

Background Report

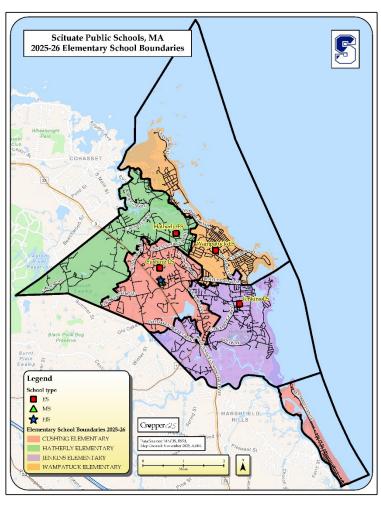






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Background and Key Objectives

With direction from the School Committee, Scituate Public Schools (SPS) is launching a redistricting and student-assignment study to prepare for the Fall 2027 opening of the New Elementary School on the Hatherly school site.

The district is also discontinuing the use of the current Cushing Elementary site, and the primary objective is to balance K-5th grade enrollment across the district's three elementary schools: New School, Wampatuck ES, and Jenkins ES.

Pre-K students from across the district will attend the new school.

We are tasked with meeting the following objectives:

 Establish the elementary school attendance areas among the district's three schools (New School, Wampatuck, and Jenkins) for the Fall 2027 school year.

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 SPS.
- 2. It will help team members share a message with the community that is consistent and accurate.

SPS 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.
- Safety and security of students Ensure that planning is done with the an overall focus on what is the safest and most secure plan for students as a whole in the district.

Cropper 4/5



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.
- SPS 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, SPS and the State of Massachusetts 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, SPS 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 SPS already had some of the data in usable formats.

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 December 2025 through March 2026 to analyze data, review attendance zones, and develop zone options. At public information sessions in December 2025 and February 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 February public information session.

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Stakeholder Responsibilities

SPS 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 Stakel	nolder 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 SPS district administrators including central office, senior leadership, department staff personnel, planning, and Scituate 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. Share a redistricting plan with 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 and to provide input via surveys and online general feedback form.
School Committee	 Charge internal planning team with its responsibilities. Identify questions the IPT is expected to answer. Advise staff and the process regarding policy-related considerations and other committee-level decisions. Vote on a redistricting plan.

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Redistricting Study Timeline

The following page presents the redistricting study timeline. The timeline places a significant time commitment on internal planning team members from December 2025 through March 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

	Nov. '25	Dec. '25	Jan. '26	Feb. '26	March '26	April
Data Collection						
Data Analysis / Assimilation						
Baseline Options Development						
Internal Planning Team Work (1-2 meetings per month)						
Public Information Session #1 : Present Project Process, Criteria, Timeline, and Redistricting Objectives to Community. Web-based meeting.		12/9 @ 6pm				
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.				2/25 @ 6pm		
Presentation of Final Recommendations to the School Committee					3/30	
School Committee Votes on Redistricting Plan						4/27





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

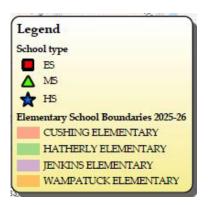
When analyzing the maps in Appendix B, keep in mind these common mapping conventions used in each map.



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.



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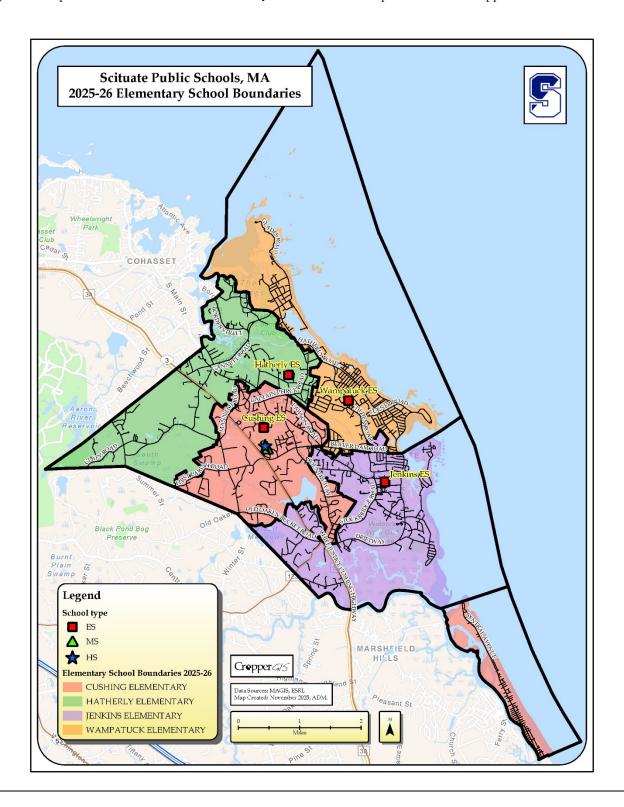




Series 1: Current Zone Mapping

Scituate Public Schools, MA, Elementary School Attendance Zones 2025-26

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



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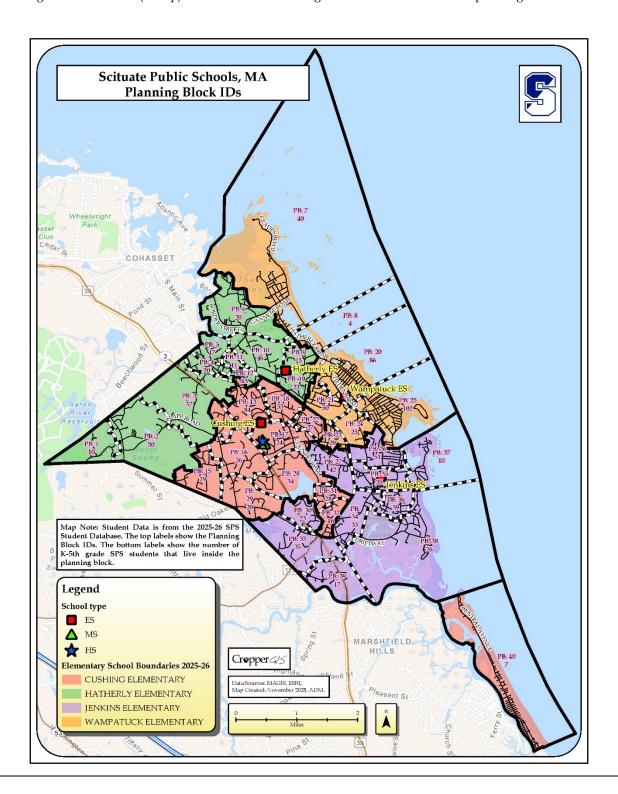




Series 2: Planning Block Mapping

Scituate Public Schools, MA, 2025-26 Elementary Planning Block Mapping

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



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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/Scituate_MA/

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

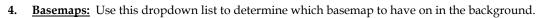
- 1. <u>Menu Options</u> Use these menus to interact with the map.
 - View School Zones: Use this menu to choose which school zone map to view.
 - Zoom to School Zones: Use this menu to zoom to a school zone.
 - **Legend:** This shows the active layers that are turned on within the map.
 - **Print:** Use this menu to format and print a map with a title.
- **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.







5. <u>Home Button:</u> Click on this button to zoom the map out to the district's full extent.

6. **GPS Location:** Click on this

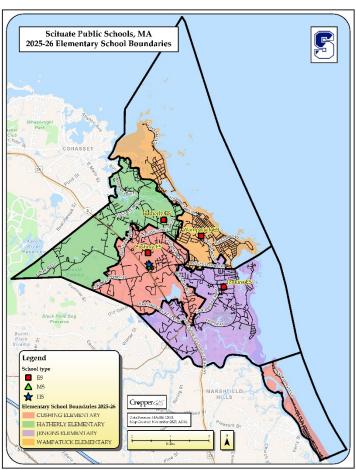


to determine your current location.





Appendix A: Live-Attend Analysis



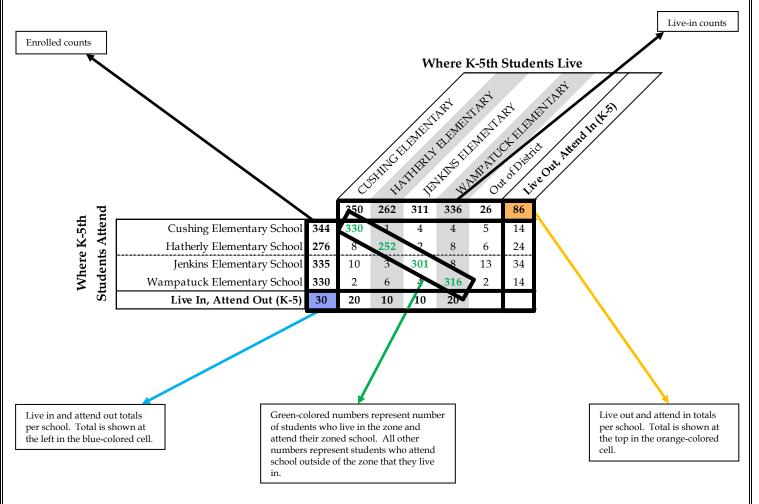




Live Attend Matrix

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, SPS 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".



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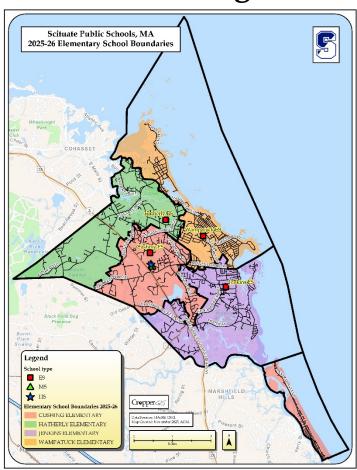


Where K-5th Students Live Luantantari Litaki kari Arak HATHRY HERE THE THE THE PROPERTY OF THE PR Students Attend Where K-5th Cushing Elementary School Hatherly Elementary School Jenkins Elementary School Wampatuck Elementary School Live In, Attend Out (K-5)

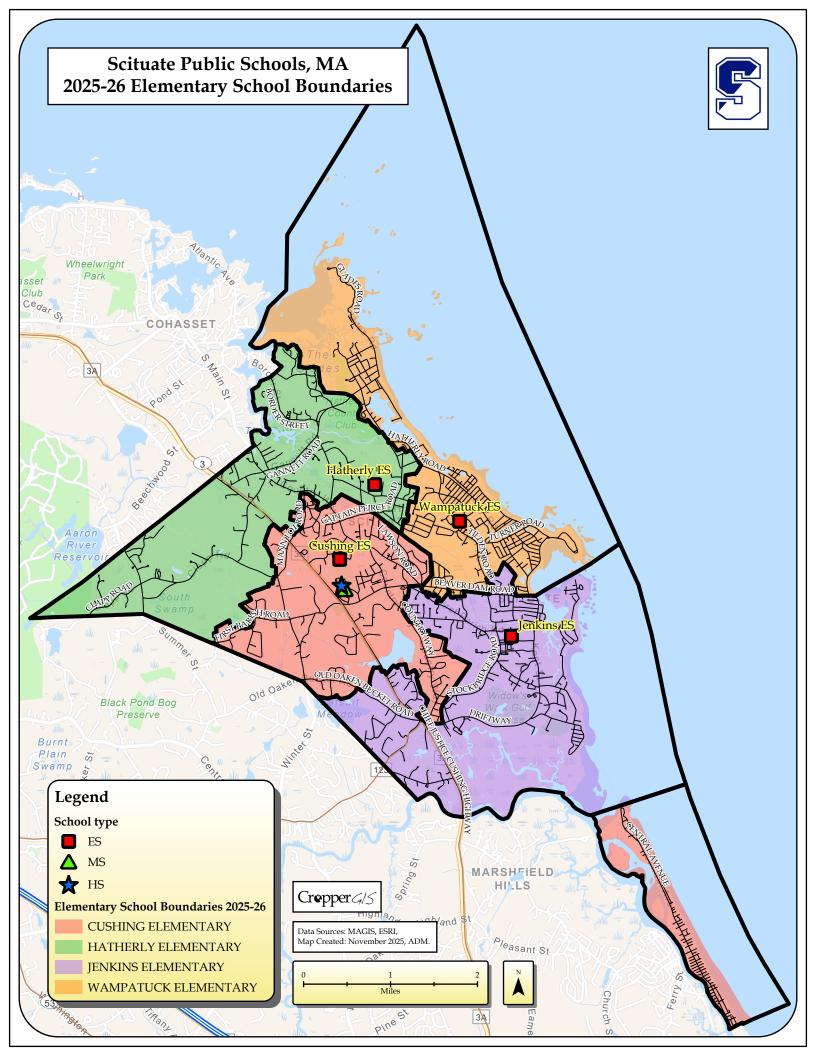
Where 6-12th Students Live Live Out, Astend In to 12 Where 6-12th Students Attend Schlage Hall School OttofDistrict Gates Middle School Scituate High School Out of District Live In, Attend Out (6-12)

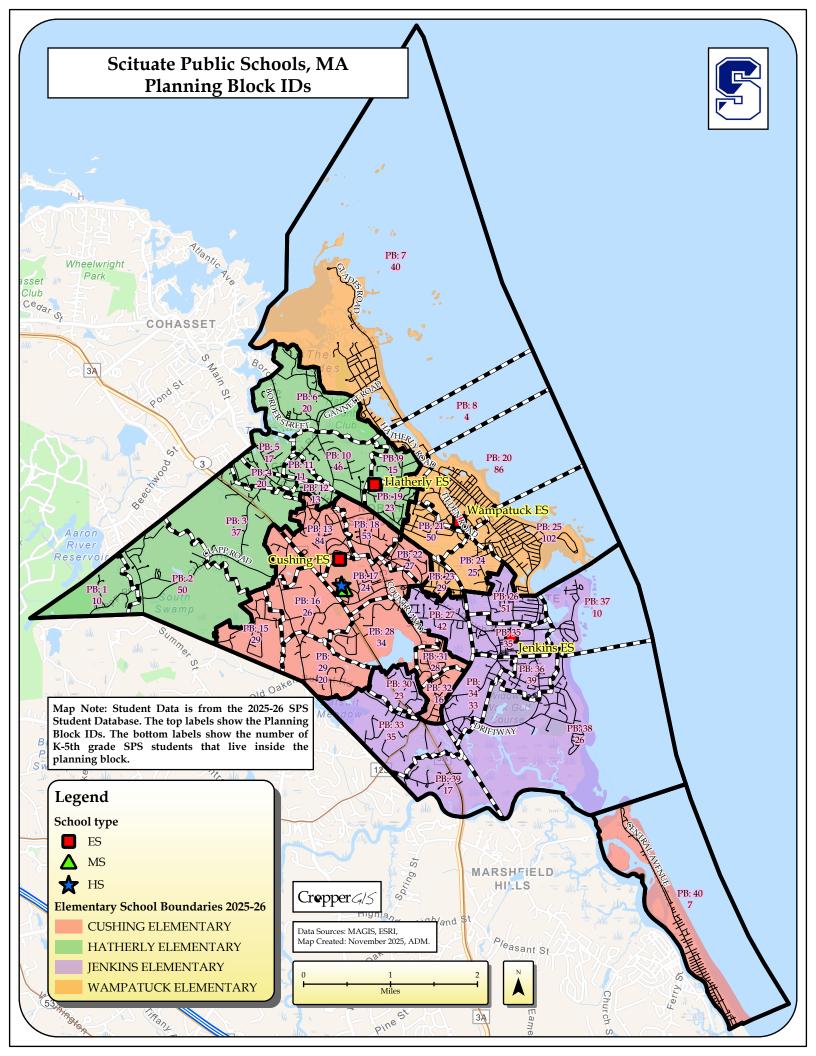


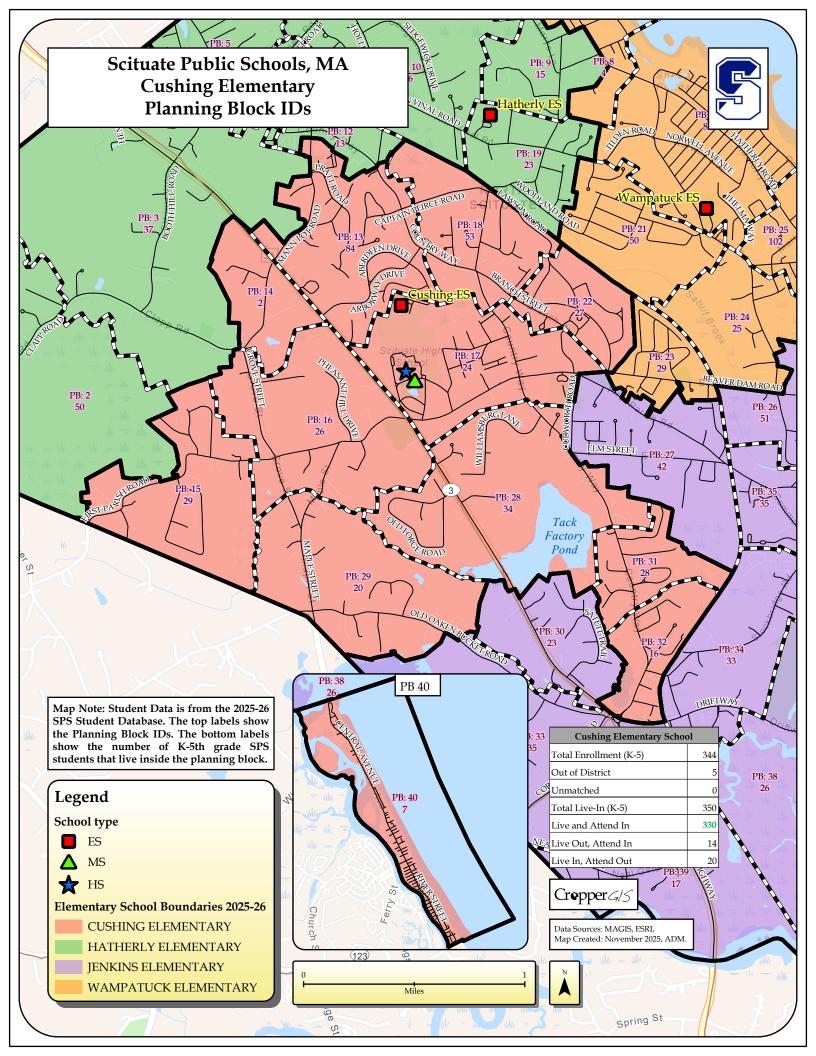
Appendix B: Planning Block Maps

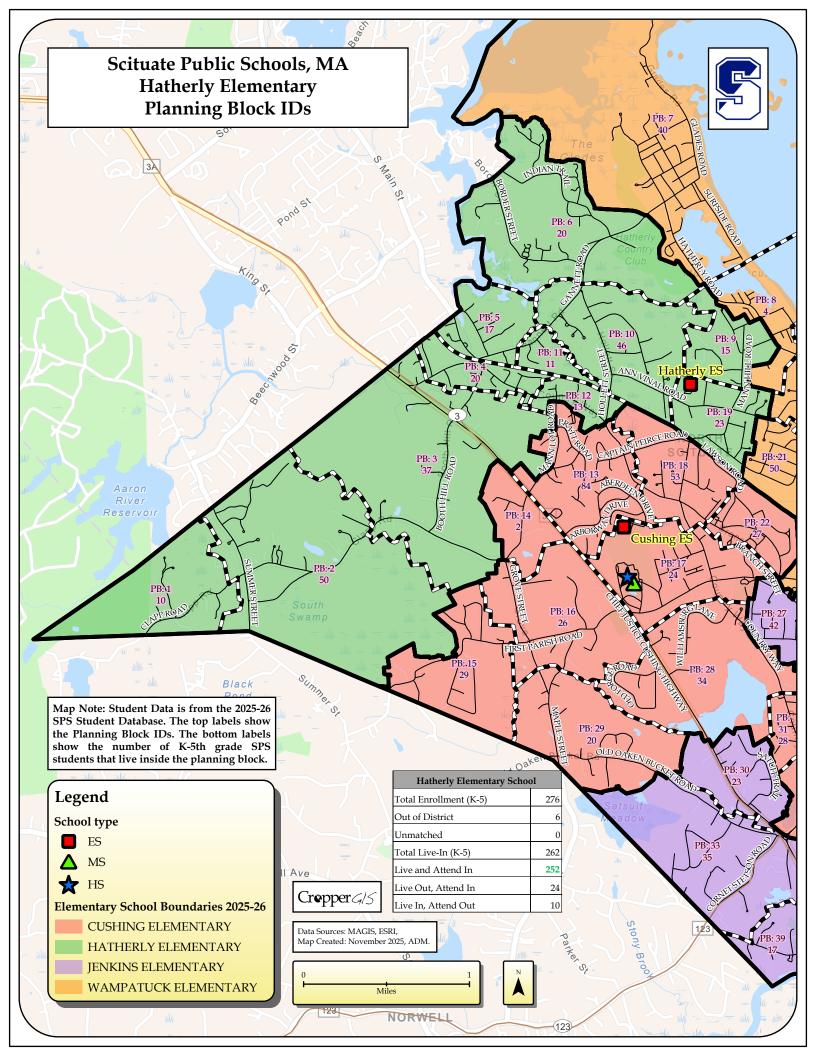


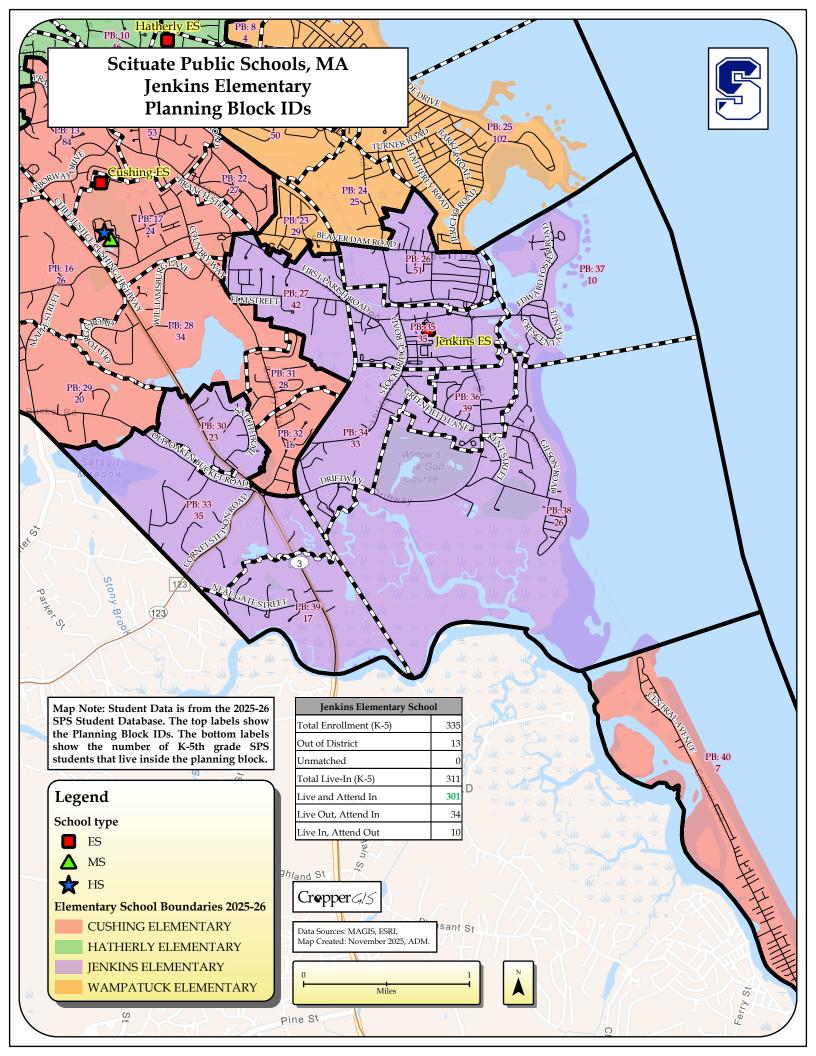


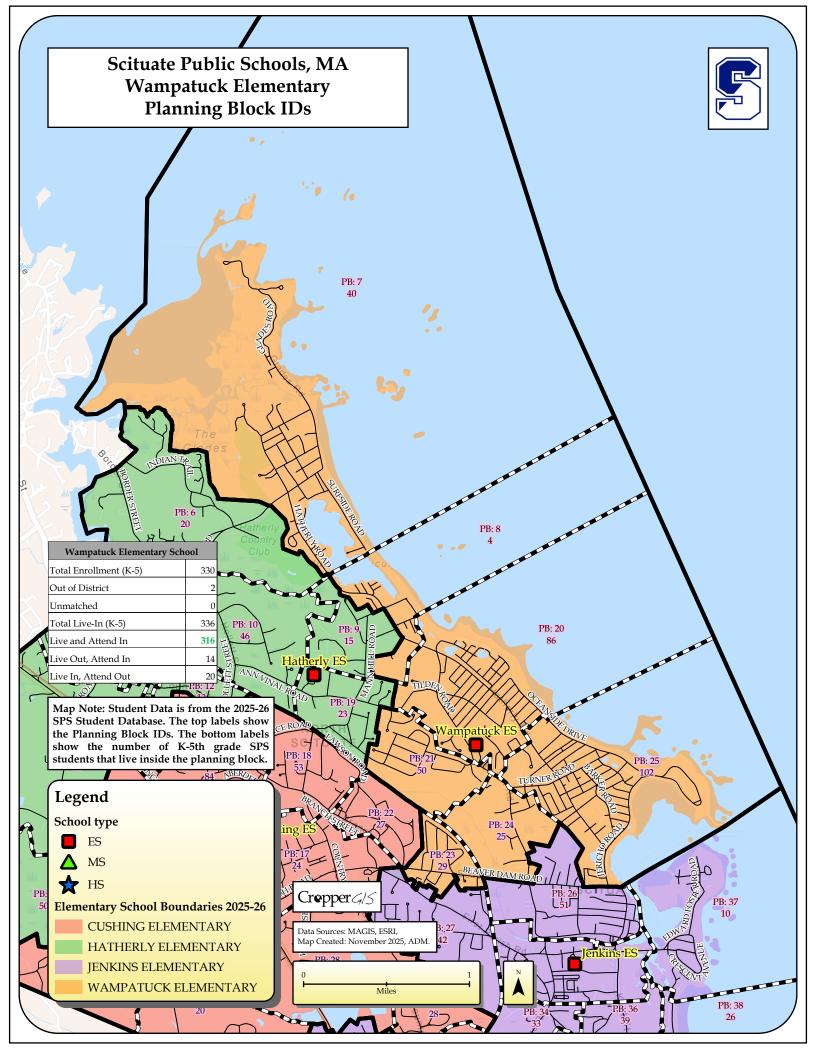






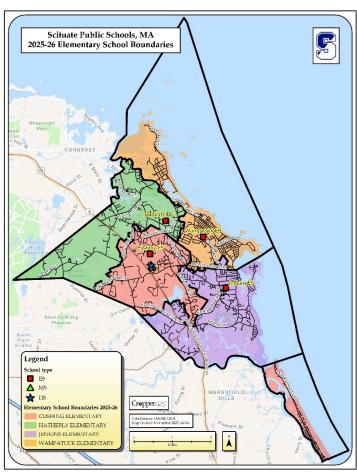








Appendix C: Enrollment and Utilization Tables







Enrollment and Utilization Tables

The following tables show current utilization by percentage based on current enrollment and 2025-26 building capacity. Student counts are based on the October 2025 Scituate Public Schools student database.

		2025-26 Enrollment					Trend	Capacity			
School	Capacity	K	1	2	3	4	5	Total Enrollment		+/-	%
Cushing Elementary School	460	51	56	55	72	62	48	344	MESON	116	74.8%
Hatherly Elementary School	420	49	61	51	43	36	36	276	4	144	65.7%
Jenkins Elementary School	420	50	57	55	65	47	61	335		85	79.8%
Wampatuck Elementary School	480	50	56	40	65	61	58	330	▶	150	68.8%
	1,780	200	230	201	245	206	203	1,285		495	72.2%

Demographic Statistics

The following tables display race and socioeconomic statistics by school based on the October 2025 student database.

		2025-26 Enr	2025-26 Enrolled Lunch Status				
School	White	African American	erican Asian Native American or Pacific Islander		Free or Reduced Lunch	Paid Lunch	
Cushing Elementary School	94.2%	3.2%	2.3%	0.3%	9.0%	91.0%	
Hatherly Elementary School	93.1%	2.9%	3.6%	0.4%	10.1%	89.9%	
Jenkins Elementary School	90.1%	6.9%	3.0%		11.0%	89.0%	
Wampatuck Elementary School	95.8%	2.1%	1.8%	0.3%	9.4%	90.6%	
	93.3%	3.8%	2.6%	0.2%	9.9%	90.1%	



Glossary of Terms

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

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

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

<u>Live-out-attend-in students</u> - Students residing outside of a school attendance boundary but attending that school.

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<u>Live-in-attend-out students</u> – Students residing inside of a given school attendance boundary but attending a different school.

Out of district - Students living outside of the Scituate Public Schools district boundary.

<u>Unmatched</u> - Students that were not able to be located go the GIS.





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