



East Greenwich Public Schools, RI 2025-26 Redistricting Study

Background Report

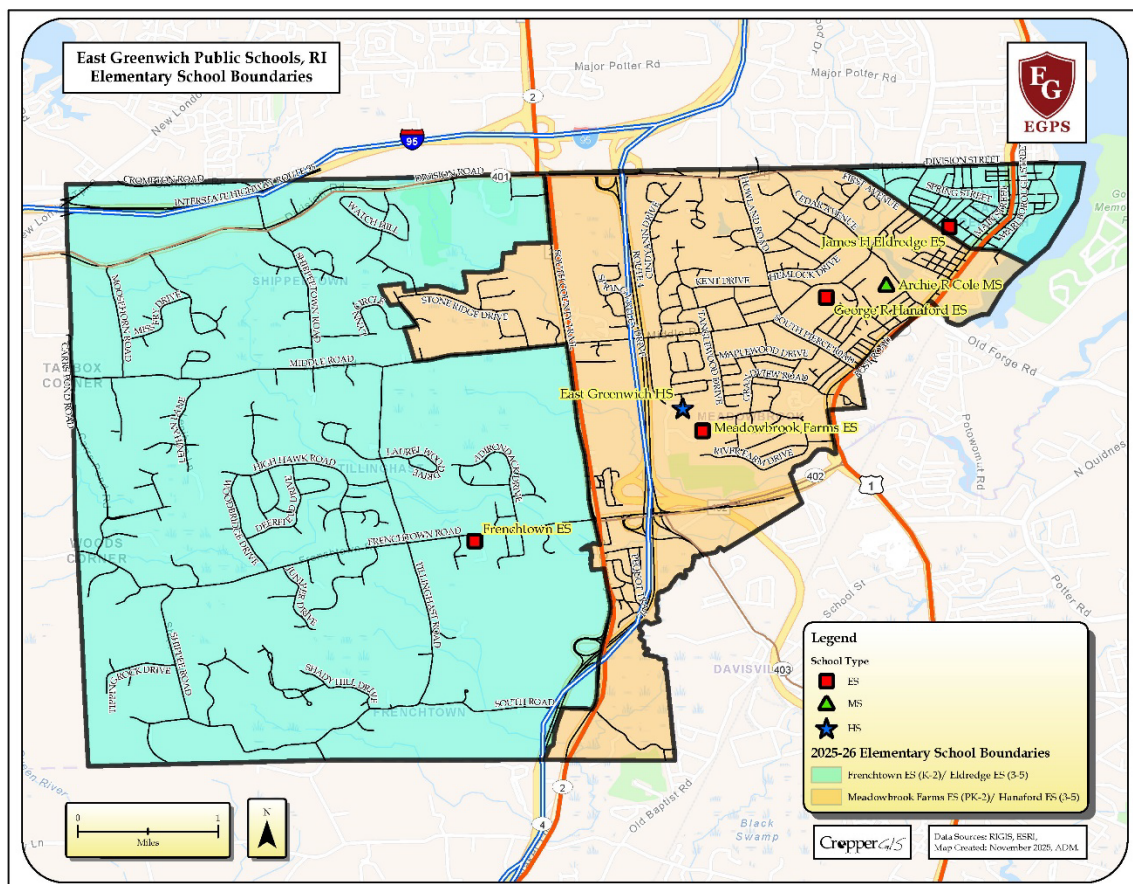


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Background and Key Objectives

East Greenwich Public Schools (EGPS) is undertaking a redistricting study to achieve the following objectives:

- The district is interested in a process to evaluate and modify attendance boundaries to account for the district's facilities plan, which is to build two new elementary schools for grades 1-5 on the Hanaford and Frenchtown ES sites.
- Eldredge ES will close and Meadowbrook ES will serve grades PK-K.

The outcome of this study will inform a redistricting plan for the district, with implementation scheduled for the 2027-28 school year.

This background report was prepared to inform the internal planning team called together to lead this redistricting study. This report will inform team members in two ways:

1. It will expand the extensive knowledge each team member already has of EGPS.
2. It will help team members share a message with the community that is consistent and accurate.

EGPS contracted Cropper GIS to facilitate this process. Cropper GIS has significant experience facilitating community-based redistricting studies, having assisted school districts of all sizes in Rhode Island, Massachusetts, Maryland, Virginia, Georgia, Illinois, Indiana, Ohio, New York, and many other states.

The "GIS" in Cropper GIS stands for "geographic information systems." Geographic information systems consist of people, computer hardware, and software. GIS is designed to store, analyze, and output geographic data to support decision making. Maps are the most common GIS output. Because school attendance zones are geographic in nature, GIS is a powerful tool promoting efficient and effective decision making when conducting redistricting studies.

Redistricting Study Criteria

Cropper GIS has developed a body of criteria to guide this redistricting study. The following criteria are not listed in any order of importance and the recommended plan will be one that best adheres to these criteria as a whole as best as possible:

- **Balance school facility utilization** – Make every effort to have equitable utilization (where possible) across the district and in accordance with school capacities and funded allotment ratios in accordance with state law. Make efficient use of available space.
- **Account for future growth** – Allow for increasing attendance in high growth areas.
- **Close Proximity** – Students should be assigned to the school within the closest proximity to their homes where possible.
- **Maximize busing efficiencies in transportation of students** – Make every effort to account for transportation (school bus and car rider), parent commuting patterns, balance busing travel time, and costs.
- **Minimize impact on students** – Attempt to minimize the number of students impacted when making boundary adjustments.
- **Consider economic, cultural, and ethnic diversity** – Ensure schools are inclusionary and not adversely affected by redistricting decisions.
- **Make every effort to establish contiguous zones** – Avoid creating zones that are not connected to the primary attendance zone, where possible.
- **Use major roads and natural boundaries wherever feasible to define attendance zones** – Minimize the number of students who need to cross major intersections and other barriers to maximize the safety and security of students and optimize transportation efficiency by containing bus routes within natural boundaries wherever possible to avoid traffic delays and late arrivals.

Redistricting Study Process

While the rationale behind the redistricting study is presented in the Background section, it is important to reiterate that:

- This process is driven by a team of experts within the district but with extensive public participation.
- The process will be facilitated by an outside consultant.
- EGPS staff will provide data and technical support to the internal planning team.
- Multiple forms of communication will be incorporated into the process.

This redistricting study process has four phases:

Phase 1. Data Collection

Phase 2. Data Analysis / Assimilation

Phase 3. Options Development

Phase 4. Internal Planning Team and Public Engagement

Phase 1. Data Collection

Data availability and quality are central to this redistricting study process. Fortunately, EGPS and Kent County GIS/planning offices have provided a comprehensive collection of system, city, and county data, including:

- A wide array of GIS data;
- Student enrollment data (historic and current);
- Current & planned school facility data;
- Pertinent System policies and procedures.

Data collection efforts have been underway through the fall, and information will continue to be collected throughout the redistricting study process if it is deemed useful. As the process proceeds, internal planning team and general public members will provide additional information as they bring their experience and perspectives to the process. The public will also provide valuable feedback at the public information meetings and via the community survey that will follow. Finally, EGPS and Cropper GIS staff will provide data to the internal planning team upon request throughout the life of the process.

Phase 2. Data Analysis / Assimilation

Once data is collected, it is necessary to integrate it into GIS to enable quick and efficient analysis and options development. Data assimilation was completed quickly and efficiently because EGPS already had some of the data in usable formats. Cropper GIS is also preparing a 10-year enrollment forecast that will help inform the district on long range enrollment trends.

Phase 3. Options Development

To expedite the process and empower the internal planning team, the best approach is to begin with a series of baseline redistricting options. These options will be developed with the redistricting criteria in mind. Baseline options will be shared with the internal planning team during their scheduled meetings. Once the options are presented the planning team may:

- Use or disregard the baseline options.
- Improve upon the baseline options.
- Develop new options from scratch.

Phase 4. Internal Planning Team

Noted in the timeline on page 4, the internal planning team will meet regularly from November 2025 through April 2026 to analyze data, review attendance zones, and develop zone options. At public information sessions in January and March 2026, the work of the team will be shared, and community members will have an opportunity to discuss planning team work with staff and planning team members. Valuable information will also be gathered via a community survey that will take place after the March public information session.

Stakeholder Responsibilities

EGPS seeks planning team and community engagement to achieve the key redistricting objectives. The table below describes the roles and responsibilities of the stakeholders that will be involved in the redistricting study process.

Outline of Stakeholder Responsibilities	
Consultant	• Schedule and facilitate internal planning team meetings. • Communicate updates with planning team, including updated handout and meeting schedule logistics. • Conduct public meetings to solicit feedback related to draft options that are under consideration. • Support the district in providing materials such as presentations, handouts, and online interactive maps for the public's consumption. • Coordinate and summarize online feedback received from general public and internal planning team.
Internal Planning Team	• Consists of key EGPS administrators including central office, senior leadership, department staff personnel, planning, and East Greenwich community members. • Group will work to review draft options that are being developed in preparation to share with the School Committee and public. • Review input provided from the consultant and general public regarding draft options and continue to modify maps with a focus on the best solution for all students as a whole. • Recommend redistricting plan to the School Committee.
General Public	• Informed through website. • Invited to submit comments and input throughout the entire process. • Invited to participate in public information sessions (both virtual and in-person), and to provide input via surveys and online general feedback form.
School Committee	• Charge internal planning team with its responsibilities. • Identify questions the planning team is expected to answer. • Advise staff and the process regarding policy-related considerations and other committee-level decisions. • Vote on redistricting plan.

Redistricting Study Timeline

The following page presents the redistricting study timeline. The timeline places a significant time commitment on internal planning team members from November 2025 through April 2026. Internal planning team members are expected to:

- Meet at least a few times a month throughout the duration of the redistricting study process to analyze attendance zone options.
- Help facilitate two public information sessions by answering questions that the public may have about maps and statistics.

Process & Timeline for Redistricting

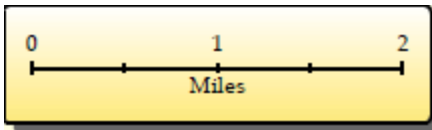
	Oct. 2025	Nov. 2025	Dec. 2025	Jan. 2026	Feb. 2026	March 2026	Apr. 2026	May 2026
<i>Data Collection</i>								
<i>Data Analysis / Assimilation</i>								
<i>Demographic Study Development</i>								
<i>Baseline Options Development</i>								
<i>Planning Team Work (1-2 meetings per month)</i>								
Public Information Session #1 : Present Project Process, Criteria, Timeline, and Redistricting Objectives to Community. Web-based meeting.				1/20				
Public Information Session #2: Present DRAFT Redistricting Options to General Public for Comment/Feedback. On-site meeting to review options and q/a at end of session. Public invited to complete survey to provide feedback on options.						3/16		
<i>Presentation of Final Recommendations to the School Committee</i>							4/28	
<i>School Committee Votes on Redistricting Plan</i>								5/19

Map Analysis

Maps provide the opportunity to examine physical and social geography and to discover relationships between places. Maps are included in Appendix B and are given brief analysis here. While this analysis is helpful, each planning team member is urged to closely analyze these maps and share their analysis with other planning team members. The local knowledge and personal insight that each planning team member brings to map analysis will add valuable perspective to this redistricting study process.

Mapping Conventions

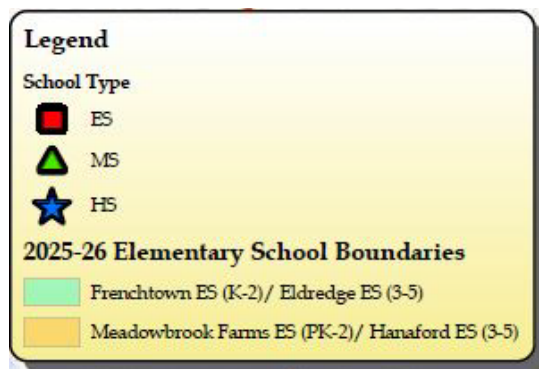
When analyzing the maps in Appendix B, keep in mind these common mapping conventions used in each map.



Each map will include a graphic scale bar to indicate distance between features. A graphic scale bar is very helpful to readers who download the background report and use a “zoom” function to examine a small area of a map in detail. Each map will also contain a North Arrow that will help the map viewers determine the direction.



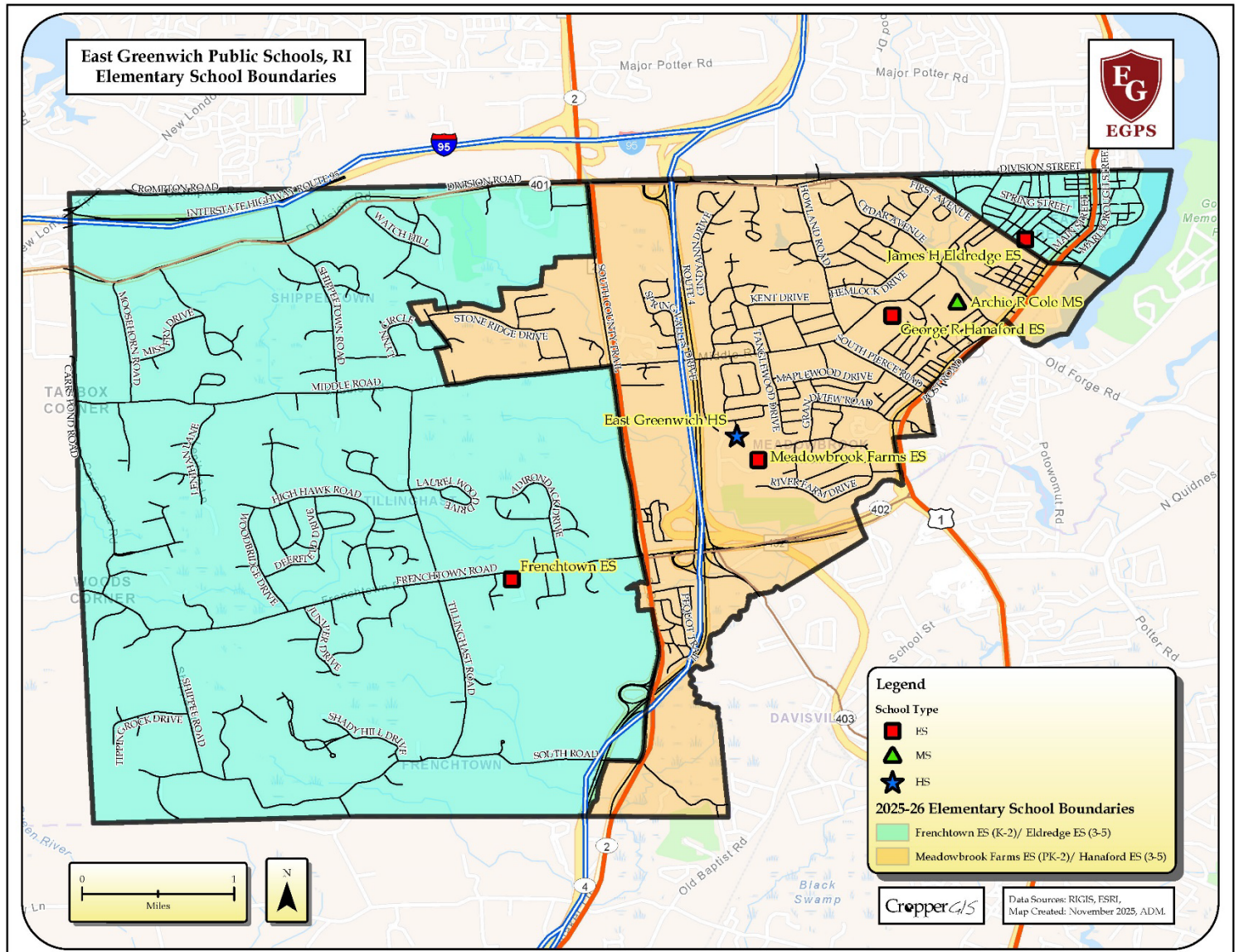
Each map has a legend showing common symbology used in all maps and, sometimes, symbology unique to a single map. Common symbols are used for schools. Squares are elementary schools (red, in color copies). Triangles are middle schools (green, in color copies). Stars are high schools (blue, in color copies). In addition to school location symbology, the legend also shows the color of each individual zone in the map.



Series 1: Current Zone Mapping

East Greenwich Public Schools, RI, Elementary School Attendance Zones 2025-26

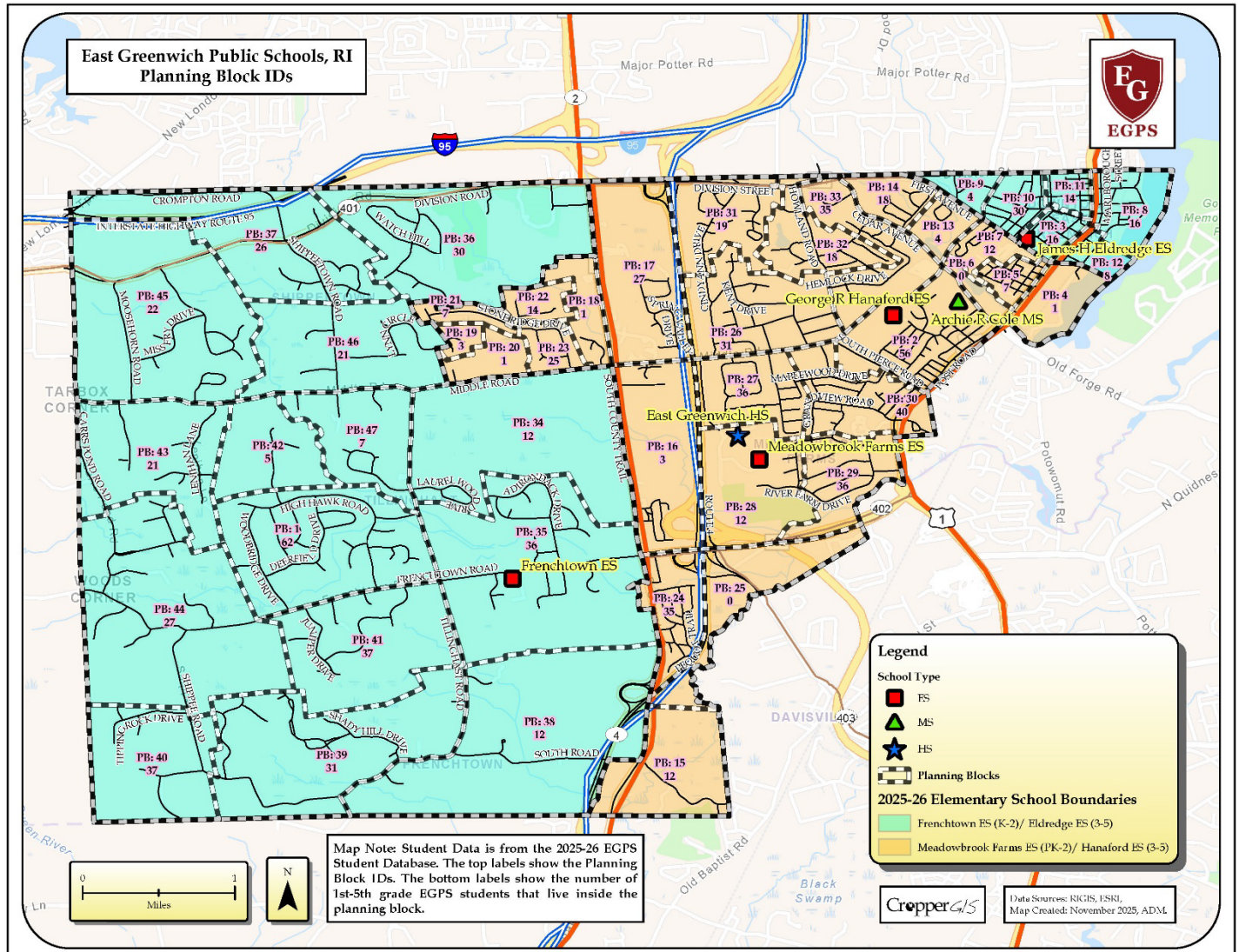
The image below depicts the current 2025-26 EGPS elementary school zones. This map can be found in Appendix B.



Series 2: Planning Block Mapping

East Greenwich Public Schools, RI, 2025-26 Elementary Planning Block Mapping

Map Series 2, located in Appendix B, shows each school zone within East Greenwich Public Schools. The labels in the planning blocks depict both the planning block ID number (on top) and the number of 1st-5th grade students that live in the planning block.



Online Mapping

In addition to the physical printed maps, Cropper GIS has also created an interactive online map service. This map service is available at:

<https://croppermap.com/eastgreenwich/>

Below are the basic components of this online mapping service for EGPS:

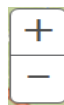
1. **Menu Options** Use these menus to interact with the map.

- **View School Zones:** Use this menu to choose which school zone map to view.
- **Zoom to School Zones:** Use this menu to zoom to a school zone.
- **Legend:** This shows the active layers that are turned on within the map.
- **Print:** Use this menu to format and print a map with a title.

2. **Find Address:** Use this to search for an address and to determine school options.



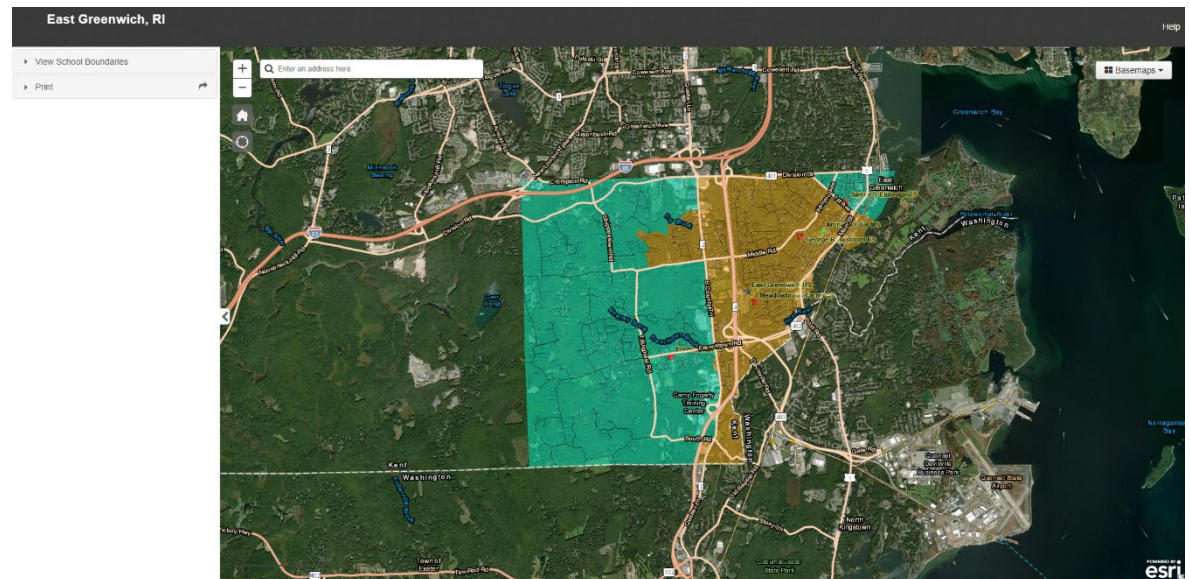
3. **Map Navigation:** This is used to zoom in & out. If your mouse has a scroll wheel this will also zoom in and out. If you click on the map screen and drag the mouse it will pan the map.



4. **Basemaps:** Use this dropdown list to determine which basemap to have on in the background.

5. **Home Button:** Click on this button to zoom the map out to the district's full extent.

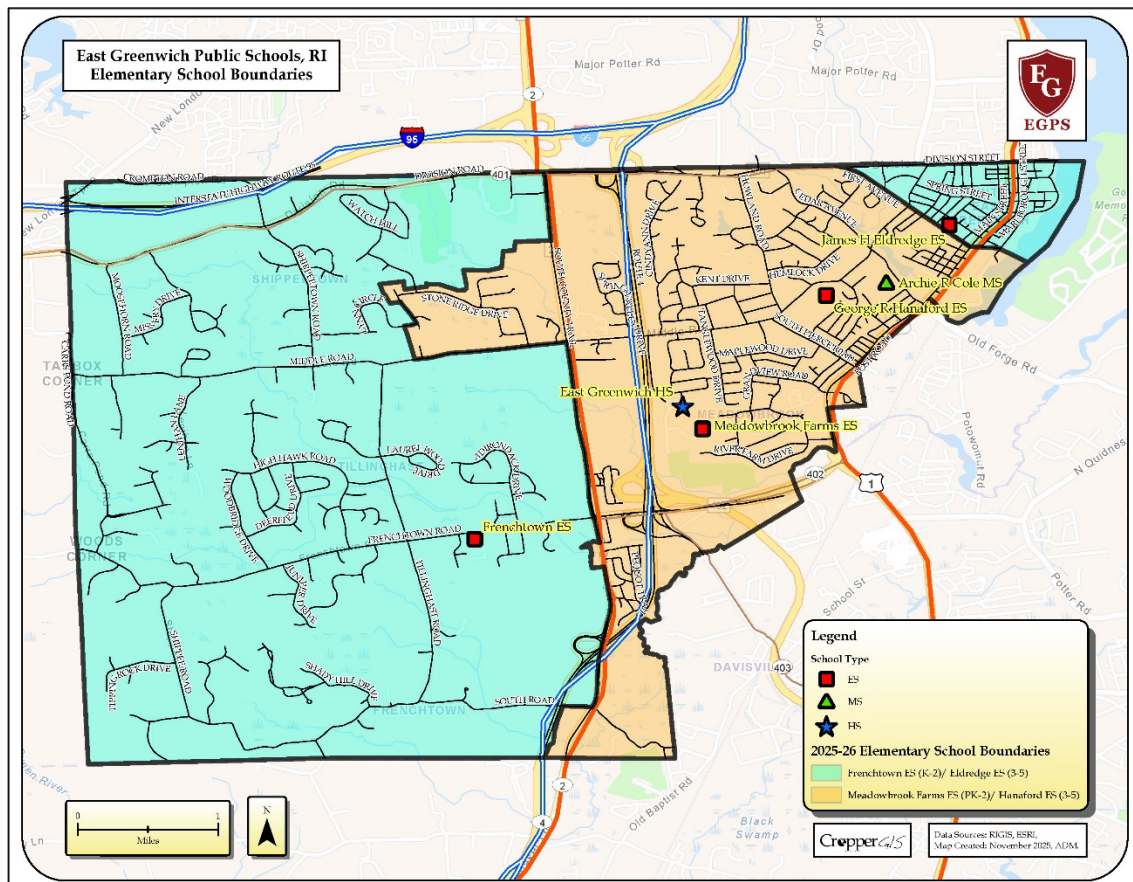
6. **GPS Location:** Click on this to determine your current location.





East Greenwich Public Schools, RI 2025-26 Redistricting Study

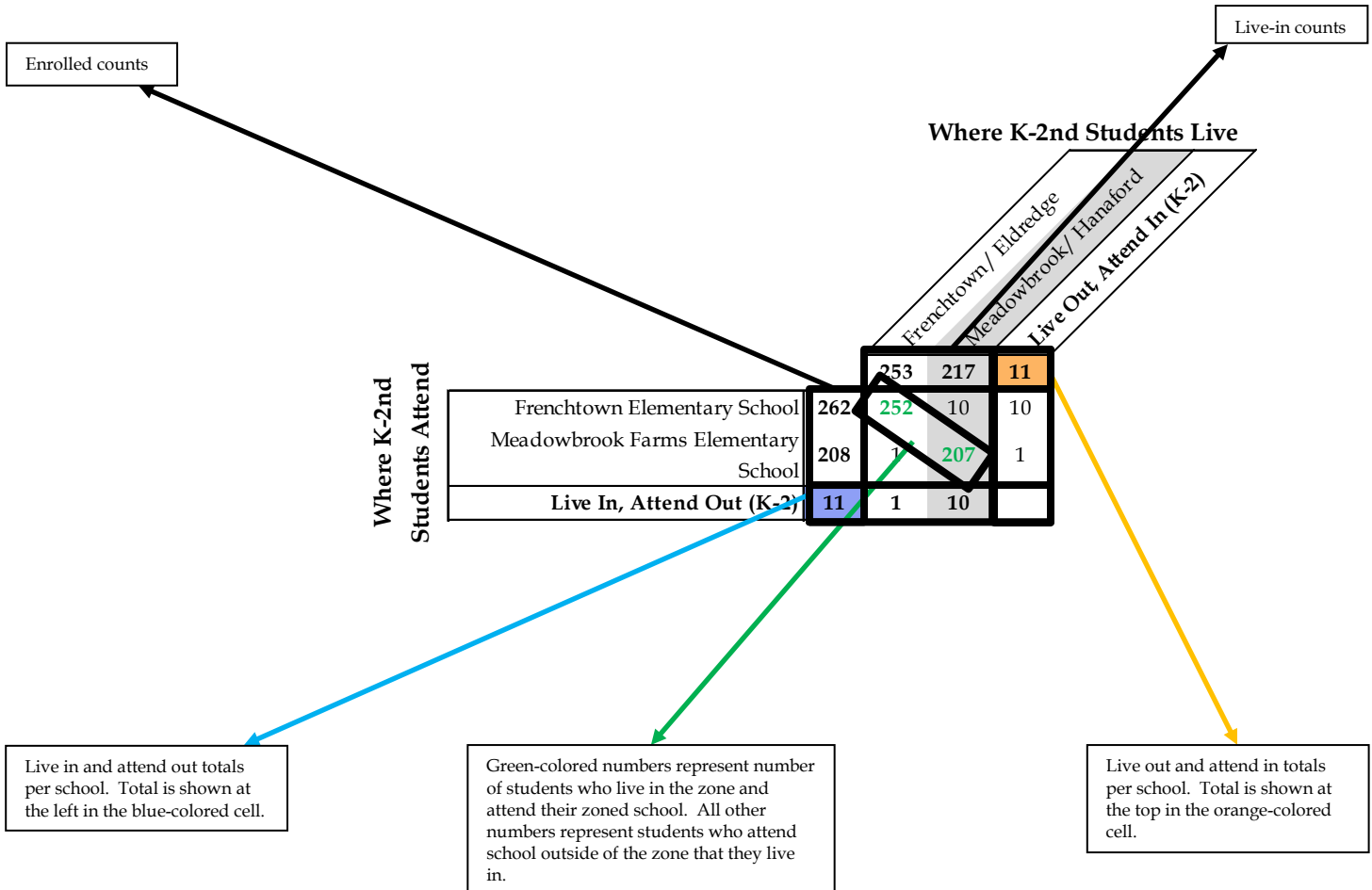
Appendix A: Live-Attend Analysis



Live Attend Matrix

The table below provides details on the schools that students attend and the school zones where they live. The schools of attendance are listed on the left while the zones where students live are listed on the top line. This student data is from the October, 2025, EGPS 2025-26 student database.

The first column of numbers to the right of the schools of attendance represents the number of students enrolled at that school. The first row of numbers below the zones where students live represents the total number of students living inside of that zone. The green-colored numbers represent the number of students who live in the zone and attend their zoned school. All other numbers represent students who attend school outside of the zone that they live in. The bottom row represents the number of students that “Live-In and Attend-Out” by school. The blue-colored cell shows the total number of students that “Live-in and Attend-Out”. The farthest right column represents the number of students that “Live-Out and Attend-In” by school. The orange-colored cell shows the total number of students that “Live-Out and Attend-In”.



		Where K-2nd Students Live		
		Frenchtown/ Eldredge	Meadowbrook/ Hanaford	Live Out, Attend In (K-2)
Where K-2nd Students Attend	Frenchtown Elementary School	262	252	10
	Meadowbrook Farms Elementary School	208	1	207
	Live In, Attend Out (K-2)	11	1	10

		Where 3-5th Students Live		
		Frenchtown/ Eldredge	Meadowbrook/ Hanaford	Live Out, Attend In (3-5)
Where 3-5th Students Attend	James H Eldredge Elementary School	309	293	16
	George R Hanaford Elementary School	301	5	296
	Live In, Attend Out (3-5)	21	5	16

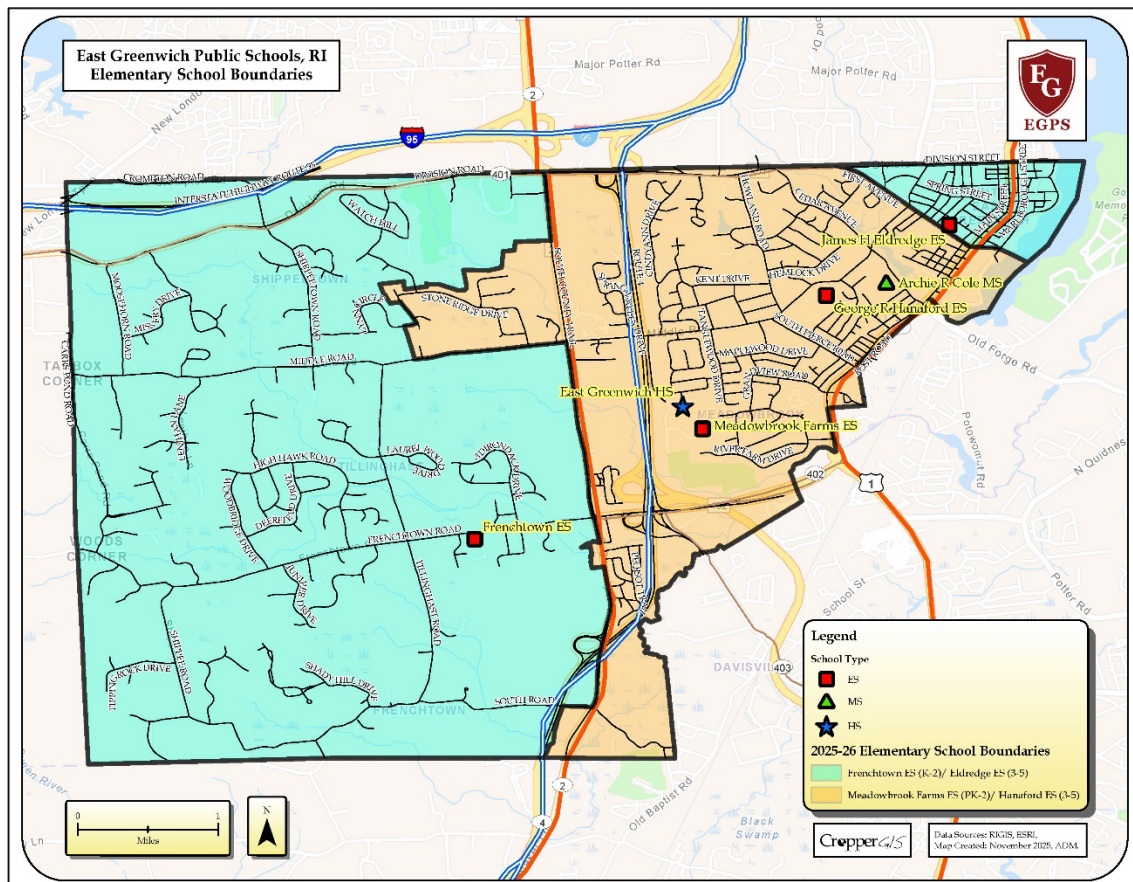
		Where K-5th Students Live		
		Frenchtown/ Eldredge	Meadowbrook/ Hanaford	Live Out, Attend In (K-5)
Where K-5th Students Attend		551	529	32
	Frenchtown Elementary School	262	252	10
	James H Eldredge Elementary School	309	293	16
	George R Hanaford Elementary School	301	5	296
	Meadowbrook Farms Elementary School	208	1	207
Live In, Attend Out (K-5)		32	6	26

		Where 6-12th Students Live		
		EGPS	Out of District	Live Out, Attend In (6-12)
Where 6-12th Students Attend		1268	14	0
	Archie R Cole Middle School	552	552	0
	East Greenwich High School	730	716	14
Live In, Attend Out (6-12)		0	0	

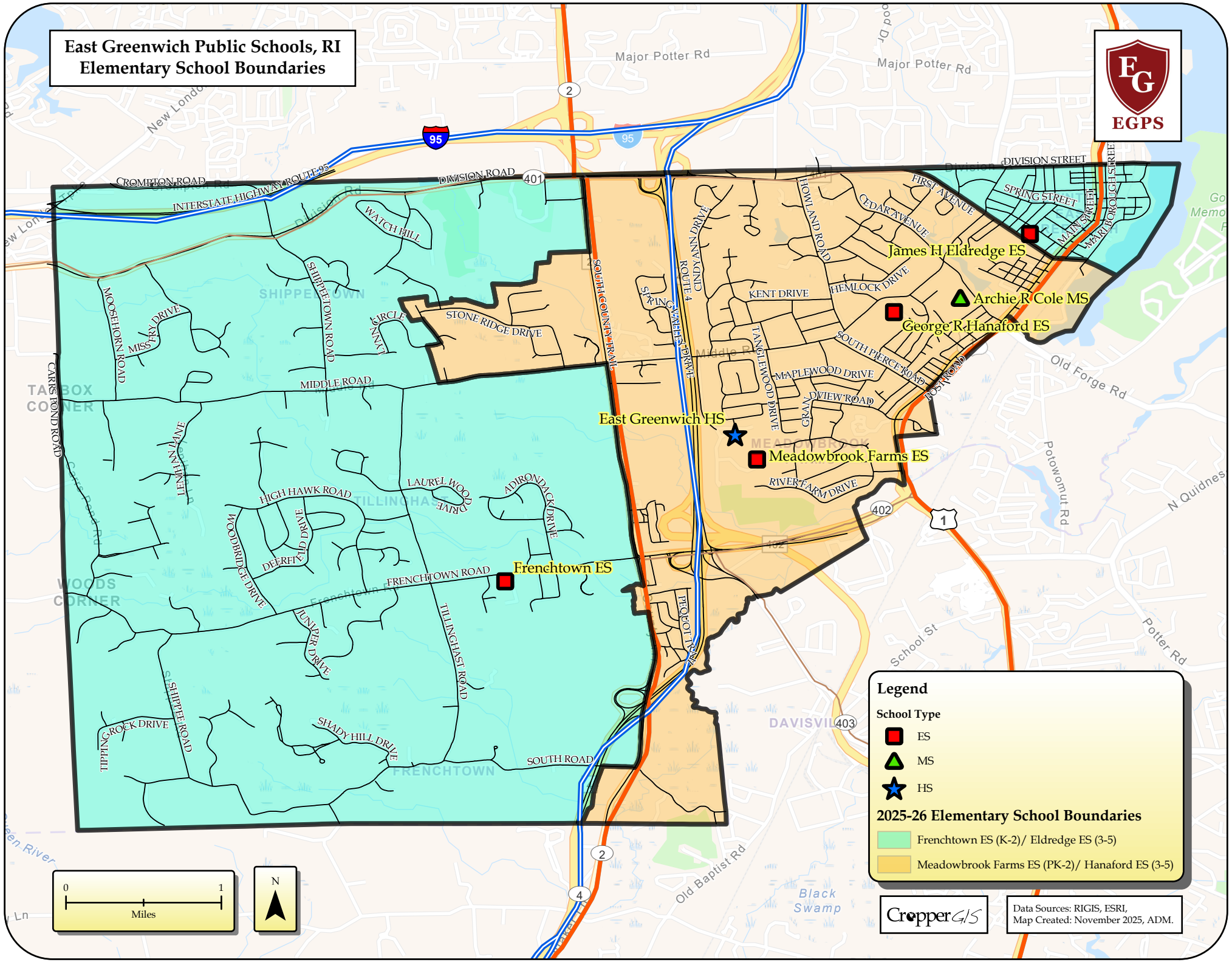


East Greenwich Public Schools, RI 2025-26 Redistricting Study

Appendix B: Planning Block Maps



East Greenwich Public Schools, RI Elementary School Boundaries



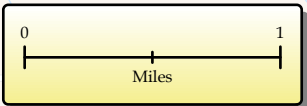
Legend

School Type

- ES
- MS
- HS

2025-26 Elementary School Boundaries

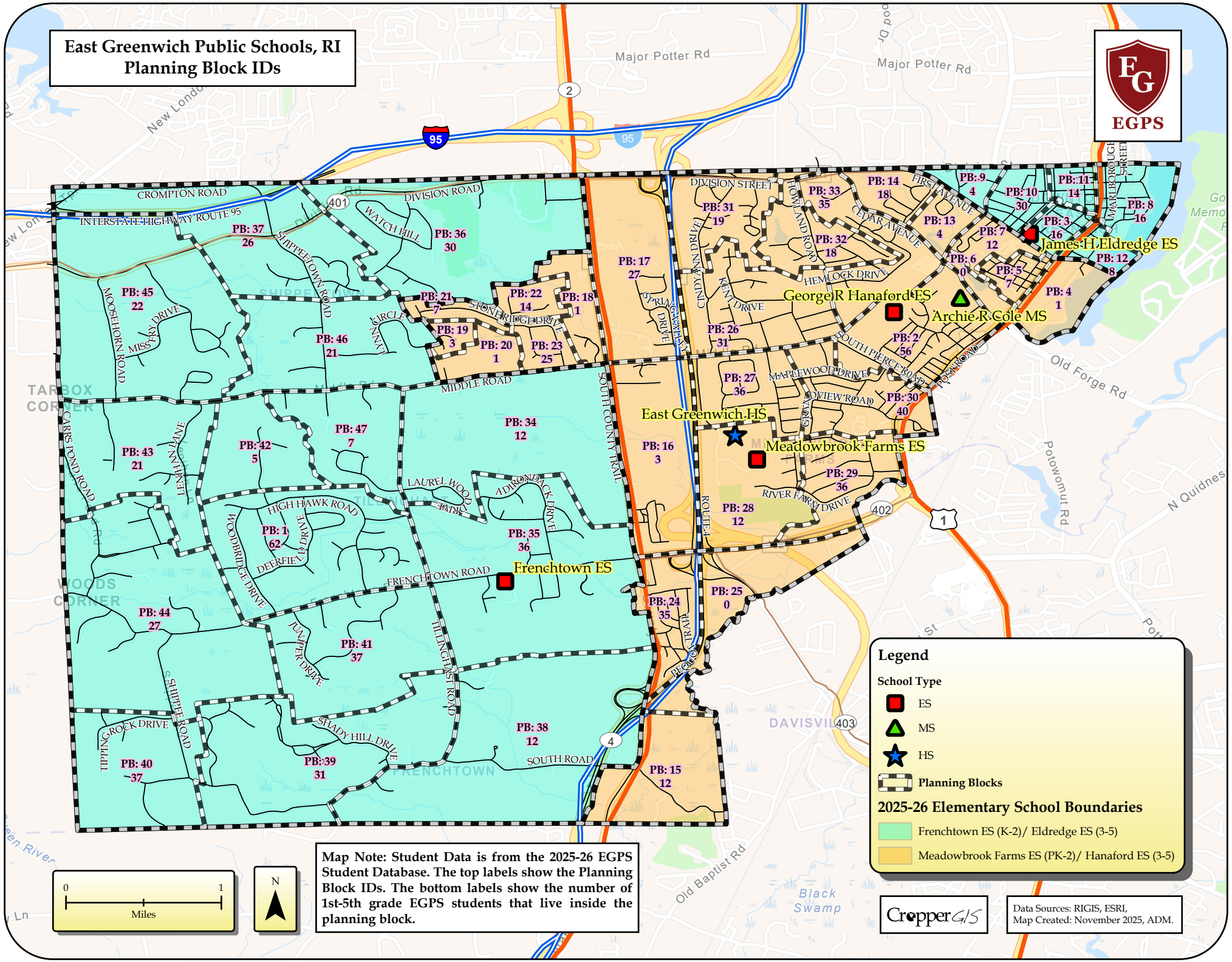
- Frenchtown ES (K-2)/ Eldredge ES (3-5)
- Meadowbrook Farms ES (PK-2)/ Hanaford ES (3-5)



CropperGIS

Data Sources: RIGIS, ESRI,
Map Created: November 2025, ADM.

East Greenwich Public Schools, RI Planning Block IDs



Map Note: Student Data is from the 2025-26 EGPS Student Database. The top labels show the Planning Block IDs. The bottom labels show the number of 1st-5th grade EGPS students that live inside the planning block.

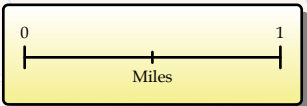
Legend

School Type

- ES (Red Square)
- MS (Green Triangle)
- HS (Blue Star)
- Planning Blocks (Dashed Line)

2025-26 Elementary School Boundaries

- Frenchtown ES (K-2)/ Eldredge ES (3-5) (Light Blue)
- Meadowbrook Farms ES (PK-2)/ Hanaford ES (3-5) (Light Orange)



CropperGIS

Data Sources: RIGIS, ESRI,
Map Created: November 2025, ADM.

Elementary Enrollment and Utilization Statistics

The following table contains statistics for current (2025-26) schools and boundaries. Enrollment numbers and utilization percentages are provided for each building, based off the October, 2025 student database provided by the district.

School	Capacity	10% Over Capacity	2025-26 Enrollment									At Capacity		10 % Over Capacity		Total Live-In	Live And Attend-In	Live Out and Attend-In
			PK	K	1	2	3	4	5	Total Enrollment		+ / -	%	+ / -	%			
Frenchtown Elementary School	615	676		86	81	95				262	571	44	92.8%	105	84.5%	551	545	26
James H Eldredge Elementary School							107	100	102	309								
Meadowbrook Farms Elementary School	492	541	41	67	70	71				249	550	-58	111.8%	-9	101.7%	529	503	6
George R Hanaford Elementary School							103	92	106	301								
	1107	1217	41	153	151	166	210	192	208	1121	1121	-14	101.3%	96	92.1%	1080	1048	32

Glossary of Terms

Capacity – the number of students that an individual school has the physical capacity to enroll and can be reasonably accommodated in a facility.

Utilization - Utilization is the enrollment divided by the capacity, described as a percentage.

Live-in students – Students residing inside of a school attendance boundary, regardless of where that student attends school.

Live-and-attend-in students – Students residing inside of a school attendance boundary and attending that zoned school.

Live-out-attend-in students – Students residing outside of a school attendance boundary but attending that school.

Live-in-attend-out students – Students residing inside of a given school attendance boundary but attending a different school



Cropper GIS Consulting, LLC

35 South Liberty Street, P.O. Box 1308

Delaware, OH 43015

Tel: 614.451.1242

Email: info@croppergis.com

Web: www.croppergis.com