



KCKPS Boundary Process:

Boundary Analysis Committee Meeting #5

August 18, 2025



AGENDA

☐ Boundary Process Overview ▪ Past Meeting(s) Recap ▪ Current Data Outlook ▪ Hollis+Miller Architect Capacity Update	20 Min
☐ Concept Discussion: ▪ Concept 1 (updated) ▪ Concept 2 (updated) ▪ Concept 3 (new) ▪ Gallery Walk, Small Group Report Out, and Polling Activities	50 Min
☐ Next Steps	10 Min

Purpose of Meeting #5:

- ✓ Review three boundary scenarios
- ✓ Participate in discussions to identify boundary scenarios for public input presentation

RSP Quick Facts:

- Founded in 2003
- Professional educational planning firm
- Expertise in multiple disciplines (GIS, Planning, Facilitation)
- Over 20 years of planning experience
- Over 80 years of education experience
- Over 20 years of GIS experience
- Projection accuracy of 97% or greater

RSP Clients:

RSP was started with the desire and commitment to assist school districts in long-range planning. RSP has served over **130** clients in:

- Arkansas
- Colorado
- Iowa
- Illinois
- Kansas
- Minnesota
- Missouri
- Nebraska
- North Dakota
- Oklahoma
- South Dakota
- Tennessee
- Wisconsin

RSP Planning Team:

Robert Schwarz, CEO

- Military, County, City, and School District Planner
- University of Kansas, Master of Urban Planning (MUP)
- American Institute of Certified Planners (AICP)
- Certified Education Facilities Professional (CEFP)

Ginna Wallace, Planner

- City, Demographic, and School District Planner
- University of Kansas, Master of Urban Planning (MUP)
- American Institute of Certified Planners (AICP)

RSP Recent Projects:

Kansas City Public Schools (Missouri)

- *Enrollment Analysis, 2024/25*
- *Boundary Analysis, 2024/25*

Piper Unified School District 203

- *Enrollment Analysis, 2024/25*

Lawrence Unified School District 497

- *Enrollment Analysis, 2024/25*

Our Partners:



esri Partner Network
Silver



Poll Everywhere



GEO MARVEL



MetroQuest



socialpinpoint

Part 1:

Boundary Process Overview and Board Charge

Talking Points:

- ☐ About the Process
- ☐ Board Guidance
- ☐ Understanding Objectives

Process Visual

Process Start: Spring 2025

Process End: December 2025

Meeting Overview:

- 7 Committee Meetings (updated July 2025)
- 5 Board Meetings (updated July 2025)
- 2 Public Input Opportunities (and survey)

Establishing a Clear Framework for the Process:

Defining a structured framework ensures that the final outcomes align with Board priorities and are positioned for successful approval and implementation.

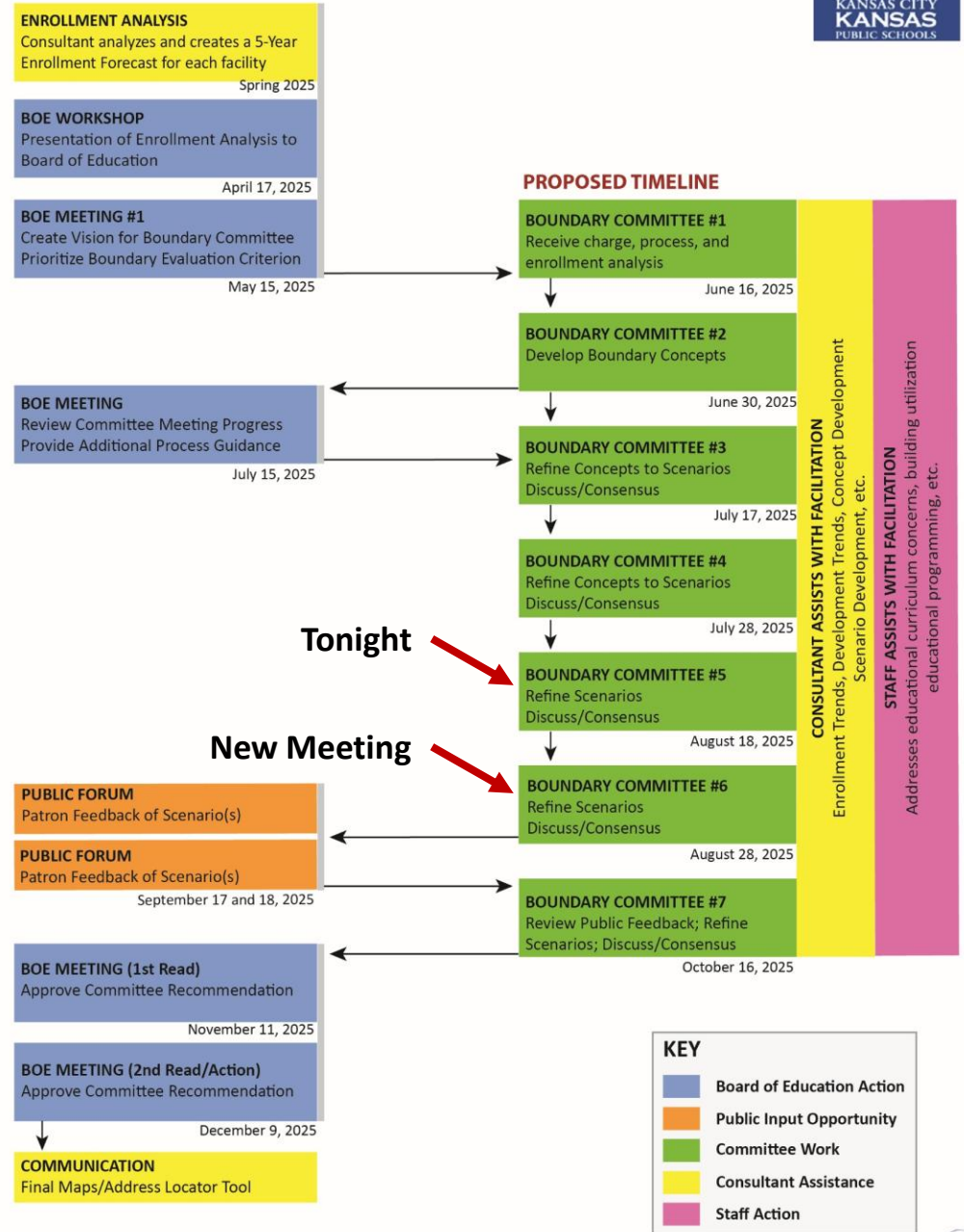
A well-defined process fosters transparency, accountability, and efficiency in decision-making.

RSP Role as Facilitator:

- ☐ Provide data analytics to utilize in process
- ☐ Guide discussion and keep conversations on-task
- ☐ Lead committee activities to consider new ideas, compare differences, build consensus, etc.

There may be **tough conversations** needed at meetings to move the school district in the direction **best for students and to meet BOE objectives**. RSP is not advocating for or against any decision but **facilitating** the work of this committee.

PROPOSED COMPREHENSIVE BOUNDARY PROCESS 2024/25 School Year



Process Objectives and Solutions

Focus: Comprehensive Approach

Key Objectives:

- ❑ Consider right-sizing the number of students by building as aligned with each feeder
For existing inventory, consider use of spaces, facility condition assessments, and other metrics
- ❑ Review all three levels of boundaries (Elementary School, Middle School, and High School)

Solution: Adjustment to all feeders to achieve objectives

Guiding Principles (BOE Guidance May 25, 2025)

- Focus changes where there is ability to right size the enrollment and building utilization by feeder
- Attendance area changes should be recommended for the 2026/27 school year
- Address building challenges of over-capacity and under-utilization throughout the district
- Prioritize a complete feeder system from elementary to middle to high schools
- The district to continue with class size guidelines when considering enrollment balance

Specific Challenges to Address:

- ✓ Combination of Silver City and Noble Prentis sites (new build)
- ✓ Over-utilization of Carl B. Bruce Middle School
- ✓ Enrollment imbalance at the high school level (Wyandotte HS larger than other schools)

Other Considerations (not limited to):

- *Comprehensive look at capacity, utilization, and enrollment: Ideal school size, Facility Condition Assessments, Program and building locations, feeder alignment*
- *Future programming implementation: SPED (ASD, Life Skills), ELL, PK*

Process Boundary Criteria

Note: All Boundary Criteria are important and will be analyzed in this process. A prioritize list of boundary criteria ensures that in cases of contradictory criteria, the recommendation(s) will meet board objectives.

BOE Guidance May 25, 2025

Boundary Criteria Prioritization Activity	BOE #1	BOE #2	BOE #3	BOE #4	BOE #5	Count	Avg Rank	Final Score	Final Rank
Feeder System		2	1	2	1	6	1.75	7.4	1
Projected Enrollment/Building Utilization	1	1		1		3	1	6	2
Transportation Considerations		3	3	3	4	13	3.75	5.8	3
Fiscal Considerations - Operational	2			1	2	5	2.67	5	4
Fiscal Consideration - Capital	2				2	4	2	3.6	5
Neighborhoods Intact	3		2			5	3	3.2	6
Students Impacted in Boundary Change					3	3	4	1.4	7
Boundary Natural Features	0	0	0	0	0	0	0	0	8
Demographic Considerations	0	0	0	0	0	0	0	0	9
Duration of Boundaries	0	0	0	0	0	0	0	0	10

Source: RSP & Associates, Social Pinpoint May 2025

1

Feeder System

- This factor addresses the ability for entire schools to cohort forward between grade levels
- Where possible, boundaries should be aligned between grade levels to enable an entire elementary feeding a middle school and an entire middle school feeding a high schools

2

Projected Enrollment/ Building Utilization

- Considers building utilization, student enrollment, staffing needs and the educational program(s)
- Where possible, attendance boundaries should be created to anticipate the projected enrollment and the program/current capacity of the building

3

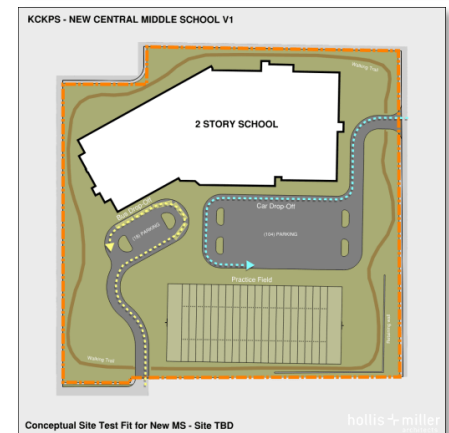
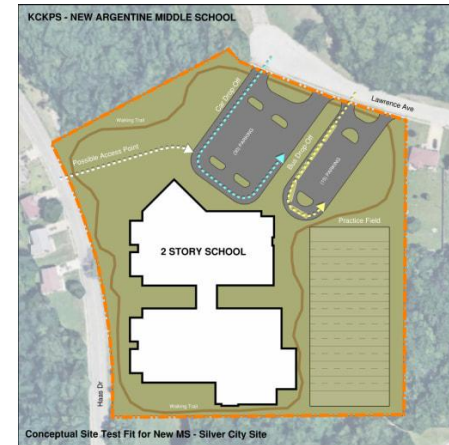
Transportation Considerations

- Boundary plan should consider proximity to school and actual travel times
- While students may not necessarily attend the closest school; distance, transportation time, and routing should be considered, and minimized where possible

2024 Bond Projects

Bond Projects:

- New Elementary School: Silver City and Noble Prentis Combined
 - 552-579 Student Capacity
 - New build on Noble Prentis Site; Silver City retired
 - Students to stay in their current buildings while new school is constructed
- New Argentine Middle School
 - 600-730 Student Capacity
 - New build on Silver City site
- New Central Middle School
 - 675-805 Student Capacity
 - New build on existing Central site (New build on site within same demographic area)
- Adding classrooms to Sumner Academy of Arts and Science
 - Will likely include five classrooms, additional restrooms, a weight room and allow the school to stop using mobile classrooms.
 - Three rooms within the current building will be repurposed to classrooms.



Source: District Administration

School Closure Procedure

72-1431. School buildings, closing; procedure; administrative review, when; state board of education advisory determinations; reconsideration of action.

(a) As used in this section, "school building" means any building or structure operated or maintained by the board of education of a unified school district.

(b) The board of education of any unified school district, by adoption of a resolution, **may close any school building at any time the board determines** that the building should be closed to improve the school system of the unified school district. The **board of education may close more than one school building in one resolution**. A resolution adopted pursuant to this section shall require a majority vote of the members of the board of education and shall require no other approval.

(c) Prior to adopting a resolution closing any school building, the board of education **shall call and hold a hearing on the proposal**. The notice of such hearing shall include the reasons for the proposed closing, the name of any affected school building and the name of any school building to which the involved students shall be reassigned. Such notice also shall include the time, date and place of the public hearing to be held on the proposal. Such notice shall be published at least once each week for two consecutive weeks in a newspaper of general circulation in the school district. The last publication shall be **at least 10 but not more than 20 days prior to the date of the public hearing**.

(d) At any such hearing, the board shall **hear testimony as to the advisability of the proposed closing**, and a representative of the board shall present the board's proposal for such closing. Following the public hearing, or any continuation of such hearing, and after considering all of the testimony and evidence presented or submitted at the public hearing, the board shall determine whether the school building should be closed to improve the school system of the unified school district.

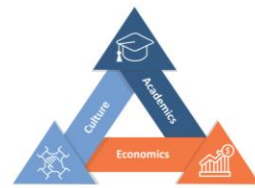
(e) The state board of education **shall conduct an administrative review** of a resolution adopted pursuant to this section **if the state board receives a request for administrative review signed by at least 5% of the registered voters** of such school district who are dissatisfied with such resolution not later than 45 days after the adoption of such resolution. Such request shall be made in such form and manner as prescribed by the state board of education. Upon receipt of any such request, the state board of education shall review the resolution to determine the reasonableness thereof. Not later than 45 days after receipt of any such request, the state board shall issue an advisory determination to the school district that states whether the school district's resolution is reasonable under the totality of the circumstances. Such advisory determination may include recommendations regarding modifying or rescinding the resolution. If the state board receives more than one request for administrative review on the same school district resolution, the state board may dismiss any requests received after the initial request or combine such requests with the initial request.

(f) Upon receipt of an advisory determination issued pursuant to subsection (e), including any advisory determination that the resolution is reasonable, the board of education of such school district shall reconsider such resolution. In reconsidering such resolution, the board of education shall hold a public hearing in accordance with the provisions of subsections (c) and (d) and may approve, modify and approve or rescind such resolution upon the conclusion of such hearing.

(g) No resolution adopted pursuant to this section shall be effective until the **45-day time period** provided under subsection (e) has elapsed without a request for administrative review.

Note: There may be additional circumstances like historic registry that impact this procedure.

Process Understanding



The district is facing **growing financial challenges** that require us to think differently about how we operate. These challenges may include (but not limited to):

- Budget Realities: Rising operational costs (utilities, transportation, maintenance, staff), coupled with flat or declining enrollment in some areas, stretch the budget thin and reduce flexibility to invest in classrooms and student supports.
- Student Resource Implications: Maintaining underutilized or inefficient buildings spreads resources too thin, making it harder to provide equitable access to technology, specialists, extracurriculars, and academic support across all schools.
- Operational Sustainability: The current configuration of facilities may not reflect modern educational practices or community needs. Operating inefficiencies today can limit the district's ability to adapt for tomorrow.

By exploring **opportunities** to optimize district facilities and operations, KCKPS can create a stronger, more equitable, and more sustainable future for all students.

- Academic Lens
 - Reconfiguring school buildings could provide additional opportunities for reinvestment in core programming or support services such as counselors, intervention, enrichment).
 - More balanced enrollment across buildings supports smaller class sizes, improved staffing ratios, minimize shared resources between buildings, and more consistent programming (STEM, Arts, Special Education).
- Culture Lens
 - Ensuring all students, regardless of where they attend school, have access to high-quality facilities and programming strengthens district-wide cohesion.
 - Reimagining how a reorganization of space can build a more connected, future-ready district culture – aligned to community priorities and modern learning environments.
- Economic Lens
 - Efficient use of space means less spending on underutilized buildings, transportation, and maintenance (allowing more dollars to go directly to the classroom).
 - Being able to respond proactively to enrollment shifts now prevents more disruptive changes later.

Why Now vs. Future? Delaying decisions puts increasing strain on the district, limits our ability to make strategic investments, and risks being forced into reactive, rather than proactive, choices. Starting now gives the district time to plan thoughtfully, engage the community, and implement changes in a way that supports students and staff at every step.

Understanding Building Efficiency

Balancing enrollment throughout the district is critical to ensuring equitable access to resources, staffing, and opportunities.

When buildings have **more** students than their capacities, there are likely **over-utilization challenges**:

- RSP defines over-utilization when enrollment exceeds 100% of the building capacity
- Over-utilization challenges could include:
 - Overcrowded classrooms and increased strain on staff
 - Inadequate access to shared spaces (cafeteria, gym, restrooms, etc.)
 - Safety concerns due to exceeding building occupancy
 - Transportation and logistical inefficiencies

When building have significantly less students than their capacity, there are likely **under-utilization challenges**:

- RSP defines under-utilization when enrollment is less than 70% of the building capacity
- Under-utilization challenges could include:
 - Inefficient use of operational funds (utilities, maintenance, staffing)
 - Difficulty maintaining academic and extracurricular offerings
 - Potential for staff reductions or consolidation of services
 - Increased per-student costs

There may be other reasons and advantages to boundary adjustments that fall outside of building efficiency metrics:

- District-wide equity in access to programming and services (planning for programmatic shifts)
- Support for broader Board of Education goals, such as:
 - Advancing educational equity and inclusion
 - Ensuring fiscal responsibility across the district
 - Anticipating future demographic or housing growth patterns
- Enhancing the overall student experience
 - Transportation time and safety
 - School climate and discipline issues
 - Staff distribution and retention strategies

Optimal Utilization: 85-95%

Elementary Facility Score (Hollis + Miller)

FACILITY SCORES

FACILITY MASTER PLAN - ASSESSMENT SCORING							
	Banneker ES	Bertram Caruthers ES	Claude Huyck ES	Douglass ES	Emerson ES	Eugene Ware ES	Frances Willard ES
1. Building Site, Landscaping etc.	5.75	6.50	7.00	5.25	5.25	5.75	6.25
2. Building Structure & Exterior Envelope	10.40	11.20	11.20	12.00	10.40	9.60	10.40
3. Building Systems / Maintainability	12.67	13.33	13.33	16.67	8.67	15.33	14.00
4. Interior Environment/ Maintainability	13.85	15.03	15.81	15.00	12.77	15.95	14.61
5. Accessibility, Environmental & Safety	9.00	13.00	15.00	13.00	9.00	11.00	15.00
6. Future Ready Learning Environments	2.00	4.00	4.00	4.00	2.00	4.00	4.00
OVERALL TOTAL	53.67	63.06	66.35	65.91	48.08	61.63	64.26

FACILITY MASTER PLAN - ASSESSMENT SCORING							
	Frank Rushton ES	Grant ES	Hazel Grove ES	John F Kennedy ES	John Fiske ES	Lindbergh ES	Lowell Brune ES
1. Building Site, Landscaping etc.	7.75	6.75	8.50	5.50	6.25	4.75	9.25
2. Building Structure & Exterior Envelope	19.20	12.80	16.80	12.00	13.60	7.20	16.00
3. Building Systems / Maintainability	20.00	18.00	20.00	14.67	18.67	13.33	20.00
4. Interior Environment/ Maintainability	19.84	15.46	18.32	14.52	15.25	12.02	20.00
5. Accessibility, Environmental & Safety	20.00	13.00	17.00	11.00	15.00	10.00	20.00
6. Future Ready Learning Environments	6.00	4.00	6.00	2.00	4.00	4.00	6.00
OVERALL TOTAL	92.79	70.01	86.62	59.69	72.76	51.30	91.25

FACILITY MASTER PLAN - ASSESSMENT SCORING							
	Mark Twain ES	McKinley ES	ME Pearson ES	New Chelsea ES	New Stanley ES	Noble Prentis ES	Quindaro ES
1. Building Site, Landscaping etc.	6.25	6.25	5.50	6.25	5.00	5.50	7.25
2. Building Structure & Exterior Envelope	16.00	15.20	11.20	14.40	11.20	12.80	12.00
3. Building Systems / Maintainability	18.67	18.67	12.00	18.00	12.00	15.33	14.00
4. Interior Environment/ Maintainability	18.86	15.35	9.85	14.62	11.57	11.66	14.51
5. Accessibility, Environmental & Safety	17.00	15.00	12.00	16.00	5.00	9.00	15.00
6. Future Ready Learning Environments	6.00	6.00	4.00	6.00	2.00	4.00	2.00
OVERALL TOTAL	82.78	76.47	54.55	75.27	46.77	58.29	64.76

FACILITY MASTER PLAN - ASSESSMENT SCORING							
	Silver City ES	Stony Point North ES	Stony Point South ES	TA Edison ES	Welborn ES	West Park ES	Whittier ES
1. Building Site, Landscaping etc.	6.00	5.75	5.75	6.25	10.00	8.50	5.50
2. Building Structure & Exterior Envelope	12.00	14.40	13.60	13.60	16.00	18.40	13.60
3. Building Systems / Maintainability	10.67	14.00	14.67	17.33	19.33	20.00	13.33
4. Interior Environment/ Maintainability	14.15	14.66	13.31	17.38	19.00	19.08	12.49
5. Accessibility, Environmental & Safety	14.00	14.00	10.00	14.00	18.00	19.00	12.00
6. Future Ready Learning Environments	2.00	4.00	2.00	6.00	6.00	6.00	2.00
OVERALL TOTAL	58.82	66.81	59.32	74.56	88.33	90.98	58.92

Source: Hollis + Miller [Facility Master Plan 2023](#)

Secondary Facility Score (Hollis + Miller)

FACILITY SCORES

FACILITY MASTER PLAN - ASSESSMENT SCORING							
School	Argentine MS	Arrowhead MS	Carl B Bruce MS	Central MS	Eisenhower MS	Gloria Willis MS	Rosedale MS
1. Building Site, Landscaping etc.	4.25	6.00	9.75	4.50	5.50	9.50	5.75
2. Building Structure & Exterior Envelope	12.80	11.20	19.20	13.60	15.20	19.20	12.80
3. Building Systems / Maintainability	14.67	15.33	18.00	12.00	11.33	20.00	13.33
4. Interior Environment/ Maintainability	12.58	15.54	18.66	12.98	12.26	19.75	13.25
5. Accessibility, Environmental & Safety	7.00	13.00	19.00	10.00	13.00	20.00	12.00
6. Future Ready Learning Environments	4.00	4.00	10.00	4.00	4.00	10.00	4.00
OVERALL TOTAL	55.30	65.07	94.61	57.08	61.29	98.45	61.13

SCHOOL SCORE RANKING	SCORE	YEAR
Gloria Willis MS	98.45	2019
Carl B Bruce MS	94.61	2020
Arrowhead MS	65.07	1964
Eisenhower MS	61.29	1973
Rosedale MS	61.13	1927
Central MS	57.08	1915
Argentine MS	55.30	1930

FACILITY AGE:
2000 – Current Facilities (2)
1960 – 1979 Facilities (2)
Pre 1960 Facilities (3)

FACILITY SCORES

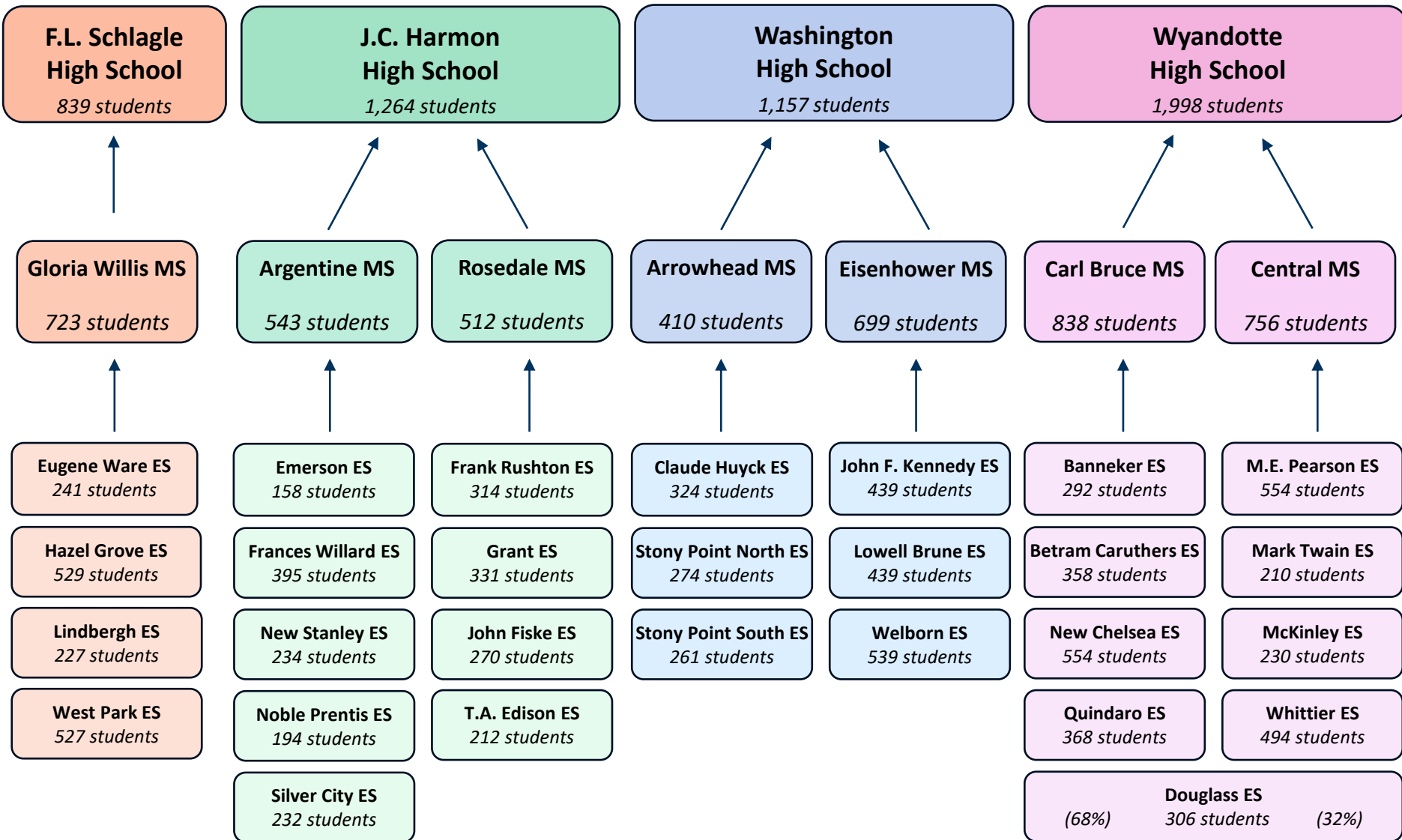
FACILITY MASTER PLAN - ASSESSMENT SCORING					
School	Harmon HS	Schlagle HS	Sumner Academy	Washington HS	Wyandotte HS
1. Building Site, Landscaping etc.	6.00	5.75	5.75	6.25	6.00
2. Building Structure & Exterior Envelope	11.20	12.80	10.40	11.20	12.80
3. Building Systems / Maintainability	11.33	15.33	17.33	14.00	15.33
4. Interior Environment/ Maintainability	14.62	12.62	13.78	13.76	12.98
5. Accessibility, Environmental & Safety	12.00	14.00	13.00	9.00	12.00
6. Future Ready Learning Environments	4.00	6.00	6.00	4.00	4.00
OVERALL TOTAL	59.15	66.50	66.26	58.21	63.11

SCHOOL SCORE RANKING	SCORE	YEAR
Schlagle HS	66.50	1973
Sumner Academy	66.26	1939
Wyandotte HS	63.11	1936
Harmon HS	59.15	1973
Washington HS	58.21	1931

FACILITY AGE:
1970's Facilities (2)
1930's Facilities (3)

Source: Hollis + Miller [Facility Master Plan 2023](#)

Kansas City Kansas Public Schools



The district operates a mostly **complete feeder system**. Only Douglass Elementary is split between middle schools. Schools that do not have attendance boundaries serving all students in the District include: Sumner Academy, Bridges, and Fairfax Learning Center (schools without boundaries contribute to the intra-district movement and student choice options).

Past Enrollment by Grade

KANSAS SCHOOL DISTRICT - Dept of Education

Enrollment By Grade

Year	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	K-12		
														Total	Change	% Change
2014/15	1,857	1,863	1,798	1,807	1,724	1,626	1,585	1,553	1,460	1,717	1,441	1,220	1,014	20,665	249	1.2%
2015/16	1,764	1,827	1,847	1,796	1,799	1,671	1,539	1,565	1,560	1,667	1,398	1,232	1,130	20,795	130	0.6%
2016/17	1,641	1,732	1,787	1,796	1,765	1,788	1,597	1,532	1,558	1,794	1,475	1,237	1,082	20,784	-11	-0.1%
2017/18	1,796	1,671	1,708	1,770	1,823	1,762	1,728	1,609	1,547	1,949	1,490	1,250	1,121	21,224	440	2.1%
2018/19	1,692	1,747	1,644	1,723	1,742	1,797	1,706	1,730	1,586	1,690	1,668	1,319	1,157	21,201	-23	-0.1%
2019/20	1,722	1,705	1,784	1,645	1,726	1,782	1,728	1,721	1,733	1,805	1,504	1,377	1,251	21,483	282	1.3%
2020/21	1,501	1,639	1,599	1,680	1,539	1,641	1,646	1,671	1,662	1,752	1,630	1,351	1,248	20,559	-924	-4.3%
2021/22	1,629	1,566	1,616	1,590	1,637	1,521	1,597	1,627	1,645	1,932	1,593	1,455	1,219	20,627	68	0.3%
2022/23	1,471	1,648	1,515	1,590	1,553	1,598	1,430	1,531	1,592	1,801	1,573	1,410	1,281	19,993	-634	-3.1%
2023/24	1,412	1,525	1,644	1,523	1,556	1,535	1,491	1,455	1,517	1,757	1,558	1,408	1,257	19,638	-355	-1.8%
2024/25	1,608	1,501	1,542	1,678	1,591	1,586	1,489	1,501	1,493	1,804	1,503	1,455	1,369	20,120	482	2.5%

Source: Kansas Department of Education and Kansas City Public Schools (2010/11 to 2023/24)

*Note: student data does not include Bridges Program

Enrollment Grade Change

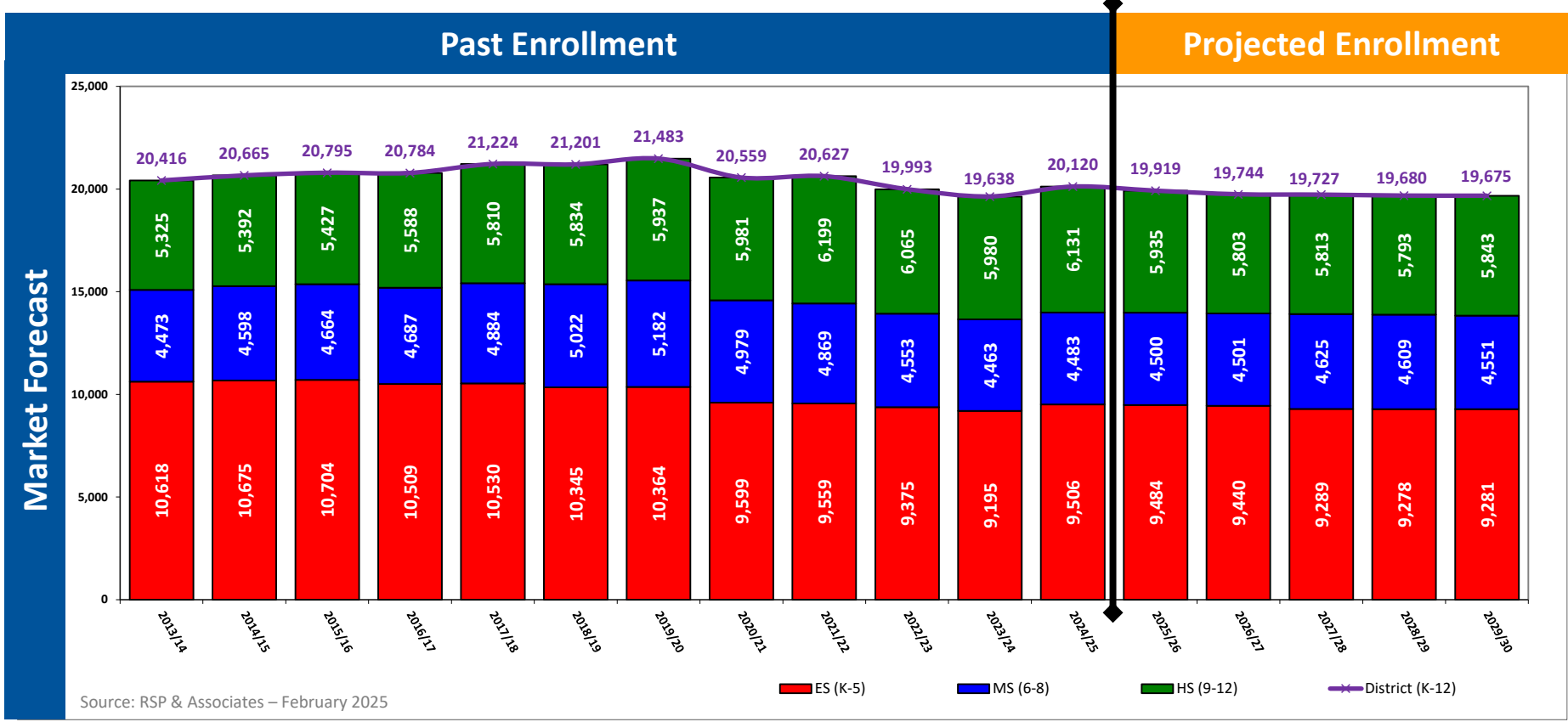
From	To	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	K-12	
		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Change	% Change
2014/15	2015/16	-30	-16	-2	-8	-53	-87	-20	7	207	-319	-209	-90	130	0.6%
2015/16	2016/17	-32	-40	-51	-31	-11	-74	-7	-7	234	-192	-161	-150	-11	-0.1%
2016/17	2017/18	30	-24	-17	27	-3	-60	12	15	391	-304	-225	-116	440	2.1%
2017/18	2018/19	-49	-27	15	-28	-26	-56	2	-23	143	-281	-171	-93	-23	-0.1%
2018/19	2019/20	13	37	1	3	40	-69	15	3	219	-186	-291	-68	282	1.3%
2019/20	2020/21	-83	-106	-104	-106	-85	-136	-57	-59	19	-175	-153	-129	-924	-4.3%
2020/21	2021/22	65	-23	-9	-43	-18	-44	-19	-26	270	-159	-175	-132	68	0.3%
2021/22	2022/23	19	-51	-26	-37	-39	-91	-66	-35	156	-359	-183	-174	-634	-3.1%
2022/23	2023/24	54	-4	8	-34	-18	-107	25	-14	165	-243	-165	-153	-355	-1.8%
2023/24	2024/25	89	17	34	68	30	-46	10	38	287	-254	-103	-39	482	2.5%
3-Year Average		54.0	-12.7	5.3	-1.0	-9.0	-81.3	-10.3	-3.7	202.7	-285.3	-150.3	-122.0	-169.0	-0.8%
3-Year Weighted Average		65.7	-1.3	15.3	16.5	2.5	-73.8	2.3	8.5	224.5	-267.8	-137.0	-99.5	17.0	0.1%

Source: Kansas Department of Education and Kansas City Public Schools (2010/11 to 2023/24)

Observations:

- There is a total 20,120 students in the District this year (K-12)
- Enrollment increased by 482 students from last year
- Graduating senior class is smaller than the incoming Kdg class which tends to increase total enrollment
- 2024/25 K-12 cohort changes averaged +11 students; this is the first positive cohort change seen since before 2006/07

Past, Current, & Future Enrollment



Observations:

- Enrollment Change – Overall enrollment forecasted to be about 19,675 students by 2029/30 (**decreasing to stable enrollment**)
 - **District** decreases by about 445 students (-2.2%) (Annual Range: -3.0% to +1.3% a year)
 - **Elementary** decreases by about 225 students (-2.4%) (Annual Range: -1.6% to -0.1% a year)
 - **Middle School** increases by about 68 students (+1.5%) (Annual Range: -1.3% to +2.8% a year)
 - **High School** decreases by about 288 students (-4.7%) (Annual Range: -3.2% to +0.2% a year)
- Enrollment increase experienced in 2024/25 has strongly impacted enrollment projections; enrollment trends should be continually monitored to determine if the 2024/25 cohort growth is an anomaly this year

What is Capacity?

School capacity can be defined in several ways, and calculating it accurately requires detailed analysis.

Capacity is not fixed (fluid number) — it can shift from year to year based on programming, class size policies, student schedules, and use of space.

Common Ways to Define Capacity:

- Design Capacity: Based on the number of standard classrooms multiplied by the maximum allowable class size.
- Square Footage per Student: Calculates capacity by dividing total building space by the number of students, then comparing to established standards.
- Program Capacity: Reflects the number of students a building can support based on teaching stations and average class sizes by grade level or subject.
- Desired Class Size: Represents the ideal number of students per class for planning and scheduling (often lower than the standard maximum).
- Standard Class Size: Uses district-approved student-to-teacher ratios to set planning and staffing thresholds.
- Portable Classrooms: Includes capacity from portables, based on how they're used (Core, Elective, or Support), and applying relevant student load assumptions.
- Functional Capacity: Measures how many students a building can serve by factoring in current educational programs, class size expectations, and how space is scheduled and utilized.

Main Takeaway: Per committee request, RSP investigated past and recent capacity studies. The Hollis+Miller study provides the most current assessment of KCKPS building capacities.

How was Hollis+Miller Capacity determined?

Recommended Capacities are based on the average of (3) variables with a functional capacity factor (or utilization rate) included to account for other variables such as schedule structure, fluctuations in grade level enrollment (low or high years), and other considerations to balance overall capacity considerations.

Understanding ES and MS Capacity:

- Numbers are based on count and square footage of core classrooms
- Numbers **do not** include classrooms categorized as:
 - Elective/special (Art, Gym, Music)
 - Support/resource (SPED, ELL)
- Core classrooms are assigned student class size (from KCKPS)
 - K-2 = 1:21 ideal, 1:23 max
 - 3-8 = 1:23 ideal, 1:25 max

Understanding HS Capacity:

- Numbers are based on count and square footage of core classrooms
- Numbers **do** include elective/ special classrooms (Art, Gym) that are scheduled throughout day
- Numbers **do not** include classrooms for special/resource programming
- Core classrooms are assigned student class size (from KCKPS)
 - 9-12 = 1:23 ideal, 1:27 max

DESIGN CAPACITY = *based on typical design standards*

- Grades PK / ECC : 65 sq ft per student
- Grades K-8 : 35 sq ft per student
- Grades 9 - 12: 45 sq ft per student

SCHOOL OBSERVED CAPACITY = *how many students (or student workstations) are observed during analysis*

DESIRES STANDARD CAPACITY = *created using regional or state guidelines, unless specific targets are provided by district. This study utilizes targets provided by KCKPS for each learning level.*

Desired / Max Standard:

- Grades K-2 = 1:21 Ideal / 1:23 Max
- Grades 3-12 = 1:23 Ideal / 1:25 Max

FUNCTIONAL CAPACITY FACTOR = *overall utilization rate; varies depending on how well utilized buildings are (i.e. number of plan periods, etc. where rooms remain empty throughout day)*

- ECC / Elementary = 95%
- Middle School = 90%
- High School = 80%

Educational Capacity Analysis							Frank Rushton	
2023 Facility Master Plan							KOPMS	
Current Enrollment:			317		School Capacity:		473	
Grades Served: K-8								
ROOM #	NAME	AREA (SF)	DESIGN SEATING	STUDENT CAPACITY	POTENTIAL MAX OBSERVED	DESIRED STANDARD		
Classroom Learning Areas								
130	2nd Grade Classroom	860	22	24	24	24		
132	2nd Grade Classroom	895	22	24	24	24		
134	2nd Grade Classroom	895	20	24	24	24		
137	1st Grade Classroom	810	21	24	24	24		
138	1st Grade Classroom	860	21	24	24	24		
140	1st Grade Classroom	895	25	26	28	24		
150	Kindergarten Classroom	810	21	24	24	24		
151	Kindergarten Classroom	1010	28	31	28	24		
154	Pre School	1010	28	31	28	24		
157	Pre School	1010	28	31	28	24		
160	Kindergarten Classroom	1010	28	28	28	24		
Specialty Learning Areas								
223	Art	865	24	25	24	24		
227	Music	865	24	25	24	24		
230	3rd Grade Classroom	895	25	26	24	24		
233	3rd Grade Classroom	895	25	26	24	24		
234	3rd Grade Classroom	895	25	26	24	24		
237	3rd Grade Classroom	810	21	24	24	24		
250	4th Grade Classroom	860	24	26	24	24		
251	4th Grade Classroom	860	24	30	24	24		
252	4th Grade Classroom	860	24	22	24	24		
253	4th Grade Classroom	860	24	26	24	24		
254	4th Grade Classroom	860	24	26	24	24		
255	4th Grade Classroom	860	24	26	24	24		
256	4th Grade Classroom	860	24	26	24	24		
259	4th Grade Classroom	859	24	27	24	24		
TOTAL CAPACITIES			489	516	500	480		
FUNCTIONAL CAPACITY (95%)			465	474	490	475		
TOTAL RECOMMENDED CAPACITY							473	

- ECC, ELEMENTARY & MIDDLE SCHOOL CAPACITY**

 - As utilized currently, does NOT include 'specials' such as Art, Music, Gym, or 'support/resource' spaces unless it is a dedicated / specialized classroom where students remain all day.
- HIGH SCHOOL CAPACITY**

 - As utilized currently, capacity for high schools DOES include 'specials' such as Art, Music, Gym, etc. that are scheduled rotationally throughout the day (not same cohort moving together). 'Support/resource' spaces are NOT included similar to ECC/ES/MS unless it is a dedicated / specialized classroom where students remain all day.

Capacity Update

Meeting #4 Update:

- Difference between capacity provided to RSP that was used in this year’s Enrollment Analysis (and all previous reports)
- RSP met with Hollis+Miller to discuss the difference between numbers
- Table illustrates the district capacity (used in process so far) and the updated Hollis+Miller capacity

Impact of Capacity Update on Process:

- Utilization of buildings is generally higher; there is less under-utilized space:
 - District-wide utilization of capacity increased from **74.1% to 86.2%**
 - Elementary utilization of capacity increased from **71.7% to 81.7%**
 - Middle School utilization of capacity increased from **72.9% to 82.9%**
 - High School (+Sumner) utilization of capacity increased from **79.0% to 95.9%**
- Solutions to achieve financial savings and facility footprint reduction are minimized
- High School balance will be challenging with district-wide utilization of over 95%

Main Takeaway: When all of the current bond projects are complete (new builds and repurposed schools), the district total capacity is: **23,360**

School	Grade	District Capacity	Hollis + Miller Capacity	Capacity Difference	Bond Project Capacities	24/25 Reside Students	24/25 Attend Students	District Capacity Utilization	Update Capacity Utilization
Banneker	ES	555	457	98		292	269		
Bertram Caruthers	ES	500	406	94		358	364		
Claude Huyck	ES	375	308	67		324	304		
Douglass	ES	580	459	121		306	285		
Emerson	ES	244	209	35		158	171		
Eugene Ware	ES	312	295	18		241	242		
Frances Willard	ES	595	472	123		395	434		
Frank Rushton	ES	500	473	27		314	319		
Grant	ES	398	351	47		331	289		
Hazel Grove	ES	592	550	42		529	537		
John F Kennedy	ES	485	429	56		439	420		
John Fiske	ES	375	379	-4		270	288		
Lindbergh	ES	265	228	37		227	216		
Lowell Brune	ES	558	566	-8		439	432		
Mark Twain	ES	341	275	66		210	222		
McKinley	ES	341	324	17		230	243		
M.E. Pearson	ES	720	635	85		554	566		
New Chelsea	ES	644	594	50		554	557		
New Stanley	ES	343	278	65		234	251		
Noble Prentis	ES	275	268	7	550	194	193		
Quindaro	ES	576	497	79		368	325		
Silver City	ES	440	363	77	0	232	247		
Stony Point North	ES	650	380	270		274	300		
Stony Point South	ES	465	339	126		261	247		
T.A. Edison	ES	412	377	35		212	244		
Welborn	ES	558	605	-47		539	504		
West Park	ES	558	598	-40		527	534		
Whittier	ES	602	606	-4		494	503		
Argentine	MS	950	700	250	730	543	518		
Arrowhead	MS	662	490	172		410	412		
Carl B. Bruce	MS	850	830	20		838	821		
Central	MS	850	674	176	805	756	688		
Eisenhower	MS	855	786	69		699	634		
Gloria Willis	MS	848	857	-9		723	737		
Rosedale	MS	900	704	196		512	501		
F.L. Schlagle	HS	1,512	1,093	419		949	841		
J.C. Harmon	HS	1,578	1,266	312		1,484	1,285		
Sumner Academy	Sign.	1,200	1,161	39		28	1,045		
Washington	HS	1,440	1,279	161		1,439	1,178		
Wyandotte	HS	2,184	1,718	466		2,233	1,902		
Bridges	Other	0	0	0		15	15		
Alfred Fairfax Aca.	Other	100	0	100		0	52		
District Total:		27,188	23,280	3,908	23,360	20,135	20,135	74.1%	86.2%
Elementary Total:		13,259	11,722	1,537	11,641	9,506	9,506	71.7%	81.7%
Middle School Total:		5,915	5,041	874	5,201	4,481	4,311	72.9%	82.9%
High School & Sumner Total:		7,914	6,518	1,396	6,518	6,133	6,251	79.0%	95.9%

Sources: KCKPS and Hollis+Miller FMP 2023
Disclaimer: Updated to reflect Hollis+Miller 09/2023 update

Note: Utilization percentages utilizing 24/25 Attend Enrollment

Facility Conditions

2023 Facility Study from Hollis + Miller Architects:

Scores that are less than 59.9 (Poor or Unsatisfactory condition) are highlighted in **red font**.

○ **SCORING:**

- 90-100: Like New / Excellent Condition
No to minimal physical / infrastructure needs; facility new or well maintained
- 80-90: Good Condition
Minimal physical / infrastructure needs; facility is Satisfactorily Maintained
- 70-80: Fair Condition
Moderate physical / infrastructure needs; maintenance required
- 60-70: Poor Condition
Major physical / infrastructure needs; significant maintenance required
- 0-59: Unsatisfactory Condition;
Significant physical/infrastructure and maintenance required
Facility should be considered for significant improvements/renovation and/or for future replacement

○ **SCORING CONSIDERATIONS:**

- Buildings within the District range from 3 to 105 years old
 - Facility Scores range from 47% up to 98% (51% variance)
- Scores do not always correlate with age of building for various reasons: Recent / Major Renovations & Additions, Initial Construction Type / Limitations, Site Constraints – some of these are limiting factors that cannot be changed without additional land expansion or relocation of facility, Programmatic/Functional Learning Environment Opportunities Vary, Other

Source: Hollis + Miller [Facility Master Plan 2023](#)

School	Grade	Year Built	Assessment Score
Frank Rushton	ES	2016	92.79
Lowell Brune	ES	2020	91.25
West Park	ES	2020	90.98
Welborn	ES	2019	88.33
Hazel Grove	ES	2013	86.62
Mark Twain	ES	2013	82.78
McKinley	ES	2014	76.47
New Chelsea	ES	2000	75.27
TA Edison	ES	1954	74.56
John Fiske	ES	1983	72.76
Grant	ES	1956	70.01
Stony Point North	ES	1958	66.81
Claude Huyck	ES	1965	66.35
Douglass	ES	1963	65.91
Quindaro	ES	1974	64.76
Frances Willard	ES	1956	64.26
Bertram Caruthers	ES	1962	63.06
Eugene Ware	ES	1949	61.63
John F Kennedy	ES	1965	59.69
Stony Point South	ES	1974	59.32
Whittier	ES	1991	58.92
Silver City	ES	1970	58.82
Noble Prentis	ES	1949	58.29
M.E. Pearson	ES	1975	54.55
Banneker	ES	1972	53.67
Lindbergh	ES	1950	51.3
Emerson	ES	1959	48.08
New Stanley	ES	1923	46.77
Gloria Willis	MS	2019	98.45
Carl B Bruce	MS	2020	94.61
Arrowhead	MS	1964	65.07
Eisenhower	MS	1973	61.29
Rosedale	MS	1927	61.13
Central	MS	1915	57.08
Argentine	MS	1930	55.3
F.L. Schlagle	HS	1973	66.5
Wynadotte	HS	1936	63.11
J.C Harmon	HS	1973	59.15
Washington	HS	1931	58.21
Sumner Academy	Sign.	1939	66.26
Bridges	ECC	1971	58.67
Alfred Fairfax Axademy	ECC	1924	43.11

Current Boundary Outlook

Feeders	Levels	Reside Enrollment		H+M Capacity	Capacity Utilization	
		2024/25	2029/30		2024/25	2029/30
F.L. Schlagle	ES	1,524	1,443	1,670	91%	86%
	MS	698	752	857	81%	90%
	HS	839	886	1,093	77%	85%
	Total	3,061	3,081	3,620	85%	87%
J.C. Harmon <i>Includes combo of Noble Prentis & Silver City and New Argentine</i>	ES	2,340	2,404	3,090	76%	70%
	MS	1,006	1,087	1,434	70%	77%
	HS	1,264	1,160	1,266	100%	94%
	Total	4,610	4,651	5,790	80%	76%
Washington	ES	2,276	2,205	2,628	87%	84%
	MS	1,060	976	1,276	83%	78%
	HS	1,157	1,183	1,279	90%	95%
	Total	4,493	4,364	5,183	87%	85%
Wyandotte <i>Includes New Central</i>	ES	3,366	3,229	4,253	79%	76%
	MS	1,547	1,566	1,635	95%	97%
	HS	1,998	1,744	1,718	116%	105%
	Total	6,911	6,539	7,606	91%	87%
Other	Total	1,052	1,053	1,161	91%	94%
Total <i>(Includes Bond New Builds and Combinations)</i>	ES	9,506	9,281	11,641	82%	77%
	MS	4,481	4,551	5,202	86%	89%
	HS + Other	6,133	5,843	6,517	94%	93%
	Total	20,120	19,675	23,360	86%	84%

F.L. Schlagle Feeder

☐ All elementary and middle school are adequately utilized (between 70-100%)

J.C. Harmon Feeder

↓ Under-utilization at Emerson, Noble Prentis, Silver City, T.A. Edison schools

☐ Capacity reflects bond projects (Noble Prentis/Silver City, Argentine MS)

Washington Feeder

↓ Under-utilization: Lowell Brune and Stony Point South schools

↑ Over-utilization: Claude Huyck and John F. Kennedy schools

Wyandotte Feeder

↓ Under-utilization: Banneker, Douglass, Mark Twain, McKinley, and Quindaro

↑ Over-utilization: Carl Bruce Middle and Wyandotte High School

☐ Capacity reflects bond projects (Central MS)

← Includes Sumner & Fairfax students but only Sumner capacity
(Reside enrollment is Out of District and/or Unmatched students)

Source: RSP & Associates, LLC - April 2025

Updated 07/30/2025

Note: "Other" category includes Summer Academy (8th to 12th) and Fairfax Learning Center (9th to 12th).
Current Sumner students are pulled out of their residing boundary for middle and high school.

School Utilization Legend

Over 100% School Capacity

Under 70% School Capacity

Disclaimer. This is a projected outlook based on the information examined in this analysis. All past student data is exported from the district student database. The student database export may not always align with the Official Counts (Statistically 99% greater match by grade).

Sumner Academy 9-12 Enrollment: Students by Boundary:

2022/23 Student Data:

HS Transfers (9-12)	Student Transfer Attending School:							Net Change
Student Boundary Residing School:	F.L. Schlagle	J.C. Harmon	Sumner Academy	Washington	Wyandotte	Fairfax Learning Center	Transfer Out Total	
F.L. Schlagle		11	120	35	31	9	206	-101
J.C. Harmon	15		210	30	37	19	311	-219
Sumner Academy								860
Washington	30	18	296		14	19	377	-270
Wyandotte	60	63	234	42		17	416	-334
Fairfax Learning Center								64
Transfer In Total	105	92	860	107	82	64	1,310	

Source: KCKPS and RSP

2023/24 Student Data:

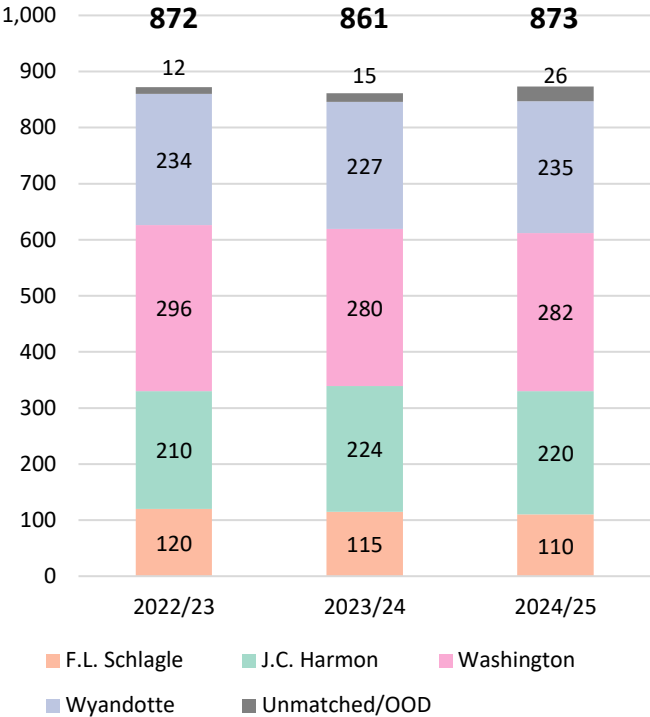
HS Transfers (9-12)	Student Transfer Attending School:							Net Change
Student Boundary Residing School:	F.L. Schlagle	J.C. Harmon	Sumner Academy	Washington	Wyandotte	Fairfax Learning Center	Transfer Out Total	
F.L. Schlagle		12	115	29	17	10	183	-105
J.C. Harmon	10		224	27	30	13	304	-224
Sumner Academy								846
Washington	39	15	280		16	19	369	-274
Wyandotte	29	53	227	39		24	372	-309
Fairfax Learning Center								66
Transfer In Total	78	80	846	95	63	66	1,228	

Source: KCKPS and RSP

2024/25 Student Data:

HS Transfers (9-12)	Student Transfer Attending School:							Net Change
Student Boundary Residing School:	F.L. Schlagle	J.C. Harmon	Sumner Academy	Washington	Wyandotte	Fairfax Learning Center	Transfer Out Total	
F.L. Schlagle		13	110	28	21	6	178	-108
J.C. Harmon	7		220	20	28	8	283	-199
Sumner Academy								847
Washington	33	15	282		14	13	357	-261
Wyandotte	30	56	235	48		25	394	-331
Fairfax Learning Center								52
Transfer In Total	70	84	847	96	63	52	1,212	

Source: KCKPS and RSP



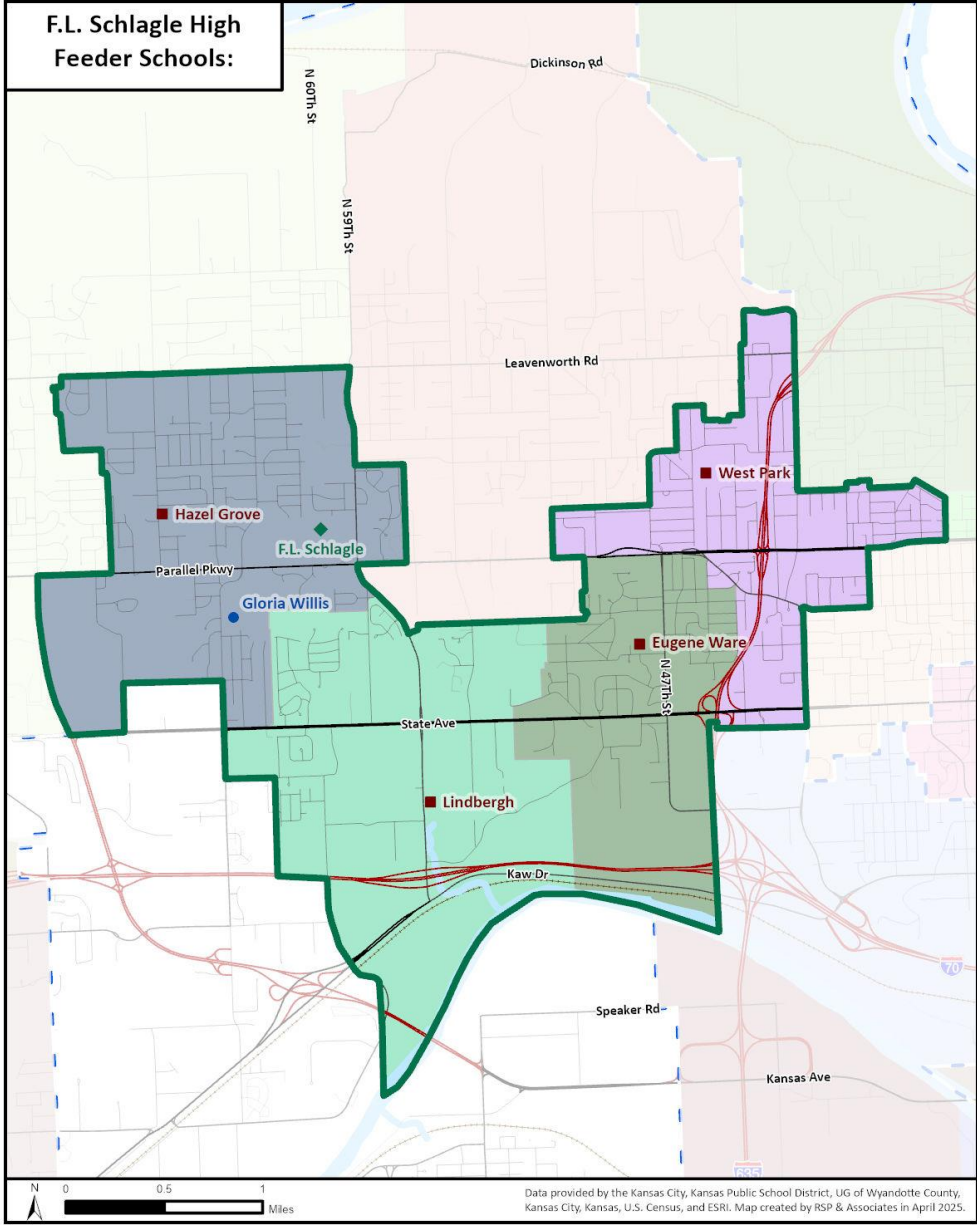
Source: KCKPS and RSP (Only HS transfers included)

- Sumner Academy has historically enrolled about 870 high school students (MS students not captured in tables)
 - Schlagle HS: Contributes about 15%
 - Harmon HS: Contributes about 25%
 - Washington HS: Contributes about 33%
 - Wyandotte HS: Contributed about 27%

Main Takeaway: About 850 students are pulled out of their boundaries for Sumner Academy and about 60 students are pulled out their boundaries for Fairfax. Each of the other high schools pull between 60-100 students some students from other high schools (relatively low net change).

F.L. Schlagle High Feeder: Fact Sheet (Capacity Updated)

Below 70% Utilization
Greater than 100% Utilization



Feeder Schools:	H+M Capacity	2025/26	2026/27	2027/28	2028/29	2029/30	2029/30
Eugene Ware ES	295	240	247	236	236	235	79.8%
Hazel Grove ES	550	527	535	532	541	539	98.0%
Lindbergh ES	228	225	224	211	206	211	92.5%
West Park ES	598	522	491	480	469	458	76.6%
Elementary Total	1,670	1,514	1,497	1,459	1,452	1,443	86.4%
Gloria Willis MS	857	720	714	773	758	752	87.8%
Middle School Total	857	720	714	773	758	752	87.8%
F.L. Schlagle HS	1,093	827	845	850	864	886	81.1%
Feeder Total:	3,620	3,061	3,056	3,082	3,074	3,081	85.1%

Source: RSP & Associates – February 2025
Note: Total projections may vary slightly from Enrollment Analysis due to rounding at the student and building level.

- Sumner Academy students NOT included in middle and high school projections:
- Over the past 3 years, an average of 115 students (12.5%) have transferred out of F.L. Schlagle HS and into Sumner Academy
 - F.L. Schlagle HS residing students contribute around 11% of Sumner Academy students

Feeder Fast Facts:

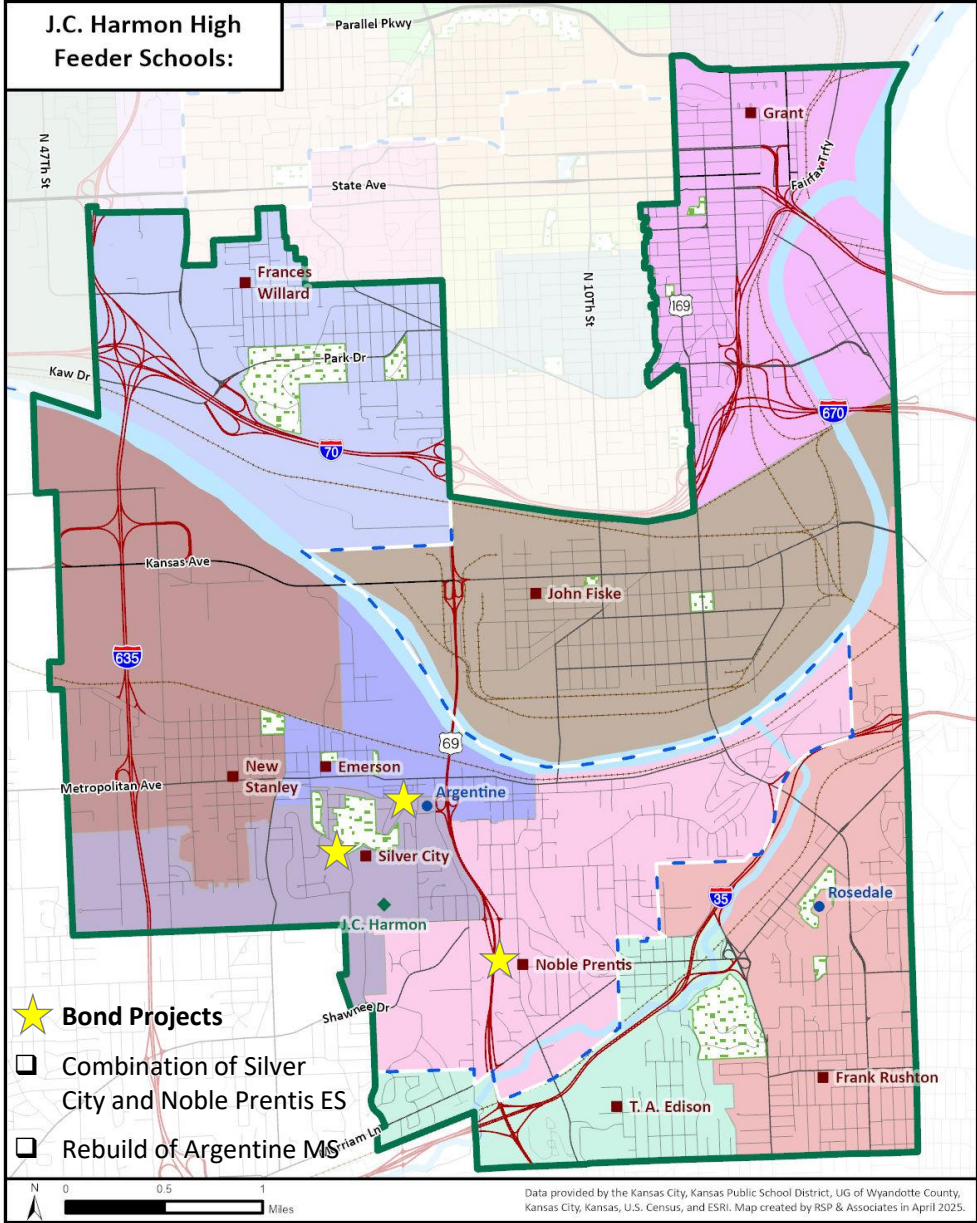
- 2029/30 Total Enrollment: 3,081
- 2029/30 Total Capacity Utilization: 85.1%
- Four Elementary Schools; One Middle School
- All elementary and middle schools are utilized between 70-100% in this feeder

Facility Planning Thoughts:

- ☐ Adequate ES and MS utilization
- ☐ Opportunity to increase HS utilization by distributing students from a different HS boundary

J.C. Harmon High Feeder: Fact Sheet (Capacity Updated)

Below 70% Utilization
Greater than 100% Utilization



Feeder Schools:	H+M Capacity	2025/26	2026/27	2027/28	2028/29	2029/30	2029/30
Emerson ES	209	156	156	146	140	137	65.5%
Frances Willard ES	472	395	399	379	373	373	78.9%
Frank Rushton ES	473	340	338	343	351	356	75.2%
Grant ES	351	326	322	367	383	386	109.9%
John Fiske ES	379	277	299	293	280	282	74.4%
New Stanley ES	278	232	225	226	230	215	77.4%
Noble Prentis ES *New Build	550	199	206	205	194	192	34.9%
Silver City ES	363	232	243	242	243	244	67.2%
T. A. Edison ES	377	219	221	219	219	217	57.6%
Elementary Total	3,453	2,376	2,409	2,420	2,413	2,402	69.6%
Argentine MS *New Build	730	513	503	521	533	550	75.3%
Rosedale MS	704	495	522	528	553	537	76.3%
Middle School Total	1,434	1,008	1,025	1,049	1,086	1,087	75.8%
J.C. Harmon HS	1,266	1,227	1,148	1,151	1,163	1,160	91.6%
Feeder Total:	6,153	4,611	4,582	4,620	4,662	4,649	75.6%

Source: RSP & Associates – February 2025
Note: Total projections may vary slightly from Enrollment Analysis due to rounding at the student and building level.

- Sumner Academy students NOT included in middle and high school projections:**
- Over the past 3 years, an average of 218 students (14.5%) have transferred out of J.C. Harmon HS and into Sumner Academy
 - J.C. Harmon HS students contribute around 21% of Sumner Academy students

Feeder Fast Facts:

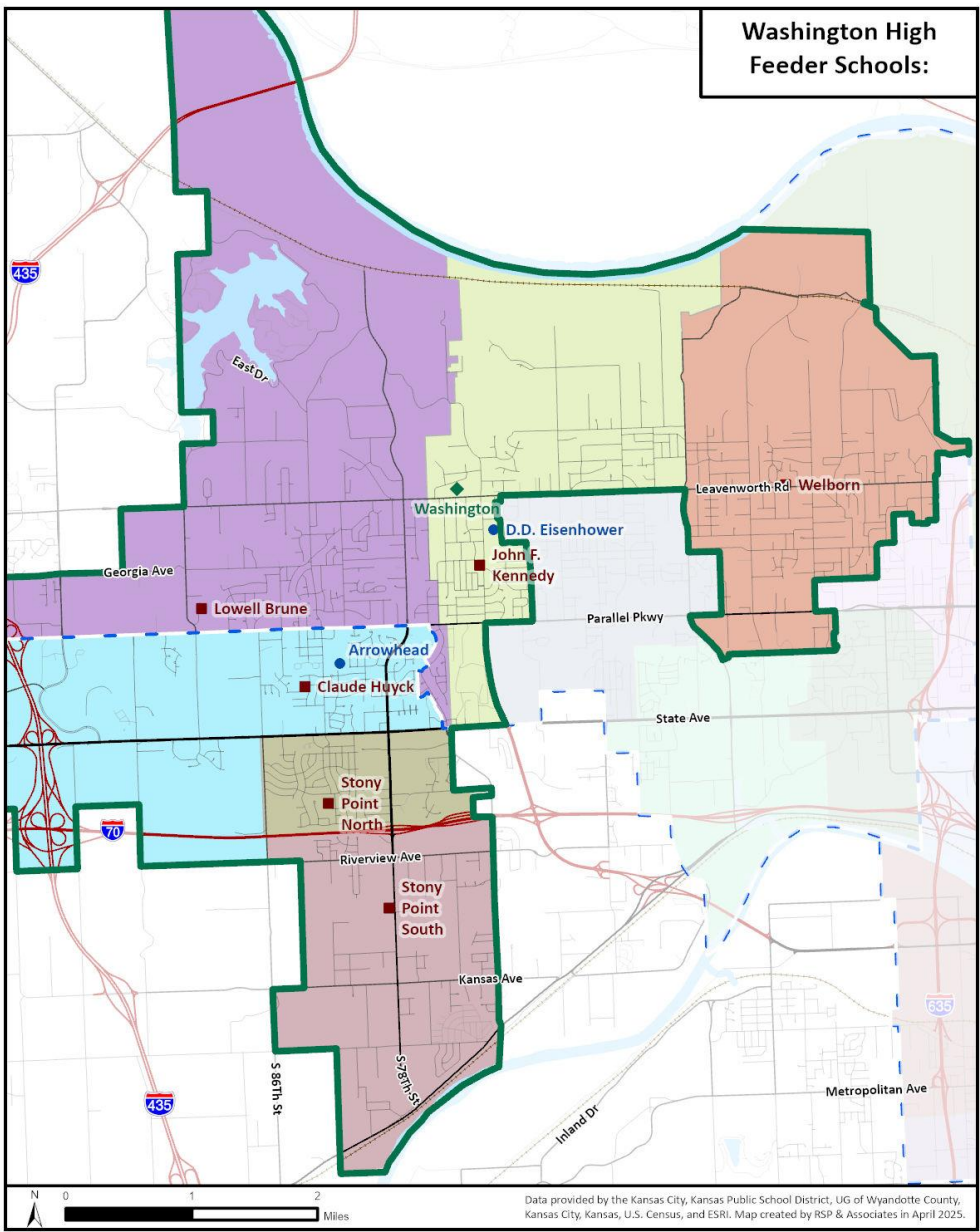
- 2029/30 Total Enrollment: 4,649
- 2029/30 Total Capacity Utilization: 75.6%
- Nine Elementary Schools; Two Middle Schools
 - Four elementary schools are **under-utilized**
 - One elementary school is **over-utilized**

Facility Planning Thoughts:

- Opportunity to improve ES utilization by reducing buildings
- Adequate HS utilization

Washington High Feeder: Fact Sheet (Capacity Updated)

Below 70% Utilization
Greater than 100% Utilization



Feeder Schools:	H+M Capacity	2025/26	2026/27	2027/28	2028/29	2029/30	2029/30
Claude Huyck ES	308	318	313	307	322	352	114.1%
John F. Kennedy ES	429	436	443	449	458	454	105.9%
Lowell Brune ES	566	430	404	388	380	376	66.4%
Stony Point North ES	380	284	282	272	276	278	73.1%
Stony Point South ES	339	248	237	221	227	225	66.3%
Welborn ES	605	539	537	514	517	519	85.7%
Elementary Total	2,628	2,255	2,216	2,151	2,180	2,204	83.9%
Arrowhead MS	490	372	363	372	347	347	70.8%
D.D. Eisenhower MS	786	683	690	671	658	629	80.1%
Middle School Total	1,276	1,055	1,053	1,043	1,005	976	76.5%
Washington HS	1,279	1,102	1,116	1,154	1,152	1,183	92.5%
Feeder Total:	5,183	4,412	4,385	4,348	4,337	4,363	84.2%

Source: RSP & Associates – February 2025
Note: Total projections may vary slightly from Enrollment Analysis due to rounding at the student and building level.

- Summer Academy students NOT included in middle and high school projections:**
- Over the past 3 years, an average of 286 students (20%) have transferred out of Washington HS and into Summer Academy
 - Washington HS students contribute to around 27% of Summer Academy students

Feeder Fast Facts:

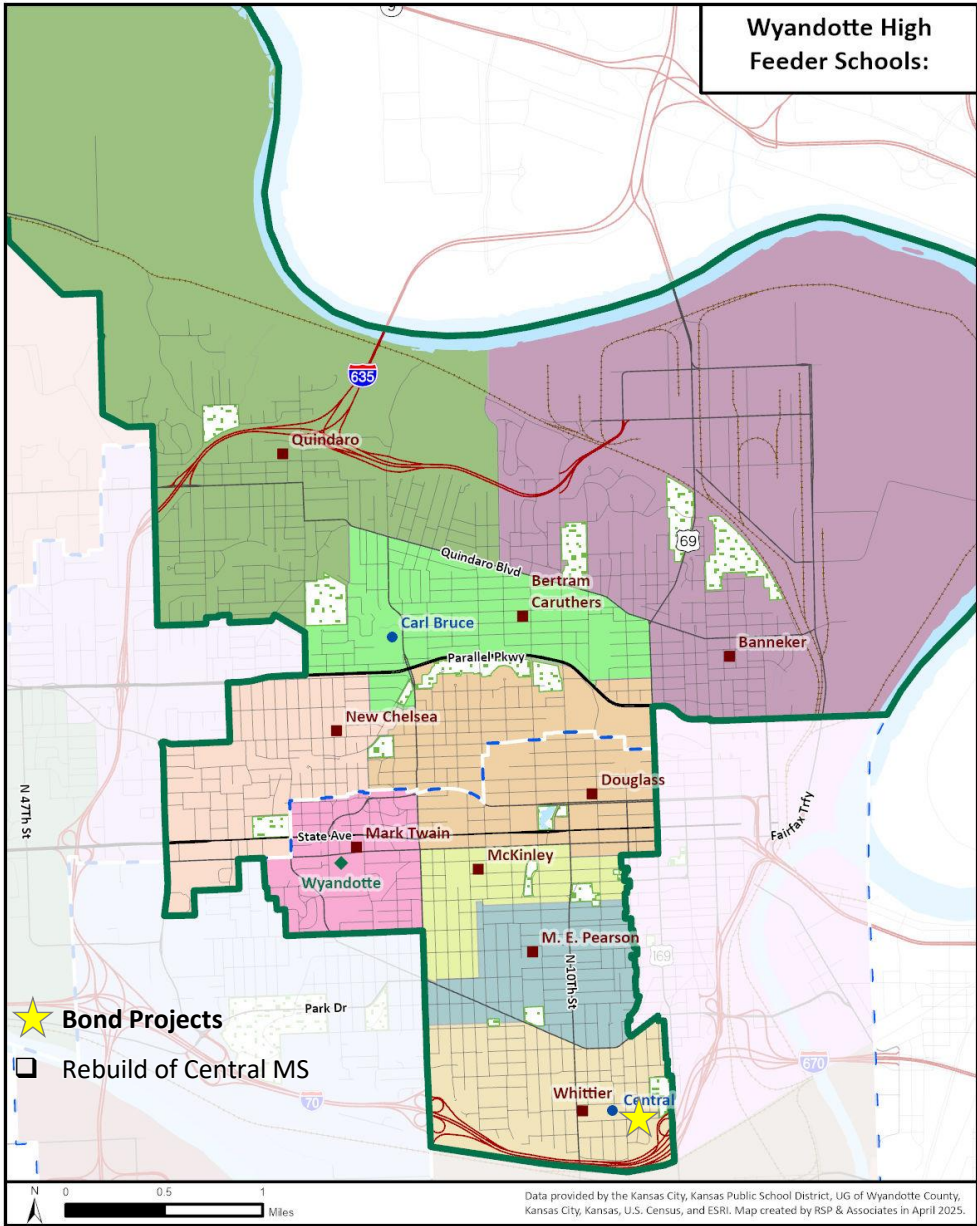
- 2029/30 Total Enrollment: 4,363
- 2029/30 Total Capacity Utilization: 84.2%
- Nine Elementary Schools; Two Middle Schools
 - Two elementary schools are **under-utilized**
 - Two elementary schools are **over-utilized**

Facility Planning Thoughts:

- ☐ Opportunity to improve ES utilization between schools in the feeder
- ☐ Adequate HS utilization with the distribution of Summer Academy students out of Washington boundary

Wyandotte High Feeder: Fact Sheet (Capacity Updated)

Below 70% Utilization
Greater than 100% Utilization



Feeder Schools:	H+M Capacity	2025/26	2026/27	2027/28	2028/29	2029/30	2029/30
Banneker ES	457	304	301	313	319	322	70.4%
Bertram Caruthers ES	406	358	357	354	362	363	89.5%
Douglass ES	459	298	297	284	278	276	60.2%
M. E. Pearson ES	635	551	555	572	574	581	91.6%
Mark Twain ES	275	210	193	182	179	172	62.6%
McKinley ES	324	227	223	212	199	198	61.1%
New Chelsea ES	594	553	548	504	507	503	84.7%
Quindaro ES	497	366	370	367	347	345	69.4%
Whittier ES	606	470	473	469	467	469	77.4%
Elementary Total	4,253	3,337	3,317	3,257	3,232	3,229	75.9%
Carl Bruce MS	830	835	831	891	896	884	106.5%
Central MS *New Build	805	712	708	699	694	682	84.7%
Middle School Total	1,635	1,547	1,539	1,590	1,590	1,566	95.8%
Wyandotte HS	1,718	1,910	1,826	1,786	1,746	1,744	119.9%
Feeder Total:	7,606	6,794	6,682	6,633	6,568	6,539	86.0%

Source: RSP & Associates – February 2025 7/30/2025

Note: Total projections may vary slightly from Enrollment Analysis due to rounding at the student and building level.

- Sumner Academy students NOT included in middle and high school projections:
- Over the past 3 years, an average of 232 students (10.6%) have transferred out of Wyandotte HS and into Sumner Academy
 - Wyandotte HS students contribute to around 22% of Sumner Academy students

Feeder Fast Facts:

- 2029/30 Total Enrollment: 6,539
- 2029/30 Total Capacity Utilization: 86.0%
- Nine Elementary Schools; Two Middle Schools
 - Five elementary schools are **under-utilized**
 - One middle school and one high school is **over-utilized**

Facility Planning Thoughts:

- ❑ Opportunity to improve ES and MS utilization between schools in the feeder
- ❑ Wyandotte HS utilized at greatest rate with capacity in other high schools to be more efficiently utilized

Current School Demographic Tables

Current Elementary: Demographic Analysis		Total K-5 Students	Race/Ethnicity of Students							Programming	
			American Indian	Asian	Black	Hispanic	Multi-Racial	Pacific Islander	White	ESL	SPED
Current Reside	Banneker ES	292	0%	1%	30%	62%	4%	0%	3%	64%	9%
	Bertram Caruthers ES	358	1%	1%	27%	67%	3%	0%	2%	55%	10%
	Claude Huyck ES	324	0%	34%	31%	22%	6%	1%	6%	49%	14%
	Douglass ES	306	0%	2%	24%	65%	6%	0%	4%	61%	11%
	Emerson ES	158	0%	2%	29%	56%	7%	0%	6%	40%	20%
	Eugene Ware ES	241	0%	8%	18%	62%	5%	0%	7%	60%	11%
	Frances Willard ES	395	1%	2%	5%	87%	2%	0%	4%	64%	11%
	Frank Rushton ES	314	0%	4%	22%	54%	7%	0%	13%	46%	11%
	Grant ES	331	1%	2%	40%	46%	2%	3%	7%	51%	13%
	Hazel Grove ES	529	0%	13%	24%	50%	5%	0%	9%	45%	12%
	John F. Kennedy ES	439	0%	18%	28%	31%	5%	2%	16%	38%	14%
	John Fiske ES	270	0%	0%	5%	86%	1%	0%	9%	73%	19%
	Lindbergh ES	227	0%	14%	20%	51%	5%	0%	10%	55%	12%
	Lowell Brune ES	439	0%	22%	24%	31%	7%	3%	13%	35%	16%
	M. E. Pearson ES	554	0%	3%	6%	83%	2%	0%	4%	74%	11%
	Mark Twain ES	210	0%	7%	16%	70%	1%	0%	6%	67%	17%
	McKinley ES	230	0%	6%	10%	77%	3%	0%	4%	75%	11%
	New Chelsea ES	554	0%	2%	15%	78%	2%	0%	3%	74%	10%
	New Stanley ES	234	0%	2%	11%	75%	3%	0%	9%	59%	9%
	Noble Prentis ES	194	1%	0%	13%	58%	3%	5%	20%	51%	16%
	Quindaro ES	368	0%	1%	31%	61%	3%	0%	4%	55%	13%
	Silver City ES	232	0%	1%	41%	36%	8%	1%	13%	28%	15%
	Stony Point North ES	274	0%	8%	27%	40%	6%	3%	17%	31%	17%
	Stony Point South ES	261	0%	2%	20%	38%	8%	0%	32%	23%	17%
	T. A. Edison ES	212	1%	1%	12%	66%	7%	0%	14%	49%	18%
	Welborn ES	539	0%	10%	29%	41%	7%	0%	12%	40%	11%
	West Park ES	527	0%	6%	25%	60%	3%	0%	6%	57%	11%
	Whittier ES	494	1%	2%	16%	73%	2%	2%	4%	64%	11%
	Total K-5 Students:	9,506	0%	7%	21%	58%	4%	1%	9%	54%	13%

Source: RSP and KCKPS 7/30/2025

Note: Tables illustrate the percent of students residing in each boundary by demographic variables provided the district's student data for 2024/25 school year.

Current Middle School: Demographic Analysis		Total 6-8 Students	Race/Ethnicity of Students							Programming	
			American Indian	Asian	Black	Hispanic	Multi-Racial	Pacific Islander	White	ESL	SPED
Current Reside	Argentine MS	543	0%	2%	15%	67%	5%	1%	11%	44%	17%
	Arrowhead MS	410	1%	15%	27%	31%	6%	1%	19%	22%	20%
	Carl Bruce MS	838	0%	3%	26%	65%	4%	0%	2%	53%	13%
	Central MS	756	0%	4%	12%	77%	1%	1%	3%	60%	14%
	D.D. Eisenhower MS	699	0%	18%	27%	36%	5%	1%	12%	32%	15%
	Gloria Willis MS	717	0%	8%	25%	58%	3%	1%	6%	43%	13%
	Rosedale MS	512	0%	1%	18%	68%	3%	1%	9%	53%	19%
	Total 6-8 Students:	4,475	0%	7%	21%	59%	4%	1%	8%	45%	15%

Source: RSP and KCKPS 7/30/2025

Note: Tables illustrate the percent of students residing in each boundary by demographic variables provided the district's student data for 2024/25 school year.

Current High School: Demographic Analysis		Total 9-12 Students	Race/Ethnicity of Students							Programming	
			American Indian	Asian	Black	Hispanic	Multi-Racial	Pacific Islander	White	ESL	SPED
Current Reside	F.L. Schlagle HS	839	0%	7%	27%	57%	3%	0%	6%	37%	17%
	J.C. Harmon HS	1,264	0%	2%	16%	70%	3%	0%	8%	40%	13%
	Washington HS	1,157	0%	12%	33%	35%	5%	1%	13%	25%	17%
	Wyandotte HS	1,998	0%	3%	20%	73%	2%	0%	3%	49%	14%
	Total 9-12 Students:	5,258	0%	5%	23%	61%	3%	0%	7%	40%	15%

Source: RSP and KCKPS 7/30/2025

Note: Tables illustrate the percent of students residing in each boundary by demographic variables provided the district's student data for 2024/25 school year.

What We Now Know:

District-Wide:

- The district is currently operating efficiently overall
- There are imbalances at individual buildings
- The goal is to right-size schools to optimize resources, maintain program quality, and extend building life.

High School:

- Total capacity is limited, constraining the number of viable boundary options
- Reducing enrollment at Wyandotte is a critical boundary objective

Middle School:

- Middle school capacity is more stable, but adjustments must be made carefully to avoid overburdening the Gloria Willis → Schlagle HS feeder
- Any shifts must consider long-term alignment with high school boundaries

Elementary School:

- Opportunities to reduce building inventory are limited at the elementary level

Main Takeaway: Thank you to the committee for engaging in thoughtful conversations throughout this process. Your commitment to understanding the data and weighing complex trade-offs is essential in shaping a recommendation that best serves our students, staff, and the district as a whole.

Meeting 1 Recap:

Meeting Summary:

- Committee received overview of Enrollment Analysis
- Committee participated in discussion on building efficiency, utilization, and boundary challenges
- Committee provided input on major challenges/opportunities when considering ways to right-set district
- Committee Input:
 - Zones need more students at different levels; pull from adjacent zones
 - Blending of cultures with any change
 - Impact of bussing (how many students require bussing)
 - Providing diversity in each building
 - Consider how specific program impact student movement (ROTC program at the Washington HS, IARC program at Argentine MS)
- RSP to provide/investigate for future meetings:
 - State of Kansas policy for closing/repurposing a school
 - **Number of drop out students (District will Provide)**
 - Connect with Wyandotte Housing Authority for rehabilitation housing projects (Chalet Manor adding more family units)
 - Methodology of how MS has a number of students (See Enrollment Report for model methodology)
 - New development at about 86th and State Street – captured in Enrollment Analysis (5 Year Development)
- District to provide/investigate for future meetings
 - **The intra-district conditions for approval**
 - Capacity clarity is needed about class size, staffing, and building capacity
- Potential Plan Ideas:
 - Potential repurposing of T.A. Edison to an early childhood center on the south side
 - Potential repurposing of Schlagle HS for the district office
 - Potential consolidation between Lindbergh and Eugene Ware
 - Potential consolidation between Stony Point North and Stony Point South

Meeting 2 Recap:

Meeting Summary:

- Committee received overview of Enrollment Analysis
- Committee received first draft of boundary concept
- Committee Input:
 - Ideally repurpose New Stanley Elementary over Emerson Elementary in Harmon Feeder
 - Small tweaks to some attendance zones that may align better with not being south of an interstate
 - Generally positive comments to improve efficiency of buildings, but more adjustments may be necessary
 - Plan to leave Eugene Ware and Lindbergh attendance boundaries in place to allow for future Facility Master Plan consolidation
 - Explore ways to improve feeder alignment (ideally, avoiding Hazel Grove/Eisenhower split)
 - Consider how transportation (busing, after-school care, routing, etc.) is impacted by the concept plan
- District to provide/investigate for future meetings
 - Information on how capacity was determined for each school
 - Dual Language Future (Currently at Francis and New Stanley)
 - Operating cost savings for each building closed
 - Number of drop out students (District will Provide)

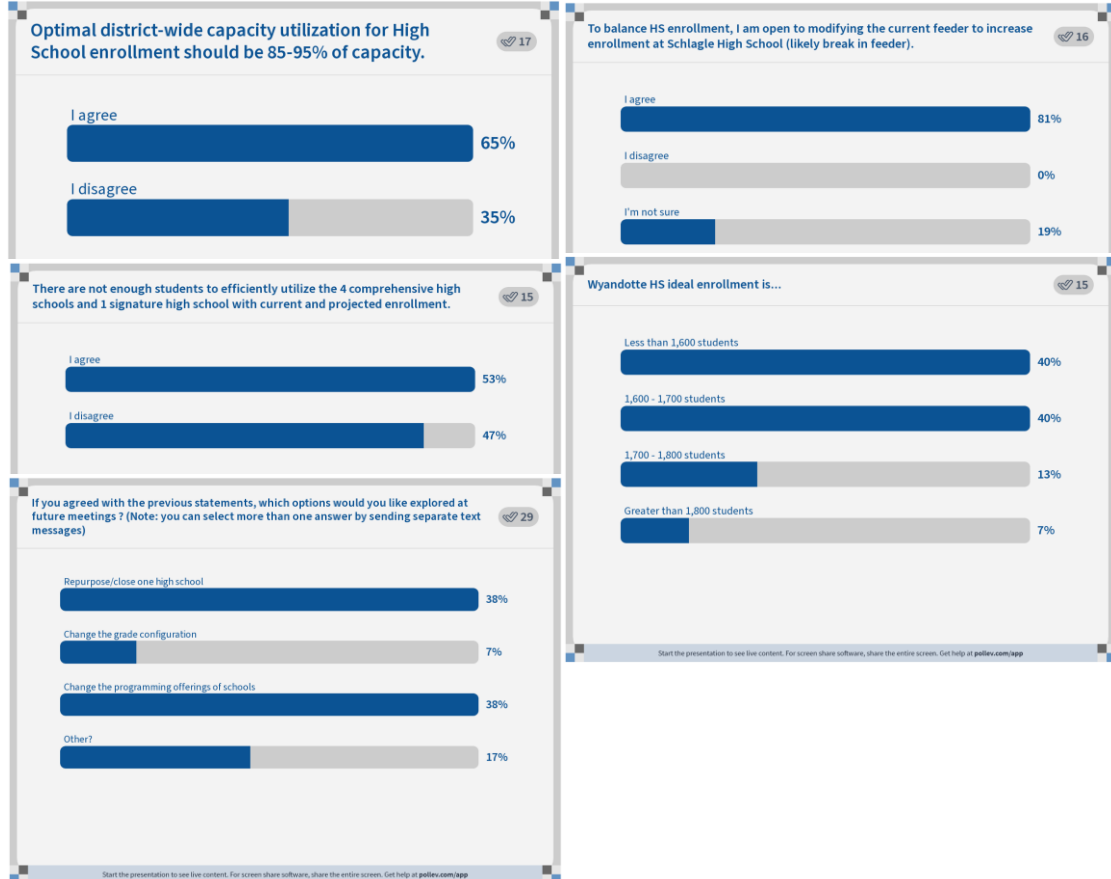
Meeting 3 Recap:

Meeting Summary:

- Committee received an overview of the process information and a status update shared with the Board of Education earlier this week.
- Committee engaged in key considerations related to high school planning and provided feedback to inform future options and analysis.
- Consensus was reached on high school utilization targets:
 - 65% of the committee agreed that comprehensive high schools should target 85-95% of building capacity.
 - 80% of the committee agreed that Wyandotte High School enrollment should remain under 1,600 students or between 1,600-1,700.

Areas of Clarification & Further Exploration:

- Questions were raised about how capacity is defined and how spaces are counted in the capacity numbers.
- Committee feedback reflected a range of interest in exploring high school solutions
- RSP to provide/investigate for future meetings:
 - Facility Condition Architects to clarify and communicate the capacity methodology.



Results of Open-Ended Question

What additional challenges or key observations do you see when reviewing the current high school boundaries?

• 1/2 days for students	• 4 day schools
• Change the bell time	• 6th grade academy
• Almost every group commenting on the repurposing or closing of Schlagle.	• Boundary changes alone won't resolve the challenges in the over/und
• Close a high school	• Specialized programs/ADA compliance
• Creating policy changes that allow students to have access not determined by boundary restrictions	• How does eliminating a high school reduce population issues of safety and class size at hs levels?
• Dual Language school (program)	• Moving Fairfax into one of the existing high schools.
• Giving each HS special programming and letting them attract the student-someone mentioned marketing, talking more widely about open enrollment	• We have students who need a school that is centered in Tech Ed but never get the chance for a program, it would be nice to have a dedicated building. No
• How do you find building capacities?	• Splitting Carl B Bruce to 70% FL and 30% Wyandotte.
• We should be in this group, talking about 6 HS (Fairfax)	• Splitting CBB between Wyandotte and Schlagle
• How much money would district lose if Sumner is no longer a charter school?	• Need to change structure of middle school from jr high format to true middle school format.
• Putting kids where they don't want to go, its not a good split. Boundaries should be equal all the way around	• Putting kids where they don't want to go, its not a good split. Boundaries should be equal all the way around
• Would like to see 100 more students at Washington and Schlagle	• Wyandotte staff concern of safety due to large number of students.

Meeting 4 Recap

Meeting Summary:

- Committee received updated functional capacities aligning with Hollis+Miller Facility Master Plan
- Committee received a new Concept #2 that focused on Quindaro ES moving from Wyandotte Feeder to Washington Feeder (aligning with Hollis+Miller FMP)
- Committee provided general Pros and Deltas by grade level of the presented plan
- General consensus that Quindaro ES should not move to the Washington feeder
- General consensus on exploring additional scenarios that align better with transportation and proximity rings of students
- General consensus on adjusting Concept 2 to improve balance at ES and MS levels (Gloria Willis and Welborn focus)

Areas of Clarification & Further Exploration:

- Consideration from the committee on the utilization rates of buildings – can a building go slightly over its functional capacity?
- Consideration from the committee on program locations, long-term VS short-term fixes, and the Board charge for this committee

Pros	Deltas
Elementary Concept 2 – Summary of Committee Feedback	
Douglass • Transportation; 100% - no split • Moves 355 to Washington • Lowers Wyandotte numbers	Quindaro ES moving to Washington • Too far; decreased parental engagement • Academic achievement compromised
New Chelsea • Could they have a split into HS? Stay at Carl Bruce MS then go to Schlagle HS • Minimal disruption to students • Right sizing all boundaries	Welborn considerations • Number of students compared across district
Middle School Concept 2 – Summary of Committee Feedback	
• Area at Minnesota Ave and 33rd Street square will go with friends on (Hillcrest Village Apartments) • Minimal disruption to students	• Transportation – parents/busses • Neighborhood expectations
Move Douglass back to Eisenhower • Without compromising utilization while maintaining minimal student movement • Distract not as far; use main road	Are Argentine and Central MS going to be built like Gloria Willis/Carl Bruce? • Flow and utilization of square feet are issues now
Consideration – scrap current boundaries and assess what is the impact? • If less than 10%? • What percent committee be comfortable with?	MS size comparison: • 3 MS less than 600 • 3 MS more than 700 • 1 MS in the middle
High School Concept 2 – Summary of Committee Feedback	
• Reduces stress at Wyandotte; most buildings within ideal utilization • Create a distance metric (If I live within .5 mile of HS, I go to that school) • Continuity of care from Middle to High School • Make programs/academy school specific • Ace Academy move to Schlagle from Wyandotte • Could permit be lighted (overhauled) to help balance enrollment? How many spots available (1st come, 1st serve)?	• District from neighborhoods to schools • Quindaro ES to Schlagle HS • Lack of programmatic experience at Schlagle for influx of students • Distance metric doesn't work for Wyandotte – could work for others

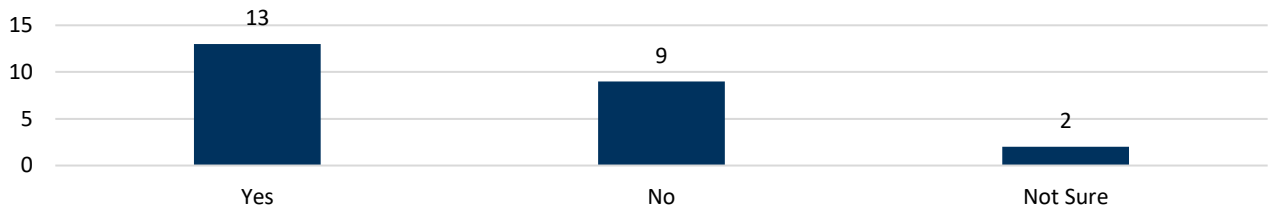
Meeting 4 Survey Results:

24 total survey respondents

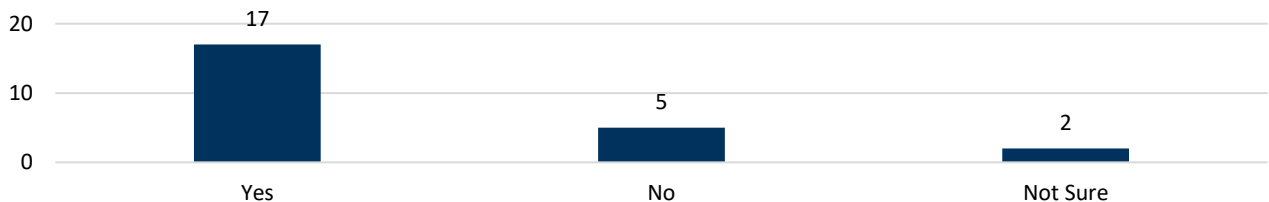
Themes of Open Ended Comments:

- Feeder System & Boundary Realignment
 - Interest in redrawing boundaries or to better balance enrollment across high schools and consider long-term generational impacts.
 - Suggestions to adjust grade configurations (e.g., K-6, 7-8) and add additional feeder schools to Schlagle.
- Equity, Access, and Proximity
 - Concerns about bussing students long distances.
 - Emphasis on ensuring access, walkability, and supporting parent engagement.
- Right-Sizing & Facility Utilization
 - Balancing capacity with enrollment
 - Questions about why Wyandotte can't serve more students, Schlagle utilization, new building investments
 - Desire to be strategic, not just reactive, when making decisions about changes to school inventory.
- Academic Quality & Student Outcomes
 - Strong belief that any changes should ultimately support long-term academic success and socio-economic mobility of students.

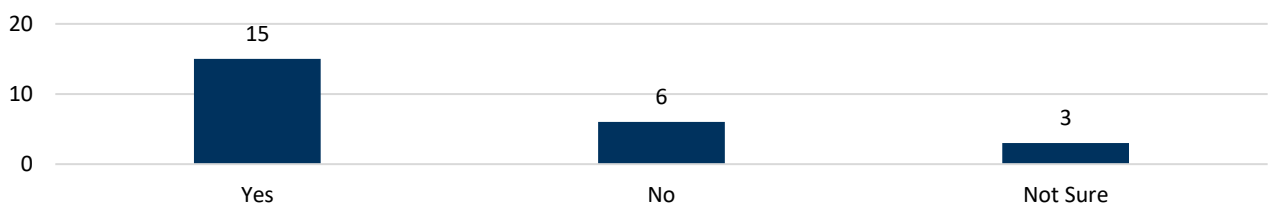
Quindaro Elementary should remain within the Wyandotte High School cluster/feeder.



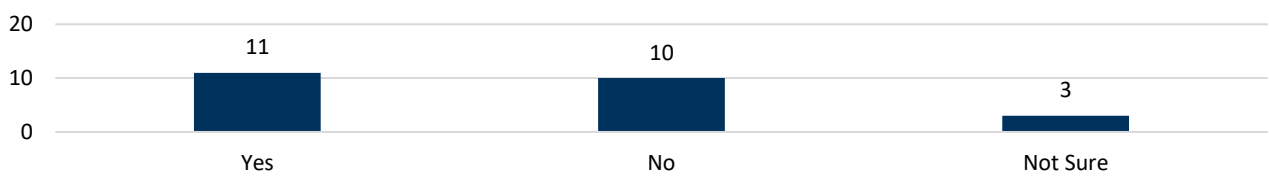
Wyandotte High School enrollment should be within 1,550 to 1,600 total students.



Schlagle High School enrollment should be within 900 to 1,050 total students.



Each school should serve students within a logical proximity (ideally within a half-mile to one-mile radius) to promote walkability and neighborhood-based attendance.



Source: Committee Results from Meeting #4 Social Pinpoint page. Results visualized by RSP.

Meeting 4 Survey Raw Comments

Comments:

- I think Quindaro moving from the Wyandotte Cluster could help with the numbers at Wyandotte and Schlage, I do not agree with bussing kids from the Quindaro neighborhood out to Washington high school but instead adding them to the Schlage Cluster for 2 reasons: 1. Distance and 2 Socioeconomics.
- I appreciated the first and third concepts the most, there was so much thought put into the detail, but I am inclined to go with the latest concept because of the update to the capacity numbers. I think it really did a good job balancing all of the concerns.
- I think we have to be realistic about potential changes in our feeder system. Possibly even making some Middle schools 7-8 and select elem K-6
- Schlage needs another middle school to feed into it for multiple reasons.
- Why can't Wyandotte have more students since the facility can hold more? Did Hollis and Miller consider interactive teaching methods which require more classroom space than traditional lecture approach?"
- I believe Schlage should be allowed more feeder schools. How can you neglect a High School that is right next to the Headquarters ? Also, if repurposing happens to Schlage will that affect the F. L. Schlage Library at Wyandotte County Lake?
- Wyandotte Range should be 1600-1700
- open to breaking up the feeder system if we come up with something that makes sense and still adheres to most of the goals for the board. Open to a 'clean slate' and redrawing the map with new boundaries instead of playing with existing boundaries, if something new makes sense.
- I believe any boundary decisions we make today must be guided by generational thinking and not reactive fixes. This moment calls for a strategic recalibration, not just to address current enrollment imbalances, but to position our students to thrive amid the economic, demographic, and structural changes Wyandotte County will inevitably face over the next 30 years. Our school system should be the primary architect in preparing students to adapt, compete, and lead in that future. That said, the North Star in this process must be high academic achievement. High achievement isn't an accident. It's the product of strong instructional quality and deep parent and community engagement. And proximity matters. When schools are within reach — literally walkable or a short drive away — families are more likely to stay involved. Proximity reduces barriers to trust, communication, and shared ownership. When families are disconnected physically, engagement becomes reactive or nonexistent. While I recognize the need for efficiency, right-sizing, and addressing over/under-utilization as outlined in the district's updated data. I would caution against making boundary changes that undermine access, equity, or the community fabric of our schools. We need a placement and feeder structure that doesn't just solve for today's numbers, but prepares our kids for the uncertainties ahead. The key question should be: How well does our school alignment from boundaries to feeder systems contribute to long-term academic success, generational mobility, and strong community-school partnerships?"
- They could have rebuilt the old Parker elementary and the old Roosevelt school. The funds are not used in the correct manner.
- I understand that changes are needed and necessary for our district, I just believe that closing high schools with lower attendance and combining them is a better approach. We built these new elementary schools and they weren't necessary. They could have used an old high school or middle school for elementary and built a new high school campus

Source: Committee Results from Meeting #4 Social Pinpoint page. Results visualized by RSP.

District Administration Pause

Opportunity for District Administration to provide information on:

- Building inventory outlook
- Past attendance zone (boundary) assignments

Part 2:

Committee Discussion

Concept #1

- Originally presented at Meeting #3
- Modified to align with capacity updates
- Consideration of a larger new build for Noble Prentis/Silver City

Concept #2

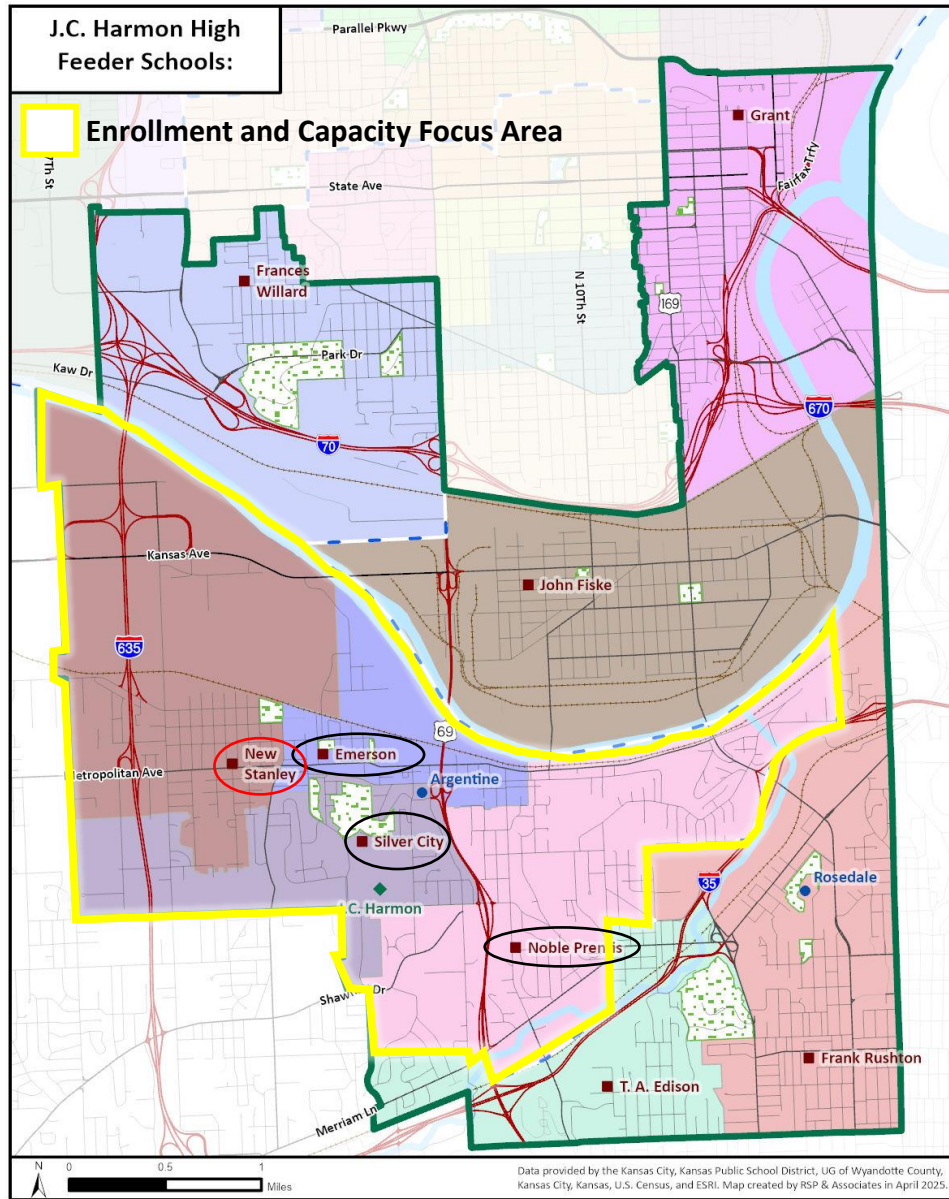
- Originally presented at Meeting #4
- Modified to align with committee feedback
- Consideration of a larger new build for Noble Prentis/Silver City

Concept #3

- New concept presented
- Created to align with committee feedback and non-negotiables
- Consideration of a larger new build for Noble Prentis/Silver City

Tonight's discussion will focus on the a concept utilizing the adjusted capacity numbers, aligning with Hollis+Miller Facility Master Plan. **The concept does NOT propose additional school consolidations beyond the identified Bond Projects.**

Noble Prentis/Silver City/New Stanley Discussion



Problem Statement: With the combination Noble Prentis/Silver City, can **New Stanley** also be repurposed and split between the **new building** and **Emerson ES**?

Total K-5 Enrollment:	Current Boundaries		New Boundary Implemented		
	2025/26	2026/27	2027/28	2028/29	2029/30
Emerson, New Stanley, Noble Prentis, Silver City boundaries	819	825	808	794	776

Source: RSP & Associates

Building Capacity Options

Emerson Elementary		Noble Prentis/Silver City Elementary Rebuild Options	TOTAL
209	+	550 3 Section +3 Bubble Classrooms	= 759
209	+	624 4 Section +0 Bubble Classrooms	= 833
209	+	705 4 Section +3 Bubble Classrooms	= 914

Main Takeaway:

- If New Stanley is repurposed with the consolidation of Silver City/Noble Prentis, the new school needs to be built at least as a **4-section school**
- If the building is built as a 3-section (+3 bubble classrooms), utilization will be tight at Emerson and Noble Prentis/Silver City

Committee Activity – Gallery Walk

Stations:

- **ES Station** – Elementary School concepts
- **MS Station** – Middle School concepts
- **HS Station** – High School concepts

Time: 20 minutes

Instructions:

- Rotate through each station.
- Review **maps, data packets, and committee discussion notes.**
- **Place a sticker** on the concept (at each level) that you most support.
- Add a sticky note of **general reasoning** of which option you most support (if time allows).

Important Notes:

- Community input may include **1–3 concepts** per level.
- Concepts will likely be **revised after community feedback.**
- Goal: **Not** to pick the “perfect” concept, but to identify **options you can live with.**

Focus on: Where do we want to land with options for public input?

Concept #1

- Originally presented at Meeting #3
- Modified to align with capacity updates
- Proposes New Chelsea Elementary moves from Wyandotte HS Cluster to F.L. Schlagle HS Cluster



Concept 1: Elementary School Boundary Map

School List:

1. Banneker Elementary	15. M. E. Pearson Elementary
2. Bertram Caruthers Elementary	16. Mark Twain Elementary
3. Claude Huyck Elementary	17. McKinley Elementary
4. Douglass Elementary	18. New Chelsea Elementary
5. Emerson Elementary	19. New Stanley Elementary
6. Eugene Ware Elementary	20. New Build Elementary
7. Frances Willard Elementary	21. Quindaro Elementary
8. Frank Rushton Elementary	22. Silver City Elementary
9. Grant Elementary	23. Stony Point North Elementary
10. Hazel Grove Elementary	24. Stony Point South Elementary
11. John F. Kennedy Elementary	25. T. A. Edison Elementary
12. John Fiske Elementary	26. Welborn Elementary
13. Lindbergh Elementary	27. West Park Elementary
14. Lowell Brune Elementary	28. Whittier Elementary
29. Argentine Middle	
30. Arrowhead Middle	
31. Carl Bruce Middle	
32. Central Middle	
33. D.D. Eisenhower Middle	
34. Gloria Willis Middle	
35. Rosedale Middle	
36. F.L. Schagle High	
37. J.C. Harmon High	
38. Sumner Academy	
39. Washington High	
40. Wyandotte High	
41. Bridges	
42. Fairfax Learning Center	

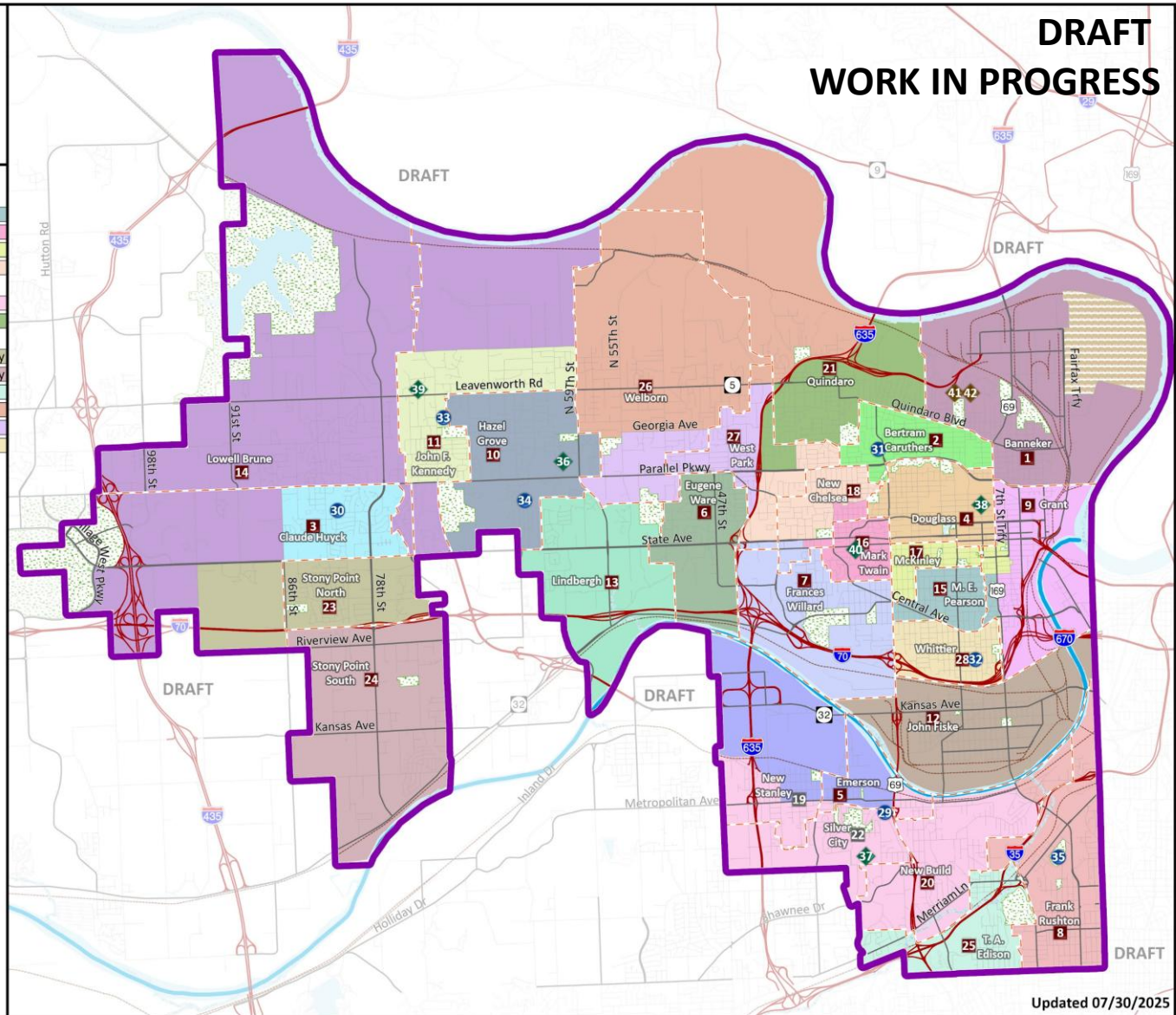
Legend

District Boundary	Current ES Boundary
Elementary School	Fairfax Assembly Plant
Middle Schools	Park/Recreation
High Schools	
Alternative Schools	
Repurposed Schools	

0 0.5 1 2 Miles



Data provided by the Kansas City, Kansas Public School District, Unified Government of Wyandotte County / Kansas City, Kansas, U.S. Census, and ESRI. Map created by RSP & Associates in July 2025.



Updated 07/30/2025



**Kansas City, Kansas
Public Schools**

Concept 1: Middle School Boundary Map

School List:

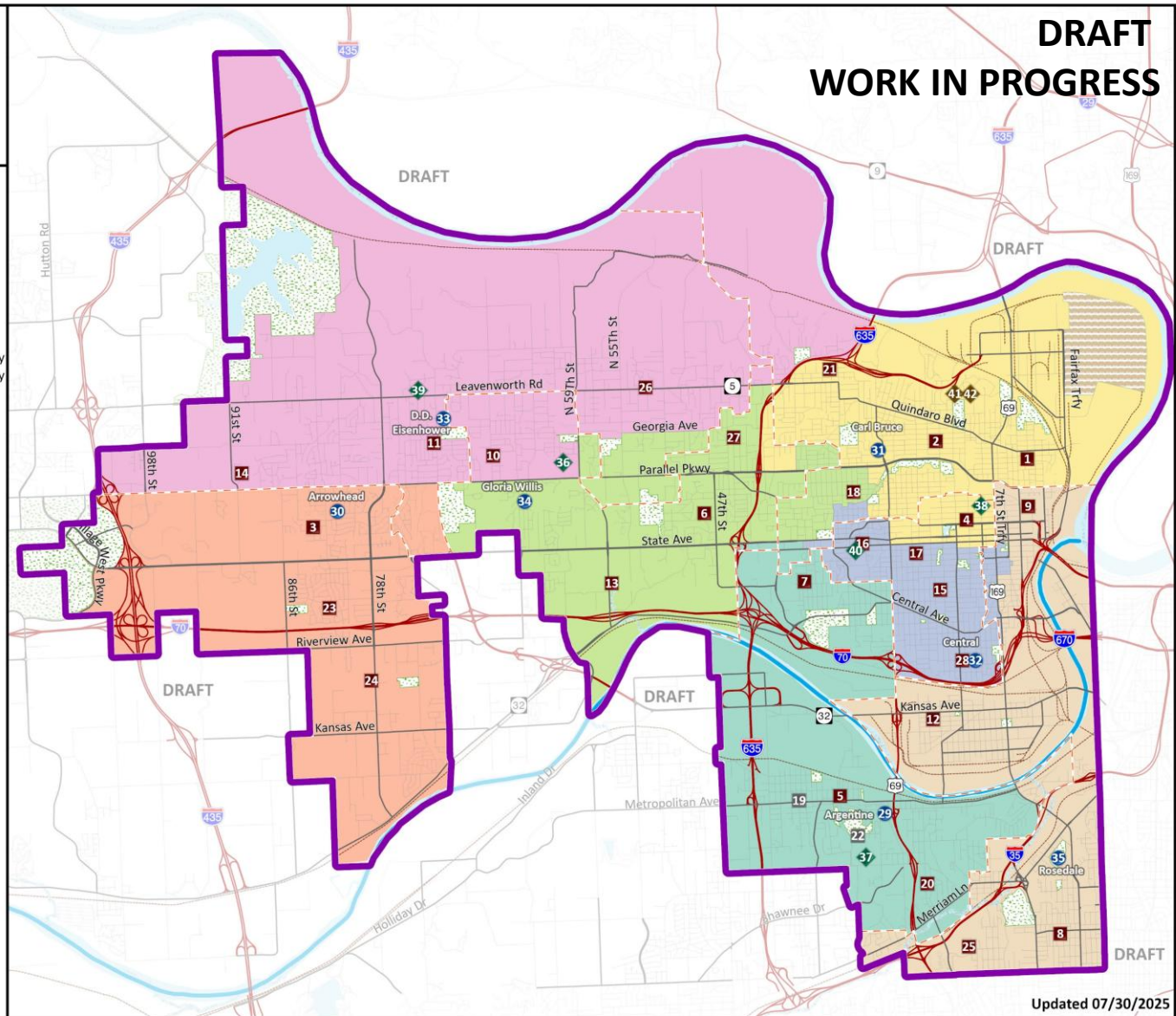
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|---------------------------------|----------------------------------|
| 1. Banneker Elementary | 15. M. E. Pearson Elementary |
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| 3. Claude Huyck Elementary | 17. McKinley Elementary |
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| 6. Eugene Ware Elementary | 20. New Build Elementary |
| 7. Frances Willard Elementary | 21. Quindaro Elementary |
| 8. Frank Rushton Elementary | 22. Silver City Elementary |
| 9. Grant Elementary | 23. Stony Point North Elementary |
| 10. Hazel Grove Elementary | 24. Stony Point South Elementary |
| 11. John F. Kennedy Elementary | 25. T. A. Edison Elementary |
| 12.. John Fiske Elementary | 26. Welborn Elementary |
| 13. Lindbergh Elementary | 27. West Park Elementary |
| 14. Lowell Brune Elementary | 28. Whittier Elementary |
| 29. Argentine Middle | |
| 30. Arrowhead Middle | |
| 31. Carl Bruce Middle | |
| 32. Central Middle | |
| 33. D.D. Eisenhower Middle | |
| 34. Gloria Willis Middle | |
| 35. Rosedale Middle | |
| 36. F.L. Schlagle High | |
| 37. J.C. Harmon High | |
| 38. Sumner Academy | |
| 39. Washington High | |
| 40. Wyandotte High | |
| 41. Bridges | |
| 42. Fairfax Learning Center | |

Legend

-  District Boundary
 Elementary School
 Middle Schools
 High Schools
 Alternative Schools
 Repurposed Schools
 Current MS Boundary
 Fairfax Assembly Plant
 Park/Recreation



Data provided by the Kansas City, Kansas Public School District, Unified Government of Wyandotte County / Kansas City, Kansas, U.S. Census, and ESRI. Map created by RSP & Associates in July 2025.



Updated 07/30/2025

Concept #1 Projections: Elementary

FAST FACTS:

Projections include updated capacities from the Hollis+Miller Facility Master Plan (09/23 Update)

- Capacity accounts for ideal class sizes, program needs, and proper space usage.
- The capacities reflect optimal conditions; buildings may operate efficiently even if slightly over capacity.
- Some schools remain under-utilized over the next five years, but options to repurpose more buildings are limited under the new capacity model.

Concept 1 includes combination of Silver City/Noble Prentis and repurposing New Stanley with the new ES build.
(Capacity Range of 550-705 depending on building size.)

Concept 1: Elementary Boundaries:	H+M Capacity		Current Boundaries		New Boundary Implemented			Current Boundaries		New Boundary Implemented		
	Current	Future	2025/26	2026/27	2027/28	2028/29	2029/30	2025/26	2026/27	2027/28	2028/29	2029/30
Banneker ES	457		304	301	313	319	322	66.5%	65.8%	68.5%	69.8%	70.4%
Bertram Caruthers ES	406		358	357	354	362	363	88.2%	88.0%	87.2%	89.2%	89.5%
Claude Huyck ES	308		318	313	274	282	280	103.1%	101.5%	88.8%	91.4%	90.8%
Douglass ES	459		298	297	284	278	276	64.9%	64.7%	61.9%	60.6%	60.2%
Emerson ES	209		156	156	201	199	199	74.6%	74.6%	96.1%	95.1%	95.1%
Eugene Ware ES	295		240	247	236	236	235	81.5%	83.9%	80.1%	80.1%	79.8%
Frances Willard ES	472		395	399	461	453	455	83.6%	84.5%	97.6%	95.9%	96.3%
Frank Rushton ES	473		340	338	358	365	370	71.8%	71.4%	75.5%	77.0%	78.2%
Grant ES	351		326	322	283	288	285	92.8%	91.7%	80.6%	82.0%	81.2%
Hazel Grove ES	550		527	535	532	541	539	95.9%	97.3%	96.8%	98.4%	98.0%
John F. Kennedy ES	429		436	443	350	353	352	101.7%	103.3%	81.6%	82.3%	82.1%
John Fiske ES	379		277	299	293	280	282	73.1%	78.9%	77.3%	73.9%	74.4%
Lindbergh ES	228		225	224	211	206	211	98.7%	98.2%	92.5%	90.4%	92.5%
Lowell Brune ES	566		430	404	504	501	525	76.0%	71.4%	89.1%	88.5%	92.8%
M. E. Pearson ES	635		551	555	620	623	632	86.8%	87.5%	97.7%	98.2%	99.6%
Mark Twain ES	275		210	193	255	259	249	76.4%	70.2%	92.8%	94.2%	90.6%
McKinley ES	324		227	223	248	243	249	70.0%	68.8%	76.5%	74.9%	76.8%
New Chelsea ES	594		553	548	535	532	531	93.1%	92.3%	90.1%	89.6%	89.4%
New Stanley ES	278	0	232	225	0	0	0	83.5%	81.0%	0.0%	0.0%	0.0%
New Build ES	268	550	199	206	603	593	576	74.2%	76.8%	109.7%	107.9%	104.7%
Quindaro ES	497		366	370	393	377	368	73.6%	74.4%	79.0%	75.8%	74.0%
Silver City ES	363	0	232	243	0	0	0	63.9%	67.0%	0.0%	0.0%	0.0%
Stony Point North ES	380		284	282	288	298	305	74.7%	74.1%	75.7%	78.4%	80.2%
Stony Point South ES	339		248	237	221	227	225	73.1%	69.9%	65.2%	66.9%	66.3%
T. A. Edison ES	377		219	221	219	219	217	58.1%	58.6%	58.1%	58.1%	57.6%
Welborn ES	605		539	537	418	417	423	89.0%	88.7%	69.0%	68.9%	69.9%
West Park ES	598		522	491	369	355	346	87.3%	82.1%	61.7%	59.3%	57.8%
Whittier ES	606		470	473	469	467	469	77.5%	78.0%	77.4%	77.0%	77.4%
Elementary Total	11,722	11,363	9,482	9,439	9,292	9,273	9,284	80.9%	80.5%	79.3%	79.1%	79.2%

7/30/2025

Source: RSP & Associates

Capacity updated to align with Hollis+Miller Facility Master Plan. Capacity is a functional number that accounts for ideal class size, programming of rooms, and utilization of spaces throughout school days. Total projections may differ from current boundaries due to rounding at the student and school level.

★ Year of potential implementation

IMPORTANT: Building the new school as a 4-section, would solve over-utilization challenges.

Potential to increase capacity to **624-705** (depending on number of additional classrooms; +3 or +6).

Decision will be based on budget feasibility to Bond and General Obligation allocations to integrate the options into the plan.

FAST FACTS:

Projections include updated capacities from the Hollis+Miller Facility Master Plan (09/23 Update)

- Capacity accounts for ideal class sizes, program needs, and proper space usage.
- The capacities reflect optimal conditions; buildings may operate efficiently even if slightly over capacity.

Concept 1 includes feeder adjustment of New Chelsea ES out of Wyandotte HS:

- Currently feeds Central MS & Wyandotte HS
- Proposed change to feed **Gloria Willis MS & F.L. Schlagle HS school**

Concept 1: Middle School Boundaries:	H+M Capacity		Current Boundaries		New Boundary Implemented			Current Boundaries		New Boundary Implemented		
	Current	Future	2025/26	2026/27	2027/28	2028/29	2029/30	2025/26	2026/27	2027/28	2028/29	2029/30
Argentine MS *(New Build)	700	730	513	503	548	563	577	73.3%	71.8%	75.0%	77.1%	79.1%
Arrowhead MS	490		372	363	463	432	428	75.9%	74.1%	94.5%	88.1%	87.3%
Carl Bruce MS	830		835	831	695	697	681	100.6%	100.1%	83.8%	84.0%	82.1%
Central MS *(New Build)	674	805	712	708	736	715	708	105.6%	105.0%	91.4%	88.8%	88.0%
D.D. Eisenhower MS	786		683	690	690	686	674	86.9%	87.8%	87.8%	87.3%	85.8%
Gloria Willis MS	857		720	714	832	824	804	84.0%	83.3%	97.1%	96.2%	93.8%
Rosedale MS	704		495	522	493	522	509	70.3%	74.2%	70.1%	74.2%	72.3%
Sumner Academy (8th) (capacity included at HS table)			172	172	172	172	172					
Middle School Total	5,041	5,201	4,502	4,503	4,629	4,611	4,553	89.3%	89.3%	89.0%	88.7%	87.5%

7/30/2025

Source: RSP & Associates

Capacity updated to align with Hollis+Miller Facility Master Plan. Capacity is a functional number that accounts for ideal class size, programming of rooms, and utilization of spaces throughout school days. Total projections may differ from current boundaries due to rounding at the student and school level.

Concept 1: High School Boundaries:	H+M Capacity	Current Boundaries		New Boundary Implemented			Current Boundaries		New Boundary Implemented		
		2025/26	2026/27	2027/28	2028/29	2029/30	2025/26	2026/27	2027/28	2028/29	2029/30
F.L. Schlagle HS	1,093	827	845	1,007	999	1,015	75.7%	77.3%	92.1%	91.4%	92.9%
J.C. Harmon HS	1,266	1,227	1,148	1,140	1,141	1,142	96.9%	90.7%	90.0%	90.1%	90.2%
Sumner Academy (9-12)	1,161	895	894	898	894	896	77.1%	77.0%	77.4%	77.0%	77.2%
Washington HS	1,279	1,102	1,116	1,166	1,166	1,202	86.1%	87.2%	91.2%	91.2%	94.0%
Wyandotte HS	1,718	1,910	1,826	1,628	1,616	1,615	111.1%	106.3%	94.7%	94.0%	94.0%
High School Total:	6,518	5,961	5,829	5,839	5,816	5,870	91.5%	89.4%	89.6%	89.2%	90.1%

7/30/2025

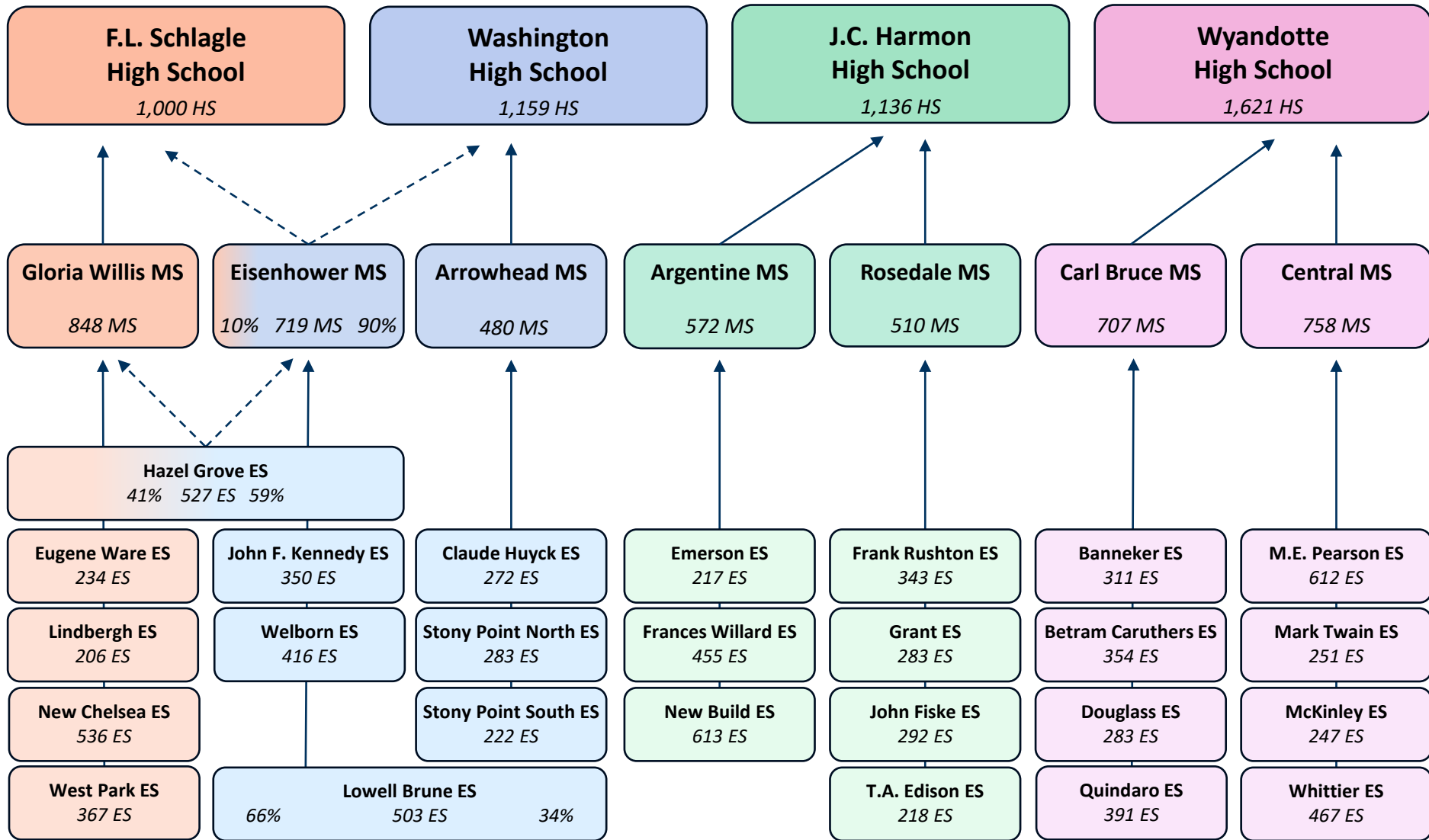
Source: RSP & Associates

Capacity updated to align with Hollis+Miller Facility Master Plan. Capacity is a functional number that accounts for ideal class size, programming of rooms, and utilization of spaces throughout school days. Total projections may differ from current boundaries due to rounding at the student and school level.

★ Year of potential implementation

Concept #1 Feeder System (2027/28 Students by Reside)

DRAFT



Schools that do not have attendance boundaries serving all students in the District include: Sumner Academy, Bridges, and Fairfax Learning Center
 Schools without boundaries contribute to the intra-district movement and student choice options. Out of District and Unmatched students NOT included in table.

Concept #1: Elementary Students Impacted

Concept 1 Elementary: Students Impacted by Boundary Change		Concept 1 Reside (Students Impacted from Current Boundaries)																				DRAFT								
		Banneker ES	Bertram Caruthers ES	Claude Huyck ES	Douglass ES	Emerson ES	Eugene Ware ES	Frances Willard ES	Frank Rushton ES	Grant ES	Hazel Grove ES	John F. Kennedy ES	John Fiske ES	Lindbergh ES	Lowell Brune ES	M. E. Pearson ES	Mark Twain ES	McKinley ES	New Chelsea ES	New Build ES	Quindaro ES	Stony Point North ES	Stony Point South ES	T. A. Edison ES	Welborn ES	West Park ES	Whittier ES	Total K-2 Impact	Current K-2 Total	% Impact
Current Reside	Banneker ES																											0	153	0%
	Bertram Caruthers ES																											0	170	0%
	Claude Huyck ES													5								7						12	148	8%
	Douglass ES																											0	145	0%
	Emerson ES																			24								24	77	31%
	Eugene Ware ES																											0	112	0%
	Frances Willard ES																											0	198	0%
	Frank Rushton ES																											0	161	0%
	Grant ES															25		14										39	170	23%
	Hazel Grove ES																											0	258	0%
	John F. Kennedy ES													47														47	218	22%
	John Fiske ES																											0	139	0%
	Lindbergh ES																											0	104	0%
	Lowell Brune ES																											0	197	0%
	M. E. Pearson ES																											0	284	0%
	Mark Twain ES																											0	95	0%
	McKinley ES																											0	115	0%
	New Chelsea ES							37									36											73	242	30%
	New Stanley ES					48														68								116	116	100%
	Noble Prentis ES																			106								106	106	100%
	Quindaro ES																								20			20	194	10%
	Silver City ES																			122								122	122	100%
	Stony Point North ES																											0	140	0%
	Stony Point South ES																											0	117	0%
	T. A. Edison ES																											0	115	0%
	Welborn ES																									74		74	262	28%
	West Park ES																		92		30							122	241	51%
	Whittier ES																											0	252	0%
Total K-2 Impact:		0	0	0	0	48	0	37	0	0	0	0	0	52	25	36	14	92	320	30	7	0	0	20	74	0	755	4,651	16%	

Source: RSP and KCKPS

7/30/2025

Note: The "Students Impacted" table provides a snapshot of the number of students potentially affected by this concept. The data reflects current 2024/25 enrollment, specifically students in Kdg - 2nd grade. By the 2027/28 school year, these same students will be in 3-5th grade.

Concept #1: Secondary Students Impacted

DRAFT

Concept 1 Middle School: Students Impacted by Boundary Change		Concept 1 Reside							Total Grade 5 Impact	Current Grade 5 Total	% Impact
		Argentine MS - new	Arrowhead MS	Carl Bruce MS	Central MS - new	D.D. Eisenhower MS	Gloria Willis MS	Rosedale MS			
Current Reside	Argentine MS								0	188	0%
	Arrowhead MS								0	140	0%
	Carl Bruce MS	8			19	7	65		99	294	34%
	Central MS			18					18	277	6%
	D.D. Eisenhower MS		30				27		57	240	24%
	Gloria Willis MS			16		53			69	265	26%
	Rosedale MS				18				18	182	10%
	Total Grade 5 Impact:	8	30	34	37	60	92	0	261	1,586	16%

Source: RSP and KCKPS 7/30/2025

Note: The "Students Impacted" table provides a snapshot of the number of students potentially affected by this concept. The data reflects current 2024/25 enrollment, specifically students in 5th grade. By the 2027/28 school year, these same students will be in 8th grade.

Concept 1 High School: Students Impacted by Boundary Change		Concept 1 Reside				Total Grade 9 Impact	Current Grade 9 Total	% Impact
		F.L. Schlagle HS	J.C. Harmon HS	Washington HS	Wyandotte HS			
Current Reside	F.L. Schlagle HS			16	11	27	266	10%
	J.C. Harmon HS				12	12	366	3%
	Washington HS	23				23	375	6%
	Wyandotte HS	62	13	7		82	792	10%
	Total Grade 9 Impact:	85	13	23	23	144	1,799	8%

Source: RSP and KCKPS 7/30/2025

Note: The "Students Impacted" table provides a snapshot of the number of students potentially affected by this concept. The data reflects current 2024/25 enrollment, specifically students in 9th grade. By the 2027/28 school year, these same students will be in 12th grade. Table removes current Summer Academy Students as they are assumed to stay at Summer Academy.

TOTAL IMPACT:

- 1,160 total students impacted; reflects approximately 14% impact
 - ~755 Elementary Students Impacted
 - ~261 Middle School Students Impacted
 - ~144 High School Students Impacted

DISCLAIMER: Tables reflect a snapshot of students potentially impacted, based on current enrollment data. As the implementation year approaches, RSP recommends revisiting this analysis to update the projected number of impacted students.

Concept #1: School Demographic Tables

Concept 1 Elementary: Demographic Analysis		Total K-5 Students	Race/Ethnicity of Students							Programming	
			American Indian	Asian	Black	Hispanic	Multi-Racial	Pacific Islander	White	ESL	SPED
Concept Reside	Banneker ES	292	0%	1%	30%	62%	4%	0%	3%	64%	9%
	Bertram Caruthers ES	358	1%	1%	27%	67%	3%	0%	2%	55%	10%
	Claude Huyck ES	286	0%	35%	31%	22%	6%	1%	5%	52%	14%
	Douglass ES	306	0%	2%	24%	65%	6%	0%	4%	61%	11%
	Emerson ES	220	0%	1%	21%	66%	7%	0%	5%	48%	15%
	Eugene Ware ES	241	0%	8%	18%	62%	5%	0%	7%	60%	11%
	Frances Willard ES	464	1%	3%	5%	86%	1%	0%	4%	67%	11%
	Frank Rushton ES	314	0%	4%	22%	54%	7%	0%	13%	46%	11%
	Grant ES	251	0%	2%	48%	38%	2%	4%	6%	47%	14%
	Hazel Grove ES	529	0%	13%	24%	50%	5%	0%	9%	45%	12%
	John F. Kennedy ES	349	0%	21%	28%	29%	4%	1%	17%	39%	15%
	John Fiske ES	270	0%	0%	5%	86%	1%	0%	9%	73%	19%
	Lindbergh ES	227	0%	14%	20%	51%	5%	0%	10%	55%	12%
	Lowell Brune ES	546	0%	20%	24%	32%	7%	3%	13%	35%	15%
	M. E. Pearson ES	601	0%	3%	7%	82%	2%	0%	5%	73%	11%
	Mark Twain ES	300	0%	5%	18%	69%	2%	0%	6%	69%	15%
	McKinley ES	263	0%	6%	11%	76%	3%	0%	4%	74%	11%
	New Chelsea ES	588	0%	1%	18%	75%	2%	0%	3%	69%	9%
	New Stanley ES										
	New Build ES	598	0%	1%	25%	53%	4%	2%	15%	43%	14%
	Quindaro ES	411	0%	2%	33%	59%	3%	0%	3%	58%	11%
	Silver City ES										
	Stony Point North ES	295	0%	8%	29%	38%	6%	2%	17%	30%	17%
	Stony Point South ES	261	0%	2%	20%	38%	8%	0%	32%	23%	17%
	T. A. Edison ES	212	1%	1%	12%	66%	7%	0%	14%	49%	18%
	Welborn ES	425	0%	11%	28%	43%	6%	0%	11%	42%	12%
	West Park ES	405	0%	8%	25%	51%	6%	0%	10%	45%	12%
	Whittier ES	494	1%	2%	16%	73%	2%	2%	4%	64%	11%
	Total K-5 Students:	9,506	0%	7%	21%	58%	4%	1%	9%	54%	13%

Source: RSP and KCKPS 7/30/2025

Note: Tables illustrate the percent of students residing in each boundary by demographic variables provided the district's student data for 2024/25 school year.

- Percentage Decreased by More than 5% from Current Boundaries
- Percentage Increased by More than 5% from Current Boundaries

Concept 1 Middle School: Demographic Analysis		Total 6-8 Students	Race/Ethnicity of Students							Programming	
			American Indian	Asian	Black	Hispanic	Multi-Racial	Pacific Islander	White	ESL	SPED
Concept Reside	Argentine MS	580	0%	3%	14%	67%	5%	1%	11%	45%	16%
	Arrowhead MS	482	1%	14%	28%	33%	5%	3%	16%	24%	19%
	Carl Bruce MS	655	0%	2%	32%	60%	4%	0%	2%	49%	12%
	Central MS	787	0%	4%	12%	78%	1%	1%	4%	60%	15%
	D.D. Eisenhower MS	735	0%	18%	25%	38%	5%	0%	13%	30%	16%
	Gloria Willis MS	766	0%	7%	22%	64%	2%	0%	4%	49%	13%
	Rosedale MS	470	0%	1%	19%	67%	3%	1%	9%	52%	19%
	Total 6-8 Students:	4,475	0%	7%	21%	59%	4%	1%	8%	45%	15%

Source: RSP and KCKPS 7/30/2025

Note: Tables illustrate the percent of students residing in each boundary by demographic variables provided the district's student data for 2024/25 school year.

Concept 1 High School: Demographic Analysis		Total 9-12 Students	Race/Ethnicity of Students							Programming	
			American Indian	Asian	Black	Hispanic	Multi-Racial	Pacific Islander	White	ESL	SPED
Concept Reside	F.L. Schlagle HS	1,041	0%	5%	24%	63%	2%	0%	5%	39%	16%
	J.C. Harmon HS	1,258	0%	2%	16%	70%	3%	0%	8%	41%	13%
	Washington HS	1,167	0%	12%	33%	35%	5%	1%	14%	25%	17%
	Wyandotte HS	1,792	0%	3%	21%	71%	2%	0%	3%	49%	13%
	Total 9-12 Students:	5,258	0%	5%	23%	61%	3%	0%	7%	40%	15%

Source: RSP and KCKPS 7/30/2025

Note: Tables illustrate the percent of students residing in each boundary by demographic variables provided the district's student data for 2024/25 school year.

Observations:

- Slight demographic adjustment at the Elementary Level
- Carl Bruce MS increases in Black population and Gloria Willis MS increased in Hispanic population (and ESL)
- No change greater than 5% of demographics at the High School level

DISCLAIMER: Smaller schools will see greater percentage shifts because of their smaller student population (changes in both numerator and denominator have bigger impact).

Concept #2

- Originally presented at Meeting #4
- Modified to align with committee feedback
- Proposes Quindaro Elementary moves from Wyandotte HS Cluster to Washington HS Cluster



Kansas City, Kansas
Public Schools

Concept 2: Elementary School Boundary Map

School List:

1. Banneker Elementary	15. M. E. Pearson Elementary
2. Bertram Caruthers Elementary	16. Mark Twain Elementary
3. Claude Huyck Elementary	17. McKinley Elementary
4. Douglass Elementary	18. New Chelsea Elementary
5. Emerson Elementary	19. New Stanley Elementary
6. Eugene Ware Elementary	20. New Build Elementary
7. Frances Willard Elementary	21. Quindaro Elementary
8. Frank Rushton Elementary	22. Silver City Elementary
9. Grant Elementary	23. Stony Point North Elementary
10. Hazel Grove Elementary	24. Stony Point South Elementary
11. John F. Kennedy Elementary	25. T. A. Edison Elementary
12. John Fiske Elementary	26. Welborn Elementary
13. Lindbergh Elementary	27. West Park Elementary
14. Lowell Brune Elementary	28. Whittier Elementary
29. Argentine Middle	
30. Arrowhead Middle	
31. Carl Bruce Middle	
32. Central Middle	
33. D.D. Eisenhower Middle	
34. Gloria Willis Middle	
35. Rosedale Middle	
36. F.L. Schagle High	
37. J.C. Harmon High	
38. Sumner Academy	
39. Washington High	
40. Wyandotte High	
41. Bridges	
42. Fairfax Learning Center	

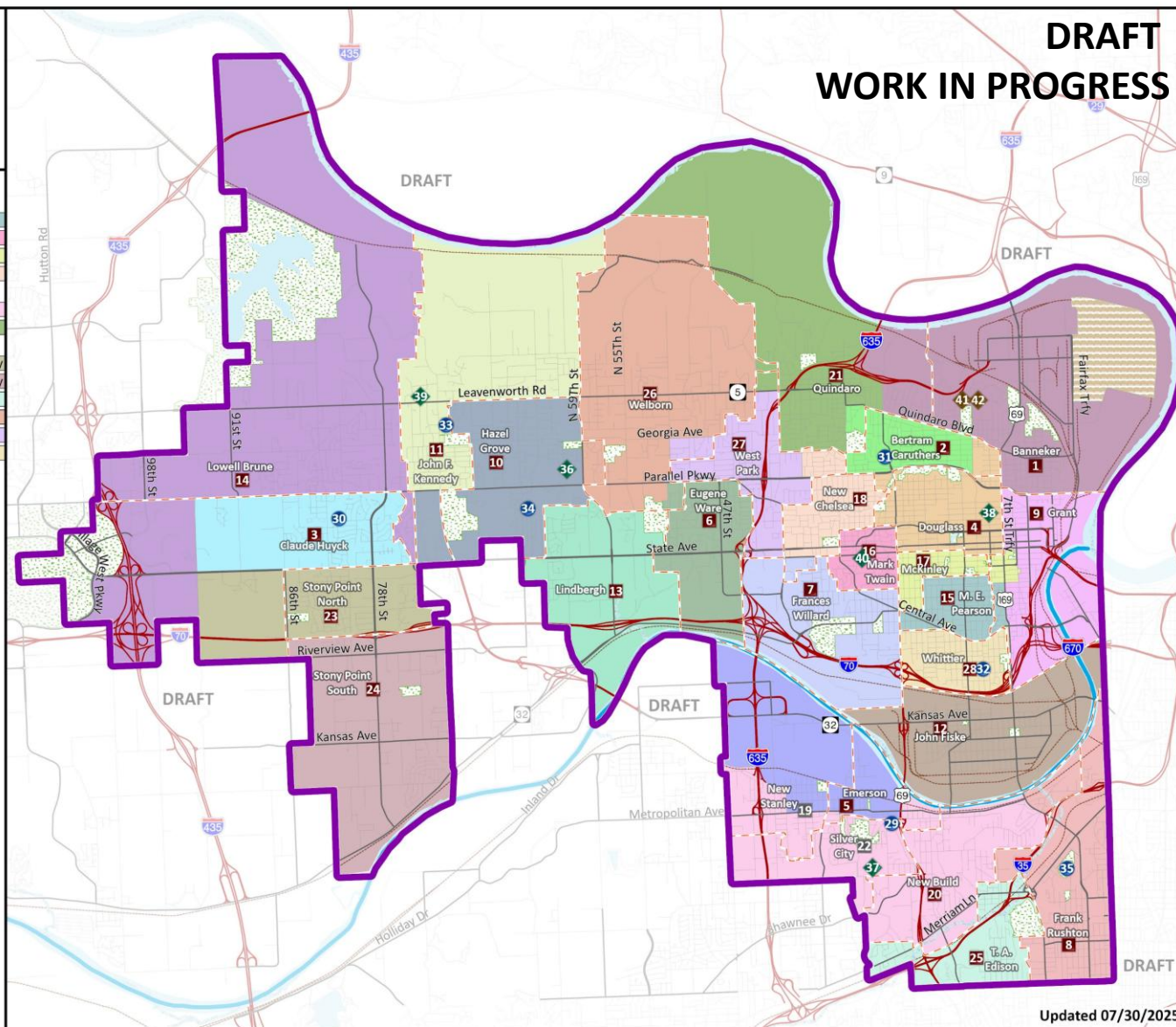
Legend

District Boundary	Current ES Boundary
Elementary School	Fairfax Assembly Plant
Middle Schools	Park/Recreation
High Schools	
Alternative Schools	
Repurposed Schools	

0 0.5 1 2 Miles



Data provided by the Kansas City, Kansas Public School District, Unified Government of Wyandotte County / Kansas City, Kansas, U.S. Census, and ESRI. Map created by RSP & Associates in July 2025.



Updated 07/30/2025



Kansas City, Kansas
Public Schools

Concept 2: Middle School Boundary Map

School List:

- | | |
|---------------------------------|----------------------------------|
| 1. Banneker Elementary | 15. M. E. Pearson Elementary |
| 2. Bertram Caruthers Elementary | 16. Mark Twain Elementary |
| 3. Claude Huyck Elementary | 17. McKinley Elementary |
| 4. Douglass Elementary | 18. New Chelsea Elementary |
| 5. Emerson Elementary | 19. New Stanley Elementary |
| 6. Eugene Ware Elementary | 20. New Build Elementary |
| 7. Frances Willard Elementary | 21. Quindaro Elementary |
| 8. Frank Rushton Elementary | 22. Silver City Elementary |
| 9. Grant Elementary | 23. Stony Point North Elementary |
| 10. Hazel Grove Elementary | 24. Stony Point South Elementary |
| 11. John F. Kennedy Elementary | 25. T. A. Edison Elementary |
| 12. John Fiske Elementary | 26. Welborn Elementary |
| 13. Lindbergh Elementary | 27. West Park Elementary |
| 14. Lowell Brune Elementary | 28. Whittier Elementary |
| 29. Argentine Middle | |
| 30. Arrowhead Middle | |
| 31. Carl Bruce Middle | |
| 32. Central Middle | |
| 33. D.D. Eisenhower Middle | |
| 34. Gloria Willis Middle | |
| 35. Rosedale Middle | |
| 36. F.L. Schagle High | |
| 37. J.C. Harmon High | |
| 38. Sumner Academy | |
| 39. Washington High | |
| 40. Wyandotte High | |
| 41. Bridges | |
| 42. Fairfax Learning Center | |

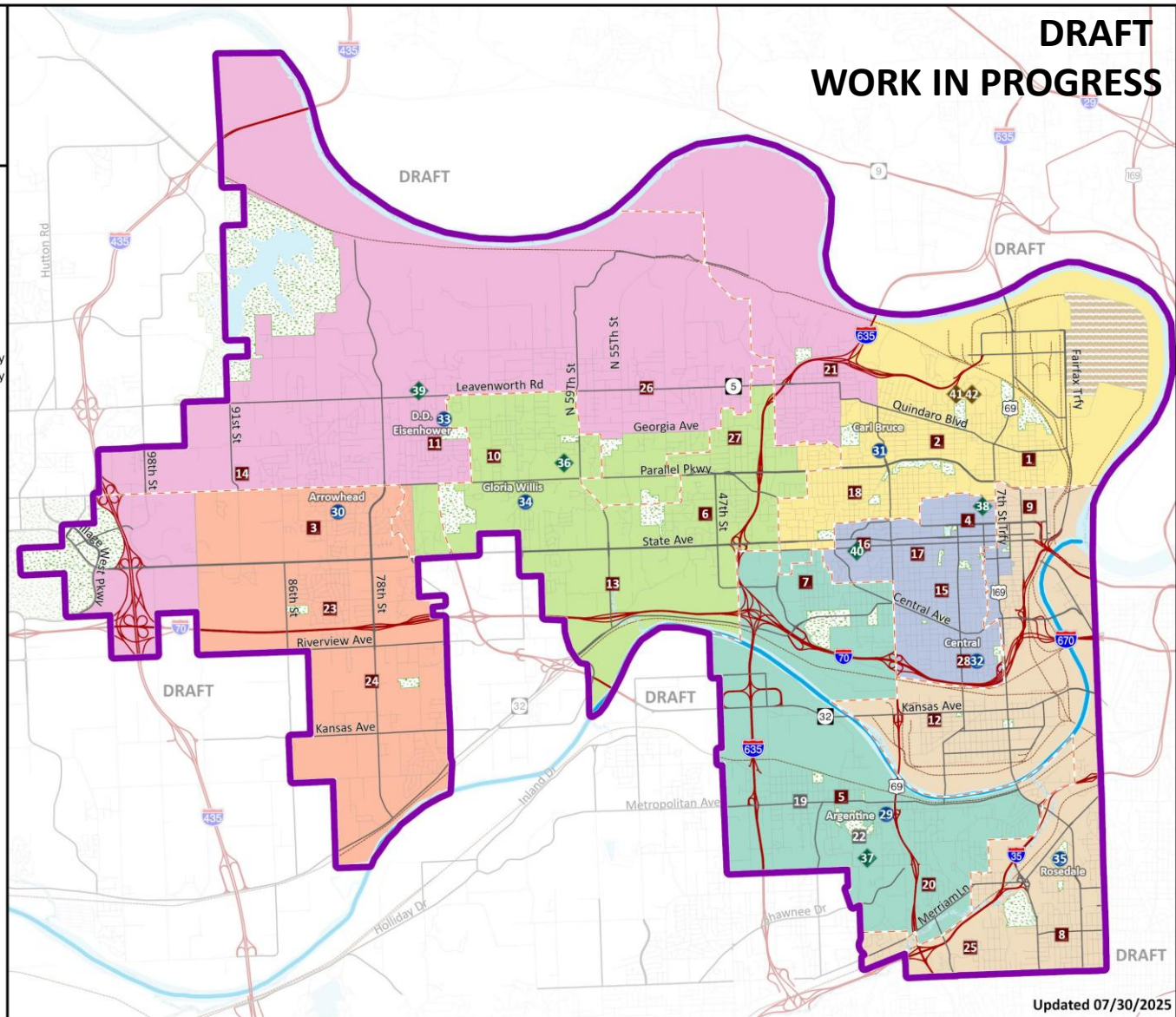
Legend

- | | |
|---------------------|------------------------|
| District Boundary | Current MS Boundary |
| Elementary School | Fairfax Assembly Plant |
| Middle Schools | Park/Recreation |
| High Schools | |
| Alternative Schools | |
| Repurposed Schools | |

0 0.5 1 2 Miles



Data provided by the Kansas City, Kansas Public School District, Unified Government of Wyandotte County / Kansas City, Kansas, U.S. Census, and ESRI. Map created by RSP & Associates in July 2025.



Updated 07/30/2025



Kansas City, Kansas
Public Schools

Concept 2: High School Boundary Map

School List:

- | | |
|---------------------------------|----------------------------------|
| 1. Bancker Elementary | 15. M. E. Pearson Elementary |
| 2. Bertram Caruthers Elementary | 16. Mark Twain Elementary |
| 3. Claude Huyck Elementary | 17. McKinley Elementary |
| 4. Douglass Elementary | 18. New Chelsea Elementary |
| 5. Emerson Elementary | 19. New Stanley Elementary |
| 6. Eugene Ware Elementary | 20. New Build Elementary |
| 7. Frances Willard Elementary | 21. Quindaro Elementary |
| 8. Frank Rushton Elementary | 22. Silver City Elementary |
| 9. Grant Elementary | 23. Stony Point North Elementary |
| 10. Hazel Grove Elementary | 24. Stony Point South Elementary |
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| 13. Lindbergh Elementary | 27. West Park Elementary |
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| 31. Carl Bruce Middle | |
| 32. Central Middle | |
| 33. D.D. Eisenhower Middle | |
| 34. Gloria Willis Middle | |
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| 36. F.L. Schlagle High | |
| 37. J.C. Harmon High | |
| 38. Sumner Academy | |
| 39. Washington High | |
| 40. Wyandotte High | |
| 41. Bridges | |
| 42. Fairfax Learning Center | |

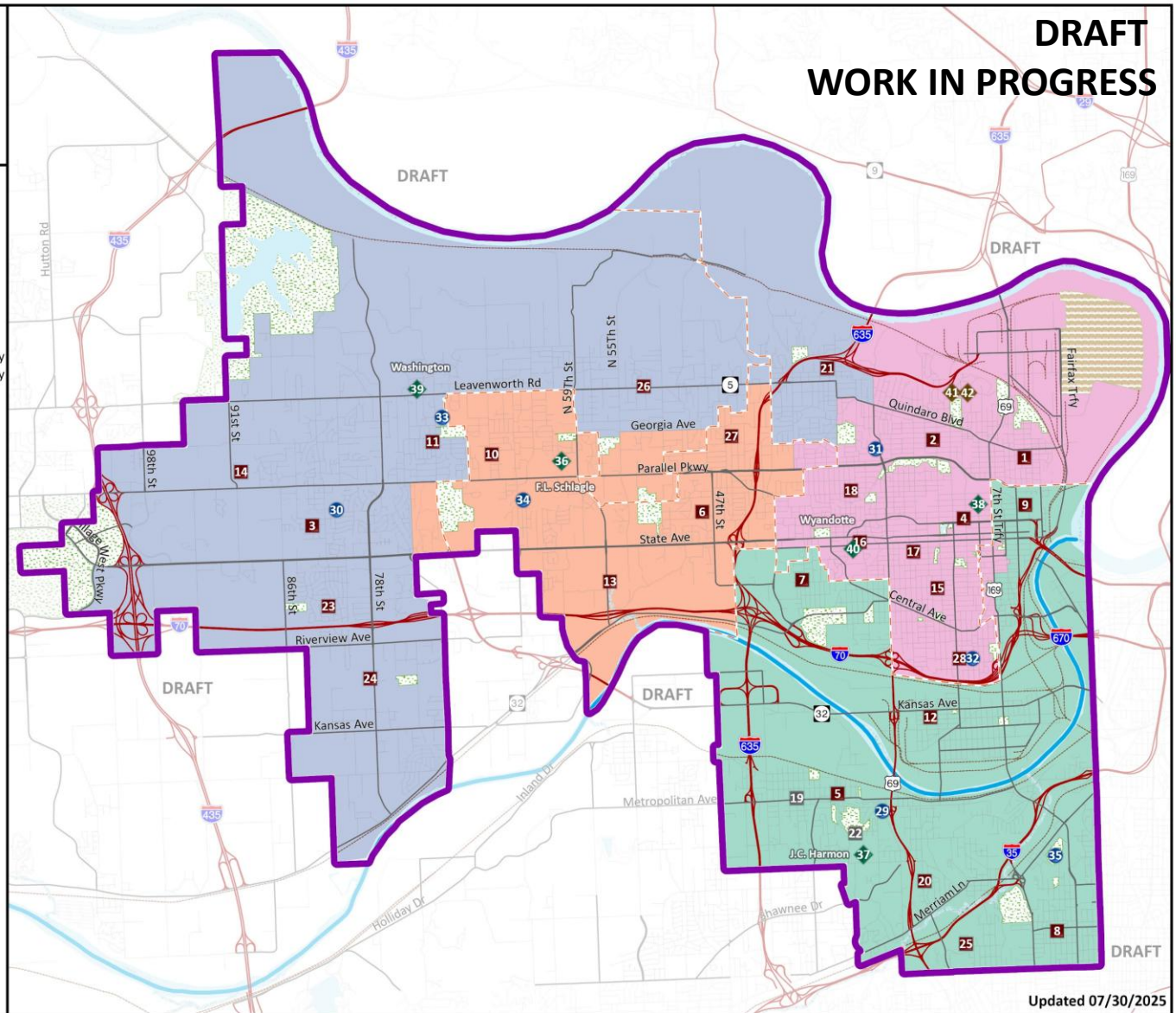
Legend

- | | |
|---------------------|------------------------|
| District Boundary | Current HS Boundary |
| Elementary School | Fairfax Assembly Plant |
| Middle Schools | Park/Recreation |
| High Schools | |
| Alternative Schools | |
| Repurposed Schools | |

0 0.5 1 2 Miles



Data provided by the Kansas City, Kansas Public School District, Unified Government of Wyandotte County / Kansas City, Kansas, U.S. Census, and ESRI. Map created by RSP & Associates in July 2025.



Updated 07/30/2025

Concept #2 Projections: Elementary

DRAFT

FAST FACTS:

Projections include updated capacities from the Hollis+Miller Facility Master Plan (09/23 Update)

- Capacity accounts for ideal class sizes, program needs, and proper space usage.
- The capacities reflect optimal conditions; buildings may operate efficiently even if slightly over capacity.
- Some schools remain under-utilized over the next five years, but options to repurpose more buildings are limited under the new capacity model.

Concept 2 includes combination of Silver City/Noble Prentis and repurposing New Stanley with the new ES build.
(Capacity Range of 550-705 depending on building size.)

Concept 2: Elementary Boundaries:	H+M Capacity		Current Boundaries		New Boundary Implemented			Current Boundaries		New Boundary Implemented		
	Current	Future	2025/26	2026/27	2027/28	2028/29	2029/30	2025/26	2026/27	2027/28	2028/29	2029/30
Banneker ES	457		304	301	347	355	355	66.5%	65.8%	75.9%	77.7%	77.7%
Bertram Caruthers ES	406		358	357	334	332	336	88.2%	88.0%	82.3%	81.8%	82.8%
Claude Huyck ES	308		318	313	292	301	302	103.1%	101.5%	94.7%	97.6%	97.9%
Douglass ES	459		298	297	330	327	321	64.9%	64.7%	71.9%	71.3%	70.0%
Emerson ES	209		156	156	201	199	199	74.6%	74.6%	96.1%	95.1%	95.1%
Eugene Ware ES	295		240	247	252	253	250	81.5%	83.9%	85.6%	85.9%	84.9%
Frances Willard ES	472		395	399	461	453	455	83.6%	84.5%	97.6%	95.9%	96.3%
Frank Rushton ES	473		340	338	358	365	370	71.8%	71.4%	75.5%	77.0%	78.2%
Grant ES	351		326	322	283	288	285	92.8%	91.7%	80.6%	82.0%	81.2%
Hazel Grove ES	550		527	535	500	508	504	95.9%	97.3%	91.0%	92.4%	91.7%
John F. Kennedy ES	429		436	443	375	380	380	101.7%	103.3%	87.5%	88.6%	88.6%
John Fiske ES	379		277	299	293	280	282	73.1%	78.9%	77.3%	73.9%	74.4%
Lindbergh ES	228		225	224	211	206	211	98.7%	98.2%	92.5%	90.4%	92.5%
Lowell Brune ES	566		430	404	388	380	399	76.0%	71.4%	68.6%	67.2%	70.5%
M. E. Pearson ES	635		551	555	620	623	632	86.8%	87.5%	97.7%	98.2%	99.6%
Mark Twain ES	275		210	193	182	179	172	76.4%	70.2%	66.2%	65.1%	62.6%
McKinley ES	324		227	223	248	243	249	70.0%	68.8%	76.5%	74.9%	76.8%
New Chelsea ES	594		553	548	497	502	494	93.1%	92.3%	83.7%	84.5%	83.2%
New Stanley ES	278	0	232	225	0	0	0	83.5%	81.0%	0.0%	0.0%	0.0%
New Build ES	268	550	199	206	603	593	576	74.2%	76.8%	109.7%	107.9%	104.7%
Quindaro ES	497		366	370	307	291	297	73.6%	74.4%	61.7%	58.5%	59.7%
Silver City ES	363	0	232	243	0	0	0	63.9%	67.0%	0.0%	0.0%	0.0%
Stony Point North ES	380		284	282	288	298	305	74.7%	74.1%	75.7%	78.4%	80.2%
Stony Point South ES	339		248	237	221	227	225	73.1%	69.9%	65.2%	66.9%	66.3%
T. A. Edison ES	377		219	221	219	219	217	58.1%	58.6%	58.1%	58.1%	57.6%
Welborn ES	605		539	537	570	575	578	89.0%	88.7%	94.1%	95.0%	95.5%
West Park ES	598		522	491	443	430	420	87.3%	82.1%	74.1%	71.9%	70.2%
Whittier ES	606		470	473	469	467	469	77.5%	78.0%	77.4%	77.0%	77.4%
Elementary Total	11,722	11,363	9,482	9,439	9,292	9,274	9,283	80.9%	80.5%	79.3%	79.1%	79.2%

7/30/2025

Source: RSP & Associates

Capacity updated to align with Hollis+Miller Facility Master Plan. Capacity is a functional number that accounts for ideal class size, programming of rooms, and utilization of spaces throughout school days. Total projections may differ from current boundaries due to rounding at the student and school level.

★ Year of potential implementation

IMPORTANT: Building the new school as a 4-section, would solve over-utilization challenges.

Potential to increase capacity to **624-705** (depending on number of additional classrooms; +3 or +6).

Decision will be based on budget feasibility to Bond and General Obligation allocations to integrate the options into the plan.

Concept #2 Projections: Middle and High

DRAFT

FAST FACTS:

Projections include updated capacities from the Hollis+Miller Facility Master Plan (09/23 Update)

- Capacity accounts for ideal class sizes, program needs, and proper space usage.
- The capacities reflect optimal conditions; buildings may operate efficiently even if slightly over capacity.

Concept 2 includes feeder adjustment of Quindaro ES out of Wyandotte HS:

- Currently feeds Carl Bruce MS & Wyandotte HS
- Proposed change to feed **Eisenhower MS & Washington HS**

Concept 2: Middle School Boundaries:	H+M Capacity		Current Boundaries		New Boundary Implemented			Current Boundaries		New Boundary Implemented		
	Current	Future	2025/26	2026/27	2027/28	2028/29	2029/30	2025/26	2026/27	2027/28	2028/29	2029/30
Argentine MS *(New Build)	700	730	513	503	548	563	577	73.3%	71.8%	75.0%	77.1%	79.1%
Arrowhead MS	490		372	363	428	398	383	75.9%	74.1%	87.3%	81.2%	78.1%
Carl Bruce MS	830		835	831	768	761	750	100.6%	100.1%	92.6%	91.7%	90.4%
Central MS *(New Build)	674	805	712	708	737	729	713	105.6%	105.0%	91.6%	90.6%	88.6%
D.D. Eisenhower MS	786		683	690	661	660	644	86.9%	87.8%	84.1%	84.0%	82.0%
Gloria Willis MS	857		720	714	819	808	807	84.0%	83.3%	95.6%	94.3%	94.2%
Rosedale MS	704		495	522	493	522	509	70.3%	74.2%	70.1%	74.2%	72.3%
Sumner Academy (8th) (capacity included at HS table)			172	172	172	172	172					
Middle School Total	5,041	5,201	4,502	4,503	4,626	4,613	4,555	89.3%	89.3%	88.9%	88.7%	87.6%

7/30/2025

Source: RSP & Associates

Capacity updated to align with Hollis+Miller Facility Master Plan. Capacity is a functional number that accounts for ideal class size, programming of rooms, and utilization of spaces throughout school days.

Total projections may differ from current boundaries due to rounding at the student and school level.

Concept 2: High School Boundaries:	H+M Capacity	Current Boundaries		New Boundary Implemented			Current Boundaries		New Boundary Implemented		
		2025/26	2026/27	2027/28	2028/29	2029/30	2025/26	2026/27	2027/28	2028/29	2029/30
F.L. Schlagle HS	1,093	827	845	915	922	939	75.7%	77.3%	83.7%	84.3%	85.9%
J.C. Harmon HS	1,266	1,227	1,148	1,140	1,141	1,142	96.9%	90.7%	90.0%	90.1%	90.2%
Sumner Academy (9-12)	1,161	895	894	898	894	896	77.1%	77.0%	77.4%	77.0%	77.2%
Washington HS	1,279	1,102	1,116	1,229	1,241	1,263	86.1%	87.2%	96.1%	97.0%	98.7%
Wyandotte HS	1,718	1,910	1,826	1,657	1,619	1,629	111.1%	106.3%	96.4%	94.2%	94.8%
High School Total:	6,518	5,961	5,829	5,839	5,817	5,869	91.5%	89.4%	89.6%	89.3%	90.0%

7/30/2025

Source: RSP & Associates

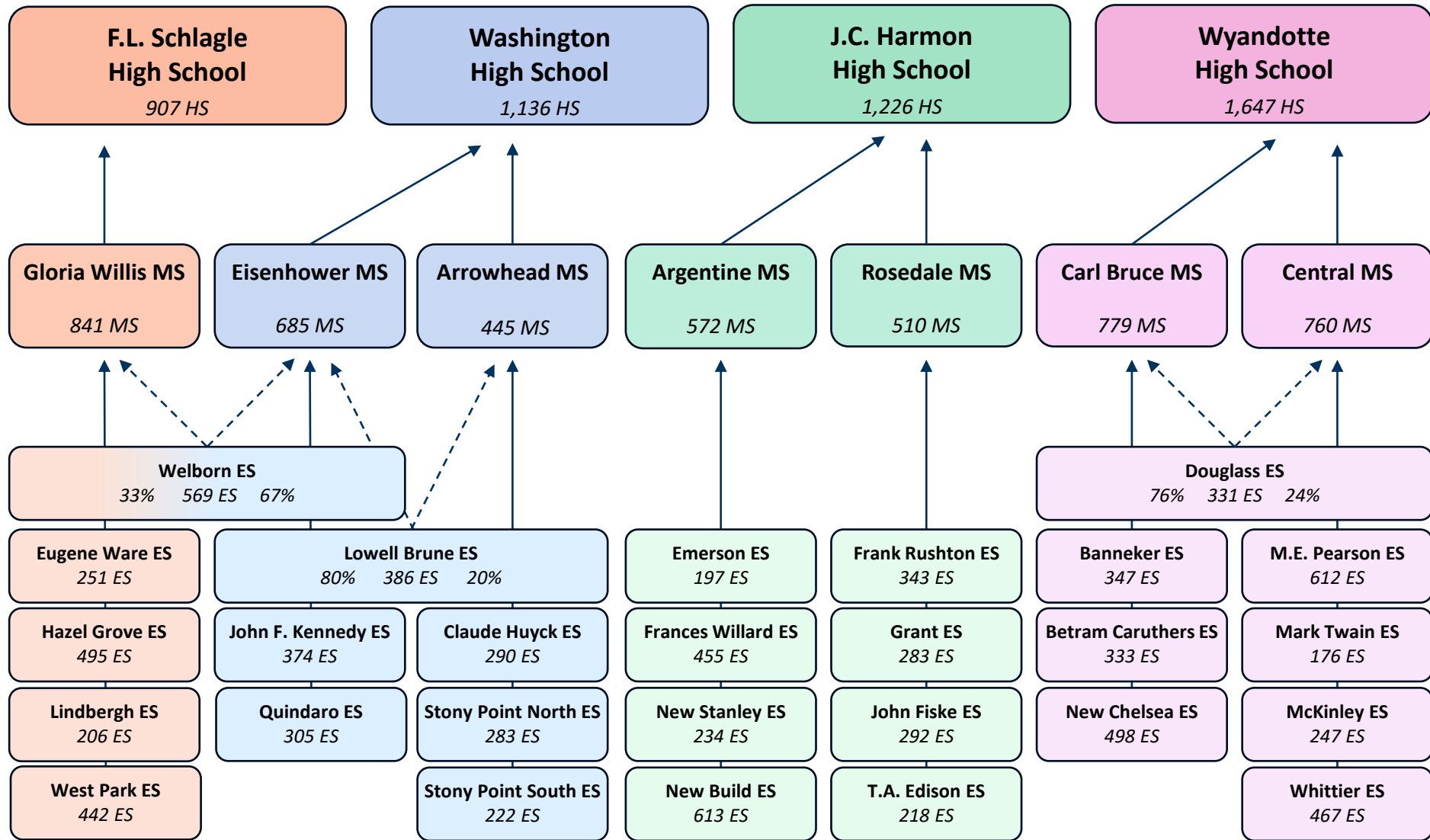
Capacity updated to align with Hollis+Miller Facility Master Plan. Capacity is a functional number that accounts for ideal class size, programming of rooms, and utilization of spaces throughout school days.

Total projections may differ from current boundaries due to rounding at the student and school level.

★ Year of potential implementation

Concept #2 Feeder System (2027/28 Students by Reside)

DRAFT



Schools that do not have attendance boundaries serving all students in the District include: Sumner Academy, Bridges, and Fairfax Learning Center
 Schools without boundaries contribute to the intra-district movement and student choice options. Out of District and Unmatched students NOT included in table.

Concept #2: Elementary Students Impacted

Concept 2 Elementary: Students Impacted by Boundary Change		Concept 2 Reside (Students Impacted from Current Boundaries)																								DRAFT					
		Banneker ES	Bertram Caruthers ES	Claude Huyck ES	Douglass ES	Emerson ES	Eugene Ware ES	Frances Willard ES	Frank Rushton ES	Grant ES	Hazel Grove ES	John F. Kennedy ES	John Fiske ES	Lindbergh ES	Lowell Brune ES	M. E. Pearson ES	Mark Twain ES	McKinley ES	New Chelsea ES	New Build ES	Quindaro ES	Stony Point North ES	Stony Point South ES	T. A. Edison ES	Welborn ES	West Park ES	Whittier ES	Total K-2 Impact	Current K-2 Total	% Impact	
Current Reside	Banneker ES																											0	137	0%	
	Bertram Caruthers ES				25																							25	137	18%	
	Claude Huyck ES																				7							7	124	6%	
	Douglass ES																											0	106	0%	
	Emerson ES																		24									24	101	24%	
	Eugene Ware ES																											0	127	0%	
	Frances Willard ES																											0	236	0%	
	Frank Rushton ES																											0	176	0%	
	Grant ES															25		14										39	183	21%	
	Hazel Grove ES																								57			57	216	26%	
	John F. Kennedy ES										35																	35	184	19%	
	John Fiske ES																												0	173	0%
	Lindbergh ES																												0	106	0%
	Lowell Brune ES																												0	209	0%
	M. E. Pearson ES																												0	327	0%
	Mark Twain ES																												0	94	0%
	McKinley ES																												0	108	0%
	New Chelsea ES							37																					37	223	17%
	New Stanley ES					48														68									116	194	60%
	Noble Prentis ES																			106									106	120	88%
	Quindaro ES	17	16																										33	158	21%
	Silver City ES																			122									122	148	82%
	Stony Point North ES																												0	153	0%
	Stony Point South ES																												0	160	0%
	T. A. Edison ES																												0	119	0%
	Welborn ES						9																			19			28	211	13%
West Park ES																		34										34	177	19%	
Whittier ES																												0	284	0%	
Total K-2 Impact:		17	16	0	25	48	9	37	0	0	35	0	0	0	0	25	0	14	34	320	0	7	0	0	57	19	0	663	4,691	14%	

Source: RSP and KCKPS

7/30/2025

Note: The "Students Impacted" table provides a snapshot of the number of students potentially affected by this concept. The data reflects current 2024/25 enrollment, specifically students in Kdg - 2nd grade. By the 2027/28 school year, these same students will be in 3-5th grade.

Concept #2: Secondary Students Impacted

DRAFT

Concept 2 Middle School: Students Impacted by Boundary Change		Concept 2 Reside							Total Grade 5 Impact	Current Grade 5 Total	% Impact
		Argentine MS - new	Arrowhead MS	Carl Bruce MS	Central MS - new	D.D. Eisenhower MS	Gloria Willis MS	Rosedale MS			
Current Reside	Argentine MS								0	193	0%
	Arrowhead MS					1			1	115	1%
	Carl Bruce MS	8				55			63	245	26%
	Central MS								0	272	0%
	D.D. Eisenhower MS		21				36		57	188	30%
	Gloria Willis MS			15		1			16	202	8%
	Rosedale MS				18				18	172	10%
	Total Grade 5 Impact:	8	21	15	18	57	36	0	155	1,387	11%

Source: RSP and KCKPS

7/30/2025

Note: The "Students Impacted" table provides a snapshot of the number of students potentially affected by this concept. The data reflects current 2024/25 enrollment, specifically students in 5th grade. By the 2027/28 school year, these same students will be in 8th grade.

Concept 2 High School: Students Impacted by Boundary Change		Concept 2 Reside				Total Grade 9 Impact	Current Grade 9 Total	% Impact
		F.L. Schlagle HS	J.C. Harmon HS	Washington HS	Wyandotte HS			
Current Reside	F.L. Schlagle HS			1	10	11	266	4%
	J.C. Harmon HS				12	12	366	3%
	Washington HS	26				26	375	7%
	Wyandotte HS		13	46		59	792	7%
	Total Grade 9 Impact:	26	13	47	22	108	1,799	6%

Source: RSP and KCKPS

7/30/2025

Note: The "Students Impacted" table provides a snapshot of the number of students potentially affected by this concept. The data reflects current 2024/25 enrollment, specifically students in 9th grade. By the 2027/28 school year, these same students will be in 12th grade. Table removes current Summer Academy Students as they are assumed to stay at Summer Academy.

TOTAL IMPACT:

- 926 total students impacted; reflects approximately 17% impact
 - ~663 Elementary Students Impacted
 - ~155 Middle School Students Impacted
 - ~108 High School Students Impacted

DISCLAIMER: Tables reflect a snapshot of students potentially impacted, based on current enrollment data. As the implementation year approaches, RSP recommends revisiting this analysis to update the projected number of impacted students.

Concept #2: School Demographic Tables

Concept 2 Elementary: Demographic Analysis		Total K-5 Students	Race/Ethnicity of Students							Programming	
			American Indian	Asian	Black	Hispanic	Multi-Racial	Pacific Islander	White	ESL	SPED
Concept Reside	Banneker ES	316	0%	1%	31%	60%	4%	0%	3%	63%	9%
	Bertram Caruthers ES	345	0%	1%	24%	69%	3%	0%	2%	58%	10%
	Claude Huyck ES	302	0%	35%	29%	23%	6%	1%	5%	52%	14%
	Douglass ES	355	0%	2%	25%	64%	6%	0%	3%	59%	11%
	Emerson ES	220	0%	1%	21%	66%	7%	0%	5%	48%	15%
	Eugene Ware ES	260	0%	8%	19%	61%	4%	0%	8%	59%	10%
	Frances Willard ES	464	1%	3%	5%	86%	1%	0%	4%	67%	11%
	Frank Rushton ES	314	0%	4%	22%	54%	7%	0%	13%	46%	11%
	Grant ES	251	0%	2%	48%	38%	2%	4%	6%	47%	14%
	Hazel Grove ES	496	0%	13%	27%	44%	6%	1%	10%	40%	12%
	John F. Kennedy ES	372	0%	20%	27%	31%	4%	1%	18%	38%	15%
	John Fiske ES	270	0%	0%	5%	86%	1%	0%	9%	73%	19%
	Lindbergh ES	227	0%	14%	20%	51%	5%	0%	10%	55%	12%
	Lowell Brune ES	440	0%	22%	24%	31%	7%	3%	13%	35%	16%
	M. E. Pearson ES	601	0%	3%	7%	82%	2%	0%	5%	73%	11%
	Mark Twain ES	210	0%	7%	16%	70%	1%	0%	6%	67%	17%
	McKinley ES	263	0%	6%	11%	76%	3%	0%	4%	74%	11%
	New Chelsea ES	568	0%	1%	18%	76%	3%	0%	3%	71%	10%
	New Stanley ES	0									
	New Build ES	598	0%	1%	25%	53%	4%	2%	15%	43%	14%
	Quindaro ES	309	0%	1%	32%	60%	3%	0%	4%	55%	13%
	Silver City ES	0									
	Stony Point North ES	295	0%	8%	29%	38%	6%	2%	17%	30%	17%
	Stony Point South ES	261	0%	2%	20%	38%	8%	0%	32%	23%	17%
	T. A. Edison ES	212	1%	1%	12%	66%	7%	0%	14%	49%	18%
	Welborn ES	580	0%	11%	27%	45%	7%	0%	10%	44%	10%
	West Park ES	483	0%	7%	25%	58%	4%	0%	6%	55%	12%
	Whittier ES	494	1%	2%	16%	73%	2%	2%	4%	64%	11%
	Total K-5 Students:	9,506	0%	7%	21%	58%	4%	1%	9%	54%	13%

Source: RSP and KCKPS 7/30/2025

Note: Tables illustrate the percent of students residing in each boundary by demographic variables provided the district's student data for 2024/25 school year.

- Percentage Decreased by More than 5% from Current Boundaries
- Percentage Increased by More than 5% from Current Boundaries

Concept 2 Middle School: Demographic Analysis		Total 6-8 Students	Race/Ethnicity of Students							Programming	
			American Indian	Asian	Black	Hispanic	Multi-Racial	Pacific Islander	White	ESL	SPED
Concept Reside	Argentine MS	580	0%	3%	14%	67%	5%	1%	11%	45%	16%
	Arrowhead MS	460	1%	15%	28%	32%	5%	3%	17%	24%	20%
	Carl Bruce MS	682	0%	2%	25%	66%	4%	0%	2%	54%	11%
	Central MS	798	0%	5%	12%	77%	1%	1%	4%	60%	15%
	D.D. Eisenhower MS	719	0%	17%	29%	39%	5%	0%	11%	32%	17%
	Gloria Willis MS	766	0%	8%	25%	57%	3%	1%	6%	43%	13%
	Rosedale MS	470	0%	1%	19%	67%	3%	1%	9%	52%	19%
	Total 6-8 Students:	4,475	0%	7%	21%	59%	4%	1%	8%	45%	15%

Source: RSP and KCKPS 7/30/2025

Note: Tables illustrate the percent of students residing in each boundary by demographic variables provided the district's student data for 2024/25 school year.

Concept 2 High School: Demographic Analysis		Total 9-12 Students	Race/Ethnicity of Students							Programming	
			American Indian	Asian	Black	Hispanic	Multi-Racial	Pacific Islander	White	ESL	SPED
Concept Reside	F.L. Schlagle HS	899	0%	7%	28%	55%	3%	1%	7%	36%	16%
	J.C. Harmon HS	1,258	0%	2%	16%	70%	3%	0%	8%	41%	13%
	Washington HS	1,226	0%	11%	34%	38%	5%	1%	12%	26%	16%
	Wyandotte HS	1,875	0%	2%	19%	74%	2%	0%	3%	49%	14%
	Total 9-12 Students:	5,258	0%	5%	23%	61%	3%	0%	7%	40%	15%

Source: RSP and KCKPS 7/30/2025

Note: Tables illustrate the percent of students residing in each boundary by demographic variables provided the district's student data for 2024/25 school year.

Observations:

- Slight demographic adjustment at the Elementary Level
- No change greater than 5% of demographics at the Middle School and High School level

Concept #3

- New concept presented
- Created as a request for a comprehensive adjustment throughout all feeders
- Middle School Boundary Plan contingent on Central MS being rebuilt north of Central Ave



Kansas City, Kansas
Public Schools

Concept 3: Elementary School Boundary Map

School List:

1. Banneker Elementary	15. M. E. Pearson Elementary
2. Bertram Caruthers Elementary	16. Mark Twain Elementary
3. Claude Huyck Elementary	17. McKinley Elementary
4. Douglass Elementary	18. New Chelsea Elementary
5. Emerson Elementary	19. New Stanley Elementary
6. Eugene Ware Elementary	20. New Build Elementary
7. Frances Willard Elementary	21. Quindaro Elementary
8. Frank Rushton Elementary	22. Silver City Elementary
9. Grant Elementary	23. Stony Point North Elementary
10. Hazel Grove Elementary	24. Stony Point South Elementary
11. John F. Kennedy Elementary	25. T. A. Edison Elementary
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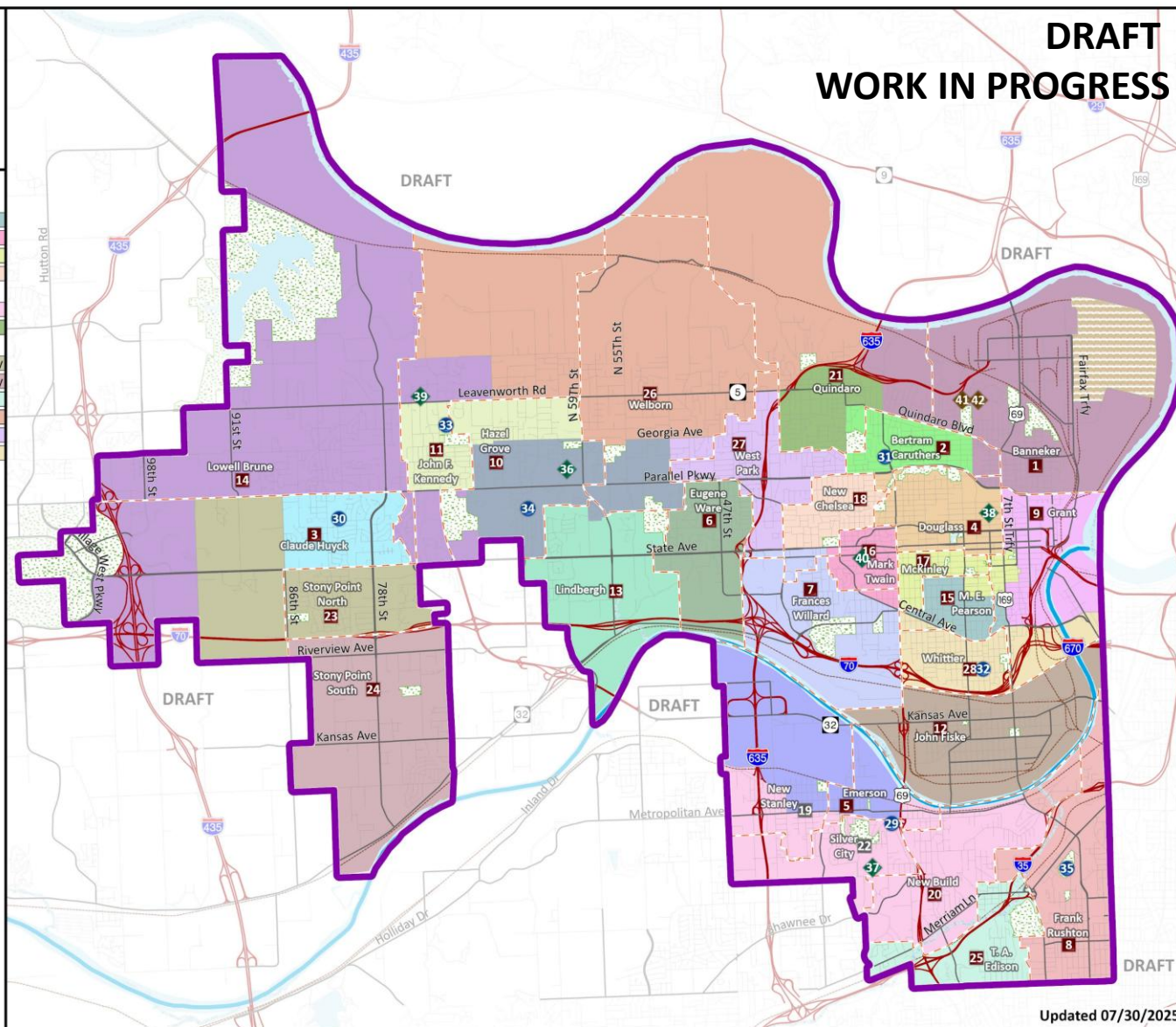
Legend

District Boundary	Current ES Boundary
Elementary School	Fairfax Assembly Plant
Middle Schools	Park/Recreation
High Schools	
Alternative Schools	
Repurposed Schools	

0 0.5 1 2 Miles



Data provided by the Kansas City, Kansas Public School District, Unified Government of Wyandotte County / Kansas City, Kansas, U.S. Census, and ESRI. Map created by RSP & Associates in July 2025.



Updated 07/30/2025



Kansas City, Kansas
Public Schools

Concept 3: Middle School Boundary Map

School List:

- | | |
|---------------------------------|----------------------------------|
| 1. Banneker Elementary | 15. M. E. Pearson Elementary |
| 2. Bertram Caruthers Elementary | 16. Mark Twain Elementary |
| 3. Claude Huyck Elementary | 17. McKinley Elementary |
| 4. Douglass Elementary | 18. New Chelsea Elementary |
| 5. Emerson Elementary | 19. New Stanley Elementary |
| 6. Eugene Ware Elementary | 20. New Build Elementary |
| 7. Frances Willard Elementary | 21. Quindaro Elementary |
| 8. Frank Rushton Elementary | 22. Silver City Elementary |
| 9. Grant Elementary | 23. Stony Point North Elementary |
| 10. Hazel Grove Elementary | 24. Stony Point South Elementary |
| 11. John F. Kennedy Elementary | 25. T. A. Edison Elementary |
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| 38. Sumner Academy | |
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| 40. Wyandotte High | |
| 41. Bridges | |
| 42. Fairfax Learning Center | |

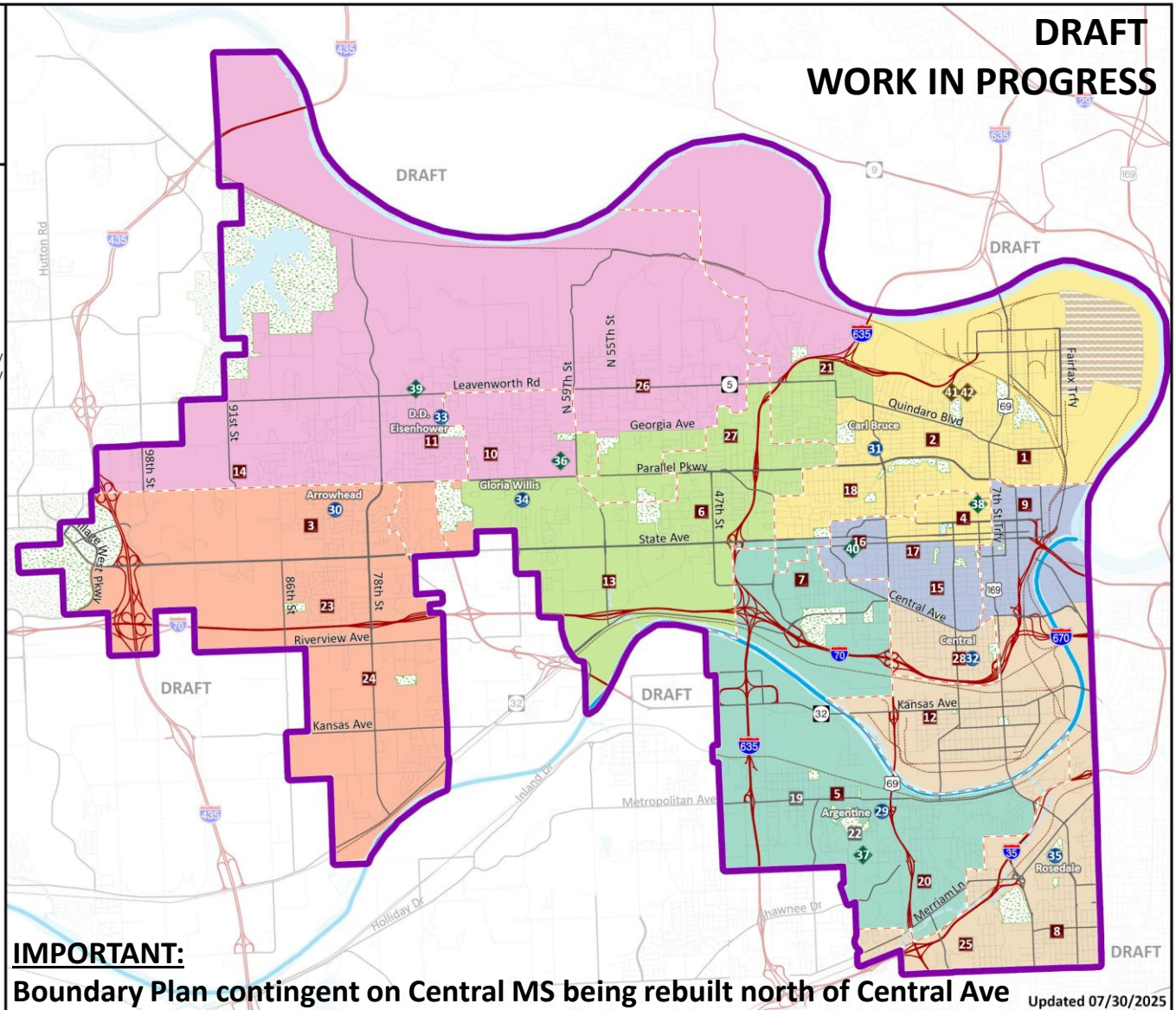
Legend

- | | |
|---------------------|------------------------|
| District Boundary | Current MS Boundary |
| Elementary School | Fairfax Assembly Plant |
| Middle Schools | Park/Recreation |
| High Schools | |
| Alternative Schools | |
| Repurposed Schools | |

0 0.5 1 2 Miles



Data provided by the Kansas City, Kansas Public School District, Unified Government of Wyandotte County / Kansas City, Kansas, U.S. Census, and ESRI. Map created by RSP & Associates in July 2025.





Kansas City, Kansas
Public Schools

Concept 3: High School Boundary Map

School List:

- | | |
|---------------------------------|----------------------------------|
| 1. Bancker Elementary | 15. M. E. Pearson Elementary |
| 2. Bertram Caruthers Elementary | 16. Mark Twain Elementary |
| 3. Claude Huyck Elementary | 17. McKinley Elementary |
| 4. Douglass Elementary | 18. New Chelsea Elementary |
| 5. Emerson Elementary | 19. New Stanley Elementary |
| 6. Eugene Ware Elementary | 20. New Build Elementary |
| 7. Frances Willard Elementary | 21. Quindaro Elementary |
| 8. Frank Rushton Elementary | 22. Silver City Elementary |
| 9. Grant Elementary | 23. Stony Point North Elementary |
| 10. Hazel Grove Elementary | 24. Stony Point South Elementary |
| 11. John F. Kennedy Elementary | 25. T. A. Edison Elementary |
| 12. John Fiske Elementary | 26. Welborn Elementary |
| 13. Lindbergh Elementary | 27. West Park Elementary |
| 14. Lowell Brune Elementary | 28. Whittier Elementary |
| 29. Argentine Middle | |
| 30. Arrowhead Middle | |
| 31. Carl Bruce Middle | |
| 32. Central Middle | |
| 33. D.D. Eisenhower Middle | |
| 34. Gloria Willis Middle | |
| 35. Rosedale Middle | |
| 36. F.L. Schlagle High | |
| 37. J.C. Harmon High | |
| 38. Sumner Academy | |
| 39. Washington High | |
| 40. Wyandotte High | |
| 41. Bridges | |
| 42. Fairfax Learning Center | |

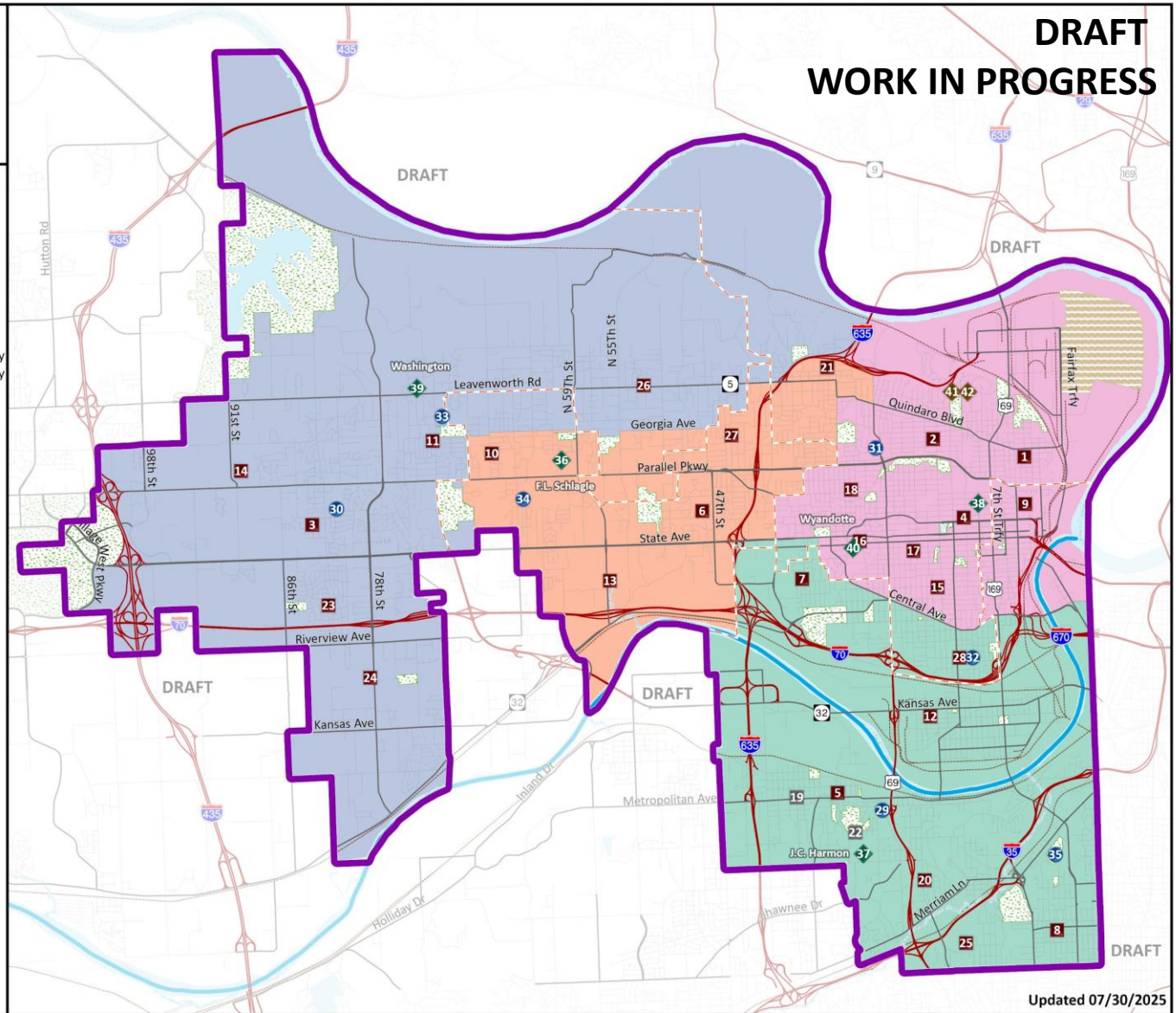
Legend

- | | |
|---------------------|------------------------|
| District Boundary | Current HS Boundary |
| Elementary School | Fairfax Assembly Plant |
| Middle Schools | Park/Recreation |
| High Schools | |
| Alternative Schools | |
| Repurposed Schools | |

0 0.5 1 2 Miles



Data provided by the Kansas City, Kansas Public School District, Unified Government of Wyandotte County / Kansas City, Kansas, U.S. Census, and ESRI. Map created by RSP & Associates in July 2025.



Updated 07/30/2025

Concept #3 Projections: Elementary

DRAFT

FAST FACTS:

Projections include updated capacities from the Hollis+Miller Facility Master Plan (09/23 Update)

- Capacity accounts for ideal class sizes, program needs, and proper space usage.
- The capacities reflect optimal conditions; buildings may operate efficiently even if slightly over capacity.
- Some schools remain under-utilized over the next five years, but options to repurpose more buildings are limited under the new capacity model.

Concept 3 includes combination of Silver City/Noble Prentis and repurposing New Stanley with the new ES build.
(Capacity Range of 550-705 depending on building size.)

Concept 3: Elementary Boundaries:	H+M Capacity		Current Boundaries		New Boundary Implemented			Current Boundaries		New Boundary Implemented		
	Current	Future	2025/26	2026/27	2027/28	2028/29	2029/30	2025/26	2026/27	2027/28	2028/29	2029/30
Banneker ES	457		304	301	395	402	402	66.5%	65.8%	86.4%	87.9%	87.9%
Bertram Caruthers ES	406		358	357	334	332	336	88.2%	88.0%	82.3%	81.8%	82.8%
Claude Huyck ES	308		318	313	274	282	280	103.1%	101.5%	88.8%	91.4%	90.8%
Douglass ES	459		298	297	284	279	273	64.9%	64.7%	61.9%	60.8%	59.5%
Emerson ES	209		156	156	201	199	199	74.6%	74.6%	96.1%	95.1%	95.1%
Eugene Ware ES	295		240	247	236	236	235	81.5%	83.9%	80.1%	80.1%	79.8%
Frances Willard ES	472		395	399	423	412	413	83.6%	84.5%	89.5%	87.2%	87.4%
Frank Rushton ES	473		340	338	358	365	370	71.8%	71.4%	75.5%	77.0%	78.2%
Grant ES	351		326	322	267	277	273	92.8%	91.7%	76.0%	78.9%	77.7%
Hazel Grove ES	550		527	535	497	499	494	95.9%	97.3%	90.4%	90.8%	89.9%
John F. Kennedy ES	429		436	443	358	368	373	101.7%	103.3%	83.5%	85.8%	87.0%
John Fiske ES	379		277	299	293	280	282	73.1%	78.9%	77.3%	73.9%	74.4%
Lindbergh ES	228		225	224	177	169	169	98.7%	98.2%	77.6%	74.1%	74.1%
Lowell Brune ES	566		430	404	507	500	522	76.0%	71.4%	89.6%	88.4%	92.2%
M. E. Pearson ES	635		551	555	541	547	557	86.8%	87.5%	85.3%	86.2%	87.8%
Mark Twain ES	275		210	193	237	240	235	76.4%	70.2%	86.2%	87.3%	85.5%
McKinley ES	324		227	223	299	294	298	70.0%	68.8%	92.2%	90.7%	91.9%
New Chelsea ES	594		553	548	406	407	401	93.1%	92.3%	68.4%	68.5%	67.5%
New Stanley ES	278	0	232	225	0	0	0	83.5%	81.0%	0.0%	0.0%	0.0%
New Build ES	268	550	199	206	603	593	576	74.2%	76.8%	109.7%	107.9%	104.7%
Quindaro ES	497		366	370	270	259	262	73.6%	74.4%	54.3%	52.1%	52.7%
Silver City ES	363	0	232	243	0	0	0	63.9%	67.0%	0.0%	0.0%	0.0%
Stony Point North ES	380		284	282	304	317	327	74.7%	74.1%	79.9%	83.4%	86.0%
Stony Point South ES	339		248	237	221	227	225	73.1%	69.9%	65.2%	66.9%	66.3%
T. A. Edison ES	377		219	221	219	219	217	58.1%	58.6%	58.1%	58.1%	57.6%
Welborn ES	605		539	537	568	576	576	89.0%	88.7%	93.8%	95.1%	95.1%
West Park ES	598		522	491	502	491	480	87.3%	82.1%	83.9%	82.1%	80.2%
Whittier ES	606		470	473	511	505	504	77.5%	78.0%	84.3%	83.3%	83.2%
Elementary Total	11,722	11,363	9,482	9,439	9,285	9,275	9,279	80.9%	80.5%	81.7%	81.6%	81.7%

7/30/2025

Source: RSP & Associates

Capacity updated to align with Hollis+Miller Facility Master Plan. Capacity is a functional number that accounts for ideal class size, programming of rooms, and utilization of spaces throughout school days. Total projections may differ from current boundaries due to rounding at the student and school level.

★ Year of potential implementation

IMPORTANT: Building the new school as a 4-section, would solve over-utilization challenges.

Potential to increase capacity to **624-705** (depending on number of additional classrooms; +3 or +6).

Decision will be based on budget feasibility to Bond and General Obligation allocations to integrate the options into the plan.

Concept #3 Projections: Middle and High

DRAFT

FAST FACTS:

Projections include updated capacities from the Hollis+Miller Facility Master Plan (09/23 Update)

- Capacity accounts for ideal class sizes, program needs, and proper space usage.
- The capacities reflect optimal conditions; buildings may operate efficiently even if slightly over capacity.

Concept 3 includes more feeder adjustments:

Quindaro ES Change:

- Currently feeds Carl Bruce MS & Wyandotte HS school
- Proposed change to feed **Gloria Willis MS & Schlagle HS**

Whittier ES Change:

- Currently feeds Central MS & Wyandotte HS
- Proposed change to feed **Rosedale MS & Harmon HS**

Grant ES Change:

- Currently feeds Rosedale MS & Harmon HS
- Propose change to feed **Central MS & Wyandotte HS**

Concept 3: Middle School Boundaries:	H+M Capacity		Current Boundaries		New Boundary Implemented			Current Boundaries		New Boundary Implemented		
	Current	Future	2025/26	2026/27	2027/28	2028/29	2029/30	2025/26	2026/27	2027/28	2028/29	2029/30
Argentine MS *(New Build)	700	730	513	503	544	558	574	73.3%	71.8%	74.5%	76.4%	78.7%
Arrowhead MS	490		372	363	462	431	428	75.9%	74.1%	94.2%	87.9%	87.3%
Carl Bruce MS	830		835	831	757	754	739	100.6%	100.1%	91.2%	90.9%	89.1%
Central MS *(New Build)	674	805	712	708	617	644	627	105.6%	105.0%	76.6%	80.0%	77.9%
D.D. Eisenhower MS	786		683	690	691	687	674	86.9%	87.8%	87.9%	87.4%	85.8%
Gloria Willis MS	857		720	714	810	798	776	84.0%	83.3%	94.5%	93.1%	90.6%
Rosedale MS	704		495	522	575	569	564	70.3%	74.2%	81.7%	80.8%	80.1%
Sumner Academy (8th) (capacity included at HS table)			172	172	172	172	172					
Middle School Total	5,041	5,201	4,502	4,503	4,628	4,613	4,554	89.3%	89.3%	89.0%	88.7%	87.6%

7/30/2025

Source: RSP & Associates

Capacity updated to align with Hollis+Miller Facility Master Plan. Capacity is a functional number that accounts for ideal class size, programming of rooms, and utilization of spaces throughout school days.

Total projections may differ from current boundaries due to rounding at the student and school level.

Concept 3: High School Boundaries:	H+M Capacity	Current Boundaries		New Boundary Implemented			Current Boundaries		New Boundary Implemented		
		2025/26	2026/27	2027/28	2028/29	2029/30	2025/26	2026/27	2027/28	2028/29	2029/30
F.L. Schlagle HS	1,093	827	845	1,031	1,053	1,062	75.7%	77.3%	94.3%	96.3%	97.2%
J.C. Harmon HS	1,266	1,227	1,148	1,178	1,169	1,132	96.9%	90.7%	93.0%	92.3%	89.4%
Sumner Academy (9-12)	1,161	895	894	898	894	896	77.1%	77.0%	77.4%	77.0%	77.2%
Washington HS	1,279	1,102	1,116	1,167	1,167	1,202	86.1%	87.2%	91.2%	91.2%	94.0%
Wyandotte HS	1,718	1,910	1,826	1,565	1,535	1,576	111.1%	106.3%	91.1%	89.3%	91.7%
High School Total:	6,518	5,961	5,829	5,839	5,818	5,868	91.5%	89.4%	89.6%	89.3%	90.0%

7/30/2025

Source: RSP & Associates

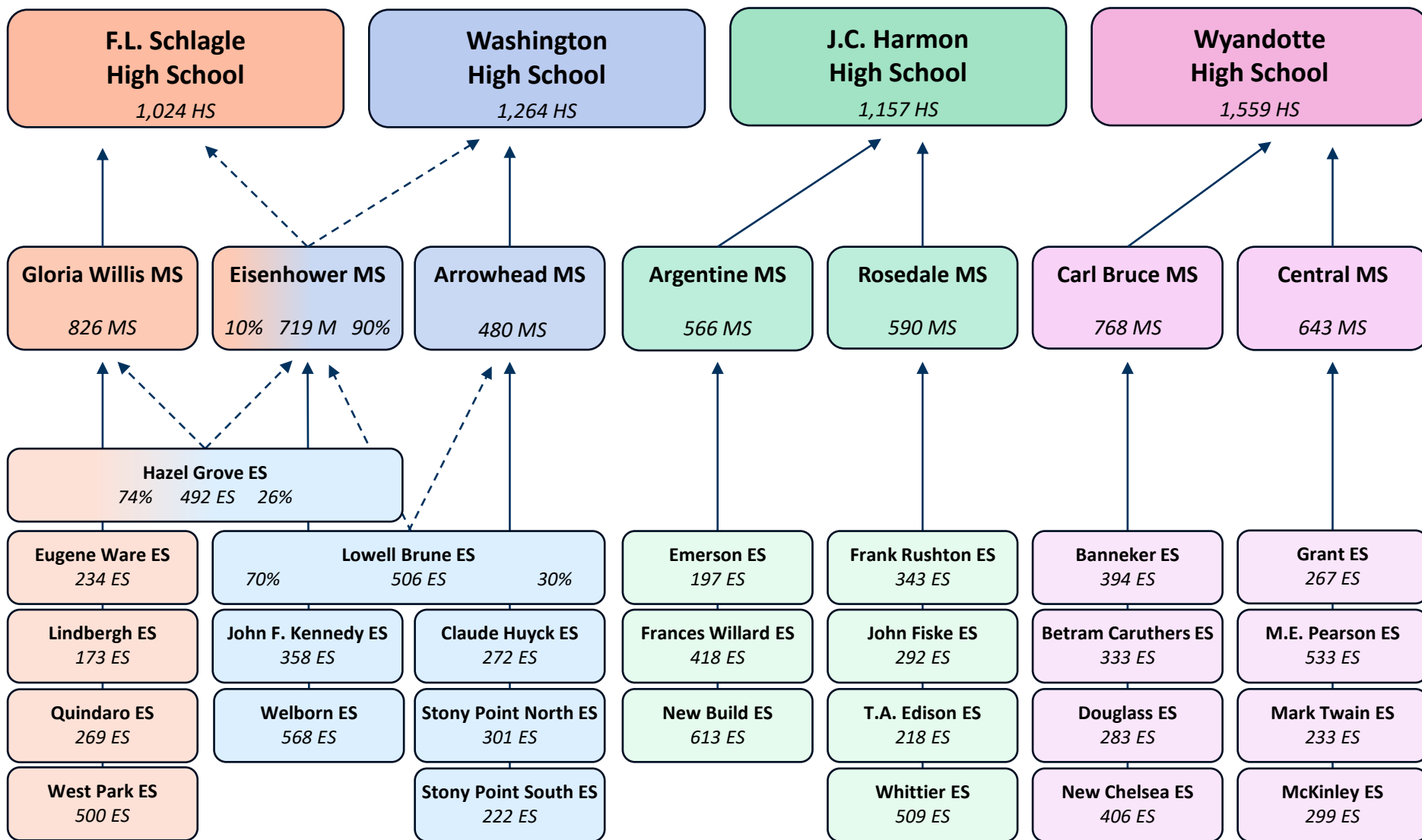
Capacity updated to align with Hollis+Miller Facility Master Plan. Capacity is a functional number that accounts for ideal class size, programming of rooms, and utilization of spaces throughout school days.

Total projections may differ from current boundaries due to rounding at the student and school level.

★ Year of potential implementation

Concept #3 Feeder System (2027/28 Students by Reside)

DRAFT



Schools that do not have attendance boundaries serving all students in the District include: Sumner Academy, Bridges, and Fairfax Learning Center
 Schools without boundaries contribute to the intra-district movement and student choice options. Out of District and Unmatched students NOT included in table.

Concept #3: Elementary Students Impacted

Concept 3 Elementary: Students Impacted by Boundary Change		Concept 3 Reside (Students Impacted from Current Boundaries)																									DRAFT			
		Banneker ES	Bertram Caruthers ES	Claude Huyck ES	Douglass ES	Emerson ES	Eugene Ware ES	Frances Willard ES	Frank Rushton ES	Grant ES	Hazel Grove ES	John F. Kennedy ES	John Fiske ES	Lindbergh ES	Lowell Brune ES	M. E. Pearson ES	Mark Twain ES	McKinley ES	New Chelsea ES	New Build ES	Quindaro ES	Stony Point North ES	Stony Point South ES	T. A. Edison ES	Welborn ES	West Park ES	Whittier ES	Total K-2 Impact	Current K-2 Total	% Impact
Current Reside	Banneker ES																											0	137	0%
	Bertram Caruthers ES	16			9																							25	137	18%
	Claude Huyck ES																				12							12	124	10%
	Douglass ES	9																										9	106	8%
	Emerson ES																		24									24	101	24%
	Eugene Ware ES																											0	127	0%
	Frances Willard ES																28											28	236	12%
	Frank Rushton ES																											0	176	0%
	Grant ES															18		21									10	49	183	27%
	Hazel Grove ES											73																73	216	34%
	John F. Kennedy ES														58										72			130	184	71%
	John Fiske ES																											0	173	0%
	Lindbergh ES										12																	12	106	11%
	Lowell Brune ES																											0	209	0%
	M. E. Pearson ES																	21									16	37	327	11%
	Mark Twain ES																											0	94	0%
	McKinley ES																											0	108	0%
	New Chelsea ES							46																				46	223	21%
	New Stanley ES					48														68								116	194	60%
	Noble Prentis ES																		106									106	120	88%
	Quindaro ES	17	16																						20			53	158	34%
	Silver City ES																			122								122	148	82%
	Stony Point North ES																											0	153	0%
	Stony Point South ES																											0	160	0%
	T. A. Edison ES																											0	119	0%
	Welborn ES										62															12		74	211	35%
	West Park ES																											0	177	0%
	Whittier ES																											0	284	0%
Total K-2 Impact:		42	16	0	9	48	0	46	0	0	74	73	0	0	58	18	28	42	0	320	0	12	0	0	92	12	26	916	4,691	20%

Source: RSP and KCKPS

7/30/2025

Note: The "Students Impacted" table provides a snapshot of the number of students potentially affected by this concept. The data reflects current 2024/25 enrollment, specifically students in Kdg - 2nd grade. By the 2027/28 school year, these same students will be in 3-5th grade.

Concept #3: Secondary Students Impacted

DRAFT

Concept 3 Middle School: Students Impacted by Boundary Change		Concept 3 Reside							Total Grade 5 Impact	Current Grade 5 Total	% Impact
		Argentine MS - new	Arrowhead MS	Carl Bruce MS	Central MS - new	D.D. Eisenhower MS	Gloria Willis MS	Rosedale MS			
Current Reside	Argentine MS				5				5	193	3%
	Arrowhead MS								0	115	0%
	Carl Bruce MS	10				7	48		65	245	27%
	Central MS			18				93	111	272	41%
	D.D. Eisenhower MS		30				27		57	188	30%
	Gloria Willis MS					53			53	202	26%
	Rosedale MS				54				54	172	31%
Total Grade 5 Impact:		10	30	18	59	60	75	93	345	1,387	25%

Source: RSP and KCKPS

7/30/2025

Note: The "Students Impacted" table provides a snapshot of the number of students potentially affected by this concept. The data reflects current 2024/25 enrollment, specifically students in 5th grade. By the 2027/28 school year, these same students will be in 8th grade.

Concept 3 High School: Students Impacted by Boundary Change		Concept 3 Reside				Total Grade 9 Impact	Current Grade 9 Total	% Impact
		F.L. Schlagle HS	J.C. Harmon HS	Washington HS	Wyandotte HS			
Current Reside	F.L. Schlagle HS			16		16	266	6%
	J.C. Harmon HS			36		36	366	10%
	Washington HS	23				23	375	6%
	Wyandotte HS	39	109	7		155	792	20%
Total Grade 9 Impact:		62	109	23	36	230	1,799	13%

Source: RSP and KCKPS

7/30/2025

Note: The "Students Impacted" table provides a snapshot of the number of students potentially affected by this concept. The data reflects current 2024/25 enrollment, specifically students in 9th grade. By the 2027/28 school year, these same students will be in 12th grade. Table removes current Summer Academy Students as they are assumed to stay at Summer Academy.

TOTAL IMPACT:

- 1,491 total students impacted; reflects approximately 19% impact
 - ~916 Elementary Students Impacted
 - ~345 Middle School Students Impacted
 - ~230 High School Students Impacted

DISCLAIMER: Tables reflect a snapshot of students potentially impacted, based on current enrollment data. As the implementation year approaches, RSP recommends revisiting this analysis to update the projected number of impacted students.

Concept #3: School Demographic Tables

Concept 3 Elementary: Demographic Analysis		Total K-5 Students	Race/Ethnicity of Students							Programming	
			American Indian	Asian	Black	Hispanic	Multi-Racial	Pacific Islander	White	ESL	SPED
Concept Reside	Banneker ES	369	1%	1%	32%	59%	5%	0%	3%	61%	9%
	Bertram Caruthers ES	345	0%	1%	24%	69%	3%	0%	2%	58%	10%
	Claude Huyck ES	286	0%	35%	31%	22%	6%	1%	5%	52%	14%
	Douglass ES	302	0%	2%	23%	66%	6%	0%	4%	60%	12%
	Emerson ES	220	0%	1%	21%	66%	7%	0%	5%	48%	15%
	Eugene Ware ES	241	0%	8%	18%	62%	5%	0%	7%	60%	11%
	Frances Willard ES	434	1%	3%	5%	85%	1%	0%	4%	68%	11%
	Frank Rushton ES	314	0%	4%	22%	54%	7%	0%	13%	46%	11%
	Grant ES	235	0%	3%	51%	34%	2%	4%	6%	45%	13%
	Hazel Grove ES	532	0%	17%	29%	41%	5%	0%	7%	46%	10%
	John F. Kennedy ES	328	0%	20%	20%	40%	4%	0%	16%	38%	15%
	John Fiske ES	270	0%	0%	5%	86%	1%	0%	9%	73%	19%
	Lindbergh ES	197	0%	6%	18%	58%	6%	0%	11%	55%	11%
	Lowell Brune ES	555	0%	19%	27%	31%	7%	3%	13%	35%	14%
	M. E. Pearson ES	511	0%	4%	6%	83%	2%	0%	5%	74%	13%
	Mark Twain ES	258	0%	6%	14%	73%	1%	0%	6%	67%	15%
	McKinley ES	326	0%	5%	12%	76%	2%	0%	5%	72%	10%
	New Chelsea ES	467	0%	0%	17%	77%	3%	0%	3%	72%	10%
	New Stanley ES	0									
	New Build ES	598	0%	1%	25%	53%	4%	2%	15%	43%	14%
	Quindaro ES	272	0%	1%	32%	59%	4%	0%	4%	54%	13%
	Silver City ES	0									
	Stony Point North ES	311	0%	10%	28%	38%	6%	2%	16%	31%	16%
	Stony Point South ES	261	0%	2%	20%	38%	8%	0%	32%	23%	17%
	T. A. Edison ES	212	1%	1%	12%	66%	7%	0%	14%	49%	18%
	Welborn ES	572	0%	10%	28%	42%	6%	1%	13%	41%	13%
	West Park ES	553	0%	6%	24%	61%	3%	0%	6%	57%	11%
	Whittier ES	537	1%	2%	15%	74%	2%	1%	4%	64%	11%
	Total K-5 Students:	9,506	0%	7%	21%	58%	4%	1%	9%	54%	13%

Source: RSP and KCKPS 7/30/2025

Note: Tables illustrate the percent of students residing in each boundary by demographic variables provided the district's student data for 2024/25 school year.

- Percentage Decreased by More than 5% from Current Boundaries
- Percentage Increased by More than 5% from Current Boundaries

Concept 3 Middle School: Demographic Analysis		Total 6-8 Students	Race/Ethnicity of Students							Programming	
			American Indian	Asian	Black	Hispanic	Multi-Racial	Pacific Islander	White	ESL	SPED
Concept Reside	Argentine MS	569	0%	2%	15%	67%	4%	1%	11%	46%	17%
	Arrowhead MS	483	1%	14%	28%	33%	5%	3%	16%	24%	19%
	Carl Bruce MS	682	0%	2%	25%	66%	4%	0%	2%	54%	11%
	Central MS	651	0%	6%	15%	73%	2%	1%	4%	60%	14%
	D.D. Eisenhower MS	735	0%	18%	25%	38%	5%	0%	13%	30%	16%
	Gloria Willis MS	766	0%	7%	27%	59%	2%	0%	4%	45%	13%
	Rosedale MS	589	0%	0%	13%	76%	3%	1%	8%	53%	18%
	Total 6-8 Students:	4,475	0%	7%	21%	59%	4%	1%	8%	45%	15%

Source: RSP and KCKPS 7/30/2025

Note: Tables illustrate the percent of students residing in each boundary by demographic variables provided the district's student data for 2024/25 school year.

Concept 3 High School: Demographic Analysis		Total 9-12 Students	Race/Ethnicity of Students							Programming	
			American Indian	Asian	Black	Hispanic	Multi-Racial	Pacific Islander	White	ESL	SPED
Concept Reside	F.L. Schlagle HS	1,010	0%	6%	28%	58%	3%	0%	5%	38%	15%
	J.C. Harmon HS	1,438	0%	2%	13%	74%	3%	0%	7%	43%	13%
	Washington HS	1,167	0%	12%	33%	35%	5%	1%	14%	25%	17%
	Wyandotte HS	1,643	0%	3%	21%	71%	2%	0%	3%	49%	14%
	Total 9-12 Students:	5,258	0%	5%	23%	61%	3%	0%	7%	40%	15%

Source: RSP and KCKPS 7/30/2025

Note: Tables illustrate the percent of students residing in each boundary by demographic variables provided the district's student data for 2024/25 school year.

Observations:

- Slight demographic adjustment at the Elementary Level
- Rosedale MS increases in Hispanic population
- No change greater than 5% of demographics at the High School level

Committee Activity – Gallery Walk

Stations:

- **ES Station** – Elementary School concepts
- **MS Station** – Middle School concepts
- **HS Station** – High School concepts

Time: 20 minutes

Instructions:

- Rotate through each station.
- Review **maps, data packets, and committee discussion notes.**
- **Place a sticker** on the concept (at each level) that you most support.
- Add a sticky note of **general reasoning** of which option you most support (if time allows).

Important Notes:

- Community input may include **1–3 concepts** per level.
- Concepts will likely be **revised after community feedback.**
- Goal: **Not** to pick the “perfect” concept, but to identify **options you can live with.**

Focus on: Where do we want to land with options for public input?

Building Committee Consensus

Step 1:

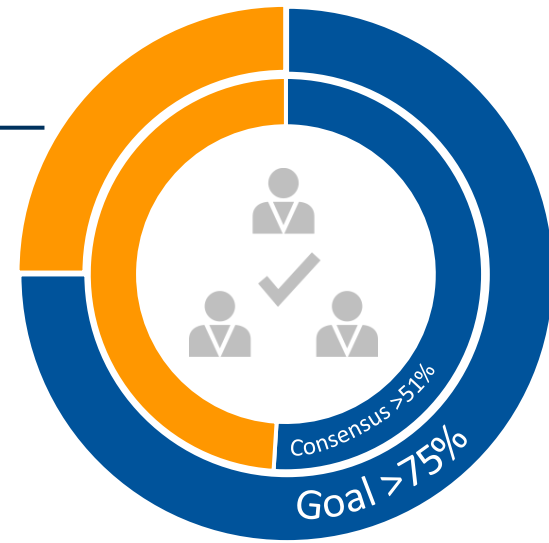
- Take a vote by answering the Poll Question
 - Committee members are asked to choose only one option
- Discussion of pros of each option

Step 2:

- Rank order all the options
- Discussion of pros of each option

Step 3:

- Take a second vote by answering the Poll Question
 - Committee members are asked to choose only one option
- Key Idea: **What is the option that you most support or can live with?**



Understanding Consensus:

Consensus implies that you understand the reason for making the decision and can accept and support the decision. While you may not like the decision, you can live with that outcome, or you can/will support it. Depending on the topic, there may be more time spent discussing that item for the team to better understand different perspectives.

Purpose: Engage in a discussion and polling questions about items to consider when engaging in long-range planning efforts. Additionally, assist RSP by providing direction on next steps in this process

Expectations: Questions are designed to receive preliminary, thought-provoking feedback to begin setting the foundation for long-range planning efforts. There will be more opportunities to discuss in greater detail each of these topics.

Directions: Use your cell phones to participate in the polls!

Text to Number: 22333

Message Body: RSPMeeting

Stay in the text thread! Do not click the link in the automatic reply. Answer questions by responding A, B, C... in the text thread.

Helpful Hints:

- ☐ To change your answer, simply text the new answer. The Poll will integrate the last message sent as the final result.
- ☐ For questions with “Select all that apply”: To change your answer, text “CLEAR”, then send your new answers.

Text "A, B, C" in the message thread to answer the question. Were you ready for the start of the school year?



Yes - totally ready!

0%

Mostly - just a few loose ends

0%

Not really - it snuck up on me

0%

Not at all - still in summer mode

0%

Which option(s) should be presented at public input knowing that future revisions can be made after?

0

All Three Options (#1, #2, & #3)

0%

Option #1 and #2

0%

Option #1 and #3

0%

Option #2 and #3

0%

Option #1 alone

0%

Option #2 alone

0%

Option #3 alone

0%

Part 4:

Next Steps

Next Steps

Next Meeting: Thursday, August 28, 2025

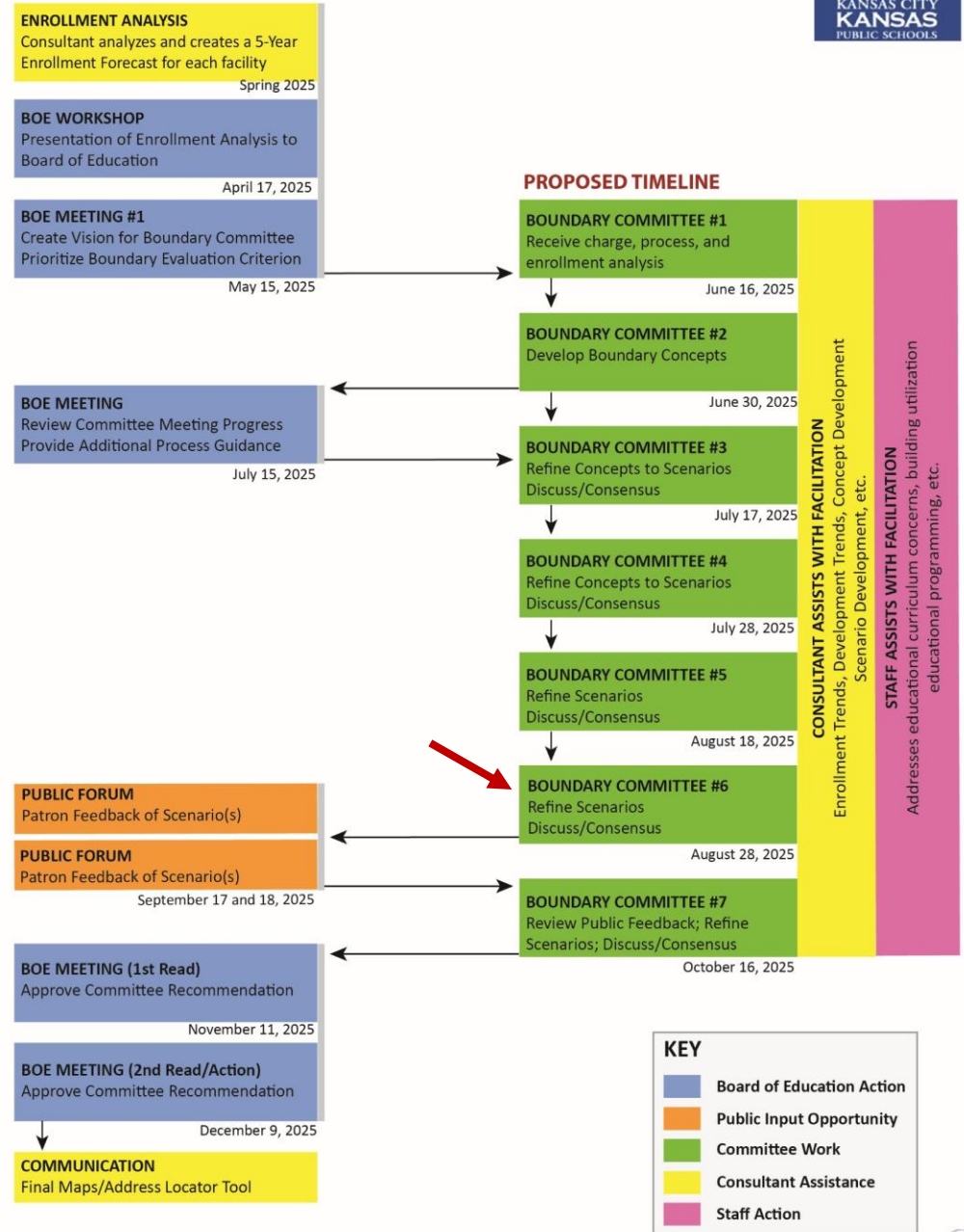
Committee Responsibilities:

- Review Homework Materials
- Participate in online forums
- Ensure attendance at the following meetings

RSP Responsibilities:

- Integrate committee input into next meeting
- Plan next meeting presentation and activities
- Communicate any key information or updates to the committee

PROPOSED COMPREHENSIVE BOUNDARY PROCESS 2024/25 School Year



Access Materials Via Social Pinpoint

RSP will utilize Social Pinpoint platform throughout the process:

- Access all meeting materials
- Participate in discussion boards
- Answer survey questions
- Interact with RSP and other committee members

Scan the QR code to access Meeting #5 materials.



<https://rsp.mysocialpinpoint.com/kck-boundary-process/boundary-meeting-5>