

County Council of Howard County, Maryland

2019 Legislative Session

Legislative day # 11

RESOLUTION NO. 112 - 2019

Introduced by: Christiana Mercer Rigby, Opel Jones, and Deb Jung

~~A RESOLUTION requesting the Howard County Public School System to draft, approve, and implement a lawful multi-year Integration Plan to ensure that Howard County Public Schools are integrated by socioeconomic factors~~

A RESOLUTION supporting the school board's efforts to address the achievement gaps by racial and socioeconomic factors in the Howard County Public School System, and committing the Howard County Council to examine land-use and zoning policies, housing goals, transportation access, and funding priorities to help support actions taken by the Howard County Public School System.

Introduced and read first time on September 3, 2019.

By order Diane A. Jones
Diane Schwartz Jones, Administrator to the County Council

Read for a second time and a public hearing held on September 18, 2019.

By order Diane A. Jones
Diane Schwartz Jones, Administrator to the County Council

This Resolution was read the third time and was Adopted , Adopted with amendments , Failed , Withdrawn by the County Council on October 7, 2019.

Certified by Diane A. Jones
Diane Schwartz Jones, Administrator to the County Council

NOTE: [[text in brackets]] indicates deletions from existing language; TEXT IN SMALL CAPITALS indicates additions to existing language. ~~Strike-out~~ indicates material deleted by amendment; Underlining indicates material added by amendment.

1 **WHEREAS**, this history has created socioeconomic disparities nationwide and in Howard
2 County. As stated in the Howard County Office of the Local Children’s Board’s report “Access
3 to Opportunity in Howard County: Making the Case for Equity” (Winter 2019) “Like many other
4 affluent areas throughout Maryland and the United States, Howard County’s prosperity has the
5 effect of obscuring many of the historical and systemic factors that contribute to social and racial
6 inequities in the present day. After all, in Howard County, which now has one of the highest
7 performing school systems in the country, public schools were segregated until the mid-1960s,
8 nearly a decade after the Brown vs. Board of Education Supreme Court ruling. Other racially
9 prejudicial practices that limited opportunities and access to resources for people of color in
10 Howard County included redlining and restrictive housing covenants.”; and

11
12 **WHEREAS**, the Howard County Office of the Local Children’s Board’s report *Access to*
13 *Opportunity in Howard County: Making the Case for Equity* (Winter 2019) states that “Howard
14 County is often regarded as one of the best places to raise a family. The county is affluent, has
15 great schools and programs for young people, and a high standard of living. ... The county is
16 home to diverse communities of residents who come from a wide range of racial, ethnic, and
17 cultural backgrounds—for, example, nearly 40 percent of residents speak a language other than
18 English and 20 percent of county residents were born in a country other than the United States;
19 and

20
21 **WHEREAS**, despite the overall affluence and diversity in Howard County, there are areas of
22 socioeconomic disparities that create challenges and obstacles to equitable opportunities for
23 students and families; and.

24
25 **WHEREAS**, even in Howard County, Maryland, where diversity and inclusion are touted by
26 many, there is growing evidence that these desirable characteristics have declined in individual
27 schools in the Howard County Public School System;

28

1 - Graduation rates for Hispanic students are 18 points lower than for white and Asian
2 students (95% vs. 77%) (77% vs. 95%);

3
4 **WHEREAS:** Many students are impacted by social and economic inequities as noted in the
5 “Equity: Responding to Performance and Opportunity Gaps in HCPSS” (2019). The report states
6 “While overall graduation rates in HCPSS remain at over 90 percent, gaps among student groups
7 persist. Specifically, members of traditionally underserved student groups such as Black/African
8 American and Hispanic/Latinx students had lower four-year graduation rates than their peers
9 each year from the Class of 2016 through 2018. Students who received special services (FARMs,
10 special education, ESOL) also had lower graduation rates compared to their peers. ... Compared
11 to a four-year graduation rate of over 91% for the Class of 2018, Black/African American
12 students graduated at a rate of 88.66%, Hispanic/Latinx students at 76.94%, students receiving
13 FARMs at 78.28%, students receiving special education services at 67.41%, and students eligible
14 for ESOL services at 43.44%.”;

15
16 **WHEREAS,** the Howard County Public School System affirms that there are concerns about
17 access and equity in the school system by declaring in their Equity report’s “Strategic Call to
18 Action” a charge to “...ensure[s] academic success and social-emotional well-being for each
19 student in an inclusive and nurturing environment that closes opportunity gaps.”;

20
21 **WHEREAS,** past development patterns in Howard County have lacked a diversity of housing
22 types throughout the county, compounding socioeconomic inequities seen in the school system;

23
24 **WHEREAS,** the County is building upon policies to expand housing affordability, diversifying
25 housing types and their distribution throughout the county;

26
27 **WHEREAS,** as succinctly stated in the Century Foundation’s article, entitled, “*The Benefits of*
28 *Socioeconomically and Racially Integrated Schools and Classrooms*” (April 2019), “*We know*
29 *that diverse classrooms, in which students learn cooperatively alongside those whose*

1 to recommend policy and funding options to help support actions taken by the Howard County
2 Public School System.

3

4

5

Amendment 1 to Council Resolution No. 112

**BY: Christiana Mercer Rigby
Opel Jones**

Legislative Day 12

Date: October 7, 2019

Amendment No. 1

(This amendment adds and clarifies statistics to the resolution.)

1 On page 2, immediately following line 3, insert the following:

2 “WHEREAS, five of the 12 high schools in Howard County enroll 72 percent of the
3 students participating in the FARM program, while the remaining seven high schools
4 enroll the remaining 28 percent of students participating in the FARM program;”.

5

6 On page 2, in line 11, strike “(95% vs. 78%)” and substitute “(78% vs. 95%)”.

7

8 On page 2, in line 12, after “white”, insert “and Asian”.

9

10 On page 2, in line 13, strike “(95% vs. 89%)” and substitute “(89% vs. 95%)”.

11 On page 2, in line 14, after “white”, insert “and Asian”.

12

13 On page 2, in line 13 and 14, strike “(95% vs. 77%)” and substitute “(77% vs. 95%)”.

14

15

16

1 ADOPTED 10/7/2019
FAILED _____
SIGNATURE Opel Jones

**Amendment 1 to Amendment #1
Council Resolution No. 112-2019**

**BY: Christiana Mercer Rigby
Opel Jones**

**Legislative Day No: 12
Date: October 7, 2019**

Amendment No. 1 to Amendment #1

(This amendment corrects a line reference).

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On page 1, in line 13, after "line", strike "13 and 14" and substitute "14 and 15".

ADOPTED 10/7/19
FAILED _____
SIGNATURE Opel Jones

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Amendment 1 to Amendment #2
Council Resolution No. 112-2019

BY: **Deb Jung**
Christiana Mercer Rigby
Opel Jones

Legislative Day No: 12
Date: October 7, 2019

Amendment No. 1 to Amendment #2

(This amendment calls for Council support of the examination of demographic and socioeconomic conditions within Howard County's Housing Policies and Regulations.)

On page 1, strike the explanation under the heading and substitute the following:

"(This amendment calls for Council support of the examination of demographic and socioeconomic conditions within Howard County's Housing Policies and Regulations.)"

On page 1, strike lines 2 – 5, and substitute the following:

"A RESOLUTION supporting the school board's efforts to address the achievement gaps by racial and socioeconomic factors in the Howard County Public School System, and committing the Howard County Council to examine land-use and zoning policies, housing goals, transportation access, and funding priorities to help support actions taken by the Howard County Public School System."

On page 1, immediately following line 6, insert the following:

"On page 1, immediately after line 17, insert the following:

"WHEREAS, "The Benefits of Racial and Economic Integration in Our Education System: Why This Matters For Our Democracy" report (2009, Kirwan Institute for the Study of Race and Ethnicity) states that "We know from decades of scholarship that racially and economically integrated education can promote individual lifelong success, stabilize communities, and secure the economic viability of the nation. Unfortunately, deep and pervasive race and class-based segregation is undermining these benefits that

1

ADOPTED 10/7/2019
FAILED _____
SIGNATURE Opel Jones

1 WHEREAS, Compared to a four-year graduation rate of over 91% for the Class of 2018,
2 Black/African American students graduated at a rate of 88.66%, Hispanic/Latinx students
3 at 76.94%, students receiving FARMs at 78.28%, students receiving special education
4 services at 67.41%, and students eligible for ESOL services at 43.44%. ””.

5
6 Strike beginning on page 2, line 7 through the end of the amendment, and substitute the
7 following:

8
9 “NOW, THEREFORE, BE IT RESOLVED that the County Council of Howard
10 County, Maryland, on this day of , 2019. supports the Howard County Board of
11 Education and Howard County Public School System in their efforts to lawfully integrate
12 through the boundary review process and focus their efforts and resources to close the
13 achievement gaps and racial and economic disparities in the Howard County Public
14 School System.

15
16 AND BE IT FURTHER RESOLVED that the County Council of Howard County,
17 Maryland commits to examining land-use and zoning policies, housing goals, and
18 transportation access and to recommend policy and funding options to help support
19 actions taken by the Howard County Public School System.”.

Amendment 2 to Amendment #2
Council Resolution No. 112-2019

BY: David Yungmann

Legislative Day No: 12
Date: October 7, 2019

Amendment No. 2 to Amendment #2

(This amendment calls for the Howard County Government to commission a study of the impacts of Howard County's existing concentration of socioeconomically disadvantaged residents).

1 On page 1, strike the parenthetical statement and substitute the following:

2 *“(This amendment calls for the Howard County Government to commission a study of the*
3 *impacts of Howard County's existing concentration of socioeconomically disadvantaged*
4 *residents).”*

5
6 On page 1, strike lines 2 – 5, and substitute the following:

7 “A RESOLUTION calling on Howard County Government to commission a study on
8 the impacts of Howard County's existing concentration of socioeconomically
9 disadvantaged residents within certain communities; and to identify potential solutions to
10 address any negative impacts that are identified.”

11
12 On page 2, strike lines 3 – 5, and substitute the following:

13 “WHEREAS, despite the overall affluence and diversity in Howard County, some
14 communities have a high concentration of socioeconomically disadvantaged residents,
15 which may lead to obstacles to equitable opportunities and other challenges; and”

16
17 Strike, beginning with line 9 on page 2 through the remainder of the resolution and
18 substitute the following:

19 “WHEREAS, this concentration of socioeconomically disadvantaged residents may be
20 the result of past and existing development, housing, affordable housing, transportation,
21 education and other policies; and

ADOPTED _____
FAILED 10/17/2019
SIGNATURE *James Jones*

Amendment 2 to Council Resolution No. 112

BY: Deb Jung

Legislative Day 12

Date: October 7, 2019

Amendment No. 2

(This amendment calls for the establishment of a Task Force to examine demographic and socioeconomic conditions in the Howard County Public Schools and within Howard County's Housing Policies and Regulations.)

1 On the title page, strike the title, in its entirety, and substitute the following:

2 "A RESOLUTION supporting the establishment of a Task Force comprised of
3 community stakeholders to examine housing policy and socioeconomic factors that
4 impact student achievement in Howard County Public Schools, and requesting the Task
5 Force issue policy and funding recommendations to eliminate achievement gaps."

6

7 On page 1, strike lines 1 – 20, and substitute the following:

8 "WHEREAS, the Howard County Office of the Local Children's Board's report *Access*
9 *to Opportunity in Howard County: Making the Case for Equity* (Winter 2019) states that
10 "Howard County is often regarded as one of the best places to raise a family. The county
11 is affluent, has great schools and programs for young people, and a high standard of
12 living. ... The county is home to diverse communities of residents who come from a wide
13 range of racial, ethnic, and cultural backgrounds—for, example, nearly 40 percent of
14 residents speak a language other than English and 20 percent of county residents were

ADOPTED 10/7/2019 as amended by #1
FAILED _____
SIGNATURE Diane A. Jones

1 housing goals, transportation access, school-assignment boundaries, educational policies,
2 and funding priorities and to recommend policy and funding options to help eliminate
3 achievement gaps and disparities within Howard County.

4
5 **AND BE IT FURTHER RESOLVED** that the County Council of Howard County,
6 Maryland, expresses its desire that the establishment of the Task Force occur after the
7 Howard County Board of Education passes its final Redistricting Plan on or about
8 November 21, 2019.”.

Amendment 1 to Council Resolution No. 112

**BY: Christiana Mercer Rigby
Opel Jones**

Legislative Day 12

Date: October 7, 2019

Amendment No. 1

(This amendment adds and clarifies statistics to the resolution.)

1 On page 2, immediately following line 3, insert the following:

2 “WHEREAS, five of the 12 high schools in Howard County enroll 72 percent of the
3 students participating in the FARM program, while the remaining seven high schools
4 enroll the remaining 28 percent of students participating in the FARM program.”

5
6 On page 2, in line 11, strike “(95% vs. 78%)” and substitute “(78% vs. 95%)”.

7
8 On page 2, in line 12, after “white”, insert “and Asian”.

9
10 On page 2, in line 13, strike “(95% vs. 89%)” and substitute “(89% vs. 95%)”.

11 On page 2, in line 14, after “white”, insert “and Asian”.

12
13 On page 2, in line 13 and 14, strike “(95% vs. 77%)” and substitute “(77% vs. 95%)”.

14
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16

Amendment 2 to Council Resolution No. 112

BY: Deb Jung

Legislative Day 12

Date: October 7, 2019

Amendment No. 2

(This amendment calls for the establishment of a Task Force to examine demographic and socioeconomic conditions in the Howard County Public Schools and within Howard County's Housing Policies and Regulations.)

1 On the title page, strike the title, in its entirety, and substitute the following:

2 “A RESOLUTION supporting the establishment of a Task Force comprised of
3 community stakeholders to examine housing policy and socioeconomic factors that
4 impact student achievement in Howard County Public Schools, and requesting the Task
5 Force issue policy and funding recommendations to eliminate achievement gaps.”.

6

7 On page 1, strike lines 1 – 20, and substitute the following:

8 “WHEREAS, the Howard County Office of the Local Children’s Board’s report *Access*
9 *to Opportunity in Howard County: Making the Case for Equity* (Winter 2019) states that
10 “Howard County is often regarded as one of the best places to raise a family. The county
11 is affluent, has great schools and programs for young people, and a high standard of
12 living. ... The county is home to diverse communities of residents who come from a wide
13 range of racial, ethnic, and cultural backgrounds—for, example, nearly 40 percent of
14 residents speak a language other than English and 20 percent of county residents were

1 born in a country other than the United States; and

2
3 WHEREAS, despite the overall affluence and diversity in Howard County, there are
4 areas of socioeconomic disparities that create challenges and obstacles to equitable
5 opportunities for students and families; and”.
6

7 Strike, beginning with line 26 on page 1 through the remainder of the resolution and substitute
8 the following:

9 “WHEREAS, past development patterns in Howard County have lacked a diversity of
10 housing types and the County is building upon policies to expand housing affordability,
11 diversifying housing types and their distribution throughout the county; and
12

13 WHEREAS, Howard County is proud of its diversity and inclusion and aims to ensure
14 equitable opportunities for all its residents, regardless of background or socioeconomic
15 status,
16

17 NOW, THEREFORE, BE IT RESOLVED that the County Council of Howard
18 County, Maryland, on this _____ day of _____, 2019 desires that
19 educational achievement gaps and disparities in the schools and neighborhoods are
20 addressed in a collaborative and multi-pronged effort that includes land-use and zoning,
21 housing goals, transportation access, school-assignment boundaries, educational policies,
22 and funding priorities.
23

24 AND BE IT FURTHER RESOLVED that the County Council of Howard County,
25 Maryland, calls for the establishment of a Task Force comprised of community
26 stakeholders and public agencies in an effort to examine achievement gaps and disparities
27 in Howard County schools, available resources within schools, demographic and
28 socioeconomic factors surrounding Howard County Public Schools; land-use and zoning,

1 housing goals, transportation access, school-assignment boundaries, educational policies,
2 and funding priorities and to recommend policy and funding options to help eliminate
3 achievement gaps and disparities within Howard County.

4
5 **AND BE IT FURTHER RESOLVED** that the County Council of Howard County,
6 Maryland, expresses its desire that the establishment of the Task Force occur after the
7 Howard County Board of Education passes its final Redistricting Plan on or about
8 November 21, 2019.”.

To: Howard County Council, Howard County Board of Education, and other interested parties
Fr: John and Karleene Washington

Regarding Topic: News Release on Howard County School System Integration Plan

Topic sounds like the deep south in the early 60s

Integration was never an issue in Columbia. The new city founded by James Rouse was to insure equality in every area including the schools

There is a heavy influx of urbanized people of color (mainly Blacks and Hispanics) who are not home grown and coming into Howard County with weak educational skills from other school systems and it is very difficult to catch up with these deficiencies. Many of these students have not gone through the Howard County school system and if they are bused—these students will be deficient because it takes years to remedy the deficiency.

It appears the Council wants the school system to remedy the situation which is very difficult.

Students will end in the lower tier no matter which school they attend. These students will bring scores down and be in lower track. Farm students come from dysfunctional families, These are the same type of students that are in Baltimore City and other urbanized school systems. Montgomery County schools have addressed the same concerns and dealt within situation much longer.

Educational focus regardless of income, if parents/caregivers don't care and don't value education, we see what we have today in the title I schools. Children without family support have lowest scores, discipline problems and last to learn to read and all these black groups will say its racism that teachers can't teach when all you have to do is look at Baltimore City with its billions of dollars in tax payer funds and students still have the lowest of lowest scores.

There will never be equity because students come from various family backgrounds. When Howard County schools was mainly black and white, many complained that blacks were not learning because of the teachers. But when other students of color from Japan, Korea, China, India, Pakistan—many of them scored higher than blacks and blacks still have lowest test scores in county and state so it has nothing to do with color.

Rouse plan was with the schools and parents' involvement. Many children are reading by the time they are in kindergarten. Parents teach them. Many of these farm children don't have the support. Sad is that all these farm kids will go to these schools and teachers will get blamed for student's low-test scores when it's the home environment. It's not racism. Blacks need to understand that it is not that whites and other groups don't want farm students to attend their schools—it is the problems that they bring with them. It's not racism. It's reality. Look at the stats.

2019

Feasibility Study

An Annual Review of Long-Term Capital Planning and Attendance Area Adjustment Options



Howard County Public School System

Howard County Public School System

Feasibility Study:
An Annual Review of Long-Term Capital
Planning and Attendance Area Adjustment Options

Superintendent

Michael J. Martirano, Ed. D.

Board of Education

Elected Officials

Mavis Ellis, Chair
Kirsten A. Coombs, Vice Chair
Vicky Cutroneo
Christina Delmont-Small
Jennifer Swickard Mallo
Sabina Taj
Chao Wu, Ph. D.

Student Member

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June 2019

Feasibility Study:
An Annual Review of Long-Term Capital
Planning and Attendance Area Adjustment Options

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This is a publication of the Howard County Public School System.

Electronic copy of the 2019 Feasibility Study can be
found on the school system's website at www.hcpss.org/school-planning/

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Board of Education

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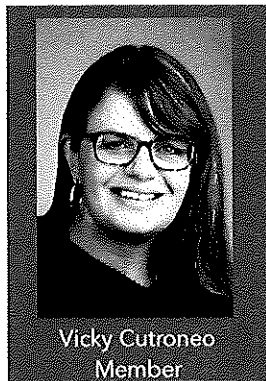
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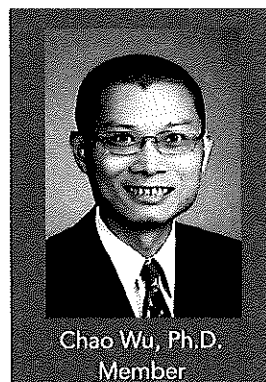
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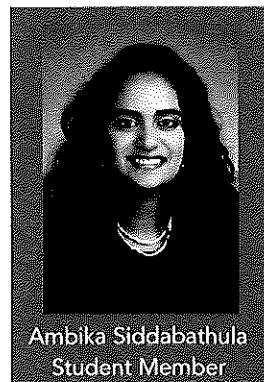
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David Lerner, Chief Human Resources and Professional Development Officer

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Jahantab Siddiqui, Chief Communication, Community and Workforce Engagement Officer

William Barnes, Chief Academic Officer

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Howard County Public School System

Feasibility Study:
An Annual Review of Long-Term Capital
Planning and Attendance Area Adjustment Options

Section 1

Executive Summary

June 2019

Executive Summary

On January 24, the Board of Education directed that HCPSS initiate a systemwide school boundary review, which could potentially impact any or all of the 74 comprehensive schools in our system beginning in the school year (SY) 2020-21. This review is critical due to population growth that has resulted in crowding at many schools while schools in other areas are underutilized.

The Howard County Public School System's (HCPSS) annual Feasibility Study provides a comprehensive look at the ten-year K-12 student enrollment projections. The intent of this document is to provide the most updated student enrollment projection to the Board of Education, staff members and public to inform capital and operating decisions. This document contains specific information about K-12 student enrollment and projected enrollment for each school and county-wide. K-12 projections are produced each winter, predicting the number of students for September 30 for each year.

The projection is used to develop the Superintendent's Proposed Operating and Capital Budgets for the next fiscal year and the annual Feasibility Study. The enrollment projections inform long-range facilities planning decisions, such as the need to relocate regional programs, implement school attendance area adjustments, assign relocatable classrooms, construct permanent classroom additions to existing schools, and replace or build new schools.

The projected enrollment for school year 2019-20 is 57,346 students, which is a gain of 776 students, and represents 1.4 percent growth over last year. The Board of Education approved changes in the attendance areas for the school year 2018-19 on November 17, 2017. The newly developed student enrollment projections take into account the new boundaries. The projection shows an increase in enrollment of 6,700 students over the next ten years. Changes in delivery of capacity projects are recommended for the upcoming capital budget and long-range master plan request and are outlined on page 16 of this document. The 2019 Feasibility Study is a comprehensive look at the 10-year student enrollment projections for all schools in the county, and is based on the most current available data, including population growth based on students yielded from sales of existing housing and from projected new housing units, as well as participation in the FARM program. The study provides possible options based on data and available capacity for boundary adjustments. An independent consultant, Cooperative Strategies, LLC, is verifying all data to ensure data integrity.

This document contains multiple scenarios for consideration in a comprehensive boundary review. As such, the boundary review process that follows the delivery of the Feasibility Study is structured differently than in the past, with process improvements to ensure that feedback is focused on the ideas presented in the Feasibility Study and provided in a format that staff can use to improve solutions. Every stakeholder will have multiple opportunities to receive accurate information and provide input, and all voices will be heard and respected.

Per Policy 6010, the Attendance Area Committee (AAC) will advise the Superintendent as he develops his recommendation from the Board. The AAC will comprise of members representing the diversity of Howard County. The members represent every planning region in the County, and each has previously served HCPSS in advisory roles, as a member of an advisory committee, organized community organization or school system partner. Group members include a former HCPSS administrator and a current student. Two individuals were tapped from one of the last three AACs to provide historical perspective. This group will review the feasibility study and provide feedback directly to me to inform my recommendations. The AAC will not be developing their own plans or reviewing plans submitted by community members.

Additional information about the process and timeline, a Frequently Asked Questions (FAQ), and details about public input opportunities are available on the HCPSS website at www.hcpss.org.

Feasibility Study:
An Annual Review of Long-Term Capital
Planning and Attendance Area Adjustment Options

Section 2

Planning Considerations

Planning assumptions and considerations regarding enrollment growth and other factors are addressed in this section. These factors are reviewed and updated on an annual basis. Implications of the factors discussed in this section include capital planning decisions. This section presents a discussion of the major components and adjustments included in this year's planning considerations.

Introduction

The Office of School Planning is pleased to present the 2019 Feasibility Study report for the Howard County Public School System (HCPSS). The report provides detailed information on the number of students projected for each school at HCPSS on September 30th of each school year for the period beginning in school year 2019-20 and ending in school year 2030-31. Projection accuracy is reported annually to the Board of Education (Board) each January/February. To project future enrollment, HCPSS uses multiple sets of data, which include the number of births for Howard County, the five-year history of cohort survival (i.e., ratio of students moving from one grade to the next in the same school), first-time sales of newly-constructed homes, resales of existing homes, apartment turnover, and out of district enrollment at regional programs. Each data point is projected separately based on specific, appropriate methodologies for each category.

Enrollment projections are a valuable planning tool to help predict the need for new or expanded schools and determine how many teachers are needed each year in each school and grade. Enrollment projections are also used for facility planning purposes to estimate the expected number of students in each school.

Each year, the Board of Education reviews the capital planning options and boundary adjustment considerations through a feasibility study. The report has four goals:

- Inform the long-term planning process.
- Facilitate discussion of decisions that may lay ahead.
- Provide strategic information to the school system.
- Prepare for scheduled school boundary adjustments.

The Office of School Planning presents the student enrollment projection, projection trends, comprehensive strategies for the capital improvement program (i.e., additions) and attendance area adjustments anticipated within the ten-year CIP. Any plans examined in this document may only be implemented through the Board's approval of the capital budget and/or attendance area changes. Funding restraints may not allow capital projects recommended in this document to proceed as recommended.

Additionally, this document contains Council requirements under the Adequate Public Facilities Ordinance. These items include State and Local Capacities, each school's most recent boundary changes, factors contributing to growing enrollment, as well as funding and boundary adjustment assumptions for schools that are projected to be open to new residential development in the testing year due to a capital project or attendance area adjustments associated with a capital project.

Experience has shown that by presenting this report annually, assumptions and trends can be evaluated on a regular basis and appropriate adjustments can be made to the capital budget or attendance area plans. Changes may need to be considered to react to and plan for anticipated population shifts or new residential development.

Annual enrollment projections are also used in short-term decision-making, such as determining staffing, school supplies and allocating relocatables.

Enrollment Projections

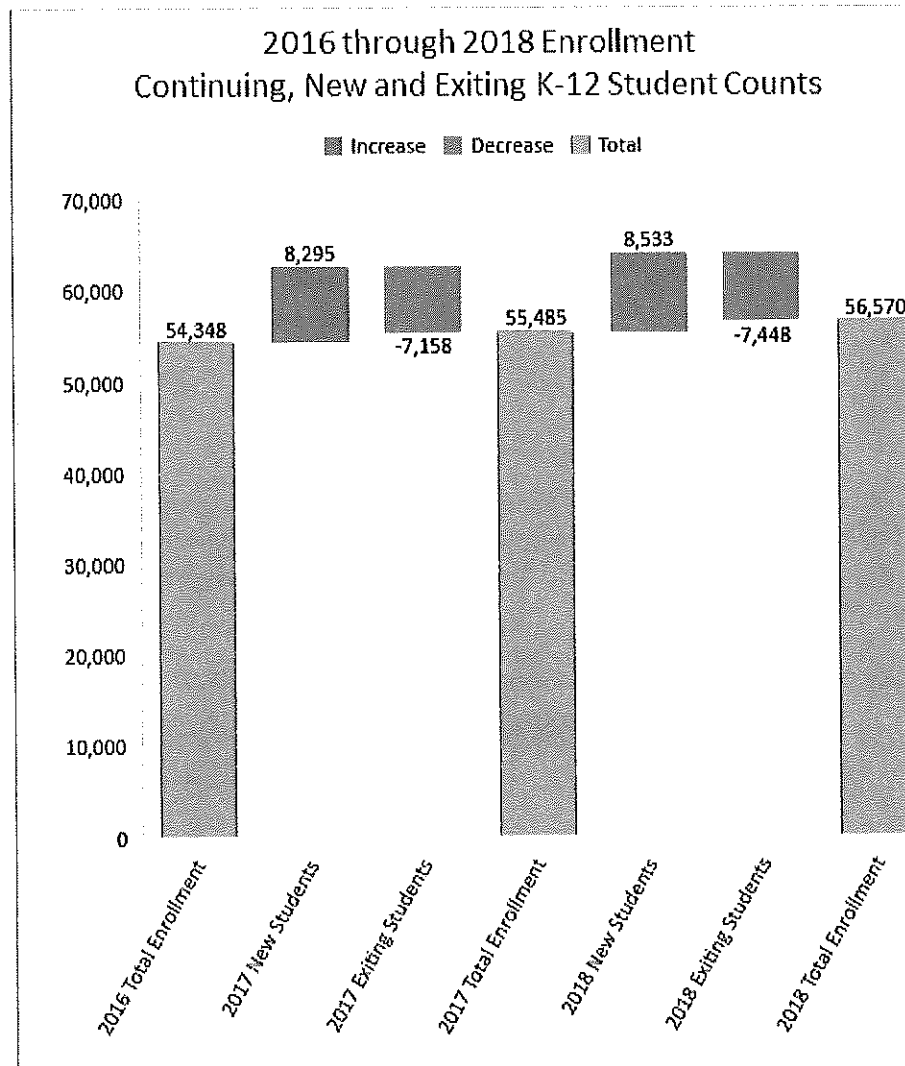
HCPSS Current Enrollment

On September 30, 2018, the total K-12 enrollment was 56,570 students. This total includes students from kindergarten to twelfth grade. Figure 2.1 below is a waterfall chart that illustrates the net change of student enrollment over the last three years.

Figure 2.1 2016 - 2018 Waterfall Chart

Figure 2.1 illustrates the total "ins and outs" (increase and decrease) over the last three years. New students arrive in HCPSS each year, and are mainly from new homes, resales, and kindergarten students enrolling in HCPSS for the first time. The exiting student group includes graduating twelfth graders and families moving out of Howard County.

Student Groups	Counts
2016 Total Enrollment	54,348
2017 New Students	8,295
2017 Exiting Students	-7,158
2017 Total Enrollment	55,485
2018 New Students	8,533
2018 Exiting Students	-7,448
2018 Total Enrollment	56,570



Enrollment Projections

Projection Methodology

HCPSS, as well as many other school districts, uses cohort survival ratio as a student enrollment projection methodology. For the purposes of the school system, a cohort is a group of students at a specific grade level.

The cohort survival ratios are calculated based on actual student data and are aggregated by school attendance area to maintain comparability regardless of any changes in school attendance area boundaries. Cohort-survival ratios project how many second graders will result from last year's first graders, how many third graders will result from last year's second graders, and continues until the number of twelfth graders from last year's eleventh graders is predicted, based on recent historical student data. This calculation is done for each grade level, at each school, using the most recent 3-5 years of historical data to predict future enrollment. The most recent past is viewed as the best predictor of the near future.

Figure 2.2 Cohort Survival Ratio

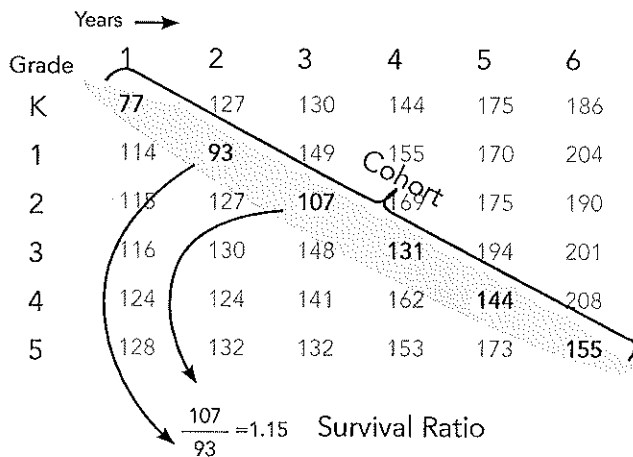


Figure 2.2 illustrates a cohort survival ratio. In the example, the rate of 1.15 can be used to predict how many second graders will result from the previous year's first graders. A cohort survival rate that is greater than one (1), indicates more students entered the grade than progressed from the previous grade. A cohort survival rate of less than one (1) indicates there are fewer students moving to the next grade at that school than the count of students from the previous grade in the previous year.

In addition to cohort survival ratios, HCPSS uses Howard County birth data, student yields from first-time sales of newly-constructed homes, resales of existing homes, and apartment turnover, as well as enrollment in regional programs. Table 2.1 below shows the total by-grade projected enrollment for the HCPSS for school year 2019-20.

Table 2.1 By Grade Enrollment Projection for September 30, 2019

2019 Projection by Grade					
Elementary	Projection	Middle	Projection	High	Projection
K	3,967	6th	4,668	9th	4,746
1st	4,138	7th	4,615	10th	4,625
2nd	4,196	8th	4,538	11th	4,305
3rd	4,329			12th	4,402
4th	4,339				
5th	4,478				

Enrollment Projections

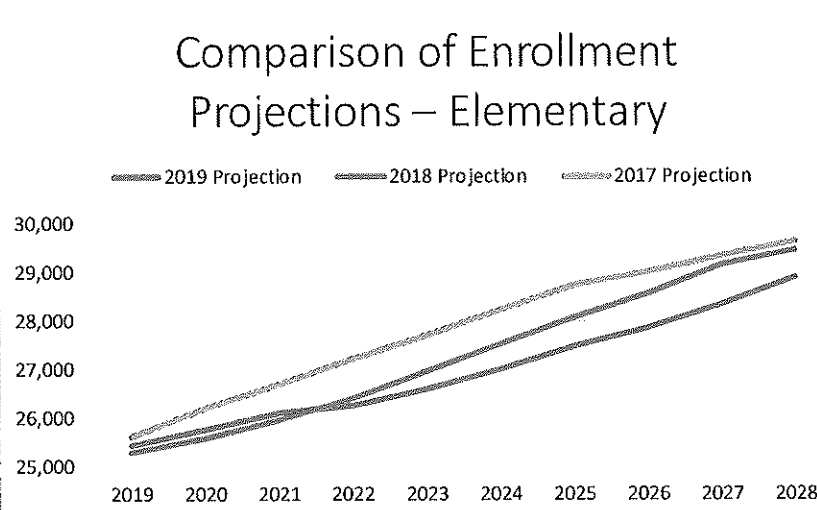
HCPSS Projected Enrollment

HCPSS ten-year K-12 projected enrollment for school year 2019-20 through 2028-29 continues to show enrollment growth at all levels.

The projection is presented to school year 2030-31 in Section 3 of this document. Certain decisions such as site acquisition are appropriately informed by the latter part of the projection. Planning issues may become apparent by comparing the current projection to those made in previous years. The following charts use a ten-year series and present three consecutive annual projections.

It is anticipated that for school year 2019-20, we will receive a net increase of 776 students for a systemwide total of 57,346 students. This increase comes from a variety of migration patterns and includes sales of existing homes and new construction. It is important to know that new construction is only new construction for one year in the HCPSS projection. After the first year, the new students generated by homes constructed in previous years are counted through cohort survival or resales.

Figure 2.3 Comparison of Three Enrollment Projections - Elementary

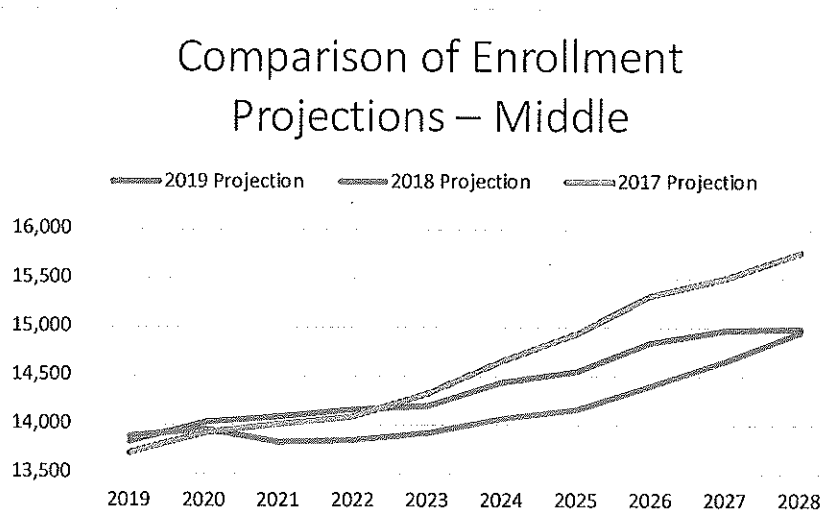


As shown in Figure 2.3, the 2019 elementary projection includes a similar rate of enrollment growth in the near-term, while trending towards a slightly lower enrollment in the long-term view. The trend in the 2019 projection is for elementary enrollment to increase by nearly 3,600 students by 2028.

As a result of this enrollment growth, the capacity utilization of all elementary schools combined will begin to exceed 110 percent by 2028 if new elementary schools are not built.

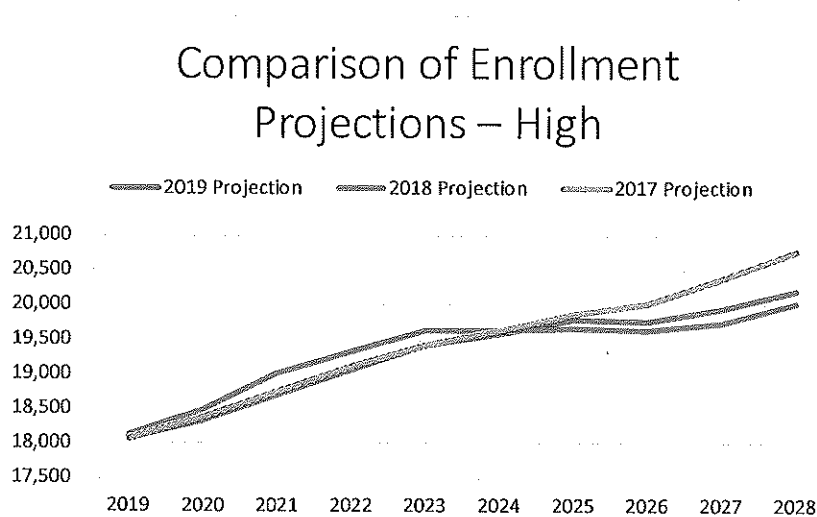
Enrollment Projections

Figure 2.4 Comparison of Three Enrollment Projections - Middle



As shown in Figure 2.4, the middle school projected enrollment is expected to increase by nearly 1,600 students by 2028. The 2019 middle school enrollment growth trend rate is slightly higher than the 2018 projection and lower than the 2017 projection in long-term growth. As a result of this enrollment growth, the combined capacity utilization of all middle schools will begin to exceed 110 percent beyond 2030. Most of the projected growth is in the East and North, and based on the long-term growth trends.

Figure 2.5 Comparison of Three Enrollment Projections - High



High school enrollment is projected to increase by nearly 2,500 student by 2028, as shown in Figure 2.5. As a result of this growth, the combined capacity utilization of all high schools will begin to exceed 110 percent beyond 2022. Similar to the middle school growth, high school growth is in the Eastern portions of the county.

Enrollment Projections

Projection Growth Factors

The Adequate Public Facilities Ordinance adopted by the County Council in 2018 requires that HCPSS report factors that contribute to growing enrollment. This chart compares the student enrollment from school year 2018-19 with the updated projection for school year 2019-20, identifying schools with enrollment increase projected. The section of the chart labeled "Projected 2019 Student Yield" shows the estimated breakdown of the contribution of each housing factor on the number of students added to each school for school year 2019-20. Counted here are students projected to arrive at each school due to turnover of multi-family housing, resale of existing homes, and new construction. "Other factors" is the sum of all other contributing factors to change in enrollment between years for each school and includes projected change due to cohort size rising to next level, changes to cohort survival rates, changes in birth counts from 5 years ago, change to birth to kindergarten survival rates, adjustments to out of district counts, students who moved into an attendance area between birth and five years old, and adjustments based on previous projection accuracy. Tables 2.2, 2.3 and 2.4 below identify which portion of the projected enrollment growth is expected to come from new housing, resales, and other factors used to project student enrollment.

Table 2.2 Elementary School Student Yield Data

	Official 2018 Enrollment	Projected 2019 Enrollment	Projected Enrollment Change	Projected 2019 Utilization	Projected 2019 Student Yield			
					Apt Turnover	Resale	New Construction	Other Factors
Atholton ES	445	450	5	106%	1.5	11.0	0.0	-7.5
Bellows Spring ES	725	731	6	97%	2.4	7.4	17.9	-21.7
Bollman Bridge ES	660	676	16	102%	54.9	5.0	0.4	-44.2
Bryant Woods ES	419	432	13	120%	19.4	10.3	0.0	-16.8
Bushy Park ES	593	588	-5	79%	0.0	33.4	8.9	-47.3
Centennial Lane ES	734	734	0	113%	12.0	30.0	1.2	-43.1
Clarksville ES	419	392	-27	72%	8.0	20.6	7.2	-62.8
Clemens Crossing ES	491	522	31	100%	0.0	12.9	3.2	14.9
Cradlerock ES	462	461	-1	116%	5.3	15.0	0.0	-21.3
Dayton Oaks ES	650	651	1	96%	0.0	38.0	7.0	-44.0
Deep Run ES	665	672	7	90%	13.2	1.3	0.4	-7.9
Ducketts Lane ES	563	568	5	82%	22.5	2.5	0.0	-20.0
Elkridge ES	865	866	1	114%	20.0	21.2	6.5	-46.7
Forest Ridge ES	679	675	-4	95%	3.7	10.3	12.7	-30.7
Fulton ES	918	981	63	119%	5.0	26.1	26.7	5.2
Gorman Crossing ES	810	824	14	112%	3.0	20.9	5.7	-15.5
Guilford ES	401	381	-20	82%	7.6	10.1	0.5	-38.2
Hammond ES	623	634	11	97%	12.7	16.1	0.7	-18.5
Hollifield Station ES	879	895	16	122%	40.4	22.3	25.0	-71.7
Ilchester ES	607	588	-19	101%	0.0	19.0	7.6	-45.6
Jeffers Hill ES	403	423	20	100%	9.7	7.7	0.0	2.7
Laurel Woods ES	569	555	-14	87%	18.2	11.3	1.1	-44.6
Lisbon ES	451	463	12	88%	0.0	10.7	6.9	-5.6
Longfellow ES	420	425	5	83%	17.0	9.0	0.0	-21.0
New ES #42(HHES)	651	687	36	93%	7.0	5.8	68.7	-45.5
Manor Woods ES	650	632	-18	93%	9.6	31.9	0.0	-59.4
Northfield ES	747	753	6	108%	11.5	27.5	0.4	-33.4
Phelps Luck ES	540	553	13	93%	28.0	10.4	0.4	-25.8
Pointers Run ES	869	884	15	119%	0.0	39.2	21.7	-45.9
Rockburn ES	577	568	-9	93%	0.0	10.5	4.0	-23.4
Running Brook ES	452	467	15	91%	42.4	2.2	0.6	-30.3
St Johns Lane ES	728	724	-2	118%	10.4	23.4	1.1	-36.9
Stevens Forest ES	384	403	19	101%	17.0	4.2	0.0	-2.2
Swansfield ES	574	563	-11	81%	24.0	6.5	0.0	-41.5
Talbot Springs ES	471	465	-6	123%	7.3	1.5	0.0	-14.8
Thunder Hill ES	526	512	-14	101%	13.5	7.3	0.0	-34.8
Triadelphia Ridge ES	563	544	-19	94%	0.0	27.2	13.5	-59.6
Veterans ES	863	844	-19	106%	32.9	15.1	3.7	-70.7
Waterloo ES	565	539	-26	81%	13.7	8.7	0.7	-49.1
Waverly ES	835	857	22	109%	0.9	33.1	12.3	-24.4
West Friendship ES	401	406	5	98%	0.0	24.3	1.6	-20.9
Worthington ES	475	459	-16	89%	1.0	13.5	3.5	-34.0

Enrollment Projections

Table 2.3 Middle School Student Yield Data

	2018 Enrollment	Projected 2019 Enrollment	Projected Enrollment Change	Projected 2019 Utilization	Projected 2019 Student Yield			
					Apt Yield	Resale Yield	NC Yield	Other Factors
Bonnie Branch MS	751	721	-30	103%	-5.3	14.0	2.7	-41.4
Burleigh Manor MS	808	790	-18	101%	-9.4	13.4	3.2	-25.1
Clarksville MS	666	701	35	109%	0.3	8.9	12.0	13.8
Elkridge Landing MS	745	762	17	98%	-1.7	10.4	1.9	6.4
Ellicott Mills MS	869	917	48	131%	-2.7	13.7	1.0	36.0
Folly Quarter MS	660	704	44	106%	0.0	13.8	4.1	26.1
Glenwood MS	492	508	16	93%	0.0	11.7	3.8	0.5
Hammond MS	572	626	54	104%	-2.7	6.4	0.9	49.3
Harpers Choice MS	505	490	-15	97%	-11.0	9.1	0.0	-13.1
Lake Elkhorn MS	580	572	-8	89%	0.7	4.8	0.0	-13.5
Dunloggin MS	661	657	-4	116%	-18.6	4.0	0.9	9.7
Lime Kiln MS	632	656	24	94%	-0.6	15.6	5.9	3.1
Mayfield Woods MS	726	795	69	100%	-7.0	4.1	3.5	68.5
Mount View MS	837	849	12	106%	1.8	26.8	8.7	-25.3
Murray Hill MS	720	747	27	113%	-0.7	7.2	2.8	17.6
Oakland Mills MS	519	513	-6	101%	-8.0	-1.5	0.0	3.5
Patapsco MS	712	745	33	116%	-3.0	6.5	10.2	19.3
Patuxent Valley MS	686	703	17	93%	-1.7	0.3	4.6	13.8
Thomas Viaduct MS	654	714	60	102%	-7.7	2.5	19.7	45.5
Wilde Lake MS	632	651	19	86%	-2.4	7.5	2.3	11.5

Table 2.4 High School Student Yield Data

	Official 2018 Enrollment	Projected 2019 Enrollment	Projected Enrollment Change	Projected 2019 Utilization	Projected 2019 Student Yield			
					Apt Turnover	Resale	New Construction	Other Factors
Atholton HS	1511	1488	-23	102%	-4.7	10.3	2.0	-30.7
Centennial HS	1594	1635	41	120%	0.3	5.5	0.2	34.9
Glenelg HS	1199	1193	-6	84%	0.0	12.8	3.1	-21.9
Hammond HS	1376	1380	4	113%	-11.0	2.0	0.7	12.3
Howard HS	1898	1921	23	135%	4.5	13.9	4.9	-0.3
Long Reach HS	1566	1658	92	111%	-10.1	9.3	21.8	70.9
Marriotts Ridge HS	1422	1477	55	91%	-0.5	12.3	8.2	35.0
Mt Hebron HS	1567	1636	69	117%	-5.1	10.6	6.8	56.7
Oakland Mills HS	1231	1318	87	94%	-8.5	7.5	0.0	88.0
Reservoir HS	1588	1629	41	105%	0.0	2.5	9.8	28.8
River Hill HS	1387	1402	15	94%	-1.0	10.0	6.7	-0.7
Wilde Lake HS	1317	1341	24	94%	-10.8	2.0	1.9	30.9

Relationship to Capital Budget

Figure 2.6 Capital Budget and Boundary Review Flow Chart

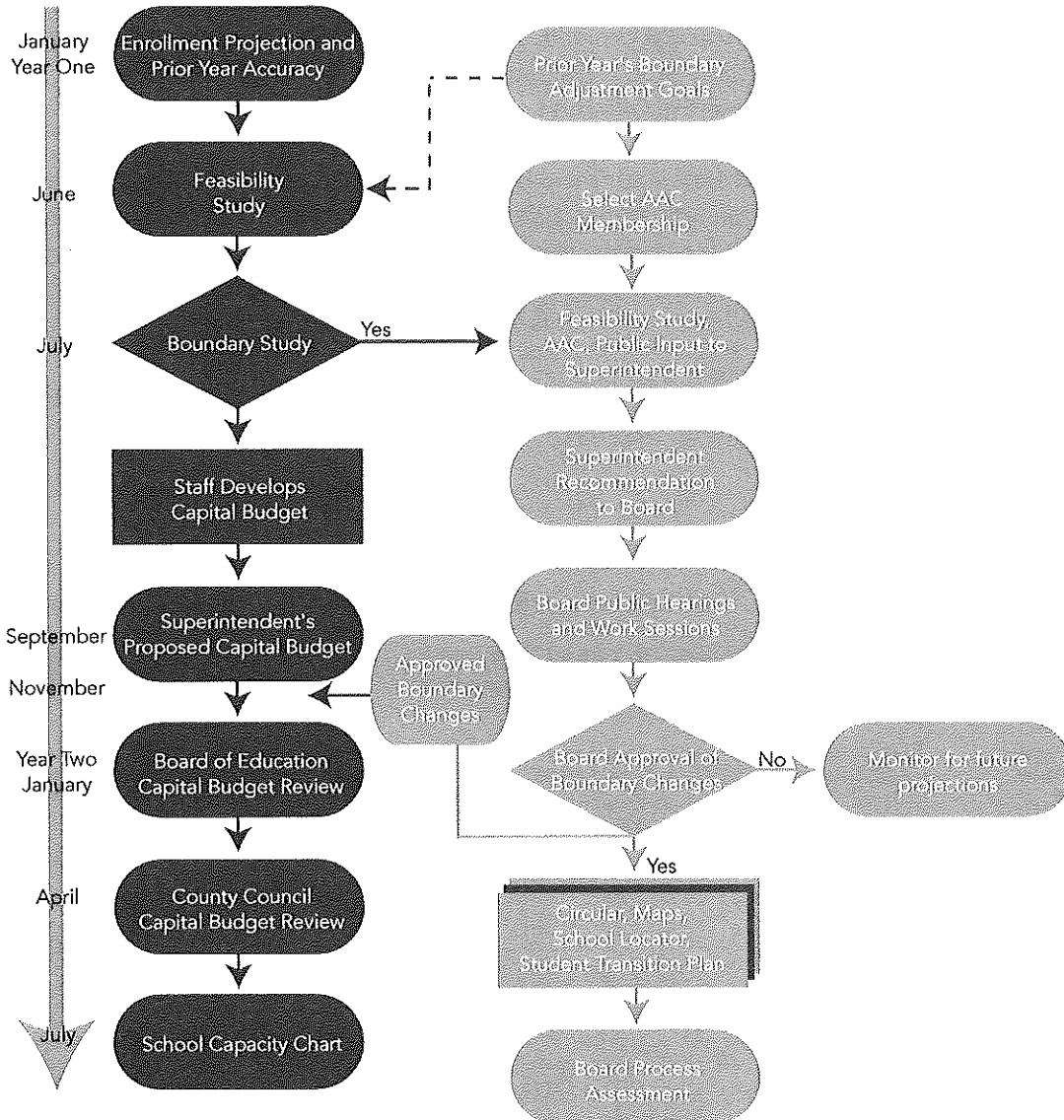


Figure 2.6 shows the school boundary adjustment process in the context of the capital budget cycle. The feasibility study is presented as the capital budget is being prepared. The graphic shows that while school boundary adjustments may not take place annually, they are given consideration annually in the feasibility study. There are a number of ways to address enrollment growth. In some cases, new capacity or a capital project is the best solution. In other cases, school boundary adjustments consistent with policy may allow better use of existing capacity. Sometimes changes to regional program locations can open capacity. Relocatable buildings can also be used to temporarily relieve crowding. The process is ongoing but may be tracked through this document and the capital budget process.

Relationship to Capital Budget

The annual capital budget contains a Capital Improvement Plan (5-year plan) and Long-Range Master Plan (10-year plan). Table 2.5 is a copy of the FY 2020–2029 Long-Range Master Plan from FY 2020 Board Requested Capital Budget. Capital projects are shown with anticipated funding phased out over future fiscal years. The Feasibility Study evaluates enrollment trends and discusses adjustments and changes that may be reflected in the CIP and Long-Range Master Plan.

The Adequate Public Facilities Ordinance adopted by the County Council in 2018 requires that HCPSS reports funding and attendance area adjustment assumptions for projects that are open due to a capital project or attendance area adjustments associated with a capital project. The Board Requested FY 2020 – 2028 Long Range Master Plan as approved by the Board on February 19, 2019, is below. The final adoption of the FY 2020 Capital Budget is scheduled for June 6, 2019.

State funding eligibility for new capacity is based on adjacent schools, and may be affected if available seats at nearby schools are not more fully utilized.

Table 2.5 FY 2020-2029 Board of Education Requested Long Range Master Plan

FY 2020-2029 Long-Range Master Plan															
Board of Education's Requested															
(In Thousands)															
February 19, 2019															
Capacity	Project	County Project	Occupancy	Approved Appropriations	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	Total Approp. plus FY20-FY29 Request
540	Talbot Springs ES Replacement	E1043	Sept 2022	\$ 8,050	\$ 9,500	\$ 14,218	\$ 9,878	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 41,646
1,650	New HS #13	E1035	Sept 2023	6,732	15,600	32,260	32,260	32,260	19,964	-	-	-	-	-	138,696
200	Hammond HS Renovation/Addition	E1024	Sept 2023	4,000	12,500	27,955	28,075	28,195	14,494	-	-	-	-	-	115,180
600	New ES #43	E1039	Sept 2024	-	-	4,000	15,500	14,800	12,439	4,588	-	-	-	-	51,027
97	Dunloggin MS Renovation/Addition	E1049	Sept 2024	-	-	2,000	8,694	11,871	11,534	5,000	-	-	-	-	38,899
156	Bilcott Mills MS Addition	E1037	Sept 2023	-	-	-	1,000	6,415	1,000	-	-	-	-	-	8,415
-	Oakland Mills MS Renovation	E1036	Sept 2026	-	-	-	-	-	7,500	15,500	12,500	2,810	-	-	38,310
600	New ES #44	E1040	Sept 2026	-	-	-	-	4,000	15,550	14,500	12,439	6,524	-	-	53,013
250	Centennial HS Renovation/Addition	E1025	Sept 2028	-	-	-	-	-	11,333	16,367	27,278	26,187	28,186	13,093	120,444
TBD	New HS #14	E1052	Sept 2028	-	-	-	-	-	13,905	19,848	33,247	31,918	31,817	15,859	148,894
480	New ES #45	E1041	Sept 2030	-	-	-	-	-	-	-	-	4,000	11,500	12,500	28,000
	Systemic Renovations/Modernizations	E1044		25,455	38,115	24,589	23,327	20,270	19,974	11,848	17,000	16,000	19,000	20,000	237,678
	Roofing Projects	E1046		12,500	5,000	1,000	5,000	1,000	1,000	5,000	5,000	5,000	5,000	5,000	50,500
	Playground Equipment	E0990		2,930	250	250	250	250	250	500	500	500	500	500	6,680
	Relocatable Classrooms	E1045		1,800	3,200	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,500
	Site Acquisition & Construction Reserve	E1047		-	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	20,000
	Technology	E1048		2,750	5,500	5,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	73,750
	School Parking Lot Expansions	E1012		4,200	-	-	-	-	-	600	600	600	600	600	7,200
	Planning and Design	E1038		700	400	400	300	300	300	300	300	300	300	300	3,900
	Barrier Free	E0989		5,603	200	200	200	200	200	200	200	200	200	200	7,603
	TOTALS			\$ 74,720	\$ 92,265	\$ 116,872	\$ 135,604	\$ 130,022	\$ 140,043	\$ 106,461	\$ 120,064	\$ 107,039	\$ 106,203	\$ 79,162	\$ 1,208,336

Ten-Year Long-Range Master Plan = \$1,131,615

Capacities

Equitable evaluation of the impact of projected enrollment growth requires calculation of school capacities. Capacities are not necessarily fixed to the capacity designed when a building first opened. Change in space usage, program location, and building or program specifications can change capacity. Capacity methodologies have been reviewed at all three levels. The results from the capacity studies are integrated into any recalculation of capacities due to relocation of regional programs, additions or renovations. The feasibility study expresses the projected enrollment by level and by school as a function of capacity utilization. Utilization is the comparison of a facility's program capacity and its enrollment or projected future enrollment. In the Pre-Measure (Section 3) and Post-Measure Tables (Section 4), the effects of potential capacity projects, or regional program moves on utilization are depicted.

The example below from the 2015 Feasibility Study, illustrates how capacity is shown in these tables. Table 2.6 shows the effect of the larger capacity of the Wilde Lake MS replacement school. The capacity columns show the number of seats, which changes from 467 to 760 in 2017 when the replacement school opened. The corresponding calculation of the percentage utilization also changes, dropping from 128.3 percent to 85.3 percent in 2017.

Table 2.6 Capacity Chart Example

Post-Measures Aggregate Plan									
Chart reflects May 2015 Projections, Board of Education's FY 2017 Requested capacities and estimate									
	Capacity				2016-17		2017-18		
	2016	2017	2018	2019	Proj	% Util.	Proj	% Util.	
Columbia - East									
Lake Elkhorn MS	643	643	643	643	503	78.2	548	85.2	
Oakland Mills MS	506	506	506	506	434	85.8	438	86.6	
Region MS Totals	1149	1149	1149	1149	937	81.5	986	85.8	
Columbia - West									
Harpers Choice MS	506	506	506	506	574	113.4	595	117.6	C
Wilde Lake MS	R 467	760	760	760	599	128.3	C 648	85.3	
Region MS Totals	973	1266	1266	1266	1173	120.6	C 1243	98.2	

High school program capacities are a product of either 80 or 85 percent of the total number of teaching stations multiplied by 25 students. The minimum square footage for a teaching space is 660 square feet at all levels. This calculation excludes special education classrooms and special use rooms. The varying utilization percentage of 80 percent or 85 percent are applied because not all teaching stations can be scheduled for every period of the school day and not all schools meet the general education specifications for space requirements. Many of these rooms are designed for a specific class and cannot be adapted for other uses, leaving them unused for a portion of the day.

Middle school program capacities are a product of 95 percent of the total number of teaching stations multiplied by 20.5 students, exclusive of special education classrooms. Like high schools, not all teaching stations can be scheduled for use every period of the school day.

Capacities

Elementary school program capacities are based on 22 students for each Kindergarten classroom, 19 students for each classroom in Grades 1 and 2, and 25 students for each classroom in Grades 3–5. Not included in the capacities for elementary schools are resource/instructional spaces that are utilized on a schoolwide basis where no one group of students is assigned exclusively. Some examples of spaces not included in the capacity are gymnasiums, cafeteriums, art rooms, music rooms, media centers, gifted and talented rooms, rooms dedicated to Special Education, or regional programs such as Regional Early Childhood Centers or Pre-K.

Another constraint on facilities is the usage restrictions for schools that are not on public sewer. The HCPSS currently has on-site waste water treatment systems at Manor Woods ES, Lisbon ES, West Friendship ES, Glenelg HS, Marriotts Ridge HS/Mount View MS, Glenwood MS/Bushy Park ES, Folly Quarter MS/Triadelphia Ridge ES, and Dayton Oaks ES.

Schools with Title I status receive additional staffing and administration may need to adjust room usage to best allocate these additional resources. For school year 2019-2020, schools with Title I schoolwide program include Bollman Bridge ES, Bryant Woods ES, Cradlerock ES, Deep Run ES, Ducketts Lane ES, Guilford ES, Laurel Woods , Longfellow ES, Phelps Luck ES, Running Brook ES, Stevens Forest ES, Swansfield ES, and Talbott Springs ES.

As mentioned previously, capacities can change with the placement of regional programs, renovations and additions. In many instances local capacities differ from the state rated capacity. Local K-12 program capacity calculations do not include rooms used for prekindergarten programs. For school year 2019-20, several regional special education and prekindergarten programs were expanded or added, and completion of key capacity projects occurred. As such, rooms were either added to or subtracted from the capacity. Specifically, capacity changed at the following schools:

Table 2.7 School Capacity and Regional Program Changes for School Year 2019-20

School	Change	Reasons
Bellows Spring ES	-25	Added MINC-Preschool/Prekindergarten
Bushy Park ES	-19	Added MINC-Preschool/Prekindergarten
Dayton Oaks ES	25	Removed Infants and Toddlers Program
Ducketts Lane ES	-44	Added MINC-Preschool/Prekindergarten and Regional Academic Life Skills
Elkridge ES	0	Added Preschool (space already allocated)
Gorman Crossing ES	0	Removed MINC-EL (undersized room)
Hanover Hills ES	0	Added MINC-Preschool/Prekindergarten (space already allocated)
Laurel Woods ES	-31	Added MINC-EL and Primary Learner
Manor Woods ES	0	Added Infants and Toddlers Program (relocatable)
Rockburn ES	-25	Added MINC-Preschool/Prekindergarten
Running Brook ES	0	Added Infants and Toddlers Program (relocatable)
Stevens Forest	-19	Added Regional Emotional Disabilities
Triadelphia Ridge ES	25	Removed Infants and Toddlers Program
Waterloo ES	-60	Added MINC-EL
Lime Kiln MS	20	Removed Regional Academic Life Skills, Added Upper Learner
Wilde Lake MS	-39	Removed Upper Learner, Added Academic Life Skills

Capacities

The Adequate Public Facilities Ordinance adopted by the County Council in 2018 requires that HCPSS report State and Local Capacities. State rated capacities are calculated based on a minimum square footage of 550 square feet per elementary teaching station and 500 square feet per middle or high school teaching station. Relocatable classrooms are excluded from the calculation. The formula to calculate state rated capacity is based on the number of the rooms used for a specific purpose (PreKindergarten, Kindergarten, Grade 1-5, Special Education, Grade 6-12 [General], Career and Technology, Alternative Education) multiplied by the number of seats, and then summed:

$$ES = (\# \text{ Pre-K} \times 20) + (\# \text{ Kindergarten} \times 22) + (\# \text{ Grade 1-5} \times 23) + (\# \text{ Special Education} \times 10)$$

$$MS = 85\% \times (\# \text{ General} \times 25) + (\# \text{ Career} \times 20) + (\# \text{ Special Education} \times 10) + (\# \text{ Alternative} \times 15)$$

$$HS = 85\% \times (\# \text{ General} \times 25) + (\# \text{ Career} \times 20) + (\# \text{ Special Education} \times 10) + (\# \text{ Alternative} \times 15)$$

Review and update of State Rated Capacities occur individually on an as needed basis (ex. after additions, new schools). Additionally, the Interagency Commission on School Construction has a committee reviewing SRCs statewide. The methodology to calculate SRCs and/or the SRCs may be updated.

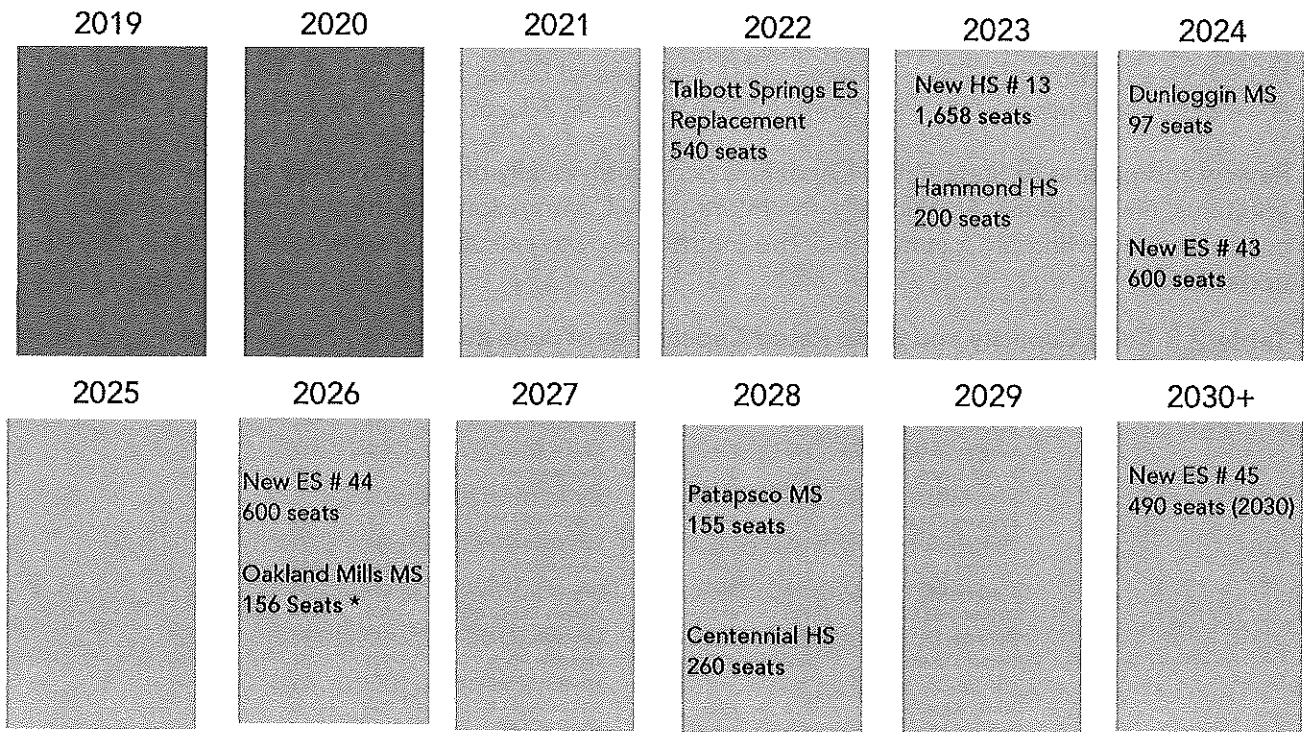
Table 2.8 Local Capacity and State Rated Capacity as of June 2019.

Elementary	Local	State	Middle	Local	State
Atholton ES	424	419	Bonnie Branch MS	701	732
Bellows Spring ES	726	720	Burleigh Manor MS	779	795
Bollman Bridge ES	666	694	Clarksville MS	643	619
Bryant Woods ES	361	362	Dunloggin MS	565	619
Bushy Park ES	725	910	Elkridge Landing MS	779	760
Centennial Lane ES	647	544	Ellicott Mills MS	701	816
Clarksville ES	543	581	Folly Quarter MS	662	732
Clemens Crossing ES	521	544	Glenwood MS	545	640
Cradlerock ES	398	556	Hammond MS	604	679
Dayton Oaks ES	700	910	Harpers Choice MS	506	619
Deep Run ES	750	740	Lake Elkhorn MS	643	765
Ducketts Lane ES	650	785	Lime Kiln MS	721	732
Elkridge ES	760	819	Mayfield Woods MS	798	773
Forest Ridge ES	713	660	Mount View MS	798	760
Fulton ES	826	564	Murray Hill MS	662	685
Gorman Crossing ES	735	618	Oakland Mills MS	506	598
Guilford ES	465	522	Patapsco MS	643	598
Hammond ES	653	525	Patuxent Valley MS	760	770
Hanover Hills ES	810	TBD	Thomas Viaduct	701	754
Hollifield Station ES	732	564	Wilde Lake MS	721	590
Ilchester ES	584	564			
Jeffers Hill ES	421	435			
Laurel Woods ES	609	544			
Lisbon ES	527	504			
Longfellow ES	512	468			
Manor Woods ES	681	564			
Northfield ES	700	544			
Phelps Luck ES	597	578			
Pointers Run ES	744	564			
Rockburn ES	584	847			
Running Brook ES	515	471			
St Johns Lane ES	612	619			
Stevens Forest ES	380	320			
Swansfield ES	694	601			
Talbott Springs ES	377	500			
Thunder Hill ES	509	386			
Triadelphia Ridge ES	606	564			
Veterans ES	799	922			
Waterloo ES	603	726			
Waverly ES	788	678			
West Friendship ES	414	394			
Worthington ES	515	589			
High	Local	State			
Atholton HS	1460	1543			
Centennial HS	1360	1091			
Glenelg HS	1420	944			
Hammond HS	1220	1434			
Howard HS	1420	1051			
Long Reach HS	1488	1434			
Marriotts Ridge HS	1615	1434			
Mt Hebron HS	1400	1408			
Oakland Mills HS	1400	1135			
Reservoir HS	1551	1339			
River Hill HS	1488	1483			
Wilde Lake HS	1424	1434			

Capacities

The FY 2021 Capital Budget will include updates to the long-range plan. Figure 2.7 below shows changes in capacity projects from the 2018 Feasibility Study to the 2019 Feasibility Study. The year shown represents the school year in which occupancy is proposed.

Figure 2.7 Capacity Projects



Key Bold- New projects or # of seats changed from 2018 Feasibility Study

→ Opening date is changed from 2018 Feasibility Study

Estimated FY21 Long-Range Plan

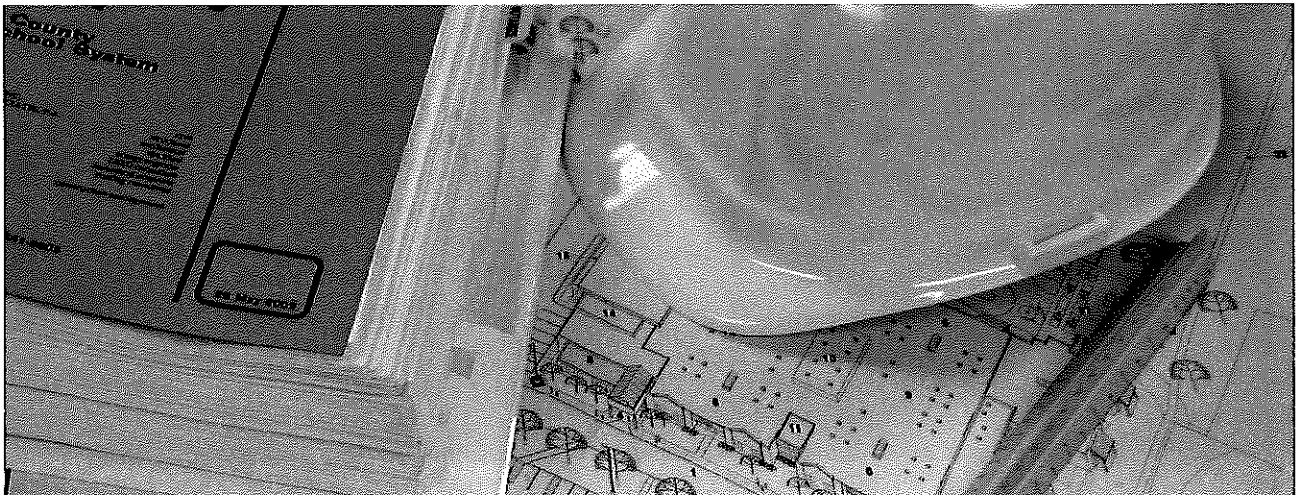
* Recommend replacement of Ellicott Mills MS addition with seats at Oakland Mills MS in conjunction with the school's planned renovation.

Policy Guidance

This document is guided by Board Policy 6010. Projects in the Capital Improvement Program that increase student capacity can be tested in a feasibility study with an attendance area adjustment plan consistent with stated policy goals. Plans will be linked within and across organizational levels to form a short- and long-range attendance area adjustment plan. The Board will review the plan and set direction, as appropriate, during the attendance area adjustment and/or capital budget presentations each year. Policy 6010 discusses consideration of boundary adjustments under certain conditions such as the opening of a school or adjusting to some other change. When school capacity utilization projections fall outside the target capacity utilization range of 90 – 110 percent over a period of time, attendance area adjustments may be considered. One January 24, 2019, the Board directed the Superintendent to provide a comprehensive review of attendance areas in 2019 for school year 2020-21. When boundary line changes are planned, staff will refine the goal-directed short- and long-range plan in the Feasibility Study based on the most current set of projections that conform to Policy 6010 Implementation Procedures. The Superintendent will appoint an advisory committee to provide feedback on the Feasibility Study consistent with the direction set by the Board and the standards and factors in Policy 6010. Various methods will be used to collect additional input from the public. A Superintendent's plan that takes into account the Feasibility Study, as well as committee and community input, is presented to the Board.

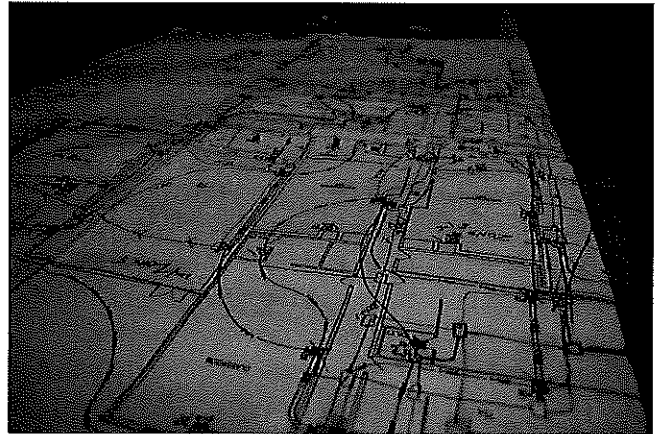
The Board evaluates the Superintendent's plan according to the standards of Policy 6010, which are found in Standards Section B in Appendix A. In the Board's deliberations, new scenarios using these considerations may be reviewed, assessed, and considered. It is unlikely that one plan can fully satisfy all considerations.

The Board reviewed and updated Policy 6010 in 2016, 2018 and in 2019. Changes implemented after the 2017 boundary review included a modified schedule that included the development of a scope early in the process, shortened AAC deliberation, changed the delivery date of the Superintendent's Recommendation to the Board, and provided the Board with more time to hold public hearings and work sessions, as well as adjusted the role of the AAC (review and audit the Feasibility Study considerations and scenario, but no longer receive public input or develop alternative scenarios), and added flexibility to adapt with changes in proposed scope during the process. The current version of the policy can be found in Appendix A (Section 5).

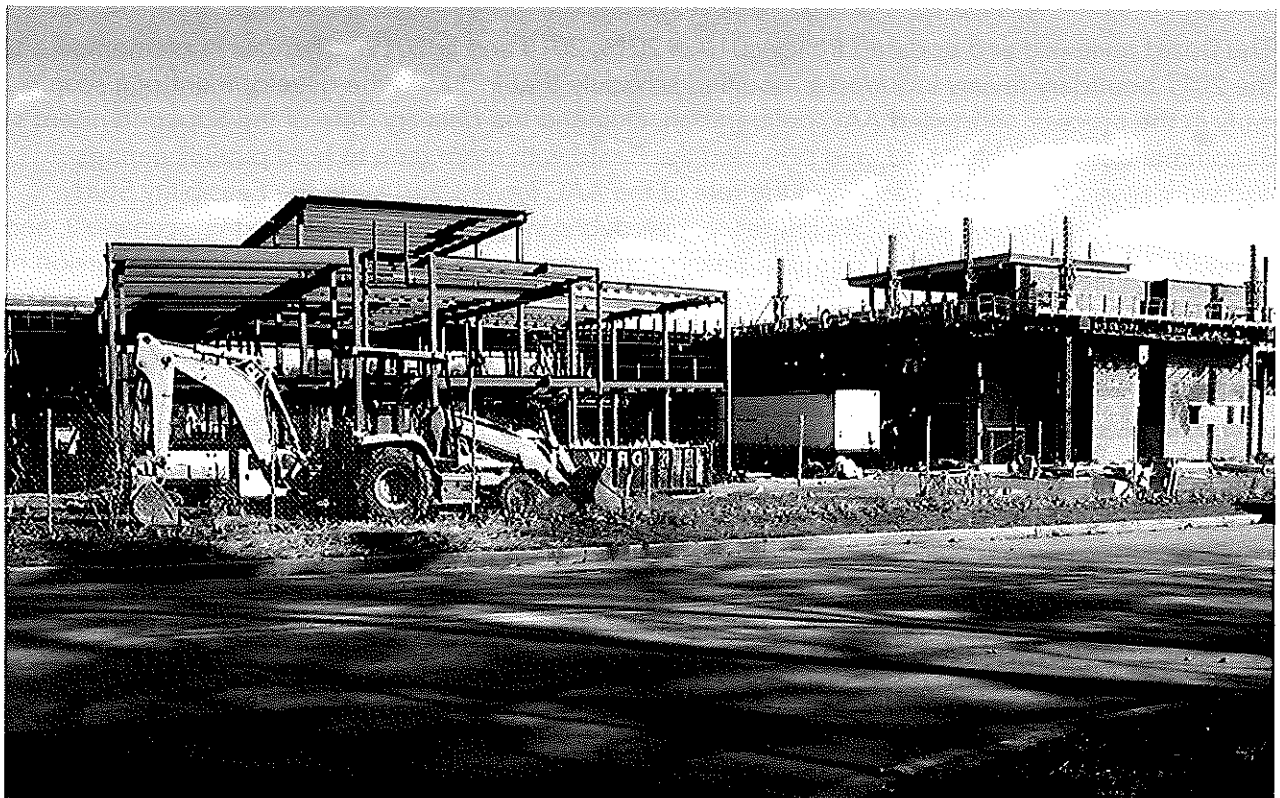


Alignment with Strategic Call to Action

The Strategic Call to Action, a vision built on equity, is fueled by the belief that every student possesses the skills, knowledge and confidence to lead a successful life and positively influence the larger community. The anticipation of growth trends and planning for adequate permanent or temporary space is needed to serve student needs. When attendance area changes are necessary, a student-centered transition process is provided to welcome the students to their new school. These efforts are made to ensure every student achieves academic excellence in an inspiring, engaging, and supportive environment.



Crucial decisions about budget and attendance areas must be the result of an open process that includes many stakeholders. Board decisions need to be informed by both the technical guidance of staff, and the concerns and desires of families and the community. For this reason, the Office of School Planning maintains an extensive web presence and supports many meetings of committees, parent-teacher-associations (PTAs), and other community groups. It is also necessary that the School Planning serves as a liaison to various county and state agencies to communicate agency direction. These efforts ensure that families and the community are engaged and supported as partners in education.

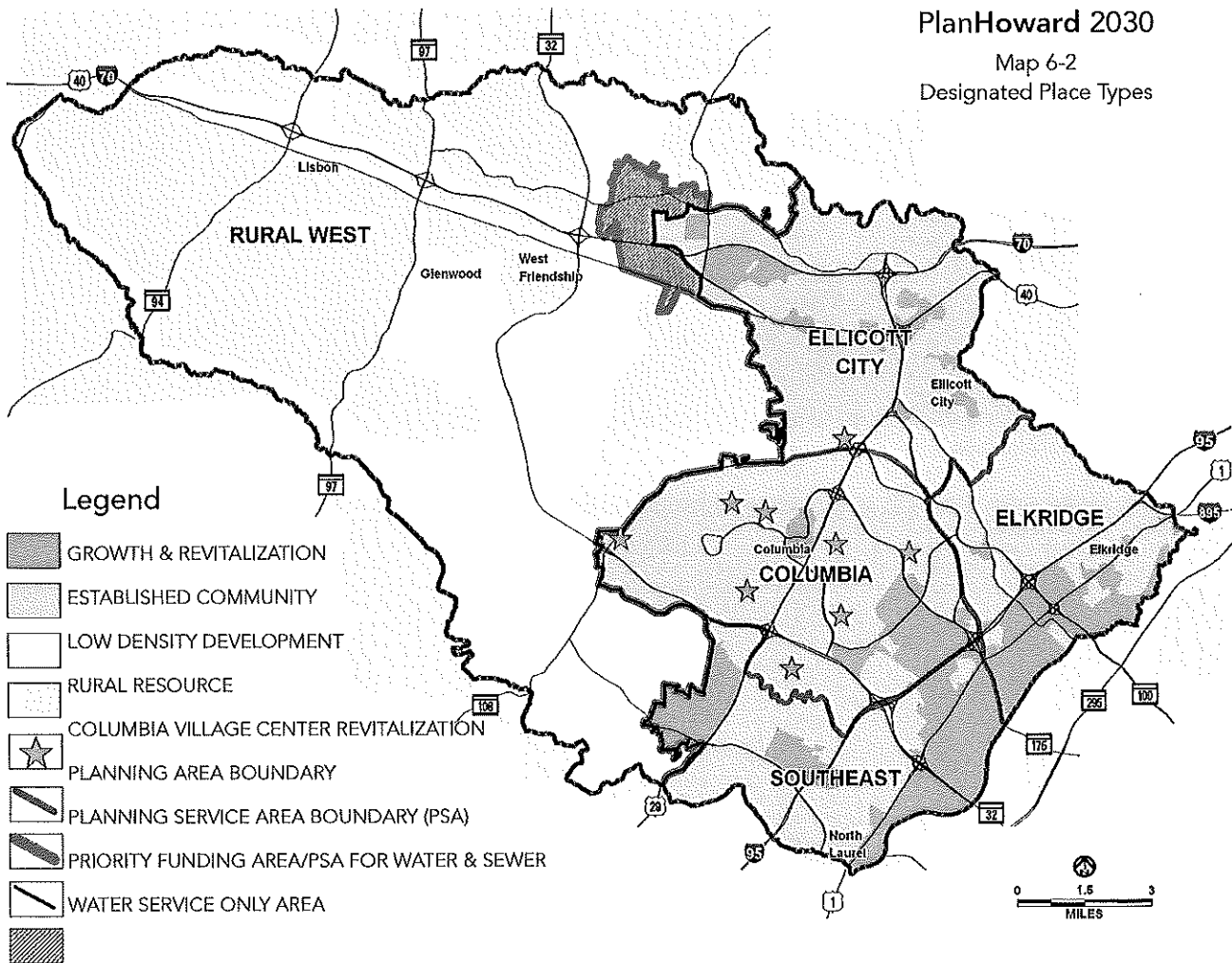


Land Use

The Howard County General Plan, PlanHoward 2030 guides development. This Plan sets forth priorities for growth and redevelopment for the County. It was adopted by the County Council in July 2012, and took effect in October 2013. The General Plan is further implemented by zoning. Zoning tells property owners two things 1) what is permissible to build; and 2) the rules to place buildings on the property.

The General Plan included the adoption of a designated places map. Figure 2.8 depicts the Plan Howard Designated Places map. Most future development, and anticipated school needs, are planned where the map shows "Growth and Revitalization" areas in pink. Generally these are in the eastern part of the county and Columbia's Village Centers. Projected enrollment growth provided in this Feasibility Study is associated with the future development.

Figure 2.8 Plan Howard 2030 Designated Places Map



Land Use

The Department of Planning and Zoning provides the Office of School Planning with the number of existing and projected housing units in the county. Future housing is calculated using a software tool that simulates the residential build-out of the County's remaining undeveloped, residentially-zoned properties under real-world conditions. Constraints imposed by current zoning of properties, the logistics of residential construction, and the growth limits of the County's General Plan are included in the housing projection. The output from this simulation informs the enrollment projection.

The FY 2019-2028 Long-Range Master Plan includes funding requested for new construction of four elementary schools, one high school, the renovation/addition to a high school, and strategically placed middle school additions. The timing of residential development depends upon actual land development applications, which can change. Projections are adjusted yearly to account for phasing of the new residential development.

Figure 2.9 Residential Development



Oxford Square construction.

Verde apartments at Howard Square.



Maple Lawn section shown in 2013 (left) and 2015 (right).

HCPSS Facilities and Land Bank

The HCPSS maintains well over seven million square feet of school facilities and other buildings in service of delivering the educational program and for use by the community. This document examines utilization of the 74 elementary, middle, and high schools, and anticipates future schools.

HCPSS School Facilities

- 77 schools
 - 42 elementary schools
 - 20 middle schools
 - 12 high schools
 - 3 education centers

The HCPSS maintains sites for future school construction, commonly known as the "Land Bank." Some properties are held by other parties and designated on the final development plan as "school open space" for the future use by the Board for school construction. When determined that they are needed, the Board may request to purchase these properties. Most planned school sites result from agreements made during Columbia's planning and development. Howard County has aided the school system in the past through exchanges of county land where needed. Opportunities for additions to the land bank in eastern Howard County are under consideration. The HCPSS is working with Howard County Government to acquire land. Sites in Turf Valley and Mission Road will be added to the HCPSS Land Bank, once purchase is finalized, through the County's process. Figure 2.9 shows the inventory of school sites as presented in the annual capital budget.

Table 2.9 Land Bank

Owned Sites	Acreage	Location	Date Acquired	Cost
Sunny Spring Drive (aka Hawthorne Park)	10	Sunny Spring Drive, between Cricket Pass and Golden Hook	1974	\$1.00
Future MS Site	41	2865 Marriottsville Road	2007	\$1,700,000
Faulkner Ridge Center	9.01	10598 Marble Faun Lane	1968	\$1.00
Clary's Forest	10	Little Patuxent Parkway, at its intersection with Bright Passage	2018	\$0.00

Table 2.10 Land Designated as School Open Space Property

Land Designated as School Open Space Property	Acreage	Location
Dickinson Park*	11	Eden Brook Drive, between Sweet Hours Way and Weather Worn Way
Huntington Park*	11	Vollmerhausen Road, between Murray Hill Road and Polished Stone

*On May 9, 2019, the Board of Education voted to approve the acquisition of both the Dickinson Park site and Huntington Park site for the land bank.

Feasibility Study:
An Annual Review of Long-Term Capital
Planning and Attendance Area Adjustment Options

Section 3

Needs and Strategies

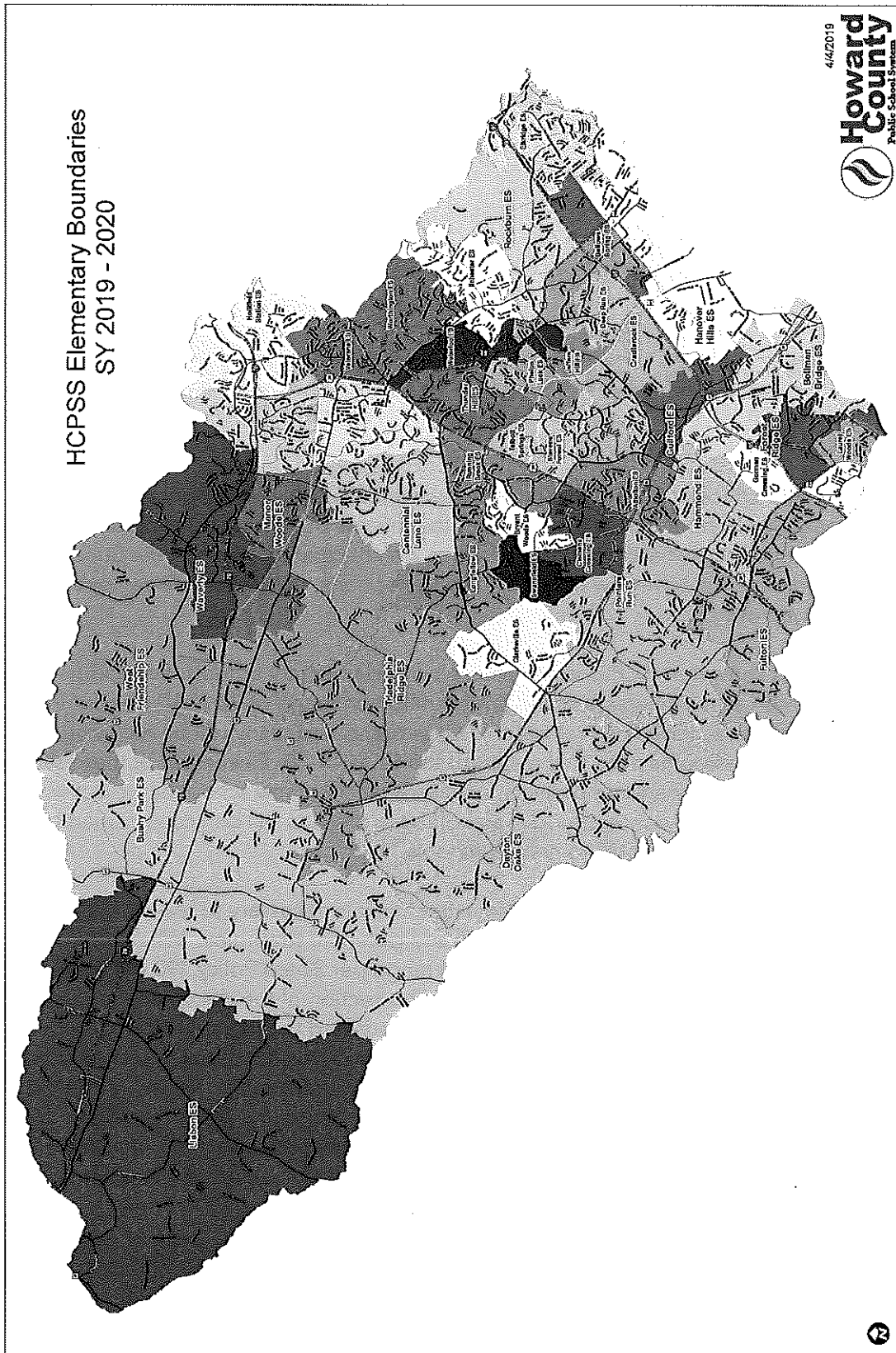
The HCPSS Office of School Planning reviews updated enrollment projections and studies the feasibility of boundary changes, and other means of addressing capacity utilization issues, each year. In years where boundary changes are anticipated, or when the Superintendent has provided direction to review boundary change options, this document serves as the report for the analysis of options.

Projections show that HCPSS could have eleven elementary schools, five middle schools, and five high schools outside of the target utilization range of 90 - 110 percent in SY 2020-21. All of these schools have relocatable classrooms, and many will be receiving additional relocatable classrooms prior to the start of the SY 2019-20. Eleven out of these schools are planned for capacity-adding projects, or have a planned new school or project within or adjacent to the attendance area. Several of these projects will be accompanied by boundary adjustments to extend relief to nearby schools.

Prior to examining school boundary adjustments, it is necessary to review the implications of the new projections and identify needs and potential strategies. When school capacity utilization is outside of the target utilization range per Board Policy, (90 - 110 percent), school boundary adjustments may be considered. This section of the document has been simplified to could include a review by level of the seat needs and the multiple strategies that could be implemented through a long-range plan. Implementation strategies could include boundary studies, capacity projects in conjunction with systemic renovations as well as new schools.

Pre-measures charts are included in this section showing the effect of projected enrollment without any attendance area adjustments. The pre-measures format also shows FY 2020 capital projects as requested by the Board in March 2019.

Elementary Schools - SY 2019-2020 Boundaries



Elementary Schools Needs

Need: In SY 2019-20, many elementary schools will remain within an acceptable target utilization range per Board Policy 6010 School Attendance Areas; however, there are several schools that are projected to be above 110 percent capacity utilization throughout the county. These include Bryant Woods ES, Centennial Lane ES, Cradlerock ES, Elkridge ES, Fulton ES, Gorman Crossing ES, Hollifield Station ES, Pointers Run ES, St. Johns Lane ES, and Talbott Springs ES. Residential development in the areas of Turf Valley, Maple Lawn, Laurel, and Ellicott City has outpaced school capacity in recent years. Capacity projects at Swansfield ES, Longfellow ES, and Running Brook ES have added needed seats in western Columbia, while the opening of Ducketts Lane ES and Hanover Hills ES has accommodated the enrollment growth in the Route 1 area.

In southern/southeastern county schools, which include Forest Ridge ES, Fulton ES, Gorman ES, and Hammond ES, projections indicate enrollment will exceed capacity by more than 380 students by SY 2024-2025. This indicates the need for additional capacity and boundary adjustments to maximize the infrastructure gained by adding a new elementary school.

Similarly, elementary schools in the northern regions of the county, which include Centennial Lane ES, Hollifield Station ES, Northfield ES, St Johns Lane ES, West Friendship ES and Waverly ES, will require 600-700 additional seats by SY 2024-25. However, with boundary adjustments, adjacent capacity at Bushy Park ES, and Manor Woods ES could offset the need for additional region-wide seats in SY 2026-27.

In Western Columbia, the need for additional seats is projected to be approximately 100 by 2024.

Elementary Schools Strategies

Strategies: Multiple strategies are available at the elementary school level, including to plan new schools for SY 2024-25 (New ES #43), and SY 2026-27 (New ES #44), and boundary adjustments for SY 2020-21. See Section 4 Foreseeable Attendance Area Adjustments Relocatables provide interim capacity to serve current enrollment needs.

- Capacity exists in Western Columbia elementary schools to balance utilization.
- Replacement of Talbott Springs ES in SY 2022-23 could provide capacity to balance utilization in the area.
- Continue to plan for New ES #43 at the Mission Road site for SY 2024-25.
- Some capacity exists in western elementary schools to address crowding.
- Continue to negotiate with the County on acquiring a site at Turf Valley for New ES #44 for opening in SY 2026-27.

The Feasibility Study typically does not analyze regional program placement for early childhood programs. Both K- 5 and early childhood enrollment continue to grow and it is important to discuss these programs in terms of available capacity at the elementary school level. A comprehensive study for early childhood space needs should occur, separate of this document, to include the consideration of relocating early childhood programs, including supports from elementary schools, to regionalized centers in order to regain K-5 capacity rooms and offer centralized, more efficient early childhood programs. Funding for either site acquisition or a lease is a limiting factor to this discussion, but nonetheless, it should be explored to identify a long-range plan.

Elementary Schools Pre-Measures Chart

ELEMENTARY SCHOOLS - Data for Demonstrative Purposes Only
 Capacity Utilization Rates with Board of Education's Requested FY 2020 Capital Budget Projects - Not Test for APFO

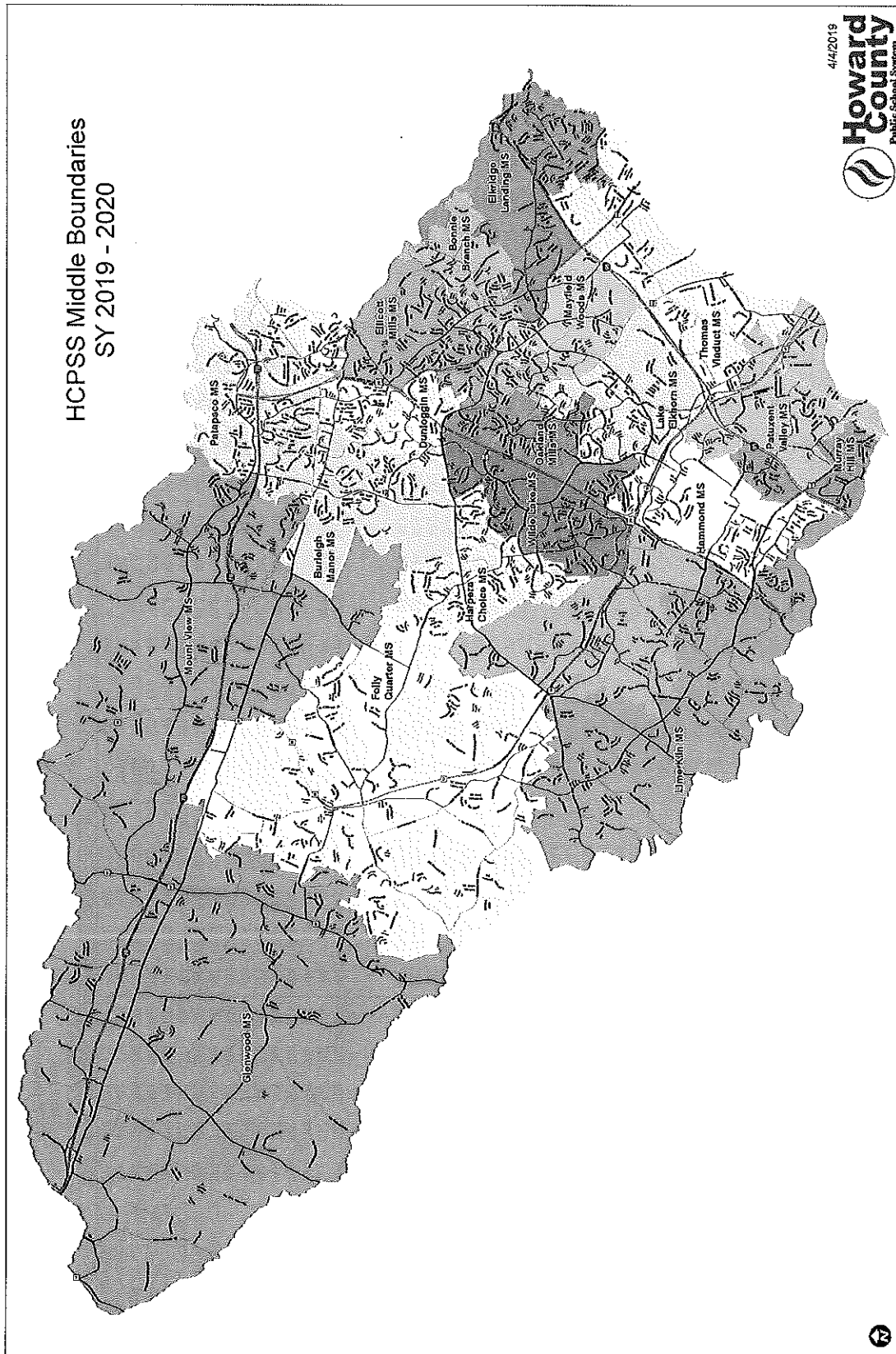
Pre-Measures

Chart reflects May 2019 Projections; Board of Education's FY 2020 requested capacities, and no boundary adjustments.

School	2019	2020	2021	2022	2023	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31		
	Proj	% Util.	Proj	% Util.	Proj	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.		
Athleten ES	424	424	424	424	424	450	105.9	442	104.2	444	104.7	444	104.7	442	104.2	441	104.0	441	104.0
Bellows Spring ES	751	751	751	751	751	808	107.6	808	107.6	826	110.0	843	112.3	867	115.4	889	118.4	885	117.8
Bollman Bridge ES	666	666	666	666	666	716	107.5	716	107.5	734	110.1	752	112.9	770	115.6	788	118.3	788	118.3
Bryant Woods ES	361	361	361	361	361	432	119.7	432	119.7	465	126.3	478	132.4	498	138.2	515	142.7	528	146.3
Bushy Park ES	744	744	744	744	744	808	108.6	808	108.6	843	113.2	878	117.9	913	122.7	948	127.4	983	132.1
Centennial Lane ES	647	647	647	647	647	734	113.4	734	113.4	779	120.4	824	127.4	869	134.3	914	141.3	959	148.2
Clarksville ES	543	543	543	543	543	592	109.0	592	109.0	637	117.1	682	125.6	727	133.9	772	142.2	817	150.5
Clarens Crossing ES	521	521	521	521	521	522	100.2	548	105.2	595	114.2	642	123.2	689	132.2	736	141.3	783	150.3
Cradlebrook ES	398	398	398	398	398	461	115.8	461	115.8	475	119.3	473	118.8	473	118.8	473	118.8	473	118.8
Dayton Oaks ES	675	675	675	675	675	752	111.4	752	111.4	789	116.9	826	121.6	863	127.1	899	132.4	936	138.8
Deep Run ES	750	750	750	750	750	812	108.1	812	108.1	849	113.2	886	118.1	923	123.1	960	128.1	997	133.1
Ducktails Lane ES	694	694	694	694	694	752	108.4	752	108.4	810	116.7	868	125.1	926	133.9	984	141.9	1042	149.9
Eckridge ES	760	760	760	760	760	866	113.9	866	113.9	903	118.8	940	123.7	977	128.6	1014	133.5	1051	138.4
Forest Ridge ES	713	713	713	713	713	771	108.1	771	108.1	829	116.3	887	124.4	945	132.5	1003	140.5	1061	148.7
Gorman Crossing ES	826	826	826	826	826	981	118.8	1009	122.2	1041	126.0	1070	129.3	1100	133.1	1129	136.9	1158	140.8
Guilford ES	465	465	465	465	465	511	109.9	511	109.9	557	120.9	603	130.8	649	140.8	695	150.8	741	160.8
Hammond ES	810	810	810	810	810	887	109.5	887	109.5	964	117.8	1041	128.5	1118	138.1	1195	147.6	1272	155.9
Harmon Hill ES	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS
Hannover Hill ES	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS
Hollifield Station ES	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS
Ilchester ES	584	584	584	584	584	642	110.1	642	110.1	687	117.6	732	125.3	777	133.1	822	140.8	867	148.8
Jeffers Hill ES	421	421	421	421	421	423	100.5	413	98.1	408	96.9	387	91.9	395	93.8	389	92.4	380	90.6
Laurel Woods ES	640	640	640	640	640	640	100.0	640	100.0	640	100.0	640	100.0	640	100.0	640	100.0	640	100.0
Laurel Woods ES	527	527	527	527	527	565	107.2	565	107.2	600	114.5	635	121.3	670	128.2	705	135.1	740	142.0
Lisbon ES	527	527	527	527	527	565	107.2	565	107.2	600	114.5	635	121.3	670	128.2	705	135.1	740	142.0
Longfellow ES	512	512	512	512	512	512	100.0	512	100.0	512	100.0	512	100.0	512	100.0	512	100.0	512	100.0
Manor Woods ES	681	681	681	681	681	732	107.5	732	107.5	783	115.0	834	122.6	885	130.1	936	137.6	987	145.1
New ES #43	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS
New ES #44	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS
New ES #45	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS
Northfield ES	700	700	700	700	700	753	107.6	753	107.6	804	114.9	855	122.1	906	129.4	957	136.7	1008	144.0
Phelps Luck ES	597	597	597	597	597	648	108.5	648	108.5	700	117.1	752	126.1	803	134.5	854	142.2	905	150.1
Pointers Run ES	744	744	744	744	744	884	118.8	925	124.3	974	130.9	1018	136.8	1058	142.2	1098	147.6	1138	153.1
Rockburn ES	609	609	609	609	609	668	110.0	668	110.0	727	119.4	786	129.1	845	138.8	904	148.6	963	158.3
Running Brook ES	515	515	515	515	515	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0
St. Johns Lane ES	612	612	612	612	612	724	118.3	726	118.6	735	120.1	750	122.5	768	125.5	787	128.6	805	131.5
Stevens Forest ES	389	389	389	389	389	403	103.6	414	106.4	420	108.3	427	109.8	435	109.0	438	109.8	439	110.0
Svensenfield ES	684	684	684	684	684	732	107.2	732	107.2	783	114.5	834	121.9	885	128.6	936	136.7	987	144.8
Talbot Springs ES	509	509	509	509	509	512	100.6	508	99.8	487	95.7	465	91.6	443	87.1	421	82.3	400	78.2
Thunder Hill ES	581	581	581	581	581	648	111.7	648	111.7	707	121.7	766	132.2	825	142.2	884	152.2	943	162.3
Triadelphia Ridge ES	799	799	799	799	799	844	105.6	822	102.9	808	101.1	789	100.0	764	95.4	740	92.1	715	89.1
Veterans ES	663	663	663	663	663	716	108.0	716	108.0	770	114.6	824	124.3	878	132.4	932	140.5	986	148.6
Waterloo ES	788	788	788	788	788	857	108.8	886	112.4	920	116.8	954	122.3	988	125.5	1022	130.2	1056	133.8
Waverly ES	414	414	414	414	414	414	100.0	414	100.0	414	100.0	414	100.0	414	100.0	414	100.0	414	100.0
West Friendship ES	515	515	515	515	515	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0
Worthington ES	515	515	515	515	515	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0
Countywide Totals	25749	25749	25749	25749	25749	25447	98.8	25784	100.1	26099	101.4	26259	101.9	26419	102.7	26579	103.3	26739	104.0

'A' Includes additions as reflected in FY 2020 CIP for grades K-5
 'NS' New School proposed in FY 2020 Capital Budget
 'R' Replacement School proposed in FY 2020 Capital Budget

Middle Schools - SY 2019-2020 Boundaries



Middle Schools Needs and Strategies

Need: Countywide, middle school utilization is fairly distributed with most schools between 95 percent and 115 percent in SY 2019-20. The exceptions are Lake Elkhorn MS and Ellicott Mills MS with projected utilization of 89 and 131 percent utilization, respectively. Enrollment growth continues at several schools including Dunloggin MS, Ellicott Mills MS, Hammond MS, Murray Hill MS, Patapsco MS, and Thomas Viaduct MS. The most crowded middle school area is around Ellicott City, and include Dunloggin MS, Ellicott Mills MS, and Patapsco MS. To bring these schools within target utilization requires approximately 350 seats.

Strategy: The existing and projected enrollment indicates additions as the most efficient strategy for addressing high utilization. Existing land options to host new a middle school are minimal. There are existing schools with planned or proposed renovations and adding new seats to these schools is timely, fiscally prudent and accommodates the projected needs in the Ellicott City area. The strategy should include additions of 100 seats at Dunloggin MS, 150 seats at Oakland Mills MS and 150 seats at Patapsco MS. These additions and accompanying boundary review could bring these schools, as well as Ellicott Mills MS into target utilization for the foreseeable future.

In the Laurel area, Murray Hill MS could be relieved using adjacent capacity at Patuxent Valley MS for SY 2020-21. Some boundary adjustments are proposed for consideration primarily to align the high school from middle school feeds in the high school boundary options found in Section 4 of this report.

Middle Schools - Pre-Measures Chart

MIDDLE SCHOOLS - Data for Demonstrative Purposes Only
Capacity Utilization Rates with Board of Education's Requested FY 2020 Capital Budget Projects - Not Test for APFO

Pre-Measures

Chart reflects May 2019 Projections, Board of Education's FY 2020 requested capacities, and no boundary adjustments.

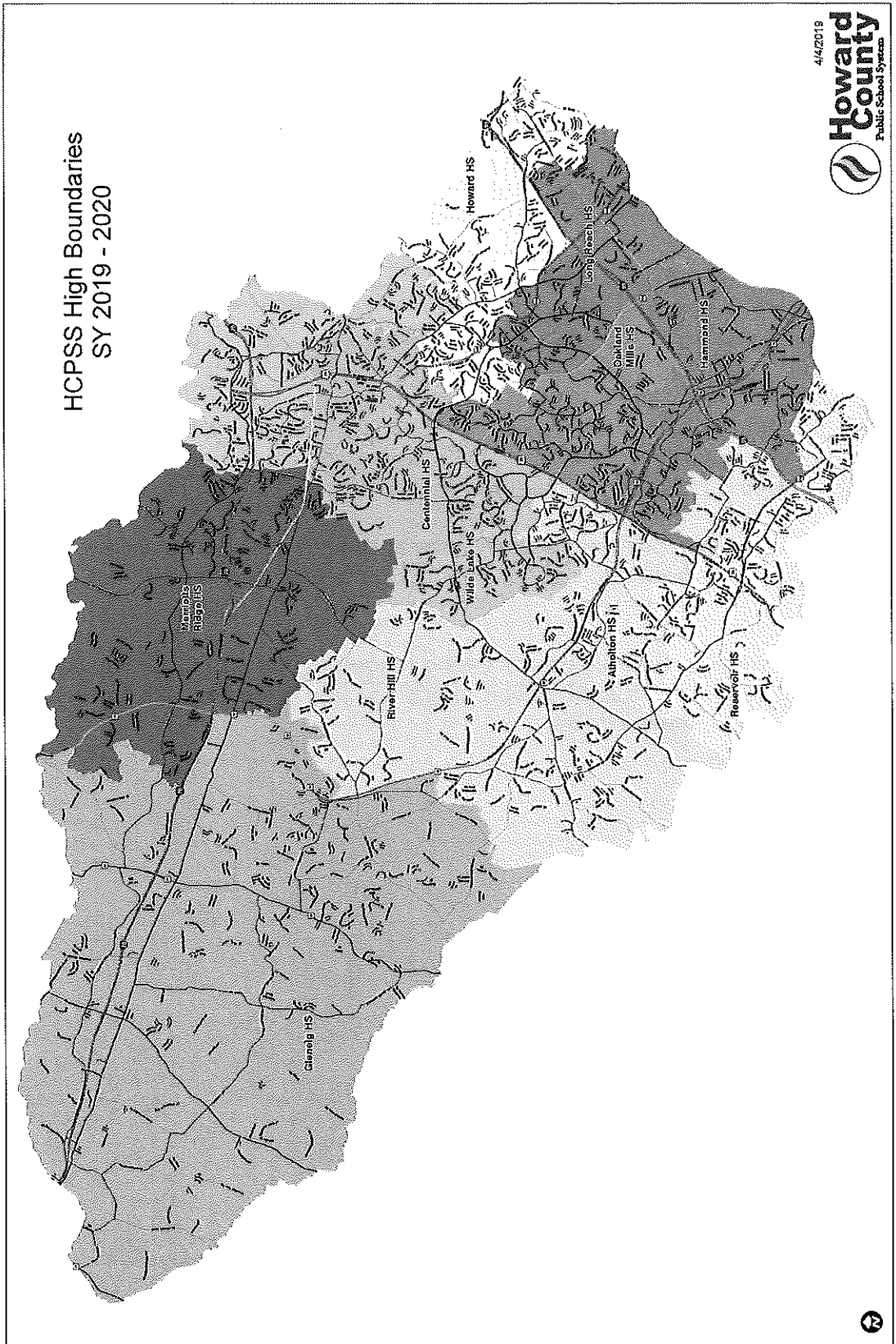
School	Capacity					2019-20		2020-21		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27		2027-28		2028-29		2029-30		2030-31	
	2019	2020	2021	2022	2023	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.
Bonnie Branch MS	701	701	701	701	701	721	102.9	691	98.5	654	93.3	656	93.6	651	92.9	693	98.9	706	100.7	740	105.6	712	101.6	724	103.3	717	102.3	749	106.8
Burleigh Manor MS	779	779	779	779	779	790	101.4	806	103.5	804	103.2	806	103.5	778	99.9	784	100.6	793	101.8	798	102.4	785	100.8	778	99.9	777	99.7	788	101.2
Clarksville MS	643	643	643	643	643	701	109.0	704	109.5	697	108.4	673	104.7	674	104.8	701	109.0	705	108.6	714	111.0	715	111.2	721	112.1	723	112.4	722	112.3
Dunlaggin MS	A 565	565	565	565	565	657	116.3	652	115.4	658	116.5	673	119.1	671	118.8	676	102.1	673	101.7	689	104.1	692	104.5	681	102.9	677	102.3	691	104.4
Elkridge Landing MS	779	779	779	779	779	762	97.8	747	95.9	768	98.6	820	105.3	857	110.0	867	111.3	859	110.3	882	113.2	892	114.5	904	116.0	907	116.4	941	120.8
Ellicott Mills MS	A 701	701	701	701	857	917	130.8	910	129.8	912	130.1	884	126.1	893	104.2	878	102.5	866	101.1	861	100.5	860	100.4	863	100.7	860	100.4	913	106.5
Folly Quarter MS	662	662	662	662	662	704	106.3	674	101.8	677	102.3	664	100.3	660	99.7	649	98.0	668	100.9	679	102.6	700	105.7	692	104.5	701	105.9	710	107.3
Glenwood MS	545	545	545	545	545	508	93.2	532	97.6	527	96.7	504	92.5	502	92.1	499	91.6	521	95.6	539	98.9	553	101.5	549	100.7	553	101.5	557	102.2
Hammond MS	604	604	604	604	604	626	103.6	702	116.2	724	119.9	746	123.5	737	122.0	762	126.2	768	127.2	801	132.6	809	133.9	829	137.3	836	138.4	864	143.0
Harpers Choice MS	506	506	506	506	506	490	96.8	490	96.8	485	95.8	457	90.3	439	86.8	453	89.5	462	91.3	477	94.3	470	92.9	473	93.5	463	91.5	473	93.5
Lake Elkhorn MS	643	643	643	643	643	572	89.0	555	86.3	503	78.2	503	78.2	486	75.6	501	77.9	481	74.8	489	76.0	479	74.5	476	74.0	473	73.6	482	75.0
Lime Kiln MS	701	701	701	701	701	656	93.6	676	96.4	675	96.3	718	102.4	737	105.1	743	106.0	751	107.1	774	110.4	817	116.5	803	114.6	825	117.7	809	115.4
Mayfield Woods MS	798	798	798	798	798	795	99.6	842	105.5	839	105.1	833	104.4	822	103.0	850	106.5	868	108.8	915	114.7	925	117.2	936	117.3	923	115.7	946	118.5
Mount View MS	798	798	798	798	798	849	106.4	842	105.5	895	112.2	911	114.2	911	114.2	940	117.8	944	118.3	968	121.3	972	121.8	968	121.3	970	121.6	971	121.7
Murray Hill MS	662	662	662	662	662	747	112.8	799	120.7	785	118.6	775	117.1	808	122.1	847	127.9	859	129.8	829	125.2	836	126.3	832	125.7	843	127.3	843	127.3
New MS #21	NS	0	0	0	0																								
Oakland Mills MS	506	506	506	506	506	513	101.4	500	98.8	498	98.4	510	100.8	519	102.6	516	102.0	509	100.6	510	100.8	491	97.0	494	97.6	468	96.4	507	100.2
Patapsco MS	643	643	643	643	643	745	115.9	775	120.5	834	129.7	865	134.5	879	136.7	885	137.6	889	138.3	900	140.0	903	140.4	902	140.3	895	139.2	892	136.7
Patuxent Valley MS	760	760	760	760	760	703	92.5	715	94.1	687	90.4	695	91.4	673	88.6	682	89.7	679	89.3	714	93.9	723	95.1	723	95.1	738	97.1	766	100.6
Thomas Viaduct MS	701	701	701	701	701	714	101.9	748	106.7	781	111.4	763	108.8	781	111.4	773	110.3	778	111.0	769	109.7	783	111.7	806	115.0	832	118.7	843	120.3
Wilke Lake MS	760	760	760	760	760	651	85.7	655	86.2	669	88.0	695	91.4	704	92.6	730	96.1	767	100.9	797	104.9	839	110.4	836	110.0	873	114.9	897	118.0
Countywide Totals	13457	13457	13457	13457	13613	13821	102.7	14015	104.1	14072	104.6	14151	105.2	14182	104.2	14429	105.2	14546	106.1	14845	108.3	14966	109.2	14990	109.3	15074	109.9	15364	112.1

'A' includes additions as reflected in FY 2020 CIP for grades 6-8

'NS' New School proposed in FY 2020 Capital Budget

Color coding has been updated to align with the definition of target utilization (between 90-110% utilization) as outlined in Policy 6010. Blue is under target utilization, green is within target utilization and red is over target utilization.

High Schools - SY 2019-2020 Boundaries



High Schools Needs and Strategies

Need: Countywide, many high schools are projected to be within target utilization in SY 2019-20. The exceptions are Centennial HS, Hammond HS, Howard HS, Long Reach HS, and Mt. Hebron HS. Some improvements to utilization can be realized through boundary adjustments; however, countywide need is projected to begin to exceed 110 percent in SY 2022-23. The majority of the growth at the high school level is concentrated in Ellicott City as well as the Route 1 Corridor in Elkridge, Hanover, and Jessup. All high schools are projected to continue to see growth in the 10-year planning period.

Strategy: Continue to construct the New HS #13 in Jessup and Hammond HS addition for opening in SY 2023-24. The boundary process to open HS #13 would occur in Summer 2022, for implementation in SY 2023-24. Boundary scenarios for SY 2020-21, included in this document, considered utilizing available capacity at Glenelg HS, Marriotts Ridge HS, Oakland Mills HS and River Hill HS. Additionally, consideration is given to how those seats can be used in the longer term, after the opening of HS #13. Boundaries will be reevaluated for the opening of HS #13, but attempts to alleviate crowding and small feeds to Long Reach HS from Elkridge Landing MS are considered for the interim.

Per Policy 6010, rising seniors are not affected by approved boundary changes, and the Board of Education has the discretion to consider rising 11th graders as exempt from any proposed changes.

Based on continued growth throughout the long range projections at the high school level, staff will continue to monitor the projection trends and look for school sites to plan for future high school additions or new schools.

High Schools - Pre-Measures Chart

Pre-Measures

HIGH SCHOOLS - Data for Demonstrative Purposes Only

Capacity Utilization Rates with Board of Education's Requested FY 2020 Capital Budget Projects - Not Test for APFO

Chart reflects May 2019 Projections, Board of Education's FY 2020 requested capacities, and no boundary adjustments.

School	Capacity					2019-20		2020-21		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27		2027-28		2028-29		2029-30		2030-31	
	2019	2020	2021	2022	2023	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	
Atholton HS	1460	1460	1460	1460	1460	1488	101.9	1482	101.5	1461	100.1	1478	101.2	1529	104.7	1537	105.3	1567	107.3	1579	108.2	1589	108.8	1640	112.3	1667	114.2	1690	115.8
Centennial HS	1360	1360	1350	1350	1390	1635	120.2	1634	120.1	1641	120.7	1677	123.3	1689	124.2	1698	124.9	1697	124.8	1678	123.4	1673	123.0	1676	103.5	1670	103.1	1668	103.0
Gleneig HS	1420	1420	1420	1420	1420	1193	84.0	1164	82.0	1186	83.5	1177	82.9	1163	84.0	1202	84.6	1175	82.7	1165	82.0	1171	82.5	1185	83.5	1225	86.3	1246	87.7
Hammond HS	1220	1220	1220	1220	1420	1360	113.1	1414	115.9	1448	118.7	1503	123.2	1576	111.0	1621	114.2	1653	116.4	1632	114.9	1643	115.7	1664	117.2	1676	118.0	1714	120.7
Howard HS	1420	1420	1420	1420	1420	1621	135.3	1626	135.6	1668	138.6	2006	141.3	2021	142.3	2028	142.8	2053	144.6	2067	145.6	2128	149.9	2145	151.1	2163	152.3	2169	152.7
Long Reach HS	1488	1488	1488	1488	1488	1658	111.4	1691	113.6	1799	120.9	1972	132.5	2053	138.0	2108	141.7	2141	143.9	2155	144.8	2179	146.4	2213	148.7	2277	153.0	2310	155.2
Martotts Ridge HS	1615	1615	1615	1615	1615	1477	91.5	1530	94.7	1566	97.0	1602	99.2	1620	100.3	1661	102.8	1706	105.6	1667	104.5	1716	106.3	1708	105.8	1699	105.2	1737	107.6
Mt Hebron HS	1400	1400	1400	1400	1400	1636	116.9	1644	117.4	1677	119.8	1713	122.4	1735	123.9	1791	127.9	1860	132.9	1877	134.1	1906	136.1	1914	136.7	1914	136.7	1913	136.6
New HS #13	NS	0	0	0	0																								
New HS #14	NS	0	0	0	0																								
Oakland Mills HS	1400	1400	1400	1400	1400	1318	94.1	1341	95.8	1385	99.0	1394	99.6	1357	96.9	1326	94.7	1298	92.7	1285	91.8	1296	92.6	1287	91.9	1276	91.1	1264	90.3
Reservoir HS	1551	1551	1551	1551	1551	1629	105.0	1698	109.5	1737	112.0	1819	117.3	1884	121.5	1908	123.0	1957	126.2	1999	128.9	1990	128.3	2056	132.6	2076	133.8	2066	135.1
River Hill HS	1488	1488	1488	1488	1488	1402	94.2	1462	98.3	1489	100.1	1365	91.7	1405	94.4	1358	91.3	1333	89.6	1313	89.2	1316	88.4	1332	89.5	1357	91.2	1364	93.7
Wild Lake HS	1424	1424	1424	1424	1424	1341	94.2	1349	94.7	1341	94.2	1344	94.4	1370	96.2	1347	94.6	1348	94.7	1346	94.5	1356	95.2	1391	97.7	1437	100.9	1478	103.8
Countywide Totals	17246	17246	17246	17246	18104	18078	104.8	18335	106.3	18699	108.4	19050	110.5	19432	101.7	19585	102.5	19788	103.6	19783	103.6	19863	104.5	20211	96.3	20437	97.4	20679	98.6

NS New School proposed in FY 2020 Capital Budget

Color coding has been updated to align with the definition of target utilization (between 90-110% utilization) as outlined in Policy 6010. Blue is under target utilization, green is within target utilization and red is over target utilization.

FARM and Test Percentages

These reports represent the "base" data, which is based on current school boundaries.

FARM/Test Data

School Name	FARM	PARCC-Read	PARCC-Math
Atholton ES	15%	47%	58%
Bellows Spring ES	17%	63%	59%
Bollman Bridge ES	50%	29%	32%
Bryant Woods ES	51%	37%	45%
Bushy Park ES	<=5%	76%	74%
Centennial Lane ES	6%	75%	82%
Clarksville ES	<=5%	83%	89%
Clemens Crossing ES	13%	66%	63%
Cradlerock ES	55%	35%	26%
Dayton Oaks ES	<=5%	69%	77%
Deep Run ES	54%	37%	40%
Ducketts Lane ES	53%	41%	40%
Elkridge ES	32%	44%	47%
Forest Ridge ES	33%	53%	50%
Fulton ES	<=5%	70%	77%
Gorman Crossing ES	18%	53%	59%
Guilford ES	45%	38%	36%
Hammond ES	24%	52%	60%
Hanover Hills ES	37%	43%	47%
Hollifield Station ES	24%	54%	56%
Ichester ES	<=5%	84%	77%
Jeffers Hill ES	35%	43%	35%
Laurel Woods ES	61%	37%	37%
Lisbon ES	12%	67%	57%
Longfellow ES	49%	50%	50%
Manor Woods ES	8%	68%	72%
Northfield ES	11%	62%	65%
Phelps Luck ES	63%	36%	35%
Pointers Run ES	<=5%	72%	82%
Rockburn ES	6%	65%	70%
Running Brook ES	52%	32%	34%
St Johns Lane ES	9%	63%	64%
Stevens Forest ES	65%	33%	30%
Swansfield ES	61%	29%	34%
Talbott Springs ES	49%	53%	46%
Thunder Hill ES	21%	62%	63%
Triadelphia Ridge ES	<=5%	71%	80%
Veterans ES	21%	55%	59%
Waterloo ES	24%	65%	66%
Waverly ES	<=5%	76%	79%
West Friendship ES	6%	70%	66%
Worthington ES	<=5%	68%	72%

System-wide total 25% 57% 59%

FARM/Test Data

School Name	FARM	PARCC-Read	PARCC-Math
Bonnie Branch MS	32%	49%	49%
Burleigh Manor MS	11%	76%	74%
Clarksville MS	<=5%	84%	84%
Dunloggin MS	19%	63%	59%
Elkridge Landing MS	21%	57%	44%
Ellicott Mills MS	11%	65%	66%
Folly Quarter MS	<=5%	69%	76%
Glenwood MS	7%	63%	60%
Hammond MS	19%	62%	55%
Harpers Choice MS	51%	30%	28%
Lake Elkhorn MS	52%	35%	27%
Lime Kiln MS	<=5%	72%	70%
Mayfield Woods MS	43%	43%	37%
Mount View MS	<=5%	76%	77%
Murray Hill MS	38%	47%	41%
Oakland Mills MS	48%	38%	34%
Patapsco MS	16%	57%	64%
Patuxent Valley MS	37%	44%	37%
Thomas Viaduct MS	45%	38%	29%
Wilde Lake MS	47%	44%	35%

System-wide total 25% 57% 54%

FARM/Test Data

School Name	FARM	PSAT-Read	PSAT-Math
Atholton HS	11%	73%	57%
Centennial HS	11%	79%	69%
Glenelg HS	<=5%	76%	62%
Hammond HS	39%	46%	27%
Howard HS	14%	67%	47%
Long Reach HS	40%	49%	29%
Marriotts Ridge HS	<=5%	81%	69%
Mt Hebron HS	16%	69%	57%
Oakland Mills HS	48%	47%	26%
Reservoir HS	26%	58%	43%
River Hill HS	<=5%	82%	73%
Wilde Lake HS	43%	45%	27%

System-wide total 22% 64% 48%

See page 35 for information about the data used in these reports.

Data

Free and Reduced-Priced Meals Program (FARM):

The data shows the percentage of population participating in the Free and Reduced-Priced Meals Program (FARM) living in each schools' attendance area before and after the proposed redistricting plan. These percentages are calculated using official SY 2018-19 enrollment data and Official October 2018 FARM participation reporting data. Geographic assignment is used, and records are aggregated by current and proposed attendance areas. These numbers are for planning purposes, and may not exactly match other reported numbers due to differences in timing and methodology. In adherence with the Family Educational Rights and Privacy Act of 1974 (FERPA), which restricts access to student records, values $\leq 5\%$ have been replaced with " $\leq 5\%$ " and values $\geq 95\%$ have been replaced with " $\geq 95\%$ ".

Testing:

Testing data for Elementary and Middle Schools is comprised of spring 2018 test takers in grades 3-8 with the Partnership for Assessment of Readiness for College and Careers (PARCC) Assessments English or PARCC Math score. Students were marked proficient based on the criteria below. Testing data for High Schools is comprised of Fall 2018 test takers in grades 9-11 with a PSAT score. Students were marked proficient based on the criteria below. These data shown here may not match other reported data due to differences in timing and calculation methodology. In adherence with the Family Educational Rights and Privacy Act of 1974 (FERPA), which restricts access to student records, values $\leq 5\%$ have been replaced with " $\leq 5\%$ " and values $\geq 95\%$ have been replaced with " $\geq 95\%$ ".

Grade	English Assessment	English Prof Level	Math Assessment	Math Prof Level
5-8	PARCC ELA	750	PARCC Math	750
10	PSAT 8/9	410	PSAT 8/9	450
11	PSAT NMSQT	430	PSAT NMSQT	480
12	PSAT NMSQT	460	PSAT NMSQT	510

English for Speakers of Other Languages (ESOL):

The data shows the percentage of students receiving English Second Language support living in each schools' attendance area before and after each boundary option. These percentages are calculated from fall 2018 student data using geographic assignment, aggregated by current and proposed attendance areas. These numbers may not exactly match other reported numbers due to differences in timing and methodology. In adherence with the Family Educational Rights and Privacy Act of 1974 (FERPA), which restricts access to student records, values $\leq 5\%$ have been replaced with " $\leq 5\%$ " and values $\geq 95\%$ have been replaced with " $\geq 95\%$ ".

Race:

The data shows the % of students by race/ethnicity living in each schools' attendance area before and after the each boundary option. These percentages are calculated from fall 2018 student data using geographic assignment, aggregated by current and proposed attendance areas. These numbers may not exactly match other reported numbers due to differences in timing and methodology. In adherence with the Family Educational Rights and Privacy Act of 1974 (FERPA), which restricts access to student records, values $\leq 5\%$ have been replaced with " $\leq 5\%$ " and values $\geq 95\%$ have been replaced with " $\geq 95\%$ ".

Some options may indicate no change of demographic data for one or more of the schools. A school's geography may not be impacted by the scenario's boundary changes, or the boundary change minimally affects the specific measure so the resulting percentage remains the same.

Feasibility Study:
An Annual Review of Long-Term Capital
Planning and Attendance Area Adjustment Options

Section 4

Foreseeable Attendance Area Adjustments

This report includes considerations for review of boundary adjustments for the 2020-21 school year.

The effects of the scenarios tested for this report on capacity utilization are depicted in tabular form on the following pages. The tables are presented for each organizational level (elementary, middle, and high) using a pre-/post-measures format. The pre-measures charts are included in the Needs and Strategies Section.

The post-measures format shows the impact of projected enrollment with some capital plans discussed in this document. The post-measures format includes capital projects recommended in this document for the FY 2021 Capital Budget. If these projects are not approved, other plans must be developed.

Following the description and maps of each option are reports displaying the plan's impacts based on the standards in Policy 6010. Explanation of the data used can be found on page 35.

Foreseeable Attendance Area Adjustments Summary

As enrollment in Howard county schools continues to increase and as capacity projects come online, boundary adjustments are a necessary tool in alleviating crowded schools. HCPSS school attendance areas have been modified in recent years to open Ducketts Lane ES (2013), Thomas Viaduct MS (2014), and Hanover Hills ES (2018). These changes were all triggered by the opening of a new school, and the need to create an attendance area for the new capital project. In 2013, however, boundaries were changed in response to existing and projected crowding of elementary schools in the southeastern portion of the county (Laurel, Maple Lawn and Fulton). This was the last time boundaries were adjusted without the opening of a new school. Since not all schools with projected capacity utilization concerns will be relieved by future capital improvements, and many of the planned projects are several years away, boundary adjustments can be used to provide immediate relief.

In the 2017 Feasibility Study, a boundary adjustment plan was proposed that would have reassigned over 8,000 students across all three levels. That proposal was the only option offered by HCPSS staff to begin the conversation about opening Hanover Hills ES and balancing capacity utilization across the county. The Board adopted changes to create a boundary for Hanover Hills ES and address a few feed issues. The Board also decided to continue the discussion on boundary changes into the 2018 Feasibility Study process based the advancement of changes for HS #13 and Hammond HS in the Capital Budget. Additionally, in 2017, the Board also adopted a proposal for JumpStart, giving priority to Howard HS, Long Reach HS and Centennial HS students to enroll in this dual enrollment program initiative offered at Oakland Mills HS or River Hill HS.

This section offers a variety of options to relieve school crowding using existing capacity. Some options require sending and receiving student reassignment to access capacity at schools across the county. Other options take advantage of available capacity at adjacent schools, and require little adjustment.

There are no perfect plans, and while all Policy 6010 factors are considered, there is no one plan can reconcile each school attendance area adjustment with all factors. For example, an option that best balances utilization amongst a group of schools may require extensive student reassignment, longer transportation routes or a less diverse student body at one or more schools. An option that maintains the best feed breakdown from level to level may not provide evenly distributed capacity utilization.

The boundary options that follow are focused on alleviating crowding in the most crowded areas of the county using capacity at schools with low capacity utilization. Some schools projected to be crowded are not included in these options because other strategies (capital projects) are in process to provide relief. This report does not, and could not, contain all of the possible options for balancing capacity utilization in a particular area or school level. **These options represent the initial stage in the requested comprehensive boundary review.** Additionally, they are presented so that community members can choose to combine or modify ideas to develop suggestions for the Superintendent prior to the next stage of the boundary review process; the Superintendent's recommendation to the Board. These are options that offer a desirable balance in capacity utilization, with manageable compromises to other Policy 6010 criteria such as neighborhood continuity, and demographics. These ideas will be explored and analyzed by the Superintendent's Advisory Group, and additional options and alternatives will be developed and analyzed by a boundary review consultant, staff and the Board.

Foreseeable Attendance Area Adjustments High Summary

High School Boundary Review

The high school options center around accessing available capacity at Glenelg HS, Marriotts Ridge HS, Wilde Lake HS, and River Hill HS to relieve schools above target utilization in the northern and eastern portions of the county. In order to access this capacity, three major concessions will be considered. First, some neighborhoods that have traditionally attended their nearest school may be assigned to a school outside of their immediate area. For instance, in order to utilize seats at Marriotts Ridge HS, neighborhoods close to Centennial HS or Mt. Hebron HS could be reassigned to Marriotts Ridge HS. Boundaries for schools in the central and western regions of the county need to extend east to relieve the crowded schools of that region. Secondly, many of the schools in these areas need to send and receive students to access available western capacity. Some schools between the crowded schools and those with available capacity must function as "pass throughs" to use available capacity. Thirdly, without additional high school capacity, it will be necessary to utilize most schools above the Policy-defined target utilization range of 90 to 110 percent.

With HS #13 scheduled to open in SY 2023-24, in the areas to be relieved by these plan options, consideration should be given to the frequency of reassignment in these areas over the four year period. Deliberations for the HS #13 boundary review will begin in the Spring of 2022. A sample plan for HS #13 is located at the end of this section.

High School Option # 1 - Summary and Polygon Moves

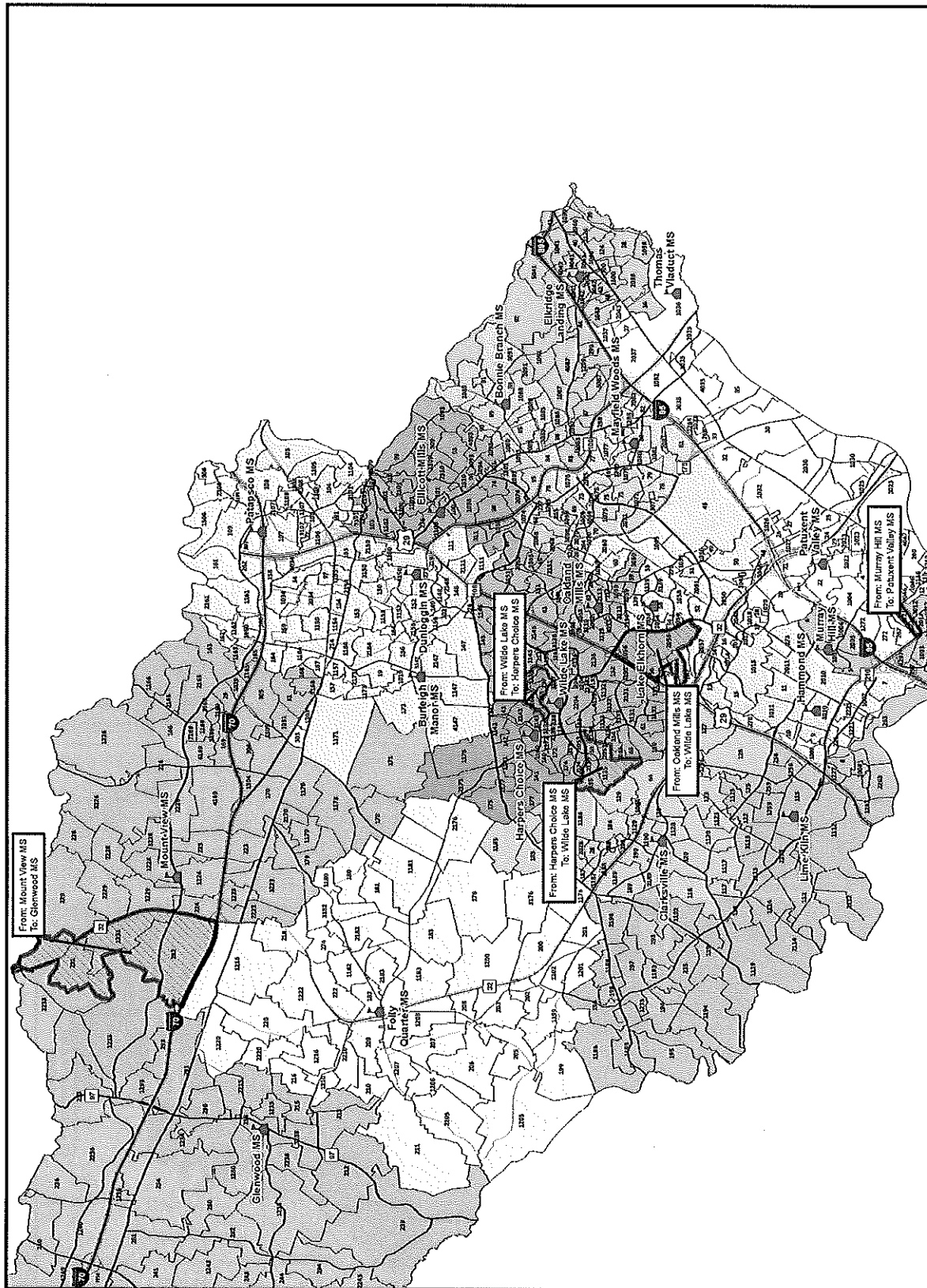
High School Option #1

This option has the benefit of bringing all schools under 120% through SY 2022-23. This plan requires re-assigning approximately 2,500 projected (SY 2020-21) high school students. This option makes adjustments to the all of the high school boundaries. Seven schools both send and receive students. This option uses all high schools to access capacity, starting with Howard HS sending to Long Reach HS, and Long Reach HS sending to Oakland Mills HS. Wilde Lake HS and Atholton HS then receive students from Oakland Mills HS, while sending students to River Hill HS. In the Ellicott City area, Mt. Hebron HS sends students to Centennial HS, which has capacity available due to sending neighborhoods to Marriotts Ridge HS and Wilde Lake HS. Finally, capacity at Glenelg HS is used to balance River Hill HS and Marriotts Ridge HS. The most impacted schools in this option are Long Reach HS, Wilde Lake HS, and Oakland Mills HS, each with boundary changes impacting approximately 800 projected students. This option does include corresponding moves at the middle school level encompassing approximately 300 projected students in SY 2020-21.

Sending	Receiving	Appx. # of Students	Polygons Proposed for Reassignment
Harper's Choice MS	Wilde Lake MS	76	53, 135, 1135, 2053, 2153
Mount View MS	Glenwood MS	46	231, 232, 1231
Murray Hill MS	Patuxent Valley MS	78	121, 1121
Oakland Mills MS	Wilde Lake MS	47	56, 1056, 2056, 3056
Wilde Lake MS	Harper's Choice MS	61	137, 268, 1137, 1268
Total		308	

Sending	Receiving	Appx. # of Students	Polygons Proposed for Reassignment
Atholton HS	River Hill HS	98	118, 190, 1190
Centennial HS	Marriotts Ridge HS	246	97, 154, 214, 1154, 2154
Centennial HS	Wilde Lake HS	120	150, 219, 1150, 4150
Hammond HS	Atholton HS	64	57, 270, 273, 1057, 2057
Howard HS	Long Reach HS	359	38, 39, 42, 124, 300, 1038, 1042, 1124, 1300, 2038, 2042, 3042
Long Reach HS	Oakland Mills HS	512	33, 35, 81, 266, 1033, 1035, 1081, 1266, 2035, 2081, 3035, 4035
Marriotts Ridge HS	Glenelg HS	62	231, 232, 1231
Mt Hebron HS	Centennial HS	176	106, 308, 1106, 2308
Oakland Mills HS	Wilde Lake HS	383	51, 52, 54, 56, 58, 279, 1051, 1054, 1056, 1058, 2051, 2054, 2056, 3056, 3139
Reservoir HS	River Hill HS	87	114, 122, 125, 1114, 1115, 1125, 2114, 3115
River Hill HS	Glenelg HS	144	182, 1180, 1182, 1183, 2182, 2183, 3182
Wilde Lake HS	Atholton HS	163	53, 66, 134, 135, 1066, 1134, 1135, 2053, 2134, 2135
Wilde Lake HS	River Hill HS	83	140, 141, 142, 175, 177, 1141, 1143, 1175, 1177, 2175
Total		2,497	

High School Option # 1 - Middle School Map



Showing proposed boundaries and areas reassigned for this option.

2019 Feasibility Study Boundary Review

HS Option #1 (Middle Boundaries)



High School Option # 1 - High and Middle Post Measures

HIGH SCHOOLS - Data for Demonstrative Purposes Only Capacity Utilization Rates with Proposed FY 2021 Capital Budget Projects - Not Test for APFO

School	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
	Capacity	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.
Abolton HS	1460	1460	1460	1460	1460	1460	1460	1460	1460	1460	1460	1460
Centennial HS	1360	1360	1360	1360	1360	1360	1360	1360	1360	1360	1360	1360
Glennell HS	1420	1420	1420	1420	1420	1420	1420	1420	1420	1420	1420	1420
Hammond HS	1220	1220	1220	1220	1220	1220	1220	1220	1220	1220	1220	1220
Howard HS	1420	1420	1420	1420	1420	1420	1420	1420	1420	1420	1420	1420
Long Reach HS	1488	1488	1488	1488	1488	1488	1488	1488	1488	1488	1488	1488
Mamotts Ridge HS	1615	1615	1615	1615	1615	1615	1615	1615	1615	1615	1615	1615
Mill Hill HS	1400	1400	1400	1400	1400	1400	1400	1400	1400	1400	1400	1400
New HS #13	0	0	0	0	0	0	0	0	0	0	0	0
Oakland Mills HS	1551	1551	1551	1551	1551	1551	1551	1551	1551	1551	1551	1551
Reservoir HS	1488	1488	1488	1488	1488	1488	1488	1488	1488	1488	1488	1488
River Hill HS	1424	1424	1424	1424	1424	1424	1424	1424	1424	1424	1424	1424
White Lake HS	1424	1424	1424	1424	1424	1424	1424	1424	1424	1424	1424	1424
Countywide Totals	17246	17246	17246	17246	17246	17246	17246	17246	17246	17246	17246	17246

NS: New School proposed for FY 2021 Capital Budget
 *NS: New School proposed for FY 2021 Capital Budget
 Color coding has been updated to align with the definition of target utilization (between 90-110% utilization) as outlined in Policy 6010. Blue is under target utilization, green is within target utilization and red is over target utilization.

MIDDLE SCHOOLS - Data for Demonstrative Purposes Only Capacity Utilization Rates with Proposed FY 2021 Capital Budget Projects - Not Test for APFO

School	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
	Capacity	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.
Bonnie Branch MS	701	701	701	701	701	701	701	701	701	701	701	701
Burleigh Manor MS	779	779	779	779	779	779	779	779	779	779	779	779
Clarksville MS	643	643	643	643	643	643	643	643	643	643	643	643
Duntoggin MS	585	585	585	585	585	585	585	585	585	585	585	585
Elkridge Landing MS	779	779	779	779	779	779	779	779	779	779	779	779
Elkridge Mills MS	701	701	701	701	701	701	701	701	701	701	701	701
Folly Quarter MS	662	662	662	662	662	662	662	662	662	662	662	662
Glenwood MS	545	545	545	545	545	545	545	545	545	545	545	545
Hammond MS	604	604	604	604	604	604	604	604	604	604	604	604
Harpers Choice MS	506	506	506	506	506	506	506	506	506	506	506	506
Lake Ekhorn MS	643	643	643	643	643	643	643	643	643	643	643	643
Lime Kiln MS	721	721	721	721	721	721	721	721	721	721	721	721
Mayfield Woods MS	798	798	798	798	798	798	798	798	798	798	798	798
Mount View MS	798	798	798	798	798	798	798	798	798	798	798	798
Murray Hill MS	582	582	582	582	582	582	582	582	582	582	582	582
Oakland Mills MS	506	506	506	506	506	506	506	506	506	506	506	506
Papasco MS	643	643	643	643	643	643	643	643	643	643	643	643
Paluxy Valley MS	760	760	760	760	760	760	760	760	760	760	760	760
Thomas Vadtut MS	701	701	701	701	701	701	701	701	701	701	701	701
White Lake MS	721	721	721	721	721	721	721	721	721	721	721	721
Countywide Totals	13438	13438	13438	13438	13438	13438	13438	13438	13438	13438	13438	13438

*A: includes additions as proposed for FY 2021 CIP for grades 6-8
 Color coding has been updated to align with the definition of target utilization (between 90-110% utilization) as outlined in Policy 6010. Blue is under target utilization, green is within target utilization and red is over target utilization.

High School Option # 1 - Middle School Feed Report

Middle School	Before Feeding Schools	Feed	After Feeding Schools	Feed	Middle School	Before Feeding Schools	Feed	After Feeding Schools	Feed
Bonnie Branch MS	Ilchester ES	47.7%	Ilchester ES	47.7%	Lake Eikhorn MS	Cradlerock ES	41.1%	Cradlerock ES	41.1%
	Jeffers Hill ES	2.1%	Jeffers Hill ES	2.1%		Guilford ES	26.5%	Guilford ES	26.5%
	Phelps Luck ES	45.9%	Phelps Luck ES	45.9%		Jeffers Hill ES	24.1%	Jeffers Hill ES	24.1%
	Rockburn ES	4.3%	Rockburn ES	4.3%		Talbot Springs ES	8.3%	Talbot Springs ES	8.3%
	Waterloo ES	0.0%	Waterloo ES	0.0%					
Burleigh Manor MS	Centennial Lane ES	56.3%	Centennial Lane ES	56.3%	Lime Kiln MS	Dayton Oaks ES	27.8%	Dayton Oaks ES	27.8%
	Manor Woods ES	27.1%	Manor Woods ES	27.1%		Fulton ES	58.6%	Fulton ES	58.6%
	Northfield ES	15.4%	Northfield ES	15.4%		Pointers Run ES	13.5%	Pointers Run ES	13.5%
	Triadelphia Ridge ES	1.1%	Triadelphia Ridge ES	1.1%					
Clarksville MS	Clarksville ES	46.2%	Clarksville ES	46.2%	Mayfield Woods MS	Bel lows Spring ES	29.5%	Bel lows Spring ES	29.5%
	Pointers Run ES	53.8%	Pointers Run ES	53.8%		Deep Run ES	42.4%	Deep Run ES	42.4%
				Jeffers Hill ES		10.0%	Jeffers Hill ES	10.0%	
				Waterloo ES		18.1%	Waterloo ES	18.1%	
Dunloggin MS	Hollifield Station ES	6.7%	Hollifield Station ES	6.7%	Mount View MS	Manor Woods ES	22.3%	Manor Woods ES	23.5%
	Northfield ES	44.7%	Northfield ES	44.7%		Waverly ES	48.8%	Waverly ES	49.3%
	St Johns Lane ES	11.6%	St Johns Lane ES	11.6%		West Friendship ES	30.9%	West Friendship ES	27.2%
	Thunder Hill ES	5.2%	Thunder Hill ES	5.2%					
	Veterans ES	31.8%	Veterans ES	31.8%					
Elkridge Landing MS	Elkridge ES	65.8%	Elkridge ES	65.8%	Murray Hill MS	Gorman Crossing ES	54.4%	Gorman Crossing ES	60.8%
	Rockburn ES	34.2%	Rockburn ES	34.2%		Laurel Woods ES	45.6%	Laurel Woods ES	39.2%
Ellicott Mills MS	Thunder Hill ES	20.7%	Thunder Hill ES	20.7%	Oakland Mills MS	Atholton ES	0.2%	Stevens Forest ES	45.2%
	Veterans ES	26.9%	Veterans ES	26.9%		Stevens Forest ES	41.0%	Talbot Springs ES	38.6%
	Waterloo ES	17.9%	Waterloo ES	17.9%		Talbot Springs ES	35.1%	Thunder Hill ES	16.1%
	Worthington ES	34.5%	Worthington ES	34.5%		Thunder Hill ES	14.6%		
Folly Quarter MS	Bushy Park ES	18.9%	Bushy Park ES	18.9%	Palapasco MS	Hollifield Station ES	48.1%	Hollifield Station ES	48.1%
	Clarksville ES	0.1%	Clarksville ES	0.1%		St Johns Lane ES	40.6%	St Johns Lane ES	40.6%
	Dayton Oaks ES	30.9%	Dayton Oaks ES	30.9%		Waverly ES	11.3%	Waverly ES	11.3%
	Triadelphia Ridge ES	50.1%	Triadelphia Ridge ES	50.1%					
Glenwood MS	Bushy Park ES	48.2%	Bushy Park ES	44.4%	Paluxent Valley MS	Bolman Bridge ES	49.3%	Bolman Bridge ES	44.6%
	Lisbon ES	51.8%	Lisbon ES	47.8%		Forest Ridge ES	50.7%	Forest Ridge ES	45.8%
			West Friendship ES	7.8%		Laurel Woods ES	9.7%		
Hammond MS	Atholton ES	25.8%	Atholton ES	25.8%	Thomas Viaduct MS	Bellows Spring ES	10.6%	Bellows Spring ES	10.6%
	Fulton ES	16.0%	Fulton ES	16.0%		Ducketts Lane ES	35.9%	Ducketts Lane ES	35.9%
	Guilford ES	0.0%	Guilford ES	0.0%		Guilford ES	9.0%	Guilford ES	0.0%
	Hammond ES	58.2%	Hammond ES	58.2%		Hanover Hills ES	44.5%	Hanover Hills ES	44.5%
Harpers Choice MS	Longfellow ES	39.9%	Bryant Woods ES	14.1%	Wide Lake MS	Bryant Woods ES	34.6%	Atholton ES	6.8%
	Swansfield ES	60.1%	Longfellow ES	42.2%		Clemens Crossing ES	29.4%	Bryant Woods ES	21.5%
		Swansfield ES	43.7%	Running Brook ES		38.0%	Clemens Crossing ES	26.3%	
							Running Brook ES	32.2%	
						Swansfield ES	13.2%		

High School Option # 1 - High School Feed Report

High School	Before		After		High School	Before		After	
	Feeding Schools	Feed	Feeding Schools	Feed		Feeding Schools	Feed	Feeding Schools	Feed
Atholton HS	Clarksville MS	34.0%	Clarksville MS	24.5%	Marriotts Ridge HS	Burleigh Manor MS	18.2%	Burleigh Manor MS	30.9%
	Hammond MS	13.0%	Hammond MS	15.3%		Mount View MS	81.8%	Mount View MS	69.1%
	Murray Hill MS	21.1%	Murray Hill MS	19.1%					
	Wide Lake MS	31.9%	Wide Lake MS	41.1%					
Centennial HS	Burleigh Manor MS	51.3%	Burleigh Manor MS	41.7%	Mt Hebron HS	Dunloggin MS	17.2%	Dunloggin MS	8.1%
	Dunloggin MS	23.4%	Dunloggin MS	29.6%		Ellicott Mills MS	21.6%	Ellicott Mills MS	24.0%
	Ellicott Mills MS	25.3%	Ellicott Mills MS	28.7%		Patapsco MS	61.2%	Patapsco MS	67.9%
Glenelg HS	Folly Quarter MS	38.6%	Folly Quarter MS	42.0%	Oakland Mills HS	Lake Elkhorn MS	46.7%	Lake Elkhorn MS	20.4%
	Glenwood MS	61.4%	Glenwood MS	58.0%		Oakland Mills MS	53.3%	Mayfield Woods MS	15.4%
								Oakland Mills MS	40.9%
							Thomas Viaduct MS	23.3%	
Hammond HS	Hammond MS	26.6%	Hammond MS	23.7%	Reservoir HS	Hammond MS	11.6%	Hammond MS	12.2%
	Lake Elkhorn MS	11.9%	Lake Elkhorn MS	12.4%		Lime Kiln MS	33.0%	Lime Kiln MS	28.7%
	Patuxent Valley MS	44.8%	Patuxent Valley MS	46.6%		Murray Hill MS	41.9%	Murray Hill MS	37.2%
	Thomas Viaduct MS	16.7%	Thomas Viaduct MS	17.3%		Patuxent Valley MS	13.7%	Patuxent Valley MS	21.9%
Howard HS	Bonnie Branch MS	35.2%	Bonnie Branch MS	43.9%	River Hill HS	Clarksville MS	46.0%	Clarksville MS	46.6%
	Elkridge Landing MS	45.7%	Elkridge Landing MS	32.2%		Folly Quarter MS	32.9%	Folly Quarter MS	20.4%
	Ellicott Mills MS	18.7%	Ellicott Mills MS	23.3%		Lime Kiln MS	21.1%	Harpers Choice MS	7.9%
	Mayfield Woods MS	0.4%	Mayfield Woods MS	0.5%				Lime Kiln MS	25.1%
Long Reach HS	Bonnie Branch MS	11.3%	Bonnie Branch MS	12.2%	Wide Lake HS	Dunloggin MS	11.0%	Dunloggin MS	17.4%
	Elkridge Landing MS	9.0%	Elkridge Landing MS	32.2%		Harpers Choice MS	51.1%	Harpers Choice MS	36.3%
	Mayfield Woods MS	49.7%	Mayfield Woods MS	41.6%		Wide Lake MS	37.9%	Lake Elkhorn MS	17.2%
	Thomas Viaduct MS	30.0%	Thomas Viaduct MS	14.0%				Wide Lake MS	29.1%

High School Option # 1 - High and Middle Race Report

High School	American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		Hispanic		Two or more		White	
	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed
Atholton HS	<=5%	<=5%	20%	18%	24%	27%	<=5%	<=5%	8%	9%	6%	6%	42%	40%
Centennial HS	<=5%	<=5%	40%	39%	9%	11%	<=5%	<=5%	<=5%	6%	6%	6%	40%	37%
Gleneig HS	<=5%	<=5%	11%	12%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	76%	75%
Hammond HS	<=5%	<=5%	10%	10%	42%	43%	<=5%	<=5%	16%	16%	7%	6%	26%	24%
Howard HS	<=5%	<=5%	17%	17%	21%	21%	<=5%	<=5%	7%	7%	7%	7%	47%	48%
Long Reach HS	<=5%	<=5%	14%	15%	35%	31%	<=5%	<=5%	20%	15%	6%	7%	24%	32%
Marriotts Ridge HS	<=5%	<=5%	35%	38%	10%	11%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	48%	43%
Mt Hebron HS	<=5%	<=5%	31%	30%	15%	12%	<=5%	<=5%	8%	8%	<=5%	<=5%	42%	45%
Oakland Mills HS	<=5%	<=5%	7%	10%	46%	42%	<=5%	<=5%	20%	24%	8%	7%	20%	16%
Reservoir HS	<=5%	<=5%	16%	16%	32%	34%	<=5%	<=5%	15%	16%	7%	7%	28%	27%
River Hill HS	<=5%	<=5%	34%	31%	7%	9%	<=5%	<=5%	<=5%	<=5%	7%	8%	48%	47%
Wilde Lake HS	<=5%	<=5%	7%	7%	45%	44%	<=5%	<=5%	13%	14%	7%	7%	26%	28%
Countywide Average	<=5%		20%		24%		<=5%		10%		6%		39%	

Middle School	American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		Hispanic		Two or more		White	
	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed
Bonnie Branch MS	<=5%	<=5%	16%	16%	26%	26%	<=5%	<=5%	15%	15%	7%	7%	35%	35%
Burleigh Manor MS	<=5%	<=5%	48%	48%	12%	12%	<=5%	<=5%	<=5%	<=5%	6%	6%	29%	29%
Clarksville MS	<=5%	<=5%	40%	40%	6%	6%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	45%	45%
Dunloggin MS	<=5%	<=5%	33%	33%	16%	16%	<=5%	<=5%	8%	8%	<=5%	<=5%	39%	39%
Elkridge Landing MS	<=5%	<=5%	17%	17%	23%	23%	<=5%	<=5%	8%	8%	6%	6%	46%	46%
Ellicott Mills MS	<=5%	<=5%	32%	32%	14%	14%	<=5%	<=5%	6%	6%	<=5%	<=5%	43%	43%
Folly Quarter MS	<=5%	<=5%	27%	27%	6%	6%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	57%	57%
Glenwood MS	<=5%	<=5%	8%	9%	6%	6%	<=5%	<=5%	7%	8%	<=5%	<=5%	75%	73%
Hammond MS	<=5%	<=5%	12%	12%	26%	26%	<=5%	<=5%	8%	8%	8%	8%	45%	45%
Harpers Choice MS	<=5%	<=5%	8%	8%	50%	49%	<=5%	<=5%	16%	17%	8%	8%	18%	16%
Lake Elkhorn MS	<=5%	<=5%	10%	10%	51%	51%	<=5%	<=5%	18%	18%	7%	7%	14%	14%
Lime Kiln MS	<=5%	<=5%	28%	28%	12%	12%	<=5%	<=5%	<=5%	<=5%	6%	6%	50%	50%
Mayfield Woods MS	<=5%	<=5%	13%	13%	29%	29%	<=5%	<=5%	25%	25%	<=5%	<=5%	28%	28%
Mount View MS	<=5%	<=5%	36%	36%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	6%	<=5%	49%	49%
Murray Hill MS	<=5%	<=5%	17%	18%	45%	43%	<=5%	<=5%	21%	21%	<=5%	<=5%	13%	14%
Oakland Mills MS	<=5%	<=5%	<=5%	6%	37%	39%	<=5%	<=5%	21%	23%	10%	9%	27%	24%
Patapsco MS	<=5%	<=5%	33%	33%	11%	11%	<=5%	<=5%	9%	9%	<=5%	<=5%	43%	43%
Patuxent Valley MS	<=5%	<=5%	17%	16%	38%	41%	<=5%	<=5%	18%	18%	6%	6%	21%	19%
Thomas Viaduct MS	<=5%	<=5%	14%	14%	45%	45%	<=5%	<=5%	18%	18%	<=5%	<=5%	18%	18%
Wilde Lake MS	<=5%	<=5%	8%	8%	47%	44%	<=5%	<=5%	11%	11%	9%	8%	25%	29%
Countywide Average	<=5%		21%		25%		<=5%		12%		6%		36%	

See page 35 for information about the data used in these reports.

High School Option # 1 - High and Middle ESOL Report

School	% ESOL Participation	
	Base	Proposed
Atholton HS	<=5%	<=5%
Centennial HS	<=5%	<=5%
Glenelg HS	<=5%	<=5%
Hammond HS	<=5%	<=5%
Howard HS	<=5%	<=5%
Long Reach HS	6%	<=5%
Marriotts Ridge HS	<=5%	<=5%
Mt Hebron HS	<=5%	<=5%
Oakland Mills HS	<=5%	6%
Reservoir HS	<=5%	<=5%
River Hill HS	<=5%	<=5%
Wilde Lake HS	<=5%	<=5%
Countywide Average		<=5%

School	% ESOL Participation	
	Base	Proposed
Bonnie Branch MS	6%	6%
Burleigh Manor MS	<=5%	<=5%
Clarksville MS	<=5%	<=5%
Dunloggin MS	<=5%	<=5%
Elkridge Landing MS	<=5%	<=5%
Ellicott Mills MS	<=5%	<=5%
Folly Quarter MS	<=5%	<=5%
Glenwood MS	<=5%	<=5%
Hammond MS	<=5%	<=5%
Harpers Choice MS	<=5%	<=5%
Lake Elkhorn MS	<=5%	<=5%
Lime Kiln MS	<=5%	<=5%
Mayfield Woods MS	<=5%	<=5%
Mount View MS	<=5%	<=5%
Murray Hill MS	<=5%	<=5%
Oakland Mills MS	<=5%	<=5%
Patapsco MS	<=5%	<=5%
Patuxent Valley MS	<=5%	<=5%
Thomas Viaduct MS	6%	6%
Wilde Lake MS	<=5%	<=5%
Countywide Average		<=5%

See page 35 for information about the data used in these reports.

High School Option # 1 - High and Middle FARM and Test Percentages

FARM/Test Data High School 1

School Name	FARM	PSAT-Read	PSAT-Math
Atholton HS	15%	71%	53%
Centennial HS	13%	76%	67%
Glenelg HS	<=5%	77%	63%
Hammond HS	40%	44%	26%
Howard HS	12%	69%	51%
Long Reach HS	33%	53%	31%
Marriotts Ridge HS	8%	80%	68%
Mt Hebron HS	12%	71%	60%
Oakland Mills HS	49%	45%	25%
Reservoir HS	27%	57%	43%
River Hill HS	<=5%	78%	68%
Wilde Lake HS	43%	46%	29%

System-wide total 22% 64% 48%

FARM/Test Data High School 1

School Name	FARM	PARCC-Read	PARCC-Math
Bonnie Branch MS	32%	49%	49%
Burleigh Manor MS	11%	76%	74%
Clarksville MS	<=5%	84%	84%
Dunloggin MS	19%	63%	59%
Elkridge Landing MS	21%	57%	44%
Ellicott Mills MS	11%	65%	66%
Folly Quarter MS	<=5%	69%	76%
Glenwood MS	7%	64%	61%
Hammond MS	19%	62%	55%
Harpers Choice MS	53%	30%	27%
Lake Elkhorn MS	52%	35%	27%
Lime Kiln MS	<=5%	72%	70%
Mayfield Woods MS	43%	43%	37%
Mount View MS	<=5%	76%	77%
Murray Hill MS	36%	49%	42%
Oakland Mills MS	51%	35%	31%
Patapsco MS	16%	57%	64%
Patuxent Valley MS	40%	43%	36%
Thomas Viaduct MS	45%	38%	29%
Wilde Lake MS	43%	45%	37%

System-wide total 25% 57% 54%

See page 35 for information about the data used in these reports.

High School Option # 2 - Summary and Polygon Moves

High School Option 2:

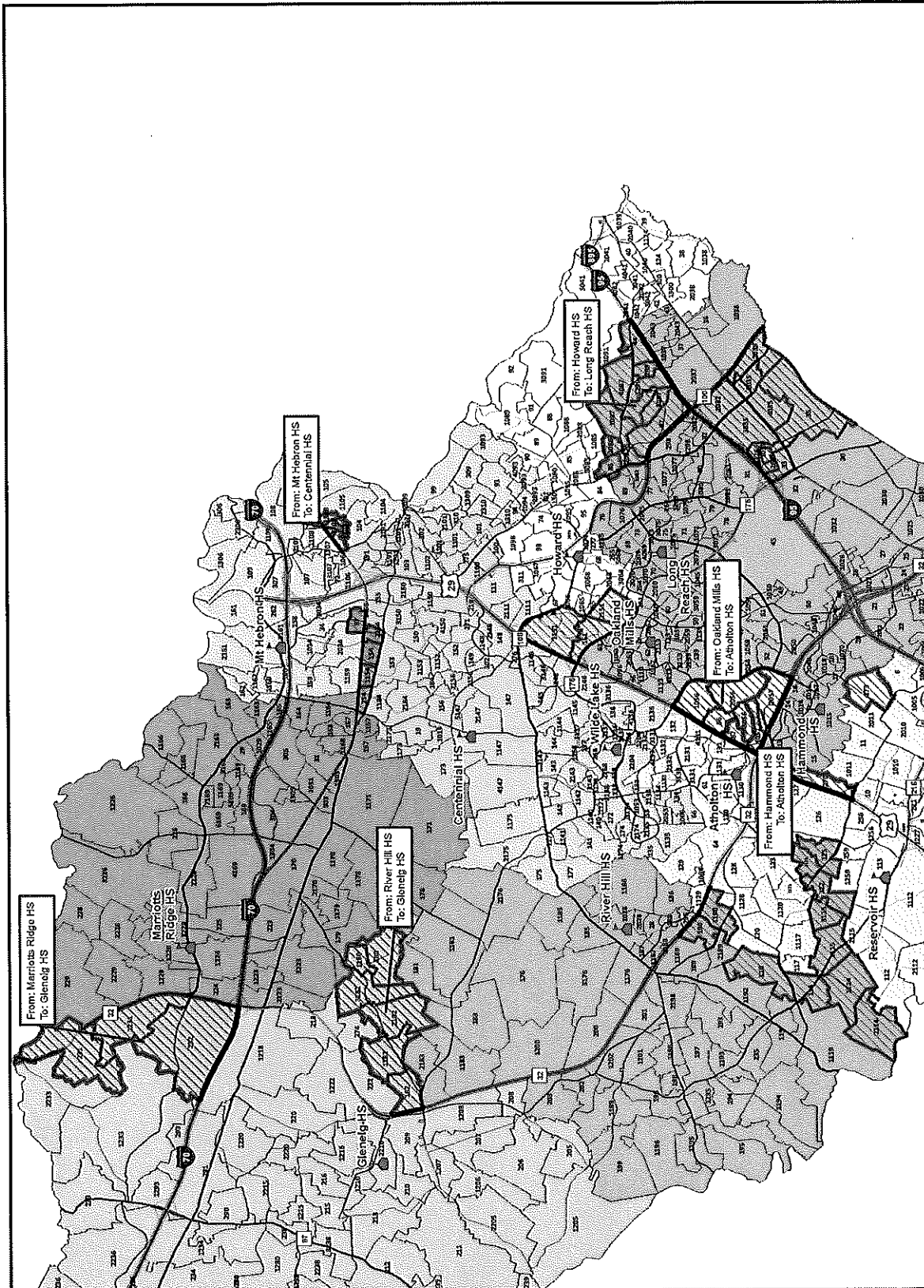
Similar to High School Option #1, this plan contains concessions regarding neighborhoods traditionally assigned to the nearest school and without additional high school capacity, it will be necessary to utilize most schools above the Policy-defined target range of 90% to 110%. This reassignment options does reduce capacity utilization at some of the higher utilized schools. This option proposes to move approximately 1,600 projected students in SY 2020-21 at the high school and middle school levels. This plan reassigns fewer students in SY 2020-21 and leaves high schools in the eastern part of the county at a higher capacity utilization, with the intent of reassigning fewer students in the combined SY 2020-21 and SY 2023-24 boundary changes.

Sending	Receiving	Appx. # of Students	Polygons Proposed for Reassignment
Dunloggin MS	Oakland Mills MS	25	111, 1111, 2111
Hammond MS	Wilde Lake MS	51	57, 1057, 2057
Mayfield Woods MS	Ellicott Mills MS	*	277
Mount View MS	Glenwood MS	46	231, 232, 1231
Oakland Mills MS	Wilde Lake MS	47	56, 1056, 2056, 3056
Total*		169	

* Values fewer than 10 are not included in the table, including the total.

Sending	Receiving	Appx. # of Students	Polygons Proposed for Reassignment
Atholton HS	River Hill HS	98	118, 190, 1190
Centennial HS	Marriotts Ridge HS	246	97, 154, 214, 1154, 2154
Hammond HS	Atholton HS	64	57, 270, 273, 1057, 2057
Howard HS	Long Reach HS	230	44, 86, 87, 299, 1086, 1087, 1299, 2087, 3087, 4087
Long Reach HS	Oakland Mills HS	297	33, 35, 266, 1033, 1035, 1082, 1266, 2035, 3035, 4035
Marriotts Ridge HS	Glenelg HS	62	231, 232, 1231
Mt Hebron HS	Centennial HS	117	308, 1308, 2308
Oakland Mills HS	Atholton HS	75	56, 1056, 2056, 3056
Oakland Mills HS	Wilde Lake HS	103	151, 1151, 2151
Reservoir HS	River Hill HS	87	114, 122, 125, 1114, 1115, 1125, 2114, 3115
River Hill HS	Glenelg HS	121	180, 182, 1180, 1182, 2182, 3182
Total		1,500	

High School Option # 2 - High School Map



Showing proposed boundaries and areas reassigned for this option.

2019 Feasibility Study Boundary Review
HS Option #2 (High School Boundaries)



High School Option # 2 - Middle School Map



Showing proposed boundaries and areas reassigned for this option.

2019 Feasibility Study Boundary Review
HS Option #2 (Middle School Boundaries)



High School Option # 2 - High and Middle Post Measures

Post-Measures
High School Option 2
Chart reflects May 2019 Projections, potential FY 2021 requested capacities and boundary adjustments.

	Capacity				2020-21		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27		2027-28		2028-29		2029-30		2030-31	
	2020	2021	2022	2023	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.
School	1480	1480	1460	1460	1523	104.3	1506	103.2	1528	104.7	1580	108.2	1592	109.0	1624	111.2	1636	112.1	1648	112.9	1699	116.4	1729	118.4	1755	120.2
Atholton HS	1480	1480	1460	1460	1523	104.3	1506	103.2	1528	104.7	1580	108.2	1592	109.0	1624	111.2	1636	112.1	1648	112.9	1699	116.4	1729	118.4	1755	120.2
Centennial HS	1360	1360	1360	1360	1505	110.7	1519	111.7	1558	114.4	1571	115.5	1586	116.6	1590	116.9	1576	115.9	1573	115.7	1578	97.4	1572	97.0	1572	97.0
Glenelg HS	1420	1420	1420	1420	1347	94.9	1379	97.1	1381	95.8	1382	97.3	1390	97.9	1364	96.1	1349	95.0	1359	95.7	1373	96.7	1417	99.6	1441	101.5
Hammond HS	1220	1220	1220	1420	1350	110.7	1380	113.1	1429	117.1	1496	124.3	1536	125.1	1564	126.4	1554	124.9	1542	123.2	1550	123.2	1568	125.6	1575	126.6
Howard HS	1420	1420	1420	1420	1696	119.4	1733	122.0	1765	124.3	1775	125.0	1776	125.1	1795	126.4	1806	127.2	1858	130.8	1872	131.8	1886	132.8	1892	133.2
Long Reach HS	1488	1488	1488	1488	1624	109.1	1714	115.2	1859	124.9	1928	129.5	1976	132.8	2010	135.1	2004	134.7	2033	136.6	2064	138.7	2121	142.5	2146	144.2
Marriotts Ridge HS	1615	1615	1615	1615	1714	106.1	1750	108.4	1790	110.8	1808	112.0	1846	114.3	1890	117.0	1869	115.7	1895	117.3	1885	116.7	1876	116.2	1910	118.3
Mt Hebron HS	1400	1400	1400	1400	1527	109.1	1560	110.7	1579	112.8	1597	114.1	1647	117.6	1710	122.1	1725	123.2	1751	125.1	1759	125.6	1759	125.6	1758	125.6
New HS #13	NS	0	0	1658																						
Oakland Mills HS	1400	1400	1400	1400	1460	104.3	1521	108.6	1568	111.3	1541	110.1	1525	108.9	1504	107.4	1495	106.8	1509	107.8	1506	107.6	1508	107.7	1505	107.5
Reservoir HS	1551	1551	1551	1551	1611	103.9	1651	106.4	1731	111.6	1794	115.7	1817	117.2	1865	120.2	1908	123.0	1899	122.4	1962	126.5	1982	127.8	2001	129.0
River Hill HS	1488	1488	1488	1488	1526	102.6	1544	103.8	1435	96.4	1476	99.2	1433	96.3	1411	94.8	1395	93.8	1398	94.0	1419	95.4	1442	96.9	1479	99.4
Wide Lake HS	1424	1424	1424	1424	1452	102.0	1452	102.0	1459	102.5	1484	104.2	1461	102.6	1461	102.6	1459	102.5	1471	103.3	1507	105.8	1551	108.9	1591	111.7
Countywide Totals	17246	17246	17246	19104	18335	106.3	18699	108.4	19050	110.5	19432	101.7	19585	102.5	19788	103.6	19764	103.5	19944	104.4	20192	104.3	20418	105.4	20660	106.7

NS New School proposed for FY 2021 Capital Budget
Color coding has been updated to align with the definition of target utilization (between 90-110% utilization) as outlined in Policy 6010. Blue is under target utilization, green is within target utilization and red is over target utilization.

Post-Measures
High School Option 2
Chart reflects May 2019 Projections, potential FY 2021 requested capacities and boundary adjustments.

	Capacity				2020-21		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27		2027-28		2028-29		2029-30		2030-31	
	2020	2021	2022	2023	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	
School	701	701	701	701	891	98.6	854	93.3	856	93.6	851	92.9	893	98.9	705	100.7	740	105.6	712	101.6	724	103.3	717	102.3	749	106.8
Bonnie Branch MS	701	701	701	701	891	98.6	854	93.3	856	93.6	851	92.9	893	98.9	705	100.7	740	105.6	712	101.6	724	103.3	717	102.3	749	106.8
Burleigh Manor MS	779	779	779	779	806	103.5	804	103.2	806	103.5	778	99.9	784	100.6	793	101.8	798	102.4	785	100.8	778	99.9	777	99.7	788	101.2
Clarksville MS	643	643	643	643	704	109.5	697	108.4	673	104.7	674	104.8	701	109.0	705	109.6	714	111.0	715	111.2	721	112.1	723	112.4	722	112.3
Dunloggin MS	A 565	565	565	565	627	111.0	634	112.2	649	114.9	648	114.7	654	98.8	651	98.3	667	100.8	670	101.2	659	99.5	655	98.9	669	101.1
Elkridge Landing MS	779	779	779	779	747	95.9	788	98.6	820	105.3	857	110.0	867	111.3	859	110.3	882	113.2	892	114.5	904	116.0	907	118.4	941	129.8
Ellicott Mills MS	701	701	701	701	917	130.8	919	131.1	891	127.1	900	128.4	885	126.2	873	124.5	868	123.8	867	123.7	870	124.1	867	123.7	820	131.2
Folly Quarter MS	662	662	662	662	674	101.8	677	102.3	664	100.3	660	99.7	649	98.0	668	100.9	679	102.6	700	105.7	682	104.5	701	105.9	710	107.3
Glenwood MS	545	545	545	545	578	106.1	576	105.7	555	101.8	553	101.5	552	101.3	576	105.7	595	109.2	610	111.9	606	111.2	612	112.3	616	113.0
Hammond MS	604	604	604	604	651	107.8	672	111.3	692	114.6	684	113.2	708	117.2	714	118.2	745	123.3	753	124.7	773	128.0	780	129.1	808	133.8
Harpers Choice MS	506	506	506	506	490	98.8	485	95.8	457	90.3	439	86.8	453	89.5	462	91.3	477	94.3	470	92.9	473	93.5	463	91.5	473	93.5
Lake Elkhorn MS	643	643	643	643	555	86.3	503	78.2	503	78.2	486	75.6	501	77.9	481	74.8	489	76.0	479	74.5	476	74.0	473	73.6	482	75.0
Lime Kiln MS	721	721	721	721	876	93.8	875	93.6	718	99.6	737	102.2	743	103.1	751	104.2	774	107.4	817	113.3	803	111.4	825	114.4	809	112.2
Mayfield Woods MS	798	798	798	798	835	104.6	832	104.3	825	103.5	815	102.1	843	105.6	861	107.9	808	113.8	928	116.3	929	116.4	916	114.8	939	117.7
Mount View MS	798	798	798	798	796	99.7	845	106.0	860	107.8	860	107.8	887	111.2	889	111.4	912	114.3	915	114.7	911	114.2	911	114.2	912	114.3
Murray Hill MS	662	662	662	662	799	120.7	785	118.6	775	117.1	808	122.1	847	127.9	859	129.6	829	125.2	836	126.3	832	125.7	843	127.3	843	127.3
Oakland Mills MS	A 506	506	506	506	478	94.5	475	93.9	486	96.0	493	97.4	489	96.5	482	95.3	483	95.0	465	90.4	469	90.8	464	90.1	481	92.7
Patapsco MS	A 643	643	643	643	775	120.5	834	129.7	865	134.5	879	136.7	885	137.6	889	138.3	900	140.0	903	140.4	902	113.0	895	112.2	892	111.8
Patuxent Valley MS	760	760	760	760	715	94.1	687	90.4	685	91.4	673	88.6	682	89.7	679	89.3	714	93.9	723	95.1	723	95.1	738	97.1	766	100.8
Thomas Viaduct MS	701	701	701	701	748	106.7	781	111.4	763	108.8	781	111.4	773	110.3	778	111.0	769	109.7	783	111.7	805	115.0	832	118.7	843	120.3
Wide Lake MS	721	721	721	721	753	104.4	768	106.5	797	110.5	806	111.8	833	115.5	870	120.7	902	125.1	942	130.7	939	130.2	975	135.2	1001	138.8
Countywide Totals	13438	13438	13438	13438	14015	104.3	14072	104.7	14151	105.3	14182	105.5	14429	106.6	14546	107.5	14845	108.4	14966	109.3	14990	108.3	15074	105.9	15364	111.0

A includes additions as proposed for FY 2021 CIP for grades 6-8
Color coding has been updated to align with the definition of target utilization (between 90-110% utilization) as outlined in Policy 6010. Blue is under target utilization, green is within target utilization and red is over target utilization.

High School Option # 2 - High and Middle Assessments

High School Summary		Current	Aggregate Plan	Assessment Criteria
Years between 90-110%	# of Schools Strengthened	NA	4	Mean increased by 1.0 or more = STRENGTH; reduced by 1.0 or more = WEAKNESS; otherwise Negligible
	# of Schools Weakened	NA	4	
	Mean	6.1	4.9	
Proximity to school	# of Schools Strengthened	NA	5	Mean reduced by 100 or more = STRENGTH; increased by 100 or more = WEAKNESS; otherwise Negligible
	# of Schools Weakened	NA	7	
	Mean	11852	12276	
(smaller # = closer set of polygons)			WEAKNESS	
Small HS from MS Feeds (under 15%)	# of Small Feeds	8	9	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
			WEAKNESS	
Double Small Feed	# of Double Small Feeds	1	3	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
			WEAKNESS	
Non-contiguous Attendance Areas	Number of "Islands"	0	0	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
			NEGLIGIBLE	
Students moved within 5 yrs of last ES move	Number	NA	0	Take into account the correlation between the number of students moved, the outcomes of other standards achieved in Section IV.B. and the length of time those results are expected to be maintained.
	% of Enrollment	NA	0.0%	
			0	
Students Moved	Number moved in	NA	1500	
	Number moved out	NA	1500	
Strength	Negligible		Weakness	

Middle School Summary		Current	Aggregate Plan	Assessment Criteria
Years between 90-110%	# of Schools Strengthened	NA	2	Mean increased by 1.0 or more = STRENGTH; reduced by 1.0 or more = WEAKNESS; otherwise Negligible
	# of Schools Weakened	NA	2	
	Mean	6.7	6.4	
Proximity to school	# of Schools Strengthened	NA	2	Mean reduced by 100 or more = STRENGTH; increased by 100 or more = WEAKNESS; otherwise Negligible
	# of Schools Weakened	NA	6	
	Mean	8322	8384	
(smaller # = closer set of polygons)			NEGLIGIBLE	
Small MS from ES Feeds (under 15%)	# of Small Feeds	17	16	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
			STRENGTH	
Double Small Feed	# of Double Small Feeds	1	3	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
			WEAKNESS	
Non-contiguous Attendance Areas	Number of "Islands"	0	0	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
			NEGLIGIBLE	
Students moved within 5 yrs of last ES move	Number	NA	0	Take into account the correlation between the number of students moved, the outcomes of other standards achieved in Section IV.B. and the length of time those results are expected to be maintained.
	% of Enrollment	NA	0.0%	
			0	
Students Moved	Number moved in	NA	176	
	Number moved out	NA	176	
Strength	Negligible		Weakness	

High School Option # 2 - Middle School Feed Report

Middle School	Before		After		Middle School	Before		After	
	Feeding Schools	Feed	Feeding Schools	Feed		Feeding Schools	Feed	Feeding Schools	Feed
Bonnie Branch MS	Ichester ES	47.7%	Ichester ES	47.7%	Lake Elkhorn MS	Cradlerock ES	41.1%	Cradlerock ES	41.1%
	Jeffers Hill ES	2.1%	Jeffers Hill ES	2.1%		Guilford ES	26.5%	Guilford ES	26.5%
	Phelps Luck ES	45.9%	Phelps Luck ES	45.9%		Jeffers Hill ES	24.1%	Jeffers Hill ES	24.1%
	Rockburn ES	4.3%	Rockburn ES	4.3%		Talbot Springs ES	8.3%	Talbot Springs ES	8.3%
	Waterloo ES	0.0%	Waterloo ES	0.0%					
Burling Manor MS	Centennial Lane ES	56.3%	Centennial Lane ES	56.3%	Lime Kiln MS	Dayton Oaks ES	27.8%	Dayton Oaks ES	27.8%
	Manor Woods ES	27.1%	Manor Woods ES	27.1%		Fulton ES	58.6%	Fulton ES	58.6%
	Northfield ES	15.4%	Northfield ES	15.4%		Pointers Run ES	13.5%	Pointers Run ES	13.5%
	Triadelphia Ridge ES	1.1%	Triadelphia Ridge ES	1.1%					
Clarksville MS	Clarksville ES	46.2%	Clarksville ES	46.2%	Mayfield Woods MS	Bellows Spring ES	29.5%	Bellows Spring ES	29.8%
	Pointers Run ES	53.8%	Pointers Run ES	53.8%		Deep Run ES		Deep Run ES	42.8%
				Jeffers Hill ES		10.0%	Jeffers Hill ES	10.1%	
				Waterloo ES		18.1%	Waterloo ES	17.3%	
Dunloggin MS	Hollifield Station ES	6.7%	Hollifield Station ES	7.1%	Mount View MS	Manor Woods ES	22.3%	Manor Woods ES	23.5%
	Northfield ES	44.7%	Northfield ES	47.2%		Waverly ES	46.8%	Waverly ES	49.3%
	St Johns Lane ES	11.6%	St Johns Lane ES	12.2%		West Friendship ES	30.9%	West Friendship ES	27.2%
	Thunder Hill ES	5.2%	Veterans ES	33.5%					
	Veterans ES	31.8%							
Elkridge Landing MS	Elkridge ES	65.8%	Elkridge ES	65.8%	Murray Hill MS	Gorman Crossing ES	54.4%	Gorman Crossing ES	54.4%
	Rockburn ES	34.2%	Rockburn ES	34.2%		Laurel Woods ES	45.6%	Laurel Woods ES	45.6%
Ellicott Mills MS	Thunder Hill ES	20.7%	Thunder Hill ES	20.5%	Oakland Mills MS	Atholton ES	9.2%	Stevens Forest ES	42.2%
	Veterans ES	26.9%	Veterans ES	26.7%		Stevens Forest ES	41.0%	Talbot Springs ES	36.0%
	Waterloo ES	17.9%	Waterloo ES	18.6%		Talbot Springs ES	35.1%	Thunder Hill ES	21.8%
	Worthington ES	34.5%	Worthington ES	34.2%		Thunder Hill ES	14.6%		
Folly Quarter MS	Bushy Park ES	18.9%	Bushy Park ES	18.9%	Patapsco MS	Hollifield Station ES	48.1%	Hollifield Station ES	48.1%
	Clarksville ES	0.1%	Clarksville ES	0.1%		St Johns Lane ES	40.6%	St Johns Lane ES	40.6%
	Dayton Oaks ES	30.9%	Dayton Oaks ES	30.9%		Waverly ES	11.3%	Waverly ES	11.3%
	Triadelphia Ridge ES	50.1%	Triadelphia Ridge ES	50.1%					
Glenwood MS	Bushy Park ES	48.2%	Bushy Park ES	44.4%	Patuxent Valley MS	Bollman Bridge ES	49.3%	Bollman Bridge ES	49.3%
	Lisbon ES	51.8%	Lisbon ES	47.8%		Forest Ridge ES	50.7%	Forest Ridge ES	50.7%
			West Friendship ES	7.8%					
Hammond MS	Atholton ES	25.8%	Atholton ES	19.8%	Thomas Viaduct MS	Bellows Spring ES	10.6%	Bellows Spring ES	10.6%
	Fulton ES	18.0%	Fulton ES	17.3%		Ducketts Lane ES	35.9%	Ducketts Lane ES	35.9%
	Guilford ES	0.0%	Guilford ES	0.0%		Guilford ES	9.0%	Guilford ES	9.0%
	Hammond ES	58.2%	Hammond ES	62.9%		Hanover Hills ES	44.5%	Hanover Hills ES	44.5%
Harpers Choice MS	Longfellow ES	39.9%	Longfellow ES	39.9%	Wilde Lake MS	Bryant Woods ES	34.6%	Atholton ES	12.5%
	Swansfield ES	60.1%	Swansfield ES	60.1%		Clemens Crossing ES	29.4%	Bryant Woods ES	30.3%
				Running Brook ES		36.0%	Clemens Crossing ES	25.7%	
							Running Brook ES	31.5%	

High School Option # 2 - High School Feed Report

High School	Before Feeding Schools	Feed	After Feeding Schools	Feed	High School	Before Feeding Schools	Feed	After Feeding Schools	Feed
Atholton HS	Clarksville MS Hammond MS Murray Hill MS Wilde Lake MS	34.0% 13.0% 21.1% 31.9%	Clarksville MS Hammond MS Murray Hill MS Wilde Lake MS	26.4% 13.2% 20.6% 39.7%	Marriotts Ridge HS	Burleigh Manor MS Mount View MS	18.2% 81.8%	Burleigh Manor MS Mount View MS	30.9% 69.1%
Centennial HS	Burleigh Manor MS Dunloggin MS Ellicott Mills MS	51.3% 23.4% 25.3%	Burleigh Manor MS Dunloggin MS Ellicott Mills MS	40.5% 31.7% 27.9%	Mt Hebron HS	Dunloggin MS Ellicott Mills MS Patapsco MS	17.2% 21.6% 61.2%	Dunloggin MS Ellicott Mills MS Patapsco MS	12.6% 22.8% 64.6%
Glenelg HS	Folly Quarter MS Glenwood MS	38.6% 61.4%	Folly Quarter MS Glenwood MS	41.2% 58.8%	Oakland Mills HS	Lake Elkhorn MS Oakland Mills MS	46.7% 53.3%	Lake Elkhorn MS Oakland Mills MS Thomas Viaduct MS	41.0% 35.6% 23.4%
Hammond HS	Hammond MS Lake Elkhorn MS Patuxent Valley MS Thomas Viaduct MS	26.6% 11.9% 44.8% 16.7%	Hammond MS Lake Elkhorn MS Patuxent Valley MS Thomas Viaduct MS	23.7% 12.4% 46.6% 17.3%	Reservoir HS	Hammond MS Lime Kiln MS Murray Hill MS Patuxent Valley MS	11.6% 33.0% 41.9% 13.7%	Hammond MS Lime Kiln MS Murray Hill MS Patuxent Valley MS	12.2% 28.7% 44.6% 14.5%
Howard HS	Bonnie Branch MS Elkridge Landing MS Ellicott Mills MS Mayfield Woods MS	35.2% 45.7% 18.7% 0.4%	Bonnie Branch MS Elkridge Landing MS Ellicott Mills MS	40.1% 38.1% 21.8%	River Hill HS	Clarksville MS Folly Quarter MS Lime Kiln MS	46.0% 32.9% 21.1%	Clarksville MS Folly Quarter MS Lime Kiln MS	49.9% 23.2% 26.9%
Long Reach HS	Bonnie Branch MS Elkridge Landing MS Mayfield Woods MS Thomas Viaduct MS	11.3% 9.0% 49.7% 30.0%	Bonnie Branch MS Elkridge Landing MS Mayfield Woods MS Thomas Viaduct MS	11.8% 22.8% 51.9% 13.5%	Wilde Lake HS	Dunloggin MS Harpers Choice MS Wilde Lake MS	11.0% 51.1% 37.9%	Dunloggin MS Harpers Choice MS Oakland Mills MS Wilde Lake MS	8.2% 48.6% 7.2% 36.0%

High School Option # 2 - High and Middle Race Report

High School	American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		Hispanic		Two or more		White	
	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed
Atholton HS	<=5%	<=5%	20%	19%	24%	24%	<=5%	<=5%	8%	9%	6%	6%	42%	42%
Centennial HS	<=5%	<=5%	40%	36%	9%	10%	<=5%	<=5%	<=5%	6%	6%	6%	40%	41%
Glenelg HS	<=5%	<=5%	11%	12%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	76%	75%
Hammond HS	<=5%	<=5%	10%	10%	42%	43%	<=5%	<=5%	16%	16%	7%	6%	26%	24%
Howard HS	<=5%	<=5%	17%	18%	21%	23%	<=5%	<=5%	7%	7%	7%	7%	47%	44%
Long Reach HS	<=5%	<=5%	14%	13%	35%	28%	<=5%	<=5%	20%	19%	6%	7%	24%	33%
Marriotts Ridge HS	<=5%	<=5%	35%	38%	10%	11%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	48%	43%
Mt Hebron HS	<=5%	<=5%	31%	31%	15%	13%	<=5%	<=5%	8%	7%	<=5%	<=5%	42%	44%
Oakland Mills HS	<=5%	<=5%	7%	10%	46%	50%	<=5%	<=5%	20%	19%	8%	7%	20%	14%
Reservoir HS	<=5%	<=5%	16%	16%	32%	34%	<=5%	<=5%	15%	16%	7%	7%	28%	27%
River Hill HS	<=5%	<=5%	34%	33%	7%	7%	<=5%	<=5%	<=5%	<=5%	7%	7%	48%	49%
Wilde Lake HS	<=5%	<=5%	7%	7%	45%	45%	<=5%	<=5%	13%	13%	7%	7%	26%	27%
Countywide Average	<=5%		20%		24%		<=5%		10%		6%		39%	

Middle School	American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		Hispanic		Two or more		White	
	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed
Bonnie Branch MS	<=5%	<=5%	16%	16%	26%	26%	<=5%	<=5%	15%	15%	7%	7%	35%	35%
Burleigh Manor MS	<=5%	<=5%	48%	48%	12%	12%	<=5%	<=5%	<=5%	<=5%	6%	6%	29%	29%
Clarksville MS	<=5%	<=5%	40%	40%	6%	6%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	45%	45%
Dunloggin MS	<=5%	<=5%	33%	34%	16%	15%	<=5%	<=5%	8%	8%	<=5%	<=5%	39%	38%
Elkridge Landing MS	<=5%	<=5%	17%	17%	23%	23%	<=5%	<=5%	8%	8%	6%	6%	46%	46%
Ellicott Mills MS	<=5%	<=5%	32%	32%	14%	15%	<=5%	<=5%	6%	6%	<=5%	<=5%	43%	43%
Folly Quarter MS	<=5%	<=5%	27%	27%	6%	6%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	57%	57%
Glenwood MS	<=5%	<=5%	8%	9%	6%	6%	<=5%	<=5%	7%	8%	<=5%	<=5%	75%	73%
Hammond MS	<=5%	<=5%	12%	13%	26%	27%	<=5%	<=5%	8%	8%	8%	8%	45%	43%
Harpers Choice MS	<=5%	<=5%	8%	8%	50%	50%	<=5%	<=5%	16%	16%	8%	8%	18%	18%
Lake Elkhorn MS	<=5%	<=5%	10%	10%	51%	51%	<=5%	<=5%	18%	18%	7%	7%	14%	14%
Lime Kiln MS	<=5%	<=5%	28%	28%	12%	12%	<=5%	<=5%	<=5%	<=5%	6%	6%	50%	50%
Mayfield Woods MS	<=5%	<=5%	13%	13%	29%	29%	<=5%	<=5%	25%	25%	<=5%	<=5%	28%	28%
Mount View MS	<=5%	<=5%	36%	36%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	6%	<=5%	49%	49%
Murray Hill MS	<=5%	<=5%	17%	17%	45%	45%	<=5%	<=5%	21%	21%	<=5%	<=5%	13%	13%
Oakland Mills MS	<=5%	<=5%	<=5%	6%	37%	38%	<=5%	<=5%	21%	21%	10%	9%	27%	26%
Patapsco MS	<=5%	<=5%	33%	33%	11%	11%	<=5%	<=5%	9%	9%	<=5%	<=5%	43%	43%
Patuxent Valley MS	<=5%	<=5%	17%	17%	38%	38%	<=5%	<=5%	18%	18%	6%	6%	21%	21%
Thomas Viaduct MS	<=5%	<=5%	14%	14%	45%	45%	<=5%	<=5%	18%	18%	<=5%	<=5%	18%	18%
Wilde Lake MS	<=5%	<=5%	8%	7%	47%	42%	<=5%	<=5%	11%	11%	9%	9%	25%	30%
Countywide Average	<=5%		21%		25%		<=5%		12%		6%		36%	

See page 35 for information about the data used in these reports.

High School Option # 2 - High and Middle ESOL Report

School	% ESOL Participation	
	Base	Proposed
Atholton HS	<=5%	<=5%
Centennial HS	<=5%	<=5%
Glenelg HS	<=5%	<=5%
Hammond HS	<=5%	<=5%
Howard HS	<=5%	<=5%
Long Reach HS	6%	6%
Marriotts Ridge HS	<=5%	<=5%
Mt Hebron HS	<=5%	<=5%
Oakland Mills HS	<=5%	<=5%
Reservoir HS	<=5%	<=5%
River Hill HS	<=5%	<=5%
Wilde Lake HS	<=5%	<=5%
Countywide Average	<=5%	

School	% ESOL Participation	
	Base	Proposed
Bonnie Branch MS	6%	6%
Burleigh Manor MS	<=5%	<=5%
Clarksville MS	<=5%	<=5%
Dunloggin MS	<=5%	<=5%
Elkridge Landing MS	<=5%	<=5%
Ellicott Mills MS	<=5%	<=5%
Folly Quarter MS	<=5%	<=5%
Glenwood MS	<=5%	<=5%
Hammond MS	<=5%	<=5%
Harpers Choice MS	<=5%	<=5%
Lake Elkhorn MS	<=5%	<=5%
Lime Kiln MS	<=5%	<=5%
Mayfield Woods MS	<=5%	<=5%
Mount View MS	<=5%	<=5%
Murray Hill MS	<=5%	<=5%
Oakland Mills MS	<=5%	<=5%
Patapsco MS	<=5%	<=5%
Patuxent Valley MS	<=5%	<=5%
Thomas Viaduct MS	6%	6%
Wilde Lake MS	<=5%	<=5%
Countywide Average	<=5%	

See page 35 for information about the data used in these reports.

High School Option # 2 - High and Middle FARM and Test Percentages

FARM/Test Data High School 2

School Name	FARM	PSAT-Read	PSAT-Math
Atholton HS	13%	72%	55%
Centennial HS	12%	78%	66%
Glenelg HS	<=5%	76%	62%
Hammond HS	40%	44%	26%
Howard HS	15%	65%	46%
Long Reach HS	36%	53%	33%
Marriotts Ridge HS	8%	80%	68%
Mt Hebron HS	13%	71%	60%
Oakland Mills HS	48%	45%	24%
Reservoir HS	27%	57%	43%
River Hill HS	<=5%	80%	71%
Wilde Lake HS	42%	46%	29%

System-wide total 22% 64% 48%

FARM/Test Data High School 2

School Name	FARM	PARCC-Read	PARCC-Math
Bonnie Branch MS	32%	49%	49%
Burleigh Manor MS	11%	76%	74%
Clarksville MS	<=5%	84%	84%
Dunloggin MS	19%	63%	59%
Elkridge Landing MS	21%	57%	44%
Ellicott Mills MS	11%	64%	66%
Folly Quarter MS	<=5%	69%	76%
Glenwood MS	7%	64%	61%
Hammond MS	21%	61%	54%
Harpers Choice MS	51%	30%	28%
Lake Elkhorn MS	52%	35%	27%
Lime Kiln MS	<=5%	72%	70%
Mayfield Woods MS	43%	43%	37%
Mount View MS	<=5%	76%	77%
Murray Hill MS	38%	47%	41%
Oakland Mills MS	48%	36%	32%
Patapsco MS	16%	57%	64%
Patuxent Valley MS	37%	44%	37%
Thomas Viaduct MS	45%	38%	29%
Wilde Lake MS	42%	47%	39%

System-wide total 25% 57% 54%

See page 35 for information about the data used in these reports.

Foreseeable Attendance Area Adjustments Elementary Summary

Elementary School Boundary Review

Over the past 15 years, one of the strategies in the discussions on boundary options has been to relieve elementary schools using western capacity. In 2012, the southeastern county was relieved using capacity at Dayton Oaks ES and Fulton ES. In 2017, similar options of utilizing western capacities were proposed to relieve Manor Woods ES, St. Johns Lane ES, and Pointers Run ES. Since then, demand for early childhood regional programs has increased, and, absent a long-range facility plan for these programs or any certainty on future school boundaries, capacity at several elementary schools are being used for early childhood regional programs. Early childhood program expansion has occurred at Dayton Oaks ES, reducing K-5 capacity from 788 to 675. Additionally, a regional ALS program was located at Clarksville ES reducing the capacity from 612 to 543. The regional program expansion leaves approximately 150 seats available at Bushy Park ES, and 100 seats at Clarksville ES, which in turn, could allow for boundary changes to relieve Pointers Run ES, Waverly ES, West Friendship ES, and potentially St. John's Lane ES. In the interim, boundaries should be adjusted to best utilize existing seats. Utilizing western capacities offers a delay in need for ES #44 in the Turf Valley portion, and fully utilizes existing capacities until the anticipated school opens in SY 2026-27.

Western Option # 1 - Summary and Polygon Moves

Turf Valley and Western-area Elementary schools

In SY 2018-19, the boundaries of Triadelphia Ridge ES, Waverly ES, and West Friendship ES were adjusted to provide crowding relief for Manor Woods ES. The crowding at Manor Woods ES was primarily due to the residential development in the Turf Valley community. Projections indicate more adjustments are necessary in SY 2020-21. Adjacent capacity at Bushy Park ES is available to balance the demands of existing and projected student enrollment.

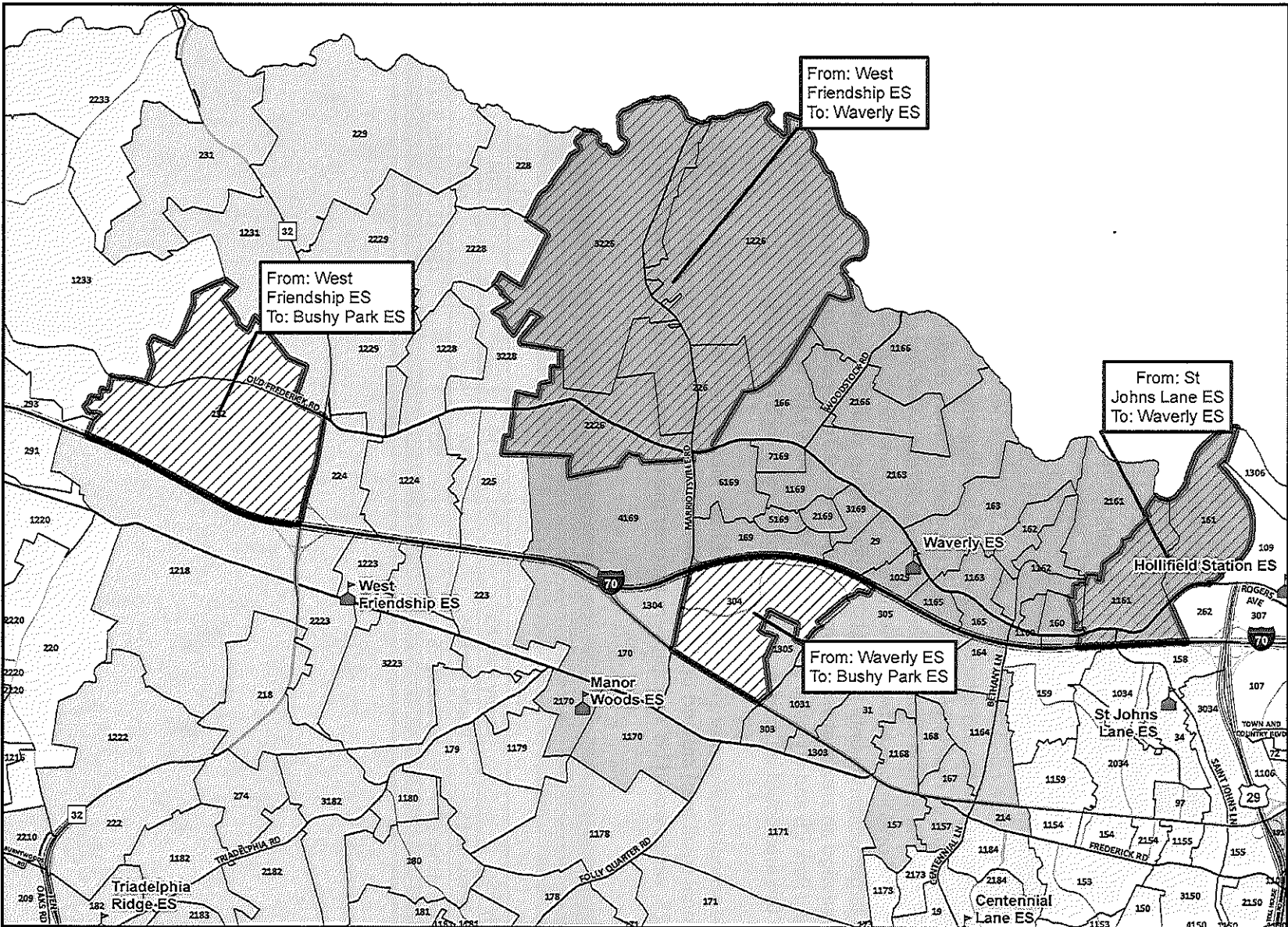
Western ES Option 1:

Given existing student population growth and anticipated growth in Turf Valley, considerations must be given to provide relief to West Friendship ES. West Friendship ES is the oldest elementary school within Howard County, and it lacks spaces for the anticipated growth (absent a boundary adjustment) and smaller spaces needed for the current program delivery model. Given the possible location of New ES #44, this option could provide the least disruption when boundaries are studied for this new project. The option presented below brings Bushy Park ES, St. John's Lane ES and West Friendship ES within target utilization until SY 2024-25, fully utilizing available capacity at Bushy Park ES. This plan does reassign an area that was moved for SY 2018-19. This option creates a non-contiguous boundary at Bushy Park ES and an initial small feed at Mount View MS. It is anticipated that the neighborhoods within this area could be greater than 15 percent feed by SY 2023-24.

Middle school reassignment may be desired from Mount View MS to Glenwood MS to eliminate an additional small feed created under this option. Waverly ES remains between 112% and 116% through SY 2025, which would be an improvement over the current projections for the school.

Sending	Receiving	Appx. # of Students	Polygons Proposed for Reassignment
St. John's Lane ES	Waverly ES	117	161, 1161
Waverly ES	Bushy Park ES	134	304
West Friendship ES	Bushy Park ES	54	232
West Friendship ES	Waverly ES	50	226, 1226, 2226, 3226
Total		355	

Western Option # 1 - Elementary School Map



2019 Feasibility Study Boundary Review

Western ES Option #1

Showing proposed boundaries and areas reassigned for this option.



Western Option # 1 - Elementary Post Measures

Post-Measures
Western Option 1
Chart reflects May 2019 Projections, potential FY 2021 requested capacities and boundary adjustments.
Capacity Utilization Rates with Proposed FY 2021 Capital Budget Projects - Not Test for APFO
ELEMENTARY SCHOOLS - Data for Demonstrative Purposes Only

School	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
	Capacity	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.
Abolton ES	424	424	424	424	424	424	424	424	424	424	424	424
Bellows Spring ES	726	726	726	726	726	726	726	726	726	726	726	726
Bollman Bridge ES	666	666	666	666	666	666	666	666	666	666	666	666
Byrant Woods ES	361	361	361	361	361	361	361	361	361	361	361	361
Bushy Park ES	725	725	725	725	725	725	725	725	725	725	725	725
Centennial Lane ES	647	647	647	647	647	647	647	647	647	647	647	647
Clarksville ES	543	543	543	543	543	543	543	543	543	543	543	543
Clements Crossing ES	521	521	521	521	521	521	521	521	521	521	521	521
Cradlerock ES	398	398	398	398	398	398	398	398	398	398	398	398
Dayton Oaks ES	700	700	700	700	700	700	700	700	700	700	700	700
Deep Run ES	750	750	750	750	750	750	750	750	750	750	750	750
Ducketts Lane ES	650	650	650	650	650	650	650	650	650	650	650	650
Elkridge ES	760	760	760	760	760	760	760	760	760	760	760	760
Forest Ridge ES	713	713	713	713	713	713	713	713	713	713	713	713
Fullon ES	826	826	826	826	826	826	826	826	826	826	826	826
Gorman Crossing ES	735	735	735	735	735	735	735	735	735	735	735	735
Guilford ES	465	465	465	465	465	465	465	465	465	465	465	465
Hanover Hills ES	653	653	653	653	653	653	653	653	653	653	653	653
Hanover Hills ES NS	810	810	810	810	810	810	810	810	810	810	810	810
Hollfield Station ES	732	732	732	732	732	732	732	732	732	732	732	732
Holchester ES	584	584	584	584	584	584	584	584	584	584	584	584
Jeffers Hill ES	421	421	421	421	421	421	421	421	421	421	421	421
Laurel Woods ES	608	608	608	608	608	608	608	608	608	608	608	608
Lebanon ES	527	527	527	527	527	527	527	527	527	527	527	527
Longfellow ES	512	512	512	512	512	512	512	512	512	512	512	512
Manor Woods ES	681	681	681	681	681	681	681	681	681	681	681	681
New ES #43	0	0	0	0	0	0	0	0	0	0	0	0
New ES #44	0	0	0	0	0	0	0	0	0	0	0	0
New ES #45	0	0	0	0	0	0	0	0	0	0	0	0
Northfield ES	700	700	700	700	700	700	700	700	700	700	700	700
Phelps Luck ES	597	597	597	597	597	597	597	597	597	597	597	597
Pointers Run ES	744	744	744	744	744	744	744	744	744	744	744	744
Rockburn ES	584	584	584	584	584	584	584	584	584	584	584	584
Running Brook ES	515	515	515	515	515	515	515	515	515	515	515	515
St. Johns Lane ES	612	612	612	612	612	612	612	612	612	612	612	612
Stevens Forest ES	380	380	380	380	380	380	380	380	380	380	380	380
Swansfield ES A	694	694	694	694	694	694	694	694	694	694	694	694
Talbot Springs ES	377	377	377	377	377	377	377	377	377	377	377	377
Thunder Hill ES	509	509	509	509	509	509	509	509	509	509	509	509
Triadelphia Ridge ES	606	606	606	606	606	606	606	606	606	606	606	606
Veterans ES	799	799	799	799	799	799	799	799	799	799	799	799
Waterloo ES	603	603	603	603	603	603	603	603	603	603	603	603
Waverly ES A	788	788	788	788	788	788	788	788	788	788	788	788
West Friendship ES	414	414	414	414	414	414	414	414	414	414	414	414
Worthington ES	515	515	515	515	515	515	515	515	515	515	515	515
Countywide Totals	25576	25576	25739	25784	26089	26259	26606	26855	27481	27855	28346	29224

'A' includes additions as proposed for FY 2021 CIP for grades K-5

Western Option # 1 - Elementary Assessments

Elementary School Summary		Current	Aggregate Plan	Assessment Criteria
Years between 90-110%	# of Schools Strengthened	NA	4	Mean increased by 1.0 or more = STRENGTH; reduced by 1.0 or more = WEAKNESS; otherwise Negligible
	# of Schools Weakened	NA	0	
	Mean	4.2	4.7 NEGLIGIBLE	
Proximity to school	# of Schools Strengthened	NA	2	Mean reduced by 100 or more = STRENGTH; increased by 100 or more = WEAKNESS; otherwise Negligible
	# of Schools Weakened	NA	2	
	Mean (smaller # = closer set of polygons)	5789	5819 NEGLIGIBLE	
Small MS from ES Feeds (under 15%)	# of Small Feeds	17	17 NEGLIGIBLE	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
	# of Double Small Feeds	1	1 NEGLIGIBLE	
Non-contiguous Attendance Areas	Number of "Islands"	5	6 WEAKNESS	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
Estimated Students moved within 5 yrs of last ES move	Number	NA	75	
	% of Enrollment	NA	0.3%	
Students Moved	Number moved in	NA	355	Take into account the correlation between the number of students moved, the outcomes of other standards achieved in Section IV.B. and the length of time those results are expected to be maintained.
	Number moved out	NA	355	

Strength

Negligible

Weakness

REVISED

Western Option # 1 - Middle School Feed Report

Middle School	Before		After		Middle School	Before		After	
	Feeding Schools	Feed	Feeding Schools	Feed		Feeding Schools	Feed	Feeding Schools	Feed
Bonnie Branch MS	Ichester ES	47.7%	Ichester ES	47.7%	Lake Elkhorn MS	Cradlerock ES	41.1%	Cradlerock ES	41.1%
	Jeffers Hill ES	2.1%	Jeffers Hill ES	2.1%		Gulford ES	26.5%	Gulford ES	26.5%
	Phelps Luck ES	45.9%	Phelps Luck ES	45.9%		Jeffers Hill ES	24.1%	Jeffers Hill ES	24.1%
	Rockburn ES	4.3%	Rockburn ES	4.3%		Talbot Springs ES	8.3%	Talbot Springs ES	8.3%
	Waterloo ES	0.0%	Waterloo ES	0.0%					
Burleigh Manor MS	Centennial Lane ES	56.3%	Centennial Lane ES	56.3%	Lima Kin MS	Dayton Oaks ES	27.8%	Dayton Oaks ES	27.8%
	Manor Woods ES	27.1%	Manor Woods ES	27.1%		Fulton ES	58.6%	Fulton ES	58.6%
	Northfield ES	15.4%	Northfield ES	15.4%		Pointers Run ES	13.5%	Pointers Run ES	13.5%
	Triadelphia Ridge ES	1.1%	Triadelphia Ridge ES	1.1%					
Clarksville MS	Clarksville ES	46.2%	Clarksville ES	46.2%	Mayfield Woods MS	Bellows Spring ES	29.5%	Bellows Spring ES	29.5%
	Pointers Run ES	53.8%	Pointers Run ES	53.8%		Deep Run ES	42.4%	Deep Run ES	42.4%
				Jeffers Hill ES		10.0%	Jeffers Hill ES	10.0%	
				Waterloo ES		18.1%	Waterloo ES	18.1%	
Dunloggin MS	Hollifield Station ES	6.7%	Hollifield Station ES	6.7%	Mount View MS	Manor Woods ES	22.3%	Bushy Park ES	8.6%
	Northfield ES	44.7%	Northfield ES	44.7%		Waverly ES	46.8%	Manor Woods ES	22.3%
	St Johns Lane ES	11.6%	St Johns Lane ES	11.6%		West Friendship ES	30.9%	Waverly ES	44.9%
	Thunder Hill ES	6.2%	Thunder Hill ES	6.2%		West Friendship ES	24.2%	West Friendship ES	24.2%
	Veterans ES	31.8%	Veterans ES	31.8%					
Elkridge Landing MS	Elkridge ES	65.8%	Elkridge ES	65.8%	Murray Hill MS	Gorman Crossing ES	54.4%	Gorman Crossing ES	54.4%
	Rockburn ES	34.2%	Rockburn ES	34.2%		Laurel Woods ES	45.6%	Laurel Woods ES	45.6%
Ellicott Mills MS	Thunder Hill ES	20.7%	Thunder Hill ES	20.7%	Oakland Mills MS	Atholton ES	9.2%	Atholton ES	9.2%
	Veterans ES	26.9%	Veterans ES	26.9%		Stevens Forest ES	41.0%	Stevens Forest ES	41.0%
	Waterloo ES	17.9%	Waterloo ES	17.9%		Talbot Springs ES	35.1%	Talbot Springs ES	35.1%
	Worthington ES	34.5%	Worthington ES	34.5%		Thunder Hill ES	14.6%	Thunder Hill ES	14.6%
Folly Quarter MS	Bushy Park ES	18.9%	Bushy Park ES	18.9%	Patapsco MS	Hollifield Station ES	48.1%	Hollifield Station ES	48.1%
	Clarksville ES	0.1%	Clarksville ES	0.1%		St Johns Lane ES	40.6%	St Johns Lane ES	31.3%
	Dayton Oaks ES	30.9%	Dayton Oaks ES	30.9%		Waverly ES	11.3%	Waverly ES	20.6%
	Triadelphia Ridge ES	50.1%	Triadelphia Ridge ES	50.1%					
Glenwood MS	Bushy Park ES	48.2%	Bushy Park ES	48.2%	Patuxent Valley MS	Bollman Bridge ES	49.3%	Bollman Bridge ES	49.3%
	Lisbon ES	51.8%	Lisbon ES	51.8%		Forest Ridge ES	50.7%	Forest Ridge ES	50.7%
Hammond MS	Atholton ES	25.8%	Atholton ES	25.8%	Thomas Viaduct MS	Bellows Spring ES	10.6%	Bellows Spring ES	10.6%
	Fulton ES	16.0%	Fulton ES	16.0%		Ducketts Lane ES	35.9%	Ducketts Lane ES	35.9%
	Gulford ES	0.0%	Gulford ES	0.0%		Gulford ES	9.0%	Gulford ES	9.0%
	Hammond ES	58.2%	Hammond ES	58.2%		Hanover Hills ES	44.5%	Hanover Hills ES	44.5%
Harpers Choice MS	Longfellow ES	39.9%	Longfellow ES	39.9%	Wide Lake MS	Bryant Woods ES	34.6%	Bryant Woods ES	34.6%
	Swansfield ES	60.1%	Swansfield ES	60.1%		Clemens Crossing ES	29.4%	Clemens Crossing ES	29.4%
				Running Brook ES		36.0%	Running Brook ES	36.0%	

Western Option # 1 - Elementary Race Report

Elementary School	American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		Hispanic		Two or more		White	
	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed
Atholton ES	<=5%	<=5%	8%	8%	21%	21%	<=5%	<=5%	10%	10%	9%	9%	52%	52%
Bellows Spring ES	<=5%	<=5%	30%	30%	25%	25%	<=5%	<=5%	11%	11%	6%	6%	27%	27%
Boilman Bridge ES	<=5%	<=5%	8%	8%	38%	38%	<=5%	<=5%	23%	23%	6%	6%	23%	23%
Bryant Woods ES	<=5%	<=5%	<=5%	<=5%	55%	55%	<=5%	<=5%	12%	12%	9%	9%	20%	20%
Bushy Park ES	<=5%	<=5%	14%	25%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	72%	62%
Centennial Lane ES	<=5%	<=5%	50%	50%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	7%	7%	33%	33%
Clarksville ES	<=5%	<=5%	56%	56%	8%	8%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	27%	27%
Clemens Crossing ES	<=5%	<=5%	15%	15%	17%	17%	<=5%	<=5%	9%	9%	11%	11%	48%	48%
Cradlerock ES	<=5%	<=5%	7%	7%	48%	48%	<=5%	<=5%	16%	16%	8%	8%	21%	21%
Dayton Oaks ES	<=5%	<=5%	20%	20%	10%	10%	<=5%	<=5%	<=5%	<=5%	6%	6%	59%	59%
Deep Run ES	<=5%	<=5%	14%	14%	15%	15%	<=5%	<=5%	40%	40%	<=5%	<=5%	24%	24%
Ducketts Lane ES	<=5%	<=5%	13%	13%	39%	39%	<=5%	<=5%	21%	21%	<=5%	<=5%	22%	22%
Elkridge ES	<=5%	<=5%	18%	18%	27%	27%	<=5%	<=5%	8%	8%	7%	7%	40%	40%
Forest Ridge ES	<=5%	<=5%	23%	23%	35%	35%	<=5%	<=5%	14%	14%	7%	7%	21%	21%
Fulton ES	<=5%	<=5%	31%	31%	14%	14%	<=5%	<=5%	<=5%	<=5%	10%	10%	41%	41%
Gorman Crossing ES	<=5%	<=5%	29%	29%	33%	33%	<=5%	<=5%	11%	11%	7%	7%	20%	20%
Guilford ES	<=5%	<=5%	16%	16%	47%	47%	<=5%	<=5%	12%	12%	7%	7%	19%	19%
Hammond ES	<=5%	<=5%	13%	13%	29%	29%	<=5%	<=5%	12%	12%	8%	8%	37%	37%
Hanover Hills ES	<=5%	<=5%	25%	25%	38%	38%	<=5%	<=5%	15%	15%	<=5%	<=5%	16%	16%
Hollifield Station ES	<=5%	<=5%	45%	45%	15%	15%	<=5%	<=5%	12%	12%	<=5%	<=5%	25%	25%
Ilchester ES	<=5%	<=5%	27%	27%	6%	6%	<=5%	<=5%	<=5%	<=5%	6%	6%	58%	58%
Jeffers Hill ES	<=5%	<=5%	12%	12%	38%	38%	<=5%	<=5%	20%	20%	9%	9%	20%	20%
Laurel Woods ES	<=5%	<=5%	11%	11%	52%	52%	<=5%	<=5%	25%	25%	6%	6%	7%	7%
Lisbon ES	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	8%	8%	7%	7%	79%	79%
Longfellow ES	<=5%	<=5%	10%	10%	33%	33%	<=5%	<=5%	23%	23%	11%	11%	23%	23%
Manor Woods ES	<=5%	<=5%	47%	47%	9%	9%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	35%	35%
Northfield ES	<=5%	<=5%	27%	27%	9%	9%	<=5%	<=5%	6%	6%	9%	9%	48%	48%
Phelps Luck ES	<=5%	<=5%	6%	6%	38%	38%	<=5%	<=5%	30%	30%	9%	9%	17%	17%
Pointers Run ES	<=5%	<=5%	33%	33%	9%	9%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	49%	49%
Rockburn ES	<=5%	<=5%	19%	19%	13%	13%	<=5%	<=5%	<=5%	<=5%	7%	7%	55%	55%
Running Brook ES	<=5%	<=5%	<=5%	<=5%	57%	57%	<=5%	<=5%	12%	12%	8%	8%	18%	18%
St Johns Lane ES	<=5%	<=5%	35%	36%	13%	13%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	43%	41%
Stevens Forest ES	<=5%	<=5%	6%	6%	40%	40%	<=5%	<=5%	29%	29%	10%	10%	14%	14%
Swansfield ES	<=5%	<=5%	<=5%	<=5%	55%	55%	<=5%	<=5%	18%	18%	7%	7%	15%	15%
Talbott Springs ES	<=5%	<=5%	<=5%	<=5%	40%	40%	<=5%	<=5%	25%	25%	7%	7%	24%	24%
Thunder Hill ES	<=5%	<=5%	19%	19%	27%	27%	<=5%	<=5%	8%	8%	9%	9%	37%	37%
Triadelphia Ridge ES	<=5%	<=5%	29%	29%	8%	8%	<=5%	<=5%	7%	7%	9%	9%	47%	47%
Veterans ES	<=5%	<=5%	52%	52%	14%	14%	<=5%	<=5%	7%	7%	<=5%	<=5%	25%	25%
Waterloo ES	<=5%	<=5%	23%	23%	29%	29%	<=5%	<=5%	<=5%	<=5%	7%	7%	36%	36%
Waverly ES	<=5%	<=5%	49%	42%	7%	7%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	37%	43%
West Friendship ES	<=5%	<=5%	22%	18%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	6%	6%	65%	70%
Worthington ES	<=5%	<=5%	39%	39%	7%	7%	<=5%	<=5%	<=5%	<=5%	6%	6%	44%	44%
Countywide Average	<=5%		22%		25%		<=5%		12%		7%		34%	

See page 35 for information about the data used in this report.

Western Option # 1 - Elementary ESOL Report

School	% ESOL Participation	
	Base	Proposed
Atholton ES	<=5%	<=5%
Bellows Spring ES	9%	9%
Bollman Bridge ES	14%	14%
Bryant Woods ES	<=5%	<=5%
Bushy Park ES	<=5%	<=5%
Centennial Lane ES	6%	6%
Clarksville ES	6%	6%
Clemens Crossing ES	<=5%	<=5%
Cradlerock ES	8%	8%
Dayton Oaks ES	<=5%	<=5%
Deep Run ES	23%	23%
Ducketts Lane ES	16%	16%
Elkridge ES	6%	6%
Forest Ridge ES	9%	9%
Fulton ES	6%	6%
Gorman Crossing ES	7%	7%
Guilford ES	7%	7%
Hammond ES	6%	6%
Hanover Hills ES	11%	11%
Hollifield Station ES	13%	13%
Ilchester ES	<=5%	<=5%
Jeffers Hill ES	9%	9%
Laurel Woods ES	13%	13%
Lisbon ES	<=5%	<=5%
Longfellow ES	<=5%	<=5%
Manor Woods ES	8%	8%
Northfield ES	<=5%	<=5%
Phelps Luck ES	17%	17%
Pointers Run ES	<=5%	<=5%
Rockburn ES	<=5%	<=5%
Running Brook ES	6%	6%
St Johns Lane ES	<=5%	<=5%
Stevens Forest ES	20%	20%
Swansfield ES	8%	8%
Talbott Springs ES	12%	12%
Thunder Hill ES	6%	6%
Triadelphia Ridge ES	<=5%	<=5%
Veterans ES	10%	10%
Waterloo ES	8%	8%
Waverly ES	<=5%	<=5%
West Friendship ES	<=5%	<=5%
Worthington ES	<=5%	<=5%
Countywide Average	7%	7%

See page 35 for information about the data used in this report.

Western Option # 1 - Elementary FARM and Test Percentages

FARM/Test Data	Western 1		
School Name	FARM	PARCC-Read	PARCC-Math
Atholton ES	15%	47%	58%
Bellows Spring ES	17%	63%	59%
Bollman Bridge ES	50%	29%	32%
Bryant Woods ES	51%	37%	45%
Bushy Park ES	<=5%	77%	75%
Centennial Lane ES	6%	75%	82%
Clarksville ES	<=5%	83%	89%
Clemens Crossing ES	13%	66%	63%
Cradlerock ES	55%	35%	26%
Dayton Oaks ES	<=5%	69%	77%
Deep Run ES	54%	37%	40%
Ducketts Lane ES	53%	41%	40%
Elkridge ES	32%	44%	47%
Forest Ridge ES	33%	53%	50%
Fulton ES	<=5%	70%	77%
Gorman Crossing ES	18%	53%	59%
Guilford ES	45%	38%	36%
Hammond ES	24%	52%	60%
Hanover Hills ES	37%	43%	47%
Hollifield Station ES	24%	54%	56%
Ilchester ES	<=5%	84%	77%
Jeffers Hill ES	35%	43%	35%
Laurel Woods ES	61%	37%	37%
Lisbon ES	12%	67%	57%
Longfellow ES	49%	50%	50%
Manor Woods ES	8%	68%	72%
Northfield ES	11%	62%	65%
Phelps Luck ES	63%	36%	35%
Pointers Run ES	<=5%	72%	82%
Rockburn ES	6%	65%	70%
Running Brook ES	52%	32%	34%
St Johns Lane ES	10%	61%	61%
Stevens Forest ES	65%	33%	30%
Swansfield ES	61%	29%	34%
Talbott Springs ES	49%	53%	46%
Thunder Hill ES	21%	62%	63%
Triadelphia Ridge ES	<=5%	71%	80%
Veterans ES	21%	55%	59%
Waterloo ES	24%	65%	66%
Waverly ES	<=5%	75%	77%
West Friendship ES	6%	70%	66%
Worthington ES	<=5%	68%	72%
System-wide total	25%	57%	59%

See page 35 for information about the data used in this report.

Western Option # 2 - Summary and Polygon Moves

Western Option #2:

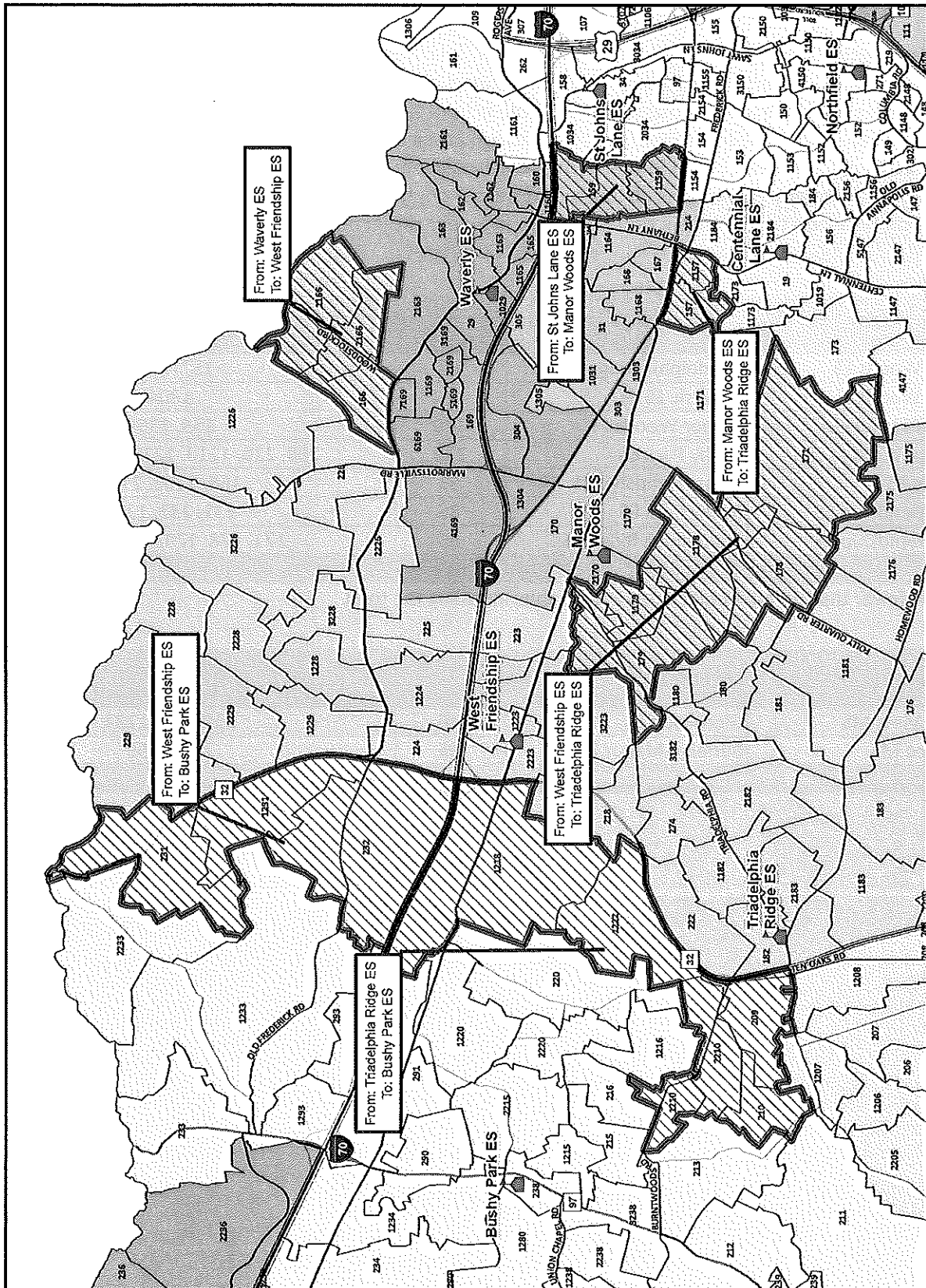
This option provides an alternative avenue for utilizing available capacity at Bushy Park ES, and includes corresponding moves at the middle school level to address new small feeds. The compromises of this option are that it does reassign areas affected by elementary school reassignment for SY 2018-19; however, in the longer-term, all schools remain within target utilization through SY 2026-27. Waverly ES remains above target utilization, however, this option improves capacity utilization between three and six percent in the five-year projection.

Sending	Receiving	Appx. # of Students	Polygons Proposed for Reassignment
Manor Woods ES	Triadelphia Ridge ES	68	157, 1157
Manor Woods ES	Waverly ES	*	1304
St. John's Lane ES	Manor Woods ES	120	159, 1159
Triadelphia Ridge ES	Bushy Park ES	119	209, 210, 1210, 1218, 1222, 2210
Waverly ES	West Friendship ES	53	166, 1166, 2166
West Friendship ES	Bushy Park ES	86	231, 232, 1231
West Friendship ES	Triadelphia Ridge ES	66	171, 178, 179, 1178, 1179
Total*		512	

* Values fewer than 10 are not included in the table, including the total.

Sending	Receiving	Appx. # of Students	Polygons Proposed for Reassignment
Mount View MS	Glenwood ES	46	231, 232, 1231
Patapsco MS	Burleigh Manor MS	46	159, 1159
Total		92	

Western Option # 2 - Elementary School Map

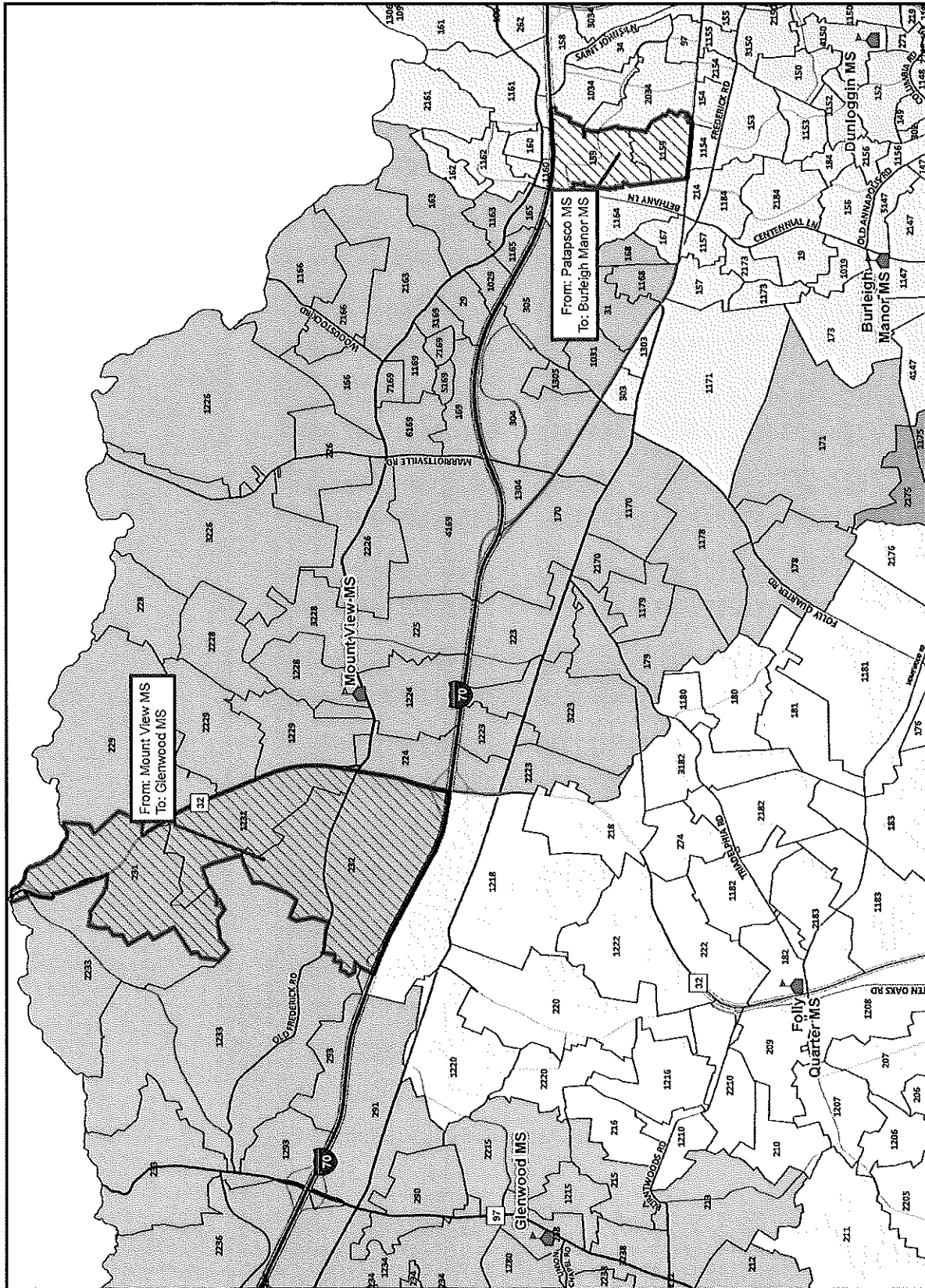


Showing proposed boundaries and areas reassigned for this option.

2019 Feasibility Study Boundary Review
Western ES Option #2 (Elementary Boundaries)



Western Option # 2 - Middle School Map



Showing proposed boundaries and areas reassigned for this option.

2019 Feasibility Study Boundary Review
 Western ES Option #2 (Middle Boundaries)



Western Option # 2 - Elementary Measures

ELEMENTARY SCHOOLS - Data for Demonstrative Purposes Only
 Capacity Utilization Rates with Proposed FY 2021 Capital Budget Projects - Not Test for APFO

Post-Measures
 Western Option 2
 Chart reflects May 2019 Projections, potential FY 2021 requested capacities and boundary adjustments.

School	2020	2021	2022	2023	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	
	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.
Atholton ES	424	424	424	424	461	107.8	449	105.9	444	104.7	443	104.5	441	104.0	441	104.2
Bellows Spring ES	726	726	726	726	808	111.3	826	113.6	843	116.1	888	122.5	884	121.8	884	121.8
Bolman Bridge ES	666	666	666	666	685	102.6	706	106.0	754	113.2	747	112.2	739	110.7	737	110.7
Bryant Woods ES	361	361	361	361	451	124.9	465	128.8	478	132.4	489	135.5	508	140.7	518	143.5
Bushy Park ES	725	725	725	725	802	110.0	788	108.7	749	103.3	742	102.3	736	101.8	734	101.8
Centennial Lane ES	647	647	647	647	715	110.5	736	113.8	727	112.4	741	114.5	758	117.0	788	121.8
Clarksville ES	543	543	543	543	581	107.0	577	106.3	564	102.8	560	102.0	560	102.0	560	102.0
Clemens Crossing ES	521	521	521	521	548	105.2	595	114.2	611	115.4	620	119.0	633	121.5	645	123.8
Cradlecock ES	398	398	398	398	460	115.6	475	119.3	473	118.8	478	119.1	472	118.6	475	118.6
Dayton Oaks ES	700	700	700	700	687	98.3	708	101.1	717	102.4	732	104.7	749	107.0	765	109.3
Deep Run ES	750	750	750	750	682	90.9	689	91.9	731	97.3	752	100.3	806	107.5	820	109.3
Dulketts Lane ES	650	650	650	650	669	102.9	689	106.0	708	108.9	728	112.0	748	115.1	768	118.2
Elkridge ES	760	760	760	760	893	117.5	908	119.5	908	119.5	908	119.5	908	119.5	908	119.5
Forest Ridge ES	713	713	713	713	678	95.1	692	97.1	694	97.3	713	100.0	740	103.8	796	111.6
Fulton ES	826	826	826	826	1009	122.2	1041	126.0	1038	125.7	1072	129.5	1048	126.3	1019	123.4
Garman Crossing ES	735	735	735	735	828	112.4	850	115.7	878	119.5	869	118.2	887	121.3	917	124.1
Guilford ES	465	465	465	465	467	101.3	468	100.7	468	100.7	468	100.7	468	100.7	468	100.7
Hammer Hill ES	653	653	653	653	618	94.6	614	92.6	626	95.9	658	100.8	685	104.9	705	107.9
Hanover Hills ES	810	810	810	810	723	89.3	705	87.1	697	86.0	697	86.0	697	86.0	697	86.0
Hollister Station ES	732	732	732	732	823	112.3	844	115.3	870	118.9	888	121.3	899	123.1	917	125.3
Jenners Hill ES	584	584	584	584	596	102.4	582	99.7	588	100.7	581	99.5	588	100.7	588	100.7
Laurel Woods ES	609	609	609	609	556	91.3	563	92.4	561	92.1	546	89.7	550	90.3	546	89.7
Lisbon ES	527	527	527	527	484	91.8	505	95.8	510	96.9	519	98.5	523	99.2	517	98.1
Longfield ES	512	512	512	512	438	85.5	452	88.3	468	91.4	470	91.8	474	92.6	490	95.7
Manor Woods ES	681	681	681	681	674	99.0	673	98.8	651	95.6	651	95.6	672	98.7	699	98.2
New ES #43	NS	0	0	0	NS	0	0	0	NS	0	0	0	NS	0	0	0
New ES #44	NS	0	0	0	NS	0	0	0	NS	0	0	0	NS	0	0	0
New ES #45	NS	0	0	0	NS	0	0	0	NS	0	0	0	NS	0	0	0
Northfield ES	700	700	700	700	759	108.4	776	110.9	772	110.3	796	113.7	824	117.7	842	120.3
Prep's Luck ES	597	597	597	597	566	94.8	563	92.7	563	92.7	566	94.8	584	97.8	594	99.5
Pointers Run ES	744	744	744	744	925	124.3	974	130.9	1018	136.8	1058	142.2	1060	142.5	1035	139.1
Rockburn ES	584	584	584	584	593	101.5	611	104.6	627	107.4	638	109.2	654	112.0	676	115.8
Running Brook ES	515	515	515	515	468	90.9	471	91.5	500	97.1	551	107.0	583	112.2	644	124.1
St. Johns Lane ES	612	612	612	612	606	99.0	614	100.3	627	102.5	641	104.7	659	107.7	683	111.6
Stevens Forest ES	380	380	380	380	414	108.9	420	110.5	427	112.4	440	115.8	435	114.5	434	114.2
Swansfield ES	694	694	694	694	547	78.8	538	77.5	538	77.5	535	77.1	542	78.1	545	78.5
Talbot Springs ES	377	377	377	377	442	117.2	442	117.2	426	113.0	409	108.5	422	111.9	425	112.8
Thunder Hill ES	509	509	509	509	508	99.8	487	95.7	485	95.3	468	91.6	468	91.6	467	91.7
Triadelphia Ridge ES	606	606	606	606	557	91.9	559	92.2	571	94.2	580	96.7	578	95.4	597	98.5
Veterans ES	799	799	799	799	822	102.9	808	101.1	799	100.0	801	100.3	800	100.0	830	103.9
Waterloo ES	603	603	603	603	548	90.9	525	87.1	521	86.4	488	80.6	508	84.2	519	86.1
Waverly ES	788	788	788	788	835	106.0	851	108.0	865	109.8	879	111.5	902	114.5	882	111.9
West Friendship ES	414	414	414	414	327	79.0	344	83.1	350	84.5	404	97.6	428	102.9	431	104.1
Worthington ES	515	515	515	515	458	88.9	457	88.7	459	89.1	469	91.1	492	95.5	515	100.0
Countdown Totals	25739	25739	25739	25739	25784	100.8	26099	102.0	26259	102.0	26606	103.4	27000	102.5	27481	104.3
A: Includes additions as proposed for FY 2021 OIP for grades K-5																
NS: New School proposed for FY 2021 Capital Budget																
R: Replacement School proposed for FY 2021 Capital Budget																
Color coding has been updated to align with the definition of target utilization (between 90-110% utilization) as outlined in Policy 6010. Blue is under target utilization, green is within target utilization and red is over target utilization.																

Western Option # 2 - Middle Post Measures

MIDDLE SCHOOLS - Data for Demonstrative Purposes Only
Capacity Utilization Rates with Proposed FY 2021 Capital Budget Projects - Not Test for APFO

School	2020		2021		2022		2023		2020-21		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27		2027-28		2028-29		2029-30		2030-31			
	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.		
Bonnie Branch MS	701	701	701	701	691	98.6	654	93.3	656	93.6	651	92.9	693	98.9	706	100.7	740	105.6	712	101.6	724	103.3	717	102.3	749	106.8	749	106.8	749	106.8		
Burleigh Manor MS	779	779	779	779	852	109.4	858	110.1	859	110.3	859	110.3	848	108.9	868	111.4	868	111.4	857	110.0	852	109.4	852	109.4	864	110.9	864	110.9	864	110.9		
Clarksville MS	843	843	843	843	704	83.5	697	82.7	673	79.8	674	80.0	701	83.1	705	83.6	714	84.6	715	84.7	721	85.5	723	85.8	722	85.4	722	85.4	722	85.4		
Dunrobin MS	A	565	565	565	565	100.0	565	100.0	565	100.0	565	100.0	565	100.0	565	100.0	565	100.0	565	100.0	565	100.0	565	100.0	565	100.0	565	100.0	565	100.0	565	100.0
Edridge Landing MS	779	779	779	779	747	95.9	788	98.6	820	105.3	857	110.0	857	110.0	857	110.0	857	110.0	852	109.3	852	109.3	852	109.3	852	109.3	852	109.3	852	109.3	852	109.3
Ellicott Mills MS	701	701	701	701	910	129.8	912	130.1	884	125.1	883	124.9	878	125.2	865	123.5	861	122.8	860	122.7	860	122.7	860	122.7	860	122.7	860	122.7	860	122.7	860	122.7
Folly Quarter MS	662	662	662	662	662	100.0	664	100.3	664	100.3	660	99.7	648	98.0	668	100.9	679	102.6	700	105.7	692	104.5	701	105.9	710	107.3	710	107.3	710	107.3	710	107.3
Glenwood MS	545	545	545	545	578	106.1	576	105.7	555	101.8	553	101.5	552	101.3	576	105.7	595	109.2	610	111.9	606	111.2	612	112.3	616	113.0	616	113.0	616	113.0	616	113.0
Hammond MS	604	604	604	604	702	116.2	724	119.9	746	123.5	737	122.0	762	126.2	768	127.2	801	132.6	809	133.9	829	137.3	836	138.4	864	143.0	864	143.0	864	143.0	864	143.0
Harpers Choice MS	505	505	505	505	490	97.0	485	96.2	457	90.3	439	86.8	453	89.5	482	95.4	477	94.3	470	92.9	473	93.5	463	91.5	473	93.5	473	93.5	473	93.5	473	93.5
Lake Elkhorn MS	643	643	643	643	556	86.3	563	87.6	503	78.2	486	75.5	501	77.9	481	74.8	489	76.0	479	74.5	475	74.0	475	73.6	482	75.0	482	75.0	482	75.0	482	75.0
Lime Kiln MS	721	721	721	721	676	93.6	675	93.5	718	99.6	737	102.2	743	103.1	751	104.2	774	107.4	817	113.3	803	111.4	825	114.4	809	112.4	809	112.4	809	112.4	809	112.4
Mayfield Woods MS	798	798	798	798	842	105.5	839	105.1	833	104.4	822	102.0	850	106.5	868	108.8	915	114.7	935	117.2	936	117.3	923	115.7	946	118.5	946	118.5	946	118.5	946	118.5
Mount View MS	798	798	798	798	798	99.7	846	106.0	860	107.8	860	107.8	887	111.2	898	111.4	912	114.3	915	114.7	911	114.2	911	114.2	912	114.3	912	114.3	912	114.3	912	114.3
Murray Hill MS	562	562	562	562	789	139.7	785	138.6	775	137.1	808	143.8	847	150.7	859	152.8	829	147.3	835	147.3	835	147.3	832	146.3	843	147.3	843	147.3	843	147.3	843	147.3
Oakland Mills MS	A	506	506	506	506	100.0	506	100.0	510	100.8	519	102.6	516	102.0	509	100.6	510	101.0	491	97.0	484	95.6	483	95.7	507	100.0	507	100.0	507	100.0	507	100.0
Palapasco MS	A	843	843	843	843	100.0	843	100.0	843	100.0	843	100.0	843	100.0	843	100.0	843	100.0	843	100.0	843	100.0	843	100.0	843	100.0	843	100.0	843	100.0	843	100.0
Patuxent Valley MS	701	701	701	701	715	102.0	715	102.0	715	102.0	715	102.0	715	102.0	715	102.0	715	102.0	715	102.0	715	102.0	715	102.0	715	102.0	715	102.0	715	102.0	715	102.0
Thomas V�aduct MS	701	701	701	701	748	106.7	781	111.4	781	111.4	763	108.3	761	108.8	778	111.0	799	109.7	783	111.7	783	111.7	783	111.7	783	111.7	783	111.7	783	111.7	783	111.7
Wild Lake MS	721	721	721	721	655	90.8	659	91.5	695	96.4	704	97.6	730	101.2	767	106.4	797	110.5	839	116.4	836	116.0	873	121.1	897	124.4	897	124.4	897	124.4	897	124.4
Countywide Totals	13438	13438	13438	13438	14072	104.7	14151	105.3	14182	105.5	14429	106.6	14429	106.6	14546	107.5	14845	108.4	14956	109.3	14956	109.3	15074	108.9	15364	111.0	15364	111.0	15364	111.0		

*A. includes additions as proposed for FY 2021 CIP for grades 6-8
Color coding has been updated to align with the definition of target utilization (between 90-110% utilization) as outlined in Policy 6010. Blue is under target utilization, green is within target utilization and red is over target utilization.

Western Option # 2 - Elementary and Middle Assessments

Elementary School Summary		Current	Aggregate Plan	Assessment Criteria
Years between 90-110%	# of Schools Strengthened	NA	6	Mean increased by 1.0 or more = STRENGTH; reduced by 1.0 or more = WEAKNESS; otherwise Negligible
	# of Schools Weakened	NA	0	
	Mean	4.2	5.2 NEGLIGIBLE	
Proximity to school	# of Schools Strengthened	NA	2	Mean reduced by 100 or more = STRENGTH; increased by 100 or more = WEAKNESS; otherwise Negligible
	# of Schools Weakened	NA	4	
	Mean	5789 (smaller # = closer set of polygons)	5930 WEAKNESS	
Small MS from ES Feeds (under 15%)				Feed information in middle and high school sections.
Double Small Feed	# of Double Small Feeds	1	1 NEGLIGIBLE	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
	Number of "Islands"	5	4 STRENGTH	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
Estimated Students moved within 5 yrs of last ES move	Number	NA	46	Take into account the correlation between the number of students moved, the outcomes of other standards achieved in Section IV.B. and the length of time those results are expected to be maintained.
	% of Enrollment	NA	0.2%	
Students Moved	Number moved in	NA	512	
	Number moved out	NA	512	
		Strength	Negligible	Weakness

Middle School Summary		Current	Aggregate Plan	Assessment Criteria
Years between 90-110%	# of Schools Strengthened	NA	2	Mean increased by 1.0 or more = STRENGTH; reduced by 1.0 or more = WEAKNESS; otherwise Negligible
	# of Schools Weakened	NA	2	
	Mean	6.7	6.3 NEGLIGIBLE	
Proximity to school	# of Schools Strengthened	NA	1	Mean reduced by 100 or more = STRENGTH; increased by 100 or more = WEAKNESS; otherwise Negligible
	# of Schools Weakened	NA	3	
	Mean	8322 (smaller # = closer set of polygons)	8341 NEGLIGIBLE	
Small MS from ES Feeds (under 15%)	# of Small Feeds	17	19 WEAKNESS	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
	# of Double Small Feeds	1	1 NEGLIGIBLE	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
Non-contiguous Attendance Areas	Number of "Islands"	0	0 NEGLIGIBLE	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
	Number	NA	0	Take into account the correlation between the number of students moved, the outcomes of other standards achieved in Section IV.B. and the length of time those results are expected to be maintained.
% of Enrollment	NA	0.0%		
Students Moved	Number moved in	NA	92	
	Number moved out	NA	92	
		Strength	Negligible	Weakness

REVISED

Western Option # 2 - Middle School Feed Report

Middle School	Before Feeding Schools	Feed	After Feeding Schools	Feed	Middle School	Before Feeding Schools	Feed	After Feeding Schools	Feed
Bonnie Branch MS	Ichester ES	47.7%	Ichester ES	47.7%	Lake Elkhorn MS	Cradlerock ES	41.1%	Cradlerock ES	41.1%
	Jeffers Hill ES	2.1%	Jeffers Hill ES	2.1%		Gulford ES	26.5%	Gulford ES	26.5%
	Phelps Luck ES	45.9%	Phelps Luck ES	45.9%		Jeffers Hill ES	24.1%	Jeffers Hill ES	24.1%
	Rockburn ES	4.3%	Rockburn ES	4.3%		Talbot Springs ES	6.3%	Talbot Springs ES	6.3%
	Waterloo ES	0.0%	Waterloo ES	0.0%					
Burleigh Manor MS	Centennial Lane ES	56.3%	Centennial Lane ES	52.3%	Lime Kiln MS	Dayton Oaks ES	27.8%	Dayton Oaks ES	27.8%
	Manor Woods ES	27.1%	Manor Woods ES	28.1%		Fulton ES	58.6%	Fulton ES	58.6%
	Northfield ES	15.4%	Northfield ES	14.3%		Pointers Run ES	13.5%	Pointers Run ES	13.5%
	Triadelphia Ridge ES	1.1%	Triadelphia Ridge ES	5.3%					
Clarksville MS	Clarksville ES	46.2%	Clarksville ES	46.2%	Mayfield Woods MS	Bellows Spring ES	29.5%	Bellows Spring ES	29.5%
	Pointers Run ES	53.8%	Pointers Run ES	53.8%		Deep Run ES	42.4%	Deep Run ES	42.4%
				Jeffers Hill ES		10.0%	Jeffers Hill ES	10.0%	
				Waterloo ES		18.1%	Waterloo ES	18.1%	
Dunloggin MS	Hollifield Station ES	6.7%	Hollifield Station ES	6.7%	Mount View MS	Manor Woods ES	22.3%	Manor Woods ES	23.5%
	Northfield ES	44.7%	Northfield ES	44.7%		Waverly ES	46.8%	Triadelphia Ridge ES	5.4%
	St Johns Lane ES	11.6%	St Johns Lane ES	11.6%		West Friendship ES	30.9%	Waverly ES	46.5%
	Thunder Hill ES	5.2%	Thunder Hill ES	5.2%				West Friendship ES	24.5%
	Veterans ES	31.8%	Veterans ES	31.8%					
Elkridge Landing MS	Elkridge ES	65.8%	Elkridge ES	65.8%	Murray Hill MS	Gorman Crossing ES	54.4%	Gorman Crossing ES	54.4%
	Rockburn ES	34.2%	Rockburn ES	34.2%		Laurel Woods ES	45.6%	Laurel Woods ES	45.6%
Ellicott Mills MS	Thunder Hill ES	20.7%	Thunder Hill ES	20.7%	Oakland Mills MS	Atholton ES	9.2%	Atholton ES	9.2%
	Veterans ES	26.9%	Veterans ES	26.9%		Stevens Forest ES	41.0%	Stevens Forest ES	41.0%
	Waterloo ES	17.9%	Waterloo ES	17.9%		Talbot Springs ES	35.1%	Talbot Springs ES	35.1%
	Worthington ES	34.5%	Worthington ES	34.5%		Thunder Hill ES	14.6%	Thunder Hill ES	14.6%
Folly Quarter MS	Bushy Park ES	18.9%	Bushy Park ES	30.0%	Palasco MS	Hollifield Station ES	48.1%	Hollifield Station ES	52.7%
	Clarksville ES	0.1%	Clarksville ES	0.1%		St Johns Lane ES	40.6%	St Johns Lane ES	35.0%
	Dayton Oaks ES	30.9%	Dayton Oaks ES	30.9%		Waverly ES	11.3%	Waverly ES	12.3%
	Triadelphia Ridge ES	50.1%	Triadelphia Ridge ES	39.0%					
Glenwood MS	Bushy Park ES	48.2%	Bushy Park ES	52.2%	Paluxent Valley MS	Bollman Bridge ES	49.3%	Bollman Bridge ES	49.3%
	Lisbon ES	51.8%	Lisbon ES	47.8%		Forest Ridge ES	50.7%	Forest Ridge ES	50.7%
Hammond MS	Atholton ES	25.8%	Atholton ES	25.8%	Thomas Viaduct MS	Bellows Spring ES	10.6%	Bellows Spring ES	10.6%
	Fulton ES	16.0%	Fulton ES	16.0%		Ducketts Lane ES	35.9%	Ducketts Lane ES	35.9%
	Gulford ES	0.0%	Gulford ES	0.0%		Gulford ES	9.0%	Gulford ES	9.0%
	Hammond ES	58.2%	Hammond ES	58.2%		Hanover Hills ES	44.5%	Hanover Hills ES	44.5%
Harpers Choice MS	Longfellow ES	39.9%	Longfellow ES	39.9%	Wilde Lake MS	Bryant Woods ES	34.6%	Bryant Woods ES	34.6%
	Swansfield ES	60.1%	Swansfield ES	60.1%		Clemens Crossing ES	29.4%	Clemens Crossing ES	29.4%
				Running Brook ES		36.0%	Running Brook ES	36.0%	

Western Option # 2 - High School Feed Report

High School	Before		After		High School	Before		After	
	Feeding Schools	Feed	Feeding Schools	Feed		Feeding Schools	Feed	Feeding Schools	Feed
Atholton HS	Clarksville MS	34.0%	Clarksville MS	34.0%	Marriotts Ridge HS	Burleigh Manor MS	18.2%	Burleigh Manor MS	18.2%
	Hammond MS	13.0%	Hammond MS	13.0%		Mount View MS	81.8%	Glenwood MS	4.0%
	Murray Hill MS	21.1%	Murray Hill MS	21.1%		Mount View MS		Mount View MS	77.8%
	Wilde Lake MS	31.9%	Wilde Lake MS	31.9%					
Centennial HS	Burleigh Manor MS	51.3%	Burleigh Manor MS	51.3%	Mt Hebron HS	Dunloggin MS	17.2%	Burleigh Manor MS	5.1%
	Dunloggin MS	23.4%	Dunloggin MS	23.4%		Ellicott Mills MS	21.6%	Dunloggin MS	17.2%
	Ellicott Mills MS	25.3%	Ellicott Mills MS	25.3%		Patapsco MS	61.2%	Ellicott Mills MS	21.6%
							Patapsco MS	56.1%	
Glenelg HS	Folly Quarter MS	38.6%	Folly Quarter MS	38.6%	Oakland Mills HS	Lake Elkhorn MS	46.7%	Lake Elkhorn MS	46.7%
	Glenwood MS	61.4%	Glenwood MS	61.4%		Oakland Mills MS	53.3%	Oakland Mills MS	53.3%
Hammond HS	Hammond MS	26.6%	Hammond MS	26.6%	Reservoir HS	Hammond MS	11.5%	Hammond MS	11.5%
	Lake Elkhorn MS	11.9%	Lake Elkhorn MS	11.9%		Lime Kiln MS	33.0%	Lime Kiln MS	33.0%
	Patuxent Valley MS	44.8%	Patuxent Valley MS	44.8%		Murray Hill MS	41.9%	Murray Hill MS	41.9%
	Thomas Viaduct MS	16.7%	Thomas Viaduct MS	16.7%		Patuxent Valley MS	13.7%	Patuxent Valley MS	13.7%
Howard HS	Bonnie Branch MS	35.2%	Bonnie Branch MS	35.2%	River Hill HS	Clarksville MS	46.0%	Clarksville MS	46.0%
	Elkridge Landing MS	45.7%	Elkridge Landing MS	45.7%		Folly Quarter MS	32.9%	Folly Quarter MS	32.9%
	Ellicott Mills MS	18.7%	Ellicott Mills MS	18.7%		Lime Kiln MS	21.1%	Lime Kiln MS	21.1%
	Mayfield Woods MS	0.4%	Mayfield Woods MS	0.4%					
Long Reach HS	Bonnie Branch MS	11.3%	Bonnie Branch MS	11.3%	Wilde Lake HS	Dunloggin MS	11.0%	Dunloggin MS	11.0%
	Elkridge Landing MS	9.0%	Elkridge Landing MS	9.0%		Harpers Choice MS	51.1%	Harpers Choice MS	51.1%
	Mayfield Woods MS	49.7%	Mayfield Woods MS	49.7%		Wilde Lake MS	37.9%	Wilde Lake MS	37.9%
	Thomas Viaduct MS	30.0%	Thomas Viaduct MS	30.0%					

Western Option # 2 - Elementary Race Report

Elementary School	American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		Hispanic		Two or more		White	
	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed
	Atholton ES	<=5%	<=5%	8%	8%	21%	21%	<=5%	<=5%	10%	10%	9%	9%	52%
Bellows Spring ES	<=5%	<=5%	30%	30%	25%	25%	<=5%	<=5%	11%	11%	6%	6%	27%	27%
Bollman Bridge ES	<=5%	<=5%	8%	8%	38%	38%	<=5%	<=5%	23%	23%	6%	6%	23%	23%
Bryant Woods ES	<=5%	<=5%	<=5%	<=5%	55%	55%	<=5%	<=5%	12%	12%	9%	9%	20%	20%
Bushy Park ES	<=5%	<=5%	14%	17%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	6%	72%	69%
Centennial Lane ES	<=5%	<=5%	50%	50%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	7%	7%	33%	33%
Clarksville ES	<=5%	<=5%	56%	56%	8%	8%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	27%	27%
Clemens Crossing ES	<=5%	<=5%	15%	15%	17%	17%	<=5%	<=5%	9%	9%	11%	11%	48%	48%
Cradlerock ES	<=5%	<=5%	7%	7%	48%	48%	<=5%	<=5%	16%	16%	8%	8%	21%	21%
Dayton Oaks ES	<=5%	<=5%	20%	20%	10%	10%	<=5%	<=5%	<=5%	<=5%	6%	6%	59%	59%
Deep Run ES	<=5%	<=5%	14%	14%	15%	15%	<=5%	<=5%	40%	40%	<=5%	<=5%	24%	24%
Ducketts Lane ES	<=5%	<=5%	13%	13%	39%	39%	<=5%	<=5%	21%	21%	<=5%	<=5%	22%	22%
Elkridge ES	<=5%	<=5%	18%	18%	27%	27%	<=5%	<=5%	8%	8%	7%	7%	40%	40%
Forest Ridge ES	<=5%	<=5%	23%	23%	35%	35%	<=5%	<=5%	14%	14%	7%	7%	21%	21%
Fulton ES	<=5%	<=5%	31%	31%	14%	14%	<=5%	<=5%	<=5%	<=5%	10%	10%	41%	41%
Gorman Crossing ES	<=5%	<=5%	29%	29%	33%	33%	<=5%	<=5%	11%	11%	7%	7%	20%	20%
Gullford ES	<=5%	<=5%	16%	16%	47%	47%	<=5%	<=5%	12%	12%	7%	7%	19%	19%
Hammond ES	<=5%	<=5%	13%	13%	29%	29%	<=5%	<=5%	12%	12%	8%	8%	37%	37%
Hanover Hills ES	<=5%	<=5%	25%	25%	38%	38%	<=5%	<=5%	15%	15%	<=5%	<=5%	16%	16%
Hollifield Station ES	<=5%	<=5%	45%	45%	15%	15%	<=5%	<=5%	12%	12%	<=5%	<=5%	25%	25%
Ilchester ES	<=5%	<=5%	27%	27%	6%	6%	<=5%	<=5%	<=5%	<=5%	6%	6%	58%	58%
Jeffers Hill ES	<=5%	<=5%	12%	12%	38%	38%	<=5%	<=5%	20%	20%	9%	9%	20%	20%
Laurel Woods ES	<=5%	<=5%	11%	11%	52%	52%	<=5%	<=5%	25%	25%	6%	6%	7%	7%
Lisbon ES	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	8%	8%	7%	7%	79%	79%
Longfellow ES	<=5%	<=5%	10%	10%	33%	33%	<=5%	<=5%	23%	23%	11%	11%	23%	23%
Manor Woods ES	<=5%	<=5%	47%	41%	9%	8%	<=5%	<=5%	<=5%	6%	<=5%	<=5%	35%	41%
Northfield ES	<=5%	<=5%	27%	27%	9%	9%	<=5%	<=5%	6%	6%	9%	9%	48%	48%
Pheips Luck ES	<=5%	<=5%	6%	6%	38%	38%	<=5%	<=5%	30%	30%	9%	9%	17%	17%
Pointers Run ES	<=5%	<=5%	33%	33%	9%	9%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	49%	49%
Rockburn ES	<=5%	<=5%	19%	19%	13%	13%	<=5%	<=5%	<=5%	<=5%	7%	7%	55%	55%
Running Brook ES	<=5%	<=5%	<=5%	<=5%	57%	57%	<=5%	<=5%	12%	12%	8%	8%	18%	18%
St Johns Lane ES	<=5%	<=5%	35%	40%	13%	14%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	43%	38%
Stevens Forest ES	<=5%	<=5%	6%	6%	40%	40%	<=5%	<=5%	29%	29%	10%	10%	14%	14%
Swansfield ES	<=5%	<=5%	<=5%	<=5%	55%	55%	<=5%	<=5%	18%	18%	7%	7%	15%	15%
Talbott Springs ES	<=5%	<=5%	<=5%	<=5%	40%	40%	<=5%	<=5%	25%	25%	7%	7%	24%	24%
Thunder Hill ES	<=5%	<=5%	19%	19%	27%	27%	<=5%	<=5%	8%	8%	9%	9%	37%	37%
Triadelphia Ridge ES	<=5%	<=5%	29%	31%	8%	9%	<=5%	<=5%	7%	6%	9%	8%	47%	45%
Veterans ES	<=5%	<=5%	52%	52%	14%	14%	<=5%	<=5%	7%	7%	<=5%	<=5%	25%	25%
Waterloo ES	<=5%	<=5%	23%	23%	29%	29%	<=5%	<=5%	<=5%	<=5%	7%	7%	36%	36%
Waverly ES	<=5%	<=5%	49%	50%	7%	7%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	37%	36%
West Friendship ES	<=5%	<=5%	22%	21%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	6%	7%	65%	63%
Worthington ES	<=5%	<=5%	39%	39%	7%	7%	<=5%	<=5%	<=5%	<=5%	6%	6%	44%	44%
Countywide Average	<=5%		22%		25%		<=5%		12%		7%		34%	

See page 35 for information about the data used in this report.

Western Option # 2 - Middle Race Report

Middle School	American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		Hispanic		Two or more		White	
	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed
Bonnie Branch MS	<=5%	<=5%	16%	16%	26%	26%	<=5%	<=5%	15%	15%	7%	7%	35%	35%
Burleigh Manor MS	<=5%	<=5%	48%	46%	12%	11%	<=5%	<=5%	<=5%	<=5%	6%	6%	29%	33%
Clarksville MS	<=5%	<=5%	40%	40%	6%	6%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	45%	45%
Dunloggin MS	<=5%	<=5%	33%	33%	16%	16%	<=5%	<=5%	8%	8%	<=5%	<=5%	39%	39%
Elkridge Landing MS	<=5%	<=5%	17%	17%	23%	23%	<=5%	<=5%	8%	8%	6%	6%	46%	46%
Ellicott Mills MS	<=5%	<=5%	32%	32%	14%	14%	<=5%	<=5%	6%	6%	<=5%	<=5%	43%	43%
Folly Quarter MS	<=5%	<=5%	27%	27%	6%	6%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	57%	57%
Glenwood MS	<=5%	<=5%	8%	9%	6%	6%	<=5%	<=5%	7%	8%	<=5%	<=5%	75%	73%
Hammond MS	<=5%	<=5%	12%	12%	26%	26%	<=5%	<=5%	8%	8%	8%	8%	45%	45%
Harpers Choice MS	<=5%	<=5%	8%	8%	50%	50%	<=5%	<=5%	16%	16%	8%	8%	18%	18%
Lake Elkhorn MS	<=5%	<=5%	10%	10%	51%	51%	<=5%	<=5%	18%	18%	7%	7%	14%	14%
Lime Kiln MS	<=5%	<=5%	28%	28%	12%	12%	<=5%	<=5%	<=5%	<=5%	6%	6%	50%	50%
Mayfield Woods MS	<=5%	<=5%	13%	13%	29%	29%	<=5%	<=5%	25%	25%	<=5%	<=5%	28%	28%
Mount View MS	<=5%	<=5%	36%	36%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	6%	<=5%	49%	49%
Murray Hill MS	<=5%	<=5%	17%	17%	45%	45%	<=5%	<=5%	21%	21%	<=5%	<=5%	13%	13%
Oakland Mills MS	<=5%	<=5%	<=5%	<=5%	37%	37%	<=5%	<=5%	21%	21%	10%	10%	27%	27%
Patapsco MS	<=5%	<=5%	33%	35%	11%	12%	<=5%	<=5%	9%	10%	<=5%	<=5%	43%	40%
Patuxent Valley MS	<=5%	<=5%	17%	17%	38%	38%	<=5%	<=5%	18%	18%	6%	6%	21%	21%
Thomas Viaduct MS	<=5%	<=5%	14%	14%	45%	45%	<=5%	<=5%	18%	18%	<=5%	<=5%	18%	18%
Wilde Lake MS	<=5%	<=5%	8%	8%	47%	47%	<=5%	<=5%	11%	11%	9%	9%	25%	25%
Countywide Average	<=5%		21%		25%		<=5%		12%		6%		36%	

See page 35 for information about the data used in this report.

Western Option # 2 - Elementary and Middle ESOL Report

School	% ESOL Participation	
	Base	Proposed
Atholton ES	<=5%	<=5%
Bellows Spring ES	9%	9%
Bollman Bridge ES	14%	14%
Bryant Woods ES	<=5%	<=5%
Bushy Park ES	<=5%	<=5%
Centennial Lane ES	6%	6%
Clarksville ES	6%	6%
Clemens Crossing ES	<=5%	<=5%
Cradlerock ES	8%	8%
Dayton Oaks ES	<=5%	<=5%
Deep Run ES	23%	23%
Ducketts Lane ES	16%	16%
Elkridge ES	6%	6%
Forest Ridge ES	9%	9%
Fulton ES	6%	6%
Gorman Crossing ES	7%	7%
Guilford ES	7%	7%
Hammond ES	6%	6%
Hanover Hills ES	11%	11%
Hollifield Station ES	13%	13%
Ilchester ES	<=5%	<=5%
Jeffers Hill ES	9%	9%
Laurel Woods ES	13%	13%
Lisbon ES	<=5%	<=5%
Longfellow ES	<=5%	<=5%
Manor Woods ES	8%	8%
Northfield ES	<=5%	<=5%
Phelps Luck ES	17%	17%
Pointers Run ES	<=5%	<=5%
Rockburn ES	<=5%	<=5%
Running Brook ES	6%	6%
St Johns Lane ES	<=5%	<=5%
Stevens Forest ES	20%	20%
Swansfield ES	8%	8%
Talbott Springs ES	12%	12%
Thunder Hill ES	6%	6%
Triadelphia Ridge ES	<=5%	<=5%
Veterans ES	10%	10%
Waterloo ES	8%	8%
Waverly ES	<=5%	<=5%
West Friendship ES	<=5%	<=5%
Worthington ES	<=5%	<=5%
Countywide Average	7%	7%

School	% ESOL Participation	
	Base	Proposed
Bonnie Branch MS	6%	6%
Burleigh Manor MS	<=5%	<=5%
Clarksville MS	<=5%	<=5%
Dunloggin MS	<=5%	<=5%
Elkridge Landing MS	<=5%	<=5%
Ellicott Mills MS	<=5%	<=5%
Folly Quarter MS	<=5%	<=5%
Glenwood MS	<=5%	<=5%
Hammond MS	<=5%	<=5%
Harpers Choice MS	<=5%	<=5%
Lake Elkhorn MS	<=5%	<=5%
Lime Kiln MS	<=5%	<=5%
Mayfield Woods MS	<=5%	<=5%
Mount View MS	<=5%	<=5%
Murray Hill MS	<=5%	<=5%
Oakland Mills MS	<=5%	<=5%
Patapsco MS	<=5%	<=5%
Patuxent Valley MS	<=5%	<=5%
Thomas Viaduct MS	6%	6%
Wilde Lake MS	<=5%	<=5%
Countywide Average	<=5%	<=5%

See page 35 for information about the data used in these reports.

Western Option # 2 - Elementary FARM and Test Percentages

FARM/Test Data	Western 2		
School Name	FARM	PARCC-Read	PARCC-Math
Atholton ES	15%	47%	58%
Bellows Spring ES	17%	63%	59%
Bollman Bridge ES	50%	29%	32%
Bryant Woods ES	51%	37%	45%
Bushy Park ES	<=5%	75%	74%
Centennial Lane ES	6%	75%	82%
Clarksville ES	<=5%	83%	89%
Clemens Crossing ES	13%	66%	63%
Cradlerock ES	55%	35%	26%
Dayton Oaks ES	<=5%	69%	77%
Deep Run ES	54%	37%	40%
Ducketts Lane ES	53%	41%	40%
Elkridge ES	32%	44%	47%
Forest Ridge ES	33%	53%	50%
Fulton ES	<=5%	70%	77%
Gorman Crossing ES	18%	53%	59%
Guilford ES	45%	38%	36%
Hammond ES	24%	52%	60%
Hanover Hills ES	37%	43%	47%
Hollifield Station ES	24%	54%	56%
Ilchester ES	<=5%	84%	77%
Jeffers Hill ES	35%	43%	35%
Laurel Woods ES	61%	37%	37%
Lisbon ES	12%	67%	57%
Longfellow ES	49%	50%	50%
Manor Woods ES	8%	68%	72%
Northfield ES	11%	62%	65%
Phelps Luck ES	63%	36%	35%
Pointers Run ES	<=5%	72%	82%
Rockburn ES	6%	65%	70%
Running Brook ES	52%	32%	34%
St Johns Lane ES	10%	61%	62%
Stevens Forest ES	65%	33%	30%
Swansfield ES	61%	29%	34%
Talbott Springs ES	49%	53%	46%
Thunder Hill ES	21%	62%	63%
Triadelphia Ridge ES	<=5%	70%	77%
Veterans ES	21%	55%	59%
Waterloo ES	24%	65%	66%
Waverly ES	<=5%	77%	80%
West Friendship ES	6%	72%	69%
Worthington ES	<=5%	68%	72%
System-wide total	25%	57%	59%

See page 35 for information about the data used in this report.

Western Option # 2 - Middle FARM and Test Percentages

FARM/Test Data **Western 2**

School Name	FARM	PARCC-Read	PARCC-Math
Bonnie Branch MS	32%	49%	49%
Burleigh Manor MS	11%	75%	74%
Clarksville MS	<=5%	84%	84%
Dunloggin MS	19%	63%	59%
Elkridge Landing MS	21%	57%	44%
Ellicott Mills MS	11%	65%	66%
Folly Quarter MS	<=5%	69%	76%
Glenwood MS	7%	64%	61%
Hammond MS	19%	62%	55%
Harpers Choice MS	51%	30%	28%
Lake Elkhorn MS	52%	35%	27%
Lime Kiln MS	<=5%	72%	70%
Mayfield Woods MS	43%	43%	37%
Mount View MS	<=5%	76%	77%
Murray Hill MS	38%	47%	41%
Oakland Mills MS	48%	38%	34%
Patapsco MS	18%	57%	63%
Patuxent Valley MS	37%	44%	37%
Thomas Viaduct MS	45%	38%	29%
Wilde Lake MS	47%	44%	35%

System-wide total 25% 57% 54%

See page 35 for information about the data used in this report.

Southwestern Option # 1 - Summary and Polygon Moves

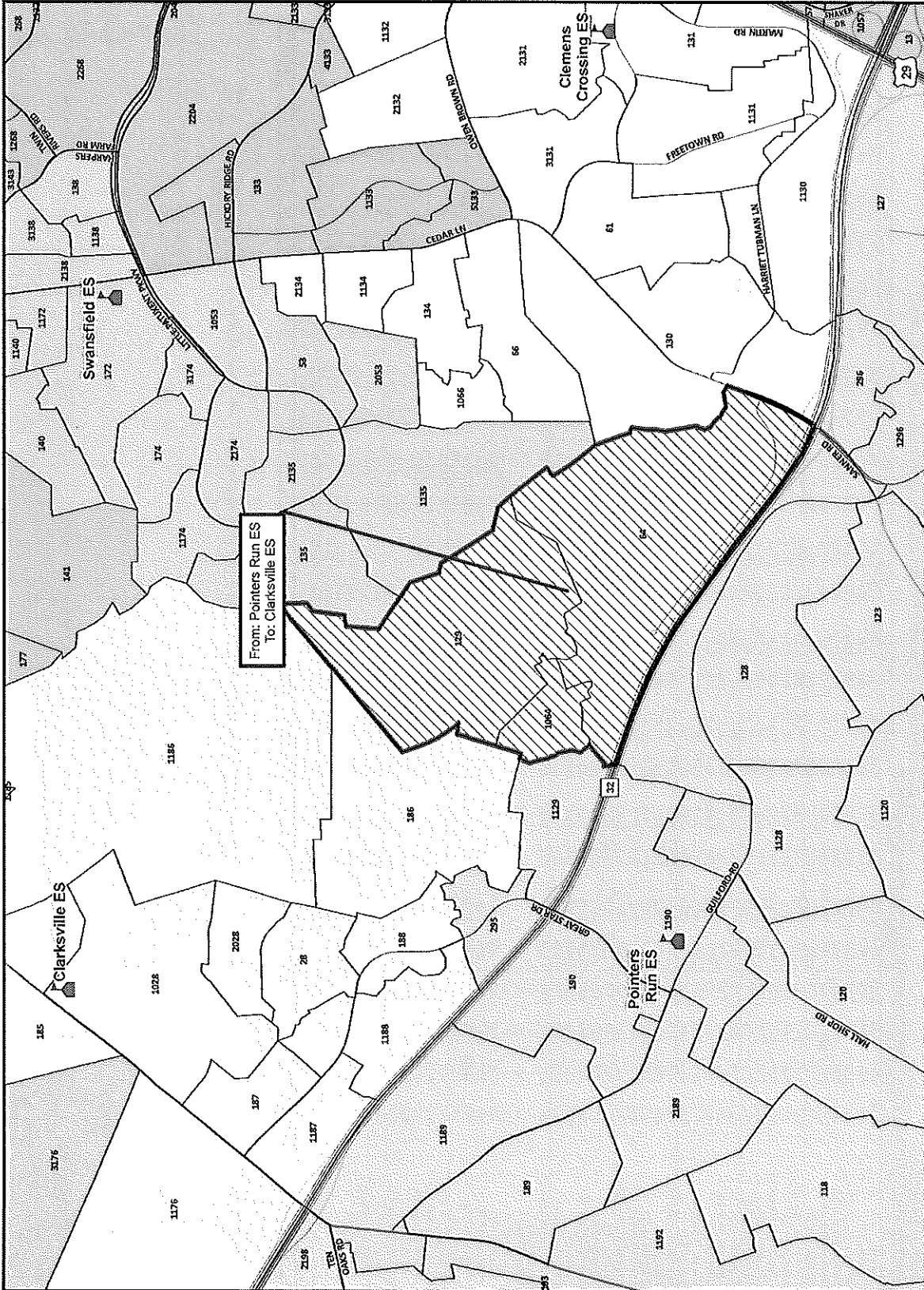
Following the boundary changes approved in November 2017, Pointer’s Run ES has seen increased enrollment and capacity utilization. Options to provide relief include limited available capacity at Clarksville ES and Bushy Park ES. Availability of capacity at Bushy Park ES is dependent on how it is utilized in relief of Waverly ES and West Friendship ES. In order to remain in target utilization through SY 2024, approximately 240 projected Pointers Run ES students would need to be reassigned. Reassigning these polygons has the benefit of addressing SY 2020-21 crowding at Pointer Run ES by reassigning existing students, while also impacting projected future crowding due to potential residential development.

Southwestern Option 1:

This option reassigns approximately 150 students projected in SY 2020-21 from Pointer’s Run ES to Clarksville ES. This option brings Pointers Run ES to within target utilization until SY 2022-2023. Clarksville ES is projected to be within target utilization through SY 2024-2025, however, the deficiencies in the school's floor plan restrict its ability to function at the higher end of utilization range.

Sending	Receiving	Appx. # of Students	Polygons Proposed for Reassignment
Pointers Run ES	Clarksville ES	156	64, 129, 1064
Total		156	

Southwestern Option # 1 - Elementary School Map



Showing proposed boundaries and areas reassigned for this option.

2019 Feasibility Study Boundary Review

Southwestern ES Option #1



Post-Measures
Southwestern Option 1

ELEMENTARY SCHOOLS - Data for Demonstrative Purposes Only
Capacity Utilization Rates with Proposed FY 2021 Capital Budget Projects - Not Test for APFO

Chart reflects May 2019 Projections, potential FY 2021 requested capacities and boundary adjustments.

Table with columns for School, Capacity (2020-2023), and Utilization Rates (2020-2023) for 12 different years. Rows include schools such as Atholton ES, Bellows Spring ES, etc., and a Countywide Totals row at the bottom.

'A' includes additions as proposed for FY 2021 CIP for grades K-5

'NS' New School proposed for FY 2021 Capital Budget

'R' Replacement School proposed for FY 2021 Capital Budget

Color coding has been updated to align with the definition of target utilization (between 90-110% utilization) as outlined in Policy 6010. Blue is under target utilization, green is within target utilization and red is over target utilization.

Southwestern Option # 1 - Elementary Assessments

Elementary School Summary	Current	Aggregate Plan	Assessment Criteria
Years between 90-110%	# of Schools Strengthened	NA	Mean increased by 1.0 or more = STRENGTH; reduced by 1.0 or more = WEAKNESS; otherwise Negligible
	# of Schools Weakened	NA	
	Mean	4.2	
Proximity to school	# of Schools Strengthened	NA	Mean reduced by 100 or more = STRENGTH; increased by 100 or more = WEAKNESS; otherwise Negligible
	# of Schools Weakened	NA	
	Mean	5789	
Small MS from ES Feeds (under 15%)	(smaller # = closer set of polygons)		Feed information in middle and high school sections.
	# of Small Feeds	17	
	# of Double Small Feeds	1	
Non-contiguous Attendance Areas	Number of "Islands"	5	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
	Number	NA	
	% of Enrollment	NA	
Students moved within 5 yrs of last ES move	Number moved in	NA	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
	Number moved out	NA	
Students Moved			Take into account the correlation between the number of students moved, the outcomes of other standards achieved in Section IV.B. and the length of time those results are expected to be maintained.

Strength

Negligible

Weakness

Southwestern Option # 1 - Middle School Feed Report

Middle School	Before Feeding Schools	Feed	After Feeding Schools	Feed	Middle School	Before Feeding Schools	Feed	After Feeding Schools	Feed
Bonnie Branch MS	Ilchester ES Jeffers Hill ES Phelps Luck ES Rockburn ES Waterloo ES	47.7% 2.1% 45.9% 4.3% 0.0%	Ilchester ES Jeffers Hill ES Phelps Luck ES Rockburn ES Waterloo ES	47.7% 2.1% 45.9% 4.3% 0.0%	Lake Elkhorn MS	Cradlerock ES Gullford ES Jeffers Hill ES Talbot Springs ES	41.1% 26.5% 24.1% 8.3%	Cradlerock ES Gullford ES Jeffers Hill ES Talbot Springs ES	41.1% 26.5% 24.1% 8.3%
Burleigh Manor MS	Centennial Lane ES Manor Woods ES Northfield ES Triadelphia Ridge ES	56.3% 27.1% 15.4% 1.1%	Centennial Lane ES Manor Woods ES Northfield ES Triadelphia Ridge ES	56.3% 27.1% 15.4% 1.1%	Lime Klein MS	Dayton Oaks ES Fulton ES Pointers Run ES	27.8% 58.6% 13.5%	Dayton Oaks ES Fulton ES Pointers Run ES	27.8% 58.6% 13.5%
Clarksville MS	Clarksville ES Pointers Run ES	46.2% 53.8%	Clarksville ES Pointers Run ES	55.6% 44.4%	Mayfield Woods MS	Bellows Spring ES Deep Run ES Jeffers Hill ES Waterloo ES	29.5% 42.4% 10.0% 18.1%	Bellows Spring ES Deep Run ES Jeffers Hill ES Waterloo ES	29.5% 42.4% 10.0% 18.1%
Dunloggin MS	Hollifield Station ES Northfield ES St Johns Lane ES Thunder Hill ES Veterans ES	6.7% 44.7% 11.6% 5.2% 31.8%	Hollifield Station ES Northfield ES St Johns Lane ES Thunder Hill ES Veterans ES	6.7% 44.7% 11.6% 5.2% 31.8%	Mount View MS	Manor Woods ES Waverly ES West Friendship ES	22.3% 46.8% 30.9%	Manor Woods ES Waverly ES West Friendship ES	22.3% 46.8% 30.9%
Elkridge Landing MS	Elkridge ES Rockburn ES	65.8% 34.2%	Elkridge ES Rockburn ES	65.8% 34.2%	Murray Hill MS	Gorman Crossing ES Laurel Woods ES	54.4% 45.6%	Gorman Crossing ES Laurel Woods ES	54.4% 45.6%
Ellicott Mills MS	Thunder Hill ES Veterans ES Waterloo ES Worthington ES	20.7% 26.9% 17.9% 34.5%	Thunder Hill ES Veterans ES Waterloo ES Worthington ES	20.7% 26.9% 17.9% 34.5%	Oakland Mills MS	Atholton ES Stevens Forest ES Talbot Springs ES Thunder Hill ES	9.2% 41.0% 35.1% 14.6%	Atholton ES Stevens Forest ES Talbot Springs ES Thunder Hill ES	9.2% 41.0% 35.1% 14.6%
Folly Quarter MS	Bushy Park ES Clarksville ES Dayton Oaks ES Triadelphia Ridge ES	18.9% 0.1% 30.9% 50.1%	Bushy Park ES Clarksville ES Dayton Oaks ES Triadelphia Ridge ES	18.9% 0.1% 30.9% 50.1%	Palapsco MS	Hollifield Station ES St Johns Lane ES Waverly ES	48.1% 40.6% 11.3%	Hollifield Station ES St Johns Lane ES Waverly ES	48.1% 40.6% 11.3%
Glenwood MS	Bushy Park ES Lisbon ES	48.2% 51.8%	Bushy Park ES Lisbon ES	48.2% 51.8%	Paluxent Valley MS	Bollman Bridge ES Forest Ridge ES	49.3% 50.7%	Bollman Bridge ES Forest Ridge ES	49.3% 50.7%
Hammond MS	Atholton ES Fulton ES Gullford ES Hammond ES	25.8% 16.0% 0.0% 58.2%	Atholton ES Fulton ES Gullford ES Hammond ES	25.8% 16.0% 0.0% 58.2%	Thomas Viaduct MS	Bellows Spring ES Ducketts Lane ES Gullford ES Hanover Hills ES	10.6% 35.9% 9.0% 44.5%	Bellows Spring ES Ducketts Lane ES Gullford ES Hanover Hills ES	10.6% 35.9% 9.0% 44.5%
Harpers Choice MS	Longfellow ES Swansfield ES	39.9% 60.1%	Longfellow ES Swansfield ES	39.9% 60.1%	Wilde Lake MS	Bryant Woods ES Clemens Crossing ES Running Brook ES	34.6% 29.4% 36.0%	Bryant Woods ES Clemens Crossing ES Running Brook ES	34.6% 29.4% 36.0%

Southwestern Option # 1 - Elementary Race Report

Elementary School	American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		Hispanic		Two or more		White	
	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed
Atholton ES	<=5%	<=5%	8%	8%	21%	21%	<=5%	<=5%	10%	10%	9%	9%	52%	52%
Bellows Spring ES	<=5%	<=5%	30%	30%	25%	25%	<=5%	<=5%	11%	11%	6%	6%	27%	27%
Bollman Bridge ES	<=5%	<=5%	8%	8%	38%	38%	<=5%	<=5%	23%	23%	6%	6%	23%	23%
Bryant Woods ES	<=5%	<=5%	<=5%	<=5%	55%	55%	<=5%	<=5%	12%	12%	9%	9%	20%	20%
Bushy Park ES	<=5%	<=5%	14%	14%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	72%	72%
Centennial Lane ES	<=5%	<=5%	50%	50%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	7%	7%	33%	33%
Clarksville ES	<=5%	<=5%	56%	49%	8%	8%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	27%	36%
Clemens Crossing ES	<=5%	<=5%	15%	15%	17%	17%	<=5%	<=5%	9%	9%	11%	11%	48%	48%
Cradlerock ES	<=5%	<=5%	7%	7%	48%	48%	<=5%	<=5%	16%	16%	8%	8%	21%	21%
Dayton Oaks ES	<=5%	<=5%	20%	20%	10%	10%	<=5%	<=5%	<=5%	<=5%	6%	6%	59%	59%
Deep Run ES	<=5%	<=5%	14%	14%	15%	15%	<=5%	<=5%	40%	40%	<=5%	<=5%	24%	24%
Ducketts Lane ES	<=5%	<=5%	13%	13%	39%	39%	<=5%	<=5%	21%	21%	<=5%	<=5%	22%	22%
Elkridge ES	<=5%	<=5%	18%	18%	27%	27%	<=5%	<=5%	8%	8%	7%	7%	40%	40%
Forest Ridge ES	<=5%	<=5%	23%	23%	35%	35%	<=5%	<=5%	14%	14%	7%	7%	21%	21%
Fulton ES	<=5%	<=5%	31%	31%	14%	14%	<=5%	<=5%	<=5%	<=5%	10%	10%	41%	41%
Gorman Crossing ES	<=5%	<=5%	29%	29%	33%	33%	<=5%	<=5%	11%	11%	7%	7%	20%	20%
Guilford ES	<=5%	<=5%	16%	16%	47%	47%	<=5%	<=5%	12%	12%	7%	7%	19%	19%
Hammond ES	<=5%	<=5%	13%	13%	29%	29%	<=5%	<=5%	12%	12%	8%	8%	37%	37%
Hanover Hills ES	<=5%	<=5%	25%	25%	38%	38%	<=5%	<=5%	15%	15%	<=5%	<=5%	16%	16%
Hollifield Station ES	<=5%	<=5%	45%	45%	15%	15%	<=5%	<=5%	12%	12%	<=5%	<=5%	25%	25%
Ilchester ES	<=5%	<=5%	27%	27%	6%	6%	<=5%	<=5%	<=5%	<=5%	6%	6%	58%	58%
Jeffers Hill ES	<=5%	<=5%	12%	12%	38%	38%	<=5%	<=5%	20%	20%	9%	9%	20%	20%
Laurel Woods ES	<=5%	<=5%	11%	11%	52%	52%	<=5%	<=5%	25%	25%	6%	6%	7%	7%
Lisbon ES	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	8%	8%	7%	7%	79%	79%
Longfellow ES	<=5%	<=5%	10%	10%	33%	33%	<=5%	<=5%	23%	23%	11%	11%	23%	23%
Manor Woods ES	<=5%	<=5%	47%	47%	9%	9%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	35%	35%
Northfield ES	<=5%	<=5%	27%	27%	9%	9%	<=5%	<=5%	6%	6%	9%	9%	48%	48%
Phelps Luck ES	<=5%	<=5%	6%	6%	38%	38%	<=5%	<=5%	30%	30%	9%	9%	17%	17%
Pointers Run ES	<=5%	<=5%	33%	34%	9%	10%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	49%	46%
Rockburn ES	<=5%	<=5%	19%	19%	13%	13%	<=5%	<=5%	<=5%	<=5%	7%	7%	55%	55%
Running Brook ES	<=5%	<=5%	<=5%	<=5%	57%	57%	<=5%	<=5%	12%	12%	8%	8%	18%	18%
St Johns Lane ES	<=5%	<=5%	35%	35%	13%	13%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	43%	43%
Stevens Forest ES	<=5%	<=5%	6%	6%	40%	40%	<=5%	<=5%	29%	29%	10%	10%	14%	14%
Swansfield ES	<=5%	<=5%	<=5%	<=5%	55%	55%	<=5%	<=5%	18%	18%	7%	7%	15%	15%
Talbot Springs ES	<=5%	<=5%	<=5%	<=5%	40%	40%	<=5%	<=5%	25%	25%	7%	7%	24%	24%
Thunder Hill ES	<=5%	<=5%	19%	19%	27%	27%	<=5%	<=5%	8%	8%	9%	9%	37%	37%
Triadelphia Ridge ES	<=5%	<=5%	29%	29%	8%	8%	<=5%	<=5%	7%	7%	9%	9%	47%	47%
Veterans ES	<=5%	<=5%	52%	52%	14%	14%	<=5%	<=5%	7%	7%	<=5%	<=5%	25%	25%
Waterloo ES	<=5%	<=5%	23%	23%	29%	29%	<=5%	<=5%	<=5%	<=5%	7%	7%	36%	36%
Waverly ES	<=5%	<=5%	49%	49%	7%	7%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	37%	37%
West Friendship ES	<=5%	<=5%	22%	22%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	6%	6%	65%	65%
Worthington ES	<=5%	<=5%	39%	39%	7%	7%	<=5%	<=5%	<=5%	<=5%	6%	6%	44%	44%
Countywide Average	<=5%		22%		25%		<=5%		12%		7%		34%	

See page 35 for information about the data used in this report.

Southwestern Option # 1 - Elementary ESOL Report

School	% ESOL Participation	
	Base	Proposed
Atholton ES	<=5%	<=5%
Bellows Spring ES	9%	9%
Bollman Bridge ES	14%	14%
Bryant Woods ES	<=5%	<=5%
Bushy Park ES	<=5%	<=5%
Centennial Lane ES	6%	6%
Clarksville ES	6%	6%
Clemens Crossing ES	<=5%	<=5%
Cradlerock ES	8%	8%
Dayton Oaks ES	<=5%	<=5%
Deep Run ES	23%	23%
Ducketts Lane ES	16%	16%
Elkridge ES	6%	6%
Forest Ridge ES	9%	9%
Fulton ES	6%	6%
Gorman Crossing ES	7%	7%
Guilford ES	7%	7%
Hammond ES	6%	6%
Hanover Hills ES	11%	11%
Hollifield Station ES	13%	13%
Ilchester ES	<=5%	<=5%
Jeffers Hill ES	9%	9%
Laurel Woods ES	13%	13%
Lisbon ES	<=5%	<=5%
Longfellow ES	<=5%	<=5%
Manor Woods ES	8%	8%
Northfield ES	<=5%	<=5%
Phelps Luck ES	17%	17%
Pointers Run ES	<=5%	<=5%
Rockburn ES	<=5%	<=5%
Running Brook ES	6%	6%
St Johns Lane ES	<=5%	<=5%
Stevens Forest ES	20%	20%
Swansfield ES	8%	8%
Talbott Springs ES	12%	12%
Thunder Hill ES	6%	6%
Triadelphia Ridge ES	<=5%	<=5%
Veterans ES	10%	10%
Waterloo ES	8%	8%
Waverly ES	<=5%	<=5%
West Friendship ES	<=5%	<=5%
Worthington ES	<=5%	<=5%
Countywide Average		7%

See page 35 for information about the data used in this report.

Southwestern Option # 1- Elementary FARM and Test Percentages

FARM/Test Data	Southwestern 1		
School Name	FARM	PARCC-Read	PARCC-Math
Atholton ES	15%	47%	58%
Bellows Spring ES	17%	63%	59%
Bollman Bridge ES	50%	29%	32%
Bryant Woods ES	51%	37%	45%
Bushy Park ES	<=5%	76%	74%
Centennial Lane ES	6%	75%	82%
Clarksville ES	<=5%	82%	88%
Clemens Crossing ES	13%	66%	63%
Cradlerock ES	55%	35%	26%
Dayton Oaks ES	<=5%	69%	77%
Deep Run ES	54%	37%	40%
Ducketts Lane ES	53%	41%	40%
Elkridge ES	32%	44%	47%
Forest Ridge ES	33%	53%	50%
Fulton ES	<=5%	70%	77%
Gorman Crossing ES	18%	53%	59%
Guilford ES	45%	38%	36%
Hammond ES	24%	52%	60%
Hanover Hills ES	37%	43%	47%
Hollifield Station ES	24%	54%	56%
Ilchester ES	<=5%	84%	77%
Jeffers Hill ES	35%	43%	35%
Laurel Woods ES	61%	37%	37%
Lisbon ES	12%	67%	57%
Longfellow ES	49%	50%	50%
Manor Woods ES	8%	68%	72%
Northfield ES	11%	62%	65%
Phelps Luck ES	63%	36%	35%
Pointers Run ES	<=5%	70%	81%
Rockburn ES	6%	65%	70%
Running Brook ES	52%	32%	34%
St Johns Lane ES	9%	63%	64%
Stevens Forest ES	65%	33%	30%
Swansfield ES	61%	29%	34%
Talbott Springs ES	49%	53%	46%
Thunder Hill ES	21%	62%	63%
Triadelphia Ridge ES	<=5%	71%	80%
Veterans ES	21%	55%	59%
Waterloo ES	24%	65%	66%
Waverly ES	<=5%	76%	79%
West Friendship ES	6%	70%	66%
Worthington ES	<=5%	68%	72%
System-wide total	25%	57%	59%

See page 35 for information about the data used in this report.

Southwestern Option # 2 - Summary and Polygon Moves

Southwestern Option 2:

This option utilizes Clarksville ES, Dayton ES and Bushy Park ES. All schools in this option remain within target utilization through SY 2024. Clarksville ES reaches a peak in SY 2025 with 102% capacity utilization, and Dayton Oak will exceed target utilization in SY 2024-25. This option also includes a middle school reassignment to avoid a small feed. A consideration is that this plan would impact the ability to use available capacity at Bushy Park ES to relieve schools in the western parts of the county.

Sending	Receiving	Appx. # of Students	Polygons Proposed for Reassignment
Dayton Oaks ES	Bushy Park ES	108	1205, 1207, 2205
Pointers Run ES	Clarksville ES	113	64, 1064
Pointers Run ES	Dayton Oaks ES	75	189, 1192
Total		296	

Sending	Receiving	Appx. # of Students	Polygons Proposed for Reassignment
Clarksville MS	Lime Kiln MS	20	189
Total		20	

Southwestern Option # 2 - Elementary School Map

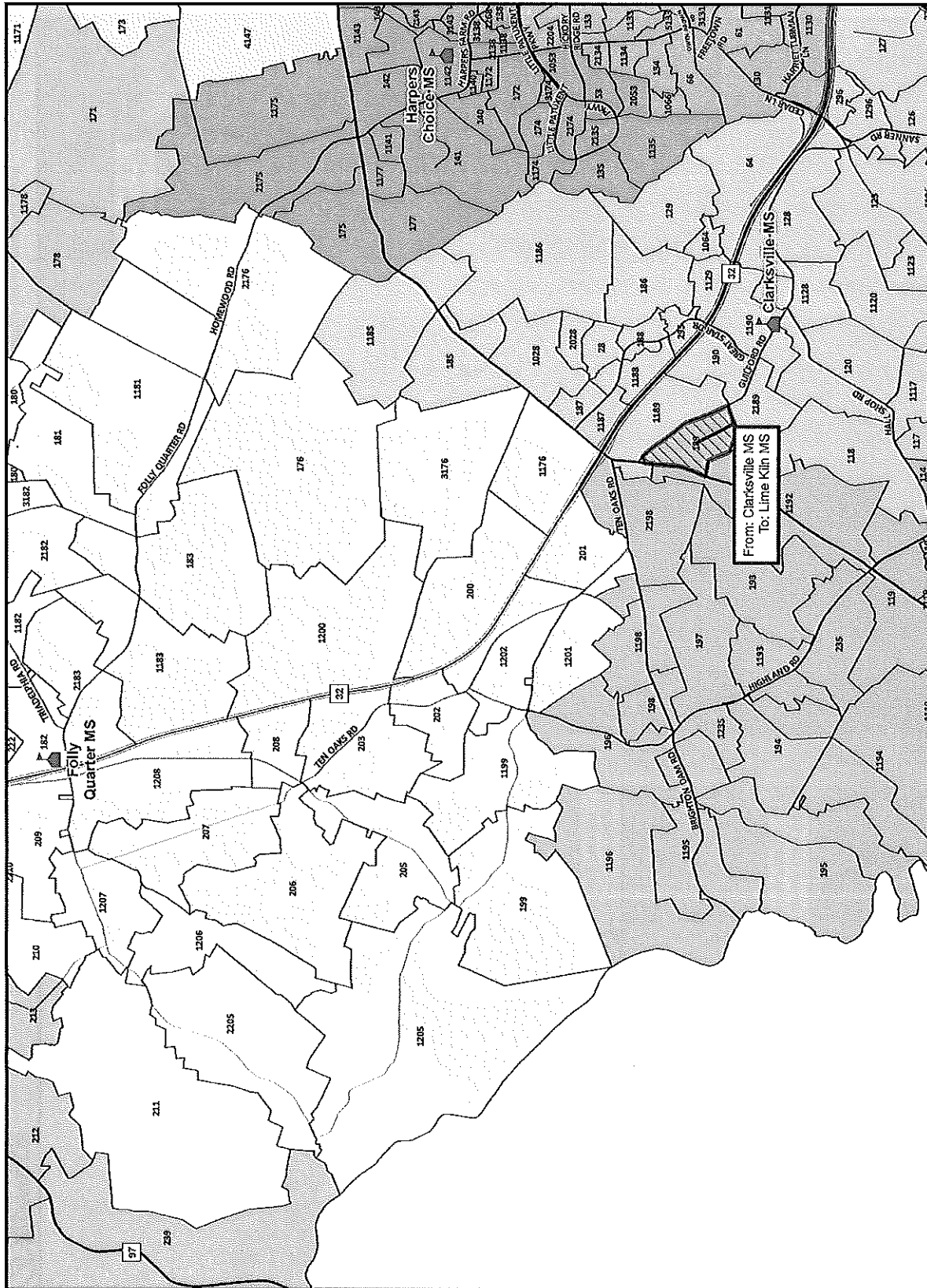


Showing proposed boundaries and areas reassigned for this option.

2019 Feasibility Study Boundary Review
Southwestern ES Option #2 (Elementary Boundaries)



Southwestern Option # 2 - Middle School Map



Showing proposed boundaries and areas reassigned for this option.

2019 Feasibility Study Boundary Review
Southwestern ES Option #2 (Middle Boundaries)



Southwestern Option # 2 - Elementary Post Measures

ELEMENTARY SCHOOLS - Data for Demonstrative Purposes Only
Capacity Utilization Rates with Proposed FY 2021 Capital Budget Projects - Not Test for APFO

School	2020-21		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27		2027-28		2028-29		2029-30		2030-31	
	Cap	% Util	Cap	% Util	Cap	% Util	Cap	% Util	Cap	% Util	Cap	% Util	Cap	% Util	Cap	% Util	Cap	% Util	Cap	% Util	Cap	% Util
Atholton ES	424	48.1	424	108.7	448	105.9	442	104.2	444	104.7	444	104.7	442	104.2	442	104.2	441	104.0	441	104.0	442	104.2
Bellows Spring ES	226	128.6	226	105.6	226	104.3	226	104.3	226	104.3	226	104.3	226	104.3	226	104.3	226	104.3	226	104.3	226	104.3
Bryant Woods ES	361	361	361	124.9	485	128.6	475	131.6	478	132.4	485	133.5	485	133.5	508	140.7	518	143.5	528	148.3	534	147.9
Bushy Park ES	725	725	705	97.2	679	93.7	681	91.2	651	89.3	645	89.1	683	91.4	681	91.2	686	96.0	725	100.0	721	99.4
Centennial Lane ES	647	647	715	110.3	719	111.0	738	113.9	747	115.3	751	115.3	757	117.0	788	121.8	788	121.8	853	131.9	853	131.9
Charmelle ES	424	424	424	100.0	424	100.0	424	100.0	424	100.0	424	100.0	424	100.0	424	100.0	424	100.0	424	100.0	424	100.0
Claremont ES	521	521	521	100.0	521	100.0	521	100.0	521	100.0	521	100.0	521	100.0	521	100.0	521	100.0	521	100.0	521	100.0
Crestwood ES	358	358	358	100.0	358	100.0	358	100.0	358	100.0	358	100.0	358	100.0	358	100.0	358	100.0	358	100.0	358	100.0
Dayton Oaks ES	700	700	654	93.4	688	98.3	698	99.7	734	104.8	768	109.7	778	111.3	782	111.7	788	112.0	805	115.0	821	117.3
Deep Run ES	750	750	750	100.0	750	100.0	750	100.0	750	100.0	750	100.0	750	100.0	750	100.0	750	100.0	750	100.0	750	100.0
Deer Run ES	750	750	750	100.0	750	100.0	750	100.0	750	100.0	750	100.0	750	100.0	750	100.0	750	100.0	750	100.0	750	100.0
Electric ES	780	780	780	100.0	780	100.0	780	100.0	780	100.0	780	100.0	780	100.0	780	100.0	780	100.0	780	100.0	780	100.0
Forest Ridge ES	713	713	713	100.0	713	100.0	713	100.0	713	100.0	713	100.0	713	100.0	713	100.0	713	100.0	713	100.0	713	100.0
Fulton ES	825	825	825	100.0	825	100.0	825	100.0	825	100.0	825	100.0	825	100.0	825	100.0	825	100.0	825	100.0	825	100.0
German Crossing ES	435	435	435	100.0	435	100.0	435	100.0	435	100.0	435	100.0	435	100.0	435	100.0	435	100.0	435	100.0	435	100.0
Hammond ES	810	810	810	100.0	810	100.0	810	100.0	810	100.0	810	100.0	810	100.0	810	100.0	810	100.0	810	100.0	810	100.0
Hannover Hills ES	723	723	723	100.0	723	100.0	723	100.0	723	100.0	723	100.0	723	100.0	723	100.0	723	100.0	723	100.0	723	100.0
Hollifield Station ES	424	424	424	100.0	424	100.0	424	100.0	424	100.0	424	100.0	424	100.0	424	100.0	424	100.0	424	100.0	424	100.0
Johannes Hill ES	424	424	424	100.0	424	100.0	424	100.0	424	100.0	424	100.0	424	100.0	424	100.0	424	100.0	424	100.0	424	100.0
Laurel Woods ES	609	609	609	100.0	609	100.0	609	100.0	609	100.0	609	100.0	609	100.0	609	100.0	609	100.0	609	100.0	609	100.0
Leadbale ES	512	512	512	100.0	512	100.0	512	100.0	512	100.0	512	100.0	512	100.0	512	100.0	512	100.0	512	100.0	512	100.0
Langhollow ES	512	512	512	100.0	512	100.0	512	100.0	512	100.0	512	100.0	512	100.0	512	100.0	512	100.0	512	100.0	512	100.0
New ES #43	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New ES #44	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New ES #45	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Northfield ES	700	700	700	100.0	700	100.0	700	100.0	700	100.0	700	100.0	700	100.0	700	100.0	700	100.0	700	100.0	700	100.0
Palmer ES	541	541	541	100.0	541	100.0	541	100.0	541	100.0	541	100.0	541	100.0	541	100.0	541	100.0	541	100.0	541	100.0
Pointe Run ES	744	744	744	100.0	744	100.0	744	100.0	744	100.0	744	100.0	744	100.0	744	100.0	744	100.0	744	100.0	744	100.0
Rockburn ES	584	584	584	100.0	584	100.0	584	100.0	584	100.0	584	100.0	584	100.0	584	100.0	584	100.0	584	100.0	584	100.0
Running Brook ES	515	515	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0
St. Johns Lane ES	515	515	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0
St. Johns Lane ES	515	515	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0
Swansfield ES	694	694	694	100.0	694	100.0	694	100.0	694	100.0	694	100.0	694	100.0	694	100.0	694	100.0	694	100.0	694	100.0
Talbot Springs ES	377	377	377	100.0	377	100.0	377	100.0	377	100.0	377	100.0	377	100.0	377	100.0	377	100.0	377	100.0	377	100.0
Truman Hill ES	509	509	509	100.0	509	100.0	509	100.0	509	100.0	509	100.0	509	100.0	509	100.0	509	100.0	509	100.0	509	100.0
Verdipark Edge ES	798	798	798	100.0	798	100.0	798	100.0	798	100.0	798	100.0	798	100.0	798	100.0	798	100.0	798	100.0	798	100.0
Wareness ES	603	603	603	100.0	603	100.0	603	100.0	603	100.0	603	100.0	603	100.0	603	100.0	603	100.0	603	100.0	603	100.0
Waverly ES	788	788	788	100.0	788	100.0	788	100.0	788	100.0	788	100.0	788	100.0	788	100.0	788	100.0	788	100.0	788	100.0
West Friendship ES	515	515	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0
West Friendship ES	515	515	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0	515	100.0
Countywide Totals	25376	25376	25738	25738	25738	25738	25738	25738	25738	25738	25738	25738	25738	25738	25738	25738	25738	25738	25738	25738	25738	25738

A: Includes additions as proposed for FY 2021 CIF for grades K-5
 NS New School proposed for FY 2021 Capital Budget
 R Replacement School proposed for FY 2021 Capital Budget
 Color coding has been updated to align with the definition of target utilization (between 90-110% utilization) as outlined in Policy 6010. Blue is under target utilization, green is within target utilization and red is over target utilization.

Southwestern Option # 2 - Middle Post Measures

MIDDLE SCHOOLS - Data for Demonstrative Purposes Only
Capacity Utilization Rates with Proposed FY 2021 Capital Budget Projects - Not Test for APFO

School	2020		2021		2022		2023		2020-21		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27		2027-28		2028-29		2029-30		2030-31			
	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.		
Bonnie Branch MS	701	701	701	701	701	701	701	701	691	96.6	654	93.3	654	93.3	651	92.9	693	98.9	706	100.7	706	100.7	740	105.5	712	101.6	724	103.3	717	102.3	749	106.8
Burleigh Manor MS	779	779	779	779	779	779	779	779	806	103.5	804	103.2	806	103.5	778	99.9	784	101.8	793	101.8	793	101.8	798	102.4	785	100.8	778	99.9	777	99.7	788	101.2
Clarksville MS	643	643	643	643	643	643	643	643	664	103.3	672	104.5	645	100.3	644	100.2	666	103.6	670	104.2	670	104.2	678	105.4	678	105.4	683	106.2	685	106.5	683	106.2
Dunlap MS	A	565	565	565	565	565	565	565	552	115.4	658	116.5	673	119.1	671	118.8	676	120.1	673	120.1	673	120.1	689	124.1	682	123.2	681	122.9	677	122.3	691	124.4
Elkridge Landing MS	779	779	779	779	779	779	779	779	747	95.9	768	98.6	820	105.3	857	110.0	867	111.3	859	110.3	862	113.2	882	113.2	882	113.2	904	116.0	907	116.4	941	120.8
Ellicott Mills MS	701	701	701	701	701	701	701	701	910	129.3	912	130.1	864	123.1	868	123.4	878	125.2	868	123.5	868	123.5	861	122.8	860	122.7	863	123.1	860	122.7	863	123.1
Folly Quarter MS	682	682	682	682	682	682	682	682	674	101.8	677	102.3	684	100.3	680	98.7	648	98.0	688	100.9	688	100.9	679	102.6	700	103.7	692	104.5	701	105.9	710	107.3
Glenwood MS	545	545	545	545	545	545	545	545	532	97.6	527	96.7	504	92.5	502	92.1	499	91.6	521	95.6	521	95.6	539	98.9	553	101.5	549	100.7	563	101.5	557	102.2
Hammond MS	604	604	604	604	604	604	604	604	702	116.2	724	119.9	746	123.5	737	122.0	762	126.2	768	127.2	768	127.2	801	132.6	809	133.9	829	137.3	836	138.4	864	143.0
Harpers Choice MS	508	508	508	508	508	508	508	508	490	96.8	485	95.8	457	90.3	439	86.5	453	89.5	462	91.3	462	91.3	477	94.3	470	92.9	473	93.5	469	91.5	473	93.5
Lake Elkhorn MS	643	643	643	643	643	643	643	643	555	86.3	503	78.2	503	78.2	486	75.8	501	77.9	491	74.8	488	75.0	479	74.8	479	74.8	476	74.0	473	73.6	482	75.0
Lime Kiln MS	721	721	721	721	721	721	721	721	696	96.5	700	97.1	746	103.5	767	106.4	776	107.6	786	109.0	786	109.0	810	112.3	854	118.4	841	116.6	863	119.7	848	117.8
Mayfield Woods MS	798	798	798	798	798	798	798	798	842	105.5	839	105.1	833	104.4	822	103.0	850	106.5	868	108.8	868	108.8	915	114.7	935	117.2	936	117.3	923	115.7	946	118.5
Mount View MS	798	798	798	798	798	798	798	798	842	105.5	839	105.1	911	114.2	911	114.2	940	117.3	944	118.3	944	118.3	968	121.3	972	121.8	968	121.3	970	121.6	971	121.7
Murray Hill MS	682	682	682	682	682	682	682	682	799	120.7	785	113.6	775	111.1	808	122.1	847	127.9	859	129.6	828	123.2	828	123.2	836	123.2	832	123.2	843	123.2	843	123.2
Oakland Mills MS	A	506	506	506	506	506	506	506	500	98.8	498	98.4	510	100.8	519	102.6	516	102.0	508	100.6	508	100.6	510	101.0	481	74.3	484	74.8	488	73.7	507	76.8
Patapsco MS	A	643	643	643	643	643	643	643	775	120.5	834	129.7	866	134.5	879	136.7	885	137.6	889	138.3	889	138.3	900	140.0	903	140.0	902	138.0	895	137.2	892	136.8
Potomac Valley MS	780	780	780	780	780	780	780	780	715	94.1	687	90.4	685	91.4	673	88.6	682	89.7	679	89.3	679	89.3	714	93.9	723	95.1	723	95.1	738	97.1	766	100.8
Thomas Vardant MS	701	701	701	701	701	701	701	701	748	106.7	781	111.4	783	108.8	781	111.4	773	110.3	778	111.9	778	111.9	789	109.7	783	111.7	808	115.0	822	118.7	843	120.3
Wide Lake MS	721	721	721	721	721	721	721	721	655	90.8	669	92.8	685	96.4	704	97.6	730	101.2	767	108.4	767	108.4	797	110.3	839	116.4	836	116.0	873	121.1	897	124.4
Countywide Totals	13438	13438	13438	13438	13438	13438	13438	13438	14072	104.7	14072	104.7	14151	105.3	14182	105.5	14429	106.6	14546	107.5	14546	107.5	14845	108.4	14966	109.3	14990	108.3	15074	108.9	15384	111.0

'A' includes additions as proposed for FY 2021 CIP for grades 6-8
Color coding has been updated to align with the definition of target utilization (between 90-110% utilization) as outlined in Policy 6010. Blue is under target utilization, green is within target utilization and red is over target utilization.

Southwestern Option # 2 - Elementary and Middle Assessments

Elementary School Summary		Current	Aggregate Plan	Assessment Criteria
Years between 90-110%	# of Schools Strengthened	NA	4	Mean increased by 1.0 or more = STRENGTH; reduced by 1.0 or more = WEAKNESS; otherwise Negligible
	# of Schools Weakened	NA	0	
	Mean	4.2	5.0 NEGLIGIBLE	
Proximity to school <small>(smaller # = closer set of polygons)</small>	# of Schools Strengthened	NA	0	Mean reduced by 100 or more = STRENGTH; increased by 100 or more = WEAKNESS; otherwise Negligible
	# of Schools Weakened	NA	4	
	Mean	5789	5859 NEGLIGIBLE	
Small MS from ES Feeds (under 15%)				Feed information in middle and high school sections.
Double Small Feed	# of Double Small Feeds	1	1 NEGLIGIBLE	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
Non-contiguous Attendance Areas	Number of "Islands"	5	6 WEAKNESS	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
Students moved within 5 yrs of last ES move	Number	NA	0	
	% of Enrollment	NA	0.0% 0	
Students Moved	Number moved in	NA	296	Take into account the correlation between the number of students moved, the outcomes of other standards achieved in Section IV.B. and the length of time those results are expected to be maintained.
	Number moved out	NA	296	
Strength	Negligible	Weakness		

Middle School Summary		Current	Aggregate Plan	Assessment Criteria
Years between 90-110%	# of Schools Strengthened	NA	1	Mean increased by 1.0 or more = STRENGTH; reduced by 1.0 or more = WEAKNESS; otherwise Negligible
	# of Schools Weakened	NA	1	
	Mean	6.7	6.9 NEGLIGIBLE	
Proximity to school <small>(smaller # = closer set of polygons)</small>	# of Schools Strengthened	NA	0	Mean reduced by 100 or more = STRENGTH; increased by 100 or more = WEAKNESS; otherwise Negligible
	# of Schools Weakened	NA	2	
	Mean	8322	8329 NEGLIGIBLE	
Small MS from ES Feeds (under 15%)	# of Small Feeds	17	17 NEGLIGIBLE	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
Double Small Feed	# of Double Small Feeds	1	1 NEGLIGIBLE	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
Non-contiguous Attendance Areas	Number of "Islands"	0	0 NEGLIGIBLE	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
Students moved within 5 yrs of last ES move	Number	NA	0	
	% of Enrollment	NA	0.0% 0	
Students Moved	Number moved in	NA	20	Take into account the correlation between the number of students moved, the outcomes of other standards achieved in Section IV.B. and the length of time those results are expected to be maintained.
	Number moved out	NA	20	
Strength	Negligible	Weakness		

Southwestern Option # 2 - Middle School Feed Report

Middle School	Before		After		Middle School	Before		After	
	Feeding Schools	Feed	Feeding Schools	Feed		Feeding Schools	Feed	Feeding Schools	Feed
Bonnie Branch MS	Ilchester ES	47.7%	Ilchester ES	47.7%	Lake Elkhorn MS	Cradlerock ES	41.1%	Cradlerock ES	41.1%
	Jeffers Hill ES	2.1%	Jeffers Hill ES	2.1%		Guilford ES	26.5%	Guilford ES	26.5%
	Phelps Luck ES	45.9%	Phelps Luck ES	45.9%		Jeffers Hill ES	24.1%	Jeffers Hill ES	24.1%
	Rockburn ES	4.3%	Rockburn ES	4.3%		Talbot Springs ES	8.3%	Talbot Springs ES	8.3%
	Waterloo ES	0.0%	Waterloo ES	0.0%					
Burleigh Manor MS	Centennial Lane ES	56.3%	Centennial Lane ES	56.3%	Lime Kiln MS	Dayton Oaks ES	27.8%	Dayton Oaks ES	31.3%
	Manor Woods ES	27.1%	Manor Woods ES	27.1%		Fulton ES	58.6%	Fulton ES	58.0%
	Northfield ES	15.4%	Northfield ES	15.4%		Pointers Run ES	13.5%	Pointers Run ES	10.7%
	Triadelphia Ridge ES	1.1%	Triadelphia Ridge ES	1.1%					
Clarksville MS	Clarksville ES	46.2%	Clarksville ES	52.6%	Mayfield Woods MS	Bellows Spring ES	29.5%	Bellows Spring ES	29.5%
	Pointers Run ES	53.8%	Pointers Run ES	47.4%		Deep Run ES	42.4%	Deep Run ES	42.4%
				Jeffers Hill ES		10.0%	Jeffers Hill ES	10.0%	
				Waterloo ES		18.1%	Waterloo ES	18.1%	
Dunloggin MS	Hollfield Station ES	6.7%	Hollfield Station ES	6.7%	Mount View MS	Manor Woods ES	22.3%	Manor Woods ES	22.3%
	Northfield ES	44.7%	Northfield ES	44.7%		Waverly ES	46.8%	Waverly ES	46.8%
	St Johns Lane ES	11.6%	St Johns Lane ES	11.6%		West Friendship ES	30.9%	West Friendship ES	30.9%
	Thunder Hill ES	5.2%	Thunder Hill ES	5.2%					
	Veterans ES	31.8%	Veterans ES	31.8%					
Elkridge Landing MS	Elkridge ES	65.8%	Elkridge ES	65.8%	Murray Hill MS	Gorman Crossing ES	54.4%	Gorman Crossing ES	54.4%
	Rockburn ES	34.2%	Rockburn ES	34.2%		Laurel Woods ES	45.6%	Laurel Woods ES	45.6%
Ellicott Mills MS	Thunder Hill ES	20.7%	Thunder Hill ES	20.7%	Oakland Mills MS	Atholton ES	9.2%	Atholton ES	9.2%
	Veterans ES	26.9%	Veterans ES	26.9%		Stevens Forest ES	41.0%	Stevens Forest ES	41.0%
	Waterloo ES	17.9%	Waterloo ES	17.9%		Talbot Springs ES	35.1%	Talbot Springs ES	35.1%
	Worthington ES	34.5%	Worthington ES	34.5%		Thunder Hill ES	14.6%	Thunder Hill ES	14.6%
Folly Quarter MS	Bushy Park ES	18.9%	Bushy Park ES	28.5%	Patapsco MS	Hollfield Station ES	48.1%	Hollfield Station ES	48.1%
	Clarksville ES	0.1%	Clarksville ES	0.1%		St Johns Lane ES	40.6%	St Johns Lane ES	40.6%
	Dayton Oaks ES	30.9%	Dayton Oaks ES	21.3%		Waverly ES	11.3%	Waverly ES	11.3%
	Triadelphia Ridge ES	50.1%	Triadelphia Ridge ES	50.1%					
Glenwood MS	Bushy Park ES	48.2%	Bushy Park ES	48.2%	Patuxent Valley MS	Bollman Bridge ES	49.3%	Bollman Bridge ES	49.3%
	Lisbon ES	51.8%	Lisbon ES	51.8%		Forest Ridge ES	50.7%	Forest Ridge ES	50.7%
Hammond MS	Atholton ES	25.8%	Atholton ES	25.8%	Thomas Viaduct MS	Bellows Spring ES	10.6%	Bellows Spring ES	10.6%
	Fulton ES	16.0%	Fulton ES	16.0%		Ducketts Lane ES	35.9%	Ducketts Lane ES	35.9%
	Guilford ES	0.0%	Guilford ES	0.0%		Guilford ES	9.0%	Guilford ES	9.0%
	Hammond ES	58.2%	Hammond ES	58.2%		Hanover Hills ES	44.5%	Hanover Hills ES	44.5%
Harpers Choice MS	Longfellow ES	39.9%	Longfellow ES	39.9%	Wilde Lake MS	Bryant Woods ES	34.6%	Bryant Woods ES	34.6%
	Swansfield ES	60.1%	Swansfield ES	60.1%		Clemens Crossing ES	29.4%	Clemens Crossing ES	29.4%
				Running Brook ES		36.0%	Running Brook ES	36.0%	

Southwestern Option # 2 - High School Feed Report

High School	Before		After		High School	Before		After	
	Feeding Schools	Feed	Feeding Schools	Feed		Feeding Schools	Feed	Feeding Schools	Feed
Atholton HS	Clarksville MS	34.0%	Clarksville MS	34.0%	Marriotts Ridge HS	Burleigh Manor MS	18.2%	Burleigh Manor MS	18.2%
	Hammond MS	13.0%	Hammond MS	13.0%		Mount View MS	81.8%	Mount View MS	81.8%
	Murray Hill MS	21.1%	Murray Hill MS	21.1%					
	Wide Lake MS	31.9%	Wide Lake MS	31.9%					
Centennial HS	Burleigh Manor MS	51.3%	Burleigh Manor MS	51.3%	Mt Hebron HS	Dunloggin MS	17.2%	Dunloggin MS	17.2%
	Dunloggin MS	23.4%	Dunloggin MS	23.4%		Ellicott Mills MS	21.6%	Ellicott Mills MS	21.6%
	Ellicott Mills MS	25.3%	Ellicott Mills MS	25.3%		Patapsco MS	61.2%	Patapsco MS	61.2%
Gleneig HS	Folly Quarter MS	38.6%	Folly Quarter MS	38.6%	Oakland Mills HS	Lake Elkhorn MS	46.7%	Lake Elkhorn MS	46.7%
	Glenwood MS	61.4%	Glenwood MS	61.4%		Oakland Mills MS	53.3%	Oakland Mills MS	53.3%
Hammond HS	Hammond MS	26.6%	Hammond MS	26.6%	Reservoir HS	Hammond MS	11.5%	Hammond MS	11.5%
	Lake Elkhorn MS	11.9%	Lake Elkhorn MS	11.9%		Lime Kiln MS	33.0%	Lime Kiln MS	33.0%
	Patuxent Valley MS	44.8%	Patuxent Valley MS	44.8%		Murray Hill MS	41.9%	Murray Hill MS	41.9%
	Thomas Viaduct MS	16.7%	Thomas Viaduct MS	16.7%		Patuxent Valley MS	13.7%	Patuxent Valley MS	13.7%
Howard HS	Bonnie Branch MS	35.2%	Bonnie Branch MS	35.2%	River Hill HS	Clarksville MS	46.0%	Clarksville MS	45.7%
	Elkridge Landing MS	45.7%	Elkridge Landing MS	45.7%		Folly Quarter MS	32.9%	Folly Quarter MS	32.9%
	Ellicott Mills MS	18.7%	Ellicott Mills MS	18.7%		Lime Kiln MS	21.1%	Lime Kiln MS	21.4%
	Mayfield Woods MS	0.4%	Mayfield Woods MS	0.4%					
Long Reach HS	Bonnie Branch MS	11.3%	Bonnie Branch MS	11.3%	Wide Lake HS	Dunloggin MS	11.0%	Dunloggin MS	11.0%
	Elkridge Landing MS	9.0%	Elkridge Landing MS	9.0%		Harpers Choice MS	51.1%	Harpers Choice MS	51.1%
	Mayfield Woods MS	49.7%	Mayfield Woods MS	49.7%		Wide Lake MS	37.9%	Wide Lake MS	37.9%
	Thomas Viaduct MS	30.0%	Thomas Viaduct MS	30.0%					

Southwestern Option # 2 - Elementary Race Report

Elementary School	American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		Hispanic		Two or more		White	
	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed
Atholton ES	<=5%	<=5%	8%	8%	21%	21%	<=5%	<=5%	10%	10%	9%	9%	52%	52%
Bellows Spring ES	<=5%	<=5%	30%	30%	25%	25%	<=5%	<=5%	11%	11%	6%	6%	27%	27%
Bollman Bridge ES	<=5%	<=5%	8%	8%	38%	38%	<=5%	<=5%	23%	23%	6%	6%	23%	23%
Bryant Woods ES	<=5%	<=5%	<=5%	<=5%	55%	55%	<=5%	<=5%	12%	12%	9%	9%	20%	20%
Bushy Park ES	<=5%	<=5%	14%	15%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	72%	72%
Centennial Lane ES	<=5%	<=5%	50%	50%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	7%	7%	33%	33%
Clarksville ES	<=5%	<=5%	56%	51%	8%	9%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	27%	33%
Clemens Crossing ES	<=5%	<=5%	15%	15%	17%	17%	<=5%	<=5%	9%	9%	11%	11%	48%	48%
Cradlerock ES	<=5%	<=5%	7%	7%	48%	48%	<=5%	<=5%	16%	16%	8%	8%	21%	21%
Dayton Oaks ES	<=5%	<=5%	20%	23%	10%	11%	<=5%	<=5%	<=5%	6%	6%	6%	59%	54%
Deep Run ES	<=5%	<=5%	14%	14%	15%	15%	<=5%	<=5%	40%	40%	<=5%	<=5%	24%	24%
Ducketts Lane ES	<=5%	<=5%	13%	13%	39%	39%	<=5%	<=5%	21%	21%	<=5%	<=5%	22%	22%
Elkridge ES	<=5%	<=5%	18%	18%	27%	27%	<=5%	<=5%	8%	8%	7%	7%	40%	40%
Forest Ridge ES	<=5%	<=5%	23%	23%	35%	35%	<=5%	<=5%	14%	14%	7%	7%	21%	21%
Fulton ES	<=5%	<=5%	31%	31%	14%	14%	<=5%	<=5%	<=5%	<=5%	10%	10%	41%	41%
Gorman Crossing ES	<=5%	<=5%	29%	29%	33%	33%	<=5%	<=5%	11%	11%	7%	7%	20%	20%
Guilford ES	<=5%	<=5%	16%	16%	47%	47%	<=5%	<=5%	12%	12%	7%	7%	19%	19%
Hammond ES	<=5%	<=5%	13%	13%	29%	29%	<=5%	<=5%	12%	12%	8%	8%	37%	37%
Hanover Hills ES	<=5%	<=5%	25%	25%	38%	38%	<=5%	<=5%	15%	15%	<=5%	<=5%	16%	16%
Hollfield Station ES	<=5%	<=5%	45%	45%	15%	15%	<=5%	<=5%	12%	12%	<=5%	<=5%	25%	25%
Ilchester ES	<=5%	<=5%	27%	27%	6%	6%	<=5%	<=5%	<=5%	<=5%	6%	6%	58%	58%
Jeffers Hill ES	<=5%	<=5%	12%	12%	38%	38%	<=5%	<=5%	20%	20%	9%	9%	20%	20%
Laurel Woods ES	<=5%	<=5%	11%	11%	52%	52%	<=5%	<=5%	25%	25%	6%	6%	7%	7%
Lisbon ES	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	8%	8%	7%	7%	79%	79%
Longfellow ES	<=5%	<=5%	10%	10%	33%	33%	<=5%	<=5%	23%	23%	11%	11%	23%	23%
Manor Woods ES	<=5%	<=5%	47%	47%	9%	9%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	35%	35%
Northfield ES	<=5%	<=5%	27%	27%	9%	9%	<=5%	<=5%	6%	6%	9%	9%	48%	48%
Phelps Luck ES	<=5%	<=5%	6%	6%	38%	38%	<=5%	<=5%	30%	30%	9%	9%	17%	17%
Pointers Run ES	<=5%	<=5%	33%	32%	9%	9%	<=5%	<=5%	<=5%	<=5%	<=5%	6%	49%	49%
Rockburn ES	<=5%	<=5%	19%	19%	13%	13%	<=5%	<=5%	<=5%	<=5%	7%	7%	55%	55%
Running Brook ES	<=5%	<=5%	<=5%	<=5%	57%	57%	<=5%	<=5%	12%	12%	8%	8%	18%	18%
St Johns Lane ES	<=5%	<=5%	35%	35%	13%	13%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	43%	43%
Stevens Forest ES	<=5%	<=5%	6%	6%	40%	40%	<=5%	<=5%	29%	29%	10%	10%	14%	14%
Swansfield ES	<=5%	<=5%	<=5%	<=5%	55%	55%	<=5%	<=5%	18%	18%	7%	7%	15%	15%
Talbott Springs ES	<=5%	<=5%	<=5%	<=5%	40%	40%	<=5%	<=5%	25%	25%	7%	7%	24%	24%
Thunder Hill ES	<=5%	<=5%	19%	19%	27%	27%	<=5%	<=5%	8%	8%	9%	9%	37%	37%
Triadelphia Ridge ES	<=5%	<=5%	29%	29%	8%	8%	<=5%	<=5%	7%	7%	9%	9%	47%	47%
Veterans ES	<=5%	<=5%	52%	52%	14%	14%	<=5%	<=5%	7%	7%	<=5%	<=5%	25%	25%
Waterloo ES	<=5%	<=5%	23%	23%	29%	29%	<=5%	<=5%	<=5%	<=5%	7%	7%	36%	36%
Waverly ES	<=5%	<=5%	49%	49%	7%	7%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	37%	37%
West Friendship ES	<=5%	<=5%	22%	22%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	6%	6%	65%	65%
Worthington ES	<=5%	<=5%	39%	39%	7%	7%	<=5%	<=5%	<=5%	<=5%	6%	6%	44%	44%
Countywide Average	<=5%	<=5%	22%	22%	25%	25%	<=5%	<=5%	12%	12%	7%	7%	34%	34%

See page 35 for information about the data used in this report.

Southwestern Option # 2 - Middle Race Report

Middle School	American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		Hispanic		Two or more		White	
	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed
Bonnie Branch MS	<=5%	<=5%	16%	16%	26%	26%	<=5%	<=5%	15%	15%	7%	7%	35%	35%
Burleigh Manor MS	<=5%	<=5%	48%	48%	12%	12%	<=5%	<=5%	<=5%	<=5%	6%	6%	29%	29%
Clarksville MS	<=5%	<=5%	40%	40%	6%	6%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	45%	45%
Dunloggin MS	<=5%	<=5%	33%	33%	16%	16%	<=5%	<=5%	8%	8%	<=5%	<=5%	39%	39%
Elkridge Landing MS	<=5%	<=5%	17%	17%	23%	23%	<=5%	<=5%	8%	8%	6%	6%	46%	46%
Ellicott Mills MS	<=5%	<=5%	32%	32%	14%	14%	<=5%	<=5%	6%	6%	<=5%	<=5%	43%	43%
Folly Quarter MS	<=5%	<=5%	27%	27%	6%	6%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	57%	57%
Glenwood MS	<=5%	<=5%	8%	8%	6%	6%	<=5%	<=5%	7%	7%	<=5%	<=5%	75%	75%
Hammond MS	<=5%	<=5%	12%	12%	26%	26%	<=5%	<=5%	8%	8%	8%	8%	45%	45%
Harpers Choice MS	<=5%	<=5%	8%	8%	50%	50%	<=5%	<=5%	16%	16%	8%	8%	18%	18%
Lake Elkhorn MS	<=5%	<=5%	10%	10%	51%	51%	<=5%	<=5%	18%	18%	7%	7%	14%	14%
Lime Kiln MS	<=5%	<=5%	28%	28%	12%	12%	<=5%	<=5%	<=5%	<=5%	6%	6%	50%	49%
Mayfield Woods MS	<=5%	<=5%	13%	13%	29%	29%	<=5%	<=5%	25%	25%	<=5%	<=5%	28%	28%
Mount View MS	<=5%	<=5%	36%	36%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	6%	6%	49%	49%
Murray Hill MS	<=5%	<=5%	17%	17%	45%	45%	<=5%	<=5%	21%	21%	<=5%	<=5%	13%	13%
Oakland Mills MS	<=5%	<=5%	<=5%	<=5%	37%	37%	<=5%	<=5%	21%	21%	10%	10%	27%	27%
Patapsco MS	<=5%	<=5%	33%	33%	11%	11%	<=5%	<=5%	9%	9%	<=5%	<=5%	43%	43%
Patuxent Valley MS	<=5%	<=5%	17%	17%	38%	38%	<=5%	<=5%	18%	18%	6%	6%	21%	21%
Thomas Viaduct MS	<=5%	<=5%	14%	14%	45%	45%	<=5%	<=5%	18%	18%	<=5%	<=5%	18%	18%
Wilde Lake MS	<=5%	<=5%	8%	8%	47%	47%	<=5%	<=5%	11%	11%	9%	9%	25%	25%
Countywide Average	<=5%		21%		25%		<=5%		12%		6%		36%	

See page 35 for information about the data used in this report.

Southwestern Option # 2 - Elementary and Middle ESOL Report

School	% ESOL Participation	
	Base	Proposed
Atholton ES	<=5%	<=5%
Bellows Spring ES	9%	9%
Bollman Bridge ES	14%	14%
Bryant Woods ES	<=5%	<=5%
Bushy Park ES	<=5%	<=5%
Centennial Lane ES	6%	6%
Clarksville ES	6%	6%
Clemens Crossing ES	<=5%	<=5%
Cradlerock ES	8%	8%
Dayton Oaks ES	<=5%	<=5%
Deep Run ES	23%	23%
Ducketts Lane ES	16%	16%
Elkridge ES	6%	6%
Forest Ridge ES	9%	9%
Fulton ES	6%	6%
Gorman Crossing ES	7%	7%
Guilford ES	7%	7%
Hammond ES	6%	6%
Hanover Hills ES	11%	11%
Hollifield Station ES	13%	13%
Ilchester ES	<=5%	<=5%
Jeffers Hill ES	9%	9%
Laurel Woods ES	13%	13%
Lisbon ES	<=5%	<=5%
Longfellow ES	<=5%	<=5%
Manor Woods ES	8%	8%
Northfield ES	<=5%	<=5%
Phelps Luck ES	17%	17%
Pointers Run ES	<=5%	<=5%
Rockburn ES	<=5%	<=5%
Running Brook ES	6%	6%
St Johns Lane ES	<=5%	<=5%
Stevens Forest ES	20%	20%
Swansfield ES	8%	8%
Talbott Springs ES	12%	12%
Thunder Hill ES	6%	6%
Triadelphia Ridge ES	<=5%	<=5%
Veterans ES	10%	10%
Waterloo ES	8%	8%
Waverly ES	<=5%	<=5%
West Friendship ES	<=5%	<=5%
Worthington ES	<=5%	<=5%
Countywide Average	7%	

School	% ESOL Participation	
	Base	Proposed
Bonnie Branch MS	6%	6%
Burleigh Manor MS	<=5%	<=5%
Clarksville MS	<=5%	<=5%
Dunloggin MS	<=5%	<=5%
Elkridge Landing MS	<=5%	<=5%
Ellicott Mills MS	<=5%	<=5%
Folly Quarter MS	<=5%	<=5%
Glenwood MS	<=5%	<=5%
Hammond MS	<=5%	<=5%
Harpers Choice MS	<=5%	<=5%
Lake Elkhorn MS	<=5%	<=5%
Lime Kiln MS	<=5%	<=5%
Mayfield Woods MS	<=5%	<=5%
Mount View MS	<=5%	<=5%
Murray Hill MS	<=5%	<=5%
Oakland Mills MS	<=5%	<=5%
Patapsco MS	<=5%	<=5%
Patuxent Valley MS	<=5%	<=5%
Thomas Viaduct MS	6%	6%
Wilde Lake MS	<=5%	<=5%
Countywide Average	<=5%	

See page 35 for information about the data used in this report.

Southwestern Option # 2 - Elementary FARM and Test Percentages

FARM/Test Data Southwestern 2

School Name	FARM	PARCC-Read	PARCC-Math
Atholton ES	15%	47%	58%
Bellows Spring ES	17%	63%	59%
Bollman Bridge ES	50%	29%	32%
Bryant Woods ES	51%	37%	45%
Bushy Park ES	<=5%	78%	77%
Centennial Lane ES	6%	75%	82%
Clarksville ES	<=5%	83%	89%
Clemens Crossing ES	13%	66%	63%
Cradlerock ES	55%	35%	26%
Dayton Oaks ES	<=5%	65%	74%
Deep Run ES	54%	37%	40%
Ducketts Lane ES	53%	41%	40%
Elkridge ES	32%	44%	47%
Forest Ridge ES	33%	53%	50%
Fulton ES	<=5%	70%	77%
Gorman Crossing ES	18%	53%	59%
Guilford ES	45%	38%	36%
Hammond ES	24%	52%	60%
Hanover Hills ES	37%	43%	47%
Hollifield Station ES	24%	54%	56%
Ilchester ES	<=5%	84%	77%
Jeffers Hill ES	35%	43%	35%
Laurel Woods ES	61%	37%	37%
Lisbon ES	12%	67%	57%
Longfellow ES	49%	50%	50%
Manor Woods ES	8%	68%	72%
Northfield ES	11%	62%	65%
Phelps Luck ES	63%	36%	35%
Pointers Run ES	<=5%	71%	80%
Rockburn ES	6%	65%	70%
Running Brook ES	52%	32%	34%
St Johns Lane ES	9%	63%	64%
Stevens Forest ES	65%	33%	30%
Swansfield ES	61%	29%	34%
Talbott Springs ES	49%	53%	46%
Thunder Hill ES	21%	62%	63%
Triadelphia Ridge ES	<=5%	71%	80%
Veterans ES	21%	55%	59%
Waterloo ES	24%	65%	66%
Waverly ES	<=5%	76%	79%
West Friendship ES	6%	70%	66%
Worthington ES	<=5%	68%	72%

System-wide total 25% 57% 59%

See page 35 for information about the data used in this report.

Southwestern Option # 2 - Middle FARM and Test Percentages

FARM/Test Data

Southwestern 2

School Name	FARM	MSA-Read	MSA-Math
Bonnie Branch MS	32%	49%	49%
Burleigh Manor MS	11%	76%	74%
Clarksville MS	<=5%	83%	84%
Dunloggin MS	19%	63%	59%
Elkridge Landing MS	21%	57%	44%
Ellicott Mills MS	11%	65%	66%
Folly Quarter MS	<=5%	69%	76%
Glenwood MS	7%	63%	60%
Hammond MS	19%	62%	55%
Harpers Choice MS	51%	30%	28%
Lake Elkhorn MS	52%	35%	27%
Lime Kiln MS	<=5%	73%	70%
Mayfield Woods MS	43%	43%	37%
Mount View MS	<=5%	76%	77%
Murray Hill MS	38%	47%	41%
Oakland Mills MS	48%	38%	34%
Patapsco MS	16%	57%	64%
Patuxent Valley MS	37%	44%	37%
Thomas Viaduct MS	45%	38%	29%
Wilde Lake MS	47%	44%	35%
System-wide total	25%	57%	54%

See page 35 for information about the data used in this report.

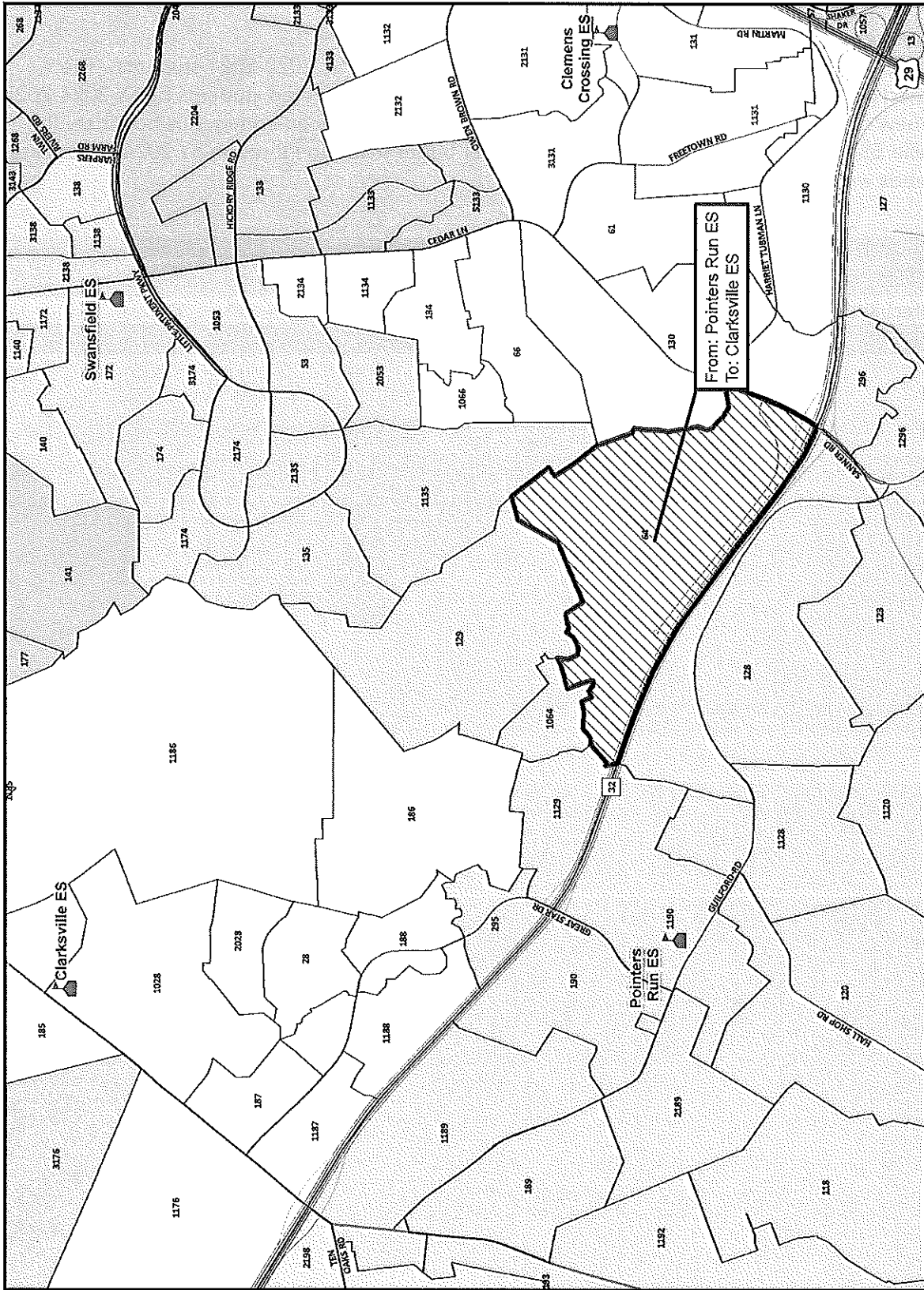
Southwestern Option # 3 - Summary and Polygon Moves

Southwestern Option #3:

The smallest of the southwestern options reassigns 86 projected SY 2020-2021 students. The reassigned polygon is projected to grow to approximately 145 projected students by SY 2024-2025 due to new construction. Considerations include the creation of a non-contiguous boundary for Clarksville ES and Pointers Run ES would remain over target utilization through SY 2024. There are no small feeds with this option.

Sending	Receiving	Appx. # of Students	Polygons Proposed for Reassignment
Pointers Run ES	Clarksville ES	86	64
Total		86	

Southwestern Option # 3 - Elementary School Map



Showing proposed boundaries and areas reassigned for this option.

2019 Feasibility Study Boundary Review
Southwestern ES Option #3



Southwestern Option # 3 - Elementary Post Measures

ELEMENTARY SCHOOLS - Data for Demonstrative Purposes Only
Capacity Utilization Rates with Proposed FY 2021 Capital Budget Projects - Not Test for APFO

Post-Measures
Southwestern Option 3
Chart reflects May 2019 Projections, potential FY 2021 requested capacities and boundary adjustments.

Table with columns for Capacity (2020-2023) and % Util. (2020-21 to 2030-31) for various schools including Atholton ES, Bellows Spring ES, Bollman Bridge ES, Bryant Woods ES, Bushy Park ES, Centennial Lane ES, Clarksville ES, Clemens Crossing ES, Cradlerock ES, Dayton Oaks ES, Deep Run ES, Ducketts Lane ES, Elkridge ES, Forest Ridge ES, Fulton ES, Gorman Crossing ES, Guilford ES, Hammond ES, Hanover Hills ES, Hillfield Station ES, Ilchester ES, Jeffers Hill ES, Laurel Woods ES, Lisbon ES, Longfellow ES, Manor Woods ES, Northfield ES, Phelps Luck ES, Pointers Run ES, Rockburn ES, Running Brook ES, St Johns Lane ES, Stevens Forest ES, Swansfield ES, Talbott Springs ES, Thunder Hill ES, Triadelphia Ridge ES, Veterans ES, Waterloo ES, Waverly ES, West Friendship ES, Worthington ES, and Countywide Totals.

'A' includes additions as proposed for FY 2021 CIP for grades K-5
'NS' New School proposed for FY 2021 Capital Budget
'R' Replacement School proposed for FY 2021 Capital Budget
Color coding has been updated to align with the definition of target utilization (between 90-110% utilization) as outlined in Policy 6010. Blue is under target utilization, green is within target utilization and red is over target utilization.

Southwestern Option # 3 - Elementary Assessments

Elementary School Summary	Current		Aggregate Plan	Assessment Criteria
Years between 90-110%	# of Schools Strengthened	NA	2	Mean increased by 1.0 or more = STRENGTH; reduced by 1.0 or more = WEAKNESS; otherwise Negligible
	# of Schools Weakened	NA	0	
	Mean	4.2	4.6	
			NEGLIGIBLE	
Proximity to school	# of Schools Strengthened	NA	0	Mean reduced by 100 or more = STRENGTH; increased by 100 or more = WEAKNESS; otherwise Negligible
	# of Schools Weakened	NA	2	
	Mean	5789	5805	
	(smaller # = closer set of polygons)		NEGLIGIBLE	
Small MS from ES Feeds (under 15%)	# of Small Feeds	17	17	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
			NEGLIGIBLE	
Double Small Feed	# of Double Small Feeds	1	1	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
			NEGLIGIBLE	
Non-contiguous Attendance Areas	Number of "Islands"	5	6	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
			WEAKNESS	
Students moved within 5 yrs of last ES move	Number	NA	0	
	% of Enrollment	NA	0.0%	
			0	
Students Moved	Number moved in	NA	86	Take into account the correlation between the number of students moved, the outcomes of other standards achieved in Section IV.B. and the length of time those results are expected to be maintained.
	Number moved out	NA	86	

Strength

Negligible

Weakness

Southwestern Option # 3 - Middle School Feed Report

Middle School	Before		After		Middle School	Before		After	
	Feeding Schools	Feed	Feeding Schools	Feed		Feeding Schools	Feed	Feeding Schools	Feed
Bonnie Branch MS	Ilchester ES	47.7%	Ilchester ES	47.7%	Lake Eikhorn MS	Cradlerock ES	41.1%	Cradlerock ES	41.1%
	Jeffers Hill ES	2.1%	Jeffers Hill ES	2.1%		Guilford ES	26.5%	Guilford ES	26.5%
	Pheips Luck ES	45.9%	Pheips Luck ES	45.9%		Jeffers Hill ES	24.1%	Jeffers Hill ES	24.1%
	Rockburn ES	4.3%	Rockburn ES	4.3%		Talbot Springs ES	8.3%	Talbot Springs ES	8.3%
	Waterloo ES	0.0%	Waterloo ES	0.0%					
Burlough Manor MS	Centennial Lane ES	56.3%	Centennial Lane ES	56.3%	Lime Kiln MS	Dayton Oaks ES	27.8%	Dayton Oaks ES	27.8%
	Manor Woods ES	27.1%	Manor Woods ES	27.1%		Fulton ES	58.6%	Fulton ES	58.6%
	Northfield ES	15.4%	Northfield ES	15.4%		Pointers Run ES	13.5%	Pointers Run ES	13.5%
	Triadelphia Ridge ES	1.1%	Triadelphia Ridge ES	1.1%					
Clarksville MS	Clarksville ES	46.2%	Clarksville ES	49.3%	Mayfield Woods MS	Bellows Spring ES	29.5%	Bellows Spring ES	29.5%
	Pointers Run ES	53.8%	Pointers Run ES	50.7%		Deep Run ES	42.4%	Deep Run ES	42.4%
				Jeffers Hill ES		10.0%	Jeffers Hill ES	10.0%	
				Waterloo ES		18.1%	Waterloo ES	18.1%	
Dunloggin MS	Hollifield Station ES	6.7%	Hollifield Station ES	6.7%	Mount View MS	Manor Woods ES	22.3%	Manor Woods ES	22.3%
	Northfield ES	44.7%	Northfield ES	44.7%		Waverly ES	46.8%	Waverly ES	46.8%
	St Johns Lane ES	11.6%	St Johns Lane ES	11.6%		West Friendship ES	30.9%	West Friendship ES	30.9%
	Thunder Hill ES	5.2%	Thunder Hill ES	5.2%					
	Veterans ES	31.8%	Veterans ES	31.8%					
Elkridge Landing MS	Elkridge ES	65.8%	Elkridge ES	65.8%	Murray Hill MS	Gorman Crossing ES	54.4%	Gorman Crossing ES	54.4%
	Rockburn ES	34.2%	Rockburn ES	34.2%		Laurel Woods ES	45.6%	Laurel Woods ES	45.6%
Ellicott Mills MS	Thunder Hill ES	20.7%	Thunder Hill ES	20.7%	Oakland Mills MS	Atholton ES	9.2%	Atholton ES	9.2%
	Veterans ES	26.9%	Veterans ES	26.9%		Stevens Forest ES	41.0%	Stevens Forest ES	41.0%
	Waterloo ES	17.9%	Waterloo ES	17.9%		Talbot Springs ES	35.1%	Talbot Springs ES	35.1%
	Worthington ES	34.5%	Worthington ES	34.5%		Thunder Hill ES	14.6%	Thunder Hill ES	14.6%
Folly Quarter MS	Bushy Park ES	18.9%	Bushy Park ES	18.9%	Patapsco MS	Hollifield Station ES	48.1%	Hollifield Station ES	48.1%
	Clarksville ES	0.1%	Clarksville ES	0.1%		St Johns Lane ES	40.6%	St Johns Lane ES	40.6%
	Dayton Oaks ES	30.9%	Dayton Oaks ES	30.9%		Waverly ES	11.3%	Waverly ES	11.3%
	Triadelphia Ridge ES	50.1%	Triadelphia Ridge ES	50.1%					
Glenwood MS	Bushy Park ES	48.2%	Bushy Park ES	48.2%	Patuxent Valley MS	Bollman Bridge ES	49.3%	Bollman Bridge ES	49.3%
	Lisbon ES	51.8%	Lisbon ES	51.8%		Forest Ridge ES	50.7%	Forest Ridge ES	50.7%
Hammond MS	Atholton ES	25.8%	Atholton ES	25.8%	Thomas Viaduct MS	Bellows Spring ES	10.6%	Bellows Spring ES	10.6%
	Fulton ES	16.0%	Fulton ES	16.0%		Ducketts Lane ES	35.9%	Ducketts Lane ES	35.9%
	Guilford ES	0.0%	Guilford ES	0.0%		Guilford ES	9.0%	Guilford ES	9.0%
	Hammond ES	58.2%	Hammond ES	58.2%		Hanover Hills ES	44.5%	Hanover Hills ES	44.5%
Harpers Choice MS	Longfellow ES	39.9%	Longfellow ES	39.9%	Wild Lake MS	Bryant Woods ES	34.6%	Bryant Woods ES	34.6%
	Swansfield ES	60.1%	Swansfield ES	60.1%		Clemens Crossing ES	29.4%	Clemens Crossing ES	29.4%
				Running Brook ES		36.0%	Running Brook ES	36.0%	

Southwestern Option # 3 - Elementary Race Report

Elementary School	American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		Hispanic		Two or more		White	
	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed
Atholton ES	<=5%	<=5%	8%	8%	21%	21%	<=5%	<=5%	10%	10%	9%	9%	52%	52%
Bellows Spring ES	<=5%	<=5%	30%	30%	25%	25%	<=5%	<=5%	11%	11%	6%	6%	27%	27%
Bollman Bridge ES	<=5%	<=5%	8%	8%	38%	38%	<=5%	<=5%	23%	23%	6%	6%	23%	23%
Bryant Woods ES	<=5%	<=5%	<=5%	<=5%	55%	55%	<=5%	<=5%	12%	12%	9%	9%	20%	20%
Bushy Park ES	<=5%	<=5%	14%	14%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	72%	72%
Centennial Lane ES	<=5%	<=5%	50%	50%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	7%	7%	33%	33%
Clarksville ES	<=5%	<=5%	56%	53%	8%	8%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	27%	31%
Clemens Crossing ES	<=5%	<=5%	15%	15%	17%	17%	<=5%	<=5%	9%	9%	11%	11%	48%	48%
Cradierock ES	<=5%	<=5%	7%	7%	48%	48%	<=5%	<=5%	16%	16%	8%	8%	21%	21%
Dayton Oaks ES	<=5%	<=5%	20%	20%	10%	10%	<=5%	<=5%	<=5%	<=5%	6%	6%	59%	59%
Deep Run ES	<=5%	<=5%	14%	14%	15%	15%	<=5%	<=5%	40%	40%	<=5%	<=5%	24%	24%
Ducketts Lane ES	<=5%	<=5%	13%	13%	39%	39%	<=5%	<=5%	21%	21%	<=5%	<=5%	22%	22%
Elkridge ES	<=5%	<=5%	18%	18%	27%	27%	<=5%	<=5%	8%	8%	7%	7%	40%	40%
Forest Ridge ES	<=5%	<=5%	23%	23%	35%	35%	<=5%	<=5%	14%	14%	7%	7%	21%	21%
Fulton ES	<=5%	<=5%	31%	31%	14%	14%	<=5%	<=5%	<=5%	<=5%	10%	10%	41%	41%
Gorman Crossing ES	<=5%	<=5%	29%	29%	33%	33%	<=5%	<=5%	11%	11%	7%	7%	20%	20%
Guilford ES	<=5%	<=5%	16%	16%	47%	47%	<=5%	<=5%	12%	12%	7%	7%	19%	19%
Hammond ES	<=5%	<=5%	13%	13%	29%	29%	<=5%	<=5%	12%	12%	8%	8%	37%	37%
Hanover Hills ES	<=5%	<=5%	25%	25%	38%	38%	<=5%	<=5%	15%	15%	<=5%	<=5%	16%	16%
Hollifield Station ES	<=5%	<=5%	45%	45%	15%	15%	<=5%	<=5%	12%	12%	<=5%	<=5%	25%	25%
Ilchester ES	<=5%	<=5%	27%	27%	6%	6%	<=5%	<=5%	<=5%	<=5%	6%	6%	58%	58%
Jeffers Hill ES	<=5%	<=5%	12%	12%	38%	38%	<=5%	<=5%	20%	20%	9%	9%	20%	20%
Laurel Woods ES	<=5%	<=5%	11%	11%	52%	52%	<=5%	<=5%	25%	25%	6%	6%	7%	7%
Lisbon ES	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	8%	8%	7%	7%	79%	79%
Longfellow ES	<=5%	<=5%	10%	10%	33%	33%	<=5%	<=5%	23%	23%	11%	11%	23%	23%
Manor Woods ES	<=5%	<=5%	47%	47%	9%	9%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	35%	35%
Northfield ES	<=5%	<=5%	27%	27%	9%	9%	<=5%	<=5%	6%	6%	9%	9%	48%	48%
Phelps Luck ES	<=5%	<=5%	6%	6%	38%	38%	<=5%	<=5%	30%	30%	9%	9%	17%	17%
Pointers Run ES	<=5%	<=5%	33%	33%	9%	9%	<=5%	<=5%	<=5%	<=5%	<=5%	6%	49%	48%
Rockburn ES	<=5%	<=5%	19%	19%	13%	13%	<=5%	<=5%	<=5%	<=5%	7%	7%	55%	55%
Running Brook ES	<=5%	<=5%	<=5%	<=5%	57%	57%	<=5%	<=5%	12%	12%	8%	8%	18%	18%
St Johns Lane ES	<=5%	<=5%	35%	35%	13%	13%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	43%	43%
Stevens Forest ES	<=5%	<=5%	6%	6%	40%	40%	<=5%	<=5%	29%	29%	10%	10%	14%	14%
Swansfield ES	<=5%	<=5%	<=5%	<=5%	55%	55%	<=5%	<=5%	18%	18%	7%	7%	15%	15%
Talbott Springs ES	<=5%	<=5%	<=5%	<=5%	40%	40%	<=5%	<=5%	25%	25%	7%	7%	24%	24%
Thunder Hill ES	<=5%	<=5%	19%	19%	27%	27%	<=5%	<=5%	8%	8%	9%	9%	37%	37%
Triadelphia Ridge ES	<=5%	<=5%	29%	29%	8%	8%	<=5%	<=5%	7%	7%	9%	9%	47%	47%
Veterans ES	<=5%	<=5%	52%	52%	14%	14%	<=5%	<=5%	7%	7%	<=5%	<=5%	25%	25%
Waterloo ES	<=5%	<=5%	23%	23%	29%	29%	<=5%	<=5%	<=5%	<=5%	7%	7%	36%	36%
Waverly ES	<=5%	<=5%	49%	49%	7%	7%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	37%	37%
West Friendship ES	<=5%	<=5%	22%	22%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	6%	6%	65%	65%
Worthington ES	<=5%	<=5%	39%	39%	7%	7%	<=5%	<=5%	<=5%	<=5%	6%	6%	44%	44%
Countywide Average	<=5%	<=5%	22%	22%	25%	25%	<=5%	<=5%	12%	12%	7%	7%	34%	34%

See page 35 for information about the data used in this report.

Southwestern Option # 3 - Elementary ESOL Report

School	% ESOL Participation	
	Base	Proposed
Atholton ES	<=5%	<=5%
Bellows Spring ES	9%	9%
Bollman Bridge ES	14%	14%
Bryant Woods ES	<=5%	<=5%
Bushy Park ES	<=5%	<=5%
Centennial Lane ES	6%	6%
Clarksville ES	6%	6%
Clemens Crossing ES	<=5%	<=5%
Cradlerock ES	8%	8%
Dayton Oaks ES	<=5%	<=5%
Deep Run ES	23%	23%
Ducketts Lane ES	16%	16%
Elkridge ES	6%	6%
Forest Ridge ES	9%	9%
Fulton ES	6%	6%
Gorman Crossing ES	7%	7%
Guilford ES	7%	7%
Hammond ES	6%	6%
Hanover Hills ES	11%	11%
Hollifield Station ES	13%	13%
Ilchester ES	<=5%	<=5%
Jeffers Hill ES	9%	9%
Laurel Woods ES	13%	13%
Lisbon ES	<=5%	<=5%
Longfellow ES	<=5%	<=5%
Manor Woods ES	8%	8%
Northfield ES	<=5%	<=5%
Phelps Luck ES	17%	17%
Pointers Run ES	<=5%	<=5%
Rockburn ES	<=5%	<=5%
Running Brook ES	6%	6%
St Johns Lane ES	<=5%	<=5%
Stevens Forest ES	20%	20%
Swansfield ES	8%	8%
Talbott Springs ES	12%	12%
Thunder Hill ES	6%	6%
Triadelphia Ridge ES	<=5%	<=5%
Veterans ES	10%	10%
Waterloo ES	8%	8%
Waverly ES	<=5%	<=5%
West Friendship ES	<=5%	<=5%
Worthington ES	<=5%	<=5%
Countywide Average		7%

See page 35 for information about the data used in this report.

Southwestern Option # 3- Elementary FARM and Test Percentages

FARM/Test Data

Southwestern 3

School Name	FARM	PARCC-Read	PARCC-Math
Atholton ES	15%	47%	58%
Bellows Spring ES	17%	63%	59%
Bollman Bridge ES	50%	29%	32%
Bryant Woods ES	51%	37%	45%
Bushy Park ES	<=5%	76%	74%
Centennial Lane ES	6%	75%	82%
Clarksville ES	<=5%	82%	89%
Clemens Crossing ES	13%	66%	63%
Cradlerock ES	55%	35%	26%
Dayton Oaks ES	<=5%	69%	77%
Deep Run ES	54%	37%	40%
Ducketts Lane ES	53%	41%	40%
Elkridge ES	32%	44%	47%
Forest Ridge ES	33%	53%	50%
Fulton ES	<=5%	70%	77%
Gorman Crossing ES	18%	53%	59%
Guilford ES	45%	38%	36%
Hammond ES	24%	52%	60%
Hanover Hills ES	37%	43%	47%
Hollifield Station ES	24%	54%	56%
Ilchester ES	<=5%	84%	77%
Jeffers Hill ES	35%	43%	35%
Laurel Woods ES	61%	37%	37%
Lisbon ES	12%	67%	57%
Longfellow ES	49%	50%	50%
Manor Woods ES	8%	68%	72%
Northfield ES	11%	62%	65%
Phelps Luck ES	63%	36%	35%
Pointers Run ES	<=5%	72%	81%
Rockburn ES	6%	65%	70%
Running Brook ES	52%	32%	34%
St Johns Lane ES	9%	63%	64%
Stevens Forest ES	65%	33%	30%
Swansfield ES	61%	29%	34%
Talbott Springs ES	49%	53%	46%
Thunder Hill ES	21%	62%	63%
Triadelphia Ridge ES	<=5%	71%	80%
Veterans ES	21%	55%	59%
Waterloo ES	24%	65%	66%
Waverly ES	<=5%	76%	79%
West Friendship ES	6%	70%	66%
Worthington ES	<=5%	68%	72%
System-wide total	25%	57%	59%

See page 35 for information about the data used in this report.

Columbia Option # 1 - Summary and Polygon Moves

Columbia-area elementary schools

This section focuses on how to best utilize several recent capacity projects to address crowding at Bryant Woods ES and Clemens Crossing ES. Both schools are projected to continue to be above target utilization. Options to relieve these two schools through boundary adjustments are complicated by middle school feeds and walk areas. Swansfield ES is the school in this area with available capacity, but it feeds to Harper's Choice MS, while Bryant Woods ES (along with Running Brook ES and Clemens Crossing ES) feed to Wilde Lake MS. Because of this feed alignment, options should anticipate changes to middle school boundaries.

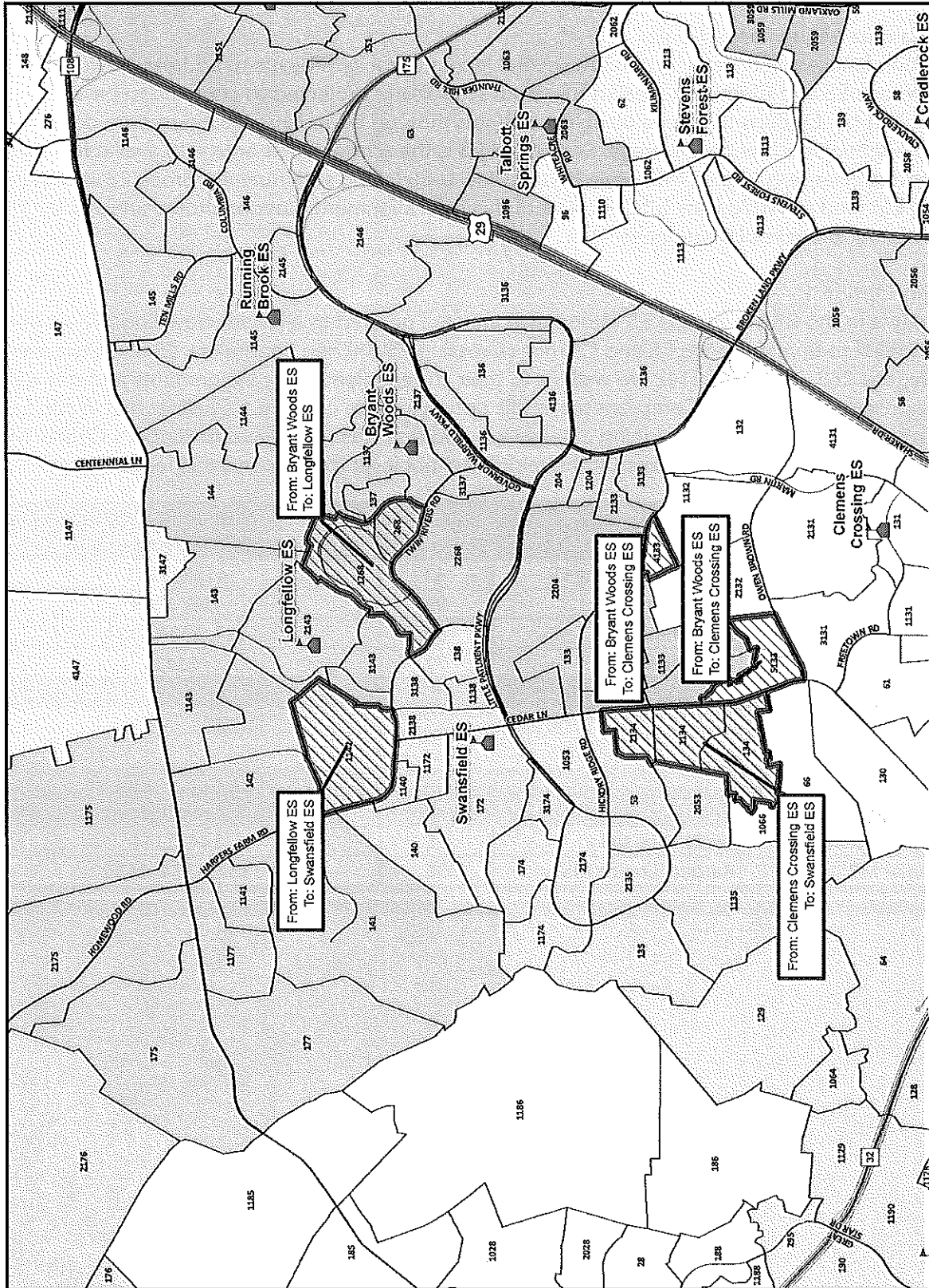
Columbia Option 1:

Adjustments to the Bryant Woods ES attendance area are needed to alleviate crowding. This option provides relief to Bryant Woods ES and Clemens Crossing ES utilizing Longfellow ES and Swansfield ES. Polygons 268, 1268 and 1142 are walkers to their current elementary assignments and can walk to their proposed assignments. Compromises in this option include creating a small feed at Wilde Lake MS from Longfellow ES and reassigning a neighborhood that was reassigned to Harper's Choice MS for the SY 2018-2019. Capacity exists at the middle school level to improve small feeds.

Sending	Receiving	Appx. # of Students	Polygons Proposed for Reassignment
Bryant Woods ES	Clemens Crossing ES	42	4133, 5133
Bryant Woods ES	Longfellow ES	92	268, 1268
Clemens Crossing ES	Swansfield ES	80	134, 1134, 2134
Longfellow ES	Swansfield ES	71	1142
Total		285	

Sending	Receiving	Appx. # of Students	Polygons Proposed for Reassignment
Harpers Choice MS	Wilde Lake MS	15	144, 1144
Wilde Lake MS	Harpers Choice MS	36	134, 1134, 2134
Total		51	

Columbia Option # 1 - Elementary School Map



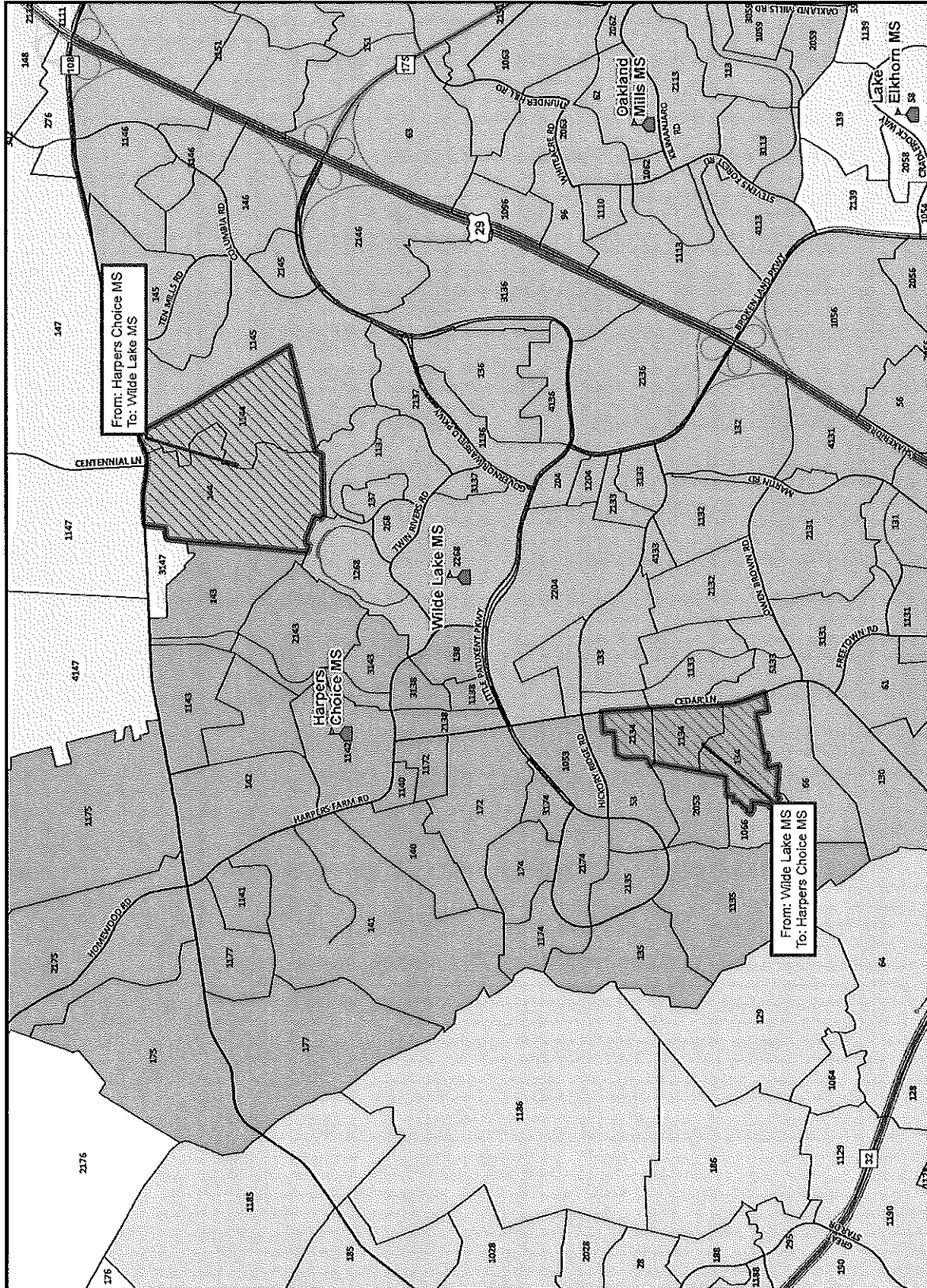
Showing proposed boundaries and areas reassigned for this option.

2019 Feasibility Study Boundary Review

Columbia ES Option #1 (Elementary Boundaries)



Columbia Option # 1 - Middle School Map



Showing proposed boundaries and areas reassigned for this option.

2019 Feasibility Study Boundary Review

Columbia ES Option #1 (Middle Boundaries)



Columbia Option # 1 - Elementary Post Measures

ELEMENTARY SCHOOLS - Data for Demonstrative Purposes Only
Capacity Utilization Rates with Proposed FY 2021 Capital Budget Projects - Not Test for APFO

Post-Measures
Columbia Option 1
Chart reflects May 2019 Projections, potential FY 2021 requested capacities and boundary adjustments.

School	2020	2021	2022	2023	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
	Capacity	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.
Atholton ES	424	424	424	424	107.8	107.8	107.8	107.8	107.8	107.8	107.8	107.8	107.8	107.8	107.8
Bellows Spring ES	726	726	726	726	113.8	113.8	113.8	113.8	113.8	113.8	113.8	113.8	113.8	113.8	113.8
Bollman Bridge ES	666	666	666	666	102.6	102.6	102.6	102.6	102.6	102.6	102.6	102.6	102.6	102.6	102.6
Byrant Woods ES	361	361	361	361	87.8	87.8	87.8	87.8	87.8	87.8	87.8	87.8	87.8	87.8	87.8
Bushy Park ES	725	725	725	725	92.3	92.3	92.3	92.3	92.3	92.3	92.3	92.3	92.3	92.3	92.3
Centennial Lane ES	647	647	647	647	112.4	112.4	112.4	112.4	112.4	112.4	112.4	112.4	112.4	112.4	112.4
Clarksville ES	543	543	543	543	70.2	70.2	70.2	70.2	70.2	70.2	70.2	70.2	70.2	70.2	70.2
Clarksville Crossing ES	521	521	521	521	105.8	105.8	105.8	105.8	105.8	105.8	105.8	105.8	105.8	105.8	105.8
Cradleock ES	398	398	398	398	115.6	115.6	115.6	115.6	115.6	115.6	115.6	115.6	115.6	115.6	115.6
Davidson Oaks ES	700	700	700	700	101.1	101.1	101.1	101.1	101.1	101.1	101.1	101.1	101.1	101.1	101.1
Deep Run ES	750	750	750	750	93.5	93.5	93.5	93.5	93.5	93.5	93.5	93.5	93.5	93.5	93.5
Duckett Lane ES	650	650	650	650	89.2	89.2	89.2	89.2	89.2	89.2	89.2	89.2	89.2	89.2	89.2
Elkridge ES	760	760	760	760	117.5	117.5	117.5	117.5	117.5	117.5	117.5	117.5	117.5	117.5	117.5
Forest Ridge ES	713	713	713	713	95.1	95.1	95.1	95.1	95.1	95.1	95.1	95.1	95.1	95.1	95.1
Fulton ES	826	826	826	826	126.0	126.0	126.0	126.0	126.0	126.0	126.0	126.0	126.0	126.0	126.0
German Crossing ES	735	735	735	735	112.4	112.4	112.4	112.4	112.4	112.4	112.4	112.4	112.4	112.4	112.4
Guilford ES	465	465	465	465	75.9	75.9	75.9	75.9	75.9	75.9	75.9	75.9	75.9	75.9	75.9
Hammond ES	653	653	653	653	81.4	81.4	81.4	81.4	81.4	81.4	81.4	81.4	81.4	81.4	81.4
Harwood Hills ES	810	810	810	810	103.3	103.3	103.3	103.3	103.3	103.3	103.3	103.3	103.3	103.3	103.3
Holladay Station ES	732	732	732	732	123.8	123.8	123.8	123.8	123.8	123.8	123.8	123.8	123.8	123.8	123.8
Ichessar ES	584	584	584	584	98.7	98.7	98.7	98.7	98.7	98.7	98.7	98.7	98.7	98.7	98.7
Jeffers Hill ES	421	421	421	421	98.1	98.1	98.1	98.1	98.1	98.1	98.1	98.1	98.1	98.1	98.1
Laurel Woods ES	609	609	609	609	92.4	92.4	92.4	92.4	92.4	92.4	92.4	92.4	92.4	92.4	92.4
Laurel ES	527	527	527	527	91.8	91.8	91.8	91.8	91.8	91.8	91.8	91.8	91.8	91.8	91.8
Longleaf ES	512	512	512	512	85.7	85.7	85.7	85.7	85.7	85.7	85.7	85.7	85.7	85.7	85.7
Maintenon ES	681	681	681	681	91.6	91.6	91.6	91.6	91.6	91.6	91.6	91.6	91.6	91.6	91.6
New ES #43	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New ES #44	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New ES #45	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Northfield ES	700	700	700	700	103.4	103.4	103.4	103.4	103.4	103.4	103.4	103.4	103.4	103.4	103.4
Phelps Luck ES	597	597	597	597	107.8	107.8	107.8	107.8	107.8	107.8	107.8	107.8	107.8	107.8	107.8
Pointers Run ES	744	744	744	744	104.5	104.5	104.5	104.5	104.5	104.5	104.5	104.5	104.5	104.5	104.5
Rockburn ES	584	584	584	584	92.3	92.3	92.3	92.3	92.3	92.3	92.3	92.3	92.3	92.3	92.3
Running Brook ES	515	515	515	515	113.6	113.6	113.6	113.6	113.6	113.6	113.6	113.6	113.6	113.6	113.6
St Johns Lane ES	612	612	612	612	110.5	110.5	110.5	110.5	110.5	110.5	110.5	110.5	110.5	110.5	110.5
Stevens Forest ES	380	380	380	380	100.8	100.8	100.8	100.8	100.8	100.8	100.8	100.8	100.8	100.8	100.8
Swansfield ES	694	694	694	694	123.3	123.3	123.3	123.3	123.3	123.3	123.3	123.3	123.3	123.3	123.3
Talbot Springs ES	377	377	377	377	95.7	95.7	95.7	95.7	95.7	95.7	95.7	95.7	95.7	95.7	95.7
Thunder Hill ES	509	509	509	509	95.3	95.3	95.3	95.3	95.3	95.3	95.3	95.3	95.3	95.3	95.3
Triadelphia Ridge ES	606	606	606	606	84.4	84.4	84.4	84.4	84.4	84.4	84.4	84.4	84.4	84.4	84.4
Veterans ES	799	799	799	799	102.9	102.9	102.9	102.9	102.9	102.9	102.9	102.9	102.9	102.9	102.9
Waterloo ES	603	603	603	603	86.4	86.4	86.4	86.4	86.4	86.4	86.4	86.4	86.4	86.4	86.4
Waverly ES	788	788	788	788	112.4	112.4	112.4	112.4	112.4	112.4	112.4	112.4	112.4	112.4	112.4
West Friendship ES	414	414	414	414	102.9	102.9	102.9	102.9	102.9	102.9	102.9	102.9	102.9	102.9	102.9
Worthington ES	515	515	515	515	88.9	88.9	88.9	88.9	88.9	88.9	88.9	88.9	88.9	88.9	88.9
Countywide Totals	25576	25576	25739	25739	100.8	100.8	100.8	100.8	100.8	100.8	100.8	100.8	100.8	100.8	100.8

'A' includes additions as proposed for FY 2021 CIP for grades K-5
'NS' New School proposed for FY 2021 Capital Budget
'R' Replacement School proposed for FY 2021 Capital Budget
Color coding has been updated to align with the definition of target utilization (between 90-110% utilization) as outlined in Policy 6010. Blue is under target utilization, green is within target utilization and red is over target utilization.

Columbia Option # 1 - Middle Post Measures

MIDDLE SCHOOLS - Data for Demonstrative Purposes Only
Capacity Utilization Rates with Proposed FY 2021 Capital Budget Projects - Not Test for APFO

School	2020		2021		2022		2023		2024		2025		2026		2027		2028		2029-30		2030-31	
	Capacity	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.
Bonnie Branch MS	701	701	701	701	701	701	701	701	701	701	701	701	701	701	701	701	701	701	701	701	701	701
Bunleigh Manor MS	779	779	779	779	779	779	779	779	779	779	779	779	779	779	779	779	779	779	779	779	779	779
Chertsville MS	643	643	643	643	643	643	643	643	643	643	643	643	643	643	643	643	643	643	643	643	643	643
Dunloggin MS	565	565	565	565	565	565	565	565	565	565	565	565	565	565	565	565	565	565	565	565	565	565
Elkridge Landing MS	779	779	779	779	779	779	779	779	779	779	779	779	779	779	779	779	779	779	779	779	779	779
Ellicott Mills MS	701	701	701	701	701	701	701	701	701	701	701	701	701	701	701	701	701	701	701	701	701	701
Folly Quarter MS	662	662	662	662	662	662	662	662	662	662	662	662	662	662	662	662	662	662	662	662	662	662
Glenwood MS	545	545	545	545	545	545	545	545	545	545	545	545	545	545	545	545	545	545	545	545	545	545
Hammond MS	604	604	604	604	604	604	604	604	604	604	604	604	604	604	604	604	604	604	604	604	604	604
Harpers Choice MS	506	506	506	506	506	506	506	506	506	506	506	506	506	506	506	506	506	506	506	506	506	506
Lake Elkhorn MS	643	643	643	643	643	643	643	643	643	643	643	643	643	643	643	643	643	643	643	643	643	643
Lime Kiln MS	721	721	721	721	721	721	721	721	721	721	721	721	721	721	721	721	721	721	721	721	721	721
Mayfield Woods MS	798	798	798	798	798	798	798	798	798	798	798	798	798	798	798	798	798	798	798	798	798	798
Mount View MS	798	798	798	798	798	798	798	798	798	798	798	798	798	798	798	798	798	798	798	798	798	798
Murray Hill MS	662	662	662	662	662	662	662	662	662	662	662	662	662	662	662	662	662	662	662	662	662	662
Oaklawn MS	506	506	506	506	506	506	506	506	506	506	506	506	506	506	506	506	506	506	506	506	506	506
Parapasco MS	643	643	643	643	643	643	643	643	643	643	643	643	643	643	643	643	643	643	643	643	643	643
Patuxent Valley MS	760	760	760	760	760	760	760	760	760	760	760	760	760	760	760	760	760	760	760	760	760	760
Thomas Voaduct MS	701	701	701	701	701	701	701	701	701	701	701	701	701	701	701	701	701	701	701	701	701	701
Wide Lake MS	721	721	721	721	721	721	721	721	721	721	721	721	721	721	721	721	721	721	721	721	721	721
Countywide Totals	13438	13438	13438	13438	13438	13438	13438	13438	13438	13438	13438	13438	13438	13438	13438	13438	13438	13438	13438	13438	13438	13438

*A includes additions as proposed for FY 2021 OIP for grades 6-8
Color coding has been updated to align with the definition of target utilization (between 90-110% utilization) as outlined in Policy 6010. Blue is under target utilization, green is within target utilization and red is over target utilization.

Columbia Option # 1 - Middle School Feed Report

Middle School	Before Feeding Schools	Feed	After Feeding Schools	Feed	Middle School	Before Feeding Schools	Feed	After Feeding Schools	Feed
Bonnie Branch MS	Ichester ES	47.7%	Ichester ES	47.7%	Lake Elkhorn MS	Cradlerock ES	41.1%	Cradlerock ES	41.1%
	Jeffers Hill ES	2.1%	Jeffers Hill ES	2.1%		Gulford ES	26.5%	Gulford ES	26.5%
	Phelps Luck ES	45.9%	Phelps Luck ES	45.9%		Jeffers Hill ES	24.1%	Jeffers Hill ES	24.1%
	Rockburn ES	4.3%	Rockburn ES	4.3%		Talbot Springs ES	8.3%	Talbot Springs ES	8.3%
	Waterloo ES	0.0%	Waterloo ES	0.0%					
Burleigh Manor MS	Centennial Lane ES	56.3%	Centennial Lane ES	56.3%	Lime Kiln MS	Dayton Oaks ES	27.8%	Dayton Oaks ES	27.8%
	Manor Woods ES	27.1%	Manor Woods ES	27.1%		Fulton ES	58.6%	Fulton ES	58.6%
	Northfield ES	15.4%	Northfield ES	15.4%		Pointers Run ES	13.5%	Pointers Run ES	13.5%
	Triadelphia Ridge ES	1.1%	Triadelphia Ridge ES	1.1%					
Clarksville MS	Clarksville ES	46.2%	Clarksville ES	46.2%	Mayfield Woods MS	Bellows Spring ES	29.5%	Bellows Spring ES	29.5%
	Pointers Run ES	53.8%	Pointers Run ES	53.8%		Deep Run ES	42.4%	Deep Run ES	42.4%
				Jeffers Hill ES		10.0%	Jeffers Hill ES	10.0%	
				Waterloo ES		18.1%	Waterloo ES	18.1%	
Dunloggin MS	Hollifield Station ES	6.7%	Hollifield Station ES	6.7%	Mount View MS	Manor Woods ES	22.3%	Manor Woods ES	22.3%
	Northfield ES	44.7%	Northfield ES	44.7%		Waverly ES	46.8%	Waverly ES	46.8%
	St Johns Lane ES	11.6%	St Johns Lane ES	11.6%		West Friendship ES	30.9%	West Friendship ES	30.9%
	Thunder Hill ES	5.2%	Thunder Hill ES	5.2%					
	Veterans ES	31.8%	Veterans ES	31.8%					
Elkridge Landing MS	Elkridge ES	65.8%	Elkridge ES	65.8%	Murray Hill MS	Gorman Crossing ES	54.4%	Gorman Crossing ES	54.4%
	Rockburn ES	34.2%	Rockburn ES	34.2%		Laurel Woods ES	45.6%	Laurel Woods ES	45.6%
Ellcott Mills MS	Thunder Hill ES	20.7%	Thunder Hill ES	20.7%	Oakland Mills MS	Atholton ES	9.2%	Atholton ES	9.2%
	Veterans ES	26.9%	Veterans ES	26.9%		Stevens Forest ES	41.0%	Stevens Forest ES	41.0%
	Waterloo ES	17.9%	Waterloo ES	17.9%		Talbot Springs ES	35.1%	Talbot Springs ES	35.1%
	Worthington ES	34.5%	Worthington ES	34.5%		Thunder Hill ES	14.6%	Thunder Hill ES	14.6%
Folly Quarter MS	Bushy Park ES	18.9%	Bushy Park ES	18.9%	Patapsco MS	Hollifield Station ES	48.1%	Hollifield Station ES	48.1%
	Clarksville ES	0.1%	Clarksville ES	0.1%		St Johns Lane ES	40.6%	St Johns Lane ES	40.6%
	Dayton Oaks ES	30.9%	Dayton Oaks ES	30.9%		Waverly ES	11.3%	Waverly ES	11.3%
	Triadelphia Ridge ES	50.1%	Triadelphia Ridge ES	50.1%					
Glenwood MS	Bushy Park ES	48.2%	Bushy Park ES	48.2%	Paluxent Valley MS	Bollman Bridge ES	49.3%	Bollman Bridge ES	49.3%
	Lisbon ES	51.8%	Lisbon ES	51.8%		Forest Ridge ES	50.7%	Forest Ridge ES	50.7%
Hammond MS	Atholton ES	25.8%	Atholton ES	25.8%	Thomas Viaduct MS	Bellows Spring ES	10.6%	Bellows Spring ES	10.6%
	Fulton ES	16.0%	Fulton ES	16.0%		Ducketts Lane ES	35.9%	Ducketts Lane ES	35.9%
	Gulford ES	0.0%	Gulford ES	0.0%		Gulford ES	9.0%	Gulford ES	9.0%
	Hammond ES	58.2%	Hammond ES	58.2%		Hanover Hills ES	44.5%	Hanover Hills ES	44.5%
Harpers Choice MS	Longfellow ES	39.9%	Longfellow ES	30.3%	Wide Lake MS	Bryant Woods ES	34.6%	Bryant Woods ES	25.2%
	Swansfield ES	60.1%	Swansfield ES	69.7%		Clemens Crossing ES	29.4%	Clemens Crossing ES	27.8%
				Running Brook ES		36.0%	Running Brook ES	37.4%	

Columbia Option # 1 - High School Feed Report

High School	Before Feeding Schools	Feed	After Feeding Schools	Feed	High School	Before Feeding Schools	Feed	After Feeding Schools	Feed
Atholton HS	Clarksville MS	34.0%	Clarksville MS	34.0%	Marriotts Ridge HS	Burleigh Manor MS	18.2%	Burleigh Manor MS	18.2%
	Hammond MS	13.0%	Hammond MS	13.0%		Mount View MS	81.8%	Mount View MS	81.8%
	Murray Hill MS	21.1%	Murray Hill MS	21.1%					
	Wilde Lake MS	31.9%	Wilde Lake MS	31.9%					
Centennial HS	Burleigh Manor MS	51.3%	Burleigh Manor MS	51.3%	Mt Hebron HS	Dunloggin MS	17.2%	Dunloggin MS	17.2%
	Dunloggin MS	23.4%	Dunloggin MS	23.4%		Ellicott Mills MS	21.6%	Ellicott Mills MS	21.6%
	Ellicott Mills MS	25.3%	Ellicott Mills MS	25.3%		Patapsco MS	61.2%	Patapsco MS	61.2%
Glenelg HS	Folly Quarter MS	38.6%	Folly Quarter MS	38.6%	Oakland Mills HS	Lake Elkhorn MS	46.7%	Lake Elkhorn MS	46.7%
	Glenwood MS	61.4%	Glenwood MS	61.4%		Oakland Mills MS	53.3%	Oakland Mills MS	53.3%
Hammond HS	Hammond MS	26.6%	Hammond MS	26.6%	Reservoir HS	Hammond MS	11.5%	Hammond MS	11.5%
	Lake Elkhorn MS	11.9%	Lake Elkhorn MS	11.9%		Lime Kiln MS	33.0%	Lime Kiln MS	33.0%
	Patuxent Valley MS	44.8%	Patuxent Valley MS	44.8%		Murray Hill MS	41.9%	Murray Hill MS	41.9%
	Thomas Viaduct MS	16.7%	Thomas Viaduct MS	16.7%		Patuxent Valley MS	13.7%	Patuxent Valley MS	13.7%
Howard HS	Bonnie Branch MS	35.2%	Bonnie Branch MS	35.2%	River Hill HS	Clarksville MS	46.0%	Clarksville MS	46.0%
	Elkridge Landing MS	45.7%	Elkridge Landing MS	45.7%		Folly Quarter MS	32.9%	Folly Quarter MS	32.9%
	Ellicott Mills MS	18.7%	Ellicott Mills MS	18.7%		Lime Kiln MS	21.1%	Lime Kiln MS	21.1%
	Mayfield Woods MS	0.4%	Mayfield Woods MS	0.4%					
Long Reach HS	Bonnie Branch MS	11.3%	Bonnie Branch MS	11.3%	Wilde Lake HS	Dunloggin MS	11.0%	Dunloggin MS	11.0%
	Elkridge Landing MS	9.0%	Elkridge Landing MS	9.0%		Harpers Choice MS	51.1%	Harpers Choice MS	52.6%
	Mayfield Woods MS	49.7%	Mayfield Woods MS	49.7%		Wilde Lake MS	37.9%	Wilde Lake MS	36.4%
	Thomas Viaduct MS	30.0%	Thomas Viaduct MS	30.0%					

Columbia Option # 1 - Elementary Race Report

Elementary School	American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		Hispanic		Two or more		White	
	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed
Atholton ES	<=5%	<=5%	8%	8%	21%	21%	<=5%	<=5%	10%	10%	9%	9%	52%	52%
Bellows Spring ES	<=5%	<=5%	30%	30%	25%	25%	<=5%	<=5%	11%	11%	6%	6%	27%	27%
Bollman Bridge ES	<=5%	<=5%	8%	8%	38%	38%	<=5%	<=5%	23%	23%	6%	6%	23%	23%
Bryant Woods ES	<=5%	<=5%	<=5%	<=5%	55%	54%	<=5%	<=5%	12%	11%	9%	10%	20%	21%
Bushy Park ES	<=5%	<=5%	14%	14%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	72%	72%
Centennial Lane ES	<=5%	<=5%	50%	50%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	7%	7%	33%	33%
Clarksville ES	<=5%	<=5%	56%	56%	8%	8%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	27%	27%
Clemens Crossing ES	<=5%	<=5%	15%	15%	17%	17%	<=5%	<=5%	9%	11%	11%	9%	48%	48%
Cradlerock ES	<=5%	<=5%	7%	7%	48%	48%	<=5%	<=5%	16%	16%	8%	8%	21%	21%
Dayton Oaks ES	<=5%	<=5%	20%	20%	10%	10%	<=5%	<=5%	<=5%	<=5%	6%	6%	59%	59%
Deep Run ES	<=5%	<=5%	14%	14%	15%	15%	<=5%	<=5%	40%	40%	<=5%	<=5%	24%	24%
Ducketts Lane ES	<=5%	<=5%	13%	13%	39%	39%	<=5%	<=5%	21%	21%	<=5%	<=5%	22%	22%
Elkridge ES	<=5%	<=5%	18%	18%	27%	27%	<=5%	<=5%	8%	8%	7%	7%	40%	40%
Forest Ridge ES	<=5%	<=5%	23%	23%	35%	35%	<=5%	<=5%	14%	14%	7%	7%	21%	21%
Fulton ES	<=5%	<=5%	31%	31%	14%	14%	<=5%	<=5%	<=5%	<=5%	10%	10%	41%	41%
Gorman Crossing ES	<=5%	<=5%	29%	29%	33%	33%	<=5%	<=5%	11%	11%	7%	7%	20%	20%
Guilford ES	<=5%	<=5%	16%	16%	47%	47%	<=5%	<=5%	12%	12%	7%	7%	19%	19%
Hammond ES	<=5%	<=5%	13%	13%	29%	29%	<=5%	<=5%	12%	12%	8%	8%	37%	37%
Hanover Hills ES	<=5%	<=5%	25%	25%	38%	38%	<=5%	<=5%	15%	15%	<=5%	<=5%	16%	16%
Hollifield Station ES	<=5%	<=5%	45%	45%	15%	15%	<=5%	<=5%	12%	12%	<=5%	<=5%	25%	25%
Hchester ES	<=5%	<=5%	27%	27%	6%	6%	<=5%	<=5%	<=5%	<=5%	6%	6%	58%	58%
Jeffers Hill ES	<=5%	<=5%	12%	12%	38%	38%	<=5%	<=5%	20%	20%	9%	9%	20%	20%
Laurel Woods ES	<=5%	<=5%	11%	11%	52%	52%	<=5%	<=5%	25%	25%	6%	6%	7%	7%
Lisbon ES	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	8%	8%	7%	7%	79%	79%
Longfellow ES	<=5%	<=5%	10%	10%	33%	35%	<=5%	<=5%	23%	18%	11%	11%	23%	24%
Manor Woods ES	<=5%	<=5%	47%	47%	9%	9%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	35%	35%
Northfield ES	<=5%	<=5%	27%	27%	9%	9%	<=5%	<=5%	6%	6%	9%	9%	48%	48%
Phelps Luck ES	<=5%	<=5%	6%	6%	38%	38%	<=5%	<=5%	30%	30%	9%	9%	17%	17%
Pointers Run ES	<=5%	<=5%	33%	33%	9%	9%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	49%	49%
Rockburn ES	<=5%	<=5%	19%	19%	13%	13%	<=5%	<=5%	<=5%	<=5%	7%	7%	55%	55%
Running Brook ES	<=5%	<=5%	<=5%	<=5%	57%	57%	<=5%	<=5%	12%	12%	8%	8%	18%	18%
St Johns Lane ES	<=5%	<=5%	35%	35%	13%	13%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	43%	43%
Stevens Forest ES	<=5%	<=5%	6%	6%	40%	40%	<=5%	<=5%	29%	29%	10%	10%	14%	14%
Swansfield ES	<=5%	<=5%	<=5%	<=5%	55%	52%	<=5%	<=5%	18%	19%	7%	8%	15%	16%
Talbot Springs ES	<=5%	<=5%	<=5%	<=5%	40%	40%	<=5%	<=5%	25%	25%	7%	7%	24%	24%
Thunder Hill ES	<=5%	<=5%	19%	19%	27%	27%	<=5%	<=5%	8%	8%	9%	9%	37%	37%
Triadelphia Ridge ES	<=5%	<=5%	29%	29%	8%	8%	<=5%	<=5%	7%	7%	9%	9%	47%	47%
Veterans ES	<=5%	<=5%	52%	52%	14%	14%	<=5%	<=5%	7%	7%	<=5%	<=5%	25%	25%
Waterloo ES	<=5%	<=5%	23%	23%	29%	29%	<=5%	<=5%	<=5%	<=5%	7%	7%	36%	36%
Waverly ES	<=5%	<=5%	49%	49%	7%	7%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	37%	37%
West Friendship ES	<=5%	<=5%	22%	22%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	6%	6%	65%	65%
Worthington ES	<=5%	<=5%	39%	39%	7%	7%	<=5%	<=5%	<=5%	<=5%	6%	6%	44%	44%
Countywide Average	<=5%		22%		25%		<=5%		12%		7%		34%	

See page 35 for information about the data used in this report.

Columbia Option # 1 - Middle Race Report

Middle School	American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		Hispanic		Two or more		White	
	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed
Bonnie Branch MS	<=5%	<=5%	16%	16%	26%	26%	<=5%	<=5%	15%	15%	7%	7%	35%	35%
Burleigh Manor MS	<=5%	<=5%	48%	48%	12%	12%	<=5%	<=5%	<=5%	<=5%	6%	6%	29%	29%
Clarksville MS	<=5%	<=5%	40%	40%	6%	6%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	45%	45%
Dunloggin MS	<=5%	<=5%	33%	33%	16%	16%	<=5%	<=5%	8%	8%	<=5%	<=5%	39%	39%
Elkridge Landing MS	<=5%	<=5%	17%	17%	23%	23%	<=5%	<=5%	8%	8%	6%	6%	46%	46%
Ellicott Mills MS	<=5%	<=5%	32%	32%	14%	14%	<=5%	<=5%	6%	6%	<=5%	<=5%	43%	43%
Folly Quarter MS	<=5%	<=5%	27%	27%	6%	6%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	57%	57%
Glenwood MS	<=5%	<=5%	8%	8%	6%	6%	<=5%	<=5%	7%	7%	<=5%	<=5%	75%	75%
Hammond MS	<=5%	<=5%	12%	12%	26%	26%	<=5%	<=5%	8%	8%	8%	8%	45%	45%
Harpers Choice MS	<=5%	<=5%	8%	9%	50%	50%	<=5%	<=5%	16%	15%	8%	8%	18%	17%
Lake Elkhorn MS	<=5%	<=5%	10%	10%	51%	51%	<=5%	<=5%	18%	18%	7%	7%	14%	14%
Lime Kiln MS	<=5%	<=5%	28%	28%	12%	12%	<=5%	<=5%	<=5%	<=5%	6%	6%	50%	50%
Mayfield Woods MS	<=5%	<=5%	13%	13%	29%	29%	<=5%	<=5%	25%	25%	<=5%	<=5%	28%	28%
Mount View MS	<=5%	<=5%	36%	36%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	6%	6%	49%	49%
Murray Hill MS	<=5%	<=5%	17%	17%	45%	45%	<=5%	<=5%	21%	21%	<=5%	<=5%	13%	13%
Oakland Mills MS	<=5%	<=5%	<=5%	<=5%	37%	37%	<=5%	<=5%	21%	21%	10%	10%	27%	27%
Patapsco MS	<=5%	<=5%	33%	33%	11%	11%	<=5%	<=5%	9%	9%	<=5%	<=5%	43%	43%
Patuxent Valley MS	<=5%	<=5%	17%	17%	38%	38%	<=5%	<=5%	18%	18%	6%	6%	21%	21%
Thomas Viaduct MS	<=5%	<=5%	14%	14%	45%	45%	<=5%	<=5%	18%	18%	<=5%	<=5%	18%	18%
Wilde Lake MS	<=5%	<=5%	8%	7%	47%	46%	<=5%	<=5%	11%	12%	9%	8%	25%	26%
Countywide Average	<=5%		21%		25%		<=5%		12%		6%		36%	

See page 35 for information about the data used in this report.

Columbia Option # 1 - Elementary and Middle ESOL Report

School	% ESOL Participation	
	Base	Proposed
Atholton ES	<=5%	<=5%
Bellows Spring ES	9%	9%
Bollman Bridge ES	14%	14%
Bryant Woods ES	<=5%	<=5%
Bushy Park ES	<=5%	<=5%
Centennial Lane ES	6%	6%
Clarksville ES	6%	6%
Clemens Crossing ES	<=5%	<=5%
Cradlerock ES	8%	8%
Dayton Oaks ES	<=5%	<=5%
Deep Run ES	23%	23%
Ducketts Lane ES	16%	16%
Elkridge ES	6%	6%
Forest Ridge ES	9%	9%
Fulton ES	6%	6%
Gorman Crossing ES	7%	7%
Guilford ES	7%	7%
Hammond ES	6%	6%
Hanover Hills ES	11%	11%
Hollifield Station ES	13%	13%
Ilchester ES	<=5%	<=5%
Jeffers Hill ES	9%	9%
Laurel Woods ES	13%	13%
Lisbon ES	<=5%	<=5%
Longfellow ES	<=5%	<=5%
Manor Woods ES	8%	8%
Northfield ES	<=5%	<=5%
Phelps Luck ES	17%	17%
Pointers Run ES	<=5%	<=5%
Rockburn ES	<=5%	<=5%
Running Brook ES	6%	6%
St Johns Lane ES	<=5%	<=5%
Stevens Forest ES	20%	20%
Swansfield ES	8%	8%
Talbott Springs ES	12%	12%
Thunder Hill ES	6%	6%
Triadelphia Ridge ES	<=5%	<=5%
Veterans ES	10%	10%
Waterloo ES	8%	8%
Waverly ES	<=5%	<=5%
West Friendship ES	<=5%	<=5%
Worthington ES	<=5%	<=5%
Countywide Average	7%	

School	% ESOL Participation	
	Base	Proposed
Bonnie Branch MS	6%	6%
Burleigh Manor MS	<=5%	<=5%
Clarksville MS	<=5%	<=5%
Dunloggin MS	<=5%	<=5%
Elkridge Landing MS	<=5%	<=5%
Ellicott Mills MS	<=5%	<=5%
Folly Quarter MS	<=5%	<=5%
Glenwood MS	<=5%	<=5%
Hammond MS	<=5%	<=5%
Harpers Choice MS	<=5%	<=5%
Lake Elkhorn MS	<=5%	<=5%
Lime Kiln MS	<=5%	<=5%
Mayfield Woods MS	<=5%	<=5%
Mount View MS	<=5%	<=5%
Murray Hill MS	<=5%	<=5%
Oakland Mills MS	<=5%	<=5%
Patapsco MS	<=5%	<=5%
Patuxent Valley MS	<=5%	<=5%
Thomas Viaduct MS	6%	6%
Wilde Lake MS	<=5%	<=5%
Countywide Average	<=5%	

See page 35 for information about the data used in these reports.

Columbia Option # 1 - Elementary FARM and Test Percentages

FARM/Test Data	Columbia 1		
School Name	FARM	PARCC-Read	PARCC-Math
Atholton ES	15%	47%	58%
Bellows Spring ES	17%	63%	59%
Bollman Bridge ES	50%	29%	32%
Bryant Woods ES	52%	37%	47%
Bushy Park ES	<=5%	76%	74%
Centennial Lane ES	6%	75%	82%
Clarksville ES	<=5%	83%	89%
Clemens Crossing ES	12%	67%	65%
Cradlerock ES	55%	35%	26%
Dayton Oaks ES	<=5%	69%	77%
Deep Run ES	54%	37%	40%
Ducketts Lane ES	53%	41%	40%
Elkridge ES	32%	44%	47%
Forest Ridge ES	33%	53%	50%
Fulton ES	<=5%	70%	77%
Gorman Crossing ES	18%	53%	59%
Guilford ES	45%	38%	36%
Hammond ES	24%	52%	60%
Hanover Hills ES	37%	43%	47%
Hollifield Station ES	24%	54%	56%
Ilchester ES	<=5%	84%	77%
Jeffers Hill ES	35%	43%	35%
Laurel Woods ES	61%	37%	37%
Lisbon ES	12%	67%	57%
Longfellow ES	43%	50%	52%
Manor Woods ES	8%	68%	72%
Northfield ES	11%	62%	65%
Phelps Luck ES	63%	36%	35%
Pointers Run ES	<=5%	72%	82%
Rockburn ES	6%	65%	70%
Running Brook ES	52%	32%	34%
St Johns Lane ES	9%	63%	64%
Stevens Forest ES	65%	33%	30%
Swansfield ES	61%	31%	34%
Talbott Springs ES	49%	53%	46%
Thunder Hill ES	21%	62%	63%
Triadelphia Ridge ES	<=5%	71%	80%
Veterans ES	21%	55%	59%
Waterloo ES	24%	65%	66%
Waverly ES	<=5%	76%	79%
West Friendship ES	6%	70%	66%
Worthington ES	<=5%	68%	72%
System-wide total	25%	57%	59%

See page 35 for information about the data used in this report.

Columbia Option # 2 - Summary and Polygon Moves

Columbia Option #2:

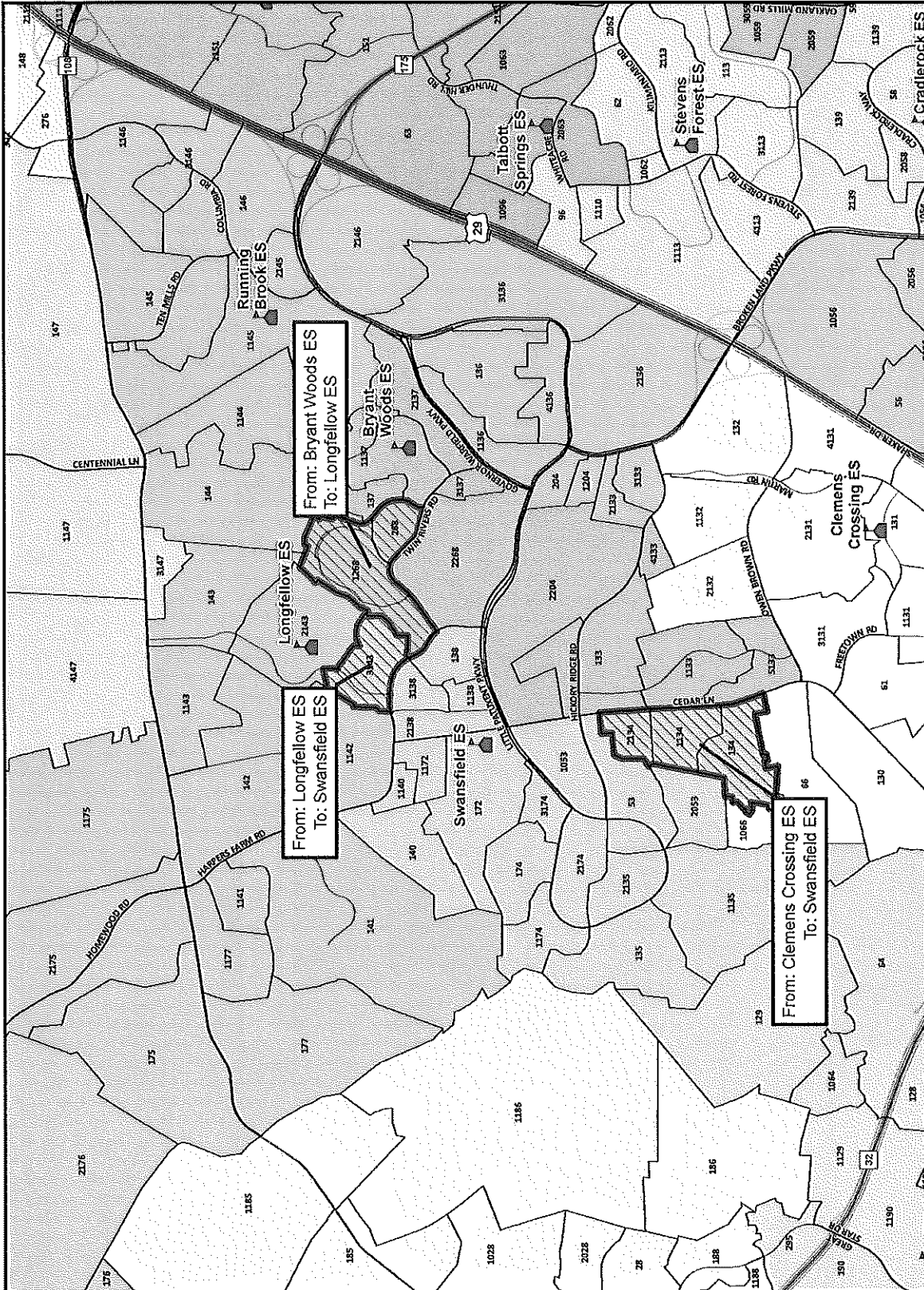
This option utilizes available capacity at Swansfield ES to relieve Bryant Woods ES using Longfellow ES as a pass through. Relief is also provided for Clemens Crossing ES. All impacted schools are within target utilization until SY 2026-2027.

Polygons 268, 1268 and 1142 are walkers to their current elementary assignments and can walk to their proposed assignments. Three of the four impacted schools get closer to the countywide average in Free and Reduced-Price Meals participation percentage. Middle school capacity exists to accommodate small feed reassignments but these adjustments may impact neighborhoods that were reassigned for SY 2018-2019.

Sending	Receiving	Appx. # of Students	Polygons Proposed for Reassignment
Bryant Woods ES	Longfellow ES	92	268, 1268
Clemens Crossing ES	Swansfield ES	80	134, 1134, 2134
Longfellow ES	Swansfield ES	92	3143
Total		264	

Sending	Receiving	Appx. # of Students	Polygons Proposed for Reassignment
Harpers Choice MS	Wilde Lake MS	62	53, 1053
Wilde Lake MS	Harpers Choice MS	42	268, 1268
Total		104	

Columbia Option # 2 - Elementary School Map

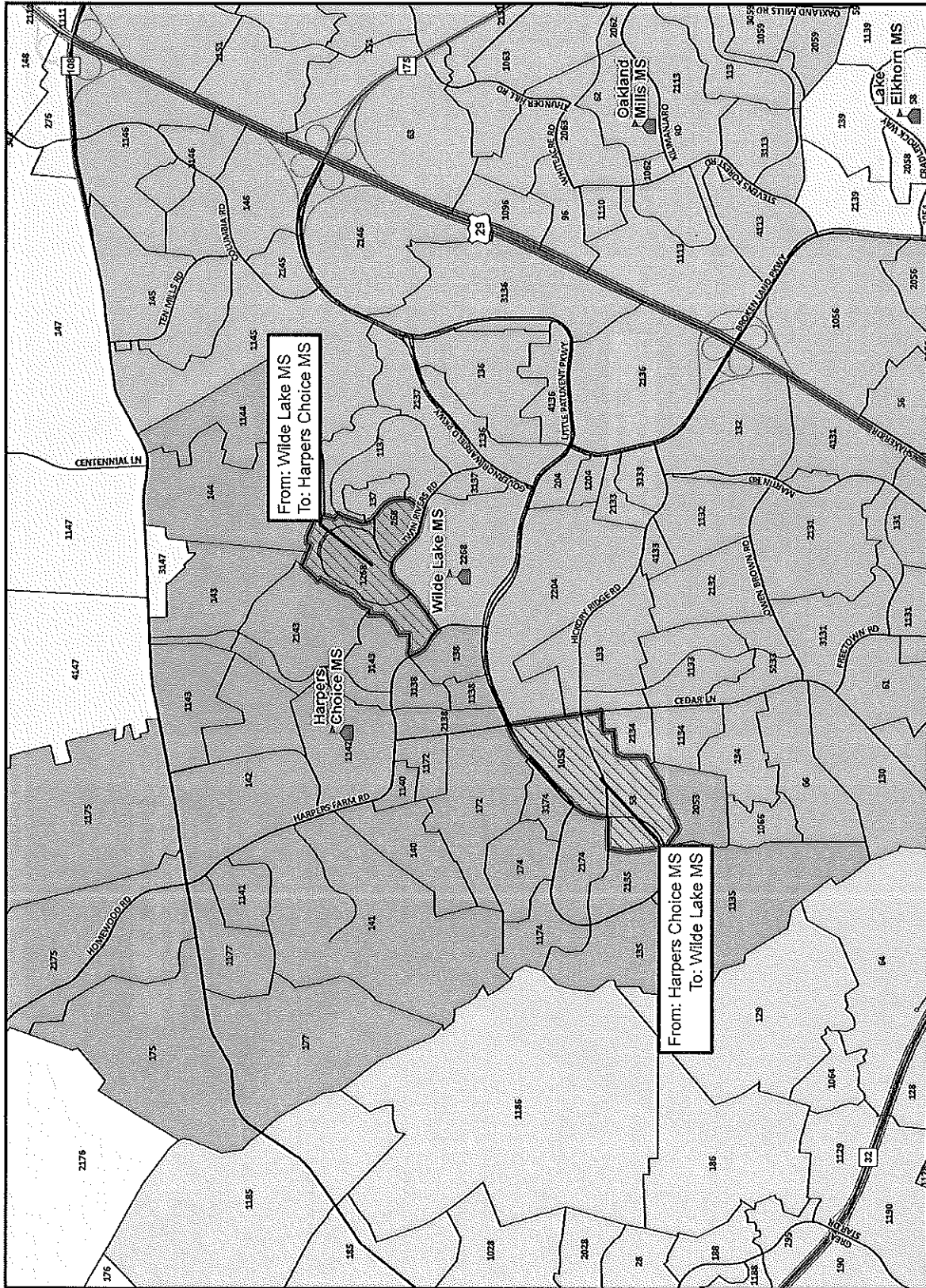


Showing proposed boundaries and areas reassigned for this option.

2019 Feasibility Study Boundary Review
Columbia ES Option #2 (Elementary Boundaries)



Columbia Option # 2 - Middle School Map



Showing proposed boundaries and areas reassigned for this option.

2019 Feasibility Study Boundary Review

Columbia ES Option #2 (Middle Boundaries)



Columbia Option # 2 - Elementary Post Measures

ELEMENTARY SCHOOLS - Data for Demonstrative Purposes Only
Capacity Utilization Rates with Proposed FY 2021 Capital Budget Projects - Not Test for APFO

Post-Measures
Columbia Option 2

Chart reflects May 2019 Projections, potential FY 2021 requested capacities and boundary adjustments.

School	Capacity				2020-21		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27		2027-28		2028-29		2029-30		2030-31	
	2020	2021	2022	2023	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.
Atholton ES	424	424	424	424	461	108.7	457	107.8	449	105.9	442	104.2	444	104.7	444	104.7	443	104.5	442	104.2	441	104.0	441	104.0	442	104.2
Bellows Spring ES	726	726	726	726	767	105.6	808	111.3	826	113.8	843	116.1	867	119.4	889	122.5	885	121.9	880	121.2	884	121.8	876	120.7	853	117.5
Bolman Bridge ES	666	666	666	666	683	102.6	695	104.4	706	106.0	754	113.2	765	114.9	760	114.1	747	112.2	739	111.0	737	110.7	722	108.4	737	110.7
Bryant Woods ES	361	361	361	361	359	99.4	370	102.5	378	104.7	380	105.3	390	108.0	395	109.4	399	110.5	405	112.2	413	114.4	421	116.6	425	117.7
Bushy Park ES	725	725	725	725	597	82.3	563	77.7	565	77.9	544	75.0	530	73.1	521	71.9	536	73.9	534	73.7	567	78.2	589	81.2	583	80.4
Centennial Lane ES	647	647	647	647	715	110.5	718	111.0	736	113.8	727	112.4	741	114.5	757	117.0	768	119.2	788	121.8	788	121.8	801	123.8	803	124.1
Clarksville ES	543	543	543	543	381	70.2	388	71.5	377	69.4	367	67.6	364	67.0	379	69.8	380	70.0	379	69.8	399	73.5	400	73.7	406	74.8
Clemens Crossing ES	521	521	521	521	468	89.8	508	97.5	507	97.3	519	99.6	531	101.9	544	104.4	567	108.8	575	110.4	595	114.2	614	117.9	625	120.0
Cradlerock ES	398	398	398	398	460	115.6	475	119.3	470	118.1	473	118.8	473	118.8	473	118.8	474	119.1	472	118.6	472	118.6	476	119.6	475	119.3
Dayton Oaks ES	700	700	700	700	667	95.3	708	101.1	717	102.4	752	107.4	789	112.7	807	115.3	818	116.9	815	116.4	837	119.6	854	122.0	875	125.0
Deep Run ES	750	750	750	750	682	90.9	713	95.1	731	97.5	752	100.3	786	104.8	806	107.5	820	109.3	843	112.4	866	115.5	892	118.9	905	120.7
Ducketts Lane ES	650	650	650	650	569	87.5	580	89.2	589	90.6	603	92.8	600	92.3	602	92.6	614	94.5	614	94.5	609	93.7	607	93.4	604	92.9
Elkridge ES	760	760	760	760	893	117.5	908	119.5	909	119.6	906	119.2	926	121.8	965	127.0	986	129.7	1057	139.1	1116	146.8	1144	150.5	1137	149.6
Forest Ridge ES	713	713	713	713	678	95.1	692	97.1	694	97.3	713	100.0	740	103.8	795	111.6	844	118.4	863	123.8	919	128.9	942	132.1	958	134.1
Fulton ES	826	826	826	826	1009	122.2	1041	126.0	1038	125.7	1072	129.8	1070	129.5	1067	129.2	1048	126.9	1019	123.4	1025	124.1	1008	122.0	1008	122.0
Gorman Crossing ES	735	735	735	735	825	112.4	860	117.0	878	119.5	889	121.2	861	117.1	852	115.9	863	117.4	871	118.5	865	117.7	850	115.6	855	116.5
Gulford ES	465	465	465	465	367	78.9	360	77.4	346	74.4	351	75.5	364	78.3	398	85.6	407	87.5	417	89.7	430	92.5	436	93.8	433	93.1
Hammond ES	653	653	653	653	618	94.6	614	94.0	626	95.9	658	100.8	696	106.6	728	111.5	752	115.2	802	122.8	827	126.6	853	130.6	866	132.6
Hanover Hills ES	NS	810	810	810	723	89.3	705	87.0	713	88.0	708	87.2	697	86.6	697	86.6	694	85.7	729	90.0	752	92.8	747	92.2	737	91.0
Hofffield Station ES	732	732	732	732	923	126.1	906	123.8	864	120.5	892	121.9	870	118.9	868	118.6	869	118.7	864	118.0	862	117.8	858	117.2	868	118.6
Ilchester ES	584	584	584	584	598	102.4	582	99.7	608	104.1	625	107.0	641	109.8	704	120.5	725	124.1	753	129.9	780	133.6	805	137.8	815	139.5
Jeffers Hill ES	421	421	421	421	413	98.1	408	96.9	387	91.9	395	93.8	389	92.4	390	92.6	399	94.8	407	96.7	416	98.8	426	101.2	431	102.4
Laurel Woods ES	609	609	609	609	556	91.3	563	92.4	561	92.1	546	89.7	560	90.3	546	89.7	555	91.1	554	91.0	555	91.1	556	91.3	580	95.2
Lisbon ES	527	527	527	527	484	91.8	505	95.8	510	96.8	519	98.5	523	99.2	517	96.1	533	101.1	562	106.6	590	112.0	594	112.7	597	113.3
Longfellow ES	512	512	512	512	438	85.5	452	88.3	468	91.4	470	91.8	472	92.2	487	95.1	495	96.7	504	98.4	516	100.8	525	102.5	531	103.7
Manor Woods ES	681	681	681	681	624	91.6	630	92.5	611	89.7	636	93.7	607	89.1	597	87.7	613	90.0	607	89.1	615	90.3	621	91.2	624	91.6
New ES #43	NS	0	0	0																						
New ES #44	NS	0	0	0																						
New ES #45	NS	0	0	0																						
Northfield ES	700	700	700	700	759	108.4	776	110.9	772	110.3	796	113.7	824	117.7	842	120.3	876	125.1	899	128.4	939	134.1	960	137.1	962	137.4
Phelps Luck ES	597	597	597	597	566	94.8	583	97.7	583	97.7	596	99.8	584	97.8	594	99.5	593	99.3	591	99.0	613	102.7	623	104.4	630	105.5
Pointers Run ES	744	744	744	744	925	124.3	974	130.9	1018	136.8	1058	142.2	1060	142.5	1056	141.9	1035	139.1	1010	135.8	973	130.8	940	126.3	909	122.2
Rockburn ES	584	584	584	584	593	101.5	611	104.6	611	104.6	627	107.4	638	109.2	654	112.0	676	115.8	677	115.9	678	116.1	673	115.2	663	113.5
Running Brook ES	515	515	515	515	468	90.9	471	91.5	500	97.1	551	107.0	583	113.2	610	118.4	644	125.0	673	130.7	712	138.3	724	140.5	749	145.4
St Johns Lane ES	612	612	612	612	726	118.6	735	120.1	750	122.5	768	125.5	787	128.6	805	131.5	806	131.7	804	131.4	795	129.9	788	128.8	765	128.3
Stevens Forest ES	380	380	380	380	414	108.9	420	110.5	427	112.4	440	115.8	435	114.5	434	114.2	435	114.5	439	115.5	438	115.3	439	115.5	439	115.5
Swansfield ES	A	694	694	694	719	103.6	720	103.7	717	103.3	722	104.0	725	104.5	734	105.8	743	107.1	756	108.9	779	112.2	794	114.4	806	116.1
Talbot Springs ES	377	377	377	377	465	123.3	442	117.2	426	78.9	406	75.2	409	75.7	422	78.1	425	78.7	439	81.3	458	84.8	477	85.3	487	90.2
Thunder Hill ES	509	509	509	509	508	99.8	487	95.7	485	95.3	487	97.7	486	97.6	488	97.9	487	97.7	489	98.1	499	98.0	511	100.4	516	101.4
Triadelphia Ridge ES	606	606	606	606	542	89.4	541	89.3	551	90.9	554	91.4	552	91.1	566	93.4	565	93.2	562	92.7	558	92.1	542	89.4	529	87.3
Veterans ES	799	799	799	799	822	102.9	808	101.1	799	100.0	794	99.4	801	100.3	800	100.1	830	103.9	867	108.5	867	108.5	868	108.6	864	108.1
Waterloo ES	603	603	603	603	548	90.9	525	87.1	521	86.4	486	80.6	508	84.2	519	86.1	526	87.2	531	88.1	557	92.4	569	94.4	573	95.0
Waverly ES	A	788	788	788	886	112.4	890	112.9	894	113.5	899	114.1	918	116.5	912	115.7	898	114.0	906	115.0	907	115.1	898	114.0	882	111.9
West Friendship ES	414	414	414	414	426	102.9	450	108.7	482	116.5	487	117.5	532	128.5	561	135.5	571	137.9	581	140.3	601	145.2	613	148.1	617	149.0
Worthington ES	515	515	515	515	458	88.9	457	88.7	459	89.1	459	89.1														

Columbia Option # 2 - Middle Post Measures

MIDDLE SCHOOLS - Data for Demonstrative Purposes Only
 Capacity Utilization Rates with Proposed FY 2021 Capital Budget Projects - Not Test for APFO
 Chart reflects May 2019 Projections, potential FY 2021 requested capacities and boundary adjustments.

School	2020-21		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27		2027-28		2028-29		2029-30		2030-31		
	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	Proj	% Util.	
Bonnie Branch MS	701	98.6	691	98.6	656	93.6	651	92.9	693	98.9	706	100.7	740	105.6	712	101.6	724	103.3	717	102.3	749	106.8	
Burleigh Manor MS	779	779	779	779	804	103.2	806	103.5	778	99.9	784	100.6	793	101.8	788	100.8	778	99.9	777	99.7	788	101.2	
Clarksville MS	643	643	643	643	697	108.4	673	104.7	674	104.8	676	105.1	673	104.7	689	107.1	715	111.2	723	112.4	722	112.3	
Dunlap MS	565	565	565	565	658	116.5	658	116.5	673	119.1	676	120.1	673	119.1	689	123.7	689	123.7	689	123.7	691	124.4	
Ellicott Landing MS	779	779	779	779	788	98.6	820	105.3	857	110.0	867	111.3	859	110.3	882	113.2	892	114.5	904	116.0	907	116.4	
Ellicott Mills MS	701	701	701	701	812	116.1	884	126.1	893	127.4	878	125.2	868	123.6	861	122.8	860	122.7	863	123.1	860	122.7	
Folly Quarter MS	662	662	662	662	677	102.3	684	103.3	680	99.7	649	96.0	668	100.9	679	102.6	700	105.7	692	104.5	701	105.9	
Glenwood MS	545	545	545	545	527	96.7	504	92.5	502	92.1	499	91.6	521	95.6	539	98.9	533	101.5	549	100.7	553	101.5	
Hammond MS	604	604	604	604	702	116.2	724	119.9	746	123.5	737	122.0	762	126.2	801	132.6	809	133.9	829	137.3	836	138.4	
Harpers Choice MS	506	506	506	506	466	92.1	442	87.4	428	84.6	442	87.4	453	89.5	468	92.1	464	91.7	468	92.1	458	90.5	
Lake Elkhorn MS	643	643	643	643	503	78.2	486	75.6	466	72.6	501	77.6	481	74.8	488	76.0	479	74.5	476	74.0	473	73.6	
Lime Kiln MS	721	721	721	721	675	93.6	718	99.6	737	102.2	743	103.1	751	104.2	774	107.4	817	113.3	803	111.4	825	114.4	
Mayfield Woods MS	798	798	798	798	839	105.1	833	104.4	822	103.0	850	106.5	868	108.3	915	114.7	935	117.2	936	117.3	923	115.7	
Mount View MS	798	798	798	798	842	105.5	895	112.2	911	114.2	940	117.8	944	118.3	968	121.3	972	121.8	968	121.3	970	121.6	
Murray Hill MS	662	662	662	662	785	118.6	775	117.1	808	122.1	847	127.9	859	129.8	829	125.2	836	126.3	832	125.7	843	127.3	
Oakland Mills MS	A	506	506	506	500	98.8	498	98.4	510	100.8	519	102.6	516	102.0	509	100.6	491	97.6	494	97.6	488	97.7	
Parapasco MS	A	643	643	643	643	643	100.0	655	101.9	665	103.4	688	106.9	700	108.9	723	112.4	723	112.4	723	112.4	723	112.4
Patuxent Valley MS	760	760	760	760	715	94.1	687	90.4	673	88.6	682	90.7	679	93.3	714	93.9	723	95.1	723	95.1	738	97.1	
Thomas Vaidict MS	701	701	701	701	748	106.7	781	111.4	773	110.3	778	111.0	789	109.7	763	111.7	763	111.7	763	111.7	763	111.7	
Wild Lake MS	721	721	721	721	688	95.4	710	98.5	715	99.2	741	102.8	776	107.9	805	111.3	849	117.2	843	116.9	878	121.8	
Countywide Totals	13438	13438	13438	13438	14072	104.7	14151	105.3	14182	105.5	14429	106.6	14546	107.5	14845	108.4	14966	108.3	14980	108.3	15074	108.9	

*A includes additions as proposed for FY 2021 CIP for grades 6-8
 Color coding has been updated to align with the definition of target utilization (between 90-110% utilization) as outlined in Policy 6010. Blue is under target utilization, green is within target utilization and red is over target utilization.

Columbia Option # 2 - Elementary and Middle Assessments

Elementary School Summary	Current	Aggregate Plan	Assessment Criteria
Years between 90-110%	# of Schools Strengthened	NA	Mean increased by 1.0 or more = STRENGTH; reduced by 1.0 or more = WEAKNESS; otherwise Negligible
	# of Schools Weakened	NA	
	Mean	4.2	
Proximity to school	# of Schools Strengthened	NA	Mean reduced by 100 or more = STRENGTH; increased by 100 or more = WEAKNESS; otherwise Negligible
	# of Schools Weakened	NA	
	Mean	5789	
Small MS from ES Feeds (under 15%)			Feed information in middle and high school sections.
Double Small Feed	# of Double Small Feeds	1	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
Non-contiguous Attendance Areas	Number of "Islands"	5	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
Estimated Students moved within 5 yrs of last ES move	Number	NA	
	% of Enrollment	NA	
Students Moved	Number moved in	NA	Take into account the correlation between the number of students moved, the outcomes of other standards achieved in Section IV.B. and the length of time those results are expected to be maintained.
	Number moved out	NA	

Strength Negligible Weakness

Middle School Summary	Current	Aggregate Plan	Assessment Criteria
Years between 90-110%	# of Schools Strengthened	NA	Mean increased by 1.0 or more = STRENGTH; reduced by 1.0 or more = WEAKNESS; otherwise Negligible
	# of Schools Weakened	NA	
	Mean	6.7	
Proximity to school	# of Schools Strengthened	NA	Mean reduced by 100 or more = STRENGTH; increased by 100 or more = WEAKNESS; otherwise Negligible
	# of Schools Weakened	NA	
	Mean	8322	
Small MS from ES Feeds (under 15%)			"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
Double Small Feed	# of Double Small Feeds	1	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
Non-contiguous Attendance Areas	Number of "Islands"	0	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
Estimated Students moved within 2 yrs of last MS move	Number	NA	
	% of Enrollment	NA	
Students Moved	Number moved in	NA	Take into account the correlation between the number of students moved, the outcomes of other standards achieved in Section IV.B. and the length of time those results are expected to be maintained.
	Number moved out	NA	

Strength Negligible Weakness

REVISED

Columbia Option # 2 - Middle School Feed Report

Middle School	Before		After		Middle School	Before		After	
	Feeding Schools	Feed	Feeding Schools	Feed		Feeding Schools	Feed	Feeding Schools	Feed
Bonnie Branch MS	Ilicester ES	47.7%	Ilicester ES	47.7%	Lake Elkhorn MS	Cradlerock ES	41.1%	Cradlerock ES	41.1%
	Jeffers Hill ES	2.1%	Jeffers Hill ES	2.1%		Gulford ES	26.5%	Gulford ES	26.5%
	Phelps Luck ES	45.9%	Phelps Luck ES	45.9%		Jeffers Hill ES	24.1%	Jeffers Hill ES	24.1%
	Rockburn ES	4.3%	Rockburn ES	4.3%		Talbot Springs ES	8.3%	Talbot Springs ES	8.3%
	Waterloo ES	0.0%	Waterloo ES	0.0%					
Burleigh Manor MS	Centennial Lane ES	56.3%	Centennial Lane ES	56.3%	Lime Kiln MS	Dayton Oaks ES	27.8%	Dayton Oaks ES	27.8%
	Manor Woods ES	27.1%	Manor Woods ES	27.1%		Fulton ES	58.6%	Fulton ES	58.6%
	Northfield ES	15.4%	Northfield ES	15.4%		Pointers Run ES	13.5%	Pointers Run ES	13.5%
	Triadelphia Ridge ES	1.1%	Triadelphia Ridge ES	1.1%					
Clarksville MS	Clarksville ES	46.2%	Clarksville ES	46.2%	Mayfield Woods MS	Bellows Spring ES	29.5%	Bellows Spring ES	29.5%
	Pointers Run ES	53.8%	Pointers Run ES	53.8%		Deep Run ES	42.4%	Deep Run ES	42.4%
				Jeffers Hill ES		10.0%	Jeffers Hill ES	10.0%	
				Waterloo ES		18.1%	Waterloo ES	18.1%	
Dunloggin MS	Hollifield Station ES	6.7%	Hollifield Station ES	6.7%	Mount View MS	Manor Woods ES	22.3%	Manor Woods ES	22.3%
	Northfield ES	44.7%	Northfield ES	44.7%		Waverly ES	46.8%	Waverly ES	46.8%
	St Johns Lane ES	11.6%	St Johns Lane ES	11.6%		West Friendship ES	30.9%	West Friendship ES	30.9%
	Thunder Hill ES	5.2%	Thunder Hill ES	5.2%					
	Veterans ES	31.8%	Veterans ES	31.8%					
Elkridge Landing MS	Elkridge ES	65.8%	Elkridge ES	65.8%	Murray Hill MS	Gorman Crossing ES	54.4%	Gorman Crossing ES	54.4%
	Rockburn ES	34.2%	Rockburn ES	34.2%		Laurel Woods ES	45.6%	Laurel Woods ES	45.6%
Ellicott Mills MS	Thunder Hill ES	20.7%	Thunder Hill ES	20.7%	Oakland Mills MS	Atholton ES	9.2%	Atholton ES	9.2%
	Veterans ES	26.9%	Veterans ES	26.9%		Stevens Forest ES	41.0%	Stevens Forest ES	41.0%
	Waterloo ES	17.9%	Waterloo ES	17.9%		Talbot Springs ES	35.1%	Talbot Springs ES	35.1%
	Worthington ES	34.5%	Worthington ES	34.5%		Thunder Hill ES	14.6%	Thunder Hill ES	14.6%
Folly Quarter MS	Bushy Park ES	18.9%	Bushy Park ES	18.9%	Patapsco MS	Hollifield Station ES	48.1%	Hollifield Station ES	48.1%
	Clarksville ES	0.1%	Clarksville ES	0.1%		St Johns Lane ES	40.6%	St Johns Lane ES	40.6%
	Dayton Oaks ES	30.9%	Dayton Oaks ES	30.9%		Waverly ES	11.3%	Waverly ES	11.3%
	Triadelphia Ridge ES	50.1%	Triadelphia Ridge ES	50.1%					
Glenwood MS	Bushy Park ES	48.2%	Bushy Park ES	48.2%	Patuxent Valley MS	Bollman Bridge ES	49.3%	Bollman Bridge ES	49.3%
	Lisbon ES	51.8%	Lisbon ES	51.8%		Forest Ridge ES	50.7%	Forest Ridge ES	50.7%
Hammond MS	Atholton ES	25.8%	Atholton ES	25.8%	Thomas Viaduct MS	Bellows Spring ES	10.6%	Bellows Spring ES	10.6%
	Fulton ES	16.0%	Fulton ES	16.0%		Ducketts Lane ES	35.9%	Ducketts Lane ES	35.9%
	Gulford ES	0.0%	Gulford ES	0.0%		Gulford ES	9.0%	Gulford ES	9.0%
	Hammond ES	58.2%	Hammond ES	58.2%		Hanover Hills ES	44.5%	Hanover Hills ES	44.5%
Harpers Choice MS	Longfellow ES	39.9%	Longfellow ES	41.7%	Wide Lake MS	Bryant Woods ES	34.6%	Bryant Woods ES	27.0%
	Swansfield ES	60.1%	Swansfield ES	58.3%		Clemens Crossing ES	29.4%	Clemens Crossing ES	23.0%
				Running Brook ES		36.0%	Running Brook ES	35.3%	
								Swansfield ES	14.7%

Columbia Option # 2 - High School Feed Report

High School	Before		After		High School	Before		After	
	Feeding Schools	Feed	Feeding Schools	Feed		Feeding Schools	Feed	Feeding Schools	Feed
Atholton HS	Clarksville MS	34.0%	Clarksville MS	34.0%	Marriotts Ridge HS	Burleigh Manor MS	18.2%	Burleigh Manor MS	18.2%
	Hammond MS	13.0%	Hammond MS	13.0%		Mount View MS	81.8%	Mount View MS	81.8%
	Murray Hill MS	21.1%	Murray Hill MS	21.1%					
	Wilde Lake MS	31.9%	Wilde Lake MS	31.9%					
Centennial HS	Burleigh Manor MS	51.3%	Burleigh Manor MS	51.3%	Mt Hebron HS	Dunloggin MS	17.2%	Dunloggin MS	17.2%
	Dunloggin MS	23.4%	Dunloggin MS	23.4%		Ellicott Mills MS	21.6%	Ellicott Mills MS	21.6%
	Ellicott Mills MS	25.3%	Ellicott Mills MS	25.3%		Patapsco MS	61.2%	Patapsco MS	61.2%
Glenelg HS	Folly Quarter MS	38.6%	Folly Quarter MS	38.6%	Oakland Mills HS	Lake Elkhorn MS	46.7%	Lake Elkhorn MS	46.7%
	Glenwood MS	61.4%	Glenwood MS	61.4%		Oakland Mills MS	53.3%	Oakland Mills MS	53.3%
Hammond HS	Hammond MS	26.6%	Hammond MS	26.6%	Reservoir HS	Hammond MS	11.5%	Hammond MS	11.5%
	Lake Elkhorn MS	11.9%	Lake Elkhorn MS	11.9%		Lime Kiln MS	33.0%	Lime Kiln MS	33.0%
	Patuxent Valley MS	44.8%	Patuxent Valley MS	44.8%		Murray Hill MS	41.9%	Murray Hill MS	41.9%
	Thomas Viaduct MS	16.7%	Thomas Viaduct MS	16.7%		Patuxent Valley MS	13.7%	Patuxent Valley MS	13.7%
Howard HS	Bonnie Branch MS	35.2%	Bonnie Branch MS	35.2%	River Hill HS	Clarksville MS	46.0%	Clarksville MS	46.0%
	Elkridge Landing MS	45.7%	Elkridge Landing MS	45.7%		Folly Quarter MS	32.9%	Folly Quarter MS	32.9%
	Ellicott Mills MS	18.7%	Ellicott Mills MS	18.7%		Lime Kiln MS	21.1%	Lime Kiln MS	21.1%
	Mayfield Woods MS	0.4%	Mayfield Woods MS	0.4%					
Long Reach HS	Bonnie Branch MS	11.3%	Bonnie Branch MS	11.3%	Wilde Lake HS	Dunloggin MS	11.0%	Dunloggin MS	11.0%
	Elkridge Landing MS	9.0%	Elkridge Landing MS	9.0%		Harpers Choice MS	51.1%	Harpers Choice MS	49.6%
	Mayfield Woods MS	49.7%	Mayfield Woods MS	49.7%		Wilde Lake MS	37.9%	Wilde Lake MS	39.4%
	Thomas Viaduct MS	30.0%	Thomas Viaduct MS	30.0%					

Columbia Option # 2 - Elementary Race Report

Elementary School	American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		Hispanic		Two or more		White	
	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed
Atholton ES	<=5%	<=5%	8%	8%	21%	21%	<=5%	<=5%	10%	10%	9%	9%	52%	52%
Bellows Spring ES	<=5%	<=5%	30%	30%	25%	25%	<=5%	<=5%	11%	11%	6%	6%	27%	27%
Bollman Bridge ES	<=5%	<=5%	8%	8%	38%	38%	<=5%	<=5%	23%	23%	6%	6%	23%	23%
Bryant Woods ES	<=5%	<=5%	<=5%	<=5%	55%	54%	<=5%	<=5%	12%	12%	9%	10%	20%	21%
Bushy Park ES	<=5%	<=5%	14%	14%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	72%	72%
Centennial Lane ES	<=5%	<=5%	50%	50%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	7%	7%	33%	33%
Clarksville ES	<=5%	<=5%	56%	56%	8%	8%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	27%	27%
Clemens Crossing ES	<=5%	<=5%	15%	16%	17%	14%	<=5%	<=5%	9%	10%	11%	9%	48%	50%
Cradlerock ES	<=5%	<=5%	7%	7%	48%	48%	<=5%	<=5%	16%	16%	8%	8%	21%	21%
Dayton Oaks ES	<=5%	<=5%	20%	20%	10%	10%	<=5%	<=5%	<=5%	<=5%	6%	6%	59%	59%
Deep Run ES	<=5%	<=5%	14%	14%	15%	15%	<=5%	<=5%	40%	40%	<=5%	<=5%	24%	24%
Ducketts Lane ES	<=5%	<=5%	13%	13%	39%	39%	<=5%	<=5%	21%	21%	<=5%	<=5%	22%	22%
Elkridge ES	<=5%	<=5%	18%	18%	27%	27%	<=5%	<=5%	8%	8%	7%	7%	40%	40%
Forest Ridge ES	<=5%	<=5%	23%	23%	35%	35%	<=5%	<=5%	14%	14%	7%	7%	21%	21%
Fulton ES	<=5%	<=5%	31%	31%	14%	14%	<=5%	<=5%	<=5%	<=5%	10%	10%	41%	41%
Gorman Crossing ES	<=5%	<=5%	29%	29%	33%	33%	<=5%	<=5%	11%	11%	7%	7%	20%	20%
Gulford ES	<=5%	<=5%	16%	16%	47%	47%	<=5%	<=5%	12%	12%	7%	7%	19%	19%
Hammond ES	<=5%	<=5%	13%	13%	29%	29%	<=5%	<=5%	12%	12%	8%	8%	37%	37%
Hanover Hills ES	<=5%	<=5%	25%	25%	38%	38%	<=5%	<=5%	15%	15%	<=5%	<=5%	16%	16%
Hollifield Station ES	<=5%	<=5%	45%	45%	15%	15%	<=5%	<=5%	12%	12%	<=5%	<=5%	25%	25%
Ilchester ES	<=5%	<=5%	27%	27%	6%	6%	<=5%	<=5%	<=5%	<=5%	6%	6%	58%	58%
Jeffers Hill ES	<=5%	<=5%	12%	12%	38%	38%	<=5%	<=5%	20%	20%	9%	9%	20%	20%
Laurel Woods ES	<=5%	<=5%	11%	11%	52%	52%	<=5%	<=5%	25%	25%	6%	6%	7%	7%
Lisbon ES	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	8%	8%	7%	7%	79%	79%
Longfellow ES	<=5%	<=5%	10%	9%	33%	38%	<=5%	<=5%	23%	16%	11%	11%	23%	24%
Manor Woods ES	<=5%	<=5%	47%	47%	9%	9%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	35%	35%
Northfield ES	<=5%	<=5%	27%	27%	9%	9%	<=5%	<=5%	6%	6%	9%	9%	48%	48%
Phelps Luck ES	<=5%	<=5%	6%	6%	38%	38%	<=5%	<=5%	30%	30%	9%	9%	17%	17%
Pointers Run ES	<=5%	<=5%	33%	33%	9%	9%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	49%	49%
Rockburn ES	<=5%	<=5%	19%	19%	13%	13%	<=5%	<=5%	<=5%	<=5%	7%	7%	55%	55%
Running Brook ES	<=5%	<=5%	<=5%	<=5%	57%	57%	<=5%	<=5%	12%	12%	8%	8%	18%	18%
St Johns Lane ES	<=5%	<=5%	35%	35%	13%	13%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	43%	43%
Stevens Forest ES	<=5%	<=5%	6%	6%	40%	40%	<=5%	<=5%	29%	29%	10%	10%	14%	14%
Swansfield ES	<=5%	<=5%	<=5%	6%	55%	50%	<=5%	<=5%	18%	19%	7%	8%	15%	16%
Talbot Springs ES	<=5%	<=5%	<=5%	<=5%	40%	40%	<=5%	<=5%	25%	25%	7%	7%	24%	24%
Thunder Hill ES	<=5%	<=5%	19%	19%	27%	27%	<=5%	<=5%	8%	8%	9%	9%	37%	37%
Triadelphia Ridge ES	<=5%	<=5%	29%	29%	8%	8%	<=5%	<=5%	7%	7%	9%	9%	47%	47%
Veterans ES	<=5%	<=5%	52%	52%	14%	14%	<=5%	<=5%	7%	7%	<=5%	<=5%	25%	25%
Waterloo ES	<=5%	<=5%	23%	23%	29%	29%	<=5%	<=5%	<=5%	<=5%	7%	7%	36%	36%
Waverly ES	<=5%	<=5%	49%	49%	7%	7%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	37%	37%
West Friendship ES	<=5%	<=5%	22%	22%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	6%	6%	65%	65%
Worthington ES	<=5%	<=5%	39%	39%	7%	7%	<=5%	<=5%	<=5%	<=5%	6%	6%	44%	44%
Countywide Average	<=5%		22%		25%		<=5%		12%		7%		34%	

See page 35 for information about the data used in this report.

Columbia Option # 2 - Middle Race Report

	American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		Hispanic		Two or more		White	
	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed
Middle School														
Bonnie Branch MS	<=5%	<=5%	16%	16%	26%	26%	<=5%	<=5%	15%	15%	7%	7%	35%	35%
Burleigh Manor MS	<=5%	<=5%	48%	48%	12%	12%	<=5%	<=5%	<=5%	<=5%	6%	6%	29%	29%
Clarksville MS	<=5%	<=5%	40%	40%	6%	6%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	45%	45%
Dunloggin MS	<=5%	<=5%	33%	33%	16%	16%	<=5%	<=5%	8%	8%	<=5%	<=5%	39%	39%
Elkridge Landing MS	<=5%	<=5%	17%	17%	23%	23%	<=5%	<=5%	8%	8%	6%	6%	46%	46%
Ellicott Mills MS	<=5%	<=5%	32%	32%	14%	14%	<=5%	<=5%	6%	6%	<=5%	<=5%	43%	43%
Folly Quarter MS	<=5%	<=5%	27%	27%	6%	6%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	57%	57%
Glenwood MS	<=5%	<=5%	8%	8%	6%	6%	<=5%	<=5%	7%	7%	<=5%	<=5%	75%	75%
Hammond MS	<=5%	<=5%	12%	12%	26%	26%	<=5%	<=5%	8%	8%	8%	8%	45%	45%
Harpers Choice MS	<=5%	<=5%	8%	9%	50%	49%	<=5%	<=5%	16%	16%	8%	8%	18%	17%
Lake Elkhorn MS	<=5%	<=5%	10%	10%	51%	51%	<=5%	<=5%	18%	18%	7%	7%	14%	14%
Lime Kiln MS	<=5%	<=5%	28%	28%	12%	12%	<=5%	<=5%	<=5%	<=5%	6%	6%	50%	50%
Mayfield Woods MS	<=5%	<=5%	13%	13%	29%	29%	<=5%	<=5%	25%	25%	<=5%	<=5%	28%	28%
Mount View MS	<=5%	<=5%	36%	36%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	6%	6%	49%	49%
Murray Hill MS	<=5%	<=5%	17%	17%	45%	45%	<=5%	<=5%	21%	21%	<=5%	<=5%	13%	13%
Oakland Mills MS	<=5%	<=5%	<=5%	<=5%	37%	37%	<=5%	<=5%	21%	21%	10%	10%	27%	27%
Patapsco MS	<=5%	<=5%	33%	33%	11%	11%	<=5%	<=5%	9%	9%	<=5%	<=5%	43%	43%
Patuxent Valley MS	<=5%	<=5%	17%	17%	38%	38%	<=5%	<=5%	18%	18%	6%	6%	21%	21%
Thomas Viaduct MS	<=5%	<=5%	14%	14%	45%	45%	<=5%	<=5%	18%	18%	<=5%	<=5%	18%	18%
Wilde Lake MS	<=5%	<=5%	8%	7%	47%	47%	<=5%	<=5%	11%	11%	9%	8%	25%	26%
Countywide Average	<=5%		21%		25%		<=5%		12%		6%		36%	

See page 35 for information about the data used in this report.

Columbia Option # 2 - Elementary and Middle ESOL Report

School	% ESOL Participation	
	Base	Proposed
Atholton ES	<=5%	<=5%
Bellows Spring ES	9%	9%
Bollman Bridge ES	14%	14%
Bryant Woods ES	<=5%	<=5%
Bushy Park ES	<=5%	<=5%
Centennial Lane ES	6%	6%
Clarksville ES	6%	6%
Clemens Crossing ES	<=5%	<=5%
Cradlerock ES	8%	8%
Dayton Oaks ES	<=5%	<=5%
Deep Run ES	23%	23%
Ducketts Lane ES	16%	16%
Elkridge ES	6%	6%
Forest Ridge ES	9%	9%
Fulton ES	6%	6%
Gorman Crossing ES	7%	7%
Guilford ES	7%	7%
Hammond ES	6%	6%
Hanover Hills ES	11%	11%
Hollifield Station ES	13%	13%
Ilchester ES	<=5%	<=5%
Jeffers Hill ES	9%	9%
Laurel Woods ES	13%	13%
Lisbon ES	<=5%	<=5%
Longfellow ES	<=5%	<=5%
Manor Woods ES	8%	8%
Northfield ES	<=5%	<=5%
Phelps Luck ES	17%	17%
Pointers Run ES	<=5%	<=5%
Rockburn ES	<=5%	<=5%
Running Brook ES	6%	6%
St Johns Lane ES	<=5%	<=5%
Stevens Forest ES	20%	20%
Swansfield ES	8%	8%
Talbott Springs ES	12%	12%
Thunder Hill ES	6%	6%
Triadelphia Ridge ES	<=5%	<=5%
Veterans ES	10%	10%
Waterloo ES	8%	8%
Waverly ES	<=5%	<=5%
West Friendship ES	<=5%	<=5%
Worthington ES	<=5%	<=5%
Countywide Average	7%	

School	% ESOL Participation	
	Base	Proposed
Bonnie Branch MS	6%	6%
Burleigh Manor MS	<=5%	<=5%
Clarksville MS	<=5%	<=5%
Dunloggin MS	<=5%	<=5%
Elkridge Landing MS	<=5%	<=5%
Ellicott Mills MS	<=5%	<=5%
Folly Quarter MS	<=5%	<=5%
Glenwood MS	<=5%	<=5%
Hammond MS	<=5%	<=5%
Harpers Choice MS	<=5%	<=5%
Lake Elkhorn MS	<=5%	<=5%
Lime Kiln MS	<=5%	<=5%
Mayfield Woods MS	<=5%	<=5%
Mount View MS	<=5%	<=5%
Murray Hill MS	<=5%	<=5%
Oakland Mills MS	<=5%	<=5%
Patapsco MS	<=5%	<=5%
Patuxent Valley MS	<=5%	<=5%
Thomas Viaduct MS	6%	6%
Wilde Lake MS	<=5%	<=5%
Countywide Average		<=5%

See page 35 for information about the data used in these reports.

Columbia Option # 2 - Elementary FARM and Test Percentages

FARM/Test Data Columbia 2

School Name	FARM	PARCC-Read	PARCC-Math
Atholton ES	15%	47%	58%
Bellows Spring ES	17%	63%	59%
Bollman Bridge ES	50%	29%	32%
Bryant Woods ES	50%	40%	48%
Bushy Park ES	<=5%	76%	74%
Centennial Lane ES	6%	75%	82%
Clarksville ES	<=5%	83%	89%
Clemens Crossing ES	10%	67%	65%
Cradlerock ES	55%	35%	26%
Dayton Oaks ES	<=5%	69%	77%
Deep Run ES	54%	37%	40%
Ducketts Lane ES	53%	41%	40%
Elkridge ES	32%	44%	47%
Forest Ridge ES	33%	53%	50%
Fulton ES	<=5%	70%	77%
Gorman Crossing ES	18%	53%	59%
Guilford ES	45%	38%	36%
Hammond ES	24%	52%	60%
Hanover Hills ES	37%	43%	47%
Hollifield Station ES	24%	54%	56%
Ilchester ES	<=5%	84%	77%
Jeffers Hill ES	35%	43%	35%
Laurel Woods ES	61%	37%	37%
Lisbon ES	12%	67%	57%
Longfellow ES	45%	48%	48%
Manor Woods ES	8%	68%	72%
Northfield ES	11%	62%	65%
Phelps Luck ES	63%	36%	35%
Pointers Run ES	<=5%	72%	82%
Rockburn ES	6%	65%	70%
Running Brook ES	52%	32%	34%
St Johns Lane ES	9%	63%	64%
Stevens Forest ES	65%	33%	30%
Swansfield ES	59%	33%	36%
Talbott Springs ES	49%	53%	46%
Thunder Hill ES	21%	62%	63%
Triadelphia Ridge ES	<=5%	71%	80%
Veterans ES	21%	55%	59%
Waterloo ES	24%	65%	66%
Waverly ES	<=5%	76%	79%
West Friendship ES	6%	70%	66%
Worthington ES	<=5%	68%	72%

System-wide total 25% 57% 59%

See page 35 for information about the data used in this report.

Columbia Option # 2 - Middle FARM and Test Percentages

FARM/Test Data

Columbia 2

School Name	FARM	PARCC-Read	PARCC-Math
Bonnie Branch MS	32%	49%	49%
Burleigh Manor MS	11%	76%	74%
Clarksville MS	<=5%	84%	84%
Dunloggin MS	19%	63%	59%
Elkridge Landing MS	21%	57%	44%
Ellicott Mills MS	11%	65%	66%
Folly Quarter MS	<=5%	69%	76%
Glenwood MS	7%	63%	60%
Hammond MS	19%	62%	55%
Harpers Choice MS	51%	31%	28%
Lake Elkhorn MS	52%	35%	27%
Lime Kiln MS	<=5%	72%	70%
Mayfield Woods MS	43%	43%	37%
Mount View MS	<=5%	76%	77%
Murray Hill MS	38%	47%	41%
Oakland Mills MS	48%	38%	34%
Patapsco MS	16%	57%	64%
Patuxent Valley MS	37%	44%	37%
Thomas Viaduct MS	45%	38%	29%
Wilde Lake MS	46%	43%	35%

System-wide total 25% 57% 54%

See page 35 for information about the data used in this report.

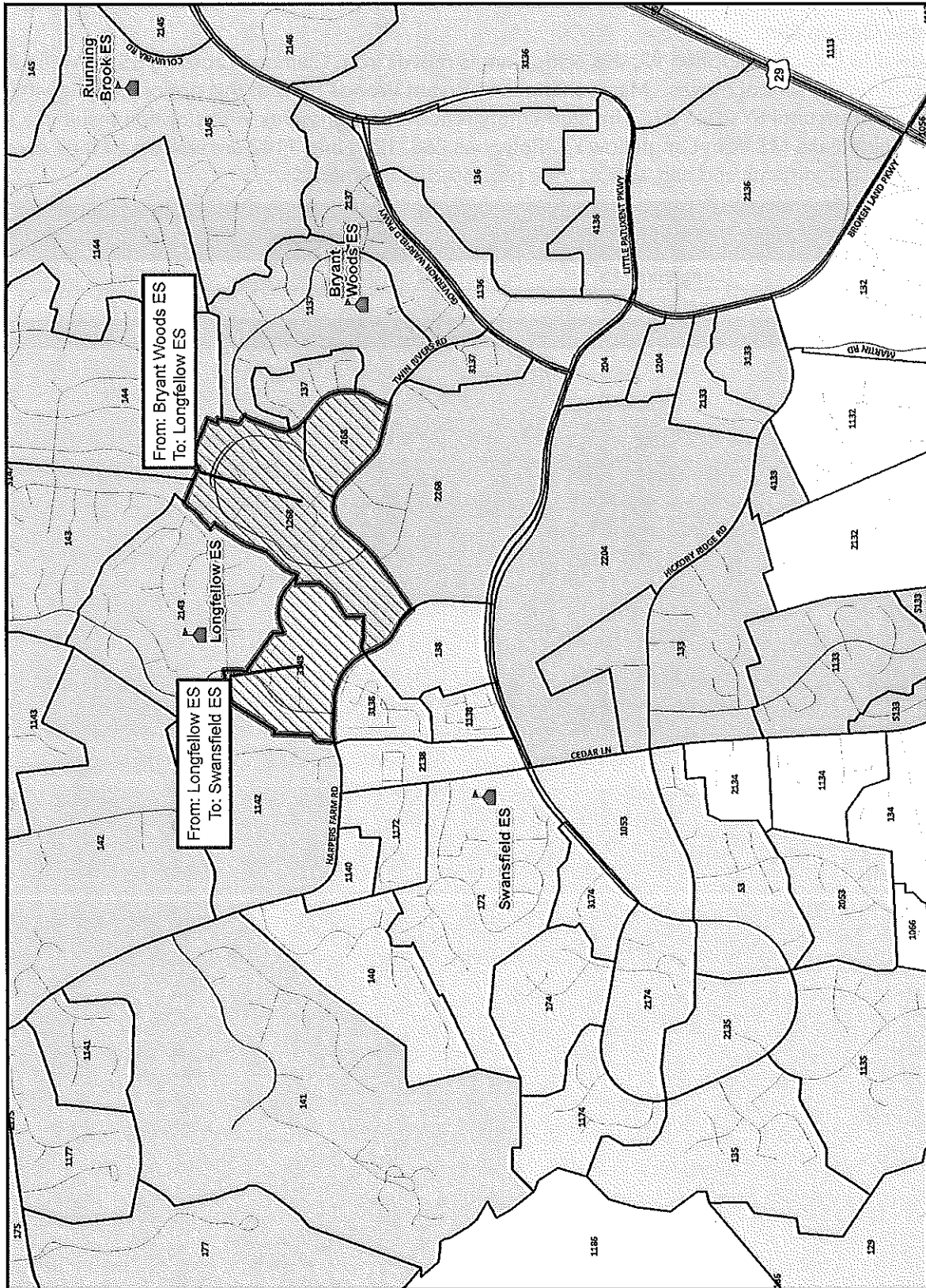
Columbia Option # 3 - Summary and Polygon Moves

Columbia Option #3:

Compared to Columbia Option #2, this option omits moves from Clemens Crossing ES, as well as proposed middle school moves. Minor changes to Bryant Woods ES with this option keep it within target utilization until SY 2026-27. The elementary school reassignments in this option result in a small feed at Wilde Lake MS from Longfellow ES. Polygons 268, 1268 and 1142 are walkers to their current elementary assignments and can walk to their proposed assignments.

Sending	Receiving	Appx. # of Students	Polygons Proposed for Reassignment
Bryant Woods ES	Longfellow ES	92	268, 1268
Longfellow ES	Swansfield ES	92	3143
Total		184	

Columbia Option # 3 - Elementary School Map



Showing proposed boundaries and areas reassigned for this option.

2019 Feasibility Study Boundary Review
Columbia ES Option #3

Howard County Public School System

Columbia Option # 3 - Elementary Post Measures

ELEMENTARY SCHOOLS - Data for Demonstration Purposes Only
Capacity Utilization Rates with Proposed FY 2021 Capital Budget Projects - Not Test for APFO

Post-Measures
Columbia Option 3
Chart reflects May 2019 Projections, potential FY 2021 requested capacities and boundary adjustments

School	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	
	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	Proj % Util.	
Atholton ES	424	424	424	449	105.9	444	104.7	443	104.5	442	104.2	442	104.2
Bellevue Spring ES	725	726	726	718	113.8	626	113.8	626	113.8	626	113.8	626	113.8
Bolman Bridge ES	666	666	666	666	100.0	666	100.0	666	100.0	666	100.0	666	100.0
Brant Woods ES	361	361	361	359	99.4	370	102.5	370	102.5	370	102.5	370	102.5
Busty Park ES	725	725	725	563	77.7	563	77.7	563	77.7	563	77.7	563	77.7
Centennial Lane ES	647	647	647	715	110.6	736	113.8	727	112.4	741	114.3	757	117.0
Clarksville ES	543	543	543	543	100.0	543	100.0	543	100.0	543	100.0	543	100.0
Clemens Crossing ES	521	521	521	548	105.2	588	112.9	591	113.4	605	116.1	620	119.2
Cradlerock ES	398	398	398	480	115.6	475	119.3	470	118.3	474	119.1	472	118.5
Dayton Oaks ES	700	700	700	657	93.9	708	101.1	717	102.4	743	106.1	789	112.7
Deep Run ES	750	750	750	682	90.9	713	95.1	731	97.5	752	100.3	766	102.0
Ducketts Lane ES	650	650	650	589	90.6	589	90.6	589	90.6	589	90.6	589	90.6
Elkridge ES	780	780	780	893	114.5	908	116.4	906	116.2	926	118.7	965	123.8
Forest Ridge ES	713	713	713	678	95.1	692	97.1	694	97.3	713	100.0	740	103.8
Fulton ES	826	826	826	1009	122.2	1041	126.0	1038	125.7	1072	129.3	1070	129.3
Gozman Crossing ES	735	735	735	826	111.7	878	119.3	869	118.2	861	117.1	852	115.9
Gulford ES	465	465	465	367	78.9	360	77.4	346	74.4	351	75.5	364	78.3
Hammond ES	653	653	653	618	94.6	614	94.0	626	95.9	658	100.8	666	101.9
Hanover Hills ES	810	810	810	723	89.3	705	87.0	713	88.0	706	87.2	697	86.0
Hollfield Station ES	732	732	732	732	100.0	732	100.0	732	100.0	732	100.0	732	100.0
Holchester ES	584	584	584	584	100.0	584	100.0	584	100.0	584	100.0	584	100.0
Jeffers Hill ES	421	421	421	421	100.0	421	100.0	421	100.0	421	100.0	421	100.0
Laurel Woods ES	609	609	609	556	91.3	563	92.4	561	92.1	546	89.7	550	90.3
Lebanon ES	527	527	527	527	100.0	527	100.0	527	100.0	527	100.0	527	100.0
Longfellow ES	512	512	512	438	85.5	452	88.3	468	91.4	470	91.8	472	92.2
Manor Woods ES	681	681	681	624	91.6	630	92.5	611	89.7	607	89.1	607	89.1
New ES #43	NS	0	0	0	0	0	0	0	0	0	0	0	0
New ES #44	NS	0	0	0	0	0	0	0	0	0	0	0	0
New ES #45	NS	0	0	0	0	0	0	0	0	0	0	0	0
Northfield ES	700	700	700	700	100.0	700	100.0	700	100.0	700	100.0	700	100.0
Phelps Luck ES	597	597	597	597	100.0	597	100.0	597	100.0	597	100.0	597	100.0
Parkers Run ES	744	744	744	744	100.0	744	100.0	744	100.0	744	100.0	744	100.0
Rockburn ES	584	584	584	584	100.0	584	100.0	584	100.0	584	100.0	584	100.0
Running Brook ES	515	515	515	468	90.9	471	91.5	475	92.2	483	93.2	493	95.3
St. Johns Lane ES	812	812	812	726	118.6	735	120.1	750	122.5	768	124.6	787	126.8
Stevens Forest ES	380	380	380	414	108.9	420	110.5	427	112.4	440	115.8	455	119.7
Svensfield ES	694	694	694	633	91.2	633	91.2	633	91.2	636	91.6	636	91.6
Talbot Springs ES	377	377	377	442	117.2	442	117.2	442	117.2	442	117.2	442	117.2
Thunder Hill ES	509	509	509	508	99.8	497	97.7	485	95.3	487	95.7	486	95.9
Thralephi Ridge ES	606	606	606	542	89.4	541	89.3	551	90.9	554	91.4	552	91.1
Veterans ES	789	789	789	822	104.2	808	101.1	799	100.0	784	99.4	801	100.3
Waterloo ES	603	603	603	525	87.1	521	86.4	486	80.6	508	84.2	518	86.1
West Friendship ES	414	414	414	428	103.3	450	108.7	452	111.8	467	112.8	481	116.2
Worthington ES	515	515	515	458	88.9	457	88.7	459	89.1	469	91.1	482	93.5
Countywide Totals	25576	25576	25738	25784	100.8	26069	102.0	26259	102.0	26606	103.4	27000	102.3
* Includes additions as proposed for FY 2021 CIP for grades K-5													
** New School proposed for FY 2021 Capital Budget													
** Replacement School proposed for FY 2021 Capital Budget													
Color coding has been updated to align with the definition of target utilization (between 90-110% utilization), green is within target utilization and red is over target utilization.													

Columbia Option # 3 - Elementary Assessments

Elementary School Summary		Current	Aggregate Plan	Assessment Criteria
Years between 90-110%	# of Schools Strengthened	NA	2	Mean increased by 1.0 or more = STRENGTH; reduced by 1.0 or more = WEAKNESS; otherwise Negligible
	# of Schools Weakened	NA	0	
	Mean	4.2	4.7	
Proximity to school	# of Schools Strengthened	NA	1	Mean reduced by 100 or more = STRENGTH; increased by 100 or more = WEAKNESS; otherwise Negligible
	# of Schools Weakened	NA	2	
	Mean	5789	5794	
Small MS from ES Feeds (under 15%)	(smaller # = closer set of polygons)		NEGLIGIBLE	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
	# of Small Feeds	17	18	
Double Small Feed	# of Double Small Feeds	1	1	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
Non-contiguous Attendance Areas	Number of "Islands"	5	5	"After" count lower than "Before" = STRENGTH; "After" higher = WEAKNESS; otherwise Negligible
			NEGLIGIBLE	
Students moved within 5 yrs of last ES move	Number	NA	0	
	% of Enrollment	NA	0.0%	
Students Moved	Number moved in Number moved out	NA	184	Take into account the correlation between the number of students moved, the outcomes of other standards achieved in Section IV.B. and the length of time those results are expected to be maintained.
		NA	184	
Strength	Negligible	Weakness		

Columbia Option # 3 - Middle School Feed Report

Middle School	Before Feeding Schools	Feed	After Feeding Schools	Feed	Middle School	Before Feeding Schools	Feed	After Feeding Schools	Feed
Bonnie Branch MS	Ichester ES Jeffers Hill ES Phelps Luck ES Rockburn ES Waterloo ES	47.7% 2.1% 45.9% 4.3% 0.0%	Ichester ES Jeffers Hill ES Phelps Luck ES Rockburn ES Waterloo ES	47.7% 2.1% 45.9% 4.3% 0.0%	Lake Elkhorn MS	Cradlerock ES Guilford ES Jeffers Hill ES Taibolt Springs ES	41.1% 26.5% 24.1% 8.3%	Cradlerock ES Guilford ES Jeffers Hill ES Taibolt Springs ES	41.1% 26.5% 24.1% 8.3%
Burleigh Manor MS	Centennial Lane ES Manor Woods ES Northfield ES Triadelphia Ridge ES	56.3% 27.1% 15.4% 1.1%	Centennial Lane ES Manor Woods ES Northfield ES Triadelphia Ridge ES	56.3% 27.1% 15.4% 1.1%	Lime Kiln MS	Dayton Oaks ES Fulton ES Pointers Run ES	27.8% 58.6% 13.5%	Dayton Oaks ES Fulton ES Pointers Run ES	27.8% 58.6% 13.5%
Clarksville MS	Clarksville ES Pointers Run ES	48.2% 53.8%	Clarksville ES Pointers Run ES	48.2% 53.8%	Mayfield Woods MS	Bellows Spring ES Deep Run ES Jeffers Hill ES Waterloo ES	29.5% 42.4% 10.0% 18.1%	Bellows Spring ES Deep Run ES Jeffers Hill ES Waterloo ES	29.5% 42.4% 10.0% 18.1%
Dunloggin MS	Hollifield Station ES Northfield ES St Johns Lane ES Thunder Hill ES Veterans ES	6.7% 44.7% 11.6% 5.2% 31.8%	Hollifield Station ES Northfield ES St Johns Lane ES Thunder Hill ES Veterans ES	6.7% 44.7% 11.6% 5.2% 31.8%	Mount View MS	Manor Woods ES Waverly ES West Friendship ES	22.3% 46.8% 30.9%	Manor Woods ES Waverly ES West Friendship ES	22.3% 46.8% 30.9%
Elkridge Landing MS	Elkridge ES Rockburn ES	65.8% 34.2%	Elkridge ES Rockburn ES	65.8% 34.2%	Murray Hill MS	Gorman Crossing ES Laurel Woods ES	54.4% 45.6%	Gorman Crossing ES Laurel Woods ES	54.4% 45.6%
Ellicott Mills MS	Thunder Hill ES Veterans ES Waterloo ES Worthington ES	20.7% 26.9% 17.9% 34.5%	Thunder Hill ES Veterans ES Waterloo ES Worthington ES	20.7% 26.9% 17.9% 34.5%	Oakland Mills MS	Atholton ES Stevens Forest ES Taibolt Springs ES Thunder Hill ES	9.2% 41.0% 35.1% 14.6%	Atholton ES Stevens Forest ES Taibolt Springs ES Thunder Hill ES	9.2% 41.0% 35.1% 14.6%
Folly Quarter MS	Bushy Park ES Clarksville ES Dayton Oaks ES Triadelphia Ridge ES	18.9% 0.1% 30.9% 50.1%	Bushy Park ES Clarksville ES Dayton Oaks ES Triadelphia Ridge ES	18.9% 0.1% 30.9% 50.1%	Patapsco MS	Hollifield Station ES St Johns Lane ES Waverly ES	48.1% 40.6% 11.3%	Hollifield Station ES St Johns Lane ES Waverly ES	48.1% 40.6% 11.3%
Glenwood MS	Bushy Park ES Lisbon ES	48.2% 51.8%	Bushy Park ES Lisbon ES	48.2% 51.8%	Patuxent Valley MS	Bollman Bridge ES Forest Ridge ES	49.3% 50.7%	Bollman Bridge ES Forest Ridge ES	49.3% 50.7%
Hammond MS	Atholton ES Fulton ES Guilford ES Hammond ES	25.8% 16.0% 0.0% 58.2%	Atholton ES Fulton ES Guilford ES Hammond ES	25.8% 16.0% 0.0% 58.2%	Thomas Viaduct MS	Bellows Spring ES Ducketts Lane ES Guilford ES Hanover Hills ES	10.6% 35.9% 9.0% 44.5%	Bellows Spring ES Ducketts Lane ES Guilford ES Hanover Hills ES	10.6% 35.9% 9.0% 44.5%
Harpers Choice MS	Longfellow ES Swansfield ES	39.9% 60.1%	Longfellow ES Swansfield ES	31.7% 68.3%	Wild Lake MS	Bryant Woods ES Clemens Crossing ES Running Brook ES	34.6% 29.4% 38.0%	Bryant Woods ES Clemens Crossing ES Longfellow ES Running Brook ES	27.5% 29.4% 7.1% 36.0%

Columbia Option # 3 - Elementary Race Report

Elementary School	American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		Hispanic		Two or more		White	
	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed	Base	Proposed
Atholton ES	<=5%	<=5%	8%	8%	21%	21%	<=5%	<=5%	10%	10%	9%	9%	52%	52%
Bellows Spring ES	<=5%	<=5%	30%	30%	25%	25%	<=5%	<=5%	11%	11%	6%	6%	27%	27%
Bollman Bridge ES	<=5%	<=5%	8%	8%	38%	38%	<=5%	<=5%	23%	23%	6%	6%	23%	23%
Bryant Woods ES	<=5%	<=5%	<=5%	<=5%	55%	54%	<=5%	<=5%	12%	12%	9%	10%	20%	21%
Bushy Park ES	<=5%	<=5%	14%	14%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	72%	72%
Centennial Lane ES	<=5%	<=5%	50%	50%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	7%	7%	33%	33%
Clarksville ES	<=5%	<=5%	56%	56%	8%	8%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	27%	27%
Clemens Crossing ES	<=5%	<=5%	15%	15%	17%	17%	<=5%	<=5%	9%	9%	11%	11%	48%	48%
Cradlerock ES	<=5%	<=5%	7%	7%	48%	48%	<=5%	<=5%	16%	16%	8%	8%	21%	21%
Dayton Oaks ES	<=5%	<=5%	20%	20%	10%	10%	<=5%	<=5%	<=5%	<=5%	6%	6%	59%	59%
Deep Run ES	<=5%	<=5%	14%	14%	15%	15%	<=5%	<=5%	40%	40%	<=5%	<=5%	24%	24%
Ducketts Lane ES	<=5%	<=5%	13%	13%	39%	39%	<=5%	<=5%	21%	21%	<=5%	<=5%	22%	22%
Elkridge ES	<=5%	<=5%	18%	18%	27%	27%	<=5%	<=5%	8%	8%	7%	7%	40%	40%
Forest Ridge ES	<=5%	<=5%	23%	23%	35%	35%	<=5%	<=5%	14%	14%	7%	7%	21%	21%
Fulton ES	<=5%	<=5%	31%	31%	14%	14%	<=5%	<=5%	<=5%	<=5%	10%	10%	41%	41%
Gorman Crossing ES	<=5%	<=5%	29%	29%	33%	33%	<=5%	<=5%	11%	11%	7%	7%	20%	20%
Guilford ES	<=5%	<=5%	16%	16%	47%	47%	<=5%	<=5%	12%	12%	7%	7%	19%	19%
Hammond ES	<=5%	<=5%	13%	13%	29%	29%	<=5%	<=5%	12%	12%	8%	8%	37%	37%
Hanover Hills ES	<=5%	<=5%	25%	25%	38%	38%	<=5%	<=5%	15%	15%	<=5%	<=5%	16%	16%
Hollifield Station ES	<=5%	<=5%	45%	45%	15%	15%	<=5%	<=5%	12%	12%	<=5%	<=5%	25%	25%
Ilchester ES	<=5%	<=5%	27%	27%	6%	6%	<=5%	<=5%	<=5%	<=5%	6%	6%	58%	58%
Jeffers Hill ES	<=5%	<=5%	12%	12%	38%	38%	<=5%	<=5%	20%	20%	9%	9%	20%	20%
Laurel Woods ES	<=5%	<=5%	11%	11%	52%	52%	<=5%	<=5%	25%	25%	6%	6%	7%	7%
Lisbon ES	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	8%	8%	7%	7%	79%	79%
Longfellow ES	<=5%	<=5%	10%	9%	33%	38%	<=5%	<=5%	23%	16%	11%	11%	23%	24%
Manor Woods ES	<=5%	<=5%	47%	47%	9%	9%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	35%	35%
Northfield ES	<=5%	<=5%	27%	27%	9%	9%	<=5%	<=5%	6%	6%	9%	9%	48%	48%
Phelps Luck ES	<=5%	<=5%	6%	6%	38%	38%	<=5%	<=5%	30%	30%	9%	9%	17%	17%
Pointers Run ES	<=5%	<=5%	33%	33%	9%	9%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	49%	49%
Rockburn ES	<=5%	<=5%	19%	19%	13%	13%	<=5%	<=5%	<=5%	<=5%	7%	7%	55%	55%
Running Brook ES	<=5%	<=5%	<=5%	<=5%	57%	57%	<=5%	<=5%	12%	12%	8%	8%	18%	18%
St Johns Lane ES	<=5%	<=5%	35%	35%	13%	13%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	43%	43%
Stevens Forest ES	<=5%	<=5%	6%	6%	40%	40%	<=5%	<=5%	29%	29%	10%	10%	14%	14%
Swansfield ES	<=5%	<=5%	<=5%	6%	55%	52%	<=5%	<=5%	18%	21%	7%	7%	15%	14%
Talbot Springs ES	<=5%	<=5%	<=5%	<=5%	40%	40%	<=5%	<=5%	25%	25%	7%	7%	24%	24%
Thunder Hill ES	<=5%	<=5%	19%	19%	27%	27%	<=5%	<=5%	8%	8%	9%	9%	37%	37%
Triadelphia Ridge ES	<=5%	<=5%	29%	29%	8%	8%	<=5%	<=5%	7%	7%	9%	9%	47%	47%
Veterans ES	<=5%	<=5%	52%	52%	14%	14%	<=5%	<=5%	7%	7%	<=5%	<=5%	25%	25%
Waterloo ES	<=5%	<=5%	23%	23%	29%	29%	<=5%	<=5%	<=5%	<=5%	7%	7%	36%	36%
Waverly ES	<=5%	<=5%	49%	49%	7%	7%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	37%	37%
West Friendship ES	<=5%	<=5%	22%	22%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	6%	6%	65%	65%
Worthington ES	<=5%	<=5%	39%	39%	7%	7%	<=5%	<=5%	<=5%	<=5%	6%	6%	44%	44%
Countywide Average	<=5%	<=5%	22%	22%	25%	25%	<=5%	<=5%	12%	12%	7%	7%	34%	34%

See page 35 for information about the data used in this report.

Columbia Option # 3 - Elementary ESOL Report

School	% ESOL Participation	
	Base	Proposed
Atholton ES	<=5%	<=5%
Bellows Spring ES	9%	9%
Bollman Bridge ES	14%	14%
Bryant Woods ES	<=5%	<=5%
Bushy Park ES	<=5%	<=5%
Centennial Lane ES	6%	6%
Clarksville ES	6%	6%
Clemens Crossing ES	<=5%	<=5%
Cradlerock ES	8%	8%
Dayton Oaks ES	<=5%	<=5%
Deep Run ES	23%	23%
Ducketts Lane ES	16%	16%
Elkridge ES	6%	6%
Forest Ridge ES	9%	9%
Fulton ES	6%	6%
Gorman Crossing ES	7%	7%
Guilford ES	7%	7%
Hammond ES	6%	6%
Hanover Hills ES	11%	11%
Hollifield Station ES	13%	13%
Ilchester ES	<=5%	<=5%
Jeffers Hill ES	9%	9%
Laurel Woods ES	13%	13%
Lisbon ES	<=5%	<=5%
Longfellow ES	<=5%	<=5%
Manor Woods ES	8%	8%
Northfield ES	<=5%	<=5%
Phelps Luck ES	17%	17%
Pointers Run ES	<=5%	<=5%
Rockburn ES	<=5%	<=5%
Running Brook ES	6%	6%
St Johns Lane ES	<=5%	<=5%
Stevens Forest ES	20%	20%
Swansfield ES	8%	8%
Talbott Springs ES	12%	12%
Thunder Hill ES	6%	6%
Triadelphia Ridge ES	<=5%	<=5%
Veterans ES	10%	10%
Waterloo ES	8%	8%
Waverly ES	<=5%	<=5%
West Friendship ES	<=5%	<=5%
Worthington ES	<=5%	<=5%
Countywide Average	7%	7%

See page 35 for information about the data used in this report.

Columbia Option # 3 - Elementary FARM and Test Percentages

FARM/Test Data	Columbia 3		
School Name	FARM	PARCC-Read	PARCC-Math
Atholton ES	15%	47%	58%
Bellows Spring ES	17%	63%	59%
Bollman Bridge ES	50%	29%	32%
Bryant Woods ES	50%	40%	48%
Bushy Park ES	<=5%	76%	74%
Centennial Lane ES	6%	75%	82%
Clarksville ES	<=5%	83%	89%
Clemens Crossing ES	13%	66%	63%
Cradlerock ES	55%	35%	26%
Dayton Oaks ES	<=5%	69%	77%
Deep Run ES	54%	37%	40%
Ducketts Lane ES	53%	41%	40%
Elkridge ES	32%	44%	47%
Forest Ridge ES	33%	53%	50%
Fulton ES	<=5%	70%	77%
Gorman Crossing ES	18%	53%	59%
Guilford ES	45%	38%	36%
Hammond ES	24%	52%	60%
Hanover Hills ES	37%	43%	47%
Hollifield Station ES	24%	54%	56%
Ilchester ES	<=5%	84%	77%
Jeffers Hill ES	35%	43%	35%
Laurel Woods ES	61%	37%	37%
Lisbon ES	12%	67%	57%
Longfellow ES	45%	48%	48%
Manor Woods ES	8%	68%	72%
Northfield ES	11%	62%	65%
Phelps Luck ES	63%	36%	35%
Pointers Run ES	<=5%	72%	82%
Rockburn ES	6%	65%	70%
Running Brook ES	52%	32%	34%
St Johns Lane ES	9%	63%	64%
Stevens Forest ES	65%	33%	30%
Swansfield ES	62%	31%	35%
Talbott Springs ES	49%	53%	46%
Thunder Hill ES	21%	62%	63%
Triadelphia Ridge ES	<=5%	71%	80%
Veterans ES	21%	55%	59%
Waterloo ES	24%	65%	66%
Waverly ES	<=5%	76%	79%
West Friendship ES	6%	70%	66%
Worthington ES	<=5%	68%	72%
System-wide total	25%	57%	59%

See page 35 for information about the data used in this report.

Sample Combination Plan - Summary and Elementary Polygon Moves

By combining options presented in this report, a boundary adjustment plan can be created that balances utilization throughout the county. The sample combination plan included here merges reassignments from elementary plans from each of the areas studied, and the larger of the two high school options presented. Additional reassignments were added to better align feeds resulting from plan combination. The resulting "comprehensive" sample plan reassigns over 4,000 projected SY 2020-21 students. There are 54 schools within target utilization range in SY 2020-21 and 47 in SY 2024-25. The compromises for this sample plan include additional small feeds at the high school level, and more students not attending their closest school. There are other ways to combine these options into a countywide plan, and other elementary, middle, and high school options that could be considered as part of a countywide plan. This is one option, provided as a sample, to illustrate the potential of combining some of the options presented in this report.

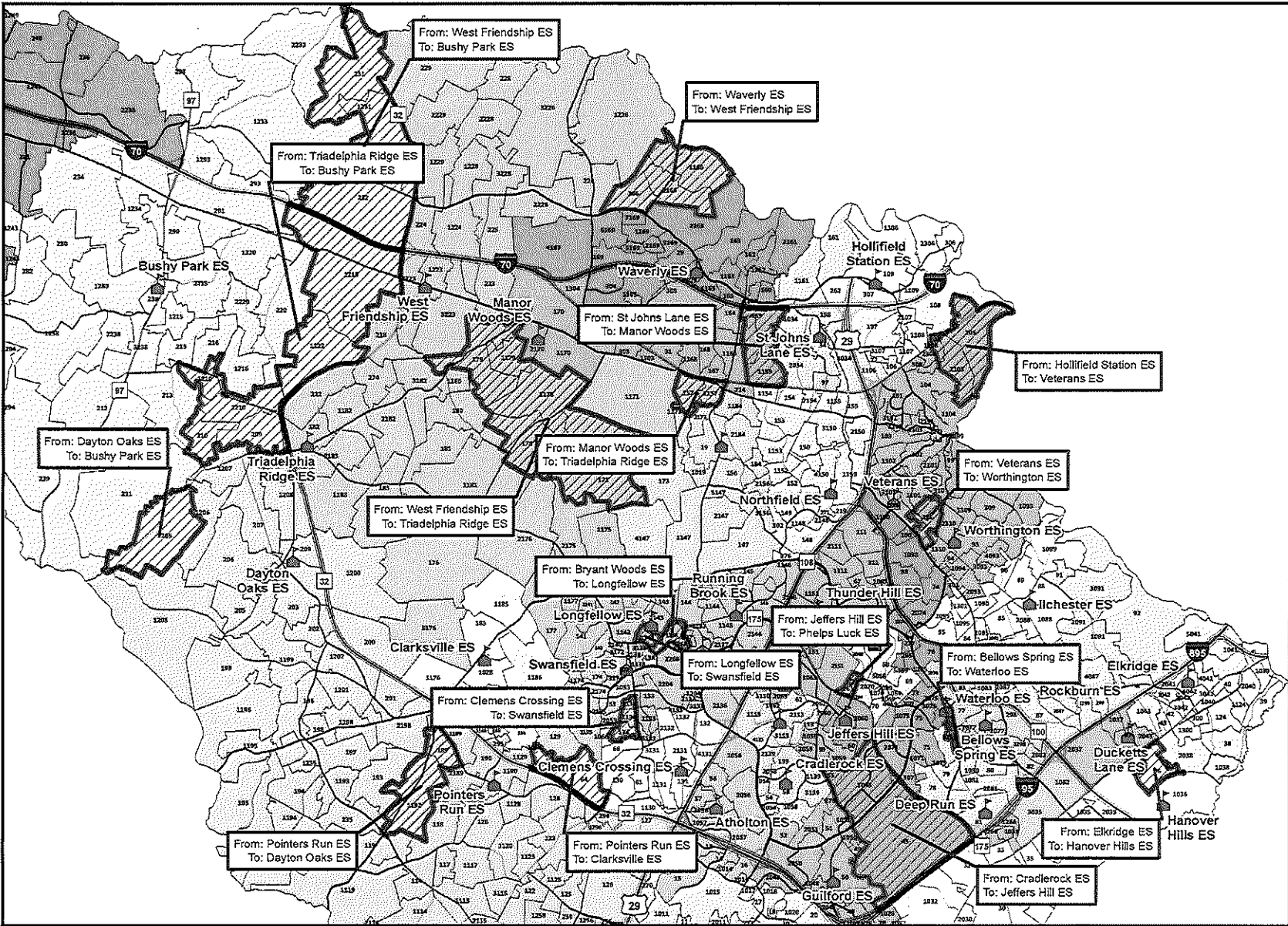
Sending	Receiving	Appx. # of Students	Polygons Proposed for Reassignment
Bellows Spring ES	Waterloo ES	34	269, 1269
Bryant Woods ES	Longfellow ES	92	268, 1268
Clemens Crossing ES	Swansfield ES	80	134, 1134, 2134
Cradlerock ES	Jeffers Hill ES	25	45, 55, 1045
Dayton Oaks ES	Bushy Park ES	44	2205
Elkridge ES	Hanover Hills ES	91	36
Hollifield Station ES	Veterans ES	117	105, 1105, 1308
Jeffers Hill ES	Phelps Luck ES	23	261, 1261
Longfellow ES	Swansfield ES	92	3143
Manor Woods ES	Triadelphia Ridge ES	68	157, 1157
Pointers Run ES	Clarksville ES	113	64, 1064
Pointers Run ES	Dayton Oaks ES	75	189, 1192
St. John's Lane ES	Manor Woods ES	120	159, 1159
Triadelphia Ridge ES	Bushy Park ES	119	209, 210, 1210, 1218, 1222, 2210
Veterans ES	Worthington ES	48	101
Waverly ES	West Friendship ES	53	166, 1166, 2166
West Friendship ES	Bushy Park ES	86	231, 1231, 232
West Friendship ES	Triadelphia Ridge ES	66	171, 178, 179, 1178, 1179
Total		1,346	

Sample Combination Plan - Middle and High Polygon Moves

Sending	Receiving	Appx. # of Students	Polygons Proposed for Movement
Burleigh Manor MS	Folly Quarter MS	51	157, 1157, 1171
Clarksville MS	Lime Kiln MS	20	189
Elkridge Landing MS	Thomas Viaduct MS	50	36
Mount View MS	Folly Quarter MS	42	171, 178, 179, 1178
Mount View MS	Glenwood MS	46	231, 1231, 232
Murray Hill MS	Patuxent Valley MS	78	121, 1121
Oakland Mills MS	Wilde Lake MS	47	56, 1056, 2056, 3056
Patapsco MS	Burleigh Manor MS	46	159, 1159
Wilde Lake MS	Harper's Choice MS	42	268, 1268
Total		422	

Sending	Receiving	Appx. # of Students	Polygons Proposed for Movement
Atholton HS	River Hill HS	98	118, 190, 1190
Centennial HS	Marriotts Ridge HS	246	97, 154, 214, 1154, 2154
Centennial HS	Wilde Lake HS	120	150, 219, 1150, 4150
Hammond HS	Atholton HS	64	57, 270, 273, 1057, 2057
Howard HS	Long Reach HS	359	38, 39, 42, 124, 300, 1038, 1042, 1124, 1300, 2038, 2042, 3042
Long Reach HS	Oakland Mills HS	512	33, 35, 81, 266, 1033, 1035, 1081, 1266, 3035, 2081, 3035, 4035
Marriotts Ridge HS	Glenelg HS	62	231, 232, 1231
Mt Hebron HS	Centennial HS	176	106, 308, 1106, 2308
Mt Hebron HS	Marriotts Ridge HS	69	159, 1159
Oakland Mills HS	Wilde Lake HS	383	51, 52, 54, 56, 58, 279, 1051, 1054, 1056, 1058, 2051, 2054, 2056, 3056, 3139
Reservoir HS	River Hill HS	87	114, 122, 125, 1114, 1115, 1125, 2114, 3115
River Hill HS	Glenelg HS	144	182, 1180, 1182, 1183, 2182, 2183, 3182
Wilde Lake HS	Atholton HS	137	66, 134, 135, 1066, 1134, 1135, 2134, 2135
Wilde Lake HS	River Hill HS	83	140, 141, 142, 175, 177, 1141, 1143, 1175, 1177, 2175
Total		2,540	

Sample Combination Plan - Elementary School Map



2019 Feasibility Study Boundary Review

Sample Combination Plan (Elementary School Boundaries)

Showing proposed boundaries and areas reassigned for this option.



Sample Combination Plan - Middle School Map



Showing proposed boundaries and areas reassigned for this option.

2019 Feasibility Study Boundary Review
Sample Combination Plan (Middle-School Boundaries)



Sample Combination Plan - High School Map



Showing proposed boundaries and areas reassigned for this option.

2019 Feasibility Study Boundary Review
Sample Combination Plan (High School Boundaries)



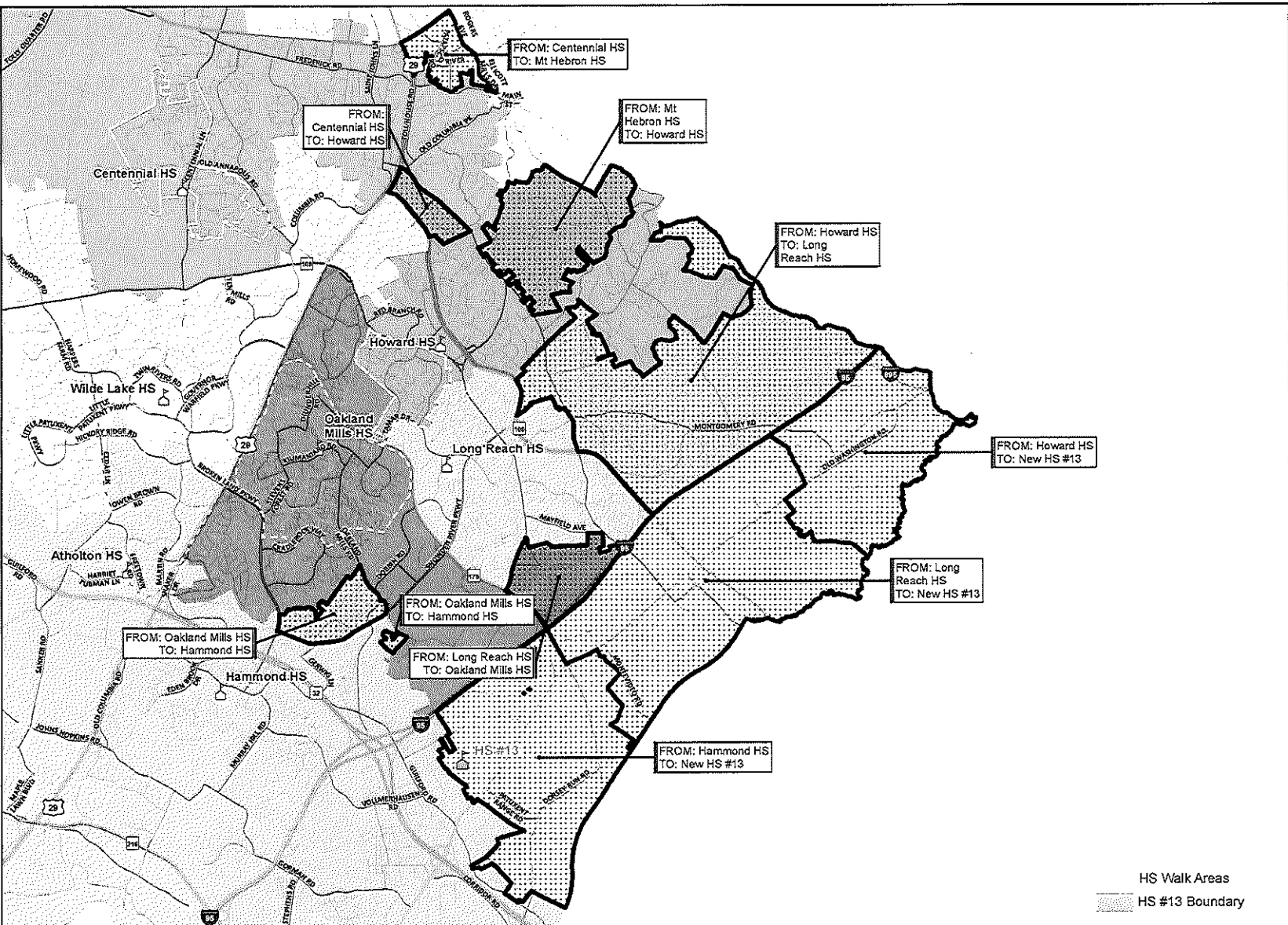
Sample High School #13 Boundary

The following is a draft potential HS #13 boundary. The following criteria was used to develop the boundary scenario:

- Consideration for target utilization (90% -110% utilization) per Policy 6010;
- Opening a new high school in 2023 with 1,650 seats; and
- Proposed Hammond HS renovation/addition (+200 seats) for the same timeframe.

This scenario does not use existing capacity at schools further west. The scenario is a conservative approach, moving as few students as possible to identify potential high school attendance areas. This scenario is preliminary. Further analysis based on Policy 6010, in its entirety, will be completed in the future and many scenarios will be tested. Projections are scheduled to be updated annually until attendance area adjustments are under review for the Board's approval the year prior to HS #13 opening.

Sample High School #13 Boundary



Preliminary Draft HS #13 Boundary Study

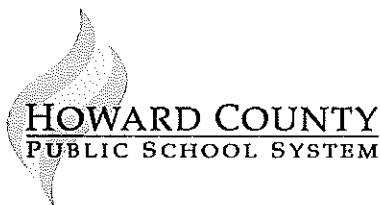
Howard County Public School System

Feasibility Study:
An Annual Review of Long-Term Capital
Planning and Attendance Area Adjustment Options

Section 5

Appendices

June 2019



BOARD OF EDUCATION

POLICY 6010
SCHOOL ATTENDANCE AREAS

Effective: February 28, 2019

I. Policy Statement

The Board of Education of Howard County, with the advice of the Superintendent, establishes school attendance areas to provide quality, equitable educational opportunities to all students and to balance the capacity utilization of all schools. The Board recognizes that school openings, closings, additions, program changes, population growth and other demographic changes may require that school attendance areas be adjusted. The Board also recognizes the value of diverse and inclusive school populations when establishing attendance areas. The Board believes that employees' analyses and recommendations, as well as public advice and comment, are integral to its deliberations and decisions related to school attendance areas.

II. Purpose

The purpose of this policy is to define the conditions and process by which school attendance area adjustments will be developed and adopted.

III. Definitions

Within the context of this policy, the following definitions apply:

- A. Attendance Area Committee (AAC) – Committee comprised of community members appointed by the Superintendent to provide feedback to the Superintendent on the proposed attendance area adjustment considerations in the Feasibility Study.
- B. Continuity of Operations Plan (COOP) – Procedures to ensure that the capability exists to continue essential functions during and after an extended emergency.
- C. Demographic Characteristics – Features in the composition of a school's population that includes, but is not limited to the racial/ethnic composition of a school's student population, as well as the percentage of students participating in Free and Reduced-Priced Meals (FARMS) and English for Speakers of Other Languages (ESOL) programs.
- D. Diversity – Recognizing, accepting, and respecting that individuals come from many different life experiences with various frames of reference and perspectives. While diversity values unique perspectives and individual differences, it also values the commonalities we all share. Diversity includes, but is not limited to race/ethnicity, gender, gender identity, socioeconomic status, sexual orientation, language, culture, religion/beliefs, mental and physical ability, age, and national origin.

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- E. Equitable – Just or fair access, opportunities, and supports needed to help students, families, and employees reach their full potential by removing barriers to success that individuals face. It does not mean equal or everyone having the same things.
- F. Extended Emergency – A severe or long-term emergency that affects an individual school, multiple schools, or the entire school system.
- G. Feed – The flow of students from one school level to the next.
- H. Free and Reduced-Priced Meals (FARMS) – A federal program available to students whose households meet the federal income eligibility guidelines to receive free or reduced-priced meals.
- I. Howard County Emergency Operations Plan – A comprehensive emergency management plan incorporating all aspects of pre-emergency preparedness and post-emergency response, recovery, and mitigation.
- J. HCPSS System-Level Emergency Operations Plan (EOP) – A multi-hazard approach for the school system to prevent, protect against, mitigate, respond to, and recover from the threats and hazards that pose the greatest risk to the people, property, and operations of the school system.
- K. Inclusive – Making sure all individuals have the opportunity to be engaged participants in the learning environment and community. All students, families, and employees feel valued, respected, appreciated and involved. Individuals see their unique identities reflected in all facets of education including staffing, curriculum, instruction, and activities.
- L. Long-Range Enrollment – Each school’s student population projections for the upcoming 10 years.
- M. Permanent School Facility – School building that is constructed with brick, concrete and steel, with a wooden or fabricated steel frame; a lasting structure designed and intended for support, enclosure, shelter or protection of people and for the delivery of instruction. Excluded from this definition are relocatables which are temporary and can be moved to alternative locations.
- N. Planning Region – A geographic area of Howard County made up of one or more schools used by the HCPSS Office of School Planning for long-range planning purposes.
- O. Program Capacity – The number of students that can be reasonably accommodated in a school, based on the permanent school facility (relocatables are excluded) and the educational program offered (pre-kindergarten regional programs are excluded). Program capacity is calculated based at the below rates:

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1. Elementary schools: the product of the Board-approved student-to-teacher ratio and the number of teaching stations identified in the capital budget.
 2. Middle schools: 95% of the product of the Board-approved student-to-teacher ratio and the number of teaching stations identified in the capital budget.
 3. High schools: 80% or 85% of the product of the Board-approved student-to-teacher ratio and the number of teaching stations in the capital budget.
- P. Projections – Estimated student enrollment for future school years.
- Q. Regional Program – A countywide educational program located at one or more, but not all schools that is designed to provide a particular type of educational leadership or intervention to students. Regional programs may include, but are not limited to Regional Academic Life Skills, Preschool Program, including Parent-Assisted Learning at Schools, Pre-Kindergarten, Elementary School Model Full-day Pre-Kindergarten, Early Beginnings, Regional Emotional Disabilities, Multiple Intensive Needs Classroom, Junior Reserve Officer Training Course (JROTC) and Elementary School Primary Learner Program.
- R. Relocatables – Prefabricated, stand-alone buildings providing temporary capacity for a school and that are excluded from program capacity.
- S. School Attendance Area – Geographic area from which a school’s students are drawn.
- T. Target Utilization – Enrollment between 90% and 110% utilization of the program capacity of a permanent school facility.
- U. Teaching Stations – Rooms that are at least 660 square feet in size and are or could be used for delivery of the educational program. Rooms that are excluded include, but are not limited to, rooms assigned to administrative purposes, regional programs, prekindergarten, special education, cooperative use areas, and elementary related arts.
- V. Utilization – The comparison of a permanent school facility’s program capacity and its enrollment or projected future enrollment.

IV. Standards

- A. The Board will consider school attendance area adjustments whenever one or more of the following conditions exist:
1. A new school or addition is scheduled to open.
 2. An existing permanent school facility is significantly damaged, deemed unusable, or otherwise scheduled to close.

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3. School attendance area projections are outside the target utilization.
 4. The program capacity of a school building is altered.
 5. The road network(s) within one or more school attendance areas is altered.
 6. A unique circumstance that prompts adjustments to promote efficiencies, provide for the welfare of students, or adapt for shifts in program delivery.
- B. The Board, Superintendent/designee and the AAC will consider the impact of the following factors in the review or development of any school attendance area adjustment plan. While each of these factors will be considered, it may not be feasible to reconcile each and every school attendance area adjustment with each and every factor.
1. Facility Utilization. Where reasonable, school attendance area utilization should stay within the target utilization for as long a period of time as possible through the consideration of:
 - a. Efficient use of available space. For example, maintain a building's program capacity utilization between 90% and 100%.
 - b. Long-range enrollment, capital plans and capacity needs of school infrastructures (e.g., cafeterias, restrooms and other shared core facilities).
 - c. Fiscal responsibility by minimizing capital and operating costs.
 - d. The number of students that walk or receive bus service and the distance and time based students travel.
 - e. Location of regional programs, maintaining an equitable distribution of programs across the county.
 2. Community Stability. Where reasonable, school attendance areas should promote a sense of community in both the geographic place (e.g., neighborhood or place in which a student lives) and the promotion of a student from each school level through the consideration of:
 - a. Feeds that encourage keeping students together from one school to the next. For example, avoiding feeds of less than 15% at the receiving school.
 - b. Areas that are made up of contiguous communities or neighborhoods.
 - c. Frequency with which any one student is reassigned, making every attempt to not move a student more than once at any school level or the same student more frequently than once every five years.

3. Demographic Characteristics of Student Population. Where reasonable, school attendance areas should promote the creation of a diverse and inclusive student body at both the sending and receiving schools through the consideration of:
 - a. The racial/ethnic composition of the student population.
 - b. The socioeconomic composition of the school population as measured by participation in the federal FARMS program.
 - c. Academic performance of students in both the sending and receiving schools as measured by current standardized testing results.
 - d. The level of English learners as measured by enrollment in the English for Speakers of Other Languages (ESOL) program.
 - e. Number of students moved, taking into account the correlation between the number of students moved, the outcomes of other standards achieved in Section IV.B. and the length of time those results are expected to be maintained.
 - f. Other reliable demographic and diversity indicators, where feasible.
- C. Board of Education's Deliberations
1. The Superintendent/designee will submit attendance area considerations to the Board for discussion and recommendation.
 2. If attendance area adjustments are considered under Section IV.A., the Board will notify the public of its decision for the Superintendent to proceed or not to proceed with the formation of the AAC and attendance area adjustment recommendations.
 3. The Superintendent/designee will submit to the Board attendance area adjustment recommendations, which include data on each of the factors in Section IV.B. for which measurement can be obtained.
 4. The Board, in accordance with Policy 2040 Public Participation in Meetings of the Board, will hold a public hearing(s) regarding the school attendance area adjustment plan(s) submitted by the Superintendent. In addition, and as necessary, work session(s) will be scheduled to consider public hearing testimony. The Board may schedule additional hearings and/or work sessions at its discretion.
 5. The Board may direct the Superintendent to provide additional information and/or develop other alternative plans for its consideration at any time. The Board may also propose alternative plans at any time.

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6. The Board may consider exemptions for rising fifth, eighth, and eleventh grade students to continue attending schools in an area that is proposed for attendance area adjustments. Attendance area adjustments will not affect rising twelfth grade students.
7. The Board will take final action on school attendance area adjustments at a public meeting. The Board reserves the right to adopt or to modify any alternatives and/or recommendations presented to it by the Superintendent/designee or the residents of Howard County proposed previously or during the Board's deliberations and vote.

D. Community Input

1. The Superintendent will, when directed by the Board, form an AAC in accordance with the Implementation Procedures of this policy for the purpose of advising the Superintendent during the planning phase of the attendance area adjustment process. In the case of an extended emergency situation, the Superintendent/designee will propose an attendance area adjustment.
2. The Board will provide opportunities for public input in accordance with Policy 2040 Public Participation in Meetings of the Board.
3. Members of the public may submit school attendance area adjustment plans to the Board and/or the Superintendent/designee.

- E. The Board may alter these provisions, upon a majority vote of the Board, when an extended emergency as defined by Policy 3010 Emergency Preparedness and Response occurs or other extraordinary circumstances warrant such an alternation.

V. Responsibilities

- A. The Superintendent/designee will prepare and provide enrollment projections and attendance area considerations on an annual basis to the Board.
- B. The Board will determine whether any conditions exist that prompt the consideration of school attendance area adjustments and, when applicable, recommend formation of the AAC. The Superintendent/designee will assist the AAC in completing its review and comment process.
- C. All AAC meetings are subject to the Maryland Open Meetings Act. Employees will take summary notes of the AAC meeting and make these summary notes available to the public.
- D. The Superintendent/designee will communicate the Board's action on attendance area adjustments to the principals, PTA presidents and SGA presidents of each affected

school, the president of the PTA Council of Howard County and the chairman of the Community Advisory Council to the Board.

- E. Principals will communicate attendance area adjustments to the parents of students in areas affected by the Board's action.

VI. Delegation of Authority

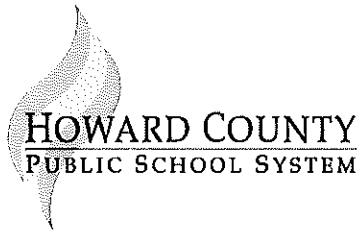
The Superintendent is authorized to develop appropriate procedures for the implementation of this policy.

VII. References

- A. Legal
 - The Annotated Code of Maryland, Education Article, Section 4-109, Establishment of Public School
 - Maryland Open Meetings Act
- B. Other Board Policies
 - Policy 2040 Public Participation in Meetings of the Board
 - Policy 2050 Advisory Committees to Staff and Schools
 - Policy 3010 Emergency Preparedness and Response
 - Policy 5200 Pupil Transportation
 - Policy 6000 Site Selection and Acquisition
 - Policy 6020 School Planning/School Construction Programs
 - Policy 6070 Discontinuation of School Use
 - Policy 9000 Student Residency, Eligibility, Enrollment, and Assignment
- C. Relevant Data Sources
- D. Other

VIII. History

ADOPTED: April 15, 2004
 REVIEWED: July 1, 2011
 MODIFIED: November 29, 2018
 February 28, 2019
 REVISED: April 28, 2005
 April 16, 2009
 January 26, 2017
 EFFECTIVE: February 28, 2019



**POLICY 6010-IP
IMPLEMENTATION PROCEDURES**

SCHOOL ATTENDANCE AREAS

Effective: February 28, 2019

I. Development and Consideration of School Attendance Area Adjustment Plans

The long-range school facilities planning process is conducted on an annual basis according to the county's and state's capital budget process. The timing, sequence, and/or steps may be adjusted based on budgetary and operational needs, to account for holidays and other considerations. The development and consideration of proposed school attendance area adjustment plans will take place in the following manner:

Determine Proposed Scope:

- A. **Calendar Year 1 - June-November**
After the presentation of the Feasibility Study or after any approval of changes in the attendance areas, the Superintendent and the Board of Education will consult with each other to define the proposed scope (i.e. open a new school only or comprehensive plan for all three levels) of the upcoming year's attendance area adjustments and develop a communication plan. The proposed scope may be adjusted during the review and approval process.

Review and Approval Process:

- B. **Calendar Year 2 - January/February**
The Office of School Planning will provide the Superintendent with enrollment projections by school annually and develop attendance area considerations per Policy 6010. The considerations will address capacity projects in the capital budget and will be the basis for short- and long-range attendance area plans.
- C. **Calendar Year 2 - April**
The Office of School Planning may solicit and interview candidates for the potential Attendance Area Committee (AAC) and nominate candidates for appointment by the Superintendent.
- D. **Calendar Year 2 - June**
The Superintendent/designee presents projections, attendance area considerations and planning issues to the Board and interested residents.

If the Board approves proceeding with attendance area adjustments, the Superintendent will charter such a committee to review attendance area adjustment considerations. The Board will notify the public of its decision for the

POLICY 6010-IP
IMPLEMENTATION PROCEDURES

Superintendent to proceed or not to proceed with the formation of the AAC and attendance area adjustment recommendations.

- E. Calendar Year 2 - June
If an AAC is created, Office of School Planning employees will provide training to the AAC. Training will include, but is not limited the following:
1. Review of Policy 6010 and its standards used to establish an attendance area adjustment plan.
 2. Review the AAC's responsibilities in the attendance area adjustment plan process, including training on the Maryland Open Meetings Act.
- F. Calendar Year 2 - June/July
With assistance from the Office of School Planning, the AAC will review any attendance area adjustment considerations in the Feasibility Study, and make a committee recommendation to the Superintendent to assist the Superintendent in developing a recommendation to the Board.
- G. Calendar Year 2 - July
The Office of School Planning will facilitate regional meetings to obtain public comment regarding attendance area adjustments. The Office of School Planning will solicit public input through various mechanisms.
- H. Calendar Year 2 - July/August
The Office of School Planning will advise the Superintendent on capacity needs for the upcoming budget process during capital budget preparations.
- I. Calendar Year 2 - August
After receipt of input from the AAC and the public, the Superintendent will propose attendance area adjustments to the Board.
- J. Calendar Year 2 - August-November
Board public hearing(s), work session(s) and adoption of attendance area adjustments.
- K. Calendar Year 2 - December
The Superintendent/designee and Board will assess the attendance area adjustment process. Modifications to this process will be made, as needed, prior to the beginning of the next attendance area adjustment.

Implementation

- L. Calendar Year 2 - December – Year 3 - January
After the Board has made any final decision(s) regarding attendance area adjustments, the approved attendance area maps are developed, the school locator is updated, and transportation routes are updated. The Superintendent will

POLICY 6010-IP
IMPLEMENTATION PROCEDURES

communicate the Board's action to the principals, PTA presidents and SGA presidents of each affected school, the president of the PTA Council of Howard County and the chairman of the Community Advisory Council to the Board. The Superintendent/designee will assist school-based administrators and employees with articulating students affected by attendance area adjustments. Principals will communicate attendance area adjustments to the parents of students in areas affected by the Board's action.

- M. Calendar Year 3 - January
Capital Budget review by the Board.
- N. Calendar Year 3 - May
Capital Budget review and approval by County Council.
- O. Calendar Year 3 - September
Attendance Area Adjustment effective.

III. Attendance Area Committee Make-up and Responsibilities

- A. The AAC shall consist of 10 to 15 members. Consideration will be given to providing representation from each of the Howard County Public School System's (HCPSS) planning regions. Representation may include, but is not limited to the following:
 - 1. At least one member from the Howard County Association of Student Councils.
 - 2. At least one member from each of the HCPSS six planning regions.
 - 3. At least three, but no more than eight at-large community members, with consideration toward identifying members of the community based on the attendance area/planning region(s) that may be affected by attendance area adjustments.
 - 4. Of those AAC members selected, no more than six members will have been members of a previous AAC.
 - 5. Members may not serve on more than two consecutive AACs.
- B. The AAC, after receiving training, will work in collaboration with the Office of School Planning employees and the Superintendent/designee to provide feedback on attendance area considerations. The basis for the review will be enrollment projections and the Policy 6010 Standards set forth in Section IV.B.

IV. History

ADOPTED: April 28, 2005

POLICY 6010-IP
IMPLEMENTATION PROCEDURES

REVIEWED: July 1, 2011
MODIFIED: November 29, 2018
February 28, 2019
REVISED: January 26, 2017
EFFECTIVE: February 28, 2019

Most Recent Attendance Area Adjustments

The new Adequate Public Facilities Ordinance adopted by the County Council in 2018 requires that HCPSS reports the most recent attendance area adjustments for each school.

Table 6.1 Most Recent Attendance Area Adjustments Chart

	In effect		In effect
Atholton ES	2012	Bonnie Branch MS	2014
Bellows Spring ES	2018	Burleigh Manor MS	2018
Bollman Bridge ES	2012	Clarksville MS	2018
Bryant Woods ES	2007	Dunloggin MS	2006
Bushy Park ES	2002	Elkridge Landing MS	2018
Centennial Lane ES	2007	Ellicott Mills MS	2014
Clarksville ES	2006	Folly Quarter MS	2006
Clemens Crossing ES	2018	Glenwood MS	2004
Cradlerock ES	2004	Hammond MS	2014
Dayton Oaks ES	2012	Harpers Choice MS	2018
Deep Run ES	2018	Lake Elkhorn MS	2014
Ducketts Lane ES	2018	Lime Kiln MS	2018
Elkridge ES	2013	Mayfield Woods MS	2018
Forest Ridge ES	2012	Mount View MS	2018
Fulton ES	2012	Murray Hill MS	2014
Gorman Crossing ES	2012	Oakland Mills MS	2003
Guilford ES	2012	Patapsco MS	2006
Hammond ES	2012	Patuxent Valley MS	2014
Hanover Hills ES	2018	Thomas Viaduct MS	2018
Hollifield Station ES	2013	Wilde Lake MS	2018
Ilchester ES	2013		
Jeffers Hill ES	2013		
Laurel Woods ES	2012		
Lisbon ES	1998		
Longfellow ES	2003		
Manor Woods ES	2018		
Northfield ES	2013		
Phelps Luck ES	2013	Atholton HS	2002
Pointers Run ES	2018	Centennial HS	2006
Rockburn ES	2018	Glenelg HS	2010
Running Brook ES	2007	Hammond HS	2005
St Johns Lane ES	2013	Howard HS	2005
Stevens Forest ES	2013	Long Reach HS	2005
Swansfield ES	1987	Marriotts Ridge HS	2010
Talbott Springs ES	2013	Mt Hebron HS	2006
Thunder Hill ES	2013	Oakland Mills HS	2005
Triadelphia Ridge ES	2018	Reservoir HS	2002
Veterans ES	2013	River Hill HS	2010
Waterloo ES	2013	Wilde Lake HS	2004
Waverly ES	2018		
West Friendship ES	2018		
Worthington ES	2007		

Howard County Public School System Food and Nutrition Services

Free and Reduced Meals Eligibility (2008-2017)****

School Year	School Name	Paying	Free	Reduced	Total F/R	Enrollment	F/R %
SY2007-2008	HCPSS Total	43,585	4,521	1,667	6,188	49,773	12.43%
SY2008-2009	HCPSS Total	43,280	5,015	1,770	6,785	50,065	13.55%
SY2009-2010	HCPSS Total	42,763	6,294	1,713	8,007	50,770	15.77%
SY2010-2011	HCPSS Total	42,322	7,240	1,564	8,804	51,126	17.22%
SY2011-2012	HCPSS Total	41,983	7,721	1,714	9,435	51,418	18.35%
SY2012-2013	HCPSS Total	42,158	4,947	3,293	9,991	52,149	19.16%
SY2013-2014	HCPSS Total	42,215	8,768	1,784	10,552	52,767	20.00%
SY2014-2015	HCPSS Total	41,949	9,660	1,881	11,541	53,490	21.58%
SY2015-2016	HCPSS Total	42,974	10,325	1,959	12,284	55,258	22.23%
SY2016-2017	HCPSS Total	43,289	10,631	2,219	12,850	56,139	22.89%

NOTES:

These totals and percentages include PRE-K and reflect the FARMS information at the end of the school year as recorded by Food and Nutrition Services.

The Food and Nutrition Service Office of the Howard County Public School System provides FARMS data to the Office of School and Community Nutrition Program of the Maryland State Department of Education according to the USDA federal requirement deadline of October 31st of each year.

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Howard County Public School System
Food and Nutrition Services

2007-2008 Free and Reduced Meals Eligibility

SchoolName	Paying	Free	Reduced	Total F/R	Enrollment	F/R %
ATHOLTON ELEMENTARY	364	23	26	63	427	14.75%
ATHOLTON HIGH	1,362	25	22	66	1,428	4.62%
BELLOWS SPRING ELEMENTARY	644	8	45	77	721	10.68%
BOLLMAN BRIDGE ELEMENTARY	446	43	75	150	596	25.17%
BONNIE BRANCH MIDDLE	583	17	42	86	669	12.86%
BRYANT WOODS ELEMENTARY	197	51	73	154	351	43.87%
BURLEIGH MANOR MIDDLE	651	5	22	35	686	5.10%
BUSHY PARK ELEMENTARY	679	3	7	14	693	2.02%
CEDAR LANE SCHOOL	93	1	7	13	106	12.26%
CENTENNIAL HIGH	1,399	18	29	68	1,467	4.64%
CENTENNIAL LANE ELEMENTARY	604	4	4	21	625	3.36%
CLARKSVILLE ELEMENTARY	525	1		1	526	0.19%
CLARKSVILLE MIDDLE	722	2	2	5	727	0.69%
CLEMENS CROSSING ELEMENTARY	445	1	14	27	472	5.72%
CRADLEROCK SCHOOL-LO	312	41	82	160	472	33.90%
CRADLEROCK SCHOOL-UP	311	36	78	159	470	33.83%
DAYTON OAKS ELEMENTARY	552	2	6	12	564	2.13%
DEEP RUN ELEMENTARY	454	41	76	150	604	24.83%
DUNLOGGIN MIDDLE	457	20	32	59	516	11.43%
ELKRIDGE ELEMENTARY	616	21	37	86	702	12.25%
ELKRIDGE LANDING MIDDLE	558	17	35	76	634	11.99%
ELLCOTT MILLS MIDDLE	646	2	28	43	689	6.24%
FOLLY QUARTER MIDDLE	567	1	6	11	578	1.90%
FOREST RIDGE ELEMENTARY	529	13	42	84	613	13.70%
FULTON ELEMENTARY	661	3	8	15	676	2.22%
GLENELG HIGH	1,146	4	13	27	1,173	2.30%
GLENWOOD MIDDLE	644	2	6	19	663	2.87%
GORMAN CROSSING ELEMENTARY	565	20	33	71	636	11.16%
GUILFORD ELEMENTARY	337	33	60	124	461	26.90%
HAMMOND ELEMENTARY	471	8	9	25	496	5.04%
HAMMOND HIGH	1,033	40	90	211	1,244	16.96%
HAMMOND MIDDLE	589	10	12	30	619	4.85%
HARPER'S CHOICE MIDDLE	426	36	57	124	550	22.55%
HOLLIFIELD STATION ELEMENTARY	548	17	37	77	625	12.32%
HOMWOOD SCHOOL	66	19	30	59	125	47.20%
HOWARD HIGH	1,336	19	34	79	1,415	5.58%
ILCHESTER ELEMENTARY	588	2	3	12	600	2.00%
JEFFERS HILL ELEMENTARY	301	16	47	84	385	21.82%
LAUREL WOODS ELEMENTARY	329	25	127	214	543	39.41%
LIME KILN MIDDLE	629	4	4	13	642	2.02%

LISBON ELEMENTARY	468	3	9	15	483	3.11%
LONG REACH HIGH	996	40	105	224	1,220	18.36%
LONGFELLOW ELEMENTARY	310	34	50	103	413	24.94%
MANOR WOODS ELEMENTARY	574	7	18	27	601	4.49%
MARRIOTTS RIDGE HIGH	1,136	9	18	34	1,170	2.91%
MAYFIELD WOODS MIDDLE	520	30	65	137	657	20.85%
MOUNT VIEW MIDDLE	709	2	7	13	722	1.80%
MT HEBRON HIGH	1,306	25	57	104	1,410	7.38%
MURRAY HILL MIDDLE	482	20	108	187	669	27.95%
NORTHFIELD ELEMENTARY	524	3	5	11	535	2.06%
OAKLAND MILLS HIGH	915	56	163	290	1,205	24.07%
OAKLAND MILLS MIDDLE	302	41	80	154	456	33.77%
PATAPSCO MIDDLE	585	11	20	53	638	8.31%
PATUXENT VALLEY MIDDLE	591	33	67	152	743	20.46%
PHELPS LUCK ELEMENTARY	374	78	118	241	615	39.19%
POINTERS RUN ELEMENTARY	763	4	1	8	771	1.04%
RESERVOIR HIGH	1,276	18	108	191	1,467	13.02%
RIVER HILL HIGH	1,320	6	42	67	1,387	4.83%
ROCKBURN ELEMENTARY	698	5	24	44	742	5.93%
RUNNING BROOK ELEMENTARY	277	37	66	141	418	33.73%
ST JOHN'S LANE ELEMENTARY	542	6	6	13	555	2.34%
STEVENS FOREST ELEMENTARY	167	31	71	122	289	42.21%
SWANSFIELD ELEMENTARY	335	63	93	188	523	35.95%
TALBOTT SPRINGS ELEMENTARY	292	33	101	163	455	35.82%
THUNDER HILL ELEMENTARY	335	5	7	15	350	4.29%
TRIADELPHIA RIDGE ELEMENTARY	436		1	2	438	0.46%
VETERANS ELEMENTARY	682	36	86	171	853	20.05%
WATERLOO ELEMENTARY	586	23	54	106	692	15.32%
WAVERLY ELEMENTARY	547	3	4	11	558	1.97%
WEST FRIENDSHIP ELEMENTARY	307	2	5	8	315	2.54%
WILDE LAKE HIGH	1,067	61	128	266	1,333	19.95%
WILDE LAKE MIDDLE	343	31	59	117	460	25.43%
WORTHINGTON ELEMENTARY	435	1	4	6	441	1.36%
HCPSS TOTAL	43,585	1,411	3,110	6,188	49,773	12.43%

NOTES:

These totals and percentages **include PRE-K** and reflect the FARMS information at the **end of the school year** as recorded by Food and Nutrition Services.

The Food and Nutrition Service Office of the Howard County Public School System provides FARMS data to the Office of School and Community Nutrition Program of the Maryland State Department of Education according to the **USDA federal requirement deadline of October 31st of each year.**

The FARMS data shown on the Maryland Report Card is provided to the Maryland State Department of Education by the Accountability Coordinator in the Howard County Public School System according to the **deadline of September 30th of each year as dictated by the federal guidelines for the requesting department.**

**Howard County Public School System
Food and Nutrition Services**

2008-2009 Free and Reduced Meals Eligibility

SchoolName	Paying	Free	Reduced	Total F/R	Enrollment	F/R %
ATHOLTON ELEMENTARY	365	22	26	72	437	16.48%
ATHOLTON HIGH	1,326	25	40	84	1,410	5.96%
BELLOWS SPRING ELEMENTARY	701	15	38	87	788	11.04%
BOLLMAN BRIDGE ELEMENTARY	444	46	77	171	615	27.80%
BONNIE BRANCH MIDDLE	619	14	40	80	699	11.44%
BRYANT WOODS ELEMENTARY	199	44	76	139	338	41.12%
BURLEIGH MANOR MIDDLE	649	8	21	36	685	5.26%
BUSHY PARK ELEMENTARY	694	1	7	13	707	1.84%
CEDAR LANE SCHOOL	87	3	5	9	96	9.38%
CENTENNIAL HIGH	1,372	23	18	66	1,438	4.59%
CENTENNIAL LANE ELEMENTARY	619	1	20	33	652	5.06%
CLARKSVILLE ELEMENTARY	552		3	3	555	0.54%
CLARKSVILLE MIDDLE	713	1	4	6	719	0.83%
CLEMENS CROSSING ELEMENTARY	455	9	12	31	486	6.38%
CRADLEROCK SCHOOL-LO	313	41	81	163	476	34.24%
CRADLEROCK SCHOOL-UP	297	42	76	149	446	33.41%
DAYTON OAKS ELEMENTARY	503	1	4	11	514	2.14%
DEEP RUN ELEMENTARY	413	58	83	187	600	31.17%
DUNLOGGIN MIDDLE	456	13	32	56	512	10.94%
ELKRIDGE ELEMENTARY	651	21	57	121	772	15.67%
ELKRIDGE LANDING MIDDLE	544	15	49	95	639	14.87%
ELLCOTT MILLS MIDDLE	668	1	27	43	711	6.05%
FOLLY QUARTER MIDDLE	540	2	6	12	552	2.17%
FOREST RIDGE ELEMENTARY	536	23	52	100	636	15.72%
FULTON ELEMENTARY	639	4	8	16	655	2.44%
GLENELG HIGH	1,146	2	8	19	1,165	1.63%
GLENWOOD MIDDLE	618	4	4	12	630	1.90%
GORMAN CROSSING ELEMENTARY	527	12	35	63	590	10.68%
GUILFORD ELEMENTARY	345	39	74	143	488	29.30%
HAMMOND ELEMENTARY	455	6	12	24	479	5.01%
HAMMOND HIGH	986	57	107	248	1,234	20.10%
HAMMOND MIDDLE	546	8	22	37	583	6.35%
HARPER'S CHOICE MIDDLE	379	40	70	144	523	27.53%
HOLLIFIELD STATION ELEMENTARY	548	18	44	81	629	12.88%
HOMWOOD SCHOOL	63	19	28	54	117	46.15%
HOWARD HIGH	1,408	19	48	99	1,507	6.57%
ILCHESTER ELEMENTARY	599	1	4	12	611	1.96%
JEFFERS HILL ELEMENTARY	289	22	47	87	376	23.14%
LAUREL WOODS ELEMENTARY	326	28	140	253	579	43.70%
LIME KILN MIDDLE	662	4	4	11	673	1.63%

LISBON ELEMENTARY	445	7	15	25	470	5.32%
LONG REACH HIGH	949	42	109	230	1,179	19.51%
LONGFELLOW ELEMENTARY	311	48	66	135	446	30.27%
MANOR WOODS ELEMENTARY	586	6	15	27	613	4.40%
MARRIOTTS RIDGE HIGH	1,186	15	23	45	1,231	3.66%
MAYFIELD WOODS MIDDLE	527	27	75	151	678	22.27%
MOUNT VIEW MIDDLE	699	5	12	21	720	2.92%
MT HEBRON HIGH	1,298	22	93	138	1,436	9.61%
MURRAY HILL MIDDLE	462	33	97	193	655	29.47%
NORTHFIELD ELEMENTARY	559	2	5	10	569	1.76%
OAKLAND MILLS HIGH	863	60	167	302	1,165	25.92%
OAKLAND MILLS MIDDLE	294	38	84	150	444	33.78%
PATAPSCO MIDDLE	592	6	31	48	640	7.50%
PATUXENT VALLEY MIDDLE	567	45	70	176	743	23.69%
PHELPS LUCK ELEMENTARY	391	60	138	255	646	39.47%
POINTERS RUN ELEMENTARY	700	2	4	9	709	1.27%
RESERVOIR HIGH	1,239	29	126	233	1,472	15.83%
RIVER HILL HIGH	1,318	7	43	73	1,391	5.25%
ROCKBURN ELEMENTARY	711	8	21	47	758	6.20%
RUNNING BROOK ELEMENTARY	255	63	69	158	413	38.26%
ST JOHN'S LANE ELEMENTARY	525	11	14	29	554	5.23%
STEVENS FOREST ELEMENTARY	163	37	70	128	291	43.99%
SWANSFIELD ELEMENTARY	334	57	103	189	523	36.14%
TALBOTT SPRINGS ELEMENTARY	301	38	118	198	499	39.68%
THUNDER HILL ELEMENTARY	333	5	9	18	351	5.13%
TRIADELPHIA RIDGE ELEMENTARY	433		7	10	443	2.26%
VETERANS ELEMENTARY	718	35	88	167	885	18.87%
WATERLOO ELEMENTARY	572	33	50	116	688	16.86%
WAVERLY ELEMENTARY	552	2	2	7	559	1.25%
WEST FRIENDSHIP ELEMENTARY	293	3	4	9	302	2.98%
WILDE LAKE HIGH	1,084	68	148	284	1,368	20.76%
WILDE LAKE MIDDLE	338	34	66	128	466	27.47%
WORTHINGTON ELEMENTARY	430		4	6	436	1.38%
HCPSS Total	43,280	1,560	3,455	6,785	50,065	13.55%

NOTES:

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Howard County Public School System
Food and Nutrition Services

2009-2010 Free and Reduced Meals Eligibility

SchoolName	Paying	Free	Reduced	Total F/R	Enrollment	F/R %
ATHOLTON ELEMENTARY	375	64	28	108	483	22.36%
ATHOLTON HIGH	1,376	41	34	97	1,473	6.59%
BELLOWS SPRING ELEMENTARY	721	32	46	106	827	12.82%
BOLLMAN BRIDGE ELEMENTARY	426	86	79	192	618	31.07%
BONNIE BRANCH MIDDLE	593	31	45	91	684	13.30%
BRYANT WOODS ELEMENTARY	194	85	50	170	364	46.70%
BURLEIGH MANOR MIDDLE	619	12	18	45	664	6.78%
BUSHY PARK ELEMENTARY	627	4	8	14	641	2.18%
CEDAR LANE SCHOOL	80	6	2	9	89	10.11%
CENTENNIAL HIGH	1,406	31	38	91	1,497	6.08%
CENTENNIAL LANE ELEMENTARY	627	11	8	28	655	4.27%
CLARKSVILLE ELEMENTARY	538		1	2	540	0.37%
CLARKSVILLE MIDDLE	687	1	3	5	692	0.72%
CLEMENS CROSSING ELEMENTARY	457	10	19	34	491	6.92%
CRADLEROCK SCHOOL-LO	276	82	69	200	476	42.02%
CRADLEROCK SCHOOL-UP	281	70	78	186	467	39.83%
DAYTON OAKS ELEMENTARY	447	7	5	14	461	3.04%
DEEP RUN ELEMENTARY	436	77	71	194	630	30.79%
DUNLOGGIN MIDDLE	441	22	37	69	510	13.53%
ELKRIDGE ELEMENTARY	657	50	52	137	794	17.25%
ELKRIDGE LANDING MIDDLE	558	31	45	104	662	15.71%
ELLCOTT MILLS MIDDLE	644	17	27	58	702	8.26%
FOLLY QUARTER MIDDLE	541	1	5	10	551	1.81%
FOREST RIDGE ELEMENTARY	528	48	68	131	659	19.88%
FULTON ELEMENTARY	630	12	11	27	657	4.11%
GLENELG HIGH	1,164	6	12	22	1,186	1.85%
GLENWOOD MIDDLE	622	8	10	20	642	3.12%
GORMAN CROSSING ELEMENTARY	521	27	51	96	617	15.56%
GUILFORD ELEMENTARY	334	72	58	164	498	32.93%
HAMMOND ELEMENTARY	456	17	13	37	493	7.51%
HAMMOND HIGH	1,009	108	127	318	1,327	23.96%
HAMMOND MIDDLE	521	23	16	51	572	8.92%
HARPER'S CHOICE MIDDLE	364	59	55	148	512	28.91%
HOLLIFIELD STATION ELEMENTARY	532	28	59	118	650	18.15%
HOMWOOD SCHOOL	59	35	27	70	129	54.26%
HOWARD HIGH	1,468	51	60	144	1,612	8.93%
ILCHESTER ELEMENTARY	640	2	7	15	655	2.29%
JEFFERS HILL ELEMENTARY	282	39	43	99	381	25.98%
LAUREL WOODS ELEMENTARY	302	68	129	262	564	46.45%
LIME KILN MIDDLE	643	7	3	13	656	1.98%

LISBON ELEMENTARY	427	12	15	32	459	6.97%
LONG REACH HIGH	908	84	119	291	1,199	24.27%
LONGFELLOW ELEMENTARY	283	72	56	145	428	33.88%
MANOR WOODS ELEMENTARY	605	11	15	32	637	5.02%
MARRIOTT'S RIDGE HIGH	1,209	26	18	60	1,269	4.73%
MAYFIELD WOODS MIDDLE	545	74	67	184	729	25.24%
MOUNT VIEW MIDDLE	685	9	4	23	708	3.25%
MT HEBRON HIGH	1,301	56	84	167	1,468	11.38%
MURRAY HILL MIDDLE	459	62	105	223	682	32.70%
NORTHFIELD ELEMENTARY	569	5	19	29	598	4.85%
OAKLAND MILLS HIGH	829	103	153	337	1,166	28.90%
OAKLAND MILLS MIDDLE	264	61	72	164	428	38.32%
PATAPSCO MIDDLE	565	12	18	47	612	7.68%
PATUXENT VALLEY MIDDLE	516	75	68	190	706	26.91%
PHELPS LUCK ELEMENTARY	350	124	113	288	638	45.14%
POINTERS RUN ELEMENTARY	669	7	3	11	680	1.62%
RESERVOIR HIGH	1,271	82	127	281	1,552	18.11%
RIVER HILL HIGH	1,370	10	58	87	1,457	5.97%
ROCKBURN ELEMENTARY	670	18	21	57	727	7.84%
RUNNING BROOK ELEMENTARY	247	99	50	174	421	41.33%
ST JOHN'S LANE ELEMENTARY	530	8	8	20	550	3.64%
STEVENS FOREST ELEMENTARY	169	51	58	128	297	43.10%
SWANSFIELD ELEMENTARY	305	89	86	198	503	39.36%
TALBOTT SPRINGS ELEMENTARY	297	75	108	211	508	41.54%
THUNDER HILL ELEMENTARY	330	9	9	22	352	6.25%
TRIADELPHIA RIDGE ELEMENTARY	414	5	1	10	424	2.36%
VETERANS ELEMENTARY	738	71	96	199	937	21.24%
WATERLOO ELEMENTARY	588	62	49	155	743	20.86%
WAVERLY ELEMENTARY	548	4	2	12	560	2.14%
WEST FRIENDSHIP ELEMENTARY	280	8	5	15	295	5.08%
WILDE LAKE HIGH	976	135	133	347	1,323	26.23%
WILDE LAKE MIDDLE	318	66	62	158	476	33.19%
WORTHINGTON ELEMENTARY	446	5	4	11	457	2.41%
HCPSS TOTAL	42,763	2,971	3,323	8,007	50,770	15.77%

NOTES:

These totals and percentages include PRE-K and reflect the FARMS information at the end of the school year as recorded by Food and Nutrition Services.

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Howard County Public School System
Food and Nutrition Services

2010-2011 Free and Reduced Meals Eligibility

SchoolName	Paying	Free	Reduced	Total F/R	Enrollment	F/R %
ATHOLTON ELEMENTARY	364	62	32	112	476	23.53%
ATHOLTON HIGH	1,367	45	27	88	1,455	6.05%
BELLOWS SPRING ELEMENTARY	743	53	50	118	861	13.70%
BOLLMAN BRIDGE ELEMENTARY	421	81	68	169	590	28.64%
BONNIE BRANCH MIDDLE	565	44	35	92	657	14.00%
BRYANT WOODS ELEMENTARY	172	108	54	186	358	51.96%
BURLEIGH MANOR MIDDLE	582	20	14	52	634	8.20%
BUSHY PARK ELEMENTARY	634	8	5	14	648	2.16%
CEDAR LANE SCHOOL	87	9	4	15	102	14.71%
CENTENNIAL HIGH	1,361	44	33	110	1,471	7.48%
CENTENNIAL LANE ELEMENTARY	640	17	10	41	681	6.02%
CLARKSVILLE ELEMENTARY	522	3	2	5	527	0.95%
CLARKSVILLE MIDDLE	677	4	1	6	683	0.88%
CLEMENS CROSSING ELEMENTARY	462	16	14	37	499	7.41%
CRADLEROCK SCHOOL-LO	253	99	73	212	465	45.59%
CRADLEROCK SCHOOL-UP	246	96	68	200	446	44.84%
DAYTON OAKS ELEMENTARY	456	6	3	11	467	2.36%
DEEP RUN ELEMENTARY	413	124	91	265	678	39.09%
DUNLOGGIN MIDDLE	452	37	31	82	534	15.36%
ELKRIDGE ELEMENTARY	703	75	39	141	844	16.71%
ELKRIDGE LANDING MIDDLE	576	51	42	112	688	16.28%
ELLICOTT MILLS MIDDLE	610	25	29	69	679	10.16%
FOLLY QUARTER MIDDLE	570	4	10	16	586	2.73%
FOREST RIDGE ELEMENTARY	551	80	70	167	718	23.26%
FULTON ELEMENTARY	630	19	9	31	661	4.69%
GLENELG HIGH	1,184	20	16	43	1,227	3.50%
GLENWOOD MIDDLE	576	12	12	26	602	4.32%
GORMAN CROSSING ELEMENTARY	533	54	31	106	639	16.59%
GUILFORD ELEMENTARY	351	82	52	167	518	32.24%
HAMMOND ELEMENTARY	476	28	13	46	522	8.81%
HAMMOND HIGH	971	133	125	329	1,300	25.31%
HAMMOND MIDDLE	485	25	22	59	544	10.85%
HARPER'S CHOICE MIDDLE	331	78	56	160	491	32.59%
HOLLIFIELD STATION ELEMENTARY	538	42	47	109	647	16.85%
HOMWOOD SCHOOL	60	42	32	82	142	57.75%
HOWARD HIGH	1,450	62	67	169	1,619	10.44%
ILCHESTER ELEMENTARY	644	8	11	23	667	3.45%
JEFFERS HILL ELEMENTARY	260	53	38	107	367	29.16%
LAUREL WOODS ELEMENTARY	331	102	108	271	602	45.02%
LIME KILN MIDDLE	599	9	11	25	624	4.01%

LISBON ELEMENTARY	421	21	16	46	467	9.85%
LONG REACH HIGH	878	125	117	315	1,193	26.40%
LONGFELLOW ELEMENTARY	276	99	49	160	436	36.70%
MANOR WOODS ELEMENTARY	629	19	7	29	658	4.41%
MARRIOTTS RIDGE HIGH	1,234	36	8	59	1,293	4.56%
MAYFIELD WOODS MIDDLE	527	88	59	191	718	26.60%
MOUNT VIEW MIDDLE	665	6	4	16	681	2.35%
MT HEBRON HIGH	1,278	64	90	186	1,464	12.70%
MURRAY HILL MIDDLE	488	82	93	233	721	32.32%
NORTHFIELD ELEMENTARY	590	16	7	30	620	4.84%
OAKLAND MILLS HIGH	772	151	155	363	1,135	31.98%
OAKLAND MILLS MIDDLE	248	56	63	140	388	36.08%
PATAPSCO MIDDLE	536	24	22	59	595	9.92%
PATUXENT VALLEY MIDDLE	453	96	80	224	677	33.09%
PHELPS LUCK ELEMENTARY	362	143	116	317	679	46.69%
POINTERS RUN ELEMENTARY	639	10	7	17	656	2.59%
RESERVOIR HIGH	1,197	117	117	301	1,498	20.09%
RIVER HILL HIGH	1,331	13	59	84	1,415	5.94%
ROCKBURN ELEMENTARY	674	26	30	72	746	9.65%
RUNNING BROOK ELEMENTARY	232	110	42	183	415	44.10%
ST JOHN'S LANE ELEMENTARY	542	10	12	27	569	4.75%
STEVENS FOREST ELEMENTARY	152	72	67	154	306	50.33%
SWANSFIELD ELEMENTARY	357	111	82	224	581	38.55%
TALBOTT SPRINGS ELEMENTARY	297	126	128	287	584	49.14%
THUNDER HILL ELEMENTARY	339	19	6	26	365	7.12%
TRIADELPHIA RIDGE ELEMENTARY	404	10	8	18	422	4.27%
VETERANS ELEMENTARY	791	99	76	214	1,005	21.29%
WATERLOO ELEMENTARY	587	86	52	172	759	22.66%
WAVERLY ELEMENTARY	554	13	1	23	577	3.99%
WEST FRIENDSHIP ELEMENTARY	275	12	2	15	290	5.17%
WILDE LAKE HIGH	924	189	123	353	1,277	27.64%
WILDE LAKE MIDDLE	329	86	63	181	510	35.49%
WORTHINGTON ELEMENTARY	495	5	4	12	507	2.37%
HCPSS TOTAL	42,322	4,020	3,220	8,804	51,126	17.22%

NOTES:

These totals and percentages include PRE-K and reflect the FARMS information at the end of the school year as recorded by Food and Nutrition Services.

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Howard County Public School System
Food and Nutrition Services

2011-2012 Free and Reduced Meals Eligibility

SchoolName	Paying	Free	Reduced	Total F/R	Enrollment	F/R %
ATHOLTON ELEMENTARY	402	65	35	118	520	22.69%
ATHOLTON HIGH	1,357	59	24	105	1,462	7.18%
BELLOWS SPRING ELEMENTARY	774	68	36	137	911	15.04%
BOLLMAN BRIDGE ELEMENTARY	432	86	97	211	643	32.81%
BONNIE BRANCH MIDDLE	585	67	33	122	707	17.26%
BRYANT WOODS ELEMENTARY	167	132	38	195	362	53.87%
BURLEIGH MANOR MIDDLE	579	18	18	51	630	8.10%
BUSHY PARK ELEMENTARY	617	10	11	25	642	3.89%
CEDAR LANE SCHOOL	84	12	4	17	101	16.83%
CENTENNIAL HIGH	1,329	34	38	101	1,430	7.06%
CENTENNIAL LANE ELEMENTARY	666	13	19	40	706	5.67%
CLARKSVILLE ELEMENTARY	512	4	2	7	519	1.35%
CLARKSVILLE MIDDLE	644	3	1	4	648	0.62%
CLEMENS CROSSING ELEMENTARY	456	22	12	45	501	8.98%
CRADLEROCK ELEMENTARY	279	113	77	219	498	43.98%
DAYTON OAKS ELEMENTARY	475	8	1	12	487	2.46%
DEEP RUN ELEMENTARY	438	147	73	265	703	37.70%
DUNLOGGIN MIDDLE	454	37	30	82	536	15.30%
ELKRIDGE ELEMENTARY	720	79	59	163	883	18.46%
ELKRIDGE LANDING MIDDLE	564	52	30	101	665	15.19%
ELLCOTT MILLS MIDDLE	638	32	22	73	711	10.27%
FOLLY QUARTER MIDDLE	556	5	7	15	571	2.63%
FOREST RIDGE ELEMENTARY	575	88	59	191	766	24.93%
FULTON ELEMENTARY	622	22	22	51	673	7.58%
GLENELG HIGH	1,174	21	16	42	1,216	3.45%
GLENWOOD MIDDLE	562	13	12	28	590	4.75%
GORMAN CROSSING ELEMENTARY	592	51	38	120	712	16.85%
GUILFORD ELEMENTARY	344	98	68	205	549	37.34%
HAMMOND ELEMENTARY	472	28	9	42	514	8.17%
HAMMOND HIGH	935	133	125	339	1,274	26.61%
HAMMOND MIDDLE	465	25	19	53	518	10.23%
HARPER'S CHOICE MIDDLE	350	78	73	177	527	33.59%
HOLLIFIELD STATION ELEMENTARY	539	45	71	136	675	20.15%
HOMWOOD SCHOOL	66	39	27	78	144	54.17%
HOWARD HIGH	1,497	77	64	175	1,672	10.47%
ILCHESTER ELEMENTARY	646	18	9	33	679	4.86%
JEFFERS HILL ELEMENTARY	245	55	43	117	362	32.32%
LAKE ELKHORN MIDDLE	249	120	78	225	474	47.47%
LAUREL WOODS ELEMENTARY	308	117	125	307	615	49.92%
LIME KILN MIDDLE	573	13	10	29	602	4.82%

LISBON ELEMENTARY	373	26	14	46	419	10.98%
LONG REACH HIGH	914	143	117	353	1,267	27.86%
LONGFELLOW ELEMENTARY	288	84	57	167	455	36.70%
MANOR WOODS ELEMENTARY	595	18	15	39	634	6.15%
MARRIOTTS RIDGE HIGH	1,199	37	17	64	1,263	5.07%
MAYFIELD WOODS MIDDLE	506	86	64	202	708	28.53%
MOUNT VIEW MIDDLE	652	11	8	25	677	3.69%
MT HEBRON HIGH	1,248	67	74	165	1,413	11.68%
MURRAY HILL MIDDLE	499	86	98	231	730	31.64%
NORTHFIELD ELEMENTARY	603	8	12	25	628	3.98%
OAKLAND MILLS HIGH	709	175	165	401	1,110	36.13%
OAKLAND MILLS MIDDLE	231	54	73	151	382	39.53%
PATAPSCO MIDDLE	521	25	20	62	583	10.63%
PATUXENT VALLEY MIDDLE	445	78	85	215	660	32.58%
PHELPS LUCK ELEMENTARY	361	191	120	364	725	50.21%
POINTERS RUN ELEMENTARY	598	12	6	21	619	3.39%
RESERVOIR HIGH	1,164	117	119	320	1,484	21.56%
RIVER HILL HIGH	1,309	17	48	85	1,394	6.10%
ROCKBURN ELEMENTARY	644	23	21	60	704	8.52%
RUNNING BROOK ELEMENTARY	245	122	50	196	441	44.44%
ST JOHN'S LANE ELEMENTARY	535	9	6	17	552	3.08%
STEVENS FOREST ELEMENTARY	129	68	67	150	279	53.76%
SWANSFIELD ELEMENTARY	317	118	100	245	562	43.59%
TALBOTT SPRINGS ELEMENTARY	280	125	126	295	575	51.30%
THUNDER HILL ELEMENTARY	342	19	4	31	373	8.31%
TRIADELPHIA RIDGE ELEMENTARY	399	13	4	21	420	5.00%
VETERANS ELEMENTARY	788	92	94	215	1,003	21.44%
WATERLOO ELEMENTARY	571	115	52	192	763	25.16%
WAVERLY ELEMENTARY	574	12	7	24	598	4.01%
WEST FRIENDSHIP ELEMENTARY	271	11	5	16	287	5.57%
WILDE LAKE HIGH	894	165	130	368	1,262	29.16%
WILDE LAKE MIDDLE	326	106	58	194	520	37.31%
WORTHINGTON ELEMENTARY	511	8	2	19	530	3.58%
HCPSS TOTAL	41,983	4,348	3,373	9,435	51,418	18.35%

NOTES:

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**Howard County Public School System
Food and Nutrition Services**

2012-2013 Free and Reduced Meals Eligibility

SchoolName	Paying	Free	Reduced	Total F/R	Enrollment	F/R %
ATHOLTON ELEMENTARY	380	26	11	47	427	11.01%
ATHOLTON HIGH	1,364	60	25	104	1,468	7.08%
BELLOWS SPRING ELEMENTARY	784	91	53	163	947	17.21%
BOLLMAN BRIDGE ELEMENTARY	453	144	102	290	743	39.03%
BONNIE BRANCH MIDDLE	569	66	38	123	692	17.77%
BRYANT WOODS ELEMENTARY	170	141	44	208	378	55.03%
BURLEIGH MANOR MIDDLE	624	30	10	53	677	7.83%
BUSHY PARK ELEMENTARY	594	18	7	27	621	4.35%
CEDAR LANE SCHOOL	80	18	2	21	101	20.79%
CENTENNIAL HIGH	1,321	40	36	107	1,428	7.49%
CENTENNIAL LANE ELEMENTARY	678	17	10	38	716	5.31%
CLARKSVILLE ELEMENTARY	530	5		6	536	1.12%
CLARKSVILLE MIDDLE	627	2		3	630	0.48%
CLEMENS CROSSING ELEMENTARY	462	17	16	43	505	8.51%
CRADLEROCK ELEMENTARY	270	109	102	247	517	47.78%
DAYTON OAKS ELEMENTARY	594	14	3	22	616	3.57%
DEEP RUN ELEMENTARY	449	177	74	290	739	39.24%
DUNLOGGIN MIDDLE	459	47	37	103	562	18.33%
ELKRIDGE ELEMENTARY	705	99	45	166	871	19.06%
ELKRIDGE LANDING MIDDLE	579	55	27	100	679	14.73%
ELLCOTT MILLS MIDDLE	638	30	33	87	725	12.00%
FOLLY QUARTER MIDDLE	541	4	6	15	556	2.70%
FOREST RIDGE ELEMENTARY	543	68	70	175	718	24.37%
FULTON ELEMENTARY	607	21	13	47	654	7.19%
GLENELG HIGH	1,218	21	14	42	1,260	3.33%
GLENWOOD MIDDLE	510	17	6	25	535	4.67%
GORMAN CROSSING ELEMENTARY	534	41	39	120	654	18.35%
GUILFORD ELEMENTARY	268	105	59	203	471	43.10%
HAMMOND ELEMENTARY	457	79	29	135	592	22.80%
HAMMOND HIGH	908	161	122	354	1,262	28.05%
HAMMOND MIDDLE	446	21	19	45	491	9.16%
HARPER'S CHOICE MIDDLE	321	88	69	184	505	36.44%
HOLLIFIELD STATION ELEMENTARY	554	67	63	145	699	20.74%
HOMEWOOD SCHOOL	66	49	28	87	153	56.86%
HOWARD HIGH	1,534	99	54	185	1,719	10.76%
ILCHESTER ELEMENTARY	662	23	12	41	703	5.83%
JEFFERS HILL ELEMENTARY	246	69	37	125	371	33.69%
LAKE ELKHORN MIDDLE	230	118	80	235	465	50.54%
LAUREL WOODS ELEMENTARY	285	95	90	249	534	46.63%
LIME KILN MIDDLE	578	15	9	32	610	5.25%

LISBON ELEMENTARY	350	25	13	48	398	12.06%
LONG REACH HIGH	933	192	116	387	1,320	29.32%
LONGFELLOW ELEMENTARY	269	104	55	178	447	39.82%
MANOR WOODS ELEMENTARY	590	25	8	37	627	5.90%
MARRIOTTS RIDGE HIGH	1,157	37	8	58	1,215	4.77%
MAYFIELD WOODS MIDDLE	525	88	57	196	721	27.18%
MOUNT VIEW MIDDLE	695	19	3	25	720	3.47%
MT HEBRON HIGH	1,259	65	78	173	1,432	12.08%
MURRAY HILL MIDDLE	456	111	91	266	722	36.84%
NORTHFIELD ELEMENTARY	588	14	14	29	617	4.70%
OAKLAND MILLS HIGH	700	191	171	434	1,134	38.27%
OAKLAND MILLS MIDDLE	235	74	73	167	402	41.54%
PATAPSCO MIDDLE	498	23	31	63	561	11.23%
PATUXENT VALLEY MIDDLE	434	102	62	218	652	33.44%
PHELPS LUCK ELEMENTARY	355	215	123	391	746	52.41%
POINTERS RUN ELEMENTARY	743	21	9	35	778	4.50%
RESERVOIR HIGH	1,144	121	154	347	1,491	23.27%
RIVER HILL HIGH	1,327	19	52	90	1,417	6.35%
ROCKBURN ELEMENTARY	645	35	24	73	718	10.17%
RUNNING BROOK ELEMENTARY	268	145	59	230	498	46.18%
ST JOHN'S LANE ELEMENTARY	557	12	6	21	578	3.63%
STEVENS FOREST ELEMENTARY	137	80	72	176	313	56.23%
SWANSFIELD ELEMENTARY	322	134	88	251	573	43.80%
TALBOTT SPRINGS ELEMENTARY	286	121	106	268	554	48.38%
THUNDER HILL ELEMENTARY	390	22	12	40	430	9.30%
TRIADELPHIA RIDGE ELEMENTARY	434	8	1	15	449	3.34%
VETERANS ELEMENTARY	868	99	75	211	1,079	19.56%
WATERLOO ELEMENTARY	569	119	52	224	793	28.25%
WAVERLY ELEMENTARY	585	19	4	27	612	4.41%
WEST FRIENDSHIP ELEMENTARY	256	9	4	15	271	5.54%
WILDE LAKE HIGH	867	195	128	392	1,259	31.14%
WILDE LAKE MIDDLE	348	132	43	200	548	36.50%
WORTHINGTON ELEMENTARY	530	4	7	14	544	2.57%
HCPSS TOTAL	42,158	4,947	3,293	9,991	52,149	19.16%

NOTES:

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**Howard County Public School System
Food and Nutrition Services**

2013-2014 Free and Reduced Meals Eligibility

SchoolName	Paying	Free	Reduced	Total F/R	Enrollment	F/R %
ATHOLTON ELEMENTARY	381	34	7	41	422	9.72%
ATHOLTON HIGH	1,332	95	18	113	1,445	7.82%
BELLOWS SPRING ELEMENTARY	566	88	20	108	674	16.02%
BOLLMAN BRIDGE ELEMENTARY	446	253	57	310	756	41.01%
BONNIE BRANCH MIDDLE	599	104	22	126	725	17.38%
BRYANT WOODS ELEMENTARY	154	204	23	227	381	59.58%
BURLEIGH MANOR MIDDLE	645	42	12	54	699	7.73%
BUSHY PARK ELEMENTARY	601	26	2	28	629	4.45%
CEDAR LANE SCHOOL	77	21		21	98	21.43%
CENTENNIAL HIGH	1,253	95	26	121	1,374	8.81%
CENTENNIAL LANE ELEMENTARY	644	25	13	38	682	5.57%
CLARKSVILLE ELEMENTARY	507	9	1	10	517	1.93%
CLARKSVILLE MIDDLE	601	3	1	4	605	0.66%
CLEMENS CROSSING ELEMENTARY	462	36	10	46	508	9.06%
CRADLEROCK ELEMENTARY	271	218	46	264	535	49.35%
DAYTON OAKS ELEMENTARY	633	15	5	20	653	3.06%
DEEP RUN ELEMENTARY	377	259	35	294	671	43.82%
DUCKETTS LANE ELEMENTARY	433	220	40	260	693	37.52%
DUNLOGGIN MIDDLE	465	88	21	109	574	18.99%
ELKRIDGE ELEMENTARY	616	133	24	157	773	20.31%
ELKRIDGE LANDING MIDDLE	610	93	15	108	718	15.04%
ELLICOTT MILLS MIDDLE	657	65	25	90	747	12.05%
FOLLY QUARTER MIDDLE	531	13	4	17	548	3.10%
FOREST RIDGE ELEMENTARY	535	149	43	192	727	26.41%
FULTON ELEMENTARY	666	39	4	43	709	6.06%
GLENELG HIGH	1,215	39	9	48	1,263	3.80%
GLENWOOD MIDDLE	517	27	3	30	547	5.48%
GORMAN CROSSING ELEMENTARY	562	84	47	131	693	18.90%
GUILFORD ELEMENTARY	283	202	27	229	512	44.73%
HAMMOND ELEMENTARY	475	110	21	131	606	21.62%
HAMMOND HIGH	835	292	87	379	1,214	31.22%
HAMMOND MIDDLE	425	34	8	42	467	8.99%
HARPER'S CHOICE MIDDLE	306	180	25	205	511	40.12%
HOLLIFIELD STATION ELEMENTARY	566	134	21	155	721	21.50%
HOMEWOOD SCHOOL	70	75	6	81	151	53.64%
HOWARD HIGH	1,532	145	37	182	1,714	10.62%
ILCHESTER ELEMENTARY	750	29	5	34	784	4.34%
JEFFERS HILL ELEMENTARY	277	130	20	150	427	35.13%
LAKE ELKHORN MIDDLE	239	236	36	272	511	53.23%
LAUREL WOODS ELEMENTARY	287	202	74	276	563	49.02%

LIME KILN MIDDLE	615	20	4	24	639	3.76%
LISBON ELEMENTARY	370	32	9	41	411	9.98%
LONG REACH HIGH	927	317	83	400	1,327	30.14%
LONGFELLOW ELEMENTARY	256	178	25	203	459	44.23%
MANOR WOODS ELEMENTARY	648	34	8	42	690	6.09%
MARRIOTTS RIDGE HIGH	1,157	42	11	53	1,210	4.38%
MAYFIELD WOODS MIDDLE	548	196	42	238	786	30.28%
MOUNT VIEW MIDDLE	698	23	1	24	722	3.32%
MT HEBRON HIGH	1,253	142	38	180	1,433	12.56%
MURRAY HILL MIDDLE	459	204	54	258	717	35.98%
NORTHFIELD ELEMENTARY	697	24	5	29	726	3.99%
OAKLAND MILLS HIGH	666	335	67	402	1,068	37.64%
OAKLAND MILLS MIDDLE	253	151	18	169	422	40.05%
PATAPSCO MIDDLE	547	73	17	90	637	14.13%
PATUXENT VALLEY MIDDLE	450	181	54	235	685	34.31%
PHELPS LUCK ELEMENTARY	240	292	43	335	575	58.26%
POINTERS RUN ELEMENTARY	769	30	2	32	801	4.00%
RESERVOIR HIGH	1,105	271	82	353	1,458	24.21%
RIVER HILL HIGH	1,256	80	24	104	1,360	7.65%
ROCKBURN ELEMENTARY	639	75	24	99	738	13.41%
RUNNING BROOK ELEMENTARY	247	215	21	236	483	48.86%
ST JOHN'S LANE ELEMENTARY	621	48	14	62	683	9.08%
STEVENS FOREST ELEMENTARY	156	226	21	247	403	61.29%
SWANSFIELD ELEMENTARY	321	247	26	273	594	45.96%
TALBOTT SPRINGS ELEMENTARY	263	149	20	169	432	39.12%
THUNDER HILL ELEMENTARY	359	75	20	95	454	20.93%
TRIADELPHIA RIDGE ELEMENTARY	469	14	5	19	488	3.89%
VETERANS ELEMENTARY	666	158	22	180	846	21.28%
WATERLOO ELEMENTARY	476	120	23	143	619	23.10%
WAVERLY ELEMENTARY	746	17	7	24	770	3.12%
WEST FRIENDSHIP ELEMENTARY	275	16	1	17	292	5.82%
WILDE LAKE HIGH	813	331	67	398	1,211	32.87%
WILDE LAKE MIDDLE	327	190	26	216	543	39.78%
WORTHINGTON ELEMENTARY	522	16		16	538	2.97%
HCPSS Total	42,215	8,768	1,784	10,552	52,767	20.00%

NOTES:

These totals and percentages **include PRE-K** and reflect the FARMS information at the **end of the school year** as recorded by Food and Nutrition Services.

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**Howard County Public School System
Food and Nutrition Services**

2014-2015 Free and Reduced Meals Eligibility

SchoolName	Paying	Free	Reduced	Total F/R	Enrollment	F/R %
ATHOLTON ELEMENTARY	358	44	8	52	410	12.68%
ATHOLTON HIGH	1,316	96	26	122	1,438	8.48%
BELLOWS SPRING ELEMENTARY	626	95	19	114	740	15.41%
BOLLMAN BRIDGE ELEMENTARY	413	264	52	316	729	43.35%
BONNIE BRANCH MIDDLE	478	123	42	165	643	25.66%
BRYANT WOODS ELEMENTARY	182	192	16	208	390	53.33%
BURLEIGH MANOR MIDDLE	685	48	14	62	747	8.30%
BUSHY PARK ELEMENTARY	614	33	2	35	649	5.39%
CEDAR LANE SCHOOL	87	40	4	44	131	33.59%
CENTENNIAL HIGH	1,272	104	29	133	1,405	9.47%
CENTENNIAL LANE ELEMENTARY	654	29	10	39	693	5.63%
CLARKSVILLE ELEMENTARY	487	5	1	6	493	1.22%
CLARKSVILLE MIDDLE	619	10		10	629	1.59%
CLEMENS CROSSING ELEMENTARY	453	35	8	43	496	8.67%
CRADLEROCK ELEMENTARY	241	208	30	238	479	49.69%
DAYTON OAKS ELEMENTARY	630	21	3	24	654	3.67%
DEEP RUN ELEMENTARY	388	337	49	386	774	49.87%
DUCKETTS LANE ELEMENTARY	480	252	54	306	786	38.93%
DUNLOGGIN MIDDLE	489	98	17	115	604	19.04%
ELKRIDGE ELEMENTARY	603	164	16	180	783	22.99%
ELKRIDGE LANDING MIDDLE	636	60	16	76	712	10.67%
ELLCOTT MILLS MIDDLE	671	62	26	88	759	11.59%
FOLLY QUARTER MIDDLE	557	9	4	13	570	2.28%
FOREST RIDGE ELEMENTARY	519	175	34	209	728	28.71%
FULTON ELEMENTARY	682	30	8	38	720	5.28%
GLENELG HIGH	1,195	48	7	55	1,250	4.40%
GLENWOOD MIDDLE	527	28	4	32	559	5.72%
GORMAN CROSSING ELEMENTARY	577	83	42	125	702	17.81%
GUILFORD ELEMENTARY	250	202	49	251	501	50.10%
HAMMOND ELEMENTARY	491	133	22	155	646	23.99%
HAMMOND HIGH	798	335	90	425	1,223	34.75%
HAMMOND MIDDLE	454	76	18	94	548	17.15%
HARPER'S CHOICE MIDDLE	303	193	27	220	523	42.07%
HOLLIFIELD STATION ELEMENTARY	590	134	29	163	753	21.65%
HOMEWOOD SCHOOL	57	94	6	100	157	63.69%
HOWARD HIGH	1,537	161	48	209	1,746	11.97%
ILCHESTER ELEMENTARY	731	33	4	37	768	4.82%
JEFFERS HILL ELEMENTARY	292	134	35	169	461	36.66%
LAKE ELKHORN MIDDLE	246	221	32	253	499	50.70%
LAUREL WOODS ELEMENTARY	303	224	58	282	585	48.21%

LIME KILN MIDDLE	680	22	7	29	709	4.09%
LISBON ELEMENTARY	384	34	12	46	430	10.70%
LONG REACH HIGH	960	378	90	468	1,428	32.77%
LONGFELLOW ELEMENTARY	246	175	29	204	450	45.33%
MANOR WOODS ELEMENTARY	642	36	7	43	685	6.28%
MARRIOTTS RIDGE HIGH	1,097	43	17	60	1,157	5.19%
MAYFIELD WOODS MIDDLE	461	151	24	175	636	27.52%
MOUNT VIEW MIDDLE	723	19	3	22	745	2.95%
MT HEBRON HIGH	1,277	168	40	208	1,485	14.01%
MURRAY HILL MIDDLE	428	135	52	187	615	30.41%
NORTHFIELD ELEMENTARY	668	34	1	35	703	4.98%
OAKLAND MILLS HIGH	639	375	57	432	1,071	40.34%
OAKLAND MILLS MIDDLE	239	168	23	191	430	44.42%
PATAPSCO MIDDLE	566	84	9	93	659	14.11%
PATUXENT VALLEY MIDDLE	425	183	43	226	651	34.72%
PHELPS LUCK ELEMENTARY	207	341	45	386	593	65.09%
POINTERS RUN ELEMENTARY	765	25	3	28	793	3.53%
RESERVOIR HIGH	1,121	272	84	356	1,477	24.10%
RIVER HILL HIGH	1,239	75	9	84	1,323	6.35%
ROCKBURN ELEMENTARY	573	77	21	98	671	14.61%
RUNNING BROOK ELEMENTARY	267	232	29	261	528	49.43%
ST JOHN'S LANE ELEMENTARY	645	64	11	75	720	10.42%
STEVENS FOREST ELEMENTARY	155	251	32	283	438	64.61%
SWANSFIELD ELEMENTARY	303	274	24	298	601	49.58%
TALBOTT SPRINGS ELEMENTARY	253	189	37	226	479	47.18%
THOMAS VIADUCT MIDDLE	317	167	44	211	528	39.96%
THUNDER HILL ELEMENTARY	427	81	25	106	533	19.89%
TRIADELPHIA RIDGE ELEMENTARY	495	14	8	22	517	4.26%
VETERANS ELEMENTARY	675	171	21	192	867	22.15%
WATERLOO ELEMENTARY	493	144	22	166	659	25.19%
WAVERLY ELEMENTARY	745	21	7	28	773	3.62%
WEST FRIENDSHIP ELEMENTARY	277	12	3	15	292	5.14%
WILDE LAKE HIGH	772	405	59	464	1,236	37.54%
WILDE LAKE MIDDLE	294	207	24	231	525	44.00%
HCPSS Total	41,949	9,660	1,881	11,541	53,490	21.58%

NOTES:

These totals and percentages **include PRE-K** and reflect the FARMS information at the **end of the school year** as recorded by Food and Nutrition Services.

The Food and Nutrition Service Office of the Howard County Public School System provides FARMS data to the Office of School and Community Nutrition Program of the Maryland State Department of Education according to the **USDA federal requirement deadline of October 31st of each year.**

The FARMS data shown on the Maryland Report Card is provided to the Maryland State Department of Education by the Accountability Coordinator in the Howard County Public School System according to the **deadline of September 30th of each year as dictated by the federal guidelines for the requesting department.**

Howard County Public School System
Food and Nutrition Services

2015-2016 Free and Reduced Meals Eligibility

SchoolName	Paying	Free	Reduced	Total F/R	Enrollment	F/R %
ATHOLTON ELEMENTARY	388	47	15	62	450	13.78%
ATHOLTON HIGH	1,309	103	19	122	1,431	8.53%
BELLOWS SPRING ELEMENTARY	635	97	23	120	755	15.89%
BOLLMAN BRIDGE ELEMENTARY	408	280	55	335	743	45.09%
BONNIE BRANCH MIDDLE	508	134	47	181	689	26.27%
BRYANT WOODS ELEMENTARY	198	208	12	220	418	52.63%
BURLEIGH MANOR MIDDLE	716	53	14	67	783	8.56%
BUSHY PARK ELEMENTARY	603	27	3	30	633	4.74%
CEDAR LANE SCHOOL	82	28	1	29	111	26.13%
CENTENNIAL HIGH	1,311	103	44	147	1,458	10.08%
CENTENNIAL LANE ELEMENTARY	683	27	11	38	721	5.27%
CLARKSVILLE ELEMENTARY	464	3		3	467	0.64%
CLARKSVILLE MIDDLE	589	12		12	601	2.00%
CLEMENS CROSSING ELEMENTARY	468	38	4	42	510	8.24%
CRADLEROCK ELEMENTARY	241	251	24	275	516	53.29%
DAYTON OAKS ELEMENTARY	648	27	6	33	681	4.85%
DEEP RUN ELEMENTARY	403	373	36	409	812	50.37%
DUCKETTS LANE ELEMENTARY	494	253	56	309	803	38.48%
DUNLOGGIN MIDDLE	489	97	18	115	604	19.04%
ELKRIDGE ELEMENTARY	620	192	23	215	835	25.75%
ELKRIDGE LANDING MIDDLE	634	84	17	101	735	13.74%
ELLCOTT MILLS MIDDLE	718	68	20	88	806	10.92%
FOLLY QUARTER MIDDLE	616	11	6	17	633	2.69%
FOREST RIDGE ELEMENTARY	524	177	35	212	736	28.80%
FULTON ELEMENTARY	733	29	4	33	766	4.31%
GLENELG HIGH	1,193	36	10	46	1,239	3.71%
GLENWOOD MIDDLE	521	27	6	33	554	5.96%
GORMAN CROSSING ELEMENTARY	590	97	39	136	726	18.73%
GUILFORD ELEMENTARY	233	193	35	228	461	49.46%
HAMMOND ELEMENTARY	484	125	19	144	628	22.93%
HAMMOND HIGH	827	339	92	431	1,258	34.26%
HAMMOND MIDDLE	471	85	22	107	578	18.51%
HARPER'S CHOICE MIDDLE	304	207	31	238	542	43.91%
HOLLIFIELD STATION ELEMENTARY	617	150	23	173	790	21.90%
HOMEWOOD SCHOOL	73	73	5	78	151	51.66%
HOWARD HIGH	1,546	167	40	207	1,753	11.81%
ILCHESTER ELEMENTARY	691	25	8	33	724	4.56%
JEFFERS HILL ELEMENTARY	286	132	29	161	447	36.02%
LAKE ELKHORN MIDDLE	252	196	34	230	482	47.72%
LAUREL WOODS ELEMENTARY	265	263	89	352	617	57.05%

LIME KILN MIDDLE	693	18	7	25	718	3.48%
LISBON ELEMENTARY	382	40	16	56	438	12.79%
LONG REACH HIGH	949	427	95	522	1,471	35.49%
LONGFELLOW ELEMENTARY	255	211	23	234	489	47.85%
MANOR WOODS ELEMENTARY	692	37	5	42	734	5.72%
MARRIOTTS RIDGE HIGH	1,139	39	18	57	1,196	4.77%
MAYFIELD WOODS MIDDLE	456	193	27	220	676	32.54%
MOUNT VIEW MIDDLE	738	14	5	19	757	2.51%
MT HEBRON HIGH	1,283	181	42	223	1,506	14.81%
MURRAY HILL MIDDLE	416	133	66	199	615	32.36%
NORTHFIELD ELEMENTARY	670	37	8	45	715	6.29%
OAKLAND MILLS HIGH	613	431	56	487	1,100	44.27%
OAKLAND MILLS MIDDLE	263	169	25	194	457	42.45%
PATAPSCO MIDDLE	592	92	20	112	704	15.91%
PATUXENT VALLEY MIDDLE	403	178	40	218	621	35.10%
PHELPS LUCK ELEMENTARY	222	367	48	415	637	65.15%
POINTERS RUN ELEMENTARY	735	27	7	34	769	4.42%
RESERVOIR HIGH	1,093	313	91	404	1,497	26.99%
RIVER HILL HIGH	1,165	49	7	56	1,221	4.59%
ROCKBURN ELEMENTARY	613	98	25	123	736	16.71%
RUNNING BROOK ELEMENTARY	246	236	27	263	509	51.67%
ST JOHN'S LANE ELEMENTARY	673	68	7	75	748	10.03%
STEVENS FOREST ELEMENTARY	145	291	23	314	459	68.41%
SWANSFIELD ELEMENTARY	299	317	30	347	646	53.72%
TALBOTT SPRINGS ELEMENTARY	255	208	24	232	487	47.64%
THOMAS VIADUCT MIDDLE	337	191	61	252	589	42.78%
THUNDER HILL ELEMENTARY	450	101	19	120	570	21.05%
TRIADELPHIA RIDGE ELEMENTARY	520	12	8	20	540	3.70%
VETERANS ELEMENTARY	727	178	24	202	929	21.74%
WATERLOO ELEMENTARY	473	149	20	169	642	26.32%
WAVERLY ELEMENTARY	762	26	10	36	798	4.51%
WEST FRIENDSHIP ELEMENTARY	300	15	1	16	316	5.06%
WILDE LAKE HIGH	729	429	62	491	1,220	40.25%
WILDE LAKE MIDDLE	332	198	35	233	565	41.24%
WORTHINGTON ELEMENTARY	519	15	2	17	536	3.17%
HCPSS Total	42,974	10,325	1,959	12,284	55,258	22.23%

NOTES:

These totals and percentages include PRE-K and reflect the FARMS information at the end of the school year as recorded by Food and Nutrition Services.

The Food and Nutrition Service Office of the Howard County Public School System provides FARMS data to the Office of School and Community Nutrition Program of the Maryland State Department of Education according to the USDA federal requirement deadline of October 31st of each year.

The FARMS data shown on the Maryland Report Card is provided to the Maryland State Department of Education by the Accountability Coordinator in the Howard County Public School System according to the deadline of September 30th of each year as dictated by the federal guidelines for the requesting department.

Howard County Public School System
Food and Nutrition Services

2016-2017 Free and Reduced Meals Eligibility

SchoolName	Paying	Free	Reduced	Total F/R	Enrollment	F/R %
ATHOLTON ELEMENTARY	405	70	12	82	487	16.84%
ATHOLTON HIGH	1,304	107	22	129	1,433	9.00%
BELLOWS SPRING ELEMENTARY	642	90	26	116	758	15.30%
BOLLMAN BRIDGE ELEMENTARY	404	291	73	364	768	47.40%
BONNIE BRANCH MIDDLE	527	149	27	176	703	25.04%
BRYANT WOODS ELEMENTARY	212	205	16	221	433	51.04%
BURLEIGH MANOR MIDDLE	753	52	16	68	821	8.28%
BUSHY PARK ELEMENTARY	600	28	1	29	629	4.61%
CEDAR LANE SCHOOL	86	19	4	23	109	21.10%
CENTENNIAL HIGH	1,342	116	52	168	1,510	11.13%
CENTENNIAL LANE ELEMENTARY	712	22	9	31	743	4.17%
CLARKSVILLE ELEMENTARY	433	4		4	437	0.92%
CLARKSVILLE MIDDLE	557	11	1	12	569	2.11%
CLEMENS CROSSING ELEMENTARY	492	40	8	48	540	8.89%
CRADLEROCK ELEMENTARY	234	251	23	274	508	53.94%
DAYTON OAKS ELEMENTARY	661	30	7	37	698	5.30%
DEEP RUN ELEMENTARY	386	389	55	444	830	53.49%
DUCKETTS LANE ELEMENTARY	500	276	65	341	841	40.55%
DUNLOGGIN MIDDLE	513	91	20	111	624	17.79%
ELKRIDGE ELEMENTARY	645	220	37	257	902	28.49%
ELKRIDGE LANDING MIDDLE	603	71	30	101	704	14.35%
ELLCOTT MILLS MIDDLE	749	69	19	88	837	10.51%
FOLLY QUARTER MIDDLE	600	10	5	15	615	2.44%
FOREST RIDGE ELEMENTARY	482	185	23	208	690	30.14%
FULTON ELEMENTARY	811	33	9	42	853	4.92%
GLENELG HIGH	1,151	33	14	47	1,198	3.92%
GLENWOOD MIDDLE	485	24	6	30	515	5.83%
GORMAN CROSSING ELEMENTARY	623	126	40	166	789	21.04%
GUILFORD ELEMENTARY	214	185	42	227	441	51.47%
HAMMOND ELEMENTARY	503	129	15	144	647	22.26%
HAMMOND HIGH	815	366	89	455	1,270	35.83%
HAMMOND MIDDLE	484	83	20	103	587	17.55%
HARPER'S CHOICE MIDDLE	314	235	36	271	585	46.32%
HOLLIFIELD STATION ELEMENTARY	629	168	23	191	820	23.29%
HOMEWOOD SCHOOL	69	70	3	73	142	51.41%
HOWARD HIGH	1,572	181	58	239	1,811	13.20%
ILCHESTER ELEMENTARY	668	26	8	34	702	4.84%
JEFFERS HILL ELEMENTARY	301	119	34	153	454	33.70%

SchoolName	Paying	Free	Reduced	Total F/R	Enrollment	F/R %
LAKE ELKHORN MIDDLE	266	221	33	254	520	48.85%
LAUREL WOODS ELEMENTARY	230	301	79	380	610	62.30%
LIME KILN MIDDLE	707	18	11	29	736	3.94%
LISBON ELEMENTARY	383	53	15	68	451	15.08%
LONG REACH HIGH	988	440	105	545	1,533	35.55%
LONGFELLOW ELEMENTARY	233	203	23	226	459	49.24%
MANOR WOODS ELEMENTARY	734	47	3	50	784	6.38%
MARRIOTTS RIDGE HIGH	1,202	44	16	60	1,262	4.75%
MAYFIELD WOODS MIDDLE	450	204	41	245	695	35.25%
MOUNT VIEW MIDDLE	776	18	7	25	801	3.12%
MT HEBRON HIGH	1,344	180	64	244	1,588	15.37%
MURRAY HILL MIDDLE	443	158	79	237	680	34.85%
NORTHFIELD ELEMENTARY	687	39	9	48	735	6.53%
OAKLAND MILLS HIGH	611	452	76	528	1,139	46.36%
OAKLAND MILLS MIDDLE	234	180	40	220	454	48.46%
PATAPSCO MIDDLE	567	83	24	107	674	15.88%
PATUXENT VALLEY MIDDLE	423	171	45	216	639	33.80%
PHELPS LUCK ELEMENTARY	222	341	48	389	611	63.67%
POINTERS RUN ELEMENTARY	758	31	10	41	799	5.13%
RESERVOIR HIGH	1,071	279	115	394	1,465	26.89%
RIVER HILL HIGH	1,133	12	4	16	1,149	1.39%
ROCKBURN ELEMENTARY	623	110	18	128	751	17.04%
RUNNING BROOK ELEMENTARY	251	220	35	255	506	50.40%
ST JOHN'S LANE ELEMENTARY	645	50	12	62	707	8.77%
STEVENS FOREST ELEMENTARY	147	277	34	311	458	67.90%
SWANSFIELD ELEMENTARY	269	335	35	370	639	57.90%
TALBOTT SPRINGS ELEMENTARY	236	233	38	271	507	53.45%
THOMAS VIADUCT MIDDLE	364	221	56	277	641	43.21%
THUNDER HILL ELEMENTARY	446	94	19	113	559	20.21%
TRIADELPHIA RIDGE ELEMENTARY	562	11	3	14	576	2.43%
VETERANS ELEMENTARY	725	167	47	214	939	22.79%
WATERLOO ELEMENTARY	451	148	28	176	627	28.07%
WAVERLY ELEMENTARY	754	27	6	33	787	4.19%
WEST FRIENDSHIP ELEMENTARY	310	16		16	326	4.91%
WILDE LAKE HIGH	730	437	54	491	1,221	40.21%
WILDE LAKE MIDDLE	320	210	34	244	564	43.26%
WORTHINGTON ELEMENTARY	513	26	5	31	544	5.70%
HCPSS Total	43,289	10,631	2,219	12,850	56,139	22.89%

NOTES:

These totals and percentages include PRE-K and reflect the FARMS information at the end of the school year as recorded by Food and Nutrition Services.

SchoolName	Paying	Free	Reduced	Total F/R	Enrollment	F/R %
<p>The Food and Nutrition Service Office of the Howard County Public School System provides FARMS data to the Office of School and Community Nutrition Program of the Maryland State Department of Education according to the <u>USDA federal requirement deadline of October 31st of each year.</u></p>						
<p>The FARMS data shown on the Maryland Report Card is provided to the Maryland State Department of Education by the Accountability Coordinator in the Howard County Public School System according to the <u>deadline of September 30th of each year as dictated by the federal guidelines for the requesting department.</u></p>						

Making Sense of MSA and NAEP Assessment Results: How Well Are Maryland Students Doing?

David Casalaspì, Gail L. Sunderman, Robert Croninger, & Jillian Luchner

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State assessments have become an ever-present feature of education policy and discussion about the quality of public schools. In Maryland, mandated state-designed assessments go back to the 1970s when state policymakers required students to pass standardized tests as part of the Maryland Functional Testing Program. Since that time, state assessments have evolved to address new policies, including the assessment requirements of the 2002 reauthorization of the Elementary and Secondary Education Act, No Child Left Behind. As Maryland, along with other states, has begun implementing the Common Core standards, a new set of state assessments—the Partnership for Assessment of Readiness for College and Careers (PARCC)—was implemented in the 2014-2015 school year. These assessments established new proficiency standards for students and benchmarks to gauge student performance in Maryland, including performance differences between historically disadvantaged students and their more advantaged peers.

This policy brief provides a brief history of assessment policy in Maryland and compares student performance on the Maryland School Assessments (MSA) and the National Assessment of Education Progress (NAEP) between 2005 and 2013, the last year all students were tested on the MSA. We examine the longitudinal trends for all students, students from different racial/ethnic groups, and students from low-income families and discuss how to interpret the results of state assessments compared to NAEP. By comparing the assessment results from MSA and NAEP, we show where Maryland stands in terms of student performance, including efforts to reduce the achievement gap between historically advantaged and disadvantaged students. We provide these analyses to establish an understanding of student performance gains (and losses) prior to the implementation of the new Common Core assessments.

MSA and NAEP Programs

The MSA program and the NAEP program have different histories and assessment goals. The MSA program was implemented in 2002 in response to the federal No Child Left Behind Act, which mandated that all states establish curricular standards in reading and math and test all students in grades 3-8 annually in those subjects. The Maryland State Department of Education (MSDE) thus administered the MSA every year to all students in grades 3-8. The exam tested students' mastery of the state-mandated curriculum in reading and math, and students received one of three ranks based on their scores: Basic (underperforming), Proficient (performing adequately), or Advanced (exemplary).

The NAEP, by contrast, is a national sampling exam that was first widely administered to the states in 1990. Known as “The Nation’s Report Card,” the NAEP provides a longitudinal perspective of how U.S. student achievement has changed over time. The exam is administered by the U.S. Department of Education and the National Center for Education Statistics every two years to a sample of students in grades four and eight. Students are tested in four subjects – math, reading, science, and writing – and the test items cover material from a general framework established by the National Assessment Governing Board rather than a specific curriculum. Unlike the MSA, the NAEP does not provide data on individual school or student performance, but instead provides performance information at the district, state, and national levels.

In this policy brief, we compare student performance on the MSA and the NAEP. Because the NEAP is an independent, national assessment, it can be used to corroborate the state test results. Because the MSA is a “high-stakes” test, that is, there are incentives attached to test scores, scores on the MSA may be inflated. Scores can be inflated when instruction focuses narrowly on the tested material and ignores other parts of the subject matter. To control for possible score inflation, we look at NAEP scores, a low-stakes test, which are more likely to represent a broader spectrum of what students know about a subject area. We define student performance as the percentage of students scoring proficient or advanced on the MSA and the NAEP. Results are analyzed at the state-level and then broken down according to race/ethnicity and by free and reduced meals (low-income) status.¹

¹ Eligibility for free and reduced price meals (FARMS) is a commonly used measure of students from low-income households.

Trends in Math and Reading Achievement

Fourth Grade Math Achievement: As Figure 1 shows (see appendix), students have shown steady improvement on both the MSA and NAEP 4th-grade math exams since 2005. Between 2005 and 2013, the percentage of students scoring proficient or above increased from 76% to 89% on the MSA and from 38% to 47% on the NAEP. However, the proportion of students scoring proficient or above has been significantly higher on the MSA than the NAEP. Partially, this can be explained by the fact that MSA proficiency standards are less rigorous than NAEP proficiency standards. Additionally, because the MSA is linked to a detailed curriculum, teachers are able to more directly prepare students for the MSA than the NAEP.

The pattern of steady improvement on the two tests in 4th-grade math holds even when we disaggregate the data based on students’ race/ethnicity. As Figures 2 through 4 demonstrate, all races of students seem to be making progress on the tests, including black and Hispanic students. The percentage of black students scoring proficient or above increased from 62% to 81% on the MSA and from 15% to 22% on the NAEP. The percentage of Hispanic students scoring proficient or above increased from 69% to 86% on the MSA and from 27% to 33% on the NAEP. It is important to note, though, that the difference between MSA and NAEP performance is much larger for black students (59 percentage points) and Hispanic students (53 percentage points) than for white students (28 percentage points).

Additionally, when comparing students of different backgrounds against each other, it is also clear that white students have consistently outperformed black and Hispanic students on these exams and that these

differences in achievement (or “achievement gaps”) have fluctuated over time. As Figures 5 and 6 show, the racial achievement gaps between black and Hispanic students and white students appear to be diminishing on the MSA but growing on the NAEP. When looking at the average yearly growth of students on these two tests, blacks (2.4 percentage points) and Hispanics (2.1 percentage points) have outperformed whites (1.0 percentage point) on the MSA, but the opposite is true on the NAEP, where the annual growth rates of whites (1.8 percentage points) has outpaced the annual growth rates of both blacks (0.9 percentage points) and Hispanics (0.8 percentage points). Possible explanations for this phenomenon will be discussed below in the Discussion and Implications section of this brief.

Fourth Grade Reading Achievement: Data shows that overall student performance on the 4th-grade MSA and NAEP reading exams has been steadily improving as well (Figure 7). Between 2005 and 2013, the percentage of student scoring proficient or above increased from 81% to 88% on the MSA and from 32% to 45% on the NAEP. However, NAEP performance remains significantly below MSA performance.

These findings hold even when disaggregated by race/ethnicity. White students improved their performance steadily over this period on both the MSA and the NAEP (Figure 8). Black students and Hispanic students also made similar gains (Figures 9 and 10). The percentage of black students scoring proficient or above increased from 70% to 80% on the MSA and from 12% to 22% on the NAEP. The percentage of Hispanic students scoring proficient or above increased from 73% to 84% on the MSA and from 21% to 35% on the NAEP. It is important to note, though, that the difference between MSA and NAEP scores is much larger for black students (58

percentage points) and Hispanic students (49 percentage points) than for white students (15 percentage points). Much of this phenomenon can probably be attributed to the extremely low starting point of minority students on the NAEP, but it may also be the case that minority students are perhaps more susceptible to efforts by schools to artificially inflate MSA test scores (Klein et al, 2000; Heilig & Darling-Hammond, 2008; Booher-Jennings, 2005; Smith & Fey, 2000).

While all racial groups have improved their performance on these two tests, the racial achievement gap in 4th-grade reading has nonetheless remained persistent. Whereas the black-white and Hispanic-white achievement gaps have narrowed on the MSA, these same gaps have widened on the NAEP. As of 2013, the percentage of black students scoring proficient or above remained 15 percentage points below that of white students on the MSA and 38 percentage points below that of white students on the NAEP (Figure 11). The percentage of Hispanic students scoring proficient or above remained 11 percentage points below that of white students on the MSA and 25 percentage points below that of whites on the NAEP (Figure 12). The annual yearly growth patterns of achievement on these two tests also confirm this pattern. Black students (1.3 percentage points per year) and Hispanic students (1.4 percentage points per year) are improving at a faster rate than white students (0.6 percentage points per year) on the MSA, but on the NAEP, black students (1.3 percentage points per year) and Hispanic students (1.8 percentage points per year) are improving at a slower rate than white students (1.9 percentage points per year).

Eighth Grade Math and Reading Achievement: Many of these same trends are apparent when looking at the performance of 8th-graders on the MSA and

NAEP (see figures 13-24), although 8th-grade proficiency levels on both tests are lower than 4th-grade proficiency levels. In math, MSA and NAEP performance has steadily risen, although students have consistently performed much better on the MSA than the NAEP. These findings are for the most part the same across racial subgroups, although the performance of white students did dip on the NAEP between 2011 and 2013. Unlike the 4th-grade math results, however, the achievement gap between white and minority students has been diminishing on the 8th-grade math exam. However, the gap should be viewed cautiously since it increased before returning to its previous 2005 levels.

The performance of 8th-graders on the two reading exams also reinforces many of the trends discussed above (Figures 19-24). In this regard, performance on the 8th-grade MSA and NAEP reading exams has steadily risen between 2005 and 2013, with students consistently performing better on the MSA than the NAEP. These findings hold even when the data is disaggregated by race. Furthermore, as was the case with the 4th-grade assessments, the difference between MSA and NAEP performance has been larger for minority students (45-46 percentage points) than for white students (37 percentage points). Additionally, when comparing different racial groups against one another, the achievement gap between minority students and white students appears to have decreased on the MSA but simultaneously remained stagnant (or in the case of Hispanic students, increased) on the NAEP. Between 2005 and 2013, the white-black achievement gap fell 12 percentage points on the MSA, but only 2 percentage points on the NAEP. The white-Hispanic achievement gap fell 15 percentage points on the MSA, but actually increased 4 percentage points on the NAEP.

Math and Reading Performance of Low-Income Students: Over the past two decades, the percentage of students from low-income households enrolled in Maryland public schools has nearly doubled, from 22.4% of students in 1990 compared to 40.1% in 2010 (Sunderman & Dayhoff, 2014). By the 2013-14 school year, this increased to 42.8%, showing no abatement following the end of the 2008 recession. Since research on national trends finds a widening achievement gap between high- and low-income students (Reardon, 2011), it is important to examine trends in the performance of low-income Maryland students.

Patterns similar to those we saw in the previous analyses emerge when looking at the performance of low-income students. The performance of low-income students has increased on both the MSA and the NAEP, however the proportion of students scoring proficient or above has been significantly higher on the MSA than the NAEP (Figures 25-28). The MSA results for low-income students are not much different from those for all students whereas NAEP scores for low-income students are roughly half those of all students. In addition, the performance gap between the MSA and the NAEP has increased from its 2005 level with the exception of 4th-grade reading, which remained unchanged (57 percentage points). The gap between the two tests increased from 45 percentage points to 58 percentage points in 4th-grade math, from 19 to 29 percentage points in 8th-grade math (Figure 21), and from 33 to 46 percentage points in 8th-grade reading.

While the MSA does not report disaggregated scores for non-poor students, which would allow for a comparison between low-income and non-poor students, the NAEP does. Figures 29-32 show that low-income students score consistently below non-poor students

on the NAEP math and reading tests in both 4th and 8th grades and that the gap between low-income and non-poor students has increased. When comparing low-income and non-poor students on the NAEP, the 4th-grade math income gap increased from 33 percentage points in 2005 to 39 percentage points in 2013; the reading gap increased slightly, from 32 to 34 percentage points between 2005 and 2013. In 8th-grade math, the NAEP income gap increased from 29 to 35 percentage points between 2005 and 2011 before decreasing to 30 percentage points in 2013. On the 8th-grade NAEP reading test, the gap increased four percentage points, from 26 to 30 percent between 2005 and 2013. It is worth noting that the income gaps on the NAEP are larger than the racial achievement gaps. These patterns mirror national trends that show a widening achievement gap between high- and low-income students (Reardon, 2011).

Discussion & Implications

Summary of Results: In this analysis, we compared test results on the MSA to test results on the NAEP. The NAEP is a nationally administered, independent assessment that can be used to corroborate state test results. The results of our analysis can be summarized as follows:

- Students of all races have shown steady improvement on the MSA and the NAEP assessments between 2005 and 2013 in 4th- and 8th-grade math and reading.
- In both grades and subjects, NAEP performance remains significantly below MSA performance.
 - The gap between MSA and NAEP performance has increased between 2005 and 2013.
 - The gap between the MSA and NAEP performance is larger for black and

Hispanic students than it is for white students.

- When comparing students by race, white students have consistently outperformed black and Hispanic students.
- The achievement gap between minority (black and Hispanic) students and white students has decreased greatly on the MSA but has remained stagnant or increased on the NAEP.
 - The achievement gap between minority (black and Hispanic students) and white students has decreased greatly on the MSA in both reading and math in grades 4 and 8.
 - The achievement gap between minority and white students has increased on the NAEP in 4th-grade reading and math.
 - The achievement gap on the 8th-grade NAEP has declined slightly in math but remained stagnant or increased in reading.
- The performance of low-income students on the NAEP has remained consistently below their performance on the MSA.
 - The gap between the two tests has remained unchanged in 4th-grade reading, but increased substantially in 4th-grade math, 8th-grade math, and 8th-grade reading.
 - The MSA/NAEP income performance gap has increased at a faster rate than the performance gap for all students.
- On the NAEP, the gap between low-income and non-poor students has increased in 4th-grade math, 4th-grade reading, and 8th-grade reading, while remaining about the same in 8th-grade math.
 - The NAEP income gaps are larger than the NAEP racial achievement gaps.

Discussion: While it may be encouraging that both MSA and NAEP scores have risen between 2005 and 2013, our analysis raises a number of questions concerning the validity of inferences that can be made based solely on MSA results.

The first question worth exploring is why MSA scores are so much higher than NAEP scores. Large discrepancies between NAEP and state assessment results, as has been the case in Maryland, suggest that NAEP proficiency levels are more challenging than Maryland's own (Lee, 2007; Peterson & Hess, 2006). In Maryland, the percentages of students meeting or exceeding the proficiency standard in reading and math were approximately twice as large on the MSA as on the NAEP. This finding suggests that MSA proficiency standards are much easier for students to obtain than the NAEP proficiency levels, and it raises concerns about the relative rigor of Maryland's state assessment system. In fact, "proficient" on the MSA more closely corresponds with "basic" on the NAEP.

The differences in outcomes on the MSA and the NAEP can also be seen as a product of the broader educational climate of high-stakes testing, where test scores are used to hold schools, teachers, and students accountable for results (Lee, 2007; National Research Council, 2011). In Maryland, there are consequences attached to student performance on the MSA, but not the NAEP, and this accountability pressure may explain why MSA performance appears much better than NAEP performance. Pressure to improve test scores encourages "teaching to the test" – that is, focusing instruction on MSA material and reducing time spent on other material – or using strategies that emphasize test-taking skills rather than those that lead to genuine progress in learning (Koretz, 2008; Holcombe, Jennings, & Koretz, 2013). These practices lead to score inflation where gains on tests

used for accountability are much larger than actual gains in student learning. Thus, our findings suggest that students in Maryland may have learned less than their MSA scores suggest as the pressure of high-stakes accountability has led to the artificial inflation of MSA scores.

The pressures of high-stakes testing and accountability also likely explain the paradoxical finding that the achievement gap between minority students and white students has diminished on the MSA, but has remained stagnant (or in some cases has even grown) on the NAEP. That pressure may also account for the income achievement gap differences. In the era of accountability, schools serving low-income and minority students are often under the greatest pressure to increase test scores quickly to avoid sanctions for poor performance. Consequently, those are the schools most likely to adopt strategies (like teaching to the test) that artificially inflate MSA scores but do not generalize to performance on the NAEP. Indeed, instances of this targeted, strategic behavior have been widely documented in the education literature (e.g. Klein et al, 2000; Heilig & Darling-Hammond, 2008; Booher-Jennings, 2005; Smith & Fey, 2000).

While possible score inflation on the MSA is a disturbing finding, there is some (albeit limited) hope that Maryland's test scores will tell a different story in the future. With the upcoming implementation of the Common Core standards and the PARCC assessments, it is conceivable that, over the long term, scores on the PARCC will indicate genuine improvement in student learning, and the gap between the state assessment and NAEP scores will accordingly decrease. This is based on the assumption that the Common Core will introduce more rigorous instructional content and that teachers will effectively implement these reforms. In the short term, however,

we can expect PARCC results to initially fall from the MSA levels as schools and educators learn the new content and become familiar with the tests.

Even with the implementation of the Common Core and the adoption of the new PARCC assessments, though, it is still likely that the same patterns identified in this analysis will continue as long as an accountability system tied to improving state assessment results remains in place. If Maryland were to attach high-stake incentives to the PARCC results (just as it does now with the MSA results), academic proficiency would probably not improve significantly on the NAEP, and the PARCC would give a false impression of student progress.

Policy Recommendations

To improve student learning, particularly that of low-income and minority students, we suggest the following recommendations:

- *Decouple accountability from high stakes testing (or at least stop the practice of basing accountability on the results of a single measure of achievement).* One of the most beneficial steps Maryland can take is to begin moving away from the current accountability regime, which bases the livelihoods of educators and the existence of schools on the outcomes of a single standardized test. The federal No Child Left Behind Act mandated this accountability regime, but as Congress revises this law in the coming months, Maryland should have some flexibility to change course. The Senate's Every Child Achieves Act of 2015 now being considered by Congress to reauthorize NCLB proposes to give states more flexibility for how to use test scores for accountability purposes. If this bill were to be enacted, states would still be required

to include test scores in their accountability systems, but they would be given more freedom to determine the weight of those tests in their system. Moving forward, we thus recommend that Maryland use multiple measures of achievement, such as graduation, promotion, dropout, and college enrollment rates, and consider information from a single test as just one, incomplete measure of performance.

- *Interpret and use test scores carefully.* Measuring outcomes does not necessarily generate meaningful improvement in outcomes or explain what can be done to improve student learning. Educators, school officials, and lawmakers should have an awareness of the limitations of standardized assessments as indicators of student learning and use them as tools to diagnose weaknesses that need to be addressed through other reforms. An overly myopic focus on a single test result, as is the case today, can often result in the misidentification of effective and ineffective schools as well as the misappropriation of resources for school improvement interventions (Holcombe, Jennings, & Koretz, 2013).
- *Focus resources on reducing the achievement gap.* Reducing the persistent and widening achievement gaps on the NAEP will require investments in educational resources and support if all student groups are to meet the higher Common Core standards. Research finds positive relationships between key school and teacher resources (i.e., funding and in-field teaching) and student achievement (Lee, 2011). At the same time, schools need to use resources more effectively.
- *Address the out-of-school factors that contribute to low student achievement.* Because educational disadvantage stems

from many social and economic factors external to schools, school improvement strategies by themselves cannot close the achievement gap. This will require greater attention to the socio-economic factors, such as access to health care, the concentration of disadvantage or advantage in different neighborhoods, and the availability of housing and employment opportunities, that are strongly related to school readiness and learning.

In the end, there is no easy fix to improve student achievement. It will take considered reform at all levels of the school system – including structural changes in how we operate, fund, and run our schools, as well as the implementation of new programmatic interventions, such as extra tutoring services for struggling students and the adoption of challenging curricula for all students. It also

demands that we rethink our educational policies and perhaps acknowledge the failure of the current test-based accountability regime so that schools might stop feeling pressure to adopt strategies that improve test scores but may not significantly improve student learning. In other words, we should begin to shift our focus from achievement gaps to opportunity gaps—the idea that lower-status groups do not have equal access to educational opportunities and that these inequalities are responsible for much of the differences in performance that we see today (Carter & Welner, 2013). This focus on opportunity will help illuminate the way that differences in learning conditions, such as access to a high quality and challenging curriculum, time spent on instruction, and adequate support (among others) bear responsibility for the educational disparities that exist across the state of Maryland.

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Appendix

Student Performance on MSA and NAEP, 2005 - 2013

4th-Grade Math

Figure 1

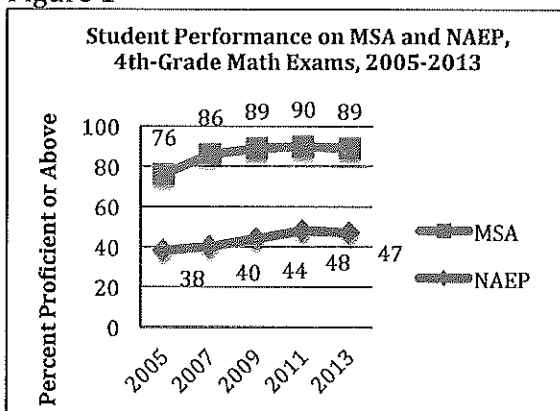


Figure 2

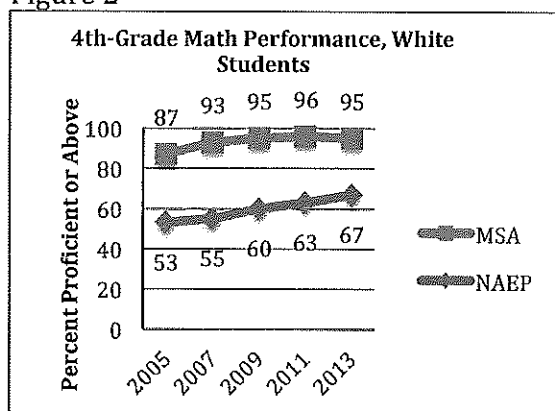


Figure 3

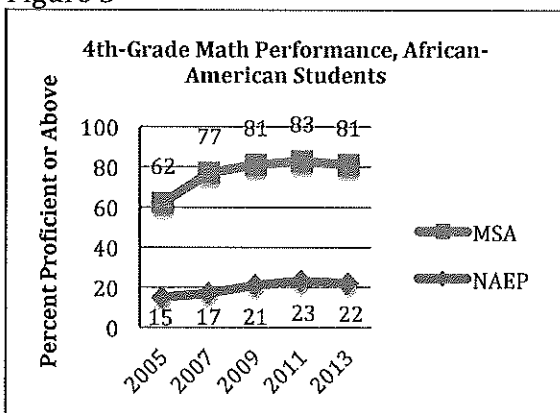


Figure 4

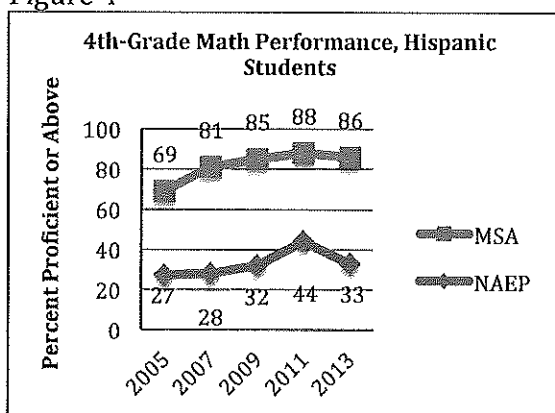


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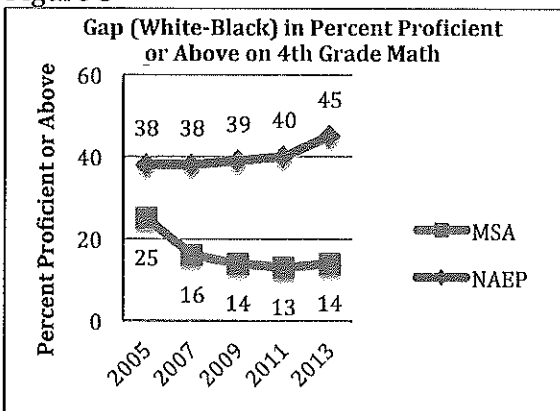
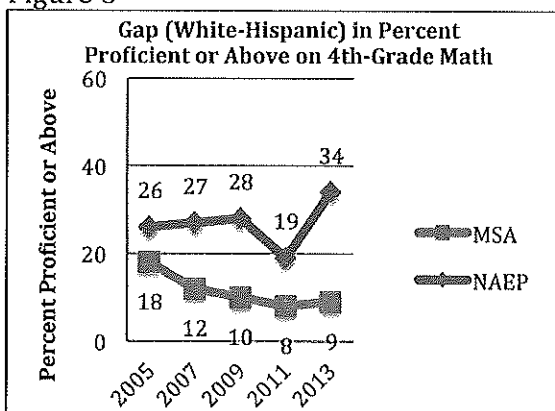


Figure 6



4th-Grade Reading

Figure 7

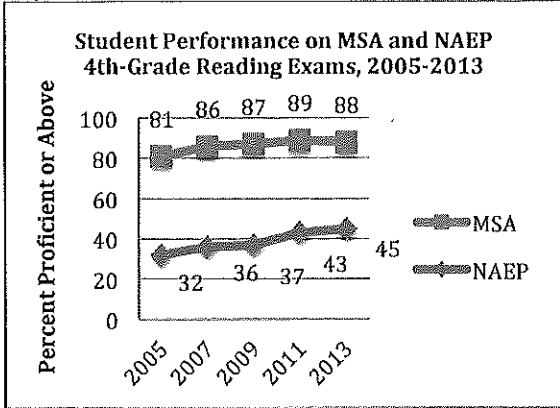


Figure 8

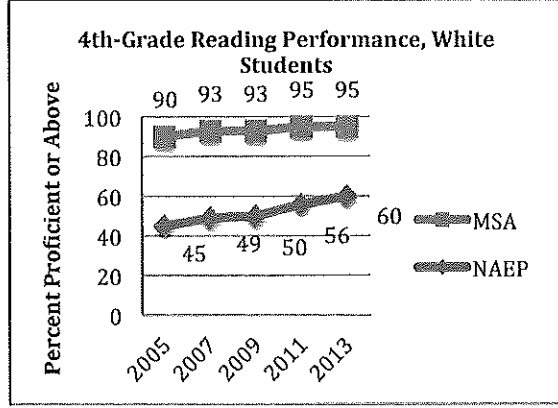


Figure 9

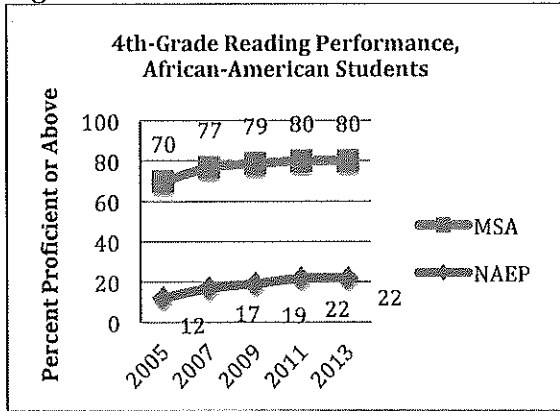


Figure 10

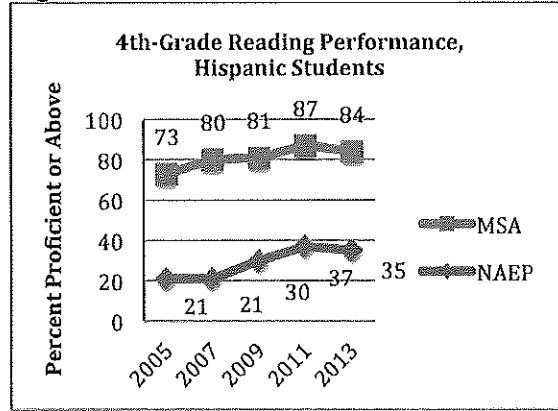


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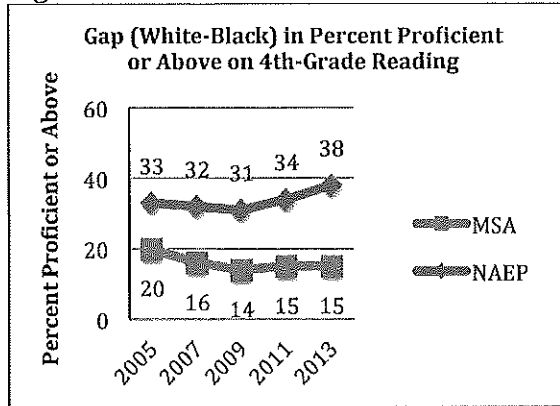
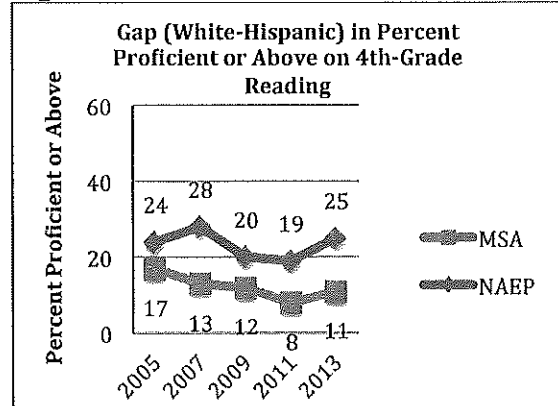


Figure 12



8th-Grade Math

Figure 13

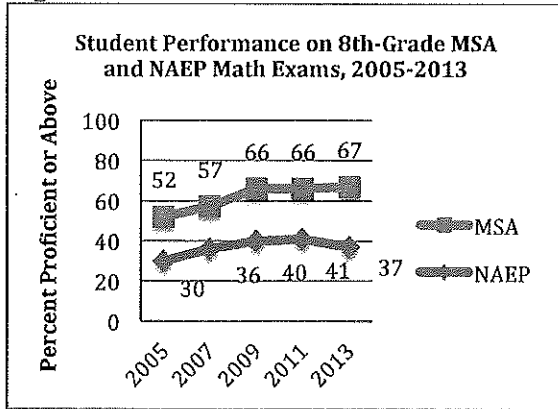


Figure 14

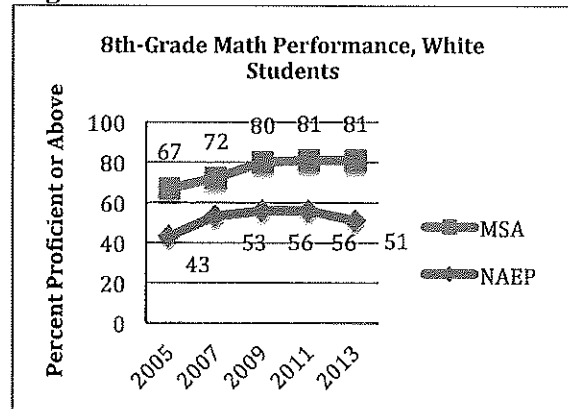


Figure 15

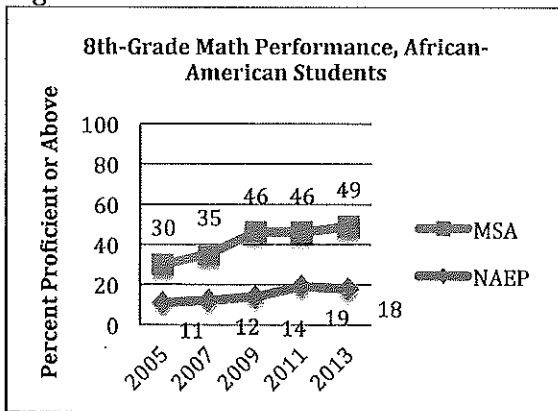


Figure 16

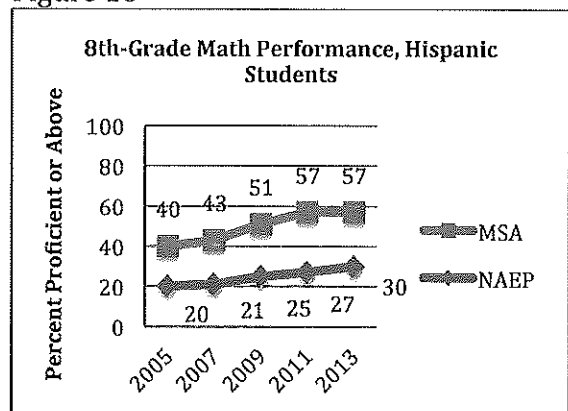


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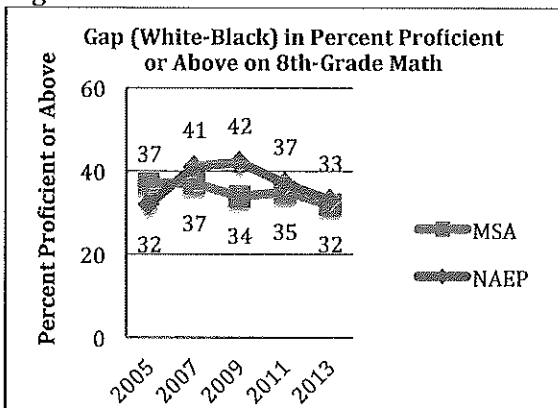
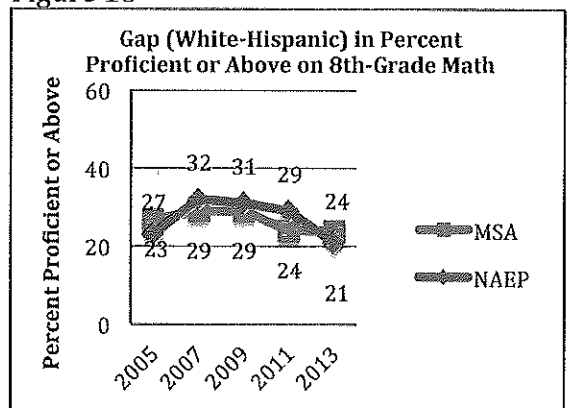


Figure 18



8th-Grade Reading

Figure 19

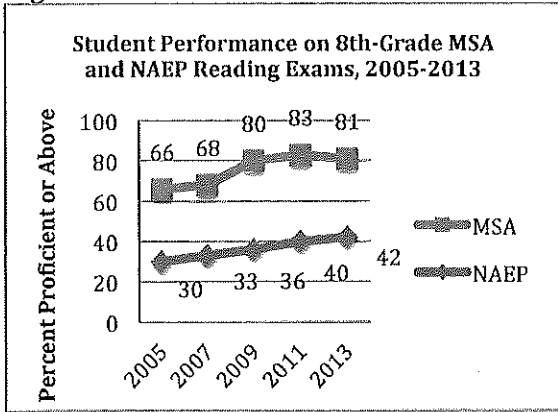


Figure 20

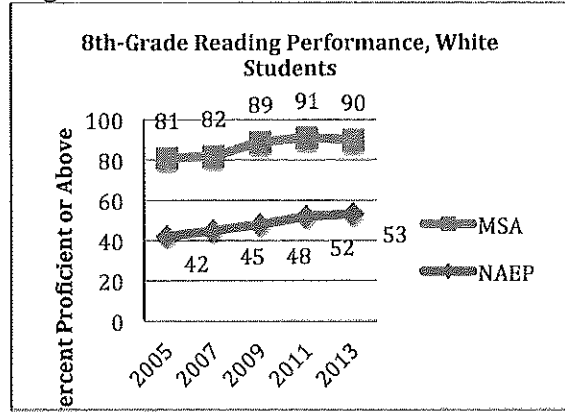


Figure 21

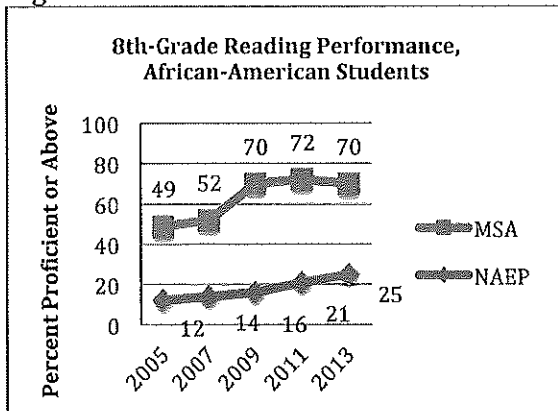


Figure 22

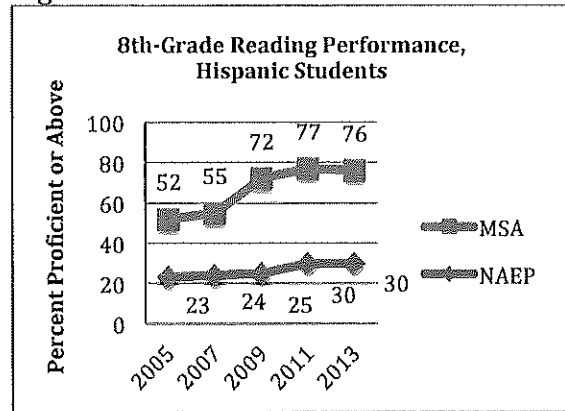


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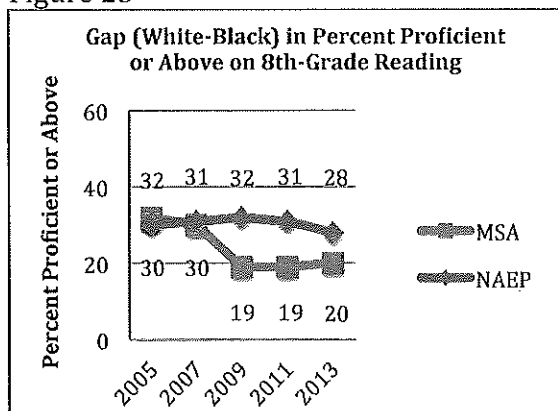
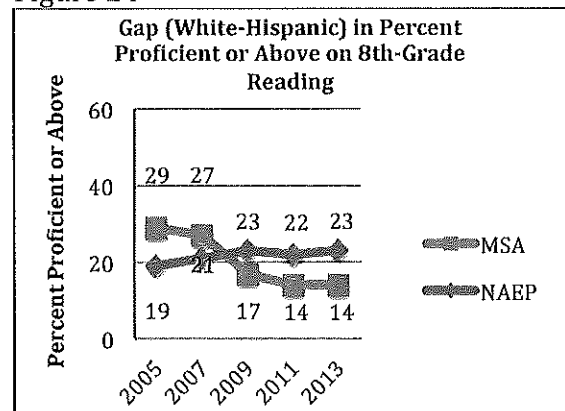


Figure 24



Low-income Students: MSA Compared to NAEP, 2005 - 2013

4th-Grade Math & Reading

Figure 25

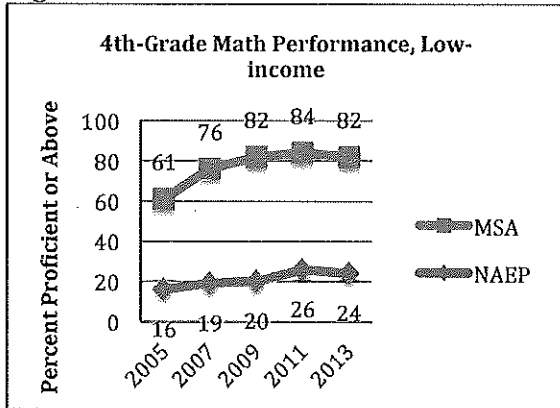
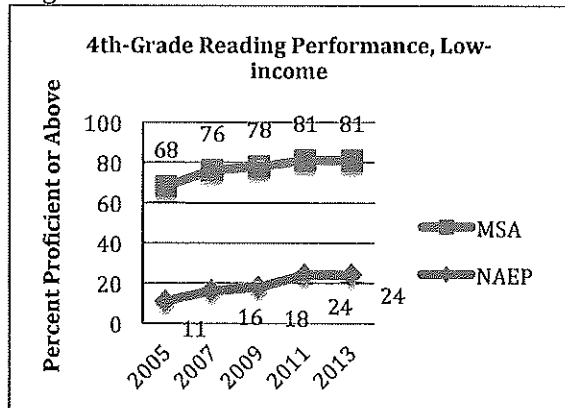


Figure 26



8th-Grade Math & Reading

Figure 27

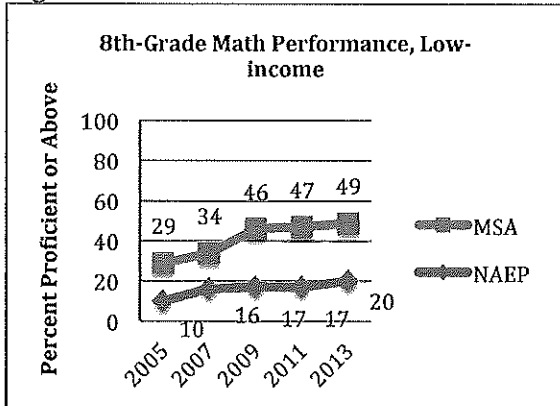
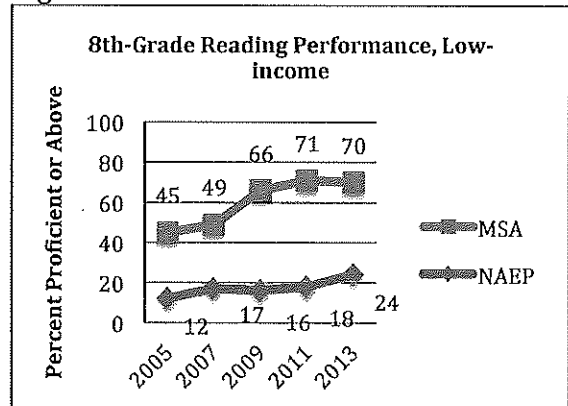


Figure 28



NAEP: Low-Income and Non-Poor, 2005 - 2013

4th-grade Math & Reading

Figure 29

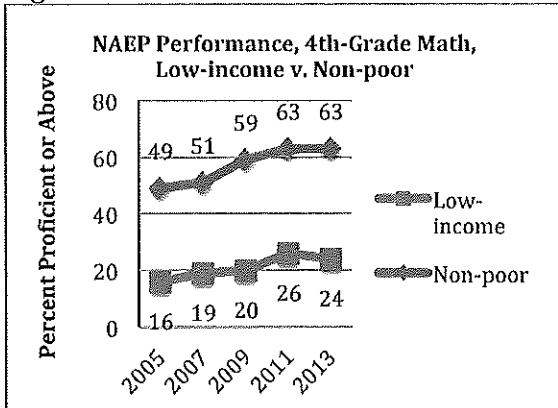
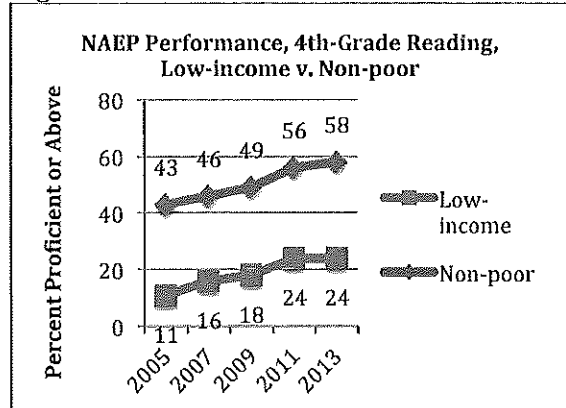


Figure 30



8th-grade Math & Reading

Figure 31

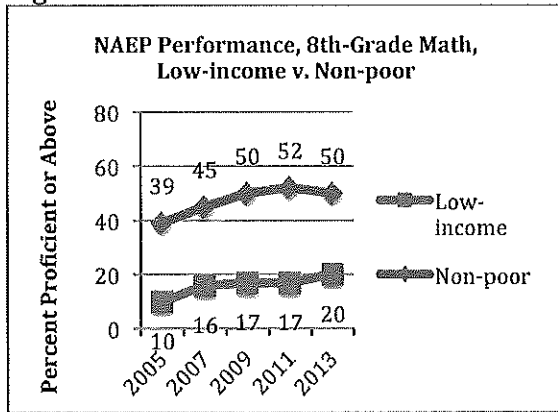
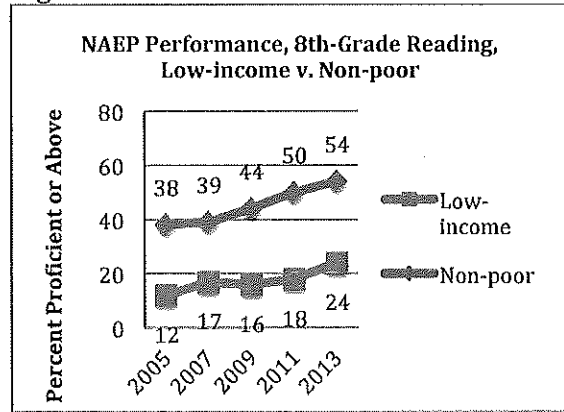


Figure 32



About the Maryland Equity Project

The Maryland Equity Project seeks to improve education through research that supports an informed public policy debate on the quality and distribution of educational opportunities. It conducts, synthesizes, and distributes research on key educational issues in Maryland and facilitates collaboration between researchers and policymakers. The Maryland Equity Project is a program in the Department of Teaching and Learning, Policy and Leadership in the College of Education at The University of Maryland.

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BOARD OF EDUCATION OF HOWARD COUNTY
MEETING AGENDA ITEM

TITLE: Equity: Responding to Performance and Opportunity Gaps in HCPSS **DATE:** June 5, 2019

PRESENTER(S): Kevin F. Gilbert, Ed.D., Director of Diversity, Equity and Inclusion

Strategic Call To Action Alignment: Mission—HCPSS ensures academic success and social-emotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps.

OVERVIEW: The Howard County Public School System’s (HCPSS) *Strategic Call to Action* outlines a commitment to close opportunity gaps in order to ensure that all students will acquire the skills, attributes, and knowledge necessary to become global citizens and obtain meaningful and rewarding employment in a dynamic, international workplace. While overall graduation rates in HCPSS remain at over 90 percent, gaps among student groups persist. Specifically, members of traditionally underserved student groups such as Black/African American and Hispanic/Latinx students had lower four-year graduation rates than their peers each year from the Class of 2016 through 2018. Students who received special services (FARMS, special education, ESOL) also had lower graduation rates compared to their peers.

This report examines factors along a student’s academic career that may contribute to performance gaps, framing the conversation around attendance, behavior, curricular access, and course performance. Key strategies are then discussed to shed light on how HCPSS responds to the identified opportunity and performance gaps, as well as progress monitoring practices in place to evaluate the effectiveness of strategies used to ensure continuous improvement of this work. Taken together, strategies implemented are an integrated approach to creating a safe and nurturing learning environment that delivers strong first instruction and individualized supports to all students.

RECOMMENDATION/FUTURE DIRECTION:

Staff will continue to implement and refine instruction, student engagement, and diversity, equity, and inclusion strategies for fostering a supportive school culture that eliminates persistent opportunity and achievement gaps.

SUBMITTED

BY: Caroline Walker, Ph.D.
Executive Director, Program
Innovation & Student Well-being

Kevin Gilbert, Ed.D., Director
Diversity, Equity and Inclusion

Timothy Guy, Director
Assessment and Reporting

Eva Yiu, Ph.D., Coordinator
Research & Program Evaluation

APPROVAL/:

CONCURRENCE Michael J. Martirano, Ed.D.
Superintendent

Karalee Turner-Little
Deputy Superintendent

William J. Barnes
Chief Academic Officer

The Howard County Public School System's (HCPSS) *Strategic Call to Action* outlines a commitment to closing opportunity gaps in order to ensure that all students will acquire the skills, attributes, and knowledge necessary to become global citizens and obtain meaningful and rewarding employment in a dynamic, international workplace. For HCPSS students, the road to higher education and workplace success begins with timely graduation from an HCPSS high school. Looking at the members of the Class of 2018 as a single group, the Howard County Public School System's (HCPSS) four-year adjusted cohort graduation rate for this class was 91.95%, which is 4.83 percentage points higher than the Maryland public schools' average of 87.12%. The HCPSS Class of 2018 also had higher graduation rates than similar nearby districts, including Anne Arundel County, Baltimore County, and Montgomery County Public Schools.

However, this high overall graduation rate hides stark disproportionality for student groups based on race/ethnicity and eligibility for special services, including Free and Reduced-Price Meals (FARMs), special education, and English for Speakers of Other Languages (ESOL). Compared to a four-year graduation rate of over 91% for the Class of 2018, Black/African American students graduated at a rate of 88.66%, Hispanic/Latinx students at 76.94%, students receiving FARMs at 78.28%, students receiving special education services at 67.41%, and students eligible for ESOL services at 43.44%.

These differences in graduation outcomes might be predicted earlier in a student's career. Specifically, student attendance, academic performance, access to a well-rounded curriculum, and discipline/behavior data have all been found to correlate with graduation rates¹. In turn, these measures are both influenced by and shape students' perception of school environment and whether or not students feel successful and valued in the classroom².

To ensure that all students graduate college and career ready, HCPSS must eliminate the opportunity gaps that serve as barriers to classroom success and feeling part of an inclusive learning community and which, in turn, raise the likelihood that students will be disengaged from school, demonstrate poor attendance, fail to meet academic benchmarks, and disproportionately be involved in student discipline violations. This work is crucial and ongoing and must begin when students enter the system as Kindergarteners and Pre-Kindergarteners and continue throughout their HCPSS careers until achievement gaps are no longer an expected and accepted outcome.

To communicate and accelerate achievement gap reduction efforts, this report first examines graduation rates as one measure of student success to identify and discuss persistent achievement gaps seen in certain student groups. Data found to predict graduation outcomes such as attendance data, behavior data, academic performance data, and student self-reports of their school environment will be examined and the reasons why these data correlate with graduation outcomes will be discussed. Next, the beginning of a root-cause analysis is presented to better

¹ Allensworth, E. M., Nagaoka, J., & Johnson, D. W. (2018). *High school graduation and college readiness indicator systems: What we know, what we need to know*. Chicago, IL: University of Chicago Consortium on School Research. Retrieved from <https://consortium-pub.uchicago.edu/sites/default/files/2018-10/High%20School%20Graduation%20and%20College-April2018-Consortium.pdf>

² Berkowitz, R., Moore, H., Astor, R. A., & Benbenishty, R. (2016). A research synthesis of the associations between socioeconomic background, inequality, school climate, and academic achievement. *Review of Educational Research, 87*, 425-469

understand factors throughout a student’s academic career that may impact student engagement and student feelings of success in the classroom and therefore can influence student graduation success. Key strategies are then discussed to shed light on how HCPSS responds to the identified disparities by targeting opportunity gaps and using progress monitoring practices to evaluate the effectiveness of strategies to close these gaps and maximize success for all students.

Current State: Performance Gaps in Graduation Rates

Graduation rates are a useful metric to examine how successfully the HCPSS is preparing its students for successful post-high school endeavors. While not all students will be able to graduate in four years, or need to in order to find fulfilling post-secondary educational opportunities and careers, timely graduation correlates with success both in college and careers.³

Of the 4,224 students who entered high school in the fall of 2015 (Class of 2018), 91.95% ($n = 3,884$) graduated in four years, reflecting a decrease of 1.26 percentage points from the 93.21% graduation rate for the Class of 2016 (see Figure 1). Although HCPSS students continue to graduate from high school within four years at high rates, three-year trends indicate a slight decrease in graduation rates. These decreases are largest for students receiving FARMs and Hispanic/Latinx students (see Figure 1 and Appendix A).

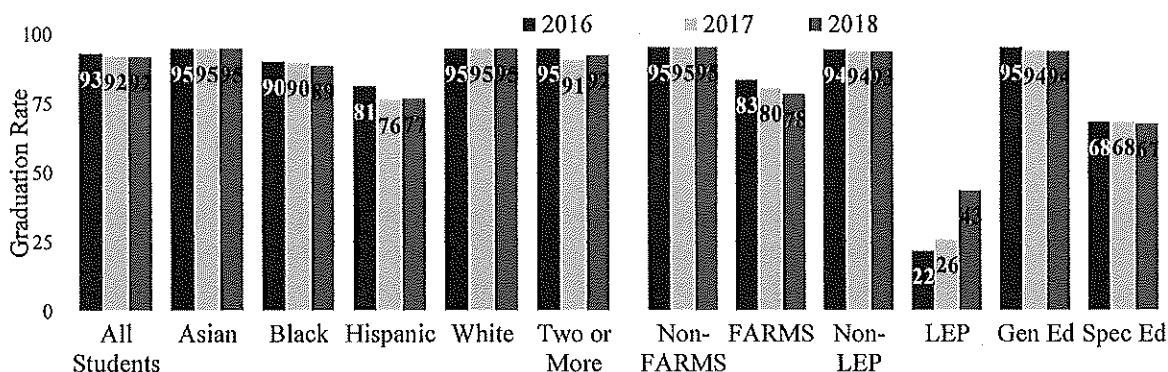


Figure 1. HCPSS four-year adjusted cohort graduation rates: Classes of 2016 through 2018. Percentages greater than or equal to 95 are displayed as 95 to protect student privacy.

Looking more closely at the HCPSS Class of 2018, 340 students in the four-year cohort did not graduate with a diploma. Of the 340 students in the cohort who did not graduate:

- 201 (59.1%) dropped out at some point in their high school career.
- Less than 5% were students seeking a Maryland High School Certificate of Program Completion.
- The remaining students were for the most part continuing education at an HCPSS school.

³Chingos, M. M. (2018). What matters most for college completion? Academic preparation is a key predictor of success. In F. M. Hess & L. E. Hatalsky (Eds.), *Elevating college completion* (pp. 1-12). Washington, DC: American Enterprise Institute. Retrieved from <http://www.aei.org/wp-content/uploads/2018/05/What-Matters-Most-for-College-Completion.pdf>

To highlight performance gaps based on race and ethnicity, the graduation rate for a student group is compared to all students not in that group. Figure 2 visualizes the graduation rate trends for each racial/ethnic student group (darker line) compared to all other students (lighter line). The conclusions drawn from this analysis are clear: gaps in graduation rates among student racial/ethnic groups persist in HCPSS; Black/African American and Hispanic/Latinx students had lower four-year graduation rates than their peers each year from the Class of 2016 through 2018; the gap between Hispanic and non-Hispanic students is large and growing.

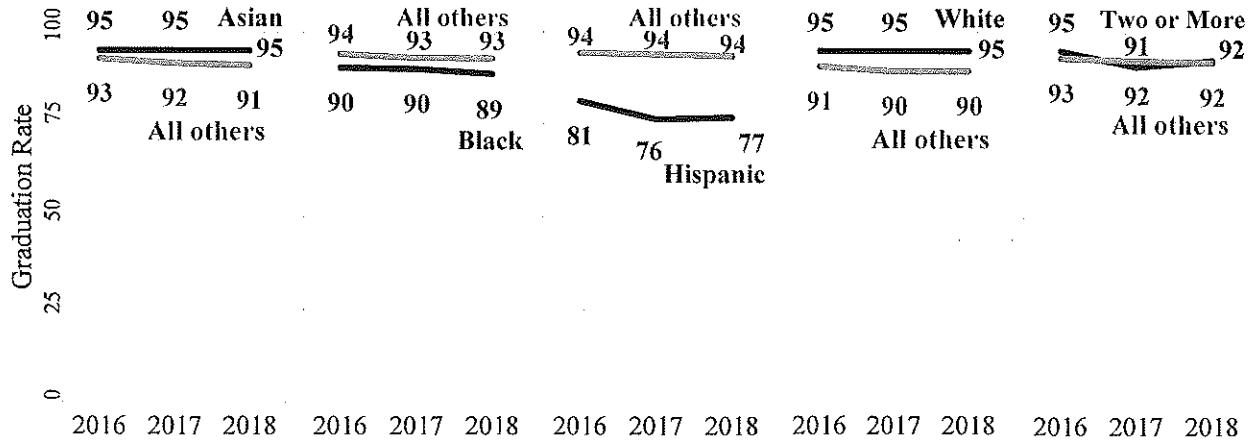


Figure 2. Four-year adjusted cohort graduation rate trends for each racial/ethnic student group compared to all other students. Values are rounded to the nearest whole. Percentages greater than or equal to 95 are displayed as 95 to protect student privacy.

Significant differences in graduation rates are also seen in student groups receiving special services. Figure 3 presents the gaps in four-year graduation rates for each special service group compared to their peers not receiving services. In general, students who were eligible for special services (FARMS, special education, ESOL) had lower graduation rates than their peers each year. However, the graduation rate for students with Limited English Proficiency (LEP) doubled from 21.67% for the Class of 2016 to 43.44% for the Class of 2018. While this is still the largest gap seen in the graduation data, it appears that recent efforts to support English learners within the general education framework have been successful. These efforts have included the closing of the Newcomer program at River Hill High School, the removal of many self-contained ESOL classes, and increased professional development for both ESOL and general education teachers.

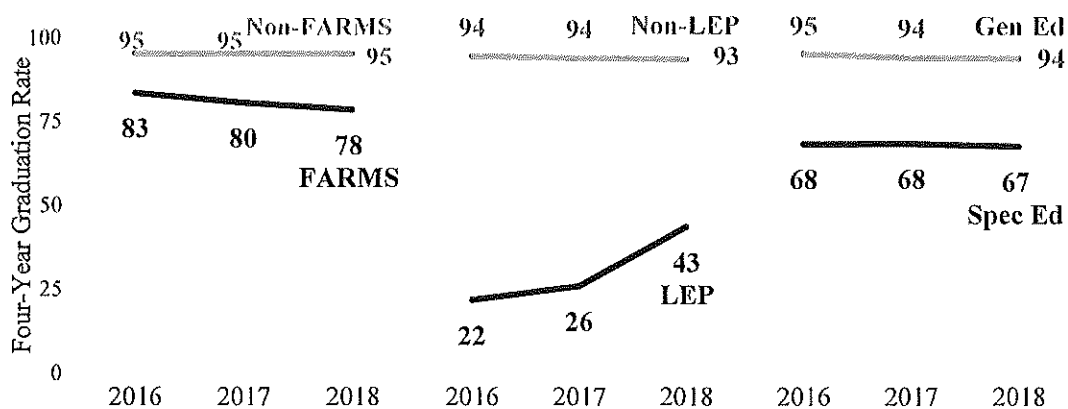


Figure 3. Four-year adjusted cohort graduation rate trends for each special service group compared to students not receiving special services. Values are rounded to the nearest whole. Percentages greater than or equal to 95 are displayed as 95 to protect student privacy.

Attendance, Academic Access and Performance, and Classroom Behavior

These gaps in graduation rates do not appear suddenly in high school, but can be predicted much earlier in students' careers by examining attendance, curricular access, academic performance, and classroom behavior/discipline data. Students who have poor attendance, have disciplinary records, and fail courses required for graduation (or math and English courses in earlier grades) are much more likely to drop out of school and fail to graduate high school than their peers.⁴ On the other hand, having access to a well-rounded curriculum from elementary through high school prepares students to pursue post-secondary study and careers.⁵

When Maryland was required to develop an accountability framework aligned with the requirements of the Every Student Success Act of 2015 (ESSA), attendance, behavior, access to a well-rounded curriculum, and course performance were chosen as the measures for determining if schools are fulfilling their obligation to prepare their students for college and careers, in part due to the ability of these measures to predict timely graduation and other measures of long-term student success. To that end, Maryland's new school report card system tracks and rates schools on the following measures:^{5,6}

- **Attendance.** Points are assigned based on schools' chronic absenteeism as defined as a student being absent for 10% or more of the school days while enrolled for at least ten days at that school.
- **Behavior.** Unduplicated count of students in the group suspended out of school or expelled divided by the total number of students enrolled in the group.
- **Access to a Well-rounded Curriculum:**

⁴ Mac Iver, M. A., & Mac Iver, D. J. (2009). *Beyond the indicators: An integrated school-level approach to dropout prevention*. George Washington University Center for Equity and Excellence in Education.

⁵ Maryland State Department of Education (MSDE). (2018). *Maryland Every Student Succeeds Act (ESSA) consolidated state plan*. Baltimore, MD: Author.

⁶ Maryland State Department of Education (MSDE). (2018). *Suspensions, expulsions, and health related exclusions: Maryland public schools 2017 – 2018*. Baltimore, MD: Author.

- Points are assigned based on the percentage of Grade 5 students enrolled in science, social studies, fine arts, physical education, and health
- Points are assigned based on the percentage of Grade 8 students enrolled in fine arts, physical education, health, and computational learning
- Points are assigned based on the percentage of Grade 12 students enrolled in an Advanced Placement (AP) course, dual enrollment, or an MSDE-approved Career and Technical Education (CTE) program at the CTE concentrator level or higher
- English proficiency: For English Learners (EL), making progress toward English proficiency supports their access to learning. The *Progress in Achieving English Language Proficiency* indicator measures the performance of students in a school who show meaningful growth toward or have attained English proficiency as measured by the Maryland Comprehensive Assessment Program (MCAP) test for ELs. The goal for ELs is to attain English proficiency within six years. School points are determined by the percentage of ELs achieving or making progress towards attaining proficiency.
- **Course Performance:**
 - **Proficiency on state assessments.** Points are assigned based on the percentage of students performing at the “met expectations” or “exceeded expectations” levels on the state English and mathematics assessments, or the equivalent on the Multi-State Alternate Assessment
 - **Academic growth.** Points are assigned based on the percentage of students in a school who show meaningful relative growth in math and English language arts. School points are determined for Academic Growth by student growth percentiles.
 - **Completion of a well-rounded curriculum.** This measure differs by level:
 - Elementary: Composite of the percent of Grade 5 students who score proficient on the Maryland Integrated Science Assessment (MISA) and who pass core coursework, which includes one each of social studies, fine arts, physical education, and health.
 - Middle: Composite of the percent of Grade 8 students who score proficient on the MISA; the percent of Grade 8 students who score proficient on the Middle School Social Studies Assessment (MSSA); and who pass core coursework, which includes one each of mathematics, English language arts, social studies, and science.
 - High: Points are assigned based on the percent of students graduating from or exiting high school with a certificate of program completion who have achieved at least one of the following:
 - Score a 3 or higher on an Advanced Placement (AP) exam
 - Score 530 on SAT Math and 480 on SAT Evidence-based Reading and Writing

- Score 21 on the ACT
- Earn credit for dual enrollment
- Met University of Maryland entry requirements
- Complete a youth or other apprenticeship training program approved by the Maryland Apprenticeship Training Council
- Complete an industry certification aligned with an MSDE-approved CTE program and achieved CTE concentrator level status or higher
- Score 31 on the ASVAB exam
- Receive the Seal of Biliteracy
- For students who obtained a Maryland High School Certificate of Program Completion, entered the world of work through:
 - Gainful employment
 - Postsecondary education and training
 - Supported employment
 - Other services that are integrated in the community
- **On-track in ninth grade.** Points are assigned based on the percentage of Grade 9 students who have earned at least four credits in mathematics, English, science, social studies, and/or world language.

Not surprisingly, disparities very similar to those seen in the graduation data are found when one examines these student attendance, performance, and behavior/discipline data. Realizing this, Maryland not only analyzes and scores schools' on the performance of their total student population, but also the performance of the distinct student groups. Table 1 provides a summary of the patterns observed. A dot (•) is placed where the student group's performance was worse than the overall average. Two dots (••) are used when the student group's performance was more than ten percentage points lower than the overall group performance. Data highlights are summarized below the table. For more detail, see Table A5 in the Appendix.

Table 1
Summary of Opportunity Gaps Observed for Student Groups within HCPSS
as Measured by State Accountability Measures in 2017-18

Area	Measure ^a	Student Group							
		Asian	Black	Hisp.	White	Two+	EcDis	EL	SpEd
Attendance	Chronic Absenteeism (ES)		•	•		•	••		•
	Chronic Absenteeism (MS)		•	•		•	••	•	••
	Chronic Absenteeism (HS)		•	•		•	••	••	•
Behavior	Suspension Rate (ES)		•			•	•		•
	Suspension Rate (MS)		•				•		•
	Suspension Rate (HS)		•	•		•	•	•	•
Access	Access: Well-Rounded Curriculum (ES)		•						•
	Access: Well-Rounded Curriculum (MS)		•	•			•	••	••
	Access: Well-Rounded Curriculum (HS)		••	••			••	••	••
	Progress twd English Proficiency (ES)								All English Learners: 75%
	Progress twd English Proficiency (MS)								All English Learners: 57%
	Progress twd English Proficiency (HS)								All English Learners: 62%
Course Performance	Academic Growth in Mathematics (ES)		•	•		•	•		•
	Academic Growth in Mathematics (MS)		•	•			••		•
	Academic Growth in ELA (ES)		•	•			•		••
	Academic Growth in ELA (MS)		•	•		•	•		•
	Proficiency on Math Assessment (ES)		••	••		•	••	••	••
	Proficiency on Math Assessment (MS)		••	••			••	••	••
	Proficiency on Math Assessment (HS)		••	••			••	••	••
	Proficiency on ELA Assessment (ES)		••	••			••	••	••
	Proficiency on ELA Assessment (MS)		••	••			••	••	••
	Proficiency on ELA Assessment (HS)		••	••			••	••	••
	Credit: Well-Rounded Curriculum (ES)	•		•		•	•	•	•
	Credit: Well-Rounded Curriculum (MS)		•	•			••	••	••
	Credit: Well-Rounded Curriculum (HS)		••	••			••	••	••
On-Track in Ninth Grade		••	••			••	••	••	

Note. A dot (•) is placed where the student group's performance was worse than the overall average. Two dots (••) are used when performance was more than 10 percentage points lower than the overall group performance. Black = Black/African American; Hisp. = Hispanic/Latinx; Two+ = Two or More Races; EcDis = Economically Disadvantaged; SpEd = Special Education; EL = English Learner; ES = Elementary School; MS = Middle School; HS = High School
^aSee Table A5 for the percent of points earned for each measure.

- Across measures and school levels, these student groups tended to have less access and opportunity to educational experiences that support on-time graduation: Black/African American students, Hispanic/Latinx students, students who were economically disadvantaged⁷, students who received special education services, and English Learners (EL).

⁷ Students are determined to be economically disadvantaged based on Direct Certification as approved by USDA for the State of Maryland (see <http://www.marylandpublicschools.org/stateboard/Documents/05222018/TabK-ESSAUpdate.pdf>)

- At all three school levels, the gaps for these five student groups scoring proficient on state assessments in mathematics and in English language arts were more than ten percentage points lower than the overall average.
- Compared to their peers not in these groups, these student groups also had lower percentages of students who were on track to graduation in Grade 9.
- Across school levels, Black/African American students, students who received FARMs, and students who received special education services were more likely to be suspended than students not in these groups.
- The gap in chronic absenteeism between ELs and the overall average widened from no gap at the elementary school level to over ten percentage points in high school.
- Whereas three-fourths of the ELs made progress toward English proficiency at the elementary school level, fewer than two-thirds of ELs did so at the secondary school level.
- For Black/African American and Hispanic/Latinx students, and for students who received special services, the gap in having access to a well-rounded curriculum widened from a small to no gap at the elementary school level to over ten percentage points in high school.
- For students who were economically disadvantaged, the gap in making academic growth in mathematics widened from less than ten percentage points at the elementary school level to over ten percentage points in middle school.
- For Black/African American and Hispanic/Latinx students, and for students who received special services, the gap in having completed a well-rounded curriculum widened from a small to no gap at the elementary school level to over ten percentage points in high school.

Root-Cause Analysis: Examining Opportunity Gaps

Why are certain student groups less likely to graduate in four years than other student groups? It should be seen as no coincidence that the same student groups show disparate performance on the measures that predict graduation success: attendance, behavior/discipline, and course performance. These predictive benchmarks are largely influenced by students' perception of their school environment as welcoming and supportive and their perception of their own academic efforts in the classroom as successful and meaningful.⁸ To effectively ameliorate disparities, HCPSS needs to address the variables that cause some students to perceive that they are less likely to be successful in school and less worthy of academic challenges than their peers, and that they experience reduced opportunities to receive support and demonstrate competence.

Students' perceptions of their school environment and whether they hold a valued place within it are largely reflective of their daily interactions with school staff and other students. Administrators, instructional staff, and support personnel are responsible for ensuring a welcoming and supportive environment in their schools and establishing norms for classroom behavior that guarantee all students feel welcome, supported, and capable of mastering challenging academic objectives. HCPSS staff, however, are subject to many of the same influences as any other members of the community. Working for the school system does not automatically inoculate staff from the effects of long-term systemic racism, unresolved questions surrounding immigration, or growing economic inequality.

⁸ Morse, L. L., & Allensworth, D. D. (2015). Placing students at the center: The whole school, whole community, whole child model. *Journal of School Health, 85*, 785-794.

If the ability of staff to consistently maintain equitably nurturing learning environments is impacted by implicit bias, limited perspectives, inability to empathize with others' lived experiences, and lack of understanding on how history and culture continue to shape opportunities for success, then it is unlikely that all students will receive the support and challenge they need to succeed. When there is limited diversity among teachers and administrators and little explicit professional learning on the impact of such factors, combined with societal pressures outside of HCPSS's control, the result is too often disparate access to opportunities based on actual or perceived race, ethnicity, socioeconomic status, and immigration status or national origin.

A key strategy to increase student engagement and ensure nurturing and safe learning environments for all students is HCPSS's acceleration of its restorative justice efforts. Restorative justice is a philosophy that emphasizes building relationships. Community-building is given high priority in a restorative culture. The tone and voice levels of educators should reflect a caring and supportive environment where staff and students are educational partners. All members of the school community need to be comfortable discussing race, ethnicity, and other identifying qualities that may consciously or unconsciously impact decision-making and conflict. Students, their families, and educators have a voice in school policies and procedures, which are designed in response to student needs.

When schools embrace restorative justice, educators greet students, ensure they are invested partners in the learning community, and are regularly seen having restorative conversations as the primary response to behavior which negatively impacts community relationships. Currently 58% of HCPSS schools were engaged in some type of restorative justice work. If there is a need to repair harm caused by conflict and wrongdoing, restorative justice provides an opportunity for everyone impacted by an incident to come together to address their feelings and needs, and reach a resolution that heals and restores relationships. Restorative justice practices build healthy relationships based on empathy between students and staff, as well as among adults within the school community. As the school environment becomes more nurturing for all students, student engagement and attendance should increase, disruptive behaviors should decrease, and course access and performance should become more equitable, reducing opportunity gaps and disparate treatments based on race, ethnicity, economics, and family's country of origin.

On an instructional level, examining these opportunity gaps based on their impact on attendance, behaviors, access, and course performance assists staff in targeting these gaps through changes to curriculum, professional development, and deployment of support services. It helps HCPSS to efficiently allocate resources and expertise to both provide additional opportunities for success to students in historically underserved student groups as well as to build a culture that addresses the causes and mechanisms of inequities.

Narrowing Gaps: Instructional Strategies and Interventions

HCPSS recognizes, accepts, and embraces that individuals come from many different life experiences with various frames of reference and perspectives.⁹ While HCPSS works to remove

⁹ See HCPSS description of diversity: <https://www.hcpss.org/scta/>

barriers contributing to educational inequity for student groups, each student's individual needs drive instruction and supports. Specific instructional strategies and supports are aligned with the student's particular strengths and needs to maximize opportunities for academic achievement.

HCPSS works toward educational equity by removing the barriers to success that individuals face in order to provide the access, opportunities, and supports needed to help students reach their full potential. Opportunity gaps in attendance, behavior/discipline, and course access and performance contribute to disproportionate rates among students' on-time graduation. Table 2 presents a summary of key strategies at each school level that support attendance, positive behavior, and course access and performance for all students, with targeted supports for students who need them. Evaluation of these strategies aligns with the State accountability measures described above.

Table 2 (continued on next page)
Key Instructional Strategies and Interventions to Narrow Opportunity Gaps

Area	Key Instructional Strategies/ Interventions	School Level				Budget/Resource Implications
		EC	ES	MS	HS	
Attendance	Black Student Achievement Program (BSAP) Liaisons	X	X	X	X	See 0304, 3501
	Hispanic Achievement Program Liaisons	X	X	X	X	See 0304, 3501, 9501
	International Liaisons	X	X	X	X	See 9501
	Pupil Personnel Services	X	X	X	X	See 6101
Behavior	Alternative Education services/PBIS	X	X	X	X	See 0304, 3403
	Social Workers	X	X	X	X	See 0304
	Homewood			X	X	See 3402
	SMIL: Additional Assistant Principals	X	X	X	X	See 4701
Access	Office of Diversity, Equity, and Inclusion		X	X	X	See 0106
	Black Student Achievement Program (BSAP) Liaisons	X	X	X	X	See 0304, 3501
	Hispanic Achievement Program Liaisons	X	X	X	X	See 0304, 3501, 9501
	International Liaisons	X	X	X	X	See 9501
	Pre-K, Pre-K Expansion, Judy Center	X				See 1301, Grants
	Summer Institute/Comprehensive Summer School		X	X	X	See 2401
	Advanced Placement Fees				X	See 2801
	Dual Enrollment Tuition				X	See 2802
	Saturday/Evening School				X	See 3401
	MESA Program		X	X	X	See 3501
	Teen Parenting & Childcare Program				X	See 6103
	Co-Curricular Activities – Outdoor Ed Fees			X		See 8801
	International Student Services	X	X	X	X	See 9501
Homeless Education Assistance Program		X	X	X	See Grants	

EC = Early Childhood; ES = Elementary School; MS = Middle School; HS = High School; SMIL = School Management and Instructional Leadership

Table 2 (continued)
Key Instructional Strategies and Interventions to Narrow Opportunity Gaps

Area	Key Instructional Strategies/ Interventions	School Level				Budget/Resource Implications
Course Performance	ESOL, Title III Grant	X	X	X	X	See 0304, 1002, Grants
	BSAP Saturday Math Academy		X	X	X	See 3501
	Academic Intervention Beyond School Day and Year		X	X	X	See 0304, 3501
	Mathematics Support Teachers		X			See 0701
	Mathematics Instructional Support Teachers			X	X	See 1401
	Middle School Mathematics Paras			X		See 1401
	Reading Support Teachers		X			See 1802
	Reading Specialists		X	X	X	See 1802, 1803
	Reading Paraeducators			X		See 1803
	Differentiated Staffing		X	X	X	See 3201
	Title I Program		X			Grants
	21 st Century Community Learning Center Bridges		X	X		Grants

EC = Early Childhood; ES = Elementary School; MS = Middle School; HS = High School; SMIL = School Management and Instructional Leadership

The above enumerated strategies are part of a Multi-Tiered System of Supports (MTSS) to creating a safe and nurturing learning environment that delivers strong first instruction to all students and targeted supports to students who need them. Quality first instruction is improved by supporting the development of culturally responsive teachers who have access to a strong set of diverse, district-provided instructional resources. Instructional support teachers in coordination with curricular offices work directly with teachers to continually improve first instruction for all students. Fee waivers and scholarships for financial obligations further improve the opportunities for all students to have access to a well-rounded educational experience.

Knowing that each learner comes with a specific set of needs, HCPSS also provides programs for students who are in need of intervention or acceleration, or who belong to traditionally-underserved populations which puts them at risk of academic difficulties. In critical areas, additional support staff are provided to assist with reinforcement and individualized instruction. Supports extend beyond the K-12 school program in the early childhood programs, in outside school hours interventions, and through the efforts of community liaisons, social workers, and pupil personnel workers.

Increasing Graduation Rates by Increasing Student Engagement

The Department of Program Innovation and Student Well-Being houses many of the strategies for improving student attendance (BSAP, Hispanic Achievement, International Liaisons, Pupil Personnel Services), shaping positive student behavior (Alternative Education, PBIS (Positive Behavior Interventions and Supports), Social Work, Homewood), increasing curricular access (Saturday/Evening School, Dual Enrollment, MESA Program, Teen Parenting, Homeless Education Assistance Program, Home and Hospital), and maximizing students' mastery of course objectives (Beyond School Day/Year Programs, Title I, 21st CCLC, BSAP Math Academy). It therefore seemed natural that the Department would create strategies to approach disparate graduation rates through a systematic and comprehensive approach. During the 2018-

2019 school year HCPSS has worked on a plan to decrease dropout rates/increase graduation rates by providing more options for students to connect to and become invested in academics and school-based activities. The plan consists of four key strategies that will be implemented through specific activities. Those are:

Strategy 1: Identify students whose attendance may predict a later inclination to not complete high school by

- training school staff to prioritize attendance monitoring by using Hoonuit data dashboards to increase early identification of problematic attendance patterns;
- shifting the focus of communication of attendance concerns from the punitive consequences of reaching a certain number of absences to explaining the link between attendance and academic success and offering services to improve attendance; and
- case-managing students with excessive absences.

Strategy 2: Expand school-day services for middle and high school students by

- training staff to more quickly identify students who could benefit from interventions so interventions can be introduced sooner when students are demonstrating difficulty;
- coordinating interventions so students do not feel overwhelmed or have no time in the schedules for engaging activities (music, art, theater, etc.);
- providing additional meaningful career options and pathways to reach those options;
- implementing interventions for students struggling with classes beyond the core subject areas (ELA, math, science, social studies) and including specials teachers in intervention planning; and
- increasing district-wide consistency in communication, evaluation, and provision of interventions.

Strategy 3: Expand beyond school hours/school building opportunities for middle and high school students by

- expanding the length, frequency, and breadth of beyond school hours activities to include wellness and mental health elements, as appropriate;
- removing barriers to beyond school hours student participation, including communication, transportation, staffing, funding, and facilities; and
- engaging school counselors to incorporate beyond school hours activities into students' goals and plans.

Strategy 4: Engage family and community members to promote attendance and graduation, especially by demonstrating clear avenues from middle and high school to college and career success by

- increasing family outreach on the importance of student attendance and engagement and better advertise beyond school hours opportunities;
- increasing efforts to recruit and train student mentors; and
- engaging community members to support pathways towards graduation, as appropriate.

The above framework is still being finalized and full implementation will be dependent on funding. However, the plan relies primarily on existing strategies that can be improved and

coordinated to maximize their effectiveness in decreasing drop-out rates, particularly for students in those groups that continue to graduate at lower rates than HCPSS students as a whole.

Human Resources and Professional Development

In alignment with the work of the Department of Program Innovation and Student Well-Being, the Division of Human Resources and Professional Development coordinates with staff in the Division of School Management and Instructional Leadership to develop administrators and teachers. It is important that school leaders and staff are culturally aware and prepared to support students in creating learning environments that will allow all students to feel a sense of belonging and foster success. To maximize student engagement, student voice is infused throughout this work. In collaboration with community liaisons, school administrative teams strengthen partnerships with parents and the community to improve access and academic outcomes for students who are from traditionally underserved populations. Integral to continuous improvement at HCPSS schools is the School Improvement Plan (SIP) process. A central component of each school's plan is identifying root causes and developing specific strategies to address the causes of performance disparities in student groups. At the elementary and middle school level, School Improvement Teams set targets in reading/English language arts, mathematics, and student discipline. At the high school level, targets are set for four-year graduation rates, post-secondary academic indicators, and suspensions and student discipline. Central Office leaders from the Divisions of Academics, Human Resources and Professional Development, and School Management and Instructional Leadership work closely with school-based administrators regarding all phases of the school improvement plan including development, implementation, and refinement. The strategies identified in school improvement planning follow a multi-tiered system of supports, where all students need some support and some students need more support. School improvement teams leverage the strategies targeted at attendance, curricular access, behavior, and course performance described above and other school-developed strategies to address specifically the opportunity gaps highlighted in Table 1.

Additionally, the Office of Diversity, Equity, and Inclusion is expanding diversity initiatives and inclusion programs throughout the district and broader community. The office provides professional development that supports student growth by focusing on staff-student relationships, staff-family relationships, staff-staff relationships, student voice, cultural proficiency, culturally responsive teaching, and restorative justice. Since its inception in the 2017-2018 school year, the office has advanced a number of specific initiatives, which include but are not limited to:

- Continued implementation of the 52 recommendations from the 2016 HCPSS Committee on Diversity and Inclusion in the areas of Student Voice, Curriculum and Instruction, Professional Learning, and Workforce Diversity.
- Establishment of the Superintendent's Diversity, Equity, and Inclusion Advisory Committee to further assist in monitoring HCPSS's progress in reducing opportunity gaps.
- In collaboration with the Department of Program Innovation and Student Well-Being, supporting and monitoring the implementation of Positive Behavior Interventions and

Supports (PBIS) and Social Emotional Learning (SEL) curriculum and resources in schools. Next year, all elementary schools will use a common model for SEL instruction.

- Supporting the Department of Curriculum, Instruction, and Assessment's Diversity and Inclusion committee, which the department created to ensure that the curriculum and instruction in HCPSS honors diversity and values inclusivity.
- Refinement of a deployment model to maximize fidelity of implementation and effectiveness of restorative justice practices and diversity, equity, and inclusion related professional development. Currently, 60 percent of HCPSS schools have between 25% and 50% of their staff trained through some type of diversity, equity, and inclusion professional development. This year there were over 400 staff members participating in cultural proficiency, trauma informed care, culturally responsive teaching, mitigating bias, or student voice seminars and 58% of HCPSS schools were engaged in some type of restorative justice work.
- Hosting dignity workshops that focused on empathy and belonging while strengthening relationships among student groups and students and staff were held at 12 schools and included over 2,200 students and 250 staff members.
- Ensuring that each of HCPSS's 77 schools and education centers has a liaison who partners with school leadership to focus attention on diversity, equity, and inclusion initiatives and programs within their community.
- Refinement of an Equity Inquiry tool to help schools identify strengths and weaknesses in the areas of diversity, equity, and inclusion. The tool, piloted in seven schools during SY 17-18, is currently being revised for system-wide rollout in the 2019-2020 school year.

Continued Progress Monitoring to Inform Next Steps

As discussed above, HCPSS's strategies to reduce opportunity gaps are aligned to the same areas that support graduation and postsecondary success that are addressed by the ESSA accountability measures. As such, HCPSS will continue to monitor student outcomes across the various measures outlined in Table 2. In addition, HCPSS leverages data as it becomes available throughout the school year to inform ongoing practices. For example, school teams will hold regular data conversations using a variety of classroom performance and standardized assessment data to triangulate information about their students and gauge students' progress toward mastering grade-level standards. To paint a fuller picture of the whole child, teachers also engage in dialogues and conferences with students to solicit feedback. When school climate survey responses become available, such information will also be integrated into data conversations. Ultimately, these data conversations inform classroom and school-wide decisions to improve teaching and learning for all students in order to close opportunity and performance gaps.

Existing data and strategies already suggest avenues for improvement, including additional social-emotional learning and student mental health efforts, expansion of intervention programs, and increasing the number of BSAP, Hispanic Achievement, and International Student Liaisons.

The National Education Association (NEA) Great Public Schools Grant awarded to the Howard County Education Associations (HCEA) will help to accelerate implementation of restorative justice practices, and highlights the need for community partnership to eliminate opportunity and academic gaps.

Conclusion

If HCPSS is going to be successful, it will take the collective efforts of district- and site-based staff, students, families, and community members. To learn and lead with equity, this must be everyone's work, not just the work of a few. School culture and individual's mindsets will need to align with our diversity, equity, and inclusion values and all students must be seen and treated as capable learners. Barriers to equitable opportunities need to be acknowledged as real and impactful but not immovable. We have an educational obligation to remove them so that all our students can thrive.

Appendix A

Table A1.

HCPSS Four-Year Adjusted Cohort Graduation Rates by Student Group, Classes of 2016 to 2018

Student Group	Class of 2016				Class of 2017				Class of 2018				1-Year Change (2018-2017)		2-Year Change (2018-2016)	
	Total Enr'd	n Non-Grad	n Grad	Grad Rate	Total Enr'd	n Non-Grad	n Grad	Grad Rate	Total Enr'd	n Non-Grad	n Grad	Grad Rate	Total Enr'd	Grad Rate	Total Enr'd	Grad Rate
All Students	4242	288	3954	93.21	4081	315	3766	92.28	4224	340	3884	91.95	143	-0.33	-18	-1.26
Asian	674	*	*	≥95.00	732	*	*	≥95.00	812	*	*	≥95.00	80	-	138	-
Non-Asian	3568	*	*	92.80	3349	*	*	91.52	3412	*	*	90.94	63	-0.58	-156	-1.85
Black/African Am.	949	92	857	90.31	935	94	841	89.95	952	108	844	88.66	17	-1.29	3	-1.65
Non-Black/AA	3293	196	3097	94.05	3146	221	2925	92.98	3272	232	3040	92.91	126	-0.07	-21	-1.14
Hispanic/Latinx	397	74	323	81.36	403	95	308	76.43	412	95	317	76.94	9	0.51	15	-4.42
Non-Hisp/Lat	3845	214	3631	94.43	3678	220	3458	94.02	3812	245	3567	93.57	134	-0.45	-33	-0.86
White	1975	*	*	≥95.00	1762	*	*	≥95.00	1798	*	*	≥95.00	36	-	-177	-
Non-White	2267	*	*	90.87	2319	*	*	89.52	2426	*	*	89.53	107	0.01	159	-1.34
Two or More Races	231	*	*	≥95.00	238	22	216	90.76	238	18	220	92.44	0	1.68	7	-
Non-Two or More	4011	*	*	93.02	3843	293	3550	92.38	3986	322	3664	91.92	143	-0.45	-25	-1.10
FARMs	773	*	*	83.31	802	*	*	80.42	801	*	*	78.28	-1	-2.15	28	-5.03
Non-FARMs	3469	*	*	≥95.00	3279	*	*	≥95.00	3423	*	*	≥95.00	144	-	-46	-
LEP	60	47	13	21.67	85	63	22	25.88	122	69	53	43.44	37	17.56	62	21.78
Non-LEP	4182	241	3941	94.24	3996	252	3744	93.69	4102	271	3831	93.39	106	-0.30	-80	-0.84
Special Ed	279	89	190	68.10	239	76	163	68.20	270	88	182	67.41	31	-0.79	-9	-0.69
General Ed	3963	199	3764	94.98	3842	239	3603	93.78	3954	252	3702	93.63	112	-0.15	-9	-1.35

Note. Rates greater than or equal to 95 percent have been suppressed to protect student privacy. Complementary data suppression also applied. Results for American Indian and Pacific Islander students are included with all students but are not reported separately due to small group sizes. FARMs = Free and Reduced Meals Services; LEP = Limited English Proficiency.

Table A2.
HCPSS Four-Year Adjusted Cohort Graduation Rates by Student Group, Classes of 2015 to 2018

Student Group	Class of 2015		Class of 2016		Class of 2017		Class of 2018		1-Year Change (2018-2017)		2-Year Change (2018-2016)	
	Total Enrolled	Grad Rate	Total Enrolled	Grad Rate	Total Enrolled	Grad Rate	Total Enrolled	Grad Rate	Total Enrolled	Grad Rate	Total Enrolled	Grad Rate
All Students	4107	93.47	4242	93.21	4081	92.28	4224	91.95	143	-0.33	-18	-1.26
Asian	649	≥95.00	674	≥95.00	732	≥95.00	812	≥95.00	80	-	138	-
Black/African Am.	871	87.94	949	90.31	935	89.95	952	88.66	17	-1.29	3	-1.65
Hispanic/Latinx	351	86.89	397	81.36	403	76.43	412	76.94	9	0.51	15	-4.42
White	1953	≥95.00	1975	≥95.00	1762	≥95.00	1798	≥95.00	36	-	-177	-
Two or More Races	270	≥95.00	231	≥95.00	238	90.76	238	92.44	0	1.68	7	≤-2.56
FARMS	682	81.96	773	83.31	802	80.42	801	78.28	-1	-2.14	28	-5.03
Non-FARMS	3425	≥95.00	3469	≥95.00	3279	≥95.00	3423	≥95.00	144	-	-46	-
LEP	36	50.00	60	21.67	85	25.88	122	43.44	37	17.56	62	21.77
Non-LEP	4071	93.86	4182	94.24	3996	93.69	4102	93.39	106	-0.30	-80	-0.84
Special Education	310	63.87	279	68.10	239	68.20	270	67.41	31	-0.79	-9	-0.69
General Education	3797	≥95.00	3963	94.98	3842	93.78	3954	93.63	112	-0.15	-9	-1.35

Note. Rates greater than or equal to 95 have been suppressed (≥95.00) to protect student privacy. Results for American Indian and Pacific Islander students are included with all students but are not reported separately due to small group sizes. FARMS = Free and Reduced Meals Services; LEP = Limited English Proficiency.

Table A3.
HCPSS Four-Year Adjusted Cohort Graduation Rates by School, Classes of 2015 to 2018

	Class of 2015		Class of 2016		Class of 2017		Class of 2018		1-Year Change (2018-2017)		2-Year Change (2018-2016)	
	Total Enrolled	Grad Rate	Total Enrolled	Grad Rate	Total Enrolled	Grad Rate	Total Enrolled	Grad Rate	Total Enrolled	Grad Rate	Total Enrolled	Grad Rate
All Howard Schools	4107	93.47	4242	93.21	4081	92.28	4224	91.95	143	-0.33	-18	-1.26
Atholton High	373	≥95.00	362	≥95.00	340	≥95.00	358	≥95.00	18	-	-4	-
Centennial High	333	≥95.00	355	≥95.00	354	≥95.00	393	≥95.00	39	-	38	-
Glenelg High	304	≥95.00	358	94.97	313	≥95.00	280	93.93	-33	≤-1.06	-78	-1.04
Hammond High	292	93.15	321	93.77	325	90.15	310	91.29	-15	1.14	-11	-2.48
Homewood School	47	42.55	50	48.00	45	42.22	44	36.36	-1	-5.86	-6	-11.64
Howard High	424	≥95.00	449	≥95.00	422	94.79	471	≥95.00	49	≥0.20	22	-
Long Reach High	352	88.35	354	91.53	360	84.72	396	84.85	36	0.13	42	-6.68
Marriotts Ridge High	292	≥95.00	295	≥95.00	298	≥95.00	300	≥95.00	2	-	5	-
Mount Hebron High	387	≥95.00	348	94.83	374	94.12	389	94.60	15	0.48	41	-0.23
Oakland Mills High	261	85.44	284	86.62	270	90.37	282	85.11	12	-5.26	-2	-1.51
Reservoir High	378	94.18	397	93.45	381	94.23	370	93.24	-11	-0.99	-27	-0.21
River Hill High	344	≥95.00	334	94.91	294	93.88	311	≥95.00	17	≥1.12	-23	≥0.09
Wilde Lake High	315	90.48	329	88.15	301	82.72	310	83.55	9	0.83	-19	-4.60

Note. Rates greater than or equal to 95 have been suppressed (≥95.00) to protect student privacy.

Table A4
Class of 2018 Four-Year Adjusted Cohort Graduation Rates by Race/Ethnicity and
Free and Reduced-Price Meals Services Status

Student Group	Total enrolled	Diploma		Non-Graduates	
		<i>n</i>	% of row total	<i>n</i>	% of row total
All Students	4224	3884	91.95%	340	8.05%
FARMs	801	*	78.28%	*	27.75%
Non-FARMs	3423	*	≥95.00%	*	≤5.00%
Asian	812	*	≥95.00%	*	≤5.00%
FARMs	135	*	91.85%	*	8.15%
Non-FARMs	677	*	≥95.00%	*	≤5.00%
Black/African American	952	844	88.66%	108	11.34%
FARMs	372	296	79.57%	76	20.43%
Non-FARMs	580	548	94.48%	32	5.52%
Hispanic/Latinx	412	317	76.94%	95	23.06%
FARMs	181	120	66.30%	61	33.70%
Non-FARMs	231	197	85.28%	34	14.72%
Two or More	238	220	92.44%	18	7.56%
FARMs	30	*	73.33%	*	26.67%
Non-FARMs	208	*	≥95.00%	*	≤5.00%
White	1798	*	≥95.00%	*	≤5.00%
FARMs	81	*	80.25%	*	19.75%
Non-FARMs	1717	*	≥95.00%	*	≤5.00%

Note. Percentages greater than or equal to 95 and less than or equal to 5 are suppressed to protect student privacy; complementary data suppression also applied. FARMs = Free and Reduced-Price Meals

Table A5.

Percentage Points Earned on State Accountability Measures at each School Level, Overall and by Student Group: 2017-18

Area	Measure/Student Group	Elementary				Middle				High				
		Earned Pts	Poss. Pts	% Pts ^a Earned	Diff fr All	Earned Pts	Poss. Pts	% Pts ^a Earned	Diff fr All	Earned Pts	Poss. Pts	% Pts ^a Earned	Diff fr All	
Attendance	Not Chronically Absent													
	All Students	13.0	15	92%		12.5	15	90%		10.5	15	85%		
	Asian	14.0	15	95%	3%	15.0	15	96%	6%	13.0	15	91%	6%	
	Black or African Am.	11.0	15	86%	-6%	10.5	15	85%	-6%	8.5	15	79%	-5%	
	Hispanic/Latinx	12.5	15	90%	-2%	11.0	15	86%	-4%	7.0	15	75%	-9%	
	Two or more races	13.0	15	91%	0%	12.0	15	89%	-1%	9.0	15	81%	-4%	
	White	14.0	15	94%	3%	13.0	15	92%	2%	12.0	15	88%	3%	
	Econ. Disadv.	7.0	15	75%	-16%	5.0	15	69%	-21%	2.0	15	62%	-22%	
	English Learner	13.0	15	92%	0%	11.5	15	87%	-3%	6.0	15	73%	-12%	
Special Education	10.5	15	84%	-7%	8.5	15	79%	-11%	7.0	15	75%	-10%		
Behavior	Out-of-School Susp. Rate													
	All Students			0.6%				3.2%				3.7%		
	Asian			0.1%	-1%			0.7%	-3%			1.4%	-2%	
	Black or African Am.			1.8%	1%			8.7%	6%			7.8%	4%	
	Hispanic/Latinx			0.6%	0%			2.9%	0%			5.6%	2%	
	Two or more races			0.7%	0%			2.4%	-1%			3.9%	0%	
	White			0.2%	0%			1.4%	-2%			1.9%	-2%	
	FARMs			1.7%	1%			8.9%	6%			8.9%	5%	
	English Learner			0.2%	0%			3.0%	0%			5.3%	2%	
Special Education			2.9%	2%			11.4%	8%			12.2%	8%		
Access	Access: Well-Rounded Curr													
	All Students	10.0	10	100%		9.4	10	94%		7.8	10	78%		
	Asian	10.0	10	100%	0%	9.4	10	94%	0%	8.9	10	89%	11%	
	Black or African Am.	10.0	10	100%	0%	9.2	10	92%	-2%	6.4	10	64%	-14%	
	Hispanic/Latinx	10.0	10	100%	0%	9.3	10	93%	-2%	6.2	10	62%	-17%	
	Two or more races	10.0	10	100%	0%	9.8	10	98%	3%	8.1	10	81%	3%	
	White	10.0	10	100%	0%	9.5	10	95%	1%	8.4	10	84%	5%	
	Econ. Disadv.	10.0	10	100%	0%	9.1	10	91%	-3%	5.4	10	54%	-24%	
	English Learner	10.0	10	100%	0%	8.3	10	83%	-12%	2.7	10	27%	-51%	
	Special Education	10.0	10	100%	0%	8.2	10	82%	-12%	5.1	10	51%	-27%	
	Progress towards learning English													
	All English Learners	7.5	10	75%		5.7	10	57%		6.2	10	62%		
Course Perf.	SGP ELA													
	All Students	7.0	12.5	52%		7.5	12.5	53%						
	Asian	8.0	12.5	57%	5%	8.5	12.5	60%	7%					
	Black or African Am.	6.0	12.5	46%	-6%	6.0	12.5	47%	-6%					
	Hispanic/Latinx	7.0	12.5	51%	-2%	7.0	12.5	51%	-2%					
	Two or more races	7.5	12.5	54%	2%	7.0	12.5	52%	-1%					
	White	7.0	12.5	52%	0%	7.5	12.5	53%	0%					
	Econ. Disadv.	6.0	12.5	47%	-5%	6.0	12.5	46%	-7%					
	English Learner	8.0	12.5	56%	4%	8.0	12.5	57%	4%					
	Special Education	4.5	12.5	37%	-15%	6.0	12.5	47%	-6%					
		SGP Math												
		All Students	7.5	12.5	54%		8.5	12.5	60%					
		Asian	9.0	12.5	61%	7%	10.0	12.5	67%	7%				
		Black or African Am.	6.5	12.5	49%	-5%	7.0	12.5	51%	-9%				
		Hispanic/Latinx	6.0	12.5	47%	-7%	7.0	12.5	52%	-8%				
		Two or more races	7.0	12.5	51%	-3%	8.5	12.5	60%	0%				
		White	7.5	12.5	54%	0%	9.0	12.5	63%	3%				
		Econ. Disadv.	6.0	12.5	45%	-9%	6.0	12.5	47%	-13%				
		English Learner	8.0	12.5	56%	2%	9.0	12.5	61%	1%				
		Special Education	6.5	12.5	48%	-6%	7.5	12.5	53%	-7%				

Note. Values are rounded to the nearest tenths of a point. Earned points greater than 10 percentage points worse than the overall average are in boldface and shaded in pink; earned points 10 percentage points or less worse are shaded in yellow. ELA = English/Language Arts; FARMs = Free and Reduced-Price Meals; SGP = Student Growth Percentile.

^a For out-of-school suspension rates, the % displayed is the actual suspension rate.

Table A5 (continued).
 Percentage Points Earned on State Accountability Measures at each School Level, Overall and by Student Group: 2017-18

Area	Measure/Student Group	Elementary				Middle				High			
		Earned Pts	Poss. Pts	% Pts Earned	Diff fr All	Earned Pts	Poss. Pts	% Pts Earned	Diff fr All	Earned Pts	Poss. Pts	% Pts Earned	Diff fr All
Course Perf.	Percent Proficient ELA												
	All Students	2.8	5	56%		2.9	5	58%		4.5	7.5	60%	
	Asian	3.6	5	73%	16%	3.8	5	77%	19%	5.5	7.5	73%	13%
	Black or African Am.	1.8	5	37%	-20%	1.7	5	35%	-23%	2.8	7.5	38%	-22%
	Hispanic/Latinx	1.6	5	32%	-24%	1.8	5	35%	-22%	3.0	7.5	41%	-20%
	Two or more races	3.0	5	60%	3%	3.0	5	60%	2%	4.8	7.5	64%	4%
	White	3.3	5	65%	9%	3.4	5	67%	10%	5.2	7.5	69%	9%
	Econ. Disadv.	1.2	5	24%	-33%	1.1	5	22%	-36%	2.1	7.5	28%	-32%
	English Learner	1.4	5	28%	-29%	0.8	5	16%	-42%	1.1	7.5	15%	-46%
	Special Education	0.7	5	14%	-42%	0.7	5	14%	-44%	1.2	7.5	16%	-44%
	Percent Proficient Math												
	All Students	2.9	5	58%		2.8	5	55%		5.0	7.5	67%	
	Asian	4.0	5	80%	22%	3.9	5	78%	23%	6.4	7.5	85%	19%
	Black or African Am.	1.7	5	34%	-24%	1.3	5	27%	-28%	3.0	7.5	40%	-27%
	Hispanic/Latinx	1.5	5	30%	-28%	1.5	5	29%	-26%	2.9	7.5	39%	-28%
	Two or more races	2.9	5	57%	0%	2.8	5	56%	1%	5.2	7.5	69%	2%
	White	3.3	5	67%	9%	3.3	5	67%	12%	5.9	7.5	78%	11%
	Econ. Disadv.	0.9	5	19%	-39%	0.8	5	16%	-39%	2.1	7.5	27%	-40%
	English Learner	1.7	5	33%	-24%	1.0	5	20%	-35%	2.2	7.5	30%	-37%
	Special Education	0.9	5	18%	-39%	0.8	5	17%	-38%	1.7	7.5	22%	-45%
	Credit: Well-Rounded Curr												
	All Students	5.0	5	99%		2.8	3	92%		3.0	5	80%	
	Asian	4.9	5	99%	0%	2.9	3	96%	4%	4.5	5	92%	12%
	Black or African Am.	5.0	5	99%	0%	2.6	3	86%	-6%	1.5	5	61%	-19%
	Hispanic/Latinx	4.9	5	99%	0%	2.5	3	84%	-8%	1.5	5	60%	-20%
	Two or more races	5.0	5	99%	0%	2.8	3	92%	0%	4.0	5	86%	6%
	White	5.0	5	99%	0%	2.9	3	96%	4%	4.0	5	88%	8%
	Econ. Disadv.	4.9	5	98%	-1%	2.3	3	75%	-17%	1.0	5	52%	-28%
	English Learner	4.9	5	98%	-1%	2.2	3	73%	-20%	1.0	5	41%	-39%
	Special Education	4.8	5	95%	-4%	2.0	3	66%	-26%	1.0	5	55%	-25%
	On Track in Ninth Grade												
	All Students									4.3	5	85%	
	Asian									4.7	5	95%	9%
	Black or African Am.									3.6	5	73%	-12%
	Hispanic/Latinx									3.4	5	68%	-17%
	Two or more races									4.5	5	89%	4%
	White									4.6	5	92%	7%
	Econ. Disadv.									3.0	5	60%	-26%
	English Learner									1.5	5	31%	-55%
	Special Education									1.9	5	39%	-47%

Note. Values are rounded to the nearest tenths of a point. Earned points greater than 10 percentage points worse than the overall average are in boldface and shaded in pink; earned points 10 percentage points or less worse are shaded in yellow. ELA = English/Language Arts.

HOWARD COUNTY COUNCIL
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DSJ
MB

To: County Council

I was shocked when I read about three members of the council that called for plan to desegregate students in FARM schools and even more shocked of the Columbia and other Howard county schools that have over 30% farms students. James Rouse would never let this happen. He wanted to make sure there was an equity of mixture of all income levels in housing units.

In the early 1970s and 1980s when Columbia was fairly new, Phelps Luck, Swansfield, Oakland Mills, Wilde Lake, Hammond High, Running Brook were top schools. When discussing and planning the new city of Columbia in the 1960s, there were a group of planners that warned Rouse that if he had a large percentage of blacks, that would destroy Columbia. Cannot believe the concern is now a reality.


It is obvious that County Officials failed to plan when demographics hit that number that would turn those schools into the percentage of Farm students that it has. Section 8 subsidized vouchers and greedy developers and apartment owners contribute into the apartments and rental units to cause the demographics to have large numbers of low income because moderate- and high-income families were not going to move onto rental units where they have to pay full amount and other people pay little or no rent due to money provided by the federal government.

In the early 1970s and 1980s there was very little crime in Columbia and if it was it was from outsiders. Now the crime in Columbia is from people who live in Howard County and most are Black. This is that ghetto black urban behavior that is seen in sections of Baltimore City, Baltimore County, Prince Georges County and District.

Now it has hit the schools. With all the resources provided to the Title 1 schools, there still is an achievement gap. That was nothing to do with the schools. It's the family. The Moynihan Report written 50 years ago laid the foundation but no one wanted to believe it because black leaders at the time called it racist. It wasn't racist, it was fact. Look at Urban areas today. 72% of black unwed women are raising children alone.

What the County council is asking is not realistic. People moved to Columbia because of the socioeconomic and racial mixing. Now the Council is demanding the School, system, do something that should never have to occur in the first place if county officials followed Rouse vision. To force this will only alienate and cause a massive migration to other counties and private schools.

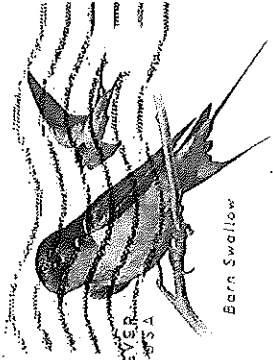
And after all that disruption of moving students around in the schools, blacks will still score the lowest and have the highest discipline problems. It's not racism. It's reality. Look at Baltimore City. Years ago, Baltimore City Schools was number 1 school system in the state. Demographics changed after forced integration. Howard County will be next.


Nancy Carr
8/24/201

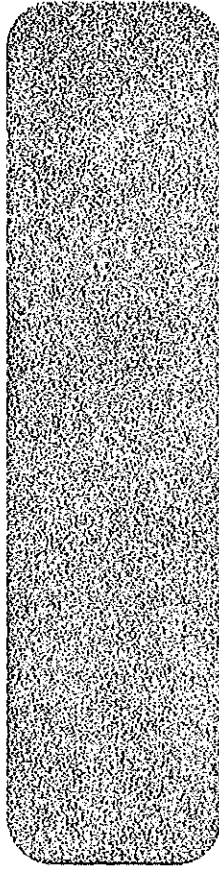
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Columbia, Maryland 21043

BALTIMORE MD 212

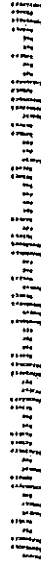
25 ANNE ARUNDEL COUNTY MD 21043
FOREVER
USA



Barn Swallow



21043-439255



HOWARD COUNTY COUNCIL
RECEIVED
2019 AUG 26 AM 10:38
All
DJ
MS

August 21, 2019

To: Howard County Council

Fr: MCBF (We are black, white, asian, hispanic parents of middle class values)

Re: Re News release on Howard County Integration Plan

Are you serious? This is 2019 not 1959

Are you saying the socioeconomic and low income students have to attend schools certain schools zoned to upper income students to achieve?

In other words, poor black/hispanic students have to attend schools that rich white/asians attend to achieve?

What planet are you from?

You think the gap will change? Maybe the younger children (Pre-K to 3) IF the parents provide the educational support needed. Middle and High School? Doubt it seriously.

Equity is not having poor attend with the rich. Students can achieve without having to attend schools that the rich attend. It's the family and its culture that dictates whether a child learns or not.

All I see you doing is having bad undisciplined children spreading to all the Howard County Schools and bringing disruption to those schools and believe me, those parents will not tolerate it.

Rich parents will send their children to private school, Middle Class will move to other counties and all you will have left is a school system like Montgomery County, Baltimore County and Baltimore City that did the same thing but it didn't work.

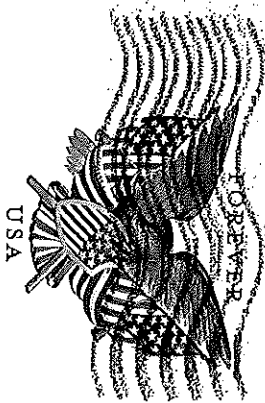
Columbia founded by James Rouse was to be different. The middle class was the role model but Section 8 vouchers for low income housing came into the area and spread like roaches.

You think people were going to pay full rent when section 8 tenants were paying little or no rent thanks to federal sub vouchers. These people were urbanized with their urban ways. So the middle class moved to other areas in the county and took their middle class values with them. You think they want those children with their problems in their schools? You can move them there and the others will move out like the Columbia schools. Many of these Columbia schools are low income because the middle class moved out. Same with happen with the other Howard County Schools. All the council will do is DUMB DOWN all of Howard County Schools. Like Baltimore City, Montgomery County, the flight will continue and the next county (Frederick or Carroll) will have the top notch school system.

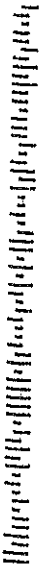
1525 Bannockburn Way
Winsted, MD 21163

Howard County Council
~~347 Courthouse Drive~~
Ellicott City MD 21042

FOREVER
USA



21043-433759



HOWARD COUNTY COUNCIL
RECEIVED

All
DSJ
MS

August 21, 2019

2019 AUG 26 AM 10:33

To: Howard County Council and Executive Calvin Ball
From: LaTisha Lincida Robinson

Re: Press Release for Schools to desegregate

Columbia, Maryland was a vision of James Rouse. To bring people together of all races and creed and income levels to live in a new city to be named Columbia. Howard County had no apartments. He successfully build his new town and had two low income housing units and other moderate housing in Oakland Mills and Harper's Choice.

Columbia Schools were the best schools in the county, state and nation. I won't go into details about the history, vision and founding of Columbia and how the neighborhoods were established because it is well documented and the New City Upon a Hill: A History of Columbia, Maryland By Joseph Rocco Mitchell, David L. Stebenne is one of the resources on Columbia.

So, what happen? Columbia made a profit and housing market started to go up. County Council pushed for more subsidized housing. Federal Government Section 8 vouchers helped low income families. But many were dysfunctional families who didn't buy into Columbia's vision. Some had urbanized (bad) behavior and brought their urbanized bad behavior families and friends with them. They settled in all those many apartments that were built in Columbia. Those apartments that once had a mixture of people with high, moderate income with very few low income (section 8 vouchers). County did not monitor who were going into those apartments.

Now with the influx of all these peoples in the apartments , the schools and villages in Oakland Mills, Wilde Lake ,Long Reach and Harper's Choice became urbanized. Crime crept into Columbia especially the villages and Oakland Mills and Long Reach no longer exist like it used to. Wilde lake and Harper's Choice were saved by remodeling, turning some apartments to condos but it still didn't help because there still so many apartments with overflowing subsidized housing.

They key is demographics and realizing that low income blacks with bad behavior from dysfunctional families are causing the problem. Stop wearing your emperor's new clothes and realize that there is a big problem and DO NOT BLAME the school system. Many whites are not going to opening speak out about this because they fear they will be labeled racist. So, they will quietly send their children to private schools or move out of the county altogether which is why the apartments in Columbia will continue with owners renting to families using vouchers and subsidized housing,

What to know why they (FARMS) score low? Education is not the top list for a dysfunctional family. Are all farms dysfunctional? No but we are talking about a group here because if the test scores were high and no discipline problems at the school then the Council wouldn't be calling for integration

Urban Blacks still score the lowest even Africans are scoring higher than Blacks. Hispanics are scoring higher than Blacks and Asians are scoring higher than whites. So, it's a home environment issue. People came to Columbia by choice and forcing integration will not work. Racial and economic integration are two separate issues. Home environment and culture issues need to be addressed. There is a sub culture within the black community that is urbanized ghetto (example: recent family fight at Disneyland in July that went viral).

Do you think we want to send our children with children of people like that?

As I sit in my house that I paid close to million dollars because of a particular school and to think my child will be bused to a title one school. I felt cheated and deceived.

I'm not staying, I'm moving. Can't call me racist because I am black and I worked hard to be where I am. I understand how people who worked hard like me and know that the county council just wants to put all these children who have no manners, no structure into schools where achievement and Parent conferences attendance are expected and not because of a turkey.

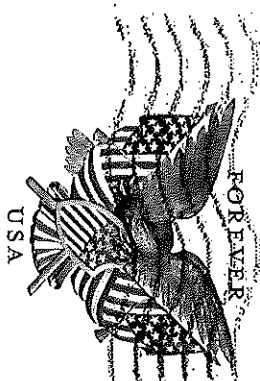
GOOD LUCK!

12268 Clarksville Pike
Clarksville Md 21029

Howard County Council
3430 Court House Drive
Ellicott City Md. 21043

21043-4333

BALTIMORE MD 212
23 JUNE 2005 PMS 1



Sayers, Margery

From: Prabir Chakrabarty <pchakus@yahoo.com>
Sent: Wednesday, August 28, 2019 7:57 AM
To: CouncilMail
Subject: Current Redistricting Plan

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Councilwoman Rigby,

I am completely in support of integration and socioeconomic diversity. But the current plan does not accomplish this goal. This plan arbitrarily moves children across the county out of their current schools and achieves negligible results. It is not fair or equitable for my Freshman daughter at River Hill High School to move to a different much farther school next year. Moving children like chess pieces will not alleviate the socioeconomic disparities. Frankly, without sufficient support services it may exacerbate the current issues these children are facing.

Sincerely,

Prabir Chakrabarty, Esq.
Sent from my iPhone

Sayers, Margery

From: A B <docsingh@hotmail.com>
Sent: Wednesday, August 28, 2019 9:26 AM
To: CouncilMail
Subject: HCPSS Redistricting

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear Board of Education Members,

I am writing this letter to express my disappointment over the proposed school redistricting plan by the School Superintendent. This proposal, by focusing on FARM numbers, is taking away opportunity away from students, rather than moving towards the goal of an equitable education to all students within Howard County. By sending children from River Hill High School to Wilde Lake High School, the affected students are losing the very opportunities on which many families relied on when they moved to this area. In addition, it also increases the commute time for students and families, from under 5 minutes to River Hill, to over 25 minutes to Wilde Lake. This increased drive time will impact after-school learning opportunities for children and take time away from families. This applies not just for students being shifted to Wilde Lake, but also those who are shifted to River Hill. If this proposal moves forward, I will have one child going to Wilde Lake and another going in the opposite direction to Folly Quarter Middle School. Instead of the two schools being closer together, I will have to limit after school activities for my children due to increased distance and increased commute time between the schools. There have to be better alternatives than uprooting existing families in the River Hill and Wilde Lake School districts. Why not add resources to the other schools and have them come up to par with River Hill, rather than breaking down what is already working at River Hill? Also, from my understanding, River Hill is under capacity, so it does not seem to make sense to move students out of this school. Again, I do not support this drastic change that will be taking away opportunities from children in Howard County.

Sincerely,
Abhijit Bhatia, MD
12122 Hayland Farm Way
Ellicott City, MD 20142

Sayers, Margery

From: Lisa Tavelli Feinberg <cootiecat@aol.com>
Sent: Wednesday, August 28, 2019 7:43 AM
To: CouncilMail
Subject: One Size Does Not Fit All

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Make FARM for ALL students. Address individual school inequity on a case by case community/school basis.
I will volunteer my time to help make this happen.
Lisa Feinberg
Sent from my iPhone

Sayers, Margery

From: Khalid Zirvi <zirvikm@yahoo.com>
Sent: Tuesday, August 27, 2019 9:54 PM
To: Walsh, Elizabeth
Cc: Jones, Opel; Rigby, Christiana; Jung, Deb; katiefry.hester@senate.state.md.us; Yungmann, David; CouncilMail
Subject: HCPSS redistricting opposition
Attachments: HCPSS redistricting opposition - KMZ.docx

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

See attached

Khalid Zirvi

To whom it may concern:

I grew up in Bergen County, New Jersey which has many similarities to Howard County with regards to a diverse population and a strong public school system. Our family values education and striving for excellence. That is why when we moved to Maryland in 2005 after much research and deliberation, we chose to move to Howard County due to its reputation as a diverse community with strong public schools. We have 4 kids which include a rising 9th grader, rising 7th grader and two elementary school students; therefore, we have exposure to all levels of the education process and this ill-conceived redistricting plan. We have lived in various parts of Howard County throughout the years starting in Ellicott City and then the Atholton school district and were overall satisfied with our experience. A few years ago, after careful research and planning while taking into account our children's social network cultivated over the years and their desire to be with friends who shared their interests academically, we chose to move to the River Hill district. Having lived in both areas I can say that Atholton and River Hill school districts have unique qualities that are not easily interchangeable.

This is why we are astounded and dumbfounded that the school board and superintendent with the misguided backing of a few Howard County Council members have chosen such an asymmetric and extreme approach that would decimate and implode the fabric and essence of the Atholton and River Hill communities. We are at a loss as to why the FARM metrics are even being used to justify any moves. This action implies that the school board and Council members views those families/students as somehow inferior and a liability that needs to be spread out which is insulting. What exact problem is being solved by using that metric? If a school is underperforming with regards to test scores it is a lazy and a simplistic approach to simply move a higher scoring student to an underperforming district instead of improving local assistance and resources to improve test scores and grades for underperforming students which will improve likelihood of long term success for those students and not just appease administrators obsessed with the appearance of social justice. With regards to the primary issue of overcrowding in certain districts our suggestion is to take a more balanced approach and allow students from overcrowded school districts to be transported to less crowded districts either voluntary or assigned. This may increase commute times for some students though still would be less of a disruption than involuntary imposing this sledgehammer of a policy and redistricting on several thousand students. The school system's actions should be a bridge to the time when the new high school is completed which will unload a majority of the currently overcrowded high school districts. Another more balanced approach would be to require all school districts to contribute relatively equally to the redistribution process so that more families across the county can accept buying in.

You are elected officials that are supposed to represent the entire community and not your own individual agendas. You were not given a mandate by the voters to wreak havoc on the school system in a county known for its stability. Howard County has a unique and very highly educated population and you should not pretend know what is better for all of us as if we do not understand the issues. We accept the role of government with legislative issues and changes as part of the norm including higher taxes and are more than willing to do our part. There are few issues that are more sensitive and important to individual families than making personal choices in the best interests of their children's happiness, well-being and education which you are disrupting on a mass scale. Should the school board, council members/executive and superintendent ignore this basic tenet and disrupt so many families who are perfectly satisfied with their school districts under a misguided notion/ideology of being a

savior your legacy will be tarnished. Our children are not happy with these proposed changes as they will be adversely affected on many levels for years and they will not forget who was responsible.

I voted for a majority of the current elected officials. You should not underestimate how much this will energize and motivate your constituents to oppose your reelection at the next cycle

Sincerely,

Khalid Zirvi

Sayers, Margery

From: Amanda Clifton <amclifton1@gmail.com>
Sent: Tuesday, August 27, 2019 10:43 AM
To: Ball, Calvin B; redistricting@hcpss.org; superintendent@hcpss.org; CouncilMail; katiefry.hester@senate.state.md.us
Subject: Redistricting Proposal 2020-2021 School Year

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Good Morning,

No doubt you've received many e-mails echoing the communities concerns over the proposed redistricting. As a parent of children who currently and will be in the next year joining the Howard County Public School System, I'd like to express my opposition to this decision. After thoroughly reading the multiple studies I have grave concerns over the reality of implementation and what that means for our children. Many children are looking at hour plus bus rides, being separated from friendships they've cultivated over the years and the potential to be unable to participate in after school activities due to these bus rides. Shortly I'll be faced with two children on opposing sides of the county. As a working parent, it is near impossible for me to meet my work hour obligations and retrieve my children from school activities within the limited time after care provides. I will most certainly be frequently faced with paying Howard County Parks and Recreation fees for late pickups in order to accommodate my children or I will have to explain to my employer why I can no longer work the hours I was hired for, putting me in a true situation between being able to financially provide for my children and getting them to and from school. Beyond my own personal issues, how does HCPSS plan to plan for the additional bus drivers? From personal experience, CDL drivers are not in abundance. I myself used to have to search quite vigorously to staff drivers for my retirement community. Given all of this, I think this proposal seems haphazard and ill advised.

A thousand percent I believe that this entire community believes all children should be provided a quality education but the truth is, this redistricting amounts to no more than shuffling kids to improve our statistics. In no way does it actually address the heart of the problem which is that Howard County has a poverty issue and schools who are underperforming for a multitude of reason. Redistricting is not going to fix this. Dr. Martirano cannot argue that we are shuffling for better education if in the next breath he is going to say all our schools are equal in level of education. That is absolutely incorrect or this wouldn't be an issue. It's contradictory and to me speaks to the fact that we are refusing to address that certain schools do need more help and do require additional resources. That's a big shame HCPSS for not wanting to actually fix things. It's easier to bury the problem in a spreadsheet and count us heros for making it look like we've actually done something to improve the poverty issue.

I will not stand for a proposal that impacts thousands of students lives and not for the better. I won't allow anyone on this e-mail to make a reckless decision that hurts communities and students futures because you do want to put in the hard work to actually help those kids struggling. Nope for you it's simply easier to spread the peas out on the plate to look like you've actually made an impact and that is unacceptable. Howard County has to acknowledge the need to pour resources into helping the students in the schools that need it the most. You need to redistrict because we continued to allow community after community after community to crop up without proper planning? Then redistrict in a manner that makes geographical sense rather than forcing our children up in the wee hours of the morning only to return late and forego things that allow children to grow themselves such as sports, music programs, dance lesson.

They are only children for so long before they will be thrust into the real adult world where they are faced with debt, work obligations and adult struggles of their own. Please don't rob them of hours to be children because of an ill devised redistricting plan which takes a minimum of 2 hours if not more from their days on bus rides. Remember that at present you are now talking to adults who currently can and high school seniors who will be able to vote in the next election.

This will show them where their leaders stand on promises and values in community. Beyond that, many of our children will be able to remember this well into the point they can vote. With the fact another High School will be added in 2023, I think it is more advisable to take a geographical and logical approach to current needs to relieve overcrowding in schools while thinking future forward on how Howard County can alleviate overcrowding without adversely impacting student and parent lives.

I sincerely hope you will consider the vast opposition to this plan and truly instead invest in making a better choice for communities and students with your final proposal.

--

Sincerely,
Amanda Clifton

Sayers, Margery

From: Vivica Williams <vivicalw@gmail.com>
Sent: Tuesday, August 27, 2019 8:26 AM
To: superintendent@hcpss.org; vicky_cutroneo@hcpss.org; Walsh, Elizabeth; Jones, Opel; Rigby, Christiana; Jung, Deb; Yungmann, David; CouncilMail; katiefry.hester@senate.state.md.us
Subject: Fwd: Polygon 1200

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear Howard County Council Members, Senators, and Government Officials,

I am quite upset with the redistricting proposal. Please if you could take the time to read my letter below to understand our situation.

Thank you,

Vivica Williams
13080 Greenberry Lane
Clarksville, MD 21029
(443)710-5700

> Dear BOE,

> I am very upset about the proposed redistricting plan. I live on Greenberry Lane in Clarksville. We have been redistricted to Wild Lake HS. Wild Lake! Do you realize how difficult it is to drive there from where we live???? There are three ways to get there. 1) 32 to 108 to Harpers Farm to Twin Rivers (passes in front of River Hill), 2) 32 to Cedar Lane to Little Patuxent Pwy to Harpers Farm to Twin Rivers (passes in front of Atholton), or 3) 32 to 29 to Broken Land Parkway, pass the Mall to Twin Rivers. Any of these routes are complicated, full of traffic lights, full of traffic, and take at least 30 min in the morning g rush hour. From where we live and our access points, this proposal is incredibly dangerous and disruptive to students, parents, and our community.

>

> Also, I am not sure if you realize this but we live in a close knit enclave, isolated to the North of Rt 32 at Linden Church Rd. This neighborhood consists of Broadwater (Districted to Glenelg), Linden Church Rd, 12 Hills, and Greenberry Lane. We always have been together. I would know, I have lived on Greenberry Lane for 44 years. This proposal would absolutely tear apart our community and is geographically bizarre.

>

> Please put the best interests of our kids first. Displacing us to a school, frankly, horrifically difficult to get to, is not the answer.

>

> Thank you,

>

> Vivica Williams
> (443)710-5700

>

> Sent from my iPhone

A Rejection of the Redistricting Proposal

"Things fall apart; the center cannot hold"

- W.B. Yeats

Dear Council Members:

By reframing the need for redistricting as a need to achieve "equity" we diminish the importance of genuine improvements and present merely a facade of positive changes in our school system. **Please support our schools; do not give it the onerous task of being a primary mechanism to exert societal change.** It is a complex issue that involves factors such as county development, planning and affordability which are beyond the scope of what a school system can tackle. True change with lasting positive effects cannot happen overnight and without a united front. The redistricting plan will fragment communities and weaken identities.

While we understand the importance of redistricting to remedy capacity issues and ensure adequate resources, the latest recommendation is a sledgehammer: it causes irreparable harm on multiple fronts to achieve a level of data uniformity that appallingly masks weak performances and detracts from the need for substantive changes to improve all schools (especially those that are underperforming).

The negative effects of such seismic changes cannot be underestimated.

Harms

- Disruption of community fabric: each school and district is enriched by the bonds of the students and families who share activities and interests. My son is not gregarious and has a few close friends. High school is a vulnerable time--especially for children who are not particularly skilled in making new friends. The loss of his relationships which have been cultivated over time will undermine his high school experience and likely academic performance.

- Blatant disregard for the deliberate choices that were made by families: In many cases, these sweeping changes will have an intensely negative impact on a segment of the population that will carry the burden of change that is *not* shared by the rest. It is incumbent to demonstrate concrete proof that an overall positive outcome has been achieved in order to justify this drastic reorganization.
- Injustice to the student's desires: If my child is passionate about being in a particular district in order to challenge his intellect, it is his/her right to have that choice honored. We readily reward excellence in all fields with awards and titles at every turn--why would we hypocritically discourage this innate desire? This striving is the core to success.
- Detrimental effects on students and parents: High school is a period of transition fraught with anxiety, high stress and sleep deprivation. As a primary care physician, I can attest to the deleterious effects of these changes (longer commutes, weakened social supports) and the correlation with increased depression and anxiety.
- Neglecting root causes of underperforming schools/students
- Environmental pollution: This will worsen with increased commute times and longer bus routes.

An incremental approach would allow a judicious assessment of the consequences of each change and lead to modifications that would be more readily accepted over time. Incorporating flexibility in planning would also bring more parents and students to buy-in to this decision.

As a primary care physician, I feel strongly that every individual has the right to access high quality care. Our practice accepts all patients regardless of socioeconomic status, type of insurance or even lack thereof. I treat each individual based on his/her values and I avoid lumping patients into categories or making general assumptions in order to improve their overall health. Although I may not always agree, I respect the decisions each patient makes because autonomy is a central tenet in my practice. I do not feel I have the right to impose my personal beliefs; instead I focus on providing the best care I can to each individual.

My family and I have abided by this philosophy which is being trampled upon by the proposed redistricting plan. The school system has been entrusted with the education and welfare of every child and should employ fairness in all of its actions.

The Howard County school system and by association the City Council must be held accountable for the proposed changes and the potential aftermath which directly affect our quality of life in Howard County. For education, as in other fields that offer a valuable service (hospitals, health care, government programs), there should be clearly defined metrics besides just socioeconomic status and test scores that evaluate its performance in the delivery of our children's education. Only this level of transparency and nuanced assessment can truly bolster our commitment to quality.

Let's support all of our students and not assume that they will "be fine" with these changes. Many progressive school systems nationwide recognize the importance of students' well-being (physical, psychological, and social) and have implemented changes accordingly: modifying school start and end times to minimize sleep deprivation, allowing mental health days, etc. In stark contrast, this proposed plan directly assails these priorities.

I urge you to deter the Howard County School Board from proceeding with the proposed plan. Ultimately, we entrust you as elected members of the Council and our elected members of the School Board to protect our most precious commodity... our children (and our future).

Humbly,

Kendra Kay
410-948-2888

Sayers, Margery

From: krupa patel <krupapatel1980@yahoo.com>
Sent: Monday, August 26, 2019 9:20 PM
To: Jones, Opel; Walsh, Elizabeth; Rigby, Christiana; Jung, Deb; Yungmann, David;
CouncilMail
Subject: Howard county redistricting 2020-2021

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear Council members,

This email is write all of you and make you aware that the plan for the redistricting school the way it is proposed doesn't make sense. Please STOP this insanity and inhumanity. How do you think this will help the children in our county.

We live less than 2 miles from Riverhill High School and the school bus comes at 6:50 in the morning. To travel to Wild Lake school , the bus will be here at least 6:30 or earlier. My daughter will have no sleep. How do you think sleep deprived kid's future will be improved by this great plan???

How about picking children up from extra curricular activities when my one daughter is all the way in east direction and other would be in west? Route 108 is already crowded..I am not sure any Traffic Studies have been conducted while implementing this plan. Any thoughts on that? You will need extra buses , which means more school budget. Rather that money should be invested in better school resources.

Additionally, Goal of achieving reduced FARM rate can be achieved by bringing some needy families to our School , River Hill school. WHY MOVE OUR KIDS???

Capacity???. Riverhill school is already under capacity. Then what is the need to move children out from here? You don't need space..you are moving our kids out , from west to east and moving kids from east to West???.Moving out about 485 kids and moving in about 700???.how does this makes sense. This seems like some polygons are being injected forcefully to the current boundary for the Riverhill and to make space for these new polygons, some of current polygons are being carved out.

when the new school opens in 2 years, which is in Jessup again ,east. Is County going to move kids again west to east? What is the plan? Why temporary fix? Are the kids puzzle pieces??

When the new development goes on, county have rigorous requirements prior to Site Plan approval and they take enough impact fees from the developers to make sure the neighborhood's feeder school has enough capacity. This process is also overseen by the Howard county officials. Our neighborhood, Walnut Creek community, off of Shepherd lane, is not even 5 years old. so how come there became a need to redistrict kids out from our neighborhood school???

I , we , all of us need an answer....

Sincerely,
Krupa Patel

Sayers, Margery

From: David Clifton <dmclifton@gmail.com>
Sent: Monday, August 26, 2019 10:17 PM
To: Yungmann, David
Cc: CouncilMail; sao
Subject: Due Process Concerns - HoCo BoE

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

David Yungmann et al,

I hope my email finds you well. I am writing today with regard to significant concerns I have with the lack of due process being shown by the Howard County School Board in how it is considering the current redistricting proposal, a process of which I am sure you are aware.

Last week the superintendent submitted a proposal to the board of education which, in his own words, "My proposal is significantly different than the recommendations in the Feasibility Study." is very clearly not in line with the studies and proposals as they have been brought to the community to this date.

As I am sure you know, the open community comment period for this proposal ended last month. The process going forward only welcomes discussion in open forum by individuals who live within specific affected areas. This process may have made sense if the assumption was that the proposal would follow along the lines of the original Feasibility Study and be adopted to include reasonable public comments. Instead, as the superintendent himself has indicated, the new plan looks nothing like the original plan. A review of the plan will make it immediately evident to any reasonable person that the implementation of it could have material impacts on the school budget requirements that the BoE brings to the county for future years, adds significant additional traffic to the roads, increases pollution in our communities and - by forcing them to move to further away schools - disadvantages poorer members of our community by discriminating against them based on FARM utilization.

I understand this process is being driven by the BoE, but these impacts and the blatant disregard of the superintendent and board for providing reasonable comment periods to those of us in the community DEMAND that the county take action to maintain the interests of your constituents.

I hope that you will review this situation in detail and take necessary action to ensure the process incorporates proper community feedback and that these lower officials are not disenfranchising your community without regress.

Thanks,

David M. Clifton
Resident and Active Voter

Mother of rising 9th grader next year!

Sent from Yahoo Mail for iPhone

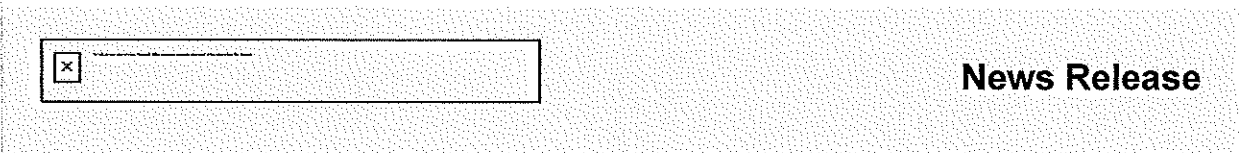
Sayers, Margery

From: Howard County Public School System <no-reply@hcpss.org>
Sent: Thursday, August 22, 2019 7:07 PM
To: CouncilMail
Subject: [BULK] Superintendent Presents Boundary Review Recommendations

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

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Contact: Brian Bassett | brian_bassett@hcpss.org | 410-313-1505

August 22, 2019

Superintendent Presents Boundary Review Recommendations

Ellicott City, Maryland — Howard County Public School System Superintendent Dr. Michael J. Martirano presented his recommendations to balance school capacity utilization, provide relief to schools most impacted by crowding, and address inequities in the distribution of students affected by poverty, during the Howard County Board of Education meeting on Tuesday, August 20, 2019.

The Board initiated by unanimous vote on January 24, 2019, a systemwide boundary review process, prompted by significant imbalances in school capacity utilization. Currently, 32 schools (43%) are outside of the target capacity utilization defined in HCPSS Policy 6010, meaning that enrollment at these schools is either below 90% or over 110% of their capacity, while the distribution of students participating in the Free and Reduced-price

Meals program (FARMs) ranges from below 5% at some schools to up to 68% at others.

“This recommendation marks a turning point in how we look at attendance area adjustments. While previous boundary review processes focused more narrowly on capacity utilization, my proposal is in alignment with our Strategic Call to Action, leading with equity as our driver to provide all students with full access and opportunity to receive the best educational services and supports,” Martirano said.

The Superintendent's proposal, which relates to school boundaries for the 2020-2021 school year (SY 20-21), moves beyond the recommendations presented in the 2019 Feasibility Study, and takes into account the priorities expressed by his Attendance Area Committee (AAC), the 800 participants in four community input sessions, and 2,176 surveys and 276 alternative scenarios submitted by community members and other stakeholders.

Also considered during planning were transportation times and costs, the effective use of existing school resources, and other Policy 6010 standards. These priorities also included keeping school boundaries contiguous while maintaining neighborhood schools and walkable distances for as many students as possible.

The Superintendent's proposal would provide for reassignment of approximately 7,396 students, including 3,194 elementary, 1,351 middle, and 2,851 high school students. Through the proposal, 53 schools are projected to be within the 90-110% target capacity utilization defined in policy, compared with 42 without boundary adjustments, and many of the most highly-impacted schools would see significant relief.

The proposal also advances socio-economic equity by addressing the proportion among schools of students receiving FARM program services. Through the Superintendent's proposal, all elementary schools would have a FARM rate at or below 54%, and the number of elementary schools above 50% would be reduced by half, from 12 to 6. The 10 elementary schools with highest FARM rates would be reduced by a combined 82%, and 21 schools would move closer to the county average.

FARM levels for all middle schools would be at or below 45% through Martirano's proposal, which reduces levels for the five middle schools with highest rates by a combined 38%, while 11 schools would move closer to the county average.

For high schools, FARM rates would be at or below 42% for all schools, and the four with highest rates currently would be reduced by a combined 18%. Nine high schools would move closer to the county average.

Martirano's proposal also plans ahead for new High School #13, which is scheduled to open fall 2023, by minimizing the impact for high schools and

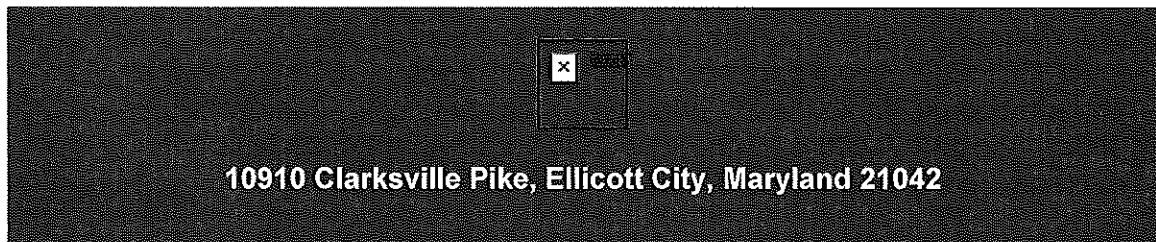
families that are most likely to be affected by boundary adjustments for the new school.

In delivering his recommendation, the Superintendent emphasized the system's great strength and the excellence of every Howard County public school. "Regardless of the outcome of this process, every child in our county will continue to have access to an excellent education. We are not a system of individual schools; we are a cohesive school system with consistent curriculum, excellent teachers, small class sizes, and comparable learning and enrichment opportunities at every school," Martirano said.

More information, including the [Superintendent's presentation and full report](#) given to the Board of Education and a one-page document that details the proposal are available on the HCPSS website.

The Board will hold three [public hearings](#) and seven [work sessions](#), and is scheduled to make a final decision on any boundary line adjustments with action on Thursday, November 21. A full [schedule and complete information](#) about the boundary review process is provided online.

For the latest HCPSS news and information, visit www.hcpss.org.



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Sayers, Margery

From: Kathleen V. Hanks <Kathleen_Hanks@hcpss.org>
Sent: Monday, July 15, 2019 1:03 PM
To: Richard Kohn; opel@opeljones.com; Bailey, Najee; Jones, Opel; CouncilMail; BoE Email
Subject: RE: [External] Community and School segregation

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Good Afternoon,

Thank you for contacting the Board of Education. The Board is not receiving input at this time regarding boundary review. However, I am providing the [link](#) to the website where it states how the community can be involved and share input with the Superintendent as he develops his recommendation. The Feasibility Study is the beginning of the process and is not the Superintendent's recommendation. The Superintendent's recommendation will be presented to the Board on Tuesday, August 20. Once that recommendation is received, the Board will begin receiving testimony and input from the community.

Again, thank you for your email, and we encourage you to be involved in the boundary review process.

Kind regards,

Kathy Hanks
Administrator
Board of Education
Phone: 410-313-7194
Fax: 410-313-6633
Email: kathleen_hanks@hcpss.org

From: Richard Kohn <richardakohn@gmail.com>
Sent: Monday, July 15, 2019 11:44 AM
To: opel@opeljones.com; nbailey@howardcountymd.gov; Councilman Opel Jones <ojones@howardcountymd.gov>; councilmail@howardcountymd.gov; BoE Email <boe@hcpss.org>
Subject: [External] Community and School segregation

I posted a new blog item about the HCPSS redistricting options. I used high schools as an example to show that the proposed options will increase travel time to schools by an average of about 0.3 miles per student compared to sending students to the closest school, and will increase segregation by income. I also show example districts that completely integrate 10 out of 12 high schools for income demographics without increasing travel time to school compared to the Feasibility Study options. There may be important implications that the school system is segregating students by race and income level, when in fact it would be quite feasible to integrate the schools.
<https://howardcounty640805081.wordpress.com>

Renée M. Kamen, AICP
Manager, Office of School Planning
Howard County Public School System
410.313.7184 (office)
Renee_Kamen@hcpss.org

From: Rick Kohn <rickakohn@gmail.com>
Sent: Thursday, August 8, 2019 2:48 PM
To: Renee Kamen <Renee_Kamen@hcpss.org>; Hcpss Redistricting <redistricting@hcpss.org>; School Planning <SchoolPlanning@hcpss.org>
Subject: [External] Redistricting proposals

Greetings:

As you are probably aware, I have shown that it is feasible to meet all objectives of Policy 6010 including balancing enrollments with capacity, minimizing distance to schools, balancing demographics, minimizing small feeds, not moving most walking students, etc. If you would like to have the example districts I developed in spreadsheet form, please request them and make an email address available that can receive them. I can also meet to explain the methods and results. I can show objectively that the HCPSS is bussing students further than necessary to maintain a high level of segregation by race and income.

Members of the Office of School Planning, AAC, and the Superintendent have shown no interest in evaluating the districts I developed as examples. Thank you to the members of the Board of Education who have discussed these results with me.

Richard Kohn, Ph.D.
<https://howardcounty640805081.wordpress.com>

Sayers, Margery

From: Rick Kohn <rickakohn@gmail.com>
Sent: Saturday, August 10, 2019 8:33 AM
To: Renee Kamen
Cc: Hcpss Redistricting; School Planning; Scott Washington; Daniel Lubeley; Brian W. Bassett; Kathleen V. Hanks; BoE Email; CouncilMail
Subject: Re: [External] Redistricting proposals

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear Ms. Kamen,

As you know, the website you cited which was open for a short time did not permit submission of school-wide redistricting plans. The school system solicited only input about individual polygons in an attempt to justify what they are doing or to consider piecemeal changes to the current plans. As a resident who is opposed to the widespread segregation by race and income that the current districts enforce, and the proposed plans exacerbate, I developed an example plan that shows it is quite easy to meet all of the criteria outlined in Policy 6010. The Office of Planning and Office of Superintendent are being dishonest when they claim that they cannot develop such a plan even with all the resources at their disposal.

Sincerely,
Richard A. Kohn, Ph.D.

On Aug 9, 2019, at 4:06 PM, Renee Kamen <Renee_Kamen@hcpss.org> wrote:

Dear Mr. Kohn:

Thank you for contacting the Office of School Planning regarding a redistricting proposal. It appears that much effort has been devoted to the development of an alternative boundary scenario. The boundary review process is much different than in past years and includes the use of a consultant. The consultant accepted alternative scenarios through August 1 via an online option (<https://www.hcpss.org/school-planning/boundary-review/#online-input>). I hope that you took advantage of this opportunity to submit your scenario via the mechanism offered. The consultant is analyzing the results of the general feedback survey as well as the alternative scenario submissions.

Please note the AAC responsibilities have changed in this process. The AAC did not take community input, nor develop alternative scenarios. For additional information on the AAC roles and responsibilities, please refer to the Boundary Review website at <https://www.hcpss.org/school-planning/boundary-review/#aac-meetings>.

I hope you remain involved through the remainder of the process. The Board of Education will be receiving public testimony after the presentation of the Superintendent's recommendation 8/20/19.

Thank you in advance,

-renee

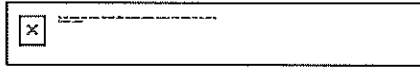
Howard County Council | ph: 410-313-2001 | web: cc.howardcountymd.gov

Howard County Council, 3430 Court House Dr., Ellicott City, MD 21043

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"I'm extremely proud of this resolution because it recognizes the past and promotes a fair and balanced future for our Howard County Public School System students," said Dr. Jones. "We are working together to resolve the problematic and systematic inconsistencies that lower-income students face every day. This resolution helps to enhance, promote, and encourage a unified and socioeconomic blended education system for all."

"While we often claim to prioritize diversity and inclusion in Howard County, our school districts do not reflect the values of integration and community that we have built our county on," said Councilwoman Mercer Rigby. "For decades, Howard County public schools have become increasingly segregated by race and socioeconomic status. Redistricting is a civil rights issue here in Howard County, and it's time to take meaningful strides toward integration in our education system."

In the last three years alone, graduation rates for students participating in the FARM program have dropped from 83% to 78%, which is 17% lower than the graduation rates for non-FARM students. During the same time frame, FARM program students have become increasingly concentrated in the same elementary, middle, and high schools in Howard County. These disparities in student outcomes can be found in the Howard County Public School System's 2019 Feasibility Study and 2019 Equity Report presented to the Board of Education.

"As Chair of the Howard County Board of Education, capable of casting only one vote, I support this resolution that focuses on the socioeconomic and racial desegregation of Howard County Public Schools," said Mavis Ellis. "Many have called for equity, and it's the Board of Education's hard decisions that will make equity happen for all students in Howard County."

"There's a strength in diversity that benefits our community. Legislation and resolutions alone cannot solve socioeconomic challenges or promote true racial integration; however, they can provide platforms that allow us to correct past errors," said Candace Dodson-Reed, founder of the African American Community Roundtable of Howard County and education advocate. "I applaud Councilwoman Mercer Rigby's and Councilman Jones' leadership and effort as they work with the community to ensure that each child in our public school system has everything they need to be successful."

"Let's reclaim Columbia's dream of equal opportunity for all by rebalancing the socioeconomic and racial profiles of Howard County's public schools," said Councilwoman Jung. "We know what we have to do, and we know the time is now."

Numerous academic studies indicate that diverse, integrated classrooms lead to better academic outcomes for all students, while increased segregation leads to greater achievement gaps for low-income students and students of color. While the school system undergoes its School Boundary Review Process, Councilmembers Mercer Rigby, Jones, and Jung call on HCPSS to comprehensively address the socioeconomic and racial segregation in Howard County Public Schools through a meaningful redistricting process.

The proposed resolution will be pre-filed on August 23, 2019 and will be introduced at the Council's legislative session on Tuesday, September 3, 2019. Testimony will be accepted at the legislative public hearing on Monday, September 16, 2019. To sign up to testify, visit <https://apps.howardcountymd.gov/otestimony/>. If you would like to submit your testimony electronically, email councilmail@howardcountymd.gov.

###

Sayers, Margery

From: Lisa Schlossnagle <lisabmrss@gmail.com>
Sent: Tuesday, August 13, 2019 4:31 PM
To: CouncilMail
Subject: Re: Councilmembers Mercer Rigby, Jones, and Jung Call on Howard County Public School System to Develop Integration Plan

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear Ms. Mercer Rigby, Dr. Jones, and Ms. Jung,

Thank you. This is important to me as an HCPSS graduate, parent, and AAC 2019 member. Thank you for your leadership.

Best regards,
Lisa Schlossnagle

On Tue, Aug 13, 2019, 4:19 PM Howard County Council <cgelwicks@howardcountymd.gov> wrote:

x

Media Contact:
Felix Facchine
ffacchine@howardcountymd.gov
(410) 313-2001

For Immediate Release:

Councilmembers Mercer Rigby, Jones, and Jung Call on Howard County Public School System to Develop Integration Plan

Ellicott City, MD (August 13, 2019)- Howard County Councilmembers Christiana Mercer Rigby, Dr. Opel Jones, and Deb Jung will introduce a council resolution in September calling on the Howard County Public School System (HCPSS) to develop a county-wide integration plan to desegregate its schools. Currently, school district boundaries in Howard County are drawn in a manner that concentrate students participating in the Free and Reduced Meals program (FARMS) into certain elementary, middle, and high schools.

This socioeconomic and racial segregation in the school system is contributing to increasing achievement gaps and decreasing graduation rates for low-income students and students of color. Historic systems have created these achievements gaps and it is incumbent on the County to introduce new systems that foster necessary change.

Sayers, Margery

From: Vick <vickgi@comcast.net>
Sent: Tuesday, August 13, 2019 8:26 PM
To: CouncilMail; Walsh, Elizabeth; Jones, Opel; Rigby, Christiana; Jung, Deb; Yungmann, David
Subject: For your consideration Re: Integration Plan

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Hello All,

How soon will you write and pass legislation that bans new residential development or disallows continuing development in areas that have been brought down to under capacity for building by redistricting? Answer please, all 5 of you.

Do you want people to get on board with your call for an integration plan?

I'm on board as soon as you write and pass legislation that says development cannot start or continue in areas that have been brought down to under capacity for building by redistricting. Anything less will continue the cycle of school overcrowding.

2 council people on the press release today are the very same council people who refused to vote or voted against to extending the wait time for new residential developments in areas closed to development due to school overcrowding.

Somehow Howard county has this belief if we just put people in the right place things will magically happen. Not exactly your purview but we're willing to spend millions on subsidized housing (not actually spending but giving in tax incentives to developers, when have developers ever done anything with the long term best interest of Howard county in mind)

but it's hard to get \$100,000 to help people achieve financial literacy and career advancement and change.

What's going to be done for the fourth grade student that isn't at grade level in reading or in math?

Putting them in a new school isn't going to change where they are in their learning path.

What's going to be done for the first grader who didn't have opportunities to enter kindergarten as prepared as their peers to learn? I liked the recent backpack give away as resources beyond the physical school supplies were they for those who may need them.

Yes I understand these are HCPSS issues but you are inserting yourself into the work of the HCPSS and the BOE.

Most Sincerely,

Vick

ps Please vote yes to CB 38-2019.

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Vick

ps Please vote yes to CB 38-2019.

Sayers, Margery

From: Vick <vickgi@comcast.net>
Sent: Tuesday, August 13, 2019 10:18 PM
To: Yungmann, David
Subject: Re: For your consideration Re: Integration Plan

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Hello David,
Thank you for your reply, hope all is well . The concern is

If redistricting opens an area for residential development due to the capacity being below APFO limits, will that area stay closed to new residential development? The question is will our county council introduce and pass legislation that keeps areas closed to new residential development if they fall below APFO school capacity dictates for closing as a result of redistricting?

<https://www.howardcountymd.gov/LinkClick.aspx?fileticket=xXEqbRD9rTA%3d&portalid=0>

It is in the best interest of all to break the cycle of school overcrowding (we have students in trailers). Howard County doesn't have the budget to build schools required to meet the needs of our citizens today.

Sincerely,
Vick
ps **Please vote yes to CB 38-2019.**

On 8/13/2019 8:38 PM, Yungmann, David wrote:

Is the question whether if, after redistricting, we will keep a school closed if it was previously closed and now open?

David Yungmann
Howard County Council – District 5
(410) 313-2001
<https://cc.howardcountymd.gov/Districts/District-5>

From: Vick <vickgi@comcast.net>
Sent: Tuesday, August 13, 2019 8:26 PM
To: CouncilMail <CouncilMail@howardcountymd.gov>; Walsh, Elizabeth <ewalsh@howardcountymd.gov>; Jones, Opel <ojones@howardcountymd.gov>; Rigby, Christiana <crigby@howardcountymd.gov>; Jung, Deb <djung@howardcountymd.gov>; Yungmann, David <dyungmann@howardcountymd.gov>
Subject: For your consideration Re: Integration Plan

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Hello All,
How soon will you write and pass legislation that bans new residential development or disallows

Sayers, Margery

From: no-reply@howardcountymd.gov
Sent: Wednesday, August 14, 2019 10:37 AM
To: Todes.judith@gmail.com
Subject: District 4 - School desegregation

First Name: Judith
Last Name: Todes
Email: Todes.judith@gmail.com
Street Address: 10738 SYMPHONY WAY
City: COLUMBIA
Subject: School desegregation

Message: I applaud your efforts to desegregate the Howard County schools. For too long the school boundary lines have been drawn to concentrate low income and minority students in some of the schools. I feel self conscious saying this, but, I want you to know that I am white, so you know that concern about this issue crosses racial lines.

Howard County Council | ph: 410-313-2001 | web: cc.howardcountymd.gov

Howard County Council, 3430 Court House Dr., Ellicott City, MD 21043

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###

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"As Chair of the Howard County Board of Education, capable of casting only one vote, I support this resolution that focuses on the socioeconomic and racial desegregation of Howard County Public Schools," said Mavis Ellis. "Many have called for equity, and it's the Board of Education's hard decisions that will make equity happen for all students in Howard County."

Felix Facchine

ffacchine@howardcountymd.gov

(410) 313-2001

For Immediate Release:

Councilmembers Mercer Rigby, Jones, and Jung Call on Howard County Public School System to Develop Integration Plan

Ellicott City, MD (August 13, 2019)- Howard County Councilmembers Christiana Mercer Rigby, Dr. Opel Jones, and Deb Jung will introduce a council resolution in September calling on the Howard County Public School System (HCPSS) to develop a county-wide integration plan to desegregate its schools. Currently, school district boundaries in Howard County are drawn in a manner that concentrate students participating in the Free and Reduced Meals program (FARMs) into certain elementary, middle, and high schools.

This socioeconomic and racial segregation in the school system is contributing to increasing achievement gaps and decreasing graduation rates for low-income students and students of color. Historic systems have created these achievements gaps and it is incumbent on the County to introduce new systems that foster necessary change.

Sayers, Margery

From: Rigby, Christiana
Sent: Wednesday, August 14, 2019 11:08 AM
To: CouncilMail
Subject: Fwd: Councilmembers Mercer Rigby, Jones, and Jung Call on Howard County Public School System to Develop Integration Plan

Wanted to make sure everyone received this public testimony...

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From: Lois Patrick <pink survivor05@yahoo.com>
Sent: Wednesday, August 14, 2019 9:09:28 AM
To: Rigby, Christiana <crigby@howardcountymd.gov>; Jones, Opel <ojones@howardcountymd.gov>; Jung, Deb <djung@howardcountymd.gov>
Subject: Fw: Councilmembers Mercer Rigby, Jones, and Jung Call on Howard County Public School System to Develop Integration Plan

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear Howard County Council Members: The article below was posted yesterday regarding desegregation in our school system. I am a resident of Howard County and have grandchildren attending the Howard County Public School System schools, and I am appalled at the idea of redistricting our children to attend schools out of their school district. This was tried many years ago in Prince George's County for the same reasons, and their program failed. I am a taxpayer and lived in this county for over 25 years, and I am totally against this desegregation plan. The bottom line is, all children have access to the same education, some children want to learn and some children are just don't have the same interest. Do not take away from the children that are willing to learn from their school of record because others do not have the same interest. I am very angry that this is even a suggestion and I will be one of the taxpayers that tries to block this resolution.

Lois Patrick
9510 Whiskey Bottom Road
Laurel, MD 20723
443-278-5424

Media Contact:

Sayers, Margery

From: karenlgray@verizon.net
Sent: Wednesday, August 14, 2019 1:59 PM
To: CouncilMail
Subject: I support the resolution calling for public school integration plan

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

I fully support the Council Resolution calling for the Howard County Public School System to develop an integration plan.

The recent proposals for redistricting are, frankly, insulting in a county that claims to promote diversity and acceptance. Oakland Mills High School is very heavily impacted by the proposed plans, more than almost any other high school. Yet, the economic and racial segregation will be worse under this plan rather than better. It is absolutely appalling.

I suggest taking a look at the following blogposts from a county resident for further information on this issue and a potential plan to redistrict that would help integrate the schools with the same amount of bussing that is currently proposed.

<https://howardcounty640805081.wordpress.com/2019/02/02/how-did-howard-county-schools-become-the-most-segregated-county-in-maryland/>

<https://howardcounty640805081.wordpress.com/2019/07/13/howard-county-plans-to-continue-bussing-students-to-keep-schools-segregated/>

Since county policies over the years have helped to create this segregation, I sincerely hope the County Council will support this resolution and that the Howard County Public School System will significantly revise its proposals. If not, I fear Howard County is setting itself up for a serious civil rights lawsuit.

Sincerely,

Karen Gray

5951 Camelback Lane

Columbia, MD 21045

410-730-7941



Oakland Mills Community Association
The Other Barn • 5851 Robert Oliver Place
Columbia, MD 21045
410-730-4610 • oaklandmills.org
Oakland Mills

August 12, 2019

Dr. Martirano, Superintendent, Howard County Public School System
Howard County Board of Education
10910 Clarksville Pike
Ellicott City, MD 21042

Dear Superintendent Dr. Martirano and Members of the Howard County Board of Education:

The Oakland Mills Community Association is submitting the following feedback on the area boundary adjustment “Feasibility Study” options on behalf of its 10,000 residents in anticipation of the August 20th recommendations from the Superintendent to the Board of Education. We are sending this as we believe the process for input and the survey options provided to date do not provide for enough flexibility to state our concerns to their full extent. The Feasibility Study options cannot be fixed with commentary on a few polygons here and there, which is the direction in which the public survey effectively guides respondents. Furthermore, the encouragement of such feedback over the years has led us to a situation where we believe the school system is segregated by income, race, and ethnicity and continuing to move in a negative direction should current options be pursued. We have concerns throughout the system, but our responsibility is to the children of Oakland Mills, so our commentary will be limited to the impact on schools our community attends.

The current Feasibility Study options unfairly target Oakland Mills High School, and frankly, are immoral. HCPSS Policy 6010 is supposed to direct the school district to consider such factors as community stability, demographics, diversity, socioeconomic status (measured based on participation in the federal free and reduced meals program, or FARMs), numbers of students moved, and academic performance. By multiple critical measures, apparently this policy does not seem to apply to Oakland Mills High School in the current options. We fear that while the public message has been that these options are not “proposals,” the reality is these are being used as very biased starting points that depend heavily on past trends toward segregation rather than a fresh start.

Currently, Oakland Mills High School is already the most challenged high school in Howard County. It has the highest percentage of students who receive FARMs (48%), the lowest

percentage of students with math proficiency (26%), and the third lowest percentage of students with reading proficiency (47%). It is one of the few schools in Howard County with capacity to receive more students, so it is not surprising that this capacity is being utilized to help relieve over-crowding at other high schools, which we welcome. However, we did not anticipate that the district would make so many favorable changes to other high schools largely at the expense of Oakland Mills HS.

Let us consider how each of the two high school redistricting proposals in the feasibility study negatively impacts Oakland Mills HS and further exacerbates the existing differences in socioeconomic status and academic performance between Oakland Mills HS and the rest of Howard County.

First, in High School Redistricting Option #1, 383 students will be transferred from Oakland Mill HS to other high schools, which is 29% of the projected 2019 enrollment, more than any other high school, even overcrowded Howard HS (19%) and Centennial HS (22%). In other words, inexplicably, the high school with capacity to spare is losing a larger percentage of its student population than the over-crowded high schools that are the reason for the redistricting in the first place. Another 512 students will be transferred into Oakland Mills HS, which is 39% of 2019 projected enrollment and again highest in the county. Altogether, as a proportion of the 2019 projected enrollment, a gross change of 68% would occur at Oakland Mills HS, again more than any other high school in the county.

If such a drastic change in the student population at Oakland Mills HS were truly necessary, it would only be logical (and would follow Policy 6010) to take this opportunity to bring the demographics and academic performance measures of the school more in line with the rest of the county. Unfortunately, this is not the case. Rather, the FARMs percentage would increase (49%, by far highest in county), and math proficiency (25%, lowest in county) and reading proficiency (45%, 2nd lowest in county) both would decrease relative to current levels. Furthermore, other neighborhoods around Oakland Mills Village, which have been part of the Oakland Mills HS community for more than 40 years, would be transferred to Wilde Lake HS, which should be considered a major detriment to community stability, and effectively creates an “island” community East of Route 29 from the rest of Wilde Lake HS. In their place, communities in the I-95/Route 1 corridor would be transferred into Oakland Mills HS. These also effectively become “island” communities because they are only connected to the rest of the Oakland Mills HS area via Polygon 45, which is not a residential neighborhood but rather a retail/industrial area along Route 175/Columbia Gateway with few (less than the reportable number) or no students.

One particular move in HS Option #1 is an especially troubling example of the larger problem of concentration and segregation. Polygon 1081 is a highly impoverished neighborhood and by far

has the largest numbers of students who receive FARMs compared to any other polygon in the county (96 students on FARMs, 74% of all students at the high school level). At the elementary school level, there are 223 students who receive FARMs (83%), which means the number high school students receiving FARMs will almost certainly increase over time. Both Howard HS (3 miles via Rt. 108, 8 minutes according to Google Maps) and Long Reach HS (2.6 miles via Rt. 108, Snowden River Pkwy and Tamar Dr., 7 minutes according to Google Maps) are geographically closer and more convenient for transportation to/from this neighborhood compared to Oakland Mills HS (4.8 miles via Rt. 175, Tamar Dr., and Kilimanjaro Rd., 13 minutes according to Google Maps). Yet in this proposal the students will be bused further to Oakland Mills HS, which is already the most socioeconomically disadvantaged school in the county. This is wrong, plain and simple, and it will be harmful both for students currently at Oakland Mills HS and also students residing within Polygon 1081. It is hard to imagine a clearer example of socioeconomic segregation in the 21st century.

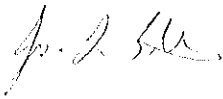
High School Redistricting Option #2 is not an improvement over Option #1 in terms of its impact on Oakland Mills HS. Again, despite being the school with capacity, Oakland Mills HS would have the greatest gross change in population in the county, with 178 (14%) students transferred from, and 297 (23%) transferring into Oakland Mills HS, representing a 36% gross change in population based on 2019 projected enrollment, more than any other high school in the county.

Again, much like Option #1, despite the major change in student population at Oakland Mills HS with Option #2, there is apparently no effort to consider demographics and academic performance measures in the proposed reassignments. The percentage of students receiving FARMs would be unchanged (48%), still highest by far in the county with only one other high school greater than 40%. Reading proficiency would actually decrease from the current level to 45%, 2nd worst in the county. Similarly, math proficiency would decrease to 24%, worst in the county. This option is also detrimental to community stability, as the Thunder Hill neighborhood (part of the Oakland Mills Village and well connected by walking/biking paths) will be transferred to Wilde Lake HS, essentially becoming an "island" community East of Rt. 29. Oddly, this proposal consolidates all of Thunder Hill ES to attend Oakland Mills MS, which currently feeds 100% into Oakland Mills HS, so this could have been beneficial to the community if they did not then have to cross Route 29 to attend Wilde Lake HS. Again, similar to Option #1, the Allview neighborhood (part of the Oakland Mills HS community for more than 40 years) will be transferred to Atholton HS and again essentially will become an East-of-29 island. While Polygon 1081 (discussed above) and surrounding communities are not assigned to Oakland Mills HS in HS Option #2, they are proposed for Oakland Mills HS in the New HS #13 Option, so all of the same concerns noted above would also apply in that scenario.

These analyses are compiled and summarized in the attachment to this letter. In summary, there is no evidence that HCPSS Policy 6010 is being appropriately followed in the proposed high

school attendance areas when one considers the negative impact on Oakland Mills HS, which is already the most challenged high school in Howard County. The Oakland Mills Community Association has very serious concerns about long-term trends toward segregation in the school system and specifically about what will be proposed during this round of area attendance adjustments. We are consulting with experts in the field should further action be necessary to protect our residents and strongly urge you to consider much better options by August 20th than what we have seen to date. We also strongly encourage the members of the Board of Education to reject any proposal presented to you on August 20th that does not reverse these trends.

Sincerely,



Jonathan L. Edelson, Chairman
Oakland Mills Board of Directors

Cc: County Executive Dr. Calvin Ball
Councilman Dr. Opel Jones, District 2

ATTACHMENTS ON FOLLOWING PAGES

Attachment: Oakland Mills High School Characteristics Relevant to HCPSS Policy 6010

Current

- Projected 2019 enrollment = 1318 (94% utilization)
- Highest FARM Rate in Howard County (48%)
- Worst PSAT Math Proficiency in Howard County (26%)
- Third Worst PSAT Reading Proficiency in Howard County (47%)

HS Option #1 Scenario

- 383 students transferred out of OMHS (29% of 2019 projected enrollment, highest in county), despite being a school w/capacity
- 512 students transferred into OMHS (39% of 2019 enrollment, highest in county), all from Long Reach (splitting up these students across multiple receiving schools would be an opportunity to balance demographics and academic performance measures)
- Gross change of 895 students, 68% of 2019 projected enrollment; highest in the county
- Projected FARM rate 49% (increased from current, highest in county, with only 1 other HS greater than 40%)
- 25% PSAT Math Proficiency (decreased from current, worst in county)
- 45% PSAT Reading Proficiency (decreased from current, 2nd worst in county)
- Howard HS and Centennial HS are the most over-crowded high schools in the county, yet there are fewer students transferring out:
 - Howard HS: 359 (19% of 2019 projected enrollment)
 - Centennial HS: 366 (22% of 2019 projected enrollment)
- Polygon 1081, which has the largest numbers of socioeconomically disadvantaged students in the county (and growing), is transferred from Long Reach HS and bussed further to Oakland Mills HS: 96 (74%) students at the HS level, 104 (86%) students at the MS level, and 223 (83%) at the ES level are all on FARMS.
- Polygons in the I-95/Rt.1 corridor are effectively “islands” in this proposal. They are connected to other Oakland Mills HS polygons via Polygon 45, which is a commercial/industrial region with few or no students.
- Allview and other neighborhoods, historically part of the Oakland Mills HS community, will be transferred out of OMHS and will become an East-of-29 island communities at Wilde Lake HS.

HS Option #2 Scenario

- 178 students transferred from Oakland Mills HS (14% of 2019 projected enrollment)
- 297 students, all from Long Reach HS, transferred into Oakland Mills HS (23% of 2019 projected enrollment)
- 475 total students transferred into/out of Oakland Mills HS, a 36% gross change based on 2019 projected enrollment (highest in county)
- Changes at Oakland Mills HS greater in comparison to Howard HS and Centennial HS:

- Howard HS: 230 (12%) students redistricted to Long Reach HS, will receive no new students
- Centennial HS: 246 (15%) students transferred out, 117 (7%) transferred in
- FARMs rate 48% (unchanged, highest in county)
- PSAT Reading proficiency decreased from current level to 45% (2nd worst in county)
- PSAT Math proficiency decreased from current level to 24% (worst in county)
- Consolidates all of Thunder Hill ES to attend Oakland Mills MS, but then sends these same students across Route 29 to attend Wilde Lake HS (essentially creating an island) and removes the Thunder Hill neighborhood, part of Oakland Mills Village, from Oakland Mills HS.
- Allview neighborhood, historically part of the Oakland Mills HS community, will be transferred out of OMHS and will become an East-of-29 island community at Atholton HS.
- As in Option #1, polygons in the I-95/Rt.1 corridor are effectively “islands” in this proposal. They are connected (and only in a catty-cornered manner) to other Oakland Mills HS polygons via Polygon 45, which is a commercial/industrial region with few or no students.

HCPSS 6010 Factor Considered	HS Option #1	HS Option #2
Facility Utilization	Negative (>110% utilization in 2021-2022)	Negative (>110% utilization in 2022-2023)
Community Stability Overall	Negative	Negative
Feeds	Negative	Negative
Contiguous Communities (considering the reality that Route 29 and commercial/industrial Polygon 45 separate communities)	Negative	Negative
Frequency of reassignment	N/A	N/A
Racial/ethnic composition	N/A	N/A
Socioeconomic composition/FARMs percentage	Negative ¹	Neutral ¹
Academic performance-Math	Negative ²	Negative ²
Academic performance-Reading	Negative ³	Negative ³
% of English learners	Negative ¹	Neutral
Number of students moved	Negative ⁴	Negative ⁴

¹Highest in county

²Worst performance in county

³Second worst performance in county

⁴Highest in county as a proportion of school size

N/A, not analyzed or considered in this assessment

Sayers, Margery

From: Jahantab Siddiqui <Jahantab_Siddiqui@hcpss.org>
Sent: Tuesday, August 20, 2019 7:25 PM
Subject: Superintendent's Attendance Area Adjustment Recommendations

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear Elected Officials,

I wanted to let you know that due to BGE power outages this evening, we are unable to stream or record video of the Board of Education meeting. As a result, due to the interest in the Superintendent's recommendations for attendance area adjustment and in keeping with our efforts to provide clear communications to the community, the Board and the Superintendent have decided to reschedule the presentation for Thursday, August 22 at 6pm.

Please let me know if you have any questions.

Thank you,
Jahantab

Jahantab Siddiqui
Chief Administrative Officer
Howard County Public School System
Office: 410-313-6680
Cell: 443-355-7562

Sayers, Margery

From: Stacy Correll <sycorrell@gmail.com>
Sent: Friday, August 16, 2019 2:08 PM
To: CouncilMail
Subject: Comments on Boundary Study/Segregation Issues

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

I sent this to the Board of Education but received a reply that they are not accepting comments? I thought I would send it on to you as well since you were soliciting comments.

Thank you -

Stacy Correll

Sent from my iPad

Begin forwarded message:

From: Stacy Correll <sycorrell@gmail.com>
Date: August 15, 2019 at 3:03:12 PM EDT
To: boe@hcpss.org
Subject: Comments on Boundary Study

I was not able to attend the session at Oakland Mills High School on July 10 due to a long-standing commitment. I did fill out the online survey but I felt like there was more that needed to be said about the proposed boundary changes.

My daughter just finished Lake Elkhorn Middle School and will go to Oakland Mills High School in the fall. She will be a walker and we will not be moving schools as part of the proposed boundary changes. However, we obviously have a vested interest in the health of OMHS, given that she is about to spend 4 years there. Let me state for the record that we do not qualify for FARMS and our ethnicity is white. I am going to focus my comments on the high school boundary changes since that is my area of concern.

I have been more and more dismayed by what I read, both in official documentation like the feasibility report and in the various flyers that have been floating around. I could comment more on those flyers but I will refrain – although I do give props to the people who actually put their names on the flyers instead of hiding behind an anonymous label.

It saddens me that people think that children born into a lower economic status are somehow less intelligent, less motivated and less desirable as classmates. A rising tide lifts all boats. We should want the best for ALL children and want them to have the highest chance for future success because our success as a nation depends on it. These are the future adults who will be doctors, teachers, policemen and voters in our country. As the adults in this scenario, we should be concerned about the fate of all Howard County children.

But everything I read seems to somehow support the notion that FARMS = bad. We have created a segregated school system where the majority of lower income children are concentrated into 4 high

schools – Oakland Mills, Long Reach, Wilde Lake and Hammond – and the disparity is growing greater with every boundary exercise we engage in. These 4 schools currently have between 39-48% FARMS populations. The next highest high school percentage is over 10% lower (Reservoir at 26%). OMHS is surrounded by high schools that have significantly lower percentages – Howard at 14% and Atholton at 11%. To me, the message you are sending is FARMS students are “undesirable” so we are going to “contain” them in certain schools that most likely have parent populations that have less influence over elected officials and will not make as much noise (see the flyers referenced above). That is the message parents of those students are hearing and the students themselves are hearing. In some cases, our lower income students are struggling with other issues in the home or are homeless. Now they are being labeled as the children adults are actively trying to keep out of their schools.

I recognize that the school system does not have control over where lower income housing is located but you do have control over how boundaries are drawn. You can stand up to the parents who are beating the “not in my school” drum over and over again. Lower income children deserve the same opportunities as their higher income counterparts and deserve to be an accepted part of EVERY school.

If you are going to move high school students prior to the new high school opening (and as I said in my survey, I really question why that has to be done at all), why not consider taking the long view of creating a mix of students within a school that reflects the county and the country as a whole. Everyone benefits – schools, students, communities. Instead of going to a school where everyone is the same, we learn to accept differences, learn from each other, support those who need a hand and become closer as a community.

I support the analysis that the Oakland Mills Board of Directors sent to you on August 12th. I hope you will take a hard look at all the information that has been presented from the Oakland Mills Community.

Stacy Young Correll

Sayers, Margery

From: Beth Stolte <elizabeth.stolte@hotmail.com>
Sent: Thursday, August 15, 2019 9:14 AM
To: Beth Stolte; Rigby, Christiana
Cc: CouncilMail; BoE Email
Subject: Re: Desegregation

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

<https://www.baltimoresun.com/maryland/howard/cng-ho-council-calls-for-integration-plan-0822-20190815-j7m4vob3yzb65pqge26eianz4y-story.html?fbclid=IwAR0CCpJ9DjJJDLehnQV-sfhAR3qR6c-ULtmMNg4ixZOz9d0zr39oSy-O4>



Howard council members: Balancing FARMs students, school capacity could 'improve education outcome'

In a joint news release Tuesday, Council members Christiana Mercer Rigby, Opel Jones and Deb Jung announced they are introducing a resolution next month asking for the school system to create a county-wide integration plan to desegregate schools.

www.baltimoresun.com

Beth Stolte

From: Beth Stolte <elizabeth.stolte@hotmail.com>
Sent: Thursday, August 15, 2019 9:11 AM
To: Rigby, Christiana <crigby@howardcountymd.gov>
Cc: councilmail@howardcountymd.gov <councilmail@howardcountymd.gov>; BoE Email <boe@hcpss.org>
Subject: Desegregation

Councilperson Rigby,

Thank you for bringing to light the segregation of Howard County schools. When looking at the demographics for schools east of 29 the disparity is clear. The neighborhoods of Owen Brown and Oakland Mills specifically are deeply segregated from the rest of the county. To someone not involved in the redistricting process, it looks as if FARMs students are concentrated in certain areas to maximize the number of Title 1 schools and therefore federal money. Also, looking at where FARMs students reside shows a segregation in the county

itself. For years so called affordable housing has been allowed to be built in these same neighborhoods under the guise of caring about low income families. If the CC, former and current, cared about low income families they'd stop allowing building in these areas. They'd provide incentives for building of affordable housing in places west of 29. Ellicott City, Gleneg, West Friendship. Other districts besides your district, my district, district 3. It is disingenuous to put all the onus on the board of education and superintendent, past and present. This County Council has come out in support of more building in these areas. More students to fill school slots that don't exist, further crowding these schools.

I posted the following comments on a Facebook post about this issue. The article in from post is below. The first is a question - are the demographics of the schools listed in this article reflective of the surrounding neighborhood? Meaning draw 2 mile radius around the school. If it is reflective of the school's demo then so be it. Kids shouldn't have to be bused across the county for "quotas". The second is that the County Council is responsible for this as well. The places with affordable housing are concentrated in these same neighborhoods. Current laws allow for more affordable housing to be built in these same neighborhoods. Speaking out against that is portrayed by the Council Council as being against poor people. If the County Council wants the schools to be desegregated, then they need to desegregate the county. The County Executive, as a former long term County Council member, is just as guilty for this segregation as the former board of education members and superintendents.

The County Council should look at the demographics of these neighborhoods. Look at the FARMs numbers for new affordable housing built in the last 10 years. What does that say about where new housing should be built?

My family lives in district 3. My sons attended Guilford ES and my oldest will be a 6th grader at Lake Elkhorn MS in the fall. We love our area. We are looking to move in the spring and want to stay with Lake Elkhorn as our middle school. Owen Brown is the ideal neighborhood for us. It's probably one of the most walkable areas in the county. We want our sons to be able to leave the house and walk places like the corner store, the pizza place in Owen Brown Village Center, the CA pools. But we also can't ignore the gerrymandering of the school attendance areas. We love the east side. It's so diverse and we are all better for it. I wouldn't want to live in the west where it's much more homogenous.

Concentrating FARMs students in areas like Owen Brown and Oakland Mills only makes the problems these kids face worse. Allowing more and more development in these areas strains the schools in these areas and makes it impossible to desegregate. Everyone needs to work together to change this. The leaders we've voted for need to be leaders. Stand up to classism and racism when presented under the guise of not moving students to a "low ranked school". Stand up to developers and say "no, you can't build here anymore". Make the tough decisions. It's what we've elected you to do.

Thanks for your time.

Beth Stolte

Sayers, Margery

From: Beth Stolte <elizabeth.stolte@hotmail.com>
Sent: Thursday, August 15, 2019 9:12 AM
To: Rigby, Christiana
Cc: CouncilMail; BoE Email
Subject: Desegregation

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

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Thanks for your time.

Beth Stolte

August 20, 2019

In Response to the news release by the Howard County Council in regards to the Howard County Schools

Original housing concept for Columbia Maryland (James Rouse) was for Columbia to work, play learn and worship together. It was an excellent concept and first residents of Columbia worked hard to achieved that goal. Schools in Columbia were the best not only in the county, state but country. If Rouse's vision failed, we have to look at what happen because it worked for many years.

Columbia still has an excellent infrastructure. Neighborhoods are well kept with many amenities.

So, if there is a problem with Howard County schools then it's coming from the home environment. The Moynihan report predicted this over 50 years ago.

It is unfair the County Council to ask the schools to integrate when it is the Council and the government that failed to improper plan when it came to housing because Rouse made sure equity in housing was there for the new Columbia.

Affordable housing became ghetto housing (especially in the many apartments in Columbia) Section 8 subsidized income vouchers allowed urbanized people with their urbanized manner get into apartments and housing market that turned many of Columbia's schools into Title one schools. People who have to pay full amount of rent are not going to units where certain people pay little or no rent due to the vouchers. So, you have a large number of these people in the apartments.

This was result of improper planning by county officials and greed by apartment owners. Now Columbia and rest of Howard County are dealing with academic deficiencies and high rate of crime. Bad behavior and crime caused the village centers to have problems. Some are closed. Some remodeled and open again with a different demographics.

The truth is Black people ruined Columbia. It's not racism. It is fact. Just look at the crime stats. And the academic Achievement gap? What a joke. Blacks score lowest of all people of color. Title One schools have more resources than non-Title one schools. Now, the Council thinks putting students of all incomes together will magically transform these low achievers to high achievers? Asians and Hispanics will still score higher than Blacks. School discipline and suspension will still be high among Blacks.

Are the households going to take any responsibility? Why Council going to put blame on the schools to come up with a solution? Now you have the demographics in the various housing rental units that led to seven schools in Columbia to be title one. Prince Georges County, Montgomery County, Baltimore County are dealing with the same problem as well as urban

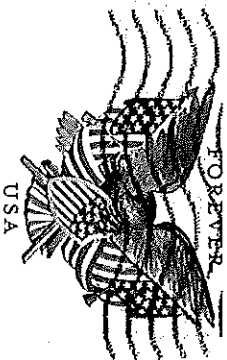
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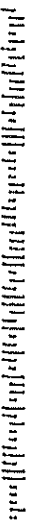
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Elkridge, MD 21724

County Government
3430 Cow Horse Drive
Elkridge City MD 21043

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UNITED STATES



21043-430099



Columbia is a census-designated place in Howard County, Maryland, United States, and is one of the principal cities of the Baltimore metropolitan area and the Washington metropolitan area. It is a planned community consisting of 10 self-contained villages. It began with the idea that a city could enhance its residents' quality of life. Creator and developer James W. Rouse saw the new community in terms of human values, rather than merely economics and engineering. Opened in 1967, Columbia was intended to not only eliminate the inconveniences of then-current subdivision design, but also eliminate racial, religious and class segregation. And it worked. Columbia's schools were the best in the nation.

The village concept aimed to provide Columbia a small-town feel (like Easton, Maryland, where James Rouse grew up). Each village comprises several neighborhoods. The village center may contain middle and high schools. All villages have a shopping center, recreational facilities, a community center, a system of bike/walking paths, and homes. Four of the villages have interfaith centers, common worship facilities which are owned and jointly operated by a variety of religious congregations working together.

Most of Columbia's neighborhoods contain single-family homes, townhomes, condominiums and apartments, though some are more exclusive than others. The original plan, following the neighborhood concept of Clarence Perry, would have had all the children of a neighborhood attend the same school, melding neighborhoods into a community and ensuring that all of Columbia's children get the same high-quality education. Rouse marketed the city as being "color blind" as a proponent of Senator Clark's fair housing legislation. If a neighborhood was filled with too many purchasers of a single race, houses would be blocked until the desired ratio was met.

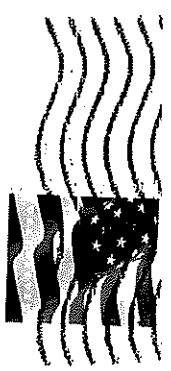
The schools in Columbia, Maryland were top notch. Elementary, Middle and High School were in each of the villages where students went to go to learn and play together.

What happen that the Howard County City Council feel that the schools have to desegregate? Why did the neighborhoods turn so that most of the elementary schools receive Title funds? It's the people. Parents who do not have the vision that Mr. Rouse did. Children who are being reared by Parents or caregivers who care nothing about

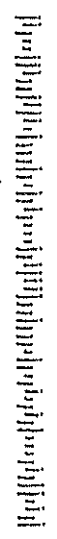
18300
Columbia MD 21044

Howard County Government
3430 Court House Drive
Ellicott City, MD 21043

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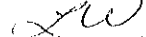


the education of their children (How many show up at PTA meetings?)

Look at the stats in crime. Most are done by Blacks. Blacks (Coming from the urban areas) have destroyed Columbia. Asians and Hispanics' test scores are higher than Blacks. Socioeconomic is not the reason for poor Black performance. It is the Black family. Moniyhan Report.

Look what happen when Baltimore City de-segregate the schools. Howard County will go much faster. All the Council is doing is DUMBING down all of Howard County Schools. Parents will move. Private Schools will love it. Neighboring Counties will live it. Howard County will suffer.

Sincerely,



Latilda Wallace

I am Black. It is not racism. It is a reality

August 23, 2019

Howard County Government
3430 Courthouse Drive
Ellicott City, Maryland 21043

HOWARD COUNTY COUNCIL
RECEIVED

All
DSJ/JF
MS

2019 AUG 21 AM 10:20

Attention: The Howard County Council

We read with interest your news release dated 8/13/19 about asking the School system to develop an integration Plan. We wish you would further explain what you mean about integrate the schools. The term intergrate in the dictionary means

"To mix with and join society or a group of people, often changing to suit their way of life, habits, and customs: 2. to combine two or more things in order to become more effective: 3. to end the separation of people by race, sex, national origin, etc., in an organization...."

Who are the group of people you want to integrate? I thought Rouse vision was to combine people of all races and creed to live, learn, work and play together.

In the early 1970s to 1990s, Columbia had some of the best schools in the State. Now most of their schools are Title One. Why? A large influx of urbanized people moved in with their urbanized ways. You really believe that mixing the children of these people (especially in middle and high school) will change the achievement gap? Look at Baltimore City, which was the number 1 school system in the state or Montgomery County which took the crown from Baltimore City as the number 1 school system in the state. They had the same problems in trying to solve the achievement gap like Howard County is experiencing. You need to do a study to find out why it didn't work in those systems if you want success in Howard County because you will have the same problem. We will tell you why it is not working. Besides reading the Monihayn Report which forecast this problem over 50 years ago, you cannot put people together who don't want to be together and putting low income students in these schools will only cause them more frustration because they will still score the lowest. We are talking about groups of people not individuals. There are always a few that achieve no matter where they attend. We think the Howard County School system is doing the best they can do. If the FARM children are not achieving, it has nothing to do with the school.

Start with the family.

Joseph and Joyce Silver

Joseph and Joyce Silver (We are black and have lived in Columbia since 1978 and have seen the change ...the rising crime and who are the suspects.. we are embarrassed how these urbanized blacks instead of embracing Columbia, have ruined Columbia and rest of the County. And MS-13

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HOWARD COUNTY COUNCIL
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2019 AUG 21 10:10:19

FAMILY BRAWL AT DISNEYLAND

By **ALMA FAUSTO** | afausto@scng.com | Orange County Register
PUBLISHED: July 8, 2019 at 2:38 pm | UPDATED: July 8, 2019 at 2:40 pm

A family brawl that broke out in Disneyland's Toontown over the weekend was caught on video and is circling around on social media. In it, a man punches women as children in their group and other park guests watch, some of them trying to break up the Saturday, July 6 fight.

The cussing-fill brawl appears to grow out of a group the included a half-dozen adults, most, if not all, family members. At various times, two women fight each other.

Two men take boxing stances and face off for a bit.

At one point, a woman in the group who is in a motorized cart gets out to intercede and is knocked down, apparently by mistake, and falls to the ground and is helped back up.

"I'm ready to go to jail tonight!" says the man who hit the two women and was in the center of much of the conflict.

Security staffers eventually respond, with one man subdued by park-goers.

Eventually, the fight disperses and the participants seem to walk away.

Anaheim Sgt. Daron Wyatt said officers responded and took a report, though the people involved were uncooperative. No arrests had been made.

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Family members scuffle as bystanders watch outside Goofy's Playhouse at Disneyland on Saturday. (YouTube)

This is what
you want
Children from families
like this attending our
schools?

FAMILY BRAWL AT DISNEYLAND

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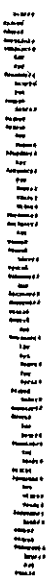
A brawl broke out between family members on Saturday, July 6, at Disneyland and was captured on video. Police said no arrests were made but detectives are evaluating the video. (Youtube via Inman Entertainment)

See Over.
This is the type of people
moving to Howard County

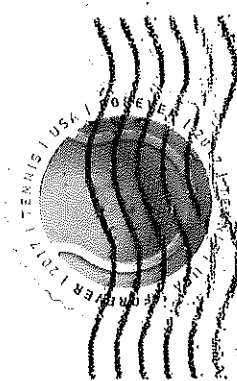
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Columbia is a census-designated place in Howard County, Maryland, United States, and is one of the principal cities of the Baltimore metropolitan area and the Washington metropolitan area. It is a planned community consisting of 10 self-contained villages. It began with the idea that a city could enhance its residents' quality of life. Creator and developer James W. Rouse saw the new community in terms of human values, rather than merely economics and engineering. Opened in 1967, Columbia was intended to not only eliminate the inconveniences of then-current subdivision design, but also eliminate racial, religious and class segregation. And it worked. Columbia's schools were the best in the nation.

The village concept aimed to provide Columbia a small-town feel (like Easton, Maryland, where James Rouse grew up). Each village comprises several neighborhoods. The village center may contain middle and high schools. All villages have a shopping center, recreational facilities, a community center, a system of bike/walking paths, and homes. Four of the villages have interfaith centers, common worship facilities which are owned and jointly operated by a variety of religious congregations working together.

Most of Columbia's neighborhoods contain single-family homes, townhomes, condominiums and apartments, though some are more exclusive than others. The original plan, following the neighborhood concept of Clarence Perry, would have had all the children of a neighborhood attend the same school, melding neighborhoods into a community and ensuring that all of Columbia's children get the same high-quality education. Rouse marketed the city as being "color blind" as a proponent of Senator Clark's fair housing legislation. If a neighborhood was filled with too many purchasers of a single race, houses would be blocked until the desired ratio was met.

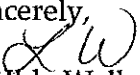
The schools in Columbia, Maryland were top notch. Elementary, Middle and High School were in each of the villages where students went to go to learn and play together.

What happen that the Howard County City Council feel that the schools have to desegregate? Why did the neighborhoods turn so that most of the elementary schools receive Title funds? It's the people. Parents who do not have the vision that Mr. Rouse did. Children who are being reared by Parents or caregivers who care nothing about

the education of their children (How many show up at PTA meetings?)

Look at the stats in crime. Most are done by Blacks. Blacks (Coming from the urban areas) have destroyed Columbia. Asians and Hispanics' test scores are higher than Blacks. Socioeconomic is not the reason for poor Black performance. It is the Black family. Moniyhan Report.

Look what happen when Baltimore City de-segregate the schools. Howard County will go much faster. All the Council is doing is DUMBING down all of Howard County Schools. Parents will move. Private Schools will love it. Neighboring Counties will live it. Howard County will suffer.

Sincerely,

Latilda Wallace

I am Black. It is not racism. It is a reality

TO WHOM THIS MAY CONCERN

8/20/19

2019 AUG 19 PM 1:07
All JF MJ

FROM THE SUN PAPER (In italics)

Some members of the Howard County Council are putting pressure on the education system to develop a plan to desegregate schools.

Desegregate Schools? I haven't heard that term since the 1960s.

Council members claim the school district has created boundaries that discriminate against low-income students and students of color. In a two-page statement, council members promised to introduce a resolution early next month calling for the school system to address the issue.

Apparently these council members are not familiar with James Rouse and the founding of Columbia. His plan and goals. I would suggest you read his plan.

The Howard County Public School system is one of the most successful in the state and the nation, but some members of the County Council said it's also one of the most racially imbalanced when it comes to where students are assigned to learn.

The success of Howard County Schools is the Parents. Most children are reading by the time they enter Kindergarten. The Parents teach their children. Lower income Black mothers do not teach their children and depend on the schools. The racially imbalanced comes from the apartments who have a very large number of section 8. That was not like that in early Columbia. Early Columbia did not have a large section 8. It was only Copperstone.

"For decades, Howard County Public Schools have become increasingly segregated by race and socioeconomic status," Councilwoman Christiana Mercer Rigby said. "Redistricting is a civil rights issue in Howard County, and it's time to take meaningful strides toward integration in our education system."

You can blame the greedy landlords that have turned most of Columbia Apartments into section 8. People who pay full freight and NOT going to apartments where people pay little or nothing rent due to section 8. Early residents of Columbia and their offspring have moved to surrounding areas of Howard County and taken their goals and values with them which is why the schools outside of Columbia are at a higher level. It is the People who segregated themselves.

This was not part of Rouse's vision. Columbia failed to keep the vision.

The councilwoman's complaints come a few days ahead of a proposal by the school

superintendent to address the issue.

"All of our schools are excellent, so no matter where a child goes to school, they're going to receive an excellent education. So it's up to us right now to make recommendations to balance out our capacity in considering all of the socioeconomic variables as well," Howard County Public Schools Superintendent Michael Martirano said.

This statement by the Superintendent Martirano is correct. All the schools are excellent. The problem is there are certain groups (Mainly Blacks) that are not on board with Rouse vision. And of course the Council and others will say racism. But it is not racism. It's lasy good for nothing Blacks that have ruined Columbia. Just like at the stats. Who is doing the most crime? Who is being arrested ? Recent mugging in Baltimore was done by residents of Howard County. I call them urban transports. I am Black and I know my people. Before other minorities moved in, Black organizations complained that teachers weren't teaching Black children correctly because Black test low and Blacks weren't learning. Then came the other groups (Hispanics, Aslans, Indians and test scores went higher than Blacks. So it is something else why Blacks aren't scoring higher. Can't say racism. I say it is the family. Many of these Black children come from dysfunctional homes. What kind of family can't feed their children? have to depend on the schools.

I moved to Columbia in the 1970s and lived the Columbia dream. I taught my children and they too lived the Columbia dream. It's sad that these new people that move to Howard County fail to learn about James Rouse, his vision and live with civility .

There's strength in diversity that benefits our community. Legislation and resolutions alone cannot solve socioeconomic challenges

Rouse vision for Columbia has failed. People were to live together in harmony, no matter income level ,race or creed, nationality or religion. People were to attend the same school, worship at the same church, shop at the same shopping center in the village.

It worked for about 15 years. I know because I lived in Columbia. But as more and more people from urban areas moved to Columbia that did not share Rouse's vision. Columblia changed. Volience increased. Drugs entered schools and communities. The orginal Columbians moved to other areas of the County. Schools switched. Columbia schools (which were known for their high test scores) moved to the schools in other areas of Howard County.

I remember when James Rouse and his committee were planning the new town of Columbia and how they were going to handle blacks. Some feared back then that Blacks were going to ruin Columbia. But Mr. Rouse was very firm that his city was going to be for all people.

Apparently, the others were right. Blacks ruin Columbia. Not all Blacks. The urban Blacks. The trashy Blacks. These are the type of people at Disneyland this past July that were fighting in

toon town.

I encourage you to read the Monihan Report which describes the urban blacks and look at Baltimore City's desegregation plan back in the 1960s.

What you see Baltimore now will be Columbia in 20 years if you implement a desegregation plan. People will move out of Howard County. Test scores will continue to drop. School discipline will rise. Teachers will not be able to teach. Parents will home teach or put their children in private schools. I would love to see Columbia schools be like it was in early Columbia but it takes working with the families. Encourage these parents to PUT their children first.

(Excuse my errors. My spellcheck isn't working)


Linda Carlson Jones