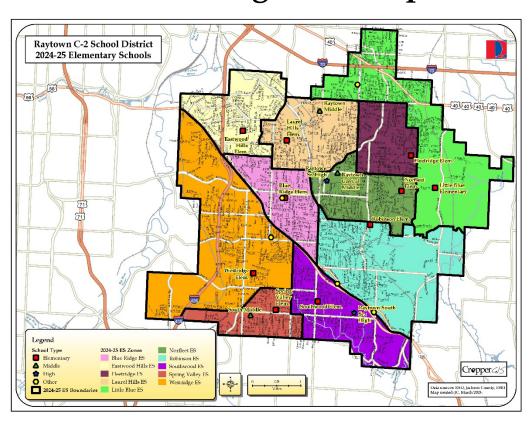


# Raytown C-2 School District, MO

# 2024-25 Background Report



Cropper 4/5



# **Table of Contents**

Table of Contents	
Background and Key Objectives	1
Enrollment Planning Factors	1
Enrollment Planning Process	2
Phase 1. Data Collection	2
Phase 2. Data Analysis / Assimilation	3
Phase 3. Background Report and Options Development	3
Phase 4. Internal Planning Team and Public Engagement	3
Stakeholder Responsibilities	4
Study Timeline	4
Map Analysis	5
Mapping Conventions	5
Series 1: Current Zone Mapping	6
Series 2: Planning Block Mapping	7
Online Mapping	8
Appendices	
Appendix A: Planning Block Maps	9
Appendix B: Live-Attend Analysis	28
Appendix C: Enrollment and Utilization	32





### **Background and Key Objectives**

With the support of the Board of Education, Raytown C-2 School District is undertaking enrollment planning to address imbalances in school utilization and enrollment, and to pro-actively account for future growth within the district. Raytown C-2 School District has begun enrollment planning to meet the following key objectives:

- To expand academic programming to improve student achievement and college / career readiness
- Reduce capital expenditures
- Align utilization of facilities with current and forecasted enrollment
- Maximize utilization of school facilities
- · To identify solutions that provide students with opportunities to learn in engaging and supportive environments

Any school or student within the district may be impacted as a result of this study.

This background report was prepared to inform the Internal Planning Team (IPT) called together to lead this study. This report will inform team members in two ways:

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

Raytown C-2 School District contracted Cropper GIS to facilitate this study. Cropper GIS has significant experience facilitating community-based zone studies, having assisted school districts of all sizes in 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 zone studies.

1





#### **Enrollment Planning Factors**

Cropper GIS utilizes a body of factors to guide this enrollment planning study. The following factors are not listed in any order of importance and the recommended plan will be one that best adheres to these factors as a whole, as best as possible:

- a) **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.
- b) **Account for future growth** -Allow for increasing attendance in high growth areas.
- c) Close Proximity -Students should be assigned to the school closest to their homes where possible.
- d) Maximize student busing and transportation efficiencies- Make every effort to consider transportation issues related to realignment, including the type of transportation (school bus, car, or pedestrian), parent commuting patterns, busing travel time, and costs.
- e) Establish clear feeder patterns and continuity -Make every effort to establish a clear feeder pattern system (especially from middle school to high school), although it may be necessary to split an elementary school to feed to two or more middle schools
- f) **Minimize impact on students** -Attempt to minimize the number of students impacted when making

- boundary adjustments Impact on specialized school programs or a change to school capacity
- g) Account for economic, cultural, and ethnic diversity -Ensure schools are inclusive and that inclusivity is not adversely affected by enrollment decisions.
- h) Use major roads and natural boundaries wherever feasible to define attendance zones -Minimize the need for students to cross major roads 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.
- i) Make every effort to establish contiguous zones -Avoid creating zones that are not connected to the primary attendance zone (so-called "satellite zones"), where possible.
- j) Allow for highest-grade at current school to legacy enroll -Allow for students who will be in the 5th, 8th, or 12th grades in the first school year of realignment to stay at their current school. This provision does not extend to siblings and transportation will not be provided.

### **Enrollment Planning Process**

While the rationale behind the enrollment planning study process 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.
- District staff will provide data and technical support to the internal planning team.
- Multiple forms of communication will be incorporated into the process.

This study has four phases:

- Phase 1. Data Collection
- Phase 2. Data Analysis / Assimilation
- Phase 3. Background Report and Baseline Options Development
- Phase 4. Internal Planning Team and Public Engagement

#### Phase 1. Data Collection

Data availability and quality are central to this enrollment planning study. Fortunately, Raytown C-2 School District and Jackson 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.

Cropper 4/5



Data collection efforts have been underway through the summer, and information will continue to be collected throughout the process if it is deemed useful. As the study proceeds, the IPT members will provide additional information as they bring their experience and expertise to their work. At the public input meetings and via the community survey that will follow, public input will provide valuable data. Finally, Raytown C-2 School District and Cropper GIS staff will provide data to the internal planning team upon request throughout the life of the study.

### 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 RQS already had some of the data in usable GIS formats. For example, RQS already had attendance zones developed in GIS format.

#### Phase 3. Background Report and Baseline Options Development

Following data assimilation, a background report is developed and distributed to the stakeholders. The background report outlines the key objectives, guidelines & factors, enrollment planning process, stakeholders' roles, overview of expected mapping conventions, and current enrollment statistics relating to the enrollment planning study. This expands the knowledge of all the stakeholders and shares a message that is consistent and accurate.

To expedite the process and empower the internal planning team, the best approach is to begin with a series of baseline enrollment options. These options will be developed with the enrollment planning factors in mind. Baseline options will be shared with the internal planning team during their meeting in July. 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 and Public Engagement

Noted in the timeline on page 4, the internal planning team will meet from July 2025 through December 2025 to analyze data, review attendance zones, and develop zone options. At the November public information session, the work of the team will be shared, and the general public 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 information session. The recommended enrollment plan for the Fall 2026-27 school year will be presented to the School Board in October 2025.

3





### **Stakeholder Responsibilities**

RQS seeks internal planning team and community engagement to achieve the key student enrollment planning objectives. The table below describes the roles and responsibilities of the stakeholders that will be involved in enrollment planning study.

Outline of Stakel	nolder Responsibilities
Outline of Stakel  Consultant	<ul> <li>Schedule and facilitate internal Planning Team meetings.</li> <li>Communicate updates with planning team, including updated handout and meeting schedule logistics.</li> <li>Conduct public meetings to solicit feedback related to draft options that are under consideration.</li> <li>Support the district in providing materials such as presentations, handouts, and online interactive maps for the public's consumption.</li> <li>Coordinate and summarize online feedback received from general public and internal planning</li> </ul>
Internal Planning Team	<ul> <li>Consists of key RQS district administrators including central office, senior leadership, department staff personnel, planning, and Raytown community members.</li> <li>Group will work to review draft options that are being developed in preparation to share with the Board of Education and public.</li> <li>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.</li> <li>Share an enrollment plan with the Board of Education.</li> </ul>
General Public	<ul> <li>Informed through website.</li> <li>Invited to submit comments and input throughout the entire process.</li> <li>Invited to participate in public information sessions and to provide input via surveys and online general feedback form.</li> </ul>
Board of Education	<ul> <li>Charge internal planning team with its responsibilities.</li> <li>Identify questions the IPT is expected to answer.</li> <li>Advise staff and the process regarding policy-related considerations and other board-level decisions.</li> <li>Vote on an Enrollment plan.</li> </ul>

### **Study Timeline**

The following page presents the study timeline. The timeline places a significant time commitment to the enrollment planning study IPT members throughout the duration of the study. The planning team members are expected to:

- Meet 1-2 times per month from July to October during the study 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 Enrollment Planning Study** 

	July 2025	August 2025	September 2025	October 2025
Data Collection				
Data Analysis / Assimilation				
Enrollment Planning Baseline Options Development				
Internal Planning Team Work (1-2 meetings per month)				
Public Information Session #1: Present Project Process, Criteria, Timeline, and Enrollment Planning Objectives to Community. Information meeting to public. No Options shared at this point. (Webinar)		8/4		
Public Information Session #2: Present DRAFT Enrollment Options to General Public for Comment/Feedback (In-Person/Webinar)			9/18 (In-Person), 9/24 (Webinar)	
Presentation of Enrollment Plan to the Board of Education				10/13

4





#### **Map Analysis**

Maps provide the opportunity to examine physical and social geography and to discover relationships between places. Maps are included in Appendix A 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 study.

### Mapping Conventions

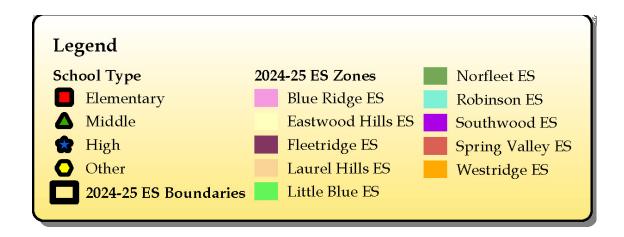
When analyzing the maps in Appendix A, keep in mind these common mapping conventions used in each map.



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.



5

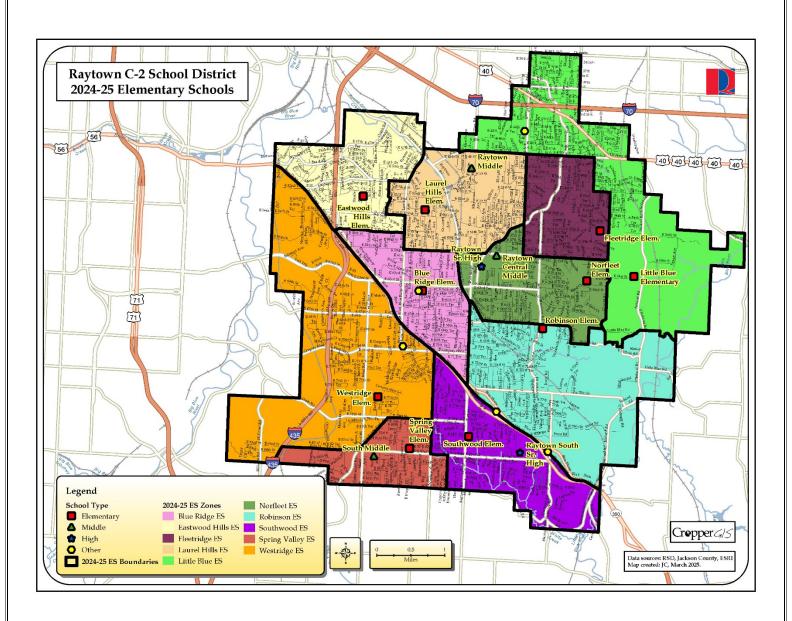




### **Series 1: Current Zone Mapping**

### Raytown C-2 School District, MO, Elementary School Attendance Zones 2024-25

The image below depicts the current 2024-25 RQS Elementary School Zones. Detailed maps for each grade cohort may be found in Appendix A.



6

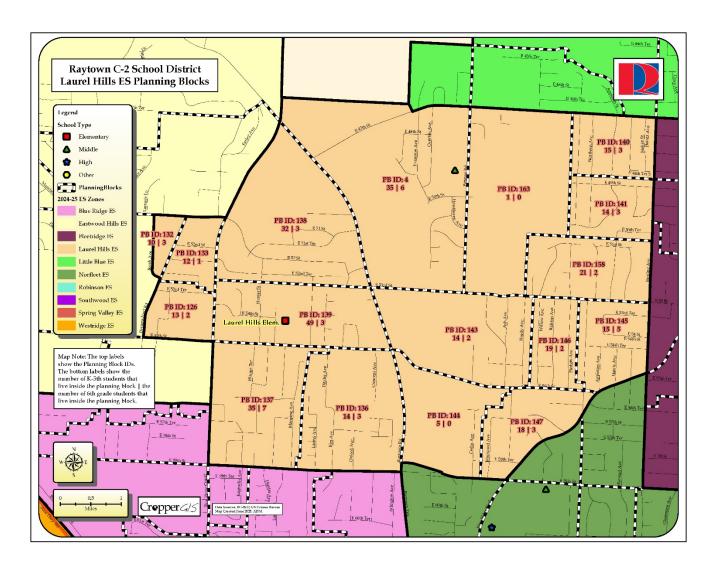




### **Series 2: Planning Block Mapping**

### Raytown C-2 School District, MO, 2024-25 Laurel Hills Elementary Planning Block Mapping

Map Series 2, located in Appendix A, shows each elementary, middle, and high school zone within the Raytown C-2 School District study area. The labels in the planning blocks depict both the planning block ID number (on top) and the number of K-5<sup>th</sup>, 6-8<sup>th</sup>, or 9-12<sup>th</sup> grade students that live in the planning block (bottom).





# RAYTOWN C-2 SCHOOL DISTRICT, MO

### 2024-25 BACKGROUND REPORT



### **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/raytown\_mo/

Below are the basic components of this online mapping service for the Raytown C-2 School District:

- 1. <u>Menu Options</u> 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.
- **Find Address:** Use this to search for an address and to determine school options.

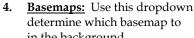


- Map Navigation: This is used to zoom in & your mouse has a scroll wheel this will also and out. If you click on the map screen and mouse it will pan the map.
- out. If zoom in drag the

**Basemaps:** Use this dropdown determine which basemap to in the background.



list to have on





this button to zoom the map out to the district's full extent.

**GPS Location:** Click on this



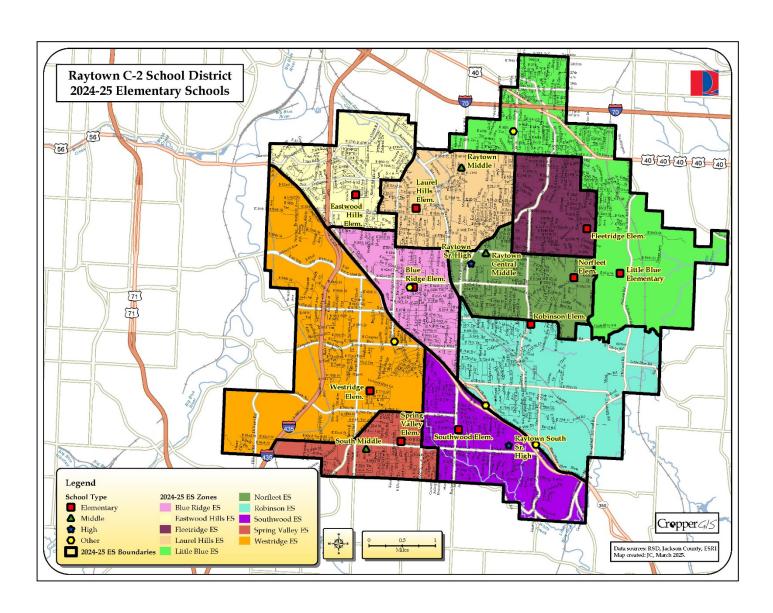
to determine your current location.





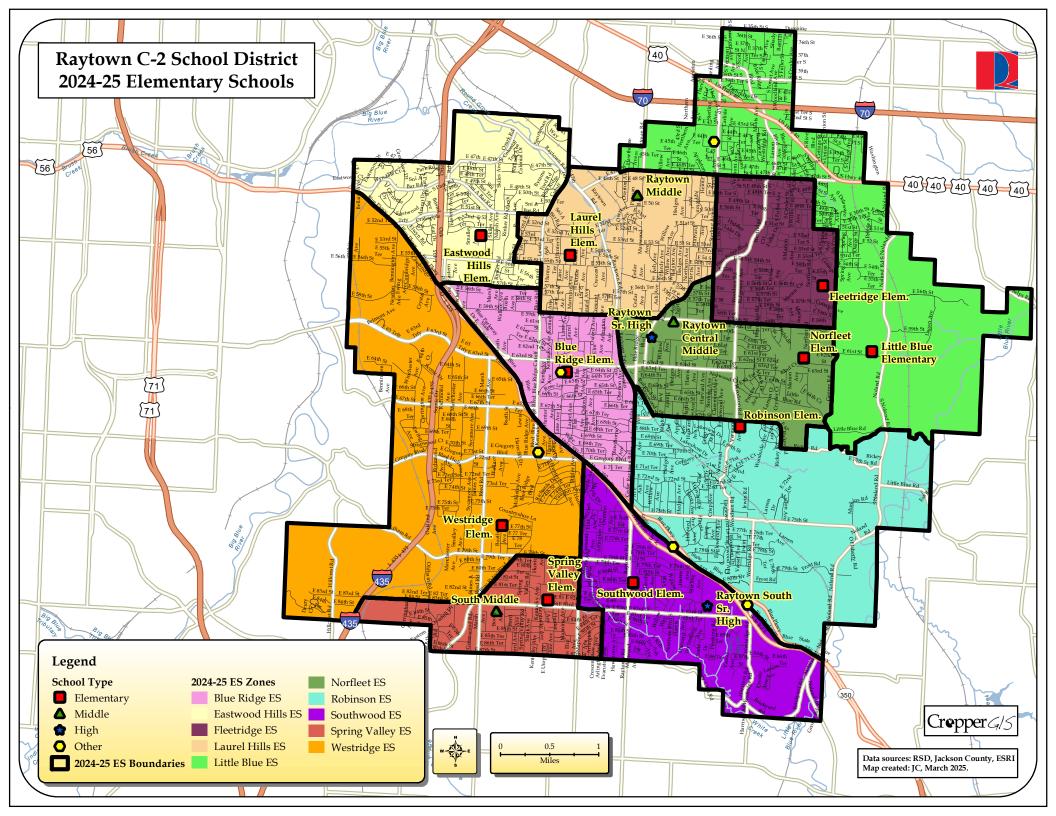


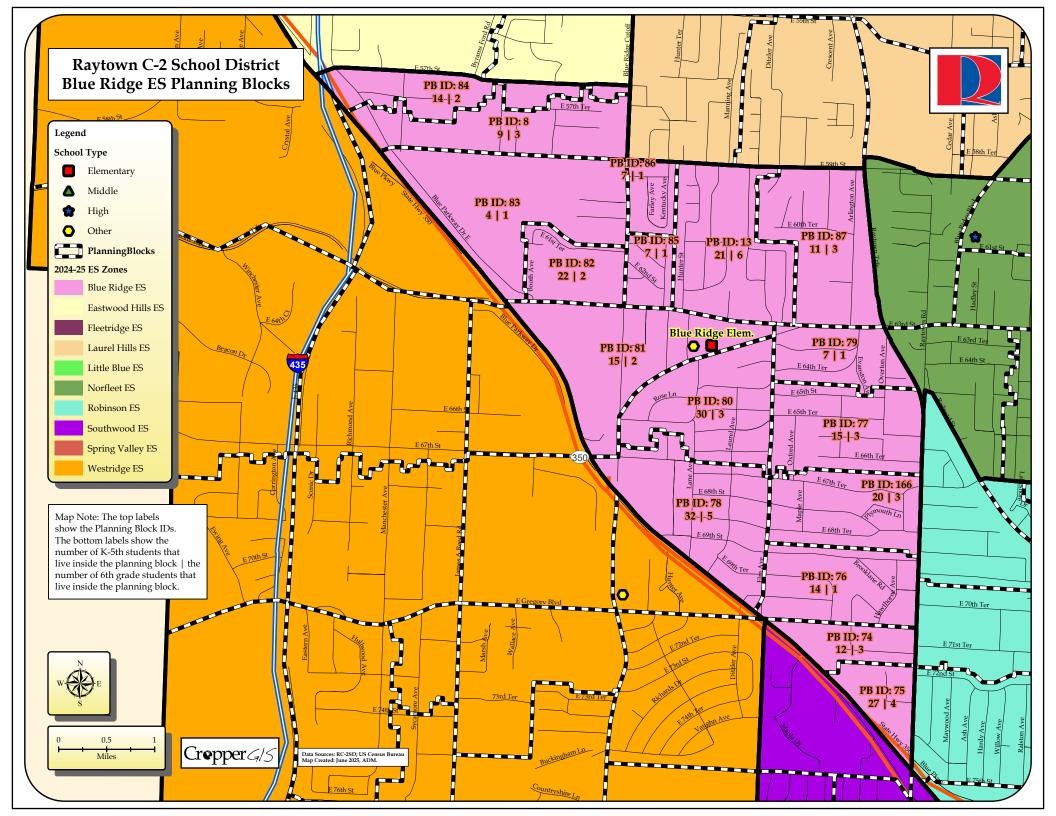
# **Appendix A: Planning Block Maps**

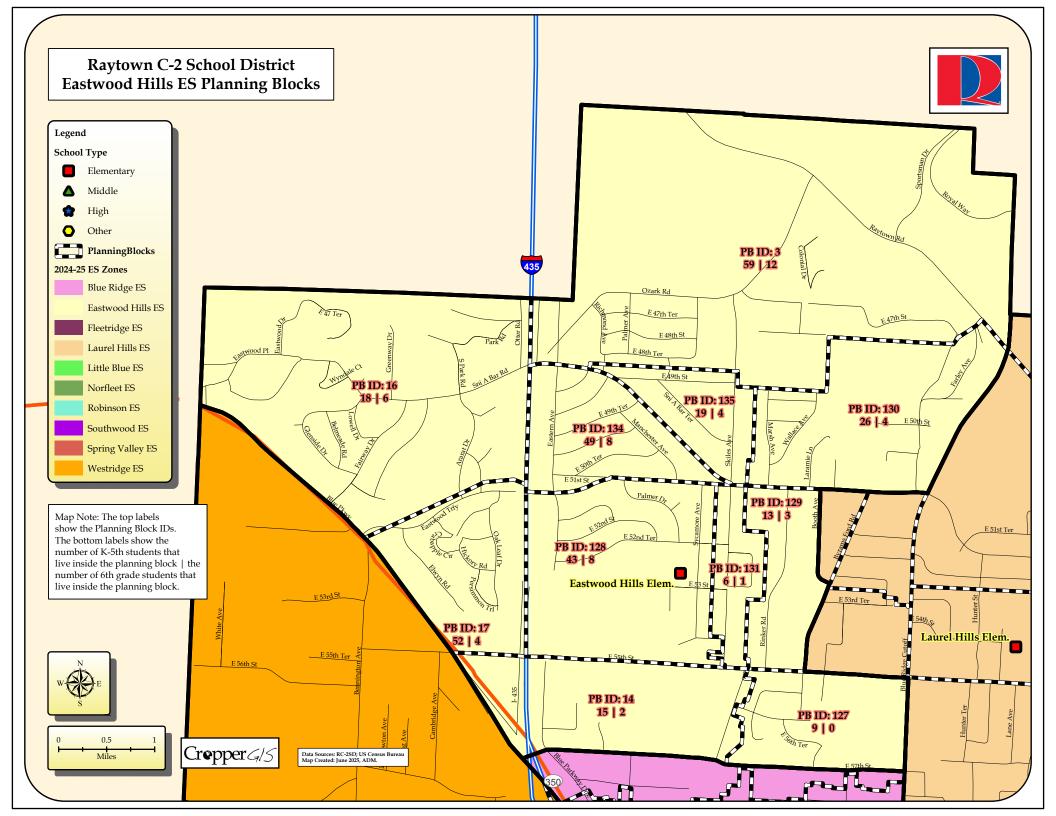


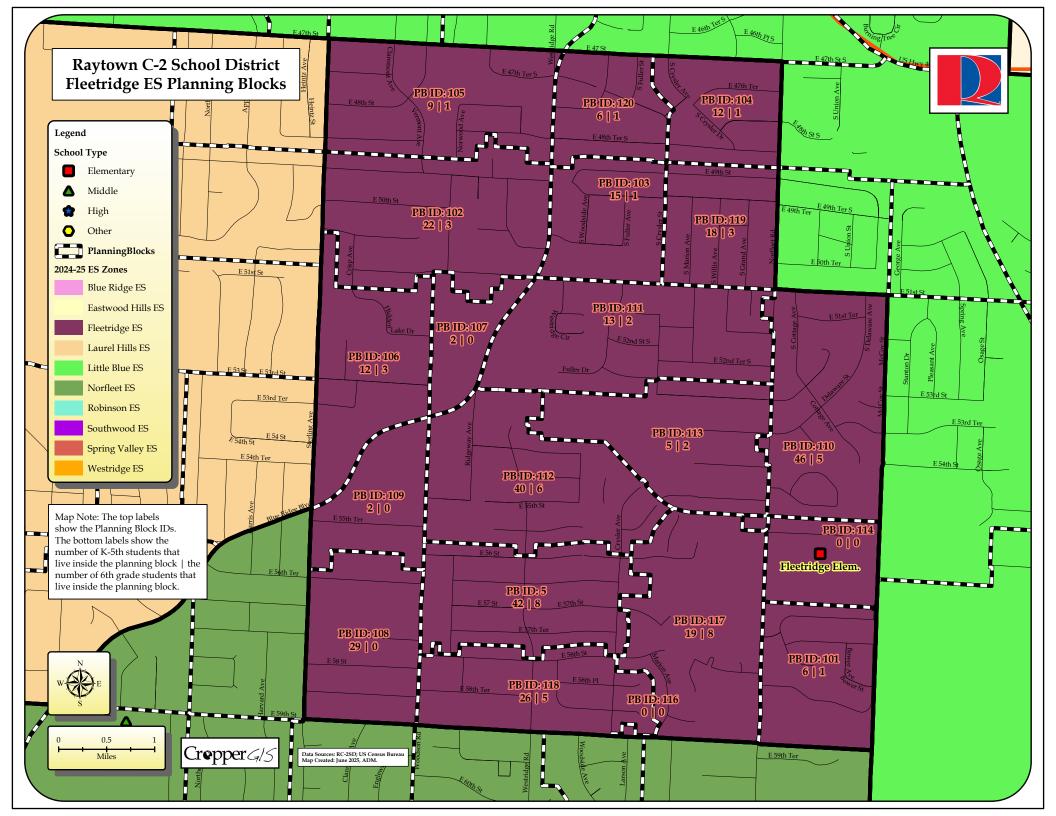


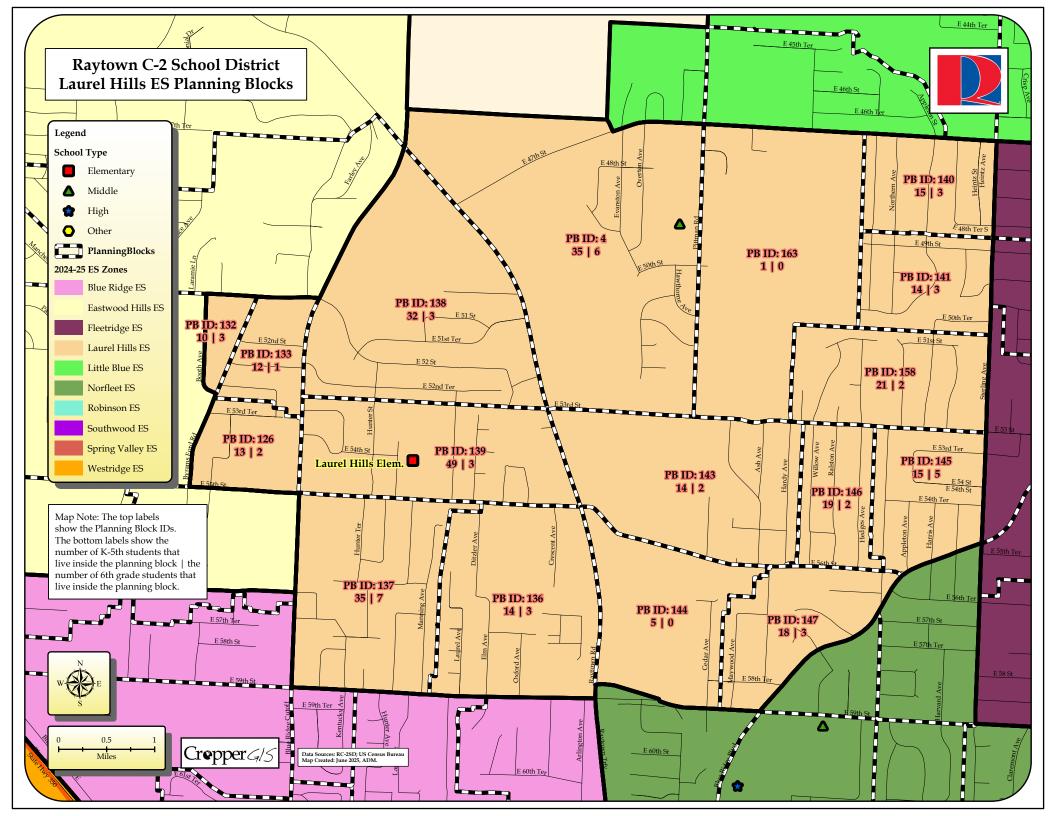
9

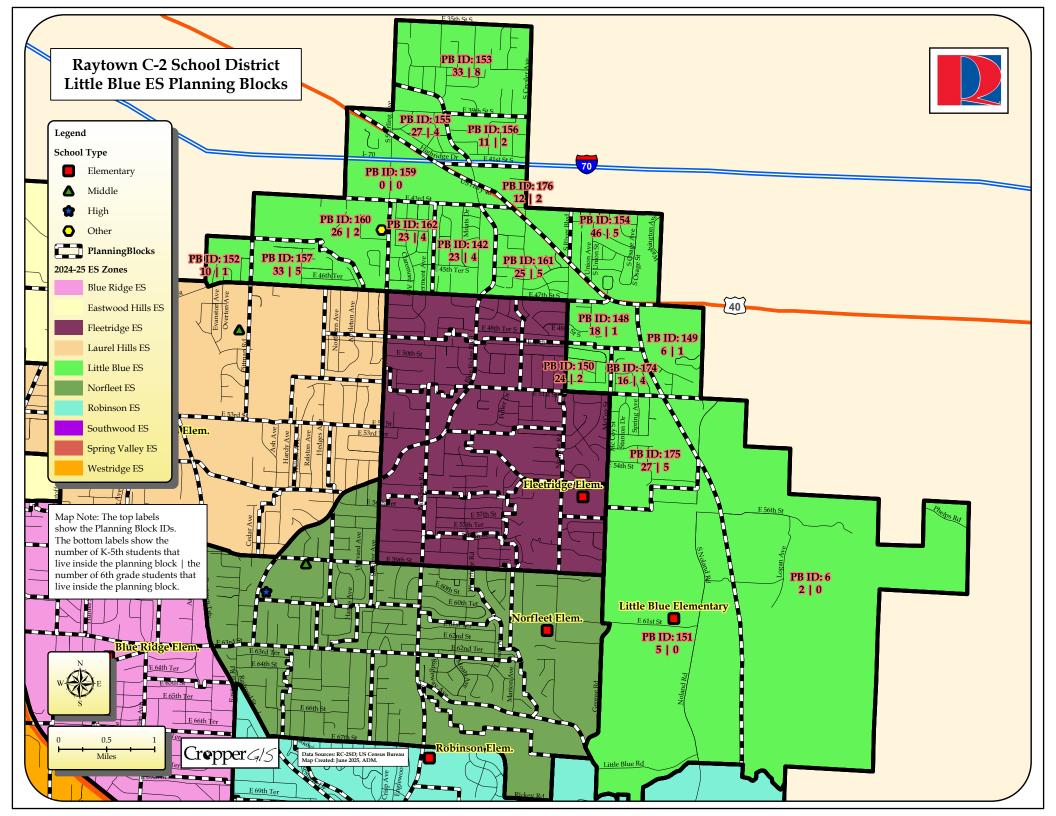


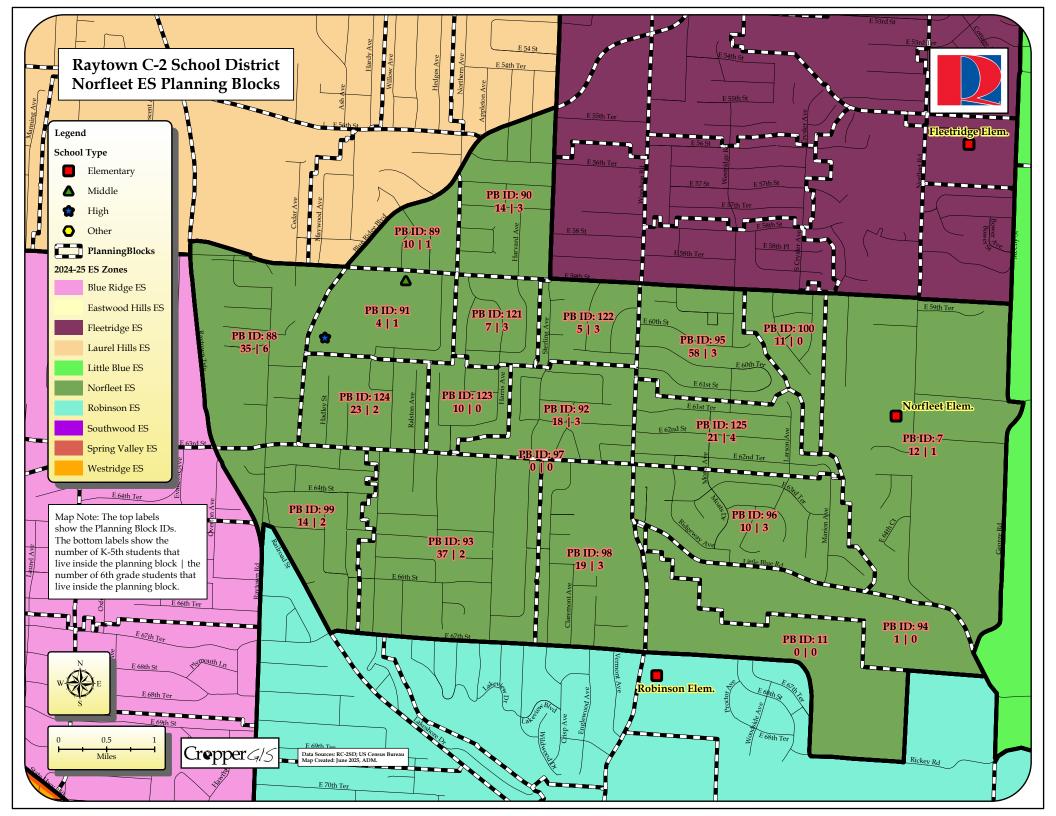


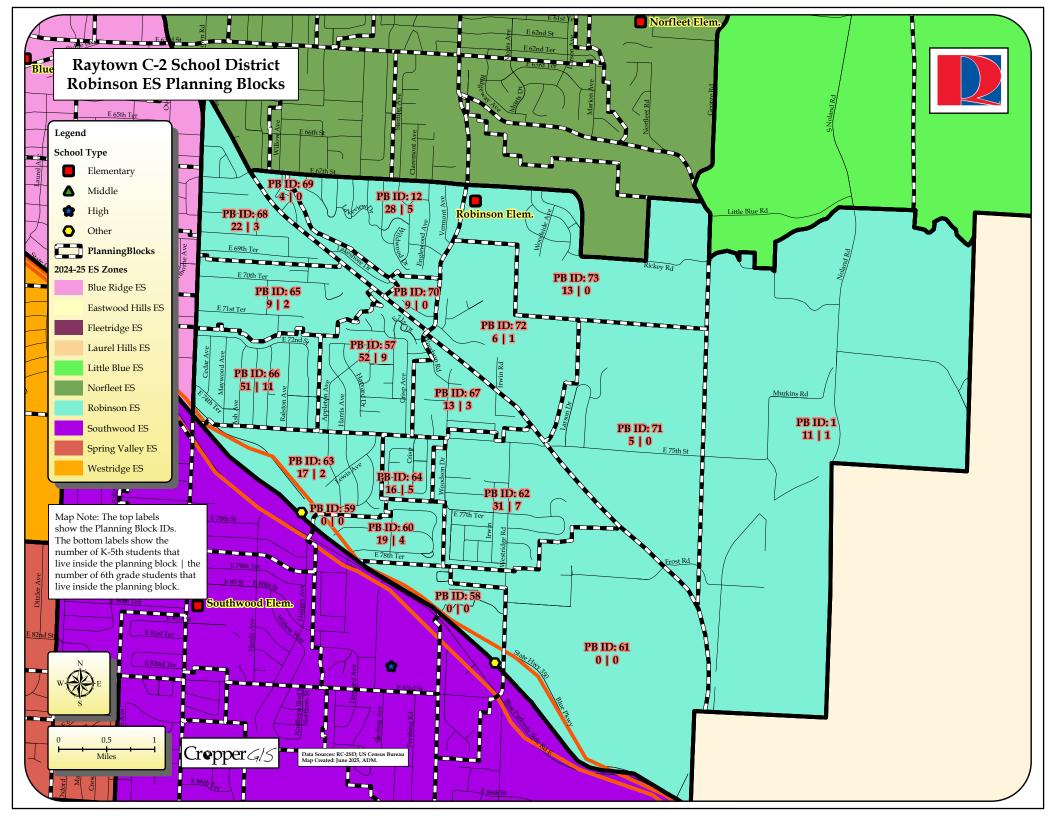


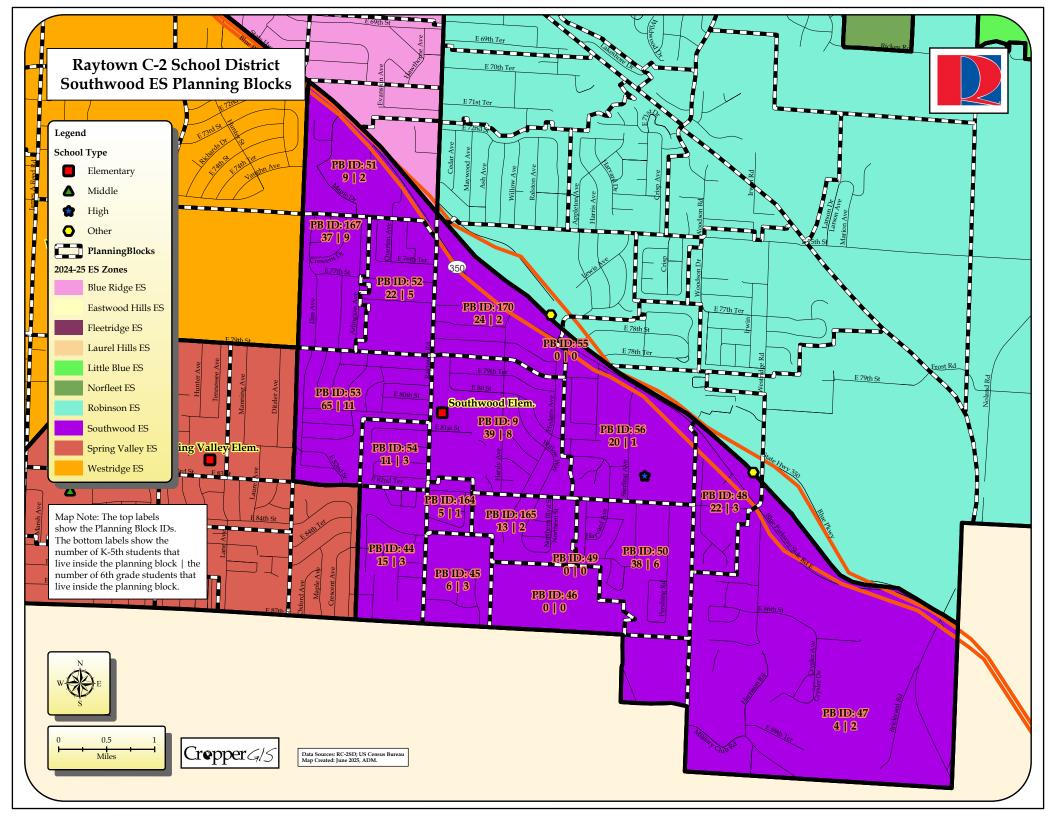


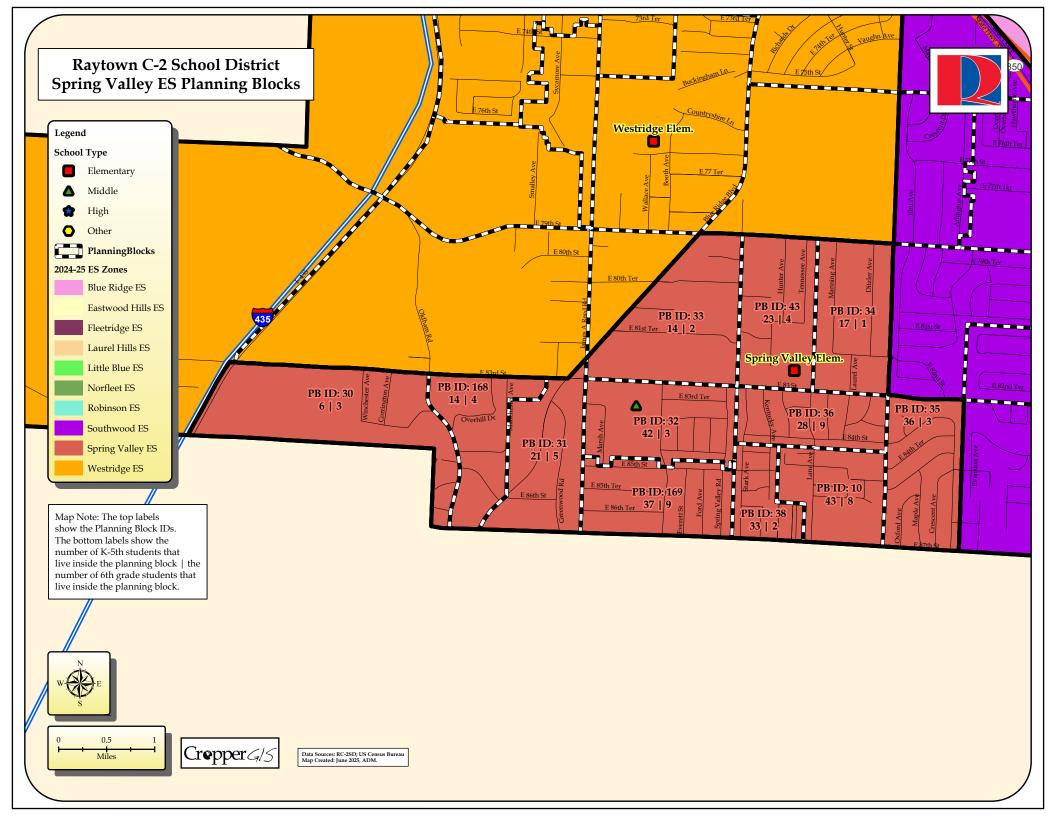


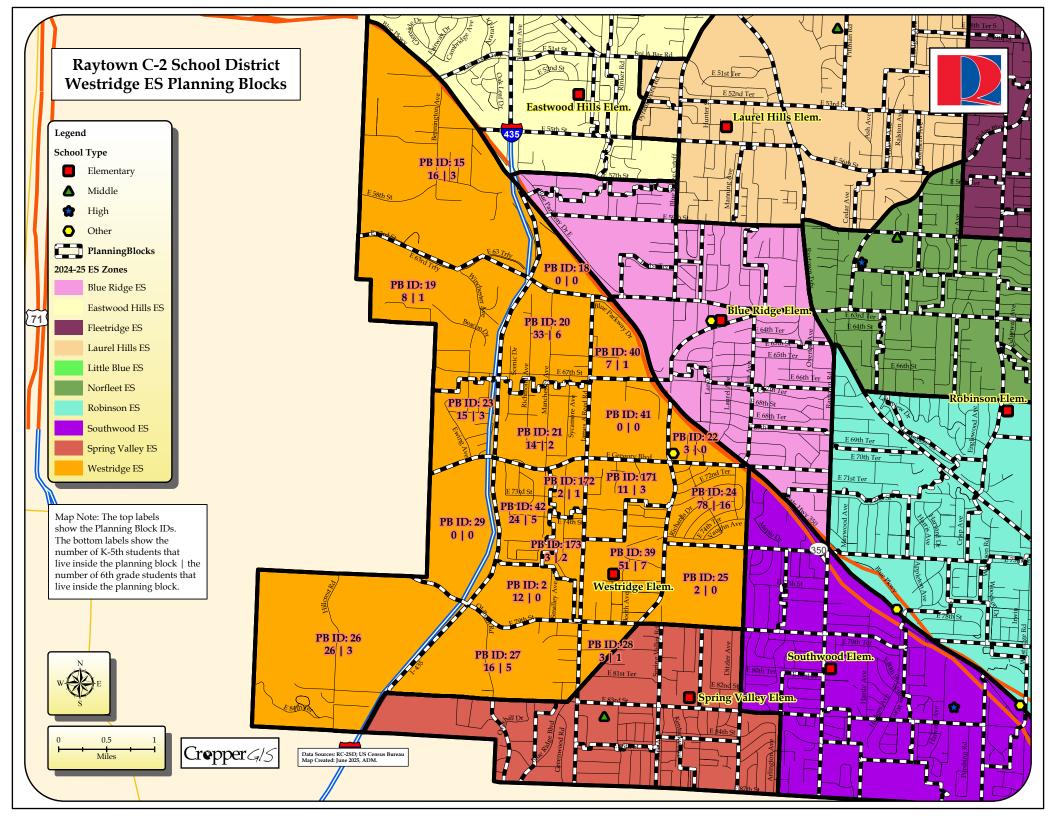


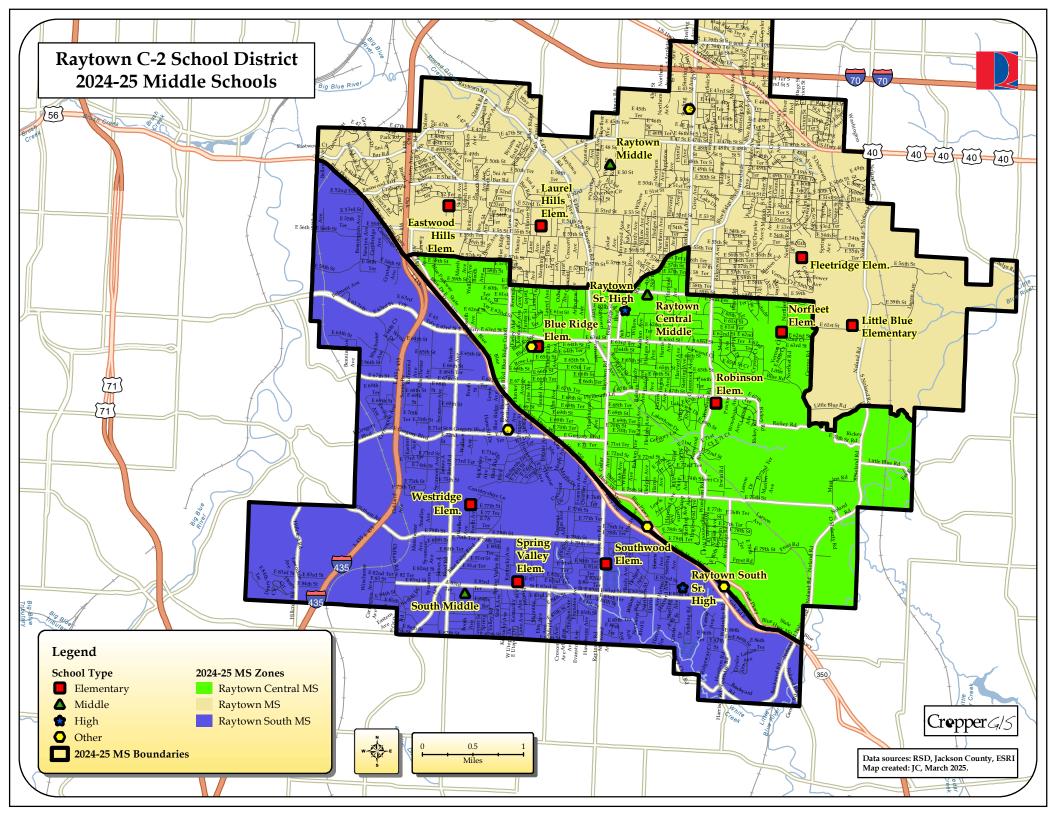


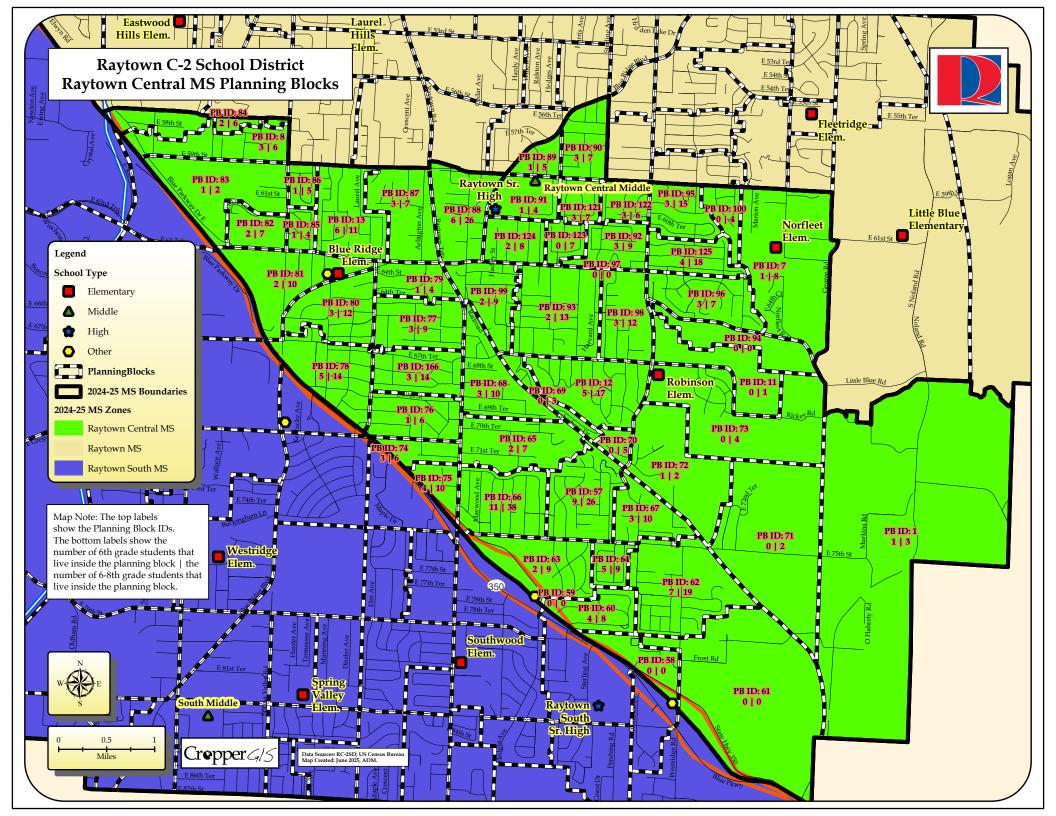


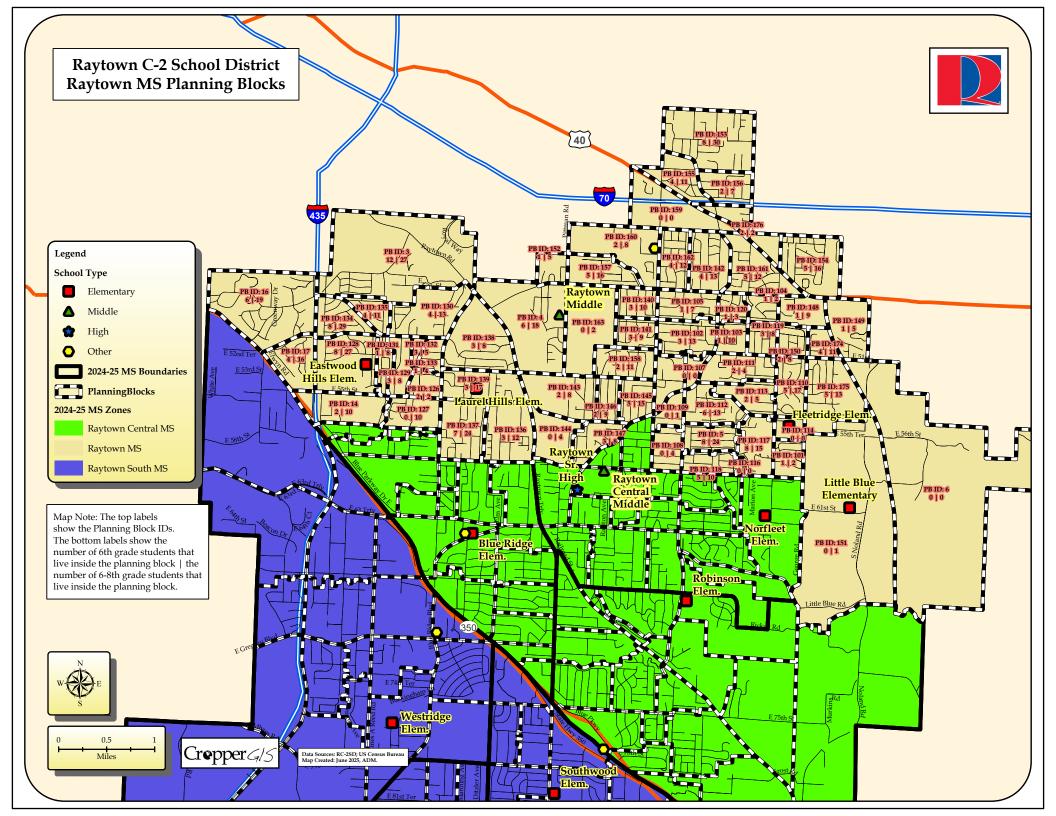


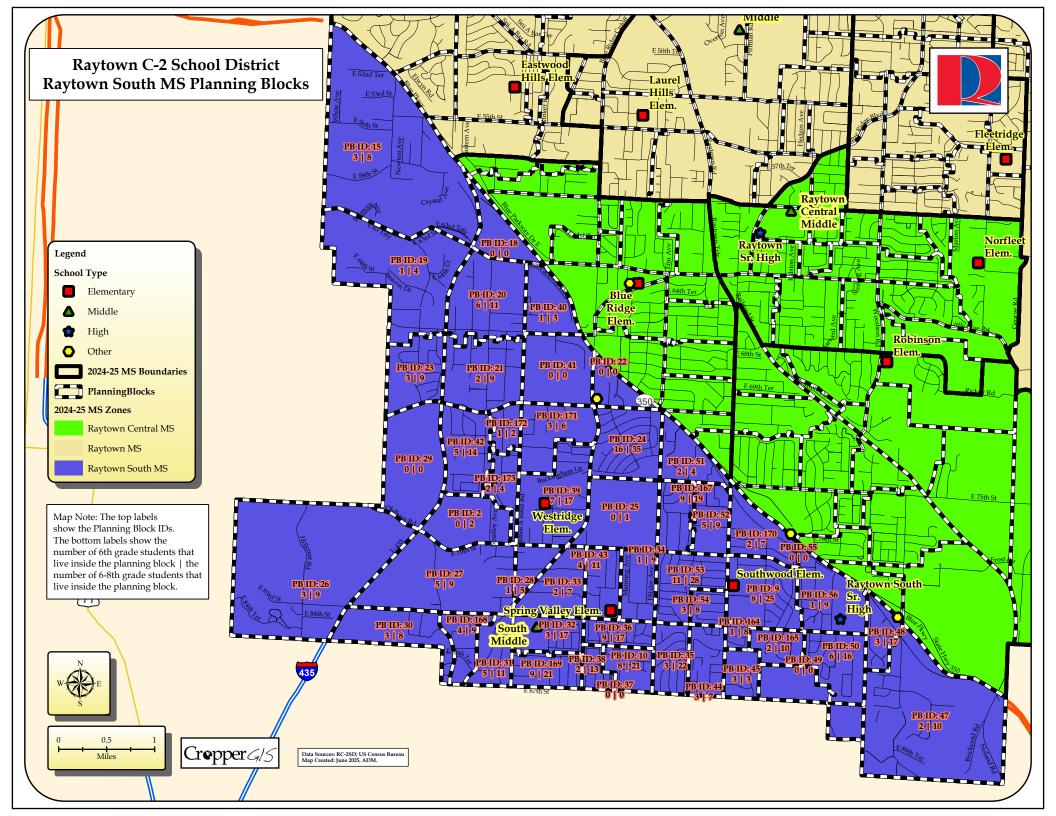


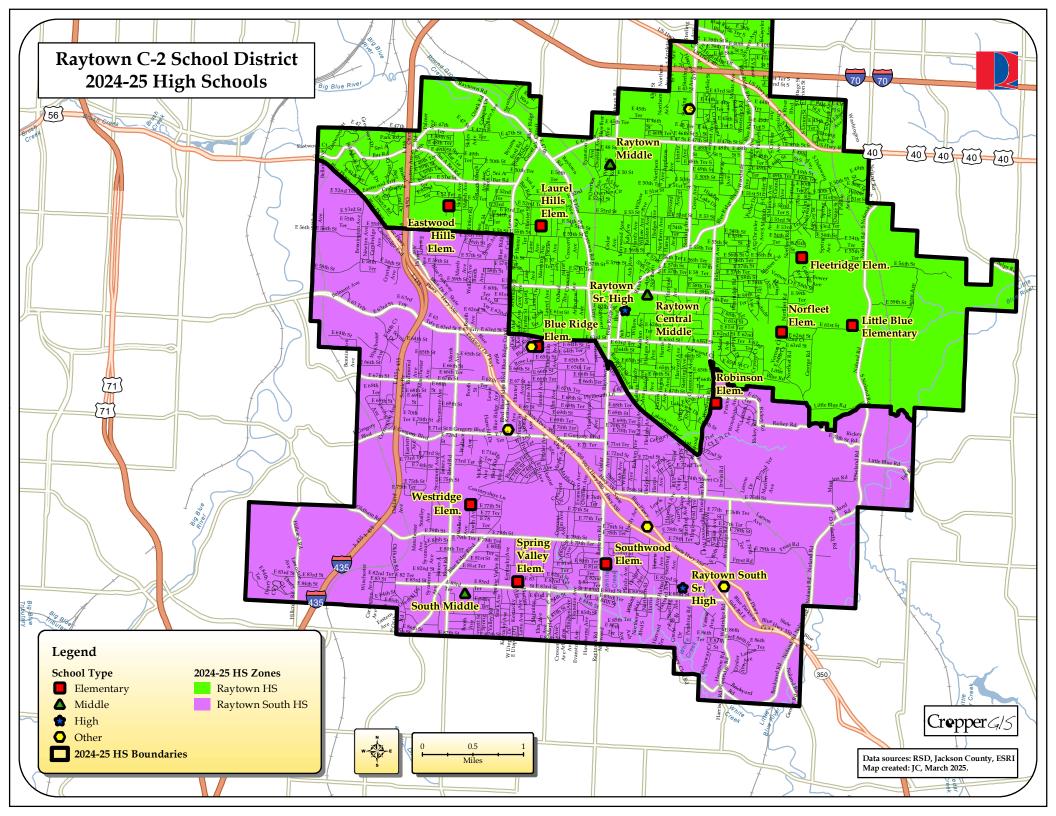


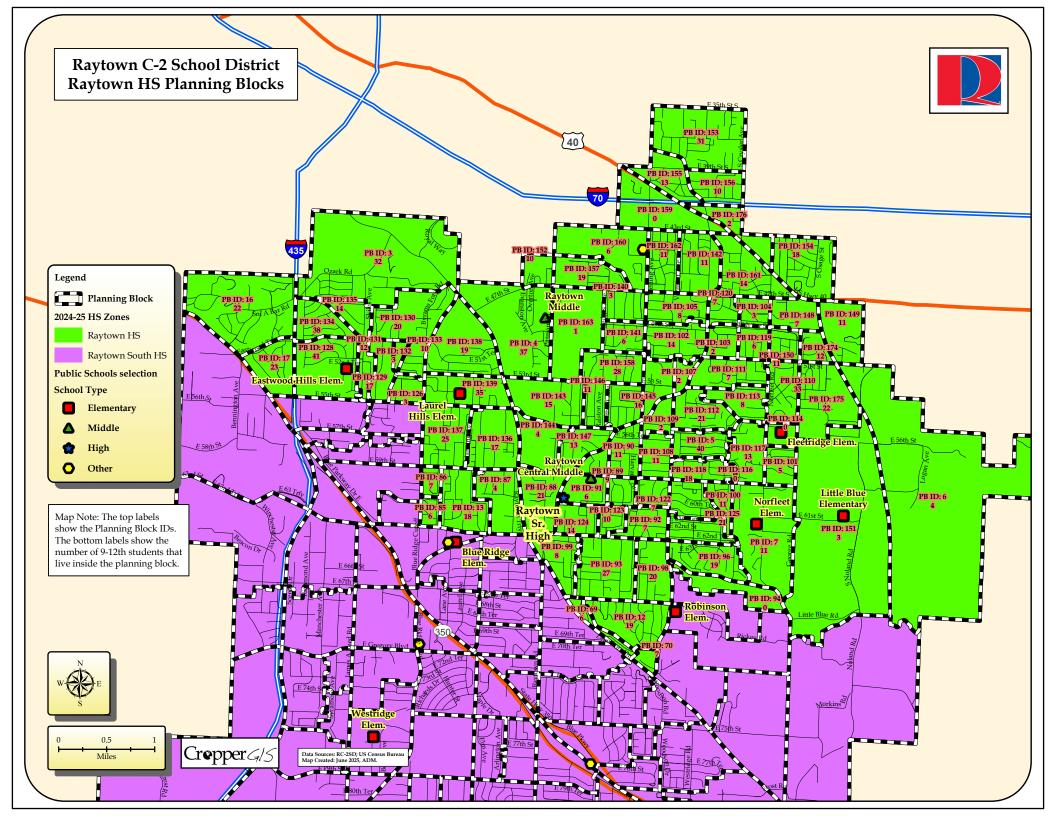


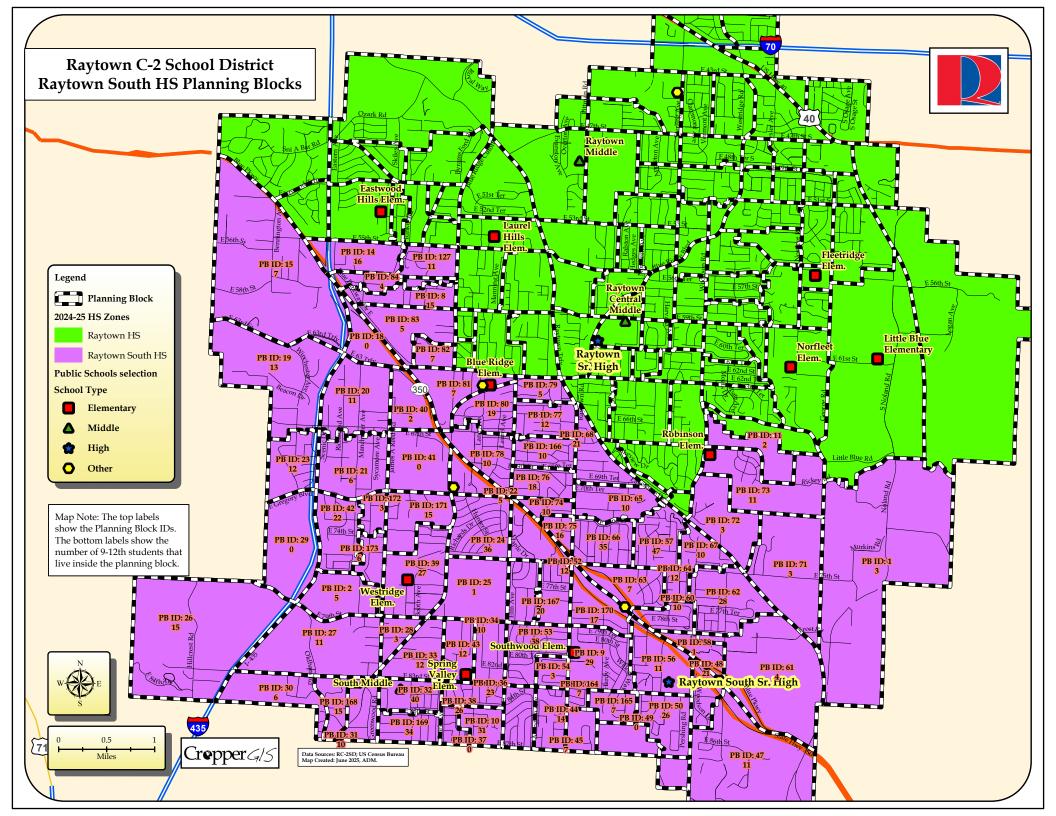






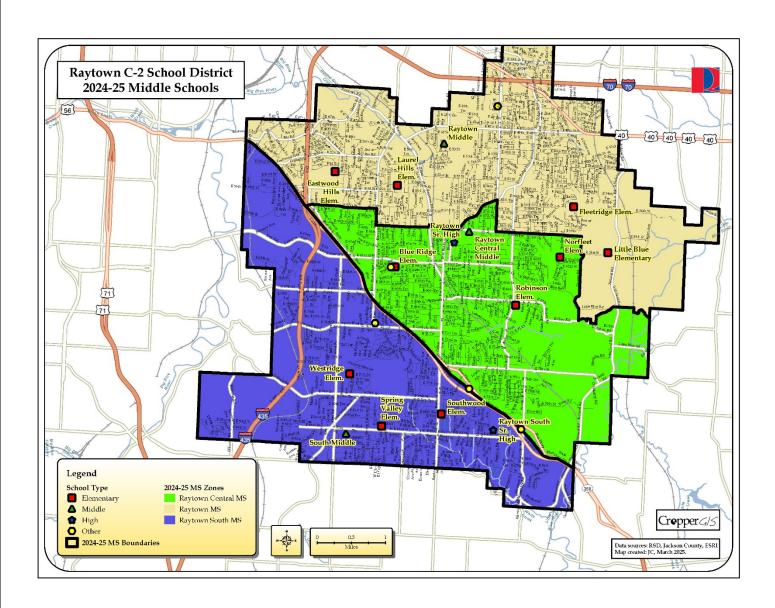








# **Appendix B: Live-Attend Analysis**



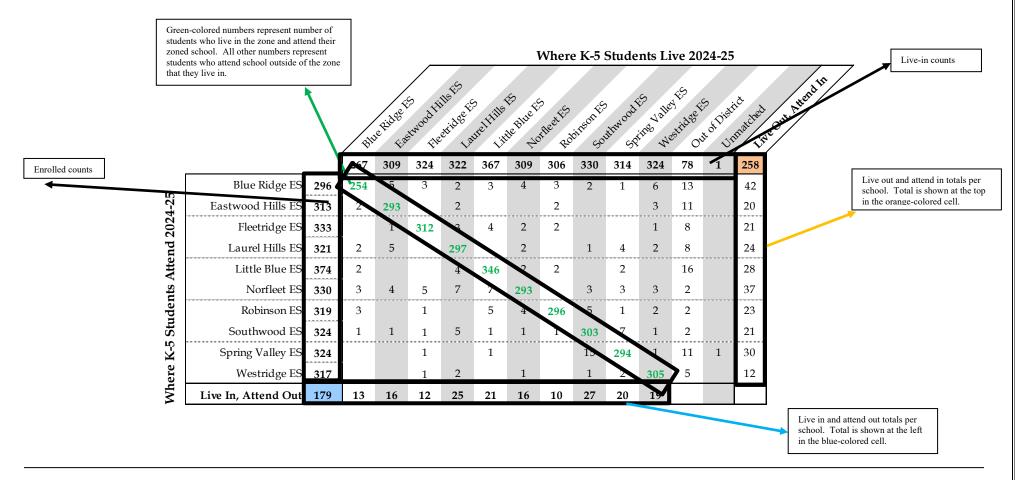




### Appendix B: Live-Attend Analysis

The following tables display where students live and attend relative to school zones. The schools of attendance are listed on the left while the zones are listed on the top. This student data is from the Raytown C-2 School District 2024-25 student database.

The first column of numbers to the right of the schools of attendance represents the number of students enrolled at each given school. The first row of numbers below the zones represents the total number of students living inside of each given zone. The green-colored numbers represent number of students who attend the school of the zone in which they live. All other numbers represents students who attend school outside of the zone in which they live. 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-Out and Attend-In" by school. The orange-colored cell shows the total number of students that "Live-Out and Attend-In". Students not attending these schools are counted in their home school, and therefore not represented in the live attend matrices.

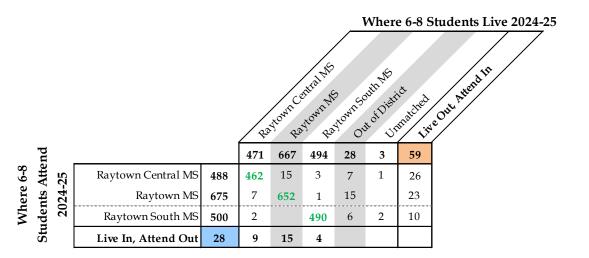




Where K-5 Students Live 2024-25

			Bi	is fix	S twood H	ils is	direlijis	ES de Pite Es	ingestics	dingon ic	diling ood	ing we	y is stridger	is at of Dist	jid lid
			267	309	324	322	367	309	306	330	314	324	78	1	258
10	Blue Ridge ES	296	254	5	3	2	3	4	3	2	1	6	13		42
4-2	Eastwood Hills ES	313	2	293		2			2			3	11		20
202	Fleetridge ES	333		1	312	3	4	2	2			1	8		21
pu	Laurel Hills ES	321	2	5		297		2		1	4	2	8		24
Attend 2024-25	Little Blue ES	374	2			4	346	2	2		2		16		28
	Norfleet ES	330	3	4	5	7	7	293		3	3	3	2		37
Students	Robinson ES	319	3		1		5	4	296	5	1	2	2		23
	Southwood ES	324	1	1	1	5	1	1	1	303	7	1	2		21
K-5	Spring Valley ES	324			1		1			15	294	1	11	1	30
Where K-5	Westridge ES	317			1	2		1		1	2	305	5		12
Wh	Live In, Attend Out	179	13	16	12	25	21	16	10	27	20	19			





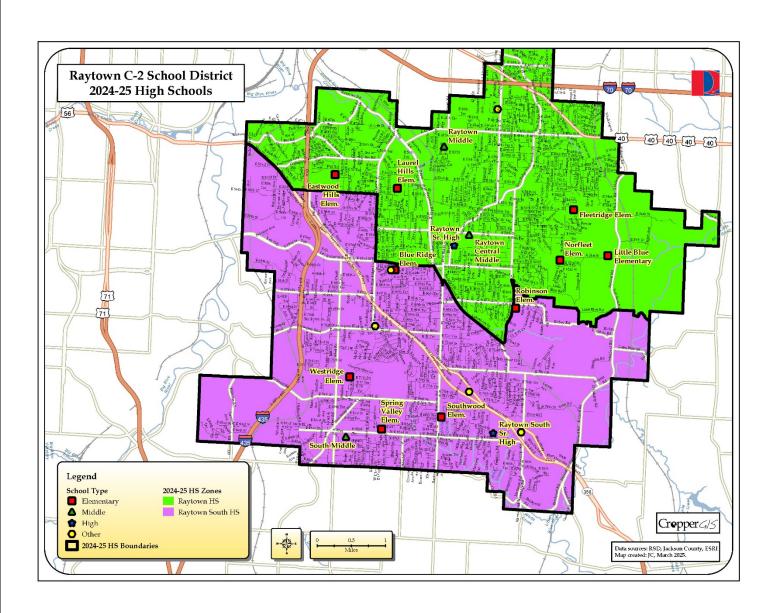
Where 9-12 Students Attend 2024-25

		\\ \display = \( \display = \dinplay = \dinplay = \display = \display = \display = \disp	Atomitic Ba	Stown Sc	den light
		1195	1060	438	140
Raytown HS	1264	1177	52	35	87
Raytown South HS	1060	15	1007	38	53
Herndon Career Center	369	3	1	365	
Live In, Attend Out	71	18	53		

Where 9-12 Students Live 2024-25



# **Appendix C: Enrollment and Utilization Tables**







#### Appendix C: 2024-25 Capacity, Official Enrollment, Live Attend Counts, and Building Utilizations

The following document contains a series of tables that depict statistics for current schools and boundaries that are being evaluated. This information will help inform all stakeholders on how schools could be potentially impacted as a result of potential enrollment adjustments. The current student enrollment numbers were derived from the district's 2024-25 Student Database dated January 30, 2025.

### **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.

<u>Utilization</u> - Utilization is the total enrollment divided by the capacity, described as a percentage.

Utilization Color Key
Within \*/-10% of Study Area Average
Between \*/-10-15% from Study Area Average
Greater than \*/-15% from Study Area Average

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

Out of District students - Students that live outside of the study area or Raytown School District's boundary.

Unmatched students - Students whose address could not be located in our GIS software.

<u>Feeder Pattern</u> – The number of students living within the attendance boundary of both a lower grade cohort (ex. Elementary schools) and a higher-grade cohort (i.e., Middle School). This is given as a percentage of Live-In students.

33





# **Enrollment and Utilization Tables**

The following tables show current utilization by percentage based on current enrollment and 2024-25 building capacity. Student counts are based on the Raytown C-2 School District's student database dated January 30, 2025.

School	Grades Served	2024-25 Capacity	KG	01	02	03	04	05	06	07	08	09	10	11	12	2024-25 Total Headcount K-12 Grade	2024-25 T Enrollment		K-12 Live In	K-12 Out of District	K-12 Unmatched
																Enrollment	+/-	%			
Blue Ridge ES	K-5	441	40	41	49	52	59	55								296	-145	67.1%	267	13	
Eastwood Hills ES	K-5	442	45	53	60	53	61	41								313	-129	70.8%	309	11	
Fleetridge ES	K-5	399	49	59	60	50	59	56								333	-66	83.5%	324	8	
Laurel Hills ES	K-5	465	46	58	58	62	49	48								321	-144	69.0%	322	8	
Little Blue ES	K-5	538	64	73	59	70	58	50								374	-164	69.5%	367	16	
Norfleet ES	K-5	422	58	61	49	49	55	58								330	-92	78.2%	309	2	
Robinson ES	K-5	450	47	47	59	55	57	54								319	-131	70.9%	306	2	
Southwood ES	K-5	365	33	58	56	59	65	53								324	-41	88.8%	330	2	
Spring Valley ES	K-5	475	58	58	55	50	53	50								324	-151	68.2%	314	11	1
Westridge ES	K-5	477	51	62	48	47	51	58								317	-160	66.5%	324	5	
Total ES		4,474	491	570	553	547	567	523	0	0	0	0	0	0	0	3,251	-1,223	72.7%	3,172	78	1
Raytown Central MS	6-8	639							141	160	187					488	-151	76.4%	471	7	1
Raytown MS	6-8	896							207	224	244					675	-221	75.3%	669	15	
Raytown South MS	6-8	673							176	167	157					500	<b>-17</b> 3	74.3%	494	6	2
Total MS		2,208	0	0	0	0	0	0	524	551	588	0	0	0	0	1,663	-545	75.3%	1,634	28	3
Raytown HS	9-12	1704										328	313	296	327	1264	-440	74.2%	1192	35	
Raytown South HS	9-12	1243										313	298	233	216	1060	-183	85.3%	1059	38	
Total HS		2,947	0	0	0	0	0	0	0	0	0	641	611	529	543	2,324	-623	78.9%	2,251	73	0





### **Feeder Patterns**

The tables below show the progression students follow from one grade cohort to the next by the percentage of students moving from each given lower grade cohort school to each given higher grade cohort school.

	ES to MS	MS to HS					
	Splits	Splits					
Current	0	2					
*This table highlights the total							
splits that	exist in th	e boundary					
configuration. A split occurs							
when the progression of							
students f	students from one ES/MS feeds						

2024-25 ES Zone	2024-25 MS Zone	ES Attendance
Blue Ridge ES	Raytown Central MS	100%
Eastwood Hills ES	Raytown MS	100%
Fleetridge ES	Raytown MS	100%
Laurel Hills ES	Raytown MS	100%
Little Blue ES	Raytown MS	100%
Norfleet ES	Raytown Central MS	100%
Robinson ES	Raytown Central MS	100%
Southwood ES	Raytown South MS	100%
Spring Valley ES	Raytown South MS	100%
Westridge ES	Raytown South MS	100%

2024-25 MS Zone	2024-25 HS Zone	ES Attendance
Raytown Central MS	Raytown HS	46%
Raytown Central MS	Raytown South HS	54%
Raytown MS	Raytown HS	97%
Raytown MS	Raytown South HS	3%
Raytown South MS	Raytown South HS	100%





# Cropper GIS Consulting, LLC

P.O. Box 1308 Delaware, OH 43015 Tel: 614.451.1242

Email: <a href="mailto:info@croppergis.com">info@croppergis.com</a>
Web: <a href="mailto:www.croppergis.com">www.croppergis.com</a>

36