

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** August 12, 2008  
**TO:** **BOARD OF EDUCATION**  
**FROM:** Dr. Joe A. Hairston, Superintendent  
**SUBJECT:** **REPORT ON THE SOUTHEAST AREA UTILIZATION STUDY**  
**ORIGINATOR:** J. Robert Haines, Deputy Superintendent

**RESOURCE**  
**PERSON(S):** Michele Prumo, Executive Director,  
Department of Planning and Support Operations

**INFORMATION**

To inform the Board of Education of the recommendations for the Southeast area based on the *Southeast Area Utilization Study* that was conducted during school year 2007-2008.

# SOUTHEAST AREA UTILIZATION STUDY

## Executive Summary

### Purpose of the Study

The Baltimore County Public Schools is committed to using resources effectively and efficiently. This goal is addressed in the *Blueprint for Progress*, and reflected in Performance Indicator 8.18: “Reduce the number of schools in which full time equivalent enrollment of students exceeds seating capacity (state-rated capacity plus available relocatable seats).” In the southeast area, the number of schools which are over capacity or projected to be over capacity presented unique challenges; therefore, Baltimore County Public Schools contracted with Cropper GIS to conduct an area-wide enrollment and capacity study. The purpose of the study was to identify and analyze changes in student enrollment trends, residential development and population demographics within the specified geographic area. Cropper GIS was charged with preparing data analysis, conducting community forums, and compiling community input. A Study Committee was established and included volunteers from a broad cross-section of stakeholders in the southeast area. The results of the Cropper study were used to develop long-range recommendations and immediate action steps to address the over capacity issues in our southeast elementary and high schools.

### Long Term Recommendations

- Increase seating capacity in the various elementary school clusters.
  - Norwood Cluster (200 seats)
  - Deep Creek Cluster (200 seats)
  - Chase Cluster (300 seats)
- Renovate Sollers Point Technical High School to provide for the expansion of the Allied Health Program and the addition of a Diesel Engine Program.\*
- Renovate Dundalk High School to provide for the expansion of public safety programs.\*

\*Included in FY10 Capital Budget request

### Immediate Action Steps

- Investigate alternate locations for the ESOL program currently housed at Norwood Elementary School.
- Relieve overcrowding at Edgemere Elementary School in accordance with Policy1280, Boundary Changes.



## Acknowledgements

Cropper GIS extends appreciation to The Baltimore County Public Schools Board of Education for allowing us to perform this utilization study.

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

We also thank school district personnel in the Office of Strategic Planning for their ongoing support of this project:

Ghassan Shah, Planning Administrator  
Pamela Carter, Boundary Specialist  
Christopher Brocato, Planning Analyst.

Members of the Southeast Area School Utilization Study Committee, listed on the following page, contributed passion, expertise and untold hours to this project. Their commitment to the children and schools of Baltimore County and this study are greatly appreciated.

Sincerely,

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Emma Gorman, GIS Technician

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Maurisha White, Parent  
Shaine Henry, Teacher  
Tom Shouldice, Principal, Dundalk Middle  
Michelle Bosley, Parent  
Deb Smith, PTA President  
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**Edgemere/Sparrows Point**

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Fred Theiss, PTSA President  
Daryl Wolinski, Teacher  
John Foley, Principal, Sparrows Point Middle  
Bob Findley, Principal, Edgemere  
Greg Flach, Teacher  
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Linda Chapin, Principal, Mars Estates  
Barbara Tyler, Teacher  
Sarah Dexter-Thornton, Parent

**Chase**

Mary Ann Rigopoulos, Principal, Oliver Beach  
Carl Bailey, Parent  
Deb Kimmitt, Teacher  
Sharon Whitlock, Principal, Chase

**North Point**

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Kara Moran, Teacher  
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*Thank you for your hard work and dedication!*

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## Introduction

The Baltimore County Public Schools (BCPS) contracted with Cropper GIS to map and analyze recent changes in student enrollment trends, residential development and population demographics in the Southeast Area. BCPS also contracted Cropper GIS to facilitate a community process to examine facility and/or attendance boundary alternatives in this area. The goal was to recommend alternatives that maximize the space and use of Southeast Area schools.

## Southeast Area School Utilization Study Committee

Southeast Area School Utilization Study Committee members were volunteers who represented a broad cross-section of citizens in the Southeast Area. Committee members are identified in the Acknowledgements. Their purpose was to develop several program, facility and/or attendance boundary alternatives to address over-capacity issues among Southeast Area schools.

## Scope of Project

### Project Boundaries

This study was geographically limited to the Southeast Area. Elementary schools were the main focus.

### Goal and Objectives

The table on page 2 presents the study goal and objectives.

### Process

This utilization study consists of seven phases:

- Phase 1. Data Collection
- Phase 2. Data Analysis
- Phase 3. Reporting
- Phase 4. Southeast Area School Utilization Study Committee
- Phase 5. Community Dialogue
- Phase 6. Finalize Recommendations
- Phase 7. Board Presentation/Board Action

This summary includes findings through Phase 6.

### Phase 1. Data Collection

Data collection started in July 2007. This is a partial list of agencies that supplied data:

- Baltimore County Public Schools
- Maryland Department of Planning
- Baltimore County, Office of Planning
- Baltimore Metropolitan Council

### Phase 2. Data Analysis

Data were arranged, integrated and analyzed using ESRI's ArcInfo 9.2 GIS (geographic information systems) software. Data analysis was divided into five categories:

1. Southeast Area Schools
2. Student Migration and Enrollment vs. School Capacity.
3. Existing Housing Development Analysis.
4. New Housing Development Analysis.
5. Population Analysis.

### Phase 4. Southeast Area School Utilization Study Committee

The Committee played a lead role in developing recommendations. One of its first activities was to undertake a Strength-Weaknesses-Opportunities-Threats (SWOT) Analysis of the Southeast Area. Highlights from the Committee's analysis include noting such strengths as:

- Student diversity,
- Magnet schools,
- Parent involvement in schools,
- Strong sense of community,
- Affordable housing.

This committee met a total of four (4) times to review progress and findings between November 2007 through March 2008.

### Phase 5. Community Dialogue

Public forums were held at Chesapeake High School and Dundalk Middle School in February 2008. Each forum had three goals:

1. To review potential options and strategies that could be used to address capacity challenges in the Southeast Area in the future.
2. To have participants complete a questionnaire that provides input to the Board of Education.
3. To have participants join in small group discussions to provide feedback regarding Southeast Area schools.

Participants were given a short presentation and were asked to fill out an individual questionnaire and participate in a small group discussion. Also, the questionnaire was posted on the BCPS website. The forums were well attended, with over 550 responses, and many citizens submitted their ideas using the BCPS home page. Forum results are included in the Appendix.

### Phase 6. Finalize Recommendations

Following the forums, the Committee finalized its recommendations. These recommendations are presented in the cluster analysis section of this report.

### Phase 7. Board Presentation/Board Action

The final report will be presented at the August 2008 Board of Education meeting.

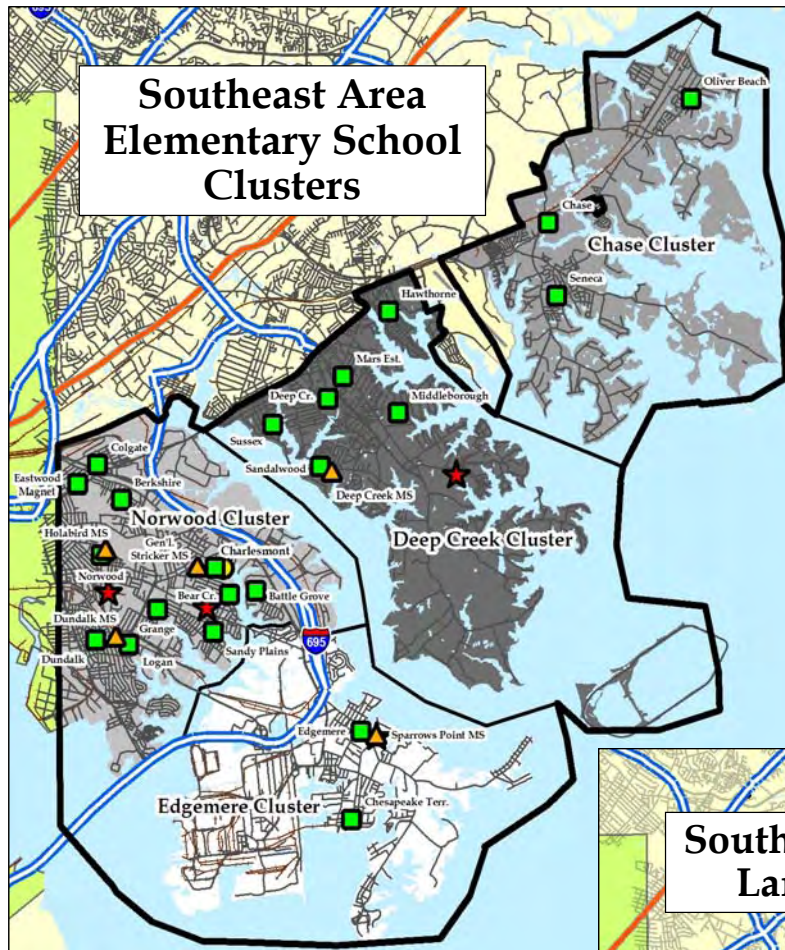
**The Baltimore County Public Schools  
Southeast Area School Utilization Study Executive Summary**

**April 2008**

<b>Goal and Objectives</b>					
<b>Goal:</b> To recommend facility and/or attendance boundary alternatives that will address over capacity issues among the schools of the Southeast Area.					
<b>Objective</b>	<b>Objective</b>	<b>Objective</b>	<b>Objective</b>	<b>Objective</b>	<b>Objective</b>
Fully engage the citizens of The Baltimore County Public Schools in this school utilization study process	Establish Community Advisory Committees to formulate facility and/or school boundary alternatives for consideration by the Board of Education	Facilitate meetings of the Community Advisory Committees and Executive Leadership team that follow Board Policy 1280 to promote community input	Collect/analyze data: <ul style="list-style-type: none"> <li>• Student migration &amp; demographics</li> <li>• Historic &amp; planned housing trends</li> <li>• Demographic data on the general population of the Southeast Area and surrounding region</li> </ul>	Report findings to citizens, volunteers and BCPS personnel and administration	Develop recommendations for school facility and/or attendance boundary alternatives.
					Develop recommendations in 3 parts: <ol style="list-style-type: none"> <li>1. 2-3 year action items</li> <li>2. 3-5 year action items.</li> <li>3. Long-term action items</li> </ol>
<b>Objective</b>	<b>Objective</b>	<b>Objective</b>			
Present recommendations to the Board for consideration and possible action.	Forge a long term relationship with the Baltimore County business community to support the ongoing planning processes of The Baltimore County Public Schools	Use this effort as a model school utilization study for the four other administrative areas in the BCPS			



**Cropper** G/S

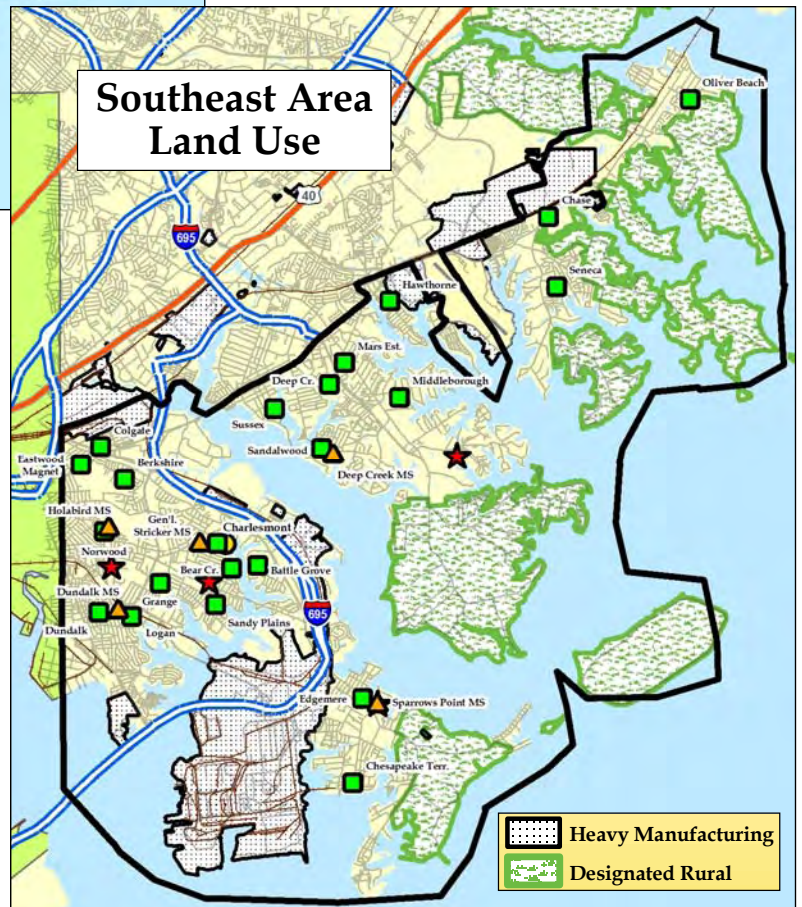


southernmost peninsula in the Southeast Area. North Point Peninsula was split into two clusters, the Norwood Cluster and the Edgemere Cluster.

In addition to the cluster analysis, capacity situations at Patapsco High School and Sollers Point High School were examined.

To build upon data presented in the Map Analysis section, land use was studied at a macro-level during the cluster analysis. Two land use categories, heavy manufacturing and designated rural, that may limit future residential development, impact school enrollment and effect recommendations were identified. These are shown in the map entitled, "Southeast Area Land Use."

Finally, complexity of implementation; potential costs; urgency of need based on capacity imbalance; and demonstrated public support were considered and weighed when developing and ranking the final recommendations.



**Elementary School Cluster Analysis and Recommendations**

A cluster analysis was conducted to develop and target recommendations to relieve over-capacity situations among elementary schools in the Southeast Area. A cluster analysis breaks down a large geographic region like the Southeast Area into small areas defined by shared geographic characteristics. The two shared characteristics for this cluster analysis were:

1. Peninsular Geography: The area's three peninsulas were used to define three broad clusters.
2. Elementary School Adjacency: Elementary schools close to each other were used to define four targeted clusters.

Noted in the Southeast Area Elementary School Cluster map, the only peninsula divided by elementary school adjacency was North Point Peninsula, the

**The Norwood Cluster**

*Defining the Challenge*

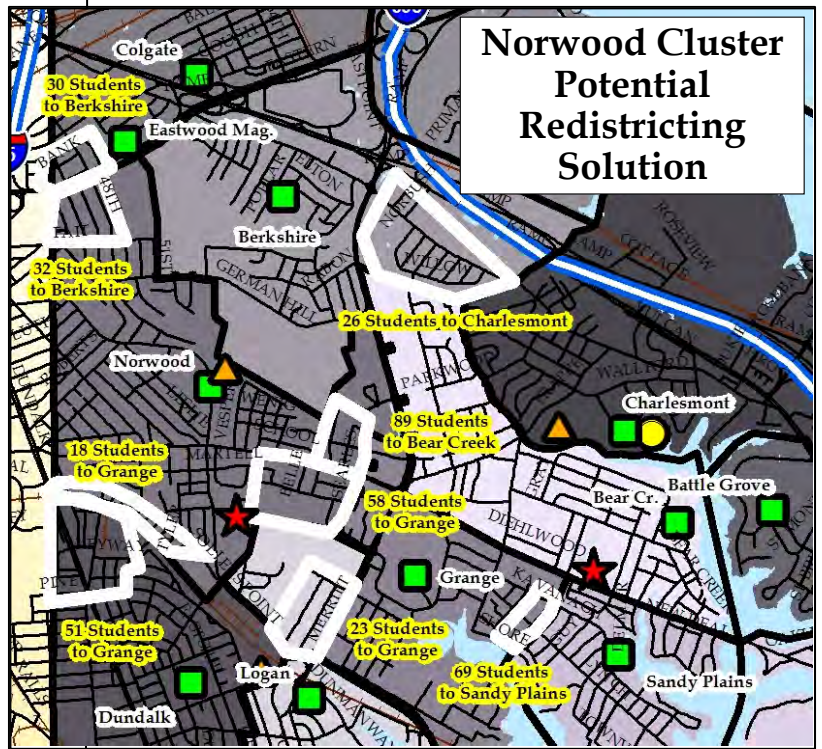
There are 4,412 elementary students in the Norwood Cluster and 5,111 seats, an overall capacity utilization of 86.32%. While this is a good level of use, school utilization is imbalanced. For example, Norwood Elementary School is operating at 122.40% capacity and Bear Creek Elementary is operating at 71.2% capacity.

Natural changes in elementary enrollment will not solve this imbalance without action. Dundalk Elementary is projected to be at 112.88% capacity in 2011-2012 while Charlesmont ES and Sandy Plains are projected to be at about 76% capacity.

*Potential Solution*

Redistricting elementary schools to balance enrollment has been identified as the best potential solution to address capacity imbalances in the Norwood Cluster.

It is proposed that 197 students be moved out of Norwood ES to Bear Creek ES (89 students), Grange ES (76 students) and Berkshire ES (32 students). This would bring Norwood's enrollment down to 83.69% of capacity from 122.40%. The map to the right depicts a conceptual school boundary adjustment to balance enrollments.



Norwood Cluster - Conceptual Scenario to Balance Enrollment					
School	FTE Enrl. 2007	Capacity	% of Capacity	Changes made to balance enrollment	% Capacity After Change
Norwood	623	509	122.40%	197 total students to Bear Creek (89), Grange (76), and Berkshire (32).	83.69%
Dundalk	577	590	97.80%	51 total students to Grange.	89.15%
Logan	493	517	95.36%	23 total students to Grange.	90.91%
Colgate	322	340	94.71%	30 total students to Berkshire.	85.88%
Battle Grove	304	377	80.64%	No changes made to Battle Grove.	80.64%
Charlesmont	335	426	78.64%	26 total students from Berkshire.	84.74%
Berkshire	319	408	78.19%	26 total students to Charlesmont. 62 total students from Norwood (32) and Colgate (30)	87.01%
Sandy Plains	515	677	76.07%	69 total students from Grange.	86.26%
Grange	346	477	72.54%	69 total students to Sandy Plains. 150 total students from Norwood (76), Dundalk (51), and Logan (23).	89.52%
Bear Creek	408	573	71.20%	89 total students from Norwood.	86.74%
Eastwood Mag.	170	217	78.34%	No change in magnet program.	
<b>Total</b>	<b>4,412</b>	<b>5,111</b>	<b>86.32%</b>		

Note: The Eastwood Center Elementary Magnet school does not have an attendance boundary.

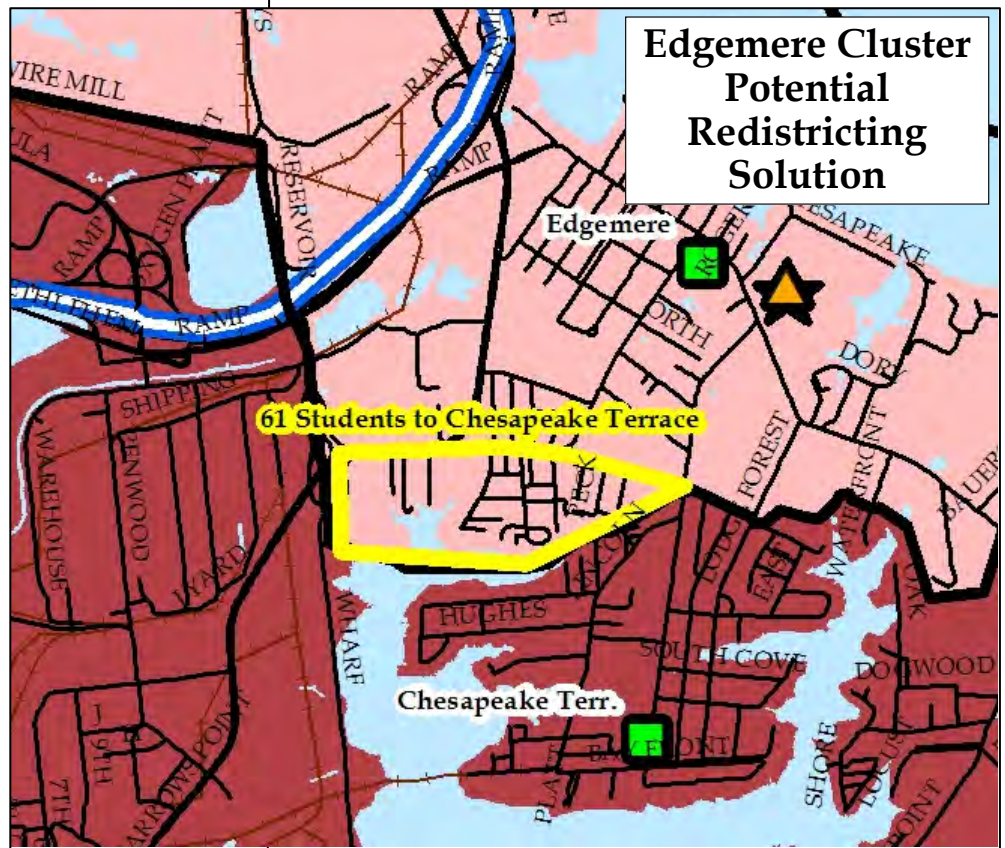
**The Edgemere Cluster**

Defining the Challenge

There are 699 elementary students in the Edgemere Cluster and 815 seats, which shows an overall capacity utilization of 85.77%. Like the Norwood Cluster, school utilization is imbalanced in the Edgemere Cluster. Edgemere ES is operating at 99.04% capacity and Chesapeake Terrace ES is operating at 61.99% capacity.

Potential Solution

Redistricting has been selected as the best potential solution to address capacity imbalances in the Edgemere Cluster. The potential redistricting scenario for the Edgemere Cluster impacts only one neighborhood.



Edgemere Cluster - Conceptual Scenario to Balance Enrollment					
School	FTE Enrl. 2007	Capacity	% of Capacity	Changes made to balance enrollment	% Capacity After Change
Edgemere	518	523	99.04%	61 total students to Chesapeake Terr.	87.38%
Chesapeake Terr.	181	292	61.99%	61 total students from Edgemere.	82.88%
<b>Total</b>	<b>699</b>	<b>815</b>	<b>85.77%</b>		

**The Deep Creek Elementary School Cluster**

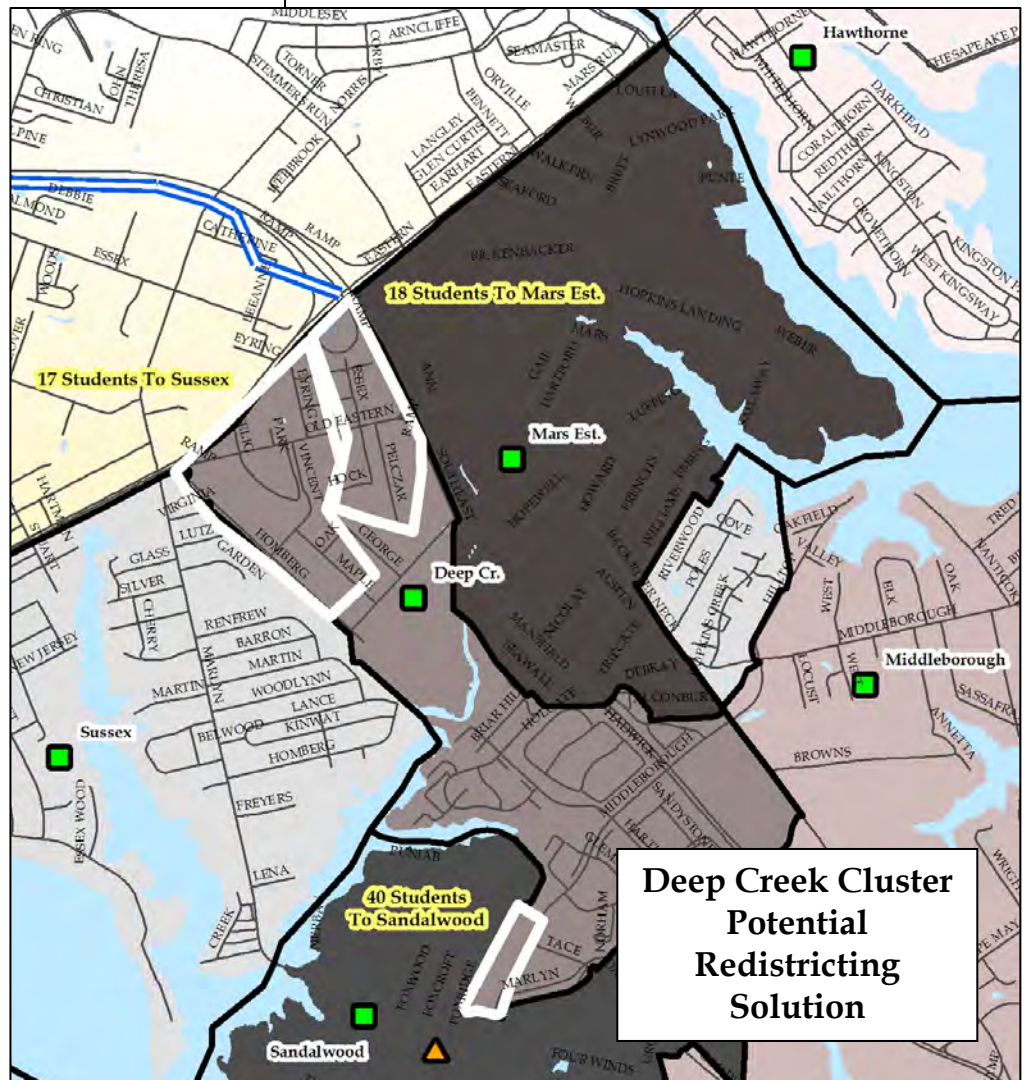
Defining the Challenge

The Deep Creek ES Cluster has 2,367 elementary students and 2,599 seats--an overall capacity utilization of 91.07%.

Deep Creek ES is operating at 115.49% capacity even without serving Pre-K or Kindergarten students in the cluster (these students attend Hawthorne ES). Sandalwood is operating at 83.58% capacity. Again, school utilization is imbalanced.

Potential Solution

While enrollment is not projected to increase significantly by the 2011-2012 school year in the Deep Creek ES Cluster, it will stay over 90% capacity. A redistricting scenario for the Deep Creek ES Cluster designed to bring balance to school enrollments is presented here, but redistricting alone cannot meet the capacity challenges in the Deep Creek ES Cluster. This is why a second recommendation is offered: Monitor long-term enrollment growth to determine if other relief strategies are necessary to add space in the Deep Creek ES Cluster.



**Deep Creek Cluster - Conceptual Scenario to Balance Enrollment**

School	FTE Enrl. 2007	Capacity	% of Capacity	Potential Changes to Balance Enrollment	% Capacity After Change
Deep Creek	425	368	115.49%	75 total students to Mars Estates (18), Sussex (17), and Sandalwood (40).	95.11%
Middleborough	277	291	95.19%	No changes made to Middleborough.	95.19%
Hawthorne	515	587	87.73%	No changes made to Hawthorne.	87.73%
Sussex	327	380	86.05%	17 total students from Deep Creek.	90.53%
Mars Estates	370	431	85.85%	18 total students from Deep Creek.	90.02%
Sandalwood	453	542	83.58%	40 total students from Deep Creek.	90.96%
<b>Total</b>	<b>2,367</b>	<b>2,599</b>	<b>91.07%</b>		

**The Chase Cluster**

Defining the Challenge

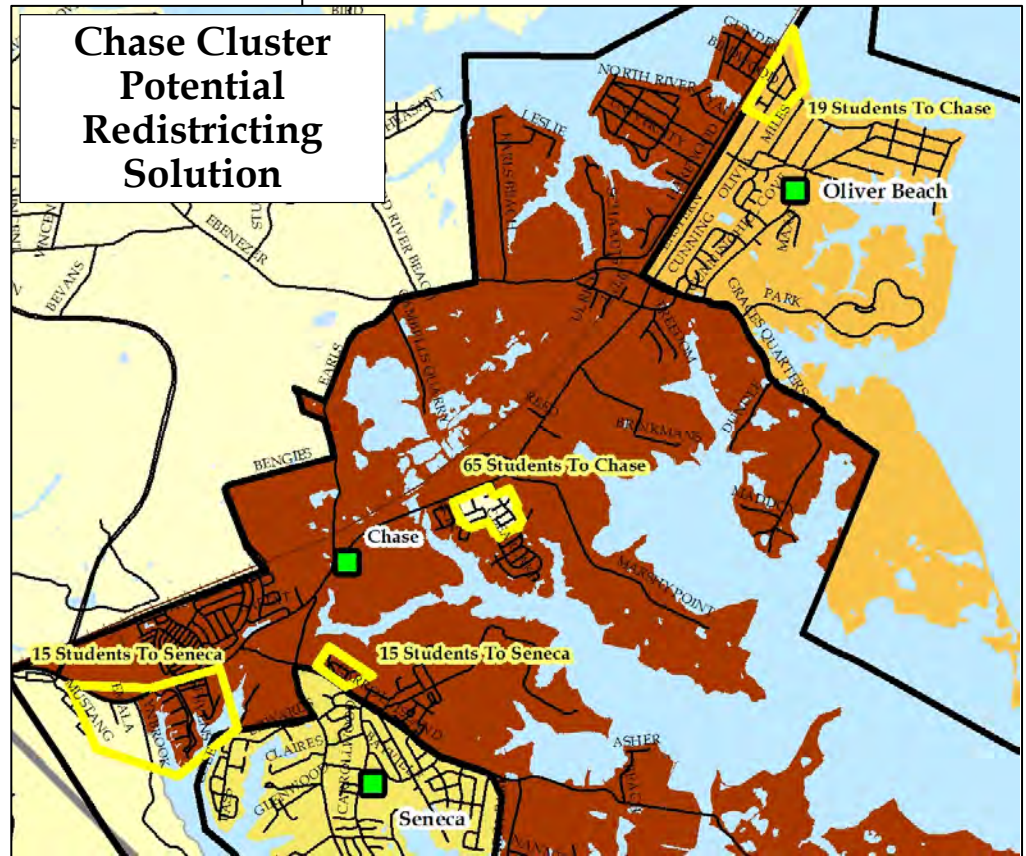
There are 963 elementary students in the Chase Cluster and 1,067 seats for an overall capacity utilization of 90.25%. Again, school utilization is not balanced--Oliver Beach ES is operating at 99.25% capacity and Chase ES is operating at 79.39% capacity.

Projected 2011-2012 enrollment for this area shows a gain of 69 students (963 currently vs. 1,032 in 2011-12), which results in an overall utilization of 96.72%.

Potential Solution

The recommendations for the Chase ES Cluster are the same as they are for the Deep Creep ES Cluster since the challenges are similar:

- redistrict elementary schools to balance enrollments, and
- monitor growth to determine if additional relief strategies are necessary over the long-term.



Chase Cluster: Conceptual Scenario to Balance Enrollment					
School	FTE Enrollment	Capacity	% of Capacity	Potential Changes to Balance Enrollment	% Capacity After Change
Oliver Beach	263	265	99.25%	19 total students to Chase.	92.08%
Seneca	388	409	94.87%	35 total students to Chase (65 students to Chase & 30 students from Chase).	86.31%
Chase	312	393	79.39%	54 total students gained. 19 students from Oliver Beach + 35 students from Seneca (30 students to Seneca & 65 students from Seneca).	93.13%
<b>Total</b>	<b>963</b>	<b>1,067</b>	<b>90.25%</b>		

**Patapsco High School**

Defining the Challenge

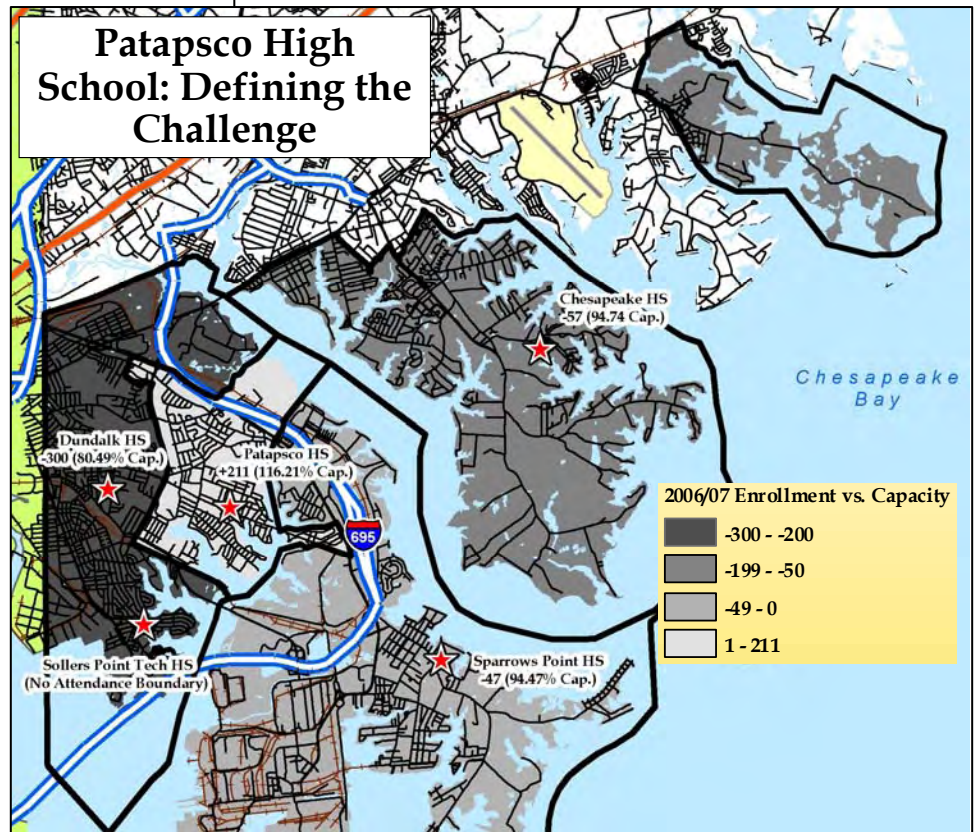
Patapsco High School and two adjacent high schools, Sparrows Point and Dundalk, have a combined student population of 3,554 and capacity of 3,690. This is an overall utilization of 96.31%, which is considered 'over capacity' by BCPS policy.

Patapsco High School is operating at 116.21% capacity, and Dundalk High School is operating at 80.49% capacity. High School enrollment is projected to gain by 60 students by 2011-2012.

Potential Solution

Three recommendations have been developed to address over capacity at Patapsco High School:

1. Explore the placement of current program offerings at all Southeast Area high schools and adjust to relieve capacity problems.
2. Consider additional relocatable units.
3. Consider permanent additions.



Dundalk-Turner Station-Edgemere High School Enrollments & Capacities					
School	FTE Enrl. 2007	Capacity	% of Capacity	Projected 2011-2012 Enrollment	% of Capacity
Patapsco High	1,513	1,302	116.21%	1546	118.74%
Sparrows Pt. High	803	850	94.47%	822	96.71%
Dundalk High	1,238	1,538	80.49%	1246	81.01%
<b>Total</b>	<b>3,554</b>	<b>3,690</b>	<b>96.31%</b>	<b>3,614</b>	<b>97.94%</b>

**Sollers Point Technical High School**

Defining the Challenge

Sollers Point Technical High School is not over-capacity.

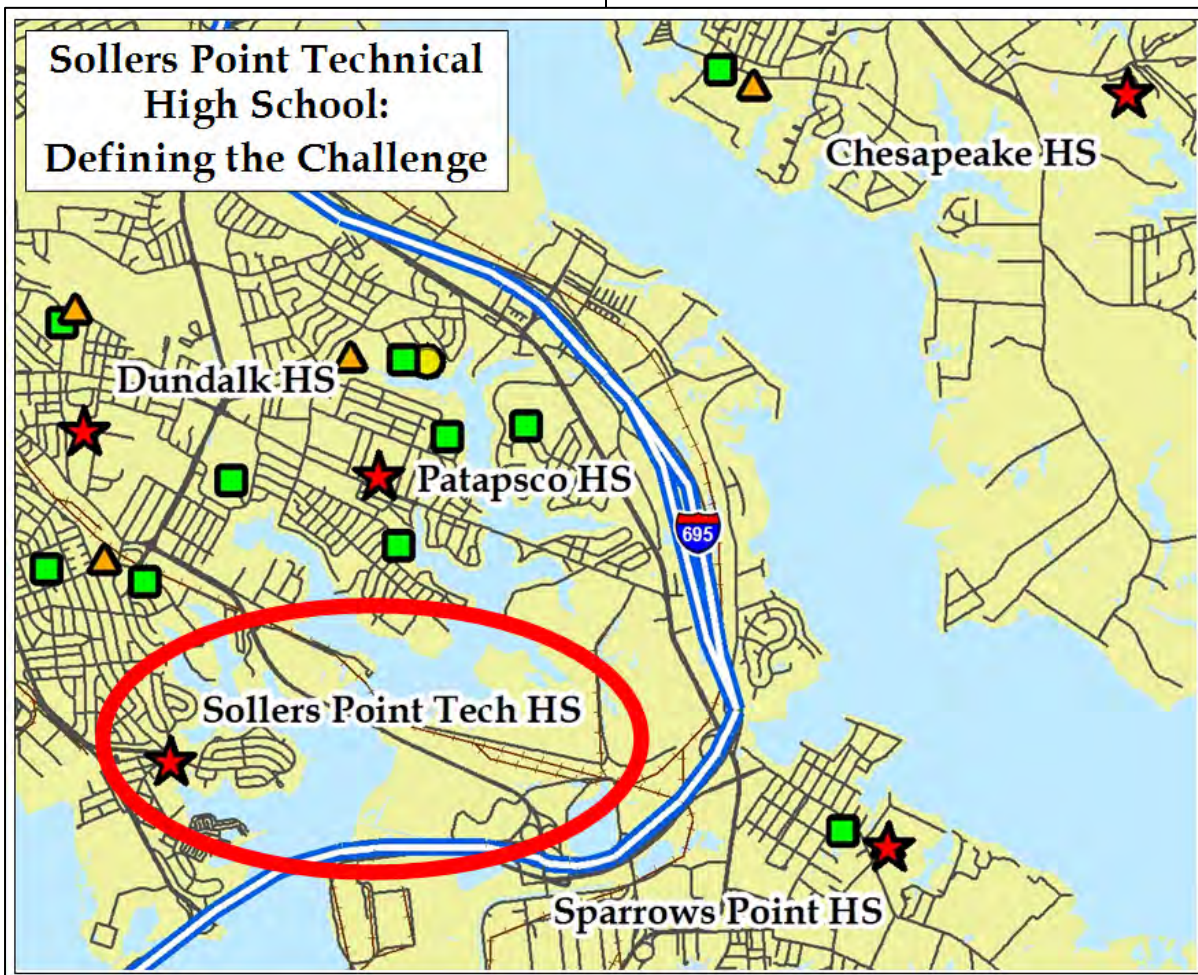
Students attend Sollers Point part-time, and also must be enrolled in a community high school. Sollers Point has a capacity of 725 seats and serves 722 half-time students. 285 students attend Sollers Point in the morning, and 437 attend in the afternoon.

Potential Solution

The recommendation for Sollers Point is to examine the school and its programs. Input from the public forums notes the importance of the programs at Sollers Point Technical High School:

- "I visited Sollers Point this year and was very impressed with their programs. I would like to see more added."
- "Broaden the course selection and expand the magnet programs."

High Schools with Students Attending Sollers Point	
School	# Students Attending Sollers Point
Chesapeake	72
Dundalk	182
Kenwood	160
Overlea	9
Patapsco	164
Sparrows Point	135



**Recommendations and Timeline**

The Southeast Area has multiple projects that should be implemented in the immediate future. Since there are multiple isolated challenges in the various clusters, the timeline below depicts which projects are priority based on need. All clusters have action items that are recommended to begin in the next one to two years. Since the challenges & recommendations involve geographically isolated clusters and various grades, several recommendations may be conducted at the same time and independently of each other.

Need was based on over-capacity conditions in relation to state capacity; long-term projected enrollment; and historic and current enrollment, population, and housing trends.

Immediate recommendations (years 1-2) are redistricting efforts that balance elementary school enrollments, and also the exploration of methods to relieve over-capacity at Patapsco High School. Moderate recommendations (years 3-5) are related to assessing the feasibility of adding capacity to the Deep Creek ES and Chase Clusters. Long-term recommendations beyond year 5 track future housing and commercial growth in the Chase Cluster to determine if additional capacity is necessary.

Recommended Planning Efforts for Southeast Area: Timeline										
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
<b>Norwood Cluster</b>										
- Evaluate location of specific programs in over capacity elementary schools										
- Utilize relocatable units for interim capacity relief										
- Redistrict elementary schools in the area to balance enrollment and utilization										
<b>Edgemere Cluster</b>										
- Redistrict elementary schools in the area to balance enrollment and utilization										
<b>Deep Creek ES Cluster</b>										
- Redistrict elementary schools in the area to balance enrollment and utilization										
- Evaluate feasibility of assigning annexed Kindergarten students from Deep Creek back to home school										
- Evaluate the feasibility of adding capacity to accommodate long-term enrollment in the Essex area										
- Utilize relocatable units for interim capacity relief										
<b>Chase Cluster</b>										
- Redistrict annexed neighborhoods to Chase, and balance enrollment between Seneca and Chase										
- Consider adding capacity to Oliver Beach area to accommodate geographically isolated population										
- Utilize relocatable units for interim capacity relief										
- Track growth in Chase Cluster (across Highway) to determine if additional capacity is necessary										
<b>High Schools</b>										
- Evaluate placement of current program offerings at all SE Area high schools to relieve capacity challenges										
- Evaluate Sollers Point program offerings to potentially assist in relieving over capacity challenges										
- Utilize relocatable units for interim capacity relief										

## Methodology: Unweighted and Weighted Rankings of Recommendations

Since there are multiple recommendations for years 1-2, the next task was to prioritize the need for which recommendations should be implemented within this time frame. On the following page, the table Recommended Planning Efforts for the Southeast Area: Weighted & Unweighted Rankings, presents the analysis that provides the basis for the timing of these recommendations.

This table contains two ranking matrices, one unweighted and one weighted. Two matrices were employed to ensure a thorough investigation of all recommendations.

### Unweighted Ranking Matrix

An unweighted matrix is a tool that prioritizes projects with the underlying assumption that all criteria examined are equally significant.

### Weighted Ranking Matrix

A weighted ranking matrix is a tool that provides a systematic process for selecting projects based on several criteria. Criteria are assigned weights (percentages) based on their relative importance to the overall project which add up to 100%. These weights are then multiplied by the unweighted score to get the total weighted score--the higher the weighted score, the higher the ranking.

### Three Criteria

For the Southeast Area, the same three criteria were examined in each matrix:

1. Urgency of need.
2. Complexity of implementation.
3. Public support for the recommendation.

**Urgency of need** scores are based on current and forecasted school capacity issues. Also, attention was given to over-capacity schools that have already implemented relief strategies to provide relief, such as use of relocatables or annexing grade configurations. A recommendation in a cluster that has over-capacity problems after prior implementation of other relief strategies was given the highest urgency score.

**Complexity of implementation** scores are based on BCPS rankings of relief strategies. These relief strategies are:

- Use of relocatable units.
- Redistricting.
- School/neighborhood annexation.
- Additions/new construction.

**Public support for the recommendation** scores are based on input from two February 2008 public forums.

### Details: The Three Criteria in the Unweighted Ranking Matrix

**Unweighted urgency of need** scores range from 1 - 3. A low urgency capacity issue is given a score of 1; a high urgency capacity issue is given a score of 3.

**Unweighted complexity of implementation** scores range from simple to complex, or 1 - 3. The most complex recommendation to implement has a score of 1; the simplest recommendation to implement has a score of 3. For instance, new construction would be a very complex effort, resulting in a score of 1. A redistricting effort that impacts a greater number of schools than two (2) would be more complex, resulting in a lower score. Redistricting that only involves two (2) schools would be less complex, resulting in a higher score.

**Unweighted public support for the recommendation** scores range from 1 - 3. A recommendation with low public support is given a score of 1; a recommendation with high public support is given a score of 3.

### Details: The Three Criteria in the Weighted Ranking Matrix

The following weights were multiplied with the three unweighted criteria scores in the weighted ranking matrix:

- Urgency of need: 0.50
- Complexity of implementation: 0.30
- Public support for the recommendation: 0.20

**Urgency of need** is weighted at 0.50 because this category targets recommendations to schools with the most pressing capacity issues. The targeting of needs is paramount.

**Complexity of implementation** is given a .30 weight because the difficulty of implementation can create high costs and challenge the capacity of the District to implement a recommendation. Even with these considerations, sometimes a complex recommendation is a highly effective recommendation and needs to be implemented.

**Public support for the recommendation** is important and was given a weight of .20. Public support can ease the implementation of a recommendation or make it difficult to implement.

**Results: Unweighted & Weighted Rankings of Recommendations**

Once the two matrixes were complete, results were sorted from highest score to lowest. Noted in the table below, the two ranking methods did not yield significantly different results.

Both methods rank capacity relief at Patapsco High School as the highest priority. The prioritized list of various cluster recommendations show that the Edgemere Cluster has the highest matrix score, followed by Deep Creek Redistricting, Norwood Redistricting, and Chase Redistricting. Tracking long-term growth in the Chase area has the lowest score due to the long-term nature of the recommendation.

**Summary**

Southeast Area elementary school and high school over-capacity challenges and opportunities for relief were explored in this study. Data on enrollment, population, housing and school capacity trends were analyzed in detail and discussed with a local advisory committee. Public forums were held at two locations in the Southeast Area to gain input from the community.

A list of recommendations was identified by Cropper GIS based on all of this information. These recommendations were then prioritized based on three criteria:

1. Urgency of need.
2. Complexity of implementation.
3. Public support for the recommendation.

The prioritized list identifies action items that should be implemented in the following time frames:

- 1-2 years
- 2-3 years
- 3-5 years
- 5-10 years

This list is summarized in the table, Southeast Area Action Items, on the following page.

**Years 1-2 Action Items**

Within the 1-2 year time frame, Patapsco H.S. capacity relief is the highest priority based on identified criteria. Edgemere Cluster redistricting is next on the list, followed by Deep Creek Redistricting, Chase/Oliver Beach relocatable use, Norwood Cluster capacity relief, and Sollers Point alternate use consideration.

Many action items could be implemented at the same time. More in-depth redistricting projects, such as those recommended for the Deep Creek Elementary School Cluster and Norwood Cluster are more complex and are less likely to be implemented at the same time.

Recommended Planning Efforts for Southeast Area: Weighted & Unweighted Rankings									
	Unweighted				Weighted				
	Urgency	Complexity	Public Support	Total	Urgency	Complexity	Public Support	Total	
Examine All High Schools to Address Over-Capacity Issues	3.0	3.0	3.0	9.0	1.50	0.90	0.60	3.00	
Edgemere Cluster Redistricting	2.0	3.0	3.0	8.0	1.00	0.90	0.60	2.50	
Deep Creek Cluster Redistricting and evaluate KG back at neighborhood school	2.5	2.0	2.5	7.0	1.25	0.60	0.50	2.35	
Chase / Oliver Beach Relocatables	2.0	3.0	2.0	7.0	1.00	0.90	0.40	2.30	
Norwood Cluster Program feasibility and redistricting	3.0	1.0	2.0	6.0	1.50	0.30	0.40	2.20	
Chase / Seneca Redistricting	2.0	2.0	2.0	6.0	1.00	0.60	0.40	2.00	
Examine program offerings at Sollers Point	1.0	1.5	2.5	5.0	0.50	0.45	0.50	1.45	
Deep Creek Capacity Study	1.0	N/A	N/A	1.0	0.50	0.00	0.00	0.50	
Oliver Beach Capacity Study	1.0	N/A	N/A	1.0	0.50	0.00	0.00	0.50	
Monitor long-term growth in Chase area to determine feasibility of adding capacity	1.0	N/A	N/A	1.0	0.50	0.00	0.00	0.50	

**Years 2-3 Action Items**

Chase/Seneca redistricting is less urgent than other current clusters, which puts it in the 2-3 year recommendation time frame. Other relief strategies such as relocatables (identified in Year 1-2 action items) will provide temporary relief.

**Years 3-5 Action Items**

Capacity studies for Deep Creek and the Oliver Beach are identified in the 3-5 year time frame, although any changes in planned housing development or demographics in the areas might warrant studies sooner than 3 years out.

**Years 5-10 Action Items**

The Chase area has a significant portion of undeveloped land. Population and housing trends in the Chase area should be monitored over time to determine their impacts on long term growth for the area.

Southeast Area Action Items
<b>Years 1-2</b>
Examine All High Schools to Address Over-Capacity Issues
Edgemere Cluster Redistricting
Deep Creek Cluster Redistricting and evaluate KG back at neighborhood school
Chase / Oliver Beach Relocatables
Norwood Cluster Program feasibility and redistricting
Examine program offerings at Sollers Point
<b>Years 2-3</b>
Chase / Seneca Redistricting
<b>Years 3-5</b>
Deep Creek Capacity Study
Oliver Beach Capacity Study
<b>Years 5-10</b>
Monitor long-term growth in Chase area to determine feasibility of adding capacity

## Results of February 2008 Public Forums

### *A Few Comments from the Questionnaires...*

"...class sizes should be really small."

"Build schools to meet community needs. More communications between developers and county."

"Keep community children together."

"People live in the areas where they want their children to attend schools."

"Schools are neighborhood centers."


"Add different programs to the schools & make it a choice. People love to know that they have choices."

"New construction is highly preferred; however I am aware of the reality of cost."

"I visited Sollers Point this year and was very impressed with their programs. I would like to see more added."

"Broaden the course selection and expand the magnet programs."

"The sooner you review a problem, the quicker you can come to a solution."





## Demographics

# Individual Responses	# Web Responses	Total Individual & Web Responses	# of Group Responses
227*	328*	555	34

\*Average number of responses per question

Great community participation!





## Demographics

Gender		
	Individual Responses	Web Responses
Male	21%	16%
Female	69%	80%
NA	10%	4%


NA-No Answer

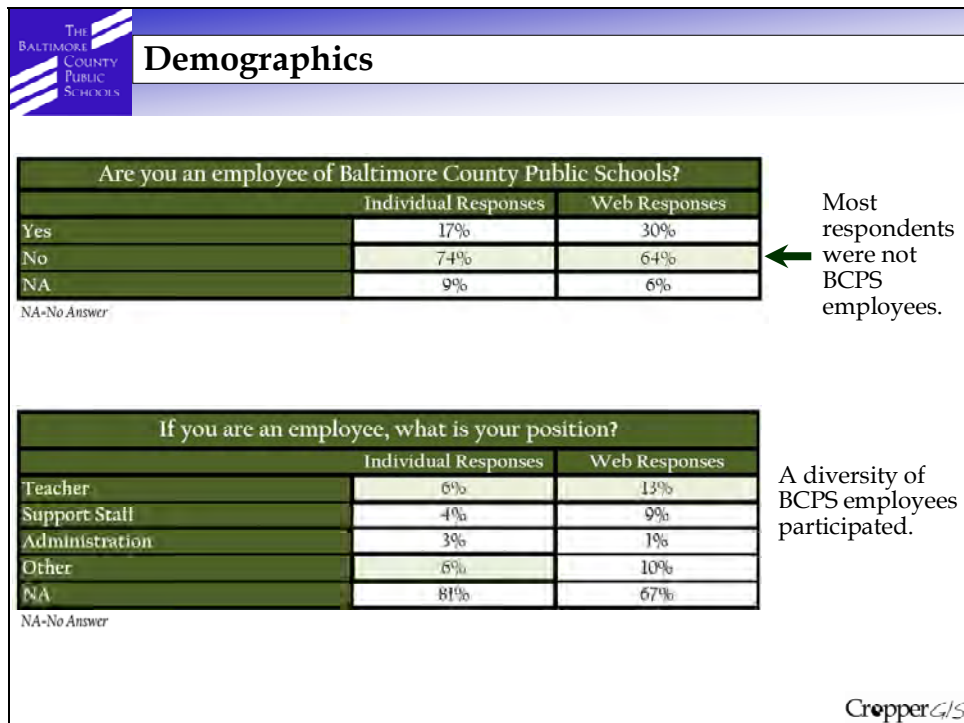
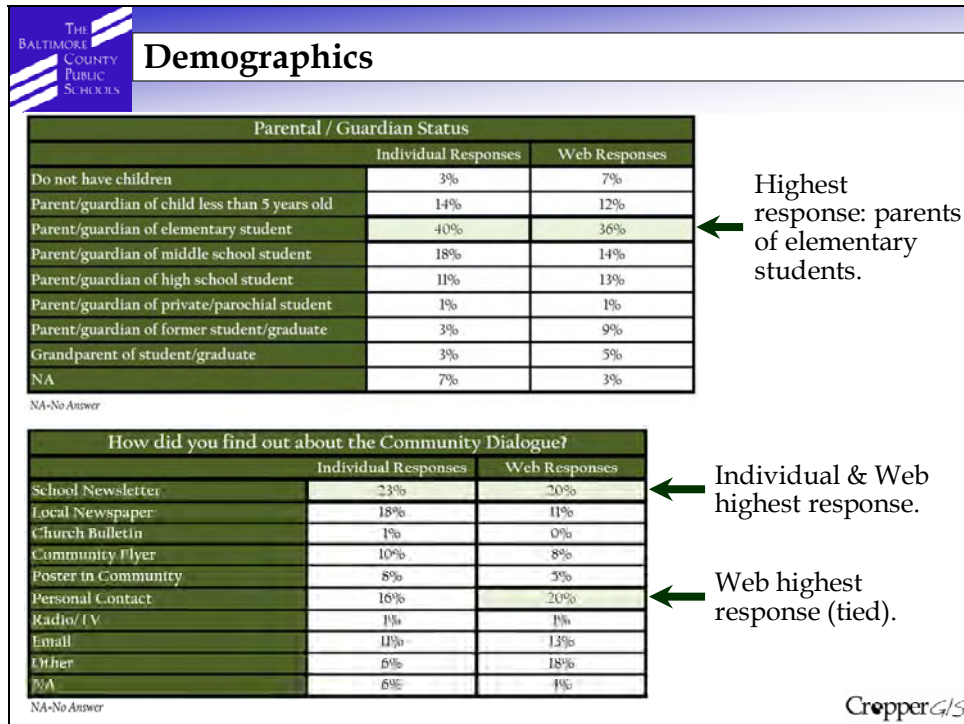
← Difference in gender of respondents.

Your Age		
	Individual Responses	Web Responses
Under 18	1%	1%
18 - 29	7%	14%
30 - 39	43%	33%
40 - 49	29%	31%
50 - 64	9%	15%
65+	1%	1%
NA	10%	4%

NA-No Answer

← Highest response.





## 1. In your opinion, how large should an elementary be?

Individual Responses	
Under 250	12%
250-450	51%
450-650	21%
650-800	3%
800+	1%
No Answer	12%

Web Responses	
Under 250	18%
250-450	45%
450-650	24%
650-800	3%
800+	1%
No Answer	10%

**Individual**

- Class size matters more than school size (student/teacher ratio).
- Depends on the size of the community it serves & student population.
- Norwood ES ESOL program mentioned several times as a capacity issue.

**Web**

- "Depends on teacher child ratio more than anything else."
- "...class sizes should be really small."
- Special programs should not stress the capacity of neighborhood school by attracting "outside" students.

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## 2. In your opinion, how large should a middle school be?

Individual Responses	
600-800	50%
800-1,000	26%
1,000-1,200	6%
1,200-1,400	2%
1,400+	0%
No Answer	15%

Web Responses	
600-800	53%
800-1,000	24%
1,000-1,200	10%
1,200-1,400	2%
1,400+	0%
No Answer	11%

**Individual**

- Student/teacher ratio important – "appropriate class sizes."
- Depends on the size of the community it serves.

**Web**

- Small classes.
- Low student/teacher ratio important.

*Many answers echoed the responses to question #1.*

CropperGIS

**3. In your opinion, how large should a high school be?**

Individual Responses		Web Responses	
600-900	25%	600-900	27%
900-1,200	35%	900-1,200	35%
1,200-1,500	18%	1,200-1,500	20%
1,500-1,800	6%	1,500-1,800	7%
1,800+	0%	1,800+	1%
No Answer	15%	No Answer	11%

**Individual**

- "This should be based on student teacher ratio..."
- "As large as it needs to be to accommodate the community..."

**Web**

- "Again, this depends on the ratio of teachers and students- there is no magic number."

*Many answers echoed the responses to questions #1 and #2.*

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**4. At what capacity do you feel that steps should be taken to address school overcrowding (as a percentage of Full Time Equivalent (FTE) enrollment compared to the approved state capacity)?**

Individual Responses		Web Responses	
90-95%	50%	90-95%	52%
100-110%	30%	100-110%	30%
115% or over	10%	115% or over	9%
No Answer	10%	No Answer	9%


**Individual**

- "In the meeting prior to this, the perfect number for a school was said to be 85 percent."
- "Remove ESOL from Norwood!"
- "Anything over 90% will not operate at a high level. Over 85% is probably a better #."

**Web**

- A mix of 'pro-trailer' and 'anti-trailer' comments.
- "Fix the issue before it becomes out of control."
- "The sooner you review a problem, the quicker you can come to a solution."

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**5. Should students be annexed or redistricted to a school outside of their neighborhood area to relieve overcrowding?**

Individual Responses	
Yes	17%
No	74%
No Opinion	4%
No Answer	5%

Web Responses	
Yes	23%
No	67%
No Opinion	4%
No Answer	6%


**Individual**

- "I'm a big believer in neighborhood schools." (Many variants of this 'no' response.)
- "No! They need to fix real problem. Get the children to their correct school – stop special exceptions."
- "Yes, but on a limited basis." (Most 'yes' responses had qualifiers.)
- Many 'no' responses noted home purchase based on current school boundaries.

**Web**

- "The special permission transfer students need to be moved to their home schools..."
- "No!" (Construction/portables a popular alternative response.)
- "People live in the areas where they want their children to attend schools."
- "THERE'S A REASON WE ARE RAISING OUR KIDS IN EDGEMERE/SPARROWS POINT!"

*CropperGIS*



**6. Is it important for all students in an elementary school to continue on to the same middle school?**

Individual Responses	
Yes	69%
No	25%
No Opinion	3%
No Answer	3%

Web Responses	
Yes	55%
No	36%
No Opinion	4%
No Answer	5%

**Individual**

- Variants on this 'yes' response: "Children have made friendships and should not have to adjust."
- Variants on this 'no' response: "Some may want to go to special magnet school."
- "Keep community children together."

**Web**

- "I'd rather my son & daughter remained in classes with their neighborhood friends."
- "While they may not be happy about separating, it may be necessary."
- "Unless magnet."
- "Yes, because the transition itself is a stress for students."

*CropperGIS*

**7. Is it important for all students in a middle school to continue on to the same high school?**

Individual Responses		Web Responses	
Yes	59%	Yes	45%
No	34%	No	43%
No Opinion	3%	No Opinion	6%
No Answer	4%	No Answer	5%

**Individual**

- "Yes unless it is their choice to go to a magnet."
- "Makes transition easier."
- "While not essential, I do feel it is important. It provides a sense of continuity..."
- "Continuity is important. Schools are neighborhood centers."

**Web**

- "new phase, mix it up..."
- "Except for the children who select to go to a magnet program."
- "I don't think this is as important. At this point the kids have more of a sense of what they want to do."

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**8. When redistricting, is it acceptable to divide neighborhoods to achieve a balance of enrollments in available schools?**

Individual Responses		Web Responses	
Yes	25%	Yes	37%
No	63%	No	53%
No Opinion	6%	No Opinion	5%
No Answer	7%	No Answer	5%

**Individual**

- "It depends on how it would be done."
- "No - neighborhoods should not be divided."
- "Yes, however this step should not be taken lightly. All other reasonable options should first be considered."
- "Why do that?" • "Absolutely not!"
- "Unacceptable due to demographics, attendance, and grades."

**Web**

- "NO NO NO NO NO!!!! The most important factor when choosing where to purchase my home was where my children would go to school."
- "There are other solutions. No need to start sending kids to different schools."
- "Yes, but only as a last resort."

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**9. What is the most preferred method for reducing the elementary school "overcrowding" in the Southeast Area? Please rank the following from most to least preferred. (1=most preferred, 6=least preferred)**

Individual Responses							
1 = Most Preferred 6 = Least Preferred	1	2	3	4	5	6	NA
Redistricting to balance enrollment	19%	11%	17%	11%	9%	29%	5%
Changing grade configurations (i.e., moving grade 5, moving kindergarten, and/or moving preK into middle schools with available space)	11%	10%	12%	8%	12%	44%	4%
Relocatable classrooms	25%	15%	24%	12%	6%	14%	5%
Change the current use of special schools, such as Battle Monument and Sollers Point, to add capacity	11%	15%	18%	15%	8%	29%	4%
Annex (temporarily relocate) NEIGHBORHOODS to either elementary or middle schools with available space	7%	5%	10%	10%	16%	47%	5%
Annex (temporarily relocate) GRADE LEVELS to either elementary or middle schools with available space	12%	6%	10%	12%	15%	41%	4%

NA=No Answer

**Individual**

- "Relocatables are not classrooms."
- "Look at special programs and special transfers."
- "Do not move Edgemere kids to Dundalk schools."
- "Most preferred utilizes available space and uses mobile units first."

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**9. What is the most preferred method for reducing the elementary school "overcrowding" in the Southeast Area? Please rank the following from most to least preferred. (1=most preferred, 6=least preferred)**

Web Responses							
1 = Most Preferred 6 = Least Preferred	1	2	3	4	5	6	NA
Redistricting to balance enrollment	24%	11%	15%	9%	6%	27%	8%
Changing grade configurations (i.e., moving grade 5, moving kindergarten, and/or moving preK into middle schools with available space)	10%	5%	10%	9%	11%	48%	7%
Relocatable classrooms	18%	19%	21%	16%	7%	11%	9%
Change the current use of special schools, such as Battle Monument and Sollers Point, to add capacity	21%	18%	17%	10%	8%	18%	8%
Annex (temporarily relocate) NEIGHBORHOODS to either elementary or middle schools with available space	4%	7%	15%	13%	16%	38%	8%
Annex (temporarily relocate) GRADE LEVELS to either elementary or middle schools with available space	5%	5%	12%	12%	16%	42%	9%

NA=No Answer

**Web**

- "Add different programs to the schools and make it a choice. People love to know that they have choices."
- "I think it would be a huge mistake to move grades to different levels of schools."
- "HOW ABOUT BUILDING NEW SCHOOLS... WE NEED NICER SCHOOLS..."

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**10. If redistricting will not alleviate overcrowding of elementary schools in certain areas, what methods do you prefer to relieve overcrowding? Please rank the following from most to least . (1=most preferred, 6=least preferred)**

Individual Responses							
1 = Most Preferred 6 = Least Preferred	1	2	3	4	5	6	NA
Changing grade configurations (i.e., moving grade 5, moving kindergarten, and/or moving preK into middle schools with available space)	14%	8%	12%	7%	9%	40%	10%
Relocatable classrooms	21%	25%	17%	11%	5%	13%	8%
New Construction/Expansion	54%	15%	8%	5%	4%	8%	5%
Annex students to schools with space outside of their community	4%	5%	10%	12%	11%	50%	9%
Annex (temporarily relocate) NEIGHBORHOODS to either elementary or middle schools with available space	6%	7%	10%	12%	18%	38%	9%
Annex (temporarily relocate) GRADE LEVELS to either elementary or middle schools with available space	7%	7%	8%	14%	14%	40%	9%

NA=No Answer

**Individual**

- "Putting students in a "strange" building because other solutions haven't been tried is never an option."
- "Do not split a community"
- "New construction is highly preferred; however I am aware of the reality of cost."

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**10. If redistricting will not alleviate overcrowding of elementary schools in certain areas, what methods do you prefer to relieve overcrowding? Please rank the following from most to least . (1=most preferred, 6=least preferred)**


Web Responses							
1 = Most Preferred 6 = Least Preferred	1	2	3	4	5	6	NA
Changing grade configurations (i.e., moving grade 5, moving kindergarten, and/or moving preK into middle schools with available space)	9%	7%	12%	9%	9%	45%	9%
Relocatable classrooms	16%	26%	19%	10%	7%	11%	10%
New Construction/Expansion	60%	16%	6%	3%	2%	4%	9%
Annex students to schools with space outside of their community	4%	3%	7%	9%	14%	53%	10%
Annex (temporarily relocate) NEIGHBORHOODS to either elementary or middle schools with available space	4%	8%	14%	10%	15%	39%	9%
Annex (temporarily relocate) GRADE LEVELS to either elementary or middle schools with available space	4%	5%	10%	12%	17%	42%	10%

NA=No Answer

**Web**

- "I want my child to go to the schools were I made the decision to purchase my home..."
- "New Construction and expansion would be a great idea."
- "I don't think that Elementary children should be temporarily relocated into middle schools"
- "Relocate ESOL children where room is available."

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**11. Would you support a boundary change in the Norwood Elementary cluster to relieve overcrowding?**

Individual Responses	
Yes	30%
No	31%
No Opinion	34%
No Answer	5%

Group Responses	
Yes	26%
No	41%
No Opinion	18%
No Answer	15%

Web Responses	
Yes	35%
No	27%
No Opinion	31%
No Answer	6%

**Individual**

- "If acceptable to families and teachers."
- "With further study."
- "NO-remove special transfers and ESOL."

**Group**


- "Don't split community."
- "If Norwood parents agree. Move ESOL program to Sandy Plains..."

**Web**

- Boundary change only after special transfers explored
- "Send ESOL back to their home schools."

*Note: Many respondents to questions 11-14 did not feel informed enough to answer the question (see "No Opinion & No Answer stats.)*

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**12. Would you support a boundary change in the Edgemere Elementary cluster to relieve overcrowding?**

Individual Responses	
Yes	46%
No	30%
No Opinion	17%
No Answer	6%

Group Responses	
Yes	50%
No	29%
No Opinion	6%
No Answer	15%

Web Responses	
Yes	45%
No	26%
No Opinion	23%
No Answer	6%

**Individual**

- "Do not shift kids out of the community."
- "If parents agree."


**Group**

- "1. As long as the boundary change only relates to Edgemere and Chesapeake Terrace. 2. Children granted special permission need to be evaluated before a boundary change is considered."
- "If parents agree and students stay in community."

**Web**

- "My child started there.... Not fair to move at this point."
- "Has to be done...Edgemere is over crowded, we can't even have an event at the school..."
- "Build more schools."

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**13. Would you support a boundary change in the Deep Creek Elementary cluster to relieve overcrowding?**

Individual Responses		<u>Individual</u>
Yes	27%	<ul style="list-style-type: none"> <li>• "I am afraid it would affect a division of my neighborhood."</li> <li>• "Do not split community."</li> <li>• "If Deep Creek parents agree."</li> </ul>
No	24%	
No Opinion <span style="color: green; font-weight: bold;">→</span>	43%	
No Answer	6%	

Group Responses		<u>Group</u>
Yes	21%	<ul style="list-style-type: none"> <li>• "No consensus."</li> <li>• "No-wants children to go to neighborhood school. Yes-will alleviate crowding without building."</li> <li>• "Yes, if parents agree."</li> </ul>
No	24%	
No Opinion <span style="color: green; font-weight: bold;">→</span>	41%	
No Answer	12%	

Web Responses		<u>Web</u>
Yes	35%	<ul style="list-style-type: none"> <li>• "No. I'm sure the parents in this community do not want their children moved..."</li> <li>• "Build more schools."</li> <li>• "The boundary changes suggested are realistic."</li> </ul>
No	19%	
No Opinion <span style="color: green; font-weight: bold;">→</span>	40%	
No Answer	6%	

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**14. Would you support a boundary change in the Chase Elementary cluster to relieve overcrowding?**

Individual Responses		<u>Individual</u>
Yes	25%	<ul style="list-style-type: none"> <li>• "If Chase parents agree."</li> <li>• "Why can't Oliver Beach build on or add additional classrooms?"</li> </ul>
No	24%	
No Opinion <span style="color: green; font-weight: bold;">→</span>	46%	
No Answer	4%	

Group Responses		<u>Group</u>
Yes	18%	<ul style="list-style-type: none"> <li>• "Should not move if they can be home. Review special transfers."</li> <li>• "Ok if parents agree."</li> </ul>
No	26%	
No Opinion <span style="color: green; font-weight: bold;">→</span>	38%	
No Answer	18%	

Web Responses		<u>Web</u>
Yes <span style="color: green; font-weight: bold;">→</span>	34%	<ul style="list-style-type: none"> <li>• "If boundary's can/will be enforced and there are no special transfers."</li> </ul>
No	27%	
No Opinion <span style="color: green; font-weight: bold;">→</span>	34%	
No Answer	5%	

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**15. What method is most preferred to reduce overcrowding at Patapsco HS?**

Individual Responses	
Boundary changes	5%
Change of magnet programs (add or duplicate popular programs in other schools with available space) →	55%
Expansion of existing building	25%
Maintaining relocatable classrooms on site	8%
No Answer	7%

**Individual**


- "Move the magnet to other schools that are underutilized."
- "expansion of building."
- "Too many trailers to begin with."


  

Group Responses	
Boundary changes	0%
Change of magnet programs (add or duplicate popular programs in other schools with available space) →	45%
Expansion of existing building	24%
Maintaining relocatable classrooms on site	0%
No Answer	30%

**Group**

- "No consensus and no majority."
- "Keep children in local school. Keep it as it is."
- "Spread out arts programs to other schools."





**16. If possible, should programs be changed at Sollers Point to attract more students from adjacent overcrowded schools?**

Individual Responses	
Yes →	59%
No	22%
No Opinion	13%
No Answer	6%

**Individual**

- "Restrict Sollers Point to our area only."
- "Maybe make Sollers a full day all magnet school like Eastern Tech."
- "That school has awesome programs-PLEASE DON'T TOUCH IT!"

Group Responses	
Yes →	61%
No	18%
No Opinion	0%
No Answer	21%

**Group**


- "Make process of applying for magnet easier."
- "Provide more programs even regular classes if possible. Make it a home school..."


  

Web Responses	
Yes →	56%
No	17%
No Opinion	20%
No Answer	7%

**Web**

- "I visited Sollers Point this year and was very impressed with their programs. I would like to see more added."
- "Broaden the course selection and expand the magnet programs."






**17. Are there any other methods of managing enrollments that you would recommend to BCPS?**

Note: 16 pages of recommendations; about 20 recommendations per page.

Question #17 Content Analysis				
	# Individual Responses	# Group Responses	# Web Responses	Total
School Expansion/New Construction	5	2	3	10
Magnet Program Adjustment/Expansion	5	0	4	9
Pro Neighborhood Schools	2	0	4	6
Verify Residency	2	0	3	5
Evaluate/Do Not Allow Special Permissions	3	0	2	5
Do Not Close Schools	4	0	0	4
Locate ESOL in Home School	1	1	2	4
Pro Redistricting	1	0	2	3
Adjust Grade Levels in Schools	1	1	1	3
School Choice	0	0	2	2
Use Relocatables	0	0	2	2
Cap Residential Development	1	0	0	1
End Use of Relocatables	0	1	0	1
End Magnet Programs	0	0	1	1
Improve Planning	0	0	1	1
Hire More Teachers	0	0	1	1
Do Nothing	0	0	1	1
Unable to Classify	3	0	4	7

\*First statement of comment only. Random sample of 1/5 responses.

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**17. Are there any other methods of managing enrollments that you would recommend to BCPS?**

*The examples in this section were selected randomly.*

**Individual**

- "Verify that students live in area!"
- "We do not want to have any schools closed."
- "Build new schools in high populated areas. Stop building new homes before schools are overcrowded. There are too many new homes in areas where families have lived at for years. They should say where their students should go to school. Not someone that just moved to the area."

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**17. Are there any other methods of managing enrollments that you would recommend to BCPS?**

**Group**

- "Have local input in dividing school areas. Consider ratio of teachers to students. Add on to schools when possible."
- "Kids stay in communities."
- "Build schools to meet community needs. More communications between developers and county. New additions."

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**17. Are there any other methods of managing enrollments that you would recommend to BCPS?**

**Web**

- "Watch where programs are put that bus in students. This seems to then take precedence over the community students. The community students should always have a priority in a school and move the special programs. No Child Left Behind requires that the programs be brought to the students, not the students to the program..."
- "The only effective solution is to build more schools or expand current schools."

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