

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: February 9, 2010

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **REPORT ON THE PROPOSED BOUNDARY FOR WEST TOWSON ELEMENTARY AND THE PROPOSED BOUNDARY CHANGES FOR RODGERS FORGE AND RIDERWOOD ELEMENTARY SCHOOLS**

ORIGINATOR: Barbara Walker, Central Area Assistant Superintendent

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

RECOMMENDATION

That the Board of Education review and approve Scenario G with the modification as the new boundaries for West Towson, Rodgers Forge, and Riderwood Elementary Schools.

The Board of Education's public hearing on the proposed boundaries is scheduled for February 24, 2010 at Loch Raven High School. The final decision of the Board of Education is scheduled to occur on March 9, 2010.

* * * * *

Attachment I – Executive Summary
Attachment II – PowerPoint Presentation
Attachment III – West Towson Boundary Study Community Forum Data Packet
Attachment IV – West Towson Elementary School Boundary Study Community Forum Results
Attachment V – Agenda, Meeting Information Packet, and Minutes of October 28, 2009
Attachment VI – Agenda, Meeting Information Packet, and Minutes of November 18, 2009
Attachment VII – Agenda, Meeting Information Packet, and Minutes of December 2, 2009
Attachment VIII – Agenda, Meeting Information Packet, and Minutes of December 16, 2009
Attachment IX – Agenda for January 20, 2010

Executive Summary

With the construction of the new West Towson Elementary School, and in accordance with Board of Education Policy 1280, *Boundary Changes*, a boundary study committee was organized in October 2009 to analyze data and develop potential boundary options for West Towson Elementary. The construction of the new West Towson Elementary is the first step in relieving the overcrowding in our Towson area elementary schools. Currently, Rodgers Forge Elementary is at 181% of capacity, Riderwood Elementary is at 117% of capacity and Hampton Elementary is at 145% of capacity.

The boundary study committee decided on four boundary scenarios for review at the public forum. The four scenarios would provide relief for Rodgers Forge Elementary and provide some relief for Riderwood Elementary. The committee decided that the planned addition to Hampton Elementary will provide sufficient relief, and therefore, none of the boundary scenarios would affect the current Hampton boundary. On January 6, 2010, approximately 300 area residents of the Rodgers Forge, Riderwood and Hampton Elementary Schools' communities participated in a community forum. Individual and group questionnaires were completed to obtain their input and to determine the preferred boundary option among the four scenarios (Scenarios A1, I, E1, and G). The majority of individuals (46%) completing the questionnaire preferred Scenario G. A detailed report of the questionnaire findings from the public forum is attached.

The Boundary Study Committee after reviewing the public forum results voted on the boundary scenarios. The results of the committee's vote were seven (7) votes for Scenario G and three votes for Scenario A1. The committee unanimously requested that the Central Area Assistant Superintendent modify Scenario G to include in the proposed West Towson boundary, the Ruxton Ridge community.

This year, Rodgers Forge Elementary is 322 students over capacity (181%) and Riderwood Elementary School is 79 students over capacity (117%). If Scenario G with the proposed modification was in effect this year, Rodgers Forge Elementary would be 27 students under capacity (93%), Riderwood Elementary would be 32 students over capacity (107%) and the new West Towson Elementary would be 55 students under capacity (88%). If boundary Scenario G with the modification is approved, in five years, Rodgers Forge Elementary will be at 105% capacity, Riderwood Elementary will be at 118% capacity, and West Towson Elementary will be at 96%. The proposed boundary for the new West Towson Elementary School would allow for capacity relief for Rodgers Forge and Riderwood Elementary Schools and provide West Towson with space for future growth.

Therefore, Scenario G with the modification is recommended to the Board of Education for approval as the new boundaries for West Towson, Rodgers Forge and Riderwood Elementary Schools effective for school year 2010-2011.



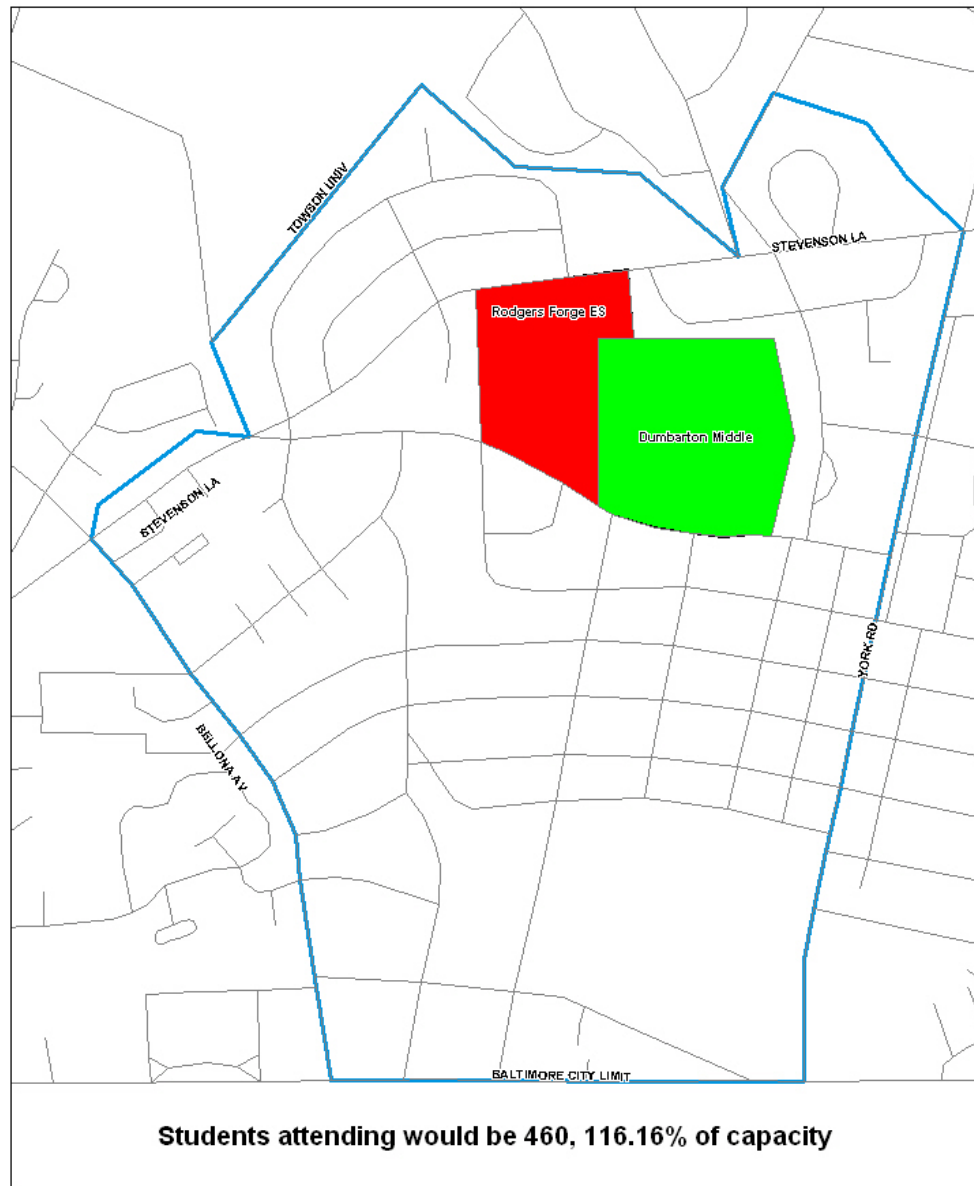
West Towson Elementary School Boundary Recommendation Presentation

Tuesday, February 9, 2010

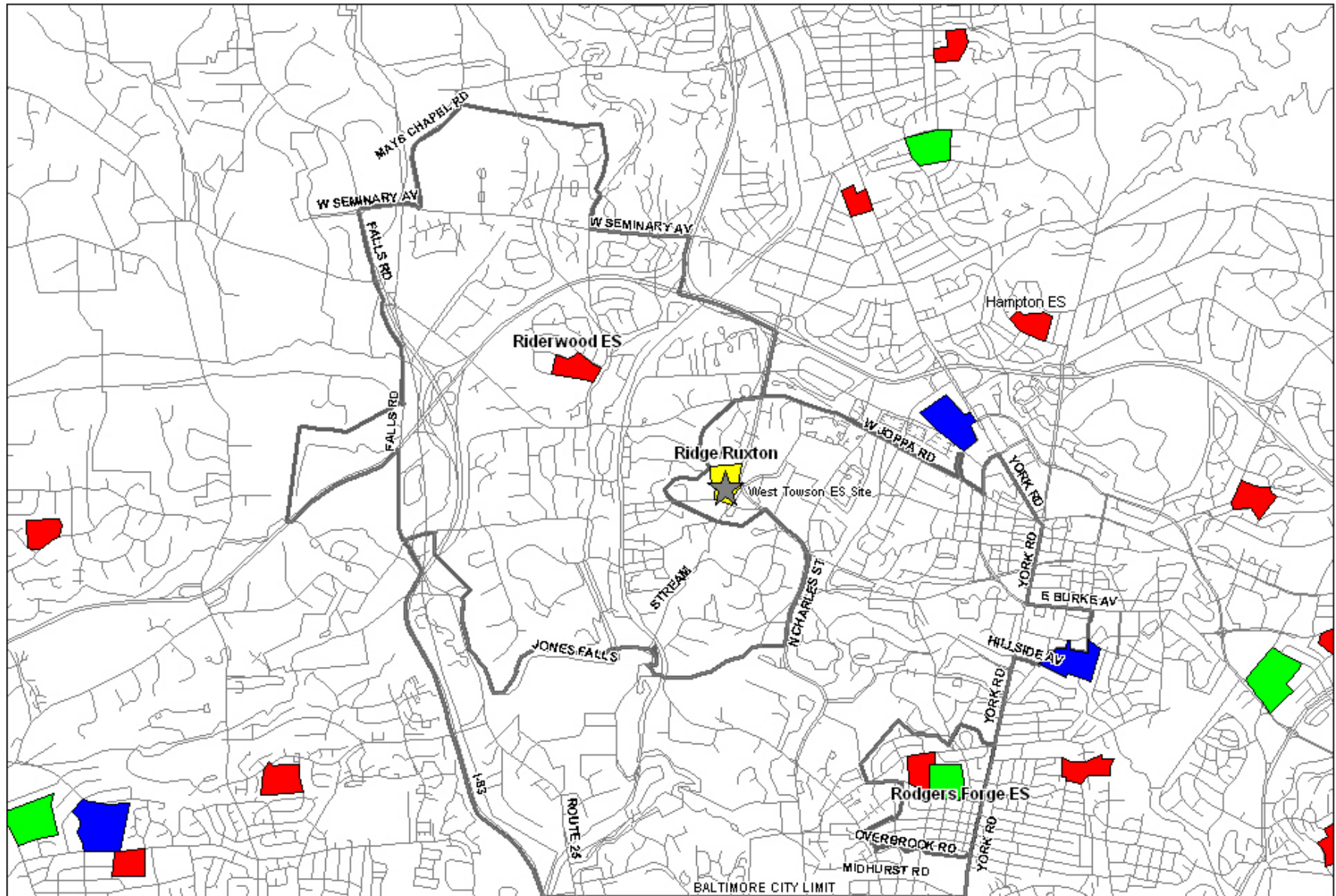
West Towson and Neighboring Cluster School Information: 9/30/09

School (* = Full-Day K)	*	9/30/09 Enrl.	9/30/09 FTE Enrl.	State Cap. 2009	Number Students +/- St. Cap.	% of State Rated Capacity	% Over/ Under St. Cap.	% Minority Enrl.	% IEP Eligible	% F/R Meal Elig.
Hampton	*	451	446	307	139	145.28%	45.28%	27.05%	10.86%	15.74%
Riderwood	*	542	542	463	79	117.06%	17.06%	10.70%	11.07%	3.69%
Rodgers Forge	*	722	718	396	322	181.31%	81.31%	19.39%	6.79%	6.09%
Elementary Totals		1715	1706	1166	540	146.31%	46.31%	19.05%	9.57%	8.51%

Issues Related to Redistricting the Greater Rodgers Forge Area



Scenario G, Modified



West Towson "G" Modified Scenario: Riderwood, Rodgers Forge, and West Towson Boundaries

What if proposed hypothetical "G" Modified was in effect this year?

Current Cluster Schools	The Enrollment Picture								The Residency Picture						The Choice Factor		
	State Rated Capacity '09	Total Enrollment 9/30/09	FTE Enrollment 9/30/09	Number Over/Under Capacity	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	Total Students in Boundary	FTE Students Living in Boundary	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	In-Boundary Attending (Total)	Out-of-Bdy. Attending (Total)	In-Boundary to Other BCPS (Total)
Rodgers Forge ES	396	372	369	-27	93.18%	14.52%	5.11%	4.84%	366	361	91.16%	14.48%	7.10%	4.10%	353	19	13
Riderwood ES	463	496	495	32	106.91%	11.47%	10.46%	8.22%	485	484	104.54%	9.28%	9.07%	1.24%	471	25	14
Hampton ES	307	451	446	139	145.28%	27.05%	10.86%	15.74%	558	550	179.15%	26.52%	12.37%	13.26%	432	19	126
West Towson ES	451	396	396	-55	87.80%	22.22%	9.59%	6.56%	420	416	92.24%	22.86%	10.71%	7.38%	396	0	26
	1617	1715	1706	89	105.50%	18.82%	9.01%	8.84%	1829	1811	112.00%	18.29%	9.81%	6.50%	1652	63	179
*Hampton addition pending									Enrolled = 1715								
Hypothetical enrollments assume that students currently attending districted schools would relocate to their new districted schools. Those attending out-of-area schools by choice or for special programs (magnet, special education centers, etc.) would continue to do so. Current out-of-boundary students attending any school would remain in that school.									Hypothetical enrollments assume that all students residing in each boundary would attend their districted school and that no out-of-boundary students would be enrolled.								

Five-Year Enrollment Projections Developed in January, 2008														% of Capacity	capacity needs by 2015
Schools	Capacity '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	Total '14	FTE '14	Total '15	FTE '15		
Rodgers Forge ES	396	780	778	784	782	788	786	792	790	796	794	795	793	200.25%	397
Riderwood ES	463	550	549	559	558	568	567	581	580	589	588	602	601	129.81%	138
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452	147.23%	145
	1166	1767	1762	1776	1771	1790	1785	1822	1817	1840	1835	1851	1846		680 *
			151.11%		151.89%		153.09%		155.83%		157.38%		158.32%		

*451 West Towson & 300 Hampton = 751 seats requested for the cluster in the CIP

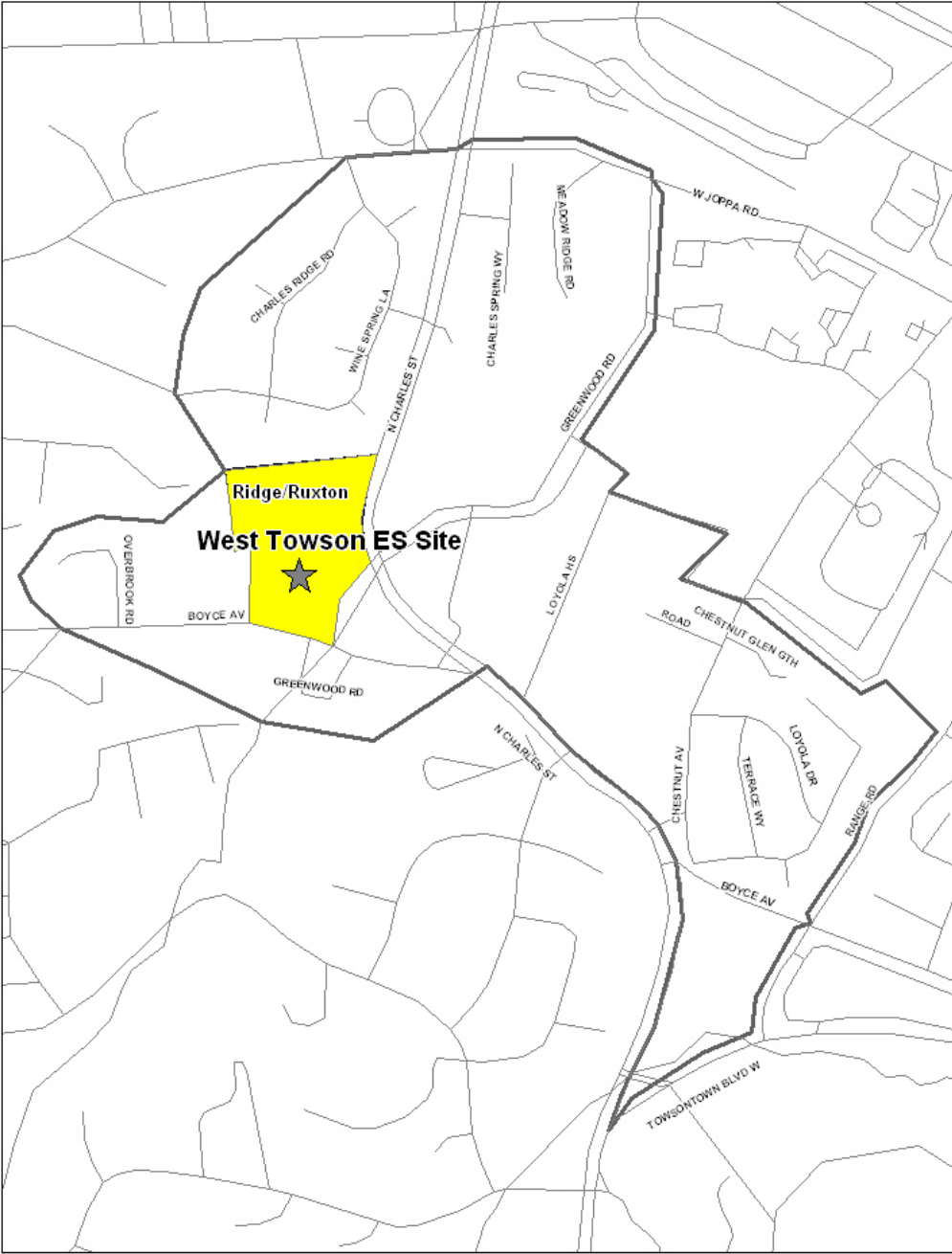
Sample Five-Year Projections With West Towson Elementary and Hypothetical Boundary "G" Modified														% of Capacity	capacity needs by 2015
Schools	Capacity '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	Total '14	FTE '14	Total '15	FTE '15		
Rodgers Forge ES	396	401	399	405	403	409	407	413	411	417	415	416	414	104.55%	18
Riderwood ES	463	503	502	512	511	518	517	520	519	537	536	549	548	118.36%	85
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452	147.23%	145
West Towson ES	451	426	426	426	426	429	429	440	440	431	431	432	432	95.79%	-19
	1617	1767	1762	1776	1771	1790	1785	1822	1817	1840	1835	1851	1846		229 **
			108.97%		109.52%		110.39%		112.37%		113.48%		114.16%		

**300 seats for Hampton ES pending planning and construction funding

Rodgers Forge G



Riderwood to West Towson "G" Modified



West Towson Cluster Elementary School Information: 9/30/09

Current Cluster Schools	State Rated Capacity '09	The Enrollment Picture							The Residency Picture						The Choice Factor		
		Total Enrollment 9/30/09	FTE Enrollment 9/30/09	Number Over/Under Capacity	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	Total Students in Boundary	FTE Students Living in Boundary	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	In-Boundary Attending (Total)	Out-of-Bdy. Attending (Total)	In-Boundary to Other BCPS (Total)
Rodgers Forge ES	396	722	718	322	181.31%	19.39%	6.79%	6.09%	741	732	184.85%	19.97%	8.36%	6.20%	703	19	38
Riderwood ES	463	542	542	79	117.06%	10.70%	11.07%	3.69%	530	529	114.25%	8.68%	10.00%	1.13%	515	27	15
Hampton ES	307	451	446	139	145.28%	27.05%	10.86%	15.74%	558	550	179.15%	26.52%	12.37%	13.26%	432	19	126
Totals	1166	1715	1706	401	146.31%	19.05% Avg.	9.57% Avg.	8.51% Avg.	1829	1811	155.32%	18.39%	10.24%	6.86%	1650	65	179
															Enrolled = 1715 To Other		

What would the schools look like today if West Towson was opened according scenarios A-1, I, E-1, G, and G Modified

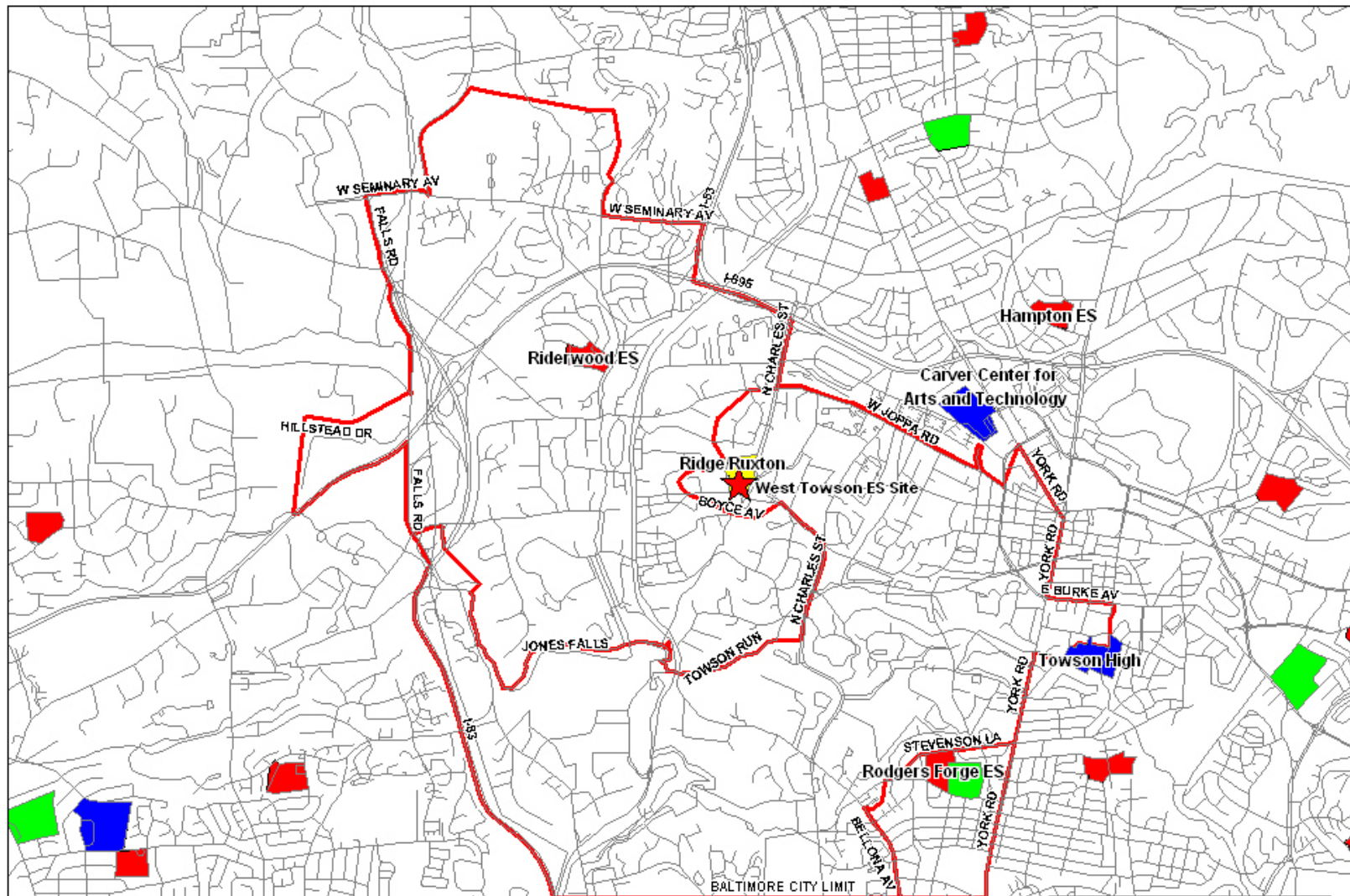
Schools	Presented Scenarios				
	A-1	I	E-1	G	G Modified
Rodgers Forge ES	89.65%	88.89%	89.90%	93.18%	93.18%
Riderwood ES	106.91%	106.26%	104.32%	109.07%	106.91%
Hampton ES	145.28%	145.28%	145.28%	145.28%	145.28%
West Towson ES	90.91%	92.24%	93.35%	85.59%	87.80%

Projected Capacity Needs by 2015, Based on Presented Scenarios...

(Reminder: 300 seats are anticipated in the future Hampton Elementary School addition)

Schools	Presented Scenarios				
	A-1	I	E-1	G	G Modified
Rodgers Forge ES	4	0	5	18	18
Riderwood ES	85	83	74	95	85
Hampton ES	145	145	145	145	145
West Towson ES	-5	1	5	-29	-19
	229	229	229	229	229

Scenario A-1



West Towson "A-1" Scenario: Riderwood, Rodgers Forge, and West Towson Boundaries

What if proposed hypothetical "A-1" was in effect this year?

Current Cluster Schools	The Enrollment Picture								The Residency Picture						The Choice Factor		
	State Rated Capacity '09	Total Enrollment 9/30/09	FTE Enrollment 9/30/09	Number Over/Under Capacity	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	Total Students in Boundary	FTE Students Living in Boundary	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	In-Boundary Attending (Total)	Out-of-Bdy. Attending (Total)	In-Boundary to Other BCPS (Total)
Rodgers Forge ES	396	358	355	-41	89.65%	19.27%	7.83%	13.13%	353	348	87.88%	19.26%	8.78%	6.80%	339	19	14
Riderwood ES	463	496	495	32	106.91%	11.46%	10.46%	4.03%	485	484	104.54%	9.28%	9.07%	1.24%	471	25	14
Hampton ES	307	451	446	139	145.28%	27.05%	10.86%	15.74%	558	550	179.15%	26.52%	12.37%	13.26%	432	19	126
West Towson ES	451	410	410	-41	90.91%	21.25%	7.80%	4.15%	433	429	95.12%	19.15%	9.22%	5.20%	410	0	25
	1617	1715	1706	89	108.19%	19.76%	9.24%	9.26%	1829	1811	112.00%	18.55%	9.86%	6.63%	1652	63	179
*Hampton addition pending									Enrolled = 1715 To Other								
Hypothetical enrollments assume that students currently attending districted schools would relocate to their new districted schools. Those attending out-of-area schools by choice or for special programs (magnet, special education centers, etc.) would continue to do so. Current out-of-boundary students attending any school would remain in that school.									Hypothetical enrollments assume that all students residing in each boundary would attend their districted school and that no out-of-boundary students would be enrolled.								

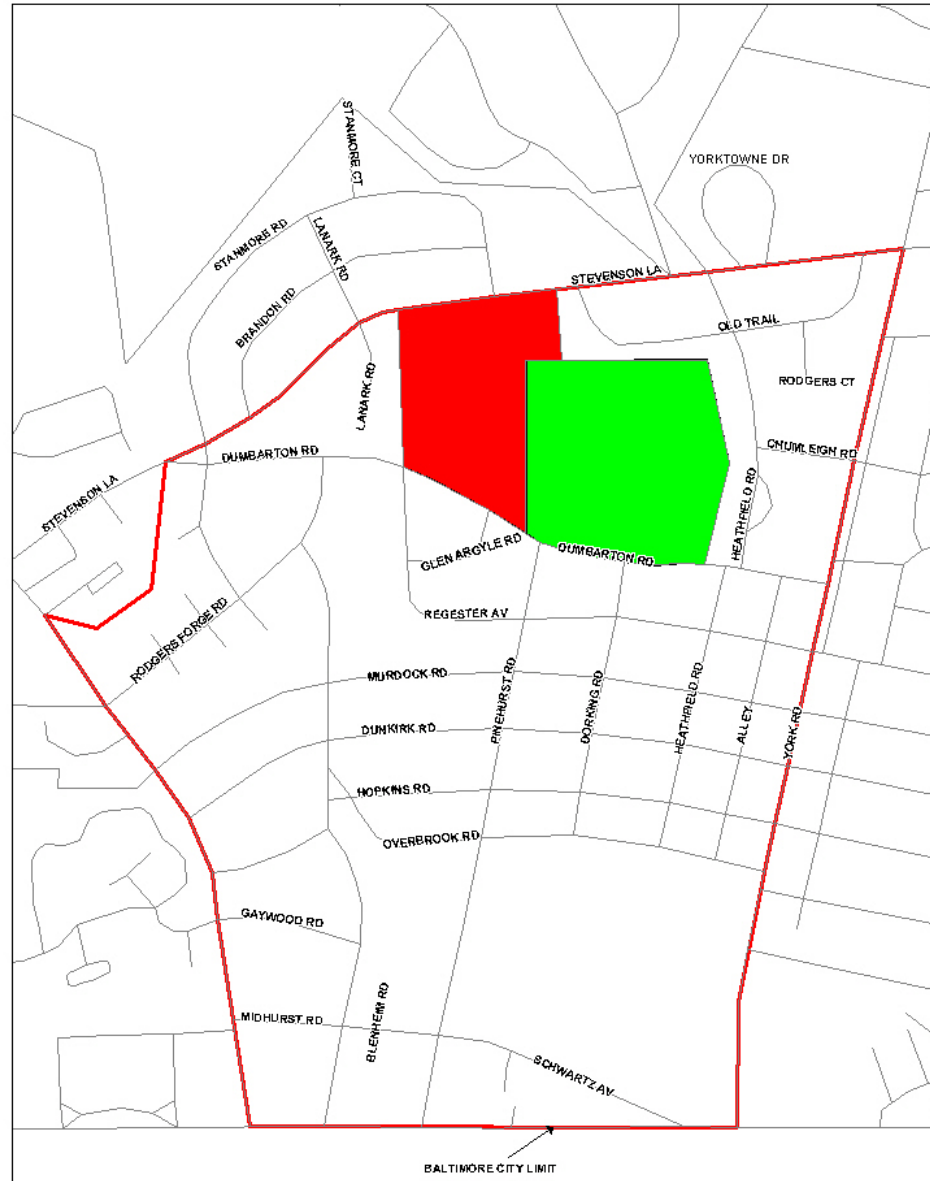
Five-Year Enrollment Projections Developed in January, 2008														% of Capacity	capacity needs by 2015
Schools	Capacity '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	Total '14	FTE '14	Total '15	FTE '15		
Rodgers Forge ES	396	780	778	784	782	788	786	792	790	796	794	795	793	200.25%	397
Riderwood ES	463	550	549	559	558	568	567	581	580	589	588	602	601	129.81%	138
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452	147.23%	145
	1166	1767	1762	1776	1771	1790	1785	1822	1817	1840	1835	1851	1846		680 *
			151.11%		151.89%		153.09%		155.83%		157.38%		158.32%		

*451 West Towson & 300 Hampton = 751 seats requested for the cluster in the CIP

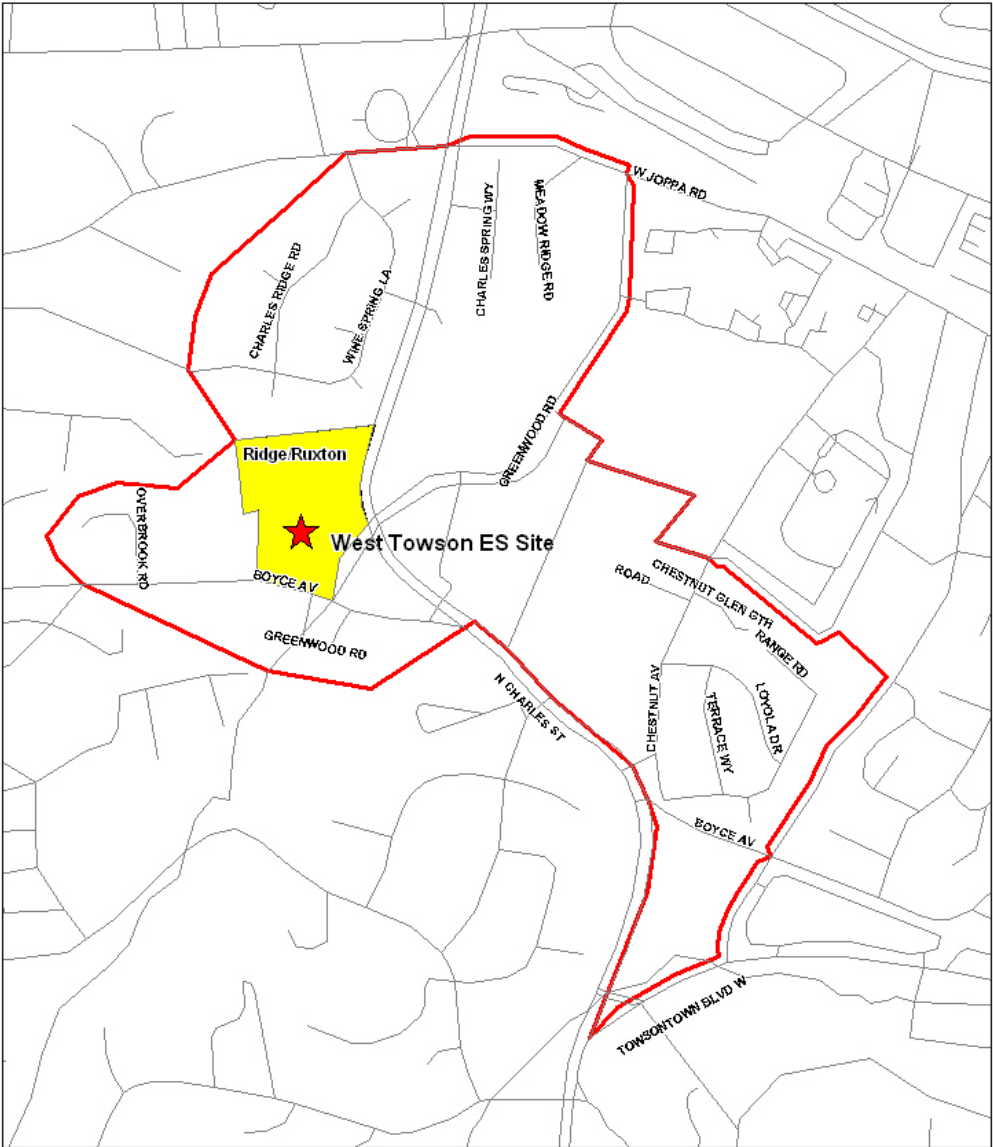
Sample Five-Year Projections With West Towson Elementary and Hypothetical Boundary "A-1"														% of Capacity	capacity needs by 2015
Schools	Capacity '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	Total '14	FTE '14	Total '15	FTE '15		
Rodgers Forge ES	396	387	385	391	389	395	393	399	397	403	401	402	400	101.01%	4
Riderwood ES	463	503	502	511	510	519	518	531	530	538	537	549	548	118.36%	85
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452	147.23%	145
West Towson ES	451	440	440	441	441	442	442	443	443	444	444	446	446	98.89%	-5
	1617	1767	1762	1776	1771	1790	1785	1822	1817	1840	1835	1851	1846		229 **
			108.97%		109.52%		110.39%		112.37%		113.48%		114.16%		

**300 seats for Hampton ES pending planning and construction funding

Rodgers Forge "A-1" Boundary



Riderwood to West Towson: Scenario A-1





**West Towson Elementary School Boundary Study
Community Forum Data Packet
Wednesday, January 6, 2010**

Members of the West Towson Elementary School Boundary Study Committee

Co-Chairs

Dennis King	Community
Sue Truesdell	BCPS

Community Members

Ken Buchanan	Greater Towson Council of Community Associations
Cathi Forbes	Towson Families United
Laura Mullen	Central Area Education Advisory Council (CAEAC)
Beth Purvis	Ruxton-Riderwood-Lake Roland Area Improvement Association

PTA Representatives

Yara Cheikh	Hampton ES
Greg Glessner	Riderwood ES
Stuart Sirota	Rodgers Forge ES

Teacher Representatives

Lynn Lamborn	Hampton ES
Patricia Everett	Riderwood ES
Alice March	Rodgers Forge ES

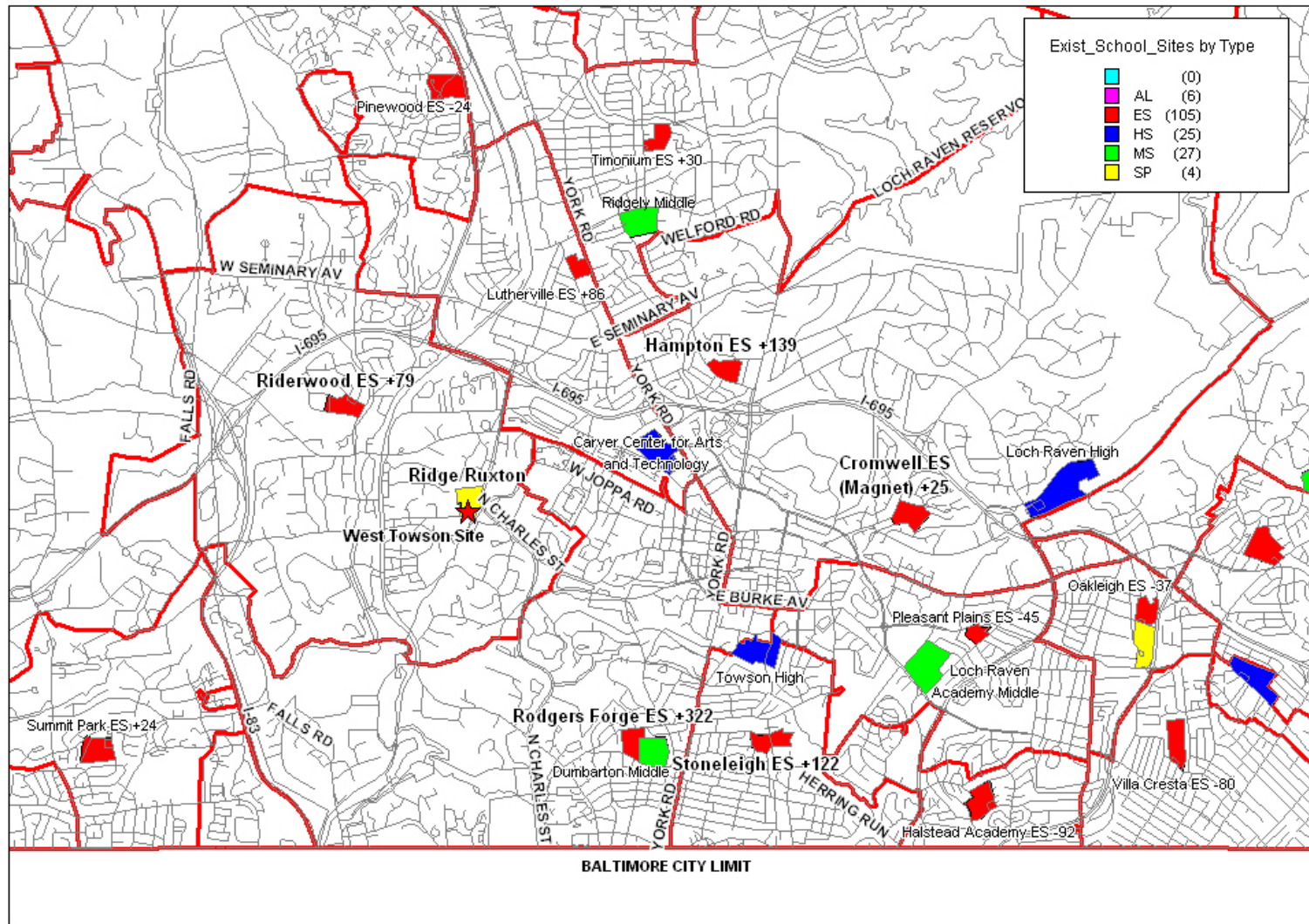
Principal Representatives

Patricia Kaiser	Hampton ES
Kathy DeHart	Riderwood ES
Susan Deise	Rodgers Forge ES
Sue Hershfeld	West Towson ES

System Representatives

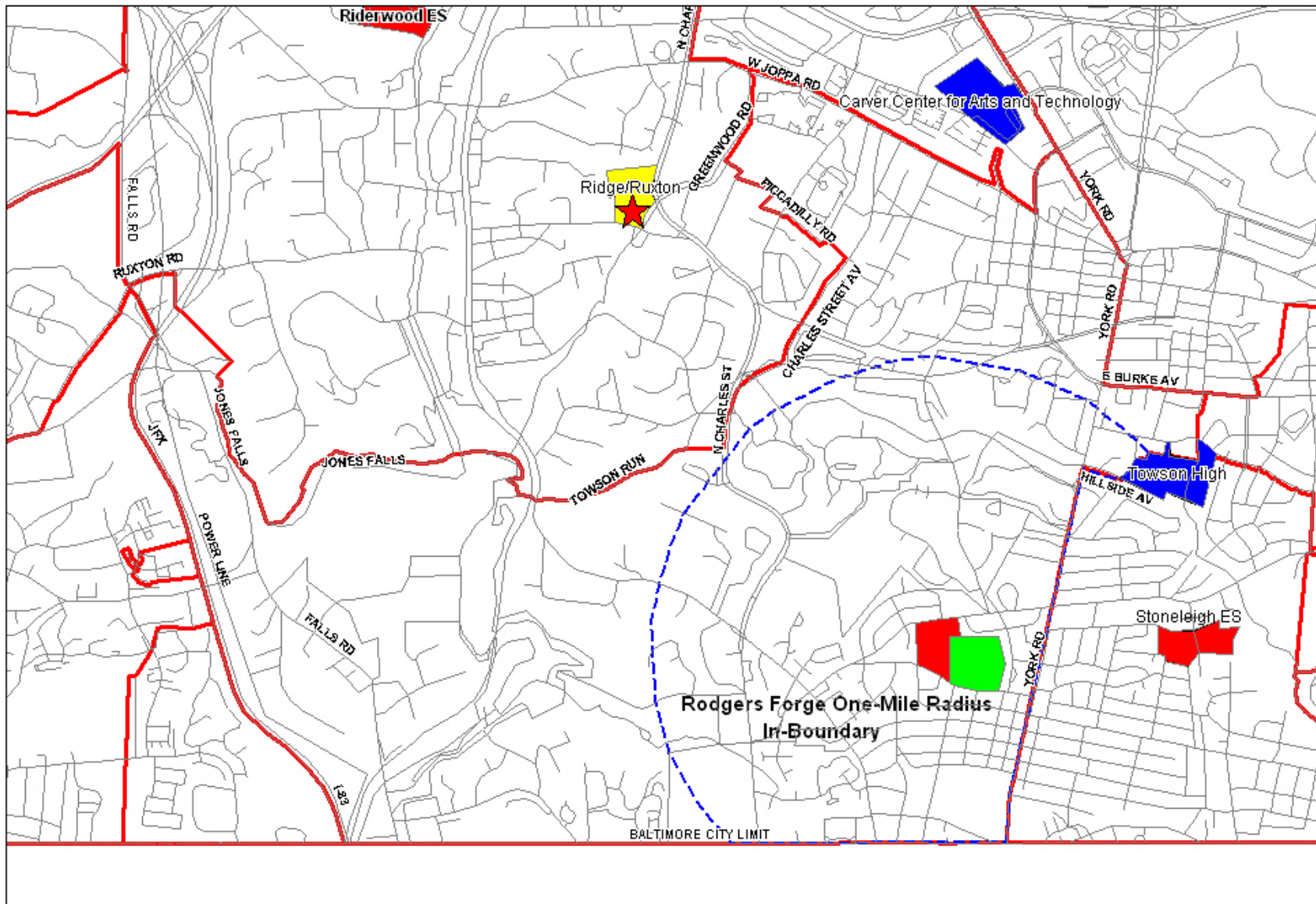
Barbara Walker	Central Area Assistant Superintendent
Michele Prumo	Executive Director, Planning and Support Operations
Charles Herndon	Communications Specialist
Ghassan Shan	Planning Administrator
Chris Brocato	Planning Analyst
Pamela Carter	Boundary Specialist

Rationale for a new elementary school in West Towson

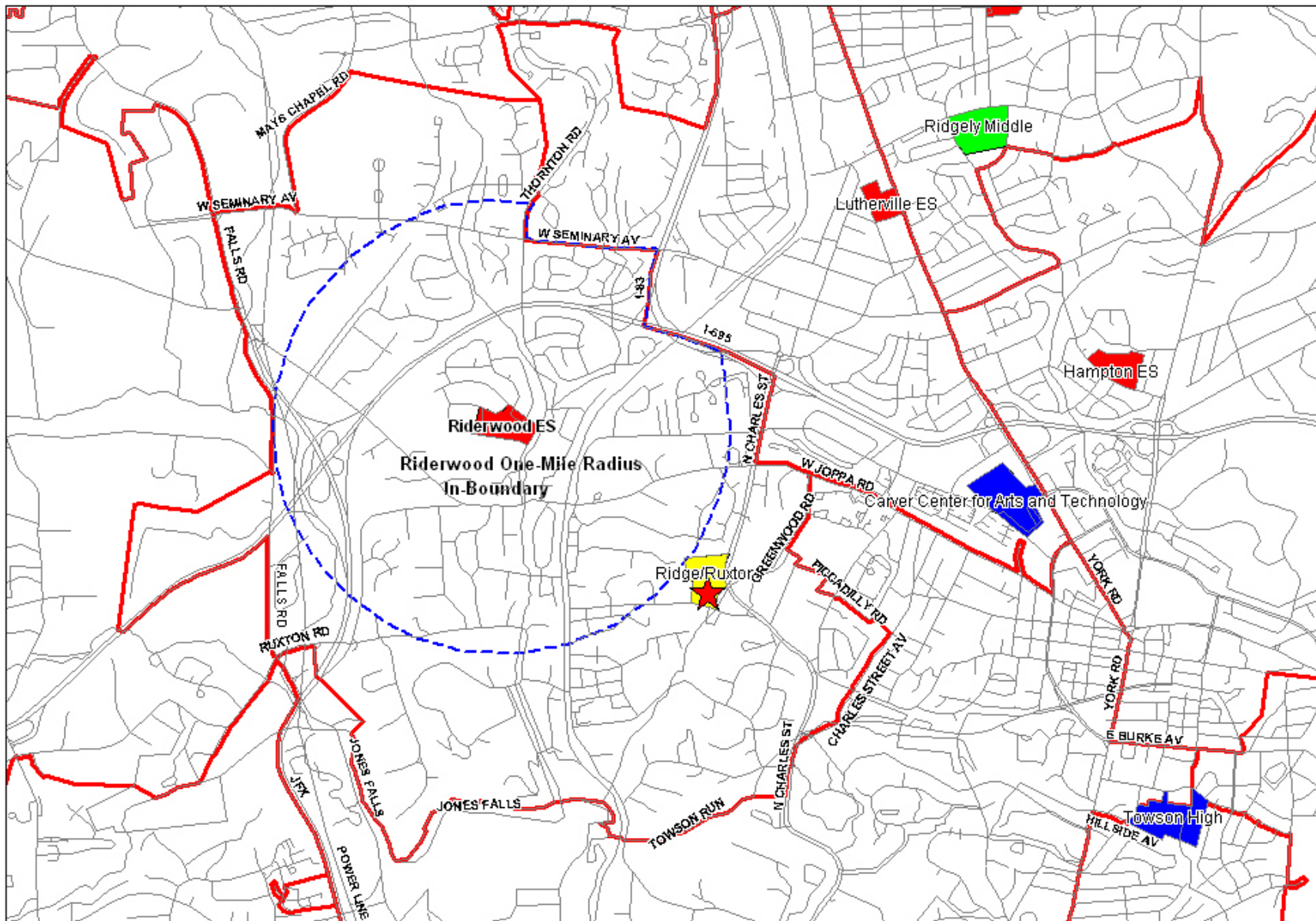


West Towson Elementary School is being constructed as part of a three-step approach to relieving overcrowding of Baltimore County elementary schools in the Central Area from the Baltimore City line to Lutherville. The charge of the West Towson Boundary Study Committee is to develop boundaries for Rodgers Forge Elementary, Riderwood Elementary, and West Towson Elementary that will reduce the degree of overcrowding at Rodgers Forge and Riderwood without overcrowding the new West Towson Elementary School. It is also anticipated that the completion of a future addition to Hampton Elementary will relieve Hampton's overcrowding and provide additional relief for Rodgers Forge and Riderwood in the future.

Rodgers Forge ES One-Mile Radius in Boundary



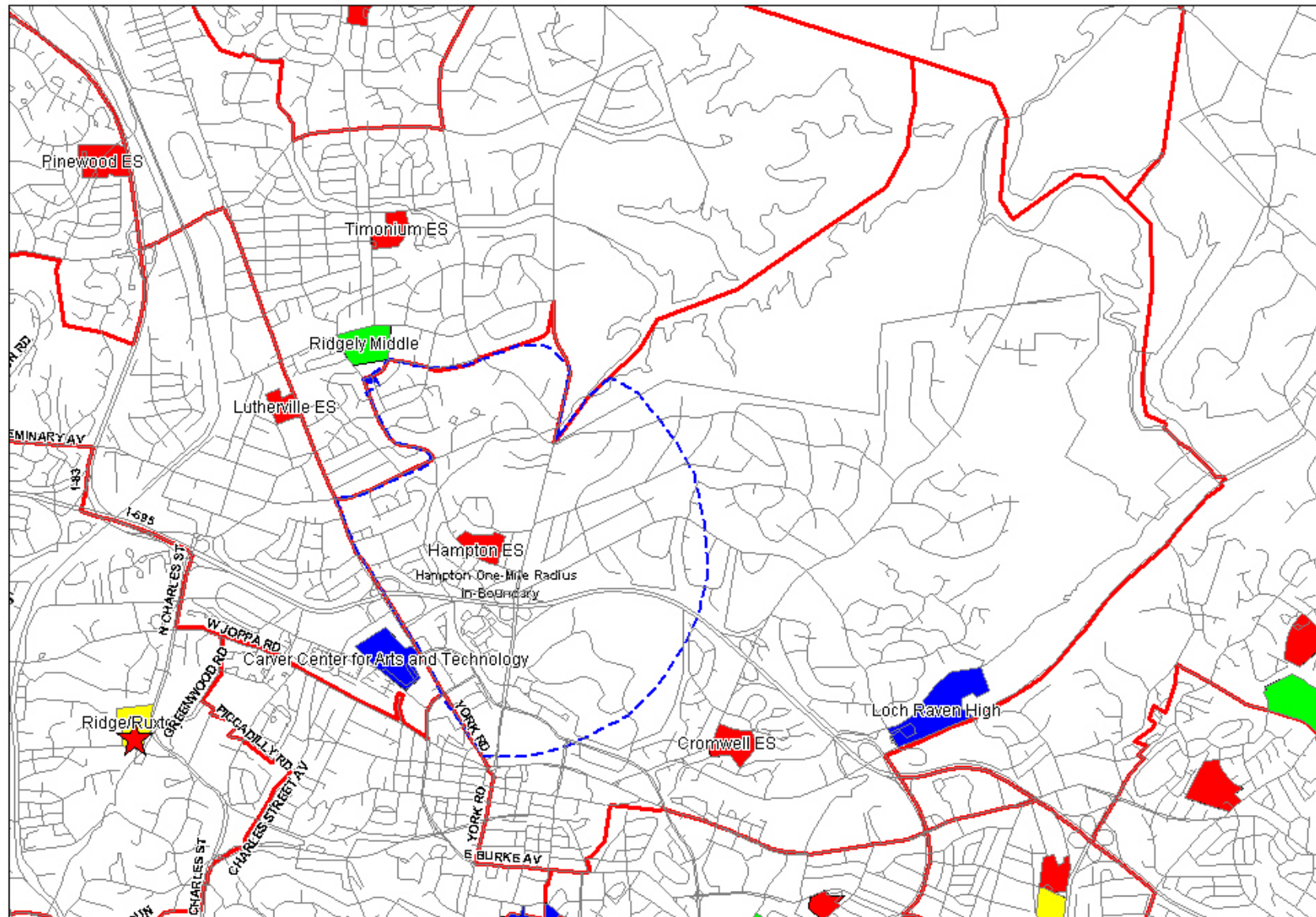
Riderwood ES One-Mile Radius In Boundary



School	Riderwood Elementary School		Capacity =	463
	<u>9/30/09</u>		Grade	
	Race		Other	
	Am. Ind.	0	PS/PK	1
	Asian	27	K	79
	Af. Am.	17	1	81
	Caucasian	484	2	107
	Hispanic	14	3	92
	Multi-Racial	<u>0</u>	4	92
	Total	542	5	<u>90</u>
			Total	542
	Minority %	10.70%	FTE	542
			+/- Capacity	117.06%
<u>Out-of -boundary students</u>				
	School			
	Franklin	1		
	Halstead Academy	1		
	Hampton	1		
	Lutherville	2		
	Oakleigh	3		
	Padonia	1		
	Pleasant Plains	7		
	Pot Spring	3		
	Rodgers Forge	2		
	Villa Cresta	5		
	Ungeocoded	<u>1</u>		
		27		

<u>Sort of students resident in boundary, eligible to attend*</u>		Grade	
Race		Other	4
Am. Ind.	0	PS/PK	3
Asian	26	K	84
Af. Am.	6	1	76
Caucasian	484	2	104
Hispanic	14	3	89
Multi-Racial	<u>0</u>	4	88
Total	530	5	<u>82</u>
		Total	530
Minority %	8.68%	FTE	528
		+/- Capacity	114.04%
<u>Schools attended by resident students, 2009-2010 school year</u>			
School			
Riderwood	515		
Lutherville	7		
Timonium	1		
Padonia	1		
Pinewood	1		
Ridge/Ruxton	4		
White Oak	<u>1</u>		
	530		

Hampton ES One-Mile Radius In Boundary



School Hampton Elementary School				Capacity =	307
9/30/09				Grade	
Race				Other	
Am. Ind.	1		PS/PK	10	
Asian	44		K	92	
Af. Am.	61		1	79	
Caucasian	329		2	79	
Hispanic	16		3	67	
Multi-Racial	0		4	65	
Total	451		5	59	
				Total	451
Minority %	27.05%		FTE	446	
				+/- Capacity	145.28%
Out-of -boundary students					
School					
Carney	1				
Perry Hall	1				
Pleasant Plains	4				
Pot Spring	1				
Rodgers Forge	2				
Seneca	1				
Stoneleigh	2				
Timonium	3				
Villa Cresta	4				
Ungeocoded	0				
				19	
Sort of students resident in boundary, eligible to attend*					
Race				Grade	
				Other	2
Am. Ind.	1		PS/PK	17	
Asian	56		K	99	
Af. Am.	73		1	96	
Caucasian	410		2	101	
Hispanic	18		3	86	
Multi-Racial	0		4	89	
Total	558		5	68	
				Total	558
Minority %	26.52%		FTE	549	
				+/- Capacity	178.83%
Schools attended by resident students, 2009-2010 school year					
School					
Hampton	432				
Fort Garrison	1				
Lutherville	9				
Timonium	6				
Riderwod	1				
Pinewood	3				
Villa Cresta	4				
Cromwell	94				
Pine Grove	2				
Ridge/Ruxton	2				
White Oak	2				
Jacksonville	2				
				558	

West Towson and Neighboring Cluster School Information: 9/30/09

School (* = Full-Day K)	*	9/30/09 Enrl.	9/30/09 FTE Enrl.	State Cap. 2009	Number Students +/- St. Cap.	% of State Rated Capacity	% Over/ Under St. Cap.	Number Reloc. Clasrms.	Number Reloc. Seats	FTE - (SRC + Reloc.)
Hampton	*	451	446	307	139	145.28%	45.28%	5	115	24
Riderwood	*	542	542	463	79	117.06%	17.06%	4	92	-13
Rodgers Forge	*	722	718	396	322	181.31%	81.31%	9	207	115
Stoneleigh	*	622	621	499	122	124.45%	24.45%	4	92	30
Elementary Totals		2337	2327	1665	662	139.76%	39.76%	22	506	156

What would be needed to bring cluster schools to capacity right now?

Cluster & Adjacent Elementary School Data:

	SRC	2009 FTE Enrl.	Total Seats Needed '09	CIP Requests	Things to consider
Hampton ES	307	446	139	300 seat addn.	The Hampton addition will allow further adjustment of the West Towson Cluster
Rodgers Forge ES	396	718	401	451 new seats: West Towson	
Riderwood ES	463	542			
Stoneleigh ES	499	621	122	200 seat addn.	Does not include PreK
	1665	2327	662	951 seats	
		140%			

A Look at Projected Capacities and Enrollments

Cluster schools with no additions...

CENTRAL AREA	STATE CAP	TOT 2010	FTE 2010	TOT 2011	FTE 2011	TOT 2012	FTE 2012	TOT 2013	FTE 2013	TOT 2014	FTE 2014	TOT 2015	FTE 2015
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452
Riderwood ES	463	550	549	559	558	568	567	581	580	589	588	602	601
Rodgers Forge ES	396	780	778	784	782	788	786	792	790	796	794	795	793
Stoneleigh ES	499	626	623	614	611	620	617	627	624	629	626	633	630
	1,665	2,393	2,385	2,390	2,382	2,410	2,402	2,449	2,441	2,469	2,461	2,484	2,476
			143.24%		143.06%		144.26%		146.61%		147.81%		148.71%

Cluster schools with West Towson added:

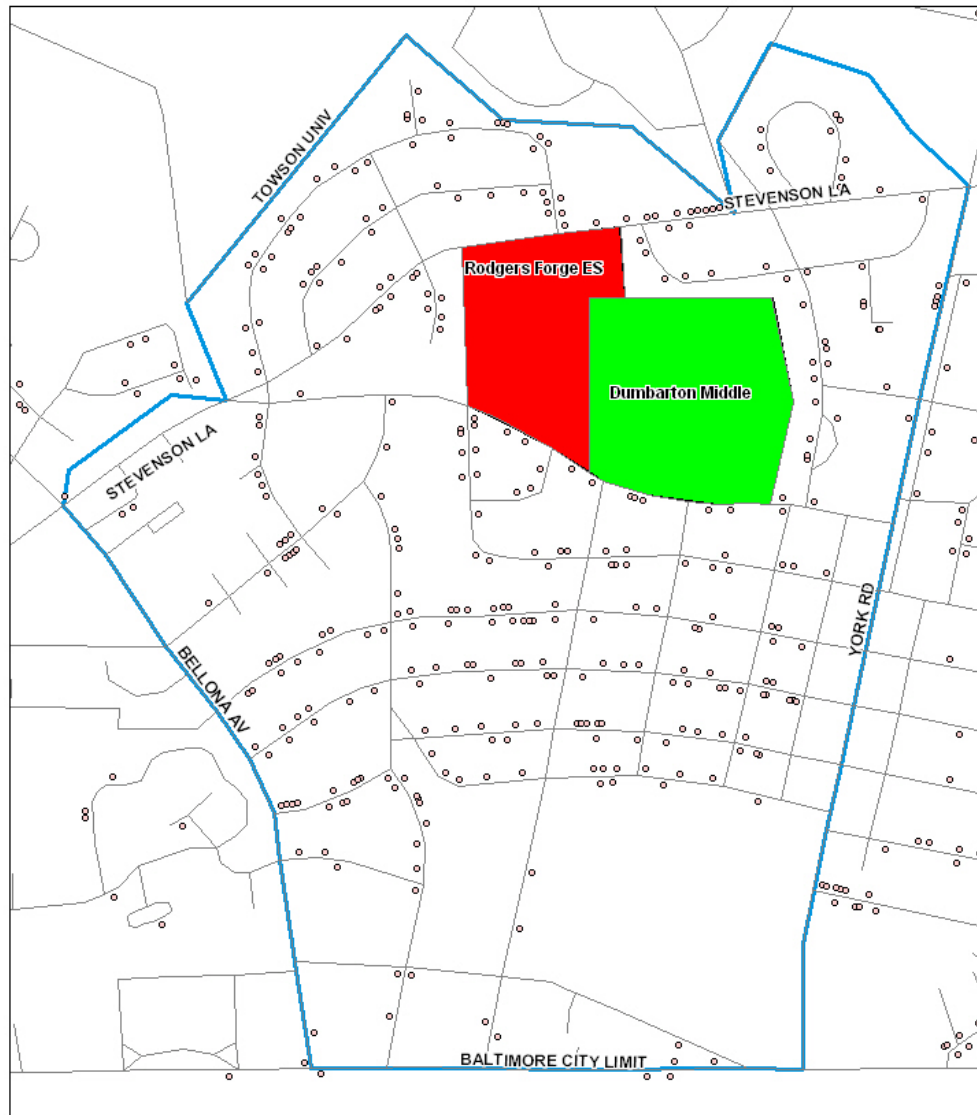
CENTRAL AREA	STATE CAP	TOT 2010	FTE 2010	TOT 2011	FTE 2011	TOT 2012	FTE 2012	TOT 2013	FTE 2013	TOT 2014	FTE 2014	TOT 2015	FTE 2015
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452
Riderwood ES	463	550	549	559	558	568	567	581	580	589	588	602	601
Rodgers Forge ES	396	780	778	784	782	788	786	792	790	796	794	795	793
Stoneleigh ES	499	626	623	614	611	620	617	627	624	629	626	633	630
West Towson ES	451												
	2,116	2,393	2,385	2,390	2,382	2,410	2,402	2,449	2,441	2,469	2,461	2,484	2,476
			112.71%		112.57%		113.52%		115.36%		116.30%		117.01%

Cluster schools with West Towson and Hampton and Stoneleigh additions completed:

CENTRAL AREA	STATE CAP	TOT 2010	FTE 2010	TOT 2011	FTE 2011	TOT 2012	FTE 2012	TOT 2013	FTE 2013	TOT 2014	FTE 2014	TOT 2015	FTE 2015
Hampton ES	607	437	435	433	431	434	432	449	447	455	453	454	452
Riderwood ES	463	550	549	559	558	568	567	581	580	589	588	602	601
Rodgers Forge ES	396	780	778	784	782	788	786	792	790	796	794	795	793
Stoneleigh ES	699	626	623	614	611	620	617	627	624	629	626	633	630
West Towson ES	451												
	2,616	2,393	2,385	2,390	2,382	2,410	2,402	2,449	2,441	2,469	2,461	2,484	2,476
			91.17%		91.06%		91.82%		93.31%		94.07%		94.65%

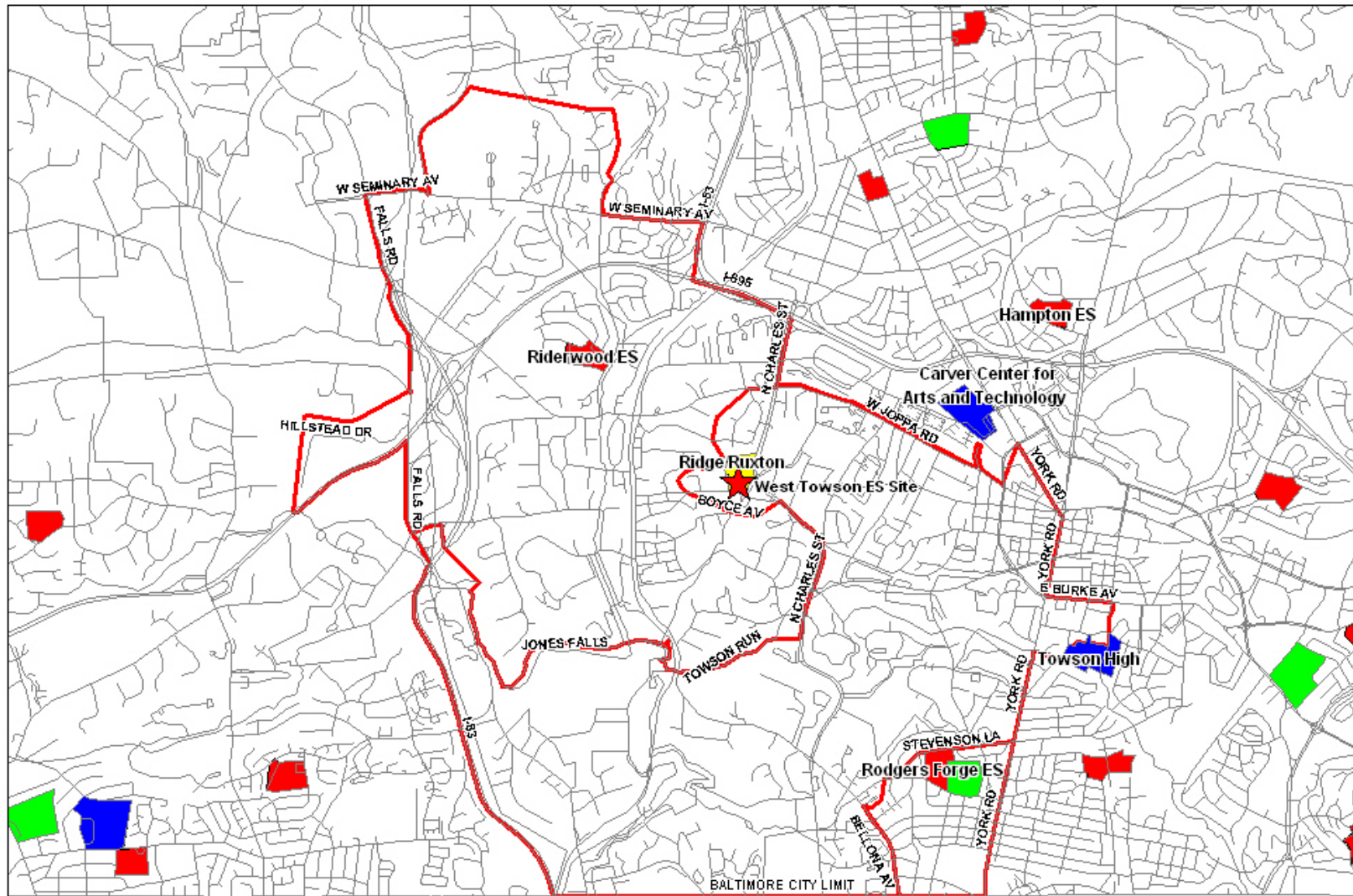
Policy/Rule 1280 – Boundary Changes Implementation Considerations

- Establish school boundaries in a manner that ensures efficient use of available space
- Maintain a commitment to long-range planning decisions
- Where feasible, maintain the community school concept
- Whenever possible, attempt to keep communities together
- Attempt to follow natural boundaries such as railroads, creeks, major highways, election Districts, existing school boundaries, and locations of feeder schools
- Employ satellite zoning only for special purposes and for a pre-determined time period
- Assign the children from newly developing neighborhoods rather than disrupt students from existing neighborhoods
- Reassign elementary school students no more than once every 5 years
- Maximize the number of students who can walk to school
- Minimize travel time and maximize safety for students who must be transported
- Avoid bussing students past a school that has the same grade levels
- Avoid duplicate bus runs on the same streets for schools with the same grade levels
- Transport toward town centers rather than toward countryside to minimize special trips to school for parents and guardians
- Develop proposals that meet the above criteria to the greatest extent possible
- Recognize that there is not a single scenario that will please everybody



Total BCPS Elementary School Students residing within the above perimeter is 458, 115.91% of Rodgers Forge capacity (396). Students attending would be 460 (in-boundary and out-of-boundary), 116.16% of capacity.

Scenario A-1



West Towson "A-1" Scenario: Riderwood, Rodgers Forge, and West Towson Boundaries

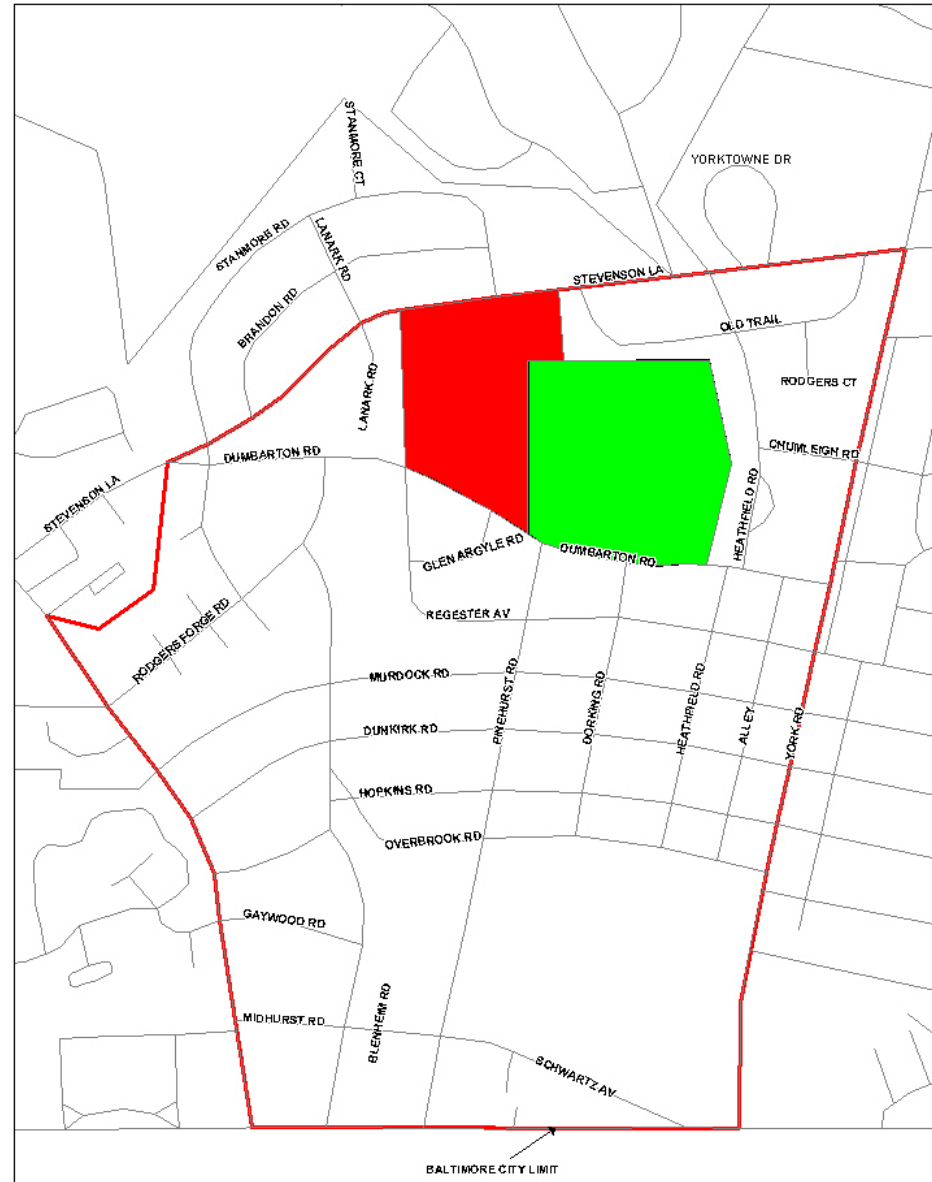
What if proposed hypothetical "A-1" was in effect this year?

Current Cluster Schools	The Enrollment Picture								The Residency Picture						The Choice Factor		
	State Rated	Total Enrollment	FTE Enrollment	Number Over/Under	FTE Enrol. as % of	% Minority	% IEP	% F/R Meals	Total Students in	FTE Students Living in	FTE Enrol. as % of	% Minority	% IEP	% F/R Meals	In-Boundary Attending	Out-of-Bdy. Attending	In-Boundary to Other
	Capacity '09	9/30/09	9/30/09	Capacity	Capacity	Enrollment	Students	Eligible	Boundary	Boundary	Capacity	Enrollment	Students	Eligible	(Total)	(Total)	BCPS (Total)
Rodgers Forge ES	396	358	355	-41	89.65%	19.27%	7.83%	13.13%	353	348	87.88%	19.26%	8.78%	6.80%	339	19	14
Riderwood ES	463	496	495	32	106.91%	11.46%	10.46%	4.03%	485	484	104.54%	9.28%	9.07%	1.24%	471	25	14
Hampton ES	307	451	446	139	145.28%	27.05%	10.86%	15.74%	558	550	179.15%	26.52%	12.37%	13.26%	432	19	126
West Towson ES	451	410	410	-41	90.91%	21.25%	7.80%	4.15%	433	429	95.12%	19.15%	9.22%	5.20%	410	0	25
1617 1715 1706 89 108.19% 19.76% 9.24% 9.26% *Hampton addition pending									1829 1811 112.00% 18.55% 9.86% 6.63%						1652 63 179 Enrolled = 1715 To Other		
Hypothetical enrollments assume that students currently attending districted schools would relocate to their new districted schools. Those attending out-of-area schools by choice or for special programs (magnet, special education centers, etc.) would continue to do so. Current out-of-boundary students attending any school would remain in that school.									Hypothetical enrollments assume that all students residing in each boundary would attend their districted school and that no out-of-boundary students would be enrolled.								

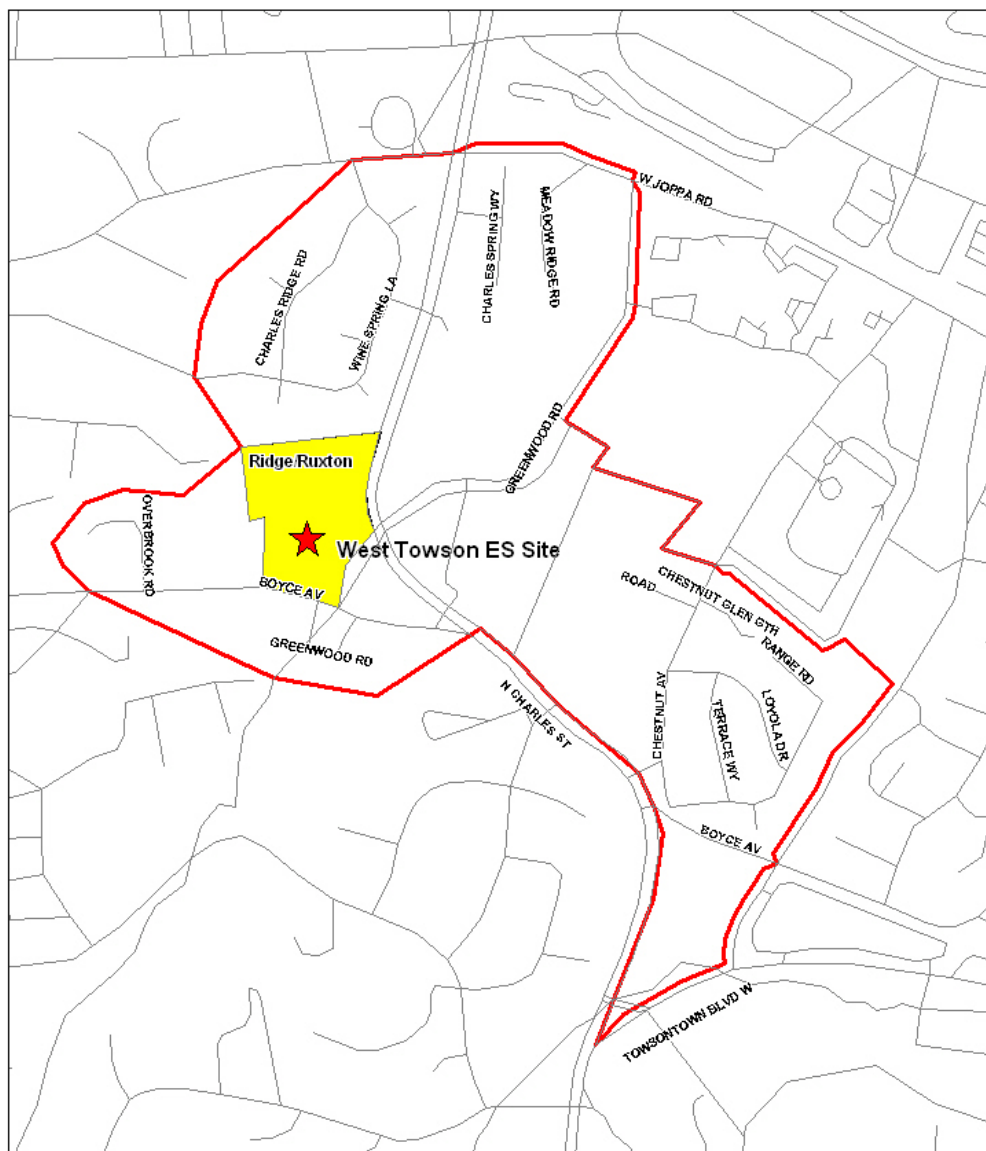
Five-Year Enrollment Projections Developed in January, 2008														% of Capacity	capacity needs by 2015
Schools	Capacity '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	Total '14	FTE '14	Total '15	FTE '15		
Rodgers Forge ES	396	780	778	784	782	788	786	792	790	796	794	795	793	200.25%	397
Riderwood ES	463	550	549	559	558	568	567	581	580	589	588	602	601	129.81%	138
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452	147.23%	145
	1166	1767	1762	1776	1771	1790	1785	1822	1817	1840	1835	1851	1846		680 *
			151.11%		151.89%		153.09%		155.83%		157.38%		158.32%		
*451 West Towson & 300 Hampton = 751 seats requested for the cluster in the CIP															

Sample Five-Year Projections With West Towson Elementary and Hypothetical Boundary "A-1"														% of Capacity	capacity needs by 2015
Schools	Capacity '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	Total '14	FTE '14	Total '15	FTE '15		
Rodgers Forge ES	396	387	385	391	389	395	393	399	397	403	401	402	400	101.01%	4
Riderwood ES	463	503	502	511	510	519	518	531	530	538	537	549	548	118.36%	85
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452	147.23%	145
West Towson ES	451	440	440	441	441	442	442	443	443	444	444	446	446	98.89%	-5
	1617	1767	1762	1776	1771	1790	1785	1822	1817	1840	1835	1851	1846		229 **
			108.97%		109.52%		110.39%		112.37%		113.48%		114.16%		
**300 seats for Hampton ES pending planning and construction funding															

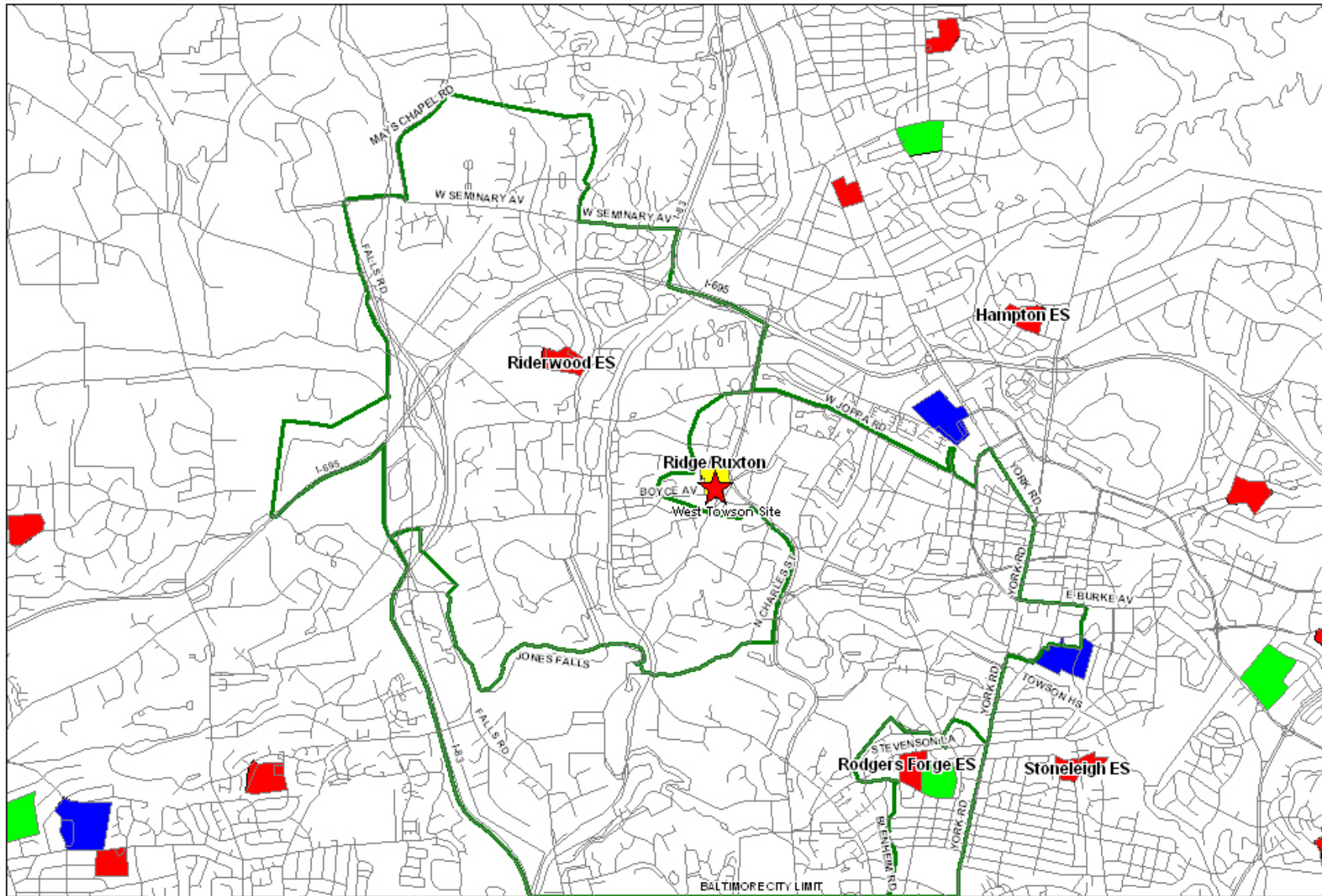
Rodgers Forge "A-1" Boundary



Riderwood to West Towson: Scenario A-1



Scenario I



West Towson "I" Scenario: Riderwood, Rodgers Forge, and West Towson Boundaries

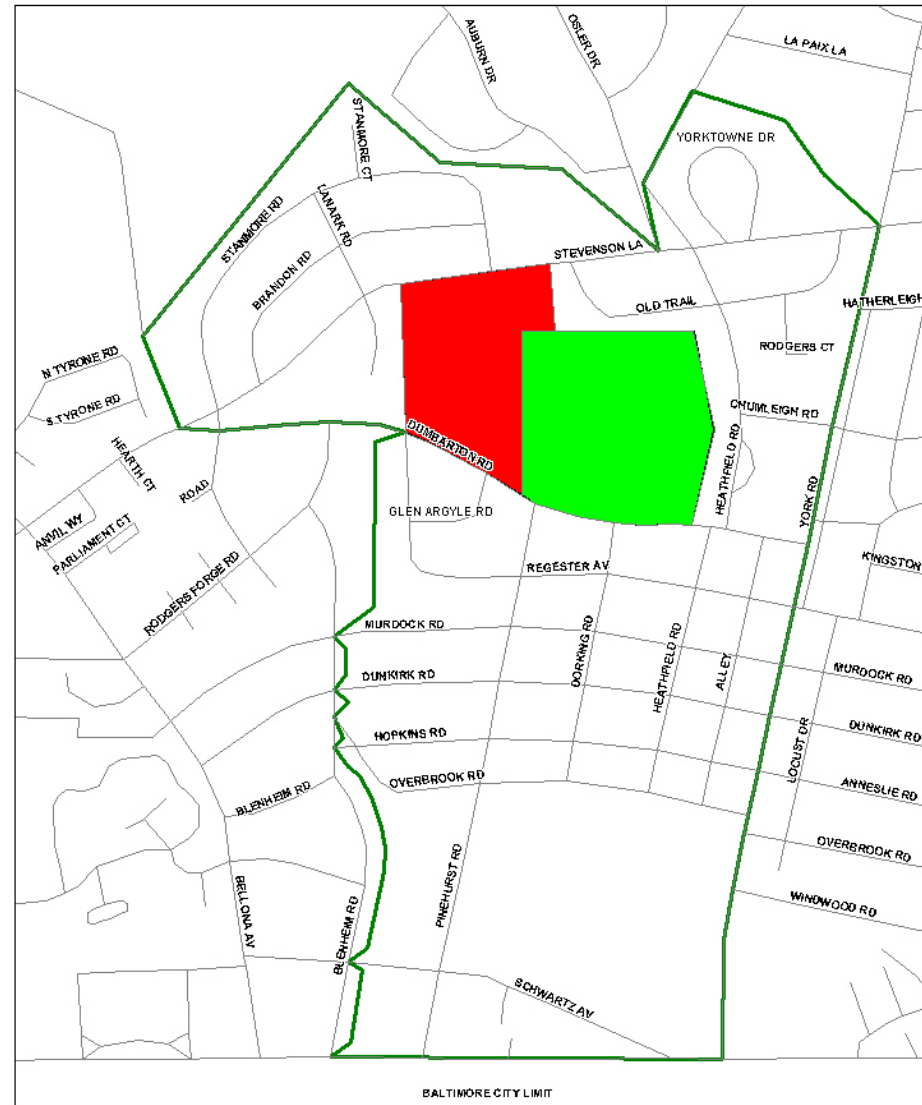
What if proposed hypothetical "I" was in effect this year?

Current Cluster Schools	The Enrollment Picture								The Residency Picture						The Choice Factor		
	State Rated Capacity '09	Total Enrollment 9/30/09	FTE Enrollment 9/30/09	Number Over/Under Capacity	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	Total Students in Boundary	FTE Students Living in Boundary	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	In-Boundary Attending (Total)	Out-of-Bdy. Attending (Total)	In-Boundary to Other BCPS (Total)
Rodgers Forge ES	396	354	352	-44	88.89%	14.97%	8.33%	4.80%	348	344	86.87%	14.94%	8.33%	4.31%	335	19	13
Riderwood ES	463	494	492	29	106.26%	11.52%	10.50%	3.84%	483	482	104.10%	9.32%	9.11%	1.24%	469	25	14
Hampton ES	307	451	446	139	145.28%	27.05%	10.86%	15.74%	558	550	179.15%	26.52%	12.37%	13.26%	432	19	126
West Towson ES	451	416	416	-35	92.24%	21.29%	8.37%	6.22%	440	435	96.45%	21.95%	9.50%	7.01%	416	0	26
1617 1715 1706 89 105.50% 18.71% 9.52% 7.65% *Hampton addition pending									1829	1811	112.00%	18.18%	9.83%	6.46%	1652	63	179
Hypothetical enrollments assume that students currently attending districted schools would relocate to their new districted schools. Those attending out-of-area schools by choice or for special programs (magnet, special education centers, etc.) would continue to do so. Current out-of-boundary students attending any school would remain in that school.									Hypothetical enrollments assume that all students residing in each boundary would attend their districted school and that no out-of-boundary students would be enrolled. Enrolled = 1715								

Five-Year Enrollment Projections Developed in January, 2008														% of Capacity	capacity needs by 2015
Schools	Capacity '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	Total '14	FTE '14	Total '15	FTE '15		
Rodgers Forge ES	396	780	778	784	782	788	786	792	790	796	794	795	793	200.25%	397
Riderwood ES	463	550	549	559	558	568	567	581	580	589	588	602	601	129.81%	138
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452	147.23%	145
1166		1767	1762	1776	1771	1790	1785	1822	1817	1840	1835	1851	1846		680 *
		151.11%		151.89%		153.09%		155.83%		157.38%		158.32%			
*451 West Towson & 300 Hampton = 751 seats requested for the cluster in the CIP															

Sample Five-Year Projections With West Towson Elementary and Hypothetical Boundary "I"														% of Capacity	capacity needs by 2015
Schools	Capacity '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	Total '14	FTE '14	Total '15	FTE '15		
Rodgers Forge ES	396	383	381	387	385	391	389	395	393	399	397	398	396	100.00%	0
Riderwood ES	463	501	500	510	509	516	515	528	527	535	534	547	546	117.93%	83
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452	147.23%	145
West Towson ES	451	446	446	446	446	449	449	450	450	451	451	452	452	100.22%	1
1617		1767	1762	1776	1771	1790	1785	1822	1817	1840	1835	1851	1846		229 **
		108.97%		109.52%		110.39%		112.37%		113.48%		114.16%			
**300 seats for Hampton ES pending planning and construction funding															

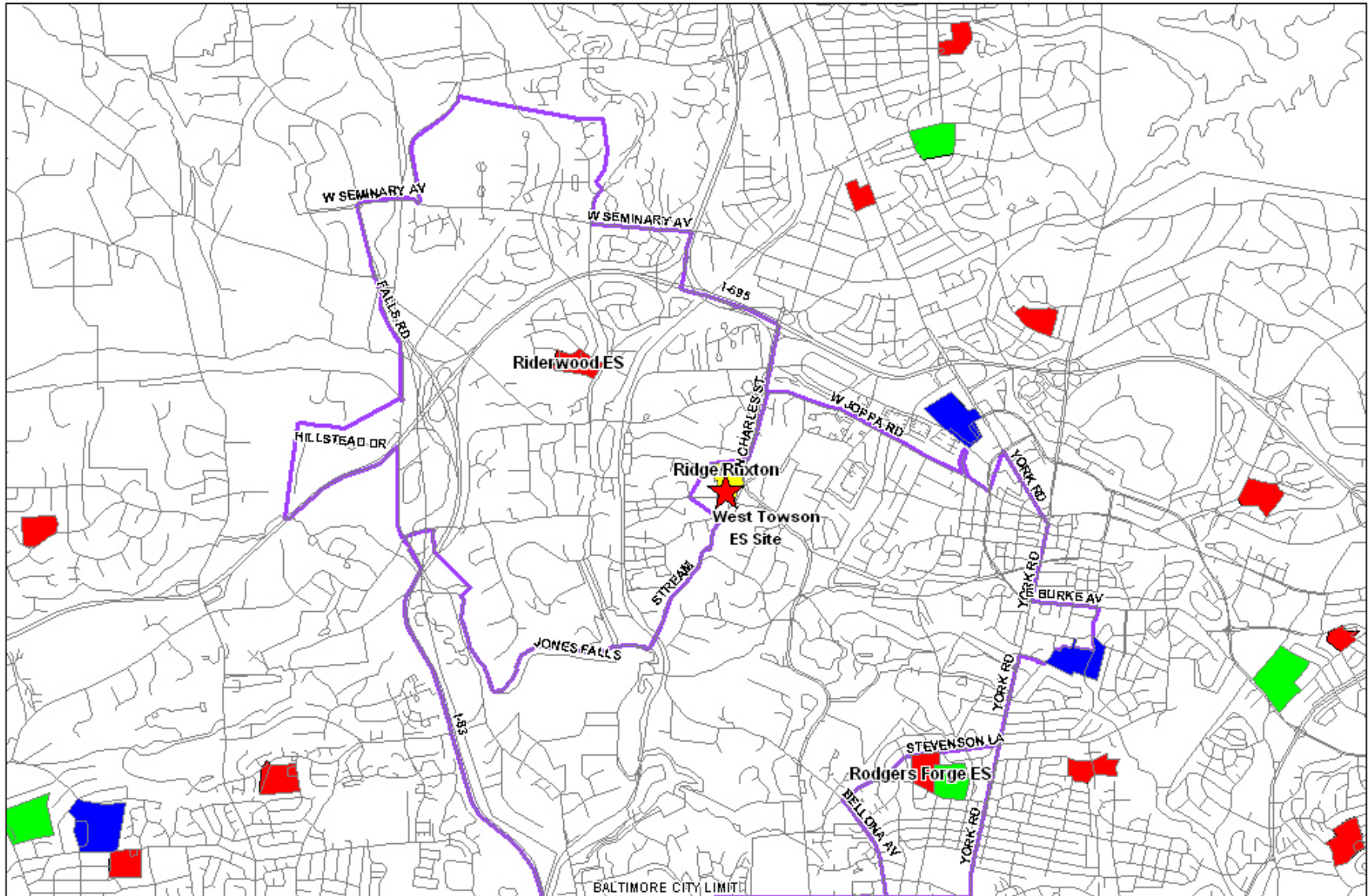
Rodgers Forge I



Riderwood to West Towson Scenario I



Scenario E-1



West Towson "E-1" Scenario: Riderwood, Rodgers Forge, and West Towson Boundaries

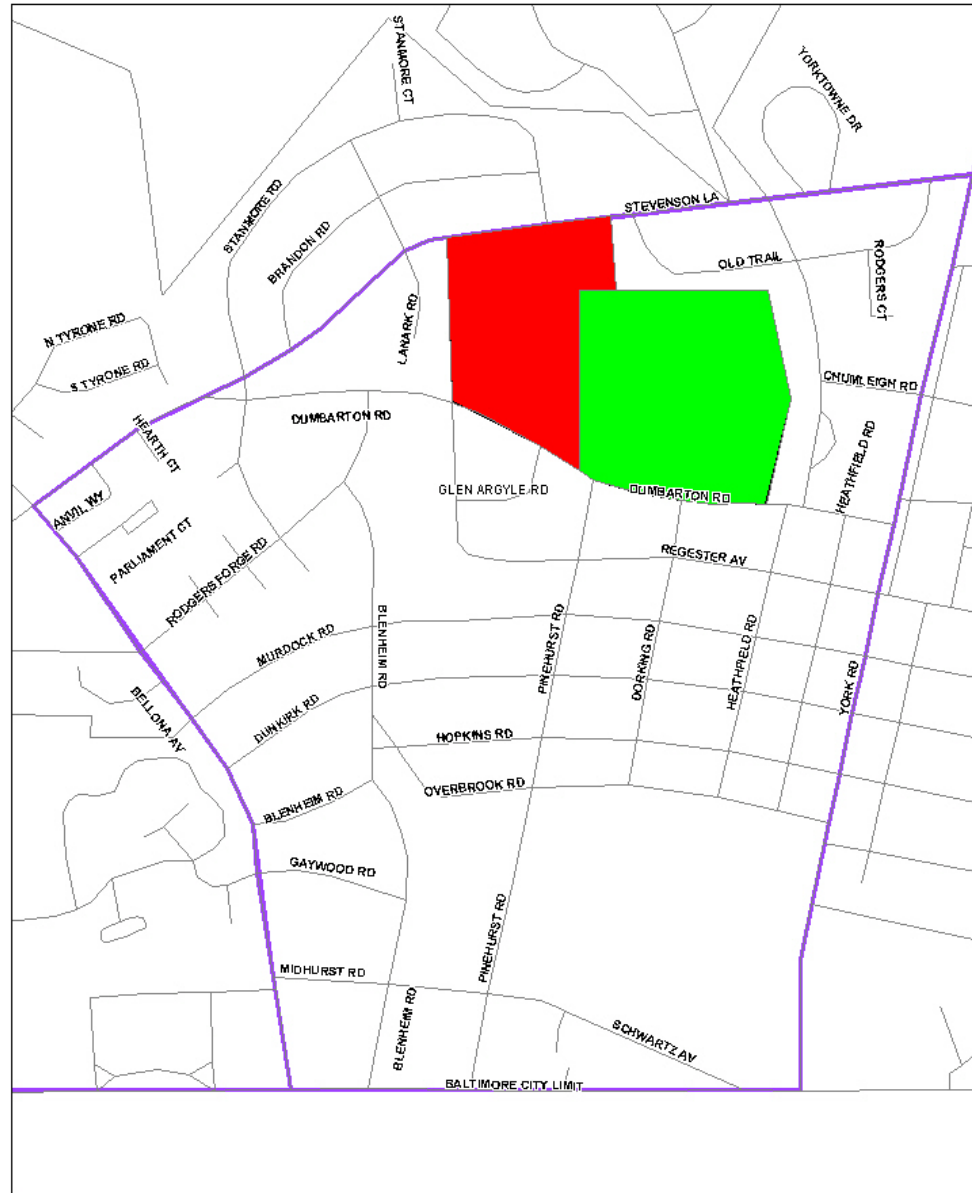
What if proposed hypothetical "E-1" was in effect this year?

Current Cluster Schools	The Enrollment Picture								The Residency Picture						The Choice Factor		
	State Rated Capacity '09	Total Enrollment 9/30/09	FTE Enrollment 9/30/09	Number Over/Under Capacity	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	Total Students in Boundary	FTE Students Living in Boundary	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	In-Boundary Attending (Total)	Out-of-Bdy. Attending (Total)	In-Boundary to Other BCPS (Total)
Rodgers Forge ES	396	359	356	-40	89.90%	19.55%	7.54%	8.38%	355	350	88.38%	19.24%	9.01%	7.04%	340	19	15
Riderwood ES	463	484	483	20	104.32%	11.13%	10.72%	3.91%	473	472	101.94%	8.88%	9.30%	1.26%	459	25	14
Hampton ES	307	451	446	139	145.28%	27.05%	10.86%	15.74%	558	550	179.15%	26.52%	12.37%	13.26%	432	19	126
West Towson ES	451	421	421	-30	93.35%	18.01%	7.58%	4.03%	443	439	97.34%	18.88%	8.99%	4.93%	421	0	24
	1617	1715	1706	89	105.50%	18.94%	9.18%	8.02%	1829	1811	112.00%	18.38%	9.92%	6.62%	1652	63	179
*Hampton addition pending									Enrolled = 1715								
Hypothetical enrollments assume that students currently attending districted schools would relocate to their new districted schools. Those attending out-of-area schools by choice or for special programs (magnet, special education centers, etc.) would cont									Hypothetical enrollments assume that all students residing in each boundary would attend their districted school and that no out-of-boundary students would be enrolled.								

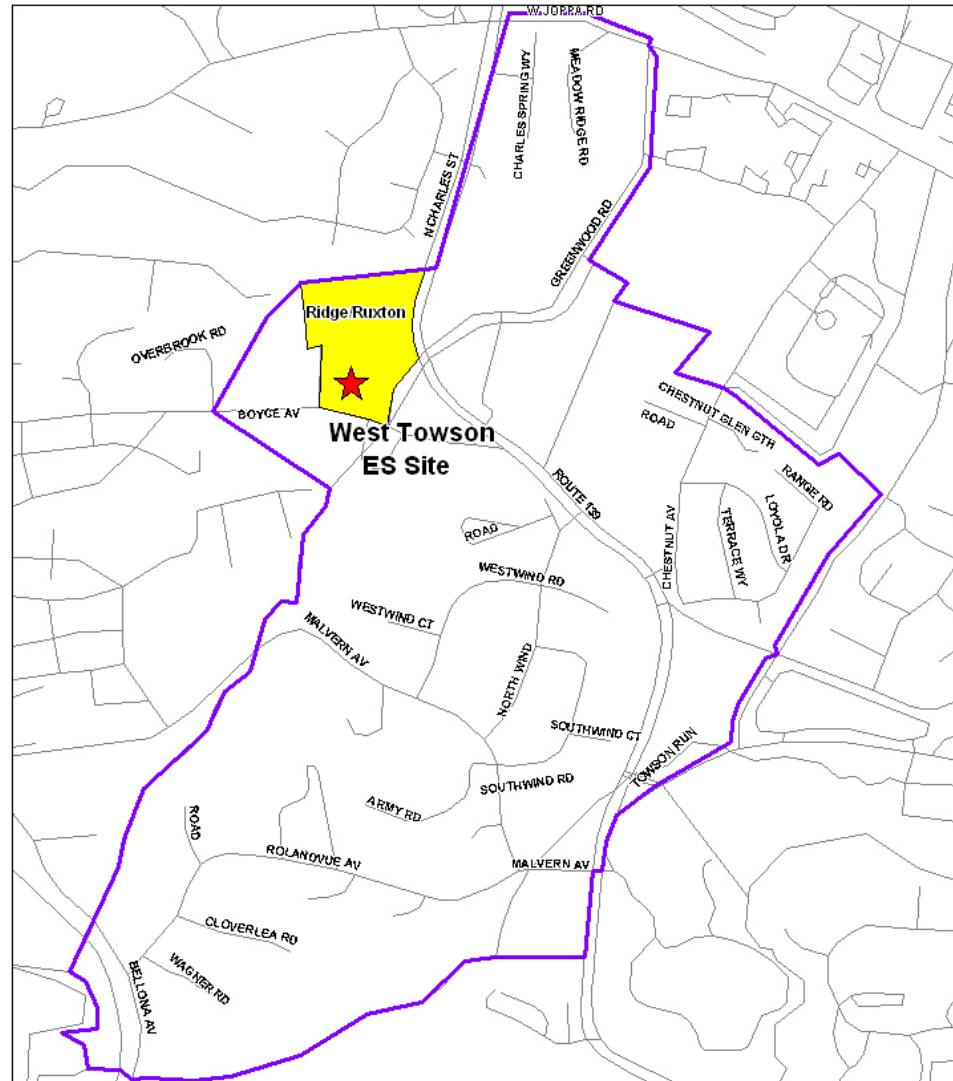
Five-Year Enrollment Projections Developed in January, 2008														% of Capacity	capacity needs by 2015
Schools	Capacity '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	Total '14	FTE '14	Total '15	FTE '15		
Rodgers Forge ES	396	780	778	784	782	788	786	792	790	796	794	795	793	200.25%	397
Riderwood ES	463	550	549	559	558	568	567	581	580	589	588	602	601	129.81%	138
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452	147.23%	145
	1166	1767	1762	1776	1771	1790	1785	1822	1817	1840	1835	1851	1846		680 *
			151.11%		151.89%		153.09%		155.83%		157.38%		158.32%		
*451 West Towson & 300 Hampton = 751 seats requested for the cluster in the CIP															

Sample Five-Year Projections With West Towson Elementary and Hypothetical Boundary "E-1"														% of Capacity	capacity needs by 2015
Schools	Capacity '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	Total '14	FTE '14	Total '15	FTE '15		
Rodgers Forge ES	396	388	386	392	390	396	394	400	398	404	402	403	401	101.26%	5
Riderwood ES	463	491	490	499	498	507	506	519	518	526	525	538	537	115.98%	74
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452	147.23%	145
West Towson ES	451	451	451	452	452	453	453	454	454	455	455	456	456	101.11%	5
	1617	1767	1762	1776	1771	1790	1785	1822	1817	1840	1835	1851	1846		229 **
			108.97%		109.52%		110.39%		112.37%		113.48%		114.16%		
**300 seats for Hampton ES pending planning and construction funding															

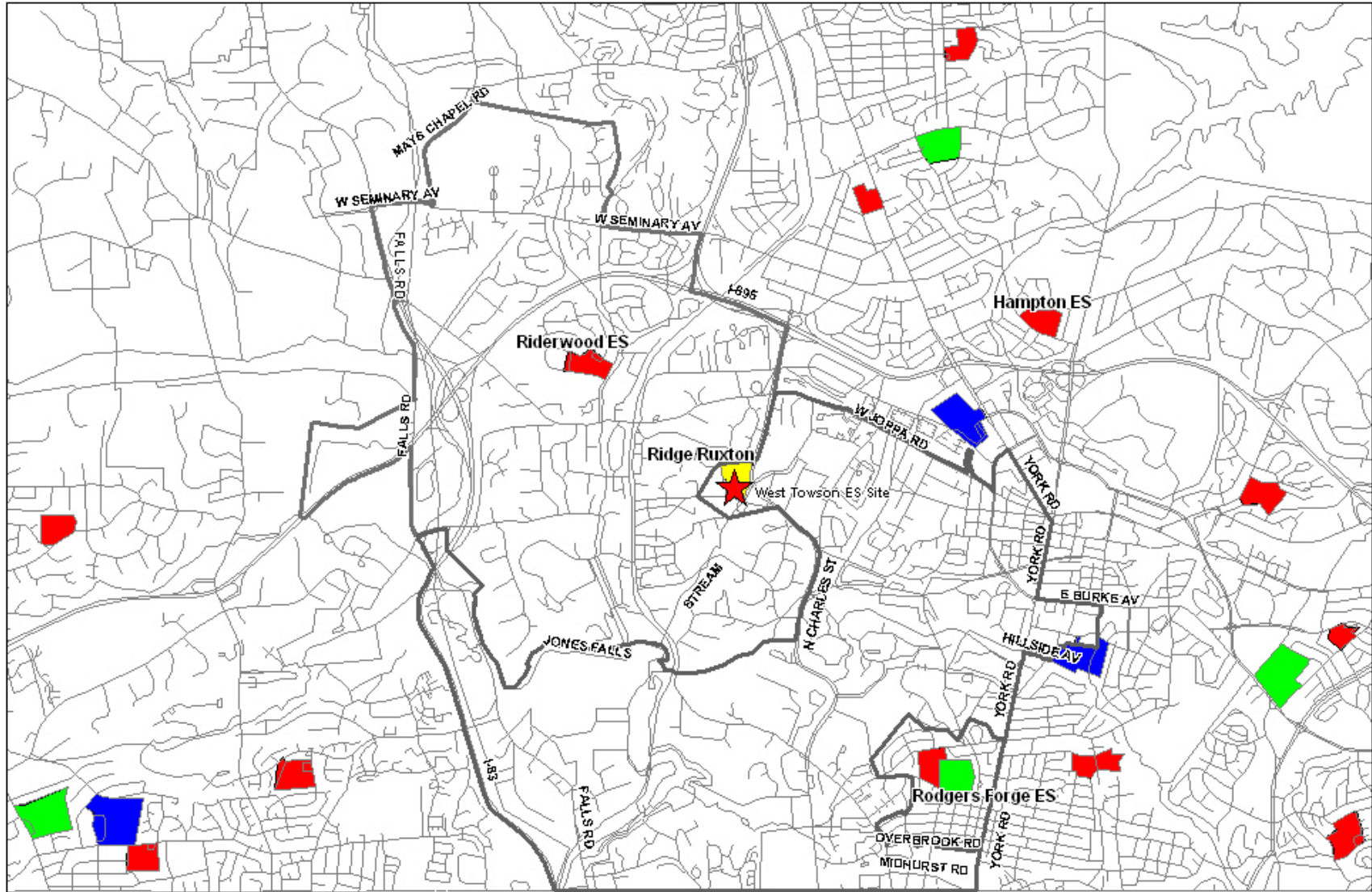
Rodgers Forge E-1



Riderwood to West Towson Scenario E-1



Scenario G



West Towson "G" Scenario: Riderwood, Rodgers Forge, and West Towson Boundaries

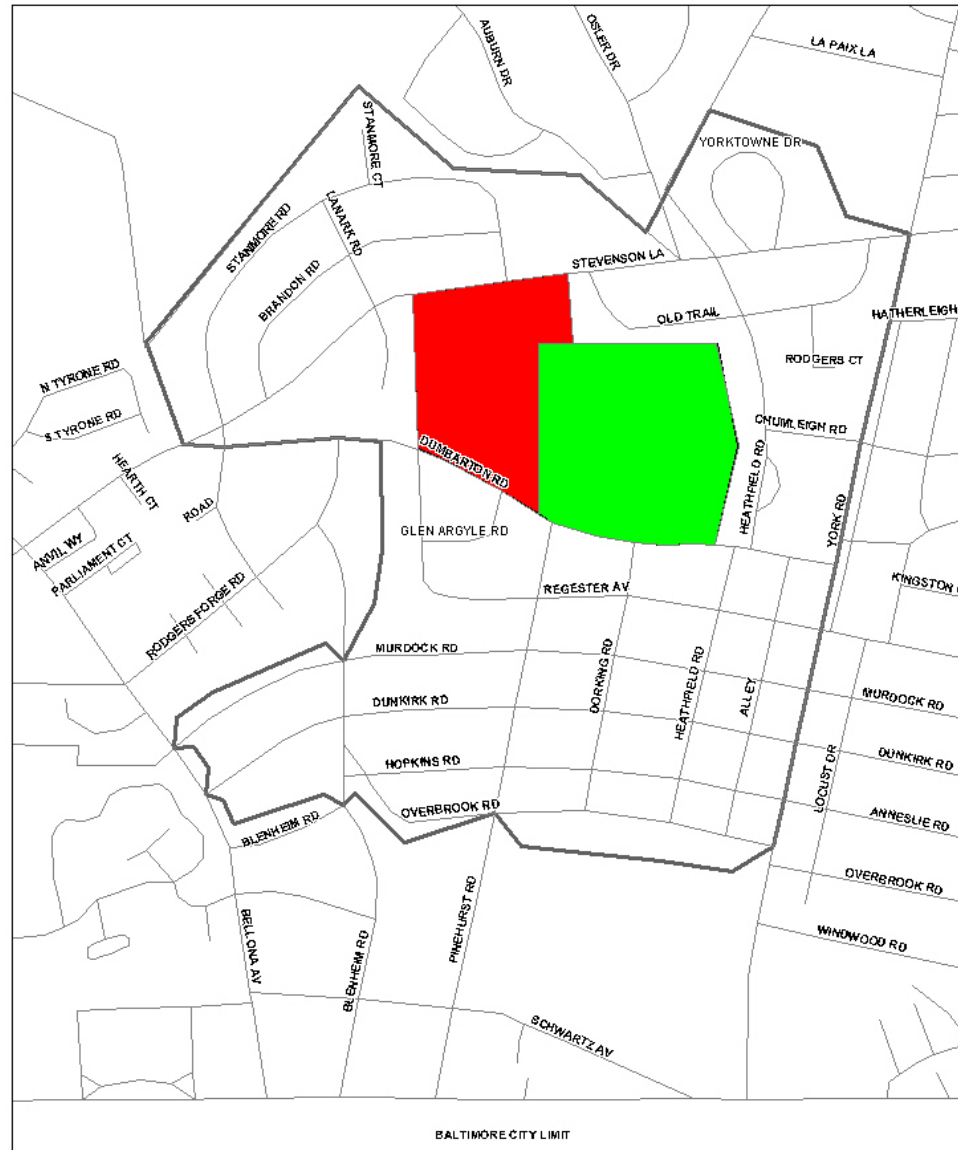
What if proposed hypothetical "G" was in effect this year?

Current Cluster Schools	The Enrollment Picture								The Residency Picture						The Choice Factor		
	State Rated Capacity '09	Total Enrollment 9/30/09	FTE Enrollment 9/30/09	Number Over/Under Capacity	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	Total Students in Boundary	FTE Students Living in Boundary	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	In-Boundary Attending (Total)	Out-of-Bdy. Attending (Total)	In-Boundary to Other BCPS (Total)
Rodgers Forge ES	396	372	369	-27	93.18%	14.52%	5.11%	4.84%	366	361	91.16%	14.48%	7.10%	4.10%	353	19	13
Riderwood ES	463	506	505	42	109.07%	11.01%	10.49%	8.32%	495	494	106.70%	9.09%	9.09%	1.21%	481	25	14
Hampton ES	307	451	446	139	145.28%	27.05%	10.86%	15.74%	558	550	179.15%	26.52%	12.37%	13.26%	432	19	126
West Towson ES	451	386	386	-65	85.59%	22.79%	9.59%	6.48%	410	406	90.02%	24.41%	10.73%	7.59%	386	0	26
1617 1715 1706 89 105.50% 18.84% 9.01% 8.85% *Hampton addition pending									1829	1811	112.00%	18.63%	9.82%	6.54%	1652	63	179
Hypothetical enrollments assume that students currently attending districted schools would relocate to their new districted schools. Those attending out-of-area schools by choice or for special programs (magnet, special education centers, etc.) would continue to do so. Current out-of-boundary students attending any school would remain in that school.									Enrolled = 1715 Hypothetical enrollments assume that all students residing in each boundary would attend their districted school and that no out-of-boundary students would be enrolled.								

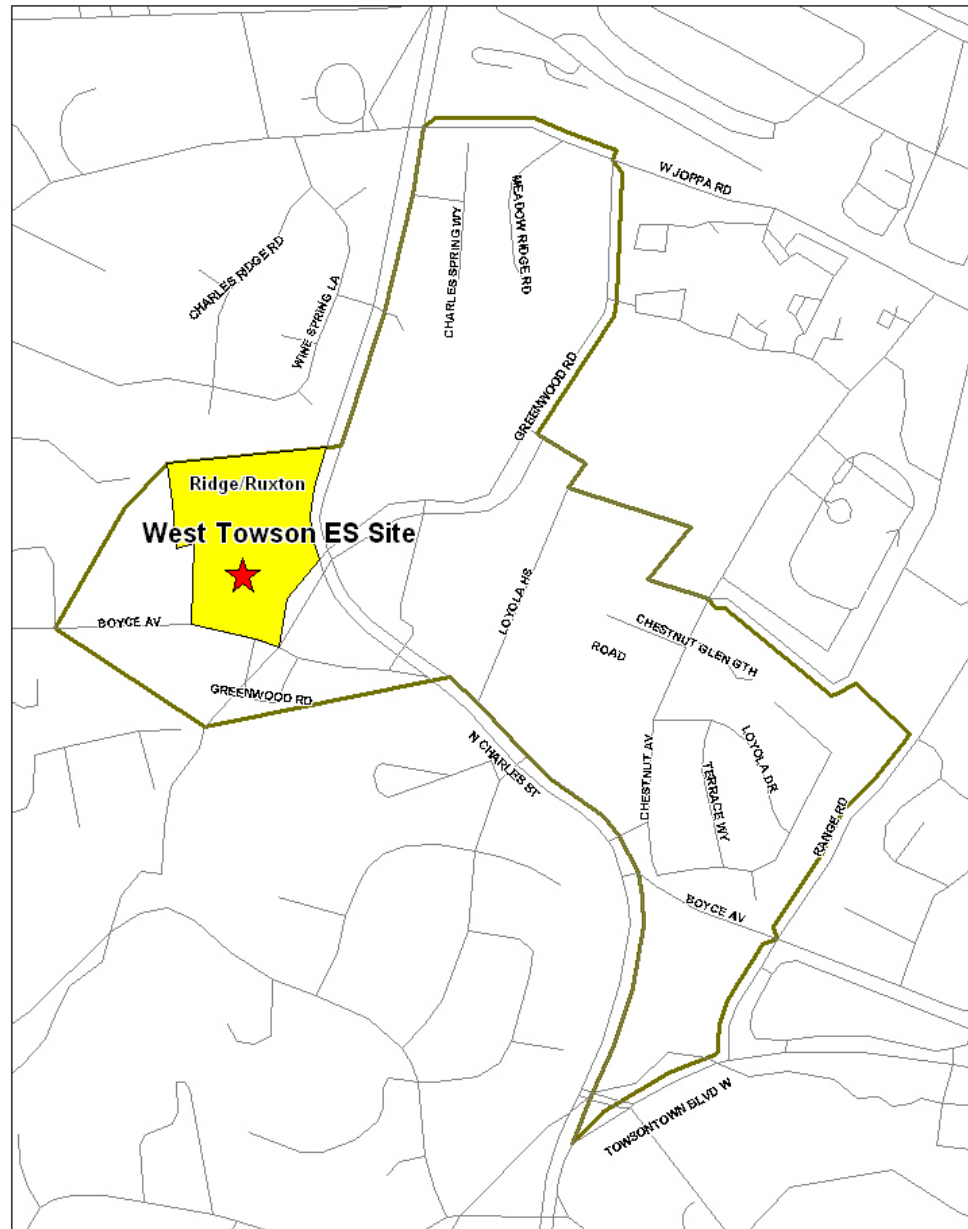
		Five-Year Enrollment Projections Developed in January, 2008												% of	capacity
Schools	Capacity '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	Total '14	FTE '14	Total '15	FTE '15	Capacity	needs by 2015
Rodgers Forge ES	396	780	778	784	782	788	786	792	790	796	794	795	793	200.25%	397
Riderwood ES	463	550	549	559	558	568	567	581	580	589	588	602	601	129.81%	138
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452	147.23%	145
1166		1767	1762	1776	1771	1790	1785	1822	1817	1840	1835	1851	1846	680 *	
		151.11%		151.89%		153.09%		155.83%		157.38%		158.32%			
*451 West Towson & 300 Hampton = 751 seats requested for the cluster in the CIP															

		Sample Five-Year Projections With West Towson Elementary and Hypothetical Boundary "G"												% of	capacity
Schools	Capacity '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	Total '14	FTE '14	Total '15	FTE '15	Capacity	needs by 2015
Rodgers Forge ES	396	401	399	405	403	409	407	413	411	417	415	416	414	104.55%	18
Riderwood ES	463	513	512	522	521	528	527	540	539	547	546	559	558	120.52%	95
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452	147.23%	145
West Towson ES	451	416	416	416	416	419	419	420	420	421	421	422	422	93.57%	-29
1617		1767	1762	1776	1771	1790	1785	1822	1817	1840	1835	1851	1846	229 **	
		108.97%		109.52%		110.39%		112.37%		113.48%		114.16%			
**300 seats for Hampton ES pending planning and construction funding															

Rodgers Forge G



Riderwood to West Towson "G"



West Towson Cluster Elementary School Information: 9/30/09

		The Enrollment Picture							The Residency Picture						The Choice Factor					
Current Cluster Schools	State	Total	FTE	Number	FTE Enrol.	%	%	%	Total	FTE Students	FTE Enrol.	%	%	%	In-Boundary	Out-of-Bdy.				
	Rated	Enrollment	Enrollment	Over/Under	as % of	Minority	IEP		Students in	Living in	as % of	Minority	IEP		Attending	Attending				
	Capacity '09	9/30/09	9/30/09	Capacity	Capacity	Enrollment	Students	Eligible	Boundary	Boundary	Capacity	Enrollment	Students	Eligible	(Total)	(Total)	to Other			
																	BCPS (Total)			
Rodgers Forge ES	396	722	718	322	181.31%	19.39%	6.79%	6.09%	741	732	184.85%	19.97%	8.36%	6.20%	703	19	38			
Riderwood ES	463	542	542	79	117.06%	10.70%	11.07%	3.69%	530	529	114.25%	8.68%	10.00%	1.13%	515	27	15			
Hampton ES	307	451	446	139	145.28%	27.05%	10.86%	15.74%	558	550	179.15%	26.52%	12.37%	13.26%	432	19	126			
Totals		1166	1715	1706	401	146.31%	19.05%	9.57%	8.51%	1829	1811	155.32%	18.39%	10.24%	6.86%	1650	65	179		
						Avg.	Avg.	Avg.										Enrolled = 1715		To Other

What would the schools look like today if West Towson was opened according scenarios A-1, I, E-1, or G

Schools	Presented Scenarios			
	A-1	I	E-1	G
Rodgers Forge ES	89.65%	88.89%	89.90%	93.18%
Riderwood ES	106.91%	106.26%	104.32%	109.07%
Hampton ES	145.28%	145.28%	145.28%	145.28%
West Towson ES	90.91%	92.24%	93.35%	85.59%

Projected Capacity Needs by 2015, Based on Presented Scenarios...

(Reminder: 300 seats are anticipated in the future Hampton Elementary School addition)

Schools	Presented Scenarios			
	A-1	I	E-1	G
Rodgers Forge ES	4	0	5	18
Riderwood ES	85	83	74	95
Hampton ES	145	145	145	145
West Towson ES	-5	1	5	-29
	229	229	229	229

Baltimore County Public Schools



West Towson Elementary School Boundary Study Community Forum Results

2010



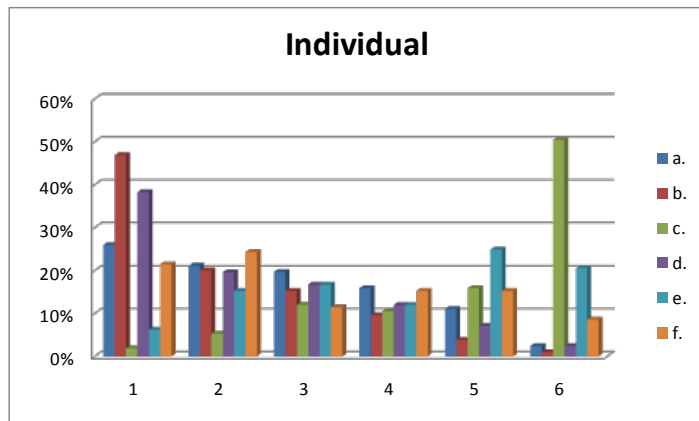
1. Please review and rate in terms of importance the following criteria to be considered when adjusting school boundaries. Rate each criterion using a scale of 1 to 6; with 1 being the Most Important and 6 being the Least Important.

Q1: Criteria for Adjusting School Boundaries - Individual														
Individual	1		2		3		4		5		6		Not Answered	
	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count
a. Ensure appropriate use of available school capacity to meet the needs of the children.	26%	54	21%	44	20%	41	16%	33	11%	23	2%	5	4%	8
b. Provide relief for overcrowded schools within the West Towson area cluster (Rodgers Forge, Riderwood, Hampton).	47%	98	20%	42	15%	32	10%	20	4%	8	1%	1	4%	8
c. Examine the economic diversity of population within schools.	2%	4	5%	11	12%	25	11%	22	16%	33	50%	105	4%	8
d. When possible, attempt to keep communities together.	38%	80	20%	41	17%	35	12%	25	7%	15	2%	5	4%	8
e. Remove as many relocateable classrooms as possible.	6%	13	15%	32	17%	35	12%	25	25%	52	21%	43	4%	9
f. Maximize walkability whenever possible.	21%	45	24%	51	11%	24	15%	32	15%	32	9%	18	4%	8

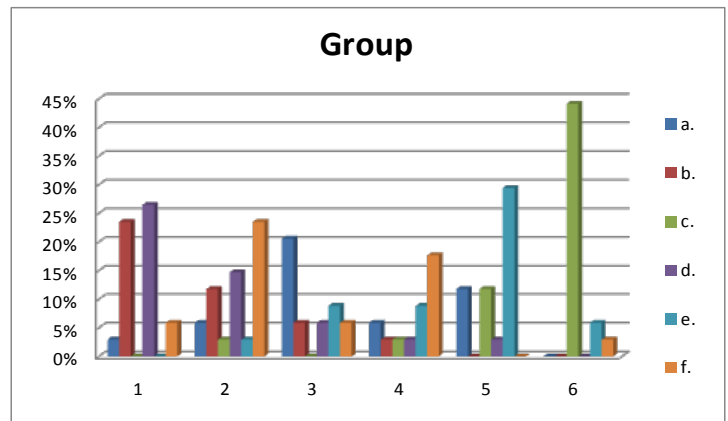
Q1: Criteria for Adjusting School Boundaries - Group

Group	1		2		3		4		5		6		Not Answered	
	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count
a. Ensure appropriate use of available school capacity to meet the needs of the children.	3%	1	6%	2	21%	7	6%	2	12%	4	0%	0	53%	18
b. Provide relief for overcrowded schools within the West Towson area cluster (Rodgers Forge, Riderwood, Hampton).	24%	8	12%	4	6%	2	3%	1	0%	0	0%	0	56%	19
c. Examine the economic diversity of population within schools.	0%	0	3%	1	0%	0	3%	1	12%	4	44%	15	38%	13
d. When possible, attempt to keep communities together.	26%	9	15%	5	6%	2	3%	1	3%	1	0%	0	47%	16
e. Remove as many relocateable classrooms as possible.	0%	0	3%	1	9%	3	9%	3	29%	10	6%	2	44%	15
f. Maximize walkability whenever possible.	6%	2	24%	8	6%	2	18%	6	0%	0	3%	1	44%	15

Individual



Group



Individual Comments

- Busing the students from Brandon/Stammore would divide the community unnecessarily. Brandon Road/Stammore Road must be kept as a part of Rodgers Forge Elementary.
- It is very important to keep the whole community together in the community school regardless of how many relocatables you would need. Everyone within walking distance should be allowed to go to the community school.
- Maximizing walkability builds community, benefits the environment and provides increased safety for those near the school. Overcrowding is severe and interferes with learning of all children, especially those at either end of the bell curve.
- The most important thing to me is that my child walks to school since we are so close. It is very important to me to keep the community together.
- Keep Rodgers Forge Elementary in the Rodgers Forge area.
- Class size is important to the quality of education.
- Walking to school provides a sense of community with children and parents. Access to the school is important for emergencies and convenience. Our problem is with community cohesion and overcrowding. I think there is enough economic diversity within all scenarios.
- I think it is very important to keep the neighborhoods together.
- Criteria “c” – Economics often determines the intensity of parent participation – a broad spectrum evens out that burden. Criteria “d” – Splitting neighborhoods should be avoided at all costs. Criteria “f” – Walkers make for a community in the truest sense. The fact that this school is on a major thoroughfare makes this a moot point. Are there sidewalks? No.
- We will be involved in our community (Stammore would be together anyway) either way, just like if we sent our son to private school. Providing relief of overcrowding is key and something has to give. Both schools are wonderful.
- I think walkability ensures community spirit. It also allows parents to know their children’s classmates, cuts down on buses, gas, and travel time for students. It is important that class sizes remain small.
- I have a child that would have a thirty foot walk to school across Stevenson. Rodgers Forge is a community we moved to because of the schools. Rodgers Forge is already an economically diverse neighborhood.
- Keeping the established community is important.
- I do not think diversity is an issue for a lot of these communities. I think keeping communities intact is of the utmost priority.
- Too many children in a space creates tension, aggression, and distractions.
- Schools that are over capacity put unnecessary strain on teachers and students. Overworked teachers cannot effectively meet the diverse needs of students. Walking to school should be encouraged given that too many students spend hours in front of screens.
- In a top tier school district, there should not be any trailers. Also, boundaries should keep communities together, as the ES is often the heart of the neighborhood and children who are artificially torn out of the neighborhood can suffer when removed from their logical community area.

- Maximizing walkability is very important in all dimensions – community, safety, cost effectiveness.
- F – Walkability doesn't come into play for the problem overcrowding so it doesn't matter.
- Rodgers Forge as a community is dependent on having a walkable school.
- Real estate values may be affected also.
- My side of Rodgers Forge (North of Stevenson towards Towson University) wants to continue the short two blocks to RFES and not be bused to WTES. My property value would drop if my child is bussed. Tired of being on the short end with this overcrowding and dealing with Towson University.
- Walkability has a high correlation to property value, it is more enjoyable for the children, and is better for the environment.
- Walkability is most important to me because it allows for my child to continue walking to school.
- Relief of overcrowding is the #1 problem. Portables are not ideal, but they are not the worst thing in the world either.
- If the overcrowding is alleviated the trailers would be reduced. They go in tandem. Eliminating overcrowding is of the utmost importance.
- Criteria "b" – overcrowding affects the quality of education. Criteria "a" is too vague.
- Overcrowding does nothing to enhance the education of our children. Relocatables are not as awful as some think but are not a permanent solution.
- Relieving overcrowded schools, keeping communities together to strengthen neighborhoods and mandating "steady" enrollment are most important to me.
- The student/teacher ratio is probably the most important thing to consider so that each child gets a good education. Economic diversity is important but is difficult to consider given geographic locations of schools.
- I am very pleased with the notion that reducing RFES occupancy to below capacity is a priority. I feel that although keeping communities together is important it should not be overly valued to the extent that individuals outside that community are unnecessarily burdened.
- Communities should be kept as such, with an available school in a community. The number of children that are closest to the school should be able to attend that facility. .
- Too many students in a classroom may lead to a less poor learning environment.
- Obviously, relief of overcrowding is crucial but I think keeping neighborhoods (i.e. Gaywood, Pinehurst, Rodgers Forge) together and being able to walk to school are important. Relocatables are not ideal but quality learning is possible in them.
- RFES is within a cohesive and tight community. Any option that divides the community is unacceptable. Community is more important than worrying about ES.
- Walkability is a huge factor as people move away from the suburban sprawl model. I chose RFES because it had the highest population of walkers.
- I have taught in removable classrooms and it is not the same as being in the school building.
- For elementary school children, walkability and community are most important for the kids. So keeping the kids together in their community is key.

- Keeping communities together is most important in developing social needs of children.
- In answering (c) – I feel it's very important to include the Rodgers Forge apartments in RFES. It provides both an economic and ethnic diversity that I feel is essential.
- While walkability is nice, it is not as personally relevant as we are on the outer edges in any case and would be bused. "b" is most important because that was what the committee was charged with. Keeping a community together is also important as a sense of community will build a sense of pride in the school.
- The most important reason for building West Towson was to alleviate overcrowding
- Walkability directly affects a family's day-to-day lifestyle. A long drive to a school will add up to hundreds of extra hours over my child's school career. That's why scenario "G" is so bad for Gaywood.
- I think walkability is important, however, cutting out the back section of the neighborhood makes no sense to me.
- I would hate to see communities split and going to different schools.
- Every child should have a safe, comfortable learning environment.
- Poor list – many other criteria, some more important than those above exist and should have been included.
- Walkability is key when students do not get much outside time.
- Main goal = Ensure appropriate use of school not as important to economically diverse population.
- Redistricting should only be for Riderwood and Rodgers Forge so that Hampton and Riderwood students don't get redistricted twice.
- I feel strongly about a neighborhood school where people who live together go to school together and most can walk to school. Relocateable rooms seem like the least of the problems for a quality education.
- I am a resident of Gaywood, a small neighborhood with its own community association. I am concerned that Scenario "I" splits Gaywood. I don't know whether the board/committee was aware of this when they made these scenarios.
- Although it is important to keep neighborhoods together; we need to make a decision that is best for the entire community, not just one neighborhood. Keeping schools at or below capacity should be the priority.
- Maximize walkability whenever possible is important for economic reasons. My child can now walk to school, why spend the money to bus? Also health reasons; walking to school is good exercise. And for ecological reasons. Why bus a child to a school farther away when they can walk? It is a waste of resources.
- Children should remain as close to their schools as possible so as to maximize their school experience, both during and after school.
- Of course provide relief for overcrowding. It's the mandate but the question is how can this be accomplished? Walking when possible and keeping communities together maximizes the integrity of the community.
- Would like to keep Rodgers Forge community together but also alleviate the severe overcrowding as shown in 2 scenarios.
- The attractiveness and desirability of the Rodgers Forge community is of great value to its residents.

- Teachers need fewer students per class to reduce their stress and enhance their performance.
- Economics should have nothing to do with boundaries.
- Communities stay together well beyond a child's school age. Bonds formed early through smart geographic boundaries will reinforce communities. Walkability to schools creates a good basis for boundaries.
- The top priority is to relieve overcrowding, therefore limiting disruption to the community.
- I think the most important issue is to ensure that the student/teacher ratio is kept to a minimum.
- The diversity of various choices does not appear to significantly affect economic diversity.
- Kids living on Boyce Ave., west of Charles near to W. Towson ES. School should be able to attend W. Towson ES instead of Riderwood ES.
- I chose to live in a community where I can walk to school.
- I am stressing community and walkability because these are very important aspects of a community school. A viable, full community school adds greatly to property values and the continued viability of the neighborhood. To be close to capacity is a good problem to have for a school.
- It's important to keep communities intact to have a stronger community support in the school. Keep to the original purpose of a neighborhood school.
- Why send children who live in RF (Brandon Rd., Stanmore Rd. and Landmark Rd.) two (2) miles away when the children live 500 yards from RFES.
- "a" - Maximize what you already have.
- "d" - It's best if children that play together around their home can also attend school together.
- I think to ensure the safety of children, the most important factor to consider is walkability.
- Temporary classrooms do not affect the safety or the children's capacity to learn.
- All families who currently reside within the RF community can walk to their school. This is among the factors of why we selected RF for our home and school.
- We chose to live in RF specifically because of the high quality of the school.
- Relocatable classrooms are not attractive however; it allows for RFES to serve the community, which is most important.
- I think that everyone agrees that the problem of overcrowding must be solved. Economic diversity is a positive aspect of a child's school experience and should not be a factor.
- "b" - Providing any type of relief is the key goal here. "f" - Not interested in diversity in such an overcrowded situation. In addition, there is not much diversity in these areas anyway.
- Everyone at RFES is a community and to divide anyone at the school is excluding someone regardless of their proximity to the school.
- Kids don't care about trailers, grown-ups do. No matter what, communities will be split, they already are. These are just different ways.
- Walking to school is important for us. It increases quality of life and saves money and the environment.
- The relief of overcrowding would greatly benefit the students; however, it is extremely important to keep communities together in community schools. No child

should be in a grade classroom outside of the main building. Only special subjects should be in relocatable classrooms. In these economic times, walkability should be maximized to cut down on the expense of buses. Economic diversity should not be a factor at all.

- “e” – Who cares if a student learns inside walls made of brick or siding, as long as the environment is safe?
- “d” – The opportunity to live in a community: geographic, educational, etc., is what attracted us to this area and we want to maintain it.
- I believe we need to maximize the space within the schools.
- “a”, “b” and “e” are too similar.
- RF is a very walkable community and RFES is within ten (10) minutes from any point in RF. I would like to see RF stay together as much as possible.
- The reason for redistricting is because of overcrowding; it should be #1.
- Walkability – Keeping communities together and relief from overcrowding are all important. It’s difficult to rank one of them first.
- Reducing class size by reducing population overload is significant to ensuring that each student receives the necessary amount of academic attention.
- In my opinion only “a” and “b” are particularly vital and “d” where is practical.
- “d” – Keep the Rodgers Forge Community intact. Follow the historic designation borders.
- Children within walking distance should not be bused.
- A community should not be divided if it is possible to keep it together.
- A proper level of staffing and the ability to teach in an atmosphere inductive to

learning are important considerations and overcrowding simply translates to lower quality learning for the individual student.

- In a community that is experiencing increased crime, I rely on my direct community neighbors for support. It will divide the community if they are split into different schools. Two (2) nights out of seven (7) we have police helicopters flying overhead and as a parent of four (4) children, our community association bands together.
- In an ideal world, if you live within walking distance of ½ mile, you should be able to attend that facility.
- It is important for resources to be available equally to all BCPS students. The boundary for RFES is so large that wasn’t as important, and neither was the use of portable classrooms.
- “d” – I purchased my home partially based on elementary school proximity.
- “a” - The appropriate use of physical assets is the most logical place to start. “c” – Students in elementary school will soon enough know about economic status, therefore this is a very low priority.
- “d” – 1 – A sense of belonging creates security in children. Being part of their own neighborhood school fosters that belonging. “c” – 6 – Less important than others. Quality of education should be the same, regardless of the economics.
- Walking to a neighborhood elementary school fosters community and also cuts down on traffic. There are so few walkable neighborhoods that children living there should be able to walk to school.
- Overcrowding is bad for students and teachers.
- Relieving overcrowding is the most important goal of this process.

- I am a parent of two children at RFES and have seen the effects of overcrowding. The overcrowding must be alleviated but I feel strongly that the historical component of a community be preserved. I live north of Stevenson Lane but would prefer to remain a part of the community that includes the school.
- “d” – Splitting a neighborhood makes it very difficult for new families to integrate without the neighborhood and also destroys community associations that are critical for maintaining strong communities. “e” – Baltimore County has diversity spread throughout. Unfortunately, I do not know enough about these areas.
- The focus when adjusting school boundaries should be to maintain the community school concept and to ensure that students attend the school closest to their homes.
- I feel it is important to not bus children so they feel their home and school are their community.
- Providing relief to over-capacity schools seems to need to include keeping communities together. The sense of community that must be maintained in an effort to keep kids connected with the community and neighborhood.

- “a” – Focusing on community and the needs of the children have to be balanced by proximity and common sense. “d” – Economic diversity should not be a criterion.
- “d” – Balance the need for additional capacity with the community presence. “c” – It is not BCPS’s job to examine “economic diversity” when determining who should attend a particular school. If you’re in the boundary, you attend that school.
- “b” is of upmost importance and “a” seems to be the same thing. “e” is a matter of safety. “d” follows “f”.

Group Comments

- Community togetherness is considered important, diversity is last.
- No general consensus on “c”. Could not agree.
- No general consensus.
- We felt that overcrowding was a given and should not have been included in the ranking process.
- “b” and “d” were one (1) vote difference, very close.
- Maintain the community school concept to ensure that students attend the schools that are closest to their homes.
- Walkability was important to a Gaywood mom.

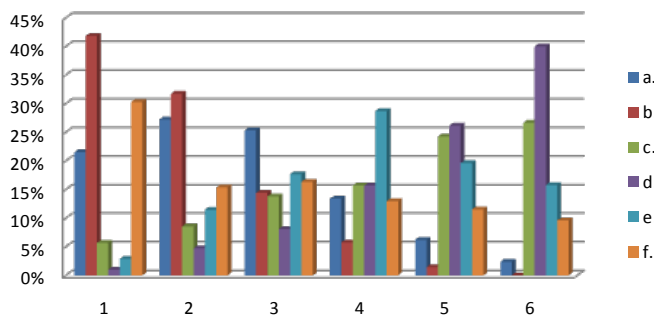
2. Please rank the criteria to be considered when developing new school boundaries in order of preference from 1 to 6; with 1 being the Most Important and 6 being the Least Important. Please use each number only once.

Q2: Criteria for Developing New School Boundaries - Individual														
Individual	1		2		3		4		5		6		Not Answered	
	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count
a. Ensure appropriate use of available school capacity to meet the needs of the children.	22%	45	27%	57	25%	53	13%	28	6%	13	2%	5	5%	8
b. Provide relief for overcrowded schools within the West Towson area cluster (Rodgers Forge, Riderwood, Hampton).	42%	87	32%	66	14%	30	6%	12	1%	3	0%	0	5%	10
c. Examine the economic diversity of population within schools.	6%	12	9%	18	14%	29	16%	33	24%	51	27%	56	5%	11
d. When possible, attempt to keep communities together.	1%	1	5%	10	8%	17	16%	33	26%	55	40%	84	5%	10
e. Remove as many relocateable classrooms as possible.	3%	6	11%	24	18%	37	29%	60	20%	41	16%	33	4%	8
f. Maximize walkability whenever possible.	30%	63	15%	32	16%	34	13%	27	12%	24	10%	20	4%	8

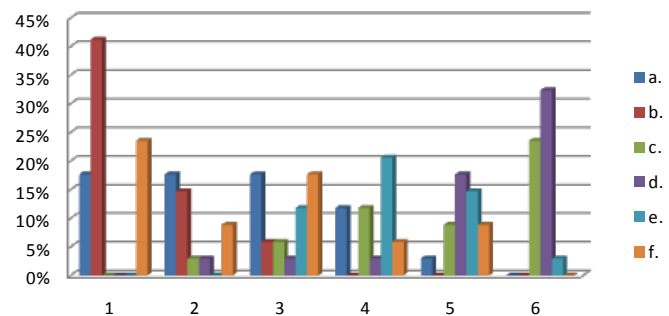
Q2: Criteria for Developing New School Boundaries - Group

Group	1		2		3		4		5		6		Not Answered	
	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count
a. Ensure appropriate use of available school capacity to meet the needs of the children.	18%	6	18%	6	18%	6	12%	4	3%	1	0%	0	32%	11
b. Provide relief for overcrowded schools within the West Towson area cluster (Rodgers Forge, Riderwood, Hampton).	41%	14	15%	5	6%	2	0%	0	0%	0	0%	0	38%	13
c. Examine the economic diversity of population within schools.	0%	0	3%	1	6%	2	12%	4	9%	3	24%	8	47%	16
d. When possible, attempt to keep communities together.	0%	0	3%	1	3%	1	3%	1	18%	6	32%	11	41%	14
e. Remove as many relocateable classrooms as possible.	0%	0	0%	0	12%	4	21%	7	15%	5	3%	1	50%	17
f. Maximize walkability whenever possible.	24%	8	9%	3	18%	6	6%	2	9%	3	0%	0	35%	12

Individual



Group



Individual Comments

- Walkability is key when students do not get much time outside.
- Meeting the needs of the students is priority one. How this can be accomplished is the question. Keeping a sense of community should be priority number two.
- Relocatables are almost unavoidable as populations expand and contract.
- When possible attempt to keep communities together. Brandon Road/Stammore Road must be kept as a part of Rodgers Forge Elementary.
- Students within distance and those that are in the original community should be able to go to the community school. In addition, it would be better to keep the community students together and use a few relocatables to handle the possible overcrowding.
- Relief and walkability have got to be addressed.
- Keep Rodgers Forge area in Rodgers Forge elementary school.
- Walking to school provides and enhances community membership. There is an important support system within a community and a school within the community enhances that support system.
- To me, walkability is important. I don't think satellite services are an issue in these current scenarios.
- Don't bus children far away. Maximize walking and keep communities together.
- With the obesity epidemic, exercise should be encouraged.
- The needs of children should come before all other considerations.
- The reduction of class size and overcrowding is vital to continued academic success of our schools and students. The savings of our vital school resources is most effectively achieved by maximizing walkability.
- Walkability is essential for a strong sense of community feeling and home resale values.
- I want to continue to walk to RFES. I want to maintain my property value.
- Criteria "a" is most important because that is the whole point of developing a new school. Criteria "e" is the least important because removing portables in-and-of-itself is not a priority.
- Overcrowding affects the quality of education.
- Again, reducing overcrowding now and in the future is most important. I am concerned with satellite services being within a community because I feel it targets one population unfairly. Boundaries should be clear and reasoned and never arbitrary to benefit one population over another.
- Walkability is an important issue. People live such segmented lives and creating a community of walkers can unite the families of a particular school district.
- "b" was the choice. By providing relief for overcrowding "c" and "e" should be more viable. But with elementary kids, I believe it is ideal to minimize these two. Economic diversity is also ideal when possible.
- I feel it very important for a child's school career that they are located as close to their school (i.e. walking distance) as possible.
- It is a community. Serve the children in the community. Do not split them, it divides the community.
- Children living on Boyce Ave., west of Charles near to W. Towson ES. School

- should be able to attend W. Towson ES instead of Riderwood ES.
- Walkability will create stronger community bonds. Density of housing was designed as a community for a purpose. Though portables and “satellite” services are not desired; community is more important and some overcrowding will be okay with a better geographic community boundary.
 - I would like to see communities kept together with students in real classrooms. Satellite and outside trailer classes should be a temporary solution.
 - I do not believe the economic diversity of the community will be significantly impacted.
 - Cut costs as small as it may be. Busing adds unneeded costs for a bus driver’s salary and insurance. If a student lives within one (1) mile, they should be able to walk to their neighborhood school and not be bused elsewhere.
 - “a” - Maximize what you already have.
 - “f” - Walking and closeness to a student’s school makes it easier for students to participate in after school activities. “d” - I don’t believe economic standing/diversity should play a factor in this case.
 - Must balance diversity with new boundaries.
 - Students can still learn in temporary classrooms. Not as important.
 - “b” - Providing any type of relief is the key goal here. “f” - Not interested in diversity in such an overcrowded situation. I don’t think we have the luxury to worry about that.
 - Kids don’t care about trailers, grown-ups do. No matter what, communities will be split, they already are. These are just different ways.
 - Traditional neighborhood communities should remain intact if at all possible. This is the most important concern for us.
 - Option “d” from page 1 should be included on this page (attempt to keep communities together). I would rank this above “a” and almost tied with “b”.
 - Walkability reduces traffic and speeding and builds a stronger sense of community.
 - Overcrowding diminishes effective learning.
 - Keep the community together – not Scenario “I”.
 - “f” - Long bus rides waste precious time when short walks provide an exercising break for students at the end of the school day.
 - Students should have a comfortable amount of space inside their schools. Overcrowding is not healthy and is dangerous by many standards.
 - PODS are not the worst thing in the current situation. Movement to and from PODS is very much like real life.
 - Walking to a neighborhood elementary school fosters community and also cuts down on traffic. There are so few walkable neighborhoods that those few children should be able to walk to school.
 - The overcrowding must be alleviated. I have a daughter who was annexed to DMS this year. Please let her return to RFES. She is a walker and would be heartbroken to be annexed again.
 - “f” - To reduce childhood obesity that is developing in our society because children are not exercising.
 - “d” - I am not knowledgeable in this area.
 - This is very difficult, they are all important.

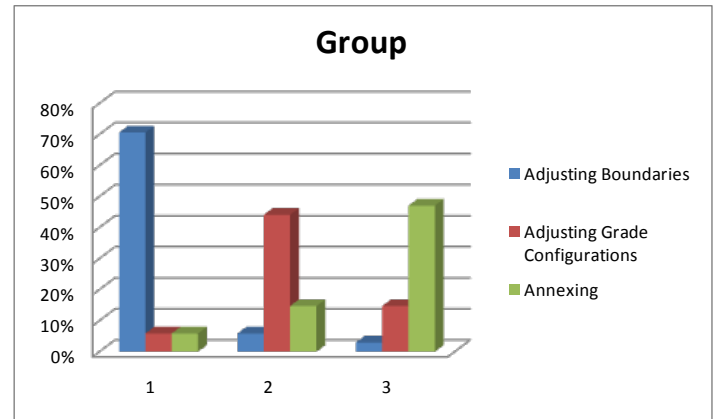
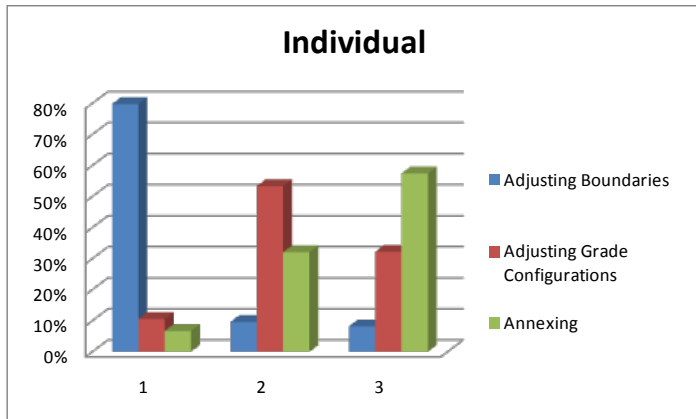
Group Comments

- Agreed that providing relief “G” is most important.
- Most important thing is student/teacher ratio. Walkability promotes community.
- I purchased my home for the nearby school. Economic diversity is important
- Economic diversity is not much of an issue.
- Keep communities together.
- No general c

3. Rank your preferred methods to balance enrollment within the West Towson area cluster. Please rank the following methods from 1 to 3, with 1 being your Most Preferred and 3 being your Least Preferred. Please use each number only once.

Q3: Methods to Balance Enrollment - Individual								
Individual	1		2		3		Not Answered	
	Percent	Count	Percent	Count	Percent	Count	Percent	Count
a. Adjusting school boundaries to balance enrollment.	80%	166	10%	20	8%	17	2%	5
b. Adjusting grade configurations (i.e) moving pre-Kindergarten and/or kindergarten or moving another grade to a school with space available.	11%	22	53%	111	32%	67	4%	8
c. Annexing (temporarily relocating) students in specific neighborhoods to the elementary school(s) with space available.	7%	14	32%	67	57%	120	4%	8

Q3: Methods to Balance Enrollment - Group								
Group	1		2		3		Not Answered	
	Percent	Count	Percent	Count	Percent	Count	Percent	Count
a. Adjusting school boundaries to balance enrollment.	71%	24	6%	2	3%	1	21%	7
b. Adjusting grade configurations (i.e) moving pre-Kindergarten and/or kindergarten or moving another grade to a school with space available.	6%	2	44%	15	15%	5	35%	12
c. Annexing (temporarily relocating) students in specific neighborhoods to the elementary school(s) with space available.	6%	2	15%	5	47%	16	32%	11



Individual Comments

- School boundaries should be formed so as to keep surrounding communities intact as much as possible.
- This is difficult. None of these are good.
- Create a self-contained kindergarten program at a single school for the Central District.
- I consider “b” and “c” to be to be completely unacceptable.
- This is a long-term problem that cannot be fixed by temporarily relocating the children.
- “a” is the only acceptable criterion.
- We should go for the longest-term and permanent solution as possible. I feel this can be achieved by adjusting the boundaries.
- I would like to keep siblings within the same school as much as possible.
- Temporary relocations are very disruptive for families with multiple kids.
- Parents do not need to support multiple schools. Kindergarten needs the onsite experience an elementary school provides.
- “a” – With a new school, new boundaries need to be established, but not by splitting

a community in half. Take pieces from the periphery.

- I don’t think it would be a good idea to remove students from their classmates if at all possible. If “C” would mean such a change, I would make it my last choice.
- I agree with “B” if for kindergarten.
- I chose the “G” option, thus preserving the RF Community.
- “c” is awful because you’d be mixing individuals from every grade into classrooms with kids they didn’t know.
- With the construction of West Towson, setting new boundaries is necessary; however the choices provided all involve breaking up a community. This is most unfortunate.
- Adjusting grade configurations could result in one family with children at two different schools and this is not acceptable.
- My children were involved with both “b” and “c” criteria and neither is good.
- “c” eliminates the sense of an integrated community.
- Adjusting grade configurations is the least desirable by a great deal.

- This criterion does not fit scenario “G”.
- As long as the BCPS is trying to do what is best for the students.
- Schools should be a place of community for the students. Commuting is not a desirable state.
- Kids in a family should be kept in the same elementary school unless schools are adjacent.
- My daughter was annexed this year. It is going well but I think I would have preferred Kindergarten to be moved to another school. Kindergartners still are not part of the elementary school yet and there are spaces available if creative.
- “b” – This was used when my children were in Kindergarten and it worked.
- Keep communities together. Brandon Road/ Tanmore Road must be kept as a part of Rodgers Forge Elementary.
- I don’t like any of these criteria. Neighborhood children should be the only ones permitted to go to that school before other children awarded permission.
- Adjusting grade configurations to keep age groups tighter (less spread out), may allow for the students within walking distance to continue walking to school. This build tight-knit communities.
- I would have liked to have heard more discussion about adjusting grade configurations.
- Keeping students as close as possible to home is important. We prefer youngest children for choice “b”.
- The numbers of students within a community changes over time.
- Splitting siblings is not a good situation.
- Try to keep kids from the same neighborhood and communities together.
- Adjusting school boundaries based on anticipated students makes most sense to help parents make decisions about where to live.
- Our neighborhoods are already split due to numerous private schools. This has not affected our neighborhood.
- “b” – I would be very unhappy to have one child in my family moved to a different school than the other sibling.
- If possible, students who can walk to their school should attend that school. Less busing and better real estate.
- Keeping all the students together in one building builds a more cohesive school community, which filters into the overall community spirit.
- It is important to look at census information of the areas in the long term, more so that families can plan and purchase homes in areas based on long term school boundary locations.
- I do not like criteria “b” or “c”. I find those unacceptable.
- With respect to “b”, I think pre-K and K being adjusted is appropriate. I think other grades should stay intact for continuity.
- I think the fairest and most reasonable solution would give each school in the cluster the best possible scenario for growth and success. Weighing the needs of one school against another does not help anyone.
- Current boundaries are important to keep the neighborhood intact.
- Criteria “b” and “c” are unacceptable options.
- It is very difficult to gauge long-term growth with any accuracy. Temporary solutions are preferable until long term needs can be assessed.
- Keep all grades at their own school.
- Things could change in the future but ideally “a” seems like a more long-lasting

solution and would hopefully preserve the community feeling.

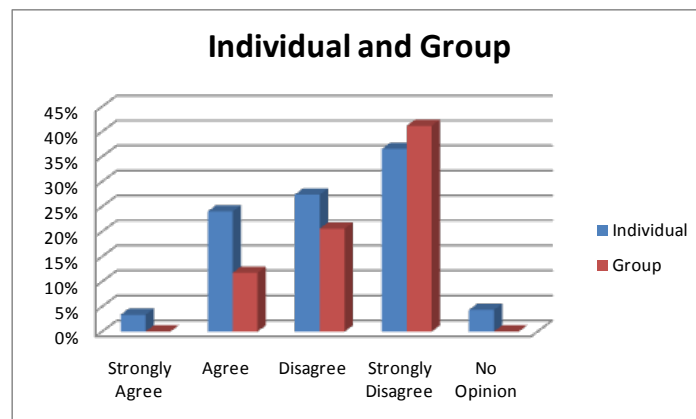
- It seems less disruptive to move boundaries.
- Maintaining traditional school boundaries is very important. I purchased my home in Gaywood so I could be very close to good schools. I made a huge investment with that expectation in mind.
- Going to a satellite school completely separated from the neighborhood would be a very unappealing option. While the annex of the 4th graders of RFES is not ideal, it is better than being bused far away out of the neighborhood.
- I don't feel that "b" or "c" are acceptable options.

Group Comments

- Option #1 is the most ideal.
- Would like more information and the opportunity to explore the idea of "b".
- Keep communities together. Two (2) people didn't vote.
- No general consensus.
- We seem to prefer "b". Pre-K and K – lower grade.
- "b" and "c" do not seem to be a part of the current plan that was discussed.
- No one wants continuous change. Other changes should be rare.
- "a" has the least impact on our families.
- If "b" is applied, keep it to Pre-K and K.

4. When adjusting school boundaries, is it acceptable to split neighborhoods to achieve a balance of enrollment in available schools?

Q4: Split Neighborhoods to Balance Enrollment				
	Individual		Group	
	Percent	Count	Percent	Count
Strongly Agree	3%	7	0%	0
Agree	24%	50	12%	4
Disagree	27%	57	21%	7
Strongly Disagree	37%	76	41%	14
No Opinion	4%	9	0%	0
No Answer	4%	9	26%	9



Individual Comments

- Walkability should be preserved.
- For our neighborhood, RF, it will mean busing some children who can otherwise walk safely to school.
- Do not split RF in half.
- I'm less concerned about splitting neighborhoods than having kids bused away from school. Would support looking at traffic patterns as well and natural boundaries.
- There is no easy answer; someone is going to have to move. RF and its historical integrity can be preserved while others are adjusted.
- No scenario preserves the Stanmore area and all of RF and Gaywood areas, so the neighborhoods of RF will be split.
- I would lean more towards maintaining contiguous areas than strictly maintaining a traditional neighborhood boundary.
- Rodgers Forge is a very strong and "tight" neighborhood. It's not a good idea to divide it.
- Radius surrounding the school.
- This is a "soft" disagree, I understand the difficulty of this.
- Neighborhoods create a sense of security in children and should therefore be maintained.
- Strong neighborhoods / intact communities make strong schools. Neighborhoods should not be split.
- Many of us bought in this community for the very fact you can walk to school and be part of a community. Walking and being part of things adds value to the education.
- Neighborhoods should be kept together; especially if they are within walking distance from the school.
- Separating or splitting the community breaks down the purpose of a community.
- Depends on your definition of "neighborhood".
- Only if necessary.
- Trying to keep obvious areas together is important.
- Enrollment will always fluctuate with population and economics. Focus on keeping communities strong to support the schools.
- Schools provide two important functions; education and a community gathering spot. Children who play together should also attend school together.
- How do you define neighborhood? Stanmore/Register/Murdock etc.
- Avoid if possible.
- I agree, however; to the extent possible such split should be minimized.
- Please keep my community of RF intact. Option "G".
- Critical to maintain the existing neighborhoods like Rodgers Forge. Community Associations, schools and property values are all tightly linked and to take most of the neighborhood out of the District and out it in another school district weakens the community on many levels. I worry about the ramifications. Keep communities intact as much as possible. I feel it is critical.
- Only when absolutely necessary.
- If a student lives within one (1) mile of the school, they should not be bused to another school. They should be able to go to their neighborhood school.
- Instead of adding an additional ES when RFES has sustained the majority of the overcrowding. I believe efforts to create a

new middle school should have been pursued and Dunbarton should have been annexed to help Riderwood, Hampton and RFES overcrowding.

- A neighborhood is a critical aspect of owning a home both in terms of neighbors, who your children play with, and in terms of property values. The benefits of attending a neighborhood school are for the children to attend school with their neighbors and the kids they play with. A neighborhood is a strong bond and that should be protected when drawing boundaries.
- Keep historic RF together.
- It happens all the time everywhere. It already happens between Riderwood, RFES, etc.
- The more you can keep families together, who already know each other because they are neighbors in the same school, the better it will be for everyone.
- I believe that connections made at school strengthen connections within the community and vice versa. It seems detrimental to both school and community if they are broken apart.
- Kids in neighborhoods all know one another; splits offer more opportunities for diversity.
- Schools should be sized appropriately for the neighborhood.
- Strongly Disagree – Absolutely do not split.
- Neighborhood should not be split if it is avoidable.
- The primary home unit is the community.
- Please take into consideration the strength of a community association when practicing the rights of the inhabitants.
- Splitting up children who live in your backyard splits the strength of the

neighborhood. Scenario “I” is not acceptable.

- Carefully look at the RF community as not to break its boundaries. If you live in RF your children should be able to attend that school.
- When you are looking at a neighborhood as large as RF, it is impossible to keep it together. The neighborhood is constantly changing. The make-up of the streets has ebbs and flows throughout the years. What works now may change in a few years.
- Please keep the children who live on Stanmore Rd., Lavark, Stevenson and Brandon intact with their community; walking to the closest school and therefore preventing unnecessary spending on transportation.
- Busing past an existing school should not take place. It is a bad policy and not logical.
- This depends on the neighborhood, which is the size.
- I live in Pinehurst and we are a very small neighborhood. One scenario splits our neighborhood in half - half going to RFES and half going to Towson Elementary. This might be easier to swallow if we had 100+ kids but you'll be splitting twenty (20) kids into ten (10) and ten (10).
- Schools should strive to integrate into a community and serve as a geographic point in which a community may converge in order to achieve/maintain a community concept.
- Kids need to feel like they are a part of their community.
- RF is an established community and should have all residents in the same school district. Thanks.
- Keep communities together. Brandon Road/Stammore Road must be kept as a part of Rodgers Forge Elementary.

- All children in the neighborhood/community should be allowed to attend the neighborhood school and if this causes some overcrowding then use as many relocatables as necessary to resolve the total capacity.
- Depends on what you mean by “neighborhood”. I live in Gaywood which is part of Rodgers Forge but not officially part of the RF homeowners association.
- I strongly disagree with splitting neighborhoods.
- An attempt should be made to maintain neighborhoods.
- Community involvement revolves around the schools and vice versa.
- Keep neighborhoods together. Rodgers Forge needs to be kept together, including Stanmore, Stevenson, and Brandon Road.
- Strongly disagree - I think to keep community spirit and neighborhood continuity also.
- Try to avoid when possible. Give options to incoming 5th graders.
- Schools and churches should be rooted in the community.
- Agree - only if other options are exhausted.
- I realize this may be possible and we need to be reasonable, but it seems ridiculous to bus a child to another school when they live only two (2) blocks from a school.
- I want my son to continue to walk two blocks to RFES. I want him to go to school with his friends in the Rodgers Forge neighborhood.
- Our streets are very community oriented. Please do not split the streets.
- Community is extremely important, especially for a community like Rodgers Forge. Breaking up this community for school boundaries has a much greater impact than balancing school capacity. A margin of 18 students (2015 projections) is not worth breaking up a community, especially when students are 2/10th of a mile from RFES.
- Agree - How is a neighborhood defined? Boundaries are less certain. Also, kids can still remain neighborhood friends even if they go to different schools.
- Disagree – If at all possible, it is important to keep communities together. School spirit carries over into communities and separating them fosters division.
- I think it’s very important, when possible, to keep neighborhoods together. It strengthens community. Also, it keeps transportation costs in check instead of having to bus half a neighborhood to a new school where before they walked.
- Define neighborhood. Could a street be split? That would be bad. And depending on the neighborhood, an area like Ruxton or West Towson seems easier to split than Rodgers Forge.
- I do not like it but education is more important so I agree with it.
- I think it is more important to look at natural and traffic boundaries than names of communities.
- I think an acceptable boundary adjustment could be made without splitting neighborhoods.
- A community with a very discernable boundary should not be divided. Community is most important.
- I think if a neighborhood is naturally split, regardless of community boundaries, it is not detrimental for the children in the community to attend different schools.
- My neighborhood has 15 children attending RFES. It would be unacceptable to split them.

- If you split neighborhoods it is like split the family. The kids that play together but attend different schools is a sad thing.
- Not acceptable.
- Nobody wants to split neighborhoods, but if it provides relief for all then that is what needs to be done.
- Disagree – try to keep communities together.
- Some neighborhoods are very densely populated and there may not be a choice. When it comes to a choice between overcrowding schools and preserving a neighborhood, I'd say it would be an acceptable option. It also depends on how you define "neighborhood".
- I feel that a stable neighborhood is important.
- Agree – If it helps alleviate the overcrowding.
- It depends how the neighborhood is split. It is very difficult to say without specific information.
- It is not ideal but better than overcrowding.
- I would rather neighborhoods weren't split but I understand that we can't have it all.
- This is certainly not "desirable" but it must be recognized, at this point, as "necessary".

The population is just too dense in certain neighborhoods to avoid a split of certain communities.

- I absolutely believe that the children living in the Rodgers Forge community of homes should attend the same elementary middle and high schools.

Group Comments

- The person who agreed felt strongly that it has to be done and accepted. The majority agreed.
- Depends on the definition of neighborhood.
- No consensus.
- Depends on the definition of neighborhood and it depends on where the splits are made. People are very concerned about their own families.
- No general consensus.
- School capacity should match the size of the neighborhood. RF will still be a maximum capacity even after the boundary change.
- Contiguous sections kept together. First dibs, original neighborhood circling the school.

5. Please provide any additional recommendations you have for other methods of balancing enrollments within the West Towson area cluster.

Individual Comments

- Keeping six blocks within each school.
- Self-contained kindergarten program.
- I am interested in how the special needs curriculum would carry over from the old to new school.
- Keep the student/teacher ratio low. To improve the test scores, the ratio needs to remain low.
- I would like to see students who walk to school to continue to be able to do so rather than be bused 2 – 3 miles away.
- In scenario “I”, either send all of Pinehurst or none of Pinehurst to Towson or RFES. Do not split this tiny neighborhood.
- Allow children on Boyce Ave. to attend W. Towson ES instead of Riderwood ES.
- As a resident in Gaywood, I feel like we would be like a satellite community if we were sent to West Towson. We see ourselves as part of Rodgers Forge and the separation would really split our community. Allowing us to continue to walk, would really add to our education.
- Consider 5th grade annex of middle schools. But all projected population numbers make it apparent that our middle schools are facing serious overcrowding trouble in 5 years.
- I wish that an assessment of the “walkability” of this redistricting had been done. More buses equal more gas and more carbons expended. There are no sidewalks on Joppa Road and no way the East of Charles students (despite proximity) can walk. Why not leave them at Riderwood and enlarge the West of Charles enrollment for walkers?
- Take care to avoid cutting neighborhoods where walkers are bused through another schools’ boundaries. Avoid cutting out apartments or dividing by socioeconomic class.
- Need to keep schools under capacity as much as possible.
- Increase Hampton Lane capacity.
- Although difficult to predict, I would recommend using actual enrollment as opposed to “possible” enrolment. As I understand, the 5 year projections are based on all eligible students attending the public schools.
- Please consider the ramifications of splitting a neighborhood.
- Interested in how the special needs curriculum would carry over from old to new school.
- I don’t feel like splitting streets like Steverson Lane and Charles Street is acceptable. Include the whole street or do not.
- Consider distributing children on free and reduced lunch as equally as possible to create a balance.
- Consider the current situation. I cannot help but be concerned about what issues await Dunbarton and Towson HS. Perhaps an answer could be found with addressing problems those schools may face.
- Proximity is key and being able to walk to school is a critical aspect of a child’s school experience. It also saves money on busing children.
- I feel that additional schools should have been considered in balancing enrollments

and adjusting boundaries beyond the four (4) scenarios. What about Pleasant Plains, Oakleigh, etc? This would have been more cumbersome but would have allowed for more “wiggle room”.

- I wonder if you will consider combining half of one scenario with half of another, i.e. RF “G” with Riderwood “AI”.
- Allow RFES to be over 100% capacity, as keeping a community together is more important than a school’s capacity.
- Idea to adjust “G” – Move Yorktowne to WTES in order to retain Goywood and Pinehurst.
- “I” is terrible – Split off 100 blocks of RF streets and ½ of Pinehurst neighborhood?
- Balancing is unattainable due to the fact of the many variables (i.e. home sales, birth rate).
- Move the current city students from the Walker Ave. area out of Stoneleigh Elementary and use Stoneleigh to alleviate the pressure on RFES.
- Increase families located at RFES so that all RF residents can send their children to the local, walkable community school.
- All students that walk to RFES should stay at RFES. Those that are bused are outside of the community and should go to West Towson.
- People living in houses within sight distance of a school should be allowed to walk their children to school. This is safer for the children and reduces the carbon footprint, and is better for preserving and promoting community by parents walking children to school. Scenario “G” is best for safety, reducing busing, socioeconomic reasons and preserving the community.
- Boundary for the long-term, not the short-term. I live in the North Wind neighborhood of Towson two (2) blocks from the new school but get sent to Riderwood in three (3) of the four (4)

scenarios. That would be fine if it wasn’t highly liked that my five (5) and three (3) year olds will get redistricted out of Riderwood.

- Evenly or proportionate shifts create less issues with fairness.
- New developments should go to West Towson. Brandon Road/Stammore Road must be kept as a part of Rodgers Forge Elementary.
- Lowering age groups (6) elementary 1-4, middle school 5-6 and then 7-8 at another location to keep students together.
- I think there are sensible alternatives but I feel walkability and maintaining the community/neighborhood feel are most important. Children from the same neighborhood should be able to grow up together, go to school together, and share common bonds.
- Schools should be neighborhood-based. Keep the kids from the same neighborhood together.
- Reduce travel time for students.
- Attempt to relocate the Bykota Senior Center and redevelop that property as an additional elementary school for the inevitable continued growth of the population in Towson. That property always was and should still be a neighborhood school.
- Keep communities and neighborhoods together. You cannot divide boundaries when people can easily walk.
- The scenarios seem balanced against Ridgerwood. Since West Towson is located in Ruxton, on the West Towson border, more students from the immediate neighborhood would be in the “neighborhood school”.
- Consideration should be given to minority balance.
- Why are some blocks within a street split like in scenario “I”? If more walkers could

continue to walk that would be great. Will a traffic light be installed on Charles Street at the new school?

- With such a cohesive neighborhood as Rodgers Forge walkability becomes primary.
- Review data on neighborhood turnover which is what lead us to this situation in the first place. How can we look at the future? Transportation costs – fuel is only going up.
- I think whatever boundary needs to be clearly justified by fair criteria. I'm very disturbed by option "G" which seems to have a very biased border. I do not think that just because one community feels it must remain together at all costs then others must bear the burden to please them. It only seems fair to draw boundaries along major streets.
- Knock down Bykota Center and rebuild a school there. Consider redrawing boundaries for a larger area, Pleasant, Hampton, Stoneleigh, Rodgers Forge, Riderwood, and Cromwell. Return Cromwell to a community school and redraw lines.
- Option G – Plus Gaywood road and Blenheim Road.
- Keep RFES kids that can walk to RFES.
- Do not make any special exceptions to already overcrowded schools.
- Take a look at Cromwell Valley Magnet. If it is converted to a neighborhood school to alleviate the crowding in the surrounding areas...
- I'm not sure if this would create more trouble but what if all the area schools received new boundaries?
- Although this seems unlikely in the near future, please consider an expansion of Rodgers Forge ES. There is room to expand where the trailers are today.
- Reopen Cromwell Valley ES as a home school. Magnet schools are not necessary at

the elementary level and only facilitate urban flight. All borders should then be shifted.

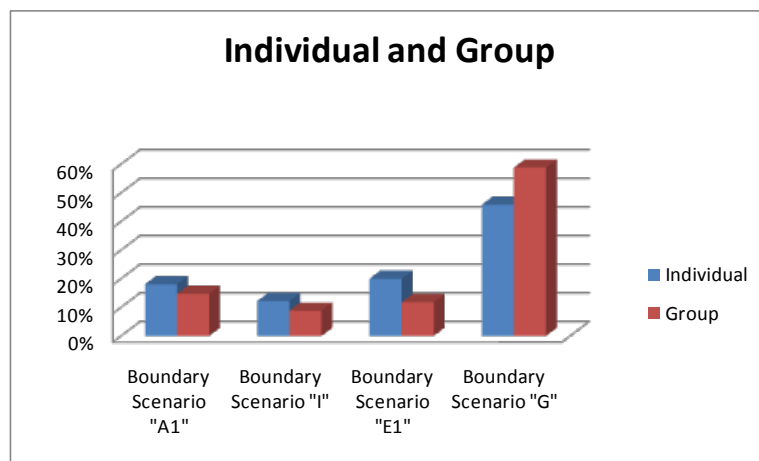
- Consider allowing RFES to remain somewhat over capacity (10% - 15%) to ensure WTES remains under capacity in the future. (no room for portables at WTES)

Group Comments

- More magnet schools.
- Shrinking age groups.
- Are there any other considerations beyond these options? Could a bridge go over Charles Street?
- It is important to keep the neighborhood together within each school.
- To adjust option "G" to include the Gaywood community because of walkability and community. If numbers are the issue, by including Gaywood, move Yorktown Drive and sent the students to West Towson.
- State capacity is keeping school neighborhoods from attending their home schools. Why can't communities elect to be 40 students over capacity using relocatables if that is a better option for us?
- "Make Bykota an elementary school again. Make smaller additions to schools. Create a single Kindergarten site for the District.
- "EI" is mathematically best. "G" is the worst for Riderwood but keeps RF together. "EI" not busing past an existing school.
- Boundary recommendations are not adequate as most schools are over capacity.
- To increase the facilities on site so the entire community can remain together.

6. Please select the West Towson boundary change scenario that you prefer.

Q6: Boundary Change Scenarios				
	Individual		Group	
	Percent	Count	Percent	Count
Boundary Scenario "A1"	18%	37	15%	5
Boundary Scenario "I"	12%	25	9%	3
Boundary Scenario "E1"	20%	41	12%	4
Boundary Scenario "G"	46%	94	59%	20
No Answer	4%	8	6%	2



Individual Comments

- "I" makes no sense and "G" excludes many that have been in the community for years.
- I live two (2) blocks from the new school, west of Charles, south of the new school. "E1" is the only option that allows my children to attend a close school and not to have to switch schools during their elementary school career. I am a parent of five (5) and two (2) year old children.
- I prefer this option because it has major streets as its boundaries and doesn't have an odd line where people on opposite sides of the street go to different schools. Also
- "G" would require students be bused around the district to W. Towson.
- Scenario "I" keeps most of Rodgers Forge neighborhood together. It also achieves the most reasonable enrollment numbers for Rodgers Forge ES and West Towson ES (88.83% and 97.74% respectively).
- People who can see the school should attend that school, thus minimizing the outrage some people may feel at being bused away from a school they can see.
- "G" should include Schwartz Ave. and the Gaywood community.

- Very disappointed to be moving from Riderwood. I feel like my property value will diminish. Would have liked to have had more time to absorb this information before being asked to give my opinion.
- Aside from excluding the Stanmore area, boundary scenario “EI” makes the most logical sense. It preserves the community and maximizes walking.
- I think that Boundary Scenario “EI” is the most balanced approach concerning the projections for enrollment. If close to accurate, all would benefit, although it does make a difference that Stevenson Lane may result in some children living really close to school may not be able to attend their school located next door.
- Scenario “G” is the only scenario that makes sense in terms of maintaining the integrity of our 1,777 home community of Rodgers Forge. Please keep Rodgers Forge in Rodgers Forge.
- “EI” – Given that RF must be broken up, I feel the only way to look at who should go to West Towson is through which houses are closest to West Towson. The streets north of Stevenson are closest to W. Towson. In my opinion, it makes more sense to split the boundary that way than by putting the south streets in W. Towson Elementary.
- “G” – We live within 500 feet of RFES and scenarios “AI” and “EI” would require a three (3) mile bus trip. Scenarios “G” and “I” would preserve walkability for a large population of school children. To quote my four (4) year old daughter, “I should be able to go to the school I can see from my house,” and not have to take a three (3) mile bus trip.
- Children who are in walking distance of a school should not be bused to a farther school.
- Keep RF whole.
- We would like to see York Town Apartments removed from scenario “G”.
- The Rodgers Forge community needs to be educated together. Would like to see Gaywood included but not 43 townhouses on Parliment Court.
- Combine Riderwood scenario “I” with Rodgers Forge scenario “G” to keep issue of walkability best for RFES and West Towson.
- Scenario “I” - this widens the “community” aspect of the school while still adding where needed to relieve overcrowding.
- I overwhelmingly choose option “G”.
- My kids zone to a new school in these scenarios.
- I am concerned with overcrowding at Dunbarton Middle School and future projections for middle school overcrowding.
- Option “EI” has the least potential for surprise overcrowding of West Towson, which is the only school that cannot handle being over capacity (no room for portable classrooms). This plan encompasses a greater portion of the Ruxton-Riderwood area, where the socioeconomic status probably makes it less likely that the residents would pull their kids from private school. If they were inclined to do that, they would have already done so because Riderwood is not too overcrowded and has a fantastic reputation.
- For Rodgers Forge Elementary, this keeps to the community/neighborhood school. Any student within one (1) mile is a walker. This also makes the school stronger because you do not have split/segreated views.

- We fall into West Towson in all scenarios. Scenario “G” offers the most reduced capacity for West Towson.
- This option (G) sadly excludes the economic and racial diversity but keeps the original RF walkability. Please consider Rogers Forge Road.
- Provides distribution of students on free and reduced lunch.
- Rodgers Forge has a very strong sense of community, much of which is centered around the strong academics of RFES. I think it is doing a disservice to the community to have kids from RF going to different schools. Option “G” keeps the most RF kids together.
- “G” does not solve the problem of overcrowding for very long. This option should be the last option considered. “G” is a very racially motivated option because it does not include RF apartments. As parents, we cannot “hand pick” what children attend school with our children. Diversity is part of the public school system. Option “G” is creating a “private school” experience for the children that would be included.
- “G” would keep the community of Rodgers Forge together.
- Keep all of RF historic neighborhood together.
- “G” keeps the traditional RF neighborhood together. I am especially concerned that the Brandon and Stanmore streets do not get cut off from RFES. These streets are closer to the school than over 50% of other blocks in RF.
- I think that scenarios “AI” and “EI”, which would not send students living just north of Stevenson to RFES, would do real harm to both the RF community and the RFES community. I also think it seems unthinkable for children who live just across the street from a school to be bused away to West Towson.
- “AI” is the best of 4 unacceptable options.
- Prefer “G” as I don’t want that school to become overcrowded in years to come, particularly given that there is no room for trailers.
- Several of the scenarios would require my daughter to be bused to W. Towson rather than allow her to walk to RFES. We can see RFES from our house so it does not make sense to have her go to a school farther away and would split her from attending school with other friends in the neighborhood.
- To not include the actual RF neighborhood within its namesake school district, betrays one of the major reasons families live there and develop and maintain a high quality of community life.
- Boundary Scenario “G” secures the RF area. Those living below RF and above Lake Ave. could attend Stoneleigh, provided that their expansion would allow for it or have their choice of West Towson.
- The apartments, condos and the neighborhoods surrounding RF are very transient. Leave the students from single family homes at RFES.
- Children should, as much as possible, go to school with children on their block and on their street. It is much safer for everyone to know each other and to be “family” with their neighbors.
- Please keep RF community together. If a child lives in RF they should go to RFES.
- I prefer scenario “EI” because all the schools are more equal and there are no major swings in enrollment. However, I do like Scenario “G” for the fact that it preserves the RF community.
- It makes sense to me that the RF neighborhood stays together.

- Boundary Scenario “E1” provides workable % of occupancy with logical, walkable boundaries delineated by major streets.
- “E1” - To me, this keeps families in a close geographic area (north of Stevenson, Yorkridge) together.
- “G” – This boundary keeps RF community together and maximizes walkability to the school. It keeps RFES and West Towson in acceptable ranges now. It does the best job of not busing children past another school. It minimizes busing in the entire area as a whole. It also does the best job of maintaining the community – school concept.
- I know that redistricting is incredibly difficult but please try not to divide existing communities.
- “G” – Eliminates the RF apartments which is a transient group of children. It also allows for families north of Stevenson. Some of the other arrangements will give families in this area another reason to sell since they already have Towson University creating problems for them.
- Keep the historic RF neighborhood attending RFES.
- Scenario “G” keeps the Rodgers Forge community contiguous and together.
- Scenario “G” – this is the best scenario for the Rodgers Forge community as a whole, in that all neighborhood children will be allowed to go to the Rodgers Forge community school if they want.
- Boundaries should occur along natural demarcation lines and main traffic arteries. Also, “E1” seems to provide the most relief across the board. Noting that RF is densely populated and likely to grow faster.
- Scenario “G” – It is important to keep Rodgers Forge a strong, viable community for the benefit of the entire Towson area.
- Scenario “G” - I think it keeps the community involved, involves walkability, and keeps the Ruxton community allowed to attend their new school, even if many will attend private schools.
- Scenario “G” – I want to keep the community together.
- Keeping the traditional Rodgers Forge boundary intact is important to the community. There are social activities that overlap between school and community. There are resources, shared monetary and volunteers between the community and the school. I do not see an advantage busing children to another neighborhood when they can walk to school in five (5) minutes.
- It does not make much sense to have the West Towson ES with a boundary that is so tight to the school property. The school should be central to the community and district that it serves. “E1” is the lesser evil of four (4) very peculiar scenarios that should be rethought. Extend the West Towson boundary further to the north and west. It would encourage many positive outcomes, including better distribution of enrollment
- I do not understand why, in only one scenario, more Ruxton homes are not zoned for the new school. “E1” is the only scenario that makes any sense. Why carve out all of Ruxton and send them to Riderwood? The community in Ruxton has already fought the school and it will create even more contention if the children in the community do not go there.
- Scenario “G” – My daughter would only have to walk across Stevenson. I think it is silly to have to be bused.
- Scenario “I” fails to meet the BCPS policy/rule 1280 on several important points (i.e.- community school concept,

- keep communities together, natural boundaries, maximize walkers).
- Community is the most important. I like idea of keeping the kids in the community together.
- “EI” is the scenario that best keeps the Ruxton community together for children in that part of the new boundary.
- “AI” appears to contain the most natural boundaries. It seems the least “gerrymandered”.
- First choice is Scenario “G”, second choice is Scenario “I”.
- School redistricting has an enormous impact on community identification and participation. Schools should be centered as much as possible in its district.
- Boundary Scenario “AI” – because my child can walk.
- “EI” follows logical, natural boundaries along major roads.
- A range/swing of 18 students for RFES in the 2015 enrollment projections, is not worth breaking up the community. The children of the RF community deserve to go to their own school.
- Scenario “I” – keeps the Rodgers Forge community together, and does not hugely impact Ruxton.
- I feel the one with the most clear and understandable boundaries is the most fair. This would be option “EI”. It also seems to relieve overcrowding in RFES now and in 5 years, while maintaining a good population at WTES.
- I would encourage you to adhere to board policy in 3 years when the Hampton addition is built and not to adjust West Towson’s boundaries again. Elementary students should not be reassigned more than once every 5 years.
- Scenario “G” – This is the best solution to keep the Forge together.
- “EI” seems to keep the majority of the Rodgers Forge community together but cuts the North of Ridge Ruxton. “AI” gives the North of Ridge Ruxton the opportunity to go to the new state of the art school.
- Please keep Gaywood with RFES.
- The Rodgers Forge community and any other well defined communities should not be divided.
- Scenario “AI” – This would minimize busing and would lead a diverse community at RFES.
- Scenario “G” – The traditional Rodgers Forge boundary.
- Scenario “G” – Keep the community together.
- Scenario “AI” – I hate to see Stanmore and Brandon be divided from RFES. I grew up on Stanmore and always felt like an outsider from Rodgers Forge. But I feel stronger that the apartments be included in RFES.
- Scenario “I” – Keep the school centrally located.
- Scenario “G” – Is best for RFES neighborhood.
- Our neighborhood is going to be zoned for West Towson regardless. I prefer “G” and possibly “AI” because that relieves overcrowding in Rodgers Forge and West Towson. “A” and “I” would be unacceptable.
- Scenario “AI” – It will lower population for Rodgers Forge and doesn’t seem to disrupt Rodgers Forge neighborhoods too much. It also keeps West Towson at a lower capacity.
- I would prefer to keep the Rodgers Forge community together.

- I prefer “EI” since it provides the most relief to Riderwood Elementary. Whereas, other scenarios project more overcrowding.
- Scenario “G” – This appears to be the best method of keeping most of the community intact. Brandon and Stanmore are walkable and should be kept within RFES.
- Scenario “EI”, except include all of Rodgers Forge even if it remains slightly overcrowded.
- If not “G”, then “I”.
- Scenario “AI” – None of the board criteria explain why Yorktowne Drive was included in scenarios “I” & “G”, yet Armagh Village was excluded in these (really all) scenarios. Armagh is closer to RFES and has roughly the same statistics (number of students, housing type, economic diversity, etc). Either both should be included or both excluded.

Group Comments

- “EI” – Votes because Stevenson is a large road. Gaywood stays in RF. “G” – Keeps traditional RF neighborhood intact. “AI” – Said “G” is bad because it cuts out

Gaywood and the apartments and diversity is lost.

- I chose “G” because my kid is going to W. Towson and it keeps it under capacity. I chose “I” because it keeps RF at RFES. I’m looking at how it affects my family. I chose “EI” based on the statistics – greater good.
- No general consensus.
- Initially the group was split but after a lengthy discussion, we agreed on “G”.
- “G” – Any other scenario divides the RF community but think Gaywood should be included. “AI” – Includes Gaywood and is most inclusive and diverse. “I” – Want to keep Ruxton area in Riderwood and is second one that will be least crowded. “EI” – Would like Ruxton area in the new school.
- Not as worried about numbers as much as keeping communities together.
- Keep RF together and take more out of Riderwood.
- Gaywood was concerned that RF parents were told how to vote.

DEMOGRAPHICS

Gender

Gender		
	Individual	
Male	32%	67
Female	57%	119
Not Answered	11%	22

Age

Age		
	Individual	
Under 18	1%	1
18-29	2%	4
30-39	37%	77
40-49	35%	73
50-64	9%	18
65+	4%	9
Not Answered	13%	26

Are you an employee of Baltimore County Public Schools?

Employee or Retiree of Baltimore County Schools		
	Individual	
Yes	8%	17
No	79%	165
Not Answered	13%	26

If you are an employee of Baltimore County Public Schools, what is your position?

Position as Employee or Retiree Baltimore County Schools		
	Individual	
Teacher	4%	9
Support Staff	1%	1
Administrator	1%	3
Other	2%	4
Not Answered	92%	191

Other:

- P.A Dunbarton Middle School

Parental/Guardian Status

Parental/Guardian Status		
	Individual	
Do not have children	7%	9
Parent/Guardian of child less than 5 yrs old	22%	30
Parent/Guardian of elementary student at Rodgers Forge ES	30%	42
Parent/Guardian of elementary student at Riderwood ES	9%	13
Parent/Guardian of elementary student at Hampton ES	1%	1
Parent/Guardian of elementary student at other ES	1%	1
Parent/Guardian of middle school student in the district	1%	1
Parent/Guardian of high school student in the district	1%	1
Parent/Guardian of private/Parochial school student	1%	1
Parent/Guardian of former Baltimore County Public Schools student	6%	8
Grandparent of Baltimore County Public Schools student	3%	4
Not Answered	20%	27

Please mark the one issue below that is most important to you.

Important Issues		
	Individual	
Standardized test scores	5%	11
Student to teacher ratio	38%	16
Level of disciplinary action	2%	4
School that most of my children's friends attend	3%	7
Proximity of school to my home	36%	32
No Answer	16%	32

How did you find out about the Community Forum?

How did you find out about the Community Dialogue?		
	Individual	
School Newsletter	23%	32
Local Newspaper	5%	7
Community Flyer	19%	26
Poster in Community	3%	4
Personal Contact	14%	19
Radio/TV	1%	2
Other	15%	21
Not Answered	20%	28

Other:

- Canvasser
- RRLRIA
- Facebook – Towson Families United Fan
- WTNA email
- BCPS email
- PTA
- Blog
- Web sites (3)
- Telephone calls/Website
- Internet (5)
- Neighborhood Board email
- Forgeflyer.com (9)
- Supt. Bulletin
- Phone call (11)
- Email (6)
- Community Association (2)
- School flyer (4)
- School bulletin
- Marquee at Edgemere Elementary
- West Towson Website

West Towson Elementary School Boundary Study Committee

Meeting I - Agenda Wednesday, October 28, 2009

- 5:30 p.m. Dinner and Conversation**
- 6:00 p.m. Welcome and Introductions**
Barbara Walker, Assistant Superintendent of Schools
Central Administrative Area
- Michele Prumo, Executive Director
Department of Planning and Support Operations
- 6:10 p.m. Introduction of Process and Board Policy 1280**
Susan Truesdell, Assistant to the Area Superintendent, Co-Chair
Dennis King, Rodgers Forge parent, Co-Chair
Pamela Carter, Boundary Specialist, Office of Strategic Planning
- 6:20 p.m. Team Building Activity**
Ghassan Shah, Planning Administrator, Office of Strategic Planning
- 6:30 p.m. Review of Criteria and Data**
Christopher Brocato, Planning Analyst, Office of Strategic Planning
- 7:00 p.m. Sub-Committee Introductions/Select Members:
Publicity and Community Forum**
Charles Herndon, Communication Specialist
Pamela Carter, Boundary Specialist
- 7:25 p.m. Next Steps**
Susan Truesdell and Dennis King
- 7:30 p.m. Adjourn**

NEXT MEETING:

West Towson Elementary Schools
Boundary Study Committee Meeting
November 18, 2009
Dumbarton Middle School Library
5:30 p.m. to 7:30 p.m.

West Towson Elementary School Boundary Study Committee

School/Agency	Name	Representing
Co-Chairs	Dennis King	Community
	Susan Truesdell	BCPS
Hampton ES	Patricia Kaiser	Principal
	Lynn Lamborn	Teacher
	Yara Cheikh	PTA
Riderwood ES	Kathy DeHart	Principal
	Patricia Everett	Teacher
	Greg Glessner	PTA
Rodgers Forge ES	Susan Deise	Principal
	Alice March	Teacher
	Stuart Sirota	PTA
West Towson ES	Susan Hershfeld	Principal
	Ken Buchanan	Greater Towson Council of Community Associations
	Cathi Forbes	Towson Families United
	Laura Mullen	Central Area Education Advisory Council (CAEAC)
	Beth Purvis	Ruxton-Riderwood-Lake Roland Area Improvement Association
BCPS	Barbara Walker	CN Area Assistant Superintendent
	Michele Prumo	Executive Director, Planning and Support Operations
	Charles Herndon	Communications Specialist
	Ghassan Shah	Planning Administrator
	Chris Brocato	Planning Analyst
	Pamela Carter	Boundary Specialist

Central Area Summary

R = Relocatable Classrooms

Elementary Schools

Schools over capacity according to
State Capacity and FTE enrollment

Cromwell Magnet	+	25	
Fifth District	+	1	1R
Hampton	+	139	5R
Lutherville	+	86	4R
Padonia	+	62	3R
Pot Spring	+	76	4R
Prettyboy	+	81	5R
Riderwood	+	79	4R
Rodgers Forge	+	322	9R
Sparks	+	145	4R
Stoneleigh	+	122	4R
Timonium	+	30	1R
	+	<u>1168</u>	44R

Schools with available space according to
State Capacity and FTE enrollment

Carroll Manor	-	29	1R
Halstead Academy	-	92	1R
Jacksonville	-	51	
Oakleigh	-	37	
Pinewood	-	24	
Pleasant Plains	-	45	
Seventh District	-	49	
Villa Cresta	-	80	
Warren	-	30	
	-	<u>437</u>	2R

Middle Schools

Schools over capacity according to
State Capacity and FTE enrollment

Schools with available space according to
State Capacity and FTE enrollment

Cockeysville	-	295	
Dumbarton	-	192	4R
Hereford	-	157	
Loch Raven	-	319	16R
Ridgely	-	59	1R
	-	<u>1022</u>	21R

High Schools

Schools over capacity according to
State Capacity and FTE enrollment

Schools with available space according to
State Capacity and FTE enrollment

Hereford	+	157	7R
Loch Raven	+	52	2R
Towson	+	124	6R
	+	<u>333</u>	15R

Carver	-	20	6R
Dulaney	-	116	2R
		<u>136</u>	8R

CENTRAL AREA SCHOOL INFORMATION

State Rated Capacities in **bold** print reflect 2009-2010 MDP approved updates.

(Construction units not included)

School (* = Full-Day K)	*	9/30/09 Enrl.	9/30/09 FTE Enrl.	State Cap. 2009	Number Students +/- St. Cap.	% of State Rated Capacity	% Over/ Under St. Cap.	Number Reloc. Clasrms.	Number Reloc. Seats	FTE - (SRC + Reloc.)
Carroll Manor	*	333	333	362	-29	91.99%	-8.01%	1	23	-52
Cromwell Magnet	*	436	436	411	25	106.08%	6.08%		0	25
Fifth District	*	276	275	274	1	100.36%	0.36%	1	23	-22
Halstead Academy	*	500	473	565	-92	83.72%	-16.28%	1	23	-115
Hampton	*	451	446	307	139	145.28%	45.28%	5	115	24
Jacksonville	*	588	586	637	-51	91.99%	-8.01%		0	-51
Lutherville	*	501	493	407	86	121.13%	21.13%	4	92	-6
Oakleigh	*	485	457	494	-37	92.51%	-7.49%		0	-37
Padonia	*	411	373	311	62	119.94%	19.94%	3	69	-7
Pinewood	*	545	542	566	-24	95.76%	-4.24%		0	-24
Pleasant Plains	*	487	464	509	-45	91.16%	-8.84%		0	-45
Pot Spring	*	574	553	477	76	115.93%	15.93%	4	92	-16
Prettyboy	*	484	479	398	81	120.35%	20.35%	5	115	-34
Riderwood	*	542	542	463	79	117.06%	17.06%	4	92	-13
Rodgers Forge	*	722	718	396	322	181.31%	81.31%	9	207	115
Seventh District	*	417	412	461	-49	89.37%	-10.63%		0	-49
Sparks	*	555	555	410	145	135.37%	35.37%	4	92	53
Stoneleigh	*	622	621	499	122	124.45%	24.45%	4	92	30
Timonium	*	438	435	405	30	107.41%	7.41%	1	23	7
Villa Cresta	*	586	557	637	-80	87.44%	-12.56%		0	-80
Warren	*	381	365	395	-30	92.41%	-7.59%		0	-30
Elementary Totals		10334	10115	9384	731	107.79%	7.79%	46	1058	-327

Cockeysville Middle		754	754	1049	-295	71.88%	-28.12%		0	-295
Dumbarton Middle		922	922	1114	-192	82.76%	-17.24%	4	100	-292
Hereford Middle		966	966	1123	-157	86.02%	-13.98%		0	-157
Loch Raven Acad.		582	582	901	-319	64.59%	-35.41%	16	400	-719
Ridgely Middle		1011	1011	1070	-59	94.49%	-5.51%	1	25	-84
Middle Totals		4235	4235	5257	-1022	80.56%	-19.44%	21	525	-1547


Carver Center		746	746	766	-20	97.39%	-2.61%	6	150	-170
Dulaney High		1879	1879	1995	-116	94.19%	-5.81%	2	50	-166
Hereford High		1387	1387	1230	157	112.76%	12.76%	7	175	-18
Loch Raven High		1027	1027	975	52	105.33%	5.33%	2	50	2
Towson High		1384	1384	1260	124	109.84%	9.84%	6	150	-26
High Totals		6423	6423	6226	197	103.16%	3.16%	23	575	-378


Ridge/Ruxton School		112	Spec.
White Oak School		97	Spec.
Special/Alt. Totals		209	

C AREA TOTAL

21201

90 Relocatables

 = schools at or over 90% of capacity

 = schools at or under 60% of capacity

Capital Projects Requested FY10
(Pending State and County Funding)

Project (Priority)	Seats	Activity	FY	Detail
George Washington Carver Center (1)	NA	Replacement School	FY10	Funding
West Towson Elementary (2/3)	451	New School	FY10	Planning & Funding Occupancy 2010
Warren Elementary (14)	NA	Limited Renovation	FY10	Planning
Hereford High (15)	NA	Limited Renovation	FY10	Planning
Stoneleigh Elementary (21)	200	Addition	FY10	Planning; Occupancy 2012
Hampton Elementary (22)	300	Renovation & Addition	FY10	Planning; Occupancy 2012
Halstead Academy (29)	NA	Systemic Roof	FY10	Funding
Stoneleigh Elementary (30)	NA	Systemic Roof)	FY10	Funding
Prettyboy Elementary (31)	NA	Systemic Roof	FY10	Funding
Pot Spring Elementary (34)	NA	Systemic Roof	FY10	Funding
Seventh District Elementary (35)	NA	Systemic Roof	FY10	Funding
Seventh District Elementary (37)	NA	Systemic Roof	FY10	Funding
White Oak School	NA	Window Replacement	FY10	Funding

Capital Projects Requested FY11
(Pending State and County Funding)

Project (Priority)	Seats	Activity	FY	Detail
West Towson ES (1)	451	New School	FY11	Funding
George Washington Carver Center (2)	NA	Replacement School	FY11	Funding
Hampton Elementary (5/6)	300	Renovation & Addition	FY11	Planning & Funding
Hereford High (15)	NA	Water Tower Replacement	FY11	Funding
Hereford High (16/17)	250	Renovation & Addition	FY11	Planning
Stoneleigh ES (20/21)	200	Renovation & Addition	FY11	Planning
Lutherville ES (28)	NA	Roof	FY11	Funding
Warren ES (32)	NA	Renovation	FY11	Planning

Central Area Concerns

1 No Central Area school is below the state enrollment limit of 60% of capacity. At this level of occupancy, the state usually requires the school system to show cause for keeping the facility open instead of closing the under-utilized facility and consolidating with another school.

2 The following schools are over 90% of state capacity. According to our boundary change practices, "Whenever a school's FTE enrollment reaches 90% of its state capacity, the school is overcrowded." Therefore, we should begin to make plans to relieve the overcrowding before the school is over capacity.

3 The FTE enrollment at the following schools equals or exceeds their state rated capacities. Schools with sufficient seats in relocatable classrooms should be okay. Magnet schools can limit their enrollment of students by selecting fewer students.

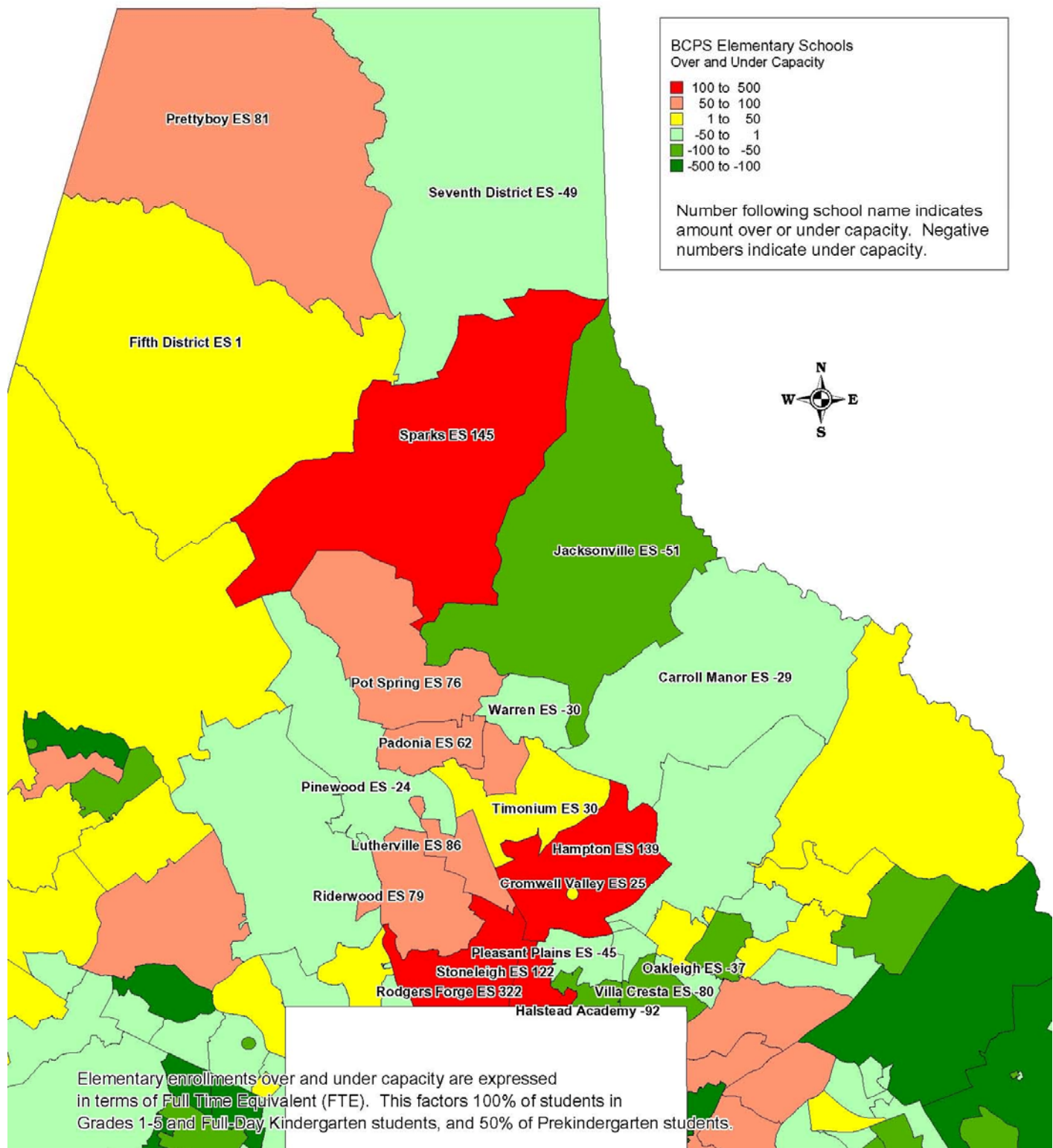
4 All elementary schools in the Central Area now offer full-day kindergarten.

5 The Central Administrative Area has only three (3) school sites within its perimeter. These include the Carroll Manor Middle, Dulaney Springs El., and Mays Chapel El. sites.

Carroll Manor El. (91.99%) 1R = 23 seats
Jacksonville El. (91.99%)
Oakleigh El. (92.51%) **Housing Stoneleigh PreK**
Pinewood Elementary (95.76%)
Pleasant Plains Elementary (91.16%)
Warren El. (92.41%)
Ridgely Middle (94.49%) 1R = 25 seats
Carver Center (97.39%) 6R = 150 seats
Dulaney High (94.19%) 2R = 50 seats

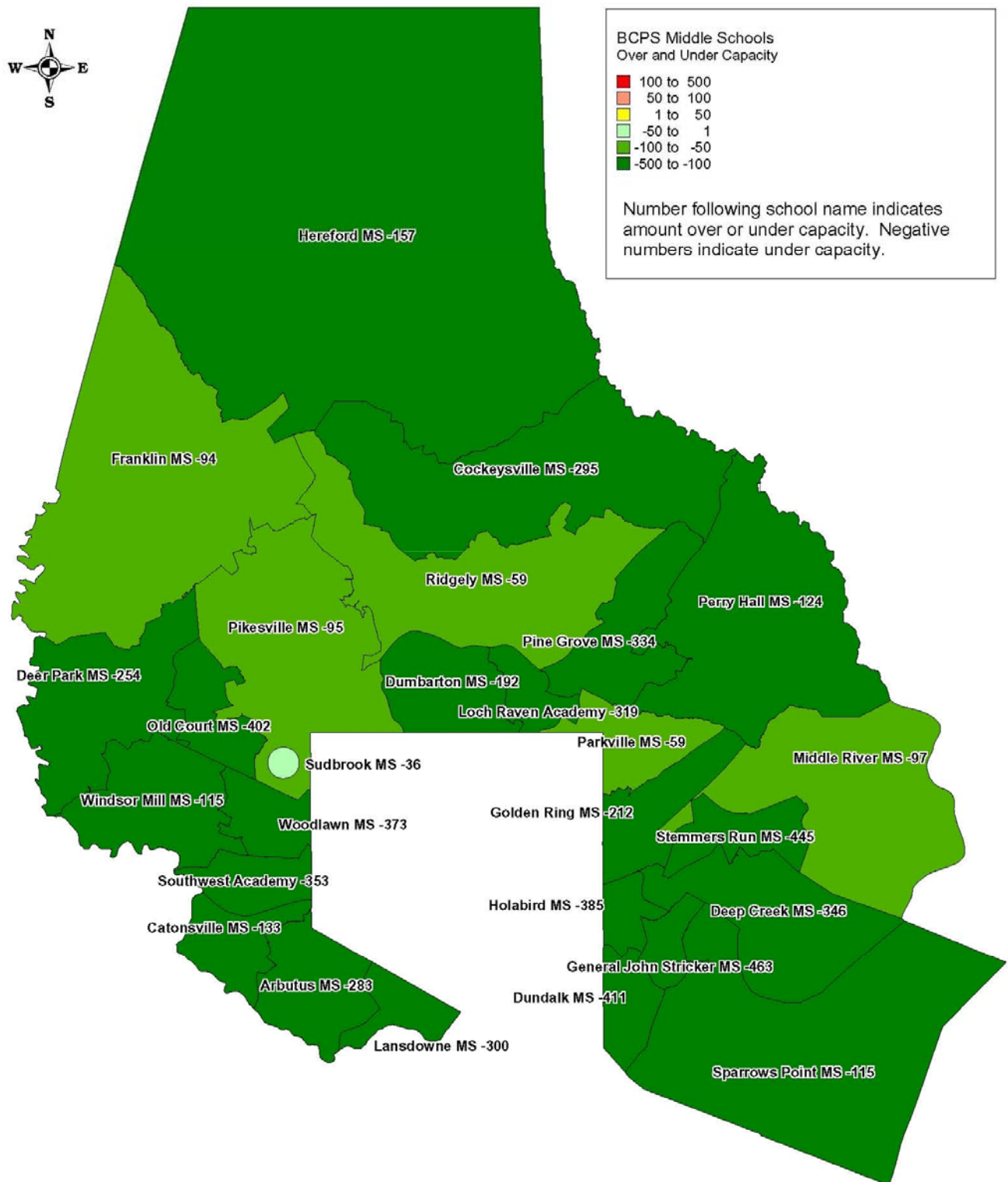
Cromwell Magnet (+25 = 106.08%) **Magnet**
Fifth District El. (+1 = 100.36%) 1R = 23 seats
Hampton El. (+139 = 145.28%) 5R = 115 seats
Lutherville El. (+86 = 121.13%) 4R = 92 seats
Padonia El. (+62 = 119.94%) 3R = 69 seats
Pot Spring El. (+76 = 115.93%) 4R = 92 seats
Prettyboy El. (+81 = 120.35%) 5R = 115 seats
Riderwood El. (+79 = 117.06%) 24R = 92 seats
Rodgers Forge El. (+322 = 181.31%) 9R = 207 seats;
grade 4 temporarily housed at Dumbarton Middle School
Sparks Elementary (+145 = 135.37%) 4R = 92 seats
Stoneleigh El. (+122 = 124.45%) 4R = 92 seats
Prekindergarten annexed to Oakleigh ES
Timonium El. (+30 = 107.42%) 1R = 23 seats
Hereford High (+157 = 112.76%) 7R = 175 seats
Loch Raven High (+52 = 105.33%) 2R = 50 seats
Towson High (+124 = 109.84%) 6R = 150 seats

9/30/2009 BCPS Central Area Elementary Schools Over and Under Capacity

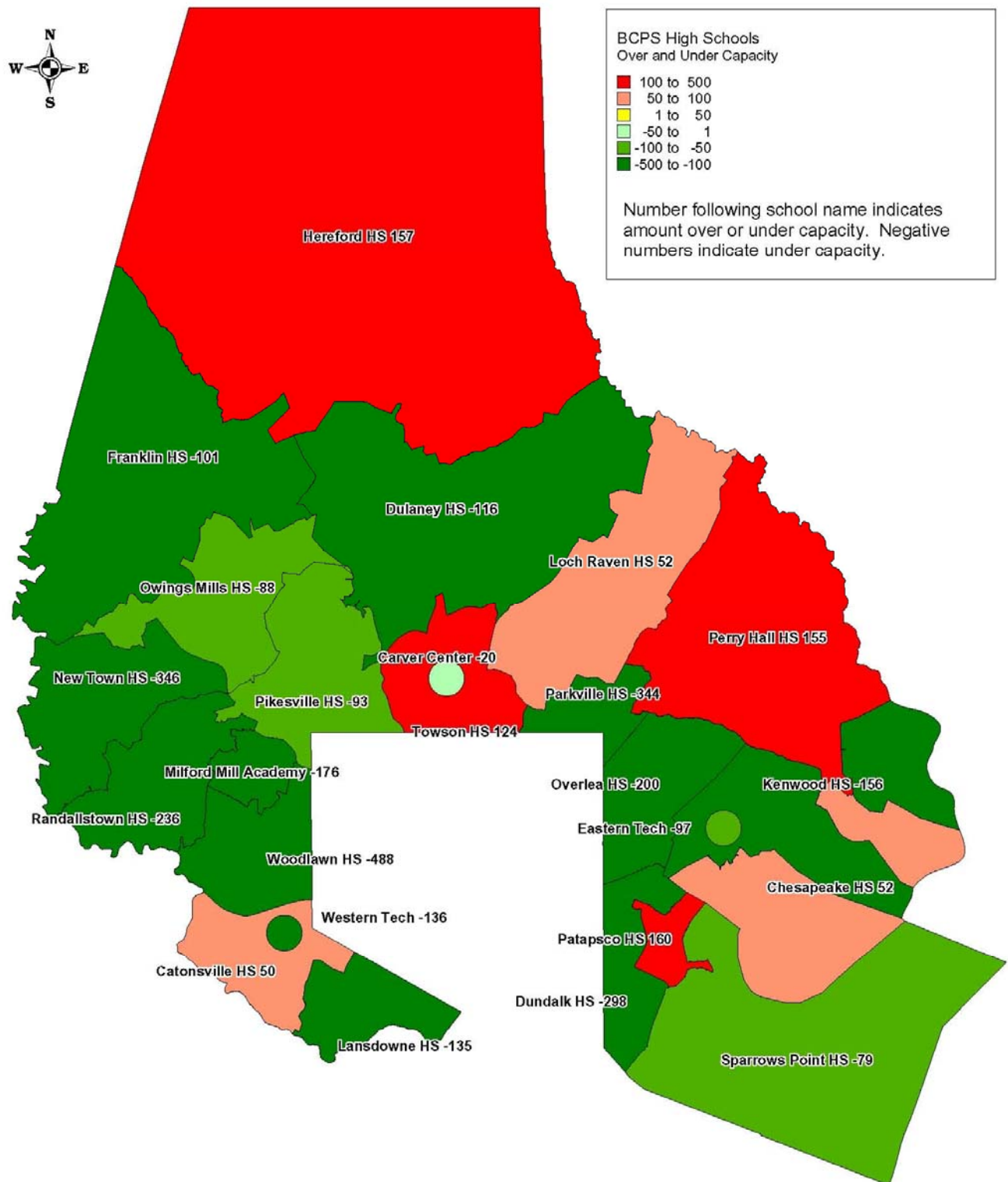


Baltimore County Public Schools
Office of Strategic Planning, November 2009

9/30/2009 BCPS Middle Schools Over and Under Capacity



9/30/2009 BCPS High Schools Over and Under Capacity



West Towson Elementary School Boundary Study Committee

Minutes

October 28, 2009

Susan Truesdell and Dennis King, Co-Chairs

PTA Representatives:

Yara Cheikh	Hampton ES
Greg Glessner	Riderwood ES
Stuart Sirota	Rodgers Forge ES

Community Members:

Ken Buchanan	Greater Towson Council of Community Associations
Cathi Forbes	Towson Families United
Laura Mullen	Central Area Education Advisory Council (CAEAC)
Beth Purvis	Ruxton-Riderwood-Lake Roland Area Improvement Association

Teacher Representatives:

Lynn Lamborn	Hampton ES
Patricia Everett	Riderwood ES
Alice March	Rodgers Forge ES

Principal Representatives:

Patricia Kaiser	Hampton ES
Kathy DeHart	Riderwood ES
Susan Deise	Rodgers Forge ES
Sue Hershfeld	West Towson ES

System Representatives:

Barbara Walker	Central Area Assistant Superintendent
Michele Prumo	Executive Director, Planning and Support Operations
Charles Herndon	Communications Specialist
Ghassan Shah	Planning Administrator
Chris Brocato	Planning Analyst
Pamela Carter	Boundary Specialist

- Barbara Walker welcomed the members and thanked them for their participation. She explained that West Towson Elementary was being built to help relieve the overcrowding of the Towson area elementary schools. She stated that the goal of the committee was to create scenarios for the Public Forum and to recommend a boundary for the new school based on their research and the input from the community.
- Boundary Study Committee members were introduced and their roles were shared.
- The committee was shown a video reviewing Baltimore County Public School's boundary change process. Pamela Carter explained Board Policy 1280 and clarified the criteria that the Board of Education considers when finalizing the boundary change. She summarized the information contained in the committee binders, requesting that the committee members become familiar with Board Policy 1280. She emphasized the importance of focusing on the best interest of the children throughout this process.
- Ghassan Shah facilitated a team-building activity which focused on the traits that will lead the committee to a positive outcome. He reminded the members that the Baltimore

- County Public School System changes boundaries for two reasons only – to accommodate the opening of a new school or to relieve overcrowding.
- Chris Brocato shared several data tools from GIS (Smart Mapping) revealing enrollment and school capacity data. He reminded the group that this planning data is preliminary.
 - Charles Herndon emphasized the importance of the committee’s work and the public forum. He explained the need to avoid sharing information that may be misinterpreted.
 - Pamela Carter discussed the tasks of the sub-committees. The members selected their sub-committee assignments as listed below.
 - The committee was given a homework assignment to review all the data in their notebooks, to become familiar with Board Policy 1280, and to review the student population included in the Central area of Baltimore County Public Schools.

Sub-Committees

Publicity

Patricia Everett
Kathy DeHart
Cathi Forbes
Yara Cheikh
Ken Buchanan
Susan Deise
Beth Purvis

Community Forum

Alice March
Dennis King
Greg Glessner
Patricia Kaiser
Lynn Lamborn
Stuart Sirota
Laura Mullen

NEXT MEETING:

West Towson Elementary School
Boundary Study Committee Meeting II
November 18, 2009
Dumbarton Middle School Library
5:30 p.m. to 7:30 p.m.

West Towson Elementary School Boundary Study Committee

Meeting II - Agenda Wednesday, November 18, 2009

5:30 p.m. Dinner and Conversation

6:00 p.m. Welcome and Introductions

Sue Truesdell and Dennis King

- Review of October 28 minutes
- Objectives for tonight's meeting

**6:05 p.m. Boundary Change Rationale: Achieve Equitable Distribution of
Students Between Schools:**

- Review existing boundaries & student distributions
- Analysis of hypothetical scenario(s)
- Review variables impacting scenarios
- Homework assignments for next meeting

Pamela Carter, Boundary Specialist, Office of Strategic Planning
Christopher Brocato, Planning Analyst, Office of Strategic Planning

6:55 p.m. Future Development Considerations

Ghassan Shah, Planning Administrator, Office of Strategic Planning

7:00 p.m. Committee Work sessions

Publicity Sub-Committee

_____, Chairperson
Charles Herndon, Communication Specialist

Community Forum Sub-Committee

_____, Chairperson
Pamela Carter, Boundary Specialist, Office of Strategic Planning

**West Towson Elementary School
Boundary Study Committee**

7:25 p.m.

Next Steps

Susan Truesdell and Dennis King

7:30 p.m.

Adjourn

NEXT MEETING:

West Towson Elementary Schools
Boundary Study Committee Meeting
December 2, 2009
Dumbarton Middle School Library
5:30 p.m. to 7:30 p.m.

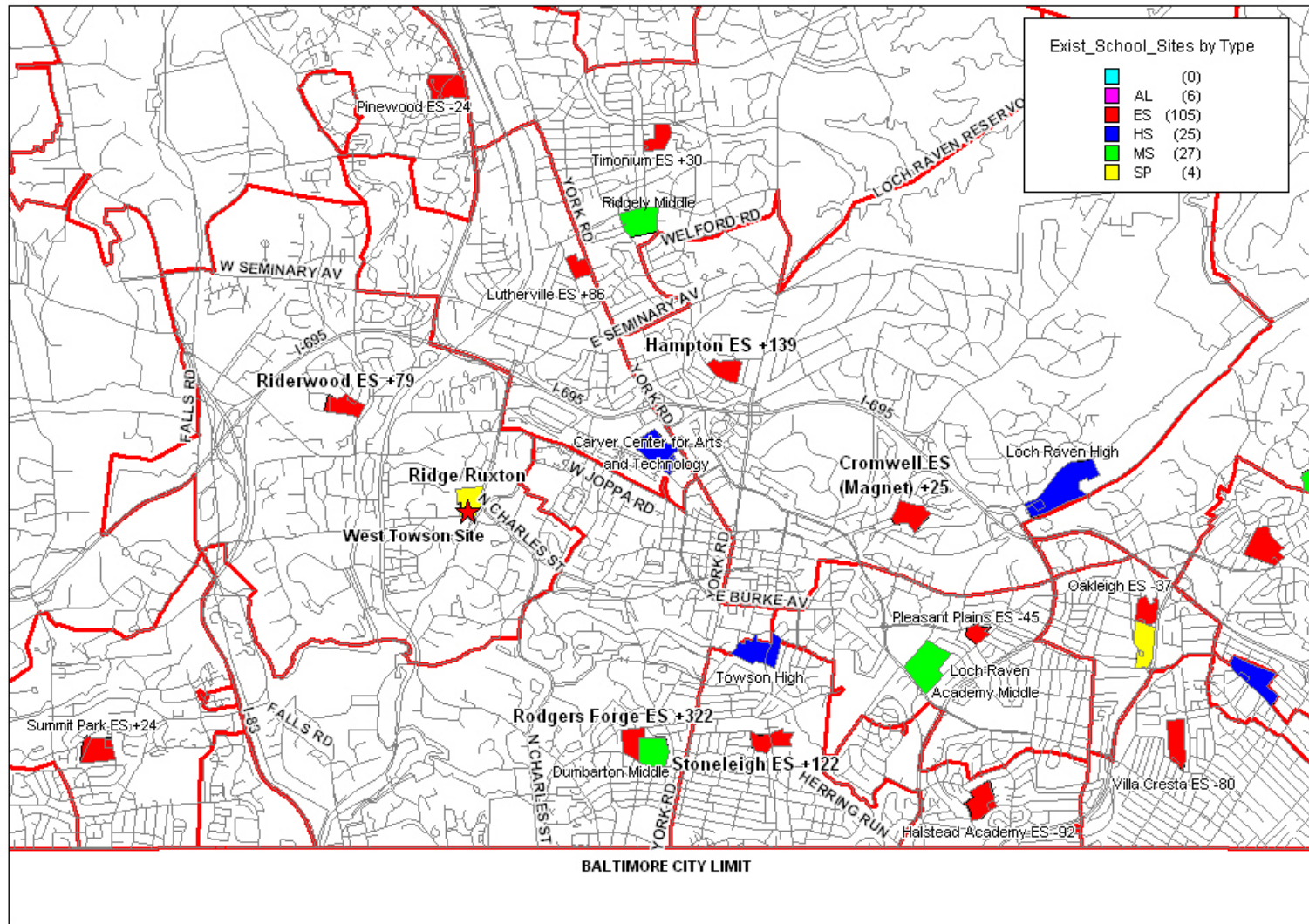
Snow Date

Thursday, December 3, 2009



**West Towson Elementary School Boundary Study Committee
School Data Packet, Meeting 2
Wednesday, November 18, 2009**

Rationale for a new elementary school in West Towson



West Towson Elementary School is being constructed as part of a three-step approach to relieving overcrowding of Baltimore County elementary schools in the Central Area from the Baltimore City line to Lutherville. The charge of the West Towson Boundary Study Committee is to develop boundaries for Rodgers Forge Elementary, Riderwood Elementary, and West Towson Elementary that will reduce the degree of overcrowding at Rodgers Forge and Riderwood without overcrowding the new West Towson Elementary School. It is also anticipated that the completion of a future addition to Hampton Elementary will relieve Hampton's overcrowding and provide additional relief for Rodgers Forge and Riderwood in the future.

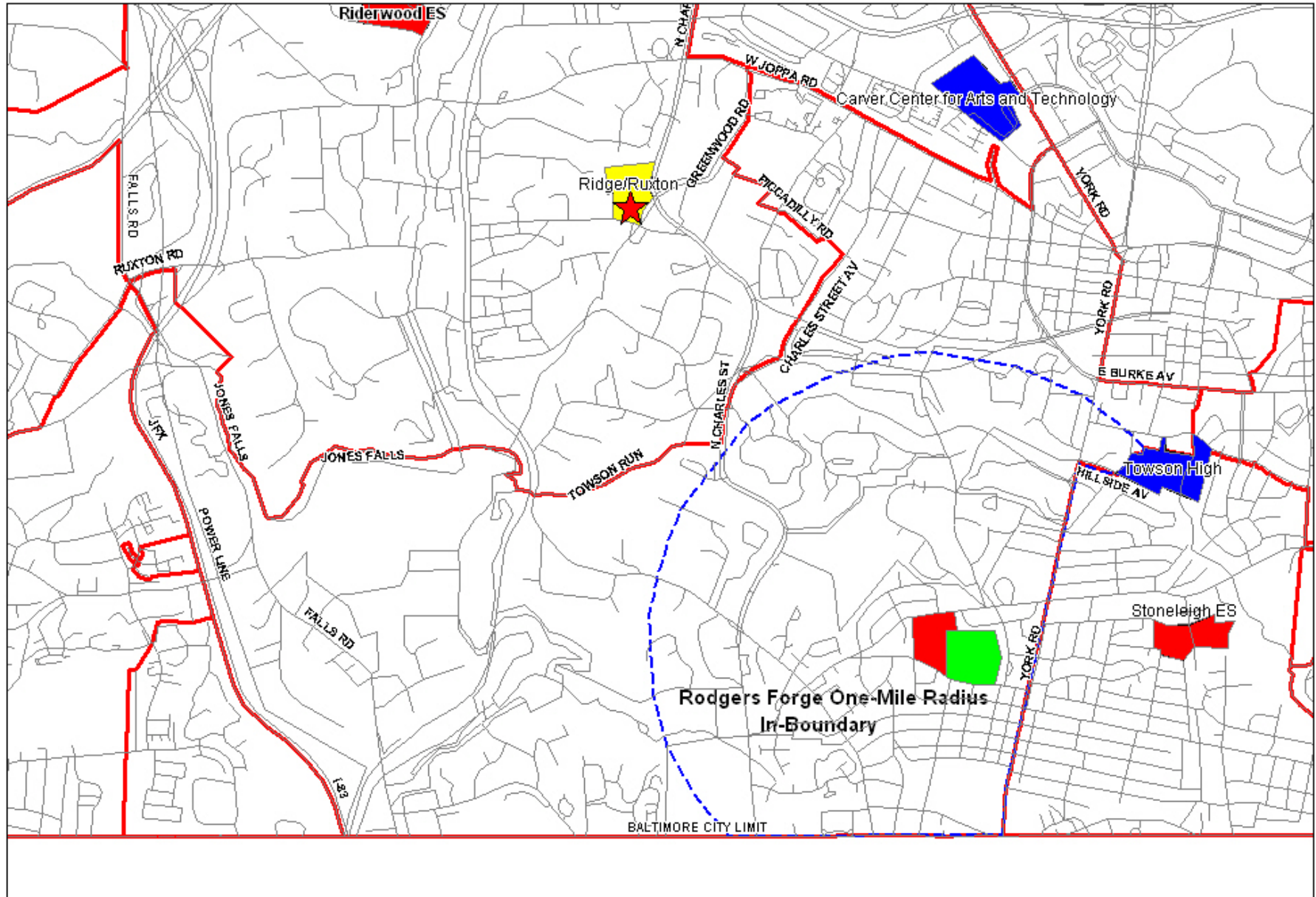
Capital Planning Priorities and Recommended Timeline, FY2011 - FY2014

	FY 2011	FY 2012	FY 2013	FY 2014
NW			500 seats New NW Area ES	500 seats New NW Area ES
CENT	200 seats Hereford HS			
CENT	200 seats Stoneleigh ES			
CENT	300 seats Hampton ES			
CENT	1000 seats George Washington Carver HS		200 seats Sparks cluster	200 seats Sparks cluster
CENT	451 seats West Towson ES		500 seats Lutherville cluster	500 seats Lutherville cluster
SE	Dundalk/Sollers Project			
SE		Additional seats (TBD) Norwood cluster	Additional seats (TBD) Norwood cluster	

Project Phase	Sparks Cluster - Fifth District ES, Prettyboy ES, Seventh District ES, Sparks ES
Planning	Lutherville Cluster - Lutherville ES, Pinewood ES, Pot Spring ES, Padonia ES, Timonium ES
Funding	Norwood cluster - Colgate ES, Eastwood Center, Berkshire ES, Norwood ES

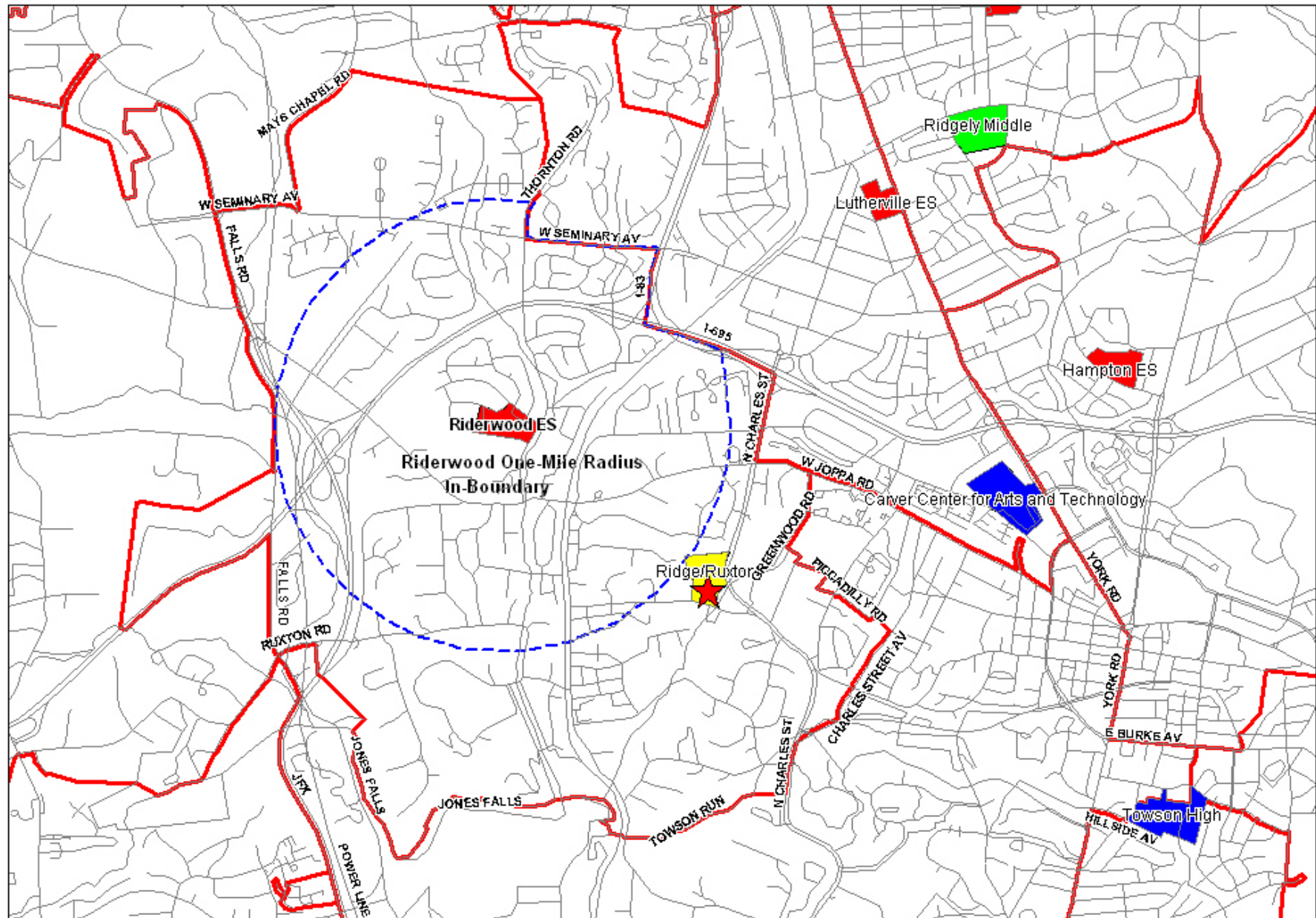
Prepared by the Baltimore County Public Schools, Office of Strategic Planning, 10/02/09

Rodgers Forge ES One-Mile Radius in Boundary



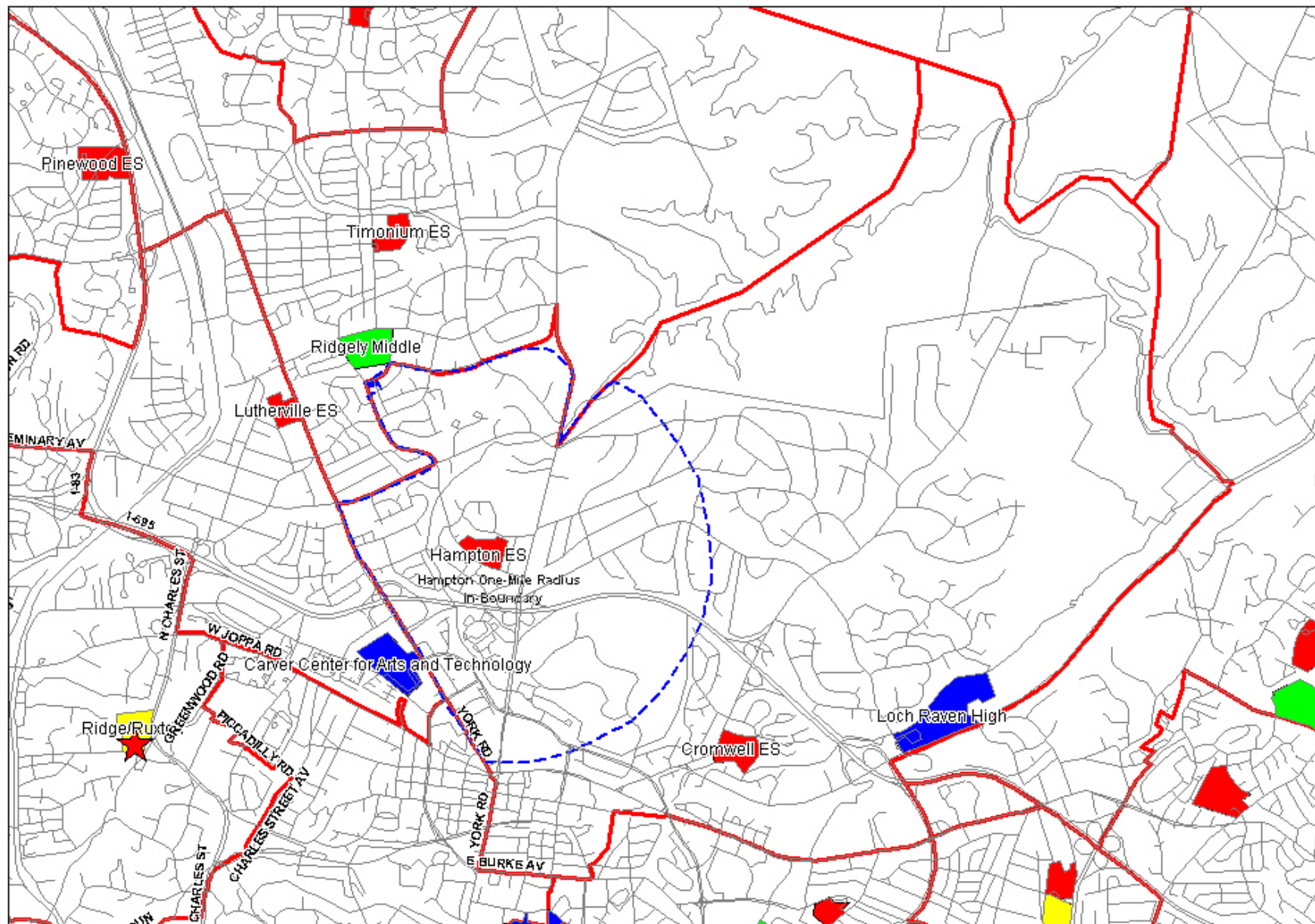
School	<u>Rodgers Forge Elementary School</u>		Capacity =	396
	<u>9/30/08</u>		Grade	
	Race		Other	
	Am. Ind.	1	PS	5
	Asian	93	K	137
	Af. Am.	30	1	136
	Caucasian	560	2	111
	Hispanic	19	3	128
	Multi-Racial	<u>6</u>	4	78
	Total	709	5	<u>114</u>
			Total	709
	Minority %	21.02%	FTE	707
			+/- Capacity	178.54%
<u>Out-of -boundary students</u>				
	School			
	Chase	1		
	Hawthorne	1		
	Kingsville	2		
	Milbrook	1		
	Pleasant Plains	2		
	Relay	1		
	Riderwood	1		
	Stoneleigh	2		
	Timonium	<u>1</u>		
		12		
<u>Sort of students resident in boundary, eligible to attend*</u>				
	Race		Grade	
			Other	
	Am. Ind.	1	PS	17
	Asian	98	K	137
	Af. Am.	29	1	137
	Caucasian	575	2	113
	Hispanic	21	3	131
	Multi-Racial	<u>6</u>	4	83
	Total	730	5	<u>112</u>
			Total	730
	Minority %	21.23%	FTE	722
			+/- Capacity	182.32%
<u>Schools attended by resident students, 2008-2009 school year</u>				
	School			
	Rodgers Forge	692		
	Cromwell	8		
	Lutherville	8		
	Edmondson Hgts.	1		
	Padonia	2		
	Stoneleigh	1		
	Hampton	2		
	Pinewood	1		
	Riderwood	4		
	Oakleigh	6		
	Eastwood Center	2		
	Ridge/Ruxton	1		
	White Oak	<u>2</u>		
		730		

Riderwood ES One-Mile Radius In Boundary



School <u>Riderwood Elementary School</u>				Capacity =	463
<u>9/30/08</u>				Grade	
Race				Other	
Am. Ind.	0		PS	2	
Asian	25		K	70	
Af. Am.	18		1	106	
Caucasian	463		2	85	
Hispanic	12		3	92	
Multi-Racial	<u>0</u>		4	96	
Total	518		5	<u>67</u>	
			Total	518	
Minority %	10.62%		FTE	517	
			+/- Capacity	111.66%	
<u>Out-of -boundary students</u>					
School					
Carney	1				
Church Lane	1				
Fort Garrison	1				
Franklin	2				
Halstead Academy	1				
Hampton	1				
Hawthorne	1				
Lutherville	2				
Oakleigh	1				
Padonia	1				
Pleasant Plains	5				
Pot Spring	5				
Rodgers Forge	4				
Stoneleigh	1				
Villa Cresta	5				
Warren	<u>1</u>				
	33				
Sort of students resident in boundary, eligible to attend*					
Race				Grade	
				Other	
Am. Ind.	0		PS	8	
Asian	23		K	70	
Af. Am.	8		1	101	
Caucasian	457		2	82	
Hispanic	11		3	89	
Multi-Racial	<u>0</u>		4	86	
Total	499		5	<u>63</u>	
			Total	499	
Minority %	8.42%		FTE	495	
			+/- Capacity	106.91%	
<u>Schools attended by resident students, 2008-2009 school year</u>					
School					
Riderwood	484				
Lutherville	3				
New Town	1				
Timonium	3				
Pinewood	2				
Rodgers Forge	1				
Ridge/Ruxton	4				
White Oak	<u>1</u>				
	499				

Hampton ES One-Mile Radius In Boundary



West Towson and Neighboring Cluster School Information: 9/30/09

School (* = Full-Day K)	*	9/30/09 Enrl.	9/30/09 FTE Enrl.	State Cap. 2009	Number Students +/- St. Cap.	% of State Rated Capacity	% Over/ Under St. Cap.	Number Reloc. Clasrms.	Number Reloc. Seats	FTE - (SRC + Reloc.)
Hampton	*	451	446	307	139	145.28%	45.28%	5	115	24
Riderwood	*	542	542	463	79	117.06%	17.06%	4	92	-13
Rodgers Forge	*	722	718	396	322	181.31%	81.31%	9	207	115
Stoneleigh	*	622	621	499	122	124.45%	24.45%	4	92	30
Elementary Totals		2337	2327	1665	662	139.76%	39.76%	22	506	156

What would be needed to bring cluster schools to capacity right now?

Cluster & Adjacent Elementary School Data:

	SRC	2009 FTE Enrl.	Total Seats Needed '09	CIP Requests	Things to consider
Hampton ES	307	446	139	300 seat addn.	The Hampton addition will allow further adjustment of the West Towson Cluster
Rodgers Forge ES	396	718	401	451 new seats: West Towson	
Riderwood ES	463	542			
Stoneleigh ES	499	621	122	200 seat addn.	Does not include PreK
	1665	2327	662	951 seats	
		140%			

A Look at Projected Capacities and Enrollments

Cluster schools with no additions...

CENTRAL AREA	STATE CAP	TOT 2010	FTE 2010	TOT 2011	FTE 2011	TOT 2012	FTE 2012	TOT 2013	FTE 2013	TOT 2014	FTE 2014	TOT 2015	FTE 2015
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452
Riderwood ES	463	550	549	559	558	568	567	581	580	589	588	602	601
Rodgers Forge ES	396	780	778	784	782	788	786	792	790	796	794	795	793
Stoneleigh ES	499	626	623	614	611	620	617	627	624	629	626	633	630
	1,665	2,393	2,385	2,390	2,382	2,410	2,402	2,449	2,441	2,469	2,461	2,484	2,476
			143.24%		143.06%		144.26%		146.61%		147.81%		148.71%

Cluster schools with West Towson added:

CENTRAL AREA	STATE CAP	TOT 2010	FTE 2010	TOT 2011	FTE 2011	TOT 2012	FTE 2012	TOT 2013	FTE 2013	TOT 2014	FTE 2014	TOT 2015	FTE 2015
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452
Riderwood ES	463	550	549	559	558	568	567	581	580	589	588	602	601
Rodgers Forge ES	396	780	778	784	782	788	786	792	790	796	794	795	793
Stoneleigh ES	499	626	623	614	611	620	617	627	624	629	626	633	630
West Towson ES	451												
	2,116	2,393	2,385	2,390	2,382	2,410	2,402	2,449	2,441	2,469	2,461	2,484	2,476
			112.71%		112.57%		113.52%		115.36%		116.30%		117.01%

Cluster schools with West Towson and Hampton and Stoneleigh additions completed:

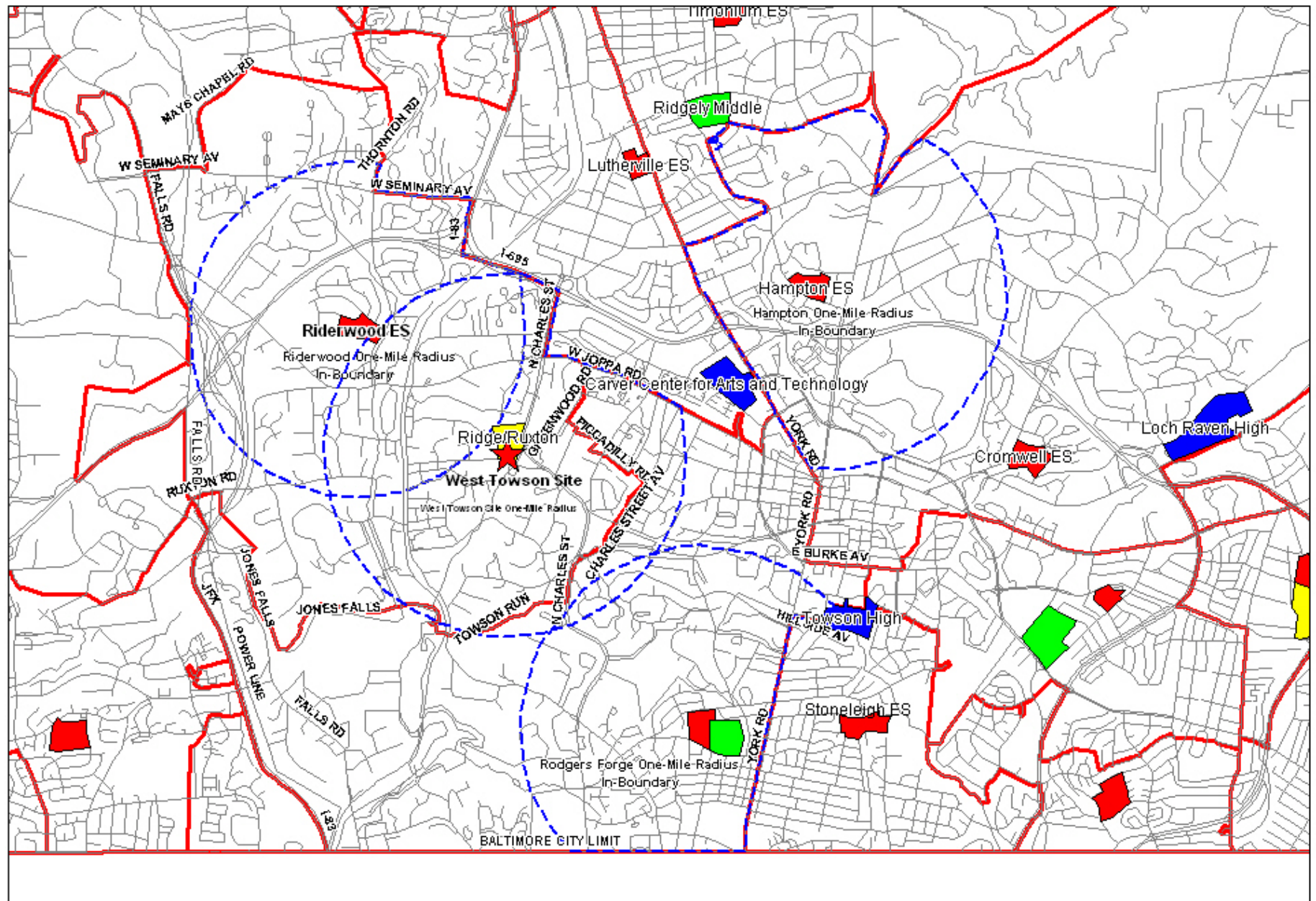
CENTRAL AREA	STATE CAP	TOT 2010	FTE 2010	TOT 2011	FTE 2011	TOT 2012	FTE 2012	TOT 2013	FTE 2013	TOT 2014	FTE 2014	TOT 2015	FTE 2015
Hampton ES	607	437	435	433	431	434	432	449	447	455	453	454	452
Riderwood ES	463	550	549	559	558	568	567	581	580	589	588	602	601
Rodgers Forge ES	396	780	778	784	782	788	786	792	790	796	794	795	793
Stoneleigh ES	699	626	623	614	611	620	617	627	624	629	626	633	630
West Towson ES	451												
	2,616	2,393	2,385	2,390	2,382	2,410	2,402	2,449	2,441	2,469	2,461	2,484	2,476
			91.17%		91.06%		91.82%		93.31%		94.07%		94.65%

Policy/Rule 1280 – Boundary Changes

Implementation Considerations

- Establish school boundaries in a manner that ensures efficient use of available space
- Maintain a commitment to long-range planning decisions
- Where feasible, maintain the community school concept
- Whenever possible, attempt to keep communities together
- Attempt to follow natural boundaries such as railroads, creeks, major highways, election Districts, existing school boundaries, and locations of feeder schools
- Employ satellite zoning only for special purposes and for a pre-determined time period
- Assign the children from newly developing neighborhoods rather than disrupt students from existing neighborhoods
- Reassign elementary school students no more than once every 5 years
- Maximize the number of students who can walk to school
- Minimize travel time and maximize safety for students who must be transported
- Avoid bussing students past a school that has the same grade levels
- Avoid duplicate bus runs on the same streets for schools with the same grade levels
- Transport toward town centers rather than toward countryside to minimize special trips to school for parents and guardians
- Develop proposals that meet the above criteria to the greatest extent possible
- Recognize that there is not a single scenario that will please everybody

One-Mile Radii of West Towson Site and Hampton ES, Riderwood ES, and Rodgers Forge ES



	9/30/09 Enrollment/Capacity Data			Student Movement Necessary to Achieve % of Capacity						Relocatable
School	Enrollment	FTE	Capacity	100%	Students	95%	Students	90%	Students	Seats
Rodgers Forge ES	709	707	396	396	311	376	331	356	351	207
Riderwood ES	517	517	463	463	54	440	77	417	100	46
					365		408		451	
Impact on West Towson ES					80.93%		90.46%		100%	

West Towson Elementary School Boundary Study Committee

Minutes

November 18, 2009

Susan Truesdell and Dennis King, Co-Chairs

PTA Representatives:

Yara Cheikh	Hampton ES
Greg Glessner	Riderwood ES
Stuart Sirota	Rodgers Forge ES

Community Members:

Ken Buchanan	Greater Towson Council of Community Associations
Cathi Forbes	Towson Families United
Laura Mullen	Central Area Education Advisory Council
Beth Purvis	Ruxton-Riderwood-Lake Roland Area Improvement Association

Teacher Representatives:

Lynn Lamborn	Hampton ES
Patricia Everett	Riderwood ES
Alice March	Rodgers Forge ES

Administrator Representatives:

Patricia Kaiser	Hampton ES
Pat Murphy	Riderwood ES
Sue Deise	Rodgers Forge ES
Sue Hershfeld	West Towson ES

System Representatives:

Barbara Walker	Central Area Assistant Superintendent
Michele Prumo	Executive Director, Planning and Support Operations
Charles Herndon	Communications Specialist
Ghassan Shah	Planning Administrator
Chris Brocato	Planning Analyst
Pamela Carter	Boundary Specialist

- Sue Truesdell distributed and reviewed the agenda and the minutes from the October 28th meeting. There were no changes to the minutes. She reminded members of the need to complete the identification of the boundary scenarios by the end of the December 16th meeting.
- Dennis King discussed the objective for the meeting.
- Pam Carter distributed and explained information in the *School Data Packet* and the *September 30 2009, Enrollments, Projections, and Capacities Report*. She emphasized the importance of the list of *Policy/Rule 1280 Boundary Changes Implementation Considerations*.
- Michele Prumo reviewed Baltimore County Public Schools' capital planning priorities.

- Maps of the existing Towson Cluster elementary school boundaries were displayed and explained. A map of subdivision activity within the study area was also presented.
- The committee discussed various options for reducing the Rodgers Forge boundary. The committee also discussed which portions of Riderwood's boundary could be included in West Towson's boundary. Pam Carter and Chris Brocato agreed to generate several boundary scenarios based upon the information discussed by the committee. The scenarios will be shared at the December 2nd meeting.
- The committee also asked Strategic Planning to explore scenarios based on varying degrees of capacity.
- The two sub-committees met.
 - Communication / Publicity
 - Cathi Forbes will be sub-committee chairperson
 - Charlie Herndon explained the group's goal: To get consistent information out to the community by emails, ConnectED messages, PTA newsletters, and flyers that publicize the Jan 6, 2010 public forum
 - Target date for dissemination of information is Dec. 3
 - Committee selected a sample flyer as a model for WTES community forum
 - Public Forum
 - Lynn Lamborn agreed to serve as sub-committee chairperson
 - Pam Carter explained the process for the community forum
 - Sub-committee members reviewed and revised sample questionnaires
 - Homework – review the other questionnaire samples and the aspect of the Board Policy 1280 that identifies suggestions of possible considerations for the Boundary Study Committee in preparation for completing the Individual and Group Questionnaires.

NEXT MEETING:

West Towson Elementary School
 Boundary Study Committee Meeting III
 December 2, 2009
 Dumbarton Middle School Library
 5:30 p.m. to 7:30 p.m.

**West Towson Elementary School
Boundary Study Committee**

**Meeting III - Agenda
Wednesday, December 2, 2009**

**Dumbarton Middle School Library
5:30 p.m. to 7:30 p.m.**

5:30 PM

Dinner and Conversation

6:00 PM

Welcome and Introductions

Susan Truesdell
Dennis King

6:05 p.m.

**Review & Approval of Proposed Boundary Change
Scenarios for Presentation at the Public Forum**

Pam Carter, Boundary Specialist
Chris Brocato, Planning Analyst

7:00 p.m.

Committee Reports

Publicity Sub-Committee – Public Forum

Cathi Forbes, Chairperson
Charles Herndon, BCPS Communications

Community Forum Sub Committee - Questionnaires

Lynn Lamborn, Chairperson
Ghassan Shah, Planning Administrator

7:25 p.m.

Next Steps

Susan Truesdell, Assistant to the Area Superintendent

7:30 p.m.

Adjourn

NEXT MEETING

West Towson Elementary School
Boundary Study Committee Meeting
December 16, 2009
Dumbarton Middle School Library
5:30 p.m. to 7:30 p.m.



**West Towson Elementary School Boundary Study Committee
School Data Packet, Meeting 3
Wednesday, December 2, 2009**

School <u>Riderwood Elementary School</u>				Capacity =	463
<u>9/30/09</u>				Grade	
Race				Other	
Am. Ind.	0	PS/PK	1		
Asian	27	K	79		
Af. Am.	17	1	81		
Caucasian	484	2	107		
Hispanic	14	3	92		
Multi-Racial	0	4	92		
Total	542	5	90		
				Total	542
Minority %	10.70%	FTE	542		
				+/- Capacity	117.06%
Out-of -boundary students					
School					
Franklin	1				
Halstead Academy	1				
Hampton	1				
Lutherville	2				
Oakleigh	3				
Padonia	1				
Pleasant Plains	7				
Pot Spring	3				
Rodgers Forge	2				
Villa Cresta	5				
Ungeocoded	1				
				27	
Sort of students resident in boundary, eligible to attend*					
Race				Grade	
				Other	4
Am. Ind.	0	PS/PK	3		
Asian	26	K	84		
Af. Am.	6	1	76		
Caucasian	484	2	104		
Hispanic	14	3	89		
Multi-Racial	0	4	88		
Total	530	5	82		
				Total	530
Minority %	8.68%	FTE	528		
				+/- Capacity	114.04%
Schools attended by resident students, 2009-2010 school year					
School					
Riderwood	515				
Lutherville	7				
Timonium	1				
Padonia	1				
Pinewood	1				
Ridge/Ruxton	4				
White Oak	1				
				530	

School Hampton Elementary School				Capacity =	307
9/30/09				Grade	
Race				Other	
Am. Ind.	1		PS/PK	10	
Asian	44		K	92	
Af. Am.	61		1	79	
Caucasian	329		2	79	
Hispanic	16		3	67	
Multi-Racial	0		4	65	
Total	451		5	59	
				Total	451
Minority %	27.05%		FTE	446	
				+/- Capacity	145.28%
Out-of -boundary students					
School					
Carney	1				
Perry Hall	1				
Pleasant Plains	4				
Pot Spring	1				
Rodgers Forge	2				
Seneca	1				
Stoneleigh	2				
Timonium	3				
Villa Cresta	4				
Ungeocoded	0				
				19	
Sort of students resident in boundary, eligible to attend*					
Race				Grade	
Am. Ind.	1		PS/PK	17	
Asian	56		K	99	
Af. Am.	73		1	96	
Caucasian	410		2	101	
Hispanic	18		3	86	
Multi-Racial	0		4	89	
Total	558		5	68	
				Total	558
Minority %	26.52%		FTE	549	
				+/- Capacity	178.83%
Schools attended by resident students, 2009-2010 school year					
School					
Hampton	432				
Fort Garrison	1				
Lutherville	9				
Timonium	6				
Riderwod	1				
Pinewood	3				
Villa Cresta	4				
Cromwell	94				
Pine Grove	2				
Ridge/Ruxton	2				
White Oak	2				
Jacksonville	2				
				558	

School <u>Cromwell Valley Elementary Magnet</u>				Capacity =	411
<u>9/30/09</u>				Grade	
Race				Other	
Am. Ind.				PS/PK	0
Asian				K	72
Af. Am.				1	72
Caucasian				2	74
Hispanic				3	74
Multi-Racial				4	72
Total				5	72
				Total	436
Minority %				FTE	436
				+/- Capacity	106.08%
Out-of -boundary students					
School					
Bedford	3	Lutherville	1	Shady Spring	5
Berkshire	1	Mars Estates	1	Stoneleigh	22
Carney	6	McCormick	2	Timonium	3
Cedarmere	1	Middlesex	1	Victory Villa	2
Chapel Hill	8	Milbrook	2	Villa Cresta	21
Charlesmont	1	New Town	3	Vincent Farm	4
Deep Creek	1	Oakleigh	23	Warren	4
Elmwood	1	Padonia	1	Wellwood	2
Featherbed Lane	1	Perry Hall	11	Winand	4
Fort Garrison	1	Pine Grove	20	Winfield	2
Fullerton	12	Pinewood	2	Ungeocoded	1
Glenmar	2	Pleasant Plains	95		436
Grange	1	Pot Spring	8		
Halstead Academy	25	Randallstown	2		
Hampton	94	Red Hse. Run	4		
Harford Hills	8	Reisterstown	2		
Hebbville	2	Riverview	1		
Hernwood	1	Rodgers Forge	6		
Johnnycake	2	Sandalwood	2		
Joppa View	3	Scotts Branch	1		
Kingsville	1	Seven Oaks	3		

Sort of students resident in boundary, eligible to attend*				Grade	
Race				Other	
Am. Ind.				PS/PK	
Asian				K	
Af. Am.				1	
Caucasian				2	
Hispanic				3	
Multi-Racial				4	
Total				5	
				Total	0
Minority %				FTE	0.00%
				+/- Capacity	0.00%
Schools attended by resident students, 2009-2010 school year					
NOTE: There are no resident students as the school is a pure magnet.					
*Students with preference to attend would be those residing within the old Cromwell ES boundary.					

West Towson and Neighboring Cluster School Information: 9/30/09

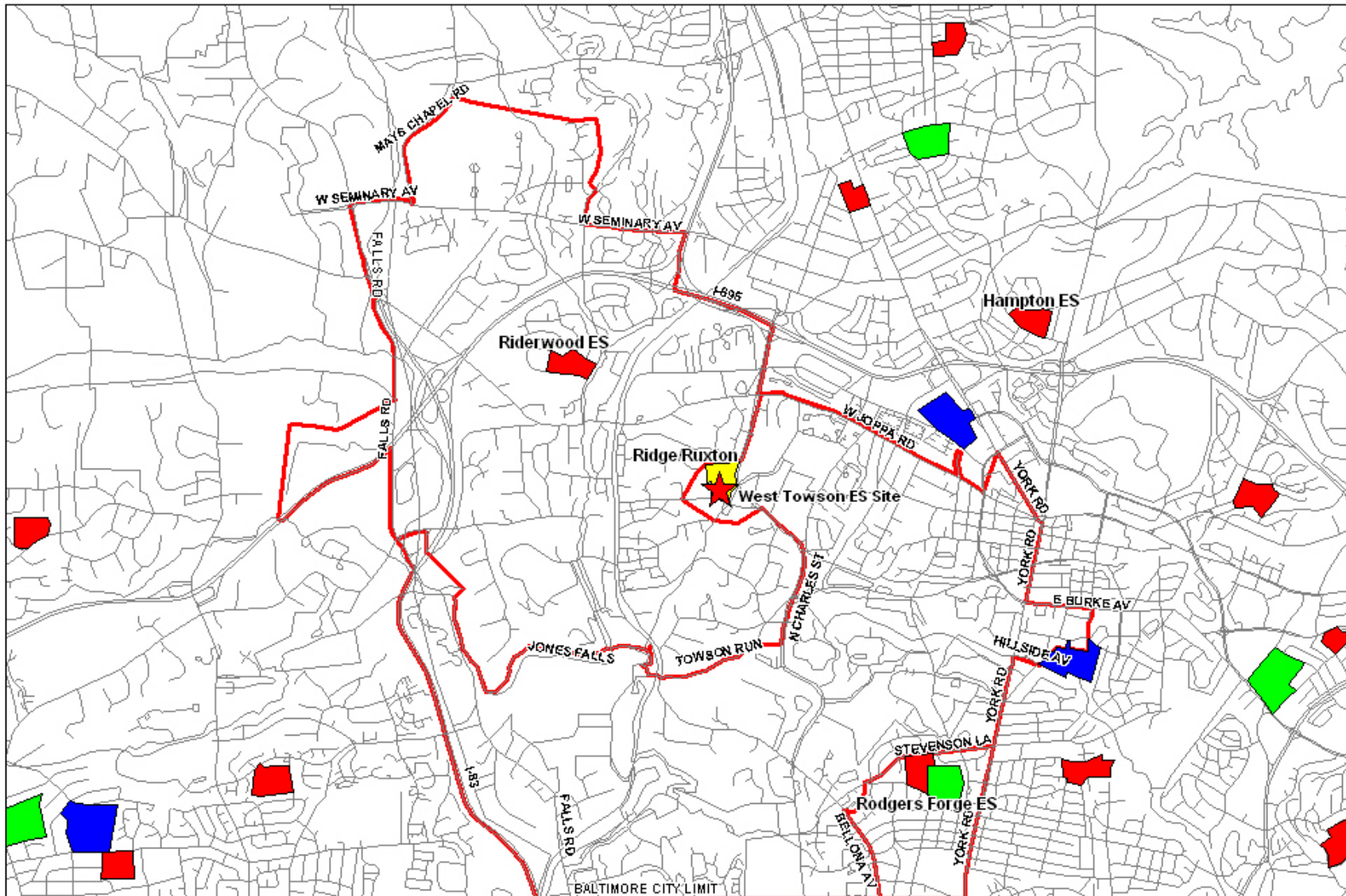
School (* = Full-Day K)	*	9/30/09 Enrl.	9/30/09 FTE Enrl.	State Cap. 2009	Number Students +/- St. Cap.	% of State Rated Capacity	% Over/ Under St. Cap.	Number Reloc. Clasrms.	Number Reloc. Seats	FTE - (SRC + Reloc.)
Hampton	*	451	446	307	139	145.28%	45.28%	5	115	24
Riderwood	*	542	542	463	79	117.06%	17.06%	4	92	-13
Rodgers Forge	*	722	718	396	322	181.31%	81.31%	9	207	115
Stoneleigh	*	622	621	499	122	124.45%	24.45%	4	92	30
Elementary Totals		2337	2327	1665	662	139.76%	39.76%	22	506	156

General Impact of Scenarios A – G

Based on Percentage of Enrolled Students to School Capacity

School	A	B	C	D	E	F	G
Rodgers	89.65%	98.23%	102.53%	85.61%	89.65%	100.76%	93.18%
Riderwood	109.07%	109.07%	109.07%	109.07%	104.32%	104.32%	109.07%
West Towson	88.69%	81.15%	77.38%	92.24%	93.57%	83.81%	85.59%

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

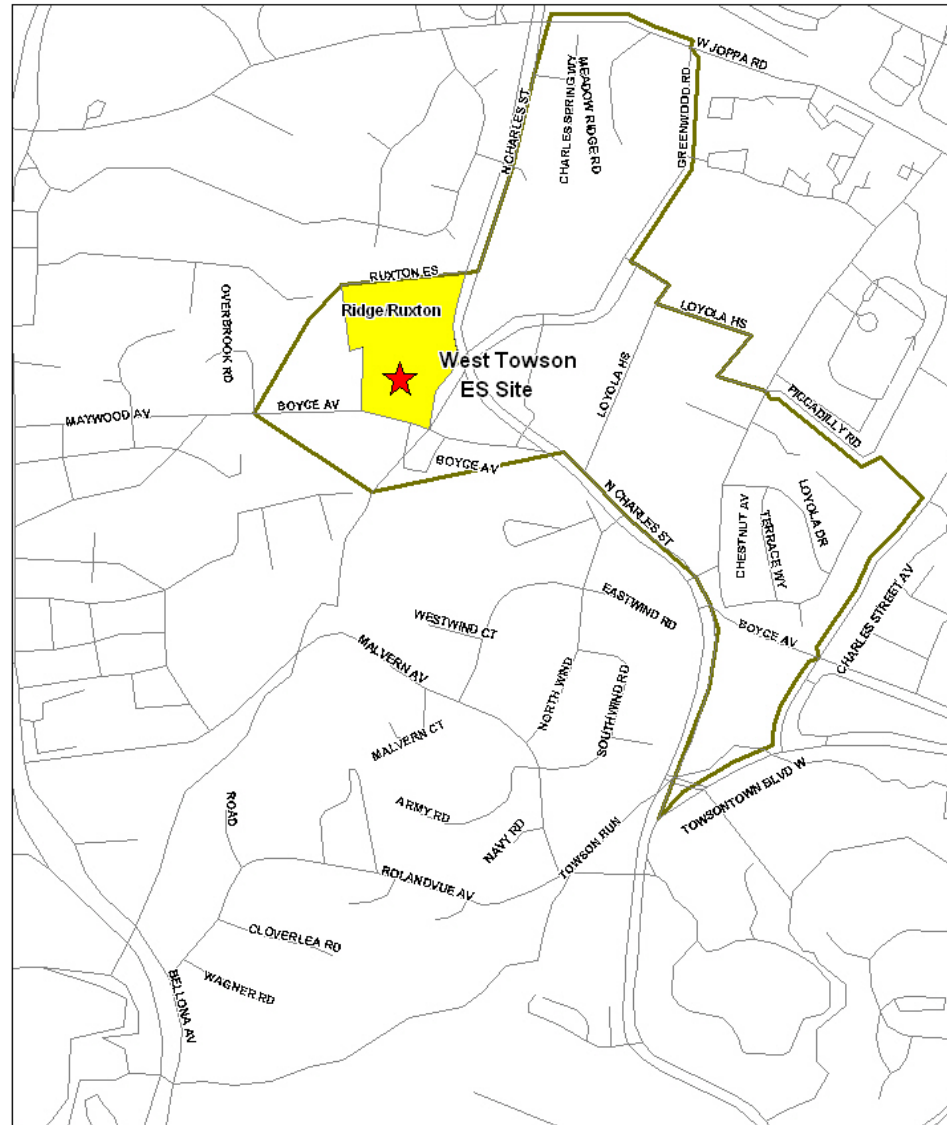


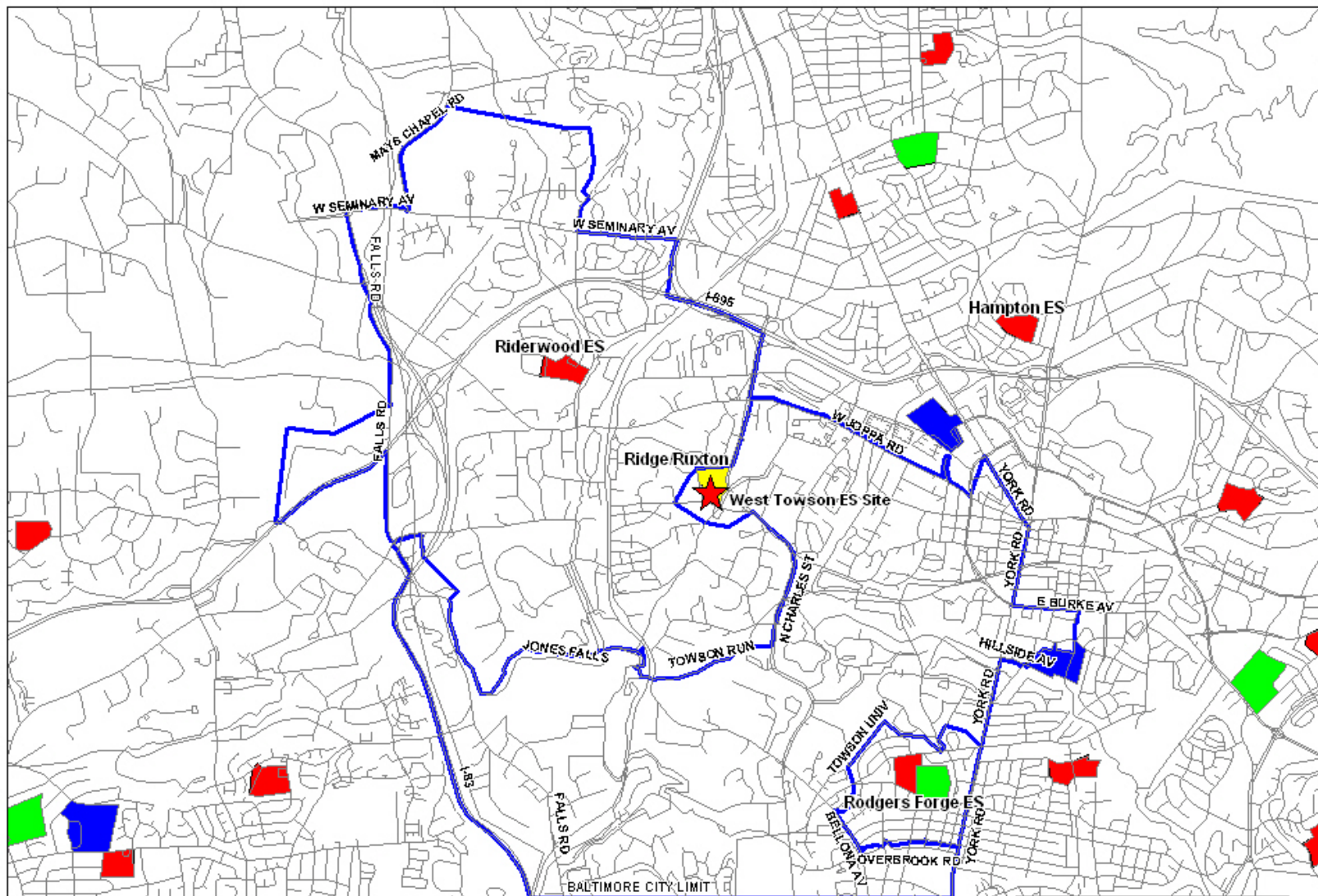
West Towson "A" Scenario: Riderwood, Rodgers Forge, and West Towson Boundaries

Rodgers Forge A and E



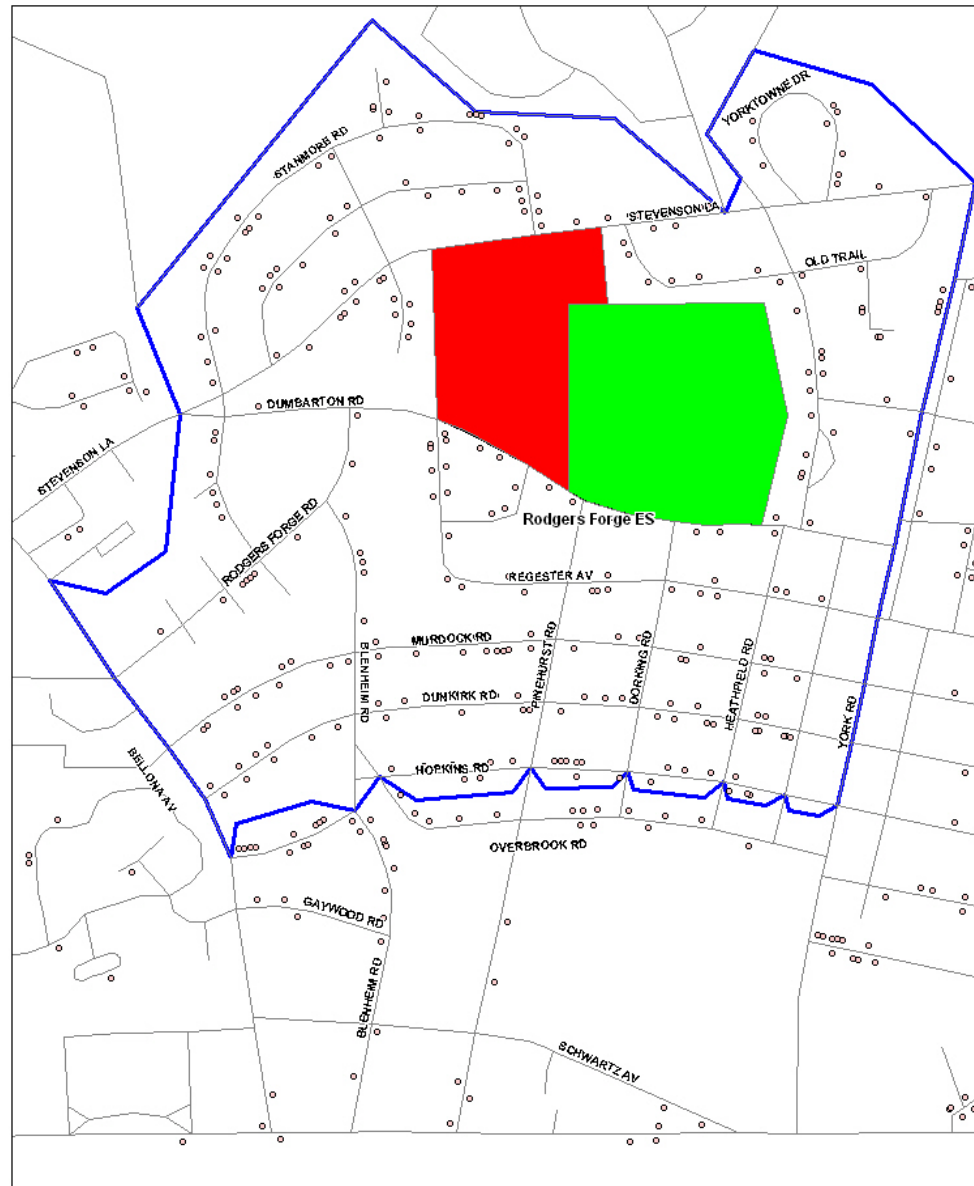
Riderwood to West Towson A, B, C, D, and G

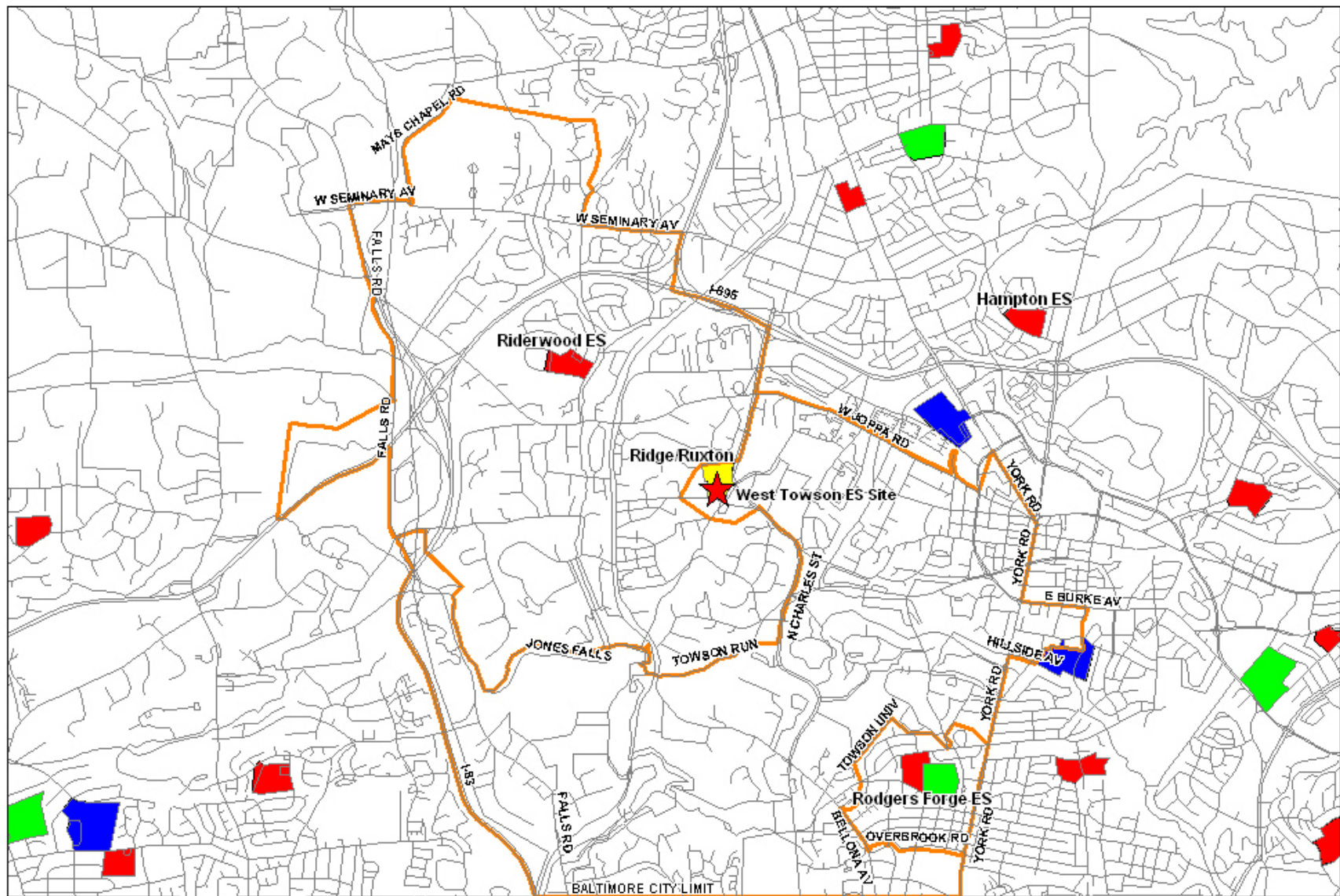




West Towson "B" Scenario: Riderwood, Rodgers Forge, and West Towson Boundaries

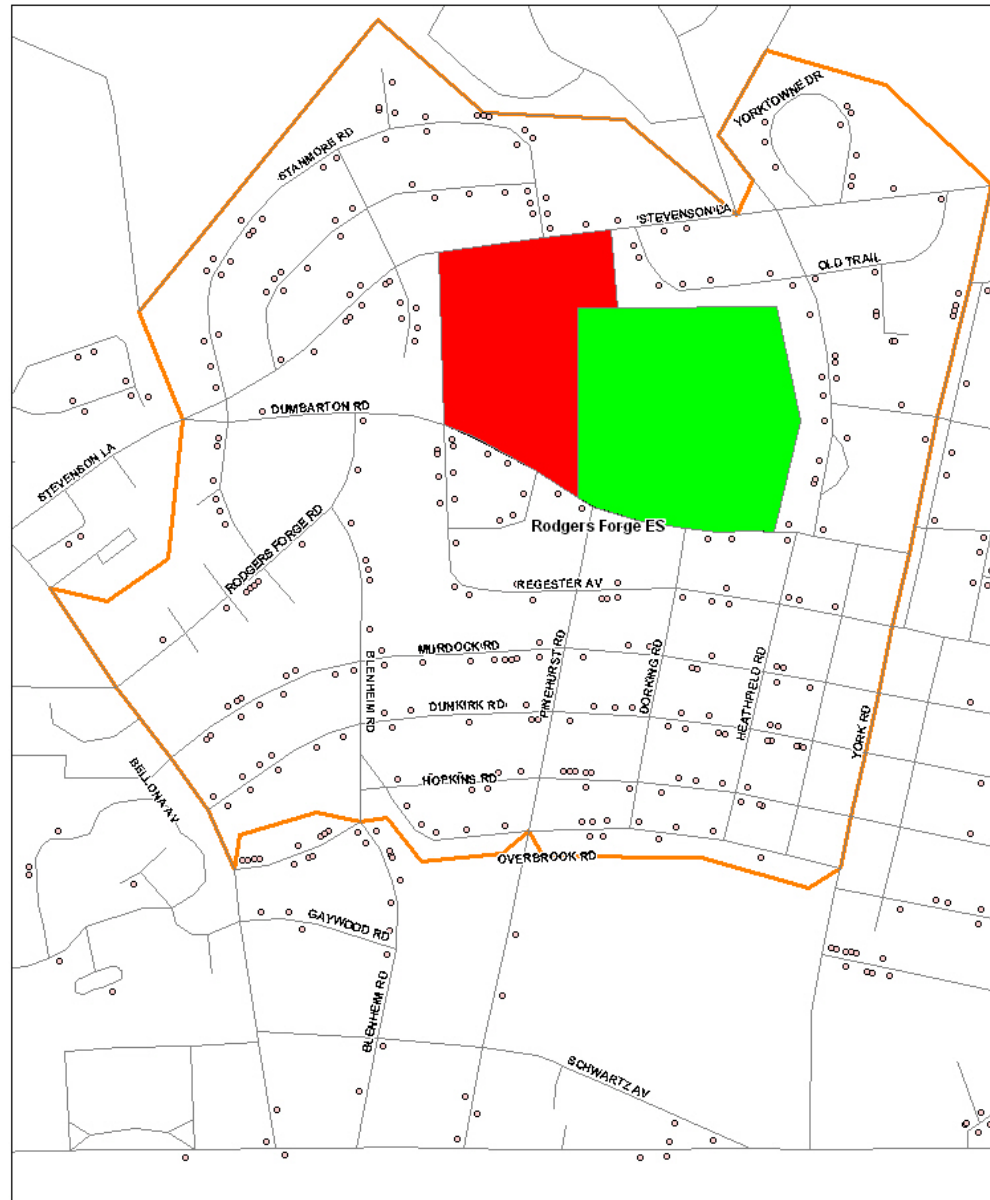
Rodgers Forge B

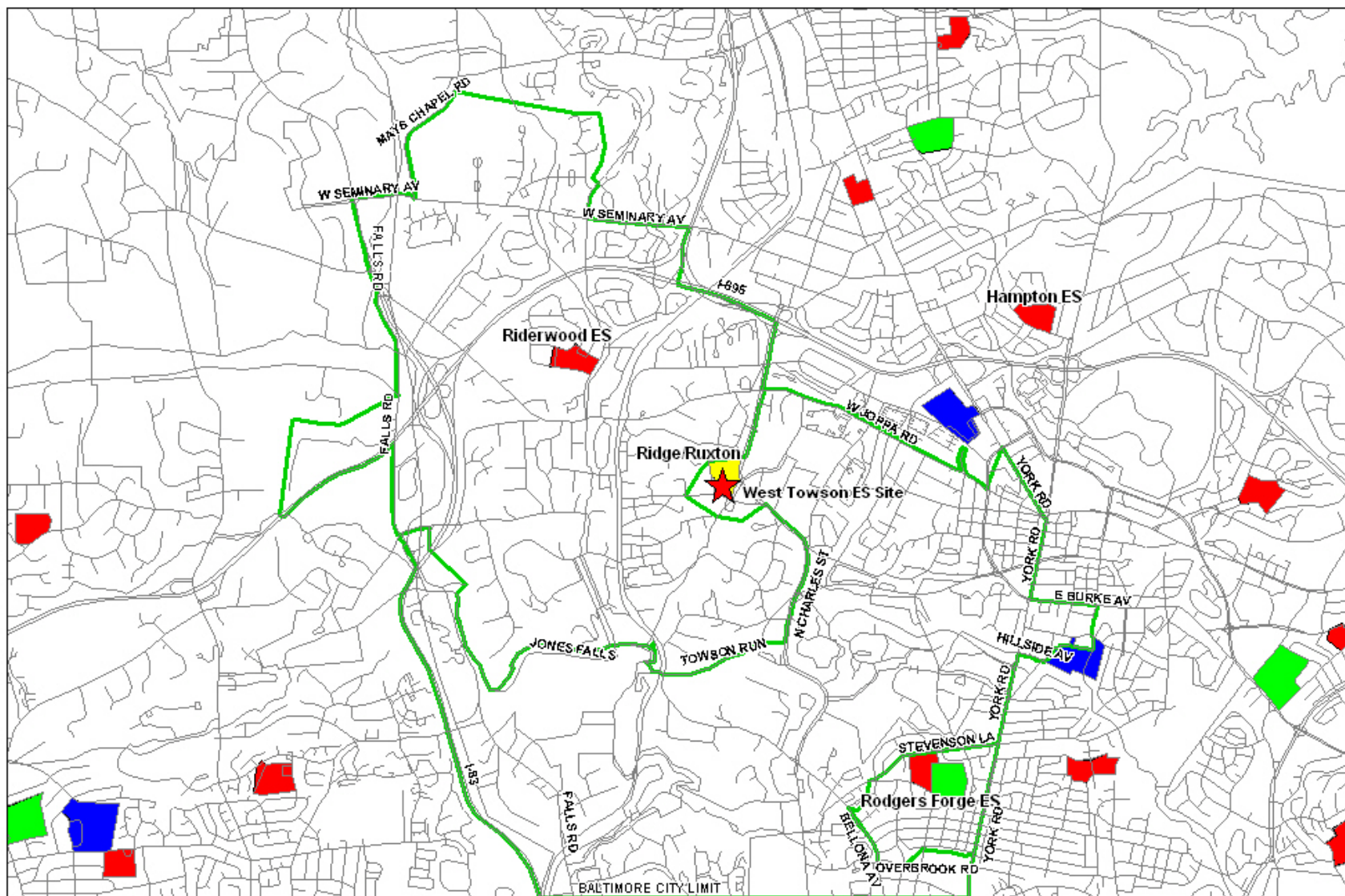




West Towson "C" Scenario: Riderwood, Rodgers Forge, and West Towson Boundaries

Rodgers Forge C

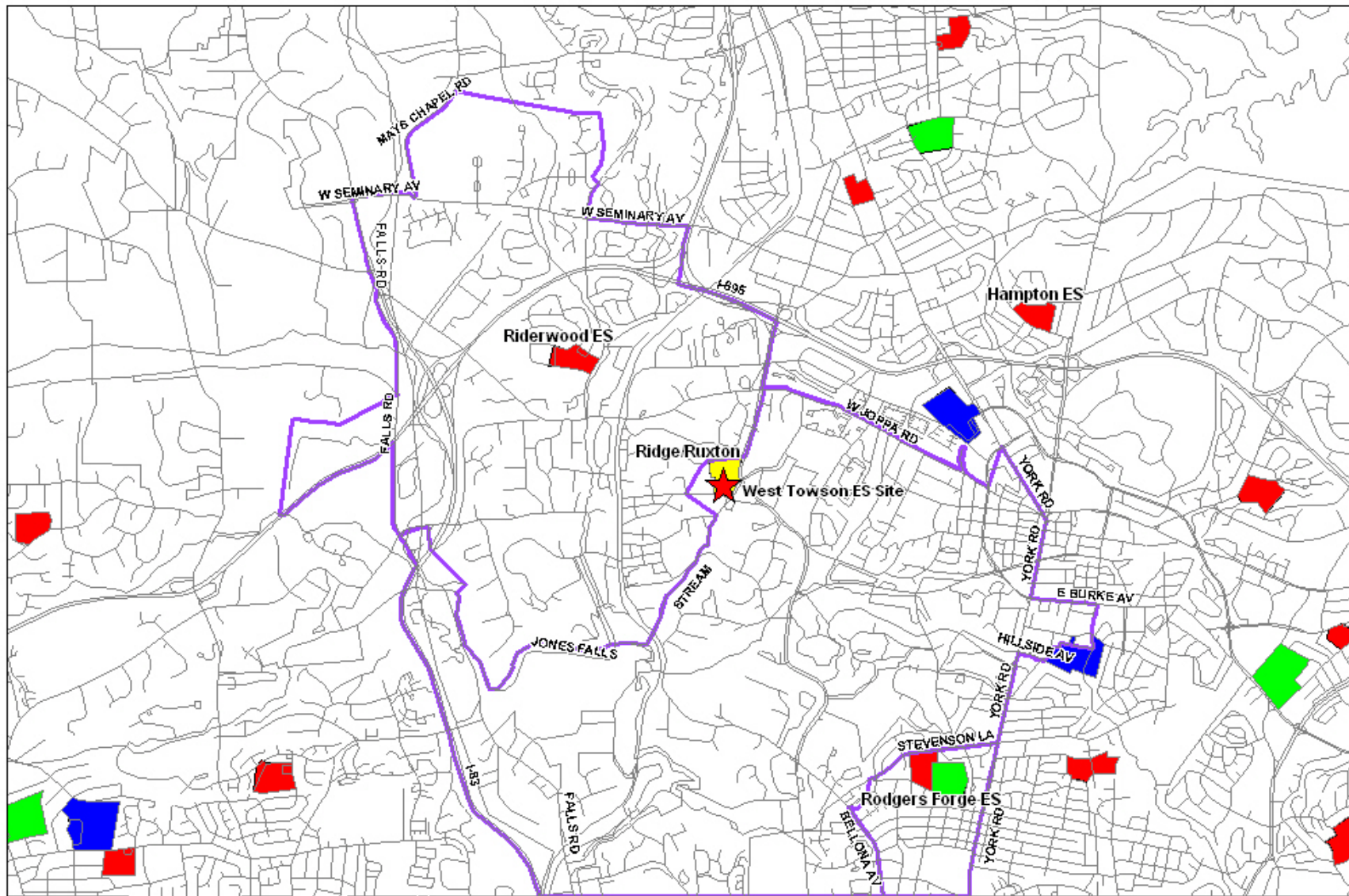




West Towson "D" Scenario: Riderwood, Rodgers Forge, and West Towson Boundaries

Rodgers Forge D



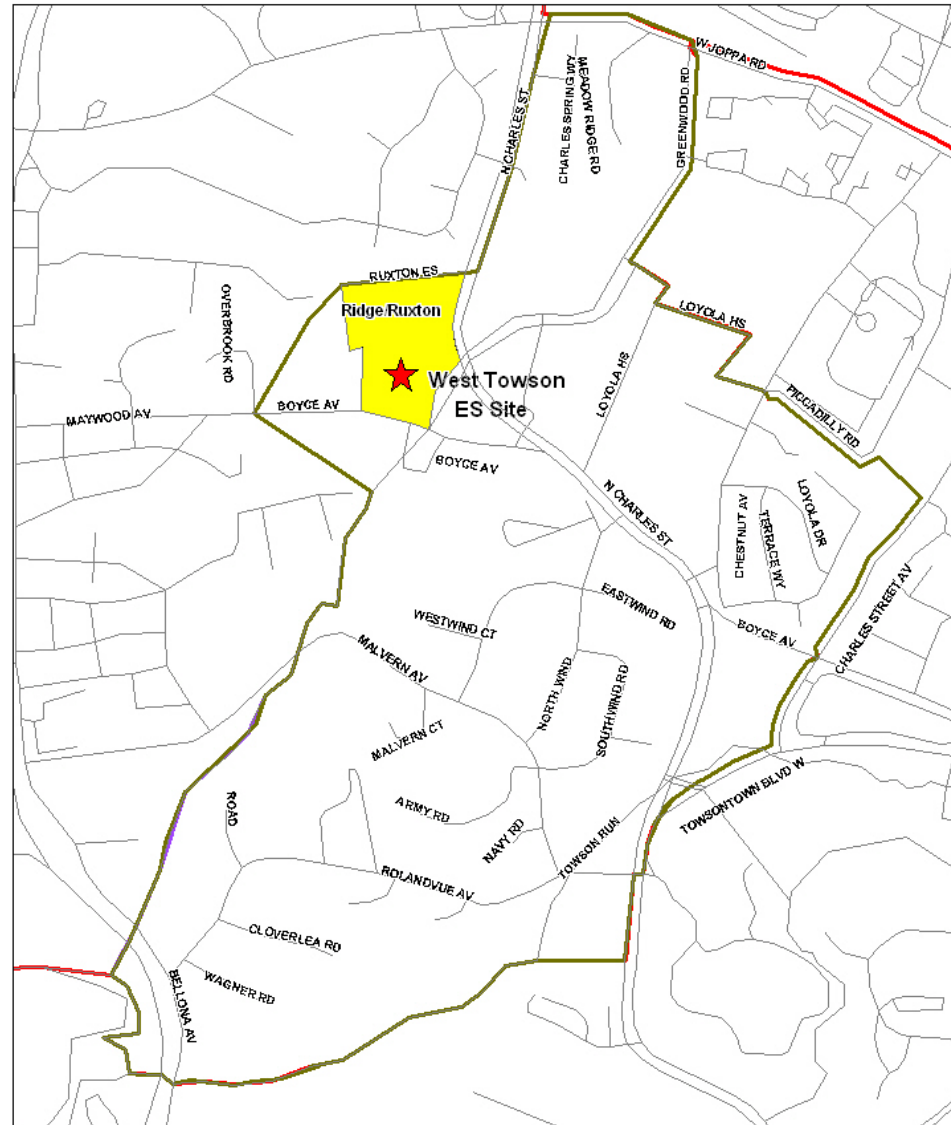


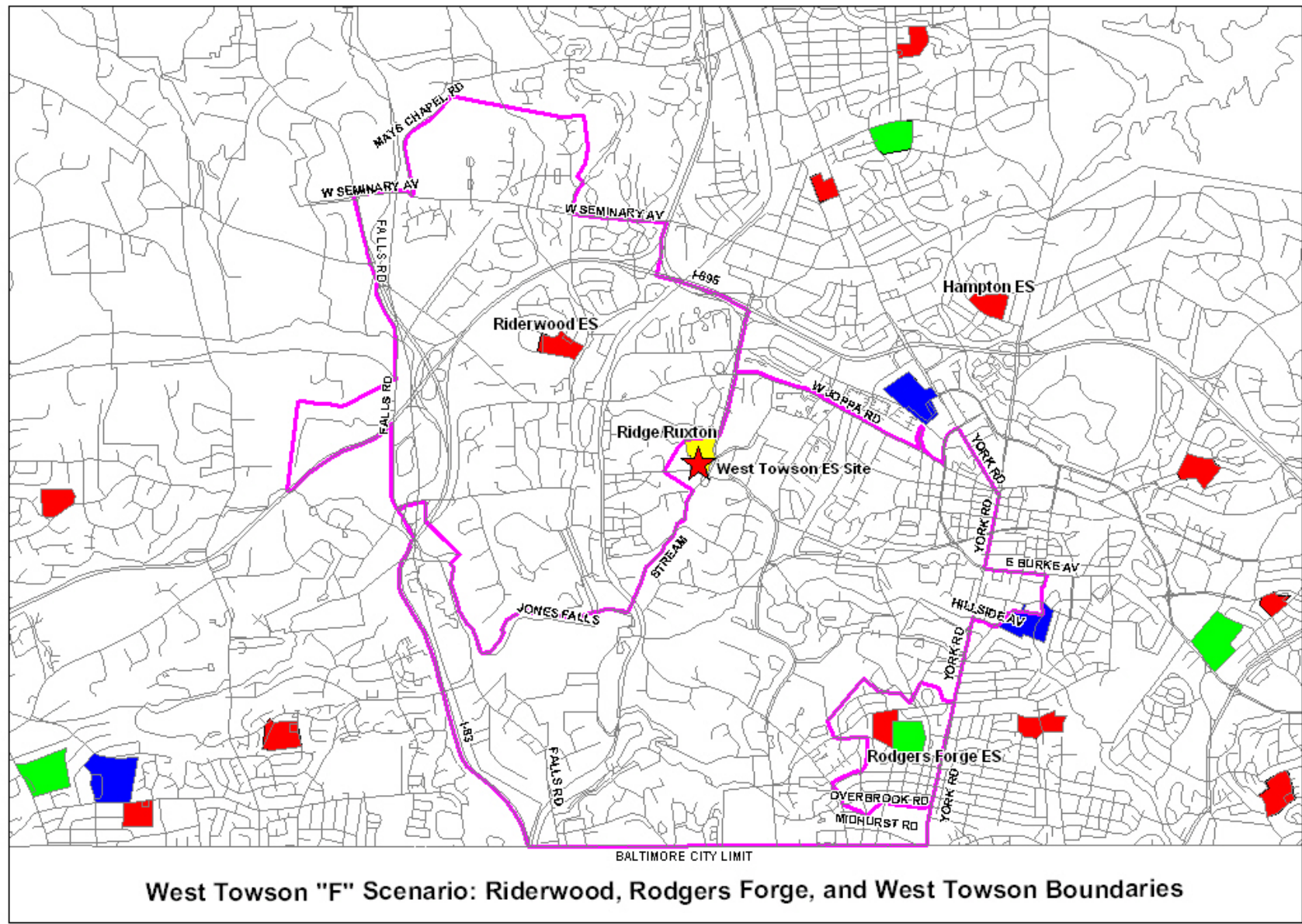
West Towson "E" Scenario: Riderwood, Rodgers Forge, and West Towson Boundaries

Rodgers Forge A and E

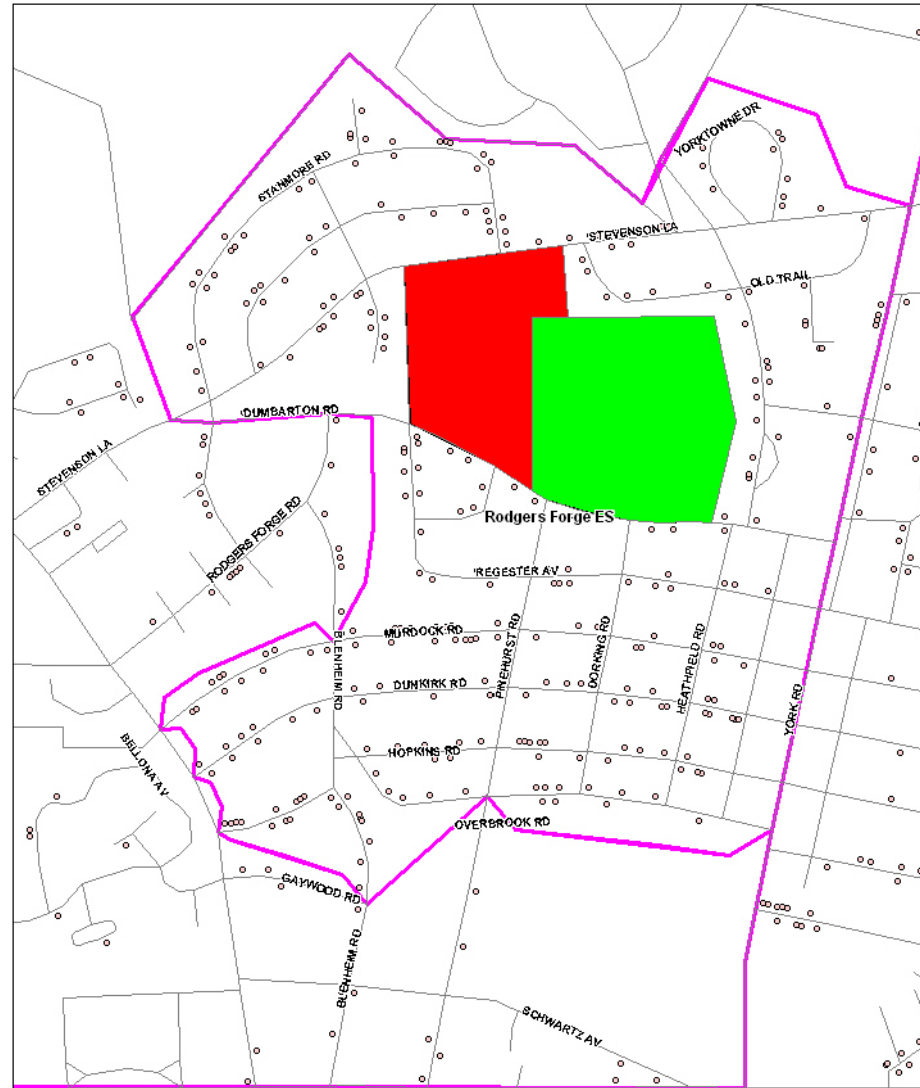


Riderwood to West Towson E & F

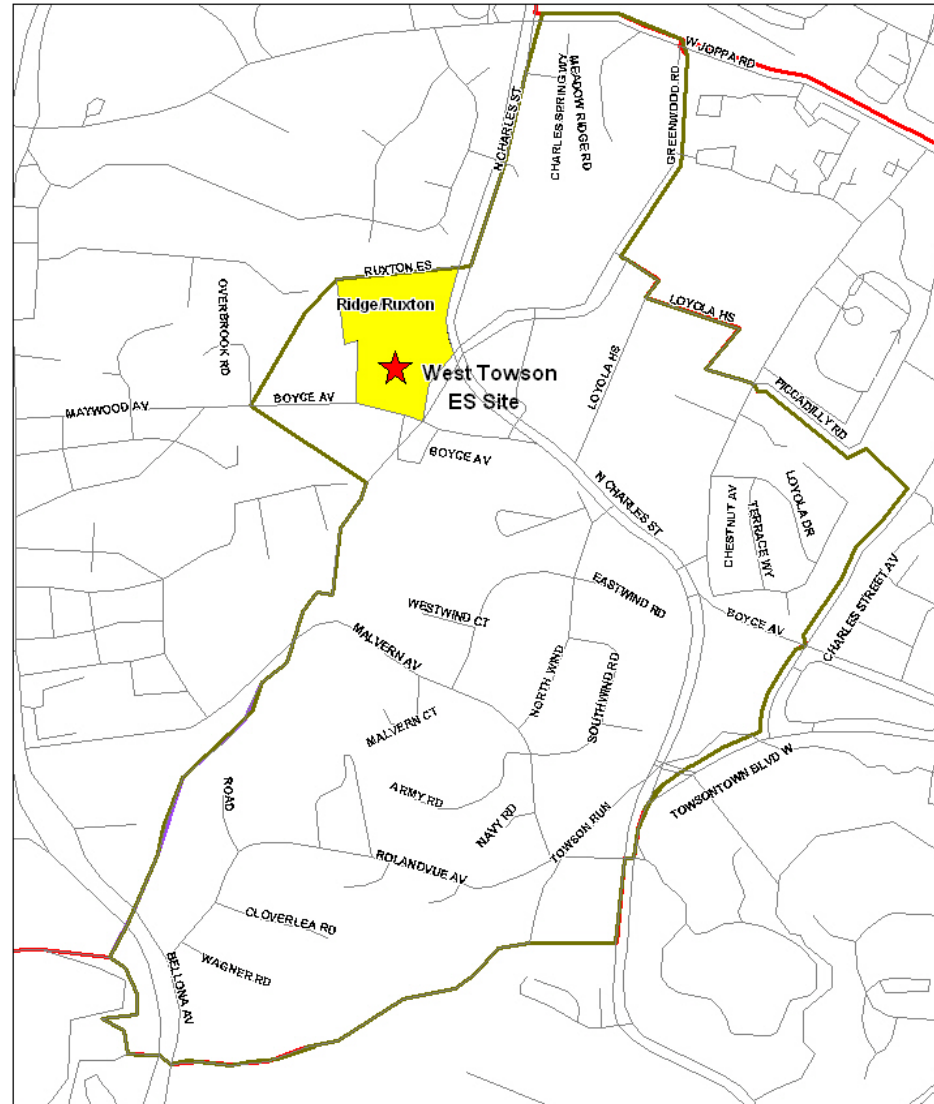


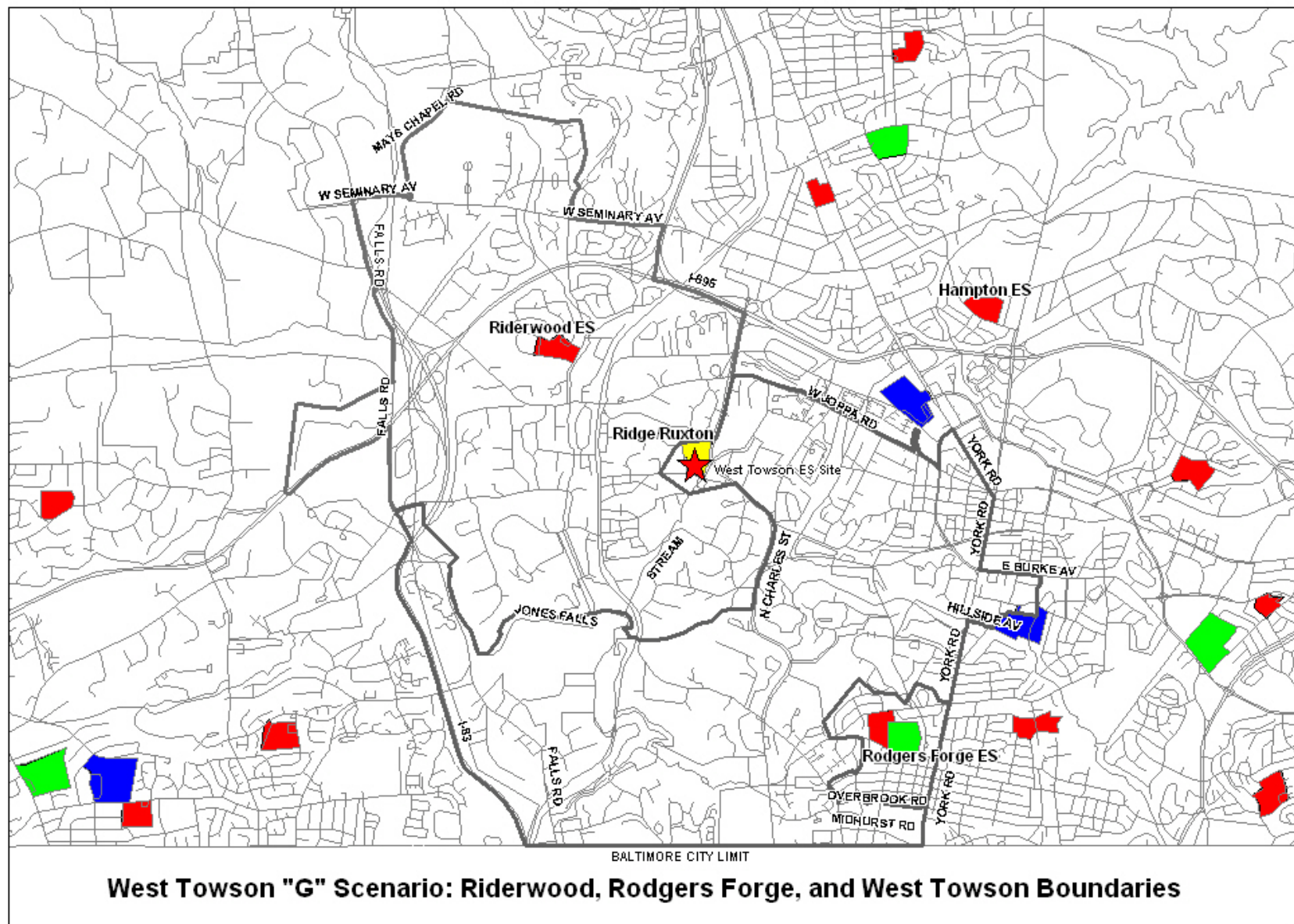


Rodgers Forge F & G

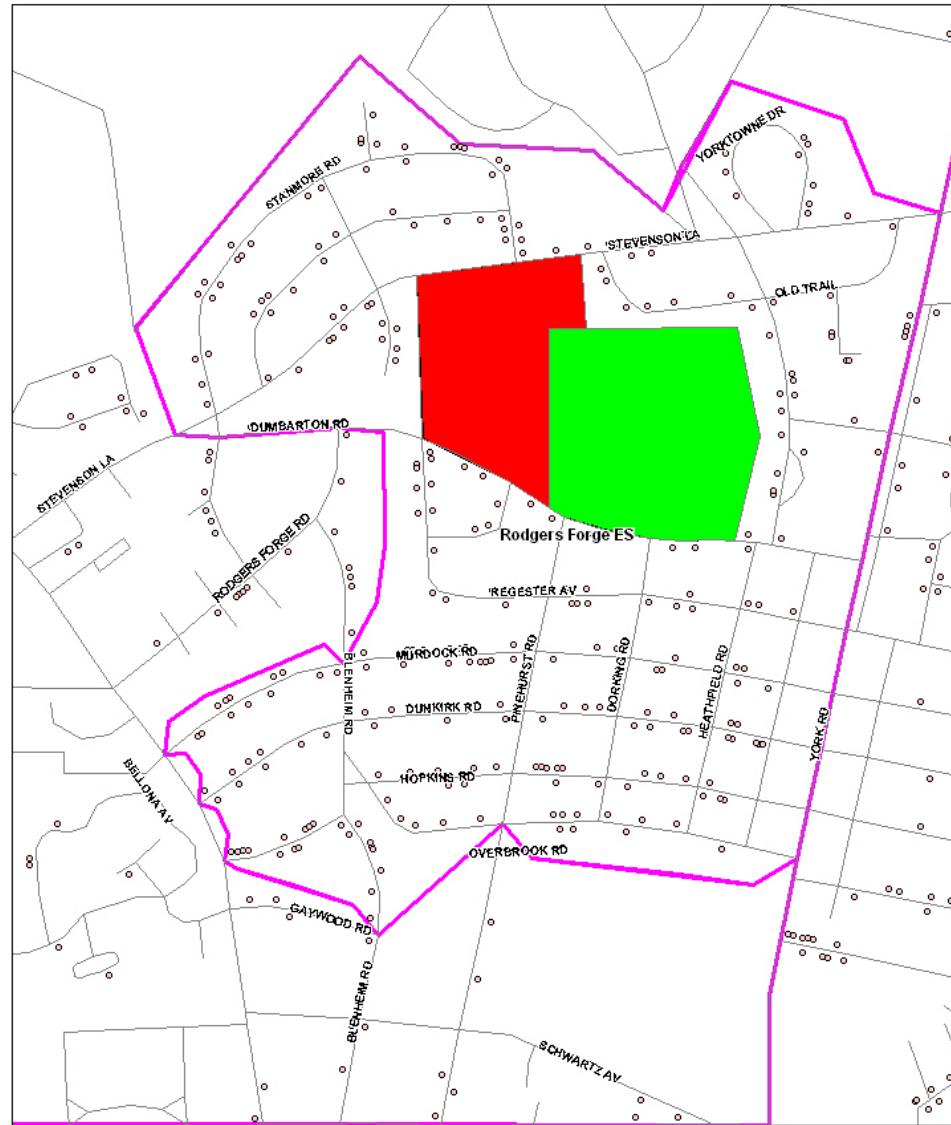


Riderwood to West Towson E & F

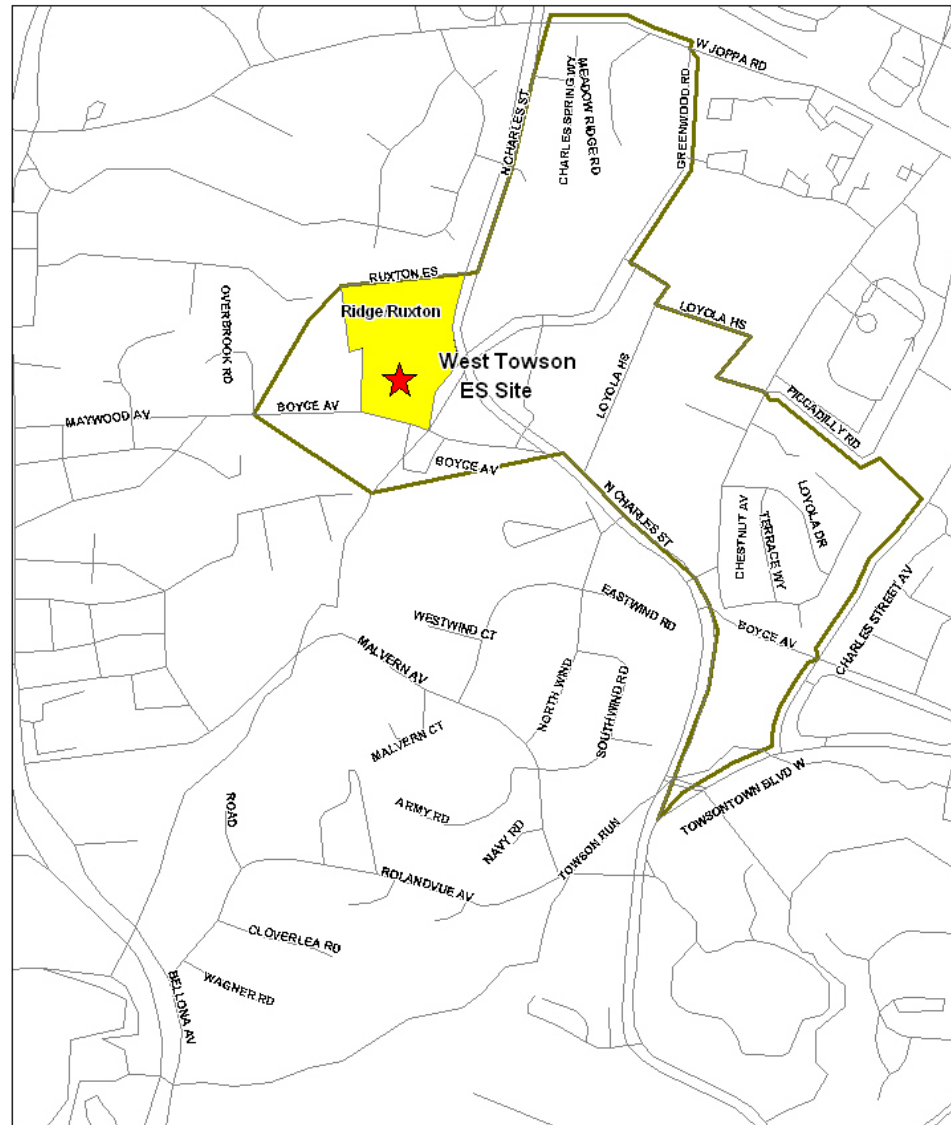




Rodgers Forge F & G



Riderwood to West Towson A, B, C, D, and G



West Towson Elementary School Boundary Study Committee

Minutes

December 2, 2009

Susan Truesdell and Dennis King, Co-Chairs

PTA Representatives:

Yara Cheikh	Hampton ES
Greg Glessner	Riderwood ES
Stuart Sirota	Rodgers Forge ES

Community Members:

Ken Buchanan	Greater Towson Council of Community Associations
Cathi Forbes	Towson Families United
Laura Mullen	Central Area Education Advisory Council
Beth Purvis	Ruxton-Riderwood-Lake Roland Area Improvement Association

Teacher Representatives:

Patricia Everett	Riderwood ES
Alice March	Rodgers Forge ES

Administrator Representatives:

Patricia Kaiser	Hampton ES
Pat Murphy	Riderwood ES
Sue Deise	Rodgers Forge ES
Sue Hershfeld	West Towson ES

System Representatives:

Barbara Walker	Central Area Assistant Superintendent
Michele Prumo	Executive Director, Planning and Support Operations
Charles Herndon	Communications Specialist
Ghassan Shah	Planning Administrator
Chris Brocato	Planning Analyst
Pamela Carter	Boundary Specialist

- Sue Truesdell distributed and reviewed the agenda and the minutes from the November 18th meeting. There were no changes to the minutes.
- Dennis King explained that the purpose of this meeting is to begin the process of narrowing down the boundary scenarios. The committee needs to select three or four scenarios to present at the public forum.
- Pam Carter distributed and explained the *School Data Packet* which provides descriptions of the enrollments of the schools in the Towson cluster. She reviewed seven boundary scenarios drafted in response to the committee's discussion from the November 18th meeting.
- After careful review and discussion, four of the seven (B, C, D, and F) were eliminated. The decisions to eliminate these scenarios were unanimous.
- After further review and discussion, the committee voted to continue to consider the following scenarios, A, E, G, and H. H was an additional scenario identified by several members of the committee.

- At the next meeting, personnel from the Office of Strategic Planning will provide enrollment descriptions for each of the four scenarios under consideration.
- The two sub-committees met.
 - Communication / Publicity–
 - The sub-committee approved the flyer and the ConnectED message.
 - The committee discussed getting the information to the media and the flyer to community blogs and web sites, as well as posting the flyer in community gathering spots.
 - Public Forum
 - The sub-committee reviewed each of the suggested changes in the questionnaire and agreed on the following changes.
 - Participants will be asked to indicate the school that their children currently attend.
 - Question 4 will offer additional responses.
 - An additional criteria statement related to walkability will be added to Question 1.
 - Ghassan Shah will make the changes and send copies to sub-committee members.
- Barbara Walker reminded the committee to review the four scenarios selected before the next meeting.

NEXT MEETING:

West Towson Elementary School
 Boundary Study Committee Meeting III
 December 16, 2009
 Dumbarton Middle School Library
 5:30 p.m. to 7:30 p.m.

**West Towson Elementary School
Boundary Study Committee Meeting IV
Wednesday, December 16, 2009
3:15 p.m. to 7:30 p.m.**

AGENDA

**3:15 PM - Welcoming and Introductions - Facilitator Training
4:15 PM for School Administrators - Crowne Plaza - Timonium**
Barbara Walker, CN Area Assistant Superintendent
Pam Carter, Boundary Specialist

**4:30 PM – Facilitator Training for A.P.s
5:30 PM Dumbarton library**

5:30 PM Working Dinner and Joint Committee Meeting

Hypothetical Scenarios - (A, A1, E, G, H, I)
Pam Carter, Boundary Specialist
Chris Brocato, Planning Analyst

Finalize Boundary Change Scenarios for Public Forum
Ghassan Shah, Planning Administrator

Finalize Individual & Group Questionnaires
Lynn Lamborn, Chairperson

Finalize Communications Plans
Cathi Forbes, Chairperson
Charles Herndon, BCPS Communications

Facilitator Training for Committee Members
Pam Carter, Boundary Specialist

Next Steps
Susan Truesdell, Assistant to the Area Superintendent

Homework: *Review the instructions for facilitating small groups at the Public Forum and the Facilitator's Summary Sheet*

Meeting will adjourn when the committee members agree that everything necessary for the Public Forum is approved.



**West Towson Elementary School Boundary Study Committee
School Data Packet, Meeting 4
Wednesday, December 16, 2009**

West Towson and Neighboring Cluster School Information: 9/30/09

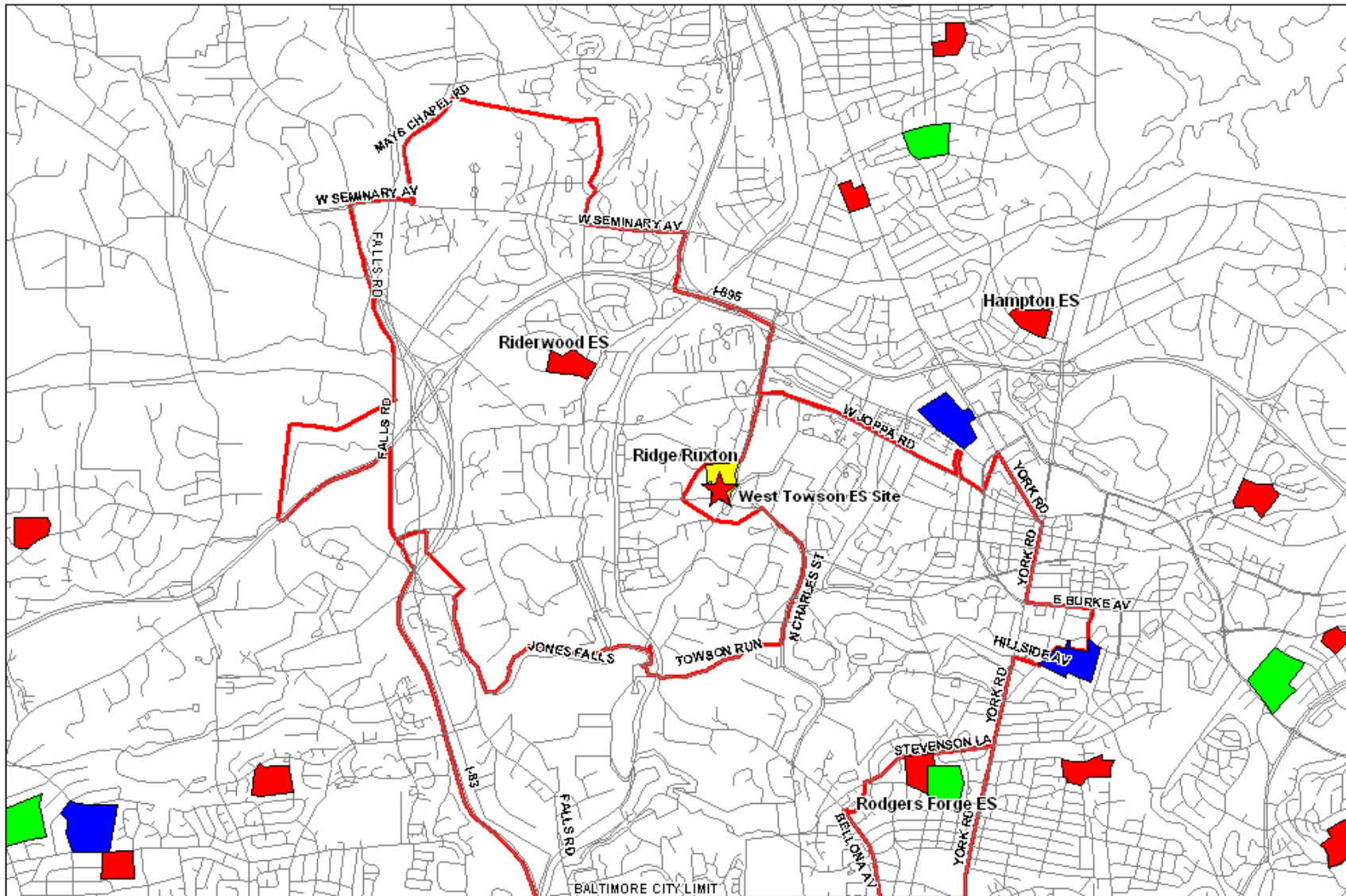
School (* = Full-Day K)	*	9/30/09 Enrl.	9/30/09 FTE Enrl.	State Cap. 2009	Number Students +/- St. Cap.	% of State Rated Capacity	% Over/ Under St. Cap.	Number Reloc. Clasrms.	Number Reloc. Seats	FTE - (SRC + Reloc.)
Hampton	*	451	446	307	139	145.28%	45.28%	5	115	24
Riderwood	*	542	542	463	79	117.06%	17.06%	4	92	-13
Rodgers Forge	*	722	718	396	322	181.31%	81.31%	9	207	115
Stoneleigh	*	622	621	499	122	124.45%	24.45%	4	92	30
Elementary Totals		2337	2327	1665	662	139.76%	39.76%	22	506	156

General Impact of Scenarios A, E, G, H, I, and A-1 Based on Percentage of Enrolled Students to School Capacity

School	A	E	G	H	I	A-1
Rodgers	89.65%	89.65%	93.18%	91.16%	88.89%	89.65%
Riderwood	109.07%	104.32%	109.07%	106.48%	106.26%	106.91%
West Towson	88.69%	93.57%	85.59%	90.02%	92.24%	90.91%

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

Scenario A



West Towson "A" Scenario: Riderwood, Rodgers Forge, and West Towson Boundaries

What if proposed hypothetical "A" was in effect this year?

Current Cluster Schools	The Enrollment Picture								The Residency Picture						The Choice Factor		
	State Rated Capacity '09	Total Enrollment 9/30/09	FTE Enrollment 9/30/09	Number Over/Under Capacity	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	Total Students in Boundary	FTE Students Living in Boundary	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	In-Boundary Attending (Total)	Out-of-Bdy. Attending (Total)	In-Boundary to Other BCPS (Total)
Rodgers Forge ES	396	358	355	-41	89.65%	19.27%	7.83%	13.13%	353	348	87.88%	19.26%	8.78%	6.80%	339	19	14
Riderwood ES	463	506	505	42	109.07%	11.01%	10.49%	8.32%	495	494	106.70%	9.09%	9.09%	1.21%	481	25	14
Hampton ES	307	451	446	139	145.28%	27.05%	10.86%	15.74%	558	550	179.15%	26.52%	12.37%	13.26%	432	19	126
West Towson ES	451	400	400	-51	88.69%	18.25%	7.75%	4.25%	423	419	92.90%	19.15%	9.22%	5.20%	400	0	25
	1617	1715	1706	89	108.17%	18.90%	9.23%	10.36%	1829	1811	112.00%	18.51%	9.87%	6.62%	1652	63	179
*Hampton addition pending									Enrolled = 1715 To Other								
Hypothetical enrollments assume that students currently attending districted schools would relocate to their new districted schools. Those attending out-of-area schools by choice or for special programs (magnet, special education centers, etc.) would continue to do so. Current out-of-boundary students attending any school would remain in that school.									Hypothetical enrollments assume that all students residing in each boundary would attend their districted school and that no out-of-boundary students would be enrolled.								

Five-Year Enrollment Projections Developed in January, 2008													% of Capacity	capacity needs by 2015
Schools	Capacity '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	Total '14	FTE '14	Total '15	FTE '15	
Rodgers Forge ES	396	780	778	784	782	788	786	792	790	796	794	795	793	200.25%
Riderwood ES	463	550	549	559	558	568	567	581	580	589	588	602	601	129.81%
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452	147.23%
	1166	1767	1762	1776	1771	1790	1785	1822	1817	1840	1835	1851	1846	680 *
			151.11%		151.89%		153.09%		155.83%		157.38%		158.32%	

*451 West Towson & 300 Hampton = 751 seats requested for the cluster in the CIP

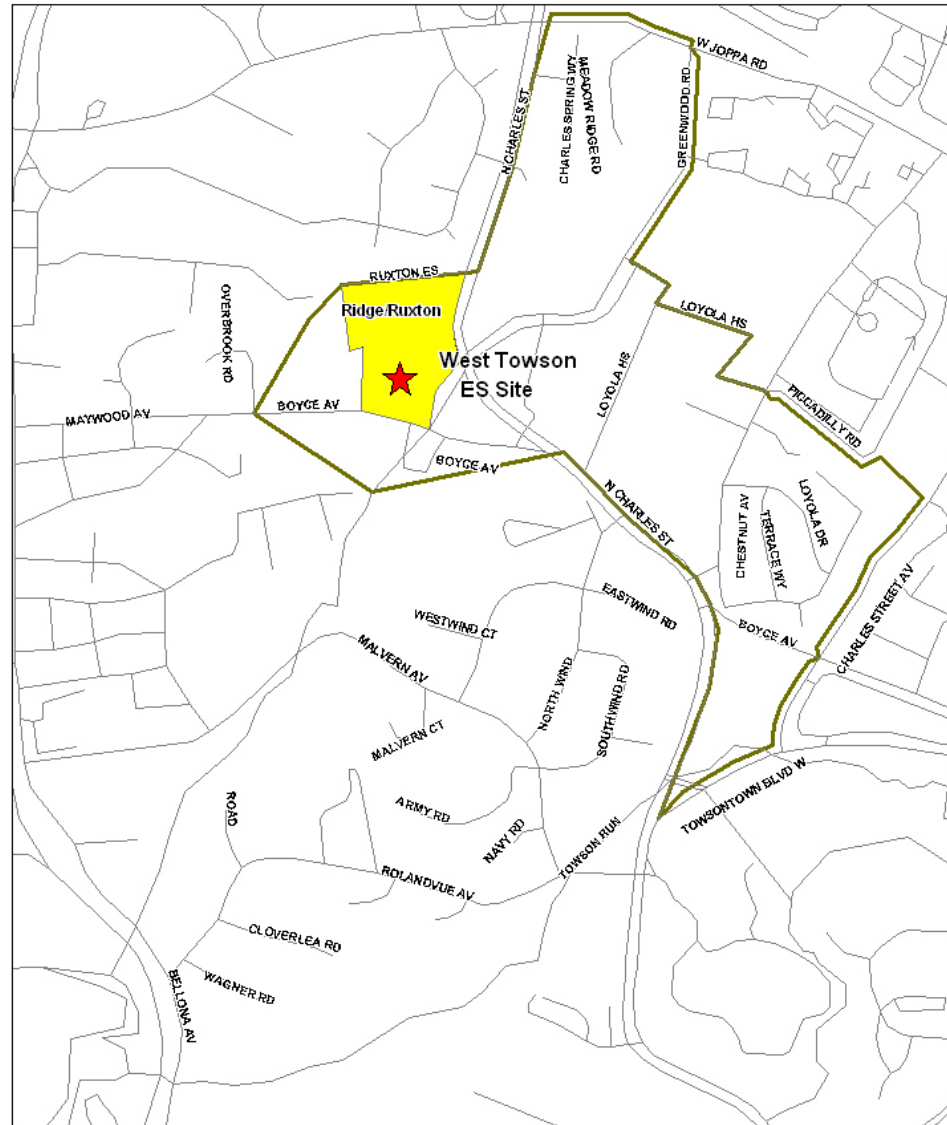
Sample Five-Year Projections With West Towson Elementary and Hypothetical Boundary "A"													% of Capacity	capacity needs by 2015
Schools	Capacity '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	Total '14	FTE '14	Total '15	FTE '15	
Rodgers Forge ES	396	387	385	391	389	395	393	399	397	403	401	402	400	101.01%
Riderwood ES	463	513	512	522	521	528	527	540	539	547	546	559	558	120.52%
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452	147.23%
West Towson ES	451	430	430	430	430	433	433	434	434	435	435	436	436	96.67%
	1617	1767	1762	1776	1771	1790	1785	1822	1817	1840	1835	1851	1846	229 **
			108.97%		109.52%		110.39%		112.37%		113.48%		114.16%	

**300 seats for Hampton ES pending planning and construction funding

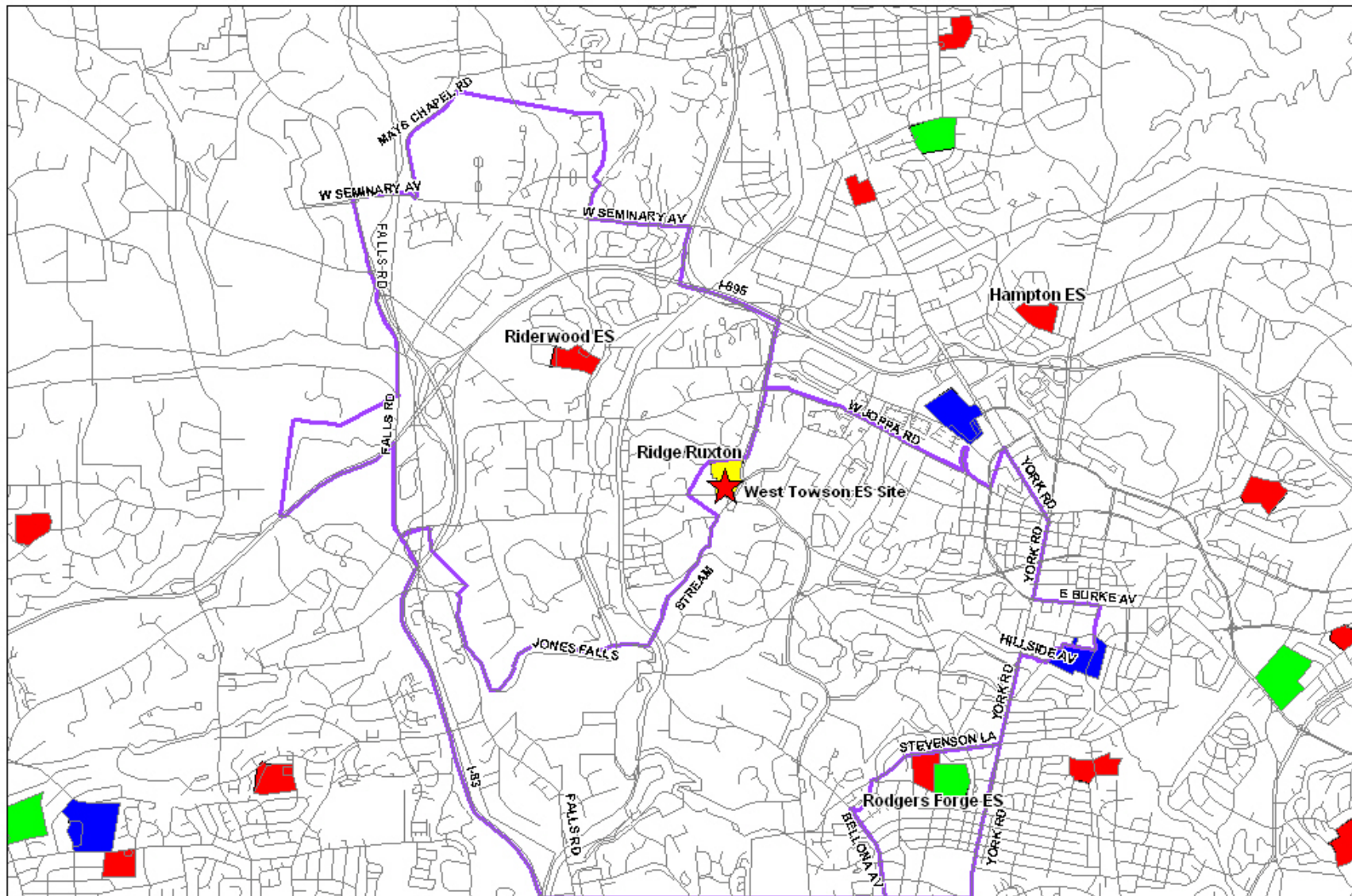
Rodgers Forge A and E



Riderwood to West Towson A, B, C, D, and G



Scenario E



West Towson "E" Scenario: Riderwood, Rodgers Forge, and West Towson Boundaries

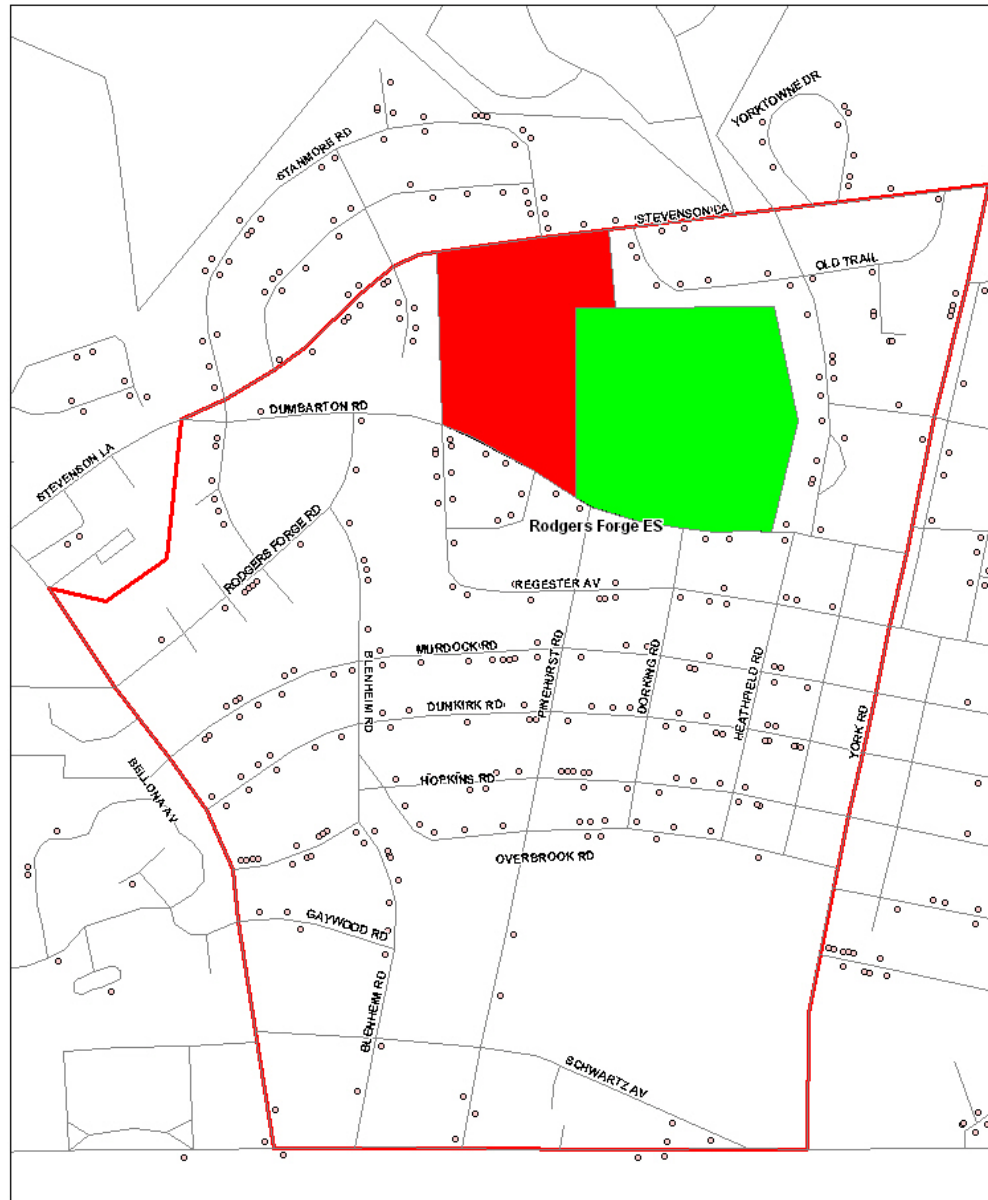
What if proposed hypothetical "E" was in effect this year?

Current Cluster Schools	The Enrollment Picture								The Residency Picture						The Choice Factor		
	State Rated Capacity '09	Total Enrollment 9/30/09	FTE Enrollment 9/30/09	Number Over/Under Capacity	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	Total Students in Boundary	FTE Students Living in Boundary	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	In-Boundary Attending (Total)	Out-of-Bdy. Attending (Total)	In-Boundary to Other BCPS (Total)
Rodgers Forge ES	396	358	355	-41	89.65%	19.27%	7.83%	13.13%	353	348	87.88%	19.26%	8.78%	6.80%	339	19	14
Riderwood ES	463	484	483	20	104.32%	11.13%	10.72%	3.91%	473	472	101.94%	8.88%	9.30%	1.26%	459	25	14
Hampton ES	307	451	446	139	145.28%	27.05%	10.86%	15.74%	558	550	179.15%	26.52%	12.37%	13.26%	432	19	126
West Towson ES	451	422	422	-29	93.57%	18.01%	7.58%	4.03%	445	441	97.78%	18.88%	8.99%	4.93%	422	0	25
	1617	1715	1706	89	105.50%	18.87%	9.25%	9.20%	1829	1811	112.00%	18.39%	9.86%	6.56%	1652	63	179
*Hampton addition pending									Enrolled = 1715								
Hypothetical enrollments assume that students currently attending districted schools would relocate to their new districted schools. Those attending out-of-area schools by choice or for special programs (magnet, special education centers, etc.) would continue to do so. Current out-of-boundary students attending any school would remain in that school.									Hypothetical enrollments assume that all students residing in each boundary would attend their districted school and that no out-of-boundary students would be enrolled.								

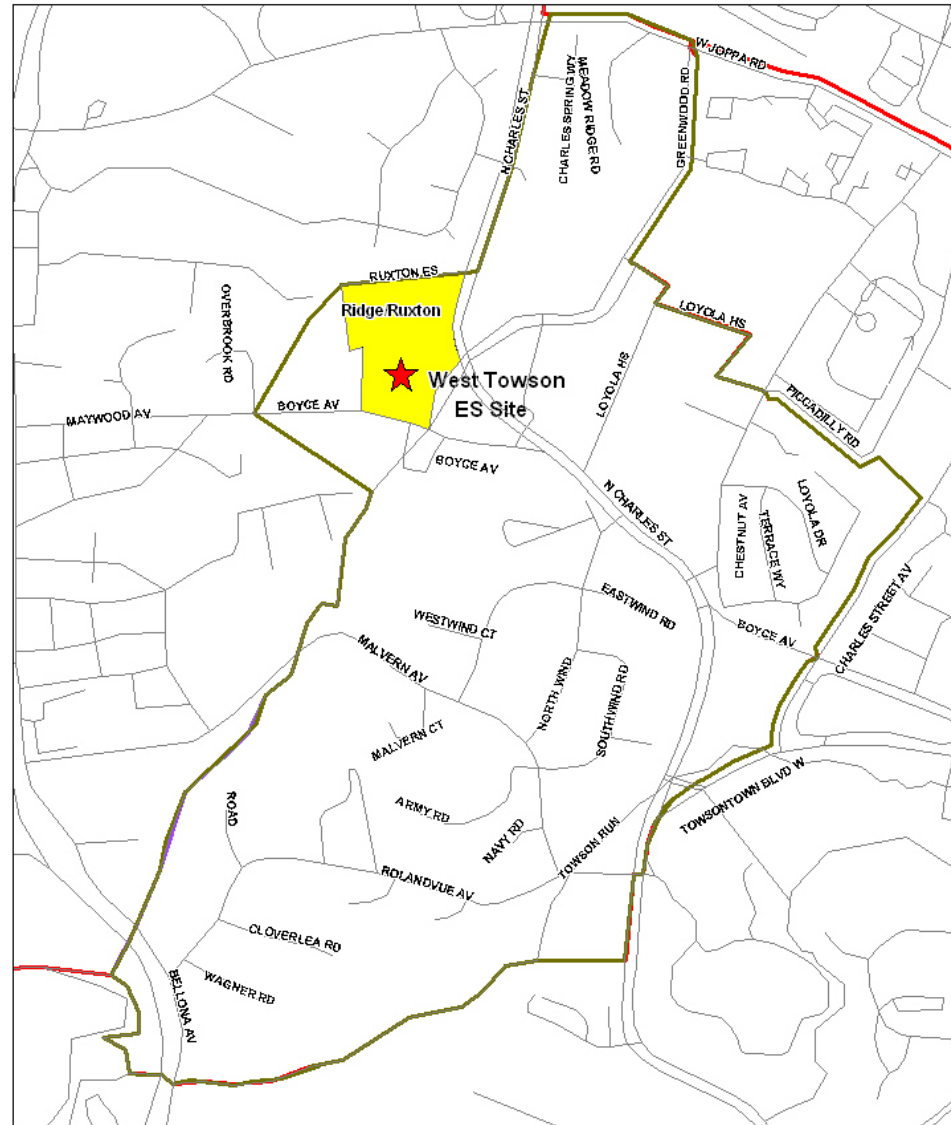
Five-Year Enrollment Projections Developed in January, 2008													% of Capacity	capacity needs by 2015
Schools	Capacity '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	Total '14	FTE '14	Total '15	FTE '15	
Rodgers Forge ES	396	780	778	784	782	788	786	792	790	796	794	795	793	200.25%
Riderwood ES	463	550	549	559	558	568	567	581	580	589	588	602	601	129.81%
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452	147.23%
	1166	1767	1762	1776	1771	1790	1785	1822	1817	1840	1835	1851	1846	680 *
			151.11%		151.89%		153.09%		155.83%		157.38%		158.32%	
*451 West Towson & 300 Hampton = 751 seats requested for the cluster in the CIP														

Sample Five-Year Projections With West Towson Elementary and Hypothetical Boundary "E"													% of Capacity	capacity needs by 2015
Schools	Capacity '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	Total '14	FTE '14	Total '15	FTE '15	
Rodgers Forge ES	396	387	385	391	389	395	393	399	397	403	401	402	400	101.01%
Riderwood ES	463	491	490	499	498	507	506	519	518	526	525	538	537	115.98%
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452	147.23%
West Towson ES	451	452	452	453	453	454	454	455	455	456	456	457	457	101.33%
	1617	1767	1762	1776	1771	1790	1785	1822	1817	1840	1835	1851	1846	229 **
			108.97%		109.52%		110.39%		112.37%		113.48%		114.16%	
**300 seats for Hampton ES pending planning and construction funding														

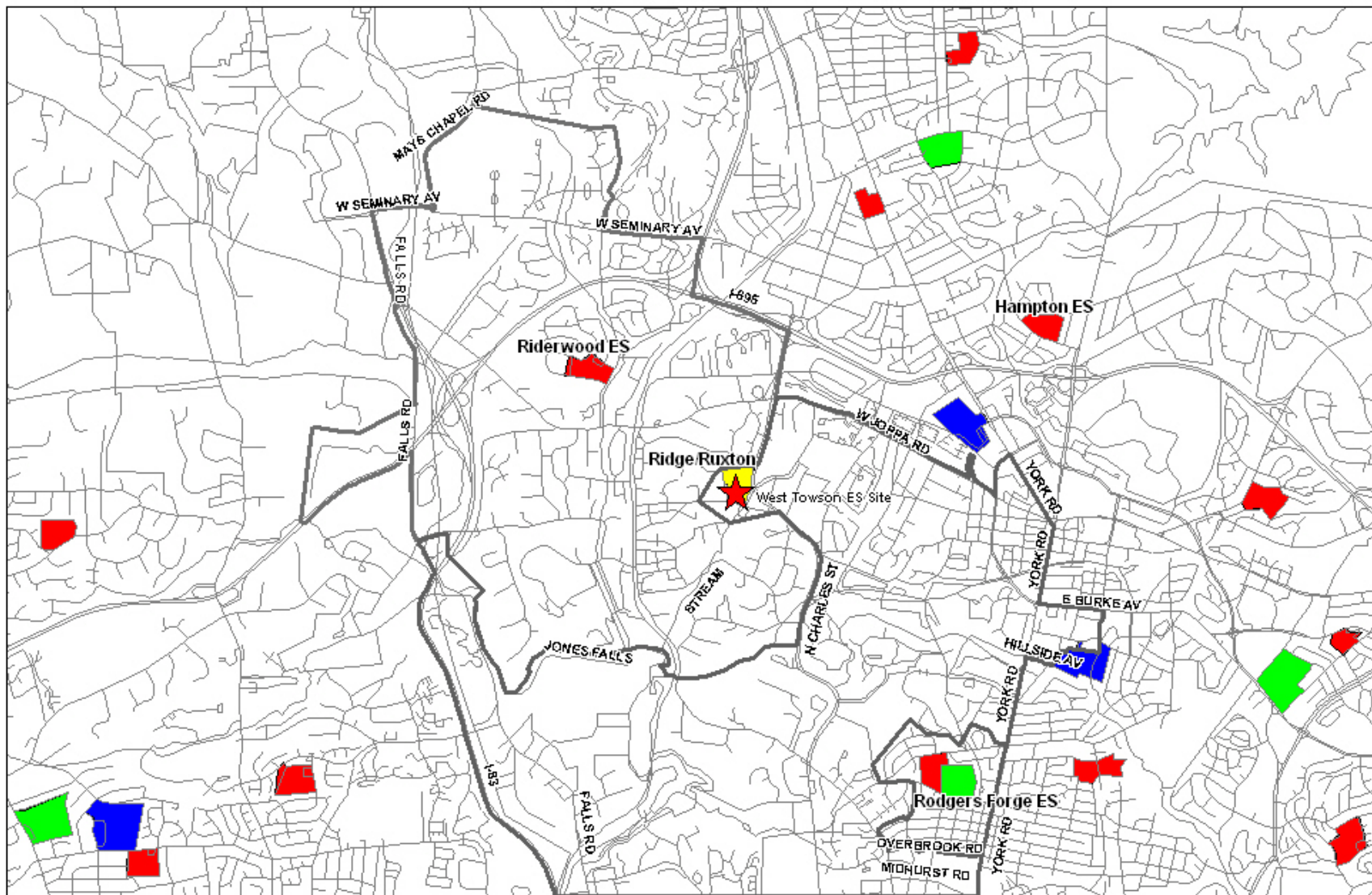
Rodgers Forge A and E



Riderwood to West Towson E & F



Scenario G



West Towson "G" Scenario: Riderwood, Rodgers Forge, and West Towson Boundaries

What if proposed hypothetical "G" was in effect this year?

Current Cluster Schools	The Enrollment Picture								The Residency Picture						The Choice Factor		
	State Rated Capacity '09	Total Enrollment 9/30/09	FTE Enrollment 9/30/09	Number Over/Under Capacity	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	Total Students in Boundary	FTE Students Living in Boundary	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	In-Boundary Attending (Total)	Out-of-Bdy. Attending (Total)	In-Boundary to Other BCPS (Total)
Rodgers Forge ES	396	372	369	-27	93.18%	14.52%	5.11%	4.84%	366	361	91.16%	14.48%	7.10%	4.10%	353	19	13
Riderwood ES	463	506	505	42	109.07%	11.01%	10.49%	8.32%	495	494	106.70%	9.09%	9.09%	1.21%	481	25	14
Hampton ES	307	451	446	139	145.28%	27.05%	10.86%	15.74%	558	550	179.15%	26.52%	12.37%	13.26%	432	19	126
West Towson ES	451	386	386	-65	85.59%	22.79%	9.59%	6.48%	410	406	90.02%	24.41%	10.73%	7.59%	386	0	26
1617 1715 1706 89 105.50% 18.84% 9.01% 8.85% *Hampton addition pending									1829	1811	112.00%	18.63%	9.82%	6.54%	1652	63	179
Hypothetical enrollments assume that students currently attending districted schools would relocate to their new districted schools. Those attending out-of-area schools by choice or for special programs (magnet, special education centers, etc.) would continue to do so. Current out-of-boundary students attending any school would remain in that school.									Enrolled = 1715 Hypothetical enrollments assume that all students residing in each boundary would attend their districted school and that no out-of-boundary students would be enrolled.								

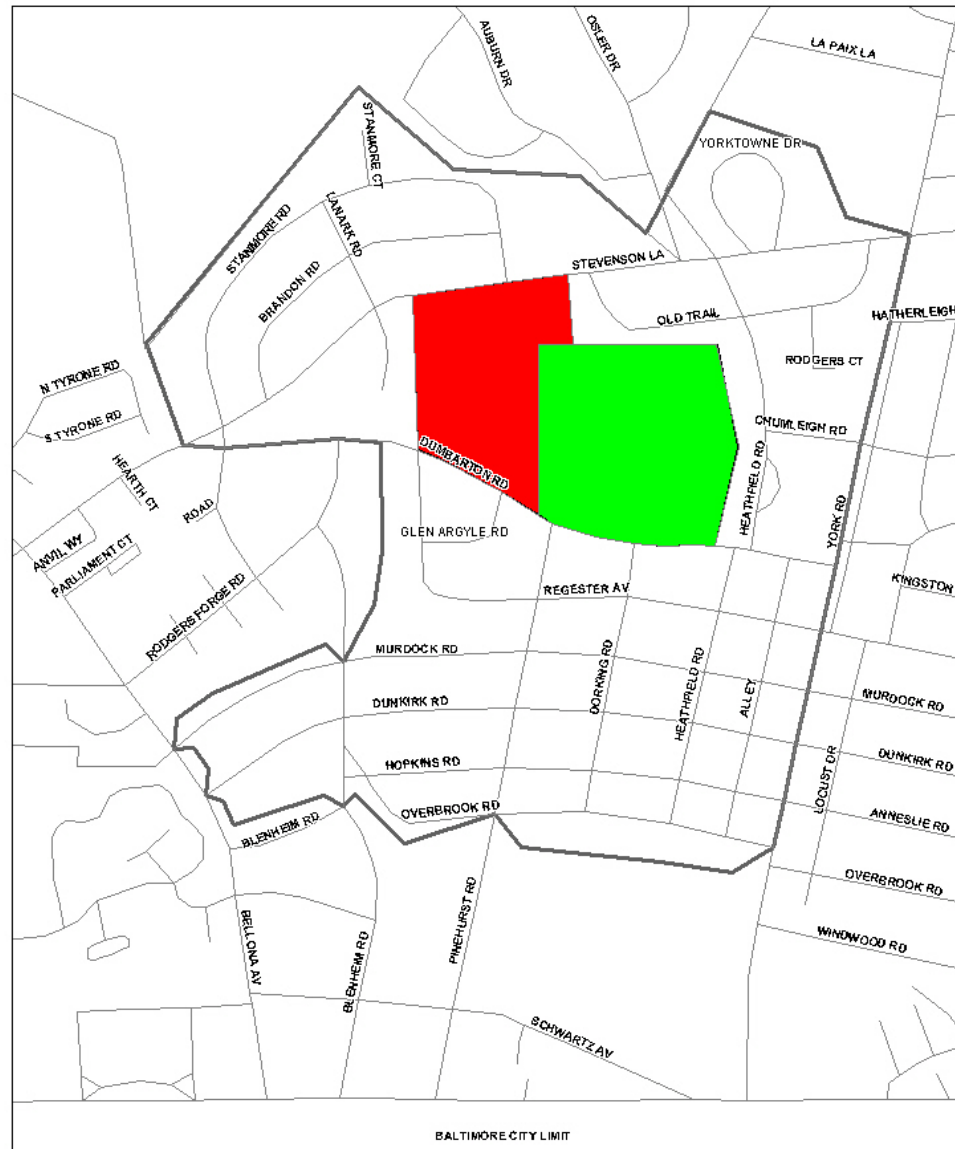
Five-Year Enrollment Projections Developed in January, 2008														% of Capacity	capacity needs by 2015
Schools	Capacity '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	Total '14	FTE '14	Total '15	FTE '15		
Rodgers Forge ES	396	780	778	784	782	788	786	792	790	796	794	795	793	200.25%	397
Riderwood ES	463	550	549	559	558	568	567	581	580	589	588	602	601	129.81%	138
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452	147.23%	145
1166		1767	1762	1776	1771	1790	1785	1822	1817	1840	1835	1851	1846		680 *
		151.11%		151.89%		153.09%		155.83%		157.38%		158.32%			

*451 West Towson & 300 Hampton = 751 seats requested for the cluster in the CIP

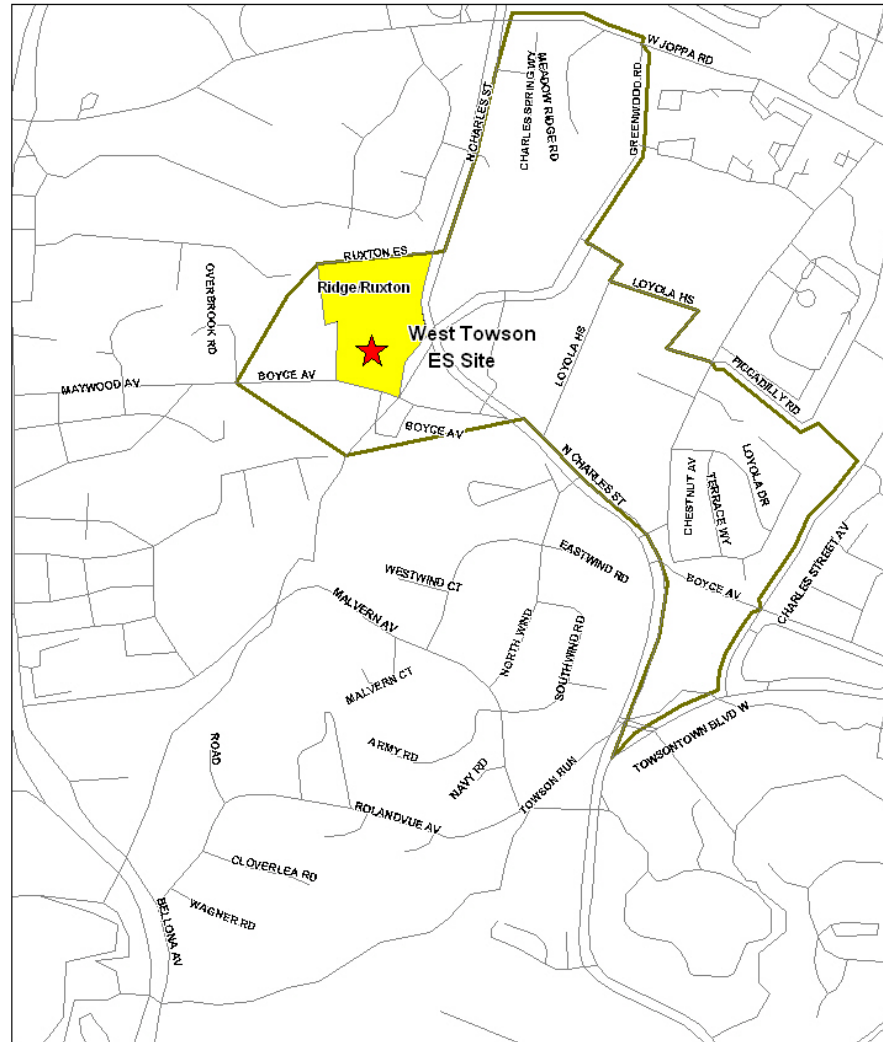
Sample Five-Year Projections With West Towson Elementary and Hypothetical Boundary "G"														% of Capacity	capacity needs by 2015
Schools	Capacity '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	Total '14	FTE '14	Total '15	FTE '15		
Rodgers Forge ES	396	401	399	405	403	409	407	413	411	417	415	416	414	104.55%	18
Riderwood ES	463	513	512	522	521	528	527	540	539	547	546	559	558	120.52%	95
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452	147.23%	145
West Towson ES	451	416	416	416	416	419	419	420	420	421	421	422	422	93.57%	-29
1617		1767	1762	1776	1771	1790	1785	1822	1817	1840	1835	1851	1846		229 **
		108.97%		109.52%		110.39%		112.37%		113.48%		114.16%			

**300 seats for Hampton ES pending planning and construction funding

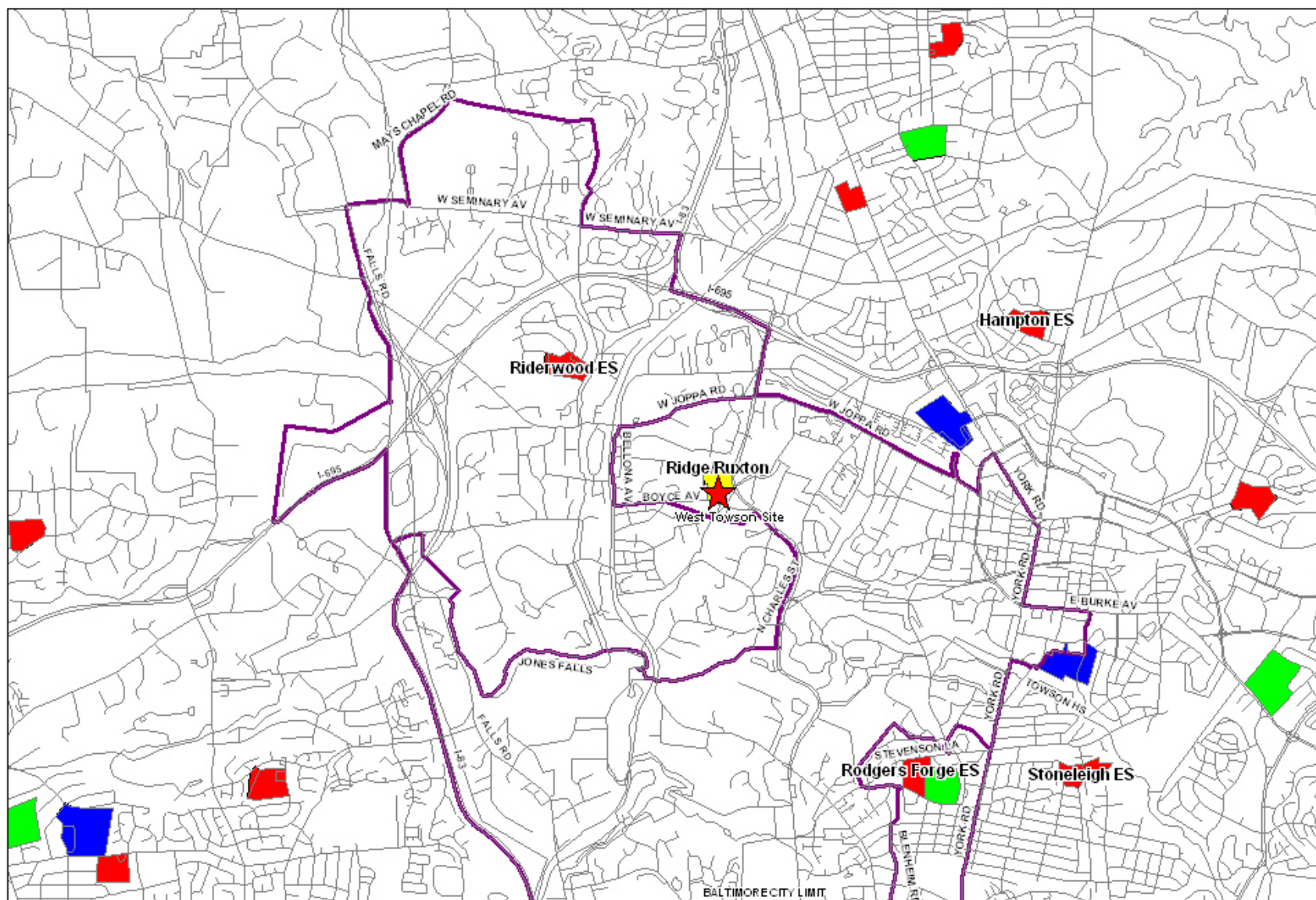
Rodgers Forge G



Riderwood to West Towson A, B, C, D, and G



Scenario H



West Towson "H" Scenario: Riderwood, Rodgers Forge, and West Towson Boundaries

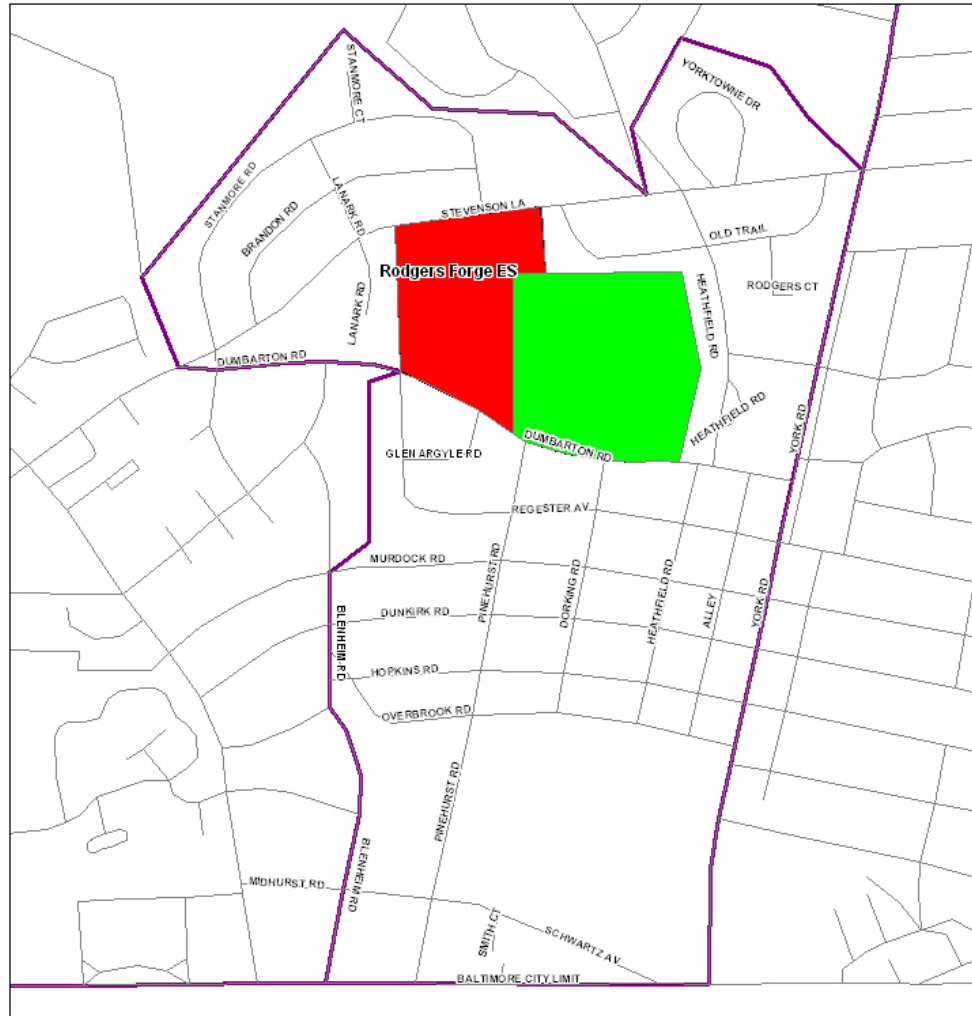
What if proposed hypothetical "H" was in effect this year?

Current Cluster Schools	The Enrollment Picture								The Residency Picture						The Choice Factor		
	State Rated Capacity '09	Total Enrollment 9/30/09	FTE Enrollment 9/30/09	Number Over/Under Capacity	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	Total Students in Boundary	FTE Students Living in Boundary	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	In-Boundary Attending (Total)	Out-of-Bdy. Attending (Total)	In-Boundary to Other BCPS (Total)
Rodgers Forge ES	396	365	361	-35	91.16%	14.52%	7.12%	4.66%	359	355	89.65%	14.48%	8.64%	4.18%	346	19	13
Riderwood ES	463	493	493	30	106.48%	11.36%	10.55%	3.85%	482	480	103.67%	9.34%	9.13%	1.24%	468	25	14
Hampton ES	307	451	446	139	145.28%	27.05%	10.86%	15.74%	558	550	179.15%	26.52%	12.37%	13.26%	432	19	126
West Towson ES	451	406	406	-45	90.02%	21.92%	8.13%	6.40%	430	426	94.46%	22.56%	9.30%	7.21%	406	0	26
	1617	1715	1706	89	105.50%	18.71%	9.17%	7.66%	1829	1811	112.00%	18.23%	9.86%	6.47%	1652	63	179
*Hampton addition pending									Enrolled = 1715								
Hypothetical enrollments assume that students currently attending districted schools would relocate to their new districted schools. Those attending out-of-area schools by choice or for special programs (magnet, special education centers, etc.) would continue to do so. Current out-of-boundary students attending any school would remain in that school.									Hypothetical enrollments assume that all students residing in each boundary would attend their districted school and that no out-of-boundary students would be enrolled.								

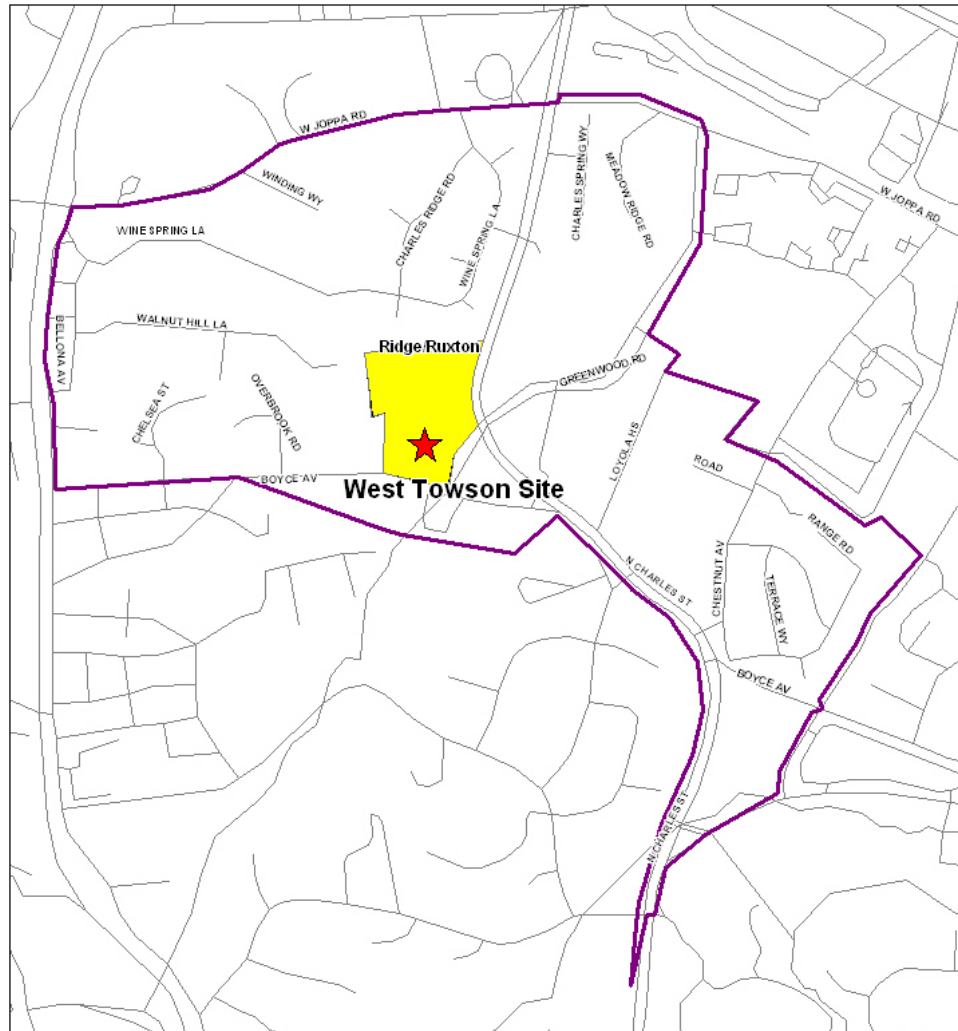
Five-Year Enrollment Projections Developed in January, 2008													% of Capacity	capacity needs by 2015
Schools	Capacity '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	Total '14	FTE '14	Total '15	FTE '15	
Rodgers Forge ES	396	780	778	784	782	788	786	792	790	796	794	795	793	200.25%
Riderwood ES	463	550	549	559	558	568	567	581	580	589	588	602	601	129.81%
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452	147.23%
	1166	1767	1762	1776	1771	1790	1785	1822	1817	1840	1835	1851	1846	680 *
			151.11%		151.89%		153.09%		155.83%		157.38%		158.32%	
*451 West Towson & 300 Hampton = 751 seats requested for the cluster in the CIP														

Sample Five-Year Projections With West Towson Elementary and Hypothetical Boundary "H"													% of Capacity	capacity needs by 2015
Schools	Capacity '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	Total '14	FTE '14	Total '15	FTE '15	
Rodgers Forge ES	396	394	392	397	395	401	399	405	402	409	407	408	406	102.53%
Riderwood ES	463	500	499	509	508	518	517	530	529	537	536	549	548	118.36%
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452	147.23%
West Towson ES	451	436	436	437	437	437	437	438	438	439	439	440	440	97.56%
	1617	1767	1762	1776	1771	1790	1785	1822	1816	1840	1835	1851	1846	229 **
			108.97%		109.52%		110.39%		112.31%		113.48%		114.16%	
**300 seats for Hampton ES pending planning and construction funding														

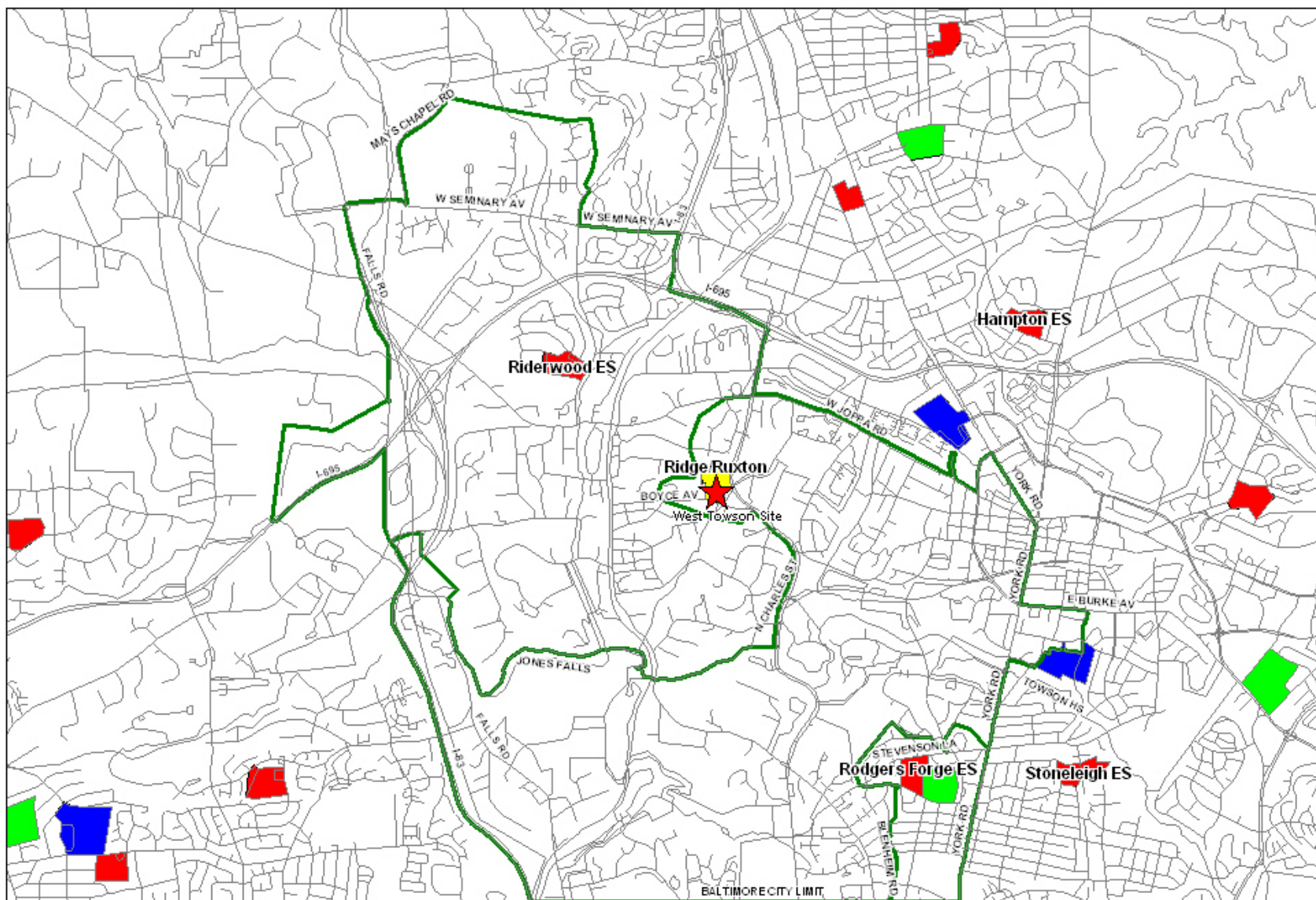
Rodgers Forge "H" Detail Boundary



Riderwood to West Towson Area Detail: Scenario H



Scenario I



West Towson "I" Scenario: Riderwood, Rodgers Forge, and West Towson Boundaries

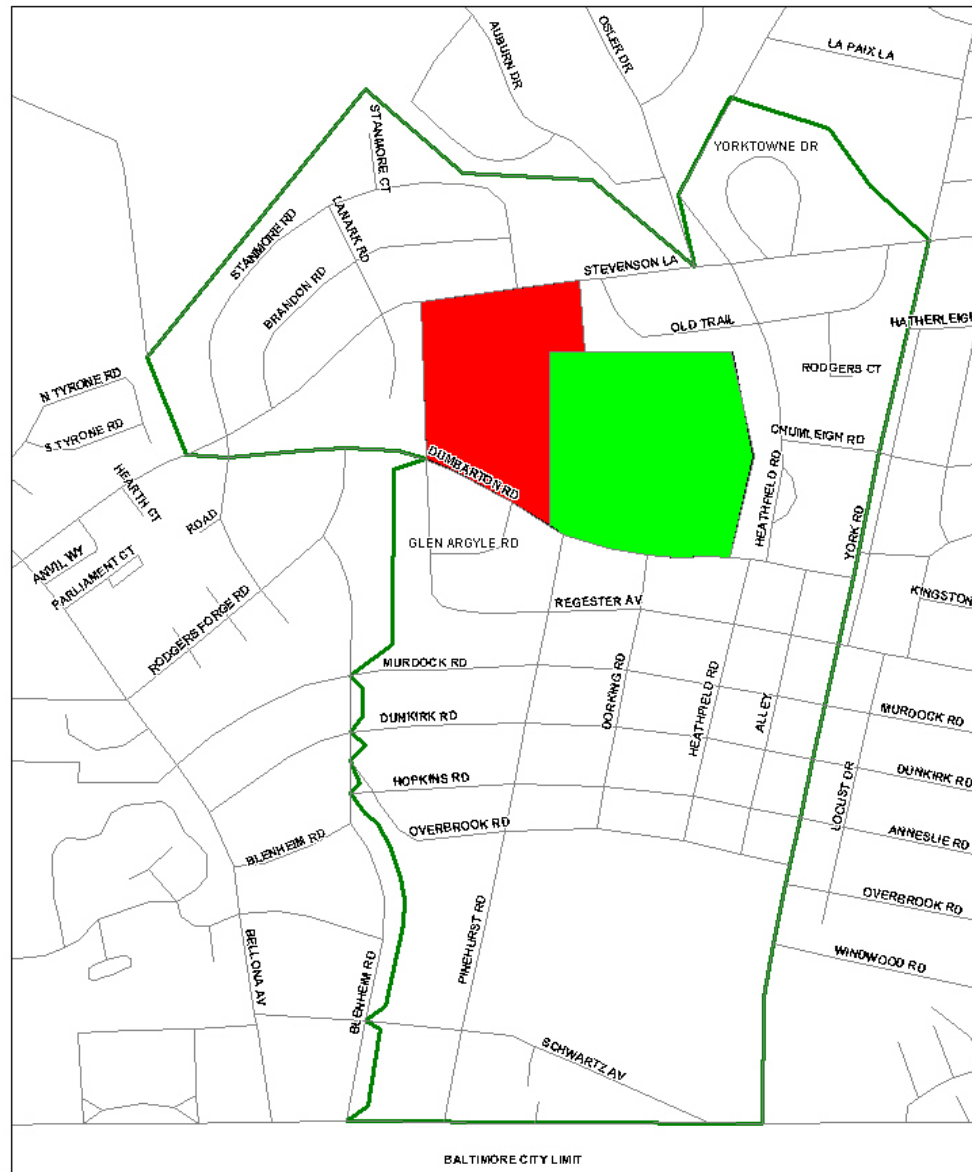
What if proposed hypothetical "I" was in effect this year?

Current Cluster Schools	The Enrollment Picture								The Residency Picture						The Choice Factor		
	State Rated Capacity '09	Total Enrollment 9/30/09	FTE Enrollment 9/30/09	Number Over/Under Capacity	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	Total Students in Boundary	FTE Students Living in Boundary	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	In-Boundary Attending (Total)	Out-of-Bdy. Attending (Total)	In-Boundary to Other BCPS (Total)
Rodgers Forge ES	396	354	352	-44	88.89%	14.97%	8.33%	4.80%	348	344	86.87%	14.94%	8.33%	4.31%	335	19	13
Riderwood ES	463	494	492	29	106.26%	11.52%	10.50%	3.84%	483	482	104.10%	9.32%	9.11%	1.24%	469	25	14
Hampton ES	307	451	446	139	145.28%	27.05%	10.86%	15.74%	558	550	179.15%	26.52%	12.37%	13.26%	432	19	126
West Towson ES	451	416	416	-35	92.24%	21.29%	8.37%	6.22%	440	435	96.45%	21.95%	9.50%	7.01%	416	0	26
1617 1715 1706 89 105.50% 18.71% 9.52% 7.65% *Hampton addition pending									1829	1811	112.00%	18.18%	9.83%	6.46%	1652	63	179
Hypothetical enrollments assume that students currently attending districted schools would relocate to their new districted schools. Those attending out-of-area schools by choice or for special programs (magnet, special education centers, etc.) would continue to do so. Current out-of-boundary students attending any school would remain in that school.									Hypothetical enrollments assume that all students residing in each boundary would attend their districted school and that no out-of-boundary students would be enrolled. Enrolled = 1715								

Five-Year Enrollment Projections Developed in January, 2008														% of Capacity	capacity needs by 2015
Schools	Capacity '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	Total '14	FTE '14	Total '15	FTE '15		
Rodgers Forge ES	396	780	778	784	782	788	786	792	790	796	794	795	793	200.25%	397
Riderwood ES	463	550	549	559	558	568	567	581	580	589	588	602	601	129.81%	138
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452	147.23%	145
1166		1767	1762	1776	1771	1790	1785	1822	1817	1840	1835	1851	1846		680 *
		151.11%		151.89%		153.09%		155.83%		157.38%		158.32%			
*451 West Towson & 300 Hampton = 751 seats requested for the cluster in the CIP															

Sample Five-Year Projections With West Towson Elementary and Hypothetical Boundary "I"														% of Capacity	capacity needs by 2015
Schools	Capacity '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	Total '14	FTE '14	Total '15	FTE '15		
Rodgers Forge ES	396	383	381	387	385	391	389	395	393	399	397	398	396	100.00%	0
Riderwood ES	463	501	500	510	509	516	515	528	527	535	534	547	546	117.93%	83
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452	147.23%	145
West Towson ES	451	446	446	446	446	449	449	450	450	451	451	452	452	100.22%	1
1617		1767	1762	1776	1771	1790	1785	1822	1817	1840	1835	1851	1846		229 **
		108.97%		109.52%		110.39%		112.37%		113.48%		114.16%			
**300 seats for Hampton ES pending planning and construction funding															

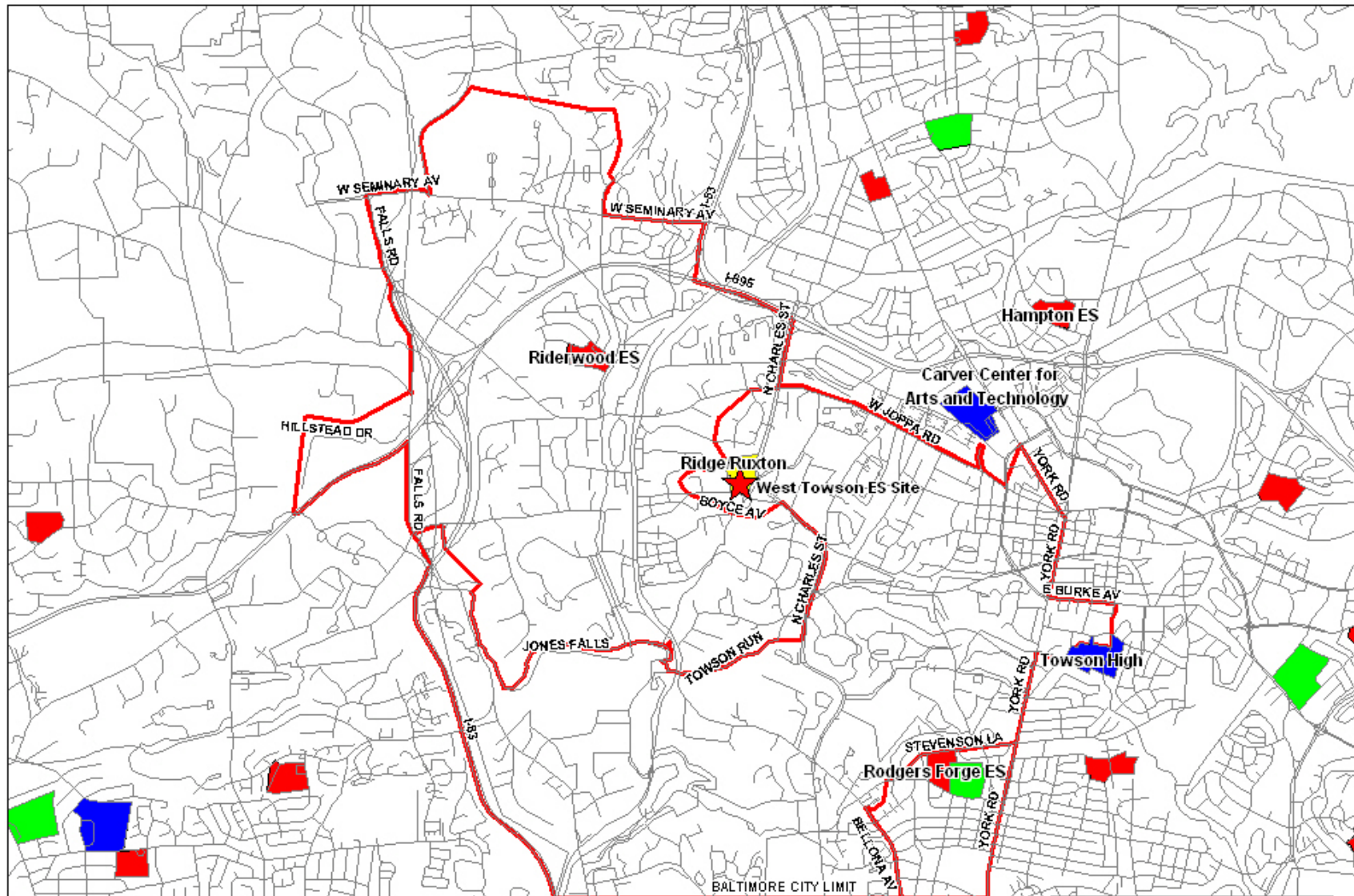
Rodgers Forge I



Riderwood to West Towson Scenario I



Scenario A-1



West Towson "A-1" Scenario: Riderwood, Rodgers Forge, and West Towson Boundaries

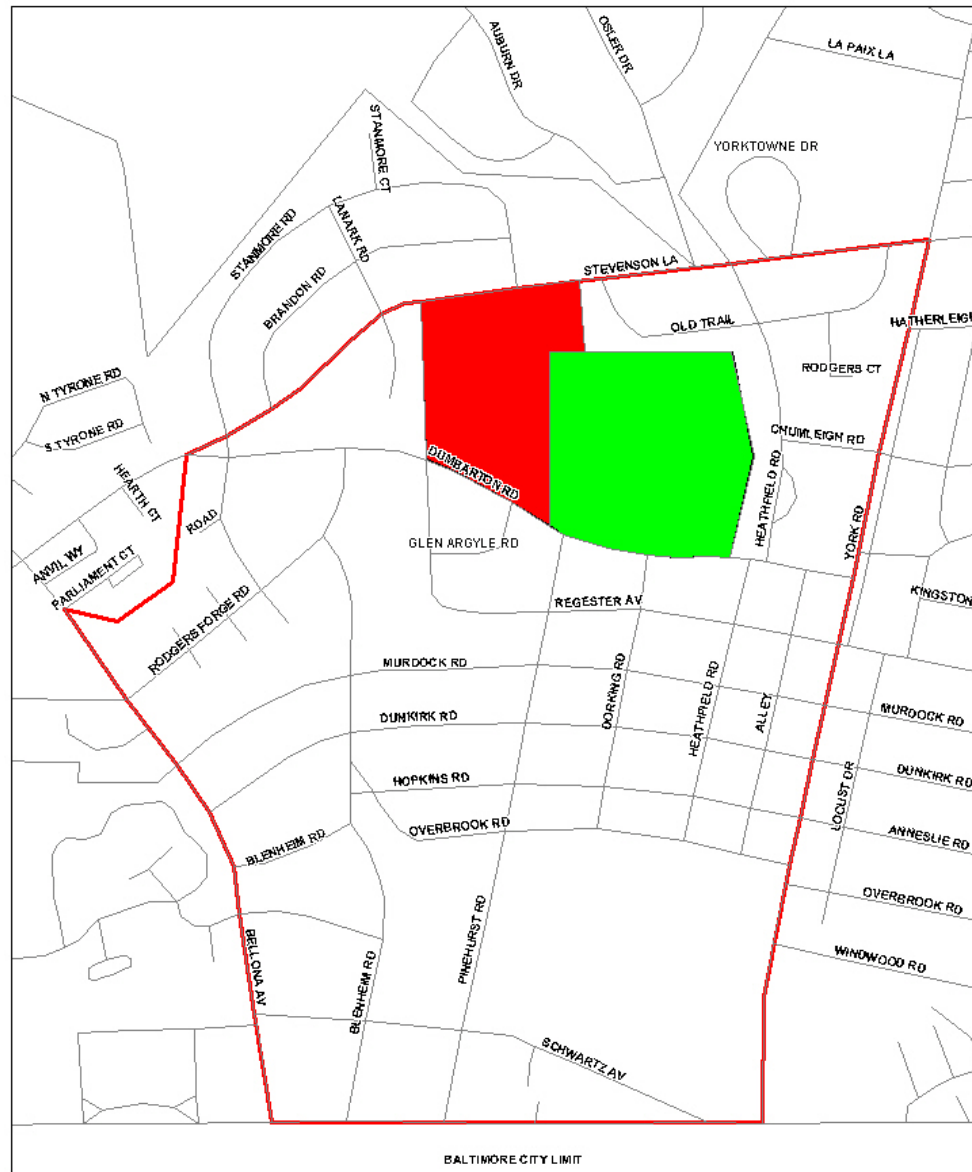
What if proposed hypothetical "A-1" was in effect this year?

Current Cluster Schools	The Enrollment Picture								The Residency Picture						The Choice Factor		
	State Rated Capacity '09	Total Enrollment 9/30/09	FTE Enrollment 9/30/09	Number Over/Under Capacity	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	Total Students in Boundary	FTE Students Living in Boundary	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	In-Boundary Attending (Total)	Out-of-Bdy. Attending (Total)	In-Boundary to Other BCPS (Total)
Rodgers Forge ES	396	358	355	-41	89.65%	19.27%	7.83%	13.13%	353	348	87.88%	19.26%	8.78%	6.80%	339	19	14
Riderwood ES	463	496	495	32	106.91%	11.46%	10.46%	4.03%	485	484	104.54%	9.28%	9.07%	1.24%	471	25	14
Hampton ES	307	451	446	139	145.28%	27.05%	10.86%	15.74%	558	550	179.15%	26.52%	12.37%	13.26%	432	19	126
West Towson ES	451	410	410	-41	90.91%	21.25%	7.80%	4.15%	433	429	95.12%	19.15%	9.22%	5.20%	410	0	25
1617 1715 1706 89 108.19% 19.76% 9.24% 9.26%									1829	1811	112.00%	18.55%	9.86%	6.63%	1652	63	179
*Hampton addition pending									Enrolled = 1715 To Other								
Hypothetical enrollments assume that students currently attending districted schools would relocate to their new districted schools. Those attending out-of-area schools by choice or for special programs (magnet, special education centers, etc.) would continue to do so. Current out-of-boundary students attending any school would remain in that school.									Hypothetical enrollments assume that all students residing in each boundary would attend their districted school and that no out-of-boundary students would be enrolled.								

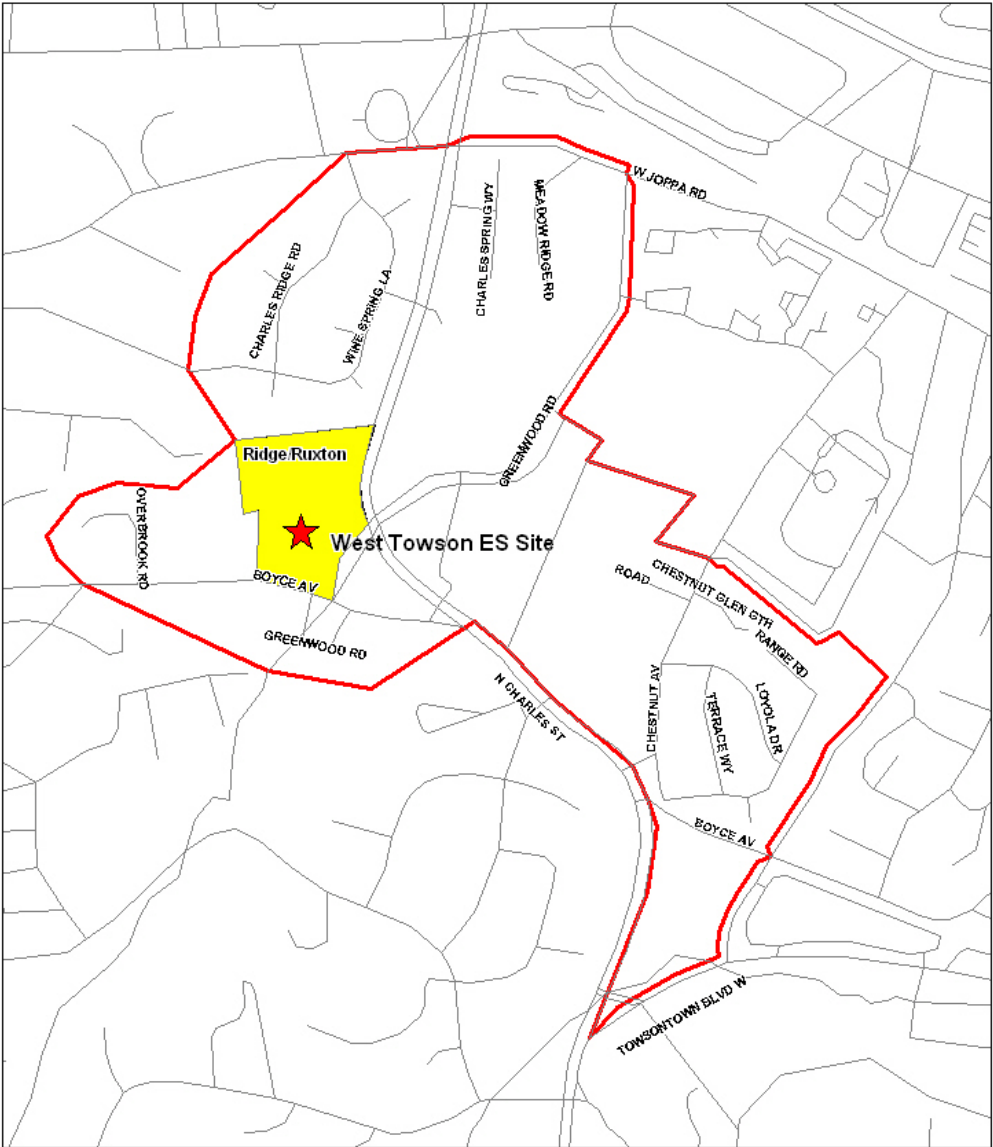
		Five-Year Enrollment Projections Developed in January, 2008												% of	capacity
Schools	Capacity '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	Total '14	FTE '14	Total '15	FTE '15	Capacity	needs by 2015
Rodgers Forge ES	396	780	778	784	782	788	786	792	790	796	794	795	793	200.25%	397
Riderwood ES	463	550	549	559	558	568	567	581	580	589	588	602	601	129.81%	138
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452	147.23%	145
1166		1767	1762	1776	1771	1790	1785	1822	1817	1840	1835	1851	1846	680 *	
		151.11%		151.89%		153.09%		155.83%		157.38%		158.32%			
*451 West Towson & 300 Hampton = 751 seats requested for the cluster in the CIP															

		Sample Five-Year Projections With West Towson Elementary and Hypothetical Boundary "A-1"												% of	capacity
Schools	Capacity '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	Total '14	FTE '14	Total '15	FTE '15	Capacity	needs by 2015
Rodgers Forge ES	396	387	385	391	389	395	393	399	397	403	401	402	400	101.01%	4
Riderwood ES	463	503	502	511	510	519	518	531	530	538	537	549	548	118.36%	85
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452	147.23%	145
West Towson ES	451	440	440	441	441	442	442	443	443	444	444	446	446	98.89%	-5
1617		1767	1762	1776	1771	1790	1785	1822	1817	1840	1835	1851	1846	229 **	
		108.97%		109.52%		110.39%		112.37%		113.48%		114.16%			
**300 seats for Hampton ES pending planning and construction funding															

Rodgers Forge A, A-1, and E



Riderwood to West Towson: Scenario A-1



	Percent of Capacity Based on Each Scenario and 2009 Enrollment Data					
School	A	E	G	H	I	A-1
Rodgers	89.65%	89.65%	93.18%	91.16%	88.89%	89.65%
Riderwood	109.07%	104.32%	109.07%	106.48%	106.26%	106.91%
West Towson	88.69%	93.57%	85.59%	90.02%	92.24%	90.91%

	Projected Seats Needed by 2015 Based on Each Scenario					
Schools	A	E	G	H	I	A-1
Rodgers Forge ES	4	4	18	10	0	4
Riderwood ES	95	74	95	85	83	85
Hampton ES	145	145	145	145	145	145
West Towson ES	-15	6	-29	-11	1	-5
	229	229	229	229	229	229

NOTE: A renovation and 300-seat addition have been requested in the Capital Improvement Program for Hampton Elementary School as the second stage of relief for this cluster. Anticipated additional seats requested for the Lutherville Cluster in the future could provide future relief for Riderwood.

West Towson Elementary School Boundary Study Committee

Minutes

December 16, 2009

Susan Truesdell and Dennis King, Co-Chairs

PTA Representatives:

Yara Cheikh	Hampton ES
Stuart Sirota	Rodgers Forge ES

Community Members:

Cathi Forbes	Towson Families United
Laura Mullen	Central Area Education Advisory Council
Beth Purvis	Ruxton-Riderwood-Lake Roland Area Improvement Association

Teacher Representatives:

Lynn Lamborn	Hampton ES
Patricia Everett	Riderwood ES
Alice March	Rodgers Forge ES

Administrator Representatives:

Patricia Kaiser	Hampton ES
Kathy DeHart	Riderwood ES
Sue Deise	Rodgers Forge ES
Sue Hersfeld	West Towson ES

System Representatives:

Barbara Walker	Central Area Assistant Superintendent
Michele Prumo	Executive Director, Planning and Support Operations
Charles Herndon	Communications Specialist
Ghassan Shah	Planning Administrator
Chris Brocato	Planning Analyst
Pamela Carter	Boundary Specialist

- Barbara Walker greeted members of the committee and reminded them that the goal of this meeting is to select several boundary scenarios to present at the Public Forum on January 6, 2010. She emphasized the need to select scenarios that will meet the needs of the children currently attending the target schools as well as the needs of children who will attend these schools in the next five to ten years.
- Sue Truesdell distributed and reviewed the agenda and the minutes from the December 2nd meeting. There were no changes to the minutes.
- Dennis King explained that the purpose of this meeting is to select three or four scenarios to present at the Public Forum. Dennis and Sue requested each committee member to voice any concerns or issues prior to reviewing the scenarios. This meeting will continue until the scenarios are selected.
- Pam Carter distributed and explained the *School Data Packet* which provides descriptions of the enrollments of the schools in the Towson cluster and the

general impact of scenarios A, E, G, H, I, and A-1. She reviewed each of the six scenarios for the committee.

- Members of the committee recommended an adjustment to scenario E, creating scenario E-1.
- After a thorough discussion, the committee members selected three scenarios, I, A-1, and E-1 to present at the public forum.
- **An additional meeting was held on December 23, 2009 in order for committee members to view and vote on scenario E-1 and, based on new information, to vote again on scenario G.**
- .
- The committee voted, with several committee members submitting their votes via email.
- The final count follows:
 - 1 vote - Add only scenario **E-1** to **A-1** and **I**
 - 1 vote - Add only scenario **G** to **A-1** and **I**
 - 6 votes- Add both scenarios **E-1** and **G** to **A-1** and **I**

Based on the number of committee member votes, scenarios E-1, G, A-1, and I will be presented to the community at the Public Forum on January 6, 2010.

- **Facilitator Training for the committee members will be held on Wednesday, January 6, 2010, in Loch Raven High School's Auditorium, at 6:00 p.m.**

NEXT MEETING:

Public Forum
Wednesday, January 6, 2010
Loch Raven High School Auditorium
7:00 p.m. to 9:00 p.m.

**West Towson Elementary School
Boundary Study Committee Meeting V**

**Wednesday, January 20, 2010
6:00 p.m. to 7:00 p.m.**

AGENDA

**6:00 p.m. Welcome and Introductions
Overview of Committee Activities**

Barbara Walker, Area Assistant Superintendent - Central

6:15 p.m. Results of Community Forum Process

Susan Truesdell, Assistant to the Area Superintendent
Dennis King, Co Chair, Community Member At-Large

6:30 p.m. Committee Vote on Scenarios (A1, I, E1 or G)

7:00 p.m. Concluding Remarks/Adjourn

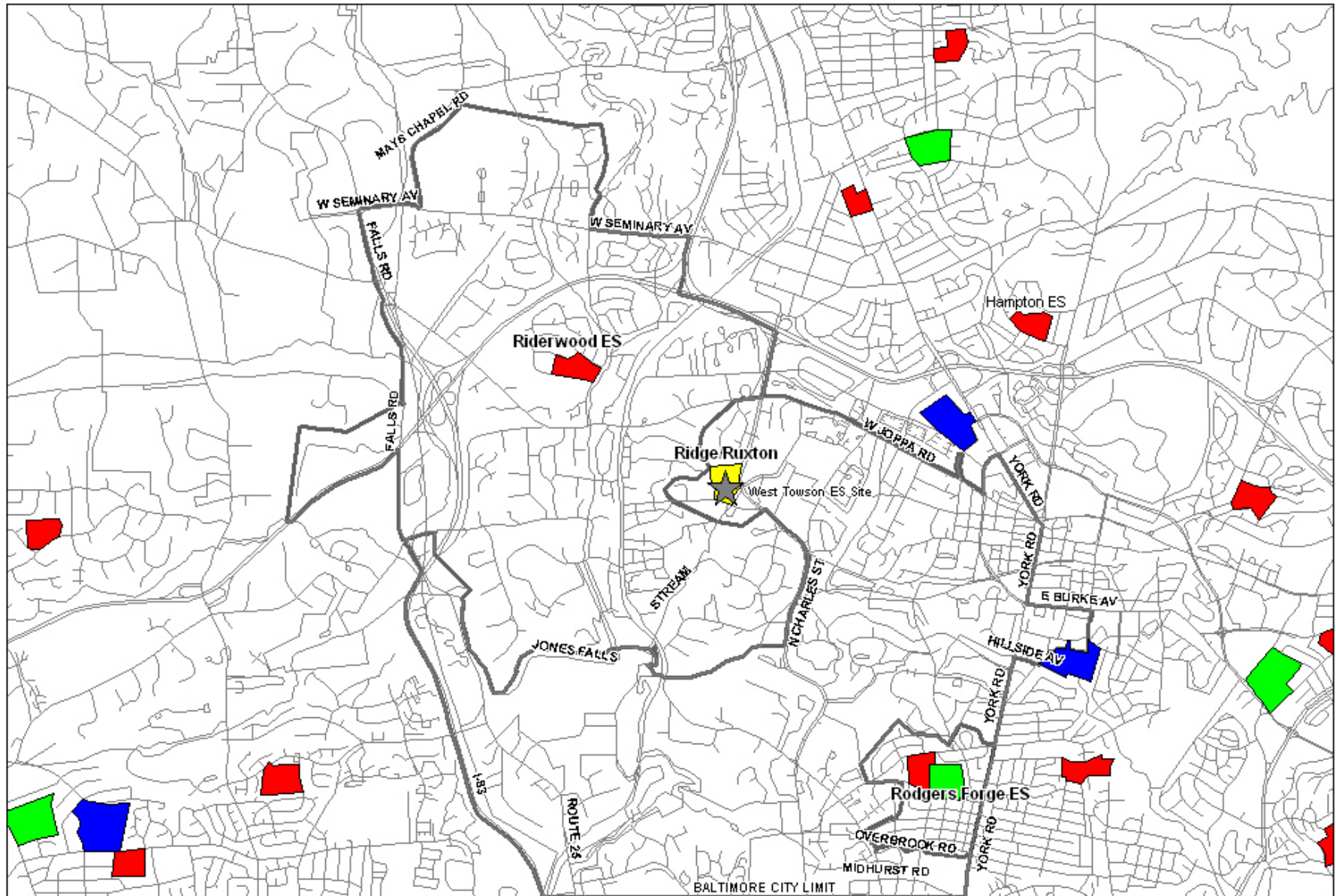
Next Step

- **Tuesday, February 9, 2010**
Board of Education Meeting – Central Area Office Presentation
ESS Building – 7:00 p.m.
- **Wednesday, February 24, 2010**
Board of Education Public Hearing
Loch Raven High – 7:00 p.m.

Snow Date: Thursday, February 25, 2010
Loch Raven High – 7:00 p.m.

- **Tuesday, March 9, 2010**
Board of Education Vote on West Towson ES
ESS Building – 7:00 p.m.

Scenario G, Modified



West Towson "G" Modified Scenario: Riderwood, Rodgers Forge, and West Towson Boundaries

What if proposed hypothetical "G" Modified was in effect this year?

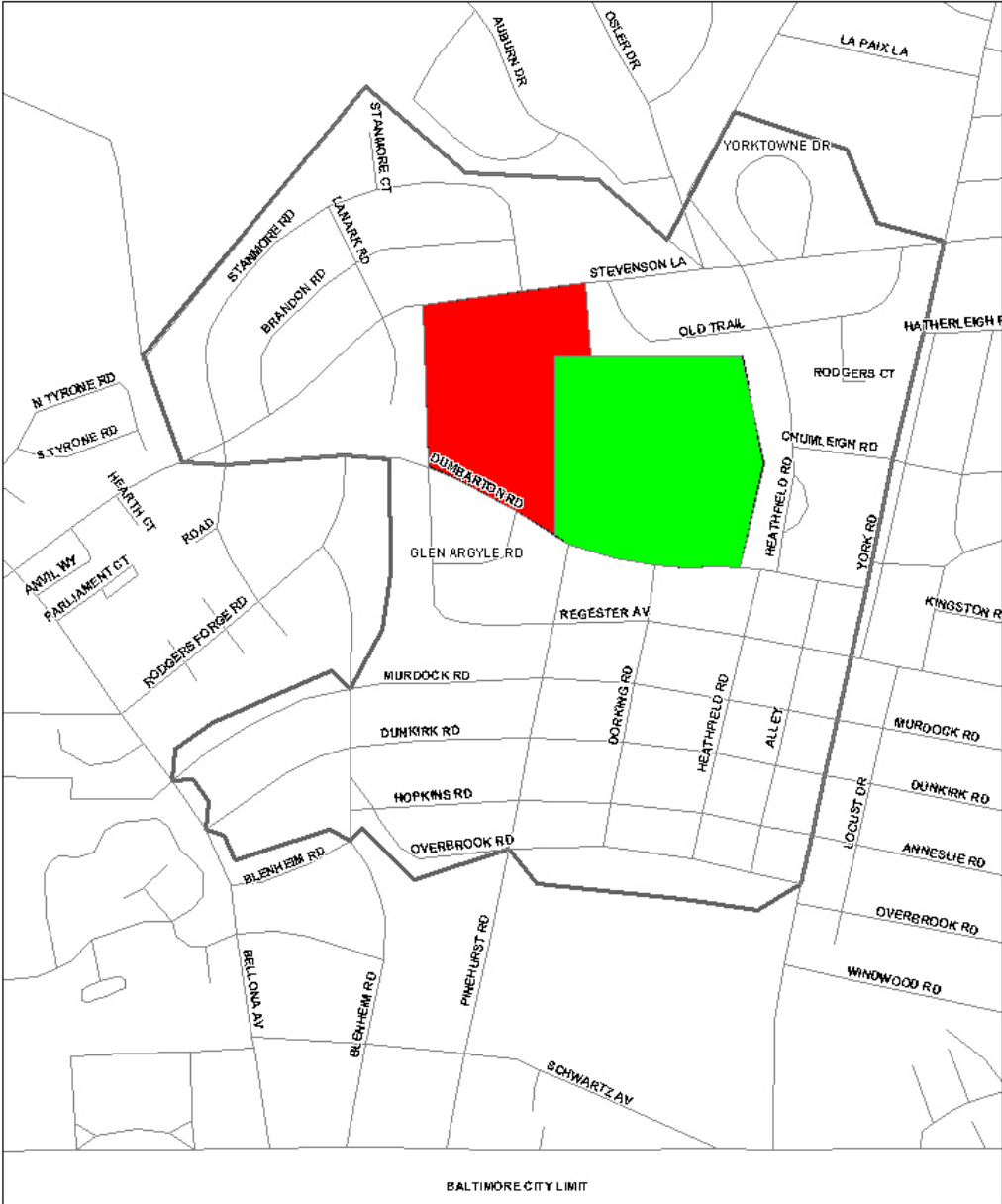
	The Enrollment Picture								The Residency Picture						The Choice Factor			
Current Cluster Schools	State Rated Capacity '09	Total Enrollment 9/30/09	FTE Enrollment 9/30/09	Number Over/Under Capacity	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	Total Students in Boundary	FTE Students Living in Boundary	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	In-Boundary Attending (Total)	Out-of-Bdy. Attending (Total)	In-Boundary to Other BCPS (Total)	
	Rodgers Forge ES	396	372	369	-27	93.18%	14.52%	5.11%	4.84%	366	361	91.16%	14.48%	7.10%	4.10%	353	19	13
	Riderwood ES	463	496	495	32	106.91%	11.47%	10.46%	8.22%	485	484	104.54%	9.28%	9.07%	1.24%	471	25	14
	Hampton ES	307	451	446	139	145.28%	27.05%	10.86%	15.74%	558	550	179.15%	26.52%	12.37%	13.26%	432	19	126
	West Towson ES	451	396	396	-55	87.80%	22.22%	9.59%	6.56%	420	416	92.24%	22.86%	10.71%	7.38%	396	0	26
	1617 1715 1706 89 105.50% 18.82% 9.01% 8.84% *Hampton addition pending									1829 1811 112.00% 18.29% 9.81% 6.50% 1652 63 179 Enrolled = 1715								
Hypothetical enrollments assume that students currently attending districted schools would relocate to their new districted schools. Those attending out-of-area schools by choice or for special programs (magnet, special education centers, etc.) would continueto do so. Current out-of-boundary students attending any school would remain in that school.									Hypothetical enrollments assume that all students residing in each boundary would attend their districted school and that no out-of-boundary students would be enrolled.									

		Five-Year Enrollment Projections Developed in January, 2008												% of	capacity needs by 2015
Schools	Capacity '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	Total '14	FTE '14	Total '15	FTE '15	Capacity	
Rodgers Forge ES	396	780	778	784	782	788	786	792	790	796	794	795	793	200.25%	397
Riderwood ES	463	550	549	559	558	568	567	581	580	589	588	602	601	129.81%	138
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452	147.23%	145
	1166	1767	1762	1776	1771	1790	1785	1822	1817	1840	1835	1851	1846		680 *
			151.11%		151.89%		153.09%		155.83%		157.38%		158.32%		

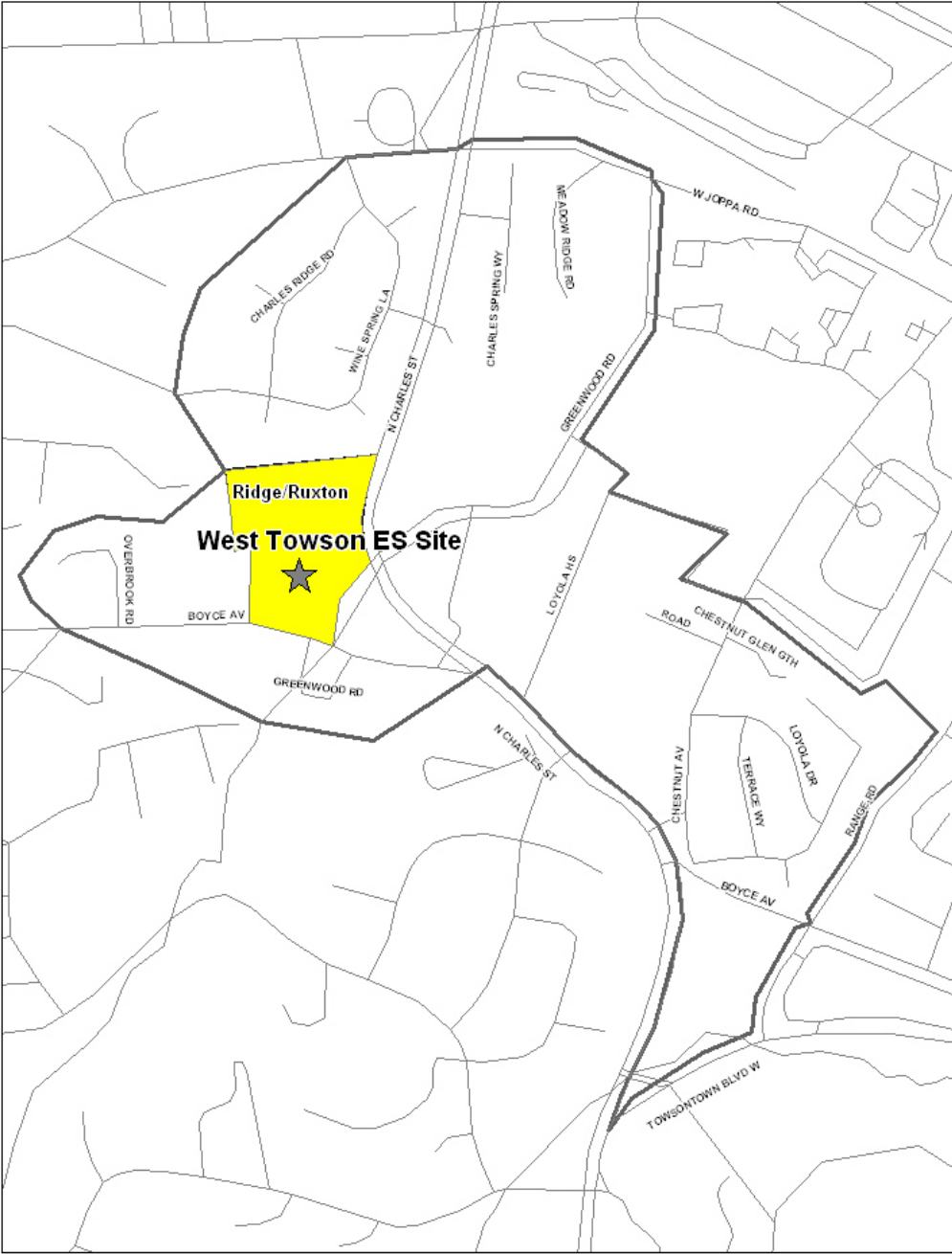
*451 West Towson & 300 Hampton = 751 seats requested for the cluster in the CIP

		Sample Five-Year Projections With West Towson Elementary and Hypothetical Boundary "G" Modified												% of	capacity
Schools	Capacity '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	Total '14	FTE '14	Total '15	FTE '15	Capacity	needs by 2015
Rodgers Forge ES	396	401	399	405	403	409	407	413	411	417	415	416	414	104.55%	18
Riderwood ES	463	503	502	512	511	518	517	520	519	537	536	549	548	118.36%	85
Hampton ES	307	437	435	433	431	434	432	449	447	455	453	454	452	147.23%	145
West Towson ES	451	426	426	426	426	429	429	440	440	431	431	432	432	95.79%	-19
1617		1767	1762	1776	1771	1790	1785	1822	1817	1840	1835	1851	1846	229 **	
		108.97%		109.52%		110.39%		112.37%		113.48%		114.16%			
**300 seats for Hampton ES pending planning and construction funding															

Rodgers Forge G



Riderwood to West Towson "G" Modified



West Towson Cluster Elementary School Information: 9/30/09

Current Cluster Schools	State Rated Capacity '09	The Enrollment Picture							The Residency Picture						The Choice Factor		
		Total Enrollment 9/30/09	FTE Enrollment 9/30/09	Number Over/Under Capacity	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	Total Students in Boundary	FTE Students Living in Boundary	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	In-Boundary Attending (Total)	Out-of-Bdy. Attending (Total)	In-Boundary to Other BCPS (Total)
Rodgers Forge ES	396	722	718	322	181.31%	19.39%	6.79%	6.09%	741	732	184.85%	19.97%	8.36%	6.20%	703	19	38
Riderwood ES	463	542	542	79	117.06%	10.70%	11.07%	3.69%	530	529	114.25%	8.68%	10.00%	1.13%	515	27	15
Hampton ES	307	451	446	139	145.28%	27.05%	10.86%	15.74%	558	550	179.15%	26.52%	12.37%	13.26%	432	19	126
Totals	1166	1715	1706	401	146.31%	19.05% Avg.	9.57% Avg.	8.51% Avg.	1829	1811	155.32%	18.39%	10.24%	6.86%	1650 Enrolled = 1715	65 To Other	179

What would the schools look like today if West Towson was opened according scenarios A-1, I, E-1, G, and G Modified

Schools	Presented Scenarios				
	A-1	I	E-1	G	G Modified
Rodgers Forge ES	89.65%	88.89%	89.90%	93.18%	93.18%
Riderwood ES	106.91%	106.26%	104.32%	109.07%	106.91%
Hampton ES	145.28%	145.28%	145.28%	145.28%	145.28%
West Towson ES	90.91%	92.24%	93.35%	85.59%	87.80%

Projected Capacity Needs by 2015, Based on Presented Scenarios...

(Reminder: 300 seats are anticipated in the future Hampton Elementary School addition)

Schools	Presented Scenarios				
	A-1	I	E-1	G	G Modified
Rodgers Forge ES	4	0	5	18	18
Riderwood ES	85	83	74	95	85
Hampton ES	145	145	145	145	145
West Towson ES	-5	1	5	-29	-19
	229	229	229	229	229