Phase 1 Redistricting Report

with Public Engagement Associates

July 2023
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1 Introduction
What is the Redistricting Study?

The Phase 1 Redistricting Study is an analysis of school boundaries and feeder patterns for Anne Arundel County Public Schools (AACPS).

Why is the study important?
Many AACPS schools are experiencing significant enrollment growth, or are projected to grow as new residential developments are completed. At the same time, other schools in the County are very under-utilized. Very under- or over-utilized schools can lead to difficult learning environments for students. Additionally, utilization discrepancies can stress school and district budgets.

Objectives
The primary mission for this study is to define attendance zones for the new Old Mill West High School and West County Elementary School. However, these projects provide the opportunity to plan for growth, balance facility utilizations, rationalize boundaries, and reduce travel distances for students.

Open new schools
State Rated Capacities (SRC) of new schools
- Old Mill West High School: 2,137 seats
- West County Elementary School: 598 seats

In addition to adding two new schools, AACPS is undertaking renovations/additions and replacements of several other schools within the study area over the next decade.

Plan for growth
More than 8,800 new housing units are planned or under construction in the study area. These units will house an estimated 3,200 AACPS students.
What is the Redistricting Study?

Data: AACPS, processing by WXY Studio

⚠️ Reduce overcrowding
With anticipated growth, more than 22% of 1 schools in the study area will be overcrowded by 2031.

🔎 Rationalize boundaries
A number of school boundaries, particularly those with disconnected areas, require students to travel long distances to school.

Study Area
The study focuses on the County’s northern high school clusters, including Chesapeake, Glen Burnie, Meade, Northeast, North County and Old Mill High Schools.

Timeline
The redistricting study took place in four phases, beginning in January 2022.

Phase 1: Boundary Analysis and Scenario Development
January - February 2023

Phase 2: Public Engagement
February - May 2023

Phase 3: Boundary Refinement and Accommodation
June 2023

Phase 4: Boundary Approval and Implementation
July - November 2023

1 AACPS 2023 Educational Facilities Master Plan.
58 schools
of 126 districtwide

Two new schools
Old Mill West HS, West County ES

41,586 current pupils (SY22-23)
of 84,453 districtwide
Projected Enrollment Trends in the Study Area

Data: AACPS 2022 EFMP, processing by WXY Studio

AACPS projects 89% of schools in the study area will see their Full-Time Equivalent (FTE) grow in the next nine years (by SY2031-32). Of these, about half of schools (47%) are expected to grow by more than 10%.

**Figure 1. Projected Study Area Growth**

Estimated school enrollment trends, SY2022-23 to SY2031-32

<table>
<thead>
<tr>
<th>Growth Range</th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than -5%</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>-5% to 0%</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>0% to 5%</td>
<td>14</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5% to 10%</td>
<td>11</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>10% to 25%</td>
<td>9</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>More than 25%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Growth in the Study Area is expected to be concentrated at the ES level, growing by 15% overall (compared to 13% for high schools and 11% for middle schools). Elementary schools with attendance areas containing large residential development projects are projected to grow the most. Development projects in the study area are indicated on Map 2.

**Spatial trends**

Geographically, growth is expected to be strongest in the Meade and North County HS feeder patterns. Enrollment declines are projected to be concentrated in the Chesapeake and Old Mill HS feeder patterns.

These growth trends will increase the number of over-utilized schools if boundaries are not readjusted to account for growth and open new schools.
Residential Development

Data: AACPS, processing by WXY Studio

Legend
- Study area HS clusters, Piney Orchard ES
- Sites of planned or current large residential housing development projects (>50 units)

Over 8,800 residential housing units are planned or under construction in the study area. These units are estimated to eventually host 3,200 AACPS students.

The Two Rivers development has put pressure on Piney Orchard ES, which would be 168% utilized without a boundary change.
Key Concepts

“School boundary” or “attendance area”
A geographic area that determines which school a home is assigned to. All homes have an assigned neighborhood school for each education level.

Boundaries must conform to a natural or man-made boundary (e.g. a river or road), per JAA RA 3.iv.d Factors affecting redistricting.

School capacity
The total number of students a school is designed to accommodate. Capacity is measured in “seats.” In Maryland, schools are given an official capacity estimate, called State Rated Capacity (SRC).

School utilization
The ratio between the number of students enrolled at a school and the school’s total capacity. AACPS seeks to keep schools 90 to 100% utilized.
**Key Concepts**

**Why is utilization important?**
- Over-utilization challenges
  - Overcrowded classrooms, core spaces, bus pick-ups
  - Temporary classrooms
  - Need for construction
  - Increased maintenance
- Under-utilization challenges
  - Vacant classrooms
  - Part-time specialty teachers
  - Higher per-pupil costs

**Why are feeder patterns important?**
Boundaries that create fewer feeder patterns allow students to stay with their friend groups through middle school and high school. However, more feeder patterns make it easier to address overcrowding and other challenges like under-enrollment.

**Feeder Patterns**
The sequence of schools that students are assigned to attend as they progress from elementary, to middle, to high school.

Given AACPS’s current boundaries, all elementary school students at the same school go to the same middle school and the same high school.

**Other key concepts**

- **Distance to school**
  How far a student has to travel to school, and whether they live close enough to safely walk to school.

- **Assignment stability**
  How many students change school assignments because of a boundary change. More assignment stability means fewer students are impacted by redistricting.
2

Engagement Summary
Engagement Summary

Data: WXY Studio, aacpsredistricting.org website data

Two draft boundary scenarios were published via the project web tool (aacpsredistricting.org) on February 7, 2023. The data presented in this section was collected between February 7 and June 15, 2023.

Here we provide an overview of the data collected through the project website.

Summary metrics
- 33k unique website users
- 32k engaged website sessions
- 86k website page views
- 15k unique address searches
- 2.2k survey responses
- 594 map comments

Project web tool
The public is able to engage with the draft boundary scenarios through the project web tool. The tool provides users with multiple opportunities to learn about the study and to provide feedback:
- Read project summary information
- Search an address to view proposed reassignments by school level, if any, under the two scenarios
- View existing and proposed boundaries by school level and scenario
- Complete a survey
- Submit boundary comments

1 An engaged user session is defined as a session “that lasted longer than ten seconds, or had a conversion event, or have 2 or more screen or page views.” (Google Analytics)
Redistricting Study Website

Find your proposed school assignments
You can view different school boundaries by clicking on the scenario buttons then the school level you would like to see.

Get school information
Click on a school to learn more about that school. A table displaying the school information will display here.
Engagement Summary

Most web tool traffic and use occurred within the first two weeks of the web tool being published. A total of 12,330 users, 45% of all users, interacted with the project website on February 8th, 2023.

Figure 2. Cumulative Unique Users
Source: Google Analytics for aacpsredistricting.org/

Address Searches
Between Feb 7 and June 15th, 2023, 9,300 users made over 14,900 unique address searches. More than 28% of all users searched at least one address.

Address search feature

72% of address searches were in the Phase 1 Study area, 16,983 in total. Searches were concentrated in the Old Mill and Glen Burnie HS Feeder attendance areas, 8,740 searches in total.
Address Searches

Data: WXY Studio, aacpsredistricting.org website data

Legend
- Study area HS clusters, Piney Orchard ES
- Searched address

Figure 3. Address Searches by HS Feeder Attendance Area

Old Mill HS
Glen Burnie HS
Northeast HS
Severna Park HS
Chesapeake HS
Meade HS
North County HS
Arundel HS
Crofton HS
Broadneck HS
South River HS
Annapolis HS
Outside AACPS
Southern HS

Map 3.

Legend
- In Phase 1 study area
- Outside Phase 1 study area

WXY AACPS Phase 1 Redistricting Report
Survey Results

Data: WXY Studio, aacpsredistricting.org website data

Between February 7th and June 15th, 2023, 2,245 survey responses were collected. Most respondents identified as current parents.

**Figure 4. Respondent Relationship to AACPS**

Note: Users could select multiple options.

- Parent Current: 62%
- Student ES: 17%
- Parent Future: 15%
- Student HS: 13%
- Student MS: 12%
- Parent Past: 10%
- Teacher Principal: 7%
- Other: 6%
- Staff: 6%

**Figure 5. Respondent Race or Ethnicity**

Note: Users could only select one option.

- White: 57%
- Prefer not to say: 21%
- Black / African-American: 9%
- Two or More Races: 7%
- Latino / Latinx / Hispanic: 3%
- No response: 2%
- Asian American: 1%
- Native American / Indigenous: 0%
- Pacific Islander: 0%

Of the 2.2k survey respondents, 57% identified as White and 21% preferred not to say or left the question blank.
Survey Results: Residence

Data: WXY Studio, aacpsredistricting.org website data

Legend
- Study area HS clusters, Piney Orchard ES
- Respondent-provided residence in AACPS

Figure 6. Survey Responses by HS Feeder Attendance Area

<table>
<thead>
<tr>
<th>HS</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annapolis HS</td>
<td>46</td>
</tr>
<tr>
<td>Arundel HS</td>
<td>107</td>
</tr>
<tr>
<td>Broadneck HS</td>
<td>33</td>
</tr>
<tr>
<td>Chesapeake HS</td>
<td>46</td>
</tr>
<tr>
<td>Crofton HS</td>
<td>221</td>
</tr>
<tr>
<td>Glen Burnie HS</td>
<td>73</td>
</tr>
<tr>
<td>Meade HS</td>
<td>112</td>
</tr>
<tr>
<td>None specified</td>
<td>95</td>
</tr>
<tr>
<td>North County HS</td>
<td>72</td>
</tr>
<tr>
<td>Northeast HS</td>
<td>73</td>
</tr>
<tr>
<td>Not in AACPS</td>
<td>145</td>
</tr>
<tr>
<td>Old Mill HS</td>
<td>177</td>
</tr>
<tr>
<td>Severna Park HS</td>
<td>385</td>
</tr>
<tr>
<td>South River HS</td>
<td>19</td>
</tr>
<tr>
<td>Southern HS</td>
<td>7</td>
</tr>
</tbody>
</table>

WXY AACPS Phase 1 Redistricting Report
Survey Results

Data: WXY Studio, aacpsredistricting.org website data

Respondent residence location
Question two of the survey asked respondents to identify where in Anne Arundel County they live. 95% of respondents provided an answer to this question. Survey respondents disproportionately represent the Chesapeake HS (38% of responses) and Old Mill HS (18%) feeder attendance areas.

Compared to the student population in the Phase 1 study area, the Meade HS, Northeast HS, and North County HS feeder attendance areas were most underrepresented in the survey.

Respondent priorities
Question five of the survey provided respondents the opportunity to weigh their priorities against one another. The question asked respondents to distribute up to twelve stars between six priorities.

5. Of the following priorities, which are most important to you (in terms of your school, neighborhood, and family)?

6/12 of available stars used
Reduce overcrowding
★★★★★

Increase enrollment at schools that have too few students
★★★★★

This question type asks the respondents to consider trade-offs between different objectives, providing a clearer sense of priorities when considering redistricting options.
Survey Results

No single priority received a majority of stars. Distance to school ("Make sure students live close to school") emerged as the most important priority, receiving 24% of all stars.

Figure 7. Respondent Priorities

No single priority received a majority of stars. Distance to school ("Make sure students live close to school") emerged as the most important priority, receiving 24% of all stars.

Under-utilization ("Increase enrollment at schools that have too few students") and temporary classrooms ("Reducing the number of temporary classrooms") were the least salient priorities for survey respondents, receiving only a combined 21% of all stars.

The remaining concerns, over-utilization ("Reduce overcrowding"), feeder patterns ("Keep current feeder patterns [...]"), and assignment stability ("Minimize the number of students who change schools") were all approximately equally weighted, representing 54% of all stars given.

Priorities by feeder pattern

Respondent priorities differed by HS feeder attendance area, based on the residence locations from Question 2. In general, respondents weighted distance to school as the most important priority across clusters.
## Survey Results

Data: WXY Studio, aacpsredistricting.org website data

### Figure 8. Respondent Priorities by Feeder Attendance Area

Note: Users could give each priority up to five stars, and no more than 12 in total.

#### Phase 1 Study Area
- Chesapeake High School: 17% Over-utilization, 7% Under-utilization, 25% Distance to school, 18% Assignment stability, 23% Feeder patterns, 10% Temporary classrooms
- Glen Burnie High School: 21% Over-utilization, 10% Under-utilization, 25% Distance to school, 14% Assignment stability, 16% Feeder patterns, 14% Temporary classrooms
- Meade High School: 15% Over-utilization, 6% Under-utilization, 29% Distance to school, 23% Assignment stability, 16% Feeder patterns, 11% Temporary classrooms
- North County High School: 17% Over-utilization, 9% Under-utilization, 25% Distance to school, 17% Assignment stability, 20% Feeder patterns, 12% Temporary classrooms
- Northeast High School: 17% Over-utilization, 5% Under-utilization, 25% Distance to school, 19% Assignment stability, 20% Feeder patterns, 14% Temporary classrooms
- Old Mill High School: 23% Over-utilization, 11% Under-utilization, 24% Distance to school, 13% Assignment stability, 15% Feeder patterns, 14% Temporary classrooms

#### Outside Phase 1 Study Area
- Annapolis High School: 22% Over-utilization, 13% Under-utilization, 22% Distance to school, 16% Assignment stability, 13% Feeder patterns, 14% Temporary classrooms
- Arundel High School: 26% Over-utilization, 13% Under-utilization, 21% Distance to school, 11% Assignment stability, 12% Feeder patterns, 16% Temporary classrooms
- Broadneck High School: 19% Over-utilization, 12% Under-utilization, 23% Distance to school, 12% Assignment stability, 18% Feeder patterns, 16% Temporary classrooms
- Crofton High School: 22% Over-utilization, 11% Under-utilization, 23% Distance to school, 13% Assignment stability, 17% Feeder patterns, 14% Temporary classrooms
- No location specified: 20% Over-utilization, 9% Under-utilization, 23% Distance to school, 15% Assignment stability, 19% Feeder patterns, 14% Temporary classrooms
- Not in AACPS: 25% Over-utilization, 13% Under-utilization, 20% Distance to school, 13% Assignment stability, 12% Feeder patterns, 16% Temporary classrooms
- Severna Park High School: 14% Over-utilization, 6% Under-utilization, 26% Distance to school, 19% Assignment stability, 26% Feeder patterns, 8% Temporary classrooms
- South River High School: 23% Over-utilization, 10% Under-utilization, 21% Distance to school, 16% Assignment stability, 18% Feeder patterns, 12% Temporary classrooms
- Southern High School: 21% Over-utilization, 10% Under-utilization, 36% Distance to school, 6% Assignment stability, 20% Feeder patterns, 17% Temporary classrooms

However, in some HS feeder patterns, over-utilization was noted as an issue of near equal salience to distance to school. Respondents who said they lived in the Old Mill HS feeder attendance area allocated 23% of their stars to over-utilization, compared to 24% to distance to school. Similarly, 21% of stars allocated by respondents in the Glen Burnie feeder attendance area were allocated to over-utilization, compared to 25% to distance to school.

In other Phase 1 high school feeder attendance areas, by contrast, preserving existing student assignments and feeder patterns emerged as key priorities elsewhere, as in the Meade HS, Northeast HS, and North County HS feeder attendance areas. As such, survey respondent concerns about over-utilization do not always match where over-utilization challenges are present in the Phase 1 study area.
Boundary Comments

Data: WXY Studio, aacpsredistricting.org website data

The interactive web tool received 594 map “boundary comments” in total. Users could submit boundary comments by clicking the “Comment” button on the project website then the map. A boundary comment allowed users to provide a sentiment about a specific scenario and school level, as well as a long-form text response. The form dialog from the website is shown at right.
Map Comment Locations

Data: WXY Studio, aacpsredistricting.org website data

Legend
- Study area HS clusters, Piney Orchard ES
- Comment sentiment
  - Most negative (😞)
  - Negative (😢)
  - Neutral (😐)
  - Positive (😊)
  - Most positive (😃)
  - No sentiment provided

Map 5.
Boundary Comments

Data: WXY Studio, aacpsredistricting.org website data

Of the 594 boundary comments, 461 (78%) are included in the analysis presented below. Only the first six comments an individual user made are counted, one for each scenario and school level.

Comment distribution
Boundary comments tend to be highly clustered in space and sentiment. As such, boundary comments provide an indication of which boundary decisions are most popular or unpopular. They do not serve as a gauge of overall scenario acceptance. (Compared to the number of users who interacted with the map, only a small share decided to leave a boundary comment.)

86% of valid boundary comments, 395 in total, were within the Phase 1 study area.

Boundary change sentiment
Of the 461 analyzed comments, 181 were complete (providing a school level, scenario, and sentiment) and could be geographically matched.
Boundary Comments

Table 1 presents the top ten boundary changes by the number of matched comments.

### Table 1. Most Commented Boundary Changes

<table>
<thead>
<tr>
<th>Scen.</th>
<th>From</th>
<th>To</th>
<th>😞</th>
<th>😞</th>
<th>😞</th>
<th>😞</th>
<th>😞</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Old Mill HS</td>
<td>Old Mill West HS</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>1</td>
<td>Old Mill HS</td>
<td>Old Mill West HS</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>1</td>
<td>Glen Burnie HS</td>
<td>Old Mill West HS</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>Glen Burnie HS</td>
<td>Old Mill West HS</td>
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<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>9</td>
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<tr>
<td>1</td>
<td>North County HS</td>
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<td>1</td>
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<td>1</td>
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<td>1</td>
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<td></td>
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<td>Meade HS</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Meade HS</td>
<td>Old Mill West HS</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>6</td>
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<td>1</td>
<td>Severn ES</td>
<td>Meade Heights ES</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

The change from Old Mill HS to Old Mill West HS in Scenario 2 received the most positive comments, 14, outweighing the three negative comments received. The same change in Scenario 1 received seven positive comments and eight negative comments. The change from Glen Burnie HS to Old Mill West HS in Scenario 1 was unpopular, receiving eight negative comments compared to five positive comments.

### Scenario approval

Neither scenario received a positive net approval according to the boundary comments. Scenario 1 emerged as the more unpopular of the two scenarios, with only a 27% approval rating.

### Table 2. Scenario Approval

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Approval Rating</th>
<th>Net Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>27%</td>
<td>-87</td>
</tr>
<tr>
<td>2</td>
<td>40%</td>
<td>-21</td>
</tr>
</tbody>
</table>

Over time, Scenario 1 amassed more unfavorable
Boundary Comments

Data: WXY Studio, aacpsredistricting.org website data

Boundary comments. Scenario 2, by contrast, retained a more positive net favorability rating throughout the period of analysis.

**Figure 10. Scenario Approval Over Time**

Net favorability

As noted previously, Scenario 1 received the most negative comments overall, 69% negative compared to 27% positive.

**Figure 11. Scenario Approval**

<table>
<thead>
<tr>
<th>Scenario</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>10 (21%)</td>
<td>1 (2%)</td>
</tr>
<tr>
<td>Specified</td>
<td>5 (10%)</td>
<td>3 (6%)</td>
</tr>
<tr>
<td>1</td>
<td>51 (24%)</td>
<td>47 (38%)</td>
</tr>
<tr>
<td>2</td>
<td>9 (3%)</td>
<td>2 (2%)</td>
</tr>
<tr>
<td>3</td>
<td>7 (3%)</td>
<td>4 (3%)</td>
</tr>
<tr>
<td>4</td>
<td>13 (6%)</td>
<td>9 (7%)</td>
</tr>
<tr>
<td>5</td>
<td>134 (63%)</td>
<td>61 (50%)</td>
</tr>
</tbody>
</table>

As noted previously, Scenario 1 received the most negative comments overall, 69% negative compared to 27% positive.

Figure 11 summarizes all valid map comments by sentiment and scenario.
3
Boundary Scenarios
The Two Draft Boundary Scenarios

In February 2023, two boundary scenarios were published on the project website for the public to engage with.

**Scenario summary**
Each scenario takes a different approach to optimizing boundaries for new facilities and other key metrics.

**Both scenarios significantly reduce the number of over-utilized schools.** If no boundary changes are implemented, the district is estimated to have thirteen over-utilized schools. Under scenarios 1 and 2, that number is reduced to zero.

**Both scenarios significantly reduce distances to school for elementary schools.** Scenario 1 reduces the daily miles traveled for elementary school pupils by over 1,900 miles. Scenario 1 achieves the largest improvement in distances to school overall.

**Scenario 2 rezones slightly fewer pupils.** Scenario 2 rezones 19% of pupils attending their zoned schools, about 6,800 in total. In both scenarios, middle school assignments are most impacted. At the high school level, most student reassignments are to the new high school, Old Mill West HS.

The differences between the two scenarios are most pronounced at the elementary school level.

**How were the scenarios developed?**
WXY Studio worked with AACPS to identify redistricting objectives. AACPS identified utilization, walkability, and boundary rationalization as key priorities. Over the course of the first phase of work, WXY developed multiple iterations of the draft scenarios,
implementing District suggestions.

During the engagement period, AACPS recommended additional boundary refinements to WXY based on feedback from the public and key stakeholders, including school principals.

Key Lenses
Redistricting needs to weigh various facets of school assignment policy, including:

- Utilization
- Capital projects including new schools
- Distance to school
- Community stability
- Feeder patterns
Boundary Modeling Methods

Data sources
Below is a list of all data sources employed in the study. Data sources indicated with a “*” were used directly in the redistricting model.

From AACPS
• 2021-22 pupil data
• 2022-23 pupil data*
• ES, MS, and HS existing school boundaries*
• Schools and school locations*
• State Rated Capacity (SRC) data*
• Enrollment projections
• Residential development data, including plats, unit counts by type, student generation rates, and anticipated pupil yields*
• Walk zones*

Generated by the consultant team
• Neighborhood units / planning blocks*
• Distances to school by neighborhood unit*

• Feeder patterns*

Assumptions
All boundary scenarios included a set of shared assumptions:
• Improve utilizations as much as possible, to fall within the 70-100% target utilization range.
• Reduce the number of schools that exceed 100% utilization or have less than 60% utilization as much as possible.
• Remove island assignments / boundary satellites.
• Preserve feeder patterns as much as possible.
• Minimize distances traveled as much as possible and maximize the number of pupils in the walk zone.
• New development is accounted for geographically by proposed attendance area rather than by school.
• Current grade bands are preserved.
Boundary Modeling Methods

- Out-of-area enrollment (magnet students and other choice pupils) is held constant by school. Magnet program capacities by school are preserved.
- School Year 2022-23 pupil data used to determine estimated pupil counts.

**Redistricting model**
WXY produced boundary scenarios by using both its redistricting model, based on Markov-Chain Monte Carlo (MCMC) simulation, and manual edits. All boundary changes recommended in the boundary scenarios were individually reviewed by WXY and AACPS.

**Estimated enrollment formula**
WXY worked with AACPS to identify a formula to estimate enrollment should boundary changes be implemented.

\[
\text{Estimated enrollment} = \\
\text{Current magnet enrollment} + \text{Other out-of-area students, including those with a transfer or continuation} + \text{Anticipated students from residential development} + \text{Assigned and attending pupils}
\]

This formula accounts for growth by adding anticipated students from residential development. The formula does not account for non-development enrollment growth (i.e., from housing turnover). Enrollment projections were used qualitatively to inform redistricting recommendations.
# Scenario Comparison

Data: AACPS, processed by WXY Studio; distances based on Google Maps API

<table>
<thead>
<tr>
<th>Scen.</th>
<th>Utilization</th>
<th>Distance to school</th>
<th>Assignment stability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Utilization</strong></td>
<td><strong>Distance to school</strong></td>
<td><strong>Assignment stability</strong></td>
</tr>
<tr>
<td></td>
<td>Utilization is the ratio of a school’s FTE and SRC</td>
<td>Change in total daily miles traveled</td>
<td>Rezoned students attending their zoned school</td>
</tr>
<tr>
<td>1</td>
<td>Maximum 100% ★</td>
<td>Total +978 mi +1% —</td>
<td>Total 6,925</td>
</tr>
<tr>
<td></td>
<td>Minimum 58% —</td>
<td>ES students -1,954 mi ★</td>
<td>ES students 2,111</td>
</tr>
<tr>
<td></td>
<td>Well utilized schools 52 ★</td>
<td>MS students +800 mi ▼</td>
<td>MS students 2,324 ▼</td>
</tr>
<tr>
<td></td>
<td>Over-utilized schools 0 ★</td>
<td>HS students +2,132 mi ▼</td>
<td>HS students 2,490 ▼</td>
</tr>
<tr>
<td>2</td>
<td>Maximum 100% ★</td>
<td>Total +1,698 mi +1% —</td>
<td>Total 6,783</td>
</tr>
<tr>
<td></td>
<td>Minimum 57% —</td>
<td>ES students -1,274 mi ★</td>
<td>ES students 2,148</td>
</tr>
<tr>
<td></td>
<td>Well utilized schools 53 ★</td>
<td>MS students +600 mi —</td>
<td>MS students 2,198 ▼</td>
</tr>
<tr>
<td></td>
<td>Over-utilized schools 0 ★</td>
<td>HS students +2,372 mi ▼</td>
<td>HS students 2,437 ▼</td>
</tr>
</tbody>
</table>

★ Significant improvement  — Minimal change  ▼ Significant impact
## Scenario 1 Key Metrics

Data: AACPS, processed by WXY Studio; distances based on Google Maps API

### Utilization

<table>
<thead>
<tr>
<th>Without redistricting versus Scenario 1 boundaries</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maximum</strong></td>
</tr>
<tr>
<td>168% ➔ 100%  ★</td>
</tr>
<tr>
<td><strong>Minimum</strong></td>
</tr>
<tr>
<td>49% ➔ 58%  —</td>
</tr>
<tr>
<td>Well utilized schools (70-100%)</td>
</tr>
<tr>
<td>41 ➔ 52  ★</td>
</tr>
<tr>
<td>Over-utilized schools (&gt;100%)</td>
</tr>
<tr>
<td>13 ➔ 0  ★</td>
</tr>
</tbody>
</table>

### Distance to school

<table>
<thead>
<tr>
<th>Change in total daily miles traveled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>+978 mi  +1%  —</td>
</tr>
<tr>
<td>Elementary school students</td>
</tr>
<tr>
<td>-1,954 mi  ★</td>
</tr>
<tr>
<td>Middle school students</td>
</tr>
<tr>
<td>+800 mi  ▼</td>
</tr>
<tr>
<td>High school students</td>
</tr>
<tr>
<td>+2,132 mi  ▼</td>
</tr>
</tbody>
</table>

### Assignment stability

<table>
<thead>
<tr>
<th>Rezoned students attending their zoned school</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>6,925</td>
</tr>
<tr>
<td>Elementary school students</td>
</tr>
<tr>
<td>2,111</td>
</tr>
<tr>
<td>Middle school students</td>
</tr>
<tr>
<td>2,324 ▼</td>
</tr>
<tr>
<td>High school students</td>
</tr>
<tr>
<td>2,490 ▼</td>
</tr>
</tbody>
</table>

★ Significant improvement  — Minimal change  ▼ Significant impact
Scenario 1 Utilizations

Data: AACPS, processed by WXY Studio

- <70%: 8 schools
- 70-90%: 42 schools
- 90-100%: 10 schools
- 100-110%: 0 schools
- >110%: 0 schools

Estimated utilizations if no boundary changes are implemented (2023 EFMP)

- 4 schools
- 28 schools
- 13 schools
- 7 schools
- 6 schools
Scenario 1
Boundaries
Elementary

Legend
- Proposed boundaries
- Existing boundaries
- Redistricted areas

Key
- 7 Belle Grove ES
- 10 Bodkin ES
- 13 Brock Bridge ES
- 14 Brooklyn Park ES
- 32 Fort Smallwood ES
- 34 Freetown ES
- 36 George Cromwell ES
- 40 Glen Burnie Park ES
- 41 Glendale ES
- 42 Frank Hebron-Harman ES
- 43 High Point ES
- 45 Hilltop ES
- 46 Jacobsville ES
- 47 Jessup ES
- 49 Lake Shore ES
- 51 Linthicum ES
- 55 Manor View ES
- 56 Marley ES
- 58 Maryland City ES
- 60 Meade Heights ES
- 63 Millersville ES
- 67 North Glen ES
- 70 Oakwood ES
- 76 Overlook ES
- 77 Park ES
- 78 Pasadena ES
- 79 Pershing Hill ES
- 80 Piney Orchard ES
- 81 Point Pleasant ES
- 82 Quarterfield ES
- 83 Richard Henry Lee ES
- 84 Ridgeway ES
- 85 Rippling Woods ES
- 86 Riviera Beach ES
- 88 Seven Oaks ES
- 89 Severn ES
- 96 Solley ES
- 98 South Shore ES
- 101 Southgate ES
- 102 Sunset ES
- 105 Van Bokkelen ES
- 108 West County ES
- 111 Woodside ES

Map 6.
Scenario 1
Boundaries
Elementary

Legend
- Under-utilized (<70%)
- Well-utilized (70-90%)
- Optimally utilized (90-100%)

Key
7 Belle Grove ES
10 Bodkin ES
13 Brock Bridge ES
14 Brooklyn Park ES
32 Fort Smallwood ES
34 Freetown ES
36 George Cromwell ES
40 Glen Burnie Park ES
41 Glendale ES
42 Frank Hebron-Harman ES
43 High Point ES
45 Hilltop ES
46 Jacobsville ES
47 Jessup ES
49 Lake Shore ES
51 Linthicum ES
55 Manor View ES
56 Marley ES
58 Maryland City ES
60 Meade Heights ES
63 Millersville ES
67 North Glen ES
70 Oakwood ES
76 Overlook ES
77 Park ES
78 Pasadena ES
79 Pershing Hill ES
80 Piney Orchard ES
81 Point Pleasant ES
82 Quarterfield ES
83 Richard Henry Lee ES
84 Ridgeway ES
85 Rippling Woods ES
86 Riviera Beach ES
88 Seven Oaks ES
89 Severn ES
96 Solley ES
98 South Shore ES
101 Southgate ES
102 Sunset ES
105 Van Bokkelen ES
108 West County ES
111 Woodside ES

Map 7.
Scenario 1
Boundaries
Middle

Legend

- Proposed boundaries
- Existing boundaries
- Redistricted areas

Key
15 Brooklyn Park MS
19 Chesapeake Bay MS
21 Corkran MS
35 Northeast MS
50 Lindale MS
53 MacArthur MS
57 Marley MS
62 Meade MS
74 Old Mill MS North
75 Old Mill MS South
Scenario 1
Boundaries
Middle

Legend
- Under-utilized (<70%)
- Well-utilized (70-90%)
- Optimally utilized (90-100%)

Key
15 Brooklyn Park MS
19 Chesapeake Bay MS
21 Corkran MS
35 Northeast MS
50 Lindale MS
53 MacArthur MS
57 Marley MS
62 Meade MS
74 Old Mill MS North
75 Old Mill MS South

Map 9.
Scenario 1 Boundaries

High

Legend
- Proposed boundaries
- Existing boundaries
- Redistricted areas

Key
20 Chesapeake HS
39 Glen Burnie HS
61 Meade HS
66 North County HS
68 Northeast HS
72 Old Mill HS
73 Old Mill West HS

Map 10.
Scenario 1
Boundaries

High

Legend
- Under-utilized (<70%)
- Well-utilized (70-90%)
- Optimally utilized (90-100%)

Key
20 Chesapeake HS
39 Glen Burnie HS
61 Meade HS
66 North County HS
68 Northeast HS
72 Old Mill HS
73 Old Mill West HS

Map 11.
In Scenario 1, two split articulations are introduced:

- George Cromwell ES students are zoned to both Corkran MS and Marley MS
- MacArthur MS students living in the Frank Hebron-Harman ES zone are rezoned to Old Mill West HS rather than Meade HS
### Scenario 2 Key Metrics

Data: AACPS, processed by WXY Studio; distances based on Google Maps API

<table>
<thead>
<tr>
<th>Utilization</th>
<th>Distance to school</th>
<th>Assignment stability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Without redistricting versus Scenario 2 boundaries</td>
<td>Change in total daily miles traveled</td>
<td>Rezoned students attending their zoned school</td>
</tr>
<tr>
<td>Maximum 168% → 100% ★</td>
<td>Total +1,698 mi +1% —</td>
<td>Total 6,783</td>
</tr>
<tr>
<td>Minimum 46% → 57% —</td>
<td>Elementary school students -1,274 mi ★</td>
<td>Elementary school students 2,148</td>
</tr>
<tr>
<td>Well utilized schools (70-100%) 41 → 53 ★</td>
<td>Middle school students +600 mi —</td>
<td>Middle school students 2,198 ▼</td>
</tr>
<tr>
<td>Over-utilized schools (&gt;100%) 13 → 0 ★</td>
<td>High school students +2,372 mi ▼</td>
<td>High school students 2,437 ▼</td>
</tr>
</tbody>
</table>

★ Significant improvement  — Minimal change  ▼ Significant impact

Data: AACPS, processed by WXY Studio; distances based on Google Maps API
Scenario 2 Utilizations

Data: AACPS, processed by WXY Studio

- **<70%**
  - 7 schools

- **70-90%**
  - 39 schools

- **90-100%**
  - 14 schools

- **100-110%**
  - 0 schools

- **>110%**
  - 0 schools

Estimated utilizations if no boundary changes are implemented (2023 EFMP)

- 4 schools
- 28 schools
- 13 schools
- 7 schools
- 6 schools
Scenario 2
Boundaries
Elementary

Legend
- Proposed boundaries
- Existing boundaries
- Redistricted areas

Key


Map 12.
Scenario 2
Boundaries
Elementary

Legend
- Under-utilized (<70%)
- Well-utilized (70-90%)
- Optimally utilized (90-100%)

Key
7 Belle Grove ES
10 Bodkin ES
13 Brock Bridge ES
14 Brooklyn Park ES
32 Fort Smallwood ES
34 Freetown ES
36 George Cromwell ES
40 Glen Burnie Park ES
41 Glendale ES
42 Frank Hebron-Harman ES
43 High Point ES
45 Hilltop ES
46 Jacobsville ES
49 Lake Shore ES
51 Linthicum ES
55 Manor View ES
56 Marley ES
58 Maryland City ES
60 Meade Heights ES
63 Millersville ES
67 North Glen ES
70 Oakwood ES
76 Overlook ES
77 Park ES
78 Pasadena ES
79 Pershing Hill ES
80 Piney Orchard ES
81 Point Pleasant ES
82 Quarterfield ES
83 Richard Henry Lee ES
84 Ridgeway ES
85 Rippling Woods ES
86 Riviera Beach ES
88 Seven Oaks ES
89 Severn ES
96 Solley ES
98 South Shore ES
101 Southgate ES
102 Sunset ES
105 Van Bokkelen ES
108 West County ES
111 Woodside ES

Map 13.
Scenario 2
Boundaries
Middle

Legend
- Proposed boundaries
- Existing boundaries
- Redistricted areas

Key
15 Brooklyn Park MS
19 Chesapeake Bay MS
21 Corkran MS
35 Northeast MS
50 Lindale MS
53 MacArthur MS
57 Marley MS
62 Meade MS
74 Old Mill MS North
75 Old Mill MS South

Map 14.
Scenario 2
Boundaries
Middle

Legend
- Under-utilized (<70%)
- Well-utilized (70-90%)
- Optimally utilized (90-100%)

Key
15 Brooklyn Park MS
19 Chesapeake Bay MS
21 Corkran MS
35 Northeast MS
50 Lindale MS
53 MacArthur MS
57 Marley MS
62 Meade MS
74 Old Mill MS North
75 Old Mill MS South
Scenario 2
Boundaries
High

Legend
- Proposed boundaries
- Existing boundaries
- Redistricted areas

Key
20 Chesapeake HS
39 Glen Burnie HS
61 Meade HS
66 North County HS
68 Northeast HS
72 Old Mill HS
73 Old Mill West HS
Scenario 2
Boundaries
High

Legend
- Under-utilized (<70%)
- Well-utilized (70-90%)
- Optimally utilized (90-100%)

Key
- 20 Chesapeake HS
- 39 Glen Burnie HS
- 61 Meade HS
- 66 North County HS
- 68 Northeast HS
- 72 Old Mill HS
- 73 Old Mill West HS

Map 17.
In Scenario 2, one split articulation is introduced, affecting two feeder patterns:

- MacArthur MS students living in the Frank-Hebron Harman ES and Van Bokkelen ES zones are rezoned to Old Mill West HS, rather than Meade HS.

Unchanged feeder pattern
Feeder pattern change
Feeder pattern with a split articulation
4
Recommendations
Scenario Adjustments

Phase 1 Boundary Adjustments
Based on public comments and feedback from key District stakeholders including Principals, we recommend Scenario 2 for implementation with the following modifications:

- Keep Freetown ES within the Glen Burnie HS feeder attendance area.
- Move Oakwood ES and Woodside ES within the Old Mill HS feeder attendance area.
- Alter the Pershing Hill ES to Seven Oaks ES boundary change to be from Pershing Hill ES to Manor View ES.
- Alter the proposed boundary between Manor View ES and Pershing Hill ES.

In addition to these recommendations, we considered but do not recommend:

- Keeping George Cromwell ES within the Lindale MS attendance area. This change results in Corkran being significantly under-utilized.

- Redistricting Freetown ES to Northeast MS and Northeast HS. These changes result in both schools being over-utilized while Chesapeake Bay MS and Chesapeake HS would both be significantly under-utilized.
Appendix
## Movement Chart: Scenario 1

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Belle Grove</th>
<th>Brooklyn Park</th>
<th>Freetown</th>
<th>Glen Burnie Park</th>
<th>George Cromwell</th>
<th>F. H. Harman</th>
<th>High Point</th>
<th>Hilltop</th>
<th>Jessup</th>
<th>Lithicum</th>
<th>Marley</th>
<th>Meade Heights</th>
<th>North Glen</th>
<th>Oakwood</th>
<th>Overlook</th>
<th>Pawtuxent Hill</th>
<th>Point Pleasant</th>
<th>Quarterfield</th>
<th>Ridgeway</th>
<th>Seven Oaks</th>
<th>Seven</th>
<th>Solley</th>
<th>Sunset</th>
<th>Van Bokkelen</th>
<th>Total Sending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total receiving</td>
<td>20</td>
<td>66</td>
<td>44</td>
<td>44</td>
<td>14</td>
<td>127</td>
<td>90</td>
<td>2,111</td>
<td>8</td>
<td>31</td>
<td>120</td>
<td>7</td>
<td>127</td>
<td>90</td>
<td>62</td>
<td>76</td>
<td>90</td>
<td>7</td>
<td>76</td>
<td>76</td>
<td>88</td>
<td>72</td>
<td>233</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Middle School</th>
<th>Brooklyn Park</th>
<th>C. P. Bay Middle</th>
<th>Corkran Middle</th>
<th>Lindale Middle</th>
<th>MacArthur Middle</th>
<th>Marley Middle</th>
<th>North East Middle</th>
<th>Old Mill Middle North</th>
<th>Old Mill Middle South</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total sending</td>
<td>30</td>
<td>234</td>
<td>351</td>
<td>258</td>
<td>164</td>
<td>95</td>
<td>130</td>
<td>97</td>
<td>88</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High School</th>
<th>Glen Burnie High</th>
<th>Meade High</th>
<th>North East High</th>
<th>Old Mill West High</th>
<th>Total Sending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total receiving</td>
<td>256</td>
<td>234</td>
<td>351</td>
<td>258</td>
<td>97</td>
</tr>
</tbody>
</table>

| Old Mill High     | 97              | 879        | 774             | 681               | 139           |
| Total receiving   | 346              | 468        | 75              | 90                | 2,490         |
## Movement Chart: Scenario 2

### Elementary School

<table>
<thead>
<tr>
<th>School</th>
<th>Total Sending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belle Grove</td>
<td>20</td>
</tr>
<tr>
<td>Brock Bridge</td>
<td>29</td>
</tr>
<tr>
<td>Brooklyn Park</td>
<td>47</td>
</tr>
<tr>
<td>Glen Burnie Park</td>
<td>3</td>
</tr>
<tr>
<td>F. Hebron-Harman</td>
<td>8</td>
</tr>
<tr>
<td>High Point</td>
<td>97</td>
</tr>
<tr>
<td>Hilltop</td>
<td>49</td>
</tr>
<tr>
<td>Jessup</td>
<td>3</td>
</tr>
<tr>
<td>Linthicum</td>
<td>17</td>
</tr>
<tr>
<td>Marley</td>
<td>36</td>
</tr>
<tr>
<td>Maryland City</td>
<td>6</td>
</tr>
<tr>
<td>Meade Heights</td>
<td>82</td>
</tr>
<tr>
<td>North Glen</td>
<td>131</td>
</tr>
<tr>
<td>Oakwood</td>
<td>103</td>
</tr>
<tr>
<td>Overlook</td>
<td>3</td>
</tr>
<tr>
<td>Pershing Hill</td>
<td>5</td>
</tr>
<tr>
<td>Quarterfield</td>
<td>20</td>
</tr>
<tr>
<td>Richard Henry Lee</td>
<td>58</td>
</tr>
<tr>
<td>Ridgeley</td>
<td>39</td>
</tr>
<tr>
<td>Sever</td>
<td>133</td>
</tr>
<tr>
<td>Southgate</td>
<td>3</td>
</tr>
<tr>
<td>Solley</td>
<td>85</td>
</tr>
<tr>
<td>Van Bokkelen</td>
<td>88</td>
</tr>
<tr>
<td>Total receiving</td>
<td>6</td>
</tr>
</tbody>
</table>

### Middle School

<table>
<thead>
<tr>
<th>School</th>
<th>Total Sending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooklyn Park Middle</td>
<td>21</td>
</tr>
<tr>
<td>Corkran Middle</td>
<td>29</td>
</tr>
<tr>
<td>Lindale Middle</td>
<td>282</td>
</tr>
<tr>
<td>MacArthur Middle</td>
<td>29</td>
</tr>
<tr>
<td>Marley Middle</td>
<td>286</td>
</tr>
<tr>
<td>Meade Middle</td>
<td>191</td>
</tr>
<tr>
<td>Northeast Middle</td>
<td>51</td>
</tr>
<tr>
<td>Old Mill Middle North</td>
<td>630</td>
</tr>
<tr>
<td>Old Mill Middle South</td>
<td>437</td>
</tr>
<tr>
<td>Total receiving</td>
<td>2,198</td>
</tr>
</tbody>
</table>

### High School

<table>
<thead>
<tr>
<th>School</th>
<th>Total Sending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glen Burnie High</td>
<td>234</td>
</tr>
<tr>
<td>Meade High</td>
<td>283</td>
</tr>
<tr>
<td>Old Mill West High</td>
<td>137</td>
</tr>
<tr>
<td>Total sending</td>
<td>437</td>
</tr>
</tbody>
</table>

### Town

- **Elementary School**
  - Silver Spring: 102
  - Taylor Park: 101
  - Ten Mile: 103
  - Temple Hills: 102
  - Van Bokkelen: 101

- **Middle School**
  - Lenape: 300
  - Manhattan: 200
  - Station: 200

- **High School**
  - Glen Burnie: 300
  - Meade: 200
  - Old Mill West: 102

**Total Town**: 1,000
<table>
<thead>
<tr>
<th>School Name</th>
<th>Type</th>
<th>2031 SRC</th>
<th>Actual 2022</th>
<th>Population</th>
<th>Utilization</th>
<th>Population</th>
<th>Utilization</th>
<th>Boundary Change</th>
<th>Feeder Change</th>
<th>Population</th>
<th>Utilization</th>
<th>Boundary Change</th>
<th>Feeder Change</th>
<th>Feeder Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belle Grove</td>
<td>ES</td>
<td>359</td>
<td>311</td>
<td>384</td>
<td>107%</td>
<td>302</td>
<td>84%</td>
<td>Yes</td>
<td></td>
<td>302</td>
<td>84%</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bodkin</td>
<td>ES</td>
<td>580</td>
<td>520</td>
<td>541</td>
<td>93%</td>
<td>520</td>
<td>90%</td>
<td>Yes</td>
<td></td>
<td>520</td>
<td>90%</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brock Bridge</td>
<td>ES</td>
<td>753</td>
<td>472</td>
<td>624</td>
<td>83%</td>
<td>728</td>
<td>97%</td>
<td>Yes</td>
<td></td>
<td>699</td>
<td>93%</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brooklyn Park</td>
<td>ES</td>
<td>487</td>
<td>484</td>
<td>553</td>
<td>114%</td>
<td>442</td>
<td>91%</td>
<td>Yes</td>
<td></td>
<td>461</td>
<td>95%</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brooklyn Park Middle</td>
<td>MS</td>
<td>1,166</td>
<td>775</td>
<td>969</td>
<td>83%</td>
<td>807</td>
<td>69%</td>
<td>Yes</td>
<td></td>
<td>816</td>
<td>70%</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chesapeake Bay Middle</td>
<td>MS</td>
<td>1,962</td>
<td>1,067</td>
<td>982</td>
<td>50%</td>
<td>1,354</td>
<td>69%</td>
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### Scenario 1
- Population
- Utilization
- Boundary Change
- Feeder Change

### Scenario 2
- Population
- Utilization
- Boundary Change
- Feeder Change

### Scenario 3
- Population
- Utilization
- Boundary Change
- Feeder Change

### Scenario 4
- Population
- Utilization
- Boundary Change
- Feeder Change
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Glossary

Assignment Stability
How infrequently a student’s zoned school is changed. Fewer changes to the student’s zoned school means their assignment is more stable. Frequent and large boundary changes result in less assignment stability.

Capacity
The total number of students that a school can accommodate. If a school is over-utilized, then student enrollment is greater than the school’s capacity. If a school is under-utilized, the enrollment is less than total capacity. AACPS uses state-rated capacity (SRC) to determine school’s capacity. The SRC is the number of students that the State of Maryland determines that a school has the physical capacity to enroll and can be reasonably accommodated in a facility.

Charter School
Public charter schools receive government funding but operate independently from the school system. AACPS charter schools are tuition free to attend but admission is by application and lottery.

English Language Learner (ELL)
Students who are determined by language proficiency testing to be in sufficient need of language support at school. ELL students receive language support from a certified teacher through the ELL program.

Enrollment
The number of students who currently attend a school or a special program.

Feeder Pattern
The sequence of schools that students are assigned to attend as they progress from elementary, to middle, to high school.

Magnet Program (within neighborhood school)
Certain general education schools with attendance area boundaries provide magnet programs with seats reserved for magnet program students.

**Magnet School**
A public elementary, middle, or high school whose curricula are theme-based and technology-rich. Magnet schools offer students opportunities to discover, explore, and refine their talents and interests while focusing on excellence in academics. Students are not granted entry to magnet schools “by-right.”

**Neighborhood School**
The public school that a student is assigned to based on their home address. Students have the option to attend this school “by-right.”

**School Boundary**
A geographic area that comprises residences that are assigned to a public school. If a student’s home address is inside a school’s boundary, they are assigned to attend that school. The area that makes up a school boundary is also referred to as an attendance area.

**Special Education**
Specially designed instruction and other services for students with disabilities. AACPS provides special education services to students with disabilities from birth to age 21, including support and resources for parents, guardians, and families. State and federal regulations require special education services in public school systems.

**Title I School**
Public elementary and secondary schools can receive a special designation as “Title I” schools because they serve a high number or percentage of students from low-income families. Schools
qualifying for Title I status receive additional funding to support their students. Additionally, AACPS seeks to keep student to teacher ratios in Title I elementary schools at 18:1, lower than the 25:1 ratio in non-Title I schools.

**Utilization**
Expressed as a percentage, utilization is determined by dividing student enrollment (number of students attending) by total capacity (number of seats available). If a school is over-utilized, the number of students enrolled exceeds its capacity. If a school is under-utilized, there are more seats available than students enrolled.

**Walk Zone**
The area around a school within which AACPS has determined students can safely walk from home to school. Students living within a school’s walk zone are not eligible for bus service. AACPS aims to assign students residing in a school’s walk