

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 8, 2005

**TO:** **BOARD OF EDUCATION**

**FROM:** Dr. Joe A. Hairston, Superintendent

**SUBJECT:** **BOUNDARY FOR WOODHOLME ELEMENTARY SCHOOL**

**ORIGINATOR:** Dr. H. Scott Gehring, Executive Director of Schools, Northwest Area

**PERSON(S):** Office of Strategic Planning  
Barbara Walker, Assistant to the Executive Director, Northwest Area

**RECOMMENDATION**

That the Board of Education review the boundary recommendation for Woodholme Elementary School made by the Boundary Study Committee.

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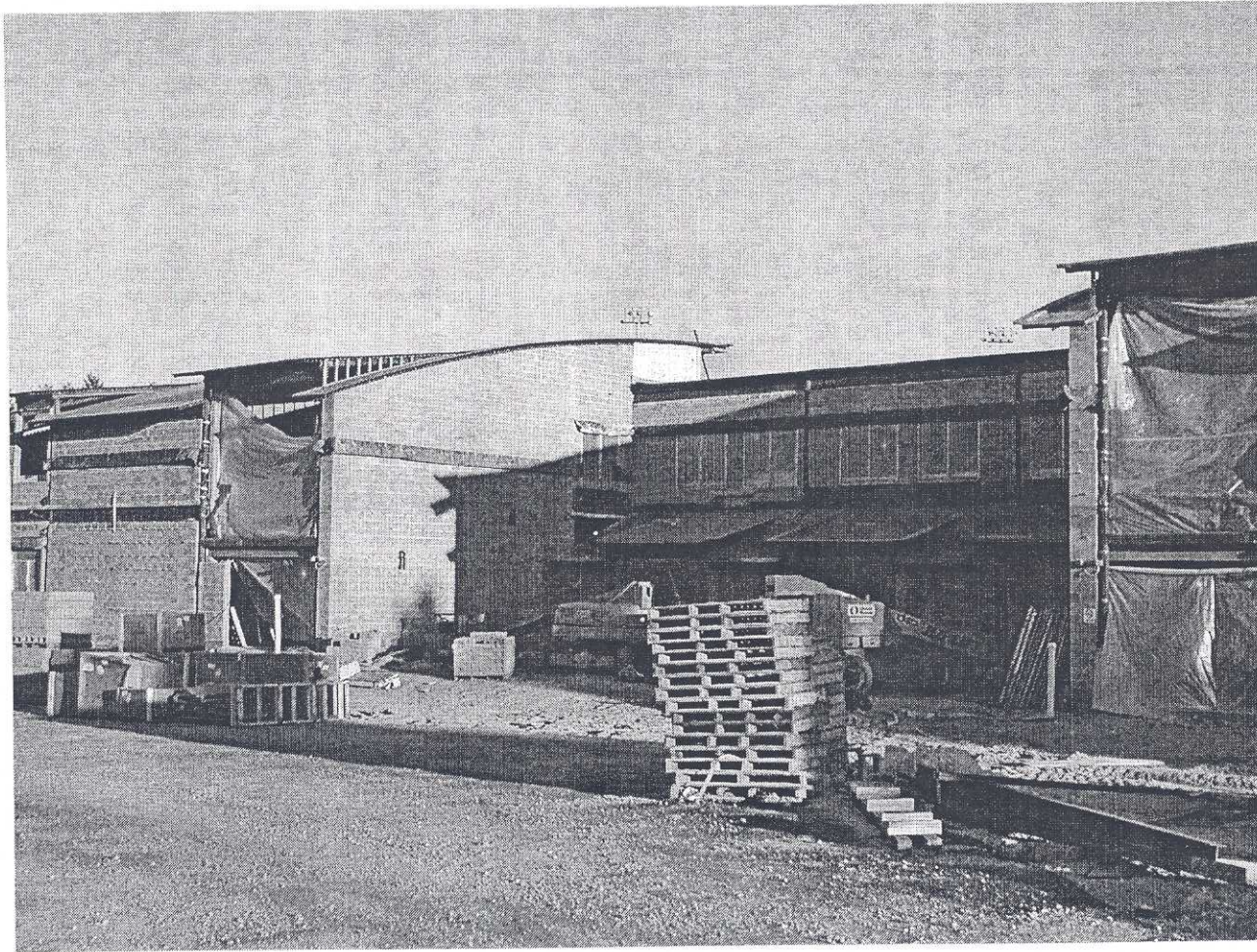
**Nature of the Issue:** Woodholme Elementary School will open in August 2005, with pre-K through fifth graders. Woodholme Elementary School was built to relieve the overcrowding at New Town Elementary School. To determine which students would attend this new school, a Boundary Study Committee was formed and public input was sought to determine the geographic boundaries of Woodholme Elementary 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 two potential boundary scenarios. These scenarios were presented at a public forum on February 7, 2005. The approximately 120 participants at the public meeting were given an overview of the process, saw and received information about the two 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 2/28/05. 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 March 8, 2005, the Board of Education will hold a public hearing on March 23, 2005 at Pikesville High School. The final decision of the Board of Education is slated to occur on April 12, 2005.

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



Woodholme Elementary School Community Forum  
Boundary Options Packet  
January 31, 2005

Presented by the Woodholme Elementary School Boundary Study Committee  
Co-Chairmen: Denise Madden and Barbara Walker

Community Representatives

Russ Hopewell  
Pat Roulhac  
Cordell Richardson  
Emily Wolfson

P.T.A. Representatives:

Ann Badin/Erin Waller (NTES)  
Indye Gersh (Annex Rep.)  
Barbara Honig (FGES)  
Rosario Jones (OMES)  
Marchetta McLean (MES)  
Tamie Owens (WES)  
Donna Smith (Annex Rep.)

Faculty Representatives:

Phyllis Bontrager/Anne Pearson (OMES)  
Sean Conley (WES)  
Ellen Naftaniel (FGES)  
John Redmond (NTES)  
Lori Johnston (MES)

Administrators:

Nashae Bennett (NTES)  
Sheri Boxer (WES)  
Brian Cooper (MES)  
Sue Hershfeld (FGES)  
Chet Scott (OMES)  
Maralee Clark (Woodholme)

System Representatives:

Chris Brocato (OSP)  
Pam Carter (OSP)  
Don Dent (P&S Operations)  
Scott Gehring (NWA)  
Charles Herndon (BCPS Communications)  
Ghassan Shah (OSP)

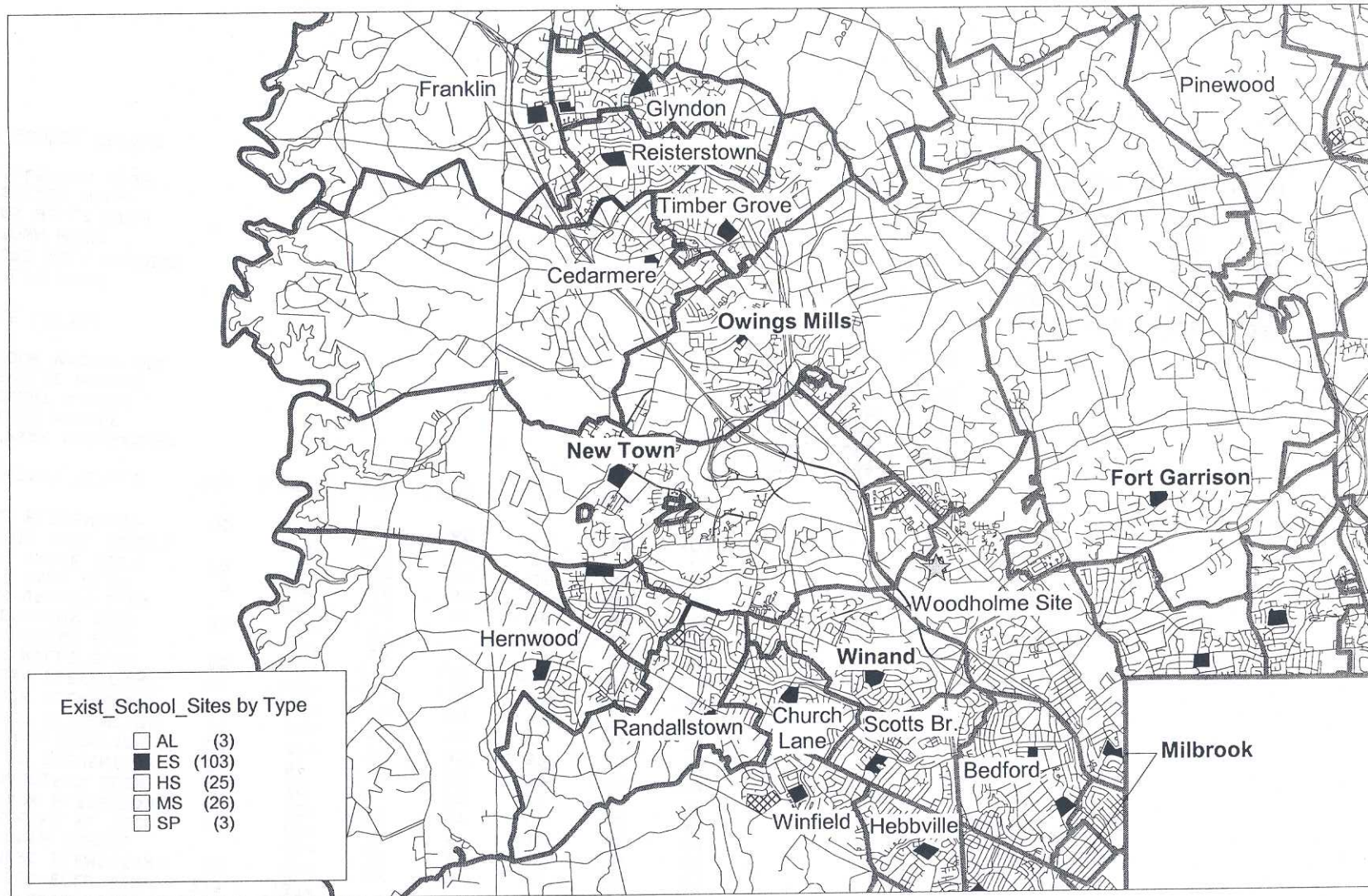
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### Glossary of Key Terms

annex -	A program, grade level, or neighborhood belonging to one school, but served by another due to spatial constraints
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: $(\text{Number of Kindergarten Classrooms} \times 22 \text{ seats}) + (\text{Number of Pre-Kindergarten Classrooms} \times 20 \text{ seats}) + (\text{Number of Special Education Classrooms} \times 10 \text{ seats}) + (\text{Number of Grade 1-5 classrooms} \times 23 \text{ seats}) = \text{capacity}$ Dedicated art, instrumental music, vocal music, computer labs, multipurpose room/gymnasium, and cafeteria are not included in capacity. Relocatable classrooms are not included in capacity. Modular additions are included.
enrollment -	The total number of students enrolled in a school (head count)
FTE enrollment -	The full-time equivalent enrollment of the school, factored by deducting 50% of all half-time students: Pre-kindergarten students and half-day kindergarten students are considered half-time. Therefore the FTE enrollment of a school represents the total number of students likely to be in the school at any given time during the regular school day.
projection -	The number of students anticipated to be enrolled in the school in the future, based on known past enrollments and anticipated trends within the school district
satellite -	A portion of a school boundary not contiguous to the boundary proper, this may consist of a 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.
Woodholme Cluster -	Schools adjacent to the Woodholme Elementary School site that have been included in this boundary study, including Milbrook Elementary, New Town Elementary, Owings Mills Elementary, Winand Elementary, and Fort Garrison Elementary

## Rationale for a New Elementary School in the Northwest Area



Woodholme Elementary School has been constructed to relieve overcrowding at New Town Elementary. In accordance with Board of Education Policy 1280, the Woodholme Elementary School Boundary Study Committee has been charged with seeking the advice of parents, educators, and interested citizens to assist in the development of a boundary change proposal to recommend to the Board of Education. The Board of Education will review the recommendations of the Boundary Study Committee, including all options presented for public comment, in order to determine the future boundaries for all schools involved.

## BALTIMORE COUNTY PUBLIC SCHOOLS

PROGRAM ID: CA1380  
 RUN DATE : 10/05/2004  
 RUN TIME : 20:00:07

-OFFICIAL ENROLLMENT AS OF SEPTEMBER 30, 2004-

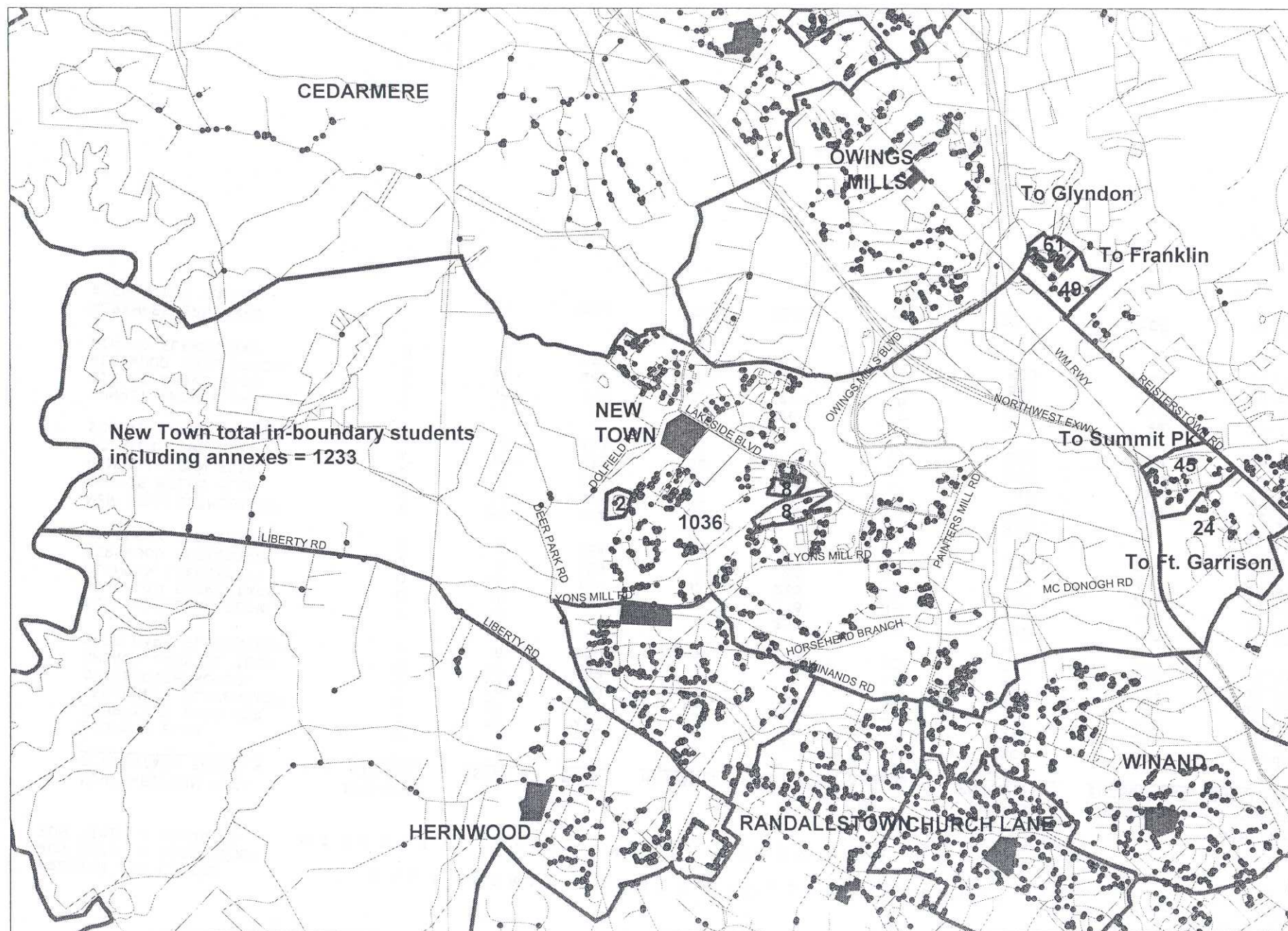
SCHOOL	PS	KG	01	02	03	NORTHWESTERN AREA			07	08	09	10	11	12	NG	TOTAL
						04	05	06								
BEDFORD ELEM			65	56	73	81	89									364
CAMPFIELD ECCLD CTR	215	137*														352
CEDARMERE ELEMENTARY	36	60*	80	94	75	87	84									516
CHATSWORTH SCHOOL		60*	67	63	77	76	82									425
CHURCH LANE EL TECH	19	63*	75	81	90	90	84									485
DEER PARK ELEMENTARY	38	63*	89	67	69	70	89									415
FORT GARRISON ELEM		49	63	73	81	71	78									519
FRANKLIN ELEMENTARY	34	61	76	79	84	81	104									493
GLYNDON ELEMENTARY	24	66*	70	82	82	86	83									460
HERNWOOD ELEMENTARY	17	59*	71	83	74	83	73									335
MILBROOK ELEMENTARY	3	3*	76	58	67	67	61									859
NEW TOWN ELEMENTARY	38	104*	151	140	154	142	130									755
OWINGS MILLS ELEM	85	101*	116	122	111	101	119									413
RANDALLSTOWN ELEM		64*	68	76	71	64	70									548
REISTERSTOWN ELEM	39	92*	77	77	102	82	79									568
SCOTTS BRANCH ELEM		87*	110	91	96	88	96									345
SUMMIT PARK ELEM	7	46	58	51	58	63	62									571
TIMBER GROVE ELEM	23	79*	85	95	96	100	93									543
WELLWOOD INTL SCHOOL		95*	101	106	85	75	81									563
WINAND ELEMENTARY	30	75*	68	86	106	95	103									10,031
ELEMENTARY TOTALS	608	1,364	1,566	1,580	1,651	1,602	1,660									1,417
DEER PARK MID/MAGNET						476	459	482								1,417
FRANKLIN MIDDLE						454	455	508								1,189
OLD COURT MIDDLE						440	354	395								1,072
PIKESVILLE MIDDLE						321	360	391								1,012
SUDBROOK MAGNET MDL						339	331	342								6,107
MIDDLE TOTALS						2,030	1,959	2,118								1,593
FRANKLIN HIGH										445	409	406	333			1,404
MILFORD MILL ACADEMY										436	299	321	348			716
NEW TOWN HIGH										262	260	194				1,165
OWINGS MILLS HIGH										289	317	256	303			1,073
PIKESVILLE HIGH										258	241	299	275			1,324
RANDALLSTOWN HIGH										333	320	312	359			7,275
HIGH SCHOOL TOTALS										2,023	1,846	1,788	1,618			

PROGRAM ID: CA3790  
 RUN DATE : 10/05/2004  
 RUN TIME : 20:05:01

BALTIMORE COUNTY PUBLIC SCHOOLS  
 MINORITY ENROLLMENT REPORT AS OF 09/30/2004

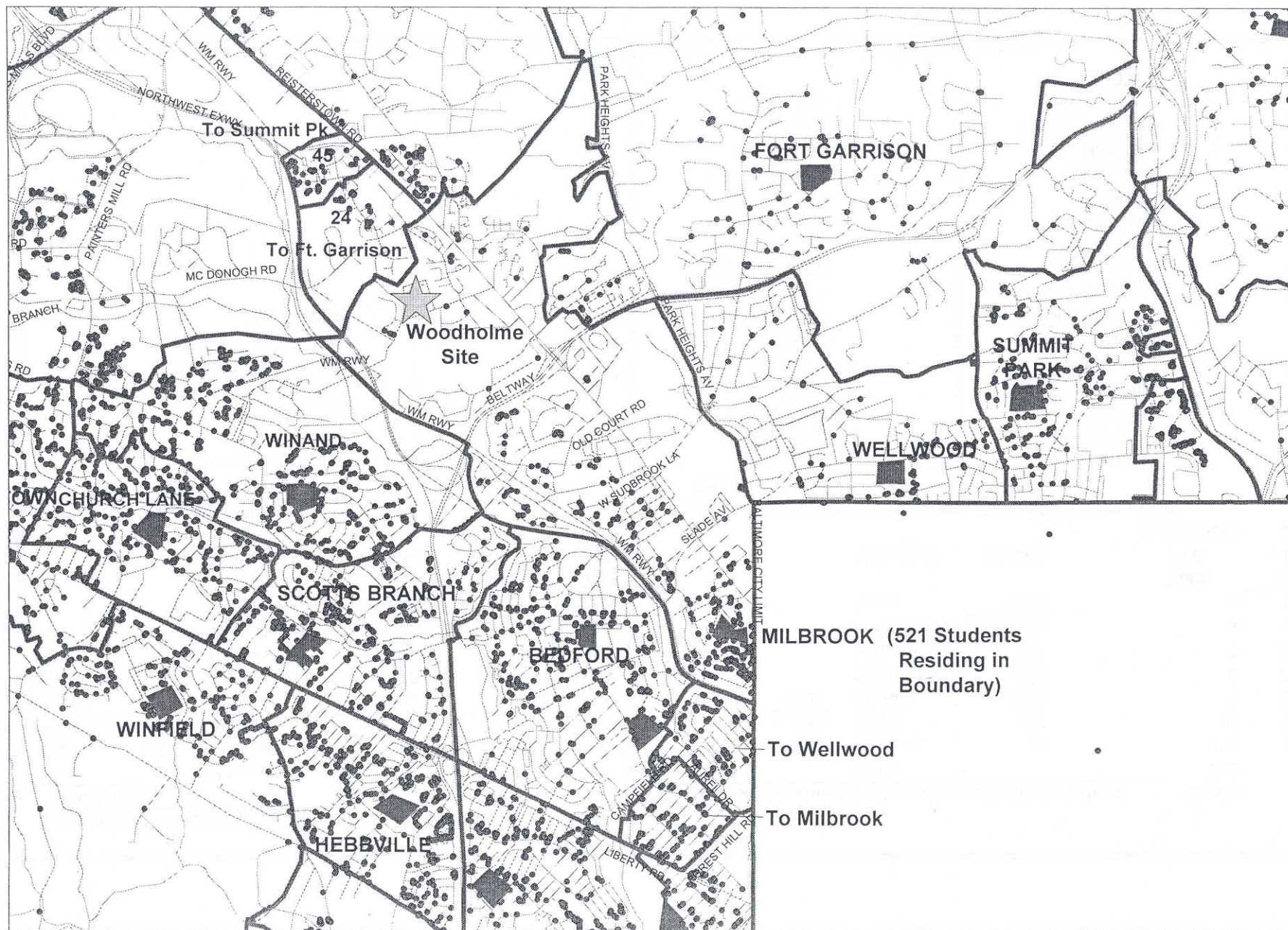
<u>NORTHWESTERN AREA ELEMENTARY SCHOOLS</u>	<u>AMERICAN INDIAN</u>	<u>ASIAN</u>	<u>BLACK</u>	<u>HISPANIC</u>	<u>WHITE</u>	<u>MULTI RACIAL</u>	<u>TOTAL SCHOOL ENROLLMENT</u>	<u>TOTAL MINORITY ENROLLMENT</u>	<u>PERCENT MINORITY ENROLLMENT</u>
BEDFORD ELEM	0	2	310	16	20	16	364	344	94.51
CAMPFIELD ECLD CTR	1	18	273	15	22	23	352	330	93.75
CEDARMERE ELEMENTARY	2	24	193	63	206	28	516	310	60.08
CHATSWORTH SCHOOL	0	12	86	8	302	17	425	123	28.94
CHURCH LANE EL TECH	0	10	452	8	19	13	502	483	96.22
DEER PARK ELEMENTARY	0	6	450	9	10	10	485	475	97.94
FORT GARRISON ELEM	1	10	31	0	360	13	415	55	13.25
FRANKLIN ELEMENTARY	0	18	87	25	375	14	519	144	27.75
GLYNDON ELEMENTARY	0	46	134	33	255	25	493	238	48.28
HERNWOOD ELEMENTARY	3	3	389	3	47	15	460	413	89.78
MILBROOK ELEMENTARY	0	6	254	13	41	21	335	294	87.76
NEW TOWN ELEMENTARY	5	56	625	19	95	59	859	764	88.94
OWINGS MILLS ELEM	3	51	454	53	130	64	755	625	82.78
RANDALLSTOWN ELEM	3	5	373	9	9	14	413	404	97.82
REISTERSTOWN ELEM	4	47	162	36	278	21	548	270	49.27
SCOTTS BRANCH ELEM	3	10	523	11	9	12	568	559	98.42
SUMMIT PARK ELEM	5	8	62	2	263	5	345	82	23.77
TIMBER GROVE ELEM	3	37	180	27	278	46	571	293	51.31
WELLWOOD INTL SCHOOL	1	89	265	22	130	36	543	413	76.06
WINAND ELEMENTARY	0	9	528	4	16	6	563	547	97.16
NORTHWESTERN AREA ELEMENTARY TOTAL	34	467	5831	376	2865	458	10031	7166	71.44

# New Town Elementary School Boundary, With Annexes Depicted



New Town Elementary Enrollment				Capacity =	697
2004-2005				Grade	
Sex		Race		NG	2
Male	435	Am. Ind.	5	PS	68
Female	424	Asian	56	K	174
Total	859	Af. Am.	625	1	203
		Caucasian	95	2	205
		Hispanic	19	3	205
		Multi-Racial	59	4	190
		Total	859	5	186
				Total	1233
		Minority %	88.94%	FTE	1198
				+/- Capacity	501
Out-of -Boundary Students					
	School				
	Featherbed Lane	1			
	Hernwood	1			
	Randallstown	1			
	Reisterstown Annex	2			
	Summit Park Annex	1			
	Winand	1			
	Unmatched	3			
		10			
Sort of students resident* in boundary, eligible to attend				Grade	
Sex		Race		NG	2
Male	648	Am. Ind.	5	PS	68
Female	585	Asian	77	K	174
Total	1233	Af. Am.	836	1	203
		Caucasian	172	2	205
		Hispanic	61	3	205
		Multi-Racial	82	4	190
		Total	1233	5	186
				Total	1233
		Minority %	86.05%	FTE	1198
				+/- Capacity	501
Schools attended by resident* students, 2004-2005 school year					
	School				
	New Town	849	Milbrook	1	
	Campfield	17	Fort Garrison*	27	
	Westchester	1	Summit Park*	41	
	Edmondson Hgts.	2	Owings Mills	7	
	Maiden Choice	3	Franklin*	55	
	Hillcrest	2	Chatsworth	17	
	Woodbridge	1	Timber Grove	16	
	Randallstown	3	Reisterstown*	81	
	Church Lane	5	Glyndon*	54	
	Hebbville	1	Cedarmere	8	
	Powhatan	1	Lutherville	3	
	Winand	5	Pinewood	2	
	Hernwood	7	Villa Cresta	1	
	Deer Park	6	Hampton	1	
	Bedford	2	Cromwell Valley	2	
	Wellwood	11	Ridge School	1	
			<b>TOTAL</b>	<b>1233</b>	
*RESIDENT includes students in New Town Annexes					

# Existing Milbrook Boundary with Surrounding Schools, 2004

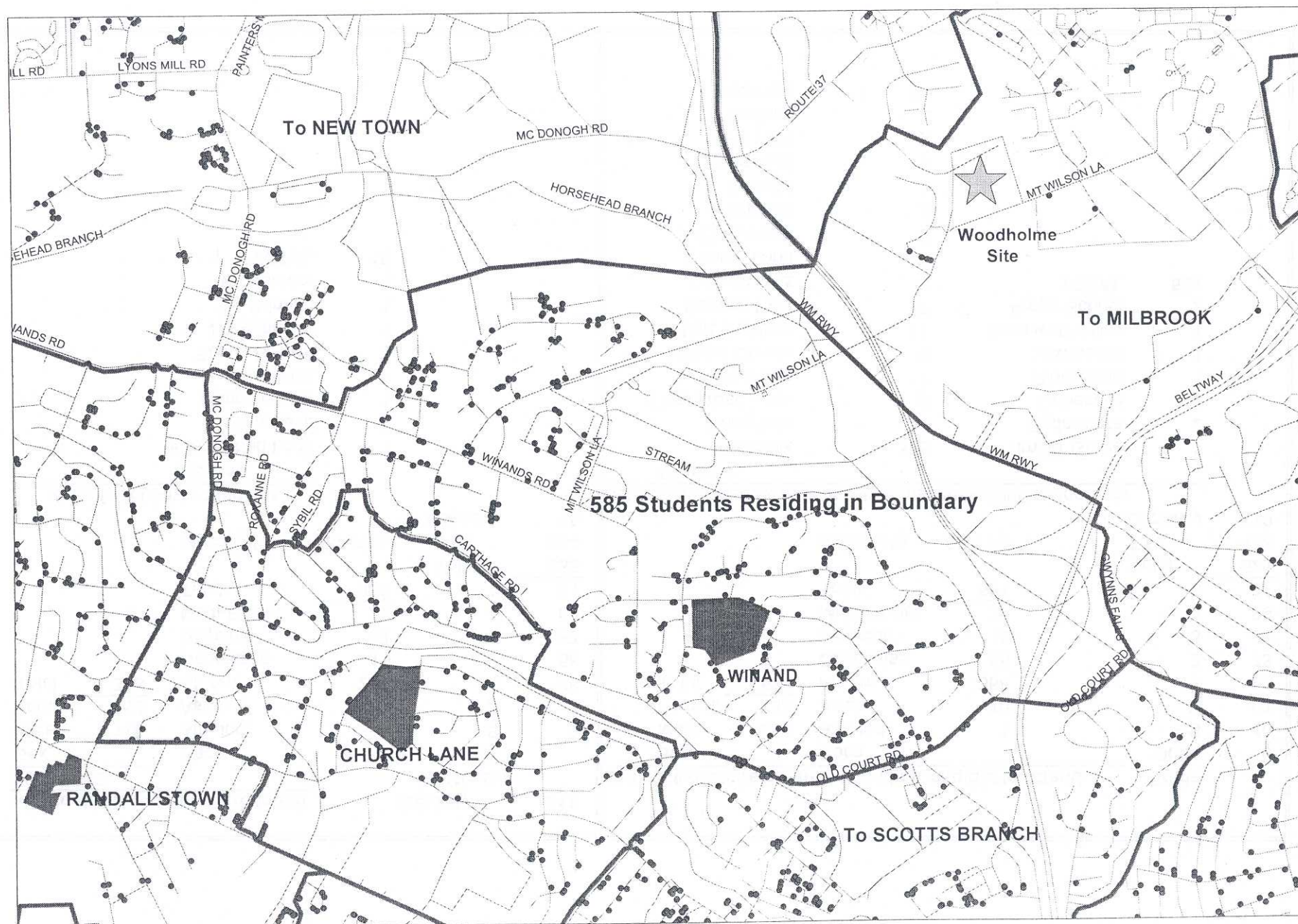


<b>Milbrook Elementary Enrollment</b>				Capacity =	319
<b>2004-2005</b>				Grade	
Sex	Race			NG	
Male	176	Am. Ind.	0	PS	3
Female	159	Asian	6	K	3
Total	335	Af. Am.	254	1	76
		Caucasian	41	2	58
		Hispanic	13	3	67
		Multi-Racial	21	4	67
		Total	335	5	61
				Total	335
	Minority %	87.76%		FTE	334
				+/- Capacity	15
<b>Out-of -Boundary Students</b>					
<b>School</b>					
	Featherbed Lane	1			
	Johnnycake	1			
	Randallstown	1			
	New Town	1			
	Scotts Branch	3			
	Westchester	1			
	Winand	1			
	Woodmoor	1			
	<b>TOTAL</b>	<b>10</b>			

<b>Sort of students resident in boundary, eligible to attend</b>				Grade	
Sex	Race			Other	6
Male	289	Am. Ind.	1	PS	40
Female	232	Asian	10	K	61
Total	521	Af. Am.	368	1	91
		Caucasian	88	2	73
		Hispanic	18	3	84
		Multi-Racial	36	4	89
		Total	521	5	77
				Total	521
	Minority %	83.11%		FTE	498
				+/- Capacity	179
<b>Schools attended by resident students, 2004-2005 school year</b>					
<b>School</b>					
	Milbrook	325	Timber Grove	1	
	Campfield	85	Cedarmere	2	
	Featherbed Lane	2	Lutherville	2	
	Woodmoor	1	Riderwood	1	
	Maiden Choice	6	Hawthorne	1	
	Fort Garrison	11	Cromwell Valley	1	
	Summit Park	17	Ridge School	2	
	Owings Mills	3	<b>TOTAL</b>	<b>521</b>	
	Church Lane	12			
	Chatsworth	6			
	Powhatan	2			
	Winand	1			
	Hernwood	1			
	Deer Park	1			
	Bedford	2			
	Wellwood	36			

## Existing Winand Boundary with Surrounding Schools, 2004



Winand Elementary Enrollment				Capacity =	609
2004-2005				Grade	
Sex		Race		NG	
Male	300	Am. Ind.	0	PS	30
Female	263	Asian	9	K	75
Total	563	Af. Am.	528	1	68
		Caucasian	4	2	86
		Hispanic	16	3	106
		Multi-Racial	6	4	95
		Total	563	5	103
				Total	563
		Minority %	99.29%	FTE	548
				+/- Capacity	-61
Out-of -Boundary Students					
		Bedford	1		
		Cedarmere	2		
		Church Lane	9		
		Edmondson Heights	1		
		Featherbed Lane	2		
		Glyndon	2		
		Hernwood	5		
		Milbrook	1		
		New Town	5		
		Owings Mills	2		
		Powhatan	1		
		Randallstown	6		
		Scotts Branch	17		
		Timber Grove	1		
		Wellwood	2		
		Winfield	4		
		Woodmoor	2		
		Unmatched	3		
		<b>TOTAL</b>	<b>66</b>		

Sort of students resident in boundary, eligible to attend				Grade	
Sex		Race		Other	
Male	301	Am. Ind.	0	PS	4
Female	284	Asian	11	K	37
Total	585	Af. Am.	549	1	82
		Caucasian	13	2	71
		Hispanic	4	3	86
		Multi-Racial	8	4	115
		Total	585	5	95
				Total	585
		Minority %	97.78%	FTE	565
				+/- Capacity	-45
Schools attended by resident students, 2004-2005 school year					
School					
Winand	497	Pot Spring	1		
Campfield	4	Lutherville	3		
Dogwood	1	Villa Cresta	1		
Timber Grove	1	Hampton	1		
Maiden Choice	4	Cromwell Valley	4		
Milbrook	1	Ridge School	1		
Chatsworth	4	<b>TOTAL</b>	<b>585</b>		
Owings Mills	3				
Church Lane	20				
New Town	1				
Powhatan	4				
Winfield	5				
Hernwood	5				
Deer Park	6				
Bedford	1				
Wellwood	17				

## Existing Fort Garrison Boundary with Surrounding Schools



# Fort Garrison Elementary Enrollment

2004-2005		Capacity =		Grade	
Sex	Race			NG	
Male	208	Am. Ind.	1	PS	
Female	207	Asian	10	K	49
Total	415	Af. Am.	31	1	63
		Caucasian	360	2	73
		Hispanic	0	3	81
		Multi-Racial	13	4	71
		Total	415	5	78
		Total			415
	Minority %	13.25%	FTE		391
			+/- Capacity		-75

## Out-of-Boundary Students

Schools	
Bedford	4
Franklin	3
Glyndon	2
Milbrook	11
Owings Mills	5
Powhatan	1
Randallstown	1
New Town	5
Reisterstown	4
Summit Park	6
Summit Park New Town Annex	3
Timber Grove	6
Wellwood	4
Winfield	3
Unmatched	20
	78

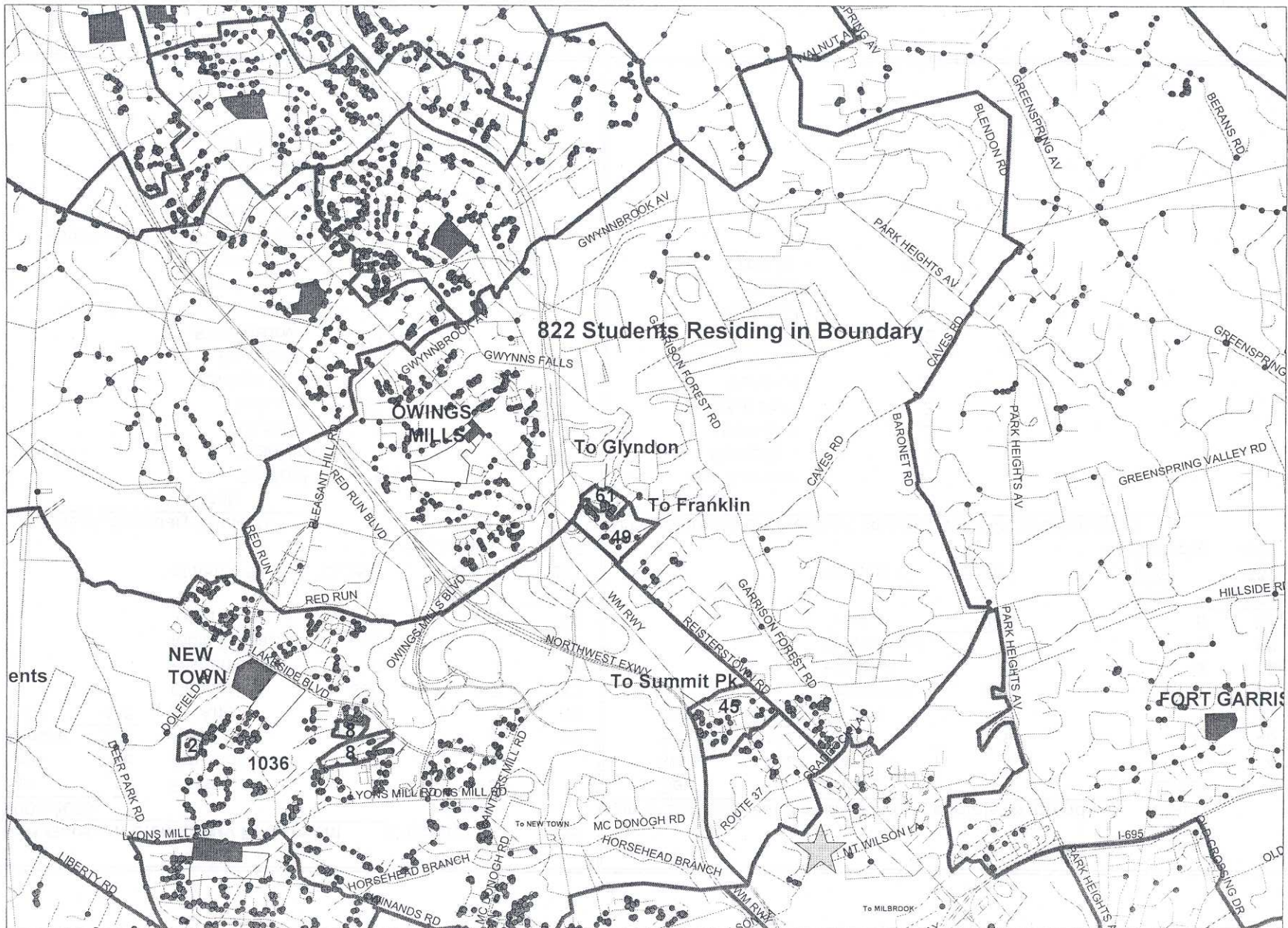
# Sort of students resident in boundary, eligible to attend

Sex	Race	Grade	Other
Male	172	Am. Ind.	1
Female	182	Asian	9
Total	354	Af. Am.	6
		Caucasian	330
		Hispanic	0
		Multi-Racial	8
		Total	354
	Minority %	6.78%	Total
			FTE
			+/- Capacity

## Schools attended by resident students, 2004-2005 school year

School	
Fort Garrison	337
Campfield	1
Wellwood	2
Summit Park	3
Padonia	4
Timber Grove	1
Chatsworth	2
Pinewood	2
Ridge	2
TOTAL	354

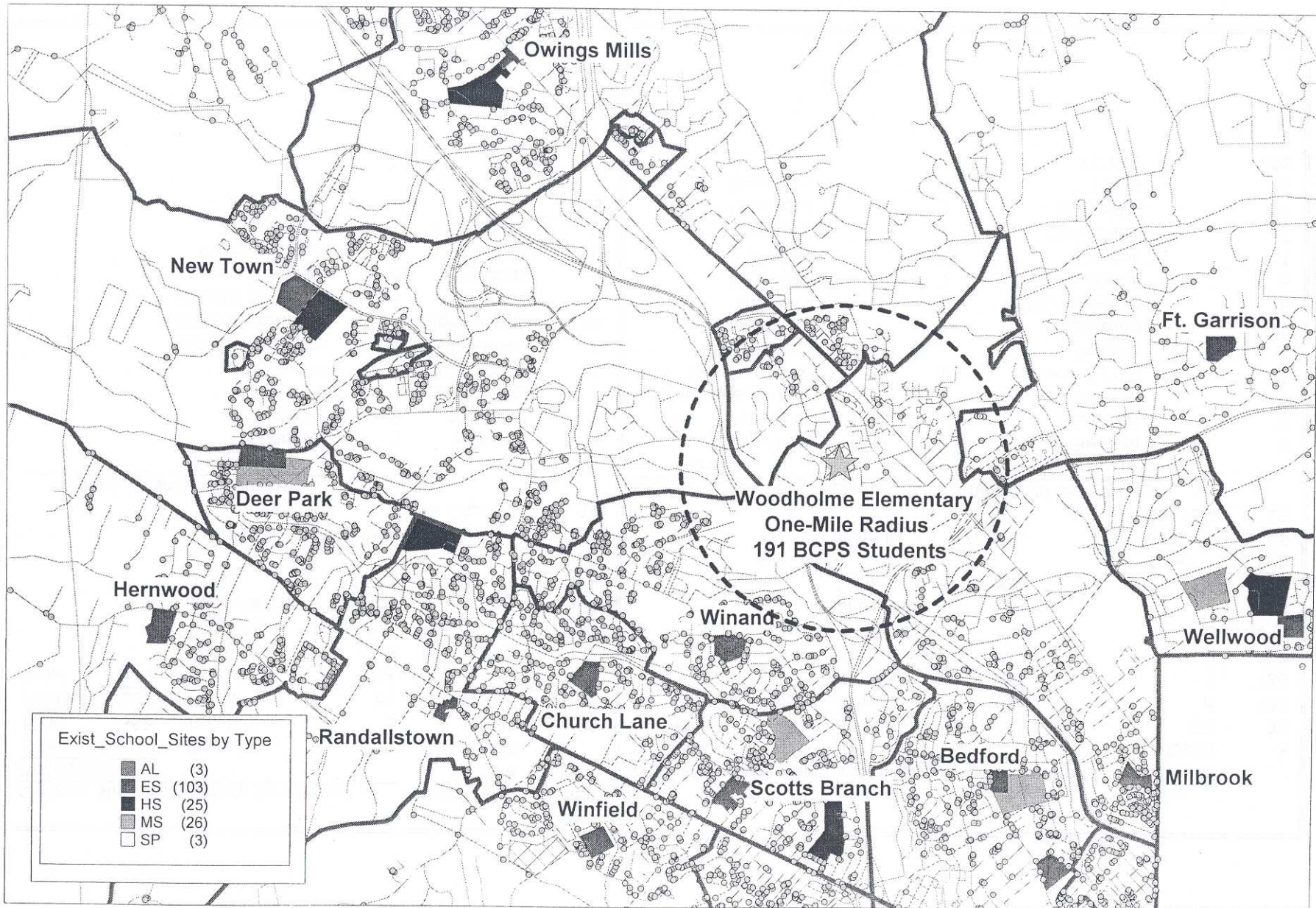
# Existing Owings Mills Elementary Boundary with Surrounding Schools, 2004



Owings Mills Elementary Enrollment					Capacity =	699
2004-2005					Grade	
Sex		Race			NG	
Male	362	Am. Ind.	3		PS	85
Female	393	Asian	51		K	101
Total	755	Af. Am.	454		1	116
		Caucasian	53		2	122
		Hispanic	130		3	111
		Multi-Racial	64		4	101
		Total	755		5	119
				Total		755
		Minority %	92.98%	FTE		713
				+/- Capacity		14
Out-of -Boundary Students						
Schools						
	Bedford	1	Hillcrest	1		
	Cedarmere	9	Milbrook	3		
	Deer Park	1	New Town	1		
	Dogwood	2	Randallstown	1		
	Featherbed Lane	1	Reisterstown	4		
	Fort Garrison Annex	1	Timber Grove	12		
	Franklin El. Annex	1	Warren	1		
	Glyndon	6	Wellwood	1		
	Glyndon Annex	4	Winand	3		
	Hampton	1	Unmatched	9		
						63

Sort of students resident in boundary, eligible to attend					Grade	
Sex		Race			Other	3
Male	399	Am. Ind.	3		PS	92
Female	423	Asian	54		K	103
Total	822	Af. Am.	469		1	138
		Caucasian	177		2	127
		Hispanic	54		3	119
		Multi-Racial	65		4	108
		Total	822		5	132
				Total		822
		Minority %	78.47%	FTE		725
				+/- Capacity		26
Schools attended by resident students, 2004-2005 school year						
School						
	Owings Mills	692	Bedford	3		
	Campfield	9	Wellwood	3		
	Edmondson Hgts.	1	Fort Garrison	5		
	Maiden Choice	1	Summit Park	5		
	Randallstown	2	Franklin	4		
	Church Lane	2	Chatsworth	49		
	Hebbville	1	Timber Grove	16		
	Powhatan	1	Reisterstown	5		
	Winfield	1	Glyndon	1		
	Winand	2	Cedarmere	8		
	Hernwood	2	Lutherville	1		
	Deer Park	3	Ridge	5		
			TOTAL	822		

# Woodholme Elementary One-Mile Radius



# BCPS Students Residing Within Approximately 1-Mile of the Woodholme Site

Student Report	Students
Student Report	
Count Of Students	191
Breakdown by Gender:	
Male	97
Female	94
Breakdown by Race: 59.16% Minority	
Americian Indian/Alaska Native	1
Asian/Pacific Islander	3
Black, not of Hispanic Origin	88
White, not of Hispanic Origin	78
Hispanic	10
Multiracial	11
Breakdown by Grade:	
Grade 01	30
Grade 02	27
Grade 03	36
Grade 04	27
Grade 05	37
Grade 12	1
Kindergarten	23
Pre-School	10
Breakdown by Individualized Education Plan:	
No IEP	162
Active IEP (A) 15.18%	29
Breakdown by Lunch Eligibility:	
Not Eligible	1
(Unknown Lunch Eligibility code: N)	140
Free Lunch Candidate 26.25%	50
Breakdown by Residency:	
Resident	190
Foster Child (No Tuition)	1

## Breakdown by School of Attendance:

Campfield Early Childhood Cent	2
Edmondson Heights ES	1
Maiden Choice Center	1
Hillcrest ES	1
Winand ES	14
Hernwood ES	1
Deer Park ES	1
Wellwood ES	7
Milbrook ES	24
Fort Garrison ES	38
Summit Park ES	20
Owings Mills ES	59
Franklin ES	3
Chatsworth School	9
Timber Grove ES	2
Cedarmere ES	2
Lutherville ES	1
Pinewood ES	2
Villa Cresta ES	1
Ridge School	2

BCPS Students Residing Within Approximately  
1-Mile of the Woodholme Site

## Woodholme Cluster School Information: 9/30/04

Current Cluster Schools	Full-day K	The Enrollment Picture							The Residency Picture						The Choice Factor		
		State Rated Capacity '04	Total Enrollment	FTE Enrollment	Number Under/Over Capacity	% Minority Enrollment	% IEP Students	% F/R Lunch	Students Living in Boundary	FTE of No. in Boundary	Potential -/+ Capacity	% Minority Enrollment	% IEP Students	% F/R Lunch	In-Boundary Attending This School	Out-of-Bdy.* Attending This School	In-Boundary to Other Schools
New Town	*	697	859	840	143	88.94%	8.03%	20.48%	1233	1198	501	86.05%	11.11%	22.95%	849	10	384
Milbrook	*	319	335	334	15	87.76%	12.83%	54.02%	521	498	179	83.11%	16.60%	46.26%	325	10	196
Winand	*	609	563	548	-61	97.16%	12.43%	39.60%	585	565	-44	97.78%	10.60%	37.77%	497	66	88
Fort Garrison		466	415	391	-75	13.25%	13.49%	2.89%	354	332	-134	6.78%	11.30%	0.56%	337	78	17
Owings Mills	*	699	755	713	14	82.78%	8.46%	47.09%	822	725	26	78.47%	12.29%	43.92%	692	63	130
<b>Total</b>		<b>2790</b>	2927	2826	36	73.98%	11.05%	32.82%	<b>3515</b>	3318	528	70.44%	12.38%	30.29%	2700	227	815
Woodholme	*	676	104.91%	101.29%		without Woodholme			125.99%	118.92%					<b>76.81%</b>	<b>7.76%</b>	<b>23.19%</b>
<b>Total</b>		<b>3466</b>	84.45%	81.53%		with Woodholme			101.41%	95.73%							

\*"Out-of-Boundary Attending" includes students with addresses outside of school boundary as well as students without geocodable addresses that cannot be identified specifically as within the current boundary.

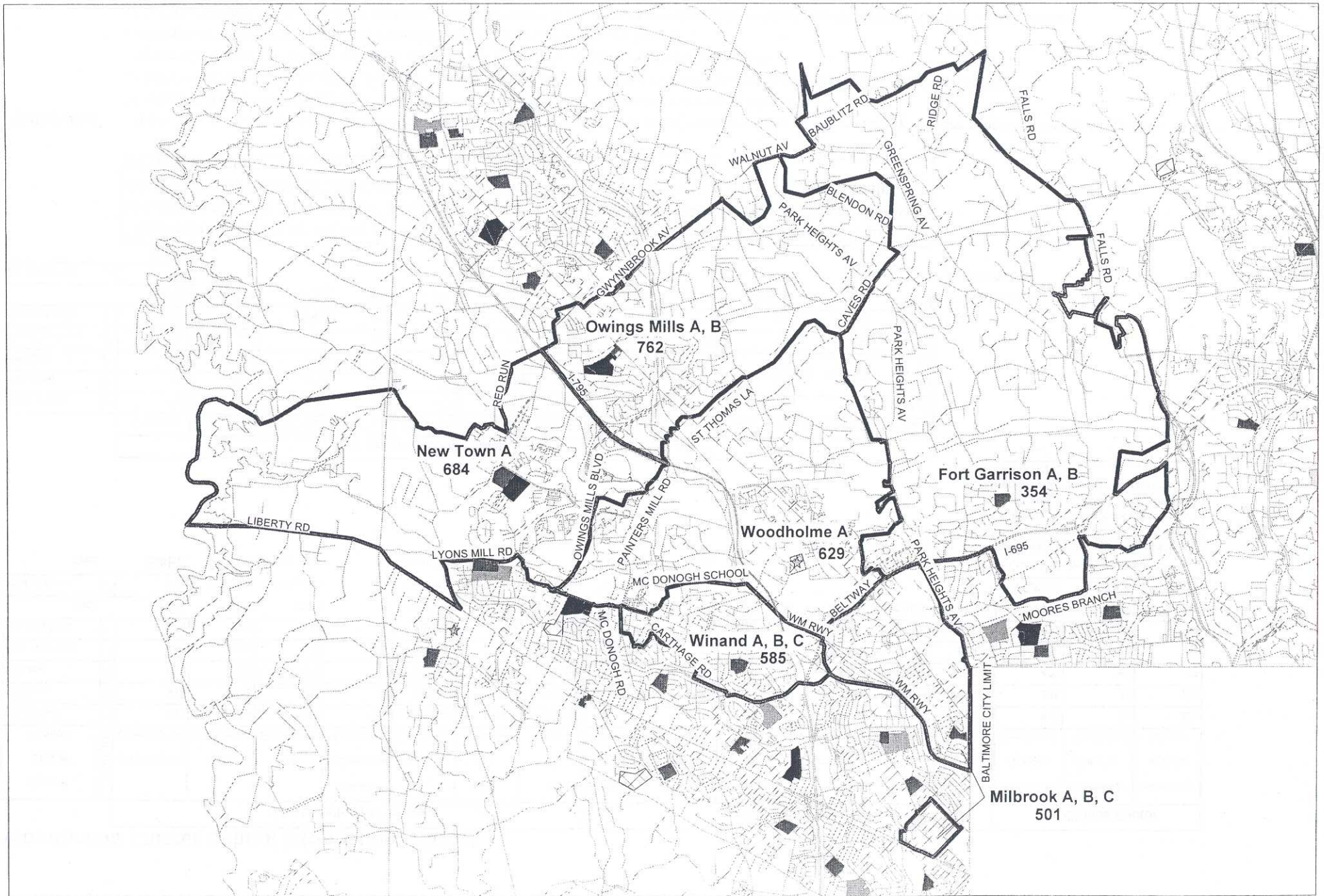
Five-Year Enrollment Projections Developed in December, 2004**													
	Capacity	2005 Total	2005 FTE	2006 Total	2006 FTE	2007 Total	2007 FTE	2008 Total	2008 FTE	2009 Total	2009 FTE	FTE-Cap.	
New Town	*	697	935	917	955	937	975	957	995	977	1015	997	300
Milbrook	*	319	364	363	368	367	370	369	377	376	383	382	63
Winand	*	609	622	606	641	625	656	640	672	656	672	656	47
Fort Garrison		466	526	482	528	484	531	487	532	488	530	486	20
Owings Mills	*	699	776	742	793	759	814	780	825	791	832	798	99
2790		3223	3110	3285	3172	3346	3233	3401	3288	3432	3319	529	Without Woodholme
Woodholme	*	676											-147 With Woodholme
3466													

\*\*Current projections reflect the continuance of existing annexes, special-permission transfers, and special programs. The opening of a new school and boundary adjustments for schools in the cluster will result in the dissolution of the annexes and may affect future requests for special permission transfer and other school choice initiatives.

### Summary:

- The number of BCPS elementary school children currently residing in the cluster is already greater than the collective capacity of cluster schools, including Woodholme.
- It is likely that a portion of the students residing in the cluster will continue to attend out-of-boundary schools.
- It is likely that some out-of-boundary students will continue to attend cluster schools for special programs or through special permission transfer.
- Enrollments in the schools in this cluster are anticipated to continue to increase over the next five years.
- Development is anticipated to continue within this cluster of schools over the next five years.
- It is anticipated that annexed students will be accommodated within the boundaries of their neighborhood schools following the boundary change process.
- Boundary adjustments alone will not insure that enrollment in schools within this cluster will remain within their collective capacity.

# Woodholme Scenario "A" Boundaries of Cluster Schools: No change for Fort Garrison or Winand



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

The Residency Picture (BCPS Students eligible to attend 2004-05)									Anticipated Enrollment Given Current Choices							
Current Cluster Schools	Full-day K	State Rated Capacity '04	Eligible Living in Boundary	FTE of No. in Boundary	Potential +/- Capacity	% Minority Enrollment	% IEP Students	% F/R Lunch	In-Bdy. Students Anticipated	Out-of-Bdy. * Attending This School	Total '04-05 Anticipated Students	FTE of No. in Boundary	Potential +/- Capacity	% Minority Enrollment	% IEP Students	% F/R Lunch
New Town	*	697	684	669	-28	81.87%	11.70%	15.06%	605	10	615	602	-95	84.39%	8.46%	15.45%
Milbrook*	*	319	404	404	85	84.65%	15.84%	50.99%	315	10	325	324	5	89.23%	12.00%	56.00%
Winand	*	609	585	565	-44	97.78%	10.60%	37.61%	497	66	563	548	-61	97.99%	8.05%	38.63%
Fort Garrison		466	354	332	-134	6.78%	11.30%	0.56%	337	58	395	395	-71	12.15%	13.67%	2.53%
Owings Mills	*	699	762	715	16	80.71%	11.94%	41.73%	657	65	722	678	-21	83.38%	13.30%	46.81%
Woodholme	*	676	629	612	-64	85.37%	11.92%	35.61%	548	0	548	536	-140	87.04%	8.03%	37.04%
Total		3466	3418	3297	-169	70.36%	12.28%	29.19%	2959	209	3168	3083	-383	75.70%	10.59%	32.74%
(3535-97 Milbrook to Campfield)					95.12%	20 in Annex now to Woodholme					88.95%	avg.	avg.	avg.		

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.

Hypothetical enrollments assume that students currently attending districted schools or assigned annexes 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 students attending remain.

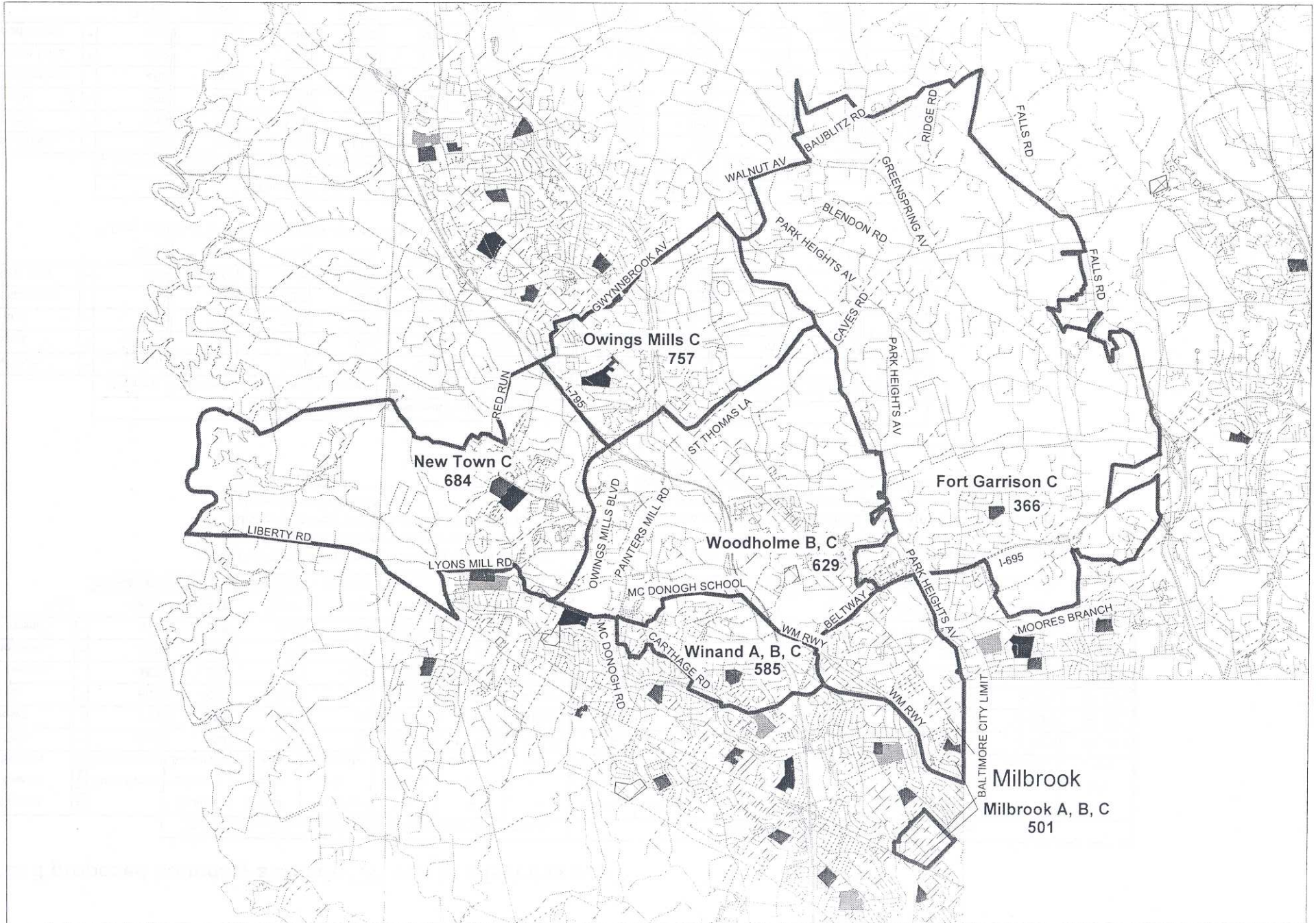
		Five-Year Enrollment Projections Developed in December, 2004**											
		Capacity	2005 Total	2005 FTE	2006 Total	2006 FTE	2007 Total	2007 FTE	2008 Total	2008 FTE	2009 Total	2009 FTE	FTE-Cap.
New Town	*	697	935	917	955	937	975	957	995	977	1015	997	300
Milbrook	*	319	364	363	368	367	370	369	377	376	383	382	63
Winand	*	609	622	606	641	625	656	640	672	656	672	656	47
Fort Garrison		466	526	482	528	484	531	487	532	488	530	486	20
Owings Mills	*	699	776	742	793	759	814	780	825	791	832	798	99
		2790	3223	3110	3285	3172	3346	3233	3401	3288	3432	3319	529

Without Woodholme

\*\* Does not include New Town Students annexed outside of the cluster

		Sample Five-Year Projections With Boundary Proposal "A", annexes returned to cluster											
		Capacity	2005 Total	2005 FTE	2006 Total	2006 FTE	2007 Total	2007 FTE	2008 Total	2008 FTE	2009 Total	2009 FTE	FTE-Cap.
New Town	*	697	669	657	684	672	698	686	712	700	727	715	18
Milbrook	*	319	353	324	357	356	359	358	366	365	372	371	52
Winand	*	609	622	606	641	625	656	640	672	656	672	656	47
Fort Garrison		466	501	487	503	489	505	492	506	493	504	491	25
Owings Mills	*	699	742	706	758	722	778	742	789	752	796	759	60
Woodholme	*	676	611	596	622	607	632	617	642	627	647	632	-44
		3466	3498	3376	3565	3471	3628	3535	3687	3593	3718	3624	158

# Woodholme Scenario "C" Boundaries of Cluster Schools : No change for Winand



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

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.

Hypothetical enrollments assume that students currently attending districted schools or assigned annexes 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 students attending remain.

The Residency Picture (BCPS Students eligible to attend 2004-05)									Anticipated Enrollment Given Current Choices							
Current Cluster Schools	Full-day K	State Rated Capacity '04	Eligible Living in Boundary	FTE of No. in Boundary	Potential +/- Capacity	% Minority Enrollment	% IEP Students	% F/R Lunch	In-Bdy. Students Anticipated	Out-of-Bdy.* Attending This School	Total '04-05 Anticipated Students	FTE of Total Anticipated	Potential +/- Capacity	% Minority Enrollment	% IEP Students	% F/R Lunch
New Town	*	697	684	669	-28	81.87%	11.70%	15.06%	605	10	615	602	-95	84.39%	8.46%	15.45%
Milbrook*	*	319	404	404	85	84.65%	15.84%	50.99%	315	10	325	324	5	89.23%	12.00%	56.00%
Winand	*	609	585	565	-44	97.78%	10.60%	37.61%	497	66	563	548	-61	97.99%	8.05%	38.63%
Fort Garrison		466	366	344	-122	7.10%	11.75%	0.82%	345	58	403	381	-85	12.41%	14.14%	2.73%
Owings Mills	*	699	757	710	11	81.11%	11.89%	41.87%	655	65	720	678	-21	84.69%	8.70%	44.52%
Woodholme	*	676	629	612	-64	85.37%	11.92%	35.61%	548	0	548	536	-140	87.04%	8.03%	37.04%
Total		3466	3425	3304	-162	70.50%	12.36%	29.27%	2965	209	3174	3069	-397	75.96%	9.90%	32.40%
(3535-97 Milbrook to Campfield)					95.33%	20 in Annex now to Woodholme					88.95%	avg.	avg.	avg.	avg.	avg.

		Five-Year Enrollment Projections Developed in December, 2004**											
		Capacity	2005 Total	2005 FTE	2006 Total	2006 FTE	2007 Total	2007 FTE	2008 Total	2008 FTE	2009 Total	2009 FTE	FTE-Cap.
New Town	*	697	935	917	955	937	975	957	995	977	1015	997	300
Milbrook	*	319	364	363	368	367	370	369	377	376	383	382	63
Winand	*	609	622	606	641	625	656	640	672	656	672	656	47
Fort Garrison		466	526	482	528	484	531	487	532	488	530	486	20
Owings Mills	*	699	776	742	793	759	814	780	825	791	832	798	99
		2790	3223	3110	3285	3172	3346	3233	3401	3288	3432	3319	529
Without Woodholme													

\*\* Does not include New Town Students annexed outside of the cluster

		Sample Five-Year Projections With Boundary Proposal "C", annexes returned to cluster											
		Capacity	2005 Total	2005 FTE	2006 Total	2006 FTE	2007 Total	2007 FTE	2008 Total	2008 FTE	2009 Total	2009 FTE	FTE-Cap.
New Town	*	697	669	657	684	672	698	686	712	700	727	715	18
Milbrook	*	319	353	324	357	356	359	358	366	365	372	371	52
Winand	*	609	622	606	641	625	656	640	672	656	672	656	47
Fort Garrison		466	511	470	513	472	516	475	517	476	515	474	8
Owings Mills	*	699	740	703	756	720	776	740	787	750	793	757	58
Woodholme	*	676	611	596	622	607	632	617	642	627	647	632	-44
		3466	3506	3356	3573	3452	3637	3516	3696	3574	3726	3605	139 With Woodholme "C"

## Northwest Area Births: 1988-2003

School Name	#	Area	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Bedford	0303	NW	86	84	76	79	73	73	68	64	93	69	88	69	71	78	78	74
Cedarmere	0408	NW	96	107	86	93	93	76	88	89	86	97	87	86	89	92	97	87
Church Lane	0207	NW	81	109	96	133	101	110	102	107	122	123	115	111	50	34	47	47
Deer Park	0216	NW	94	94	75	84	89	80	88	96	111	102	119	111	60	63	78	60
Fort Garrison	0308	NW	76	69	76	76	58	74	55	60	63	57	55	60	82	66	92	102
Franklin	0403	NW	71	102	115	80	77	81	76	80	73	75	75	86	86	133	112	118
Glyndon	0407	NW	114	121	103	122	91	118	89	100	97	90	87	98	101	114	126	118
Hernwood	0214	NW	53	78	71	54	58	66	73	107	129	160	162	200	68	56	72	72
Milbrook	0307	NW	112	96	106	128	107	80	111	108	129	126	134	121	134	135	152	146
New Town	0217	NW												New	405	394	341	343
Owings Mills	0402	NW	188	170	197	213	224	211	215	206	190	188	203	214	171	193	183	224
Randallstown	0202	NW	57	45	63	63	54	56	57	83	117	95	129	112	89	83	79	61
Reisterstown	0406	NW	88	89	109	125	159	130	139	136	148	133	122	116	131	105	101	97
Scotts Branch	0206	NW	128	126	127	141	129	116	90	146	130	132	115	128	129	137	122	139
Summit Park	0310	NW	70	66	67	67	76	65	72	86	79	64	71	55	73	59	104	95
Timber Grove	0405	NW	94	132	160	170	155	166	144	169	129	131	145	124	127	116	112	108
Wellwood	0304	NW	101	98	99	108	94	113	85	108	110	116	119	96	120	89	104	117
Winand	0213	NW	70	97	117	98	112	106	78	101	119	117	109	125	63	77	77	68
<b>Total Matched Records</b>			<b>1,579</b>	<b>1,683</b>	<b>1,743</b>	<b>1,834</b>	<b>1,750</b>	<b>1,721</b>	<b>1,630</b>	<b>1,846</b>	<b>1,925</b>	<b>1,875</b>	<b>1,935</b>	<b>1,912</b>	<b>2,049</b>	<b>2,024</b>	<b>2,077</b>	<b>2,076</b>

NOTE: No births shown for Campfield or Chatsworth since they have no boundaries.

31.47%

Increase

## Woodholme Area Cluster School Births: 1988-2003

School Name	#	Area	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
New Town	0217	NW												New	405	394	341	343
Fort Garrison	0308	NW	76	69	76	76	58	74	55	60	63	57	55	60	82	66	92	102
Milbrook	0307	NW	112	96	106	128	107	80	111	108	129	126	134	121	134	135	152	146
Owings Mills	0402	NW	188	170	197	213	224	211	215	206	190	188	203	214	171	193	183	224
Winand	0213	NW	70	97	117	98	112	106	78	101	119	117	109	125	63	77	77	68

	446	432	496	515	501	471	459	475	501	488	501	520	855	865	845	883
% of NW Area Births	28.25%	25.67%	28.46%	28.08%	28.63%	27.37%	28.16%	25.73%	26.03%	26.03%	25.89%	27.20%	41.73%	42.74%	40.68%	42.53%

of incr.

#### Woodholme Area Cluster Schools' In-Boundary Students: 2001-2004

School Name	#	Area	2000	2001	2002	2003	2004	% Incr./Decr.
New Town	0217	NW	800	1047	1100	1173	1233	54.13%
Fort Garrison	0308	NW	392	388	391	364	354	-9.69%
Milbrook	0307	NW	623	612	575	582	521	-16.37%
Owings Mills	0402	NW	806	795	774	820	822	1.99%
Winand	0213	NW	606	585	588	602	585	-3.47%

3227 3427 3428 3541 3515 8.92%

288 student increase for cluster, 2000-2004

#### Woodholme Area Cluster Schools' Capacities: 2001 and 2004

School Name	#	Area	2000	2001	2002	2003	2004	% Incr./Decr.
New Town (opened 2001)*	0217	NW	751	706	706	751	697	-7.19%
Fort Garrison**	0308	NW	516	502	502	502	466	-9.69%
Milbrook	0307	NW	345	345	345	345	319	-7.54%
Owings Mills***	0402	NW	774	774	759	745	699	-9.69%
Winand	0213	NW	651	651	651	651	609	-6.45%

3037 2978 2963 2994 2790 -8.13%

-247 seating capacity decrease for cluster, 2000-2004

190 449 465 547

**725** Number of BCPS students in excess of available seats residing in the cluster, 2004

676 Capacity of Woodholme Elementary, based on new state capacity formula

**49** Number of BCPS students in excess of available seats with Woodholme

\*New Town's design capacity in 2000 was adjusted to 706 in the year New Town opened to reflect the number of classrooms devoted to a special education program.

The capacity was adjusted again in 2003 to reflect the relocation of the special education program to Chatsworth.

\*\*Fort Garrison's capacity was adjusted in 2001 to reflect the number of classrooms used for special education and kindergarten.

\*\*\*Owings Mills' capacity was adjusted in 2002 to reflect classrooms used for special education and computer labs.

The capacity of Owings Mills was adjusted again in 2003 to reflect classrooms used for full-day kindergarten and pre-kindergarten.

\*\*\*\*Capacities of all elementary schools were adjusted in 2004 to reflect the new state capacity formula mandated by HB 1230 and SB 787



Baltimore County Public Schools

Woodholme Elementary School Boundary Study  
Community Forum

*Individual & Group Results*

February 7, 2005

## Baltimore County Public Schools

### Woodholme Elementary School Boundary Study Community Forum Results

**February 7, 2005**

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)	(Not Answered)		1		2		3		4		5		6		7		8		Total Responses	
	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.	2		44	8	9	1	2	1	1										58	10
Provide relief for overcrowdschools within the Woodholme area cluster (New town, Owings Mills, Milbrook, Fort Garrison, Winand).	3		37	7	10	2	8												58	9
Consider removing satellite (disconnected) service areas from schools in the cluster.	5	1	11	1	17	4	12	1	12	3									57	10
Provide the Pre-Kindergarten program in each school in the cluster.	4		20	4	11	3	15	3	8										58	10
Maximize the number of students who can walk to school.	2	1	11	2	10		17	6	18	1									58	10
Consider the economic diversity of population within the schools.	2	1	10	1	17	4	17	4	12										58	10
Consider the racial diversity of population within the schools.	2		13	3	15	3	16	3	12	1									58	10
Remove as many relocatable classrooms as possible	3		14	4	20	6	11		8										56	10

Criteria (Percent)	(Not Answered)		1		2		3		4		5		6		7		8		Total Responses	
	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.	3.45		75.86	80	15.52	10	3.45	10	1.72										100	100
Provide relief for overcrowdschools within the Woodholme area cluster (New town, Owings Mills, Milbrook, Fort Garrison, Winand).	5.17		63.79	77.78	17.24	22.22	13.79												99.99	100
Consider removing satellite (disconnected) service areas from schools in the cluster.	8.77	10	19.3	10	29.82	40	21.05	10	21.05	30									99.99	100
Provide the Pre-Kindergarten program in each school in the cluster.	6.9		34.48	40	18.97	30	25.86	30	13.79										100	100
Maximize the number of students who can walk to school.	3.45	10	18.97	20	17.24		29.31	60	31.03	10									100	100
Consider the economic diversity of population within the schools.	3.45	10	17.24	10	29.31	40	29.31	40	20.69										100	100
Consider the racial diversity of population within the schools.	3.45		22.41	30	25.86	30	27.59	30	20.69	10									100	100
Remove as many relocatable classrooms as possible	5.36		25	40	35.71	60	19.64		14.29										100	100

Please provide any comments you may have on your rationale for criteria that you rated as 1 (Very Important).

#### INDIVIDUAL COMMENTS:

- I believe the economic and racial diversity within the school is very important because it greatly impacts the parental support needed to provide both faculty, staff, and, most important, students with an advantage needed to insure the quality of education at that school.
- I feel it is important for children to attend the school based on their current residential location.
- Appropriate use of capacity maximizes opportunity for small class sizes.

- Students can receive quality instruction and education regardless of whether they walk or ride a bus. Studies show that providing a strong foundation at an early level is crucial to future achievement.
- I do not think the boundary should be placed such that communities are divided or even that bordering communities be divided into different schools. Parents rely on school relationships for children's play groups and for car pooling to after school activities.
- School capacity helps determine student/teacher ratios – important. Pre-K helps children to develop social skills needed for education. Walking to school has little effect on elementary students. Relocatable classrooms are reasonable measures to achieve good student/teachers ratios.
- Early education is important for the educational development of the child and can lend itself to earlier detection/intervention of learning needs/disabilities.
- In general, children should go to school near where they live.
- Not important if children can walk to school in northwest community, most children will be driven to school or will take bus. Additionally, there are no sidewalks!!
- I am more concerned about my child being in the school he is already comfortable in, as opposed to ethnic diversity or whether a child can walk to school.
- I think kids should live close to school.
- Pre-K programs are critical in preparing children for school. All schools should be economically and racially diverse; but under both plans the number of free/reduced lunches is skewed.
- It's very important to my family not to have my children move from school to school.
- Students should attend school closest to their home. Wellwood Elementary should have been included in this process and their boundary also considered for adjustment.
- In order for a school to be a positive environment it should be able to meet the needs of its students and be diversified. I'm not overly concerned with Pre-K programs because most Pre-K programs are not full day and as such, only utilized by stay home parents.
- 1) Ratio – teacher to student, 2) irrelevant, 3) tolerance – relations, 4) irrelevant
- Woodholme scenario – “A” 2 schools will not be affected
- Assuring appropriate use of available school capacity would hopefully balance out class sizes. Economic diversity and racial diversity is extremely important because I feel that a well balanced school has great impact on how as a culture we all learn to live and respect differences.
- Teacher/student ratio is everything! Learning must be at its optimum!
- Children come first. If classes are too big, it's hard to teach. Keep children in their community.
- The overall goal of the school system is to meet the needs of its children. This would mean providing them a safe environment as well as an environment ideally conducive to their development; and an environment fostering the learning process.
- Students learn best when they are within classes with fewer students and more resources available to them.
- Most important is to keep kids safe and within communities. The proposed boundaries divides the community on the east side of Reisterstown Road from other children they socialize with and puts them in a very unsafe position to cross Reisterstown Road or have to ride a bus to a community that is not within the scope of their other relationships.
- Child affected by overcrowding and annexes

**GROUP COMMENTS:** (No group comments for this question.)

**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.**

Criteria (count)	(Not Answered)		1		2		3		4		5		6		7		8		Total Responses	
	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.	2	1	37	5	9	2	4	1	4		1			1			1		58	10
Provide relief for overcrowdschools within the Woodholme area cluster (New town, Owings Mills, Milbrook, Fort Garrison, Winand).	2	1	14	2	18	5	11	2	2		3		1		1		2		54	10
Consider removing satellite (disconnected) service areas from schools in the cluster.	2	1	2	1	8	1	10	2	12	2	4	2	8		3		6		55	9
Provide the Pre-Kindergarten program in each school in the cluster.	3	1	8		5		9	1	7	2	7	1	7	2	6	1	6	2	58	10
Maximize the number of students who can walk to school.		2	4		4		4	1	5		9	1	9	1	10	2	12	2	57	9
Consider the economic diversity of population within the schools.	3	1	4		2		7		5	2	11	4	11	1	10	2	4		57	10
Consider the racial diversity of population within the schools.	1	1	5		5		6	1	7	1	8	3	11	2	5	1	8	1	56	10
Remove as many relocatable classrooms as possible	1	1	5	1	5	1	4	2	8	1	7	1	6		7	2	14	1	57	10

Criteria (percent)	(Not Answered)		1		2		3		4		5		6		7		8		Total Responses	
	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.	3.45	10	63.79	50	15.52	20	6.9	10	6.9		1.72			10			1.72		100	100
Provide relief for overcrowdschools within the Woodholme area cluster (New town, Owings Mills, Milbrook, Fort Garrison, Winand).	3.7	10	25.93	20	33.33	50	20.37	20	3.7		5.56		1.85		1.85		3.7		99.99	100
Consider removing satellite (disconnected) service areas from schools in the cluster.	3.64	11.11	3.64	11.11	14.55	11.11	18.18	22.22	21.82	22.22	7.27	22.22	14.55		5.45		10.91		100.01	99.99
Provide the Pre-Kindergarten program in each school in the cluster.	5.17	10	13.79		8.62		15.52	10	12.07	20	12.07	10	12.07	20	10.34	10	10.34	20	99.99	100
Maximize the number of students who can walk to school.		22.22	7.02		7.02		7.02	11.11	8.77		15.79	11.11	15.79	11.11	17.54	22.22	21.05	22.22	100	99.99
Consider the economic diversity of population within the schools.	5.26	10	7.02		3.51		12.28		8.77	20	19.3	40	19.3	10	17.54	20	7.02		100	100
Consider the racial diversity of population within the schools.	1.79	10	8.93		8.93		10.71	10	12.5	10	14.29	30	19.64	20	8.93	10	14.29	10	100.01	100
Remove as many relocatable classrooms as possible	1.75	10	8.77	10	8.77	10	7.02	20	14.04	10	12.28	10	10.53		12.28	20	24.56	10	100	100

**INDIVIDUAL COMMENTS:**

- Similar to item #1
- Students should attend school in closest proximity to their home.
- Teacher/student ratio is everything
- Assuring appropriate use can really only be done with reduction of overcrowded rooms.

**GROUP COMMENTS:**

- Only 1 person cared about relocatables, because only one person had a child in one.
- “Consider removing satellite...” – Fair - not a negative, kids blend in well. “Provide the Pre-K program...” - take up a lot of space. “Consider the racial diversity...” – some people like being relocated – deal with everyone – still important but not compared to the other questions.

**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)	(Not Answered)		1		2		3		4		5		6		Total Responses	
	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP
Use relocatable classrooms	1		16	5	12		11	2	7	1	6	1	5	1	58	10
Annexing of grades or programs to the closest facilities with available space	1		9	2	16	5	14	2	8	1	4		3		55	10
Annexing of neighborhoods to the closest facilities with available space	3	1	17		13		11		5	1	6	6	3	2	58	10
Exploring non-traditional settings, such as middle schools or commercial buildings, acknowledging that such facilities may lack such amenities as fields, gymnasiums, and libraries	2	1	3		2	2	5	1	8	4	16	2	21		57	10
Creative scheduling options such as am/pm shifts or year-round schooling	3	1	5		5	2	8	1	9	4	16	2	10		56	10
Increasing class size	1	1	2		4		3		14	4	7		27	5	58	10

Criteria (Percent)	(Not Answered)		1		2		3		4		5		6		Total Responses	
	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP
Use relocatable classrooms	1.72		27.59	50	20.69		18.97	20	12.07	10	10.34	10	8.62	10	100	100
Annexing of grades or programs to the closest facilities with available space	1.82		16.36	20	29.09	50	25.45	20	14.55	10	7.27		5.45		99.99	100
Annexing of neighborhoods to the closest facilities with available space	5.17	10	29.31		22.41		18.97		8.62	10	10.34	60	5.17	20	99.99	100
Exploring non-traditional settings, such as middle schools or commercial buildings, acknowledging that such facilities may lack such amenities as fields, gymnasiums, and libraries	3.51	10	5.26		3.51	20	8.77	10	14.04	40	28.07	20	36.84		100	100
Creative scheduling options such as am/pm shifts or year-round schooling	5.36	10	8.93		8.93	20	14.29	10	16.07	40	28.57	20	17.86		100.01	100
Increasing class size	1.72	10	3.45		6.9		5.17		24.14	40	12.07		46.55	50	100	100

**INDIVIDUAL COMMENTS:**

- Studies have proven that two years in a class with increased class size dramatically affects learning and achievement.
- Creative scheduling maybe; with exploring parents who work and single parent families who may prefer this.
- In general, as a homeowner, you want certainty to where the lines are; uncertainty will not be good for the county's economic base or future success.
- None of these are good solutions to relieve overcrowding.
- When "annexing" students those students should be allowed, without penalty (loss of transportation) to continue until graduation at whatever school they attend.
- Teachers are already burdened with large classrooms and ever growing demands increasing class size should be a last resort!
- We need to keep in mind what produces the "best" environment possible – conducive to the children's learning/development.
- Prefer relocatables to moving kids

**GROUP COMMENTS:**

- "Exploring non-traditional settings..." – students need amenities.

4. If you could choose any school for your elementary school student to attend, which of the following would most appeal to you? Please select only one option below that best addresses your strongest concern.

	IND		GRP	
	Count	Percent	Count	Percent
(Not Answered)			2	20
The school with the highest standardized test scores	16	27.59	1	10
The school with the lowest student to teacher ratio	16	27.59	4	40
The school with the lowest level of disciplinary activity	3	5.17		
The school with the academic program that best suits my child's interests	20	34.48	3	30
The school that most of my child's friends attend	1	1.72		
The school closest to my home	2	3.45		
<b>Total Responses</b>	<b>58</b>	<b>100</b>	<b>10</b>	<b>100</b>

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

	IND		GRP	
	Count	Percent	Count	Percent
(Not Answered)	14	24.14	5	50
Boundary Scenario "A"	19	32.76	3	30
Boundary Scenario "C"	25	43.1	2	20
<b>Total Responses</b>	<b>58</b>	<b>100</b>	<b>10</b>	<b>100</b>

#### INDIVIDUAL COMMENTS (QUESTIONS 4 & 5):

- Another school still needs to be built to relieve the growing communities.
- I would not choose either scenario both leave New Town and Woodholme under capacity and the other schools over capacity. There needs to be another school built.
- Neither boundary option is very good
- Neither - map in packet is not correct as shown
- Scenario "C" takes into account future potential growth. I am concerned that a new school is being built just to relieve overcrowding. Shouldn't the #1 priority be providing an appropriate education for all children? I am districted for Milbrook Elementary but teach in Howard Co. and pay out of county tuition. I would like to be able to send my children to BCPS and use my tax dollars, but I want a quality education and I am concerned about the Milbrook test scores and population. The area around Woodholme has always been a Pikesville zip code. Why aren't our children being considered for a new school? Our students have gone to Milbrook since 1967.
- Please include housing north of Old Court Road to Park Heights Avenue for Fort Garrison to further extend the northwest district.
- Please consider for the future a boundary change for Fort Garrison to include the housing north of Old Court Road. The boundary for Woodholme would then be further northwest and include more of the New Town population, which is the stated goal for the building of the school.
- #4 – teaching to a test lowers standards; good academic programs will have high test scores if the right skills are taught. #5 – new developments at the Quarry & Bonnie View may impact Fort Garrison - the most options for this would be preferred.
- I really prefer neither option as I would wish to keep my child in the school in which he already attends.

- Need to rethink boarder with Fort Garrison. Wellwood borders make no sense. Park Heights to Falls Coves to Old Court.
- Neither – suggest Long Meadow, Dunbarton-Stevenson, Fields of Stevenson communities into Fort Garrison. Closer in proximity; students outside activities strengthened – easier for children. [2]
- I am of the opinion that in this process, the attendance boundaries of Long Meadow Estates, Fields of Stevenson and Dunbarton Heights should have new boundaries from Wellwood to Fort Garrison. Long Meadow only has 4 students. 1) We are closer in proximity. 2) The children who carpool with other children for outside activities can't do it where many of the children go to Fort Garrison. As long as boundaries are being redone now; why not include Wellwood?
- Neither – Move boundary further east to include McDonough Oaks in New Town Elementary. We are close to the school.
- Summit Park has been the best school for my “children,” with one that's an IEP student who has grown to love to read and do her best in tests. She has come from a child that was shy, to a child that has lots of friends and loved by all of her classmates and teachers.
- Neither – need to be part of Fort Garrison as member of Long Meadow neighborhood.
- I don't prefer either boundary scenario.
- I wish not to choose either scenario due to the fact that I live on Painters Mill by Lakeside Blvd and this will affect my child's school.
- I believe low student to teacher ratio is my first preference. 2<sup>nd</sup> preference - high test scores. 3<sup>rd</sup> preference - school close to my home.
- I selected “A” but there is still a need for another elementary and middle school. The problem we are having and that we are trying to fix, will only be temporary.
- Neither of these scenarios is ideal. However, what appears to be necessary is another school to be built in the area versus drawing temporary, minimally acceptable guidelines.
- Boundary Scenario “C” provides for future growth and school over population relief.
- “C” – but not including the area across Reisterstown Road as it is dangerous and breaks up the communities.

**GROUP COMMENTS (QUESTIONS 4 & 5):**

- “C”: not affected as Fort Garrison parent – considered the relief from New Town. “A”: liked idea of students near the mall going to New Town vs. being sent to Woodholme. Liked the idea of keeping Woodholme district small.
- Busing concerns of proximity to school with local residents.
- #4 – lower students need a better ratio #5 – “A” – Future – take away from New Town, “C” – mall future
- Quarry building – overcrowding Fort Garrison – undeveloped area between two



## Tell us about yourself . . .

Note: The following demographic information is for analysis purposes only. This information will not be discussed individually not in small group.

Gender	IND	
	Count	Percent
(Not Answered)	9	15.52
Male	18	31.03
Female	31	53.45
<b>Total Responses</b>	<b>58</b>	<b>100</b>

Your Age	IND	
	Count	Percent
(Not Answered)	9	15.52
Under 18		
18-29	3	5.17
30-39	21	36.21
40-49	13	22.41
50-64	10	17.24
65+	2	3.45
<b>Total Responses</b>	<b>58</b>	<b>100</b>

Parental Status	IND	
	Count	Percent
(Not Answered)	11	24.44
Do not have children	3	6.67
Parent/Guardian of child less than 5 years old	7	15.56
Parent/Guardian of elementary student in the district	15	33.33
Parent/Guardian of middle school student in the district		
Parent/Guardian of high school student in the district	2	4.44
Parent/Guardian of private/parochial student	2	4.44
Parent/Guardian of former Baltimore County Public Schools student	4	8.89
Grandparent of Baltimore County Public Schools student	1	2.22
<b>Total Responses</b>	<b>45</b>	<b>99.99</b>

Are you an employee of Baltimore County Public	IND	
	Count	Percent
(Not Answered)	10	17.24
Yes	8	13.79
No	40	68.97
<b>Total Responses</b>	<b>58</b>	<b>100</b>

Other:  
Substitute [2]  
Counselor

If you are an employee of Baltimore County Public Schools, what is your position?	IND	
	Count	Percent
(Not Answered)	50	90.91
Teacher	3	5.45
Support Staff	1	1.82
Administrator	1	1.82
Other:		
<b>Total Responses</b>	<b>55</b>	<b>100</b>



How did you find out about the Community Forum?	IND	
	Count	Percent
(Not Answered)	15	23.81
School Newsletter	18	28.57
Local Newspaper	4	6.35
Church Bulletin		
Community Flyer	2	3.17
Personal Contact	17	26.98
Radio/TV	7	11.11
Administrator		
Other:		
<b>Total Responses</b>	<b>63</b>	<b>100</b>

Other:

New Town Elementary – Principal [2]  
Email  
BCPS Website [2]  
“I made contact because I was interested  
Summit Park

Pikesville Communities Corporation  
PTA Council of Baltimore County  
PTA President  
Friend [2]  
School Flyer [2]



Baltimore County Public Schools

**Woodholme Elementary School Boundary Study**  
**Community Forum Appendix**

*Attendance and Evaluation*

February 7<sup>th</sup>, 2005

### **Summary of Attendance At The Community Forum**

\*Please note that individuals could check as many categories as applied to them (parent, teacher, etc.)

<u>Total Signed In</u>	119
Boundary Committee Reps.	25
Parents	56
Teachers	12
Administrators	14
Officials	4
Neighbors	19
Plus group facilitators, BCPS staff, guidance counselors, etc.	

#### Schools Represented

Bedford El.	2
Carney El.	1
Cedarmere El.	1
Chapel Hill El.	1
Fort Garrison El.	17
Middlesex El.	1
Milbrook El.	10
New Town El.	39 (includes annexes)
Owings Mills El.	5
Randallstown El.	1
Reisterstown El.	2
Summit Park El.	2
Wellwood El.	9
Winand El.	7
	98

### Summary of Evaluation of Community Forum

39 Evaluation forms were completed and submitted.

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

Agree	Disagree	
31		Agenda
33		Organization/Structure
28	2	Presentation of Options
34		Group Work Sessions
8		Other (Please Specify)

2. The following aspects of the Community Forum could be improved. Suggestions include:

#### **Agenda**

- Allow more (communities?) to input before tonight
- Redundant
- I like to know the order of things

#### **Organization/Structure**

- Fine
- Continue with organization

#### **Presentation of Options**

- Not enough options offered on boundaries
- Use a laser pointer on screen to highlight boundary
- Not complete representation of all areas
- Presentation of options (2)
- Limited
- Fine
- A "draw your own map" option should have been offered
- Show how you would have drew (sic) the line)
- Enjoy the variety

#### **Group Work Sessions**

- Excellent Opportunity to hear other ideas from community.
- Having to come to agreement on each item
- Discuss what is important to group members first to get people thinking,

then fill out questionnaire in private

- Poor use of these
- Good
- Very helpful in learning other communities/family situations

**Other (Please Specify)**

- Some people were confused with terminology
- Don't ask for consensus. Everyones'e vote should count.
- Use spell check (refers to typo on evalation form)
- Group consensus was not necessary
- Allow community input prior. - (?)
- More community involvement
- This was very well planned and organized
- Well done considering the huge undertaking this is
- Community input is valuable to both fellow neighbors & Board
- It was productive