

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: February 28, 2006

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **BOUNDARY FOR WINDSOR MILL MIDDLE SCHOOL**

ORIGINATOR: Dr. Manual Rodriguez, Area Assistant Superintendent, Southwest

PERSON(S): Office of Strategic Planning

RECOMMENDATION

That the Board of Education review the boundary recommendation for Windsor Mill Middle School made by the Boundary Study Committee.

Nature of the Issue: Windsor Mill Middle School will open in August 2006. Windsor Mill Middle School was built to relieve the overcrowding at Southwest Academy, Old Court Middle School and Deer Park Middle Magnet School. To determine which students would attend this new school, a Boundary Study Committee was formed and public input was sought to determine the geographic boundaries of Windsor Mill Middle School.

History of the Issue: In accordance with Board of Education Policy 1280, a Boundary Study Committee was formed. The committee included parents, community leaders, teachers, principals, and resource personnel from the Office of Strategic Planning and the Office of Communications. This committee started meeting in early November and continued through mid February. During the course of their deliberations, they were presented information from the Office of Strategic Planning. After three months of work, the committee settled on three potential boundary scenarios. These scenarios were presented at a public forum on January 18, 2006. The approximately 182 participants at the public meeting were given an overview of the process, saw and received information about the three proposed boundaries, and then worked in small groups to share their perceptions about the

proposed boundaries. Some of the small groups reached consensus regarding the boundary they preferred. The Office of Strategic Planning tabulated the input from the public meeting and shared the findings with the Boundary Study Committee. The committee made a recommendation that was shared with the Superintendent and his staff on 2/13/06. The decision of the Superintendent was to endorse Scenario C. This was the scenario recommended by the Boundary Study Committee and the majority of the participants at the public forum.

After the Board of Education meeting on February 28, 2006, the Board of Education will hold a public hearing on March 15, 2006 at Woodlawn High School. The final decision of the Board of Education is slated to occur on March 28, 2006.

Appendix I – Community Forum Boundary Options Packet
Appendix II – Community Forum Results

Windsor Mill Middle School

Boundary Recommendation



Prepared by:

Windsor Mill Middle School Boundary Study Committee

Southwest Area Office

Office of Strategic Planning

February 28, 2006

Windsor Mill Middle School

Boundary Study Committee Participants

Community Representatives:

Dr. Ella White Campbell
Emily Wolfson

PTA Representatives:

Joyce Burwell (DPMS)
Donya Douglas (OCMS)
Karen Wais (PMS)
Gerald Judd (SAMS)
Kelly Boyls (SMS)
Anne Winslow (WMS)

Area Education Advisory Committee:

Sharon Loving (SW)
Sam Macer (SW)
Sue Katz (NW)
Abby Beytin (NW)

Co-Chairperson:

Lisa Sampson (Asst. to Dr. Rodriguez)

Faculty Representatives:

Arlene Moore (DPMS)
Judy Monk (OCMS)
Iris Woods (PMS)
Silean Eaves (SAMS)
Eric Christian (SMS)
James Sargent (WMS)

Additional Attendees:

Principals:

Penelope Martin (DPMS)
Ilene Swirnow (PMS)
Maria Hopewell (SAMS)
Sharon Robbing (SMS)
Brian Scriven (WMS)

Administrators:

Delvin Burton (DPMS)
Irma (Lynette) Woodley (OCMS)
Wanda Frazier (PMS)
Donyall Dickey (SAMS)
Bryan O'Connor (SMS)
Ada (Vanessa) Brisbon (WMS)

System Representatives:

Chris Brocato (OSP)
Pam Carter (OSP)
Don Dent (P&S Operations)
Manuel Rodriguez (Area Asst Super.)
Susan Wilken (Asst. to Dr. Rodriguez)
Charles Herndon (Communications)
Ghassan Shah (OSP)

Boundary Change Process/ Timelines

- November 2, 2005 Southwest Academy Meeting 1
- November 16, 2005 Southwest Academy Meeting 2
- December 7, 2005 Southwest Academy Meeting 3
- December 21, 2005 Southwest Academy Meeting 4
- January 18, 2006 Woodlawn HS Community Forum
- February 1, 2006 Southwest Academy Meeting 5
- February 28, 2006 Greenwood Recommendation

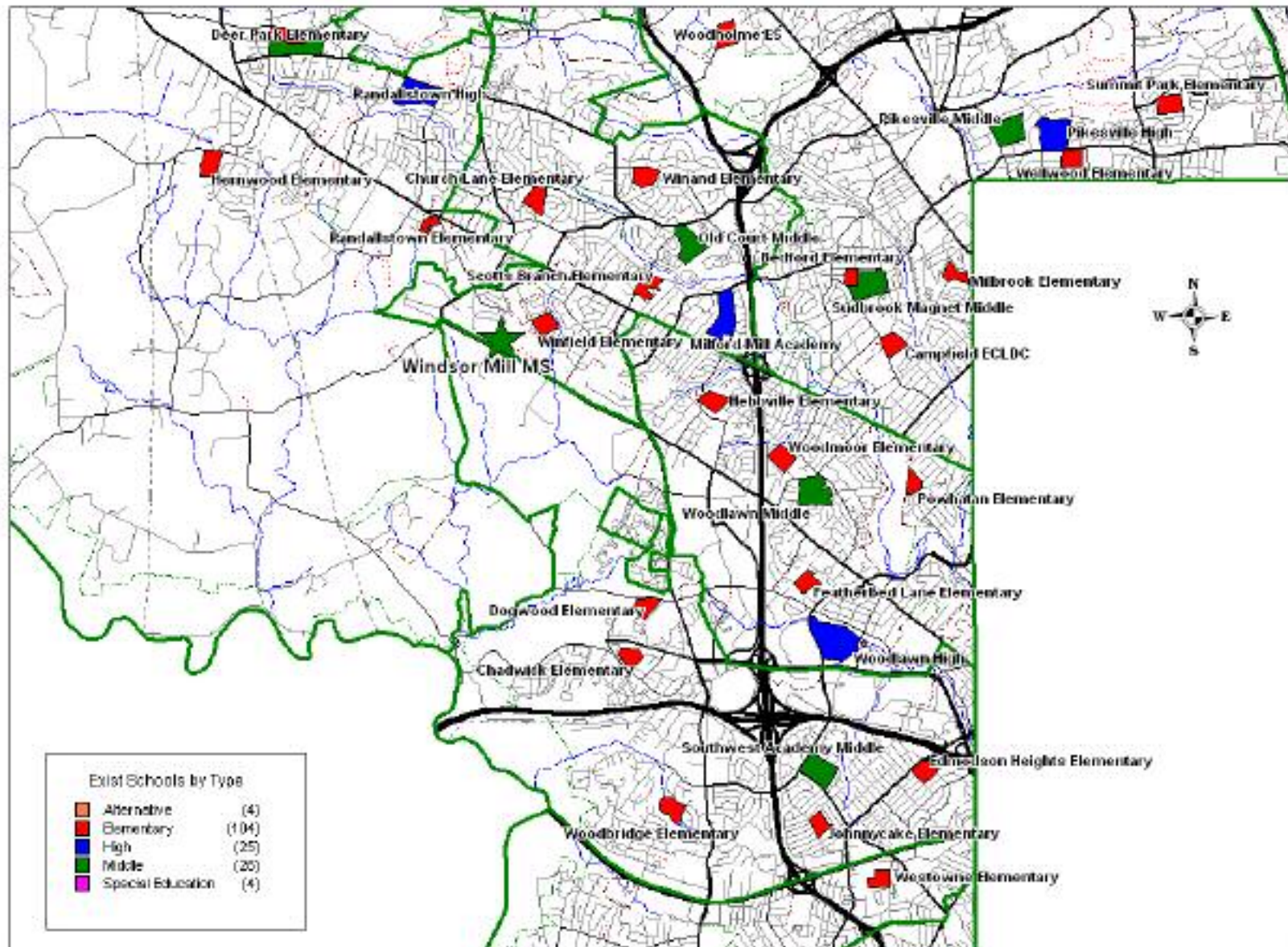


The Committee's Goals

- To establish a boundary committee consisting of parents, PTA's, BCPS administrators and neighborhoods impacted by the construction of new attendance boundaries at the Windsor Mill Middle School (MS) including:
 - Deer Park MS, Old Court MS
 - Woodlawn MS, Southwest Academy MS,
 - Sudbrook Magnet MS and Pikesville MS
- To make recommendations to the SW Area Assistant Superintendent of Schools of the best boundary change options that are consistent with the boundary change process outlined in Board Policy #1280

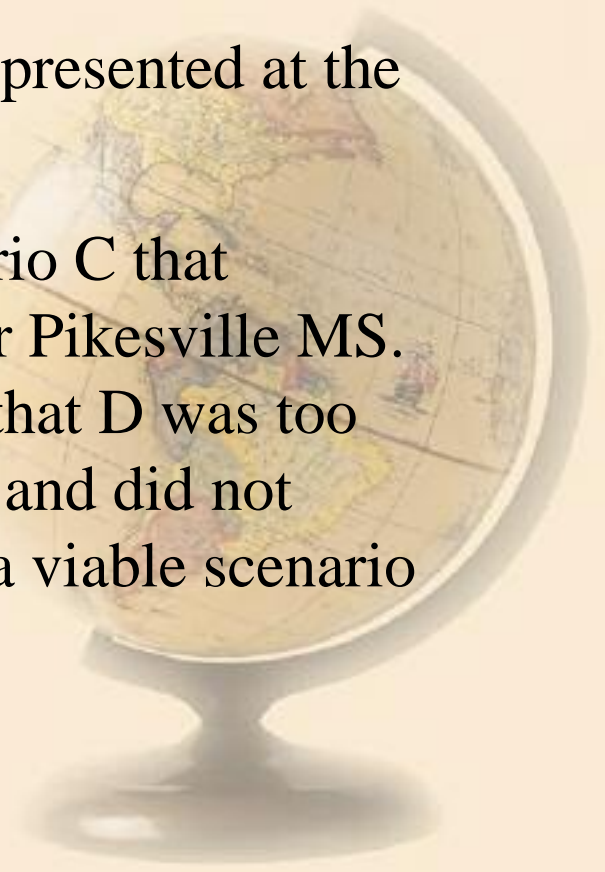


Windsor Mill Middle School and Surrounding Schools



Windsor Mill MS Scenarios

- The Committee developed four scenarios (A, B, C, and D)
- Each scenarios focused on establishing 100% elementary school feeders, where possible
- Three (3) scenarios (A, B, and C) were presented at the Community Forum
- Scenario D was a modification of scenario C that attempted to provide additional relief for Pikesville MS. Upon consideration, the committee felt that D was too disruptive to established neighborhoods and did not sufficiently relieve Pikesville MS to be a viable scenario



The Community Forum –

- 182 persons signed-in
- Many of these took part in 22 small group sessions
- Please see appendix for detailed individual and small group survey results



Recommendation

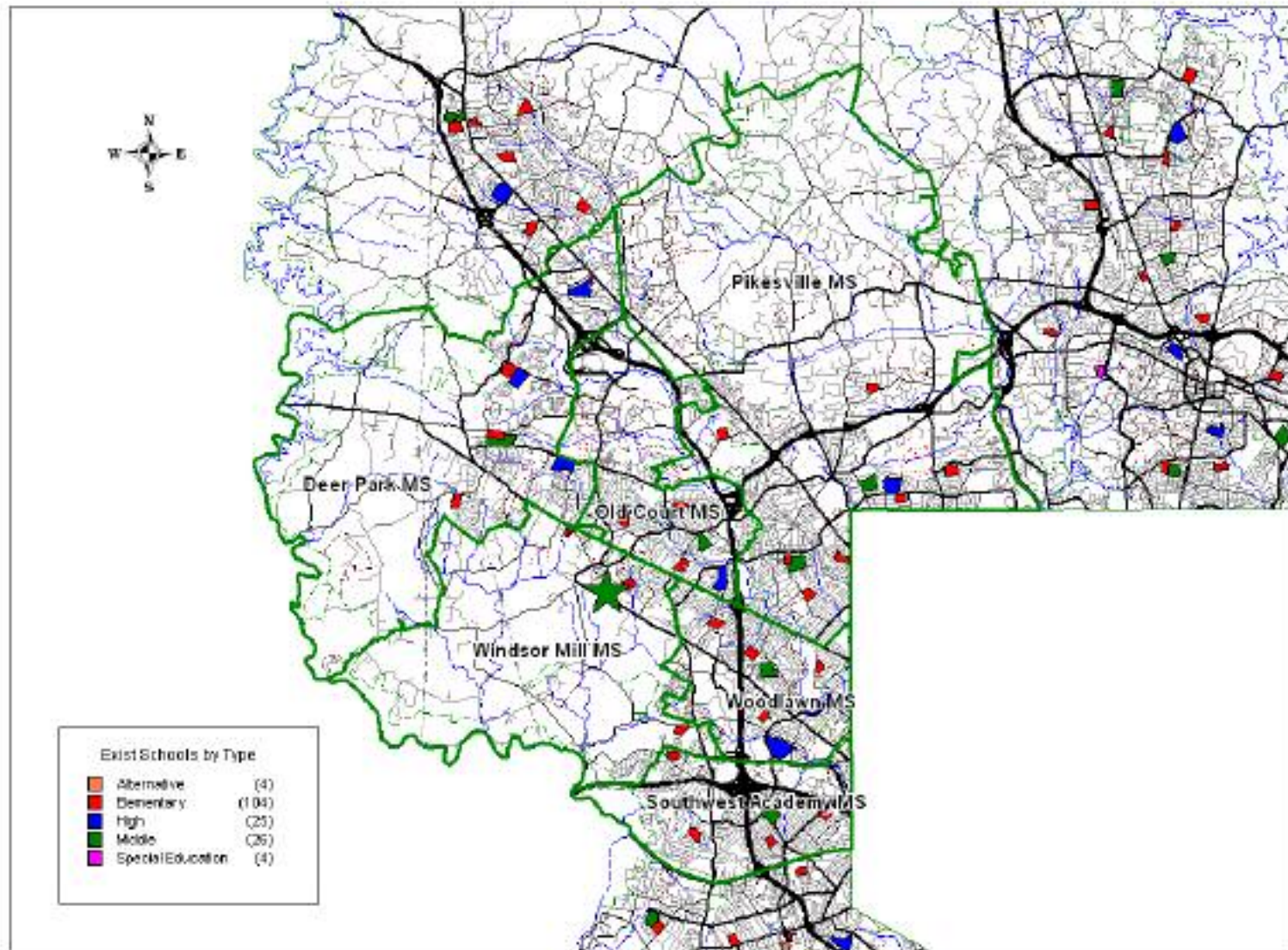
- The Windsor Mill Boundary Change Committee unanimously proposed Scenario C as their final recommendation to Dr. Manuel Rodriguez at the February 1, 2006 final committee meeting



Scenario C

- Establishes a boundary for Windsor Mill MS with Dogwood ES and Winfield ES as 100% feeder schools
- Modifies Southwest Academy MS boundary to allow Chadwick ES, Edmondson Heights, Johnnycake ES, and Woodbridge ES to be 100% feeder schools
- Modifies Woodlawn MS boundary to allow Featherbed Lane ES, Hebbville ES, Powhatan, and Woodmoor ES as 100% feeder schools
- Removes satellite boundaries from Old Court MS, allowing one contiguous boundary
- All involved middle schools are anticipated to be under capacity given likely distribution of students and anticipated student/parent choices

Windsor Mill Boundary Map



Rationale Support Scenario C

- Overwhelming choice of Community Forum participants
- Improves feeder patterns, allowing for improved communication between elementary and middle schools, and smoother transition for 5th graders entering middle school
- Establishing a single contiguous attendance boundary by eliminating satellite boundaries for Old Court MS
- All involved schools are expected to be under capacity



NEXT STEPS

- Board of Education holds Public Hearing at Woodlawn High School on March 15, 2006
- Board of Education makes a final decision on March 28, 2006



Windsor Mill Middle School
Boundary Study Committee Materials
Appendix



Baltimore County Public Schools

Community Boundary Process and Timeline for Windsor Mill MS



Meeting 1

November 2, 2005
5:30 – 7:30 pm
Southwest Academy
MS Library

- Dinner until 6:00 pm
- Introduction of Members
- Introduction of Process
- Timeline
- Criteria for Decision Making
- History
- Data Overview

Schools Considered
Enrollments
Projections
Capacities
Geography
Demographics
Development

- Formation of Forum and Publicity Sub - Groups
- ID Candidates for Recorder and Sub-Group Chairs
- Select Chairs
- Email/Phone Lists

Meeting 2

November 16, 2005
5:30 – 7:30 pm
Southwest Academy
MS Library

- Dinner until 6:00 pm
- Select Recorder
- Data Analysis
- “No Brainers”
- Encapsulation Counts
- Positive and Negative Elements of Scenarios
- Decision Making Criteria on BCPS Website
- Sub-Group Meetings

Meeting 3

December 7, 2005
5:30 – 7:30 pm
Southwest Academy
MS Library

Snow Date
December 14, 2005

- Dinner until 6:00 pm
- Develop and Evaluate Scenarios
- Sub-Group Meetings

Meeting 4

December 21, 2005
5:30 – 7:30 pm
Southwest Academy
MS Library

Snow Date
January 4, 2006

- Dinner until 6:00 pm
- Develop and Evaluate Scenarios
- Select viable scenarios for public forum
- Sub-Group Meetings

Public Forum

January 18, 2006
Time T.B.A.
Location T.B.A.

Snow Date
January 19, 2006

- Arrival of Committee and Round Table Group Facilitators
- Arrival of public and Assignment to Round Table Groups
- Welcome
- Explanation of Process
- Presentation of Data
- Break to Round Table Groups
- Round Table Groups complete Individual Surveys
- Round Table Groups complete Group Surveys
- Tally and post preliminary results of Round Table Group Consensus

Meeting 5

February 1, 2006
6:00 – 7:00 pm
Southwest Academy
MS Library

Snow Date
February 2, 2006

- Select Scenario to be Recommended to the Board of Education
- Critique of Community Boundary Process

Recommendation to Superintendent's Staff

(Private Meeting)

Recommendation to Board

February 28, 2006
(Tentative)
7:30 pm
ESS Building

Board Hearing

10+ Days Prior to Decision
March 15, 2006 (Tentative)
Time/Location
T.B.A

Board Decision

March 28, 2006 (Tentative)
7:30 pm
ESS Building





**Windsor Mill Middle School
Boundary Study Committee**



**Southwest Academy
Wednesday, November, 2
5:30-7:30 p.m.**

Meeting #1

Dinner and Conversation

5:30 p.m.

Welcome and Introductions

*Dr. Manuel Rodriguez, Area Assistant Superintendent
Don Dent, Executive Director, Planning and Support Operations*

6:00 p.m.

Team-Building Activity

Ghassan Shah, Planning Administrator, Strategic Planning

6:10 p.m.

Introduction of Process and Board Policy

Susan Wilken, Co-Chair

6:30 p.m.

Review of Criteria and Data

*Christopher Brocato, Data Analyst
Pamela Carter, Specialist, Boundaries*

6:45 p.m.

Sub-Committee Introduction/Publicity & Community Forum

Gerald Judd, Co-Chair

7:15 p.m.

Next Steps

Susan Wilken, Co-Chair

7:25 p.m.

Adjourn

7:30 p.m.



**Windsor Mill Middle School
Boundary Study Committee**



**Southwest Academy
Wednesday, November 2, 2005
5:30-7:30 p.m.**

Meeting #1 – Minutes

(Submitted by Deborah S. Phelps, Principal, Windsor Mill Middle School)

***Dinner and Conversation* - 5:30 to 6:00 PM**

***Welcome and Introductions* – 6:00 PM**

Dr. Manuel Rodriguez, Area Assistant Superintendent

Don Dent, Executive Director, Planning and Support Operations

Dr. Manuel Rodriguez, Area Assistant Superintendent, SW began the meeting at 6:00PM, welcoming all those in attendance to the first meeting of the boundary process for Windsor Mill Middle School. Sharing a few words about the importance of working together with the principal as we continuously make headway for increased student achievement in the Southwest, introductions were made by Dr. Rodriguez of the following individuals:

- *Deborah Phelps, Principal of Windsor Mill Middle School*
- *Susan Wilken, Assistant to the Area Assistant Superintendent, SW*
- *Mr. Gerald Judd, Co-chair of the WMMS Boundary Committee*
- *Don. Dent, Executive Director of Planning and Support Operations*

Don. Dent extended a thank you to all that agreed to participate on the boundary committee and an explanation of the excitement and the importance of the meeting and the process. Don Dent provided a brief summary of his responsibilities as well as the responsibilities of the offices he oversees, especially the Office of Strategic Planning. He then introduced the individuals from that office. They are as follows:

- *Ghassan Shah, Planning Administrator*
- *Pam Carter, Specialist, Boundaries/Enrollment*
- *Chris Brocato, Planning Analyst*

Reiterating the importance of the committee and the boundary process, Dr. Rodriguez asked for each committee member to introduce themselves and provide a few words about their accomplishments. Those in attendance were as follows:

- *Sam Macer, Area Education Advisory Committee*
- *Gerald Judd, Southwest Academy and Co-Chair of the WMMS Boundary Committee*
- *Wanda Frazier, Assistant Principal – Pikesville MS*

- *Byron O'Connor, Assistant Principal - Sudbrook Middle Magnet School*
- *Delvin Burton, Assistant Principal - Deer Park Middle Magnet School*
- *Emily Wolfson, Community Representative (Parent whose children attended multi schools within the school system.)*
- *Representative for Dr. Ella White Campbell, Community Representative (Dr. Campbell was unable to attend due to a previous scheduled meeting.)*
- *Karen Wais, Pikesville Middle School*
- *Vanessa Brisbon, Assistant Principal - Woodlawn Middle School*
- *James Sargant, Teacher – Woodlawn Middle School*
- *Judy Monk, Old Court Middle School*
- *Arlene Moore, Deer Park Middle Magnet School*
- *Lynette Woodley, Principal - Old Court Middle School*
- *Kelly Boyle, Parent – Sudbrook Middle Magnet School*
- *Iris Woods, Pikesville Middle School*
- *Joyce Burwell, PTA President - Deer Park Middle Magnet School*
- *Donyall Dickey, Assistant Principal - SWA*
- *Silean Eaves, Teacher – SWA (Also lives in the school community.)*
- *Sharon Loving – Area Education Advisory Council*
- *Charles Herndon, BCPS - Office of Communication*

Those that were invited but not in attendance were as follows:

- *Donya Douglas, Old Court Middle School*
- *Jennifer Liesner, Sudbrook Middle Magnet School*
- *Abby Beytin, Area Education Advisory Council*
- *Sue Katz, Area Education Advisory Council*
- *Barry Schiefeler, Community Representative*

Team-Building Activity – began at 6:12PM

Ghassan Shah, Planning Administrator, Strategic Planning

Each table was provided with a folder that had a “fish” on the front of it with a puzzle inside that needed to be solved by each team. Upon solving the puzzle, the team discovered that the puzzle was a “fish” design. Each piece of the puzzle was comprised of the following traits, one trait per piece - sense of humor, reliable, supportive, resourceful, loyalty, knowledge, positive attitude and team player. Puzzle pieces that were not utilized contained the traits that are obsolete as a team forms to work on a project, the boundary process. The traits that were not needed were lazy, bossy and a negative attitude.

Ghassan Shan, Planning Administrator, Office of Strategic Planning, summarized the teambuilding activity reflecting the +’s and –’s of each trait and how they will be utilized within the process. As we work together as a team the recommendation that will be made will be presented to the BCPS Board of Education without alteration.

Introduction of Process and Board Policy – began at 6:22PM

Susan Wilken, Co-Chair and Assistant to the Area Assistant Superintendent, SW

Checking to make sure that all committee members obtained a binder when entering, Mrs. Susan Wilken, Co-chair and Assistant to the Area Assistant Superintendent, SW discussed Policy 1280. A video was shown that was designed by the Office of Strategic planning, providing an overview of the boundary process. Mrs. Wilken reiterated that it was the responsibility of the boundary committee to work collaboratively with each other, sharing thoughts and ideas in order to provide a recommendation concerning where the boundary should be for WMMS.

Mrs. Wilken recommended that everyone read Policy 1280 in order to have a clear understanding of the policy. Ms. Sharon Loving questioned as to why Ms. Phelps was the recorder for the process, due to the fact that it states in the policy that the recorder will be either a volunteer from the committee or voted upon by the committee. At the next meeting it will go to a vote or a volunteer who would like to be the recorder.

Review of Criteria and Data – began at 6:35PM
Christopher Brocato, Data Analyst

Mr. Chris Brocato stated that he “protects the numbers” when it comes to the boundary process. He walked the committee through a slide show titled, “The BCPS Office of Strategic Planning.” The slide show provided an overview of the individuals who work in the Office of Strategic Planning and their responsibilities. He discussed the following:

- *The opening of Woodholme ES*
- *What We (the Office of Strategic Planning) Do – provide data for the school system and individual schools*
 - *Align their work with the Blueprint for Progress (copies will be needed for the next meeting)*
 - *Cutting edge in technology*
 - *Seamless operation – stay in the background and provide the support to the committee*
 - *Look at demographics of the school*
 - *To create a school that is like the neighborhood*
 - *Enrollment projections*
 - *Want the boundaries that has been created to last*
- *Demographics – inside and outside the boundaries*
- *BCPS is a system of choice – magnet school, Title I option schools*
- *Projections – shoots for an accuracy within 1%*
- *BCPS Historical Enrollments was shared – we are a county that is growing in some areas and declining in other areas*
- *When setting boundaries we analysis grades 1-12 ratio in order to see where the enrollments are moving*
- *Historical Births – only county that uses birth dates of children*
- *Moving grades 5-6 and 7-8*
- *Yield Factors – BCPS has the history of the developments that are occurring and the analysis of each*
- *Factors Impacting Projections*
 - *Full day kindergarten – mandate by state law by 2007*
 - *Policies and Programs*
- *Review of Historical Accuracy*
- *Grade level Accuracy*
- *Administrative Area Projections*
- *Enrollment and Capacity – driven by formula*
- *Geographic Information System –explains where the concentration of student are within the county or full day k programs*
- *Boundaries – redistrict schools to*
 - *Open a new school*
 - *Alleviate overcrowding*
- *Capital Projects – where we need to look for schools in the future*

Pamela Carter, Specialist, Boundaries

Ms. Pam Carter, Specialist, Boundaries, explained section 2 of the Boundary Committee Study binder, the SW and NW Area Summary “Area at a Glance,” which is provided to the Area Assistant Superintendents. The relocatables do not count against capacity. It is justified to the state that it will alleviate overcrowding both in the NW and SW areas of BCPS. Our system embraces all students, helping them succeed to their greatest extent possible.

BCPS Middle School over and under capacity – 2005-2006 for middle schools.

At the next meeting, Ms. Carter will provide maps to the committee which will illustrate the students within the boundaries of every middle school within the system.

It was stated by Chris Brocato, that the information in the binders are a work in progress, working documents, and to please don’t share with media. The numbers that the committee looked at this evening need to be kept confidential until they are presented to the Board of Education next week.

Sub-Committee Introduction/Publicity & Community Forum – began at 7:12PM
Gerald Judd, Co-Chair and Representative from Southwest Academy

Mr. Gerald Judd shared with the boundary committee that at the next meeting we will sub divide into two sub-committees. The two sub-committees are as follows:

- *Community Forum (Co-Chairs – Ms. Pam Carter and Mr. Gerald Judd)
The responsibility of this sub-committee will be to invite the community into view what the WMMS Boundary Committee has done thus far and to allow them to make suggestions. An explanation as to how the forum works and a sample copy of the agenda for the evening was reviewed.*

Ms. Carter explained the fliers that have been developed by the other schools that have been newly opened utilizing this process.

- *Publicity committee (Mrs. Susan Wilken and Mr. Charles Herndon)
The responsibility of this sub-committee will be to develop a flier/brochure to publicize the opening of the new school.*

Next Steps- began at 7:20PM

Susan Wilken, Co-Chair and Assistant to the Area Assistant Superintendent, SW

The next steps for the WMMS Boundary Committee at the next meeting will be to:

- *Ask for a volunteer or nominate and vote for a recorder for the committee*
- *Members of the WMMS Boundary Committee will select one of the sub- committees to work on*

Prior to the adjournment of the meeting it was asked by Ms. Sharon Loving, Area Education Advisory Committee member the following questions - Why are there so many individuals on this committee from the northwest area when WMMS is a southwest school? Will this impact Catonsville MS or other SW middle schools?

Mr. Shah stated that during the next meeting this will be addressed, it was promised that the meeting would adjourn within the designated time that was specified on the agenda.

Adjourn

The WMMS Boundary Meeting #1 was adjourned by Mrs. Susan Wilken adjourned at 7:35PM. The next meeting is scheduled for November 16, 2005 starting at 5:30 with dinner and scheduled to be over by 7:30pm. It will be held at SW Academy in the library.

The following bulleted items need to be addressed prior to the next meeting:

- *Develop a distribution list for the Boundary committee*
- *Send a thank you to the committee for their attendance last night and a reminder for the next meeting.*
- *Pam Carter will provide maps for the group at the next meeting (middle schools)*
- *Chris – please send photos to me for my story board*
- *Bring copies of the Blueprint for Progress*
- *Bring BCPS bags for the committee members*
- *Add Debbie Phelps to the list of committee members and provide her with a name tag*



**Windsor Mill Middle School
Boundary Study Committee**



**Southwest Academy
Wednesday, November 16, 2005
5:30-7:30 p.m.**

Meeting #2

Dinner and Conversation

5:30 p.m.

Committee Sign-Up

Committees Meet/Elect Chairpersons

6:00 p.m.

Office of Strategic Planning Presentation

6:30 p.m.

Questions/Clarifications

7:30 p.m.

Adjourn

7:45 p.m.

Next Steps: Determine Initial Boundary Options
Next Meeting: December 7, 2005

Minutes-Meeting #2

Windsor Mill Middle School Boundary Change Study Committee Meeting

Wednesday, November 16, 2005
5:30 pm – 7:30 pm
Southwest Academy Middle School

Chair: Susan Wilken, Facilitator: Ghassan Shah, Facilitator, Pamela Carter

Attendees: Dr. Manuel Rodriguez, Area Assistant Superintendent, Susan Wilken, Assistant to Area Assistant Superintendent, Don Dent, Executive Director, Planning and Support Operations, Ghassan Shah, Planning Administrator, Pamela Carter, Boundary/Enrollment Specialist, Christopher Brocato, Data Analyst, Charles Herndon, Communications Specialist, Penelope Martin, Principal, Maria Hopewell, Principal, **Sharon** Robbins, Principal, Brian Scriven, Principal, Irra (Lynette) Woodley, Administrator Principle, Delvin Burton, Administrator Assistant Principal, Wanda Frazier, Administrator Assistant Principal, Donyall Dickey, Administrator Assistant Principal, Bryan O'Connor, Administrator Assistant Principal, Ada (Vanessa) Brisbon, Administrator Assistant Principal, Arlene Moore, Faculty Member, Judy Monk, Faulty Member, Iris Woods, Faculty Member, Silean Eaves, Faculty Member, Eric Christian, Faculty Member, James Sargent, Faculty Member, Joyce Burwell, PTA President, Donya Douglas, PTA President, Karen Wais, PTA President, Gerald Judd, PTA Vice-President, Kelly Boyle, PTA President, Sharon Loving, SW Committee Member, Sam **Macer**, SW Committee Member, Sue Katz, NW Committee Member, Dr. Ella White Campbell, Emily Wolfson, Community Member, Maurice Bowden, SW Community Member

5:30 pm - Dinner & Conversation

6:00 pm - Meeting called to order by Susan Wilken

Committee Sign-up, Committees Meet/Elect Chairpersons

First order of business was to get the group divided into the two sub-committees they would like to serve on; either Publicity or Community Forum. Ghassan Shah facilitated the work of the Publicity sub-committee and Pamela Carter facilitated the work of the Community Forum sub-committee.

Discussion at Public Relations table – Susan will write this

Discussion at Public Relations table

Pamela Carter explained what to expect to happen at the Community Forum:

- There would be a wide range of ideas coming from the public
- The Board of Educations' criteria are based on their official policy – 1280
- People would be assigned table numbers
- Each gets a copy of the individual questionnaire that was developed by the Community Forum sub-committee prior to the Community Forum
- They rate and rank the criteria they want the Board of Education to look at as being the most/ least important.
- They achieve this by using a ranking system. Pam offered an example; “Is demographic diversity important and give a ranking on how important you think it is.”
- The committee was asked to peruse a sample questionnaire that was used in a prior boundary change study to give them some ideas of how to make up their own.
- The group evaluates all the criteria and rankings and from this develops a set of summary criteria.
- Once the group develops the summary criteria the data (Summary Questionnaire) is sent to DeJong, a consulting company specializing in data analysis.
- The Boundary Study Committee and the Board of Education will receive the summary report compiled by Dejong to assist them in making their decisions based on which criteria were identified as being the most important.
- The Individual and Group questionnaires will be developed at the next meeting.

Examples of what issues may be of concern were presented. This included an explanation of the presence of satellite schools districts, how they came about and whether or not they should be eliminated, and whether or not to have exclusive feeder schools.

The question was raised if there would be grandfathering. The response was NO, except at the senior high school level.

Another question was raised as to how to get representatives from the community to attend the Community Forum. The response is that the Publicity sub-committee coordinates advertising it.

Pamela asked the group to read Section 1, pages 7-9 of Board Policy 1280 which discusses the guidelines used by the Board to establish a boundary for a new school. She directed the committee's attention to one of the criteria in the policy that is most important to the Board in determining boundary lines as an example. It is based on the percentage of Full-Time Equivalent Enrollment. Is the standard of 90% of capacity to determine if a school is overcrowded an appropriate consideration for a boundary change?

The question was asked if the children who are moved will still have access to programs they currently have, e.g. Magnet, ESOL, tutoring for children who have a hard time keeping up, etc. The response was that access to programs would not diminish due to a move.

Another question/concern came up. “Will all the good teachers (highly qualified) of current schools be transferred to the new school.” Chris Brocato responded by saying that the Department of Human Resources handles the distribution of teachers based on qualifications. Dr. Rodriguez responded that, “the system intends to provide highly qualified teachers for all students.”

A suggestion was made that a good explanation of capacity numbers, relocatables, etc. be given.

Another question, “How is the questionnaire relevant to the school being built?”

Pam explained how the Group Questionnaire will be used. It attempts to help the group arrive at a consensus as to what they think are the most important criteria the Board should use in deciding the boundaries and in determining a preferred boundary option in the small-group setting of the Community Forum.

6:37 pm

Break to reset tables

Office of Strategic Planning Presentation

6:48 pm

Susan brought to the floor the question if January 18, 2005 is a good date for the Public Forum. One committee raised the concern that it was not. Chris Brocato gave reasons why the dates on the Timeline were developed. One reason is that sufficient time needs to be allowed for the whole Boundary Change process to take place. Susan took a vote and the unanimous decision was to keeping the date of January 18, 2005.

Susan next gave results of decisions of the Publicity sub-committee. Primarily, they decided on the venues they thought would be the best for disseminating information about the upcoming Public Forum to a wide variety of people in the community.

Pam gave a summary of items discussed by the Community Forum sub-committee and stated how they are to use the maps, the sample questionnaires, and the Board Policy 1280 to formulate their own versions of questionnaires to be used at the upcoming Community Forum.

Chris showed a map of Baltimore County and a map showing middle school boundaries. He explained why satellites came into being, citing population density resulting from a rapid increase in housing development causing overcrowding in some schools. Next he showed a map of students that was color-coded to illustrate ethnic density in Baltimore County.

Pam explained maps and charts in Section 4 of the workbook and explained the relationships of certain demographics and how this data is used to help determine the best scenarios for the boundary change. She also demonstrated how the demographic information from the maps provided the rationale for requesting money from the State to build Windsor Mill Middle School.

There was a request for a map of ‘Scenario A’ showing street names. Pamela responded that she would have them for next meeting, along with a detailed analysis of the effects of proposed sceanrio A on all affected schools.

There was a vote taken as to where the Community Forum should be held. Someone thought it should be held at Deer Park Middle and someone also suggested Woodlawn High School. There was a unanimous decision for Woodlawn High School.

7:30 pm

Meeting adjourned by Susan Wilken.



**Windsor Mill Middle School
Boundary Study Committee**



**Southwest Academy
Wednesday, December 7, 2005
5:30-7:30 p.m.**

Meeting #3

Dinner and Conversation

5:30 p.m.

Committee Meetings

6:00 p.m.

Publicity Committee

Choose Flyer

Decide what schools will receive flyers

Formulate short message for school newsletters

With Charles Herndon compose press release

Decide which community papers will be involved

Forum Committee

Review individual and group questionnaires

Finalize both sets of questions

Review "Tell us about yourself"

Brief Committee Reports

6:40 p.m.

Presentation of Boundary Options B & C

Chris Brocato, Data Analyst

Pam Carter, Specialist, Boundaries

7:00 p.m.

Summary/Next Steps

7:15 p.m.

Adjourn

7:30 p.m.



**Windsor Mill Middle School
Boundary Study Committee**



**Southwest Academy
Wednesday, December 7, 2005
5:30-7:30 p.m.**

Meeting #3

***Dinner and Conversation* -5:30 PM**

The meeting was called to order by Susan Wilken, Assistant to the Area Assistant Superintendent at 6:00 PM. Greetings were extended to everyone, encouraging the committee to continue eating dinner enabling them to use this as a working meeting.

***Committee Meetings* - 6:00 PM**

At approximately 6:10 PM the boundary committee divided into to the two committees; the Publicity Committee and the Forum Committee

***Publicity Committee* (See attachment 'A' minutes from the committee)**

The Publicity Committee was charged with the following tasks:

- To select a flyer to be distributed
- To decide what schools will receive flyers
- To formulate a short message for school newsletters
- To decide which community papers will be involved

Forum Committee

The Forum Committee was charged with the following tasks:

- To review individual and group questionnaires
- To finalize both sets of questions
- To review "Tell us About Yourself"

***Brief Committee Reports* - 6:40 PM**

At approximately 6:50 PM the boundary committee reconvened as a total committee with both groups reporting out. The following was decided:

Publicity Committee

The Publicity Committee members spent the majority of their time evaluating the two fliers (flyer A and flyer B) presented by Charles Herndon to the group. With much discussion it was agreed upon by the committee to combine the information from the two in order to create a new flyer, changing the fonts, designs and layout. (*See attached minutes.*)

Forum Committee

The Forum Committee members spent a large portion of their time discussing the content of the individual and group questionnaires. Changes and /or terminology that were made included, but were not limited to, the following: racial diversity, relocatable classrooms and adding feeder patterns to WMMS.

In order to allow individuals to make any pertinent comments, a comments section will be added to the questionnaire. Changes/modifications will be made to the questionnaire and the entire committee will receive a copy.

Presentation of Boundary Options B & C

The boundary committee reconvened as a total group at approximately 7:05 PM, when Pam Carter, Specialist Boundaries and Chris Brocato, Data Analyst explained boundary options B & C. Each scenario provides an idea of the enrollment, the residency and the choice factor for each. All scenarios provide the positives, the negatives and the summary of each scenario. They are as follows:

Option	Positives	Negatives	Summary
A	<ul style="list-style-type: none"> Dogwood Elementary and Winfield Elementary would be 100% feeders to Windsor Mill Middle. All schools would be operating within capacity given the students likely to attend with current choice patterns continuing. 	<ul style="list-style-type: none"> Numbers of BCPS students residing within Woodlawn Middle and Pikesville Middle boundaries and, therefore, eligible to attend these schools would still exceed capacity. Number of BCPS students residing within Woodlawn Middle and Pikesville Middle boundaries and, therefore, eligible to attend these schools would be close to their capacity. Woodlawn Middle School and Southwest Academy would each have one feeder elementary school sending a small number of children to a different districted middle school. 	<ul style="list-style-type: none"> Enrollment projections indicate that even with the addition of the Windsor Mill Middle School seats, the entire cluster, including Sudbrook and Windsor Mill will have an enrollment 92.4% of capacity by 2010. Without Windsor Mill, the collective enrolment of the schools is anticipated to be 101.4% of capacity.
B (<i>This scenario is better than option A due to the fact that there are more positives.</i>)	<ul style="list-style-type: none"> Dogwood Elementary and Winfield Elementary would be 100% feeders to Windsor Mill Middle School. All schools would be operating within capacity given the students likely to attend with current choice patterns continuing. Woodlawn Middle School and Southwest Academy would each serve four elementary schools that would be 100% feeders to Woodlawn and SWA. 	<ul style="list-style-type: none"> Numbers of BCPS students residing within Woodlawn Middle and Pikesville Middle boundaries and, therefore, eligible to attend these schools would still exceed capacity. Numbers of BCPS students residing within Deer Park Middle and Old Court Middle boundaries and, therefore, eligible to attend these schools would be close to their capacity. 	<ul style="list-style-type: none"> Enrollment projections indicate that even with the addition of the Windsor Mill Middle School seats, the entire cluster, including Sudbrook and Windsor Mill will have enrollment 91.45% of capacity by 2010. Without Windsor Mill, the collective enrollment of the schools is anticipated to be 101.14% of capacity.
C (<i>This scenario follows the same boundary as the high school. Maintain the integrity of all of the elementary school going to the middle school.</i>)	<ul style="list-style-type: none"> Dogwood Elementary and Winfield Elementary would be 100% feeders of Windsor Mill Middle. All schools would be operating within capacity given the students likely to attend with current choice patterns continuing. Woodlawn Middle School and Southwest Academy would each serve four elementary schools that would be 100% feeders to Woodlawn and SWA. All satellite boundary areas for involved schools are eliminated. Each school has a single boundary. 	<ul style="list-style-type: none"> Numbers of BCPS students residing within Woodlawn Middle and Pikesville Middle boundaries and, therefore, eligible to attend these schools would still exceed capacity. 	<ul style="list-style-type: none"> Enrollment projections indicate that even with the addition of the Windsor Mill Middle School seats, the entire cluster, including Sudbrook and Windsor Mill will have an enrollment 91.45% of capacity by 2010. Without Windsor Mill, the collective enrollment of the schools is anticipated to be 101.41% of capacity.

The primary focus is to relieve overcrowding in the immediate cluster areas as well as to get a handle on the students who feed into the middle schools from the elementary schools. BCPS is trying to accomplish a 100% feeder pattern.

With the state rate capacity at Windsor Mill Middle School being 715, the goal is to provide a cushion which would provide room to absorb the two developments that are currently being built, planning to open when/soon after the school opens. The new school would be a feature to possibly pull from the application process to Sudbrook which would allow them to absorb other students from other schools.

Question from the committee

Will there be an increase in request to transfer into WMMS?

The students from Tugsbury and Fairbrook attend Dogwood Elementary School and Featherbed Lane Elementary School. Specific developments and townhouse complexes were put into Dogwood Elementary School and Featherbed Lane Elementary School. They were districted to Winfield Elementary School but really went to Featherbed Lane Elementary School.

*Do we have a **response** for our community that would allow students who live next door to each other to attend the same school?*

This was decided by keeping the entire apartment/townhouse complex together even if they are on the same streets. Keeping the neighborhoods together often divides complexes.

A reminder was stated to the committee that all scenarios are working documents. Do not photo copy and/or provide documentation to friends. The board of education members will see all of the options.

Summary/Next Steps 7:15 PM

In summarization the next steps for the December 21, 2005 meeting will be:

- To review and discuss the three boundary change options presented to the committee for study.
- To listen to a presentation from Pam Carter on option D
- To train everyone to be a group facilitator for the upcoming public forum.
- To “pull together” any loose ends before the Public Forum.

Question from the committee

Is there a question from any one from the committee for other options? What do the scenarios look like with an overlay of all the scenarios?

This will be responded to at the December 21 meeting.

Adjourn

The meeting was adjourned at 7:30 PM.



**Windsor Mill Middle School
Boundary Study Committee**



**Southwest Academy
Wednesday, December 21, 2005
5:30-7:30 p.m.**

Meeting #4

Dinner and Conversation

5:30 p.m.

Review of Scenarios

6:00 p.m.

Facilitator Training for Public Forum

6:30 p.m.

Pull Together Any Loose Ends

7:30 p.m.



Minutes-Meeting #4

(Submitted by Deborah S. Phelps, Principal – Windsor Mill Middle School)

Windsor Mill Middle School Boundary Study

Committee Meeting



Wednesday, December 21, 2005

5:30 pm – 7:30 pm

Southwest Academy Middle School

Chairperson: Lisa Sampson, Acting Assistant to the Area Assistant Superintendent of Schools, SW

Facilitators: Pamela Carter, Specialist, Boundaries, Office of Strategic Planning; Ghassan Shah, Planning Administrator, Office of Strategic Planning and Christopher Brocato, Data Analyst, Office of Strategic Planning

Attendees: Judy Monk, Faculty Member, Donya Douglas, PTA President, Ilene Swirnow, Principal, Wanda Frazier, Assistant Principal, Iris Woods, Faculty Member, Karen Wais, PTA President, Maria Hopewell, Principal, Donyall Dickey, Assistant Principal, Silean Evans, Faculty Member, Gerald Judd, PTA Vice President, Bryan O'Connor, Assistant Principal, Kelly Boyle, PTA President, Brian Scriven, Principal, Ada Brisbon, Assistant Principal, Sharon Loving, SW Committee Member, Sam Macer, SW Committee Member, Sue Katz, NW Committee Member, Emily Wolfson, Community Member, Don Dent, Executive Director, PSO, Dr. Manuel Rodriguez, Area Assistant Superintendent of Schools, SW, Lisa Sampson, Acting Assistant to the Area Assistant Superintendent of Schools, SW and Deborah S. Phelps, Principal, Windsor Mill Middle School

Dinner and Conversation - 5:30 PM - Dr. Rodriguez, Area Assistant Superintendent of Schools, SW

The meeting was called to order by Dr. Manuel Rodriguez, Area Assistant Superintendent of Schools, SW, at 5:45PM. He announced that the WMMS Boundary Committee would have a new chairperson due to the reassignment of Susan Wilken, who is currently serving in the capacity of principal at Featherbed Lane Elementary School. Lisa Sampson, Acting Assistant to the Area Assistant Superintendent of Schools, SW was introduced and she shared with the group a little about herself and her profession.

Ms. Sampson extended a thank you to the group for their attendance at the meeting and the agenda items were reviewed by the group. She then introduced Pam Cater, Specialist, Boundaries who proceeded with the agenda items.

Committee Reports - Instructions for Facilitating Small Groups - Pam Carter, Specialist, Boundaries

Questionnaires

Individual Questionnaire - The process for the completion of the individual and group questionnaires was reviewed with the boundary committee by Pam Carter, Specialist, Boundaries.

She explained the following:

The participants will be presented a randomly numbered name tag and they are encouraged to join the table with the number corresponding to the numbers on their name tags. After the presentation of the Boundary Options Packets, individuals will be working in small groups. They are each allowed enough time to rate the importance and rank the order of criteria to consider when making boundary change recommendations. Individuals will also have the opportunity to rank the strategies most often used to provide short-term relief of school overcrowding and to indicate the major factor that determines their school choice. Each person will be able to select the boundary change scenario preferred. It is also requested that each individual complete the attendance profile and evaluation form in the packet. *(Allow about ten-fifteen minutes for participants to complete this task.)*

Group Questionnaires

The facilitator will then poll the group on their individual responses to each criterion in 1, 2, and 3 and attempt to get the group to arrive at a consensus, marking the appropriate response to each. The facilitator should not try to force consensus. If consensus can't be reached, the facilitator should leave that criterion blank and move on to the next. This gives the individuals the opportunity to express their opinion.

For item number 5, the preferred boundary change scenario, the facilitator should proceed as follows:

- Ask each person around the table how they responded. If they all favored the same scenario, record the total on the group questionnaire and circle the appropriate scenario on the Facilitator's Summary Sheet.
- If group members did not unanimously support one scenario, ask those with differing points of view to explain their responses, using their written comments as a guide. Based on the group discussion, try to come to consensus on one preferred scenario as the group responses.
- If the group remains divided on the preferred scenario, record the number of group members preferring each scenario on the group response form. Record the split vote on the facilitator's summary sheet as well, circling the scenario that received the greatest number of votes. If there was a tie, record the number of responses favoring each scenario.
- If a person wants to comment about something that is not on the questionnaire, encourage them to write their comments or questions in the space provided on the individual questionnaire.
- If there is a question or a problem you can't handle, signal one of the roving group facilitators for assistance.
- Encourage participation in the discussion. Avoid one person's domination and encourage all participants to share their opinions. *(This process should take approximately one hour.)*

Each section gives the individuals the opportunity to write brief responses.

Results Tally

Group facilitators at the front will have a master chart on a transparency to record the preferred scenario for each group. To report your tally, proceed as follows:

- Have one group member deliver the Facilitator's Summary Sheet to the group facilitators at the front so that your group's preference can be recorded on the Result Tally transparency.
- The Facilitators' Summary Sheet should be returned to the group facilitator when this has been accomplished.

All questionnaires are collected, placed into the envelope and returned to Pam Carter, *Specialist, and Boundaries*. Invite participants who would like to receive a written copy of the Community Forum results to provide their mailing information or email address on the form provided in the envelope. Results will be back within two weeks with a summary of how the questionnaire was completed.

The feedback from the results is important from the community in order for the parents, teachers, and administrators to be able to review and discuss the pros and cons, which will allow them to do what is best for the students. The report back from the questionnaire provides the committee with information that we want in order to provide information to the superintendent.

Review of Scenarios - 6:00 PM - Pam Carter, Specialist, Boundaries

All scenarios, including the fourth option, were reviewed and presented. It is the responsibility of the boundary committee to decide how many options will appear on the questionnaire.

Questions & Answers-The changes proposed for the group and individual questionnaires were:

1. Updating the date to January 18, **2006**
2. Having the directions in the items of the individual and group questionnaires mirror the column heading reminders (**most/least**), where applicable.
3. Including **Woodlawn** in the list of cluster schools included in the second criteria under questions 1 and 2 on both questionnaires

Scenarios A, B & C

Scenarios "A", "B", and "C" handouts included positives, negatives, and summary points and all group members received them at previous meetings. Copies of the three color-coded scenario handouts will also be provided to each facilitator in the envelope, should community forum participants be interested in how each individual school's boundary would be affected by each scenario.

Scenario D-Impacts Pikesville

Options	Positives	Negatives	Summary
D	Dogwood Elementary and Winfield Elementary would be 100% feeders to Windsor Mill Middle All schools would be operating within capacity given the students likely to attend with current choice patterns continuing. Woodlawn Middle School and Southwest Academy would serve four elementary schools that would be 100.	Numbers of BCPS students residing within Woodlawn Middle and Pikesville Middle boundaries and therefore eligible to attend these schools would still exceed capacity. They are recommended for redistricting from Pikesville Middle to Old Court Middle continues to split Woodholme Elementary between two middle schools, Pikesville and Old Court. The area recommended for	Enrollment projections indicate that even with the addition of Windsor Mill Middle School seats, the entire cluster, including Sudbrook and Windsor Mill will have an enrollment 91.45% of capacity by 2010. Without Windsor Mill, the collective enrollment of the schools is anticipated to be 101.14% of capacity.

	<p>All satellite boundary areas for involved schools are eliminated. Each school has a single boundary.</p> <p>Pikesville Middle receives a little more enrollment relief and loses several areas of potential development of Old Court Middle, which will have more available space.</p>	<p>redistricting from Pikesville to Old Court serves a small number of students who will attend Pikesville</p>	
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After the review of scenarios A, B, and C and the presentation of scenario D discussion occurred within the committee in reference to the options. Is scenario D a viable option to be offered with the other options?

Comments in response to the above questions were as follows:

- This scenario seems futurist and the other scenarios are not.
- We are able to offer a better program to the students at WMMS because of the building of the school.
- The principal at Pikesville Middle School thanked the Office of Strategic Planning but stated that if it will only impact fourteen (14) students this option is not worthwhile to **present as an option**. It was the hope that the fourth option would provide further assistance but it doesn't show much leeway.

The motion was made by Judy Monk, **faculty member** from Old Court Middle School to proceed with the voting at this time; it was seconded by Kelly Boyle **PTA President** from Sudbrook Middle Magnet School.

It was voted upon by the committee with the count as follows. .

Scenario A – **6 votes**

Scenario B - 12 votes

Scenario C - 19 votes

Scenario D – 0 votes

It is important for the audience at the community forum to know that small changes will make a large impact at times. It is a guidance discovery. They will show what the boundary looks like now and then show each of the options (scenarios). There is enough difference that it is good to have three options.

A request was made to see the overlay of the various boundaries. Pam Carter, Specialist, Boundaries shared those with the group.

Pam showed and shared the elementary schools overview with middle school overlay. And then elementary, middle and high school to show the feeding pattern and the separation of the student body into the various high schools.

Ghassan Shah, Planning Administrator reiterated how well Pam Carter will do as the facilitator of the discussion.

Facilitator Training for Public Forum – 6:30PM - Pam Carter, Specialist, Boundaries

Since the majority the facilitator training for the public forum was discussed at the beginning of the meeting the handout, *Instructions for Facilitating Small Groups*, (a pink handout) recaptured the procedure for the committee. But during the review of the public forum the following comments were reiterated:

- People will randomly be given a number when they enter the public forum asked to sit at the table with that number on it. The purpose of this is to group people who represent diverse communities.
- The best possible solution for this boundary process and working collaboratively with a variety of individuals, not neighbors, will help do exactly that.
- An introduction needs to be made by Dr. Rodriguez, Area Assistant Superintendent of Schools, SW and/or Deborah Phelps, Principal of Windsor Mill Middle School.
- Building consensus within a group is very important, that is one of our goals of the process.
- During the forum participants need to understand the importance of expressing their thoughts/making comments/recommendation in the designated area on the questionnaire. Everything is sent to the BCPS Board of Education and will be under consideration from those members.
- The board will hold a community input session to talk or share the information that is provided to them. The written comments are important for the individuals who want to have their voice heard.

Pull Together Any Loose Ends -7:30PM

After thanking everyone for their assistance and help in the process, the meeting was adjourned at 7:10PM by Ghassan Shah, Planning Administrator, Office of Strategic Planning



**Windsor Mill Middle School
Boundary Study Committee**



Wednesday, January 18, 2006

PUBLIC FORUM

Auditorium – Welcome and Introductions

Dr. Manuel Rodriguez, Area Assistant Superintendent, Southwest

7:00 p.m.

Overview of Committee Activities

7:10 p.m.

Overview of Evening Activities

7:15 p.m.

Presentation of Boundary Options

7:20 p.m.

Cafeteria – Individual Rating of Options

Small Group Discussion

Group Rating of Options*

7:50 p.m.

Thank you for your participation in this community activity.

*Group leaders will turn in all completed forms to front table. Community members are free to leave or stay to watch the tabulations.



Windsor Mill Middle School Boundary Study

Community Forum ***Individual & Group Results***

January 18, 2006

The results contained within reflect answers recorded on individual and group survey scantron form responses. Scantron forms that were marked improperly (e.g. incomplete marks, missing marks), may result in different numbers of answers for different questions.

Written comments are verbatim from forms, except for comments that may have contained profanity or disparaging remarks against individuals.



Baltimore County Public Schools
Windsor Mill Middle School Boundary Study
Community Forum Results
January 18, 2006

1. Please review and rate in terms of importance the following criteria to be considered when developing new school boundaries. The order in which the criteria are listed reflects the order in which they appear in Board of Education Policy 1280. Rate each criterion using a scale of 1 (Very Important), 2 (Important), 3 (Somewhat Important), or 4 (Not Important).

Criteria (Count)	1 (Very Important)		2 (Important)		3 (Somewhat Important)		4 (Not Important)		No Answer		Total Responses	
	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP
Ensure appropriate use of available school capacity to meet the needs of children.	110	6	16	14	2	1	2	2	4	6	134	23
Provide relief for overcrowded schools within the Windsor Mill are cluster (SW Academy, Old Court, Deer Park, Pikesville, Woodlawn, Sudbrook).	91	13	30	5	7	0	1	0	5	5	134	23
Consider removing satellite (disconnected) service areas from school in the cluster.	21	4	42	7	36	4	24	1	13	6	135	22
Maximize the number of students who can walk to school.	22	1	25	1	39	5	39	8	10	7	135	22
Minimize the transport time/distance of students who require bus transportation.	31	3	41	3	40	7	16	2	7	7	135	22
Maintain the integrity of neighborhoods and communities.	60	7	40	6	17	3	6	1	10	5	133	22
Improve elementary to middle school feeder patterns.	57	5	39	8	20	2	12	1	8	6	136	22
Minimize the use of relocatable classrooms as a long-term relief strategy for overcrowding.	67	8	43	8	14	0	1	0	9	8	134	22



**Baltimore County Public Schools
Windsor Mill Middle School Boundary Study**

<i>Criteria (Percentage)</i>	<i>1 (Very Important)</i>		<i>2 (Important)</i>		<i>3 (Somewhat Important)</i>		<i>4 (Not Important)</i>		<i>No Answer</i>		<i>Total Responses</i>	
	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP
Ensure appropriate use of available school capacity to meet the needs of children.	83%	61%	12%	4%	2%	9%	2%	0%	3%	26%	102%	100%
Provide relief for overcrowded schools within the Windsor Mill are cluster (SW Academy, Old Court, Deer Park, Pikesville, Woodlawn, Sudbrook).	68%	56%	23%	22%	5%	0%	1%	0%	4%	22%	101%	100%
Consider removing satellite (disconnected) service areas from school in the cluster.	16%	18%	32%	32%	27%	18%	18%	5%	9%	27%	102%	100%
Maximize the number of students who can walk to school.	17%	5%	19%	5%	29%	22%	29%	36%	8%	32%	102%	100%
Minimize the transport time/distance of students who require bus transportation.	23%	14%	31%	14%	30%	32%	12%	9%	5%	32%	101%	101%
Maintain the integrity of neighborhoods and communities.	45%	32%	30%	27%	13%	14%	5%	5%	8%	23%	101%	101%
Improve elementary to middle school feeder patterns.	43%	23%	29%	36%	15%	9%	9%	5%	6%	27%	102%	100%
Minimize the use of relocatable classrooms as a long-term relief strategy for overcrowding.	50%	36%	32%	27%	11%	0%	1%	9%	7%	36%	101%	99%

*Please note that not all percentages add up to 100% due to rounding of numbers.

Individual Comments:

- Considering the location of Windsor Mill Middle, there are very few kids who will be able to walk to the school.
- Normally lest crowded schools are more manageable for the administration. No need for trailers and other distractions that occur when the school is overcrowded.
- How many years is considered “long-term”?
- Any decisions made should benefit the needs of children. Secondly, overcrowding benefits no one!
- It is very important to me to relieve overcrowded schools.
- Currently as a fifth grade student at dogwood Elem. School, it is necessary to use trailers to accommodate these students.
- Very concerned about the overcrowding of classrooms. Learning is not effective the more children that are in classrooms.
- Improving feeder patterns would enable my child to attend a better, more modern school. It does not matter that he could walk to school.

deJONG



- The scenario of the boundaries that you want are still not accommodating to students. They still are limited to where your child can attend. Woodlawn middle stats are not up to par and I would like for my child to attend a school that is not in our boundaries. (no options are available)
- I believe that the starting capacity for the new school is too low and does nothing to relieve older schools. The portable classrooms are unsafe and ill equipped for learning i.e. extreme weather conditions.
- Southwest Academy is the most overcrowded school, using 10 portable classrooms. This hinders student learning and progress. Overcrowding conditions should be alleviated!
- Maintenance of communities and neighborhoods with 100% feeder patterns are most important for transitioning to middle school. This is already a stressful time for students. Also important are issues of overcrowding. But trailers if necessary should be used to maintain integrity from one school to next....elementary to middle.
- I feel it is important for children to attend schools close to where they live. Commute time should be kept to a minimum.
- Meeting the needs of each child should be of utmost importance. Providing relief of over-crowdedness helps teachers focus on each child.
- I believe the middle schools are over-crowded and this prohibits the children from learning correctly and effectively.
- All of these items are important because it affects the students' education by providing efficient and effective resources.
- I'm most affected by overcrowding at SW Academy. My children are enrolled there. Please bring the children into the main building.
- I – I feel very very strongly about because I think the system has not designed well and need to re-focus on our children's education. This school needs a magnet program.
- I feel that overcrowding the classrooms bring more attention for kids to fight or having arguments in the classroom instead of learning. Improving the elementary schools will help the children feel more comfortable being in middle school the following year.
- Instead of having 2 schools feeding into the new Middle School, give all students the chance to apply and not be forced to go to a low performing school. Allow students based on grades. They use this method to get into magnet schools.
- It is important to have students at the new school who are interested in learning.
- To ensure the appropriate use of school capacity and meet the needs of children by relieving overcrowding and changing the feeder patterns and relieving overcrowding at the cluster.
- Maintaining the integrity of neighborhood and communities has to be a priority in every society, so we need to plan very well why or how to build a new school.
- If you are building a new school, the school should be large enough to accommodate students zoned to that school and those projected to be zoned to that school based on new home developments projected. Minimal use of portables should be done. Important is the amount of time on the bus, not necessarily the distance, no more than 30-45 minutes of travel.
- It's important to maintain the integrity of the community and minimize transit time for kids provided that test scores and other measures of the quality of education are not negatively impacted. Quality of education for kids should be the primary driver for establishing boundaries.
- The children are the most important so that they may learn in a safe and productive environment.
- Maintain classroom sizes at a maximum 20 students. Allow only two schools to feed to the middle school.
- There needs to be a new high school in the area to alleviate overcrowding.
- It is extremely important for students to have an adequate teacher student ratio if overcrowding was non existent or very minimal.
- Should include communities that are close to the school. Please include Hebbville Elem.
- The important thing is improving these Middle Schools' test scores.
- The most important component is your rationale for not including Woodmoor Elementary School in the Boundary Scenario.
- Academic achievement and racial stability in schools.

- Schools are currently overcrowded.
- Neighborhood integrity is important because of the community involvement and keeping less traffic with students in the area.
- It is important that the school not be overcrowded. The use of modulars is unsafe in my opinion.
The students not in walking distance is not very important to me because I have seen many children driven to school within ½ mile from home.
- The ratio of teacher/students is most important to me.
- Residential growth is outpaced by school development. Creativity is OK, but long term solutions, i.e. build more schools is extremely important.
- Students/Teacher Ratio
- 3-N/A
4-Maximizing the number of walking students is a recipe for disaster for other students and the community effected.
6-As a parent, I pay extra for my neighborhood to strive for a better educational environment.
- This will help the children learn better. Smaller classrooms teachers will be able to do more one on one.
- Logic, tempered by the fact that my child does not want to change schools, currently in the 7th grade.
- To maximize the communities that have single family homes vs. apartments in surrounding areas.
- I am excited for this new middle school, so that schools (classrooms) won't be so overcrowded so that students can learn.
- My child is located less than 1 mile to Deer Park MS and is zoned for Old Court, which is more than 3 miles away. It is important to keep her surrounded by those students who possess the same integrity as her which impacts high school.
- Relief for overcrowded schools & minimization of relocatables is #1 in my mind. Start building a new MS today.
- Overcrowded schools is a serious issue in the cluster and the building in the area is increasing.
- There should be a population for each school for no more than 1,000 students. Question what is the county considering long-term relief strategy for overcrowding.
- It appears we need to be considering the construction of another new school.
- Most county school students ride the bus because there are no sidewalks. Old Court is already over-crowded. Give relief so the classes will be smaller.
- I think it is very important to consider relieving the over-crowding in Old Court MS.
- Address disparity of school with very low test/achievement scores; smaller class sizes. Educate children in classrooms, not portables. Consider amount of "open space" inside the Urban Rural Demarcation Line and its assigned zoning density (i.e. DR-3.5, DR-5.5, etc.) to forecast how much development (and # of potential students) will occur. [Build-Out Scenario]
- Reduction of class size would maximize learning time and school resources.
- Hebbville
- Efficiency and appropriateness go hand-in-hand when insuring that schools maintain capacity to meet the needs of students. We must minimize the use of relocatables because they are inconvenient, unsafe, and difficult to secure and an added expense due to their stand-alone design and structure.
- Most provide enough attention to improving overall results. Integrity of communities is paramount to tax base. No sidewalks anyway.
- I would prefer if we at Hebbville had a decision on if our kids could go to the new school. There is only one mile to the new school, where it would be at least 1.5 miles to WMS.
- Please consider students of Hebbville. There is less than 1 mile from my home to Windsor Mill MS.

Group Comments:

There were no group comments for this question.



**Baltimore County Public Schools
Windsor Mill Middle School Boundary Study**

2. Please rank the criteria to be considered when developing new school boundaries in order of preference from 1 to 8, with 1 being the most important and 8 being the least important. Please use each number only once.

<i>Criteria (Count)</i>	<i>1</i>		<i>2</i>		<i>3</i>		<i>4</i>		<i>5</i>		<i>6</i>		<i>7</i>		<i>8</i>		<i>No Answer</i>		<i>Total Responses</i>	
	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP
Ensure appropriate use of available school capacity to meet the needs of children.	56	4	39	6	13	3	8	1	4	0	5	0	3	0	2	0	5	8	135	22
Provide relief for overcrowded schools within the Windsor Mill are cluster (SW Academy, Old Court, Deer Park, Pikesville, Woodlawn, Sudbrook).	67	9	32	6	12	0	7	0	4	0	4	0	1	0	2	0	6	7	135	22
Consider removing satellite (disconnected) service areas from school in the cluster.	9	1	16	0	24	2	21	1	14	2	22	4	13	1	11	2	8	9	138	22
Maximize the number of students who can walk to school.	9	0	8	1	12	1	13	1	8	0	7	1	25	3	47	7	8	8	137	22
Minimize the transport time/distance of students who require bus transportation.	11	0	12	0	15	1	18	2	21	2	15	2	25	4	10	2	7	9	134	22
Maintain the integrity of neighborhoods and communities.	25	1	22	1	17	2	22	2	17	2	14	2	6	3	4	0	7	9	134	22
Improve elementary to middle school feeder patterns.	21	0	18	4	21	1	25	3	12	2	10	1	10	1	11	1	6	9	134	22
Minimize the use of relocatable classrooms as a long-term relief strategy for overcrowding.	24	1	24	1	19	2	8	2	15	5	12	3	13	0	14	1	7	8	136	23



**Baltimore County Public Schools
Windsor Mill Middle School Boundary Study**

<i>Criteria (Percentage)</i>	<i>1</i>		<i>2</i>		<i>3</i>		<i>4</i>		<i>5</i>		<i>6</i>		<i>7</i>		<i>8</i>		<i>No Answer</i>		<i>Total Responses</i>	
	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP
Ensure appropriate use of available school capacity to meet the needs of children.	42%	18%	29%	27%	10%	14%	6%	5%	3%	0%	4%	0%	2%	0%	2%	0%	4%	36%	102%	100%
Provide relief for overcrowded schools within the Windsor Mill are cluster (SW Academy, Old Court, Deer Park, Pikesville, Woodlawn, Sudbrook).	50%	41%	24%	27%	9%	0%	5%	0%	3%	0%	3%	0%	1%	0%	2%	0%	5%	32%	102%	100%
Consider removing satellite (disconnected) service areas from school in the cluster.	7%	5%	12%	0%	17%	9%	15%	5%	10%	9%	16%	18%	9%	5%	8%	9%	6%	41%	100%	101%
Maximize the number of students who can walk to school.	7%	0%	6%	5%	9%	5%	10%	5%	6%	0%	5%	5%	19%	14%	35%	32%	6%	36%	103%	102%
Minimize the transport time/distance of students who require bus transportation.	8%	0%	9%	0%	11%	5%	13%	9%	16%	9%	11%	9%	19%	18%	8%	9%	5%	41%	100%	100%
Maintain the integrity of neighborhoods and communities.	19%	5%	17%	5%	13%	9%	17%	9%	13%	9%	11%	9%	5%	14%	3%	0%	5%	41%	103%	101%
Improve elementary to middle school feeder patterns.	16%	0%	14%	18%	16%	5%	19%	14%	9%	9%	8%	5%	8%	5%	8%	5%	5%	41%	103%	102%
Minimize the use of relocatable classrooms as a long-term relief strategy for overcrowding.	18%	4%	18%	4%	14%	9%	6%	9%	11%	22%	9%	13%	10%	0%	11%	4%	5%	35%	102%	100%

*Please note that not all percentages add up to 100% due to rounding of numbers.



Individual Comments:

- The Board needs to project the growth of development better to ensure the schools don't become overcrowded or need capacity within 2-3 years.
- By providing relief to prior existing schools, will class sizes exceed the norm of 24 students? If so, more homogenous population should be considered.
- I notice there are no sidewalks leading along Windsor Mill to the school. Will sidewalks be built for those students who have to walk? Windsor Mill Road is a very busy road. Thank you.
- Capacity too low for new middle school.
- Relocatable classrooms are not suitable for learning.
- Overcrowded schools should be the first issue addressed. Southwest is overcrowded and under funded. I had hoped a new school would help the problem. The new school of 715 students doesn't address the problem of over 1,000 in Southwest.
- Again, maintenance of neighborhoods and 100% feeder patterns are the most important.
- In order to maintain the integrity of the school and the students, you have to utilize all resources effectively.
- 1 Most – I feel very strongly about these. These are all good points. I would say the same. I say still to it.
- 4 Least – because if we max at this point it will be a long walk. I misconceived this. If the answers are not rate, 1 will not rank, with 1 being for each.
- All ranks as a 1 except maximizing the number of students who can walk.
- As a homeowner, my children are not zoned for either Dogwood or Windsor Mill MS. Renters and public assistant recipients are zoned for both, directly across the street from the homeowners.
- Please include Hebbville Elementary, Barkley Woods Community.
- Consider Woodmoor Elementary School. [2]
- This will help children focus more. I'm all for smaller classes, reduce classroom size.
- Satellite schools do not continuous involvement with other students from elementary and high school. WE chose a specific neighborhood to live in to provide continuity in the importance of education and parent involvement.
- Building patterns have not been taken into account. You have to commission a study today or you will never "fix" this problem. "Planning" is designed to provide relief. How can you ever keep your best teachers and administrators if you don't address this concern immediately?
- Why don't we hold developers accountable for allotting dollars for new schools when they develop new communities if the communities are larger than a certain size?
- I think that if you relieve the overcrowding in all schools it would increase productivity of the students because they would have a smaller classroom setting while relieving the instructors and administrators of trying to deal with other situations not pertaining to learning.
- Hebbville
- I still have a problem with Hebbville not being able to make a choice when we are closer than the other feeder schools.
- Consider Hebbville having a chance to attend because we are much closer to Windsor Mill MS and this would certainly be much better for her socially.

Group Comments:

- Majority vote, not consensus.



3. Baltimore County Public Schools must occasionally use strategies that are not ideal, but necessary to manage a short-term (2-3 year) overcrowding situation in a school. Please rank the following strategies from 1 through 6, with 1 being your most preferred to 6 being your least preferred. Please use each number only once.

Criteria (Count)	1		2		3		4		5		6		No Answer		Total Responses	
	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP
Use relocatable classrooms	34	4	15	1	23	2	15	3	16	1	18	2	5	9	126	22
Annexing of grades or programs to the closes facilities with available space	18	2	36	4	32	4	19	1	6	1	9	1	8	9	128	22
Annexing of neighborhoods to closest facilities with available space	26	1	22	3	26	5	24	2	14	2	4	0	12	9	128	22
Exploring non-traditional settings, such as middle schools or commercial buildings, acknowledging that such facilities may lack such amenities as fields, gymnasiums, and libraries	13	3	17	2	25	0	21	2	31	6	20	0	6	9	133	22
Creative scheduling options such as am/pm shifts or year-round schooling	27	4	13	2	24	3	13	1	19	1	27	1	7	10	130	22
Increasing class size	16	1	10	0	10	1	10	1	17	1	56	7	8	11	127	22



**Baltimore County Public Schools
Windsor Mill Middle School Boundary Study**

<i>Criteria (Percentage)</i>	<i>1</i>		<i>2</i>		<i>3</i>		<i>4</i>		<i>5</i>		<i>6</i>		<i>No Answer</i>		<i>Total Responses</i>	
	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP
Use relocatable classrooms	27%	18%	12%	5%	18%	9%	12%	14%	13%	5%	14%	9%	4%	41%	100%	101%
Annexing of grades or programs to the closes facilities with available space	14%	9%	28%	18%	25%	18%	15%	5%	5%	5%	7%	5%	6%	41%	100%	101%
Annexing of neighborhoods to closest facilities with available space	20%	5%	17%	14%	20%	23%	19%	9%	11%	9%	3%	0%	9%	41%	99%	101%
Exploring non-traditional settings, such as middle schools or commercial buildings, acknowledging that such facilities may lack such amenities as fields, gymnasiums, and libraries	10%	14%	13%	9%	19%	0%	16%	9%	23%	0%	15%	27%	5%	41%	101%	100%
Creative scheduling options such as am/pm shifts or year-round schooling	21%	18%	10%	9%	18%	14%	10%	5%	15%	5%	21%	5%	5%	45%	100%	101%
Increasing class size	13%	5%	8%	0%	8%	5%	8%	5%	13%	5%	44%	32%	6%	50%	100%	102%

*Please note that not all percentages add up to 100% due to rounding of numbers.

Individual Comments:

- The Board should consider building larger schools to meet the capacity need. Work with developer to set aside monies to help build schools to meet the needs of the community.
- Can an eighth grader handle a split schedule?
- I have been in a system where am/pm strategies were in place and rotated every new school term, and we still got good grades.
- Interested in smaller classroom size.



- If a school is overcrowded, consider other buildings – a library can be made anywhere, they can play outside. What's more important is to house proper learning atmosphere and space so our kids can excel.
- A temporary relocatable classroom would solve problems for short term. Need to look statistically at specific area and projected enrollments to build or add on to existing school to relieve future overcrowding.
- Do not increase class size.
- Smaller class size, easier to manage and teachers can teach.
- If using relocatable classrooms ensures there is an increase in teachers commensurate with students and classrooms added. Bottom line is that EVERY school should be providing a quality education so that boundaries wouldn't be as much of a concern. Year round schooling option only. – maybe
- Please include Hebbville Elementary, Barkley Woods Community.
- Increasing classroom size is not a benefit, it is overbearing on the teachers.
- None of these options are acceptable! None except relocatables.
- Things to consider: many students may have siblings also in the school so it would be very inconvenient for siblings to attend different schools. Also, shifts do not take into account parent schedules.
- I actually dislike the idea of the am/pm shift as much as the idea of increasing class size. I don't believe many 7th and 8th graders (ages 11-14) could handle such responsibility. I actually believe it would increase truancy because parents would less likely be able to monitor or guarantee their child's attendance.
- Hebbville
- If I choose for my child to attend a certain MS then that is where I want her.

Group Comments:

There were no group comments for this question.

Additional Strategies you would like to suggest.

- Why not annex the Grade 8 participants to another facility (local high school) using an SLC format? This would serve as an introduction to the student. Allow the high school to use an am/pm shift.
- Dig deeper and come up with better options.
- Look at boundaries where existing schools are below capacity and adjust accordingly.
- 1-Teaching parents to home school
- 2-Providing vouchers to help supplement parent costs for private schools
- 3-Distance learning for certain subjects, programs, or kids with exceptional aptitudes.
- Please include Hebbville Elementary, Barkley Woods Community.
- Possible building of another school.
- Be proactive and begin building another school now. Require builders to donate money towards schools.
- Build school large enough for the community needs.
- Offer school vouchers to parents so they can send kids to parochial schools.



4. If you could choose for your middle school student to attend, which of the following would most appeal to you? Please rank the 3 options below that best address your strongest concern. Please mark only 3 choices.

<i>Criteria (Count)</i>	<i>1</i>		<i>2</i>		<i>3</i>		<i>No Answer</i>		<i>Total Responses</i>	
	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP
The school with the highest standardizes test scores	78	11	21	1	16	1	18	9	133	22
The school with the lowest student teacher ratio	40	2	45	8	21	4	27	8	133	22
The school with the lowest level of disciplinary activity	29	2	18	0	27	4	60	16	134	22
The school with the academic program that best suits my child's interests	51	2	22	4	17	3	44	13	134	22
The school that most of my child's friends attend	4	0	6	0	20	1	104	21	134	22
The school closest to my home	15	0	15	1	19	2	88	19	137	22
The school with the greatest amount of economic diversity	11	0	9	1	12	0	102	21	134	22
The school with the greatest amount of demographic diversity	11	1	10	1	12	0	100	20	133	22



**Baltimore County Public Schools
Windsor Mill Middle School Boundary Study**

<i>Criteria (Percentage)</i>	<i>1</i>		<i>2</i>		<i>3</i>		<i>No Answer</i>		<i>Total Responses</i>	
	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP
The school with the highest standardizes test scores	59%	50%	16%	5%	12%	5%	14%	41%	101%	101%
The school with the lowest student teacher ratio	30%	9%	34%	36%	16%	18%	20%	36%	100%	99%
The school with the lowest level of disciplinary activity	22%	9%	14%	0%	20%	18%	45%	73%	101%	100%
The school with the academic program that best suits my child's interests	38%	9%	17%	18%	13%	14%	33%	59%	101%	100%
The school that most of my child's friends attend	3%	0%	5%	0%	15%	5%	78%	95%	101%	100%
The school closest to my home	11%	0%	11%	5%	14%	9%	66%	86%	102%	100%
The school with the greatest amount of economic diversity	8%	0%	7%	5%	9%	0%	77%	95%	101%	100%
The school with the greatest amount of demographic diversity	8%	5%	8%	5%	9%	0%	75%	90%	100%	100%

*Please note that not all percentages add up to 100% due to rounding of numbers.

5. Please select the Windsor Mill cluster boundary change scenario that you prefer.

<i>Boundary Scenario</i>	<i>Count</i>		<i>Percentage</i>	
	IND	GRP	IND	GRP
Boundary Scenario "A"	15	0	11%	0%
Boundary Scenario "B"	9	1	7%	5%
Boundary Scenario "C"	70	10	53%	45%
No Answer	37	11	28%	50%
Total	131	22	99%	100%

*Please note that not all percentages add up to 100% due to rounding of numbers.

Is there anything else of importance that the district should consider during this redistricting process?

- As a teacher at an overcrowded school I found it hard to vote for either Scenario without appearing self serving.
- How will this redistricting affect the parameters for magnet school selection? There are boundary restrictions that affect student selection of schools!
- I would like to know why Featherbed ES is not on the list even though I live around the corner from Windsor Mill Middle. BCPS should make the boundaries the address, not the school.
- These scenarios won't help Woodlawn Middle School at all!!!
- Overcrowding of Southwest Academy is not really addressed in any Scenario. Eliminating overcrowding should be the first concern. The capacity of the new school is too low.
- Maintaining feeder school boundaries from elementary to middle. Using natural boundaries as opposed to splitting neighborhoods.
- The district should consider building another middle school.
- None of the plans solve the relocatable problem. Building another middle school should be considered.
- We may need to consider building an additional middle school that would eliminate the relocatables.
- Control building housing.
- Build another Middle School.
- School consistency is key to a learning environment. 4 Elementary Schools and 1 Middle School consistently is a good situation.
- Meaning strong preference, of course I would feel strongly inclined because every parent wants the best education.



- No scenario appeals to me because Lynne Haven Dr. which I am a resident.
- Busing children to schools that are far away from their houses.
- The redistricting process should help schools perform better. This process assumes only that smaller classroom size will improve academic performance. This is not a correct assumption because some of the poorest performers in Middle Schools (i.e. Woodlawn, Southwest) are not as overcrowded as some of the other schools. Thus, I find this survey/process flawed.
- Please include Hebbville Elem. Barkley Woods Community. 6. Tamers Court.
- I did not choose any scenarios because they do not include Featherbed Elem.
- Choose another scenario; again Woodmoor Elementary is not on the list.
- Access from contiguous communities to middle school – pedestrian pathways over streams.
- Randallstown ES should have been included as one of the 100% feeder schools for Windsor Mill MS from the beginning, just like Dogwood ES and Winfield ES. Also, Randallstown ES is a neighborhood school to Windsor Mill MS because it is less than ¼ mile from this new school. Let all the Randallstown students feed into their new Windsor Mill MS. They're just as close to the school as Winfield.
- Yeah, the Woodlawn capacity problem is not being addressed in any of the scenarios.
- Extending the boundary to include Lord Baltimore . Right below Rolling up to Lord Baltimore. My address is within a mile but is not included on your charts.
- I do not approve of any of the boundary scenarios.
- Homes currently being built.
- Scenario C had the most positive and beneficial, more schools vs. other scenarios.
- If you send children with excellent academics and values such as new town to a school such as old court with low test scores and back to new town high, you begin to degrade the upper schools as well.
- Build another school now – Student to teacher ratio – Economic diversity.
- I want my child to be able to attend a school with good standards. I don't want my child to be forced to attend a school because of where we live.
- As a teacher in an overcrowded school, I did not find any of these scenarios to meet the needs of a) my school, b) my child, or c) my community.
- Impact on local after-school daycare in homes near existing school. Include in "eligible to attend" portions of data the number of students that could attend but instead currently are home schooled or are in parochial/private schools.
- In the matter of applying for magnet schools, some programs were designated for students applying from certain areas. How will Windsor Mill MS fit into this process?
- Hebbville ES students should be eligible to attend this new school. Otherwise, this is criminal!
- N/A Hebbville ES

Group Comments:

- 2 for C, 1 for none.
- Academic program-4, highest standardized test scores-3, student teacher ratio-7.



Tell us about yourself...

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

Your Age

<i>Your Age</i>	<i>Total Responses</i>	
	Count	%
Under 18	1	1%
18-29	7	5%
30-39	48	36%
40-49	49	37%
50-64	14	11%
Over 65	4	3%
Not Answered	9	7%
Total	132	100%

Which of the following best describes you? (Please mark only one)

<i>Describe Yourself</i>	<i>Total Responses</i>	
	Count	%
I am a BCPS Student	1	1%
I am a BCPS Teacher	12	9%
I am a BCPS Administrator	1	1%
I am a BCPS Employee	10	8%
I am not an employee of BCPSS	90	68%
Not Answered	19	14%
Total	133	101%

that not all percentages add up to 100% due to rounding of numbers

*Please note



Which of the following best describes your middle school aged children? (Please mark only one box)

<i>Describe Your Children</i>	<i>Total Responses</i>	
	Count	%
My children attend BCPS elementary/middle schools	99	74%
My children attend private/parochial schools	8	6%
My children will attend Baltimore County elementary/middle schools in the future	7	5%
I am a concerned citizen with no children in BCPS	8	6%
Not Answered	11	8%
Total	133	99%

*Please note that not all percentages add up to 100% due to rounding of numbers.

If you are the parent of a middle school-aged student, please tell us where your child attends middle school.

<i>Your Child's School</i>	<i>Total Responses</i>	
	Count	%
My child attends our districted BCPS school	43	33%
My child attends another BCPS school as a student in a magnet program	14	11%
My child attends another BCPS school as a special permission transfer student	4	3%
My child attends a private/parochial school	4	3%
Not Answered	64	50%
Total	129	100%

- My child attends Baltimore City Schools currently, but will attend Windsor Mill MS.

Which of the following best describes your residency?

<i>Describe Your Residency</i>	<i>Total Responses</i>	
	Count	%
I am a Baltimore County resident and home owner	111	83%
I am a Baltimore County resident who leases/rents a home or apartment	15	11%
I am not a Baltimore County resident	1	1%
Not Answered	6	5%
Total	133	100%

Are there any other methods of managing elementary school enrollment that were not discussed this evening that you would like to recommend to BPS?

- No.
- I think the community and parents.
- Build more schools.
- Overcrowding is not properly addressed.
- Diversity is not properly addressed.
- Prior to building new developments, look more closely at existing communities and how the school enrollment is affected.
- Control housing development.
- How to curtail students not zoned from taking space.
- Include the schools closest to the school.
- An accurate account of children that are home schooled or go to private school.
- Potential of school vouchers so parents of over-crowded schools can send kids to private school and alleviate over-crowding, re-districting, etc

Please indicate the community where you live:

Allenswood Rd. Area
Barkley Woods [2]
Catonsville [5]
Chadwick/Fairbrook
Courtleigh Manor
Cross Winds
Deer Park at Mayfield [2]
Deer Run at Mayfield
Edrich Manor
Franklintown [2]
Green's Lane Area
Gwynn Oak
Hebbville [2]
Howard County
Lockearn [2]
Mayfield
New Town
Northwest
Oakwood Village
Owings Mills [2]
Parkview Trails [3]
Pikesville [3]
Pine Run
Putnam Green
Randallstown [8]

Randallwood
Rockdale [2]
Rockfields
Rutherford Green
Southwest
Stevenswood [4]
Stonegate at Patapsco [2]
Timber Glen
Twelve Trees
Westview Park [2]
Windsor Mill [28]
Winfield
Woodbridge Valley [3]
Woodlawn [14]
Woodmoor
Woodstock [2]

The following aspects of the Community Forum were successful and significant changes are not necessary.

<i>Forum Successes</i>	<i>Total Responses</i>	
	Count	%
Agenda	23	43%
Organization/Structure	18	14%
Presentation of Options	18	11%
Group Work Sessions	32	11%
Not Answered	70	20%
Total	161	99%

*Please note that not all percentages add up to 100% due to rounding of numbers.

The following aspects of the Community Forum could be improved. (Please list your suggestions in the comment box below)

<i>Forum Improvements</i>	<i>Total Responses</i>	
	Count	%
Agenda	10	8%
Organization/Structure	11	8%
Presentation of Options	19	14%
Group Work Sessions	11	8%
Not Answered	81	61%
Total	132	99%

*Please note that not all percentages add up to 100% due to rounding of numbers.

Comments/Suggestions for improving the Community Forum.

- The handout was confusing and cumbersome with all of the statistics. It was not clear what the differences were.
- Need maps with more street names so people can make more informed choices.
- Some members of the group discussion did not fully understand how to complete this questionnaire. Maybe have someone review directions before completion.
- Bias was shown for Scenarios B and C which would not alleviate overcrowding and add more students to Southwest.
- It would have been helpful to identify specific elementary schools.
- No representative from BCPS visited our table.
- Clearer maps where you can actually see names of roads.
- There was not time given after presentation for questions.
- The presentation of options was not presented well. I had to refer to the information packet several times after the meeting for clarification.
- Excellent idea to hold a Community Forum. I am very concerned about this issue because I am a resident, homeowner, and teacher in this community.
- The program tonight appealed to management of BCPS. It was our job to provide numbers based on your questions. The school, Hebbville, was not considered in the scenarios.
- Group work sessions were good. Suggest: Question & Answer please! "Many"
- Changes are necessary because I live in Windsor Mill but my child would be sent to Woodlawn Middle.



- Large map worksheet.
- Street names or community names on the maps.
- Please include Hebbville Elementary Barkley Woods
- I suggest to the committee to improve all middle schools so that they are all the same. Air conditioning for all schools. Teacher/student ratio needs to be improved but it starts at the schools redoing (restructuring) the schools themselves.
- Allow open questions at the community forum
- More community buy-in of options
- Question & Answer
- Let the audience know ahead of time that they're going to have to fill out a questionnaire. I thought that we were just coming to vote. The meeting took longer than I thought.
- Let us know in advance what the agenda (boundaries) are that we are going to consider so we will have time to figure it out.
- Too time consuming at this late hour of the night. Maybe a Friday night could be considered.
- Provide more detailed explanations.
- Agenda was not provided. Must find a way to present data to non-educators and achieve maximum comprehension. At forums attendees must feel free to ask questions at each juncture, rather after each presentation.
- Group work session was helpful & informative to allow people's concerns or questions to be answered.
- Workgroups were helpful in considering questionnaire.
- They did not explain the boundary options packet very well including numbers and roads. Provide information before hand so we could research and make informed decisions.
- Presentation should be more involved, not glossed over.
- Better maps especially for folks living in boundary areas. Facilitators could have had numbers also. Better way of doing the groups tally. Visual with all boundaries over one. What about new development?
- The scenarios were confusing.
- Needs to be explained more clearly.
- The options were not presented clearly.
- The facilitators were GREAT. You did not allow questions... or adequately describe the data.
- Maps should be clearer, print of maps too small.
- Hebbville
- More time devoted to answering questions.



**Windsor Mill Middle School
Boundary Study Committee**



**Southwest Academy
Wednesday, February 1, 2006
6:00-7:00 p.m.**

Meeting # 5

***Results of Community Forum –
Summary of Individual and Group Questionnaire Responses***
6:00 p.m.

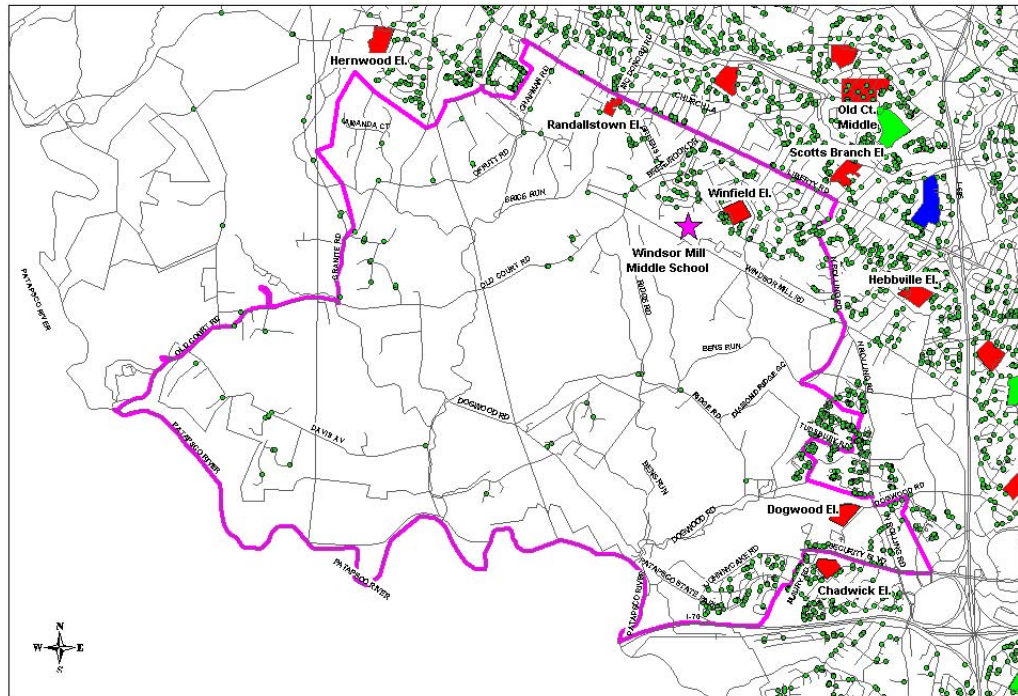
Committee Recommendation to Dr. Manuel Rodriguez
6:30 p.m.

Review of Next Steps

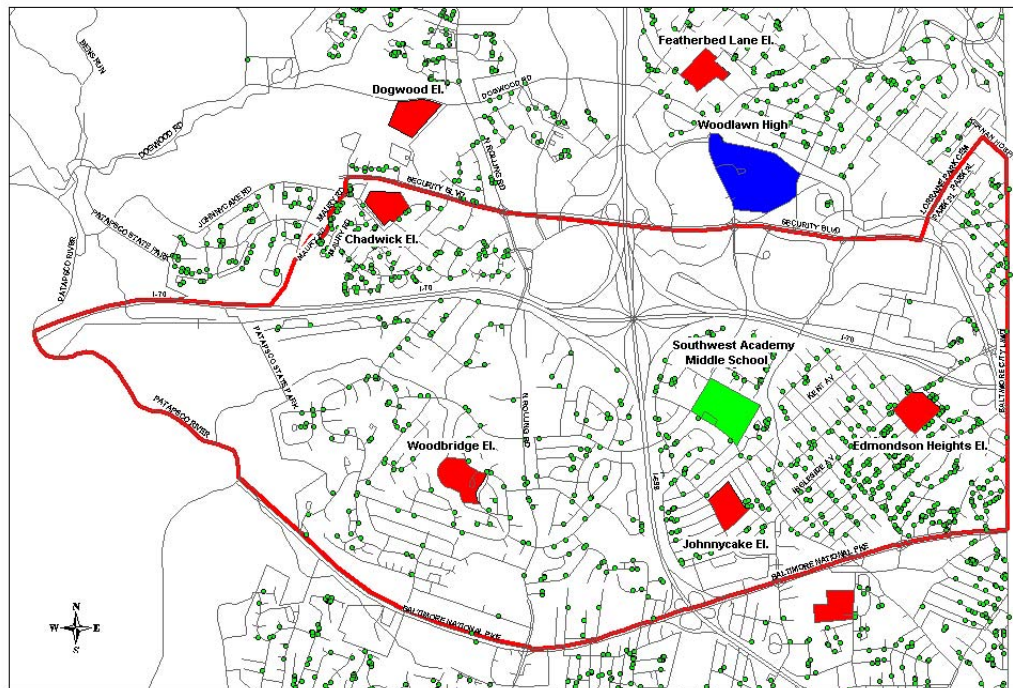
6:40 p.m.

Certificates of Appreciation
7:00 p.m.

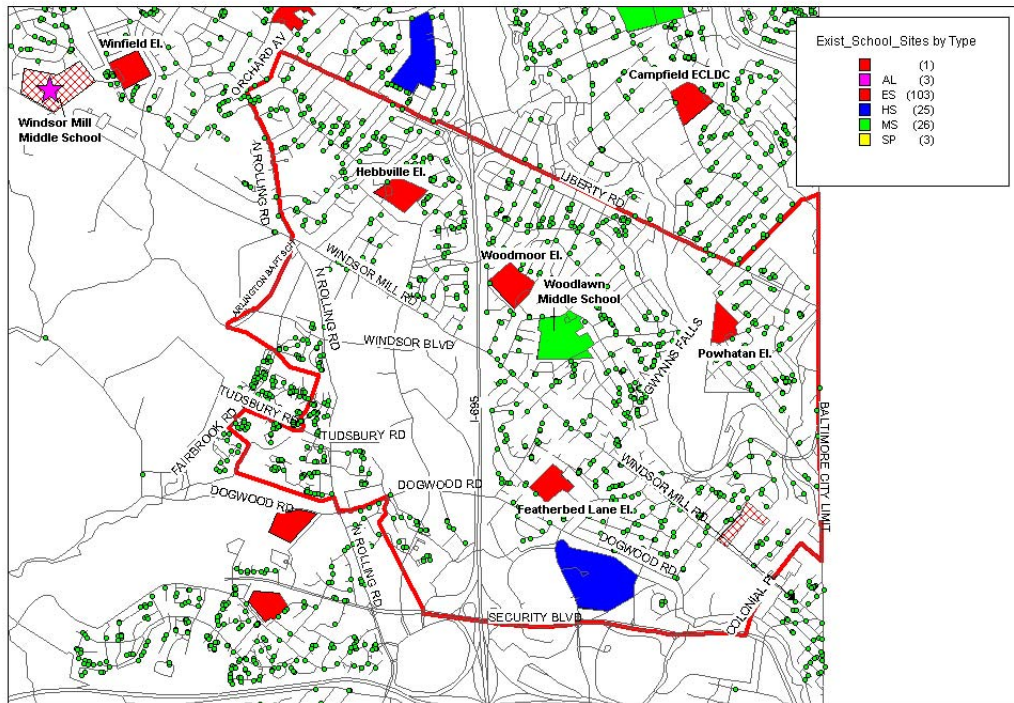
Windsor Mill Middle School Scenario "C" Boundary With Student Distribution



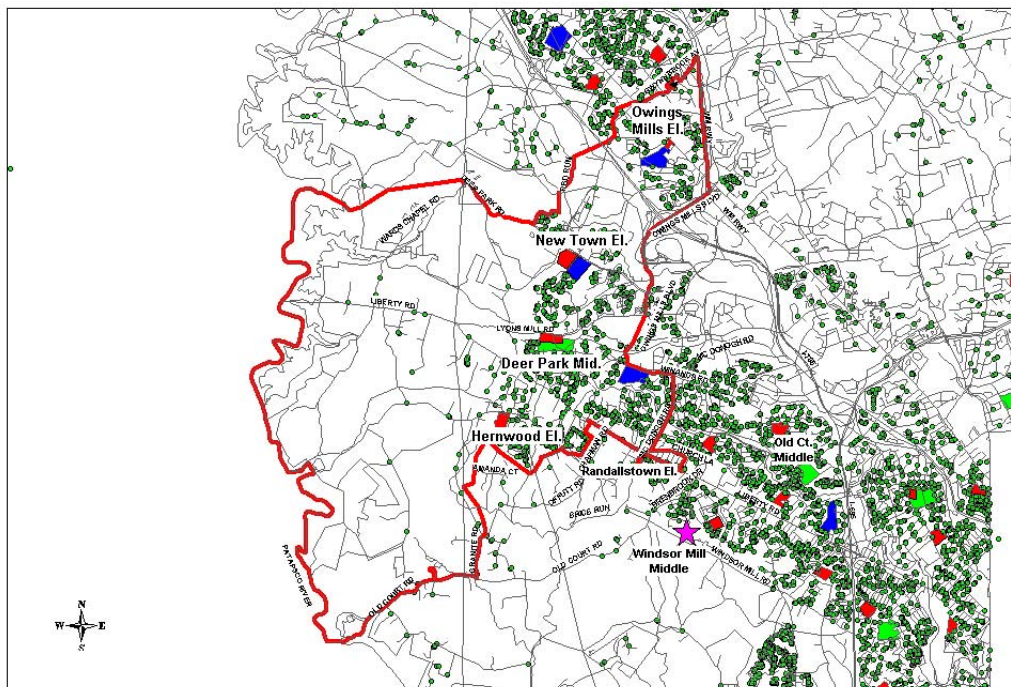
Southwest Academy Middle School Scenario "C" Boundary With Student Distribution



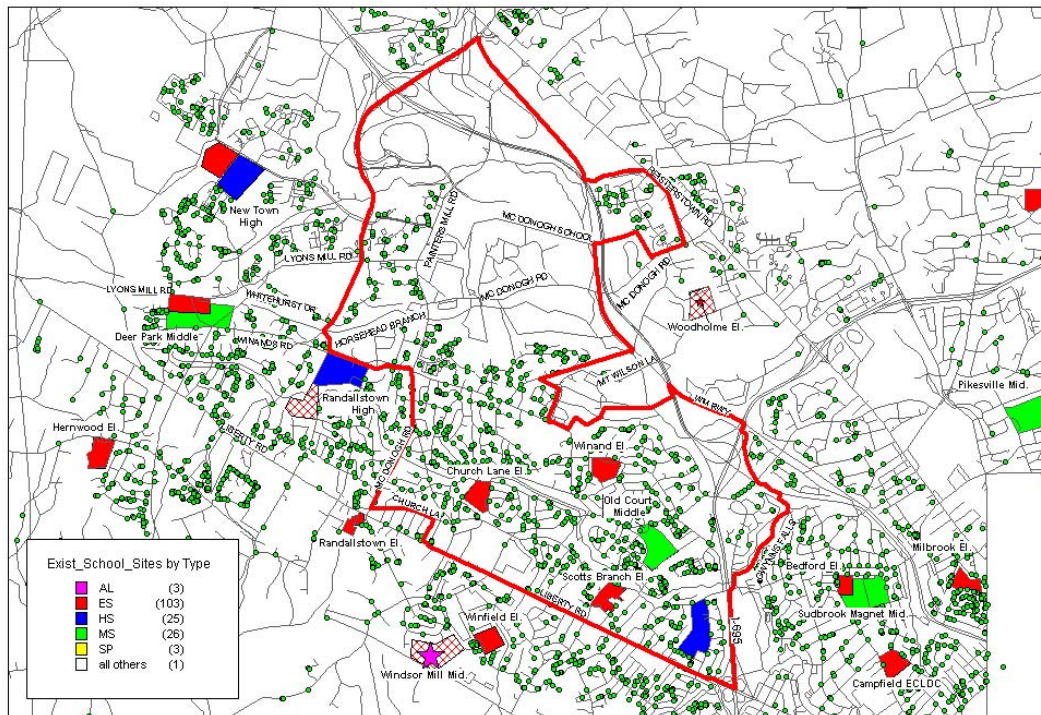
Woodlawn Middle School Scenario "C" Boundary With Student Distribution



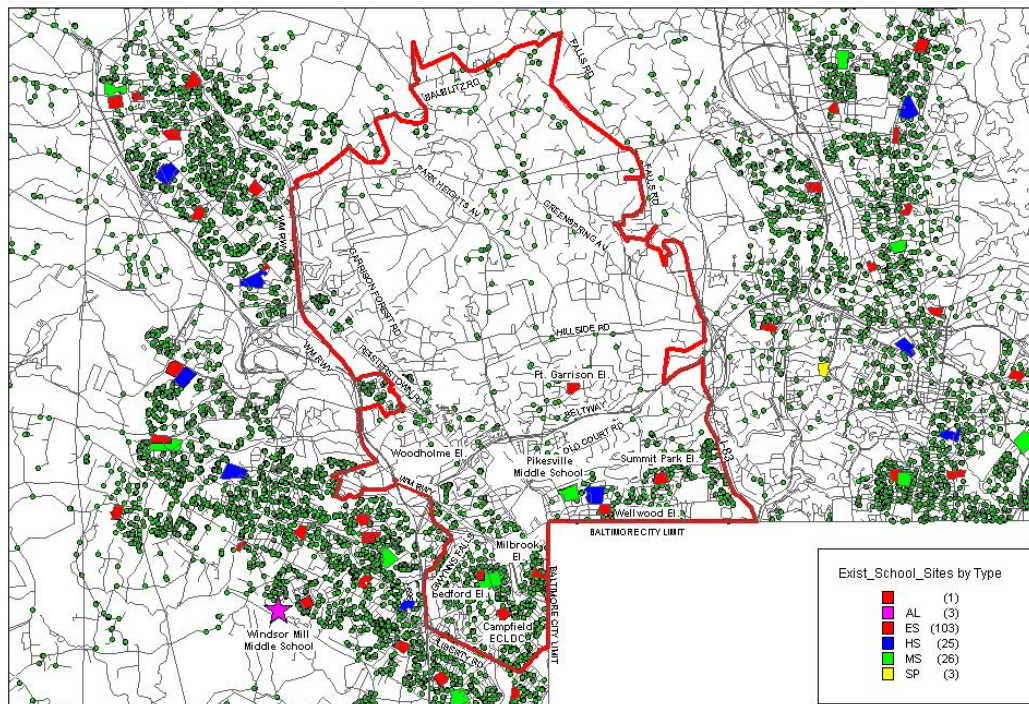
Deer Park Middle Scenarion "C" Boundary With Student Distribution



Old Court Middle School Scenario "C" Boundary With Student Distribution



Pikesville Middle Scenario "C" Boundary With Student Distribution





Windsor Mill Middle School Community Forum
Boundary Options Packet
January 18, 2006
(Snow Date January 19, 2006)

Presented by the Windsor Mill Middle School Boundary Study Committee

Co-Chairmen:

Community Representatives

Dr. Ella White Campbell

Emily Wolfson

P.T.A. Representatives:

Joyce Burwell (Deer Park)

Donya Douglas (Old Court)

Karen Wais (Pikesville)

Gerald Judd (SW Academy)

Kelly Boyle (Sudbrook)

Anne Winslow (Woodlawn)

Administrators:

Delvin Burton (Deer Park)

Irra (Lynette) Woodley (Old Court)

Wanda Frazier (Pikesville)

Donyall Dickey (SW Academy)

Bryan O'Connor (Sudbrook)

Ada (Vanessa) Brisbon (Woodlawn)

Faculty Representatives:

Arlene Moore (Deer Park)

Judy Monk (Old Court)

Iris Woods (Pikesville)

Silean Eaves (SW Academy)

Eric Christian (Sudbrook)

James Sargent (Woodlawn)

System Representatives:

Manuel Rodriguez (Area Asst. Superintendent)

Susan Wilken & Lisa Sampson (Assistants to Dr. Rodriguez)

Ghassan Shah (Planning Administrator, OSP)

Chris Brocato (Data Analyst, OSP)

Pam Carter (Boundary Specialist, OSP)

Charlie Herndon (Communications Specialist, BCPS)

Don Dent (Executive Director, Planning & Support Operations)

Area Education Advisory Committee:

Sharon Loving (SW)

Sam Macer (SW)

Sue Katz (NW)

Abby Beytin (NW)

Additional Attendees:

Penelope Martin (Principal, Deer Park)

Ilene Swirnow (Principal, Pikesville)

Maria Hopewell (Principal, SW Academy)

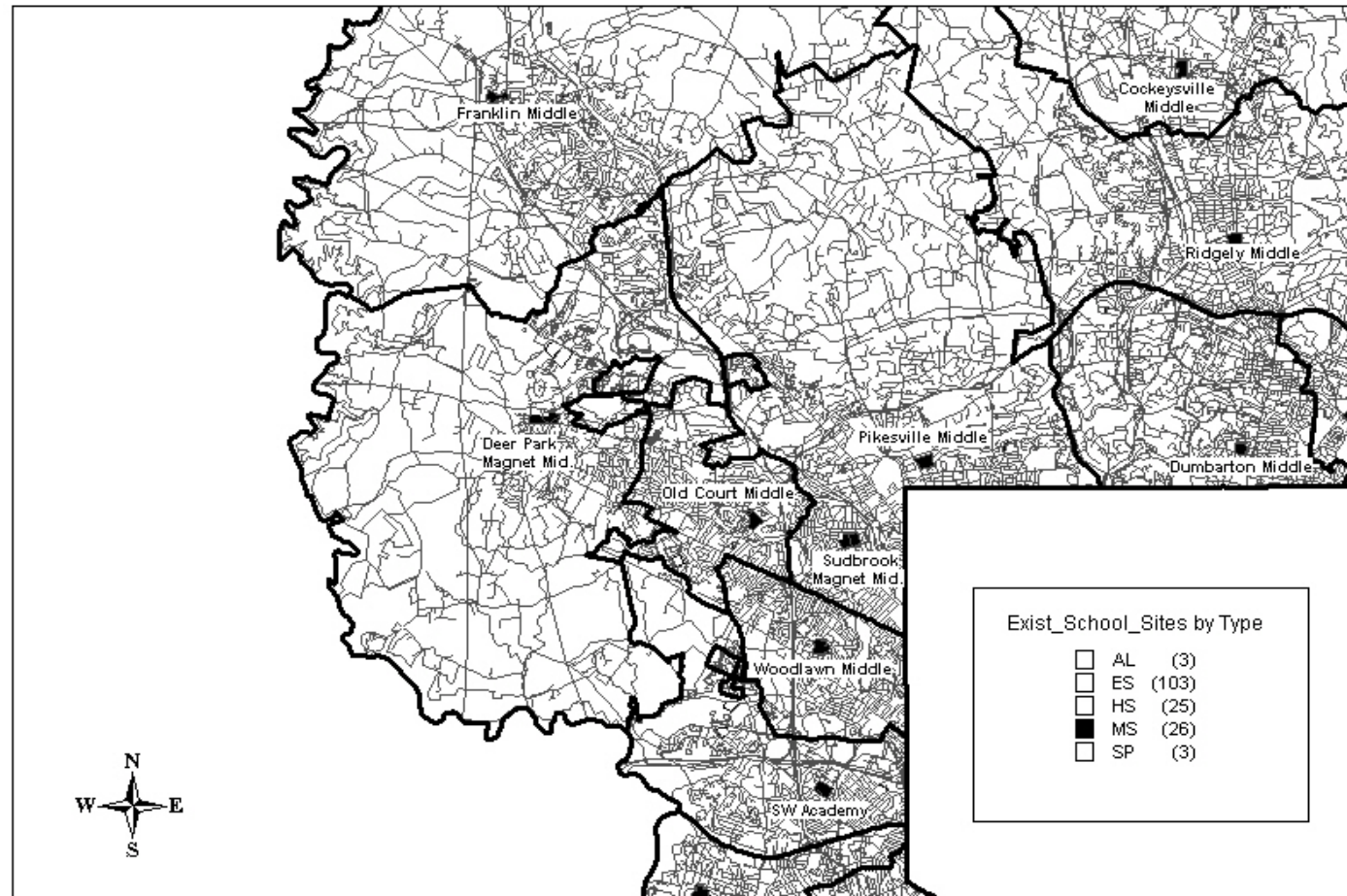
Sharon Robbins (Principal, Sudbrook)

Brian Scriven (Principal, Woodlawn)

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Rationale for a New Middle School Bordering the Northwest and Southwest Areas



- BCPS middle school students residing within the boundaries of the existing schools exceed capacity by 735, even though current enrollment shows "available seats"
- Enrollment projections through 2010 indicate that enrollment in the cluster will reach 101.14% of capacity without Windsor Mill Middle and will be within 91.45% with the new school included .

Windsor Mill Cluster School Information: 9/30/05

Current Cluster Schools	Admin. Area	The Enrollment Picture						The Residency Picture					The Choice Factor		
		State Rated Capacity '05	FTE Enrollment	Number Over/Under Capacity	% Minority Enrollment	% IEP Students	% F/R Lunch El.	FTE Students Living in Boundary	Potential +/- Capacity	% Minority Enrollment	% IEP Students	% F/R Lunch El.	In-Boundary Attending This School	Out-of-Bdy* Attending This School	In-Boundary to Other BCPS
Southwest Academy	SW	1112	1115	3	94.80%	12.74%	51.57%	1271	159	93.94%	13.93%	50.43%	1090	25	181
Woodlawn Middle	SW	1015	750	-265	98.93%	13.86%	69.33%	1054	39	98.00%	13.09%	62.99%	734	16	320
Deer Park Middle	NW	1368	1348	-20	95.55%	10.83%	41.99%	1407	39	93.10%	10.16%	39.66%	1206	142	201
Old Court Middle	NW	1124	1145	21	97.90%	15.28%	59.47%	1433	309	97.20%	13.04%	52.75%	1120	25	313
Pikesville Middle	NW	1070	1039	-31	67.76%	11.26%	37.54%	1259	189	65.21%	10.00%	34.31%	995	44	264
		5689	5397	-292	90.99%	12.79%	51.98%	6424	735	89.49%	12.04%	48.03%	5145	252	1279

The number of BCPS middle school students currently residing within the boundaries of the cluster schools exceeds their collective State Rated Capacity by **735** students.

To serve the students currently residing in the above school boundaries and ensure enrollment within 90% of State Rated Capacity, we would require approximately **93 additional seats**.

Sudbrook Magnet Middle school provides **1060** additional seats, but the school serves students from within and from outside of the above cluster of schools. Over 300 students enrolled at Sudbrook for the 2005-06 school year reside outside of this cluster of schools.

If Sudbrook's seats and students are added to the picture, this is what we find:

Sudbrook Magnet Middle	NW	1060	1033	-27	63.60%	3.00%	20.33%		-1060				0	1033	0
With Sudbrook 2005-06		6749	6430	-611	101.59%	13.29%	55.37%	6424	410	89.49%	12.04%	48.03%	5145	1285	1279
Windsor Mill Middle	SW	715													

Total 2006-07

7464

300 plus Sudbrook out-of-cluster students

6724 total students eligible to be served in 6749 available seats

A State Rated Capacity of 7464 for schools in this cluster, including Sudbrook and Windsor Mill, could serve 6718 students and be at 90% of capacity

The number of students currently enrolled within the cluster is already 6749.

Current Cluster Schools	Admin. Area	State Rated Capacity '05	Relocatable Classrooms On Site	Relocatable Seats On Site
Southwest Academy	SW	1112	10	250
Woodlawn Middle	SW	1015	4	100
Deer Park Middle	NW	1368	1	25
Old Court Middle	NW	1124	2	50
Pikesville Middle	NW	1070	4	100
Sudbrook Magnet Middle*	NW	1060	0	0

525 Relocatables on cluster school sites

Page 276 of the Baltimore County Master Plan 2010 states that, "considerable development is still envisioned for the Rolling Road and Windsor Mill Road corridors." In fact, new developments adjacent to the Windsor Mill Middle School site are currently under construction. In addition, the above schools, plus adjacent Franklin and Catonsville Middle schools are utilizing instructional strategies such as math come-back, reading come-back, and other programs focusing instruction on smaller-than-average instructional groups in order to improve student achievement, especially in the areas of English and mathematics. Extra support staff, such as OT's, PT's social workers, psychologists, and mentors must also be housed and provided office, work, storage, and instructional space in existing buildings averaging 44 years of age. It is anticipated that the completion of Windsor Mill Middle school, coupled with strategic boundary adjustments, will help us to distribute students, staff, support services, and instructional programs in a manner that will enhance student achievement.

Summary:

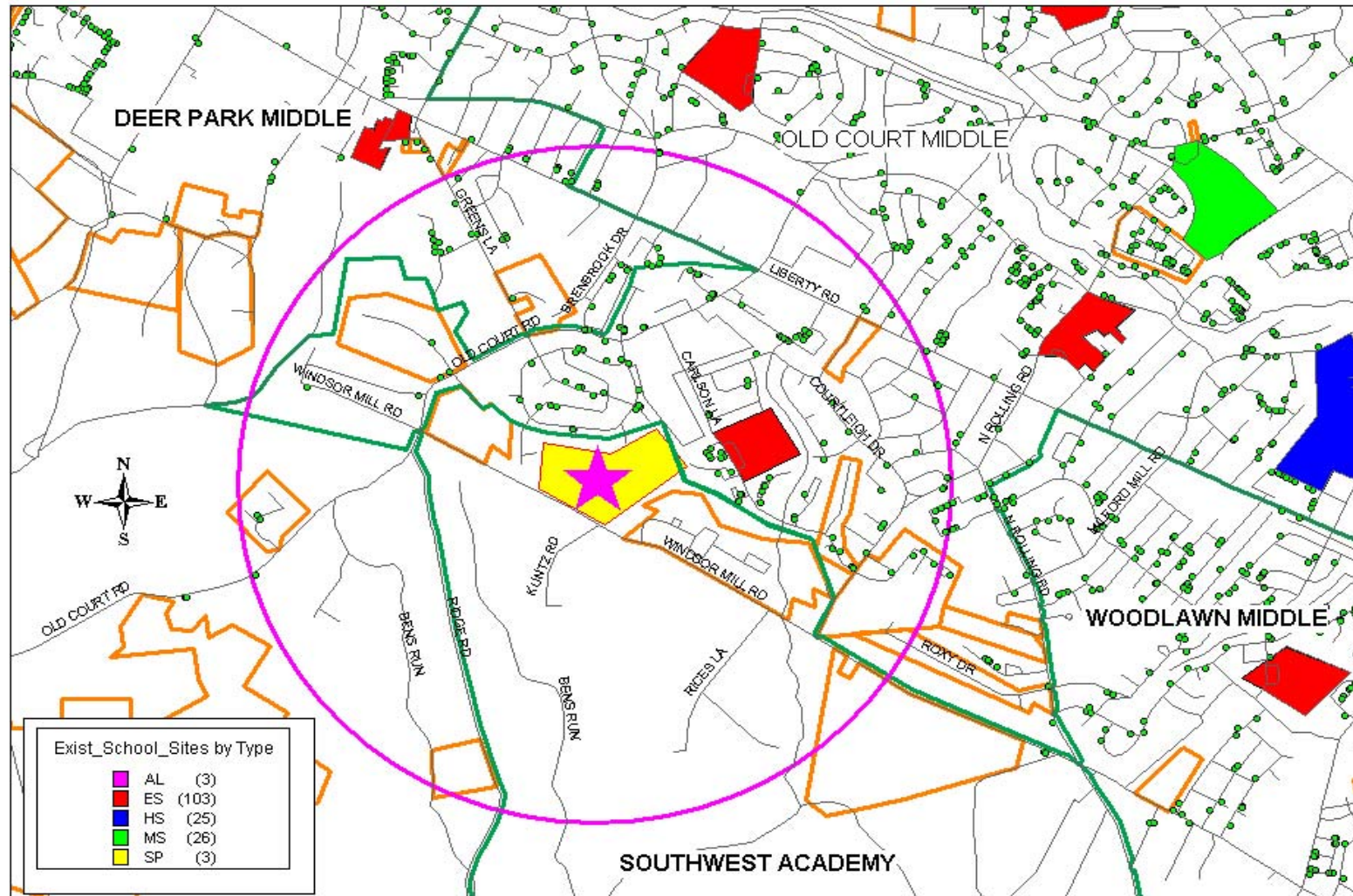
- The number of BCPS middle school students currently residing within the boundaries of the cluster schools exceeds their collective capacity by 735, despite the picture created by the enrollment data alone.
- Enrollment projections indicate that even with the addition of the Windsor Mill Middle School seats, the entire cluster, including Sudbrook and Windsor Mill will have an enrollment 91.45% of capacity by 2010. Without Windsor Mill, the collective enrollment of the schools is anticipated to be 101.14% of capacity.

		Five-Year Enrollment Projections Developed in December, 2004											
		Capacity '05	2006 Total	2006 FTE	2007 Total	2007 FTE	2008 Total	2008 FTE	2009 Total	2009 FTE	2010 Total	2010 FTE	FTE-Cap. '10
Southwest Academy	SW	1112	1222	1222	1249	1249	1267	1267	1281	1281	1275	1275	163
Woodlawn Middle	SW	1015	838	838	793	793	773	773	761	761	764	764	-251
Deer Park Middle	NW	1368	1390	1390	1426	1426	1474	1474	1480	1480	1420	1420	52
Old Court Middle	NW	1124	1168	1168	1106	1106	1149	1149	1216	1216	1269	1269	145
Pikesville Middle	NW	1070	1032	1032	1035	1035	1045	1045	1061	1061	1078	1078	8
Sudbrook Magnet Middle	NW	1060	1020	1020	1020	1020	1020	1020	1020	1020	1020	1020	-40
		6749	6670	6670	6629	6629	6728	6728	6819	6819	6826	6826	77 Without Windsor Mill
Windsor Mill Middle	SW	715											
		7464											
Schools would be at 91.45% of capacity in 2010 with Windsor Mill Middle													-638 With Windsor Mill
Without Windsor Mill Middle, schools in this cluster would be at 101.14% of capacity by 2010.													

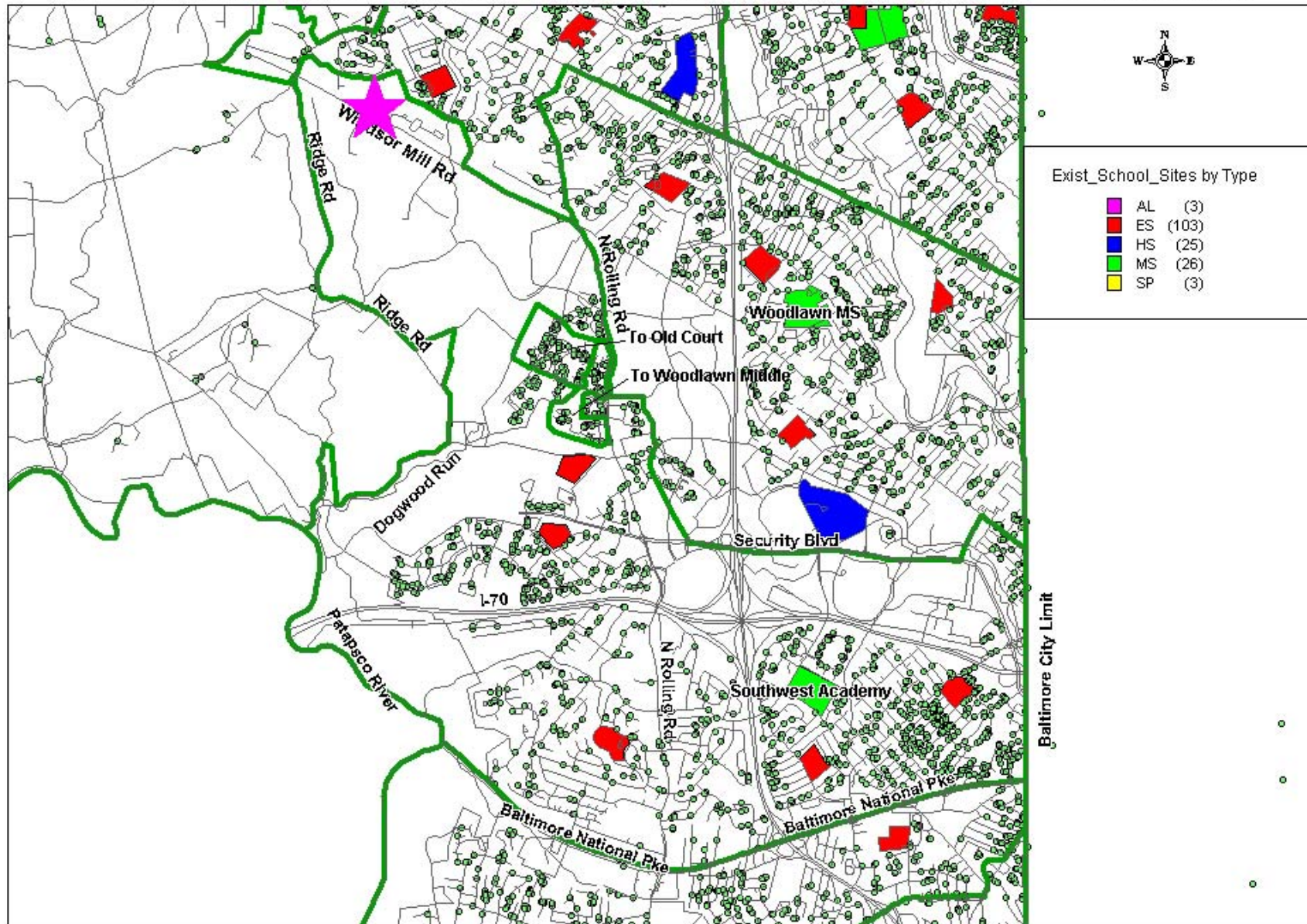
Schools would be at 91.45% of capacity in 2010 with Windsor Mill Middle
 Without Windsor Mill Middle, schools in this cluster would be at 101.14% of capacity by 2010.

Current projections reflect the continuance of existing magnet choices, special permission transfers, and placement of special programs. The opening of a new school and the boundary adjustments for schools in the cluster may affect future applications to magnet programs, requests for special permission transfers and other school choice initiatives which affect enrollments.

Windsor Mill Middle School 1-Mile Radius: 242 BCPS Middle School Students as of 9/30/05

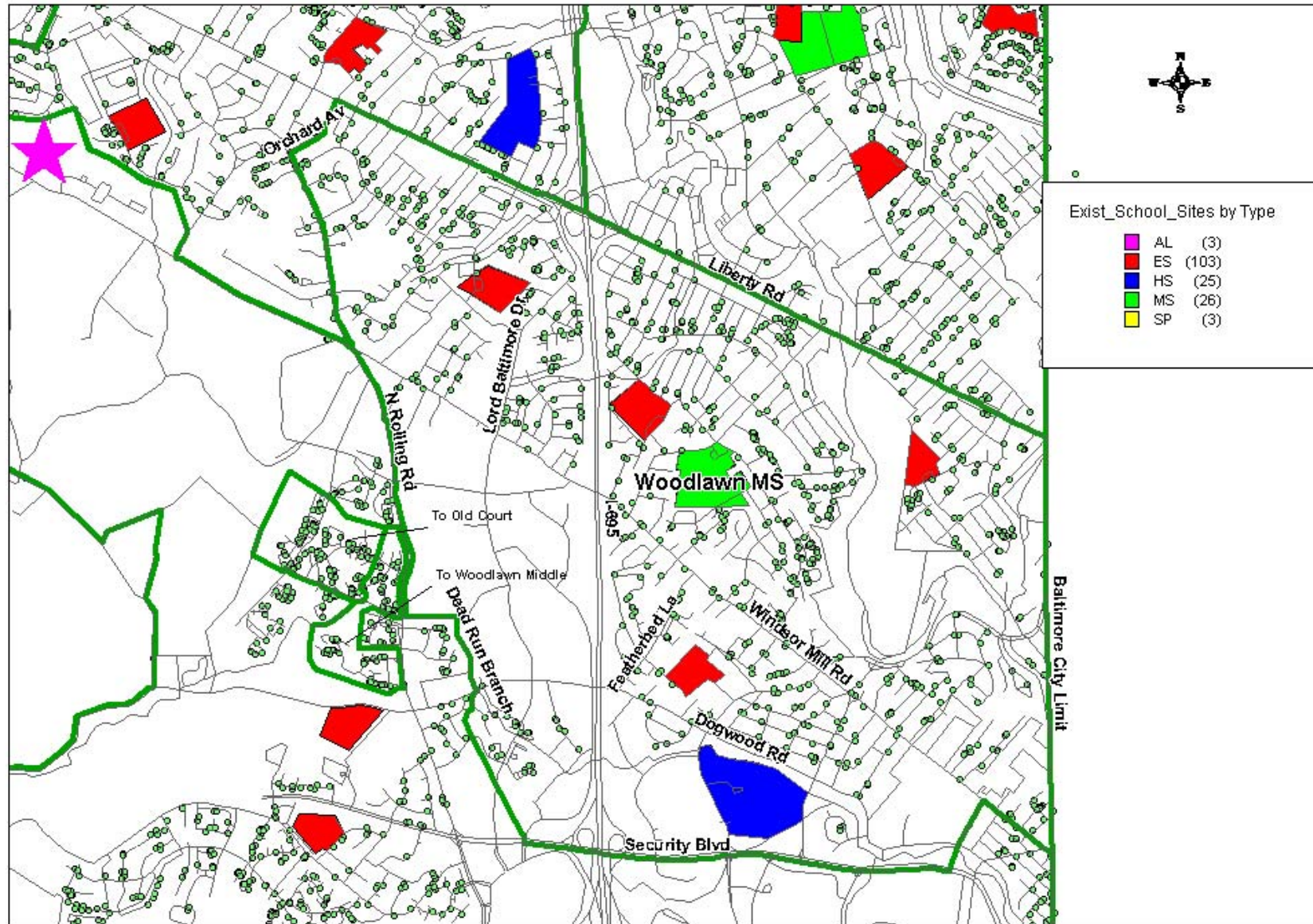


Southwest Academy Middle School Boundary And Middle School Student Distribution : 9/30/05



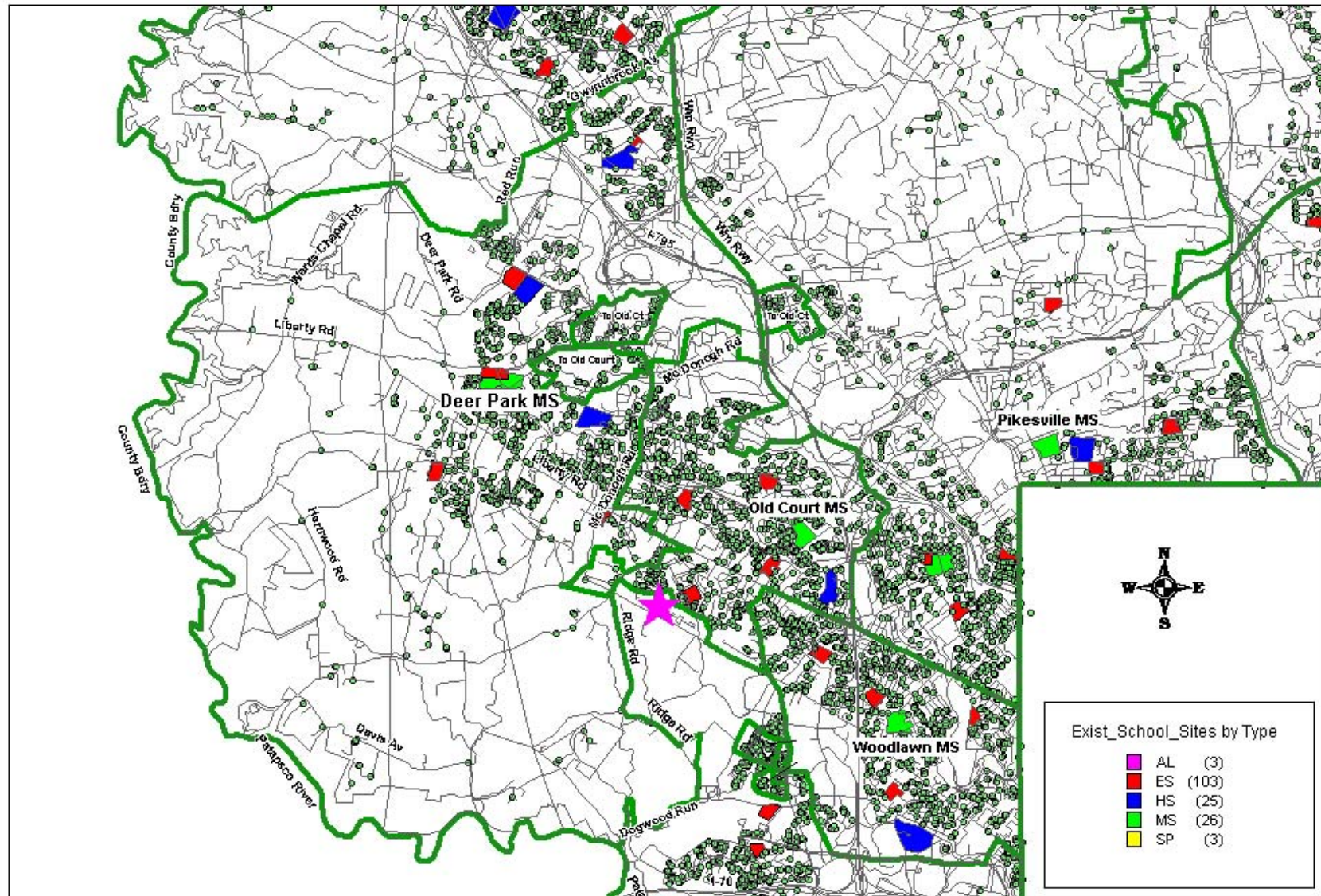
School Southwest Academy					Capacity = 1112				
<u>Student Enrollment as of 9/30/05</u>									
Sex		Race		Grade					
Male	575	Am. Ind.	4						
Female	540	Asian	66	6	340				
Total	1115	Af. Am.	932	7	415				
		Caucasian	58	8	360				
		Hispanic	35	Total	1115				
		Multi-Racial	20						
		Total	1115						
		Minority %	94.80%	+/- Capacity	3				
<u>Out-of -boundary students</u>									
	School								
	Arbutus	1							
	Catonsville	1							
	Franklin	2							
	Lansdowne	2							
	Old Court	5							
	Pikesville	1							
	Woodlawn	12							
		24							
	Ungeocoded	1							
		25							
Sort of students resident in boundary, eligible to attend									
Sex		Race		Grade					
Male	666	Am. Ind.	4						
Female	605	Asian	87	6	402				
Total	1271	Af. Am.	1032	7	474				
		Caucasian	77	8	395				
		Hispanic	46	Total	1271				
		Multi-Racial	25						
		Total	1271						
		Minority %	93.94%	+/- Capacity	159				
<u>Middle Schools attended by resident students, 2005-2006 school year</u>									
	School								
	Southwest Academy	1090							
	Sudbrook	85							
	Arbutus	34							
	Lansdowne	24							
	Catonsville	21							
	Woodlawn	6							
	Deer Park	3							
	Old Court	2							
	Cockeysville	2							
	Pikesville	2							
	Pine Grove	1							
	Dumbarton	1							
		1271							

Woodlawn Middle School Boundary And Middle School Student Distribution: 9/30/05



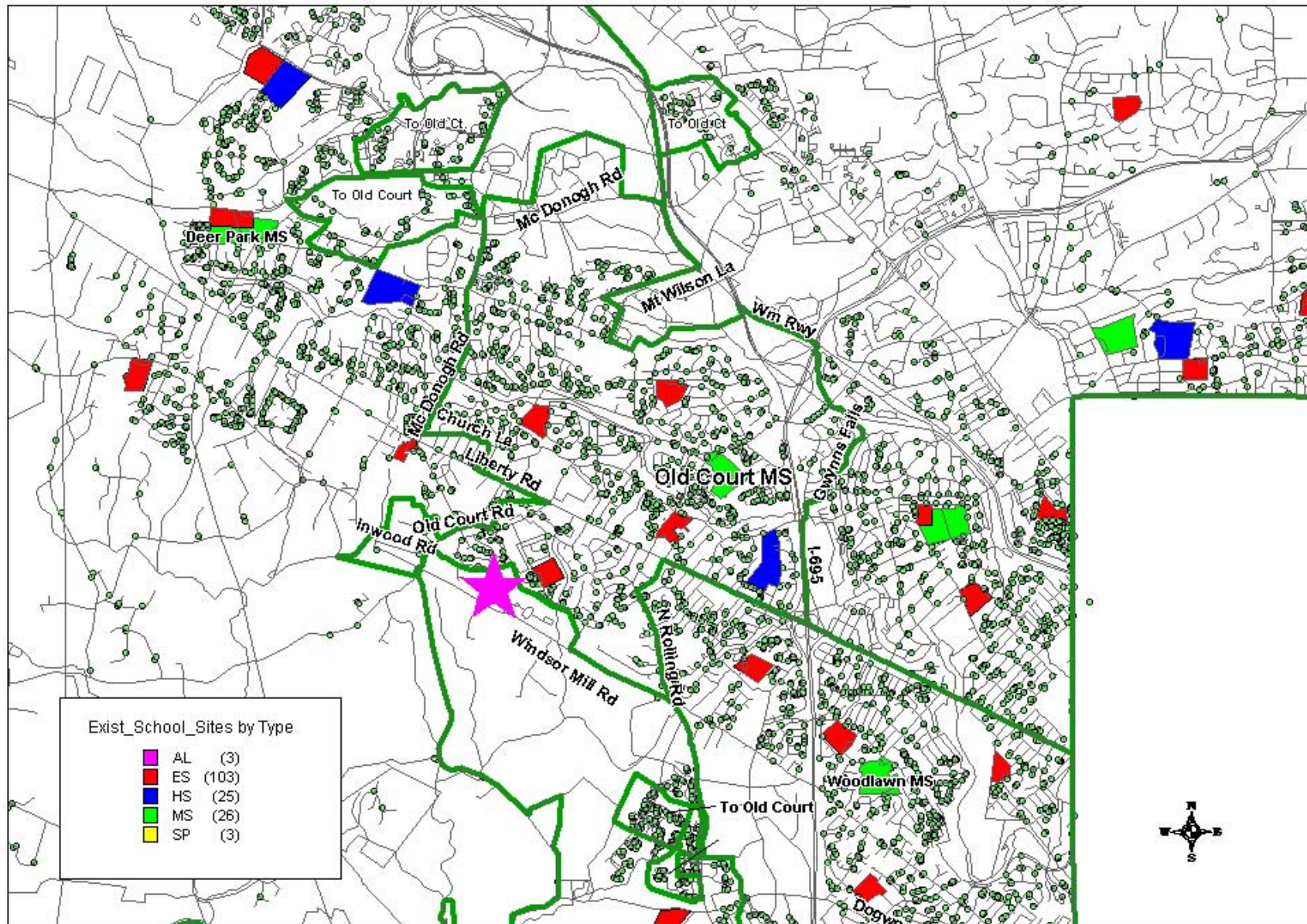
School	Woodlawn Middle School			Capacity =	1015
	<u>Student Enrollment as of 9/30/05</u>				
Sex		Race		Grade	
Male	401	Am. Ind.	1		
Female	<u>349</u>	Asian	1	6	229
Total	750	Af. Am.	714	7	251
		Caucasian	8	8	270
		Hispanic	14	Total	750
		Multi-Racial	<u>12</u>		
		Total	750		
		Minority %	98.93%	+/- Capacity	-265
<u>Out-of -boundary students</u>					
	School				
	Deer Park	1			
	Franklin	2			
	Middle River	1			
	Old Court	4			
	Pikesville	1			
	Southwest Academy	<u>6</u>			
		15			
	Ungeocoded	<u>1</u>			
		16			
	<u>Sort of students resident in boundary, eligible to attend</u>				
	Sex		Race		Grade
	Male	539	Am. Ind.	3	
	Female	<u>515</u>	Asian	7	6 327
	Total	1054	Af. Am.	989	7 361
			Caucasian	21	8 366
			Hispanic	19	Total 1054
			Multi-Racial	<u>15</u>	
			Total	1054	
			Minority %	98.01%	+/- Capacity 39
<u>Middle Schools attended by resident students, 2005-2006 school year</u>					
	School				
	Woodlawn	734			
	Sudbrook	102			
	Dumbarton	57			
	Ridgely	49			
	Cockeysville	22			
	Lansdowne	18			
	Deer Park	16			
	Southwest Academy	12			
	Loch Raven Academy	10			
	Catonsville	8			
	Arbutus	7			
	Old Court	6			
	Pine Grove	4			
	Franklin	2			
	Hereford	2			
	General John Stricker	2			
	Pikesville, Perry Hall, Golden Ring	<u>3</u>			
		1054			

Deer Park Middle School Boundary And Middle School Student Distribution: 9/30/05

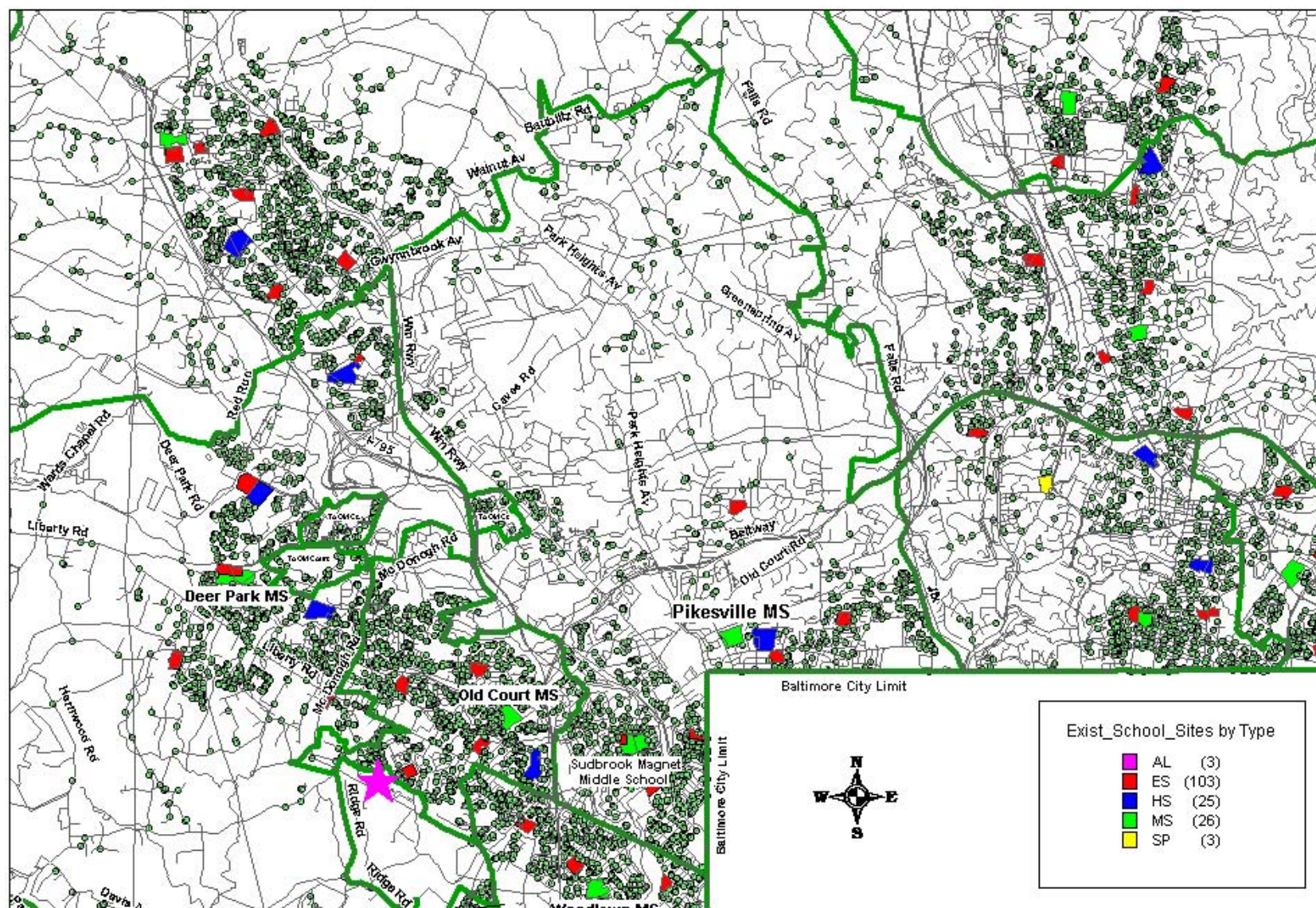


School <u>Deer Park Middle Magnet School</u>					Capacity = <u>1368</u>				
<u>Student Enrollment as of 9/30/05</u>					<u>Sort of students resident in boundary, eligible to attend</u>				
Sex		Race		Grade	Sex		Race		Grade
Male	671	Am. Ind.	6		Male	698	Am. Ind.	6	
Female	<u>677</u>	Asian	25	6	Female	<u>709</u>	Asian	39	6
Total	1348	Af. Am.	1202	7	Total	1407	Af. Am.	1195	7
		Caucasian	60	8			Caucasian	97	8
		Hispanic	23	Total			Hispanic	30	Total
		Multi-Racial	<u>32</u>	1348			Multi-Racial	<u>40</u>	1407
		Total	1348				Total	1407	
		Minority %	95.55%	+/- Capacity			Minority %	93.11%	+/- Capacity
				-20					39
<u>Out-of -boundary students</u>					<u>Middle Schools attended by resident students, 2005-2006 school year</u>				
	School					School			
	Arbutus	2				Deer Park	1206		
	Franklin	17				Sudbrook	172		
	Old Court	89				Franklin	13		
	Pikesville	9				Pikesville	6		
	Southwest Academy	3				Old Court	2		
	Sparrows Point	1				Cockeysville	2		
	Stemmers Run	1				Woodlawn	1		
	Woodlawn	<u>16</u>				Ridgely	1		
		138				Hereford	1		
	Un-Geocoded	<u>4</u>				Pine Grove	1		
		142				Perry Hall	1		
						Arbutus	<u>1</u>		
							1407		

Old Court Middle School Boundary And Middle School Student Distribution: 9/30/05



Pikesville Middle School Boundary And Middle School Student Distribution: 9/30/05



School	Pikesville Middle School			Capacity =	1070
<u>Student Enrollment as of 9/30/05</u>					
Sex		Race		Grade	
Male	557	Am. Ind.	5		
Female	482	Asian	34	6	332
Total	1039	Af. Am.	617	7	329
		Caucasian	335	8	378
		Hispanic	23	Total	1039
		Multi-Racial	25		
		Total	1039		
		Minority %	67.76%	+/- Capacity	-31
<u>Out-of -boundary students</u>					
	School				
	Arbutus	1			
	Deer Park	6			
	Franklin	8			
	Loch Raven Academy	1			
	Old Court	18			
	Pine Grove	1			
	Southwest Academy	2			
	Woodlawn Middle	1			
		38			
	Un-geocoded	6			
		44			

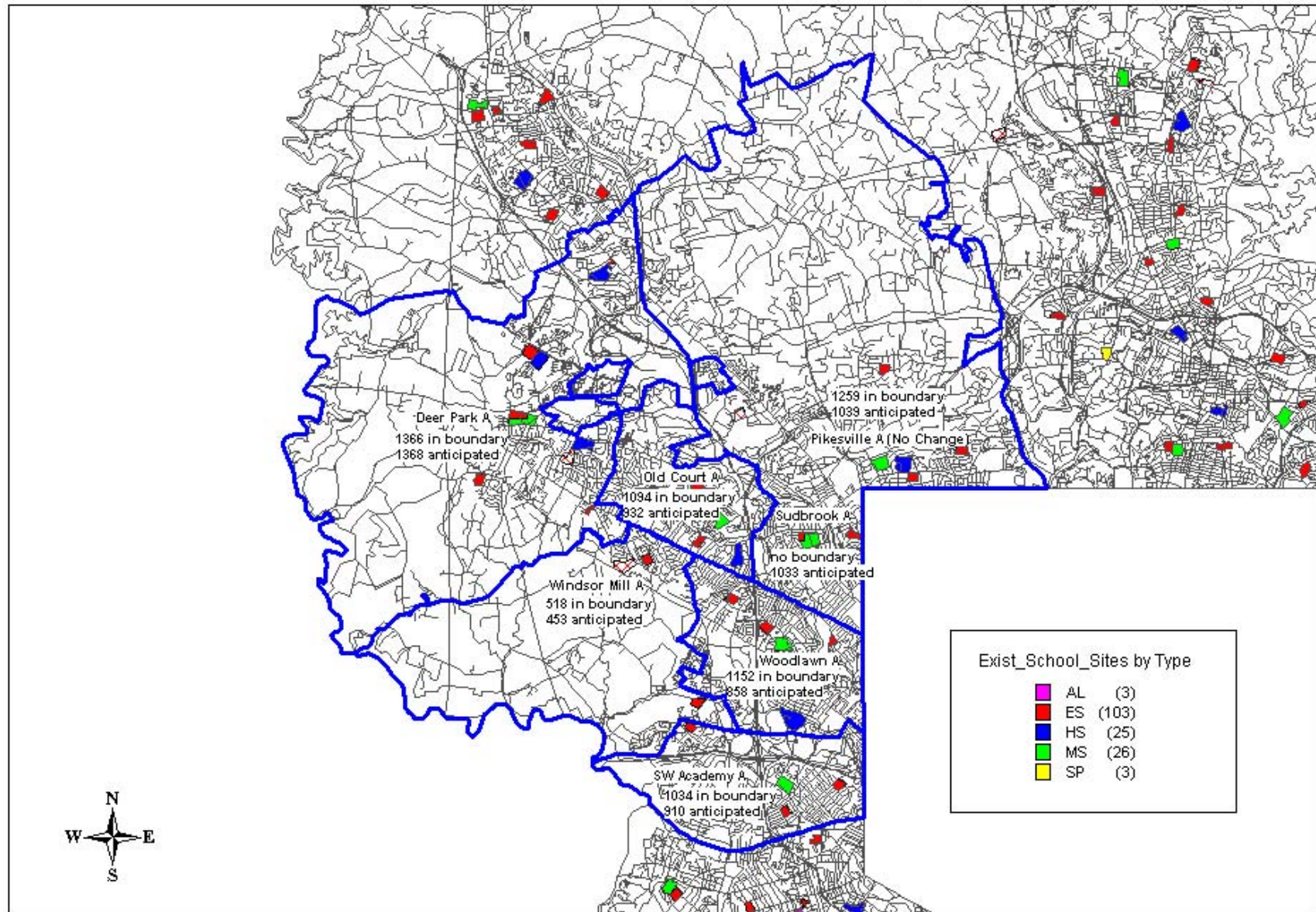
<u>Sort of students resident in boundary, eligible to attend</u>					
Sex		Race		Grade	
Male	654	Am. Ind.	6		
Female	605	Asian	51	6	403
Total	1259	Af. Am.	694	7	402
		Caucasian	438	8	454
		Hispanic	36	Total	1259
		Multi-Racial	34		
		Total	1259		
		Minority %	65.21%	+/- Capacity	189
<u>Middle Schools attended by resident students, 2005-2006 school year</u>					
	School				
	Pikesville	995			
	Sudbrook	195			
	Dumbarton	36			
	Old Court	11			
	Deer Park	9			
	Franklin	5			
	Southwest Academy	1			
	Woodlawn	1			
	Ridgely	1			
	Cockeysville	1			
	Holabird	1			
	Lansdowne	1			
	Golden Ring	1			
	Stemmers Run	1			
		1259			

School	Sudbrook Magnet Middle School			Capacity =	1060	
<u>Student Enrollment as of 9/30/05</u>						
Sex		Race		Grade		
Male	442	Am. Ind.	3			
Female	591	Asian	51	6	377	
Total	1033	Af. Am.	540	7	331	
		Caucasian	376	8	325	
		Hispanic	34	Total	1033	
		Multi-Racial	29			
		Total	1033			
		Minority %	63.60%	+/- Capacity	-27	
<u>Out-of -boundary students</u>						
	School					
	Arbutus	75				
	Catonsville	52				
	Deer Park	172				
	Dumbarton	1				
	Dundalk	1				
	Franklin	162				
	Lansdowne	1				
	Loch Raven Academy	1				
	Middle River Middle	1				
	Old Court Middle	179				
	Perry Hall Middle	1				
	Pikesville Middle	195				
	Pine Grove Middle	1				
	Southwest Academy	85				
	Stemmers Run Middle	1				
	Woodlawn Middle	102				
	Ungeocoded	3				
		1033				

<u>Sort of students resident in boundary, eligible to attend</u>				NONE	
Sex		Race		Grade	
Male		Am. Ind.			
Female		Asian		6	
Total	0	Af. Am.		7	
		Caucasian		8	
		Hispanic		Total	0
		Multi-Racial			
		Total	0		
		Minority %	#DIV/0!	+/- Capacity	-1060

<u>Middle Schools attended by resident students, 2005-2006 school year</u>			
	School	NONE	(No Boundary)

Windsor Mill Scenario "A" Boundaries of Cluster Schools: No Change for Pikesville or Sudbrook



What if proposed boundary scenario "A" was in effect this year?

Hypothetical enrollments assume that students are currently attending districted schools or would relocate to their new districted schools. Those attending out-of-area schools by choice or for special programs (magnet, special education centers) would continue to do so. Current out-of-boundary attending remain.

Hypothetical enrollments assume that all students residing in each new boundary would attend their districted school and that no out-of-boundary students would be enrolled.

Current Cluster Schools	Admin. Area	The Enrollment Picture						The Residency Picture					The Choice Factor		
		State Rated Capacity '05	Hypothetical FTE Enrollment	Hypothetical Over/Under Capacity	% Minority Enrollment	% IEP Students	% F/R Lunch El.	FTE Students Living in Boundary	Potential +/- Capacity	% Minority Enrollment	% IEP Students	% F/R Lunch El.	In-Boundary Attending This School	Out-of-Cluster Attending This School	In-Boundary to Other BCPS**
Southwest Academy	SW	1112	910	-202	94.84%	13.30%	52.64%	1034	-78	93.42%	14.51%	52.03%	894	6	140
Woodlawn Middle	SW	1015	858	-157	98.37%	13.40%	65.73%	1152	137	98.09%	12.93%	61.28%	735	3	417
Deer Park Middle	NW	1368	1206	-162	95.27%	11.11%	43.37%	1366	-2	93.34%	10.03%	40.19%	1175	24	191
Old Court Middle	NW	1124	932	-192	97.42%	13.84%	53.90%	1094	-30	96.61%	12.16%	49.18%	828	4	272
Pikesville Middle	NW	1070	1039	-31	67.76%	11.26%	37.54%	1259	189	65.21%	10.00%	34.31%	995	44	264
Sudbrook Magnet Middle	NW	1060	1033	-27	63.60%	3.00%	20.33%						736	297	0
Windsor Mill Middle	SW	715	453	-262	96.69%	15.23%	60.71%	518	-197	96.72%	14.67%	56.18%	453	0	65
		7464	6431	-1033	87.71%	11.59%	47.75%	6423	19	90.57%	12.38%	48.86%	5816	378	1349

A State Rated Capacity of 7464 for schools in this cluster, including Sudbrook and Windsor Mill, could serve 6718 students and be at 90% of capacity.
The number of students currently enrolled in BCPS residing within the cluster is 6423. With 297 students attending Sudbrook from OUTSIDE this cluster, the total students currently eligible to attend would be 6720 with Scenario "A" in place this year. The cluster would be at 90.03% of capacity.

Current Cluster Schools	Admin. Area	State Rated Capacity '05	Relocatable Classrooms On Site	Relocatable Seats On Site
Southwest Academy	SW	1112	10	250
Woodlawn Middle	SW	1015	4	100
Deer Park Middle	NW	1368	1	25
Old Court Middle	NW	1124	2	50
Pikesville Middle	NW	1070	4	100
Sudbrook Magnet Middle*	NW	1060	0	0

525 Relocatables on cluster school sites

Positives:

- Dogwood Elementary and Winfield Elementary would be 100% feeders to Windsor Mill Middle.
- All schools would be operating within capacity given the students likely to attend with current choice patterns continuing

Negatives:

- Numbers of BCPS students residing within Woodlawn Middle and Pikesville Middle boundaries and therefore eligible to attend these schools would still exceed capacity
- Numbers of BCPS students residing within Deer Park Middle and Old Court Middle boundaries and therefore eligible to attend these schools would be close to their capacity
- Woodlawn Middle Middle and Southwest Academy would each have one feeder elementary school sending a small number of children to a different districted middle school.

Summary:

-Enrollment projections indicate that even with the addition of the Windsor Mill Middle School seats, the entire cluster, including Sudbrook and Windsor Mill will have an enrollment 91.45% of capacity by 2010. Without Windsor Mill, the collective enrollment of the schools is anticipated to be 101.14% of capacity.

		Five-Year Enrollment Projections Developed in December, 2004											
		Capacity '05	2006 Total	2006 FTE	2007 Total	2007 FTE	2008 Total	2008 FTE	2009 Total	2009 FTE	2010 Total	2010 FTE	FTE-Cap. '10
Southwest Academy	SW	1112	1222	1222	1249	1249	1267	1267	1281	1281	1275	1275	163
Woodlawn Middle	SW	1015	838	838	793	793	773	773	761	761	764	764	-251
Deer Park Middle	NW	1368	1390	1390	1426	1426	1474	1474	1480	1480	1420	1420	52
Old Court Middle	NW	1124	1168	1168	1106	1106	1149	1149	1216	1216	1269	1269	145
Pikesville Middle	NW	1070	1032	1032	1035	1035	1045	1045	1061	1061	1078	1078	8
Sudbrook Magnet Middle	NW	1060	1020	1020	1020	1020	1020	1020	1020	1020	1020	1020	-40
		6749	6670	6670	6629	6629	6728	6728	6819	6819	6826	6826	77 Without Windsor Mill
Windsor Mill Middle	SW	715											
		7464	Schools would be at 91.45% of capacity in 2010 with Windsor Mill Middle										-638 With Windsor Mill

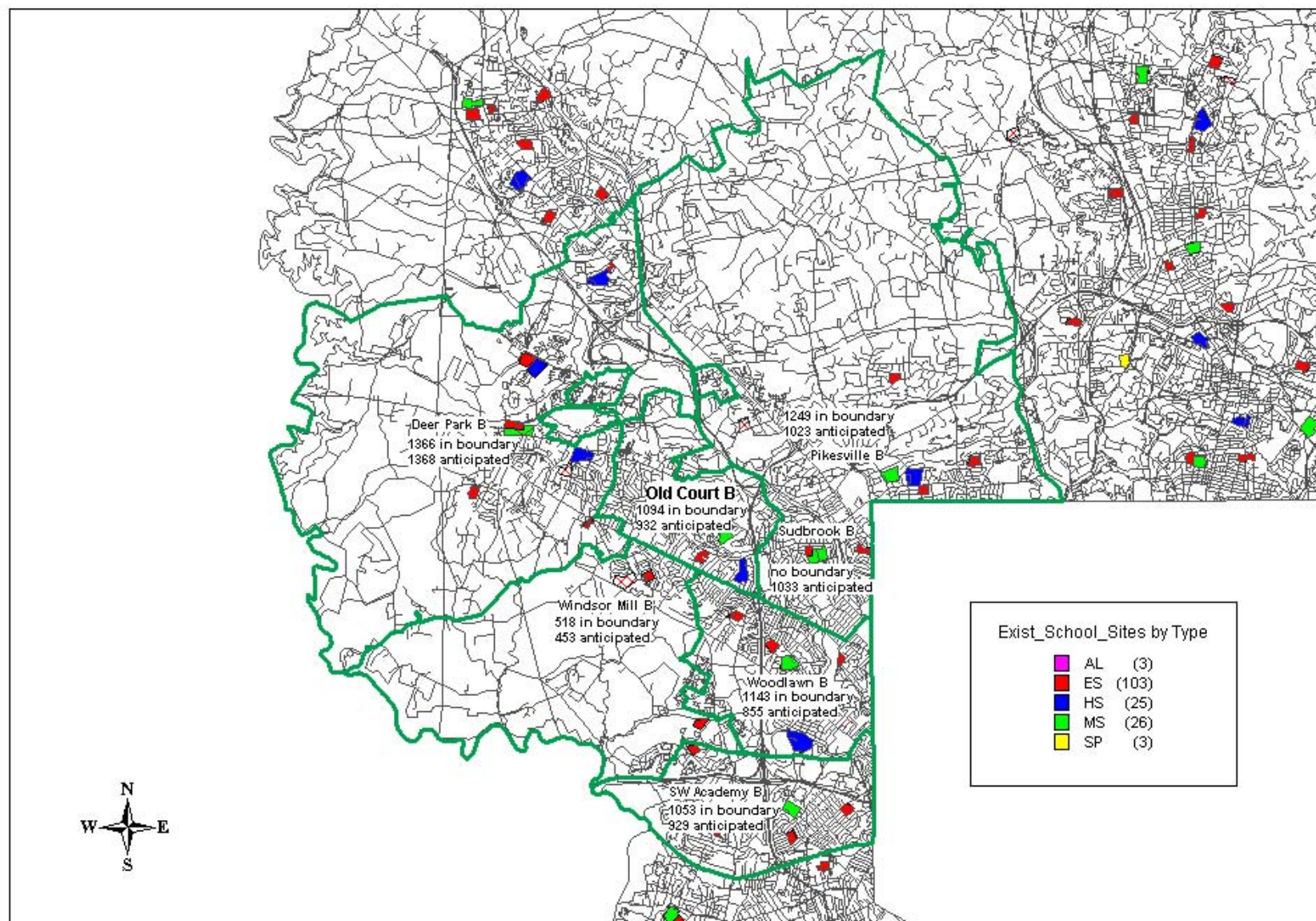
Schools would be at 91.45% of capacity in 2010 with Windsor Mill Middle

-638 With Windsor Mill

Without Windsor Mill Middle, schools in this cluster would be at 101.14% of capacity by 2010.

Current projections reflect the continuance of existing magnet choices, special permission transfers, and placement of special programs. The opening of a new school and the boundary adjustments for schools in the cluster may affect future applications to magnet programs, requests for special permission transfers and other school choice initiatives which affect enrollments.

Windsor Mill Scenario "B" Boundaries of Cluster Schools



What if proposed boundary scenario "B" was in effect this year?

Hypothetical enrollments assume that students are currently attending districted schools or would relocate to their new districted schools. Those attending out-of-area schools by choice or for special programs (magnet, special education centers) would continue to do so. Current out-of-boundary attending remain.

Hypothetical enrollments assume that all students residing in each new boundary would attend their districted school and that no out-of-boundary students would be enrolled.

Current Cluster Schools	Admin. Area	The Enrollment Picture						The Residency Picture					The Choice Factor		
		State Rated Capacity '05	Hypothetical FTE Enrollment	Hypothetical Over/Under Capacity	% Minority Enrollment	% IEP Students	% F/R Lunch El.	FTE Students Living in Boundary	Potential +/- Capacity	% Minority Enrollment	% IEP Students	% F/R Lunch El.	In-Boundary Attending This School	Out-of-Cluster Attending This School	In-Boundary to Other BCPS**
Southwest Academy	SW	1112	929	-183	94.71%	13.38%	52.92%	1053	-59	93.35%	14.62%	52.33%	896	6	140
Woodlawn Middle	SW	1015	855	-160	98.59%	13.38%	66.08%	1143	128	98.25%	12.77%	61.24%	722	3	417
Deer Park Middle	NW	1368	1206	-162	95.27%	11.11%	43.37%	1366	-2	93.34%	10.03%	40.19%	1175	24	191
Old Court Middle	NW	1124	932	-192	97.42%	13.84%	53.90%	1094	-30	96.61%	12.16%	49.18%	828	4	272
Pikesville Middle	NW	1070	1023	-47	68.04%	11.47%	37.35%	1249	179	64.93%	10.01%	34.02%	986	44	264
Sudbrook Magnet Middle	NW	1060	1033	-27	63.60%	3.00%	20.33%						736	297	0
Windsor Mill Middle	SW	715	453	-262	96.69%	15.23%	60.71%	518	-197	96.72%	14.67%	56.18%	453	0	65
		7464	6431	-1033	87.76%	11.63%	47.81%	6423	19	90.53%	12.38%	48.86%	5796	378	1349

A State Rated Capacity of 7464 for schools in this cluster, including Sudbrook and Windsor Mill, could serve 6718 students and be at 90% of capacity. The number of students currently enrolled in BCPS residing within the cluster is 6423. With 297 students attending Sudbrook from OUTSIDE this cluster, the total students currently eligible to attend would be 6720 with Scenario "B" in place this year. The cluster would be at 90.03% of capacity.

Current Cluster Schools	Admin. Area	State Rated Capacity '05	Relocatable Classrooms On Site	Relocatable Seats On Site
Southwest Academy	SW	1112	10	250
Woodlawn Middle	SW	1015	4	100
Deer Park Middle	NW	1368	1	25
Old Court Middle	NW	1124	2	50
Pikesville Middle	NW	1070	4	100
Sudbrook Magnet Middle*	NW	1060	0	0

525 Relocatables on cluster school sites

Positives:

- Dogwood Elementary and Winfield Elementary would be 100% feeders to Windsor Mill Middle.
- All schools would be operating within capacity given the students likely to attend with current choice patterns continuing
- Woodlawn Middle Middle and Southwest Academy would each serve four elementary schools that would be 100% feeders to Woodlawn and SW Acad.

Negatives:

- Numbers of BCPS students residing within Woodlawn Middle and Pikesville Middle boundaries and therefore eligible to attend these schools would still exceed capacity
- Numbers of BCPS students residing within Deer Park Middle and Old Court Middle boundaries and therefore eligible to attend these schools would be close to their capacity

Summary:

-Enrollment projections indicate that even with the addition of the Windsor Mill Middle School seats, the entire cluster, including Sudbrook and Windsor Mill will have an enrollment 91.45% of capacity by 2010. Without Windsor Mill, the collective enrollment of the schools is anticipated to be 101.14% of capacity.

		Five-Year Enrollment Projections Developed in December, 2004											
		Capacity '05	2006 Total	2006 FTE	2007 Total	2007 FTE	2008 Total	2008 FTE	2009 Total	2009 FTE	2010 Total	2010 FTE	FTE-Cap. '10
Southwest Academy	SW	1112	1222	1222	1249	1249	1267	1267	1281	1281	1275	1275	163
Woodlawn Middle	SW	1015	838	838	793	793	773	773	761	761	764	764	-251
Deer Park Middle	NW	1368	1390	1390	1426	1426	1474	1474	1480	1480	1420	1420	52
Old Court Middle	NW	1124	1168	1168	1106	1106	1149	1149	1216	1216	1269	1269	145
Pikesville Middle	NW	1070	1032	1032	1035	1035	1045	1045	1061	1061	1078	1078	8
Sudbrook Magnet Middle	NW	1060	1020	1020	1020	1020	1020	1020	1020	1020	1020	1020	-40
6749			6670	6670	6629	6629	6728	6728	6819	6819	6826	6826	77 Without Windsor Mill
Windsor Mill Middle	SW	715											
7464													-638 With Windsor Mill

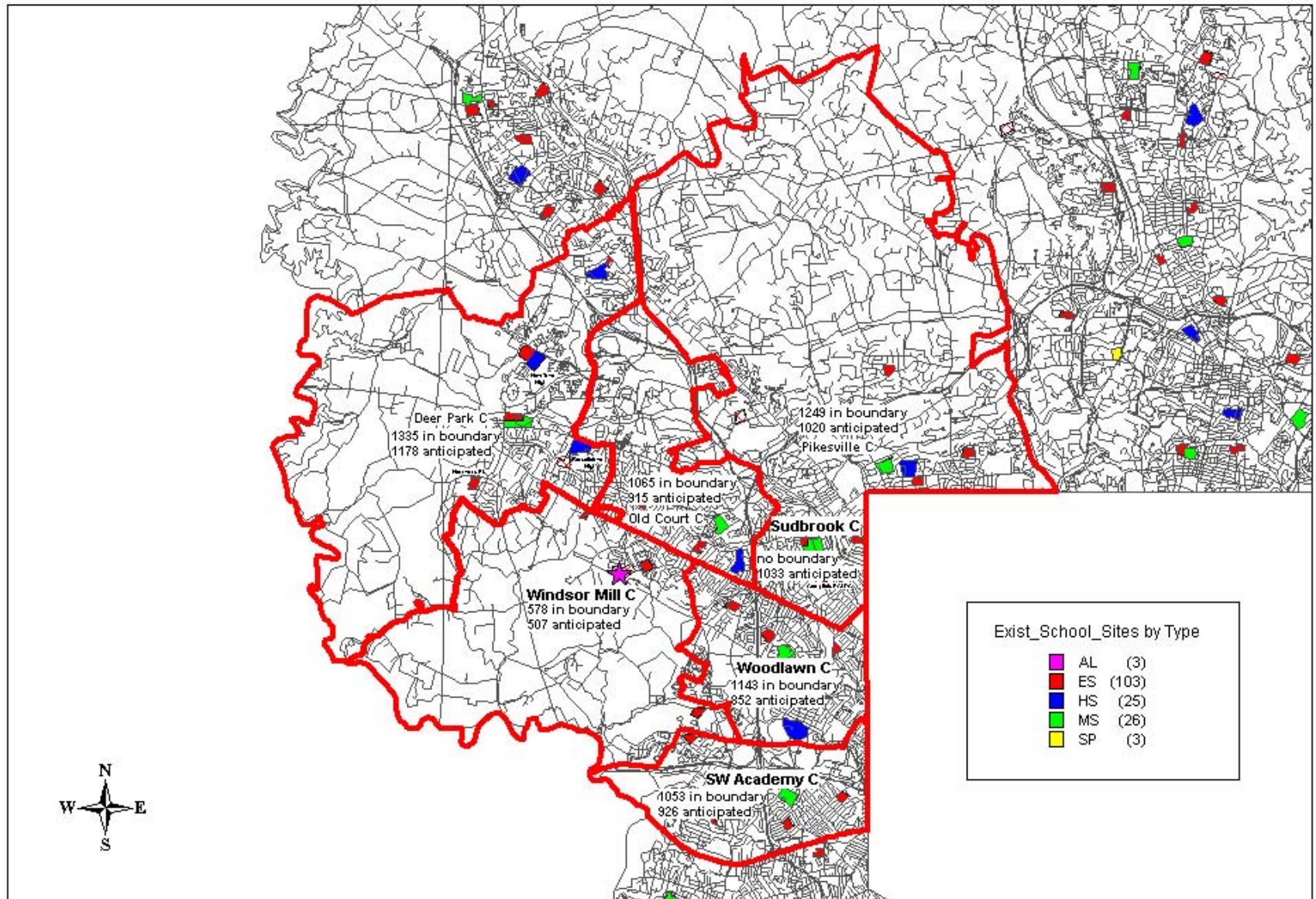
Schools would be at 91.45% of capacity in 2010 with Windsor Mill Middle

-638 With Windsor Mill

Without Windsor Mill Middle, schools in this cluster would be at 101.14% of capacity by 2010.

Current projections reflect the continuance of existing magnet choices, special permission transfers, and placement of special programs. The opening of a new school and the boundary adjustments for schools in the cluster may affect future applications to magnet programs, requests for special permission transfers and other school choice initiatives which affect enrollments.

Windsor Mill Scenario "C" Boundaries of Cluster Schools



What if proposed boundary scenario "C" was in effect this year?

Hypothetical enrollments assume that students are currently attending districted schools or would relocate to their new districted schools. Those attending out-of-area schools by choice or for special programs (magnet, special education centers) would continue to do so. Current out-of-boundary attending remain.

Hypothetical enrollments assume that all students residing in each new boundary would attend their districted school and that no out-of-boundary students would be enrolled.

Current Cluster Schools	Admin. Area	The Enrollment Picture						The Residency Picture					The Choice Factor		
		State Rated Capacity '05	Hypothetical FTE Enrollment	Hypothetical Over/Under Capacity	% Minority Enrollment	% IEP Students	% F/R Lunch El.	FTE Students Living in Boundary	Potential +/- Capacity	% Minority Enrollment	% IEP Students	% F/R Lunch El.	In-Boundary Attending This School	Out-of-Cluster Attending This School	In-Boundary to Other BCPS**
Southwest Academy	SW	1112	926	-186	94.71%	13.38%	52.92%	1053	-59	93.35%	14.62%	52.33%	896	6	140
Woodlawn Middle	SW	1015	852	-163	98.59%	13.38%	66.08%	1143	128	98.25%	12.77%	61.24%	722	3	417
Deer Park Middle	NW	1368	1178	-190	95.57%	11.50%	43.20%	1335	-33	93.56%	10.33%	39.74%	1119	24	216
Old Court Middle	NW	1124	915	-209	97.26%	13.83%	54.67%	1065	-59	96.43%	12.95%	49.86%	801	4	264
Pikesville Middle	NW	1070	1020	-50	68.04%	11.47%	37.35%	1249	179	65.39%	9.99%	34.20%	986	44	247
Sudbrook Magnet Middle	NW	1060	1033	-27	63.60%	3.00%	20.33%						736	297	0
Windsor Mill Middle	SW	715	507	-208	96.25%	14.79%	58.97%	578	-137	96.36%	13.49%	54.15%	504	0	74
		7464	6431	-1033	87.72%	11.62%	47.65%	6423	19	90.56%	12.36%	48.59%	5764	378	1358

A State Rated Capacity of 7464 for schools in this cluster, including Sudbrook and Windsor Mill, could serve 6718 students and be at 90% of capacity. The number of students currently enrolled in BCPS residing within the cluster is 6423. With 297 students attending Sudbrook from OUTSIDE this cluster, the total students currently eligible to attend would be 6720 with Scenario "C" in place this year. The cluster would be at 90.03% of capacity.

Current Cluster Schools	Admin. Area	State Rated Capacity '05	Relocatable Classrooms On Site	Relocatable Seats On Site
Southwest Academy	SW	1112	10	250
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Deer Park Middle	NW	1368	1	25
Old Court Middle	NW	1124	2	50
Pikesville Middle	NW	1070	4	100
Sudbrook Magnet Middle*	NW	1060	0	0

525 Relocatables on cluster school sites

Positives:

- Dogwood Elementary and Winfield Elementary would be 100% feeders to Windsor Mill Middle.
- All schools would be operating within capacity given the students likely to attend with current choice patterns continuing
- Woodlawn Middle Middle and Southwest Academy would each serve four elementary schools that would be 100% feeders to Woodlawn and SW Acad.
- All satellite boundary areas for involved schools are eliminated. Each school has a single boundary.

Negatives:

- Numbers of BCPS students residing within Woodlawn Middle and Pikesville Middle boundaries and therefore eligible to attend these schools would still exceed capacity

Summary:

-Enrollment projections indicate that even with the addition of the Windsor Mill Middle School seats, the entire cluster, including Sudbrook and Windsor Mill will have an enrollment 91.45% of capacity by 2010. Without Windsor Mill, the collective enrollment of the schools is anticipated to be 101.14% of capacity.

		Five-Year Enrollment Projections Developed in December, 2004											
		Capacity '05	2006 Total	2006 FTE	2007 Total	2007 FTE	2008 Total	2008 FTE	2009 Total	2009 FTE	2010 Total	2010 FTE	FTE-Cap. '10
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Schools would be at 91.45% of capacity in 2010 with Windsor Mill Middle

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Without Windsor Mill Middle, schools in this cluster would be at 101.14% of capacity by 2010.

Current projections reflect the continuance of existing magnet choices, special permission transfers, and placement of special programs. The opening of a new school and the boundary adjustments for schools in the cluster may affect future applications to magnet programs, requests for special permission transfers and other school choice initiatives which affect enrollments.

Glossary of Key Terms

boundary-	The perimeter of the geographic area assigned to one school
capacity-	The number of students to be served by a school, based on the State Rated Capacity formula adopted by the MSDE (Number of regular classrooms X 25 seats X 85%) + (Number of special education classrooms X 10 X 100%). The capacity reflects space available in the building proper, including modular additions, It does not include relocatable classrooms
enrollment-	The total number of students enrolled in a school (head count)
projection-	The number of students anticipated to be enrolled in a school in the future, based on past enrollments, current enrollment, and anticipated trends within the school district
satellite-	A portion of a school boundary not contiguous to the boundary proper. This may consist of neighborhood or development districted to the closest school with available space at the time that the development was built, or a portion of an old school district accommodated by another school after the original school closed
Windsor Mill Cluster-	Schools adjacent to the new Windsor Mill Middle school site or in close proximity that have been included in this boundary study, including Southwest Academy, Woodlawn Middle, Deer Park Middle, Old Court Middle, Pikesville Middle, and Sudbrook Magnet Middle