

Superintendent's Recommendation for Somerset and Westbrook Elementary Schools Boundary Study

October 19, 2020

Executive Summary

On November 26, 2019, the Board of Education authorized a boundary study to explore school assignments between Somerset and Westbrook elementary schools (Resolution 581-19). As both schools articulate to Westland Middle School and Bethesda-Chevy Chase High School it was not necessary to include middle schools in the scope of the study.

As part of a classroom addition at Westbrook Elementary School that was constructed in 2013, a classroom shell was master-planned. To relieve the overutilization at Somerset Elementary School, the Board of Education's Requested Fiscal Year (FY) 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program (CIP) included funding for the classroom shell to be built out with a completion date of September 2021. In May 2020, the County Council adopted the FY 2021 Capital Budget and the FY 2021–2026 CIP and the shell build-out for Westbrook Elementary School was not included in the adopted budget.

Current student enrollment is projected to increase moderately at Somerset Elementary School and will exceed capacity by approximately 78 students by the end of the 6-year planning period. While the overutilization is not significant, Somerset Elementary School is situated on a small site, 3.7 acres without an adjacent park, and placement of relocatable classrooms will be a challenge. Westbrook Elementary School, adjacent to the Somerset Elementary School service area, is projected to have 222 seats available without the classroom shell build-out, and 290 seats available with the classroom shell build-out.

In accordance with Board of Education Policy FAA, *Educational Facility Planning*, I directed staff to develop options that would change school boundaries in this part of the county. Montgomery County Public Schools (MCPS) staff developed five options to advance the following factors described in the policy:

- Demographic Characteristics of Student Population;
- Geography;
- Facility Utilization; and
- Stability of School Assignment Over Time.

Staff solicited stakeholder input in accordance with Policy ABA, *Community Involvement*. MCPS staff held six (6) community meetings for this boundary process to share information and solicit input. Each meeting was held at Westland Middle School. Two online surveys were available for stakeholders to provide input on the options that were presented.

To formulate my recommendation, I carefully reviewed and considered the five options and the stakeholder input received for these options in the context of the policy factors. Due to the fiscal constraints that impacted the recently adopted CIP, and the anticipation of continued fiscal constraints for the next CIP, it was important for me also to evaluate possible opportunities that would take advantage of existing capacity for schools that may be overutilized. Therefore, as part of my review process, I examined adjacent overutilized schools to determine if the available capacity at Westbrook Elementary School could address the needs of more than one elementary school.

The Bethesda Elementary School service area is adjacent to Somerset Elementary School. Bethesda Elementary School is projected to exceed capacity for the six-year planning period; therefore, the Board of Education requested \$16.7 million in the FY 2021–2026 CIP to construct an addition, with a completion date of 2023. Due to fiscal constraints, the County Council's adopted FY 2021–2026 CIP delayed the Bethesda Elementary School addition project by two years, resulting in a completion date of September 2025. Additionally, as previously noted, the adopted CIP included removal of the funding for the build-out of the three classrooms at Westbrook Elementary School.

The three classroom build-out at Westbrook Elementary School, along with its current available capacity, would provide 290 seats to relieve Bethesda and Somerset elementary schools, based on enrollment projections included in the adopted CIP. The total seat deficit for these 2 schools will be 254 seats by the end of the 6-year planning period. When considering capacity opportunities in concert with the current fiscal climate, I believe that it is fiscally prudent to construct the addition at Westbrook Elementary School to address the overutilization at both Somerset and Bethesda elementary schools.

The cost of the classroom build-out at Westbrook Elementary School will be \$4.4 million. Reallocating funds from the Bethesda Elementary School addition project to a classroom build-out at Westbrook Elementary School results in a cost difference of \$12.3 million. I am optimistic that with the considerable reduced cost of the Westbrook Elementary School project, expenditures can be accelerated into the earlier years of the CIP and, therefore, the build-out can be completed by September 2023.

After review of all the information, including the additional considerations previously listed, I recommend that no action be taken at this time with regard to the Somerset and Westbrook elementary schools Boundary Study. Instead, I recommend a new boundary study be completed to include the Bethesda, Somerset, and Westbrook elementary schools to relieve the overutilization at both Bethesda and Somerset elementary schools.

My recommendation is to conduct this boundary study in spring 2021, with Board of Education action scheduled for November 2021. Included in this recommendation is the removal of the Bethesda Elementary School addition project from the adopted FY 2021–2026 CIP and the reallocation of funds from the Bethesda Elementary School addition project to the Westbrook Elementary School classroom build-out, to be completed in September 2023.

In order to address the overutilization at both Bethesda and Somerset elementary schools as soon as possible, I recommend that the boundary study include a two-phased implementation. This first phase implementation strategy would reassign students in September 2022, based on the zones developed during the boundary study, in order to align with the available capacity at Westbrook Elementary School. Once the classroom build-out is complete, the remaining students would be reassigned to Westbrook Elementary School in September 2023.

The current COVID-19 pandemic has impacted many facets of our lives and will impact our student enrollment for the 2021–2022 school year. While the preliminary September 30, 2020, enrollment, as well as the projections for the six-year period will be released as part of my recommended amended CIP in late October, we know that the school system will experience a decline in student enrollment for the first time since the 2007–2008 school year. This decline in enrollment in the current school year is a result of the COVID-19 pandemic; at the same time, I anticipate that the student enrollment will rebound in the future. Therefore, the capacity projects that were approved based on pre-pandemic enrollment projections still will be considered necessary. As a basis for the recommended boundary study and capacity analyses moving forward, pre-pandemic enrollment projections will be evaluated in coordination with the new enrollment projections to be released in late October.

The significant changes in our fiscal and facility planning environments warrant taking this additional step to maximize resources and resolve capacity pressures across a wider area of our district. I greatly appreciate the engagement and participation of the Somerset and Westbrook elementary school communities through the boundary study process earlier this year. The information and feedback gathered during this process and analysis was important in formulating this recommendation, and the subsequent, expanded boundary study process will take this work into account to move forward. We will work with the Somerset Elementary School leadership to accommodate the student body enrollment in the coming school year.

The scope, background, boundary study process, analysis of the options, and basis for my recommendation follows.

Scope of Boundary Study

On November 26, 2019, the Board of Education authorized a boundary study to explore school assignments between Somerset and Westbrook elementary schools (Resolution 581-19). Please see Attachment A for the current articulation chart of these schools and map.

Background

Based on enrollment projections included in the FY 2021–2026 CIP, Somerset Elementary School is projected to increase and will exceed capacity by 78 students by the end of the 6-year planning period. The enrollment at Westbrook Elementary School is projected to be 325 students at the end of the planning period, leaving a surplus of 222 seats available without the classroom shell build-out, and 290 with the classroom shell build-out.

The following table displays the updated projected enrollment and space available for the two elementary schools.

Enrollment Projections and Space Available

	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
Somerset Elementary School						
Total Number of Seats	515	515	515	515	515	515
Total Number of Students	555	558	548	556	550	546
<i>Total Space Available</i>	<i>-40</i>	<i>-43</i>	<i>-33</i>	<i>-41</i>	<i>-35</i>	<i>-31</i>
Westbrook Elementary School						
Total Number of Seats	547	547	547	615	615	615
Total Number of Students	349	351	348	343	339	349
<i>Total Space Available</i>	198	196	199	272	276	266

As indicated, the enrollment projection for Somerset Elementary School marginally is less than the projections included in the adopted CIP. For Westbrook Elementary School, the enrollment projections noted marginally are more than projections included in the adopted CIP. As previously stated, due to the COVID-19 pandemic, pre-pandemic enrollment projections will be evaluated in coordination with the new enrollment projections that will be included in the *Superintendent’s Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 Capital Improvements Program*.

Planning Factors

Board of Education Policy FAA, *Educational Facility Planning*, guides the boundary study process when planning adjustments to school boundaries and describes four factors to be considered. These factors are to be considered by staff when developing options; however, it is important to note that not all the factors always are able to be reconciled in each option. These factors are described in the following paragraphs.

Demographic Characteristics of Student Population

Analyses of options should consider the impact of various options on the overall populations of affected schools. Options should especially strive to create a diverse student body in each of the affected schools in alignment with Board Policy ACD, *Quality Integrated Education*. Demographic data that identify the impact of various options include racial/ethnic composition of the student population, the socioeconomic composition of the student population, the level of English language learners, and other reliable demographic indicators and participation in specific educational programs.

Geography

In accordance with MCPS’ emphasis on community involvement in schools, options should take into account the geographic proximity of communities to schools, as well as articulation, traffic and transportation patterns, and topography. In addition, options should consider, at a minimum, not only schools within a high school cluster but also other adjacent schools.

Stability of School Assignment Over Time

Options should result in stable assignments for as long a period as possible. Student reassignments should consider recent boundary or geographic student choice assignment plan changes, and/or school closings and consolidations that may have affected the same students.

Facility Utilization

School boundary and geographic student choice assignment plans should result in facility utilizations in the 80 percent to 100 percent efficient range over the long term, whenever possible. Shared use of a facility by more than one cluster may be the most feasible facility plan in some cases, taking into consideration the impact of the resulting articulation pattern on the community. Plans should be fiscally responsible to minimize capital and operating costs whenever feasible.

Stakeholder Input

Staff solicited stakeholder input in accordance with Board Policy ABA, *Community Involvement*, and this input informed my recommendation. Outreach was conducted through a variety of approaches, including the following:

- Connect-ED messages;
- Flyers to schools;
- Communitywide meetings;
- Webcast;
- Online surveys; and
- Review of e-mail messages and letters.

Descriptions of the outreach methods follow.

Connect-ED Messages and Flyers to Schools

Staff in the Division of Capital Planning collaborated with staff in the Office of Communications to share information about the boundary study with stakeholders. All information related to the boundary study was posted on the Division of Capital Planning website. Information flyers in two languages (English and Spanish) were provided to the two elementary schools included in the boundary study to notify the school communities of all upcoming meetings. In addition, staff in the Office of Communications delivered Connect-ED electronic voice messages and electronic messages to the homes of students at all elementary schools included in the scope of the boundary study.

Communitywide Meetings

Staff in the Division of Capital Planning facilitated all the boundary study meetings. Each of the meetings was conducted twice and all meetings were held at Westland Middle School. For all meetings, staff distributed index cards for attendees to submit written questions that staff responded to during the last part of each set of meetings.

At the first set of meetings, staff presented the following information:

- Background and scope;
- Projections and seats available;
- Revised Board Policy FAA and Planning Factors;

- Boundary Process; and
- Schedule of Meetings.

Staff answered many questions related to enrollment, history, and process. In total, approximately 50 individuals attended the first set of meetings.

For the second set of meetings, staff presented three options for stakeholder consideration. The presentation included the guiding parameters for option development, as well as a review of the Policy Factors and background. Staff in the Office of Communications livestreamed the meeting and then the recording was posted on the Division of Capital Planning website to allow stakeholders who could not attend one of the two live meetings to view the information online. Approximately 50 individuals also attended these two meetings. Based on the input received after the second meeting, staff determined that additional options needed to be developed for community input. Therefore, the third set of meetings was held and two additional options were presented at that time.

At the fourth set of meetings, staff provided a general overview of the five options, as well as an update on the surveys. Staff also provided a presentation on the decision making process by the Board of Education.

Online Surveys

An online survey was posted in seven languages (English, Amharic, Korean, Mandarin, Spanish, Vietnamese, and French). A total of 276 individuals responded to the survey. Questions in the survey included, for example, how important each of the three policy factors would be when considering boundary assignments and for respondents to indicate their top three preferred options. A second survey was posted after the presentation of Options 4 and 5. A total of 267 individuals responded to that survey.

Option Development

In accordance with Board Policy FAA, *Educational Facilities Planning*, the superintendent of schools directs staff to develop options when changing school boundaries. Staff developed five options to advance each of the factors described. The options are included in Attachment B.

Review of Boundary Options

MCPS staff prepared five options. To develop the options, MCPS staff used the following guiding parameters in each round of options:

- Advance the four Board of Education policy factors that include:
 - Demographic Characteristics of Student Population;
 - Geography;
 - Facility Utilization; and
 - Stability of Student Assignment over time.
- Develop options that grandfathered Grade 5 at the elementary level.

Five options were presented to solicit input from the community through feedback during the meetings and an online survey.

The following table displays the racial/ethnic composition for the schools used in the study for the 2019–2020 school year, as well as the Free and Reduced-price Meals System (FARMS) participation and English for Speakers of Other Languages (ESOL) population.

Racial/Ethnic Composition							
School	2019–2020						
	% Black or African American	% Asian	% Hispanic/ Latino	% White	% Two or More Races	% FARMS	% ESOL
Somerset Elementary	7.0	9.5	13.4	61.5	8.4	7.7	20.1
Westbrook Elementary	2.1	5.3	15.0	69.8	7.0	1.2	3.5

The differences among the elementary schools in the racial/ethnic composition of the student body range from 8.3 percent in the White population between Somerset and Westbrook elementary schools, to 1.4 percent in the Two or More Races population between Somerset and Westbrook elementary schools. The disparity with regard to the FARMS participation is 6.5 percent and the ESOL population disparity is 16.6 percent.

The following is a summary of the five developed options by school:

Somerset Elementary School

The utilization rate for Somerset Elementary School is projected to be in the range of 111 to 115 percent.

Option 1

- Proposes to reassign Zones S2 and S3 from Somerset Elementary School to Westbrook Elementary School.
- Provides a contiguous service area for the school.
- Utilization rate would range between 83 and 88 percent when fully implemented.
- Race/Ethnic changes would be within 3 percent for all categories.
- Students receiving FARMS and ESOL services would increase by 2.1 percent and decrease by 2.9 percent, respectively.

Option 2

- Proposes to reassign Zones S2 and S4 from Somerset Elementary School to Westbrook Elementary School.
- Provides a contiguous service area for the school.
- Reassigns fewer students compared to Option 1.
- Utilization rate would range from 83 to 87 percent.
- Race/Ethnic changes would be within 4 percent for all categories.
- Students receiving FARMS and ESOL services would increase by 1.6 percent and decrease by 4.9 percent, respectively.

Option 3

- Proposes to reassign Zones S4 and S5 from Somerset Elementary School to Westbrook Elementary School.
- Provides a contiguous service area for the school.
- Reassigns the least students of the Round 1 options.
- Utilization rate would range from 90 to 94 percent.
- Race/Ethnic changes would be within 6 percent for all categories.
- Students receiving FARMS and ESOL services would decrease by 3.2 percent and decrease by 2.5 percent, respectively.

Option 4

- Proposes to reassign Zones S2, S3, S7, and S8 from Somerset Elementary School to Westbrook Elementary School.
- Provides a contiguous service area for the school.
- Utilization rate would range from 80 to 85 percent.
- Race/Ethnic changes would be within 3 percent for all categories.
- Students receiving FARMS and ESOL services would increase by 2.3 percent and decrease by 2.4 percent, respectively.

Option 5

- Proposes to reassign Zones S4, S5, and S6 from Somerset Elementary School to Westbrook Elementary School.
- Provides a contiguous service area for the school.
- Reassigns the most students of the five staff-developed options.
- Utilization rate would range from 76 to 82 percent.
- Race/Ethnic changes would be within 6 percent for all categories.
- Students receiving FARMS and ESOL services would decrease by 3.2 percent and decrease by 2.5 percent, respectively.

Westbrook Elementary School

The last two bulleted items under each option refer to the utilization rate at Westbrook Elementary School. The second to last bulleted item is the utilization that was demonstrated during the boundary study process based on the Board of Education's request to build out the classroom shell. The last bulleted item is the utilization as a result of the adopted CIP, which does not include the classroom shell build-out.

Option 1

- Proposes to reassign Zones S2 and S3 from Somerset Elementary School to Westbrook Elementary School.
- Provides contiguous service areas for both schools.
- Race/Ethnic changes would be within 4 percent for all categories.
- Students receiving FARMS and ESOL services would increase by 0.6 percent and increase by 8 percent, respectively.
- Utilization rate would range from 74 to 78 percent (build-out of classroom shell).
- Utilization rate would range from 84 to 88 percent (no build-out of classroom shell).

Option 2

- Proposes to reassign Zones S2 and S4 from Somerset Elementary School to Westbrook Elementary School.
- Provides contiguous service areas for both schools.
- Reassigns fewer students compared to Option 1.
- Race/Ethnic changes would be within 5 percent for all categories.
- Students receiving FARMS and ESOL services would increase by 1 percent and increase by 9.6 percent, respectively.
- Utilization rate would range from 75 to 79 percent (build-out of classroom shell).
- Utilization rate would range from 85 to 89 percent (no build-out of classroom shell).

Option 3

- Proposes to reassign Zones S4 and S5 from Somerset Elementary School to Westbrook Elementary School.
- Provides contiguous service areas for both schools.
- Reassigns the fewest students of the Round 1 staff-developed options.
- Race/Ethnic changes would be within 8 percent for all categories.
- Students receiving FARMS and ESOL services would increase by 5 percent and increase by 6.9 percent, respectively.
- Utilization rate would range from 70 to 73 percent (build-out of classroom shell).
- Utilization rate would range from 79 to 83 percent (no build-out of classroom shell).

Option 4

- Proposes to reassign Zones S2, S3, S7, and S8 from Somerset Elementary School to Westbrook Elementary School.
- Provides contiguous service areas for both schools.
- Race/Ethnic changes would be within 4 percent for all categories.
- Students receiving FARMS and ESOL services would increase by 0.6 percent and increase by 8 percent, respectively.
- Utilization rate would range from 77 to 81 percent (build-out of classroom shell).
- Utilization rate would range from 86 to 90 percent (no build-out of classroom shell).

Option 5

- Proposes to reassign Zones S4, S5, and S6 from Somerset Elementary School to Westbrook Elementary School.
- Provides contiguous service areas for both schools.
- Reassigns the most students of the five staff-developed options.
- Race/Ethnic changes would be within 7 percent for all categories.
- Students receiving FARMS and ESOL services would increase by 4.7 percent, an increase by 6.7 percent, respectively.
- Utilization rate would range from 80 to 85 percent (build-out of classroom shell).
- Utilization rate would range from 90 to 96 percent (no build-out of classroom shell).

Superintendent's Recommendation

I commend the work of the staff and community involved in this boundary study process. The stakeholder input was helpful and provided me with valuable information to consider as I developed my recommendation. Based on recent revisions to Board Policy FAA, *Educational Facilities Planning*, this study was conducted to allow for extensive community engagement throughout the entire process. I believe that this process broadens the opportunities for stakeholder engagement and for input to inform not only my recommendation, but also the process going forward through the Board of Education's deliberations as well.

I carefully reviewed the options that staff developed, along with revised student enrollment projections, survey data, and e-mail messages from stakeholders within the context of the policy factors outlined in Board of Education Policy FAA, *Educational Facilities Planning* and MCPS Regulation FAA-RA, *Educational Facilities Planning* to develop my recommendation. These factors include:

- Demographic characteristics of student population;
- Geography;
- Facility utilization; and
- Stability of School Assignment Over Time.

As previously discussed, due to the fiscal constraints that impacted the recently adopted CIP, and the anticipation of continued fiscal constraints for the next CIP, it was important for me also to evaluate possible opportunities that would take advantage of existing capacity for schools that may be overutilized. Therefore, as part of my review process, I examined adjacent overutilized schools to determine if the available capacity at Westbrook Elementary School could address the needs of more than one elementary school.

The Bethesda Elementary School service area is adjacent to Somerset Elementary School. Bethesda Elementary school is projected to remain overutilized for the six-year planning period; therefore, the Board of Education requested \$16.7 million in the FY 2021–2026 CIP to construct an addition, with a completion date of 2023. Due to fiscal constraints, the County Council's adopted FY 2021–2026 CIP delayed the Bethesda Elementary School addition project by two years, resulting in a completion date of September 2025. And, as previously noted, the adopted CIP removed the funding for the build-out of the three classrooms at Westbrook Elementary School.

The three classroom build-out at Westbrook Elementary School would provide 290 seats to relieve Bethesda and Somerset elementary schools, based on enrollment projections included in the adopted CIP. The total seat deficit for these 2 schools will be 254 seats by the end of the 6-year planning period. When considering capacity opportunities in concert with the current fiscal climate, I believe that it is fiscally prudent to construct the addition at Westbrook Elementary School to address the overutilization at both Somerset and Bethesda elementary schools.

The cost of the classroom build-out at Westbrook Elementary School will be \$4.4 million. Reallocating funds from the Bethesda Elementary School addition project to a classroom build-out at Westbrook Elementary School results in a cost difference of \$12.3 million.

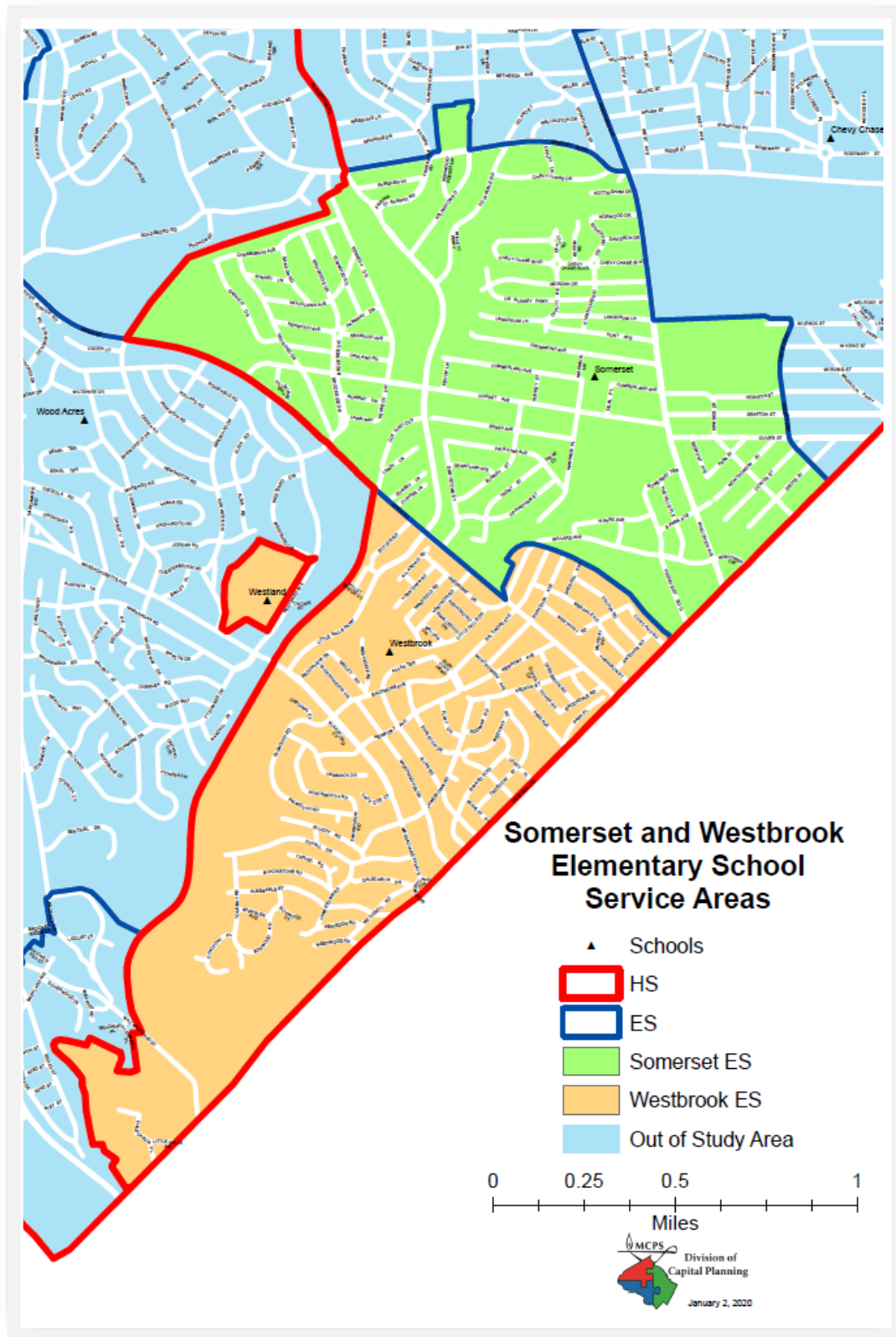
I am optimistic that with the considerable reduced cost of the Westbrook Elementary School project, expenditures can be accelerated into the earlier years of the CIP and, therefore, the build-out can be completed by September 2023.

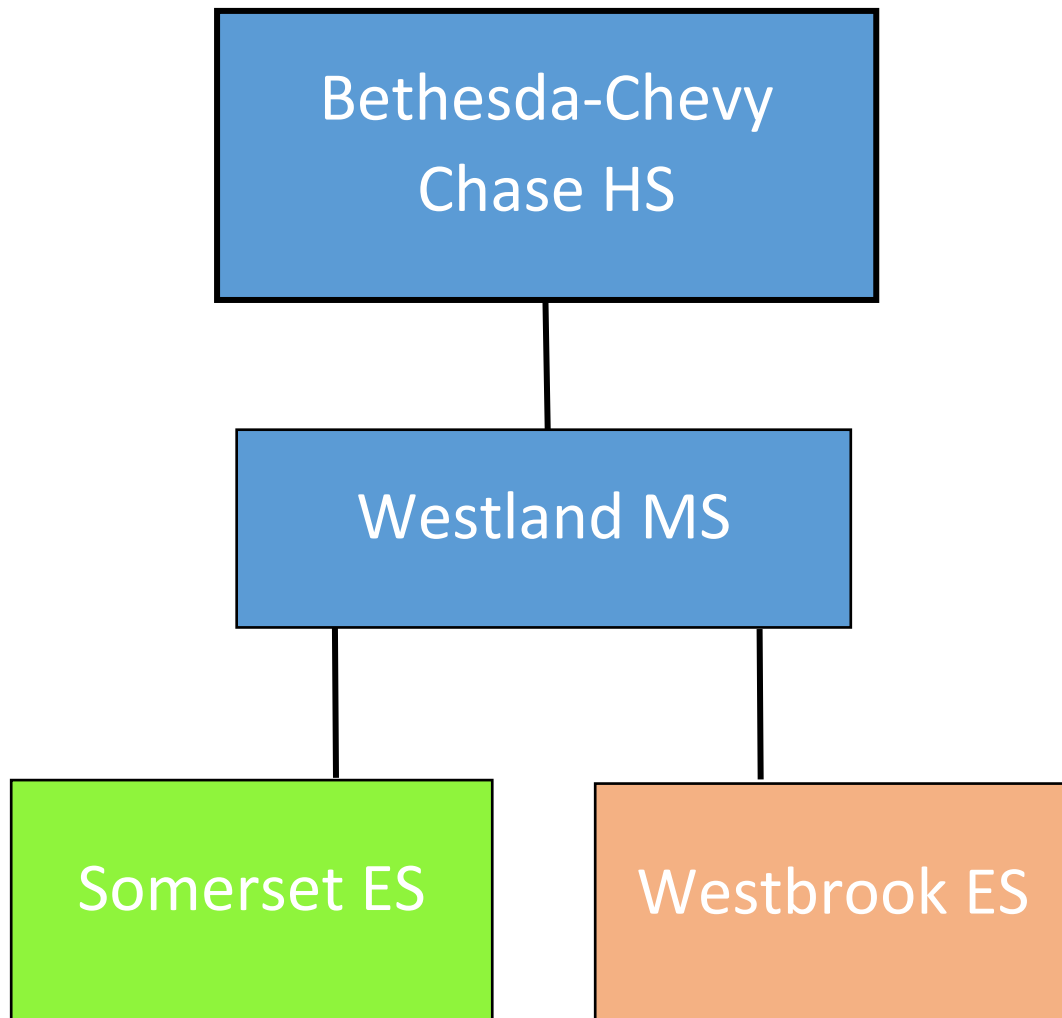
After review of all the information, including the additional considerations previously listed, I recommend that no action be taken at this time with regard to the Somerset and Westbrook elementary schools Boundary Study. Instead, I recommend a new boundary study be completed to include the Bethesda, Somerset, and Westbrook elementary schools to relieve the overutilization at both Bethesda and Somerset elementary schools.

My recommendation is to conduct this boundary study in spring 2021, with Board of Education action scheduled for November 2021. Included in this recommendation is the removal of the Bethesda Elementary School addition project from the adopted FY 2021–2026 CIP and the reallocation of funds from the Bethesda Elementary School addition project to the Westbrook Elementary School classroom build-out, to be completed in September 2023.

In order to address the overutilization at both Bethesda and Somerset elementary schools as soon as possible, I recommend that the boundary study include a two-phased implementation. This first phase implementation strategy would reassign students in September 2022, based on the zones developed during the boundary study, in order to align with the available capacity at Westbrook Elementary School. Once the classroom build-out is complete, the remaining students would be reassigned to Westbrook Elementary School in September 2023.

The significant changes in our fiscal and facility planning environments warrant taking this additional step to maximize resources and resolve capacity pressures across a wider area of our district. I greatly appreciate the engagement and participation of the Somerset and Westbrook elementary school communities through the boundary study process earlier this year. The information and feedback gathered during this process and analysis was important in formulating this recommendation, and the subsequent, expanded boundary study process will take this work into account to move forward. We will work with the Somerset Elementary School leadership to accommodate the student body enrollment in the coming school year.





Somerset and Westbrook Elementary Schools Boundary Study

January/February 2020

Option #1	<u>Proposed Elementary School Reassignments</u> Zones S2 and S3 from Somerset ES to Westbrook ES
Option #2	<u>Proposed Elementary School Reassignments</u> Zones S2 and S4 from Somerset ES to Westbrook ES
Option #3	<u>Proposed Elementary School Reassignments</u> Zones S4 and S5 from Somerset ES to Westbrook ES
Option #4	<u>Proposed Elementary School Reassignments</u> Zones S2, S3, S7 and S8 from Somerset ES to Westbrook ES
Option #5	<u>Proposed Elementary School Reassignments</u> Zones S4, S5, and S6 from Somerset ES to Westbrook ES

Option # 1 (No Classroom Shell Build-out)
Somerset and Westbrook Elementary Schools Boundary Study
 February 2020

Proposed Elementary School Reassignments

Zones S2 and S3 from Somerset ES to Westbrook ES

Proposed Elementary School Boundary Reassignments

School						2019–2020						
						Race/Ethnic Composition						
	2021–22	2022–23	2023–24	2024–25	2025–26	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMS	% ESOL
Somerset ES												
Maximum Number of Seats= 515												
<u>No Change:</u>												
Number of Students	573	573	577	587	593	7.0%	9.5%	13.4%	61.5%	8.4%	7.7%	20.1%
Percent of Building Occupied	111%	111%	112%	114%	115%							
Available Seats	-58	-58	-62	-72	-78							
<u>With Change:</u>												
Number of Students	453	430	437	451	455	7.4%	6.9%	14.7%	63.5%	7.6%	9.8%	17.2%
Percent of Building Occupied	88%	83%	85%	88%	88%							
Available Seats	62	85	78	64	60							
Westbrook ES												
Maximum Number of Seats= 547												
<u>No Change:</u>												
Number of Students	340	337	338	322	325	2.1%	5.3%	15.0%	69.8%	7.0%	1.2%	3.5%
Percent of Building Occupied	62%	62%	62%	59%	59%							
Available Seats	207	210	209	225	222							
<u>With Change:</u>												
Number of Students	460	480	478	458	463	3.5%	8.8%	13.5%	65.9%	8.2%	1.8%	11.5%
Percent of Building Occupied	84%	88%	87%	84%	85%							
Available Seats	87	67	69	89	84							

Notes: In the 2021–2022 school year, the enrollment projections display reassignments for students in Grades K–4 from Somerset ES to Westbrook ES. Grade 5 students would be grandfathered at Somerset ES. For the 2022–2023 school year, the data displays Grades K–5 at Westbrook ES.

Option # 1 (Classroom Shell Build-out)

Somerset and Westbrook Elementary Schools Boundary Study

February 2020

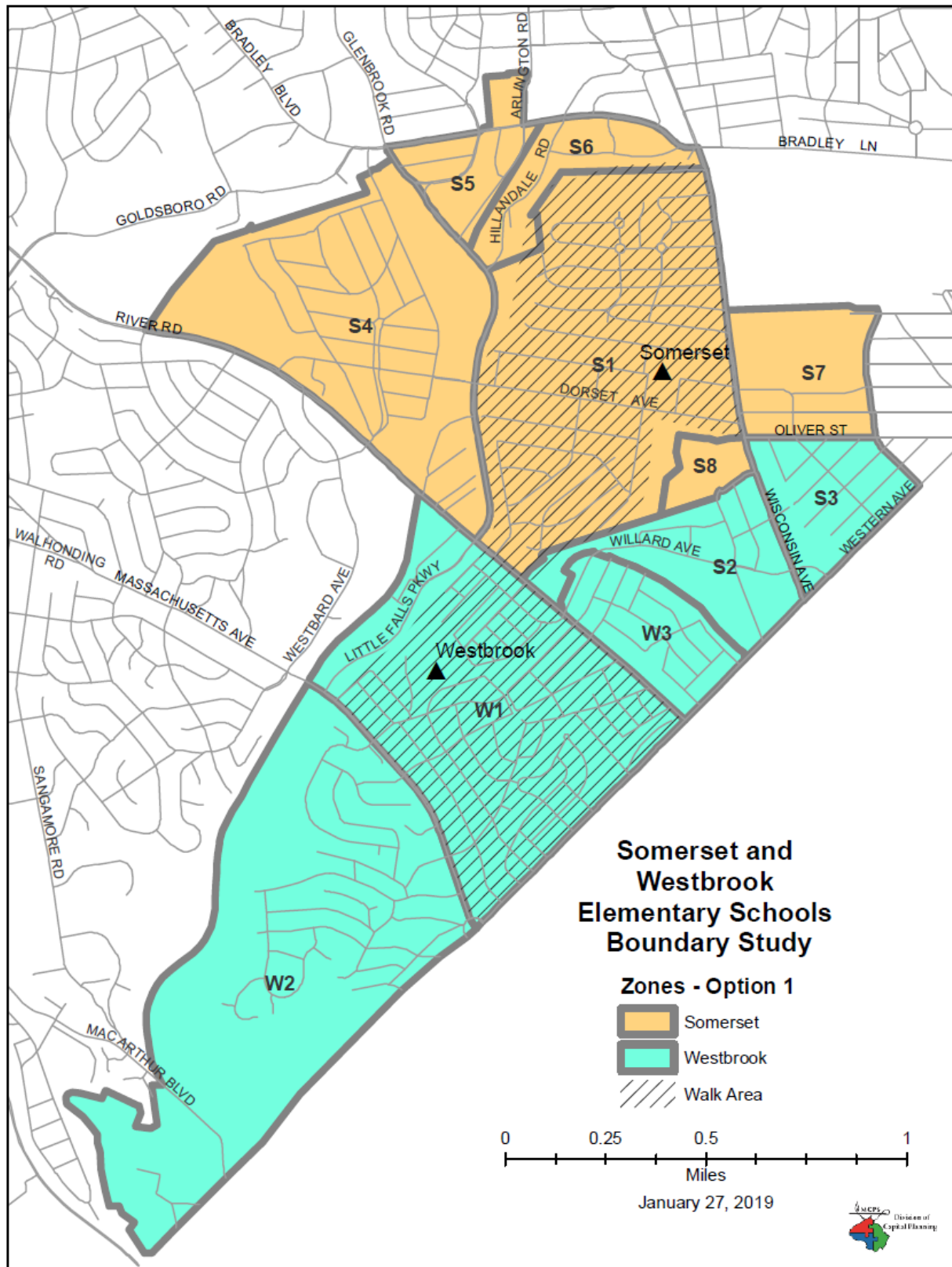
Proposed Elementary School Reassignments

Zones S2 and S3 from Somerset ES to Westbrook ES

Proposed Elementary School Boundary Reassignments

School						2019–2020						
						Race/Ethnic Composition						
	2021–22	2022–23	2023–24	2024–25	2025–26	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMS	% ESOL
Somerset ES												
Maximum Number of Seats= 515												
<u>No Change:</u>												
Number of Students	573	573	577	587	593	7.0%	9.5%	13.4%	61.5%	8.4%	7.7%	20.1%
Percent of Building Occupied	111%	111%	112%	114%	115%							
Available Seats	-58	-58	-62	-72	-78							
<u>With Change:</u>												
Number of Students	453	430	437	451	455	7.4%	6.9%	14.7%	63.5%	7.6%	9.8%	17.2%
Percent of Building Occupied	88%	83%	85%	88%	88%							
Available Seats	62	85	78	64	60							
Westbrook ES												
Maximum Number of Seats= 615												
<u>No Change:</u>												
Number of Students	340	337	338	322	325	2.1%	5.3%	15.0%	69.8%	7.0%	1.2%	3.5%
Percent of Building Occupied	55%	55%	55%	52%	53%							
Available Seats	275	278	277	293	290							
<u>With Change:</u>												
Number of Students	460	480	478	458	463	3.5%	8.8%	13.5%	65.9%	8.2%	1.8%	11.5%
Percent of Building Occupied	75%	78%	78%	74%	75%							
Available Seats	155	135	137	157	152							

Notes: In the 2021–2022 school year, the enrollment projections display reassignments for students in Grades K–4 from Somerset ES to Westbrook ES. Grade 5 students would be grandfathered at Somerset ES. For the 2022–2023 school year, the data displays Grades K–5 at Westbrook ES.



Option # 2 (No Classroom Shell Build-out)
Somerset and Westbrook Elementary Schools Boundary Study
February 2020

Proposed Elementary School Reassignments

Zones S2 and S4 from Somerset ES to Westbrook ES

Proposed Elementary School Boundary Reassignments

School						2019–2020						
						Race/Ethnic Composition						
	2021–22	2022–23	2023–24	2024–25	2025–26	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMS	% ESOL
Somerset ES												
Maximum Number of Seats= 515												
<u>No Change:</u>												
Number of Students	573	573	577	587	593	7.0%	9.5%	13.4%	61.5%	8.4%	7.7%	20.1%
Percent of Building Occupied	111%	111%	112%	114%	115%							
Available Seats	-58	-58	-62	-72	-78							
<u>With Change:</u>												
Number of Students	450	426	430	442	447	6.4%	6.6%	13.5%	64.7%	8.8%	9.3%	15.2%
Percent of Building Occupied	87%	83%	83%	86%	87%							
Available Seats	65	89	85	73	68							
Westbrook ES												
Maximum Number of Seats= 547												
<u>No Change:</u>												
Number of Students	340	337	338	322	325	2.1%	5.3%	15.0%	69.8%	7.0%	1.2%	3.5%
Percent of Building Occupied	62%	62%	62%	59%	59%							
Available Seats	207	210	209	225	222							
<u>With Change:</u>												
Number of Students	463	484	485	467	471	4.3%	9.0%	14.5%	65.0%	7.2%	2.2%	13.1%
Percent of Building Occupied	85%	88%	89%	85%	86%							
Available Seats	84	63	62	80	76							

Notes: In the 2021–2022 school year, the enrollment projections display reassignments for students in Grades K–4 from Somerset ES to Westbrook ES. Grade 5 students would be grandfathered at Somerset ES. For the 2022–2023 school year, the data displays Grades K–5 at Westbrook ES.

Option # 2 (Classroom Shell Build-out)

Somerset and Westbrook Elementary Schools Boundary Study

February 2020

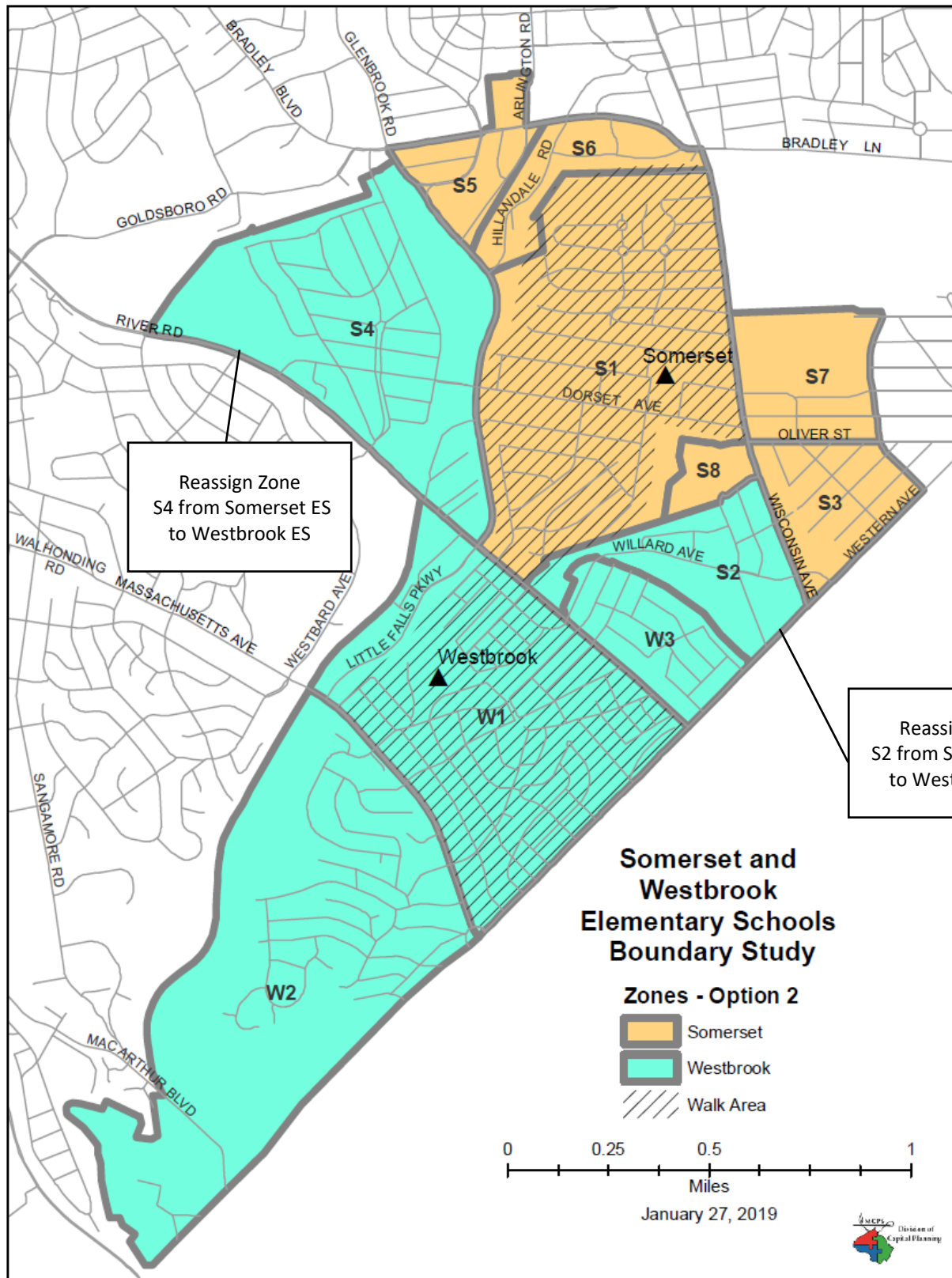
Proposed Elementary School Reassignments

Zones S2 and S4 from Somerset ES to Westbrook ES

Proposed Elementary School Boundary Reassignments

School						2019–2020						
						Race/Ethnic Composition						
	2021–22	2022–23	2023–24	2024–25	2025–26	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMS	% ESOL
Somerset ES												
Maximum Number of Seats= 515												
<u>No Change:</u>												
Number of Students	573	573	577	587	593	7.0%	9.5%	13.4%	61.5%	8.4%	7.7%	20.1%
Percent of Building Occupied	111%	111%	112%	114%	115%							
Available Seats	-58	-58	-62	-72	-78							
<u>With Change:</u>												
Number of Students	450	426	430	442	447	6.4%	6.6%	13.5%	64.7%	8.8%	9.3%	15.2%
Percent of Building Occupied	87%	83%	83%	86%	87%							
Available Seats	65	89	85	73	68							
Westbrook ES												
Maximum Number of Seats= 615												
<u>No Change:</u>												
Number of Students	340	337	338	322	325	2.1%	5.3%	15.0%	69.8%	7.0%	1.2%	3.5%
Percent of Building Occupied	55%	55%	55%	52%	53%							
Available Seats	275	278	277	293	290							
<u>With Change:</u>												
Number of Students	463	484	485	467	471	4.3%	9.0%	14.5%	65.0%	7.2%	2.2%	13.1%
Percent of Building Occupied	75%	79%	79%	76%	77%							
Available Seats	152	131	130	148	144							

Notes: In the 2021–2022 school year, the enrollment projections display reassignments for students in Grades K–4 from Somerset ES to Westbrook ES. Grade 5 students would be grandfathered at Somerset ES. For the 2022–2023 school year, the data displays Grades K–5 at Westbrook ES.



Option # 3 (No Classroom Shell Build-out)
Somerset and Westbrook Elementary Schools Boundary Study
February 2020

Proposed Elementary School Reassignments

Zones S4 and S5 from Somerset ES to Westbrook ES

Proposed Elementary School Boundary Reassignments

School						2019–2020						
						Race/Ethnic Composition						
	2021–22	2022–23	2023–24	2024–25	2025–26	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMs	% ESOL
Somerset ES												
Maximum Number of Seats= 515												
<u>No Change:</u>												
Number of Students	573	573	577	587	593	7.0%	9.5%	13.4%	61.5%	8.4%	7.7%	20.1%
<i>Percent of Building Occupied</i>	111%	111%	112%	114%	115%							
<i>Available Seats</i>	-58	-58	-62	-72	-78							
<u>With Change:</u>												
Number of Students	482	461	463	467	473	4.5%	8.8%	9.9%	67.5%	9.2%	4.5%	17.6%
<i>Percent of Building Occupied</i>	94%	90%	90%	91%	92%							
<i>Available Seats</i>	33	54	52	48	42							
Westbrook ES												
Maximum Number of Seats= 547												
<u>No Change:</u>												
Number of Students	340	337	338	322	325	2.1%	5.3%	15.0%	69.8%	7.0%	1.2%	3.5%
<i>Percent of Building Occupied</i>	62%	62%	62%	59%	59%							
<i>Available Seats</i>	207	210	209	225	222							
<u>With Change:</u>												
Number of Students	431	449	452	442	445	5.9%	7.0%	18.3%	62.1%	6.6%	6.2%	10.4%
<i>Percent of Building Occupied</i>	79%	82%	83%	81%	81%							
<i>Available Seats</i>	116	98	95	105	102							

Notes: In the 2021–2022 school year, the enrollment projections display reassignments for students in Grades K–4 from Somerset ES to Westbrook ES. Grade 5 students would be grandfathered at Somerset ES. For the 2022–2023 school year, the data displays Grades K–5 at Westbrook ES.

Option # 3 (Classroom Shell Build-out)

Somerset and Westbrook Elementary Schools Boundary Study

February 2020

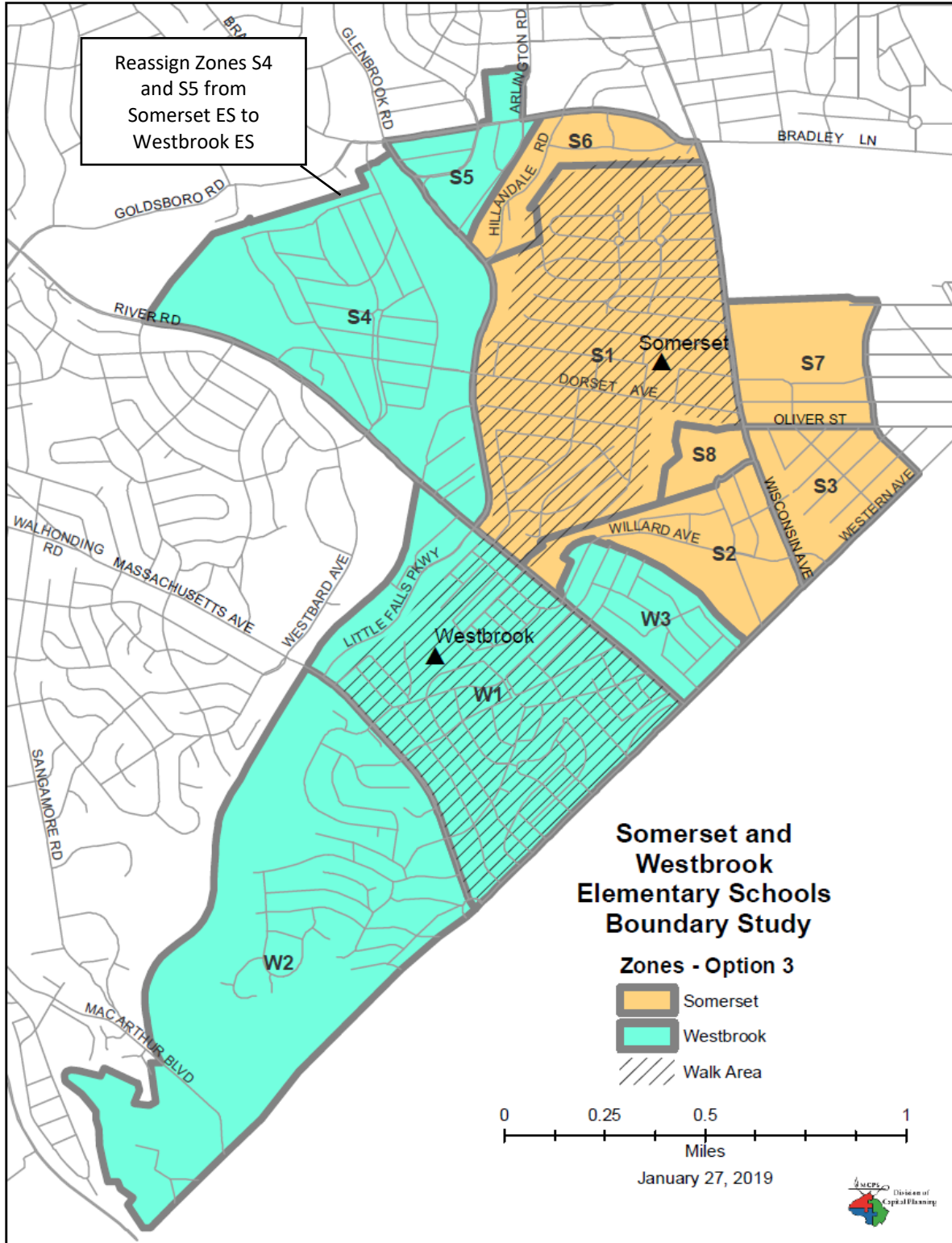
Proposed Elementary School Reassignments

Zones S4 and S5 from Somerset ES to Westbrook ES

Proposed Elementary School Boundary Reassignments

School						2019–2020						
						Race/Ethnic Composition						
	2021–22	2022–23	2023–24	2024–25	2025–26	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMS	% ESOL
Somerset ES												
Maximum Number of Seats= 515												
<u>No Change:</u>												
Number of Students	573	573	577	587	593	7.0%	9.5%	13.4%	61.5%	8.4%	7.7%	20.1%
Percent of Building Occupied	111%	111%	112%	114%	115%							
Available Seats	-58	-58	-62	-72	-78							
<u>With Change:</u>												
Number of Students	482	461	463	467	473	4.5%	8.8%	9.9%	67.5%	9.2%	4.5%	17.6%
Percent of Building Occupied	94%	90%	90%	91%	92%							
Available Seats	33	54	52	48	42							
Westbrook ES												
Maximum Number of Seats= 615												
<u>No Change:</u>												
Number of Students	340	337	338	322	325	2.1%	5.3%	15.0%	69.8%	7.0%	1.2%	3.5%
Percent of Building Occupied	55%	55%	55%	52%	53%							
Available Seats	275	278	277	293	290							
<u>With Change:</u>												
Number of Students	431	449	452	442	445	5.9%	7.0%	18.3%	62.1%	6.6%	6.2%	10.4%
Percent of Building Occupied	70%	73%	73%	72%	72%							
Available Seats	184	166	163	173	170							

Notes: In the 2021–2022 school year, the enrollment projections display reassignments for students in Grades K–4 from Somerset ES to Westbrook ES. Grade 5 students would be grandfathered at Somerset ES. For the 2022–2023 school year, the data displays Grades K–5 at Westbrook ES.



Option # 4 (No Classroom Shell Build-out)
Somerset and Westbrook Elementary Schools Boundary Study
February 2020

Proposed Elementary School Reassignments

Zones S2, S3, S7, and S8 from Somerset ES to Westbrook ES

Proposed Elementary School Boundary Reassignments

School						2019–2020						
						Race/Ethnic Composition						
	2021–22	2022–23	2023–24	2024–25	2025–26	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMs	% ESOL
Somerset ES												
Maximum Number of Seats= 515												
<u>No Change:</u>												
Number of Students	573	573	577	587	593	7.0%	9.5%	13.4%	61.5%	8.4%	7.7%	20.1%
Percent of Building Occupied	111%	111%	112%	114%	115%							
Available Seats	-58	-58	-62	-72	-78							
<u>With Change:</u>												
Number of Students	439	413	422	434	436	7.7%	7.2%	14.9%	62.5%	7.7%	10.0%	17.5%
Percent of Building Occupied	85%	80%	82%	84%	85%							
Available Seats	76	102	93	81	79							
Westbrook ES												
Maximum Number of Seats= 547												
<u>No Change:</u>												
Number of Students	340	337	338	322	325	2.1%	5.3%	15.0%	69.8%	7.0%	1.2%	3.5%
Percent of Building Occupied	62%	62%	62%	59%	59%							
Available Seats	207	210	209	225	222							
<u>With Change:</u>												
Number of Students	474	497	493	475	482	3.4%	8.5%	13.4%	66.6%	8.1%	1.9%	11.5%
Percent of Building Occupied	87%	91%	90%	87%	88%							
Available Seats	73	50	54	72	65							

Notes: In the 2021–2022 school year, the enrollment projections display reassignments for students in Grades K–4 from Somerset ES to Westbrook ES. Grade 5 students would be grandfathered at Somerset ES. For the 2022–2023 school year, the data displays Grades K–5 at Westbrook ES.

Option # 4 (Classroom Shell Build-out)

Somerset and Westbrook Elementary Schools Boundary Study

February 2020

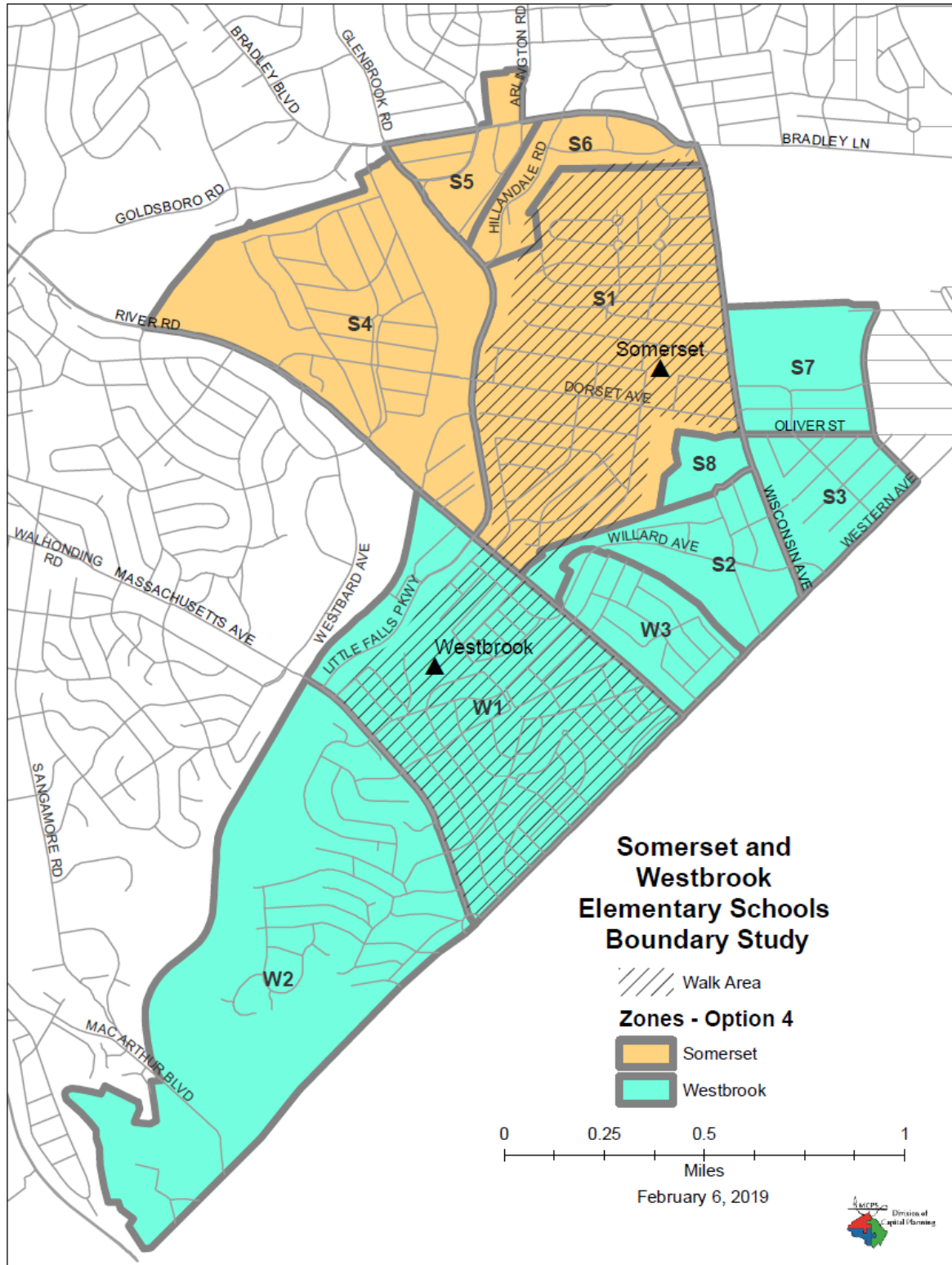
Proposed Elementary School Reassignments

Zones S2, S3, S7, and S8 from Somerset ES to Westbrook ES

Proposed Elementary School Boundary Reassignments

School						2019–2020						
						Race/Ethnic Composition						
	2021–22	2022–23	2023–24	2024–25	2025–26	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMs	% ESOL
Somerset ES												
Maximum Number of Seats= 515												
<u>No Change:</u>												
Number of Students	573	573	577	587	593	7.0%	9.5%	13.4%	61.5%	8.4%	7.7%	20.1%
Percent of Building Occupied	111%	111%	112%	114%	115%							
Available Seats	-58	-58	-62	-72	-78							
<u>With Change:</u>												
Number of Students	439	413	422	434	436	7.7%	7.2%	14.9%	62.5%	7.7%	10.0%	17.5%
Percent of Building Occupied	85%	80%	82%	84%	85%							
Available Seats	76	102	93	81	79							
Westbrook ES												
Maximum Number of Seats= 615												
<u>No Change:</u>												
Number of Students	340	337	338	322	325	2.1%	5.3%	15.0%	69.8%	7.0%	1.2%	3.5%
Percent of Building Occupied	55%	55%	55%	52%	53%							
Available Seats	275	278	277	293	290							
<u>With Change:</u>												
Number of Students	474	497	493	475	482	3.4%	8.5%	13.4%	66.6%	8.1%	1.9%	11.5%
Percent of Building Occupied	75%	78%	78%	74%	75%							
Available Seats	141	118	122	140	133							

Notes: In the 2021–2022 school year, the enrollment projections display reassignments for students in Grades K–4 from Somerset ES to Westbrook ES. Grade 5 students would be grandfathered at Somerset ES. For the 2022–2023 school year, the data displays Grades K–5 at Westbrook ES.



Option # 5 (No Classroom Shell Build-out)
Somerset and Westbrook Elementary Schools Boundary Study
February 2020

Proposed Elementary School Reassignments

Zones S4, S5, and S6 from Somerset ES to Westbrook ES

Proposed Elementary School Boundary Reassignments

School						2019–2020						
						Race/Ethnic Composition						
	2021–22	2022–23	2023–24	2024–25	2025–26	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMS	% ESOL
Somerset ES												
Maximum Number of Seats= 515												
<u>No Change:</u>												
Number of Students	573	573	577	587	593	7.0%	9.5%	13.4%	61.5%	8.4%	7.7%	20.1%
Percent of Building Occupied	111%	111%	112%	114%	115%							
Available Seats	-58	-58	-62	-72	-78							
<u>With Change:</u>												
Number of Students	422	389	391	396	402	4.7%	9.2%	10.0%	66.7%	9.4%	4.7%	18.1%
Percent of Building Occupied	82%	76%	76%	77%	78%							
Available Seats	93	126	124	119	113							
Westbrook ES												
Maximum Number of Seats= 547												
<u>No Change:</u>												
Number of Students	340	337	338	322	325	2.1%	5.3%	15.0%	69.8%	7.0%	1.2%	3.5%
Percent of Building Occupied	62%	62%	62%	59%	59%							
Available Seats	207	210	209	225	222							
<u>With Change:</u>												
Number of Students	491	521	524	513	516	5.7%	6.8%	17.8%	63.1%	6.6%	5.9%	10.2%
Percent of Building Occupied	90%	95%	96%	94%	94%							
Available Seats	56	26	23	34	31							

Notes: In the 2021–2022 school year, the enrollment projections display reassignments for students in Grades K–4 from Somerset ES to Westbrook ES. Grade 5 students would be grandfathered at Somerset ES. For the 2022–2023 school year, the data displays Grades K–5 at Westbrook ES.

Option # 5 (Classroom Shell Build-out)

Somerset and Westbrook Elementary Schools Boundary Study

February 2020

Proposed Elementary School Reassignments

Zones S4, S5, and S6 from Somerset ES to Westbrook ES

Proposed Elementary School Boundary Reassignments

School						2019–2020						
						Race/Ethnic Composition						
	2021–22	2022–23	2023–24	2024–25	2025–26	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMs	% ESOL
Somerset ES												
Maximum Number of Seats= 515												
<u>No Change:</u>												
Number of Students	573	573	577	587	593	7.0%	9.5%	13.4%	61.5%	8.4%	7.7%	20.1%
Percent of Building Occupied	111%	111%	112%	114%	115%							
Available Seats	-58	-58	-62	-72	-78							
<u>With Change:</u>												
Number of Students	422	389	391	396	402	4.7%	9.2%	10.0%	66.7%	9.4%	4.7%	18.1%
Percent of Building Occupied	82%	76%	76%	77%	78%							
Available Seats	93	126	124	119	113							
Westbrook ES												
Maximum Number of Seats= 615												
<u>No Change:</u>												
Number of Students	340	337	338	322	325	2.1%	5.3%	15.0%	69.8%	7.0%	1.2%	3.5%
Percent of Building Occupied	55%	55%	55%	52%	53%							
Available Seats	275	278	277	293	290							
<u>With Change:</u>												
Number of Students	491	521	524	513	516	5.7%	6.8%	17.8%	63.1%	6.6%	5.9%	10.2%
Percent of Building Occupied	80%	85%	85%	83%	84%							
Available Seats	124	94	91	102	99							

Notes: In the 2021–2022 school year, the enrollment projections display reassignments for students in Grades K–4 from Somerset ES to Westbrook ES. Grade 5 students would be grandfathered at Somerset ES. For the 2022–2023 school year, the data displays Grades K–5 at Westbrook ES.

