STUDY AREA 1 • COMMUNITY INPUT FORUM #1
COMPREHENSIVE SCHOOL PLANNING REVIEW
3 March 2020, 6-8PM @ South Philadelphia High School, Auditorium

FORUM INTENTIONS:
• Share information about and deepen understanding of the CSPR process and work to date
• Collect input from the general public about the process and the initial options considered thus far

SCHEDULE:

<table>
<thead>
<tr>
<th>Timing</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:45 to 6:00PM</td>
<td>ARRIVAL &amp; REGISTRATION</td>
<td>FOYER</td>
</tr>
<tr>
<td></td>
<td>Sign in and get settled in the auditorium</td>
<td></td>
</tr>
<tr>
<td>6:00 to 6:20PM</td>
<td>WELCOME &amp; OVERVIEW</td>
<td>AUDITORIUM</td>
</tr>
<tr>
<td></td>
<td>All participants convene in the auditorium for welcome, overview, and instructions</td>
<td></td>
</tr>
<tr>
<td>6:20 to 6:40PM</td>
<td>TRANSITION PERIOD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make your way to the school-specific presentation of your choice</td>
<td></td>
</tr>
<tr>
<td>6:40 to 7:25PM</td>
<td>SCHOOL-SPECIFIC PRESENTATIONS</td>
<td>CLASSROOMS</td>
</tr>
<tr>
<td></td>
<td>Select a primary school and participate in a school-focused presentation and Q&amp;A session focused on the CSPR process, potential options, and input</td>
<td></td>
</tr>
<tr>
<td>7:25 to 7:50PM</td>
<td>SELF-GUIDED TOUR FOR ADDITIONAL SCHOOL INFORMATION</td>
<td>CLASSROOMS</td>
</tr>
<tr>
<td></td>
<td>Visit additional school-focused classrooms for information and to submit input</td>
<td></td>
</tr>
<tr>
<td>7:50 to 8:00PM</td>
<td>COMPLETE ALL SURVEYS &amp; INPUT SHEETS</td>
<td>CLASSROOMS, FOYER</td>
</tr>
<tr>
<td></td>
<td>Before departing, complete and turn in all surveys and input sheets</td>
<td></td>
</tr>
</tbody>
</table>

CSPR DEFINED:
The Comprehensive School Planning Review (CSPR) is a collaborative process to assess the District’s neighborhood school enrollment, school facilities, and educational program offerings, to help us plan for the future in a way that ensures our students have access to a great school close to where they live.

Please visit the School District of Philadelphia’s website for regularly updated CSPR process and data information:

https://philasd.org/cspr
What is the Comprehensive School Planning Review (CSPR) Process?

We need to understand how our District is changing. Examining trends and gathering input can help us plan for things like: whether schools are, or are going to become, overcrowded or underutilized; whether a school will need different resources to support changes in the languages they serve or the other emerging needs of their community; how programs from elementary and middle schools fit together; along with other programming considerations that might help us improve learning experiences.

We are moving forward with the Comprehensive School Planning Review (CSPR) to answer these and other questions, to help us support and design schools in every neighborhood that meet the needs of our students.

Who is Involved in the Process?

This is a collaborative and community centered process. As it moves toward solutions, each step will involve a cycle of feedback between district staff and industry experts, Planning Committee members, and the public.

**District Staff & Industry Experts:**
District staff work with industry experts to gather data, identify initial issues, and design preliminary solutions. The CSPR office then facilitates engagement with Planning Committees and the public to collect feedback at critical stages.

**Planning Committees:**
There are Planning Committees in each of the Study Areas. These committees consist of four representatives from each school: the principal, a teacher, a parent, and a representative chosen by the principal. They also include representatives from the local city council offices and a city planner.

**Public Input:**
At key stages, preliminary options and recommendations will be brought to parents and community members at open Community Input Forums, which will allow district staff, industry experts, and Planning Committee members to gather feedback to inform their work.
STEP 1: Gather Information
Industry experts work with city and district staff to gather data on each study area.

STEP 2: Analyze Data
District staff from enrollment, facilities, and education program offices, along with parents, principals, teachers, city planners, and community leaders, analyze that data and identify any additional information to be considered.

STEP 3: Identify Issues
Planning Committees then use the data and their institutional knowledge to identify the key issues that the District and community members need to solve for.

STEP 4: Discuss Potential Solutions
Once core issues are identified, Planning Committees and district staff begin to identify potential solutions and propose options in each Study Area that help solve the issues. This is an iterative process and discussion, occurring over several months. Families will be invited to attend community input forums in their study areas to weigh in on the proposed solutions and preliminary options.

STEP 5: Refine Options
The most viable solutions will be further analyzed, refined, and shared back with planning committee members who will propose final recommendations. Families will then be invited one more time, at another round of input forums, to weigh in on those recommendations.

STEP 6: Make Recommendations
After public feedback is incorporated where possible, recommendations will then be submitted to the Superintendent and The Board of Education for consideration and approval. A planning and implementation year will ensue.

For more information visit www.philasd.org/cspr
STUDY AREA 1

OUR PRIORITIES:

- Make Pre-K available in as many elementary school locations as possible
- Provide a clear PreK-12 continuum for families in their neighborhoods with preferred grade configurations: PreK-5, PreK-8, 6-8, 6-12, 9-12
- Provide all children access to any needed educational programming (i.e. SPED, ESOL, gifted, PreK)
- Direct resources in an equitable - not equal - way to meet the needs of neighborhoods
- Balance utilization to relieve overcrowding and maintain an acceptable utilization level based on facility capacity and enrollment projections
- Minimize disruption of future attendance area adjustments and established programming
- Promote safe routes to/from schools by considering student travel times, limiting the number of natural and human-made physical boundaries students must cross to and from school, and considering the availability of sidewalks
- Avoid adversely impacting any specific community
- Financial viability

IS IT GOOD FOR KIDS?
STUDY AREA 1

ARThUR | CHILDS | JACkSON | KIRKBRIDE | MC DANIEl | MEREDITH | NEBINGER | SOUTHWARK | STANTON | VARE-WASHINGToN

KEY ISSUES

- Imbalanced enrollment across SA1 schools
  - High utilization for schools East of Broad St. (and not enough space to accommodate students).
  - Low utilization for schools West of Broad St., despite stable and growing student populations.
- Middle schools across SA1 lose students to other educational opportunities despite heavy demand for Prek and K-5
  - Top schools of choice: Masterman, Girard Academic Music Program, Science Leadership Academy Middle School, Engineering & Science Leadership High School.

POTENTIAL OPTIONS

- Boundary Revisions
- Grade Reconfigurations
- Transitions
STUDY AREA 1

FORECAST INDICATORS

● The population of public K-8 students residing west of Broad Street has steadily decreased since 2014, exacerbating low utilizations.
  ○ We expect this trend to change, as high rates of construction (and vacant land) and real estate activity will yield growth.
  ○ Unless measures are taken to increase capture, high transfer out rates from these catchments (residence) will cut into, but not negate, the growth as felt in the respective schools (attendance).

● The population of public K-8 students residing east of Broad Street has increased since 2014, contributing to high utilizations.
  ○ Trends in construction permits, a low volume of vacant land, and slowing real estate activity point to stabilization.
  ○ We therefore expect the neighborhood schools east of Broad Street to continue to have high utilizations with current catchment boundaries, but utilizations 3-5 years from now are expected to be lower than they are today.
OPTIONS COULD INCLUDE ANY ONE, OR COMBINATION OF:

- **Addition/New Construction**: The construction of a new or renovation of an existing building to meet future demand.
- **Boundary Change**: A realignment of catchment boundaries to accommodate projected changes in populations and communities across our city.
- **Closing**: The elimination of an academic program and/or school facility.
- **Co-Location**: Sharing underutilized space for appropriate educational or administrative functions.
- **Grade Reconfigurations**: The addition or reduction of grades.
- **Policy changes**: Changes to district policy and admin procedures.
- **Relocation**: Movement of an educational program to another facility.
- **Replication**: The replication of high quality academic programming.
- **Transitions**: Creating thoughtful transitions for students at elementary and middle grades.
## STUDY AREA 1

ARThUR | CHILDS | JACKSON | KIRKBRIDE | MCDANIEL | MEREDITH | NEBINGER | SOUTHWARK | STANTON | VARE-WASHINGTON

### SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th>Utilization</th>
<th>FCI Tier</th>
<th>Overall</th>
<th>Achievement</th>
<th>Progress</th>
<th>Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arthur</td>
<td>K-8</td>
<td>70.0%</td>
<td>Replace Systems</td>
<td>34%</td>
<td>35%</td>
<td>0%</td>
<td>64%</td>
</tr>
<tr>
<td>Childs</td>
<td>PK-8</td>
<td>68.1%</td>
<td>Refurbish Systems</td>
<td>43%</td>
<td>17%</td>
<td>55%</td>
<td>55%</td>
</tr>
<tr>
<td>Jackson</td>
<td>PK-8</td>
<td>110.3%</td>
<td>Replace Systems</td>
<td>64%</td>
<td>39%</td>
<td>76%</td>
<td>74%</td>
</tr>
<tr>
<td>Kirkbride</td>
<td>PK-8</td>
<td>84.0%</td>
<td>Replace Systems</td>
<td>67%</td>
<td>44%</td>
<td>64%</td>
<td>94%</td>
</tr>
<tr>
<td>McDaniel</td>
<td>K-8</td>
<td>64.4%</td>
<td>Minimal Required</td>
<td>10%</td>
<td>3%</td>
<td>18%</td>
<td>8%</td>
</tr>
<tr>
<td>Meredith</td>
<td>K-8</td>
<td>112.8%</td>
<td>Refurbish Systems</td>
<td>89%</td>
<td>83%</td>
<td>85%</td>
<td>98%</td>
</tr>
<tr>
<td>Nebinger</td>
<td>PK-8</td>
<td>102.1%</td>
<td>Major Renovation</td>
<td>74%</td>
<td>47%</td>
<td>90%</td>
<td>83%</td>
</tr>
<tr>
<td>Southwark</td>
<td>PK-8</td>
<td>109.7%</td>
<td>Refurbish Systems</td>
<td>65%</td>
<td>19%</td>
<td>89%</td>
<td>84%</td>
</tr>
<tr>
<td>Stanton</td>
<td>PK-8</td>
<td>70.0%</td>
<td>Replace Systems</td>
<td>56%</td>
<td>20%</td>
<td>78%</td>
<td>64%</td>
</tr>
<tr>
<td>Vare-Washington</td>
<td>PK-8</td>
<td>62.8%</td>
<td>Replace Systems</td>
<td>68%</td>
<td>35%</td>
<td>91%</td>
<td>74%</td>
</tr>
</tbody>
</table>
CHESTER A. ARTHUR

2000 Catharine St
Philadelphia, Pa 19146
Grades: K-8
Principal: Dr. Mary Libby

292 Students Enrolled
- 171 in catchment
- 121 out of catchment

Program Offerings
- Art
- Music
- PE
- Special Education
- ELL
- Dual Language

STUDY AREA 1

SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

<table>
<thead>
<tr>
<th>Bldg Capacity</th>
<th>FCI Tier</th>
<th>Overall</th>
<th>Achievement</th>
<th>Progress</th>
<th>Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>417 students</td>
<td>Replace systems</td>
<td>34%</td>
<td>35%</td>
<td>0%</td>
<td>64%</td>
</tr>
<tr>
<td>70% utilization</td>
<td>watch</td>
<td>watch</td>
<td>intervene</td>
<td>reinforce</td>
<td></td>
</tr>
</tbody>
</table>

- Boundary expanded in 2013 due to neighboring school closure

Enrollment Trends

In Catchment Students

Data Sources: 2019/2020 Student Information System as of 10/30/2019
STUDY AREA 1

ARThUR | CHILDS | JACkSON | KIRKBRIDE | MCDANIEL | MEREDITH | NEBINGER | SOUTHwARK | STANTON | VARE-WASHINGTON

GEORGE W. CHILDS
1599 Wharton St.
Philadelphia, PA 19146
Grades: PreK-8
Principal: Dr. Eileen Coutts

514 Students Enrolled
- 329 in catchment
- 185 out of catchment

Program Offerings
- Art
- Music
- PE
- Special Education
- ELL
- Dual Language

SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

<table>
<thead>
<tr>
<th>Bldg Capacity</th>
<th>FCI Tier</th>
<th>Overall</th>
<th>Achievement</th>
<th>Progress</th>
<th>Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>755 students</td>
<td>Refurbish systems</td>
<td>43% watch</td>
<td>17% intervene</td>
<td>55% reinforce</td>
<td>55% reinforce</td>
</tr>
</tbody>
</table>

- Boundary expanded in 2013 due to neighboring school closure

Enrollment Trends

Data Sources: 2019/2020 Student Information System as of 10/30/2019
**ANDREW JACKSON**
1213 South 12th Street
Philadelphia, PA 19147
Grades: PreK-8
Principal: Kelly Espinosa

570 Students Enrolled
- 435 in catchment
- 135 out of catchment

Program Offerings
- Art
- Music
- PE
- Special Education
- ELL
- Dual Language

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**SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019**

<table>
<thead>
<tr>
<th>Bldg Capacity</th>
<th>FCI Tier</th>
<th>Overall</th>
<th>Achievement</th>
<th>Progress</th>
<th>Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>517 students</td>
<td>Replace systems</td>
<td>64%</td>
<td>39% watch</td>
<td>76% model</td>
<td>74%</td>
</tr>
</tbody>
</table>

- For SY19-20 limiting K enrollment to inboundary students only

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**Enrollment Trends**

**In Catchment Students**

- 679 students
- 435 in catchment
- 162 out of catchment
- 47 other
- 28 other

Data Sources: 2019/2020 Student Information System as of 10/30/2019
ELIZA B. KIRKBRIDE
1501 South 7th Street
Philadelphia, PA 19147
Grades: PreK-8
Principal: Rebecca Julien

534 Students Enrolled
- 420 in catchment
- 114 out of catchment

Program Offerings
- Art
- Music
- PE
- Special Education
- ELL
- Dual Language

STUDY AREA 1

10

SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

<table>
<thead>
<tr>
<th>Bldg Capacity</th>
<th>FCI Tier</th>
<th>Overall</th>
<th>Achievement</th>
<th>Progress</th>
<th>Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>636 students</td>
<td>Replace systems</td>
<td>67%</td>
<td>44%</td>
<td>64%</td>
<td>94%</td>
</tr>
<tr>
<td>84% utilization</td>
<td></td>
<td>reinforce</td>
<td>watch</td>
<td>reinforce</td>
<td>model</td>
</tr>
</tbody>
</table>

- Boundary expanded in 2013 due to neighboring school closure

Enrollment Trends

In Catchment Students

Data Sources: 2019/2020 Student Information System as of 10/30/2019
### STUDY AREA 1

**ARThUR | CHILDS | JACKson | KIRKBRIDE | MCdANIEL | MEREDITH | NEBINGER | SOUTHWARK | STANTON | VARE-WASHINGtoN**

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**DELAPLAINEMCdANIEL**

1801 South 22nd Street  
Philadelphia, PA 19145  
Grades: K-8  
Principal: Betsaida Ortiz

- **358 Students Enrolled**
  - 256 in catchment
  - 102 out of catchment

**Program Offerings**

- Art
- Music
- PE
- Special Education
- ELL
- Dual Language

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**SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019**

<table>
<thead>
<tr>
<th>Bldg Capacity</th>
<th>FCI Tier</th>
<th>Overall</th>
<th>Achievement</th>
<th>Progress</th>
<th>Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>556 students</td>
<td>Minimal required</td>
<td>10% (intervene)</td>
<td>3% (intervene)</td>
<td>18% (intervene)</td>
<td>8% (intervene)</td>
</tr>
</tbody>
</table>

- SGS

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**Enrollment Trends**

- **In Catchment Students**
  - 920 students
  - 256 Students
  - 339 Students
  - 299 Students
  - 205 Students
  - 299 Students
  - 205 Students

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Data Sources: 2019/2020 Student Information System as of 10/30/2019
STUDY AREA 1

ARThUR | ChILDS | JaCKSON | KIRKBRIDE | MCDANIEL | MEREDITH | NEBINGER | SOUTHWARK | STANTON | VARE-WASHINGTON

WILLIAM M. MEREDITH

725 S. 5th Street
Philadelphia, PA 19147
Grades: K-8
Principal: Lauren Overton

538 Students Enrolled
- 467 in catchment
- 71 out of catchment

Program Offerings
- ✔ Art
- ✔ Music
- ✔ PE
- ✔ Special Education
- ✔ ELL
- ❏ Dual Language

SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

<table>
<thead>
<tr>
<th>Bldg Capacity</th>
<th>FCI Tier</th>
<th>Overall</th>
<th>Achievement</th>
<th>Progress</th>
<th>Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>477 students</td>
<td>Refurbish systems</td>
<td>89% model</td>
<td>83% model</td>
<td>85% model</td>
<td>98% model</td>
</tr>
</tbody>
</table>

Bldg Capacity: 477 students, 113% utilization

In Catchment Students

Data Sources: 2019/2020 Student Information System as of 10/30/2019
GEORGE W. NEBINGER
601 Carpenter Street
Philadelphia, PA 19147
Grades: PreK-8
Principal: Natalie Catin-St. Louis

528 Students Enrolled
- 265 in catchment
- 263 out of catchment

Program Offerings
- Art
- Music
- PE
- Special Education
- ELL
- Dual Language

STUDY AREA 1

DATA SOURCES: 2019/2020 Student Information System as of 10/30/2019

SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

<table>
<thead>
<tr>
<th>Bldg Capacity</th>
<th>FCI Tier</th>
<th>Overall</th>
<th>Achievement</th>
<th>Progress</th>
<th>Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>517 students</td>
<td>Major renovation</td>
<td>74%</td>
<td>47%</td>
<td>90%</td>
<td>83%</td>
</tr>
</tbody>
</table>

- Currently used as kindergarten overflow for Meredith

Enrollment Trends

In Catchment Students

Home Neighborhood: 439 students
- Other Neighborhood: 56 students
- Special Admit: 56 students
- Charter: 265 students

Data Sources: 2019/2020 Student Information System as of 10/30/2019

Studying AREA 1

ARTHUR | CHILDS | JACKSON | KIRKBRIDE | MCDANIEL | MEREDITH | NEBINGER | SOUTHWARK | STANTON | VARE-WASHINGTON
**SOUTHWARK**

1835 S. 9th Street  
Philadelphia PA 19148  
Grades: PreK-8  
Principal: Andrew Lukov

**894 Students Enrolled**  
- 482 in catchment  
- 412 out of catchment

**Program Offerings**  
- Art  
- Music  
- PE  
- Special Education  
- ELL  
- Dual Language (K-6)

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### SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

<table>
<thead>
<tr>
<th>Bldg Capacity</th>
<th>FCI Tier</th>
<th>Overall</th>
<th>Achievement</th>
<th>Progress</th>
<th>Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>815 students</td>
<td>Refurbish Systems</td>
<td>65%</td>
<td>19%</td>
<td>89%</td>
<td>84%</td>
</tr>
<tr>
<td>110% utilization</td>
<td></td>
<td>reinforce</td>
<td>intervene</td>
<td>model</td>
<td>model</td>
</tr>
</tbody>
</table>

- **Community School**

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**Enrollment Trends**

![Graph showing enrollment trends from 2014-2020](image)

**In Catchment Students**

- **Home Neighborhood**: 272 students
- **Other Neighborhood**: 210 students
- **Charter**: 482 students
- **Special Admit**: 990 students
- **Citywide Admit**: 583 students
- **Other**: 660 students

Data Sources: 2019/2020 Student Information System as of 10/30/2019
EDWIN M. STANTON
901 S. 17th Street
Philadelphia, PA 19146
Grades: PreK-8
Principal: Stacey Burnley

306 Students Enrolled
- 198 in catchment
- 108 out of catchment

Program Offerings
- Art
- Music
- PE
- Special Education
- ELL
- Dual Language

STUDY AREA 1
ARThUR | CHILDS | JACKSON | KIRKBRI D | MCDANIEL | MEREDITH | NEBINGER | SOUTHWARK | STANTON | VARE-WASHINGTON

SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

<table>
<thead>
<tr>
<th>Bldg Capacity</th>
<th>FCI Tier</th>
<th>Overall</th>
<th>Achievement</th>
<th>Progress</th>
<th>Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>437 students</td>
<td>Replace systems</td>
<td>56%</td>
<td>20%</td>
<td>78%</td>
<td>64%</td>
</tr>
<tr>
<td>70% utilization</td>
<td></td>
<td>reinforce</td>
<td>intervene</td>
<td>model</td>
<td>reinforce</td>
</tr>
</tbody>
</table>

- Boundary expanded in 2013 due to neighboring school closure

Enrollment Trends

Data Sources: 2019/2020 Student Information System as of 10/30/2019

468 students

- Home Neighborhood
- Other Neighborhood
- Charter
- Special Admit
- Citywide Admit

Boundary expanded in 2013 due to neighboring school closure

Data Sources: 2019/2020 Student Information System as of 10/30/2019
**VARE-WASHINGTON**

1198 S. 5th Street  
Philadelphia, PA 19147  
Grades: PreK-8  
Principal: Gretchen Stewart

**374 Students Enrolled**
- 230 in catchment  
- 144 out of catchment

**Program Offerings**
- Art  
- Music  
- PE  
- Special Education  
- ELL  
- Dual Language

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**SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019**

<table>
<thead>
<tr>
<th>Bldg Capacity</th>
<th>FCI Tier</th>
<th>Overall</th>
<th>Achievement</th>
<th>Progress</th>
<th>Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>596 students</td>
<td>Replace systems</td>
<td>68%</td>
<td>35%</td>
<td>91%</td>
<td>74%</td>
</tr>
<tr>
<td>63% utilization</td>
<td></td>
<td>reinforce</td>
<td>watch</td>
<td>model</td>
<td>reinforce</td>
</tr>
</tbody>
</table>

- Boundary expanded in 2013 due to neighboring school closure

**Enrollment Trends**

```
380        383       363       364        369       374
```

**In Catchment Students**

- 603 students
- Home Neighborhood: 185
- Other Neighborhood: 230
- Special Admit: 176
- Charter: 603
- Citywide Admit: 230

Data Sources: 2019/2020 Student Information System as of 10/30/2019
## STUDY AREA 1

![Table showing potential options, issues addressed, and issues remaining for STUDY AREA 1.

### Potential Options
- Remain K-8 with or without Boundary Revisions made to balance utilization and/or allow for future growth
- Grade reconfiguration from K-8 to K-5, with 6-8 grade students going to new middle school. **No Boundary Revisions**
- Grade reconfiguration from K-8 to K-5, with 6-8 grade students going to new middle school **with Boundary Revisions**
- Grade reconfiguration from PreK-8 to 3-8 with K-2 students going to Vare-Washington (for schools east of Broad Street)
- New K-8 east of Broad Street, location TBD

### Issues Addressed
- ✔ High utilization at schools east of Broad Street
- ✔ High utilization at some schools east of Broad Street
- ✔ Balances utilization
- ✔ The right middle school option could be attractive for students that leave study area 1
- ✔ High utilization at schools east of Broad Street
- ✔ High utilization at some schools east of Broad Street

### Issues Remaining
- Impact of Transfers In/Out
- Broad Street
- Impact of Transfers In/Out
- Decreases utilization at Kirkbride and Vare-Washington
- New middle school would need to accommodate ~1400 students
- Impact of Transfers In/Out
- Broad Street
- New middle school would need to accommodate ~1400 students
- Imbalanced utilization

<table>
<thead>
<tr>
<th>Study Area</th>
<th>Arthur</th>
<th>Childs</th>
<th>Jackson</th>
<th>Kirkbride</th>
<th>McDaniel</th>
<th>Meredith</th>
<th>Nebinger</th>
<th>Southwark</th>
<th>Stanton</th>
<th>Vare-Washington</th>
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<tbody>
<tr>
<td>Potential Options</td>
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<tr>
<td>Remain K-8 with or without Boundary Revisions made to balance utilization and/or allow for future growth</td>
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<tr>
<td>Grade reconfiguration from K-8 to K-5, with 6-8 grade students going to new middle school. <strong>No Boundary Revisions</strong></td>
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<tr>
<td>Grade reconfiguration from PreK-8 to 3-8 with K-2 students going to Vare-Washington (for schools east of Broad Street)</td>
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<tr>
<td>New K-8 east of Broad Street, location TBD</td>
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- **Study Area 1**
- **Issues Addressed**
  - ✔ High utilization at schools east of Broad Street
  - ✔ Balances utilization
  - ✔ The right middle school option could be attractive for students that leave study area 1
- **Issues Remaining**
  - Impact of Transfers In/Out
  - Decreases utilization at Kirkbride and Vare-Washington
  - New middle school would need to accommodate ~1400 students
- Imbalanced utilization

- **Potential Options**
  - Remain K-8 with or without Boundary Revisions made to balance utilization and/or allow for future growth
  - Grade reconfiguration from K-8 to K-5, with 6-8 grade students going to new middle school. **No Boundary Revisions**
  - Grade reconfiguration from K-8 to K-5, with 6-8 grade students going to new middle school **with Boundary Revisions**
  - Grade reconfiguration from PreK-8 to 3-8 with K-2 students going to Vare-Washington (for schools east of Broad Street)
  - New K-8 east of Broad Street, location TBD