ANNE ARUNDEL
COUNTY PUBLIC SCHOOLS

STRATEGIC FACILITIES UTILIZATION MASTER PLAN

FINAL REPORT

SUBMITTED BY: MGT OF AMERICA, INC.

JULY 3, 2006

MGT
OF AMERICA, INC

1.0 INTRODUCTION

In fall 2005, the Anne Arundel County Board of Education contracted with MGT of America, Inc. to develop a 10-year Strategic Facilities Utilization Master Plan to address the long-term facility needs of the district. The Board requested a master plan to examine specific areas of need and determine a course of action to remedy any identified deficiencies. The primary tasks for the completion of the master plan were focused on three key areas:

- Conduct a Profile and Assessment of All Current Facilities;
- Collect and Analyze School and Community Demographic Data; and
- Identify and Recommend Placement of Education Programs to Improve the Academic Performance of Students

In the development of a comprehensive master plan, building profiles are created to understand the varying needs at each site. Profiles are created through the assessment and evaluation process. Facility condition data, as well as program suitability data, are just two examples of the host of information which is used in the creation of building profiles. The purpose of this effort is to bring all of the data together, verify the information, solicit information from the staff and public, and develop a facilities master plan to be presented to the Board of Education. To accomplish this effort, a work plan was developed that included the following tasks:

- Detailed Facility Evaluations
- Demographic Projections
- Facility Capacity and Utilization
- Program Compatibility and Suitability Evaluations
- Prioritization Categories

Upon completion of the collection and analysis phases of the project, a facility master plan was developed. This report represents the results of this effort and contains the following sections:

- Approach and Methodology
- Public Input Overview
- Enrollment Projections
- Capacity and Utilization Analysis
- Condition Assessments
- Cost Estimations
- Findings and Recommendations

2.0 METHODOLOGY AND APPROACH

2.1 Background

An integral aspect of effective, forward-looking facilities master planning is the identification and discussion of current educational trends regarding facility design and construction, and the determination of how, whether, and to what extent each will be manifested in the District's K-12 programs and instruction. The following process was implemented in Anne Arundel County Public Schools (AACPS) in order to identify those program and instructional trends which will establish the curricular direction of the District and impact the District's facility needs.

2.2 Methodology

A research-based process that has been used in over 10,000 schools to design and implement facility master plans was used in the course of this study to guide the Steering Committee in the development of the master plan. The Steering Committee reviewed a series of assessments to determine the condition, suitability, site condition, and technology readiness of each school within the District. These assessments were weighted and a combined score was calculated to determine a deferred maintenance estimate for each building. Budgets were determined for the remediation of each identified deficiency for each assessment area.

In addition to the information obtained through the assessment process, a parallel process for gathering public input also took place. Public and community forums were scheduled for public input. These forums began with an overview of the project process and objectives. Next, using the latest in audience participation software, a series of perception and theme-based questions were asked to determine the collective consensus of the participants. The responses were immediately collected and viewable

by all those in attendance. The audience was then separated into small groups (15-20 participants) for further input. Discussion focused on the responses of the large group survey.

Finally, a series of meetings were scheduled with key community stakeholders. Typically, these stakeholder groups were made up of service organizations, regional or local municipalities, governmental entities, religious groups and senior citizen organizations. A set of standardized questions was used for each group which provided comparison information for deeper analysis.

This approach was used for gathering and validating the information for facility condition, program suitability, grounds, and information technology. The approach was modified to ensure the data and information gathered was specific to the local issues and relevant to the budget estimates. The data and information was analyzed and the results were used to substantiate all estimates regarding the assessment categories.

The Steering Committee, in conjunction with District staff, identified specific areas within each of the four categories, outlined below, for the purpose of aligning the proposed funding models to the areas of school-based need. Each school was assessed in each of the four areas outlined below and deficiencies were cataloged and organized.

- Conducted numerous interviews and focus groups with District staff members
- Identified the key programmatic impacts across AACPS, these areas include:
  - District-Wide
    - Special Education
    - Alternative Education
    - Aging Facility Conditions and Suitability

- Imbalanced Utilization of District Facilities
- Full-Day Kindergarten
- Safety and Security of School Facilities
- Grade-Level Configurations

➢ High School

- Alternative Education
- Math and Science Academy
- Fine Arts Magnet
- International Baccalaureate
- Advanced Placement

➢ Middle Schools

- Math
- Middle Years International Baccalaureate
- Science

➢ Elementary Schools

- Program Distribution to Reduce Overcrowding
- English Language Learners
- Full-Day Kindergarten
- Pre-K Program / Early Childhood Intervention Education
- Reading Programs

- Facilitated Four Public Forums to Communicate the Initial Findings Regarding AACPS Educational Program Trends.

The results of these discussions inform the master planning process in terms of:

- What does the implementation of these programs mean in terms of the number, types, sizes, configurations, and adjacencies required of the teaching and learning spaces?

- What accommodations will the District's facilities need to adapt to ensure program alignment and instructional delivery are most effective?
- What other impacts, if any, will the incorporation of these programs and services have on future school facilities?

2.3 Identification of Program Impacts

Following are the seven major facility condition and program areas that were identified in AACPS through the data collection and staff interview process. Each area is followed by one or more statements summarizing key findings made during the data collection process;

2.3.1 Special Education

The Student Support Services Division is responsible for the delivery of services to all students with disabilities throughout the District. The suitability and space utilization concerns of the division and the District staff indicated a strong need for examination of current facility utilization. Input is needed regarding the availability of classroom resources in order to provide the appropriate level of service to each student.

In addition, the District is currently spending 22 million dollars annually on non-public school services because of the lack of facilities and/or appropriate programs to accommodate the needs of some Special Education students. Providing these non-public school services within the District could alleviate the financial burden if the appropriate facilities and resources were made available to the District.

- Special Education providers across the District perceived a lack of standardized classroom specifications for all special education classrooms. Teachers and aides noted a lack of intervention spaces, sinks and storage areas as some examples of missing items.
- Special Education spaces did not always reflect the needs of the children being served. More specialized equipment is necessary to meet the program delivery aspects of the curriculum.

- There was overwhelming evidence that some schools did not provide the minimum office and/or working space for special education personnel. Few schools provided a specific space for psychologists, psychiatrists, hearing specialists, physical therapists or occupational therapists.

- In interviews with teachers and staff addressing working conditions, a significant number of staff believed it was getting more difficult to hire and retain highly-qualified special education staff.

- During focus group sessions with special education personnel, individuals felt that the external service purchased by the District could be more effectively delivered by internal District level staff. Cost savings from these adjustments could provide a positive revenue increase to the District.

2.3.2 Alternative Education

AACPS has made significant increases in student achievement over the past several years. However, there is still a portion of the student population that require additional education services to meet their achievement goals; thus the available space required to provide these services is an important issue to District staff. AACPS is currently delivering Alternative Education services to a number of students, but the quality and delivery of these services may not be functioning at the desired level due to site or District-level space constraints in relation to the program delivery requirements. Input is needed regarding the alternative schools and the method of delivery of instruction.

- Currently, the District provides only one alternative high school for AACPS students. Alternative education solutions were rated one of the highest areas of need for the District.

- Small class size is particularly beneficial for alternative program students. The number of students served exceeds maximum population guidelines set by the Maryland State Department of Education for an effective alternative education program.

- Several District staff members felt the alternative education options should be expanded in middle school for certain students.

2.3.3 Aging Facility Conditions & Suitability

The relatively poor condition of some schools throughout the District continues to impact several key aspects of the educational goals of the District. Those key aspects are:

- Program suitability to meet instructional delivery needs
- Exterior appearances of schools contribute to the misperception of quality buildings by the public
- Safe conditions for all students and staff
- Interior condition of schools including; carpet, windows, doors, blinds, finishes, etc.
- Collaborative learning spaces for secondary schools
- Small learning group spaces exist only in post -1990 built schools
- Administrative office areas are inadequate for the number of staff

2.3.4 Imbalanced Utilization of District Facilities

The District student population, as a whole, has not significantly increased in the last five years. However, certain areas of the county have experienced growth through population shifts, primarily in the northeastern, southern, and western portions of the county. These cycles have imposed unplanned growth at area schools, causing overcrowding and a strain on the facilities. Several inner city schools have decreased in enrollment over the past few years; this has created excess capacity that will necessitate the need to examine high school feeder patterns as well as elementary boundaries. The District, in examining these demographic shifts, should continue to look at the following information:

- School enrollment – current and projected
- Projected areas of growth within the District, including housing starts, military expansion as well as other growth indicators

- Grade configurations are being discussed toward increases in K-8 configurations

2.3.5 Full-Day Kindergarten

The Maryland State Department of Education is requiring districts to provide full-day kindergarten for all students, with class sizes no greater than 22, by the year 2007. Currently, AACPS has 32 half-day programs and 45 full-day programs in place across 77 elementary schools. In 2006-07, AACPS will increase the number of full-day kindergarten programs to 60 and, in 2007-08, the transition will be completed by implementing 17 additional full-day kindergarten programs. This state-mandated requirement has created a significant impact on the District and the staff believe this issue is extremely important to address in relation to the facilities requirements of this initiative.

- Adequate Building and Classroom Space
- Current Kindergarten Enrollments at Each Building
- Staffing and Scheduling Logistics
- Suitability of Kindergarten Space

2.3.6 Safety and Security of Buildings

The safety and security of all buildings is of paramount concern to the District. In 2004, the District submitted an application for, and was successfully awarded, a grant from the U.S. Department of Homeland Security. A complete safety and security assessment was conducted on each building and a report depicting the current and potential security risks at each school was generated. A review of this information was conducted by MGT. The facility impacts of this report were taken into consideration

during the facility condition and program suitability assessments. Areas of focus included, but were not limited to, the following:

- Secure Single Point of Egress / Ingress at Each Site
- Perimeter Fencing
- Parking and Grounds Lighting
- Surveillance Equipment
- Parking and Traffic Circulation
- Student Walking Patterns
- Visitor / Public Access

2.3.7 Grade-Level Configurations

Grade-level configurations were examined across the District to determine if building utilization could be improved through a re-configuration process. Certain middle schools within the District have significant capacity to support increases in student populations. While at the same time, a number of elementary schools have exceeded their current capacity and could leverage a re-configuration model to better utilize unused capacity at the middle school level. Specific areas that were analyzed are:

- Middle School Utilization and Capacity
- Elementary School Overcrowding
- Relationships of Capacity and Overcrowding to District Feeder Systems
- Transportation Impacts of Re-configuration
- Program Access Due to Re-configuration

3.0 PUBLIC INVOLVEMENT AND COMMUNITY COLLABORATION

Presented in this chapter are perceptions, observations, conclusions and recommendations from community leaders, the military community, parents, teachers, school principals, administrators, school and district staff, Annapolis and Anne Arundel Chambers of Commerce, Anne Arundel County Government, and Anne Arundel County Public School Board Members as they relate to the Anne Arundel County Public School *Strategic Facilities Utilization Master Plan.* The contents of this chapter generally reflect the perceptions and opinions of those groups and not necessarily the findings and conclusions reached by the consultant team.

The general public/community involvement was accomplished through four public forums, two in November 2005 and two in April 2006. Immediately after each forum orientation, the attendees were divided into smaller focus groups to communicate their concerns, observations and ideas.

- The November forums informed the public regarding the purpose of the assessment and MGT's plan, process, methodology, and project timelines in support of the *Strategic Facilities Utilization Master Plan*. The focus groups, which followed the November forums, were guided by a standard set of questions to gain citizen input, concerns and ideas on specific facility planning issues. The public was told that there would be an update brief to gain additional public input in the April timeframe and prior to the submission of recommendations to the School Board.

- The April public forum participants received a general overview/update brief that did not present any final findings. These forums also used instant electronic polling to gain insight on public opinion on specific issues related to facilities use and strategies for dealing with imbalances in facility utilization; e.g., magnet schools, International Baccalaureate programs, academies, grade configurations, etc. The focus groups which followed sought to gain public views on options that could or should be considered in the finalization of recommendations for the Strategic Facilities Plan.

The interactions with varied stakeholders and the community added important and substantive detail to confirm, and expand on the general critical concerns identified in

the initial MGT interviews conducted with the Executive and Administrative staff. Those major concerns were:

- Imbalanced Utilization of Facilities
- Alternative Education Programs
- Special Education Programs
- Full-Day Kindergarten by 2007
- Safety and Security of School Facilities
- Condition and Suitability of Aging School Facilities

3.1 Chapter Summary

There are major issues or concerns that impact on the varying views of the stakeholders and the community in general. The major issues or concerns are:

- Population Growth and School Redistricting
- Tax Base to Support Facility Improvements
- Suitable Facility Space to Support Educational Objectives
- Equity in the Quality of School Facilities in All Areas of the County

Though many stakeholders agree that Anne Arundel County Public Schools (AACPS) accomplishes its mission to educate the student population, there are additional concerns about improving upon the way facilities are utilized. Additional areas of improvement, as noted by stakeholders, are:

- Elimination of Portable Classrooms
- Maximization of Current Classroom Space
- Improved Security for Buildings and Portable Classrooms
- Better Use of Gymnasiums
- Better Management of Health Care Services at Schools
- Impact of Military Base Realignment and Closure (BRAC) on the Student Population

- Improvements for Special Education and Alternative Education Facilities
- Need to Address the Issue of Deferred Facility Maintenance

Although stakeholders indicate that AACPS performs adequate facilities management, there is room for improvement. These stakeholder concerns offer substantive input to the strategic facilities planning process. Detailed stakeholder concerns are discussed in subsequent sections of this chapter. They provide planners and decision-makers relevant information and input for development and implementation of the strategic facilities plan. Incorporating their views should result in the development of a successful comprehensive facilities strategic plan that can be supported by stakeholders and the larger public.

3.2 Introduction

Anne Arundel County is centrally located between Baltimore, Maryland and Washington, DC, and has excellent transportation networks, natural beauty and recreational opportunities along its 533 miles of shoreline. The current population of Anne Arundel County, according to the US Census Bureau, is estimated at 508,572. The ethnic make-up of the County consists of 81 percent white, 13 percent African American, three percent Native American, two percent Asian, and one percent of those classifying themselves as "other." The US Census Bureau projects an approximate population growth to 563,000 by year 2030.

There is a significant military population (Army, Navy, Marines, Air Force and Coast Guard) in Anne Arundel County. As a result of recent decisions to realign or close military installations in other parts of the country, the County and, in particular, the Army base at Fort Meade, anticipate increases in the number of military families and support personnel (military and civilian) moving to the area. These increases, whatever

the size, could impact AACPS facilities in that all secondary schools located on post have underutilized capacity.

3.3 Methodology

As part of the *Strategic Facilities Utilization Master Plan* public involvement process, MGT conducted four public forums and conducted interviews of principals, community leaders, parents, teachers and other critical stakeholders (public and private sector) to gauge the community's concerns regarding the District's facilities.

The first round of community public forums was conducted at two separate locations, the Chesapeake Arts Center in Brooklyn Park and the School Board Conference Room in Annapolis, on November 15th and 17th 2005, respectively. In all, there were a total of 143 people who attended the sessions. The majority of attendees were parents of school-age children who are enrolled in Anne Arundel County Public Schools. Among the attendees were PTA presidents, school principals, citizens from the business community and several students from varying grade levels. The second round of community forums were conducted on April 3rd and 6th 2006, at North County High School in Glen Burnie, and at the School Board Conference Room in Annapolis, respectively.

The methodology used to solicit information from this important group of citizens was to divide them into small focus groups. Each focus group was led by a facilitator from MGT who used a prepared interview guide for discussion. Open dialogue was encouraged in each focus group and the facilitators recorded responses from which a group consensus could be determined. The results were cross tabulated and a chart was created to reflect input from the public who attended the public forums (Exhibit 3-1).

Interviews were also conducted with 19 principals in AACPS who represented all school types within the District. Included were two high schools, four middle schools, eight elementary schools, and several alternative education programs (e.g., Special Education, Magnet). They were interviewed at their respective schools to solicit their input to the *Strategic Facilities Utilization Master Plan* (Exhibit 3-2).

The methodology selected a cross section of personnel in varying positions of responsibility throughout AACPS to ensure comprehensive representation. MGT recognizes this approach is not random sampling for statistical analysis purposes. Nonetheless, the interviews, using a common set of questions, can readily reveal the frequency of responses and thereby enrich the information available for planning and decision-making. The synopsis of responses that follows reflects the likely prevailing views and consensus of these stakeholders in AACPS (Exhibits 3-3 to 3-10).

Exhibit 3-11 presents the views obtained in the two public forums and focus groups that occurred at North County High School and the School Board Conference Room on April 3rd and April 6th, 2006, respectively.

3.4 The Responses

The following exhibits in this chapter provide summary input from the various stakeholders participating in either the public forum focus groups or from interviews conducted by MGT. A standard set of questions was used in the initial November focus groups and interviews. The April focus groups were less structured and were designed to solicit community views following their receipt of the update/status brief by the MGT team.

STAKEHOLDER ISSUE

Exhibit 3-1 shows that the public forum group of citizens considers population growth and redistricting as the greatest challenges facing AACPS. Most attendees are against using portable classrooms to accommodate that growth. Many expressed that they felt that the renovation of older facilities had been overlooked when determining additional classroom space.

Item number six of Exhibit 3-1 reflects several issues topping the list of community concerns:

- They do not want their children moved to ALERT schools as a result of redistricting decisions
- They want AACPS to put greater emphasis on improving education in order to lure those students who have left the AACPS system to return
- Increase the tax base beyond that of the County in order to adequately fund facility improvements
- Stop the practice of deferring facility maintenance
- Separate special education by age groupings

Item number seven of Exhibit 3-1, though not necessarily a facilities issue, is significant because parents and guardians took advantage of the public forum to voice their concern about student transportation services in AACPS. The majority or those attending indicated that they would like to see a reduction in ride times for students on school buses. Many attendees also wished to see improvement in classification of grade configurations. This input provided during the public forum (which was not designed to capture student bus ride concerns) may indicate there are other logistical educational concerns of the public that should be captured by AACPS leadership.

EXHIBIT 3-1
ANNE ARUNDEL COUNTY PUBLIC SCHOOLS
PUBLIC FORUMS INTERVIEW RESULTS
PARENTS, THE PUBLIC & OTHER STAKEHOLDERS
NOVEMBER 2005

QUESTION	SYNOPSIS
1. Tell us about your role in the Anne Arundel County Public Schools.	Majority of attendees were parents. Also attending were PTA presidents, principals, persons from community organizations, and business leaders.
2. What do you see as the greatest challenges facing the district and facility implications of those challenges?	Greatest challenge is **population growth** followed by **redistricting** concerns and use of portable classroom trailers.
3. What do you see as the primary facility issues?	Full-day kindergarten is the number one concern. Portable classroom security is also a significant concern.
4. What specific program areas are currently hindered due to facilities?	Lack of adequate school facilities to optimize student classroom size.
5. Do you know of any planned programs that will require facility enhancements?	Full-day kindergarten scheduled to start 2007 is number one priority. Next are challenges associated with Alternative Education.
6. From your perspective, what facility issues is the Anne Arundel County Public School District facing in the community?	Majority of respondents indicated tax base to support educational requirements in AACPS. Redistricting decisions are equally important – they do not want children moved to ALERT schools. Also, they want AACPS education improved so that it is a desirable school system as good as or better than Montgomery County.
7. Discuss your thoughts regarding community support for school facility improvements.	Need to reduce student bus ride time is the overwhelming concern. Next, is to improve student grade configuration.
8. What are the one or two most important outcomes you would like to see as a result of the facility planning process?	Stability and predictability on where a student is to attend school. Enhanced school security procedures for portable classrooms are next.
9. Are there any other comments not covered?	AACPS needs enrichment programs in elementary and middle schools.

Source: Prepared by MGT of America, 2006.

SUMMARY

Analysis of Exhibit 3-1 reflects the major concerns of the public attending AACPS forums are population growth, redistricting, taxes, full-day kindergarten and alternative education. This group is also concerned about classroom size and space to accommodate students. The public was united in the desire to eliminate the use of portable classroom trailers. The most important outcomes this group wants to see

included are stability and predictability on where a student is to attend school, and enhanced school security for portable classrooms.

STAKEHOLDER ISSUE

Exhibit 3-2 provides input of principals and shows that their number one issue is lack of space to support educational needs. During interviews, principals showed the MGT on-site team their space concerns at their respective schools. They emphasized that the number of available classrooms are insufficient to support education requirements and that student to teacher ratios are often unacceptable. Of equal importance to principals are inadequate school facilities to support technology. This is highlighted by circumstances that aging schools in AACPS were constructed 30 or 40 years ago and were not designed at that time for present-day technology. As a result, there are inadequate electrical circuits to support computer needs and other equipment. Wiring for technological requirements is often haphazard and unsightly.

Items 3 through 5, Exhibit 3-2 though seemingly redundant about space show the overwhelming concern of principals is lack of space to support educational programs. It also points out their significant concern for after-school programs. They share common sentiment that bus loading/discharge points at schools need to be improved. There is general consensus among principals that parents/guardians of students attending schools in Anne Arundel County Public Schools are supportive of the education objectives of the School Board. The principals reinforce the strong views enumerated by the public in Exhibit 3-1 to eliminate overcrowding and reduce class size. Principals also want portable classroom trailers eliminated as a source for classrooms.

EXHIBIT 3-2
ANNE ARUNDEL COUNTY PUBLIC SCHOOLS
INTERVIEW OF SCHOOL PRINCIPALS
NOVEMBER 2005 – FEBRUARY 2006

QUESTION	SYNOPSIS
1. Tell us about your role in the Anne Arundel County Public Schools.	Majority of principals cited their experience and longevity at AACPS. Others indicated their vision and understanding of education facility requirements.
2. What do you see as the greatest challenges facing the district and facility implications of those challenges?	The number one concern is lack of space to support educational needs. Next, are inadequate facilities to support technology needs.
3. What do you see as the primary facility issues?	Number one concern is inadequate infrastructure to include heating, air conditioning and electrical capacity. The next major concerns are facility capacity to support technology (computers), and not penalizing contractors for "shoddy work".
4. What specific program areas are currently hindered due to facilities?	Majority cites not enough space to meet educational requirements. Next is concern for innovative thinking in AACPS to expand facilities vertically. Age of schools is also a major concern along with science labs not being fully used.
5. Do you know of any planned programs that will require facility enhancements?	Majority of principals cite space and class size. Technology improvements are next followed by student parking problems at high schools.
6. From your perspective, what facility issues is the Anne Arundel County Public School District facing in the community?	Most significant concern is access to after-school programs. Next most important issue is bus loading/discharging of students at some schools which is considered ineffective and unsafe.
7. Discuss your thoughts regarding community support for school facility improvements.	Majority of principals see parents and guardians as supportive. Next priority is strong sentiment in the community to eliminate overcrowding and use of portable classrooms.
8. What are the one or two most important outcomes you would like to see as a result of the facility planning process?	Principals' overwhelming response is to ensure that when approved, the facilities strategic plan is implemented and does not gather dust on the shelf. Next, is to improve facilities and make needed renovations to eliminate overcrowding.
9. Are there any other comments not covered?	Majority of principals indicated that the AACPS strategic facilities plan should have input from principals, staff and parents prior to design, redesign, renovation or construction of educational facilities in AACPS.

Source: Prepared by MGT of America, 2006.

SUMMARY

Analysis of Exhibit 3-2 shows that the top concern of principals is the lack of space to support educational objectives. Of almost equal concern is the availability of technology to support various educational programs. They view aging facilities as having

a major impact on information technology. Continuing population growth with incidental student population increases is seen by principals as posing a significant challenge to AACPS. The most important outcome desired by principals would be the assurance that when the facilities plan is approved, it will be implemented by the Board. The second most important outcome cited by principals is to improve facilities and make needed renovations to eliminate overcrowding and improve educational suitability.

STAKEHOLDER ISSUE

Providing student health care services are one of the most important functions performed by Anne Arundel Public Schools (AACPS). The MGT on-site team interviewed Anne Arundel County Department of Health officials who have a unique and special relationship with AACPS on student health care matters. These health care professionals advise on, recommend and implement health-related programs.

Exhibit 3-3 reflects major concerns of these health care professionals who believe they are in conflict with AACPS school administrators. Their dissatisfaction is demonstrated in the following observations:

- Aging schools have limited space and these space limitations often result in space being taken from health care programs and given to other programs
- Health care services at schools are hindered due to lack of space
- Special education and health services will require facility enhancements if they are to provide effective student services
- Urgent need exists for AACPS support of after school health and special education programs to include energizing the community about health care issues

The consensus of health professionals is that the concerns of the community focus on taxes and redistricting. They opine that if the community perceives that the

Strategic Facilities Utilization Master Plan would impact taxes or redistricting, then approval and implementation of the plan will encounter significant difficulty.

EXHIBIT 3-3
ANNE ARUNDEL COUNTY PUBLIC SCHOOLS
HEALTH PROFESSIONALS INTERVIEWS
JANUARY 2006

QUESTION	SYNOPSIS
1. Tell us about your role in the Anne Arundel County Public Schools.	Health professionals are responsible for ensuring that health services are provided to students. They advise, recommend and implement health related programs.
2. What do you see as the greatest challenges facing the district and facility implications of those challenges?	Health professionals indicated the major issue is interagency conflict because health related services are at the mercy of school administrators. Secondly, they indicated communication problems.
3. What do you see as the primary facility issues?	The number one issue cited by health professionals is aging schools and limited space. This often results in space being taken from health care and given to other users at the schools.
4. What specific program areas are currently hindered due to facilities?	Number one concern is insufficient space at schools for health care services. Therefore, all health care programs are hindered.
5. Do you know of any planned programs that will require facility enhancements?	Special education and health care programs will require facility enhancement if they are to be effective. In addition, the hearing program is threatened. Support according to health care professionals is not good in AACPS for these programs.
6. From your perspective, what facility issues is the Anne Arundel County Public School District facing in the community?	Number one issue is access to after school programs. In addition, the community is not viewed as activist and needs to be energized about health care issues.
7. Discuss your thoughts regarding community support for school facility improvements.	The two major concerns in the community are taxes and redistricting. If community sees the facilities strategic plan impacting on either concern, then the plan will become a hot issue.
8. What are the one or two most important outcomes you would like to see as a result of the facility planning process?	Number one concern is that AACPS recognizes that health care is important. Next, AACPS should view student health care requirements the same as other programs supported in AACPS.
9. Are there any other comments not covered?	There are political implications connected to a study of this nature, and AACPS leadership must be honest when informing the public about what is being done. Give consideration and priority to improve the conditions for health and special education related services in AACPS.

Source: Prepared by MGT of America, 2006.

SUMMARY

It may be concluded from information and data in Exhibit 3-3 that the primary concern of health professionals is the interagency conflict within AACPS. It appears to the MGT team that there may be deeper issues that have festered over a period of time between health care professionals and the AACPS administrative leadership that should be resolved. Regardless, the health care professionals are sharing their views of the situation from their perspective. It would be wise and prudent for administrators in AACPS to initiate meaningful dialogue with its health care professionals and work in concert to resolve difficulties. Resolving issues (both real and perceived) would support the important outcomes desired by health care professionals - that AACPS recognize that health care is important and that student health care requirements should be given the same consideration as other programs supported in AACPS.

STAKEHOLDER ISSUE

Recognizing the importance of education, the Annapolis and Anne Arundel County Chamber of Commerce acknowledges that education is essential to a thriving economy and a rich quality of life. It acknowledges that education prepares the workforce of tomorrow, helps existing workers gain new skills, and is a necessary component for an informed and engaged citizenry. The Chamber of Commerce works in partnership with Anne Arundel County Public Schools to help ensure the success of all students in the school system.

When Chairman Richard Morgan, Annapolis and Anne Arundel County Chamber of Commerce was informed by Dr. Bill Wise, Assistant Superintendent, AACPS, about the *Strategic Facilities Utilization Master Plan,* he initiated immediate involvement by the Chamber of Commerce. Subsequent developments included the MGT on-site team briefing the Chamber of Commerce on the *Strategic Facilities Utilization Master Plan*.

A synopsis of the briefing given to the Annapolis and Anne Arundel County Chamber of Commerce is shown below. It is noted in Exhibit 3-4 that the Chamber of Commerce expressed concern that a similar facilities study was conducted several years ago, but not fully implemented. A Chamber member pointed out that the study was considered excellent at the time and it is difficult to understand why AACPS did not act to implement many of the recommendations in that study. Further discussion made the point that if MGT provides a competent study, the Chamber of Commerce is hoping that the recommendations for improving facilities in AACPS will be implemented.

There was discussion regarding current facility use. At issue is whether AACPS is maximizing the use of current facilities. It was mentioned that in assessing use of facilities, sometimes organizations are not fully aware they may not be maximizing use of what is in their current inventory.

The Chamber of Commerce expressed concern about community input. Dr. Wise assured Chamber members that input from the community was being accomplished and that public forums would be conducted by MGT to gather community input and the views of other major stakeholders.

EXHIBIT 3-4
ANNE ARUNDEL COUNTY PUBLIC SCHOOLS
AND
ANNAPOLIS AND ANNE ARUNDEL COUNTY CHAMBER OF COMMERCE
NOVEMBER 2005

QUESTION	SYNOPSIS
1. What do you see as the role of the Chamber of Commerce as it relates to the Anne Arundel County Public Schools strategic facilities plan?	Members of the Annapolis and Anne Arundel County Chamber of Commerce as community leaders are uniquely qualified to render observations and recommendations to the AACPS Strategic Facilities Plan.
2. What do you see as the greatest challenges facing the district and facility implications of those challenges?	The Chamber of Commerce noted that a similar facilities utilization study was conducted a few years ago and, to their knowledge, little was done and the report gathered dust. Hopefully, this will not be the fate of this study.
3. What do you see as the primary facility issues?	A major point covered maximizing use of current facilities emphasizing it also means removing those no longer usable.
4. What specific program areas are currently hindered due to facilities?	There was no discussion on this point.
5. Do you know of any planned programs that will require facility enhancements?	It was mentioned that the current growth at Fort Meade, Maryland will impact AACPS facilities and that the plan must take into consideration that military-related personnel growth at Fort Meade will have impact on AACPS educational facility planning.
6. From your perspective, what facility issues is the Anne Arundel County Public School District facing in the community?	Chamber of Commerce members inquired about community input. They were informed about planned public forums scheduled 15 and 17 November. There was general discussion about the importance of community input in formulating a strategic facilities plan.
7. Discuss your thoughts regarding community support for school facility improvements.	There was no discussion on this point.
8. What are the one or two most important outcomes you would like to see as a result of the facility planning process?	It was emphasized by the Chairman the importance of the *Strategic Facilities Utilization Master Plan*. He re-emphasized concern that the final plan not gathers dust on some shelf, but is used to improve facility use in AACPS.
9. Are there any other comments not covered?	None were noted.

Source: Prepared by MGT of America, 2006.

SUMMARY

The Annapolis and Anne Arundel County Chamber of Commerce made it clear that it fully supports the initiative of AACPS to develop and implement the *Strategic Facilities Utilization Master Plan*. It expressed Chamber concerns and made several

suggestions. The most important outcome that the Chamber of Commerce would like to see as a result of the facility planning process was stated by the Chairman. He emphasized the importance of the *Strategic Facilities Utilization Master Plan* and concern that the final product, when completed, does not gather dust on a shelf, but is used to improve facility use in AACPS.

STAKEHOLDER ISSUE

The Special Education Department of Anne Arundel County Public Schools is the arm of the school system responsible for coordinating the myriad of special education needs in AACPS. It has overall responsibility, supervision and direction of the special education program. This includes collection and analysis of data to determine trends and prepare changes as appropriate.

Those parents and guardians with children in special education programs in AACPS view their programs as the highest priority - a sentiment not shared by those parents or guardians of children in regular education classroom settings. As a result, difficulty is encountered by the Special Education Department in securing program support when in competition with traditional programs. Consequently, the Special Education Department feels strongly that there is disparity in the allocation of resources in favor of traditional programs at the expense of special education.

Exhibit 3-5 reflects the view of the Special Education Department that staffing is a major special education issue compounded by adequate space not being provided for special education programs. The Principal of Ruth P. Eason Special Education School reinforced that view. The MGT on-site team visited Ruth P. Eason Special Education School and witnessed crowded conditions directly related to a lack of adequate space.

Items 3 through 6 in Exhibit 3-5 reinforce the concern of the Special Education Department that their primary issue is lack of adequate space for special education

students throughout AACPS. In addition, they strongly believe the situation is worsened by an acute shortage of special education teachers. Special education advocates in AACPS also comment that room conversions for special education do not always accomplish the mission or solve the problem.

There are strong indicators that AACPS has serious challenges supporting and maintaining an effective and satisfactory special education program. Considering the input by the Ruth P. Eason Special Education School principal, the Special Education Department, AACPS and MGT on-site observations, the contention that there are space shortcomings for special educational programs is strongly supported.

EXHIBIT 3-5
ANNE ARUNDEL COUNTY PUBLIC SCHOOLS
SPECIAL EDUCATION COMMITTEE INTERVIEW RESULTS
JANUARY 2006

QUESTION	SYNOPSIS
1. How do you see your role being overall in charge of coordinating Special Education in AACPS contributing to the facilities use strategic plan?	Special Education Department members see themselves as constantly collecting/analyzing data to determine trends and respond to changes. Next, they are capable of looking at classrooms and increased enrollment impacts. They focus particularly on special education classroom use and safety implications.
2. What do you see as the greatest challenges facing the district and facility implications of those challenges?	Staffing is the major challenge. Expansion at Fort Meade will bring many students to AACPS. Too much emphasis is on the regular student population in AACPS and not enough emphasis is placed on the 12.9 percent or 9,500 special education students in AACPS.
3. What do you see as the primary facility Special Education issues?	Space is the major issue. Adequate space for special education is not being accomplished. In most instances room conversions for special education do not always accomplish the mission or solve the problem.
4. What do you see as the primary facility issues confronting Special Education in AACPS?	Primary facility issue for both regular and special education students is space. It was emphasized that space considerations for special education students are more acute.

EXHIBIT 3-5 (CONTINUED)
ANNE ARUNDEL COUNTY PUBLIC SCHOOLS
SPECIAL EDUCATION COMMITTEE INTERVIEW RESULTS
JANUARY 2006

QUESTION	SYNOPSIS
5. What if any specific program areas are currently hindered due to lack of facilities?	Number one issue is alternative education requirements that are significantly hindered due to lack of facilities. Next, is middle and high school autism programs and lack of instructional space followed by special education teacher shortages that compound the impact of the lack of facilities?
6. From your perspective, what facility issues face the Anne Arundel County Public School District in the community?	Though not wanting to be redundant, they indicated that the major issue is space for special education. Additionally, the tax cap is a problem. County leadership has no commitment to raise taxes to support education.
7. Discuss your thoughts regarding community support for school facility improvements. Is the community concerned and involved?	There is excellent support by parents/guardians who have students enrolled in alternative education and special education programs. The rest of the community give special education token support and place it last in the facility planning process.
8. What are the one or two most important outcomes you would like to see as a result of the facility planning process?	First, that the plan when approved is fully implemented. The Department expressed awareness that a similar plan was completed a few years ago and was not fully implemented. If the MGT study is sound, then AACPS should implement recommended actions.
9. Are there any other comments not covered?	The facilities study findings and proposed recommendations should be shared with stakeholders before finalizing the plan. For the plan to be effective there has to be “buy in” from all concerned.

Source: Prepared by MGT of America, 2006.

SUMMARY

There is strong evidence that there are facility and space shortcomings for special education programs in Anne Arundel County Public Schools. There are staffing shortcomings that could be exacerbated with personnel increases at Fort Meade, Maryland that will place additional demands on special education resources in AACPS. It is imperative that the strategic facilities plan ensures adequate space is made available for special education programs in AACPS. Achieving this as an outcome would be in concert with the Special Education Department’s desire that the approved strategic

facilities plan is fully implemented ensuring allocation of adequate facilities and space for special education.

STAKEHOLDER ISSUE

Exhibit 3-6 reflects the key interview results of the Fort Meade Installation Commander. While population growth is a concern of many interviewed or participated in the public forum focus groups, the Installation Commander emphasized that only 5,300 are projected to come to Fort Meade by 2010. Only 10-12% of that number will be military. Moreover he asserts that the base schools can absorb the increase if incoming persons regard the schools as quality institutions for their children. He contends there is time for effective visioning and planning to ensure the benefits of population growth are in fact achieved. The potential benefits include an array of professionals with world class skills in languages and information technology who could enhance the learning in AACPS schools.

He strongly urges making better use of space at the Fort Meade High School. To do so will mean overcoming negative perceptions of the school, and a way to do that would be to make it a magnet school or a school offering programs that attract high performing students.

He emphasizes that innovative visioning and leadership will be needed to make a good education system an excellent one. If that does not happen, the rich talent pool generated by BRAC may not choose to move their families here or may choose to live in Howard County or elsewhere.

He acknowledges that redistricting will be a challenge and past decisions have not favored Fort Meade, but instead have favored and protected other communities.

EXHIBIT 3-6
ANNE ARUNDEL COUNTY PUBLIC SCHOOLS
MILITARY LEADERSHIP
FORT MEADE, MARYLAND
DECEMBER 2005

QUESTION	SYNOPSIS
1. Tell us about your role in the Anne Arundel County Public Schools.	We have seven schools on the base (four elementary schools, two middle schools and one high school). These are owned by AACPS and are located on federal property at a nominal annual lease fee. He has several roles, commander, city manager/mayor type roles, and as a commander, has inherent responsibilities to take care of Fort Meade community (military and civilian).
2. What do you see as the greatest challenges facing the district and facility implications of those challenges?	The Board is in the driver seat in this process and they must coalesce around a vision. This is a good school system with the potential to be excellent. If the choice is the status quo, the best possibilities stemming from BRAC will not be here; i.e., highly educated professional civilians with high expectations for what schools should offer their children, such as magnet programs and effective Alternative Education programs. Need to decide how to structure for the future.
3. What do you see as the primary facility issues?	The Fort Meade buildings are old but not antiquated. The open classroom design at Meade High School does not provide for a good learning environment and partitions do not solve the noise abatement problem. There is underutilized space in the high school.
4. What facility issues are AACPS facing in the community?	Redistricting is inevitable. Redistricting has protected certain populations; e.g., Arundel High School is protected from certain populations, and the new Seven Oaks School feeds Arundel High School while being just across the street from Fort Meade. If we improve perceptions of Meade High School, we can make effective use of underutilized space. There is already a high degree of satisfaction with the elementary schools on the base.
5. Discuss your thoughts regarding community support for school facility improvements.	There are communities and entities that would support a magnet school concept within a grand scheme.
6. What are the one or two most important outcomes you would like to see as a result of the facility planning process?	The School Board should get a planning tool that they can use to take a vision and figure out how to achieve that vision. I hope the tool enables the Board to develop a prioritized list of facility requirements.
7. Are there any other comments not covered?	None.

Source: Prepared by MGT of America, 2006.

SUMMARY

Fort Meade schools are old but not completely antiquated. The elementary schools are highly regarded, but the high school is perceived negatively; parents choose to send their children elsewhere, and consequently the high school space is

underutilized. The perception problem could be fixed by placing highly attractive programs in the high school and also by fairly balanced redistricting that avoids protecting some schools at the expense of others.

Innovative visioning and leadership can maximize the potential of BRAC to be a rich resource for the AACPS system.

STAKEHOLDER ISSUE

Exhibit 3-7 indicates the Speaker of the House is very aware of the facilities utilization study, and expressed positive concern that MGT was interacting with all involved in the education process. He expressed concern about underutilized space in some schools and areas of the County that would remain that way unless targeted programs, such as the International Baccalaureate, were placed in certain schools so as to draw from populations living outside that school's area. Under enrollment in Annapolis, caused in part by increased enrollment in private schools, is also a concern.

He acknowledges that redistricting will be a huge issue, especially if certain communities were affected. Regarding issues such as redistricting, he thinks an unbiased study will be critical to abating conflicts.

The Speaker is concerned that schools remain able to serve their communities as they do now (beyond education) even when there are renovations to facilities.

EXHIBIT 3-7
SPEAKER OF THE HOUSE
MARYLAND HOUSE OF DELEGATES
ANNAPOLIS, MARYLAND
JANUARY 2006

QUESTION	SYNOPSIS
1. Tell us about your role in the Anne Arundel County Public Schools.	Although in the legislature, the Speaker acknowledged his awareness of the purpose and scope of the facilities utilization study, and wanted to be assured that MGT was interacting with the interagency board and other entities involved in education issues and standards.
2. What do you see as the greatest challenges facing the district and facility implications of those challenges?	Geographically locating any new schools will be a challenge. If there are renovations of facilities, we still have to retain after school programs---schools will need to support other community needs beyond the education mission
3. What do you see as the primary facility issues?	There is much underutilization of space in some facilities and in some areas of the county; moreover, this will continue to be the case unless programs such as the International Baccalaureate can be placed so as to draw students from outside those facilities' zones.
4. From your perspective what facility issues are AACPS facing in the community?	Redistricting will be a huge issue and there will be resistance if families in the Broadneck area are affected. This facilities use assessment process is an important, unbiased tool for informing decisions.
5. Discuss your thoughts regarding community support for school facility improvements.	The implementation must satisfy the needs of families for after school use; such as: day care until parents are home from work; youth and organization activities usually available in the community centers (Scouting, Recreation and Parks programs, and athletics).
6.. What are the one or two most important outcomes you would like to see as a result of the facility planning process?	I want an outcome that tells us what can be done given these realities: our needs looking out 10 years, what then is the proper alignment of school boundaries? How do we address under enrollment in Northeast and South county? How do we address under enrollment in Annapolis, in part because of increased enrollment in private schools?
7. Are there any other comments not covered?	No additional comments.

Source: Prepared by MGT of America, 2006.

STAKEHOLDER ISSUE

Exhibit 3-8 reflects how the Special Education Parent Advisory Committee is committed to bettering the education outcomes for their children. They understand the

issues and the barriers to overcoming the issues. They approach their challenges with a desire to promote collaboration.

A central theme that surfaced is their concern that too often planning includes special education needs only as an afterthought. Their point is that facilities use planning needs to consider "specialized planning" at the beginning of the process.

Classroom space and number of rooms of different sizes are needed for the range of issues affecting their children.

They believe the Individual Education Plan process is degraded by facility issues, thus families do not have good choices, only "poor, worse, or bad" choices.

They recognize growing resentment at the cost of special education programs that are mandated and not funded by the federal government, thus leaving the burden to the local taxpayers. They do not expect public support because of the tax cap and its support by the large retired community. What they want from the study is the creation of a right learning environment, and evidence that special education was not treated as the last item on the agenda, but rather that there is equality and equity.

EXHIBIT 3-8
ANNE ARUNDEL COUNTY PUBLIC SCHOOLS
SPECIAL EDUCATION PARENT
ADVISORY COMMITTEE INTERVIEW RESULTS
JANUARY 2006

QUESTION	SYNOPSIS
1. Tell us about your role in the Anne Arundel County Public Schools.	Our role is to be proactive and collaborative with the Department of Special Education to better the outcomes for our kids. We bring a parental perspective on special education. Additionally, we seek to bring other kids' parents into our organization so that we can educate them and learn from them.
2. What do you see as the greatest challenges facing the district and facility implications of those challenges?	Planning must include specialized planning early in the process, not as an after thought; e.g., facility upgrades must address accessibility, space designs must address the population being served and their needs, and space use and priorities should treat the special needs kid as more than a "step child".

EXHIBIT 3-8 (CONTINUED)
ANNE ARUNDEL COUNTY PUBLIC SCHOOLS
SPECIAL EDUCATION PARENT
ADVISORY COMMITTEE INTERVIEW RESULTS
JANUARY 2006

QUESTION	SYNOPSIS
3. What do you see as the primary facility issues?	Capacity is primary and has consequences in two ways: 1. Limited capacity in a classroom results in mainstreamed special needs students being grouped together rather than being mixed. 2. Limited number of classrooms available aggravates the outcomes in the first consequence. Lack of capacity degrades the intent of the IEP. Families have no good options, "only poor, worse, or bad.
4. What specific program areas are currently hindered due to facilities?	Placement options in the IEP process. Availability of speech therapy and physical therapy. Participation in some classes because of accessibility issues. At the HS level space limits impede special needs students' entry into Functional Life Skills and vocational training programs.
5. Do you know of any planned programs that will require facility enhancements?	Public-private initiatives have been discussed, but these will require space utilization planning.
6. From your perspective, what facility issues is the Anne Arundel County Public School District facing in the community?	Implementing the full-day kindergarten program is a challenge and will delay addressing any special education priorities.
7. Discuss your thoughts regarding community support for school facility improvements.	Public support is not there for public education. Those who can afford parochial schools do so. The tax cap is supported by the large retired population. Support for special education is even worse, because few know much about it and would not know what to support. There is resentment about the cost of special education because the federal government mandates, but does not fund the ideal programs.
8. What are the one or two most important outcomes you would like to see as a result of the facility planning process?	Want to see planning for special needs as forethought, not afterthought. Want outcomes that reflect equality and equity.
9. Are there any other comments not covered?	AACPS does a good job of providing a continuum of education and learning. Would like to see the special ed centers eliminated, but if not, the current centers should be maintained adequately and expanded. The MGT assessment of demographic forecasts must take into account special needs growth from Fort Meade and the trend for enrollments from Baltimore City and Prince George County.

Source: Prepared by MGT of America, 2006.

SUMMARY

The Special Education Parents Advisory Committee recognizes that all kids are not on the same level, and that AACPS does a good job of providing a continuum of education and learning. There is a real concern that the MGT team, when analyzing demographic trends, should separately project the growth in the special needs population. That demographic projection should include Fort Meade and BRAC, plus the current migration of special needs children from nearby Baltimore City and Prince George County. Forethought, not afterthought, facilities use planning is required.

STAKEHOLDER ISSUE

Directors and Senior Staff personnel in Anne Arundel County Public Schools play a key and critical role in the school system. In their respective specialties, they control, direct and supervise facilities, buildings and grounds, transportation, logistical, instructional or other programs or activities supporting the mission of AACPS to educate its students. Directors and Senior Staff were found by the MGT on-site team to be a diverse group with different backgrounds and who, individually and collectively, are a tremendous source of knowledge. At the same time, they have individual expertise in their particular area of interest and this makes them unique. This uniqueness does not lend itself to consensus agreement on many of the questions posed to them in the interview query. However, there are some questions where there was majority agreement.

Item number two of Exhibit 3-9 illustrates there is no clear consensus among this group on the question of the greatest challenges facing the district and facility implications of those challenges. Their concerns are mixed and include aging facilities, funding standards, integrating technology, alternative education, updating facilities, etc.

These responses seem to be in synchronization with their respective areas of expertise or interest. Since there is no clear consensus, their concerns are interpreted in the aggregate as bridging to other stakeholder concerns in this section.

Item number three of Exhibit 3-9 shows a clear consensus among this group that they see aging facilities as the number one issue and alternative education as being the next most important facilities reuse issue.

They see magnet schools and full-time kindergarten as planned programs that will require facility enhancements – a view shared by many other stakeholders interviewed by the MGT on-site team. In item number six they see 60-65 percent of households in AACPS not having school age children and the tax cap being a serious impediment to supporting educational objectives. The Directors and Senior Staff see the community as somewhat apathetic and skeptical with a desire to have one of the best of school systems but unwilling to pay the cost.

EXHIBIT 3-9
ANNE ARUNDEL COUNTY PUBLIC SCHOOLS
DIRECTORS AND SENIOR STAFF
OCTOBER 2005 - JANUARY 2006

QUESTION	SYNOPSIS
1. Tell us about your role in the Anne Arundel County Public Schools.	Respondents indicated their positions – Director of Facilities, Curriculum, Career Education, etc. and briefly described what they do.
2. What do you see as the greatest challenges facing the district and facility implications of those challenges?	There is no clear consensus on this question due to their varying responsibilities. Concerns among this group are aging facilities, funding standards, integrating technology, alternative education, updating facilities and providing full-day kindergarten.
3. What do you see as the primary facility issues?	The majority cited aging facilities followed by alternative education as being the top strategic facility reuse issues.
4. What specific program areas are currently hindered due to facilities?	Priorities of concern are special education and alternative education. In addition, the backlog of maintenance is a high concern.
5. Do you know of any planned programs that will require facility enhancements?	Magnet schools and full-time kindergarten are primary. Others concerns mentioned are improving physical education and alternative education facilities.

EXHIBIT 3- 9 (CONTINUED)
ANNE ARUNDEL COUNTY PUBLIC SCHOOLS
DIRECTORS AND SENIOR STAFF
OCTOBER 2005 - JANUARY 2006

QUESTION	SYNOPSIS
6. From your perspective, what facility issues is the Anne Arundel County Public School District facing in the community?	Most salient point is that approximately 60-65% of households in AACPS do not have school age children. The tax cap in AACPS is a serious impediment to supporting the school system financially.
7. Discuss your thoughts regarding community support for school facility improvements.	Community is viewed as somewhat skeptical. Citizens do not understand AACPS maintenance issues. Community wants the best education, but does not want to pay for it. Redistricting was the concern of the majority of respondents.
8. What are the one or two most important outcomes you would like to see as a result of the facility planning process?	An equitable plan to address community facility issues that communicates and supports public education.
9. Are there any other comments not covered?	None were noted.

Source: Prepared by MGT of America, 2006.

SUMMARY

Directors and Senior Staff at AACPS cite aging facilities and alternative education as the primary facility issues. They also indicated that planned programs that will require facility enhancements are magnet schools and full-time kindergarten. This group does not see community support as being strong and caution that garnering financial support through taxes to improve AACPS education may prove difficult. The desired outcome Directors and Senior Staff would like to see as a result of this study is an equitable plan to address community facility issues that communicates and supports public education.

STAKEHOLDER ISSUE

Assistant Superintendents and the Chief of Staff of Anne Arundel County Public Schools were interviewed to obtain their views, comments and recommendations on the *Strategic Facilities Utilization Master Plan*. This group presented the same challenges as noted in the preceding section of this chapter focusing on Directors and Senior Staff in

AACPS. It was pointed out in that section that the experience and expertise of senior leaders in AACPS does not lend itself to easy consensus on certain issues. The responses were diverse when Assistant Superintendents and the Chief of Staff were asked to provide what they see as the greatest challenge facing the school system and facility implications of those challenges. They cited alternative education, special education, under-enrolled schools, high school growth, etc. as greatest challenges. They individually expressed their concern and the uniqueness of some responses did not support formulating a consensus from the group regarding item number two in Exhibit 3-10. It is important to point out that their individual views are in concert with those expressed by other stakeholders.

Item number three of Exhibit 3-10 shows a consensus among this group indicating that aging buildings, safety and security as major concerns. On the question of programs currently hindered due to facilities asked in item four of Exhibit 3-10, they see alternative education, special education, student parking (at high schools) and portable classroom trailers as hindrances.

On the issue of planned programs requiring facility enhancements in item number five, the majority indicated that alternative education and special education will be hindered. Also mentioned were student parking and portable classrooms. In item six of Exhibit 3-10, alternative education is seen by this group as a facility issue facing the community.

The Assistant Superintendents and Chief of Staff see public or community support as very low for any funding to improve education in AACPS. Additionally, they comment that any consensus by the School Board of AACPS is difficult to achieve and impacts adversely on the education process. School Board members are very political with a

mindset of "not in my backyard" on major issues if there are perceived impacts on their district.

EXHIBIT 3-10
ANNE ARUNDEL COUNTY PUBLIC SCHOOLS
ASSISTANT SUPERINTENDENTS AND
CHIEF OF STAFF
OCTOBER 2005 – DECEMBER 2005

QUESTION	SYNOPSIS
1. Tell us about your (organization or department's) role in the Anne Arundel County Public Schools.	Those interviewed consisted of Assistant Superintendents and the Chief of Staff, AACPS.
2. What do you see as the greatest challenges facing the district and facility implications of those challenges?	The concerns of the interviewees did not facilitate determining a majority consensus on a particular issue. Three cited alternative education, one special education, one mentioned under-enrolled schools and one cited hr
3. What do you see as the primary facility issues?	Quality/age of buildings is the major concern followed by safety and security.
4. What specific program areas are currently hindered due to facilities?	Alternative education was the majority choice of this group. Also mentioned are special education, student parking and portable classroom trailers as hindrances.
5. Do you know of any planned programs that will require facility enhancements?	Alternative Education was the majority choice followed by special education. Also mentioned are maintenance backlog, magnet and charter schools.
6. From your perspective, what facility issues is the Anne Arundel County Public School District facing in the community?	Alternative models and special education are most important facility issues. A few responded that there needs to be a "fix it" philosophy for those things in the AACPS that need repairing.
7. Discuss your thoughts regarding community support for school facility improvements.	Very low public support for any funding (taxes) to improve education. Additionally, School Board difficulty in achieving consensus on major issues which creates a "not in my backyard" community mindset on part of some School Board Members.
8. What are the one or two most important outcomes you would like to see as a result of the facility planning process?	Respondents almost equally divided on this query. Alternative education improvement without breaking the bank, eliminating maintenance backlog and implement recommendations of the plan, even if unpopular, are major input items.
9. Are there any other comments not covered?	Greater emphasis on staff development and disaster plans, improve safety and security, determine what property AACPS owns and improve space allocation are additional comments.

Source: Prepared by MGT of America, 2006.

STAKEHOLDER ISSUE

Redistricting is the number one concern of citizens who voiced their opinions at two public forum locations (Public Forum held at North County High School on April 3,

2006 and at the Central Office Board Room in Annapolis on April 6, 2006) facilitated by MGT consultants. The next most dominant topic of citizen concern at the North County High School forum is parental perceptions that Severna Park Schools were to be closed and or redistricted. Representatives of this group were also present in significant numbers at the Annapolis public forum and made their Severna Park school closure and redistricting concerns known in focus groups conducted at the AACPS Central Office.

Exhibit 3-11 is the results of Anne Arundel County Public Forums held at North County High School and the Central Office Board Room. There were 121 citizens attending the North County High School forum and 139 were counted at the Central Office Board Room.

At each forum, opening remarks were given by Dr. Wise followed by the MGT on-site team conducting a questionnaire that was projected on a screen and allowing each attendee to vote electronically their choice of answer to the questions. The results were instantly tabulated and allowed citizens to see how their particular vote on a question tabulated against other attendee choices. Upon completion of the questionnaire, attendees at the forums were divided into small groups to provide them an opportunity to discuss significant topics generated by the questionnaire, as well as other concerns they might have. The focus group facilitators were tasked to hear the participants' views and seek to get their views on a range of options for addressing problems to achieve balanced and affordable utilization of facilities. The following are the salient concerns of those participating in the focus groups:

- They do not want redistricting decisions to impact (their) schools.
- They do not think the Anne Arundel County Public School Board does an effective job of communicating with the public.

- They do not think the Anne Arundel County Public School Board and Anne Arundel County administration effectively communicate with each other
- They think that AACPS has been less than open with the public about the *Strategic Facilities Utilization Master Plan*
- Potentially affected parents are angry and nearly uncompromising on any consideration real or imagined that results in the closing of any Severna Park area schools
- They are concerned that they were misinformed about the true nature of the public forums, since they thought the topic was to focus on redistricting
- There are parents willing to recognize that exercising options such as magnet schools and International Baccalaureate programs can be effective strategies for maximizing underused facilities and distributing students in a self-volunteering way rather than involuntarily moving students through redistricting

The concern throughout Exhibit 3-11 is strong public sentiment against the issue of redistricting. Redistricting is an acceptable mechanism as long as it does not impact their district or school. Throughout all of the fourteen focus groups (six on April 3 and eight on April 6) there was overwhelming citizen concern that they were attending forums on the issue of redistricting and the majority of them came prepared to discuss that issue. When facilitators for the focus group sessions attempted to incorporate a broader agenda, immediate suspicion and distrust emerged among the attendees. Additionally, they expressed concern that the Anne Arundel School Board operates in secrecy and is not willing to keep the public informed about important deliberations as they relate to strategic facility planning.

Their input during the public forums may indicate that there are serious challenges for the AACPS leadership to ensure a more open relationship is achieved and perceived so that an informed public might have confidence in the results of the *Strategic Facilities Utilization Master Plan*.

Exhibit 3-11 is a synopsis of the input from parents and other individuals attending the forums. The information is compiled from detailed notes and observations from MGT consultants conducting the group sessions.

Analysis of Exhibit 3-11 reflects that the major concerns of the public attending AACPS forums on April 3 and April 6, 2006 are redistricting, taxes, and openness of information exchange. They are very vocal and want to ensure they are fully included as part of the *Strategic Facilities Utilization Master Plan*.

EXHIBIT 3-11
ANNE ARUNDEL COUNTY PUBLIC SCHOOLS
SYNOPSIS OF COMMUNITY PUBLIC FORUM RESULTS
APRIL 3 AND APRIL 6, 2006

SYNOPSIS
Who attended? Majority of attendees were parents. Also attending were PTA presidents, principals, persons from community organizations, and business leaders.
Number one concern? Redistricting.
How they feel about taxes? Reference taxation as a source to support facilities plan. A significant number of attendees expressed a willingness to pay more real estate taxes in order to maintain schools within present boundaries.
Importance of Stakeholder/Public Input. Overall, there is suspicion on the part of attendees that perhaps MGT and the administration could use their responses to draft a final report showing citizen and parent support that may not have their input or concurrence. They do not have a comfort level that their input is being seriously considered.
Who should be in charge of maintenance and facilities? Maintenance of facilities is a main concern. They are concerned about the maintenance backlog more than enhancements. They want those hired to manage maintenance and facility enhancements to be professionals in those areas and not educators who do not know anything about maintenance or facilities management.
Report Card Grade on the School Board. The attendees give the School Board low grades regarding how well and timely the Board has kept the public informed in this facilities utilization process. Concerns center on redistricting, taxes to support the facilities plan, information about Board policies, open communications, and fair use of the media. Regarding the aforementioned, many viewed the Board as ineffective.
Community support. Community support from this group will be mixed if it involves raising taxes. There is minimum support to increase the tax rate.
No redistricting. However, there are two other themes for actions. 1). 'redistricting may be OK as long as it does not affect my district or school. If it comes to implementing redistricting, there will be a tremendous public outcry'. 2). There is considerable support for options such as magnet schools and IB programs if those options would help resolve capacity/utilization issues and thus reduce the threat of redistricting.

Source: Prepared by MGT of America, 2006.

3.5 Conclusions

Exhibit 3-12 illustrates the alignment of issues/key concerns and responses from the AACPS leadership, stakeholders and the community at large. In those instances in Exhibit 3-12 where a blank appears, it indicates that the issue or concern was not expressed in the interviews.

EXHIBIT 3-12
ANNE ARUNDEL COUNTY PUBLIC SCHOOLS
CONCERNS AND ISSUES ALIGNMENT

KEY CONCERNS AND ISSUES	LEADERSHIP	STAKEHOLDERS	COMMUNITY
Imbalanced Use of Facilities	X	X	
Alternative Education Programs	X	X	X
Special Education Programs	X	X	X
Full Day Kindergarten by 2007	X	X	
Safety and Security of School Facilities	X	X	X
Aging School Facilities	X	X	X
Population Growth and School Redistricting	X	X	X
Tax base to Support Facilities Development	X	X	X
Disdain for Portable Classrooms		X	X
Maximize use of Current Classroom Space	X	X	X
Security of Portable Classrooms		X	X
Better use of Gymnasiums			X

EXHIBIT 3-12 (CONTINUED)
ANNE ARUNDEL COUNTY PUBLIC SCHOOLS
CONCERNS AND ISSUES ALIGNMENT

KEY CONCERNS AND ISSUES	LEADERSHIP	STAKEHOLDERS	COMMUNITY
Better Management of Health Care Services at Schools		X	X
BRAC Impact at Fort Meade on County School Facilities	X	X	X
Need to Improve Exclusive/Special Education Facilities		X	
Real Estate Development Needs to be Controlled to Balance Impact on Schools and Developers Need to Help Defray the Costs When There are School Facility Impacts.		X	X
Need to Address Deferred Maintenance	X	X	X
Improve Education to Lure Back Those who Left Public Schools			X
Separate Special Education by Age Groups			X
Eliminate Overcrowding and Reduce Class Size		X	X
Urgent Need for After School Health and Special Education Programs		X	
Final Facilities Plan Must Not Sit on the Shelf to Gather Dust		X	X
Attractive Education Programs Such as Magnet and International Baccalaureate Programs placed at Under Capacity Schools Can Minimize the Need for Redistricting		X	X

EXHIBIT 3-12 (CONTINUED)
ANNE ARUNDEL COUNTY PUBLIC SCHOOLS
CONCERNS AND ISSUES ALIGNMENT

KEY CONCERNS AND ISSUES	LEADERSHIP	STAKEHOLDERS	COMMUNITY
If Final Plan Requires Redistricting, the Board Cannot Protect Some Communities at the Expense of Others		X	X
If Facilities Require Renovation, They Still Must Serve Their Communities During the Process		X	
Must Accept the Reality That in 10 Years Every Feeder School in Annapolis Will Have a Population Wherein Minorities are the Majority		X	
Individual Education Plan process is Degraded by Special education Facilities Issues		X	X
School Board Needs to be open and Communicate With the Public and its Members More Effectively			X
Some Communities, Such as Severna Park or Broadneck, May be Uncompromising if Redistricting Affects Them.			X
Desire for Public Input Before Final Board Action Remains as an Issue and Concern			X

Source: Prepared by MGT of America, Inc.

4.0 ENROLLMENT PROJECTIONS

This chapter is devoted to reviewing the current enrollment projection methodologies used by Anne Arundel County Public Schools (AACPS). In order to identify trends and prepare for adequate spaces, materials, supplies, and teaching staff, school leaders use several methods of projecting enrollment. AACPS develops enrollment projections "by-grade-by-school" using information about community growth issues, historical enrollment data, computerized enrollment projection models, and estimating the impact on future enrollments of major demographic variables.

The following are the major topic headings for this chapter:

4.1 Enrollment History

The K-12 enrollment for AACPS has varied over the last 10 years. The lowest enrollment was 71,425 in school year 1996-1997. The highest enrollment of 73,548 was in school year 1999-2000. The K-12 student enrollment has decreased slightly since 2001-2002 to 71,511 during the 2005-2006 school year. Although there have been periods of both growth and decline, the K-12 enrollment growth average is nearly "flat" with an average growth of .02 percent per year over the last ten years.

Exhibit 4-1 details the enrollment history for AACPS for K-12 students. Exhibit 4-2 charts the data shown in Exhibit 4-1. It is important to note that Preschool, Preschool

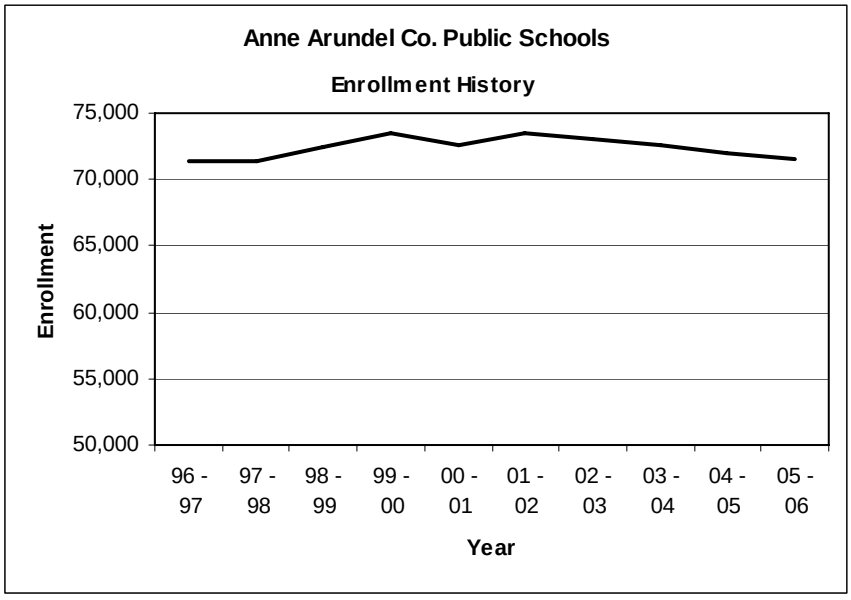
Handicapped Special Education, and Early Childhood Intervention students are **not** included in the count.

EXHIBIT 4-1
AACPS ENROLLMENT HISTORY

	96 - 97	97 - 98	98 - 99	99 - 00	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06
K	5204	5127	4900	4911	4783	4787	4774	4672	4659	4822
1	6071	5792	5790	5595	5489	5547	5377	5391	5296	5224
2	5965	6095	5791	6266	5465	5591	5491	5331	5350	5277
3	5663	5957	6165	5781	5635	5587	5558	5480	5323	5321
4	5723	5652	5979	6167	5769	5755	5544	5553	5471	5405
5	5698	5700	5712	6066	6158	5909	5706	5584	5547	5443
6	5736	5676	5788	5788	6059	6277	5871	5874	5567	5477
7	5570	5509	5776	5850	5802	6179	6216	5856	5899	5526
8	5354	5240	5645	5754	5801	5763	6085	6170	5828	5811
9	6621	6409	6348	6514	6650	6766	6558	7054	6903	6599
10	5188	5274	5331	5502	5544	5532	5790	5586	5960	6066
11	4677	4915	4929	5004	5154	5331	5337	5440	5326	5645
12	3955	4071	4224	4350	4284	4406	4706	4667	4833	4895
K-5	34,324	34,323	34,337	34,786	33,299	33,176	32,450	32,011	31,646	31,492
6-8	16,660	16,425	17,209	17,392	17,662	18,219	18,172	17,900	17,294	16,814
9-12	20,441	20,669	20,832	21,370	21,632	22,035	22,391	22,747	23,022	23,205
Total	71,425	71,417	72,378	73,548	72,593	73,430	73,013	72,658	71,962	71,511

Source: Anne Arundel County Public Schools, 2006.

EXHIBIT 4-2
ENROLLMENT HISTORY CHART



Source: MGT of America, 2006.

4.2 AACPS Enrollment Projections

The Anne Arundel County Public Schools has a small unit within the Facilities Division that is dedicated solely to the task of preparing enrollment projections for each school, each feeder school zone, and the district as a whole. Data for preparation of enrollment projections comes from AACPS historical enrollment records, county housing development information, and the Maryland Department of Education. As with most school systems, additional information about student enrollment is provided by building principals, the transportation department, and other AACPS entities.

4.2.1 AACPS Enrollment Projection Methodology

The enrollment projection methodology used by AACPS can best be described as a modified school grade-level rollover model. It is a two-step process. The first process is to determine the total number of students for each grade level for the current year. This data is gathered using AACPS enrollment records. This total number of students per grade level is then used as the basis for the next process.

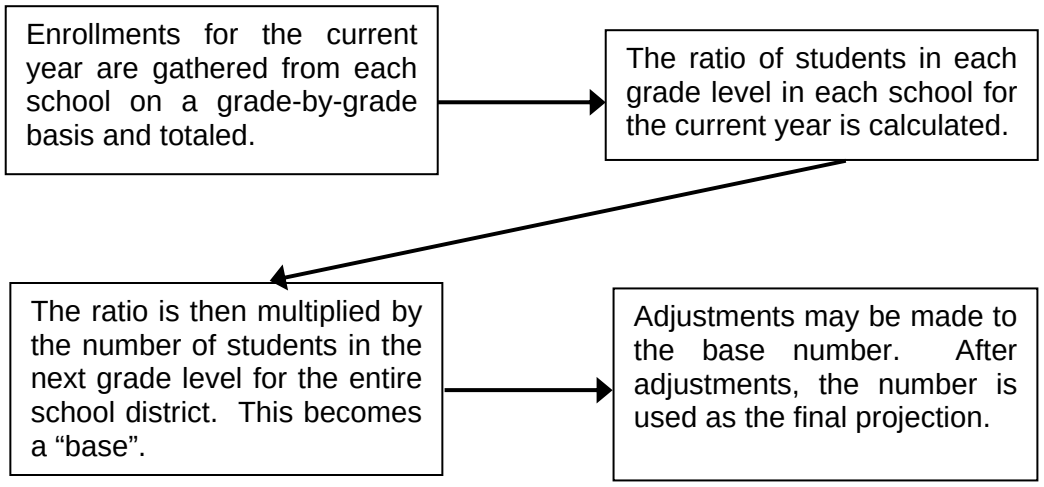
The second process determines the number of students in each grade level in each school for the coming years. The ratio of students in each grade level in each school for the current year is calculated by dividing the number of students currently in that school's grade level by the current total number of students in that grade level in the entire school district. That ratio is then multiplied by the number of students in the next grade level for the entire school district to establish a base number of students for each grade for each school. Then, for each grade level for each school, an adjustment may be made to the base number by either adding additional students or subtracting students. The number used for this adjustment process is based on several factors:

- Additional housing units coming on line in the school's attendance area;

- A change in attendance area boundaries; or
- Other factors that may exist (e.g., a residential treatment facility is opened in the school's attendance area, housing units are torn down due to commercial growth)

Exhibit 4-3 shows the process used by AACPS to determine the grade level by school enrollment projections.

EXHIBIT 4-3
AACPS ENROLLMENT PROJECTION PROCESS



Source: MGT of America, 2006.

Exhibit 4-4 on the following page is a sample enrollment projection spreadsheet (partial only) to demonstrate the process used by AACPS to determine future enrollments.

EXHIBIT 4-4
SAMPLE AACPS ENROLLMENT PROJECTION MODEL

School		05 ActK	05 RatioK	Adjust	06 ProjectK	05 Act1	05 Ratio1	Adjust	06 Project1
Annapolis		34	0.0070452	5	**39**	26	0.0049761		**37**
Arnold		50	0.0103605	10	**60**	64	0.0122488	8	**63**
Belle Grove		28	0.0058019		**28**	16	0.0030622		**31**
Belvedere		59	0.0122254	16	**75**	77	0.0147368	1	**66**
Benfield		69	0.0142976		**69**	53	0.0101435		**76**
Bodkin		98	0.0203067		**99**	87	0.0166507	-6	**101**
Broadneck		75	0.0155408	20	**96**	85	0.0162679	20	**102**
Brock Bridge		103	0.0213427		**104**	110	0.0210526		**113**
Brooklyn Park		57	0.011811		**57**	53	0.0101435		**62**
Cape St. Claire		88	0.0182346	11	**100**	126	0.0241148	10	**106**
Central		87	0.0180274	7	**95**	106	0.0202871	5	**100**
Crofton		98	0.0203067	-2	**97**	129	0.024689	11	**118**
Crofton Meadows		56	0.0116038	-2	**54**	70	0.0133971		**61**
Crofton Woods		73	0.0151264	5	**79**	75	0.0143541	8	**88**
Davidsonville		64	0.0132615	20	**84**	116	0.022201	15	**85**
Deale		42	0.0087029		**42**	47	0.0089952		**46**
Eastport		33	0.006838		**33**	37	0.0070813	-5	**31**

Source: Anne Arundel County Public Schools, Planning Department, 2006.

Enrollment projections for either feeder-zones or for the entire district are simply sums of the schools in the zone or all the schools in the entire district. The AACPS enrollment projections, however calculated and adjusted, must be within four percent of the State of Maryland projections.

4.3 MGT Enrollment Projections

As part of the process to validate Anne Arundel County Public Schools' enrollment projection methodology, MGT has used a number of alternate models to validate the AACPS process. Among the most commonly used models are average percentage growth, linear regression, and cohort survival models. It is important to note that all enrollment projection models provide only estimates of future populations. Because no one model is foolproof, school leaders should consider more than one method.

4.3.1 Average Percentage Growth Model

The average percentage growth model calculates future school enrollment growth based on the historical average growth. This simple model multiplies the historical

average percentage increase times the prior year enrollment to project future enrollments.

4.3.2 Linear Regression Model

Linear regression is a mathematical approach to estimating an unknown future value of a variable by performing calculations on known historical values. Once calculated, several future values for different future dates can then be plotted to provide a "regression line" or "trend line". There are many types of regression formulas. MGT has chosen a straight-line model to estimate future enrollment values, a model that finds the "best fit" based on the historical data.

4.3.3 Cohort Survival Model

The cohort survival method calculates the growth or decline in a grade level over a period of ten years based on the ratio of students who attend each of the previous years, the "survival rate". This ratio is then applied to the incoming class to calculate the trends in that class as it "moves" or graduates through the school system. For example, if history shows that between the first and second grades, the classes for the last ten years have grown by an average of 3.5 percent, then the size of incoming classes for the next ten years are calculated by multiplying them by 103.5 percent. If the history shows a declining trend, the multiplying factor will be less than 100 percent.

The determination of future kindergarten enrollments is critical, especially for projections of more than five years. There are two methods of projecting kindergarten enrollments. The first model is based on the correlation between historical birth rates (natality rates) and kindergarten enrollments. The second model uses a linear regression line based on the historical kindergarten enrollments. The natality correlation

model works well when projecting kindergarten enrollments for the next five years but must be combined with the regression model when projecting for 10 years.

4.3.4 MGT Enrollment Projection Comparisons

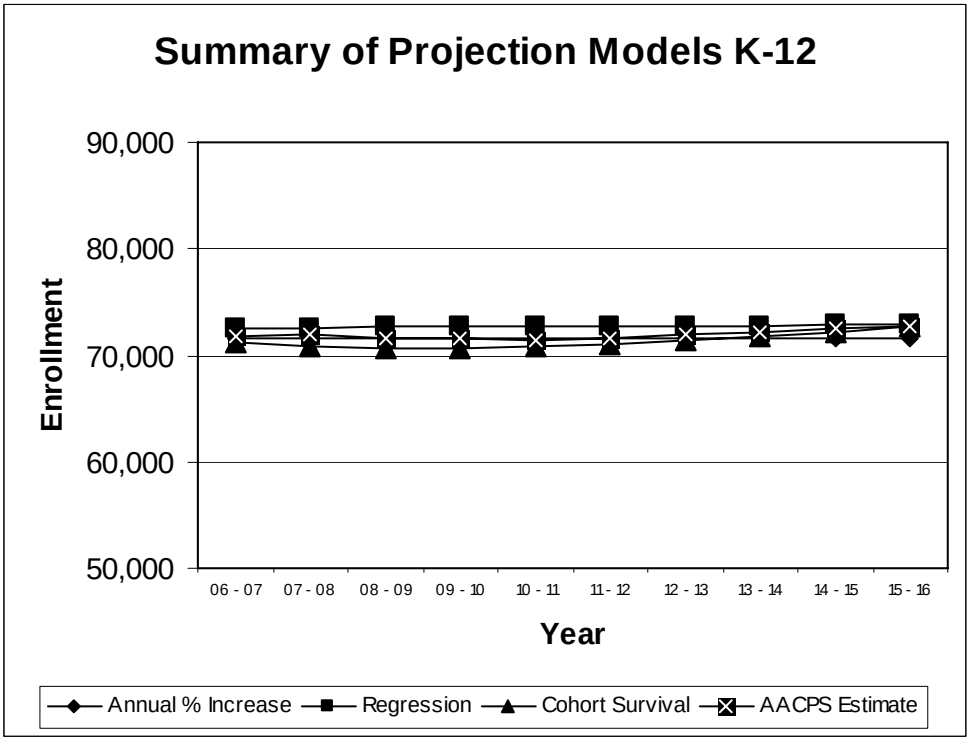
Exhibit 4-5 details the projected enrollments using each of the models described above compared to AACPS estimates. Exhibit 4-6 charts the data shown in exhibit 4-5. Based on MGT's experience and the historical enrollment patterns of AACPS, MGT believes the cohort survival model best estimates overall future enrollments for this county.

EXHIBIT 4-5
PROJECTED STUDENTS USING DIFFERENT MODELS

Model (K-12)	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	11 - 12	12 - 13	13 - 14	14 - 15	15 - 16
Annual % Increase	71,524	71,537	71,551	71,564	71,577	71,591	71,604	71,617	71,630	71,644
Regression	72,568	72,599	72,631	72,662	72,694	72,726	72,757	72,789	72,821	72,852
Cohort Survival	71,289	70,918	70,648	70,694	70,753	71,069	71,420	71,784	72,204	72,710
AACPS Estimate	71,812	71,958	71,687	71,544	71,449	71,666	71,899	72,165	72,607	72,633

Source: MGT of America, 2006.

EXHIBIT 4-6
PROJECTED STUDENTS USING THE
MGT MODELS



Source: MGT of America, 2006

Discussions with planning personnel indicate that some areas in Anne Arundel County have experienced declining enrollment as neighborhoods have matured. Some of the older neighborhoods have "rolled over" and new families have purchased the older homes, rejuvenating the neighborhoods. Other areas are growing and some, especially the area around Fort Meade, are expected to grow even faster as bases are consolidated under BRAC. Clearly, the growth and decline in student populations within areas of the school district are not even. Therefore, answering the question, "Where will growth or decline occur?" is very important. A review of planning and zoning information shows most new construction will be around the western area with some spots of growth in the northeast area and around Annapolis.

However, the impact of growth around Fort Meade is expected to be mitigated by:

- Some of the new growth will occur in nearby Howard County
- Many of the new employees will be from the Washington, DC area and will commute from their existing homes rather than relocate
- The growth will be spread out over a number of years and will not impact AACPS all at once

4.4 Conclusions

4.4.1 District Projections

MGT used three different enrollment projection models to estimate future enrollments in order to validate the AACPS model. Each model emphasizes different types of data, and therefore each individual model is limited in its effectiveness as a predictive tool. Taken as a group, though, they provide important information for planning. Two models, the percentage increase model and the regression model, emphasize historical data. These models are quite effective predictors if there is no forecast of dramatic community growth or decline and student population rates have minimal fluctuation. Because most of these models use historical information as the basis for projections, AACPS is encouraged to continue to update these projections on an annual basis. Information from the State of Maryland and the Anne Arundel County Planning Department will be useful in this endeavor.

Other models use historical enrollments but also take into account student mobility patterns and the effects of the natality rates in prior years. The cohort survival model is perhaps the best known predictive tool using this type of data. However, like the percentage increase model and the regression model, the cohort survival model loses its predictive capabilities in communities that experience, or are expected to experience, more rapid growth or decline.

All of the models predict that enrollments will slightly increase. This is consistent with a different model used by AACPS. Based on all the available information, MGT believes that it's appropriate to use the Anne Arundel Public Schools' enrollment projections for this master plan. However, based on our study, MGT offers the following observations to help improve the enrollment projection process:

- The current AACPS methodology relies on yield factors that were calculated in previous studies. The use of the yield factor in housing unit growth is important, but the yield factor should be updated annually. MGT cautions AACPS from applying specific housing-type yield factors to individual school attendance areas, especially elementary areas. (Using a yield factor for a senior citizen housing development may indicate few, if any, new students. However, the "childless housing units" may, in fact, trigger additional families moving to the area to work in the grocery stores, gas stations, etc. that serve the senior citizens. This secondary impact is usually spread across a wider geographic area than a single attendance zone.)

- According to the 2000 U.S. Census, Anne Arundel County had 192,435 housing units. That same year, AACPS had 73,548 students enrolled in grades K-12. Using the total K-12 enrollment from 2000, the total average number of public school student-per-housing unit is calculated by MGT to be .382. The 2000 enrollment for grades K-5 was 34,786, 6-8 was 17,392, and 9-12 was 21,370. Using these numbers, MGT calculated the number of elementary school student-per-housing unit at .181, the middle school students per housing unit at .090, and the high school student-per-housing unit at .111. Exhibit 4-7 details these figures.

EXHIBIT 4-7
STUDENT-PER-HOUSING UNIT AND CENSUS INFORMATION

2000 U.S. Census – Total Occupied Housing Units:		**192,435**
	2000 ENROLLMENT	**YIELD FACTOR**
K-5 Enrollment (2000):	34,786	0.181
6-8 Enrollment (2000):	17,392	0.090
9-12 Enrollment (2000):	21,370	0.111
Total Enrollment (2000):	73,548	0.382

Source: MGT of America, 2006.

- AACPS uses a yield factor from earlier studies that is based on new construction only. This yield factor is 0.580, which is quite different from the MGT-calculated yield factor of 0.382 which is based on all housing. The student-per-housing unit model can be quite effective in predicting student enrollment growth in rapidly growing communities. However, if growth slows, the student-per-housing unit model may overestimate future student population.

- One of the most powerful planning tools used by local governments today is GIS software. The Anne Arundel County Planning Department currently uses this technology and has previously shared some of the information with AACPS. However, due to the County upgrading software, sharing the data is no longer possible. Therefore, AACPS should consider upgrading their own GIS capability to align with the County. This would enable AACPS and the County to share data and maps more easily with each other, thereby strengthening both.

- The cohort survival enrollment projections used by MGT in this study appear to have a high correlation with the modified school grade-level rollover model currently used by AACPS. This model, used in conjunction with geo-coded data from the GIS system discussed above, would provide another powerful model for enrollment projections in the coming years. It will take a few years to develop the enrollment histories, but within four to five years AACPS would have data to populate a cohort survival model based on any geographic polygon they wish to draw within the county boundaries. The cohort survival model should be used as another predictor of enrollments.

Exhibits 4-8 through 4-11 provide the student enrollment estimates for each school type, or grade level span, that MGT used for planning. These numbers include the Preschool and Preschool Special Education students.

EXHIBIT 4-8
ESTIMATE OF 10-YEAR ELEMENTARY SCHOOL ENROLLMENTS
2015-2016 SCHOOL YEAR

ELEMENTARY SCHOOLS	PROJECTED ENROLLMENT (2015)		ELEMENTARY SCHOOLS	PROJECTED ENROLLMENT (2015)
ANNAPOLIS ELEM.	271		MARLEY ELEM.	500
ARNOLD ELEM.	428		MARYLAND CITY ELEM.	342
BELLE GROVE ELEM.	190		MAYO ELEM.	374
BELVEDERE ELEM.	521		MEADE HEIGHTS ELEM.	775
BENFIELD ELEM.	486		MILLERSVILLE ELEM.	412
BODKIN ELEM.	671		MILLS-PAROLE ELEM.	523
BROADNECK ELEM.	768		NORTH GLEN ELEM.	248
BROCK BRIDGE ELEM.	697		OAK HILL ELEM.	418
BROOKLYN PARK ELEM.	393		OAKWOOD ELEM.	329
CAPE ST. CLAIRE	671		ODENTON ELEM.	476
CENTRAL ELEM.	671		OVERLOOK ELEM.	182
CROFTON ELEM.	659		PARK ELEM.	423
CROFTON MEADOWS ELEM	367		PASADENA ELEM.	303
CROFTON WOODS ELEM.	571		PERSHING HILL ELEM	202
DAVIDSONVILLE ELEM.	577		PINEY ORCHARD ELEM.	602
DEALE ELEM.	280		POINT PLEASANT ELEM	577
EASTPORT ELEM.	242		QUARTERFIELD ELEM.	383
EDGEWATER ELEM.	384		RICHARD HENRY LEE ELEM.	508
FOLGER MCKINSEY ELEM.	620		RIDGEWAY ELEM.	588
FORT SMALLWOOD ELEM.	391		RIPPLING WOODS ELEM.	808
FOUR SEASONS ELEM.	785		RIVIERA BEACH ELEM.	270
FREETOWN ELEM.	473		ROLLING KNOLLS ELEM.	450
GAMBRILLS ELEM.	N/A		SEVEN OAKS ES	N/A
GEORGE CROMWELL ELEM.	376		SEVERN ELEM.	483
GEORGETOWN EAST ELEM.	370		SEVERNA PARK ELEM.	258
GERMANTOWN ELEM.	592		SHADY SIDE ELEM.	552
GLEN BURNIE PARK ELEM.	264		SHIPLEY'S CHOICE ELEM.	383
GLENDALE ELEM.	534		SOLLEY ELEM.	616
HARMAN ELEM.	452		SOUTH SHORE ELEM.	245
HIGH POINT ELEM.	674		SOUTHGATE ELEM.	501
HILLSMERE ELEM.	412		SUNSET ELEM.	527
HILLTOP ELEM.	647		TRACEY'S ELEM.	264
JACOBSVILLE ELEM.	508		TYLER HEIGHTS ELEM.	452
JESSUP ELEM.	503		VAN BOKKELEN ELEM.	384
JONES ELEM.	334		WAUGH CHAPEL ELEM.	427
LAKE SHORE ELEM.	393		WEST ANNAPOLIS ELEM.	228
LINTHICUM ELEM.	346		WEST MEADE ELEM.	378
LOTHIAN ELEM.	667		WINDSOR FARM ELEM.	571
MANOR VIEW ELEM.	691		WOODSIDE ELEM.	348
			TOTAL	**35,189**

Source: Anne Arundel County Public Schools and MGT of America, 2006

EXHIBIT 4-9
ESTIMATE OF 10-YEAR MIDDLE SCHOOL ENROLLMENTS
2015-2016 SCHOOL YEAR

MIDDLE SCHOOLS	PROJECTED ENROLLMENT (2015)
ANNAPOLIS MIDDLE	742
ARUNDEL MIDDLE	1,019
BATES MIDDLE	546
BROOKLYN PARK MIDDLE	556
CENTRAL MIDDLE	927
CHESAPEAKE BAY MIDDLE	1,352
CORKRAN MIDDLE	717
CROFTON MIDDLE	899
GEORGE FOX MIDDLE	873
LINDALE MIDDLE	913
MACARTHUR MIDDLE	1,086
MAGOTHY RIVER MIDDLE	739
MARLEY MIDDLE	805
MEADE MIDDLE	783
OLD MILL MIDDLE NORTH	1,031
OLD MILL MIDDLE SOUTH	758
SEVERN RIVER MIDDLE	783
SEVERNA PARK MIDDLE	1,395
SOUTHERN MIDDLE	817
TOTAL	**16,741**

Source: Anne Arundel County Public Schools and MGT of America, 2006

EXHIBIT 4-10
ESTIMATE OF 10-YEAR HIGH SCHOOL ENROLLMENTS
2015-2016 SCHOOL YEAR

HIGH SCHOOLS	PROJECTED ENROLLMENT (2015)
ANNAPOLIS SENIOR	1,650
ARUNDEL SENIOR	1,833
BROADNECK SENIOR	1,983
CHESAPEAKE SENIOR	1,682
GLEN BURNIE SENIOR	1,900
MEADE SENIOR	1,543
NORTH COUNTY SENIOR	1,860
NORTHEAST SENIOR	1,344
OLD MILL SENIOR	2,417
SEVERNA PARK SENIOR	1,622
SOUTH RIVER SENIOR	1,807
SOUTHERN SENIOR	1,093
TOTAL	**20,734**

Source: Anne Arundel County Public Schools and MGT of America, 2006

EXHIBIT 4-11
ESTIMATE OF 10-YEAR SCHOOL ENROLLMENTS
OTHER INSTRUCTION FACILITIES
2015-2016 SY

ADDITIONAL SCHOOLS	PROJECTED ENROLLMENT (2015)
ARLINGTON ECHO	N/A
CARRIE WEEDON	N/A
CAT – NORTH	N/A
CAT – SOUTH	N/A
CENTRAL SPECIAL	167
FERNDALE EEC	108
J. ALBERT ADAMS	32*
MARLEY GLEN	130
MARY E. MOSS	60*
PHOENIX ANNAPOLIS	120
RUTH PARKER EASON	164
TOTAL	**781**

Source: Anne Arundel County Public Schools and MGT of America, 2006

**Alternative programs traditionally start with low enrollments that increase throughout the year.*

If growth occurs more slowly than this model predicts, the Anne Arundel County Public Schools facility master plan should implement the latter phases of this plan at a correspondingly slower pace. Conversely, should growth occur more quickly than this model predicts, the facility master plan should be implemented at a more rapid pace.

4.5 Other Factors Affecting Enrollment

Several other factors have the potential to affect future enrollments for AACPS. Among them are:

- The effect of improved facilities on the public perception of quality schools;
- The effect of high school dropout reduction efforts;
- The effect of private schools.

As Anne Arundel County Public Schools moves forward with a facility improvement plan, unanticipated additional students may enter the system to take advantage of the newer, more modern facilities. The comprehensive academic and expanded career-technical education offerings may also attract additional students who wish to participate in a richer set of educational program offerings.

Enrollment in private schools may increase as a result of federal and state policies regarding school choice and school funding vouchers. Offsetting this is the rising cost of tuition at many private schools. At this time, the long term effect of private school enrollment on Anne Arundel Public Schools is uncertain, but interest in this area appears to be part of a national trend.

5.0 CAPACITY AND UTILIZATION ANALYSIS

This chapter reviews the school capacities as developed by the Anne Arundel County Public Schools and the State of Maryland. School capacity, or the number of students a building is designed to reasonably accommodate, is largely driven by the number of students assigned to each class, the number of square feet in the classroom, the number of periods in the schedule, the ratio of required courses vs. elective courses, and number of programs offered.

The following are the major topic headings for this chapter:

5.1 School Building Capacity

Existing building capacity information was gathered and reviewed by MGT to provide basic information for facility planning. The capacity is based on methodology that requires a variety of information:

a. plans, maps, diagrams, and drawings of existing buildings,
b. information regarding the numbers of teaching spaces and their uses, and
c. square footage information for each school.

Many “special needs” programs require smaller class sizes with more area per student, specialized utilities and equipment, and space for specialists to serve their needs. Some of the special needs programs include programs for the cognitively impaired, learning disabled, seriously emotionally impaired, speech and hearing therapy, remedial reading and mathematics (Title I), migrant education, and ESL.

5.1.1 Maryland Model

This model of calculating capacity is based on an actual count of the different types of classrooms, their maximum enrollment, and a scheduling factor. General classrooms have a greater capacity than special learning classrooms (e.g., Special Education classrooms have lower enrollments due to the legal requirements of handicapped education). Based on Maryland standards for classroom enrollments, we have used these values:

Pre-Kindergarten	=	20 students per classroom
Kindergarten	=	22 students per classroom
Grades 1-5	=	23 students per classroom
Grades 6-12	=	25 students per classroom
Special Education	=	10 students per classroom
Secondary Resource	=	9 students per classroom

Once the number of classrooms is determined and the enrollment maximums are determined, their product is multiplied by a scheduling factor. Scheduling factors are used to reflect the fact that not every classroom can be scheduled to have a "perfect fit" of the maximum enrollment standards (e.g. upper level mathematics courses, classes with low incidence handicapped students). In addition, how a classroom is used for teacher preparation is also a consideration. These scheduling factors have been used:

Elementary	=	100%
Middle, High Schools	=	85%
Special Ed & Resource	=	100%

Example:

Acme High School has 53 general classrooms which hold 25 students and three Special Education classrooms that hold 10 students.

Acme High School						
General Classrooms	=	53 X 25	=	1,325 X 85%	=	1,126
Special Education Rooms	=	3 X 10			=	30
Total Capacity					=	1,156

(Elementary special learning spaces, with the exception of self-contained special education rooms, are used for pull-out programs and therefore have no capacity.)

Exhibit 5-1 Shows capacities based on the Maryland Calculation Model:

EXHIBIT 5-1
CAPACITY INFORMATION - STATE OF MARYLAND MODEL

SITE NAME	CAPACITY
ELEMENTARY SCHOOLS	
Annapolis Elem.	271
Arnold Elem.	389
Belle Grove Elem.	206
Belvedere Elem.	511
Benfield Elem.	353
Bodkin Elem.	593
Broadneck Elem.	596
Brock Bridge Elem.	537
Brooklyn Park Elem.	411
Cape St. Claire	650
Central Elem.	547
Crofton Elem.	503
Crofton Meadows Elem.	481
Crofton Woods Elem.	527
Davidsonville Elem.	595
Deale Elem.	330
Eastport Elem.	270
Edgewater Elem.	435
Folger McKinsey Elem.	458
Fort Smallwood Elem.	489
Four Seasons Elem.	638
Freetown Elem.	618
Gambrills Elem.	712
George Cromwell Elem.	322
Georgetown East Elem.	460
Germantown Elem.	388
Glen Burnie Park Elem.	389
Glendale Elem.	492
Harman Elem.	676
High Point Elem.	541
Hillsmere Elem.	476
Hilltop Elem.	564
Jacobsville Elem.	604
Jessup Elem.	477
Jones Elem.	308
Lake Shore Elem.	408

EXHIBIT 5-1 (C0NTINUED)
CAPACITY INFORMATION - STATE OF MARYLAND MODEL

SITE NAME	CAPACITY
ELEMENTARY SCHOOLS (CONT.)	
Linthicum Elem.	455
Lothian Elem.	499
Manor View Elem.	549
Marley Elem.	555
Maryland City Elem.	392
Mayo Elem.	352
Meade Heights Elem.	514
Millersville Elem.	409
Mills-Parole Elem.	401
North Glen Elem.	271
Oak Hill Elem.	550
Oakwood Elem.	283
Odenton Elem.	429
Overlook Elem.	294
Park Elem.	493
Pasadena Elem.	484
Pershing Hill Elem	297
Piney Orchard Elem.	559
Point Pleasant Elem	566
Quarterfield Elem.	468
Richard Henry Lee Elem.	522
Ridgeway Elem.	524
Rippling Woods Elem.	609
Riviera Beach Elem.	321
Rolling Knolls Elem.	316
Seven Oaks Es	713
Severn Elem.	434
Severna Park Elem.	344
Shady Side Elem.	458
Shipley's Choice Elem.	432
Solley Elem.	587
South Shore Elem.	216
Southgate Elem.	479
Sunset Elem.	468
Tracey's Elem.	395
Tyler Heights Elem.	382
Van Bokkelen Elem.	644
Waugh Chapel Elem.	442
West Annapolis Elem.	262
West Meade Elem.	177
Windsor Farm Elem.	527
Woodside Elem.	336
ELEMENTARY SCH. TOTAL	**35,633**

EXHIBIT 5-1 (C0NTINUED)
CAPACITY INFORMATION - STATE OF MARYLAND MODEL

SITE NAME	CAPACITY
MIDDLE SCHOOLS	
Annapolis Middle	1,495
Arundel Middle	1.495
Bates Middle	833
Brooklyn Park Middle	623
Central Middle	1,187
Chesapeake Bay Middle	2,239
Corkran Middle	985
Crofton Middle	1,019
George Fox Middle	974
Lindale Middle	1,370
Macarthur Middle	1,424
Magothy River Middle	1,092
Marley Middle	1,104
Meade Middle	996
Old Mill Middle North	1,060
Old Mill Middle South	1,089
Severn River Middle	988
Severna Park Middle	1,391
Southern Middle	1,091
MIDDLE SCHOOL TOTAL	**22,031**
HIGH SCHOOLS	
Annapolis Senior	1,739
Arundel Senior	2,025
Broadneck Senior	2,039
Chesapeake Senior	2,398
Glen Burnie Senior	2,335
Meade Senior	2,208
North County Senior	2,246
Northeast Senior	1,621
Old Mill Senior	2,376
Severna Park Senior	1,805
South River Senior	2,133
Southern Senior	1,355
HIGH SCHOOL TOTAL	**24,280**

Source: AACPS, State of Maryland, and MGT of America, 2006.

EXHIBIT 5-1 (C0NTINUED)
CAPACITY INFORMATION - STATE OF MARYLAND MODEL

SITE NAME	CAPACITY
OTHER SCHOOLS	
Arlington Echo	N/A
Carrie Weedon	N/A
CAT - North	N/A
CAT - South	N/A
Central Special	140
J. Albert Adams	150
Marley Glen	130
Mary E. Moss	100
Phoenix Annapolis	120
Ruth P. Eason	200
OTHER SCHOOL TOTAL	**840**

5.2 Capacity and Enrollment

In order for schools to meet their educational goals fully, capacity and enrollment must be matched. When capacity exceeds enrollment (under-utilization), capital expenditures may be reduced, facilities may be repurposed, or facilities may be removed from inventory. When enrollment exceeds capacity (over-utilization), capital expenditures may need to be increased. Based on the enrollment information in the preceding chapter, and the capacity information above, the present and ten-year future utilization for each of the grade configurations (elementary, middle, and high schools) can be calculated. The following sections detail that information.

5.2.1 Enrollment, Capacity, and Utilization

Exhibits 5-2 through 5-5 detail enrollment, capacity and utilization information for the four school levels: elementary, middle, high, and other. This data includes projects currently funded or underway.

EXHIBIT 5-2
UTILIZATION INFORMATION - STATE OF MARYLAND MODEL
ELEMENTARY SCHOOLS

SITE NAME	ENROLLMENT (AUG 2006)	PROJECTED ENROLLMENT (2015)	CAPACITY	UTILIZATION (AUG 2006)	PROJECTED UTILIZATION (2015)
Annapolis ES	217	271	271	80.1%	100.0%
Arnold ES	395	428	389	101.5%	110.0%
Belle Grove ES	160	190	206	77.7%	92.2%
Belvedere ES	459	521	511	89.8%	102.0%
Benfield ES	420	486	353	119.0%	137.7%
Bodkin ES	593	671	593	100.0%	113.2%
Broadneck ES	634	768	596	106.4%	128.9%
Brock Bridge ES	595	697	537	110.8%	129.8%
Brooklyn Park ES	344	393	411	83.7%	95.6%
Cape St. Claire	656	671	650	100.9%	103.2%
Central ES	588	671	547	107.5%	122.7%
Crofton ES	676	659	503	134.4%	131.0%
Crofton Meadows ES	398	367	481	82.7%	76.3%
Crofton Woods ES	494	571	527	93.7%	108.3%
Davidsonville ES	611	577	595	102.7%	97.0%
Deale ES	269	280	330	81.5%	84.8%
Eastport ES	214	242	270	79.3%	89.6%
Edgewater ES	364	384	435	83.7%	88.3%
Folger McKinsey ES	549	620	458	119.9%	135.4%
Fort Smallwood ES	376	391	489	76.9%	80.0%
Four Seasons ES	670	785	638	105.0%	123.0%
Freetown ES	388	473	618	62.8%	76.5%
Gambrills ES	N/A	N/A	712	N/A	N/A
George Cromwell ES	287	376	322	89.1%	116.8%
Georgetown East ES	327	370	460	71.1%	80.4%
Germantown ES	471	592	388	121.4%	152.6%
Glen Burnie Park ES	376	264	389	96.7%	67.9%
Glendale ES	452	534	492	91.9%	108.5%
Harman ES	435	452	676	64.3%	66.9%
High Point ES	570	674	541	105.4%	124.6%
Hillsmere ES	381	412	476	80.0%	86.6%
Hilltop ES	569	647	564	100.9%	114.7%
Jacobsville ES	504	508	604	83.4%	84.1%
Jessup ES	491	503	477	102.9%	105.5%
Jones ES	296	334	308	96.1%	108.4%
Lake Shore ES	321	393	408	78.7%	96.3%
Linthicum ES	376	346	455	82.6%	76.0%
Lothian ES	500	667	499	100.2%	133.7%
Manor View ES	417	691	549	76.0%	125.9%
Marley ES	478	500	555	86.1%	90.1%
Maryland City ES	284	342	392	72.4%	87.2%
Mayo ES	325	374	352	92.3%	106.3%
Meade Heights ES	720	775	514	140.1%	150.8%

EXHIBIT 5-2 (CONTINUED)
UTILIZATION INFORMATION - STATE OF MARYLAND MODEL
ELEMENTARY SCHOOLS

SITE NAME	ENROLLMENT (AUG 2006)	PROJECTED ENROLLMENT (2015)	CAPACITY	UTILIZATION (AUG 2006)	PROJECTED UTILIZATION (2015)
Millersville ES	371	412	409	90.7%	100.7%
Mills-Parole ES	410	523	401	102.2%	130.4%
North Glen ES	224	248	271	82.7%	91.5%
Oak Hill ES	395	418	550	71.8%	76.0%
Oakwood ES	213	329	283	75.3%	116.3%
Odenton ES	414	476	429	96.5%	111.0%
Overlook ES	224	182	294	76.2%	61.9%
Park ES	416	423	493	84.4%	85.8%
Pasadena ES	303	303	484	62.6%	62.6%
Pershing Hill ES	269	202	297	90.6%	68.0%
Piney Orchard ES	617	602	559	110.4%	107.7%
Point Pleasant ES	501	577	566	88.5%	101.9%
Quarterfield ES	400	383	468	85.5%	81.8%
Richard Henry Lee ES	460	508	522	88.1%	97.3%
Ridgeway ES	543	588	524	103.6%	112.2%
Rippling Woods ES	673	808	609	110.5%	132.7%
Riviera Beach ES	259	270	321	80.7%	84.1%
Rolling Knolls ES	366	450	316	115.8%	142.4%
Seven Oaks ES	N/A	N/A	713	N/A	N/A
Severn ES	407	483	434	93.8%	111.3%
Severna Park ES	250	258	344	72.7%	75.0%
Shady Side ES	468	552	458	102.2%	120.5%
Shipley's Choice ES	434	383	432	100.5%	88.7%
Solley ES	526	616	587	89.6%	104.9%
South Shore ES	235	245	216	108.8%	113.4%
Southgate ES	512	501	479	106.9%	104.6%
Sunset ES	463	527	468	98.9%	112.6%
Tracey's ES	269	264	395	68.1%	66.8%
Tyler Heights ES	333	452	382	87.2%	118.3%
Van Bokkelen ES	368	384	644	57.1%	59.6%
Waugh Chapel ES	359	427	442	81.2%	96.6%
West Annapolis ES	233	228	262	88.9%	87.0%
West Meade ES	343	378	177	193.8%	213.6%
Windsor Farm ES	519	571	527	98.5%	108.3%
Woodside ES.	284	348	336	84.5%	103.6%
ELEMENTARY TOTAL	**31,711**	**35,189**	**35,633**	**89.0%**	**98.8%**

EXHIBIT 5-3
UTILIZATION INFORMATION - STATE OF MARYLAND MODEL
MIDDLE SCHOOLS

SITE NAME	ENROLLMENT (AUG 2006)	ENROLLMENT (2015)	CAPACITY	UTILIZATION (AUG 2006)	PROJECTED UTILIZATION (2015)
Annapolis Middle	577	742	1,495	38.6%	49.6%
Arundel Middle	1,029	1,019	1,071	96.1%	95.1%
Bates Middle	550	546	833	66.0%	65.5%
Brooklyn Park Middle	561	556	623	90.0%	89.2%
Central Middle	935	927	1,187	78.8%	78.1%
Chesapeake Bay Ms	1,368	1,352	2,239	61.1%	60.4%
Corkran Middle	725	717	985	73.6%	72.8%
Crofton Middle	910	899	1,019	89.3%	88.2%
George Fox Middle	850	873	974	87.3%	89.6%
Lindale Middle	922	913	1,370	67.3%	66.6%
Macarthur Middle	1,096	1,086	1,424	77.0%	76.3%
Magothy River Middle	748	739	1,092	68.5%	67.7%
Marley Middle	811	805	1,104	73.5%	72.9%
Meade Middle	788	783	996	79.1%	78.6%
Old Mill Middle North	1,033	1,031	1,060	97.5%	97.3%
Old Mill Middle South	767	758	1,089	70.4%	69.6%
Severn River Middle	791	783	988	80.1%	79.3%
Severna Park Middle	1,410	1,395	1,478	95.4%	94.4%
Southern Middle	820	817	1,091	75.2%	74.9%
MIDDLE SCHOOL TOTAL	**16,691**	**16,741**	**22,118**	**75.5%**	**75.7%**

EXHIBIT 5-4
UTILIZATION INFORMATION - STATE OF MARYLAND MODEL
HIGH SCHOOLS

SITE NAME	ENROLLMENT (AUG 2006)	ENROLLMENT (2015)	CAPACITY	UTILIZATION (AUG 2006)	PROJECTED UTILIZATION (2015)
Annapolis Senior	1,791	1,650	1,739	103.0%	94.9%
Arundel Senior	2,074	1,833	2,025	102.4%	90.5%
Broadneck Senior	2,247	1,983	2,039	110.2%	97.3%
Chesapeake Senior	1,908	1,682	2,398	79.6%	70.1%
Glen Burnie Senior	2,149	1,900	2,335	92.0%	81.4%
Meade Senior	1,751	1,543	2,208	79.3%	69.9%
North County Hs	2,108	1,860	2,246	93.9%	82.8%
Northeast Senior	1,490	1,344	1,621	91.9%	82.9%
Old Mill Senior	2,703	2,417	2,376	113.8%	101.7%
Severna Park Hs	1,839	1,622	1,805	101.9%	89.9%
South River Senior	2,044	1,807	2,133	95.8%	84.7%
Southern Senior	1,240	1,093	1,355	91.5%	80.7%
HIGH SCHOOL TOTAL	**23,344**	**20,734**	**24,280**	**96.1%**	**85.4%**

Source: AACPS MD Model, MGT Analysis 2006

EXHIBIT 5-5
UTILIZATION INFORMATION - STATE OF MARYLAND MODEL
OTHER SCHOOLS

SITE NAME	ENROLLMENT (AUG 2006)	ENROLLMENT (2015)	CAPACITY	UTILIZATION (AUG 2006)	PROJECTED UTILIZATION (2015)
Arlington Echo	N/A	N/A	N/A	N/A	N/A
Carrie Weedon	N/A	N/A	N/A	N/A	N/A
CAT - North	N/A	N/A	N/A	N/A	N/A
CAT - South	N/A	N/A	N/A	N/A	N/A
Central Special	167	167	140	119.3%	119.3%
J. Albert Adams	32	32	150	21.3%	21.3%
Marley Glen	127	130	130	97.7%	100.0%
Mary E. Moss	34	60	100	34.0%	60.0%
Phoenix Annapolis	107	120	120	89.2%	100.0%
Ruth P. Eason	164	164	200	82.0%	82.0%
OTHER SCHOOL TOTAL	**631**	**673**	**840**	**75.1%**	**80.1%**

5.3 Conclusions

There are imbalances in the utilization of school buildings at all levels and one level is expected to require additional capacity.

Elementary school utilization is projected to range from a low of 59.6 percent to a high of 213.6 percent. The elementary level is projected to have insufficient capacity if AACPS accepts MGT's recommended maximum elementary utilization rate of 95 percent. Under current conditions, 50 elementary schools are projected to exceed a utilization rate of 95 percent by 2015. The number and location of additional elementary schools needed to increase capacity is addressed in the following chapters.

The middle school level has adequate projected capacity. Under current conditions, six middle schools are projected to exceed the 85 percent utilization rate within the next 10 years. However, the other middle schools have sufficient capacity to offset these six schools if boundary changes are enacted.

At the high school level, enrollment is projected to decrease in the next 10 years. Currently, only two of the 12 high schools are within the 85 percent utilization rate. By

2015, five high schools are projected to be within the 85 percent utilization rate. With the expected addition of targeted programs and career-technical schools, the high school utilization rates can be balanced and within the 85 percent utilization rate if boundary changes are enacted.

6.0 FACILITY ASSESSMENTS

This chapter provides the results of the facility assessments in Anne Arundel County Public Schools. The condition of school buildings is measured through several assessments using MGT's ***BASYS*** facility assessment instrument. The major sections of this chapter discuss each assessment and are titled:

6.1 Physical Condition Assessment

6.2 Educational Suitability Assessment

6.3 Technology Readiness Assessment

6.4 Grounds Assessment

6.5 Combined Scores

6.1 Physical Condition Assessment

The ***BASYS*** condition score reflects a building's need for improvement of its physical condition. The weighted condition score is the weighted average (by building size) condition score of all the buildings at a school. The scores can be interpreted as follows:

90+	**New or Like New:** The building and/or a majority of its systems are in good condition, less than one year old, and only require preventative maintenance.
75-89	**Good:** The building and/or a majority of its systems are in good condition and only require routine maintenance.
60-74	**Fair:** The building and/or some of its systems are in fair condition and require minor to moderate repair.
50-59	**Poor:** The building and/or a significant number of its systems are in poor condition and require major repair or renovation.
Below 50	**Unsatisfactory:** The building and/or a majority of its systems should be considered for replacement.

The condition assessment process rates each system in a building as "new", "good", "fair", "poor", or "unsatisfactory" based on a detailed description of that condition

for the particular system. The possible score for each system is based on that system's contribution to the overall cost of building construction. Therefore, the condition score is a measure of that portion of the value of the building which is in good condition. The capital needs score (100 minus the condition score) is a measure of the capital needs. Consequently, a building which has a condition score of 80, has a capital needs score of 20 (100 – 80 = 20). A capital needs score of 20 indicates that 20 percent of the value of the building can be reinvested in the building to attain a score of 100 and put the building in a "like new" condition. Typically, capital needs scores are calculated using a base condition score of 90 (which indicates a good condition only requiring routine maintenance), since it is unreasonable to have all buildings in a "like new" condition all the time. The capital needs score and resulting calculations do not include the costs of additions, site improvements, improvements for educational suitability, or technology readiness improvements.

Exhibit 6-1 presents the range of condition scores and the weighted average condition scores by type of facility for the Anne Arundel County Public Schools. As the exhibit shows, there is a wide range of condition scores, from 51 to 100, with the weighted average condition score in the range of 70 - 78.

EXHIBIT 6-1
CONDITION SCORE RANGES

SITE TYPE	BUILDING CONDITION SCORE RANGE		WEIGHTED AVERAGE CONDITION SCORE
Elementary Schools	59.25	100.00	78.11
Middle Schools	62.08	100.00	76.90
High Schools	60.87	83.76	69.85
Other Schools	51.40	85.00	73.22

Exhibit 6-2 presents the weighted average condition scores for each school site that was assessed. In the cases where there is only one building at the site, the score is the condition score for that building.

EXHIBIT 6-2
CONDITION SCORES – BY SITE

SITE NAME	CONDITION SCORE
Elementary Schools	
Annapolis Elem.	62.35
Arnold Elem.	59.72
Belle Grove Elem.	59.25
Belvedere Elem.	89.02
Benfield Elem.	71.17
Bodkin Elem.	72.50
Broadneck Elem.	75.10
Brock Bridge Elem.	75.09
Brooklyn Park Elem.	64.21
Cape St. Claire	78.73
Central Elem.	76.46
Crofton Elem.	71.50
Crofton Meadows Elem.	81.78
Crofton Woods Elem.	76.59
Davidsonville Elem.	100.00
Deale Elem.	82.66
Eastport Elem.	84.44
Edgewater Elem.	59.29
Ferndale Eec	100.00
FOLGER Mckinsey ELEM.	66.41
Fort Smallwood Elem.	74.75
Four Seasons Elem.	78.51
Freetown Elem.	100.00
Gambrills Elem.	100.00
George Cromwell Elem.	64.81
Georgetown East Elem.	79.88
Germantown Elem.	60.77
Glen Burnie Park Elem.	74.08
Glendale Elem.	100.00
Harman Elem.	100.00
High Point Elem.	75.22
Hillsmere Elem.	62.74
Hilltop Elem.	75.20
Jacobsville Elem.	100.00
Jessup Elem.	67.35

EXHIBIT 6-2
CONDITION SCORES – BY SITE
(CONTINUED)

SITE NAME	CONDITION SCORE
Elementary Schools Continued	
Jones Elem.	87.35
Lake Shore Elem.	100.00
Linthicum Elem.	75.00
Lothian Elem.	62.11
Manor View Elem.	75.80
Marley Elem.	100.00
Maryland City Elem.	63.27
Mayo Elem.	100.00
Meade Heights Elem.	90.15
Millersville Elem.	66.36
Mills-Parole Elem.	80.89
North Glen Elem.	64.76
Oak Hill Elem.	72.10
Oakwood Elem.	73.12
Odenton Elem.	74.95
Overlook Elem.	66.61
Park Elem.	94.95
Pasadena Elem.	100.00
Pershing Hill Elem	69.10
Piney Orchard Elem.	100.00
Point Pleasant Elem	60.94
Quarterfield Elem.	63.25
Richard Henry Lee Elem.	73.18
Ridgeway Elem.	97.58
Rippling Woods Elem.	72.25
Riviera Beach Elem.	84.71
Rolling Knolls Elem.	64.84
Seven Oaks Es	100.00
Severn Elem.	81.64
Severna Park Elem.	74.54
Shady Side Elem.	79.69
Shipley's Choice Elem.	75.42
Solley Elem.	88.88
South Shore Elem.	94.01
Southgate Elem.	69.14
Sunset Elem.	76.65
Tracey's Elem.	100.00
Tyler Heights Elem.	66.43
Van Bokkelen Elem.	77.86
Waugh Chapel Elem.	63.58

EXHIBIT 6-2
CONDITION SCORES – BY SITE
(CONTINUED)

SITE NAME	CONDITION SCORE
Elementary Schools Continued	
West Annapolis Elem.	66.97
West Meade Elem.	64.59
Windsor Farm Elem.	70.63
Woodside Elem.	67.74
Elementary School Average	**78.11**
Middle Schools	
Annapolis Middle	63.68
Arundel Middle	69.60
Bates Middle	71.60
Brooklyn Park Middle	94.69
Central Middle	78.48
Chesapeake Bay Middle	75.68
Corkran Middle	65.87
Crofton Middle	72.23
George Fox Middle	70.45
Lindale Middle	88.04
Macarthur Middle	69.37
Magothy River Middle	72.10
Marley Middle	100.00
Meade Middle	91.09
Old Mill Middle North	62.08
Old Mill Middle South	63.53
Severn River Middle	67.61
Severna Park Middle	100.00
Southern Middle	84.98
Middle School Average	**76.90**

EXHIBIT 6-2
CONDITION SCORES – BY SITE
(CONTINUED)

SITE NAME	CONDITION SCORE
High Schools	
Annapolis Senior	74.96
Arundel Senior	68.09
Broadneck Senior	83.76
Chesapeake Senior	74.42
Glen Burnie Senior	65.85
Meade Senior	67.86
North County Senior	74.66
Northeast Senior	68.17
Old Mill Senior	64.86
Severna Park Senior	60.87
South River Senior	68.73
Southern Senior	65.96
High School Average	**69.85**
Other Schools	
Arlington Echo	85.00
Carrie Wheedon	51.40
Cats - North	77.20
Cats - South	75.30
Central Special	82.50
J. Albert Adams Academy	67.94
Marley Glen	72.60
Mary E Moss	N/A
Phoenix Annapolis	62.68
Ruth P. Eason	84.34
Other School Average	**73.22**

6.2 Educational Suitability Assessment

The educational suitability of each school was assessed using ***BASYS*** suitability categories and the age of the facility as factors. Suitability categories include:

- The suitability of the site in regard to pedestrian/vehicular circulation and the appropriateness of site facilities and signage.
- The existence of facilities and spaces to support the educational program offered. These include general classrooms, special learning spaces (e.g. music rooms, libraries, science labs), and support spaces

(e.g. administrative offices, counseling offices, reception areas, kitchens, health clinics)

- The adequacy of the size of the program spaces
- The appropriateness of adjacencies (e.g., physical education separated from quiet spaces)
- The appropriateness of utilities, fixed equipment, storage, and room surfaces (e.g. flooring, ceiling materials, wall coverings)

Educational suitability is intended to assess how well the facility supports the educational program that it houses. (Note: each school receives only one suitability score which applies to all the buildings at the facility.) Suitability scores can be interpreted as follows:

90+	**Good:** The facility is designed to provide for and support the educational program offered. It may have minor suitability issues but generally meets the needs of the educational program.
75-89	**Fair:** The facility has some problems meeting the needs of the educational program and may require some remodeling.
50-74	**Poor:** The facility has numerous problems meeting the needs of the educational program and needs significant remodeling or additions.
Below 50	**Unsatisfactory:** The facility is unsuitable in many areas of the educational program.

Exhibit 6-3 presents the range of suitability scores and the average suitability scores by facility type. The suitability scores range from 31 to 100. The average scores are fall into the “Fair” to “Poor” categories.

EXHIBIT 6-3
SUITABILITY SCORE RANGES

SITE TYPE	SUITABILITY SCORE RANGE		AVERAGE SUITABILITY SCORE
Elementary Schools	31.59	100.00	77.02
Middle Schools	53.47	100.00	80.00
High Schools	56.86	81.38	69.63
Other Schools	33.38	92.97	59.80

Exhibit 6-4 presents the educational suitability scores for each school.

EXHIBIT 6-4
SUITABILITY SCORES – BY SITE

SITE NAME	SUITABILITY SCORE
Elementary Schools	
Annapolis Elem.	43.66
Arnold Elem.	72.37
Belle Grove Elem.	31.59
Belvedere Elem.	76.98
Bodkin Elem.	87.01
Broadneck Elem.	74.59
Brock Bridge Elem.	64.72
Brooklyn Park Elem.	91.43
Cape St. Claire	89.99
Central Elem.	79.70
Crofton Elem.	53.90
Crofton Meadows Elem.	71.94
Crofton Woods Elem.	83.09
Davidsonville Elem.	100.00
Deale Elem.	83.40
Eastport Elem.	61.01
Edgewater Elem.	90.22
Ferndale Eec	100.00
Folger McKinsey Elem.	51.72
Fort Smallwood Elem.	70.97
Four Seasons Elem.	84.66
Freetown Elem.	100.00
Gambrills Elem.	100.00
George Cromwell Elem.	65.84
Georgetown East Elem.	91.43
Germantown Elem.	48.81
Glen Burnie Park Elem.	64.78
Glendale Elem.	100.00
Harman Elem.	100.00
High Point Elem.	64.28
Hillsmere Elem.	76.73
Hilltop Elem.	72.31
Jacobsville Elem.	81.81
Jessup Elem.	68.02
Jones Elem.	95.35
Lake Shore Elem.	100.00
Linthicum Elem.	92.97
Lothian Elem.	58.33
Manor View Elem.	82.66
Marley Elem.	100.00
Maryland City Elem.	81.02

EXHIBIT 6-4 (CONTINUED)
SUITABILITY SCORES – BY SITE

SITE NAME	SUITABILITY SCORE
Elementary Schools Continued	
Mayo Elem.	100.00
Meade Heights Elem.	82.95
Millersville Elem.	82.71
Mills-Parole Elem.	51.13
North Glen Elem.	79.65
Oak Hill Elem.	89.92
Oakwood Elem.	81.25
Odenton Elem.	72.11
Overlook Elem.	74.40
Park Elem.	83.01
Pasadena Elem.	100.00
Pershing Hill Elem	48.10
Piney Orchard Elem.	83.70
Point Pleasant Elem	48.64
Quarterfield Elem.	70.06
Richard Henry Lee Elem.	55.70
Ridgeway Elem.	81.55
Rippling Woods Elem.	77.07
Riviera Beach Elem.	80.02
Rolling Knolls Elem.	62.47
Seven Oaks Es	100.00
Severn Elem.	71.78
Severna Park Elem.	71.14
Shady Side Elem.	93.58
Shipley's Choice Elem.	90.07
Solley Elem.	91.68
South Shore Elem.	80.76
Southgate Elem.	45.52
Sunset Elem.	90.24
Tracey's Elem.	100.00
Tyler Heights Elem.	71.52
Van Bokkelen Elem.	85.75
Waugh Chapel Elem.	77.53
West Annapolis Elem.	50.54
West Meade Elem.	57.80
Windsor Farm Elem.	74.56
Woodside Elem.	73.30
Elementary School Average	**77.02**

EXHIBIT 6-4
SUITABILITY SCORES – BY SITE
(CONTINUED)

SITE NAME	SUITABILITY SCORE
Middle Schools	
Annapolis Middle	76.78
Arundel Middle	75.80
Bates Middle	53.47
Brooklyn Park Middle	88.08
Central Middle	70.89
Chesapeake Bay Middle	85.92
Corkran Middle	71.90
Crofton Middle	76.73
George Fox Middle	79.69
Lindale Middle	79.77
Macarthur Middle	81.95
Magothy River Middle	85.21
Marley Middle	100.00
Meade Middle	84.04
Old Mill Middle North	68.95
Old Mill Middle South	75.74
Severn River Middle	82.77
Severna Park Middle	100.00
Southern Middle	82.38
Middle School Average	**80.00**
High Schools	
Annapolis Senior	68.29
Arundel Senior	67.52
Broadneck Senior	77.39
Chesapeake Senior	74.66
Glen Burnie Senior	65.89
Meade Senior	78.35
North County Senior	81.38
Northeast Senior	56.86
Old Mill Senior	62.98
Severna Park Senior	61.75
South River Senior	74.34
Southern Senior	66.17
High School Average	**69.63**

EXHIBIT 6-4
SUITABILITY SCORES – BY SITE
(CONTINUED)

SITE NAME	SUITABILITY SCORE
Other Schools	
Arlington Echo	NE
Carrie Wheedon	92.97
Cats - North	57.12
Cats - South	53.23
Central Special	48.61
J. Albert Adams Acdmy	76.93
Marley Glen	66.65
Mary E Moss	33.38
Phoenix Annapolis	48.77
Ruth Parker Eason	60.55
Other School Average	**59.80**

6.3 Technology Readiness

The ***BASYS*** technology readiness score assesses the capability of the required infrastructure to support information technology and associated equipment. The score can be interpreted as follows:

90+	**Good:** The facility has the infrastructure to support information technology.
75-89	**Fair:** The facility is lacking in some infrastructure.
50-74	**Poor:** The facility is lacking significant infrastructure to support information technology.
Below 50	**Unsatisfactory:** The facility has little or no infrastructure to support information technology.

Exhibit 6-5 presents the range of technology scores and the average technology scores by facility type. While there is a wide range of technology readiness scores, the averages fall in the “Fair” to “Poor” categories.

EXHIBIT 6-5
TECHNOLOGY SCORE RANGES

SITE TYPE	TECHNOLOGY READINESS SCORE RANGE		AVERAGE TECHNOLOGY SCORE
Elementary Schools	48.30	100.00	81.13
Middle Schools	55.50	100.00	78.32
High Schools	58.50	94.50	67.21
Other Schools	56.18	89.00	80.40

Exhibit 6-6 presents the technology readiness scores by school site. As in the educational suitability scores, each school site receives one technology readiness score.

EXHIBIT 6-6
TECHNOLOGY SCORES – BY SITE

SITE NAME	TECHNOLOGY SCORE
Elementary Schools	
Annapolis Elem.	78.00
Arnold Elem.	72.00
Belle Grove Elem.	83.00
Belvedere Elem.	100.00
Benfield Elem.	89.00
Bodkin Elem.	64.30
Broadneck Elem.	75.30
Brock Bridge Elem.	75.30
Brooklyn Park Elem.	92.30
Cape St. Claire	83.00
Central Elem.	70.30
Crofton Elem.	48.30
Crofton Meadows Elem.	100.00
Crofton Woods Elem.	78.00
Davidsonville Elem.	100.00
Deale Elem.	100.00
Eastport Elem.	83.50
Edgewater Elem.	72.00
Ferndale EEC	100.00
FOLGER McKinsey Elem.	50.00
Fort Smallwood Elem.	89.00
Four Seasons Elem.	75.00
Freetown Elem.	100.00
Gambrills Elem.	100.00
George Cromwell Elem.	72.00

EXHIBIT 6-6 (CONTINUED)
TECHNOLOGY SCORES – BY SITE

SITE NAME	TECHNOLOGY SCORE
Elementary Schools	
Georgetown East Elem.	89.00
Germantown Elem.	78.00
Glen Burnie Park Elem.	61.00
Glendale Elem.	100.00
Harman Elem.	100.00
High Point Elem.	72.80
Hillsmere Elem.	78.00
Hilltop Elem.	53.30
Jacobsville Elem.	89.00
Jessup Elem.	72.50
Jones Elem.	89.00
Lake Shore Elem.	100.00
Linthicum Elem.	70.30
Lothian Elem.	64.00
Manor View Elem.	70.30
Marley Elem.	100.00
Maryland City Elem.	61.00
Mayo Elem.	100.00
Meade Heights Elem.	89.00
Millersville Elem.	55.50
Mills-Parole Elem.	100.00
North Glen Elem.	83.00
Oak Hill Elem.	64.30
Oakwood Elem.	89.00
Odenton Elem.	83.00
Overlook Elem.	61.00
Park Elem.	100.00
Pasadena Elem.	100.00
Pershing Hill Elem	64.30
Piney Orchard Elem.	100.00
Point Pleasant Elem	56.30
Quarterfield Elem.	66.50
Richard Henry Lee Elem.	61.00
Ridgeway Elem.	100.00
Rippling Woods Elem.	78.00
Riviera Beach Elem.	78.00
Rolling Knolls Elem.	69.50
Seven Oaks Es	100.00
Severn Elem.	100.00
Severna Park Elem.	72.00

EXHIBIT 6-6
TECHNOLOGY SCORES – BY SITE
(CONTINUED)

SITE NAME	TECHNOLOGY SCORE
Elementary Schools Continued	
Shady Side Elem.	83.00
Shipley's Choice Elem.	89.00
Solley Elem.	89.00
South Shore Elem.	100.00
Southgate Elem.	50.80
Sunset Elem.	75.30
Tracey's Elem.	100.00
Tyler Heights Elem.	83.50
Van Bokkelen Elem.	72.00
Waugh Chapel Elem.	72.00
West Annapolis Elem.	83.50
West Meade Elem.	53.00
Windsor Farm Elem.	100.00
Woodside Elem.	89.00
Elementary School Average	**81.13**
Middle Schools	
Annapolis Middle	69.50
Arundel Middle	55.50
Bates Middle	91.50
Brooklyn Park Middle	94.50
Central Middle	83.50
Chesapeake Bay Middle	75.00
Corkran Middle	56.30
Crofton Middle	67.00
George Fox Middle	64.00
Lindale Middle	80.50
Macarthur Middle	89.00
Magothy River Middle	64.00
Marley Middle	100.00
Meade Middle	89.00
Old Mill Middle North	80.50
Old Mill Middle South	80.50
Severn River Middle	64.00
Severna Park Middle	100.00
Southern Middle	83.80
Middle School Average	**78.32**

EXHIBIT 6-6
TECHNOLOGY SCORES – BY SITE
(CONTINUED)

SITE NAME	TECHNOLOGY SCORE
High Schools	
Annapolis Senior	58.50
Arundel Senior	58.50
Broadneck Senior	86.00
Chesapeake Senior	86.00
Glen Burnie Senior	64.00
Meade Senior	58.50
North County Senior	94.50
Northeast Senior	61.00
Old Mill Senior	58.50
Severna Park Senior	64.00
South River Senior	58.50
Southern Senior	58.50
High School Average	**67.21**
Other Schools	
Arlington Echo	NE
Carrie Wheedon	85.90
Cats - North	78.00
Cats - South	83.50
Central Special	72.50
J. Albert Adams Acdmy	89.00
Marley Glen	89.00
Mary E Moss	80.50
Phoenix Annapolis	56.18
Ruth Parker Eason	89.00
Other School Average	**80.40**

6.4 Grounds Condition Assessment

The ***BASYS*** Grounds assessment score is a measure of the amount of capital needs at the site, which includes the driveways and walkways, the parking lots, the playfields, the utilities and fences. The scores can be interpreted as follows:

90+	**New or Like New:** The grounds and/or a majority of its systems are in good condition, less than one year old, and only require preventative maintenance.
75-89	**Good:** The grounds and/or a majority of its systems are in good condition and only require routine maintenance.
60-74	**Fair:** The grounds and/or some of its systems are in fair condition and require minor repair.
50-59	**Poor:** The grounds and/or a significant number of its systems are in poor condition and require major repair or renovation.
Below 50	**Unsatisfactory:** The grounds and/or a majority of its systems should be considered for replacement.

The grounds assessment scores are weighted like the building condition scores and can therefore be used to determine the capital needs of the site. Exhibit 6-7 presents the range of grounds assessment scores and the average grounds assessment scores by facility type. The grounds assessment scores were typically in the "Good" to "Fair" categories.

EXHIBIT 6-7
GROUNDS ASSESSMENT SCORE RANGES

SITE TYPE	GROUNDS ASSESSMENT SCORE RANGE		AVERAGE GROUNDS SCORE
Elementary Schools	57.50	100.00	84.35
Middle Schools	48.33	100.00	75.52
High Schools	44.92	87.19	70.01
Other Schools	35.94	100.00	72.58

Exhibit 6-8 presents the grounds assessment scores by school site. As in the educational suitability scores, each school site receives one site condition score.

EXHIBIT 6-8
GROUNDS ASSESSMENT SCORES – BY SITE

SITE NAME	GROUNDS SCORE
Elementary Schools	
Annapolis Elem.	93.75
Arnold Elem.	72.06
Belle Grove Elem.	71.25
Belvedere Elem.	100.00
Benfield Elem.	75.00
Bodkin Elem.	90.00
Broadneck Elem.	65.63
Brock Bridge Elem.	100.00
Brooklyn Park Elem.	70.00
Cape St. Claire	98.42
Central Elem.	79.69
Crofton Elem.	74.38
Crofton Meadows Elem.	89.38
Crofton Woods Elem.	75.66
Davidsonville Elem.	100.00
Deale Elem.	100.00
Eastport Elem.	97.06
Edgewater Elem.	73.75
Ferndale Eec	100.00
Folger McKinsey Elem.	86.25
Fort Smallwood Elem.	75.00
Four Seasons Elem.	90.79
Freetown Elem.	100.00
Gambrills Elem.	100.00
George Cromwell Elem.	90.00
Georgetown East Elem.	60.53
Germantown Elem.	77.50
Glen Burnie Park Elem.	91.18
Glendale Elem.	100.00
Harman Elem.	100.00
High Point Elem.	73.53
Hillsmere Elem.	57.50
Hilltop Elem.	88.13
Jacobsville Elem.	100.00
Jessup Elem.	82.81
Jones Elem.	100.00
Lake Shore Elem.	100.00
Linthicum Elem.	73.75

EXHIBIT 6-8
GROUNDS ASSESSMENT SCORES – BY SITE
(CONTINUED)

SITE NAME	GROUNDS SCORE
Elementary Schools Continued	
Lothian Elem.	75.00
Manor View Elem.	75.66
Marley Elem.	100.00
Maryland City Elem.	83.82
Mayo Elem.	100.00
Meade Heights Elem.	79.41
Millersville Elem.	72.37
Mills-Parole Elem.	75.00
North Glen Elem.	77.50
Oak Hill Elem.	92.50
Oakwood Elem.	69.74
Odenton Elem.	65.00
Overlook Elem.	89.47
Park Elem.	100.00
Pasadena Elem.	100.00
Pershing Hill Elem	73.44
Piney Orchard Elem.	100.00
Point Pleasant Elem	75.00
Quarterfield Elem.	82.89
Richard Henry Lee Elem.	75.00
Ridgeway Elem.	98.53
Rippling Woods Elem.	73.75
Riviera Beach Elem.	67.19
Rolling Knolls Elem.	69.12
Seven Oaks Es	100.00
Severn Elem.	91.18
Severna Park Elem.	100.00
Shady Side Elem.	62.50
Shipley's Choice Elem.	88.75
Solley Elem.	60.00
South Shore Elem.	98.75
Southgate Elem.	93.75
Sunset Elem.	82.50
Tracey's Elem.	100.00
Tyler Heights Elem.	95.00
Van Bokkelen Elem.	73.68

EXHIBIT 6-8
GROUNDS ASSESSMENT SCORES – BY SITE
(CONTINUED)

SITE NAME	GROUNDS SCORE
Elementary Schools Continued	
WAUGH CHAPEL ELEM.	78.95
WEST ANNAPOLIS ELEM.	78.57
WEST MEADE ELEM.	75.00
WINDSOR FARM ELEM.	63.97
WOODSIDE ELEM.	77.50
Elementary School Average	**84.35**
Middle Schools	
ANNAPOLIS MIDDLE	56.25
ARUNDEL MIDDLE	50.00
BATES MIDDLE	75.00
BROOKLYN PARK MIDDLE	97.37
CENTRAL MIDDLE	81.58
CHESAPEAKE BAY MIDDLE	68.06
CORKRAN MIDDLE	90.28
CROFTON MIDDLE	84.38
GEORGE FOX MIDDLE	68.33
LINDALE MIDDLE	58.33
MACARTHUR MIDDLE	67.86
MAGOTHY RIVER MIDDLE	80.26
MARLEY MIDDLE	100.00
MEADE MIDDLE	95.00
OLD MILL MIDDLE NORTH	58.33
OLD MILL MIDDLE SOUTH	48.33
SEVERN RIVER MIIDDLE	80.56
SEVERNA PARK MIDDLE	100.00
SOUTHERN MIDDLE	75.00
Middle School Average	**75.52**

EXHIBIT 6-8
GROUNDS ASSESSMENT SCORES – BY SITE
(CONTINUED)

SITE NAME	GROUNDS SCORE
High Schools	
ANNAPOLIS SENIOR	74.06
ARUNDEL SENIOR	59.88
BROADNECK SENIOR	81.64
CHESAPEAKE SENIOR	67.08
GLEN BURNIE SENIOR	71.25
MEADE SENIOR	58.44
NORTH COUNTY SENIOR	76.88
NORTHEAST SENIOR	44.92
OLD MILL SENIOR	61.95
SEVERNA PARK SENIOR	75.00
SOUTH RIVER SENIOR	81.88
SOUTHERN SENIOR	87.19
High School Average	**70.01**
Other Schools	
ARLINGTON ECHO	100.00
CARRIE WHEEDON	35.94
CATS - NORTH	58.33
CATS - SOUTH	98.33
CENTRAL SPECIAL	75.00
J. ALBERT ADAMS ACDMY	68.75
MARLEY GLEN	81.88
MARY E MOSS HS	N/A*
PHOENIX ANNAPOLIS	62.50
RUTH P. EASON	72.50
Other School Average	**72.58**

* Property not owned by AACPS

6.5 Combined Scores

The building condition, educational suitability, technology readiness, and grounds assessment scores are translated into one combined score for each school to assist in the task of prioritizing projects. The four scores are weighted based on their relative impact on capital needs costs. The condition score is weighted 50 percent, the educational suitability score is weighted 30 percent, the technology readiness score is

weighted 10 percent, and the grounds assessment score is weighted 10 percent. Exhibit 6-9 presents all the scores for each facility and the resulting combined score.

EXHIBIT 6-9
COMBINED SCORES – BY SITE
(CONTINUED)

SITE NAME	CONDITION SCORE	SUITABILITY SCORE	TECHNOLOGY SCORE	GROUNDS SCORE	COMBINED SCORE
Elementary Schools					
Annapolis ES	62.35	43.66	78.00	93.75	61.45
Arnold ES	59.72	72.37	72.00	72.06	65.98
Belle Grove ES	59.25	31.59	83.00	71.25	54.53
Belvedere ES	89.02	76.98	100.00	100.00	87.60
Benfield ES	71.17	47.21	89.00	75.00	66.15
Bodkin ES	72.50	87.01	64.30	90.00	77.78
Broadneck ES	75.10	74.59	75.30	65.63	74.02
Brock Bridge ES	75.09	64.72	75.30	100.00	74.49
Brooklyn Park ES	64.21	91.43	92.30	70.00	75.77
Cape St. Claire ES	78.73	89.99	83.00	98.42	84.51
Central ES	76.46	79.70	70.30	79.69	77.14
Crofton ES	71.50	53.90	48.30	74.38	64.19
Crofton Meadows ES	81.78	71.94	100.00	89.38	81.41
Crofton Woods ES	76.59	83.09	78.00	75.66	78.59
Davidsonville ES	100.00	100.00	100.00	100.00	100.00
Deale ES	82.66	83.40	100.00	100.00	86.35
Eastport ES	84.44	61.01	83.50	97.06	78.58
Edgewater ES	59.29	90.22	72.00	73.75	71.29
Ferndale EEC	100.00	100.00	100.00	100.00	100.00
Folger McKinsey ES	66.41	51.72	50.00	86.25	62.35
Fort Smallwood ES	74.75	70.97	89.00	75.00	75.06
Four Seasons ES	78.51	84.66	75.00	90.79	81.23
Freetown ES	100.00	100.00	100.00	100.00	100.00
Gambrills ES.	100.00	100.00	100.00	100.00	100.00
George Cromwell ES	64.81	65.84	72.00	90.00	68.36
Georgetown East ES	79.88	91.43	89.00	60.53	82.32
Germantown ES	60.77	48.81	78.00	77.50	60.58
Glen Burnie Park ES	74.08	64.78	61.00	91.18	71.69
Glendale ES	100.00	100.00	100.00	100.00	100.00
Harman ES	100.00	100.00	100.00	100.00	100.00
High Point ES	75.22	64.28	72.80	73.53	71.53
Hillsmere ES	62.74	76.73	78.00	57.50	67.94
Hilltop ES	75.20	72.31	53.30	88.13	73.43
Jacobsville ES	100.00	81.81	89.00	100.00	93.44
Jessup ES	67.35	68.02	72.50	82.81	69.61
Jones ES	87.35	95.35	89.00	100.00	91.18
Lake Shore ES	100.00	100.00	100.00	100.00	100.00

EXHIBIT 6-9
COMBINED SCORES – BY SITE

SITE NAME	CONDITION SCORE	SUITABILITY SCORE	TECHNOLOGY SCORE	GROUNDS SCORE	COMBINED SCORE
Elementary Schools					
Linthicum ES	75.00	92.97	70.30	73.75	79.79
Lothian ES	62.11	58.33	64.00	75.00	62.46
Manor View ES	75.80	82.66	70.30	75.66	77.29
Marley ES	100.00	100.00	100.00	100.00	100.00
Maryland City ES	63.27	81.02	61.00	83.82	70.42
Mayo ES	100.00	100.00	100.00	100.00	100.00
Meade Heights ES	90.15	82.95	89.00	79.41	86.80
Millersville ES	66.36	82.71	55.50	72.37	70.78
Mills-Parole ES	80.89	51.13	100.00	75.00	73.29
North Glen ES	64.76	79.65	83.00	77.50	72.33
Oak Hill ES	72.10	89.92	64.30	92.50	78.71
Oakwood ES	73.12	81.25	89.00	69.74	76.81
Odenton ES	74.95	72.11	83.00	65.00	73.91
Overlook ES	66.61	74.40	61.00	89.47	70.67
Park ES	94.95	83.01	100.00	100.00	92.38
Pasadena ES	100.00	100.00	100.00	100.00	100.00
Pershing Hill ES	69.10	48.10	64.30	73.44	62.76
Piney Orchard ES	100.00	83.70	100.00	100.00	95.11
Point Pleasant ES	60.94	69.11	56.30	75.00	64.33
Quarterfield ES	63.25	70.06	66.50	82.89	67.58
Richard Henry Lee ES	73.18	55.70	61.00	75.00	66.90
Ridgeway ES	97.58	81.55	100.00	98.53	93.11
Rippling Woods ES	72.25	77.07	78.00	73.75	74.42
Riviera Beach ES	84.71	80.02	78.00	67.19	80.88
Rolling Knolls ES	64.84	62.47	69.50	69.12	65.02
Seven Oaks ES	100.00	100.00	100.00	100.00	100.00
Severn ES	81.64	71.78	100.00	91.18	81.47
Severna Park ES	74.54	71.14	72.00	100.00	75.81
Shady Side ES	79.69	93.58	83.00	62.50	82.47
Shipley's Choice ES	75.42	90.07	89.00	88.75	82.50
Solley ES	88.88	91.68	89.00	60.00	86.85
South Shore ES	94.01	80.76	100.00	98.75	91.11
Southgate ES	69.14	45.52	50.80	93.75	62.68
Sunset ES	76.65	90.24	75.30	82.50	81.18
Tracey's ES	100.00	100.00	100.00	100.00	100.00
Tyler Heights ES	66.43	71.52	83.50	95.00	72.52
Van Bokkelen ES	77.86	85.75	72.00	73.68	79.23
Waugh Chapel ES	63.58	77.53	72.00	78.95	70.14
West Annapolis ES	66.97	50.54	83.50	78.57	64.85
West Meade ES	64.59	57.80	53.00	75.00	62.43
Windsor Farm ES	70.63	74.56	100.00	63.97	74.08
Woodside ES	67.74	73.30	89.00	77.50	72.51
Elementary School Average	**78.11**	**77.02**	**81.13**	**84.35**	**78.2**

EXHIBIT 6-9
COMBINED SCORES – BY SITE
(CONTINUED)

SITE NAME	CONDITION SCORE	SUITABILITY SCORE	TECHNOLOGY SCORE	GROUNDS SCORE	COMBINED SCORE
Middle Schools					
Annapolis Middle	63.68	76.78	69.50	56.25	67.45
Arundel Middle	69.60	75.80	55.50	50.00	68.09
Bates Middle	71.60	53.47	91.50	75.00	68.49
Brooklyn Park Middle	94.69	88.08	94.50	97.37	92.96
Central Middle	78.48	70.89	83.50	81.58	77.02
Chesapeake Bay Middle	75.68	85.92	75.00	68.06	77.92
Corkran Middle	65.87	71.90	56.30	90.28	69.16
Crofton Middle	72.23	76.73	67.00	84.38	74.27
George Fox Middle	70.45	79.69	64.00	68.33	72.37
Lindale Middle	88.04	79.77	80.50	58.33	81.84
Macarthur Middle	69.37	81.95	89.00	67.86	74.95
Magothy River Middle	72.10	85.21	64.00	80.26	76.04
Marley Middle	100.00	100.00	100.00	100.00	100.00
Meade Middle	91.09	84.04	89.00	95.00	89.15
Old Mill Middle North	62.08	68.95	80.50	58.33	65.61
Old Mill Middle South	63.53	75.74	80.50	48.33	67.37
Severn River Middle	67.61	82.77	64.00	80.56	73.09
Severna Park Middle	100.00	100.00	100.00	100.00	100.00
Southern Middle	84.98	82.38	83.80	75.00	83.08
Middle School Average	**76.90**	**80.00**	**78.32**	**75.52**	**77.83**
High Schools					
Annapolis Senior	74.96	68.29	58.50	74.06	71.22
Arundel Senior	68.09	67.52	58.50	59.88	66.14
Broadneck Senior	83.76	77.39	86.00	81.64	81.86
Chesapeake Senior	74.42	74.66	86.00	67.08	74.92
Glen Burnie	65.85	65.89	64.00	71.25	66.22
Meade	67.86	78.35	58.50	58.44	69.13
North County	74.66	81.38	94.50	76.88	78.88
Northeast Senior	68.17	56.86	61.00	44.92	61.73
Old Mill Senior	64.86	62.98	58.50	61.95	63.37
Severna Park Senior	60.87	61.75	64.00	75.00	62.86
South River Senior	68.73	74.34	58.50	81.88	70.70
Southern Senior	65.96	66.17	58.50	87.19	67.40
High School Average	**69.85**	**69.63**	**67.21**	**70.01**	**69.54**

EXHIBIT 6-9
COMBINED SCORES – BY SITE
(CONTINUED)

SITE NAME	CONDITION SCORE	SUITABILITY SCORE	TECHNOLOGY SCORE	GROUNDS SCORE	COMBINED SCORE
Other Schools					
Arlington Echo	85.00	NE	NE	100.00	NE
Carrie Wheedon	51.40	92.97	85.90	35.94	65.77
Cats - North	77.20	57.12	78.00	58.33	69.37
Cats - South	75.30	53.23	83.50	98.33	71.80
Central Special	82.50	48.61	72.50	75.00	70.58
J. Albert Adams Academy	67.94	76.93	89.00	68.75	72.82
Marley Glen	72.60	66.65	89.00	81.88	73.39
Mary E Moss Hs	N/A	33.38	80.50	N/A	N/A
Phoenix Annapolis	62.68	48.77	56.18	62.50	57.84
Ruth Parker Eason	84.34	60.55	89.00	72.50	76.48
Other School Average	**73.22**	**59.80**	**80.40**	**72.58**	**69.76**

7.0 FINDINGS/ANALYSIS

7.1 Facility Condition Matrix

The data presented in the previous chapters has been combined in order to provide an overall view of each facility, review the overall facility conditions district wide, and to provide a means for prioritization. The basic building block for this data is contained in the facility condition matrices for each school that are included in Appendix A. This matrix provides the following information:

- Year of Original Construction
- Total Square Footage
- Year and Square Footage of Most Recent Renovation (if any)
- Acreage
- Condition, Suitability, Technology Readiness and Grounds Score
- A Combined Score for Prioritization Purposes (This Is Based On 50% Weight to Condition, 30% Suitability, 10% Grounds and 10% Technology Readiness)
- Current and Projected Capacity And Utilization
- Formula Driven Budget Estimates for Condition, Suitability, Technology Readiness and Grounds Improvements
- Budget Estimate for Additions if Appropriate

This data is used as the basic building block for determining the need for each school. A summary of this information for each school is provided by high school feeder zone in exhibits 7-1 through 7-33 on the following pages:

EXHIBIT 7-1
ANNAPOLIS FEEDER ZONE SUMMARY

Type	Feeder	SCHOOL	ACREAGE	CONDITION SCORE	EDUCATIONAL SUITABILITY SCORE	TECH READINESS SCORE	GROUNDS SCORE	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION	
									(Aug 2006)	PROJECTED (2015)		(Aug 2006)	PROJECTED (2015)
ES	Annapolis	ANNAPOLIS ES	2.68	62.35	43.66	78.00	93.75	61.45	217	271	271	80.1%	100.0%
ES	Annapolis	EASTPORT ES	3.00	84.44	61.01	83.50	97.06	78.58	214	242	270	79.3%	89.6%
ES	Annapolis	GEORGETOWN EAST ES	15.07	79.88	91.43	89.00	60.53	82.32	327	370	460	71.1%	80.4%
ES	Annapolis	GERMANTOWN ES	18.00	60.77	48.81	78.00	77.50	60.58	471	592	388	121.4%	152.6%
ES	Annapolis	HILLSMERE ES	16.12	62.74	76.73	78.00	57.50	67.94	381	412	476	80.0%	86.6%
ES	Annapolis	MILLS-PAROLE ES	8.78	80.89	51.13	100.00	75.00	73.29	410	523	401	102.2%	130.4%
ES	Annapolis	ROLLING KNOLLS ES	14.74	64.84	62.47	69.50	69.12	65.02	366	450	316	115.8%	142.4%
ES	Annapolis	TYLER HEIGHTS ES	15.26	66.43	71.52	83.50	95.00	72.52	333	452	382	87.2%	118.3%
ES	Annapolis	WEST ANNAPOLIS ES	2.23	66.97	50.54	83.50	78.57	64.85	233	228	262	88.9%	87.0%
ES Total/Average			**95.88**	**69.92**	**61.92**	**82.56**	**78.22**	**69.62**	**2,952**	**3,540**	**3,226**	**91.5%**	**109.7%**
MS	Annapolis	ANNAPOLIS MS	39.83	63.68	76.78	69.50	56.25	67.45	577	742	1,495	38.6%	49.6%
MS	Annapolis	BATES MS	16.21	71.60	53.47	91.50	75.00	68.49	550	546	833	66.0%	65.5%
MS Total/Average			**56.04**	**67.64**	**65.12**	**80.50**	**65.63**	**67.97**	**1,127**	**1,288**	**2,328**	**48.4%**	**55.3%**
HS	Annapolis	ANNAPOLIS HS	54.00	74.96	68.29	58.50	74.06	71.22	1,791	1,650	1,739	103.0%	94.9%
HS Total/Average			**54.00**	**74.96**	**68.29**	**58.50**	**74.06**	**71.22**	**1,791**	**1,650**	**1,739**	**103.0%**	**94.9%**

EXHIBIT 7-2
ARUNDEL FEEDER ZONE SUMMARY

Type	Feeder	SCHOOL	ACREAGE	CONDITION SCORE	EDUCATIONAL SUITABILITY SCORE	TECH READINESS SCORE	GROUNDS SCORE	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION	
									(Aug 2006)	PROJECTED (2015)		(Aug 2006)	PROJECTED (2015)
ES	Arundel	CROFTON ES	16.30	71.50	53.90	48.30	74.38	64.19	676	659	503	134.4%	131.0%
ES	Arundel	FOUR SEASONS ES	19.91	78.51	84.66	75.00	90.79	81.23	670	785	638	105.0%	123.0%
ES	Arundel	GAMBRILLS ES	14.57	100.00	100.00	100.00	100.00	100.00	N/A	N/A	712	N/A	N/A
ES	Arundel	ODENTON ES	12.95	74.95	72.11	83.00	65.00	73.91	414	476	429	96.5%	111.0%
ES	Arundel	PINEY ORCHARD ES	21.11	100.00	83.70	100.00	100.00	95.11	617	602	559	110.4%	107.7%
ES	Arundel	SEVEN OAKS ES	20.00	100.00	100.00	100.00	100.00	100.00	N/A	N/A	713	N/A	N/A
ES	Arundel	WAUGH CHAPEL ES	20.20	63.58	77.53	72.00	78.95	70.14	359	427	442	81.2%	96.6%
ES Total/Average			**125.04**	**84.08**	**81.70**	**82.61**	**87.02**	**83.51**	**2,736**	**2,949**	**3,996**	**68.5%**	**73.8%**
MS	Arundel	ARUNDEL MS	62.21	69.60	75.80	55.50	50.00	68.09	1,029	1,019	1,071	96.1%	95.1%
MS Total/Average			**62.21**	**69.60**	**75.80**	**55.50**	**50.00**	**68.09**	**1,029**	**1,019**	**1,071**	**96.1%**	**95.1%**
HS	Arundel	ARUNDEL HS	62.21	68.09	67.52	58.50	59.88	66.14	2,074	1,833	2,025	102.4%	90.5%
HS Total/Average			**62.21**	**68.09**	**67.52**	**58.50**	**59.88**	**66.14**	**2,074**	**1,833**	**2,025**	**102.4%**	**90.5%**

EXHIBIT 7-3
BROADNECK FEEDER ZONE SUMMARY

Type	Feeder	SCHOOL	ACREAGE	CONDITION SCORE	EDUCATIONAL SUITABILITY SCORE	TECH READINESS SCORE	GROUNDS SCORE	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION	
									(Aug 2006)	PROJECTED (2015)		(Aug 2006)	PROJECTED (2015)
ES	Broadneck	ARNOLD ES	15.08	59.72	72.37	72.00	72.06	65.98	395	428	389	101.5%	110.0%
ES	Broadneck	BELVEDERE ES	14.50	89.02	76.98	100.00	100.00	87.60	459	521	511	89.8%	102.0%
ES	Broadneck	BROADNECK ES	29.17	75.10	74.59	75.30	65.63	74.02	634	768	596	106.4%	128.9%
ES	Broadneck	CAPE ST. CLAIRE ES	29.29	78.73	89.99	83.00	98.42	84.51	656	671	650	100.9%	103.2%
ES	Broadneck	WINDSOR FARM ES	20.00	70.63	74.56	100.00	63.97	74.08	519	571	527	98.5%	108.3%
ES Total/Average			**108.04**	**74.64**	**77.70**	**86.06**	**80.02**	**77.24**	**2,663**	**2,959**	**2,673**	**99.6%**	**110.7%**
MS	Broadneck	MAGOTHY RIVER MS	24.07	72.10	85.21	64.00	80.26	76.04	748	739	1,092	68.5%	67.7%
MS	Broadneck	SEVERN RIVER MS	24.08	67.61	82.77	64.00	80.56	73.09	791	783	988	80.1%	79.3%
MS Total/Average			**24.08**	**69.85**	**83.99**	**64.00**	**80.41**	**74.57**	**1,539**	**1,522**	**2,080**	**74.0%**	**73.2%**
HS	Broadneck	BROADNECK HS	84.60	83.76	77.39	86.00	81.64	81.86	2,247	1,983	2,039	110.2%	97.3%
HS Total/Average			**84.60**	**83.76**	**77.39**	**86.00**	**81.64**	**81.86**	**2,247**	**1,983**	**2,039**	**110.2%**	**97.3%**

EXHIBIT 7-4
CHESAPEAKE FEEDER ZONE SUMMARY

Type	Feeder	SCHOOL	ACREAGE	CONDITION SCORE	EDUCATIONAL SUITABILITY SCORE	TECH READINESS SCORE	GROUNDS SCORE	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION	
									(Aug 2006)	PROJECTED (2015)		(Aug 2006)	PROJECTED (2015)
ES	Chesapeake	BODKIN ES	20.20	72.50	87.01	64.30	90.00	77.78	593	671	593	100.0%	113.2%
ES	Chesapeake	FORT SMALLWOOD ES	58.53	74.75	70.97	89.00	75.00	75.06	376	391	489	76.9%	80.0%
ES	Chesapeake	JACOBSVILLE ES	26.92	100.00	81.81	89.00	100.00	93.44	504	508	604	83.4%	84.1%
ES	Chesapeake	LAKE SHORE ES	16.35	100.00	100.00	100.00	100.00	100.00	321	393	408	78.7%	96.3%
ES	Chesapeake	PASADENA ES	14.00	100.00	100.00	100.00	100.00	100.00	303	303	484	62.6%	62.6%
ES Total/Average			**136.00**	**89.45**	**87.96**	**88.46**	**93.00**	**89.26**	**2,097**	**2,266**	**2,578**	**81.3%**	**87.9%**
MS	Chesapeake	CHESAPEAKE BAY MS	40.40	75.68	85.92	75.00	68.06	77.92	1,368	1,352	2,239	61.1%	60.4%
MS Total/Average			**40.40**	**75.68**	**85.92**	**75.00**	**68.06**	**77.92**	**1,368**	**1,352**	**2,239**	**61.1%**	**60.4%**
HS	Chesapeake	CHESAPEAKE HS	80.81	74.42	74.66	86.00	67.08	74.92	1,908	1,682	2,398	79.6%	70.1%
HS Total/Average			**80.81**	**74.42**	**74.66**	**86.00**	**67.08**	**74.92**	**1,908**	**1,682**	**2,398**	**79.6%**	**70.1%**

EXHIBIT 7-5
GLEN BURNIE FEEDER ZONE SUMMARY

Type	Feeder	SCHOOL	ACREAGE	CONDITION SCORE	EDUCATIONAL SUITABILITY SCORE	TECH READINESS SCORE	GROUNDS SCORE	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION	
									(Aug 2006)	PROJECTED (2015)		(Aug 2006)	PROJECTED (2015)
ES	Glen Burnie	FREETOWN ES	15.09	100.00	100.00	100.00	100.00	100.00	388	473	618	62.8%	76.5%
ES	Glen Burnie	GLENDALE ES	14.44	100.00	100.00	100.00	100.00	100.00	452	534	492	91.9%	108.5%
ES	Glen Burnie	MARLEY ES	10.57	100.00	100.00	100.00	100.00	100.00	478	500	555	86.1%	90.1%
ES	Glen Burnie	OAKWOOD ES	13.14	73.12	81.25	89.00	69.74	76.81	213	329	283	75.3%	116.3%
ES	Glen Burnie	POINT PLEASANT ES	10.75	60.94	48.64	56.30	75.00	58.20	501	577	566	88.5%	101.9%
ES	Glen Burnie	QUARTERFIELD ES	22.25	63.25	70.06	66.50	82.89	67.58	400	383	468	85.5%	81.8%
ES	Glen Burnie	RICHARD HENRY LEE ES	4.66	73.18	55.70	61.00	75.00	66.90	460	508	522	88.1%	97.3%
ES	Glen Burnie	WOODSIDE ES	13.95	67.74	73.30	89.00	77.50	72.51	284	348	336	84.5%	103.6%
ES Total/Average			**104.85**	**79.78**	**78.62**	**82.73**	**85.02**	**80.25**	**3,176**	**3,652**	**3,840**	**82.7%**	**95.1%**
MS	Glen Burnie	CORKRAN MS	31.11	65.87	71.90	56.30	90.28	69.16	725	717	985	73.6%	72.8%
MS	Glen Burnie	MARLEY MS	40.88	100.00	100.00	100.00	100.00	100.00	811	805	1,104	73.5%	72.9%
MS Total/Average			**71.99**	**82.94**	**85.95**	**78.15**	**95.14**	**84.58**	**1,536**	**1,522**	**2,089**	**73.5%**	**72.9%**
HS	Glen Burnie	GLEN BURNIE HS	39.10	65.85	65.89	64.00	71.25	66.22	2,149	1,900	2,335	92.0%	81.4%
HS Total/Average			**39.10**	**65.85**	**65.89**	**64.00**	**71.25**	**66.22**	**2,149**	**1,900**	**2,335**	**92.0%**	**81.4%**

EXHIBIT 7-6
MEADE FEEDER ZONE SUMMARY

Type	Feeder	SCHOOL	ACREAGE	CONDITION SCORE	EDUCATIONAL SUITABILITY SCORE	TECH READINESS SCORE	GROUNDS SCORE	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION	
									(Aug 2006)	PROJECTED (2015)		(Aug 2006)	PROJECTED (2015)
ES	Meade	BROCK BRIDGE ES	55.00	75.09	64.72	75.30	100.00	74.49	595	697	537	110.8%	129.8%
ES	Meade	HARMAN ES	18.81	100.00	100.00	100.00	100.00	N/A	435	452	676	64.3%	66.9%
ES	Meade	JESSUP ES	31.13	67.35	68.02	72.50	82.81	69.61	491	503	477	102.9%	105.5%
ES	Meade	MANOR VIEW ES	17.58	75.80	82.66	70.30	75.66	77.29	417	691	549	76.0%	125.9%
ES	Meade	MARYLAND CITY ES	13.86	63.27	81.02	61.00	83.82	70.42	284	342	392	72.4%	87.2%
ES	Meade	MEADE HEIGHTS ES	5.02	90.15	82.95	89.00	79.41	86.80	720	775	514	140.1%	150.8%
ES	Meade	PERSHING HILL ES	8.32	69.10	48.10	64.30	73.44	62.76	269	202	297	90.6%	68.0%
ES	Meade	VAN BOKKELEN ES	39.54	77.86	85.75	72.00	73.68	79.23	368	384	644	57.1%	59.6%
ES	Meade	WEST MEADE ES	9.16	64.59	57.80	53.00	75.00	62.43	343	378	177	193.8%	213.6%
ES Total/Average			**198.42**	**75.91**	**74.56**	**73.04**	**82.65**	**72.88**	**3,922**	**4,424**	**4,263**	**92.0%**	**103.8%**
MS	Meade	MACARTHUR MS	40.30	69.37	81.95	89.00	67.86	74.95	1,096	1,086	1,424	77.0%	76.3%
MS	Meade	MEADE MS	27.40	91.09	84.04	89.00	95.00	89.15	788	783	996	79.1%	78.6%
MS Total/Average			**67.70**	**80.23**	**82.99**	**89.00**	**81.43**	**82.05**	**1,884**	**1,869**	**2,420**	**77.9%**	**77.2%**
HS	Meade	MEADE HS	27.50	67.86	78.35	58.50	58.44	69.13	1,751	1,543	2,208	79.3%	69.9%
HS Total/Average			**27.50**	**67.86**	**78.35**	**58.50**	**58.44**	**69.13**	**1,751**	**1,543**	**2,208**	**79.3%**	**69.9%**

EXHIBIT 7-7
NORTH COUNTY FEEDER ZONE SUMMARY

Type	Feeder	SCHOOL	ACREAGE	CONDITION SCORE	EDUCATIONAL SUITABILITY SCORE	TECH READINESS SCORE	GROUNDS SCORE	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION	
									(Aug 2006)	PROJECTED (2015)		(Aug 2006)	PROJECTED (2015)
EEC	North County	FERNDALE EEC	2.39	100.00	100.00	100.00	100.00	100.00	66	108	174	37.9%	62.1%
EEC Total/Average			**2.39**	**100.00**	**100.00**	**100.00**	**100.00**	**100.00**	**66**	**108**	**174**	**37.9%**	**62.1%**
ES	North County	BELLE GROVE ES	7.45	59.25	31.59	83.00	71.25	54.53	160	190	206	77.7%	92.2%
ES	North County	BROOKLYN PARK ES	12.22	64.21	91.43	92.30	70.00	75.77	344	393	411	83.7%	95.6%
ES	North County	GEORGE CROMWELL ES	16.54	64.81	65.84	72.00	90.00	68.36	287	376	322	89.1%	116.8%
ES	North County	HILLTOP ES	9.48	75.20	72.31	53.30	88.13	73.43	569	647	564	100.9%	114.7%
ES	North County	LINTHICUM ES	8.04	75.00	92.97	70.30	73.75	79.79	376	346	455	82.6%	76.0%
ES	North County	NORTH GLEN ES	15.00	64.76	79.65	83.00	77.50	72.33	224	248	271	82.7%	91.5%
ES	North County	OVERLOOK ES	11.60	66.61	74.40	61.00	89.47	70.67	224	182	294	76.2%	61.9%
ES	North County	PARK ES	6.00	94.95	83.01	100.00	100.00	92.38	416	423	493	84.4%	85.8%
ES Total/Average			**86.33**	**70.60**	**73.90**	**76.86**	**82.51**	**73.41**	**2,600**	**2,805**	**3,016**	**86.2%**	**93.0%**
MS	North County	BROOKLYN PARK MS	44.15	94.69	88.08	94.50	97.37	92.96	561	556	623	90.0%	89.2%
MS	North County	LINDALE MS	44.15	88.04	79.77	80.50	58.33	81.84	922	913	1,370	67.3%	66.6%
MS Total/Average			**88.30**	**91.37**	**83.93**	**87.50**	**77.85**	**87.40**	**1,483**	**1,469**	**1,993**	**74.4%**	**73.7%**
HS	North County	NORTH COUNTY HS	30.00	74.66	81.38	94.50	76.88	78.88	2,108	1,860	2,246	93.9%	82.8%
HS Total/Average			**30.00**	**74.66**	**81.38**	**94.50**	**76.88**	**78.88**	**2,108**	**1,860**	**2,246**	**93.9%**	**82.8%**

EXHIBIT 7-8
NORTHEAST FEEDER ZONE SUMMARY

Type	Feeder	SCHOOL	ACREAGE	CONDITION SCORE	EDUCATIONAL SUITABILITY SCORE	TECH READINESS SCORE	GROUNDS SCORE	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION	
									(Aug 2006)	PROJECTED (2015)		(Aug 2006)	PROJECTED (2015)
ES	Northeast	HIGH POINT ES	10.13	75.22	64.28	72.80	73.53	71.53	570	674	541	105.4%	124.6%
ES	Northeast	RIVIERA BEACH ES	9.44	84.71	80.02	78.00	67.19	80.88	259	270	321	80.7%	84.1%
ES	NorthEast	SOLLEY ES	10.27	88.88	91.68	89.00	60.00	86.85	526	616	587	89.6%	104.9%
ES	Northeast	SUNSET ES	18.07	76.65	90.24	75.30	82.50	81.18	463	527	468	98.9%	112.6%
ES Total/Average			**47.91**	**81.37**	**81.56**	**78.78**	**70.80**	**80.11**	**1,818**	**2,087**	**1,917**	**94.8%**	**108.9%**
MS	Northeast	GEORGE FOX MS	29.38	70.45	79.69	64.00	68.33	72.37	850	873	974	87.3%	89.6%
MS Total/Average			**29.38**	**70.45**	**79.69**	**64.00**	**68.33**	**72.37**	**850**	**873**	**974**	**87.3%**	**89.6%**
HS	Northeast	NORTHEAST HS	35.00	68.17	56.86	61.00	44.92	61.73	1,490	1,344	1,621	91.9%	82.9%
HS Total/Average			**35.00**	**68.17**	**56.86**	**61.00**	**44.92**	**61.73**	**1,490**	**1,344**	**1,621**	**91.9%**	**82.9%**

EXHIBIT 7-9
OLD MILL FEEDER ZONE SUMMARY

Type	Feeder	SCHOOL	ACREAGE	CONDITION SCORE	EDUCATIONAL SUITABILITY SCORE	TECH READINESS SCORE	GROUNDS SCORE	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION	
									(Aug 2006)	PROJECTED (2015)		(Aug 2006)	PROJECTED (2015)
ES	Old Mill	GLEN BURNIE PARK ES	22.19	74.08	64.78	61.00	91.18	71.69	376	264	389	96.7%	67.9%
ES	Old Mill	MILLERSVILLE ES	15.15	66.36	82.71	55.50	72.37	70.78	371	412	409	90.7%	100.7%
ES	Old Mill	RIDGEWAY ES	15.69	97.58	81.55	100.00	98.53	93.11	543	588	524	103.6%	112.2%
ES	Old Mill	RIPPLING WOODS ES	20.00	72.25	77.07	78.00	73.75	74.42	673	808	609	110.5%	132.7%
ES	Old Mill	SEVERN ES	12.49	81.64	71.78	100.00	91.18	81.47	407	483	434	93.8%	111.3%
ES	Old Mill	SOUTH SHORE ES	14.34	94.01	80.76	100.00	98.75	91.11	235	245	216	108.8%	113.4%
ES	Old Mill	SOUTHGATE ES	15.97	69.14	45.52	50.80	93.75	62.68	512	501	479	106.9%	104.6%
ES Total/Average			**115.83**	**79.30**	**72.02**	**77.90**	**88.50**	**77.90**	**3,117**	**3,301**	**3,060**	**101.9%**	**107.9%**
MS	Old Mill	OLD MILL NORTH MS	34.00	62.08	68.95	80.50	58.33	65.61	1,033	1,031	1,060	97.5%	97.3%
MS	Old Mill	OLD MILL SOUTH MS	34.00	63.53	75.74	80.50	48.33	67.37	767	758	1,089	70.4%	69.6%
MS Total/Average			**34.00**	**62.80**	**72.35**	**80.50**	**53.33**	**66.49**	**1,800**	**1,789**	**2,149**	**83.8%**	**83.2%**
HS	Old Mill	OLD MILL HS	70.79	64.86	62.98	58.50	61.95	63.37	2,703	2,417	2,376	113.8%	101.7%
HS Total/Average			**70.79**	**64.86**	**62.98**	**58.50**	**61.95**	**63.37**	**2,703**	**2,417**	**2,376**	**113.8%**	**101.7%**

EXHIBIT 7-10
SEVERNA PARK FEEDER ZONE SUMMARY

Type	Feeder	SCHOOL	ACREAGE	CONDITION SCORE	EDUCATIONAL SUITABILITY SCORE	TECH READINESS SCORE	GROUNDS SCORE	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION	
									(Aug 2006)	PROJECTED (2015)		(Aug 2006)	PROJECTED (2015)
ES	Severna Park	BENFIELD ES	17.76	71.17	47.21	89.00	75.00	66.15	420	486	353	119.0%	137.7%
ES	Severna Park	FOLGER MCKINSEY ES	15.32	66.41	51.72	50.00	86.25	62.35	549	620	458	119.9%	135.4%
ES	Severna Park	JONES ES	8.69	87.35	95.35	89.00	100.00	91.18	296	334	308	96.1%	108.4%
ES	Severna Park	OAK HILL ES	17.23	72.10	89.92	64.30	92.50	78.71	395	418	550	71.8%	76.0%
ES	Severna Park	SEVERNA PARK ES	8.74	74.54	71.14	72.00	100.00	75.81	250	258	344	72.7%	75.0%
ES	Severna Park	SHIPLEY'S CHOICE ES	19.89	75.42	90.07	89.00	88.75	82.50	434	383	432	100.5%	88.7%
ES Total/Average			**87.63**	**74.50**	**74.23**	**75.55**	**90.42**	**76.12**	**2,344**	**2,499**	**2,445**	**95.9%**	**102.2%**
MS	Severna Park	SEVERNA PARK MS	38.60	100.00	100.00	100.00	100.00	100.00	1,410	1,395	1,478	95.4%	94.4%
MS Total/Average			**38.60**	**100.00**	**100.00**	**100.00**	**100.00**	**100.00**	**1,410**	**1,395**	**1,478**	**95.4%**	**94.4%**
HS	Severna Park	SEVERNA PARK HS	41.40	60.87	61.75	64.00	75.00	62.86	1,839	1,622	1,805	101.9%	89.9%
HS Total/Average			**41.40**	**60.87**	**61.75**	**64.00**	**75.00**	**62.86**	**1,839**	**1,622**	**1,805**	**101.9%**	**89.9%**

EXHIBIT 7-11
SOUTH RIVER FEEDER ZONE SUMMARY

Type	Feeder	SCHOOL	ACREAGE	CONDITION SCORE	EDUCATIONAL SUITABILITY SCORE	TECH READINESS SCORE	GROUNDS SCORE	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION	
									(Aug 2006)	PROJECTED (2015)		(Aug 2006)	PROJECTED (2015)
ES	South River	CENTRAL ES	24.05	76.46	79.70	70.30	79.69	77.14	588	671	547	107.5%	122.7%
ES	South River	CROFTON MEADOWS ES	15.00	81.78	71.94	100.00	89.38	81.41	398	367	481	82.7%	76.3%
ES	South River	CROFTON WOODS ES	14.47	76.59	83.09	78.00	75.66	78.59	494	571	527	93.7%	108.3%
ES	South River	DAVIDSONVILLE ES	18.67	100.00	100.00	100.00	100.00	100.00	611	577	595	102.7%	97.0%
ES	South River	EDGEWATER ES	14.36	59.29	90.22	72.00	73.75	71.29	364	384	435	83.7%	88.3%
ES	South River	MAYO ES	7.27	100.00	100.00	100.00	100.00	100.00	325	374	352	92.3%	106.3%
ES Total/Average			**93.82**	**82.35**	**87.49**	**86.72**	**86.41**	**84.74**	**2,780**	**2,944**	**2,937**	**94.7%**	**100.2%**
MS	South River	CENTRAL MS	40.00	78.48	70.89	83.50	81.58	77.02	935	927	1,187	78.8%	78.1%
MS	South River	CROFTON MS	31.11	72.23	76.73	67.00	84.38	74.27	910	899	1,019	89.3%	88.2%
MS Total/Average			**71.11**	**75.36**	**73.81**	**75.25**	**82.98**	**75.64**	**1,845**	**1,826**	**2,206**	**83.6%**	**82.8%**
HS	South River	SOUTH RIVER HS	60.19	68.73	74.34	58.50	81.88	70.70	2,044	1,807	2,133	95.8%	84.7%
HS Total/Average			**60.19**	**68.73**	**74.34**	**58.50**	**81.88**	**70.70**	**2,044**	**1,807**	**2,133**	**95.8%**	**84.7%**

EXHIBIT 7-12
SOUTHERN FEEDER ZONE SUMMARY

Type	Feeder	SCHOOL	ACREAGE	CONDITION SCORE	EDUCATIONAL SUITABILITY SCORE	TECH READINESS SCORE	GROUNDS SCORE	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION	
									(Aug 2006)	PROJECTED (2015)		(Aug 2006)	PROJECTED (2015)
ES	Southern	DEALE ES	17.07	82.66	83.40	100.00	100.00	86.35	269	280	330	81.5%	84.8%
ES	Southern	LOTHIAN ES	17.06	62.11	58.33	64.00	75.00	62.46	500	667	499	100.2%	133.7%
ES	Southern	SHADY SIDE ES	17.05	79.69	93.58	83.00	62.50	82.47	468	552	458	102.2%	120.5%
ES	Southern	TRACEY'S ES	14.20	100.00	100.00	100.00	100.00	100.00	269	264	395	68.1%	66.8%
ES Total/Average			**65.38**	**81.12**	**83.83**	**86.75**	**84.38**	**82.82**	**1,506**	**1,763**	**1,682**	**89.5%**	**104.8%**
MS	Southern	SOUTHERN MS	32.21	84.98	82.38	83.80	75.00	83.08	820	817	1,091	75.2%	74.9%
MS Total/Average			**32.21**	**84.98**	**82.38**	**83.80**	**75.00**	**83.08**	**820**	**817**	**1,091**	**75.2%**	**74.9%**
HS	Southern	SOUTHERN HS	59.92	65.96	66.17	58.50	87.19	67.40	1,240	1,093	1,355	91.5%	80.7%
HS Total/Average			**59.92**	**65.96**	**66.17**	**58.50**	**87.19**	**67.40**	**1,240**	**1,093**	**1,355**	**91.5%**	**80.7%**

EXHIBIT 7-13
COUNTY-WIDE FACILITIES SUMMARY

Type	Feeder	SCHOOL	ACREAGE	CONDITION SCORE	EDUCATIONAL SUITABILITY SCORE	TECH READINESS SCORE	GROUNDS SCORE	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION	
									(Aug 2006)	PROJECTED (2015)		(Aug 2006)	PROJECTED (2015)
CW	County Wide	ARLINGTON ECHO	24.00	85.00	NE	NE	100.00	N/A	N/A	N/A	N/A	N/A	N/A
CW	County Wide	CARRIE WHEEDON	9.03	51.40	92.97	85.90	35.94	65.77	N/A	N/A	N/A	N/A	N/A
CW	County Wide	CAT - NORTH	55.36	77.20	57.12	78.00	58.33	69.37	N/A	N/A	N/A	N/A	N/A
CW	County Wide	CAT - SOUTH	25.04	75.30	53.23	83.50	98.33	71.80	N/A	N/A	N/A	N/A	N/A
CW	County Wide	CENTRAL SPECIAL	25.04	82.50	48.61	72.50	75.00	70.58	167	167	140	119.3%	119.3%
CW	County Wide	J. ALBERT ADAMS	9.91	67.94	76.93	89.00	68.75	72.82	32	32	150	21.3%	21.3%
CW	County Wide	MARLEY GLEN	10.57	72.60	66.65	89.00	81.88	73.39	127	130	130	97.7%	100.0%
CW	County Wide	MARY E. MOSS	N/A	N/A	33.38	80.50	N/A	N/A	34	60	100	34.0%	60.0%
CW	County Wide	PHOENIX ANNAPOLIS	18.00	62.68	48.77	56.18	62.50	57.84	107	120	120	89.2%	100.0%
CW	County Wide	RUTH P. EASON	10.00	84.34	60.55	89.00	72.50	76.48	164	164	200	82.0%	82.0%
County Wide Total/Average			**186.95**	**73.22**	**59.80**	**80.40**	**72.58**	**69.76**	**631**	**673**	**840**	**75.1%**	**80.1%**

7.2 Combined Scores Summary

Exhibits 7-14 through 7-16 on the following pages show in graphic form the combined score summary, by range, for each school. This provides a quick view of where the condition needs are the greatest. Those facilities that score above 90 (blue) are in excellent condition and no recommendations will be necessary for improvement. Conversely, those facilities that score below 60 (red) will likely be prioritized for repairs early in the master plan in order to prevent continued deterioration

EXHIBIT 7-14
ELEMENTARY SCHOOL GRAPHIC CONDITION SCORE SUMMARY

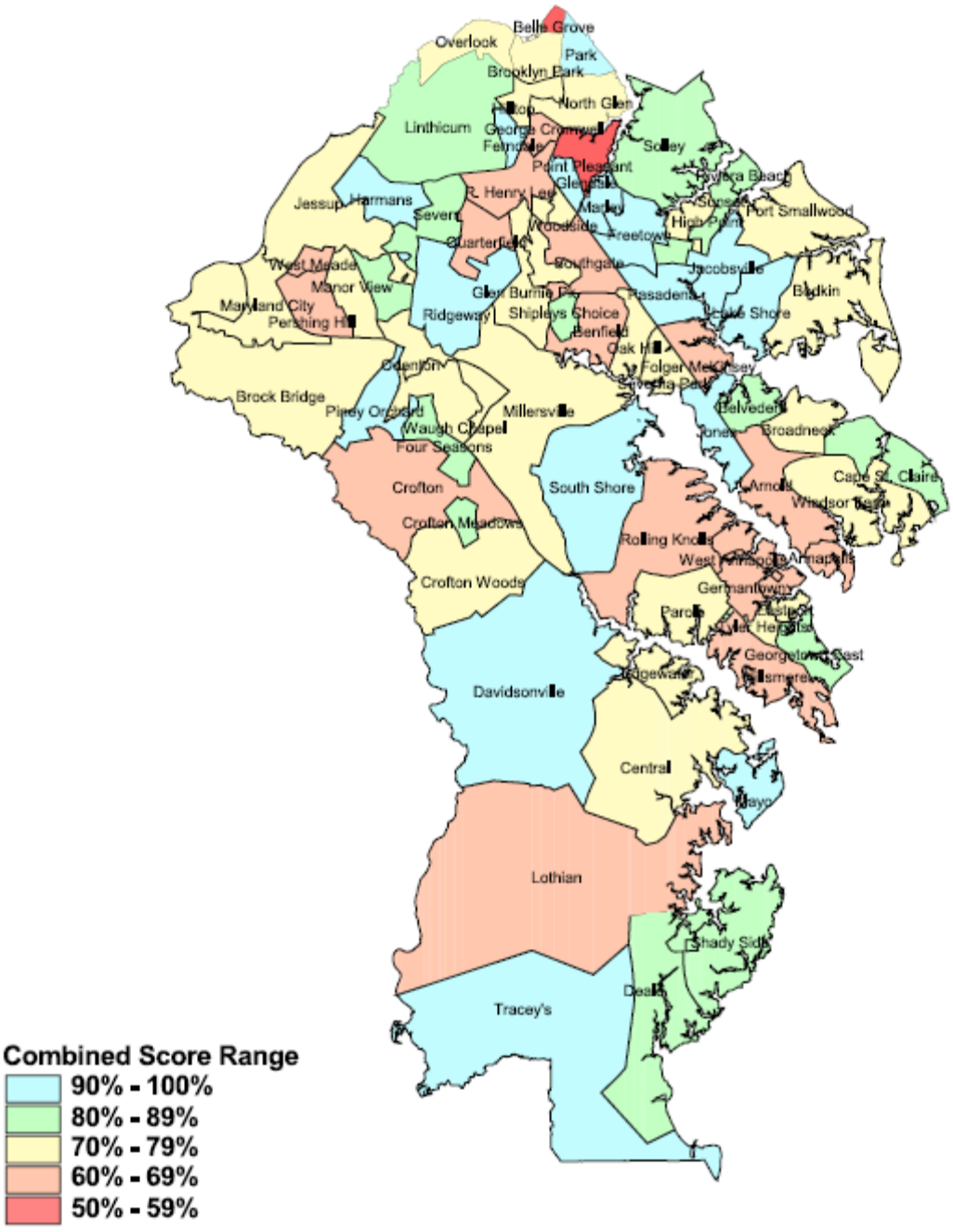


EXHIBIT 7-15
MIDDLE SCHOOL GRAPHIC CONDITION SCORE SUMMARY

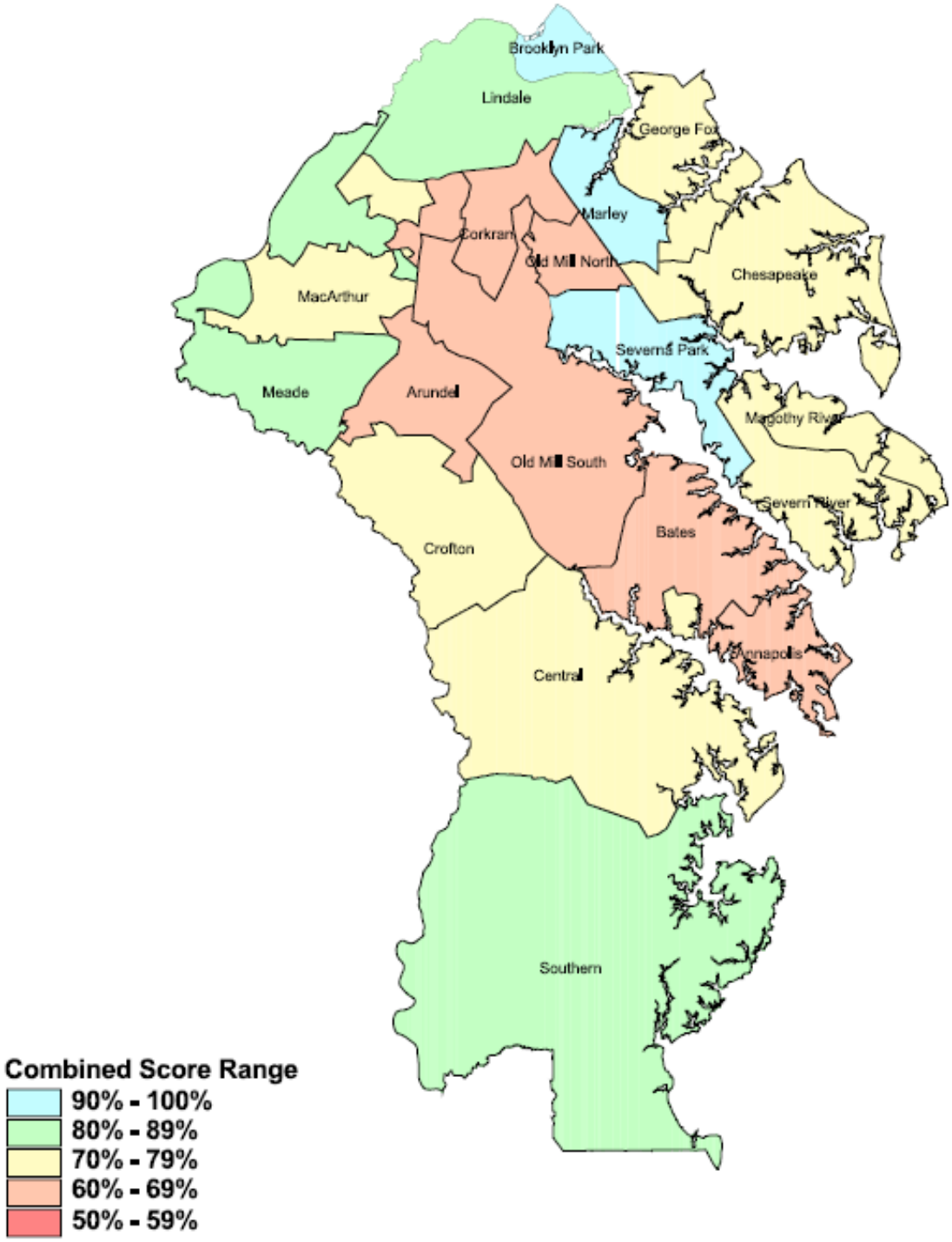
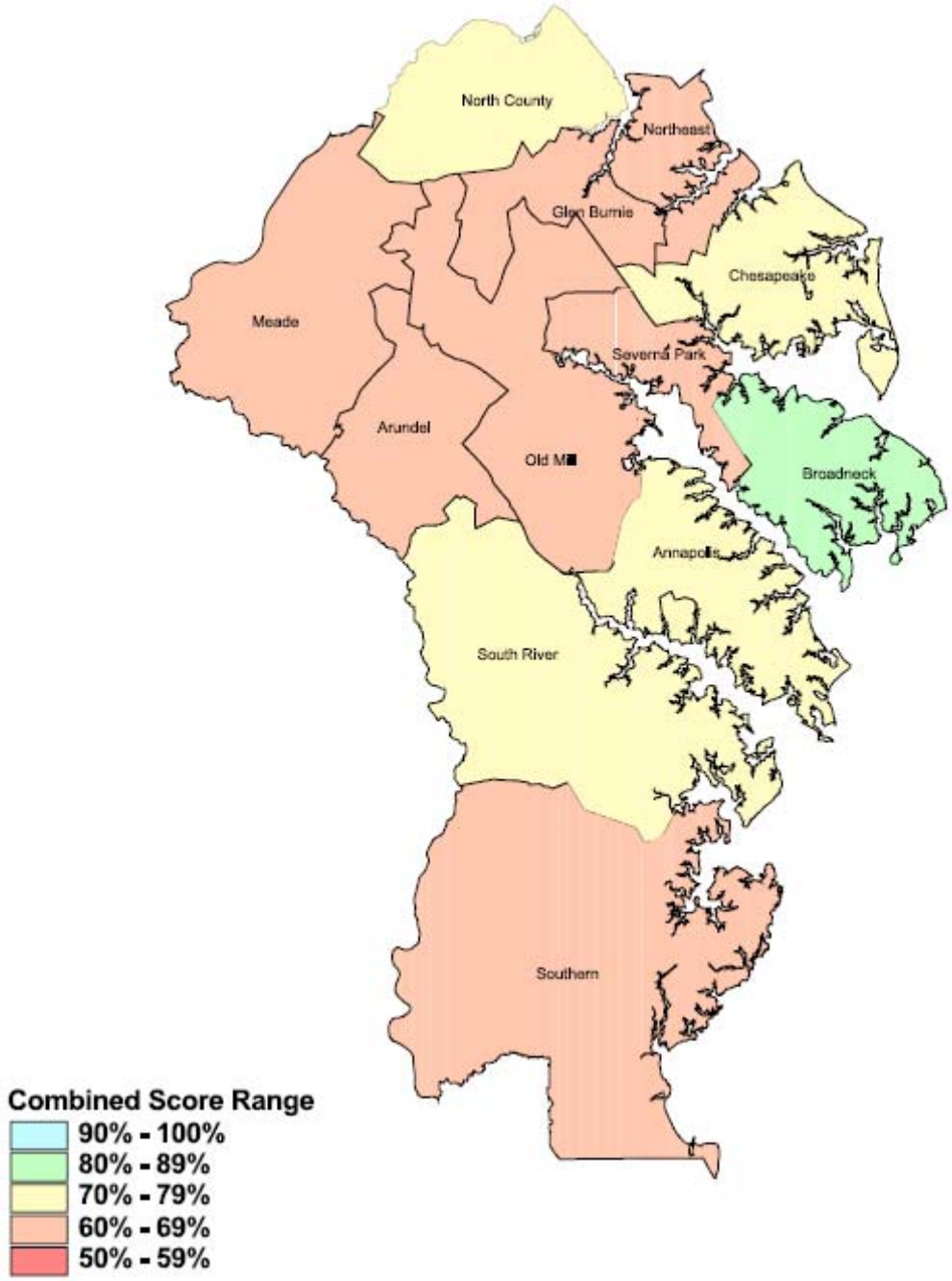


EXHIBIT 7-16
HIGH SCHOOL GRAPHIC CONDITION SCORE SUMMARY



7.3 Utilization Summary

Exhibits 7-17 through 7-19 on the following pages provide a graphic representation of the projected utilization for elementary, middle, and high schools. This is based on the instructional space model for capacity and the highest expected enrollment projections over the next ten years. This provides an overall view of where the overcrowded conditions are likely to occur and will be the basis for recommendations regarding new facilities, additions, and/or boundary changes.

EXHIBIT 7-17
ELEMENTARY SCHOOL PROJECTED UTILIZATION
(2015-2016 SCHOOL YEAR)

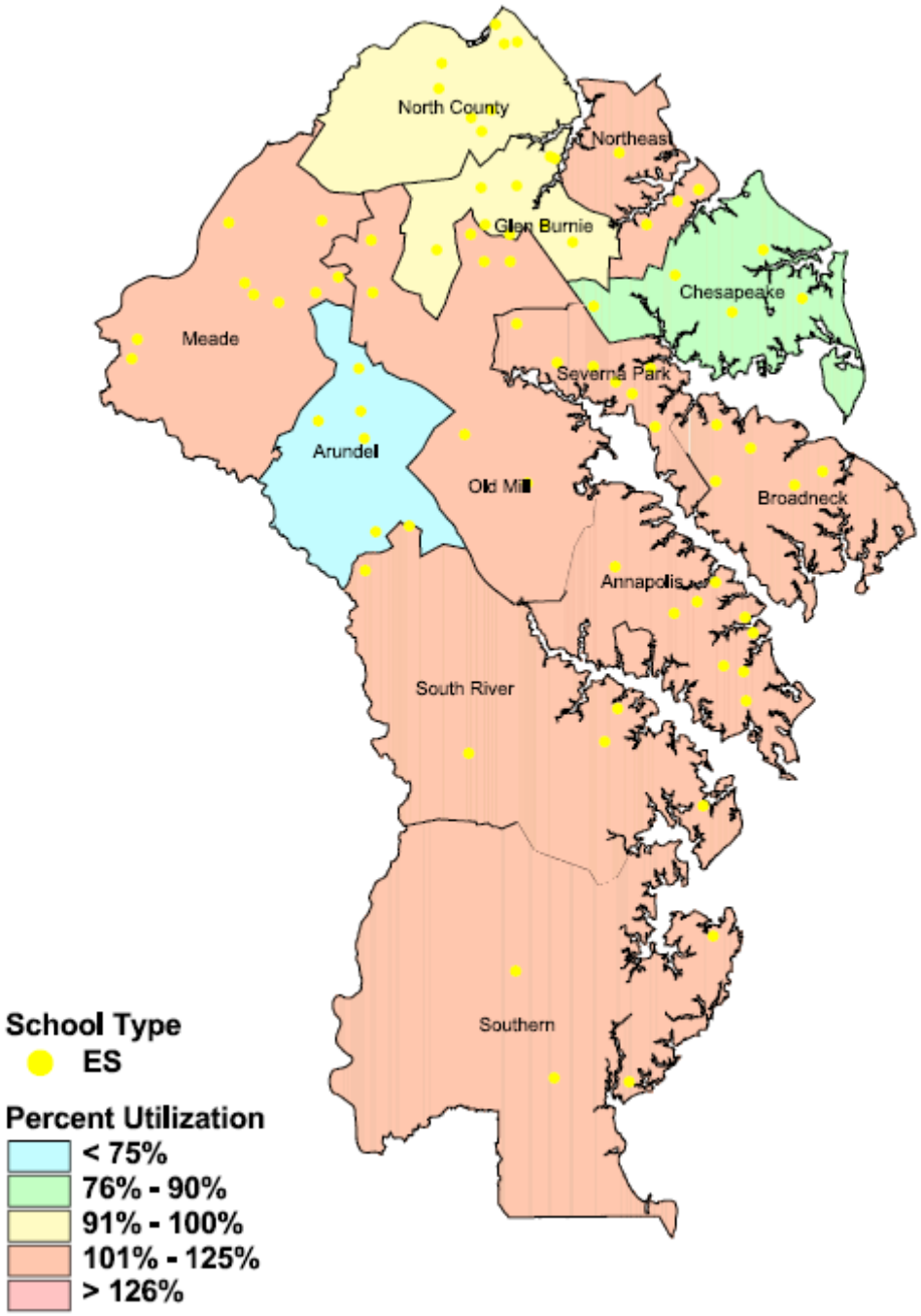


EXHIBIT 7-18
MIDDLE SCHOOL PROJECTED UTILIZATION
(2015-2016 SCHOOL YEAR)

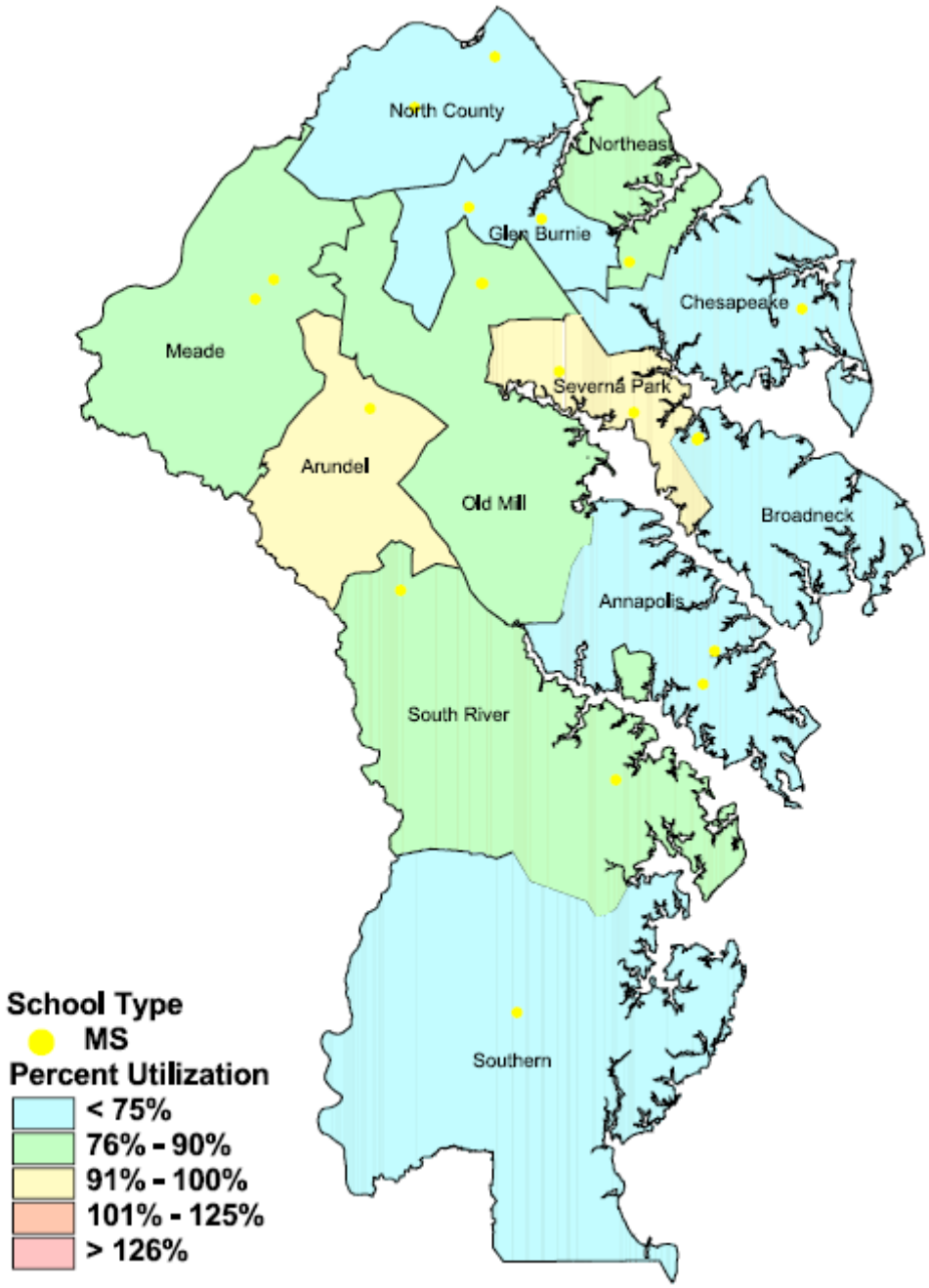
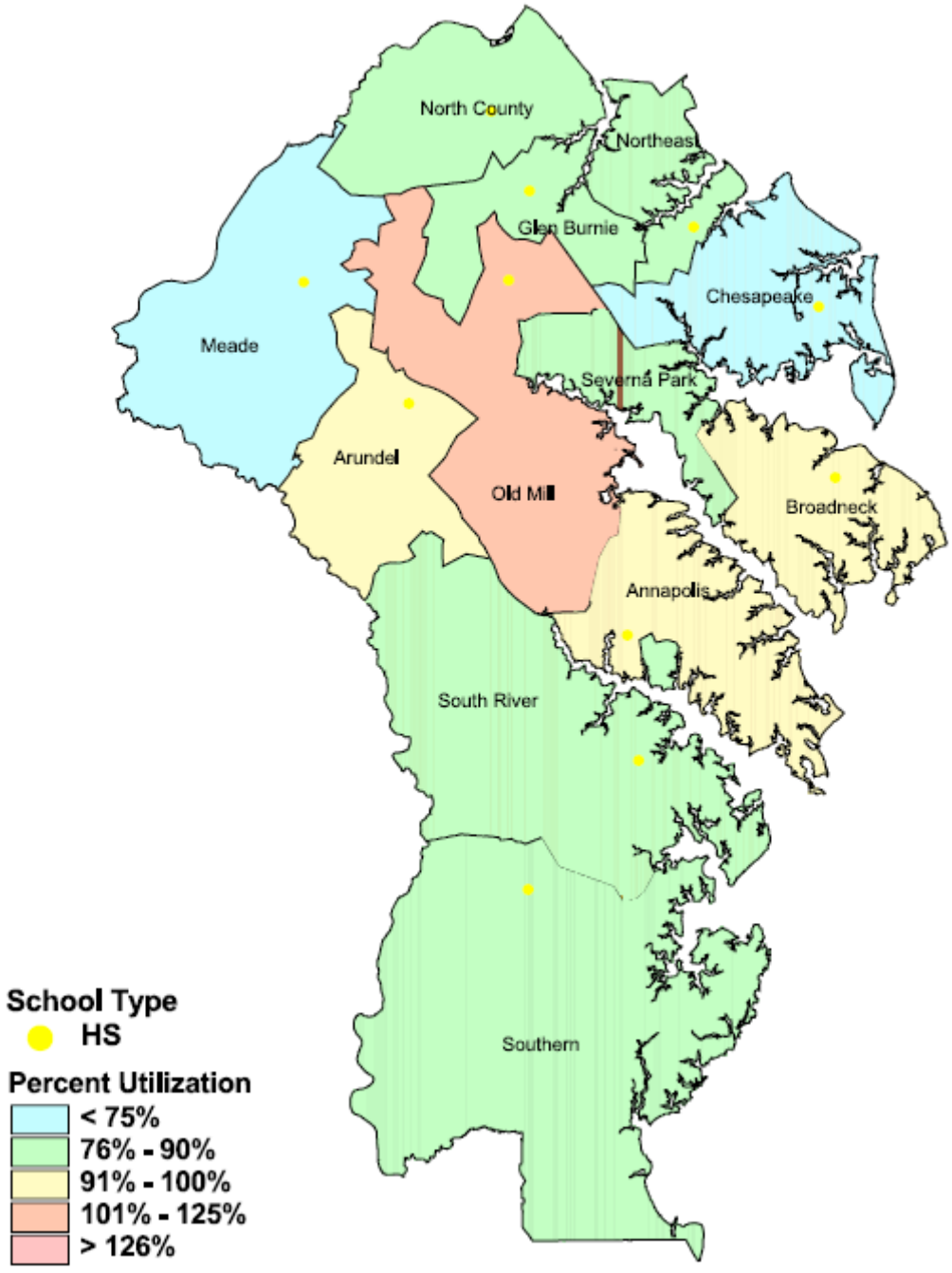


EXHIBIT 7-19
HIGH SCHOOL PROJECTED UTILIZATION
(2015-2016 SCHOOL YEAR)



7.4 Facility Options

Utilizing the data provided previously in this chapter, it is necessary to outline the possible options for addressing the identified needs before determining the conclusions and recommendations. Exhibits 7-20 through 7-32 below provide this analysis. The data is organized by high school feeder zone and provides the issue(s) identified for each school within the zone and the possible options to consider in order to address those issues.

The criteria for determining that an issue exists include:

- Condition, suitability or combined score of less than 75
- Projected utilization of more than 100% or less than 80%
- When site size was less than 10 acres for an elementary school or less than 15 at a secondary school it was examined to determine if the size of the site would be an issue for determining if additions and/or other changes were appropriate. The geography of the site, possible wetlands, access points, etc. were considered, as well when determining the level of the issue.

EXHIBIT 7-20
FACILITY OPTIONS – ANNAPOLIS ZONE

SCHOOL	ISSUE(S)*	OPTIONS
Elementary Schools:		
Annapolis	• Condition • Suitability • Historical Significance • Site size	• Renovations • Repurpose
Eastport	• Suitability • Site size	• Renovations
Georgetown East	• Excess space	• Boundary adjustment with Tyler Heights • Convert portion to targeted program
Germantown	• Condition • Suitability • Overcrowded	• Renovations and addition • Replacement • Replacement with 2 smaller facilities, 1 targeted program facility • 5th grade to MS
Hillsmere	• Condition	• Renovations
Mills – Parole	• Suitability • Overcrowded • Site size	• Addition • 5th grade to MS • Renovation
Rolling Knolls	• Condition • Suitability • Overcrowded	• Renovations and addition • 5th grade to MS
Tyler Heights	• Condition • Suitability • Overcrowded	• Renovations and addition • Boundary Adjustment with Georgetown East • 5th grade to MS
West Annapolis	• Condition • Suitability • Site size	• Renovations

EXHIBIT 7-20 (CONTINUED)
FACILITY OPTIONS – ANNAPOLIS ZONE

School	Issue(s)*	Options
Middle Schools:		
Annapolis	• Condition • Excess space	• Renovations • Convert portion to targeted program facility • Inclusion of 5th grade • Use as "swing space" during renovations
Bates	• Condition • Suitability • Excess space	• Renovations • Convert portion to targeted program facility • Inclusion of 5th grade
High School:		
Annapolis	• Suitability	• Renovations

*Lack of adequate targeted program space and the accompanying need is considered an issue for all schools

EXHIBIT 7-21
FACILITY OPTIONS – ARUNDEL ZONE

SCHOOL	ISSUE(S)*	OPTIONS
Elementary Schools:		
Crofton	• Condition • Suitability • Overcrowded	• Renovations • Boundary adjustment**
Four Seasons	• Overcrowded	• New Gambrills School • Boundary Adjustment**
Gambrills	• None – new school	
Odenton	• Suitability • Condition • Overcrowded	• New Gambrills School • Boundary Adjustment** • Renovation • Program Adjustment
Piney Orchard	• Overcrowded	• New Gambrills School • Boundary Adjustment**
Seven Oaks	• None (new school)	
Waugh Chapel	• Condition	• Renovations • Boundary Adjustment**

EXHIBIT 7-21 (CONTINUED)
FACILITY OPTIONS – ARUNDEL ZONE

SCHOOL	ISSUE(S)*	OPTIONS
Middle School:		
Arundel	• Condition	• Renovations
High School:		
Arundel	• Condition • Suitability	• Renovations and new addition (2009)

*Lack of adequate targeted program space and the accompanying need is considered an issue for all schools
**Elementary schools in this zone are candidates for internal re-districting (domino effect and construction of new Gambrills School)

EXHIBIT 7-22
FACILITY OPTIONS – BROADNECK ZONE

SCHOOL	ISSUE(S)*	OPTIONS
Elementary Schools:		
Arnold	• Condition • Suitability • Overcrowded	• Renovation and addition • Replacement • Possible movement of 5th grade to MS
Belvedere	• Overcrowded	• Possible movement of 5th grade to MS
Broadneck	• Suitability • Overcrowded	• Boundary adjustment • Renovation • Possible movement of 5th grade to MS
Cape St. Claire	• Overcrowded	• Possible movement of 5th grade to MS
Windsor Farm	• Condition • Suitability • Overcrowded	• Addition • Renovation • Possible movement of 5th grade to MS
Middle Schools:		
Magothy River	• Condition • Excess space	• Convert portion to targeted program facility • Renovation • Inclusion of 5th grade
Severn River	• Condition • Excess space	• Renovations • Convert portion to targeted program facility • Inclusion of 5th grade
High School:		
Broadneck	• None	

*Lack of adequate targeted program space and the accompanying need is considered an issue for all schools

EXHIBIT 7-23
FACILITY OPTIONS – CHESAPEAKE ZONE

SCHOOL	ISSUE(S)*	OPTIONS
Elementary Schools:		
Bodkin	• Condition • Overcrowded	• Boundary adjustment** • Renovation • Addition
Fort Smallwood	• Condition • Suitability	• Boundary adjustment** • Renovation
Jacobsville	• None	• Boundary adjustment**
Lake Shore	• None (new in 2009)	• Boundary adjustment**
Pasadena	• None (new in 2009) • Excess space	• Boundary adjustment with Folger McKinsey (Severna Park Zone)
Middle School:		
Chesapeake Bay	• School size • Excess space	• Renovations to create 2 school model • Possible targeted program facility
High School:		
Chesapeake	• Condition • Suitability • Excess space	• Possible targeted program facility • Renovation

*Lack of adequate targeted program space and the accompanying need is considered an issue for all schools
**Elementary schools in this zone are candidates for internal re-districting (domino effect), Jacobsville re-districting to include students from Solley (Northeast zone)

EXHIBIT 7-24
FACILITY OPTIONS – GLEN BURNIE ZONE

SCHOOL	ISSUE(S)*	OPTIONS
Elementary Schools:		
Freetown	• Excess space (new in 2009)	• Possible targeted program use
Glendale	• Overcrowded	• Addition • Boundary adjustment with Marley
Marley	• None	
Oakwood	• Condition • Overcrowded	• Addition • Renovation • Program Adjustment

EXHIBIT 7-24 (CONTINUED)
FACILITY OPTIONS – GLEN BURNIE ZONE

School	Issue(s)*	Options
Point Pleasant	• Condition • Suitability • Overcrowded	• Renovations and addition • Replacement • Boundary adjustment with Ridgeway (Old Mill Zone)
Quarterfield	• Condition • Suitability	• Renovations • Replacement
Richard Henry Lee	• Condition • Suitability • Site size	• Renovations
Woodside	• Condition • Suitability • Overcrowded	• Renovations and addition
Middle Schools:		
Corkran	• Condition • Excess space • Suitability	• Renovations • Convert portion to targeted program facility
Marley	• Excess space (new in 2006)	• Convert portion to targeted program facility
High School:		
Glen Burnie	• Condition • Suitability	• Renovations • Replacement • Use of portion of existing facility for targeted programs

*Lack of adequate targeted program space and the accompanying need is considered an issue for all schools

EXHIBIT 7-25
FACILITY OPTIONS – MEADE ZONE

School	Issue(s)*	Options
Elementary Schools:		
Brock Bridge	• Suitability • Overcrowded	• Renovations and addition • Boundary adjustment with Maryland City
Harman	• Excess space (new in 2007)	• Boundary adjustment** • Possible targeted program use

EXHIBIT 7-25 (CONTINUED)
FACILITY OPTIONS – MEADE ZONE

School	Issue(s)*	Options
Jessup	• Condition • Suitability • Overcrowded	• Renovations and addition • Replacement • New school in area as building moratorium is lifted • Boundary adjustment**
Manor View***	• Overcrowded	• Addition
Maryland City	• Condition	• Renovations and addition (to accept students from other schools) • Boundary adjustment with Brock Bridge
Meade Heights	• Overcrowded • Site size	• Boundary adjustment**
Pershing Hill***	• Condition • Suitability • Excess space • Site size	• Renovations • Replacement • Possible targeted program use
Van Bokkelen	• Excess space	• Boundary adjustment • Possible targeted program use
West Meade***	• Condition • Suitability • Overcrowded • Site size	• Renovations and addition • Replacement
Middle Schools:		
Meade	• Excess space	
McArthur***	• Condition • Excess space	• Renovations • Inclusion of students from Severn Elementary School (Old Mill zone)
High School:		
Meade	• Condition • Excess space	• Renovations • Possible targeted program use

*Lack of adequate targeted program space and the accompanying need is considered an issue for all schools
**Elementary schools in this zone are candidates for internal re-districting (domino effect)
***Located within the Fort Meade secured boundary

EXHIBIT 7-26
FACILITY OPTIONS – NORTH COUNTY ZONE

School	Issue(s)*	Options
Elementary Schools:		
Ferndale ECC	• Excess space (new in 2007)	• Boundary adjustment **
Belle Grove	• Condition • Suitability • Site size	• Replacement • Renovations • Possible use as targeted program facility
Brooklyn Park	• Condition	• Renovations
George Cromwell	• Condition • Suitability • Overcrowded	• Renovations and Additions • Boundary adjustment**
Hilltop	• Suitability • Overcrowded • Site size	• Boundary adjustment with Linthicum • Renovations
Linthicum	• Excess space • Site size	• Boundary adjustment with Hilltop
North Glen	• Condition	• Renovations • Boundary adjustment**
Overlook	• Condition • Suitability • Excess space	• Renovations • Boundary adjustment** • Possible targeted program use
Park	• Site size	
Middle Schools:		
Brooklyn Park	• None	
Lindale	• Excess Space	• Possible targeted program use • Possible “swing space” use
High School:		
North County	• None	

*Lack of adequate targeted program space and the accompanying need is considered an issue for all schools
**This boundary adjustment involves the reversal of the re-districting of Hilltop kindergarten to Ferndale (not yet implemented) and the re-districting of North Glen kindergarten to Ferndale

EXHIBIT 7-27
FACILITY OPTIONS – NORTHEAST ZONE

School	Issue(s)*	Options
Elementary Schools:		
High Point	• Suitability • Overcrowded	• Renovation and addition • Boundary adjustment**
Riviera Beach	• Site size	• Addition • Boundary adjustment**
Solley	• Overcrowded	• Addition • Boundary adjustment**
Sunset	• Overcrowded	• Addition • Boundary adjustment**
Middle School:		
George Fox	• Condition	• Renovations
High School:		
Northeast	• Condition • Suitability	• Renovations • Possible special program use

*Lack of adequate targeted program space and the accompanying need is considered an issue for all schools
**Elementary school boundary adjustment in this zone involves multiple changes including High Point to Sunset, Sunset to Riviera Beach and Solley to Jacobsville (Chesapeake zone)

EXHIBIT 7-28
FACILITY OPTIONS – OLD MILL ZONE

School	Issue(s)*	Options
Elementary Schools:		
Glen Burnie Park	• Condition • Suitability • Excess space	• Renovations • Boundary adjustment with Rippling Woods • Return Kindergarten students currently at Oakwood (Glen Burnie zone)
Millersville	• Condition • Overcrowded	• Renovations and addition • Program adjustment
Ridgeway	• Overcrowded	• Addition • Boundary adjustment with Quarterfield (Glen Burnie zone)

EXHIBIT 7-28 (CONTINUED)
FACILITY OPTIONS – OLD MILL ZONE

School	Issue(s)*	Options
Rippling Woods	• Condition • Overcrowded	• Boundary adjustment with Glen Burnie Park • Renovations
Severn	• Suitability • Overcrowded	• Addition • Possible re-alignment to Meade attendance zone • Renovations
South Shore	• Overcrowded • Wetlands	• Addition
Southgate	• Condition • Suitability • Overcrowded	• Renovations and addition • Replacement
Middle Schools:		
Old Mill North	• Condition • Suitability • School size	• Replace on same site • Replace on new site • Elementary boundary adjustment to reduce size
Old Mill South	• Condition • School size • Excess Space	• Replace on same site • Replace on new site • Elementary boundary adjustment to reduce size
High School:		
Old Mill	• Condition • Suitability • School Size • Overcrowded	• Renovations • Replacement • Elementary boundary adjustment to reduce size

*Lack of adequate targeted program space and the accompanying need is considered an issue for all schools

EXHIBIT 7-29
FACILITY OPTIONS – SEVERNA PARK ZONE

School	Issue(s)*	Options
Elementary Schools:		
Benfield	• Condition • Suitability • Overcrowded	• Renovations and addition • Boundary adjustment with Oak Hill
Folger McKinsey	• Condition • Suitability • Overcrowded	• Renovations and addition • Replacement • Boundary adjustment with Pasadena (Chesapeake zone)
Jones	• Overcrowded • Site size	• Program re-alignment • Boundary adjustment with Severna Park
Oak Hill	• Excess space • Condition	• Program re-alignment • Boundary adjustment with Benfield • Renovations
Severna Park	• Condition • Suitability • Excess space • Site size	• Program re-alignment • Boundary adjustment with Jones • Renovations
Shipley's Choice	• None	
Middle School:		
Severna Park	• None (new school in 2010)	
High School:		
Severna Park	• Condition • Suitability	• Renovations • Replacement

*Lack of adequate targeted program space and the accompanying need is considered an issue for all schools

EXHIBIT 7-30
FACILITY OPTIONS – SOUTH RIVER ZONE

School	Issue(s)*	Options
Elementary Schools:		
Central	• Overcrowded	• Boundary adjustment with Edgewater
Crofton Meadows	• Suitability • Excess space	• Boundary adjustment** • Renovations
Crofton Woods	• Overcrowded	• Boundary adjustment** • Addition
Davidsonville	• None	

EXHIBIT 7-30(CONTINUED)
FACILITY OPTIONS – SOUTH RIVER ZONE

School	Issue(s)*	Options
Edgewater	• Condition	• Renovation and Addition • Boundary adjustment with Central
Mayo	• Overcrowded • Site size	• Monitor
Middle Schools:		
Central	• Suitability • Excess space	• Possible targeted program use • Renovations
Crofton	• Condition	• Renovations
High School:		
South River	• Condition • Suitability	• Renovations

*Lack of adequate targeted program space and the accompanying need is considered an issue for all schools
**Crofton Meadows and Crofton Woods boundary adjustment with new Gambrills Elementary, some students re-aligned to Arundel feeder zone (domino effect)

EXHIBIT 7-31
FACILITY OPTIONS – SOUTHERN ZONE

School	Issue(s)*	Options
Elementary Schools:		
Deale	• None	
Lothian	• Condition • Suitability • Overcrowded	• Renovations and addition • Replacement • Boundary adjustment with Traceys
Shady Side	• Overcrowded	• Addition • Boundary adjustment with Deale
Traceys	• Excess space (new school 2008)	• Boundary adjustment with Lothian
Middle School:		
Southern	• Excess space	• Possible targeted program use • Possible “swing space” use
High School:		
Southern	• Condition • Suitability	• Renovations

*Lack of adequate targeted program space and the accompanying need is considered an issue for all schools

EXHIBIT 7-32
FACILITY OPTIONS – COUNTY-WIDE FACILITIES

School	Issue(s)*	Options
Arlington Echo	• None	
Carrie Wheedon	• Condition	• Renovation
CAT – North	• Suitability	• Renovation
CAT – South	• Suitability	• Renovation
Central Special	• Overcrowded • Suitability	• Addition • Renovation
J. Albert Adams	• Condition	• Renovation
Marley Glen	• Condition • Suitability	• Renovation
Mary Moss	• Suitability	• Replacement
Phoenix Annapolis	• Condition • Suitability • Historical Significance	• Renovation
Ruth P. Eason	• Suitability	• Renovation

8.0 RECOMMENDATIONS/CONCLUSIONS

The recommendations and conclusions contained in this chapter are based on the data contained in the previous chapters and will be divided into the following two sections:

- The ten-year master plan recommendations for school facility improvements, additions and new construction.

  This section will include recommendations for providing adequate instructional facilities over the next ten year period. Included will be condition improvements, additions and new facilities. Budget estimates and a priority timeline will also be provided.

- Additional recommendations that will be necessary to implement the ten-year plan.

  This section will include the types of recommendations that will be necessary in order to implement the ten-year plan. Recommendations will address a variety of facility issues including the need to re-draw attendance boundaries on a regular basis, possible locations for placement of targeted programs, development of standards for the use of portable classrooms, and the implementation of the security recommendations.

8.1 Ten-year Master Plan

8.1.1 Current Condition/Capacity

Exhibits 8-1 through 8-13 below provide a summary of the condition matrix along with the recommended solutions by priority. The recommended solution for identified condition and/or capacity deficiencies are noted at the right side of the exhibits.

The priorities were determined based on the following standards:

Phase 1: years 2-4

Combined score of less than 65
Exceeds capacity by more than 30%

Phase 2: years 5-7

Combined score of less than 70
Exceeds capacity by more than 20%

Phase 3: years 8-10

Combined score of less than 75
Exceeds capacity by more than 10%

When a school is included in both categories, the higher priority was used. Therefore, schools that have a combined score of less than 75 will be scheduled for improvements with the priority depending primarily on the combined score. Schools that have a projected utilization of greater than 110 percent will show the overcrowding being addressed either through an addition, a boundary change, a new school in the area, a grade reconfiguration, or a combination of solutions. The decision to replace rather than renovate is based on the combination of a combined score of less than 65 and a condition and/or suitability score of less than 60.

EXHIBIT 8-1
ANNAPOLIS FEEDER ZONE SUMMARY

Type	Feeder	SCHOOL	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION		RECOMMENDATIONS AND PRIORITIES									
				(Aug 2006)	PROJECTED (2015)		(Aug 2006)	PROJECTED (2015)	REPLACE		RENOVATE		ADDITION FOR CAPACITY		BOUNDARY CHANGE/GRADE RECONFIGURATION		NEW SCHOOL IN AREA	
ES	Annapolis	ANNAPOLIS ES	61.45	217	271	271	80.1%	100.0%			1	6,097,000			x	B		
ES	Annapolis	EASTPORT ES	78.58	214	242	270	79.3%	89.6%										
ES	Annapolis	GEORGETOWN EAST ES	82.32	327	370	460	71.1%	80.4%							x	B		
ES	Annapolis	GERMANTOWN ES	60.58	471	592	388	121.4%	152.6%	1	22,728,000							x	
ES	Annapolis	HILLSMERE ES	67.94	381	412	476	80.0%	86.6%			2	7,833,000						
ES	Annapolis	MILLS-PAROLE ES	73.29	410	523	401	102.2%	130.4%			1	7,672,000	1	205,000	x	G		
ES	Annapolis	ROLLING KNOLLS ES	65.02	366	450	316	115.8%	142.4%			2	6,366,000	2	5,637,000	x	G		
ES	Annapolis	TYLER HEIGHTS ES	72.52	333	452	382	87.2%	118.3%			3	7,499,000			x	G		
ES	Annapolis	WEST ANNAPOLIS ES	64.85	233	228	262	88.9%	87.0%			1	4,727,000						
ES Total/Average			**69.62**	**2,952**	**3,540**	**3,226**	**91.5%**	**109.7%**										
MS	Annapolis	ANNAPOLIS MS	67.45	577	742	1,495	38.6%	49.6%			2	34,036,000						
MS	Annapolis	BATES MS	68.49	550	546	833	66.0%	65.5%			2	21,606,000						
MS Total/Average			**67.97**	**1,127**	**1,288**	**2,328**	**48.4%**	**55.3%**										
HS	Annapolis	ANNAPOLIS HS	71.22	1,791	1,650	1,739	103.0%	94.9%			3	37,512,000						
HS Total/Average			**71.22**	**1,791**	**1,650**	**1,739**	**103.0%**	**94.9%**										

EXHIBIT 8-2
ARUNDEL FEEDER ZONE SUMMARY

Type	Feeder	SCHOOL	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION		RECOMMENDATIONS AND PRIORITIES									
				(Aug 2006)	PROJECTED (2015)		(Aug 2006)	PROJECTED (2015)	REPLACE		RENOVATE		ADDITION FOR CAPACITY		BOUNDARY CHANGE/GRADE RECONFIGURATION		NEW SCHOOL IN AREA	
ES	Arundel	CROFTON ES	64.19	676	659	503	134.4%	131.0%			1	9,084,000			x	B	x	
ES	Arundel	FOUR SEASONS ES	81.23	670	785	638	105.0%	123.0%							x	B	x	
ES	Arundel	GAMBRILLS ES	100.00	N/A	N/A	712	N/A	N/A										
ES	Arundel	ODENTON ES	73.91	414	476	429	96.5%	111.0%			3	10,182,000			x	B	x	
ES	Arundel	PINEY ORCHARD ES	95.11	617	602	559	110.4%	107.7%							x	B	x	
ES	Arundel	SEVEN OAKS ES	100.00	N/A	N/A	713	N/A	N/A									x	
ES	Arundel	WAUGH CHAPEL ES	70.14	359	427	442	81.2%	96.6%			3	8,334,000			x	B		
ES Total/Average			**83.51**	**2,736**	**2,949**	**3,996**	**68.5%**	**73.8%**										
MS	Arundel	ARUNDEL MS	68.09	1,029	1,019	1,071	96.1%	95.1%			2	20,190,000						
MS Total/Average			**68.09**	**1,029**	**1,019**	**1,071**	**96.1%**	**95.1%**										
HS	Arundel	ARUNDEL HS	66.14	2,074	1,833	2,025	102.4%	90.5%			2	43,973,000						
HS Total/Average			**66.14**	**2,074**	**1,833**	**2,025**	**102.4%**	**90.5%**										

EXHIBIT 8-3
BROADNECK FEEDER ZONE SUMMARY

Type	Feeder	SCHOOL	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION		RECOMMENDATIONS AND PRIORITIES									
				(Aug 2006)	PROJECTED (2015)		(Aug 2006)	PROJECTED (2015)	REPLACE		RENOVATE		ADDITION FOR CAPACITY		BOUNDARY CHANGE/GRADE RECONFIGURATION		NEW SCHOOL IN AREA	
ES	Broadneck	ARNOLD ES	65.98	395	428	389	101.5%	110.0%	2	25,127,000					x	G		
ES	Broadneck	BELVEDERE ES	87.60	459	521	511	89.8%	102.0%							x	G		
ES	Broadneck	BROADNECK ES	74.02	634	768	596	106.4%	128.9%			3	10,388,000			x	G		
ES	Broadneck	CAPE ST. CLAIRE ES	84.51	656	671	650	100.9%	103.2%							x	G		
ES	Broadneck	WINDSOR FARM ES	74.08	519	571	527	98.5%	108.3%			3	10,552,000			x	G		
ES Total/Average			**77.24**	**2,663**	**2,959**	**2,673**	**99.6%**	**110.7%**										
MS	Broadneck	MAGOTHY RIVER MS	76.04	748	739	1,092	68.5%	67.7%										
MS	Broadneck	SEVERN RIVER MS	73.09	791	783	988	80.1%	79.3%			3	25,255,000						
MS Total/Average			**74.57**	**1,539**	**1,522**	**2,080**	**74.0%**	**73.2%**										
HS	Broadneck	BROADNECK HS	81.86	2,247	1,983	2,039	110.2%	97.3%										
HS Total/Average			**81.86**	**2,247**	**1,983**	**2,039**	**110.2%**	**97.3%**										

EXHIBIT 8-4
CHESAPEAKE FEEDER ZONE SUMMARY

Type	Feeder	SCHOOL	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION		RECOMMENDATIONS AND PRIORITIES									
				(Aug 2006)	PROJECTED (2015)		(Aug 2006)	PROJECTED (2015)	REPLACE		RENOVATE		ADDITION FOR CAPACITY		BOUNDARY CHANGE/GRADE RECONFIGURATION		NEW SCHOOL IN AREA	
ES	Chesapeake	BODKIN ES	77.78	593	671	593	100.0%	113.2%							x	B		
ES	Chesapeake	FORT SMALLWOOD ES	75.06	376	391	489	76.9%	80.0%							x	B		
ES	Chesapeake	JACOBSVILLE ES	93.44	504	508	604	83.4%	84.1%							x	B		
ES	Chesapeake	LAKE SHORE ES	100.00	321	393	408	78.7%	96.3%							x	B		
ES	Chesapeake	PASADENA ES	100.00	303	303	484	62.6%	62.6%							x	B		
ES Total/Average			**89.26**	**2,097**	**2,266**	**2,578**	**81.3%**	**87.9%**										
MS	Chesapeake	CHESAPEAKE BAY MS	77.92	1,368	1,352	2,239	61.1%	60.4%										
MS Total/Average			**77.92**	**1,368**	**1,352**	**2,239**	**61.1%**	**60.4%**										
HS	Chesapeake	CHESAPEAKE HS	74.92	1,908	1,682	2,398	79.6%	70.1%			3	45,206,000						
HS Total/Average			**74.92**	**1,908**	**1,682**	**2,398**	**79.6%**	**70.1%**										

EXHIBIT 8-5
GLEN BURNIE FEEDER ZONE SUMMARY

Type	Feeder	SCHOOL	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION		RECOMMENDATIONS AND PRIORITIES									
				(Aug 2006)	PROJECTED (2015)		(Aug 2006)	PROJECTED (2015)	REPLACE		RENOVATE		ADDITION FOR CAPACITY		BOUNDARY CHANGE/GRADE RECONFIGURATION		NEW SCHOOL IN AREA	
ES	Glen Burnie	FREETOWN ES	100.00	388	473	618	62.8%	76.5%										
ES	Glen Burnie	GLENDALE ES	100.00	452	534	492	91.9%	108.5%							x	B		
ES	Glen Burnie	MARLEY ES	100.00	478	500	555	86.1%	90.1%										
ES	Glen Burnie	OAKWOOD ES	76.81	213	329	283	75.3%	116.3%					3	3,541,000				
ES	Glen Burnie	POINT PLEASANT ES	58.20	501	577	566	88.5%	101.9%	1	25,088,000					x	B		
ES	Glen Burnie	QUARTERFIELD ES	67.58	400	383	468	85.5%	81.8%			2	7,567,000						
ES	Glen Burnie	RICHARD HENRY LEE ES	66.90	460	508	522	88.1%	97.3%			2	8,721,000						
ES	Glen Burnie	WOODSIDE ES	72.51	284	348	336	84.5%	103.6%			3	8,302,000						
ES Total/Average			**80.25**	**3,176**	**3,652**	**3,840**	**82.7%**	**95.1%**										
MS	Glen Burnie	CORKRAN MS	69.16	725	717	985	73.6%	72.8%			2	21,438,000						
MS	Glen Burnie	MARLEY MS	100.00	811	805	1,104	73.5%	72.9%										
MS Total/Average			**84.58**	**1,536**	**1,522**	**2,089**	**73.5%**	**72.9%**										
HS	Glen Burnie	GLEN BURNIE HS	66.22	2,149	1,900	2,335	92.0%	81.4%	*2	127,376,000								
HS Total/Average			**66.22**	**2,149**	**1,900**	**2,335**	**92.0%**	**81.4%**										

*Due to the campus environment and the age of multiple buildings, the recommendation is to replace.

EXHIBIT 8-6
MEADE FEEDER ZONE SUMMARY

Type	Feeder	SCHOOL	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION		RECOMMENDATIONS AND PRIORITIES									
				(Aug 2006)	PROJECTED (2015)		(Aug 2006)	PROJECTED (2015)	REPLACE		RENOVATE		ADDITION FOR CAPACITY		BOUNDARY CHANGE/GRADE RECONFIGURATION		NEW SCHOOL IN AREA	
ES	Meade	BROCK BRIDGE ES	74.49	595	697	537	110.8%	129.8%			3	9,751,000	3	120,000	x	B		
ES	Meade	HARMAN ES	N/A	435	452	676	64.3%	66.9%									x	
ES	Meade	JESSUP ES	69.61	491	503	477	102.9%	105.5%			2	12,026,000			x	B	x	
ES	Meade	MANOR VIEW ES	77.29	417	691	549	76.0%	125.9%					2	311,000				
ES	Meade	MARYLAND CITY ES	70.42	284	342	392	72.4%	87.2%			3	8,083,000			x	B		
ES	Meade	MEADE HEIGHTS ES	86.80	720	775	514	140.1%	150.8%							x	B	x	
ES	Meade	PERSHING HILL ES	62.76	269	202	297	90.6%	68.0%	1	17,260,000								
ES	Meade	VAN BOKKELEN ES	79.23	368	384	644	57.1%	59.6%									x	
ES	Meade	WEST MEADE ES	62.43	343	378	177	193.8%	213.6%	1	17,214,000								
ES Total/Average			**72.88**	**3,922**	**4,424**	**4,263**	**92.0%**	**103.8%**										
MS	Meade	MACARTHUR MS	74.95	1,096	1,086	1,424	77.0%	76.3%			3	31,416,000						
MS	Meade	MEADE MS	89.15	788	783	996	79.1%	78.6%										
MS Total/Average			**82.05**	**1,884**	**1,869**	**2,420**	**77.9%**	**77.2%**										
HS	Meade	MEADE HS	69.13	1,751	1,543	2,208	79.3%	69.9%			2	47,226,000						
HS Total/Average			**69.13**	**1,751**	**1,543**	**2,208**	**79.3%**	**69.9%**										

EXHIBIT 8-7
NORTH COUNTY FEEDER ZONE SUMMARY

Type	Feeder	SCHOOL	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION		RECOMMENDATIONS AND PRIORITIES									
				(Aug 2006)	PROJECTED (2015)		(Aug 2006)	PROJECTED (2015)	REPLACE		RENOVATE		ADDITION FOR CAPACITY		BOUNDARY CHANGE/GRADE RECONFIGURATION		NEW SCHOOL IN AREA	
EEC	North County	FERNDALE EEC	100.00	66	108	174	37.9%	62.1%										
EEC Total/Average			**100.00**	**66**	**108**	**174**	**37.9%**	**62.1%**										
ES	North County	BELLE GROVE ES	54.53	160	190	206	77.7%	92.2%	**1**	**16,954,000**								
ES	North County	BROOKLYN PARK ES	75.77	344	393	411	83.7%	95.6%										
ES	North County	GEORGE CROMWELL ES	68.36	287	376	322	89.1%	116.8%			**2**	**6,325,000**			**x**	**B**		
ES	North County	HILLTOP ES	73.43	569	647	564	100.9%	114.7%			**3**	**9,757,000**			**x**	**B**		
ES	North County	LINTHICUM ES	79.79	376	346	455	82.6%	76.0%										
ES	North County	NORTH GLEN ES	72.33	224	248	271	82.7%	91.5%			**3**	**6,499,000**						
ES	North County	OVERLOOK ES	70.67	224	182	294	76.2%	61.9%			**3**	**6,499,000**						
ES	North County	PARK ES	92.38	416	423	493	84.4%	85.8%										
ES Total/Average			**73.41**	**2,600**	**2,805**	**3,016**	**86.2%**	**93.0%**										
MS	North County	BROOKLYN PARK MS	92.96	561	556	623	90.0%	89.2%										
MS	North County	LINDALE MS	81.84	922	913	1,370	67.3%	66.6%										
MS Total/Average			**87.40**	**1,483**	**1,469**	**1,993**	**74.4%**	**73.7%**										
HS	North County	NORTH COUNTY HS	78.88	2,108	1,860	2,246	93.9%	82.8%										
HS Total/Average			**78.88**	**2108**	**1,860**	**2,246**	**93.9%**	**82.8%**										

EXHIBIT 8-8
NORTHEAST FEEDER ZONE SUMMARY

Type	Feeder	SCHOOL	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION		RECOMMENDATIONS AND PRIORITIES									
				(Aug 2006)	PROJECTED (2015)		(Aug 2006)	PROJECTED (2015)	REPLACE		RENOVATE		ADDITION FOR CAPACITY		BOUNDARY CHANGE/GRADE RECONFIGURATION		NEW SCHOOL IN AREA	
ES	Northeast	HIGH POINT ES	71.53	570	674	541	105.4%	124.6%			**2**	**9,665,000**	**2**	**898,000**	**x**	**B**		
ES	Northeast	RIVIERA BEACH ES	80.88	259	270	321	80.7%	84.1%							**x**	**B**		
ES	NorthEast	SOLLEY ES	86.85	526	616	587	89.6%	104.9%					**3**	**3,357,000**	**x**	**B**		
ES	Northeast	SUNSET ES	81.18	463	527	468	98.9%	112.6%					**3**	**3,176,000**	**x**	**B**		
ES Total/Average			**80.11**	**1,818**	**2,087**	**1,917**	**94.8%**	**108.9%**										
MS	Northeast	GEORGE FOX MS	72.37	850	873	974	87.3%	89.6%			**3**	**24,461,000**						
MS Total/Average			**72.37**	**850**	**873**	**974**	**87.3%**	**89.6%**										
HS	Northeast	NORTHEAST HS	61.73	1,490	1,344	1,621	91.9%	82.9%	**1**	**114,501,000**								
HS Total/Average			**61.73**	**1,490**	**1,344**	**1,621**	**91.9%**	**82.9%**										

EXHIBIT 8-9
OLD MILL FEEDER ZONE SUMMARY

Type	Feeder	SCHOOL	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION		RECOMMENDATIONS AND PRIORITIES									
				(Aug 2006)	PROJECTED (2015)		(Aug 2006)	PROJECTED (2015)	REPLACE		RENOVATE		ADDITION FOR CAPACITY		BOUNDARY CHANGE/GRADE RECONFIGURATION		NEW SCHOOL IN AREA	
ES	Old Mill	GLEN BURNIE PARK ES	71.69	376	264	389	96.7%	67.9%			3	6,218,000						
ES	Old Mill	MILLERSVILLE ES	70.78	371	412	409	90.7%	100.7%			3	7,264,000						
ES	Old Mill	RIDGEWAY ES	93.11	543	588	524	103.6%	112.2%							x	B		
ES	Old Mill	RIPPLING WOODS ES	74.42	673	808	609	110.5%	132.7%			3	10,855,000			x	B		
ES	Old Mill	SEVERN ES	81.47	407	483	434	93.8%	111.3%					3	5,090,000	x	*B		
ES	Old Mill	SOUTH SHORE ES	91.11	235	245	216	108.8%	113.4%					3	7,730,000				
ES	Old Mill	SOUTHGATE ES	62.68	512	501	479	106.9%	104.6%	1	22,365,000								
ES Total/Average			**77.90**	**3,117**	**3,301**	**3,060**	**101.9%**	**107.9%**										
MS	Old Mill	OLD MILL NORTH MS	65.61	1,033	1,031	1,060	97.5%	97.3%	**2	56,429,000								
MS	Old Mill	OLD MILL SOUTH MS	67.37	767	758	1,089	70.4%	69.6%	**2	56,417,000								
MS Total/Average			**66.49**	**1,800**	**1,789**	**2,149**	**83.8%**	**83.2%**										
HS	Old Mill	OLD MILL HS	63.37	2,703	2,417	2,376	113.8%	101.7%	**1	117,638,000								
HS Total/Average			**63.37**	**2,703**	**2,417**	**2,376**	**113.8%**	**101.7%**										

*Adjust boundary to be included in the Meade Feeder Zone
**Recommended for replacement based on impractibility of renovation due to construction type.

EXHIBIT 8-10
SEVERNA PARK FEEDER ZONE SUMMARY

Type	Feeder	SCHOOL	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION		RECOMMENDATIONS AND PRIORITIES									
				(Aug 2006)	PROJECTED (2015)		(Aug 2006)	PROJECTED (2015)	REPLACE		RENOVATE		ADDITION FOR CAPACITY		BOUNDARY CHANGE/GRADE RECONFIGURATION		NEW SCHOOL IN AREA	
ES	Severna Park	BENFIELD ES	66.15	420	486	353	119.0%	137.7%			2	6,615,000	2	4,284,000	x	B		
ES	Severna Park	FOLGER MCKINSEY ES	62.35	549	620	458	119.9%	135.4%	1	24,118,000								
ES	Severna Park	JONES ES	91.18	296	334	308	96.1%	108.4%										
ES	Severna Park	OAK HILL ES	78.71	395	418	550	71.8%	76.0%										
ES	Severna Park	SEVERNA PARK ES	75.81	250	258	344	72.7%	75.0%										
ES	Severna Park	SHIPLEY'S CHOICE ES	82.50	434	383	432	100.5%	88.7%										
ES Total/Average			**76.12**	**2,344**	**2,499**	**2,445**	**95.9%**	**102.2%**										
MS	Severna Park	SEVERNA PARK MS	100.00	1,410	1,395	1,478	95.4%	94.4%										
MS Total/Average			**100.00**	**1,410**	**1,395**	**1,478**	**95.4%**	**94.4%**										
HS	Severna Park	SEVERNA PARK HS	62.86	1,839	1,622	1,805	101.9%	89.9%			1	46,729,000						
HS Total/Average			**62.86**	**1,839**	**1,622**	**1,805**	**101.9%**	**89.9%**										

EXHIBIT 8-11
SOUTH RIVER FEEDER ZONE SUMMARY

Type	Feeder	SCHOOL	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION		RECOMMENDATIONS AND PRIORITIES									
				(Aug 2006)	PROJECTED (2015)		(Aug 2006)	PROJECTED (2015)	REPLACE		RENOVATE		ADDITION FOR CAPACITY		BOUNDARY CHANGE/GRADE RECONFIGURATION		NEW SCHOOL IN AREA	
ES	South River	CENTRAL ES	77.14	588	671	547	107.5%	122.7%							x	B		
ES	South River	CROFTON MEADOWS ES	81.41	398	367	481	82.7%	76.3%									x	
ES	South River	CROFTON WOODS ES	78.59	494	571	527	93.7%	108.3%							x	B		
ES	South River	DAVIDSONVILLE ES	100.00	611	577	595	102.7%	97.0%										
ES	South River	EDGEWATER ES	71.29	364	384	435	83.7%	88.3%			3	8,992,000			x	B		
ES	South River	MAYO ES	100.00	325	374	352	92.3%	106.3%										
ES Total/Average			**84.74**	**2,780**	**2,944**	**2,937**	**94.7%**	**100.2%**										
MS	South River	CENTRAL MS	77.02	935	927	1,187	78.8%	78.1%										
MS	South River	CROFTON MS	74.27	910	899	1,019	89.3%	88.2%			3	15,532,000						
MS Total/Average			**75.64**	**1,845**	**1,826**	**2,206**	**83.6%**	**82.8%**										
HS	South River	SOUTH RIVER HS	70.70	2,044	1,807	2,133	95.8%	84.7%			3	45,772,000						
HS Total/Average			**70.70**	**2,044**	**1,807**	**2,133**	**95.8%**	**84.7%**										

EXHIBIT 8-12
SOUTHERN FEEDER ZONE SUMMARY

Type	Feeder	SCHOOL	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION		RECOMMENDATIONS AND PRIORITIES									
				(Aug 2006)	PROJECTED (2015)		(Aug 2006)	PROJECTED (2015)	REPLACE		RENOVATE		ADDITION FOR CAPACITY		BOUNDARY CHANGE/GRADE RECONFIGURATION		NEW SCHOOL IN AREA	
ES	Southern	DEALE ES	86.35	269	280	330	81.5%	84.8%										
ES	Southern	LOTHIAN ES	62.46	500	667	499	100.2%	133.7%	1	24,677,000								
ES	Southern	SHADY SIDE ES	82.47	468	552	458	102.2%	120.5%					2	1,804,000	x	B		
ES	Southern	TRACEY'S ES	100.00	269	264	395	68.1%	66.8%										
ES Total/Average			**82.82**	**1,506**	**1,763**	**1,682**	**89.5%**	**104.8%**										
MS	Southern	SOUTHERN MS	83.08	820	817	1,091	75.2%	74.9%										
MS Total/Average			**83.08**	**820**	**817**	**1,091**	**75.2%**	**74.9%**										
HS	Southern	SOUTHERN HS	67.40	1,240	1,093	1,355	91.5%	80.7%			2	33,568,000						
HS Total/Average			**67.40**	**1,240**	**1,093**	**1,355**	**91.5%**	**80.7%**										

EXHIBIT 8-13
COUNTY-WIDE FACILITIES SUMMARY

Type	Feeder	SCHOOL	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION		RECOMMENDATIONS AND PRIORITIES									
				(Aug 2006)	PROJECTED (2015)		(Aug 2006)	PROJECTED (2015)	REPLACE		RENOVATE		ADDITION FOR CAPACITY		BOUNDARY CHANGE/GRADE RECONFIGURATION		NEW SCHOOL IN AREA	
CW	County Wide	ARLINGTON ECHO	N/A	N/A	N/A	N/A	N/A	N/A										
CW	County Wide	CARRIE WHEEDON	65.77	N/A	N/A	N/A	N/A	N/A			**2**	**2,067,000**						
CW	County Wide	CAT - NORTH	69.37	N/A	N/A	N/A	N/A	N/A			**2**	**20,194,000**						
CW	County Wide	CAT - SOUTH	71.80	N/A	N/A	N/A	N/A	N/A			**3**	**13,472,000**						
CW	County Wide	CENTRAL SPECIAL	70.58	167	167	140	119.3%	119.3%			**3**	**7,497,000**	**3**	**11,620,000**				
CW	County Wide	J. ALBERT ADAMS	72.82	32	32	150	21.3%	21.3%			**3**	**6,252,000**						
CW	County Wide	MARLEY GLEN	73.39	127	130	130	97.7%	100.0%			**3**	**7,473,000**						
CW	County Wide	MARY E. MOSS	N/A	34	60	100	34.0%	60.0%										
CW	County Wide	PHOENIX ANNAPOLIS	57.84	107	120	120	89.2%	100.0%			***1**	**6,154,000**						
CW	County Wide	RUTH P. EASON	76.48	164	164	200	82.0%	82.0%										
County Wide Total/Average			**69.76**	**631**	**673**	**840**	**75.1%**	**80.1%**										

*Recommendation to renovate due to historical significance.

8.1.3 Budget Estimates

Budget estimates for facility improvements, additions and new construction are modeled on state of MD formula and based on the following assumptions:

- Building Cost = $228.00/GSF
- Grounds Cost = $34.20/Building GSF
- Suitability Cost = $79.80/GSF
- Technology Cost = $4.18/GSF
- Renovation Cost = Building Cost + Grounds Cost + Suitability Cost + Technology Cost
- Replacement Costs for Elementary schools assume one of the options below based on their 10 year enrollment projection
  - 400 students at 141GSF/Student @ $228/GSF + $34.20/Building GSF
  - 600 students at 123GSF/Student @ $228/GSF + $34.20/Building GSF
  - 700 students at 113GSF/Student @ $228/GSF + $34.20/Building GSF
- Replacement Costs for Middle Schools assume an enrollment of 1,140 Student at 141GSF/Student @ $228/GSF. + $34.20/Building GSF
- Replacement Costs for High Schools assume an enrollment of 2,000 students at 191GSF/Student @ $228.00/GSF + $34.20/Building GSF
- Additional Capacity Costs were calculated based on the difference between the prototype replacement models described above and the 10 year projected enrollment.
- Inflation was calculated at 5% per year
- Priority 1 project costs assume completion time of 4 years
- Priority 2 project costs assume completion time of 6 years
- Priority 3 project costs assume completion time of 9 years

Based on the above assumptions and priorities, Exhibits 8-14 through 8-17 show the cost estimates for each project by priority and the total projected cost of the recommended ten-year master plan.

EXHIBIT 8-14
COSTS BY PRIORITY – PRIORITY 1

ELEMENTARY SCHOOLS	**COST ($)**
ANNAPOLIS ES - Renovation	6,097,000
BELLE GROVE ES - Replace	16,954,000
CROFTON ES - Renovation	9,084,000
FOLGER MCKINSEY ES - Replace	24,118,000
GERMANTOWN ES - Replace	22,728,000
LOTHIAN ES - Replace	24,677,000
MILLS-PAROLE ES - Renovation and Addition for Capacity	7,877,000
PERSHING HILL ES - Replace	17,260,000
POINT PLEASANT ES - Replace	25,088,000
SOUTHGATE ES - Replace	22,365,000
WEST ANNAPOLIS ES - Renovation	4,727,000
WEST MEADE ES - Replace	17,214,000
HIGH SCHOOLS	**COST ($)**
NORTHEAST HS - Replace	114,501,000
OLD MILL HS - Replace	117,638,000
SEVERNA PARK HS - Renovation	46,729,000
COUNTY WIDE SCHOOLS	**COST ($)**
PHOENIX ANNAPOLIS - Renovation	6,154,000
TOTAL COST - PRIORITY 1	**483,211,000**

EXHIBIT 8-15
COSTS BY PRIORITY – PRIORITY 2

ELEMENTARY SCHOOLS	**COST ($)**
ARNOLD ES - Replace	25,127,000
BENFIELD ES - Renovation and Addition for Capacity	10,899,000
GEORGE CROMWELL ES - Renovation	6,325,000
HIGH POINT ES - Renovation and Addition for Capacity	10,563,000
HILLSMERE ES - Renovation	7,833,000
JESSUP ES - Renovation	12,026,000
MANOR VIEW ES - Addition for Capacity	311,000
QUARTERFIELD ES - Renovation	7,567,000
RICHARD HENRY LEE ES - Renovation	8,721,000
ROLLING KNOLLS ES - Renovation and Addition for Capacity	12,003,000
SHADY SIDE ES - Addition for Capacity	1,804,000
MIDDLE SCHOOLS	**COST ($)**
ANNAPOLIS MS - Renovation	34,036,000
ARUNDEL MS - Renovation	20,190,000
BATES MS - Renovation	21,606,000
CORKRAN MS - Renovation	21,438,000
MARLEY MS - Replace	127,376,000
OLD MILL NORTH MS - Replace	56,429,000
OLD MILL SOUTH MS - Replace	56,417,000
HIGH SCHOOLS	**COST ($)**
ARUNDEL HS - Renovation	43,973,000
MEADE HS - Renovation	47,226,000
SOUTHERN HS - Renovation	33,568,000
COUNTY WIDE SCHOOLS	**COST ($)**
CARRIE WHEEDON - Renovation	2,067,000
CAT - NORTH - Renovation	20,194,000
TOTAL COST - PRIORITY 2	**584,535,000**

EXHIBIT 8-16
COSTS BY PRIORITY – PRIORITY 3

ELEMENTARY SCHOOLS	**COST ($)**
BROADNECK ES - Renovation	10,388,000
BROCK BRIDGE ES - Renovation and Addition for Capacity	9,871,000
EDGEWATER ES - Renovation	8,992,000
GLEN BURNIE PARK ES - Renovation	6,218,000
HILLTOP ES - Renovation	9,757,000
MARYLAND CITY ES - Renovation	8,083,000
MILLERSVILLE ES - Renovation	7,264,000
NORTH GLEN ES - Renovation	6,499,000
OAKWOOD ES - Addition for Capacity	3,541,000
ODENTON ES - Renovation	10,182,000
OVERLOOK ES - Renovation	6,499,000
RIPPLING WOODS ES - Renovation	10,855,000
SEVERN ES - Addition for Capacity	5,090,000
SOLLEY ES - Addition for Capacity	3,357,000
SOUTH SHORE ES - Addition for Capacity	7,730,000
SUNSET ES - Addition for Capacity	3,176,000
TYLER HEIGHTS ES - Renovation	7,499,000
WAUGH CHAPEL ES - Renovation	8,334,000
WINDSOR FARM ES - Renovation	10,552,000
WOODSIDE ES - Renovation	8,302,000
MIDDLE SCHOOLS	**COST ($)**
CROFTON MS - Renovation	15,532,000
GEORGE FOX MS - Renovation	24,461,000
MACARTHUR MS - Renovation	31,416,000
SEVERN RIVER MS - Renovation	25,255,000
HIGH SCHOOLS	**COST ($)**
ANNAPOLIS HS - Renovation	37,512,000
CHESAPEAKE HS - Renovation	45,206,000
SOUTH RIVER HS - Renovation	45,772,000
COUNTY WIDE SCHOOLS	**COST ($)**
CAT - SOUTH - Renovation	13,472,000
CENTRAL SPECIAL - Renovation and Addition for Capacity	19,117,000
J. ALBERT ADAMS - Renovation	6,252,000
MARLEY GLEN - Renovation	7,473,000
TOTAL COST - PRIORITY 3	**423,657,000**

EXHIBIT 8-17
TOTAL PROJECTED BUDGET – 10 YEAR MASTER PLAN

Type	Priority 1	Priority 2	Priority 3	Total
Elementary	$198,189,000	$103,179,000	$152,189,000	$453,557,000
Middle		$334,328,000	$96,664,000	$430,992,000
High	$278,868,000	$124,767,000	$128,490,000	$532,125,000
County Wide	$6,154,000	$22,261,000	$46,314,000	$74,729,000
Total	$483,211,000	$584,535,000	$423,657,000	$1,491,403,000

8.2 Supporting Recommendations

The following recommendations are intended to provide guidance with the implementation of the ten-year master plan.

Recommendation 8.2.1: Re-Draw Attendance Boundaries to Address Imbalanced Utilization

A key component of the facilities master plan is the efficient use of existing facilities. One of the primary components in accomplishing this objective is the need to update boundaries regularly in order to maximize the use of existing facilities. The critical aspect of this recommendation cannot be overstated as it needs to occur quickly and at regular intervals in order to implement the recommendations included in section 8.1 above. The improvement in the utilization of existing facilities is the quickest and most cost-effective means of addressing the facility issues addressed in this study. The cost savings realized can then be re-directed to the most critical facility improvements rather than to more space.

As this recommendation is implemented, it will be important to balance the need to utilize facilities efficiently along with meeting the needs of students. Policies can be developed and implemented that address both concerns and often include allowing

students to remain at a particular school once enrolled, not requiring a change when safety concerns exist, etc. It is critical that a boundary change policy include the requirement that boundaries be reviewed on a regular basis. It is the recommendation of the consultant team that a thorough review of all boundaries be conducted every three years in conjunction with the master plan phases.

Recommendation 8.2.2: Targeted Program Facilities

The facility recommendations included in this report provide space for the addition of "targeted programs" as appropriate. These programs are critical to the success of the strategic facilities utilization master plan and the overall improvement of instructional programs throughout the District. The targeted programs to be added over the course of the 10-year plan include:

- Alternative Programs, particularly expansion of alternative offerings at the middle and high school levels. The programs will be wide ranged, encompassing vocational programs, arts programs and programs that target the needs of at-risk students. Alternative program facilities may be provided either as stand alone facilities or as "school within a school" programs.

- Special Education Facilities which will include both stand alone facilities, school within a school programs, and resource spaces within regular program facilities.

- Facilities to provide full-day kindergarten programs are being planned for all elementary schools but are included here because in some cases the space may be combined in nearby schools that have capacity.

The most likely schools for use as targeted program facilities include Belle Grove and Fort Smallwood Elementary Schools; Annapolis, Bates, Chesapeake Bay, Corkran, Lindale, and Southern Middle Schools; and Chesapeake High School.

Recommendation 8.2.3: Develop Standards for the use of portable classrooms

The district currently utilizes portable classrooms as a primary means of alleviating overcrowded conditions. While this practice is necessary and will remain a part of facility solutions when appropriate, the use of portables as a long term solution is counterproductive. When portables reach a point of housing more than 10 percent of the student body at a particular school, the strain on the core facilities (cafeteria, restrooms, circulation, etc.) causes deterioration at a more rapid pace and results in higher deferred maintenance costs. It is therefore recommended that the District establish a policy on the use of temporary facilities that will provide the criteria for need, establish limits on the total amount of temporary space at a particular facility, and establish criteria for the removal of temporary facilities.

Recommendation 8.2.4: Continue to Update the Educational Specifications

It is recommended that the District update the educational specifications to reflect the latest programs that have been implemented and/or are planned. The recommendations included in this report will require numerous new and remodeled facilities and the design teams will require program guidance from the District. In addition, the Anne Arundel Public School District has prided itself on providing a deep selection of programs for students. The facility improvements recommended will need to support these programs and updated educational specifications will help to provide the guidance necessary.

Recommendation 8.2.5: Implementation of the Security Recommendations and their impact on district facilities

The District contracted to have a safety and security audit done by an outside consultant. The report generally identified issues in two categories, operational and site or building condition. The building and site condition issues were used to generate work

orders, of which 95 percent have been completed. The remaining 5 percent of the issues in this category required capital funding which has been acquired. When the remaining condition issues are corrected, the Facilities Department should present a report to the Board identifying all the issues and how they were remediated.

The operational issues, such as keeping doors locked, were distributed to each school's administrator and action was taken to resolve the issue. These issues should be reviewed annually by each school administrator to determine that the resolutions are still being followed. Each school administrator should then make a report to the Superintendent identifying the status of each issue.

Recommendation 8.2.6: Implement Grade Level Re-configuration in the Annapolis and Broadneck Feeder Zones

The desire to offer alternative grade level configurations was expressed by a number of staff and community members. A grade 5-8 middle school configuration is one of the options discussed and has proven successful at numerous districts throughout the country. Implementation of this configuration in the Annapolis and Broadneck zones provides the District with the opportunity to offer this alternative while at the same time improving the utilization of facilities thereby reducing the overall facility improvement costs.

Recommendation 8.2.7: Property Inventory

The District's Facilities Department generally had a good property inventory with two exceptions. The Department did not have a room inventory which identified each room by number, the size of the room, and the room function. While the Department did have floor plans for most of the buildings, many of these were dated or inaccurate. As a result of this project, both of these items have been rectified. At the conclusion of this

project, the Department will receive accurate CAD drawings of all schools, and a room inventory.

The Facilities Department should assign the responsibility for maintaining the property inventory to a specific staff person. The inventory, including the room inventory and the CAD drawings should be updated on an on-going basis as projects are completed.

Recommendation 8.2.8: District Office Facility Alternatives

While a utilization analysis of District facilities was not included within the scope of this study, it appears that the overall amount of space is insufficient to meet the current needs and the location of facilities causes some un-needed travel. Focusing on the Riva Road Administrative Center, the Grant Street Facility, and the Fort Smallwood Maintenance Facility the following recommendations are included for consideration:

- Conduct an analysis of the utilization at the Riva Road facility and expand if warranted. This facility is centrally located, is near other governmental offices and includes enough land and parking to address the needs.

- Eliminate the use of the Green Street facility. This facility has limited accessibility, is likely not cost effective to operate and has limited parking. The staff housed at Green Street would be better served in the Riva Road facility.

- Examine the possibility of adding a maintenance facility in the Southern part of the County. The current facility at Fort Smallwood is limited in its ability to house all staff necessary and requires extended travel to many schools.