

Please complete and return this survey by July 15, 2011 to:

**Lynchburg Is Listening
Attention: Communications & Marketing
900 Church Street
Lynchburg, VA 24504**

APPENDIX 2

Appendix 2

Demographic Comparison of Survey Respondents to Lynchburg City Population

	Survey Response Percent	Lynchburg City Population
E.C. Glass	55.4	35,238 --- 46.63%
Heritage	39.2	40,330 --- 53.37%
Unknown or no response	5.40	

Ward in which Respondent Votes

	Survey Response Percent	Lynchburg City Population
Ward 1	19.9%	24.46%
Ward 2	13.3	20.07
Ward 3	12.7	29.28
Ward 4	12.7	26.19
Do not know ward or did not indicate ward	41.4	n/a

		Survey Response Percent	Lynchburg City Population
Valid	African American	13.9%	29.30%
	Hispanic	1.8	
	Asian	.6	2.5
	Other Race	1.8	1.3
			2 more racial categories 2.2
	White	78.3	64.41
	No Response	5.4	

		Survey Response Percent	Lynchburg City Population
	18-24 years	.6	(20 -24 yrs)15.26
	25-34 years	10.8	12.47
	35-44 years	14.5	9.82
	45-54 years	19.3	11.26
	55-64 years	21.1	10.05
	65-74 years	13.3	6.47
	75 years or more	16.3	7.49
	No Response	4.2	

	Survey Response Percent	Lynchburg City Population
Male	34.9	46.9
Female	60.2	53.1
No Response	4.8	

APPENDIX 3

Appendix 3

Frequency Distribution Tables of All Resident Responses to the Citizen Survey

Length of time lived in Lynchburg

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 2 years	3	1.8	1.8	1.8
	2-5 years	14	8.4	8.5	10.4
	6-10 years	17	10.2	10.4	20.7
	11-20 years	21	12.7	12.8	33.5
	More than twenty years	109	65.7	66.5	100.0
	Total	164	98.8	100.0	
Missing	System	2	1.2		
Total		166	100.0		

High school district home address located

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	E.C. Glass	92	55.4	56.8	56.8
	Heritage	65	39.2	40.1	96.9
	Unknown	5	3.0	3.1	100.0
	Total	162	97.6	100.0	
Missing	System	4	2.4		
Total		166	100.0		

Ward in which respondent votes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ward 1	33	19.9	23.2	23.2
	Ward 2	22	13.3	15.5	38.7
	Ward 3	21	12.7	14.8	53.5
	Ward 4	21	12.7	14.8	68.3
	Do not know ward	45	27.1	31.7	100.0
	Total	142	85.5	100.0	
Missing	System	24	14.5		

Ward in which respondent votes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ward 1	33	19.9	23.2	23.2
	Ward 2	22	13.3	15.5	38.7
	Ward 3	21	12.7	14.8	53.5
	Ward 4	21	12.7	14.8	68.3
	Do not know ward	45	27.1	31.7	100.0
	Total	142	85.5	100.0	
Missing	System	24	14.5		
Total		166	100.0		

Distance lived from HHS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than one mile	9	5.4	5.6	5.6
	1-5 miles	60	36.1	37.5	43.1
	5-10 miles	72	43.4	45.0	88.1
	More than 10 miles	19	11.4	11.9	100.0
	Total	160	96.4	100.0	
Missing	System	6	3.6		
Total		166	100.0		

Distance lived from Glass

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than one mile	12	7.2	7.4	7.4
	1-5 miles	89	53.6	54.9	62.3
	5-10 miles	55	33.1	34.0	96.3
	More than 10 miles	6	3.6	3.7	100.0
	Total	162	97.6	100.0	
Missing	System	4	2.4		
Total		166	100.0		

Children under 17 living in household

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	108	65.1	66.3	66.3
	Yes	55	33.1	33.7	100.0
	Total	163	98.2	100.0	
Missing	System	3	1.8		
Total		166	100.0		

School children enrolled

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	E.C. Glass	7	4.2	4.3	4.3
	Heritage	8	4.8	4.9	9.2
	Public high school outside of Lynchburg	1	.6	.6	9.8
	Private high school outside of Lynchburg	6	3.6	3.7	13.5
	Do not have children enrolled in high school	141	84.9	86.5	100.0
	Total	163	98.2	100.0	
Missing	System	3	1.8		
Total		166	100.0		

School children will be enrolled

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	E.C. Glass	19	11.4	12.3	12.3
	Heritage	23	13.9	14.9	27.3
	Private high school outside of Lynchburg	8	4.8	5.2	32.5
	Do not have children younger than high-school age	104	62.7	67.5	100.0

Total	154	92.8	100.0
Missing System	12	7.2	
Total	166	100.0	

School family members attended

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid E.C. Glass	57	34.3	35.4	35.4
Heritage	26	15.7	16.1	51.6
Neither E.C. Glass nor Heritage	69	41.6	42.9	94.4
E.C. Glass & Heritage	9	5.4	5.6	100.0
Total	161	97.0	100.0	
Missing System	5	3.0		
Total	166	100.0		

Prosperity/success of local businesses near Heritage High School

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Do not know	36	21.7	22.8	22.8
Strong negative impact	17	10.2	10.8	33.5
Negative impact	56	33.7	35.4	69.0
No impact	36	21.7	22.8	91.8
Positive impact	9	5.4	5.7	97.5
Strong positive impact	4	2.4	2.5	100.0
Total	158	95.2	100.0	
Missing System	8	4.8		
Total	166	100.0		

Prosperity/success of local businesses near E.C. Glass High School

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Do not know	31	18.7	19.7	19.7

	Strong negative impact	10	6.0	6.4	26.1
	Negative impact	19	11.4	12.1	38.2
	No impact	28	16.9	17.8	56.1
	Positive impact	59	35.5	37.6	93.6
	Strong positive impact	10	6.0	6.4	100.0
	Total	157	94.6	100.0	
Missing	System	9	5.4		
Total		166	100.0		

Overall image or reputation of Lynchburg

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	31	18.7	19.7	19.7
	Strong negative impact	19	11.4	12.1	31.8
	Negative impact	44	26.5	28.0	59.9
	No impact	26	15.7	16.6	76.4
	Positive impact	27	16.3	17.2	93.6
	Strong positive impact	10	6.0	6.4	100.0
	Total	157	94.6	100.0	
Missing	System	9	5.4		
Total		166	100.0		

Sense of community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	24	14.5	15.3	15.3
	Strong negative impact	19	11.4	12.1	27.4
	Negative impact	51	30.7	32.5	59.9
	No impact	18	10.8	11.5	71.3
	Positive impact	36	21.7	22.9	94.3
	Strong positive impact	9	5.4	5.7	100.0
	Total	157	94.6	100.0	
Missing	System	9	5.4		
Total		166	100.0		

Resident attendance at high school events (e.g. athletics, concerts, plays)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	19	11.4	12.2	12.2
	Strong negative impact	15	9.0	9.6	21.8
	Negative impact	38	22.9	24.4	46.2
	No impact	29	17.5	18.6	64.7
	Positive impact	40	24.1	25.6	90.4
	Strong positive impact	15	9.0	9.6	100.0
	Total	156	94.0	100.0	
Missing	System	10	6.0		
Total		166	100.0		

Safety in school neighborhoods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	28	16.9	17.9	17.9
	Strong negative impact	27	16.3	17.3	35.3
	Negative impact	41	24.7	26.3	61.5
	No impact	37	22.3	23.7	85.3
	Positive impact	19	11.4	12.2	97.4
	Strong positive impact	4	2.4	2.6	100.0
	Total	156	94.0	100.0	
Missing	System	10	6.0		
Total		166	100.0		

Ability of Lynchburg City Schools to attract and retain excellent teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	23	13.9	14.6	14.6
	Strong negative impact	19	11.4	12.0	26.6
	Negative impact	41	24.7	25.9	52.5

	No impact	30	18.1	19.0	71.5
	Positive impact	34	20.5	21.5	93.0
	Strong positive impact	11	6.6	7.0	100.0
	Total	158	95.2	100.0	
Missing	System	8	4.8		
Total		166	100.0		

Reputation of Lynchburg City Schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	25	15.1	15.9	15.9
	Strong negative impact	20	12.0	12.7	28.7
	Negative impact	49	29.5	31.2	59.9
	No impact	27	16.3	17.2	77.1
	Positive impact	28	16.9	17.8	94.9
	Strong positive impact	8	4.8	5.1	100.0
	Total	157	94.6	100.0	
Missing	System	9	5.4		
Total		166	100.0		

Alumni relations with high schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	33	19.9	21.2	21.2
	Strong negative impact	24	14.5	15.4	36.5
	Negative impact	47	28.3	30.1	66.7
	No impact	29	17.5	18.6	85.3
	Positive impact	15	9.0	9.6	94.9
	Strong positive impact	8	4.8	5.1	100.0
	Total	156	94.0	100.0	
Missing	System	10	6.0		
Total		166	100.0		

Parental involvement with high schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	26	15.7	16.6	16.6
	Strong negative impact	9	5.4	5.7	22.3
	Negative impact	36	21.7	22.9	45.2
	No impact	50	30.1	31.8	77.1
	Positive impact	30	18.1	19.1	96.2
	Strong positive impact	6	3.6	3.8	100.0
	Total	157	94.6	100.0	
Missing	System	9	5.4		
Total		166	100.0		

My daily commute to/from work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	8	4.8	5.0	5.0
	Strong negative impact	16	9.6	9.9	14.9
	Negative impact	15	9.0	9.3	24.2
	No impact	113	68.1	70.2	94.4
	Positive impact	5	3.0	3.1	97.5
	Strong positive impact	4	2.4	2.5	100.0
	Total	161	97.0	100.0	
Missing	System	5	3.0		
Total		166	100.0		

Transportation of my children to/from school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	18	10.8	11.7	11.7
	Strong negative impact	16	9.6	10.4	22.1
	Negative impact	19	11.4	12.3	34.4
	No impact	92	55.4	59.7	94.2
	Positive impact	7	4.2	4.5	98.7

	Strong positive impact	2	1.2	1.3	100.0
	Total	154	92.8	100.0	
Missing	System	12	7.2		
Total		166	100.0		

Ability of my children to participate in extracurricular activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	20	12.0	13.2	13.2
	Strong negative impact	21	12.7	13.9	27.2
	Negative impact	17	10.2	11.3	38.4
	No impact	83	50.0	55.0	93.4
	Positive impact	5	3.0	3.3	96.7
	Strong positive impact	5	3.0	3.3	100.0
	Total	151	91.0	100.0	
Missing	System	15	9.0		
Total		166	100.0		

My recreational use of school facilities (e.g. track, field)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	12	7.2	7.6	7.6
	Strong negative impact	20	12.0	12.7	20.3
	Negative impact	28	16.9	17.7	38.0
	No impact	86	51.8	54.4	92.4
	Positive impact	9	5.4	5.7	98.1
	Strong positive impact	3	1.8	1.9	100.0
	Total	158	95.2	100.0	
Missing	System	8	4.8		
Total		166	100.0		

Traffic flow in my neighborhood

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	16	9.6	9.9	9.9
	Strong negative impact	15	9.0	9.3	19.3
	Negative impact	19	11.4	11.8	31.1
	No impact	100	60.2	62.1	93.2
	Positive impact	7	4.2	4.3	97.5
	Strong positive impact	4	2.4	2.5	100.0
	Total	161	97.0	100.0	
Missing	System	5	3.0		
Total		166	100.0		

Safety in my neighborhood

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	16	9.6	10.2	10.2
	Strong negative impact	13	7.8	8.3	18.5
	Negative impact	10	6.0	6.4	24.8
	No impact	112	67.5	71.3	96.2
	Positive impact	3	1.8	1.9	98.1
	Strong positive impact	3	1.8	1.9	100.0
	Total	157	94.6	100.0	
Missing	System	9	5.4		
Total		166	100.0		

My attendance at high school-sponsored events (e.g. athletics, concerts, plays)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	22	13.3	13.8	13.8
	Strong negative impact	8	4.8	5.0	18.9
	Negative impact	23	13.9	14.5	33.3
	No impact	85	51.2	53.5	86.8
	Positive impact	15	9.0	9.4	96.2
	Strong positive impact	6	3.6	3.8	100.0

Total	159	95.8	100.0
Missing System	7	4.2	
Total	166	100.0	

Ability to serve high school students with special needs (e.g. autism, learning disabled)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Do not know	31	18.7	19.9	19.9
Strong negative impact	25	15.1	16.0	35.9
Negative impact	40	24.1	25.6	61.5
No impact	18	10.8	11.5	73.1
Positive impact	33	19.9	21.2	94.2
Strong positive impact	9	5.4	5.8	100.0
Total	156	94.0	100.0	
Missing System	10	6.0		
Total	166	100.0		

Academic achievement of Lynchburg high school students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Do not know	20	12.0	13.1	13.1
Strong negative impact	26	15.7	17.0	30.1
Negative impact	49	29.5	32.0	62.1
No impact	23	13.9	15.0	77.1
Positive impact	29	17.5	19.0	96.1
Strong positive impact	6	3.6	3.9	100.0
Total	153	92.2	100.0	
Missing System	13	7.8		
Total	166	100.0		

Extracurricular participation by Lynchburg high school students (e.g. athletics, performing arts)

	Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Do not know	24	14.5	15.9	15.9
	Strong negative impact	36	21.7	23.8	39.7
	Negative impact	39	23.5	25.8	65.6
	No impact	23	13.9	15.2	80.8
	Positive impact	21	12.7	13.9	94.7
	Strong positive impact	8	4.8	5.3	100.0
	Total	151	91.0	100.0	
Missing	System	15	9.0		
Total		166	100.0		

Ability of students to take advantage of dual enrollment with local colleges

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	27	16.3	17.5	17.5
	Strong negative impact	16	9.6	10.4	27.9
	Negative impact	19	11.4	12.3	40.3
	No impact	58	34.9	37.7	77.9
	Positive impact	25	15.1	16.2	94.2
	Strong positive impact	9	5.4	5.8	100.0
	Total	154	92.8	100.0	
Missing	System	12	7.2		
Total		166	100.0		

Ability of Lynchburg City schools to have sufficient Career Tech course offerings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	31	18.7	19.7	19.7
	Strong negative impact	21	12.7	13.4	33.1
	Negative impact	37	22.3	23.6	56.7
	No impact	28	16.9	17.8	74.5
	Positive impact	31	18.7	19.7	94.3
	Strong positive impact	9	5.4	5.7	100.0
	Total	157	94.6	100.0	
Missing	System	9	5.4		

Ability of Lynchburg City schools to have sufficient Career Tech course offerings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	31	18.7	19.7	19.7
	Strong negative impact	21	12.7	13.4	33.1
	Negative impact	37	22.3	23.6	56.7
	No impact	28	16.9	17.8	74.5
	Positive impact	31	18.7	19.7	94.3
	Strong positive impact	9	5.4	5.7	100.0
	Total	157	94.6	100.0	
Missing	System	9	5.4		
Total		166	100.0		

Ability of Lynchburg City schools to have sufficient Advanced Placement course offerings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	29	17.5	18.7	18.7
	Strong negative impact	23	13.9	14.8	33.5
	Negative impact	36	21.7	23.2	56.8
	No impact	30	18.1	19.4	76.1
	Positive impact	26	15.7	16.8	92.9
	Strong positive impact	11	6.6	7.1	100.0
	Total	155	93.4	100.0	
Missing	System	11	6.6		
Total		166	100.0		

Ability of Lynchburg City Schools to accommodate future growth in student population

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	28	16.9	17.9	17.9
	Strong negative impact	44	26.5	28.2	46.2
	Negative impact	51	30.7	32.7	78.8
	No impact	11	6.6	7.1	85.9
	Positive impact	15	9.0	9.6	95.5

	Strong positive impact	7	4.2	4.5	100.0
	Total	156	94.0	100.0	
Missing	System	10	6.0		
Total		166	100.0		

I want my child to attend the same high school that I did.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	8	4.8	15.7	15.7
	Strongly disagree	7	4.2	13.7	29.4
	Disagree	11	6.6	21.6	51.0
	Agree	13	7.8	25.5	76.5
	Strongly agree	12	7.2	23.5	100.0
	Total	51	30.7	100.0	
Missing	System	115	69.3		
Total		166	100.0		

The Heritage High School community is close-knit.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	56	33.7	41.8	41.8
	Strongly disagree	2	1.2	1.5	43.3
	Disagree	3	1.8	2.2	45.5
	Agree	49	29.5	36.6	82.1
	Strongly agree	24	14.5	17.9	100.0
	Total	134	80.7	100.0	
Missing	System	32	19.3		
Total		166	100.0		

The E.C. Glass High School community is close-knit.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	47	28.3	35.1	35.1

	Strongly disagree	3	1.8	2.2	37.3
	Disagree	7	4.2	5.2	42.5
	Agree	50	30.1	37.3	79.9
	Strongly agree	27	16.3	20.1	100.0
	Total	134	80.7	100.0	
Missing	System	32	19.3		
Total		166	100.0		

Alumni of Heritage High School remain closely connected with the school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	70	42.2	50.4	50.4
	Strongly disagree	2	1.2	1.4	51.8
	Disagree	6	3.6	4.3	56.1
	Agree	38	22.9	27.3	83.5
	Strongly agree	23	13.9	16.5	100.0
	Total	139	83.7	100.0	
Missing	System	27	16.3		
Total		166	100.0		

Alumni of E.C. Glass High School remain closely connected with the school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	60	36.1	42.3	42.3
	Strongly disagree	4	2.4	2.8	45.1
	Disagree	4	2.4	2.8	47.9
	Agree	44	26.5	31.0	78.9
	Strongly agree	30	18.1	21.1	100.0
	Total	142	85.5	100.0	
Missing	System	24	14.5		
Total		166	100.0		

I am satisfied with Heritage High School.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	34	20.5	32.4	32.4
	Strongly disagree	8	4.8	7.6	40.0
	Disagree	14	8.4	13.3	53.3
	Agree	37	22.3	35.2	88.6
	Strongly agree	12	7.2	11.4	100.0
	Total	105	63.3	100.0	
Missing	System	61	36.7		
Total		166	100.0		

I am satisfied with E.C. Glass High School.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	27	16.3	23.9	23.9
	Strongly disagree	4	2.4	3.5	27.4
	Disagree	10	6.0	8.8	36.3
	Agree	46	27.7	40.7	77.0
	Strongly agree	26	15.7	23.0	100.0
	Total	113	68.1	100.0	
Missing	System	53	31.9		
Total		166	100.0		

The Heritage High School campus is a safe area during school hours.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	56	33.7	40.0	40.0
	Strongly disagree	3	1.8	2.1	42.1
	Disagree	7	4.2	5.0	47.1
	Agree	55	33.1	39.3	86.4
	Strongly agree	19	11.4	13.6	100.0
	Total	140	84.3	100.0	
Missing	System	26	15.7		
Total		166	100.0		

The E.C. Glass High School campus is a safe area during school hours.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	57	34.3	39.9	39.9
	Strongly disagree	1	.6	.7	40.6
	Disagree	19	11.4	13.3	53.8
	Agree	49	29.5	34.3	88.1
	Strongly agree	17	10.2	11.9	100.0
	Total	143	86.1	100.0	
Missing	System	23	13.9		
Total		166	100.0		

The Heritage High School campus is a safe area after school hours.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	69	41.6	48.3	48.3
	Strongly disagree	3	1.8	2.1	50.3
	Disagree	8	4.8	5.6	55.9
	Agree	45	27.1	31.5	87.4
	Strongly agree	18	10.8	12.6	100.0
	Total	143	86.1	100.0	
Missing	System	23	13.9		
Total		166	100.0		

The E.C. Glass High School campus is a safe area after school hours.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not know	64	38.6	44.4	44.4
	Strongly disagree	8	4.8	5.6	50.0
	Disagree	28	16.9	19.4	69.4
	Agree	30	18.1	20.8	90.3
	Strongly agree	14	8.4	9.7	100.0

Total	144	86.7	100.0
Missing System	22	13.3	
Total	166	100.0	

Attended a Heritage High School-sponsored event (on or off campus) in last 12 months

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	101	60.8	63.9	63.9
Once or twice	34	20.5	21.5	85.4
3-6 times	12	7.2	7.6	93.0
7-10 times	3	1.8	1.9	94.9
11-20 times	4	2.4	2.5	97.5
More than 20 times	4	2.4	2.5	100.0
Total	158	95.2	100.0	
Missing System	8	4.8		
Total	166	100.0		

Attended an E.C. Glass High School-sponsored event (on or off campus) in last 12 months

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	76	45.8	48.1	48.1
Once or twice	44	26.5	27.8	75.9
3-6 times	25	15.1	15.8	91.8
7-10 times	2	1.2	1.3	93.0
11-20 times	3	1.8	1.9	94.9
More than 20 times	8	4.8	5.1	100.0
Total	158	95.2	100.0	
Missing System	8	4.8		
Total	166	100.0		

Attended a community event at Heritage High School in last 12 months

	Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Never	114	68.7	73.5	73.5
	Once or twice	30	18.1	19.4	92.9
	3-6 times	8	4.8	5.2	98.1
	7-10 times	2	1.2	1.3	99.4
	More than 20 times	1	.6	.6	100.0
	Total	155	93.4	100.0	
Missing	System	11	6.6		
Total		166	100.0		

Attended a community event at E.C. Glass High School in last 12 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	86	51.8	54.8	54.8
	Once or twice	50	30.1	31.8	86.6
	3-6 times	14	8.4	8.9	95.5
	7-10 times	3	1.8	1.9	97.5
	11-20 times	2	1.2	1.3	98.7
	More than 20 times	2	1.2	1.3	100.0
	Total	157	94.6	100.0	
Missing	System	9	5.4		
Total		166	100.0		

Used the Heritage High School facilities for recreation (e.g., walk the track, play tennis or soccer) in last 12 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	107	64.5	67.7	67.7
	Once or twice	19	11.4	12.0	79.7
	3-6 times	15	9.0	9.5	89.2
	7-10 times	7	4.2	4.4	93.7
	11-20 times	3	1.8	1.9	95.6
	More than 20 times	7	4.2	4.4	100.0
	Total	158	95.2	100.0	
Missing	System	8	4.8		

Used the Heritage High School facilities for recreation (e.g., walk the track, play tennis or soccer) in last 12 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	107	64.5	67.7	67.7
	Once or twice	19	11.4	12.0	79.7
	3-6 times	15	9.0	9.5	89.2
	7-10 times	7	4.2	4.4	93.7
	11-20 times	3	1.8	1.9	95.6
	More than 20 times	7	4.2	4.4	100.0
	Total	158	95.2	100.0	
Missing	System	8	4.8		
Total		166	100.0		

Used the E.C. Glass High School facilities for recreation (e.g., walk the track, play tennis or soccer) in last 12 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	131	78.9	82.4	82.4
	Once or twice	13	7.8	8.2	90.6
	3-6 times	6	3.6	3.8	94.3
	7-10 times	4	2.4	2.5	96.9
	11-20 times	3	1.8	1.9	98.7
	More than 20 times	2	1.2	1.3	100.0
	Total	159	95.8	100.0	
Missing	System	7	4.2		
Total		166	100.0		

Willing to increase your tax rate between 1 and 4 cents (between .95 and 3.8 percent)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	57	34.3	39.9	39.9
	Yes	86	51.8	60.1	100.0

Total	143	86.1	100.0
Missing System	23	13.9	
Total	166	100.0	

Willing to increase your tax rate between 5 and 9 cents (between 4.8 and 8.6 percent)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	93	56.0	70.5	70.5
Yes	39	23.5	29.5	100.0
Total	132	79.5	100.0	
Missing System	34	20.5		
Total	166	100.0		

Willing to increase your tax rate between 10 and 14 cents (between 9.52 and 13.3 percent)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	107	64.5	84.9	84.9
Yes	19	11.4	15.1	100.0
Total	126	75.9	100.0	
Missing System	40	24.1		
Total	166	100.0		

Willing to increase your tax rate between 15 and 19 cents (between 14.3 and 18.10 percent)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	115	69.3	91.3	91.3
Yes	11	6.6	8.7	100.0
Total	126	75.9	100.0	
Missing System	40	24.1		
Total	166	100.0		

Willing to increase your tax rate between 20 and 25 cents (between 19.1 and 23.8 percent)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	118	71.1	93.7	93.7
	Yes	8	4.8	6.3	100.0
	Total	126	75.9	100.0	
Missing	System	40	24.1		
Total		166	100.0		

Hispanic, Latino, or Spanish Origins

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	133	80.1	97.8	97.8
	2	1	.6	.7	98.5
	4	2	1.2	1.5	100.0
	Total	136	81.9	100.0	
Missing	System	30	18.1		
Total		166	100.0		

Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	African America	23	13.9	14.6	14.6
	White	130	78.3	82.8	97.5
	Korean	1	.6	.6	98.1
	Other Race	3	1.8	1.9	100.0
	Total	157	94.6	100.0	
Missing	System	9	5.4		
Total		166	100.0		

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-24 years	1	.6	.6	.6
	25-34 years	18	10.8	11.3	11.9
	35-44 years	24	14.5	15.1	27.0
	45-54 years	32	19.3	20.1	47.2
	55-64 years	35	21.1	22.0	69.2
	65-74 years	22	13.3	13.8	83.0
	75 years or more	27	16.3	17.0	100.0
	Total	159	95.8	100.0	
Missing	System	7	4.2		
Total		166	100.0		

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	58	34.9	36.7	36.7
	Female	100	60.2	63.3	100.0
	Total	158	95.2	100.0	
Missing	System	8	4.8		
Total		166	100.0		

Voter Registration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not registered to vote	12	7.2	7.4	7.4
	Registered to vote	147	88.6	90.2	97.5
	Ineligible to vote	4	2.4	2.5	100.0
	Total	163	98.2	100.0	
Missing	System	3	1.8		
Total		166	100.0		

Income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than \$24,999	20	12.0	13.9	13.9
	\$25,000 to \$49,999	39	23.5	27.1	41.0
	\$50,000 to \$99,999	54	32.5	37.5	78.5
	\$100,000 to \$149,999	20	12.0	13.9	92.4
	\$150,000 or more	11	6.6	7.6	100.0
	Total	144	86.7	100.0	
Missing	System	22	13.3		
Total		166	100.0		

APPENDIX 4

Appendix 4

Frequency Distribution Tables of Resident Responses to the Citizen Survey Weighted for Residents Living in HHS District and Excluding “Do Not Know” Responses

Length of time lived in Lynchburg

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 2 years	3	1.8	1.8	1.8
	2-5 years	10	6.0	6.0	7.9
	6-10 years	17	10.5	10.6	18.4
	11-20 years	23	13.6	13.7	32.1
	More than twenty years	112	67.6	67.9	100.0
	Total	165	99.5	100.0	
Missing	System	1	.5		
Total		166	100.0		

High school district home address located

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	E.C. Glass	77	46.6	46.6	46.6
	Heritage	88	53.4	53.4	100.0
	Total	166	100.0	100.0	

Ward in which respondent votes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ward 1	29	17.7	20.7	20.7
	Ward 2	23	13.8	16.1	36.8
	Ward 3	25	14.8	17.4	54.2
	Ward 4	23	13.8	16.1	70.3
	Do not know ward	42	25.4	29.7	100.0
	Total	142	85.5	100.0	
Missing	System	24	14.5		

Ward in which respondent votes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ward 1	29	17.7	20.7	20.7
	Ward 2	23	13.8	16.1	36.8
	Ward 3	25	14.8	17.4	54.2
	Ward 4	23	13.8	16.1	70.3
	Do not know ward	42	25.4	29.7	100.0
	Total	142	85.5	100.0	
Missing	System	24	14.5		
Total		166	100.0		

Distance lived from HHS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than one mile	12	7.4	7.6	7.6
	1-5 miles	69	41.6	42.9	50.6
	5-10 miles	63	38.2	39.5	90.1
	More than 10 miles	16	9.6	9.9	100.0
	Total	160	96.8	100.0	
Missing	System	5	3.2		
Total		166	100.0		

Distance lived from Glass

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than one mile	10	6.2	6.3	6.3
	1-5 miles	85	51.1	51.9	58.2
	5-10 miles	61	36.9	37.5	95.6
	More than 10 miles	7	4.3	4.4	100.0
	Total	163	98.5	100.0	
Missing	System	3	1.5		
Total		166	100.0		

Children under 17 living in household

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	104	63.0	63.7	63.7
	Yes	60	36.0	36.3	100.0
	Total	164	99.0	100.0	
Missing	System	2	1.0		
Total		166	100.0		

School children enrolled

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	E.C. Glass	6	3.4	3.4	3.4
	Heritage	11	6.6	6.6	10.0
	Public high school outside of Lynchburg	1	.8	.8	10.8
	Private high school outside of Lynchburg	6	3.7	3.7	14.5
	Do not have children enrolled in high school	141	85.1	85.5	100.0
	Total	165	99.5	100.0	
Missing	System	1	.5		
Total		166	100.0		

School children will be enrolled

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	E.C. Glass	16	9.6	10.2	10.2
	Heritage	30	18.1	19.1	29.3
	Private high school outside of Lynchburg	7	4.2	4.4	33.8
	Do not have children younger than high-school age	104	62.5	66.2	100.0

Total	156	94.4	100.0
Missing System	9	5.6	
Total	166	100.0	

School family members attended

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid E.C. Glass	52	31.4	32.0	32.0
Heritage	32	19.6	19.9	51.9
Neither E.C. Glass nor Heritage	66	40.1	40.9	92.8
E.C. Glass & Heritage	12	7.1	7.2	100.0
Total	163	98.2	100.0	
Missing System	3	1.8		
Total	166	100.0		

Prosperity/success of local businesses near Heritage High School

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong negative impact	18	11.1	14.7	14.7
Negative impact	59	35.5	46.9	61.5
No impact	35	20.9	27.5	89.1
Positive impact	9	5.6	7.4	96.5
Strong positive impact	4	2.7	3.5	100.0
Total	126	75.8	100.0	
Missing System	40	24.2		
Total	166	100.0		

Prosperity/success of local businesses near E.C. Glass High School

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong negative impact	12	7.0	8.9	8.9
Negative impact	21	12.8	16.3	25.2

	No impact	28	16.8	21.5	46.8
	Positive impact	58	35.0	44.7	91.5
	Strong positive impact	11	6.6	8.5	100.0
	Total	130	78.2	100.0	
Missing	System	36	21.8		
Total		166	100.0		

Overall image or reputation of Lynchburg

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong negative impact	21	12.8	16.2	16.2
	Negative impact	45	27.5	34.7	50.9
	No impact	27	16.1	20.4	71.3
	Positive impact	28	16.6	21.1	92.4
	Strong positive impact	10	6.0	7.6	100.0
	Total	131	79.0	100.0	
Missing	System	35	21.0		
Total		166	100.0		

Sense of community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong negative impact	22	13.1	15.9	15.9
	Negative impact	52	31.1	37.9	53.8
	No impact	19	11.3	13.8	67.6
	Positive impact	34	20.8	25.3	92.9
	Strong positive impact	10	5.8	7.1	100.0
	Total	136	82.2	100.0	
Missing	System	30	17.8		
Total		166	100.0		

Resident attendance at high school events (e.g. athletics, concerts, plays)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong negative impact	17	10.1	11.9	11.9
	Negative impact	42	25.2	29.6	41.4
	No impact	28	17.0	20.0	61.4
	Positive impact	39	23.3	27.4	88.9
	Strong positive impact	16	9.5	11.1	100.0
	Total	141	85.1	100.0	
Missing	System	25	14.9		
Total		166	100.0		

Safety in school neighborhoods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong negative impact	29	17.8	22.1	22.1
	Negative impact	45	27.2	33.8	56.0
	No impact	37	22.2	27.7	83.6
	Positive impact	18	11.0	13.7	97.3
	Strong positive impact	4	2.1	2.7	100.0
	Total	133	80.3	100.0	
Missing	System	33	19.7		
Total		166	100.0		

Ability of Lynchburg City Schools to attract and retain excellent teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong negative impact	21	12.5	14.7	14.7
	Negative impact	45	27.1	32.0	46.8
	No impact	30	18.2	21.5	68.3
	Positive impact	33	20.0	23.7	91.9
	Strong positive impact	11	6.8	8.1	100.0
	Total	140	84.5	100.0	
Missing	System	26	15.5		
Total		166	100.0		

Reputation of Lynchburg City Schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong negative impact	23	13.9	16.8	16.8
	Negative impact	52	31.4	37.9	54.7
	No impact	27	16.5	19.9	74.7
	Positive impact	27	16.5	19.9	94.6
	Strong positive impact	7	4.5	5.4	100.0
	Total	137	82.9	100.0	
Missing	System	28	17.1		
Total		166	100.0		

Alumni relations with high schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong negative impact	28	16.9	21.8	21.8
	Negative impact	49	29.8	38.5	60.2
	No impact	29	17.3	22.4	82.6
	Positive impact	14	8.5	10.9	93.5
	Strong positive impact	8	5.0	6.5	100.0
	Total	128	77.5	100.0	
Missing	System	37	22.5		
Total		166	100.0		

Parental involvement with high schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong negative impact	11	6.8	8.4	8.4
	Negative impact	38	22.9	28.3	36.7
	No impact	51	31.0	38.4	75.0
	Positive impact	27	16.5	20.4	95.5
	Strong positive impact	6	3.7	4.5	100.0

	Total	134	80.8	100.0
Missing	System	32	19.2	
Total		166	100.0	

My daily commute to/from work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong negative impact	19	11.6	12.3	12.3
	Negative impact	15	9.2	9.8	22.1
	No impact	110	66.5	70.7	92.8
	Positive impact	6	3.8	4.0	96.8
	Strong positive impact	5	3.0	3.2	100.0
	Total	156	94.0	100.0	
Missing	System	10	6.0		
Total		166	100.0		

Transportation of my children to/from school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong negative impact	19	11.6	13.7	13.7
	Negative impact	21	12.5	14.8	28.6
	No impact	89	54.0	64.2	92.7
	Positive impact	7	4.5	5.3	98.0
	Strong positive impact	3	1.6	2.0	100.0
	Total	139	84.1	100.0	
Missing	System	26	15.9		
Total		166	100.0		

Ability of my children to participate in extracurricular activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong negative impact	24	14.4	17.7	17.7
	Negative impact	19	11.8	14.5	32.2

	No impact	82	49.3	60.6	92.8
	Positive impact	4	2.3	2.9	95.7
	Strong positive impact	6	3.5	4.3	100.0
	Total	135	81.3	100.0	
Missing	System	31	18.7		
Total		166	100.0		

My recreational use of school facilities (e.g. track, field)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong negative impact	23	13.9	15.5	15.5
	Negative impact	34	20.5	22.8	38.3
	No impact	80	48.3	53.8	92.0
	Positive impact	8	4.7	5.2	97.3
	Strong positive impact	4	2.5	2.7	100.0
	Total	149	89.8	100.0	
Missing	System	17	10.2		
Total		166	100.0		

Traffic flow in my neighborhood

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong negative impact	15	8.9	10.1	10.1
	Negative impact	18	11.0	12.5	22.6
	No impact	99	59.5	67.8	90.4
	Positive impact	9	5.4	6.2	96.6
	Strong positive impact	5	3.0	3.4	100.0
	Total	145	87.7	100.0	
Missing	System	20	12.3		
Total		166	100.0		

Safety in my neighborhood

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong negative impact	14	8.2	9.5	9.5
	Negative impact	12	7.0	8.1	17.6
	No impact	110	66.6	77.4	95.0
	Positive impact	3	1.8	2.1	97.1
	Strong positive impact	4	2.5	2.9	100.0
	Total	143	86.0	100.0	
Missing	System	23	14.0		
Total		166	100.0		

My attendance at high school-sponsored events (e.g. athletics, concerts, plays)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong negative impact	9	5.6	6.6	6.6
	Negative impact	28	16.7	19.7	26.4
	No impact	82	49.8	58.8	85.2
	Positive impact	14	8.5	10.1	95.3
	Strong positive impact	7	4.0	4.7	100.0
	Total	140	84.6	100.0	
Missing	System	25	15.4		
Total		166	100.0		

Ability to serve high school students with special needs (e.g. autism, learning disabled)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong negative impact	27	16.1	20.8	20.8
	Negative impact	44	26.6	34.2	55.0
	No impact	17	10.2	13.1	68.2
	Positive impact	31	18.9	24.3	92.5
	Strong positive impact	10	5.8	7.5	100.0
	Total	128	77.5	100.0	
Missing	System	37	22.5		
Total		166	100.0		

Academic achievement of Lynchburg high school students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong negative impact	29	17.6	21.3	21.3
	Negative impact	51	30.5	37.0	58.4
	No impact	22	13.2	16.0	74.3
	Positive impact	28	16.8	20.4	94.8
	Strong positive impact	7	4.3	5.2	100.0
	Total	136	82.4	100.0	
Missing	System	29	17.6		
Total		166	100.0		

Extracurricular participation by Lynchburg high school students (e.g. athletics, performing arts)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong negative impact	41	24.8	31.7	31.7
	Negative impact	41	24.5	31.2	62.9
	No impact	22	13.4	17.0	80.0
	Positive impact	17	10.4	13.2	93.2
	Strong positive impact	9	5.3	6.8	100.0
	Total	130	78.4	100.0	
Missing	System	36	21.6		
Total		166	100.0		

Ability of students to take advantage of dual enrollment with local colleges

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong negative impact	19	11.3	14.1	14.1
	Negative impact	20	12.1	15.2	29.3
	No impact	58	35.3	44.2	73.5
	Positive impact	25	15.3	19.2	92.7
	Strong positive impact	10	5.8	7.3	100.0

	Total	132	79.8	100.0
Missing	System	33	20.2	
Total		166	100.0	

Ability of Lynchburg City schools to have sufficient Career Tech course offerings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong negative impact	24	14.7	18.7	18.7
	Negative impact	40	24.1	30.6	49.3
	No impact	26	15.9	20.2	69.5
	Positive impact	30	18.2	23.1	92.6
	Strong positive impact	10	5.8	7.4	100.0
	Total	130	78.7	100.0	
Missing	System	35	21.3		
Total		166	100.0		

Ability of Lynchburg City schools to have sufficient Advanced Placement course offerings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong negative impact	26	15.4	19.7	19.7
	Negative impact	40	23.9	30.6	50.3
	No impact	29	17.5	22.4	72.7
	Positive impact	24	14.5	18.5	91.3
	Strong positive impact	11	6.8	8.7	100.0
	Total	130	78.2	100.0	
Missing	System	36	21.8		
Total		166	100.0		

Ability of Lynchburg City Schools to accommodate future growth in student population

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong negative impact	50	30.2	37.9	37.9
	Negative impact	50	30.2	38.0	75.9

	No impact	11	6.8	8.6	84.5
	Positive impact	13	7.8	9.9	94.4
	Strong positive impact	7	4.5	5.6	100.0
	Total	132	79.5	100.0	
Missing	System	34	20.5		
Total		166	100.0		

I want my child to attend the same high school that I did.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	4.2	16.0	16.0
	Disagree	10	6.0	23.0	39.0
	Agree	14	8.5	32.4	71.4
	Strongly agree	12	7.5	28.6	100.0
	Total	43	26.1	100.0	
Missing	System	122	73.9		
Total		166	100.0		

The Heritage High School community is close-knit.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.3	2.6	2.6
	Disagree	4	2.1	4.2	6.8
	Agree	50	30.4	59.9	66.8
	Strongly agree	28	16.9	33.2	100.0
	Total	84	50.8	100.0	
Missing	System	82	49.2		
Total		166	100.0		

The E.C. Glass High School community is close-knit.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	1.8	3.6	3.6

	Disagree	7	4.2	8.1	11.7
	Agree	48	29.0	56.5	68.2
	Strongly agree	27	16.3	31.8	100.0
	Total	85	51.4	100.0	
Missing	System	81	48.6		
Total		166	100.0		

Alumni of Heritage High School remain closely connected with the school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.3	3.0	3.0
	Disagree	6	3.5	7.9	10.9
	Agree	39	23.8	53.9	64.8
	Strongly agree	26	15.5	35.2	100.0
	Total	73	44.1	100.0	
Missing	System	93	55.9		
Total		166	100.0		

Alumni of E.C. Glass High School remain closely connected with the school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	2.7	5.6	5.6
	Disagree	3	2.0	4.3	9.8
	Agree	41	24.7	52.0	61.8
	Strongly agree	30	18.2	38.2	100.0
	Total	79	47.6	100.0	
Missing	System	87	52.4		
Total		166	100.0		

I am satisfied with Heritage High School.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	9	5.6	11.9	11.9

	Disagree	14	8.7	18.4	30.3
	Agree	41	24.8	52.6	82.9
	Strongly agree	13	8.1	17.1	100.0
	Total	78	47.2	100.0	
Missing	System	87	52.8		
Total		166	100.0		

I am satisfied with E.C. Glass High School.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	3.0	5.8	5.8
	Disagree	11	6.6	12.9	18.7
	Agree	44	26.7	52.0	70.7
	Strongly agree	25	15.1	29.3	100.0
	Total	85	51.4	100.0	
Missing	System	81	48.6		
Total		166	100.0		

The Heritage High School campus is a safe area during school hours.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	2.1	3.8	3.8
	Disagree	7	4.2	7.5	11.3
	Agree	61	36.8	65.7	77.0
	Strongly agree	21	12.9	23.0	100.0
	Total	93	56.0	100.0	
Missing	System	73	44.0		
Total		166	100.0		

The E.C. Glass High School campus is a safe area during school hours.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	1.5	1.5

	Disagree	21	12.8	23.7	25.2
	Agree	51	30.6	56.8	82.0
	Strongly agree	16	9.7	18.0	100.0
	Total	89	53.9	100.0	
Missing	System	76	46.1		
Total		166	100.0		

The Heritage High School campus is a safe area after school hours.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	2.1	4.3	4.3
	Disagree	8	5.0	10.1	14.4
	Agree	49	29.6	59.7	74.1
	Strongly agree	21	12.9	25.9	100.0
	Total	82	49.7	100.0	
Missing	System	83	50.3		
Total		166	100.0		

The E.C. Glass High School campus is a safe area after school hours.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	10	6.3	12.5	12.5
	Disagree	31	18.6	37.0	49.5
	Agree	28	16.7	33.3	82.7
	Strongly agree	14	8.7	17.3	100.0
	Total	83	50.2	100.0	
Missing	System	82	49.8		
Total		166	100.0		

Attended a Heritage High School-sponsored event (on or off campus) in last 12 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	93	56.3	58.4	58.4

	Once or twice	37	22.3	23.1	81.4
	3-6 times	15	9.2	9.6	91.0
	7-10 times	4	2.5	2.6	93.5
	11-20 times	5	3.3	3.4	96.9
	More than 20 times	5	3.0	3.1	100.0
	Total	160	96.5	100.0	
Missing	System	6	3.5		
Total		166	100.0		

Attended an E.C. Glass High School-sponsored event (on or off campus) in last 12 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	79	47.9	49.5	49.5
	Once or twice	45	27.1	28.0	77.5
	3-6 times	25	14.9	15.4	92.9
	7-10 times	2	1.0	1.0	93.9
	11-20 times	3	1.8	1.9	95.8
	More than 20 times	7	4.1	4.2	100.0
	Total	160	96.8	100.0	
Missing	System	5	3.2		
Total		166	100.0		

Attended a community event at Heritage High School in last 12 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	108	65.4	68.9	68.9
	Once or twice	35	20.9	22.0	90.8
	3-6 times	11	6.6	6.9	97.7
	7-10 times	3	1.6	1.7	99.5
	More than 20 times	1	.5	.5	100.0
	Total	157	95.0	100.0	
Missing	System	8	5.0		
Total		166	100.0		

Attended a community event at E.C. Glass High School in last 12 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	92	55.7	57.8	57.8
	Once or twice	49	29.4	30.5	88.3
	3-6 times	12	7.4	7.7	96.0
	7-10 times	3	1.8	1.9	97.9
	11-20 times	2	1.0	1.1	98.9
	More than 20 times	2	1.0	1.1	100.0
	Total	160	96.3	100.0	
Missing	System	6	3.7		
Total		166	100.0		

Used the Heritage High School facilities for recreation (e.g., walk the track, play tennis or soccer) in last 12 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	97	58.7	60.9	60.9
	Once or twice	22	13.1	13.6	74.4
	3-6 times	19	11.4	11.8	86.2
	7-10 times	9	5.4	5.6	91.8
	11-20 times	4	2.5	2.6	94.4
	More than 20 times	9	5.4	5.6	100.0
	Total	160	96.5	100.0	
Missing	System	6	3.5		
Total		166	100.0		

Used the E.C. Glass High School facilities for recreation (e.g., walk the track, play tennis or soccer) in last 12 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	134	81.0	83.2	83.2
	Once or twice	14	8.2	8.4	91.5

	3-6 times	6	3.4	3.4	95.0
	7-10 times	4	2.3	2.4	97.4
	11-20 times	3	1.5	1.6	99.0
	More than 20 times	2	1.0	1.0	100.0
	Total	161	97.3	100.0	
Missing	System	4	2.7		
Total		166	100.0		

Willing to increase your tax rate between 1 and 4 cents (between .95 and 3.8 percent)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	52	31.5	36.1	36.1
	Yes	92	55.6	63.9	100.0
	Total	144	87.2	100.0	
Missing	System	21	12.8		
Total		166	100.0		

Willing to increase your tax rate between 5 and 9 cents (between 4.8 and 8.6 percent)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	91	55.1	68.9	68.9
	Yes	41	24.9	31.1	100.0
	Total	133	80.0	100.0	
Missing	System	33	20.0		
Total		166	100.0		

Willing to increase your tax rate between 10 and 14 cents (between 9.52 and 13.3 percent)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	107	64.5	84.5	84.5

	Yes	20	11.8	15.5	100.0
	Total	126	76.3	100.0	
Missing	System	39	23.7		
Total		166	100.0		

Willing to increase your tax rate between 15 and 19 cents (between 14.3 and 18.10 percent)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	115	69.5	91.0	91.0
	Yes	11	6.8	9.0	100.0
	Total	126	76.3	100.0	
Missing	System	39	23.7		
Total		166	100.0		

Willing to increase your tax rate between 20 and 25 cents (between 19.1 and 23.8 percent)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	119	71.7	93.9	93.9
	Yes	8	4.7	6.1	100.0
	Total	126	76.3	100.0	
Missing	System	39	23.7		
Total		166	100.0		

Hispanic, Latino, or Spanish Origins

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	135	81.3	97.8	97.8
	2	1	.5	.6	98.4
	4	2	1.3	1.6	100.0
	Total	138	83.2	100.0	
Missing	System	28	16.8		

Hispanic, Latino, or Spanish Origins

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	135	81.3	97.8	97.8
	2	1	.5	.6	98.4
	4	2	1.3	1.6	100.0
	Total	138	83.2	100.0	
Missing	System	28	16.8		
Total		166	100.0		

Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	African America	25	15.2	16.0	16.0
	White	128	77.1	80.9	96.9
	Korean	1	.8	.9	97.7
	Other Race	4	2.1	2.3	100.0
	Total	158	95.3	100.0	
Missing	System	8	4.7		
Total		166	100.0		

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-24 years	1	.8	.8	.8
	25-34 years	20	11.9	12.3	13.1
	35-44 years	23	14.1	14.6	27.7
	45-54 years	31	18.9	19.5	47.2
	55-64 years	37	22.1	22.9	70.1
	65-74 years	21	12.5	13.0	83.1
	75 years or more	27	16.3	16.9	100.0
	Total	160	96.6	100.0	
Missing	System	6	3.4		
Total		166	100.0		

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	60	35.9	37.3	37.3
	Female	100	60.4	62.7	100.0
	Total	160	96.3	100.0	
Missing	System	6	3.7		
Total		166	100.0		

Voter Registration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not registered to vote	9	5.6	5.7	5.7
	Registered to vote	151	91.0	92.0	97.6
	Ineligible to vote	4	2.3	2.4	100.0
	Total	164	99.0	100.0	
Missing	System	2	1.0		
Total		166	100.0		

Income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than \$24,999	17	10.5	12.0	12.0
	\$25,000 to \$49,999	40	24.2	27.7	39.7
	\$50,000 to \$99,999	58	35.2	40.3	80.1
	\$100,000 to \$149,999	19	11.7	13.4	93.5
	\$150,000 or more	9	5.7	6.5	100.0
	Total	145	87.3	100.0	
Missing	System	21	12.7		
Total		166	100.0		

Heritage High School Task Force ----- Business Survey

As you may be aware, the Heritage High School (HHS) Task Force has set a goal of addressing the structural problems with HHS by the year 2018. The HHS Task Force has been formed and charged with gathering information, engaging the public, analyzing the options of what to do with HHS, and making a recommendation to the City Council by the end of 2011. The Task Force has no authority to make any final decisions regarding HHS. Instead our work is to identify the different options regarding HHS and to analyze the impact of each option. Ultimately, the Lynchburg City School Board will decide what steps should be taken

The Task Force is considering a number of different options, including rebuilding HHS, refurbishing HHS, and combining the two Lynchburg City high schools. The HHS Task Force is seeking feedback from local employers about the quality of the employees they have hired and their thoughts about the potential impact of some of the options that are currently being considered.

Your participation in this survey is very important. Thank you for your time and consideration.



What is the primary activity or industrial classification of your company? *

- Manufacturing
- Wholesale or Retail Trade
- Transportation and Warehousing
- Finance and Insurance
- Real Estate, Rental and Leasing
- Educational Services
- Health Care and Social Assistance
- Public Administration
- Other:

What is your current number of FULL TIME employees working in Region 2000? *

Region 2000 includes the City of Lynchburg, Amherst County, Appomattox County, Bedford County, and Campbell County. Please exclude employees who work in locations outside of the Region 2000 area.

- 1-25
- 26-50
- 51-100
- 101-200
- 201-500
- 501-1000
- More than 1000

What is your current number of PART TIME employees working in Region 2000? *

Region 2000 includes the City of Lynchburg, Amherst County, Appomattox County, Bedford County, and Campbell County. Please exclude employees who work in locations outside of the Region 2000 area.

- 1-25
- 26-50

- 51-100
- 101-200
- 201-500
- 501-1000
- More than 1000

Do you typically hire individuals with the following educational levels? *

Please check all that apply.

	Yes	No
Less than high school	<input type="radio"/>	<input type="radio"/>
High school	<input type="radio"/>	<input type="radio"/>
Some college	<input type="radio"/>	<input type="radio"/>
College degree	<input type="radio"/>	<input type="radio"/>
Advanced degree	<input type="radio"/>	<input type="radio"/>

Do you regularly seek workers with STEM (Science, technology, engineering, and mathematics) skills? *

- Yes
- No

When seeking new hires do you typically advertise: *

Please check all that apply.

- Within the region?
- Statewide?
- Nationally?
- Internationally?

Approximately what percentage of your current workforce lived in the Region 2000 area when you hired them? *

- 0-25
- 26-50
- 51-75
- 76-100
- Uncertain

How would you rate the quality of your current employees who lived in the Region 2000 area when you hired them? *

- Excellent
- Good
- Average

- Weak
- Very Weak

Please add any comments that you may have regarding the question above:

How satisfied have you been with your company's ability to find qualified candidates from Region 2000 for your company to choose from when trying to fill vacant positions? *

- Very Satisfied
- More than satisfied
- Satisfied
- Mostly satisfied
- Not satisfied

How satisfied have you been with your company's ability to attract and hire qualified candidates from outside the Region 2000 area? *

- Very Satisfied
- More than satisfied
- Satisfied
- Mostly satisfied
- Not satisfied

As noted earlier, the HHS Task Force is considering a number of different options, including rebuilding HHS, refurbishing HHS, and combining the two Lynchburg City high schools.

Please indicate the impact you believe that consolidating the two Lynchburg City high schools into one campus at the current E.C. Glass location would have on each of the following:

What would be the effect of combining the two Lynchburg City high schools on the quality of persons in the local labor pool? *

- Significantly better
- Somewhat better
- No change
- Somewhat worse
- Significantly worse
- Uncertain

What would be the effect of combining the two Lynchburg City high schools on the quality of local high school graduates? *

- Significantly better
- Somewhat better
- No change
- Somewhat worse
- Significantly worse
- Uncertain

What would be the effect of combining the two Lynchburg City high schools on your company's ability to recruit employees from outside Region 2000 to relocate to the area? *

- Significantly easier
- Somewhat easier
- No change
- Somewhat more difficult
- Significantly more difficult
- Uncertain

In what ways would this change affect your ability to recruit employees from outside the local pool?

If the Lynchburg City Schools combined high schools, what would be the impact on the quality of life in Lynchburg? *

- Significantly better
- Somewhat better
- No change
- Somewhat worse
- Significantly worse
- Uncertain

In what ways might this impact the quality of life?

If the Lynchburg City Schools combined high schools, what would be the effect on the reputation of Lynchburg as a good place to live? *

- Significantly better
- Somewhat better
- No change
- Somewhat worse
- Significantly worse
- Uncertain

In what ways might this affect the city's reputation?

What other possible impacts do you foresee if the current city high schools are consolidated into one school at the current E. C. Glass location?

Please indicate the company that you work for:

Optional



APPENDIX 6

Interviews of Real Estate Agents conducted during the week of June 20, 2011

Comments were typed up by the interviewer during the interview and do not necessarily reflect verbatim remarks.

1. What are the overall commercial/ residential property value trends near HHS:									
Stable, influenced by Liberty	Given economy, values have fallen some but stable.	Stable. The location is excellent - it is near the expressway and a major shopping center of the city.	Stable.	Consistent with the city, values are down slightly.	Stable. There is consistent demand for houses in the price bracket near HHS.	Stable. While Lynchburg follows national trends, we do not see the major changes in values that others areas have experienced.	Stable. However, there is little commercial activity in the area. Commercial property values have NOT decreased. Being close to Wards Road helps this area.	Stable. However, in general given the market, prices have decreased throughout Lynchburg and the surrounding counties.	Stable.
Not as stable; difficult to make some of the commercial property work	Given economy, values have fallen some	Different type of area. The older property here needs care, although areas near the hospital have done well.	Stable.	Consistent with the city, values are down slightly.	Impoverished area but stable.	Not stable. Residential values are going down but commercial values may be increasing slightly.	The areas nearest Glass are somewhat depressed economically, but the values are more stable closer to the hospital. The Plaza and Memorial Avenue are not attractive. However, their values are not going down but they are not going up. The hospital is to Glass as Wards Road is HHS.	In this market, the area is decreasing but overall the values of property in the city have decreased as well.	More depressed area so trending down a little more.
2. Are commercial/residential property values near HHS growing faster or slower than surrounding areas?									
At capacity so little growth opportunity; future will be redevelopment	The values are growing more slowly than in other parts of the city.	Still good. Anticipates that we will see a shift to rehabilitating existing, older property.	About the same.	About the same.	About the same.	About the same.	About the same.	About the same.	Growing slower in reference to other areas, such as Campbell and Bedford. Less opportunity to grow.
2. Are commercial/residential property values near E.C. Glass growing faster or slower than surrounding areas?									
At capacity so little growth opportunity; future will be redevelopment	The values are growing more slowly than in other parts of the city, such as near HHS.	Not much growth with the exception of the Centra Health initiatives.	About the same.	About the same.	About the same.	About the same.	About the same.	About the same.	More growth because more area to grow.
3. Is demand for commercial/residential property changing in the area near HHS?									

Not really	Same	Demand is the same but there is limited availability.	Stable demand.	Demand has not changed. There is still commercial property available.	Demand in the city generally has declined.	Increasing slightly as market starts to rebound.	No change but there is not much demand.	No change in demand.
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3. Is demand for commercial/residential property changing in the area near E.C. Glass?

Not really	Same	Today, people are less "scared" of the area since Liberty owns the Plaza and Centra has relocated some offices. There is new commercial activity at the Plaza which helps residents' perceptions of it. "Perception is reality."	Stable demand.	The area around Glass has not changed much in the last 5 to 10 years. There is not much demand because most of the growth in the city has been NEW growth rather than rehab.	Demand in the city generally has declined.	Outside of the Centra activity, the demand has not increased.	No change but there is not much demand.	No change in demand.
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4. If HHS and Glass were merged, what would be the effects of moving HHS to the Glass campus on commercial/residential values near HHS?

The impact would be more symbolic. Not sure it would impact the value of property.	The residential values will go down. Schools are attractive to people looking for a home.	The merger would definitely have a negative impact on residential property in the area.	It would negatively impact values.	It would have a HUGE negative impact on residential and commercial values.	Residential and commercial values would decline.	It would have a negative on the area around HHS and the children attending HHS. It would hurt businesses because having the school in the area brings customers into their businesses.	Does not expect commercial real estate to be impacted. However, expects that the overall global residential property values in the city to decline if there was one high school. Hopes that it will not happen because he expects that it will throw the city into turmoil. If such a decision were made, there would be tons of implications that are complex. Does not want that to happen and does not want to lower the infrastructure of the city.	It would negatively impact property values. Our schools in the city and counties are good. However, people tend to be loyal to their schools. Closing HHS would devastate the community in the HHS area.
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4. If HHS and Glass were merged, what would be the effects of moving HHS to the Glass campus on commercial/residential values near Glass?

It would help property values.	No impact	It would have no impact since there is little residential property in the area.	It would have not impact on values.	No impact on values.	No impact on values.	Not likely to impact values.	No impact on values. Students stay on campus.	No significant impact on values in and around Glass. Those areas have long since developed. It may impact the city and does not think it would be positive.
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Other Comments:

- Asked that the committee please consider renovating the existing facility. There is an incredible infrastructure that should not be lost.
- Perceives that if the city merges the high schools, it will push people to move to the county or to elect to send their children to private schools.
- Noted that people will pull their children out of Glass. It will not be good for Lynchburg's economy long-term, and property values will go down. It will not be good for the students. Overall, it will stunt the growth of the city because it will be harder to recruit people and companies to relocate to the community. People will opt to live in Bedford County where property tax values are lower. People who live in a small town want a small town experience. Lynchburg has a reputation for having excellent schools and having one high school will negative impact their reputation. "I can't imagine trying to recruit candidates to the area and saying we have one high school of 2,600 students." By having two high schools, we have checks and balances; we have competition. It is good to have competition.
- Five years ago, 7 out of 10 clients wanted to live in Forest. Today 6 out of 10 want the City of Lynchburg or Brookville because of the schools. The city has done well. "It seems today the trend is to move away from big schools."
- Lynchburg is not a large enough area to have pockets of influence so distinguishing values by area is not as meaningful. Based upon his experiences in real estate, he believes that a city with one high school is not impressive. One option is to relocate HHS to 25 acre tract on Old Graves Mill Road.

APPENDIX 7

Appendix 7

Difference of Means Tests - Households with Children under 17 Living in Household

To interpret the scale, please see the Citizen Survey presented in Appendix 1. Respondents who responded “Don’t know” to a question were excluded from the analysis.

When a mean value is followed by a “*”, it indicates a significant difference between the mean of the two groups using a two-tail test. For means marked with ***, the difference in means is significant at the .01 level. For those marked with **, the difference in means is significant at the .05 level. For those marked with *, the difference in means is significant at the .10 level.

For example, residents with children under 17 living in their household believed that merging the two high schools would have a more negative impact than those residents who do not have children under 17. On average, the mean score of residents with children under 17 was 2.38 (on a 5 point scale from 1 - strong negative impact to 5 – strong positive impact) compared to a mean score of 2.96 for residents without children under 17 living in their household. The difference between these two means is significantly different.

	Children under 17 living in household	Mean
Prosperity/success of local businesses near Heritage High School	No	2.49
	Yes	2.31
Prosperity/success of local businesses near E.C. Glass High School	No	3.48*
	Yes	3.12
Overall image or reputation of Lynchburg	No	2.96***
	Yes	2.38
Sense of community	No	2.88*
	Yes	2.51
Resident attendance at high school events (e.g. athletics, concerts, plays)	No	3.05
	Yes	2.92
Safety in school neighborhoods	No	2.62*
	Yes	2.25
Ability of Lynchburg City Schools to attract and retain excellent teachers	No	3.04***
	Yes	2.50
Reputation of Lynchburg City Schools	No	2.95***
	Yes	2.18
Alumni relations with high schools	No	2.68***
	Yes	2.11
Parental involvement with high schools	No	3.08***
	Yes	2.62
My daily commute to/from work	No	2.82
	Yes	2.74

Transportation of my children to/from school	No	2.85***
	Yes	2.51
Ability of my children to participate in extracurricular activities	No	2.95***
	Yes	2.22
My recreational use of school facilities (e.g. track, field)	No	2.82***
	Yes	2.33
Traffic flow in my neighborhood	No	2.85
	Yes	2.68
Safety in my neighborhood	No	2.84
	Yes	2.78
My attendance at high school-sponsored events (e.g. athletics, concerts, plays)	No	3.02**
	Yes	2.70
Ability to serve high school students with special needs (e.g. autism, learning disabled)	No	2.83
	Yes	2.48
Academic achievement of Lynchburg high school students	No	2.70*
	Yes	2.31
Extracurricular participation by Lynchburg high school students (e.g. athletics, performing arts)	No	2.64***
	Yes	2.08
Ability of students to take advantage of dual enrollment with local colleges	No	3.04
	Yes	2.82
Ability of Lynchburg City schools to have sufficient Career Tech course offerings	No	2.96**
	Yes	2.49
Ability of Lynchburg City schools to have sufficient Advanced Placement course offerings	No	2.97***
	Yes	2.38
Ability of Lynchburg City Schools to accommodate future growth in student population	No	2.36***
	Yes	1.82
I want my child to attend the same high school that I did.	No	2.65
	Yes	2.73
The Heritage High School community is close-knit.	No	3.24
	Yes	3.18
The E.C. Glass High School community is close-knit.	No	3.16
	Yes	3.16
Alumni of Heritage High School remain closely connected with the school.	No	3.16
	Yes	3.25
Alumni of E.C. Glass High School remain closely connected with the school.	No	3.18
	Yes	3.45
I am satisfied with Heritage High School.	No	2.56**
	Yes	3.08

I am satisfied with E.C. Glass High School.	No	3.04
	Yes	3.17
The Heritage High School campus is a safe area during school hours.	No	3.00
	Yes	3.20
The E.C. Glass High School campus is a safe area during school hours.	No	2.92
	Yes	3.03
The Heritage High School campus is a safe area after school hours.	No	2.98
	Yes	3.13
The E.C. Glass High School campus is a safe area after school hours.	No	2.74
	Yes	2.47
Attended a Heritage High School-sponsored event (on or off campus) in last 12 months	No	1.45***
	Yes	2.04
Attended an E.C. Glass High School-sponsored event (on or off campus) in last 12 months	No	1.83*
	Yes	2.22
Attended a community event at Heritage High School in last 12 months	No	1.26***
	Yes	1.57
Attended a community event at E.C. Glass High School in last 12 months	No	1.60
	Yes	1.78
Used the Heritage High School facilities for recreation (e.g., walk the track, play tennis or soccer) in last 12 months	No	1.56**
	Yes	2.09
Used the E.C. Glass High School facilities for recreation (e.g., walk the track, play tennis or soccer) in last 12 months	No	1.38
	Yes	1.37
Willing to increase your tax rate between 1 and 4 cents (between .95 and 3.8 percent)	No	.51***
	Yes	.76
Willing to increase your tax rate between 5 and 9 cents (between 4.8 and 8.6 percent)	No	.22***
	Yes	.43
Willing to increase your tax rate between 10 and 14 cents (between 9.52 and 13.3 percent)	No	.05***
	Yes	.33
Willing to increase your tax rate between 15 and 19 cents (between 14.3 and 18.10 percent)	No	.04***
	Yes	.18
Willing to increase your tax rate between 20 and 25 cents (between 19.1 and 23.8 percent)	No	.04*
	Yes	.11

*** Significant at .01 level

**Significant at .05 level

*Significant at .10 level

Appendix 8

Citizen Survey Open-Ended Responses

(numbers reflect survey identification code which was added when return envelope was opened). Responses typed as written and were not edited.

Comment Question #1

What impact would combining the two Lynchburg City High Schools have on the quality of life in Lynchburg?

#2 I think the increased enrollment in combining the two schools would make behavior much worse than it already is. Teachers presently have to spend too much class time on discipline, thus depriving students of valued learning time. Large classes foster discipline problems. Quality of life in Lynchburg will continue to deteriorate if students continue to complete high school lacking knowledge needed to support themselves. We should not do anything to make our situation worse.

#3 Larger schools often mean less connection between students and faculty. Please use existing evidence based practice to guide your decision and examine other types of communities who have faced this same type of decision.

#4 I think Lynchburg needs two high schools. It creates a greater sense of community to have “friendly rivals” rather than a monolithic school. Two schools allow for more “winners” more people participating in sports, extra activities. How many football captains at one school? How many presidents of the student body? Two schools allow more people to excel and test their abilities.

#9 Larger and larger high schools create a very challenging social environment for teenagers that are detrimental to their development both emotionally and academically. Smaller school populations allow a much more personal experience and a “manageable” social structure that students can navigate as they mature. It is easy to be overwhelmed and intimidated by a large student body that inevitably creates its own social strata rather than a tolerant, accepting atmosphere for growth of all the students. The advantage of offering more courses is more than offset by these negatives and well as the likelihood a child is not talented enough for extra-curricular activities at a large school. Both my daughters graduated from Glass and I

am strongly opposed to increasing the size of either school, especially to the scale that would be created by a consolidation.

#11 Have you even considered the traffic! Why consolidate? How big is big enough for you? If you're going to consolidate, consolidate where there is space. But why make student travel further away from where they live. What's your agenda?? E.C. Glass campus cannot support transfers from another district. And why would they event want to transfer to Glass?????

#14 Should not happen!!

#18 Our children have finished college and do not live in this area. I would hate to see taxes raised for any reason!!

#20 It would bring the city together under the same roof. The city would have a unified quality of life. One high school would bring back a reputation that Lynchburg once had before there were two high schools in sports, drama, band competition, and others.

#23 I think this was the major concern of most citizens that the two schools would be combined. Heritage HS should have been repaired before EC Glass as the building of Heritage has always had problems. Heritage was promised when this area was incorporated into the city. I feel such a large student increase would be formed by combining the two schools would be bad for the following reasons: (1) Less teacher – student contact, (2) Less opportunity for team/club participation, (3) Higher gang problems; (4) High area congestion.

#25 Because ability to Lynchburg city schools have more many accommodate for growth in student population.

#26 Maybe better. Who knows until it is tried.

#32 It all depends on how its managed.

#33 Combining the 2 high schools will negatively impact our city. If the separate schools become one there will be no competition, erasing the strive of excellence, causing fewer students to actively participate in school activities and extra-curricular activities such as theatre, sports events, etc.

#34 Overall, the quality of life in Lynchburg would decrease. For those that believe in public school education, Bedford County schools (Forest) would become the best option. That would leave those in Lynchburg that do not have a choice – the poor, the disenfranchised. Surely another option would be reorganization of the public high schools. Instead of duplicating specialized programs (drama, higher level sciences, all sports, even languages, special ed) specialize the two schools along the line of Boston public schools. This may attract the best teachers and more middle class/upper middle class families to the public schools in Lynchburg while having programs available for all socio-economic groups.

#36 I think overall it would be a disaster.

#37 Seeing that Heritage has such a leak problem, it just makes more sense to pursue consolidation. The costs of remodeling or replacement are too high in the current economic situation.

#38 My son just completed his freshman year at ECG. I can't imagine where 1000 more students could possibly fit on the land-locked Glass campus. Combining schools doubles students and halves extra-curricular activity availability. Sports teams can only have so many players.

#39 It would bring the Lynchburg community together rather than separate as it is now. I also believe total education quality for all students, regardless of their needs, would significantly improve at E.C. Glass. Athletics would be stronger in competition with other schools. The quality of education would improve and would attract more highly qualified teachers. Basically, combining the two high schools has many more advantages than having two high schools in the city.

#40 None. The schools are already crowded, therefore children are not given the individual attention that they may need. I don't feel it's a good idea to combine the two schools. However both schools should be held for the same standards.

#43 It would be an over-crowded school and not enough space. You would have to hire extra teachers which would cost more money. They would also have to expand EC Glass HS to accommodate the extra students which would cost more money that no one has. I say build a new H.S. and leave them where they are.

#45 Make a lot of people angry for a while then things would settle and become a good system.

#46 Education is important for residents with school age children, with combining two high schools into an already overcrowded it seems to be taking an easy way out for a problem that has been going on for years. The kids at Heritage deserve a school of their own and the continued quality of education.

#47 Combining the 2 city high schools could perhaps bring E.C.Glass back to the “power house” that it was when I attended in the 1970’s. Marching band size and participation was over 200, and really excelled in competition. School size may also elevate it back into a triple “A” status that was once such a stronghold. A bigger sense of community and participation may occur with this integration. As many newcomers to the Lynchburg area migrate to Bedford County (and other area counties) Lynchburg City could become more cohesive with the consolidation of high schools.

#49 NFITP

#50 Not as many students would be able to participate in the athletic, cheerleading, band and the arts programs if you combined the schools. No matter what leaders and teachers say the schools don’t like each other.

#54 Please see the enclosed “paper” for additional comments concerning the survey.

#60 1st of all, our city has seen tremendous growth over the past 5-10 years and our city is getting younger (as stated in a recent study). The majority of that growth is in areas where students would eventually go to Heritage. That WILL lead to more students coming out of that area, so why would we eliminate 1 high school, when we should be preparing for an increase in enrollment. Consolidating ECG and HHS would be lazy and very short sighted. In addition, when was the last time you heard of a city that is growing with a population of 75,000 having only ONE high school? The thought is beyond ridiculous. I moved to Wyndhurst so my kids would go to Sandusky Middle and Heritage High School. Build us Pioneers the school we deserved after annexation. Build a new and larger Heritage High School! GO PIONEERS!

#63 The distance a student travels to school can have a negative effect. Having two schools allows both schools to expand as needed for their area. Two schools provide back-up or reserve facilities as needs arise. Two schools provide a sense of competition that can be academically healthy. A spirit of competition is good for the community. One school may be less expensive to secure, personnel wise, but less secure due to size, construction, etc.

#64 Children would be too crowded in one school and would not be able to concentrate on their school work. Too many busses and too much congestion on the road getting them to school. Extended school days not an option. Classes would overlap each other.

#66 I'd be more concerned with the quality of education in a larger school. In the same way a large corporation loses touch with its staff, a large school has to operate differently than a smaller one. The quality of life may be affected by the less educated and less active students. I don't know if that is as measurable of a statistic.

#67 Combining the 2 schools will create 1 very large school which will not be able to compete against local schools in athletic events. The school would have to travel some distances to play against other schools which will decrease the attendance at those games. In my past experience with negative band boosters, the Heritage parents volunteered time and labor and Glass simply wrote checks. In a combined school would Heritage have to provide labor and Glass just write checks without the work?

#68 Improve greatly in a togetherness...all pulling the wagon together...enhance city budget.

#69 Inconvenient for residents who live off of Timberlake.

#70 I believe it will lead to overcrowding and cause more problems.

#72 It would have a negative impact. Combining the schools would make Lynchburg City a less attractive choice for future incoming families who would opt for the surrounding counties.

#74 Could create one educational identity for city. When I went to high school locally there was only Glass and people were very proud of the school, sports teams, etc. We were all Hill Toppers. That said, I am concerned about the safety of those in the school and neighborhood. Transported/relocated Heritage students could be angry about the move and take revenge. Glass is also located in a less than safe neighborhood.

#77 The traffic on the Glass side of town would become even worse with the added traffic. Less opportunity for student involvement in plays, sports, and other enrichment programs. You will be asking one school to give up its traditions and except the other ones. How do you plan to bring the two schools together as an equal (Heritage Hill Toppers, E.C. Glass Pioneers, school color blue and white / blue and orange, which teachers and coaches). What about teachers and staff that will be out of jobs?

#79 I think that the schools would be overcrowded. Students would not get along.

#84 If in combining the two high schools, AP students and dual enrollment students could be allowed to attend school at a local community college or at a separate facility designated for that purpose, it would alleviate over-crowding at E.C. Glass. It would also allow those students and governor's school students to be grouped more homogeneously with their ability level. This would reduce some bullying problems as governor's school, AP, and advanced students are often the targets of bullying. Perhaps Lynchburg City and Campbell County could partner for vocational education as Campbell County has excellent yet underused facilities.

#86 I believe that it would have a negative impact on the quality of life in Lynchburg. The schools were divided years ago for various reasons. Many of those reasons still exist today.

#90 Reduction of costs to support single school vs two should enable improvement of academic offerings and extra-curricular activities.

#91 It seems to make sense in terms of expanding and strengthening various offerings from the academic and special needs to the athletic and extracurricular.

#94 Education. I have no children attending schools.

#95 Making a “mega school” would take away our separate identities and strengths now present in 2 high schools. Don’t want to be like Northern VA or VA Beach schools. E.C. Glass, particularly, has a legacy and reputation throughout VA that would be difficult if not impossible, to maintain as a mega school. Both schools have discipline issues beyond what is publically known – the two together would fuel an even bigger problem – to put in mildly! (School rivalry and gang issues only increase when thrown together; often innocents suffer greatly.)

#98 Education would be like an assembly line. Process only less personal. It would be better to have smaller neighborhood schools for students if you want to have better academics.

#99 Overall, a positive impact – better to combine and concentrate our tax money on making smart investments at one facility. Heritage has infrastructure issues – Glass is a better set up. Glass already offers symphony and other attractions.

#100 If you save operating costs of 2 schools vs 1 school, then maybe more funds will be available for teacher salaries and for other programs that are now struggling.

#101 No quality of all, just like you did renovation on Glass you should do the same for Heritage. They should not be combined.

#103 None, I feel combining the 2 schools would cause too many fights, students failing more because of over-crowded classrooms, special needs students would get over looked and teachers and staff would be over worked with less pay for their services.

#106 Increased soci-economic tension, increased racial tension, increased gang violence, increased violence in general, lower graduation rates, lower graduation attendance, fewer extracurricular activity opportunities (although extracurricular achievement should skyrocket since only the best students will compete).

#107 For the students alone, I think the impact would be immeasurable. The increased class sizes, the additional classroom trailers, the lack of team sports opportunities...all would be negative.

#109 Academic choice is important. Over-crowding is never an answer to anything.

#110 Any consideration of the impact of combining the two high schools upon Lynchburg would depend on the nature of the new school. A secondary school campus that could contain alternatives and varied instructional opportunities, a cluster of smaller instructional units, could greatly benefit a diverse student population. Magnets – type students could be located together. Expansion of tech. Edu. courses could be offered and partnered with private businesses. More advanced courses could be offered. Greater attention could be accomplished for the “middle ground” student. Expansion of counseling services could be achieved. The next step in considering secondary education for the next 50 years is to think boldly and with vision. A new approach to H.S. Edu. could put Lynchburg on the map as a forward thinking community. It could attract parents and positively. All of the above could also be achieved with two to three smaller high schools. The program and philosophy is more important than the physical building.

#112 I feel that it would be a negative impact. Lynchburg has in the last 75 years had two high schools, i.e. Dunbar High and E.C. Glass High. Heritage High was established in 1976 due to the growth of the city of Lynchburg. Unfortunately, Heritage was not built with better care. The quality of the needs of students with special needs will be influenced more greatly. Smaller settings are more beneficial for these populations.

#114 I personally think it is a bad idea. There will be a loss of identity for both schools, greater population restrictions/loss of room for growth within the schools. Heritage boasts about being ranked as a top performing high school, and that will be compromised. BAD IDEA for Lynchburg. Would be moving in the wrong direction.

#115 Raising taxes is a mistake.

#116 Fewer sporting events and cultural events. Angry citizens and 24503 versus “the others”. Lowering academic excellence of Glass. It makes Lynchburg look like a loser – we can’t afford 2 schools.

#120 I believe having 2 high schools is a strength. Lynchburg has 2 high schools with good reputations around the state. Having 2 schools allows more students to participate in sports, drama, academic competitions, etc. If you combine the

schools, Lynchburg may have one really great school that is a power house in many areas, but this wouldn't benefit the students or community. It would allow a lower percentage of the student body to participate in many of the sports and other activities. I also think students would fall through the cracks easier which will hurt the community. I went to Brookville High School. E.C. Glass is close to the size Brookville was when I was there. I am comforted by that. A larger school would make me more anxious. Keep 2 schools.

#121 More job opportunities, grants, scholarship and businesses opening up. With more monies coming in to increase revenue.

#123 I'm not worried about the quality of life in Lynchburg as much as I am the quality of the school's quality of life. E.C. Glass is [____](couldn't make out what was written, so there is a blank) to add students! They are short in green space now. I feel Heritage area residents would feel disenfranchised if they had to come into center city.

#124 Combining the two schools would not be a good thing to many students at one location. Not attractive to new people moving to the area. Safety issues.

#127 I think the HS would be too big to adequately meet the needs of all the students.

#131 We feel that the quality of life will drastically decrease. First the idea is to combine schools. Right off the bat nobody is thinking of the staff that will be laid off. This just adds to an economic situation already out of control. Our teachers and staff spend money in the area that helps boost the economy of Lynchburg. Without this spending businesses will suffer and cause more problems. Staff that lives here in Lynchburg will be forced to move into another county where it is considerably cheaper, which causes more strain on the housing market in this area. Combining schools will limit options for families that want to move to the area, and just one school will cause the perception of Lynchburg to look like one of those inner city areas that we hear, see and read about in the news, further adding to our obvious economic downward spiral that will happen if this idea becomes a reality. We as a whole have to think about the future of our children and not waste money and be practical.

#132 Over-crowding classroom.

#133 I think that it will have minimum impact on 98% of the citizens. Hopefully the budget benefits will help compensate that other 2%.

#134 Overall positive impact.

#135 I'm not sure, but I believe that it would inspire the community to find ways to come together, compromise in their differences and develop in it's diversity! There may be some unease and concerns to work through, but I know that people need to adjust to change and make the best of every situation.

#136 I think quality of life is not the question you should be asking that what would combining 2 schools do to the quality of education? Time and again we hear businesses come here for among other reasons, the schools. What would 1 overcrowded high school mean to the quality of education for own young people?

#139 I believe each school is already big enough. I fear consolidation would result in students being lost amid the crowd. My impression of Lynchburg's high schools is that they are already too big.

#141 I think combining the two schools would be a positive thing for the city. The transition would be difficult for some but eventually it would create unity in the city. As for future growth, the land next to EC Glass, the Plaza, could be purchased. I would think that would make excellent use of that run-down area.

#143 As far as combining the two schools, if there is enough room at E. C. Glass to house that many more additional students then I guess it would be ok. Although, I would hate to see E. C. Glass destroyed like Heritage and Sandusky Middle. Students have got to be taught to take pride in their school. The condition at Heritage sounds to me like it was either or both the contractor or bad building materials used to build the school. What gets me is the fact that Heritage was built long after E. C. Glass. Why is Heritage in such bad shape?? E. C. Glass has been remodeled and I have been told it is absolutely beautiful inside. It is still beautiful on the outside. Why is this??? It sounds like Heritage is about to fall down. Is this because of poor construction or children trashing the school??? If either is the case it needs to be fixed!!! Another thing is Sandusky Middle School – they build a new school and then a few years later tear that one down and build another. A year or two before this was done a new roof was put on the school. What is wrong with the

picture??? Does that mean we won't be able to get quality work any more like was put in E. C. Glass??? I was in the first class to graduate from E. C. Glass in 1954. We had pride in our school at that time and still do. One of my children graduated from E. C. Glass and one from Heritage. And no, I am not in favor of increasing my taxes!!!

#144 It would have a negative impact on life in Lynchburg because it is crucial for students to get the level of education required to become upstanding citizens in the community for there to be two high schools. In my opinion, combining the schools will lead to more crime and a higher dropout rate.

#145 Traffic mainly.

#146 Our children must be educated in Lynchburg. We need to use our resources wisely and economically. Combining the two schools may not be a bad thing. Would eliminating the cost of operation of one of the schools save our city money and if so let the citizens have this information?

#147 Lynchburg has a strong public school system. I have 2 children and was looking forward to their attendance to EC Glass. If the consolidation occurs we will be going to private school. My husband's business is recruiting and the man most interested choose Lynchburg to relocate because of the strength of public school. Doubt he will want to come here if this occurs.

#148 Combining the two high schools would be the biggest mistake ever made in terms of education in our city. My children attend an elementary school in the Glass zone and I do not want them attending a high school with more than 2,500 students. The data shows that high schools this large are not effective. They have higher dropout rates, which we already have a problem. The teacher's ability to develop relationships with students is diminished. I have no guarantee about how much my kids will excel in a sport or activity. I do know that their ability to participate due to the high numbers will be lowered. I will hesitate to even stay in the school zone where my two kids will go to school with this many students we will have an increase in gang issues in a school of 2,800 students. I believe that the two separate schools are safe but go to the Glass/Heritage football game and this is what a day of school will look like. I believe between 20-30 police officers cover this game. Both schools have excelled academically. Both are top ranked high schools. Heritage has an established community and we should allow them to continue.

With the exception of about 7 years we have always had two high schools in Lynchburg (Dunbar). Let's continue with the two schools and let them continue to move forward serving our students separately. The cost of combining schools is too great. Simply give the Heritage community a building that is safe for students to attend. I would support building a new school for the Heritage community.

#149 Combining into 1 large school would make us lose the small hometown feel that we have now. I think we may attract better teachers but I think discipline will be harder and this will take attention away from academics. Teachers will spend more time with discipline. Larger classroom size will also make it harder for personal attention to be given to each student.

#151 I am concerned that the physical plant (ECG) is able to handle influx of HHS students. Concerned for the "identity" sacrificed by HHS students and parents. If financially feasible, best to build new HHS. If not...Lynchburg has to do what they have to do. Need to be very informed about long range impact, monetarily as well as plan for future growth.

#152 Very little.

#153 It would ruin the tradition that most are use to wouldn't really have any reason to go watch sports. No Heritage No Glass.

#155 No school children. My wife and I only.

#163

1. Initial negative reception from HHS alumni, educators, parents, students – although would subside within 2-3 years.
2. Allow HHS students access to the culture of excellence at E.C. Glass – more access to opportunity to take students education to another level, if they so choose.
3. The potential (possibility) of moving Lynchburg further into the modern era of progressive educational practices.

#166 Overcrowded now. Difficulty for average student to succeed – "no middle class."

Comment Question #2

If you have any additional comments, please feel free to share them here:

#4 The schools are bureaucratic enough without making them larger. Will create a we/they attitude with private schools – more driving by teenagers.

#5 My impression is that HHS is the stepsister of ECG and there is a discrepancy in the quality of the two schools. The only way you could combine the two schools successfully would be by creating an entirely new campus. To force Heritage students & families into the present ECG campus would be a slap in the face to HHS, and would not work. I am a rare duck. I don't mind paying more taxes for better schools and I am no-where near being wealthy. I feel by having one large school it would be harder to control the students. It is a proven fact that smaller neighborhood schools are much more effective at getting parents involved and students more responsible for their learning. HS is a crucial time for teenagers. Just when their brains have turned to mush, you would throw them in an ocean instead of a pond? Be innovative! Think out of the box! Read Edutopia mag.

#12 I suggest the city live within its budget. Do not get involved in Private Business Ventures. The taxes we now pay on RE is extreme for the services we receive! The salaries we are paying is extreme. Why not select local management people rather than pull in outsiders who do not know the local area. We as individuals have to live within our income. Why cannot the city do the same? The planners are going way beyond our city capabilities. With all the new construction in the city we should have a large surplus.

#13 Consolidating into one high school should depend on the quality of education and if the school population increasing or decreasing in Lynchburg. Overcrowded schools lead to problems with students and learning abilities. How about year round schools as an alternative? Or having 2 shifts of students at one high school? Based upon the economy, now is not the time to raise taxes.

#14 I think it would be a big mistake to combine the schools!!

#23 I am proud of both of our schools but it looks like Heritage is a step-child. We don't want Heritage High School to dissolve. There would be overcrowding, less contact between parents and teachers. Here we are spending \$50,000 so LCU can

have a Civic Center with no tax increase but if it is for tax paying citizens we have a tax increase! LCU didn't want to pay for additional water lines etc. and made a hay-day about it. Why should my taxes pay anything for their school? No one pays my tax fees etc. How much are the buses GLTC runs are costing the citizens to transport students at LCU? Maybe the city and GLTC need to be audited to determine what and where the money is actually going. Our schools are our treasures, keep them that way.

#25 We are blessed to have two schools, but one good school will make in many ways.

#32 Our major concern is with the potential impact on the quality of educational programs across the spectrum – from special needs to voc-tech to AP. Class size, attention to socio-cultural differences/needs, and giving teachers MORE voice and support. “Politics” and ideology are undermining learning and curricula. We're willing to sustain a tax increase that supports teachers and programs but NOT more administrators or higher admin salaries.

#37 I prefer consolidation because this city has a dubious record of school building. Heritage has had a ridiculous and unsafe leak situation for years, and the recent Sandusky school building left us with a building down in a hole that is sure to flood in a big rain.

#38 Don't combine schools. No one wins.

#45 Whatever you do, please do not build another monument to architects. Heritage High School was just that – make every s/f – c/f be dedicated to learning, not the “glory” of say it is an unusual or most modern – make it functional for teaching/learning. The answer to education is not money. It is challenging the student and providing the answers and help needed by the student. Many kids don't need a degree in college to have a great career, some need to have good vocational training.

#46 Sandusky Middle School is a good size for a high school. Has any thought been made to combining middle schools? Something needs to be done for the students of Heritage High and the solution is not just putting them in with Glass. I have had six children graduate from Heritage. It's a great school and staff and they

deserve a good solid building for their school. It's sad they've had to endure leaking roofs, mold, too hot or too cold classrooms for this long!!

#49 NFITP

#54 Please see the enclosed "paper" for additional comments concerning the survey.

#60 I probably should have moved some of my comments over to this space...my apologies. I am willing to pay higher taxes if it means we build a new school soon. Get JEJ or another local construction company to do the work (providing more jobs for local business) and build us something we can be proud of. HHS has been in bad shape for years. I graduated in 1991 and the epic water leaks existed back then. We have wasted for too much time on this issue, build it ALREADY.

#63 If HHS has to be demolished/rebuilt, consider moving (re-arranging property) buildings closer to streets; athletic fields to lower areas. Don't rule out relocating Heritage Elementary. I'm sure this is in the plans – should Heritage Schools remain where they are, the whole area of Timberlake Rd., Wards Ferry Rd., Leesville Rd. and Richland Dr. needs to be re-vamped for traffic flow and safety. This should include Timberlake/Fort Ave. exit of Expressway, and additional cross or connecting roads between Leesville Road and Wards Ferry. Any new structure should be built with, of course, security in mind but also maintenance in mind. It would have been nice to have this form on line!

#64 Heritage High School is a great school and should either be repaired or rebuilt in the same location or in an area as close to it as possible. Closing it would have a negative impact on students and the entire Lynchburg area.

#68 When there is a need for more service or an additional service, don't immediately think of more taxation. Treat it just as every family in the country does. The income is fixed. Therefore redistribution of a fixed income is in order. If it is a new expenditure, identify what is being cut out or reduced by same amount. The family has no place to go for more income and government should feel same way. Live WITHIN your means.

#69 Taxes in Lynchburg are already higher than surrounding areas and they are able to maintain more than one high school with low student/teacher ratio. Lynchburg should be able to do this without affecting taxes.

#70 I believe it would best interest to build a new school.

#77 To fix Heritage should have been in your budget plans for years. You knew this school had issues from the first day it opened. Heritage is a great school and has been from day one. My child has loved her 3 years so far. Never once has she asked to go back out to a Bedford School. She has enjoyed the diversity in her friends. Enjoyed most of her teachers and has loved playing sports. There is a reason it is called #1 Big Orange Country. Please leave it that way.

#79 Class room volume will be larger which will cause more stress on the teachers and students. If Heritage High School was built properly we would not be having this problem!!

#81 We go to all of the high school football games we can. No basketball. Hate basketball except college. Maybe someone could teach Michael Gillette to write his name.

#85 We feel it would eliminate some opportunities for some kids – for those who want to play sports are try out for plays, etc. Is the auditorium large enough are the cafeteria?

#89 We think combining the high schools to the E.C. Glass campus is a good idea because it would consolidate community support and control costs. It would eliminate some overhead for administrators and allow more funds for instruction. It would eliminate a huge expenditure for a new high school and cost over-runs are sure to occur. Going forward, raising taxes will be more difficult. In addition, financial support from state and federal governments is likely to decline. It might be practical to have grades 10-12 at Glass (which was done in the early 1970's) and to restructure the grades to a middle school of grades 6 and 7, and a jr. high grades 8 and 9 system.

#90 It is a shame and almost “criminal” for the city to allow the poor design and construction of Heritage HS which has had problems since day “one”. While a

very emotional issue, consolidation is a long-term solution. And I think that the new Sandusky School was not well conceived regarding this strategy.

#91 Whether consolidation occurs are not the school system signs to use desperately strong leadership. The hymns of praise to McKendrick were exclusively about his niceness. He was a poor chief in terms of finances and being able to work with city council. My sense is that the schools are in many ways a mess with minority students not getting much in the way of an education. McKendrick, if anything, weakened the system. Try to go forward with an effective, even visionary leader. Without such leadership consolidation would be a disaster and the status quo or a variation thereof perhaps just as bad. The local schools undoubtedly do good a job with smart affluent students. Most of the rest fall through the cracks (literally at Heritage) or are passed along. My hope is that the consolidation process or just a consideration of it will lead to an honest comprehensive assessment of our high school education and what might improve it, strongly improve it.

#110 The decision regarding the nature of secondary education for the next 50 years is crucial to the future of Lynchburg! Lynchburg has the potential to become a national leader. We have all the problems of a city, but we also have the reality that we are not as large as to not achieve success and change. The opportunity for change and innovation has been given us. Will Lynchburg have the will, vision and courage to seize it? A single secondary school should not be labeled one mega high. It should be referred to as a secondary educational center or campus. Large high schools if they retain the traditional organization, pose problems for the delivery of instruction, student services, and extracurricular activities.

#112 As the Lynchburg community grows the educational needs grow. I feel that if the two schools merge there will be over-crowding issues. Sacrifices in local taxes and donations may be considered. Athletic opportunities will also be influenced if the two schools merge, i.e. less athletics making the basketball and football teams. As a graduate of Heritage High School I feel that the city of Lynchburg can continue to maintain two high schools. Two high schools would be beneficial for all school age children in the city of Lynchburg. If Heritage High School has to be rebuilt please hire more responsible contractors.

#115 Increasing taxes to pay for government schools is ridiculous, especially when the caliber of students is so poor. The above information is none of your business and has no relevance on this questionnaire.

#120 Keep 2 schools! I'm not sure what the best answer is for Heritage, refurbish or rebuild. I do feel that the best strategy is to spend the money and fix the problem – don't skimp – don't spend a lot of money and still have problem. Also, closely monitor the progress and communicate the progress to the community.

#122 I don't feel like creating a school the size of a Northern Virginia District is beneficial for area students. I would look at the private schools if a consolidation would occur. I enjoy Lynchburg's size and creating a mega school doesn't fit that model.

#123 This is an odd survey. What does whether I am registered or vote have to do with my opinion? I read this that by asking these questions you are building a case for not combining – and not asking for my opinion. I think a new Heritage should be built. You don't offer a choice to say that (or not). And, I'm not willing to pay more taxes to pay for it – lots couldn't afford to. This survey was a waste of my time and yours in the sense of gathering useful information. Since I am an information gatherer by nature, that I would say this is worthless speaks volume.

#124 Heritage need and deserve repairs. E.C. Glass has been remodeled. Repair and replace need part of Heritage over the next 10 years. Appears a new school is not financial possible at this time. Tear down part and rebuild. Use mobile homes. I purchased my house in the Heritage area for a reason! But I have thought many time that may have been a bad decision because on the school system over crowded and poorly built. Busing kids from across town. Not meeting AYP. I hear Heritage dropout rate is high.

#127 We would be willing to pay a tax increase for a limited period of time, but not forever. The \$ from this time in taxes should be used to renovate Heritage HS.

#131 The combining of schools will add too many students and not enough staff to handle any situation. Remember, smaller class sizes means better control, more one on one between teacher and student which translates to a higher learning and a better future for us all. Taking two rival schools and putting them together will cause unneeded stress, violence and chaos. We already hold their sporting events under the close watchful eye of the police due to all of the problems that their currently are. We would be better off calling it a new prison because that's what it is going to be. We will spend more money on security that we could build a

new school. Instead of building one new school for 10 million like Sandusky, why can't we fix what we have? I don't think that we have the money to waste. I fear and dread the decisions that we as parents are going to have to make. I don't want any of my children to be put into a dangerous, hostile and uneducated place that will not help provide a future that can stretch further than I can see. I know for a fact that hundreds of others feel the same as we do. Shame on us if this idea proceeds. We are responsible for the well-being of our children. Along with the education system we look to give our children the best education possible to prepare them for the ever changing time that we live. Children already have more to learn, discover and understand than we ever thought possible. It's our time to be smart and think of their future. Keep separate schools; provide a better education and future for our loved ones, along with a safer environment in a place that we look forward to seeing their accomplishments.

#134 I am not will to support a tax increase for city schools.

#136 Investing in schools is an investment in our city. Well-educated students will improve our city. If EC Glass has a polarized SES, then redraw the lines. Or consider the money you set aside for a coliseum we don't need, would build a high school we do need.

#146 How old is structure of E. C. Glass High School? In good repair? If schools combined at present ECG has parking been addressed for students, teachers, parents, extra activities and planned events? Transport of students to school needs to be address. What is student-teacher ratio? Will teachers lose jobs due to consolidation? Will students get evaluated for their abilities, strengths and weakness or will increase of student population leave many students floundering? What will happen to Heritage High School Building? Will this building just be vacant? Our students in Lynchburg are smart. They need to have their voices heard in this matter. Please ask for their participation.

#147 Please do not consolidate these schools. It would be the biggest mistake ever made in this city!

#153 Don't combine the two schools. I went to Heritage so did my daughter.

#160 No tax hikes! My property taxes are too high now! Especially in this economy!

#163 Real estate taxes: Although I am not deeply wed to either alternative (combine schools or keep them separate), if it benefits the community as a whole, and particularly youth, we must be willing to pay more to support education. The real estate tax rate of \$1.05 is truly very low, political and fiscal austerity aside. If Lynchburg is to remain competitive with Northern Virginia and other parts of the state regarding preparing youth for higher education or the 21st century workforce, the citizens must step up to meet this need.

#164 Have you been to a Glass vs. Heritage football game – They hate each other? Gangs would be out of control!! Very concerned about a merge! Brookville is just down the road from Heritage. Why not put kids there?

APPENDIX 9

Appendix 9 Difference of Means Tests - Residents Living in Heritage School District

Note: When HHS=0, residents do not live in Heritage School district. When HHS=1, residents live in Heritage School district.

When a mean value is followed by a “*”, it indicates a significant difference between the mean of the two groups using a two-tail test. For means marked with ***, the difference in means is significant at the .01 level. For those marked with **, the difference in means is significant at the .05 level. For those marked with *, the difference in means is significant at the .10 level.

For example, residents living the Heritage school district believed that merging the two high schools would have a more negative impact on residential attendance at high school events than residents not living in the Heritage district. On average, the mean score of residents living in the HHS district was 2.78 compared to an average score of 3.19 for residents living outside of the HHS district (5 point scale from 1 - strong negative impact to 5 – strong positive impact). The difference between these two means is significantly different.

	HHS	Mean
Prosperity/success of local businesses near Heritage High School	.00	2.44
	1.00	2.35
Prosperity/success of local businesses near E.C. Glass High School	.00	3.42
	1.00	3.17
Overall image or reputation of Lynchburg	.00	2.81
	1.00	2.60
Sense of community	.00	2.82
	1.00	2.62
Resident attendance at high school events (e.g. athletics, concerts, plays)	.00	3.19** *
	1.00	2.78
Safety in school neighborhoods	.00	2.59
	1.00	2.30
Ability of Lynchburg City Schools to attract and retain excellent teachers	.00	2.94
	1.00	2.68
Reputation of Lynchburg City Schools	.00	2.81*
	1.00	2.44

Alumni relations with high schools	.00	2.61
	1.00	2.30
Parental involvement with high schools	.00	3.09** *
	1.00	2.65
My daily commute to/from work	.00	2.81
	1.00	2.73
Transportation of my children to/from school	.00	2.79
	1.00	2.59
Ability of my children to participate in extracurricular activities	.00	2.77
	1.00	2.53
My recreational use of school facilities (e.g. track, field)	.00	2.80** *
	1.00	2.40
Traffic flow in my neighborhood	.00	2.64**
	1.00	2.96
Safety in my neighborhood	.00	2.79
	1.00	2.84
My attendance at high school-sponsored events (e.g. athletics, concerts, plays)	.00	3.06** *
	1.00	2.71
Ability to serve high school students with special needs (e.g. autism, learning disabled)	.00	2.80
	1.00	2.52
Academic achievement of Lynchburg high school students	.00	2.59
	1.00	2.48
Extracurricular participation by Lynchburg high school students (e.g. athletics, performing arts)	.00	2.62**
	1.00	2.12
Ability of students to take advantage of dual enrollment with local colleges	.00	3.03
	1.00	2.81
Ability of Lynchburg City schools to have sufficient Career Tech course offerings	.00	2.92*
	1.00	2.54
Ability of Lynchburg City schools to have sufficient Advanced Placement	.00	2.88*

course offerings	1.00	2.52
Ability of Lynchburg City Schools to accommodate future growth in student population	.00	2.29*
	1.00	1.92
I want my child to attend the same high school that I did.	.00	2.54
	1.00	2.94
The Heritage High School community is close-knit.	.00	3.15
	1.00	3.28
The E.C. Glass High School community is close-knit.	.00	3.14**
	1.00	3.21
Alumni of Heritage High School remain closely connected with the school.	.00	3.11
	1.00	3.26
Alumni of E.C. Glass High School remain closely connected with the school.	.00	3.19
	1.00	3.29
I am satisfied with Heritage High School.	.00	2.66
	1.00	2.82
I am satisfied with E.C. Glass High School.	.00	3.22
	1.00	2.82
The Heritage High School campus is a safe area during school hours.	.00	3.00
	1.00	3.13
The E.C. Glass High School campus is a safe area during school hours.	.00	3.06*
	1.00	2.81
The Heritage High School campus is a safe area after school hours.	.00	2.97
	1.00	3.12
The E.C. Glass High School campus is a safe area after school hours.	.00	2.85**
		*
	1.00	2.32
Attended a Heritage High School-sponsored event (on or off campus) in last 12 months	.00	1.28**
		*
	1.00	2.23
Attended an E.C. Glass High School-sponsored event (on or off campus) in last 12 months	.00	2.23**
		*
	1.00	1.56

Attended a community event at Heritage High School in last 12 months	.00	1.18** *
	1.00	1.65
Attended a community event at E.C. Glass High School in last 12 months	.00	1.89** *
	1.00	1.33
Used the Heritage High School facilities for recreation (e.g., walk the track, play tennis or soccer) in last 12 months	.00	1.23** *
	1.00	2.53
Used the E.C. Glass High School facilities for recreation (e.g., walk the track, play tennis or soccer) in last 12 months	.00	1.51**
	1.00	1.16
Willing to increase your tax rate between 1 and 4 cents (between .95 and 3.8 percent)	.00	.54* .
	1.00	.69
Willing to increase your tax rate between 5 and 9 cents (between 4.8 and 8.6 percent)	.00	.27 .
	1.00	.34
Willing to increase your tax rate between 10 and 14 cents (between 9.52 and 13.3 percent)	.00	.16 .
	1.00	.14
Willing to increase your tax rate between 15 and 19 cents (between 14.3 and 18.10 percent)	.00	.09 .
	1.00	.08
Willing to increase your tax rate between 20 and 25 cents (between 19.1 and 23.8 percent)	.00	.08 .
	1.00	.04

*** Significant at .01 level

**Significant at .05 level

*Significant at .10 level

Appendix 10

Literature Review of Impact of School Consolidation on Students

	<i>Summary of evidence</i>	<i>Study</i>
Sense of belongingness	<p>Students feel a greater sense of belongingness in smaller schools.</p> <p>"Consolidated schools, with their larger enrollment, caused some students to feel anonymous resulting in students getting lost, falling behind and dropping out. Those students who are not particularly outgoing, who don't cause discipline problems or are particularly outstanding in some area seem to disappear and fall through the cracks. Others, because of the autonomy, become anxious, unsure about themselves because of the separation from family and friends, often do not do well academically, become discipline problems, and cause them to give up on school and drop out."</p>	<p>Spradlin et al., 2010</p> <p>Lewis, 2003</p>
Drop out rates/ Graduation rates	<p>Graduation rates of smaller schools are six percent higher than for larger schools in Maine.</p> <p>Consolidation did not impact drop out rates in Iowa.</p> <p>This study calculated the graduation rate over the last decade using officially reported enrollment and diploma counts made available by the U.S. Department of Education in its Core of Common Data (CCD). The study examined the relationship between graduation rates and changes in each state's average school district size. The researchers found that "decreasing the size of school districts has a substantially and statistically significant positive effect on graduation rates. Conversely, consolidation of school districts into larger units leads to more students dropping out of high school."</p>	<p>Bowen, 2007</p> <p>Gordon & Knight, 2008</p> <p>Greene & Winters, 2005</p>
Post high school	<p>64% of students in small schools graduated in four years compared with 51-56 percent of students in large schools with 1,200-2,000 or more students.</p> <p>More students who graduate from small schools go on to post-secondary education</p>	<p>Lawrence et al., 2002</p> <p>Lawrence et al., 2002</p>

	<p>Claims that larger schools prepare students better for college have been disproved; research shows that small schools are equal or superior to large schools in their ability to prepare students for college admission and completion.</p>	<p>Leithwood & Jantzi, 2009</p>
<p>Extra-Curricula</p>	<p>Closing of community-based schools has impacted participation extracurricular activities. "The student must endure the long bus ride to school or drive to school, attend the extracurricular activity, and then either take a late bus home or drive home, tired and exhausted from the activity. Additionally, some will not be able to participate because they would not be "good enough" to make the team, whether it is an athletic activity, band, cheerleader, acting, or being on a forensic team."</p>	<p>Lewis, 2003</p>
<p>School Size</p>	<p>Cotton (1996) built an impressive case for the advantages of small schools by a quantitative study of the literature. Her analysis indicated an advantage for small schools in the following areas: achievement, attitude toward school, social behavior problems, extracurricular participation, feelings of belongingness, interpersonal relations, attendance, dropout rate, self-concept, and success in college among others. Cotton lists eighteen major points as strengths of small schools in the summary and conclusion of the report. Cotton further stated, "the states with the largest schools and school districts have the worst achievement, affective, and social outcomes."</p>	<p>Cotton, 1996; Cox & Cox, 2010; Lawrence et al., 2002; Howley and Bickel, 2001</p>
<p>Size and socioeconomic level</p>	<p>Students from less affluent communities have higher achievement in smaller schools.</p> <p>Children from economically disadvantaged families have higher achievement in small schools and small districts; the relationship between aggregate student achievement and socioeconomic status is consistently weaker in smaller schools and districts (equity effects of size); dropout rates are lower in smaller schools; students' school activity participation is higher in smaller schools; and smaller high schools can offer adequate curriculum.</p>	<p>Picard, 2003</p> <p>Howley & Howley, 2006</p>
<p>Social behavior</p>	<p>Students in smaller schools show lower rates of negative social behaviors.</p>	<p>Leithwood & Jantzi, 2009</p>

APPENDIX 11

Appendix 11

Literature Review of Economic Impact of School Consolidation

	<i>Summary of evidence</i>	<i>Study</i>
Loss of jobs	Positions are lost when school closes, which impacts local employment.	Lawrence et al., 2002
Capital for loans	Interviews with local bankers reveal that most believed that school payroll and expenditures increased the amount of capital available for loans.	Sederberg, 1987
Impact on retail	Sales from student and teachers in an area evaporated. Parents who may have shopped near their children's school stop doing so. One student showed a decrease in retail sales of 8 percent.	Petkovich & Ching, 2977; Sell et al., 1996
Impact on property values	Good schools enhance property values. Difficult to attract families with children if schools are not close. Population in communities has fallen when schools close.	Lawrence et al, 2002; Dreier & Goudy 1991; Sederberg, 1987
Economic development	Good schools can drive economic development, including job growth in area.	Barkeley, 1996
Economies of Scale	In studies from 1960 through 2004, there has not been evidence that consolidation of small districts into larger districts has necessarily reduced fiscal expenditures per pupil.	Hirsch, 1960; Sher and Tompkins, 1977; Valencia, 1984; Jewell, 1989; Kennedy et al., 1989; Eyre and Scott, 2002; Reeves, 2004

Cost-Benefit	“When viewed on a cost-per-student basis, they (small schools) are somewhat more expensive. But when examined on the basis of the number of students they graduate, small schools are less expensive than either medium-sized or large high schools.” B50	Raywid, 1999
Community Cost of Drop Outs	"Dropouts are three times more likely to be unemployed; two and a half more likely to receive welfare benefits, and over three times more likely to be in prison than high school graduates with no college."	Funk & Bailey, 1999
Cost to Government	"Small schools help increase the number of economically productive adults and cut government costs."	The Rural School and Community Trust, 2004
Fiscal Capacity	"Towns that lost their school had a lower social and fiscal capacity compared to towns that maintained their schools. When a community loses a school, the tax base and fiscal capacity of the district is negatively affected."	Lyson, 2002
Cost savings	Non-classroom personnel, including principals, assistant principals, staff, food service, custodial, athletics, reduced utility cost, infrastructure maintenance cost, capital. Estimated by Milwaukee to be 2 million for a high school.	Lyson, 2002
Cost of maintaining closed building	Security, building checks, minimal utilities, moving, etc.	Lyson, 2002
Spending per child	Schools with less than 600 hundred students spent \$7,628 per student; \$1,410 more than was spent by schools with more than 2,000 students. The cost per graduate, however, at the small schools was \$49,553 slightly lower than the per-graduate cost of \$49,578 at larger schools	Lawrence et al., 2002;

Income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than \$24,999	20	12.0	13.9	13.9
	\$25,000 to \$49,999	39	23.5	27.1	41.0
	\$50,000 to \$99,999	54	32.5	37.5	78.5
	\$100,000 to \$149,999	20	12.0	13.9	92.4
	\$150,000 or more	11	6.6	7.6	100.0
	Total	144	86.7	100.0	
Missing	System	22	13.3		
Total		166	100.0		

APPENDIX 12

**Appendix 12
Descriptive Statistics - Survey of Businesses**

What is the primary activity or industrial classification of your company?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Behavioral Healthcare	1	5.9	5.9	5.9
	Construction / Engineering	2	11.8	11.8	17.6
	continuing care retirement community	1	5.9	5.9	23.5
	Educational Services	1	5.9	5.9	29.4
	Manufacturing	8	47.1	47.1	76.5
	Public Administration	1	5.9	5.9	82.4
	telecommunications	1	5.9	5.9	88.2
	Telecommunications	1	5.9	5.9	94.1
	Wholesale or Retail Trade	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

What is your current number of FULL TIME employees working in Region 2000?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-25	1	5.9	5.9	5.9
	101-200	4	23.5	23.5	29.4
	201-500	5	29.4	29.4	58.8
	501-1000	4	23.5	23.5	82.4
	51-100	2	11.8	11.8	94.1
	More than 1000	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

What is your current number of PART TIME employees working in Region 2000?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-25	14	82.4	82.4	82.4
	101-200	1	5.9	5.9	88.2
	51-100	1	5.9	5.9	94.1
	More than 1000	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

Do you typically hire individuals with the following educational levels? [Less than high school]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	13	76.5	76.5	76.5
	Yes	4	23.5	23.5	100.0
	Total	17	100.0	100.0	

Do you typically hire individuals with the following educational levels? [High school]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	5.9	5.9	5.9
	Yes	16	94.1	94.1	100.0
	Total	17	100.0	100.0	

Do you typically hire individuals with the following educational levels? [Some college]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	100.0	100.0	100.0

Do you typically hire individuals with the following educational levels?

[College degree]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	17	100.0	100.0	100.0

Do you typically hire individuals with the following educational levels?

[Advanced degree]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	4	23.5	23.5	23.5
Yes	13	76.5	76.5	100.0
Total	17	100.0	100.0	

Do you regularly seek workers with STEM (Science, technology, engineering, and mathematics) skills?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	8	47.1	47.1	47.1
Yes	9	52.9	52.9	100.0
Total	17	100.0	100.0	

When seeking new hires do you typically advertise:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Within the region	6	35.3	35.3	35.3
Within the region & Nationally	3	17.6	17.6	52.9

Within the region & Statewide	3	17.6	17.6	70.6
Within the region, Statewide & Nationally	5	29.4	29.4	100.0
Total	17	100.0	100.0	

Approximately what percentage of your current workforce lived in the Region 2000 area when you hired them?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0-25	2	11.8	11.8	11.8
26-50	1	5.9	5.9	17.6
51-75	2	11.8	11.8	29.4
76-100	12	70.6	70.6	100.0
Total	17	100.0	100.0	

How would you rate the quality of your current employees who lived in the Region 2000 area when you hired them?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Average	5	29.4	29.4	29.4
Excellent	1	5.9	5.9	35.3
Good	11	64.7	64.7	100.0
Total	17	100.0	100.0	

How satisfied have you been with your company's ability to find qualified candidates from Region 2000 for your company to choose from when trying to fill vacant positions?

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	More than satisfied	2	11.8	11.8	11.8
	Mostly satisfied	3	17.6	17.6	29.4
	Not satisfied	5	29.4	29.4	58.8
	Satisfied	5	29.4	29.4	88.2
	Very Satisfied	2	11.8	11.8	100.0
	Total	17	100.0	100.0	

How satisfied have you been with your company's ability to attract and hire qualified candidates from outside the Region 2000 area?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More than satisfied	5	29.4	29.4	29.4
	Mostly satisfied	3	17.6	17.6	47.1
	Not satisfied	2	11.8	11.8	58.8
	Satisfied	5	29.4	29.4	88.2
	Very Satisfied	2	11.8	11.8	100.0
	Total	17	100.0	100.0	

What would be the effect of combining the two Lynchburg City high schools on the quality of persons in the local labor pool?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No change	3	17.6	17.6	17.6
	Significantly worse	1	5.9	5.9	23.5
	Somewhat better	2	11.8	11.8	35.3
	Somewhat worse	6	35.3	35.3	70.6
	Uncertain	5	29.4	29.4	100.0
	Total	17	100.0	100.0	

What would be the effect of combining the two Lynchburg City high schools on the quality of local high school graduates?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No change	5	29.4	29.4	29.4
	Significantly worse	2	11.8	11.8	41.2
	Somewhat better	2	11.8	11.8	52.9
	Somewhat worse	4	23.5	23.5	76.5
	Uncertain	4	23.5	23.5	100.0
	Total	17	100.0	100.0	

What would be the effect of combining the two Lynchburg City high schools on your company's ability to recruit employees from outside Region 2000 to relocate to the area?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No change	9	52.9	52.9	52.9
	Significantly more difficult	1	5.9	5.9	58.8
	Somewhat easier	2	11.8	11.8	70.6
	Somewhat more difficult	1	5.9	5.9	76.5
	Uncertain	4	23.5	23.5	100.0
	Total	17	100.0	100.0	

If the Lynchburg City Schools combined high schools, what would be the impact on the quality of life in Lynchburg?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No change	3	17.6	17.6	17.6
	Significantly better	1	5.9	5.9	23.5
	Significantly worse	1	5.9	5.9	29.4
	Somewhat worse	5	29.4	29.4	58.8

APPENDIX 13

Appendix 13

Written Responses from the Survey of Businesses

Please add any comments that you may have regarding the quality of your current employees who lived in the Region 2000 area when you hired them:

- We have been fortunate that we have had a steady flow of applicants for any position we advertise. We keep a constant pipeline of applicants for any openings that may occur.

In what ways would combining the two high schools affect your ability to recruit employees from outside the local pool?

- We have not needed to recruit outside of the local pool
- Depending on the proximity of the school to the home, this may be a positive or negative issue on people relocating to the area.
- If EC Glass is able to hold all the students then I don't foresee a problem. If there is significant overflow then it could be a turn off to someone looking to relocate to Region 2000. I think it is a hard call to make.
- It might help increase the number of students that take building trades classes which would help us out. Right now the quality of students that we have to choose from is not very good. I think that a new school would be the way to go and would be the best thing to do for everyone...students, parents, the City and the staff & admin at the school.
- It makes it a harder sell.

In what ways might combining the two high schools this impact the quality of life?

- The additional busing and the additional space required at one school. Currently HHS and the Governors School are housed in the same locale. Both ECG and HHS have maintained high marks throughout the state. I think combining the schools into one would decrease the quality of education and thus impact the quality of life.
- Generally the larger the high school the less individual attention students obtain. If the schools were appropriately staffed and all programs areas were retained then I would say no change.
- "Transportation issues; students driving and being bused. Will this consolidation make it better or worse? What about general traffic issues? Would there be an issue during the beginning and ending of the school day? What about geographical rivalries?"
- I am unsure at this time, while I live in the city and have 5 kids, we do not use the school system."

- I think it would make it harder on a lot of families who live in certain parts of the City and it would make the schools very crowded which could create problems.
- MORE TRAFFIC AND TRANSPORTATION PROBLEMS
- I believe combining the two schools would make for a more cohesive unit and offer the ability for more types of classes, perhaps more vocation oriented. I'm not sure that the E.C. Glass campus would be able to handle the number of students / traffic this would entail.
- I think having everyone under one roof will cause a lot of problems with gang activity, class sizes being too large, etc.,,

In what ways might combining the two high schools impact the city's reputation?

- Crowded high school - less emphasis on quality education
- Very large high school, which by some is viewed as a negative.
- A combined school could offer more programs and include more students. A better rounded school.
- Unknown, while the school system seems to have a good reputation I do not know how this would be perceived by new residents or prospective residents.
- Both schools currently have a personality. Large consolidated schools lose that touch as well as losing students within its walls.
- THIS CITY IS LARGE AND PROSPEROUS ENOUGH TO SUPPORT 2 HIGH SCHOOLS- IT IS NOT FAIR TO THOSE ON THE FAR SIDE OF TOWN.
- IF, and that's a big if, the classes are small enough to provide the needed one on one many students need, as well as a broader range of classes it could be very positive. On the others side there would not be enough positions on sports teams for the number of students that play for the two schools now. That could be a negative to people relocating to our area. Sports are a large part of school life and parents try to locate to an area where their children can participate.
- Having 1 school does not give people any options to choose from. I think Heritage HS needs to be built in a new location and it needs to be done now,,,not in 2018.

What other possible impacts do you foresee if the current city high schools are consolidated into one school at the current E. C. Glass location?

- "logistics of getting students to and from school, quality of instruction in classrooms, crowded schools"
- Space, parking, busing
- Need to retain all programs so that students would be allowed to pursue all types of studies both technology and vocationally as well as college preparation.
- I would hope that this would enable the school system to offer a broader offering to students in the way of career development classes. It would seem that a balanced two track approach for career development is needed. While encouraging some students to go to college is great, there seems to be a big need to encourage many students to pursue skilled trades instead of or in conjunction with higher ed.
- Gang activity would probably increase, the drop out rate would also possibly increase. Class sizes would also be increasing, which does not help with the learning environment.
- The larger the school, the less touch the educators have with the students. Anything much larger than we currently have, students become a number rather than a person. Technology is dehumanizing our children already, let's not add to this process by herding them into a larger high school that will limit their potential to grow as individuals. With two schools, more students can participate in activities that teach them team work, leadership, research, etc. The larger the school, the less opportunities for individual growth and recognition.
- Traffic snarls in that area.
- The E.C. Glass campus is already too small for the number of student. I don't see how it could possibly make room for another group of students the size of Heritage. I truly believe a new school would be necessary to accommodate this number of students.
- More gang activity, possible violence problems, teachers having to focus more on things other than teaching.

APPENDIX 14

Appendix 14 Meeting Notes

HERITAGE HIGH SCHOOL TASK FORCE Community Impact Sub-Committee March 16, 2011 Meeting

Present: Dr. Sally Selden, Chair; Tracey Begue, Mari Smallshaw, Karen Penalva, Marie McHenry, Maria Roberts, Rob Winters, Dan Messerschmidt – members; Ethel Coles, Steve Smallshaw – City/School support staff; Dr. Mark Mear – HHS principal.

Dr. Selden called the meeting to order at 12 p.m.

In coordination with Dr. Mear, the committee agreed to take a tour of Heritage High School on Wednesday, March 30th, at 12:30 p.m.

Chair Selden established two goals for the committee's meeting today: to review the task force's charge to the sub-committees, and to more precisely define what 'Community Impact' means and how the committee will measure it.

Review:

Chair Selden said the Community Impact sub-committee (CIS) would likely meet every 3 to 4 weeks between now and June, with the goal of making a recommendation to the Task Force some time in June. A compilation of public comments made during the three community meetings last winter will be sent to each committee member for review.

The committees are being asked to consider the advantages and disadvantages of following options for Heritage H.S.:

- Option 1:** Renovating the existing school building.
- Option 2:** Construct a new school on existing/adjacent land or elsewhere in the City.
- Option 3:** A combination of renovation and new construction.
- Option 4:** Combine Heritage HS with E.C. Glass HS into one school under a new name.
- Option 5:** Shift from a four-year High School model to a three-year model, while moving 9th grade to a Middle or Junior High School and reconfiguring Elementary schools to a K-through-6 model. (Members noted that there is some historical precedence for this with what is now Dunbar Middle School).
- Option 6:** Any other ideas?

Committee members expressed concerns about Option 5 and the impact it would have on space limitations at every school that would be forced to accommodate more students, and whether that might mean pre-K classes would have to be eliminated. A system that would involve primary-elementary-middle-and high school levels also might create too much constant transition for students to have to endure during their academic careers.

There also were concerns about class sizes, and the committee agreed they needed the latest enrollment figures and projections in order to analyze that issue further. One member expressed concern that the

committee might be overstepping its charge by reviewing class sizes and student populations and that those decisions might best be handled by other sub-committees.

In response to a member's question, Dr. Mear said there really aren't areas of specialization unique to Heritage and/or Glass, and that both were comprehensive schools. Mear noted that students from each school attended certain career technical programs at the other school, and that E.C. Glass had a larger population of students that required higher levels of special education.

Chair Selden noted that for the purposes of their discussion, the committee is to assume that the Governor's School would stay at Heritage HS.

Regarding Option 4, members expressed concerns about the feasibility of adding on to the E.C. Glass buildings, what that would mean for class sizes and how it might reduce opportunities for students to play sports or take part in other extracurricular activities. There also was concern that creating one new school would destroy the academic and athletic legacies of Heritage and Glass, and that that would have a negative impact on the community as a whole. (Dr. Mear later noted that a combined High School would be the 7th largest in the state and likely would have the largest number of students who qualified for free/reduced lunch) Chair Selden noted the need for research data to support or refute the premise that larger schools have more discipline and academic problems. The committee also wanted to have more information on the impact of school consolidations elsewhere around the country.

There was a discussion about the impact that the school issue will have on the quality of life in Lynchburg in general, and how that in turn might impact local businesses' ability to recruit quality job candidates to the area.

In the absence of real data, the committee was reluctant to rule out any Option at this point, and Chair Selden reminded them they should assume every Option included in the Charge is both physically and financially feasible.

Community Impact:

Chair Selden asked each member how they defined 'Community Impact'. Comments and concerns included:

- Size of classrooms and the effect on children
- The effect on the 9th grade dropout rate
- Getting more input from employers and not just parents & students

- 3 -

- Financial impact on businesses
- Reduced opportunities for athletics and drama
- Impact on taxpayer
- Impact on City budget: what else is being cut to accommodate current savings to service the anticipated debt
- Impact on each school's drama department
- Impact on academic performance and the ability of employers to recruit talent if the school system is considered sub-par

Members discussed the need for some sort of cost-benefit analysis to be performed for each option – others felt that was best left to the other sub-committees and that theirs was strictly a 'quality of life' issue. Still others felt the committee should examine the impact of any decision on both the school community and the Lynchburg community as a whole.

Additional Concerns/Business:

Chair Selden said she would ask for the necessary community profile data and send it out to each member for review. The committee will discuss what other information it might need at its next meeting.

A suggestion was made that a survey might be conducted to get the 'pulse of the community' on the issue, so that members were working with more than anecdotal and hearsay information.

All agreed the committee needed additional members, including possibly current students or very recent graduates of Heritage H.S. and who may come from a different socio-economic background.

The next scheduled meeting will be Wednesday, April 6th at 12 p.m. in the City Manager's office.

The meeting adjourned at 1:05 p.m.

Submitted:

Steve Smallshaw
City of Lynchburg Staff Support Representative

HERITAGE HIGH SCHOOL TASK FORCE
Community Impact Subcommittee
April 6, 2011 Meeting

Present: Dr. Sally Selden, Mari Smallshaw, Dan Messerschmidt, Rob Wooters, Marie McHenry – members; Steve Smallshaw – City support staff; Dr. Mark Mear – HHS principal

Dr. Selden called the meeting to order at 12:09 p.m.

Chair Selden briefed members on what the overall Task Force discussed at its meeting earlier in the day. There had been some discussion on creating a separate school for 9th graders and what effect that might have on the dropout rate. The Educational subcommittee is examining this issue, but the Community Impact committee also will keep it as an option to consider.

Community Profile: Dr. Selden noted that she had been in contact with City personnel to get information on the community profile and expected to have it in the next few days. She is also waiting on the school system to provide **School Profile** information as well.

Community/Social Impact: There is still a need for information on how much the community uses each High School facility. A suggestion was made that volunteers could count the number of people using, i.e.- the Heritage High School track, each evening, or survey school parents on how often they use the facilities. Dr. Mear noted that all members of the general public use the school grounds, especially in the evening, and that some people reserve the use of the field through the City's Parks & Rec department, which might have statistics or information on the amount of use. The committee may also try do interviews with those using the HS facilities to gauge how they might be impacted by any changes. There was some discussion as to whether the committee should separate out Quality of Life issues between students and members of the community. The real question is what is the community impact if the City were to eliminate Heritage HS and consolidate it with E.C.Glass HS.

Economic Impact: Dan Messerschmidt indicated that research on other communities that had consolidated two High Schools into one broke down into two themes: Community identity and Community attachment. The question is whether it's reasonable to compare a potential Lynchburg experience with that of a rural county. Dr. Selden said the issue that comes up most is the negative impact on the tax base: there generally is a decrease in property taxes and housing sales slump because the area becomes less attractive to prospective employers/residents. Dan Messerschmidt noted there has been a lot of research on housing prices in relation to an area's high school dropout rates. Dr. Selden wondered what kind of impact eliminating Heritage HS would have on local property taxes.

Student Impact: Rob Wooters noted that perception of safety in relation to the size of a school is a factor to consider. There was also concern over how a larger school creates 'anonymous' students in the middle of the spectrum, who tend to get overlooked and who fall through the cracks and drop out of school. Dr. Mear was asked whether that was an issue at Heritage HS. His response was no, because the size of the student body there was manageable, but it does become a problem at larger schools. Dr. Selden noted that some of these impacts would be based on the committee's research of situations elsewhere, because it will be impossible to measure here and get original data. The consensus of the group was that there was nothing positive to having one large school and that the larger the school, the worse the problems such as violence, dropout rate etc. become. Dr. Mear said he had e-mailed committee members data on class sizes, taken from Granby HS in Norfolk.

There also was discussion on the fiscal impact any decision would have on the community. Mari Smallshaw noted that one study showed that while consolidating two schools did save money, it raises other, long-term concerns. Dr. Selden said there also are transitional costs that would have to be

considered if the two schools were to merge. For the sake of the discussion, the group is assuming that no tax increases would be necessary to pay for whatever option is chosen, but if that changes, they can take that into account in their discussions. A question was raised about whether property values in the vicinity of either school would be affected as well.

Transportation/Traffic Impact: Consolidating the two schools could result in longer bus rides for some students, which could impact the amount of time students have to study and might ultimately affect their academic performance. Dr. Mear told the committee that the counties, which traditionally have longer bus rides, are constantly dealing with discipline issues more so than the City does. There was also concern how this might impact students who work after school, and parents and students who drive to school. Rob Wooters also noted that kids might be forced to stand outside longer in cold temperatures at bus stops. Dr. Selden said that Kim Payne has asked City Traffic Engineer Gerry Harter to talk with the group about any infrastructure issues regarding traffic congestion etc.

The committee then decided to split up the issues for various sub-committees to handle the research for data. They are:

Business (Economic) Impact: Dan Messerschmidt, Mari Smallshaw, Tracy Begue

Community (Social) Impact: Rob Wooters, Maria Roberts, Marie McHenry

Use of HHS Facilities: Karen Penalva, Sallie Carson, Deidre Glover, Sally Selden

Dr. Selden suggested that two surveys be conducted – one for the business community (with assistance from the Chamber of Commerce?) and one for the community at large (work with City and LCS staff). There also may be a need to survey the E.C. Glass parents community as well, since they also will be impacted by any decision. Rob Wooters said he would base the questions for his Community survey on the common themes from the public meetings held last winter. He also will set up a Google Docs group and make everyone on the committee a member. Dr. Selden said she would start analyzing the housing impact by talking with local realtors. All sub-committee groups would be expected to report on their progress at the next meeting on April 17th. It was agreed that the Task Force should review any survey before it's conducted. The goal is to start getting surveys out in early May and review the data by the end of the month.

The group was advised that a tour of E.C. Glass HS is scheduled for May 9th at 11:30 a.m.

The meeting adjourned at 1:10 p.m.

Submitted:

Steve Smallshaw
City Staff Support Representative

HERITAGE HIGH SCHOOL TASK FORCE
Community Impact Sub-Committee
April 17, 2011 Meeting

Present: Dr. Sally Selden, Mari Smallshaw, Karen Penalva, Sally Carson, Dan Messerschmidt, Rob Wooters – members; Steve Smallshaw – City support staff.

Dr. Selden called the meeting to order at 1 p.m.

Minutes of the April 6th meeting were approved unanimously.

Dr. Mear has provided the group with information on the number of events held annually at Heritage HS that would be impacted by closing the school. The sub-committee studying this impact would like more information on events both inside and outside the school over the last three years, looking to confirm the theory that Heritage HS is used more by the community at large than E.C. Glass is used.

Dr. Selden noted that Gerry Harter, the City's traffic engineer, has left his job with the City, and she is trying to get Public Works Director Dave Owen to attend the meeting on April 27th to discuss traffic issues.

Sally Carson noted that combining the two high schools would greatly increase travel time for sports teams. There was discussion over whether a single High School would have a 9th grade, junior varsity and varsity teams in order to accommodate all the students wanting to participate.

It was noted that a total of 133 students drive to school as part of the early release program (working after-school jobs) ... there was concern that the current number of parking spots at EC Glass HS would not be enough if the two schools were combined.

Dr. Selden and the committee agreed they would like to submit their report to the Task Force by the end of this summer.

Committee Reports

Community Impact: Rob Wooters reported he was creating a gmail account that all members could access. Rob also unveiled a draft version of the Community Impact survey that would go out to parents, getting input on a variety of issues regarding how they would be impacted by closing Heritage HS. The committee tweaked and added questions and discussed ways to distribute it to the school community. They agreed to coordinate with the school administration and IT personnel. Dr. Selden expressed concern that some might perceive the survey as being slanted towards only one option: combining the two high schools. The group agreed to add a disclaimer paragraph at the top, noting that all the options are being considered.

Sally Carson noted that there is a long-held opinion that Heritage HS is the second-rate school in the City, and that levels of support for it are different than those for E.C. Glass.

Dan Messerschmidt told the group that at Glass, the income disparity between the top and bottom students was much greater than at Heritage, which is more middle class overall, and that participation in extracurricular activities more closely mirrored the student population at Heritage than at Glass. Dr. Selden suggested that the survey questions be worded so that they do not focus solely on the potential negative impact of combining the two schools. Mari Smallshaw said the data they were seeing about problems at larger schools are not necessarily reflected by what's going on at E.C. Glass. Dr. Selden said that may be because of how the schools are districted, across many geographic and demographic boundaries, and that most of the research had been done in rural school districts and not urban ones. Karen Penalva asked whether the Lynchburg median income had gone down in recent years. Dan Messerschmidt said it had, and was now below that of Bedford and Campbell Counties. Dr. Selden noted that Heritage HS has more of a problem with situational poverty – those families caught in unexpected

economic downturns, while at Glass, students are more likely to come from situations of generational poverty, a longer-lasting condition. Rob Wooters concluded by saying he would e-mail the group the updated survey for approval at the next meeting.

Economic Impact: Dan Messerschmidt asked the group to review potential questions for a survey of local business owners, focusing on how combining the two schools might impact the quality of graduates and the City's ability to attract new industry. The group also wants to ask what impact it might have on customers to their businesses (need to identify on the survey what type of business they operate). Dan said it was possible to 'tier' the questions, using Survey Monkey, so that the respondent's answers would direct them to the next proper question. Karen Penalva asked whether it was possible to get a breakdown on student expenditures by school ... the consensus was that those numbers would not be available. Sally Carson suggested talking with relocation experts at some of the larger companies to get their input. It was agreed to have a draft of this survey ready for the May 11th Task Force meeting for its review and approval.

Facilities: Dr. Selden will meet with her group and talk to people at Heritage HS in mid-May (possibly during a soccer game?), and would get more data on the number of athletics events and other use of the facilities. There was a discussion on whether to do a similar on-the-spot survey at E.C. Glass.

Review of Research

Dr. Selden noted again that most of the research on the effects of combining two high schools into one had been done in more rural areas. She suggested the group look at the data to make sure this committee was capturing the same sort of information.

There was discussion on whether to involve current students or very recent graduates in the surveys and discussion, and whether to invite the two student representatives to the School Board.

The meeting adjourned at 2:30 p.m.

HERITAGE HIGH SCHOOL TASK FORCE
Community Impact Sub-committee
4-27-2011

Present: Dr. Sally Selden, Rob Wooters, Mari Smallshaw, Karen Penalva – members; Ethel Coles, Steve Smallshaw – Schools/City support staff

Dr. Selden called the meeting to order at 11:45 a.m.

Dr. Selden told the group she had spoken with a representative of E.C. Glass (Robin Kinnear) who coordinates schedules for inside and outside activities at both school, and received information from her on the use of the facilities. The Glass auditorium was used 14 times last year by the community (paid use), while the Heritage auditorium was used twice. Dr. Selden said outside use of the facilities was limited because the schools and the City's Parks & Rec department get first dibs on them, and that she is not confident in the thoroughness of the information. The group would like to get an updated list of usage of both facilities from Parks & Rec. Ethel Coles noted that the schools' athletic directors may have more information as well. The group reiterated its intention to perform an informal survey over two weeks in May or June to gauge how much outside recreational use the schools get.

Survey:

Rob Wooters told the group he had made some minor changes to the questions in the proposed survey for the community. Everyone agreed it was necessary to keep a 'free response' area to solicit other information from respondents. There was discussion on how much demographic information was needed, including what school district or zip code the respondent lived in, and that there needed to be 'parallel' questions for both EC Glass and Heritage situations. Mari Smallshaw questioned whether race and ethnicity were relevant demographics to be gathered. Dr. Selden said different groups may have different perspectives, but that age may be a better qualifier. Ethel Coles suggested asking for the ages of children living in the respondent's home. Dr. Selden said it was conceivable that the population of High School-aged children could be significantly higher ten years from now.

Dr. Selden noted that the growth in Lynchburg's census figures over the last 10 years could be attributed in large part to growth at Liberty University. The census also showed that the City's Under-5 population has grown 25% in the last ten years, and that more population growth is predicted over the next decade. This raised the question of whether one high school could handle up to 3900 students (estimated) by 2034. Selden said she would ask the capacity question during the tour of E.C. Glass on May 9th.

The committee reviewed all of the survey questions and the order they were presented. Dr. Selden said she would write an introductory paragraph for the overall Task Force to review, and that the introduction would instruct the survey respondent not to consider finances when answering the questions. There was a lengthy discussion on the question regarding the use of the Heritage HS facilities. Dr. Selden said she would e-mail the final version of the survey to Task Force members prior to their meeting on May 4th so they would have time to review it.

The group then discussed ways to distribute the survey through the use of hard copies or on-line survey tools such as Google Docs and Survey Monkey.

Karen Penalva presented the committee with the athletic events calendar for Heritage HS for the next several weeks. There was discussion on whether to do a shorter, more informal survey at some of the athletic events, using a clipboard and short interview as opposed to a long-form handout.

Other Business:

Mari Smallshaw agreed to ask Dr. McKendrick who redistricting will impact population levels at the two schools, and whether the administration would try to even them out. Steve Smallshaw noted that the City's GIS department had recently briefed City Council on the 2010 census numbers and how they would require some redistricting changes, and that that information might also be helpful to the sub-committee as well. He agreed to contact GIS to see whether they could tailor a similar presentation at a future sub-committee meeting.

There were additional questions discussed about students coming from outside the City of Lynchburg and which high school they were more likely to attend, and whether the Governor's School population was included in the overall population of Heritage. It was noted that the physical classrooms which the Governor's School occupies are owned by them and not the City. There was discussion on who would pay for a new Governor's school should Heritage be torn down.

The committee adjourned at 1:05 p.m. Its next meeting will be held Wednesday, May 11th at 11:45 in the City Manager's conference room.

Submitted:
Steve Smallshaw
Community Impact Committee Staff Representative

HERITAGE HIGH SCHOOL TASK FORCE
Community Impact Sub-Committee
May 11, 2011 Meeting

Present: Dr. Sally Selden, Karen Penalva, Rob Wooters, Mari Smallshaw – members; Dave Owen, Steve Smallshaw – City staff.

Dr. Selden called the meeting to order at 11:55 a.m.

Survey:

The citizens survey has been approved by the Heritage High School Task Force and will be distributed to a random sample of residents, probably some time in June.

The group reviewed the questions and made minor changes. It was suggested that an example of a tax rate increase would better illustrate that question, and demographics were added to others. The group decided to keep the questions about safety on either campus. Dr. Selden said she would send the survey to 25 people next week to get their feedback. The survey would be distributed under Michael Gillette's and Al Billingsley's names and the Community Impact committee would analyze the data.

The April 22nd meeting minutes were reviewed and approved.

Transportation:

Dave Owen, Director of Public Works for the City of Lynchburg, was introduced and spoke to the group about transportation issues and concerns. He was asked what traffic problems motorists might encounter during renovation or construction at either school. Mr. Owen noted the upcoming work on the Midtown Connector, where parts of Langhorne Road would be widened to four lanes, but said that work would be completed well before any construction on a new or renovated school would get under way.

Dr. Selden asked what impact a single high school with 2500+ students would have on the traffic flow around the E.C. Glass area. Dave Owen said Glass used to have nearly that many students some time back in the 1970s, but there were fewer students driving and fewer extracurricular activities then. Owen said the school is responsible for getting traffic in and out of the parking lots, and that road improvements were scheduled to be made at the Lakeside Drive, Park Avenue and Memorial Avenue intersections, all of which would help with an increased traffic flow. He also noted that E.C. Glass administrators would need to review and revise their traffic plan if that became the City's sole high school, and that a review right now should probably be done anyway.

Dr. Selden asked what impact any congestion might have on area businesses. Owen said an increased traffic flow may actually benefit some businesses, others might be bothered by the congestion and that changes to the traffic light timing might need to be made. Owen then presented the group with traffic count data for the areas around both high schools:

Langhorne Rd.: 20,000 vehicles per day in 2001
 19,000 vehicles per day in 2009
Memorial Avenue: 13,000 vehicles per day in both 2001 and 2009
Murrell Road: 8300 vehicles per day in 2001

8900 “ “ in 2009
Lakeside Drive: 6100 “ “ in 2001
6500 “ “ in 2009

Timberlake Road: 34,000 vpd in 2001
32,000 vpd in 2009
Leesville Road: 8900 vpd in 2001
12,000 vpd in 2009
Wards Ferry Rd.: 9200 vpd in 2001
11,000 vpd in 2009

Owen said there has been a “pretty dramatic increase” in the Heritage HS area, where there are currently no traffic lights regulating cars on Leesville or Wards Ferry Roads.

Dr. Selden asked how any renovations at Heritage HS might impact traffic – Owen said it would depend on where the construction was taking place, but it likely would have an impact.

Dr. Selden asked if the student population at E.C. Glass was increased by 80%, what percentage increase could be expected in the area’s traffic count. Dave Owen said he would need time to do the numbers and study that, but could have the information by the end of June. Selden said she would provide Owen with the numbers of teachers and staff at each school. Owen said another concern was the handling of school buses and how they queue up for arrivals and departures, and that typically more congestion equates to more accidents. Selden noted that an increase in younger, less-experienced drivers is also a concern.

Mari Smallshaw asked whether E.C. Glass could accommodate up to 2500 students without any kind of expansion. Dr. Selden said the Glass principal noted during the recent tour that the school’s maximum capacity was about 1600 students under today’s standards. Committee members did agree that Glass seemed much more spacious than Heritage.

There was continued discussion on the viability of having grades 10 through 12 at one school and moving 9th grade back to the middle schools.

Redistricting:

The committee discussed the recent redistricting proposals being considered by the school administration. Census figures show the City expects to have 600 new elementary school students by the year 2015, 700 by 2020, and that Heritage and Payne ES’s would get the most of those. Mari Smallshaw said she asked Dr. McKendrick about redistricting and was told it would only affect elementary school population zones, not much impact is expected on the overall middle and high school student enrollments. Dr. Selden noted that regardless, there would still be a need for more students at the high school level eventually.

Continuing Business:

Steve Smallshaw told the group that the City’s GIS staff could present the committee with updated Census information on student and population growth areas, possibly some time in June.

There will be a sign-up sheet for members to help with short-form community surveys at Heritage HS athletic events and to count people using the HHS facilities at night.

Dr. Selden said the committee’s goal is to gather the information on June and prepare a report for the overall Task Force by late August.

The next meetings were scheduled for Sunday, May 22nd and Wednesday, June 8th.

The meeting adjourned at 12:55 p.m.

Submitted:

Steve Smallshaw

City Staff representative to the Community Impact Sub-committee

HERITAGE HIGH SCHOOL TASK FORCE
Community Impact Sub-committee
June 8, 2011

Present: Sally Selden, Rob Wooters, Karen Penalva, Sallie Carson - committee members; Steve Smallshaw – City staff representative

Dr. Selden called the meeting to order at 11:45 a.m.

Minutes of the May 11, 2011 meeting were approved.

Citizens Survey: Dr. Selden told the committee she had pre-tested the citizens survey with a group of about 20 people and got a wide variety of responses on the questions. Some of them have been reworded and the new version will be presented to the Heritage HS Task Force at its 3 p.m. meeting today. She noted the only question not asked on the survey is whether the respondent supports consolidation of the two schools as an option. The survey incorporates census categories for gathering demographic information were designed to be all-inclusive and complex. Some of the respondents did not include their income information, which is to be expected.

There was additional discussion on whether to ask the respondent which Ward they live in and add the phrase “randomly chosen” to the introductory letter. The group felt it would be beneficial for the City to issue a press release about the survey just prior to it being sent out.

Business Survey: The committee discussed the business owners survey being developed by Dan Messerschmidt’s subcommittee. An analysis of some of the questions resulted in slight changes to their wording and the elimination of some questions altogether. Dr. Selden suggested asking them about their experience with hiring E.C. Glass and Heritage graduates and what differences they might see between the two, noting that her experience has shown that some employers are frustrated with the quality of the local workforce ... but is that a matter of the product of the two high schools or does it have more to do with society in general? A revised survey will be sent back to Dan’s group for review.

Final Report of the Subcommittee: Dr. Selden said the goal was to submit the subcommittee’s report to the overall Task Force by some time in August. She hoped to start writing sections of the report by late July/early August. She will ask the Task Force how much depth they’d like to see and what format the report should be in.

- The committee discussed whether to hear from the City’s GIS department at its next meeting to get updated Census information.
- Members signed up to count the numbers of people using the outside facilities at both Glass and Heritage in the early mornings and early evenings the week of June 20th through the 24th.
- Dr. Selden told the group she would be contacting local realtors over the next two weeks on the question of what impact any decision might have on property values around the two high schools.
- The next meeting dates are: June 29th, July 20th and August 10th, all at 11:45 a.m.

The meeting adjourned at 12:45 p.m.

Submitted: Steve Smallshaw
Lynchburg City staff representative

HERITAGE HIGH SCHOOL TASK FORCE
Community Impact Sub-Committee
June 28th, 2011 Minutes

Present: Dr. Sally Selden, Dan Messerschmidt, Sallie Carson, Karen Penalva, Mari Smallshaw, Rob Wooters – members; Steve Smallshaw – City staff representative.

Dr. Selden called the meeting to order at 11:48 a.m.

Minutes of the June 8th, 2011 meeting were approved.

Community Impact Survey:

At the suggestion of City staff and the committee, minor changes were made to the Community Impact residential survey. The City will issue a news release alerting the media and the public to the survey and its intent and the deadline for responses.

Business Survey:

The committee reviewed the proposed survey of local businesses, and made minor changes. There was discussion as to whether the survey should allow responding businesses to voluntarily self-identify themselves. Dan Messerschmidt noted that identifying data is generally not released. Rob Wooters said it was possible to require a log-in for the survey but didn't want to deter anyone from responding. He will e-mail the changes to the committee members for their review.

Related to her contact with local realtors, Dr. Selden said they have extensive knowledge on why people are moving to an area and what they're looking for as far as education and that public perception of a locality's schools' reputation is a big factor in relocation decisions.

Facility Usage Rates:

Members who counted usage of outside facilities at the two schools did not count the school's athletic teams using any of the fields. It was agreed that Heritage HS's fields and track are used far more often than E.C. Glass and that the numbers that were submitted by the committee members were a good snapshot of how the facilities are used by the general public.

Realtor "Survey"

Dr. Selden said her conversations with local realtors indicated that local property values around Heritage HS are more stable than the values of those properties around E.C. Glass, although as a whole, City property values are in a decline. There is less opportunity for residential or commercial growth near Heritage than at Glass because most of the area has been built out, and that the Glass neighborhood is more commercial in nature than that of Heritage. Most realtors agreed that neither neighborhood is growing any faster or slower than the rest of the City.

7 of 10 realtors felt that closing Heritage HS would have a negative impact on property values in the neighborhood, 1 felt that it would hurt demand, 1 felt the negative impact would be City-wide and 1 was noncommittal about any effect. Dr. Selden said it was possible that some people might want to live closer to Glass than Heritage.

Realtors also felt closing Heritage HS would push people into neighboring counties or into private schools, and that it would "not be prestigious" to have just one high school in the City. They noted that the national trend is away from 'mega-schools' and that they have not heard any positive comments about

the possibility of consolidation. They agreed that the reputation of the City schools is a powerful recruitment tool for realtors and that prospective buyers are often looking for a ‘small-town experience’.

Mari Smallshaw asked whether there had been a decrease in the quality of the schools’ reputation. Dan Messerschmidt said whatever the task force’s decision is, it will ultimately hinge on how much people are willing to pay in their local taxes.

GIS Presentation

Steve Smallshaw told the group that the City’s GIS department was still waiting on more definitive data from the Census Bureau and that an August presentation date might be better suited.

Still to come

Dr. Selden said the committee would now just be waiting on survey results, and that there may be a need to consider the possibility of a new school on a new site, and what the impact of that might be. She noted that it’s possible the Facilities Subcommittee could recommend that option to the Task Force. Dr. Selden indicated that she didn’t see the Community Impact subcommittee making any kind of final recommendation and that the data the group compiled would speak for itself.

There was additional discussion about redistricting and how the hiring of a new schools superintendent may impact the process, as well as the AYP scores coming out.

The next meeting was scheduled for July 20th at 11:45 a.m.

The meeting was adjourned at 12:45 p.m.

Submitted:
Steve Smallshaw
City of Lynchburg

**Heritage High School Task Force
Community Impact Sub-Committee
July 29, 2011 Meeting Minutes**

Present: Dr. Sally Selden – Chair, Dan Messerschmidt, Rob Wooters, Mari Smallshaw, Karen Penalva – members; Steve Smallshaw – City staff representative

The meeting convened at 11:47 a.m.

Minutes of the June 28, 2011 meeting were approved.

The next scheduled meeting of the sub-committee will be held on August 10th, to hear a presentation from GIS staff on population growth trends.

Business Survey:

The Business Survey was sent to 25 of the City’s largest employers (not including City government or school system) – 13 of the businesses responded. The committee discussed the results, which indicated that ¼ of respondents were not satisfied with the quality of applicants they see, and that 62% felt that having one, combined high school would not affect their ability to recruit applicants from outside Region 2000.

The group also discussed some of the written comments from the survey respondents. Karen Penalva noted that while most felt that there would be little impact from combining the two schools, the comments indicated otherwise. Dr. Selden noted that no company hires people without a high school diploma and that the committee should focus on the concern over how dropout rates might be affected by having one high school. A suggestion was made that the City might reconfigure the two schools and have one dedicated solely for trades and technical education, to keep students from having to shuttle back and forth between the two schools. Dan Messerschmidt said the issue was not just of having 1 vs. 2 schools, but also what role each school should play. It was noted that Heritage HS has 50-100 fewer students than Glass and its dropout rate is lower.

Citizens Survey:

160 of the 1200 surveys had been returned, about a 13% response rate. The group opened some of the surveys to read comments and get a feel for the tenor of the responses. Dr. Selden and her staff will compile the results and have them ready for the next meeting.

Final Report:

The committee discussed how best to organize its final report to the HHS Task Force. The report will indicate which tools the committee used to gather its data and break the results down into three categories: Quality of Life, Transportation and Economic. Dr. Selden said she would prepare all the data on CDs to be given to the Task Force. The group also agreed to add members’ own observations and come to an agreement on some “key findings”, but would not make any kind of recommendation.

The meeting adjourned at 12:45 p.m., with its next meeting scheduled for Wednesday, August 10th, 2011.

Submitted by:
Steve Smallshaw
City of Lynchburg

**Heritage High School Task Force
Community Impact Subcommittee
August 10, 2011 Meeting Minutes**

Present: Dr. Sally Selden-Chair; Dan Messerschmidt, Sallie Carson, Rob Wooters, Karen Penalva, Mari Smallshaw – members; Steve Smallshaw – City staff representative

Dr. Selden called the meeting to order at 11:35 a.m. Minutes of the July 29th meeting were approved.

Business Survey:

68% of surveyed businesses have now responded. Dan Messerschmidt distributed copies of the survey results, with additional written comments from respondents. It was noted that the recently-added data did little to change the overall results.

Citizens Survey:

Six new survey responses have been received and will be added to the final results. Dr. Selden asked members to look through the results and give their thoughts on the data. A breakdown of the results showed that Heritage High School district residents were significantly more willing to pay more in taxes to fund a new school, and that a single, combined high school would have a negative impact in many areas, including parental involvement and extracurricular activities. The group agreed that the overall sense is that HHS residents are more concerned about the issue, although Glass-area residents also are concerned. The results also show that there is citizen concern over a single high school being able to accommodate future population growth. Other numbers show that about two-thirds of respondents have lived in the City for more than 20 years, and about one-third have children under the age of 17.

24 of the survey respondents didn't or couldn't identify which City ward they live in, and Ward One residents were represented in greater numbers than the other Wards. Of the 74 written comments, 44 were against combining the two high schools, 9 were noncommittal or could not be determined.

Dr. Selden asked committee members to read through the data and decide what their personal reaction to it was and whether any further breakdown of the numbers is necessary. She asked that members e-mail her their thoughts on both the Community Impact and Business surveys by Monday, August 15th.

[12:00 p.m. The committee adjourned to the 2nd floor training room to view a presentation on Census data from GIS analyst Shaun Conway.]

GIS Presentation:

Lynchburg has seen a 15% growth in its population since the 2000 Census. In general, the City's overall population has shifted towards the southwest, with areas of significant growth occurring near the Liberty University campus and along the Timberlake Road corridor. Shaun Conway noted that both the HHS and ECG school districts lost population in the 10-14 age range over the last ten years, but that Heritage's growth in the 0-5 age range could impact the school's population in the next 10-15 years. He also said, generally speaking, the population of school-age children tends to mimic overall population trends. Members asked about specific population numbers and trends and their impact on the respective school districts.

After the presentation, the committee adjourned its meeting at 12:50 p.m. The next meeting was scheduled for Thursday, August 18th at 4 p.m. to discuss the final committee report to the Task Force.

Submitted:
Steve Smallshaw
City of Lynchburg Staff Representative

What other possible impacts do you foresee if the current city high schools are consolidated into one school at the current E. C. Glass location?

- "logistics of getting students to and from school, quality of instruction in classrooms, crowded schools"
- Space, parking, busing
- Need to retain all programs so that students would be allowed to pursue all types of studies both technology and vocationally as well as college preparation.
- I would hope that this would enable the school system to offer a broader offering to students in the way of career development classes. It would seem that a balanced two track approach for career development is needed. While encouraging some students to go to college is great, there seems to be a big need to encourage many students to pursue skilled trades instead of or in conjunction with higher ed.
- Gang activity would probably increase, the drop out rate would also possibly increase. Class sizes would also be increasing, which does not help with the learning environment.
- The larger the school, the less touch the educators have with the students. Anything much larger than we currently have, students become a number rather than a person. Technology is dehumanizing our children already, let's not add to this process by herding them into a larger high school that will limit their potential to grow as individuals. With two schools, more students can participate in activities that teach them team work, leadership, research, etc. The larger the school, the less opportunities for individual growth and recognition.
- Traffic snarls in that area.
- The E.C. Glass campus is already too small for the number of student. I don't see how it could possibly make room for another group of students the size of Heritage. I truly believe a new school would be necessary to accommodate this number of students.
- More gang activity, possible violence problems, teachers having to focus more on things other than teaching.

Uncertain	7	41.2	41.2	100.0
Total	17	100.0	100.0	

If the Lynchburg City Schools combined high schools, what would be the effect on the reputation of Lynchburg as a good place to live?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No change	3	17.6	17.6	17.6
Significantly worse	1	5.9	5.9	23.5
Somewhat better	2	11.8	11.8	35.3
Somewhat worse	5	29.4	29.4	64.7
Uncertain	6	35.3	35.3	100.0
Total	17	100.0	100.0	