

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: November 19, 2003

TO: BOARD OF EDUCATION

FROM: Joe A. Hairston, Superintendent

SUBJECT: DeJong High School Study Report

ORIGINATOR: J. Robert Haines, Deputy Superintendent, Business Services

RESOURCE

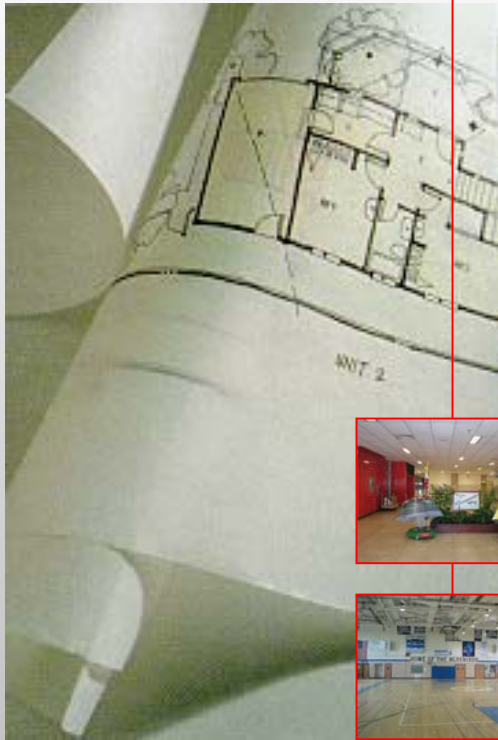
PERSON(S): Rita Fromm, Executive Director, Planning and Support Operations

RECOMMENDATION

That the Board of Education of Baltimore County accepts the DeJong Inc. report on high school enrollments and capacities.

Background Information: The Office of Strategic Planning has contracted with DeJong Inc. to analyze high school enrollments and capacities and to develop recommendations to relieve overcrowding.

HIGH SCHOOL FACILITY UTILIZATION STUDY



November 19, 2003

DRAFT

*Carver Center
Catonsville
Chesapeake
Dulaney
Dundalk
Eastern Tech.
Franklin
Hereford
Kenwood
Lansdowne
Loch Raven
Milford Mill
New Town
Overlea
Owings Mills
Parkville
Patapsco
Perry Hall
Pikesville
Randallstown
Sollers Point
Sparrows Point
Towson
Western Tech.
Woodlawn*

deJONG
an educational planning firm

Acknowledgements

On behalf of DeJong, Inc., we extend our appreciation to the Baltimore County Public Schools Board of Education, District Administration, and staff members who worked diligently and faithfully toward a successful High School Facility Utilization Study. Special thanks to Rita Fromm, Executive Director, Planning and Support Operations, and the Office of Strategic Planning for their leadership, commitment, professional input, and to the Executive Directors of Schools for their support.

We would also like to thank the members of the community who participated in the three Community Forums. Finally we thank the Baltimore County Public School's Board of Education for their encouragement and involvement in this undertaking.

Board of Education

James R. Sasiadek, President
Janese Murray, Vice President

Donald L. Arnold, Board Member
Phyllis E. Ettinger, Board member
Thomas Grzyski, Board Member
John A. Hayden, III, Board Member
Warren C. Hayman, Board Member
Jean M. H. Jung, Board Member
Michael P. Kennedy, Board Member
Joy Shillman, Board Member
James E. Walker, Board Member
Francesca Cirincione, Student Representative

Dr. Joe A. Hairston, Secretary-Treasurer, Superintendent

Office of Strategic Planning

Rita Fromm, Executive Director, Planning and Support Operations
Ghassan Shah, Planning Administrator
Chris Brocato, Planning Analyst
Pamela Carter, Boundary Specialist
April Goldring, Administrative Secretary
Lynn Wheeler, Grants Writing Specialist

The following Steering Committee members donated their time and effort to reach out to their communities for invaluable input towards the High School Facility Utilization Study. It is their commitment to the process that will create the future of Baltimore County Public Schools. The recommended proposals do not necessarily represent the opinions of members of the Steering Committee.

*Tony Armiger
Carl Alexander
Phyllis Bailey
Jane Barranger
Christine Beard
John Bereska
Abby Beytin
Charlene Bonham
Ron Boone
Cheryl Bost
Bill Brown
Michael Bruner
Malcom Cain
JoLynn Chadwick
Francine Churchill
Francine Cirincione
Boyd Crouse
Tom DeHart
Dennis Eckard
Vivian Ferguson
Elda Fountain
Michael Franklin
Nathaniel Gibson
Diane Goldian
Brian Gonzalez
Gwen Grant
Terrilee Grimes
Kevin Harahan
Dorothy Hardin
Keith Harmeyer
Mary Harvey*

*Charlie Herndon
Rhonda Hoyman
Rodger Janssen
Matthew Joseph
George Judd
Sylvia Katzel
Maggie Kennedy
David Lukes
Tod Lunceford
Jeff Mayhew
Stan Mical
Michael Moore
Kelli Nelson
Alice Noplos
Meg O'Hare
Lisa Orens
Lyle Patzkowsky
Fred Prumo
Amanda Rothberg
Robert Santa Croce
Jean Satterfield
Liz Scott
Jodi Shafer
Lynn Sklar
Margaret Spicer
Susan Spinnato
C. Anthony Thompson
Robert Tomback
Ella White-Campbell
Emily Wolfson
Elizabeth "Betty" Young*

As a planning team, we appreciate the opportunity to serve your school community as you embark on your vision for the future of education.

DeJONG, Inc.

Carolyn Staskiewicz, REFP, Project Director
Matthew Cropper, GIS Manager
Lee Hwang, GIS Specialist

Table of Contents

| | Page |
|--------------------------------|------|
| Process Overview | 1 |
| Executive Summary | 2 |
| Statement of the Problem | 5 |
| Supporting Data | 6 |
| Potential Solutions | 11 |
| Milford Mill | 11 |
| Perry Hall, Towson, Pikesville | 13 |
| Kenwood | 15 |
| Sparrows Point | 17 |
| New Construction | 18 |
| Community Forum Results | 20 |
| Executive Summary | 20 |
| Individual Results | 22 |
| Group Results | 31 |

Process Overview

DeJONG, Inc. was asked to analyze the current attendance boundaries and formulate recommendations for new attendance boundaries to relieve overcrowding at the high school level within Baltimore County Public Schools. At the same time, a steering committee made up of BCPS administrative staff, county government staff, and community representatives was established to work with DeJONG in developing both boundary and alternative solutions. In addition, countywide input was solicited through three Community Forums, held in October, before final recommendations were presented to the Board of Education. Within this scope, the following tasks were accomplished:

- Review and analyze current high school boundaries
- Provide technical assistance in the formulation of new boundaries
- Provide alternative solutions to alleviate overcrowding
- Provide support and leadership to the steering committee and throughout the community input process

| | |
|------------------------|---|
| April/May 2003 | Data Collection |
| May 6, 2003 | Steering Committee Meeting #1 |
| May 22, 2003 | Steering Committee Meeting #2 |
| May – September | Analyze Data Identify Strengths, Weaknesses, Opportunities, & Threats Explore Potential Boundary Solutions Develop Toolbox to Alleviate Overcrowding Prepare for Community Forums |
| June 18, 2003 | Steering Committee Meeting #3 |
| August 11, 2003 | Steering Committee Meeting #4 |
| September 30, 2003 | Steering Committee Meeting #5 |
| October 7,8, & 9, 2003 | Host Community Forums |
| October 29, 2003 | Steering Committee Meeting #6 |
| October – November | Tabulate Forum Results Finalize Recommendations |
| November 19, 2003 | Board Presentation |



Executive Summary

According to current projections, by the year 2007 the overall high school enrollment in Baltimore County Public Schools will be at 33,904, or 98% of capacity. Because the population is not evenly distributed in Baltimore County, some high schools will be significantly overcrowded while other schools will have enrollments below 98% of capacity.

In 2007, the following six high schools will have significant overcrowding, based on current projections. All of these schools are overcrowded today.

- *Milford Mill Academy*
- *Perry Hall High School*
- *Kenwood High School*
- *Towson High School*
- *Pikesville High School*
- *Sparrows Point High School*

The Southwest Area is the only area of the County where overcrowding does not exist and is not anticipated. Projections show there may be as many as 584 seats available in 2007, but most will be in the Southwest. Even if these 584 seats could be evenly distributed throughout the County, it would result in an excess of less than one classroom per high school. This is beyond the 95% capacity the State of Maryland defines as overcrowded and is even further from the 90% capacity that the BCPS Board of Education defines as overcrowded.

This report compares capacity and projected enrollment, reviews current housing development data, analyzes potential boundary solutions, and provides potential overcrowding solutions, including both build and non-build options.

Boundary Recommendations

A district-wide boundary shift would not be an effective way for BCPS to manage high school enrollment. Keeping in mind that no boundary solution will reduce high school enrollment lower than 98% of capacity, hypothetical district-wide attendance boundaries were drawn to see if a boundary adjustment would equitably distribute enrollment. This exercise demonstrated that schools were no longer central to their attendance boundary, boundaries were shaped in ways too unconventional to be efficient for the transportation of students, and the new boundaries compromised neighborhood integrity. Smaller scale boundary shifts in the Northeast and Southeast Areas, coupled with other strategies could provide short-term relief for a limited number of schools. Further analysis of a district wide boundary solution can be found on page 4 of this report.

New Construction Recommendation

To reach a 95% capacity goal based on the State's definition of overcrowded, 1,200 additional seats would be required. Based on current projections, the Central and Northeast Areas of the County combined will be 850 seats short by 2007. In addition, the May 2003 Subdivision List [S-List] provided by the Baltimore County Office of Planning, indicates 3,342 single and multi-family housing units approved for development in the Central Area and 5,114 units in the Northeast Area. **This provides significant support to build a new high school that would relieve both Areas.** Further analysis of this option is provided on page 18 of this report.

In the future, as demographics change and population shifts, it is plausible that the County will need to build new schools in areas where there are increasing numbers of students, and close schools in areas where population is declining. Results from the community forums indicated a preference to work with the County Government to find school sites where they may be needed before renovating or redeveloping existing schools, or pursuing unconventional school sites.

Alternative Recommendations

Both individual and group results of the Community Forums illustrated that changing boundaries was the most favored way to reduce high school overcrowding, while increasing class sizes was the least favored. The following alternative recommendations would address overcrowding while providing cost efficient and logical solutions.

- Relocatable Classrooms – Districts across the country use relocatables as a temporary solution to overcrowding. In addition, the Community Forum results indicate relocatables as an acceptable option. A relocatable has a capacity of 25 students. Combined with the 10 existing relocatables in the Central and Northeast Areas, 24 more relocatables would be needed to provide the seating necessary for the 850+ students in excess of capacity projected for 2007. This may also provide a solution for Pikesville. Please note that the State does not recognize relocatables in determining capacity; therefore, high schools in Baltimore County would still be considered overcrowded. Nor would this strategy support student service needs, e.g., cafeteria, gymnasium, library, restrooms.
- Alternative Spaces & Programmatic Solutions - The subsequent alternative solutions have surfaced during this process and should be investigated further as to their viability. One or a combination of these would alleviate some of the overcrowding at the high schools, but may not provide the number of seats necessary to maintain enrollment within the 95% of State capacity.
 - Renovate an unused auto collision repair shop at Eastern Technical High School into four classrooms providing 100 seats, allowing ETHS to serve more students in the Northeast and Southeast Areas.
 - Build a new technology addition onto Kenwood High School to include 200 additional seats.
 - Provide a work force development program at a non-school site for career mentoring and training.
 - Build additions to the existing alternative schools, or construct an additional alternative school for those students requiring another option to the regular classroom environment.
- Creative Scheduling Options – Although alternative scheduling was second only to increased class size as a least favored option by the community, year round school would be the simplest and cleanest way to alleviate the overcrowding in the BCPS high schools. There are a variety of year-round schedules. Students typically attend school the same number of days as a traditional calendar; however, breaks or vacations are scheduled differently. This option increases the use of a facility by 25-33% depending upon how it is organized.

DRAFT

November 19, 2003

The following report includes the supporting data and variables associated with the above recommendations. The District should pay close attention to these variables including enrollment projections, housing development, student migration, and programmatic changes that affect facilities, in order to take the necessary steps to address population shifts as they occur in a proactive, rather than a reactive, manner. The contents of this document must be continually reviewed and updated. As the conditions and factors within Baltimore County change, so must the plans for the future.

Statement of the Problem

The following data compares current and projected student enrollment with the State high school capacity. Based on an even distribution of students, including the additional seats at New Town High School, all high schools will be at a 98% capacity by the school year 2007-08.

| Definition of Overcrowding by entity and as a percentage of State capacity: | |
|---|------|
| Board of Education, BCPS | 90% |
| State of Maryland | 95% |
| Baltimore County | 115% |

| Year | BCPS Capacity [# of seats] | Enrollment | HS District-Wide Enrollment Compared to Capacity |
|---------|-------------------------------|--------------------|---|
| 2002-03 | 34,488 | 32,262 [Actual] | 93.5% |
| 2007-08 | 34,488 | 33,904 [Projected] | 98.0% |

Though the overall high school enrollment is projected to be at 98% of capacity, the student population will not be distributed evenly among the County's twenty-five high schools. Therefore, a district-wide boundary adjustment would not bring all the high school enrollments within 95% of capacity (overcrowded status as designated by the State of Maryland).

The hypothetical attendance boundary map on page 5 illustrates new boundaries created using existing student locations [2002-03] to show how many students live within the hypothetical attendance area. Boundaries were created and then adjusted as needed to fulfill a capacity requirement of 95%. As the boundaries are drawn out to envelope enough students to fulfill the percent 95% capacity value, areas in other attendance boundaries are being consumed. School buildings become shifted to the edges of attendance boundaries as newly created boundaries encompass more area. Also, boundaries are shaped in a way that is too unconventional to be efficient for the transportation of students.

As indicated by the data included within the next pages, it is clear that student population within the Northwest, Northeast, and Central Areas is continuing to increase, resulting in overcrowding of these area high schools. **However, the phased matriculation at New Town High School will relieve the problem in the Northwest.** Enrollment in the Southeast is projected to remain constant while enrollment in the Southwest is projected to increase at a slower rate. The facilities in the Southwest are currently at a level under state capacity that will accommodate the projected increase.

The following six high schools will have the most significant overcrowding by the year 2007-08.

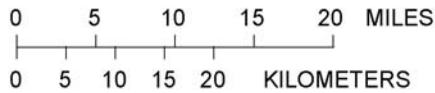
| School | State Capacity | 2007-08 Projected Enrollment | # of Students Over Capacity | % of State Capacity |
|-----------------------|----------------|------------------------------|-----------------------------|---------------------|
| Milford Mill | 1315 | 1701 | 386 | 129.35% |
| Perry Hall | 2110 | 2452 | 342 | 116.21% |
| Kenwood | 1527 | 1810 | 283 | 118.53% |
| Towson | 1260 | 1497 | 237 | 118.81% |
| Pikesville | 1073 | 1200 | 127 | 111.84% |
| Sparrows Point | 668 | 794 | 126 | 118.86% |

Source: Baltimore County Public Schools, Office of Strategic Planning

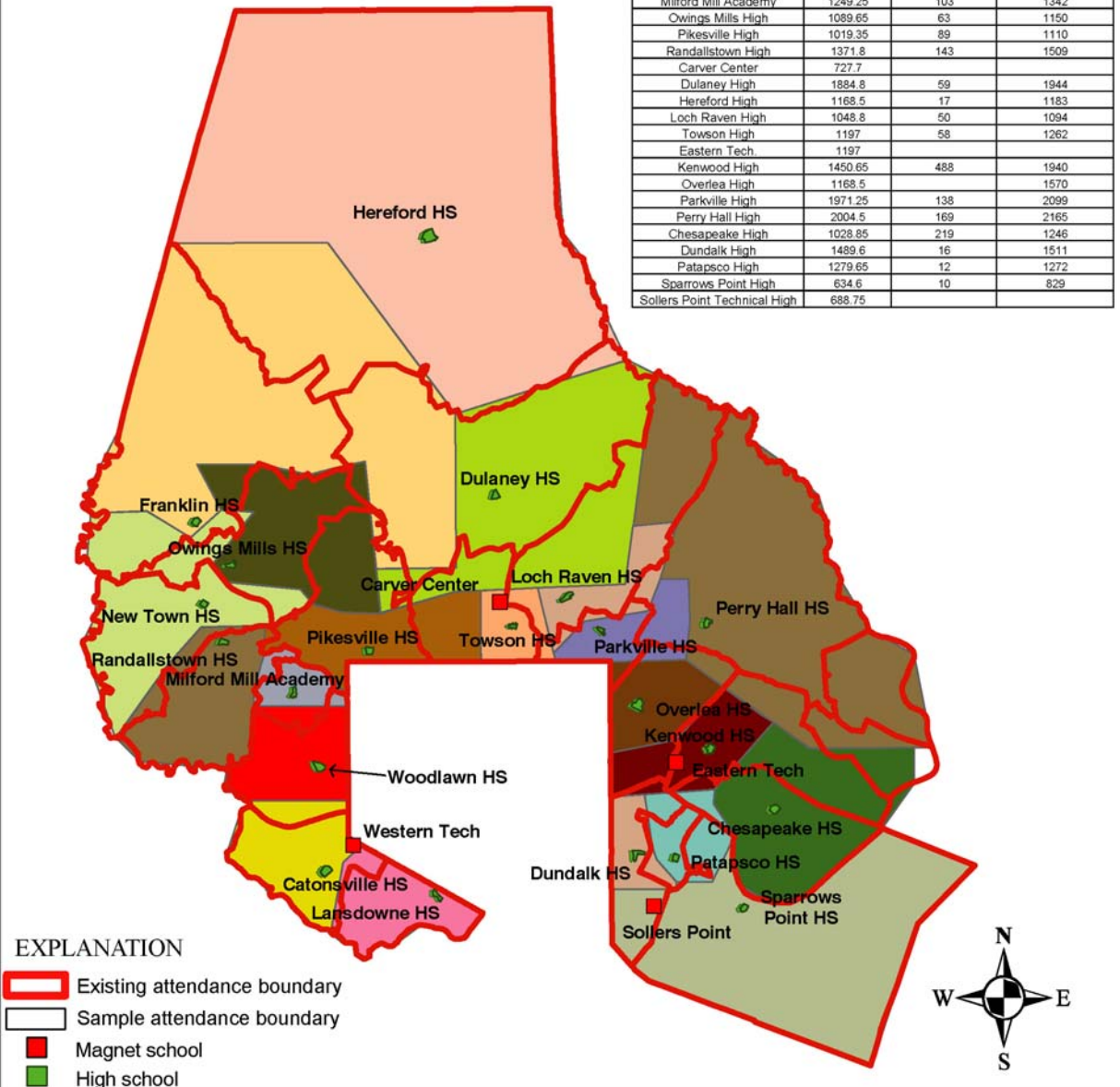
DRAFT

November 19, 2003

Hypothetical High School Boundaries at Ninety-Five Percent Capacity



| School Name | 95% capacity | Magnet students | Actually enveloped |
|------------------------------|--------------|-----------------|--------------------|
| Catonsville High | 1672 | 146 | 1831 |
| Lansdowne High | 1419.3 | 277 | 1698 |
| Western Tech | 1064.95 | | |
| Woodlawn High | 2165.05 | 450 | 2597 |
| Franklin High | 1491.5 | 94 | 1555 |
| Milford Mill Academy | 1249.25 | 103 | 1342 |
| Owings Mills High | 1089.65 | 63 | 1150 |
| Pikesville High | 1019.35 | 89 | 1110 |
| Randallstown High | 1371.8 | 143 | 1509 |
| Carver Center | 727.7 | | |
| Dulaney High | 1884.8 | 59 | 1944 |
| Hereford High | 1168.5 | 17 | 1183 |
| Loch Raven High | 1048.8 | 50 | 1094 |
| Towson High | 1197 | 58 | 1262 |
| Eastern Tech | 1197 | | |
| Kenwood High | 1450.65 | 488 | 1940 |
| Overlea High | 1168.5 | | 1570 |
| Parkville High | 1971.25 | 138 | 2099 |
| Perry Hall High | 2004.5 | 169 | 2165 |
| Chesapeake High | 1028.85 | 219 | 1246 |
| Dundalk High | 1489.6 | 16 | 1511 |
| Patapsco High | 1279.65 | 12 | 1272 |
| Sparrows Point High | 634.6 | 10 | 829 |
| Sollers Point Technical High | 688.75 | | |



DeJONG
July 2003

DRAFT

November 19, 2003

The following chart and map illustrate where overcrowding currently exists and where enrollment is projected to increase.

High Schools Over Capacity 2002-2003

| School | Milford Mill | Kenwood | Owings Mills | Randallstown | Perry Hall | Towson | Sparrows Pt. | Patapsco | Pikesville | Eastern | Hereford |
|--------------------------------------|--------------|-------------|--------------|--------------|-------------|-------------|--------------|-------------|-------------|------------|------------|
| Capacity | 1315 | 1527 | 1147 | 1444 | 2110 | 1260 | 668 | 1347 | 1073 | 1260 | 1230 |
| Enrollment 9/30/02 | 1585 | 1775 | 1375 | 1664 | 2281 | 1410 | 805 | 1482 | 1176 | 1339 | 1237 |
| Over/Under Capacity 2002-2003 | +270 | +248 | +228 | +220 | +171 | +150 | +137 | +135 | +103 | +79 | +7 |
| Out-of-Boundary Enrolled | 431 | 235 | 201 | 151 | 44 | 164 | 163 | 403 | 153 | | 42 |
| In-Boundary to Other Highs | 274 | 691 | 182 | 473 | 277 | 100 | 90 | 146 | 148 | | 33 |
| Net Gain/Loss | 157 | -456 | 19 | -322 | -233 | 64 | 73 | 257 | 5 | 0 | 9 |
| 2007-2008 Enrollment Projections | 1701 | 1810 | 1537 | 1797 | 2452 | 1497 | 794 | 1448 | 1200 | 1350 | 1266 |
| Over/Under Capacity 2007-2008 | +386 | +283 | +390 | +353 | +342 | +237 | +126 | +101 | +127 | +90 | +36 |

Note: Owings Mills and Randallstown will be relieved by New Town High School opening fall of 2003 with 1348 seats.

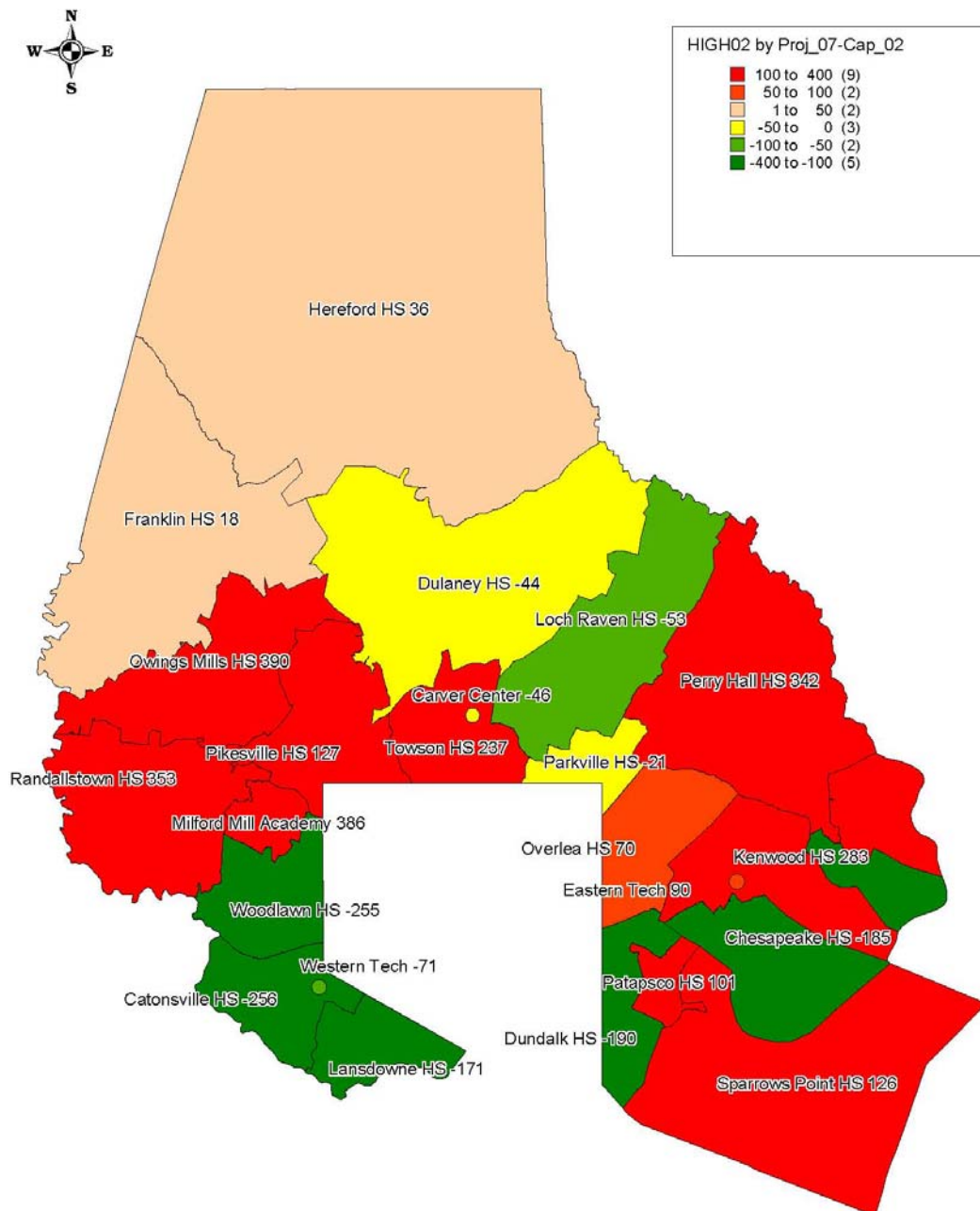
High Schools Under Capacity 2002-2003

| School | Overlea | Carver | Western | Franklin | Loch Raven | Parkville | Dulaney | Dundalk | Chesapeake | Catonsville | Lansdowne | Woodlawn | Sollers Point |
|--------------------------------------|------------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|---------------|
| Capacity | 1230 | 766 | 1121 | 1570 | 1104 | 2075 | 1984 | 1568 | 1083 | 1760 | 1494 | 2279 | 725 |
| Enrollment 9/30/02 | 1219 | 711 | 1046 | 1482 | 999 | 1973 | 1840 | 1418 | 909 | 1455 | 1167 | 1914 | 0 |
| Over/Under Capacity 2002-2003 | -11 | -55 | -75 | -88 | -105 | -102 | -144 | -150 | -174 | -305 | -327 | -365 | 0 |
| Out-of-Boundary Enrolled | 81 | 711 | 1046 | 71 | 75 | 502 | 26 | 71 | 42 | 103 | 69 | 74 | |
| In-Boundary to Other Highs | 650 | | | 266 | 164 | 270 | 147 | 266 | 439 | 181 | 329 | 879 | |
| Net Gain/Loss | -569 | 711 | 1046 | -195 | -89 | 232 | -121 | -195 | -397 | -78 | -260 | -805 | 0 |
| 2007-2008 Enrollment Projections | 1300 | 720 | 1050 | 1588 | 1051 | 2054 | 1940 | 1378 | 898 | 1504 | 1323 | 2024 | 0 |
| Over/Under Capacity 2007-2008 | +70 | -46 | -71 | +18 | -53 | -21 | -44 | -190 | -185 | -256 | -171 | -255 | 0 |

Note: Overlea and Franklin are currently under capacity, however, are projected to be over capacity by 2007-08.

Source: Baltimore County Public Schools, Office of Strategic Planning

BCPS High Schools and Projected Enrollment +/- Capacity for 9/30/2007 *

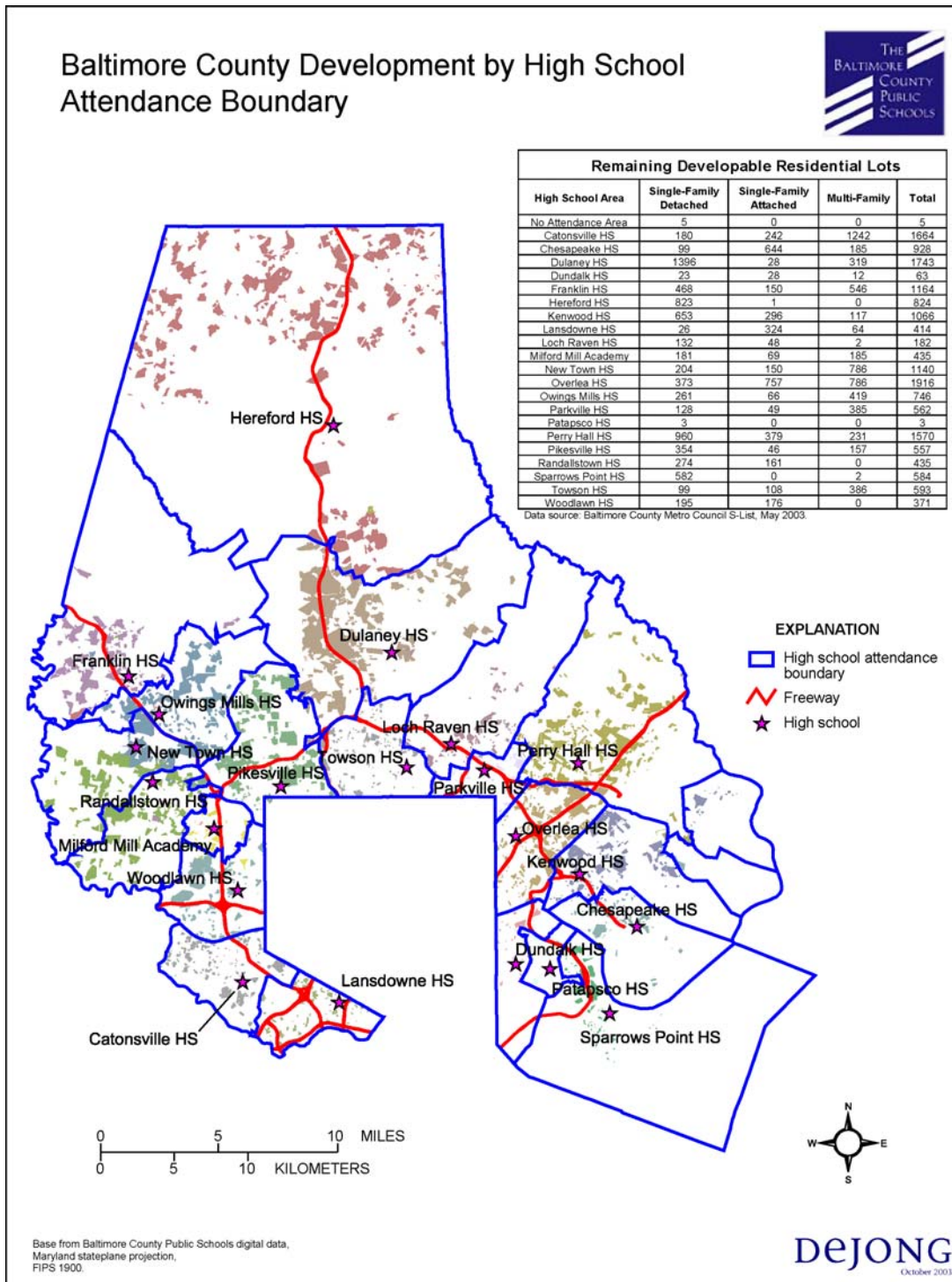


* This map based on September 30, 2002 data, thus New Town HS enrollments and impact are not reflected.

Prepared by the Baltimore County Public Schools
Office of Strategic Planning, June 2003

Lots Approved for Development

The following map illustrates areas approved for single and multi-family development. The greatest numbers of units are located in the Northeast Area at 5,144 units, followed by the Northwest Area at 4,477 units, and the Central Area at 3,342 units.



Potential Solutions

Potential Solutions

The following boundary analysis and potential overcrowding solutions were determined assuming that the number of students historically enrolling out of boundary would continue to do so.

Milford Mill

When analyzing Milford Mill High School it is necessary to look at all the Southwest Area schools. Currently Woodlawn, Catonsville, and Lansdowne High Schools are at the lowest percentage capacity and are projected to remain so based on enrollment projections.

| <i>School</i> | <i>State Capacity</i> | <i>2007-08 Projected Enrollment</i> | <i>Amount Over/Under Capacity</i> | <i>% of State Capacity</i> |
|---------------------|-----------------------|-------------------------------------|-----------------------------------|----------------------------|
| Milford Mill | 1315 | 1701 | 386 | 129.35% |
| Catonsville | 1760 | 1504 | -256 | 85.45% |
| Woodlawn | 2279 | 2024 | -255 | 88.81% |
| Lansdowne | 1494 | 1323 | -171 | 88.55% |
| TOTAL | 6848 | 6552 | -296 | 95.67% |

Source: Baltimore County Public Schools, Office of Strategic Planning

The map on page 12 illustrates a potential boundary adjustment incorporating more students into the Woodlawn boundary from the Milford Mill boundary. **This is not a desirable solution due to the fact that there would be over 3,000 students enveloped in the already large Woodlawn boundary.** In addition, the boundaries are shaped in such a way that Milford Mill is no longer centrally located to its boundary.

During the 2002-03 school year, 879 students living within the Woodlawn boundary attended other high schools in the County as follows:

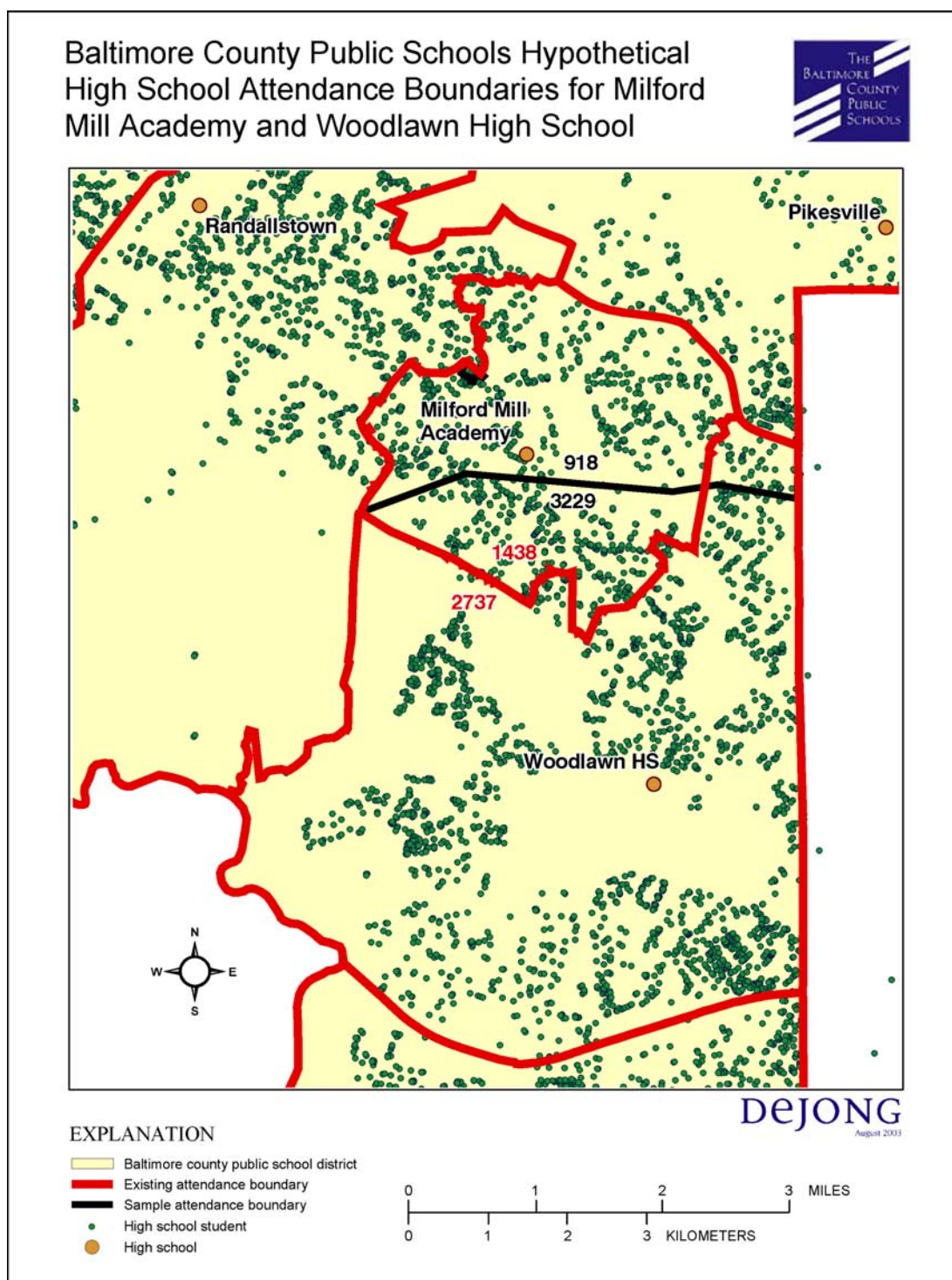
| Schools Attended by Resident Students | | | |
|--|----------------------|--------------------------|----------------------|
| Name of School | # of Students | Name of School | # of Students |
| Carver Center | 66 | Owings Mills High School | 50 |
| Catonsville High School | 51 | Parkville High School | 4 |
| Franklin High School | 1 | Pikesville High School | 21 |
| Kenwood High School | 2 | Randallstown High School | 50 |
| Lansdowne High | 26 | Towson High School | 11 |
| Loch Raven High School | 1 | Western School Of Tech. | 383 |
| Milford Mill Academy (High) | 213 | TOTAL | 879 |

Source: Baltimore County Public Schools, Office of Strategic Planning

Consideration should be given as to why students are not attending their boundary-designated school. A possible solution may include moving a technology magnet program to Woodlawn High School in order to attract students back to Woodlawn. **Unless student choice is managed, changing the boundaries will not solve the overcrowding issues.**

DRAFT

November 19, 2003



Note: The above boundaries outlined in red reflect the existing attendance boundary and the corresponding red numbers indicate the number of students living within the Milford Mill and Woodlawn High School boundaries during the 2002-03 school year. Those boundaries outlined in black were developed as potential solutions to overcrowding. The corresponding black numbers indicate the number of students living within the potential boundaries.

Perry Hall, Towson, Pikesville

| <i>School</i> | <i>State Capacity</i> | <i>2007-08 Projected Enrollment</i> | <i>Amount Over/Under Capacity</i> | <i>% of State Capacity</i> |
|--------------------|-----------------------|-------------------------------------|-----------------------------------|----------------------------|
| <i>Perry Hall</i> | 2110 | 2452 | 342 | 116.21% |
| <i>Kenwood</i> | 1527 | 1810 | 283 | 118.53% |
| <i>Towson</i> | 1260 | 1497 | 237 | 118.81% |
| <i>Loch Raven</i> | 1104 | 1051 | -53 | 95.20% |
| <i>Dulaney</i> | 1984 | 1940 | -44 | 97.78% |
| <i>Hereford</i> | 1230 | 1266 | 36 | 102.9% |
| <i>Parkville</i> | 2075 | 2054 | -21 | 98.99% |
| <i>Overlea</i> | 1230 | 1300 | 70 | 105.69% |
| TOTAL | 12520 | 15369 | 850 | 122.76% |
| Pikesville* | 1073 | 1200 | 127 | 111.84% |

Source: Baltimore County Public Schools, Office of Strategic Planning

*Note: Pikesville may also be impacted by new school construction.

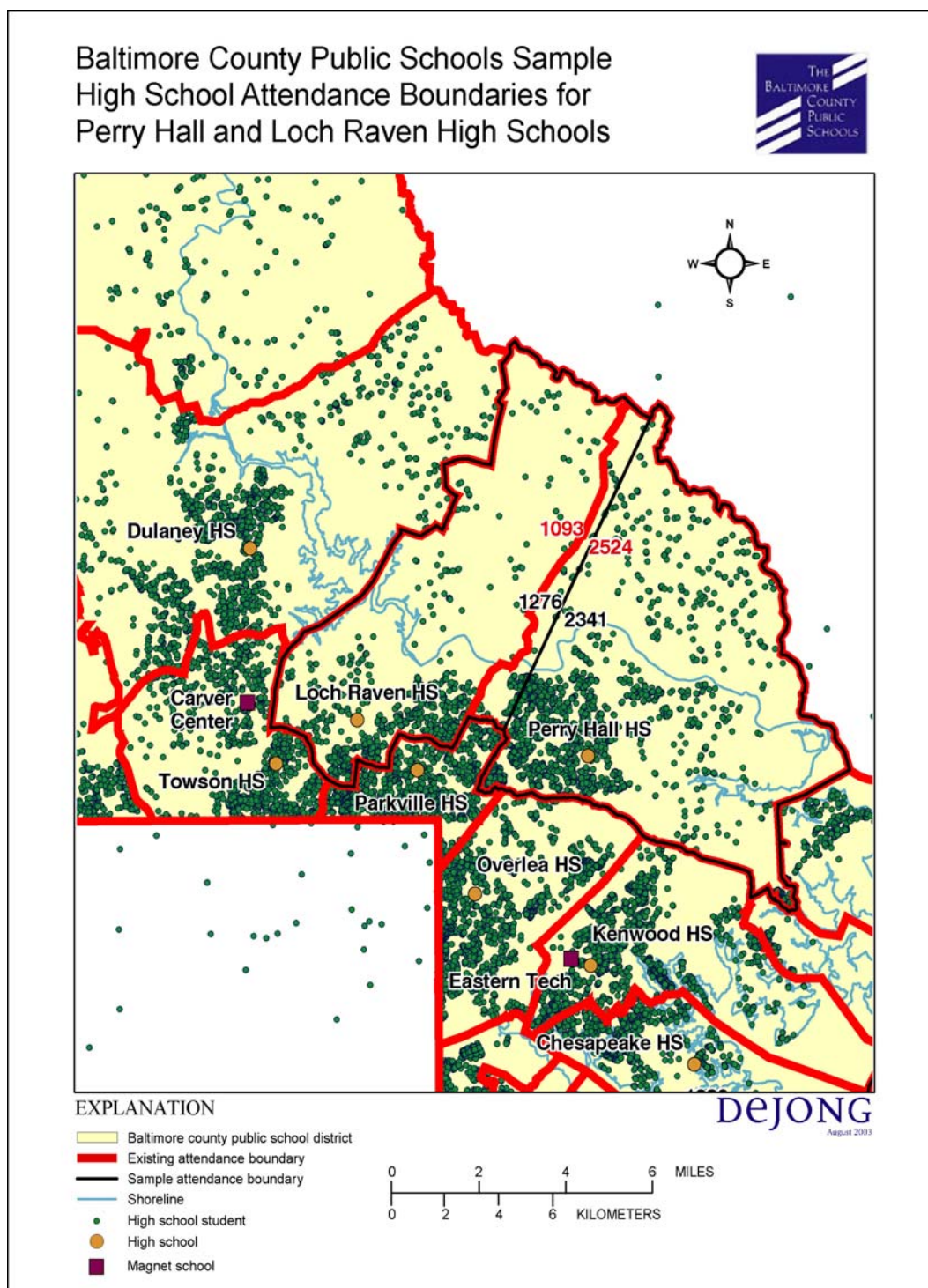
The map on the following page illustrates a potential boundary adjustment between Perry Hall HS and Loch Raven HS. Based on 2002-03 enrollment, this might be a solution to overcrowding at Perry Hall, however, based on projected enrollment it would only serve for one or two years. The chart above compares the Perry Hall HS and all other adjacent high schools in terms of projected enrollment and capacity. **Any boundary adjustment made today, would simply not solve the problem by the time it was implemented.** In addition, because overcrowding exists at many of the adjacent high schools, a programmatic change would not be a viable solution either.

The long-term solution for overcrowding in the Central and Northeast Areas is the construction of one high school. The site selection should reflect the need to alleviate overcrowding in both areas.

An alternative solution would be to add relocatable buildings to the high schools listed in the table above, based on site constraints. Since the State of Maryland does not recognize relocatables in their capacity formula, these schools would still be considered overcrowded by State standards. This strategy would not support student service needs, e.g., cafeteria, gymnasium, library, restrooms.

DRAFT

November 19, 2003



Note: The above boundaries outlined in red reflect the existing attendance boundary and the corresponding red numbers indicate the number of students living within the Loch Raven and Perry Hall boundaries during the 2002-03 school year. Those boundaries outlined in black were developed as potential solutions to overcrowding. The corresponding black numbers indicate the number of students living within the potential boundaries.

DRAFT

November 19, 2003

Kenwood

| <i>School</i> | <i>State Capacity</i> | <i>2007-08 Projected Enrollment</i> | <i>Amount Over/Under Capacity</i> | <i>% of State Capacity</i> |
|---------------------|-----------------------|-------------------------------------|-----------------------------------|----------------------------|
| Kenwood | 1527 | 1810 | 283 | 118.53% |
| New Addition | 200 | | | |
| Chesapeake | 1083 | 898 | -185 | 82.91% |
| TOTAL | 2810 | 2708 | -102 | 96.37% |

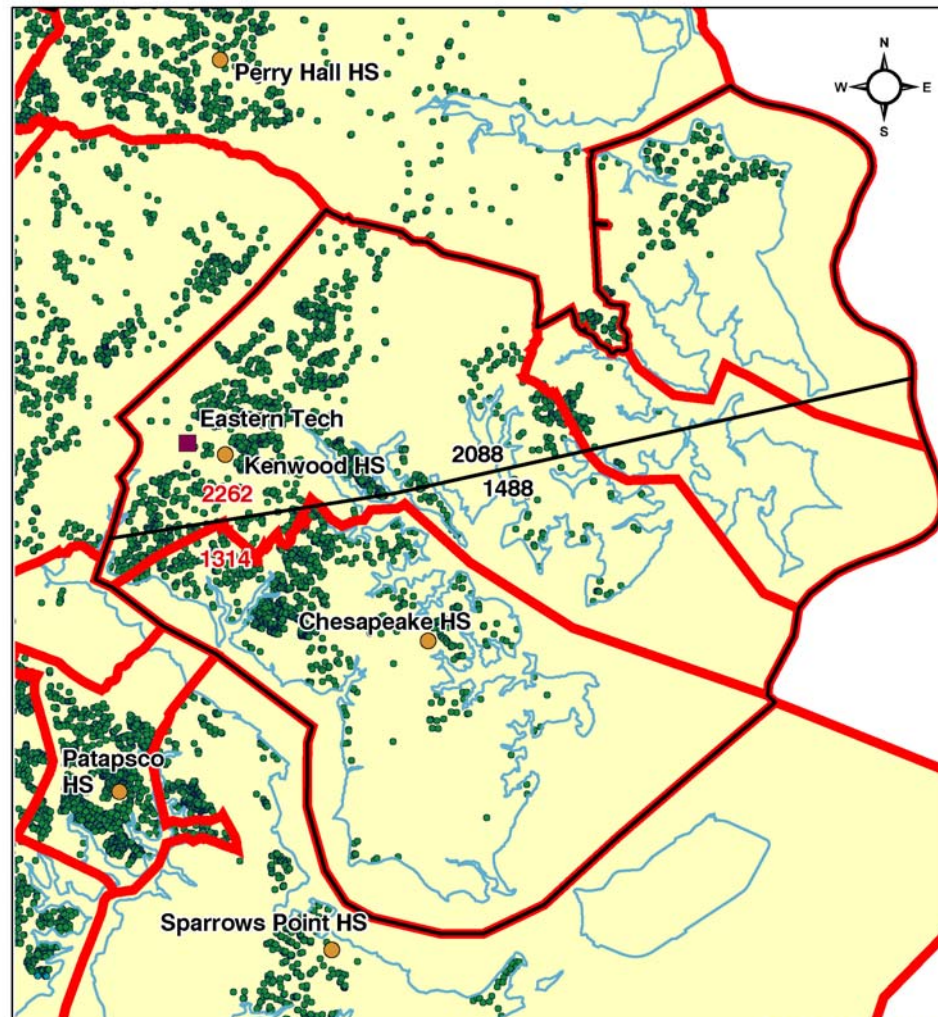
Source: Baltimore County Public Schools, Office of Strategic Planning

A combination of strategies including the construction of a 200 seat addition at Kenwood and the boundary solution on the next page would relieve overcrowding at Kenwood High School. Enrollment at Kenwood High School is projected to be over capacity by 283 students in 2007-08, while enrollment at Chesapeake High School is projected to be under capacity by 185 students in 2007-08. One advantage to this solution is that it eliminates the satellite boundaries between Kenwood and Chesapeake, reducing the number of students that travel through another school's boundary to get to their home school (due to the peninsulas located in this area, it may still be necessary for students attending Chesapeake to drive inland and enter into the Kenwood High School boundary on their way to school), and it will place students closer to their home school.

DRAFT

November 19, 2003

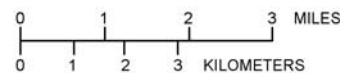
Baltimore County Public Schools Sample High School Attendance Boundaries for Kenwood and Chesapeake High Schools



EXPLANATION

- Baltimore county public school district
- Existing attendance boundary
- Sample attendance boundary
- Shoreline
- High school student
- High school
- Magnet school

DEJONG
August 2003



Note: The above boundaries outlined in red reflect the existing attendance boundary and the corresponding red numbers indicate the number of students living within the Chesapeake and Kenwood boundaries during the 2002-03 school year. Those boundaries outlined in black were developed as potential solutions to overcrowding. The corresponding black numbers indicate the number of students living within the potential boundaries.

Sparrows Point

Sparrows Point High School shares the building with Sparrows Point Middle School. The following chart illustrates capacity and enrollment for both.

| <i>School</i> | <i>State Capacity</i> | <i>2007-08 Projected Enrollment</i> | <i>Amount Over/Under Capacity</i> | <i>% of State Capacity</i> |
|---------------------------------|-----------------------|-------------------------------------|-----------------------------------|----------------------------|
| <i>Sparrows Point HS</i> | 668 | 794 | 126 | 118.86% |
| <i>Sparrows Point MS</i> | 701 | 565 | -136 | 80.59% |
| <i>TOTAL</i> | 1369 | 1359 | -10 | 99.27% |

Source: Baltimore County Public Schools, Office of Strategic Planning

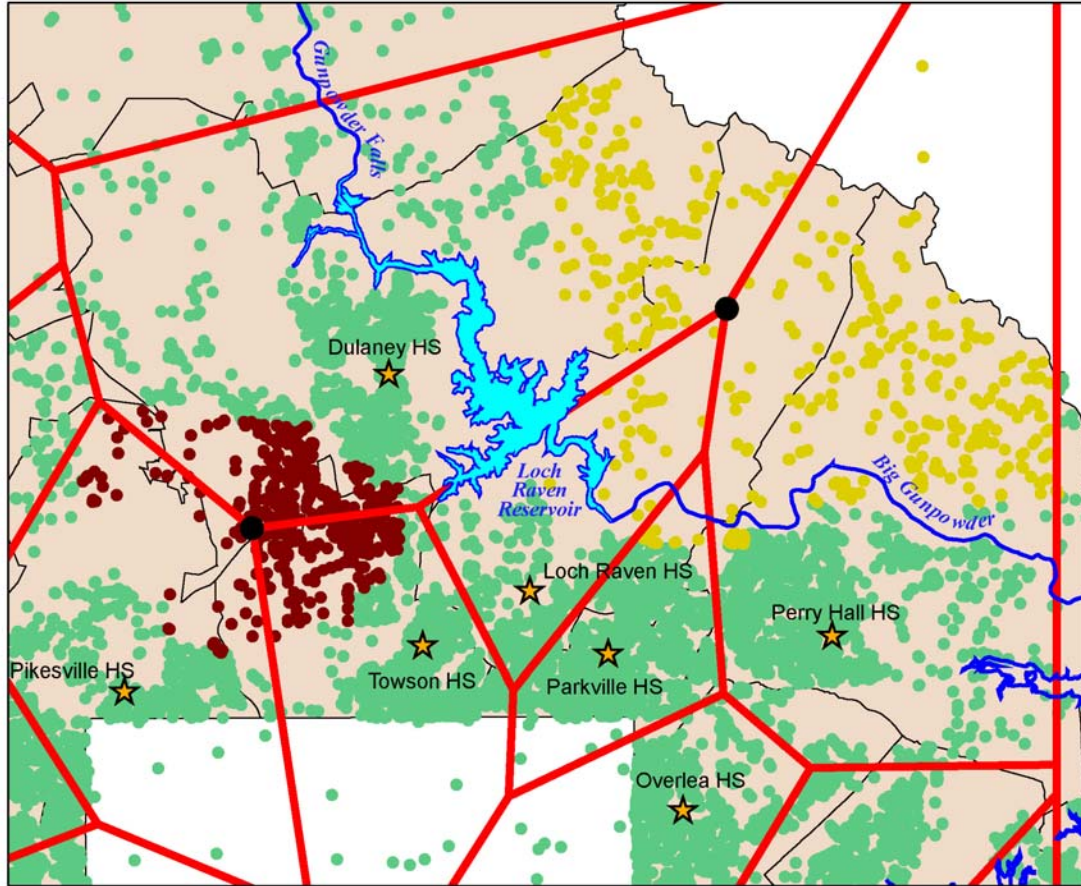
If the space use could be reconfigured to accommodate more students at the high school level and fewer students at the middle school, it would be a far less disruptive solution to overcrowding than a boundary adjustment. If the physical layout of the building does not lend itself to space use change, a boundary adjustment between Sparrows Point and Dundalk High School would be the alternative answer to reaching 95% capacity.

New Construction

Four of the top six overcrowded schools are located within the Central and Northeast Areas of the County. According to the most recent S-List, May 2003, received from the Baltimore County Office of Planning, there are over 8,000 single and multi-family housing units approved for development in the Central and Northeast Areas. In addition, it is projected that there will be at least 850 more students than seats in the Central and Northeast high schools. That being the case, construction of one new high school to alleviate overcrowding in both the Central and Northeast Areas is recommended as the best solution for the future of BCPS.

The map on the next page illustrates two potential high school locations based on proximity of the current student enrollment. By using Thiessen polygons, the map points out the best geographical locations to look for a school site based on the distance students would have to travel.

Hypothetical High School Locations



EXPLANATION

- High school attendance boundary
- Lake or reservoir
- Thiessen* boundary based on school points
- River or stream
- High school
- Sample high school location
- High school student

High school students in sample areas

- Urban area student (690)
- Rural area student (700)



*Thiessen polygons can be used to apportion a group of points into regions known as Thiessen or Voronoi polygons. Each region contains only one point. Each region has the unique property that any location within a region is closer to the region's point than to the point of any other region. (ESRI ARC/INFO electronic Help file)

Community Forum Results

Community Forums Executive Summary

On October 7th, 8th, and 9th, 2003, the Baltimore County Public School hosted a series of Community Forums to discuss enrollment and capacity issues affecting high schools. The High School Facility Utilization Committee invited residents and interested parties in their area to attend the forums in order to become involved in the planning for the future of their schools. Community Forums were publicized through distribution of flyers, public service announcements, on radio and TV, local newspaper articles and other advertising mechanisms. The Forums were held in three areas of Baltimore County including Holiday Inn Timonium, Hilton Garden Inn White Marsh, and Holiday Inn Security, and were attended by more than 250 community members. The following summarizes the results of all three Community Forums.

1. Rank ways of reducing high school overcrowding

Both the individual and group results indicate that changing boundaries was the most favored way to reduce high school overcrowding. However, many of the comments encouraged construction of a new high school and stricter moratoriums on residential development. Increasing the standard class size beyond 25 students per class was considered the least favored way of reducing overcrowding.

2. Baltimore County Public Schools does not have any sites for new high schools. In the absence of an immediate new building solution, rank the following.

The individual and group results were again the same ranking. Working with the Baltimore County Government to add school sites where needed was ranked first, followed by renovate and redevelop existing schools/sites, and finally pursue unconventional school sites.

3. Choose the type of high school that you desire most to serve the needs of your community.

The results indicate a very close preference between comprehensive high schools with a boundary and no magnet program and comprehensive high schools with a boundary and a magnet program that draws students from within the school's boundary. It was clear that high schools with magnet programs that drew students from outside the boundary and high schools with no boundary were least favored. Comments ranged from good examples of magnet programs to concerns for the readiness of young people to specialize.

4. Please rate the importance of the following factors in a student's high school education experience.

Over 65% of the individual participants and 75% of groups considered strong academic curriculum, safe school environment, effective school discipline and strong school principal/leadership as highly important to a student's high school educational experience. Whether the high school was close to parent's work was of least importance.

5. Are there any other methods of managing high school enrollment that you would recommend to BCPS?

There were many suggestions to manage high school enrollment including stricter residency guidelines and looking at special permission students. Other ideas included partnering with colleges and employers for career training in the community, increasing magnet programs, and reopening older/closed schools.

In terms of demographics, 65% of participants were female, almost 50% were between the ages of 40-49. The majority were not BCPS employees and were Baltimore County residents and homeowners with children in the BCPS schools. More than half of the respondents did not identify the community in which they currently live.

The above results will be used in formulating recommendations to the Board of Education regarding using high school facilities to maximize student achievement.

DRAFT

November 19, 2003

2BALTIMORE COUNTY PUBLIC SCHOOLS

COMMUNITY FORUMS [OCT. 7,8, & 9, 2003]

INDIVIDUAL RESULTS

Recently, Baltimore County Public Schools hosted a series of community forums to discuss enrollment and capacity issues affecting high schools. The following results reflect 261 individual questionnaires that were turned in. Please note that not all percentages add up to 100% due to rounding of numbers and all written comments have been included in this report.

1. Rank these ways of reducing high school overcrowding from 1 to 8. [1 most favored to 8 least favored]

| | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | No Answer | |
|----------------------------------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-----------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Changing Boundaries | 100 | 38.31 | 33 | 12.64 | 23 | 8.81 | 26 | 9.96 | 19 | 7.28 | 18 | 6.9 | 11 | 4.21 | 19 | 7.28 | 12 | 4.6 |
| Moving grades | 18 | 6.87 | 38 | 14.5 | 32 | 12.21 | 37 | 14.12 | 49 | 18.7 | 27 | 10.31 | 12 | 4.58 | 33 | 12.6 | 15 | 6.11 |
| Moving Neighborhoods | 28 | 10.69 | 35 | 13.36 | 39 | 14.89 | 37 | 14.12 | 30 | 11.45 | 31 | 11.83 | 19 | 7.25 | 25 | 9.54 | 17 | 6.87 |
| Community Colleges/Office Space | 19 | 7.34 | 23 | 8.88 | 21 | 8.11 | 29 | 11.2 | 27 | 10.42 | 37 | 14.29 | 30 | 11.58 | 61 | 23.55 | 14 | 4.63 |
| Creative scheduling options | 9 | 3.47 | 22 | 8.49 | 18 | 6.95 | 23 | 8.88 | 19 | 7.34 | 25 | 9.65 | 50 | 19.31 | 76 | 29.34 | 19 | 6.56 |
| Relocatable classrooms | 33 | 12.6 | 43 | 16.41 | 43 | 16.41 | 30 | 11.45 | 33 | 12.6 | 21 | 8.02 | 12 | 4.58 | 33 | 12.6 | 13 | 5.34 |
| Increasing standard class size | 3 | 1.15 | 6 | 2.29 | 12 | 4.58 | 13 | 4.96 | 21 | 8.02 | 24 | 9.16 | 50 | 19.08 | 114 | 43.51 | 18 | 7.25 |
| Changing current grade structure | 38 | 14.56 | 42 | 16.09 | 30 | 11.49 | 22 | 8.43 | 33 | 12.64 | 25 | 9.58 | 26 | 9.96 | 32 | 12.26 | 13 | 4.98 |

Comments Question #1:

- But look at whom to move? Should Seven Oaks-Pine Grove Middle kids five minutes away be moved? Or students who travel 30 minutes? I think 30 minutes away can move.
- We need to build new schools; I give it a #1. My child in PHHS never wore a coat last year on her bus stop because she could not leave her last class and down to the closest steps to her locker because they were one-way up and she would miss her bus.
- Build a new school and put Moratorium on building.
- Additional school-no building in the community until school overcrowding is resolved.
- The builders continue to build new homes. It's obvious we have more people moving in. Have the builders pay a certain tax to go toward another school building fund.
- We need a new high school. Sending our children to another school is NOT going to solve this problem. We need the builders to stop building homes because more new homes mean more children. I'm frustrated with us busing other children into our district when they don't even pay.
- I had a very hard time with this. I did not feel comfortable with a lot of the options. We need a new school.

DRAFT

November 19, 2003

- Changing the boundaries could be a temporary solution. Limit developments size and no more special exceptions for developers. This is poor, poor planning for our children.
- All year round schools would allow kids to keep on track with their work and be more prepared and maybe finish the curriculum. Not to mention a plus of having vacation time all year round.
- Move boundaries from Whispering Woods out of the boundary of PHHS. There is no logical reason to have a boundary that far away from school. Chesapeake High and Kenwood are options especially if you take away their "out of boundary students."
- Students along Hartford Road should be attending Parkville bus stops #1701-1739. Students in Whispering Woods area of Chase should be attending Chesapeake High bus stops #3500 and 3501. Build White Marsh HS now! Use proceeds from targeted lottery sales to fund. No more trailers.
- Options #6 and #8 would further degrade the high school experience and potentially degrade academic achievement. Option #7 would be completely unacceptable and totally unrealistic as the average class size at PHHS already exceeds this number.
- I do not want to see boundaries changed by zip codes. I have lived in Perry Hall for 41 years with the zip code 21236 with development; more zip codes have been created. My child was sent to Pine Grove Middle School when I am closer to Perry Hall. I stayed in Perry Hall and pay a higher tax base for my child to go to Perry Hall. I am afraid he will be shifted to Parkville. It is not fair for the older established homes to have to sacrifice due to new development.
- Allow students to more easily transfer to nearby, out of district under capacity schools. For example, we live just on the other side of the boundary line for Loch Haven HS and are districted for Perry Hall. We've been told quite adamantly that the only way to go to LR is if our child takes the CISCO program. My child doesn't do well with computers, why such a problem?
- I think it is hard to rank the options, as we will probably need to use multiple options.
- I would support moving programs, not grades to the closest schools with available space.
- We don't have standard classes of 25 now. BCPS is still having difficulty from the last time it changed grade structure from Junior High to middle. Let's not do it again.
- Boundaries changing for all high schools is important because I think we should have clusters and clean feeders based on high school boundaries. We have no air conditioning in many schools so year round school is out.
- Would like schools to build annexes to schools. Would also like to see practical classes given to students like classes on finances, banking.
- These questions or values should also be at the comprehensive High Schools. Why wasn't there a sheet for the comprehensive programs?
- Prevent the zoning officer from granting development variances on density.
- Force developers to include all proposed development when seeking approval.
- We need to build a high school on the Northeast side of the county due to increased development and extension of Route 43.
- 2,400 students in PHHS is too many. It dilutes the high school experience. Kenwood is in need of an addition. It should have been built already.
- Take back some of the former school buildings that were closed and are not being used as "county facilities" space. i.e. Back River Neck Road and North Point.
- Grant variances to allow school construction in previously denied locations.
- I have a hard time believing PHHS is overcapacity by only less than 200 students. There were too many students in 1989 when I graduated. Also, the trailers may be a "temporary solution" but they have been there since I attended. They are not a great solution for students who have to battle the weather to get to class and they are unsightly and bring down the appearance of the community.
- Why would you put community colleges in the same category as corporate office buildings? This question is unfair.
- Some home visits need to be made by the PPW to make sure students live where they say they are living. This is a problem and needs to be addressed.
- I am not happy with the way that PHHS added on. It's a hodgepodge addition

- Moving grades or neighborhoods to the “closest” schools with space-could this equate to busing children to the other side of the county? This is too vague for me to comfortably be in favor of it.
- Grade structure was changed years ago to accommodate elementary schools-it is time to change it back to accommodate possibly the same children who are now High school age.
- I attended a “split-shift” high school in the 1970’s. I feel it was one of the worst things that could be done to a school.
- There will be safety and security issues raised if classes are held in non-traditional sites.
- When I attended school, there were more than 25 students to a class, but that will not help this current overcrowding problem. You might consider using non-traditional school spaces but include the children somehow with other activities such as sports.
- Please do not base decisions on numbers only. Physical (capacity) and reality are two different things.
- The true basis of the problem of overcrowding is overdeveloping. More developments should be forbidden until school overcrowding and infrastructures have been addressed and achieved.
- Severity of the problem will dictate the degree to which I agree or favor a particular solution. Certainly a combination of these alternatives is worth consideration, an alternative not mentioned above is creation of a new high school. This represents a longer-term solution than any of the temporary fixes mentioned above. A new school should be number one.
- Have the county put a building freeze in overcrowded areas.

2. Baltimore County Public Schools does not have any sites for new high schools. In the absence of an immediate new building solution, rank the following.

| | 1 | | 2 | | 3 | | No Answer | |
|---|-------|---------|-------|---------|-------|---------|-----------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Renovate and Redevelop existing school sites | 85 | 32.56 | 133 | 51.15 | 22 | 8.42 | 21 | 8.04 |
| Pursue unconventional school sites (office buildings) | 13 | 4.98 | 44 | 16.85 | 181 | 69.34 | 23 | 8.81 |
| Work with Baltimore County Government to add school sites | 162 | 62.06 | 66 | 25.28 | 24 | 9.19 | 9 | 3.44 |

Comments Question #2:

- New school. The overcrowding has been going on since 1985.
- New school needed in Perry Hall/Kingsville area.
- If there is land available for development, there is land available for school sites.
- We need a new school-whatever it takes to get the funding money from the builders that are overcrowding our school system.
- Find the space for a new school. What could possibly be more important than the education of our children?
- The process of reconstruction is financially advisable. And as with PHHS, the older buildings are often the home of asbestos, which cause hazards to the children and community.
- Offer vouchers and tax incentives to allow/assist parents with private education expenses. Remove problem students from general population into boot camps.

- Need to begin or continue pushing to obtain site and funding for new construction.
- Option labeled 3 would only be acceptable if the renovation included an increase in capacity to the infrastructure of the existing school; adding seats is not enough.
- Wouldn't it make sense for BCPS, its teaching staff and the politicians to want to work together?
- To the simple man-it's a no brainer. How can our "elected" officials over-build and over populate a district?
- The fiscal budget problem does not allow the aging schools to be repaired in a timely matter. The availability of affordable property is becoming slim especially with developers.
- I don't think typical renovations will bring enough new classrooms to solve the population problem.
- PHHS is a death trap because of the way the new wing joins the school. The cafeteria holds 375 capacity and the number of kids exceeds this amount for each lunch
- State and county governments should be working together to find sites. There is no way to offsite i.e. corporate/office buildings. Growth should be controlled.
- BCPS school board has the obligation to advocate for our students to get what they need even if it means they have to fight to have a new PHHS or an addition to an overcrowded HS like Kenwood.
- Addition to existing facilities with updates would relieve the projected over capacities while not requiring the development of a new site.
- BCPS and communities need to work with county officials to get new school sites in appropriate areas. Stricter limits on developments make developers donate land for schools.
- Make a decision and act upon it within this school year to affect next year. "Stop building" until school areas are re-worked. Zone for only individuals, independent of contractors to build on increased lot sizes.
- It is imperative that BCPS office of development and planning work together with BCPS housing development and infrastructures such as schools. An ongoing close partnership is needed. Special transfers must be closely looked at and monitored.
- Redevelopment of existing schools could work at sites with smaller enrollment. Building on to a school already set for 2000 plus is not a good idea. Redevelopment needs to be looked at on a site-by-site case.
- It will take years for you to do, but it is necessary to build a new high school, or stop building new developments. Change the 115% county standard

DRAFT

November 19, 2003

3. Choose the type of high school that you desire most to serve the needs of your community.

| | Count | Percent |
|--|-------|---------|
| A comprehensive High School with a boundary and no magnet | 115 | 44.4 |
| A comprehensive High School with a boundary and a magnet with students from within the boundary | 86 | 33.20 |
| A comprehensive High School with a boundary and a magnet with students from outside the boundary | 29 | 11.20 |
| A comprehensive High School with no boundary and a regional draw of students | 5 | 1.93 |
| No Answer | 26 | 9.27 |

Comments Question #3:

- There are adequate magnet schools available.
- Keep parents involved by communicating through bulletins or questionnaires. Parents can give their answers or opinions through correspondence, because it is hard to attend functions due to time constraints.
- County delegates must stop new developments in areas where there is overcrowding and as parents we must take an action role in this. However, we need to get the statistics and all relevant information from BCPS to be better informed.
- I am not a fan of magnet programs, except in the arts where standard instruction is not adequate for gifted students. If a HS student has a desire to study in a specialized field, a partnership with a local college could be pursued to provide this enhancement.
- A comprehensive school with a boundary and magnet program can work as long as there is a cap on the number of students admitted to the magnet. That number must be included in the total capacity.
- Magnets limit the education of a student. It sets them up to have tunnel vision for future careers. Vocational schools are more beneficial to teach students a doable trade, which are in extreme demand by area businesses. How many will become stars?
- Eastern Tech needs to have a district. It is not a reflection (snapshot) of the students from across the county. Magnets need to accept all students willing to do the work.
- Perry Hall area and White Marsh are booming with home construction. One-tenth of the 2,400 students in NE are students at Perry Hall
- PHHS offered my son an excellent education. He has graduated and PHHS was overcrowded then. This problem has not been recognized for years. Is it truly being acknowledged or is this another attempt to make the citizens think that the Board is being responsive to their input?
- Students must stay within their neighborhoods. That is why families reside in certain areas. I understand some families can't afford certain neighborhoods. I sympathize, but I want my child to attend his neighborhood school.
- Another high school in an unconventional site.
- No more excuses, make a real decision.
- The Ivy Creek school example for alternative schools does not comply with IDEA. Special education students must be educated in the least restrictive environment with their peers. If isolated in self-contained schools, students will not have opportunities to interact or participate in a variety of activities.
- Allowing students to pursue interests by going to a magnet school helps them develop their future.
- We need to give a well-rounded strong foundation in the basic skills so our students can use those as they enter college and the work force.
- Not all young people are ready to specialize. Where magnet schools exist, community kids get 2nd best.

DRAFT

November 19, 2003

**4. Please rate the importance of the following factors in a student's high school education experience.
[1=most important to 5= least important]**

| | 1 | | 2 | | 3 | | 4 | | 5 | | No Answer | |
|---|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-----------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Close to home | 114 | 46.38 | 73 | 27.97 | 34 | 13.03 | 13 | 4.98 | 10 | 3.83 | 17 | 6.51 |
| Close to parents work | 1 | 0.38 | 6 | 2.28 | 26 | 9.89 | 33 | 12.55 | 172 | 65.4 | 23 | 9.51 |
| Recommendations from Friends and Family | 21 | 8.02 | 52 | 19.85 | 85 | 32.44 | 35 | 13.36 | 44 | 16.79 | 24 | 9.54 |
| Most of my student's friends attend | 23 | 8.75 | 53 | 20.15 | 71 | 27 | 41 | 15.59 | 47 | 17.78 | 26 | 10.65 |
| Ethnic Diversity | 15 | 5.7 | 35 | 13.31 | 88 | 33.46 | 41 | 15.59 | 59 | 22.43 | 23 | 9.51 |
| ESOL programs | 10 | 3.8 | 19 | 7.22 | 51 | 19.39 | 55 | 20.91 | 93 | 35.36 | 33 | 13.31 |
| Strong academic curriculum | 200 | 76.1 | 25 | 9.52 | 14 | 5.36 | 3 | 1.15 | 4 | 1.53 | 15 | 5.75 |
| Strong career or job preparation | 106 | 40.46 | 77 | 29.39 | 37 | 14.12 | 10 | 3.82 | 4 | 1.53 | 27 | 10.69 |
| State-of-the-art technology | 125 | 47.71 | 70 | 26.72 | 36 | 13.74 | 8 | 3.05 | 2 | 0.76 | 20 | 8.02 |
| High SAT/HAS test scores | 144 | 54.75 | 58 | 22.05 | 31 | 11.79 | 5 | 1.9 | 2 | 0.76 | 21 | 8.75 |
| Academic program that suits child's interests | 127 | 48.29 | 71 | 27 | 33 | 12.55 | 6 | 2.28 | 3 | 1.14 | 21 | 8.75 |
| Safe school environment | 223 | 85.11 | 15 | 5.73 | 3 | 1.15 | 2 | 0.76 | 1 | 0.38 | 17 | 6.87 |
| Effective school discipline | 181 | 68.82 | 45 | 17.11 | 12 | 4.56 | 2 | 0.76 | 2 | 0.76 | 19 | 7.98 |
| Strong school principal/leadership | 171 | 65.52 | 49 | 18.77 | 8 | 3.07 | 2 | 0.77 | 2 | 0.77 | 29 | 11.11 |
| Availability of after-school activities | 102 | 38.78 | 84 | 31.94 | 39 | 14.83 | 9 | 3.42 | 8 | 3.04 | 19 | 7.98 |

Comments Question #4:

- Ethnic Diversity-I don't want my child to be the minority.
- Most important-Find a new school site.
- I am not a big proponent of magnet schools. I think children can attend a regular curriculum and attend college for further interests.
- High school should be geared to enriching the child's' education and encouraging them to be respectful, leaders, and members of the community.
- Strong guidance programs are critical to the HS students with respect to college counseling.
- Appear at PTA meetings during school concerts.
- ESOL program importance changes- if it's needed in a community then it is a 1.
- With overcrowding comes crime. Schools are for learning and preparing children for college.
- Adequate classroom space, and get a new principal at PHHS.
- Our area is very diverse but including ESOL programs would enhance the diversity.
- Expose students to shadowing someone in careers of their choice.

- All of these things are extremely important in choosing a high school.
- Schools need to be modernized and enlarged to promote safety.
- When schools are overcrowded, students are barred from school sports programs because of limited team sizes. Example: PHHS girls JV soccer for 2003-2004 season had 44 girls tryout. The team can only accommodate 22 rostered players. There were many qualified players that were cut due to team size limitations. This is not fair to not give the students an opportunity to participate because the school enrollment is so high. The program was not available to half the students that tried out, yet enough students did tryout to make a whole second team.

5. Are there any other methods of managing high school enrollment that you would recommend to BCPS?

Comments Question #5:

- Look at special transfer and out of boundary students.
- Stricter residency checks- looks at special permission students.
- Get the kids out that don't belong there, i.e. not in district, false addresses.
- Stricter enforcement of Baltimore Co. residence.
- Children that are disrespectful toward students and teachers should be expelled and sent to different type of school.
- New school-stop developing. I moved to Perry Hall to place my children in better schools. I do not want them transferred to areas I left to avoid problems.
- Basic skills should be mandatory in early grades-as interests develop and goals form, the outsource opportunities. Do career training in a community.
- Identify the most popular magnet programs and offer them in more schools.
- Stop allowing "non-county" students into county schools. Cease over building areas to not have the schools to handle the building.
- Increase all-county magnets in unconventional school sites.
- Partner more with colleges and places of employment for on-job training.
- With the prospect of long term batteries for lap tops (18 months) and wireless connectors, I believe some courses can be taught online allowing students to access classes from non-traditional places (i.e. cafeteria, auditorium, home, etc.)
- Would like to see present schools renovated and extended. Less building of houses in neighborhoods that are already overcrowded in schools.
- Every child should be given every opportunity. Excluding children from programs they want is unfair. (Magnet program now)
- Perhaps an additional magnet program for math, science, and computer science.
- In order to deliver a strong academic program and not include class size is like having a stove with no pots and pans. Furthermore, class size affects school environments.
- Increase learning opportunities tied to HS curriculum on private industry and community colleges.
- My recommendations would be to adjust boundaries, monitor students from across the county lines, cap enrollment, and with communities and the Department of Human Resources, Department of Juvenile Justice and DHMH to have some idea of group home placement.
- Reopen old schools like Sudbrook as magnet schools.

DRAFT

November 19, 2003

Tell us about yourself . . .

Note: The following demographic information is for analysis purposes only. This information was not discussed individually or in the small group

| 6. Gender | Count | Percent |
|-----------|-------|---------|
| Male | 70 | 26.62 |
| Female | 172 | 65.4 |
| No Answer | 19 | 7.98 |

| 7. Your Age | Count | Percent |
|----------------|-------|---------|
| (Not Answered) | 20 | 7.6 |
| Under 18 | 10 | 3.8 |
| 18-29 | 2 | 0.76 |
| 30-39 | 30 | 11.41 |
| 40-49 | 130 | 49.43 |
| 50-64 | 60 | 22.81 |
| 65+ | 11 | 4.18 |

| 8. Which of the following best describes you? | Count | Percent |
|---|-------|---------|
| (Not Answered) | 20 | 7.63 |
| I am a BCPS Student | 9 | 3.44 |
| I am a BCPS Employee | 47 | 17.94 |
| I am not an employee of BCPS | 186 | 70.99 |

| 9. Which of the following best describes you? | Count | Percent |
|--|-------|---------|
| (Not Answered) | 14 | 5.32 |
| I am a Baltimore County resident and homeowner | 228 | 86.69 |
| I am a Baltimore County resident who leases/rents a home | 6 | 2.28 |
| I am a BCPS student living in Baltimore County | 9 | 3.42 |
| I am not a Baltimore County resident | 6 | 2.28 |

| 10. Which of the following best describes you? | Count | Percent |
|--|-------|---------|
| (Not Answered) | 15 | 5.79 |
| I am a parent/guardian with children in BCPS schools | 183 | 70.66 |
| I am a parent/guardian with children in private/parochial high schools | 1 | 0.39 |
| I am a parent/guardian with children who will attend BCPS high schools in the future | 11 | 4.25 |
| I am a concerned citizen with no children in BCPS | 49 | 18.92 |

DRAFT

November 19, 2003

| 11. If you are a parent of a high school-aged student(s), please tell us where your student(s) (or if you are a student) attends school. | Count | Percent |
|--|-------|---------|
| (Not Answered) | 108 | 39.27 |
| My child attends his/her districted BCPS school | 132 | 48 |
| My child attends another BCPS school as a student in a magnet program | 26 | 9.45 |
| My child attends another BCPS school as a special permission transfer student | 4 | 1.45 |
| My child attends a private/parochial school | 5 | 1.82 |

| 12. In what grades are your children? (Check all that apply) | Count | Percent |
|--|-------|---------|
| (Not Answered) | 59 | 13.88 |
| K-5 | 60 | 14.12 |
| 6th | 32 | 7.53 |
| 7th | 39 | 9.18 |
| 8th | 44 | 10.35 |
| 9th | 43 | 10.12 |
| 10th | 53 | 12.47 |
| 11th | 43 | 10.12 |
| 12th | 40 | 9.41 |
| Other | 12 | 2.82 |

13. Please indicate the community where you live.

(Not Answered) - 146

Catonsville - 12

Carney - 1

Chase - 1

Dulaney - 1

Dundalk - 3

Equestrian Acres - 3

Falls Road - 1

Harmony Hill - 1

Hereford Zone - 1

Mardella Run Estates - 1

Northwinds of Cub Hill - 1

Parkville - 4

Perry Hall - 73

Pinedale Woods - 1

Randallstown - 5

Silvergate - 1

Sparks - 1

Timonium - 1

White Marsh - 3

Villa Nova - 1

DRAFT

November 19, 2003

BALTIMORE COUNTY PUBLIC SCHOOLS
COMMUNITY FORUMS [OCT. 7,8, & 9, 2003]
GROUP RESULTS

Recently, Baltimore County Public Schools hosted a series of community forums to discuss enrollment and capacity issues affecting high schools. The following results reflect discussion from the thirty-six groups (36) that participated. Please note that not all percentages add up to 100% due to rounding of numbers and all written comments have been included in this report.

1. Rank these ways of reducing high school overcrowding from 1 to 8. [1 most favored to 8 least favored]

| | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | No Answer | |
|----------------------------------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-----------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Changing Boundaries | 18 | 50 | 2 | 5.56 | 1 | 2.78 | 2 | 5.56 | 4 | 11.11 | 2 | 5.56 | 1 | 2.78 | 3 | 8.33 | 3 | 8.33 |
| Moving grades | 0 | 0 | 7 | 19.44 | 3 | 8.33 | 7 | 19.44 | 5 | 13.89 | 2 | 5.56 | 4 | 11.11 | 5 | 13.89 | 3 | 8.33 |
| Moving Neighborhoods | 0 | 0 | 3 | 8.33 | 4 | 11.11 | 8 | 22.22 | 8 | 22.22 | 4 | 11.11 | 0 | 0 | 5 | 13.89 | 4 | 11.11 |
| Community Colleges/Office Space | 0 | 0 | 3 | 8.33 | 5 | 13.89 | 5 | 13.89 | 5 | 13.89 | 6 | 16.67 | 4 | 11.11 | 5 | 13.89 | 3 | 8.33 |
| Creative scheduling options | 1 | 2.78 | 1 | 2.78 | 0 | 0 | 2 | 5.56 | 2 | 5.56 | 8 | 22.22 | 6 | 16.67 | 11 | 30.56 | 5 | 13.89 |
| Relocatable classrooms | 1 | 2.78 | 5 | 13.89 | 13 | 36.11 | 4 | 11.11 | 2 | 5.56 | 1 | 2.78 | 4 | 11.11 | 3 | 8.33 | 3 | 8.33 |
| Increasing standard class size | 0 | 0 | 0 | 0 | 2 | 5.56 | 3 | 8.33 | 1 | 2.78 | 3 | 8.33 | 2 | 5.56 | 21 | 58.33 | 4 | 11.11 |
| Changing current grade structure | 6 | 16.67 | 7 | 19.44 | 3 | 8.33 | 4 | 11.11 | 5 | 13.89 | 3 | 8.33 | 0 | 0 | 5 | 13.89 | 3 | 8.33 |

Comments Question #1:

- Changing boundaries.
- Parental/Community input first.
- No bussing!
- Need adequate public facilities for new development.
- Don't worry about these band-aids. We need to permanently fix these short term and won't accept less. Portables will not solve the problem. It takes 9 years from the first identified need to start a new school. We need a better planning process.
- Year round school-county wide only. Boundaries-depends on how they are changed.
- Acquire (buy property)
- Optional solutions have been exhausted
- We only approve of changing boundaries if our children stay at the school in our town. All other options not marked were equally disliked.
- Table 18 did not feel this was necessary. Our opinions were clearly stated on our individual forms.

DRAFT

November 19, 2003

- All of these are in our opinion only short-term solutions. The consensus is that as a long-term solution, a new facility in the northeast area needs to be built. Grades especially grade 9 are being moved to a closed elementary school in the area of a non-traditional space. We don't like any of these options.
- These methods do not alleviate the overcrowding issue; they only shift problems from one school to another.
- Build a new school and slow down new construction.
- With changing boundaries, community input would be imperative. Look to Chesapeake High School. Why didn't you plan for the schools prior to new development?
- Please build a new school for the Kingsville/Perry Hall area. From question #4 on-is NOT acceptable.
- Relocatables are a security issue. We really should look at year-round.
- Build schools-buy land now.
- Are part-time working students counted as an entire seat?
- For VoTech or gifted students, who will get AP credit?
- If using relocatable classrooms, add additional staff and cafeteria.
- Programs yes, grades no.
- Year round must be consistent across the system.
- Short-term solution; schools need other supporting facilities to accommodate increased numbers.
- Build a new High School is the only option.
- Our group is very concerned with the high number in high schools regardless of capacity. Building size is not our priority however reduced class size is. Juniors and seniors may really benefit from non-traditional opportunities.
- We need to look at development areas for boundary changes to make it fair.
- We think grades should be based on developmental needs. School systems need to work with the county government more proactively to obtain land and control development.

2. Baltimore County Public Schools does not have any sites for new high schools. In the absence of an immediate new building solution, rank the following.

| | 1 | | 2 | | 3 | | No Answer | |
|---|-------|---------|-------|---------|-------|---------|-----------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Renovate and Redevelop existing school sites | 7 | 19.44 | 22 | 61.11 | 3 | 8.33 | 4 | 11.11 |
| Pursue unconventional school sites (office buildings) | 1 | 2.77 | 3 | 8.33 | 26 | 72.22 | 4 | 11.11 |
| Work with Baltimore County Government to add school sites | 27 | 75 | 5 | 13.88 | 2 | 5.55 | 2 | 5.55 |

Comments Question #2:

- Work with the government.
- Need to stop development where the infrastructure does not support the population. Need adequate public facilities for new development. Developers should provide support for new schools necessary.
- We like the idea of renovating existing schools. Part of the problem should not add capacity without infrastructure i.e. halls, cafeteria) tear down and start over. It is less expensive to build a new school. We still need to change boundaries. If we are going through the trouble of renovating, why not just build a new school.
- This is not proven, there is likely plenty of space, who owns it?
- Lower 115% capacity before stopping development.
- We believe #3 as the best/most favored.
- Change legislation to reflect 95% occupants to capacity.
- Do not include relocatables in capacity.
- There should be no more building of houses until the Kingsville/Perry Hall school situation is taken care of.
- This should be done concurrently with numbers one and two. BCPS needs to work with the county government to manage the growth.
- Problems stem from over development. How can a Board of Education not be an important part of decision making with the county? Parents and community members need to enforce leaders that developers must contribute to schools.

3. Choose the type of high school that you desire most to serve the needs of your community.

| | Count | Percent |
|--|-------|---------|
| (Not Answered) | 5 | 13.89 |
| A comprehensive high school with a boundary and no magnet program | 14 | 38.89 |
| A comprehensive high school with a boundary and a magnet program that draws students from within the school's boundary | 13 | 36.11 |
| A comprehensive high school with a boundary and a magnet program that draws students from outside the school boundary | 4 | 11.11 |

Comments Question #3:

- Comprehensive High school with Boundary and no magnet program.
- #2 choice would be the second solution for our group.
- After a discussion, we agreed on the above (2) depending on magnet program. The first choice was a close 2nd.
- These programs will not make enough difference to correct overcrowding. High schools built 40 years ago were to accommodate three grades.
- Limit enrollment in magnet programs.
- Adequate space to move thru the halls, so they don't get run over.
- Magnet programs in a comprehensive school don't work as well.
- We need more magnet schools to draw and more equal population of students in schools.

DRAFT

November 19, 2003

4. Please rate the importance of the following factors in a student's high school education experience.

| | 1 | | 2 | | 3 | | 4 | | 5 | | No Answer | |
|---|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-----------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Close to home | 20 | 55.56 | 6 | 16.67 | 6 | 16.67 | 1 | 2.78 | 0 | 0 | 3 | 8.33 |
| Close to parents work | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 13.89 | 28 | 77.78 | 3 | 8.33 |
| Recommendations from friends and family | 1 | 2.78 | 4 | 11.11 | 14 | 38.89 | 8 | 22.22 | 6 | 16.67 | 3 | 8.33 |
| Most of my student's friends attend | 2 | 5.56 | 5 | 13.89 | 18 | 50 | 3 | 8.33 | 5 | 13.89 | 3 | 8.33 |
| Ethnic diversity | 1 | 2.78 | 7 | 19.44 | 13 | 36.11 | 5 | 13.89 | 7 | 19.44 | 3 | 8.33 |
| ESOL programs | 0 | 0 | 1 | 2.78 | 8 | 22.22 | 10 | 27.78 | 13 | 36.11 | 4 | 11.11 |
| Strong academic curriculum | 33 | 91.67 | 1 | 2.78 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 5.56 |
| Strong career or job preparation | 20 | 55.56 | 10 | 27.78 | 2 | 5.56 | 1 | 2.78 | 0 | 0 | 3 | 8.33 |
| State-of-the-art technology | 20 | 55.56 | 13 | 36.11 | 1 | 2.78 | 0 | 0 | 0 | 0 | 2 | 5.56 |
| High SAT/HAS test scores | 21 | 58.33 | 9 | 25 | 4 | 11.11 | 0 | 0 | 0 | 0 | 5 | 5.56 |
| Academic program that suits child's interests | 15 | 41.67 | 16 | 44.44 | 2 | 5.56 | 0 | 0 | 1 | 2.78 | 2 | 5.56 |
| Safe school environment | 33 | 91.67 | 1 | 2.78 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 5.56 |
| Effective school discipline | 31 | 86.11 | 3 | 8.33 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 5.56 |
| Strong school principal/leadership | 32 | 88.89 | 2 | 5.56 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 5.56 |
| Availability of after-school activities | 16 | 44.44 | 12 | 33.33 | 5 | 13.89 | 0 | 0 | 0 | 0 | 3 | 8.33 |

Comments Question #4:

- This table should be in charge.
- We all have different opinions for this.
- SAT/HAS only for determining how the teachers are preparing the students, not for the student to get into college. Tax credit for parents who educate children at home or in a private school.
- Adequate school parking.
- Delaying development NOW will allow infrastructure to accommodate needs.
- New PHHS administration is needed. Communication by Principal is not effective.
- Strong academic/guidance counselors.
- Make classes with less students so teachers can effectively teach our children, especially if they have a slight learning disability.
- Elementary school students need to be close to home