



# **Elementary School Attendance Zones**

*Proposed Boundary  
Updates for 2021-22*

SCHOOL ATTENDANCE AREAS

FC  
(LOCAL)

BOUNDARY CHANGES  
IN ATTENDANCE  
ZONES

Attendance zone changes shall be developed through the following process, subject to approval by the Board:

1. The administration shall develop a preliminary report, which includes demographics, facility utilization, alternative attendance zone possibilities, and other pertinent considerations and shall present the report to the Board as an information/discussion item.
2. Unless directed otherwise, the administration shall proceed to conduct one to three public hearings, as appropriate for the number of schools involved. These hearings shall be conducted at sites convenient to the patrons affected by the proposed changes. The administration shall advertise these public hearings through news releases and through District communication channels. Principals of the schools affected shall assist in notifying area patrons.  
  
At each hearing, following a presentation of the recommendations being considered, the administration shall solicit comments, questions, and suggestions from patrons present. Staff may assist as needed in responding to questions from patrons. A record shall be made of all comments and suggestions to assist the administration in subsequent deliberations and analysis.
3. After the final public hearing, the administration shall refine its final recommendations, subject to approval of the Superintendent. The Superintendent or designee shall present his or her report and recommendations to the Board in a public meeting.
4. At the same or a subsequent meeting, following study and discussion of the administration's report and recommendation from the Superintendent, the Board shall take appropriate action with respect to the recommendation for amendment of school attendance boundaries.

DECISION PRINCIPLES

The following principles shall be among the factors explicitly considered in making attendance zone changes.

COMMUNITY  
INTEGRITY

Where feasible, boundaries shall support the neighborhood school concept by combining geographically proximate neighborhood or developments into school attendance zones. Where practical, major thoroughfares, creeks, utility easements, and similar elements will be utilized as boundaries.

GROWTH  
PROJECTIONS

Student capacity overloads should be balanced among campuses in order to avoid penalizing those schools that are experiencing growth.

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PROGRAM  
ACCOMMODATION /  
STUDENT NEEDS

Attention should be given to unique needs of student populations at a given campus that may not be reflected in numbers alone.

COST  
EFFECTIVENESS

The costs of portable classrooms, transportation, additional staffing requirements, and other costs related to attendance boundary options shall be considered.

FREQUENCY OF  
CHANGES

To the extent possible, students in a given area should not be required to change from a school because of a boundary change more than once at a given level (elementary, middle school, or high school).

EXCEPTIONS AFTER  
CHANGES

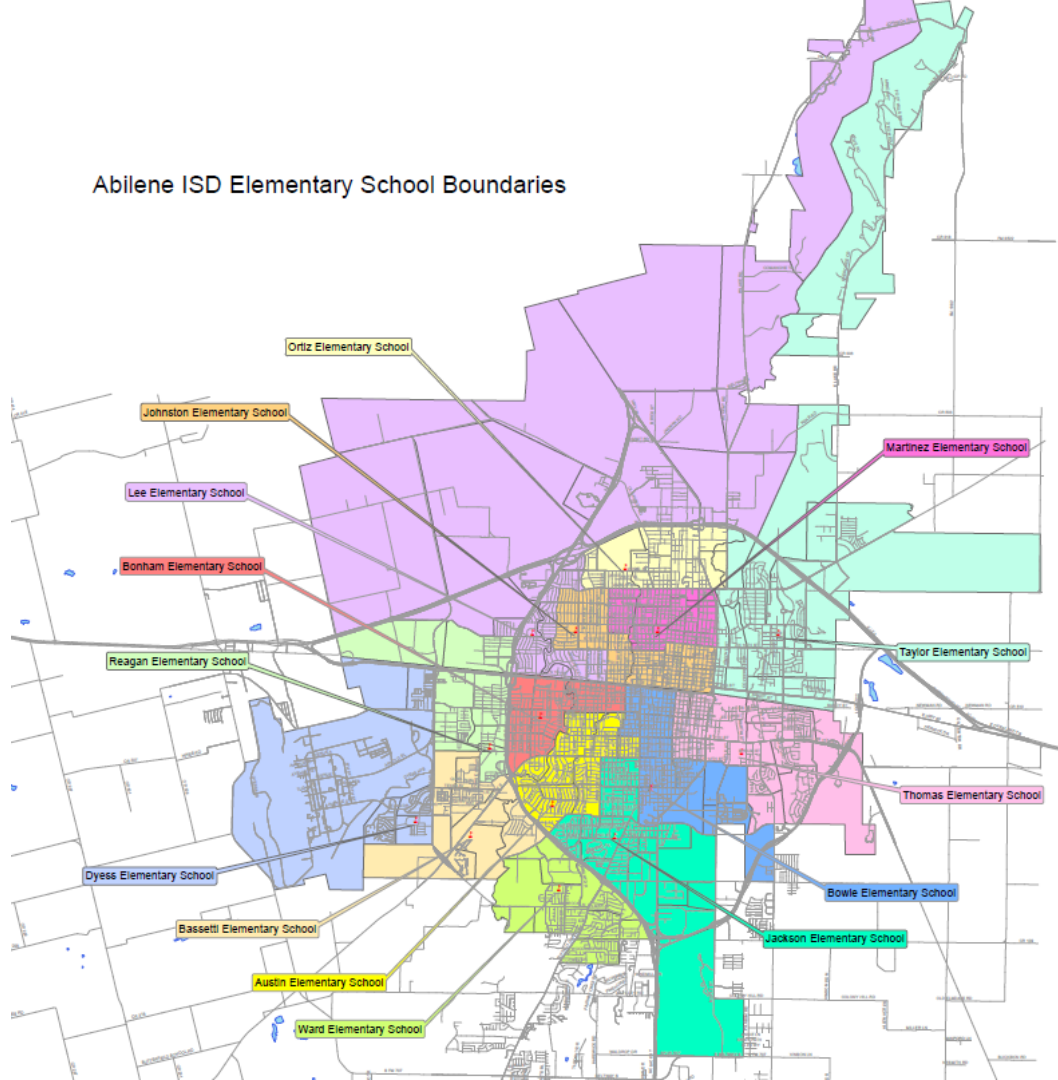
When adjustments are made in boundaries between existing attendances zones, students residing in the affected areas shall attend the school to which they are newly assigned, with the following exceptions:

1. Returning grade 5 and 8 students, but not their siblings, may continue at their former school. Transportation shall not be provided by the District.
2. Unless transfers are being administratively revoked in relation to the boundary change, students who have been granted a transfer to another campus or a special purpose placement may remain at such school as assigned if they still qualify.

COMPLETING THE  
SCHOOL YEAR

A student who moves into a different attendance zone after the beginning of the regular school term may be permitted, upon request of the parent or guardian, to remain in the school originally attended for the balance of the school year. Transportation shall not be provided by the District.

### Abilene ISD Elementary School Boundaries







## Elementary Boundary Update Proposal

Campuses	Current Population	Building Capacity	% Capacity	Proposed Population	Building Capacity	% Capacity	Additional Students
Reagan	420	N/A	N/A	0	N/A	N/A	N/A
Austin	626	750	83.47%	705	750	94.00%	79
Bassetti	478	710	67.32%	575	710	80.99%	97
Dyess	488	750	65.07%	664	750	88.53%	176
Lee	581	710	81.83%	649	710	91.41%	68
Total	2593			2593			420

Table A. Ethnicity and Income, Current

Fall 2019

Zone	Black	Hispanic	White	Other	All	Low Income
Austin	33	181	371	41	626	276
Bassetti	69	164	197	48	478	322
Dyess	55	141	237	55	488	247
Lee	95	285	164	37	581	445
Reagan	87	186	116	31	420	350
All five	339	957	1085	212	2593	1640

Fall 2019

Zone	Black	Hispanic	White	Other	All	Low Income
Austin	5%	29%	59%	7%	626	44%
Bassetti	14%	34%	41%	10%	478	67%
Dyess	11%	29%	49%	11%	488	51%
Lee	16%	49%	28%	6%	581	77%
Reagan	21%	44%	28%	7%	420	83%
All five	13%	37%	42%	8%	2593	63%

Table B. Ethnicity and Income, Proposed

Fall 2019

Zone	Black	Hispanic	White	Other	All	Low Income
Austin	49	201	406	49	705	329
Bassetti	83	197	240	55	575	385
Dyess	95	239	263	67	664	415
Lee	112	320	176	41	649	511
All four	339	957	1085	212	2593	1640

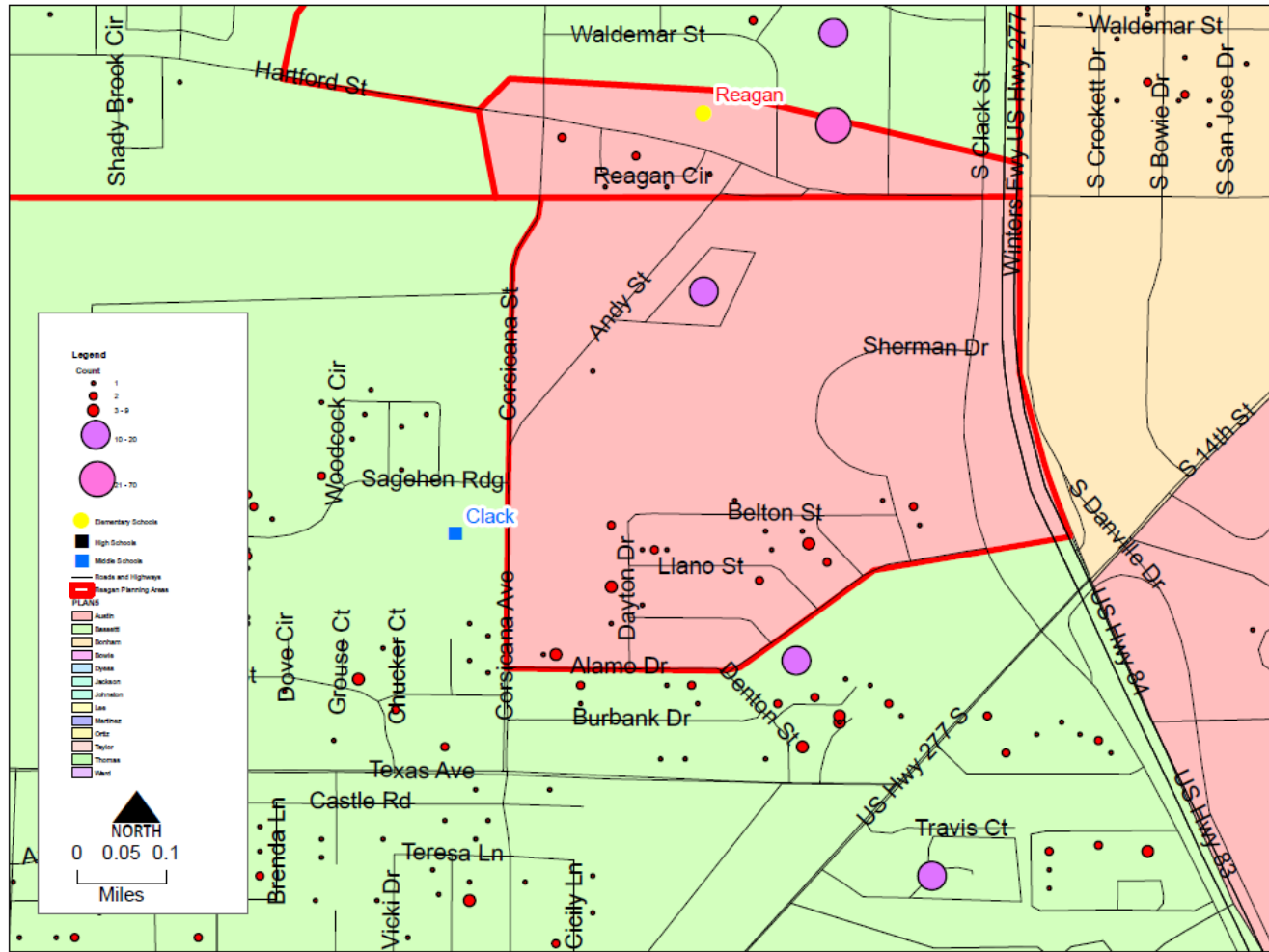
Fall 2019

Zone	Black	Hispanic	White	Other	All	Low Income
Austin	7%	29%	58%	7%	705	47%
Bassetti	14%	34%	42%	10%	575	67%
Dyess	14%	36%	40%	10%	664	63%
Lee	17%	49%	27%	6%	649	79%
All four	13%	37%	42%	8%	2593	63%





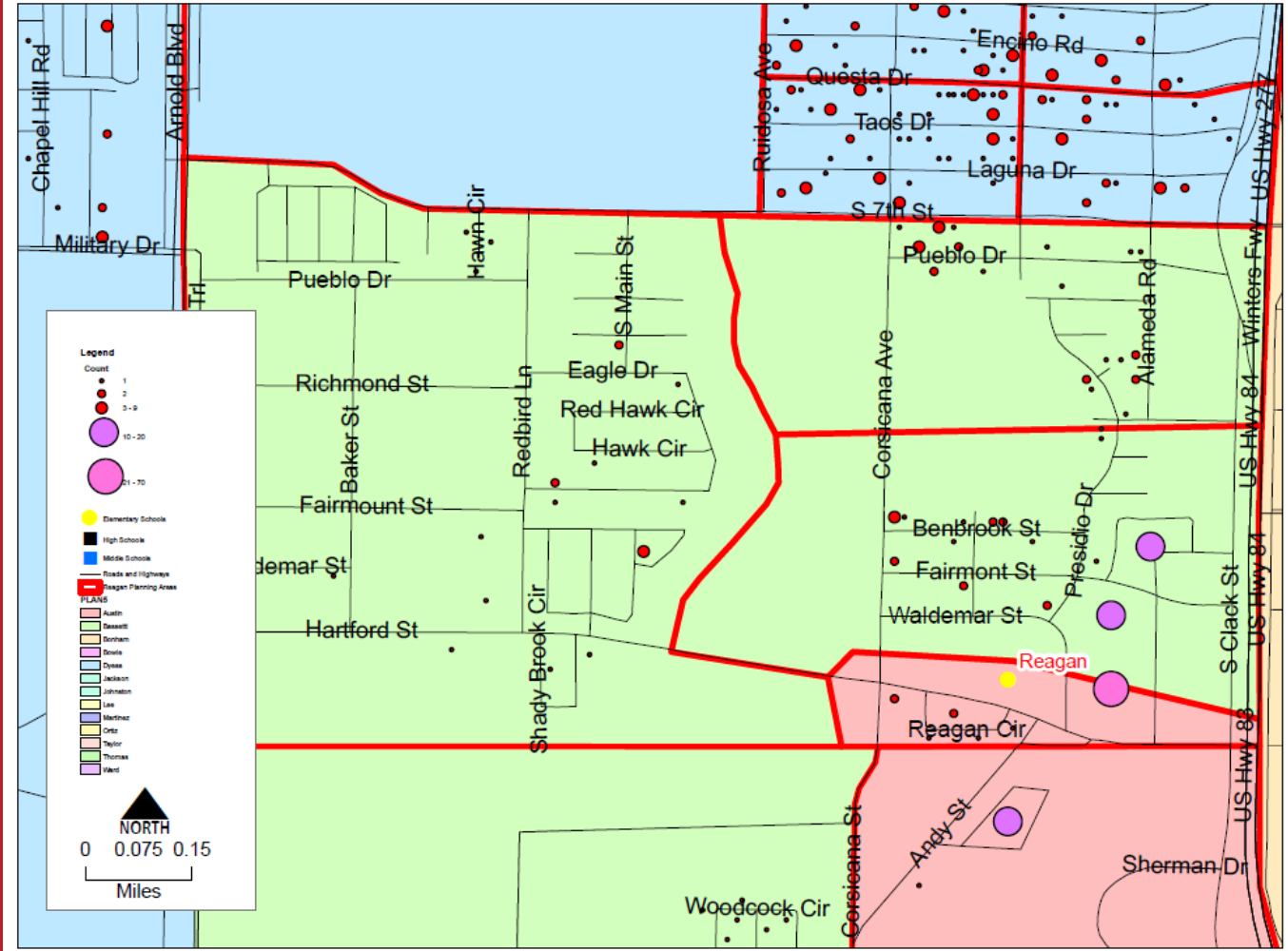
# Reagan to Austin







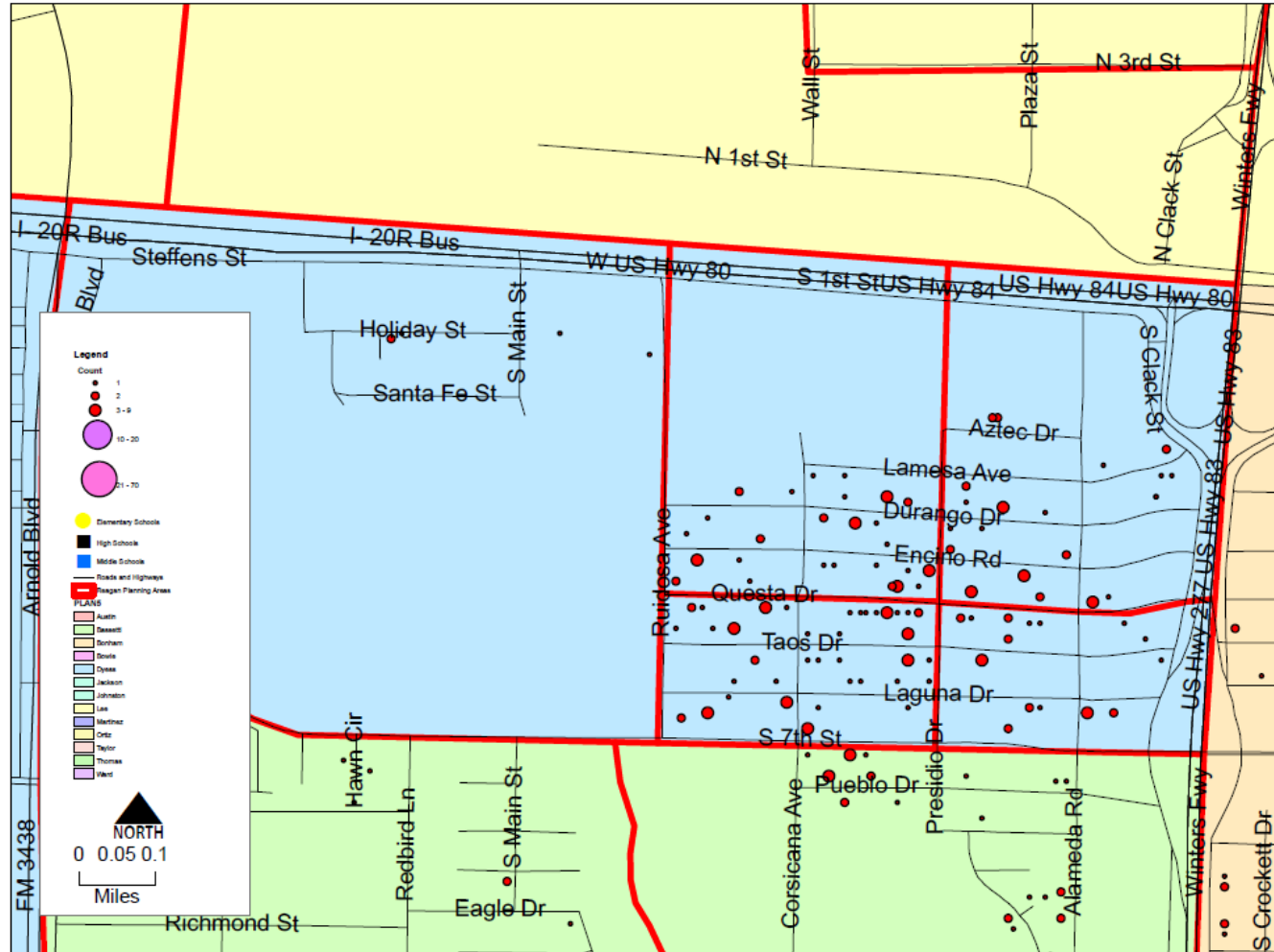
# Reagan to Bassetti





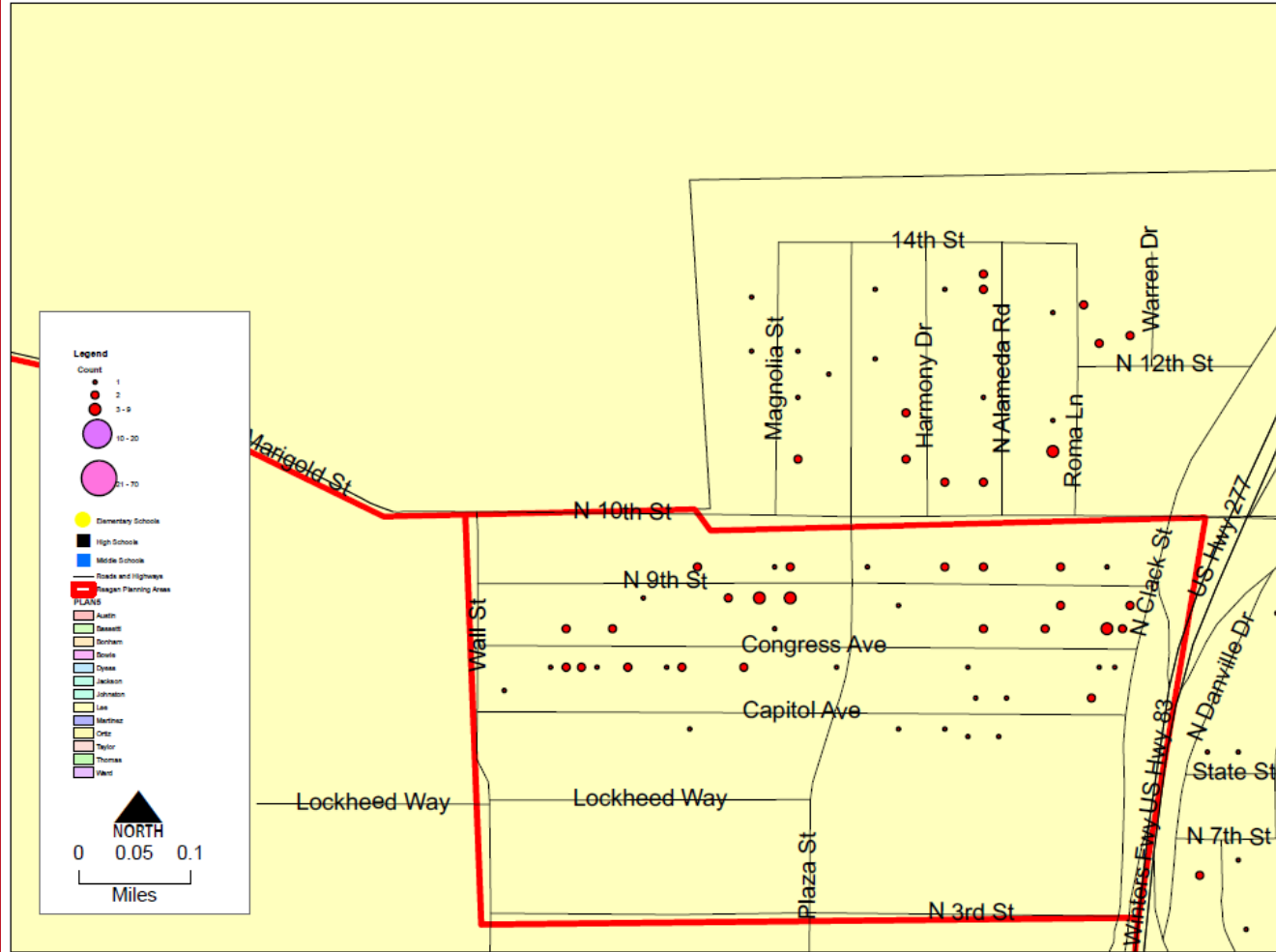


# Reagan to Dyess





# Reagan to Lee





## 2020 Elementary Boundary Updates Public Meeting Dates/Location

September 15<sup>th</sup> - Clack Middle School

September 22<sup>nd</sup> - Clack Middle School

September 24<sup>th</sup> - Clack Middle School

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