Boundary Review Processes and Procedures

The success in meeting the goals outlined in this plan are important with priority placed on listening to our community. Therefore, a multitude of opportunities for community input and a thorough analysis of the data will be presented and will guide all decisions made for the District.

Creation of an Internal Work Team

The process of analyzing historical information related to former boundary committees and pinpointing movement of as few as five students up to hundreds of actual students is a tedious task that requires background experience and an enormous time commitment. After studying several other districts who utilized a format that allowed greater participation of all willing stakeholders, an internal work team was created comprised of various Leadership Team members. The premise was that this work team could complete the ground work and then provide numerous opportunities for anyone, internally and externally, to participate in helping the District shape the outcomes of the Boundary Review Process. Developing a consistent process, aligned to SP5, with action steps and a timeline was paramount in the discussion involving the internal work team. Information provided to the team included:

- ✚ Boundary maps
- ✚ SP5-Strategic Plan
- ✚ Neighborhood growth
- ✚ Enrollment history
- ✚ Historical information from former facility committees
- ✚ Revised capacity due to the decrease in class sizes
- ✚ Classroom usage
- ✚ Feeder pattern challenges
- ✚ Former Board Policy FB
- ✚ SPS Choice information
- ✚ New construction updates
- ✚ Transportation information including the barrier street map
- ✚ Research from other districts pertaining to the boundary process and feedback

Boundary Review Processes and Procedures

Research

A variety of school districts were reviewed as it related to the Boundary Review Process. Proactive districts included the following:



Studying the variety of communication techniques that were employed assisted the internal work team in designing a timeline with targeted dates, while optimizing the number of possible participants for input. It will be important to finalize any changes before the end of the December to enable District personnel ample time to communicate to families about possible changes.

Timeline for The Boundary Review Process for 2008-2009

A detailed timeline with action steps, inclusive of the projected date completions are included for accountability of the process, understanding that slight adjustments may need to be included throughout the progression of the procedure. Targeted dates with assigned responsibilities will be important in order to allow for communication of the final decisions that might affect families.

Boundary Review Processes and Procedures

Boundary Review Process Timeline for 2008-2009

TASK	TALENT	TIMELINE	NOTES
<p>Create an internal work team to discuss:</p> <ol style="list-style-type: none"> 1. initiating a boundary review process; 2. establishing a regular review process; 3. researching other districts to better define the boundary review process; 4. identifying possible trigger points for the review process; 5. correcting feeder pattern challenges; 6. balancing enrollments and capacities, inclusive of the Southwest School; 7. utilizing the mindset of optimizing the most efficient and effective use of our resources; 8. creating a timeline for a boundary review process; 9. maximizing input from stakeholders versus a more traditional committee approach; 10. creating a plan for possible “grandfathering” of students affected by the boundary changes; 11. linking a boundary review process to SP5; 12. developing a communication plan, internally and externally, to allow greater participation in the process. 	Internal Work Team	June 5-6	Completed
<p>Inform the Superintendent related to the discussion of the internal work team.</p>	Riggs and Maness	June 24	Completed

Boundary Review Processes and Procedures

TASK	TALENT	TIMELINE	NOTES
Inform the Cabinet related to the discussion of the internal work team.	Riggs and Maness	June 30	Completed
Inform Board President about the plan for establishing the boundary review process.	Ridder and Riggs	June 30	Completed
Develop an internal/external communication plan and share with the Cabinet.	Maness and Bledsoe	July 7	Completed
Present Information Item to the Board, inclusive of the development of ideas for the Boundary Review process. Share the purpose of the work. Present the process, timeline, and related information.	Riggs and Maness	July 15	
Communicate process to the Leadership Team.	Riggs and Maness	July 15	
Communicate process to media, e.g. News-Leader editorial board, key communicators, etc.	Maness and Bledsoe	July 15	
Develop alternates to: 1) balance facility usage; 2) eliminate or reduce split feeder patterns; 3) design enrollment for the southwest school; 4) utilize effective/efficient use of resources; 5) align with SP5; 6) develop a plan for grandfathering of specific students.	Ex. Dirs. - Internal Work Team	June 5- July 15	
Kick off the 2008-09 Boundary Review Process. Introduce the purpose, process and timeline for the Boundary Review Process to the community.	Ridder, Maness, and Riggs	July	
Test proposed alternates with multiple focus groups including representative staff members, parents and community members in order to gather specific feedback on the proposed alternates.	Maness and Bledsoe	July and August	

Boundary Review Processes and Procedures

TASK	TALENT	TIMELINE	NOTES
Present alternates to internal and external groups for feedback, e.g., Leadership Team, Principals' Cadre, Superintendent's Teacher Open Forum, Superintendent's Parent Advisory Council, focus groups, etc.	Ridder, Maness, Kissinger, Riggs and Ex. Dirs.	July and August	
Specifically target southwest stakeholders to secure input for their recommendations for the southwest schools.	Maness and Bledsoe	July and August	
Simultaneously engage key communicators and specific community groups, e.g. Chamber, site councils, Rotary clubs, neighborhood associations, etc.	Maness and Bledsoe	July and August	
Establish a random survey process to elicit feedback from others in the community.	Maness and Bledsoe	July and August	
Post alternates on the web site to collect data on benefits and concerns. Encourage patrons to share their thoughts.	Maness and Bledsoe	July and August	Six week window
Present alternates at three town meetings: <ol style="list-style-type: none"> 1. Share the proposed alternates at the first and second town meeting; 2. Share the revised alternates at the third town meeting; 3. At each town meeting, divide into random focus groups to identify each option (benefits/concerns of each option). 	Maness and Bledsoe	August 12 September 11 October 9	Prepare documents to share <u>Ensure that one of the town meetings is virtual.</u>
Present and discuss the current information to principals at the Job Alike meetings.	Riggs and Ex. Dirs.	September 10	
Review feedback and revise alternates based upon input from all groups and narrow the alternates.	Internal Work Team	September 12-30	

Boundary Review Processes and Procedures

TASK	TALENT	TIMELINE	NOTES
Provide an updated progress report to the Superintendent and to the BOE in a Friday Update.	Riggs, Ex. Dirs. and Maness	October 3	Due Oct 2
Provide and discuss current information to principals at the Job Alike meetings.	Riggs and Ex. Dirs.	October 8	
Present the revised alternates at the final town meeting. Secure input.	Ridder and Maness	October 9	
Review feedback and revise final alternates based upon input from the October 9 town meeting.	Internal Work Team	October 10	
Present draft report to the Superintendent.	Riggs and Maness	October 17	
Present revised, prioritized alternates to the BOE for review and selection.	Riggs and Maness	November 4	
Boundary changes will be communicated to stakeholders.	Riggs and Maness	December 2008 to August 2009	
Approved boundary changes will be in effect for the school year 2009-2010.	Principals	December 2008 to August 2009	
Open southwest school.	Riggs, ES Ex. Dir., Principal, and Staff	August 2009	

Boundary Review Processes and Procedures

Grandfathering Options

When boundary changes occur within the district, parents will be provided the following options **if** it does not require the hiring of an additional staff member for the student's current school or the feeder school to which they will be promoted:

1. Students currently enrolled in a school will have the option to remain at that school through the highest grade level.
2. Students in the highest grade level will have the option to maintain the 2008-2009 feeder pattern:
 - a. 4th grade at Gray and McBride
 - b. 5th grade for all other elementary schools
 - c. 6th grade at Wilson's Creek
 - d. 8th grade at all other middle schools
3. Siblings of grandfathered students who would simultaneously attend the same school will have the option to do so as long as enrollment will occur within the next year (2009-2010).
4. Families who choose the grandfathering option will be responsible for providing their own transportation.
5. Families who do not qualify for the grandfathering option may still apply for a regular transfer, subject to district transfer guidelines.
6. A student's grandfathered status will be marked in their student records and in the district's student information system.

Examples of the Grandfathering Option

1. A 3rd grade student at a K-5 elementary whose attendance area changes would have the option of remaining at that school through 5th grade, but they would have to attend 6th grade at the middle school that serves their attendance area. Likewise, a 6th grade middle school student could stay at their middle school through 8th grade, but would have to attend the high school that serves their attendance area.
2. A 5th grader at a K-5 elementary during the 2008-2009 school year whose attendance area for middle school changes for 2009-2010 would have the option of attending the middle school from the previous feeder pattern. Likewise, an 8th grader whose high school feeder pattern changes could attend the high school from the previous feeder pattern. This grandfathering option is not available for students in younger grades in the same school.
3. If a student enrolls in kindergarten in 2009-2010 and has a sibling at the same elementary school who has been grandfathered into that school, the kindergarten student is also grandfathered. Any student beginning kindergarten in subsequent years would not be grandfathered. Likewise, if a student starts 6th or 9th grade in 2009-2010 and has an older sibling at the same school, that student is also grandfathered, but students entering the school in subsequent years would not be grandfathered.
4. All students in Springfield Public Schools are eligible for a transfer to a school open to transfers, subject to district transfer guidelines. All schools are open unless they are over 90% capacity or have particular grade levels with class sizes that are too large.

Boundary Review Processes and Procedures

Boundary Review Cycle Including Possible Trigger Points

A complete boundary review should be conducted at a minimum of every five years following the completion of the strategic planning review and update process. The periodic review of attendance boundary areas is a systems tool that is necessary to accomplish the goals of SP5. The June 5-6, 2008 study by the internal work team identified the need to develop criteria that will trigger an “off-cycle” boundary review. The following indicators will be monitored to determine when and to what extent an “off-cycle” boundary review study needs to occur:

- Plans to add, expand, or close a school
- Program changes, e.g., CHOICE
- Safety concerns related to barrier streets
- Trends of over and under facility utilization and feeder pattern challenges
- Feeder pattern challenges
- Major population shift or development
- National/state legislation that impacts programs or services

This checklist will be reviewed annually by the Superintendent’s designee. The occurrence of a trigger may or may not result in the need to deploy the full boundary review process.

Balancing Building Usage

For the 2007-2008 school year the percentage of classrooms being utilized for instruction are as follows:

✚ Elementary school division	98.48%
✚ Middle school division	96.68%
✚ High school division	97.97%
✚ New construction and renovations will assist in reducing overcrowding at many of the schools that are over capacity at this time.	

Boundary Review Processes and Procedures

Elementary School Classroom Usage for 2007-2008

School	Total Classrooms	Classrooms Used for Instruction	Classrooms Not Used for Instruction	Percent of Instructional Classroom Usage	Room Number and Use of Non-Instructional Classrooms
Bingham	24	24	0	100.00%	
Bissett	16	16	0	100.00%	
Bowerman	17	16	1	94.12%	#119, workroom
Boyd	10	10	0	100.00%	
Campbell	13	13	0	100.00%	
Cowden	17	17	0	100.00%	
Delaware	16	16	0	100.00%	
Disney	30	29	1	96.67%	#127, workroom
Field	21	20	1	95.24%	#116, workroom
Fremont	11	11	0	100.00%	
Gray	26	26	0	100.00%	
Hickory Hills	16	16	0	100.00%	
Holland	15	15	0	100.00%	
Jeffries	24	24	0	100.00%	
Mann	25	25	0	100.00%	
McBride	28	28	0	100.00%	
McGregor	22	22	0	100.00%	
Pershing	10	10	0	100.00%	
Pittman	19	18	1	94.74%	#118, workroom
Pleasant View	14	13	1	92.86%	#119, workroom (K-8)
Portland	13	13	0	100.00%	
Robberson	14	14	0	100.00%	
Rountree	16	16	0	100.00%	#111, workroom
Sequiota	20	20	0	100.00%	
Sherwood	16	16	0	100.00%	
Sunshine	12	12	0	100.00%	
Truman	21	19	2	90.48%	#122, MPR, #124, storage
Twain	23	23	0	100.00%	
Watkins	18	18	0	100.00%	
Weaver	11	11	0	100.00%	
Weller	23	23	0	100.00%	
Westport	30	29	1	96.67%	#133, MPR
Wilder	19	18	1	94.74%	#112, workroom
Williams	20	20	0	100.00%	
W. Creek	11	10	1	90.91%	
York	16	16	0	100.00%	
District Totals	657	647	10	98.48%	

Boundary Review Processes and Procedures

Middle School Classroom Usage for 2007-2008

School	Total Classrooms	Classrooms Used for Instruction	Classrooms Not Used for Instruction	Percent of Instructional Classroom Usage	Room Number, Size, and Use of Non-Instructional Classrooms
Carver	47	43	4	91.49%	48, small, conference 122, small, conference 144, small, conference tech lab, regular, storage
Cherokee	38	38	0	100.00%	
Hickory Hills	34	30	4	88.24%	112E, small, conf. 112W, small, copy 113, small, workroom 156, regular, workroom
Jarrett	37	36	1	97.30%	106, small, conference
Pershing	39	39	0	100.00%	
Pipkin	40	40	0	100.00%	
Pleasant View	25	24	1	96.00%	132, small, storage
Reed	39	39	0	100.00%	
Study	40	38	2	95.00%	127, regular, workroom 137, regular, MPR
Wilson's Creek	22	22	0	100.00%	
District Totals	361	349	12	96.68%	

High School Classroom Usage for 2007-2008

School	Total Classrooms	Classrooms Used for Instruction	Classrooms Not Used for Instruction	Percent of Instructional Classroom Usage	Room Number, Size, and Use of Non-Instructional Classrooms
Central	105	98	7	93.33%	8, small, daycare 145, regular, office 130, regular, workroom 208, small, team room 226, small, team room 251, small, team room 314, small, team room
Glendale	71	71	0	100.00%	
Hillcrest	70	69	1	98.57%	201, small, conference
Kickapoo	77	77	0	100.00%	
Parkview	72	72	0	100.00%	
District Totals	395	387	8	97.97%	

Boundary Review Processes and Procedures

2007-2008 Capacity Calculations

Elementary Capacity Formula and Calculations 2007-2008							
STEP	A	B	STEP C - Activity Rooms				D
School	# Regular CR	# Comp. Labs	If <200 enroll: 1	If 200-350: 2	If 351-500: 3 or if gym: 2	If >500: 4 or if gym: 3	A-B-C= Subtotal
Bingham	24	1			3		20
Bissett	16	1		2			13
Bowerman	17	1		2			14
Boyd	10	1	1				8
Campbell	13	1		2			10
Cowden	17	1		2			14
Delaware	16	1		2			13
Disney	30	1				3	26
Field	21	1			3		17
Fremont	11	1	1				9
Gray	26	1				4	21
Hickory Hills	16	1		2			13
Holland	15	1		2			12
Jeffries	24	1			3		20
Mann	25	1			3		21
McBride	28	1				3	24
McGregor	22	1		2			19
Pershing	10	1	1				8
Pittman	19	1		2			16
Pleasant View	14	1		2			11
Portland	13	1		2			10
Robberson	14	1		2			11
Rountree	17	1		2			14
Sequiota	20	1			2		17
Sherwood	16	1		2			13
Sunshine	12	1	1				10
Truman	21	1		2			18
Twain	23	1			3		19
Watkins	18	1		2			15
Weaver	11	1		2			8
Weller	23	1		2			20
Westport	30	1			3		26
Wilder	19	1		2			16
Williams	20	1		2			17
Wilson's Creek (5th)	11	1		2			8
York	16	1		2			13
District Totals	658	36	4	44	20	10	544

Boundary Review Processes and Procedures

Elementary Capacity Formula and Calculations 2007-2008 (continued)							
STEP	D	E	F	G	H		
School	A-B-C= Subtotal (Cont.)	reg. CR: D x 23 students	Capacity: E x 90%	Official Enrollment	Percent of Capacity: L/K	# PK	# Special Programs
Bingham	20	460	414	374	90.34%	1	3
Bissett	13	299	269	237	88.07%	0	0
Bowerman	14	322	290	264	91.10%	0	2
Boyd	8	184	166	174	105.07%	0	0
Campbell	10	230	207	200	96.62%	0	0
Cowden	14	322	290	256	88.34%	0	3
Delaware	13	299	269	218	81.01%	0	7
Disney	26	598	538	532	98.85%	0	1
Field	17	391	352	374	106.28%	1	1
Fremont	9	207	186	150	80.52%	1	0
Gray	21	483	435	526	121.00%	0	0
Hickory Hills	13	299	269	275	102.19%	0	0
Holland	12	276	248	235	94.61%	1	2
Jeffries	20	460	414	500	120.77%	3	0
Mann	21	483	435	432	99.38%	1	3
McBride	24	552	497	598	120.37%	0	0
McGregor	19	437	393	347	88.23%	1	2
Pershing	8	184	166	151	91.18%	0	2
Pittman	16	368	331	296	89.37%	1	1
Pleasant View	11	253	228	238	104.52%	0	1
Portland	10	230	207	235	113.53%	0	0
Robberson	11	253	228	277	121.65%	0	0
Rountree	14	322	290	243	83.85%	0	0
Sequiota	17	391	352	380	107.99%	0	0
Sherwood	13	299	269	306	113.71%	0	0
Sunshine	10	230	207	173	83.57%	0	0
Truman	18	414	373	315	84.54%	0	3
Twain	19	437	393	464	117.98%	0	0
Watkins	15	345	311	241	77.62%	1	1
Weaver	8	184	166	289	174.52%	0	0
Weller	20	460	414	306	73.91%	1	2
Westport	26	598	538	442	82.13%	2	3
Wilder	16	368	331	339	102.36%	0	0
Williams	17	391	352	290	82.41%	0	2
Wilson's Creek (5th)	8	184	166	249	150.36%	0	0
York	13	299	269	216	80.27%	2	1
District Totals	544	12512	11261	11142	98.95%	16	40

Boundary Review Processes and Procedures

Middle School Capacity Formula and Calculations 2007-2008									
STEP	A	B	C	D	E	F	G	H	I
School	# Regular CR	# CR Comp. Labs	# Small CR	# CR ISS	# Double CR (Gym, Music)	# Regular CR: A-B x 26	# Small CR: C-D x 10	# Double CR: E x 52	Subtotal: F+G+H
Carver	37	1	7	1	3	936	60	156	1152
Cherokee	29	1	4	1	5	728	30	260	1018
Hickory Hills	26	1	4	1	4	650	30	208	888
Jarrett	28	1	7	1	2	702	60	104	866
Pershing	34	1	2	1	3	858	10	156	1024
Pipkin	29	1	9	1	2	728	80	104	912
Pleasant View	19	1	3	1	3	468	20	156	644
Reed	32	1	6	1	2	806	50	104	960
Study	25	1	9	1	2	624	80	104	808
Wilson's Creek	17	1	4	1	1	416	30	52	498
District Totals	276	10	55	10	27	6916	450	1404	8770

Middle School Capacity Formula and Calculations 2007-2008 (continued)						
STEP	I	J	K	L	# special/ Title program, regular CR	# special/ Title program, small CR
School	(Cont.) Subtotal: F+G+H	Capacity: I X 80%	Official Enrollment 9-26-07	Percent of Capacity: K/J		
Carver	1152	922	684	74.22%	3	1
Cherokee	1018	814	644	79.08%	1	4
Hickory Hills	888	710	466	65.60%	4	0
Jarrett	866	693	545	78.67%	2	5
Pershing	1024	819	734	89.60%	2	2
Pipkin	912	730	535	73.33%	0	7
Pleasant View	644	515	362	70.26%	2	1
Reed	960	768	498	64.84%	7	5
Study	808	646	379	58.63%	4	6
Wilson's Creek	498	398	337	84.59%	0	2
District Totals	8770	7016	5184	73.89%	25	33

Boundary Review Processes and Procedures

High School Capacity Formula and Calculations 2007-2008							
STEP	K	L	M	N	O	P	Q
School	Capacity: J X 80%	Official Enrollment 9-26-07	Percent of Capacity: L/K	# Special Program, Regular CR	# Special Program, Small CR	Capacity Adjusted for N & O	% Capacity Adjusted for N & O
Central	1953	1524	78.04%	5	5	1863	81.81%
Glendale	1558	1445	92.77%	3	0	1504	96.10%
Hillcrest	1399	1219	87.12%	1	7	1381	88.26%
Kickapoo	1622	1719	106.01%	2	1	1586	108.41%
Parkview	1516	1569	103.50%	0	4	1516	103.50%
District Totals	8047	7476	92.90%	11	17	7849	95.25%

Definitions:

Preschool Program: Wonder Years, Primary Years Program , or Early Childhood Special Education

Special Program: District Special Education, building Special Education

Capacity: Number of students a building can hold based on the number of classrooms

Capacity Adjusted: Number of students a building can hold assuming that special programs can only hold 10 students

Percent of Capacity: enrollment divided by capacity

Enrollment and Feeder Pattern Challenges

Enrollment shifts occur every year. The explosive growth in the southwest part of Springfield has created a unique set of challenges for Springfield Public Schools. With the addition of SPS Choice opportunities, a more stabilizing enrollment has occurred at some schools across the District. Clear feeder pattern challenges exist across Springfield Public Schools with the exception of Hillcrest High School. Concerned teachers and principals have voiced the need to correct these challenges in order to have a stronger K-12 alignment.

Boundary Review Processes and Procedures

Elementary School Enrollment 03-04 to 07-08							
ELEMENTARY SCHOOLS	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Trend '03-'04 to '07-'08	10-Year Trend '98-'99 to '07-'08
Bingham	373	373	370	392	374	1	-94
Bissett	234	247	260	254	237	3	-28
Bowerman	235	210	231	245	264	29	1
Boyd	162	141	155	165	174	12	-33
Campbell	227	233	218	209	200	-27	-45
Cowden	244	253	250	247	256	12	-7
Delaware	170	197	211	206	218	48	-36
Disney	580	581	573	566	532	-48	-104
Fairbanks	168	178	--	--	--	--	--
Field	317	279	326	344	374	57	-41
Fremont	170	161	169	159	150	-20	-32
Gray	593	627	576	550	526	-67	-30
Hickory Hills	267	276	279	259	275	8	-47
Holland	248	225	242	245	235	-13	5
Jeffries	505	476	487	510	500	-5	4
Mann	401	439	436	421	432	31	-87
McBride	613	660	598	614	598	-15	315
McGregor	295	302	332	304	347	52	86
Pershing	156	137	164	163	151	-5	-9
Pittman	293	286	306	297	296	3	-28
Pleasant View	245	255	253	244	238	-7	-33
Portland	225	210	213	223	235	10	-7
Robberson	282	282	259	266	277	-5	84
Rountree	276	261	256	252	243	-33	-51
Sequiota	341	344	375	376	380	39	120
Shady Dell	136	153	127	--	--	--	--
Sherwood	246	265	289	298	306	60	-22
Sunshine	194	183	183	193	173	-21	-47
Truman	267	273	312	327	315	48	-14
Twain	488	510	463	481	464	-24	-57
Watkins	276	273	260	268	241	-35	-6

Boundary Review Processes and Procedures

ELEMENTARY SCHOOLS	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Trend '03-'04 to '07-'08	10-Year Trend '98-'99 to '07-'08
Weaver	143	130	287	291	289	146	107
Weller	232	224	211	318	306	74	33
Westport	468	450	453	461	442	-26	-141
Wilder	390	361	338	362	339	-51	-98
Williams	337	291	313	292	290	-47	38
Wilson's Creek (5th Grade)	--	--	225	235	249	--	--
York	244	222	204	194	216	-28	-32
Elementary Total	11,041	10,968	11,204	11,231	11,142	101	-856

Middle School Enrollment 03-04 to 07-08							
MIDDLE SCHOOLS	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Trend '03-'04 to '07-'08	10-Year Trend '98-'99 to '07-'08
Carver	761	805	788	711	684	-77	-44
Central MYSP	120	119	115	119	117	-3	--
Cherokee	962	954	714	721	644	-318	-177
Hickory Hills	557	539	476	470	466	-91	-153
Jarrett	606	595	584	572	545	-61	-106
Pershing	776	780	757	783	734	-42	26
Pipkin	555	554	548	531	535	-20	5
Pleasant View	445	399	377	367	362	-83	-144
Reed	589	619	543	547	498	-91	-57
Study	525	473	416	404	379	-146	-210
Wilson's Creek (6th Grade)	--	--	221	231	337	--	--
Middle School Total	5,896	5,837	5,539	5,456	5,301	-595	-407

Boundary Review Processes and Procedures

High School Enrollment 03-04 to 07-08							
HIGH SCHOOLS	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Trend '03-'04 to '07-'08	10-Year Trend '98-'99 to '07-'08
Bailey	81	--	--	--	--	--	--
Central	1,253	1,319	1,408	1,429	1,407	154	389
Glendale	1,483	1,517	1,549	1,537	1,445	-38	-53
Hillcrest	1,233	1,250	1,204	1,264	1,219	-14	-87
Kickapoo	1,773	1,714	1,760	1,766	1,719	-54	-63
Parkview	1,525	1,514	1,594	1,574	1,569	44	142
High School Total	7,348	7,314	7,515	7,570	7,359	11	328

DISTRICT TOTAL	24,285	24,119	24,258	24,257	23,802	-483	-936
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Summary

The created timeline will be the guiding tool that is utilized throughout this process. Gathering and analyzing the input in a timely manner will be crucial and challenging. Aligning the Boundary Review Process with the five year review of SP5 should assist District personnel in maintaining an appropriate evaluative assessment of facility usage. With the inception of a more inclusive procedure, patience of the stakeholders is sought as District personnel develop and improve this process.