Acknowledgements

Cropper GIS Consulting extends appreciation to the School Board for allowing us to work on the Boundary Study:

School Board
Julie Henn – Chair
Rod McMillion – Vice Chair
Kathleen Causey
Dr. Erin Hager
Moalie Jose
Russell Juehn
John Offerman
Lily Rowe
Makeda Scott
Felecia Stolusky
Roah Hassan

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Paul Taylor, Director
Melissa E. Appler, Coordinator
Christopher Brocato, Planning Analyst
Michael Gottfredson, Planning Specialist

With much appreciation,

Matthew Cropper, President
Zoran Stojakovic, Demographer
Andrew McKibben, Senior Planning Analyst
Brad Crowe, GIS Programmer
James Cooper, Planning Analyst
Shawn Dowling, Planning Analyst
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Background and Key Objectives:

Deer Park Middle Magnet School has experienced a steady increase in enrollment. As of September 30, 2021, the utilization of the school was 120 percent, 254 students over capacity.

There are several relief strategies that BCPS considers when determining how best to mitigate overcrowding. These strategies range in complexity and cost to implement. These strategies include, space use compromises, such as shared resource spaces for staffing; use of relocatable units; flexible scheduling; and redistricting.

For this study, the following attendance boundaries will be evaluated and are subject to modification:

- Deer Park Middle Magnet School
- Franklin Middle School
- Northwest Academy
- Pikesville Middle School
- Windsor Mill Middle School

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

- Reduce overcrowding at Deer Park Middle Magnet.
- Create viable successful boundaries that efficiently use capacity in participating schools.
- Maintain or increase the student diversity among participating schools to reflect the diversity of the region and the school system.

This background report was prepared to inform the volunteer committee called together to lead this grass-roots study. This report will inform committee members in two ways:

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

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

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

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

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

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

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

Additional considerations that may be relevant include:
- Use of geographic features, such as railroads, creeks, and major highways.
- Support ESOL strategic plan objective of returning students from ESOL centers to home schools.

**Boundary Study Process**

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

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

This study has four phases:

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

**Phase 1. Data Collection**

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

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

Data collection efforts have been underway through the fall, and information will continue to be collected throughout the process if it is deemed useful. As the study proceeds, volunteers will provide additional information as they bring their experience and expertise to their committee work. Public input at the community information meeting and via the community survey after, will provide valuable data. Finally, BCPS and Cropper GIS staff will provide data to the committee upon request throughout the life of the study.
Phase 2. Data Assimilation

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

Phase 3. Background Report Development

This background report was completed in August 2022 so that it could be distributed to:

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

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

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

Noted in the timeline on page 4, volunteers will meet via committee meetings from September 2022 through December 2022 to analyze data, review attendance boundaries and develop boundary options. The community is invited to observe all meetings of the boundary study committee virtually, via BCPS Live-stream. The work of the committee will be shared at a public information session, and community members will have an opportunity to discuss committee work with staff and committee members. Valuable information will also be gathered via a community survey that will take place after the information session. School Board action is expected to take place in March 2023.

The Committee and Public Engagement

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

<table>
<thead>
<tr>
<th>Roles and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Committee</strong></td>
</tr>
<tr>
<td>- Representative from each school community</td>
</tr>
<tr>
<td>- Suspends parochial interests</td>
</tr>
<tr>
<td>- Meets 5 times from September through December.</td>
</tr>
<tr>
<td>- Collaborates exclusively with each other (public can observe)</td>
</tr>
<tr>
<td>- Presents recommendation to the BOE via the Chief of Schools</td>
</tr>
<tr>
<td><strong>The Community</strong></td>
</tr>
<tr>
<td>- Can access all info, data online throughout process</td>
</tr>
<tr>
<td>- Can observe meetings in person or online (via live-stream on Web site)</td>
</tr>
<tr>
<td>- Can engage with staff and committee members at the public information session</td>
</tr>
<tr>
<td>- Invited to complete survey</td>
</tr>
<tr>
<td>- Can provide testimony at BOE meetings, BOE Hearing</td>
</tr>
<tr>
<td><strong>Leadership Staff</strong></td>
</tr>
<tr>
<td>- Provide data and information</td>
</tr>
<tr>
<td>- Update Superintendent as needed</td>
</tr>
<tr>
<td>- Ensure process is followed</td>
</tr>
<tr>
<td>- Support avenues for community engagement</td>
</tr>
<tr>
<td>- Objective participants</td>
</tr>
</tbody>
</table>

Study Timeline

The following page presents the boundary study timeline. The timeline places a significant time commitment on boundary study committee members from September 2022 through December 2022. Volunteer committee members are expected to:

- Meet at least five times throughout the duration of the study to analyze attendance boundary options.
- Help facilitate a public information session by answering questions that the public may have about maps and statistics.
**Boundary Committee Meeting #1**
New Town HS Cafeteria  
*Wednesday, September 14, 2022*  
6:00 – 8:00 p.m.
- Introduction of process & timeline  
- Criteria for decision making  
- Background Report overview  
- Review Planning Books

**Boundary Committee Meeting #2**
New Town HS Cafeteria  
*Wednesday, September 28, 2022*  
6:00 – 8:00 p.m.
- Recap Background Report and Q/A  
- Small group discussions/review baseline scenarios  
- Develop and evaluate scenarios

**Boundary Committee Meeting #3**
New Town HS Cafeteria  
*Wednesday, October 12, 2022*  
6:00 – 8:00 p.m.
- Review proposed scenarios  
- Select viable scenarios for Public Information Session  
- Discuss logistics for Public Information Session

**Public Information Session**
New Town HS Cafeteria  
*Wednesday, October 26, 2022*  
7:00 – 8:00 p.m.
- Explanation of process  
- Presentation of data  
- Gallery Walk  
- Committee members facilitate discussion of scenarios  
- Kick off online survey, access available until midnight on November 14, 2022.

**Boundary Committee Meeting #4**
New Town HS Cafeteria  
*Wednesday, November 30, 2022*  
6:00 – 8:00 p.m.  
*Snow Date: Thursday, December 1, 2022*
- Review Public Information Session feedback and suggested changes to scenarios per feedback  
- Consensus building exercises around various scenarios  
- Select scenario to recommend to the Board of Education

**Boundary Committee Meeting #5**
New Town HS Cafeteria  
*Wednesday, December 14, 2022*  
6:00 – 8:00 p.m.  
*Snow Date: Thursday, December 15, 2022*
- IF NEEDED  
- Consensus building exercises around various scenarios  
- Select scenario to recommend to the Board of Education

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**Board of Education Recommendation**
Tuesday, February 14, 2023  
6:30 p.m.  
Greenwood Building E

**Board of Education Public Hearing**
Wednesday, March 1, 2023  
6:30 p.m.  
New Town HS Auditorium

**Board of Education Decision**
Tuesday, March 14, 2023  
6:30 p.m.  
Greenwood Building E

---

*Please note snow dates for Committee Meetings 4 and 5*

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Prepared by the Baltimore County Public Schools, Office of Strategic Planning, May 9, 2022.
Map Analysis

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

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

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

Each map has a legend showing common symbology used in all maps and, sometimes, symbology unique to a single map. Common symbols are used for schools. Squares are elementary schools (red, in color copies). Triangles are middle schools (green, in color copies). Stars are high schools (blue, in color copies). In addition to school location symbology, the legend also shows the color of each individual zone in the map.
Map 1: Baltimore County Public Schools, MD, Middle Schools 2022-23, Deer Park Middle Magnet School Boundary Study

The image below depicts the current 2022-23 Middle School Boundaries participating in the Deer Park Middle Magnet School Boundary Study. Detailed maps for each of the participating schools may be found in Appendix B.
Series 2: Planning Block Mapping

Cropper GIS has divided the schools participating in the boundary study into small geographic areas termed “Planning Blocks.” The committee will find that their work in examining school attendance boundaries will be greatly enhanced by studying planning blocks individually and by studying clusters of planning blocks. Volunteers will discover that they can quickly and easily create prototype school attendance areas by combining clusters of planning blocks.

Maps 2-9: Baltimore County Public Schools, MD, Deer Park Middle Magnet School Boundary Study, Planning Block 6-8th Live-Attend

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

**Total Enrollment (6-8th)** – number of 6-8th students attending Deer Park MS.

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

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

**Unmatched** – number of students whose address could not be located and mapped in GIS.

**Total Live-In** – number of 6 through 8th grade students who live within the school’s attendance boundary. The ‘total-live in’ statistic here indicates there are 1,392 6-8th grade students living within the Deer Park MS attendance boundary.

**Live and Attend-In** – number of students (6-8th grade) who live within the attendance boundary, and also attend that school. In this example, 1,234 of 1,392 6-8th grade students who live within the Deer Park MS attendance boundary also attend Deer Park MS.

**Live-Out, Attend-In** – number of 6-8th grade students who live outside of the Deer Park MS attendance boundary, but attend Deer Park MS.

**Live-In, Attend-Out** – number of 6-8th grade students who live inside the Deer Park MS attendance boundary, yet attend a different middle school.

The labels in the planning blocks depict both the planning block ID number (on top) and the number of 6-8th grade students that live in the planning block and attend their zoned school plus the number of 6-8th grade ESOL program students currently attending Sudbrook MS but living within the planning block (on bottom).

<table>
<thead>
<tr>
<th>Deer Park MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment (6-8th)</td>
</tr>
<tr>
<td>Out of Study Area</td>
</tr>
<tr>
<td>Out of County</td>
</tr>
<tr>
<td>Unmatched</td>
</tr>
<tr>
<td>Total Live-In</td>
</tr>
<tr>
<td>Live and Attend In</td>
</tr>
<tr>
<td>Live Out, Attend In</td>
</tr>
<tr>
<td>Live In, Attend Out</td>
</tr>
</tbody>
</table>
Appendix A: Facility Inventory
### FACILITIES INVENTORY: Middle Schools

**LEA:** Baltimore County Public Schools  
**DATE:** July 1, 2022

*SRCs in yellow highlight are PENDING SRC approval.

<table>
<thead>
<tr>
<th>SCHOOL NAME &amp; ADDRESS</th>
<th>GRADES</th>
<th>2021 SRC</th>
<th>FALL ENRLMT 2021</th>
<th>% UTIL. (95%+ BOLD)</th>
<th>ACREAGE</th>
<th>BUILDING DATA</th>
<th>PHYSICAL COND.</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deer Park Middle Magnet</td>
<td>6-8</td>
<td>1,282</td>
<td>1,536</td>
<td>119.8%</td>
<td>32.30</td>
<td>1973 Total</td>
<td>BCPS Insp. Good (3/17)</td>
<td>CCA, PFA,</td>
</tr>
<tr>
<td>9830 Winands Road Randallstown, MD 21133</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>State Insp. Good (1/17)</td>
<td></td>
</tr>
<tr>
<td>Franklin Middle</td>
<td>6-8</td>
<td>1,422</td>
<td>1,172</td>
<td>82.4%</td>
<td>25.05</td>
<td>1929 Total</td>
<td>BCPS Insp. Good (2/16)</td>
<td>CCA, PFA</td>
</tr>
<tr>
<td>10 Cockeys Mill Road Reisterstown, MD 21136</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>State Insp. Good (3/11)</td>
<td></td>
</tr>
<tr>
<td>Northwest Academy</td>
<td>6-8</td>
<td>1,068</td>
<td>744</td>
<td>69.7%</td>
<td>29.37</td>
<td>1966</td>
<td>BCPS Insp. Good (2/16)</td>
<td>CCA, PFA</td>
</tr>
<tr>
<td>4627 Old Court Road Baltimore, MD 21208</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>State Insp. Good (1/13)</td>
<td></td>
</tr>
<tr>
<td>Pikesville Middle</td>
<td>6-8</td>
<td>1,029</td>
<td>952</td>
<td>92.5%</td>
<td>31.44</td>
<td>1968</td>
<td>BCPS Insp. Good (11/11)</td>
<td>CCA, PFA</td>
</tr>
<tr>
<td>7701 Seven Mile Lane Pikesville, MD 21208</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>State Insp. Good (2/16)</td>
<td></td>
</tr>
<tr>
<td>Windsor Mill Middle</td>
<td>6-8</td>
<td>710</td>
<td>681</td>
<td>95.9%</td>
<td>35.00</td>
<td>2006</td>
<td>BCPS Insp. Good (3/17)</td>
<td>CCA, PFA</td>
</tr>
<tr>
<td>8300 Windsor Mill Road</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>State Insp. Good (10/11)</td>
<td></td>
</tr>
<tr>
<td>Baltimore MD 21244</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Sources:** Extracted from BCPS 2021 Education Facilities Master Plan (EFMP) Facility Inventory Section 7  
Fall FTE Enrollment 2021: September 30, 2021 reconciled enrollment

### Land Management Area Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPA</td>
<td>Agricultural Priority Preservation Area</td>
</tr>
<tr>
<td>CCA</td>
<td>Community Conservation Area</td>
</tr>
<tr>
<td>EC</td>
<td>Employment Center</td>
</tr>
<tr>
<td>MRRA</td>
<td>Middle River Redevelopment Area</td>
</tr>
<tr>
<td>OM-GA</td>
<td>Owings Mills Growth Area</td>
</tr>
<tr>
<td>PFA</td>
<td>Priority Funding Area</td>
</tr>
<tr>
<td>RPA</td>
<td>Resource Preservation Area</td>
</tr>
<tr>
<td>RCA</td>
<td>Rural Commercial Area</td>
</tr>
<tr>
<td>RRA</td>
<td>Rural Residential Area</td>
</tr>
<tr>
<td>UC</td>
<td>Urban Center</td>
</tr>
<tr>
<td>URDL</td>
<td>Urban Rural Demarcation Line</td>
</tr>
</tbody>
</table>

**Note:**

Prepared by Baltimore County Public Schools  
Appendix B: Maps
Map created: August 2022, JC.

Data Sources: Baltimore County, BCPS
Map Created: August 2022, JC.

Map Note: Counts based on September 30th, 2021 Enrollment. The top labels show the planning block IDs. The bottom labels show the number of 6-8th BCPS students that live and attend their boundary school, plus the 6-8th grade ESOI program students currently attending Sudbrook MS but living within the study area.

Deer Park MS

Legend

Schools
- Elementary
- Middle
- High

Planning Blocks

2022-23 Middle School Attendance Boundaries

Deer Park MS
- Franklin MS
- Northwest Academy
- Pikesville MS
- Windsor Mill MS

0 0.5 1
Miles
Map Created: August 2022, JC.

Franklin MS

<table>
<thead>
<tr>
<th>Franklin MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment (6-8th)</td>
</tr>
<tr>
<td>Out of Study Area</td>
</tr>
<tr>
<td>Out of County</td>
</tr>
<tr>
<td>Unmatched</td>
</tr>
<tr>
<td>Total Live-In</td>
</tr>
<tr>
<td>Live and Attend In</td>
</tr>
<tr>
<td>Live Out, Attend In</td>
</tr>
<tr>
<td>Live In, Attend Out</td>
</tr>
</tbody>
</table>

Legend
Schools
- Elementary
- Middle
- High

Planning Blocks
2022-23 Middle School
Attendance Boundaries
- Deer Park MS
- Franklin MS
- Northwest Academy
- Pikesville MS
- Windsor Mill MS

Map Note: Counts based on September 30th, 2021 Enrollment. The top labels show the planning block IDs. The bottom labels show the number of 6-8th BCPS students that live and attend their boundary school, plus the 6-8th grade ESOL program students currently attending Sudbrook MS but living within the study area.

Data Sources: Baltimore County, BCPS
Map Created: August 2022, JC.
Map Note: Counts based on September 30th, 2021 Enrollment. The top labels show the planning block IDs. The bottom labels show the number of 6-8th BCPS students that live and attend their boundary school, plus the 6-8th grade ESOL program students currently attending Sudbrook MS but living within the study area.
Out of Study Area 90
Live Out, Attend In 164
Live and Attend In 516

6-8th grade ESOL program students currently
2021 Enrollment. The top labels show the
Map Note: Counts based on September 30th,
Schools

<table>
<thead>
<tr>
<th>Windsor Mill MS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment (6-8th)</td>
<td>681</td>
</tr>
<tr>
<td>Out of Study Area</td>
<td>90</td>
</tr>
<tr>
<td>Out of County</td>
<td>4</td>
</tr>
<tr>
<td>Unmatched</td>
<td>1</td>
</tr>
<tr>
<td>Total Live-In</td>
<td>578</td>
</tr>
<tr>
<td>Live and Attend In</td>
<td>516</td>
</tr>
<tr>
<td>Live Out, Attend In</td>
<td>164</td>
</tr>
<tr>
<td>Live In, Attend Out</td>
<td>62</td>
</tr>
</tbody>
</table>

Map Note: Counts based on September 30th, 2021 Enrollment. The top labels show the planning block IDs. The bottom labels show the number of 6-8th BCPS students that live and attend their boundary school, plus the 6-8th grade ESOL program students currently attending Sudbrook MS but living within the study area.

Legend

<table>
<thead>
<tr>
<th>Schools</th>
<th>2022-23 Middle School Attendance Boundaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>Deer Park MS</td>
</tr>
<tr>
<td></td>
<td>Franklin MS</td>
</tr>
<tr>
<td></td>
<td>Northwest Academy</td>
</tr>
<tr>
<td></td>
<td>Pikesville MS</td>
</tr>
<tr>
<td></td>
<td>Windsor Mill MS</td>
</tr>
<tr>
<td>Middle</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td></td>
</tr>
</tbody>
</table>

Data Sources: Baltimore County, BCPS
Map Created: August 2022, JC.
Appendix C: Live-Attend Analysis
In order to gain an understanding of where kids live versus where they attend, the following matrix was created. The schools of attendance are listed on the left while the school zones where students live are listed on the top line. The numbers highlighted in green are counts of students who attend the assigned schools for the zones where they live. This student data is from September 30, 2021, Baltimore County Schools student database.

<table>
<thead>
<tr>
<th>Where 6-8 Students Live 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deer Park MS</td>
</tr>
<tr>
<td>Deer Park MS</td>
</tr>
<tr>
<td>Franklin MS</td>
</tr>
<tr>
<td>Northwest Academy</td>
</tr>
<tr>
<td>Pikesville MS</td>
</tr>
<tr>
<td>Windsor Mill MS</td>
</tr>
<tr>
<td>Sudbrook MS (ESOL)</td>
</tr>
</tbody>
</table>

Green-colored numbers represent the number of students who live in the zone and attend their zoned school. All other numbers represent students who attend school outside of the zone that they live in.

Live-in counts

Live in and attend out totals per school. Total is shown at the left in the blue-colored cell.

Live out and attend in totals per school. Total is shown at the top in the orange-colored cell.
## Where 6-8 Students Live 2021-22

<table>
<thead>
<tr>
<th>School</th>
<th>Deer Park MS</th>
<th>Franklin MS</th>
<th>Northwest Academy</th>
<th>Pikesville MS</th>
<th>Windsor Mill MS</th>
<th>Out of Study Area</th>
<th>Out of County</th>
<th>Unmatched</th>
<th>Live Out, Attend In</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deer Park MS</td>
<td>1536</td>
<td>1234</td>
<td>52</td>
<td>105</td>
<td>33</td>
<td>35</td>
<td>73</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Franklin MS</td>
<td>1172</td>
<td>7</td>
<td>1150</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>22</td>
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</tr>
<tr>
<td>Northwest Academy</td>
<td>744</td>
<td>34</td>
<td>9</td>
<td>638</td>
<td>11</td>
<td>12</td>
<td>37</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Pikesville MS</td>
<td>952</td>
<td>7</td>
<td>15</td>
<td>7</td>
<td>911</td>
<td>1</td>
<td>9</td>
<td>2</td>
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</tr>
<tr>
<td>Windsor Mill MS</td>
<td>681</td>
<td>33</td>
<td>2</td>
<td>29</td>
<td>6</td>
<td>516</td>
<td>90</td>
<td>4</td>
<td>1</td>
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<tr>
<td>Sudbrook MS (ESOL)</td>
<td>283</td>
<td>77</td>
<td>90</td>
<td>26</td>
<td>76</td>
<td>14</td>
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<tr>
<td>Live In, Attend Out</td>
<td>690</td>
<td>158</td>
<td>168</td>
<td>173</td>
<td>129</td>
<td>62</td>
<td></td>
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</tr>
</tbody>
</table>

*Note: The table shows the number of 6-8 students living in each area and attending each school.*