Baltimore County Public Schools
Northeast Area Elementary Boundary Study

Background Report
Acknowledgements

Cropper GIS Consulting extends appreciation to the School Board for allowing us to facilitate this boundary change process:

School Board
Makeda Scott, Chair, Fourth Council District
Julie C. Henn, Vice Chair, Fifth Council District
Lisa A. Mack, First Council District
Cheryl E. Pasteur, Second Council District
Kathleen S. Causey, Third Council District
Lily P. Rowe, Sixth Council District
Rodney R. McMillion, Seventh Council District
Moalie S. Jose, Member-at-Large
Russel T. Kuehn, Member-at-Large
John H. Offerman Jr., Member-at-Large
Dr. Erin Hager, Member-at-Large
Christian Thomas, Student Board Member

We also thank school system personnel for their support of this study:

Paul Taylor, Director of Strategic Planning
Melissa E. Appler, Coordinator of Strategic Planning
Christopher Brocato, Planning Analyst
Michael Gotfredson, Planning Specialist

With much appreciation,

Matthew Cropper, President
Brad Crowe, GIS Developer
Andrew McKibben, Senior Planning Analyst
Zoran Stojakovic, Planning Analyst
James Cooper, Planning Analyst
Shawn Dowling, Planning Analyst
# Table of Contents

**Acknowledgements**

Table of Contents

- Background and Key Objectives
- BCPS Boundary Study Guidelines and Considerations
- Boundary Study Process
  - Phase 1. Data Collection
  - Phase 2. Data Assimilation
  - Phase 3. Background Report Development
  - Phase 4. Data Analysis and Options Development: Committee Meetings and Public Information Session
- The Committee and Public Engagement
- Roles and Responsibilities
- Study Timeline
- Map Analysis
  - Mapping Conventions
  - Series 1: Current Zone Mapping
  - Series 2: Planning Block Mapping

**Appendices**

- Appendix A: Facility Inventory
- Appendix B: Maps
- Appendix C: Live-Attend Analysis
Background and Key Objectives:

With the support of the Board of Education, Baltimore County Government, and the State Delegation, Baltimore County Public Schools (BCPS) is in the midst of a 1.3 billion dollar Schools for Our Future capital plan to add capacity to support increasing enrollment and to improve facilities. The Schools for our Future Plan includes four elementary school projects in the Northeast region.

- Victory Villa Elementary – Replacement/Expansion (opened fall 2018)
- Honeygo Elementary – New School (opened fall 2018)
- New Northeast Elementary School – (anticipated to open fall 2022)
- Red House Run Elementary – Replacement/Expansion (anticipated to open fall 2023)

In spring 2021, the Superintendent initiated a boundary change for eight elementary schools in the Northeast based on the following factors:

- The construction of a new elementary school in the Northeast located near the intersection of Rossville Boulevard and Gum Spring Road, with a targeted state rated capacity (SRC) of 709, is anticipated to open for the 2022-2023 school year.
  - A capacity of 659 will be used for the boundary study, which accounts for new early childhood and planned regional special education programs.
- The reconstruction and expansion of Red House Run Elementary School, anticipated to open for the 2023-2024 school year with increased capacity from 460 to 775.
- Seven out of eight schools participating in the boundary study were overcapacity, as of September 30, 2019, with four exceeding 115 percent utilization.

The community-based, comprehensive boundary study is tasked with meeting the following key objectives:

- Reduce overcrowding in the region.
- Create viable, successful boundaries to effectively utilize the added capacity at the New Northeast Area Elementary School and expanded Red House Run Elementary School.
- Support diversity among schools that reflects the community and the school system.

For this study, the following attendance boundaries will be evaluated and are subject to modification: (* School participated in boundary change process conducted in 2017, that went into effect for the 2018-2019 school year)

- New Northeast Elementary School
- Red House Run Elementary School
- Joppa View Elementary School*
- Perry Hall Elementary School*
- Elmwood Elementary School
- McCormick Elementary School
- Fullerton Elementary School
- Shady Spring Elementary School*
- Vincent Farm Elementary School*

In 2017, BCPS conducted two boundary change processes that impacted elementary schools in the Northeast area. The boundaries for these two processes went into effect for the 2018-2019 school year. The following schools participated in these boundary study processes:

**Victory Villa Elementary Boundary Study**
- Glenmar Elementary
- Hawthorne Elementary
- Martin Boulevard Elementary
- Middlesex Elementary
- Orems Elementary
- Shady Spring Elementary
- Victory Villa Elementary
- Seven Oaks Elementary
- Vincent Farm Elementary

**Honeygo Elementary Boundary Study**
- Carney Elementary
- Chapel Hill Elementary
- Gunpowder Elementary
- Joppa View Elementary
- Kingsville Elementary
- Oakleigh Elementary
- Perry Hall Elementary
- Vincent Farm Elementary
This background report was prepared to inform the volunteer committee called together to lead this grass-roots study. This report will inform committee members in two ways:

- It will expand the extensive knowledge each committee member already has of Baltimore County and BCPS.
- It will help committee members share a message with the community that is consistent and accurate.

Baltimore County Public Schools contracted Cropper GIS to facilitate this community-based study. Cropper GIS has significant experience facilitating community-based boundary studies, having assisted school districts of all sizes in Maryland, Virginia, Georgia, Illinois, Indiana, Ohio, New York, and many other states.

The “GIS” in Cropper GIS stands for “geographic information systems.” Geographic information systems consist of people, computer hardware and software. GIS is designed to store, analyze, and output geographic data to support decision making. Maps are the most common GIS output. Because school attendance boundaries are geographic in nature, GIS is a powerful tool promoting efficient and effective decision making when conducting boundary studies.

**BCPS Boundary Study Guidelines and Considerations**

Baltimore County Public Schools has developed a body of policies and procedures to guide all boundary studies. More information on these policies and procedures visit [The Baltimore County Public Schools Website](#).

Per BCPS Superintendent’s Rule 1280, the primary and secondary considerations that guide the study may include but may not be limited to:

**Primary**
- Efficient use of capacity in affected schools; and
- Maintaining or increasing the diversity among schools to reflect the diversity of the region and school system.

**Secondary**
- Maintaining the continuity of neighborhoods;
- The impact of transportation and pedestrian patterns on students;
- Minimizing the number of times any individual students are reassigned to another school;
- Long-term enrollment and capacity trends and future capital plans;
- Location of feeder school boundaries and continuity of feeder patterns; or
- Phasing in boundary changes by grade level for high schools.

Additional considerations that may be relevant include:
- Use of geographic features, such as railroads, creeks, and major highways.
- Elimination of existing satellite boundaries (areas districted to a school that are not contiguous).

**Boundary Study Process**

While the rationale behind the boundary study process is presented in the Background section, it is important to reiterate that:

- This process is community-driven with extensive public participation.
- The process will be facilitated by an outside consultant.
- BCPS staff will provide data and technical support to the committees.
- Multiple forms of communication will be incorporated into the process.

This study has four phases:

- Phase 1. Data Collection
- Phase 2. Data Assimilation
- Phase 3. Background Report Development
- Phase 4. Data Analysis and Options Development: Committee Meetings and Public Information Session
Phase 1. Data Collection

Data availability and quality are central to boundary studies. Fortunately, Baltimore County Public Schools, Baltimore County Government, and the Maryland Department of Planning have provided a comprehensive collection of system, city, and county data, including:

- A wide array of GIS data;
- Student enrollment data (historic and current);
- Current and planned school facility data;

Data collection efforts have been underway through the fall, and information will continue to be collected throughout the process if it is deemed useful. As the study proceeds, volunteers will provide additional information as they bring their experience and expertise to their committee work. Public input at the community information meeting and via the community survey after, will provide valuable data. Finally, BCPS and Cropper GIS staff will provide data to the committee upon request throughout the life of the study.

Phase 2. Data Assimilation

Once data is collected, it is necessary to integrate it into GIS to enable quick and efficient analysis and options development. Data assimilation was completed quickly and efficiently because BCPS already had some of the data in usable GIS formats. For example, BCPS already has attendance boundaries developed in GIS format.

Phase 3. Background Report Development

This background report was completed in August 2021 so that it could be distributed to:

- Volunteers on the Boundary Study Committee
- BCPS staff
- Members of the public via the BCPS Web site

The background report is not a static document and will grow as the boundary study progresses. All new materials will be made available to the public on the BCPS Web site.

Phase 4. Data Analysis & Options Development: Committee Meetings and Public Information Session

Noted in the timeline on page 4, volunteers will meet via committee meetings from September 2021 through December 2021 to analyze data, review attendance boundaries and develop boundary options. The community are invited to observe all meeting of the boundary study committee virtually, via BCPS Live-stream. The work of the committee will be shared at a virtual public information session, and community members will have an opportunity to discuss committee work with staff and committee members. Valuable information will also be gathered via a community survey that will take place after the information session. School Board action is expected to take place in March 2022.
The Committee and Public Engagement

BCPS seeks committee and community engagement in order to achieve the key boundary study objectives. The table below describes the roles and responsibilities of the stakeholders that will be involved in the boundary study.

<table>
<thead>
<tr>
<th>Roles and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee</td>
</tr>
<tr>
<td>• Representative from each school community</td>
</tr>
<tr>
<td>• Suspends parochial interests</td>
</tr>
<tr>
<td>• Meets six times from September through December.</td>
</tr>
<tr>
<td>• Collaborates exclusively with each other (public can observe)</td>
</tr>
<tr>
<td>• Presents recommendation to the BOE via Community Superintendents</td>
</tr>
<tr>
<td>The Community</td>
</tr>
<tr>
<td>• Can access all info, data online throughout process</td>
</tr>
<tr>
<td>• Can observe meetings in person or online (via live-stream on Web site)</td>
</tr>
<tr>
<td>• Can engage with staff and committee members at the public information session</td>
</tr>
<tr>
<td>• Invited to complete survey</td>
</tr>
<tr>
<td>• Can provide testimony at BOE meetings, BOE Hearing</td>
</tr>
<tr>
<td>Leadership Staff</td>
</tr>
<tr>
<td>• Provide data and information</td>
</tr>
<tr>
<td>• Update Superintendent as needed</td>
</tr>
<tr>
<td>• Ensure process is followed</td>
</tr>
<tr>
<td>• Support avenues for community engagement</td>
</tr>
<tr>
<td>• Objective participants</td>
</tr>
</tbody>
</table>

Study Timeline

The following page presents the boundary study timeline. The timeline places a significant time commitment on boundary study committee members from September 2021 through December 2021. Volunteer committee members are expected to:

- Meet at least six times throughout the duration of the study to analyze attendance boundary options.
- Help facilitate a public information session by answering questions that the public may have about maps and statistics.
Baltimore County Public Schools
2021 Northeast Area Elementary Boundary Study
Update 8/31/21
http://www.bcps.org

**Boundary Committee Meeting 1**
Wednesday, September 22, 2021
6 – 8 p.m.

- Introduction of committee members
- Introduction of process & timeline
- Criteria for decision making
- Background Report Overview
- Recap Background Report and Q/A.
- Review planning blocks and baseline options
- Small group discussions & review of baseline scenarios
- Public may view meeting online via link on study Web site

**Boundary Committee Meeting 2**
Wednesday, September 29, 2021
6 – 8 p.m.

- Provide updated information/data and Q/A on process to date
- Develop and evaluate scenarios
- Consensus building exercises around various scenarios (if necessary)
- Public may view meeting online via link on study Web site

**Boundary Committee Meeting 3**
Wednesday, October 13, 2021
6 – 8 p.m.

- Review proposed options for Public Information Session
- Select viable scenarios for Public Information Session
- Discuss logistics for Public Information Session
- Public may view meeting online via link on study Web site

**Boundary Committee Meeting 4**
Wednesday, October 27, 2021
6 – 8 p.m.

- Explaination of process
- Presentation of data
- Question and Answer Session
- Kickoff online survey, access available until midnight on November 17, 2021.
- Public may view meeting online via link on study Web site

**Boundary Committee Meeting 5**
Wednesday, December 1, 2021
6 – 8 p.m.

- Review Public Information Session feedback, and suggested changes to options per feedback, if any
- Consensus building exercises around various scenarios
- Public may view meeting online via link on study Web site

**Boundary Committee Meeting 6**
Wednesday, December 15, 2021
6 – 8 p.m.

- Select Scenario to be recommended to the Board of Ed.
- Public may view meeting online via link on study Web site

**Board Hearing**
10+ Days Prior to Decision
Wednesday, February 16, 2022
6:30 p.m.
Eastern Technical High School

**Board Decision**
Tuesday, March 8, 2022
6:30 p.m.
Greenwood Building E

Agenda topics are preliminary and subject to change based on the work of the committee.

- Meetings of Northeast Area Elementary Boundary Study; general public may observe online. All meetings live streamed and meeting materials posted to BCPS Web site
- Special meetings open to the general public; participation encouraged
- BOE Regular Board of Education meetings; general public welcome to attend

*Please note Snow Dates for Meetings 5-6.*

The health and safety of Team BCPS remains our top priority. To ensure social distancing, we have made the decision to restrict attendance at the study meetings to committee members and necessary BCPS support staff. The public are welcome to view the proceedings online. Additionally, the public information session will be conducted virtually.
Map Analysis

Maps provide the opportunity to examine physical and social geography and to discover relationships between places. Maps are included in Appendix B and are given brief analysis here. While this analysis is helpful, each attendance boundary study volunteer is urged to closely analyze these maps and share their analysis with other committee members. The local knowledge and personal insight that each volunteer brings to map analysis will add valuable perspective to this study.

Mapping Conventions

When analyzing the maps in Appendix B, keep in mind these common mapping conventions used in each map.

Each map will include a graphic scale bar to indicate distance between features. A graphic scale bar is very helpful to readers who download the background report and use a “zoom” function to examine a small area of a map in detail. Each map will also contain a North Arrow that will help the map viewers determine the direction.

Each map has a legend showing common symbology used in all maps and, sometimes, symbology unique to a single map. Common symbols are used for schools. Squares are elementary schools (red, in color copies). Triangles are middle schools (green, in color copies). Stars are high schools (blue, in color copies). In addition to school location symbology, the legend also shows the color of each individual zone in the map.
Map 1: Baltimore County Public Schools, MD, Elementary Schools 2021-22, Northeast Area Elementary Boundary Study

The image below depicts the current 2021-22 Elementary School Boundaries participating in the Northeast Area Elementary Boundary Study. Detailed maps for each of the participating schools may be found in Appendix B.
Cropper GIS has divided the schools participating in the boundary study into small geographic areas termed “Planning Blocks.” The committee will find that their work in examining school attendance boundaries will be greatly enhanced by studying planning blocks individually and by studying clusters of planning blocks. Volunteers will discover that they can quickly and easily create prototype school attendance areas by combining clusters of planning blocks.

Maps 2-9: Baltimore County Public Schools, MD, Northeast Area Elementary Boundary Study, Planning Block K-5th Live-Attend

Maps 2-9, located in Appendix B, shows each elementary boundary within the boundary study along with tables that describe the Live/Attend statistics of each school’s student population. Here is an example guide for reading these tables:

Total Enrollment (K-5th) – number of K-5th students attending Elmwood ES.

Out of Study Area – number of students who live outside of the study area, yet attend this school.

Out of County – number of students who live outside of the Baltimore County Public School System, yet attend this school.

Total Live-In – number of K through 5th grade students who live within the school’s attendance boundary. The ‘total-live in’ statistic here indicates there are 520 K-5th grade students living within the Elmwood ES attendance boundary.

Live and Attend-In – number of students (K-5th grade) who live within the attendance boundary, and also attend that school. In this example, 508 of 520 K-5th grade students who live within the Elmwood ES attendance boundary also attend Elmwood ES.

Live-Out, Attend-In – number of K-5th grade students who live outside of the Elmwood ES attendance boundary, but attend Elmwood ES.

Live-In, Attend-Out – number of K-5th grade students who live inside the Elmwood ES attendance boundary, yet attend a different elementary school.

The labels in the planning blocks depict both the planning block ID number (on top) and the number of K-5th grade students that live in the planning block and attend their zoned school (on bottom).
Appendix A: Facility Inventory
**FACILITIES INVENTORY: Elementary Schools**

**LEA: Baltimore County Public Schools**

*SRCs in Bold Italics reflect adjustments approved by MDP for 2019-2020 as of September 2019.

<table>
<thead>
<tr>
<th>SCHOOL NAME &amp; ADDRESS</th>
<th>GRADES</th>
<th>2019 SRC</th>
<th>FALL FTE ENRLMT 2020</th>
<th>% UTIL. (95%+ BOLD)</th>
<th>ACREAGE</th>
<th>BUILDING DAT</th>
<th>PHYSICAL COND.</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fullerton Elementary 4400 Fullerton Avenue Baltimore MD 21236</td>
<td>PK-5</td>
<td>463</td>
<td>598 (HC = 617)</td>
<td>129.2%</td>
<td>22.00</td>
<td>1976</td>
<td>BCPS Insp. Good (3/17) State Insp. Good (1/17)</td>
<td>CCA, PFA</td>
</tr>
<tr>
<td>Joppa View Elementary 8727 Honeygo Boulevard Perry Hall MD 21128</td>
<td>PS-5</td>
<td>635</td>
<td>729 (HC = 739)</td>
<td>114.8%</td>
<td>22.88</td>
<td>1990 1995 Total</td>
<td>BCPS Insp. Good (3/17) State Insp. Good (1/14)</td>
<td>CCA, PFA</td>
</tr>
<tr>
<td>McCormick Elementary 5101 Hazelwood Avenue Baltimore MD 21206</td>
<td>PS-5</td>
<td>373</td>
<td>319 (HC = 338)</td>
<td>85.5%</td>
<td>15.90</td>
<td>1971</td>
<td>BCPS Insp. Good (2/16) State Insp. Good (1/17)</td>
<td>CCA, PFA</td>
</tr>
<tr>
<td>Perry Hall Elementary 9021 Belair Road Baltimore MD 21236</td>
<td>PK-5</td>
<td>528</td>
<td>603 (HC = 621)</td>
<td>114.2%</td>
<td>12.10</td>
<td>1956 1977 Total</td>
<td>BCPS Insp. Good (3/17) State Insp. Good (1/17)</td>
<td>CCA, PFA</td>
</tr>
<tr>
<td>Vincent Farm Elementary 6019 Ebenezer Road Baltimore MD 21162</td>
<td>PK-5</td>
<td>699</td>
<td>741 (HC = 761)</td>
<td>105.9%</td>
<td>27.00</td>
<td>2008</td>
<td>Superior (2/16) State Insp. Good (11/11)</td>
<td>RPA, PFA</td>
</tr>
</tbody>
</table>

Sources: Extracted from BCPS 2020 Education Facilities Master Plan (EFMP) Facility Inventory Section 7
Fall FTE Enrollment 2019: September 30, 2019 reconciled enrollment
### Land Management Area Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPA</td>
<td>Agricultural Priority Preservation Area</td>
</tr>
<tr>
<td>CCA</td>
<td>Community Conservation Area</td>
</tr>
<tr>
<td>EC</td>
<td>Employment Center</td>
</tr>
<tr>
<td>MRRA</td>
<td>Middle River Redevelopment Area</td>
</tr>
<tr>
<td>OM-GA</td>
<td>Owings Mills Growth Area</td>
</tr>
<tr>
<td>PFA</td>
<td>Priority Funding Area</td>
</tr>
<tr>
<td>RPA</td>
<td>Resource Preservation Area</td>
</tr>
<tr>
<td>RCA</td>
<td>Rural Commercial Area</td>
</tr>
<tr>
<td>RRA</td>
<td>Rural Residential Area</td>
</tr>
<tr>
<td>UC</td>
<td>Urban Center</td>
</tr>
<tr>
<td>URDL</td>
<td>Urban Rural Demarcation Line</td>
</tr>
</tbody>
</table>
Appendix B: Maps
Map: Baltimore County Public Schools, MD
Northeast Area Elementary Community Boundary Change Study
Joppa View Elementary School K-5th Live-Attend

MapNote: Cross PB606 on September 30th, 2019 to Joppa View Elementary School.
The top labels show the planning block IDs. The bottom labels show the number of K-5th BCPS students that live and attend.

Data Sources: Baltimore County, BCPS
Map Created: August 2021, JC.
Appendix C: Live-Attend Analysis
In order to gain an understanding of where kids live versus where they attend, the following matrix was created. The schools of attendance are listed on the left while the school zones where students live are listed on the top line. The numbers highlighted in green are counts of students who attend the assigned schools for the zones where they live. This student data is from September 30, 2019, Baltimore County Schools student database.

<table>
<thead>
<tr>
<th>Live in and attend out totals per school. Total is shown at the left in the blue-colored cell.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live out and attend in totals per school. Total is shown at the top in the orange-colored cell.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Elmwood ES</td>
<td>527</td>
<td>508</td>
<td>570</td>
<td>714</td>
<td>301</td>
<td>558</td>
<td>510</td>
<td>541</td>
<td>680</td>
<td>111</td>
<td>13</td>
</tr>
<tr>
<td>Fullerton ES</td>
<td>578</td>
<td>565</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Joppa View ES</td>
<td>718</td>
<td>697</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>17</td>
<td>2</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McCormick ES</td>
<td>300</td>
<td>1</td>
<td>296</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perry Hall ES</td>
<td>584</td>
<td>1</td>
<td>4</td>
<td>554</td>
<td>1</td>
<td>20</td>
<td>4</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Red House Run ES</td>
<td>548</td>
<td>9</td>
<td>1</td>
<td>5</td>
<td>509</td>
<td>3</td>
<td>14</td>
<td>1</td>
<td>39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shady Spring ES</td>
<td>548</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>536</td>
<td>10</td>
<td>1</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vincent Farm ES</td>
<td>720</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>679</td>
<td>34</td>
<td>41</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Live In, Attend Out</td>
<td>50</td>
<td>12</td>
<td>5</td>
<td>17</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Green-colored numbers represent number of students who live in the zone and attend their zoned school. All other numbers represent students who attend school outside of the zone that they live in.
### Where K-5 Students Live 2019-20

<table>
<thead>
<tr>
<th>School</th>
<th>Live In</th>
<th>Attend Out</th>
<th>Unmatched</th>
<th>Out of County</th>
<th>Out of Study Area</th>
<th>Live Out, Attend In</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elmwood ES</td>
<td>520</td>
<td>570</td>
<td>714</td>
<td>301</td>
<td>558</td>
<td>510</td>
<td>541</td>
</tr>
<tr>
<td>Fullerton ES</td>
<td>578</td>
<td>565</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Joppa View ES</td>
<td>718</td>
<td>697</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>McCormick ES</td>
<td>300</td>
<td>1</td>
<td>296</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Perry Hall ES</td>
<td>584</td>
<td>1</td>
<td>4</td>
<td>554</td>
<td>1</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>Red House Run ES</td>
<td>548</td>
<td>9</td>
<td>1</td>
<td>5</td>
<td>559</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Shady Spring ES</td>
<td>548</td>
<td>1</td>
<td>5</td>
<td>536</td>
<td>1</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Vincent Farm ES</td>
<td>720</td>
<td>1</td>
<td>5</td>
<td>536</td>
<td>1</td>
<td>679</td>
<td>34</td>
</tr>
<tr>
<td><strong>Live In, Attend Out</strong></td>
<td><strong>50</strong></td>
<td><strong>12</strong></td>
<td><strong>5</strong></td>
<td><strong>17</strong></td>
<td><strong>5</strong></td>
<td><strong>4</strong></td>
<td><strong>1</strong></td>
</tr>
</tbody>
</table>

### Where PS-PK Students Live 2019-20

<table>
<thead>
<tr>
<th>School</th>
<th>Live In</th>
<th>Attend Out</th>
<th>Unmatched</th>
<th>Out of County</th>
<th>Out of Study Area</th>
<th>Live Out, Attend In</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elmwood ES</td>
<td>44</td>
<td>39</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Fullerton ES</td>
<td>39</td>
<td>34</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Joppa View ES</td>
<td>21</td>
<td>18</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>McCormick ES</td>
<td>38</td>
<td>2</td>
<td>31</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Perry Hall ES</td>
<td>37</td>
<td>2</td>
<td>33</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Red House Run ES</td>
<td>40</td>
<td>38</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Shady Spring ES</td>
<td>39</td>
<td>39</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Vincent Farm ES</td>
<td>41</td>
<td>40</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Live In, Attend Out</strong></td>
<td><strong>13</strong></td>
<td><strong>2</strong></td>
<td><strong>1</strong></td>
<td><strong>3</strong></td>
<td><strong>0</strong></td>
<td><strong>4</strong></td>
<td><strong>1</strong></td>
</tr>
</tbody>
</table>
Cropper GIS Consulting, LLC

Matthew Cropper, President
Brad Crowe, GIS Developer
Andrew McKibben, Senior Planning Analyst
Zoran Stojakovic, Planning Analyst
James Cooper, Planning Analyst
Shawn Dowling, Planning Analyst

P.O. Box 1308
Delaware, OH 43015
Tel: 614.451.1242
Fax: 614.573.7174
Email: mcropper@croppergis.com
Web: www.croppergis.com
www.croppermap.com