



# The Baltimore County Public Schools

## New Town Elementary School Overcrowding Study

November 2002

Prepared by:  
DeJong & Associates, Inc.





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## Acknowledgements

On behalf of DeJong & Associates, Inc., we would like to extend our appreciation to The Baltimore County Public Schools Board of Education for the opportunity to assist them in conducting a school boundary study for the District. In addition, Ghassan Shah, Chris Brocato, and Pam Carter were invaluable in collecting information presented in this document.

We realize that these recommendations will create a challenge for the community in the months and years to come. However, with the continued positive vision of the school district and community, the Baltimore County Public Schools will remain as a shining example of what education can be.

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## Overview

In June 2002, DeJong & Associates, Inc. was contracted by the Board of Education of the Baltimore County Public Schools to review and recommend updates to the current boundary change process. In addition, DeJong & Associates, Inc. will engage in planning and consulting activities in the analysis of school population trends and specifically, student population, student enrollments and population shifts within existing school boundaries and between administrative areas which have resulted in overcrowding in some schools and under-capacity in others. These activities will assist the Baltimore County Public Schools in the long range planning of boundary issues in the administrative areas of the district.

Within the scope of the project, the following tasks will be accomplished:

- Review and analyze the New Town Elementary School boundary change process.
- Review and recommend modifications to the current Baltimore County Public Schools' boundary change policy to eliminate future boundary changes that result in the opening of over-crowded schools and to adapt previously recommended boundary change processes which effectively address large-scale and area-wide redistricting.
- Provide technical assistance in the process of formulating and adjusting New Town Elementary and adjacent school boundaries and recommend redistricting options for New Town Elementary School.
- Provide technical assistance in the process of formulating and adjusting Northwest area high school boundaries and propose recommendations on school redistricting options for New Town High School. Review and analyze existing school boundaries and demographic data for Featherbed Elementary School and Windsor Mill Middle School for the purpose of providing recommendations on school attendance boundary options.

### *Timeline:*

New Town Elementary Boundary Process Review	April-July 2002
New Town Elementary Recommendations	September – November 2002
New Town High School Recommendations	August 2002 – January 2003
Featherbed Elementary Recommendations	August 2002 – January 2003
Windsor Mills Middle School Recommendations	June 2003 – December 2003



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## Process

The data used in this project was obtained from several sources. Primary sources of data include The Baltimore County Public Schools [data provided in conjunction with the Baltimore Metropolitan Council, Baltimore County Auditor, and The Baltimore County Office of Planning], and the U.S. Census Bureau. The data was then organized and arranged in a manner so that they could be analyzed by means of Geographic Information Systems.

Geographic Information Systems (GIS) is an organized collection of computer hardware, software, geographic data, and personnel designed to efficiently capture, store, update, manipulate, analyze, and display all forms of geographically referenced information<sup>1</sup>. Typically, GIS is used for integrating multiple sources of geographic data into a familiar and easy to use format. Data might be represented as several different layers where each layer holds data about a particular kind of feature (e.g. schools). Each feature is linked to a position on the graphical image of a map. GIS was used extensively in this project to spatially explore student and boundary data.

Before creating any new boundaries, detailed analysis of the current school boundaries were performed. This was done to see the adequacy of existing boundaries and to get an idea of the District's current status. Analysis included a 'Live vs. Attend' study to determine if students lived close to the school that they attend. Student tabular data was correlated by GIS by address and color-coded to correspond to the school they attend. The enrollment for each school was then analyzed in relation to the attendance boundary to assess the current boundary. In addition to this, detailed analysis was done to determine ethnic and socio-economic composition of each boundary. This was accomplished by analyzing race and lunch code classifications in the student database.

Data sets include:

- 2001-02, 2002-03 student data by address
- 2001-02, 2002-03 school attendance boundaries and planning area boundaries
- Planimetrics (roads, rivers, railroads, water bodies, etc.)
- Historical birth
- Aerial photography

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<sup>1</sup> Definition taken from The GIS Glossary – Environmental Systems Research Institute, Inc. (ESRI), 1996.



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## Executive Summary

As a result of overcrowding at New Town Elementary School upon its opening in September of 2001, DeJong and Associates, Inc. was asked to analyze the current attendance boundary and formulate recommendations for new attendance boundaries in the Northwest Area of the County.

After analysis of enrollment data, housing development, and live birth data of the Northwest Area, several factors came to light that would indicate any boundary adjustments would only alleviate the overcrowding at New Town Elementary School and its adjacent schools for one or two years. There are several causative factors contributing to the overcrowded schools in the Northwest Area. They include the following variables that are further analyzed beginning on page 7 of this report:

### Demographic Factors

- **Student Population:** *Elementary enrollment in the Northwest Area is projected to increase by 1,301 students by 2010. When compared to the Northwest Area State Capacity, this accounts for 1,179 too few seats. Furthermore, these projections do not account for full-day kindergarten that the state has mandated by 2007-08.*
- **Housing Development:** *According to the August 2002 S-list, 7,098 single-family detached homes have been approved for development in the Northwest Area. Planners use an industry standard of .6 students for every single-family home built. This would indicate an additional 4,258 students generated from new housing in the Northwest Area. Obviously, different housing types produce different yield factors.*
- **Births:** *There were 394 births within the New Town Elementary attendance boundary in 2001. At a countywide average birth to kindergarten survival ratio of 76%, the kindergarten class of 2006 would equal approximately 300 students. That is 136 more students than the 164 kindergartners enrolled this September 30, 2002.*
- **Race/Income:** *Currently, the ethnic composition of the Northwest Area elementary schools consists of 4% Asian, 56 % African American, 35% Caucasian, 3% Hispanic, and 2% multi-racial. 28% of students in the Northwest Area elementary schools receive free or reduced lunches while 72% do not.*
- **Mobility:** *Student mobility can also impact enrollment. For example, it is easier for persons in rental/lease situations to relocate to desirable schools, especially in the wake of a boundary change. We saw this happen at Dogwood.*

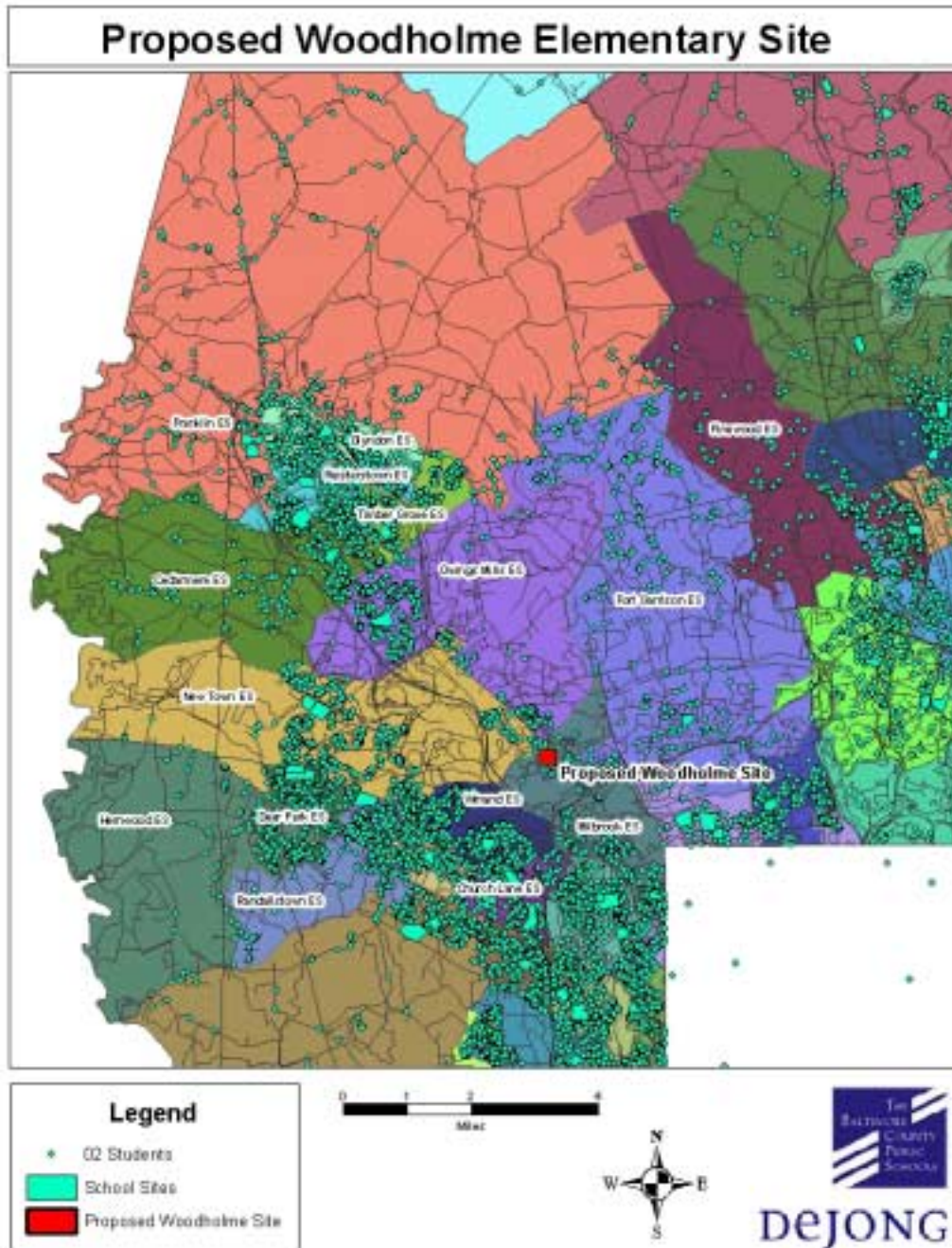


## Administrative Factors

- **Program Placement and Academic Intervention:** *While not reflected in the state capacity formula, certain programs impact building capacity such as Title I teachers, reading resource teachers, psychologists, paid parent helpers, etc. Although they are not taken into account in the state formula, they do in fact need space, therefore affecting building capacity. Design standards, careful selection of room usage, and informed decision-making can maximize physical environment in order to promote educational program goals.*
- **Special Permission Transfer Policy:** *The current special permission transfer policy does not provide provisions for capping until the school reaches capacity. Therefore, there is no accommodation for late spring or summer attendance area enrollment growth due to a repopulation of existing housing or recently completed new residential construction. In addition, special permission transfer students are not required to annually renew their request. This policy should be enhanced in order to regulate the increase of students within a home school attendance boundary.*
- **Special Education:** *Special education requires careful consideration of program placement due to unique staffing and space requirements. Ten children per contained special ed. classroom as compared to 25 children per regular classroom has a great impact on capacity.*
- **Pre-Kindergarten:** *A District-wide vision for pre-kindergarten needs to be established and implemented to avoid overcrowding and overstaffing.*
- **Full Day Kindergarten:** *The state has mandated that full-day kindergarten be implemented by the 2007-08 school year. A plan should be set in place to accommodate this programmatic change.*
- **No Child Left Behind:** *A comprehensive plan to manage goals established in the Baltimore County Public School's Blueprint for Progress should be developed in order to insure the educational vision drives the facility planning process and not the other way around.*

DeJong and Associates, Inc. does not recommend a boundary change as the long-term solution to the Northwest Area overcrowding situation. This report outlines a series of scenarios that has brought us to this conclusion. A Northwest Area boundary change alone would only provide a short-term response to overcrowding conditions in the region. It would impact a range of 8-12 schools and at least 500 children, and would solve the problem for less than two years. To meet the growth needs in the Northwest Area, we recommend the construction of 1-2 new elementary schools. It may also be necessary to add space to existing facilities where conditions permit.

An obvious solution would be to build a new school at Woodholme Park, a plan that was in place as recently as 1996 but was dropped with the addition of New Town Elementary. The Woodholme site consists of 20 acres and sits on the north side of Mt. Wilson Lane and west of Reiserstown Road. It is currently owned by BCPS and was purchased in 1973. The question is no longer should we build a new elementary school to accommodate the Northwest Area students, but rather, how many elementary schools should be built? The following map indicates the location of the proposed Woodholme Elementary School site.





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## Short-Term Recommendations

If enrollment increases beyond capacity at a rate faster than projected, it may be necessary for the District to implement non-build solutions to address overcrowding. These options can offer temporary solutions while a new building is being built, or provide a less expensive alternative to new construction. They have proven successful in many areas of the country that are under extreme pressure to provide seats for fast growing populations. The following gives a brief description of each short-term recommendation.

### **Relocatable Classrooms -**

Relocatable classrooms are pre-constructed buildings that are used for temporary instructional space. The District is currently using relocatable classrooms at New Town Elementary and at many other schools throughout the District.

### **Double Shifts/Split Sessions -**

Double shifts, sometimes called split sessions, is a scheduling process that extends the school day to increase school capacity. Two student bodies use the building. This option requires two faculties and modification of some curricular offerings, extra-curricular activities, food services, and transportation.

### **Year-Round School -**

There are a variety of year-round schedules. Students typically attend school the same number of days as a traditional calendar; however, breaks or vacations are scheduled differently. Student bodies attend the same school on different tracks. This option increases the use of a facility by 25-33% depending upon how it is organized.

### **Annex -**

This concept moves students, temporarily, to alternative spaces while a long-term fix is established. The possibility exists to annex students from New Town Elementary School to Glyndon Elementary School, Franklin Elementary School, or even New Town High School. In addition, it is an option to rent commercial space and/or develop cooperative arrangements with malls, churches, or libraries.

### **Boundary Change -**

As discussed in the Executive Summary, a boundary change would only alleviate overcrowding at New Town for a short period of time. This could be implemented as a last resort, but would be very disruptive to the educational program.

### **Maintain New Town Elementary Enrollment Cap -**

Allow only kindergarten to enroll up to pre-determined program capacity. Effective September 30, 2003.



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## Long Term Recommendations

### **New Construction -**

At the District-wide level it appears that the total enrollment of the District will continue to increase. There is likely to be a wide variation in enrollment by grade level, as well as by region of the County. Some regions, such as the Northwest Area, are likely to grow while other areas will continue to decline. To meet the growth needs in the Northwest Area the District should consider adding space to existing facilities and/or constructing new buildings. Although modular additions are not recommended for New Town Elementary School due to its existing size, it may be considered for other schools to relieve overcrowding where appropriate. A review of existing site bank properties, and aggressive plan to manage, and increase holding in areas of growth and desirable locations in cooperation with Baltimore County government needs to occur.

### **Systemic Redistricting -**

The Baltimore County Public School District includes many neighborhood schools as well as open enrollment. A systemic redistricting would review, evaluate, and adjust school boundaries to meet current and projected growth, promote community cohesion, maintain academic continuity (e.g. feeder patterns), and address educational vision for the system. Boundaries need to be adjusted to: optimize capacities of the District's facilities; minimize transportation and safety issues; improve the articulation from one grade level to the next; and establish clear feeder patterns for elementary, middle, and high school. In addition, integration of full-time kindergarten programs demand that BCPS assess boundaries on a District-wide level.

### **Capital Improvement Plan -**

A district-wide aggressive system and plan focused on "build options" in the region over the next 10 years needs to be developed as a road map to the future for The Baltimore County Public School District. A master facilities plan would outline an approach for new construction, major or minor renovation, replacement, or school closure on an individual building level. The approach should involve an assessment of the current facility inventory including, but not limited to, building condition, capacity, and student enrollment. The programmatic focus of the District should be reviewed so that equitable educational delivery is provided throughout the District. And finally, information on educational issues should be gathered from a wide spectrum of persons representing various facets of the Baltimore County community. This information might include optimum school size, optimum class size, early childhood education delivery, and many more issues that provide a driving force behind a master facilities plan.

As a road map, a master facilities plan should specify the projects that have been identified, the timing and sequencing of the projects, and their estimated cost. A district-wide plan typically encompasses 10 years but must be flexible and updated periodically to incorporate improvements that have been made, changes in demographics or other educational directions.

Incorporating a master facilities plan will provide the District with the necessary steps to address population shifts as they occur in a proactive, rather than a reactive manner. In any case, school districts need to make their futures happen in ways conducive to their individual needs. What we do today will affect what we do tomorrow – the future does not just happen...we need to make it happen.

The data included within the following pages of this report illustrate the potential growth within the Northwest Area of The Baltimore County Public Schools. There are many unforeseen variables and circumstances that can and will change student population. The presences of these variables suggest that the data be used as a guide and not an absolute.



## Annexing Analysis

Upon discussion between administration at Baltimore County Public Schools and DeJong & Associates, Inc., it was determined that annexation would be the least disruptive short-term option affecting the fewest number of students. In the proposed annexation, a portion of the students who currently attend New Town Elementary School would be annexed to Franklin and Glyndon Elementary Schools. Both of these schools are currently under capacity. Franklin is under capacity by 82 students, while Glyndon is under capacity by 149 students. A total of 40 students would be annexed to Franklin and 108 students to Glyndon, for a total of 148 students affected. These students live a considerable distance from New Town Elementary School, therefore making this a feasible option for annexation. This annexation is illustrated on the following page.

The table below indicates the grade breakdown at New Town, Franklin and Glyndon Elementary Schools before and after the recommended annexation.

**New Town, Glyndon, Franklin Annex Analysis  
Grade Breakdown Comparisons**

Grade Level	Current New Town	Current Franklin	Current Glyndon	# Students to Franklin	# Students to Glyndon	Resulting New Town	Resulting Franklin	Resulting Glyndon
PK	28	36	34	0	4	24	36	38
K	163	49	46	7	19	137	56	65
1	183	68	79	4	20	159	72	99
2	165	74	73	7	13	145	81	86
3	150	79	75	6	17	127	85	92
4	144	71	95	8	16	120	79	111
5	142	102	77	8	19	115	110	96
<b>Total</b>	<b>975</b>	<b>479</b>	<b>479</b>	<b>40</b>	<b>108</b>	<b>827</b>	<b>519</b>	<b>587</b>

Source: DeJong & Associates, Inc.

## Ethnic Analysis

The table below illustrates the ethnic composition of each elementary school that would be affected by the recommended annexing option. As illustrated, there would be very little change in ethnic compositions at the affected schools.

**New Town, Glyndon, Franklin Annex Analysis  
Ethnic Composition Comparison**

School	American Indian		Asian		African American		Caucasian		Hispanic		Multi-Racial	
	Current	Annex	Current	Annex	Current	Annex	Current	Annex	Current	Annex	Current	Annex
New Town Elementary	0%	0%	6%	6%	69%	71%	14%	14%	4%	2%	6%	7%
Franklin Elementary	0%	0%	4%	4%	9%	13%	81%	77%	5%	4%	1%	1%
Glyndon Elementary	0%	0%	7%	7%	24%	30%	64%	54%	3%	6%	2%	2%

Source: DeJong & Associates, Inc.

## Socio-economic Analysis

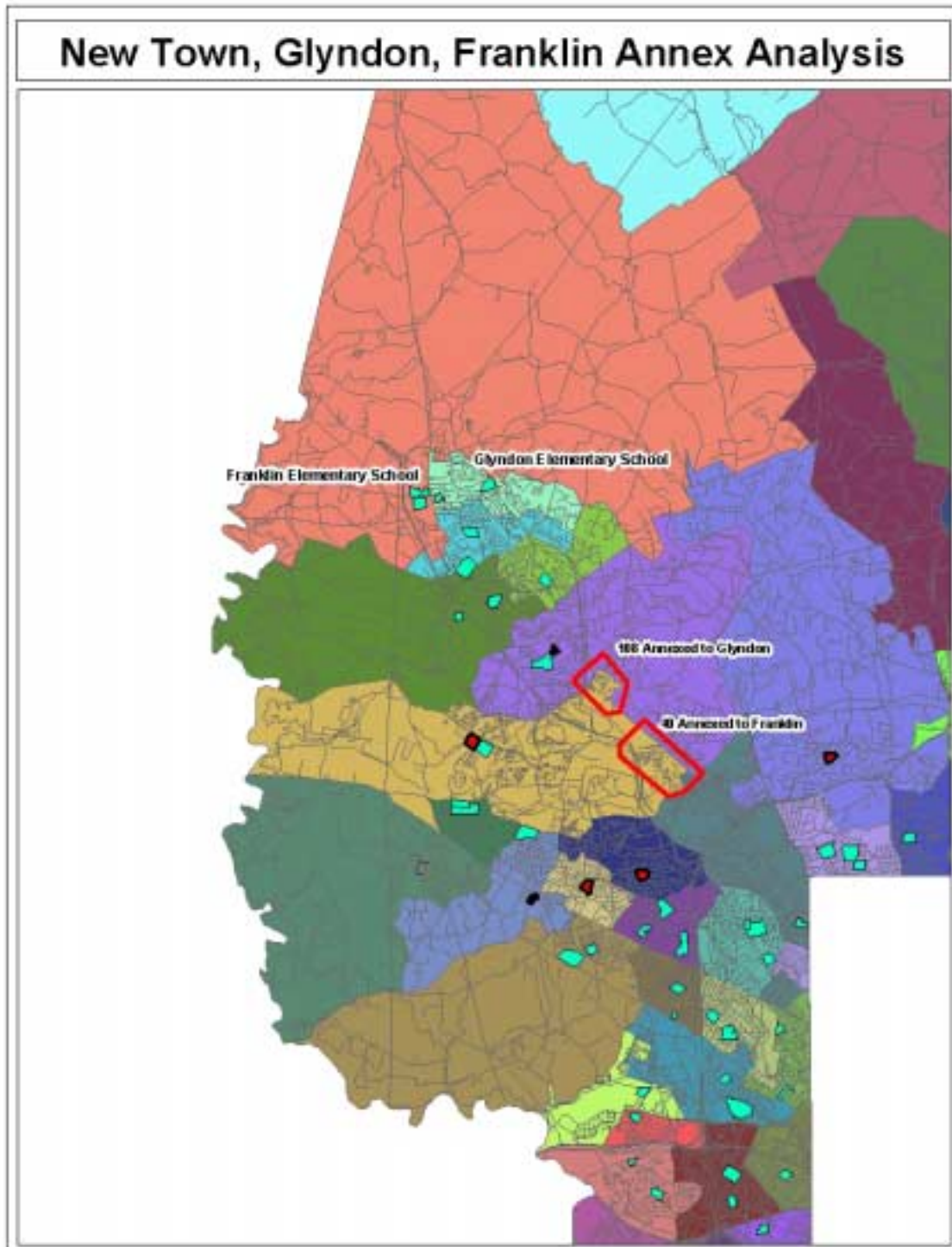
The table to the right illustrates the socio-economic composition of each elementary school that would be affected by the recommended annexing option. As illustrated, there would be very little change in socio-economic compositions at the affected schools.

**New Town, Glyndon, Franklin Annex Analysis  
Free & Reduced Lunch Comparison**

School	Current		With Annexing Option	
	Yes	No	Yes	No
New Town Elementary	19%	81%	16%	84%
Franklin Elementary	9%	91%	9%	91%
Glyndon Elementary	22%	78%	26%	74%

Source: DeJong & Associates, Inc.

The map below illustrates the students who would be annexed to Franklin and Glyndon Elementary Schools in this annexation option.





## Student Population

Enrollment in the Northwest Area has increased by 2,043 students over the past five years, from 21,397 students in 1998 to 23,440 students in 2002. Projections indicate additional growth of 2,204 students by the year 2010 for a total of 25,644 students. Current state capacity in the Northwest Area is 23,557 seats, or 2,087 less seats than projected students. Specifically, when comparing only the Northwest Area elementary schools, projections indicate that there will be 1,179 too few seats for the projected number of students. This is the equivalent of 1-2 elementary schools. The chart below compares projected enrollment to capacity in the Northwest Area. It should be noted that the following projections were revised in April of 2001, prior to the opening of New Town Elementary School. Current projections indicate New Town's enrollment for 2003 to be 970. Enrollment projections are updated annually in December.

**Projections for Baltimore County Public Schools, September 30 2003-2010, Northwest Area**

Revised 4/5/01

NW AREA	STATE CAPACITY***	2002 Actual**	2003	2004	2005	2006	2007	2008	2009	2010
Bedford ES	350	367	343	347	348	346	346	348	348	330
Campfield Center*	317	318	391	392	390	390	392	384	372	369
Cedarmere ES*	461	524	521	543	560	572	580	586	590	617
Chatsworth ES*	449	418	430	438	446	454	462	470	478	484
Church Lane ES*^	508	481	476	489	492	499	507	519	533	542
Deer Park ES*^	481	511	534	556	574	583	592	606	622	632
Franklin ES	567	485	487	492	498	503	508	513	519	525
Fort Garrison ES	502	457	473	477	486	501	506	520	531	539
Glyndon ES	629	480	554	558	567	569	572	576	580	584
Hernwood ES*^	418	457	523	543	554	563	571	585	600	610
Milbrook ES	345	359	479	484	493	510	540	552	555	558
New Town ES*^	706	984	699	756	769	780	793	811	833	847
Owings Mills ES*^	759	721	844	884	897	911	925	946	972	988
Randallstown ES*^	426	374	325	314	332	337	342	350	360	365
Reisterstown ES	514	473	538	543	552	554	562	567	572	580
Scotts Branch ES*	541	562	557	560	543	539	534	541	540	538
Summit Park ES	362	312	355	361	379	386	390	395	400	405
Timber Grove ES	664	631	633	614	592	586	580	585	586	590
Wellwood ES*	491	517	537	541	542	540	541	544	532	537
Winand ES*^	651	588	617	613	617	627	636	651	668	680
<b>NW ELEMENTARY TOTAL</b>	<b>10,141</b>	<b>10,019</b>	<b>10,316</b>	<b>10,505</b>	<b>10,631</b>	<b>10,750</b>	<b>10,879</b>	<b>11,049</b>	<b>11,191</b>	<b>11,320</b>
Deer Park Middle	1,445	1,396	1,316	1,368	1,371	1,345	1,296	1,306	1,362	1,340
Franklin Middle	1,505	1,463	1,492	1,473	1,495	1,508	1,525	1,541	1,557	1,570
Old Court Middle	1,230	1,136	1,235	1,245	1,263	1,278	1,302	1,320	1,349	1,375
Pikesville Middle	1,130	1,116	1,150	1,163	1,166	1,160	1,161	1,170	1,174	1,180
Sudbrook Middle	1,145	1,028	1,015	1,015	1,015	1,015	1,015	1,015	1,015	1,015
<b>NW MIDDLE TOTAL</b>	<b>6,455</b>	<b>6,139</b>	<b>6,208</b>	<b>6,264</b>	<b>6,310</b>	<b>6,306</b>	<b>6,299</b>	<b>6,352</b>	<b>6,457</b>	<b>6,480</b>
Franklin High	1,695	1,482	1,541	1,593	1,551	1,578	1,595	1,610	1,625	1,638
Milford Mill Academy	1,390	1,585	1,512	1,545	1,569	1,575	1,587	1,602	1,597	1,607
Owings Mills High	1,213	1,375	1,524	1,564	1,584	1,614	1,634	1,664	1,704	1,734
Pikesville High	1,135	1,176	1,100	1,114	1,124	1,127	1,127	1,128	1,115	1,100
Randallstown High	1,528	1,664	1,641	1,689	1,725	1,751	1,776	1,789	1,795	1,765
<b>NW HIGH TOTAL</b>	<b>6,961</b>	<b>7,282</b>	<b>7,318</b>	<b>7,505</b>	<b>7,553</b>	<b>7,645</b>	<b>7,719</b>	<b>7,793</b>	<b>7,836</b>	<b>7,844</b>
<b>NW AREA TOTAL</b>	<b>23,557</b>	<b>23,440</b>	<b>23,842</b>	<b>24,274</b>	<b>24,494</b>	<b>24,701</b>	<b>24,897</b>	<b>25,194</b>	<b>25,484</b>	<b>25,644</b>

Source: Baltimore County Public Schools, April 2001; \*\*September 30, 2002; \*\*\*October 2002

All numbers based on September 30 of given year.

Schools marked with a ^ were redistributed for addition of New Town ES. Such projection is based on some basic assumptions, most notably, that children attending outside their home boundary by special permission will continue to do so.

Schools marked with an \* indicate full-day kindergarten.

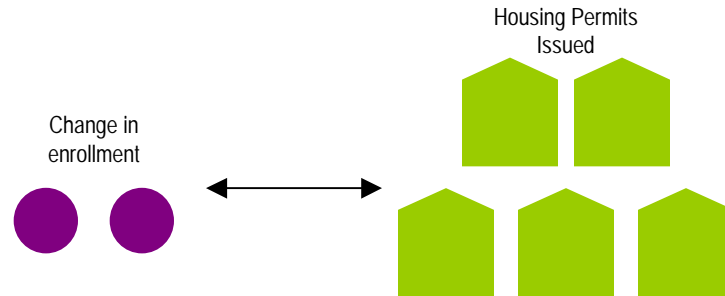


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To further compound this growth, the State of Maryland has mandated that all kindergarten programs will be conducted on a full-day basis rather than the currently mandated half-day basis by the 2007-08 school year. There are elementary schools in the Northwest Area that currently provide full-day kindergarten and will not be greatly impacted. However, this event will result in the need for additional seats on a District-wide level, including the Northwest Area of Baltimore County. In the future, enrollment projections should be updated to provide for full-day kindergarten.

## Housing Development

Enrollment projections can also be determined by analyzing the housing data for the areas that make up a school district. Yield factors can be established by comparing the historic change in enrollment from year to year divided by the total number of building or occupancy permits issued. For example, if student enrollment has increased by approximately 100 students each year and approximately 200 building permits have been issued each year for the past ten years, then the yield factor would be approximately .5 students per building permit.



Once yield factors are established, the number of new students per year can be estimated by multiplying the yield factor by the number of projected new housing units. This method is effective when the rate of student enrollment far exceeds the live birth rate.

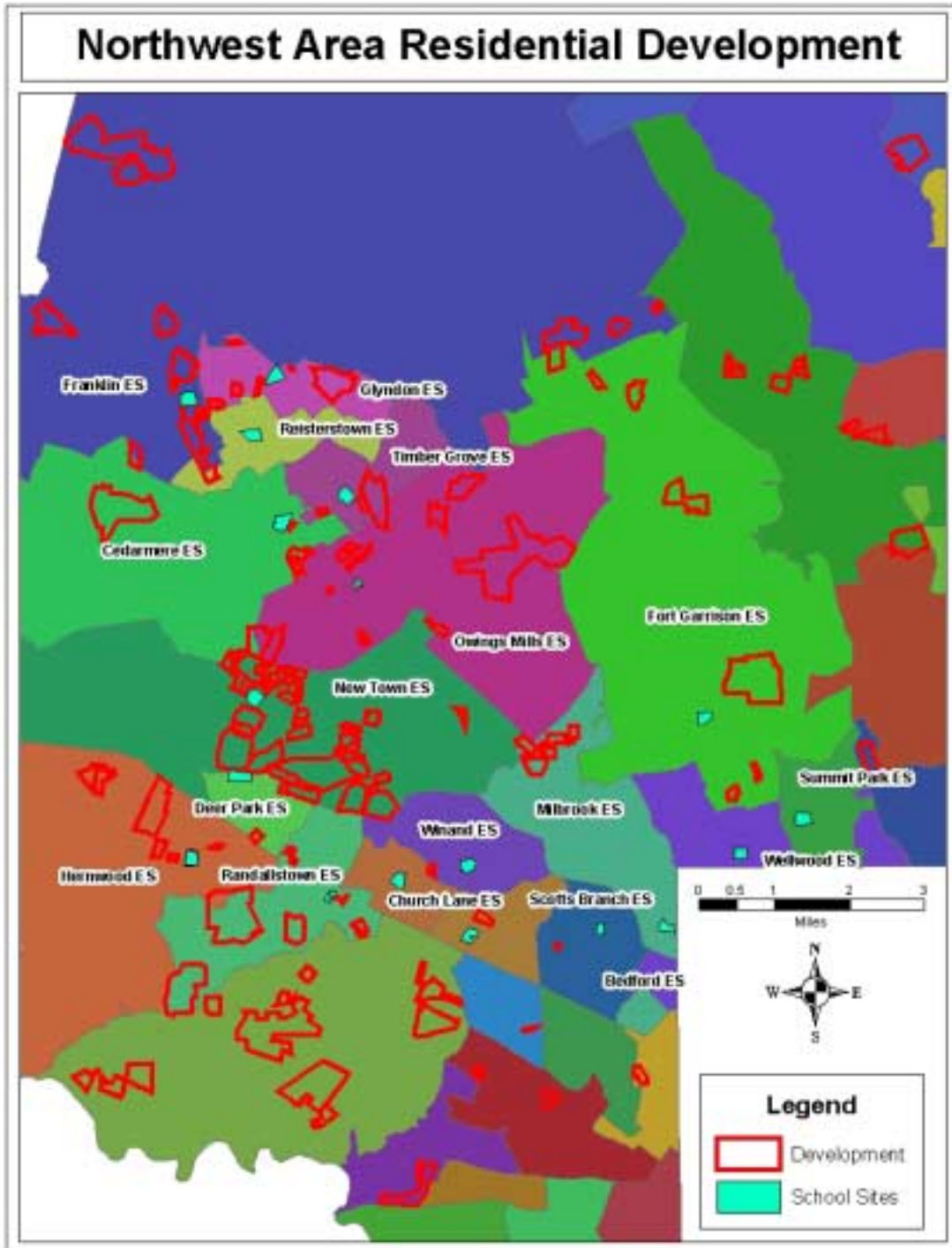
The Baltimore County Office of Planning provides The Baltimore County Public Schools with a database of current and proposed subdivisions within the school district annually. This database is referred to as the S-list. Included in the S-list are numbers of planned units as well as those that have been developed. The S-list has been geocoded in order to identify attendance areas that will be impacted by current or future development. This list is broken down by single-family detached, single-family attached, and multi-family. The table below illustrates the number of units remaining to be developed of those that have been planned using current school year attendance boundaries.

Remaining Development by Current Northwest Elementary Attendance Boundaries				
Attendance Area	Single-Family Detached	Single-Family Attached	Multi-Family	Total
Bedford ES	5	185	185	375
Cedarmere ES	404	10	250	664
Church Lane ES	68	143	83	294
Deer Park ES	83	135	0	218
Fort Garrison ES	1,034	219	390	1,643
Franklin ES	890	161	253	1,304
Glyndon ES	366	179	0	545
Hernwood ES	388	195	252	835
Milbrook ES	227	336	1,517	2,080
New Town ES	889	2,124	4,763	7,776
Owings Mills ES	626	632	1,486	2,744
Randallstown ES	338	102	103	543
Reisterstown ES	356	676	144	1,176
Scotts Branch ES	48	361	51	460
Summit Park ES	217	675	467	1,359
Timber Grove ES	432	422	160	1,014
Wellwood ES	30	87	0	117
Winand ES	697	170	200	1,067
<b>Total</b>	<b>7,098</b>	<b>6,812</b>	<b>10,304</b>	<b>24,214</b>

Source: S-List, Baltimore County Office of Planning, August 2002

Note: Campfield Center and Chatsworth are both open enrolled schools, therefore have no attendance area.

The following map illustrates by red polygons, areas of development within the Northwest Area.





While all elementary areas analyzed illustrate some potential growth, it is evident that the New Town Elementary area will experience the greatest impact due to future development. This area has 7,776 single and multi-family units yet to be developed. When using a student yield factor of 0.2<sup>1</sup> students per household, there is a potential for 1,555 additional students in the New Town Elementary area. In addition to the potential growth in the New Town Elementary area, there is also significant potential growth in the Owings Mills Elementary area with 2,744 units yet to be developed.

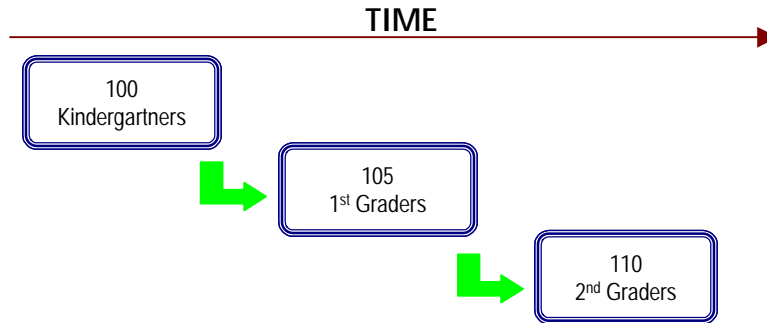
BCPS and the Baltimore County Department of Planning have made initial steps to combine their planning efforts. This needs to be taken a step further toward increasing the accuracy of future projections by utilizing more tools that analyze the impact of development on enrollment projections. A collaborative arrangement with the county government would allow the District to receive not only the housing units by elementary attendance boundary, but final plans, sketch plans, and phased project estimates by fiscal year. This vital information would allow the District to better predict when development is going to occur. It is further recommended that this data be geocoded and transferred electronically in order to integrate housing data with student data to more accurately project student enrollment.

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<sup>1</sup> 0.2 yield factor is an approximate average based on the BCPS pupil yield factor for the 2<sup>nd</sup> Election District.

## Birth Data

A cohort is a group of persons (in this case, students). The cohort survival projection methodology uses historic live birth data and historic student enrollments to “age” a known population or cohort throughout the school grades. For instance, a cohort begins when a group of kindergartners enrolls in grade K and moves to first grade the following year, second grade the next year, and so on.



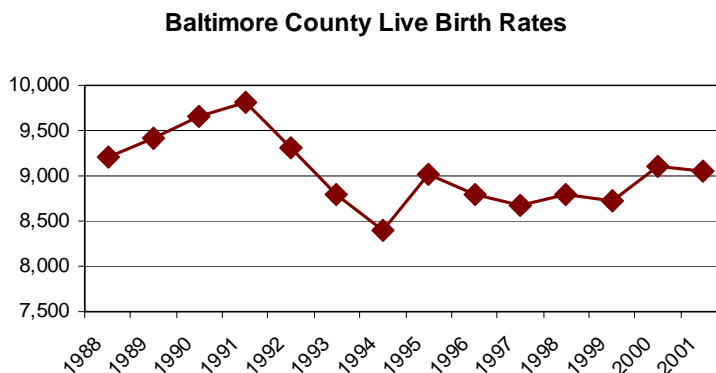
A “survival ratio” is developed to track how this group of students grew or shrunk in number as they moved through the grade levels. By developing survival ratios for each grade transition [i.e. 2<sup>nd</sup> to 3<sup>rd</sup> grade] over a ten-year period of time, patterns emerge and can be folded into projections by using the survival ratios as a multiplier. Because there is not a grade cohort to follow for students coming into kindergarten, live birth rates are used to develop a survival ratio. Babies born five years previous to the kindergarten class are compared in number, and a ratio can be developed to project future kindergarten enrollments.

Utilization of live birth data is recommended when projecting future enrollments. This provides a helpful overall trend, as well as a useful estimation of kindergarten enrollment five or six years in the future. Large bubbles in birth rates, either up or down, can be planned for and anticipated by the district.

Listed below are the resident live births for Baltimore County from 1988 through 2001. As indicated on the chart below, the births peaked in 1991 with 9,808 births and have since decreased slightly to 9,055 births in 2001.

Baltimore County Live Birth Rates	
Year	# of Births
1988	9,206
1989	9,409
1990	9,655
1991	9,808
1992	9,302
1993	8,795
1994	8,393
1995	9,019
1996	8,789
1997	8,677
1998	8,787
1999	8,726
2000	9,109
2001	9,055

Source: Baltimore Co. Dept. of Health





There is a direct correlation between the number of children born and the number of students that appear in school 5-6 years later. The following tables and graph track this phenomenon.

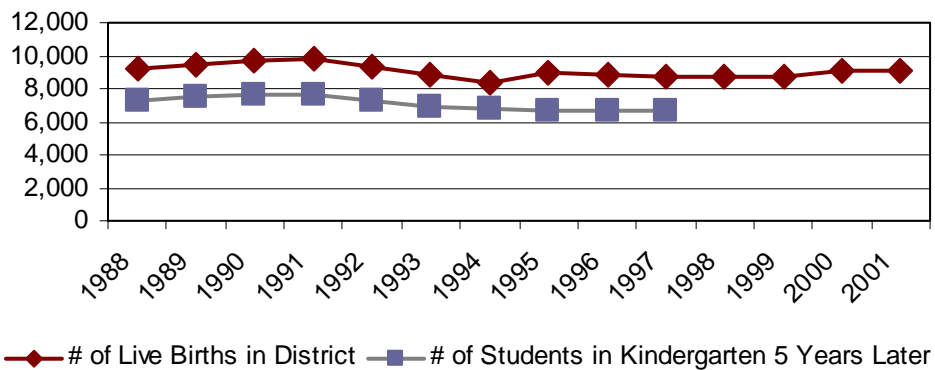
Year	# of Births
1988	9,206
1989	9,409
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1991	9,808
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1993	8,795
1994	8,393
1995	9,019
1996	8,789
1997	8,677
1998	8,787
1999	8,726
2000	9,109
2001	9,055

Source: Baltimore Co. Dept. of Health

5 Years Later	# of Students in Kindergarten
1993	7,321
1994	7,526
1995	7,693
1996	7,645
1997	7,213
1998	6,919
1999	6,781
2000	6,722
2001	6,665
2002	6,654

Source: Baltimore County Public Schools

### Baltimore County Public Schools District Births Compared to Kindergarten Students



There were 394 births within the New Town Elementary attendance boundary in 2001. At a countywide average birth to kindergarten survival ratio of 76%, the kindergarten class of 2006 would equal approximately 300 students. That is 136 more students than the 164 kindergartners enrolled this September 30, 2002.



## Current Boundary Analysis

Frequently, school attendance boundaries are outdated because they were developed at a time when demographics were much different than they are today. Use of outdated boundaries can sometimes lead to unbalanced feeder patterns that leave schools under or over capacity. In some cases, one school will be overcrowded while the adjacent school is under capacity. Continued use of existing boundaries would not promote future educational continuity.

The map on the following page illustrates the current elementary attendance boundaries that may be affected in the redistricting scenarios considered to alleviate the overcrowding at New Town Elementary School. The elementary schools affected include:

- Bedford
- Campfield Center
- Cedarmere
- Chatsworth
- Church Lane
- Deer Park
- Fort Garrison
- Franklin
- Glyndon
- Hernwood
- Milbrook
- New Town
- Owings Mills
- Pinewood
- Randallstown
- Reistertown
- Scotts Branch
- Summit Park
- Timber Grove
- Wellwood
- Winand

The following table illustrates the number of students living within each boundary and attending each school. On average, approximately 83% of elementary students attend their neighborhood school. These percentages vary from 61% in the Milbrook area to 94% in Fort Garrison. However, the percentage of students attending a particular school from outside its boundary is the greatest at Wellwood with 32% followed by Church Lane at 27 percent.

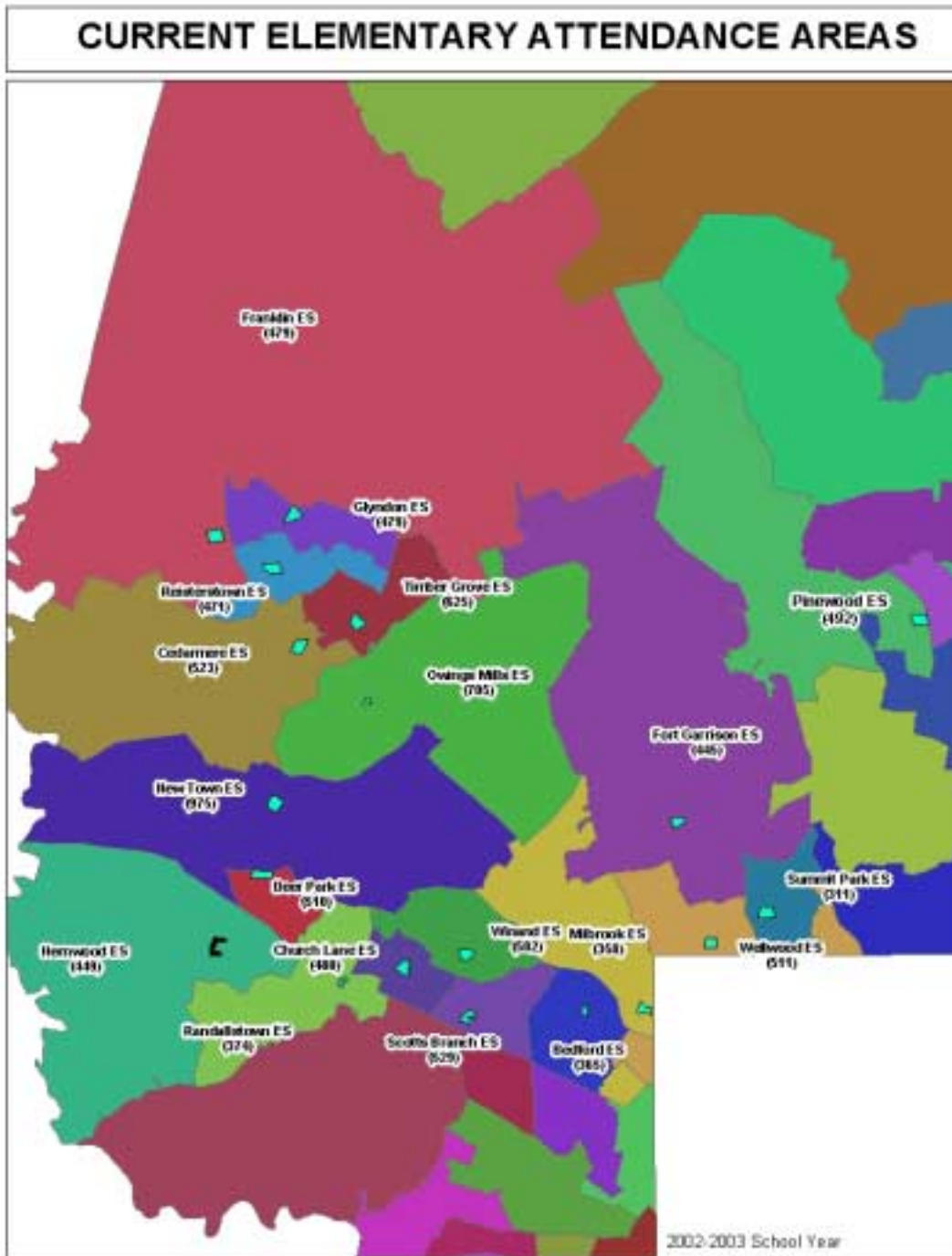
Current Elementary Attendance Boundary Analysis

Elementary Attendance Boundary	2002 Matched Enrollment	Students Living In Boundary	Students Living In and Attending School In Boundary	Percentage Living In and Attending	Percentage of Student Population Living Outside Boundary
Bedford ES	365	480	318	66%	13%
Campfield Center*	N/A	N/A	N/A	N/A	N/A
Cedarmere ES	523	530	465	88%	11%
Chatsworth ES*	N/A	N/A	N/A	N/A	N/A
Church Lane ES	480	396	352	89%	27%
Deer Park ES	510	501	459	92%	10%
Franklin ES	479	494	407	82%	15%
Fort Garrison ES	445	388	366	94%	18%
Glyndon ES	479	591	453	77%	5%
Hernwood ES	449	428	372	87%	17%
Milbrook ES	358	571	349	61%	3%
New Town ES	975	1097	950	87%	3%
Owings Mills ES	705	771	650	84%	8%
Pinewood ES	492	421	390	93%	21%
Randallstown ES	374	471	350	74%	6%
Reisterstown ES	471	541	427	79%	9%
Scotts Branch ES	529	662	507	77%	4%
Summit Park ES	311	266	241	91%	23%
Timber Grove ES	625	715	575	80%	8%
Wellwood ES	511	407	349	86%	32%
Winand ES	582	587	506	86%	13%

Source: DeJong & Associates, Inc.

Note: Campfield Center and Chatsworth have open enrollment, therefore have no attendance boundary.

The following pages include a detailed analysis of the current boundaries, including ethnic and socioeconomic factors.





## Ethnic Analysis

The table below illustrates the ethnic composition of each elementary school that may be affected by the redistricting scenarios considered.

Current Elementary Ethnic Composition (2002-2003 School Year)

School	American Indian		Asian		African American		Caucasian		Hispanic		Multi-Racial		Total
Bedford ES	0	0%	10	3%	315	86%	20	5%	8	2%	12	3%	365
Campfield Center*	1	0%	13	4%	246	79%	29	9%	6	2%	15	5%	310
Cedarmere ES	1	0%	21	4%	182	35%	263	50%	42	8%	14	3%	523
Chatsworth ES*	2	0%	10	2%	74	18%	316	76%	4	1%	11	3%	417
Church Lane ES	1	0%	6	1%	429	89%	28	6%	5	1%	11	2%	480
Deer Park ES	1	0%	2	0%	481	94%	12	2%	10	2%	4	1%	510
Franklin ES	2	0%	17	4%	44	9%	390	81%	22	5%	4	1%	479
Fort Garrison ES	3	1%	10	2%	30	7%	397	89%	2	0%	3	1%	445
Glyndon ES	0	0%	35	7%	113	24%	306	64%	15	3%	10	2%	479
Hernwood ES	1	0%	6	1%	388	86%	38	8%	5	1%	11	2%	449
Milbrook ES	0	0%	10	3%	276	77%	58	16%	7	2%	7	2%	358
New Town ES	4	0%	58	6%	677	69%	135	14%	41	4%	60	6%	975
Owings Mills ES	2	0%	29	4%	408	58%	178	25%	38	5%	50	7%	705
Pinewood ES	1	0%	61	12%	22	4%	395	80%	7	1%	6	1%	492
Randallstown ES	1	0%	6	2%	342	91%	8	2%	6	2%	11	3%	374
Reisterstown ES	2	0%	24	5%	102	22%	306	65%	25	5%	12	3%	471
Scotts Branch ES	3	1%	7	1%	487	92%	14	3%	9	2%	9	2%	529
Summit Park ES	6	2%	7	2%	35	11%	257	83%	3	1%	3	1%	311
Timber Grove ES	4	1%	40	6%	157	25%	364	58%	33	5%	27	4%	625
Wellwood ES	3	1%	57	11%	229	45%	189	37%	14	3%	19	4%	511
Winand ES	0	0%	12	2%	546	94%	14	2%	6	1%	4	1%	582
<b>Total</b>	<b>38</b>	<b>0%</b>	<b>441</b>	<b>4%</b>	<b>5,583</b>	<b>54%</b>	<b>3,717</b>	<b>36%</b>	<b>308</b>	<b>3%</b>	<b>303</b>	<b>3%</b>	<b>10,390</b>

Source: DeJong & Associates, Inc.

## Socio-economic Analysis

The table below illustrates the socio-economic composition of each elementary school that may be affected by the redistricting scenarios considered.

Free and Reduced Lunch By School (2002-2003 School Year)

School	Free and Reduced Lunch		Total		
	YES	% YES	NO	% NO	
Bedford ES	213	58%	152	42%	365
Campfield Center*	38	12%	272	88%	310
Cedarmere ES	115	22%	408	78%	523
Chatsworth ES*	51	12%	366	88%	417
Church Lane ES	179	37%	301	63%	480
Deer Park ES	186	36%	324	64%	510
Franklin ES	44	9%	435	91%	479
Fort Garrison ES	12	3%	433	97%	445
Glyndon ES	105	22%	374	78%	479
Hernwood ES	143	32%	306	68%	449
Milbrook ES	169	47%	189	53%	358
New Town ES	186	19%	789	81%	975
Owings Mills ES	260	37%	445	63%	705
Pinewood ES	28	6%	464	94%	492
Randallstown ES	157	42%	217	58%	374
Reisterstown ES	94	20%	377	80%	471
Scotts Branch ES	324	61%	205	39%	529
Summit Park ES	19	6%	292	94%	311
Timber Grove ES	152	24%	473	76%	625
Wellwood ES	109	21%	402	79%	511
Winand ES	196	34%	386	66%	582

Source: DeJong & Associates, Inc.



## Redistricting Scenarios Considered

The Baltimore County Public Schools could implement school attendance boundary modifications, beginning with the 2003-04 school year. The following pages illustrate redistricting scenarios considered, in detail, to alleviate overcrowding at New Town Elementary School. This includes attendance boundary, ethnic, and socioeconomic analysis. The maps and tables associated with these scenarios may be compared with the current boundary analysis maps and tables on the previous pages [paged 15-17].

### Scenario 1

In order to determine which schools were over or under capacity for the New Town Elementary area, all elementary attendance boundaries adjacent to the New Town Elementary attendance boundary [including New Town Elementary] were analyzed. These schools are referred to as 1<sup>st</sup> Adjacency Schools. Likewise, all schools adjacent to the 1<sup>st</sup> Adjacency Schools were analyzed in the same manner. These schools are referred to as 2<sup>nd</sup> Adjacency Schools. In addition, it was determined that the Pinewood Elementary attendance boundary could assist in alleviating the overcrowding at New Town Elementary School by serving as a 3<sup>rd</sup> Adjacency School. The table below illustrates adjacencies and compares capacity to 2001-02 enrollment.

**Elementary Schools in Proximity to  
New Town Elementary School  
1st Adjacency**

School	State Capacity	9-30-02 Enrollment	Difference	2007-08 Projected Enrollment	Difference
Cedarmere ES*	461	524	63	580	119
Deer Park ES*^	481	511	30	592	111
Hernwood ES*^	418	457	39	571	153
Milbrook ES^	345	359	14	540	195
New Town ES*^	706	984	278	793	87
Owings Mills ES*^	759	721	-38	925	166
Randallstown ES*^	426	374	-52	342	-84
Winand ES*^	651	588	-63	636	-15
<b>Total</b>	<b>4247</b>	<b>4518</b>	<b>271</b>	<b>4979</b>	<b>732</b>

2nd Adjacency					
School	State Capacity	9-30-02 Enrollment	Difference	2007-08 Projected Enrollment	Difference
Bedford ES	350	367	17	346	-4
Church Lane ES*	508	481	-27	507	-1
Fort Garrison ES	502	457	-45	506	4
Franklin ES	567	485	-82	508	-59
Glyndon ES	629	480	-149	572	-57
Powhatan ES*^	349	358	9	505	156
Reisterstown ES^	514	374	-140	562	48
Scotts Branch ES*^	541	473	-68	534	-7
Timber Grove ES	664	631	-33	580	-84
Wellwood ES*^	491	517	26	541	50
Winfield ES*	556	424	-132	473	-83
Woodmoor ES*^	673	673	0	658	-15
<b>Total</b>	<b>6344</b>	<b>5720</b>	<b>-624</b>	<b>6292</b>	<b>-52</b>

3rd Adjacency					
School	State Capacity	9-30-02 Enrollment	Difference	2007-08 Projected Enrollment	Difference
Pinewood ES	606	497	-109	495	-111

Source: Baltimore County Public Schools

\*Indicates full day Kindergarten

^Indicates portables



The map on the following page illustrates the elementary attendance boundaries affected in Scenario 1 to alleviate the overcrowding at New Town Elementary School. The elementary schools affected in this scenario include:

- Church Lane
- Fort Garrison
- Milbrook
- New Town
- Owings Mills
- Pinewood
- Randallstown
- Winand

It should be noted that although the Pinewood attendance boundary is not located in the Northwest Area, it is affected by this scenario and therefore is included in the charts that follow.

The following table illustrates the capacity of each elementary school in the Northwest Area, including Pinewood, along with current and proposed enrollment based on this redistricting scenario. In this scenario, New Town Elementary School's enrollment will decrease by 281 students. This would place New Town Elementary School's enrollment at 12 under its current capacity.

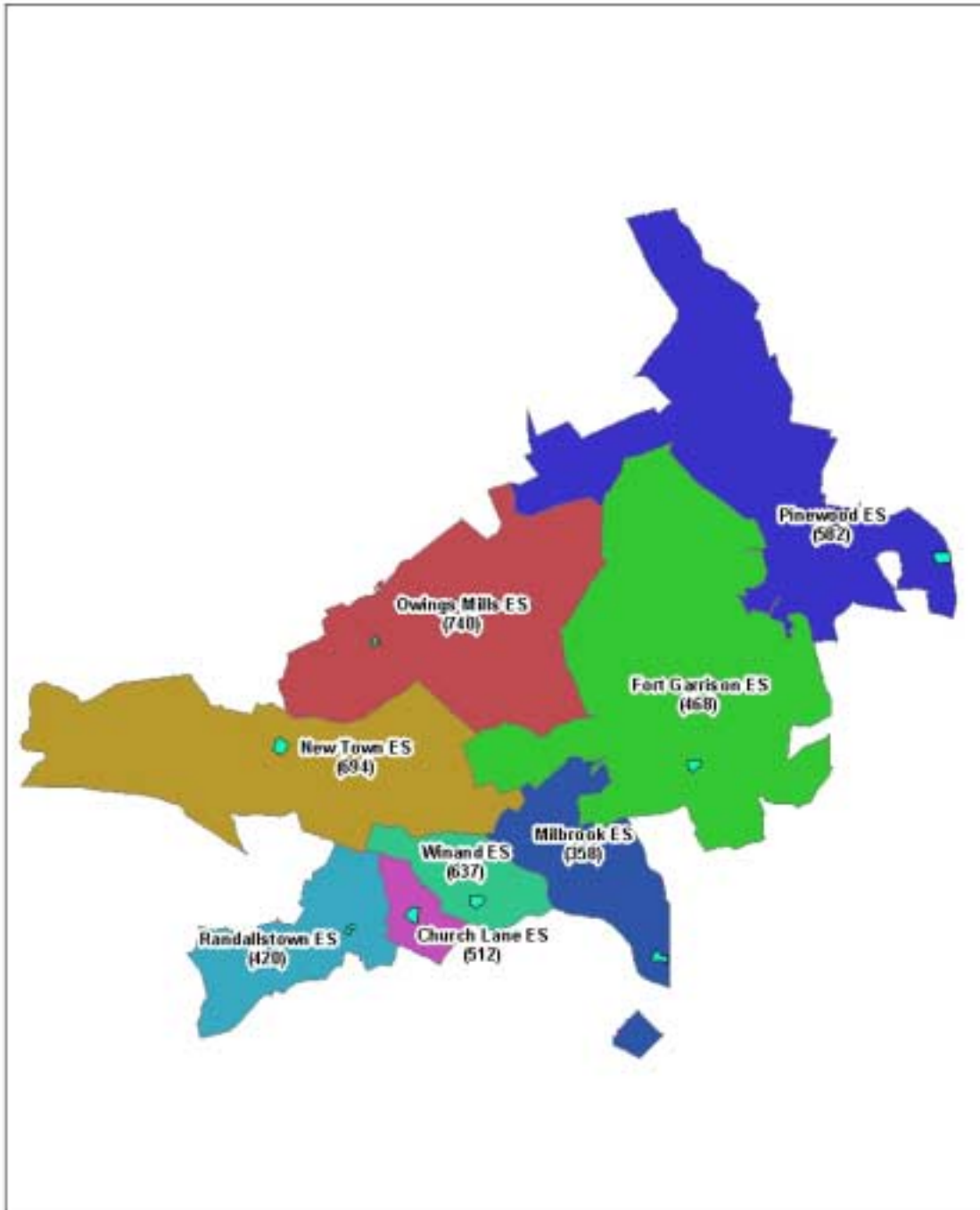
**Scenario 1 - Elementary Attendance Boundary Analysis**

School	Capacity	Current	Proposed	Difference in Enrollment
Bedford ES	350	365	365	0
Campfield Center*	317	N/A	N/A	N/A
Cedarmere ES	461	523	523	0
Chatsworth ES*	449	N/A	N/A	N/A
Church Lane ES	508	480	512	32
Deer Park ES	481	510	510	0
Franklin ES	567	479	479	0
Fort Garrison ES	502	445	468	23
Glyndon ES	629	479	479	0
Hernwood ES	418	449	449	0
Milbrook ES	345	358	358	0
New Town ES	706	975	694	-281
Owings Mills ES	759	705	740	35
Pinewood ES	606	492	582	90
Randallstown ES	426	374	420	46
Reisterstown ES	514	471	471	0
Scotts Branch ES	541	529	529	0
Summit Park ES	362	311	311	0
Timber Grove ES	664	625	625	0
Wellwood ES	491	511	511	0
Winand ES	651	582	637	55

Source: DeJong & Associates, Inc.

Note: Campfield Center and Chatsworth have open enrollment, therefore have no attendance boundary.

## Redistricting Scenario Considered (1)





## Ethnic Analysis

The table below illustrates the ethnic composition of each elementary school in the Northwest Area, including Pinewood, which is affected by Scenario 1.

Scenario 1 - Ethnic Composition

School	American Indian		Asian		African American		Caucasian		Hispanic		Multi-Racial		Total
Bedford ES	0	0%	10	3%	315	86%	20	5%	8	2%	12	3%	365
Campfield Center*	1	0%	13	4%	246	79%	29	9%	6	2%	15	5%	310
Cedarmere ES	1	0%	21	4%	182	35%	263	50%	42	8%	14	3%	523
Chatsworth ES*	2	0%	10	2%	74	18%	316	76%	4	1%	11	3%	417
Church Lane ES	1	0%	4	1%	462	90%	30	6%	5	1%	10	2%	512
Deer Park ES	1	0%	2	0%	481	94%	12	2%	10	2%	4	1%	510
Franklin ES	2	0%	17	4%	44	9%	390	81%	22	5%	4	1%	479
Fort Garrison ES	3	1%	11	2%	88	19%	350	75%	6	1%	10	2%	468
Glyndon ES	0	0%	35	7%	113	24%	306	64%	15	3%	10	2%	479
Hernwood ES	1	0%	6	1%	388	86%	38	8%	5	1%	11	2%	449
Milbrook ES	0	0%	10	3%	276	77%	58	16%	7	2%	7	2%	358
New Town ES	3	0%	43	6%	474	68%	110	16%	13	2%	51	7%	694
Owings Mills ES	3	0%	36	5%	435	59%	161	22%	57	8%	48	6%	740
Pinewood ES	1	0%	64	11%	23	4%	480	82%	8	1%	6	1%	582
Randallstown ES	1	0%	9	2%	381	91%	9	2%	6	1%	14	3%	420
Reisterstown ES	2	0%	24	5%	102	22%	306	65%	25	5%	12	3%	471
Scotts Branch ES	3	1%	7	1%	487	92%	14	3%	9	2%	9	2%	529
Summit Park ES	6	2%	7	2%	35	11%	257	83%	3	1%	3	1%	311
Timber Grove ES	4	1%	40	6%	157	25%	364	58%	33	5%	27	4%	625
Wellwood ES	3	1%	57	11%	229	45%	189	37%	14	3%	19	4%	511
Winand ES	0	0%	15	2%	591	93%	15	2%	10	2%	6	1%	637
<b>Total</b>	<b>38</b>	<b>0%</b>	<b>441</b>	<b>4%</b>	<b>5,583</b>	<b>54%</b>	<b>3,717</b>	<b>36%</b>	<b>308</b>	<b>3%</b>	<b>303</b>	<b>3%</b>	<b>10,390</b>

Source: DeJong & Associates, Inc.

## Socio-economic Analysis

The table below illustrates the socio-economic composition of each elementary school in the Northwest Area, including Pinewood, which is affected by Scenario 1.

Scenario 1 - Free and Reduced Lunch [Comparison to Current - 2002-2003 School Year]

School	YES	% YES	% Difference from Current	NO	% NO	% Difference from Current	Total
Bedford ES	213	58%	0%	152	42%	0%	365
Campfield Center*	38	12%	0%	272	88%	0%	310
Cedarmere ES	115	22%	0%	408	78%	0%	523
Chatsworth ES*	51	12%	0%	366	88%	0%	417
Church Lane ES	186	36%	-1%	326	64%	1%	512
Deer Park ES	186	36%	0%	324	64%	0%	510
Franklin ES	44	9%	0%	435	91%	0%	479
Fort Garrison ES	34	7%	5%	434	93%	-5%	468
Glyndon ES	105	22%	0%	374	78%	0%	479
Hernwood ES	143	32%	0%	306	68%	0%	449
Milbrook ES	169	47%	0%	189	53%	0%	358
New Town ES	103	15%	-4%	591	85%	4%	694
Owings Mills ES	292	39%	3%	448	61%	-3%	740
Pinewood ES	29	5%	-1%	553	95%	1%	582
Randallstown ES	177	42%	0%	243	58%	0%	420
Reisterstown ES	94	20%	0%	377	80%	0%	471
Scotts Branch ES	324	61%	0%	205	39%	0%	529
Summit Park ES	19	6%	0%	282	94%	0%	301
Timber Grove ES	152	24%	0%	473	76%	0%	625
Wellwood ES	109	21%	0%	402	79%	0%	511
Winand ES	197	31%	-3%	440	69%	3%	637

Source: DeJong & Associates, Inc.



## Scenario 2

Scenario 2 distributes students without regard to current attendance areas. Students were allotted into each school based upon capacity considerations along with the following assumptions:

- All elementary children residing in the Northwest Area will attend their home school.
- Campfield will continue as a center to relieve some pre-kindergarten and kindergarten students from the southern Northwest Area schools.
- Chatsworth continues to function as a pure magnet.

Community integrity, proximity to school, or travel distances were not accounted for in the development of this scenario.

The maps on the following page illustrate the elementary attendance boundaries affected in Scenario 2 to alleviate the overcrowding at New Town Elementary School. The elementary schools affected in this scenario include:

- Bedford
- Cedamere
- Church Lane
- Deer Park
- Fort Garrison
- Franklin
- Glyndon
- Hernwood
- Milbrook
- New Town
- Owings Mills
- Randallstown
- Reisterstown
- Scotts Branch
- Summit Park
- Timber Grove
- Wellwood
- Winand

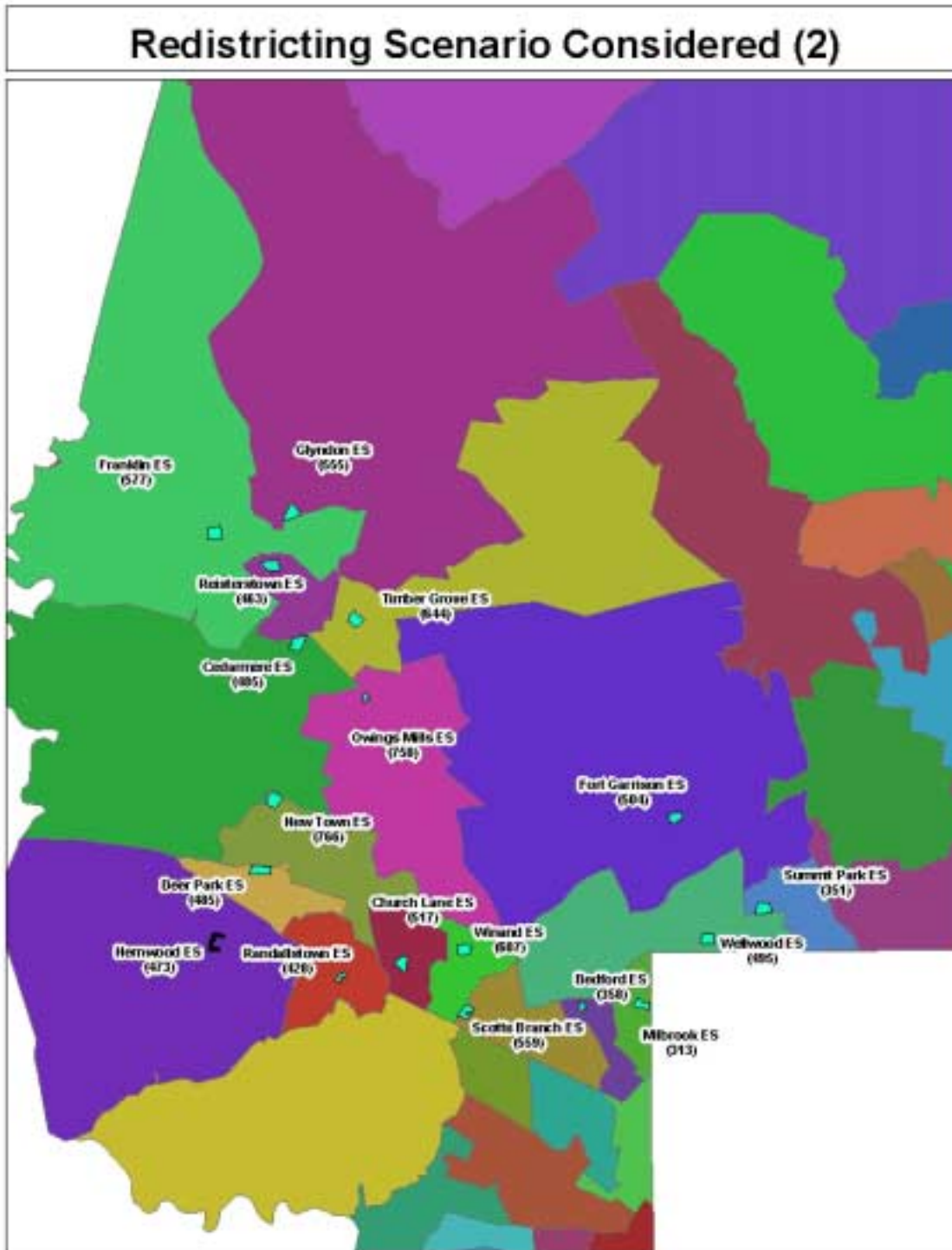
The following table illustrates the capacity of each elementary school along with the students living within the current and proposed boundaries. In this scenario, the number of students living within the New Town Elementary School boundary will decrease by 331 students. After the Redistricting Scenario 2, Franklin Elementary is 577 over capacity. It is assumed that Chatsworth (449 capacity) and Campfield (317), both open enrolled schools, will bring in students from this area, which would bring Franklin much closer, but still over its capacity of 567.

**Scenario 2 - Elementary Attendance Boundary Analysis**

Elementary Attendance Boundary	02-03 Students Living In Current Boundaries	School Capacity	Difference from Capacity	02-03 Students Living In Option 2 Redistricting	Difference from Capacity
Bedford ES	480	350	130	358	8
Campfield Center*	N/A	317	N/A	N/A	N/A
Cedamere ES	530	461	69	485	24
Chatsworth ES*	N/A	449	N/A	N/A	N/A
Church Lane ES	396	508	-112	517	9
Deer Park ES	501	481	20	485	4
Franklin ES	494	567	-73	1144	577
Fort Garrison ES	388	502	-114	504	2
Glyndon ES	591	629	-38	555	-74
Hernwood ES	428	418	10	473	55
Milbrook ES	571	345	226	313	-32
New Town ES	1097	706	391	766	60
Owings Mills ES	771	759	12	750	-9
Randallstown ES	471	426	45	428	2
Reisterstown ES	541	514	27	463	-51
Scotts Branch ES	662	541	121	559	18
Summit Park ES	266	362	-96	351	-11
Timber Grove ES	715	664	51	644	-20
Wellwood ES	407	491	-84	495	4
Winand ES	587	651	-64	607	-44

Source: DeJong & Associates, Inc.

Note: Campfield Center and Chatsworth have open enrollment, therefore have no attendance boundary.





## Ethnic Analysis

The table below illustrates the ethnic composition of each elementary school that is affected by Scenario 2.

Scenario 2 - Ethnic Composition

School	American Indian		Asian		African American		Caucasian		Hispanic		Multi-Racial		Total
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
Bedford ES	0	0%	3	1%	243	90%	8	3%	3	1%	13	5%	270
Campfield Center*	1	0%	13	4%	246	79%	29	9%	6	2%	15	5%	310
Cedarmere ES	1	0%	32	7%	158	33%	267	55%	7	1%	20	4%	485
Chatsworth ES*	2	0%	10	2%	74	18%	316	76%	4	1%	11	3%	417
Church Lane ES	1	0%	6	1%	473	91%	27	5%	3	1%	8	2%	518
Deer Park ES	1	0%	1	0%	452	93%	17	4%	9	2%	5	1%	485
Franklin ES	3	0%	58	5%	275	24%	727	64%	57	5%	24	2%	1,144
Fort Garrison ES	2	0%	16	3%	120	24%	332	68%	11	2%	10	2%	491
Glyndon ES	3	1%	20	4%	21	4%	495	89%	12	2%	4	1%	555
Hernwood ES	2	0%	6	1%	408	86%	43	9%	4	1%	10	2%	473
Milbrook ES	0	0%	3	2%	135	82%	20	12%	2	1%	5	3%	165
New Town ES	3	0%	29	4%	602	79%	74	10%	17	2%	40	5%	765
Owings Mills ES	2	0%	34	5%	454	61%	161	21%	50	7%	49	7%	750
Randallstown ES	1	0%	7	2%	378	89%	21	5%	6	1%	14	3%	427
Reisterstown ES	0	0%	31	7%	144	31%	232	50%	36	8%	20	4%	463
Scotts Branch ES	1	0%	10	2%	500	90%	21	4%	14	3%	12	2%	558
Summit Park ES	7	2%	57	16%	33	9%	237	68%	7	2%	10	3%	351
Timber Grove ES	5	1%	29	5%	129	20%	425	66%	36	6%	20	3%	644
Wellwood ES	3	1%	14	4%	154	39%	195	49%	11	3%	17	4%	394
Winand ES	2	0%	13	2%	557	92%	16	3%	10	2%	8	1%	606
<b>Total</b>	<b>40</b>	<b>0%</b>	<b>392</b>	<b>4%</b>	<b>5,556</b>	<b>54%</b>	<b>3,663</b>	<b>36%</b>	<b>305</b>	<b>3%</b>	<b>315</b>	<b>3%</b>	<b>10,271</b>

Source: DeJong & Associates, Inc.

## Socio-economic Analysis

The table below illustrates the socio-economic composition of each elementary school that is affected by Scenario 2.

Scenario 2 - Free and Reduced Lunch [Comparison to Current - 2002-2003 School Year]

School	YES	% YES	% Difference from Current	NO	% NO	% Difference from Current	TOTAL
Bedford ES	82	30%	-28%	188	70%	28%	270
Campfield Center*	38	12%	0%	272	88%	0%	310
Cedarmere ES	61	13%	-9%	424	87%	9%	485
Chatsworth ES*	51	12%	0%	366	88%	0%	417
Church Lane ES	185	36%	-2%	333	64%	2%	518
Deer Park ES	179	37%	0%	306	63%	0%	485
Franklin ES	247	22%	12%	897	78%	-12%	1144
Fort Garrison ES	64	13%	10%	427	87%	-10%	491
Glyndon ES	16	3%	-19%	539	97%	19%	555
Hernwood ES	143	30%	-2%	330	70%	2%	473
Milbrook ES	60	36%	-11%	105	64%	11%	165
New Town ES	122	16%	-3%	643	84%	3%	765
Owings Mills ES	267	36%	-1%	483	64%	1%	750
Randallstown ES	176	41%	-1%	251	59%	1%	427
Reisterstown ES	143	31%	11%	320	69%	-11%	463
Scotts Branch ES	251	45%	-16%	307	55%	16%	558
Summit Park ES	36	10%	4%	315	90%	-4%	351
Timber Grove ES	109	17%	-7%	535	83%	7%	644
Wellwood ES	87	22%	1%	307	78%	-1%	394
Winand ES	281	46%	13%	325	54%	-13%	606

Source: DeJong & Associates, Inc.