



DRAFT

Academic & Community Excellence

Central Area Quadrant

Community Dialogue Results

October 2008

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Summary

The community dialogue for the Central Quadrant Planning Area was held on October 1st, 2008 at Twin Lakes Middle School.

The purpose of this dialogue was to gain broad-based input regarding facility scenarios as developed by the Quadrant Working Committee. Approximately 225 community members, district officials, administrators and staff, business representatives, and other educational stakeholders and supporters were in attendance.

DeJONG-RICHTER gave a brief presentation including information on the scenarios, specific planning concepts, and the proposed recommendations. Participants also filled out questionnaires as individuals and then engaged in a consensus building group exercise using the same questionnaire. The questionnaire was designed to elicit opinions on possible facility recommendations. Ultimately, the data gathered from this Dialogue will be used to develop final options to be presented to the School Board for their approval. This document represents the results of the questionnaires completed and collected at the October 1st Community Dialogue. Each question's answers are illustrated by table and all comments are included in their entirety as well.

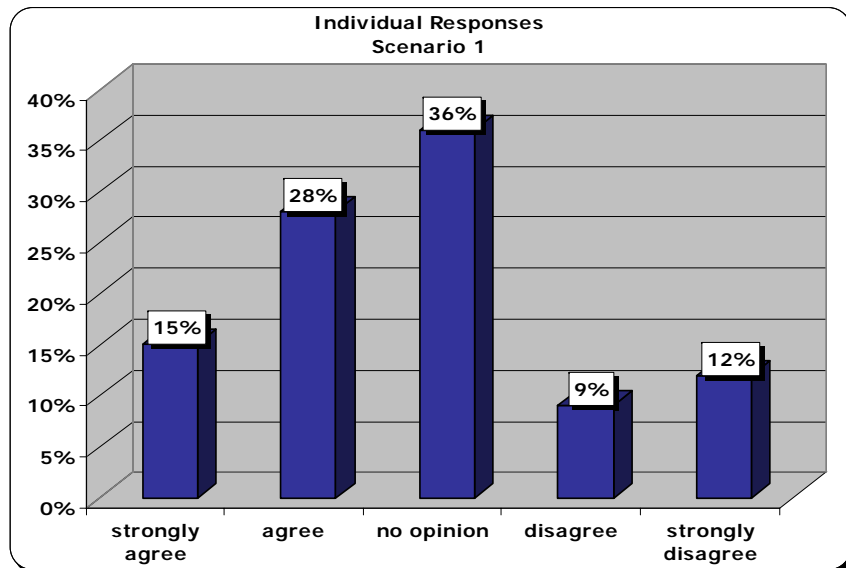


Scenario One

Add 200 student capacity addition to Beauclerc ES, Build K-8 at AAA Site; adjust boundaries for Beauclerc ES, Crown Point ES, and Mandarin ES to balance utilization

Individual Questionnaire

Individual Questionnaire	
	Scenario one
strongly agree	15%
agree	28%
no opinion	36%
disagree	9%
strongly disagree	12%



Comments

- Concerned about the add 200 to Beauclerc
- Beauclerc can not handle 200 more students. There are no class rooms and parking. The boundaries should change to reflect that Beauclerc and Kings Trail. Many of our students already live in the Kings Trail area. No room to grow 6 portables that takes up the playground area
- Infrastructure won't handle this at Beauclerc. Change boundaries to send more to Kings Trail
- Infrastructure will not handle 200 more. Suggestion-realign boundary with Kings Trail. Some neighborhoods currently in Beauclerc's district are actually closer to kings Trail
- Beauclerc has absolutely no room for any for students. No land, no parking, and no room for any more portables. Many of Beauclerc's students are much closer to Kings Trail Elem. And are bused to us!
- Time factor. How many years to get AAA and addition?
- No new development in the area. Need to fix capacity number 200 building addition to Beauclerc
- Beauclerc – restate as Add to facility or build at Beauclerc
- Don't like the idea of k-8; also, close to Twin Lakes Elem. And Middle; Beauclerc already crowed with lunch and parent pick up
- Send to Kings Trail

- Please ask the parents of the children attending these schools. Be upfront! Send home information and meet with them at their school locations
- Triple AAA should be built larger than 800 capacity. This area will continue to grow
- Can not give an opinion based on the fact I do not know the boundaries of the new High School. I do not want to be less than 2 miles away from the new High School but to have my child further away
- There is not enough information given on the program that will be offered at the proposed k-8 at AAA site. The projected low capacity of 800 for a complete k-8 program hints at a specialized school program not yet announced. Without more information I cannot form an opinion
- Beauclerc cannot house another 200 students. Some students live closer to Kings Trail and could be moved there to fill the seats and relieve over crowding at Beauclerc
- Beauclerc has no room to grow-We do not have enough parking now and our playground is already being taken over by 6 portables added this year. How about King Trail to help alleviate our over crowding
- The numbers do not add up. The addition of 200 capacity to Beauclerc needs to be added to FISH capacity 1034 and should now equal 1,234. I am not sure that putting k-8 at a distant site AAA would make the best sense
- Data correction. The 200+ capacity at Beauclerc is not reflected in the new capacity numbers
- Twin lakes Elem. Should be included with the impact of AAA alleviating over crowding
- This scenario does not address over capacity at Twin Lakes Elementary. Move 5th grade at Twin Lakes Elem. To Twin Lakes Middle. Or consolidation TLAE and Twin Lakes Middle school to eliminate over crowding
- Why a k-8? Why not k-5?
- Expect opposition from Beauclerc parents
- Do not like k-8 students being grouped together in one school
- This seems like the best scenario to alleviate the over utilization at all three schools
- The k-8 school sounds good. The total 3 year projected utilization looks good
- No major impact-boundary changes will be a challenge
- Can Beauclerc handle a physical addition as land seems tight? Traffic concerns at this location
- When k-8 built?
- Don't know enough information about the current zone to know about future changes
- I hope that you will visit our school. I agree with a removal of students from our school. We do not have the facility capacity to handle any more students. Have you considered feeding into Kings Trail?

- Send neighborhoods closer to Kings trail to Kings Trail
- We are at 123% already and have no room for 200 more students
- I strongly disagree with building a k-8 grade school. This will expose younger kids to much older kids. Increase danger and unethical ways of older children
- I don't believe a k-8 is a good idea. Young students with older students-safety issues
- Safety concern of k-8 would not want 16 year olds with young children
- How is Beauclerc going to add 200 capacities?
- Do not know enough about their situation. Do they have the space to add 10 new classrooms, with additional lunchroom, library, bathrooms
- There is a strong need for an additional ES given the projected growth in the area
- What about sharing some students from Beauclerc to Kings Trail. It would help with their enrollment
- K-8??? Are you serious!?! Mixing babies with potential rapist/criminals getting a pass because they are ESE?
- Concern is the timing of funding, building of the new school, and any boundary changes need to be coordinated so there is minimal rezoning
- Where is Twin Lakes in this Scenario?
- I feel strongly about the idea of bussing of elementary students that distance. There is no info on the K-8 be built and ready, and boundaries not suitable for many children of that age
- Twin Lakes should be included and could be consolidated with Twin Lakes Middle, as part of this scenario, particularly since AAA is not definite in the next three years
- Redo boundaries to include Lorretto Elem. How does the new Bartram Springs impact these boundaries
- Some slight adjustments would be acceptable; although the AAA site is a bit further away from the proximity of the other 3. That needs to be factored in
- I'm not against the idea of building a new school to relieve crowding; it is the location of the new school. If a location can be found that would allow the school's to operate as neighborhood students, I'd support it. I do not like k-8 as a single school
- Not in favor of building any more schools. Some will have to be closed. Is this school in the process of being built? How can a scenario be considered here without here without considering Twin Lakes ES which is between AAA K-8 and the 3 other ES. Put Twin Lakes in this scenario and run the numbers
- Following the guidelines set forth in this scenario would benefit the above named schools. However, the time factor – the relief would be up to five years before it would happen.

- I want to see a K-8 and AAA High School but what happens to Twin Lakes ES? How do these other schools find relief with Beauclerc receiving 200+ students.
- Information not sufficient to address scenario, where is Twin Lakes Elementary which currently at 123% capacity and projected 121% capacity Twin Lakes sits between Beauclerc and the proposed K-8 at AAA. I do support the new school but don't believe it adequately addresses the issue.
- How does this affect TLAE and TLAM? Are these children going to be going to the K-8 school also?
- Beauclerc has no additional space to provide for additional seats. This scenario would reduce the play/activity area for the school.
- Boundaries should be looked at. Utilize Kings Trail. Update Kings Trail. 1200 children is too many for an elementary school environment.
- Unclear to me how and where 200 additional capacity to Beauclerc. Why isn't Twin Lakes Elementary included in this discussion for possible boundary changes? They are geographically closer to AAA K-8 and over capacity (projected and 121% in 3 years)!
- AAA K-8 and Twin Lakes need to be considered in changes. When will boundary changes take place? Before or after new school is built?
- Agree in principle – However \$ are not sure enough to actually this scenario – need more secure funding to support.
- Need more information details. Who is addressing the students who currently live within the boundary but will be removed from the "future boundary"? Need additional info. K-8 AAA School not ready. Beauclerc is already over capacity, adding 200 seats does not improve situation. I'd like to hear more information on t his scenario.
- I believe the south quadrant boundaries (specifically Loretto) should be reviewed and considered alone with this scenario, focusing on the adjustments that will occur after the new Bartram School is built. It makes sense for the lower – left portion (dark-shaded area) South of I-295 should be zoned for Loretto Elementary School! However, personally, I would be upset/frustrated because I have been so involved at Crown Point and my children would have to transfer. Bottom like – need for more info!
- Must provide enough 6-8 support, i.e. sports facilities, to be a "real" middle program or middle school kids will go elsewhere.
- Any chances needed to have some type of Grandfather Rule. For kids that are near the grade 5 level when any decision is made. Which will make it easier for the child when it comes to a change?
- This is a necessary step due to the raw numbers for the area. You have 3 schools at capacity over the recommended maximum. A question to

consider is whether the new school should be a higher capacity.

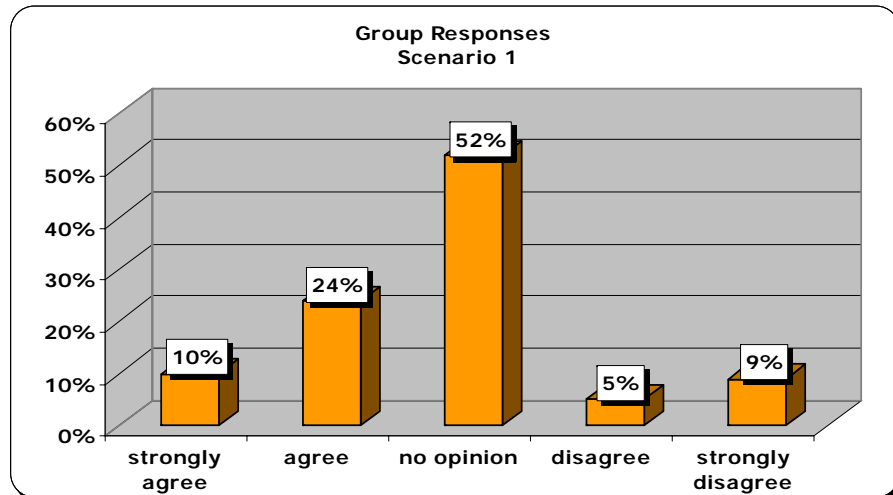
- Twin Lakes Elementary needs to be relieved of its overcrowding (currently 123%) + Kings Trail needs to be included in this scenario. If you add TW Lakes to this scenario, projected will be 101.5% (with including Twin Lakes).
- I believe Twin Lakes Elementary needs to be relieved of its overcrowding (currently at 123% of capacity) and needs to be included in this scenario. If I add the overage of students (Twin Lakes Elementary) (222) and add to 3 year projected enrollment 3,809 = 4,031 students divided by FISH capacity (3,970) – 101.5% projected utilization even including Twin Lakes Elementary.

Scenario One

Add 200 student capacity addition to Beauclerc ES, Build K-8 at AAA Site; adjust boundaries for Beauclerc ES, Crown Point ES, and Mandarin ES to balance utilization

Group Questionnaire

Group Questionnaire	
	Scenario one
strongly agree	10%
agree	24%
no opinion	52%
disagree	5%
strongly disagree	9%



Comments

- We agree with the stipulation that the timing and the funding of the AAA school allows for a one time boundary change.
- Significant concerns about how 200 additional students will be put on the Beauclerc campus.
- How does Twin Lakes fit into this scenario? The AAA site is right next to Twin Lakes which is across 9A from site. Makes sense to add capacity at Beauclerc.
- Infrastructure cannot hold additional students.
- No opinion until we can find out how the high school boundaries will be drawn and how these changes will affect those boundaries.
- How can Beauclerc add seats?
- How could Twin Lakes Elementary be helped here? Hopefully, K-8 would help them, too.
- What about Twin Lakes ES? Not enough factors considered.
- Good long-term fix for an area that needs immediate relief.
- K-8 is too large of an age group.
- Five agree, 2 strongly agree.
- Could there be enough room on the property for an additional 200 students? Way too larger for an elementary school.
- Don't know when AAA K-8 will be built it's hard to say where boundaries changes felt their boundary changes "may be" to distant.

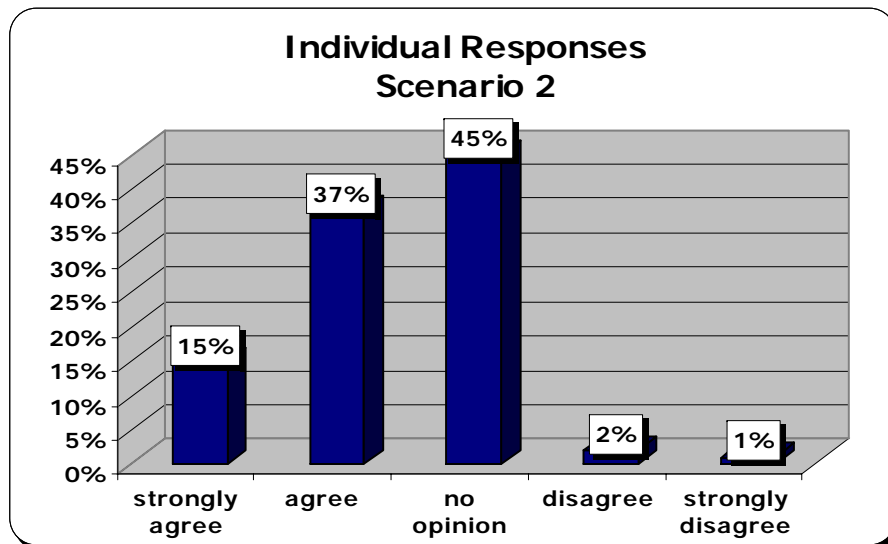
- We need to consider the impact of over enrollment and growth at Twin Lakes ES with approx. 240 students over the 105% limit. If we include Twin Lakes and re-distribute all boundaries among the now 5 schools what will be the 3 year projected impact on utilization?
- Need to change FISH capacity to reflect the additional 200 seats being added to Beauclerc.
- Do not agree with K-8!

Scenario Two

Justina Road ES boundary adjustment with Lake Lucina ES to relieve utilization for Lake Lucina.

Individual Questionnaire

Individual Questionnaire	
	Scenario two
strongly agree	15%
agree	37%
no opinion	45%
disagree	2%
strongly disagree	1%



Comments

- May have social implications- higher crime area (Justina Road).
- The main concern to consider is whether the redistricting will result in students crossing major intersections and roads.
- Future needs real help with diversity and enrollment.
- Boundary change to equalize.
- The benefit of a boundary change is not evident in this scenario.
- It's apparent that there is a lot of overlap of students between the two schools. Evening this out would be good.
- Major sell job needed to get Lake Lucina students to Justina.
- No neighbor divisions.
- Shut them down and force the parents to take responsibility and home school their thug children!
- The #'s work and it should be done. Otherwise it does not make sense.
- Clean up Justina ES – it is violent!
- Fairly decent schools with high-crime impact FCAT score for Lake Lucina.
- It may be hard to adjust boundaries in this area.
- Don't think boundary change will correct issue if fundamental issue of low performance at Justina is not addressed.
- Boundary adjustment recommended.
- Deal with score issues.

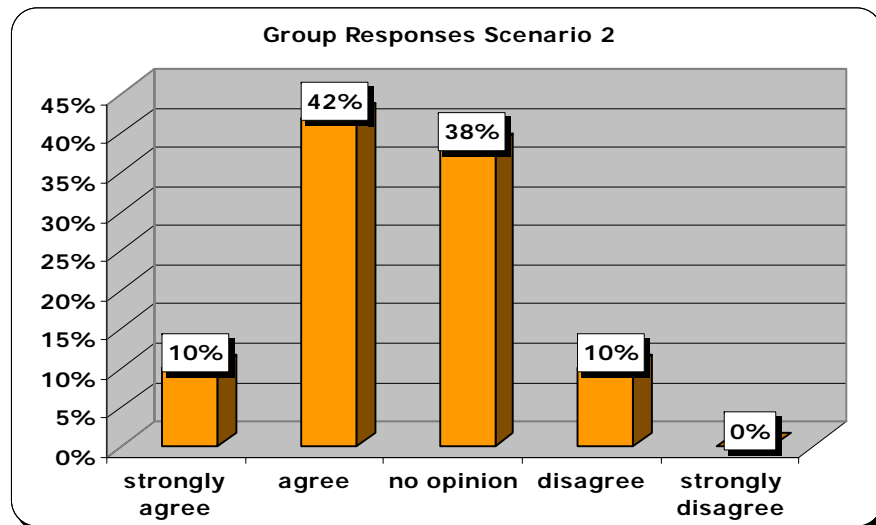
- I agree with this, but I think the community will really need to buy-in to this. Justina Road ES has the stigma of being a much lower performing school. This in turn causes many special assignments to other schools down the road.
- Close Justina – Bad rep and Location and Readjust boundaries with Lake Lucina. Don Brewer and Merrell.
- Clean up Justina. It is violent.
- Clean up Justina. It is violent.
- Difficult boundary change!
- High crime rate in Justina neighborhood.
- I do not know enough about the area where these schools are located to make a sound decision. Ask the parents I meet at the school to answer questions.
- Due to constraints of AXP and choice of school concerns.
- Steady growth area to level out utilization.
- Boundary change should be implemented effective 2009 – 2010.
- Do not know enough about this school.
- Adjustment makes sense. No one at this table is familiar with these schools.

Scenario Two

Justina Road ES boundary adjustment with Lake Lucina ES to relieve utilization for Lake Lucina.

Group Questionnaire

Group Questionnaire	
	Scenario two
strongly agree	10%
agree	42%
no opinion	38%
disagree	10%
strongly disagree	0%



Comments

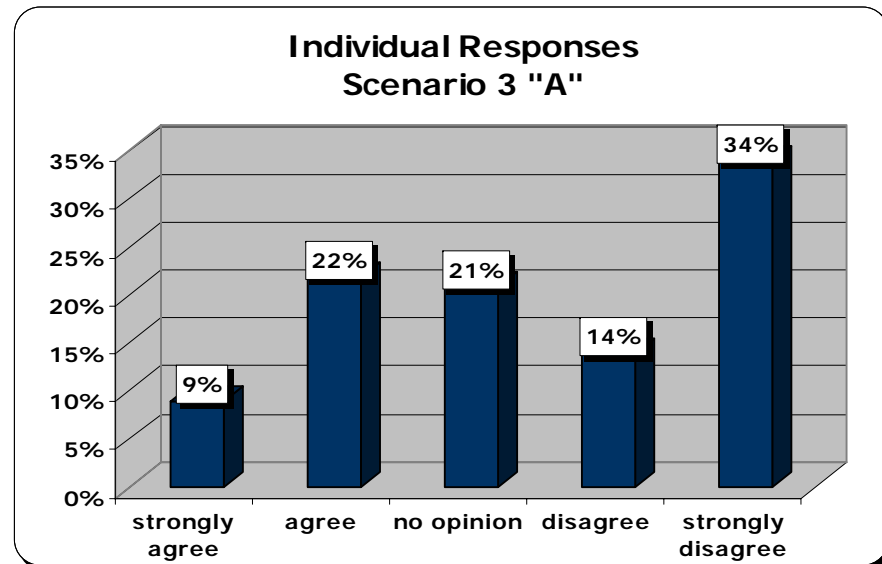
- Need to clean up Justina and possibly of K-2, and 3-5.
- As long as neighborhood is not divided.
- Will need to reeducate community on school culture.
- Concern is that parents will remove their students.
- Boundary change makes sense. No one at this table is familiar with these schools.
- Group recommendation based on dealing with performance at Justina Road or boundary change will not work over time. 6 Agree, 1 disagree.
- Are there social implications that would prevent parents from cooperating with a reassignment to Justina Road ES from Lake Lucina ES? Would it be better to consolidate as K-2/3-5, instead?

Scenario Three "A"

Hendricks Avenue ES boundary adjustment with Spring Park ES (renovate Spring Park ES) to relieve Hendricks Avenue ES

Individual Questionnaire

Individual Questionnaire	
	scenario three "A"
strongly agree	9%
agree	22%
no opinion	21%
disagree	14%
strongly disagree	34%



Comments

- I think Hendricks Ave Elementary south boundary should be pulled up for the south, 195 and the river makes sense.
- This will be met with undo opposition.
- There may be an error in school capacity at Hendricks Elementary of 615 rather than the 575 listed also 98 magnet students will leave over 5 years. Neighborhood is not growing. New neighborhood in Spring Park area will increase enrollment there.
- This is a firmly established neighborhood school (Hendricks) and I strongly oppose any of the boundaries being altered to change to neighbor school and history associated with this school. Spring Park lost kids when they lost their ESE program. Investing in Spring Park will increase their utilization without disrupting the Hendricks neighborhood school.
- I believe that the data that was used for Hendricks was dated and did not take into consideration that 98 students will be leaving the school over the next few years. The area is fully developed so there is 0% projected growth. The potential development could be added to the Spring Park ES boundary. Also, were other possible scenarios considered for boundary adjustments for Spring Park, such as to the east or the south? From reading the scenario, they want to alleviate overcrowding at Hendricks, but the natural attrition

from the closure of the magnet program (98 total students) resolves the issue. Jackson Square is closest to Spring Park geography.

- Magnet program changes should relieve the crowding at Hendricks – Hendricks is a model neighborhood school – development is largely complete. New condo developments can be assigned to Spring Park.
- This would be preferable vs. 3b because it would help keep siblings together and would assist parents that might have to drop off young kids at two separate locations.
- Capacity projections were done before Hendricks stopped accepting magnet students. I think the capacity projections are actually lower than first thought. Therefore, this scenario need is not valid. Hendricks is a true model neighborhood school that has excelled from the community involvement. It is a model for all of Jacksonville.
- While researching these proposals it was uncovered that Hendricks actual capacity is currently 615. Our total enrollment is 662. This includes 98 magnet students that were grandfathered in to the school last year when our magnet was discontinued. Once they are gone, with our 0% growth projections, our numbers will actually make us 91% capacity. A physical boundary that could possibly be considered a safety concern is Phillips Hwy. Children could not possibly cross this 4-6 lane highway to go to school. Transportation

costs would rise significantly. Currently, there are only 10 – 15 children that ride the bus each day to Hendricks. Would all resources be available at both schools?

- If one of these scenarios is necessary I would choose this. Possibly changing the dividing boundary along St. Aug. Rd. Also need to weed out students who are using false addresses to attend a school when they do not currently live in the district.
- Students need to be equally distributed so that one school is not overwhelmed with Free/Reduced lunch students.
- How will boundary change impact diversity and SES populations?
- It makes sense to keep families together for these grades.
- Where are the proposed developments?
- Makes good business sense. Keeps kids closer to their neighborhoods.
- Obviously something needs to be done – but Hendricks has a great history. I might recant K-2 at Hendricks and 3-5 at Spring Park.
- 3-year projection does not change figures.
- Boundary change should be implemented by 2009 - 2010.
- Please double check your numbers. Once the magnet program is faded out, Hendricks will have acceptable utilization.

- Incorrect current utilization with holdover of past magnet students (98) with flat growth rates over 3-5 year period – actually brings schools under range of needed changes.
- Check current data for accuracy – capacity numbers.
- Check current data. Currently just about capacity with decreasing enrollment. After 2008 – 2009, Hendricks will fall into ideal FCI/capacity matrix block. New development should be slated toward Spring Park. Disruption of “neighborhood” school experience. Transportation costs/safety.
- The actual current capacity for Hendricks Ave (according to current data from DCPS Facilities) is actually 615, not the 575 used in this analysis. Our current utilization is therefore 106%. Hendricks Ave is no longer a magnet but currently still has 98 students from the magnet program including 216 in 5th grade. With those 5th graders moving to middle school, out estimated utilization in '09 – '10 will be 103% placing Hendricks in the General Maintenance block of the decision Matrix and options development.
- Hendricks projected utilization #'s are in error. Actual schools are 91% indicating no change should be recommended. Add program to Spring Park ES.
- Hendricks is a successful neighborhood school that has excess capacity. Jackson Square development could add 150 students to Spring Park Elementary.
- The growth associated with the Spring Park ES does not correlate with the trends. The attendance for the school has dropped every year. The number suggests a 46.5% increase in attendance in 3 years does not compete. Closing the Spring Park facility and distributing to other schools.
- Boundary change may not be correct – data not accurate due to magnet closure at Hendricks.
- Are there other schools close (San Jose, Pine Forest) or other options to grow Spring Park? Disrupt neighborhood experience Hendricks will naturally work itself out – kept magnet kids and they will be leaving concerned about children's safety if you have them cross Philips Highway.
- Awesome, neighborhood school, San Marco, family values.
- Leave it alone --- Don't bus away the thugs *Keep them home schooled*.
- Renovation is good. A smart cost effective. Smart planning and thinking on the park of the workers.
- Hendricks is a model neighborhood school, let not disrupt this balance. The #'s are not correct, the school capacity is 615 putting it at 106%. With the magnet schools status no longer 98 kids will move out of the school, bringing it to 91% which is about right with growth expected! My suggestion is that they combine Spring Park with Pine Forrest if needed.
- Transportation Problem. Continuity Problem. Neighborhood Experience problem.

- This does not need to happen. Last year Hendricks discontinued the Magnet program to relieve overcrowding. Those kids have been allowed to stay through 5th grade. This is 98 students currently. When they are gone (30 per year). When all are gone this would leave us at 91% capacity.
- Hendricks Avenue's current overcrowding has resulted from the magnet program. The "magnet students" who do not live within the Hendricks Ave boundaries can utilize their neighborhood schools. Call this "scenario 3c".
- I don't agree with scenario 3a because a boundary change would lower housing values in my neighborhood. Not only that, the 3 year projection with Hendricks losing the magnets, is below capacity.
- I do not agree with this because our children love their school. We can walk to Hendricks Avenue and if this occurs you will be bussing.
- The numbers are inaccurate – the gifted Magnet program has been ended which will decrease enrollment by 98 student's total.
- Transportation costs would rise. Families living in the area closer to Hendricks could force hardships due to inability to travel to school functions which also would affect the amount of parental involvement.
- Because after this year's magnet kids leave we will be under our total capacity.
- Hendricks Avenue has placed 2 portables in use this summer (2008). Current capacity is actually 615 with the new portables. Real current utilization is at 106% and will remain below 105% for the projective future. If boundaries are needed to be adjusted, suggest taking South Bound condos and new development among Phillips Highway and placing into Spring Park District – Spring Park can absorb a truly developed area. Hendricks is at equilibrium and is working wonderfully as a community school. Do not mess with success.
- If boundaries are changed then transportation costs go up due to having to bus students to Spring Park. There are also safety issues concerning students crossing Phillips Highway to get to school. Hendricks also currently houses an excellent gifted program. If boundaries are changed gifted students in the "changed boundary zone" would have to be transported to receive services.
- Adjust new boundaries where new development would fall into Spring Park.
- Elementary schools are better suited to stay K-5 for the students benefit. This would alleviate a lot of bussing saving money miles on bus. It may seem that when you combine a school to a few grades 3-5 you will have additional confrontations due to say hormones, age, sex, etc... When spread out it may even things out.

- Hendricks Avenue needs to be relieved of the overcrowding.
- Are there any closer elementary schools to Spring Park that are at or over capacity that would be considered? Transportation cost/safety issues (i.e. crossing Phillips Highway). Availability of services (i.e. gifted ESE, etc.)? Disruption of neighborhood school experience.
- This decision (both scenarios) should be postponed until the new development on Phillips Highway shakes out. This potential change could help balance out Spring Park enrollment if lines are redrawn to incorporate the new Development.
- As long as the consideration of K-2 population and 3-5 population would be it would agree with scenario 3b. But in consideration of all the grade groups of changing boundaries would benefit the school then that is what we need to do.
- Based on the projected growth for Hendricks Avenue, coupled with the decrease of Magnet students (due to graduation) Total of 98 students. I would not be in favor of scenario 3a. This decrease in student population would bring the actual capacity closer to 90%.
- Reduction of magnet students schools solve problem with Hendricks, but does not help Spring Park. If numbers increase, look at boundaries.
- A. is actually lower than date shown. Current capacity will decrease 1/6 with magnet reduction 98. Utilization will meet and actually be much less than 105. "Confirm" addresses for those zoned and special assignment. Revisit capacity 2010.
- Does data reflect newest portables? Reduction of magnet students will reduce the overcrowding at HAE; will there be future growth in areas that can supplement Spring Park's population that will not disrupt the tight neighborhood. Hendricks is a community school which performs at a competitive level. Limit disruptions to a minimal; however, if a scenario must be considered this is the best.
- Magnet program students will attrition. No projected growth in that area – the new development will not bring families. There are families at the school not in that district. I believe you will have attrition to private.
- Do not know enough about the area!
- We need to fix the school that needs it not sacrifice the school that is fine.
- This will not change the diversity of either school. We need to have schools reflect what the district diversity reflects.
- This would allow Spring Park to remain a viable elementary school.
- Can minimize boundary adjustment by moving some TMH/PMH classrooms to SPE.
- This does not reinforce the core values of our school system – does not provide a balance of economic and social numbers.
- The importance of this work is to seek to confirm and support the core values of the DCPS. This

scenario doesn't ensure a balance of racial and economic balance at Spring Park.

- Our current enrollment is 662, capacity 106. Last year we discontinued the Magnet Program to relive overcrowding. Those participating in Magnet were allowed to stay and finish 5th grade. Currently this includes 98 students. When they are gone there will be approximately 564 students. Our projected growth is 0%. When all magnet students are gone this would leave us at 91% capacity.
- I believe that once the Magnet School children finish (complete 5th grade) our capacity will be back under 100%. We paid more for our house because of the good school district than the same house would have cost 3 miles down the road. Maybe some more portables could be added to handle the extra capacity or even add on to Hendricks.
- Does not make sense. Numbers are off.
- Numbers to me don't add up. Transportation costs/traffic safety issues crossing Phillips Highway.
- The adjustment of magnet students would bring Hendricks in line. Transportation cost/traffic safety issues. Avoid ability of issues (ESE/Gifted/etc.) Disrupt education exp and possibly neighborhood school exp.
- Why was Hendricks considered, are there any other schools with closer proximity. Disruption of neighborhood schools.

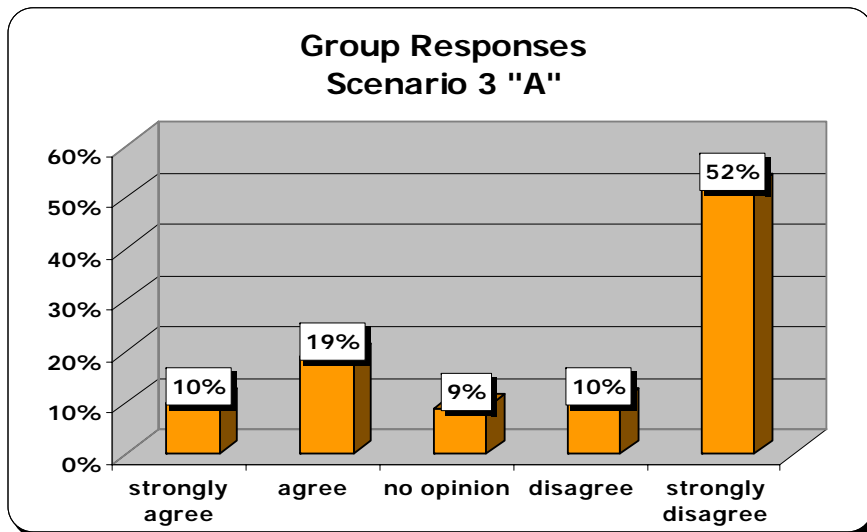
- I understand boundary adjustments to be a necessary process as a City changes and grows.
- Why was Hendricks chosen? Are there any other schools that are closer? There are transportation costs and traffic safety concerns such as crossing Phillips Highway. Also, there is availability of services issues like ESE, gifted, etc.
- Good luck changing the boundaries around that area to Spring Park.
- Proposed boundary changes.
- I do not know enough about this area or the schools to make a sound decision. Ask the parents of the students.
- Hendricks will no longer be a magnet enrollment. Will drop naturally. Not necessary since both schools will be at 106% or less. Neither A or B needed.
- Current principal says capacity is 615. Current enrollment = 662 so current capacity 106% no longer magnet program. Currently 98 magnet students that will filter out of school leaving the school at 91% capacity! Neither A or B are necessary.
- Hendricks Avenue is no longer a magnet. Actual enrollment is less. No community growth.
- School capacity numbers should be updated to reflect 615 students.

Scenario Three "A"

Hendricks Avenue ES boundary adjustment with Spring Park ES (renovate Spring Park ES) to relieve Hendricks Avenue ES

Group Questionnaire

Group Questionnaire	
	scenario three "A"
strongly agree	10%
agree	19%
no opinion	9%
disagree	10%
strongly disagree	52%



Comments

- Something needs to be done like a boundary change. But the numbers are not accurate due to the Magnet program closer
- Results for dates does not justify upsetting neighborhoods
- Idea to add more magnet program to Spring Park
- Magnet has been dropped as of 08-09 school year. The remaining magnet students will filter out as kindergarten class is 100% pure neighborhood children. Neither A or B will be necessary as neighborhood also is most likely not going to experience growth
- Hendricks has lost the Magnet and we believe that the enrollment will come down
- HAE actual capacity is 615-total enrollment is 662 which includes 98 magnet students. Once they are gone with our 0% growth projections, our numbers will actually make us 91% capacity. A physical boundary change could be a safety concern on Phillips Hwy. –difficult to cross 4-6 lane Hwy. Transportation costs would rise.
- Agree only if 3rd scenario plans is implemented. Include new development in Spring Park boundary – leave Hendricks boundary unchanged
- Let Spring Park take the overflow so that fewer families are impacted
- 106% -magnet is gone. 91% scenario is no longer needed. Projected 0 growth the numbers would stay the same and eventually decrease

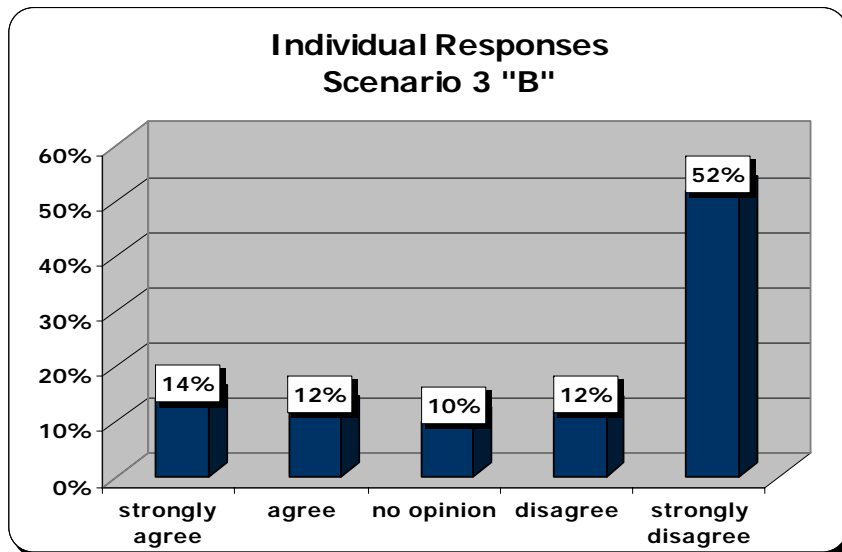
- Current capacity is 615 with in projection take care of the problem for Hendricks
- We do not want to change the boundary
- Our concern is that the numbers presented were not accurate. The school capacity is 615 which puts Hendricks at 106% with the magnets school program no longer and 98 students moving out of the system. In 5 years Hendricks will move to 91%. It seems a better solution would be to combine Spring Park and Pine Forest. Hendricks is a model neighborhood school and an asset to our community. We do not want to disrupt this balance
- While this does allow both schools to be viable elementary schools it does not significantly change the levels of diversity of either school
- Good luck and have fun
- There are 89 students currently at Hendricks who are left over from the magnet program that will matriculate out of the school resulting in a capacity of 91% with the projection 0% growth. Capacity with portables at Hendricks should be at 106% and going down as magnet students leave the maps for San Jose and Greenfield appears to pull a lot of students from Spring Park. It appears the magnets are hurting Spring Park. Are there new programs that could be brought to Spring Park to enhance enrollment. It appears only 60% of students in the district go to Spring Park
- Our current enrollment is 662 capacity 106% last year we discontinued the magnet program to relieve over crowding. Those participating in Magnet were allowed to stay and finish 5th grade currently this includes 98 students growth is 0% when all magnet students are gone, this leaves us at 91%
- After evaluating these numbers, Hendricks should not be considered in this scenario

Scenario Three "B"

Change Hendricks Ave ES and Spring Park ES to K-2/3-5 grade configuration to balance utilization at both schools

Individual Questionnaire

Individual Questionnaire	
	scenario three "B"
strongly agree	14%
agree	12%
no opinion	10%
disagree	12%
strongly disagree	52%



Comments

- Physical distance between schools/other models close in. Destroy the neighborhood experience. Increased gas and transportation cost. How will the K-2 school be measured? Disruption of school experience – continuity of groups. Issue of availability of school resources. How would program such as gifted/ESE/Extended Day provide?
- The school should be closer in proximity. Children would introduce to FCAT at new school. Hendricks Avenue has strong parent involvement. Many lower income families do not have cars and would not be able to participate. How would the K-2 school be measured?
- Hendricks is not overcrowded. Incorrect data used. Capacity is 615 not 575 from report. This also includes 98 magnet students that will wash out of school over next 4 years due to concentration of magnet program. Projected growth equals 0% therefore enrollment will be 91% in 4 years. Hendricks is an extremely successful neighborhood school which should be a city wide model. Such a dramatic scenario is damaging and unmentioned.
- The physical distance between schools currently working at 4 other schools (Susie Tolbert/RV Daniels/Merrill Road/Don Brewer) but schools are very close in proximity.
- As a parent and former educator many children, especially at a young age, are no as adaptable to

change. They should be offered a full elementary program with continuity.

- K-2 3-5 doesn't foster a community of learners. Issues with older/younger siblings at 2 schools Walker, transportation, before and after care or lack of care without older brother/sister. Neither A or B needed.
- I do not know enough about this area or the schools to make a sound decision. Ask the parents of the children attending these schools. Be upfront.
- This would greatly disrupt the transportation of students and raise the cost because of Phillips Highway.
- Keep elementary siblings together. Change schools and hit with FCAT.
- Schools too far apart. Have to go across Phillips Highway and I-95. Students at Hendricks currently walk to school. Older kids take care of younger students. Need to keep schools at K-5.
- Only disagree because I know Hendricks parents will no go for this – they will find other places to take their kids or private school.
- Physical distance between schools-logistics for parents especially with multiple children attending different schools. Transportation loss because more students will be bused. Loss of neighborhood school – only 10-15 kids are bused right now. Children would be introduced to FCAT and a new school and how would K-2 school be measured?

How would ESE programs be handled and how would resource teachers work? How will parent organizations work CPTA, SAC, etc.?

- I bought a home in the Hendricks ES district specifically to get my daughter into this "A" school. Putting her in a "C" school (Spring Park) is not acceptable. Many people purchase homes because of the school quality, rating, and community involvement. If this change is made, it will not "fix" the problem, rather more families will vote with their feet and put their child in private school.
- Same comment as above but would like to add the suggestion of waiting to assess Hendricks until 2010. The projected reduction in population at Hendricks should satisfy the overcrowding issue.
- Schools are too far apart (2.9 miles). This move would create a hardship on low income families. They would not be able to participate in after school activities and events.
- Safety issues must be a primary consideration. This scenario needs to consider the impact on splitting families across schools with a major highway and potentially violent areas. Those with the least resources will be at the greatest impacted. These are the families who need the greatest support from our system and this scenario does not support them.
- Strong neighborhood community – hardship on parents to have children at two schools. Increased transportations costs – most kids walk/bike to

school. Difficulty of parental involvement at both schools. Less disruption for kids to be at one school.

- Hendricks Avenue is much too far a distance from Spring Park to be allocated this way.
 - This scenario represents the core beliefs regarding diversity. Spring Park is 85%+ free and reduced lunch where Hendricks is at 15%. It makes it hard to close the gap when the diversity isn't represented.
 - If we honor our core value of diversity. The option allows us to increase diversity for both schools and improve Student achievement.
 - This scenario represents the best opportunity to promote the districts goals for recognizing appreciating and capitalizing on the diversity available in our area. It will create an opportunity for all students in the area to attend both schools.
 - This would fairly balance economic and racial make-up of students for both schools.
 - This scenario would help bring balance to the racial and economic mix. Strengthening the classroom setting students who model high scholastic experience and more parent involvement to the school.
 - These 2 schools are 4 miles apart from each other. For the children who have to travel to Spring Park Elementary, they would lose that neighborhood experience that they are currently getting at Hendricks.
- I believe that the logistics would not work well; for example, if I have two children, one at each school, I would have to split my volunteer time at each school, serve on two PTA Boards, etc. Hendricks is such a neighborhood school. My children walk to school as well as ride their bikes. The only option to get to Spring Park would be by car.
 - Physical distance between schools. Currently only 10-15 students ride a bus. We are a neighborhood school where most children walk to school. There is strong student and parent involvement and participation in after school activities. Many lower income families that live in the area walk to activities due to not owning vehicles.
 - I believe moving children to a new facility after 2nd grade is ridiculous. The kids need stability. In addition, many families move to a particular neighborhood specifically to attend that neighborhood school. Again – not fair to home owners. In 3 year projection – Hendricks capacity will be o.k. on its own. Schools are way too far from each other.
 - This is a bussing situation. I am not for this change at all. Our children would be put in different school. We would pass Pine Forest every day to get to Spring Park.
 - This would create situations where siblings are at different schools. This is a logistical problem. In addition there would be major transportation costs due to increased bussing. This completely goes

against having “neighborhood” schools. Safety would be a huge concern with students having to cross Phillips Highway. Students would be introduced to FCAT their first year in a new school.

- This “scenario” would be very detrimental to everyone involved. It would involve the moving of students, teachers, and parents. Hendricks Avenue parents provide a tremendous backbone to the school. By interrupting the continuity of a K-5 school, you would disrupt the current system which has been extremely beneficial and successful. Why mess with something good? A bad idea. Teachers would be unable to provide continuous support to previous students. FCAT scores would be affected – transferring students in an FCAT year could have a negative impact on scores. Rising costs → Transportation. Maybe the “inclusion” classrooms need to be changed – Give the self-contained ESE students what they need to make them successful – a classroom with an ESE teacher fulltime!
- Why change a program that has been working for years with such a great record. This school has proven over and over that the system they have in place is working excellently.
- Most Hendricks students are within walking/bike-riding distance and many participate in school activities/go to school/after school activities based upon this ability. Gifted programs, resource programs, duplication costs and transportation costs/safety/ Logistics would be negatively

impacted. There are great benefits: continuity, consistently measurement/evaluation capabilities – in maintaining K-5 schools. Spring Park needs to maintain a strong geographically-created K-5 program. Multi-child families would be severely and negatively impacted by such a change.

- This scenario would be very disruptive to a community school well enhanced in the neighborhood. If Hendricks loses its 98 magnet students this will bring the school into compliance. There are many neighborhood students who currently walk to school due to transportation issues. If their school is moved then transportation costs go up. Also, many of the students who walk to school participate in after school/family activities at Hendricks. They would not have this opportunity if their school.
- See statements above, as they pertain to this scenario.
- Hendricks is the school it is because it is a neighborhood school. Physical distance between the schools. This would increase transportation costs (bussing). The children would be introduced to FCAT the first year at a new school. Less disruption is better. Currently 10-12 students are bussed to Hendricks. If these changes are made in either scenario, Hendricks would lose a significant amount of their population to private schools. Therefore losing money.
- Never get perfect K-1 and 3-5 ratio.

- No way! (No relation to these 2 schools or their neighborhoods. Not close to each other. Higher bus/transportation costs. You will lose children to private school choices and decrease effectiveness/dollars at both schools. Neighborhood experience is desirable. How do you measure K-2? How is walking across Phillips handled?
- Merrill Road Dan Brewer – FCAT School grade impacts. K-2 no FCAT. Physical distance is too much. Traffic cross Phillips they – families with multiple school – age children will be extremely impacted at having to drive kids back/forth and get to work.
- That sounds like a lot of bus travel (gas).
- Only if by doing it will save both schools.
- I can't imagine the disruption this set up would cause for families kids in multiple school and after school programs. Plus it totally takes away the neighborhood school dynamics. My 3rd grader can no longer ride a bike to school and my 1st grader is no longer mentored by older children. Of the two this is the worst scenario.
- Hendricks is a great neighborhood school that has discontinued the Magnet programs to relieve overcrowding. The new #'s will show 91% capacity. Physical distance between Hendricks and Spring Park is a huge problem. Transportation and neighborhood disruption would pose big issue.
- Horrible idea – don't mess up a walking – good – school at Hendricks. It is one of the model schools in the district – don't mess up something good that is working.
- This change would disrupt the students unnecessarily. The school taking the FCAT would have no control over preparation in 3rd grade.
- As the remaining magnet students phase through (and assuming the correctly DCPS projected 0% growth for Hendricks Avenue is not over utilized and pulling students from Hendricks Avenue to help solve under utilization problems at any other schools. If that is done, Hendricks Avenue would itself potentially become under utilized in the very near future.
- The other places that have done this successfully were schools in very close proximity to one another. They even shared their playground. This is a fundamental shift that will dramatically affect transportation costs. More parents will have kids multiple schools.
- This would be preferable vs. 3A because it would allow each school to focus its curriculum more narrowly across the entire school. (Everything focused in k-2 & 3-5). This would also distribute the involved parents more evenly, perhaps. Both scenarios will most likely encounter strong resistance from Hendricks parents.
- I do not support this scenario for many reasons. I think it would be a logistic nightmare if I had one

child at one school and one child at another. I also think that it would undermine my child's education and the neighborhood school experience. Hendricks Avenue is a model school so don't ruin it. If it's not broke then don't fix it. Capacity projections were also done two years ago for Hendricks Avenue before Hendricks stopped the magnet program and before the development downward turn in this area. I do not believe Hendricks Avenue should now be considered for this scenario. Transportation costs would be high with this scenario.

- 1) Again, look at the numbers, do they support such a drastic measure? 2) Schools are physically too far apart and parents with multiple children would be penalized. 3) This completely goes against the learning model demonstrating stability creating success. Children would be moved to a new school the year they are introduced to FCAT (3rd) 4) Increased transportation costs as children would need to be bussed to both schools. Hendricks currently uses one bus with 10-15 children. 5) How would programs such as gifted be, therapy and extended day be provided? 6) Would both schools be provided resource students? 7) Hendricks is a diverse, model neighborhood school that has been around since 1942. Most children walk to school each day and feel comfortable and are successful attending their neighborhood school. We rely on parent and community involvement to

continue this and would lose this if split between two schools.

- 1) Don't need to split up siblings. 2) It will be a negative for the "sense of community" that the school provides. 3) The school start/and times would be a problem for family transportation. 4) After/ before school activities would be difficult for family transportation. Bad idea!
- Parents would not want their children to be separated at two different schools.
- 1) How is this model working at Beauclerc in Arlington? 2) Would need bus shuttle at schools to accommodate families that would be split.
- I believe this potentially could increase transportation costs. This could also present difficulties for parental involvement with students from the same family at two different schools. Where is the proposed development?
- It makes more sense to keep kids closer to their neighborhoods. By separating the schools grade levels, this moves children farther from their neighborhood.
- I strongly disagree with dividing ES mid-stream. Children at an early age school grade need to be stabilized. Disturbing this environment mid-stream is not productive and can cause feeling early of being up rooted. Suggestions; boundary changes.
- Check current data for accuracy-capacity numbers.
- 1) Hendricks and Spring Park are not in close proximity such as Susie Tolbert/RV Daniels and

Merrill Road/Don Brewer). 2) Each school has its own “neighborhood” experience; important for children to feel a part of a neighborhood. 3) Could potentially affect resource availability. 4) Continuity of grades to help children succeed; this should not be broken up for either school.

- Hendricks is a traditional neighborhood school that has been a national model school. I think that the change at grade 3 would be very disruptive to the student due to the physical distance between the schools. With respect to the other schools that utilize this model, those schools are in close proximity (Suzy Tolbert and RV Daniels share the same playground) so I don't think it is a proper comparison. Currently, less than one school bus of children are bussed to Hendricks, so the transportation expense would increase as well.
- I don't believe this is a good idea from a transportation expense perspective and attending schools for such a short period of time and then switching is not in the best interest of the students.
- Good idea, people will look at this more like feeder schools for Magnet program.
- Do not disrupt the history of the wonderful neighborhood school that Hendricks is. This school is not overcrowded and is a rave gem.
- This scenario has been very effective in the Arlington area between Don Brewer and Merrill Road.
- Splitting families too often is always a bad idea.
- Hendricks Ave Elementary is a model neighborhood school where students walk or ride bikes everyday to school. There us a strong student and parent involvement and participation in an after school and evening activities. How would a K-2 school be measured? Do not move a child to another school and have FCAT be a priority to them.
- Hendricks has been a model school for well over 60 years! My father in law, age 73, went to K there. It is exactly what Duval County should strive to achieve at the elementary school level. The parent involvement level is off the charts! Many siblings attend, such as my own. Please do not break what is a shining example of school excellence.
- This would help with the social issues. It might also help with parent complaints.
- Best utilization of facilities.
- Scenario 3A seems to be better for the communities.
- Major renovation needed to get Hendricks parents to go to Spring Park. They will go to private schools first.
- 1) The research on effective schools does not facilitate this model. This does not empower a community of learners. 2) 3rd grade is a testing year and this would be a new school environment for these children with no support from previous teachers.
- Sounds like a good compromise.

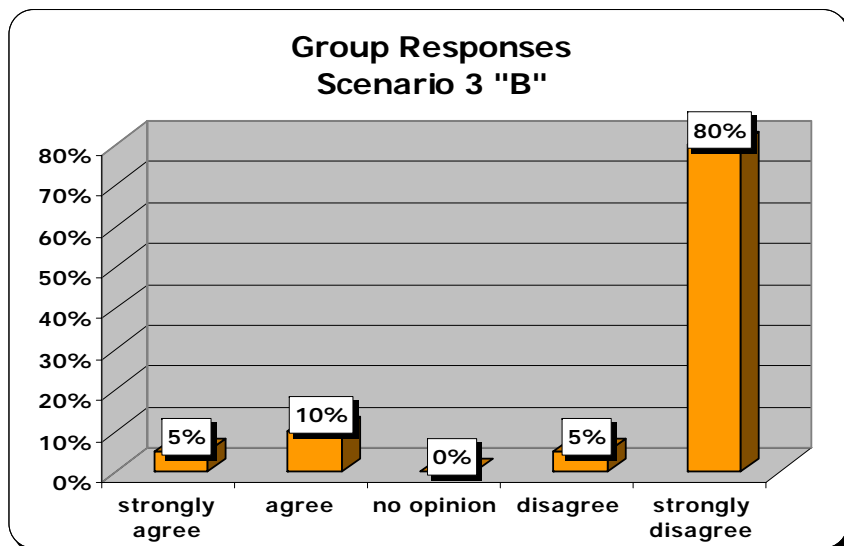
- Seems to be the fairest solution for all involved parties.
- This is the better solution as most people will not agree on boundary change. Here everyone wins, not just sine students.
- Seems like a better solution.
- Schools too far apart.
- Social, political challenges too sensitive to do anything else.
- We will have even numbers on both schools.
- This scenario will alleviate or greatly reduce the current overcrowding at Hendricks. This will also provide much needed diversity; let's remember diversity socially and racially. Diversity is a core value. Parents will be able to support both schools just at different grades. Our children will truly benefit from this scenario, as a parent this is the best decision to me.
- This is the form to increase the percent of the student in Spring Park and create balances into Spring Park and Hendricks. Create good system to move the students the one school to the other.
- I first thought this was a good idea, but the distances between the two schools make this a challenge. How can a parent get a first and a fifth grader to school at the same time?
- I really like the primary/intermediate concept. This allows k-2 to teach and 3-5 to teach and focus on the FCAT. The main concern here is that there is a good distance between the schools.
- This is a bad idea. Third grade is the FCAT start for students. They will have to adjust to new school and worry about FCAT. Currently one bus serves Hendricks this would increase transportation costs. This also will split families with kids at both schools. This will reduce parent participation and limit afterschool activities. Character of both schools would suffer by creating distance for parents and kids to get to one of the schools.
- 1) Highway separating two schools. 2) Lower income, families would suffer.
- The transportation expense for both parents and schools

Scenario Three "B"

Change Hendricks Ave ES and Spring Park ES to K-2/3-5 grade configuration to balance utilization at both schools

Group Questionnaire

Group Questionnaire	
	scenario three "B"
strongly agree	5%
agree	10%
no opinion	0%
disagree	5%
strongly disagree	80%



Comments

- Current K-2/3-5 schools are in close proximate allowing sense of community. Hendricks and Spring Park are not in close proximity.
- These two schools are 4 miles apart from each other. For the children who had to go to Spring Park Elementary, they would lose that neighborhood experience that they are getting now at Hendricks.
- Add bussing pressure to students. Pulling kids from neighborhoods-no walking. Separating siblings and removing older role models (safety patrol on siblings). The boundary works very, very well for Hendricks. Why mess up a school (Hendricks) that is working to just increase utilization at Spring Park? Two Spring Park teachers were a table and saw nothing good from this scenario.
- 1) Transportation costs 2) Continuity to school environment 3) Would rather see 3A come to play.
- This scenario represents the best opportunity to promote the districts goals for recognizing, appreciating and capitalizing on the social-economical diversity in the area. Spring Park currently is 85% Free/reduced lunch. By copying proven successful K-2/3-5 school organizations this offers the maximum probability of improving student achievement and there by closing the achievement gap.
- Bad idea! Make sure that the magnet status is removed from Hendricks.

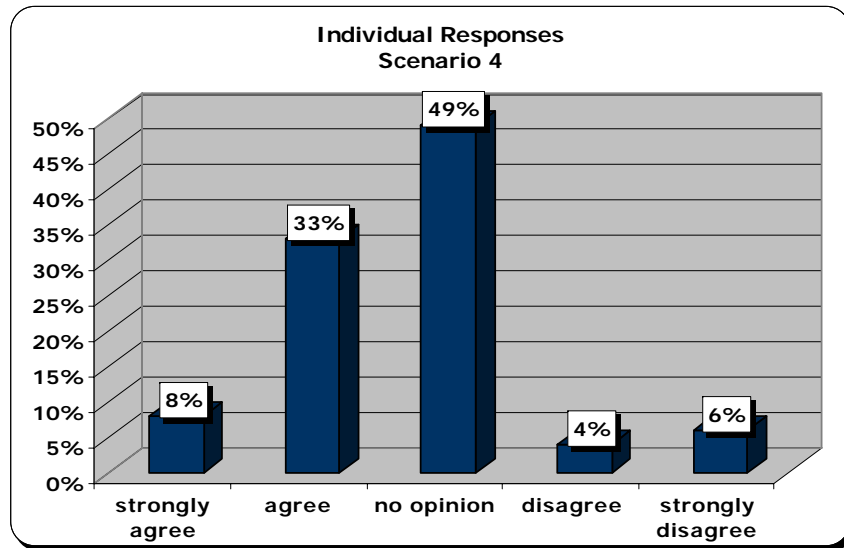
- Schools are too far apart. Keep families together.
- Distance between schools is biggest drawback.
- Splits faculty; student transportation for families with kids across grade; lots of walkers. Need k-2 looking to older students while encouraging the suppression of aggressive behavior in 3-5 because they are to model behavior; upsets too many families.
- 1) Do they need such drastic changes? Look at the numbers. 2) Schools are too far apart and parent with multiple children would be penalized. 3) This completely goes against learning model demonstrating stability creating success. Children would be moved to a new school in a first FCAT year. 4) Increased transportation costs for buses. 5) Would both schools be provided "resource" students? Hendricks is a diverse model neighborhood school that has a rich history since 1942. Most children walk to school each day and feel comfortable and are successful attending their neighborhood school. We rely on parent and community involvement to continue this and would lose this if split between two schools. How would this "scenario" be in the best interest of all involved? There would be a loss of continuity.
- Ditto! Number one issue is physical distance between two schools; also transportation costs.
- Due to the social implications of boundary changes alone and the high likelihood of failure from consolidation alone, we support the K-2/3-5.
- See above numbers that point to doing nothing with Hendricks with families having multiple kids in different schools it becomes a logistic problem. It ends the mentoring such as color guard and after school programs. Also, it ends the neighborhood school dynamics. Hendricks is a model school. Keep that as a showcase for the community.
- 1) Take top portion boundaries from Englewood and give to Spring Park. 2) Two schools (Spring Park and Hendricks) too far apart. 3) Families need to support schools in after school activities and events especially for low economic.

Scenario Four

Boundary adjustment between San Jose ES, Greenfield ES, and Kings Trail ES to balance utilization at the three schools

Individual Questionnaire

Individual Questionnaire	
	scenario four
strongly agree	8%
agree	33%
no opinion	49%
disagree	4%
strongly disagree	6%



Comments

- Greenfield should have the help of the new AAA schools on Gate.
- Take the magnet out of Greenfield. That is what we've done before 107 students out.
- Boundary shifts are the best solution.
- King Trail is in need of renovations. Entire.
- Based on recommendation from a participant who lives in the affected area.
- Utilize Spring Park.
- Send Greenfield overflow to Spring Park or Hogan.
- Agree to boundary change.
- Some slight adjustments could be helpful. Adjustments still need to take into account what schools would be closest-relatively-for students.
- If the data is accurate, I think Kings Trail should be kept open. It is a small neighborhood school where children walk to school each day.
- Kings Trail needs renovation if this happens. Remove San Jose at a magnet program.
- Look at Spring Park being hurt by magnet programs at San Jose.
- Balance makes sense. No knowledge of individual schools. These have pulled from Spring Parks and created a severe underutilization.
- Smallest boundary change to keep neighborhood school and minimize bussing costs. Current maps show the population is denser around Greenfield. I wouldn't make the boundary adjustment until the growth figures pan out.

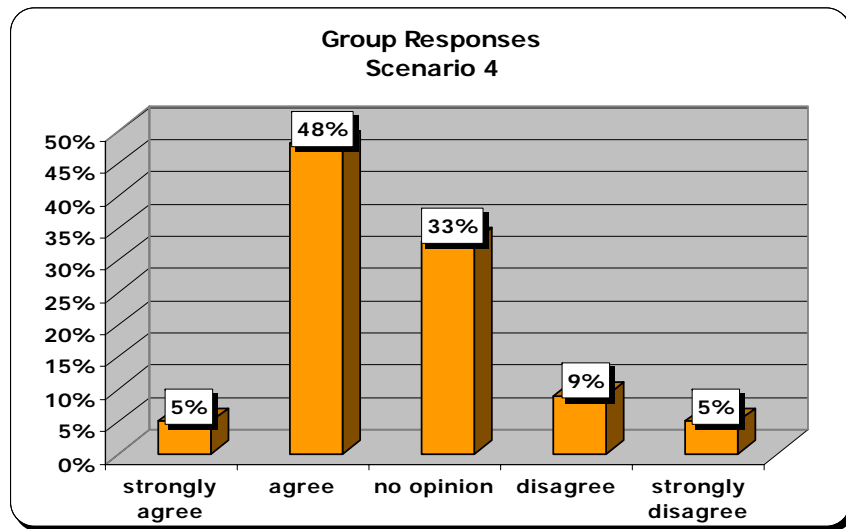
- Has a “magnet” ESOL program been considered? It seems Jacksonville is need of service to many families that have relocated have.
- No change needed. Concern-if new lines would cross I95. Currently-utilization is acceptable and projected utilization is acceptable. Greenfield has portables in place for workshops 1 science-if needed-could be converted for student use.
- Please ask the parents of the children who attend these schools.
- Low priority. The current utilizations are okay.
- Concern with new lines creating hazardous ‘walk to school’ because of 95. Convert portables for workshops to classrooms at Greenfield.
- Concern with crossing I-95. Not necessary. Current utilization within guidelines. Changes not necessary.
- No opinion-this neighborhood needs to make their own decisions.
- If the data is correct a boundary change here would keep the school system from closing Kings Trail ES. If at all possible I think it is important to keep schools open.
- No opinion because I don’t know the facts.
- Do not know enough to form opinion.
- Is the AAA school taking some from around Gate Parkway?
- Send Greenfield overflow to Spring Park or Hogan.
- Do have to consider ESOL Kids.
- Because of cluster to Greenfield a boundary change may not be best solution-may need a combined solution of combining San Jose/King Trail and boundary change. I see no real issue at 100%.
- Boundaries should be adjusted to make enrollment more equitable. More children could easily attend San Jose ES.
- A little concerned about Kings Trail and the facility upkeep.
- This sounds like a “double” scenario if it does not impact the ESOL program at San Jose.
- As long as it doesn’t affect ESOL.
- Maintain program first-many of these families need the greatest support. Any shifts must consider the unique ESOL needs and family support.
- But you should also adjust the boundaries of Hogan-Springs to help balance the aforementioned three schools; what about the impact of AAA-ES on this scenario.
- Utilize Hogan Springs Glen!
- Crossing 1-95 would pose a problem for students. Capacity currently is not a problem. Changes for their schools are not as urgent as other schools.

Scenario Four

Boundary adjustment between San Jose ES, Greenfield ES, and Kings Trail ES to balance utilization at the three schools

Group Questionnaire

Group Questionnaire	
	scenario four
strongly agree	5%
agree	48%
no opinion	33%
disagree	9%
strongly disagree	5%



Comments

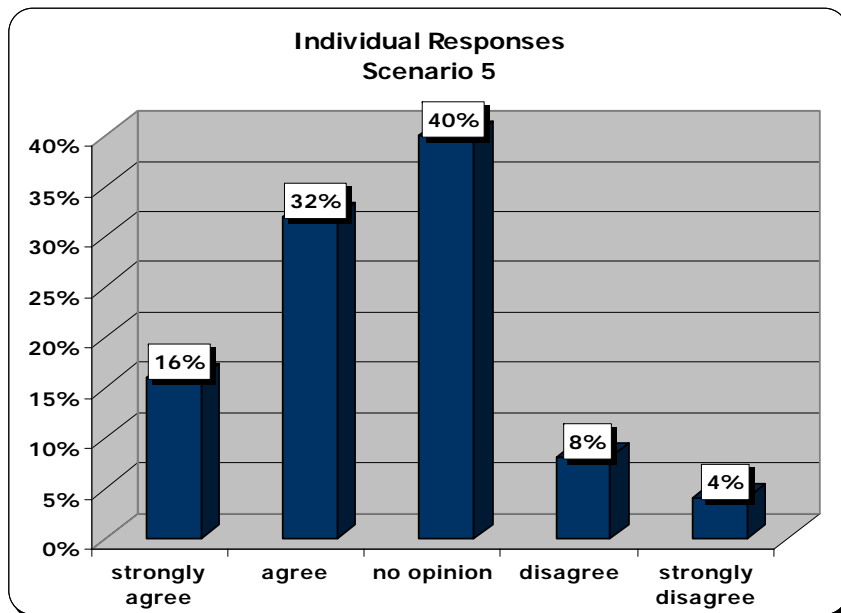
- We don't view these numbers as a problem
- Utilization of Hagan Spring Glen? San Jose and Kings Trail are ESOL centers. Greenfield is not!
- Concern is the interstate divide.
- Consideration to ESOL should come first
- Concerned about condition of Kings Trail
- How does this effect ESOL at San Jose?
- Consider ESOL populations and eliminating magnet program at San Jose
- Do not close Kings Trail
- As long as boundary changes do not split up a street or neighborhood. Kings Trail should under go renovations
- We also need to consider Hogan Spring and "AAA" K-8 in this mix. Is "AAA" K-8 going to be adequate? What are you doing to get the "COJ" to include DCPS's in the concurrency discussions for the development that has not come before the school board? Does the law afford?
- We are concerned about boundary lines crossing I95 and current and projected utilization numbers are very close to the guidelines 106%
- Should spring Park utilization be looked at and how San Jose and Greenfield pull from Spring Park and negatively impact Spring Park (See map-all the x's and o's from Spring Park) Greenfield is creating issues for the other schools-looks like I-95 is a good boundary.

Scenario Five

Rebuild either Arlington or Arlington Heights and combine schools into 800 capacity elementary school.

Individual Questionnaire

Individual Questionnaire	
	scenario five
strongly agree	16%
agree	32%
no opinion	40%
disagree	8%
strongly disagree	4%



Comments

- We recommend the new school be larger-perhaps 900- so that it is not crowded to start. But plan six makes better financial sense.
- Close Arlington Elementary due to FCI 96%.
- We should close Arlington and rebuild Arlington Heights and combine Parkwood Heights, Arlington and Arlington Heights to have a common boundary. Arlington is too old and has a facility condition index of 96%.
- Strong opposition otherwise.
- The condition of Arlington Elementary requires this but number six might be better.
- Definitely close Arlington.
- This is planning to go above the 109% then solve that problem with a boundary change. Describe and plan that boundary change with this scenario.
- I grew up over there and agree they could combine. Renovate Arlington (historic property).
- Arlington has historical value!
- Arlington elementary-high crime neighborhood-low enrollment- combine both schools.
- When closed, turn them into movie theatres like in Portland, OR.
- Not in favor of closing any schools.
- Do not know enough to form opinion.
- Yes, I feel good about building a new school in Arlington.
- Not my place, as I don't live here but it sounds like a good idea.

- Build the school with the capacity of 900 so not overcrowded at the beginning.
- Built for 900 students. Why build it and be over %?
- Make this a high priority but build 850 or under 105% capacity.
- Please ask the parents of the children who attend these schools-be upfront!
- Strongly agree if the rebuilt school was slightly larger. Building a school that exceeds the 105% doesn't make sense.
- Rebuild Arlington.
- No knowledge of individual schools.
- Arlington Elementary needs to go!
- Both schools are physically.
- New school; new facilities; new school spirit. Still presents a problem if new school becomes overcrowded-it could be more difficult to shift student since there is one less facility.
- Disagree need to pursue scenarios #5.
- Arlington and Arlington Heights are close enough to become one neighborhood school.
- Increased efficiency and replacing an aging school.
- Rebuild Arlington Heights, close Arlington Elementary.
- Great Idea!
- Build a new state-of-the-art school at 800 capacity.
- How did DCPS arrive at the decision to possible tear down? Were contractors, etc. involved?
- There are not enough children at Arlington to warrant building a school in the same area. I agree with scenario 6 rather than this one.
- Agree with combining into one school-recommend increase capacity to 900. Use portables.

Scenario Five

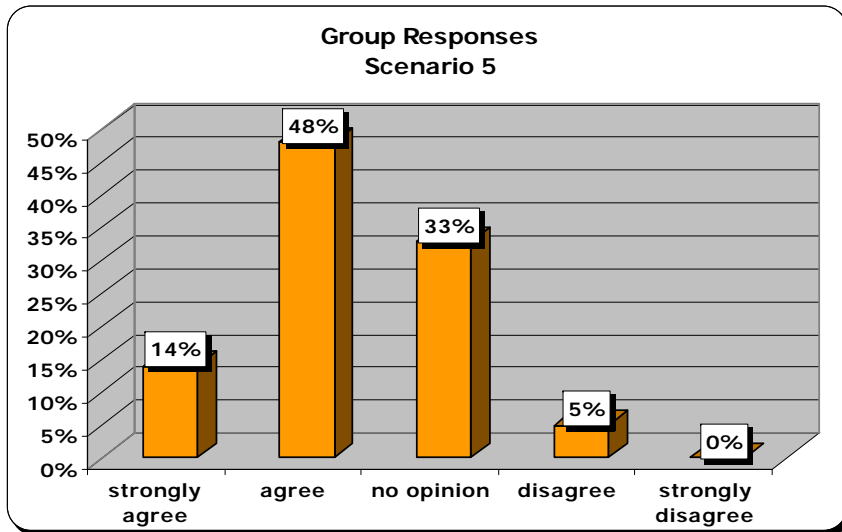
Rebuild either Arlington or Arlington Heights and combine schools into 800 capacity elementary school.

Group Questionnaire

Group Questionnaire	
	scenario five
strongly agree	14%
agree	48%
no opinion	33%
disagree	5%
strongly disagree	0%

Comments

- However, rebuild to 900 to avoid opening at 109%.
- Close Arlington ES due to age and FCI of the build; possibly rebuild Arlington Heights if the three year enrollment projection warrants.
- Make one neighborhood school.
- No opinion but much better than scenario six.
- Sell Arlington Elem. land and combine.
- Close Arlington Elem. due to highway and area.
- Close Arlington due FCI index.
- Good Idea!
- Sounds good!

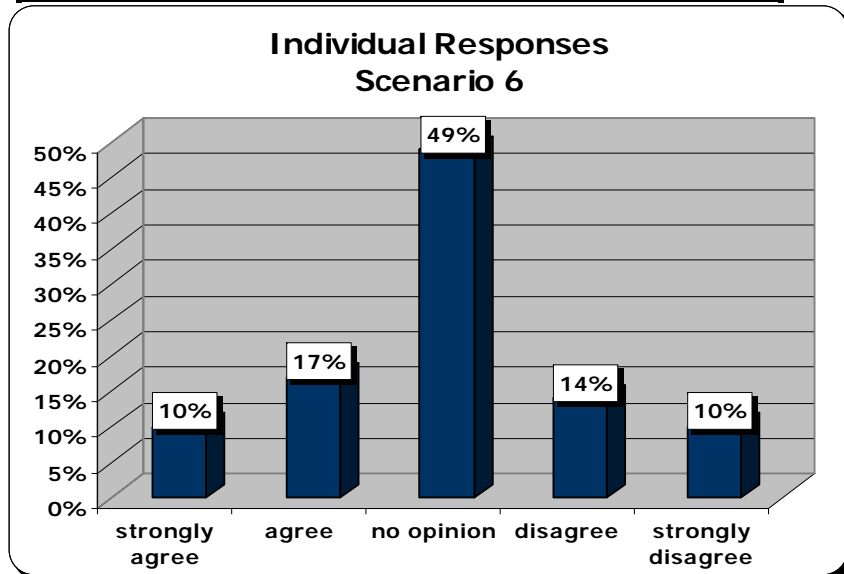


Scenario Six

Rebuild Parkwood Heights, close Arlington and combine Arlington ES, Arlington Heights ES and Parkwood Heights and redraw boundaries for students of the three schools.

Individual Questionnaire

Individual Questionnaire	
	scenario six
strongly agree	10%
agree	17%
no opinion	49%
disagree	14%
strongly disagree	10%



Comments

- This scenario solves more problems than the previous.
- Excellent plan, build the school to a larger capacity.
- Close due to age (oldest school).
- This option does not seem as efficient as option #5.
- Elementary school should not be this large.
- Tear down Parkwood Heights. Capacity at Arlington Middle for K-8.
- Not familiar with this school's issues.
- Move the boundary of Arlington Heights close to Arlington Elem. Rebuild Parkwood.
- See scenario six. Keep Parkwood Heights neighborhood.
- Create less expense going to older school for fixing/repairs.
- Disagree with closing any schools.
- New schools are always a good investment.
- The rebuilding part sounds better economically than new construction. Don't understand the area right now.
- Agree.
- I am a graduate of Parkwood Heights and I'd hate to see the old place torn down but it's probably in bad shape-did a job with Arlington Middle School rebuild.
- Renovate it. Possible attract neighborhood students back. Absolutely not! The traffic infrastructure can

not handle the additional. City recently added medians on lone star not possible.

- Rebuild Arlington Heights, close Arlington; don't rebuild Parkwood Heights; I agree with the redrawing of the boundaries for students of the three schools.
- I am not knowledgeable about these schools, but your scenario sounds agreeable.
- Redo Parkwood Heights and make Arlington Middle a K-8 school.
- Close Parkwood Heights-increase capacity at Arlington Middle and create K-8.
- Financially better. Taking down a school at 96% FCI.
- Makes more sense-two schools less costly than three. Parkwood has land.
- Ask the parents of the students who attend the schools. Send home information (everyone cannot make a meeting 10 miles away).
- Do you have room to build a big school at Parkwood? Playground.
- Has too much impact. Scenario 5 is better. Needs to keep neighborhood schools as much as possible. Too much bussing would be involved.
- Concerns regarding over-utilization of Arlington Heights- how much of that would be impacted by this and would it require students traveling farther?
- I would favor scenario 5 over six. So as to allow continued neighborhood school development in both areas.

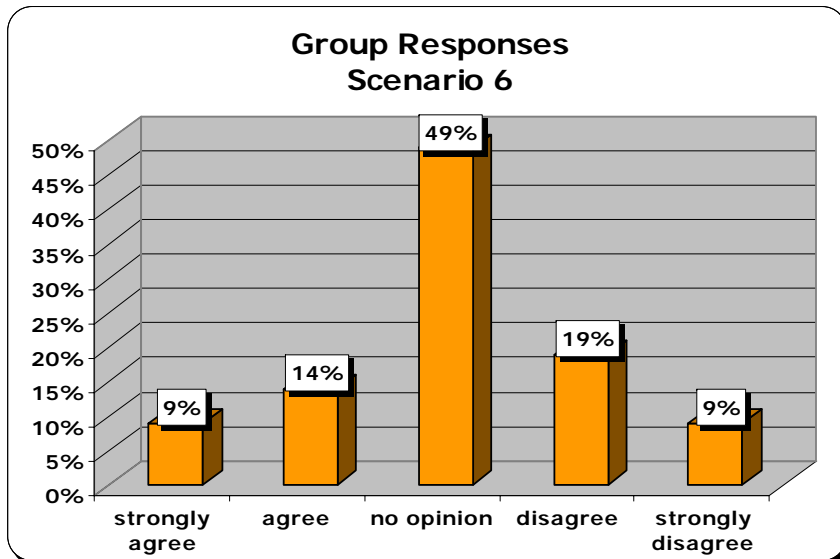
- It seems to me that consideration needs to be given to growth patterns in the area. Also, if you look at the map of students' location, the natural addition to Parkwood Heights would be from students that are closer to Arlington Heights School. The net effect would be that more students would be traveling to schools that are further from their homes, and would be going to a school that is not the closest school to their home. The increase in transportation costs would be significant.

Scenario Six

Rebuild Parkwood Heights, close Arlington and combine Arlington ES, Arlington Heights ES and Parkwood Heights and redraw boundaries for students of the three schools.

Group Questionnaire

Group Questionnaire	
	scenario six
strongly agree	9%
agree	14%
no opinion	49%
disagree	19%
strongly disagree	9%



Comments

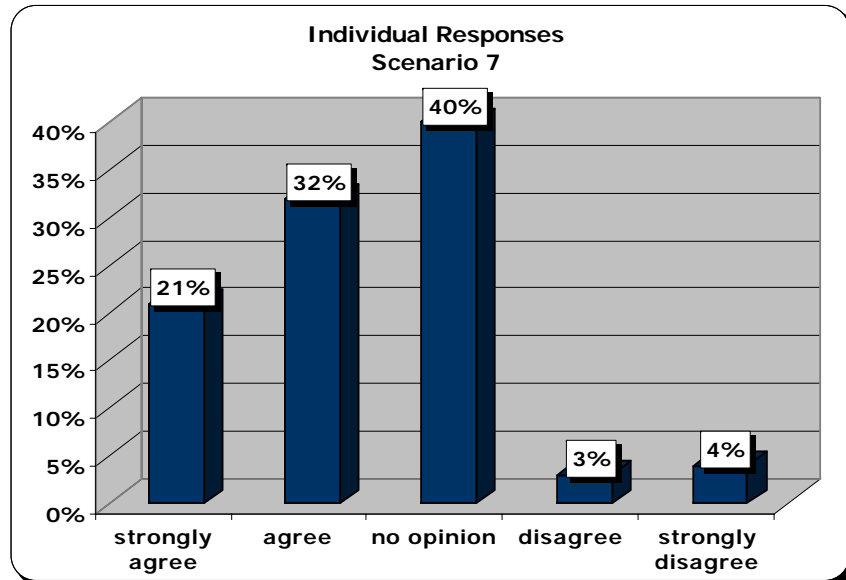
- Allow Parkwood to be a neighborhood school.
- Close Parkwood Heights and build structure and capacity for Arlington Middle to be a k-8 school.
- Due to the FCI of Arlington ES we need to decide what acreage is required to build the new school. Once we close Arlington, and merge the boundaries of the 3 former schools.
- This scenario makes better financial sense.
- Renovate Parkwood Heights to attract neighborhood students back.

Scenario Seven

Rebuild Fort Caroline MS at 1,200 capacity, adjust boundaries of Arlington MS and Landmark MS to balance utilization.

Individual Questionnaire

Individual Questionnaire	
	scenario seven
strongly agree	21%
agree	32%
no opinion	40%
disagree	3%
strongly disagree	4%



Comments

- It is a necessity due to the physical condition of Ft. Caroline
- Short term financial hardship (building another school) would be preferable to continuing to dump money into a deteriorating school.
- Dumb move- Keep it smaller. We just rebuilt Arlington at less than 1000- you want to build a new in that neighborhood with 1200?
- Ask parents, send home information with the students who attend these schools
- This school needs diversity and renovation and I strongly agree with your scenario
- This is an excellent scenario
- Arlington Middle was recently rebuilt yet below capacity enrollment. Why was Ft. Caroline deemed "Magnet Status" instead of Arlington Middle? Where are students being bused in from to Arlington Middle?
- Open up Lone Star Road, Treadnick Parkway to 9A and Monument
- Agree with scenario
- Fort Caroline must be rebuilt!
- Yes, Yes, Yes
- I think this is the best for MS
- What happened to Fort Caroline students during the rebuild?
- Fort Caroline building needs to go!!! Redraw boundaries=1200 is too many middle school kids under one roof

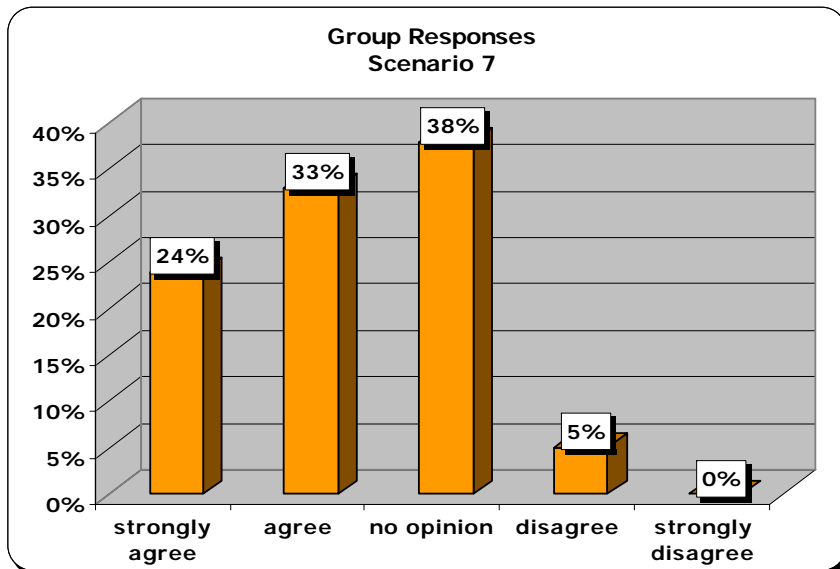
- Boundary change shifting more kids to Landmark with the rebuild of Fort Caroline
- Replacing our older schools should be a priority
- Spending too much on repairs
- Excellent
- With economics as it is, I suggest waiting until FCI reaches 75%
- Rebuild Fort Caroline add a Magnet
- This may be feasible due to the schools involved are middle schools and the kids are older.

Scenario Seven

Rebuild Fort Caroline MS at 1,200 capacity, adjust boundaries of Arlington MS and Landmark MS to balance utilization.

Group Questionnaire

Group Questionnaire	
	scenario seven
strongly agree	24%
agree	33%
no opinion	38%
disagree	5%
strongly disagree	0%



Comments

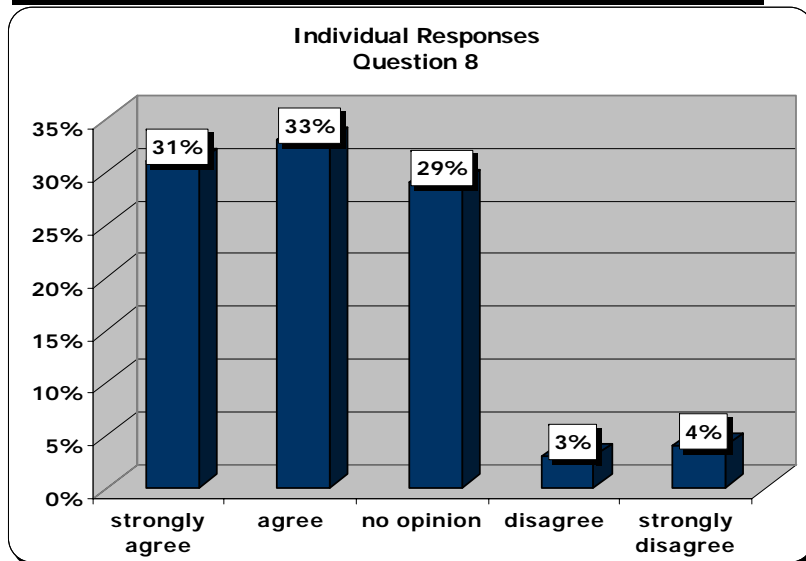
- Condition of Ft. Caroline-needs replacement.
- Renovate Ft. Caroline; rebalance between Arlington HS and Landmark only. Open up Lone Star Rd/ Tredneck Pkwy to 9A.
- Great Idea.
- What are the three year projections for need at Landmark MS. What are the social implications that have kept Landmark MS from growing at the same utilization rate as Kernan MS. Why haven't you done a boundary change between Kernan MS and Landmark MS?

Question 8

High Schools and Academic Program: Would you support an ACE process that would review academic delivery and program models for all grade levels and programs including Magnet Programs and Exceptional Student Education?

Individual Questionnaire

Individual Questionnaire	
question eight	
strongly agree	31%
agree	33%
no opinion	29%
disagree	3%
strongly disagree	4%



Comments

- Support only if Magnets are not affected
- Good approach to balance availability of program across district. Transportation considerations need to be strengthened
- Dedicated Magnets should be left in place
- Keep 1.0 requirements or else I'm going Private!!!
- I believe it is important to include parents and community members in the process
- Arts magnet school have unique facility needs
- I do not support lowering the grade point average and allowing students with a lower than 2.0 grade point average to attend Douglas Anderson HS, Paxon, and Stanton HS
- Any school under consideration should have representation in the process
- It would depend on if the boundaries were places inappropriately and someone who lives less than 1 mile from the high school was directed to another school 5+ miles away. It doesn't make sense!
- Parent impact on academic program
- I'll support it but I'm against magnet schools. It's a brain drain and a way to segregate
- Create high schools in all zones with various programs. I.B./AICE/AP
- All high schools should primarily serve their neighborhoods and the programs should be "World-Class".
- Support as long as this does not single out students with lower grade point average. Allow

S.H. student to leave school in 11th and 12th grade as long as requirements have been achieved to take college courses at community/universities.

- Lower standard of excellence-no role model, increased transportation cost
- Complete new High as soon as possible with a High construction priority
- Lots of table talk for support in this area
- However, any school under consideration must have representation on the ACE committee
- Let's implement the elementary and middle schools first to make sure the dreams created are realities.
- Yes, please keep adding magnet programs
- The magnet program must be heavily considered in the study
- The data driven process has involved stakeholders with a transparency view
- High school boundary need to be looked at
- I feel the public does not have a firm enough grasp on the complexity and the legal ramifications of the decisions they would be making. Somewhat like congress this week, deciding or not deciding to save our 401K plans
- I hope that a program can be utilized that allows for more students to stay at their "home" school. The magnet program has gotten out of control. More emphasis needs to be placed on programs at neighborhood schools to keep "good" students
- Please consider revamping magnet programs as it pulls kids from neighborhood schools causing even

worse under/over utilization. The magnets loose their focus of schools for "advanced/gifted" children

- As long as there was a sufficient level of parent-teacher involvement within the district! How many parents were involved in the process (Ace), and especially within each district?
- Boundary issues for the new high school need to be discussed. It makes no sense to draw 9A as the magic line for the new high school. There are many good communities just west of 9A that fought for the school. Twin Lakes ES, MS, should flow to the new high school, without question.
- I think a representative group from each zip code would be effective to review the entire process. They challenge we face is to raise the level of performance in all schools. Investigate and study thee successful schools and use them as a model for other schools.
- The impression the magnet and district schools give is that the top high school & middle school magnets far outshine the neighborhood/comprehensive schools, even though those schools are pretty special, too.
- Diluting the quality of the magnet program is not an option. If there was a change to the program, the overall funding in the district would significantly impacted. I strongly believe there would be a mass exodus out of the public schools.

- Need a new method of grading school and reporting academic progress-remove stigma of “f” school.
- 1) Find other ways to solve transportation/gas costs. 2) Why would you mess up the BEST things about our district? It is our greatest strength and reason why influential parents stay with the public school system!
- We have high schools in the county that are models- the waiting lists at Stanton, Paxon, and Douglas Anderson show the need for academic programs throughout the county. Build up the neighborhood schools, people will come. I think there also needs to be trade programs for students that are not college bound.
- Need to balance high school academics, let all students go to their neighborhood high school, etc. There is no excuse; include old desegregation plans to have magnet high school’s with “a” grade with plenty of points to spare, should have magnets, but not dedicated magnets(except maybe arts).
- While they were a noble effort, I believe the magnet schools have caused an overall deterioration of our school system. They have undermined the neighborhood school concept, and have drawn the talented students out of those schools. The students left behind-especially those with the same talents- do not receive the same access to, or level of, the focus of the respective magnet programs. Since most magnet students

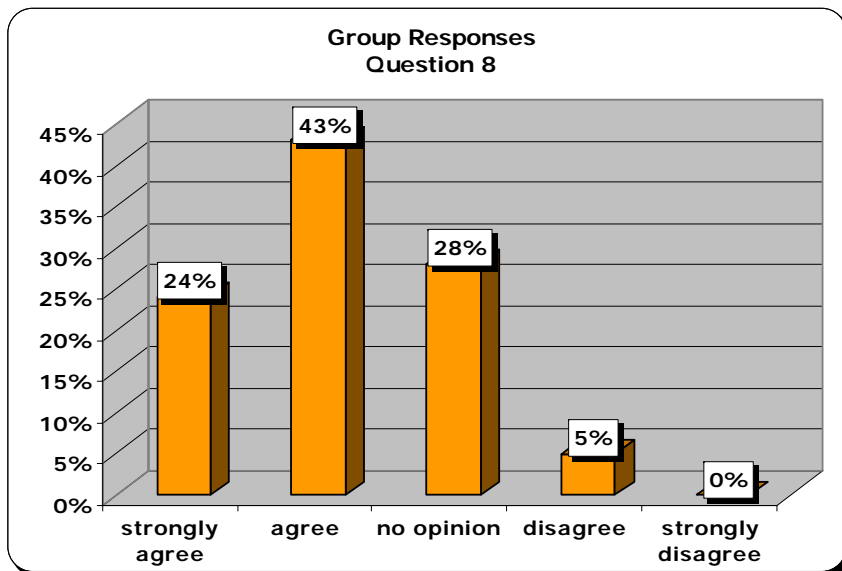
also have very involved parents, this means that those involved parents are also removed from the neighborhood schools, further reducing the positive impact the neighborhood schools receive. If the magnet programs are to remain, they should be disbursed more broadly-perhaps creating “mini-magnet” programs throughout the county. Also, since the magnet programs are centralized, they may not be receiving full parental support because they may not be as convenient as a neighborhood school for the parents.

Question 8

High Schools and Academic Program: Would you support an ACE process that would review academic delivery and program models for all grade levels and programs including Magnet Programs and Exceptional Student Education?

Group Questionnaire

Group Questionnaire	
	question eight
strongly agree	24%
agree	43%
no opinion	28%
disagree	5%
strongly disagree	0%



Comments

- Lets' see how this works out first.
- Public wants to give input.
- Look at how magnet program are affecting neighborhood schools.
- Work on high level academic programs at all high schools.
- With representation from each school in scenario.
- Process very important- alternatives should be developed by stakeholders first. Then details flushed out, screened by stakeholders, final evaluation of best alternate by stakeholders.
- We definitely need to address getting more students that enter high school as ninth graders out of the door with a standard highs school diploma as the end of their on-time year as 12th graders. Don't the FCAT or the Academic requirements of our newly adapted high school graduation requirements. Surely, we want to do better; let's get to working on it.

ADDITIONAL COMMENTS

- As we all know, the key to all of this is communicating to the parents involved. In some cases, building new cultures will be critical.
- I believe that all attending here tonight have had their eyes opened to a subject that will be interesting to watch unfold.
- I was part of the working group; attended and had input in all of the working group meetings! What about the capacity of Twin Lakes ES to 121%?
- Expand Bank of America Learning Academy to accommodate students and entire staff.
- I would like to suggest that hiring more teachers to off set this over-crowding in a majority of these schools.
- Your team has demonstrated and presented us with a great opportunity!
- Why is there no scenario for Twin Lakes Elementary at 123% utilization?
- Twin Lakes Elementary is at 123% so they need a solution to get 105%.
- What about AAA to take up the slack from Gate Parkway?? What about Hogan Spring Glen?? They move their students to our school constantly.
- My concern and reason for attending tonight is school boundaries. With high cost of fuel and the congested road ways in Jacksonville, I am very troubled with the rumors that the new high school will not be open for my child, even though we live less than one mile from the school. If this happens, please know you will have a big fight on your hands!
- Would it be possible to email us when the high school boundaries are being considered?
- Table was represented by 2 Spring Park ES teachers, 2 Hendricks Ave ES parents, and 1 Twin Lakes parent.
- If Hendricks Ave is still being considered for any changes (despite the revised numbers presented on page 2), I strongly oppose the K-2, 3-5 realignment. The other two examples in DCPS involve this model; however, in both cases the schools are geographically close. However, Hendricks Ave and Spring Park are geographically divided by Phillips Hwy. This would greatly hinder the neighborhood community for both schools, increases bussing, and raises safety concerns due to the major traffic on this road. Parental/family involvement would decrease as the geography would prevent many families from walking to the schools to volunteer, attend functions, etc. If the proposed Jackson Square development gets approved, those students could be considered for assignment to Spring Park.
- I strongly disagree with exposed young kids to older kids. This will cause the following: Increase danger, Intimidation, Exposed to older characteristics, exposure to un-ethical way suitable for a younger child. If you have over a 100 acre, or a site you have more than enough room to

accommodate the separation of schools ES&MS. The site of Twin Lake E&M is an example of a larger site to suit the need to have the kid's age groups separates. Why would I want my 5 and 6 year olds hanging out and around his or her older sister or brother and their friends? Why would I want my teenage son/daughter sharing a room with older sibling? Unacceptable! **STRONGLY DISAGREE!**

- I would ask that we look at ways to fill classrooms up and achieve specific goals without disrupting existing model situations. Thank you for your efforts!
- Thank you for the chance to contribute. Need the developer impact fees-ridiculous that the district has to come up with its own capital for land purchases, renovations, buildings. Makes schools safer, and parents will send kids to neighborhood schools. Thanks to Dianne Sox.
- Please review our comments. Make neighborhood schools safer, hold students, parents accountable. Entire students back to neighborhood schools.
- This is nothing more than a sales pitch for the developers to receive a go-ahead and build more schools.
- The residents that live along Baymeadows Road (Hampton Glen, East Hampton, Deerwood, and Needy Branch) would like to be zoned for the new highs school. The kids are currently attending Englewood and Wolfson High schools.
- Scenario 3C- Make Spring Park ES a magnet school. That would draw from schools in the quadrant such as Pineforest, Greenfield, and Hendricks. This would have a positive impact on the perception and rating of Spring Park while relieving overcrowding at several schools.
- Adjust boundary for Mandarin HS to sunbeam Road or Crown Point Rd. My kids have gone to school in the Mandarin area, but as the boundary is now, my kids will have to go to Wolfson HS which is 7.2 miles from home. And Mandarin HS is only 5 ½ miles. I would like to be active with any HS boundary change. Also, we needed to look at doing away with contract business. This would save the school system money. Saving money by using wind or solar power for the schools, which would save money for the system.
- I strongly feel that a creative solution to combine TLAE & TLAM can be a combined to some degree to ease over crowding quickly.
- Consolidate Twin Lakes Elementary with Twin Lakes Middle to eliminate the use of portables at the elementary. Move fifth grade at Twin Lakes Elementary to the adjacent Middle School. Again, this would eliminate the use of portables.
- It is important that we are able to be economically efficient. With today's economy we need to maximize the use of district funds. All children deserve an equitable education in a diverse learning environment.

- Is very important to create balance into all schools and bring information above change or possible form for better school, and quality to learn our student.
- Transportation costs do not appear to be a significant part of many of these scenarios. They need to be factored in much more. As families have to travel farther, they will have less to give for volunteer time and support money.
- Duval County is desperate need of change! AS a parent, we are affected in every school Elementary, Middle and High. Please take these requests and act on our knowledge of the schools we belong to! We continue to lose families to St. Johns County because of their school. Why can we not keep up?
- I appreciate the opportunity to provide input. I prefer the meeting to be on another night other than Wednesday. Preferably at a later time. I am particularly interested in the high schools.
- Scenario 3B- we should keep the current boundaries for Hendricks and keep it a K-5 school. Maybe for any new developments in this boundary, those children would go to Spring Park. That would change the projected capacity for Hendricks. Also, the reason why the other schools in Sax are doing fine with the K-2 and 3-5 split up is because those schools are right next to each other, so logistically it works. This scenario would not work for Hendricks and Spring Park. Scenario 3A-ajust to boundaries to the south for Spring Park to get more students. As a last resort, add the Southbank condos area for Spring Park.
- What about AAA school suggested for north of Twin Lakes Elem. use Greenfield to take up slack from condos and apartments on Gate Parkway? What about Hogan Spring Glen? It is closer to Greenfield than San Jose or Kings Trail?

Group Questionnaire

- Maps were somewhat unclear. If Jackson Square development is approved, those students should be considered for assignment to a school other than Hendricks Ave. (i.e. Spring Park, San Jose) in order to improve utilization at one of those schools and prevent over utilization at Hendricks Ave
- Make schools safer and parents will send their students to their neighborhood schools. Move toward neighborhood schools
- There is no relief plan that addresses Twin Lakes?
- Scenario 3A/3B: It should be noted that while Spring Park has remained a “C” school, the students have demonstrated significant annual learning gains
- Please use our e-mail address to inform us of meetings for the high schools. What exactly is a Regional Academic Model?
- It is a flawed fundamental assumption that school performance will not affect results of boundary redraws success. School performance must also be addresses to ensure goals are met.
- Scenario 6- Close Arlington and shift move to the right and rebuild Parkwood
- Hendricks Avenue is working well and the capacity data appears to be flawed and capacity is not really an issue. Build the new school. Jackson Square development can also add 150 students to Spring Park