

**Committee Small Group Total Scores, 04/05/2017**

Boundary Study Considerations	Options					
	A	B	C	D	E	F
Efficient use of capacity in affected schools	<b>14</b>	<b>13</b>	<b>9</b>	<b>9</b>	<b>6</b>	<b>12</b>
Maintaining the continuity of neighborhoods	<b>3</b>	<b>5</b>	<b>7</b>	<b>7</b>	<b>8</b>	<b>6</b>
Maintaining or increasing the diversity among schools to reflect the diversity of the region	<b>11</b>	<b>12</b>	<b>13</b>	<b>13</b>	<b>7</b>	<b>7</b>
The impact of transportation and pedestrian patterns on students	<b>10</b>	<b>8</b>	<b>10</b>	<b>6</b>	<b>5</b>	<b>6</b>
Elimination of existing satellite boundaries	<b>17</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>10</b>	<b>6</b>
Long-term enrollment and capacity trends and future capital plans	<b>4</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>3</b>
Location of feeder school boundaries and continuity of feeder patterns	<b>9</b>	<b>8</b>	<b>10</b>	<b>12</b>	<b>10</b>	<b>13</b>

***Directions:*** Use the scoring criteria below to rate how well each option addresses the objectives and considerations of the boundary study.

***Very Well = 3 Points   Well = 2 Points   Somewhat = 1 Point   Not at All = 0***

***Note:*** This chart reflects total score from 6 committee workgroups. Highest possible score would be 18 (6 groups x 3 points)