



CITY COUNCIL WORK SESSION AGENDA
Work Session - Proposed School Board Changes

COUNCIL MEETING WILL BE ONLINE ONLY

Due to the COVID-19 precautions, the Council Meeting will be held online and is planned to be cablecast on Verizon 21, Comcast 71 and 996 and streamed to www.greenbeltmd.gov/municipaltv.

Resident participation:

Join Zoom Meeting

<https://us02web.zoom.us/j/89378192994?pwd=K3dhSHkydnB1SUVzWjc0MjJ6T2FhZz09>

OR

Join By phone: (301) 715-8592

Meeting ID: 893 7819 2994

Passcode: 018059

In advance, the hearing impaired is advised to use Video Relay Services (VRS) at 711 to submit your questions/comments or contact the City Clerk at (301) 474-8000 or email banderson@greenbeltmd.gov.

Wednesday, September 22, 2021
8:00 PM

Work Session Packet

Proposed School Boundary Change
Suggested Action:

Reference:

Work Session Minutes - 03/20/19

Work Session Minutes - 06/04/19

Work Session Minutes - 09/09/20

Letter - Honorable Eubanks - 02/03/17

Letter - Dr. Maxwell - 08/09/16

Letter - Dr. Hite - 11/23/09

Comprehensive School Boundary Initiative Update - 05/03/21

Draft Boundary Scenarios Report

Agenda

- Introductions
- Council Discussion
- Questions and Answers
- Other Items

[Work Session Minutes - 3.20.19.pdf](#)

[Work Session Minutes - 6.4.19.pdf](#)

[Work Session Minutes - 9.9.20.pdf](#)

[Eubanks - Boundaries.pdf](#)

[Maxwell - Gbelt kids to Gbelt schools - 08 09 16.pdf](#)

[Hite - No Boundary change - 11 19 09.pdf](#)

[Comprehensive School Boundary Initiative Update _ News List _ Greenbelt, MD.pdf](#)

[Draft-Boundary-Scenarios-Report.pdf](#)

[Letter - Representative Thomas and Dr. Goldson - 12-10-2019.pdf](#)

City Council Work Session Agenda Item Report

Meeting Date: September 22, 2021

Submitted by: Shaniya Lashley-Mullen

Submitting Department: Administration

Item Type: Work Session Item

Agenda Section: Work Session Packet

Subject:

Proposed School Boundary Change

Suggested Action:

Reference:

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Attachments:

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[Letter - Representative Thomas and Dr. Goldson - 12-10-2019.pdf](#)

WORK SESSION OF THE GREENBELT CITY COUNCIL Monday, March 20, 2019, with School Board Representative Joshua Thomas.

Mayor Jordan started the meeting at 8:01 p.m. It was held in Room 201 of the Community Center.

Councilmembers present were Judith F. Davis, Colin A. Byrd, Leta M. Mach, Silke I. Pope, Edward V. J. Putens, Rodney M. Roberts, and Mayor Emmett V. Jordan.

Staff members present were City Manager Nicole Ard, Assistant City Manager David Moran, Police Chief Bowers, and City Clerk Bonita Anderson.

Also present were Prince George's County School Board Member Joshua Thomas; Kathleen Gallagher, Greenbelt News Review; Melinda Brady, Advisory Committee on Education (ACE) chair; Dr. Lois Rosado, and others.

School Board Representative Joshua Thomas

Mr. Thomas noted that he is the newly elected representative on the Prince George's County Board of Education. He represents District 2, grew up in Glenn Dale, graduated from Eleanor Roosevelt High School (ERHS), and now lives in College Park. Mr. Thomas also noted that after graduating from Howard University, he became a middle-school teacher with Teach for America and now works in management for the organization.

Mr. Thomas indicated that his decision to run for office was based on his belief that the school board should have more members with classroom teaching experience. He stated that he is currently visiting the 18 schools in his district, by walking the buildings and meeting the principals and staff. Mr. Thomas noted that he recognizes the City's concerns with Springhill Lake Elementary School and that he made that his first stop in Greenbelt.

Ms. Brady described ACE's programs, the ACE grants program, and the annual ACE Educator and Student Awards.

There was a discussion about the City's support and funding for the School Resource Officer (SRO) at Eleanor Roosevelt High School that includes the officer's car, equipment, and uniform. Chief Bowers noted that the SRO takes the place of a County Police Officer and works closely with the school administration and campus security. The Police Department also continues to teach the D.A.R.E. program in the fifth-grade classes of Springhill Lake and Greenbelt Elementary Schools. Chief Bowers indicated that the objective of the D.A.R.E. program is to take a broader approach in teaching children to make the right decisions.

Ms. Pope noted that the program teaches skills in problem-solving and working together, which is much needed. She also noted that the HVAC system at Springhill Lake Elementary was recently cleaned, which hadn't been done in many years. Ms. Pope noted that there is mold in the building, the external portable classrooms are in bad condition, with loose railings and nails,

and the majority of the water fountains have been turned off. Ms. Pope also indicated that a new building is needed.

Mayor Jordan noted that a considerable increase in the number of school children might be on the horizon in Greenbelt West, with Greenbelt Station and a mixed-use development proposed by Beltway Plaza. He also noted the bad condition of the portable classrooms at ERHS.

There was a discussion about the drainage issues at the rear of Greenbelt Elementary School. Mr. Thomas indicated that the schools' capital improvement budget lists Springhill Lake for a new school, with funding to begin in Fiscal Year 2020-2021. He noted that the county supervisor of building maintenance accompanied him on a tour of Springhill Lake and identified several pending work orders.

Mr. Byrd inquired about the possibility of moving Springhill Lake up on the list. Mr. Thomas replied that, in reality, the priority would be not to let it slip lower. He noted that he was very supportive of holding the school's place on the list but also noted that this is an area where hearing from constituents can make a difference.

Ms. Davis indicated that there are issues with ERHS students leaving the school grounds during the day and creating problems in the surrounding residential areas. She noted that Greenbriar and the City police have spoken with Principal McNeill, but nothing will change if attendance is not enforced. Chief Bowers noted that the problem is complicated because some students have an early dismissal, so police officers often cannot tell which ones are leaving legitimately.

Both Mayor Jordan and Ms. Davis indicated that the prior School Board Representative Lupi Grady had started the initiative with the City Council on Greenbelt students attending Greenbelt schools, hoping that he would champion that initiative as well. Mr. Thomas noted that in some instances, there is a significant difference in the level at which the schools are at overcapacity. He also noted that Parkdale High School is now at 103 percent capacity, while Eleanor Roosevelt High School is at 126 percent. Mr. Thomas agreed that Greenbelt students should attend Greenbelt Schools, and he will continue the initiative with the City Council. Ms. Mach noted that she objects to sending students to overcrowded schools outside of Greenbelt and that there was an agreement with the County assuring that all Greenbelt high school students would attend Eleanor Roosevelt High School.

There was a discussion about the school boundaries and some progress made to enable residents of Greenbelt Station to send their children to Greenbelt Elementary rather than Berwyn Heights. The boundary line did not include the new development in Greenbelt schools. During the 2018-2019 school year, these children could attend Greenbelt Elementary with no county transportation provided, but starting with the 2019-2020 school year, a bus is to pick them up.

Mr. Thomas noted that Ms. Mach mentioned an agreement and asked to review the document. Mr. Moran noted that he would provide Mr. Thomas with a copy of the agreement.

Mayor Jordan noted that there is an issue as school nurses that were certified at the elementary level are no longer being used and school secretaries now provide that care. He noted that the

schools should go back to having a certified nurse with adequate training to perform this duty. Ms. Pope noted that she has been trained and has one student she assists; she said they have a nurse that comes in periodically from Greenbelt Elementary. Mr. Thomas noted that the school board is looking into this matter as well as the shortage of school bus drivers.

Ms. Mach provided the dates of the upcoming Advisory Committee on Education programs and events and noted that Mr. Thomas would be invited to attend.

Mr. Jones, Ridge Road, inquired about resolving the issue with children using his property as a path to the elementary school. He suggested a pedestrian path on the City's property. Ms. Davis indicated that this could be discussed during the budget process on pedestrian improvements.

Council thanked Mr. Thomas for attending the Work Session.

Informational items were discussed.

The meeting ended at 10:37 p.m.

Respectfully submitted,

*Bonita Anderson
City Clerk*

WORK SESSION OF THE GREENBELT CITY COUNCIL held Tuesday, June 4, 2019, to meet with the Prince George's County School Board CEO, Dr. Monica Goldson.

Mayor Jordan started the meeting at 7:03 p.m. The meeting was held in the Council Chambers of the Municipal Building.

Present were Councilmembers Colin A. Byrd, Judith F. Davis, Leta M. Mach, Silke I. Pope, Edward V. J. Putens, Rodney M. Roberts, and Mayor Emmett V. Jordan.

Staff present were Nicole Ard, City Manager, and Bonita Anderson, City Clerk.

Also present were Dr. Monica Goldson, Acting CEO of the Prince George's County Public School Board; Christian Rhodes, Prince George's County Public School Board; Kap Kapastin, Quantum Companies; Rohanie Bacchus, Greenbelt East Advisory Coalition; Mary Moien, Greenbelt News Review; Robert Goldberg Strasser, Carolyn Lambright-Davis, Williams Davis, Bill Orleans, and others.

Dr. Goldson stated that she became Acting CEO of the Prince George's County Public School Board on July 23, 2018, and that the contract concludes June 30th. She noted that she has been working with the Board of Education members to change the narrative of the school system. There are 134,000 students in 207 schools. Dr. Goldson noted that the school system just concluded the negotiations regarding compensation for the Administration and Teacher's Unions. Support Staff negotiations will begin next school year. This is done every two years. She stated that closing the gap on teachers' salaries will cost the school system \$16million in the first two years and \$15million in the third year.

Dr. Goldson noted that the Prince George's County Public School Board has been working with the Prince George's County Council and the Prince George's County Executive to bring forward the Private Public Partnership Legislation. She stated that Prince George's County Public Schools is the second largest district with the oldest school buildings. The average age of the building infrastructure is 49 years.

Dr. Goldson explained that the Private Public Partnership Legislation would allow a company to build up to ten schools within three years. She noted that the Prince George's County School Board would refund the company within a 30-year timeframe and that maintenance of the buildings would be included.

There was a discussion regarding the Prince George's County Public School Board budget.

Ms. Davis inquired about the construction at Duval High School. Dr. Goldson responded that it is a continuing upgrade that was requested five years ago.

Based on a question asked by Ms. Mach, Dr. Goldson explained that Prince George's County School Board collaborates with the Maryland National Capital Park and Planning Commission (M-NCPPC) regarding land usage.

Based on a question asked by Ms. Pope, Dr. Goldson provided an overview of the process for schools that are on the list for renovation, which is a 7-10 year process. She noted that the Private Public Partnership could save the school system approximately \$180million and 10 new

schools would be built within three years. Ms. Pope asked if Springhill Lake Elementary was on the list. Dr. Goldson stated that it is on the Cycle 1 list. Mr. Roberts asked how much the Private Public Partnership would cost over 30 years and how many buildings would Prince George's County School Board need. Dr. Goldson replied that the Prince George's County School Board and County Council would both contribute funding towards the schools and that would determine how many schools will be built. Mr. Roberts indicated that he was opposed to the Private Public Partnership.

There was a discussion on the school boundary. Mayor Jordan stated that the City felt that the students of Greenbelt Station Development would attend Greenbelt Schools due to Legislation CB-33-2004. Ms. Davis noted that the confusion with the Greenbelt Station Development was due to their zip code and that the Post Office has resolved that issue. Council noted that all the area schools are overcrowded. Based on a question asked by Mr. Byrd, Dr. Goldson stated she will follow-up with Council to resolve the issue of the Greenbelt Station Development students who attend Berwyn Heights Elementary.

Mayor Jordan explained that the taxpayers at the Greenbelt Station Development do not receive the same benefits as other Greenbelt taxpayers because their children do not attend Greenbelt schools. He noted that the City provides a school resource officer at Eleanor Roosevelt High School and grants to the Greenbelt schools to help fund programs and projects for students.

Mayor Jordan noted the two things that the Council is seeking clarification on. The first item is whether transportation will be provided to the Greenbelt Station Development elementary students. The second item is if the young adults of Greenbelt Station Development would be able to attend Eleanor Roosevelt High School during the 2019-2020 school year.

Dr. Goldson inquired about Greenbelt Middle School. Council noted that there weren't any issues at Greenbelt Middle School. Mayor Jordan noted that Greenbelt Middle School has temporaries. Ms. Mach noted that the City sponsors reading and science clubs through the Advisory Committee on Education (ACE) and that ACE annually honors an educator at each of the Greenbelt schools along with two students.

Mayor Jordan noted that there is a proposal to redevelop Beltway Plaza Mall to incorporate residential apartments. He indicated there would be a need for a new elementary school to accommodate the new residents. Ms. Davis stated that there is also a proposed new development near the Courthouse on Cherrywood Lane.

Ms. Pope noted the following maintenance issues at Springhill Lake Elementary: the gym and cafeteria do not have A/C, three of the boy's bathrooms were closed due to plumbing issues, some of the temporaries have missing rails, and there are issues with the upkeep of the building. Ms. Pope stated that the school is declining. Dr. Goldson stated that Springhill Lake Elementary is on the Cycle 1 list and that the roof replacement is in the last approval stages for the Maryland State Department of Education (MSDE). Ms. Davis asked what repairs were taking place this summer at Springhill Lake Elementary. Dr. Goldson responded that the grease trap in the kitchen would be replaced.

Dr. Goldson stated that many of the building maintenance projects would commence during the summer when the teachers would be out of the building. She stated that the Capital Improvement Projects are updated on the website each month.

Mayor Jordan stated that he had received complaints from the staff from Greenbelt Elementary School regarding a severe drainage issue located near the recreation area.

Mayor Jordan noted that the City's Public Works Department periodically plant trees and put mulch down at the schools.

Mayor Jordan stated that the City's Recreation Department has been trying to establish a Memorandum of Understanding (MOU) with the Board of Education to utilize Greenbelt Middle School's fields. Dr. Goldson requested the point of contact person for the MOU to move forward. Mr. Rhodes stated that the County Executive Office was working on creating a task force regarding field usage. Mr. Rhodes commented on the Adopt a School Program that was launched by Dr. Goldson.

There was a discussion about Greenbelt Middle School's field. Mr. Robert noted that the condition of the field is not appealing for the organization to use. He stated that the City is offering to repair and maintain the fields.

Mayor Jordan indicated that a concern for the City of Greenbelt is the bus lot. He noted that the bus lot is incompatible with land use. Dr. Goldson stated that the Board of Education is in communication with NAI Michael to move the bus lot.

Mr. Goldberg Strasser, Greenbelt resident, asked how the Board of Education was going to close the \$40 million gap. Dr. Goldson responded that it would be in efficient operation. She stated that the Board of Education created a task force to monitor the employee overtime rate. Mr. Goldberg Strasser asked when the boundary issues would be resolved. Dr. Goldson stated that the Board of Education would respond once she has completed her research.

Mr. Kapastin, Quantum Companies, stated that Quantum Companies would trade repair and maintenance of the field for reliable usage of the facilities.

Ms. Lambright-Davis, Greenbelt resident, inquired about the school nurse at Springhill Lake Elementary. Mayor Jordan noted that Magnolia Elementary has the same issues regarding the school nurse. Dr. Goldson noted that every school should have a nurse, but that there is a national shortage. She noted that the draft Compensation Study shows that there is a gap that needs to be closed to pay nurses.

There was a discussion regarding Turning Point Academy. Dr. Goldson noted that the Board of Education voted for Turning Point Academy's governing board to be removed. She stated that the Board of Education would take over the governing board until another agency takes over and that the staff will be relocated to another facility.

There was a discussion regarding mental health. Mr. Goldberg Strasser inquired about the counselor staff. Dr. Goldson explained the process and provided an overview of mental health support.

Mr. Byrd mentioned that the boundary issues also include Eleanor Roosevelt High School and asked to send the follow-up information to Nicole Ard, the City Manager. He also inquired about the library system. Dr. Goldson stated that she met with the new Library CEO and had

launched an online reading program for the primary students (K-3rd grade).

Several informational items were discussed.

The meeting ended at 8:58 p.m.

Respectfully submitted,

*Bonita Anderson
City Clerk*

WORK SESSION OF THE GREENBELT CITY COUNCIL held Wednesday, September 9, 2020, with Prince George's County School Board Member Joshua Thomas.

Mayor Byrd started the meeting at 8:00 p.m. The meeting was held virtually via Zoom.

Present were: Councilmembers, Judith F. Davis, Emmett V. Jordan, Leta M. Mach, Silke I. Pope, Rodney M. Roberts, and Mayor Colin A. Byrd. Councilmember Edward V. J. Putens was absent.

STAFF PRESENT WERE: Nicole Ard, City Manager; Dr. Liz Park, Director of CARES; Greg Varda, Director of Recreation; and Shaniya Lashley-Mullen, Assistant to the City Clerk.

Also present were: Joshua Thomas, Prince George's County School Board Member; Juan Mercedes, Prince George's County School Board District 1, 2, & 8 Liaison; Robert Goldberg-Strassler and others.

Mr. Thomas provided an update on the Prince George's County Public Schools (PGCPS) and distance learning. He noted that all Greenbelt Schools would serve as a food distribution site on Mondays and Wednesdays. There will be technology distributions in the coming weeks, and several parent support hotlines and centers have been established. Mr. Thomas noted the PGCPS administration had established a school renaming commission reviewing the names of over 20 schools within the system named after actual slave owners or directly connected to the systemic and racial inequity in this County.

There was a discussion regarding the School Resource Officers (SROs). Mr. Thomas noted that PGCPS renewed the SROs contract in May 2020. He explained the initial-part of the review process would be on the upcoming PGCPS Board's agenda. Ms. Mach wanted to encourage the PGCPS Board to keep the SROs because it is a good example of community policing. She noted that Eleanor Roosevelt's SRO has developed a relationship with students and has stopped incidents before they have occurred. Mr. Roberts stated that students informed him that they didn't want police officers in the schools with guns. His opinion is that officers in the school are fine without their weapon.

Based on a question asked by Mr. Jordan, Mr. Thomas answered that he has made it a point to make it to all the virtual Back To School Nights in District 2. He stated that the PGCPS Board is in the talks of creating an entire report to be provided County-wide with individual sections for each District. That is one way of moving forward with communicating with the public.

Mr. Jordan asked if Mr. Thomas was able to attend any of the PTA meetings virtually. Mr. Thomas answered before the pandemic he made it a point to stay in contact with the local PTAs, but since the pandemic, he hasn't been able to join any virtual PTA meeting. He stated that he was invited to one, and there was a date conflict.

Ms. Davis inquired is there a shortage of teachers. She noted in the past that PGCPS had a shortage of bus drivers and nurses. Mr. Thomas stated that yes, there is currently a national shortage of teachers; however, with virtual learning, the PGCPS has a little more flexibility on how the teachers are being utilized. He explained that the buses will be fully staffed once the schools are in the reopening stages.

Based on a question asked by Ms. Davis and Mr. Goldberg-Strassler, (via zoom chat), Mr. Thomas answered the reopening plan does include supporting the Special Education students, which meets all the federal requirements with students with an Individualized Education Program(IEP).

Mr. Goldberg-Strassler, a Greenbelt resident, inquired if the Public-Private Partnership (P3) Building Program is still on schedule. The Request for Proposal (RFP) was due in August 2020. Mr. Thomas noted that the RFP was on track to be due August 2020. The follow up would be either on this PGCPs Board's agenda or the next agenda.

Based on a question asked by Mr. Goldberg-Strassler, Mr. Thomas answered that he would follow-up with Mr. Goldberg-Strassler regarding if any or all Greenbelt Schools are receiving the Digital Literacy Initiative Program for grades K-3.

Mr. Goldberg-Strassler inquired if the PGCPs Board had received any proposals or inquiries regarding shifting to a 100% Clean Energy Program for any school or administrative office. Mr. Thomas noted the Board hadn't received any formal proposals; however, the Board is aware that there is a lot of interest.

In response to a question asked by Mr. Goldberg-Strassler, Mr. Thomas explained that the question, how the school system will measure the qualitative success of online learning, is being asked across the country, not just in Prince George's County. He advised this question should be asked even when the school is not in an online setting. Mr. Thomas stated that he wanted to have adequate survey timelines take place in which students, parents, teachers, and school staff, on how virtual learning is going.

Ms. Pope noted that everyone is looking forward to going back to school, but it has to be in a safe manner. Ms. Pope noted that there are little glitches, some connection issues with distant learning, but the teachers learn as they go. Ms. Pope explained that there are several classrooms, and she teaches in a separate classroom with her students. She described the impact of teacher shortages on the in-person classrooms as well as the virtual classrooms. Ms. Pope favors SROs and that the SRO at Eleanor Roosevelt High School teaches a class.

Based on a question asked by Mr. Jordan, Mr. Thomas answered that part of the training the teachers were required to do before distance learning was opened was to identify situations and know the procedure and protocol. He explained that case referrals had declined across the County because teachers are the gatekeepers between school and home. Mr. Thomas stated that the bus drivers are delivering food to several distribution sites across the County. He advised that maintenance staff are in the buildings maintaining the schools' upkeep.

Ms. Davis thanked Mr. Thomas and Dr. Monica Goldson, Chief Executive Officer of Prince George's County Public Schools, for support with assisting with the boundary change for the students at Greenbelt Station Community. She inquired was there any other boundary changes that would affect Greenbelt, especially around Duval High School. Mr. Thomas stated that there hadn't been any other formal boundary changes that have been presented to the PGCPs Board.

Ms. Davis requested that Mr. Thomas convey to the Board of Education the importance of opposing the Maglev. Mr. Thomas noted that the Board of Education could make a public statement regarding the Maglev, and he stands in solidarity with District 2. He advised he could

pen a letter and circulate it to the whole Board to include an item of discussion on the next agenda. He asked that City staff send information regarding the routes, maps, and letters that have been sent in opposition. Mayor Byrd suggested that the PGCPs Board reach out to the MNPPC to determine where the Maglev intersects with schools within the County. Ms. Davis stated that some of the interacting maps the City have a note where some of the schools are located within the County. Mr. Jordan stated that the PGCPs Board opposition should be about the impact on the infrastructure around the schools and the financial cost. Ms. Mach noted that Eleanor Roosevelt High School is built on shaky ground, and if a tunnel is built under the school, the school will collapse.

Based on a question asked by Ms. Davis, Mr. Varda answered the City has been working with the Greenbelt Middle School to have use of the athletic field. He explained that the field was in disrepair. If PGCPs would bring the field up to par, the City would take over basic maintenance moving forward. The Memorandum of Understanding (MOU) has been drafted and submitted to the Board of Education and the City hasn't heard back. Mr. Varda stated that getting that field up to par is very important to the Greenbelt West Community in order to offer more recreation programs. Mr. Thomas stated he doesn't have the update on the MOU, but he will follow-up with Dr. Goldson regarding the status of the MOU.

Ms. Davis expressed her concern regarding Eleanor Roosevelt High School installing the rear parking lot lights. Would the lights would be on all night? She suggested a policy that would be drafted that the lights would be turned off after a certain hour. Mr. Thomas would follow-up with Dr. Goldson regarding the back-parking lot lights.

Mr. Jordan explained the MOU is a very important issue. The City would help maintain the track so it could be more useful for the students. Mr. Jordan noted that the decibel levels at the night games at Eleanor Roosevelt High School could be a little high. He explained that having an SRO at Eleanor Roosevelt High School is very important not only for inside the school but for handling the security outside and around the school.

Mr. Roberts noted that with the mass shooting, there wasn't an SRO in the building to stop the incident. Mr. Roberts shared his opinion on the City pursuing their own park versus the MOU with the Board of Education regarding the Greenbelt Middle School Field. He advised the residents of Greenbelt West should have their facilities in their neighborhood.

Informational Items:

Ms. Davis provided a report on the MML Legislative Committee.

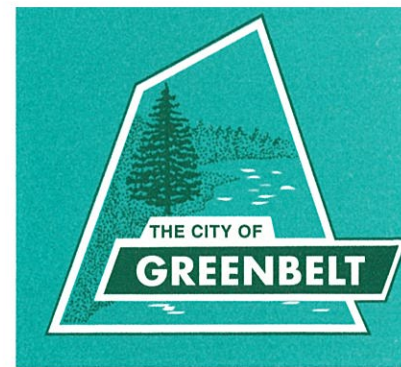
*There was a discussion regarding agenda items on the Council's Regular Meeting.
The meeting ended at 9:50 p.m.*

Respectfully submitted,

*Shaniya Lashley-Mullen
Assistant to the City Clerk*

CITY OF GREENBELT

25 CRESCENT ROAD, GREENBELT, MD. 20770-1886



February 3, 2017

Honorable Segun C. Eubanks, Ed.D, Chair
Prince George's County Board of Education
14201 School Lane
Upper Marlboro, MD 20772

CITY COUNCIL
Emmett V. Jordan, Mayor
Judith F. Davis, Mayor Pro Tem
Konrad E. Herling
Leta M. Mach
Silke I. Pope
Edward V.J. Putens
Rodney M. Roberts

Dear Dr. Eubanks:

The Greenbelt City Council strongly urges the School Board to change the assignment of the Greenbelt Station neighborhood, so that students residing in Greenbelt Station can attend Greenbelt Elementary School, Greenbelt Middle School, and Eleanor Roosevelt High School. Greenbelt Station students, property owners and families are deprived from fully participating in the community and receiving the services paid for by their tax dollars.

For over a decade, Greenbelt City Council community members have expressed the need for school boundary changes to the School Board, Dr. Kevin Maxwell, Mr. Johndel Jones-Brown, the County Council, and County Administration. Most recently, in an October 19, 2016 letter to you, City Council requested that children in the Greenbelt Station neighborhood be assigned as part of school boundary changes for the 2017-2018 school year. City Council also requested this boundary change in letters dated January 30, 2014, and October 14, 2014, as well when County School representatives met with the City Council on August 4, 2014 and February 17, 2016.

As stated in the October 19, 2016 letter, the City Council recognizes that Greenbelt Elementary School, Eleanor Roosevelt High School, Berwyn Heights Elementary School, and Parkdale High School are overcrowded at about equal percentages. The letter also outlined how Greenbelt tax payers fund services for school aged students through Greenbelt's Advisory Committee on Education. Those tax dollars support grants, recognize outstanding students and educators, fund science and reading clubs, and provide the School Resource Officer at Eleanor Roosevelt High School. Unfortunately, Greenbelt Station taxpayers do not receive these services due to the school boundaries.

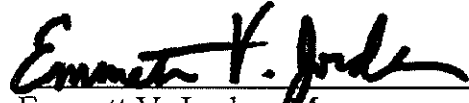
A NATIONAL HISTORIC LANDMARK

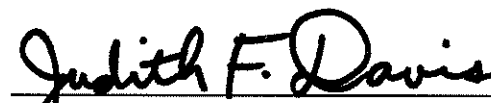
(301) 474-8000 FAX: (301) 441-8248

www.greenbeltmd.gov

The Greenbelt City Council again urges the School Board to change the assignment of the Greenbelt Station neighborhood, so that students residing in Greenbelt Station can fully participate in their community and receive city taxpayer paid services through attendance at Greenbelt Elementary School, Greenbelt Middle School, and Eleanor Roosevelt High School.

Sincerely,

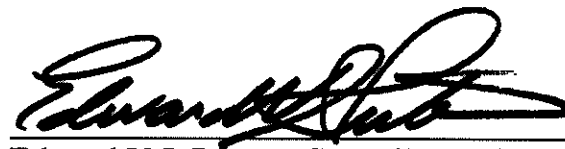

Emmett V. Jordan, Mayor


Judith F. Davis, Mayor Pro-Tem


Konrad E. Herling, Council Member


Leta M. Mach, Council Member


Silke I. Pope, Council Member


Edward V.J. Putens, Council Member


Rodney M. Roberts, Council Member

/nca

cc: City Council
Honorable Rushern L. Baker, III
Honorable Todd M. Turner
Honorable Lupi Quinteros-Grady
Dr. Kevin Maxwell, CEO
Mr. Johndel Jones-Brown, Director, Pupil Accounting & School Boundaries
Greenbelt Station Homeowners Association
Celia Craze, Director of Planning & Community Development
Liz Park, Director of Greenbelt CARES
Rosalind Ceasar, ACE Staff Liaison

August 9, 2016

Dr. Kevin M. Maxwell
Chief Executive Officer
Prince George's County Public Schools
14201 School Lane
Upper Marlboro, MD 20772

Dear Dr. Maxwell:

First, on behalf of the City Council, I want to commend Mr. Johndel Jones-Brown, Director of Pupil Accounting and School Boundaries. Mr. Jones-Brown met with the Council on August 3, 2016, to discuss our interest in having children who reside in Greenbelt attend Greenbelt schools. He answered all our questions and explained the balancing which has to occur.

While we certainly appreciate what Mr. Jones-Brown shared with us, our interest in having Greenbelt children attend Greenbelt school remains. It is our understanding that this type decision has to be made or recommended by your and approved by the School Board.

As such, the City of Greenbelt requests that the boundaries and student population at Greenbelt Elementary School and Eleanor Roosevelt High School be adjusted so that students in the Greenbelt Station neighborhood attend those schools. Based on the information presented on August 3, 2016, Greenbelt Elementary appears slightly less overcrowded on a percentage basis compared to Berwyn Heights Elementary.

Regarding Eleanor Roosevelt High School, currently Cipriano Road is the boundary between Roosevelt High School and DuVal High School. There are a number of subdivisions/neighborhoods which are outside the City of Greenbelt boundaries which could be assigned to DuVal High School. These include Cipriano Woods Condominiums and The Gates at Cipriano apartments. There is a clear distinction between these properties and the City boundary. It is a Pepco transmission easement. This could serve as the boundary line. If these students are assigned to DuVal High School, then more than sufficient room is created at Roosevelt High School to accommodate the students from Greenbelt Station.

In 2004, an addition was being proposed for Roosevelt High School. A proposal was made to use those funds at DuVal High School to improve that facility to attract more families/students. The City of Greenbelt supported that change in exchange for a commitment that Greenbelt children would attend Greenbelt schools. That commitment was included in County Council bill 33-2004. A copy is attached.

The City expects the Prince George's County Public Schools to fulfill that commitment and adjust boundaries to allow students from the Greenbelt Station neighborhood to attend Greenbelt Elementary, rather than Berwyn Heights Elementary, and Eleanor Roosevelt High School, rather than Parkdale High School.

Sincerely,

Emmett V. Jordan
Mayor

Attachment (1)

/amb

cc: City Council

November 23, 2009

Dr. William R. Hite, Superintendent
Prince George's County Public Schools
14201 School Lane
Upper Marlboro, MD 20772

Dear Superintendent Hite:

Please accept this letter as the City of Greenbelt's comments on the Phase II Boundary Proposal for elementary and middle schools.

The City of Greenbelt is pleased that no boundary changes are proposed for Greenbelt Elementary, Magnolia Elementary, Springhill Lake Elementary or Greenbelt Middle schools. The Greenbelt community and the city actively support their local schools and have built a strong identity with these schools. One example of this support is the Council's creation of the Advisory Committee on Education (ACE) in 1995, as a way of keeping itself informed and involved with what is happening in and for our neighborhood schools.

As it has communicated previously, the city strongly urges that children that reside in the City of Greenbelt continue to attend schools located within the city as their neighborhood school, including Magnolia Elementary, which is located just outside the city limits, but has educated Greenbelt children for years.

If there are any questions, please contact Michael P. McLaughlin, City Manager at 301.474.8000 or mmclaughlin@greenbeltmd.gov.

Sincerely,

Judith F. Davis
Mayor

JFD:amb

cc: City Council
Honorable Verjeana M. Jacobs, Chair, School Board
Honorable Rosalind A. Johnson, School Board
Honorable Ingrid M. Turner, County Council
Kimberly S. Seidel, Principal, Greenbelt Elementary School
Phyllis Gillens, Principal, Magnolia Elementary School
Natasha Jenkins, Principal, Springhill Lake Elementary School
Judy Austin, Principal, Greenbelt Middle School
Wendy Wexler, ACE Staff Liaison

NEWS LIST

Comprehensive School Boundary Initiative Update

Post Date: 05/30/2021 1:28 PM

Dear Prince George's County Public Schools Community,

Over the past several months, we have explored the impact of anticipated student enrollment growth challenges in Prince George's County Public Schools (PGCPS) as part of our Comprehensive School Boundary Initiative.

Many of our schools are over capacity while others are under capacity or need revitalization. While we do not take lightly the potential impact of a change in school boundaries on our students and parents, making these adjustments now will help to provide all students with the educational experiences they deserve.

Today, the school system released an interim report for the boundary initiative, which presents findings from the first phase of data analysis and community engagement, including three draft plans and maps depicting potential future boundaries. I want to thank all of the families, educators and students who attended our community conversations in January. We heard your concerns about health and safety, overcrowding, facilities, specialty programs and more. We could not have gotten this far without your input.

We want to be sure you know about the report release because it marks the beginning of another critical phase of community engagement. **Public input will play a key role in the final decision regarding selection and implementation.** Please read the [full report](#) and/or [report summary](#); use the interactive [boundary scenario tool](#) we've developed to see how each plan may impact your neighborhood schools and families; and complete our [Feedback Survey](#) to share opinions about the factors that matter most to you – our students, parents, families and educators – as you reviewed the scenarios.

We're getting closer to the completion of this initiative. Your input during the spring and summer months will inform another round of community engagement activities taking place this fall. The Boundary Initiative will conclude by February 2022 with recommended boundary changes offered to the Prince George's County Board of Education for their approval. Potential boundary changes will be phased in starting with the 2022-23 school year.

Your input is more important now than ever. **Read the [summary](#), the [full report](#), use the [interactive tool](#), take the [survey](#)** – and be sure to encourage others you know to do the same by sharing this message.

I appreciate your continued support and participation.

Sincerely,

Monica Goldson, Ed.D.
Chief Executive Officer

[Return to full list >>](#)



PGCPS

Comprehensive

School Boundary

Initiative

Draft Scenarios Report
Spring 2021

Authors & Acknowledgments

This report was developed by WXY architecture + urban design, in collaboration with Public Engagement Associates. The report was produced in partnership with Prince George’s County Public Schools.

Special Thanks

The PGCPS project team, including Rhianna McCarter, John Wooden, and David Dove.

Former Chief of Staff Christian Rhodes

Former Chief Operating Officer Barry Stanton

Dr. Jennifer Love and the language access team from the Office of Interpreting and Translation

Maryland-National Capital Parks and Planning Commission (M-NCPPEC)

The 75 trained facilitators who led virtual breakout rooms at the Community Conversations

The 1,157 community members who participated in the Virtual Community Conversations in January, 2021

Boundary Advisory Committee (BAC)

An internal working group comprised of PGCPSS leadership

Howard Burnett, Senior Advisor to the CEO

Dr. Judith J. White, Chief Academic Officer

Dr. Helen Coley, Chief of School Support and Leadership

Mark E. Fossett, Chief Operating Officer

Michael Herbstman, Chief Financial Officer

Dr. Andrew Zuckerman, Chief Information and Technology Officer

Raven Hill, Associate Superintendent for Communications and Community Engagement

Trinell M. Bowman, Associate Superintendent for Special Education

Shawn Matlock, Director of Capital Programs

Rudolph R. Saunders, Jr., Director of Transportation

Sam Stefanelli, Director of Building Services

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Executive Summary

Report Overview

Many schools in PGCPs are over capacity, while others are under capacity--and these challenges are expected to increase in the coming years. To ensure that PGCPs students have the best possible educational experiences and make the best use of the district's facilities, it is important to adjust school boundaries to better balance enrollment across the district's schools.

PGCPs has grown rapidly in recent years, and enrollment growth is expected to continue. Since 2014, enrollment increased from 125,000 to 136,000 students. Total enrollment is expected to reach nearly 143,300 by 2024. For many years, PGCPs has seen challenges with balancing school enrollment across the County, with some schools operating under capacity, and others over-utilized with more students enrolled than available seats.

The district has 12 planned capacity projects that will add 9,000 new seats by school year 2026-27 to meet the demands of the growing student population. While these added seats will help meet the demand of the district's growth, capacity projects alone are not enough to address the district's objectives.

In 2020, the district began the Comprehensive Boundary Initiative, led by a consultant team headed by WXY Studio. Drawing on original

analysis and insights from a thorough community engagement process, the initiative will develop scenarios for updated school boundaries in PGCPs. These scenarios will seek to address the school system's larger academic and financial objectives, including balancing facility utilization throughout the County and populating new and expanded school facilities. The initiative will also look to support other objectives, including maximizing the number of students learning in quality facilities, preserving or improving distance traveled to school, and shifting middle schools to a 6th-8th grade model throughout the district.

This report presents the findings from the first phase of data analysis and community engagement. It then presents three draft scenarios, each of which offers an approach to adjusting school boundaries in PGCPs, including draft maps depicting these potential future boundaries.

The release of this report will be followed by a second phase of public engagement and continued collaboration with the Boundary Advisory Committee (BAC), an internal working group comprised of PGCPs leadership, and other key stakeholders within PGCPs. After this second phase of engagement and refinement of the draft scenarios, a final boundary proposal will be developed and presented as part of the boundary approval process, which is anticipated to take place in winter 2021-22.

Community Engagement Process

Community engagement is an integral part of this initiative. The insights, priorities, and perspectives of PGCPs parents, students, staff, and other community members will inform every aspect of the process, from draft scenarios to final boundary proposals. Phase 1 of Community Engagement, Pre-Scenario Engagement, took place in January 2021. The objectives were:

- Inform the public about the boundary initiative and how they can be involved
- Provide context and introduce concepts that will allow the public to meaningfully engage moving forward.
- Understand community members' priorities as they relate to school boundaries

This phase of engagement included the launching of the project website, a regularly updated portal with information, context and project updates, an online comment form on the project website, targeted outreach throughout the district, and a series of five virtual public meetings.

A total of 1,157 participants took part in the five public meetings—including three regional meetings (North, Central, and South County) and two area wide meetings conducted in Spanish (note: this

figure does not include participants who stayed on a meeting call for less than 20 minutes).

The most highly represented group across all five meetings was parents of current PGCPs students (48%), followed by students (13%), and teachers (9%). Approximately 38% of participants reside in North County, while 36% reside in Central County, and 20% of participants are residents of South County. The most highly represented Council District was District 4 (Bowie, Greenbelt, Lanham-Seabrook, and Upper Marlboro) seeing the highest turn-out at nearly 20% of meeting participants.

Meeting participants were asked to rate their priorities with regard to key factors being considered in this initiative. Across all meetings, the priority ranked first most often, both for personal and districtwide priorities, was Aging School Facilities. Addressing Over-utilization was the other most highly ranked priority among participants across meetings, followed by Specialty Programs.

Three key sets of themes emerged as strong priorities or interests for participants. These themes arose most often in facilitator notes from breakout conversations, questions during Q&A, and comments in the meeting chat, and align with the community’s top three priorities from polling:

- **Theme 1: The impacts of over-utilization:** concerns about over-utilization include diminished academic quality in over-crowded classrooms and schools, concerns about safety, and newfound concerns related to health in light of COVID-19. Participant concerns also include the use of trailers, and challenges for teachers and staff to manage over-utilized facilities.

- **Theme 2: Aging and sub-standard school facilities:** participants stressed the impact of aging school facilities on student morale and educational experience, as well as health concerns in light of COVID-19.
- **Theme 3: Specialty program access and geographic equity:** concerns include access to specialty programs. Many participants expressed concern about the locations of specialty programs (particularly those who have had far commutes to attend a specialty program). Other participants expressed frustration at the difficulty of applying to/gaining acceptance into these programs. There was also interest in expanding the capacity of Special Education and ESOL (English for Speakers of Other Languages) programs.

Note: this boundary initiative will not be changing boundaries for specialty programs or adding/removing any specialty programs. However, the draft boundary scenarios will measure the impacts on existing specialty programs and will take into account the utilization requirements of specialty programs housed within neighborhood schools in PGCPs.

The insights gained from polling and conversation at the public meetings informed the analysis and the approach to developing the three draft scenarios presented in this report, including the development of a draft scenario (Scenario 3) focused on addressing concerns about school facility conditions, and the emphasis on balancing utilization across all draft scenarios.

Draft Scenarios

This report presents three draft boundary scenarios, developed based on the school system’s priorities, community priorities and input from Phase 1 Community Engagement, and original analysis conducted by the consultant team. All three draft scenarios are designed to address the key factors of utilization and capacity, distance to school, and facility condition, while measuring impacts to assignment stability and specialty programs and services. Each scenario also looks to further the district’s primary and secondary priorities, outlined in the Methodology section starting on **page 65** of the full report.

The three draft scenarios are:

Draft Scenario 1: Address Utilization Extremes and Minimize Rezonings

This scenario places the greatest importance among the three on minimizing the amount of change and disruption for student assignment. In order to stay under a lower assignment stability threshold, this scenario focuses on addressing utilization extremes in the district (i.e. highly over-utilized or under-utilized schools). In order to stay within the lower assignment stability threshold, this scenario includes temporary classrooms as part of school capacity, as opposed to trying to minimize temporary capacity.

Draft Scenario 2: Improve Utilization as Widely as Possible

This scenario is the most ambitious in terms of optimizing utilization across the district. Draft

Scenario 1 has the highest threshold for assignment stability, meaning more students are rezoned in order to achieve these objectives. This scenario also seeks to reduce temporary classrooms as much as possible.

Draft Scenario 3: Maximize the Students Attending School in Updated Facilities

During Phase 1 Community Engagement, improving school facility conditions was ranked the highest priority most often by participants. This scenario seeks to respond to this community priority by maximizing the number of students assigned to newer and higher quality facilities. While boundary changes can be a limited tool to improve school facility conditions, this model uses two strategies to optimize school facilities: first, it presents the greatest amount of school consolidations, with a focus on closing schools in the worst condition and rezoning students to newer facilities nearby. Second, it reduces the number of temporary classrooms used around the district to improve the quality of students’ learning environments, prioritizing only preserving the temporary classrooms in the best condition.

Draft Scenario Outcomes

The draft scenarios show that strong improvements can be made to utilization across PGCPs, while staying within reasonable parameters for assignment stability, and pursuing other district objectives including realigning 6th graders to middle schools. The three draft scenarios each present distinct pro’s and con’s in their approach and their outcomes. Together, they present a range of possibilities for adjusting school boundaries in PGCPs.

Each draft scenario has a different upper limit for the percentage of students rezoned, and this is reflected in the outcomes for assignment stability.

- Draft Scenario 1, which emphasizes assignment stability, rezones 11 % of students overall. Draft Scenario 3 rezones 12% of students, and includes many more elementary school consolidations than Scenario 1. Draft Scenario 2 rezones the highest percentage of students, at 14%.
- Across all scenarios, the school level with the highest degree of rezoning is MS/K-8, due largely to grade realignment, which moves all 6th graders to middle schools, as well as the three new middle schools opening in the district.

All three scenarios improve utilization rates across the district. The different approaches and goals of each scenario lead to different outcomes with regard to utilization.

- Draft Scenario 2 attempts to make as many improvements as possible to utilization widely across the district, resulting in the highest number of schools overall within the optimal utilization range of 80-95%, and the fewest number of highly over- or under-utilized schools. Draft Scenario 2 increases the total number of optimally utilized schools across the district the most, from 50 to 73 schools.
- By focusing on the utilization extremes, Draft Scenario 1 decreases the number of very over- or under-utilized schools from 13 to 5. This draft scenario also decreases the total range of utilization rates the most, from 81 percentage points to 64. However, because it has a lower threshold for assignment stability, the number of schools in the 80-95% target utilization range decreases slightly from 50 to 48 schools.

- Because of its focus on consolidating older, under-utilized schools, Draft Scenario 3 is able to increase the number of schools in the target utilization range from 50 to 57. However, 11 schools remain very over- or under-utilized (more than double the amount in each of the other scenarios). That said, Draft Scenario 3 improves utilization while eliminating all temp classrooms that are leased or in poor or fair condition. This means there is less capacity overall, and the capacity that remains is of higher quality.

All three scenarios are able to maintain or improve overall distances to school for non-walkers. All scenarios result in only minor decreases in the rate of students living in walk zones, despite grade realignment and consolidations.

- All three scenarios result in boundaries that maintain or slightly decrease the overall average distance traveled to school, with Scenario 1 decreasing overall distances the most from 2.94 miles to 2.88 miles. Draft Scenario 3 decreases the average distance to 2.93 miles. In Draft Scenario 2, the average distance to school remains the same, at 2.94 miles.
- All three scenarios result in slight decreases in distance traveled for high school students, and slight increases in distance traveled for elementary and middle school students. These minimal impacts to distance traveled suggest that the boundary changes, by and large, do not result in longer bus trips and related costs for the district and students and families.
- Due to the grade realignment of 6th graders and the opening of new schools, the proportion of students living in walk zones decreases somewhat in all three draft scenarios. In all models, over 80% of this increase is due to special circumstances including

grade realignment, school openings, and school consolidations.

The draft scenarios attempt to improve facility conditions in PGCPs by reducing temp classrooms in use, sending more students to CIP Cycle 3-4 schools, and closing older, under-utilized schools. While boundary changes and school consolidations present limitations in their ability to improve school conditions, each scenario improves facility conditions according to the metrics used, with the greatest success being in the reduction of temp classrooms.

- All three draft scenarios reduce the percentage of students attending school in CIP Cycle 0-2 schools (schools in lowest rated condition, prioritized for renovation or replacement) and increase the percentage of students attending school in CIP Cycle 3-4 schools (schools in highest rated condition, at lowest priority for renovation). The greatest impact across all scenarios was at the middle school level, largely due to the planned new school construction and consolidations at this level. With its focus on facility conditions, Draft Scenario 3 decreases the number of students attending school in lower quality facilities (CIP Cycle 0-2) the most, from 47% to 44%.
- Draft Scenario 3 reduce temps by the greatest degree, reducing the total number in use to 146, well under half the current amount. All of the temp classrooms that remain in use in this scenario are those in good or new condition.
- Draft Scenario 3 has the most elementary school consolidations, with nine schools selected as candidates for consolidation. In accordance with this scenario's goals, facility age and condition were weighted more strongly in this scenario as

compared to the others. By consolidating more schools, this scenario results in fewer facilities to manage and improve overall, which may allow for more resources to be allocated to updating remaining facilities. Schools with smaller facilities were prioritized for school consolidations in this and other scenarios to allow for a more efficient use of resources to improve and maintain schools.

- By focusing on lowering utilization at the most highly over-utilized schools, Draft Scenario 1 also reduces temps considerably (from 403 to 202), however this figure includes temps in a range of conditions (including poor condition and leased temps).

Introduction

What is the Comprehensive School Boundary Initiative?

The Comprehensive School Boundary Initiative is an effort to analyze current school boundaries, feeder patterns and program locations in PGCPs. Drawing on this analysis and on insights from a thorough community engagement process, the initiative will develop scenarios for updated school boundaries. These scenarios will seek to address the school system's larger academic and financial objectives, including balancing facility utilization throughout the County and populating new and expanded school facilities.

The Boundary Initiative is being conducted by a consultant team led by WXY Studio, working in close partnership with PGCPs staff and the Boundary Advisory Committee. The Boundary Initiative process commenced in the fall of 2020 and will conclude by winter 2022. Potential boundary changes will be phased in beginning School Year 2022-23.

This initiative will:

- Conduct a comprehensive analysis of school boundaries, feeder patterns, and program locations
- Develop three draft boundary scenarios with community and stakeholder input
- Refine draft boundary scenarios with community and stakeholder input
- Culminate in the CEO offering recommended boundary changes to the Prince George's County Board of Education for their approval

Learn more at: <https://www.pgcps.org/boundary>

En español: <https://www.pgcps.org/es/boundary>



Why is this initiative important?

This initiative is important as PGCPs responds to several challenges and opportunities, including:

Past and future growth

PGCPS has grown rapidly since 2014 with enrollment increasing from 125,000 to 136,000 students. This growth is expected to continue with total enrollment reaching nearly 143,300 by 2024. For many years, PGCPS has seen challenges with balancing school enrollment across the County, with some schools operating under capacity, and others over-utilized with more students enrolled than available seats. The last time a district-wide study of school boundaries in PGCPS was conducted was in 2008.

New schools

The district has 12 planned capacity projects (including new school construction and additions to existing schools) that will add 9,000 new seats by school year 2026-27 to meet the demands of the growing student population. New and expanded schools will require the redrawing of school boundaries for both the impacted school and neighboring schools. Six of the projects will be constructed through a ground-breaking public-private partnership that is part of the [Blue Print for PGCPS](#).

Facility condition

As the district plans new schools, it also has older school facilities that are past their building life span and still in use. The Boundary Initiative may identify older, under-utilized schools that are adjacent to newer, under-utilized schools. This circumstance may present the opportunity to transition students to newer school facilities while balancing enrollment. Over half of all neighborhood schools are over 50 years old, so it may not be possible to transition students to newer facilities in every case. It should be noted that improving facility conditions is a time- and resource-intensive process. While this boundary initiative can play a role, it is limited to existing and planned facilities in PGCPS.

Utilization challenges

The Educational Facilities Master Plan establishes an optimal school building utilization range of 80-95%. However, currently, fewer than 27% of elementary and K-8 schools, 33% of middle schools, and 19% of high schools fall within this range. Some schools in PGCPS are over-utilized—meaning enrollment exceeds capacity. Other schools are under-utilized—meaning there are fewer students than available seats. Both of these conditions present challenges to individual schools and students, and to the system as a whole. It is important to balance utilization across schools to ensure there is equity in program capacity, and school funding, and to ensure quality instruction and well-utilized core spaces.



Initiative Objectives

PGCPS Comprehensive Boundary Initiative Objectives

PGCPS is the second largest school system in Maryland, and one of the 20 largest districts in the U.S.A. This Boundary Initiative focuses on neighborhood schools, which most students in PGCPS attend. The objectives of this initiative are to:

- Create boundaries for new and expanded schools
- Balance enrollment among existing schools
- Identify potential elementary school consolidations

While PGCPS has 208 schools and centers overall, only the 165 neighborhood schools will be included in this initiative. Neighborhood schools are those that students are assigned to attend based on their home address. Specialty schools, regional schools, charter schools and special education centers will not be included in the boundary scenarios and options.

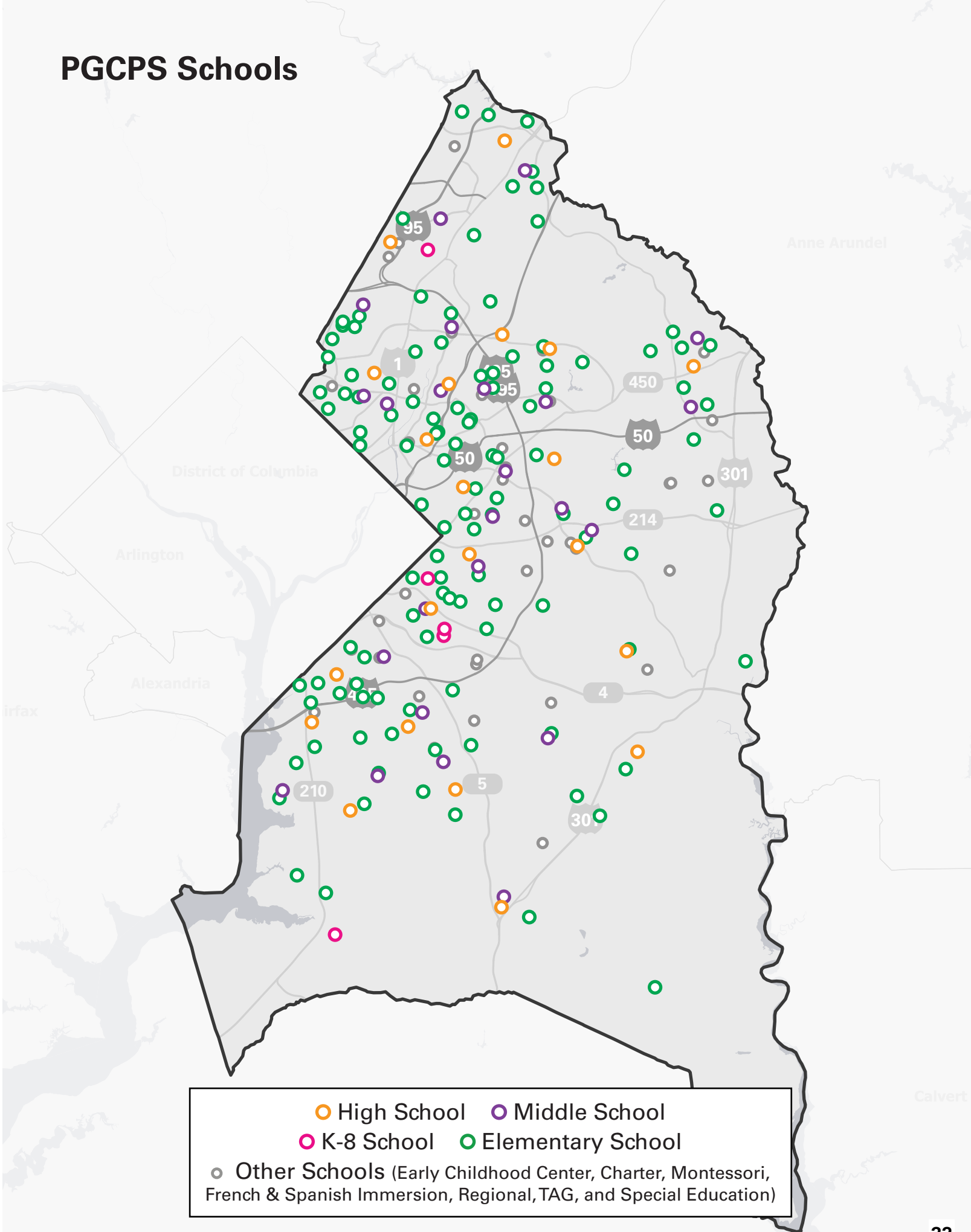
Total schools in PGCPS:

208 schools and centers
135,000 students

Included in this analysis:

165 neighborhood schools
116,000 students served by neighborhood schools

PGCPS Schools



Boundary Initiative Goals by School Level

ES



Elementary School

Balance enrollment among schools

Elementary school utilization rates range from 45% to 183% across the district. Through boundary changes, this enrollment can be better balanced among neighboring schools.

Identify potential school consolidations

Many elementary schools are older facilities or in need of repair/renovation. Consolidations may present an opportunity to balance enrollment while sending more students to quality facilities.

MS



Middle School

Create boundaries for new and expanded schools.

Two new middle schools (Adelphi area and New Glenridge area) are planned for 2023-2024, as well as a new Southern area K-8 school. Additionally, expansions are planned at five middle schools.

HS

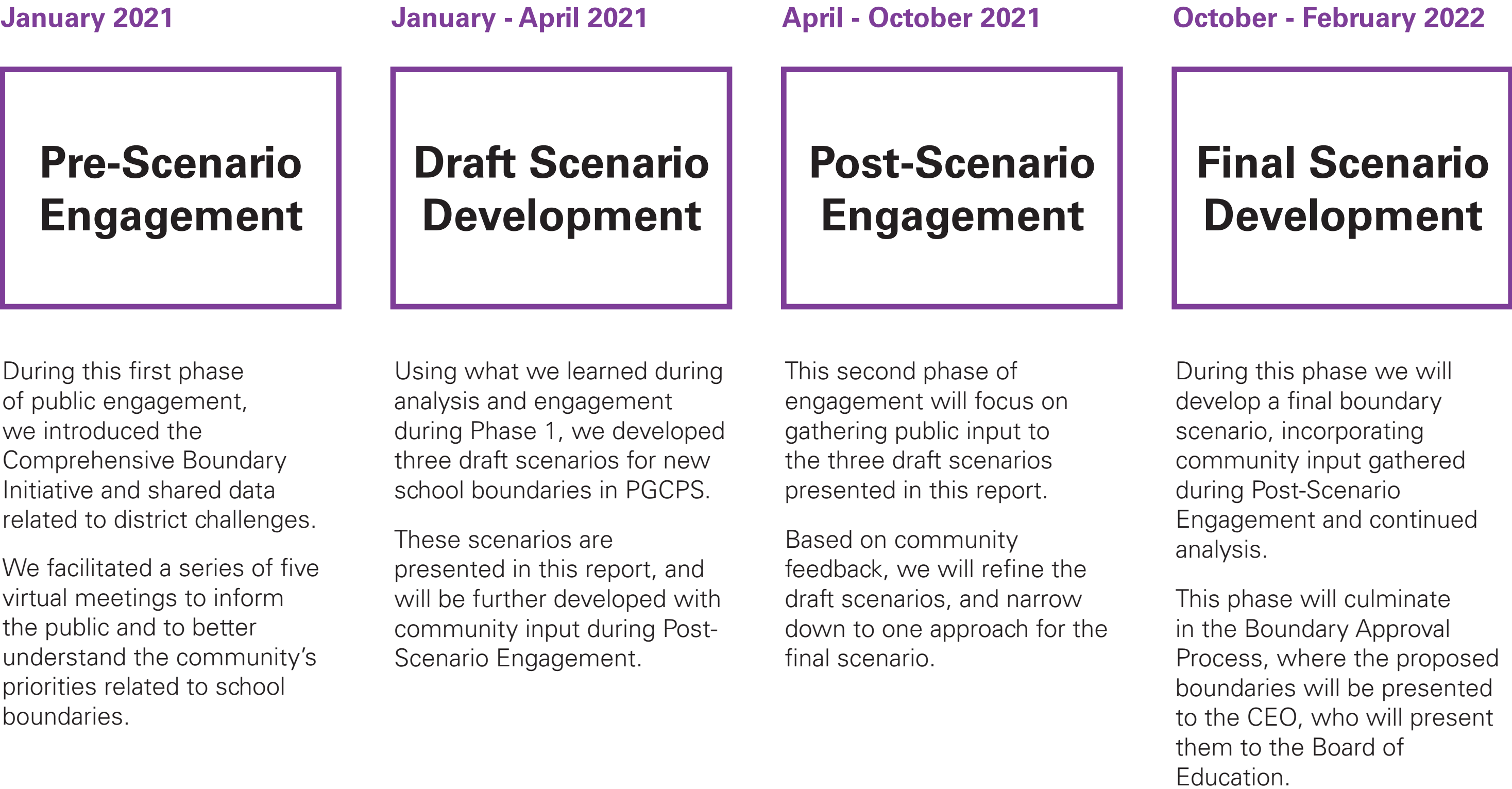


High School

Balance enrollment among schools

High school utilization rates range from 55% to 132% across the district. Through boundary changes, this enrollment can be better balanced among neighboring schools.

Project Timeline



Report Objectives

1 Summarize the Comprehensive Boundary Initiative process so far

This includes offering context, explaining key concepts, and outlining insights from data analysis, community engagement, and scenario development.

2 Describe the methodology used to create the draft scenarios

Including how data analysis and community engagement helped to shape the scenario development.

3 Present three draft scenarios, including a discussion of the pros and cons of each

Community and stakeholder input will play a central role in refining the draft scenarios and selecting a direction for the final boundary proposal.

Who is this report for?

This report is written for all members of the PGCPs community: students, parents and guardians, grandparents, teachers, principals, staff members, local residents.....in other words, this report is for you!

How to read this report

The report is divided into six sections:

- 1. Introduction:** provides an overview of the boundary initiative process and goals, and also includes an explanation of Key Concepts (on the following pages) that defines some of the terms you will see used throughout the report.
- 2. Engagement Process:** describes the community engagement process from Phase 1, including key themes and findings from this engagement.
- 3. Data Analysis:** shares context about the school system, focusing on the past, present, and future conditions of school boundaries and facilities in PGCPs. This includes data analysis shared at the Community Conversations in January 2021.
- 4. Methodology:** outlines how we developed the three boundary scenarios you will find in this report, and explains key concepts.
- 5. Draft Boundary Scenarios:** shares the three draft boundary scenarios, developed through engagement, data analysis, and modeling.
- 6. Appendix:** includes additional material for those who want to dive deeper, including additional maps and tables.

*Note: there is a glossary of helpful terms in the **Appendix** on **page 122**.*

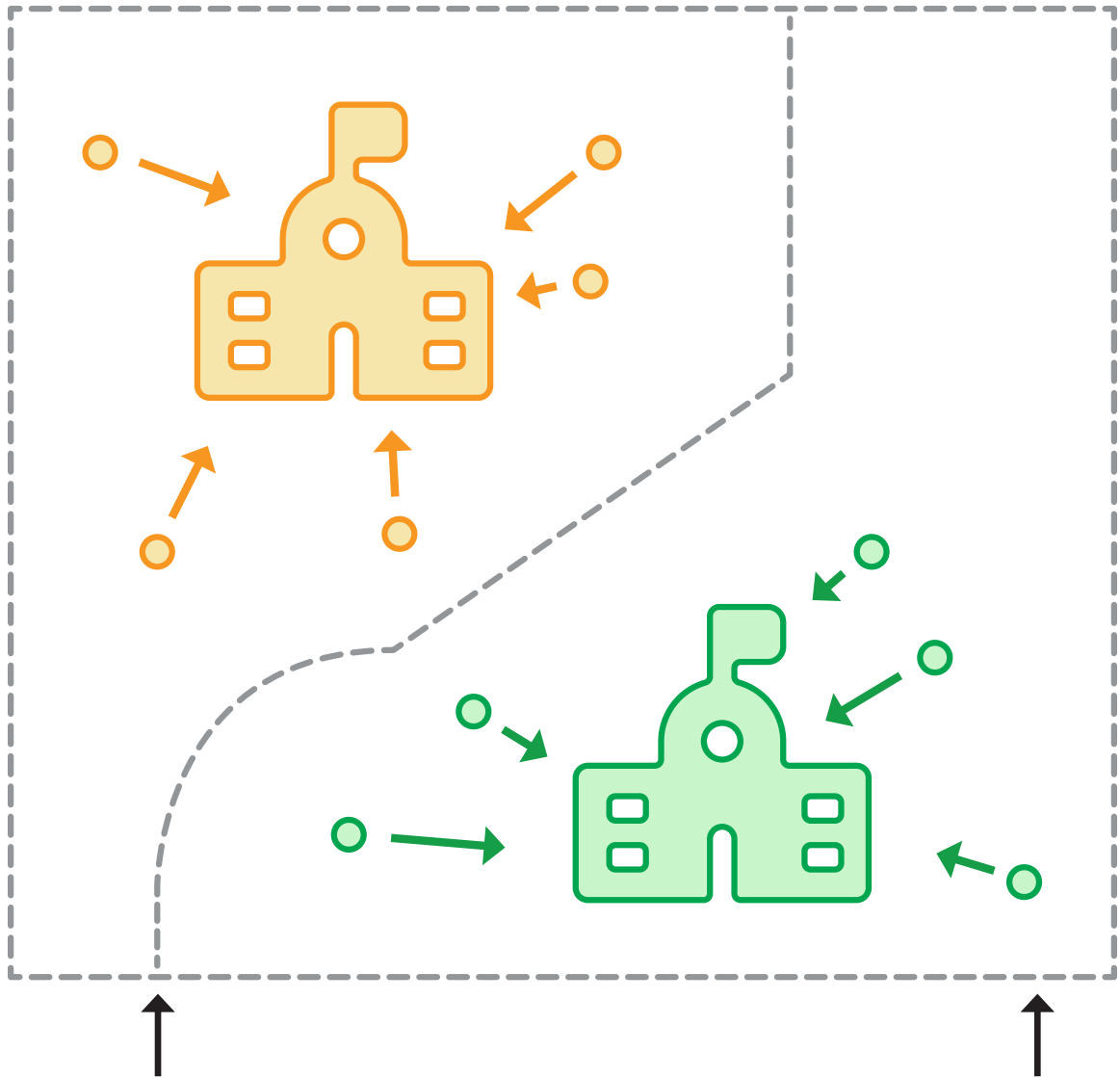
Key Concepts

What is a school boundary?

A school boundary, or **attendance area**, is a geographic area that determines which school a home is assigned to. Each residence in Prince George’s County has an assigned neighborhood school for each education level.

The school a student is assigned to attend based on home address is their neighborhood school. In PGCPS, all students have a neighborhood school assigned to them based on home address. However, a student may opt to attend a school other than their neighborhood school (i.e. for special programs, charter schools, Montessori, etc.).

Note: this initiative only looks at the boundaries for the 165 neighborhood schools in PGCPS.



The gray school boundary separates the green school and the orange school.

Each circle represents a student’s home. The student who lives in this home is assigned to attend the green school because they live in the green school’s attendance area.

What is utilization?

The challenge of balancing utilization across the school system is one of the key challenges this initiative seeks to address. So, what is utilization?

School capacity

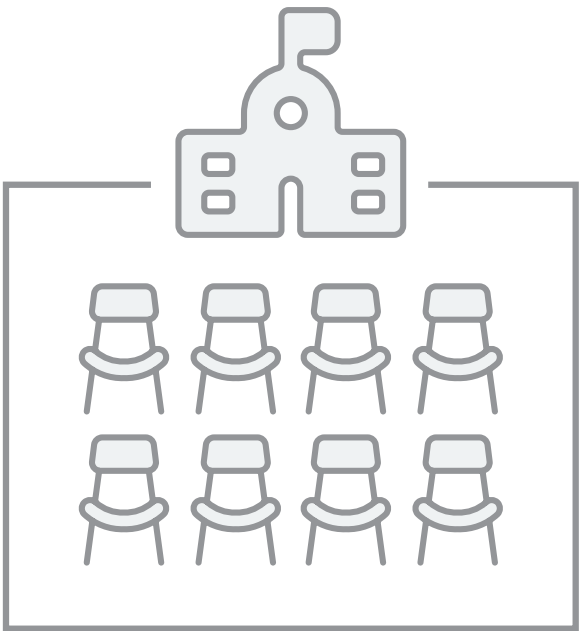
To understand utilization, first we need to understand school capacity. School capacity is the total number of students a school is designed to accommodate. In PGcps, capacity is measured in student stations. PGcps calculates a school’s capacity using guidelines from the State of Maryland (known as state-rated capacity).

Utilization

School utilization is the ratio between the number of students enrolled at a school and the school’s total capacity:

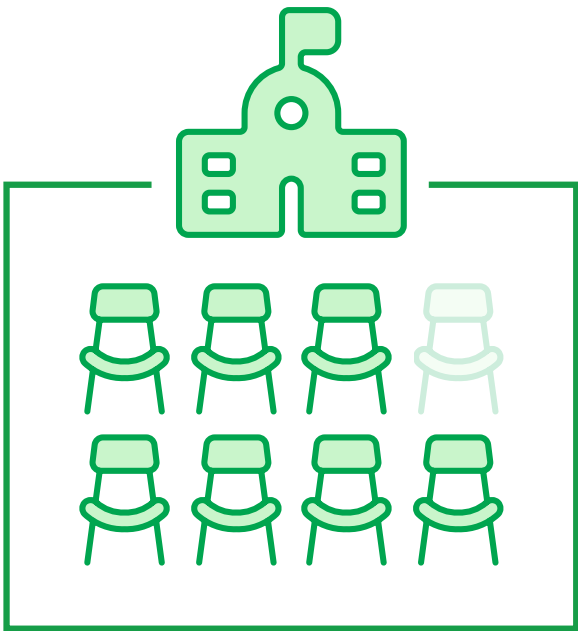
Utilization = Total Pupils / Capacity

PGcps seeks to keep schools utilized between 80% and 95%. A school with a utilization rate above 95% in PGcps is considered **over-utilized**. A school with a utilization rate below 80% in PGcps is considered **under-utilized**.



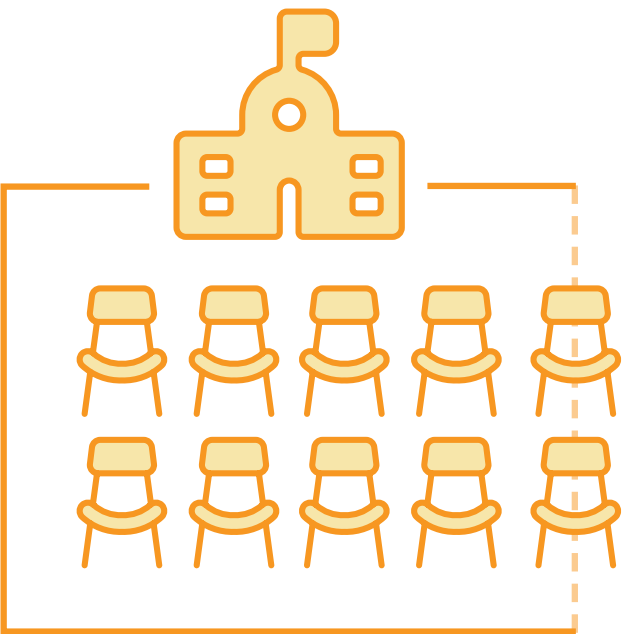
Capacity

This school has eight student stations.



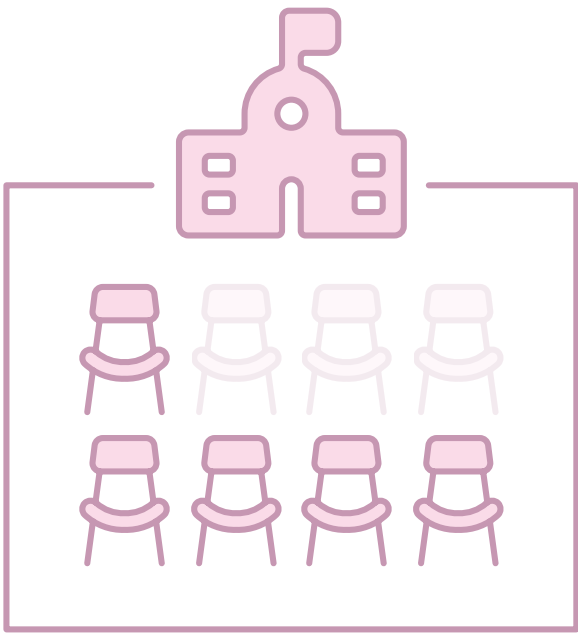
Well-utilized

Seven of eight available student stations are in use.



Over-utilized

Ten student stations are needed but only eight are available-- not enough student stations to accommodate enrollment.



Under-utilized

Five of eight available student stations are in use.

School Board Policy

PGCPS school board policies and procedures guide the process and the factors to be considered for planning school boundaries. The following policies and procedures play an important role in shaping the approach to this initiative, both in terms of process and scenario development.

Board Policy 0113

Board Policy 0113 is the policy that authorizes the PGCPS superintendent to develop and implement school boundaries. It requires that school boundaries be developed to best utilize available school facilities.

Administrative Procedure (AP) 8391

Administrative Procedure (AP) 8391 governs the process for creating school boundaries, including key factors to be considered and a timeline for the annual review process. These factors include:

- Student Enrollment Trends
- School Building Capacities and scheduled CIP projects
- Capacity Utilization Rates
- Transportation
- Educational Programs
- Financial Considerations
- Community Input

AP 8391 was revised in 2020 to establish a Boundary Advisory Committee (BAC), a group of leaders from across PGCPS who are appointed by the CEO to advise the planning team about school boundaries each year. The BAC was established to ensure recommendations for boundary changes are coordinated, cohesive, and respectful of the realities on the ground for schools. The current members of the BAC are:

- **Dr. Judith J. White**, Chief Academic Officer
- **Barry L. Stanton**, Chief Operating Officer
- **Dr. Helen Coley**, Chief of School Support and Leadership
- **Trinell M. Bowman**, Associate Superintendent for Special Education
- **Raven Hill**, Associate Superintendent for Communications and Community Engagement
- **Michael Herbstman**, Chief Financial Officer
- **Mark E. Fossett**, Associate Superintendent Division of Supporting Services
- **Shawn Matlock**, Director of Capital Programs
- **Rudolph R. Saunders, Jr.**, Director of Transportation
- **Sam Stefanelli**, Director of Building Services
- **Dr. Andrew Zuckerman**, Chief Information and Technology Officer
- **Howard Burnett**, Senior Advisor to the CEO



Engagement Summary

Introduction: The Role of Engagement

Engagement is an integral part of this initiative. The insights, priorities, and perspectives of PGCPs parents, students, staff, and other community members will inform this initiative, from draft scenarios to final boundary proposals. The objectives of Pre-Scenario engagement were:

1 Inform the public about the boundary initiative and how they can be involved

This includes explaining the goals and possible outcomes of the boundary initiative, the project timeline, and upcoming or ongoing opportunities to participate in the process.

2 Provide context and introduce concepts that will allow the public to meaningfully engage moving forward.

The first public meetings provided a snapshot of past, present, and expected future conditions in PGCPs, with a focus on utilization and school capacity. The presentation also offered context about distance to school, and defined key concepts. This context was meant to equip participants to meaningfully engage with the process.

3 Understand community members' priorities as they relate to school boundaries.

It is critical to get an understanding of the public's priorities as they relate to school boundaries in PGCPs. Parents, students, staff, and other community members bring important insights beyond what we can learn from data alone. These community priorities inform the development of draft scenarios.

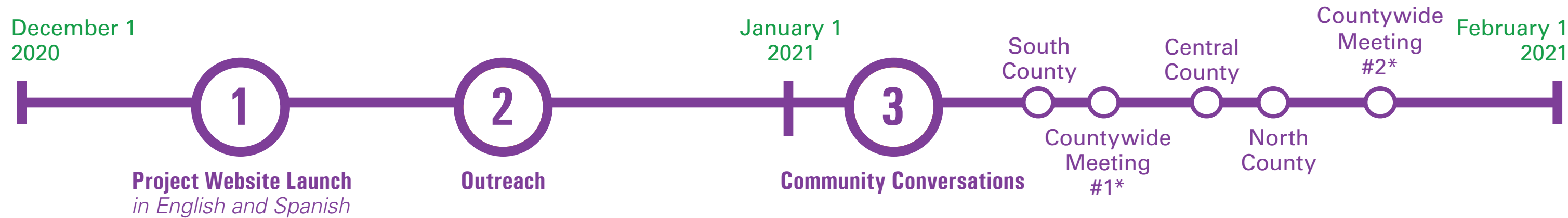
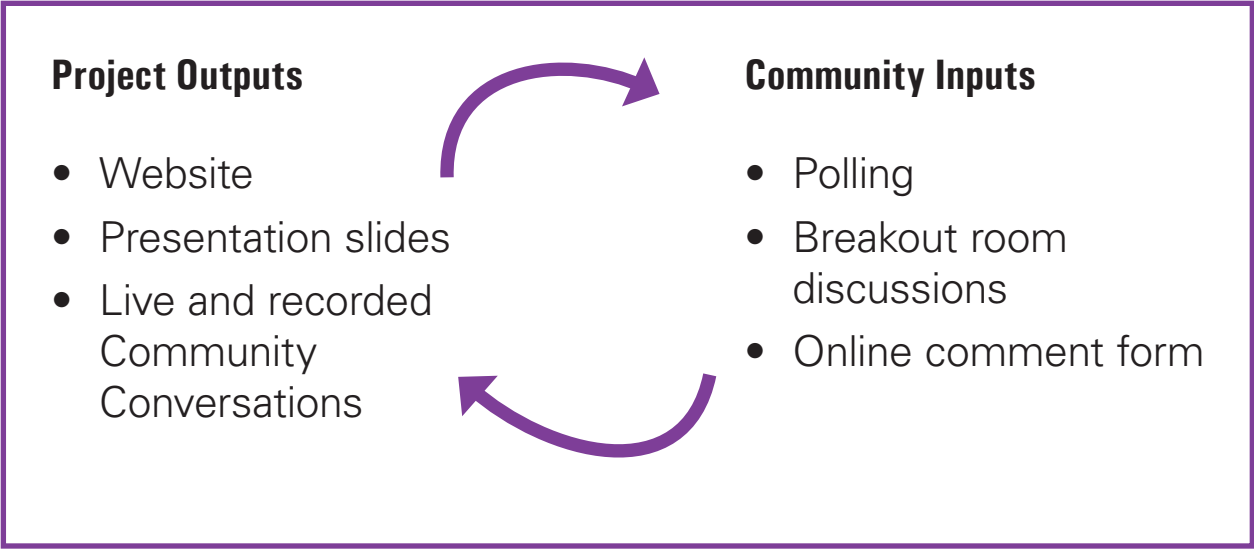
Public engagement for the Boundary Initiative is a two-way process. The process is designed to both inform and educate members of the PGCPs community, and gather important data and insights about their experiences and priorities with PGCPs.

Pre-Scenario Engagement: Key Components

Pre-Scenario Engagement took place between December 2020 and January 2021. To achieve the objectives of Pre-Scenario Engagement, the engagement process was structured around a set of key components: a **project website, direct outreach**, and a series of virtual **Community Conversations**. The project website was the main platform for sharing information and resources about the initiative, as well as to share engagement materials such as the presentation slides and recorded community conversations.

Outreach was conducted with a broad range of stakeholders throughout Prince George’s County, including parent groups, community organizations, local governments/municipalities, council members, and more. Outreach was conducted through PGCPs channels, as well, including email, texts, and newsletters.

A series of five virtual Community Conversations was held in January, in which community members were invited to learn about the initiative, and share their perspectives through discussion and polling. *Note: due to COVID-19, all engagement was conducted virtually.*

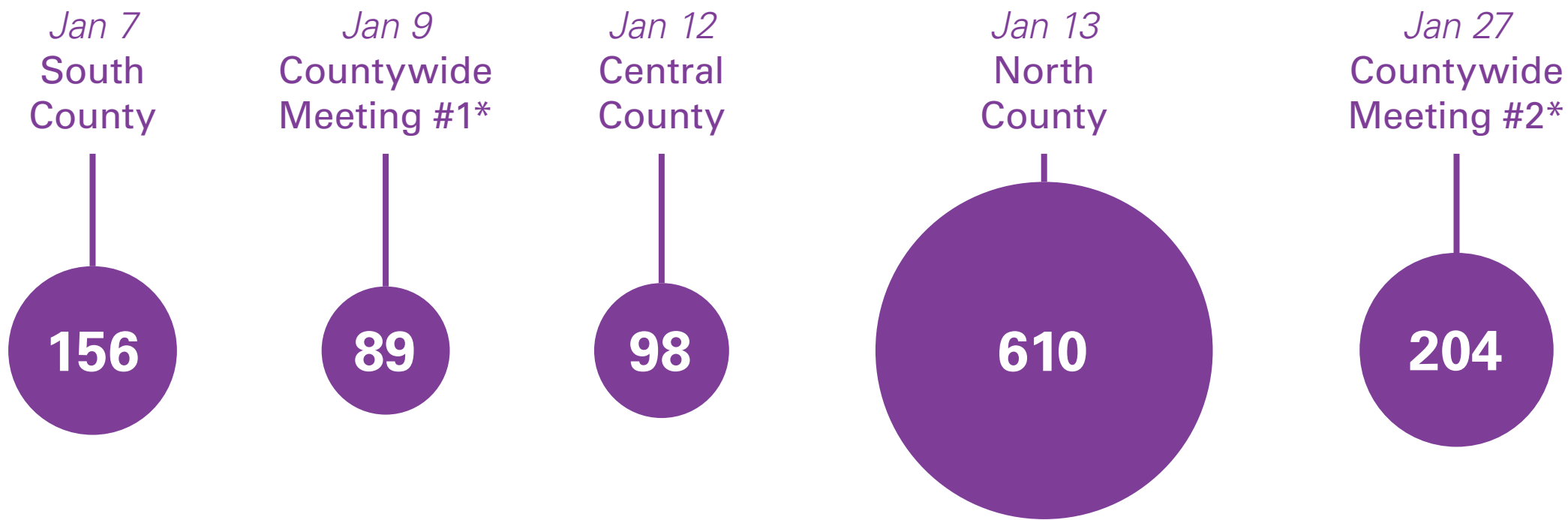


**Conducted in Spanish*

Pre-Scenario Engagement: Participation Summary



Participants by meeting:



** Meeting conducted in Spanish*

Community Conversations

The primary method for engaging with the public during Pre-Scenario Engagement was through a series of five virtual Community Conversations, hosted on Zoom. The Community Conversations were designed to introduce participants to the Boundary Initiative by sharing information about the process and objectives, as well as insights about the district’s current challenges through data analysis. Participants were introduced to the Past, Present, and Future conditions of school boundaries in PGCPs through a series of slides.

Community Conversation Structure

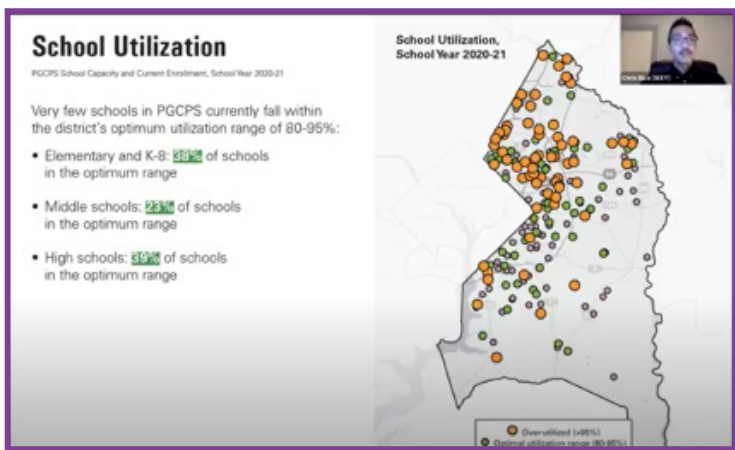
Throughout each event, participants were invited to share their comments and questions using the chat function in Zoom. Select questions were addressed during two Q&A periods during the event. Participants were also asked to participate in a series of polls to share basic information about them (i.e. demographics and relationship to the school system), as well as to weigh in on their priorities for school boundaries moving forward.

During the second half of each meeting, participants were invited to discuss their priorities for PGCPs school boundaries in small break-out rooms, led by trained facilitators. The break-out room format allows participants the time to connect with

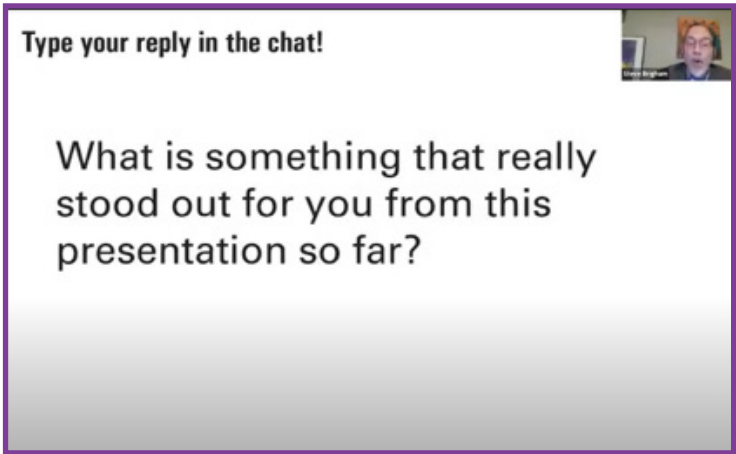
one another and share their perspective with the facilitators, who took detailed notes submitted directly to the project team.

Accessibility

To ensure accessibility, Spanish language interpretation was available at all three regional Community Conversations. Two additional countywide meetings were facilitated entirely in Spanish. Simultaneous interpretation in English was provided at these two meetings. Closed captioning and ASL Interpretation were also available at each regional meeting.



Chris Rice of WXY presents data on school utilization in PGCPs.



Steve Brigham of Public Engagement Associates (PEA) facilitates a chat discussion.

Agenda	
Get Settled	6:30 - 6:35pm
Welcome	6:35 - 6:50pm
Process Overview	
Data Analysis / Discussion	6:50 - 8:00pm
Past & Present	
Future	
Q&A	
Breakout Rooms	
Close Out/Next Steps	8:00 - 8:15pm
Q&A	

Community Conversation agenda.

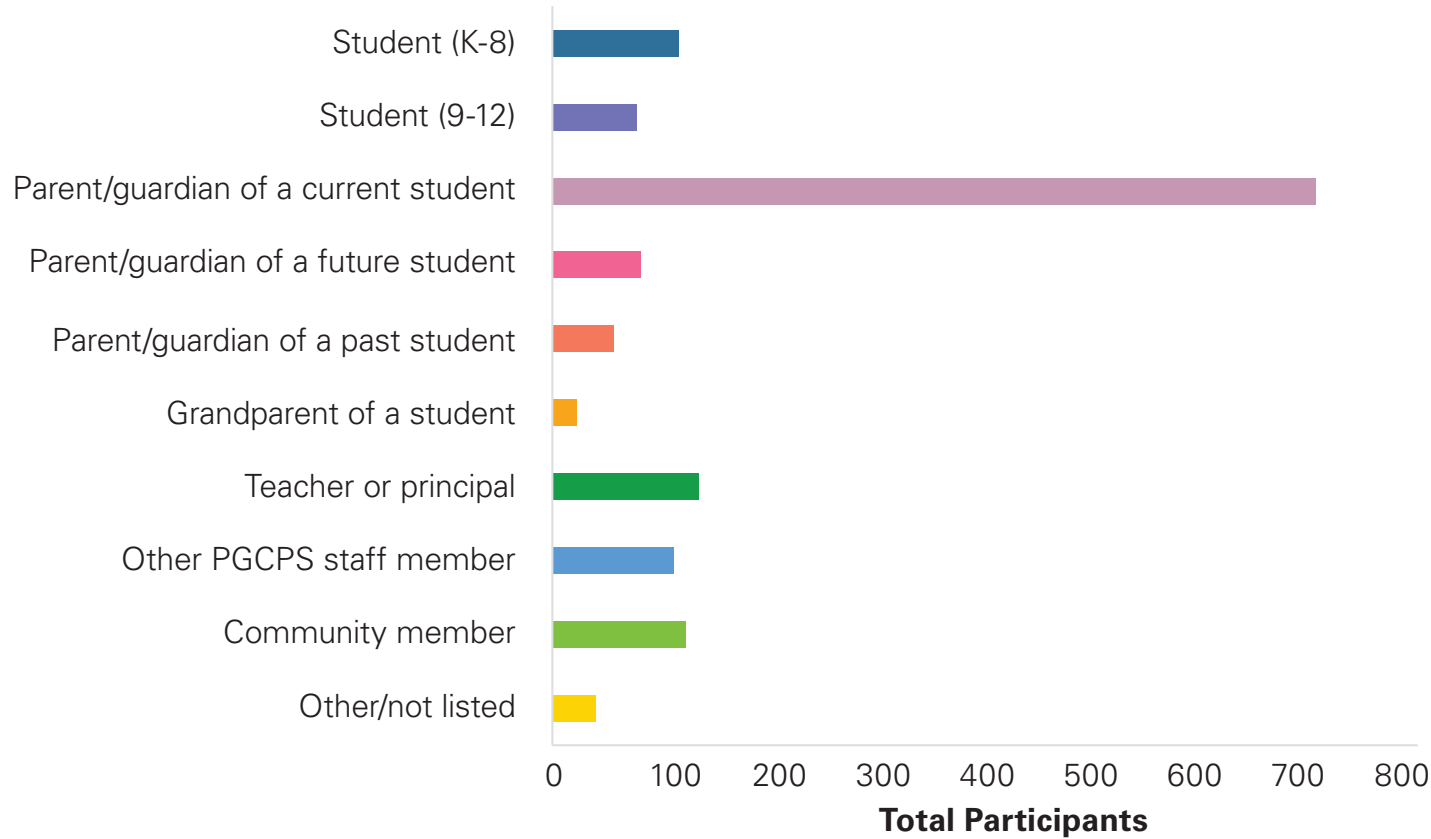
Community Conversations: Who Participated?

Across all five meetings during Pre-Scenario Engagement, a diverse cross-section of PGCPs community members participated. Through live-polling, meeting participants were asked to self-identify according to demographic factors, such as their role within PGCPs, which council district they reside in, and their race or ethnicity.

Participant Relationship to PGCPs

The most highly represented group across all five meetings was parents of current PGCPs students – with approximately 48% of all polled attendees identifying themselves in this category.

What is your relationship to PGCPs?
Responses across all meetings

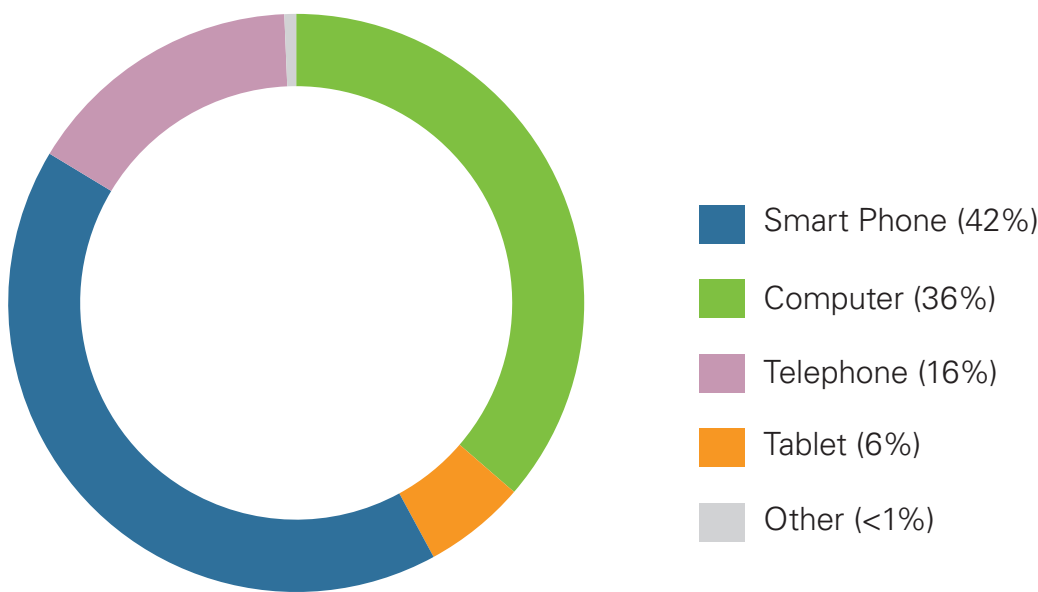


After parents of current PGCPs students, the next most highly represented group was students (with a combined total of about 13% identifying as K-8 or 9-12th grade students). PGCPs teachers comprised over 9% of all attendees.

Mode of Access

Overall, participants were most likely to tune into the Phase I meetings by smartphone (41%), followed by computer (36%). A significant number of attendees joined by telephone (about 16%), a mode that was much more common at the countywide meetings conducted in Spanish.

How are you joining the meeting today?
Responses across all meetings

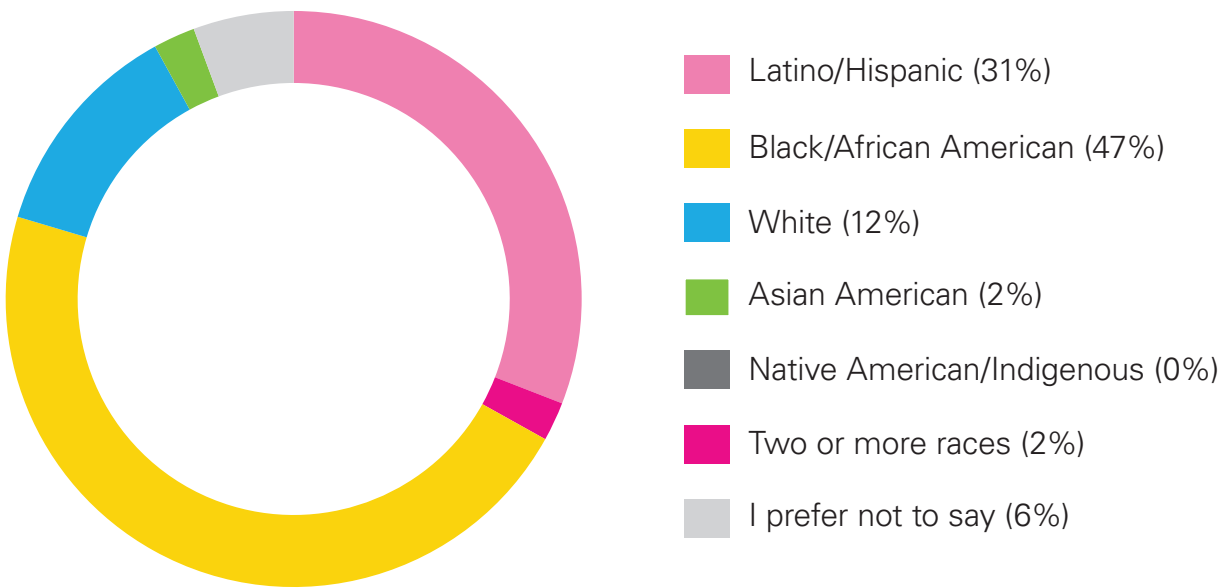


Community Conversations: Who Participated?

Race and Ethnicity

In terms of race and ethnicity, approximately 47% of participants identified as Black or African American, and 31% identified as Latino/Hispanic. Next, about 12% of participants identified as White. The great majority of Hispanic/Latino residents attended one of the two countywide meetings led in Spanish (each of which had 90% or more of attendees identifying in this category).

How do you identify in terms of race/ethnicity?
Responses across all meetings



As compared to the demographic make-up of PGCPs’ student body, White residents made up a disproportionate percentage of total attendees (with over three times the representation as White students in PGCPs). Black/African American and Latino/Hispanic residents were both somewhat underrepresented, though both groups were within 10 percentage points of their overall make-up within the PGCPs student body.

Regional Representation

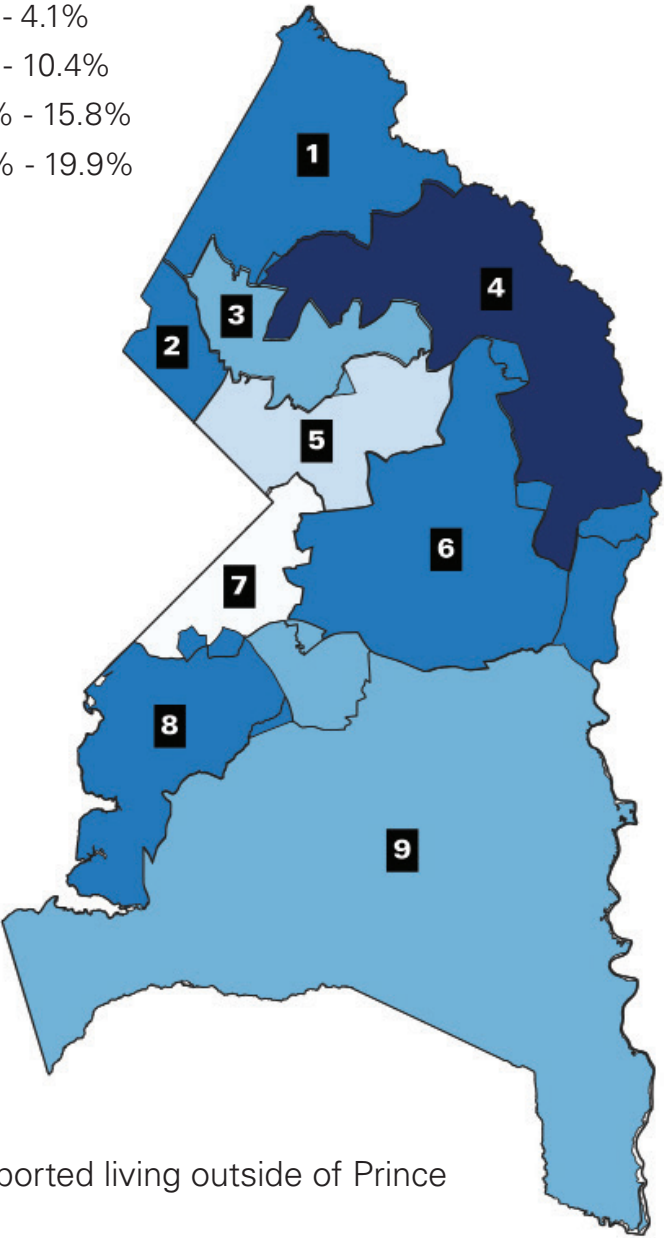
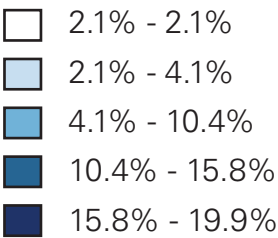
Across all meetings, Council Districts 2, 4, and 8 were most highly represented, with Council District 4 (Bowie, Greenbelt, Lanham-Seabrook, and Upper Marlboro) seeing the highest turn-out at nearly 20% of meeting participants.

While the regional meetings were advertised especially in their respective regions of the district, each meeting saw attendees from across the county.

Overall, approximately 38% of participants reside in North County, while 36% reside in Central County. About 20% of participants are residents of South County.

*Another approximately 6% of participants reported living outside of Prince George’s County

Percentage of Meeting Participants*
Responses across all meetings



Community Conversations: Who Participated?

There was variation across the five Community Conversations in terms of participant demographics.

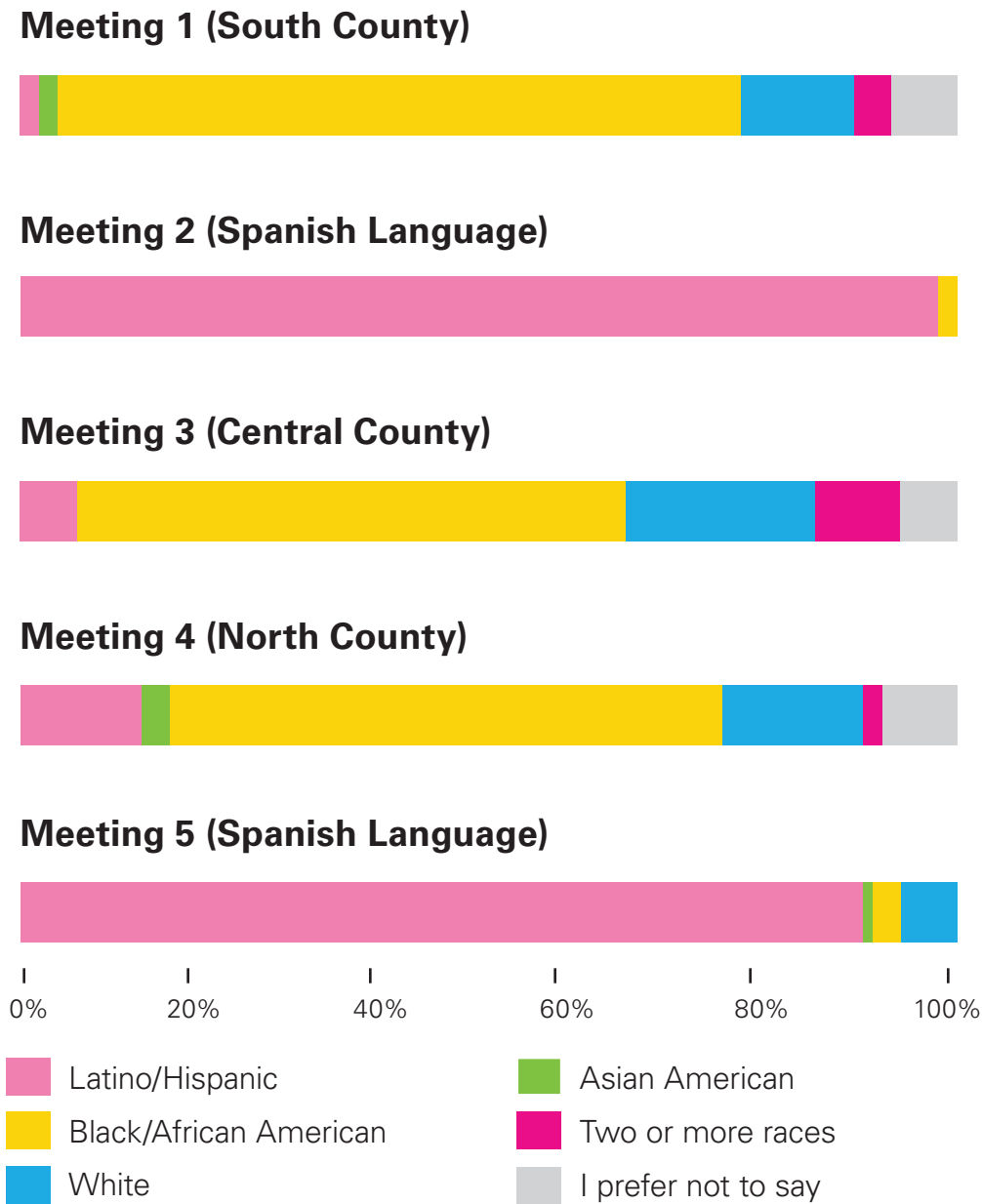
At the two Countywide meetings conducted in Spanish (Meeting 2 and Meeting 5), the vast majority of participants identified as Latino or Hispanic, whereas Latino/Hispanic residents made up no more than 13% of attendees at any of the other three meetings.

Black students make up about 55% of the PGCPs student body. At each of the three regional meetings, Black residents were represented at above 55%—with the highest turnout among Black residents being the South County meeting (at 73%).

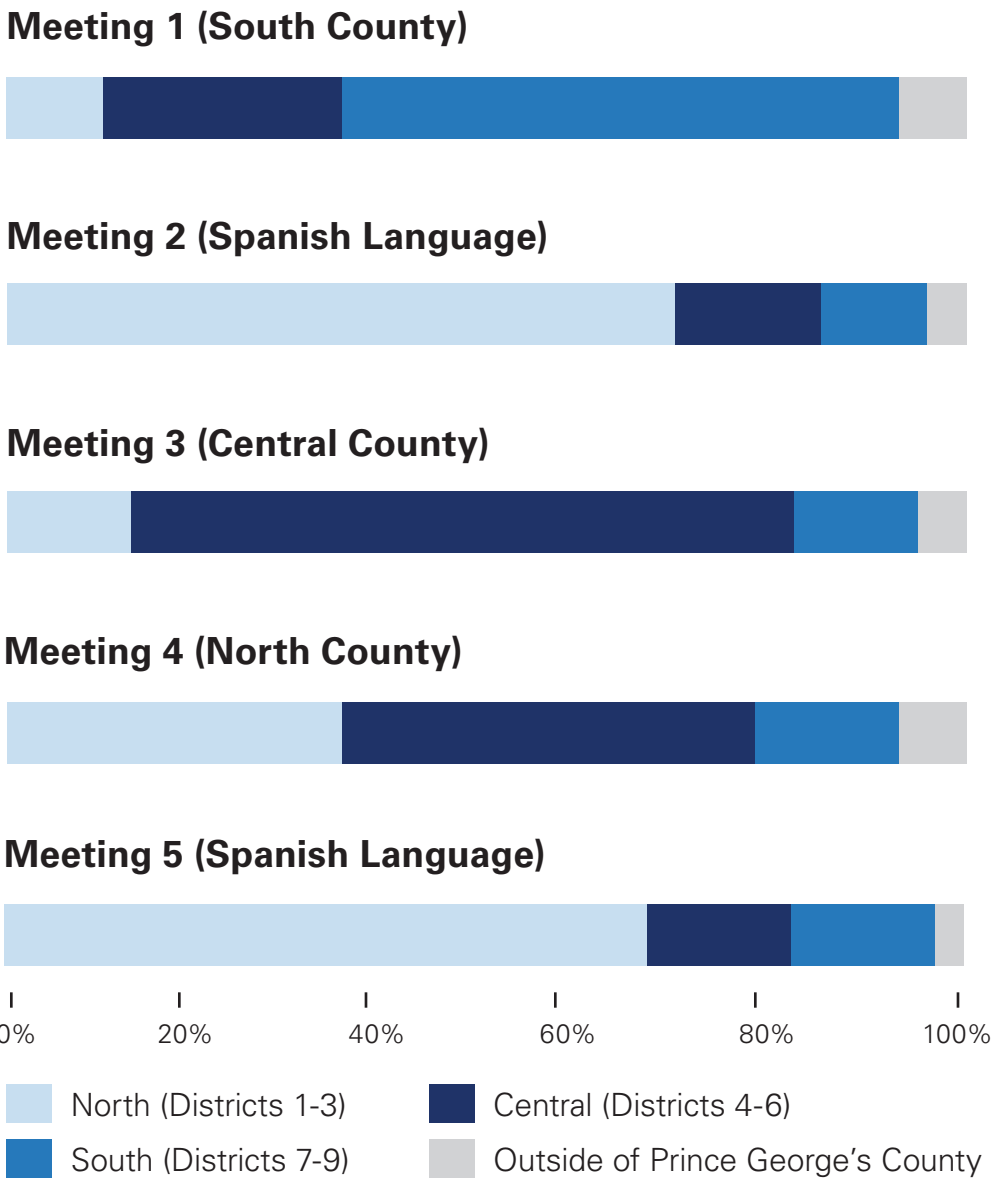
In terms of region, the South County and Central County meetings both had proportionately high numbers of participants from their respective regions. The North County meetings - by far the largest across the five—had the greatest diversity of County region represented. The comparatively low proportion of North County residents at Meeting 4 may be due in part to the strong turnout within Council District 4 at this (and other) meetings, which we classify as Central County, but which spans parts of North county as well.

The Spanish Language meetings were the two meetings with the highest representation from the Northern region of the County (over 65% at each meeting).

Race and Ethnicity



Region (North, Central, South)



Community Conversations: Participant Priorities

Participants were polled at each meeting about their priorities as they relate to school boundaries. They were asked to consider their priorities both for their own family, school, or neighborhood, as well as for the district as a whole. Participants were polled about the following set of priorities related to school boundaries:

- **Addressing over-utilization:** address schools and parts of the county that are above capacity in terms of student enrollment.
- **Addressing under-utilization:** address schools and parts of the county that are under capacity in terms of student enrollment.
- **Updating aging school facilities:** ensure that as many students as possible attend schools in new and up-to-date facilities (including closing older facilities and moving students to newer facilities).
- **Distance to school:** ensure students live as close to their neighborhood/zone school as possible.
- **Assignment stability:** make as few boundary changes as possible in the same areas of the county, so each student has as much stability as possible during their time in PGCPs.
- **Specialty programs:** expand or move specialty programs (i.e. Performing Arts, special education, or ESOL) as needed in order to address challenges of capacity and distance traveled to these programs.

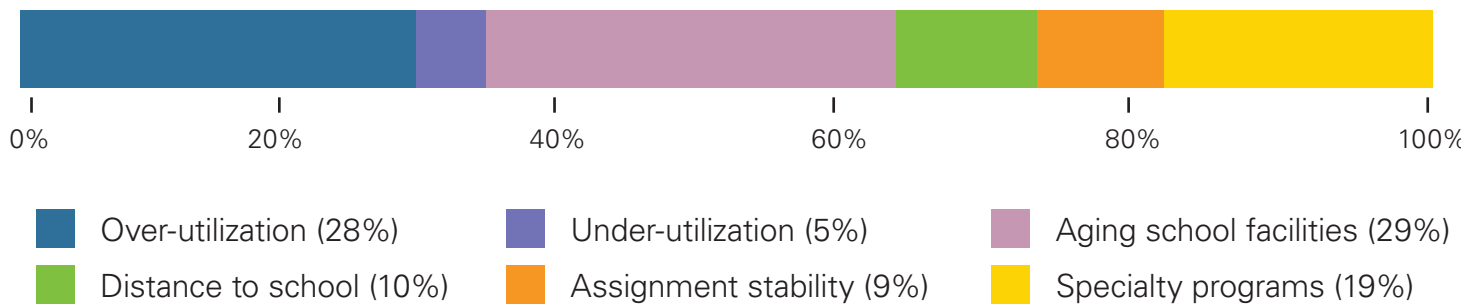
Across all meetings, the priority ranked first most often (both for personal and for the district) was **Updating School Facilities**, which 29% of participants rated as most important for the district as a whole, and 27% rated as most important for them personally.

Coming in a close second to Updating School Facilities, **Addressing Over-utilization** was the other most highly ranked priority among participants. In terms of personal priorities, this factor outweighed Priority 3 in two of the five meetings

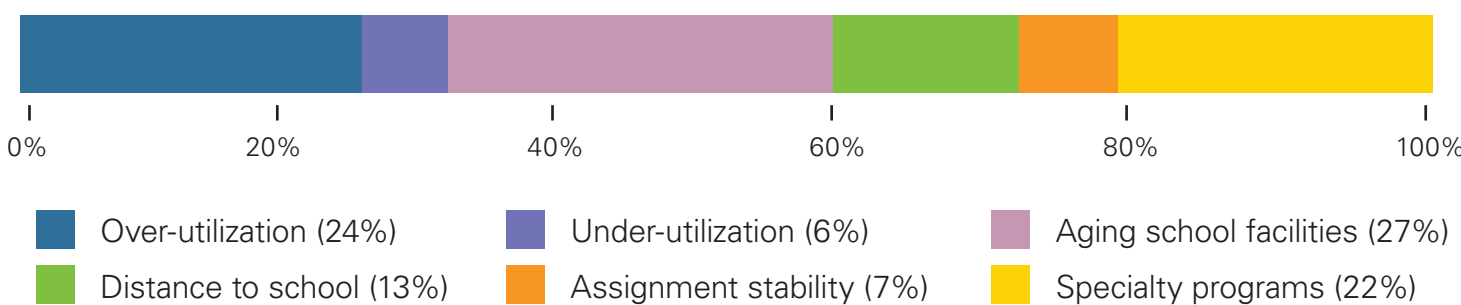
(January 9th - Countywide in Spanish and January 12th - Central County). Overall, this priority was ranked first for the district overall by 28% of participants, while 24% ranked it first as a personal priority.

Addressing capacity and distance traveled to **Specialty Programs** was also a strong priority for many participants. Overall, this priority ranked third across all meetings (both personally and districtwide).

Participant Priorities - District Overall



Participant Priorities - Personal (family, school, neighborhood, etc.)

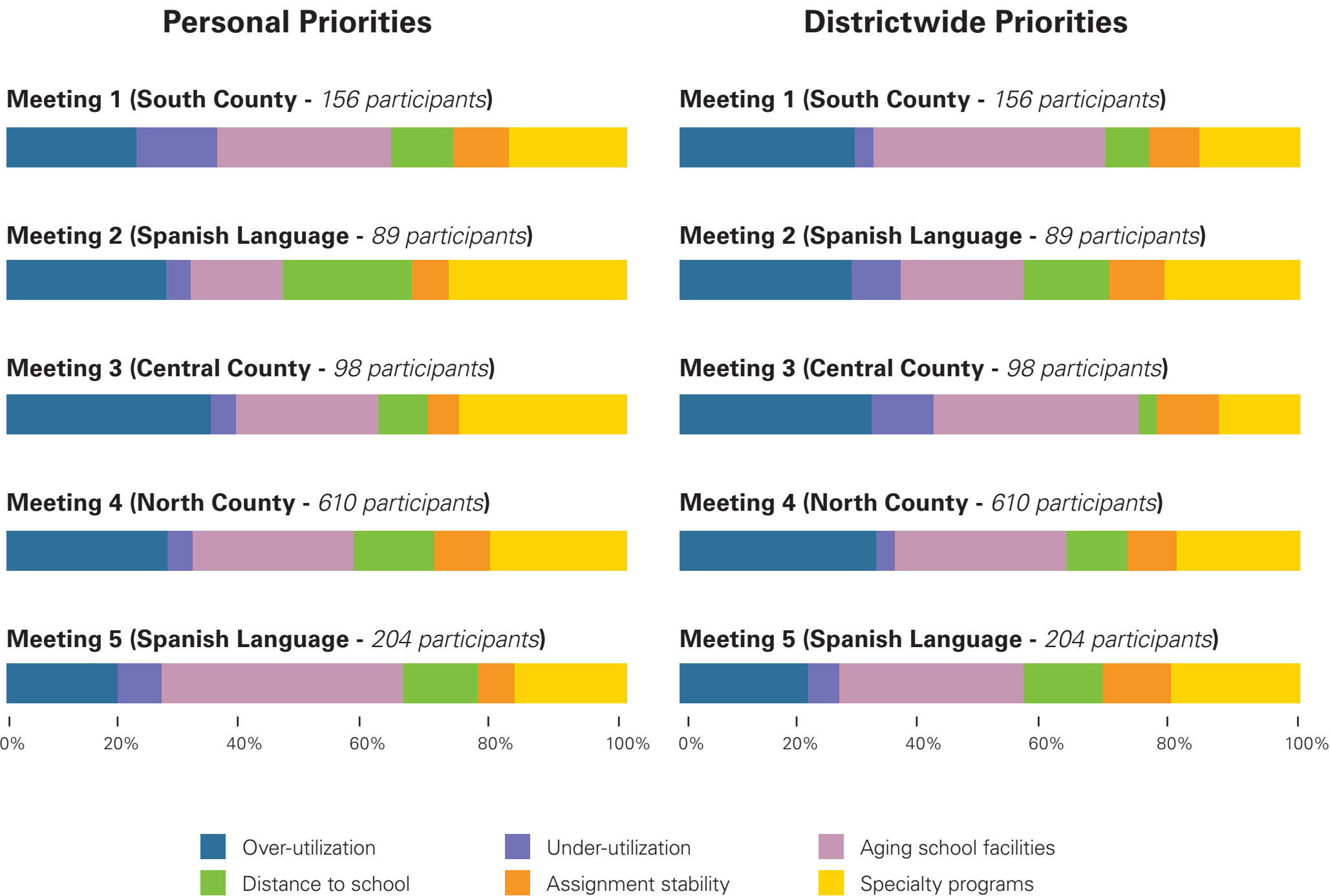


Community Conversations: Participant Priorities

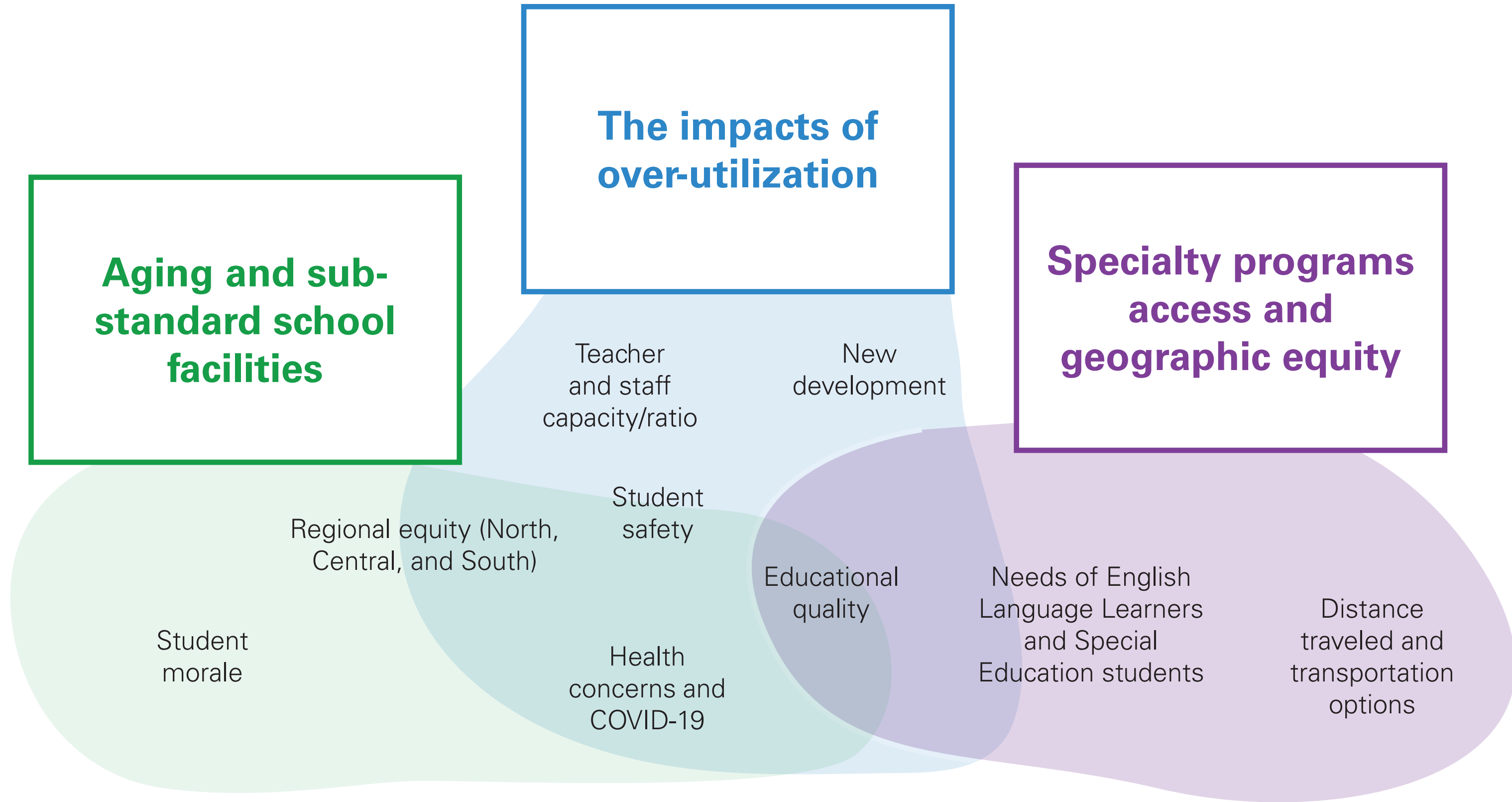
Across all meetings, the priority ranked first most often both for personal and districtwide priorities was **Aging School Facilities**, which was emphasized especially at Meeting 1 (South County), where 37% of participants ranked this as a top priority for the district, and at Meeting 5 (Spanish Language), where 39% of participants rated this a top personal priority.

Addressing Over-utilization was the other most highly ranked priority among participants across meetings. This factor outweighed Aging School Facilities as a personal and districtwide priority in two of the five meetings: Meeting 2 (Spanish Language) and Meeting 4 (North County).

Specialty Programs was ranked as the third highest priority across all meetings (both personally and districtwide). However this factor was rated as the first personal priority at Meeting 2 (Spanish Language). This priority tended to be rated more highly as a personal priority than a districtwide one, with the only exception being Meeting 5 (Spanish Language), where 21% of participants considered this the top priority for the district as a whole (versus 18% as a personal priority).



Community Conversations: Key Themes



Community Conversations:

Key Themes

Three key sets of themes emerged as strong priorities or interests for participants. These themes arose most often in facilitator notes from breakout conversations, questions during Q&A, and comments in the meeting chat. They are also reflected in the results of polling on participant priorities.

1 The impacts of over-utilization

Overall, participants made the most comments in breakout rooms about over-utilization. Participants’ concerns about over-utilization include diminished academic quality in over-crowded classrooms and schools, concerns about safety, and even newfound concerns related to health in over-utilized facilities in light of COVID-19.

Participant concerns also included crowded classrooms and core spaces, the use of trailers, and challenges for teachers and staff to manage over-utilized facilities.

Across PGCPs, 65 neighborhood schools (or nearly 40%) are over-utilized, meaning they exceed PGCPs’ ideal range of 80-95%.

“Over-utilization is the biggest detriment to students’ learning in PGCPs.”

“Students start to feel like they are just a number in over-utilized spaces.”

2 Aging and sub-standard school facilities

Participants also stressed the impact of aging school facilities on student morale and educational experience. Although over-utilization was raised most frequently in separate comments, facility age and condition was voted a top priority (either districtwide or personal) most often during polling across all meetings.

Many participants stressed that aging school facilities is a greater concern given the current risk of COVID-19 (for example, poor ventilation systems create a concern about virus transmission).

Over half of PGCPs’ 165 neighborhood schools (83 total) are over 50 years old. Approximately 15% of neighborhood schools are slated for renovations as part of Capital Improvement Program (CIP) Cycle 1.

“It hurts student morale to see newer schools erected when they have outdated facilities at their school.”

“The reason people want to come to my school (which is over-utilized), is because they have good facilities. Every district deserves good facilities. It should be a school students will attend and teachers want to work at.”

Community Conversations:

Key Themes

3 Specialty program access and geographic equity



Across all meetings, participants repeatedly raised concerns about access to specialty programs in PGCPs. Participants stressed the importance of specialty programs for encouraging students to pursue special interests and enriching their academic careers in the school system. However, many participants expressed concern about the locations of specialty programs (particularly those who have had far commutes to attend a specialty program). Other participants expressed frustration at the difficulty of applying to/gaining acceptance into these programs.

Across meetings, there was also great interest in expanding the capacity of Special Education and ESOL (English for Speakers of Other Languages) programs. The latter was stressed in particular by attendees of the two Spanish language meetings.

It is important to note that this boundary initiative will not be changing boundaries for specialty programs – not adding/removing any specialty programs. However, the draft boundary scenarios will measure the impacts on existing specialty programs, and will take into account the utilization requirements of specialty programs housed within neighborhood schools in PGCPs.

“Specialty programs are not equitable in communities. My local school does not have adequate facilities to accommodate my son who has autism.”

“Students attend programs outside of where they live because the programs are not offered close to where they live. They travel far distances sometimes to attend these programs because they are not offered closer.”

Community Conversations:

Other Themes

A broad range of other themes were raised during discussion at Community Conversations. The following pages outline some of these reoccurring themes.

Transportation and distance to school

- Some schools are too far to travel or walk to for students
- Some boundaries place students far from school due to outdated busing programs that are no longer relevant
- Distance to school is a challenge especially for those traveling to specialty programs
- Interest in mode of transport, including use of public transportation to travel to school

“The distance is excessive. It is important for parents to be able to reach their students quickly during an emergency.”

COVID-19 implications in boundary decisions

- Consider hybrid or online learning after COVID
- Air ventilation in facilities is increasingly important in light of COVID

New development

- How do we accommodate all the recent housing development and planned, upcoming development?

School performance

- Consider school performance when considering boundary changes

“New developments are coming in hot and heavy, but the schools are not keeping up. How will this affect school populations moving forward?”

- Student-teacher ration is important for educational quality; interest in how this relates to utilization

Equity

- It is important to consider issues of equity when making boundary decisions
- Regional equity: some participants were concerned about South County being forgotten or left behind in planning
- Concerns about program access for students with disabilities and other special needs

Safety and security

- Lack of transportation options and long commutes present safety concerns
- Over-utilization creates increased risks for student safety and security at school

Language programs

- Desire to see increased programs to support English language learners, especially Spanish speakers
- Desire to see more educators who speak Spanish in the schools

“ESOL is such a strong need for our community, and is only increasing in the schools. How is this need being reflected?”

Data Analysis

Planning and Development Context

County Context

Overview

With over 909,000 residents, Prince George’s County is the second most populous County in Maryland (2018 U.S. Census). Prince George’s County Public Schools serves all children in Prince George’s County. With 208 schools and 135,000 students PGCPS is the second largest school system in Maryland, and one of the nation's 20th largest school districts.

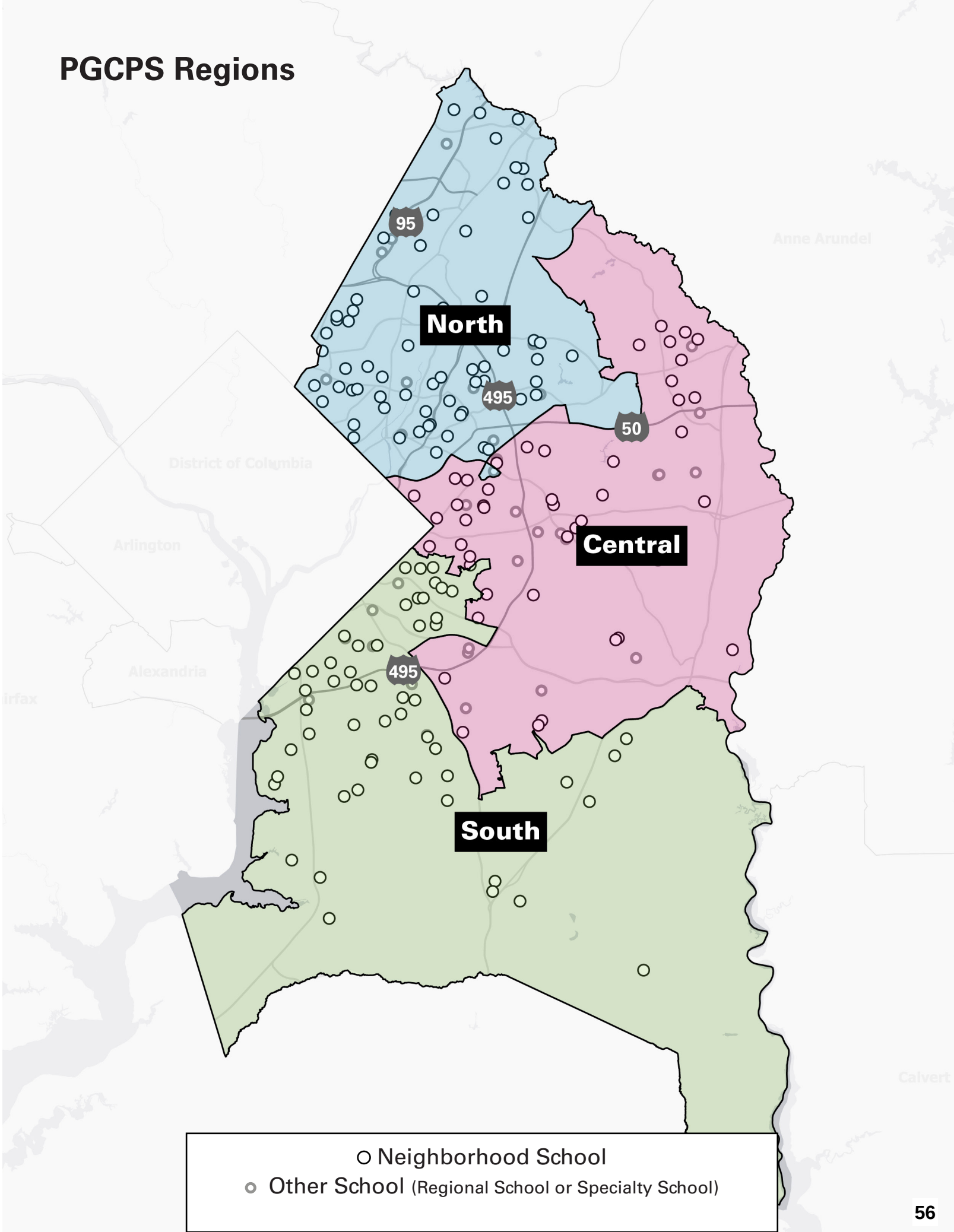
Covering over 499 square miles, Prince George’s County features a varied terrain: from densely populated urban centers inside of the Capital Beltway, to sprawling suburban neighborhoods throughout much of the County, to sparsely populated rural and agricultural areas along the County’s eastern edge. Population density in the County ranges from under 500 people per square mile, to over 16,000 people per square mile.

This variation, paired with demographic trends of growth or decline in different areas of the County, creates unique sets of challenges for school boundaries across the County. While distance to school and under-utilization tend to be a greater challenge in the County’s less densely populated areas, over-utilization and enrollment growth are a greater concern in the County’s urban centers, and in the rapidly growing Northern region.

Throughout this analysis, we refer to North County, Central County, and South County as three regions for analysis. These regions are illustrated in the map at right. Each of the three regions in PGCPSCPS has unique challenges and opportunities with regard to school boundaries.

North County roughly follows Council Districts 1-3 and includes areas such as Beltsville, Hyattsville, and College Park. Central County aligns roughly with Council Districts 4-6 and includes Bowie, Cheverly, and Largo. South County aligns roughly with Districts 7-9 and includes Suitland, Oxon Hill, and Brandywine.

PGCPS Regions



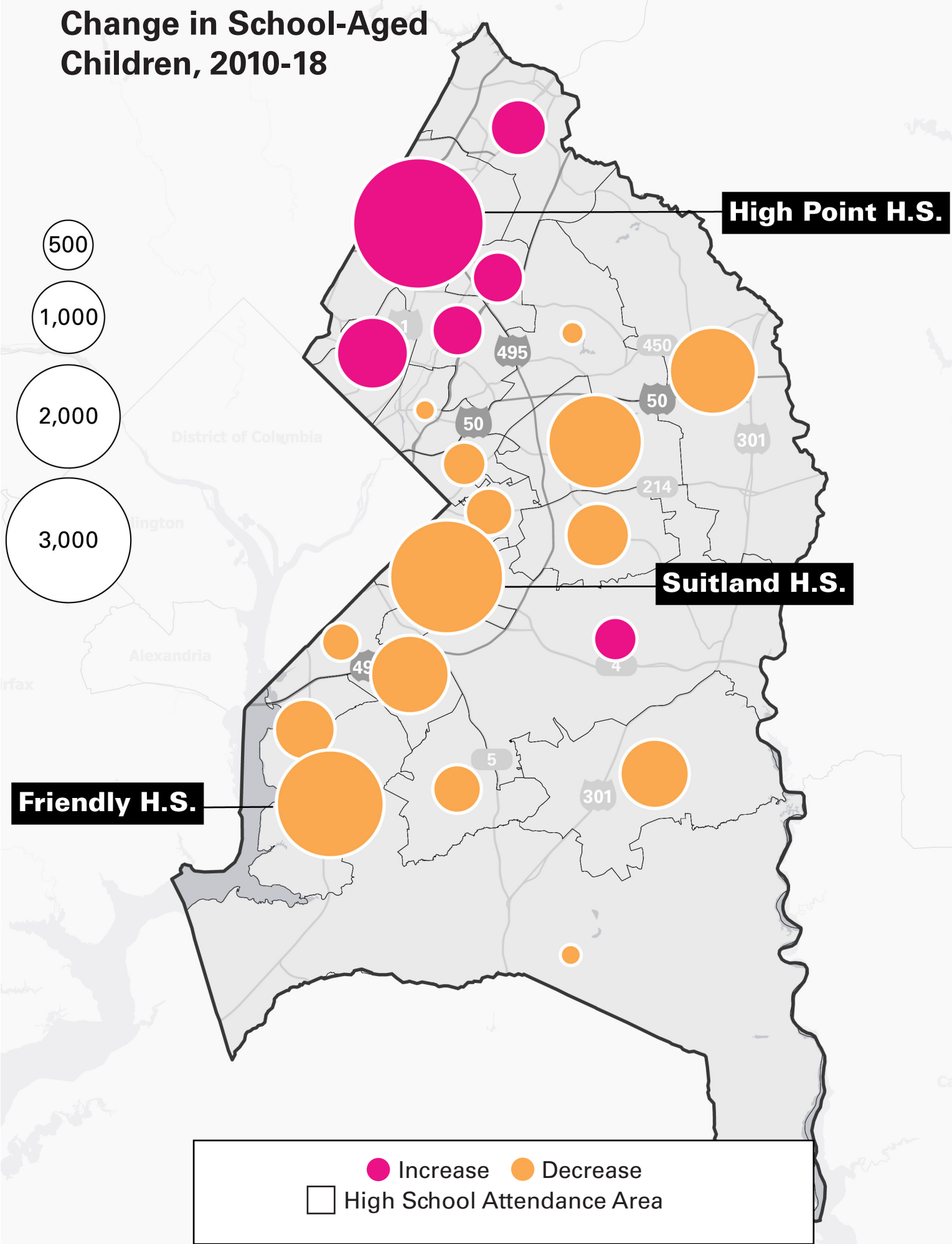
County Context

Demographic Change

To understand the unique challenges facing each region of the district with regard to school capacity and utilization, it is helpful to understand the changes in the population of school aged children across the district. Overall, the population of Prince George’s County is growing, though not as rapidly as the D.C. region as a whole.

Recent population growth in the County has been driven by the growth of people aged 55 and older, with the largest growth coming from increases in the population of those aged 65 to 74 (U.S. Census 2010, American Community Survey 2018). In other words, the County as a whole is aging. However, a more regional look at population trends shows that some areas of the district are seeing larger growth in the population of school-aged children.

As seen in the map at right, demographic trends have tended to vary throughout the district in the last decade. Most growth in the number of school aged children has been concentrated in areas to the north, especially in the High Point High School attendance area, which saw over 3,000 new school-aged children during that time. On the other hand, most other high school attendance areas saw a decline in the number of school-aged children, with the largest decline in the southwest of the county, including in the vicinity of Friendly High School and Suitland High School.



Growth and Development

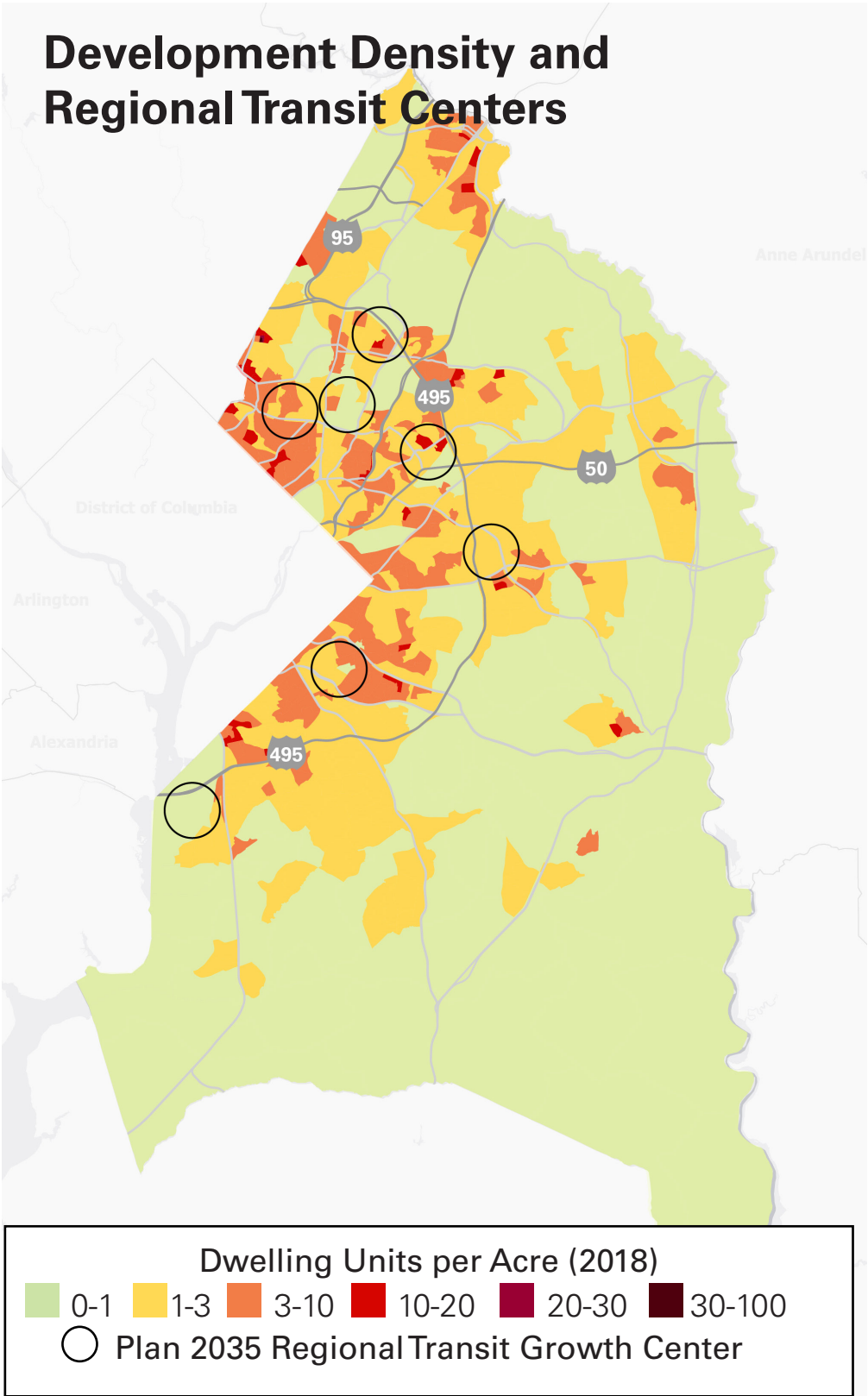
As shown in the map at right, there is great variation across the district in terms of built density, measured here in terms of the number of units of housing per acre. The range of housing densities seen in this map helps to illustrate the variation across the County in terms of population and the built environment. Areas shaded in red on the map are more densely populated (with up to 100 dwelling units per acre). These areas are considered urban in character. Areas shaded in orange and yellow are considered suburban, with 1-10 housing units per acre. A large portion of the county has one or less housing unit per acre (shaded in green on the map).

The County encourages concentrating new development in select growth centers, per the Plan 2035 General Plan, approved in 2014. The locations of designated Regional Transit growth centers are seen in the map at right. The County is planning for the greatest density of new development in these designated centers. As seen in the map, these centers tend to fall inside the Beltway, and in areas of the County that are already more densely developed.

While it can be instructive to understand where new development is being planned to understand demographic change, it is important to note that new development has not in recent years generated as many new students in PGCPs as other forms of demographic change and growth. This includes residential turn-over—in which families move into existing homes, especially affordable homes in the

County. It also includes the use of sub-divided housing, in which multiple families reside within a home (either formally or informally) that was formerly used as a single-family home.

The Prince George’s County Planning Department conducts analysis to understand how new development will impact public school enrollment, using a measure called pupil yield rate. From this analysis, the County estimates how many students will be added based on housing unit type. The pupil yield rate varies according to school level. For example, multifamily housing (i.e. apartments) yields the highest number of elementary school students on average (about 16 students per 100 dwelling units). On the other hand, single-family homes tend to yield older students (nearly 13 high school students per 100 homes). (Source: Pupil Yield Factors and Public School Clusters 2020 Update, Prince George’s County Planning Department). As of the start of this school year, although newer homes (built after 2000) make up 16% of the County’s housing stock, only about 11% of students live in residences built after 2000.



School System Demographics

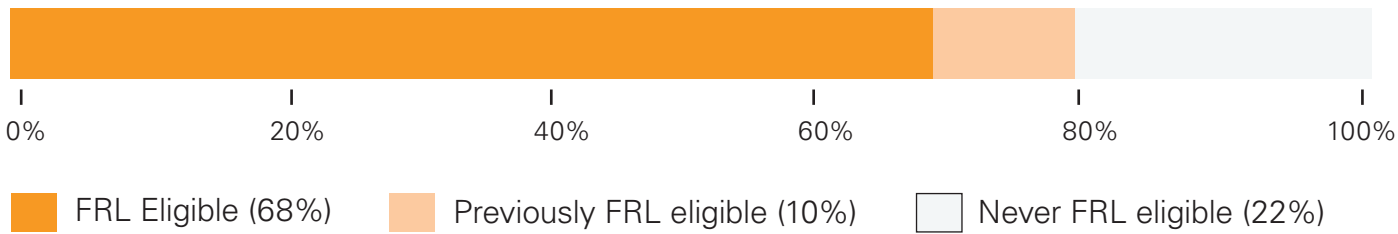
The PGCPs student body is predominately Black/African American and Hispanic/Latino. As seen in the graph at right, 53% of students at neighborhood schools are Black/African American, 39% are Hispanic/Latino, 4% are White, and 3% are Asian. Another 2% of students identify as another race, including Indigenous/Native American and multiple races.

Free and Reduced Lunch (FRL) is a useful measure for understanding socio-economic diversity in the school system. In PGCPs, over 65% of students in PGCPs are currently enrolled in the Free and Reduced Lunch program (FRL). An additional 10% of the student body (or, 75% total) has previously been eligible for FRL.

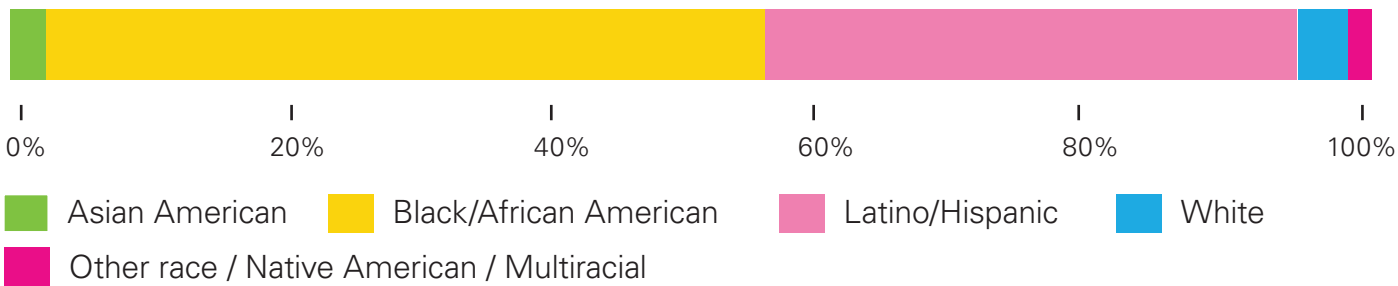
Another form of diversity in the school system is linguistic diversity, which we can understand through the rate of students enrolled in English for Speakers of Other Languages (ESOL). This program provides students with English language learning support. Over 30% of elementary school students are enrolled in ESOL. This decreases at the middle and high school levels at 18% and 15% respectively.

Note: student demographics are not a factor being considered in this Comprehensive Boundary Initiative.

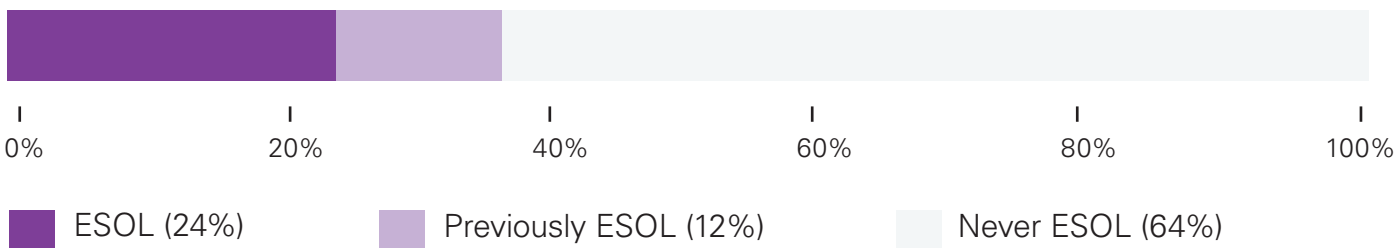
Free and Reduced-Price Lunch (FRL)



Race and Ethnicity



English for Speakers of Other Languages (ESOL)



The Key Factors

The Key Factors

This process is guided by a set of key factors related to school facilities and educational experience in PGCPs. These factors come from School Board policy, as well as guidance from PGCPs Leadership on the most pressing challenges facing the school system today.

To better understand current conditions in PGCPs, and to create scenarios for new boundaries, this initiative focuses on five key factors:

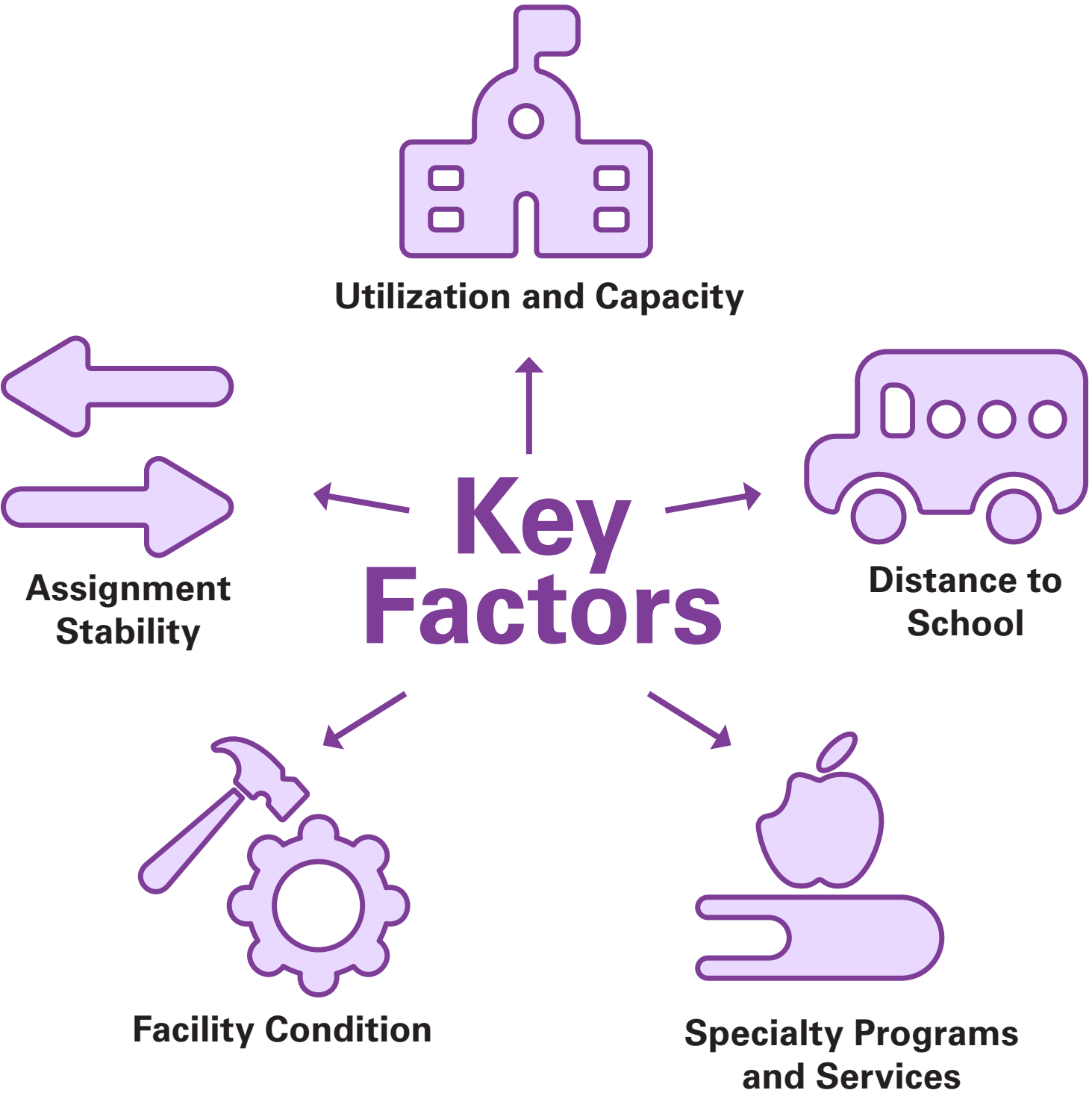
- Utilization and capacity
- Distance to school
- Specialty programs and services*
- Facility condition
- Assignment stability*

Each of these factors carries special importance for both developing updated school boundaries and planning for expanded capacity and new construction in the school system.

These factors are derived from Administrative Procedure (AP) 8391, which governs the process for creating school boundaries, including key factors to be considered and a timeline for the annual review process. These factors include:

- Student Enrollment Trends
- School Building Capacities and scheduled CIP projects
- Capacity Utilization Rates
- Transportation
- Educational Programs
- Financial Considerations
- Community Input

**This initiative measures the impact of boundary changes on these factors. They are treated as outcomes not as inputs in analysis and scenario development.*



The Key Factors

1 Utilization



A measure of a school’s enrollment compared to its capacity. In other words, how many students can reasonably be accommodated at this school, and is this school operating above or below that limit? Utilization is important for student experience for many reasons, including maintaining reasonable class sizes, avoiding overcrowded core spaces, and minimizing the use of trailers/temp classrooms. Imbalanced utilization can also create financial challenges (for example, under-utilized schools may receive inadequate state funding and lack full-time specialty staff).

2 Distance to school



In this analysis we understand distance to school both in terms of miles traveled by students to their neighborhood schools, and the percentage of students who can walk to their neighborhood school (in other words, they live in that school’s “walk zone”). This factor is important to ensure smooth and cost-effective transportation to school (i.e. bus travel), and to minimize the burden on families to travel far distances to school.

3 Specialty programs and services



PGCPS offers a wide range of specialized programs, including Talented and Gifted (TAG), Creative and Performing Arts, and Career Technical education (CTE). The school system also offers special services, including Special Education, in which 11 % of students participate, and English Language Learners (ELL) program , in which 21 % of students participate. Specialty programs present different needs for capacity and facility utilization. They may require additional space for students or special facilities and staff. As PGCPS adjusts and creates school boundaries, it is important to take these programs into account.

Note: This initiative will only result in boundary recommendations for the district’s 165 neighborhood schools. Specialty schools, regional schools, charter schools and special education centers will not be included in boundary scenarios and options. However, this process will consider possible impacts to specialty program capacity and access and will provide guidance to PGCPS for future planning. Analysis is provided in this section for context about the existing specialty programs and services in PGCPS

The Key Factors

4 Facility conditions

This factor relates to the condition of the school facilities in which students learn. It is important for students to attend school in the most updated and high-quality facilities possible. Over half of PGCPs’ 165 neighborhood schools (83 total) are over 50 years old. Approximately 15% of neighborhood schools are slated for renovations as part of Capital Improvement Program (CIP) Cycle 1.

5 Assignment stability

Assignment stability refers to how often students experience boundary changes during their time in PGCPs, as well as the magnitude of students impacted by boundary changes. This factor is important for ensuring continuity for students and communities and minimizing disruptions in student assignment whenever possible. PGCPs regularly reviews boundaries and rezones students. The last comprehensive (districtwide) redistricting process took place in 2008 and rezoned 13% of elementary school students and 14% of middle school students.

Note: this initiative will measure the impacts of each scenario on assignment stability. However, since this factor is an outcome of boundary changes, there is no analysis about assignment stability included in this section of the report.



Utilization

Utilization

Utilization Today

This initiative will focus on best utilizing school facilities to support PGCPs’s academic objectives at the district’s 165 neighborhood schools. PGCPs aims for schools to be utilized between 80-95%. Today, of the 165 neighborhood schools included in this initiative, only 42 schools (25%) fall within this range. This number increases to 50 (or 30% of schools) when accounting for temporary classrooms in use in the district.

By comparison, 76 schools (46%) are over-utilized, and 47 schools (28%) are under-utilized. The graphic at right shows the distribution of schools that are under-utilized, over-utilized, and within PGCPs’ target range of 80-95%.

Why is Utilization Important?

Over-utilization and under-utilization both pose challenges for PGCPs operations and student experience and outcomes.

Over-utilization creates challenges such as:

- Over-enrolled classrooms
- Overcrowded core spaces
- Portable classrooms
- Lack of parking
- Overcrowded bus pick-up areas

Under-utilization is associated with a different set of challenges. These include:

- Vacant classrooms
- Part-time specialty teachers:
- Higher cost per student to operate
- Lower State capital project funding

Neighborhood School Utilization

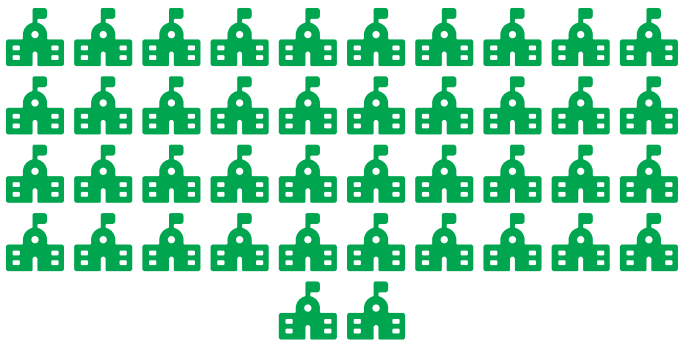
Under-utilized

< 80%
47 schools



Ideal utilization

80% - 95%
42 schools



Over-utilized

> 95%
76 schools



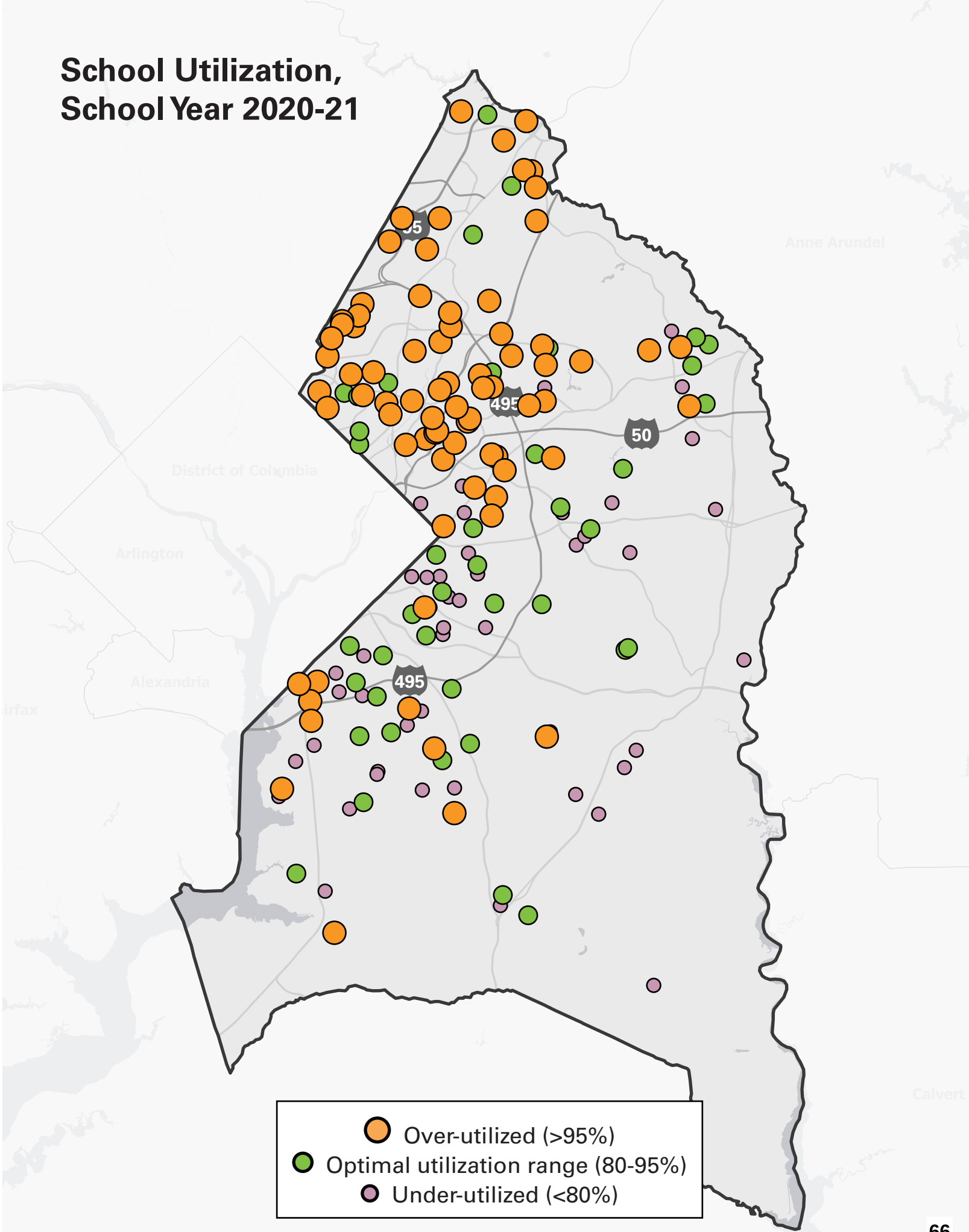
Utilization Across the District

Utilization challenges vary across the district. As seen in the map at right, a greater proportion of schools in the northern part of the county experience over-utilization, while a greater proportion of schools in the southern part of the county experience under-utilization. These geographic differences relate to demographic trends. For instance, the county has seen greater in-migration to communities in North County in recent years, and a greater increase in the number of school-aged children. On the other hand, the number of school-aged children has been on the decline in South County, where children and their families may be aging out of the school system.

The following page offers a closer look at utilization trends across the district’s three regions.

The page after that offers a closer look at utilization trends by school level, showing schools in five categories: very under-utilized (less than 60%), under-utilized (60-80%), optimal utilization range (80-95%), over-utilized (95-120%), and very over-utilized (above 120%). In these maps, school attendance areas are shown (or, the geographic boundaries which determine students’ assigned neighborhood schools by home address).

School Utilization,
School Year 2020-21



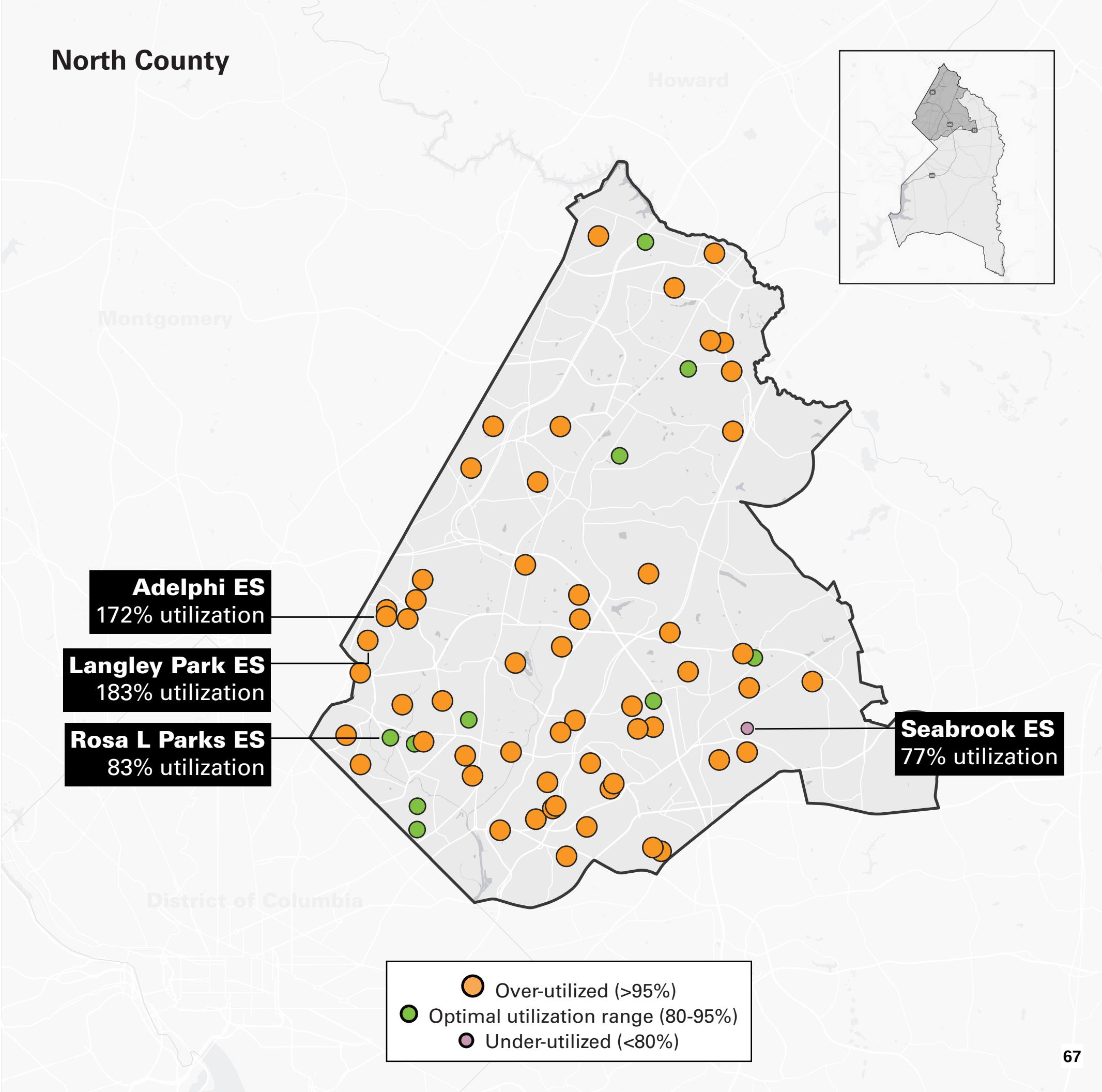
Utilization Rate by Region

Utilization rates vary across the three regions of the district.

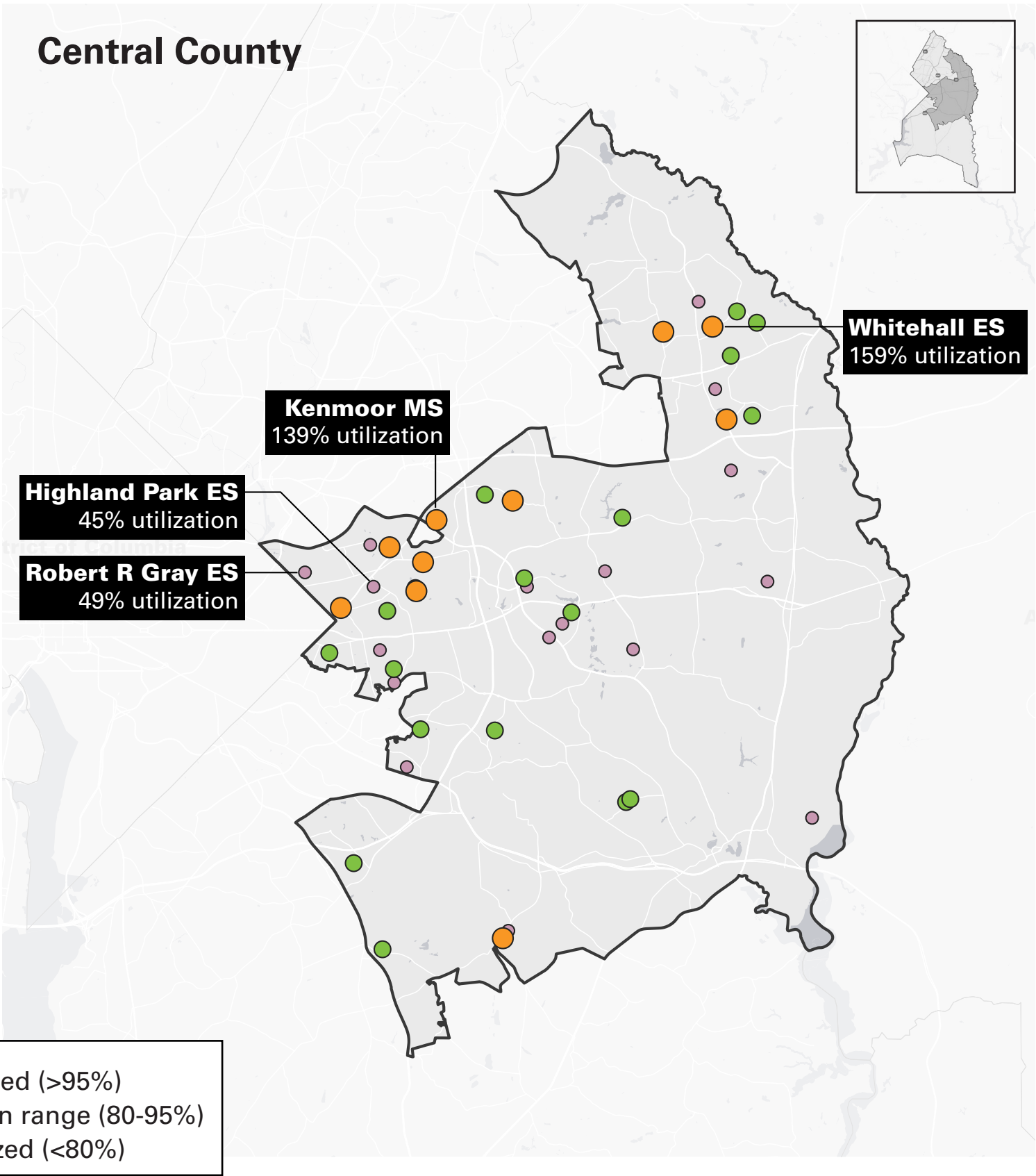
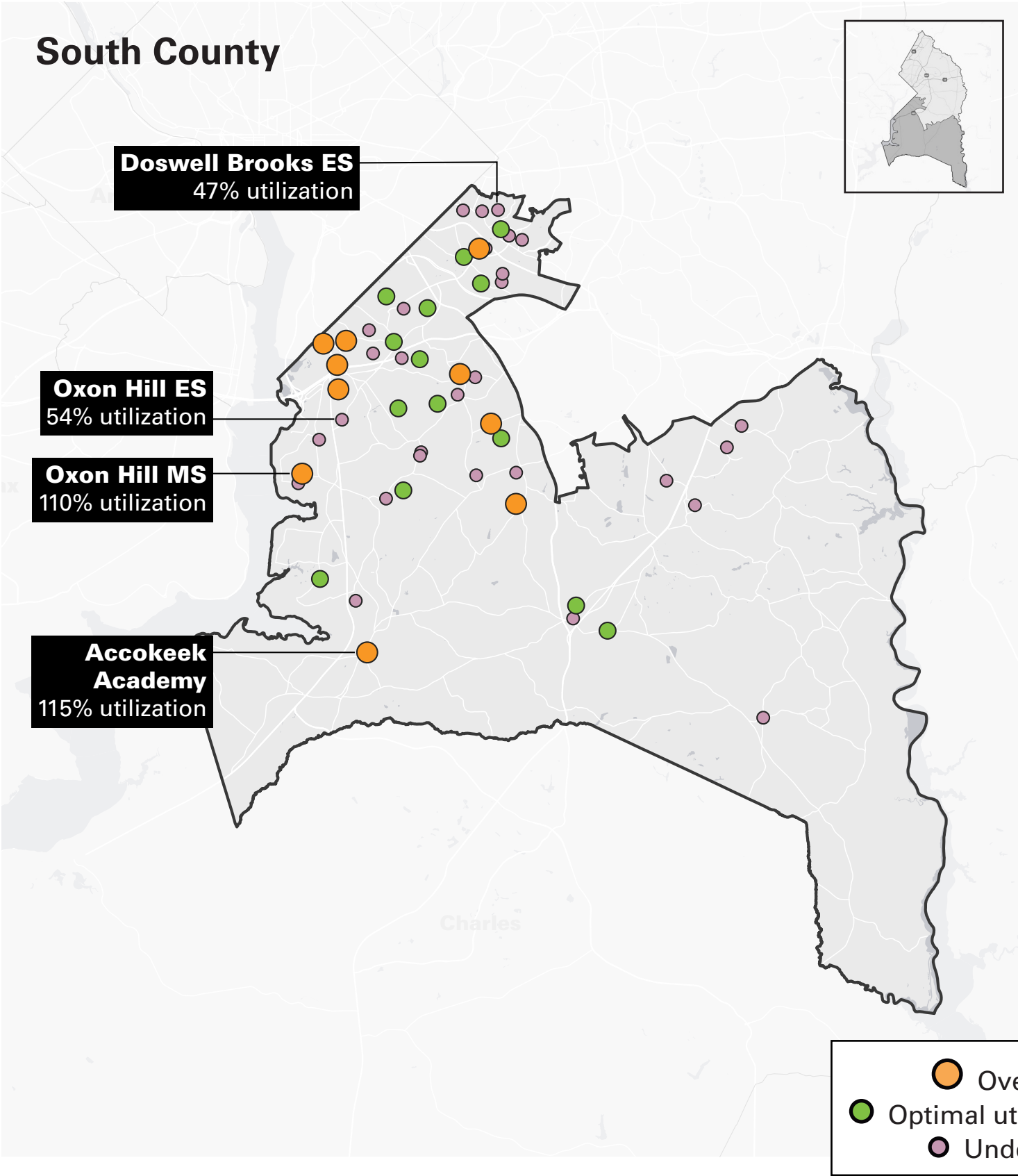
In South County, 32% of elementary schools and 27% of middle or K-8 schools fall within the optimal range. No high schools fall within the optimal utilization range in this region.

The central region has the highest overall share of schools within the district’s optimal utilization range, at 40% of all schools. By school level, 39% of elementary schools, 50% of middle and K-8 schools, and 33% of high schools fall within the optimal range.

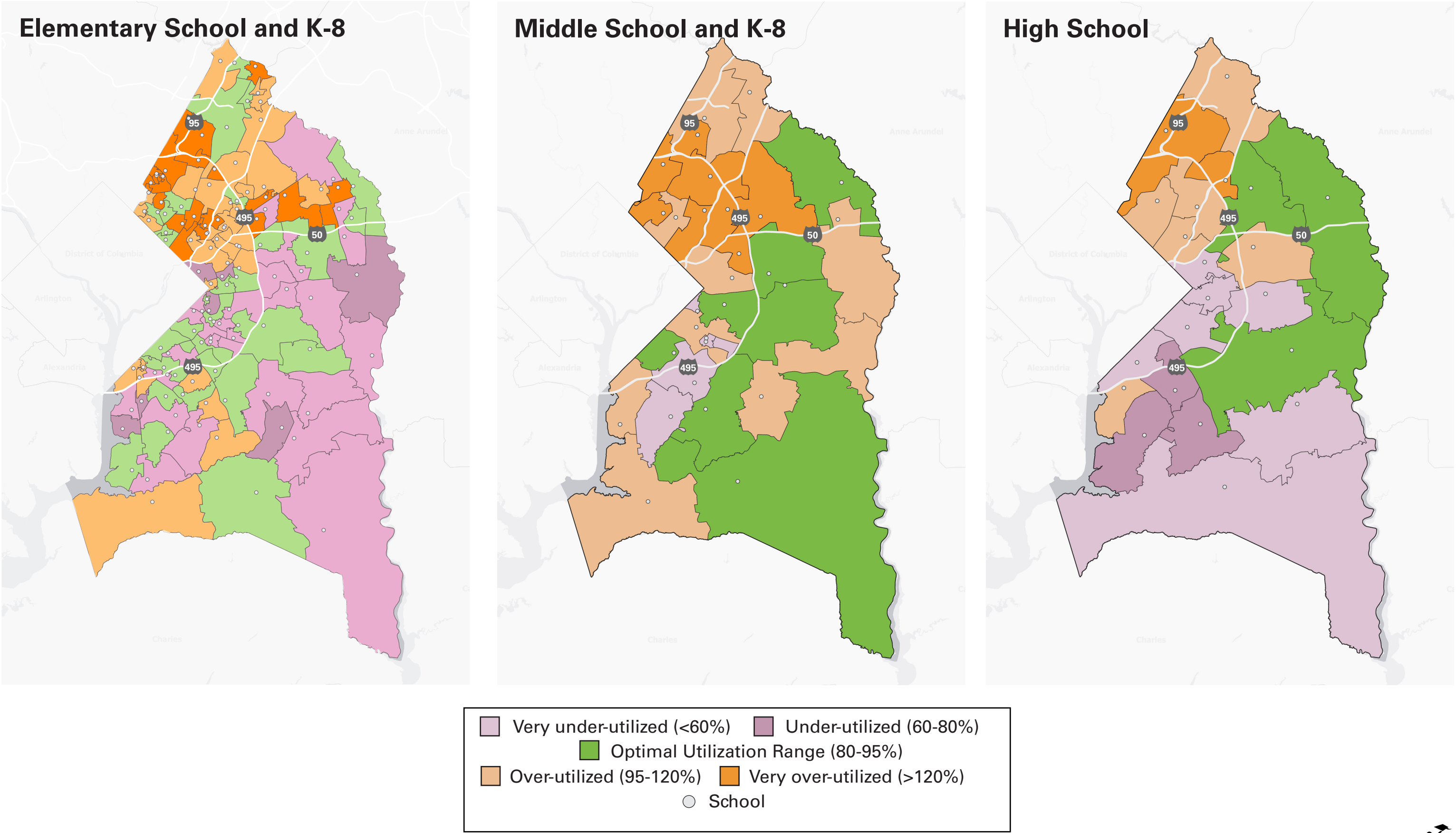
In North County (seen in the map at right), 18% of elementary and 14% of high schools fall within the district’s optimal utilization range. No middle and K-8 schools fall within the optimal range in this region.



Utilization Rate by Region



Utilization Rate by School Level



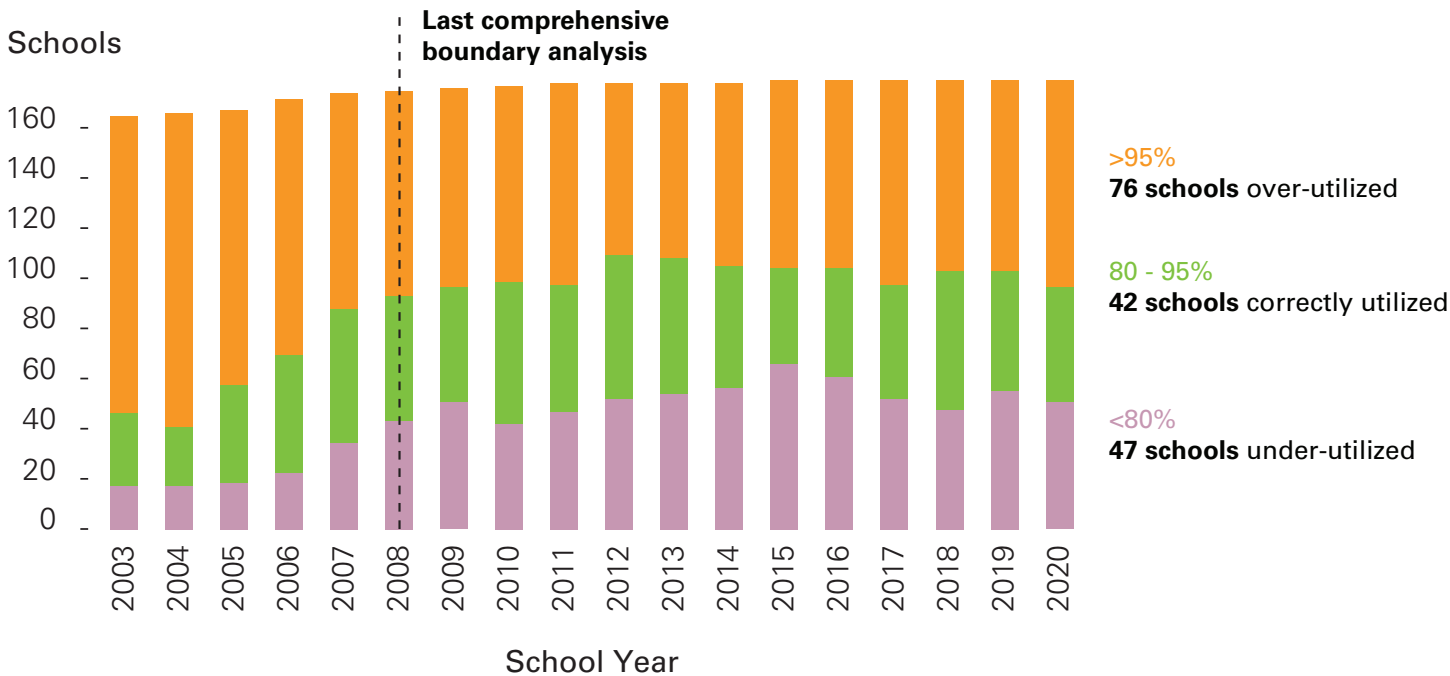
Historic Utilization

Utilization challenges are not new in PGCPs. As seen in the graph at right, **Historical School Utilization (2003-2020)**, the majority of schools in the district have fallen outside the district’s ideal utilization range since 2003. Between 2006 and 2009, PGCPs added six new neighborhood schools and conducted a comprehensive boundary analysis. This expanded capacity and redistricting reduced over-utilization through 2011, but the proportion of over- and under-utilized schools in the district has increased or remained steady ever since.

The number of PGCPs schools has changed from year to year as new schools are built and old schools are consolidated with newer ones. Opening new schools and closing or consolidating older ones is one strategy that PGCPs has for achieving greater balance in utilization across the district. This strategy alone cannot always solve over- and under-utilization challenges and is limited by financial constraints.

The graph at right, **Historical School Growth (2003-2020)** since 2003, illustrates the change in total neighborhood schools over time since 2003. Following the last comprehensive boundary analysis in 2008, the district’s total neighborhood schools decreased by nine, due to school closures and consolidations.

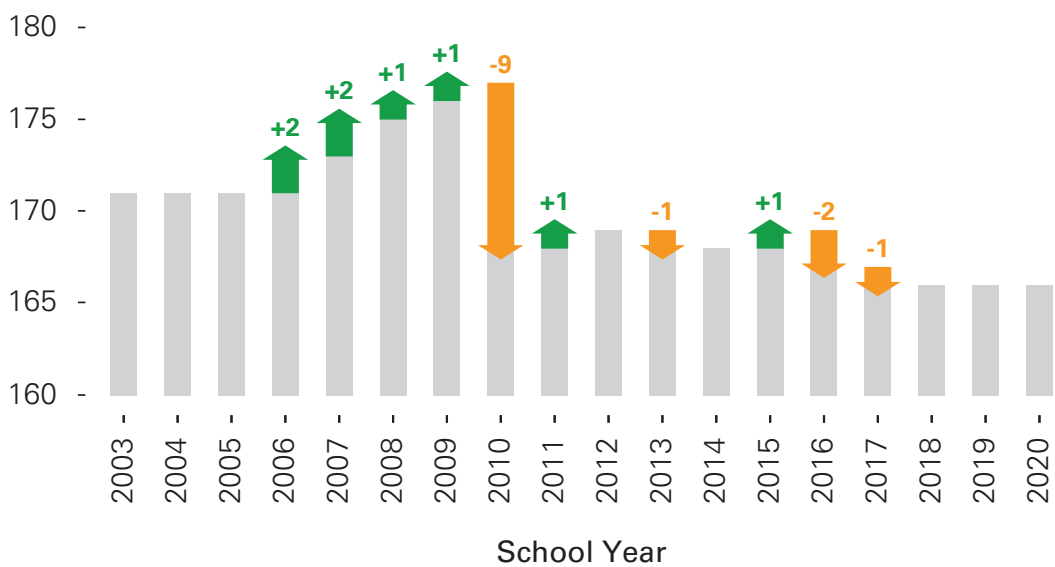
Historical School Utilization, 2003-2020



Historical School Growth, 2003-2020

Total Neighborhood Schools

Total Neighborhood Schools

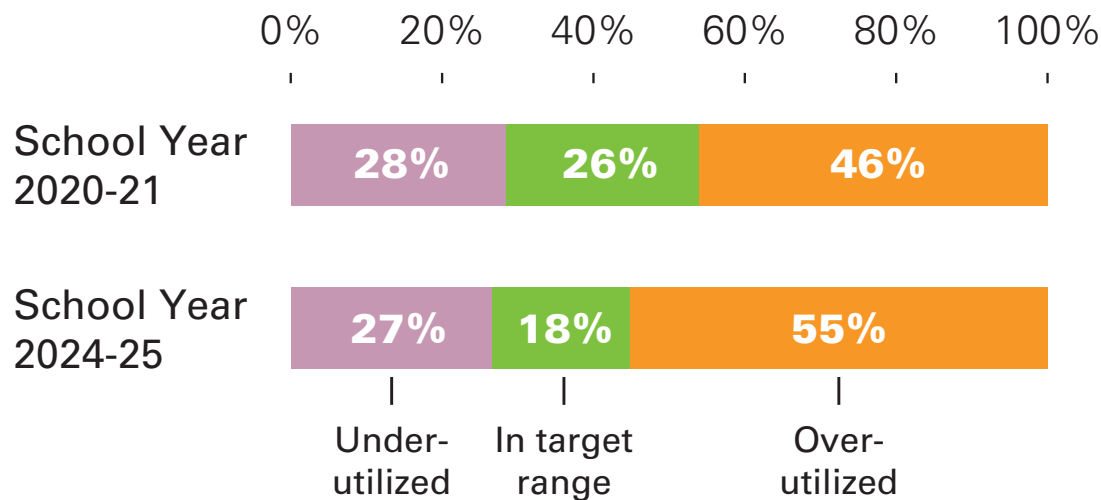


Utilization in the Future

The PGCPs student body has grown rapidly in size since 2014, from 125,136 to 135,962 today. This growth is expected to continue, with the student body projected to reach 143,280 in 2024.

Without planned school construction and boundary adjustments, but including planned expansions at existing facilities, the number of over-utilized schools is projected to increase from 76 to 91 schools by school year 2024-25. The district expects to add 4,400 student stations through the construction of new schools. However, school construction alone will not be able to address the district’s utilization challenges. A combination of construction and boundary adjustments will be necessary to better balance utilization across school facilities, and ensure the best possible experience for students, families, and staff.

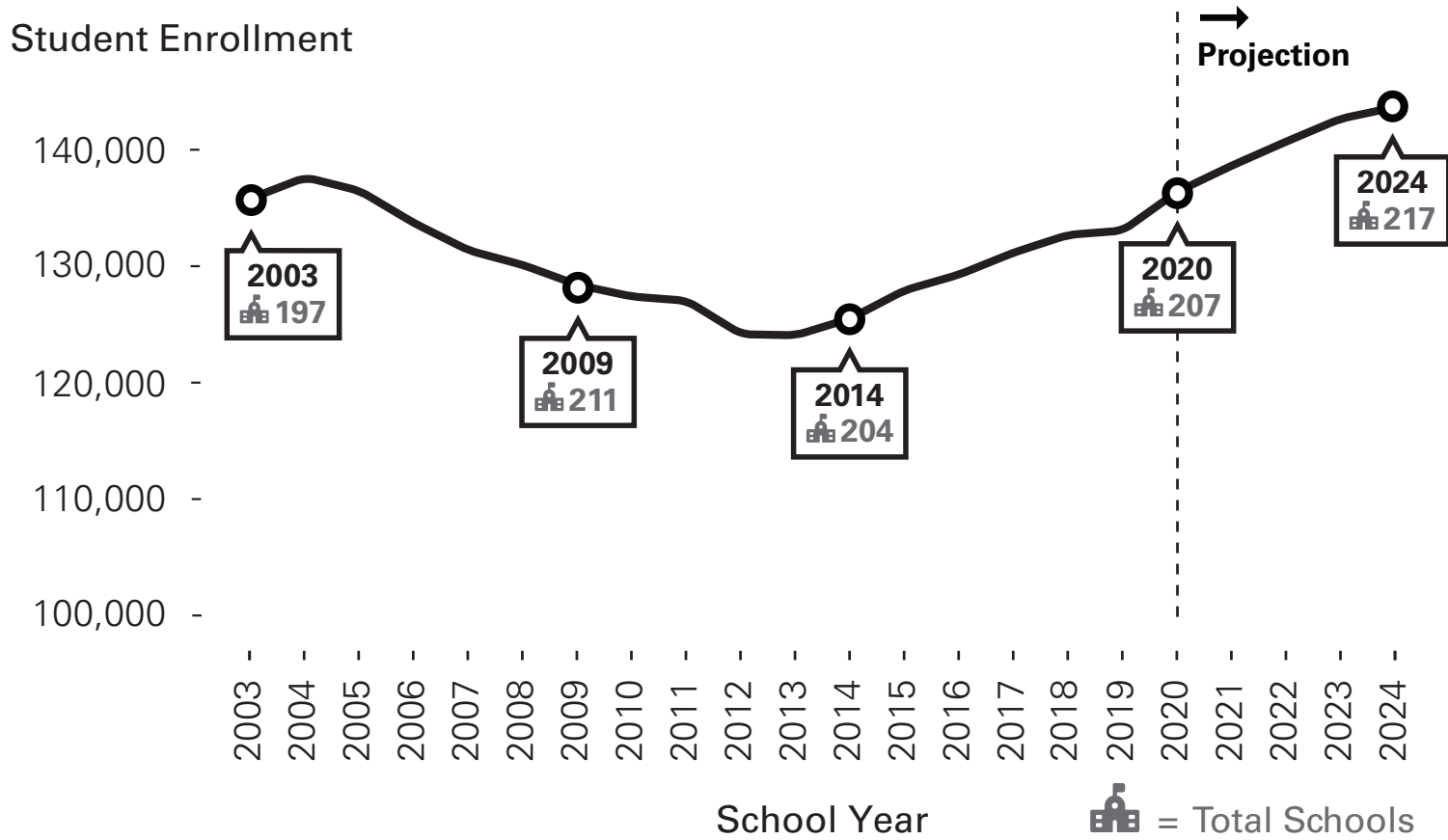
Share of Schools by Utilization



The Impacts of COVID-19

As with school districts across the country, the impacts of COVID-19 on PGCPs remain uncertain. Over-utilization and under-utilization are still challenges during the pandemic, and the importance of utilization is heightened as crowded schools are now a health concern.

Student Enrollment in PGCPs



Current economic conditions make the future of public school enrollment uncertain nationwide. In the years following the 2008 Great Recession, public schools nationally saw enrollments increase. However, the impacts of the pandemic and related economic challenges are still unknown.

Nationally, public school districts have seen a small dip in enrollment for school year 2020-21. Yet it remains too soon to tell whether this is a temporary change or a longer-term challenge. PGCPs schools may see a larger class starting in 2021-22, if, for instance, parents deferred enrolling their children in Kindergarten by a year.

Utilization in the Future

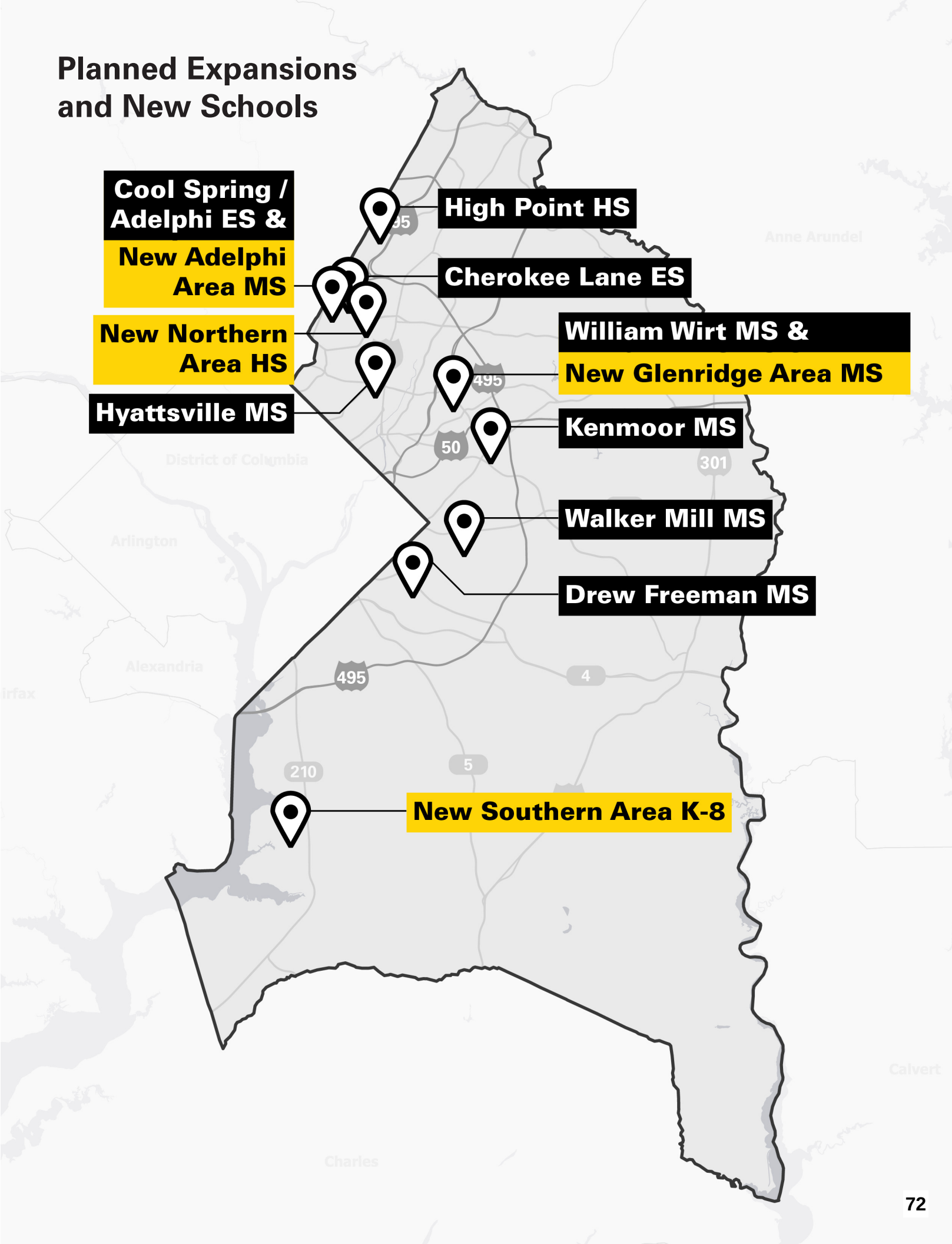
To accommodate this growing student body, PGCPs has 12 planned capacity projects in the pipeline, which should add over 9,000 student stations. This includes two new middle schools, a new K-8 school, and a new high school. Most additions to school capacity are planned within the more densely populated inner-Beltway, particularly in the northwest region of the county where over-utilization challenges are most pronounced today. New or expanded schools often require redrawing boundaries, for both the impacted school and neighboring schools.

As mentioned earlier, there are limits to increasing capacity in the school system due to the high cost of school construction. It is important to make the best possible use of existing available space in the district to improve student experience and facility use.

Planned Expansions and New School Construction

School	Capacity Addition	Opening School Year
Cherokee Lane ES	438	2021-22
William Wirt MS	350	2022-23
New Glenridge Area MS	1,200	2022-23
New Adelphi Area MS	1,200	2023-24
Hyattsville MS	413	2023-24
Kenmoor MS	505	2023-24
Walker Mill MS	350	2023-24
Drew-Freeman MS	310	2023-24
New Southern K-8	2,000	2023-24
Cool Spring / Adelphi ES	150	2024-25
High Point HS	519	2025-26
New Northern Area HS	2,000	2026-27

Planned Expansions and New Schools



Distance to School

Distance to School

Distance to school is an important factor to consider when planning for school boundaries in PGCPs. Minimizing distances traveled to school promotes positive student and family experience, and is more cost-efficient for the school system, which provides bus transportation for eligible students.

Distances to school vary widely across PGCPs. However, most students attending their neighborhood school travel relatively short distances to school. About half of elementary school students attending their neighborhood school live less than a mile from school. Over half of middle and high school students attending their neighborhood school live less than 2.5 miles from school.

The map at right shows average distances to school, in miles, for students attending neighborhood schools in PGCPs across all school levels, grouped by high school attendance area. As seen in this map, students living in South County tend to travel farther distances to school, particularly in the eastern part of the district.

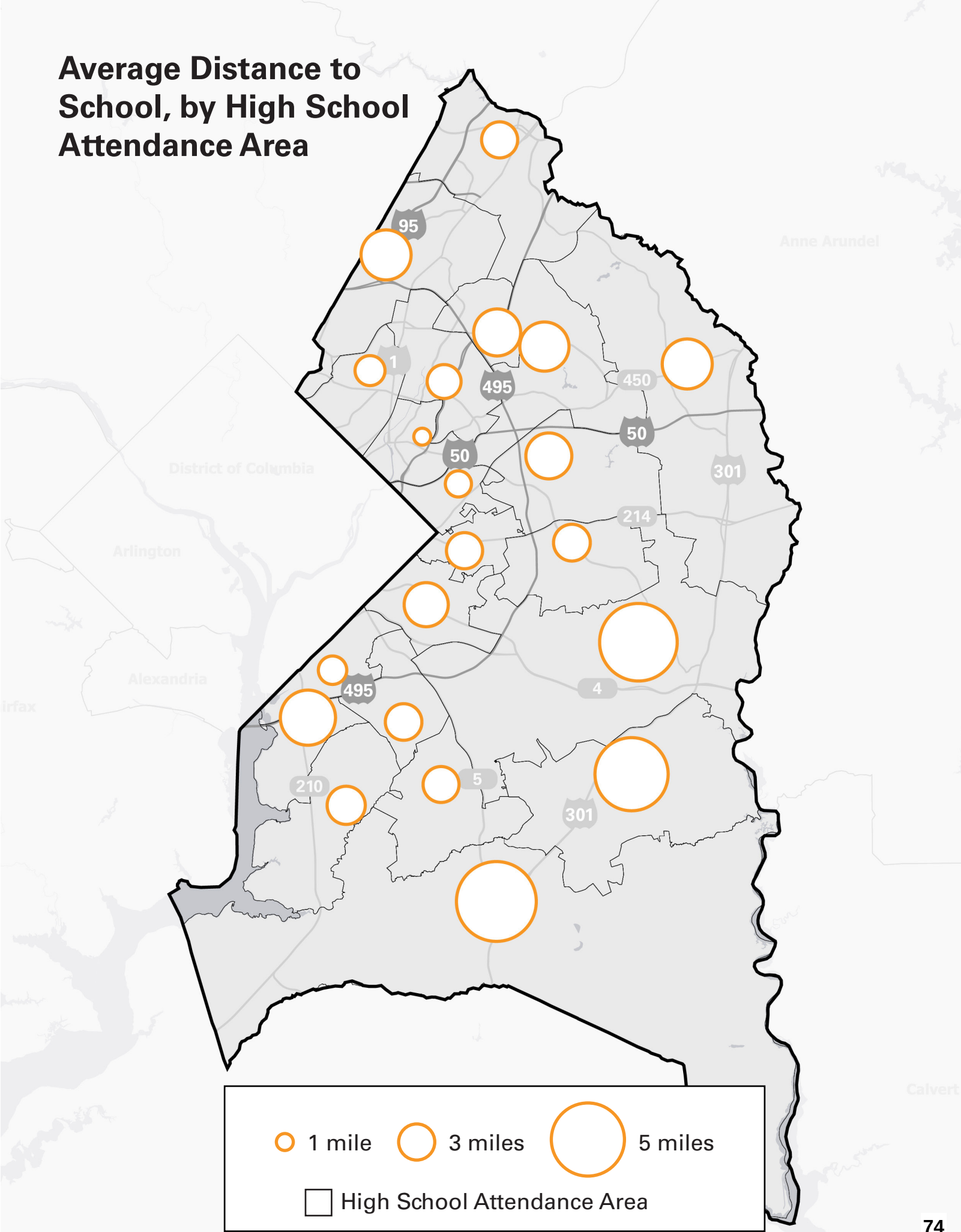
Students residing in the Gwynn Park High School attendance area travel the farthest to school, with an average distance above 6 miles. Students living in the Dr. Henry A. Wise, Jr. High School attendance area are close behind traveling nearly 6 miles on average. Students living in the Bladensburg High School attendance area have the shortest commutes to school, with an average distance of 1.3 miles.

The three maps on the following page offer a more detailed picture of distance to school by school level. These maps illustrate the median distance traveled to school by neighborhood school.

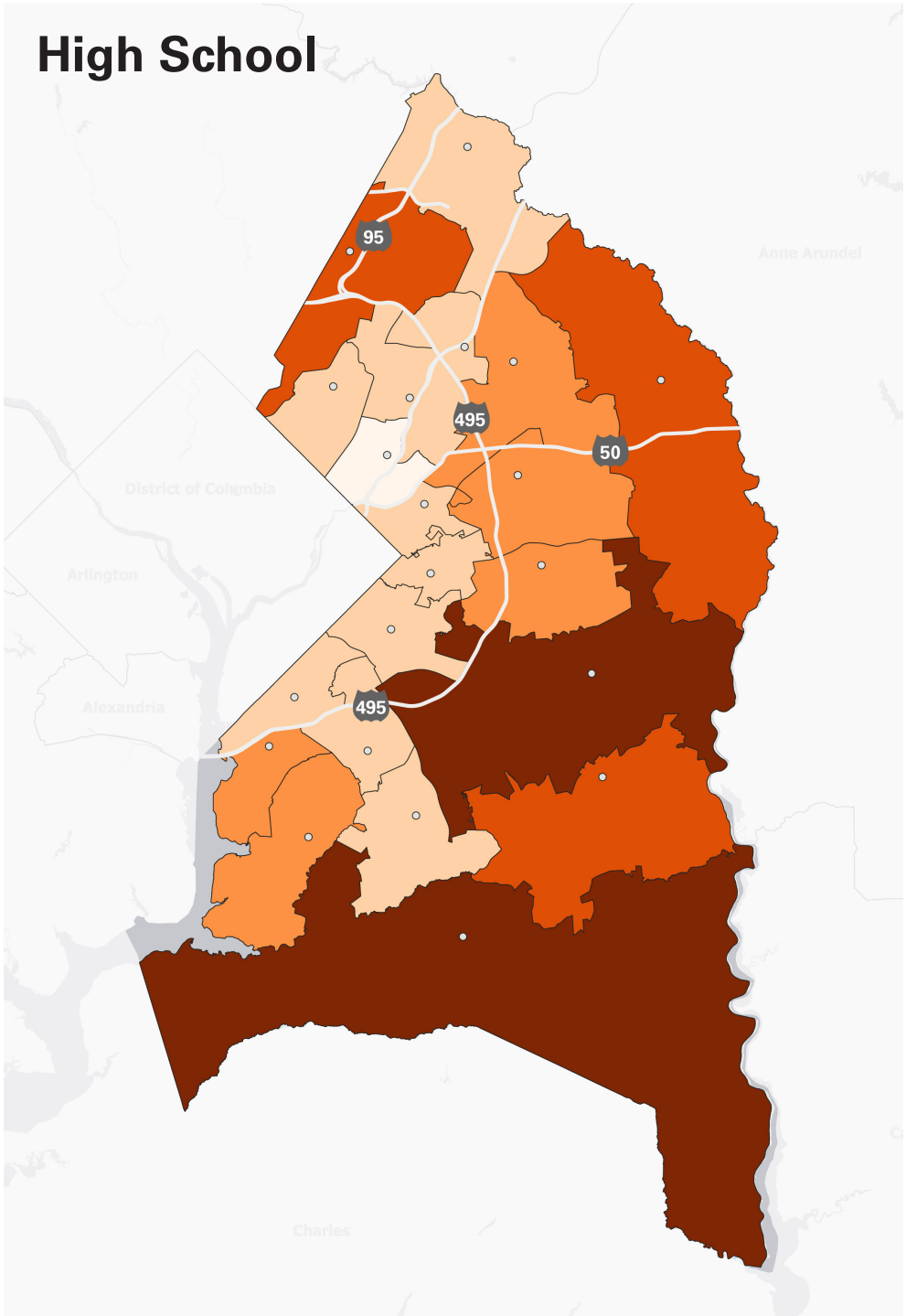
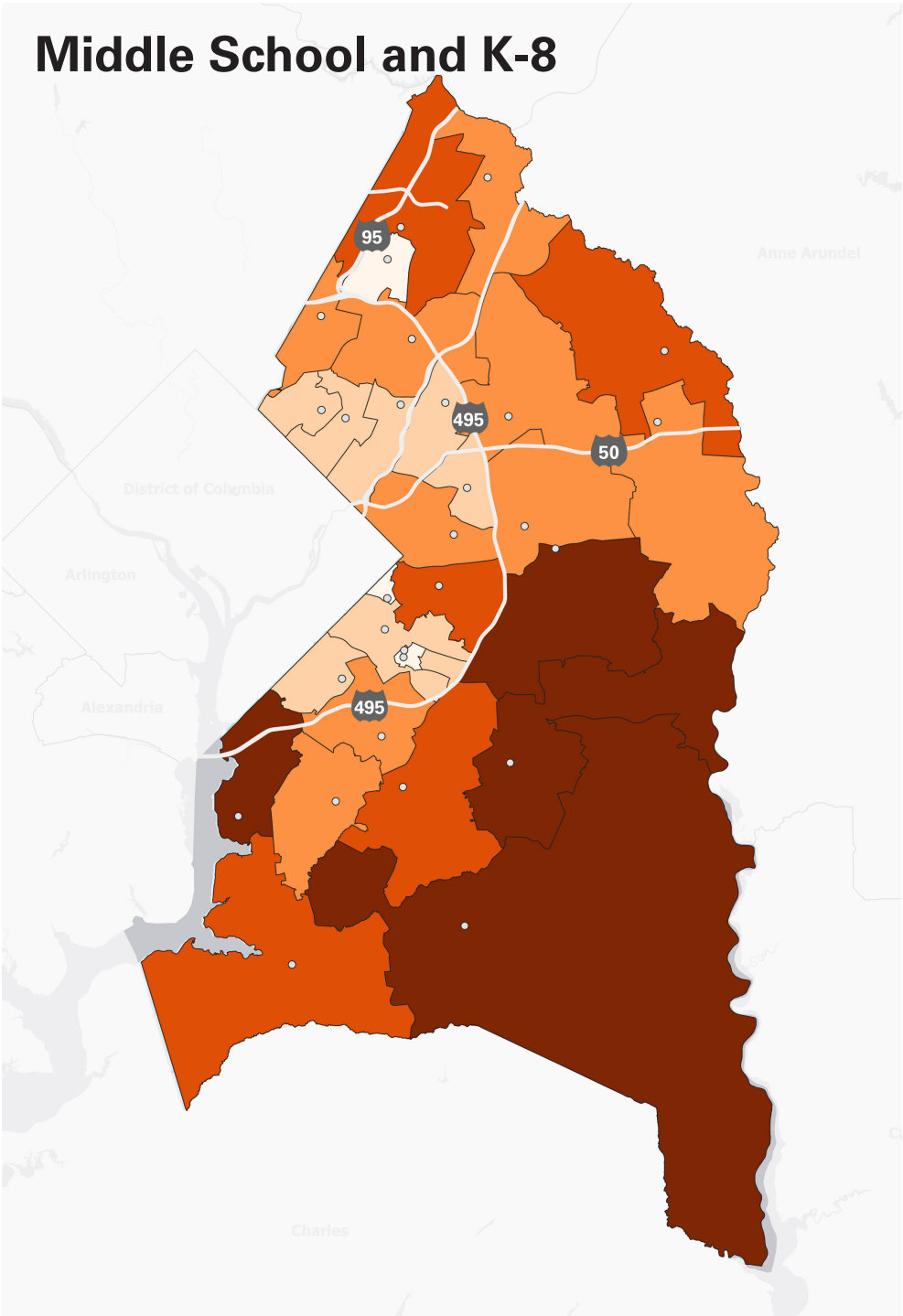
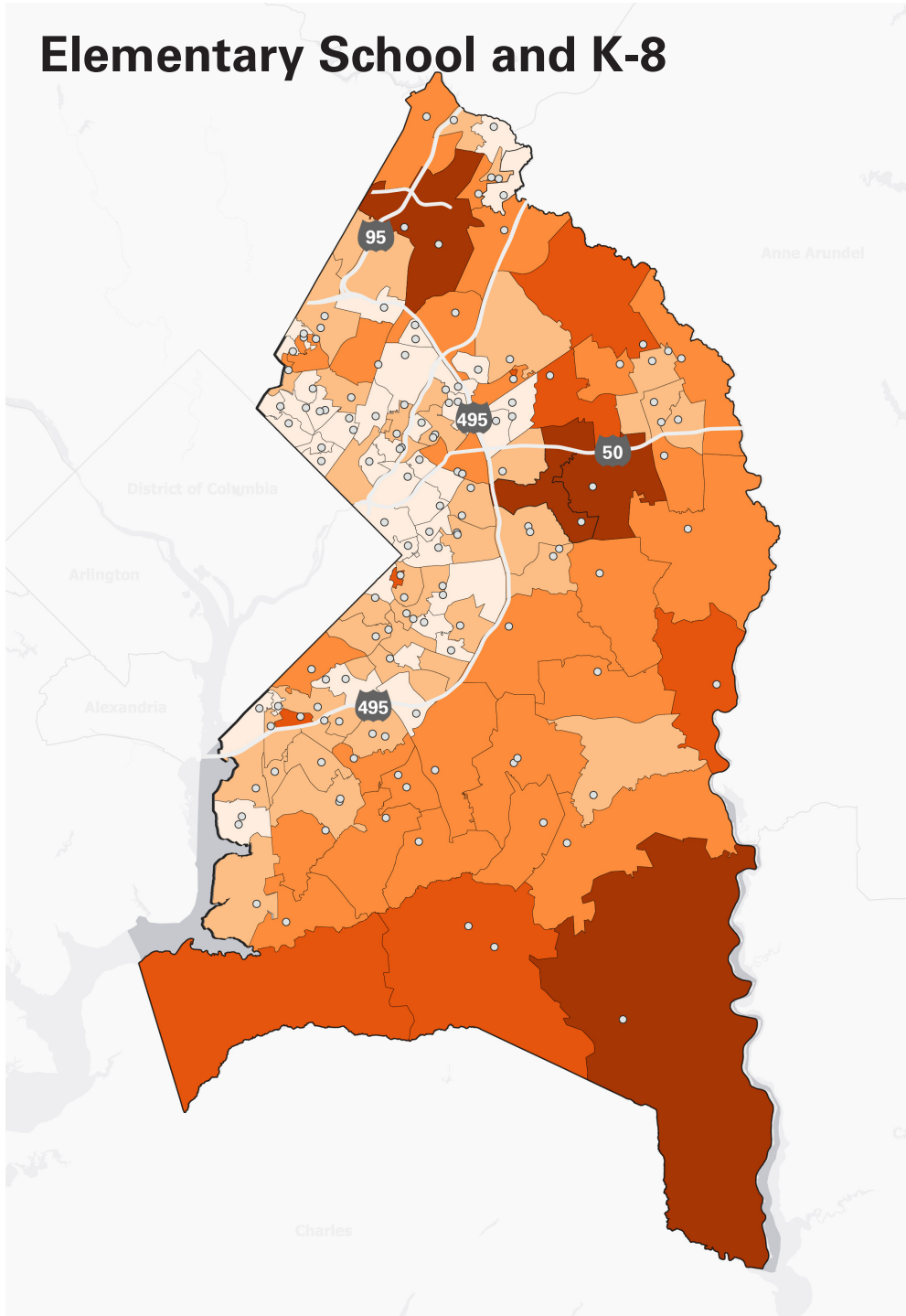
Median Distance to School by Travel Mode (in miles)

	ES	MS	HS
Walk zone	0.55	1.04	1.12
Bus service	1.49	2.44	2.97
Other/ineligible	1.35	2.16	3.74

Average Distance to School, by High School Attendance Area



Median Distance to School



Note: the median distance includes all students attending each neighborhood school, regardless of mode of transportation or bus service eligibility.

The Walk Zone

One important metric related to distance and transportation to neighborhood schools is the walk zone. A walk zone is a geographic area around a school within which PGCPs has determined students can safely walk from home to school. Students living within a school’s walk zone are not eligible for bus service. PGCPs aims to assign all students residing in a school’s walk zone to that school. Walk zones and related matters of student transportation are governed by PGCPs Administrative Procedure 3541 - Student Transportation. While the Comprehensive Boundary Initiative will not be redrawing or creating walk zones, it is important to understand and preserve existing walk zones in the district.

Across all school levels, about 30% of PGCPs students live within their school’s walk zone. Elementary school students are most likely to live within a school walk zone, with nearly 40% of students at this education level living in their school’s walk zone. That number decreases to about 22% at the middle school level, and about 20% at the high school level. The table below shows the transportation eligibility for neighborhood school students, by school level.

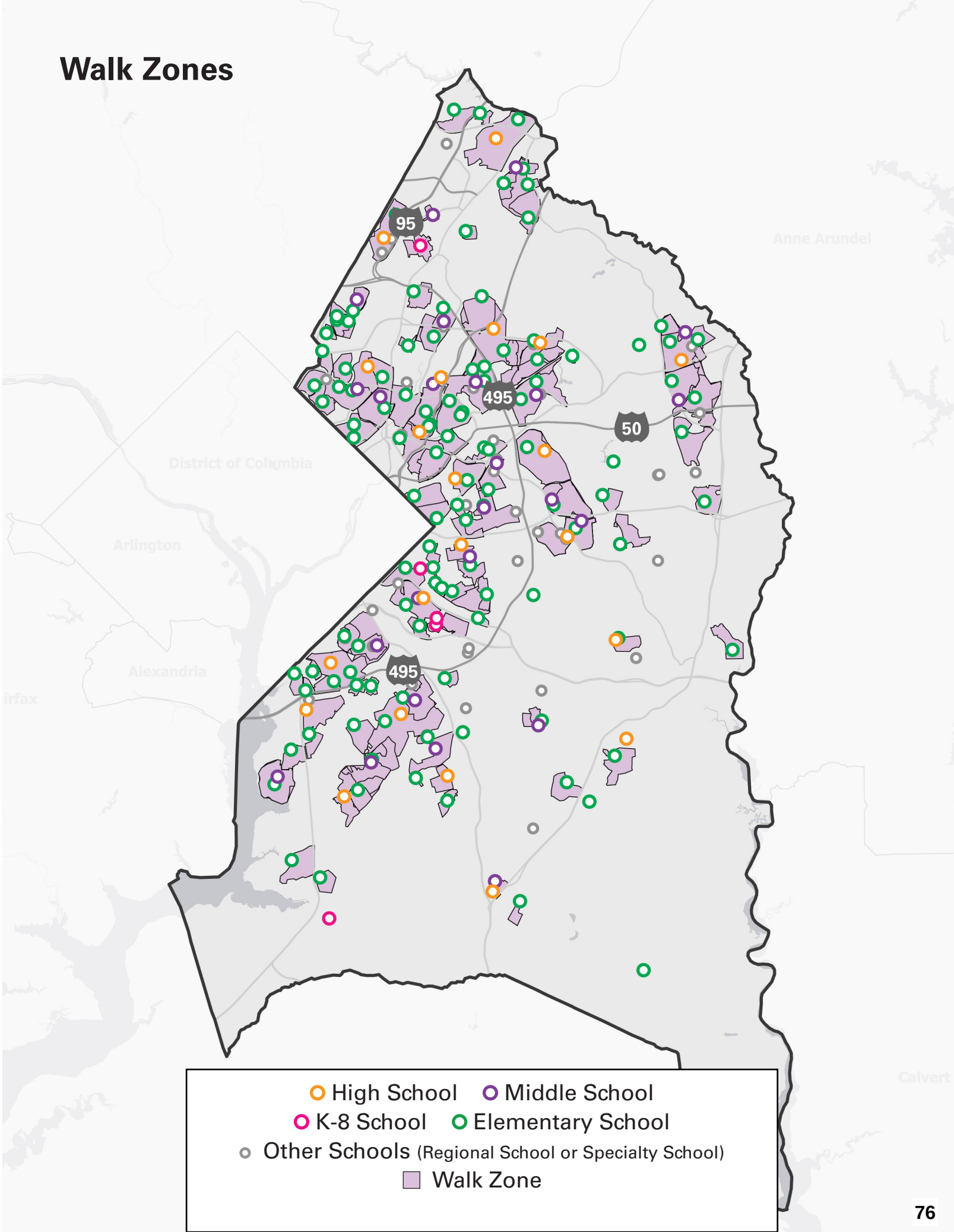
Transportation Eligibility by School Level

Travel Eligibility	ES	MS	HS	All Students
Walk zone	40%	22%	20%	30%
Bus service	63%	75%	76%	66%
Other/ineligible	5%	3%	5%	5%

The map at right depicts neighborhood school walk zones throughout PGCPs, across all school levels. As shown in the map, not all neighborhood schools have walk zones. This may be due to a lack of sidewalks or suitable walking routes, or the presence of geographic barriers such as busy roads between residential areas and schools. Schools located in the more rural parts of the district, particularly in the south and east, are more likely to have a very small walk zone or no walk zone at all, as compared to those schools located within the more densely populated and walkable inner-Beltway.



Walk Zones



The Walk Zone

Walk Zones by Region

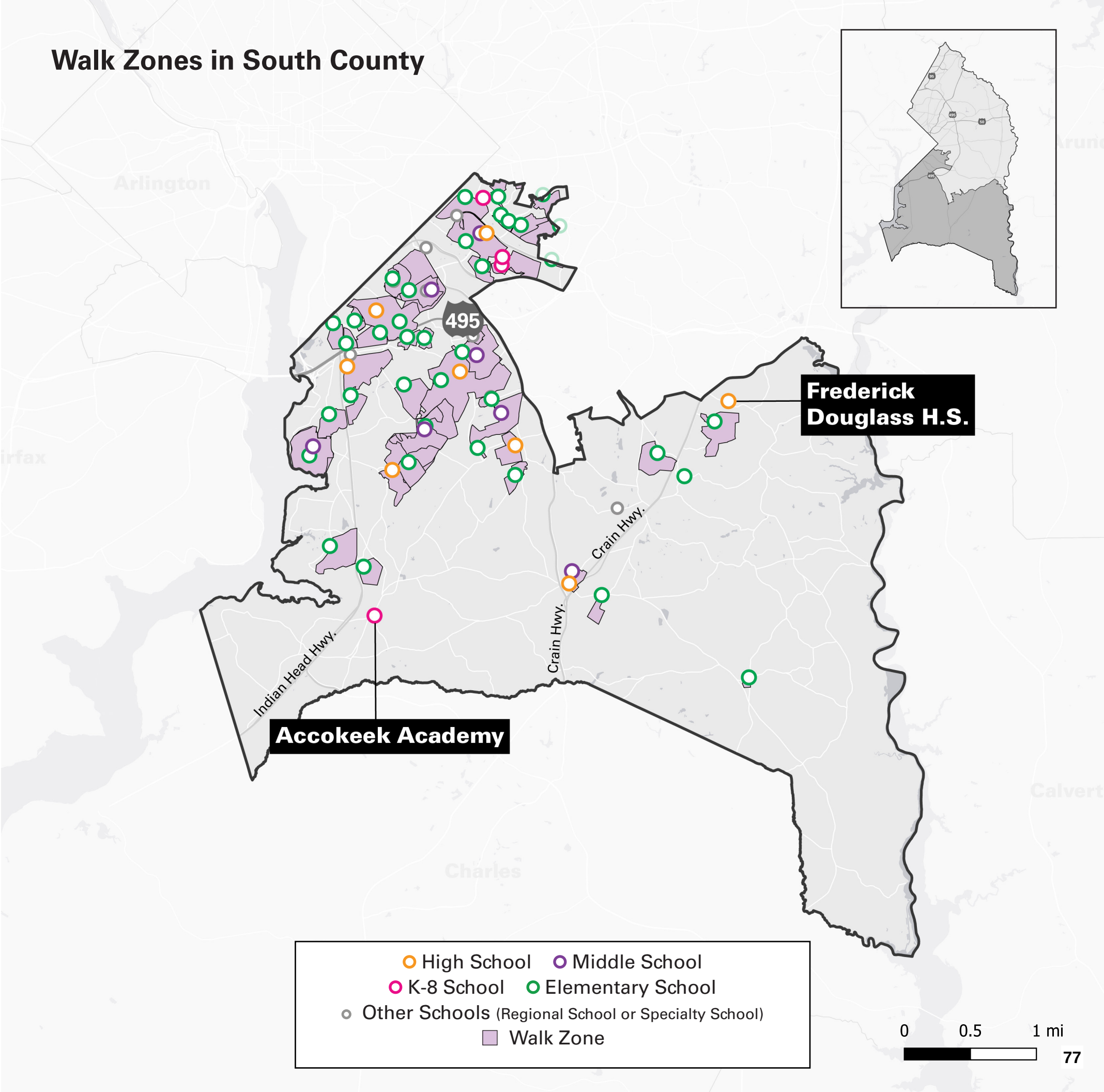
Transportation conditions vary for students across the district. In the more densely populated and developed areas inside the Capital Beltway, there is greater walk zone coverage. Schools are closer together, and students tend to live closer to their neighborhood schools.

South County (seen in the map at right) is more rural in nature. Many schools have very small walk zones, and some schools (such as Frederick Douglass High School and Accokeek Academy) have no walk zone at all.

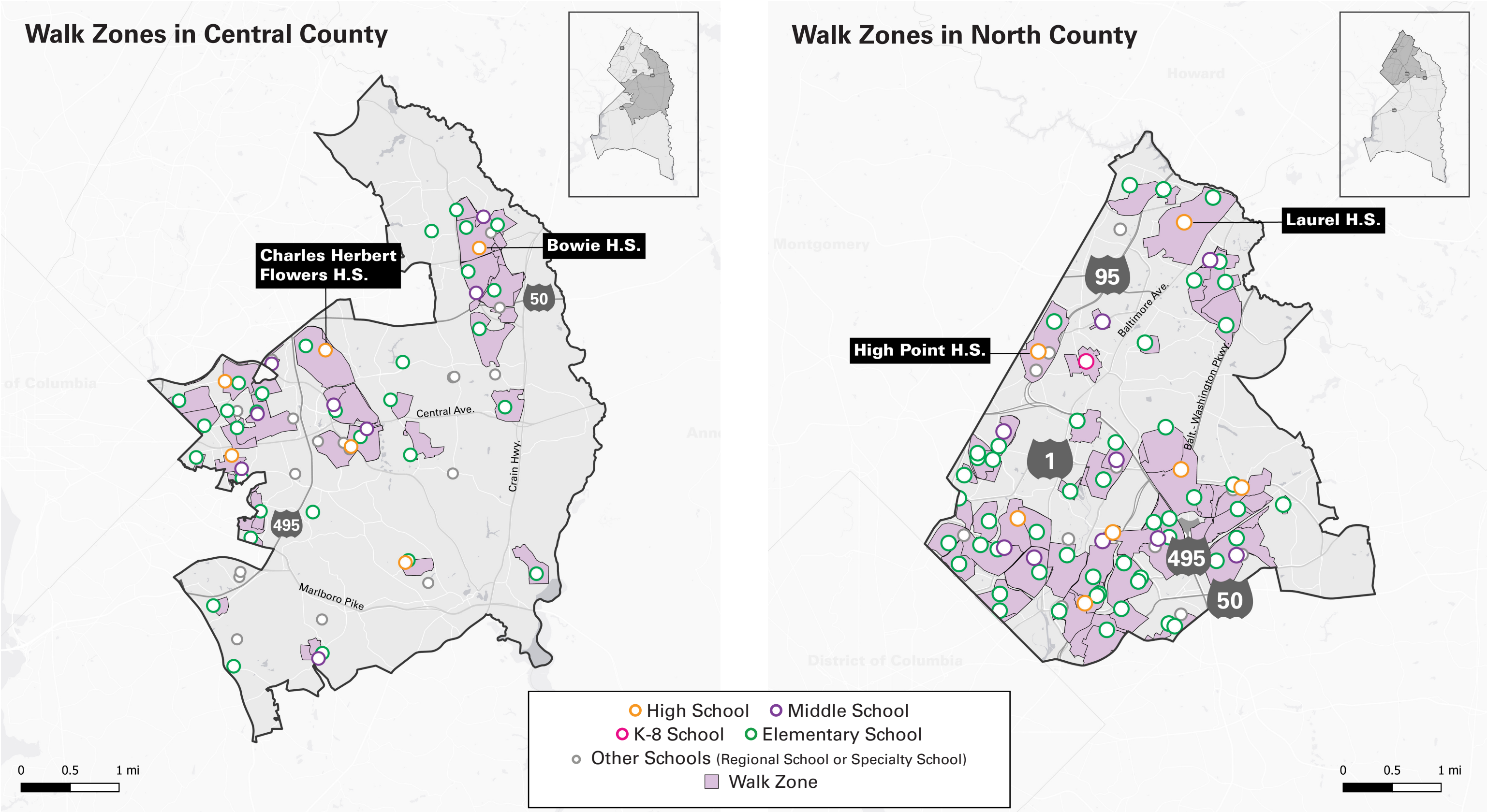
However, schools located in neighborhoods closer to the Beltway and Branch Road (such as Oxon Hill, Glass Manor, and Camp Springs) have larger walk zones.

Walk zones in the Central and Northern regions are shown on the following page.

Walk Zones in South County



The Walk Zone



Specialty Programs

Specialty Programs

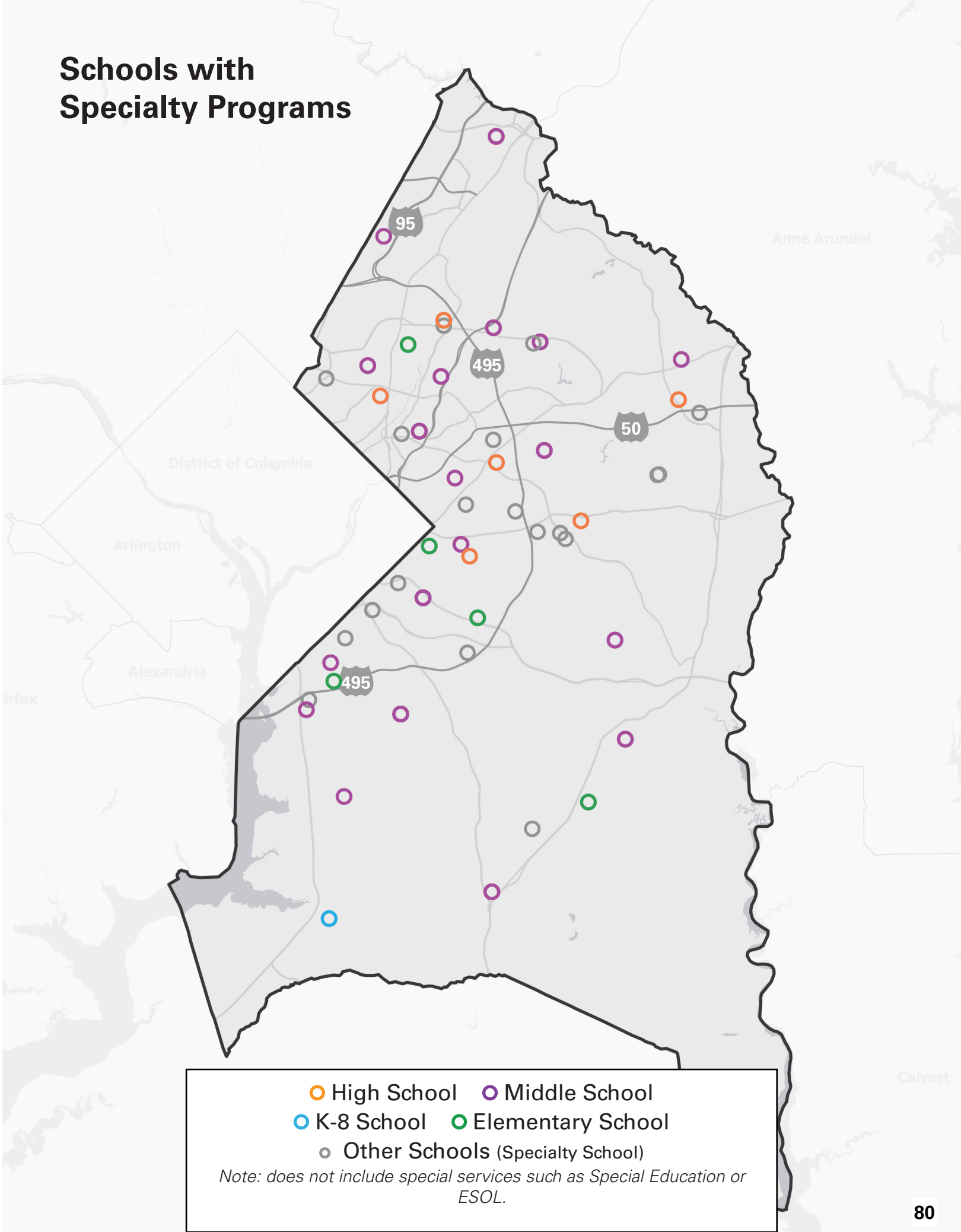
Specialty Programs in PGCPS

PGCPS offers a wide range of specialized programs, including Talented and Gifted (TAG), Creative and Performing Arts, and Career Technical Education (CTE). About 5% of PGCPS students are enrolled in specialty programs. The specialty programs with the highest enrollment districtwide are Science and Technology program with 2,020 students enrolled, and the Talented and Gifted (TAG) program, which has 1,872 students enrolled. Other specialty programs in PGCPS include language immersion programs, P-TECH (Pathways in Technology Early College High School), International Baccalaureate (IB), the Academy of Health Sciences, Montessori, and 3D Scholars. The district also includes 12 public charter schools.

Specialized programs present different needs for capacity and facility utilization. They may require additional space for students or special facilities and staff. As PGCPS adjusts and creates school boundaries, it is important to take these programs into account. However, this initiative will only result in boundary recommendations for the district’s 165 neighborhood schools. The boundaries for specialty schools, regional schools, charter schools and special education centers will not be changed in the boundary scenarios and options developed for this initiative.

The map at right shows the locations of specialty programs throughout PGCPS.

Schools with Specialty Programs



Special Services

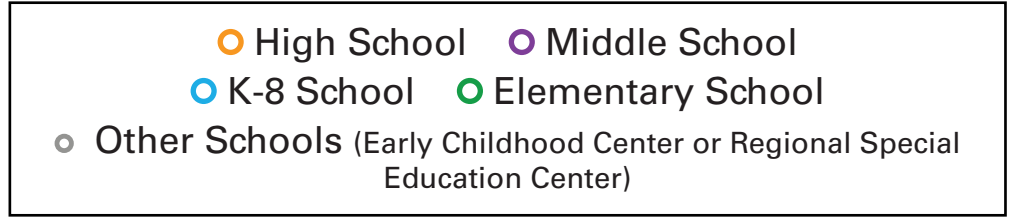
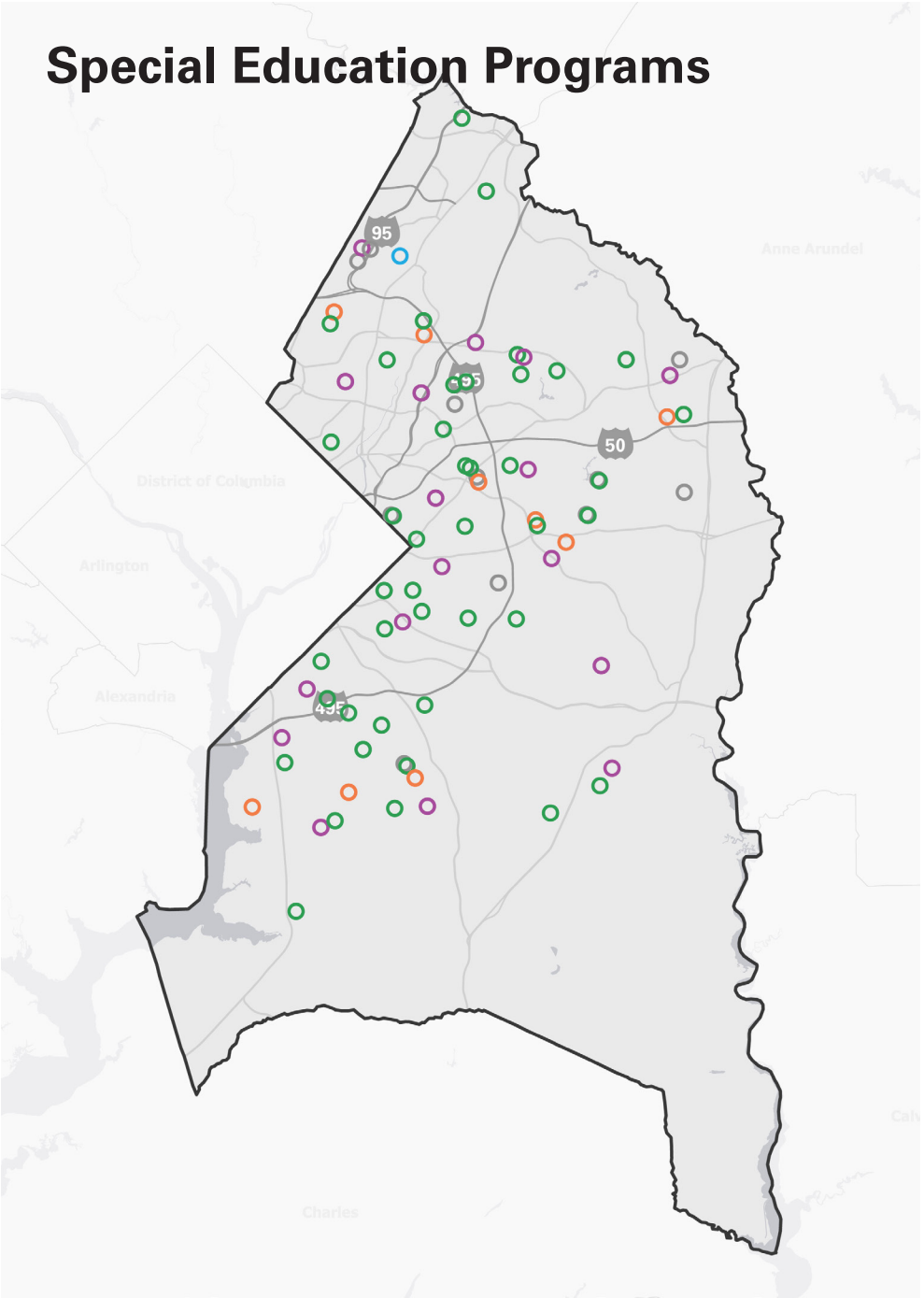
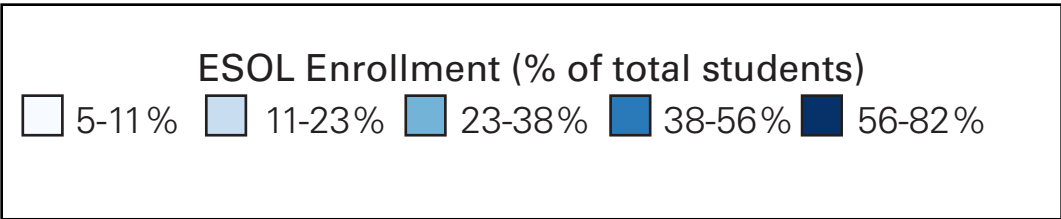
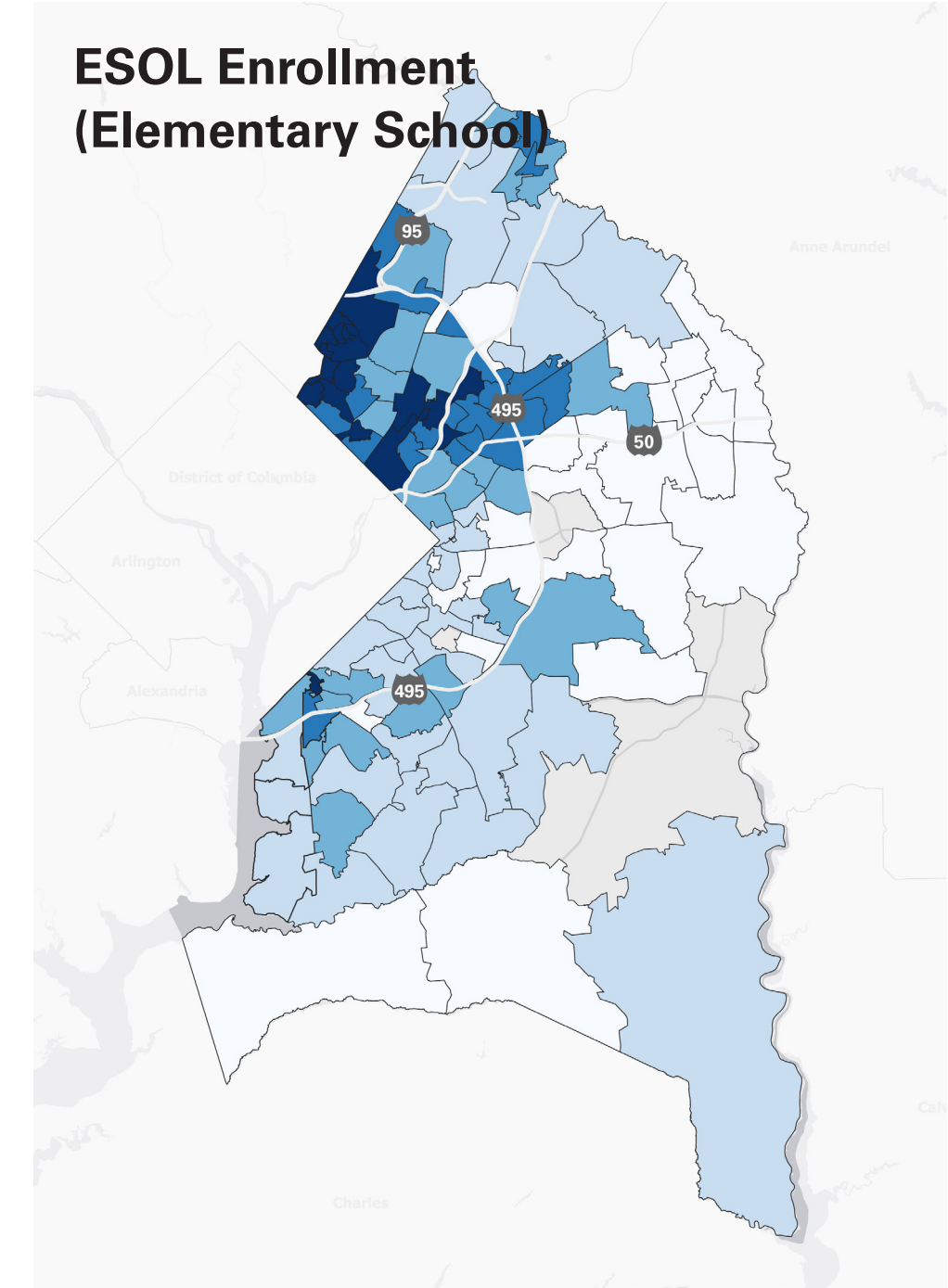
Special Services

It is important to note that the school system has both specialty programs and special services. Specialty programs have an academic or technical focus (i.e. performing arts, science and technology, or TAG). Special services, however, are programs that provide special support to students based on need and in accordance with federal requirements. This includes Special Education and the English for Speakers of Other Languages (ESOL) program.

The district provides specially designed instruction and other services for students with disabilities. PGCPs provides special education services to students with disabilities from birth to age 21, including support and resources for parents, guardians, and families. State and federal regulations require special education services in public school systems.

ESOL is a program designed to provide appropriate, effective English language instruction to English Language Learners (ELLs) in Kindergarten through 12th grade and to facilitate cultural awareness. This program is required by both federal and state regulations.

21% of students across the district participate in ESOL, and 11% of students receive special education services.



Facility Age and Condition

Facility Condition

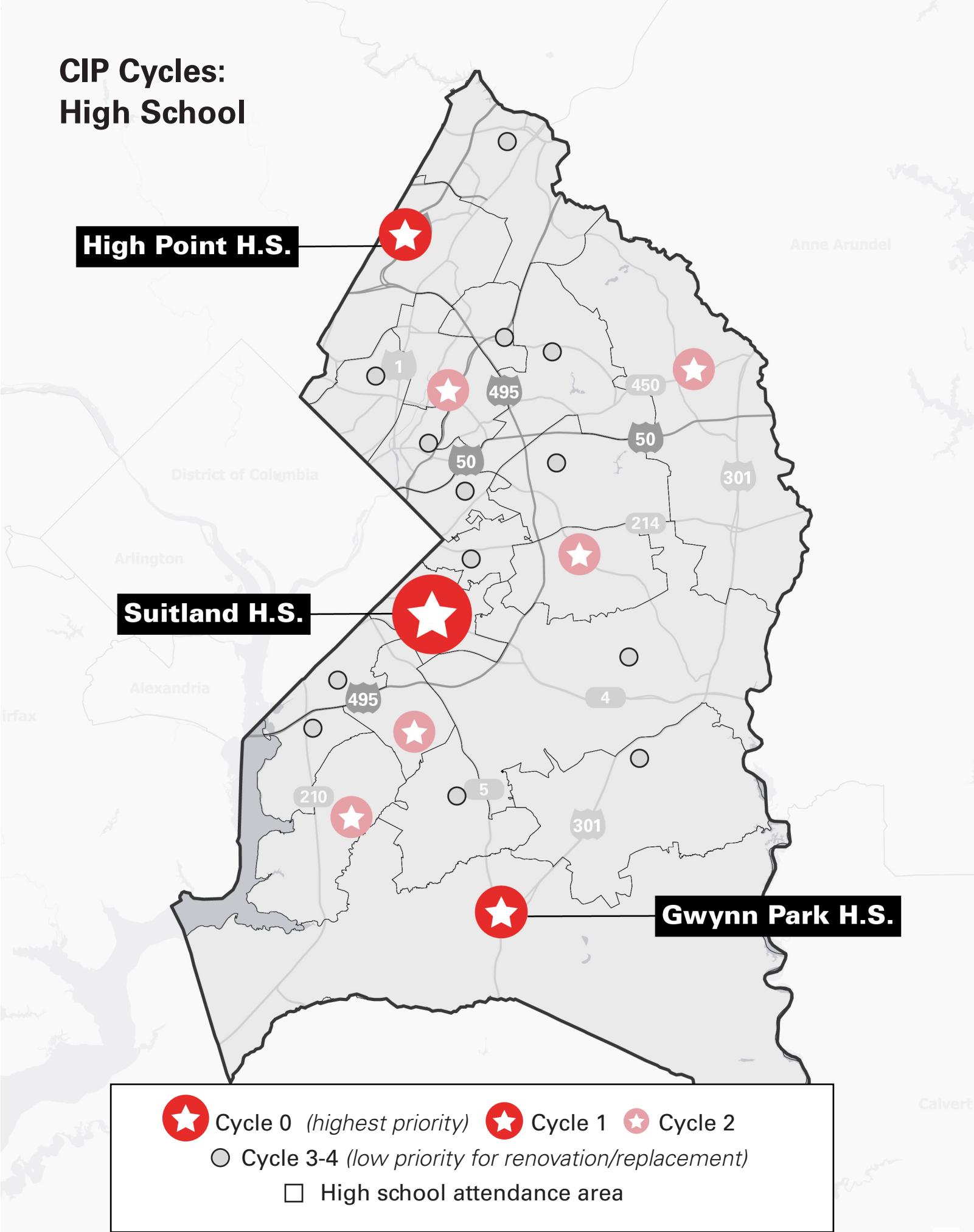
The Capital Improvement Program (CIP) is a plan developed by the Chief Executive Officer and the Board of Education to fund capital projects in PGCPs. The CIP proposes plans, designs, renovations, and construction of school facilities in the district, following the priorities established in the district’s Educational Facility Master Plan (EFMP). The CIP proposes a capital budget for the upcoming fiscal year, and the succeeding five fiscal years. The latest CIP, covering fiscal years 2022 through 2027, is expected to be fully approved and released in June 2021.

PGCPS prioritizes schools into four cycles for capital improvements, each spanning a six-year period. Schools are prioritized into these cycles according to utilization, facility condition, and educational adequacy. Cycle 1 schools are in the greatest need of capital projects and tend to be the facilities that are oldest and in the greatest disrepair. Cycle 4 schools are the newest facilities and are not high priority for capital projects. The district will prioritize capital improvements in Cycle 1 and 2 schools through 2028, with Cycle 3 schools prioritized starting in 2029. Cycle 0 schools are the highest prioritized schools, where renovation or replacement is already planned or underway as of school year 2020-21.

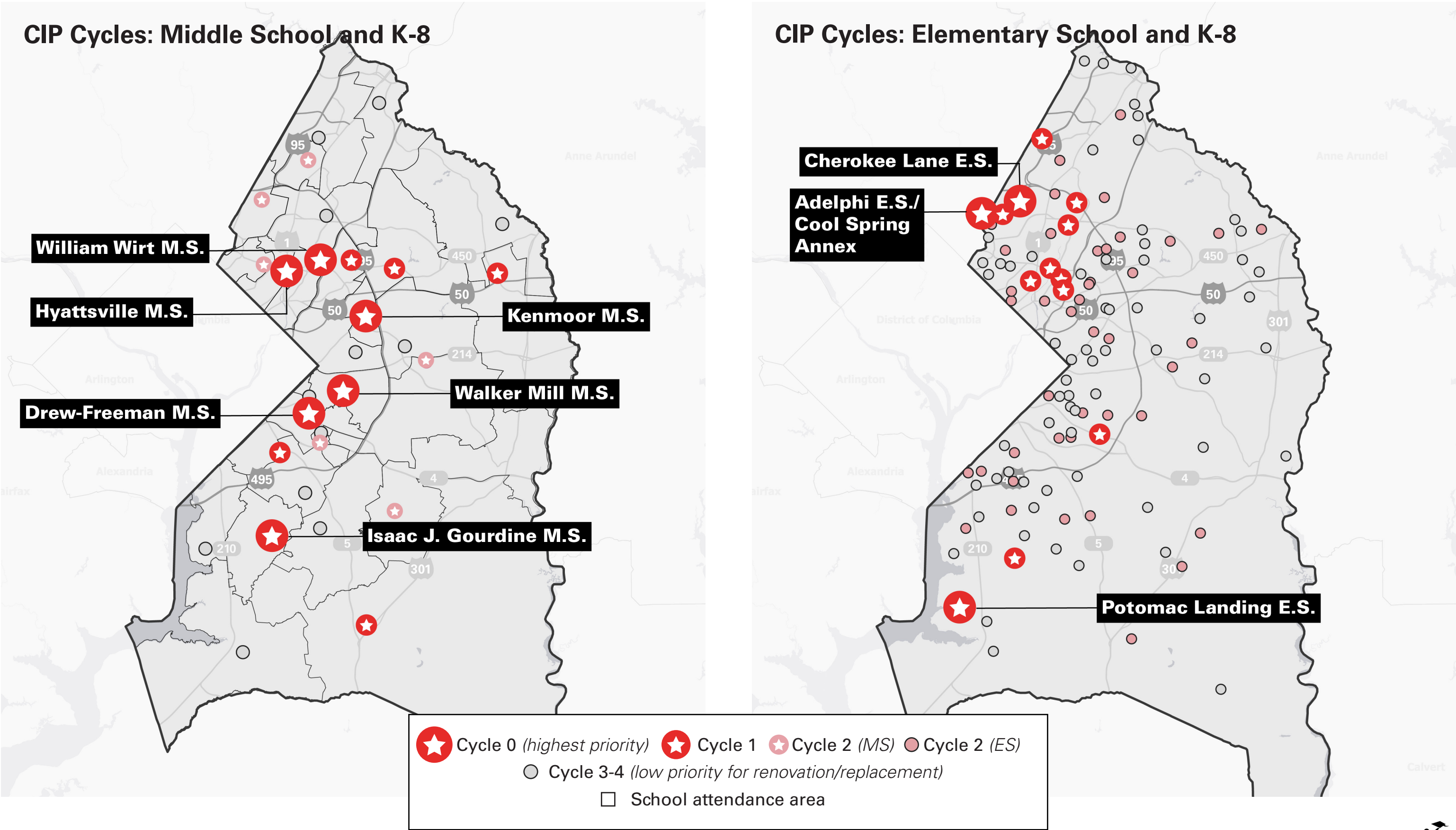
Suitland High School is classified in CIP Cycle 0, placing it at the highest priority for renovation or replacement. High Point High School is classified as CIP Cycle 1, due to deteriorated conditions and concerns about educational adequacy and regional utilization challenges. The district plans to undertake a major renovation and addition at High Point, adding 519 student stations. Gwynn Park High School also falls into CIP Cycle 1.

At the middle school level, six neighborhood schools are in CIP Cycle 0 and are slated for replacement. At the elementary school level, three schools are in CIP Cycle 0: Adelphi ES is slated to be demolished and replaced at the Cool Spring ES site, Cherokee ES is slated to be replaced, and Potomac Landing ES will be re-purposed and the elementary population will move to the new Southern Area K8.

CIP Cycles: High School



Facility Condition



Methodology: Developing the Draft Scenarios

Methodology

The next section of this report, **Draft Boundary Scenarios**, presents three draft school boundary scenarios. A scenario presents a possible outcome, in this case a possible outcome for future school boundaries in PGCPs.

- By modeling possible school boundaries in PGCPs, we can explore questions like:
- What improvements to school utilization are possible using existing and planned capacity?
- What are the impacts on students of changing attendance area boundaries? How many students would change neighborhood schools, and where?
- Can we improve school utilization while improving student distances to school?
- Which boundary changes are likely to have the greatest impact, with the fewest changes to assignment stability?
- Through boundary changes and school consolidations, to what extent can we maximize the number of students attending school in newer and higher quality facilities, including lowering the rates of students attending class in trailers/ temporary classrooms?

To answer these and other questions, we used a process called modeling that can generate thousands of different school boundary maps. By analyzing these school boundary maps, we can estimate the impacts to utilization, distance to school, facility condition, and assignment stability. In this section of the report, **Methodology: Developing the Draft Scenarios**, we will describe the process for developing the draft scenarios presented in this report, including defining key concepts.

What is a model?

To develop the draft scenarios shared in the next section of this report, we used a process called **modeling**.

A model is a set of mathematical operations that transforms some input data into something new. In this case, our models transform PGCPs's current school boundaries into a new set of school boundaries. We developed three distinct models to arrive at the draft scenarios in this report. Each model has its own set of objectives and it targets different criteria in order to achieve those objectives.

A **metric** is a measure that allows us to compare different processes or understand a model's outcomes, such as the percentage of students living in walk zones, or utilization rates. Many models are set up to minimize a specific metric. Some try to minimize this metric as much as possible, whereas others try only to meet a certain target threshold for the metric before stopping. Each of our three models, in slightly different ways, tries to minimize the utilization rates of PGCPs schools. While trying to do this, each model works within a unique set of parameters (for example, each model will allow a different degree of redistricting to occur, measured in the percentage of students whose neighborhood school changes).

Methodology

Model “runs”

Each model is designed to start in one place and stop in another. This process of starting then stopping the model is called “running” the model. Each time a model is “run” it will produce an output, also called a “run.” We ran each of the three models thousands of times to create a large batch of “runs.” Each “run” produces a possible map of school boundaries according to the model’s parameters.

The models we developed are designed to be run more than once – the more times the better. Each model uses randomness to generate slightly different outputs every time the model is run, even when the input data is the same. By setting up three models with different parameters and then running the models many times, we can compare the outcomes of these different approaches to adjusting school boundaries in PGCPs.

Planning Blocks

School attendance areas are made up of small pieces called planning blocks. School planners use these planning blocks to help draw new boundaries and analyze data. In the diagrams at right, each small gray square is one planning block. In this fictional school district there are five schools, A, B, C, D, and E.

During each “run,” the model swaps planning blocks between different school attendance areas in order to achieve its objectives.

What is a scenario?

Once we have run the three models and understand the trade-offs they present between the key factors, we can begin to develop the draft boundary scenarios.

After running each model thousands of times, we select some of the model’s best performing runs to examine more closely. From here, we use the model’s

objectives as a guide to refine these best runs into one draft scenario.

The scenarios shared in this report are drafts. Additional community feedback, collected at the second round of community meetings, and further analysis will inform the final boundary scenario. This means that while we would expect most of the high-level outcomes to remain the same in a final draft (i.e. the total percentage of students redistricted or total number of schools consolidated), we expect several changes to come out of the process of developing a set of draft scenarios into a final boundary option. Once this final option has been developed, it will move through the boundary change approval process, described below.

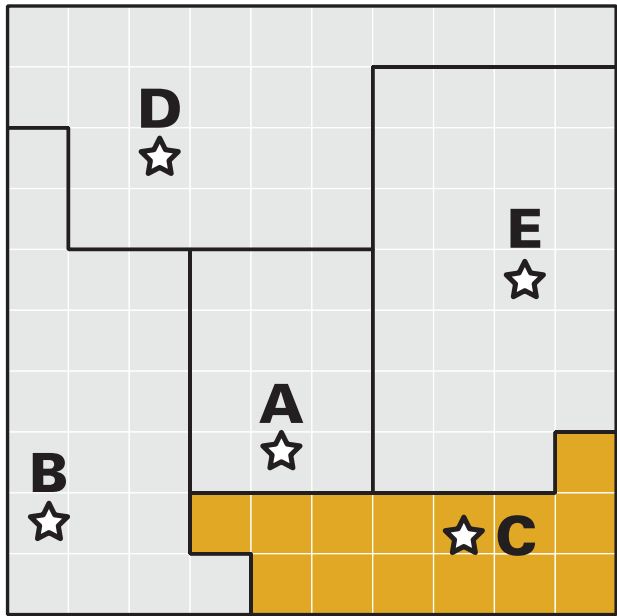
PGCPS Boundary Change Approval Process

- 1. Boundary Advisory Committee Review (Fall 2021):** BAC convenes to finalize boundary proposals, and presents them to the CEO.
- 2. CEO Recommendation (Winter 2021):** upon approval, CEO presents boundary proposals to the Board of Education.
- 3. Final Approval by the Board of Education (Winter 2021-22):** BOE holds public hearings, approves the final boundaries.

Key Concepts: Modeling

Before we learn about the three scenarios, there are a few key concepts that are important to understand.

Attendance Area

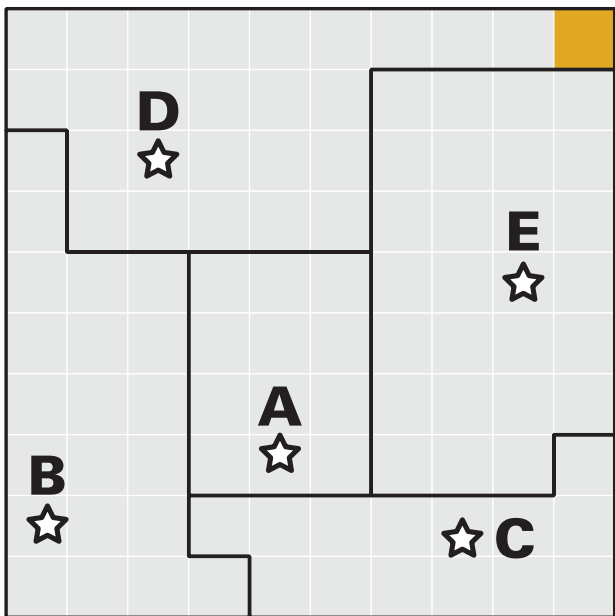


The geographic area that determines which neighborhood school a students will be assigned to, based on home address.

Every school in PGCPs has an attendance area, and every student in PGCPs resides within an attendance area for elementary, middle, and high school, which determines where they will go to school throughout their time at PGCPs.

In the graphic above, all students in the orange area are assigned to School C.

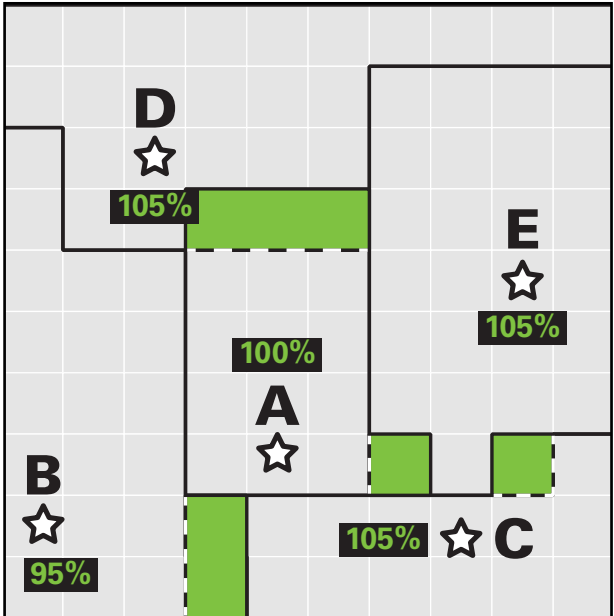
Planning Block



Each attendance area is made up of many planning blocks. These are smaller geographic areas. When a school boundary is changed, these are the units that can be moved.

The highlighted planning block above is in School D's attendance area.

Model



Each model simulates boundary changes by swapping planning blocks many times, within a given set of parameters.

In this case, the green blocks were swapped to new attendance areas, in order to balance utilization at the four schools shown.

The Draft Scenarios

How did we select the three scenarios?

We developed the three draft scenarios in this report by first establishing a set of priorities. These priorities draw upon PGCPs leadership’s objectives, PGCPs School Board policy, and public input from the Phase 1 community engagement process.

Primary Priorities

These are the top priorities for scenario development, based on the priorities of PGCPs leadership and the findings from Phase 1 community engagement.

- **Ensure as many neighborhood schools as possible fall within PGCPs’s target range (80-95%)**
- **Minimize the utilization extremes in the district, ensuring there are no highly over- or under-utilized schools**
- **Shift PGCPs to an adopted grade band model, so that elementary schools include Pre-K through 6th grade, and middle schools include 6th through 8th grade.**

This shift will create additional capacity for Pre-K seats, and align with the district’s pedagogical objectives. Moving 6th graders to middle schools will allow these students to receive instruction from instructors qualified to teach more advanced content. The district believes this shift will benefit students developmentally and academically.

- **Ensure students have access to best available school facilities.**

This was a top community member priority during Phase 1 engagement and is a long-term goal for the school district. There are challenges to implementing this as a part of the boundary initiative – but given the emphasis of this factor by community members, we made every effort to maximize the number of students attending school in the best available school facilities across the draft scenarios.

Secondary Priorities

While also priorities, these are considered secondary priorities that are not weighted as heavily in the modeling process.

- Create strong school communities by maintaining communities, or cohorts, as students progress through PGCPs
- Reduce the number of students attending class outside of their school building (trailers/temporary classrooms)

Priorities for Measuring Impact

While not a focus of this initiative, these priorities will be considered when measuring the impacts of the draft boundary scenario.

- Consider the distribution of specialty programs and their impacts on school capacity
- Improve the efficiency of the school transportation system and minimize distances traveled to school

The Draft Scenarios

Baseline Assumptions

Each of the draft scenarios was developed with a set of shared baseline assumptions. These assumptions set the basic parameters for scenario development. These assumptions draw upon PGCPs School Board Policy 0013, district educational and facility objectives, and the practical limitations of current school boundaries.

In addition to the guidance from this board policy, we also followed a set of baseline assumptions. Following these assumptions, each scenario:

- Includes new capacity expected to come online by school year 2024-25. All new facilities will have their own boundaries in the draft scenarios, and students will be assigned to those new or expanded facilities.
- Improves utilization rates as much as possible using PGCPs’s target of 80-95%
- Plans for projected growth in enrollment and small area population trends
- Considers consolidations as a strategy according to a clear rationale established with PGCPs and in line with PGCPs policies on school consolidation.
- Minimizes attendance area size/distance traveled to school as much as possible.
- Maximizes the number of students in the walk zone. *Note: we achieve this in part by “freezing” planning blocks that immediately surround each school so that those students are not reassigned.*
- Moves all 2,985 6th graders in elementary schools to middle schools.
- Creates contiguous (or continuous) attendance areas, without “islands” or disconnected pieces.

School Consolidations Criteria

One of the school district’s objectives for this process is to identify elementary schools for consolidation in order to balance utilization and ensure as many students as possible attend school in newer facilities. Identifying candidates for

school consolidation is a complex process that entails its own set of criteria. In this process, we consider the following criteria when determining schools for consolidation.

- School must be under-utilized.
- CIP cycle must be 3 or less.
- 60% of the total indicator weight is distributed across the same criteria: utilization rates of neighboring schools, CIP Cycle of neighboring schools, change in enrollment since 2012, distance from nearest school, and school capacity.
- 40% of the total indicator weight is distributed based on each scenario’s priorities.

A detailed breakdown of the criteria for school consolidations can be found in the **Appendix** on **page 126**.

Benchmarking and Assignment Stability

Assignment stability refers to how often or how many students are impacted by redistricting. We measure assignment stability by looking at what percentage of students are redistricted in each draft scenario. So, what degree of student reassignment is reasonable? It can be helpful to look to benchmarks from past boundary changes and other school districts in the region. For example:

- In their last comprehensive boundary change in 2008, PGCPs rezoned 13% of elementary students and 14% of middle school students.
- Howard County’s (HCPSS) comprehensive redistricting in 2019 rezoned approximately 10% of all students.
- The Richmond Public Schools (RPS) 2019 redistricting plan rezoned approximately 6% of students.

Draft Boundary Scenarios

Draft Boundary Scenarios

Draft Scenarios Overview

This section of the report presents three draft scenarios, which represent a possible new map of school boundaries in PGCPs. These scenarios were developed based on the school system's priorities, community priorities and input from Phase 1 Community Engagement, and original analysis conducted by the consultant team. All three of them are designed to address the key factors of utilization and capacity, distance to school, and facility condition, while measuring impacts to assignment stability and specialty programs and services. These factors are explored further in the Data Analysis section of this report, starting on **page 33**. Each scenario also looks to further the district's primary and secondary priorities, outlined in the Methodology section starting on **page 64**.

While each scenario seeks to improve the key factors as much as possible, each has a specific set of goals and parameters. By developing three distinct scenarios, we are able to test three unique approaches to adjusting school boundaries in PGCPs, and evaluate the outcomes. It is necessary to consider multiple approaches in part because there are trade-offs between the key factors. For example, greater improvements to school utilization may be associated with larger amounts of students rezoned (assignment stability). And zoning as many students as possible to updated facilities is associated with larger amounts of schools and student impacted by school closures and consolidations.

1

**Address the Utilization
Extremes and
Minimize Rezoning**

2

**Improve Utilization as
Widely as Possible**

3

**Maximize the Students
Attending School in
Updated Facilities**

Draft Boundary Scenarios

Draft Scenario 1: Assignment Stability **Address the Utilization Extremes and Minimize Rezoning**

This scenario places the greatest importance among the three on minimizing the amount of change and disruption for student assignment. In order to stay under a lower assignment stability threshold, this scenario focuses on addressing utilization extremes in the district (i.e. highly over-utilized or under-utilized schools). In order to stay within the lower assignment stability threshold, this scenario includes temporary classrooms as part of school capacity, as opposed to trying to eliminate minimize temporary capacity.

Draft Scenario 2: Educational Experience **Improve Utilization as Widely as Possible**

This scenario is the most ambitious of the scenarios in terms of optimizing utilization across the district. Draft Scenario 1 has the highest threshold for assignment stability, meaning more students are rezoned in order to achieve these objectives. This scenario also seeks to reduce temporary classrooms as much as possible, with a focus on eliminating temporary classrooms in poor condition.

Draft Scenario 3: Facility Quality **Maximize the Students Attending School in Updated Facilities**

During Phase 1 Community Engagement, improving school facility conditions was ranked the highest priority most often by participants. This scenario seeks to respond to this community priority by maximizing the number of students assigned to newer and higher quality facilities. While boundary changes can be a limited tool to improve school facility conditions, this model uses two strategies to optimize school facilities: first, it presents the greatest amount of school consolidations, with a focus on closing schools in the worst condition and rezoning students to newer facilities nearby. Second, it reduces the number of temporary classrooms

used around the district to improve the quality of students' learning environments, prioritizing only preserving the temporary classrooms in the best condition.

It is very important to note that these scenarios are draft scenarios. That means that the boundary maps presented in this section of the report are also draft boundary maps. While one of these draft scenarios will ultimately guide the development of new boundaries for PGCPs, the final boundary maps will not be identical to the ones seen in this report. The final boundary option presented to the CEO will be revised based on feedback from the Boundary Advisory Committee and PGCPs leadership, feedback from Phase 2 Community Engagement, and continued analysis and refinement by the consultant team.

It is also important to note that the final revised school boundaries will not go into effect until school year 2023-2024, which is when most of the planned additional capacity (new schools and additions) will be complete. The implementation of the new boundaries will also likely be accompanied by grandfathering policies (in which certain students or grade levels can opt out of boundary changes. These policies will be developed and shared separately from this initiative.

Scenario Goals

1



Draft Scenario 1

Address Utilization Extremes and Minimize Rezoning

Address the most severe instances of over- and under-utilization.

Create assignment stability by redistricting as few students as possible.

2



Draft Scenario 2

Improve Utilization as Widely as Possible

Optimize utilization as widely as possible.

Reduce the number of temporary classrooms in use, particularly those in poor condition.

Consolidate elementary schools as needed, prioritizing school consolidations that balance utilization.

3



Draft Scenario 3

Maximize the Students Attending School in Updated Facilities

Ensure as many students as possible attend school in the newest/ most updated facilities.

Remove the need for temporary classrooms aside from those rated in good condition.

Direct students and resources to newer facilities by consolidating under-utilized schools, prioritizing schools in the lowest rated condition.

Measuring Impact

In order to understand the impacts of each draft boundary scenario, and to compare the pro's and con's they each present, we look at specific metrics (or data points) under each key factor. During analysis, modeling, and draft scenario development, we looked at a broad range of metrics within each key factor. In this report, we present a set of key metrics related to each factor (summarized below). (Note: for further explanation and analysis of each key factor, please see the Data Analysis section starting "Data Analysis" on page 33).

Utilization

For each draft scenario, we understand the outcomes for utilization by looking at utilization rates across the district. It is helpful to understand the range of utilization rates (i.e. the minimum and maximum utilization rate), as well as the median utilization rate for each school level and the district overall. In each draft scenario, the goal is to decrease the range of utilization rates, and by doing so lessen the severity of the over-utilization and under-utilization in the district.

We also look at the proportion of schools that fall within the PGCPs optimal utilization rate range of 80-95%. Each draft scenario aims to get more schools within this target range.

Because each scenario has different goals regarding the use of temporary classrooms, two different kinds of utilization rates are presented in this section. Generally, we discuss the outcomes of each scenario using utilization rates that factor in temporary classroom capacity ("**Utilization with temps**"). In other words, utilization rates are calculated by dividing a school's enrollment by its state-rated capacity (SRC) plus its temp classroom capacity.

Measuring utilization rate with temps results in lower utilization rates, because the additional capacity provided by temporary classrooms is factored into the utilization rate. It also presents a more realistic view of the scenario outcomes by assuming PGCPs will continue to use temp classrooms to off-set over-utilization. This means

that when a school has a utilization rate above 100%, there are more students than student stations, regardless of whether those student stations are in a permanent classroom or a temp.

However, it is also important to consider utilization in terms of state-rated capacity (SRC) alone. When calculating utilization this way, each school's enrollment is divided by the school facility's state-rated capacity (which does not include temps). In this case, a utilization rate over 100% may mean that there are more students than student stations altogether, or it may mean that some students are in permanent classrooms and others are attending class in temps. In this section, we refer to this kind of utilization as "**SRC utilization**". SRC utilization is discussed in greater depth starting on **page 115**.

Assignment Stability

To understand the impact of each draft scenario on assignment stability, we look at the percentage of students rezoned ("**Total students rezoned**"), both by school level and districtwide. Each draft scenario has a different threshold for assignment stability: Draft Scenario 1 has the lowest threshold (around 10%), as assignment stability is a priority for this draft scenario.

The assignment stability metrics only consider those students who would be redistricted within a school level. This excludes 5th, 8th, and 12th graders who would be graduating from their current school in the year boundary changes take effect.

Under total students rezoned, we present two figures: "**Total students rezoned, new school**" and "**Total students rezoned, consolidation**." These figures tell us what percentage of students rezoned were rezoned to attend a newly constructed school, and what percentage of students were rezoned due to a school consolidation. At times, these students may overlap (for example, a student whose current school closed, and was rezoned to a new school). In draft scenarios

Measuring Impact (continued)

with a higher number of school consolidations, we would expect to see a higher percentage of students rezoned due to consolidation. In draft scenarios with more rezoning between existing schools, both of these figures may be lower.

Distance to School

Each draft scenario aims to minimize the distances students travel to school, and to preserve or improve the district's current walk zone rates. This report presents two sets of metrics related to distance to school: average distance to school and percentage of students in the walk zone. **Average distance to school** measures the average distance traveled between students' homes and their assigned neighborhood schools and is broken down by school level as well as the district overall. In this report, average distance to school only includes students who live outside of walk zones and are eligible for district transportation (buses). Distances are measured using road networks to approximate the miles traveled by car or bus.

Percentage of students in the walk zone tells us how many students reside within a PGCPs-designated walk zone. Students living in walk zones are not eligible for bus service and are considered to live close enough to school to walk. The number of students living in walk zones decreased in these draft scenarios because of the priority of shifting 6th graders to middle schools. Elementary schools tend to have more students in walk zones, so by moving 6th graders to middle schools, many of these students do not reside in walk zones in the new draft boundaries. In other cases, students may be shifted into or out of walk zones due to a school consolidation or new school opening. With these different conditions in mind, we also share the change in students in the walk zone due to "special circumstances," which includes grade realignment, school opening, and school consolidation. We share the change in students in the walk zone for all other boundary changes separately.

Facility Conditions

To understand the impact of each draft scenario on facility conditions, we look at the percentage of students attending high or low CIP Cycle schools, total school consolidations, and the number of temporary classrooms in use.

As discussed earlier in this report, CIP Cycles are a way to understand facility conditions in PGCPs. The school system maintains an inventory of school facilities based on level of priority for repairs, renovations, or even demolition. CIP Cycles 0-1 are schools in the worst-rated condition, rated as highest priority for renovation or consolidation. CIP Cycle 4 schools are the newest and highest quality school conditions. The draft scenarios in this report aim to increase the percentage of students attending school in high quality (**percentage of students in CIP Cycle 3-4 schools**) or new facilities, while decreasing the **percentage of students in CIP Cycle 0-2 schools**.

In addition to measuring CIP Cycle outcomes, we also understand school facility conditions in terms of the **number of temporary classrooms in use**. Draft Scenarios 2 and 3 try to reduce the number of temporary classrooms in use in order to improve facility conditions for students. This report presents number of temps in use for each draft scenario.

Finally, school consolidations are one strategy to move more students to higher quality facilities. The **total number of school consolidations** is also shared for each draft scenario.

Constraints and Challenges

There are some general challenges and constraints across all three draft scenarios, which provide important context while interpreting the scenario outcomes.

Grade Realignment

Each draft scenario shifts all 6th grade students to middle schools. This is a high priority for the district due to the academic and developmental benefits of 6th grade students learning in middle schools. While the draft scenarios are all able to achieve full grade realignment, this comes along with some challenges as it relates to other priorities, including distance to school and assignment stability. To move all 6th graders to middle schools requires rezoning many students, which increases the overall percentage of students rezoned in each draft scenario. To adhere to the assignment stability thresholds for each draft scenario, there are fewer changes that can be made to balance utilization after these changes take place.

Achieving grade realignment contributes to a slight decrease in the percentage of students living in walk zones. In many cases, a 6th grader living in an elementary school walk zone will not live within walking distance of the middle school they are zoned to.

Geography and Distance

Utilization challenges are not evenly distributed across the district. As discussed in the Data Analysis section of this report, over-utilization challenges tend to be concentrated in North County, while under-utilization is more prevalent in South and Central counties. Due to the clustering of over-utilized schools near other over-utilized schools, it can be challenging to balance utilization between schools that are located reasonable close to one another. The draft scenarios attempt to balance utilization as much as possible while adhering to reasonable levels of student rezoning and distances to school.

School Openings

One of the key objectives of this initiative is to create school boundaries for the new schools being constructed in PGCPs in the coming years. Each draft scenario rezones between 2,900 and 3,600 students due to new school openings alone. While the opening of new schools alleviates utilization issues in some cases, the high number of students that must be rezoned to these new schools limits the number of additional students that can be rezoned to balance utilization at existing schools – in keeping with each draft scenario's threshold for assignment stability. In other words, if 3% of students are rezoned to populate new schools, and the scenario has a cap of rezoning 10% or less of all students, then that scenario can only rezone another 7% of students to address remaining objectives like grade realignment and balancing utilization.

Summary Table

Comparing the Draft Scenarios

The table at right presents an overview of the three Draft Scenarios. The table allows us to compare the impacts of the draft scenarios, as compared to current conditions in the school system.

The top row lists a set of key metrics, grouped by four core factors: utilization, assignment stability, distance to school, and facility conditions. The row below that provides an overview of today's conditions in PGCPs. Next, the bottom three rows summarize the results of the three draft scenarios.

The ratings in bold (i.e. "Moderately better; "Minimal change") refer to the impact the draft scenario had on current conditions. These ratings are not a direct comparison of the draft scenarios to one another, but can help to illustrate how well each scenario improves current conditions, and in which ways.

Scenario	Utilization	Assignment Stability	Distance to School	Facility Conditions
Current	50 schools in 80-95% target utilization range 13 schools very over- or under- utilized	No change in assignments	Average distance to school: 2.94 mi	397 temp classrooms needed 53% of students in CIP Cycle 3-4
1	+ Moderately better 48 schools in 80-95% target utilization range 5 schools very over- or under- utilized	~ Moderate change 11 % of students rezoned 2 consolidated ES	• Minimal change Average distance to school: 2.90 mi	+ Moderately better 202 temp classrooms needed 56% of students in CIP Cycle 3-4
2	★ Significantly better 73 schools in 80-95% target utilization range 4 schools very over- or under- utilized	– Significant change 14 % of students rezoned 6 consolidated ES	• Minimal change Average distance to school: 2.94 mi	★ Significantly better 252 temp classrooms needed (only new, good, and fair condition) 55% of students in CIP Cycle 3-4
3	+ Moderately better 57 schools in 80-95% target utilization range 11 schools very over- or under- utilized	~ Moderate change 12% of students rezoned 9 consolidated ES	• Minimal change Average distance to school 2.93 mi	★ Significantly better 146 temp classrooms needed (only new and good condition) 56% of students in CIP Cycle 3-4

Summary Table

Comparing the Draft Scenarios

The table at right presents an overview of the three Draft Scenarios. The table allows us to compare the impacts of the draft scenarios to one another, and to the current conditions in the school system.

The leftmost column lists a set of key metrics, grouped by four core factors: utilization, assignment stability, distance to school, and facility conditions. The following four columns then present the data for each of these metrics, starting with the school system today, followed by Draft Scenarios 1-3.

This table provides an overview of each metric at the districtwide level, in some cases with rows for each school level. The Draft Scenario sections provide additional data specific to each school level for each scenario.

* See page 115 for data and discussion about SRC Utilization.
** Distances for comprehensive education pupils living outside of a walk zone only.
*** Reassignment excludes grade levels in their last year of a school level: 5th, 8th, and 12th graders.
**** CIP Cycle 0-2 schools are prioritized most highly for renovation or replacement. CIP Cycle 3-4 schools are the newest schools with the highest rated facility conditions.

Utilization	Current	Scenario 1		Scenario 2		Scenario 3	
Utilization, with Temp Classrooms*							
Schools in 80-95% utilization range	50 (30%)	48 (29%)		73 (45%)		57 (36%)	
Maximum utilization (overall)	126%	119%		120%		129%	
Minimum utilization (overall)	45%	55%		49%		48%	
Assignment Stability	Current total	Students	Percent	Students	Percent	Students	Percent
Total students rezoned	98,242	11,023	11%	13,945	14%	11,256	12%
ES students***	42,508	4,227	10%	6,007	14%	4,463	11%
MS students***	25,615	4,556	18%	5,305	21%	4,747	19%
HS students ***	30,119	1,950	7%	2,633	9%	2,046	7%
Distance to School**	Current	Scenario 1		Scenario 2		Scenario 3	
Average distance to school	2.94 mi	2.90 mi		2.94 mi		2.93 mi	
ES students	1.88 mi	1.91 mi		1.96 mi		2.03 mi	
MS students	2.98 mi	3.09 mi		3.13 mi		3.09 mi	
HS students	4.19 mi	3.97 mi		4.02 mi		3.99 mi	
Students in walk zone	36%	35%		34%		34%	
Facility Conditions	Current	Scenario 1		Scenario 2		Scenario 3	
% of students in CIP Cycle 0-2****	47%	44%		45%		44%	
% of students in CIP Cycle 3-4****	53%	56%		55%		56%	
Temp classrooms in use	397	202		252		146	
School Consolidations	-	3		7		10	
		Adelphi ES, Potomac Landing ES, Isaac J Gourdine MS		Adelphi ES, Potomac Landing ES, Baden ES, Concord ES, Pointer Ridge ES, Rose Valley ES, Isaac J Gourdine MS		Adelphi ES, Bradbury Heights ES, Francis T. Evans ES, J. Frank Dent ES, Mattaponi ES, Potomac Landing ES, Pointer Ridge ES, Rose Valley ES, Woodmore ES, Isaac J Gourdine MS	
*without SRC Utilization.							
**Students living outside of a walk zone only.							
***Their last year of a school level: 5th, 8th, and 12th graders.							
****Schools highly for renovation or replacement. CIP Cycle 3-4 schools are the newest schools							

Draft Scenario 1

Address Utilization Extremes and Minimize Rezoning

Approach

Draft Scenario 1

- Rezone the smallest number of students, around 11 % overall
- Balance utilizations based on School Rated Capacity, ignoring the availability of temporary classrooms

Shared across the three scenarios

- Realign elementary and middle school grade bands to K-5 and 6-8 across the District
- Open two new middle schools and one new K-8 school
- "Freeze" areas adjacent to schools from redistricting
- Consolidate Potomac Landing ES, Adelphi ES, and Isaac J Gourdine MS, which the district plans to consolidate as part of the [Blueprint for PGCPs](#) initiative.

Key Results

- Decreases the number of highly over- or under- utilized schools from 13 to 5, while rezoning the fewest amount of students.
- Only consolidates the three schools the district already plans to close.
- Reduces the need for temp classrooms from 397 to 204, though the remaining temps include temps of all conditions.

Draft Scenario 1

Introduction

Draft Scenario 1 seeks to address the district’s utilization challenges while causing the least amount of disruption possible to student assignment stability. For this reason, this scenario was developed using an upper limit of 10% for student redistricting. In order to improve utilization as much as possible within this assignment stability threshold, this draft scenario addresses the utilization extremes first (i.e. highly over-utilized or highly under-utilized schools). Because assignment stability is a priority for this draft scenario, it measures capacity using state-rated capacity only. This is because the scenario is not attempting to minimize the number of temporary classrooms in use, simply to correct over- and under-utilization

Objectives

- Correct the most severe instances of over- and under-utilization.
- Create assignment stability by redistricting as few students as possible.
- Promote community stability by avoiding increases to distance traveled to school.
- Consolidate only the elementary schools already flagged for consolidation by PGCPs.

Methods

- Targets the most highly over- and under-utilized schools first, and then makes other improvements possible within the 10% assignment stability threshold.
- Measures school capacity using state-rated capacity only, and not taking temporary classrooms or trailers into consideration.
- Targets about 10% as an upper limit for student rezoning, and minimizes consolidations in line with its objectives to create stability.

Utilization with Temps	Current	Scenario 1
ES schools in target range	38	31
MS/K-8 schools in target range	8	11
HS schools in target range	4	6
Maximum utilization (overall)	126%	119%
Minimum utilization (overall)	45%	55%
Schools in 80-95% utilization range	50	48

Assignment Stability	Current total	Students	Percent
Total students rezoned	98,242	11,023	11%
<i>Total students rezoned, new school</i>	-	3,860	4%
<i>Total students rezoned, school consolidation</i>	-	1,709	2%
ES students (K-4)	42,508	4,227	10%
MS students (5-7)	25,615	4,556	18%
HS students (8-11)	30,119	2,240	7%

Distance to School*	Current	Scenario 1 Change	
Average distance to school	2.94 mi	2.90 mi	-1/20 mi
Elementary school	1.88 mi	1.91 mi	+1/30 mi
Middle/K8 school	2.98 mi	3.09 mi	+1/20 mi
High school	4.19 mi	3.97 mi	-1/4 mi

**Distances for comprehensive education pupils living outside of a walk zone only.*

Students in walk zone	36%	35%
<i>Changed due to realignment, new school, consolidation</i>		83%
<i>All other change</i>	-	17%

Facility Age & Condition	Current	Scenario 1
% of students in CIP Cycle 0-2	47%	44%
% of students in CIP Cycle 3-4	53%	56%
School Consolidations	-	3
Number of temps removed	-	195

Draft Scenario 1

Legend

School Name - Current/Expected Utilization

2. Adelphi ES (Consolidated)	58. James Mc Henry ES - 104%/102%
12. Beacon Heights ES - 82%/101%	61. Judge Sylvania W Woods, Sr. Elem - 106%/87%
13. Beltsville Academy - 97%/100%	66. Lamont ES - 94%/108%
14. Berwyn Heights ES - 94%/98%	67. Langley- Pk McCormick ES - 125%/109%
15. Bladensburg ES - 97%/99%	68. Laurel ES - 104%/99%
16. Bond Mill ES - 106%/106%	69. Lewisdale ES - 108%/105%
19. Calverton ES - 99%/101%	71. Magnolia ES - 103%/100%
22. Carole Highlands ES - 96%/114%	75. Montpelier ES - 92%/99%
23. Carrollton ES - 102%/107%	76. Mary Harris "Mother" Jones Elem - 126%/109%
24. Catherine T Reed ES - 100%/103%	77. Mt Rainier ES - 86%/98%
25. Cherokee Lane ES - 109%/114%	81. Oaklands ES - 85%/100%
26. Chillum ES - 113%/113%	83. Paint Branch ES - 75%/78%
30. Cool Spring ES - 106%/102%	88. Port Towns ES - 112%/102%
31. Cooper Lane ES - 102%/93%	91. Ridgecrest ES - 87%/87%
33. Deerfield Run ES - 100%/100%	92. Riverdale ES - 108%/104%
35. Dodge Park ES - 94%/98%	93. Robert Frost ES - 86%/102%
37. Edward M Felegy ES - 82%/92%	96. Rogers Heights ES - 104%/101%
44. Gaywood ES - 85%/101%	97. Rosa L Parks ES - 83%/116%
45. Gladys Noon Spellman ES - 97%/95%	102. Scotchtown Hills ES - 83%/93%
47. Glenn Dale ES - 92%/92%	103. Seabrook ES - 73%/99%
48. Glenridge ES - 91%/97%	105. Springhill Lake ES - 101%/96%
49. Greenbelt ES - 107%/104%	108. Templeton ES - 112%/107%
53. Hollywood ES - 126%/97%	109. Thomas S Stone ES - 61%/98%
54. Hyattsville ES - 96%/103%	111. University Park ES - 76%/98%
57. James H Harrison ES - 75%/71%	113. Vansville ES - 93%/111%
	120. Woodridge ES - 90%/85%

ES Boundaries: North County

Adelphi ES (#2) is consolidated in all scenarios

Elementary School

K-8 School

Proposed boundaries

Existing boundaries of schools with new boundaries

Schools with no proposed boundary changes

Draft Scenario 1

Legend

School Name - Current/Expected Utilization

- | | |
|---------------------------------------|---|
| 2. Adelphi ES (Consolidated) | 58. James Mc Henry ES - 104%/102% |
| 12. Beacon Heights ES - 82%/101% | 61. Judge Sylvania W Woods, Sr. Elem - 106%/87% |
| 13. Beltsville Academy - 97%/100% | 66. Lamont ES - 94%/108% |
| 14. Berwyn Heights ES - 94%/98% | 67. Langley- Pk McCormick ES - 125%/109% |
| 15. Bladensburg ES - 97%/99% | 68. Laurel ES - 104%/99% |
| 16. Bond Mill ES - 106%/106% | 69. Lewisdale ES - 108%/105% |
| 19. Calverton ES - 99%/101% | 71. Magnolia ES - 103%/100% |
| 22. Carole Highlands ES - 96%/114% | 75. Montpelier ES - 92%/99% |
| 23. Carrollton ES - 102%/107% | 76. Mary Harris "Mother" Jones Elem - 126%/109% |
| 24. Catherine T Reed ES - 100%/103% | 77. Mt Rainier ES - 86%/98% |
| 25. Cherokee Lane ES - 109%/114% | 81. Oaklands ES - 85%/100% |
| 26. Chillum ES - 113%/113% | 83. Paint Branch ES - 75%/78% |
| 30. Cool Spring ES - 106%/102% | 88. Port Towns ES - 112%/102% |
| 31. Cooper Lane ES - 102%/93% | 91. Ridgecrest ES - 87%/87% |
| 33. Deerfield Run ES - 100%/100% | 92. Riverdale ES - 108%/104% |
| 35. Dodge Park ES - 94%/98% | 93. Robert Frost ES - 86%/102% |
| 37. Edward M Felegy ES - 82%/92% | 96. Rogers Heights ES - 104%/101% |
| 44. Gaywood ES - 85%/101% | 97. Rosa L Parks ES - 83%/116% |
| 45. Gladys Noon Spellman ES - 97%/95% | 102. Scotchtown Hills ES - 83%/93% |
| 47. Glenn Dale ES - 92%/92% | 103. Seabrook ES - 73%/99% |
| 48. Glenridge ES - 91%/97% | 105. Springhill Lake ES - 101%/96% |
| 49. Greenbelt ES - 107%/104% | 108. Templeton ES - 112%/107% |
| 53. Hollywood ES - 126%/97% | 109. Thomas S Stone ES - 61%/98% |
| 54. Hyattsville ES - 96%/103% | 111. University Park ES - 76%/98% |
| 57. James H Harrison ES - 75%/71% | 113. Vansville ES - 93%/111% |
| | 120. Woodridge ES - 90%/85% |

ES Boundaries: North County

Adelphi ES (#2) is consolidated in all scenarios

○ Elementary School

● K-8 School

▣ Proposed boundaries

■ Changed areas

■ Areas not changed

Draft Scenario 1

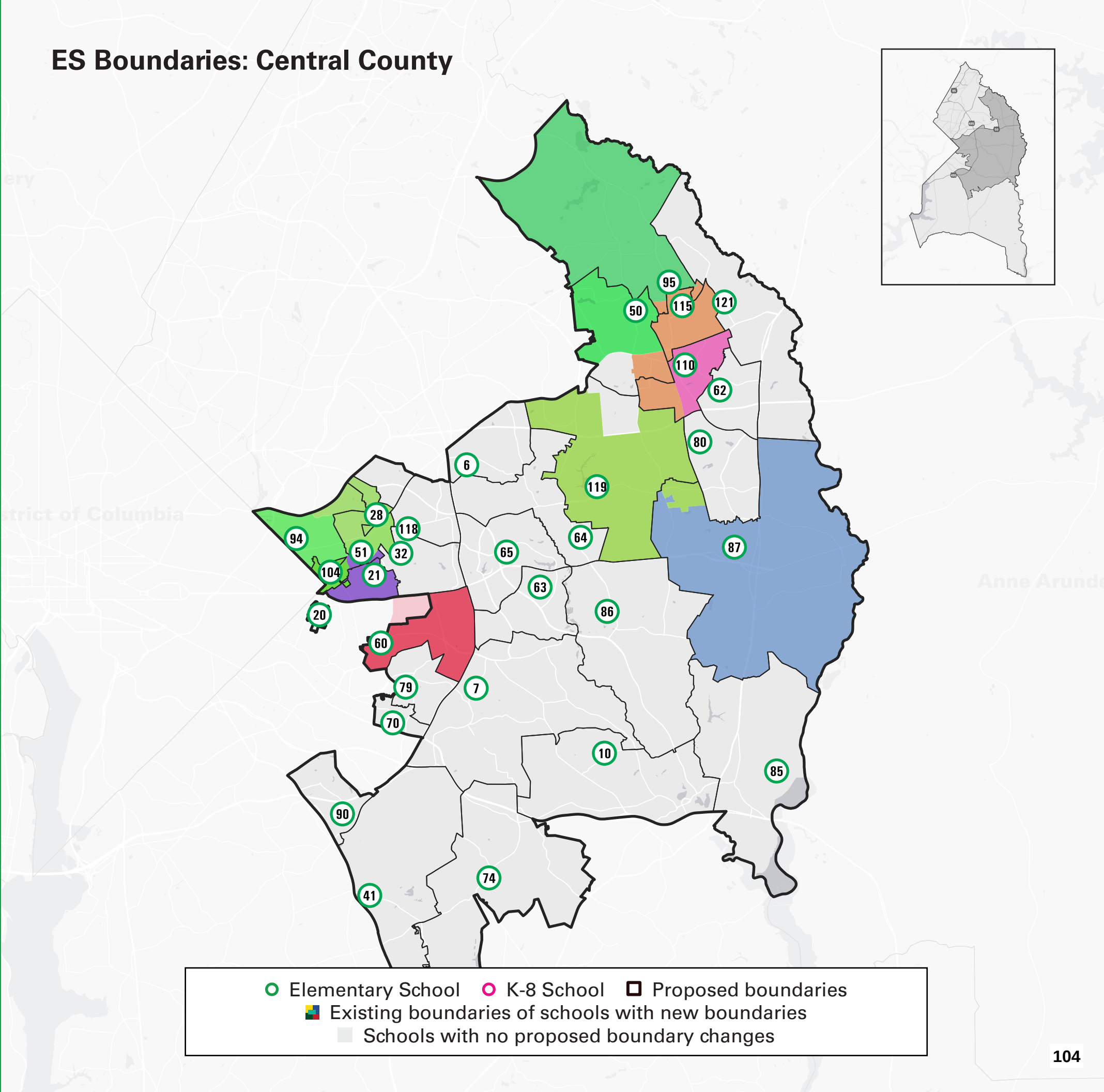
Legend

School Name - Current/Expected Utilization

- 6. Ardmore ES - 79%/90%
- 7. Arrowhead ES - 84%/75%
- 10. Barack Obama ES - 90%/90%
- 20. Capitol Heights ES - 93%/93%
- 21. Carmody Hills ES - 84%/85%
- 28. Columbia Park ES - 106%/84%
- 32. Cora L Rice ES - 91%/76%
- 41. Francis T Evans ES - 78%/83%
- 50. High Bridge ES - 101%/111%
- 51. HSland Park ES - 45%/61%
- 60. John H Bayne ES - 74%/68%
- 62. Kenilworth ES - 86%/86%
- 63. Kettering ES - 71%/71%
- 64. Kingsford ES - 70%/79%
- 65. Lake Arbor ES - 70%/74%
- 70. Longfields ES - 62%/58%
- 74. Melwood ES - 71%/71%
- 79. North Forestville ES - 80%/69%
- 80. Northview ES - 80%/88%
- 85. Patuxent ES - 65%/65%
- 86. Perrywood ES - 74%/74%
- 87. Pointer Ridge ES - 50%/55%
- 90. Princeton ES - 82%/71%
- 94. Robert R Gray ES - 49%/59%
- 95. Rockledge ES - 74%/83%
- 104. Seat Pleasant ES - 98%/86%
- 110. Tulip Grove ES - 76%/96%
- 115. Whitehall ES - 103%/91%
- 118. William Paca ES - 103%/103%
- 119. Woodmore ES - 83%/101%
- 121. Yorktown ES - 88%/88%



ES Boundaries: Central County



- Elementary School
- K-8 School
- ▣ Proposed boundaries
- ▣ Existing boundaries of schools with new boundaries
- ▣ Schools with no proposed boundary changes

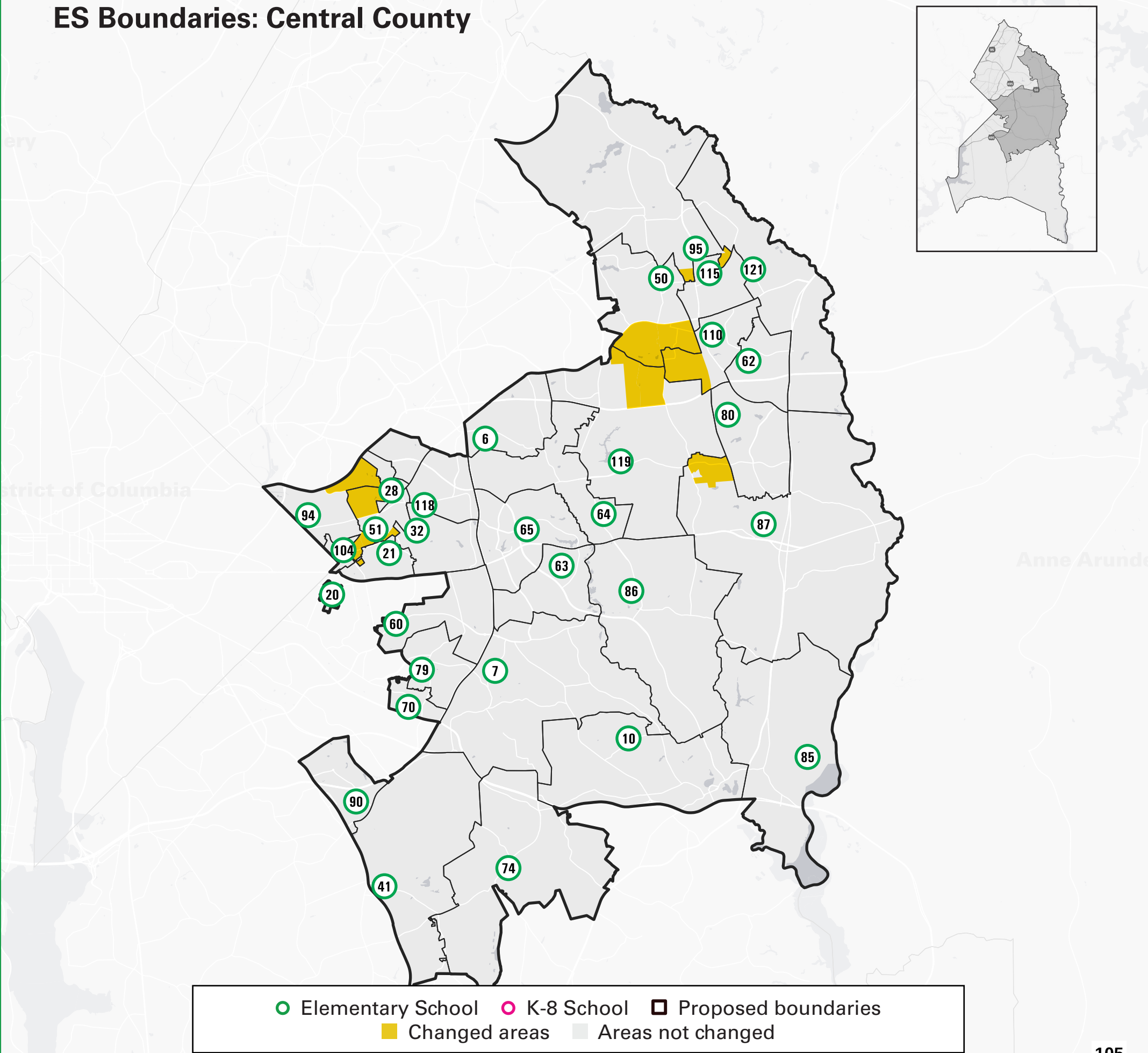
Draft Scenario 1

Legend

School Name - Current/Expected Utilization

- 6. Ardmore ES - 79%/90%
- 7. Arrowhead ES - 84%/75%
- 10. Barack Obama ES - 90%/90%
- 20. Capitol Heights ES - 93%/93%
- 21. Carmody Hills ES - 84%/85%
- 28. Columbia Park ES - 106%/84%
- 32. Cora L Rice ES - 91%/76%
- 41. Francis T Evans ES - 78%/83%
- 50. High Bridge ES - 101%/111%
- 51. HSland Park ES - 45%/61%
- 60. John H Bayne ES - 74%/68%
- 62. Kenilworth ES - 86%/86%
- 63. Kettering ES - 71%/71%
- 64. Kingsford ES - 70%/79%
- 65. Lake Arbor ES - 70%/74%
- 70. Longfields ES - 62%/58%
- 74. Melwood ES - 71%/71%
- 79. North Forestville ES - 80%/69%
- 80. Northview ES - 80%/88%
- 85. Patuxent ES - 65%/65%
- 86. Perrywood ES - 74%/74%
- 87. Pointer Ridge ES - 50%/55%
- 90. Princeton ES - 82%/71%
- 94. Robert R Gray ES - 49%/59%
- 95. Rockledge ES - 74%/83%
- 104. Seat Pleasant ES - 98%/86%
- 110. Tulip Grove ES - 76%/96%
- 115. Whitehall ES - 103%/91%
- 118. William Paca ES - 103%/103%
- 119. Woodmore ES - 83%/101%
- 121. Yorktown ES - 88%/88%

ES Boundaries: Central County



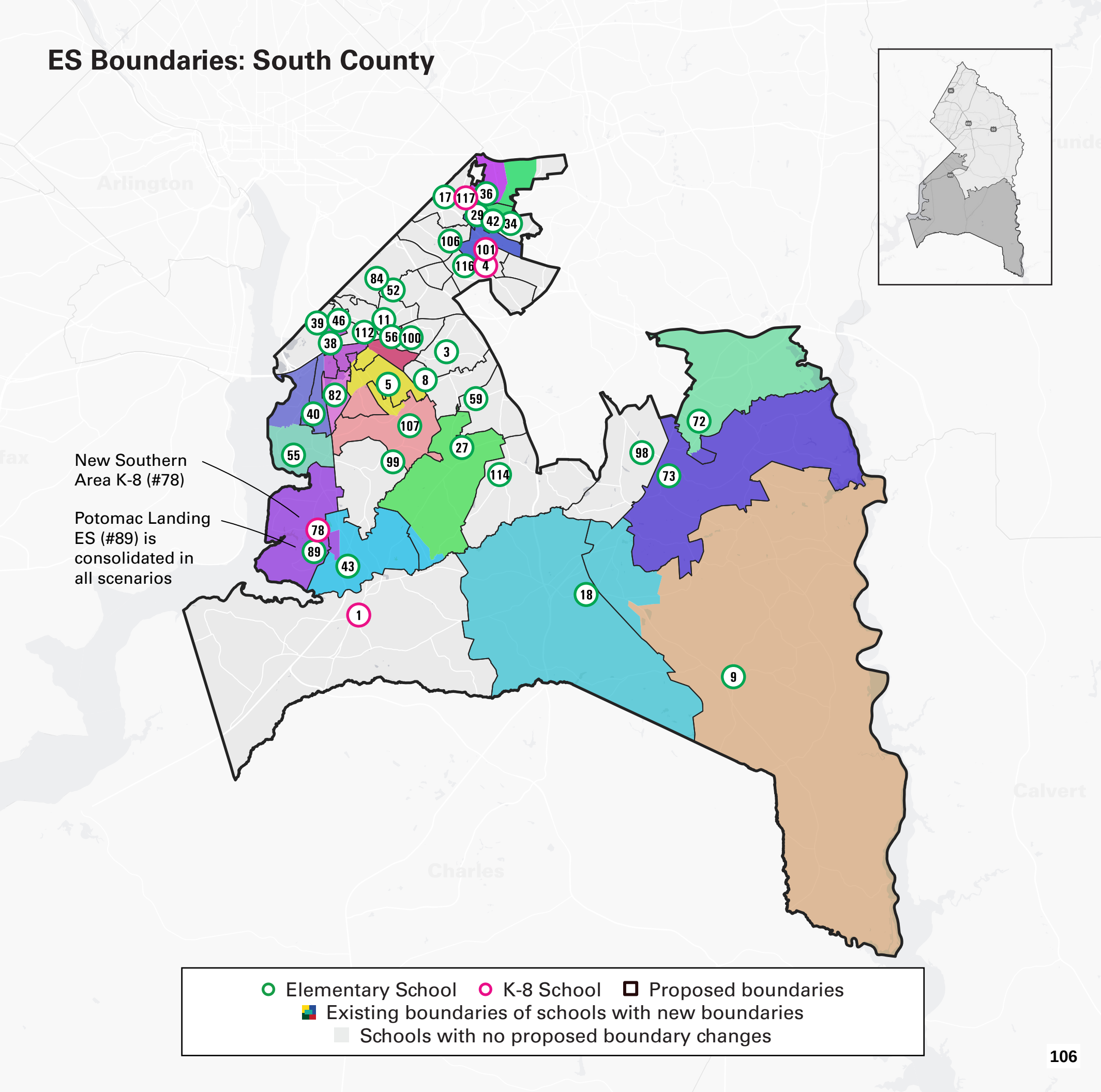
Draft Scenario 1

Legend

School Name - Current/Expected Utilization

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- 3. Allenwood ES - 96%/90%
- 4. Andrew Jackson Academy - 64%/64%
- 5. Apple Grove ES - 95%/62%
- 8. Avalon ES - 86%/80%
- 9. Baden ES - 62%/64%
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- 29. Concord ES - 81%/67%
- 34. District Heights ES - 78%/84%
- 36. Doswell E Brooks ES - 47%/72%
- 38. Flintstone ES - 100%/69%
- 39. Forest Heights ES - 105%/90%
- 40. Fort Foote ES - 68%/63%
- 42. Francis Scott Key ES - 72%/61%
- 43. Fort Washington Forest Elem - 68%/70%
- 46. Glassmanor ES - 89%/89%
- 52. Hillcrest Heights ES - 67%/75%
- 55. Indian Queen ES - 57%/59%
- 56. J Frank Dent ES - 78%/81%
- 59. James Ryder Randall ES - 81%/92%
- 72. Marlton ES - 61%/69%
- 73. Mattaponi ES - 79%/70%
- 78. New Southern Area K-8 (New school) - 78%
- 82. Oxon Hill ES - 54%/58%
- 84. Panorama ES - 85%/85%
- 89. Potomac Landing ES (Consolidated)
- 98. Rosaryville ES - 55%/65%
- 99. Rose Valley ES - 83%/83%
- 100. Samuel Chase ES - 79%/85%
- 101. Samuel P Massie Academy - 80%/87%
- 106. Suitland ES - 82%/78%
- 107. Tayac ES - 64%/74%
- 112. Valley View ES - 77%/77%
- 114. Waldon Woods ES - 97%/97%
- 116. William Beanes ES - 79%/86%
- 117. William W Hall Academy - 80%/88%

ES Boundaries: South County



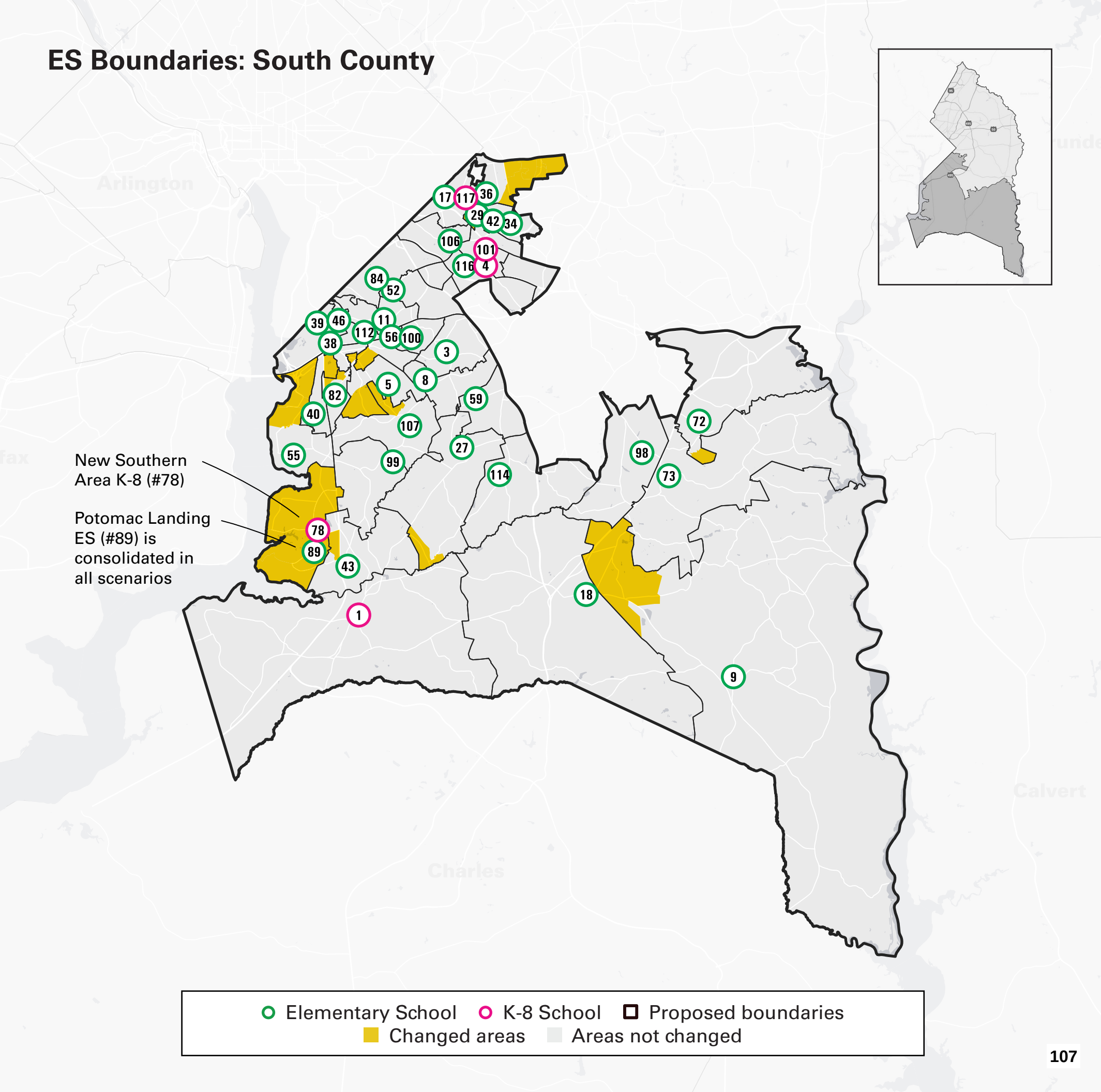
Draft Scenario 1

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ES Boundaries: South County



Draft Scenario 1

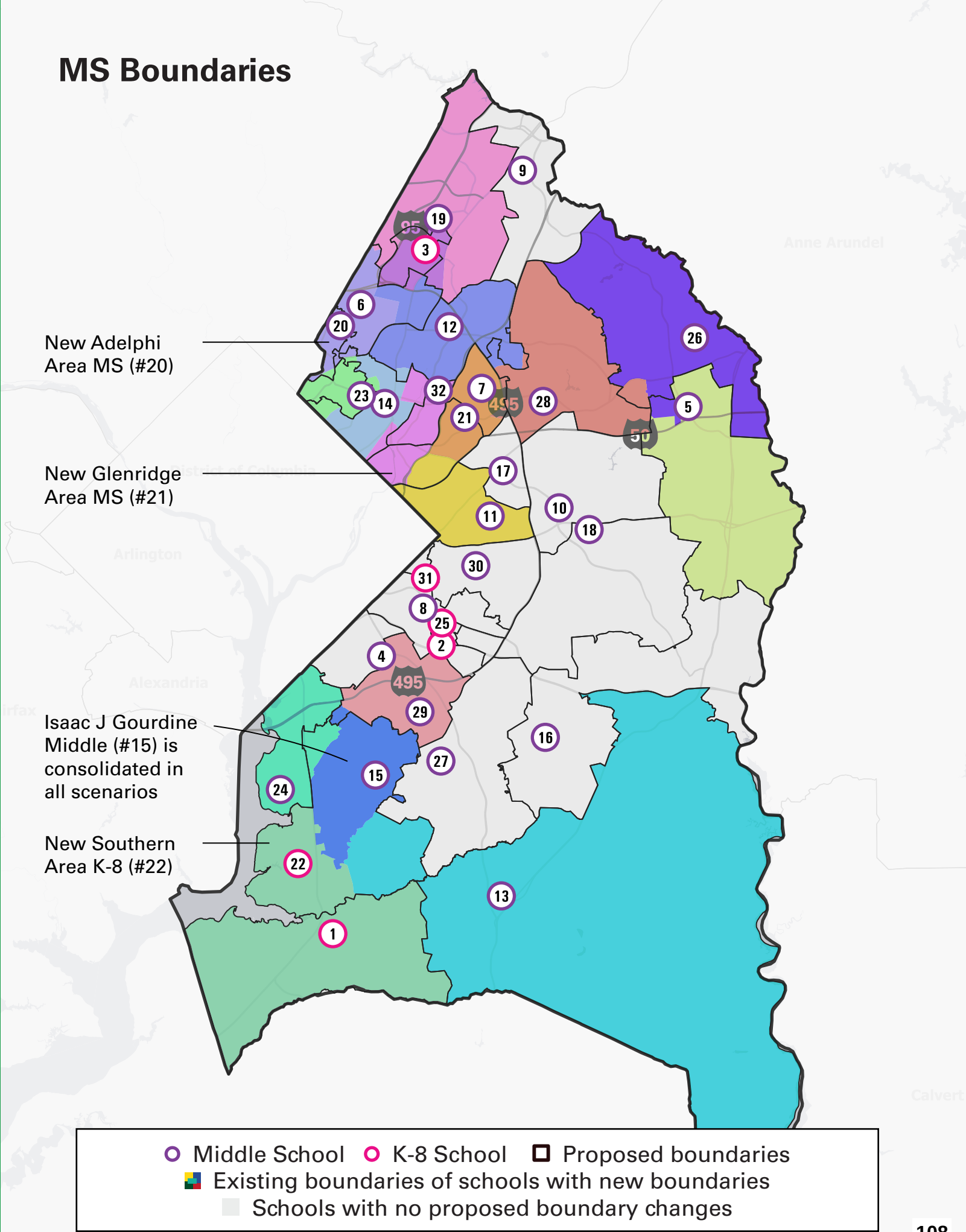
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School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/94%
- 2. Andrew Jackson Academy - 64%/64%
- 3. Beltsville Academy - 97%/100%
- 4. Benjamin Stoddert MS - 90%/90%
- 5. Benjamin Tasker MS - 99%/103%
- 6. Buck Lodge MS - 99%/84%
- 7. Charles Carroll MS - 109%/94%
- 8. Drew-Freeman MS - 98%/83%
- 9. Dwight D Eisenhower MS - 100%/112%
- 10. Ernest Everett Just MS - 95%/95%
- 11. G James Gholson MS - 103%/119%
- 12. Greenbelt MS - 117%/100%
- 13. Gwynn Park MS - 87%/96%
- 14. Hyattsville MS - 94%/108%
- 15. Isaac J Gourdine MS (Consolidated)
- 16. James Madison MS - 102%/102%
- 17. Kenmoor MS - 105%/90%
- 18. Kettering MS - 84%/74%
- 19. Martin Luther King Jr MS - 118%/117%
- 20. New Adelphi Area MS (New school) - 98%
- 21. New Glenridge Area MS (New school) - 101%
- 22. New Southern Area K-8 (New school) - 78%
- 23. Nicholas Orem MS - 98%/98%
- 24. Oxon Hill MS - 98%/95%
- 25. Samuel P Massie Academy - 80%/87%
- 26. Samuel Ogle MS - 95%/91%
- 27. Stephen Decatur MS - 85%/85%
- 28. Thomas Johnson MS - 110%/107%
- 29. Thurgood Marshall MS - 68%/95%
- 30. Walker Mill MS - 83%/68%
- 31. William W Hall Academy - 80%/88%
- 32. William Wirt MS - 100%/111%



MS Boundaries



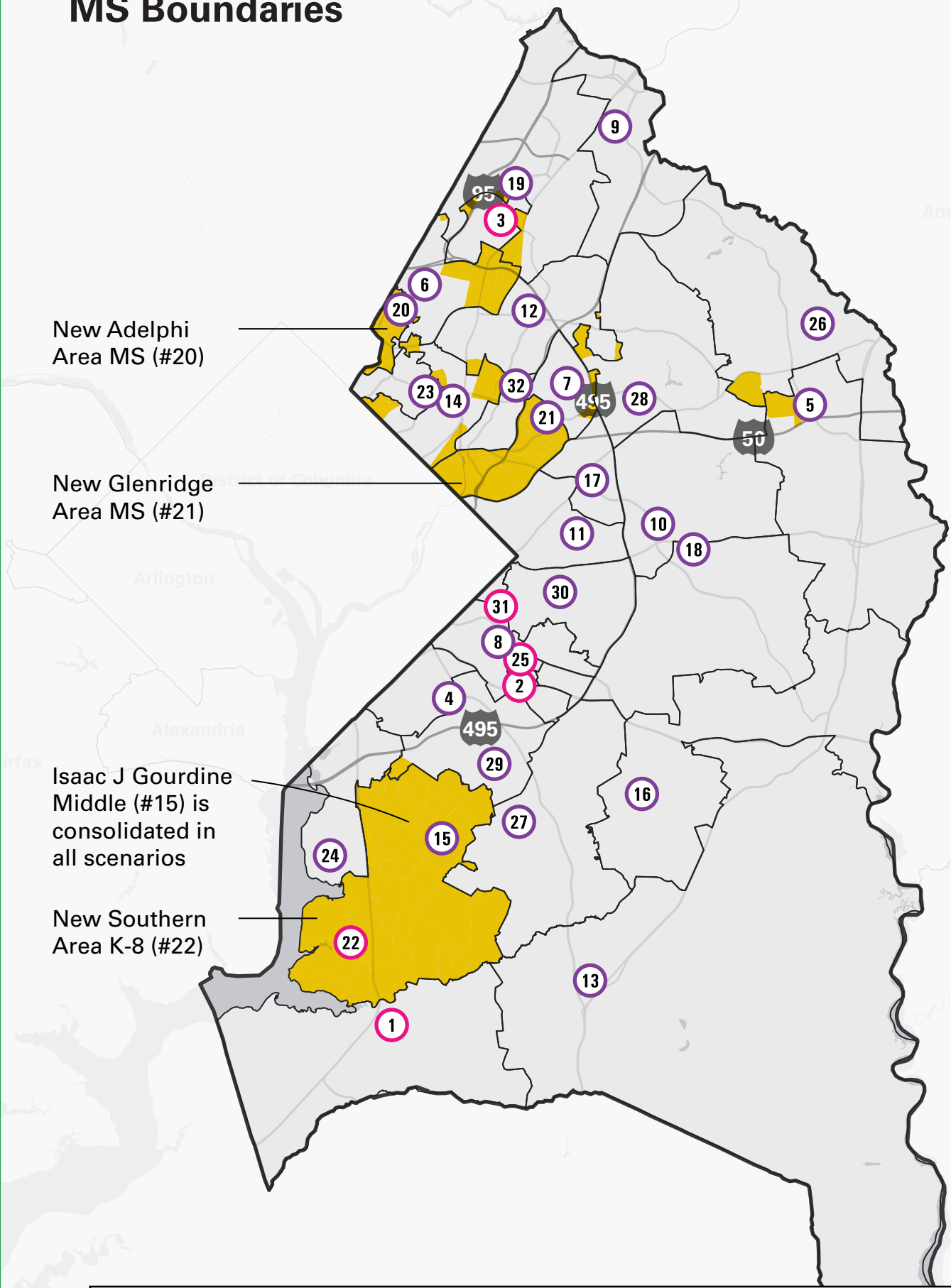
Draft Scenario 1

Legend

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- 30. Walker Mill MS - 83%/68%
- 31. William W Hall Academy - 80%/88%
- 32. William Wirt MS - 100%/111%

MS Boundaries



○ Middle School

● K-8 School

▣ Proposed boundaries

■ Changed areas

■ Areas not changed

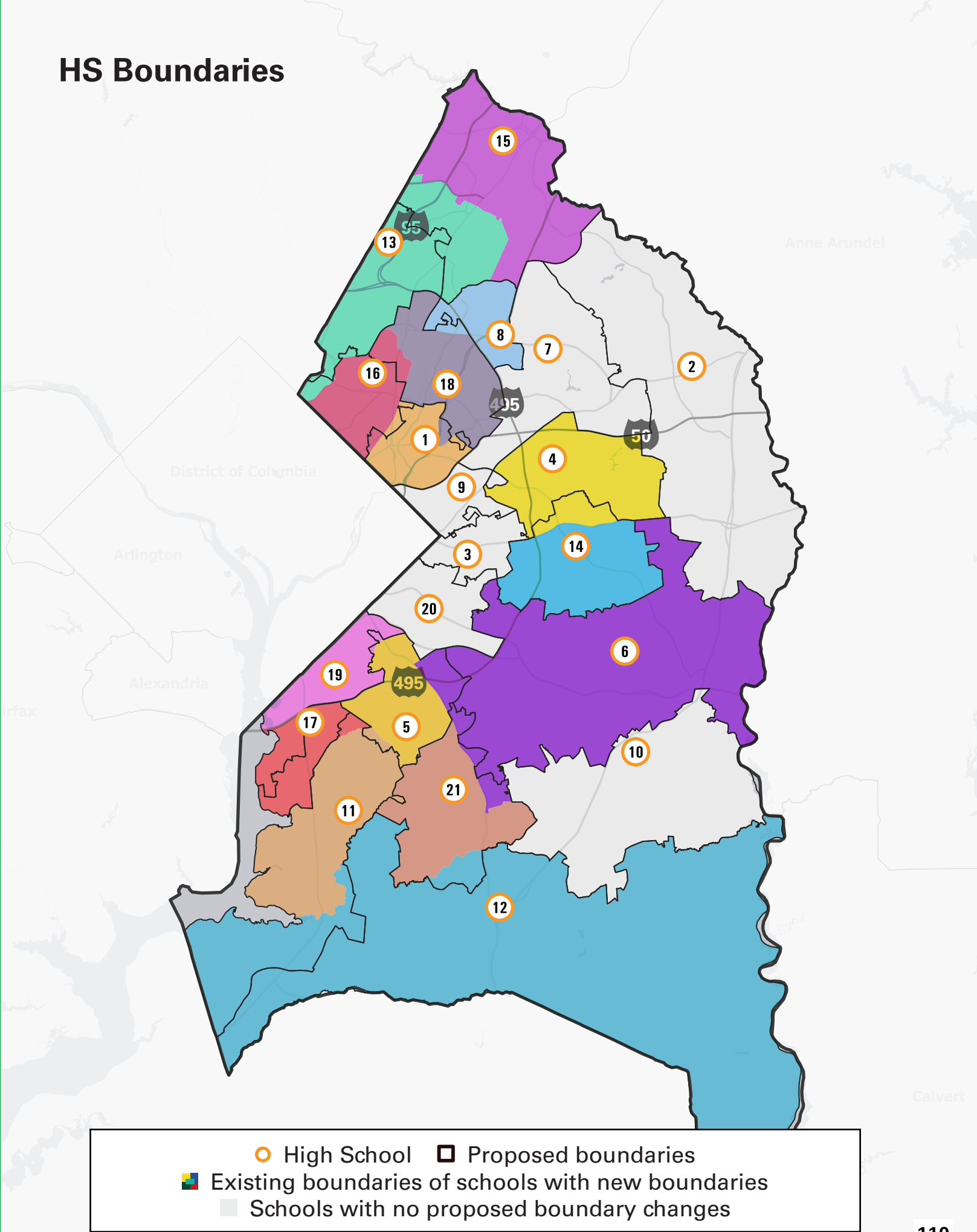
Draft Scenario 1

Legend

School Name - Current/Expected Utilization

- 1. Bladensburg HS - 105%/104%
- 2. Bowie HS - 83%/88%
- 3. Central HS - 66%/70%
- 4. Charles Herbert Flowers HS - 98%/93%
- 5. Crossland HS - 55%/70%
- 6. Dr Henry A Wise, Jr. HS - 88%/75%
- 7. DuVal HS - 94%/94%
- 8. Eleanor Roosevelt HS - 100%/96%
- 9. Fairmont Heights HS - 75%/75%
- 10. Frederick Douglass HS - 73%/73%
- 11. Friendly HS - 58%/69%
- 12. Gwynn Park HS - 73%/68%
- 13. High Point HS - 112%/96%
- 14. Largo HS - 64%/82%
- 15. Laurel HS - 96%/104%
- 16. Northwestern HS - 88%/98%
- 17. Oxon Hill HS - 110%/91%
- 18. Parkdale HS - 98%/106%
- 19. Potomac HS - 62%/70%
- 20. Suitland HS - 74%/84%
- 21. Surrattsville HS - 57%/70%

HS Boundaries



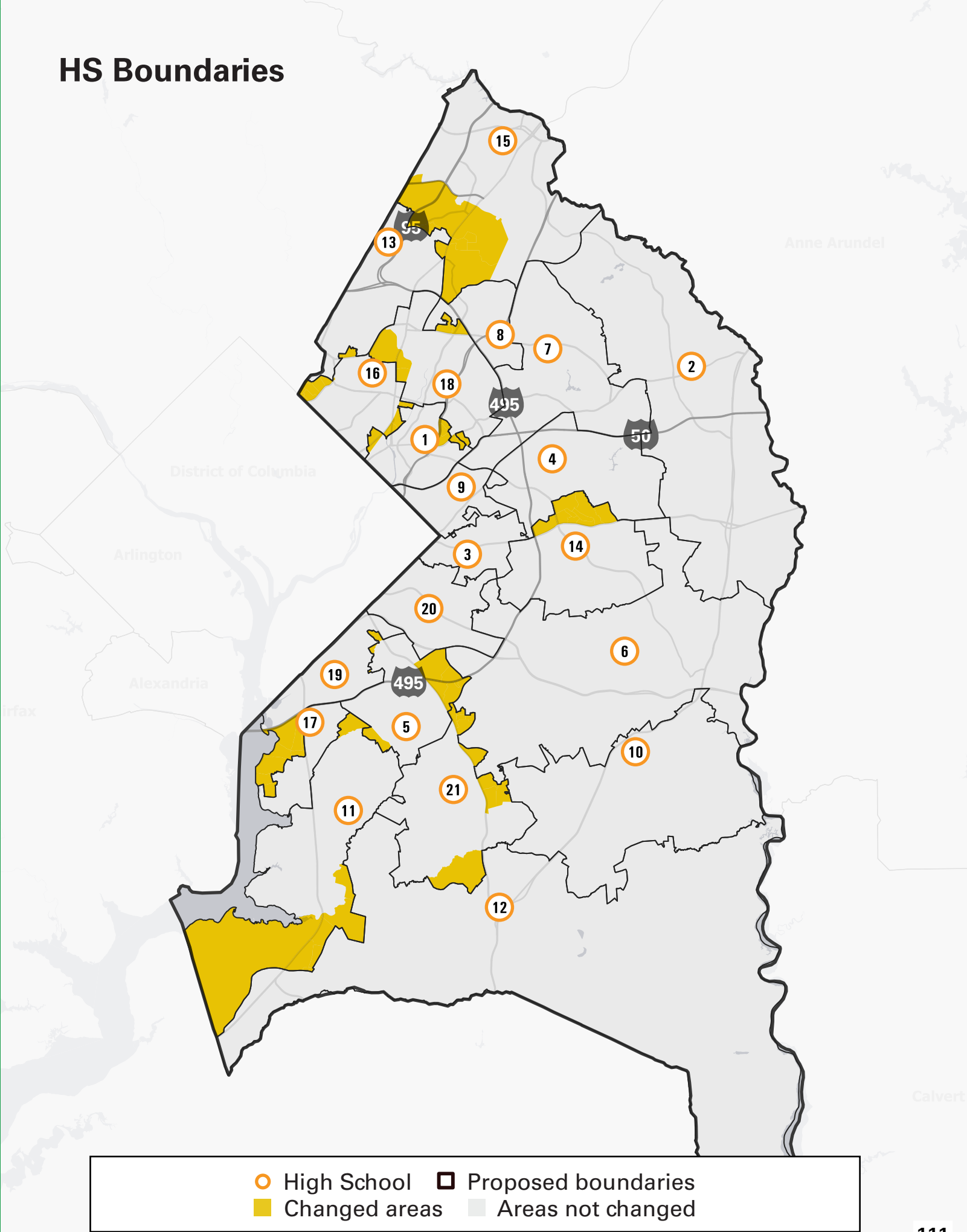
Draft Scenario 1

Legend

School Name - Current/Expected Utilization

- 1. Bladensburg HS - 105%/104%
- 2. Bowie HS - 83%/88%
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- 5. Crossland HS - 55%/70%
- 6. Dr Henry A Wise, Jr. HS - 88%/75%
- 7. DuVal HS - 94%/94%
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- 15. Laurel HS - 96%/104%
- 16. Northwestern HS - 88%/98%
- 17. Oxon Hill HS - 110%/91%
- 18. Parkdale HS - 98%/106%
- 19. Potomac HS - 62%/70%
- 20. Suitland HS - 74%/84%
- 21. Surrattsville HS - 57%/70%

HS Boundaries



Draft Scenario 2

Balance Utilization as Widely as Possible

Approach

Draft Scenario 2

- Rezone the greatest number of students, about 14% overall
- Balance utilization using SRC utilization plus temps in order to reduce temp classrooms needed
- Consider consolidations, with an emphasis on balancing utilization

Shared across the three scenarios

- Realign elementary and middle school grade bands to K-5 and 6-8 across the District
- Open two new middle schools and one new K-8 school
- "Freeze" areas adjacent to schools from redistricting
- Consolidate Potomac Landing ES, Adelphi ES, and Isaac J Gourdine MS, which the district plans to consolidate as part of the [Blueprint for PGCPs](#) initiative.

Key Results

- Reduces the number of very over- and under-utilized schools in the district more than either other scenario, from 13 to 4.
- Gets the greatest number of schools within the district's target utilization range of 80-95%: from 50 to 73.
- Reduces temps needed from 397 to 252, removing only temps that are leased or in poor condition.

Draft Scenario 2

Introduction

Scenario 2 seeks to improve educational experience for students, namely by balancing utilization, realigning grade levels, and reducing temporary classrooms. This scenario is the most ambitious of the three in its objectives to optimize utilization as widely as possible across the district. It also prioritizes grade realignment (or shifting all K-6 schools to a K-5 model). In line with these objectives, Scenario 1 has the highest threshold for assignment stability, meaning more students are rezoned in order to achieve these objectives. The upper threshold set for student re-assignment was 20%.

Objectives

- Optimize utilization as widely as possible.
- Reduce the number of temporary classrooms and trailers used throughout the district.
- Consolidate elementary schools as needed, prioritizing school consolidations that balance utilization.

Methods

- Measures school capacity using both state-rated capacity and temporary classrooms. This creates a more ambitious target for utilization that attempts to minimize the number of temporary classrooms in use.
- Uses 20% as an upper limit for student rezoning (as a reminder: this scenario is the most ambitious with utilization; this higher upper limit allows the model to make larger improvements to utilization and to realign all 6th graders to middle schools).

Utilization with Temps	Current	Scenario 2
ES schools in target range	38	50
MS schools in target range	8	17
HS schools in target range	4	6
Maximum utilization (overall)	126%	120%
Minimum utilization (overall)	45%	49%
Schools in 80-95% utilization range	50	73

Assignment Stability	Current total	Students	Percent
Total students rezoned	98,242	13,945	14%
<i>Total students rezoned, new school</i>	-	3,920	4%
<i>Total students rezoned, school consolidation</i>	-	2,850	3%
ES students (K-4)	42,508	6,007	14%
MS/K8 students (5-7)	25,615	5,305	21%
HS students (8-11)	30,119	2,633	9%

Distance to School*	Current	Scenario 2 Change	
Average distance to school	2.94 mi	2.94 mi	-
Elementary school	1.88 mi	1.96 mi	+1/10 mi
Middle/K8 school	2.98 mi	3.13 mi	+1/8 mi
High school	4.19 mi	4.02 mi	-1/5 mi

**Distances for comprehensive education pupils living outside of a walk zone only.*

Students in walk zone	36%	34%
<i>Changed due to realignment, new school, consolidation</i>		83%
<i>All other change</i>	-	17%

Facility Age & Condition	Current	Scenario 2
% of students in CIP Cycle 0-2	47%	45%
% of students in CIP Cycle 3-4	53%	55%
School Consolidations	-	7
Number of temps removed*	-	145

**All temps removed are leased or in poor condition*

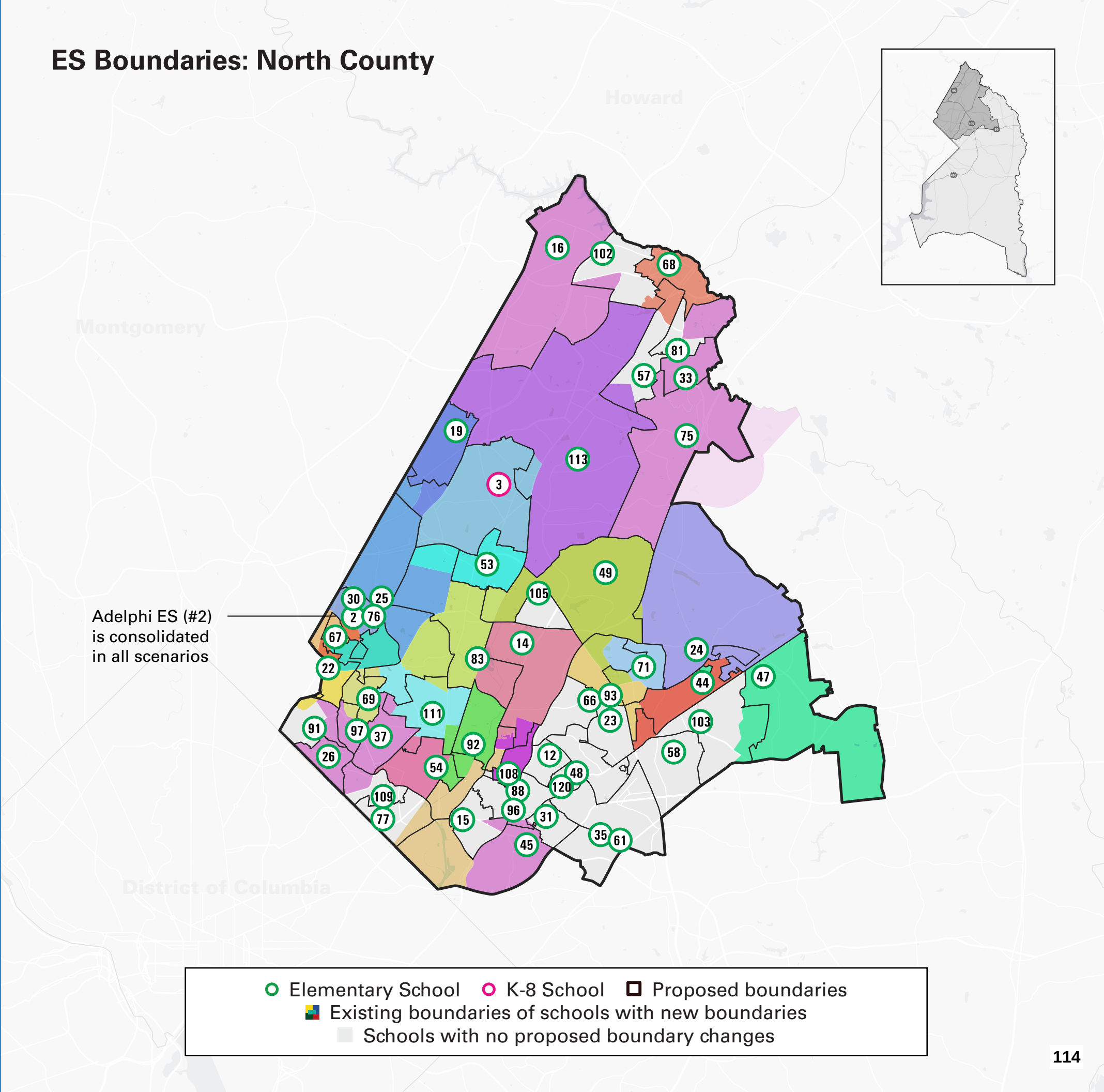
Draft Scenario 2

Legend

School Name - Current/Expected Utilization

- | | |
|---------------------------------------|---|
| 2. Adelphi ES (Consolidated) | 58. James Mc Henry ES - 104%/108% |
| 12. Beacon Heights ES - 82%/80% | 61. Judge Sylvania W Woods, Sr. Elem - 106%/87% |
| 13. Beltsville Academy - 97%/117% | 66. Lamont ES - 94%/94% |
| 14. Berwyn Heights ES - 94%/88% | 67. Langley- Pk McCormick ES - 125%/117% |
| 15. Bladensburg ES - 97%/96% | 68. Laurel ES - 104%/92% |
| 16. Bond Mill ES - 106%/91% | 69. Lewisdale ES - 108%/94% |
| 19. Calverton ES - 99%/101% | 71. Magnolia ES - 103%/94% |
| 22. Carole Highlands ES - 96%/99% | 75. Montpelier ES - 92%/95% |
| 23. Carrollton ES - 102%/111% | 76. Mary Harris "Mother" Jones Elem - 126%/116% |
| 24. Catherine T Reed ES - 100%/92% | 77. Mt Rainier ES - 86%/98% |
| 25. Cherokee Lane ES - 109%/98% | 81. Oaklands ES - 85%/96% |
| 26. Chillum ES - 113%/91% | 83. Paint Branch ES - 75%/103% |
| 30. Cool Spring ES - 106%/120% | 88. Port Towns ES - 112%/105% |
| 31. Cooper Lane ES - 102%/90% | 91. Ridgecrest ES - 87%/99% |
| 33. Deerfield Run ES - 100%/91% | 92. Riverdale ES - 108%/107% |
| 35. Dodge Park ES - 94%/82% | 93. Robert Frost ES - 86%/91% |
| 37. Edward M Felegy ES - 82%/85% | 96. Rogers Heights ES - 104%/93% |
| 44. Gaywood ES - 85%/100% | 97. Rosa L Parks ES - 83%/91% |
| 45. Gladys Noon Spellman ES - 97%/94% | 102. Scotchtown Hills ES - 83%/100% |
| 47. Glenn Dale ES - 92%/98% | 103. Seabrook ES - 73%/99% |
| 48. Glenridge ES - 91%/79% | 105. Springhill Lake ES - 101%/89% |
| 49. Greenbelt ES - 107%/97% | 108. Templeton ES - 112%/112% |
| 53. Hollywood ES - 126%/93% | 109. Thomas S Stone ES - 61%/92% |
| 54. Hyattsville ES - 96%/109% | 111. University Park ES - 76%/94% |
| 57. James H Harrison ES - 75%/98% | 113. Vansville ES - 93%/106% |
| | 120. Woodridge ES - 90%/102% |

ES Boundaries: North County



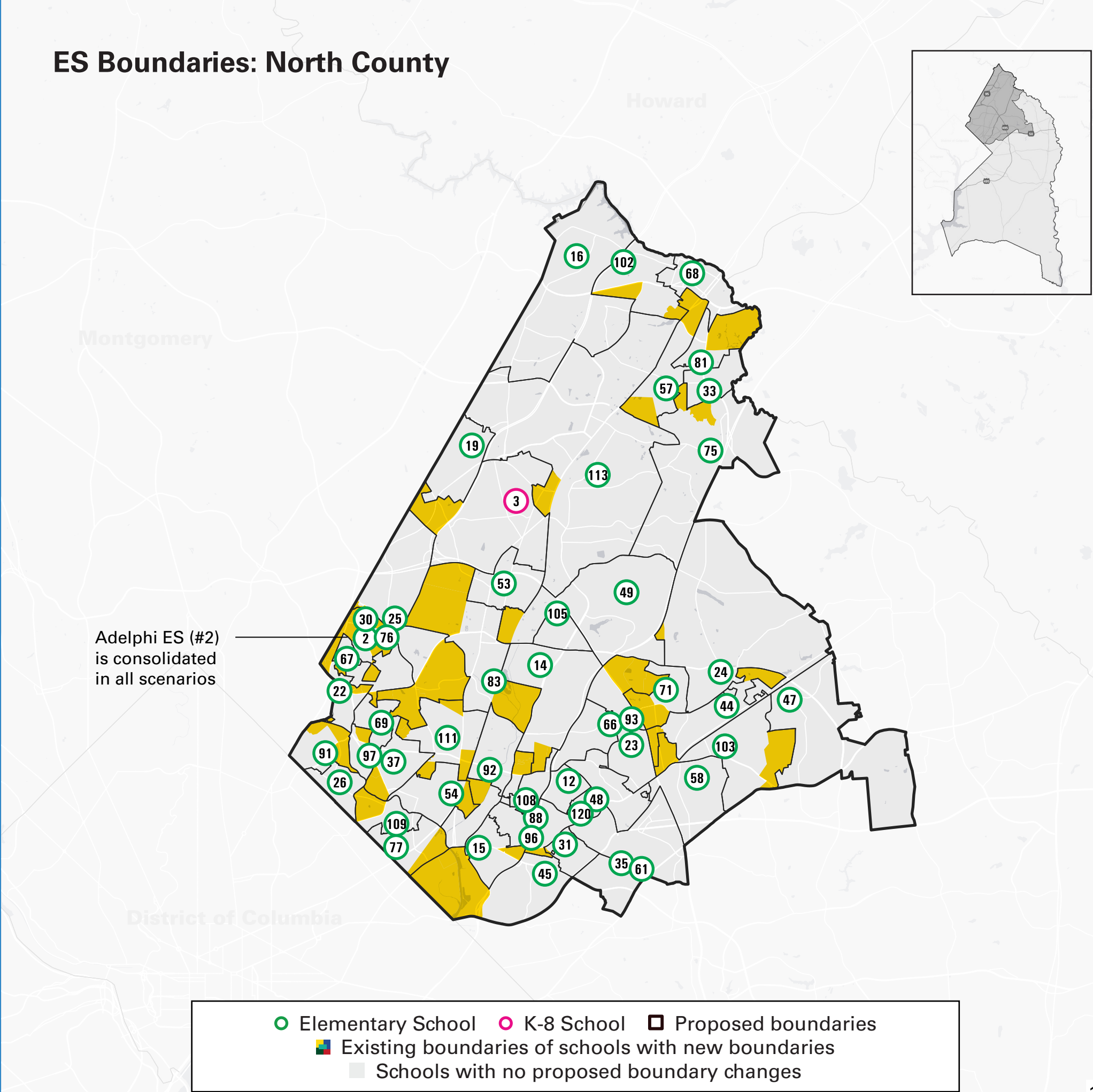
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ES Boundaries: North County



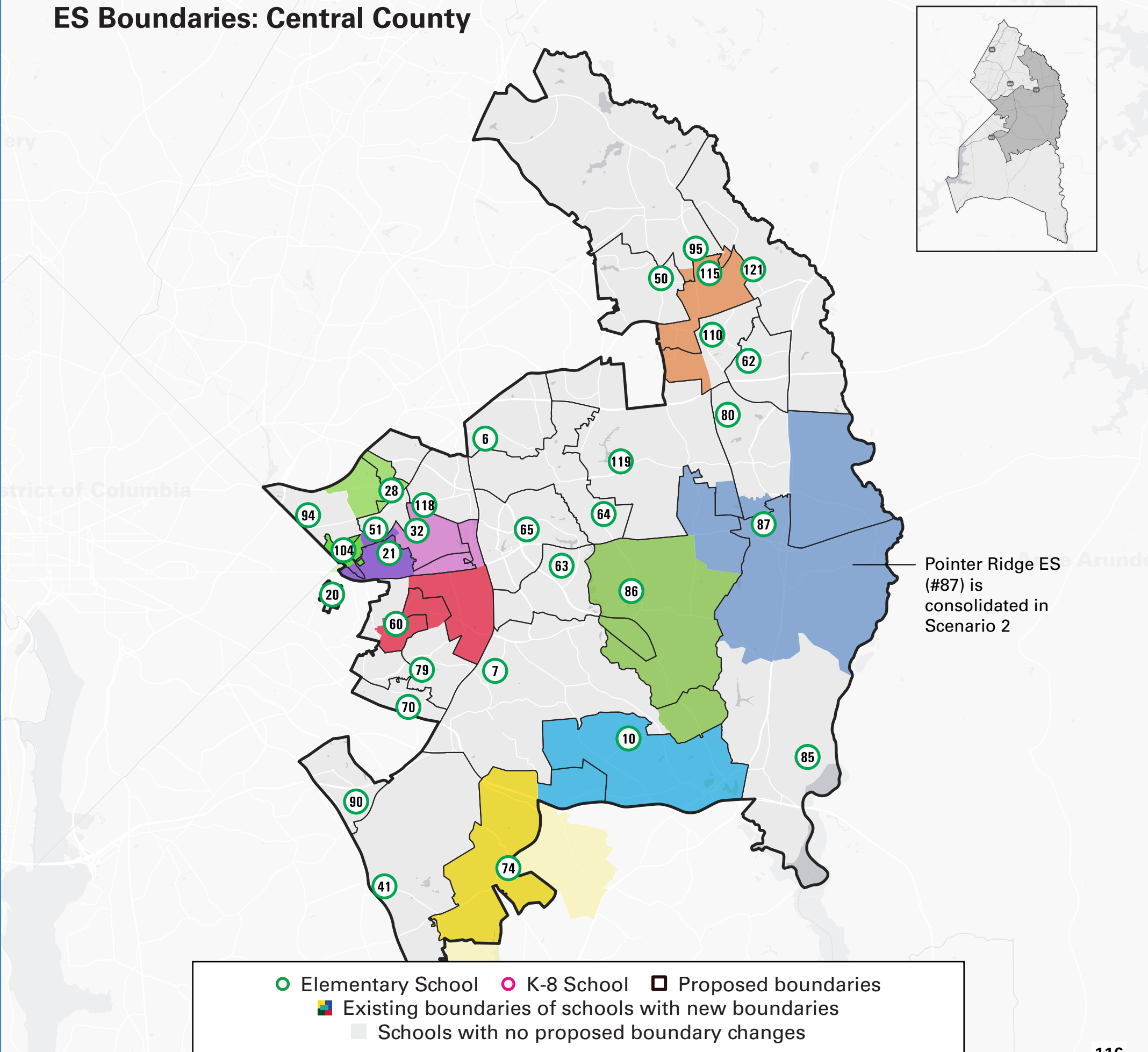
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ES Boundaries: Central County



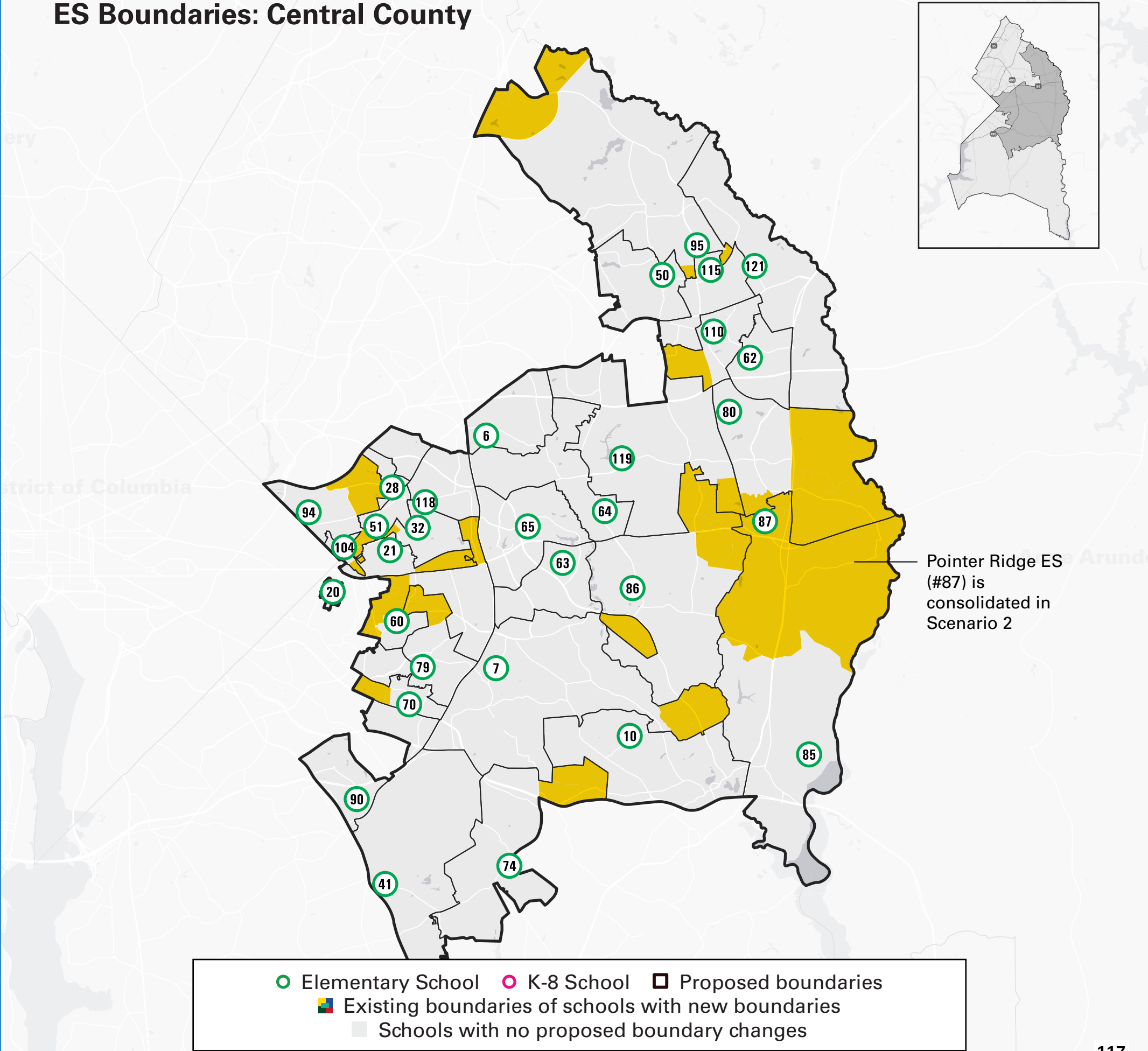
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ES Boundaries: Central County



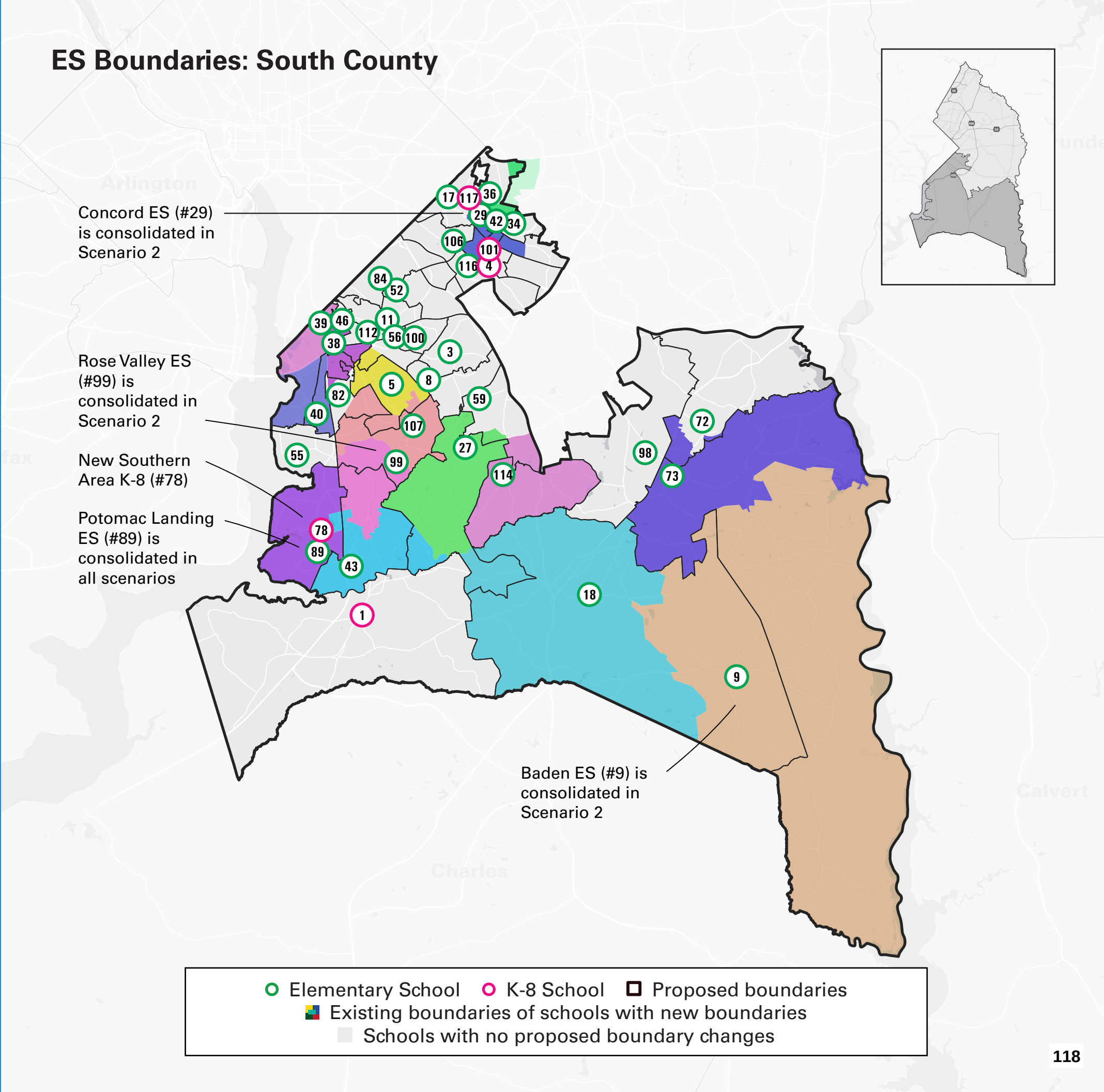
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- 55. Indian Queen ES - 57%/49%
- 56. J Frank Dent ES - 78%/81%
- 59. James Ryder Randall ES - 81%/93%
- 72. Marlton ES - 61%/80%
- 73. Mattaponi ES - 79%/86%
- 78. New Southern Area K-8 (New school) - 78%
- 82. Oxon Hill ES - 54%/58%
- 84. Panorama ES - 85%/85%
- 89. Potomac Landing ES (Consolidated)
- 98. Rosaryville ES - 55%/85%
- 99. Rose Valley ES (Consolidated)
- 100. Samuel Chase ES - 79%/85%
- 101. Samuel P Massie Academy - 80%/87%
- 106. Suitland ES - 82%/78%
- 107. Tayac ES - 64%/92%
- 112. Valley View ES - 77%/77%
- 114. Waldon Woods ES - 97%/84%
- 116. William Beanes ES - 79%/79%
- 117. William W Hall Academy - 80%/88%

ES Boundaries: South County



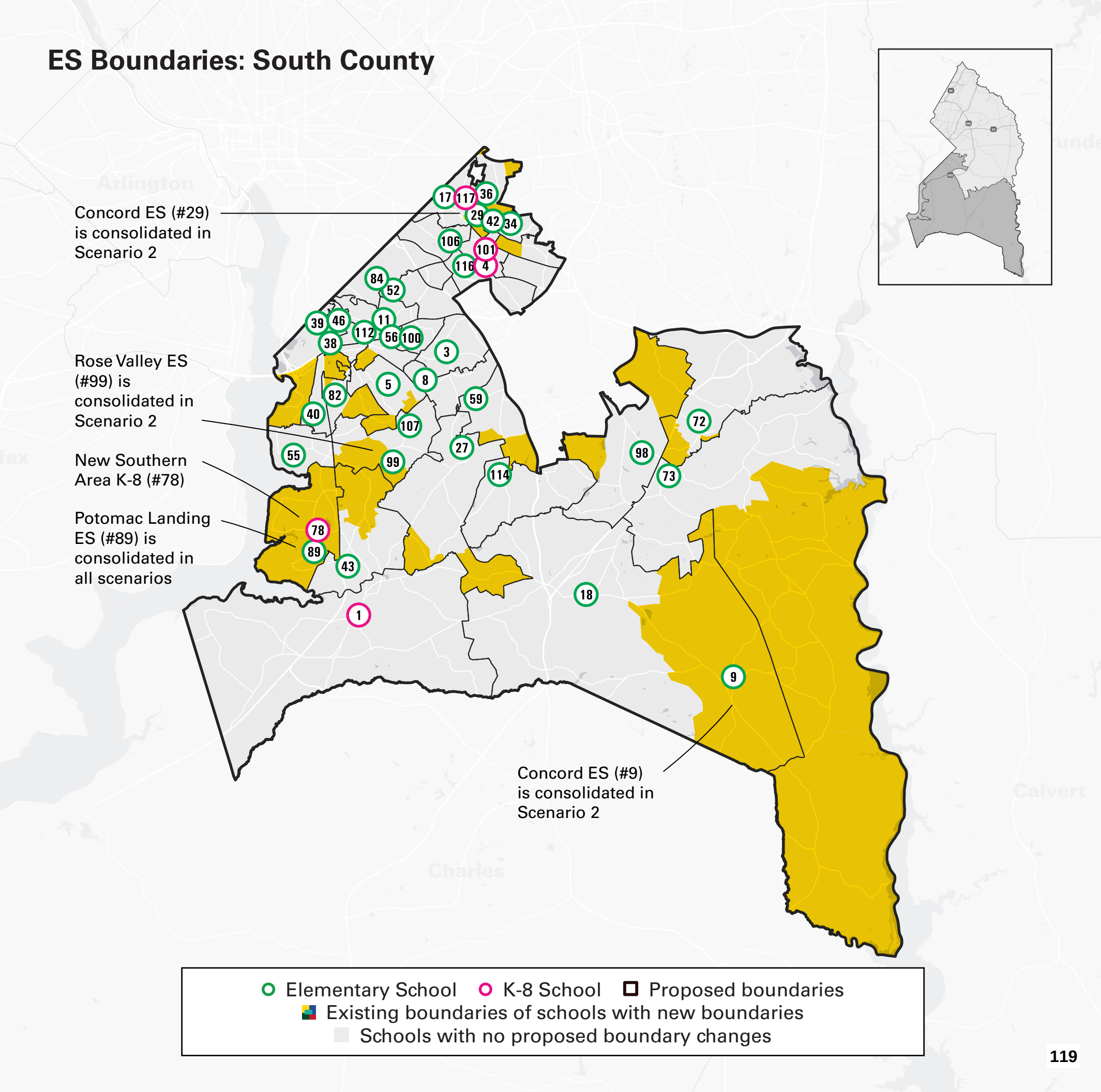
Draft Scenario 2

Legend

School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/82%
- 3. Allenwood ES - 96%/90%
- 4. Andrew Jackson Academy - 64%/64%
- 5. Apple Grove ES - 95%/74%
- 8. Avalon ES - 86%/80%
- 9. Baden ES (Consolidated)
- 11. Barnaby Manor ES - 87%/91%
- 17. Bradbury Heights ES - 63%/75%
- 18. Brandywine ES - 86%/92%
- 27. Clinton Grove ES - 62%/68%
- 29. Concord ES (Consolidated)
- 34. District Heights ES - 78%/84%
- 36. Doswell E Brooks ES - 47%/78%
- 38. Flintstone ES - 100%/63%
- 39. Forest Heights ES - 105%/92%
- 40. Fort Foote ES - 68%/83%
- 42. Francis Scott Key ES - 72%/58%
- 43. Fort Washington Forest Elem - 68%/94%
- 46. Glassmanor ES - 89%/89%
- 52. Hillcrest Heights ES - 67%/75%
- 55. Indian Queen ES - 57%/49%
- 56. J Frank Dent ES - 78%/81%
- 59. James Ryder Randall ES - 81%/93%
- 72. Marlton ES - 61%/80%
- 73. Mattaponi ES - 79%/86%
- 78. New Southern Area K-8 (New school) - 78%
- 82. Oxon Hill ES - 54%/58%
- 84. Panorama ES - 85%/85%
- 89. Potomac Landing ES (Consolidated)
- 98. Rosaryville ES - 55%/85%
- 99. Rose Valley ES (Consolidated)
- 100. Samuel Chase ES - 79%/85%
- 101. Samuel P Massie Academy - 80%/87%
- 106. Suitland ES - 82%/78%
- 107. Tayac ES - 64%/92%
- 112. Valley View ES - 77%/77%
- 114. Waldon Woods ES - 97%/84%
- 116. William Beanes ES - 79%/79%
- 117. William W Hall Academy - 80%/88%

ES Boundaries: South County



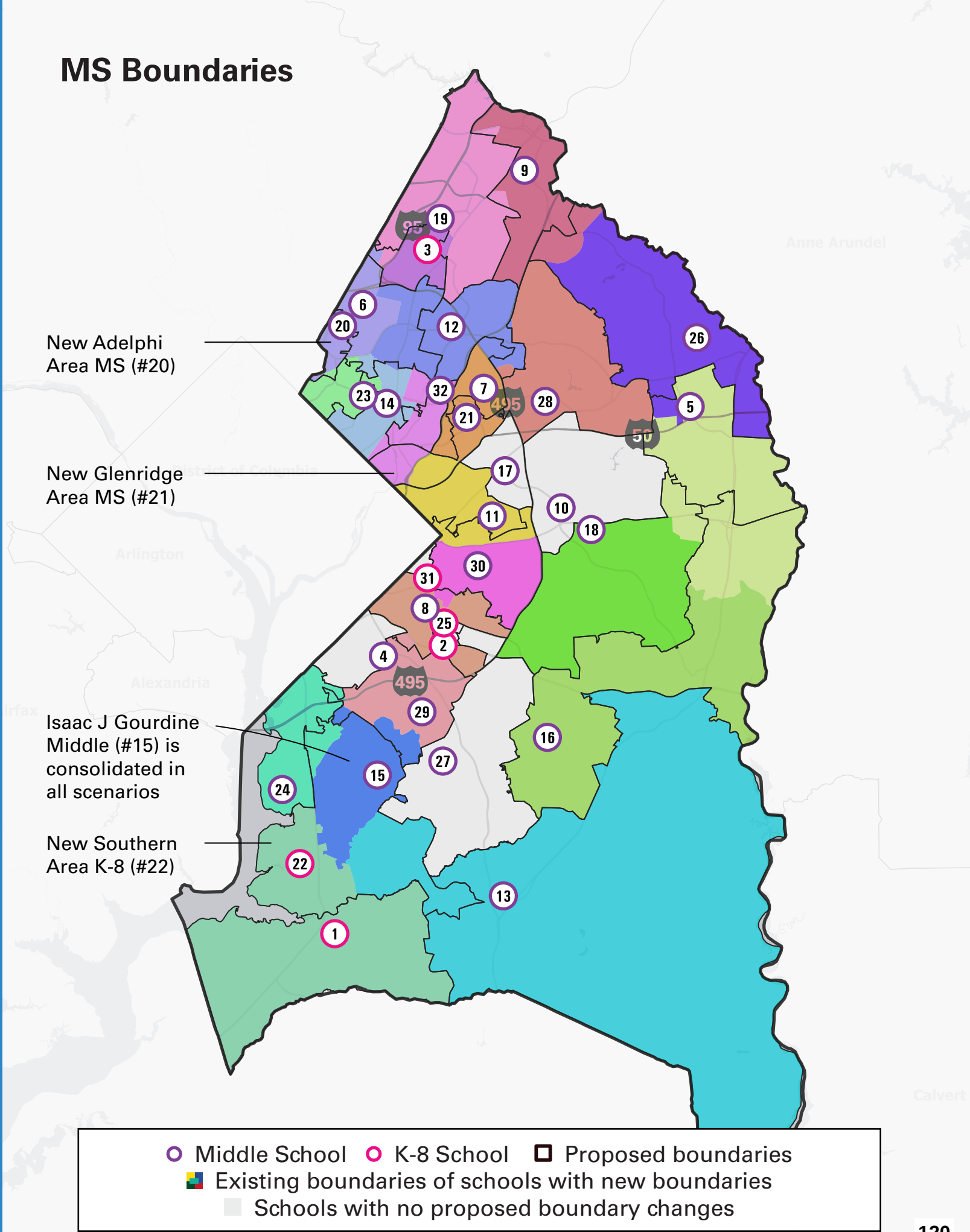
Draft Scenario 2

Legend

School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/82%
- 2. Andrew Jackson Academy - 64%/64%
- 3. Beltsville Academy - 97%/117%
- 4. Benjamin Stoddert MS - 90%/90%
- 5. Benjamin Tasker MS - 99%/91%
- 6. Buck Lodge MS - 99%/76%
- 7. Charles Carroll MS - 109%/93%
- 8. Drew-Freeman MS - 98%/86%
- 9. Dwight D Eisenhower MS - 100%/115%
- 10. Ernest Everett Just MS - 95%/95%
- 11. G James Gholson MS - 103%/84%
- 12. Greenbelt MS - 117%/98%
- 13. Gwynn Park MS - 87%/93%
- 14. Hyattsville MS - 94%/103%
- 15. Isaac J Gourdine MS (Consolidated)
- 16. James Madison MS - 102%/110%
- 17. Kenmoor MS - 105%/90%
- 18. Kettering MS - 84%/81%
- 19. Martin Luther King Jr MS - 118%/112%
- 20. New Adelphi Area MS (New school) - 111%
- 21. New Glenridge Area MS (New school) - 93%
- 22. New Southern Area K-8 (New school) - 78%
- 23. Nicholas Orem MS - 98%/114%
- 24. Oxon Hill MS - 98%/89%
- 25. Samuel P Massie Academy - 80%/87%
- 26. Samuel Ogle MS - 95%/94%
- 27. Stephen Decatur MS - 85%/85%
- 28. Thomas Johnson MS - 110%/116%
- 29. Thurgood Marshall MS - 68%/103%
- 30. Walker Mill MS - 83%/94%
- 31. William W Hall Academy - 80%/88%
- 32. William Wirt MS - 100%/105%

MS Boundaries



Draft Scenario 2

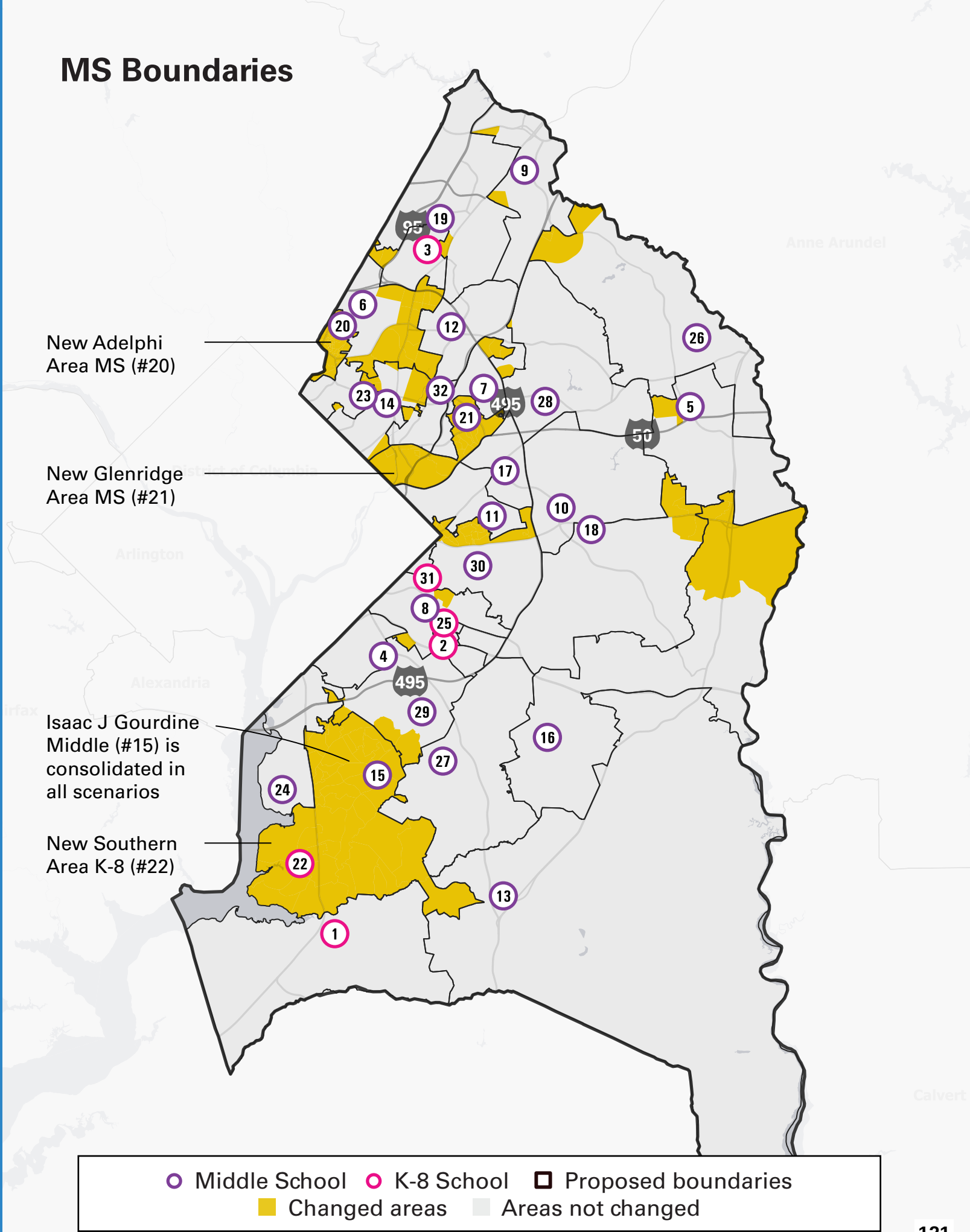
Legend

School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/82%
- 2. Andrew Jackson Academy - 64%/64%
- 3. Beltsville Academy - 97%/117%
- 4. Benjamin Stoddert MS - 90%/90%
- 5. Benjamin Tasker MS - 99%/91%
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- 18. Kettering MS - 84%/81%
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- 21. New Glenridge Area MS (New school) - 93%
- 22. New Southern Area K-8 (New school) - 78%
- 23. Nicholas Orem MS - 98%/114%
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- 25. Samuel P Massie Academy - 80%/87%
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- 28. Thomas Johnson MS - 110%/116%
- 29. Thurgood Marshall MS - 68%/103%
- 30. Walker Mill MS - 83%/94%
- 31. William W Hall Academy - 80%/88%
- 32. William Wirt MS - 100%/105%



MS Boundaries



Draft Scenario 2

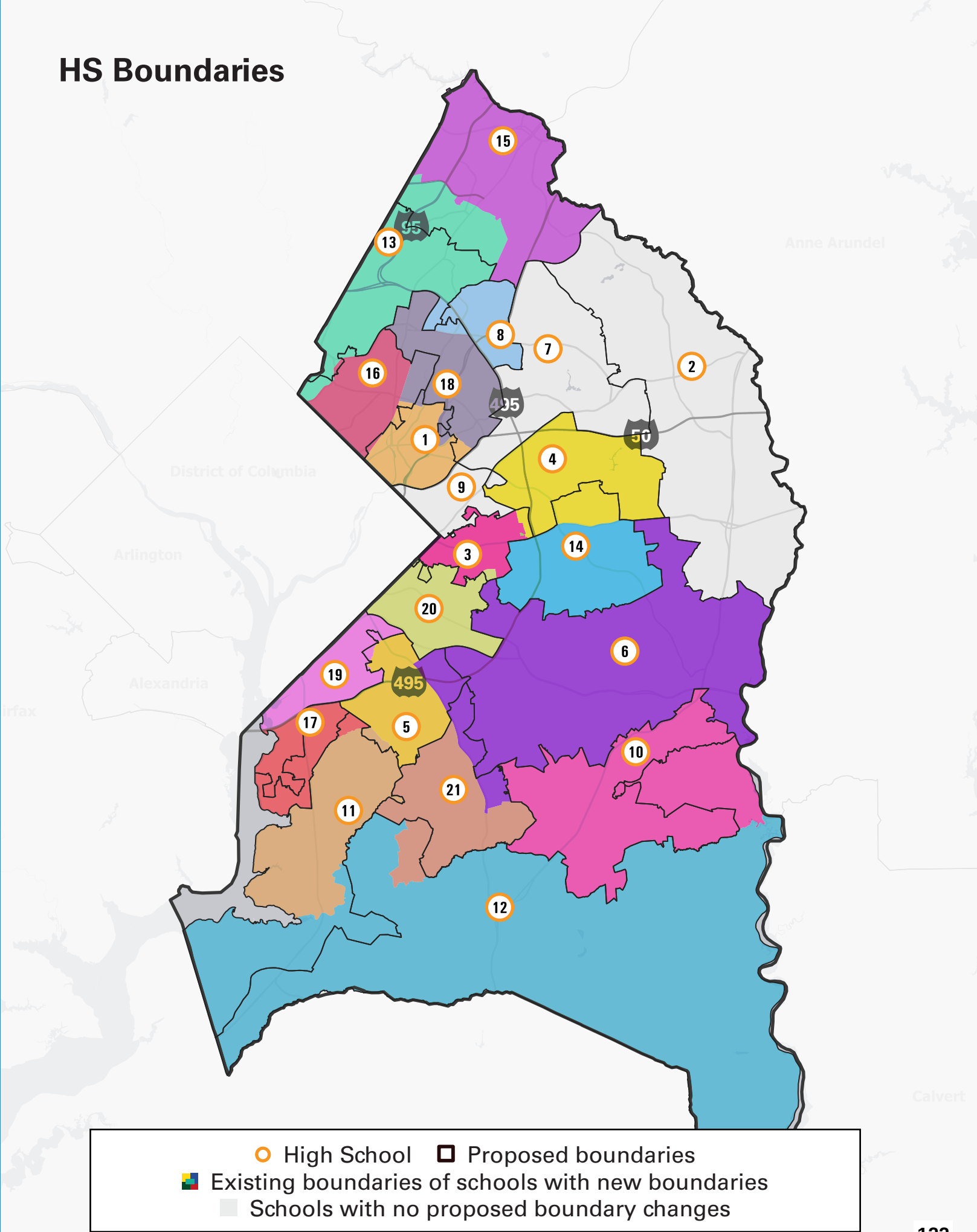
Legend

School Name - Current/Expected Utilization

- 1. Bladensburg HS - 105%/103%
- 2. Bowie HS - 83%/81%
- 3. Central HS - 66%/72%
- 4. Charles Herbert Flowers HS - 98%/87%
- 5. Crossland HS - 55%/71%
- 6. Dr Henry A Wise, Jr. HS - 88%/74%
- 7. DuVal HS - 94%/94%
- 8. Eleanor Roosevelt HS - 100%/103%
- 9. Fairmont Heights HS - 75%/75%
- 10. Frederick Douglass HS - 73%/71%
- 11. Friendly HS - 58%/71%
- 12. Gwynn Park HS - 73%/71%
- 13. High Point HS - 112%/103%
- 14. Largo HS - 64%/85%
- 15. Laurel HS - 96%/103%
- 16. Northwestern HS - 88%/103%
- 17. Oxon Hill HS - 110%/88%
- 18. Parkdale HS - 98%/103%
- 19. Potomac HS - 62%/72%
- 20. Suitland HS - 74%/82%
- 21. Surrattsville HS - 57%/71%



HS Boundaries



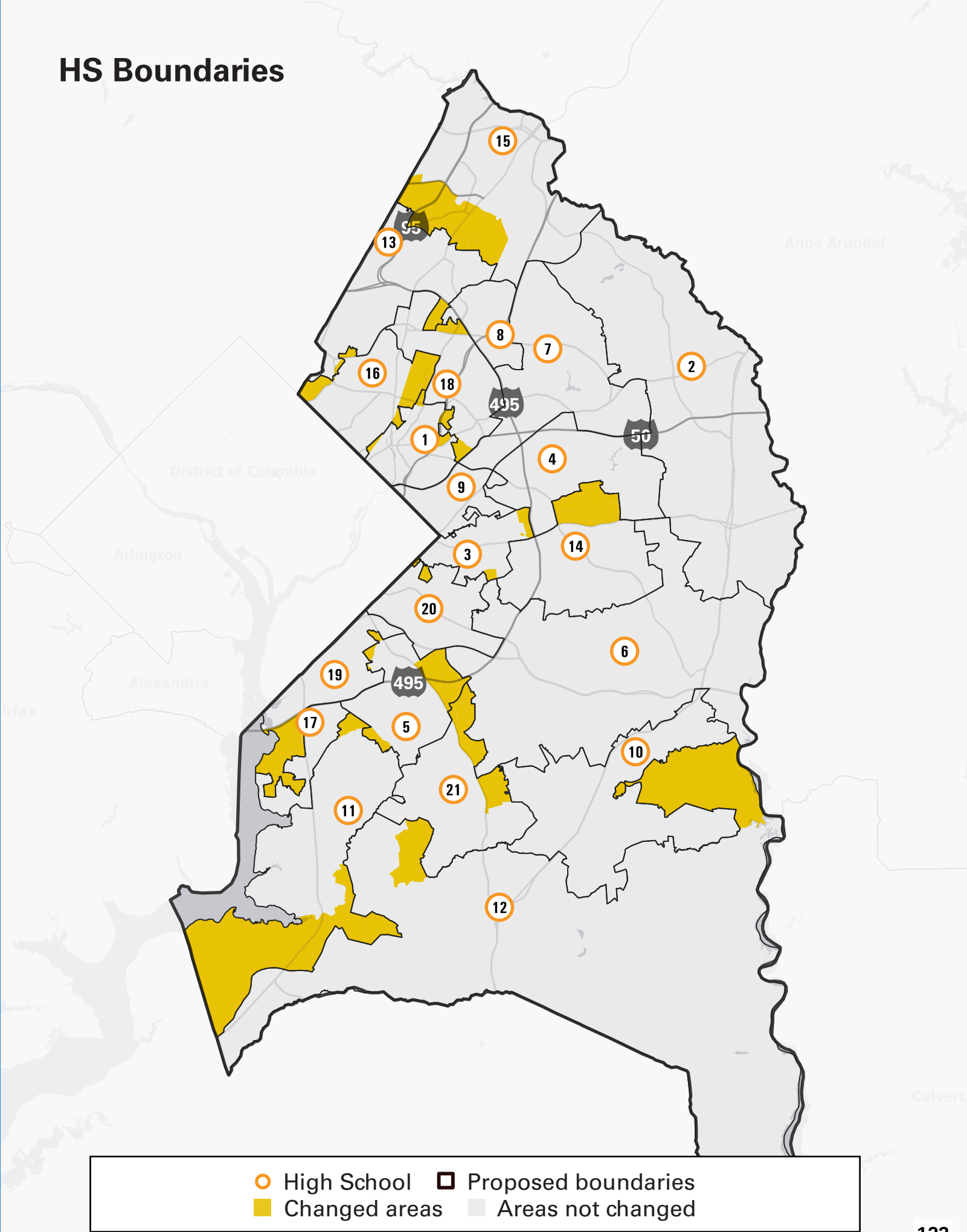
Draft Scenario 2

Legend

School Name - Current/Expected Utilization

- 1. Bladensburg HS - 105%/103%
- 2. Bowie HS - 83%/81%
- 3. Central HS - 66%/72%
- 4. Charles Herbert Flowers HS - 98%/87%
- 5. Crossland HS - 55%/71%
- 6. Dr Henry A Wise, Jr. HS - 88%/74%
- 7. DuVal HS - 94%/94%
- 8. Eleanor Roosevelt HS - 100%/103%
- 9. Fairmont Heights HS - 75%/75%
- 10. Frederick Douglass HS - 73%/71%
- 11. Friendly HS - 58%/71%
- 12. Gwynn Park HS - 73%/71%
- 13. High Point HS - 112%/103%
- 14. Largo HS - 64%/85%
- 15. Laurel HS - 96%/103%
- 16. Northwestern HS - 88%/103%
- 17. Oxon Hill HS - 110%/88%
- 18. Parkdale HS - 98%/103%
- 19. Potomac HS - 62%/72%
- 20. Suitland HS - 74%/82%
- 21. Surrattsville HS - 57%/71%

HS Boundaries



Draft Scenario 3

Maximize the Students Attending School in Updated Facilities

Approach

Draft Scenario 3

- Balance utilizations based on State Rated Capacity (SRC) plus temporary classrooms to reduce temps (and to eliminate all temps aside from those that are new or in good condition)
- Rezone about 12% of students
- Use consolidations as a strategy, with an emphasis on maximizing students attending school in updated facilities

Shared across the three scenarios

- Realign elementary and middle school grade bands to K-5 and 6-8 across the District
- Open two new middle schools and one new K-8 school
- "Freeze" areas adjacent to schools from redistricting
- Consolidate Potomac Landing ES, Adelphi ES, and Isaac J Gourdine MS, which the district plans to consolidate as part of the [Blueprint for PGCPs](#) initiative.

Key Results

- Reduces the number of students attending school in CIP Cycle 0-2 schools the most, from 47% to 44%.
- Reduces the number of temp classrooms needed from 397 to 146, while eliminating the need for any temp that is not in good or new condition
- Consolidates 9 elementary schools, more than any other scenario

Draft Scenario 3

Introduction

This scenario aims to maximize the number of students assigned to newer and higher quality facilities. While boundary changes can be a limited tool to improve school facility conditions, this model uses two strategies to optimize school facilities: first, it presents the greatest amount of school consolidations, with a focus on closing schools in the worst condition and rezoning students to newer facilities nearby. Second, it reduces the number of temporary classrooms used around the district to improve the quality of students’ learning environments, prioritizing only preserving the temporary classrooms in the best condition

Objectives

- Optimize utilization with facility conditions in mind.
- Ensure as many students as possible attend school in the newest/ most updated facilities.
- Direct students and resources to newer facilities by consolidating the under-utilized schools that are in the lowest rated condition.

Methods

- Consolidate schools in with a focus on facility conditions measures.
- Use state-rated capacity (SRC) plus temps to measure capacity to reduce temps (with a focus on temps in the lowers rated condition).
- Target an assignment stability threshold between 10-20%.

Utilization with Temps	Current	Scenario 3
ES schools in target range	38	37
MS schools in target range	8	12
HS schools in target range	4	6
Maximum utilization (overall)	126%	129%
Minimum utilization (overall)	45%	48%
Schools in 80-95% utilization range	50	57

Assignment Stability	Current total	Students	Percent
Total students rezoned	98,242	11,256	12%
<i>Total students rezoned, new school</i>	-	3,894	4%
<i>Total students rezoned, school consolidation</i>	-	4,199	4%
ES students (K-4)	42,508	4,463	11%
MS/K8 students (5-7)	25,615	4,747	19%
HS students (8-11)	30,119	2,046	7%

Distance to School*	Current	Scenario 3 Change	
Average distance to school	2.94 mi	2.93 mi	-
Elementary school	1.88 mi	2.03 mi	+1/10 mi
Middle/K8 school	2.98 mi	3.09 mi	+1/10 mi
High school	4.19 mi	3.99 mi	-1/5 mi

**Distances for comprehensive education pupils living outside of a walk zone only.*

Students in walk zone	36%	34%
<i>Changed due to realignment, new school, consolidation</i>		94%
<i>All other change</i>	-	6%

Facility Age & Condition	Current	Scenario 3
% of students in CIP Cycle 0-2	47%	44%
% of students in CIP Cycle 3-4	53%	56%
School Consolidations	-	10
Number of temps removed*	-	251

**All temps removed are leased, or in poor/leased condition*

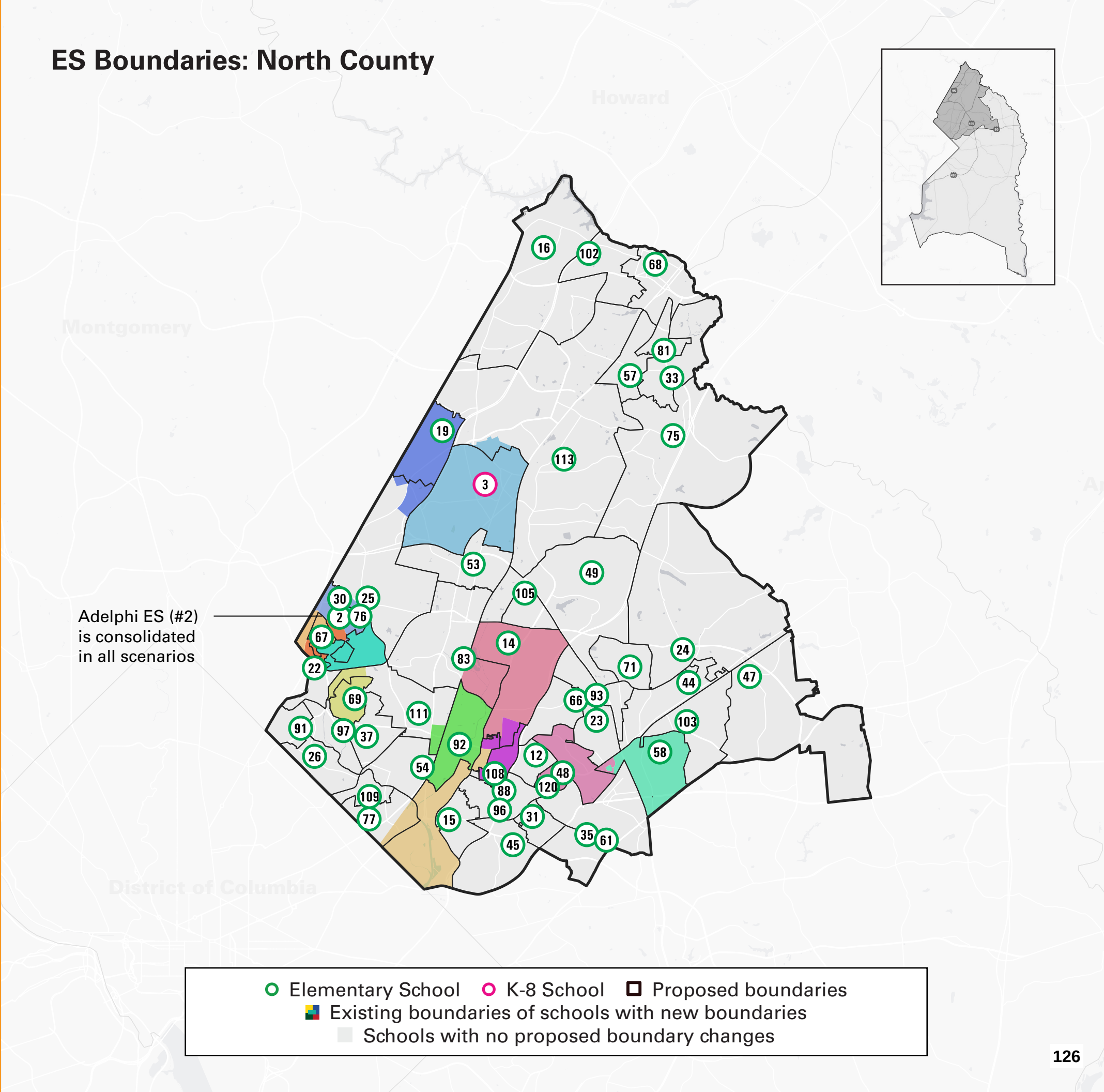
Draft Scenario 3

Legend

School Name - Current/Expected Utilization

- | | |
|---------------------------------------|---|
| 2. Adelphi ES (Consolidated) | 58. James Mc Henry ES - 104%/118% |
| 12. Beacon Heights ES - 82%/95% | 61. Judge Sylvania W Woods, Sr. Elem - 106%/87% |
| 13. Beltsville Academy - 97%/120% | 66. Lamont ES - 94%/108% |
| 14. Berwyn Heights ES - 94%/115% | 67. Langley- Pk McCormick ES - 125%/129% |
| 15. Bladensburg ES - 97%/95% | 68. Laurel ES - 104%/119% |
| 16. Bond Mill ES - 106%/106% | 69. Lewisdale ES - 108%/106% |
| 19. Calverton ES - 99%/118% | 71. Magnolia ES - 103%/87% |
| 22. Carole Highlands ES - 96%/122% | 75. Montpelier ES - 92%/99% |
| 23. Carrollton ES - 102%/111% | 76. Mary Harris "Mother" Jones Elem - 126%/122% |
| 24. Catherine T Reed ES - 100%/105% | 77. Mt Rainier ES - 86%/98% |
| 25. Cherokee Lane ES - 109%/102% | 81. Oaklands ES - 85%/100% |
| 26. Chillum ES - 113%/113% | 83. Paint Branch ES - 75%/92% |
| 30. Cool Spring ES - 106%/118% | 88. Port Towns ES - 112%/114% |
| 31. Cooper Lane ES - 102%/93% | 91. Ridgecrest ES - 87%/87% |
| 33. Deerfield Run ES - 100%/108% | 92. Riverdale ES - 108%/123% |
| 35. Dodge Park ES - 94%/86% | 93. Robert Frost ES - 86%/91% |
| 37. Edward M Felegy ES - 82%/82% | 96. Rogers Heights ES - 104%/109% |
| 44. Gaywood ES - 85%/102% | 97. Rosa L Parks ES - 83%/116% |
| 45. Gladys Noon Spellman ES - 97%/87% | 102. Scotchtown Hills ES - 83%/85% |
| 47. Glenn Dale ES - 92%/115% | 103. Seabrook ES - 73%/95% |
| 48. Glenridge ES - 91%/78% | 105. Springhill Lake ES - 101%/112% |
| 49. Greenbelt ES - 107%/108% | 108. Templeton ES - 112%/121% |
| 53. Hollywood ES - 126%/126% | 109. Thomas S Stone ES - 61%/84% |
| 54. Hyattsville ES - 96%/118% | 111. University Park ES - 76%/112% |
| 57. James H Harrison ES - 75%/67% | 113. Vansville ES - 93%/105% |
| | 120. Woodridge ES - 90%/79% |

ES Boundaries: North County



Adelphi ES (#2)
is consolidated
in all scenarios

- Elementary School
- K-8 School
- ▣ Proposed boundaries
- ▣ Existing boundaries of schools with new boundaries
- ▣ Schools with no proposed boundary changes

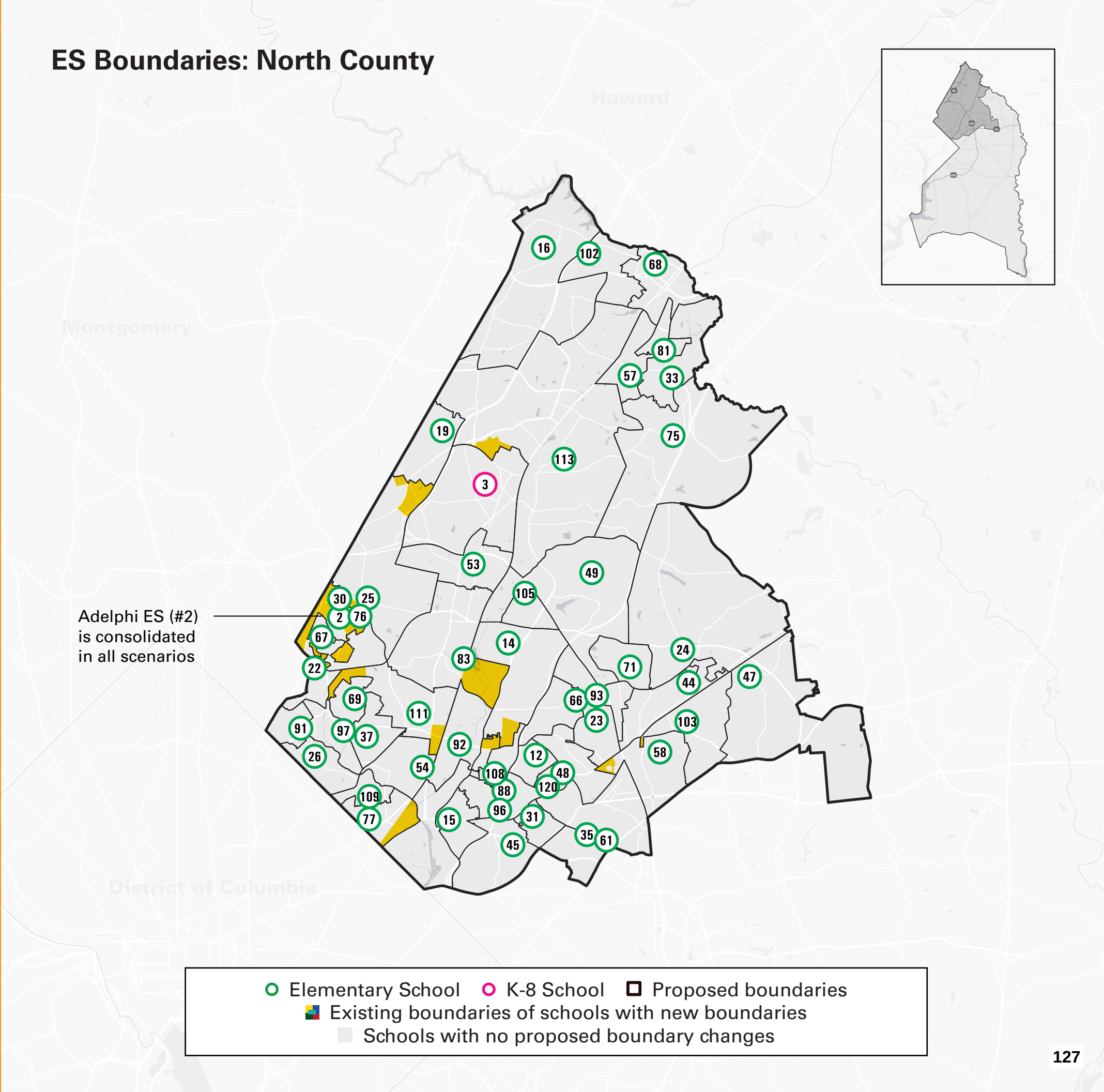
Draft Scenario 3

Legend

School Name - Current/Expected Utilization

- | | |
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| 2. Adelphi ES (Consolidated) | 58. James Mc Henry ES - 104%/118% |
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| 13. Beltsville Academy - 97%/120% | 66. Lamont ES - 94%/108% |
| 14. Berwyn Heights ES - 94%/115% | 67. Langley- Pk McCormick ES - 125%/129% |
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| 19. Calverton ES - 99%/118% | 71. Magnolia ES - 103%/87% |
| 22. Carole Highlands ES - 96%/122% | 75. Montpelier ES - 92%/99% |
| 23. Carrollton ES - 102%/111% | 76. Mary Harris "Mother" Jones Elem - 126%/122% |
| 24. Catherine T Reed ES - 100%/105% | 77. Mt Rainier ES - 86%/98% |
| 25. Cherokee Lane ES - 109%/102% | 81. Oaklands ES - 85%/100% |
| 26. Chillum ES - 113%/113% | 83. Paint Branch ES - 75%/92% |
| 30. Cool Spring ES - 106%/118% | 88. Port Towns ES - 112%/114% |
| 31. Cooper Lane ES - 102%/93% | 91. Ridgecrest ES - 87%/87% |
| 33. Deerfield Run ES - 100%/108% | 92. Riverdale ES - 108%/123% |
| 35. Dodge Park ES - 94%/86% | 93. Robert Frost ES - 86%/91% |
| 37. Edward M Felegy ES - 82%/82% | 96. Rogers Heights ES - 104%/109% |
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| 45. Gladys Noon Spellman ES - 97%/87% | 102. Scotchtown Hills ES - 83%/85% |
| 47. Glenn Dale ES - 92%/115% | 103. Seabrook ES - 73%/95% |
| 48. Glenridge ES - 91%/78% | 105. Springhill Lake ES - 101%/112% |
| 49. Greenbelt ES - 107%/108% | 108. Templeton ES - 112%/121% |
| 53. Hollywood ES - 126%/126% | 109. Thomas S Stone ES - 61%/84% |
| 54. Hyattsville ES - 96%/118% | 111. University Park ES - 76%/112% |
| 57. James H Harrison ES - 75%/67% | 113. Vansville ES - 93%/105% |
| | 120. Woodridge ES - 90%/79% |

ES Boundaries: North County



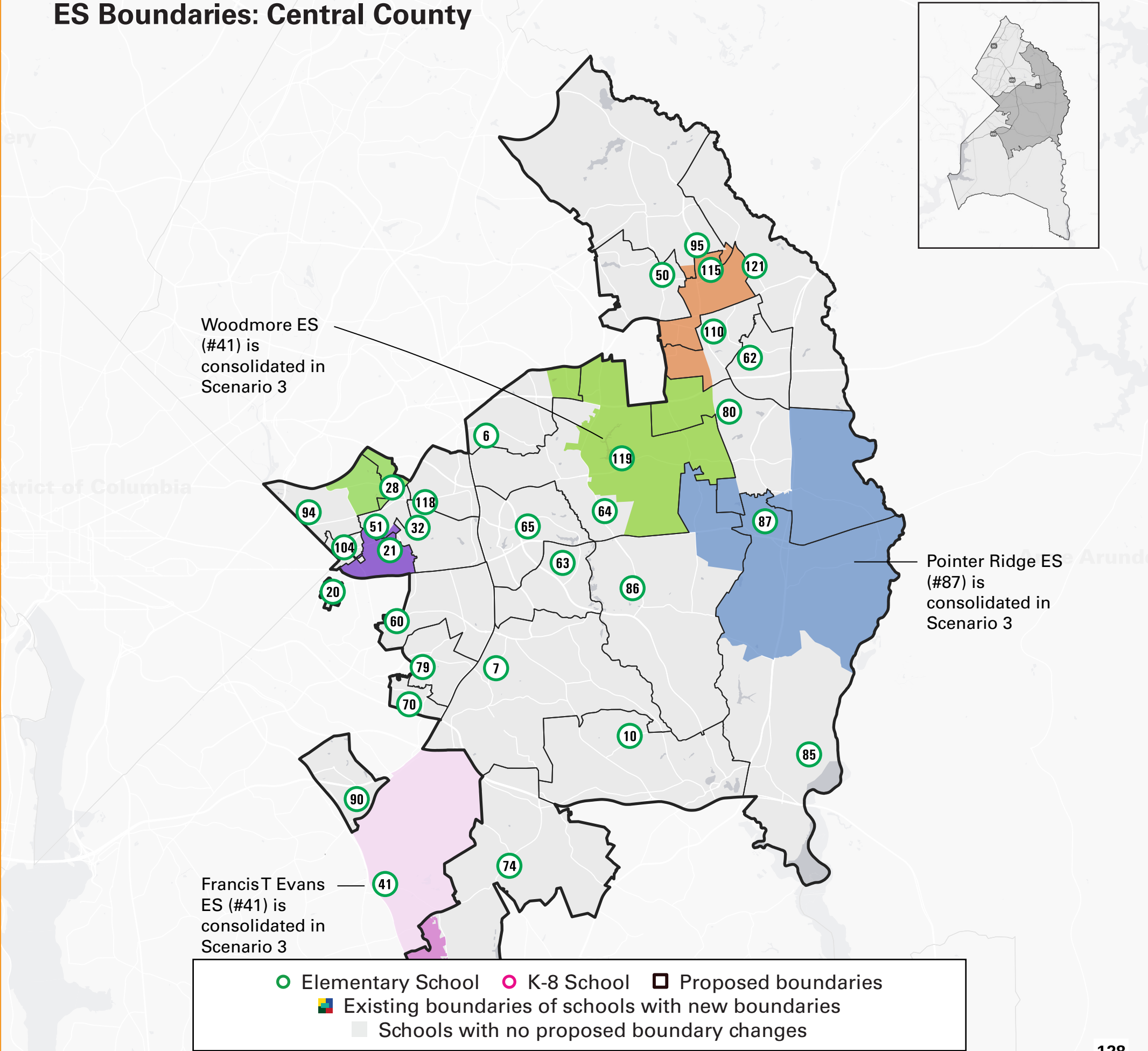
Draft Scenario 3

Legend

School Name - Current/Expected Utilization

- 6. Ardmore ES - 79%/116%
- 7. Arrowhead ES - 84%/69%
- 10. Barack Obama ES - 90%/90%
- 20. Capitol Heights ES - 93%/93%
- 21. Carmody Hills ES - 84%/80%
- 28. Columbia Park ES - 106%/84%
- 32. Cora L Rice ES - 91%/76%
- 41. Francis T Evans ES (Consolidated)
- 50. High Bridge ES - 101%/81%
- 51. Highland Park ES - 45%/55%
- 60. John H Bayne ES - 74%/74%
- 62. Kenilworth ES - 86%/86%
- 63. Kettering ES - 71%/71%
- 64. Kingsford ES - 70%/106%
- 65. Lake Arbor ES - 70%/78%
- 70. Longfields ES - 62%/58%
- 74. Melwood ES - 71%/88%
- 79. North Forestville ES - 80%/69%
- 80. Northview ES - 80%/112%
- 85. Patuxent ES - 65%/97%
- 86. Perrywood ES - 74%/85%
- 87. Pointer Ridge ES (Consolidated)
- 90. Princeton ES - 82%/79%
- 94. Robert R Gray ES - 49%/52%
- 95. Rockledge ES - 74%/83%
- 104. Seat Pleasant ES - 98%/95%
- 110. Tulip Grove ES - 76%/96%
- 115. Whitehall ES - 103%/103%
- 118. William Paca ES - 103%/103%
- 119. Woodmore ES (Consolidated)
- 121. Yorktown ES - 88%/88%

ES Boundaries: Central County



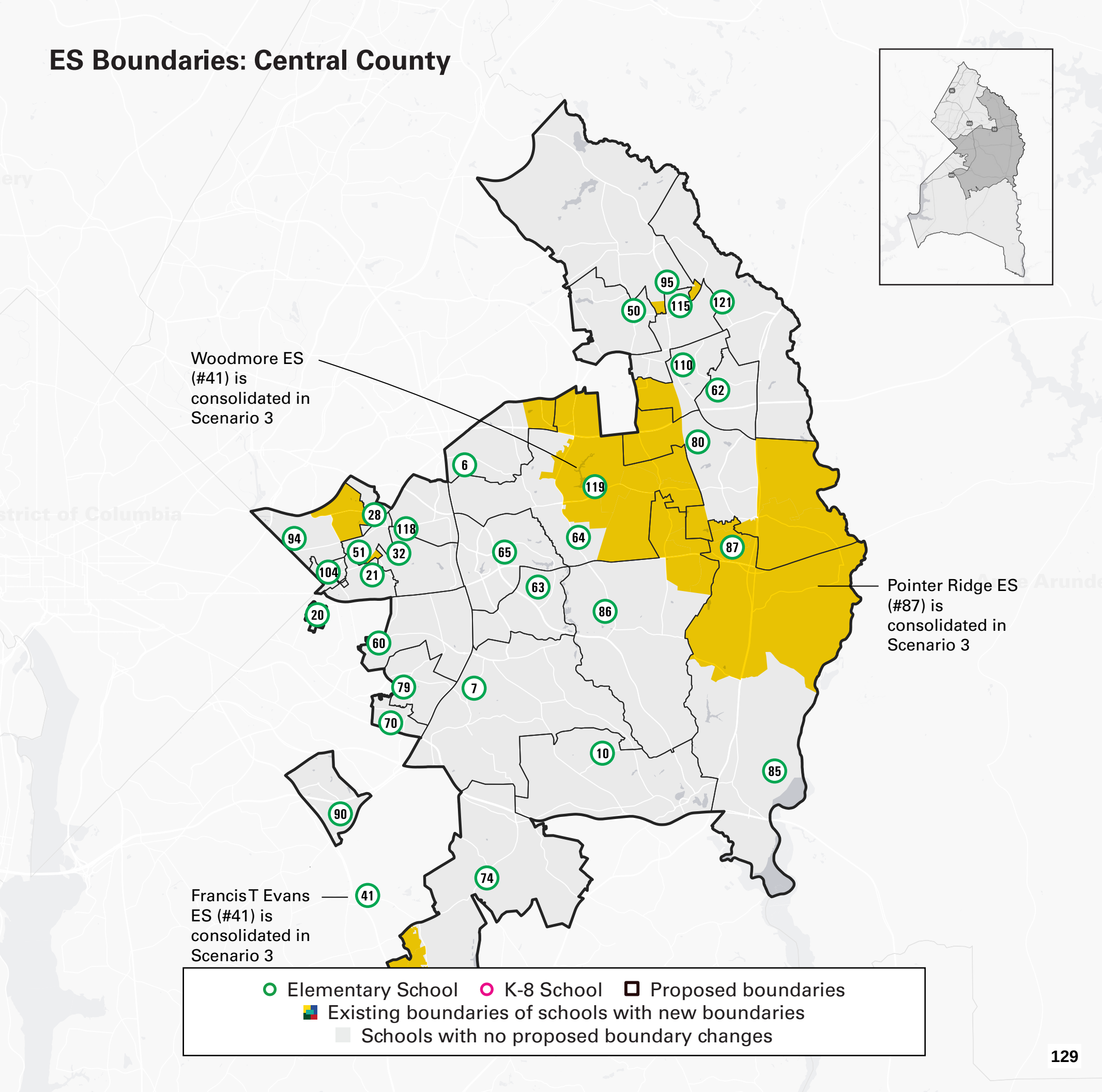
Draft Scenario 3

Legend

School Name - Current/Expected Utilization

- 6. Ardmore ES - 79%/116%
- 7. Arrowhead ES - 84%/69%
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- 87. Pointer Ridge ES (Consolidated)
- 90. Princeton ES - 82%/79%
- 94. Robert R Gray ES - 49%/52%
- 95. Rockledge ES - 74%/83%
- 104. Seat Pleasant ES - 98%/95%
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- 115. Whitehall ES - 103%/103%
- 118. William Paca ES - 103%/103%
- 119. Woodmore ES (Consolidated)
- 121. Yorktown ES - 88%/88%

ES Boundaries: Central County



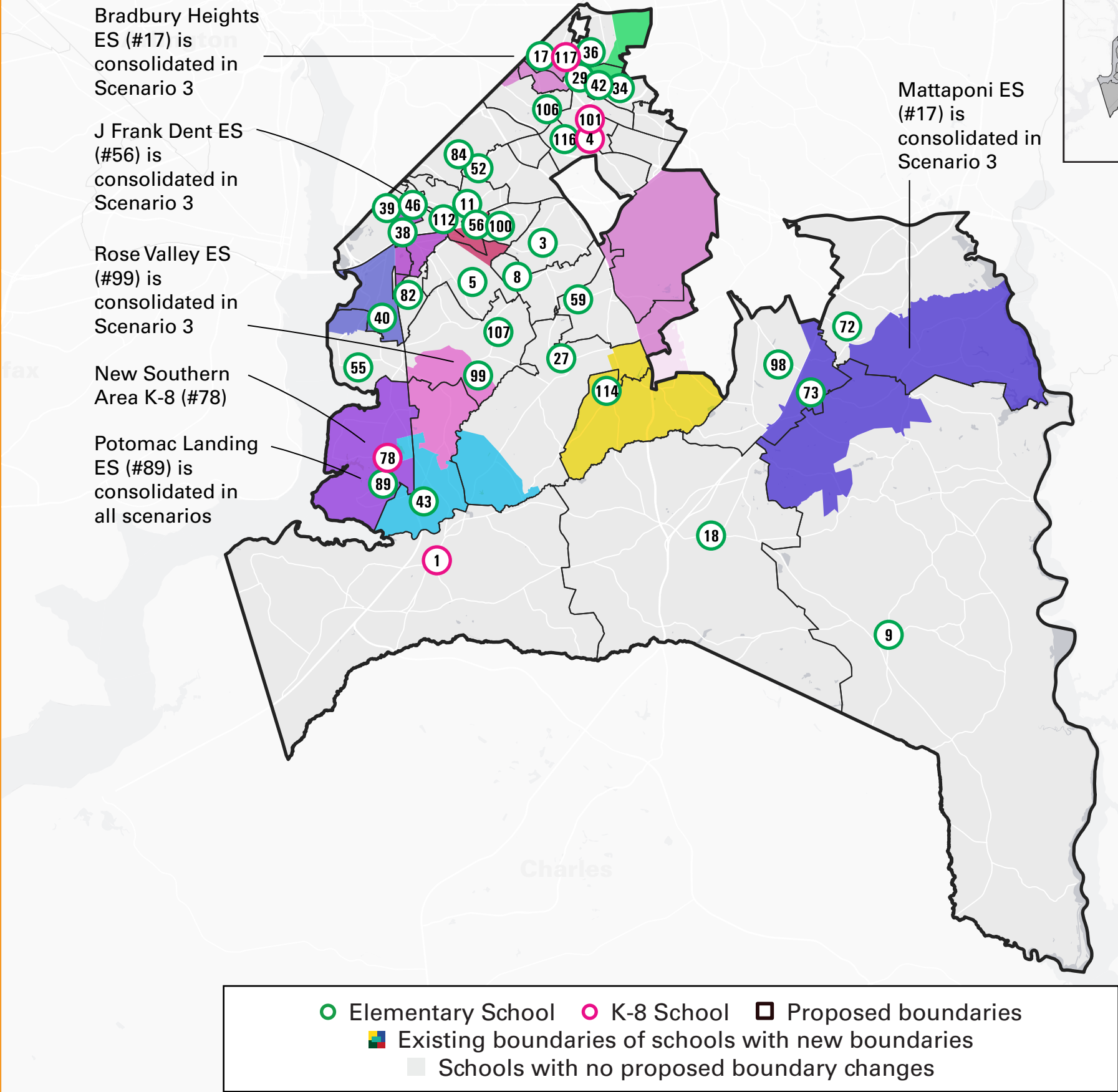
Draft Scenario 3

Legend

School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/82%
- 3. Allenwood ES - 96%/90%
- 4. Andrew Jackson Academy - 64%/77%
- 5. Apple Grove ES - 95%/94%
- 8. Avalon ES - 86%/80%
- 9. Baden ES - 62%/87%
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- 78. New Southern Area K-8 (New school) - 79%
- 82. Oxon Hill ES - 54%/48%
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- 100. Samuel Chase ES - 79%/107%
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- 106. Suitland ES - 82%/88%
- 107. Tayac ES - 64%/96%
- 112. Valley View ES - 77%/84%
- 114. Waldon Woods ES - 97%/90%
- 116. William Beanes ES - 79%/82%
- 117. William W Hall Academy - 80%/101%

ES Boundaries: South County



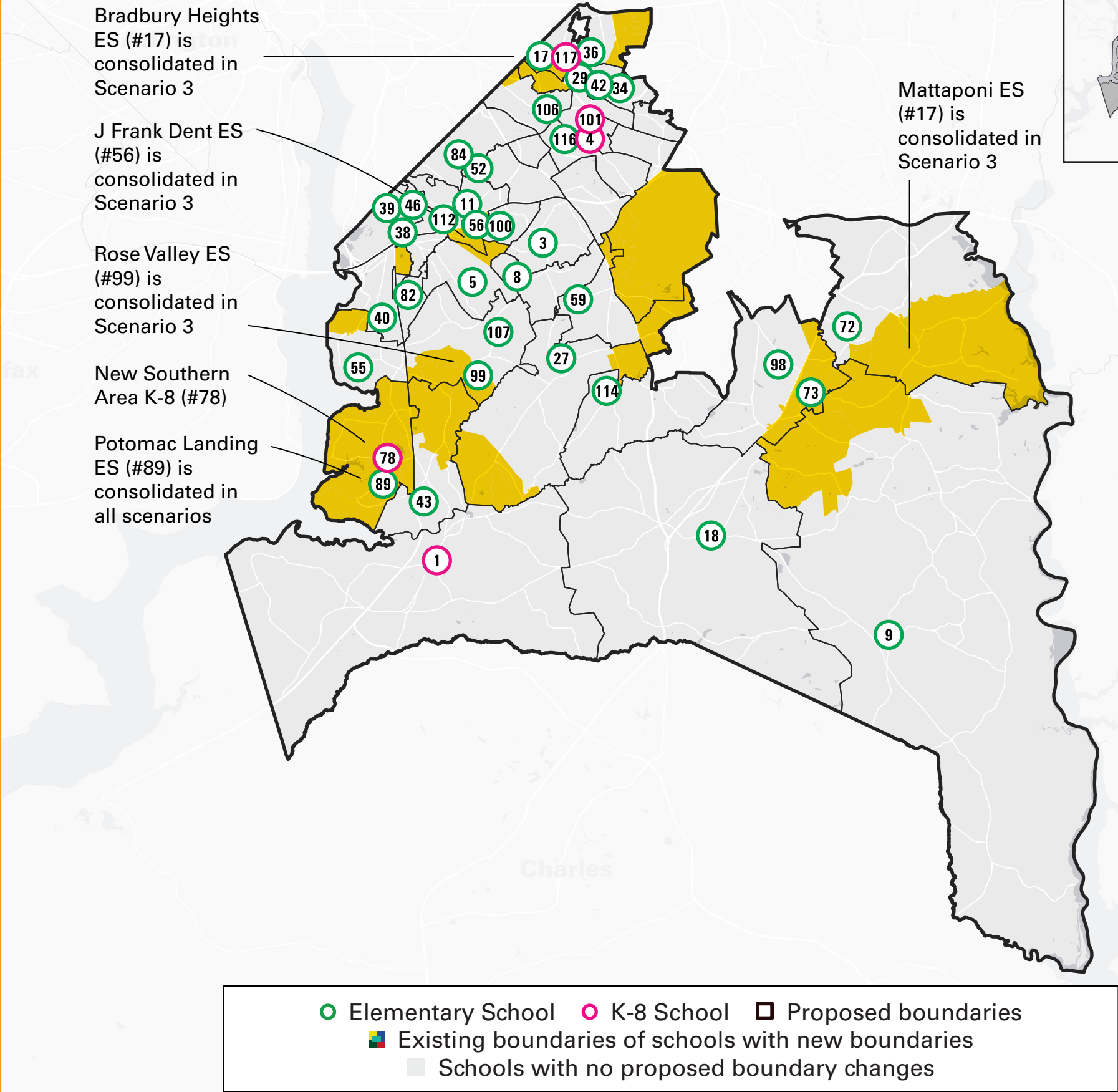
Draft Scenario 3

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- 99. Rose Valley ES (Consolidated)
- 100. Samuel Chase ES - 79%/107%
- 101. Samuel P Massie Academy - 80%/87%
- 106. Suitland ES - 82%/88%
- 107. Tayac ES - 64%/96%
- 112. Valley View ES - 77%/84%
- 114. Waldon Woods ES - 97%/90%
- 116. William Beanes ES - 79%/82%
- 117. William W Hall Academy - 80%/101%

ES Boundaries: South County



Draft Scenario 3

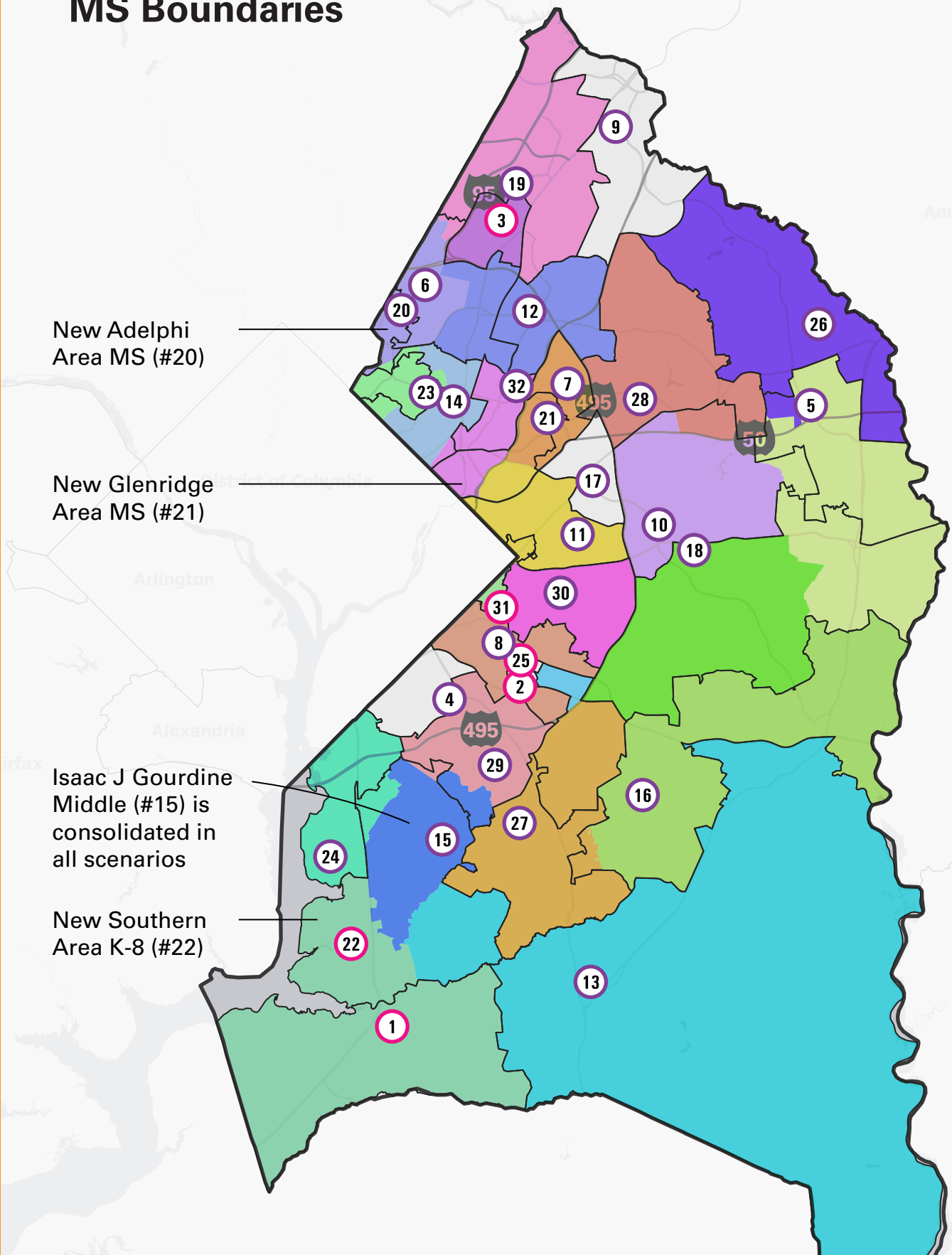
Legend

School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/82%
- 2. Andrew Jackson Academy - 64%/77%
- 3. Beltsville Academy - 97%/120%
- 4. Benjamin Stoddert MS - 90%/90%
- 5. Benjamin Tasker MS - 99%/87%
- 6. Buck Lodge MS - 99%/86%
- 7. Charles Carroll MS - 109%/94%
- 8. Drew-Freeman MS - 98%/82%
- 9. Dwight D Eisenhower MS - 100%/112%
- 10. Ernest Everett Just MS - 95%/106%
- 11. G James Gholson MS - 103%/109%
- 12. Greenbelt MS - 117%/100%
- 13. Gwynn Park MS - 87%/96%
- 14. Hyattsville MS - 94%/103%
- 15. Isaac J Gourdine MS (Consolidated)
- 16. James Madison MS - 102%/111%
- 17. Kenmoor MS - 105%/90%
- 18. Kettering MS - 84%/89%
- 19. Martin Luther King Jr MS - 118%/115%
- 20. New Adelphi Area MS (New school) - 106%
- 21. New Glenridge Area MS (New school) - 94%
- 22. New Southern Area K-8 (New school) - 79%
- 23. Nicholas Orem MS - 98%/120%
- 24. Oxon Hill MS - 98%/99%
- 25. Samuel P Massie Academy - 80%/87%
- 26. Samuel Ogle MS - 95%/90%
- 27. Stephen Decatur MS - 85%/74%
- 28. Thomas Johnson MS - 110%/111%
- 29. Thurgood Marshall MS - 68%/95%
- 30. Walker Mill MS - 83%/76%
- 31. William W Hall Academy - 80%/101%
- 32. William Wirt MS - 100%/115%



MS Boundaries



○ Middle School

● K-8 School

▣ Proposed boundaries

▣ Existing boundaries of schools with new boundaries

▣ Schools with no proposed boundary changes

Draft Scenario 3

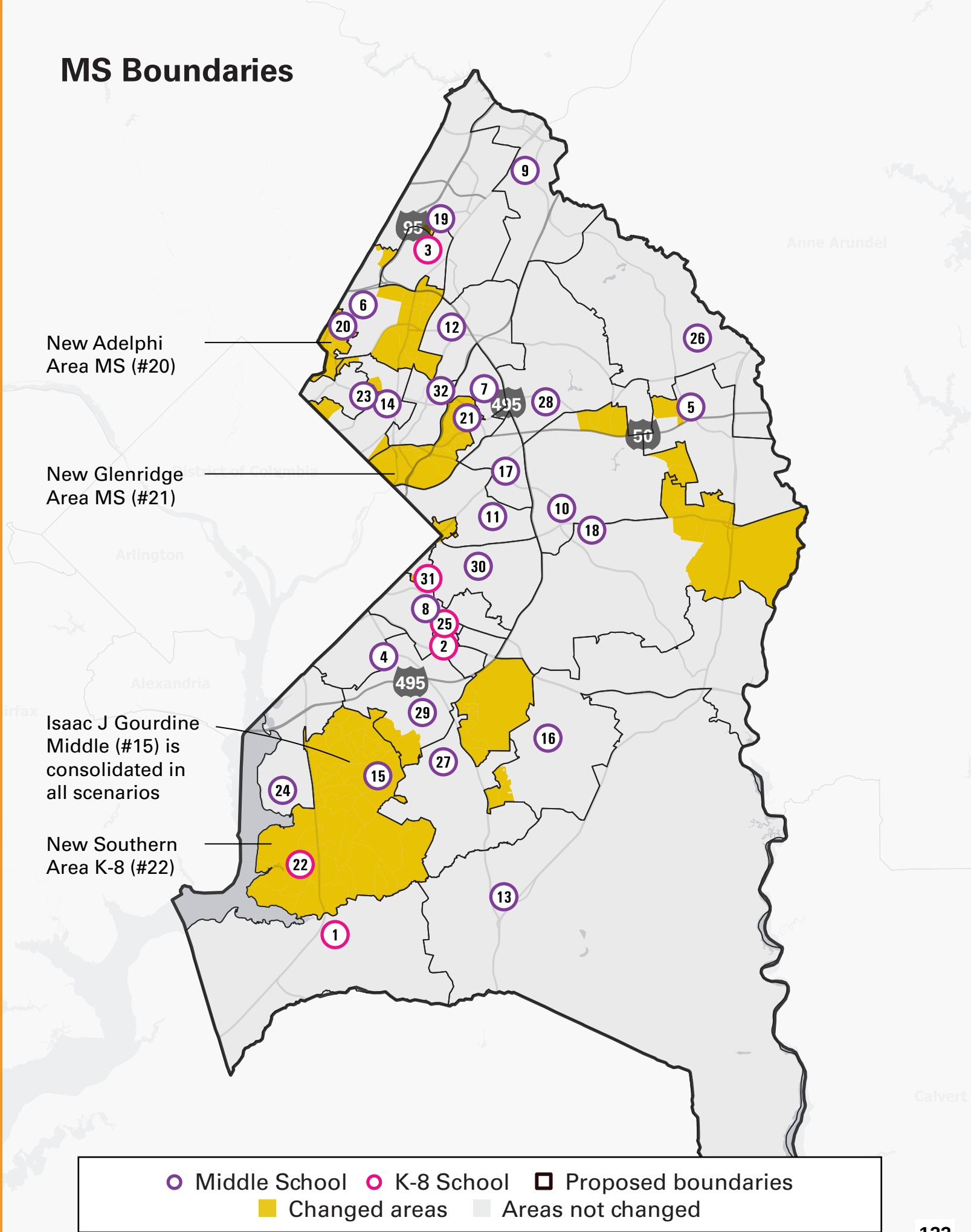
Legend

School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/82%
- 2. Andrew Jackson Academy - 64%/77%
- 3. Beltsville Academy - 97%/120%
- 4. Benjamin Stoddert MS - 90%/90%
- 5. Benjamin Tasker MS - 99%/87%
- 6. Buck Lodge MS - 99%/86%
- 7. Charles Carroll MS - 109%/94%
- 8. Drew-Freeman MS - 98%/82%
- 9. Dwight D Eisenhower MS - 100%/112%
- 10. Ernest Everett Just MS - 95%/106%
- 11. G James Gholson MS - 103%/109%
- 12. Greenbelt MS - 117%/100%
- 13. Gwynn Park MS - 87%/96%
- 14. Hyattsville MS - 94%/103%
- 15. Isaac J Gourdine MS (Consolidated)
- 16. James Madison MS - 102%/111%
- 17. Kenmoor MS - 105%/90%
- 18. Kettering MS - 84%/89%
- 19. Martin Luther King Jr MS - 118%/115%
- 20. New Adelphi Area MS (New school) - 106%
- 21. New Glenridge Area MS (New school) - 94%
- 22. New Southern Area K-8 (New school) - 79%
- 23. Nicholas Orem MS - 98%/120%
- 24. Oxon Hill MS - 98%/99%
- 25. Samuel P Massie Academy - 80%/87%
- 26. Samuel Ogle MS - 95%/90%
- 27. Stephen Decatur MS - 85%/74%
- 28. Thomas Johnson MS - 110%/111%
- 29. Thurgood Marshall MS - 68%/95%
- 30. Walker Mill MS - 83%/76%
- 31. William W Hall Academy - 80%/101%
- 32. William Wirt MS - 100%/115%



MS Boundaries



Draft Scenario 3

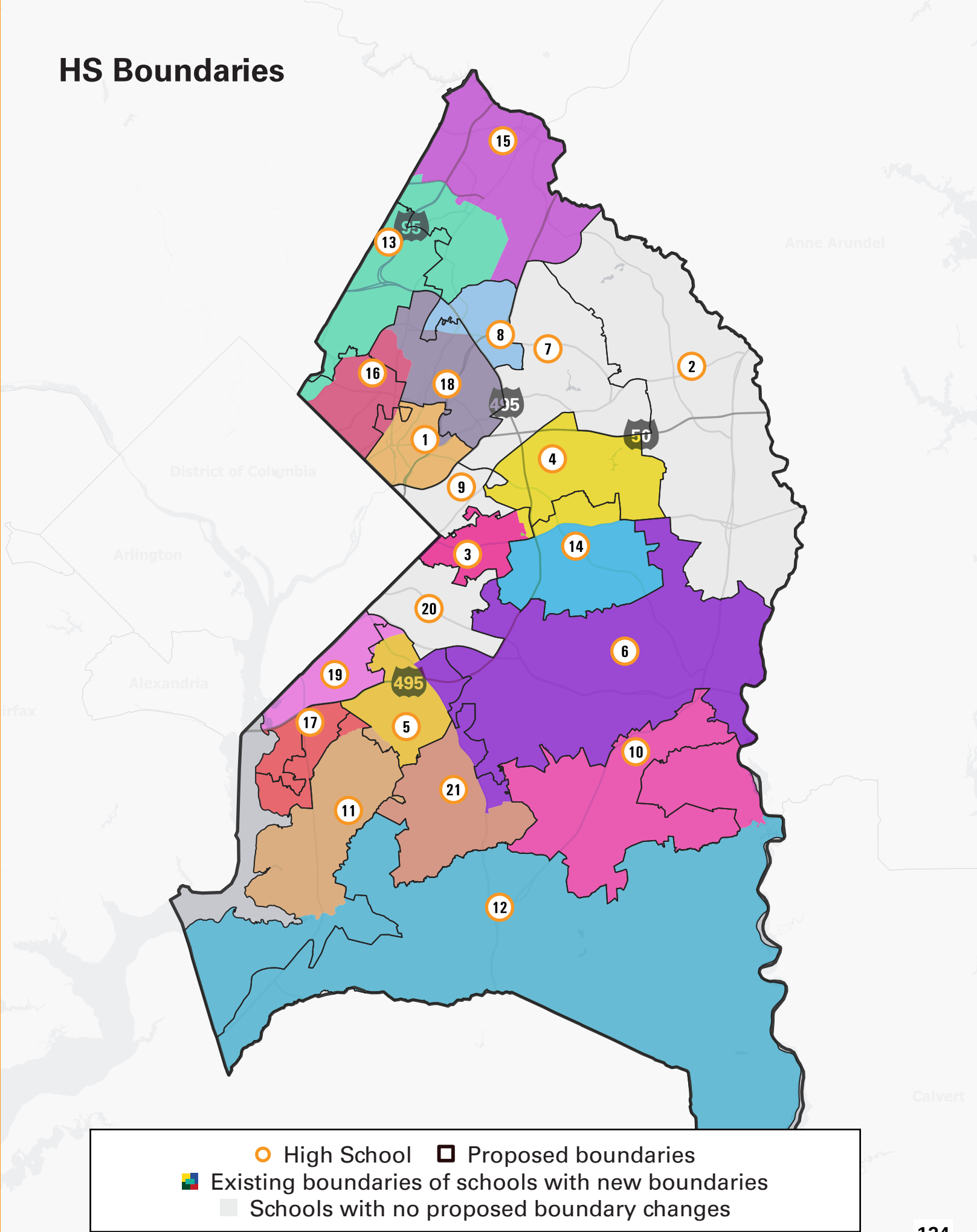
Legend

School Name - Current/Expected Utilization

- 1. Bladensburg HS - 105%/107%
- 2. Bowie HS - 83%/83%
- 3. Central HS - 66%/70%
- 4. Charles Herbert Flowers HS - 98%/88%
- 5. Crossland HS - 55%/70%
- 6. Dr Henry A Wise, Jr. HS - 88%/75%
- 7. DuVal HS - 94%/94%
- 8. Eleanor Roosevelt HS - 100%/107%
- 9. Fairmont Heights HS - 75%/75%
- 10. Frederick Douglass HS - 73%/72%
- 11. Friendly HS - 58%/70%
- 12. Gwynn Park HS - 73%/69%
- 13. High Point HS - 112%/109%
- 14. Largo HS - 64%/85%
- 15. Laurel HS - 96%/104%
- 16. Northwestern HS - 88%/107%
- 17. Oxon Hill HS - 110%/93%
- 18. Parkdale HS - 98%/107%
- 19. Potomac HS - 62%/69%
- 20. Suitland HS - 74%/84%
- 21. Surrattsville HS - 57%/69%



HS Boundaries



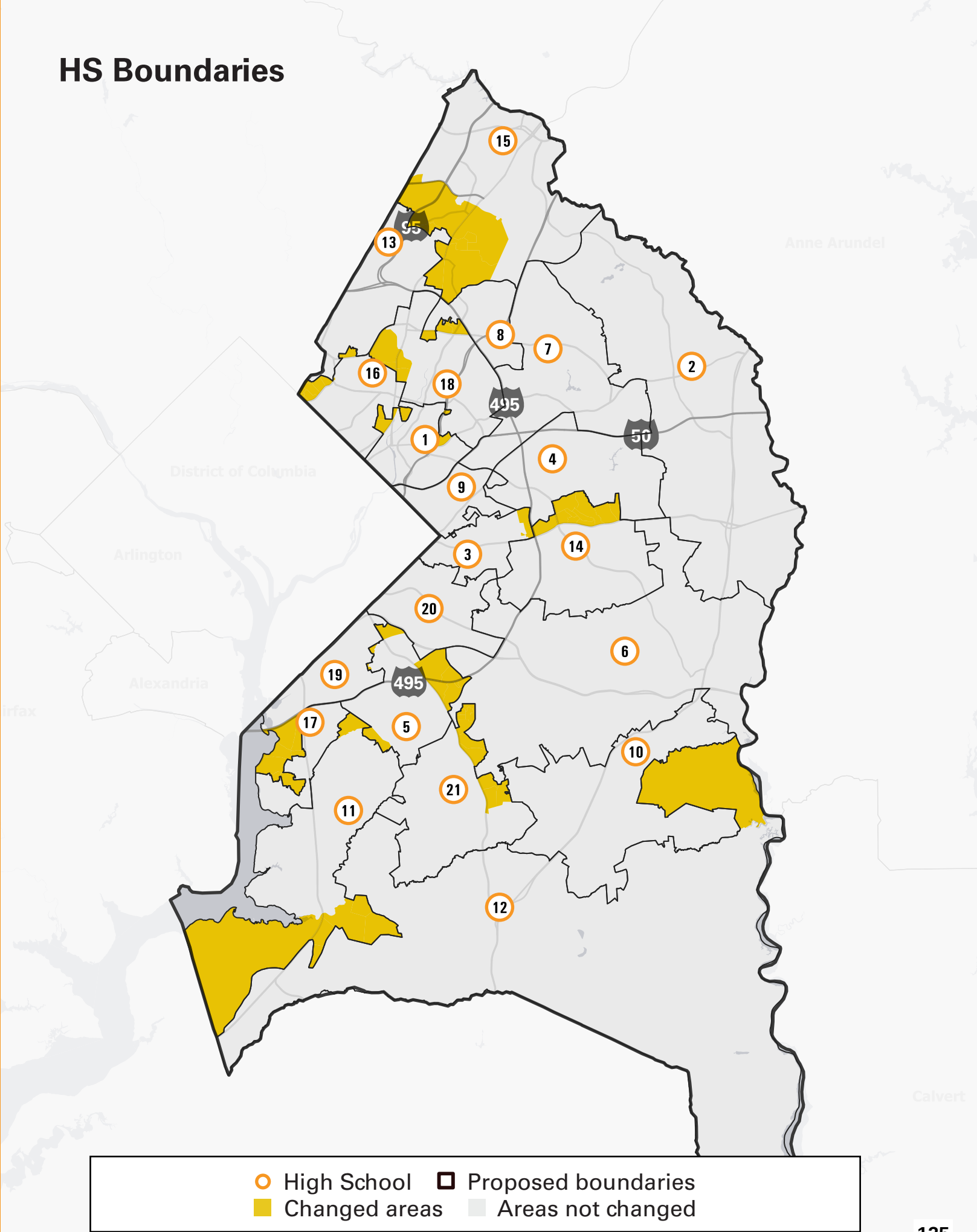
Draft Scenario 3

Legend

School Name - Current/Expected Utilization

- 1. Bladensburg HS - 105%/107%
- 2. Bowie HS - 83%/83%
- 3. Central HS - 66%/70%
- 4. Charles Herbert Flowers HS - 98%/88%
- 5. Crossland HS - 55%/70%
- 6. Dr Henry A Wise, Jr. HS - 88%/75%
- 7. DuVal HS - 94%/94%
- 8. Eleanor Roosevelt HS - 100%/107%
- 9. Fairmont Heights HS - 75%/75%
- 10. Frederick Douglass HS - 73%/72%
- 11. Friendly HS - 58%/70%
- 12. Gwynn Park HS - 73%/69%
- 13. High Point HS - 112%/109%
- 14. Largo HS - 64%/85%
- 15. Laurel HS - 96%/104%
- 16. Northwestern HS - 88%/107%
- 17. Oxon Hill HS - 110%/93%
- 18. Parkdale HS - 98%/107%
- 19. Potomac HS - 62%/69%
- 20. Suitland HS - 74%/84%
- 21. Surrattsville HS - 57%/69%

HS Boundaries



SRC Utilization vs. Utilization with Temps

Throughout this section of the report, we measure utilization including temp classrooms in a school’s total capacity. However, we can also consider utilization in terms of state-rated capacity (SRC) alone. When calculating utilization this way, each school’s enrollment is divided by the school facility’s state-rated capacity, which does not include temps.

Draft Scenario 1 was optimized to decrease SRC utilization. As the scenario with the lowest threshold for student redistricting (assignment stability), and a less ambitious target for utilization improvements and the reduction of temp classrooms, SRC utilization is a fitting measure to use for Draft Scenario 1. Draft Scenarios 2 and 3 both have more ambitious targets for reducing utilization across the district and seek to reduce the number of temp classrooms in use. These scenarios are optimized to perform best when utilization rates consider temps.

SRC utilization tells us how a school’s enrollment compares to the number of student stations that are considered adequate for that school’s facility, according to Maryland state standards. The SRC utilization rate does not consider temps as a part of school capacity. So, if a school is over-utilized, its SRC utilization rate will likely be higher than its utilization rate with temps.

For example, Langley Park ES (LPARK) has an SRC of 486, and 812 students enrolled, giving it an SRC utilization rate of 183%. Nine temps are in use at LPARK, which brings the capacity with temps to 711 student stations. Because of this additional capacity, the utilization rate with temps is about 114%.

The table below offers an overview of SRC utilization compared to utilization with temps across the three draft scenarios, including data on the number of temps in use in each scenario.

Utilization	Current	Scenario 1	Scenario 2	Scenario 3
Utilization, with Temp Classrooms				
Schools in 80-95% utilization range	50 (30%)	48 (29%)	73 (45%)	57 (36%)
Maximum utilization (overall)	126%	119%	120%	129%
Minimum utilization (overall)	45%	55%	49%	48%
Median utilization rate (overall)	87%	90%	90%	92%
SRC Utilization Rate				
Schools in 80-95% utilization range	42 (25%)	43 (26%)	57 (35%)	52 (33%)
Maximum utilization (overall)	183%	137%	160%	153%
Minimum utilization (overall)	45%	55%	49%	48%
Median utilization rate (overall)	93%	91%	92%	94%
Temp Classrooms				
Temp classrooms in use*	397	202	252	146
New condition	64	36	64	64
Good condition	82	53	82	82
Fair condition	106	54	106	0
Poor condition	127	47	0	0
Leased	18	8	0	0
Vacant (not in use)	6 (0 in use)	2 (4 in use)	6 (0 in use)	6 (0 in use)

* Temp classroom counts are estimations for how many temps the district would need to accommodate students in each scenario. In practice, PGCPs may use more or fewer temp classrooms than the estimated amount.

Key Findings & Takeaways

Overall, the three draft scenarios show that strong improvements can be made to utilization across PGCPs, while staying within reasonable parameters for assignment stability, and pursuing other district objectives including realigning 6th graders to middle schools. The three draft scenarios each present distinct pro's and con's in their approach and their outcomes. Together, they present a range of possibilities for adjusting school boundaries in PGCPs. We can view each draft scenario as one possibility on a spectrum of outcomes presented by a certain approach to changing school boundaries in PGCPs.

Assignment Stability

Each draft scenario has a different upper limit for the percentage of students rezoned (assignment stability), and this is reflected in the outcomes for this factor. Draft Scenario 1, which emphasizes assignment stability the most of the three scenarios, rezones 11% of students overall. Draft Scenario 3 rezones a similar amount of students (12%), though a greater proportion of these rezonings (about 10 percentage points more) are due to special circumstances, due to the higher number of school consolidations. Draft Scenario 2 rezones the highest percentage of students, at 14%, in order to achieve the broadest impact possible on utilization. In all cases, the school level with the highest degree of rezoning is MS/K-8. This is due largely to grade realignment, which moves all 6th graders to middle schools, as well as the three new middle schools opening in the district. School openings and expansions require boundary changes to populate new facilities.

Utilization

All three scenarios improve utilization rates across the district. The different approaches and goals of each scenario lead to different outcomes with regard to utilization.

Draft Scenario 1 attempts to address the utilization extremes while rezoning as

few students as possible. When taking temps into consideration, Draft Scenario 1 decreases the districtwide maximum utilization rate from 126% to 119%. However, in terms of SRC utilization, this scenario's outcomes are stronger: in this case the proposed boundaries decrease the utilization maximum from 183% to 137% when measuring capacity without temps, the strongest outcome across scenarios. While decreasing the number of temps in use is not a strong priority for this scenario, its focus on highly over-utilized schools (where temps are more likely to be in use) results in fewer temps in use overall.

Draft Scenario 2 attempts to make as many improvements as possible to utilization widely across the district. So, while this results in somewhat more modest improvements to the overall utilization rate range, it also results in the highest number of schools overall within the optimal utilization range of 80-95%. Draft Scenario 2 increases the total number of schools in the optimal range from 50 schools to 73 schools (representing 45% of schools), while also decreasing the number of temps used across the district from 397 to 252.

Draft Scenario 3 emphasizes improving facility conditions and utilization through school consolidations. Because of its focus on consolidating older, under-utilized schools, Draft Scenario 3 is able to increase the number of schools in the target utilization range from 50 to 57. However, 11 schools remain very over- or under-utilized (more than double the amount in each of the other scenarios). This scenario results in the lowest number of temp classrooms in use. By eliminating all temp classrooms that are leased or in poor or fair condition, this scenario decreases available capacity the most. This may have presented a challenge to decreasing utilization rates in some schools, but improves the district's facility conditions overall.

Key Findings & Takeaways

Distance to School

All three draft scenarios are able to maintain existing distances to school, with some negligible differences in the average number of miles traveled for students living outside of walk zones. All three scenarios result in boundaries that maintain or slightly decrease the overall average distance traveled, with Draft Scenario 1 decreasing overall distances the most from 2.94 miles to 2.88 miles. Draft Scenario 3 decreases the overall average distance to school marginally (to 2.93 miles), while in Draft Scenario 2 the average distance to school is the same as current conditions (2.94 miles).

All three draft scenarios result in slight decreases in distance traveled for high school students, and slight increases in distance traveled for elementary and middle school students.

Due to grade realignment of 6th graders and the opening of new schools, the proportion of students living in walk zones decreases somewhat in all three draft scenarios. In all scenarios, over 80% of this increase is due to special circumstances including grade realignment, school openings, and school consolidations.

Facility Conditions

The draft scenarios attempt to improve facility conditions in PGCPs by reducing temp classrooms in use, sending more students to CIP Cycle 3-4 schools, and closing older, under-utilized schools. While boundary changes and school consolidations present limitations in their ability to improve school conditions, each scenario presents improvement for facility conditions according to the metrics used.

All three draft scenarios reduce the percentage of students attending school in CIP Cycle 0-2 schools (schools in lowest rated condition) and increase the percentage of students attending school in CIP Cycle 3-4 schools (schools highest rated condition). The greatest impact across all scenarios was at the middle school level. Draft Scenario 3, which emphasizes school quality the most, improves facility quality based on CIP ratings somewhat more than the other two draft scenarios. This scenario decreases the students in CIP Cycle 0-2 schools by 3 percentage points, and increases students in CIP Cycle 3-4 schools by the same amount. This equates to over 3,600 students moving from lower rated facilities to highly rated ones.

All three draft scenarios significantly reduce the number of temp classrooms in use across the district. While Draft Scenario 1 reduces temps by a lesser degree than Draft Scenario 2, the temps that remain in use in this scenario are only those rated in fair, good, or new condition. Because facility condition is not a high priority in Draft Scenario 1, the remaining 202 temps in this scenario include those in poor condition or leased temps. Not only does Draft Scenario 3 reduce temps by the greatest degree (reducing the total number in use to 146, well under half the current amount), but all of the temp classrooms that remain in use in this scenario are those in good or new condition.

Draft Scenario 3 has the most elementary school consolidations, with nine schools selected as candidates for consolidation. In accordance with this scenario's goals, facility age and condition were weighted more strongly in this scenario as compared to the others. By consolidating more schools, this scenario results in fewer facilities to manage and improve overall, which may allow for more resources to be allocated to updating remaining facilities. Schools with smaller facilities were prioritized for school consolidations in this and other scenarios in order to allow for a more efficient use of resources to improve and maintain schools.

Key Findings & Takeaways

Further Inquiry

The three draft boundary scenarios offer a promising starting point for improving utilization, planning for school openings and consolidations, realigning 6th graders to middle school, improving facility conditions, and preserving or improving distances to school. As these are drafts, further work remains to be done to understand the best approach to use to develop a final boundary proposal, and to refine each draft so that it best meets the needs of the district.

The three draft scenarios will be further discussed and refined through community engagement in spring and fall of 2021 and guidance from the Boundary Advisory Committee and PGCPs leadership. Some questions to consider moving forward include:

- Is it possible to further improve school facility conditions by weighting CIP Cycle more heavily in selecting schools for consolidation – particularly in Draft Scenario 3?
- Do these draft scenarios present any unintended impacts to specialty programs and services capacity? School racial and economic diversity?
- What are the cost implications for each set of proposed boundaries? Could the district save on transportation, facilities, or other costs? Or, do these boundaries present increased costs in any of these areas?
- How well do the impacts of the draft scenarios address the needs of each of the district's three regions? Are the impacts of the scenarios distributed as equitably as possible across the district's geography?
- How would grandfathering policies impact the assignment stability outcomes for each draft scenario?
- How can small area population projections further inform these draft scenarios, including through a deeper understanding of enrollment projections?

Next Steps

Moving forward, public engagement will continue to be a central part of the Boundary Initiative.

There will be three opportunities for further engagement to follow.

1. Online comment form and presentation recording

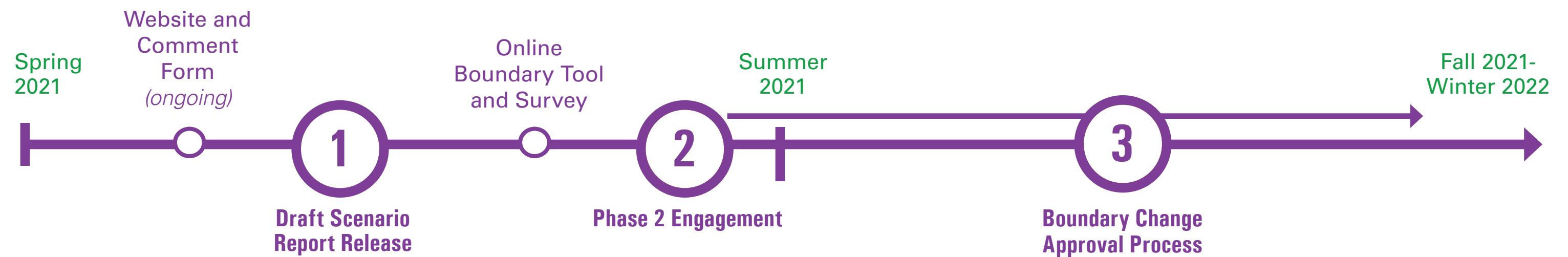
Members of the public can continue to learn about the initiative on the project website, and by viewing a recording of the Phase 1 Community Conversation presentation.

2. Draft Scenario Report

In May, the Draft Scenario Report will be published. This report will present three draft boundary scenarios, which the public will be able to respond to during Phase 2 Engagement. It will be published along with an online tool where users can look up their school assignments in each draft scenario, and a survey to share their initial feedback.

3. Phase 2 Engagement:

In spring-fall 2021, the public will be invited to participate in another round of community engagement. This phase of engagement will focus on the draft boundary scenarios, including gathering input from residents on their preferences among the three, as well as considerations to guide the refinement of the final boundary proposal.



Appendix

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Glossary

School Boundary: a geographic area that comprises residences that are assigned to a public school. If a student’s home address is inside a school’s boundary, they are assigned to attend that school. The area that makes up a school boundary is also referred to as an assignment area.

Boundary Advisory Committee: a group comprised of leaders from across the PGCPs organization. In addition to advising on the Boundary Initiative, the committee will convene annually to review enrollment projections and facility utilization, advise planning staff about boundary studies, and review and finalize boundary proposals which will be presented to the CEO.

Capacity: the total number of students that a school can accommodate. If a school is over-utilized, then student enrollment is greater than the school’s capacity. If a school is under-utilized, the enrollment is less than total capacity. PGCPs uses state-rated capacity (SRC) to determine school’s capacity. The SRC is the number of students that the State of Maryland determines that a school has the physical capacity to enroll and can be reasonably accommodated in a facility.

Charter School: Public charter schools receive government funding, but operate independently from the school system. PGCPs has 9 charter schools. PGCPs charter schools are free to attend but admission is by application to the charter school lottery only.

Consolidation: the practice of combining two or more schools for educational, economic, or facilities related reasons. In PGCPs, where many schools are under-utilized, this may involve sending students from an older under-utilized school to a newer, optimally utilized facility.

English for Speakers of Other Languages (ESOL): a program designed to provide appropriate, effective English language instruction to English Language Learners (ELLs) in Kindergarten through 12th grade and to facilitate cultural awareness. This program is required by both federal and state regulations.

English Language Learners (ELL): students who are determined by language proficiency testing to be in sufficient need of language support at school. ELL students receive language support from a certified teacher through the English for Speakers of Other Languages (ESOL) program. 21 % of PGCPs students are English Language Learners.

Enrollment: in this analysis, this word usually refers to the total number of students who currently attend a school or a specialty program.

Feeder pattern: the sequence of schools that students are assigned to attend as they progress from elementary, to middle, to high school. In some cases,

PGCPs students’ progress to the same secondary school as their peers from elementary or middle school. In other cases, they progress to different schools (also known as “split articulation”).

Neighborhood school/boundary school: the school that a student may attend without any special permission based on their home address. All neighborhood schools have geographic boundaries and are open to all students in the corresponding educational level who reside within that area.

Specialty School: a school with a specialized educational program that has a lottery or exam-based admission policy. Specialty school programs include Montessori, French Immersion, Spanish Immersion etc.

Public-Private Partnership (P3): a P3 is a collaborative partnership between public and private entities to complete a public infrastructure project or provide services to people. PGCPs recently launched a P3 program called Blueprint for PGCPs to innovatively finance and contract the delivery of needed school repairs, construction, and related services. The Blueprint for PGCPs Program is a P3 program launched in 2019. This \$53 million effort takes an innovative approach to school construction financing through P3 to meet the needs of the district’s students and employees. Some advantages of PPP cited by PGCPs include: reduced risks to taxpayer resources, and a requirement that private partners maximize the life

of new facilities and hand assets back to the public agency in excellent condition. Learn more about the [Blueprint for PGCPs program](#).

Special education: specially designed instruction and other services for students with disabilities. PGCPs provides special education services to students with disabilities from birth to age 21, including support and resources for parents, guardians, and families. State and federal regulations require special education services in public school systems.

Utilization: expressed as a percentage, utilization is determined by dividing student enrollment (number of students attending) by total capacity (number of seats available). If a school is over-utilized, the number of students enrolled exceeds its capacity. If a school is under-utilized, there are more seats available than students enrolled.

Walk zone: a geographic area around a school within which PGCPs has determined students can safely walk from home to school. Students living within a school’s walk zone are not eligible for bus service. PGCPs aims to assign students residing in a school’s walk zone to that school. Student transportation is governed by PGCPs Administrative Procedure 3541 - Student Transportation.

Further Reading

FYI 2021 Approved Educational Facilities Master Plan (EFMP). Prince George's County Public Schools. <https://offices.pgcps.org/capital-programs/EFMP/FY21-EFMP/FY21-EFMP-Proposed/>.

FY 2022-2027 Capital Improvement Program (CIP). Prince George's County Public Schools. <https://offices.pgcps.org/WorkArea/DownloadAsset.aspx?id=332774>.

Pupil Yield Factors and Public School Clusters: 2020 Update. Prince George's County Planning Department. https://issuu.com/mncppc/docs/2020_pupil_yield_study-web.

Appendix: Methodology

Considerations for School Consolidation

We developed three composite indicators, one for each scenario, to identify elementary schools that may be good candidates for consolidation.

All models are run with different combinations of the top ten schools by scenario, ranging from zero to ten schools. This method will allow us to explore many options and explore many consolidation strategies.

Composite Indicator Objectives:

- Scenario 1 – Weighted to reduce utilization disparities. Schools with neighbors that are over-utilized are de-prioritized while schools with neighbors that are under-utilized are prioritized.
- Scenario 2 – Weighted to have minimal impact on community stability and proximity. Schools with neighbors that are close (<5 min drive) are prioritized while schools with neighbors that are far (>10 min drive) are de-prioritized.
- Scenario 3 – Weighted to send maximize the number of pupils attending schools in better condition and consolidate schools in worse condition.

Some criteria are shared across all three composite indicators:

- School must be under-utilized.
- CIP Cycle must be 3 or less (except Scenario 3, which only considers consolidations for schools with a CIP Cycle of 2 or less).
- Schools in the top quintile for students living within their walk zone excluded. About 20% of elementary

schools have more that 65% of their students living in the school’s walk zone.

- 40% of the total indicator weight is distributed based on each scenario’s priorities.
- The remaining 60% of the total indicator weight is distributed across the same criteria, shown below. Weights are held equals across shared criteria unless prioritized in a scenario.

The weights given to each criteria are indicated in the table below.

Scenario Consolidation Criteria and Weights:

Variable	Scenario Weights		
	1	2	3
Neighbors are under-utilized	2%	20%	2%
Neighbors are over-utilized*	2%	20%	2%
CIP Cycle is low (less than 3)	10%	10%	10%
Neighbors have low CIP Cycle*	2%	2%	20%
Neighbors have high CIP Cycle	2%	2%	20%
Neighbors are close (less than 5m drive)	20%	2%	2%
Neighbors are far (more than 10m drive)*	20%	2%	2%
>5 years of enrollment decline since 2012	6%	6%	6%
Enrollment up by more than 20% since 2012*	10%	10%	10%
Enrollment down by more than 20% since 2012	10%	10%	10%
School has large capacity (quintile by school level)*	10%	10%	10%
School has many walkers*	6%	6%	6%
Total	100%	100%	100%

With the above criteria and weights in place, the

following elementary schools were selected for consolidation in each scenario:

Scenario 1: none selected in final scenario.

Scenario 2:

Baden ES, Concord ES, Pointer Ridge ES, Rose Valley ES.

Scenario 3:

Bradbury Heights ES, Francis T. Evans ES, J. Frank Dent ES, Mattaponi ES, Pointer Ridge ES, Rose Valley ES, Woodmore ES.

Adelphi ES, Potomac Landing ES, and Isaac J. Gourdine MS were selected by PGCPs for consolidation due to special circumstances and were not part of this analysis.

Appendix: Draft Boundary Scenarios

Draft Scenario 1

Legend

School Name - Current/Expected Utilization

2. Adelphi ES (Consolidated)	58. James Mc Henry ES - 104%/102%
12. Beacon Heights ES - 82%/101%	61. Judge Sylvania W Woods, Sr. Elem - 106%/87%
13. Beltsville Academy - 97%/100%	66. Lamont ES - 94%/108%
14. Berwyn Heights ES - 94%/98%	67. Langley- Pk McCormick ES - 125%/109%
15. Bladensburg ES - 97%/99%	68. Laurel ES - 104%/99%
16. Bond Mill ES - 106%/106%	69. Lewisdale ES - 108%/105%
19. Calverton ES - 99%/101%	71. Magnolia ES - 103%/100%
22. Carole Highlands ES - 96%/114%	75. Montpelier ES - 92%/99%
23. Carrollton ES - 102%/107%	76. Mary Harris "Mother" Jones Elem - 126%/109%
24. Catherine T Reed ES - 100%/103%	77. Mt Rainier ES - 86%/98%
25. Cherokee Lane ES - 109%/114%	81. Oaklands ES - 85%/100%
26. Chillum ES - 113%/113%	83. Paint Branch ES - 75%/78%
30. Cool Spring ES - 106%/102%	88. Port Towns ES - 112%/102%
31. Cooper Lane ES - 102%/93%	91. Ridgecrest ES - 87%/87%
33. Deerfield Run ES - 100%/100%	92. Riverdale ES - 108%/104%
35. Dodge Park ES - 94%/98%	93. Robert Frost ES - 86%/102%
37. Edward M Felegy ES - 82%/92%	96. Rogers Heights ES - 104%/101%
44. Gaywood ES - 85%/101%	97. Rosa L Parks ES - 83%/116%
45. Gladys Noon Spellman ES - 97%/95%	102. Scotchtown Hills ES - 83%/93%
47. Glenn Dale ES - 92%/92%	103. Seabrook ES - 73%/99%
48. Glenridge ES - 91%/97%	105. Springhill Lake ES - 101%/96%
49. Greenbelt ES - 107%/104%	108. Templeton ES - 112%/107%
53. Hollywood ES - 126%/97%	109. Thomas S Stone ES - 61%/98%
54. Hyattsville ES - 96%/103%	111. University Park ES - 76%/98%
57. James H Harrison ES - 75%/71%	113. Vansville ES - 93%/111%
	120. Woodridge ES - 90%/85%

ES Boundaries: North County

Adelphi ES (#2) is consolidated in all scenarios

Elementary School

K-8 School

Proposed boundaries

Existing boundaries of schools with new boundaries

Schools with no proposed boundary changes

Draft Scenario 1

Legend

School Name - Current/Expected Utilization

2. Adelphi ES (Consolidated)	58. James Mc Henry ES - 104%/102%
12. Beacon Heights ES - 82%/101%	61. Judge Sylvania W Woods, Sr. Elem - 106%/87%
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19. Calverton ES - 99%/101%	71. Magnolia ES - 103%/100%
22. Carole Highlands ES - 96%/114%	75. Montpelier ES - 92%/99%
23. Carrollton ES - 102%/107%	76. Mary Harris "Mother" Jones Elem - 126%/109%
24. Catherine T Reed ES - 100%/103%	77. Mt Rainier ES - 86%/98%
25. Cherokee Lane ES - 109%/114%	81. Oaklands ES - 85%/100%
26. Chillum ES - 113%/113%	83. Paint Branch ES - 75%/78%
30. Cool Spring ES - 106%/102%	88. Port Towns ES - 112%/102%
31. Cooper Lane ES - 102%/93%	91. Ridgecrest ES - 87%/87%
33. Deerfield Run ES - 100%/100%	92. Riverdale ES - 108%/104%
35. Dodge Park ES - 94%/98%	93. Robert Frost ES - 86%/102%
37. Edward M Felegy ES - 82%/92%	96. Rogers Heights ES - 104%/101%
44. Gaywood ES - 85%/101%	97. Rosa L Parks ES - 83%/116%
45. Gladys Noon Spellman ES - 97%/95%	102. Scotchtown Hills ES - 83%/93%
47. Glenn Dale ES - 92%/92%	103. Seabrook ES - 73%/99%
48. Glenridge ES - 91%/97%	105. Springhill Lake ES - 101%/96%
49. Greenbelt ES - 107%/104%	108. Templeton ES - 112%/107%
53. Hollywood ES - 126%/97%	109. Thomas S Stone ES - 61%/98%
54. Hyattsville ES - 96%/103%	111. University Park ES - 76%/98%
57. James H Harrison ES - 75%/71%	113. Vansville ES - 93%/111%
	120. Woodridge ES - 90%/85%

ES Boundaries: North County

Adelphi ES (#2) is consolidated in all scenarios

○ Elementary School

● K-8 School

▣ Proposed boundaries

■ Changed areas

■ Areas not changed

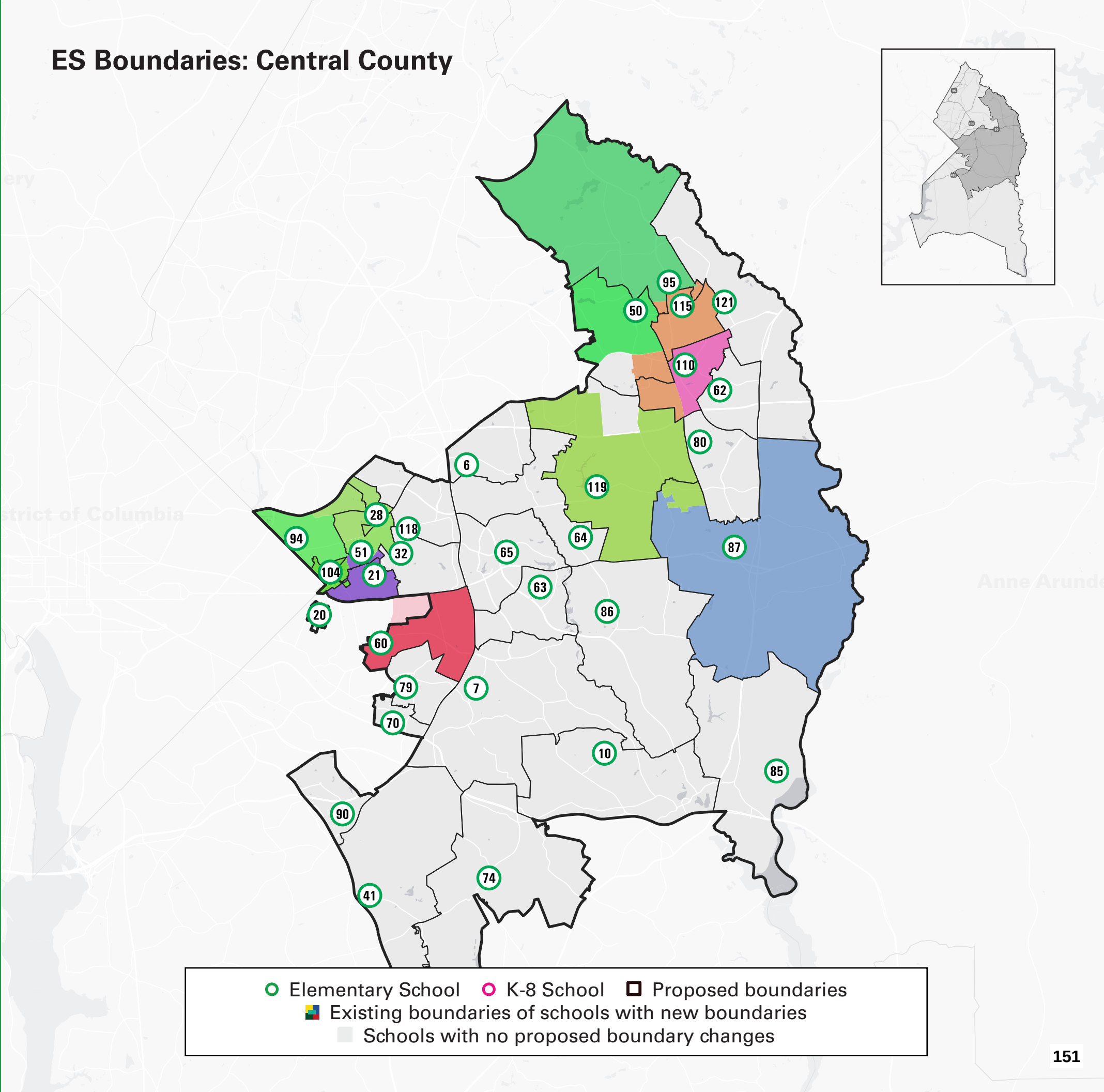
Draft Scenario 1

Legend

School Name - Current/Expected Utilization

- 6. Ardmore ES - 79%/90%
- 7. Arrowhead ES - 84%/75%
- 10. Barack Obama ES - 90%/90%
- 20. Capitol Heights ES - 93%/93%
- 21. Carmody Hills ES - 84%/85%
- 28. Columbia Park ES - 106%/84%
- 32. Cora L Rice ES - 91%/76%
- 41. Francis T Evans ES - 78%/83%
- 50. High Bridge ES - 101%/111%
- 51. HSland Park ES - 45%/61%
- 60. John H Bayne ES - 74%/68%
- 62. Kenilworth ES - 86%/86%
- 63. Kettering ES - 71%/71%
- 64. Kingsford ES - 70%/79%
- 65. Lake Arbor ES - 70%/74%
- 70. Longfields ES - 62%/58%
- 74. Melwood ES - 71%/71%
- 79. North Forestville ES - 80%/69%
- 80. Northview ES - 80%/88%
- 85. Patuxent ES - 65%/65%
- 86. Perrywood ES - 74%/74%
- 87. Pointer Ridge ES - 50%/55%
- 90. Princeton ES - 82%/71%
- 94. Robert R Gray ES - 49%/59%
- 95. Rockledge ES - 74%/83%
- 104. Seat Pleasant ES - 98%/86%
- 110. Tulip Grove ES - 76%/96%
- 115. Whitehall ES - 103%/91%
- 118. William Paca ES - 103%/103%
- 119. Woodmore ES - 83%/101%
- 121. Yorktown ES - 88%/88%

ES Boundaries: Central County



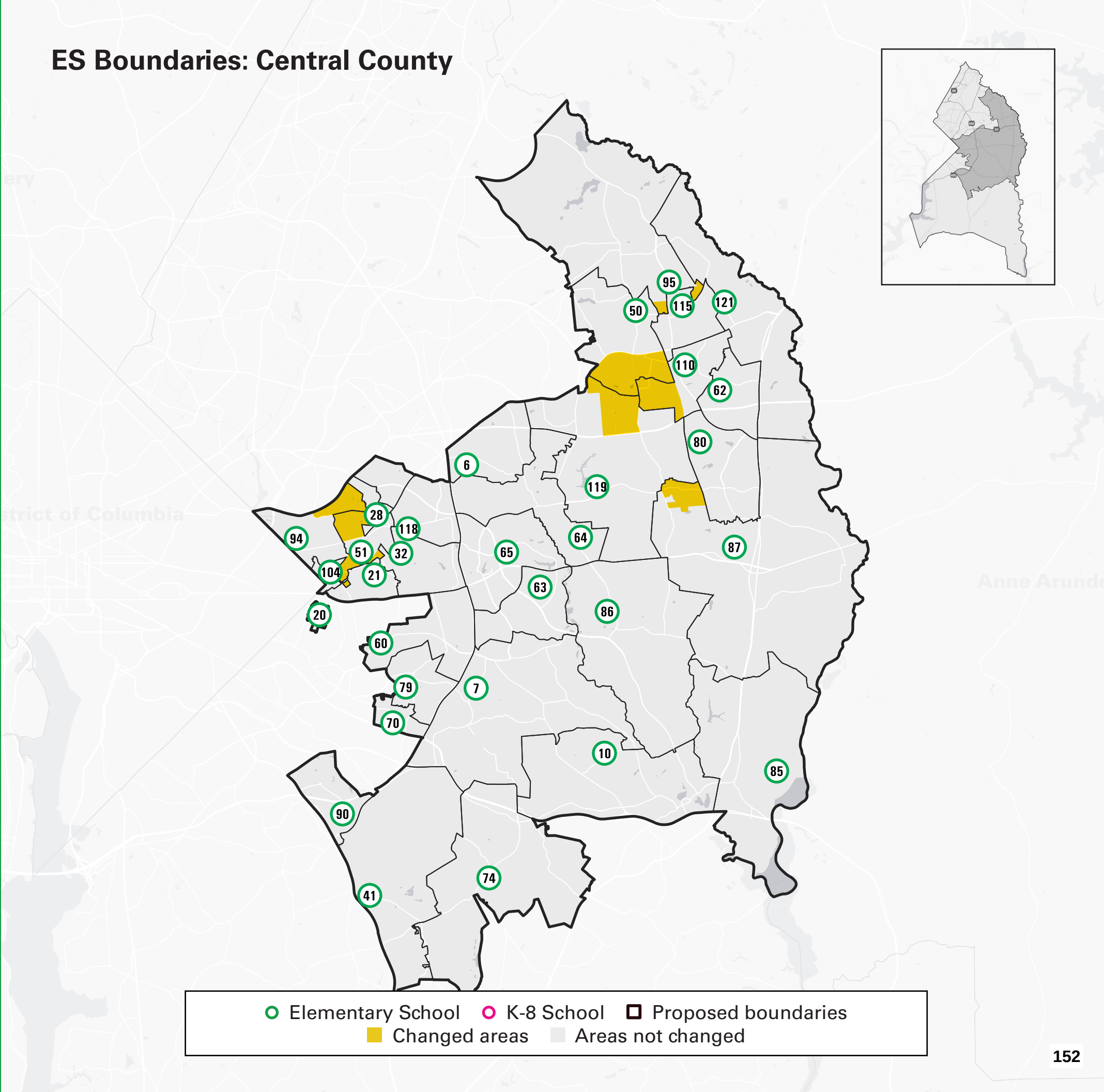
Draft Scenario 1

Legend

School Name - Current/Expected Utilization

- 6. Ardmore ES - 79%/90%
- 7. Arrowhead ES - 84%/75%
- 10. Barack Obama ES - 90%/90%
- 20. Capitol Heights ES - 93%/93%
- 21. Carmody Hills ES - 84%/85%
- 28. Columbia Park ES - 106%/84%
- 32. Cora L Rice ES - 91%/76%
- 41. Francis T Evans ES - 78%/83%
- 50. High Bridge ES - 101%/111%
- 51. HSland Park ES - 45%/61%
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- 64. Kingsford ES - 70%/79%
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- 70. Longfields ES - 62%/58%
- 74. Melwood ES - 71%/71%
- 79. North Forestville ES - 80%/69%
- 80. Northview ES - 80%/88%
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- 87. Pointer Ridge ES - 50%/55%
- 90. Princeton ES - 82%/71%
- 94. Robert R Gray ES - 49%/59%
- 95. Rockledge ES - 74%/83%
- 104. Seat Pleasant ES - 98%/86%
- 110. Tulip Grove ES - 76%/96%
- 115. Whitehall ES - 103%/91%
- 118. William Paca ES - 103%/103%
- 119. Woodmore ES - 83%/101%
- 121. Yorktown ES - 88%/88%

ES Boundaries: Central County



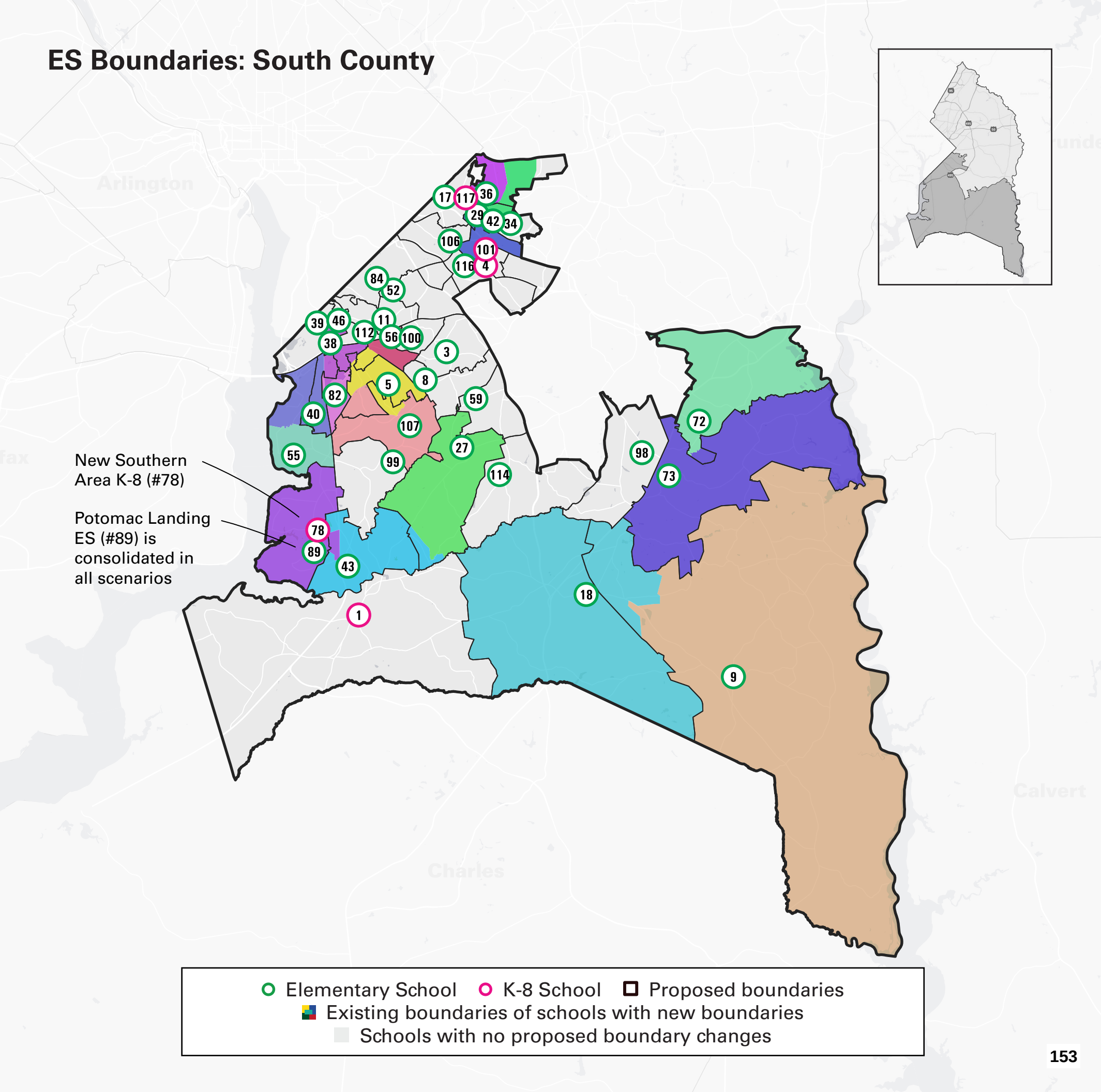
Draft Scenario 1

Legend

School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/94%
- 3. Allenwood ES - 96%/90%
- 4. Andrew Jackson Academy - 64%/64%
- 5. Apple Grove ES - 95%/62%
- 8. Avalon ES - 86%/80%
- 9. Baden ES - 62%/64%
- 11. Barnaby Manor ES - 87%/91%
- 17. Bradbury Heights ES - 63%/62%
- 18. Brandywine ES - 86%/80%
- 27. Clinton Grove ES - 62%/63%
- 29. Concord ES - 81%/67%
- 34. District Heights ES - 78%/84%
- 36. Doswell E Brooks ES - 47%/72%
- 38. Flintstone ES - 100%/69%
- 39. Forest Heights ES - 105%/90%
- 40. Fort Foote ES - 68%/63%
- 42. Francis Scott Key ES - 72%/61%
- 43. Fort Washington Forest Elem - 68%/70%
- 46. Glassmanor ES - 89%/89%
- 52. Hillcrest Heights ES - 67%/75%
- 55. Indian Queen ES - 57%/59%
- 56. J Frank Dent ES - 78%/81%
- 59. James Ryder Randall ES - 81%/92%
- 72. Marlton ES - 61%/69%
- 73. Mattaponi ES - 79%/70%
- 78. New Southern Area K-8 (New school) - 78%
- 82. Oxon Hill ES - 54%/58%
- 84. Panorama ES - 85%/85%
- 89. Potomac Landing ES (Consolidated)
- 98. Rosaryville ES - 55%/65%
- 99. Rose Valley ES - 83%/83%
- 100. Samuel Chase ES - 79%/85%
- 101. Samuel P Massie Academy - 80%/87%
- 106. Suitland ES - 82%/78%
- 107. Tayac ES - 64%/74%
- 112. Valley View ES - 77%/77%
- 114. Waldon Woods ES - 97%/97%
- 116. William Beanes ES - 79%/86%
- 117. William W Hall Academy - 80%/88%

ES Boundaries: South County



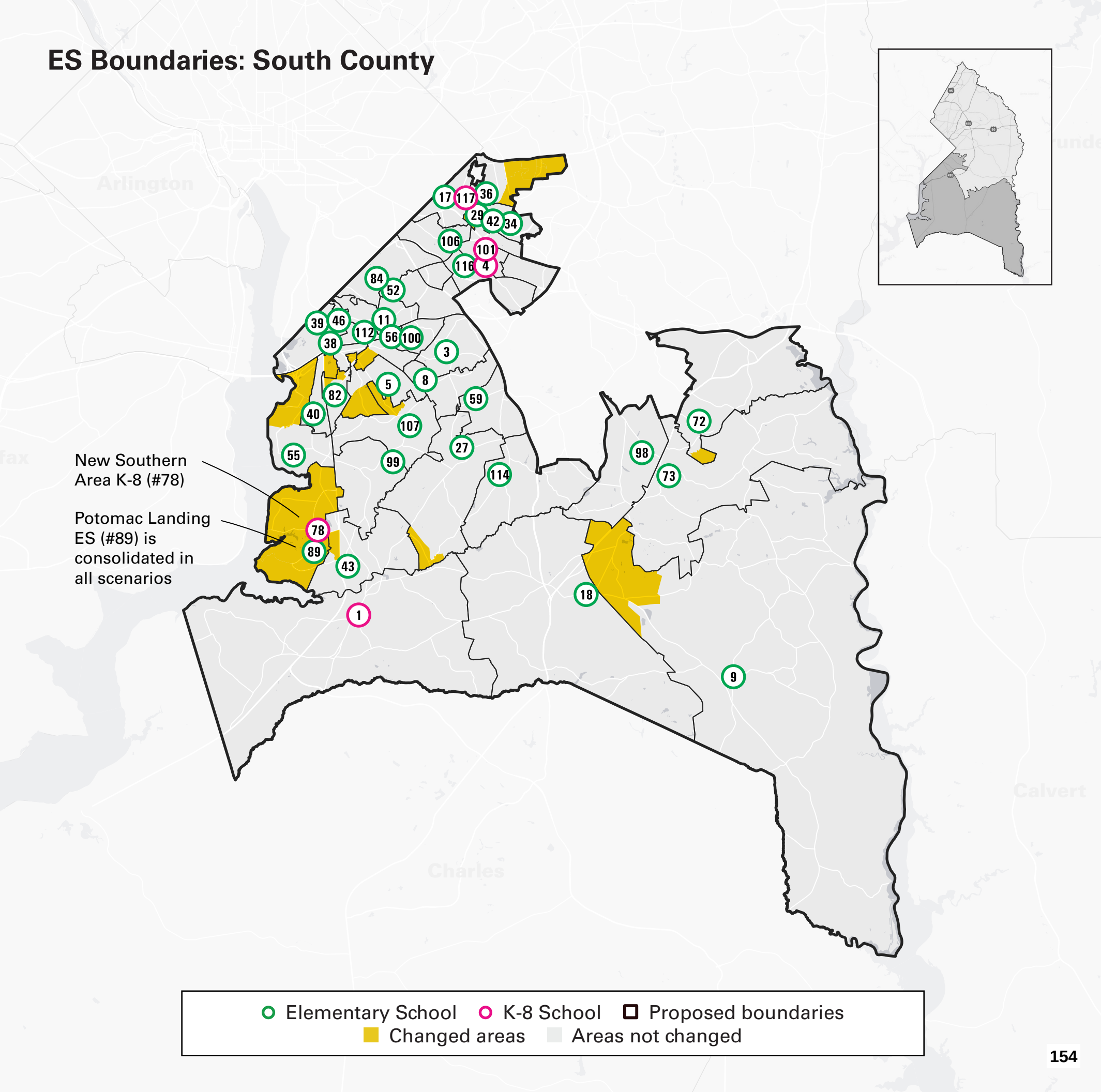
Draft Scenario 1

Legend

School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/94%
- 3. Allenwood ES - 96%/90%
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- 112. Valley View ES - 77%/77%
- 114. Waldon Woods ES - 97%/97%
- 116. William Beanes ES - 79%/86%
- 117. William W Hall Academy - 80%/88%

ES Boundaries: South County



- Elementary School
- K-8 School
- ▣ Proposed boundaries
- Changed areas
- Areas not changed

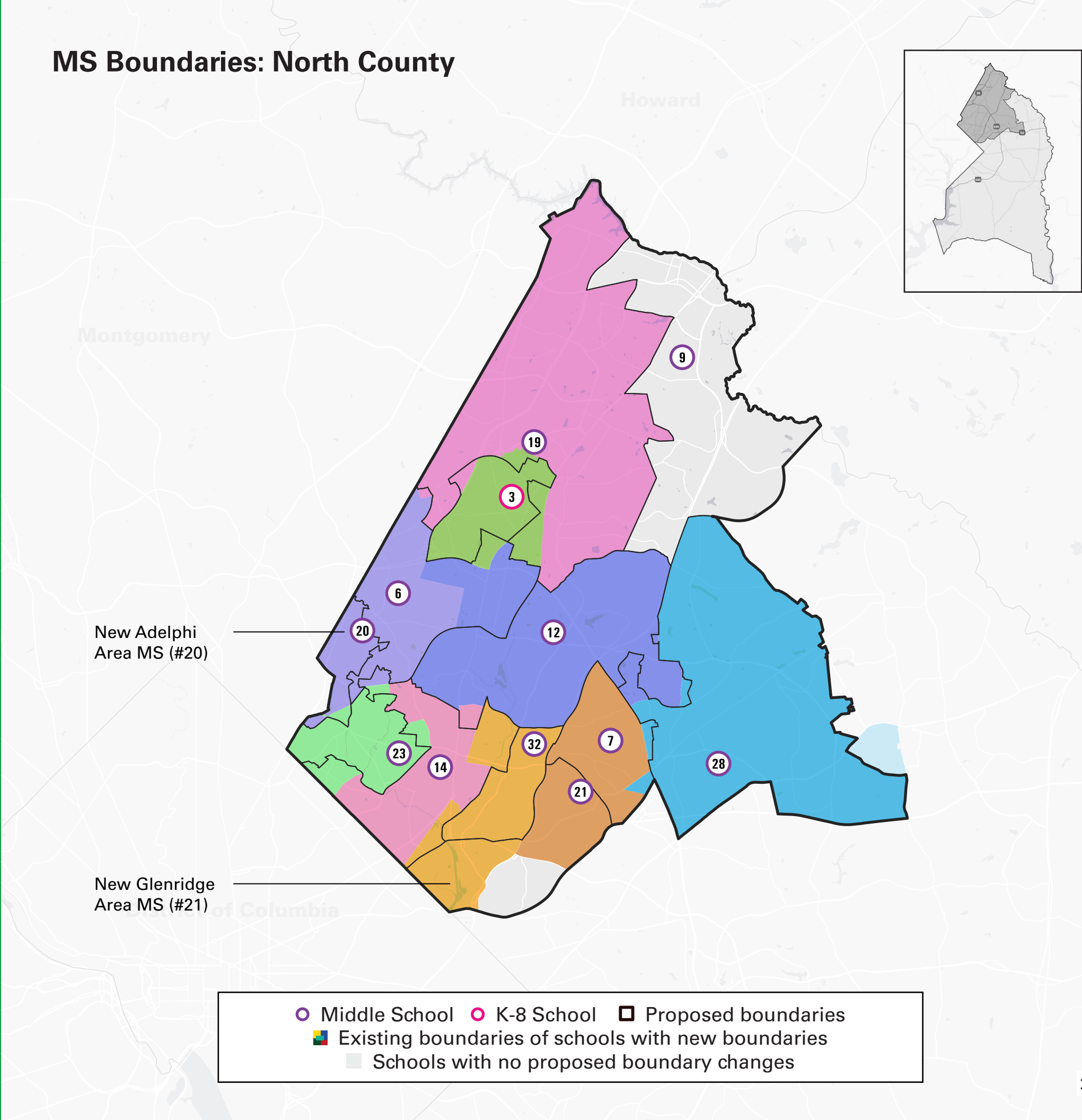
Draft Scenario 1

Legend

School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/94%
- 2. Andrew Jackson Academy - 64%/64%
- 3. Beltsville Academy - 97%/100%
- 4. Benjamin Stoddert MS - 90%/90%
- 5. Benjamin Tasker MS - 99%/103%
- 6. Buck Lodge MS - 99%/84%
- 7. Charles Carroll MS - 109%/94%
- 8. Drew-Freeman MS - 98%/83%
- 9. Dwight D Eisenhower MS - 100%/112%
- 10. Ernest Everett Just MS - 95%/95%
- 11. G James Gholson MS - 103%/119%
- 12. Greenbelt MS - 117%/100%
- 13. Gwynn Park MS - 87%/96%
- 14. Hyattsville MS - 94%/108%
- 15. Isaac J Gourdine MS (Consolidated)
- 16. James Madison MS - 102%/102%
- 17. Kenmoor MS - 105%/90%
- 18. Kettering MS - 84%/74%
- 19. Martin Luther King Jr MS - 118%/117%
- 20. New Adelphi Area MS (New school) - 98%
- 21. New Glenridge Area MS (New school) - 101%
- 22. New Southern Area K-8 (New school) - 78%
- 23. Nicholas Orem MS - 98%/98%
- 24. Oxon Hill MS - 98%/95%
- 25. Samuel P Massie Academy - 80%/87%
- 26. Samuel Ogle MS - 95%/91%
- 27. Stephen Decatur MS - 85%/85%
- 28. Thomas Johnson MS - 110%/107%
- 29. Thurgood Marshall MS - 68%/95%
- 30. Walker Mill MS - 83%/68%
- 31. William W Hall Academy - 80%/88%
- 32. William Wirt MS - 100%/111%

MS Boundaries: North County



- Middle School ○ K-8 School □ Proposed boundaries
- Existing boundaries of schools with new boundaries
- Schools with no proposed boundary changes

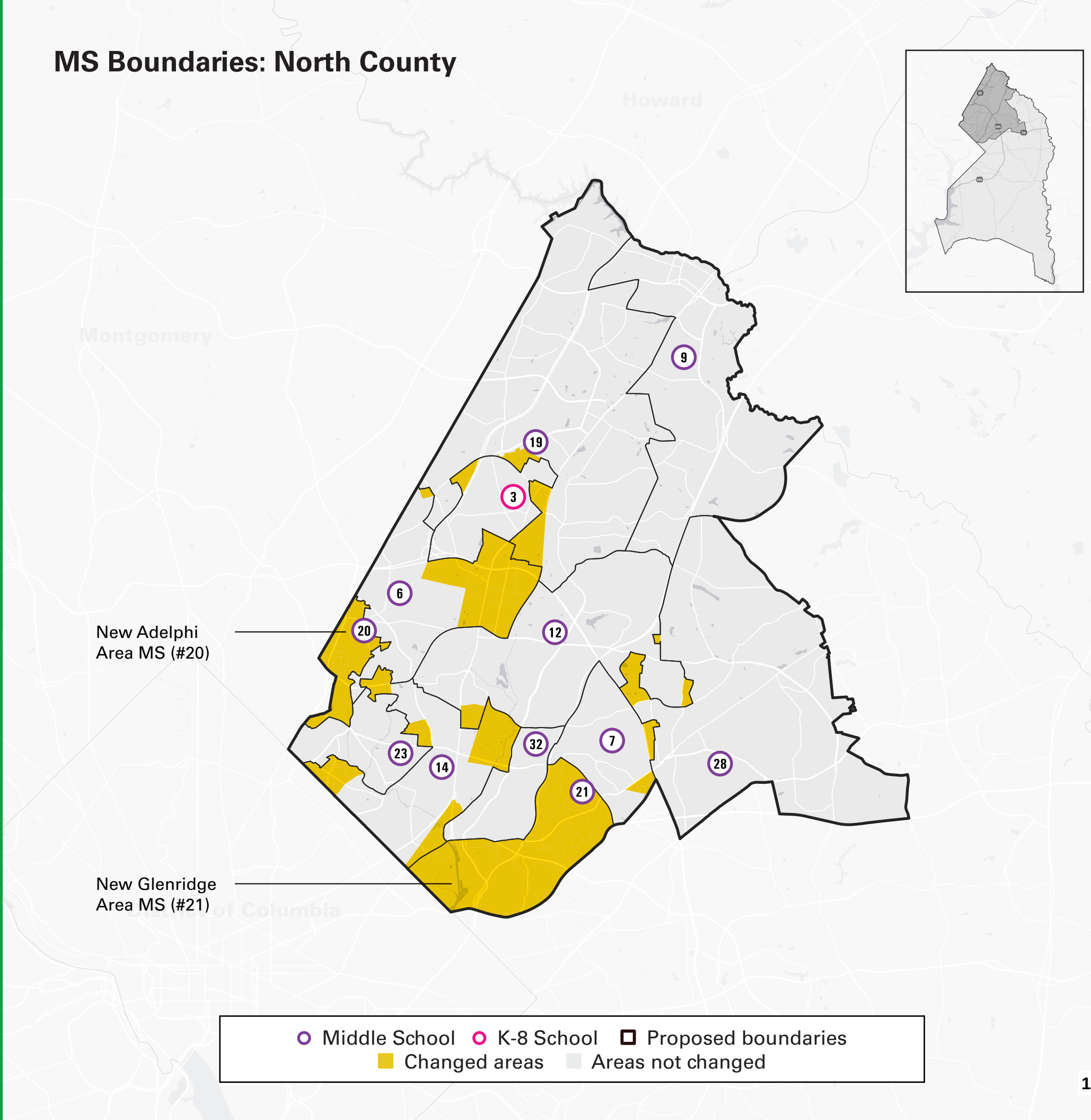
Draft Scenario 1

Legend

School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/94%
- 2. Andrew Jackson Academy - 64%/64%
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- 32. William Wirt MS - 100%/111%

MS Boundaries: North County



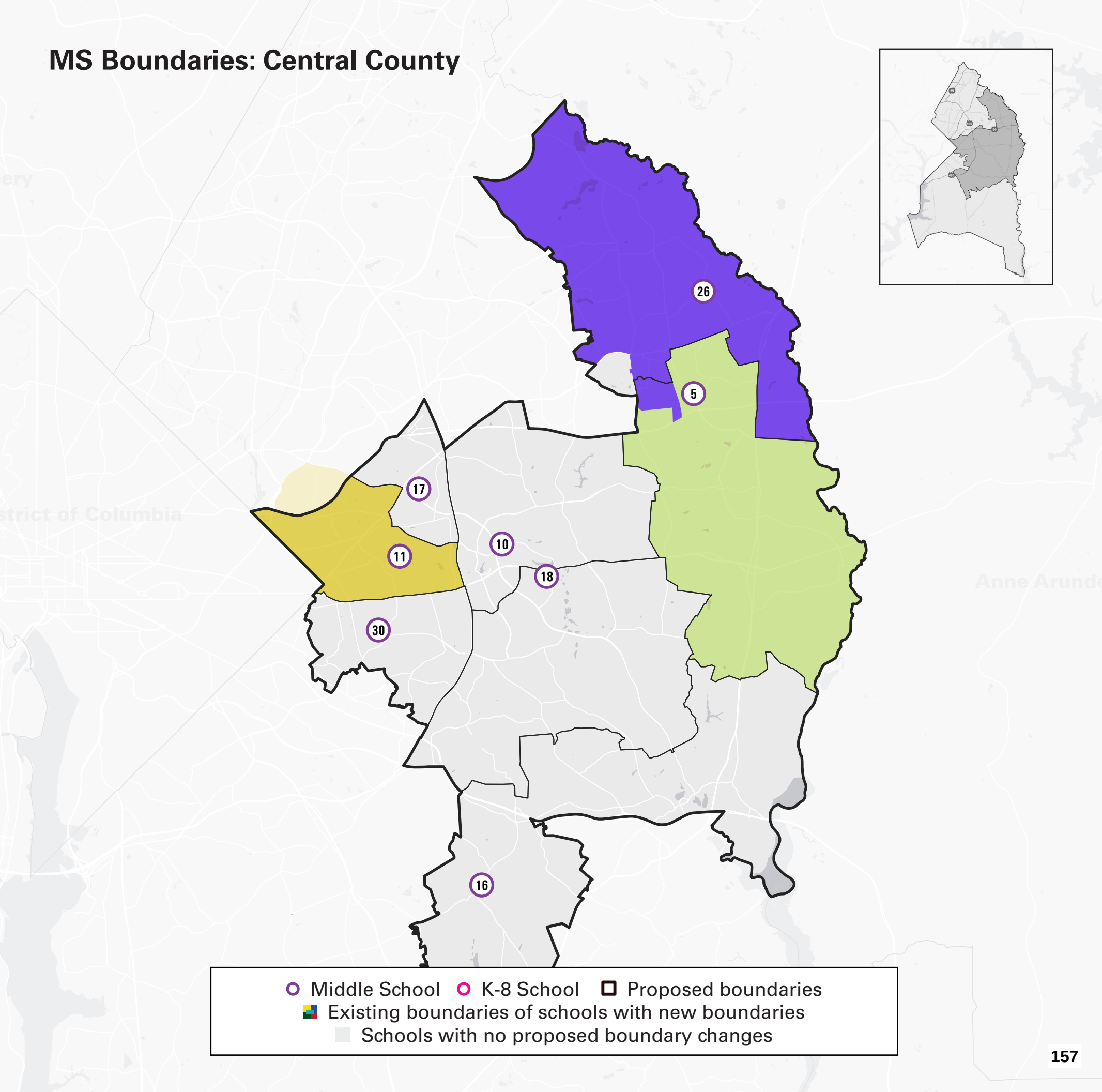
Draft Scenario 1

Legend

School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/94%
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MS Boundaries: Central County



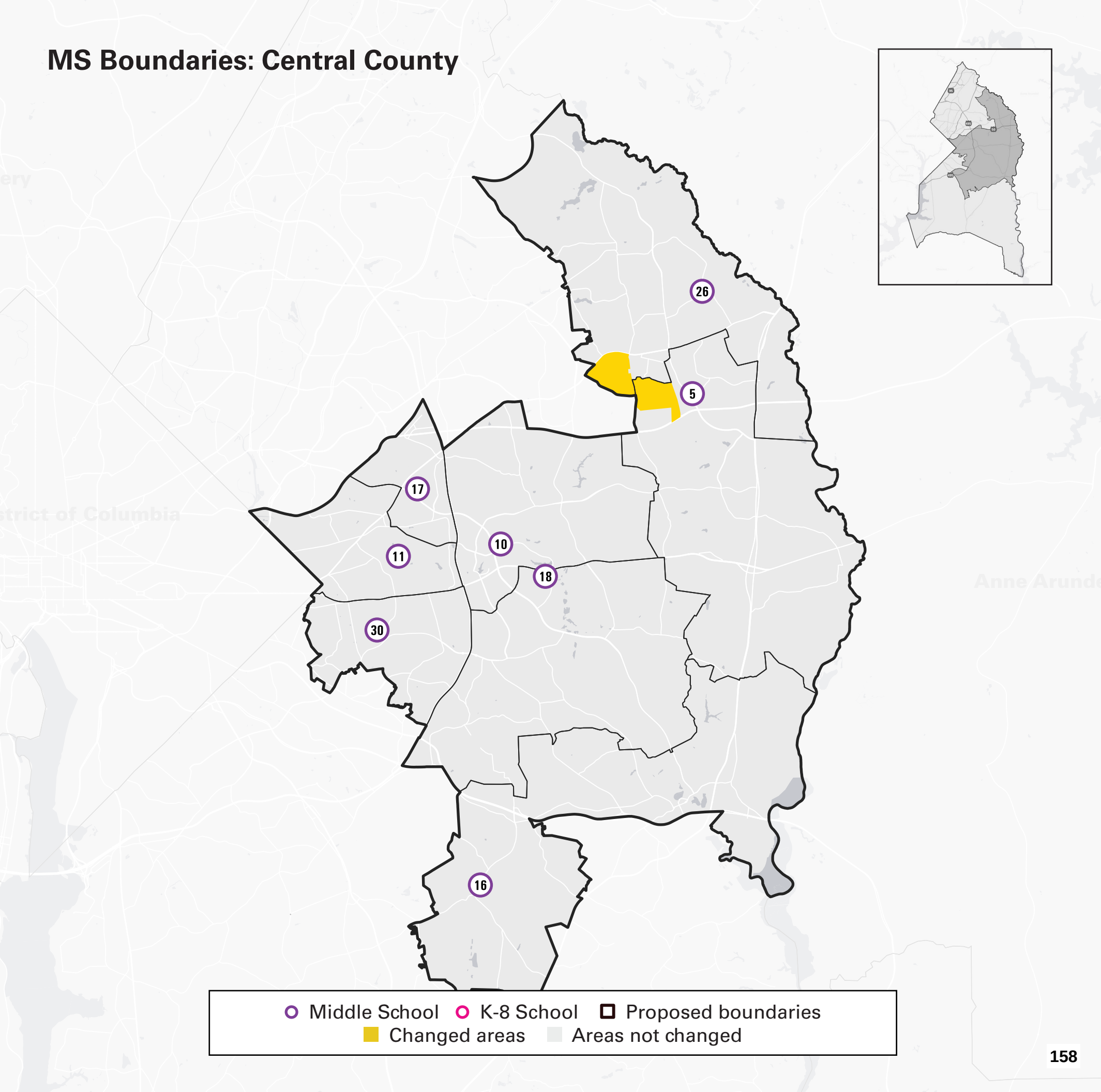
Draft Scenario 1

Legend

School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/94%
- 2. Andrew Jackson Academy - 64%/64%
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- 30. Walker Mill MS - 83%/68%
- 31. William W Hall Academy - 80%/88%
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MS Boundaries: Central County



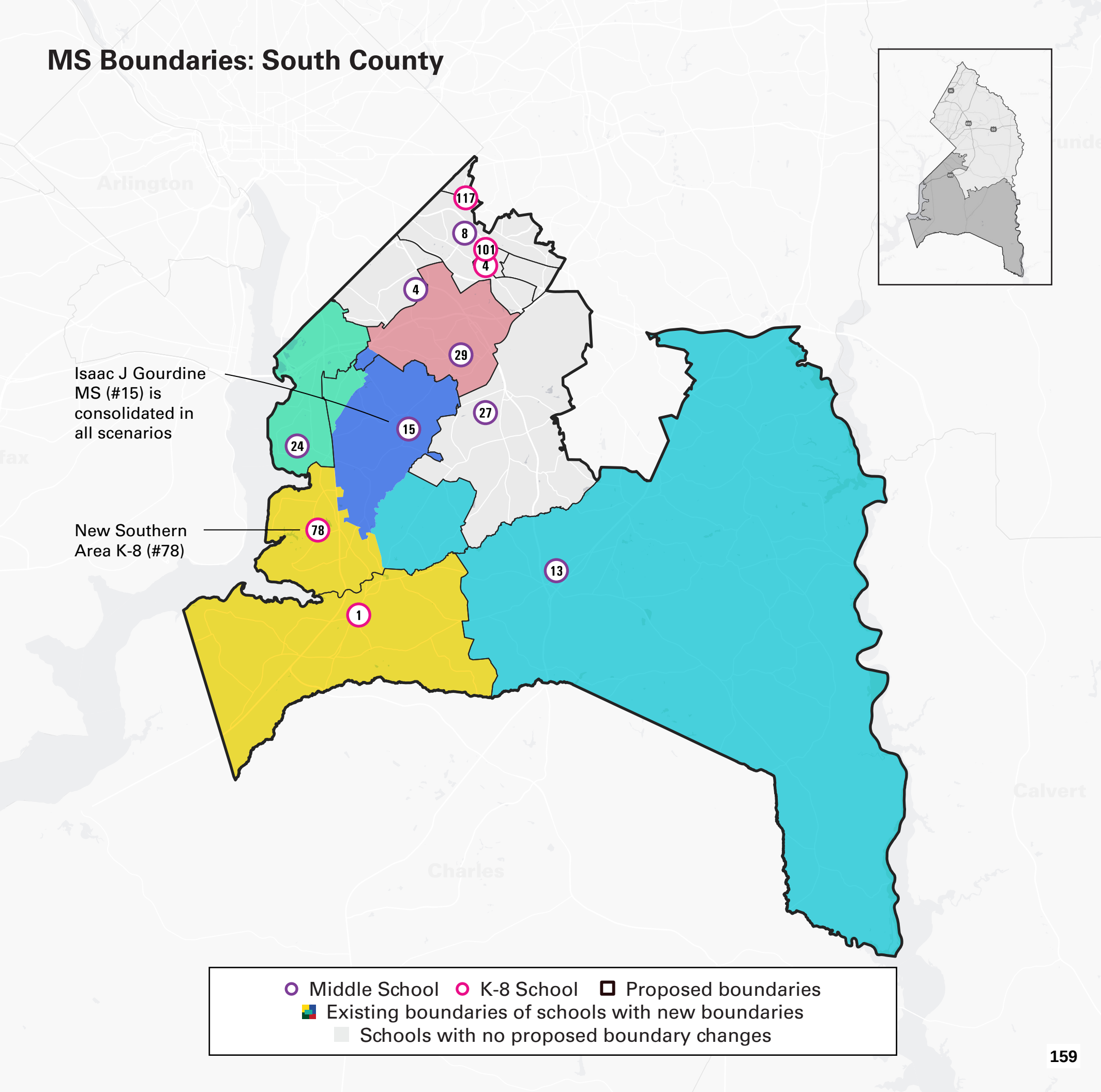
Draft Scenario 1

Legend

School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/94%
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MS Boundaries: South County



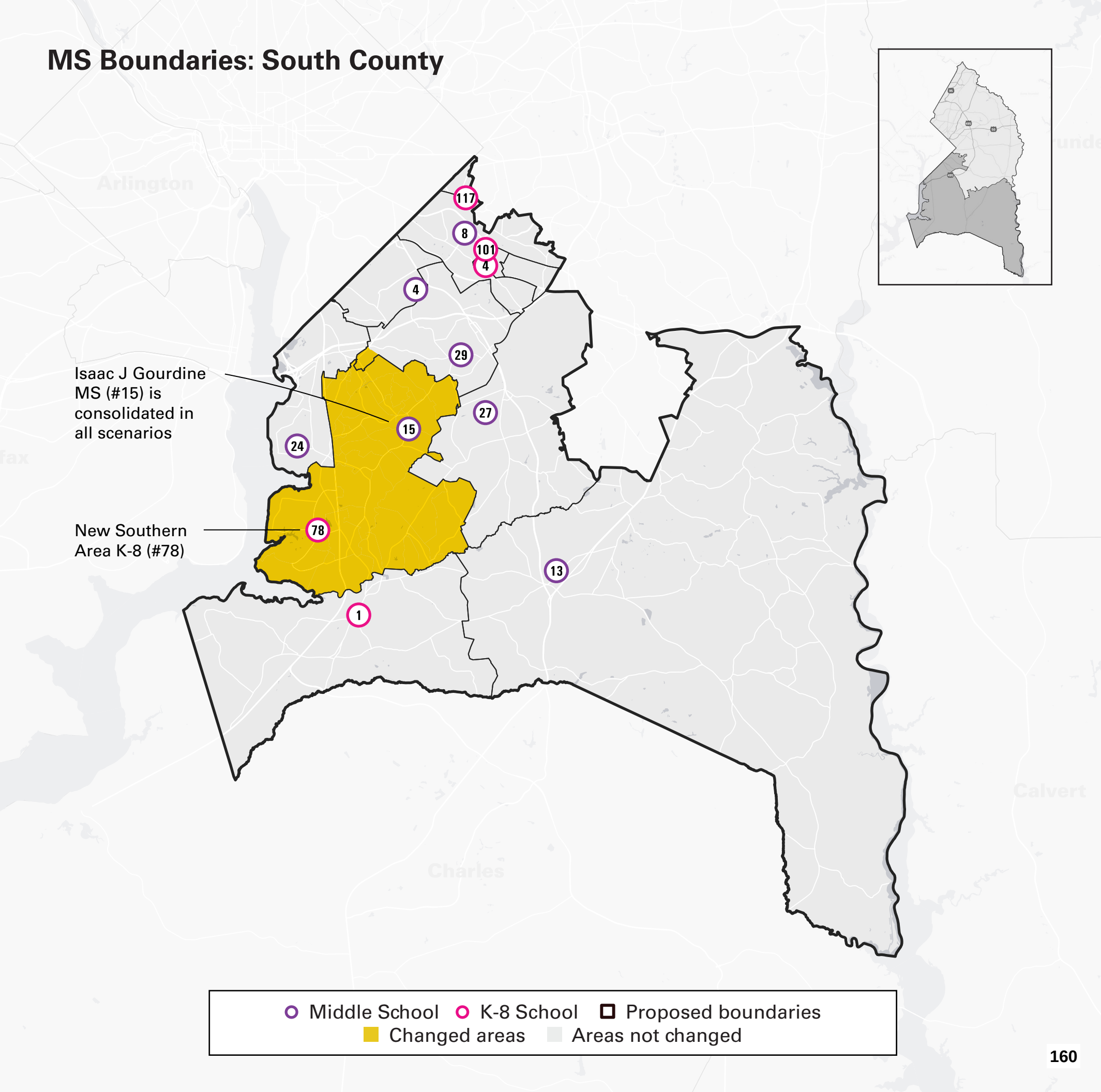
Draft Scenario 1

Legend

School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/94%
- 2. Andrew Jackson Academy - 64%/64%
- 3. Beltsville Academy - 97%/100%
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- 30. Walker Mill MS - 83%/68%
- 31. William W Hall Academy - 80%/88%
- 32. William Wirt MS - 100%/111%

MS Boundaries: South County



○ Middle School ○ K-8 School □ Proposed boundaries
■ Changed areas ■ Areas not changed

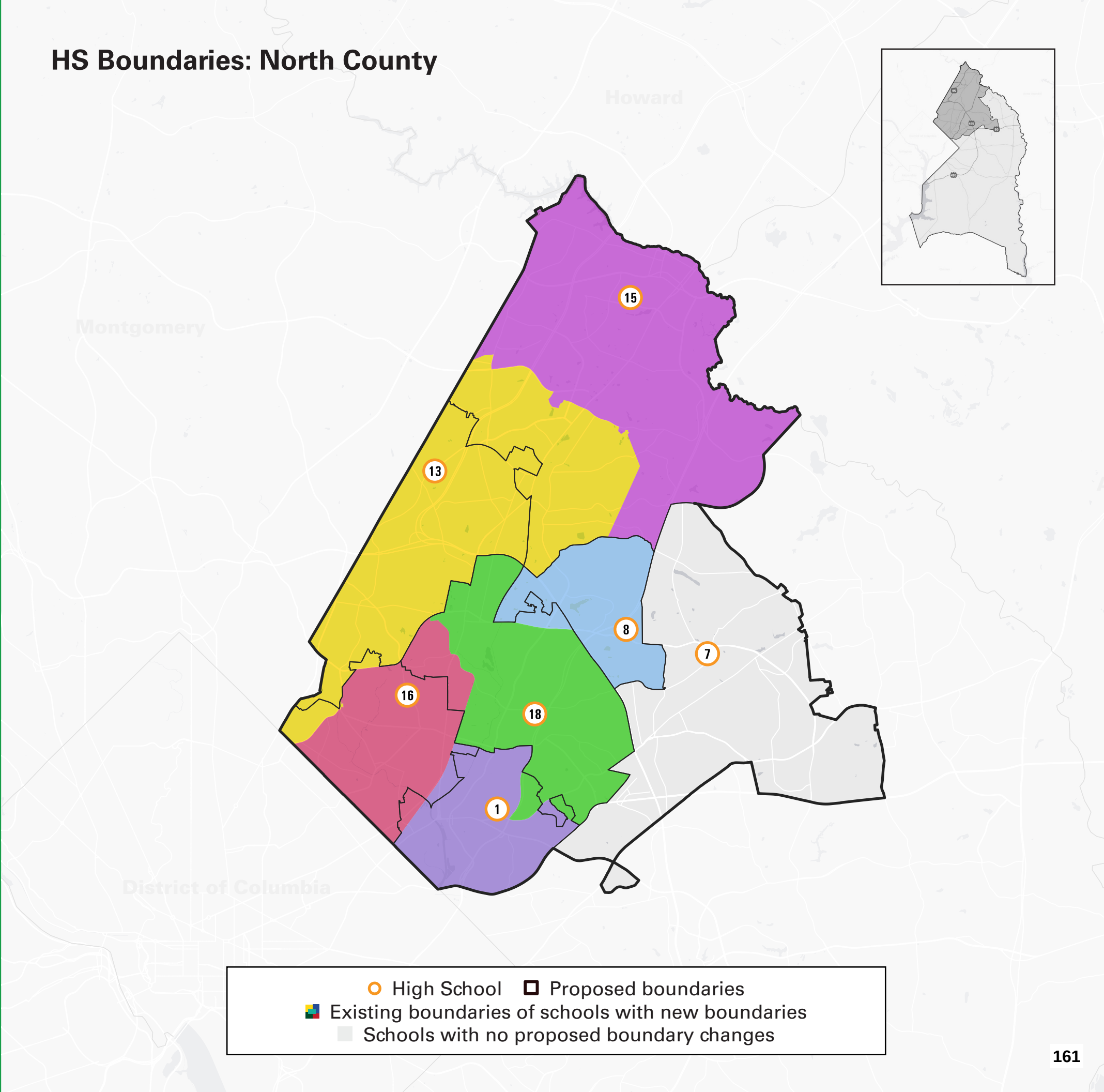
Draft Scenario 1

Legend

School Name - Current/Expected Utilization

- 1. Bladensburg HS - 105%/104%
- 2. Bowie HS - 83%/88%
- 3. Central HS - 66%/70%
- 4. Charles Herbert Flowers HS - 98%/93%
- 5. Crossland HS - 55%/70%
- 6. Dr Henry A Wise, Jr. HS - 88%/75%
- 7. DuVal HS - 94%/94%
- 8. Eleanor Roosevelt HS - 100%/96%
- 9. Fairmont Heights HS - 75%/75%
- 10. Frederick Douglass HS - 73%/73%
- 11. Friendly HS - 58%/69%
- 12. Gwynn Park HS - 73%/68%
- 13. High Point HS - 112%/96%
- 14. Largo HS - 64%/82%
- 15. Laurel HS - 96%/104%
- 16. Northwestern HS - 88%/98%
- 17. Oxon Hill HS - 110%/91%
- 18. Parkdale HS - 98%/106%
- 19. Potomac HS - 62%/70%
- 20. Suitland HS - 74%/84%
- 21. Surrattsville HS - 57%/70%

HS Boundaries: North County



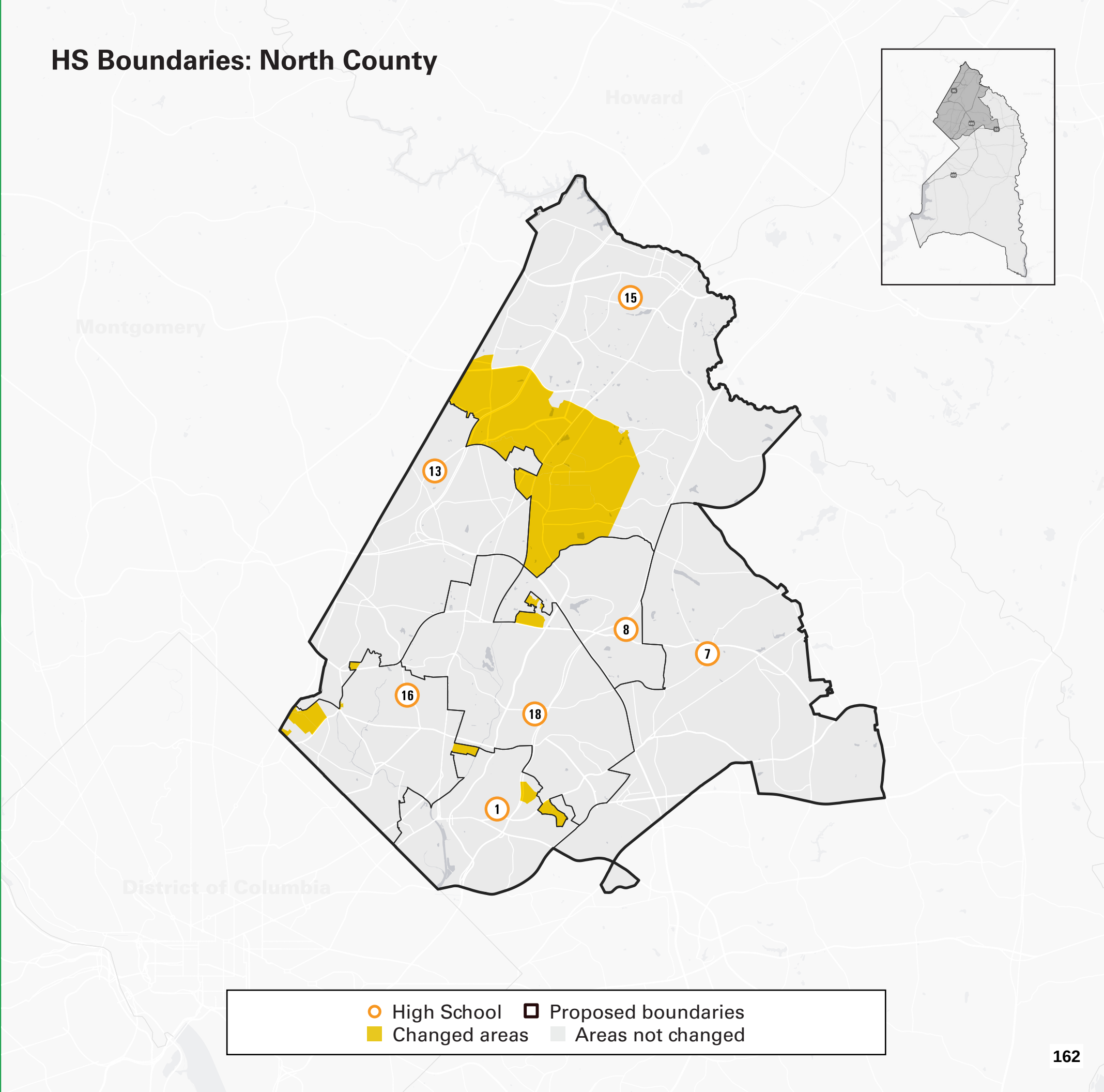
Draft Scenario 1

Legend

School Name - Current/Expected Utilization

- 1. Bladensburg HS - 105%/104%
- 2. Bowie HS - 83%/88%
- 3. Central HS - 66%/70%
- 4. Charles Herbert Flowers HS - 98%/93%
- 5. Crossland HS - 55%/70%
- 6. Dr Henry A Wise, Jr. HS - 88%/75%
- 7. DuVal HS - 94%/94%
- 8. Eleanor Roosevelt HS - 100%/96%
- 9. Fairmont Heights HS - 75%/75%
- 10. Frederick Douglass HS - 73%/73%
- 11. Friendly HS - 58%/69%
- 12. Gwynn Park HS - 73%/68%
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- 15. Laurel HS - 96%/104%
- 16. Northwestern HS - 88%/98%
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- 18. Parkdale HS - 98%/106%
- 19. Potomac HS - 62%/70%
- 20. Suitland HS - 74%/84%
- 21. Surrattsville HS - 57%/70%

HS Boundaries: North County



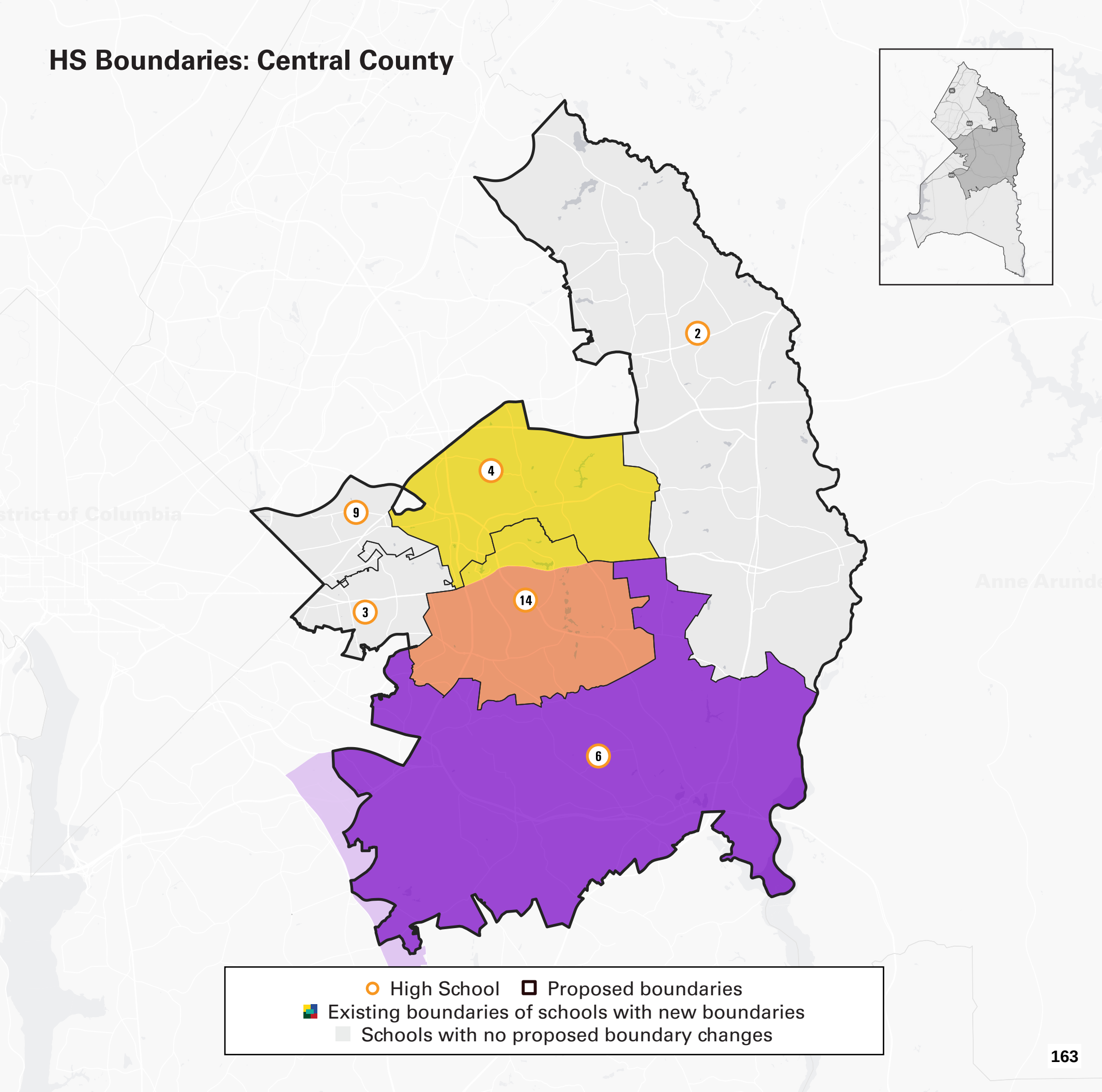
Draft Scenario 1

Legend

School Name - Current/Expected Utilization

- 1. Bladensburg HS - 105%/104%
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- 4. Charles Herbert Flowers HS - 98%/93%
- 5. Crossland HS - 55%/70%
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- 16. Northwestern HS - 88%/98%
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- 18. Parkdale HS - 98%/106%
- 19. Potomac HS - 62%/70%
- 20. Suitland HS - 74%/84%
- 21. Surrattsville HS - 57%/70%

HS Boundaries: Central County



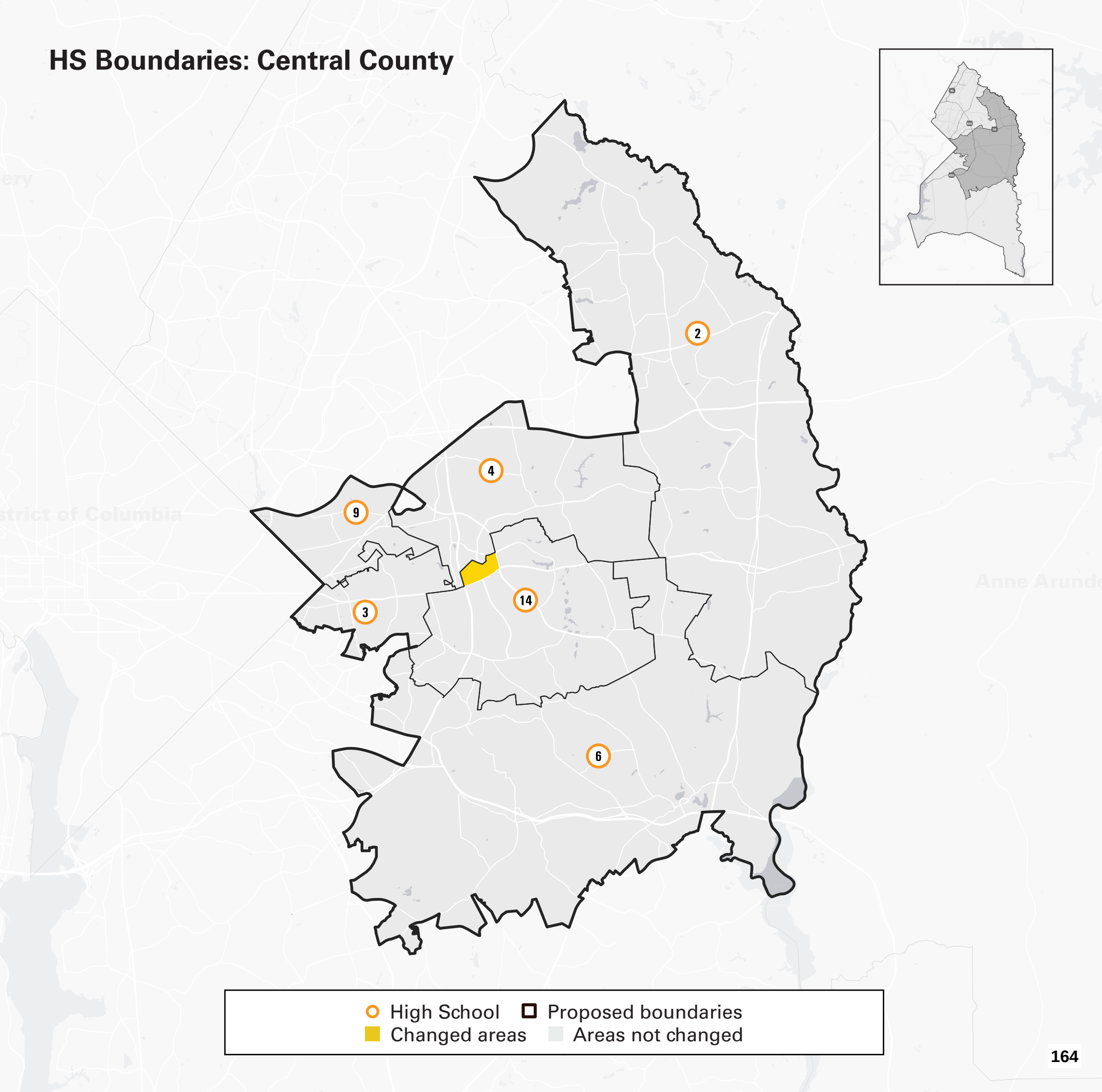
Draft Scenario 1

Legend

School Name - Current/Expected Utilization

- 1. Bladensburg HS - 105%/104%
- 2. Bowie HS - 83%/88%
- 3. Central HS - 66%/70%
- 4. Charles Herbert Flowers HS - 98%/93%
- 5. Crossland HS - 55%/70%
- 6. Dr Henry A Wise, Jr. HS - 88%/75%
- 7. DuVal HS - 94%/94%
- 8. Eleanor Roosevelt HS - 100%/96%
- 9. Fairmont Heights HS - 75%/75%
- 10. Frederick Douglass HS - 73%/73%
- 11. Friendly HS - 58%/69%
- 12. Gwynn Park HS - 73%/68%
- 13. High Point HS - 112%/96%
- 14. Largo HS - 64%/82%
- 15. Laurel HS - 96%/104%
- 16. Northwestern HS - 88%/98%
- 17. Oxon Hill HS - 110%/91%
- 18. Parkdale HS - 98%/106%
- 19. Potomac HS - 62%/70%
- 20. Suitland HS - 74%/84%
- 21. Surrattsville HS - 57%/70%

HS Boundaries: Central County



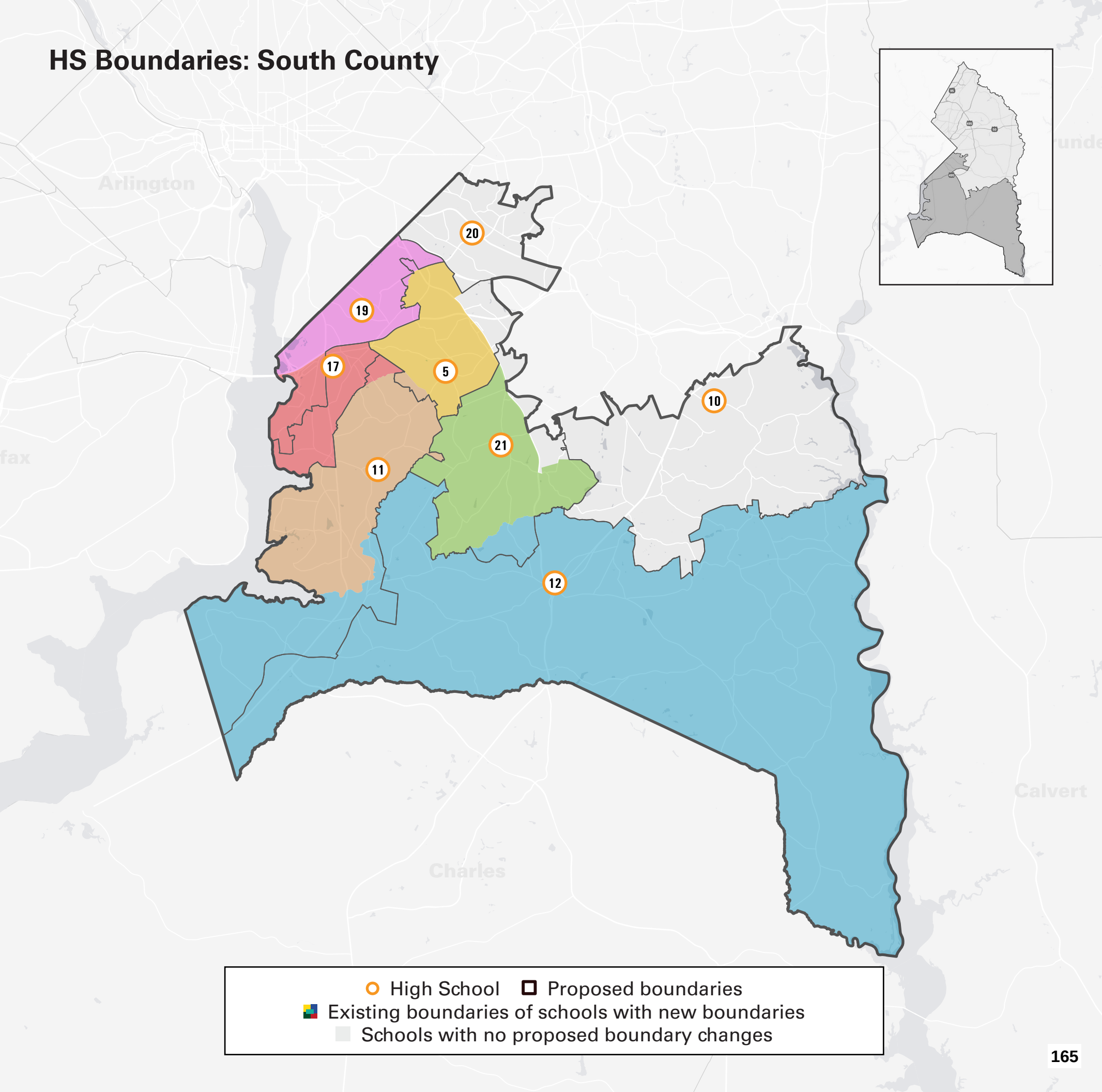
Draft Scenario 1

Legend

School Name - Current/Expected Utilization

- 1. Bladensburg HS - 105%/104%
- 2. Bowie HS - 83%/88%
- 3. Central HS - 66%/70%
- 4. Charles Herbert Flowers HS - 98%/93%
- 5. Crossland HS - 55%/70%
- 6. Dr Henry A Wise, Jr. HS - 88%/75%
- 7. DuVal HS - 94%/94%
- 8. Eleanor Roosevelt HS - 100%/96%
- 9. Fairmont Heights HS - 75%/75%
- 10. Frederick Douglass HS - 73%/73%
- 11. Friendly HS - 58%/69%
- 12. Gwynn Park HS - 73%/68%
- 13. High Point HS - 112%/96%
- 14. Largo HS - 64%/82%
- 15. Laurel HS - 96%/104%
- 16. Northwestern HS - 88%/98%
- 17. Oxon Hill HS - 110%/91%
- 18. Parkdale HS - 98%/106%
- 19. Potomac HS - 62%/70%
- 20. Suitland HS - 74%/84%
- 21. Surrattsville HS - 57%/70%

HS Boundaries: South County



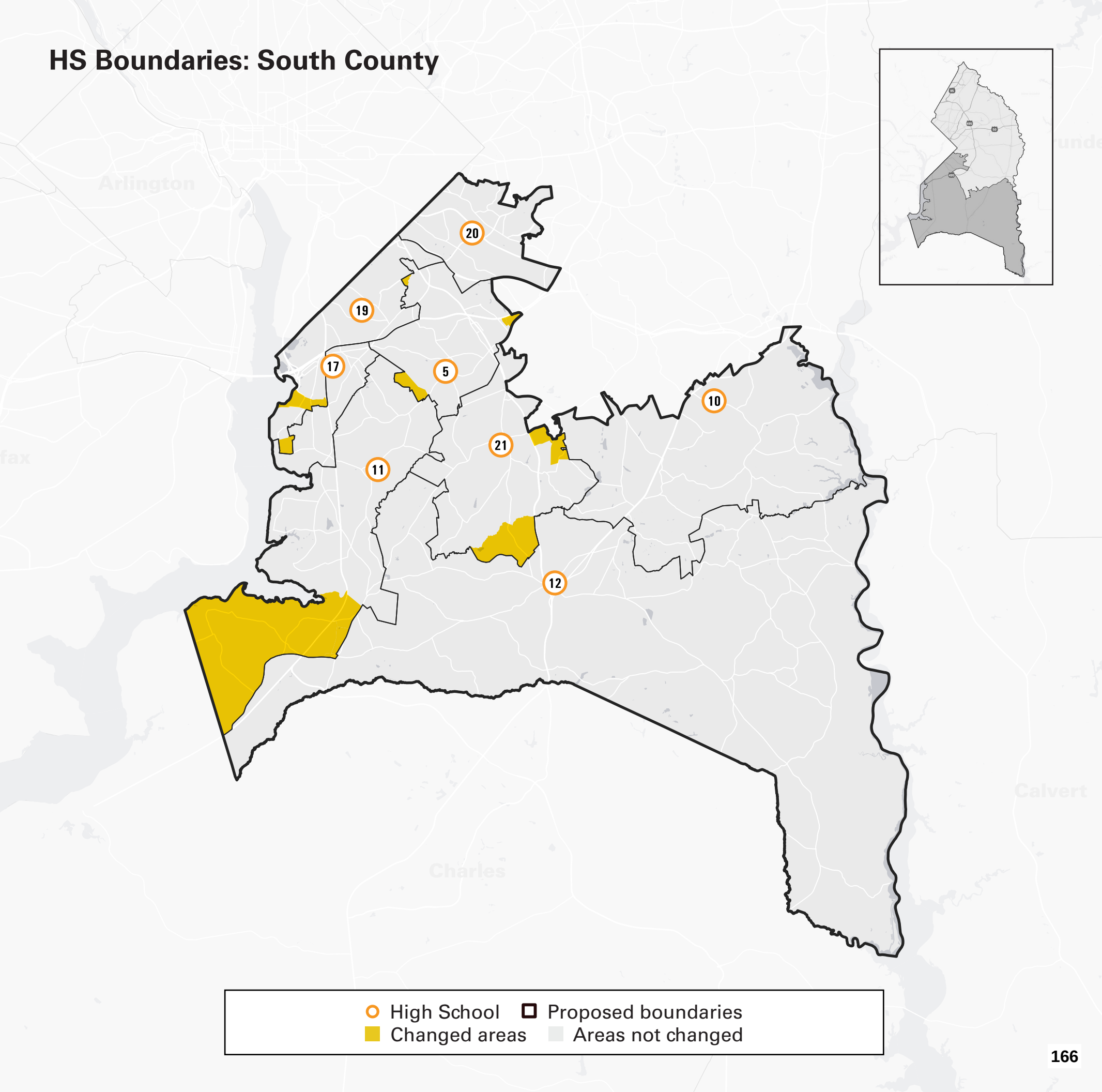
Draft Scenario 1

Legend

School Name - Current/Expected Utilization

- 1. Bladensburg HS - 105%/104%
- 2. Bowie HS - 83%/88%
- 3. Central HS - 66%/70%
- 4. Charles Herbert Flowers HS - 98%/93%
- 5. Crossland HS - 55%/70%
- 6. Dr Henry A Wise, Jr. HS - 88%/75%
- 7. DuVal HS - 94%/94%
- 8. Eleanor Roosevelt HS - 100%/96%
- 9. Fairmont Heights HS - 75%/75%
- 10. Frederick Douglass HS - 73%/73%
- 11. Friendly HS - 58%/69%
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- 13. High Point HS - 112%/96%
- 14. Largo HS - 64%/82%
- 15. Laurel HS - 96%/104%
- 16. Northwestern HS - 88%/98%
- 17. Oxon Hill HS - 110%/91%
- 18. Parkdale HS - 98%/106%
- 19. Potomac HS - 62%/70%
- 20. Suitland HS - 74%/84%
- 21. Surrattsville HS - 57%/70%

HS Boundaries: South County



Draft Scenario 2

ES Boundaries: North County

Legend

School Name - Current/Expected Utilization

- | | |
|---------------------------------------|---|
| 2. Adelphi ES (Consolidated) | 58. James Mc Henry ES - 104%/108% |
| 12. Beacon Heights ES - 82%/80% | 61. Judge Sylvania W Woods, Sr. Elem - 106%/87% |
| 13. Beltsville Academy - 97%/117% | 66. Lamont ES - 94%/94% |
| 14. Berwyn Heights ES - 94%/88% | 67. Langley- Pk McCormick ES - 125%/117% |
| 15. Bladensburg ES - 97%/96% | 68. Laurel ES - 104%/92% |
| 16. Bond Mill ES - 106%/91% | 69. Lewisdale ES - 108%/94% |
| 19. Calverton ES - 99%/101% | 71. Magnolia ES - 103%/94% |
| 22. Carole Highlands ES - 96%/99% | 75. Montpelier ES - 92%/95% |
| 23. Carrollton ES - 102%/111% | 76. Mary Harris "Mother" Jones Elem - 126%/116% |
| 24. Catherine T Reed ES - 100%/92% | 77. Mt Rainier ES - 86%/98% |
| 25. Cherokee Lane ES - 109%/98% | 81. Oaklands ES - 85%/96% |
| 26. Chillum ES - 113%/91% | 83. Paint Branch ES - 75%/103% |
| 30. Cool Spring ES - 106%/120% | 88. Port Towns ES - 112%/105% |
| 31. Cooper Lane ES - 102%/90% | 91. Ridgecrest ES - 87%/99% |
| 33. Deerfield Run ES - 100%/91% | 92. Riverdale ES - 108%/107% |
| 35. Dodge Park ES - 94%/82% | 93. Robert Frost ES - 86%/91% |
| 37. Edward M Felegy ES - 82%/85% | 96. Rogers Heights ES - 104%/93% |
| 44. Gaywood ES - 85%/100% | 97. Rosa L Parks ES - 83%/91% |
| 45. Gladys Noon Spellman ES - 97%/94% | 102. Scotchtown Hills ES - 83%/100% |
| 47. Glenn Dale ES - 92%/98% | 103. Seabrook ES - 73%/99% |
| 48. Glenridge ES - 91%/79% | 105. Springhill Lake ES - 101%/89% |
| 49. Greenbelt ES - 107%/97% | 108. Templeton ES - 112%/112% |
| 53. Hollywood ES - 126%/93% | 109. Thomas S Stone ES - 61%/92% |
| 54. Hyattsville ES - 96%/109% | 111. University Park ES - 76%/94% |
| 57. James H Harrison ES - 75%/98% | 113. Vansville ES - 93%/106% |
| | 120. Woodridge ES - 90%/102% |

Adelphi ES (#2) is consolidated in all scenarios

- Elementary School ○ K-8 School ▣ Proposed boundaries
▣ Existing boundaries of schools with new boundaries
▣ Schools with no proposed boundary changes

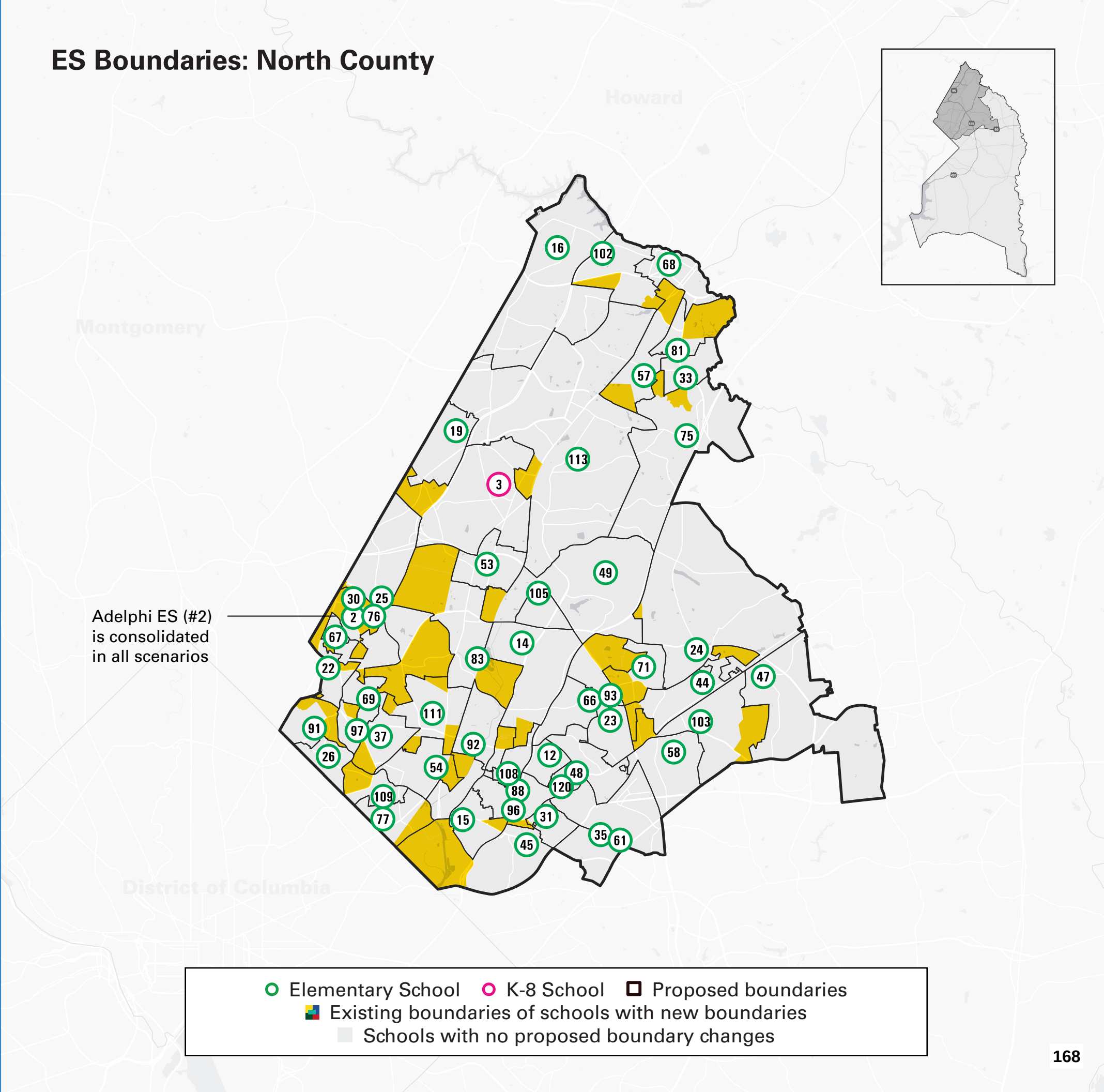
Draft Scenario 2

Legend

School Name - Current/Expected Utilization

- | | |
|---------------------------------------|---|
| 2. Adelphi ES (Consolidated) | 58. James Mc Henry ES - 104%/108% |
| 12. Beacon Heights ES - 82%/80% | 61. Judge Sylvania W Woods, Sr. Elem - 106%/87% |
| 13. Beltsville Academy - 97%/117% | 66. Lamont ES - 94%/94% |
| 14. Berwyn Heights ES - 94%/88% | 67. Langley- Pk McCormick ES - 125%/117% |
| 15. Bladensburg ES - 97%/96% | 68. Laurel ES - 104%/92% |
| 16. Bond Mill ES - 106%/91% | 69. Lewisdale ES - 108%/94% |
| 19. Calverton ES - 99%/101% | 71. Magnolia ES - 103%/94% |
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| 25. Cherokee Lane ES - 109%/98% | 81. Oaklands ES - 85%/96% |
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| 30. Cool Spring ES - 106%/120% | 88. Port Towns ES - 112%/105% |
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| 47. Glenn Dale ES - 92%/98% | 103. Seabrook ES - 73%/99% |
| 48. Glenridge ES - 91%/79% | 105. Springhill Lake ES - 101%/89% |
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| 53. Hollywood ES - 126%/93% | 109. Thomas S Stone ES - 61%/92% |
| 54. Hyattsville ES - 96%/109% | 111. University Park ES - 76%/94% |
| 57. James H Harrison ES - 75%/98% | 113. Vansville ES - 93%/106% |
| | 120. Woodridge ES - 90%/102% |

ES Boundaries: North County



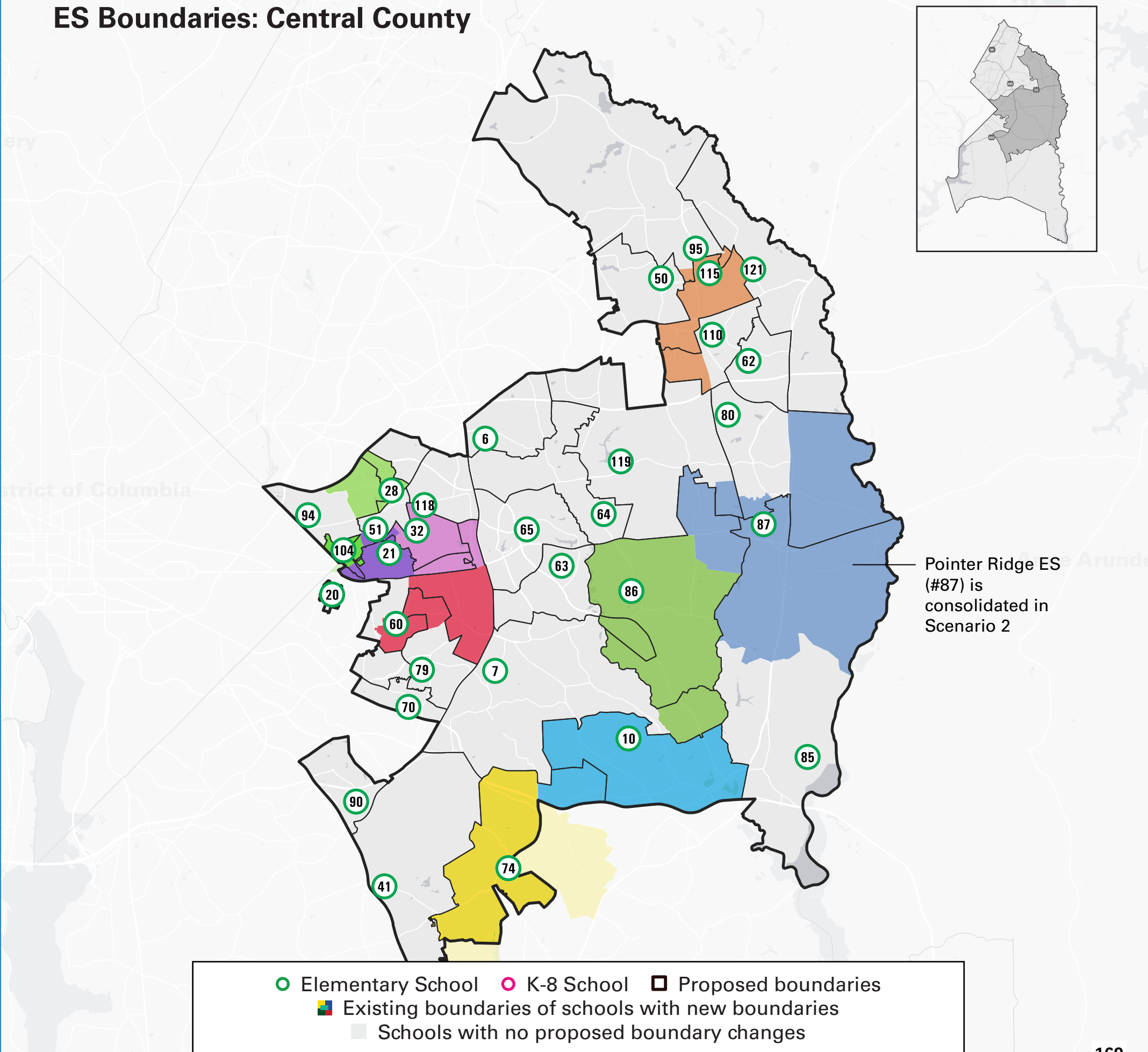
Draft Scenario 2

Legend

School Name - Current/Expected Utilization

- 6. Ardmore ES - 79%/86%
- 7. Arrowhead ES - 84%/75%
- 10. Barack Obama ES - 90%/76%
- 20. Capitol Heights ES - 93%/93%
- 21. Carmody Hills ES - 84%/83%
- 28. Columbia Park ES - 106%/84%
- 32. Cora L Rice ES - 91%/70%
- 41. Francis T Evans ES - 78%/78%
- 50. High Bridge ES - 101%/81%
- 51. HSlam Park ES - 45%/50%
- 60. John H Bayne ES - 74%/89%
- 62. Kenilworth ES - 86%/86%
- 63. Kettering ES - 71%/78%
- 64. Kingsford ES - 70%/79%
- 65. Lake Arbor ES - 70%/74%
- 70. Longfields ES - 62%/79%
- 74. Melwood ES - 71%/69%
- 79. North Forestville ES - 80%/74%
- 80. Northview ES - 80%/94%
- 85. Patuxent ES - 65%/92%
- 86. Perrywood ES - 74%/75%
- 87. Pointer Ridge ES (Consolidated)
- 90. Princeton ES - 82%/71%
- 94. Robert R Gray ES - 49%/62%
- 95. Rockledge ES - 74%/104%
- 104. Seat Pleasant ES - 98%/75%
- 110. Tulip Grove ES - 76%/96%
- 115. Whitehall ES - 103%/94%
- 118. William Paca ES - 103%/103%
- 119. Woodmore ES - 83%/96%
- 121. Yorktown ES - 88%/88%

ES Boundaries: Central County



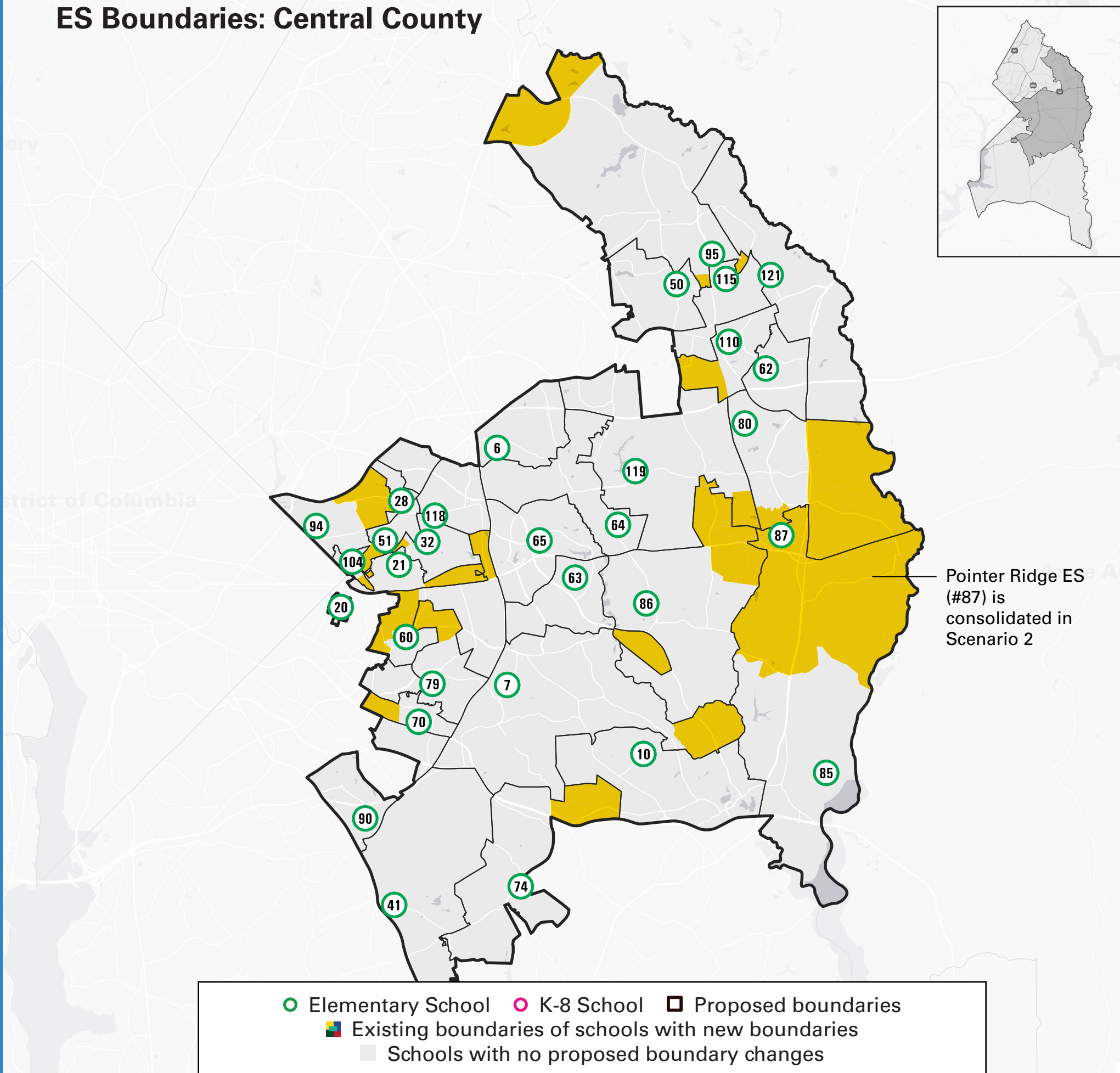
Draft Scenario 2

Legend

School Name - Current/Expected Utilization

- 6. Ardmore ES - 79%/86%
- 7. Arrowhead ES - 84%/75%
- 10. Barack Obama ES - 90%/76%
- 20. Capitol Heights ES - 93%/93%
- 21. Carmody Hills ES - 84%/83%
- 28. Columbia Park ES - 106%/84%
- 32. Cora L Rice ES - 91%/70%
- 41. Francis T Evans ES - 78%/78%
- 50. High Bridge ES - 101%/81%
- 51. HSlam Park ES - 45%/50%
- 60. John H Bayne ES - 74%/89%
- 62. Kenilworth ES - 86%/86%
- 63. Kettering ES - 71%/78%
- 64. Kingsford ES - 70%/79%
- 65. Lake Arbor ES - 70%/74%
- 70. Longfields ES - 62%/79%
- 74. Melwood ES - 71%/69%
- 79. North Forestville ES - 80%/74%
- 80. Northview ES - 80%/94%
- 85. Patuxent ES - 65%/92%
- 86. Perrywood ES - 74%/75%
- 87. Pointer Ridge ES (Consolidated)
- 90. Princeton ES - 82%/71%
- 94. Robert R Gray ES - 49%/62%
- 95. Rockledge ES - 74%/104%
- 104. Seat Pleasant ES - 98%/75%
- 110. Tulip Grove ES - 76%/96%
- 115. Whitehall ES - 103%/94%
- 118. William Paca ES - 103%/103%
- 119. Woodmore ES - 83%/96%
- 121. Yorktown ES - 88%/88%

ES Boundaries: Central County



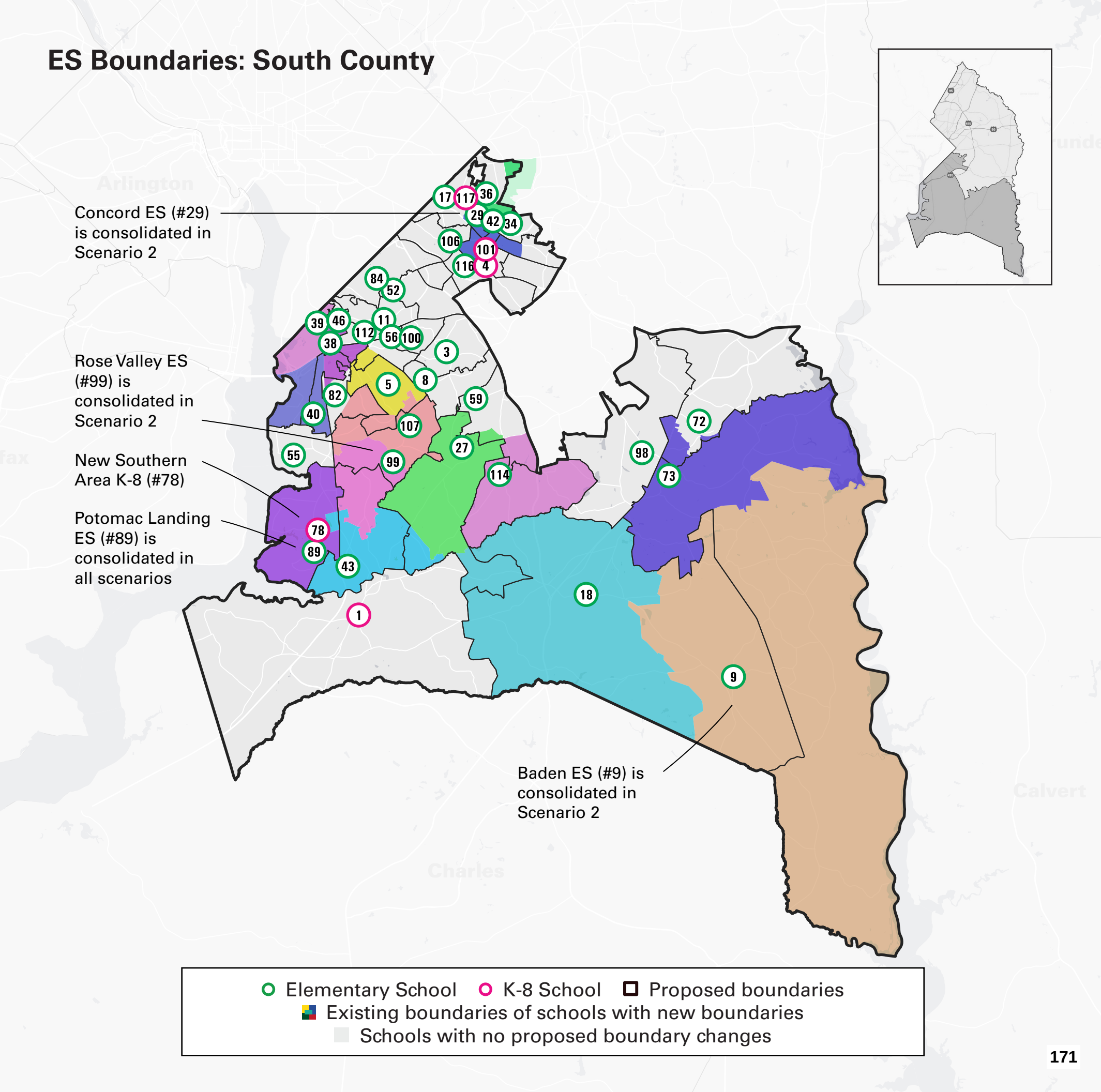
Draft Scenario 2

Legend

School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/82%
- 3. Allenwood ES - 96%/90%
- 4. Andrew Jackson Academy - 64%/64%
- 5. Apple Grove ES - 95%/74%
- 8. Avalon ES - 86%/80%
- 9. Baden ES (Consolidated)
- 11. Barnaby Manor ES - 87%/91%
- 17. Bradbury Heights ES - 63%/75%
- 18. Brandywine ES - 86%/92%
- 27. Clinton Grove ES - 62%/68%
- 29. Concord ES (Consolidated)
- 34. District Heights ES - 78%/84%
- 36. Doswell E Brooks ES - 47%/78%
- 38. Flintstone ES - 100%/63%
- 39. Forest Heights ES - 105%/92%
- 40. Fort Foote ES - 68%/83%
- 42. Francis Scott Key ES - 72%/58%
- 43. Fort Washington Forest Elem - 68%/94%
- 46. Glassmanor ES - 89%/89%
- 52. Hillcrest Heights ES - 67%/75%
- 55. Indian Queen ES - 57%/49%
- 56. J Frank Dent ES - 78%/81%
- 59. James Ryder Randall ES - 81%/93%
- 72. Marlton ES - 61%/80%
- 73. Mattaponi ES - 79%/86%
- 78. New Southern Area K-8 (New school) - 78%
- 82. Oxon Hill ES - 54%/58%
- 84. Panorama ES - 85%/85%
- 89. Potomac Landing ES (Consolidated)
- 98. Rosaryville ES - 55%/85%
- 99. Rose Valley ES (Consolidated)
- 100. Samuel Chase ES - 79%/85%
- 101. Samuel P Massie Academy - 80%/87%
- 106. Suitland ES - 82%/78%
- 107. Tayac ES - 64%/92%
- 112. Valley View ES - 77%/77%
- 114. Waldon Woods ES - 97%/84%
- 116. William Beanes ES - 79%/79%
- 117. William W Hall Academy - 80%/88%

ES Boundaries: South County



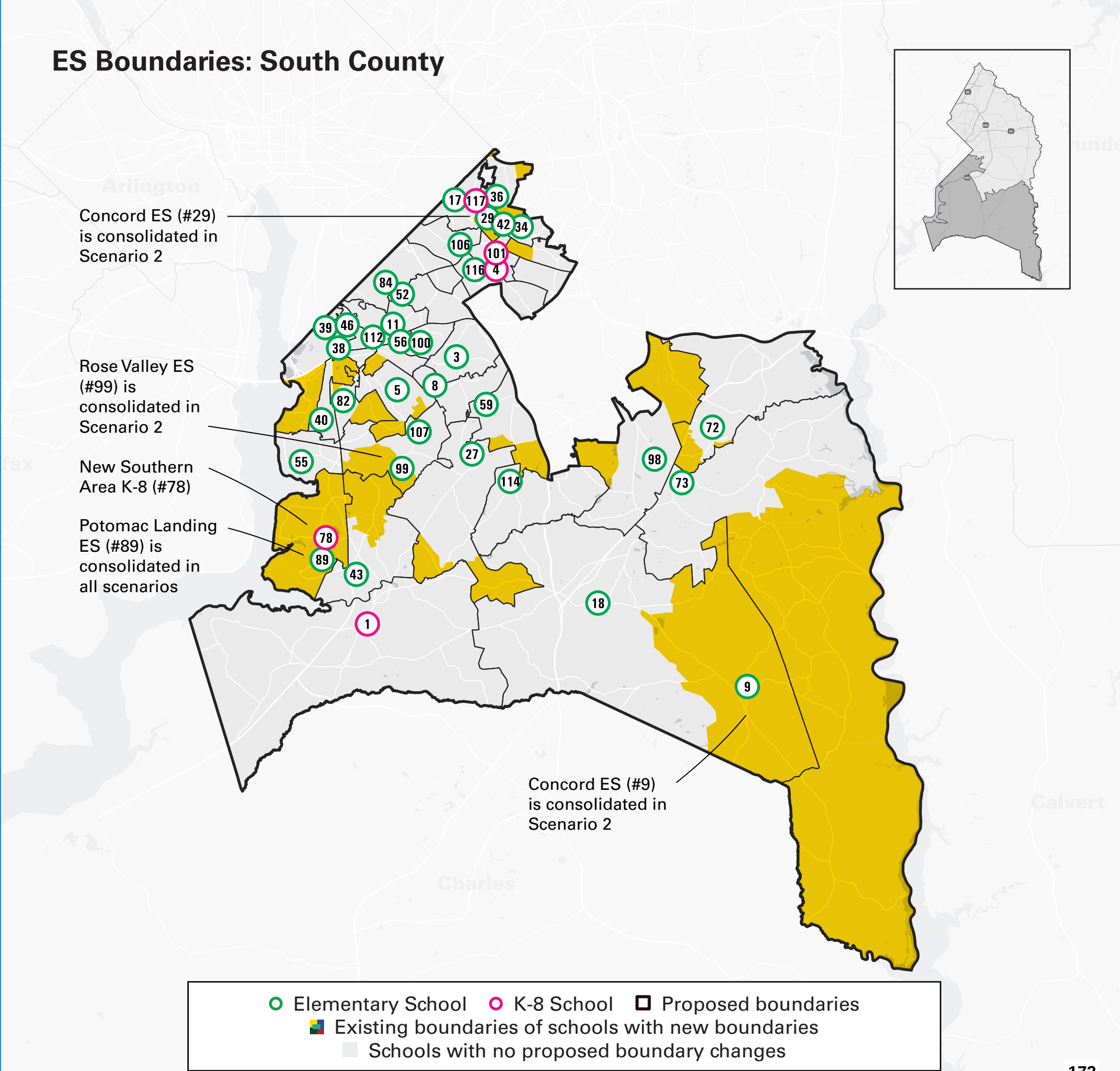
Draft Scenario 2

Legend

School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/82%
- 3. Allenwood ES - 96%/90%
- 4. Andrew Jackson Academy - 64%/64%
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- 9. Baden ES (Consolidated)
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- 18. Brandywine ES - 86%/92%
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- 29. Concord ES (Consolidated)
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- 106. Suitland ES - 82%/78%
- 107. Tayac ES - 64%/92%
- 112. Valley View ES - 77%/77%
- 114. Waldon Woods ES - 97%/84%
- 116. William Beanes ES - 79%/79%
- 117. William W Hall Academy - 80%/88%

ES Boundaries: South County



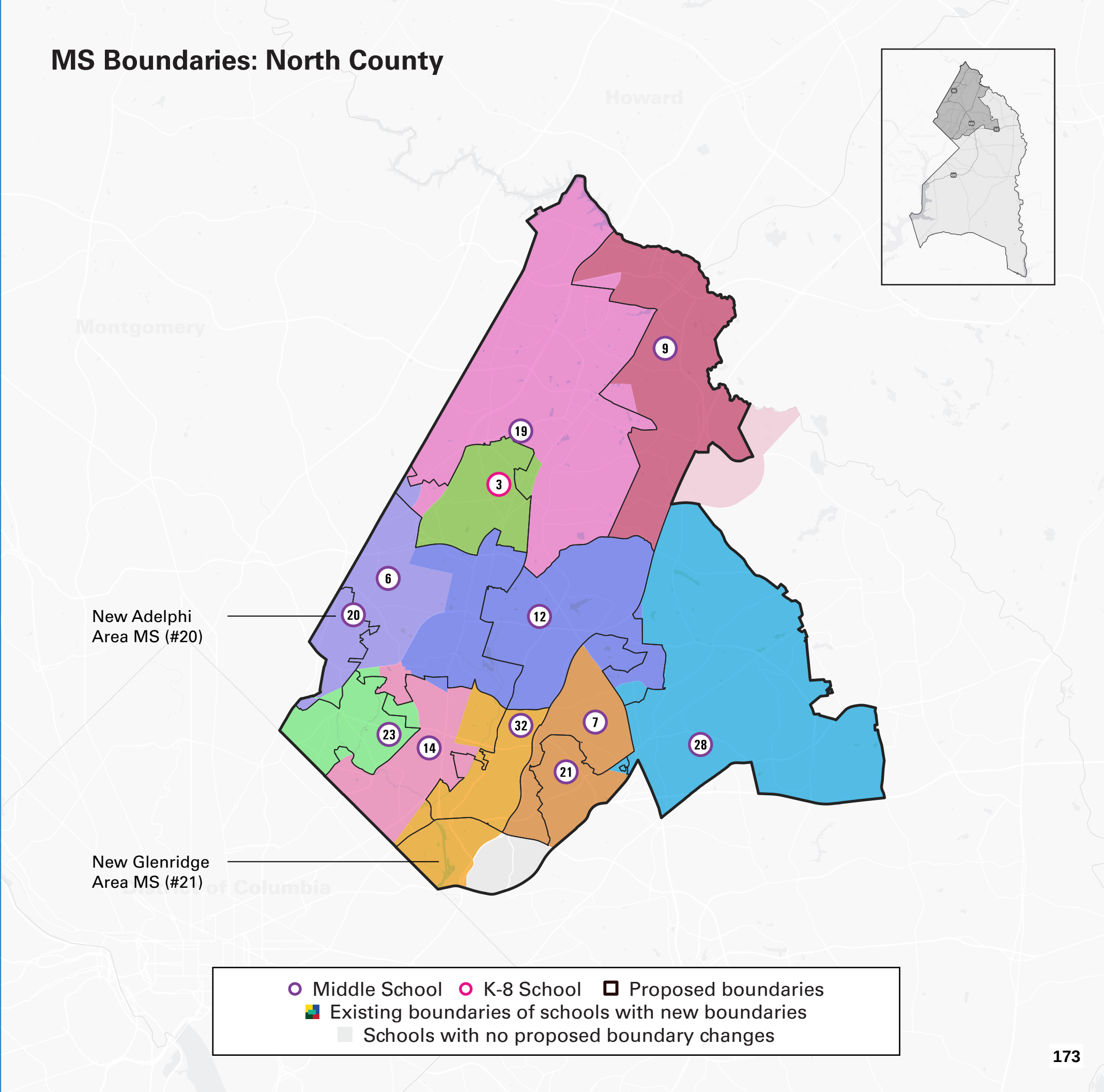
Draft Scenario 2

Legend

School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/82%
- 2. Andrew Jackson Academy - 64%/64%
- 3. Beltsville Academy - 97%/117%
- 4. Benjamin Stoddert MS - 90%/90%
- 5. Benjamin Tasker MS - 99%/91%
- 6. Buck Lodge MS - 99%/76%
- 7. Charles Carroll MS - 109%/93%
- 8. Drew-Freeman MS - 98%/86%
- 9. Dwight D Eisenhower MS - 100%/115%
- 10. Ernest Everett Just MS - 95%/95%
- 11. G James Gholson MS - 103%/84%
- 12. Greenbelt MS - 117%/98%
- 13. Gwynn Park MS - 87%/93%
- 14. Hyattsville MS - 94%/103%
- 15. Isaac J Gourdine MS (Consolidated)
- 16. James Madison MS - 102%/110%
- 17. Kenmoor MS - 105%/90%
- 18. Kettering MS - 84%/81%
- 19. Martin Luther King Jr MS - 118%/112%
- 20. New Adelphi Area MS (New school) - 111%
- 21. New Glenridge Area MS (New school) - 93%
- 22. New Southern Area K-8 (New school) - 78%
- 23. Nicholas Orem MS - 98%/114%
- 24. Oxon Hill MS - 98%/89%
- 25. Samuel P Massie Academy - 80%/87%
- 26. Samuel Ogle MS - 95%/94%
- 27. Stephen Decatur MS - 85%/85%
- 28. Thomas Johnson MS - 110%/116%
- 29. Thurgood Marshall MS - 68%/103%
- 30. Walker Mill MS - 83%/94%
- 31. William W Hall Academy - 80%/88%
- 32. William Wirt MS - 100%/105%

MS Boundaries: North County



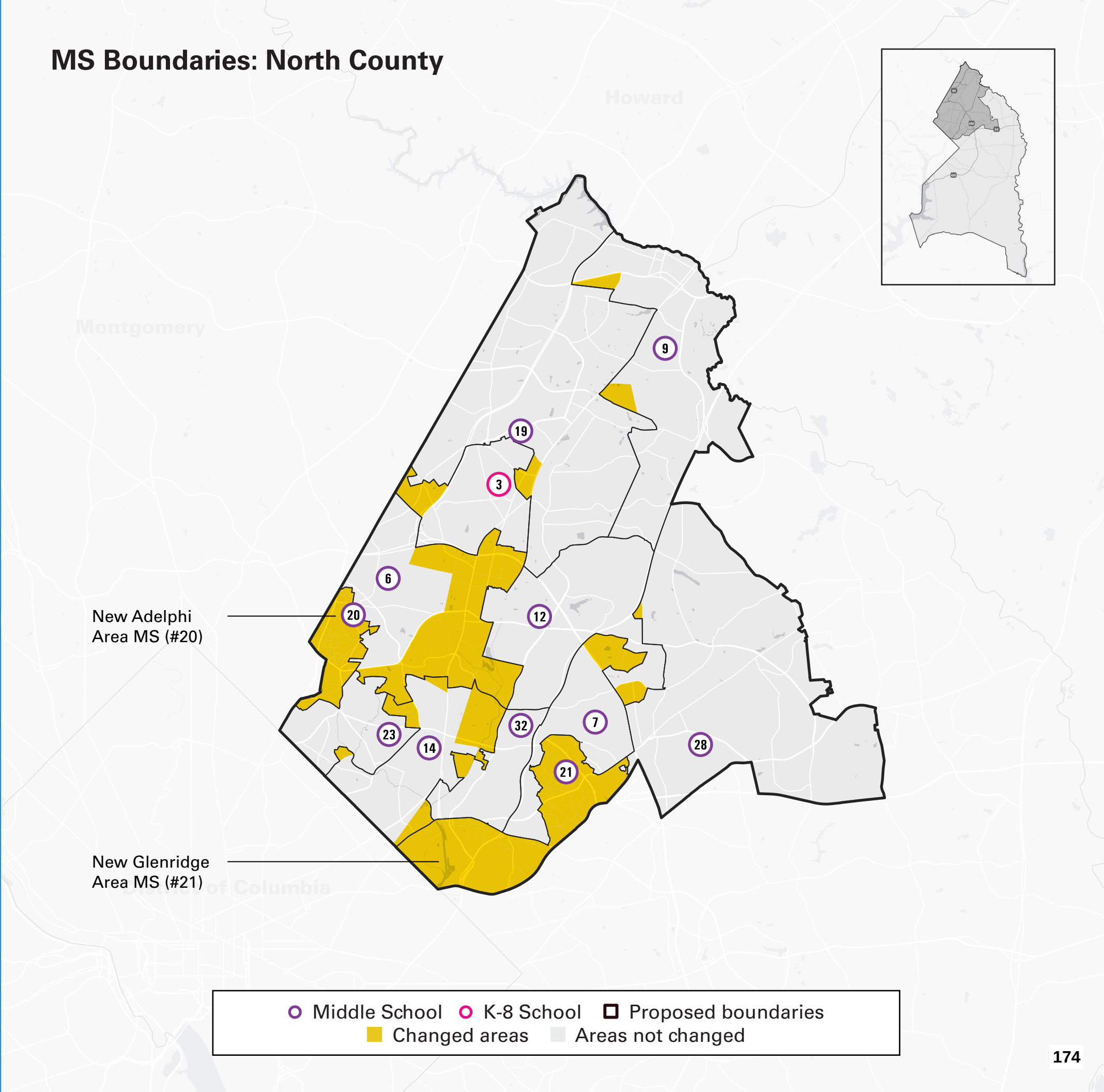
Draft Scenario 2

Legend

School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/82%
- 2. Andrew Jackson Academy - 64%/64%
- 3. Beltsville Academy - 97%/117%
- 4. Benjamin Stoddert MS - 90%/90%
- 5. Benjamin Tasker MS - 99%/91%
- 6. Buck Lodge MS - 99%/76%
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- 8. Drew-Freeman MS - 98%/86%
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- 12. Greenbelt MS - 117%/98%
- 13. Gwynn Park MS - 87%/93%
- 14. Hyattsville MS - 94%/103%
- 15. Isaac J Gourdine MS (Consolidated)
- 16. James Madison MS - 102%/110%
- 17. Kenmoor MS - 105%/90%
- 18. Kettering MS - 84%/81%
- 19. Martin Luther King Jr MS - 118%/112%
- 20. New Adelphi Area MS (New school) - 111%
- 21. New Glenridge Area MS (New school) - 93%
- 22. New Southern Area K-8 (New school) - 78%
- 23. Nicholas Orem MS - 98%/114%
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- 25. Samuel P Massie Academy - 80%/87%
- 26. Samuel Ogle MS - 95%/94%
- 27. Stephen Decatur MS - 85%/85%
- 28. Thomas Johnson MS - 110%/116%
- 29. Thurgood Marshall MS - 68%/103%
- 30. Walker Mill MS - 83%/94%
- 31. William W Hall Academy - 80%/88%
- 32. William Wirt MS - 100%/105%

MS Boundaries: North County



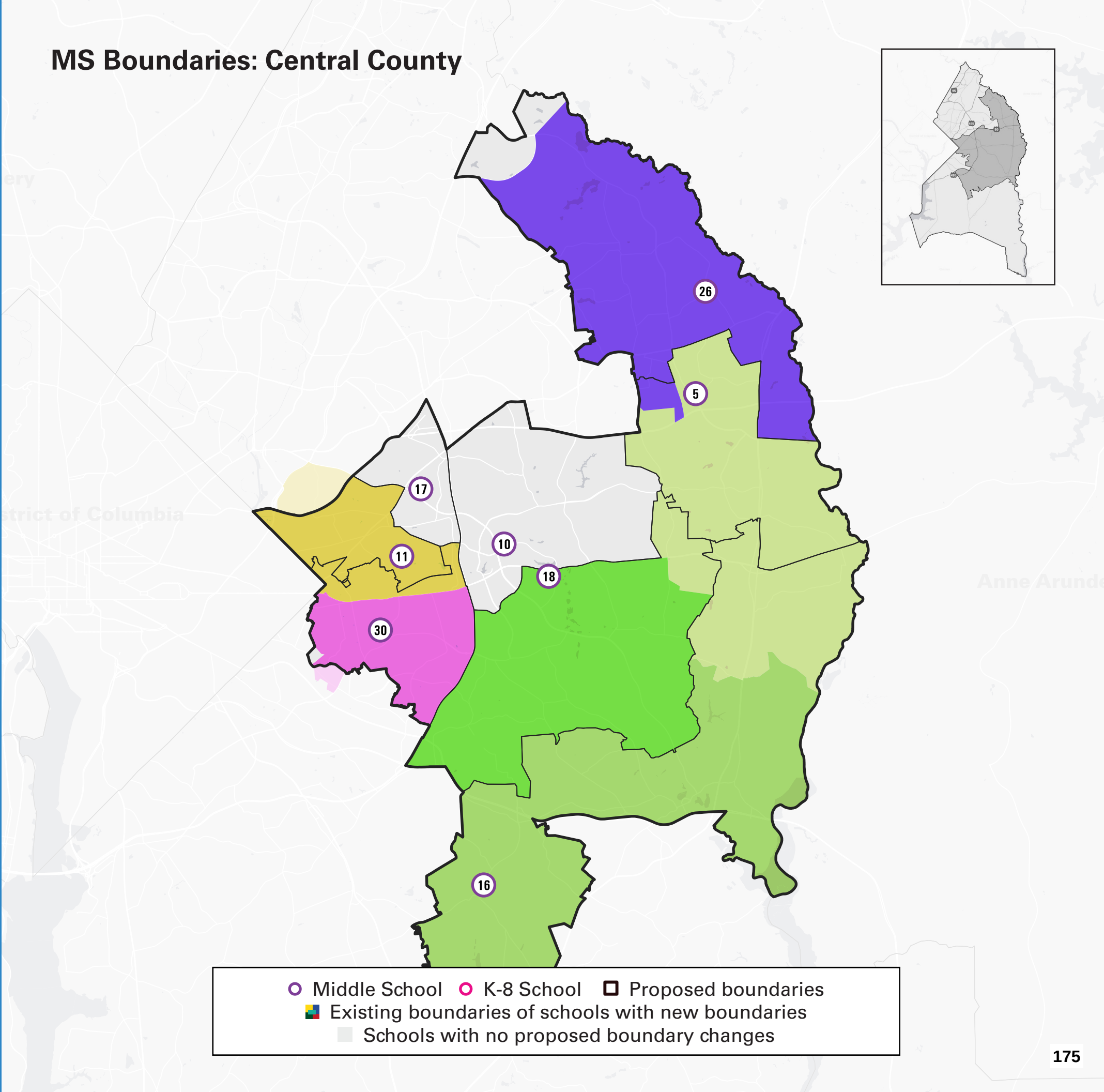
Draft Scenario 2

Legend

School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/82%
- 2. Andrew Jackson Academy - 64%/64%
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- 29. Thurgood Marshall MS - 68%/103%
- 30. Walker Mill MS - 83%/94%
- 31. William W Hall Academy - 80%/88%
- 32. William Wirt MS - 100%/105%

MS Boundaries: Central County



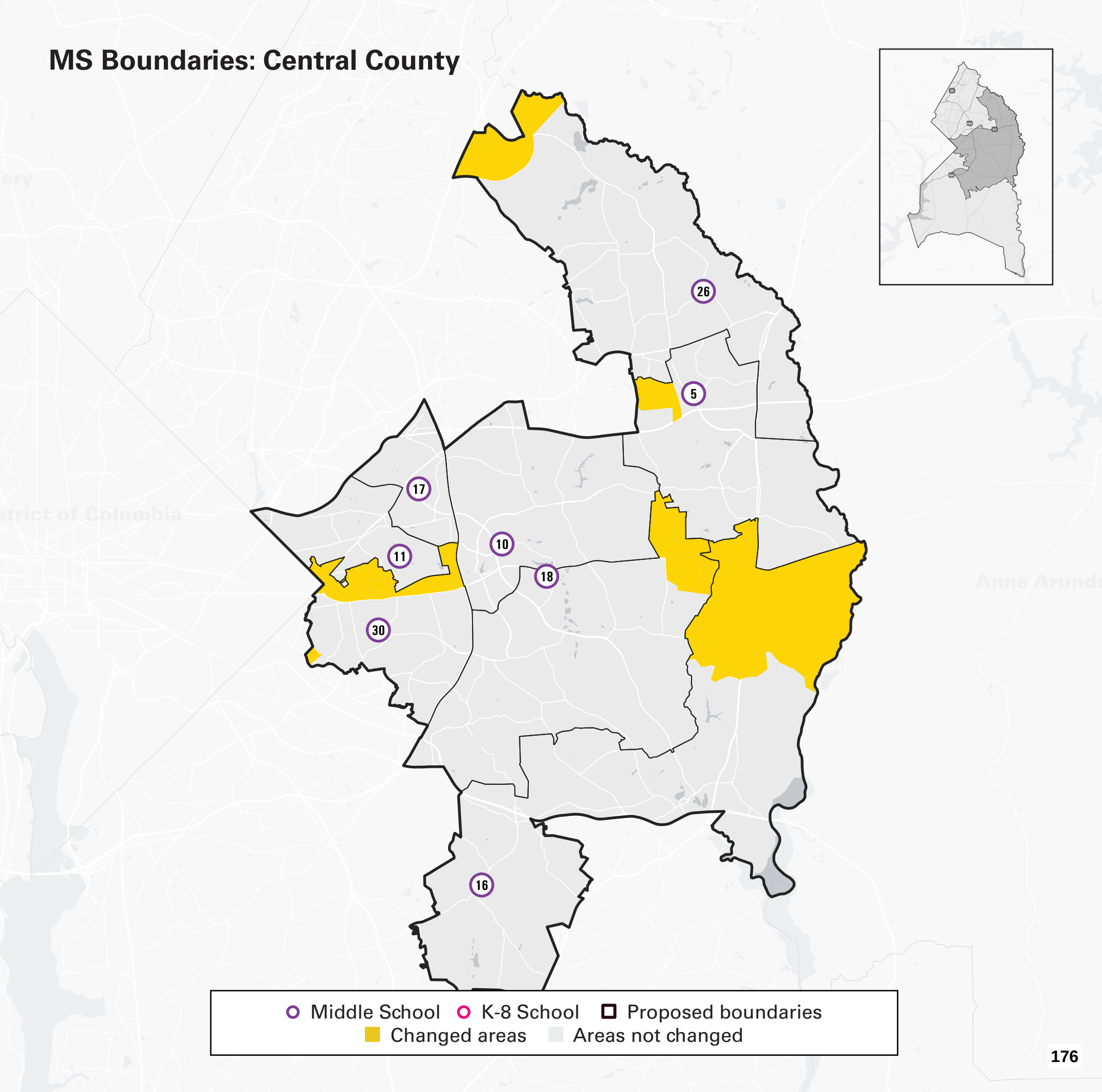
Draft Scenario 2

Legend

School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/82%
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- 27. Stephen Decatur MS - 85%/85%
- 28. Thomas Johnson MS - 110%/116%
- 29. Thurgood Marshall MS - 68%/103%
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- 31. William W Hall Academy - 80%/88%
- 32. William Wirt MS - 100%/105%

MS Boundaries: Central County



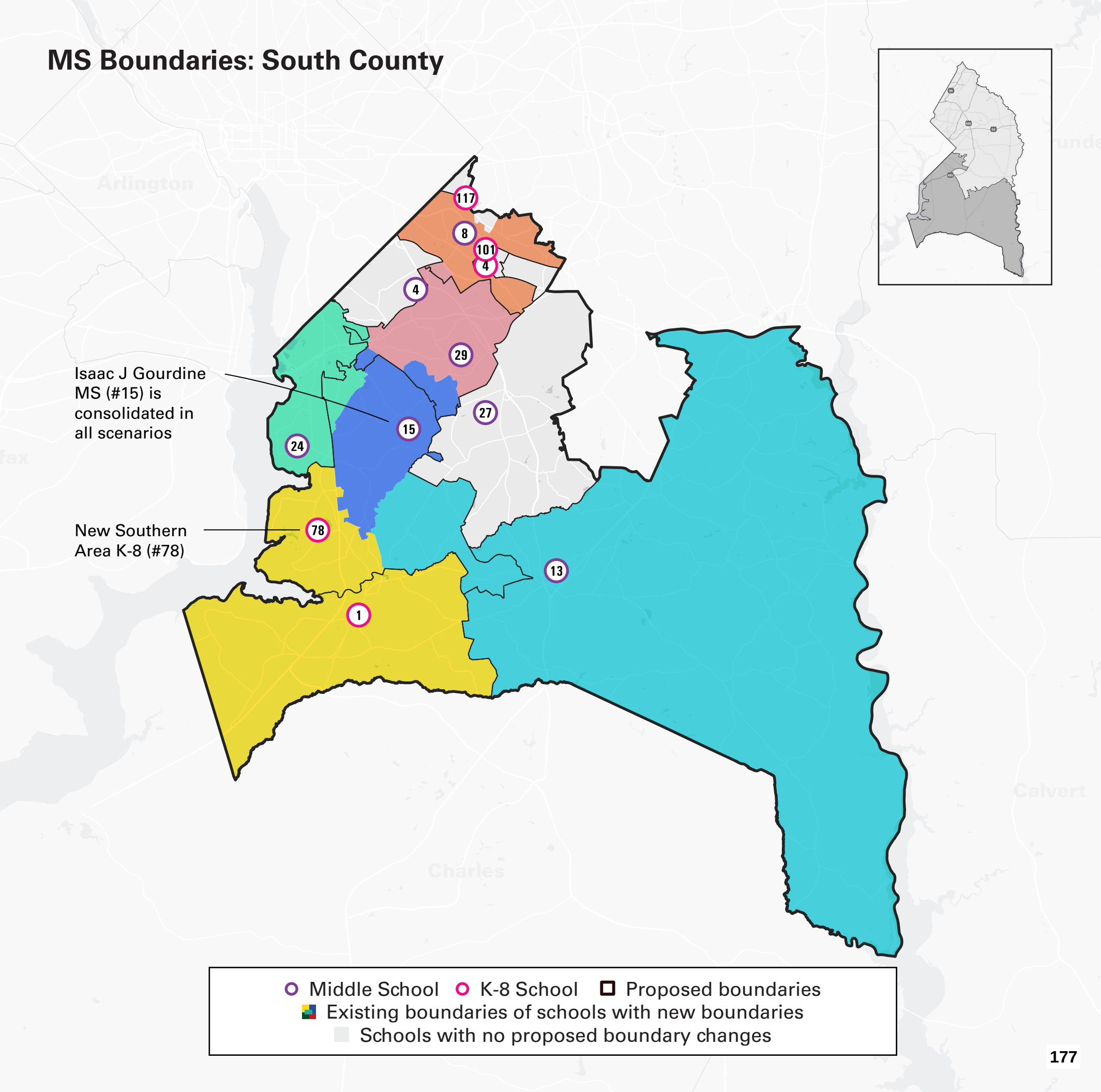
Draft Scenario 2

Legend

School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/82%
- 2. Andrew Jackson Academy - 64%/64%
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- 22. New Southern Area K-8 (New school) - 78%
- 23. Nicholas Orem MS - 98%/114%
- 24. Oxon Hill MS - 98%/89%
- 25. Samuel P Massie Academy - 80%/87%
- 26. Samuel Ogle MS - 95%/94%
- 27. Stephen Decatur MS - 85%/85%
- 28. Thomas Johnson MS - 110%/116%
- 29. Thurgood Marshall MS - 68%/103%
- 30. Walker Mill MS - 83%/94%
- 31. William W Hall Academy - 80%/88%
- 32. William Wirt MS - 100%/105%

MS Boundaries: South County



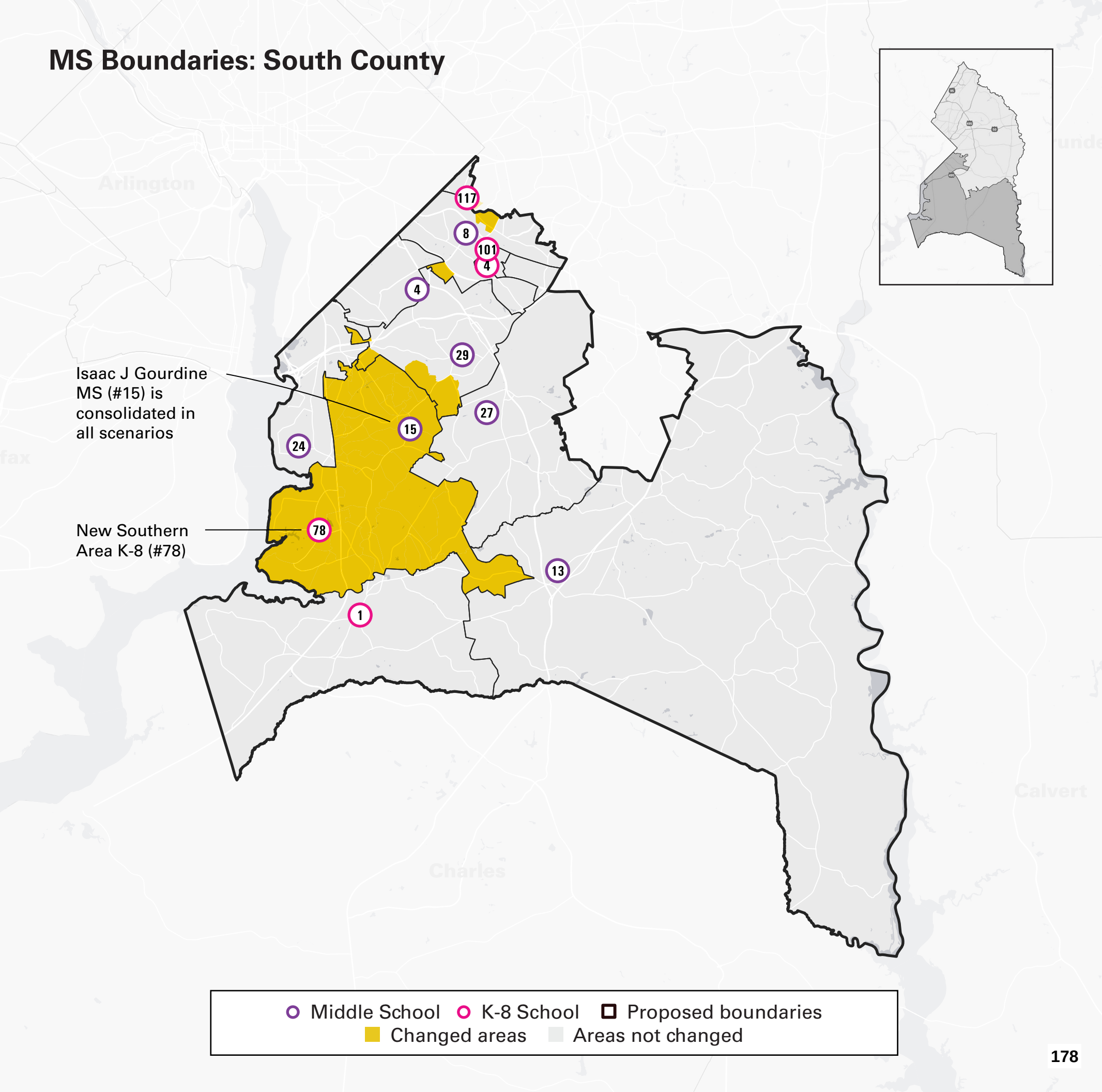
Draft Scenario 2

Legend

School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/82%
- 2. Andrew Jackson Academy - 64%/64%
- 3. Beltsville Academy - 97%/117%
- 4. Benjamin Stoddert MS - 90%/90%
- 5. Benjamin Tasker MS - 99%/91%
- 6. Buck Lodge MS - 99%/76%
- 7. Charles Carroll MS - 109%/93%
- 8. Drew-Freeman MS - 98%/86%
- 9. Dwight D Eisenhower MS - 100%/115%
- 10. Ernest Everett Just MS - 95%/95%
- 11. G James Gholson MS - 103%/84%
- 12. Greenbelt MS - 117%/98%
- 13. Gwynn Park MS - 87%/93%
- 14. Hyattsville MS - 94%/103%
- 15. Isaac J Gourdine MS (Consolidated)
- 16. James Madison MS - 102%/110%
- 17. Kenmoor MS - 105%/90%
- 18. Kettering MS - 84%/81%
- 19. Martin Luther King Jr MS - 118%/112%
- 20. New Adelphi Area MS (New school) - 111%
- 21. New Glenridge Area MS (New school) - 93%
- 22. New Southern Area K-8 (New school) - 78%
- 23. Nicholas Orem MS - 98%/114%
- 24. Oxon Hill MS - 98%/89%
- 25. Samuel P Massie Academy - 80%/87%
- 26. Samuel Ogle MS - 95%/94%
- 27. Stephen Decatur MS - 85%/85%
- 28. Thomas Johnson MS - 110%/116%
- 29. Thurgood Marshall MS - 68%/103%
- 30. Walker Mill MS - 83%/94%
- 31. William W Hall Academy - 80%/88%
- 32. William Wirt MS - 100%/105%

MS Boundaries: South County



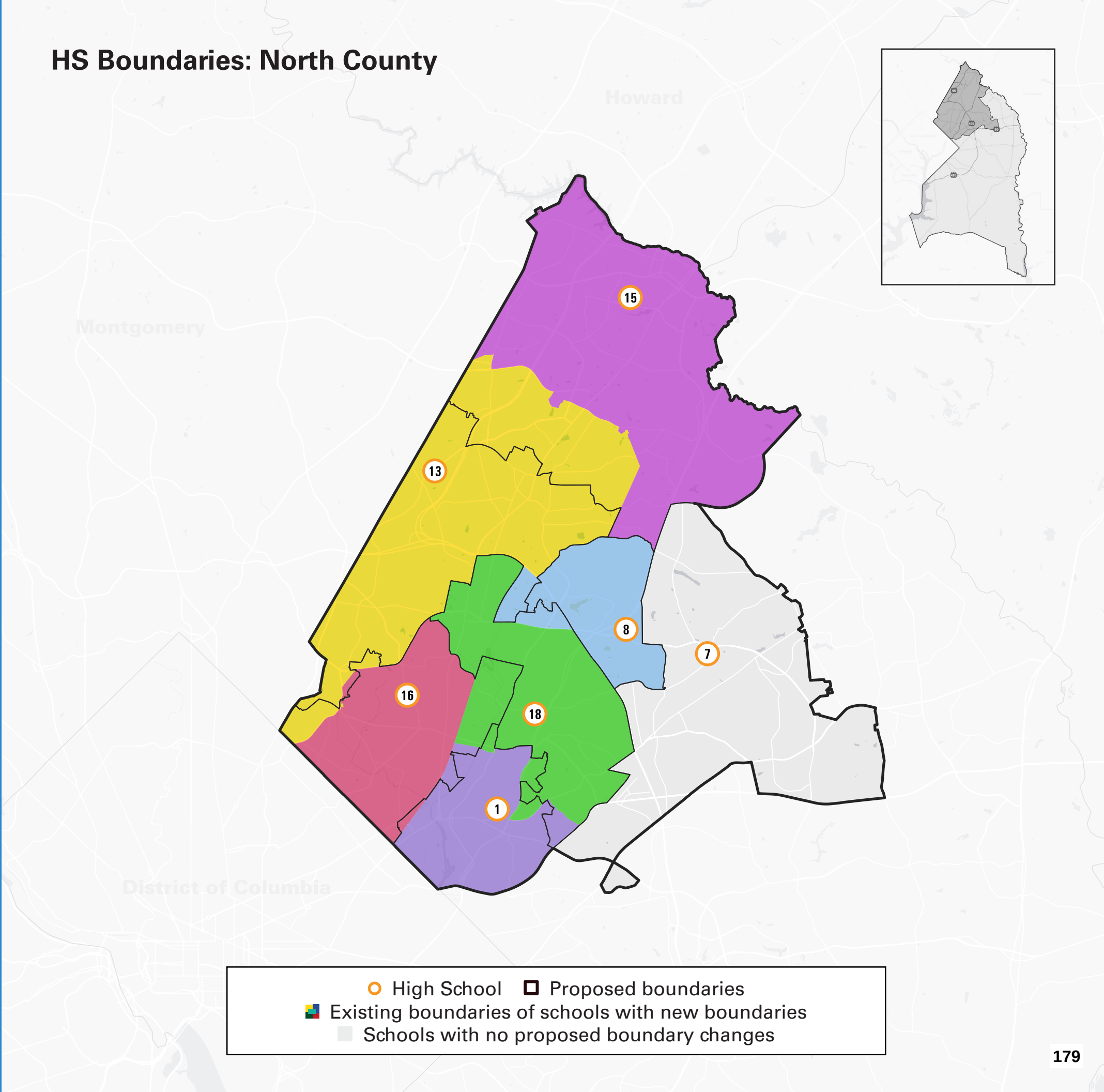
Draft Scenario 2

Legend

School Name - Current/Expected Utilization

- 1. Bladensburg HS - 105%/103%
- 2. Bowie HS - 83%/81%
- 3. Central HS - 66%/72%
- 4. Charles Herbert Flowers HS - 98%/87%
- 5. Crossland HS - 55%/71%
- 6. Dr Henry A Wise, Jr. HS - 88%/74%
- 7. DuVal HS - 94%/94%
- 8. Eleanor Roosevelt HS - 100%/103%
- 9. Fairmont Heights HS - 75%/75%
- 10. Frederick Douglass HS - 73%/71%
- 11. Friendly HS - 58%/71%
- 12. Gwynn Park HS - 73%/71%
- 13. High Point HS - 112%/103%
- 14. Largo HS - 64%/85%
- 15. Laurel HS - 96%/103%
- 16. Northwestern HS - 88%/103%
- 17. Oxon Hill HS - 110%/88%
- 18. Parkdale HS - 98%/103%
- 19. Potomac HS - 62%/72%
- 20. Suitland HS - 74%/82%
- 21. Surrattsville HS - 57%/71%

HS Boundaries: North County



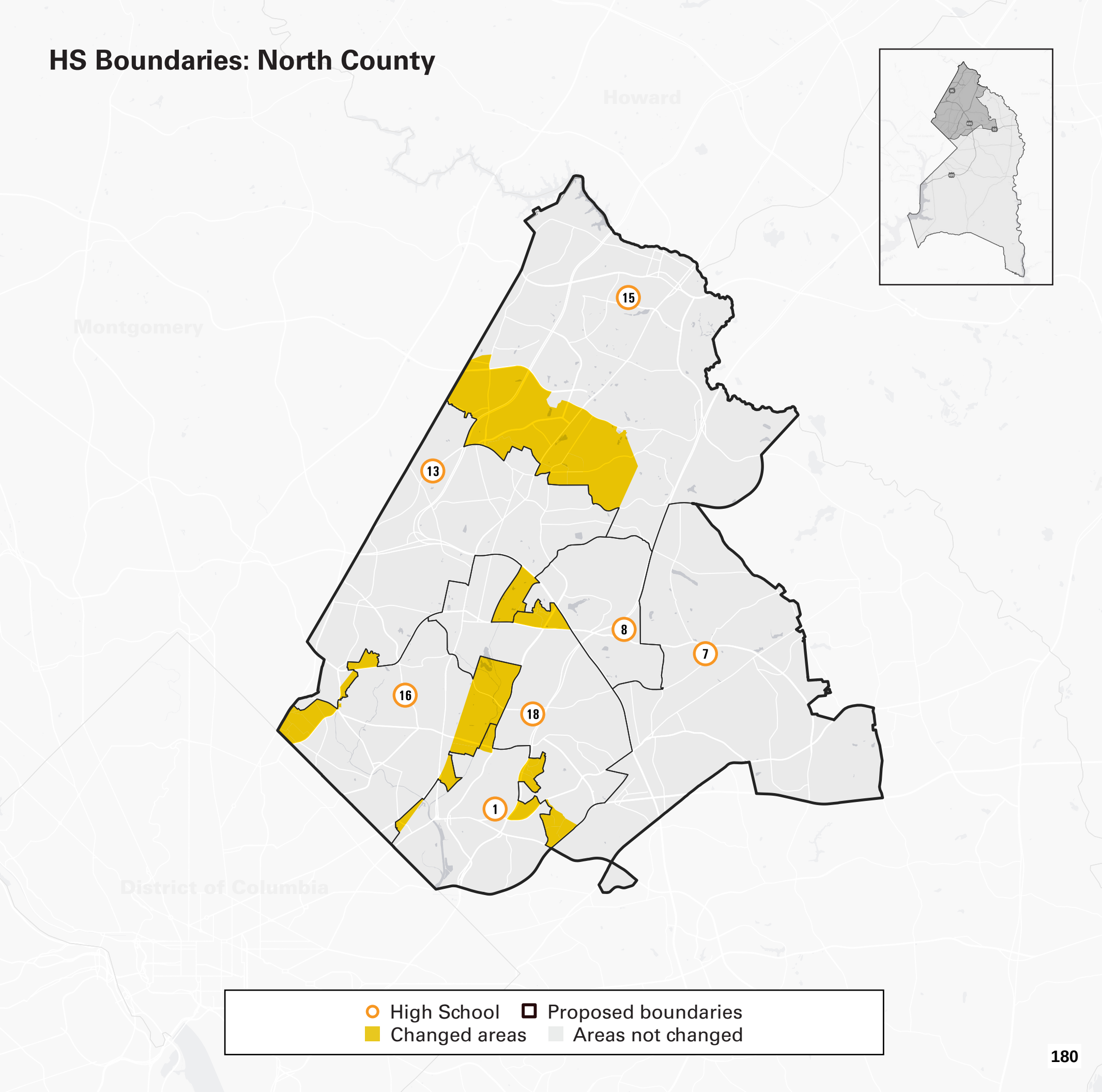
Draft Scenario 2

Legend

School Name - Current/Expected Utilization

- 1. Bladensburg HS - 105%/103%
- 2. Bowie HS - 83%/81%
- 3. Central HS - 66%/72%
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- 17. Oxon Hill HS - 110%/88%
- 18. Parkdale HS - 98%/103%
- 19. Potomac HS - 62%/72%
- 20. Suitland HS - 74%/82%
- 21. Surrattsville HS - 57%/71%

HS Boundaries: North County



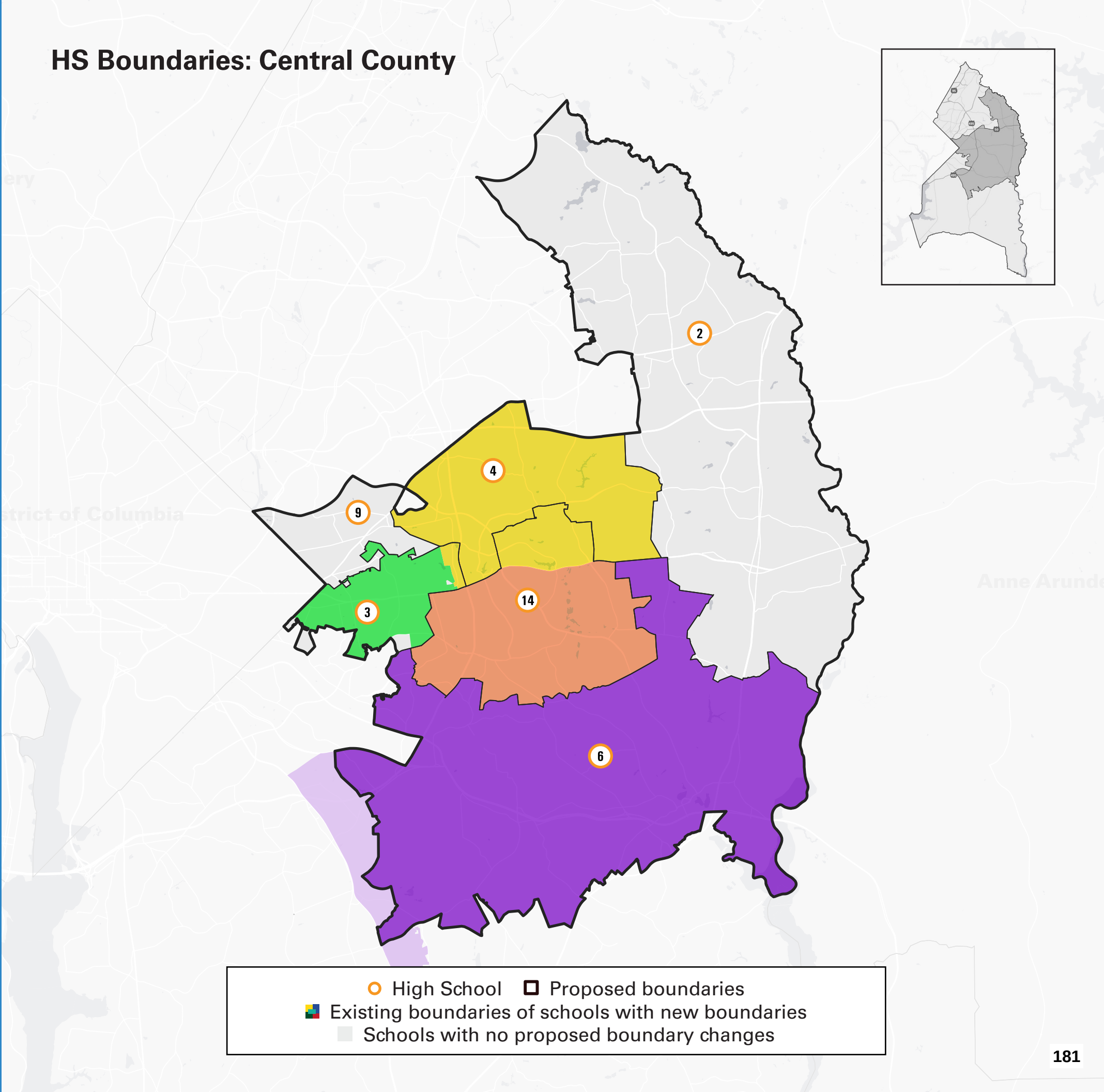
Draft Scenario 2

Legend

School Name - Current/Expected Utilization

- 1. Bladensburg HS - 105%/103%
- 2. Bowie HS - 83%/81%
- 3. Central HS - 66%/72%
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- 7. DuVal HS - 94%/94%
- 8. Eleanor Roosevelt HS - 100%/103%
- 9. Fairmont Heights HS - 75%/75%
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- 17. Oxon Hill HS - 110%/88%
- 18. Parkdale HS - 98%/103%
- 19. Potomac HS - 62%/72%
- 20. Suitland HS - 74%/82%
- 21. Surrattsville HS - 57%/71%

HS Boundaries: Central County



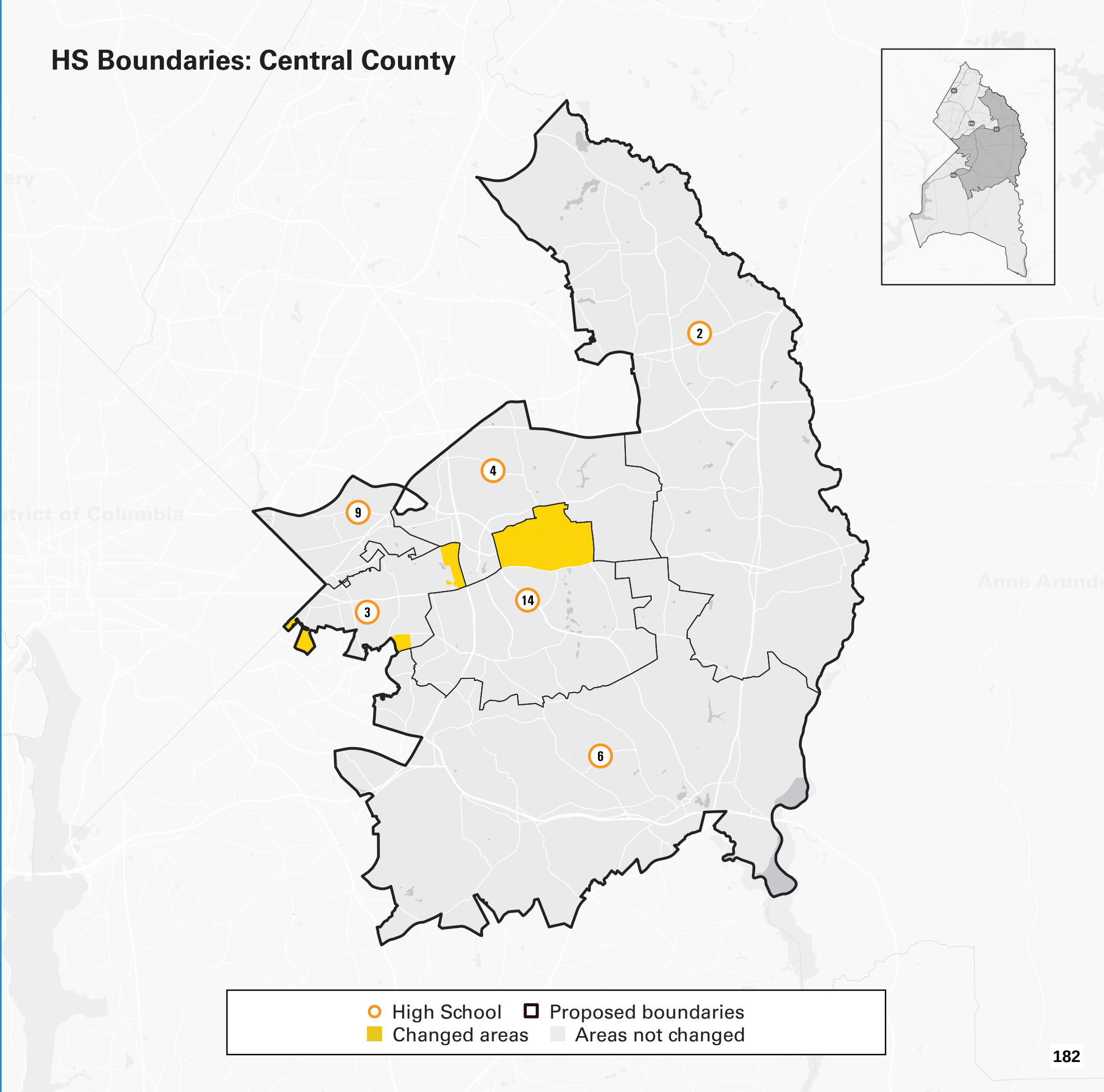
Draft Scenario 2

Legend

School Name - Current/Expected Utilization

- 1. Bladensburg HS - 105%/103%
- 2. Bowie HS - 83%/81%
- 3. Central HS - 66%/72%
- 4. Charles Herbert Flowers HS - 98%/87%
- 5. Crossland HS - 55%/71%
- 6. Dr Henry A Wise, Jr. HS - 88%/74%
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- 14. Largo HS - 64%/85%
- 15. Laurel HS - 96%/103%
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- 17. Oxon Hill HS - 110%/88%
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- 19. Potomac HS - 62%/72%
- 20. Suitland HS - 74%/82%
- 21. Surrattsville HS - 57%/71%

HS Boundaries: Central County



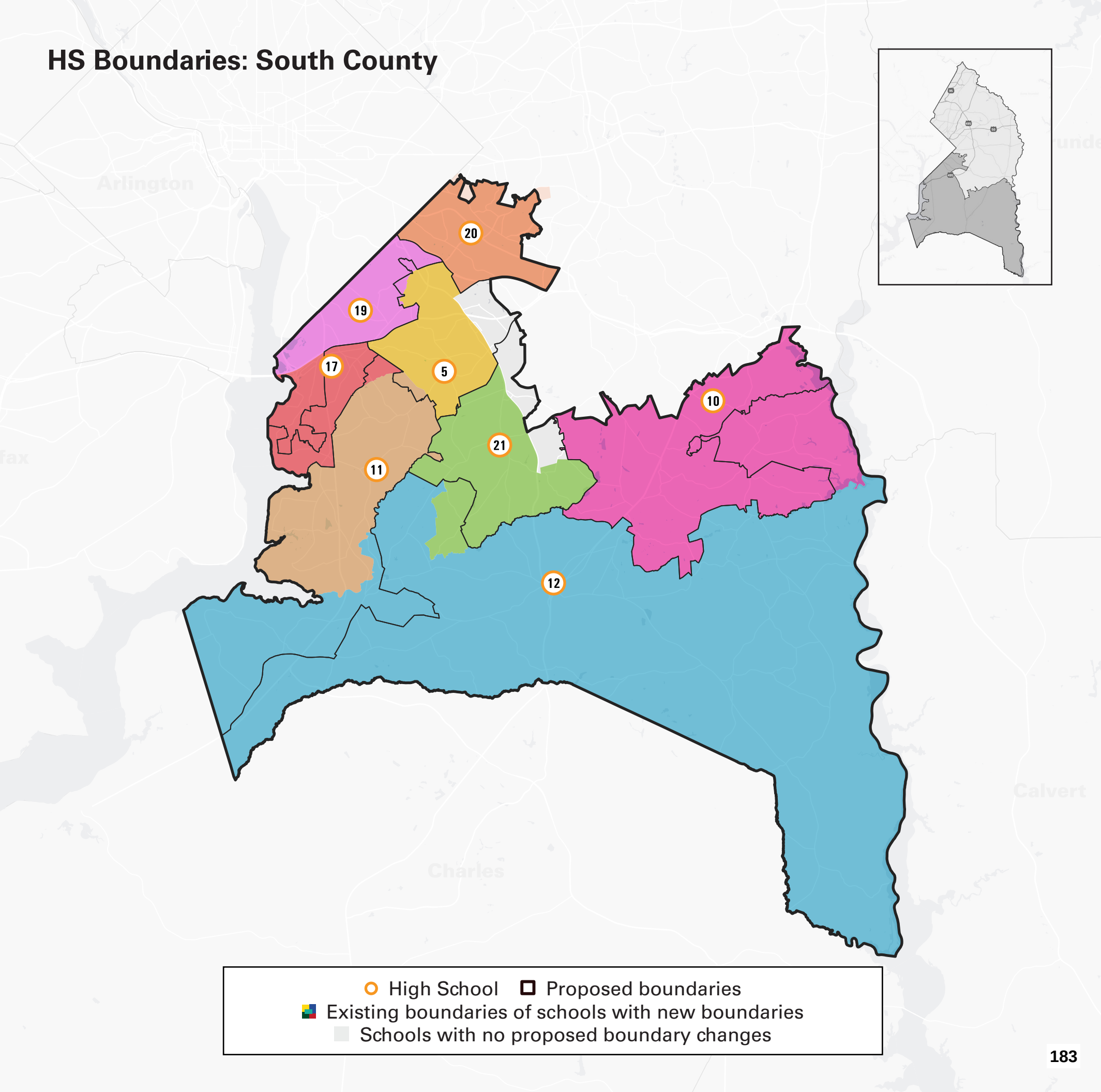
Draft Scenario 2

Legend

School Name - Current/Expected Utilization

- 1. Bladensburg HS - 105%/103%
- 2. Bowie HS - 83%/81%
- 3. Central HS - 66%/72%
- 4. Charles Herbert Flowers HS - 98%/87%
- 5. Crossland HS - 55%/71%
- 6. Dr Henry A Wise, Jr. HS - 88%/74%
- 7. DuVal HS - 94%/94%
- 8. Eleanor Roosevelt HS - 100%/103%
- 9. Fairmont Heights HS - 75%/75%
- 10. Frederick Douglass HS - 73%/71%
- 11. Friendly HS - 58%/71%
- 12. Gwynn Park HS - 73%/71%
- 13. High Point HS - 112%/103%
- 14. Largo HS - 64%/85%
- 15. Laurel HS - 96%/103%
- 16. Northwestern HS - 88%/103%
- 17. Oxon Hill HS - 110%/88%
- 18. Parkdale HS - 98%/103%
- 19. Potomac HS - 62%/72%
- 20. Suitland HS - 74%/82%
- 21. Surrattsville HS - 57%/71%

HS Boundaries: South County



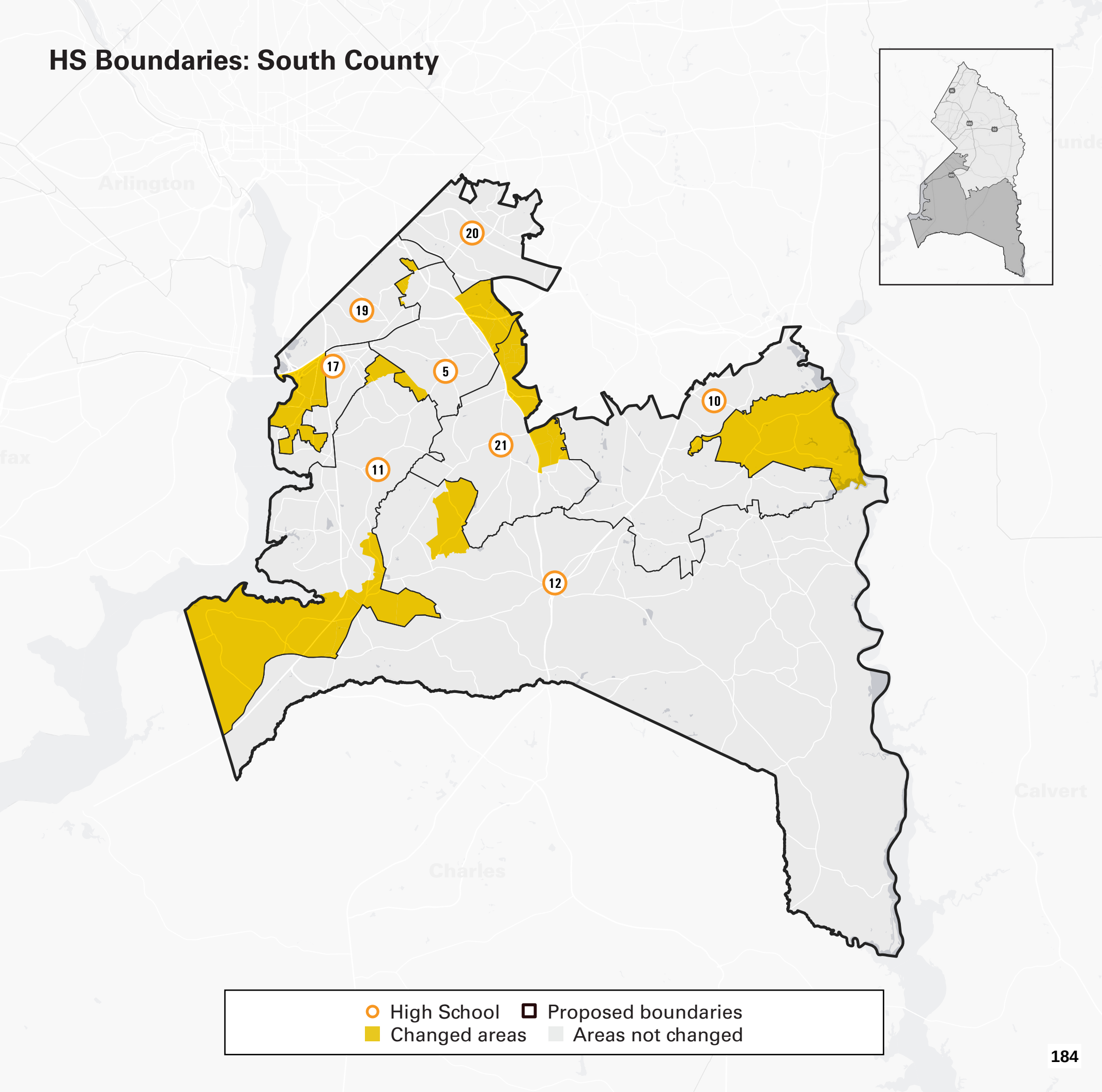
Draft Scenario 2

Legend

School Name - Current/Expected Utilization

- 1. Bladensburg HS - 105%/103%
- 2. Bowie HS - 83%/81%
- 3. Central HS - 66%/72%
- 4. Charles Herbert Flowers HS - 98%/87%
- 5. Crossland HS - 55%/71%
- 6. Dr Henry A Wise, Jr. HS - 88%/74%
- 7. DuVal HS - 94%/94%
- 8. Eleanor Roosevelt HS - 100%/103%
- 9. Fairmont Heights HS - 75%/75%
- 10. Frederick Douglass HS - 73%/71%
- 11. Friendly HS - 58%/71%
- 12. Gwynn Park HS - 73%/71%
- 13. High Point HS - 112%/103%
- 14. Largo HS - 64%/85%
- 15. Laurel HS - 96%/103%
- 16. Northwestern HS - 88%/103%
- 17. Oxon Hill HS - 110%/88%
- 18. Parkdale HS - 98%/103%
- 19. Potomac HS - 62%/72%
- 20. Suitland HS - 74%/82%
- 21. Surrattsville HS - 57%/71%

HS Boundaries: South County



○ High School □ Proposed boundaries
■ Changed areas ■ Areas not changed

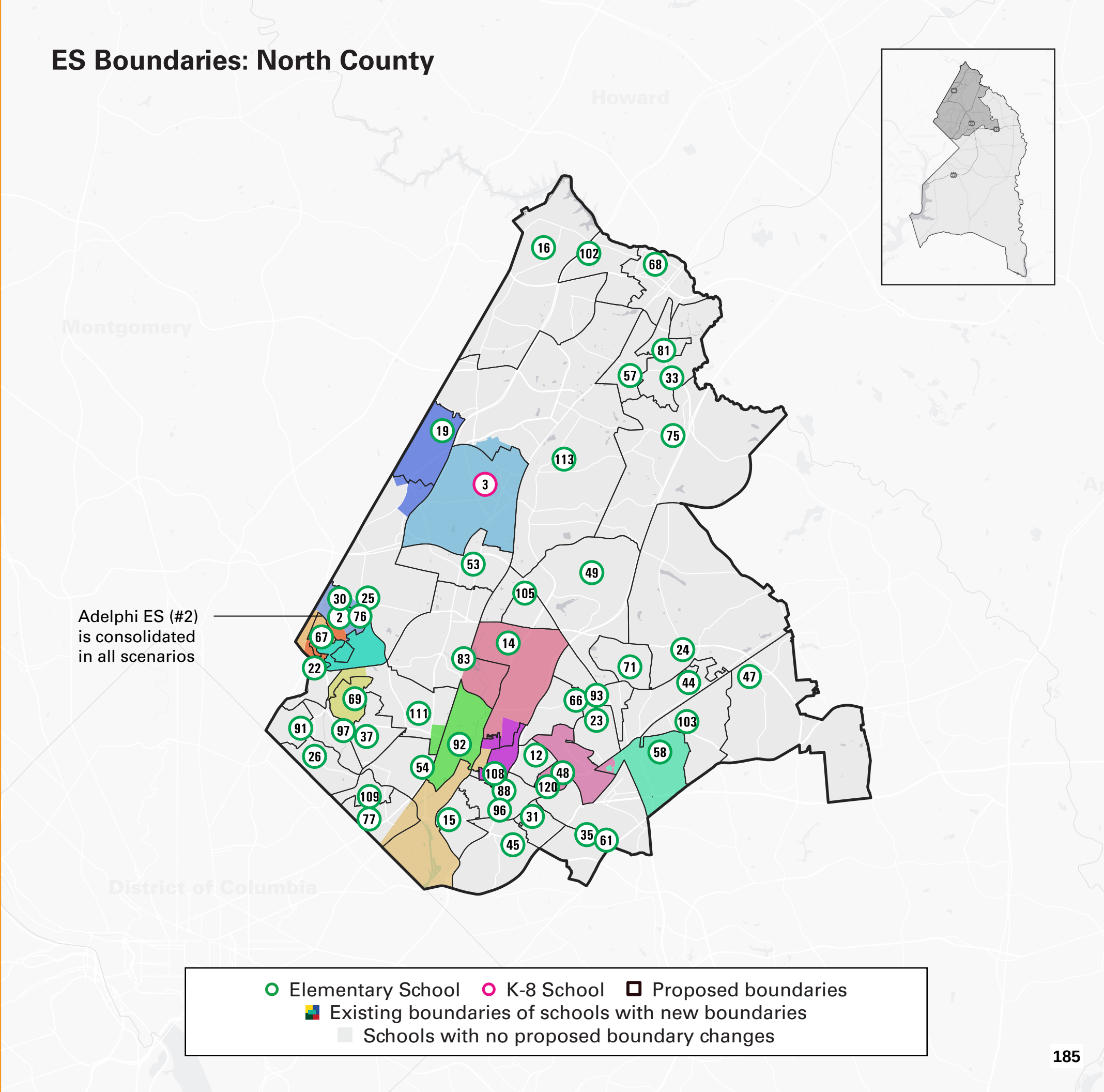
Draft Scenario 3

Legend

School Name - Current/Expected Utilization

2. Adelphi ES (Consolidated)	58. James Mc Henry ES - 104%/118%
12. Beacon Heights ES - 82%/95%	61. Judge Sylvania W Woods, Sr. Elem - 106%/87%
13. Beltsville Academy - 97%/120%	66. Lamont ES - 94%/108%
14. Berwyn Heights ES - 94%/115%	67. Langley- Pk McCormick ES - 125%/129%
15. Bladensburg ES - 97%/95%	68. Laurel ES - 104%/119%
16. Bond Mill ES - 106%/106%	69. Lewisdale ES - 108%/106%
19. Calverton ES - 99%/118%	71. Magnolia ES - 103%/87%
22. Carole Highlands ES - 96%/122%	75. Montpelier ES - 92%/99%
23. Carrollton ES - 102%/111%	76. Mary Harris "Mother" Jones Elem - 126%/122%
24. Catherine T Reed ES - 100%/105%	77. Mt Rainier ES - 86%/98%
25. Cherokee Lane ES - 109%/102%	81. Oaklands ES - 85%/100%
26. Chillum ES - 113%/113%	83. Paint Branch ES - 75%/92%
30. Cool Spring ES - 106%/118%	88. Port Towns ES - 112%/114%
31. Cooper Lane ES - 102%/93%	91. Ridgecrest ES - 87%/87%
33. Deerfield Run ES - 100%/108%	92. Riverdale ES - 108%/123%
35. Dodge Park ES - 94%/86%	93. Robert Frost ES - 86%/91%
37. Edward M Felegy ES - 82%/82%	96. Rogers Heights ES - 104%/109%
44. Gaywood ES - 85%/102%	97. Rosa L Parks ES - 83%/116%
45. Gladys Noon Spellman ES - 97%/87%	102. Scotchtown Hills ES - 83%/85%
47. Glenn Dale ES - 92%/115%	103. Seabrook ES - 73%/95%
48. Glenridge ES - 91%/78%	105. Springhill Lake ES - 101%/112%
49. Greenbelt ES - 107%/108%	108. Templeton ES - 112%/121%
53. Hollywood ES - 126%/126%	109. Thomas S Stone ES - 61%/84%
54. Hyattsville ES - 96%/118%	111. University Park ES - 76%/112%
57. James H Harrison ES - 75%/67%	113. Vansville ES - 93%/105%
	120. Woodridge ES - 90%/79%

ES Boundaries: North County



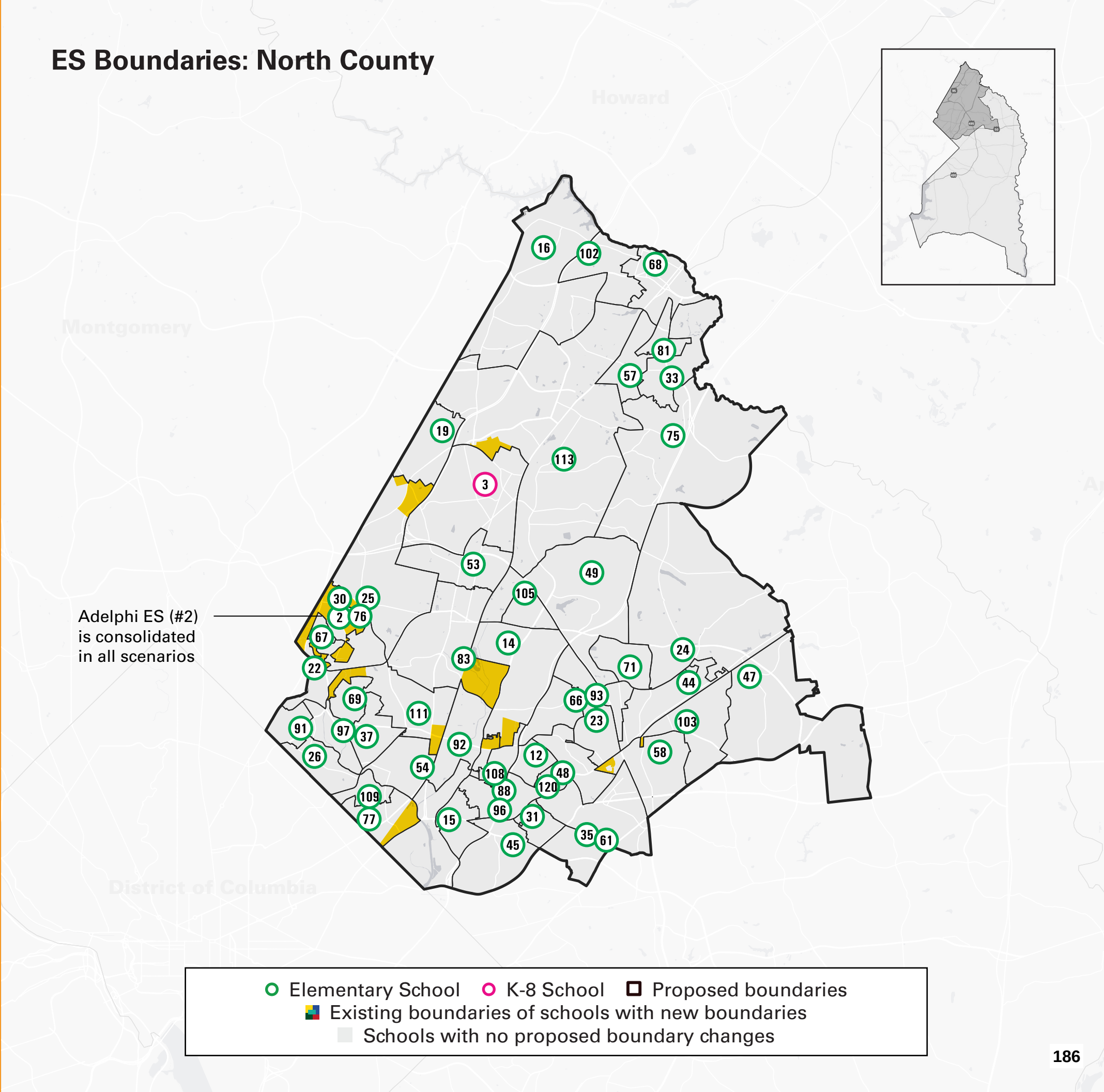
Draft Scenario 3

Legend

School Name - Current/Expected Utilization

- | | |
|---------------------------------------|---|
| 2. Adelphi ES (Consolidated) | 58. James Mc Henry ES - 104%/118% |
| 12. Beacon Heights ES - 82%/95% | 61. Judge Sylvania W Woods, Sr. Elem - 106%/87% |
| 13. Beltsville Academy - 97%/120% | 66. Lamont ES - 94%/108% |
| 14. Berwyn Heights ES - 94%/115% | 67. Langley- Pk McCormick ES - 125%/129% |
| 15. Bladensburg ES - 97%/95% | 68. Laurel ES - 104%/119% |
| 16. Bond Mill ES - 106%/106% | 69. Lewisdale ES - 108%/106% |
| 19. Calverton ES - 99%/118% | 71. Magnolia ES - 103%/87% |
| 22. Carole Highlands ES - 96%/122% | 75. Montpelier ES - 92%/99% |
| 23. Carrollton ES - 102%/111% | 76. Mary Harris "Mother" Jones Elem - 126%/122% |
| 24. Catherine T Reed ES - 100%/105% | 77. Mt Rainier ES - 86%/98% |
| 25. Cherokee Lane ES - 109%/102% | 81. Oaklands ES - 85%/100% |
| 26. Chillum ES - 113%/113% | 83. Paint Branch ES - 75%/92% |
| 30. Cool Spring ES - 106%/118% | 88. Port Towns ES - 112%/114% |
| 31. Cooper Lane ES - 102%/93% | 91. Ridgecrest ES - 87%/87% |
| 33. Deerfield Run ES - 100%/108% | 92. Riverdale ES - 108%/123% |
| 35. Dodge Park ES - 94%/86% | 93. Robert Frost ES - 86%/91% |
| 37. Edward M Felegy ES - 82%/82% | 96. Rogers Heights ES - 104%/109% |
| 44. Gaywood ES - 85%/102% | 97. Rosa L Parks ES - 83%/116% |
| 45. Gladys Noon Spellman ES - 97%/87% | 102. Scotchtown Hills ES - 83%/85% |
| 47. Glenn Dale ES - 92%/115% | 103. Seabrook ES - 73%/95% |
| 48. Glenridge ES - 91%/78% | 105. Springhill Lake ES - 101%/112% |
| 49. Greenbelt ES - 107%/108% | 108. Templeton ES - 112%/121% |
| 53. Hollywood ES - 126%/126% | 109. Thomas S Stone ES - 61%/84% |
| 54. Hyattsville ES - 96%/118% | 111. University Park ES - 76%/112% |
| 57. James H Harrison ES - 75%/67% | 113. Vansville ES - 93%/105% |
| | 120. Woodridge ES - 90%/79% |

ES Boundaries: North County



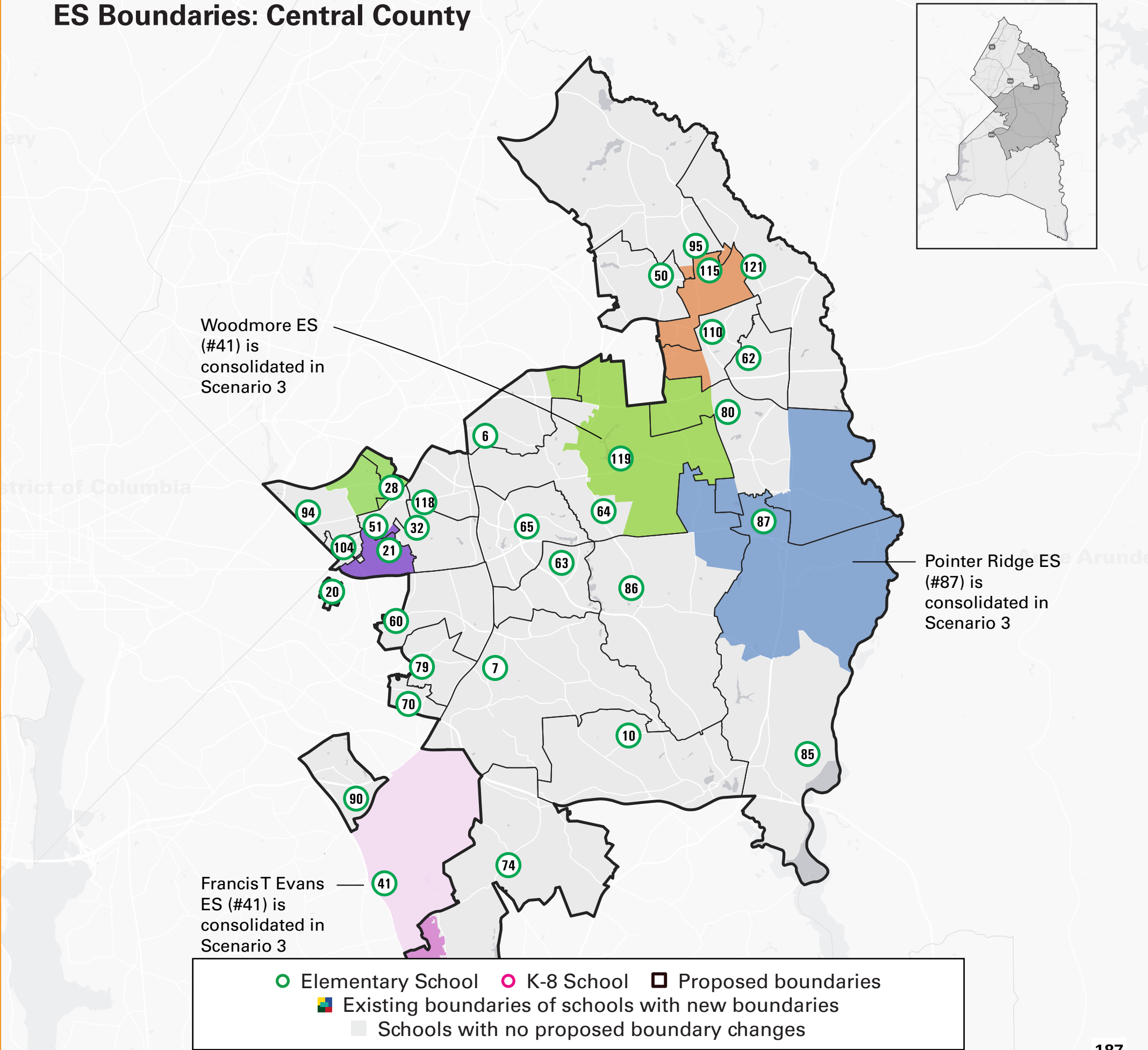
Draft Scenario 3

Legend

School Name - Current/Expected Utilization

- 6. Ardmore ES - 79%/116%
- 7. Arrowhead ES - 84%/69%
- 10. Barack Obama ES - 90%/90%
- 20. Capitol Heights ES - 93%/93%
- 21. Carmody Hills ES - 84%/80%
- 28. Columbia Park ES - 106%/84%
- 32. Cora L Rice ES - 91%/76%
- 41. Francis T Evans ES (Consolidated)
- 50. High Bridge ES - 101%/81%
- 51. Highland Park ES - 45%/55%
- 60. John H Bayne ES - 74%/74%
- 62. Kenilworth ES - 86%/86%
- 63. Kettering ES - 71%/71%
- 64. Kingsford ES - 70%/106%
- 65. Lake Arbor ES - 70%/78%
- 70. Longfields ES - 62%/58%
- 74. Melwood ES - 71%/88%
- 79. North Forestville ES - 80%/69%
- 80. Northview ES - 80%/112%
- 85. Patuxent ES - 65%/97%
- 86. Perrywood ES - 74%/85%
- 87. Pointer Ridge ES (Consolidated)
- 90. Princeton ES - 82%/79%
- 94. Robert R Gray ES - 49%/52%
- 95. Rockledge ES - 74%/83%
- 104. Seat Pleasant ES - 98%/95%
- 110. Tulip Grove ES - 76%/96%
- 115. Whitehall ES - 103%/103%
- 118. William Paca ES - 103%/103%
- 119. Woodmore ES (Consolidated)
- 121. Yorktown ES - 88%/88%

ES Boundaries: Central County



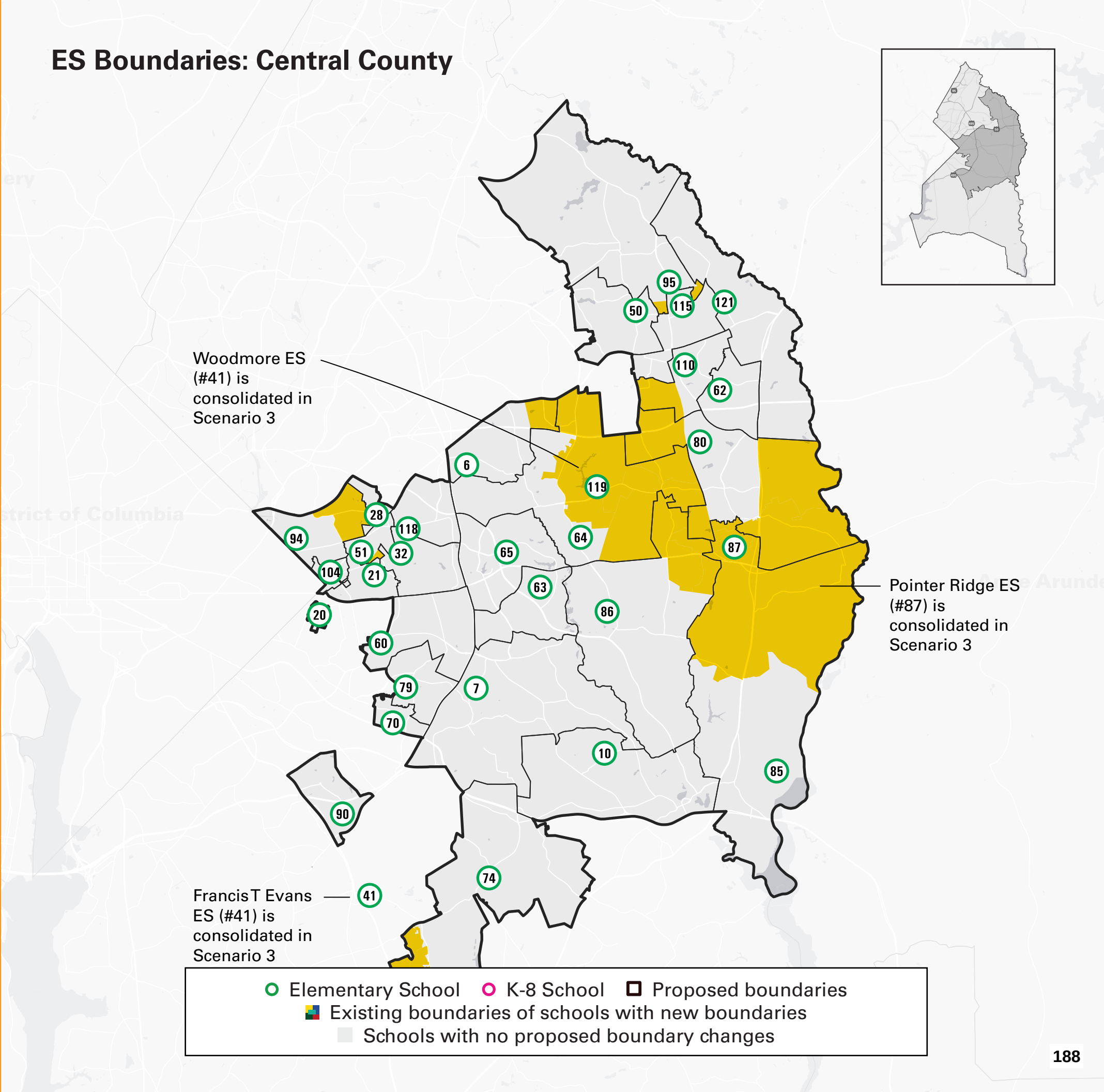
Draft Scenario 3

Legend

School Name - Current/Expected Utilization

- 6. Ardmore ES - 79%/116%
- 7. Arrowhead ES - 84%/69%
- 10. Barack Obama ES - 90%/90%
- 20. Capitol Heights ES - 93%/93%
- 21. Carmody Hills ES - 84%/80%
- 28. Columbia Park ES - 106%/84%
- 32. Cora L Rice ES - 91%/76%
- 41. Francis T Evans ES (Consolidated)
- 50. High Bridge ES - 101%/81%
- 51. Highland Park ES - 45%/55%
- 60. John H Bayne ES - 74%/74%
- 62. Kenilworth ES - 86%/86%
- 63. Kettering ES - 71%/71%
- 64. Kingsford ES - 70%/106%
- 65. Lake Arbor ES - 70%/78%
- 70. Longfields ES - 62%/58%
- 74. Melwood ES - 71%/88%
- 79. North Forestville ES - 80%/69%
- 80. Northview ES - 80%/112%
- 85. Patuxent ES - 65%/97%
- 86. Perrywood ES - 74%/85%
- 87. Pointer Ridge ES (Consolidated)
- 90. Princeton ES - 82%/79%
- 94. Robert R Gray ES - 49%/52%
- 95. Rockledge ES - 74%/83%
- 104. Seat Pleasant ES - 98%/95%
- 110. Tulip Grove ES - 76%/96%
- 115. Whitehall ES - 103%/103%
- 118. William Paca ES - 103%/103%
- 119. Woodmore ES (Consolidated)
- 121. Yorktown ES - 88%/88%

ES Boundaries: Central County



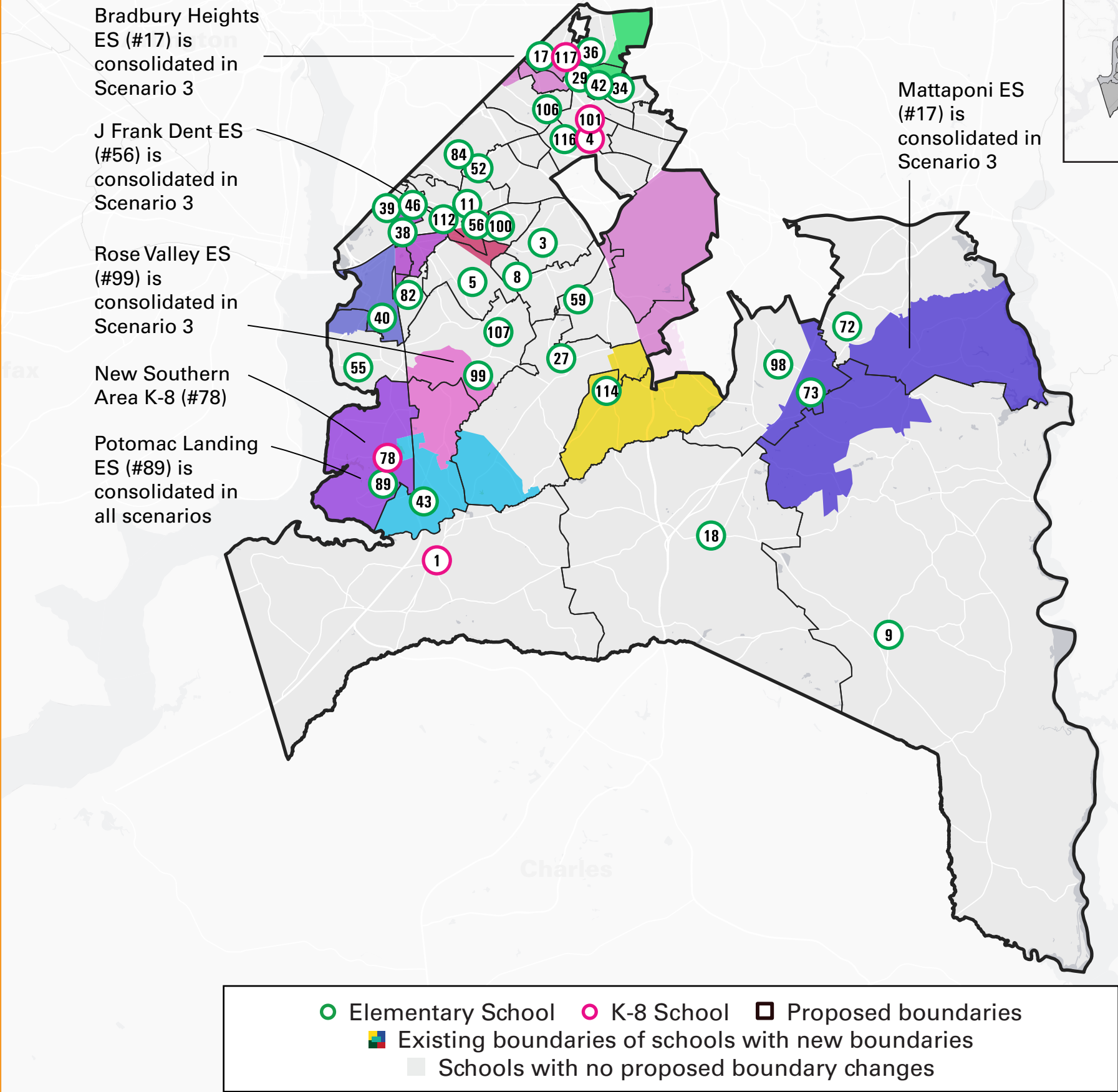
Draft Scenario 3

Legend

School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/82%
- 3. Allenwood ES - 96%/90%
- 4. Andrew Jackson Academy - 64%/77%
- 5. Apple Grove ES - 95%/94%
- 8. Avalon ES - 86%/80%
- 9. Baden ES - 62%/87%
- 11. Barnaby Manor ES - 87%/99%
- 17. Bradbury Heights ES (Consolidated)
- 18. Brandywine ES - 86%/86%
- 27. Clinton Grove ES - 62%/82%
- 29. Concord ES - 81%/87%
- 34. District Heights ES - 78%/84%
- 36. Doswell E Brooks ES - 47%/65%
- 38. Flintstone ES - 100%/82%
- 39. Forest Heights ES - 105%/90%
- 40. Fort Foote ES - 68%/66%
- 42. Francis Scott Key ES - 72%/94%
- 43. Fort Washington Forest Elem - 68%/90%
- 46. Glassmanor ES - 89%/95%
- 52. Hillcrest Heights ES - 67%/75%
- 55. Indian Queen ES - 57%/56%
- 56. J Frank Dent ES (Consolidated)
- 59. James Ryder Randall ES - 81%/113%
- 72. Marlton ES - 61%/76%
- 73. Mattaponi ES (Consolidated)
- 78. New Southern Area K-8 (New school) - 79%
- 82. Oxon Hill ES - 54%/48%
- 84. Panorama ES - 85%/85%
- 89. Potomac Landing ES (Consolidated)
- 98. Rosaryville ES - 55%/92%
- 99. Rose Valley ES (Consolidated)
- 100. Samuel Chase ES - 79%/107%
- 101. Samuel P Massie Academy - 80%/87%
- 106. Suitland ES - 82%/88%
- 107. Tayac ES - 64%/96%
- 112. Valley View ES - 77%/84%
- 114. Waldon Woods ES - 97%/90%
- 116. William Beanes ES - 79%/82%
- 117. William W Hall Academy - 80%/101%

ES Boundaries: South County



Draft Scenario 3

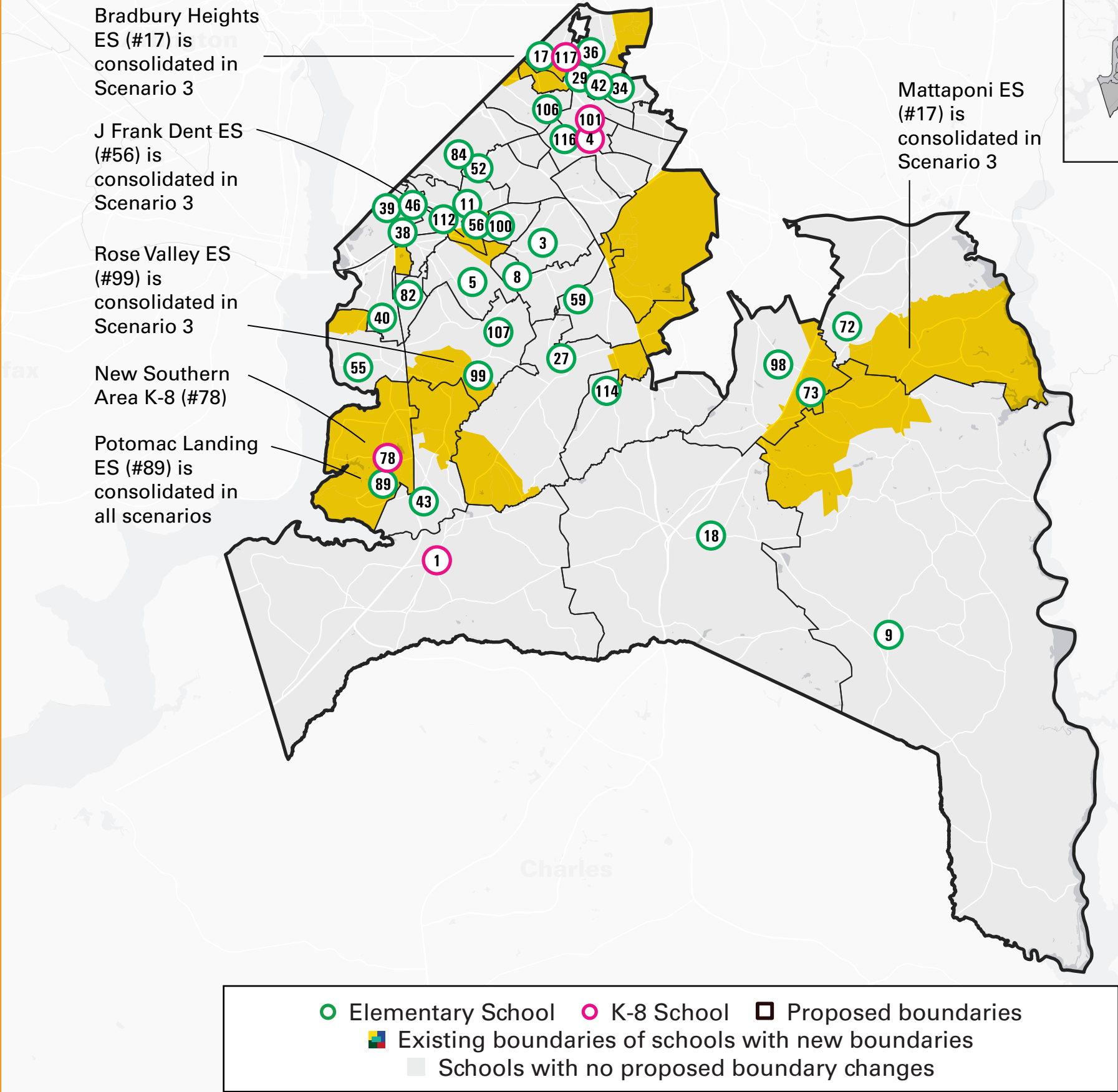
Legend

School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/82%
- 3. Allenwood ES - 96%/90%
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- 101. Samuel P Massie Academy - 80%/87%
- 106. Suitland ES - 82%/88%
- 107. Tayac ES - 64%/96%
- 112. Valley View ES - 77%/84%
- 114. Waldon Woods ES - 97%/90%
- 116. William Beanes ES - 79%/82%
- 117. William W Hall Academy - 80%/101%



ES Boundaries: South County



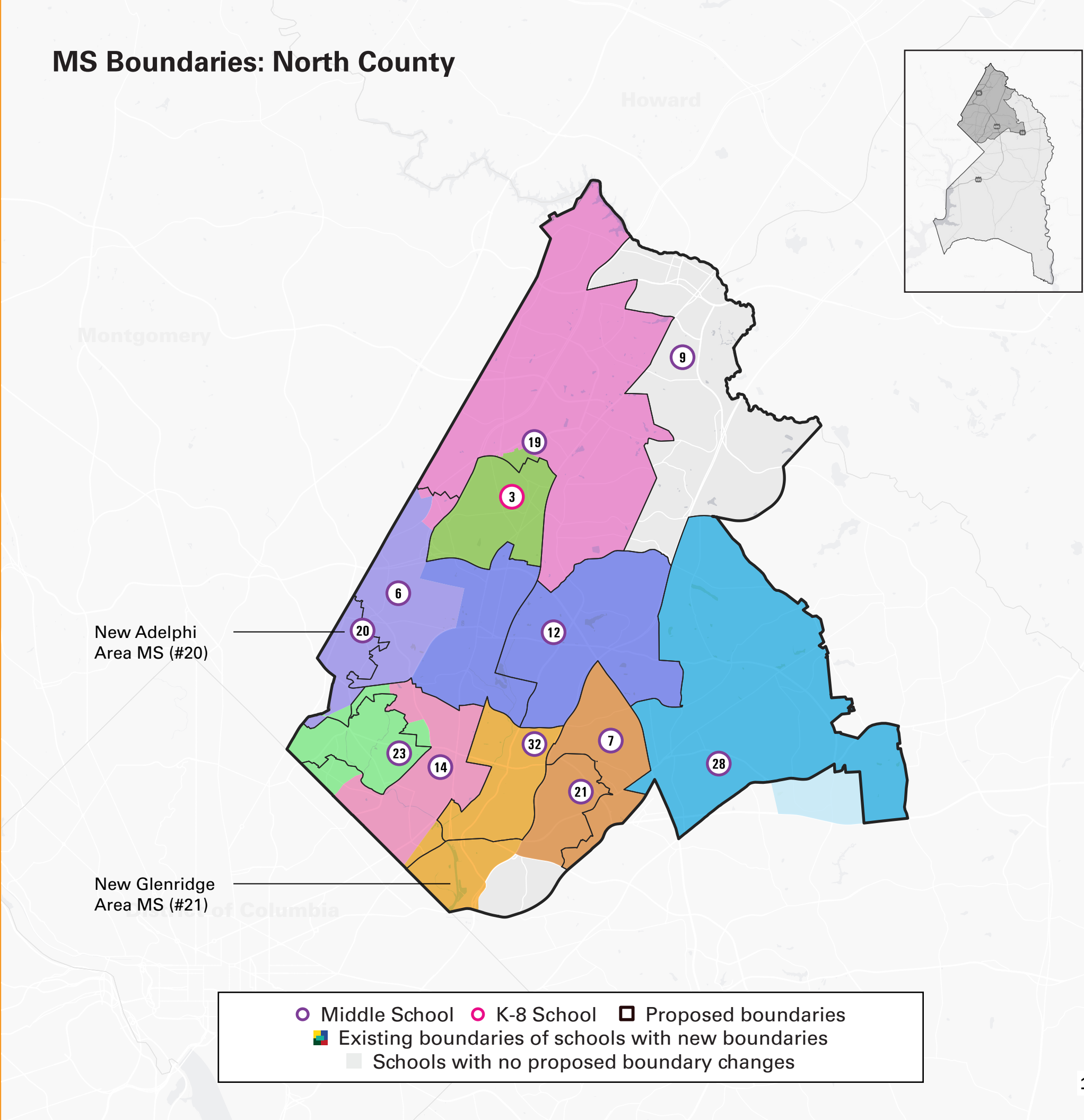
Draft Scenario 3

Legend

School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/82%
- 2. Andrew Jackson Academy - 64%/77%
- 3. Beltsville Academy - 97%/120%
- 4. Benjamin Stoddert MS - 90%/90%
- 5. Benjamin Tasker MS - 99%/87%
- 6. Buck Lodge MS - 99%/86%
- 7. Charles Carroll MS - 109%/94%
- 8. Drew-Freeman MS - 98%/82%
- 9. Dwight D Eisenhower MS - 100%/112%
- 10. Ernest Everett Just MS - 95%/106%
- 11. G James Gholson MS - 103%/109%
- 12. Greenbelt MS - 117%/100%
- 13. Gwynn Park MS - 87%/96%
- 14. Hyattsville MS - 94%/103%
- 15. Isaac J Gourdine MS (Consolidated)
- 16. James Madison MS - 102%/111%
- 17. Kenmoor MS - 105%/90%
- 18. Kettering MS - 84%/89%
- 19. Martin Luther King Jr MS - 118%/115%
- 20. New Adelphi Area MS (New school) - 106%
- 21. New Glenridge Area MS (New school) - 94%
- 22. New Southern Area K-8 (New school) - 79%
- 23. Nicholas Orem MS - 98%/120%
- 24. Oxon Hill MS - 98%/99%
- 25. Samuel P Massie Academy - 80%/87%
- 26. Samuel Ogle MS - 95%/90%
- 27. Stephen Decatur MS - 85%/74%
- 28. Thomas Johnson MS - 110%/111%
- 29. Thurgood Marshall MS - 68%/95%
- 30. Walker Mill MS - 83%/76%
- 31. William W Hall Academy - 80%/101%
- 32. William Wirt MS - 100%/115%

MS Boundaries: North County



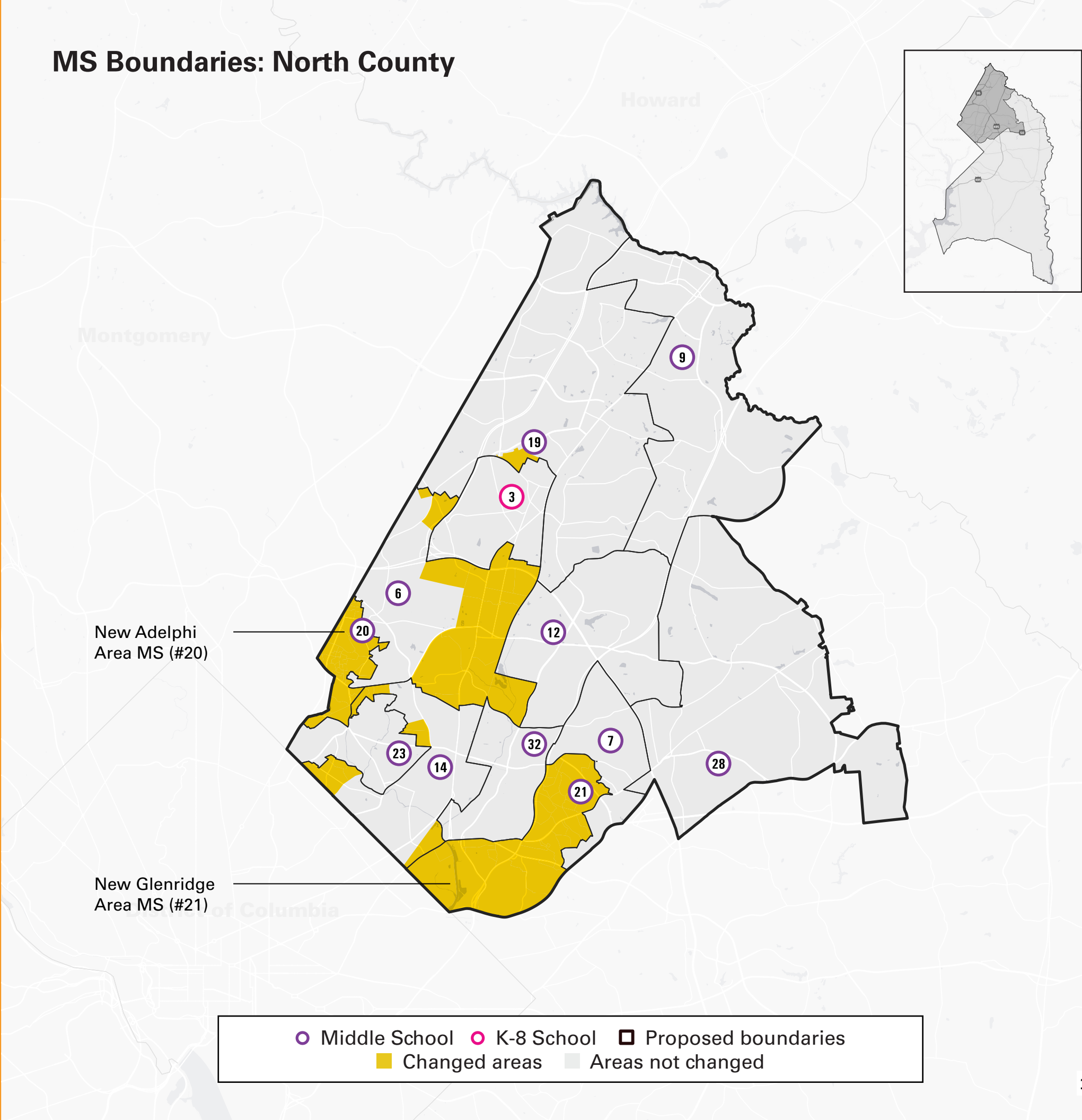
Draft Scenario 3

Legend

School Name - Current/Expected Utilization

- 1. Accokeek Academy - 98%/82%
- 2. Andrew Jackson Academy - 64%/77%
- 3. Beltsville Academy - 97%/120%
- 4. Benjamin Stoddert MS - 90%/90%
- 5. Benjamin Tasker MS - 99%/87%
- 6. Buck Lodge MS - 99%/86%
- 7. Charles Carroll MS - 109%/94%
- 8. Drew-Freeman MS - 98%/82%
- 9. Dwight D Eisenhower MS - 100%/112%
- 10. Ernest Everett Just MS - 95%/106%
- 11. G James Gholson MS - 103%/109%
- 12. Greenbelt MS - 117%/100%
- 13. Gwynn Park MS - 87%/96%
- 14. Hyattsville MS - 94%/103%
- 15. Isaac J Gourdine MS (Consolidated)
- 16. James Madison MS - 102%/111%
- 17. Kenmoor MS - 105%/90%
- 18. Kettering MS - 84%/89%
- 19. Martin Luther King Jr MS - 118%/115%
- 20. New Adelphi Area MS (New school) - 106%
- 21. New Glenridge Area MS (New school) - 94%
- 22. New Southern Area K-8 (New school) - 79%
- 23. Nicholas Orem MS - 98%/120%
- 24. Oxon Hill MS - 98%/99%
- 25. Samuel P Massie Academy - 80%/87%
- 26. Samuel Ogle MS - 95%/90%
- 27. Stephen Decatur MS - 85%/74%
- 28. Thomas Johnson MS - 110%/111%
- 29. Thurgood Marshall MS - 68%/95%
- 30. Walker Mill MS - 83%/76%
- 31. William W Hall Academy - 80%/101%
- 32. William Wirt MS - 100%/115%

MS Boundaries: North County



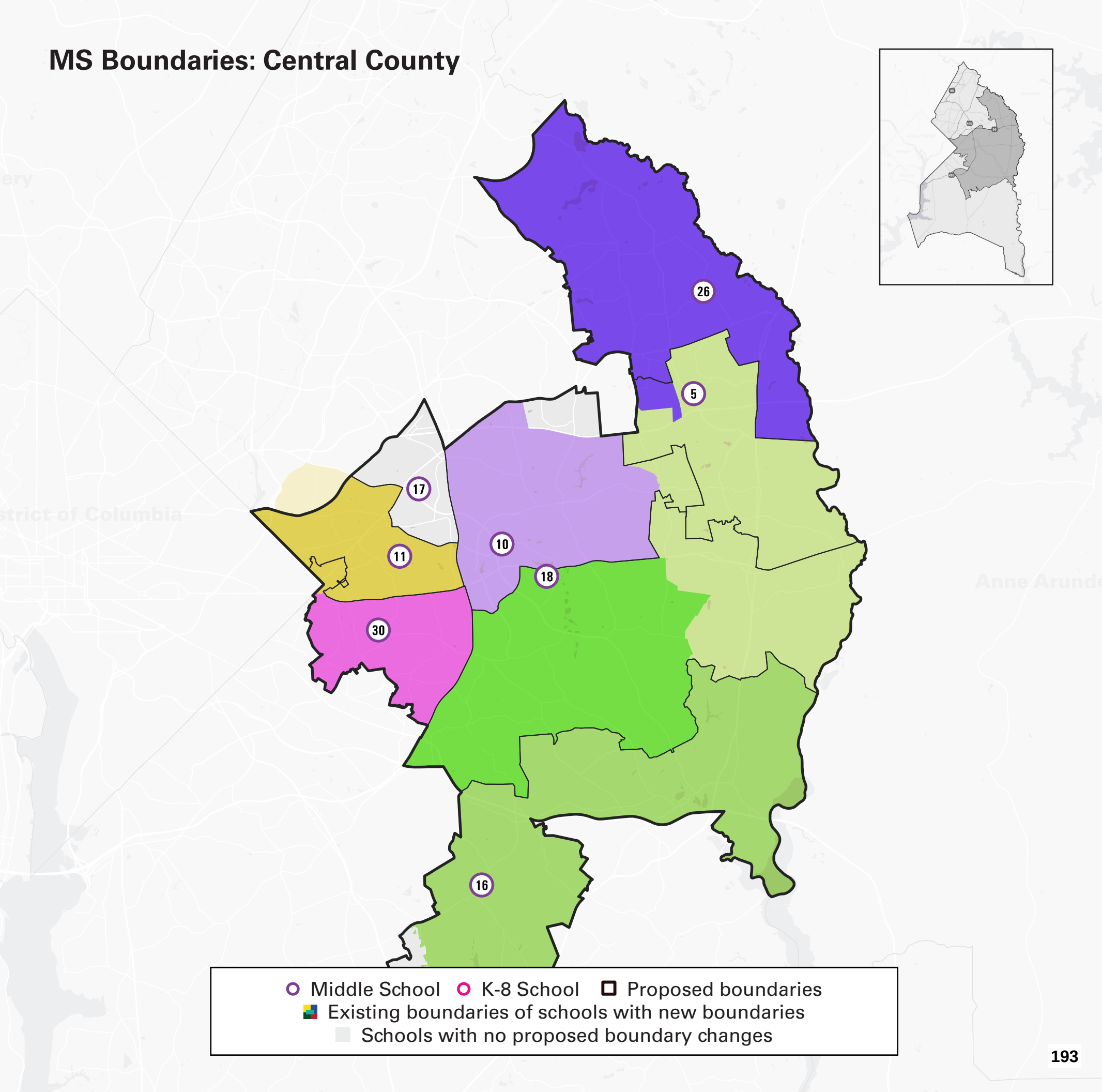
Draft Scenario 3

Legend

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MS Boundaries: Central County



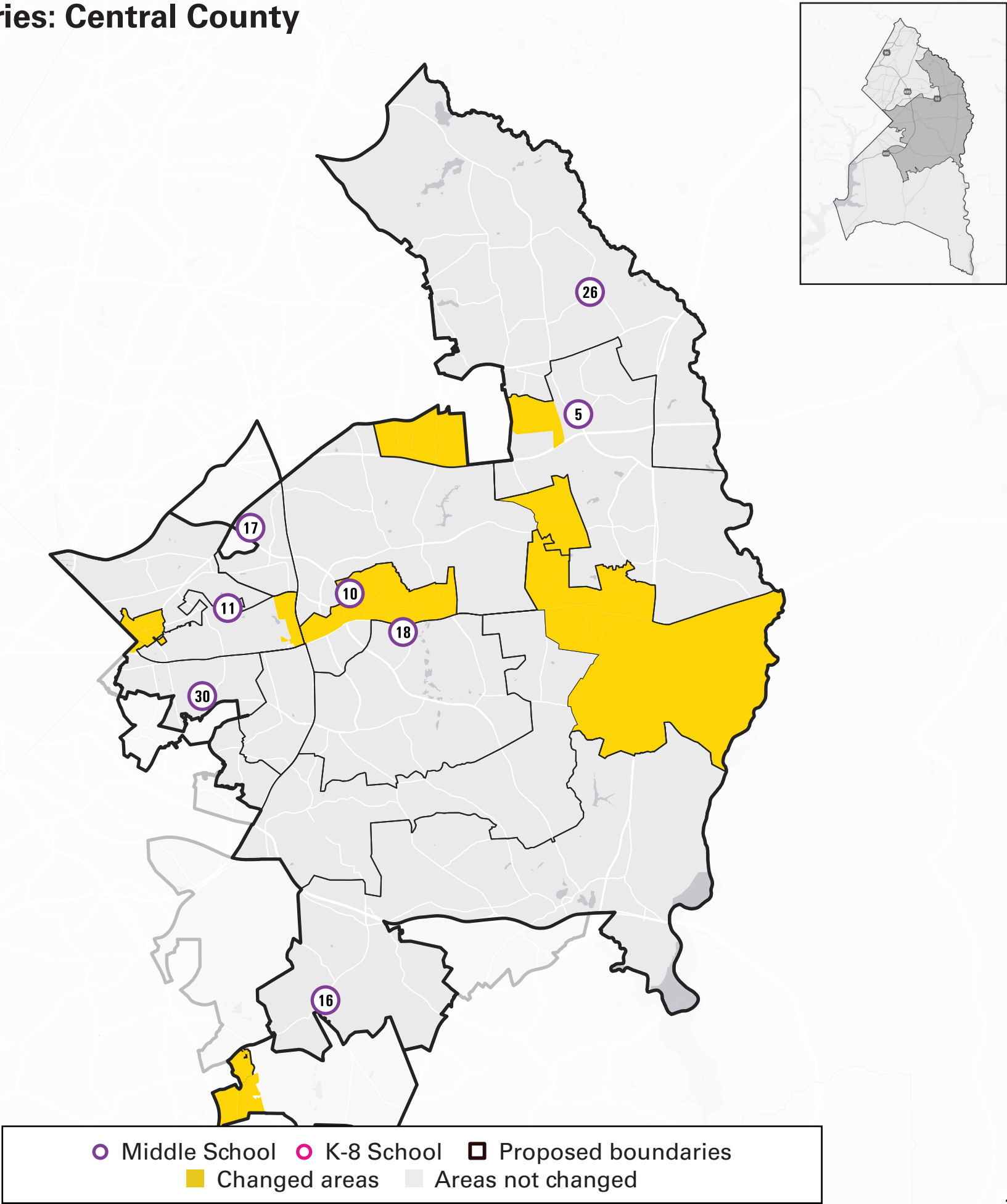
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MS Boundaries: Central County



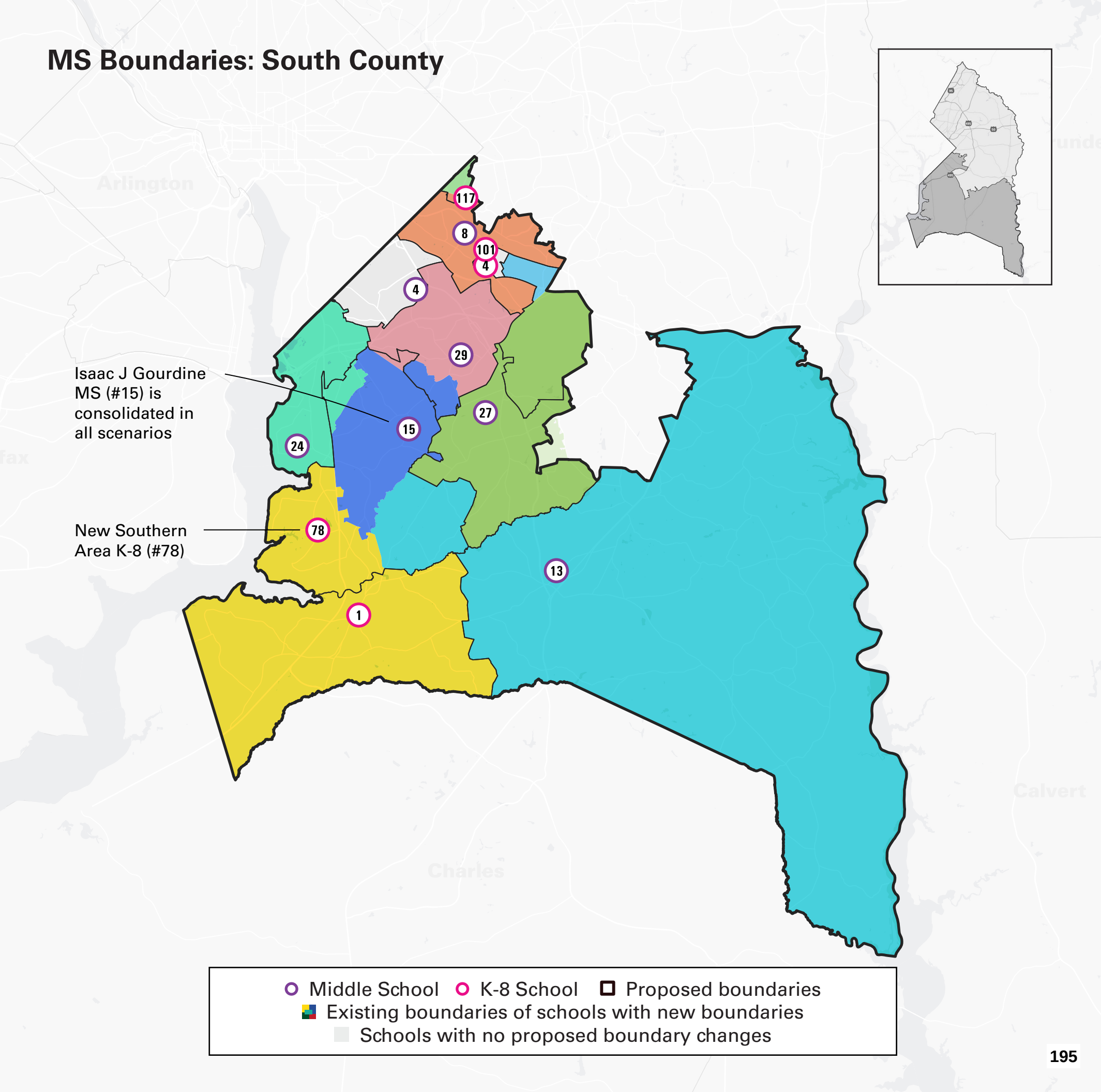
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MS Boundaries: South County



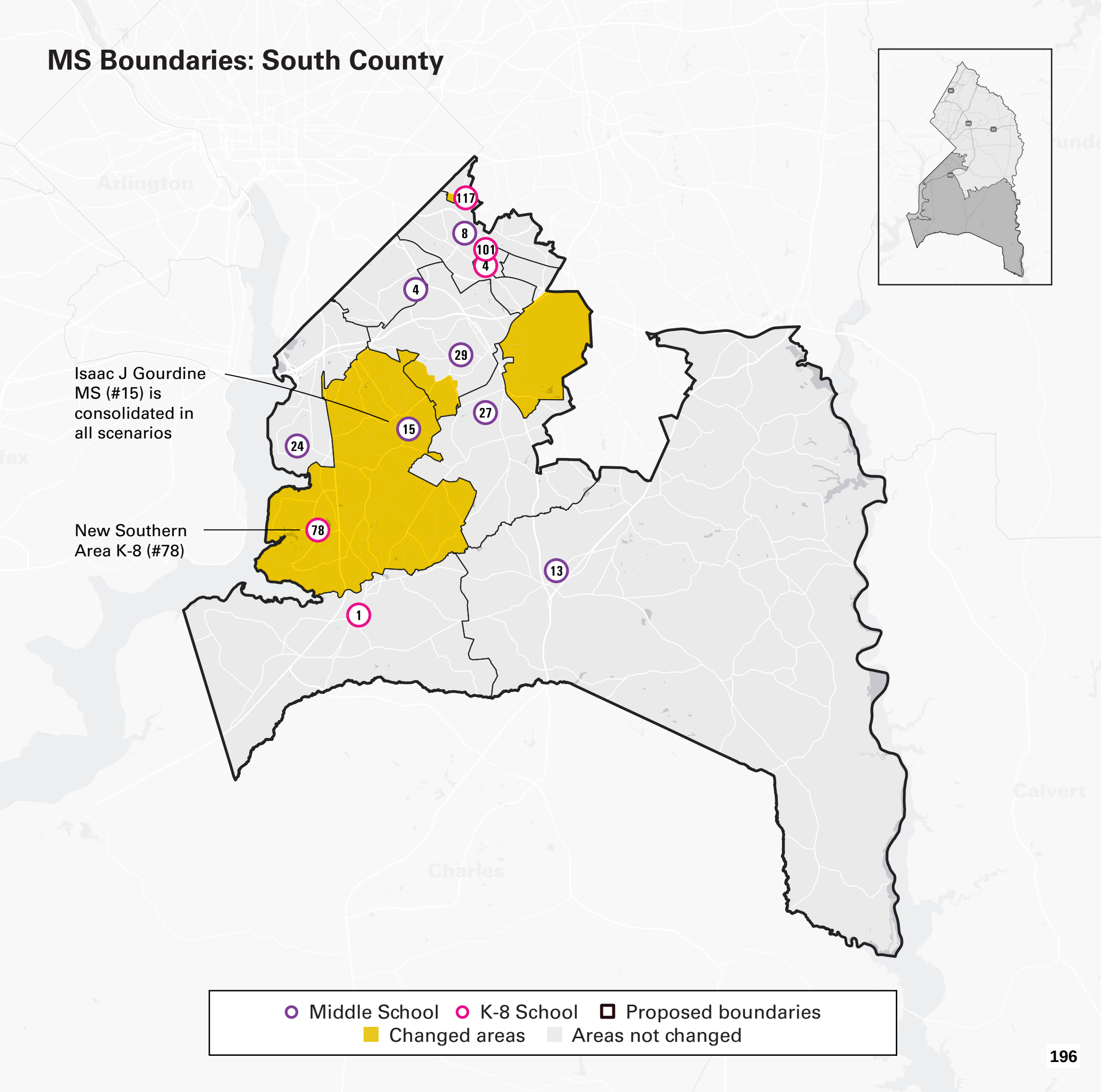
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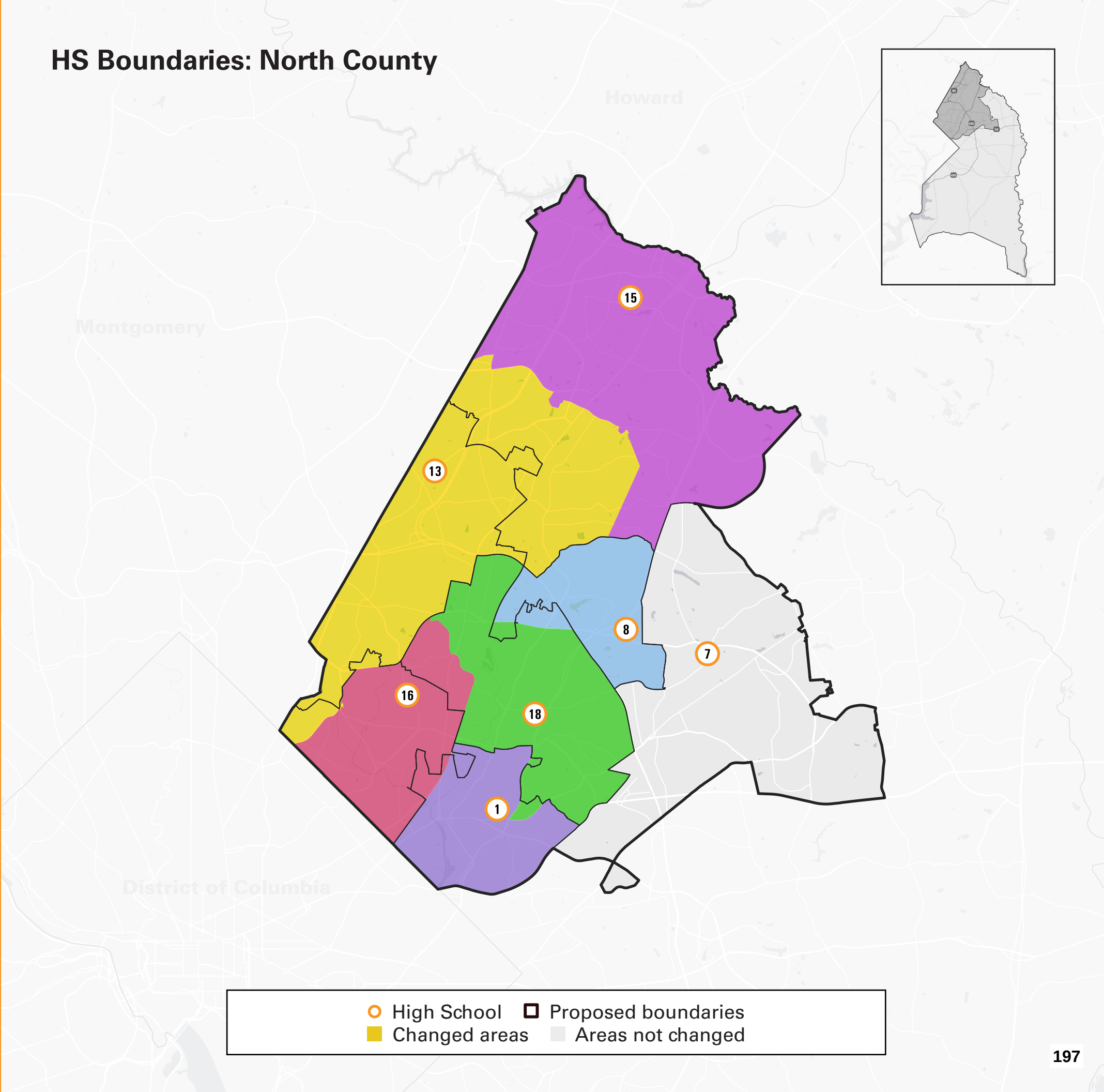
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HS Boundaries: North County



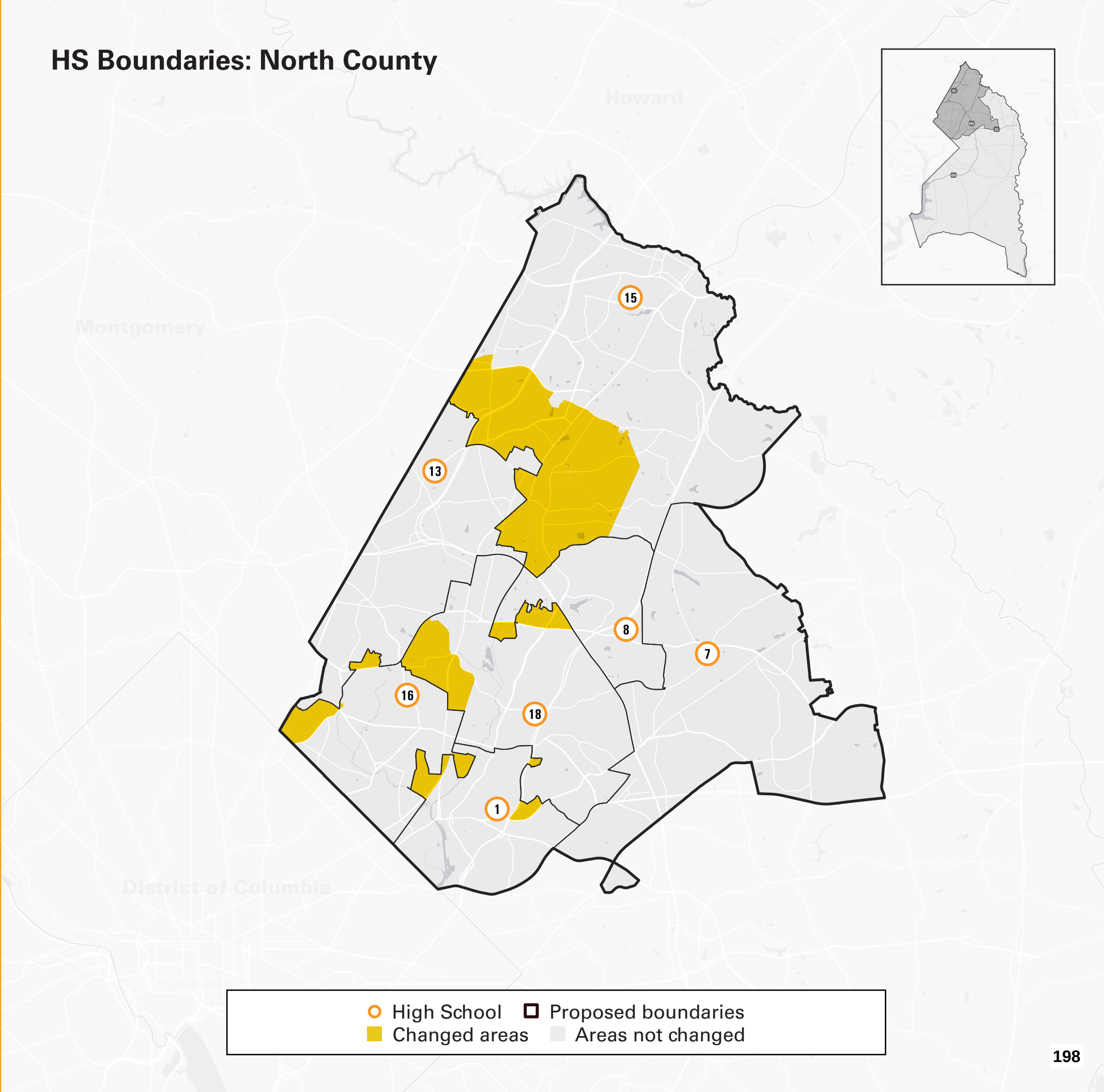
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HS Boundaries: North County



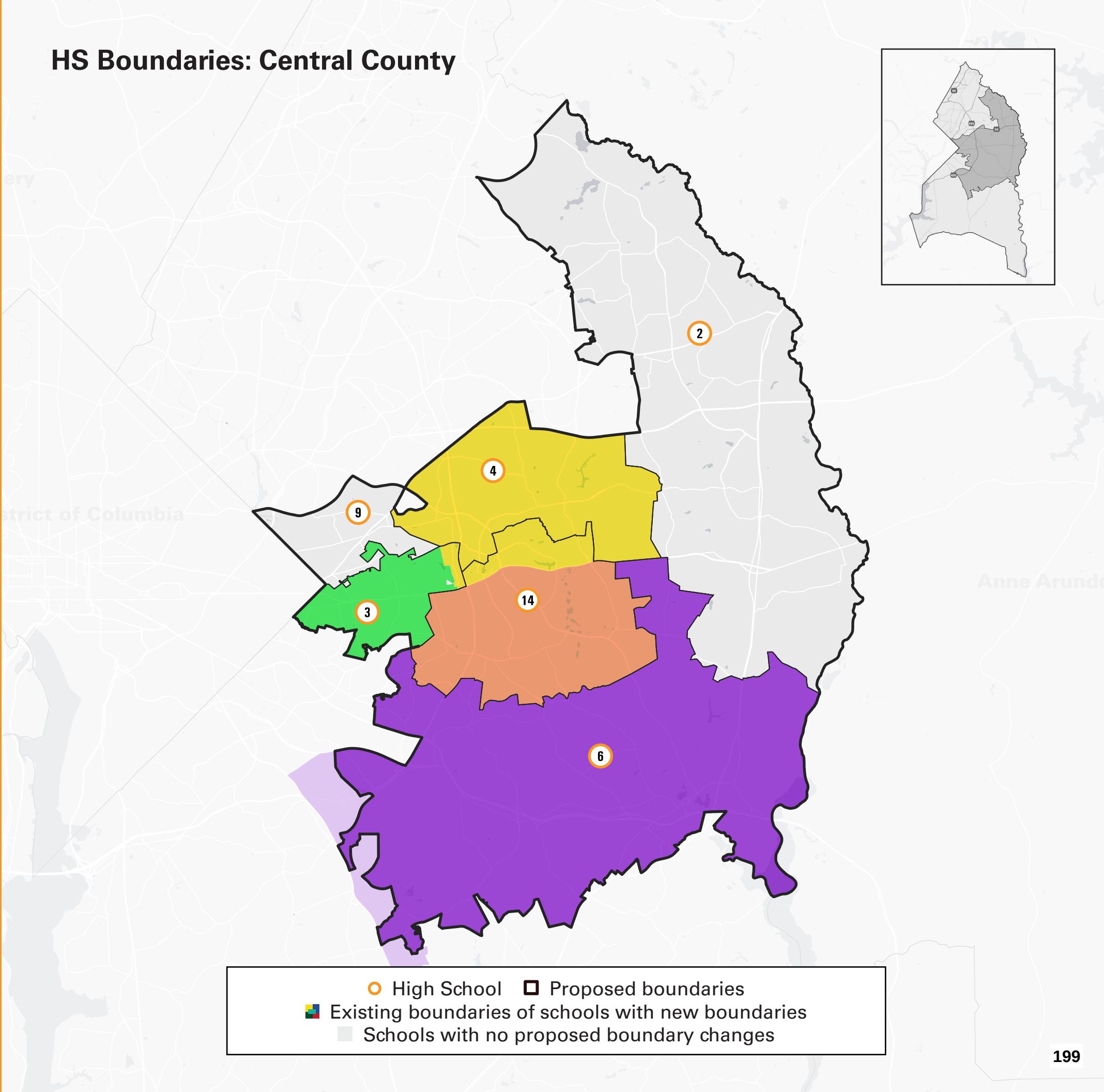
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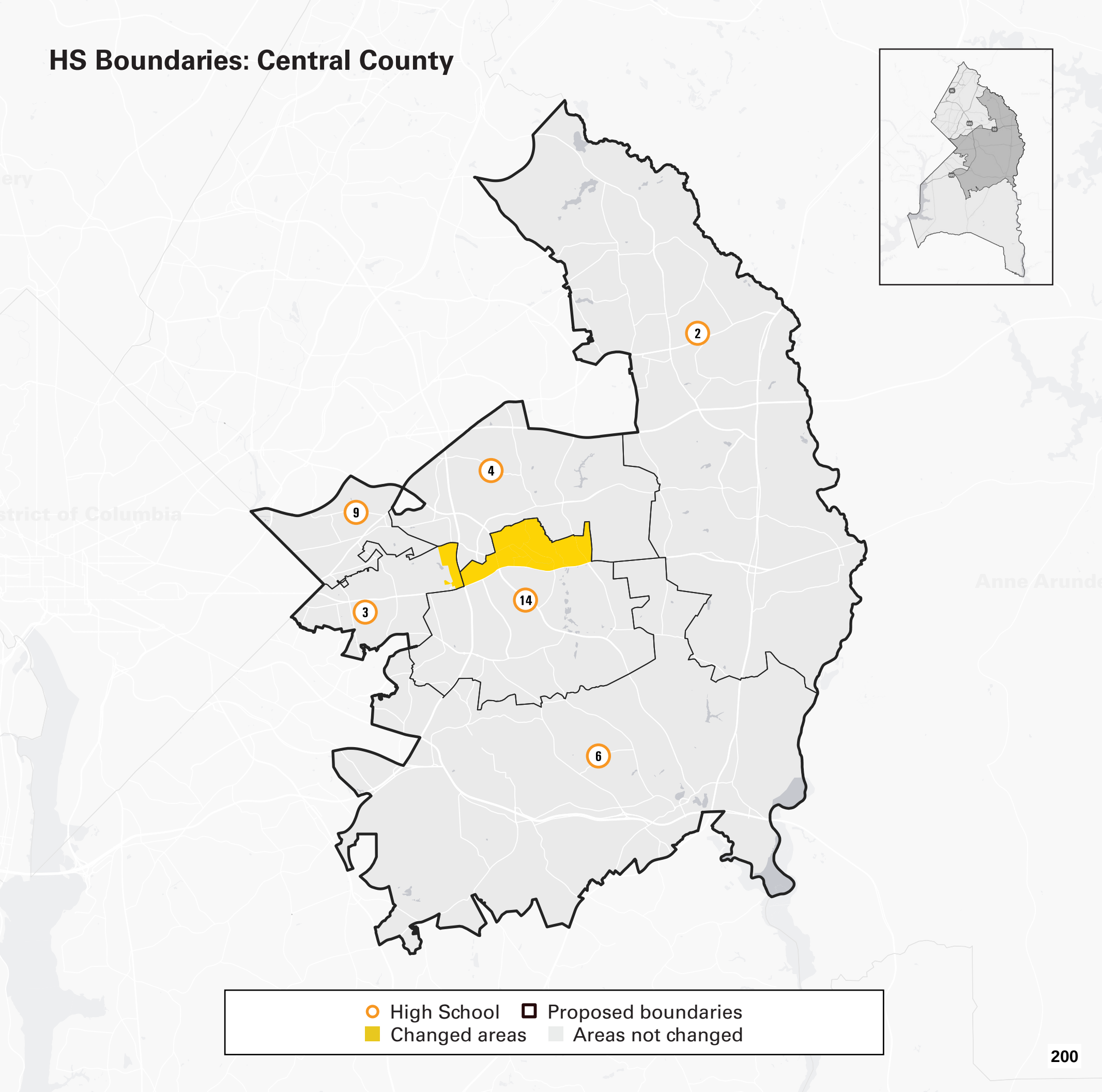
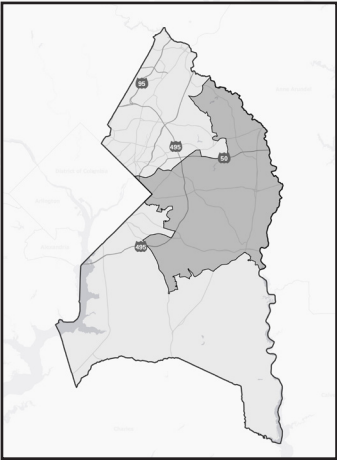
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HS Boundaries: Central County



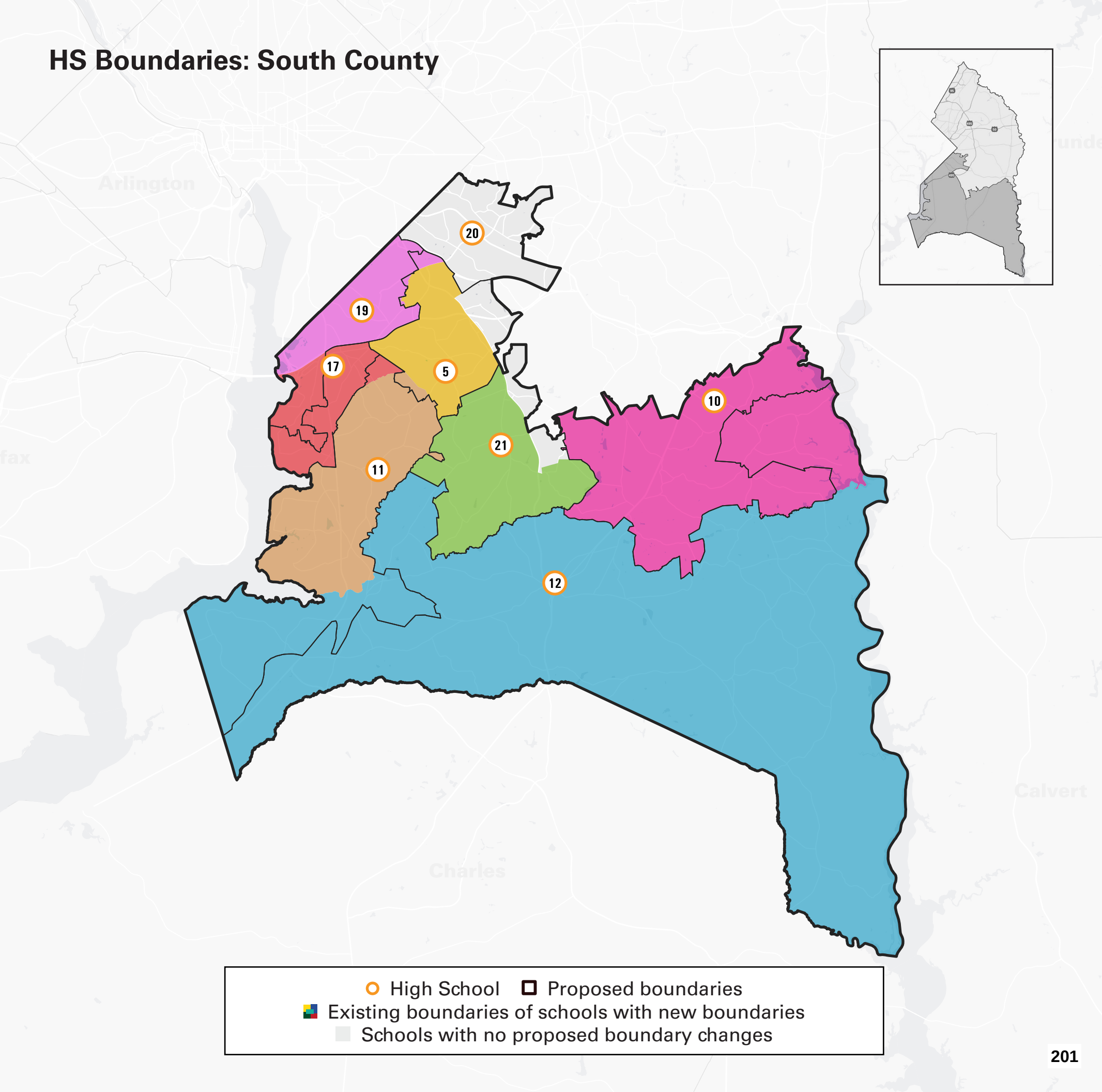
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HS Boundaries: South County



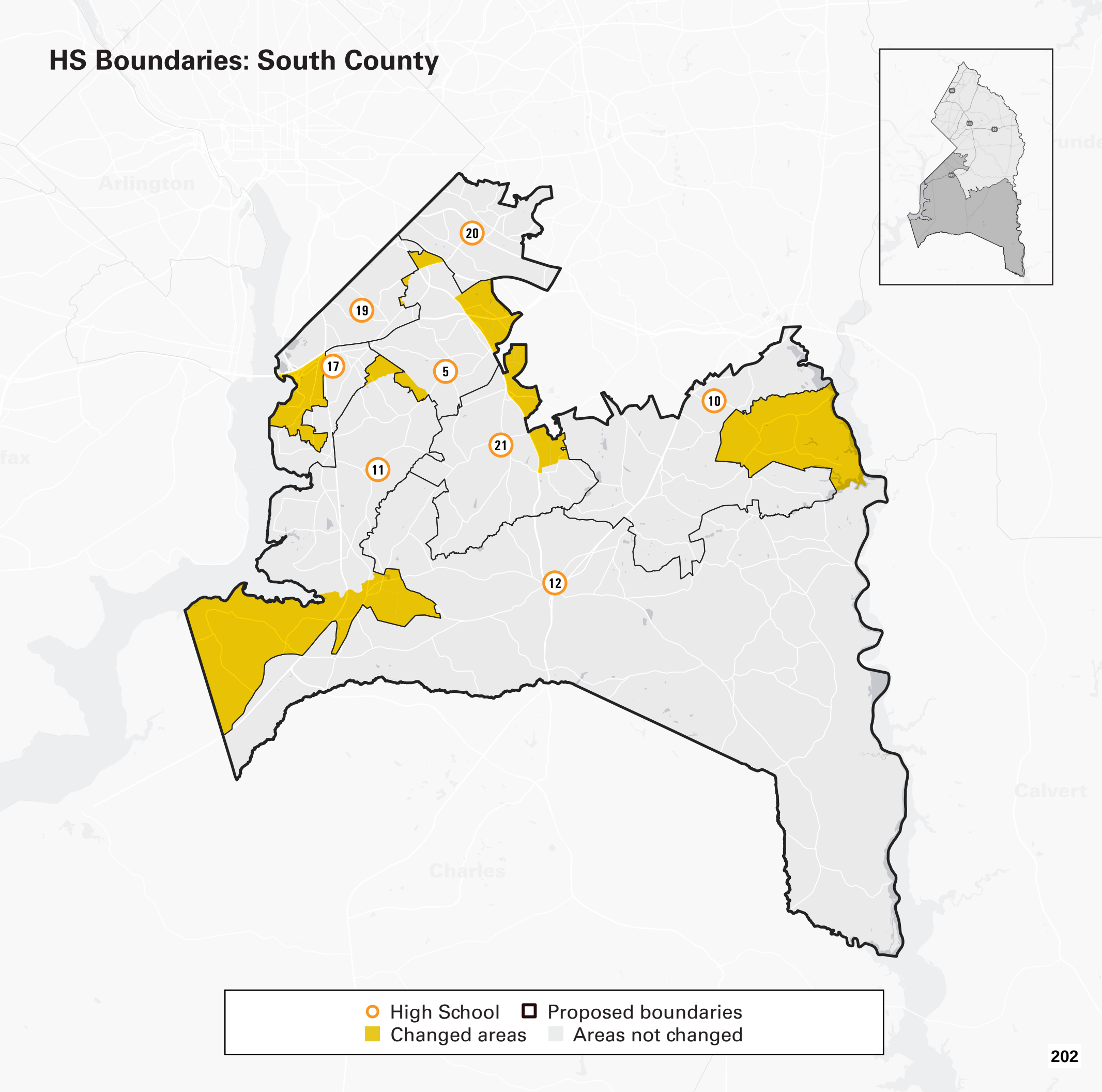
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HS Boundaries: South County



Appendix: Draft Boundary Scenario Data Tables

Draft Boundary Scenario Data Tables

	School Type				Capacity					Total	Total Enrollment with Boundary Changes			SRC Utilization				Utilization with Temps				
School	Existing	S1	S2	S3	Existing SRC	Planned SRC	Planned SRC w/ Temps	S1	S2	S3	Existing (SY19-20)	S1	S2	S3	Existing	S1	S2	S3	Existing	S1	S2	S3
Accokeek Academy	K-8	K-8	K-8	K-8	1,428	1,428	1,678	1,453	1,678	1,678	1,637	1,368	1,368	1,368	115%	96%	96%	96%	98%	94%	82%	82%
Adelphi Elementary	ES	Consolidated Consolidated Consolidated			451	-	-	-	-	-	775	-	-	-	172%	NA	NA	NA	172%	NA	NA	NA
Andrew Jackson Academy	K-8	K-8	K-8	K-8	793	793	793	793	793	793	504	504	504	607	64%	64%	64%	77%	64%	64%	64%	77%
Allenwood Elementary	ES	ES	ES	ES	455	402	402	402	402	402	435	363	363	363	96%	90%	90%	90%	96%	90%	90%	90%
Apple Grove Elementary	ES	ES	ES	ES	541	541	541	541	541	541	512	335	403	509	95%	62%	74%	94%	95%	62%	74%	94%
Ardmore Elementary	ES	ES	ES	ES	523	481	506	481	506	506	435	435	435	589	83%	90%	90%	122%	79%	90%	86%	116%
Arrowhead Elementary	ES	ES	ES	ES	434	541	591	541	591	591	406	406	444	406	94%	75%	82%	75%	84%	75%	75%	69%
Avalon Elementary	ES	ES	ES	ES	435	400	400	400	400	400	374	321	321	321	86%	80%	80%	80%	86%	80%	80%	80%
Baden Elementary	ES	ES	Consolidated	ES	337	337	337	337	-	337	209	215	-	292	62%	64%	NA	87%	62%	64%	NA	87%
Barnaby Manor Elementary	ES	ES	ES	ES	574	551	551	551	551	551	501	501	501	543	87%	91%	91%	99%	87%	91%	91%	99%
Beacon Heights Elementary	ES	ES	ES	ES	362	362	562	387	487	412	461	390	390	390	127%	108%	108%	108%	82%	101%	80%	95%
Beltsville Academy	K-8	K-8	K-8	K-8	848	789	1,139	1,089	964	889	1,162	1,084	1,124	1,066	137%	137%	142%	135%	97%	100%	117%	120%
Berwyn Heights Elementary	ES	ES	ES	ES	429	429	504	504	504	454	473	496	442	522	110%	116%	103%	122%	94%	98%	88%	115%
Bladensburg Elementary	ES	ES	ES	ES	698	698	823	698	748	723	795	688	721	688	114%	99%	103%	99%	97%	99%	96%	95%
Bladensburg High	HS	HS	HS	HS	1,785	1,785	1,835	1,910	1,860	1,860	1,935	1,993	1,921	1,983	108%	112%	108%	111%	105%	104%	103%	107%
Buck Lodge Middle	MS	MS	MS	MS	1,017	1,017	1,317	1,017	1,042	1,017	1,302	858	790	876	128%	84%	78%	86%	99%	84%	76%	86%
Barack Obama Elementary	ES	ES	ES	ES	834	834	834	834	834	834	753	753	630	753	90%	90%	76%	90%	90%	90%	76%	90%
Bond Mill Elementary	ES	ES	ES	ES	479	479	479	479	479	479	507	506	438	506	106%	106%	91%	106%	106%	106%	91%	106%
Bowie High	HS	HS	HS	HS	2,772	2,772	2,922	2,772	2,997	2,922	2,428	2,428	2,428	2,428	88%	88%	88%	88%	83%	88%	81%	83%
Bradbury Heights Elementary	ES	ES	ES	Consolidated	782	719	719	719	719	-	496	447	540	-	63%	62%	75%	NA	63%	62%	75%	NA
Brandywine Elementary	ES	ES	ES	ES	477	477	477	477	477	477	412	381	439	412	86%	80%	92%	86%	86%	80%	92%	86%
Benjamin Stoddert Middle	MS	MS	MS	MS	774	774	774	774	774	774	696	696	696	696	90%	90%	90%	90%	90%	90%	90%	90%
Benjamin Tasker Middle	MS	MS	MS	MS	1,040	1,040	1,040	1,040	1,040	1,040	1,028	1,067	943	903	99%	103%	91%	87%	99%	103%	91%	87%
Calverton Elementary	ES	ES	ES	ES	589	589	864	714	764	639	853	718	774	757	145%	122%	131%	129%	99%	101%	101%	118%
Capitol Heights Elementary	ES	ES	ES	ES	363	363	363	363	363	363	336	336	336	336	93%	93%	93%	93%	93%	93%	93%	93%
Carmody Hills Elementary	ES	ES	ES	ES	451	451	501	451	501	501	423	384	418	402	94%	85%	93%	89%	84%	85%	83%	80%
Carrollton Elementary	ES	ES	ES	ES	559	559	609	609	559	559	623	652	623	623	111%	117%	111%	111%	102%	107%	111%	111%
Charles Carroll Middle	MS	MS	MS	MS	817	817	1,217	992	1,092	992	1,329	934	1,014	931	163%	114%	124%	114%	109%	94%	93%	94%
Central High	HS	HS	HS	HS	1,143	1,143	1,218	1,143	1,193	1,168	798	798	862	822	70%	70%	75%	72%	66%	70%	72%	70%
Clinton Grove Elementary	ES	ES	ES	ES	426	499	499	499	499	499	264	313	341	409	62%	63%	68%	82%	62%	63%	68%	82%
Cherokee Lane Elementary	ES	ES	ES	ES	408	823	948	823	823	823	580	940	803	837	142%	114%	98%	102%	109%	114%	98%	102%
Charles Herbert Flowers High	HS	HS	HS	HS	2,174	2,174	2,299	2,174	2,224	2,224	2,262	2,015	1,944	1,948	104%	93%	89%	90%	98%	93%	87%	88%
Carole Highlands Elementary	ES	ES	ES	ES	535	535	535	535	535	535	515	608	532	654	96%	114%	99%	122%	96%	114%	99%	122%
Chillum Elementary	ES	ES	ES	ES	335	335	335	335	335	335	379	379	305	379	113%	113%	91%	113%	113%	113%	91%	113%
Columbia Park Elementary	ES	ES	ES	ES	515	515	515	515	515	515	546	432	432	432	106%	84%	84%	84%	106%	84%	84%	84%
Concord Elementary	ES	ES	Consolidated	ES	451	451	451	451	-	451	364	300	-	392	81%	67%	NA	87%	81%	67%	NA	87%
Cool Spring Elementary	ES	ES	ES	ES	535	1,093	1,418	1,418	1,193	1,143	912	1,444	1,427	1,344	170%	132%	131%	123%	106%	102%	120%	118%
Cooper Lane Elementary	ES	ES	ES	ES	494	494	519	494	519	494	527	458	467	458	107%	93%	95%	93%	102%	93%	90%	93%
Catherine T Reed Elementary	ES	ES	ES	ES	457	457	507	507	507	482	508	520	468	508	111%	114%	102%	111%	100%	103%	92%	105%
Cora L Rice Elementary	ES	ES	ES	ES	696	838	838	838	838	838	636	636	586	636	91%	76%	70%	76%	91%	76%	70%	76%
Crossland High	HS	HS	HS	HS	1,775	1,775	1,775	1,775	1,775	1,775	974	1,242	1,258	1,235	55%	70%	71%	70%	55%	70%	71%	70%
Doswell E Brooks Elementary	ES	ES	ES	ES	523	471	471	471	471	471	246	337	367	305	47%	72%	78%	65%	47%	72%	78%	65%
Deerfield Run Elementary	ES	ES	ES	ES	570	570	620	620	570	570	617	617	516	617	108%	108%	91%	108%	100%	100%	91%	108%
Dwight D Eisenhower Middle	MS	MS	MS	MS	1,049	1,049	1,049	1,049	1,049	1,049	1,052	1,170	1,208	1,170	100%	112%	115%	112%	100%	112%	115%	112%
District Heights Elementary	ES	ES	ES	ES	515	474	474	474	474	474	403	399	399	399	78%	84%	84%	84%	78%	84%	84%	84%
Dodge Park Elementary	ES	ES	ES	ES	511	511	636	536	636	611	597	524	524	524	117%	103%	103%	103%	94%	98%	82%	86%
Drew-Freeman Middle	MS	MS	MS	MS	890	1,209	1,209	1,209	1,209	1,209	869	1,008	1,039	993	98%	83%	86%	82%	98%	83%	86%	82%
DuVal High	HS	HS	HS	HS	2,258	2,258	2,258	2,258														

Draft Boundary Scenario Data Tables

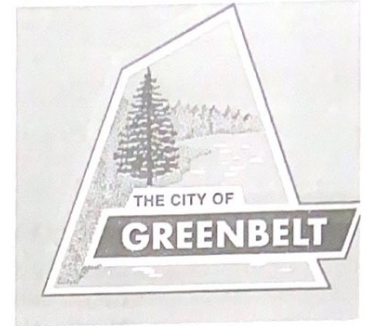
	School Type				Capacity						Total	Total Enrollment with Boundary Changes			SRC Utilization				Utilization with Temps			
School	Existing	S1	S2	S3	Existing SRC	Planned SRC	Planned SRC w/ Temps	S1	S2	S3	Existing (SY19-20)	S1	S2	S3	Existing	S1	S2	S3	Existing	S1	S2	S3
Fort Washington Forest Elem	ES	ES	ES	ES	434	434	434	434	434	434	295	305	407	392	68%	70%	94%	90%	68%	70%	94%	90%
Gaywood Elementary	ES	ES	ES	ES	386	386	611	461	586	511	519	467	584	519	134%	121%	151%	134%	85%	101%	100%	102%
Greenbelt Elementary	ES	ES	ES	ES	568	568	568	568	568	568	605	588	551	615	107%	104%	97%	108%	107%	104%	97%	108%
Greenbelt Middle	MS	MS	MS	MS	1,101	1,101	1,251	1,351	1,351	1,351	1,468	1,351	1,319	1,355	133%	123%	120%	123%	117%	100%	98%	100%
Glenn Dale Elementary	ES	ES	ES	ES	404	380	605	430	530	505	581	396	521	581	144%	104%	137%	153%	92%	92%	98%	115%
G James Gholson Middle	MS	MS	MS	MS	870	870	870	870	870	870	898	1,032	735	944	103%	119%	84%	109%	103%	119%	84%	109%
Glassmanor Elementary	ES	ES	ES	ES	335	335	360	360	360	335	319	319	319	319	95%	95%	95%	95%	89%	89%	89%	95%
Glenridge Elementary	ES	ES	ES	ES	828	828	903	828	903	878	826	807	714	686	100%	97%	86%	83%	91%	97%	79%	78%
Gladys Noon Spellman Elementary	ES	ES	ES	ES	564	473	473	498	548	548	547	475	513	475	97%	100%	108%	100%	97%	95%	94%	87%
Gwynn Park High	HS	HS	HS	HS	1,208	1,208	1,308	1,208	1,208	1,208	961	826	863	836	80%	68%	71%	69%	73%	68%	71%	69%
Gwynn Park Middle	MS	MS	MS	MS	765	765	765	765	765	765	662	731	712	731	87%	96%	93%	96%	87%	96%	93%	96%
High Bridge Elementary	ES	ES	ES	ES	371	461	461	461	461	461	373	510	373	373	101%	111%	81%	81%	101%	111%	81%	81%
Highland Park Elementary	ES	ES	ES	ES	574	452	452	452	452	452	259	275	228	249	45%	61%	50%	55%	45%	61%	50%	55%
High Point High	HS	HS	HS	HS	2,081	2,081	2,456	2,456	2,406	2,181	2,747	2,368	2,486	2,368	132%	114%	119%	114%	112%	96%	103%	109%
Hillcrest Heights Elementary	ES	ES	ES	ES	703	634	634	634	634	634	474	474	474	474	67%	75%	75%	75%	67%	75%	75%	75%
Hollywood Elementary	ES	ES	ES	ES	339	339	364	339	364	364	458	329	338	458	135%	97%	100%	135%	126%	97%	93%	126%
Hyattsville Elementary	ES	ES	ES	ES	406	406	531	406	456	431	508	420	499	508	125%	103%	123%	125%	96%	103%	109%	118%
Hyattsville Middle	MS	MS	MS	MS	787	1,209	1,384	1,209	1,209	1,209	909	1,302	1,247	1,247	116%	108%	103%	103%	94%	108%	103%	103%
Indian Queen Elementary	ES	ES	ES	ES	549	549	549	549	549	549	311	322	270	309	57%	59%	49%	56%	57%	59%	49%	56%
Isaac J Gourdine Middle	MS	Consolidated	Consolidated	Consolidated	824	-	-	-	-	-	611	-	-	-	74%	NA	NA	NA	74%	NA	NA	NA
John H Bayne Elementary	ES	ES	ES	ES	542	542	542	542	542	542	399	367	481	399	74%	68%	89%	74%	74%	68%	89%	74%
J Frank Dent Elementary	ES	ES	ES	Consolidated	365	365	365	365	365	-	284	295	295	-	78%	81%	81%	NA	78%	81%	81%	NA
James H Harrison Elementary	ES	ES	ES	ES	343	410	485	410	460	435	314	290	451	290	92%	71%	110%	71%	75%	71%	98%	67%
James Madison Middle	MS	MS	MS	MS	850	850	850	850	850	850	870	868	933	940	102%	102%	110%	111%	102%	102%	110%	111%
James Mc Henry Elementary	ES	ES	ES	ES	537	537	737	662	712	612	768	675	768	723	143%	126%	143%	135%	104%	102%	108%	118%
James Ryder Randall Elementary	ES	ES	ES	ES	441	474	574	474	574	524	437	437	532	590	99%	92%	112%	124%	81%	92%	93%	113%
Judge Sylvania W Woods, Sr. Elem	ES	ES	ES	ES	719	745	745	745	745	745	761	651	651	651	106%	87%	87%	87%	106%	87%	87%	87%
Kenilworth Elementary	ES	ES	ES	ES	448	448	448	448	448	448	387	387	387	387	86%	86%	86%	86%	86%	86%	86%	86%
Kenmoor Middle	MS	MS	MS	MS	695	1,188	1,413	1,188	1,188	1,188	964	1,068	1,068	1,068	139%	90%	90%	90%	105%	90%	90%	90%
Kettering Elementary	ES	ES	ES	ES	589	589	589	589	589	589	419	419	460	419	71%	71%	78%	71%	71%	71%	78%	71%
Kettering Middle	MS	MS	MS	MS	985	910	910	910	910	910	825	677	736	812	84%	74%	81%	89%	84%	74%	81%	89%
Kingsford Elementary	ES	ES	ES	ES	750	669	669	669	669	669	528	528	528	711	70%	79%	79%	106%	70%	79%	79%	106%
Lake Arbor Elementary	ES	ES	ES	ES	796	757	757	757	757	757	559	559	559	590	70%	74%	74%	78%	70%	74%	74%	78%
Lamont Elementary	ES	ES	ES	ES	503	503	578	503	578	503	543	543	543	543	108%	108%	108%	108%	94%	108%	94%	108%
Largo High	HS	HS	HS	HS	1,365	1,365	1,365	1,365	1,365	1,365	872	1,118	1,165	1,161	64%	82%	85%	85%	64%	82%	85%	85%
Laurel Elementary	ES	ES	ES	ES	493	493	593	593	518	518	619	588	476	619	126%	119%	97%	126%	104%	99%	92%	119%
Laurel High	HS	HS	HS	HS	1,867	1,867	2,017	2,017	2,017	2,017	1,943	2,101	2,073	2,101	104%	113%	111%	113%	96%	104%	103%	104%
Lewisdale Elementary	ES	ES	ES	ES	471	471	646	571	571	496	699	600	539	527	148%	127%	114%	112%	108%	105%	94%	106%
Longfields Elementary	ES	ES	ES	ES	474	474	474	474	474	474	296	274	376	274	62%	58%	79%	58%	62%	58%	79%	58%
Langley- Pk McCormick Elementary	ES	ES	ES	ES	486	486	711	586	661	561	890	639	776	724	183%	131%	160%	149%	125%	109%	117%	129%
Magnolia Elementary	ES	ES	ES	ES	449	449	499	449	499	499	514	449	471	436	114%	100%	105%	97%	103%	100%	94%	87%
Marlton Elementary	ES	ES	ES	ES	489	489	489	489	489	489	299	339	391	372	61%	69%	80%	76%	61%	69%	80%	76%
Mary Harris "Mother" Jones Elem	ES	ES	ES	ES	769	769	869	869	769	769	1,091	947	893	942	142%	123%	116%	122%	126%	109%	116%	122%
Mattaponi Elementary	ES	ES	ES	Consolidated	458	458	458	458	458	-	360	320	395	-	79%	70%	86%	NA	79%	70%	86%	NA
Melwood Elementary	ES	ES	ES	ES	633	633	633	633	633	633	447	447	439	560	71%	71%	69%	88%	71%	71%	69%	88%
Martin Luther King Jr Middle	MS	MS	MS	MS	850	850	850	850	850	850	1,003	993	951	979	118%	117%	112%	115%	118%	117%	112%	115%
Montpelier Elementary	ES	ES	ES	ES	609	609	659	609	609	609	604	604	581	604	99%	99%	95%	99%	92%	99%	95%	99%
Mt Rainier Elementary	ES	ES	ES	ES	406	406	406	406	406	406	350	396	396	396	86%	98%	98%	98%	86%	98		

Draft Boundary Scenario Data Tables

	School Type				Capacity					Total	Total Enrollment with Boundary Changes			SRC Utilization				Utilization with Temps				
School	Existing	S1	S2	S3	Existing SRC	Planned SRC	Planned SRC w/ Temps	S1	S2	S3	Existing (SY19-20)	S1	S2	S3	Existing	S1	S2	S3	Existing	S1	S2	S3
Panorama Elementary	ES	ES	ES	ES	691	691	691	691	691	691	587	587	587	587	85%	85%	85%	85%	85%	85%	85%	85%
Parkdale High	HS	HS	HS	HS	2,288	2,288	2,413	2,413	2,388	2,363	2,354	2,557	2,467	2,537	103%	112%	108%	111%	98%	106%	103%	107%
Patuxent Elementary	ES	ES	ES	ES	451	451	451	451	451	451	293	293	416	436	65%	65%	92%	97%	65%	65%	92%	97%
Perrywood Elementary	ES	ES	ES	ES	800	800	800	800	800	800	593	593	599	678	74%	74%	75%	85%	74%	74%	75%	85%
Port Towns Elementary	ES	ES	ES	ES	809	809	1,009	959	934	859	1,132	982	982	982	140%	121%	121%	121%	112%	102%	105%	114%
Potomac Landing Elementary	ES	Consolidated	Consolidated	Consolidated	454	-	-	-	-	-	382	-	-	-	84%	NA	NA	NA	84%	NA	NA	NA
Potomac High	HS	HS	HS	HS	1,915	1,915	1,915	1,915	1,915	1,915	1,196	1,346	1,370	1,327	62%	70%	72%	69%	62%	70%	72%	69%
Pointer Ridge Elementary	ES	ES	Consolidated	Consolidated	596	596	596	596	-	-	298	325	-	-	50%	55%	NA	NA	50%	55%	NA	NA
Princeton Elementary	ES	ES	ES	ES	448	448	448	448	448	448	366	318	318	353	82%	71%	71%	79%	82%	71%	71%	79%
Robert Frost Elementary	ES	ES	ES	ES	309	309	334	334	334	334	287	341	303	287	93%	110%	98%	93%	86%	102%	91%	86%
Robert R Gray Elementary	ES	ES	ES	ES	808	765	765	765	765	765	399	448	474	398	49%	59%	62%	52%	49%	59%	62%	52%
Ridgecrest Elementary	ES	ES	ES	ES	693	693	793	693	743	693	690	605	738	605	100%	87%	106%	87%	87%	87%	99%	87%
Riverdale Elementary	ES	ES	ES	ES	563	563	663	663	588	563	719	688	627	695	128%	122%	111%	123%	108%	104%	107%	123%
Rockledge Elementary	ES	ES	ES	ES	454	454	454	454	454	454	337	375	470	375	74%	83%	104%	83%	74%	83%	104%	83%
Rogers Heights Elementary	ES	ES	ES	ES	610	610	785	735	685	635	820	740	636	689	134%	121%	104%	113%	104%	101%	93%	109%
Rosa L Parks Elementary	ES	ES	ES	ES	810	501	501	501	501	501	674	582	456	582	83%	116%	91%	116%	83%	116%	91%	116%
Rosaryville Elementary	ES	ES	ES	ES	783	660	660	660	660	660	428	428	559	607	55%	65%	85%	92%	55%	65%	85%	92%
Rose Valley Elementary	ES	ES	Consolidated	Consolidated	428	428	428	428	-	-	354	354	-	-	83%	83%	NA	NA	83%	83%	NA	NA
Samuel Chase Elementary	ES	ES	ES	ES	383	383	408	383	383	383	324	324	324	409	85%	85%	85%	107%	79%	85%	85%	107%
Samuel P Massie Academy	K-8	K-8	K-8	K-8	769	708	708	708	708	708	614	614	614	614	80%	87%	87%	87%	80%	87%	87%	87%
Stephen Decatur Middle	MS	MS	MS	MS	901	901	901	901	901	901	769	769	769	667	85%	85%	85%	74%	85%	85%	85%	74%
Seabrook Elementary	ES	ES	ES	ES	409	409	434	434	434	409	316	428	428	389	77%	105%	105%	95%	73%	99%	99%	95%
Seat Pleasant Elementary	ES	ES	ES	ES	354	354	404	354	404	379	395	303	301	361	112%	86%	85%	102%	98%	86%	75%	95%
Springhill Lake Elementary	ES	ES	ES	ES	561	698	1,023	848	998	798	891	810	891	891	159%	116%	128%	128%	101%	96%	89%	112%
Samuel Ogle Middle	MS	MS	MS	MS	935	935	935	935	935	935	885	849	879	846	95%	91%	94%	90%	95%	91%	94%	90%
Scotchtown Hills Elementary	ES	ES	ES	ES	790	660	685	660	685	685	678	615	683	584	86%	93%	103%	88%	83%	93%	100%	85%
Suitland Elementary	ES	ES	ES	ES	702	648	648	648	648	648	578	506	506	569	82%	78%	78%	88%	82%	78%	78%	88%
Suitland High	HS	HS	HS	HS	2,447	2,269	2,394	2,269	2,269	2,269	1,902	1,902	1,862	1,902	78%	84%	82%	84%	74%	84%	82%	84%
Surrattsville High	HS	HS	HS	HS	1,237	1,237	1,237	1,237	1,237	1,237	705	869	879	859	57%	70%	71%	69%	57%	70%	71%	69%
Tayac Elementary	ES	ES	ES	ES	545	545	545	545	545	545	347	405	501	524	64%	74%	92%	96%	64%	74%	92%	96%
Templeton Elementary	ES	ES	ES	ES	565	565	840	665	640	590	942	714	714	714	167%	126%	126%	126%	112%	107%	112%	121%
Tulip Grove Elementary	ES	ES	ES	ES	457	457	457	457	457	457	349	437	437	437	76%	96%	96%	96%	76%	96%	96%	96%
Thomas Johnson Middle	MS	MS	MS	MS	1,030	1,030	1,155	1,155	1,080	1,080	1,269	1,233	1,248	1,204	123%	120%	121%	117%	110%	107%	116%	111%
Thurgood Marshall Middle	MS	MS	MS	MS	923	923	923	923	923	923	625	877	947	881	68%	95%	103%	95%	68%	95%	103%	95%
Thomas S Stone Elementary	ES	ES	ES	ES	638	638	913	663	688	663	557	652	631	557	87%	102%	99%	87%	61%	98%	92%	84%
University Park Elementary	ES	ES	ES	ES	565	565	690	690	615	590	522	675	580	658	92%	119%	103%	116%	76%	98%	94%	112%
Vansville Elementary	ES	ES	ES	ES	836	794	794	794	794	794	775	885	839	834	93%	111%	106%	105%	93%	111%	106%	105%
Valley View Elementary	ES	ES	ES	ES	541	541	541	541	541	541	416	416	416	457	77%	77%	77%	84%	77%	77%	77%	84%
Waldon Woods Elementary	ES	ES	ES	ES	568	568	593	593	593	568	577	573	497	510	102%	101%	88%	90%	97%	97%	84%	90%
William Beanes Elementary	ES	ES	ES	ES	560	560	610	560	610	585	481	481	481	481	86%	86%	86%	86%	79%	86%	79%	82%
William W Hall Academy	K-8	K-8	K-8	K-8	709	643	643	643	643	643	566	566	566	649	80%	88%	88%	101%	80%	88%	88%	101%
Whitehall Elementary	ES	ES	ES	ES	411	411	636	461	561	511	653	418	527	527	159%	102%	128%	128%	103%	91%	94%	103%
Walker Mill Middle	MS	MS	MS	MS	850	1,199	1,199	1,199	1,199	1,199	705	820	1,126	908	83%	68%	94%	76%	83%	68%	94%	76%
Woodmore Elementary	ES	ES	ES	Consolidated	570	540	540	540	540	-	473	543	518	-	83%	101%	96%	NA	83%	101%	96%	NA
Woodridge Elementary	ES	ES	ES	ES	337	337	362	337	362	362	324	285	370	285	96%	85%	110%	85%	90%	85%	102%	79%
William Paca Elementary	ES	ES	ES	ES	601	601	601	601	601	601	619	619	619	619	103%	103%	103%	103%	103%	103%	103%	103%
William Wirt Middle	MS	MS	MS	MS	850	1,188	1,563	1,188	1,188	1,188	1,222	1,321	1,248	1,363	144%	111%	105%	115%	100%	111%	105%	115%
Yorktown Elementary	ES	ES	ES	ES	457	457	457	457	457	457	403	403	403	403	88%	88%	88%	88%	88%	88%	88%	88%

CITY OF GREENBELT

25 CRESCENT ROAD, GREENBELT, MD. 20770-1886



Mr. Joshua Thomas, School Board Representative
and
Dr. Monica Goldson, Superintendent
Prince George's County Public Schools
Sasscer Administration Building
14201 School Lane
Upper Marlboro, MD 20772

CITY COUNCIL

Colin A. Byrd, Mayor
Emmett V. Jordan, Mayor Pro Tem
Judith F. Davis
Leta M. Mach
Silke I. Pope
Edward V.J. Putens
Rodney M. Roberts

December 10, 2019

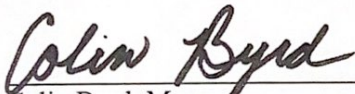
Dear Representative Thomas and Dr. Goldson,

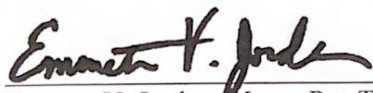
The Greenbelt City Council extends sincere appreciation for your securing placement and transportation for Greenbelt Station Subdivision students to attend Greenbelt Elementary School, Greenbelt Middle School, and Eleanor Roosevelt High School.

Thank you for taking time to meet with the Greenbelt City Council, listen to our residents, and work with the School Board to implement both temporary and longer-term solutions to address a long-standing issue.

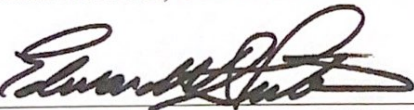
If the City of Greenbelt can be of assistance to you, please do not hesitate to contact City Council or City Manager Nicole Ard. We look forward to continued progress as the City and Prince George's County Public Schools work together to meet the needs of our students and their families.

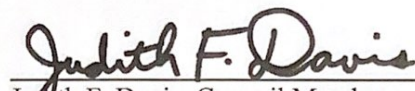
Sincerely,

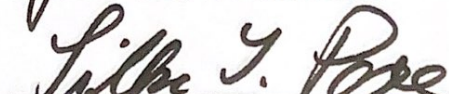

Colin Byrd, Mayor

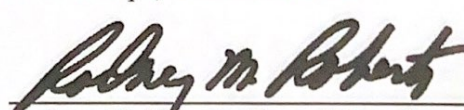

Emmett V. Jordan, Mayor Pro-Tem


Leta M. Mach, Council Member


Edward V.J. Putens, Council Member


Judith F. Davis, Council Member


Silke I. Pope, Council Member


Rodney M. Roberts, Council Member

A NATIONAL HISTORIC LANDMARK

(301) 474-8000 FAX: (301) 441-8248

www.greenbeltmd.gov



cc: County Executive Angela Alsobrooks
Honorable Todd Turner
City Council
Nicole Ard, City Manager
David Moran, Assistant City Manager
Dr. Liz Park, Director of Greenbelt CARES