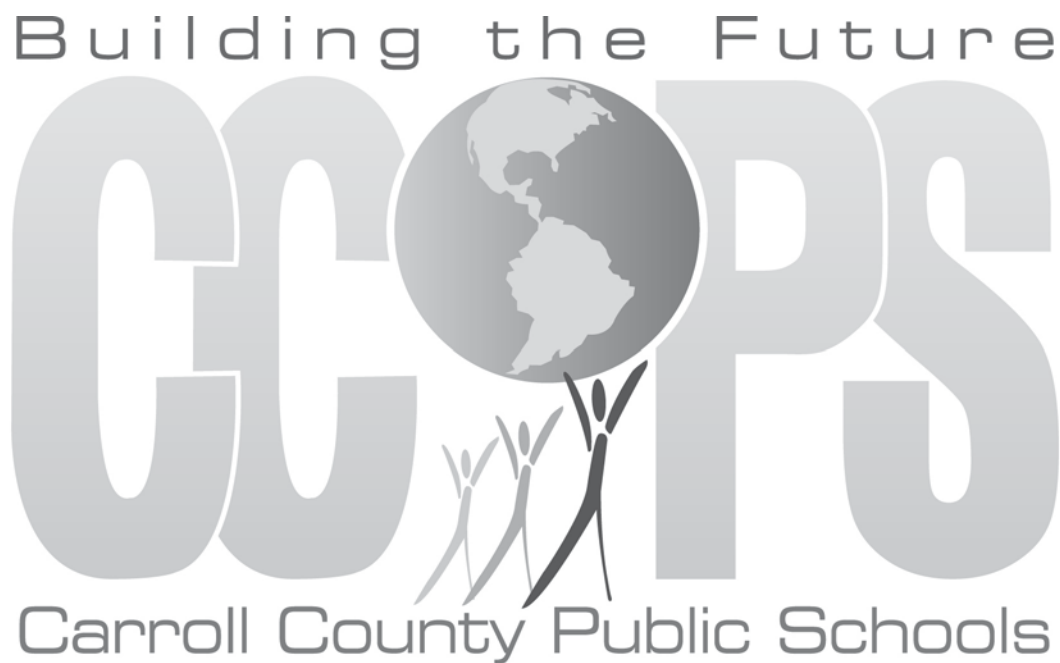


EDUCATIONAL FACILITIES MASTER PLAN 2018-2027



June 13, 2018

*Carroll County Public Schools
Westminster, Maryland 21157*

FACILITIES MASTER PLAN 2018-2027

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SECTION 1

INTRODUCTION

INTRODUCTION

This Educational Facilities Master Plan is a long range planning document that evaluates current school facilities, analyzes the school systems future facility needs, and recommends solutions to address these needs. This approved plan helps to inform the public, and county and municipal officials about long-range plans for future educational facility improvements. In order to implement this plan, a Capital Improvement Program (CIP) request is submitted to both the County and State government each year. The annual CIP request is a six year plan that schedules school construction projects based on fiscal resources available and includes the prioritization of specific projects to be constructed during the six year time frame.

Plan Contents

This plan contains the following sections:

Section 1 - The introduction describes the purpose of the plan, the contents of the plan, the basic assumptions and parameters used to develop the plan, and the approval process

Section 2 – The “Carroll County Community” section of the plan describes the demographic, economic, and land development trends in Carroll County that form the context for reviewing future school facility needs.

Section 3 – The “Goals, Standards, and Guidelines” section details the educational policies and procedures which are vital to understanding the facility needs of the system.

Section 4 – The “Existing School Facilities” section of this plan provides information regarding the existing inventory of schools. This inventory includes things such as school capacities, utilization rates, age of schools, and general physical condition of schools.

Section 5 – The “Enrollment Projections” utilized for this plan are the 2018-2019 to 2027-2028 Enrollment Projections. This section provides both countywide and school by school enrollment projections which are used to evaluate future school capacity needs.

Section 6 – The “Facilities Master Plan” section of the plan contains a facilities needs analysis and approved construction calendar of projects. The facilities needs analysis uses the information contained in the previous sections of the plan to determine future facility needs. The Construction Calendar is the list of future school construction projects which will provide the basis for the next CIP request.

There are several exhibits and appendices at the end of the document that contain information on a variety of topics which are relevant to this Educational Facilities Master Plan document.

FACILITIES MASTER PLAN

Basic Assumptions and Parameters

- ▶ This plan strives to meet the Board of Education's goal to optimize resources: Carroll County Public Schools will make maximum, effective, and efficient use of fiscal, human, and facility resources, which align with and support student achievement.
- ▶ Enrollment projections have been revised based on September 30, 2017 actual enrollments and serve as a foundation for the development of the master plan.
- ▶ Last year's approved Educational Facilities Master Plan, the current status of the FY19-24 Capital Improvement Program Budget request, and contribution from staff, citizens and Carroll County Government are considered as the 2018-27 Educational Facilities Master Plan is developed.
- ▶ The Physical and Functional Assessment Report completed in 2008, and updated in 2017 was one criterion used to establish the priority order for modernizations included in this plan.
- ▶ The plan reflects the basic guidelines specified in the "Goals, Standards and Guidelines" section (#3) of the full educational master plan document. This includes, but is not limited to, school system organization, philosophy and instructional program, school capacity calculations, school size parameters, and school staffing ratios.
- ▶ Projects that address serious health, safety, code, or program deficiencies are given a high priority within this plan.
- ▶ Special education and alternative education components should be planned at each level.

Planning Process

The development of the Educational Facilities Master Plan (EFMP) is part of an annual capital planning process which includes the development of the enrollment projections and the Capital Improvement Program request. This process includes the following steps:

- Development of 10-year enrollment projections October-November
- Preparation of Draft EFMP by Facilities staff January – April
- Presentation of Recommended EFMP to Board of Education (BOE) May
- Public Hearing on Recommended EFMP May/June
- Approval of EFMP by BOE June
- Submission of approved EFMP to Maryland Department of Planning July
- Preparation of Draft CIP request by Facilities staff July
- Presentation of Recommended CIP request to BOE September
- Public Hearing on Recommended CIP request September
- Approval of CIP request by BOE October
- Submission of CIP request to Carroll County Dept. of Management & Budget, and to Maryland Public School Construction Program October

SECTION 2

COMMUNITY ANALYSIS

COMMUNITY ANALYSIS

One of the central purposes of this plan is to ensure that there are adequate school facilities to accommodate the public school enrollment for Carroll County. Public School enrollments are influenced by the County's demographic trends over time. As the County's population experienced rapid expansion in past decades, public school enrollment also experienced rapid growth. Due to this rapid increase in enrollments, fourteen new schools and several school additions were constructed between 1990 and 2010. As the County's population growth has slowed dramatically since 2005, public school enrollment has declined due to fewer new students entering the school system. Due to this decline, three schools were closed in 2015. Although there are signs that the rate of population growth may be starting to grow again, it is very unlikely that growth in the next ten years will be as rapid as it was in previous decades. It is more likely that county population growth, and subsequently public school enrollment growth, will gradually increase over the coming decade.

POPULATION

According to the 2010 Census, there were 167,134 people and 62,406 households in Carroll County. This was a 10.8% increase in population from the 2000 Census. This represents the smallest percentage growth since the 8.5% growth experienced from 1930 to 1940. This is dramatically different from the high rates of growth experienced over the last four decades. The 2017 Census population estimate for Carroll was 167,781. This represents a 0.4% increase from the 2010 Census population of 167,134. This indicates that the population of Carroll since 2010 has experience little to no growth. Domestic migration was historically been the driving force behind Carroll County's rapid population growth. However, domestic migration into the County has essentially stopped being a factor. According to the Maryland Department of Planning, the net domestic migration for the County since 2010 has averaged a loss of approximately 100 residents per year.

Population by Decade		
Year	Carroll County	Percent Growth
1930	35,978	
1940	39,054	8.5%
1950	44,907	15.0%
1960	52,785	17.5%
1970	69,006	30.7%
1980	96,356	39.6%
1990	123,372	28.0%
2000	150,897	22.3%
2010	167,134	10.8%

Some of this slow down can be attributed to the 2008 housing market crash and the lack of demand for new housing. Another major factor behind the slow down over the last decade has been due to changing environmental requirements placed on County jurisdictions. Based on the Maryland Department of Environment's new formula for calculating public ground water appropriations, several municipalities have experienced challenges to find sufficient water capacity to support existing and planned growth. Since most municipalities within the county rely on groundwater to serve growth, these municipalities will continue to face challenges in order to grow at the rates historically seen.

In addition to the changing rate of population growth occurring in the county, the composition of the population is also changing. According to the 2010 Census, the median age of Carroll County is now 41.1 years old. This is the seventh highest median age in Maryland, and is the highest of all of the counties in Central Maryland. Only Worcester, Kent, and Garrett counties experienced a greater increase than Carroll's 4.2 increase in median age over the last decade. The aging in place of the population and the out migration of younger population are both key components to the rising median age for Carroll County. According to the 2010 Census, persons over 60 now represent 19% of the population (an increase of 4.5% compared to 2000 Census numbers) and persons 20 to 39, which are the prime years for starting a family, make up 21% of the population (a decrease of almost 5% compared to 2000 Census numbers).

Population by Age Group, 2000 and 2010

Age Group	2000	% of Population	2010	% of Population	% Change, 1990 - 2000
80+	4,317	2.9%	6,208	3.7%	44%
70 to 79	7,544	5.0%	8,494	5.1%	13%
60 to 69	9,909	6.6%	16,859	10.1%	70%
50 to 59	18,585	12.3%	25,624	15.3%	38%
40 to 49	26,050	17.3%	29,270	17.5%	12%
30 to 39	25,010	16.6%	17,691	10.6%	-29%
20 to 29	13,859	9.2%	17,234	10.3%	24%
10 to 19	23,298	15.4%	25,290	15.1%	9%
0 to 9	22,325	14.8%	20,464	12.2%	-8%
Total	150,897	-	167,134	-	11%

Along with the aging of the population, there is also a trend toward smaller household sizes. The average household size in Carroll County has been declining steadily over the past several decades. The average household size went from 2.81 in 2000, down to 2.74 in 2010. This decline in household size can be attributed to the fact that families are having fewer children, there are more single-parent families, there are more single-person households, and people are living longer thus creating more single and two-person elderly households. Although the average household size in the county is declining, it should be noted that the county's average household size of 2.74 persons per household was the highest of all the Central Maryland counties. A major reason for this is that Carroll has one of the highest percentages (27.3%) of households that are married-couple families with children, and the lowest percentage (19.7%) of single parent households in the State.

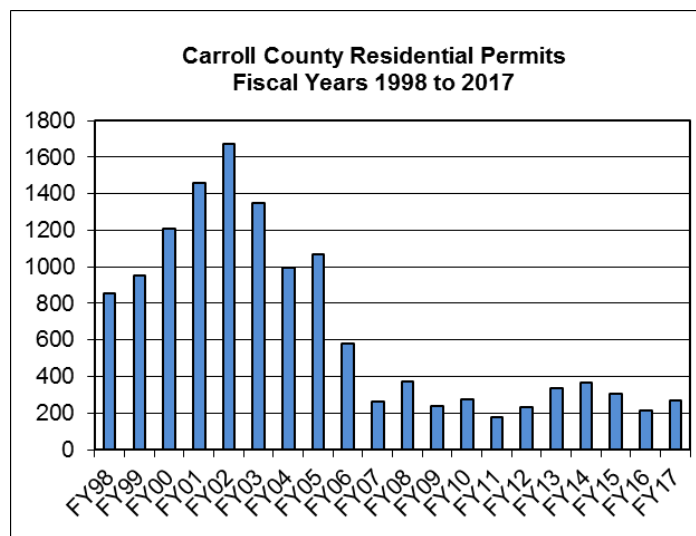
Based on the 2010 Census, Carroll County still has a very homogeneous population. However, the percentage of total population made up by the white population is declining. As a result the share of the total population consisting of minority races is increasing. The percent of total population consisting of minority races has gone from 4.3% in 2000 to 7.1% in 2010.

Carroll County Population by Race, 1970 -2010

Year	White	% of Total Population	Black	% of Total Population	Other Races	% of Total Population	Total Population
1970	66,170	95.9%	2,736	4.0%	100	0.1%	69,006
1980	92,818	96.3%	2,840	2.9%	698	0.7%	96,356
1990	119,336	96.7%	2,933	2.4%	1,103	0.9%	123,372
2000	144,399	95.7%	3,433	2.3%	3,065	2.0%	150,897
2010	155,282	92.9%	5,332	3.2%	6,520	3.9%	167,134

HOUSING

The rapid population growth experienced by Carroll County over the last several decades was largely due to people moving out of more urban jurisdictions in a wave of suburban expansion. This wave of growth was driven by cheaper residentially zoned land. Due to Carroll County's rural landscape, low crime rates, and reputation for good schools the demand for new housing in Carroll County was high. The rapid home construction that occurred during the early part of the past decade caused certain public facilities to be overwhelmed. As a result, the County Commissioners enacted a year long development deferral in 2004 so that the County's Concurrency Management and Adequate Public Facilities Ordinance could be rewritten. After the deferral ended, two other events occurred to further restrict new home construction. First, due to several droughts that occurred during the last decade the Maryland Department of the Environment changed the way it calculated how much water could be appropriated for public ground water permits. Since most of the municipalities in Carroll County rely on ground water wells for their water supply, this change has limited their ability to accommodate planned growth. The resulting slow down in building permits since 2005 has been dramatic.



The other event was the collapse of the residential housing market. Driven by historically low interest rates, the early part of the last decade saw a rapid escalation of home values. This created an artificially high demand for new homes. However, due to rising mortgage defaults and foreclosures in 2008 this housing market bubble burst. Although recent real estate data indicates that the housing market is recovering, it is still unclear if increases in existing home sales will translate into increased population growth or not.

Real Estate Trend Indicators 2014 - 2017				
	2014	2015	2016	2017
Total Sold Dollar Value	\$548,005,646	\$671,236,681	\$797,492,737	\$810,234,187
Average Sold Price	\$298,478	\$299,793	\$310,308	\$326,707
Median Sold Price	\$283,000	\$280,000	\$294,000	\$308,250
Total Units Sold	1,836	2,239	2,570	2,480
Average Days on Market	84	93	82	63
Average List Price	304,409	306,110	315,736	330,681
Avg. Sales Price as a Percentage of Avg. List Price	94.4%	93.9%	95.8%	97.2%

EMPLOYMENT

According to the Maryland Department of Labor, Licensing, and Regulations (MDLLR), Carroll County's December 2016 total labor force of 91,005 made up approximately 3% of Maryland's total labor force. Statistics from the 2000 Census indicate that more than half (55%) of workers living here commuted to jobs outside the county. The large number of workers commuting to jobs outside the county indicates that Carroll is a desirable place to live but it does not have the types of business and industry to provide jobs for all of its residents. Unless the County sees an expansion in the number and types of business, it will continue to be more of a bedroom community.

According to the 2016 Employment and Payrolls report from MDLLR, private sector jobs in the county accounted for 85.9% of the total employment for Carroll County, while government sector jobs made up the remaining 14.1%. Jobs in the Service Providing industry group made up the largest percentage of total employment for both Carroll County (68.3%), and the State of Maryland (71.2%).

Employment Distribution by Industry Group 2016				
Industry Group	Carroll County	Percent of Total Employment	Maryland	Percent of Total Employment
<i>Goods-Producing</i>	<i>10,148</i>	<i>17.6%</i>	<i>270,891</i>	<i>10.3%</i>
Natural Resources and Mining	433	0.7%	6,431	0.2%
Construction	5,964	10.3%	160,868	6.1%
Manufacturing	3,751	6.5%	103,592	3.9%
<i>Service Providing</i>	<i>39,486</i>	<i>68.3%</i>	<i>1,869,496</i>	<i>71.2%</i>
Trade, Transportation, and Utilities	11,926	20.6%	461,148	17.6%
Information	272	0.5%	37,695	1.4%
Financial Activities	1,547	2.7%	139,872	5.3%
Professional and Business Services	6,873	11.9%	442,057	16.8%
Education and Health Services	9,806	17.0%	425,693	16.2%
Leisure and Hospitality	6,815	11.8%	272,346	10.4%
Other Services	2,247	3.9%	90,685	3.5%
<i>Unclassified</i>	<i>0</i>	<i>0.0%</i>	<i>0</i>	<i>0.0%</i>
Private Sector Total - All Industries	49,634	85.9%	2,140,409	81.5%
<i>Federal Government</i>	<i>299</i>	<i>0.5%</i>	<i>145,800</i>	<i>5.6%</i>
<i>State Government</i>	<i>1,239</i>	<i>2.1%</i>	<i>97,937</i>	<i>3.7%</i>
<i>Local Government</i>	<i>6,611</i>	<i>11.4%</i>	<i>242,364</i>	<i>9.2%</i>
Government Sector - Total	8,149	14.1%	486,101	18.5%
Total Employment	57,783	100.0%	2,626,510	100.0%

Note: The data include all wage and salary workers covered by unemployment insurance. Not included are self-employed, agricultural, railroad, military, and some religious organization employees. These data pertain to people who work in the jurisdiction rather than those who live in the jurisdiction.

CARROLL COUNTY MASTER PLAN

The Carroll County Board of Commissioners adopted the 2014 County Master Plan on February 26, 2015. This plan is the second revision to the original 1964 Master Plan. The adopted plan reflects the choices of the citizens to reaffirm support of the direction dictated by the original Carroll County Master Plan. The basic premise of the plan is that development should be directed into and around the County's nine Designated Growth Areas (DGAs) while preserving the rural character of the surrounding land. These DGAs are generally centered around municipalities which have historically seen higher density development due to the availability of public water and public sewer facilities. The DGAs identified in the plan are: Finksburg, Freedom, Hampstead, Manchester, Mount Airy, New Windsor, Taneytown, Union Bridge, and Westminster.

In order to provide more detailed plans for these designated growth areas, the County and/or municipality have developed community comprehensive plans. The following is a list of the current adopted community comprehensive plans and the year they were adopted:

County Adopted Community Plans	
Plan	Year Adopted
Freedom Community Comprehensive Plan	2001
Hampstead Community Comprehensive Plan	2004
Finksburg Corridor Plan	2013
Municipal Adopted Community Plans	
Plan	Year Adopted
Town of Mt. Airy Master Plan	2003
Union Bridge Community Comprehensive Plan	2008
Manchester Comprehensive Plan	2009
City of Westminster Comprehensive Plan	2009
Hampstead Community Comprehensive Plan	2010
New Windsor Community Comprehensive Plan	2010
Taneytown Community Comprehensive Plan	2010
Town of Sykesville Master Plan	2010

One of the main goals of the Carroll County Master Plan is to “Pursue policies and Capital Improvement expenditures that facilitate growth in the designated growth areas, thereby protecting and conserving agricultural and environmental resource areas, preserving open space, and providing public facilities and services efficiently and cost effectively”. Although there are a few schools that are located outside the DGAs, the majority of schools are located within the DGAs. The schools that are located outside of the growth areas are older schools that are necessary to serve the rural areas located between DGAs.

FREEDOM DESIGNATED GROWTH AREA			
SCHOOLS	PFA	Public Water	Public Sewer
Carrolltowne Elementary	Yes	Yes	Yes
Century High	Yes	Yes	Yes
Eldersburg Elementary	Yes	Yes	Yes
Freedom Elementary	Yes	Yes	Yes
Liberty High	Yes	Yes	Yes
Linton Springs Elementary	Yes	Yes	Yes
Oklahoma Road Middle	Yes	Yes	Yes
Piney Ridge Elementary	Yes	Yes	Yes
Sykesville Middle	Yes	Yes	Yes
HAMPSTEAD DESIGNATED GROWTH AREA			
SCHOOLS	PFA	Public Water	Public Sewer
Hampstead Elementary	Yes	Yes	Yes
North Carroll Middle	Yes	Yes	Yes
Shiloh Middle	Yes	Yes	Yes
Spring Garden Elementary	Yes	Yes	Yes
MANCHESTER DESIGNATED GROWTH AREA			
SCHOOLS	PFA	Public Water	Public Sewer
Ebb Valley Elementary	Yes	Yes	Yes
Manchester Elementary	Yes	Yes	Yes
Manchester Valley High	Yes	Yes	Yes
MT. AIRY DESIGNATED GROWTH AREA			
SCHOOLS	PFA	Public Water	Public Sewer
Mt. Airy Elementary	Yes	Yes	Yes
Mt. Airy Middle	Yes	Yes	Yes
Parr's Ridge Elementary	Yes	Yes	Yes
NEW WINDSOR DESIGNATED GROWTH AREA			
SCHOOLS	PFA	Public Water	Public Sewer
TANEYTOWN DESIGNATED GROWTH AREA			
SCHOOLS	PFA	Public Water	Public Sewer
Northwest Middle	Yes	Yes	Yes
Taneytown Elementary	Yes	Yes	Yes
UNION BRIDGE DESIGNATED GROWTH AREA			
SCHOOLS	PFA	Public Water	Public Sewer
Elmer Wolfe Elementary	Yes	Yes	Yes

WESTMINSTER DESIGNATED GROWTH AREA			
SCHOOLS	PFA	Public Water	Public Sewer
Career & Technology Center	Yes	Yes	Yes
Carroll Springs	Yes	Yes	Yes
Cranberry Station Elementary	Yes	Yes	Yes
Friendship Valley Elementary	Yes	Yes	Yes
Robert Moton Elementary	Yes	Yes	Yes
Westminster East Middle	Yes	Yes	Yes
Westminster Elementary	Yes	Yes	Yes
Westminster High	Yes	Yes	Yes
Westminster West Middle	Yes	Yes	Yes
William Winchester Elementary	Yes	Yes	Yes
Winters Mill High	Yes	Yes	Yes
OUTSIDE DESIGNATED GROWTH AREAS			
SCHOOLS	PFA	Water	Sewer
Francis Scott Key High	Rural Village	Public	Public
Mechanicsville Elementary	Rural Village	Onsite	Onsite
Runnymede Elementary	no	Onsite	Onsite
Sandymount Elementary	no	Onsite	Onsite
South Carroll High	Rural Village	Onsite	Onsite*
Winfield Elementary	Rural Village	Onsite	Onsite*
* Schools are served by County operated sewage treatment facility on South Carroll's property			

Based on the County's past and current master plan, there is an expectation that future growth will occur in and around these growth areas. In order to ensure that land would be available for the construction of schools if necessary, the County worked to acquire several school sites over time in areas where growth was expected to occur. All but one of these acquired sites are located within a DGA and have access to public water and sewer.

FUTURE SCHOOL SITES					
Property Name	Acres	DGA	PFA	Water	Sewer
Cape Horn Park	60	Manchester	Yes	Public	Public
Friendship Valley Fields	26	Westminster	Yes	Public	Public
Mayeski Park	30	N/A	Rural Village	Onsite	Onsite
Dulaney Property	80	Freedom	Yes	Public	Public

CONCURRENCY MANAGEMENT AND ADEQUATE PUBLIC FACILITIES

The Concurrency Management and Adequate Public Facilities Ordinance is the tool that the county utilizes to coordinate subdivision approvals with the availability of public facilities. For all major subdivisions, the ordinance requires that an Adequate Threshold Capacity for all years in the current 6-year Community Investment Program (CIP) be determined for schools, roads, police, fire and emergency services, and water and sewer services. The ordinance establishes three categories: Inadequate, Approaching Inadequate, and Adequate. A school is determined to be inadequate if the utilization percentage is over 120% of the State Rated Capacity for elementary and high schools, and over 120% of functional capacity for middle schools. Any subdivision located in a school attendance boundary that is determined to be inadequate will be placed in a development queue. Projects in the queue will be reevaluated annually and released for approval when capacity is available. A school is determined to be approaching inadequate if the utilization percentage is between 110% and 119% of the State Rated Capacity for elementary and high schools, and between 110% and 119% of the Functional Capacity for middle schools. A subdivision located in a school attendance boundary that is determined to be approaching inadequate may have a phasing plan developed. This authority resides with the Carroll County Planning and Zoning Commission. A school is determined to be adequate if the utilization percentage is below 110% of State Rated Capacity for elementary and high schools, and below 110% of Functional Capacity for middle schools. Projects located within a school attendance boundary that is determined to be adequate have no restrictions on their approval.

This ordinance has been rewritten several times as the rapid growth often overwhelmed the county's public infrastructure. The current ordinance was rewritten in 2004 during a development deferral enacted by the County Commissioners. Since this new ordinance has been in place, growth in the county has dramatically declined. This slow down in new growth has reduced the number of schools which are considered inadequate based on the Concurrency Management and Adequate Public Facilities Ordinance.

An analysis was done using the current Enrollment Projections and the criteria contained in the Concurrency Management and Adequate Public Facilities Ordinance. Based on this analysis, there are no inadequate or approaching inadequate schools.

SECTION 3
GOALS, STANDARDS, AND
GUIDELINES

PHILOSOPHY OF EDUCATION

MISSION, SCHOOL IMPROVEMENT BELIEFS, AND GOALS

CORE STATEMENT

Carroll County Public Schools: Building the Future

CORE VALUES

- The Pursuit of Excellence
- Life-long Learning and Success
- A Safe and Orderly Learning Environment
- Community Participation
- Fairness, Honesty, and Respect
- Continuous Improvement
- Reflecting the priorities, beliefs, and mores of our local community

CORE BELIEFS

The Board of Education believes that the Carroll County Public Schools system operates effectively and efficiently when:

The greater Carroll County community:

- Values the importance of a quality education
- Supports educational initiatives at home
- Volunteers in schools
- Forms partnerships with schools to support system initiatives

All central office staff:

- Establish and maintain a framework for organizational decisions to be based on empirical data
- Establish and maintain a safe and orderly environment for students and staff
- Provide adequate resources that are equitably distributed
- Provide an equitable educational opportunity for all students
- Communicate effectively with all stakeholders
- Enforce accountability for system initiatives
- Model effective leadership and professional respect
- Provide a diverse program of studies with a global perspective designed to meet students' educational goals
- Coordinate professional development opportunities that are relevant, site-based, job embedded, aligned with the tenets of cultural proficiency, and meet the needs of all staff
- Empower employees, students, and communities to make school-based decisions within an established framework.

All school staff:

- Welcome their school community
- Establish positive home and school relationships
- Provide a safe and orderly learning environment for students and staff
- Work to ensure that every child succeeds
- Display cultural proficiency
- Prepare students with a global education
- Place priority on the educational needs of students
- Motivate students to learn
- Recognize the unique learning styles of each student
- Facilitate learning by encouraging, prompting, and interacting with students
- Establish and maintain positive and appropriate relationships with students
- Ensure learning by providing instruction that meets each student's individual needs
- Support student success
- Encourage students to make choices that provide challenges
- Assess student progress through both formal and informal methods and then provide appropriate and targeted data-driven instruction
- Engage students in rigorous and relevant instruction

All students:

- Enroll in coursework that prepares them to be career – college ready
- Obtain the skills to thrive as independent 21st century learners
- Become knowledgeable, responsible, and caring citizens
- Demonstrate respect for the learning environment and other individuals
- Reach their potential
- Develop effective communication, interpersonal, and leadership skills
- Participate in varied co-curricular and extracurricular activities

CARROLL COUNTY PUBLIC SCHOOLS
STRATEGIC PLANNING PILLARS

I. PROVIDE MULTIPLE PATHWAY OPPORTUNITIES FOR STUDENT SUCCESS

Upon graduation, Carroll County Public Schools students will be college and career ready. The variety of course options found in the CCPS program of studies empowers students to meet the educational prerequisites to enter an institution of higher learning, the military, or the work force. Targeted interventions, alternative placements, career connections internships, dual enrollment options, online courses, special education services, gifted and talented services, and differentiated course levels are provided to meet the individual learning needs of students.

II. STRENGTHEN PRODUCTIVE FAMILY AND COMMUNITY PARTNERSHIPS

Carroll County Public Schools' personnel will communicate openly and honestly to foster a trusting and supportive relationship with parents, community members, business partners, and public officials. CCPS strives to create an atmosphere of mutual appreciation and respect for diversity and encourage unity among all students, staff, and community. CCPS welcomes parent and community volunteers to help with the total school program.

III. DEVELOP AND SUPPORT A SUCCESSFUL WORKFORCE

Carroll County Public Schools will hire and retain highly qualified and skilled employees who are dedicated to the success of our school system and students. Employees can expect to be supervised by experts in their field who provide timely and relevant professional development opportunities and feedback designed to promote their effectiveness and success. CCPS values a high performing and diverse workforce who contribute to a positive educational experience for all students.

IV. ESTABLISH SAFE, SECURE, HEALTHY, AND MODERN LEARNING ENVIRONMENTS

Carroll County Public Schools recognizes that the safety and well-being of our students and staff is our highest priority. Students, parents, and CCPS employees can expect policies, procedures, and programs to be implemented that promote a safe and orderly environment in school, on school grounds, and on school buses, as well as programs that promote healthy life style choices and social and emotional well-being. CCPS strives to provide up-to-date facilities, technologies, equipment, and instructional materials appropriate for a modern learning environment.

INSTRUCTIONAL PROGRAM

The Carroll County Public Schools provide a general educational program for all eligible students of the county, beginning with Prekindergarten and continuing through a comprehensive high school program. In addition, special educational opportunities are available to those potential students who need such attention, beginning with early intervention (pre-school) and continuing through age 21.

The Elementary School Program is described as a "developmental program" beginning with kindergarten, and continuing through grade 5. Current grade level alignment is K-5 for all elementary schools with the exception of Parr's Ridge (K-grade 2) and Mt. Airy (grades 3-5). An extensive course of study with prescribed goals for each grade level is published by the school system. Students are regularly assessed on their progress through the Carroll County Public Schools reporting system.

Although students are grouped and regrouped according to their achievement level, the basic class activities involve one teacher and about 23 pupils in a flexible classroom setting. Special instructors provide direct instruction in art, music, media, physical education, health, reading, English for Speakers of Other Languages (ESOL), gifted education, and special needs.

The Middle School Program for students in grades 6-8 is often described as a "transitional program" between elementary and high school. Students are instructed in interdisciplinary teams composed of four or five teachers each teaching a specific discipline. Students are exposed to a progressively more rigorous program of studies instructed by teachers who specialize in science, social studies, language arts, reading and mathematics. Students participate in exploratory programs in fine and practical arts. Appropriate support programs are available to identified students in the area of their specific needs. Advance academic programs are provided at each grade level for students who demonstrate an ability to be successful in a more rigorous program.

The High School Program for students in grades 9-12 is comprehensive; each student has the opportunity to supplement the basic core of courses that constitute the Maryland High School Diploma graduation requirements. As a part of the diploma requirement (25 credits in a balance of pre-determined fields of study), students must satisfy assessment requirements in Algebra, English, Government and Biology and also demonstrate competence in areas of human activity as defined by the Maryland State Department of Education. Students in the fields of the arts and physical education, the World of Work, and Survival Skills, must participate in an approved program. They must also either meet the credit entrance requirements for the University of Maryland, and/or successfully finish a state-approved career completer program. Within each high school, intervention and support programs for diverse learners are also available.

Career and Technology Education

The mission for the system of Career and Technology Education (CTE) for Carroll County is to prepare all students for further education and careers. Learners are prepared to begin careers and pursue lifelong learning through a process of career development, rigorous academic instruction, specific technical skills development, and work experience in order to meet their personal needs for further education and workforce preparation. In order to achieve this mission, CTE programs are offered in middle schools, high schools, a career and technology center, and one alternative school. Students are introduced to CTE programs in the middle schools through the Family and Consumer Sciences and Technology Education curriculum. High school students are offered opportunities in CTE programs in the following occupational areas:

Career and Technology Education Courses offered at Comprehensive High Schools		
Accounting	Early Childhood Education	Print Production*
Administrative Services	Education - Middle and High School** (Teacher Academy of MD)	Textiles and Fashion Careers*
Agricultural Sciences - Animal (Curriculum for Agricultural Science Education)	Financial Services** (Academy of Finance)	Video Production*
Agricultural Sciences - Plant (Curriculum for Agricultural Science Education)	Food Service and Hospitality Management (ProStart)	Wildlife/Natural Resource Management
Animal and Veterinary Science	Geographic Information Systems and Technology **	
Business Administration & Management	Marketing	
* Introductory classes of these programs are offered at comprehensive high schools. Students who wish to continue in the program go to higher level classes offered at a centralized location.		
** Offered at Westminster HS as a regional program		
Carroll County Career and Technology Center Programs		
Academy of Health Professions	Cosmetology Careers	Manufacturing and Machine Technologies
Auto Service Technology	Culinary Arts	Masonry
Biomedical Sciences (Project Lead the Way)	Drafting	Print Production
Building Maintenance	Electrical Construction	Textiles and Fashion Careers
Carpentry	Engineering (Project Lead the Way)	Video Production
Cisco Networking Academy	Heating, Ventilation, and Air Conditioning	Welding Technology
Collision Repair Technology	Heavy Equipment and Truck Technology	
Computer Science (Project Lead the Way)	Homeland Security: Criminal Justice	

Special Education Services

Carroll County Public Schools provides Special Education programs and services to all children with disabilities (from birth to their twenty-first birthday) who reside in the county. Special Education services include diagnostic, instructional, and related services. Programs and services are provided on a continuum ranging from consultation with regular education teachers, up through residential placement seven days a week. These programs and services are designed to ensure that appropriate programs are available to all children with disabilities, and that the least restrictive program placement for each child is determined based upon the child's unique needs rather than program availability.

Early Childhood Services - In order to meet the needs of children who are not old enough to attend kindergarten in Carroll County Public Schools, there are two early intervention programs offered for children in need of special education services. These programs are:

Infants and toddlers: Ages 0-3: Children and their families receive services in their natural environments within a twelve month programming cycle based upon an approved Individual Family Service Plan. The domains of health, cognition, communication, and mobility are addressed.

Preschool: Ages 3-5: Children with disabilities receive services in the least restrictive environment in which their Individual Education Plans (IEP) can be implemented. These services include Specialized Instruction, Speech and Language, OT, PT, Vision and Hearing and Motor Development and are delivered within an itinerant setting (speech only), a setting for typically developing preschool students, a special education preschool setting, or a combination of settings. Students who require a special education preschool setting are provided services at one of the five elementary special education regional centers or Carroll Springs School.

School Age Services - Once a child is old enough to attend Kindergarten, special education services and programs are typically delivered in that student's geographic home school. Special Education and related services include Specialized Instruction, Speech/Language, OT, PT, Vision, Hearing, Interpreting, Counseling, Motor and Supplementary aids and services. These services are provided in all schools within the following continuum of environments: the general education classroom, a resource room and the general education classroom, and a special education classroom and general education classroom.

Elementary age students whose needs and approved IEP require that they are placed in a Structured Learning Environment, or Learning for Independence class receive most or all of their specialized instruction within a special education classroom. In order to maximize both staff and classroom resources, these students receive services at one of the five elementary special education regional centers. The following elementary schools are the regional centers for these services: Carrolltowne, Hampstead, Robert Moton, Runnymede, and Winfield.

Elementary age students that require specialized behavioral and counseling services as detailed in an IEP are placed in the countywide BEST program which is located at Robert Moton Elementary school.

Middle and High school students whose needs and approved IEP require that they are placed in a Structured Learning Environment, or Learning for Independence class receive most or all of their specialized instruction within a special education classroom. These services are provided at the student's home school.

Middle Schools students that require specialized behavioral and counseling services as detailed in an IEP are placed in the countywide BEST program which is located at Westminster East Middle school.

High School students that require specialized behavioral and counseling services as detailed in an IEP are placed in the countywide BEST program located at Westminster High School.

Carroll Springs School is the public separate day school within Carroll County for students with profound disabilities for whom the IEP Team has determined that services must be provided in this education environment.

For students with needs that no combination of service and supplementary aids can meet, services are provided within a full day non-public setting.

Alternative Education Services

Carroll County Public Schools offers a variety of alternative education programs that are designed to assist students who have not been successful in the traditional school setting.

Crossroads Middle School – Crossroads Middle School is an alternative educational setting designed to provide behavioral and academic interventions to promote future success for students in their home school setting, as well as transitional support when students return to their home school. Students are enrolled for the following reasons: extended suspensions from their home school for up to 18 weeks, voluntary placements for students not demonstrating success in their home school, administrative placements, and special education placements to provide services beyond those available in the home school, and transfers from out of county alternative programs.

Flexible Student Support – There are three major components that make up Flexible Student Support: the Student Support Center (SSC), the Distance Learning Lab (DLL), and The Career Research and Development Program (CRD). The SSC serves students who need a small structured setting with direct instruction in order to complete their course work. The DLL serves students who can work independently through an online education program. The CRD program serves students who need to meet the program “completer” graduation requirement. This program allows students to earn 2.0 credits for classroom instruction and 2.0 credits for supervised work experience. These support services are designed to serve both in-school youth who have not been successful in the regular high school program, and out-of-school youth who desire to return to the school system to complete the requirements for a high school diploma.

The Gateway School – The Gateway School is an alternative educational setting designed to assist high school students so that they have successful school experiences. The Gateway School enrolls students for the following reasons: extended suspension from their home school, voluntary student placements for students failing to succeed in their home school environment, administrative placements for students who have a documented need for a small structured environment that cannot

be met at the home school, students returning to school from withdrawn status, students needing special education services beyond those available at the home school, and transfers from out of county alternative programs.

Positive Response to Issues of Discipline with Elementary Students (PRIDE) – The PRIDE program is an alternative educational setting for pre-kindergarten and elementary students. PRIDE is committed to enhance the educational progress of students demonstrating difficulties in areas of behavioral and emotional adjustment in a comprehensive school setting.

PRIDE serves a diverse population, consisting of students exhibiting severe behavioral issues resulting in disciplinary consequence and placement, students transferring into Carroll County from alternative schools in other systems, and students needing a transition from a hospitalization. Students can also be referred to PRIDE after evidencing resistance to behavioral interventions in their home school.

Supplemental Educational Services

The diversity of our student population requires that supplemental services be provided to maximize every student's opportunity to be successful. A variety of local, state, and federally funded programs are provided help students access to learning experiences tailored to meet their unique needs.

Prekindergarten - The Maryland Bridge to Excellence in Public Schools Act of 2002 required all local boards of education to provide, by school year 2007-2008, prekindergarten to all four-year olds from "economically disadvantaged backgrounds." In order to meet this mandate, Carroll County Public Schools currently offers nineteen half-day sessions at the following eighteen elementary schools: Carrolltowne, Cranberry Station, Ebb Valley, Eldersburg, Elmer Wolfe, Hampstead, Linton Springs, Manchester, Mechanicsville, Parr's Ridge, Robert Moton, Runnymede, Sandymount, Spring Garden, Taneytown (2), Westminster, William Winchester, and Winfield.

Title I - Title I is a federally funded program designed to help children succeed in the regular education program, attain and maintain grade level proficiency, and improve achievement in reading and math. Title I funds are used to provide supplementary educational services to students, professional development for staff, and opportunities that foster parental involvement. Carroll County Public Schools has Targeted Assistance Title I Programs at Cranberry Station and Elmer Wolfe. School-wide Title I programs were implemented in 2012-13 at Robert Moton, and Taneytown.

English for Speakers of Other Languages (ESOL) - Carroll County Public Schools offers specialized instructional services to students in grades PreK-12 whose native language is not English and/or meet program requirements. These services are provided by an ESOL Resource Teacher at the student's home school.

Gifted and Talented Education Program – Effective July 1, 2012, COMAR requires that each school system provide specific gifted and talented (GT) services to identified students K – 12. In Carroll County, students are identified at gifted and talented beginning in the third grade and services are provided by a GT Resource Teacher. Students in grades K – 2 who exhibit GT

behaviors may also receive supplemental services from the GT resource teacher. Middle school students who are identified as gifted and talented participate in supplemental learning activities during a “flex mod” class scheduled during the school day. High school GT students have the opportunity to tailor a four year learning plan to specific needs and talents. This plan may include advanced placement courses which will lead them to advanced post-secondary career and college opportunities.

Judy Center Partnership – The Judy Center Partnership is partially funded by the Judith P. Hoyer Early Child Care and Family Education grant from MSDE. The program promotes school readiness for children birth through age five by fostering skills that help them be successful learners. Judy Centers are located at Robert Moton Elementary (administrative office), Taneytown Elementary (site location at Northwest Middle due to space limitations at Taneytown), Cranberry Station Elementary, and Elmer Wolfe Elementary.

SCHOOL CAMPUS CONCEPT

Several school systems throughout the State of Maryland have taken advantage of the School Campus Concept as they have built new schools to accommodate their student populations. The School Campus Concept refers to the situation where an elementary and middle school; or a middle school and high school; or even an elementary, middle, and high school might be physically contiguous.

School systems in Maryland utilizing the School Campus Concept include, but are not limited to Anne Arundel, Howard, Montgomery, Frederick, and Washington County. In some of these systems, different levels of schools (e.g., elementary and middle in Howard County) may actually be housed within the same facility.

Advantages to School Campus Concept arrangements include:

- a. Improved articulation and transition between school levels.
- b. Advanced study opportunities.
- c. Cafeteria proximity fosters satelliting.
- d. Sharing facilities (e.g., larger high school gym and/or auditorium) for special program needs.
- e. Department chairpersons and faculties work closely in coordinated program and curricular offerings.
- f. Use of athletic fields and facilities.
- g. Older students may be used as tutors and mentors.
- h. Enhances opportunities for cultural programs.
- i. Improves efficiency of support services such as transportation and itinerant staff.
- j. Generally enhances communication and benefits to the students and community.
- k. Land acquisition costs should be reduced.

Disadvantages to this arrangement often relate to the mixing of age groups during non-school hours particularly where high school students may venture onto a middle or elementary campus and/or where students are driving and additional safety/parking problems might arise.

The continuation of the school campus concept, where more than one school is located on a campus, should be viewed as an acceptable practice as we address the need for planning new facilities and the procurement of future school sites in the next decade.

4/18/88

SCHOOL COMMUNITY CONCEPT

In addition to, and in direct correlation with, the feeder school concept is the community based school concept. In years past, each town had its own school because growth in Carroll County centered around the various municipalities. As population has increased, school sites have been acquired in areas of current and projected growth. In some cases, this has meant a new community school while, in other cases, the older community school has been abandoned or modified.

Currently, the Carroll County Master Plan calls for controlled growth limiting major development to those areas of the county with available water and sewer. As a result, increases in population will continue to center around those municipalities and planned growth environs having public water and sewer.

Plans for the placement of new or replacement schools throughout the county should take into consideration the Carroll County Master Plan objectives. Although the desire for community schools exists, the driving forces behind the selection of school sites should be the Master Plan, projected school enrollment and recommended grade organization. The majority of the municipalities in Carroll County which have historically had schools within their community will continue to have schools because they are in planned growth areas with water and sewer.

4/6/8

SCHOOL SITE STANDARDS

The selection criteria for school sites in Carroll County includes generally accepted standards for the size of each school campus. Older facilities throughout the county do not enjoy the benefit of the current standards and in some cases; campuses are significantly smaller than currently desired.

Extensive use of school facilities and grounds by the Department of Recreation and Parks contributes significantly to the justification for these standards. Additionally, it must be stressed that these size guidelines are defined as usable acreage for buildings, roadways, parking, and playfields. Recent environmental mandates and policies, including afforestation, reforestation, wetland delineation, and stormwater management, and the widely variable topography and geology in Carroll County, may increase the total size of the required acreage substantially.

Elementary School Sites: Until 1953, the guideline for elementary school sites was five (5) acres plus an additional acre for each hundred students to be accommodated (i.e., a 300-student elementary school required eight (8) acres). By current national guidelines an elementary site requirement should be calculated at 15 acres plus an additional acre for each 100 students to be ultimately accommodated, plus additional space for recreational use by the community, if such use is desired.

Middle School Sites: The guideline for middle school sites is twenty (20) acres plus an additional acre per hundred students. At 750 students, a middle school site should include at least 28 usable acres for buildings and fields.

High School Sites: The guideline for high schools is 40 acres plus an additional acre for each hundred students; at 1,200 students, the site needed for a senior high school would be 52 acres.

Physical features such as wetlands, and man-made features such as stormwater management facilities, while not part of the usable acreage, may be considered for use as environmental education tools on the school campus.

6/6/94

**Board Policies and Administrative Regulations Incorporated in the
Educational Facilities Master Plan**

Policy FA – Development of Educational Facilities Master Plan and Six Year Capital Improvement Program (<https://www.carrollk12.org/boe/Pages/Policies.aspx>)

Policy FB- Adequate Facilities (<https://www.carrollk12.org/boe/Pages/Policies.aspx>)

Policy JCAA – Boundary Adjustments (<https://www.carrollk12.org/boe/Pages/Policies.aspx>)

Policy EEA – Eligibility for School Bus Transportation
(<https://www.carrollk12.org/boe/Pages/Policies.aspx>)

SECTION 4

EXISTING SCHOOL FACILITIES

ELEMENTARY STATE RATED CAPACITY

1. State capacity shall be based on the same number of regular classrooms as local capacity, calculated at 23 students per classroom.
2. Kindergarten is calculated based on the formula of 22 students/classroom.
3. Modified self-contained or self-contained special education services such as prep, early intervention kindergarten, and structured learning environment are provided within a special education class within a school. The classroom within the school dedicated for this function is counted as a special education capacity (10 students/room). These students are included in FTE enrollments and projections in order to make equitable capacity comparisons.
4. Pre-kindergarten classroom capacity is based on 20 students per classroom.

6/30/97
rev: 7/1/2000
rev: 7/1/2002
rev. 7/1/2004

Elementary Schools	Regular Classrooms	Kindergarten	PreKindergarten	Total Regular Classrooms	Regular Education Capacity Sub-total	Special Education	Prep. Classroom	Special Education Capacity Sub-total	ART	Vocal Music	Instrumental Music	Health	Computer Lab	Total SRC
Carrolltowne	20	4	1	25	568	1	1	20	1	1	1	1		588
Cranberry Station	22	2	1	25	570			0	1	1	1	1		570
Ebb Valley	20	4	1	25	568			0	1	1	1	1		568
Eldersburg	20	4	1	25	568			0	1	1		1		568
Elmer Wolfe	20	3	1	24	546			0	1	1	1	1		546
Freedom District	18	4		22	502			0	1	1	1	1	1	502
Friendship Valley	21	2		23	527			0	1	1	1	1		527
Hampstead	16	3	1	20	454	5	1	60	1	1	1	1		514
Linton Springs	25	5	1	31	705			0	1	1	1	1	1	705
Manchester	24	5	1	30	682			0	1	1	1	1		682
Mechanicsville	21	4	1	26	591			0	1	1	1	1	1	591
Mt. Airy	24	0		24	552			0	1	1		1	1	552
Parrs Ridge	18	8	1	27	610			0	1	1	NA	1	1	610
Piney Ridge	20	4		24	548			0	1	1	1	1	1	548
Robert Moton	16	4	1	21	476	4	2	60	1	1	1	1	1	536
Runnymede	23	4	1	28	637	1	1	20	1	1	1	1		657
Sandymount	20	2	1	23	524			0	1	1	1	1	1	524
Spring Garden	19	4	1	24	545			0	1	1	1	1		545
Taneytown	20	2	1	23	524			0	1	1	1	1		524
Westminster	20	4	1	25	568			0	1	1		1	1	568
William Winchester	19	4	1	24	545			0	1	1	1	1	1	545
Winfield	22	4	1	27	614	5	1	60	1	1	1	1	1	674
					12424			220						12644
January 1, 2018														

ASSUMPTIONS: SECONDARY CAPACITY MIDDLE SCHOOLS - STATE CAPACITY

1. All specialized classrooms: rooms such as science laboratories, career technology education (CTE) rooms, classrooms for English for speakers of other languages, distance learning rooms, business education rooms, computer laboratories, band and chorus rooms, art rooms, family and consumer sciences rooms, weight rooms, and wrestling rooms.
2. Gymnasiums: The number of teaching stations in a gymnasium is calculated by dividing the net square footage by 6,000 nsf, rounding the quotient to the nearest whole number, and multiplying the result by two (2). According to national standards a 6,000 nsf gymnasium is a mid-size gymnasium that supports interscholastic basketball games and includes appropriate safety zones.
3. Self-contained special education classrooms: rooms that are used by students receiving special education services outside the general education setting for more than 60% of the school day.
4. Open-space classrooms: rooms in instructional areas in which the classrooms are not structurally defined, with or without temporary partitions. The number of classrooms in an open-space area is calculated by dividing the net square footage of the open space area by 800 net square feet and rounding the quotient to the nearest whole number.
5. Partially enclosed classrooms: rooms in which instructional areas are structurally defined by permanent (non-removable) partitions.
6. Instructional Suites. A suite is a cluster of rooms typically assigned to one teacher for one class period, such as a career technology classroom, its computer room, and its laboratory, and shall be counted as a single teaching station.

MIDDLE SCHOOLS - FUNCTIONAL CAPACITY

1. Middle school students are organized in teams. The team is composed of 4-5 teachers and 125-150 students. The program consists of a core curriculum (language arts/English, math, science, and social studies) and an exploratory curriculum of physical education, art, music, band, computers, technology, and foreign language.
2. Capacity calculations shall be based on 25 students per teaching station for core curricular programs.
3. Modified self-contained or self-contained special education services such as special needs are provided within a special educational classroom within the school. The classroom(s) within the school dedicated for this function is counted as a special education capacity (10 students per room). The special education capacity is listed separately from regular capacity.
4. Each middle school shall have at least one room designated as a special education resource room for providing direct special education services to students with learning disabilities and/or handicapping condition not in excess of an average of three hours per school day. An additional room shall be designated as a reading resource room. These rooms are usually less than the 600 square foot classroom minimum.

7/1/00

Rev. 8/30/02

Rev. 7/1/12

[illegible]

ASSUMPTIONS: SECONDARY CAPACITY **HIGH SCHOOLS- STATE RATED CAPACITY**

1. All specialized classrooms: rooms such as science laboratories, career technology education (CTE) rooms, classrooms for English for speakers of other languages, distance learning rooms, business education rooms, computer laboratories, band and chorus rooms, art rooms, family and consumer sciences rooms, weight rooms, and wrestling rooms.
2. Gymnasiums: The number of teaching stations in a gymnasium is calculated by dividing the net square footage by 6,000 nsf, rounding the quotient to the nearest whole number, and multiplying the result by two (2). According to national standards a 6,000 nsf gymnasium is a mid-size gymnasium that supports interscholastic basketball games and includes appropriate safety zones.
3. Self-contained special education classrooms: rooms that are used by students receiving special education services outside the general education setting for more than 60% of the school day.
4. Open-space classrooms: rooms in instructional areas in which the classrooms are not structurally defined, with or without temporary partitions. The number of classrooms in an open-space area is calculated by dividing the net square footage of the open space area by 800 net square feet and rounding the quotient to the nearest whole number.
5. Partially enclosed classrooms: rooms in which instructional areas are structurally defined by permanent (non-removable) partitions.
6. Instructional Suites. A suite is a cluster of rooms typically assigned to one teacher for one class period, such as a career technology classroom, its computer room, and its laboratory, and shall be counted as a single teaching station.

6/23/94

Rev. 7/1/00,

Rev. 8/30/02

Rev. 7/1/12

High Schools	General Classrooms	Science	Art	Music/Drama/Dance	Family and Consumer Science	Technology Education	Business Education	Activity Room	Physical Education	Health	Computer Lab	CTE Programs	Total Teaching Stations	Regular Education Capacity Sub-Total for SRC at 85% Utilization	Special Education Classroom	Special Education Capacity	Total SRC at 85% Utilization			
Century	31	9	3	2	2	4	3	2	4	1	1	2	64	1352	1	10	1362			
Francis Scott Key	28	8	2	3	2	3	3	2	4	1	0	2	58	1224	3	30	1254			
Liberty	24	7	2	3	2	2	4	2	4	1	0	2	53	1118	2	20	1138			
Manchester Valley	31	9	3	3	2	5	3	2	3	1	1	2	65	1373	1	10	1383			
South Carroll	31	9	2	2	3	3	3	2	4	1	0	2	62	1309	3	30	1339			
Westminster	43	12	3	3	3	5	6	3	4	1	0	2	85	1798	4	40	1838			
Winters Mill	29	9	3	2	2	4	3	2	4	1	1	2	62	1309	3	30	1339			
															Total	9652				
															January 1, 2016					

**FACILITIES INVENTORY
(IAC/PSCP FORM 101.1)**

SCHOOL NAME & ADDRESS	GRADES	SRC	2017		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			2018 FCIScore	COMMENTS
			PRIOR FALL ENROLLMENT	PERCENT UTILIZED			DATE	TYPE	SQ. FT.		
Career & Technology Center 1229 Washington Road Westminster, MD 21157		380 (1/2 Day)	NA	NA	8	16.3	1970 1987	Original Addition Total	96,400 15,790 112,190	0.759	Planning for Phase One of Renovation scheduled in FY19 Planning for Phase Two scheduled in FY20
Carroll Springs 495 South Center Street Westminster, MD 21157	Special Education	80	54	68%	2	6.02	1981 1986	Original Addition Total	31,100 320 31,420	0.151	HVAC - FY23
Carrolltowne Elementary 6542 Ridge Road Sykesville, MD 21784	PreK - 5 Special Ed. Regional Ctr.	588	545	93%	4	30	1976 2006 2006 2009	Original Demolition Addition Renovation Total	76,700 1,480 6,356 23,537 81,576	0.509	Roof - FY19 HVAC - FY24
Century High 355 Ronsdale Road Sykesville, MD 21784	9-12	1362	1133	83%	0	67	2001	Original	217,945	0.076	Roof - FY25
Cranberry Station Elementary 505 North Center Street Westminster, MD 21157	PreK - 5	570	509	89%	0	24.96	1999	Original	61,346	0.076	K Addition Planning - FY20 Roof - FY21
Ebb Valley Elementary 3100 Swiper Road Manchester, MD 21102	Prek - 5	568	545	96%	0	20	2008	Original	72,106	0.039	
Eldersburg Elementary 1021 Johnsville Road Sykesville, MD 21784	PreK - 5	568	454	80%	2	30	1970 2006 2014 2014	Original Addition Addition Renovation Total	63,000 4,823 111 24,500 67,934	0.305	
Elmer Wolfe Elementary 119 North Main Street Union Bridge, MD 21791	PreK - 5	546	407	75%	0	9.93	1998	Original	65,273	0.183	Roof-FY19 HVAC-FY28
Francis Scott Key High 3825 Bark Hill Road Union Bridge, MD 21791	9 - 12	1254	921	73%	0	45.12	1958 1970 1980 1999 1999	Original Addition Addition Modem. Addition Total	89,733 16,974 34,524 141,231 43,269 184,500	0.039	
Freedom Elementary 5626 Sykesville Road Sykesville, MD 21784	K - 5	502	511	102%	4	9.64	1955 1963 1964 1975 1995 2009	Original Addition Addition Addition Addition Addition Total	20,283 7,675 9,568 13,533 635 6,749 58,443	0.338	

SCHOOL NAME & ADDRESS	GRADES	SRC	2017		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCIScore	COMMENTS
			PRIOR FALL ENROLLMENT	PERCENT UTILIZED			DATE	TYPE	SQ. FT.		
Friendship Valley Elementary 1100 Gist Road Westminster, MD 21157	K - 5	527	497	94%	4	49	1992	Original	57,200	0.483	K Addition - Planning FY21 HVAC-FY26
Gateway School 225 Kate Wagner Road Westminster, MD 21157	6 - 12 Alternative Ed.	150	72	48%	2	9.34	2003	Original	27,048	0.038	Roof-FY27
Hampstead Elementary 3737 Shiloh Road Hampstead, MD 21074	PreK - 5 Special Ed. Regional Ctr.	514	357	70%	0	19.51	1986 2007	Original Addition Total	54100 5,100 59,200	0.376	
Liberty High 5855 Bartholow Road Sykesville, MD 21784	9 - 12	1138	1101	97%	8	50	1980	Original	156,000	0.677	Science Renovations - FY19 HVAC - FY25
Linton Springs Elementary 375 Ronsdale Road Sykesville, MD 21784	PreK - 5	705	628	89%	0	28.14	1998 2006 2006	Original Renovation Addition Total	72,227 2,218 3,262 77,707	0.243	Roof - FY20
Manchester Elementary 3224 York Street Manchester, MD 21102	PreK - 5	682	626	92%	0	18.7	1932 1949 1953 1989 1989 2007	Original Addition Addition Demolition Renovation Addition Addition Total	27,884 10,756 14,760 28,624 24,776 44,901 5,739 75,416	0.323	
Manchester Valley High Maple Grove Road Manchester, MD 21102	9-12	1383	1341	97%	0	98	2009	Original	217,500	0.000	
Mechanicsville Elementary 3838 Sykesville Road Sykesville, MD 21784	PreK - 5	591	461	78%	2	24.35	1948 1967 1974 1994 1994 2007	Original Addition Addition Renovation Addition Addition Total	21,353 17,401 9,469 48,223 21,603 4,700 74,526	0.207	HVAC-FY27
Mount Airy Elementary 405 North Main Street Mount Airy, MD 21771	3 - 5	552	436	79%	2	9	1935 1949 1969 1987 1987	Original Addition Addition Renovation Addition Total	29,869 18,285 5,520 53,674 5,000 58,674	0.664	HVAC - FY24
Mount Airy Middle 102 Watersville Road Mount Airy, MD 21771	6 - 8	SRC = 870 Local = 770	737	85% 96%	0	13.77	2013	Original Total	111,043 111,043	0.000	

SCHOOL NAME & ADDRESS	GRADES	SRC	2017		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCIScore	COMMENTS
			PRIOR FALL ENROLLMENT	PERCENT UTILIZED			DATE	TYPE	SQ. FT.		
North Carroll Middle 2401 Hanover Pike Hampstead, MD 21074	6 - 8	SRC = 870 Local = 770	617	71% 80%	0	33.4	1956 1962 1991 2005 2005	Original Addition Addition Renovation Addition Total	60,358 34,442 4,738 99,538 5,060 104,598	0.039	Roof - FY23
Northwest Middle 99 Kings Drive Taneytown, MD 21787	6 - 8	SRC = 849 Local = 770	653	77% 85%	0	46.6	1976 2010	Original Renovation Total	113,600 34,320 113,600	0.564	HVAC - FY23
Oklahoma Road Middle 6300 Oklahoma Road Sykesville, MD 21784	6 - 8	SRC = 870 Local = 795	748	86% 94%	0	32.91	1997	Original	108,640	0.265	HVAC - FY22 Roof - FY24
Parr's Ridge Elementary 202 Watersville Road Mount Airy, MD 21771	PreK - 2	610	455	75%	0	23.77	2005	Original	73,271	0.039	
Piney Ridge Elementary 6315 Freedom Avenue Sykesville, MD 21784	K - 5	548	530	97%	6	13.47	1991 2006	Original Addition Total	62,000 3,137 65,137	0.470	HVAC-FY26
Robert Moton Elementary 1413 Washington Road Westminster, MD 21157	PreK - 5 Special Ed. Regional Ctr.	536	416	78%	0	21.6	1976 2011 2011 2013	Original Renovation Addition Renovation Total	75,200 1,609 10,543 24,853 85,743	0.342	Roof - FY19
Runnymede Elementary 3000 Langdon Drive Westminster, MD 21158	PreK - 5 Special Ed. Regional Ctr.	657	589	90%	0	31	1994 2007	Original Addition Total	66,600 5,104 71,704	0.195	Roof - FY19 HVAC - FY27
Sandymount Elementary 2222 Old Westminster Pike Finksburg, MD 21048	PreK-5	524	450	86%	0	5.7	1936 1950 1963 1969 1974 1992 1992 1992	Original Addition Addition Addition Addition Demolition Renovation Addition Total	9,639 10,898 8,312 5,721 6,446 9,639 31,377 30,144 61,521	0.514	K Addition Planning - FY21 HVAC - FY19 Roof - FY20
Shiloh Middle 3675 Willow Street Hampstead, MD 21074	6 - 8	SRC = 815 Local = 725	661	81% 91%	0	32.3	2000	Original	108,640	0.076	Roof - FY26

SCHOOL NAME & ADDRESS	GRADES	SRC	2017		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCIScore	COMMENTS
			PRIOR FALL ENROLLMENT	PERCENT UTILIZED			DATE	TYPE	SQ. FT.		
South Carroll High 1300 West Old Liberty Road Sykesville, MD 21784	9 - 12	1339	1048	78%	0	40	1967 1972 1986 1997 2010 2010	Original Addition Addition Addition Renovation Addition Total	177,673 28,424 8,080 1,649 26,500 42,500 258,326	0.387	Science Renovations - FY19 Window Replacement - FY21 HVAC - FY29
Spring Garden Elementary 700 Boxwood Drive Hampstead, MD 21074	PreK - 5	545	451	83%	0	19.95	1991 2006	Original Addition Total	57,200 5,229 62,429	0.483	HVAC - FY21 Roof - FY22
Sykesville Middle 7301 Springfield Avenue Sykesville, MD 21784	6 - 8	SRC = 806 Local = 720	761	94% 106%	4	17.6	1932 1949 1957 1957 1984 1984 2000	Original Addition Addition Demolition Renovation Addition Addition Total	22,270 58,1857 8,000 8,500 79,957 12,440 8,502 100,899	0.371	Electric - FY21
Taneytown Elementary 100 Kings Drive Taneytown, MD 21787	PreK - 5	524	406	78%	0	9.6	1950 1962 1982 1995 1995 1995	Original Addition Addition Demolition Renovation Addition Total	22,283 9,920 1,100 1,100 32,203 31,047 63,250	0.221	K Addition Planning - FY20 HVAC - FY28
Westminster Elementary 811 Uniontown Road Westminster, MD 21157	PreK-5	568	521	92%	4	20	1976 2006 2010	Original Addition Renovation Total	64,800 4,848 24,937 69,648	0.343	
Westminster East Middle 121 Longwell Avenue Westminster, MD 21157	6 - 8	SRC = 869 Local = 790	712	82% 90%	2	21	1936 1950 1964 1975	Original Addition Addition Renovation Total	87,386 18,658 14,356 120,400 120,400	0.787	K-8 Project Planning FY22
Westminster High 1225 Washington Road Westminster, MD 21157	9 - 12	1838	1537	84%	6	72.7	1970 1985 2010	Original Addition Addition Total	333,700 3,350 18,710 355,760	0.518	Electric Upgrades - FY19 Science Renovations - FY20 Window Replacement - FY21 Modernization Planning - FY27
Westminster West Middle 60 Monroe Street Westminster, MD 21157	6 - 8	SRC = 1156 Local = 1055	962	83% 91%	2	21.5	1958 1964 1996	Original Addition Addition Total	103,893 17,640 14,200 135,733	0.322	

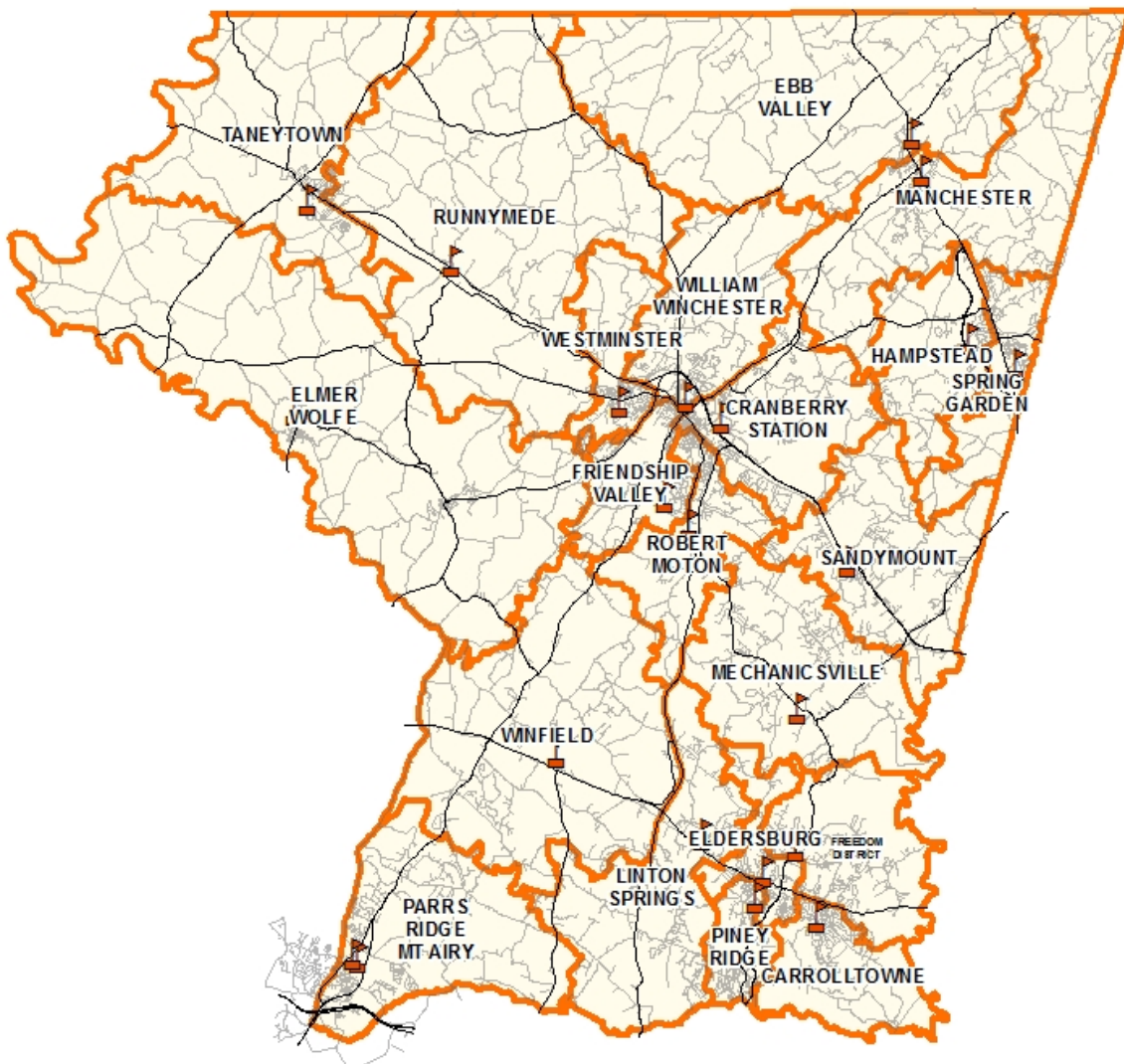
SCHOOL NAME & ADDRESS	GRADES	SRC	2017		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCIScore	COMMENTS
			PRIOR FALL ENROLLMENT	PERCENT UTILIZED			DATE	TYPE	SQ. FT.		
William Winchester Elementary 70 Monroe Street Westminster, MD 21157	PreK - 5	545	547	100%	6	7.4	1962 1980 1986 1990 2010 2010	Original Addition Addition Addition Addition Renovation Total	48,580 4,571 1,196 600 8,761 678 63,708	0.487	K-8 Project Planning FY22
Winfield Elementary 4401 Salem Bottom Road Westminster, MD 21157	PreK - 5 Special Ed. Regional Ctr.	674	540	80%	0	16.2	1934 1950 1966 1980 1993 1993 1993 2010 2010	Original Addition Addition Addition Demolition Renovation Addition Addition Renovation Total	10,054 4,440 14,575 4,221 14,494 18,796 50,404 3,837 3,350 73,037	0.452	HVAC - FY20 Roof - FY21
Winters Mill High 560 Gorsuch Road Westminster, MD 21157	9 - 12	1339	1113	83%	0	31.04	2002	Original	213,650	0.076	



RELOCATABLE CLASSROOM PLACEMENT 2017-18

School Type	School Name	Number of Classrooms	Type of Relocatable Unit
E L E M E N T A R Y	Carrolltowne	4	1 quad
	Eldersburg	2	1 double
	Freedom	4	1 quad
	Friendship Valley	4	1 quad
	Mechanicsville	2	1 double
	Mt. Airy	2	1 double
	Piney Ridge	6	3 doubles
	Westminster	4	2 doubles
	William Winchester	6	3 doubles
M I D D L E	Westminster East	2	1 doubles
	Sykesville	4	2 doubles
	Westminster West	2	1 double
H I G H	Liberty	8	5 doubles*
	Westminster	6	1 quad, 1 double
S P E C I A L	Carroll Springs	2	1 double
	Gateway School	2	1 double
	Career & Tech Center	8	4 doubles
TOTAL CLASSROOMS		68	

* Two double classroom relocatables are being utilized as one science lab.

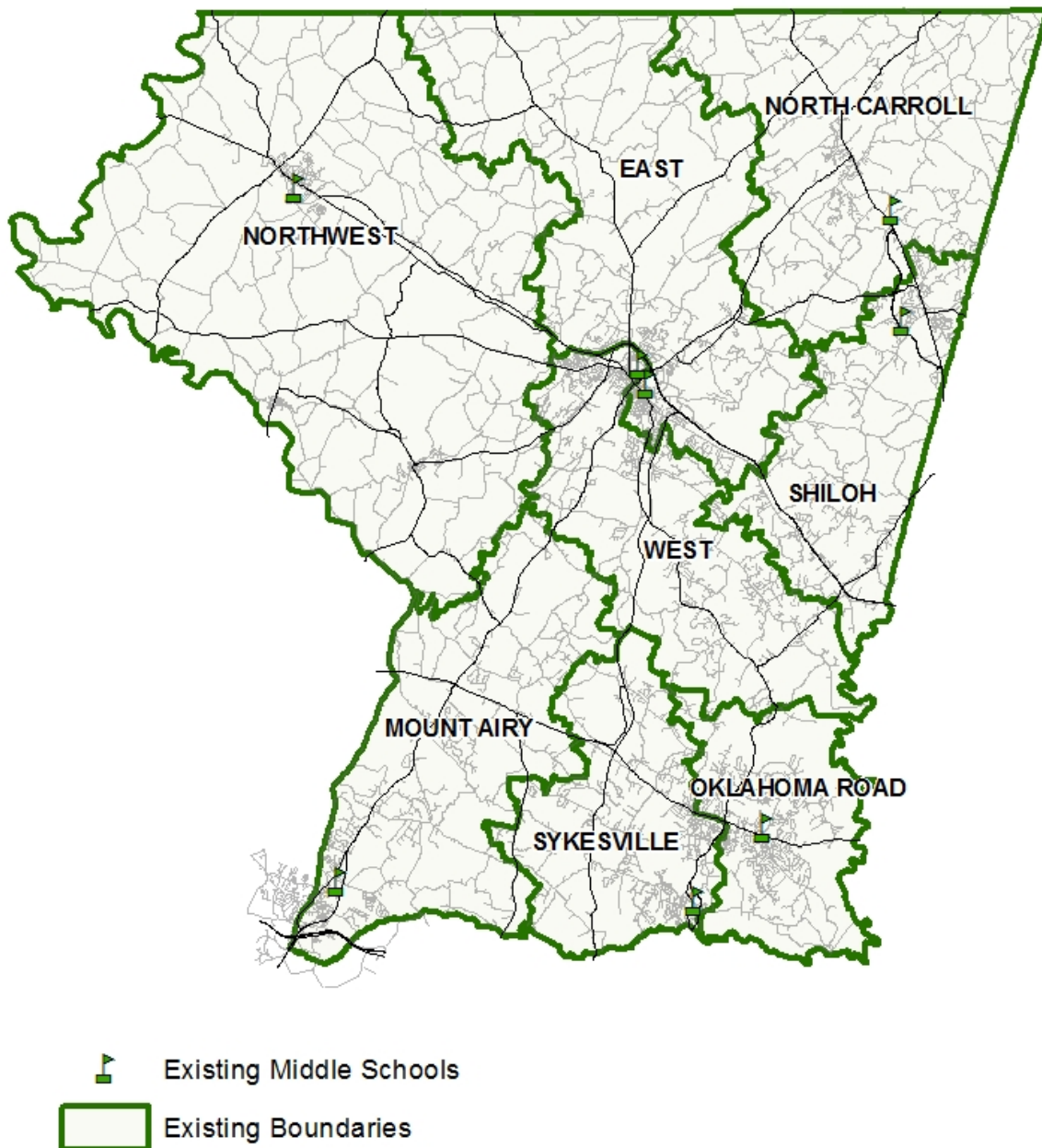
Carroll County Public Schools Elementary School Attendance Areas



-  ESLocations2016
-  Existing Boundaries

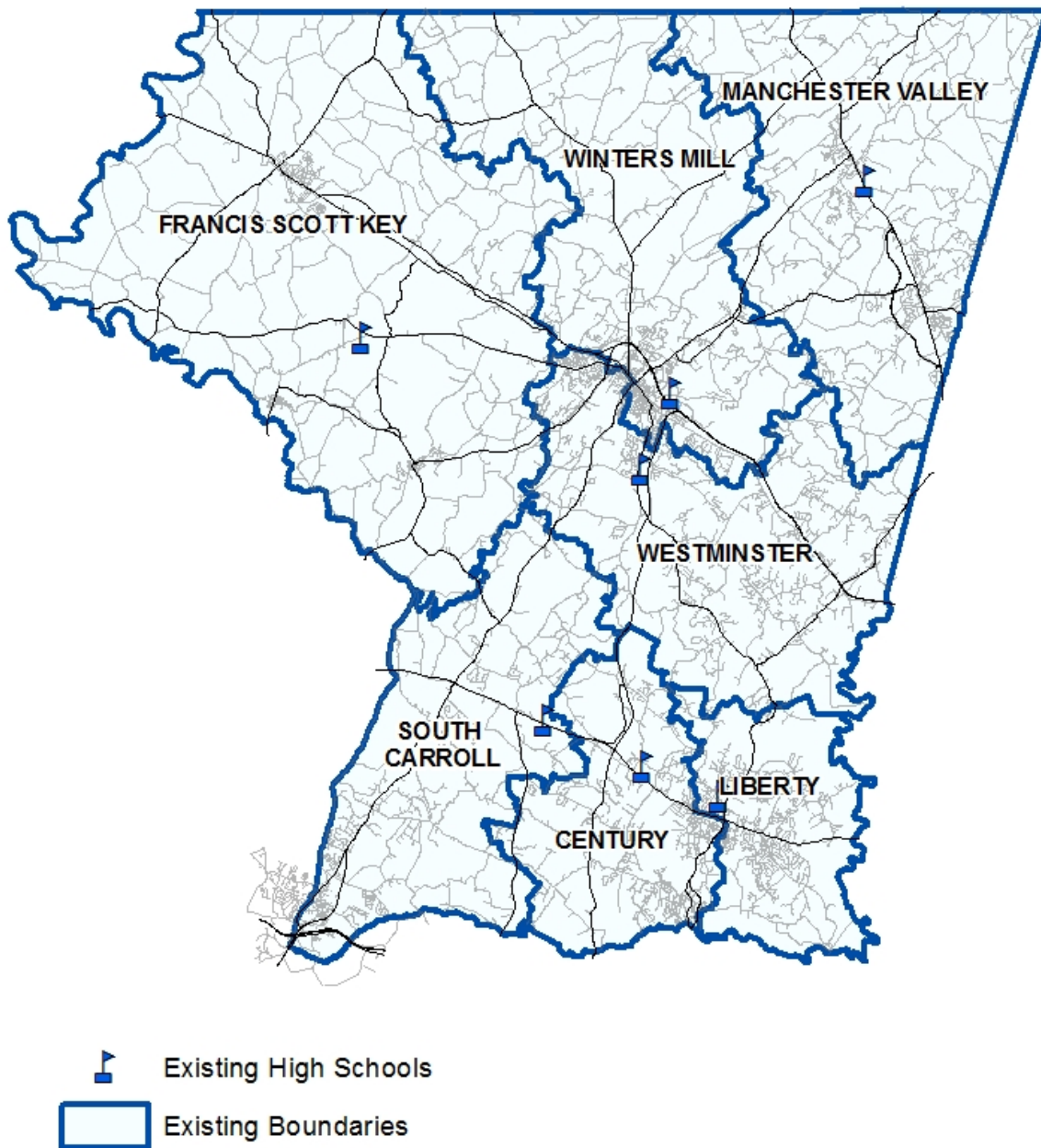
CCPS Transportation Services April 2016

Carroll County Public Schools Middle School Attendance Areas



CCPS Transportation Services April 2016

Carroll County Public Schools High School Attendance Areas



CCPS Transportation Services April 2016

Carroll County Public Schools – School and Community Analysis

ELEMENTARY SCHOOLS	SCHOOLS	PROGRAMS		<u>NEIGHBORHOOD/COMMUNITY ANALYSIS</u>			
		Hot Spot	Priority Funding Area	Stabilized	Growth Area	Non-growth area	Targeted for Revitalization
	Carrolltowne		✓		✓		
	Cranberry Station		✓		✓		
	Ebb Valley		✓		✓		
	Eldersburg		✓		✓		
	Elmer Wolfe		✓		✓		
	Freedom District		✓		✓		
	Friendship Valley		✓		✓		
	Hampstead		✓		✓		
	Linton Springs		✓		✓		
	Manchester		✓		✓		
	Mechanicsville					✓	
	Mt. Airy		✓		✓		
	Parrs Ridge		✓		✓		
	Piney Ridge		✓		✓		
	Robert Moton		✓		✓		
	Runnymede					✓	
	Sandymount					✓	
	Spring Garden		✓		✓		
	Taneytown	✓	✓		✓		
	Westminster		✓		✓		
	William Winchester		✓		✓		
	Winfield					✓	

Carroll County Public Schools – School and Community Analysis

MIDDLE SCHOOLS	SCHOOLS	PROGRAMS		NEIGHBORHOOD/COMMUNITY ANALYSIS			
		Hot Spot	Priority Funding Area	Stabilized	Growth Area	Non-growth area	Targeted for Revitalization
	Mt. Airy		✓		✓		
	North Carroll		✓		✓		
	Northwest	✓	✓		✓		
	Oklahoma Road		✓		✓		
	Shiloh		✓		✓		
	Sykesville		✓		✓		
	Westminster East		✓		✓		
	Westminster West		✓		✓		

HIGH SCHOOLS	SCHOOLS	PROGRAMS		NEIGHBORHOOD/COMMUNITY ANALYSIS			
		Hot Spot	Priority Funding Area	Stabilized	Growth Area	Non-growth area	Targeted for Revitalization
	Century		✓		✓		
	Francis Scott Key					✓	
	Liberty		✓		✓		
	Manchester Valley		✓		✓		
	South Carroll					✓	
	Westminster		✓		✓		
	Winters Mill		✓		✓		

Carroll County Public Schools – School and Community Analysis

SPECIALS	SCHOOLS	PROGRAMS		NEIGHBORHOOD/COMMUNITY ANALYSIS			
		Hot Spot	Priority Funding Area	Stabilized	Growth Area	Non-growth area	Targeted for Revitalization
	Carroll Springs		✓		✓		
	CC Career & Technology Center		✓		✓		
	Gateway School		✓		✓		

SECTION 5

ENROLLMENT PROJECTIONS

2017-18 ACTUAL and 2018-19 THROUGH 2027-28 PROJECTIONS SUMMARY

YEAR	ELEMENTARY		MIDDLE	HIGH	K-12 TOTAL	PreK-12 TOTAL	GATEWAY	CROSS- ROADS	PRIDE	CARROLL SPRINGS	POST SECONDARY	FSS	GRAND TOTAL	FTE TOTAL	FTE Diff.
	PreK TOTAL	K-5 TOTAL	6-8 TOTAL	9-12 TOTAL											
2017-18	321	10715	5851	8194	24760	25081	72	9	15	54	37	22	25290	25130	
2018-19	357	10575	5795	8182	24552	24909	72	9	15	54	37	22	25117	24938	-191
2019-20	357	10493	5767	8121	24382	24739	71	9	15	53	36	22	24945	24766	-172
2020-21	357	10585	5695	7972	24252	24609	71	9	15	53	36	22	24815	24636	-130
2021-22	357	10755	5611	7933	24299	24656	71	9	15	53	36	22	24862	24683	47
2022-23	357	10949	5555	7859	24363	24720	71	9	15	53	36	22	24926	24748	64
2023-24	357	11113	5657	7725	24494	24851	71	9	15	54	37	22	25058	24879	132
2024-25	357	11422	5594	7696	24713	25070	72	9	15	54	37	22	25279	25100	221
2025-26	357	11714	5566	7608	24888	25245	72	9	15	54	37	22	25455	25277	177
2026-27	357	11961	5555	7619	25136	25493	73	9	15	55	38	22	25705	25526	249
2027-28	357	12093	5807	7585	25486	25843	74	9	15	56	38	23	26058	25879	353

NOTE: Some Schools have Adjusted Historical Enrollments due to the fact that they have new school boundaries. The actual past historical enrollments are not based on these new boundaries, therefore adjusted historical enrollments were utilized to develop projections. These schools will have "ADJ" next to their past enrollments.

CARROLLTOWNE EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK-5 TOTAL	FTE	DIFF
14-15A	80	106.6%	81	91.0%	71	101.2%	82	98.9%	93	96.1%	99	506	28	534	520	
15-16A	67	105.0%	84	95.1%	77	104.2%	74	104.9%	86	102.2%	95	483	29	512	498	-23
16-17A	97	113.4%	76	110.7%	93	105.2%	81	106.8%	79	105.8%	91	517	30	547	532	35
17-18A	96	108.2%	105	98.7%	75	95.7%	89	102.5%	83	107.6%	85	533	23	556	545	13
18-19	82	108.3%	104	98.9%	104	101.6%	76	103.3%	92	102.9%	85	543	28	571	557	13
19-20	84	108.3%	89	98.9%	103	101.6%	105	103.3%	79	102.9%	95	554	28	582	568	11
20-21	87	108.3%	91	98.9%	88	101.6%	104	103.3%	109	102.9%	81	560	28	588	574	6
21-22	94	108.3%	94	98.9%	90	101.6%	89	103.3%	108	102.9%	112	587	28	615	601	33
22-23	95	108.3%	102	98.9%	93	101.6%	91	103.3%	92	102.9%	111	584	28	612	598	24
23-24	96	108.3%	103	98.9%	101	101.6%	95	103.3%	94	102.9%	95	583	28	611	597	-4
24-25	97	108.3%	104	98.9%	102	101.6%	102	103.3%	98	102.9%	97	600	28	628	614	13
25-26	98	108.3%	105	98.9%	103	101.6%	103	103.3%	106	102.9%	101	615	28	643	629	31
26-27	99	108.3%	106	98.9%	104	101.6%	104	103.3%	107	102.9%	109	629	28	657	643	45
27-28	100	108.3%	107	98.9%	105	101.6%	106	103.3%	108	102.9%	110	635	28	663	649	36
5-3-2	1.0915		1.0157		1.0025		1.0424		1.0597							
6-4	1.1032		1.0350		0.9950		1.0418		1.0688							
4 Yr. Avg.	1.0832		0.9887		1.0158		1.0325		1.0291							

CRANBERRY STATION EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
14-15A	88	102.2%	95	91.9%	68	102.4%	85	97.0%	64	90.8%	69	469	18	487	478	
15-16A	90	98.9%	87	96.8%	92	108.8%	74	96.5%	82	101.6%	65	490	12	502	496	18
16-17A	77	98.9%	89	104.6%	91	104.3%	96	105.4%	78	100.0%	82	513	20	533	523	27
17-18A	81	102.6%	79	103.4%	92	87.9%	80	94.8%	91	97.4%	76	499	20	519	509	-14
18-19	81	100.6%	82	99.2%	78	100.9%	93	98.4%	79	97.4%	89	501	18	519	510	1
19-20	83	100.6%	82	99.2%	81	100.9%	79	98.4%	91	97.4%	77	492	18	510	501	-9
20-21	86	100.6%	84	99.2%	81	100.9%	82	98.4%	78	97.4%	89	499	18	517	508	6
21-22	93	100.6%	87	99.2%	83	100.9%	82	98.4%	80	97.4%	76	500	18	518	509	1
22-23	94	100.6%	94	99.2%	86	100.9%	84	98.4%	80	97.4%	78	515	18	533	524	15
23-24	95	100.6%	95	99.2%	93	100.9%	87	98.4%	82	97.4%	78	529	18	547	538	14
24-25	96	100.6%	96	99.2%	94	100.9%	94	98.4%	85	97.4%	80	544	18	562	553	29
25-26	97	100.6%	97	99.2%	95	100.9%	95	98.4%	92	97.4%	83	558	18	576	567	29
26-27	98	100.6%	98	99.2%	96	100.9%	96	98.4%	93	97.4%	90	570	18	588	579	26
27-28	99	100.6%	99	99.2%	97	100.9%	97	98.4%	94	97.4%	91	576	18	594	585	18
5-3-2	1.0074		1.0243		0.9703		0.9831		0.9903							
6-4	1.0111		1.0386		0.9449		0.9904		0.9846							
4 Yr. Avg.	1.0064		0.9918		1.0087		0.9842		0.9745							

EBB VALLEY EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
14-15ADJ	63	90.1%	91	95.0%	95	103.4%	90	93.7%	89	99.0%	101	529	13	542	536	
15-16ADJ	78	111.1%	70	101.1%	92	98.9%	94	108.9%	98	107.9%	96	528	13	541	535	-1
16-17A	77	103.8%	81	112.9%	79	104.3%	96	102.1%	96	102.0%	100	529	18	547	538	4
17-18A	81	106.5%	82	114.8%	93	101.3%	80	106.3%	102	106.3%	102	540	10	550	545	7
18-19	72	102.9%	83	105.9%	87	102.0%	95	102.7%	82	103.8%	106	525	14	539	532	-13
19-20	74	102.9%	74	105.9%	88	102.0%	89	102.7%	97	103.8%	85	508	14	522	515	-17
20-21	77	102.9%	76	105.9%	78	102.0%	90	102.7%	91	103.8%	101	514	14	528	521	6
21-22	82	102.9%	79	105.9%	81	102.0%	80	102.7%	93	103.8%	94	509	14	523	516	-5
22-23	83	102.9%	84	105.9%	84	102.0%	82	102.7%	82	103.8%	96	512	14	526	519	3
23-24	84	102.9%	85	105.9%	89	102.0%	86	102.7%	85	103.8%	85	514	14	528	521	2
24-25	85	102.9%	86	105.9%	90	102.0%	91	102.7%	88	103.8%	88	529	14	543	536	14
25-26	86	102.9%	87	105.9%	92	102.0%	92	102.7%	94	103.8%	91	542	14	556	549	13
26-27	87	102.9%	88	105.9%	93	102.0%	93	102.7%	95	103.8%	97	554	14	568	561	11
27-28	88	102.9%	90	105.9%	94	102.0%	94	102.7%	96	103.8%	98	560	14	574	567	7
5-3-2	1.0662		1.1148		1.0173		1.0554		1.0531							
6-4	1.0543		1.1403		1.0250		1.0460		1.0457							
4 Yr. Avg.	1.0289		1.0594		1.0199		1.0274		1.0379							

ELDERSBURG EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
14-15A	71	93.8%	76	95.1%	77	103.9%	80	98.8%	81	101.4%	73	458	17	475	467	
15-16A	74	105.6%	75	96.1%	73	107.8%	83	96.3%	77	100.0%	81	463	11	474	469	2
16-17A	79	106.8%	79	94.7%	71	98.6%	72	98.8%	82	101.3%	78	461	17	478	470	1
17-18A	61	100.0%	79	98.7%	78	105.6%	75	101.4%	73	98.8%	81	447	13	460	454	-16
18-19	69	101.5%	62	96.1%	76	104.0%	81	98.8%	74	100.4%	73	435	15	450	443	-11
19-20	71	101.5%	70	96.1%	60	104.0%	79	98.8%	80	100.4%	74	434	15	449	442	-1
20-21	73	101.5%	72	96.1%	67	104.0%	62	98.8%	78	100.4%	80	433	15	448	440	-1
21-22	79	101.5%	74	96.1%	69	104.0%	70	98.8%	61	100.4%	78	432	15	447	440	-1
22-23	80	101.5%	80	96.1%	71	104.0%	72	98.8%	69	100.4%	61	434	15	449	442	2
23-24	81	101.5%	81	96.1%	77	104.0%	74	98.8%	71	100.4%	69	454	15	469	462	20
24-25	81	101.5%	82	96.1%	78	104.0%	80	98.8%	73	100.4%	71	466	15	481	474	32
25-26	82	101.5%	82	96.1%	79	104.0%	81	98.8%	79	100.4%	73	477	15	492	485	23
26-27	83	101.5%	83	96.1%	79	104.0%	82	98.8%	80	100.4%	80	487	15	502	495	21
27-28	84	101.5%	84	96.1%	80	104.0%	82	98.8%	81	100.4%	81	492	15	507	500	15
5-3-2	1.0315		0.9698		1.0396		0.9958		0.9978							
6-4	1.0270		0.9711		1.0283		1.0035		0.9979							
4 Yr. Avg.	1.0155		0.9614		1.0399		0.9881		1.0037							

ELMER WOLFE EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
14-15ADJ	64	97.3%	72	101.3%	79	100.0%	78	101.3%	80	96.1%	73	446	13	459	453	
15-16ADJ	66	107.8%	69	101.4%	73	94.9%	75	96.2%	75	103.8%	83	441	16	457	449	-4
16-17A	65	98.5%	65	94.2%	65	90.4%	66	105.3%	79	90.7%	68	408	18	426	417	-32
17-18A	63	100.0%	65	95.4%	62	95.4%	62	109.1%	72	92.4%	73	397	19	416	407	-11
18-19	62	100.9%	64	98.1%	64	95.2%	59	103.0%	64	95.7%	69	381	17	398	390	-17
19-20	64	100.9%	63	98.1%	62	95.2%	61	103.0%	61	95.7%	61	371	17	388	380	-10
20-21	66	100.9%	65	98.1%	61	95.2%	59	103.0%	62	95.7%	58	372	17	389	380	0
21-22	71	100.9%	67	98.1%	63	95.2%	58	103.0%	61	95.7%	60	380	17	397	389	8
22-23	72	100.9%	72	98.1%	65	95.2%	60	103.0%	60	95.7%	58	388	17	405	396	8
23-24	73	100.9%	73	98.1%	70	95.2%	62	103.0%	62	95.7%	58	398	17	415	406	10
24-25	74	100.9%	74	98.1%	71	95.2%	67	103.0%	64	95.7%	59	409	17	426	418	12
25-26	74	100.9%	75	98.1%	72	95.2%	68	103.0%	69	95.7%	61	419	17	436	427	10
26-27	75	100.9%	75	98.1%	73	95.2%	69	103.0%	70	95.7%	66	427	17	444	436	9
27-28	76	100.9%	76	98.1%	73	95.2%	70	103.0%	71	95.7%	67	432	17	449	441	5
5-3-2	1.0111		0.9623		0.9380		1.0538		0.9415							
6-4	0.9939		0.9491		0.9340		1.0759		0.9171							
4 Yr. Avg.	1.0090		0.9807		0.9518		1.0297		0.9573							

FREEDOM EL

													BUDGET	
YEAR	K		1		2		3		4		5	TOTAL	FTE	DIFF
14-15A	85	107.7%	56	98.8%	80	101.4%	74	103.5%	88	99.1%	105	488	488	
15-16A	67	103.5%	88	108.9%	61	106.3%	85	104.1%	77	102.3%	90	468	468	-20
16-17A	70	116.4%	78	106.8%	94	113.1%	69	107.1%	91	97.4%	75	477	477	9
17-18A	80	122.9%	86	103.8%	81	101.1%	95	107.2%	74	104.4%	95	511	511	34
18-19	73	112.6%	90	104.6%	90	105.5%	85	105.5%	100	100.8%	75	513	513	2
19-20	75	112.6%	82	104.6%	94	105.5%	95	105.5%	90	100.8%	101	537	537	24
20-21	78	112.6%	84	104.6%	86	105.5%	99	105.5%	100	100.8%	91	539	539	1
21-22	83	112.6%	88	104.6%	88	105.5%	91	105.5%	105	100.8%	101	556	556	17
22-23	84	112.6%	93	104.6%	92	105.5%	93	105.5%	96	100.8%	106	564	564	8
23-24	85	112.6%	95	104.6%	98	105.5%	97	105.5%	98	100.8%	96	569	569	5
24-25	86	112.6%	96	104.6%	99	105.5%	103	105.5%	102	100.8%	99	585	585	16
25-26	87	112.6%	97	104.6%	100	105.5%	104	105.5%	109	100.8%	103	600	600	15
26-27	88	112.6%	98	104.6%	101	105.5%	106	105.5%	110	100.8%	110	613	613	12
27-28	89	112.6%	99	104.6%	102	105.5%	107	105.5%	111	100.8%	111	620	620	7
5-3-2		1.1706		1.0575		1.0572		1.0655		1.0187				
6-4		1.2028		1.0503		1.0588		1.0717		1.0160				
4 Yr. Avg		1.1263		1.0460		1.0546		1.0546		1.0079				

FRIENDSHIP VALLEY EL

													BUDGET		
YEAR	K		1		2		3		4		5		TOTAL	FTE	DIFF
14-15A	72	92.6%	87	108.6%	88	93.6%	73	112.0%	84	100.0%	85	489		489	
15-16A	69	111.1%	80	96.6%	84	103.4%	91	97.3%	71	106.0%	89	484		484	-5
16-17A	72	102.9%	71	98.8%	79	104.8%	88	97.8%	89	93.0%	66	465		465	-19
17-18A	76	112.5%	81	104.2%	74	105.1%	83	108.0%	95	98.9%	88	497		497	32
18-19	70	104.8%	80	102.0%	83	101.7%	75	103.8%	86	99.4%	94	488		488	-9
19-20	71	104.8%	73	102.0%	81	101.7%	84	103.8%	78	99.4%	86	473		473	-15
20-21	74	104.8%	74	102.0%	75	101.7%	83	103.8%	87	99.4%	78	471		471	-3
21-22	80	104.8%	78	102.0%	76	101.7%	76	103.8%	86	99.4%	87	482		482	11
22-23	81	104.8%	84	102.0%	79	101.7%	77	103.8%	79	99.4%	85	485		485	3
23-24	81	104.8%	85	102.0%	86	101.7%	80	103.8%	80	99.4%	79	490		490	5
24-25	82	104.8%	85	102.0%	87	101.7%	87	103.8%	83	99.4%	80	504		504	13
25-26	83	104.8%	86	102.0%	87	101.7%	88	103.8%	90	99.4%	83	517		517	13
26-27	84	104.8%	87	102.0%	88	101.7%	88	103.8%	91	99.4%	90	528		528	11
27-28	85	104.8%	88	102.0%	89	101.7%	89	103.8%	91	99.4%	91	533		533	5
5-3-2	1.0934		1.0105		1.0464		1.0277		0.9852						
6-4	1.0866		1.0204		1.0494		1.0389		0.9651						
4 Yr. Avg	1.0478		1.0203		1.0171		1.0375		0.9945						

HAMPSTEAD EL

YEAR	K		1		2		3		4		5		K-5 TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
14-15A	54	102.7%	38	108.7%	50	94.9%	56	101.6%	63	97.0%	65	326	26	352	339		
15-16A	50	105.6%	57	118.4%	45	96.0%	48	107.1%	60	98.4%	62	322	25	347	335	-5	
16-17A	60	98.0%	49	108.8%	62	108.9%	49	104.2%	50	103.3%	62	332	27	359	346	11	
17-18A	61	101.7%	61	95.9%	47	104.8%	65	108.2%	53	110.0%	55	342	29	371	357	11	
18-19	54	102.0%	62	108.0%	66	101.2%	48	105.3%	68	102.2%	54	352	27	379	366	9	
19-20	56	102.0%	55	108.0%	67	101.2%	67	105.3%	50	102.2%	70	365	27	392	378	13	
20-21	58	102.0%	57	108.0%	59	101.2%	68	105.3%	70	102.2%	51	364	27	391	377	-1	
21-22	62	102.0%	59	108.0%	62	101.2%	60	105.3%	72	102.2%	72	386	27	413	400	22	
22-23	63	102.0%	63	108.0%	64	101.2%	62	105.3%	63	102.2%	73	389	27	416	402	3	
23-24	63	102.0%	64	108.0%	68	101.2%	65	105.3%	66	102.2%	65	390	27	417	404	2	
24-25	64	102.0%	64	108.0%	69	101.2%	69	105.3%	68	102.2%	67	402	27	429	415	11	
25-26	65	102.0%	65	108.0%	69	101.2%	70	105.3%	73	102.2%	69	412	27	439	425	10	
26-27	66	102.0%	66	108.0%	70	101.2%	70	105.3%	74	102.2%	74	421	27	448	435	9	
27-28	66	102.0%	67	108.0%	72	101.2%	71	105.3%	74	102.2%	75	425	27	452	439	4	
5-3-2	1.0134		1.0427		1.0429		1.0676		1.0568								
6-4	1.0020		1.0106		1.0646		1.0656		1.0733								
4 Yr. Avg	1.0198		1.0795		1.0116		1.0527		1.0219								

LINTON SPRINGS EL

												PreK-5	BUDGET				
YEAR	K		1		2		3		4		5		TOTAL	PreK	TOTAL	FTE	DIFF
14-15A	81	101.2%	87	97.2%	105	95.3%	101	106.2%	103	97.2%	103	580	19	599	590		
15-16A	99	107.4%	87	105.7%	92	105.7%	111	109.9%	111	105.8%	109	609	18	627	618	29	
16-17A	85	109.1%	108	102.3%	89	105.4%	97	107.2%	119	100.0%	111	609	15	624	617	-2	
17-18A	92	96.5%	82	112.0%	121	105.6%	94	108.2%	105	105.9%	126	620	16	636	628	12	
18-19	86	103.5%	95	104.3%	86	103.0%	125	107.9%	101	102.2%	107	600	17	617	609	-19	
19-20	88	103.5%	89	104.3%	99	103.0%	88	107.9%	134	102.2%	104	603	17	620	611	2	
20-21	92	103.5%	91	104.3%	93	103.0%	102	107.9%	95	102.2%	137	611	17	628	619	8	
21-22	98	103.5%	95	104.3%	95	103.0%	96	107.9%	110	102.2%	97	592	17	609	600	-19	
22-23	100	103.5%	101	104.3%	99	103.0%	98	107.9%	103	102.2%	113	615	17	632	623	23	
23-24	101	103.5%	104	104.3%	106	103.0%	102	107.9%	106	102.2%	106	624	17	641	632	9	
24-25	102	103.5%	105	104.3%	108	103.0%	109	107.9%	110	102.2%	108	642	17	659	651	18	
25-26	103	103.5%	106	104.3%	109	103.0%	111	107.9%	118	102.2%	113	660	17	677	668	17	
26-27	104	103.5%	107	104.3%	110	103.0%	112	107.9%	120	102.2%	120	674	17	691	682	14	
27-28	105	103.5%	108	104.3%	111	103.0%	114	107.9%	121	102.2%	123	681	17	698	690	8	
5-3-2		1.0244		1.0786		1.0558		1.0827		1.0411							
6-4		1.0152		1.0814		1.0554		1.0783		1.0353							
4 Yr. Avg		1.0354		1.0432		1.0302		1.0789		1.0223							

MANCHESTER ELEM

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
14-15ADJ	116	105.2%	101	100.9%	114	102.3%	89	101.8%	114	101.9%	106	640	17	657	649	
15-16ADJ	81	104.3%	121	107.9%	109	102.6%	117	100.0%	89	99.1%	113	630	15	645	638	-11
16-17A	90	97.5%	79	100.0%	121	104.6%	114	97.4%	114	96.6%	86	604	15	619	612	-26
17-18A	98	108.9%	98	97.5%	77	101.7%	123	99.1%	113	96.5%	110	619	14	633	626	15
18-19	93	104.0%	102	101.6%	100	102.8%	79	99.6%	122	98.5%	111	607	16	623	615	-11
19-20	95	104.0%	97	101.6%	104	102.8%	102	99.6%	79	98.5%	121	597	16	613	605	-10
20-21	99	104.0%	99	101.6%	98	102.8%	106	99.6%	102	98.5%	78	582	16	598	590	-15
21-22	106	104.0%	103	101.6%	100	102.8%	101	99.6%	106	98.5%	100	617	16	633	625	35
22-23	107	104.0%	110	101.6%	105	102.8%	103	99.6%	101	98.5%	104	630	16	646	638	13
23-24	109	104.0%	111	101.6%	112	102.8%	107	99.6%	103	98.5%	99	641	16	657	649	12
24-25	110	104.0%	113	101.6%	113	102.8%	115	99.6%	107	98.5%	101	660	16	676	668	18
25-26	111	104.0%	114	101.6%	115	102.8%	116	99.6%	115	98.5%	105	677	16	693	685	17
26-27	112	104.0%	115	101.6%	116	102.8%	118	99.6%	116	98.5%	113	691	16	707	699	14
27-28	113	104.0%	116	101.6%	117	102.8%	119	99.6%	118	98.5%	114	698	16	714	706	7
5-3-2	1.0457		1.0032		1.0273		0.9879		0.9706							
6-4	1.0435		0.9848		1.0283		0.9845		0.9655							
4 Yr. Avg	1.0398		1.0157		1.0279		0.9959		0.9854							

MECHANICSVILLE EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
14-15A	76	106.4%	83	101.6%	63	107.8%	97	101.0%	97	104.0%	104	520	14	534	527	
15-16A	62	89.5%	68	98.8%	82	103.2%	65	94.8%	92	100.0%	97	466	17	483	475	-53
16-17A	79	104.8%	65	91.2%	62	107.3%	88	104.6%	68	101.1%	93	455	16	471	463	-12
17-18A	80	96.2%	76	101.5%	66	109.7%	68	100.0%	88	110.3%	75	453	15	468	461	-3
18-19	72	99.2%	79	98.3%	75	107.0%	71	100.1%	68	103.8%	91	456	16	472	464	4
19-20	73	99.2%	71	98.3%	78	107.0%	80	100.1%	71	103.8%	71	444	16	460	452	-12
20-21	76	99.2%	72	98.3%	70	107.0%	83	100.1%	80	103.8%	73	456	16	472	464	12
21-22	82	99.2%	75	98.3%	71	107.0%	75	100.1%	84	103.8%	83	470	16	486	478	15
22-23	83	99.2%	81	98.3%	74	107.0%	76	100.1%	75	103.8%	87	477	16	493	485	6
23-24	84	99.2%	82	98.3%	80	107.0%	79	100.1%	76	103.8%	78	480	16	496	488	3
24-25	85	99.2%	83	98.3%	81	107.0%	86	100.1%	79	103.8%	79	493	16	509	501	13
25-26	86	99.2%	84	98.3%	82	107.0%	87	100.1%	86	103.8%	82	507	16	523	515	14
26-27	87	99.2%	85	98.3%	83	107.0%	88	100.1%	87	103.8%	89	519	16	535	527	12
27-28	87	99.2%	86	98.3%	84	107.0%	89	100.1%	88	103.8%	90	524	16	540	532	5
5-3-2	0.9745		0.9788		1.0767		1.0035		1.0547							
6-4	0.9966		0.9739		1.0873		1.0185		1.0661							
4 Yr. Avg	0.9923		0.9828		1.0699		1.0012		1.0385							

MT. AIRY EL (3rd - 5th)

										BUDGET	
YEAR	2		3		4		5		TOTAL	FTE	DIFF
14-15A	140	107.7%	182	103.3%	155	100.0%	173	510		510	
15-16A	148	97.1%	136	98.4%	179	96.8%	150	465		465	-45
16-17A	146	96.6%	143	100.0%	136	98.3%	176	455		455	-10
17-18A	153	102.1%	149	103.5%	148	102.2%	139	436		436	-19
18-19	146	100.9%	154	101.3%	151	99.3%	147	452		452	16
19-20	158	100.9%	147	101.3%	156	99.3%	150	453		453	1
20-21	147	100.9%	159	101.3%	149	99.3%	155	463		463	10
21-22	150	100.9%	148	101.3%	161	99.3%	148	457		457	-6
22-23	156	100.9%	152	101.3%	150	99.3%	160	462		462	4
23-24	168	100.9%	158	101.3%	154	99.3%	149	461		461	-1
24-25	170	100.9%	169	101.3%	160	99.3%	152	482		482	21
25-26	171	100.9%	172	101.3%	172	99.3%	159	502		502	20
26-27	173	100.9%	173	101.3%	174	99.3%	170	517		517	15
27-28	175	100.9%	175	101.3%	175	99.3%	173	522		522	5
5-3-2	0.9944		1.0142		0.9995						
6-4	0.9988		1.0210		1.0065						
4 Year Avg.	1.0088		1.0129		0.9933						

Parr's Ridge EL (K - 2nd)

YEAR	K		1		2		K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
14-15A	140	105.8%	145	102.9%	140		425	18	443	434	
15-16A	152	100.0%	140	102.1%	148		440	18	458	449	15
16-17A	140	99.3%	151	104.3%	146		437	15	452	445	-5
17-18A	151	101.4%	142	101.3%	153		446	18	464	455	11
18-19	141	101.6%	153	102.6%	146		440	17	457	449	-6
19-20	144	101.6%	143	102.6%	158		445	17	462	453	5
20-21	150	101.6%	146	102.6%	147		443	17	460	452	-1
21-22	161	101.6%	152	102.6%	150		464	17	481	472	20
22-23	163	101.6%	164	102.6%	156		483	17	500	492	19
23-24	164	101.6%	166	102.6%	168		498	17	515	506	15
24-25	166	101.6%	167	102.6%	170		503	17	520	511	5
25-26	168	101.6%	169	102.6%	171		508	17	525	516	5
26-27	170	101.6%	171	102.6%	173		514	17	531	522	6
27-28	172	101.6%	173	102.6%	175		520	17	537	529	6
5-3-2	1.0052		1.0236								
6-4	1.0059		1.0251								
4 Year Avg.	1.0164		1.0264								

PINEY RIDGE EL

													BUDGET		
YEAR	K		1		2		3		4		5		TOTAL	FTE	DIFF
14-15A	88	102.9%	105	109.0%	109	98.8%	83	103.5%	117	101.1%	96	598		598	
15-16A	95	92.0%	81	100.0%	105	102.8%	112	95.2%	79	98.3%	115	587		587	-11
16-17A	75	101.1%	96	102.5%	83	94.3%	99	92.9%	104	105.1%	83	540		540	-47
17-18A	76	100.0%	75	99.0%	95	104.8%	87	100.0%	99	94.2%	98	530		530	-10
18-19	81	99.0%	75	102.6%	77	100.2%	95	97.9%	85	99.7%	99	512		512	-18
19-20	83	99.0%	80	102.6%	77	100.2%	77	97.9%	93	99.7%	85	495		495	-17
20-21	86	99.0%	82	102.6%	82	100.2%	77	97.9%	75	99.7%	93	496		496	1
21-22	92	99.0%	85	102.6%	84	100.2%	82	97.9%	76	99.7%	75	495		495	-1
22-23	93	99.0%	91	102.6%	87	100.2%	84	97.9%	81	99.7%	75	512		512	17
23-24	94	99.0%	92	102.6%	93	100.2%	88	97.9%	83	99.7%	80	530		530	18
24-25	95	99.0%	93	102.6%	94	100.2%	94	97.9%	86	99.7%	82	544		544	14
25-26	96	99.0%	94	102.6%	95	100.2%	95	97.9%	92	99.7%	85	557		557	13
26-27	97	99.0%	95	102.6%	97	100.2%	96	97.9%	93	99.7%	91	568		568	11
27-28	98	99.0%	96	102.6%	98	100.2%	97	97.9%	94	99.7%	92	574		574	6
5-3-2	0.9872		1.0022		1.0125		0.9689		0.9829						
6-4	1.0042		1.0036		1.0061		0.9714		0.9856						
4 Year Avg.	0.9900		1.0261		1.0016		0.9788		0.9967						

ROBERT MOTON EL

												K-5	PreK	BUDGET		
YEAR	K		1		2		3		4		5	TOTAL	PreK	TOTAL	FTE	DIFF
14-15A	50	96.8%	60	108.8%	74	106.5%	66	91.0%	61	105.7%	74	385	31	416	401	
15-16A	60	110.0%	55	91.7%	55	91.9%	68	107.6%	71	100.0%	61	370	47	417	394	-7
16-17A	65	113.3%	68	109.1%	60	105.5%	58	95.6%	65	94.4%	67	383	49	432	408	14
17-18A	55	104.6%	68	101.5%	69	100.0%	60	119.0%	69	118.5%	77	398	35	433	416	8
18-19	56	106.2%	58	102.8%	70	101.0%	70	103.3%	62	104.6%	72	388	41	429	409	-7
19-20	57	106.2%	59	102.8%	60	101.0%	71	103.3%	72	104.6%	65	384	41	425	404	-4
20-21	59	106.2%	61	102.8%	61	101.0%	61	103.3%	73	104.6%	75	389	41	430	410	6
21-22	63	106.2%	63	102.8%	62	101.0%	62	103.3%	63	104.6%	76	388	41	429	409	-1
22-23	64	106.2%	67	102.8%	64	101.0%	63	103.3%	64	104.6%	65	387	41	428	408	-1
23-24	65	106.2%	68	102.8%	69	101.0%	65	103.3%	65	104.6%	67	398	41	439	419	11
24-25	66	106.2%	69	102.8%	70	101.0%	69	103.3%	67	104.6%	68	409	41	450	430	11
25-26	66	106.2%	70	102.8%	71	101.0%	71	103.3%	72	104.6%	70	419	41	460	440	10
26-27	67	106.2%	70	102.8%	72	101.0%	72	103.3%	73	104.6%	75	429	41	470	449	9
27-28	68	106.2%	71	102.8%	72	101.0%	73	103.3%	74	104.6%	76	434	41	475	455	5
5-3-2	1.0831		1.0180		1.0001		1.0967		1.0754							
6-4	1.0810		1.0452		1.0218		1.0961		1.0882							
4 Year Avg.	1.0619		1.0276		1.0096		1.0328		1.0463							

*Pre-K Students include Special Education Prep students.

RUNNYMEDE EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
14-15ADJ	78	112.3%	91	104.4%	95	104.8%	88	94.1%	80	109.7%	102	534	24	558	546	
15-16ADJ	79	93.6%	73	91.2%	83	104.2%	99	95.5%	84	103.8%	83	501	28	529	515	-31
16-17A	97	113.9%	90	126.0%	92	110.8%	92	109.1%	108	122.6%	103	582	26	608	595	80
17-18A	88	101.0%	98	110.0%	99	102.2%	94	105.4%	97	94.4%	102	578	21	599	589	-7
18-19	83	105.2%	93	107.9%	106	105.5%	104	101.0%	95	107.6%	104	585	25	610	598	9
19-20	84	105.2%	87	107.9%	100	105.5%	112	101.0%	106	107.6%	102	591	25	616	603	5
20-21	88	105.2%	88	107.9%	94	105.5%	105	101.0%	113	107.6%	114	602	25	627	615	12
21-22	94	105.2%	93	107.9%	95	105.5%	99	101.0%	106	107.6%	121	609	25	634	622	7
22-23	95	105.2%	99	107.9%	100	105.5%	101	101.0%	100	107.6%	115	609	25	634	622	0
23-24	96	105.2%	100	107.9%	107	105.5%	105	101.0%	102	107.6%	108	618	25	643	630	8
24-25	98	105.2%	101	107.9%	108	105.5%	113	101.0%	106	107.6%	109	635	25	660	648	18
25-26	99	105.2%	103	107.9%	109	105.5%	114	101.0%	114	107.6%	115	653	25	678	666	18
26-27	100	105.2%	104	107.9%	111	105.5%	115	101.0%	115	107.6%	122	668	25	693	680	15
27-28	101	105.2%	105	107.9%	112	105.5%	117	101.0%	116	107.6%	124	676	25	701	688	8
5-3-2		1.0341		1.1105		1.0518		1.0454		1.0476						
6-4		1.0619		1.1641		1.0564		1.0690		1.0571						
4 Year Avg.		1.0521		1.0791		1.0551		1.0102		1.0763						

SANDYMOUNT EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
14-15A	74	100.0%	68	98.8%	80	106.2%	69	105.8%	73	100.0%	76	440	19	459	450	
15-16A	78	87.8%	65	98.5%	67	97.5%	78	98.6%	68	100.0%	73	429	13	442	436	-14
16-17A	72	100.0%	78	95.4%	62	92.5%	62	96.2%	75	101.5%	69	418	14	432	425	-11
17-18A	81	98.6%	71	98.7%	77	116.1%	72	106.5%	66	104.0%	78	445	10	455	450	25
18-19	74	96.6%	78	97.9%	69	103.1%	79	101.7%	73	101.4%	67	441	14	455	448	-2
19-20	75	96.6%	71	97.9%	77	103.1%	72	101.7%	81	101.4%	74	450	14	464	457	8
20-21	78	96.6%	72	97.9%	70	103.1%	79	101.7%	73	101.4%	82	454	14	468	461	4
21-22	84	96.6%	75	97.9%	71	103.1%	72	101.7%	80	101.4%	74	457	14	471	464	2
22-23	85	96.6%	81	97.9%	74	103.1%	73	101.7%	73	101.4%	81	468	14	482	475	11
23-24	86	96.6%	82	97.9%	79	103.1%	76	101.7%	74	101.4%	74	472	14	486	479	5
24-25	87	96.6%	83	97.9%	80	103.1%	82	101.7%	77	101.4%	75	485	14	499	492	13
25-26	88	96.6%	84	97.9%	81	103.1%	83	101.7%	83	101.4%	78	498	14	512	505	13
26-27	89	96.6%	85	97.9%	82	103.1%	84	101.7%	84	101.4%	84	509	14	523	516	11
27-28	90	96.6%	86	97.9%	83	103.1%	85	101.7%	85	101.4%	85	515	14	529	522	6
5-3-2		0.9687		0.9768		1.0533		1.0178		1.0244						
6-4		0.9917		0.9738		1.0669		1.0233		1.0299						
4 Year Avg.		0.9661		0.9786		1.0309		1.0174		1.0137						

SPRING GARDEN EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
14-15A	76	106.7%	95	105.3%	100	98.9%	92	102.2%	92	108.5%	89	544	14	558	551	
15-16A	76	96.1%	73	98.9%	94	96.0%	96	98.9%	91	102.2%	94	524	15	539	532	-20
16-17A	66	100.0%	76	87.7%	64	92.6%	87	93.8%	90	104.4%	95	478	17	495	487	-45
17-18A	63	101.5%	67	98.7%	75	93.8%	60	100.0%	87	101.1%	91	443	15	458	451	-36
18-19	68	101.1%	64	97.7%	65	95.3%	71	98.7%	59	104.0%	91	418	15	433	426	-25
19-20	70	101.1%	69	97.7%	62	95.3%	62	98.7%	71	104.0%	62	395	15	410	403	-23
20-21	72	101.1%	71	97.7%	67	95.3%	59	98.7%	62	104.0%	73	404	15	419	412	9
21-22	78	101.1%	73	97.7%	69	95.3%	64	98.7%	58	104.0%	64	406	15	421	414	2
22-23	78	101.1%	79	97.7%	71	95.3%	66	98.7%	63	104.0%	61	418	15	433	425	11
23-24	79	101.1%	79	97.7%	77	95.3%	68	98.7%	65	104.0%	66	433	15	448	441	15
24-25	80	101.1%	80	97.7%	77	95.3%	73	98.7%	67	104.0%	68	445	15	460	452	11
25-26	81	101.1%	81	97.7%	78	95.3%	73	98.7%	72	104.0%	70	455	15	470	463	11
26-27	82	101.1%	82	97.7%	79	95.3%	74	98.7%	72	104.0%	75	465	15	480	472	10
27-28	83	101.1%	83	97.7%	80	95.3%	75	98.7%	73	104.0%	75	470	15	485	477	5
5-3-2		0.9997		0.9543		0.9384		0.9791		1.0231						
6-4		1.0091		0.9428		0.9327		0.9750		1.0242						
4 Year Avg.		1.0107		0.9765		0.9530		0.9872		1.0405						

TANEYTOWN EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
14-15ADJ	70	96.7%	59	92.0%	81	97.4%	75	101.4%	71	96.0%	72	428	25	453	441	
15-16ADJ	68	100.0%	70	108.5%	64	102.5%	83	101.3%	76	87.3%	62	423	30	453	438	-3
16-17A	63	76.5%	52	88.6%	62	104.7%	67	90.4%	75	94.7%	72	391	30	421	406	-32
17-18A	64	103.2%	65	107.7%	56	108.1%	67	98.5%	66	102.7%	77	395	21	416	406	-1
18-19	64	94.1%	60	99.2%	64	103.2%	58	97.9%	66	95.2%	63	375	27	402	388	-17
19-20	66	94.1%	60	99.2%	60	103.2%	67	97.9%	57	95.2%	62	371	27	398	385	-3
20-21	68	94.1%	62	99.2%	60	103.2%	62	97.9%	65	95.2%	54	370	27	397	384	-1
21-22	73	94.1%	64	99.2%	62	103.2%	62	97.9%	60	95.2%	62	382	27	409	396	12
22-23	74	94.1%	69	99.2%	63	103.2%	64	97.9%	60	95.2%	57	387	27	414	401	5
23-24	75	94.1%	70	99.2%	68	103.2%	65	97.9%	62	95.2%	57	398	27	425	411	10
24-25	76	94.1%	71	99.2%	69	103.2%	70	97.9%	64	95.2%	59	409	27	436	423	11
25-26	76	94.1%	72	99.2%	70	103.2%	71	97.9%	69	95.2%	61	419	27	446	432	9
26-27	77	94.1%	72	99.2%	71	103.2%	72	97.9%	70	95.2%	65	427	27	454	440	8
27-28	78	94.1%	72	99.2%	71	103.2%	73	97.9%	71	95.2%	66	432	27	459	445	5
5-3-2		0.9453		1.0211		1.0593		0.9663		0.9722						
6-4		0.9249		1.0004		1.0671		0.9525		0.9949						
4 Year Avg.		0.9409		0.9918		1.0316		0.9790		0.9518						

WESTMINSTER EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
14-15ADJ	61	104.3%	97	97.4%	76	95.1%	77	101.1%	94	104.3%	97	502	15	517	510	
15-16ADJ	93	91.8%	56	97.9%	95	107.9%	82	100.0%	77	95.7%	90	493	15	508	501	-9
16-17A	73	103.2%	96	110.7%	62	96.8%	92	100.0%	82	101.3%	78	483	17	500	492	-9
17-18A	97	105.5%	77	95.8%	92	106.5%	66	100.0%	92	109.8%	90	514	13	527	521	29
18-19	78	101.2%	98	100.5%	77	101.6%	93	100.3%	66	102.8%	95	508	15	523	515	-5
19-20	80	101.2%	79	100.5%	99	101.6%	79	100.3%	94	102.8%	68	498	15	513	505	-10
20-21	83	101.2%	81	100.5%	79	101.6%	100	100.3%	79	102.8%	96	519	15	534	526	21
21-22	89	101.2%	84	100.5%	81	101.6%	81	100.3%	100	102.8%	81	516	15	531	524	-2
22-23	90	101.2%	90	100.5%	84	101.6%	83	100.3%	81	102.8%	103	531	15	546	539	15
23-24	91	101.2%	91	100.5%	90	101.6%	86	100.3%	83	102.8%	83	524	15	539	532	-7
24-25	92	101.2%	92	100.5%	92	101.6%	92	100.3%	86	102.8%	85	539	15	554	546	14
25-26	93	101.2%	93	100.5%	93	101.6%	93	100.3%	92	102.8%	88	552	15	567	560	13
26-27	94	101.2%	94	100.5%	94	101.6%	94	100.3%	93	102.8%	95	564	15	579	571	11
27-28	95	101.2%	95	100.5%	95	101.6%	95	100.3%	94	102.8%	96	570	15	585	577	6
5-3-2		1.0207		1.0072		1.0386		1.0000		1.0442						
6-4		1.0458		1.0179		1.0261		1.0000		1.0637						
4 Year Avg.		1.0120		1.0047		1.0157		1.0028		1.0277						

WILLIAM WINCHESTER EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
14-15ADJ	98	101.8%	113	103.1%	100	99.0%	103	105.3%	99	92.5%	99	612	15	627	620	
15-16ADJ	88	89.8%	88	102.7%	116	106.0%	106	94.2%	97	100.0%	99	594	19	613	604	-16
16-17A	86	92.0%	81	102.3%	90	90.5%	105	106.6%	113	103.1%	100	575	14	589	582	-22
17-18A	77	95.3%	82	97.5%	79	102.2%	92	96.2%	101	97.3%	110	541	12	553	547	-35
18-19	84	94.7%	73	101.4%	83	99.4%	79	100.6%	93	98.2%	99	510	15	525	518	-29
19-20	86	94.7%	80	101.4%	74	99.4%	83	100.6%	79	98.2%	91	492	15	507	500	-18
20-21	90	94.7%	81	101.4%	81	99.4%	74	100.6%	83	98.2%	78	486	15	501	494	-6
21-22	96	94.7%	85	101.4%	83	99.4%	80	100.6%	74	98.2%	82	500	15	515	507	13
22-23	97	94.7%	91	101.4%	86	99.4%	82	100.6%	81	98.2%	73	510	15	525	517	10
23-24	99	94.7%	92	101.4%	92	99.4%	86	100.6%	83	98.2%	79	531	15	546	538	21
24-25	100	94.7%	94	101.4%	93	99.4%	92	100.6%	86	98.2%	81	546	15	561	554	15
25-26	101	94.7%	95	101.4%	95	99.4%	93	100.6%	92	98.2%	85	561	15	576	568	14
26-27	102	94.7%	96	101.4%	96	99.4%	95	100.6%	93	98.2%	91	572	15	587	580	11
27-28	103	94.7%	97	101.4%	97	99.4%	96	100.6%	95	98.2%	92	579	15	594	586	7
5-3-2		0.9325		0.9998		0.9947		0.9891		0.9960						
6-4		0.9403		0.9943		0.9754		1.0036		0.9964						
4 Year Avg.		0.9475		1.0139		0.9943		1.0057		0.9823						

Elementary Projections
2018-'19 to 2027-'28

WINFIELD EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
14-15A	86	95.2%	80	104.2%	74	98.9%	90	88.6%	78	99.0%	101	509	20	529	519	
15-16A	74	102.3%	88	102.5%	82	110.8%	82	96.7%	87	103.8%	81	494	21	515	505	-15
16-17A	81	101.4%	75	92.0%	81	115.9%	95	100.0%	82	104.6%	91	505	23	528	517	12
17-18A	111	97.5%	79	116.0%	87	100.0%	81	97.9%	93	97.6%	80	531	17	548	540	23
18-19	85	99.1%	110	103.7%	82	106.4%	93	95.8%	78	101.3%	94	541	20	561	551	12
19-20	87	99.1%	84	103.7%	114	106.4%	87	95.8%	89	101.3%	79	540	20	560	550	-2
20-21	90	99.1%	86	103.7%	87	106.4%	121	95.8%	83	101.3%	90	558	20	578	568	18
21-22	97	99.1%	89	103.7%	89	106.4%	93	95.8%	116	101.3%	85	569	20	589	579	11
22-23	98	99.1%	96	103.7%	92	106.4%	95	95.8%	89	101.3%	118	588	20	608	598	19
23-24	99	99.1%	97	103.7%	100	106.4%	98	95.8%	91	101.3%	90	575	20	595	585	-13
24-25	100	99.1%	98	103.7%	101	106.4%	106	95.8%	94	101.3%	92	591	20	611	601	16
25-26	101	99.1%	99	103.7%	102	106.4%	107	95.8%	102	101.3%	95	606	20	626	616	15
26-27	102	99.1%	100	103.7%	103	106.4%	108	95.8%	103	101.3%	103	619	20	639	629	13
27-28	103	99.1%	101	103.7%	104	106.4%	109	95.8%	104	101.3%	104	625	20	645	635	6
5-3-2		0.9964		1.0611		1.0692		0.9828				1.0093				
6-4		0.9906		1.0642		1.0634		0.9874				1.0038				
4 Year Avg.		0.9910		1.0369		1.0639		0.9579				1.0125				

GRADE TOTALS - ELEMENTARY

	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET TOTAL	DIFF
2017-18	1,732		1,718		1,748		1,742		1,867		1,908	10,715	321	11,036	10,876	
2018-19	1,628		1,766		1,747		1,783		1,765		1,886	10,575	357	10,932	10,754	-122
2019-20	1,666		1,658		1,797		1,784		1,807		1,781	10,493	357	10,850	10,672	-82
2020-21	1,730		1,697		1,686		1,837		1,807		1,828	10,585	357	10,942	10,764	92
2021-22	1,857		1,762		1,726		1,721		1,860		1,828	10,755	357	11,112	10,933	170
2022-23	1,879		1,892		1,792		1,761		1,743		1,882	10,949	357	11,306	11,128	194
2023-24	1,900		1,914		1,923		1,829		1,784		1,762	11,113	357	11,470	11,291	163
2024-25	1,922		1,935		1,946		1,963		1,853		1,803	11,422	357	11,779	11,601	310
2025-26	1,941		1,958		1,968		1,987		1,988		1,873	11,714	357	12,071	11,893	292
2026-27	1,963		1,977		1,991		2,009		2,012		2,010	11,961	357	12,318	12,140	247
2027-28	1,983		2,000		2,011		2,032		2,034		2,034	12,093	357	12,450	12,272	132

SECONDARY PROJECTIONS '18-'19 TO '27-'28, MIDDLE SCHOOLS

MT. AIRY MIDDLE		MT. AIRY	100.00%
		WINFIELD	86.00%

YEAR	5		6		7		8		TOTAL	DIFF
14-15ADJ	258	101.6%	261	101.4%	286	96.7%	236		783	
15-16ADJ	218	101.6%	262	99.6%	260	98.6%	282		804	21
16-17A	252	102.7%	224	103.4%	271	101.2%	263		758	-46
17-18A	208	98.2%	248	99.1%	222	98.5%	267		737	-21
18-19	228	101.0%	210	100.9%	250	98.7%	219		679	-79
19-20	217	101.0%	230	100.9%	212	98.7%	247		689	-69
20-21	232	101.0%	220	100.9%	232	98.7%	209		661	-76
21-22	221	101.0%	235	100.9%	222	98.7%	230		686	7
22-23	261	101.0%	223	100.9%	237	98.7%	219		679	-10
23-24	227	101.0%	264	100.9%	225	98.7%	234		723	61
24-25	232	101.0%	229	100.9%	266	98.7%	222		717	31
25-26	241	101.0%	234	100.9%	231	98.7%	263		728	49
26-27	259	101.0%	243	100.9%	236	98.7%	228		708	-15
27-28	262	101.0%	262	100.9%	246	98.7%	233		741	23
5-3-2	1.0026		1.0051		0.9933					
6-4	1.0004		1.0084		0.9958					
4yr avg	1.0105		1.0089		0.9874					

NORTH CARROLL MIDDLE		EBB VALLEY	73.00%
		HAMPSTEAD	24.00%
		MANCHESTER	100.00%

YEAR	5		6		7		8		TOTAL	DIFF
14-15A	194	97.3%	179	97.7%	214	102.7%	190		583	
15-16A	201	100.0%	194	101.7%	182	100.0%	214		590	7
16-17A	177	100.9%	203	101.5%	197	102.7%	187		587	-3
17-18A	198	115.1%	204	104.9%	213	101.5%	200		617	30
18-19	202	103.3%	204	101.5%	207	101.7%	217		628	11
19-20	200	103.3%	208	101.5%	207	101.7%	211		626	9
20-21	164	103.3%	206	101.5%	211	101.7%	211		629	1
21-22	187	103.3%	169	101.5%	209	101.7%	215		594	-32
22-23	192	103.3%	193	101.5%	172	101.7%	213		578	-51
23-24	177	103.3%	198	101.5%	196	101.7%	175		569	-25
24-25	181	103.3%	183	101.5%	201	101.7%	199		583	6
25-26	189	103.3%	187	101.5%	185	101.7%	205		578	9
26-27	202	103.3%	195	101.5%	190	101.7%	189		574	-9
27-28	204	103.3%	208	101.5%	198	101.7%	193		600	22
5-3-2	1.0781		1.0326		1.0159					
6-4	1.0941		1.0357		1.0201					
4yr avg	1.0332		1.0146		1.0174					

NORTHWEST MIDDLE		ELMER WOLFE	100.00%
		RUNNYMEDE	78.00%
		TANEYTOWN	100.00%

YEAR	5		6		7		8		TOTAL	DIFF
14-15ADJ	223	101.4%	208	96.3%	261	100.0%	225		694	
15-16ADJ	208	110.1%	245	98.1%	204	104.6%	273		722	28
16-17A	218	99.5%	207	93.9%	230	99.5%	203		640	-82
17-18A	230	103.1%	225	100.5%	208	95.7%	220		653	13
18-19	213	103.5%	238	97.2%	219	99.9%	208		664	11
19-20	203	103.5%	221	97.2%	231	99.9%	219		670	6
20-21	201	103.5%	210	97.2%	214	99.9%	231		656	-14
21-22	216	103.5%	208	97.2%	204	99.9%	214		626	-29
22-23	205	103.5%	224	97.2%	202	99.9%	204		630	4
23-24	199	103.5%	213	97.2%	218	99.9%	202		632	2
24-25	204	103.5%	206	97.2%	207	99.9%	218		630	-1
25-26	212	103.5%	211	97.2%	200	99.9%	206		618	-12
26-27	227	103.5%	219	97.2%	205	99.9%	200		625	7
27-28	230	103.5%	235	97.2%	213	99.9%	205		653	28
5-3-2	1.0340		0.9802		0.9860					
6-4	1.0164		0.9784		0.9720					
4yr avg	1.0352		0.9718		0.9994					

OKLAHOMA ROAD MID	CARROLLTOWNE		100.00%
	ELDERSBURG		61.00%
	FREEDOM		100.00%

YEAR	5		6		7		8		TOTAL	DIFF
14-15A	249	96.7%	232	103.8%	270	100.7%	277		779	
15-16A	233	97.2%	242	105.6%	245	100.7%	272		759	-20
16-17A	212	109.1%	254	103.7%	251	100.8%	247		752	-7
17-18A	229	104.7%	222	105.9%	269	102.4%	257		748	-4
18-19	205	101.9%	234	104.8%	233	101.2%	272		739	-9
19-20	241	101.9%	209	104.8%	245	101.2%	235		689	-50
20-21	221	101.9%	246	104.8%	219	101.2%	248		712	23
21-22	261	101.9%	225	104.8%	257	101.2%	221		703	-8
22-23	254	101.9%	266	104.8%	236	101.2%	260		762	58
23-24	234	101.9%	259	104.8%	278	101.2%	239		776	14
24-25	240	101.9%	238	104.8%	271	101.2%	282		791	15
25-26	248	101.9%	244	104.8%	249	101.2%	274		768	-23
26-27	267	101.9%	253	104.8%	256	101.2%	252		761	-7
27-28	270	101.9%	272	104.8%	265	101.2%	259		796	35
5-3-2	1.0452		1.0519		1.0159					
6-4	1.0647		1.0503		1.0176					
4yr avg	1.0193		1.0476		1.0116					

SHILOH MIDDLE	HAMPSTEAD		76.00%
	SANDYMOUNT		100.00%
	SPRING GARDEN		100.00%

YEAR	5		6		7		8		TOTAL	DIFF
14-15ADJ	220	100.9%	219	98.2%	223	95.9%	210		652	
15-16ADJ	215	97.7%	215	100.5%	220	102.2%	228		663	11
16-17A	211	102.9%	221	103.7%	223	98.2%	216		660	-3
17-18A	211	100.4%	212	105.0%	232	97.3%	217		661	1
18-19	199	100.5%	212	101.8%	216	98.4%	228		656	-5
19-20	189	100.5%	200	101.8%	216	98.4%	212		628	-28
20-21	194	100.5%	190	101.8%	203	98.4%	212		605	-22
21-22	192	100.5%	195	101.8%	193	98.4%	200		589	-17
22-23	198	100.5%	193	101.8%	199	98.4%	190		582	-6
23-24	189	100.5%	199	101.8%	197	98.4%	196		591	9
24-25	194	100.5%	190	101.8%	202	98.4%	194		586	-5
25-26	201	100.5%	195	101.8%	194	98.4%	199		588	1
26-27	216	100.5%	202	101.8%	199	98.4%	191		591	3
27-28	218	100.5%	217	101.8%	205	98.4%	195		618	27
5-3-2	1.0063		1.0370		0.9856					
6-4	1.0142		1.0447		0.9766					
4yr avg	1.0049		1.0184		0.9841					

SYKESVILLE MIDDLE	ELDERSBURG		39.00%
	LINTON SPRINGS		100.00%
	PINEY RIDGE		100.00%
	WINFIELD		14.00%

YEAR	5		6		7		8		TOTAL	DIFF
14-15A	245	102.9%	286	99.2%	263	99.3%	266		815	
15-16A	270	103.7%	254	99.7%	285	99.2%	261		800	-15
16-17A	240	93.3%	252	101.2%	257	102.8%	293		802	2
17-18A	267	102.2%	245	101.6%	256	101.2%	260		761	-41
18-19	248	100.5%	268	100.4%	246	100.6%	258		772	11
19-20	229	100.5%	249	100.4%	269	100.6%	248		766	-6
20-21	274	100.5%	230	100.4%	250	100.6%	271		751	-15
21-22	215	100.5%	276	100.4%	231	100.6%	252		758	7
22-23	229	100.5%	216	100.4%	277	100.6%	232		725	-33
23-24	226	100.5%	230	100.4%	217	100.6%	279		725	0
24-25	231	100.5%	227	100.4%	231	100.6%	218		676	-49
25-26	240	100.5%	232	100.4%	228	100.6%	232		692	17
26-27	257	100.5%	242	100.4%	233	100.6%	229		704	12
27-28	261	100.5%	258	100.4%	243	100.6%	235		736	32
5-3-2	0.9981		1.0108		1.0127					
6-4	0.9862		1.0142		1.0182					
4yr avg	1.0051		1.0040		1.0063					

WEST. EAST MIDDLE	CRANBERRY STATION		100.00%	RUNNYMEDE		22.00%
	EBB VALLEY		27.00%	WESTMINSTER		6.00%
	ROBERT MOTON		62.00%	WM WINCHESTER		70.00%

YEAR	5		6		7		8	TOTAL	DIFF
14-15A	245	99.6%	250	99.6%	223	103.6%	257	730	
15-16A	219	95.9%	235	101.2%	253	99.6%	222	710	-20
16-17A	244	99.9%	219	102.1%	240	95.3%	241	700	-10
17-18A	256	96.1%	234	104.6%	229	103.8%	249	712	12
18-19	260	97.9%	251	101.9%	238	100.5%	230	719	7
19-20	230	97.9%	255	101.9%	255	100.5%	240	750	30
20-21	248	97.9%	225	101.9%	259	100.5%	257	741	-8
21-22	237	97.9%	243	101.9%	229	100.5%	261	733	-8
22-23	227	97.9%	232	101.9%	247	100.5%	231	710	-23
23-24	227	97.9%	222	101.9%	237	100.5%	249	707	-3
24-25	232	97.9%	222	101.9%	226	100.5%	238	686	-21
25-26	241	97.9%	227	101.9%	226	100.5%	228	681	-6
26-27	259	97.9%	236	101.9%	231	100.5%	227	695	14
27-28	262	97.9%	253	101.9%	240	100.5%	232	726	31
5-3-2	0.9718		1.0316		1.0036				
6-4	0.9759		1.0359		1.0035				
4yr avg	0.9786		1.0187		1.0054				

WEST. WEST MIDDLE	FRIENDSHIP VALLEY		100.00%	WESTMINSTER		94.00%
	MECHANICSVILLE		100.00%	WM WINCHESTER		30.00%
	ROBERT MOTON		38.00%			

YEAR	5		6		7		8	TOTAL	DIFF
14-15A	325	103.7%	365	103.0%	313	96.9%	308	986	
15-16A	324	102.5%	333	101.4%	370	100.3%	314	1017	31
16-17A	288	100.4%	325	102.1%	340	98.9%	366	1031	14
17-18A	310	99.6%	287	102.5%	333	100.6%	342	962	-69
18-19	332	101.5%	315	102.2%	293	99.2%	330	938	-24
19-20	272	101.5%	337	102.2%	322	99.2%	291	950	11
20-21	293	101.5%	276	102.2%	345	99.2%	319	940	-10
21-22	299	101.5%	298	102.2%	283	99.2%	342	922	-18
22-23	316	101.5%	304	102.2%	305	99.2%	280	889	-33
23-24	284	101.5%	321	102.2%	311	99.2%	302	934	45
24-25	289	101.5%	288	102.2%	328	99.2%	308	924	-9
25-26	301	101.5%	293	102.2%	295	99.2%	325	913	-11
26-27	323	101.5%	305	102.2%	300	99.2%	292	898	-16
27-28	327	101.5%	328	102.2%	312	99.2%	298	938	41
5-3-2	1.0041		1.0214		1.0003				
6-4	0.9992		1.0232		0.9992				
4yr avg	1.0154		1.0223		0.9918				

GRADE TOTALS - MIDDLE

	5	6	7	8	MID TOTAL	DIFF
2017-18	1908	1877	1962	2012	5851	
2018-19	1886	1931	1902	1962	5795	-56
2019-20	1781	1908	1957	1902	5767	-28
2020-21	1828	1803	1934	1958	5695	-72
2021-22	1828	1848	1829	1934	5611	-84
2022-23	1882	1851	1874	1830	5555	-57
2023-24	1762	1905	1878	1874	5657	102
2024-25	1803	1783	1933	1878	5594	-62
2025-26	1873	1825	1809	1933	5566	-28
2026-27	2010	1895	1851	1809	5555	-11
2027-28	2034	2034	1922	1851	5807	252

SECONDARY PROJECTIONS '18-'19 TO '27-'28, HIGH SCHOOLS

CENTURY HIGH	SYKESVILLE MIDDLE	100.00%
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YEAR	8		9		10		11		12		TOTAL	DIFF
14-15A	266	108.7%	274	100.0%	261	100.7%	295	95.1%	294		1124	
15-16A	261	108.6%	289	97.8%	268	105.0%	274	89.2%	263		1094	-30
16-17A	293	107.3%	280	100.0%	289	108.6%	291	85.0%	233		1093	-1
17-18A	260	104.4%	306	100.0%	280	105.2%	304	83.5%	243		1133	40
18-19	258	107.3%	279	99.5%	304	104.9%	294	88.2%	268		1145	12
19-20	248	107.3%	276	99.5%	277	104.9%	319	88.2%	259		1132	-13
20-21	271	107.3%	266	99.5%	275	104.9%	291	88.2%	281		1113	-19
21-22	252	107.3%	291	99.5%	264	104.9%	288	88.2%	257		1099	-13
22-23	232	107.3%	270	99.5%	289	104.9%	277	88.2%	254		1090	-9
23-24	279	107.3%	249	99.5%	268	104.9%	303	88.2%	244		1065	-25
24-25	218	107.3%	299	99.5%	248	104.9%	281	88.2%	267		1095	30
25-26	232	107.3%	234	99.5%	297	104.9%	260	88.2%	248		1039	-56
26-27	229	107.3%	249	99.5%	233	104.9%	312	88.2%	229		1022	-17
27-28	235	107.3%	246	99.5%	248	104.9%	244	88.2%	275		1012	-10
5-3-2		1.061		0.996		1.062		0.851				
6-4		1.056		1.000		1.065		0.841				
4 Year Avg.		1.073		0.995		1.049		0.882				

FRANCIS SCOTT KEY HIGH	NORTHWEST MIDDLE	100.00%
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YEAR	8		9		10		11		12		TOTAL	DIFF
14-15A	226	107.0%	243	90.5%	229	98.3%	285	85.9%	201		958	
15-16A	273	102.2%	231	91.8%	223	107.4%	246	87.0%	248		948	-10
16-17A	203	104.0%	284	95.7%	221	104.5%	233	87.8%	216		954	6
17-18A	220	110.8%	225	93.3%	265	107.2%	237	83.3%	194		921	-33
18-19	208	106.0%	233	92.8%	209	104.4%	277	86.0%	204		922	1
19-20	219	106.0%	220	92.8%	216	104.4%	218	86.0%	238		893	-30
20-21	231	106.0%	232	92.8%	205	104.4%	226	86.0%	187		850	-43
21-22	214	106.0%	245	92.8%	215	104.4%	213	86.0%	194		867	18
22-23	204	106.0%	227	92.8%	227	104.4%	224	86.0%	184		862	-5
23-24	202	106.0%	217	92.8%	211	104.4%	237	86.0%	193		858	-5
24-25	218	106.0%	214	92.8%	201	104.4%	220	86.0%	204		839	-19
25-26	206	106.0%	231	92.8%	198	104.4%	210	86.0%	189		828	-11
26-27	200	106.0%	219	92.8%	214	104.4%	207	86.0%	180		820	-8
27-28	205	106.0%	212	92.8%	203	104.4%	223	86.0%	178		817	-3
5-3-2		1.071		0.937		1.064		0.854				
6-4		1.081		0.943		1.061		0.851				
4 Year Avg.		1.060		0.928		1.044		0.860				

LIBERTY HIGH	OKLAHOMA RD MIDDLE	100.00%
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YEAR	8		9		10		11		12		TOTAL	DIFF
14-15A	277	104.8%	304	99.6%	248	103.8%	273	96.2%	252		1077	
15-16A	272	100.4%	278	100.7%	306	100.0%	248	96.3%	263		1095	18
16-17A	247	102.6%	279	97.5%	271	103.6%	317	96.4%	239		1106	11
17-18A	257	100.0%	247	98.6%	275	106.6%	289	91.5%	290		1101	-5
18-19	272	101.9%	262	99.1%	245	103.5%	285	95.1%	275		1066	-35
19-20	235	101.9%	277	99.1%	260	103.5%	253	95.1%	271		1061	-5
20-21	248	101.9%	240	99.1%	275	103.5%	269	95.1%	241		1024	-37
21-22	221	101.9%	253	99.1%	238	103.5%	284	95.1%	255		1030	6
22-23	260	101.9%	225	99.1%	250	103.5%	246	95.1%	271		992	-38
23-24	239	101.9%	265	99.1%	223	103.5%	259	95.1%	234		981	-11
24-25	282	101.9%	243	99.1%	263	103.5%	231	95.1%	246		983	2
25-26	274	101.9%	287	99.1%	241	103.5%	272	95.1%	220		1020	36
26-27	252	101.9%	280	99.1%	284	103.5%	249	95.1%	259		1072	52
27-28	259	101.9%	257	99.1%	277	103.5%	294	95.1%	237		1066	-6
5-3-2		1.008		0.987		1.044		0.939				
6-4		1.010		0.981		1.054		0.934				
4 Year Avg.		1.019		0.991		1.035		0.951				

MANCHESTER VALLEY HIGH					NORTH CARROLL MIDDLE				100.00%
					SHILOH MIDDLE				65.00%

YEAR	8		9		10		11		12	TOTAL	DIFF
14-15ADJ	303	105.6%	380	96.1%	345	106.3%	408	93.2%	345	1478	
15-16ADJ	364	105.6%	320	99.5%	378	109.3%	377	86.3%	352	1427	-51
16-17A	330	100.4%	366	94.1%	301	98.9%	374	83.8%	316	1357	-70
17-18A	341	99.8%	329	95.6%	350	111.0%	334	87.7%	328	1341	-16
18-19	365	102.9%	351	96.3%	317	106.4%	372	87.7%	293	1333	-8
19-20	349	102.9%	376	96.3%	338	106.4%	337	87.7%	327	1377	44
20-21	349	102.9%	359	96.3%	362	106.4%	359	87.7%	296	1376	-2
21-22	345	102.9%	359	96.3%	345	106.4%	385	87.7%	315	1404	29
22-23	337	102.9%	355	96.3%	346	106.4%	367	87.7%	338	1406	1
23-24	302	102.9%	346	96.3%	342	106.4%	368	87.7%	322	1378	-27
24-25	325	102.9%	310	96.3%	334	106.4%	364	87.7%	323	1330	-48
25-26	334	102.9%	334	96.3%	299	106.4%	355	87.7%	319	1307	-23
26-27	313	102.9%	344	96.3%	322	106.4%	318	87.7%	311	1295	-12
27-28	320	102.9%	322	96.3%	331	106.4%	342	87.7%	279	1274	-21
5-3-2		1.012		0.959		1.070		0.863			
6-4		1.001		0.950		1.062		0.861			
4 Year Avg.		1.029		0.963		1.064		0.877			

SOUTH CARROLL HIGH					MT AIRY MIDDLE				100.00%
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YEAR	8		9		10		11		12	TOTAL	DIFF
14-15A	239	92.1%	279	95.7%	265	104.7%	267	90.6%	260	1071	
15-16A	282	107.1%	256	95.3%	266	101.5%	269	89.9%	240	1031	-40
16-17A	263	102.1%	288	94.9%	243	104.9%	279	90.3%	243	1053	22
17-18A	267	103.0%	271	93.8%	270	100.8%	245	93.9%	262	1048	-5
18-19	219	101.1%	270	94.9%	257	103.0%	278	91.2%	223	1029	-19
19-20	247	101.1%	222	94.9%	256	103.0%	265	91.2%	254	996	-32
20-21	209	101.1%	250	94.9%	210	103.0%	264	91.2%	242	966	-31
21-22	230	101.1%	211	94.9%	237	103.0%	217	91.2%	241	906	-60
22-23	219	101.1%	232	94.9%	201	103.0%	244	91.2%	198	874	-31
23-24	234	101.1%	221	94.9%	220	103.0%	207	91.2%	223	871	-4
24-25	222	101.1%	237	94.9%	210	103.0%	227	91.2%	189	862	-9
25-26	263	101.1%	225	94.9%	225	103.0%	216	91.2%	207	872	10
26-27	228	101.1%	266	94.9%	213	103.0%	231	91.2%	197	907	35
27-28	233	101.1%	231	94.9%	252	103.0%	219	91.2%	211	913	6
5-3-2		1.036		0.944		1.022		0.920			
6-4		1.027		0.942		1.024		0.925			
4 Year Avg.		1.011		0.949		1.030		0.912			

WESTMINSTER HIGH					SHILOH MIDDLE				35.00%
					WEST. WEST MIDDLE				91.00%

YEAR	8		9		10		11		12	TOTAL	DIFF
14-15ADJ	377	105.2%	408	92.5%	382	106.1%	433	91.5%	357	1580	
15-16ADJ	370	106.9%	403	92.2%	376	103.1%	394	85.9%	372	1545	-35
16-17A	407	105.0%	388	93.1%	375	105.3%	396	88.1%	347	1506	-39
17-18A	387	108.5%	441	89.9%	349	109.6%	411	84.8%	336	1537	31
18-19	380	106.4%	412	91.9%	405	106.0%	370	87.6%	360	1547	10
19-20	339	106.4%	405	91.9%	379	106.0%	430	87.6%	324	1537	-10
20-21	365	106.4%	361	91.9%	372	106.0%	401	87.6%	376	1511	-26
21-22	381	106.4%	388	91.9%	332	106.0%	395	87.6%	352	1466	-45
22-23	322	106.4%	405	91.9%	357	106.0%	352	87.6%	346	1459	-7
23-24	343	106.4%	342	91.9%	373	106.0%	378	87.6%	308	1401	-58
24-25	348	106.4%	365	91.9%	315	106.0%	395	87.6%	331	1406	5
25-26	366	106.4%	371	91.9%	336	106.0%	334	87.6%	346	1386	-20
26-27	333	106.4%	389	91.9%	341	106.0%	356	87.6%	292	1378	-8
27-28	339	106.4%	354	91.9%	358	106.0%	361	87.6%	312	1384	7
5-3-2		1.071		0.913		1.070		0.860			
6-4		1.071		0.912		1.079		0.861			
4 Year Avg.		1.064		0.919		1.060		0.876			

WINTERS MILL HIGH	WESTMINSTER EAST MIDDLE		100.00%
	WEST. WEST MIDDLE		9.00%

YEAR	8		9		10		11		12	TOTAL	DIFF
14-15A	272	116.5%	289	93.7%	254	103.4%	303	88.2%	246	1092	
15-16A	244	107.7%	293	93.4%	270	110.2%	280	79.5%	241	1084	-8
16-17A	274	113.9%	278	99.0%	290	106.7%	288	81.4%	228	1084	0
17-18A	280	104.0%	285	99.3%	276	107.9%	313	83.0%	239	1113	29
18-19	260	110.6%	309	96.3%	275	107.1%	295	83.0%	260	1139	26
19-20	266	110.6%	287	96.3%	298	107.1%	294	83.0%	245	1125	-15
20-21	285	110.6%	294	96.3%	277	107.1%	319	83.0%	244	1134	9
21-22	291	110.6%	316	96.3%	283	107.1%	296	83.0%	265	1160	26
22-23	256	110.6%	322	96.3%	304	107.1%	303	83.0%	246	1176	16
23-24	276	110.6%	283	96.3%	310	107.1%	325	83.0%	252	1171	-5
24-25	266	110.6%	305	96.3%	273	107.1%	332	83.0%	270	1180	10
25-26	257	110.6%	294	96.3%	294	107.1%	292	83.0%	276	1155	-25
26-27	254	110.6%	284	96.3%	283	107.1%	315	83.0%	242	1124	-32
27-28	259	110.6%	280	96.3%	274	107.1%	303	83.0%	261	1118	-6
5-3-2		1.077		0.980		1.080		0.818			
6-4		1.080		0.992		1.074		0.824			
4 year avg		1.106		0.963		1.071		0.830			

GRADE TOTALS - HIGH						HIGH	
	8	9	10	11	12	TOTAL	
2017-18	2012	2104	2065	2133	1892	8194	
2018-19	1962	2116	2012	2171	1883	8182	-12
2019-20	1902	2063	2024	2116	1917	8121	-61
2020-21	1958	2000	1975	2129	1868	7972	-149
2021-22	1934	2062	1914	2078	1879	7933	-39
2022-23	1830	2037	1973	2014	1835	7859	-74
2023-24	1874	1924	1948	2077	1776	7725	-135
2024-25	1878	1973	1842	2051	1830	7696	-29
2025-26	1933	1975	1890	1938	1805	7608	-88
2026-27	1809	2030	1890	1988	1711	7619	12
2027-28	1851	1902	1943	1988	1753	7585	-34

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ELEMENTARY SCHOOLS

Comparisons are based on total State Rated capacity with FTE

School	State Rated Capacity				Enrollment	Enrollment										Enrollment
	K-5	PreK	Spec. Ed.	Total	Actual	Projected	2018	2019	2020	2021	2022	2023	2024	2025	2026	Projected
					2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Carrolltowne	548	20	20	588	545	557	568	574	601	598	597	614	629	643	649	
	Over (Under) State Rated Capacity				(43)	(31)	(20)	(14)	13	10	9	26	41	55	61	
	Percent of STATE Capacity				92.7%	94.7%	96.6%	97.6%	102.2%	101.7%	101.5%	104.4%	107.0%	109.4%	110.4%	
Cranberry Station	550	20	0	570	509	510	501	508	509	524	538	553	567	579	585	
	Over (Under) State Rated Capacity				(61)	(60)	(69)	(62)	(61)	(46)	(32)	(17)	(3)	9	15	
	Percent of STATE Capacity				89.3%	89.5%	87.9%	89.1%	89.3%	91.9%	94.4%	97.0%	99.5%	101.6%	102.6%	
Ebb Valley	548	20	0	568	545	532	515	521	516	519	521	536	549	561	567	
	Over (Under) State Rated Capacity				(23)	(36)	(53)	(47)	(52)	(49)	(47)	(32)	(19)	(7)	(1)	
	Percent of STATE Capacity				96.0%	93.7%	90.7%	91.7%	90.8%	91.4%	91.7%	94.4%	96.7%	98.8%	99.8%	
Eldersburg	548	20	0	568	454	443	442	440	440	442	462	474	485	495	500	
	Over (Under) State Rated Capacity				(114)	(125)	(126)	(128)	(128)	(126)	(106)	(94)	(83)	(73)	(68)	
	Percent of STATE Capacity				79.9%	78.0%	77.8%	77.5%	77.5%	77.8%	81.3%	83.5%	85.4%	87.1%	88.0%	
Elmer Wolfe	526	20	0	546	407	390	380	380	389	396	406	418	427	436	441	
	Over (Under) State Rated Capacity				(139)	(156)	(166)	(166)	(157)	(150)	(140)	(128)	(119)	(110)	(105)	
	Percent of STATE Capacity				74.5%	71.4%	69.6%	69.6%	71.2%	72.5%	74.4%	76.6%	78.2%	79.9%	80.8%	
Freedom	502	0	0	502	511	513	537	539	556	564	569	585	600	613	620	
	Over (Under) State Rated Capacity				9	11	35	37	54	62	67	83	98	111	118	
	Percent of STATE Capacity				101.8%	102.2%	107.0%	107.4%	110.8%	112.4%	113.3%	116.5%	119.5%	122.1%	123.5%	
Friendship Valley	527	0	0	527	497	488	473	471	482	485	490	504	517	528	533	
	Over (Under) State Rated Capacity				(30)	(39)	(54)	(56)	(45)	(42)	(37)	(23)	(10)	1	6	
	Percent of STATE Capacity				94.3%	92.6%	89.8%	89.4%	91.5%	92.0%	93.0%	95.6%	98.1%	100.2%	101.1%	
Hampstead	434	20	60	514	357	366	378	377	400	402	404	415	425	435	439	
	Over (Under) State Rated Capacity				(157)	(148)	(136)	(137)	(114)	(112)	(110)	(99)	(89)	(79)	(75)	
	Percent of STATE Capacity				69.5%	71.2%	73.5%	73.3%	77.8%	78.2%	78.6%	80.7%	82.7%	84.6%	85.4%	
Linton Springs	685	20	0	705	628	609	611	619	600	623	632	651	668	682	690	
	Over (Under) State Rated Capacity				(77)	(96)	(94)	(86)	(105)	(82)	(73)	(54)	(37)	(23)	(15)	
	Percent of STATE Capacity				89.1%	86.4%	86.7%	87.8%	85.1%	88.4%	89.6%	92.3%	94.8%	96.7%	97.9%	
Manchester	662	20	0	682	626	615	605	590	625	638	649	668	685	699	706	
	Over (Under) State Rated Capacity				(56)	(67)	(77)	(92)	(57)	(44)	(33)	(14)	3	17	24	
	Percent of STATE Capacity				91.8%	90.2%	88.7%	86.5%	91.6%	93.5%	95.2%	97.9%	100.4%	102.5%	103.5%	
Mechanicsville	571	20	0	591	461	464	452	464	478	485	488	501	515	527	532	
	Over (Under) State Rated Capacity				(130)	(127)	(139)	(127)	(113)	(106)	(103)	(90)	(76)	(64)	(59)	
	Percent of STATE Capacity				78.0%	78.5%	76.5%	78.5%	80.9%	82.1%	82.6%	84.8%	87.1%	89.2%	90.0%	

School	State Rated Capacity				Enrollment	Enrollment										Enrollment
	K-5	PreK	Spec. Ed.	Total	Actual 2017	Projected 2018	2019	2020	2021	2022	2023	2024	2025	2026	Projected 2027	
Mt. Airy (Grades 3-5)	552	0	0	552	436 (116) 79.0%	452 (100) 81.9%	453 (99) 82.1%	463 (89) 83.9%	457 (95) 82.8%	462 (90) 83.7%	461 (91) 83.5%	482 (70) 87.3%	502 (50) 90.9%	517 (35) 93.7%	522 (30) 94.6%	
Parr's Ridge (Grades K-2)	590	20	0	610	455 (155) 74.6%	449 (161) 73.6%	453 (157) 74.3%	452 (158) 74.1%	472 (138) 77.4%	492 (118) 80.7%	506 (104) 83.0%	511 (99) 83.8%	516 (94) 84.6%	522 (88) 85.6%	529 (81) 86.7%	
Piney Ridge	548	0	0	548	530 (18) 96.7%	512 (36) 93.4%	495 (53) 90.3%	496 (52) 90.5%	495 (53) 90.3%	512 (36) 93.4%	530 (18) 96.7%	544 (4) 99.3%	557 9 101.6%	568 20 103.6%	574 26 104.7%	
Robert Moton	456	20	60	536	416 (120) 77.6%	409 (127) 76.3%	404 (132) 75.4%	410 (126) 76.5%	409 (127) 76.3%	408 (128) 76.1%	419 (117) 78.2%	430 (106) 80.2%	440 (96) 82.1%	449 (87) 83.8%	455 (81) 84.9%	
Runnymede	617	20	20	657	589 (68) 89.6%	598 (59) 91.0%	603 (54) 91.8%	615 (42) 93.6%	622 (35) 94.7%	622 (35) 94.7%	630 (27) 95.9%	648 (9) 98.6%	666 9 101.4%	680 23 103.5%	688 31 104.7%	
Sandymount	504	20	0	524	450 (74) 85.9%	448 (76) 85.5%	457 (67) 87.2%	461 (63) 88.0%	464 (60) 88.5%	475 (49) 90.6%	479 (45) 91.4%	492 (32) 93.9%	505 (19) 96.4%	516 (8) 98.5%	522 (2) 99.6%	
Spring Garden	525	20	0	545	451 (94) 82.8%	426 (119) 78.2%	403 (142) 73.9%	412 (133) 75.6%	414 (131) 76.0%	425 (120) 78.0%	441 (104) 80.9%	452 (93) 82.9%	463 (82) 85.0%	472 (73) 86.6%	477 (68) 87.5%	
Taneytown	504	20	0	524	406 (118) 77.5%	388 (136) 74.0%	385 (139) 73.5%	384 (140) 73.3%	396 (128) 75.6%	401 (123) 76.5%	411 (113) 78.4%	423 (101) 80.7%	432 (92) 82.4%	440 (84) 84.0%	445 (79) 84.9%	
Westminster	548	20	0	568	521 (47) 91.7%	515 (53) 90.7%	505 (63) 88.9%	526 (42) 92.6%	524 (44) 92.3%	539 (29) 94.9%	532 (36) 93.7%	546 (22) 96.1%	560 (8) 98.6%	571 3 100.5%	577 9 101.6%	
Wm. Winchester	525	20	0	545	547 2 100.4%	518 (27) 95.0%	500 (45) 91.7%	494 (51) 90.6%	507 (38) 93.0%	517 (28) 94.9%	538 (7) 98.7%	554 9 101.7%	568 23 104.2%	580 35 106.4%	586 41 107.5%	
Winfield	594	20	60	674	540 (134) 80.1%	551 (123) 81.8%	550 (124) 81.6%	568 (106) 84.3%	579 (95) 85.9%	598 (76) 88.7%	585 (89) 86.8%	601 (73) 89.2%	616 (58) 91.4%	629 (45) 93.3%	635 (39) 94.2%	
TOTALS	12064	360	220	12644	10881	10753	10670	10764	10935	11127	11288	11602	11892	12142	12272	
	Over (Under) State Rated Capacity				(1,763)	(1,891)	(1,974)	(1,880)	(1,709)	(1,517)	(1,356)	(1,042)	(752)	(502)	(372)	
	Percent of STATE Capacity				86.1%	85.0%	84.4%	85.1%	86.5%	88.0%	89.3%	91.8%	94.1%	96.0%	97.1%	

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Northeast Area Schools

School	State Rated Capacity				Enrollment	Enrollment										Enrollment
	K-5	PreK	Spec. Ed.	Total	Actual 2017	Projected 2018	2019	2020	2021	2022	2023	2024	2025	2026	Projected 2027	
Ebb Valley	548	20	0	568	545	532	515	521	516	519	521	536	549	561	567	
	Over (Under) State Rated Capacity				(23)	(36)	(53)	(47)	(52)	(49)	(47)	(32)	(19)	(7)	(1)	
	Percent of STATE Capacity				96.0%	93.7%	90.7%	91.7%	90.8%	91.4%	91.7%	94.4%	96.7%	98.8%	99.8%	
Hampstead	434	20	60	514	357	366	378	377	400	402	404	415	425	435	439	
	Over (Under) State Rated Capacity				(157)	(148)	(136)	(137)	(114)	(112)	(110)	(99)	(89)	(79)	(75)	
	Percent of STATE Capacity				69.5%	71.2%	73.5%	73.3%	77.8%	78.2%	78.6%	80.7%	82.7%	84.6%	85.4%	
Manchester	662	20	0	682	626	615	605	590	625	638	649	668	685	699	706	
	Over (Under) State Rated Capacity				(56)	(67)	(77)	(92)	(57)	(44)	(33)	(14)	3	17	24	
	Percent of STATE Capacity				91.8%	90.2%	88.7%	86.5%	91.6%	93.5%	95.2%	97.9%	100.4%	102.5%	103.5%	
Spring Garden	525	20	0	545	451	426	403	412	414	425	441	452	463	472	477	
	Over (Under) State Rated Capacity				(94)	(119)	(142)	(133)	(131)	(120)	(104)	(93)	(82)	(73)	(68)	
	Percent of STATE Capacity				82.8%	78.2%	73.9%	75.6%	76.0%	78.0%	80.9%	82.9%	85.0%	86.6%	87.5%	
TOTALS	2169	80	60	2309	1979	1939	1901	1900	1955	1984	2015	2071	2122	2167	2189	
	Over (Under) State Rated Capacity				(330)	(370)	(408)	(409)	(354)	(325)	(294)	(238)	(187)	(142)	(120)	
	Percent of STATE Capacity				85.7%	84.0%	82.3%	82.3%	84.7%	85.9%	87.3%	89.7%	91.9%	93.9%	94.8%	

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Northwest Area

School	State Rated Capacity				Enrollment		Enrollment								Enrollment Projected	
	K-5	PreK	Spec. Ed.	Total	Actual 2017	Projected 2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Elmer Wolfe	526	20	0	546	407	390	380	380	389	396	406	418	427	436	441	
	Over (Under) State Rated Capacity				(139)	(156)	(166)	(166)	(157)	(150)	(140)	(128)	(119)	(110)	(105)	
	Percent of STATE Capacity				74.5%	71.4%	69.6%	69.6%	71.2%	72.5%	74.4%	76.6%	78.2%	79.9%	80.8%	
Runnymede	617	20	20	657	589	598	603	615	622	622	630	648	666	680	688	
	Over (Under) State Rated Capacity				(68)	(59)	(54)	(42)	(35)	(35)	(27)	(9)	9	23	31	
	Percent of STATE Capacity				89.6%	91.0%	91.8%	93.6%	94.7%	94.7%	95.9%	98.6%	101.4%	103.5%	104.7%	
Taneytown	504	20	0	524	406	388	385	384	396	401	411	423	432	440	445	
	Over (Under) State Rated Capacity				(118)	(136)	(139)	(140)	(128)	(123)	(113)	(101)	(92)	(84)	(79)	
	Percent of STATE Capacity				77.5%	74.0%	73.5%	73.3%	75.6%	76.5%	78.4%	80.7%	82.4%	84.0%	84.9%	
TOTALS	1647	60	20	1727	1402	1376	1368	1379	1407	1419	1447	1489	1525	1556	1574	
	Over (Under) State Rated Capacity				(325)	(351)	(359)	(348)	(320)	(308)	(280)	(238)	(202)	(171)	(153)	
	Percent of STATE Capacity				81.2%	79.7%	79.2%	79.8%	81.5%	82.2%	83.8%	86.2%	88.3%	90.1%	91.1%	

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
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Westminster Area Schools

School	State Rated Capacity				Enrollment		Enrollment									
	K-5	PreK	Spec. Ed.	Total	Actual 2017	Projected 2018	2019	2020	2021	2022	2023	2024	2025	2026	Enrollment Projected 2027	
Cranberry Station	550	20	0	570	509	510	501	508	509	524	538	553	567	579	585	
	Over (Under) State Rated Capacity				(61)	(60)	(69)	(62)	(61)	(46)	(32)	(17)	(3)	9	15	
	Percent of STATE Capacity				89.3%	89.5%	87.9%	89.1%	89.3%	91.9%	94.4%	97.0%	99.5%	101.6%	102.6%	
Friendship Valley	527	0	0	527	497	488	473	471	482	485	490	504	517	528	533	
	Over (Under) State Rated Capacity				(30)	(39)	(54)	(56)	(45)	(42)	(37)	(23)	(10)	1	6	
	Percent of STATE Capacity				94.3%	92.6%	89.8%	89.4%	91.5%	92.0%	93.0%	95.6%	98.1%	100.2%	101.1%	
Mechanicsville	571	20	0	591	461	464	452	464	478	485	488	501	515	527	532	
	Over (Under) State Rated Capacity				(130)	(127)	(139)	(127)	(113)	(106)	(103)	(90)	(76)	(64)	(59)	
	Percent of STATE Capacity				78.0%	78.5%	76.5%	78.5%	80.9%	82.1%	82.6%	84.8%	87.1%	89.2%	90.0%	
Robert Moton	456	20	60	536	416	409	404	410	409	408	419	430	440	449	455	
	Over (Under) State Rated Capacity				(120)	(127)	(132)	(126)	(127)	(128)	(117)	(106)	(96)	(87)	(81)	
	Percent of STATE Capacity				77.6%	76.3%	75.4%	76.5%	76.3%	76.1%	78.2%	80.2%	82.1%	83.8%	84.9%	
Sandymount	504	20	0	524	450	448	457	461	464	475	479	492	505	516	522	
	Over (Under) State Rated Capacity				(74)	(76)	(67)	(63)	(60)	(49)	(45)	(32)	(19)	(8)	(2)	
	Percent of STATE Capacity				85.9%	85.5%	87.2%	88.0%	88.5%	90.6%	91.4%	93.9%	96.4%	98.5%	99.6%	
Westminster	548	20	0	568	521	515	505	526	524	539	532	546	560	571	577	
	Over (Under) State Rated Capacity				(47)	(53)	(63)	(42)	(44)	(29)	(36)	(22)	(8)	3	9	
	Percent of STATE Capacity				91.7%	90.7%	88.9%	92.6%	92.3%	94.9%	93.7%	96.1%	98.6%	100.5%	101.6%	
Wm. Winchester	525	20	0	545	547	518	500	494	507	517	538	554	568	580	586	
	Over (Under) State Rated Capacity				2	(27)	(45)	(51)	(38)	(28)	(7)	9	23	35	41	
	Percent of STATE Capacity				100.4%	95.0%	91.7%	90.6%	93.0%	94.9%	98.7%	101.7%	104.2%	106.4%	107.5%	
TOTALS	3681	120	60	3861	3401	3352	3292	3334	3373	3433	3484	3580	3672	3750	3790	
	Over (Under) State Rated Capacity				(460)	(509)	(569)	(527)	(488)	(428)	(377)	(281)	(189)	(111)	(71)	
	Percent of STATE Capacity				88.1%	86.8%	85.3%	86.4%	87.4%	88.9%	90.2%	92.7%	95.1%	97.1%	98.2%	

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2018-2027

ELEMENTARY SCHOOLS

Southeast Area Schools

School	State Rated Capacity				Enrollment		Enrollment								Enrollment	
	K-5	PreK	Spec. Ed.	Total	Actual 2017	Projected 2018	2019	2020	2021	2022	2023	2024	2025	2026	Projected 2027	
Carrolltowne	548	20	20	588	545	557	568	574	601	598	597	614	629	643	649	
	Over (Under) State Rated Capacity				(43)	(31)	(20)	(14)	13	10	9	26	41	55	61	
	Percent of STATE Capacity				92.7%	94.7%	96.6%	97.6%	102.2%	101.7%	101.5%	104.4%	107.0%	109.4%	110.4%	
Eldersburg	548	20	0	568	454	443	442	440	440	442	462	474	485	495	500	
	Over (Under) State Rated Capacity				(114)	(125)	(126)	(128)	(128)	(126)	(106)	(94)	(83)	(73)	(68)	
	Percent of STATE Capacity				79.9%	78.0%	77.8%	77.5%	77.5%	77.8%	81.3%	83.5%	85.4%	87.1%	88.0%	
Freedom	502	0	0	502	511	513	537	539	556	564	569	585	600	613	620	
	Over (Under) State Rated Capacity				9	11	35	37	54	62	67	83	98	111	118	
	Percent of STATE Capacity				101.8%	102.2%	107.0%	107.4%	110.8%	112.4%	113.3%	116.5%	119.5%	122.1%	123.5%	
Linton Springs	685	20	0	705	628	609	611	619	600	623	632	651	668	682	690	
	Over (Under) State Rated Capacity				(77)	(96)	(94)	(86)	(105)	(82)	(73)	(54)	(37)	(23)	(15)	
	Percent of STATE Capacity				89.1%	86.4%	86.7%	87.8%	85.1%	88.4%	89.6%	92.3%	94.8%	96.7%	97.9%	
Piney Ridge	548	0	0	548	530	512	495	496	495	512	530	544	557	568	574	
	Over (Under) State Rated Capacity				\$ (18)	(36)	(53)	(52)	(53)	(36)	(18)	(4)	9	20	26	
	Percent of STATE Capacity				96.7%	93.4%	90.3%	90.5%	90.3%	93.4%	96.7%	99.3%	101.6%	103.6%	104.7%	
TOTALS	2831	60	20	2911	2668	2634	2653	2668	2692	2739	2790	2868	2939	3001	3033	
	Over (Under) State Rated Capacity				(243)	(277)	(258)	(243)	(219)	(172)	(121)	(43)	28	90	122	
	Percent of STATE Capacity				91.7%	90.5%	91.1%	91.7%	92.5%	94.1%	95.8%	98.5%	101.0%	103.1%	104.2%	

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2018-2027

ELEMENTARY SCHOOLS

Southwest Area Schools

School	State Rated Capacity				Enrollment		Enrollment									
	K-5	PreK	Spec. Ed.	Total	Actual 2017	Projected 2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	Enrollment Projected 2027
Mt. Airy	552	0	0	552	436	452	453	463	457	462	461	482	502	517	522	
	Over (Under) State Rated Capacity				(116)	(100)	(99)	(89)	(95)	(90)	(91)	(70)	(50)	(35)	(30)	
	Percent of STATE Capacity				79.0%	81.9%	82.1%	83.9%	82.8%	83.7%	83.5%	87.3%	90.9%	93.7%	94.6%	
Parr's Ridge	590	20	0	610	455	449	453	452	472	492	506	511	516	522	529	
	Over (Under) State Rated Capacity				(155)	(161)	(157)	(158)	(138)	(118)	(104)	(99)	(94)	(88)	(81)	
	Percent of STATE Capacity				74.6%	73.6%	74.3%	74.1%	77.4%	80.7%	83.0%	83.8%	84.6%	85.6%	86.7%	
Winfield	594	20	60	674	540	551	550	568	579	598	585	601	616	629	635	
	Over (Under) State Rated Capacity				(134)	(123)	(124)	(106)	(95)	(76)	(89)	(73)	(58)	(45)	(39)	
	Percent of STATE Capacity				80.1%	81.8%	81.6%	84.3%	85.9%	88.7%	86.8%	89.2%	91.4%	93.3%	94.2%	
TOTALS	1736	40	60	1836	1431	1452	1456	1483	1508	1552	1552	1594	1634	1668	1686	
	Over (Under) State Rated Capacity				(405)	(384)	(380)	(353)	(328)	(284)	(284)	(242)	(202)	(168)	(150)	
	Percent of STATE Capacity				77.9%	79.1%	79.3%	80.8%	82.1%	84.5%	84.5%	86.8%	89.0%	90.8%	91.8%	

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2018-2027
MIDDLE SCHOOLS

School	Capacity				Enrollment		Enrollment									
	State Rated	Functional	6-8	Spec Ed	Actual	Projected										
	6-8	Spec Ed			2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Mt. Airy	850	20	750	20	737	679	689	661	686	679	723	717	728	708	741	
	Over (Under) State Rated Capacity				(133)	(191)	(181)	(209)	(184)	(191)	(147)	(153)	(142)	(162)	(129)	
	Percent of STATE Capacity				84.7%	78.0%	79.2%	76.0%	78.9%	78.0%	83.1%	82.4%	83.7%	81.4%	85.2%	
	Over (Under) Functional Capacity				(33)	(91)	(81)	(109)	(84)	(91)	(47)	(53)	(42)	(62)	(29)	
	Percent of Functional Capacity				95.7%	88.2%	89.5%	85.8%	89.1%	88.2%	93.9%	93.1%	94.5%	91.9%	96.2%	
North Carroll	850	20	750	20	617	628	626	629	594	578	569	583	578	574	600	
	Over (Under) State Rated Capacity				(253)	(242)	(244)	(241)	(276)	(292)	(301)	(287)	(292)	(296)	(270)	
	Percent of STATE Capacity				70.9%	72.2%	72.0%	72.3%	68.3%	66.4%	65.4%	67.0%	66.4%	66.0%	69.0%	
	Over (Under) Functional Capacity				(153)	(142)	(144)	(141)	(176)	(192)	(201)	(187)	(192)	(196)	(170)	
	Percent of Functional Capacity				80.1%	81.6%	81.3%	81.7%	77.1%	75.1%	73.9%	75.7%	75.1%	74.5%	77.9%	
Northwest	829	20	750	20	653	664	670	656	626	630	632	630	618	625	653	
	Over (Under) State Rated Capacity				(196)	(185)	(179)	(193)	(223)	(219)	(217)	(219)	(231)	(224)	(196)	
	Percent of STATE Capacity				76.9%	78.2%	78.9%	77.3%	73.7%	74.2%	74.4%	74.2%	72.8%	73.6%	76.9%	
	Over (Under) Functional Capacity				(117)	(106)	(100)	(114)	(144)	(140)	(138)	(140)	(152)	(145)	(117)	
	Percent of Functional Capacity				84.8%	86.2%	87.0%	85.2%	81.3%	81.8%	82.1%	81.8%	80.3%	81.2%	84.8%	
Oklahoma Road	850	20	775	20	748	739	689	712	703	762	776	791	768	761	796	
	Over (Under) State Rated Capacity				(122)	(131)	(181)	(158)	(167)	(108)	(94)	(79)	(102)	(109)	(74)	
	Percent of STATE Capacity				86.0%	84.9%	79.2%	81.8%	80.8%	87.6%	89.2%	90.9%	88.3%	87.5%	91.5%	
	Over (Under) Functional Capacity				(47)	(56)	(106)	(83)	(92)	(33)	(19)	(4)	(27)	(34)	1	
	Percent of Functional Capacity				94.1%	93.0%	86.7%	89.6%	88.4%	95.8%	97.6%	99.5%	96.6%	95.7%	100.1%	
Shiloh	765	50	675	50	661	656	628	605	589	582	591	586	588	591	618	
	Over (Under) State Rated Capacity				(154)	(159)	(187)	(210)	(226)	(233)	(224)	(229)	(227)	(224)	(197)	
	Percent of STATE Capacity				81.1%	80.5%	77.1%	74.2%	72.3%	71.4%	72.5%	71.9%	72.1%	72.5%	75.8%	
	Over (Under) Functional Capacity				(64)	(69)	(97)	(120)	(136)	(143)	(134)	(139)	(137)	(134)	(107)	
	Percent of Functional Capacity				91.2%	90.5%	86.6%	83.4%	81.2%	80.3%	81.5%	80.8%	81.1%	81.5%	85.2%	
Sykesville	786	20	700	20	761	772	766	751	758	725	725	676	692	704	736	
	Over (Under) State Rated Capacity				(45)	(34)	(40)	(55)	(48)	(81)	(81)	(130)	(114)	(102)	(70)	
	Percent of STATE Capacity				94.4%	95.8%	95.0%	93.2%	94.0%	90.0%	90.0%	83.9%	85.9%	87.3%	91.3%	
	Over (Under) Functional Capacity				41	52	46	31	38	5	5	(44)	(28)	(16)	16	
	Percent of Functional Capacity				105.7%	107.2%	106.4%	104.3%	105.3%	100.7%	100.7%	93.9%	96.1%	97.8%	102.2%	

Carroll County Public Schools Actual & Projected Enrollment
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MIDDLE SCHOOLS

School	Capacity				Enrollment		Enrollment								Enrollment
	State Rated	Functional			Actual	Projected									Projected
	6-8	Spec Ed	6-8	Spec Ed	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Westminster East	829	40	750	40	712	719	750	741	733	710	707	686	681	695	726
	Over (Under) State Rated Capacity				(157)	(150)	(119)	(128)	(136)	(159)	(162)	(183)	(188)	(174)	(143)
	Percent of STATE Capacity				81.9%	82.7%	86.3%	85.3%	84.3%	81.7%	81.4%	78.9%	78.4%	80.0%	83.5%
	Over (Under) Functional Capacity				(78)	(71)	(40)	(49)	(57)	(80)	(83)	(104)	(109)	(95)	(64)
	Percent of Functional Capacity				90.1%	91.0%	94.9%	93.8%	92.8%	89.9%	89.5%	86.8%	86.2%	88.0%	91.9%
Westminster West	1126	30	1025	30	962	938	950	940	922	889	934	924	913	898	938
	Over (Under) State Rated Capacity				(194)	(218)	(206)	(216)	(234)	(267)	(222)	(232)	(243)	(258)	(218)
	Percent of STATE Capacity				83.2%	81.1%	82.2%	81.3%	79.8%	76.9%	80.8%	79.9%	79.0%	77.7%	81.1%
	Over (Under) Functional Capacity				(93)	(117)	(105)	(115)	(133)	(166)	(121)	(131)	(142)	(157)	(117)
	Percent of Functional Capacity				91.2%	88.9%	90.0%	89.1%	87.4%	84.3%	88.5%	87.6%	86.5%	85.1%	88.9%
TOTAL	6885	220	6175	220	5851	5795	5768	5695	5611	5555	5657	5593	5566	5556	5808
	Over (Under) State Rated Capacity				(1,254)	(1,310)	(1,337)	(1,410)	(1,494)	(1,550)	(1,448)	(1,512)	(1,539)	(1,549)	(1,297)
	Percent of STATE Capacity				82.4%	81.6%	81.2%	80.2%	79.0%	78.2%	79.6%	78.7%	78.3%	78.2%	81.7%
	Over (Under) Functional Capacity				(544)	(600)	(627)	(700)	(784)	(840)	(738)	(802)	(829)	(839)	(587)
	Percent of Functional Capacity				91.5%	90.6%	90.2%	89.1%	87.7%	86.9%	88.5%	87.5%	87.0%	86.9%	90.8%

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2018-2027
MIDDLE SCHOOLS
Southern Area

School	Capacity				Enrollment		Enrollment								Enrollment
	State Rated	Spec Ed	Functional	Spec Ed	Actual	Projected	2019	2020	2021	2022	2023	2024	2025	2026	Projected
	6-8		6-8		2017	2018									2027
Mt. Airy	850	20	750	20	737	679	689	661	686	679	723	717	728	708	741
	Over (Under) State Rated Capacity				(133)	(191)	(181)	(209)	(184)	(191)	(147)	(153)	(142)	(162)	(129)
	Percent of STATE Capacity				84.7%	78.0%	79.2%	76.0%	78.9%	78.0%	83.1%	82.4%	83.7%	81.4%	85.2%
	Over (Under) Functional Capacity				(33)	(91)	(81)	(109)	(84)	(91)	(47)	(53)	(42)	(62)	(29)
	Percent of Functional Capacity				95.7%	88.2%	89.5%	85.8%	89.1%	88.2%	93.9%	93.1%	94.5%	91.9%	96.2%
Oklahoma Road	850	20	775	20	748	739	689	712	703	762	776	791	768	761	796
	Over (Under) State Rated Capacity				(122)	(131)	(181)	(158)	(167)	(108)	(94)	(79)	(102)	(109)	(74)
	Percent of STATE Capacity				86.0%	84.9%	79.2%	81.8%	80.8%	87.6%	89.2%	90.9%	88.3%	87.5%	91.5%
	Over (Under) Functional Capacity				(47)	(56)	(106)	(83)	(92)	(33)	(19)	(4)	(27)	(34)	1
	Percent of Functional Capacity				94.1%	93.0%	86.7%	89.6%	88.4%	95.8%	97.6%	99.5%	96.6%	95.7%	100.1%
Sykesville	786	20	700	20	761	772	766	751	758	725	725	676	692	704	736
	Over (Under) State Rated Capacity				(45)	(34)	(40)	(55)	(48)	(81)	(81)	(130)	(114)	(102)	(70)
	Percent of STATE Capacity				94.4%	95.8%	95.0%	93.2%	94.0%	90.0%	90.0%	83.9%	85.9%	87.3%	91.3%
	Over (Under) Functional Capacity				41	52	46	31	38	5	5	(44)	(28)	(16)	16
	Percent of Functional Capacity				105.7%	107.2%	106.4%	104.3%	105.3%	100.7%	100.7%	93.9%	96.1%	97.8%	102.2%
TOTALS	2486	60	2225	60	2246	2190	2144	2124	2147	2166	2224	2184	2188	2173	2273
	Over (Under) State Rated Capacity				(300)	(356)	(402)	(422)	(399)	(380)	(322)	(362)	(358)	(373)	(273)
	Percent of STATE Capacity				88.2%	86.0%	84.2%	83.4%	84.3%	85.1%	87.4%	85.8%	85.9%	85.3%	89.3%
	Over (Under) Functional Capacity				(39)	(95)	(141)	(161)	(138)	(119)	(61)	(101)	(97)	(112)	(12)
	Percent of Functional Capacity				98.3%	95.8%	93.8%	93.0%	94.0%	94.8%	97.3%	95.6%	95.8%	95.1%	99.5%

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2018-2027

MIDDLE SCHOOLS

Westminster Area

School	Capacity				Enrollment		Enrollment								Enrollment
	State Rated	Functional			Actual	Projected									Projected
	6-8	Spec Ed	6-8	Spec Ed	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Westminster East	829	40	750	40	712	719	750	741	733	710	707	686	681	695	726
Over (Under) State Rated Capacity					(157)	(150)	(119)	(128)	(136)	(159)	(162)	(183)	(188)	(174)	(143)
Percent of STATE Capacity					81.9%	82.7%	86.3%	85.3%	84.3%	81.7%	81.4%	78.9%	78.4%	80.0%	83.5%
Over (Under) Functional Capacity					(78)	(71)	(40)	(49)	(57)	(80)	(83)	(104)	(109)	(95)	(64)
Percent of Functional Capacity					90.1%	91.0%	94.9%	93.8%	92.8%	89.9%	89.5%	86.8%	86.2%	88.0%	91.9%
Westminster West	1126	30	1025	30	962	938	950	940	922	889	934	924	913	898	938
Over (Under) State Rated Capacity					(194)	(218)	(206)	(216)	(234)	(267)	(222)	(232)	(243)	(258)	(218)
Percent of STATE Capacity					83.2%	81.1%	82.2%	81.3%	79.8%	76.9%	80.8%	79.9%	79.0%	77.7%	81.1%
Over (Under) Functional Capacity					(93)	(117)	(105)	(115)	(133)	(166)	(121)	(131)	(142)	(157)	(117)
Percent of Functional Capacity					91.2%	88.9%	90.0%	89.1%	87.4%	84.3%	88.5%	87.6%	86.5%	85.1%	88.9%
TOTALS	1955	70	1775	70	1,674	1,657	1,700	1,681	1,655	1,599	1,641	1,610	1,594	1,593	1,664
Over (Under) State Rated Capacity					(351)	(368)	(325)	(344)	(370)	(426)	(384)	(415)	(431)	(432)	(361)
Percent of STATE Capacity					82.7%	81.8%	84.0%	83.0%	81.7%	79.0%	81.0%	79.5%	78.7%	78.7%	82.2%
Over (Under) Functional Capacity					(171)	(188)	(145)	(164)	(190)	(246)	(204)	(235)	(251)	(252)	(181)
Percent of Functional Capacity					90.7%	89.8%	92.1%	91.1%	89.7%	86.7%	88.9%	87.3%	86.4%	86.3%	90.2%

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2018-2027

MIDDLE SCHOOLS

Northeast

School	Capacity				Enrollment		Enrollment									
	State Rated	Functional			Actual	Projected										
	6-8	Spec Ed	6-8	Spec Ed	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2027
North Carroll	850	20	750	20	617	628	626	629	594	578	569	583	578	574	600	
	Over (Under) State Rated Capacity				(253)	(242)	(244)	(241)	(276)	(292)	(301)	(287)	(292)	(296)	(270)	
	Percent of STATE Capacity				70.9%	72.2%	72.0%	72.3%	68.3%	66.4%	65.4%	67.0%	66.4%	66.0%	69.0%	
	Over (Under) Functional Capacity				(153)	(142)	(144)	(141)	(176)	(192)	(201)	(187)	(192)	(196)	(170)	
	Percent of Functional Capacity				80.1%	81.6%	81.3%	81.7%	77.1%	75.1%	73.9%	75.7%	75.1%	74.5%	77.9%	
Shiloh	765	50	675	50	661	656	628	605	589	582	591	586	588	591	618	
	Over (Under) State Rated Capacity				(154)	(159)	(187)	(210)	(226)	(233)	(224)	(229)	(227)	(224)	(197)	
	Percent of STATE Capacity				81.1%	80.5%	77.1%	74.2%	72.3%	71.4%	72.5%	71.9%	72.1%	72.5%	75.8%	
	Over (Under) Functional Capacity				(64)	(69)	(97)	(120)	(136)	(143)	(134)	(139)	(137)	(134)	(107)	
	Percent of Functional Capacity				91.2%	90.5%	86.6%	83.4%	81.2%	80.3%	81.5%	80.8%	81.1%	81.5%	85.2%	
TOTALS	1615	70	1425	70	1,278	1,284	1,254	1,234	1,183	1,160	1,160	1,169	1,166	1,165	1,218	
	Over (Under) State Rated Capacity				(407)	(401)	(431)	(451)	(502)	(525)	(525)	(516)	(519)	(520)	(467)	
	Percent of STATE Capacity				75.8%	76.2%	74.4%	73.2%	70.2%	68.8%	68.8%	69.4%	69.2%	69.1%	72.3%	
	Over (Under) Functional Capacity				(217)	(211)	(241)	(261)	(312)	(335)	(335)	(326)	(329)	(330)	(277)	
	Percent of Functional Capacity				85.5%	85.9%	83.9%	82.5%	79.1%	77.6%	77.6%	78.2%	78.0%	77.9%	81.5%	

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2018-2027

MIDDLE SCHOOLS

Western Area

School	Capacity				Enrollment		Enrollment								Enrollment
	State Rated	Functional			Actual	Projected									Projected
	6-8	Spec Ed	6-8	Spec Ed	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
<hr/>															
Northwest	829	20	750	20	653	664	670	656	626	630	632	630	618	625	653
Over (Under) State Rated Capacity					(196)	(185)	(179)	(193)	(223)	(219)	(217)	(219)	(231)	(224)	(196)
Percent of STATE Capacity					76.9%	78.2%	78.9%	77.3%	73.7%	74.2%	74.4%	74.2%	72.8%	73.6%	76.9%
Over (Under) Functional Capacity					(117)	(106)	(100)	(114)	(144)	(140)	(138)	(140)	(152)	(145)	(117)
Percent of Functional Capacity					84.8%	86.2%	87.0%	85.2%	81.3%	81.8%	82.1%	81.8%	80.3%	81.2%	84.8%
<hr/>															
TOTALS	829	20	750	20	653	664	670	656	626	630	632	630	618	625	653
Over (Under) State Rated Capacity					(196)	(185)	(179)	(193)	(223)	(219)	(217)	(219)	(231)	(224)	(196)
Percent of STATE Capacity					76.9%	78.2%	78.9%	77.3%	73.7%	74.2%	74.4%	74.2%	72.8%	73.6%	76.9%
Over (Under) Functional Capacity					(117)	(106)	(100)	(114)	(144)	(140)	(138)	(140)	(152)	(145)	(117)
Percent of Functional Capacity					84.8%	86.2%	87.0%	85.2%	81.3%	81.8%	82.1%	81.8%	80.3%	81.2%	84.8%

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2018-2027

HIGH SCHOOLS

School	Capacity State Rated			Enrollment Actual	Projected	Enrollment								Enrollment Projected
	9-12	Spec Ed	Total	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Century	1352	10	1362	1133	1145	1132	1113	1099	1090	1065	1095	1039	1022	1012
	Over (Under) State Rated Capacity			(229)	(217)	(230)	(249)	(263)	(272)	(297)	(267)	(323)	(340)	(350)
	Percent of STATE Capacity			83.2%	84.1%	83.1%	81.7%	80.7%	80.0%	78.2%	80.4%	76.3%	75.0%	74.3%
Francis Scott Key	1224	30	1254	921	922	893	850	867	862	858	839	828	820	817
	Over (Under) State Rated Capacity			(333)	(332)	(361)	(404)	(387)	(392)	(396)	(415)	(426)	(434)	(437)
	Percent of STATE Capacity			73.4%	73.5%	71.2%	67.8%	69.1%	68.7%	68.4%	66.9%	66.0%	65.4%	65.2%
Liberty	1118	20	1138	1101	1066	1061	1024	1030	992	981	983	1020	1072	1066
	Over (Under) State Rated Capacity			(37)	(72)	(77)	(114)	(108)	(146)	(157)	(155)	(118)	(66)	(72)
	Percent of STATE Capacity			96.7%	93.7%	93.2%	90.0%	90.5%	87.2%	86.2%	86.4%	89.6%	94.2%	93.7%
Manchester Valley	1373	10	1383	1341	1333	1377	1376	1404	1406	1378	1330	1307	1295	1274
	Over (Under) State Rated Capacity			(42)	(50)	(6)	(7)	21	23	(5)	(53)	(76)	(88)	(109)
	Percent of STATE Capacity			97.0%	96.4%	99.6%	99.5%	101.5%	101.7%	99.6%	96.2%	94.5%	93.6%	92.1%
South Carroll	1309	30	1339	1048	1029	996	966	906	874	871	862	872	907	913
	Over (Under) State Rated Capacity			(291)	(310)	(343)	(373)	(433)	(465)	(468)	(477)	(467)	(432)	(426)
	Percent of STATE Capacity			78.3%	76.8%	74.4%	72.1%	67.7%	65.3%	65.0%	64.4%	65.1%	67.7%	68.2%
Westminster	1798	40	1838	1537	1547	1537	1511	1466	1459	1401	1406	1386	1378	1384
	Over (Under) State Rated Capacity			(301)	(291)	(301)	(327)	(372)	(379)	(437)	(432)	(452)	(460)	(454)
	Percent of STATE Capacity			83.6%	84.2%	83.6%	82.2%	79.8%	79.4%	76.2%	76.5%	75.4%	75.0%	75.3%
Winters Mill	1309	30	1339	1113	1139	1125	1134	1160	1176	1171	1180	1155	1124	1118
	Over (Under) State Rated Capacity			(226)	(200)	(214)	(205)	(179)	(163)	(168)	(159)	(184)	(215)	(221)
	Percent of STATE Capacity			83.1%	85.1%	84.0%	84.7%	86.6%	87.8%	87.5%	88.1%	86.3%	83.9%	83.5%
TOTALS	9,483	170	9,653	8,194	8,181	8,121	7,974	7,932	7,859	7,725	7,695	7,607	7,618	7,584
	Over (Under) State Rated Capacity			(1,459)	(1,472)	(1,532)	(1,679)	(1,721)	(1,794)	(1,928)	(1,958)	(2,046)	(2,035)	(2,069)
	Percent of STATE Capacity			84.9%	84.8%	84.1%	82.6%	82.2%	81.4%	80.0%	79.7%	78.8%	78.9%	78.6%

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2018-2027

HIGH SCHOOLS

Southern Area

School	Capacity			Enrollment Actual	Projected	Enrollment								Enrollment Projected	
	9-12	State Rated Spec Ed	Total			2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Century	1352	10	1362	1133	1145	1132	1113	1099	1090	1065	1095	1039	1022	1012	
	Over (Under) State Rated Capacity			(229)	(217)	(230)	(249)	(263)	(272)	(297)	(267)	(323)	(340)	(350)	
	Percent of STATE Capacity			83.2%	84.1%	83.1%	81.7%	80.7%	80.0%	78.2%	80.4%	76.3%	75.0%	74.3%	
Liberty	1118	20	1138	1101	1066	1061	1024	1030	992	981	983	1020	1072	1066	
	Over (Under) State Rated Capacity			(37)	(72)	(77)	(114)	(108)	(146)	(157)	(155)	(118)	(66)	(72)	
	Percent of STATE Capacity			96.7%	93.7%	93.2%	90.0%	90.5%	87.2%	86.2%	86.4%	89.6%	94.2%	93.7%	
South Carroll	1309	30	1339	1048	1029	996	966	906	874	871	862	872	907	913	
	Over (Under) State Rated Capacity			(291)	(310)	(343)	(373)	(433)	(465)	(468)	(477)	(467)	(432)	(426)	
	Percent of STATE Capacity			78.3%	76.8%	74.4%	72.1%	67.7%	65.3%	65.0%	64.4%	65.1%	67.7%	68.2%	
TOTALS	3779	60	3839	3282	3240	3189	3103	3035	2956	2917	2940	2931	3001	2991	
	Over (Under) State Rated Capacity			(557)	(599)	(650)	(736)	(804)	(883)	(922)	(899)	(908)	(838)	(848)	
	Percent of STATE Capacity			85.5%	84.4%	83.1%	80.8%	79.1%	77.0%	76.0%	76.6%	76.3%	78.2%	77.9%	

Northwestern Area

School	Capacity			Enrollment Actual 2017	Projected 2018	Enrollment								Enrollment Projected	
	9-12	State Rated Spec Ed	Total			2019	2020	2021	2022	2023	2024	2025	2026	2027	
Francis Scott Key	1224	30	1254	921	922	893	850	867	862	858	839	828	820	817	
	Over (Under) State Rated Capacity			(333)	(332)	(361)	(404)	(387)	(392)	(396)	(415)	(426)	(434)	(437)	
	Percent of STATE Capacity			73.4%	73.5%	71.2%	67.8%	69.1%	68.7%	68.4%	66.9%	66.0%	65.4%	65.2%	

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2018-2027
HIGH SCHOOLS

Northeastern Area

School	Capacity State Rated			Enrollment Actual	Enrollment Projected									
	9-12	Spec Ed	Total	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Manchester Valley	1373	10	1383	1341	1333	1377	1376	1404	1406	1378	1330	1307	1295	1274
	Over (Under) State Rated Capacity			(42)	(50)	(6)	(7)	21	23	(5)	(53)	(76)	(88)	(109)
	Percent of STATE Capacity			97.0%	96.4%	99.6%	99.5%	101.5%	101.7%	99.6%	96.2%	94.5%	93.6%	92.1%
TOTALS	1373	10	1383	1341	1333	1377	1376	1404	1406	1378	1330	1307	1295	1274
	Over (Under) State Rated Capacity			(42)	(50)	(6)	(7)	21	23	(5)	(53)	(76)	(88)	(109)
	Percent of STATE Capacity			97.0%	96.4%	99.6%	99.5%	101.5%	101.7%	99.6%	96.2%	94.5%	93.6%	92.1%

Westminster Area

School	Capacity State Rated			Enrollment Actual	Enrollment Projected									
	9-12	Spec Ed	Total	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Westminster	1798	40	1838	1537	1547	1537	1511	1466	1459	1401	1406	1386	1378	1384
	Over (Under) State Rated Capacity			(301)	(291)	(301)	(327)	(372)	(379)	(437)	(432)	(452)	(460)	(454)
	Percent of STATE Capacity			83.6%	84.2%	83.6%	82.2%	79.8%	79.4%	76.2%	76.5%	75.4%	75.0%	75.3%
Winters Mill	1309	30	1339	1113	1139	1125	1134	1160	1176	1171	1180	1155	1124	1118
	Over (Under) State Rated Capacity			(226)	(200)	(214)	(205)	(179)	(163)	(168)	(159)	(184)	(215)	(221)
	Percent of STATE Capacity			83.1%	85.1%	84.0%	84.7%	86.6%	87.8%	87.5%	88.1%	86.3%	83.9%	83.5%
TOTALS	3107	70	3177	2650	2686	2662	2645	2626	2635	2572	2586	2541	2502	2502
	Over (Under) State Rated Capacity			(527)	(491)	(515)	(532)	(551)	(542)	(605)	(591)	(636)	(675)	(675)
	Percent of STATE Capacity			83.4%	84.5%	83.8%	83.3%	82.7%	82.9%	81.0%	81.4%	80.0%	78.8%	78.8%

Comparisons are based on total State Rated capacity with FTE

SECTION 6

FACILITIES MASTER PLAN

FACILITY NEEDS ANALYSIS

The primary purpose of this Educational Facility Master Plan is to identify the present and future facility needs of Carroll County Public Schools. This plan addresses the need to provide capacity for projected student enrollments, the need to maintain and repair existing school buildings, and the need to provide a learning environment that meets the current instructional program of the school system. The following analysis will examine each of these factors to identify the facility needs for the 2018 to 2027 time frame.

Capacity Analysis

In order to make sure that there is sufficient space provided within school facilities to accommodate student enrollments, a capacity analysis is performed annually after the enrollment projections are completed. This analysis is based on the Board of Education’s Policy on Adequate Facilities. The standards included in this policy are:

Adequate	Up to 100% of capacity
Approaching inadequate	101% - 105% of capacity (Elementary) 101% - 110% of capacity (Secondary*)
Inadequate	Greater than 105% (Elementary) Greater than 110% (Secondary*)

*Functional Capacity is utilized when evaluating Middle School utilization percentages

System Wide Capacity Needs

Total enrollment increased by 34 students in 2017, to a total of 25,290 students. This is the first year that total enrollment has increased since 2005. This increase in enrollments appears to be the beginning of a new enrollment trend over the coming decade. Enrollment projections indicate that total enrollment will experience growth in seven of the next ten years.

Based on the system wide breakdown of the projected 2027 total enrollment (12,450 elementary, 5,807 middle, and 7,585 high) and the future school capacities (12,644 elementary, 6,395 middle, and 9,653 high) there is not a countywide need for additional school capacity at any level.

Elementary School Capacity Needs

Based on the current projections, overall elementary utilization is projected to increase from 86% to 88% in five years, and 97% by the tenth year. In order to evaluate what areas of the County may have capacity concerns, elementary schools were grouped into five geographic clusters of schools. Utilizations for the 1st, 5th year, and 10th years of the projection period were examined to determine areas of concern. Based on this analysis, the Southwest and Northwest areas both appear to be somewhat under-utilized in the short term. However, the utilization in these areas is expected to improve by the tenth year. This analysis also indicates that the Southeast area may have an over-utilization problem by the tenth year.

ELEMENTARY SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2018	2022	2027
Northeast Area	84%	86%	95%
Northwest Area	81%	82%	91%
Westminster Area	87%	89%	98%
Southeast Area	91%	94%	104%
Southwest Area	79%	85%	92%

The enrollment projection methodology uses historical enrollment trends to project future enrollment. Therefore projections are more reliable when there is a consistent rate of growth. In order to identify areas where the growth rate is changing, a comparison of historical and projected permit activity was done for each elementary school. The table below compares the number of building permits issued for each school district for the past four years with the number of projected building permits for each school district for the next four years. Based on this analysis, Cranberry Station, Elmer Wolfe, Taneytown and Westminster Elementary Schools have the most potential for an increase in the number of permits over the next four years.

SCHOOL	HISTORICAL PERMITS ISSUED					PROJECTED PERMITS					Difference
	FY14	FY15	FY16	FY17	4 Yr. Total	FY18	FY19	FY20	FY21	4 Yr. Total	
Carrolltowne	47	95	15	6	163	21	25	25	25	96	-67
Charles Carroll	7	5			12					0	-12
Cranberry Station	15	9	5	9	38	53	44	44	44	185	147
Ebb Valley	4	0	5	11	20	44	0	0	0	44	24
Eldersburg	29	0	2	0	31	4	0	0	0	4	-27
Elmer Wolfe	2	3	6	7	18	87	54	31	31	203	185
Freedom	12	27	20	24	83	55	35	0	0	90	7
Friendship Valley	5	2	6	6	19	17	0	0	0	17	-2
Hampstead	0	2	0	10	12	18	0	0	0	18	6
Linton Springs	19	26	37	32	114	8	0	0	0	8	-106
Manchester	22	4	17	27	70	46	0	0	0	46	-24
Mechanicsville	15	15	21	11	62	64	0	0	0	64	2
Mt. Airy*	43	16	12	5	76	13	50	23	0	86	10
Piney Ridge	51	17	6	5	79	172	0	0	0	172	93
Robert Moton	8	1	2	4	15	8	0	0	0	8	-7
Runnymede	29	27	11	22	89	75	76	0	0	151	62
Sandymount	11	6	13	21	51	116	0	0	0	116	65
Spring Garden	3	2	2	2	9	52	0	0	0	52	43
Taneytown	6	1	4	6	17	75	50	66	50	241	224
Westminster	1	3	1	0	5	42	62	47	0	151	146
William Winchester	27	35	16	37	115	100	36	33	0	169	54
Winfield	9	12	10	21	52	72	0	0	0	72	20
TOTALS	365	308	211	266	1150	1142	432	269	150	1993	843

Source: Carroll County Bureau of Development Review

Middle School Capacity Needs

Based on the current projections, overall middle utilization is projected to decline from 92% to 91% over the coming decade. In order to evaluate what areas of the County may have capacity concerns, middle schools were grouped into four geographic clusters of schools. Utilizations for the 1st, 5th year, and 10th years of the projection period were examined to determine areas of concern. Based on this analysis the area with the lowest utilization is the Northeast Area.

MIDDLE SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2018	2022	2027
Southern Area	96%	95%	100%
Westminster Area	90%	87%	90%
Northeast Area	86%	78%	82%
Northwest Area	86%	82%	85%

The enrollment projection methodology uses historical enrollment trends to project future enrollment. Therefore, projections are more reliable when there is a consistent rate of growth. In order to identify areas where the growth rate is changing, a comparison of historical and projected permit activity was done for each middle school. The table below compares the number of building permits issued for each school district for the past four years with the number of projected building permits for each school district for the next four years. Based on this analysis, Northwest Middle and East Middle schools have the most potential for an increase in the number of permits over the next four years.

SCHOOL	HISTORICAL PERMITS ISSUED					PROJECTED PERMITS					Difference
	FY14	FY15	FY16	FY17	4 Yr. Total	FY18	FY19	FY20	FY21	4 Yr. Total	
Mt. Airy	44	19	15	26	104	68	50	23	0	141	37
New Windsor	10	12	13		35					0	-35
North Carroll	26	4	18	35	83	84	0	0	0	84	1
Northwest	34	27	14	34	109	220	180	97	81	578	469
Oklahoma Road	59	122	37	30	248	80	60	25	25	190	-58
Shiloh	14	9	15	32	70	181	0	0	0	181	111
Sykesville	100	44	43	37	224	197	0	0	0	197	-27
Westminster East	48	49	26	52	175	179	80	77	44	380	205
Westminster West	30	22	30	20	102	133	62	47	0	242	140
TOTALS	365	308	211	266	1150	1142	432	269	150	1993	843

Source: Carroll County Bureau of Development Review

High School Capacity Needs

Based on the current projections, overall high utilization is projected to decline from 85% to 79% over the coming decade. In order to evaluate what areas of the County may have capacity concerns, high schools were grouped into four geographic clusters of schools. Utilizations for the 1st, 5th year, and 10th years of the projection period were examined to determine areas of concern. Based on this analysis the areas with the lowest utilizations are the Northwest and Southern Areas.

HIGH SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2018	2022	2027
Southern Area	84%	77%	78%
Northwest Area	74%	69%	65%
Northeast Area	96%	102%	92%
Westminster Area	85%	83%	79%

The enrollment projection methodology uses historical enrollment trends to project future enrollment. Therefore, projections are more reliable when there is a consistent rate of growth. In order to identify areas where the growth rate is changing, a comparison of historical and projected permit activity was done for each high school. The table below compares the number of building permits issued for each school district for the past four years with the number of projected building permits for each school district for the next four years. Based on this analysis, Francis Scott Key High School has the most potential for an increase in the number of permits over the next four years.

SCHOOL	HISTORICAL PERMITS ISSUED					PROJECTED PERMITS					Difference
	FY14	FY15	FY16	FY17	4 Year Total	FY18	FY19	FY20	FY21	4 Year Total	
Century	100	44	43	37	224	197	0	0	0	197	-27
Francis Scott Key	37	31	22	35	125	220	180	97	81	578	453
Liberty	59	122	37	30	248	80	60	25	25	190	-58
Manchester Valley	30	9	21	46	106	150	0	0	0	150	44
South Carroll	51	27	20	24	122	68	50	23	0	141	19
Westminster	39	26	41	41	147	246	62	47	0	355	208
Winters Mill	49	49	27	53	178	181	80	77	44	382	204
TOTALS	365	308	211	266	1150	1142	432	269	150	1993	843

Source: Carroll County Bureau of Development Review

Modernization Needs Analysis

In addition to providing school capacity to house student enrollments, another essential part of this Facilities Master Plan is to ensure that older facilities nearing the end of their useful life are meeting the demands of the current educational program, as well as county, state, and federal codes and requirements. Schools that are not meeting these standards are candidates for modernization, and are therefore scheduled for renovation or replacement in the Facilities Master Plan. Modernizations have historically taken a back seat to new schools due to the requirement to provide capacity relief to accommodate the enrollment growth. As a result, there are several schools that were constructed in fifties, sixties, and seventies which are at the end of their useful life and are in need of modernization.

The term “Modernization” refers to the “design, construction, and equipping process through which an aging facility is brought up to current educational standards and through which its systems are renewed and updated to meet current system, county, state and federal codes and requirements. Modernizations may be accompanied by additions or redesign of existing spaces to meet educational program requirements.”

In order to accurately assess a school buildings ability to meet today’s standards; both physical and functional educational evaluations are required.

Physical Assessment

In 2005 the Board of Education hired the firm of EMG to do building condition assessments of all school facilities in the system. EMG observed the major building components and assessed their physical condition. Estimated repair and replacement costs were developed and compared against the replacement value of the school to develop a Facilities Condition Index (FCI). The 2008 FCI number was then used to compare and rank the physical condition of school facilities. In order to update the physical assessment scores for these schools, a new FCI score is calculated every three years.

Although the work of EMG was valuable in helping to document the physical condition of our schools, the information is over ten years old. In order to provide more current facility condition information and link it with our maintenance work order system, CCPS contracted with Schooldude to provide a

more comprehensive solution. Utilizing Schooldude's Capital Forecast web application and its Life Cycle Modeling, new FCI scores were developed for school facilities. These 2017 FCI scores for schools constructed prior to 1980 were then converted to a 1,000 point scale so that they could be added to the functional scores to create a combined assessment score.

Functional Assessment

In 2008, Carroll County Public Schools staff conducted an Educational Assessment of all school facilities that were constructed prior to 1980. This assessment included evaluations done for specific program areas of the school buildings conducted by the appropriate Instructional Area Supervisors. In order to keep the functional assessment scores up to date, schools that receive capital improvements are reevaluated. The last update, which included a reevaluation of Eldersburg Elementary related to the Open Space Enclosure project, was completed in 2017.

Combined Assessment Score

In order to get a comprehensive view of how well a building is meeting the current building and instructional needs both the physical and functional scores are combined into one overall score. The 2017 combined scores for schools constructed prior to 1980 are included in the following table.

School	Physical Assessment Score	Functional Assessment Score	Total Score
Westminster East MS	257	579	836
William Winchester ES	513	524	1037
Westminster HS	492	654	1146
Northwest MS	436	723	1159
Carrolltowne ES	480	747	1227
Westminster West MS	678	578	1256
South Carroll HS	678	725	1403
Eldersburg ES	695	729	1424
Freedom ES	650	810	1460
Westminster ES	657	809	1466
Robert Moton ES	658	859	1517

Based on the combined assessment, East Middle School is in the most need of modernization. Several of the building systems are well past their useful lives and are in critical need of replacement. Additionally, the building presents several functional obstacles to the current middle school instructional program. The best way to address both needs in a comprehensive way is for the school to go through the modernization process. The school with the second lowest combined score is William Winchester Elementary. William Winchester also has aging building systems and functional deficiencies which should be addressed with a modernization.

During the development of the FY19 –FY24 Capital Improvement Program Request, the Board of Education decided to include a Westminster Area K-8 Project as a way to address the modernization of East Middle and William Winchester Elementary schools.

In addition to the schools listed in the table, the Carroll County Career & Technology Center is also in need of a modernization. Although the Carroll County Career and Technology Center was constructed prior to 1980, it was not a part of combined assessment. The main reason for this is that the need to modernize this building and add program space was already identified by the Long Range Career and Technology Plan Committee.

Capital Renewal Analysis

The average school building is expected to last a minimum of forty years before it receives a modernization. Although many of the systems that make up a school building may last for forty years, there are certain systems that must be replaced prior to modernization to keep the school in operation. Two of the larger systems that typically need replacing and are critical to the operation of a school are the roof and the heating, ventilation and air conditioning (HVAC) systems. Due to the size of these systems, the replacement costs are too large to be able to adequately fund them in the operating budget. Therefore these projects are prioritized annually based on age and condition and included in the annual capital budget requests to the County and State.

- **Roofs** - Replacement of aging roofs is necessary to protect building structure, and to preserve the learning environment. Without a roof replacement program, aging roofs will continue to deteriorate allowing water to infiltrate building envelopes. This water infiltration will damage the structural roof deck, interior ceilings, floor and wall finishes, and building contents. Water infiltration can also create conditions which could lead to air quality issues within the building. Additionally, persistent leaks disrupt learning areas and interfere with the learning environment in the school. Due to the large number of roofs constructed and replaced during the 1990's, there is currently a backlog of roofing projects that need to be replaced. The plan includes a total of 12 single-ply roofs that need to be replaced over the next decade. These types of roofs have an expected useful life of 15- 20 years. This plan is based on replacing these roofs around the 25 year mark, except in cases where there is a major HVAC project scheduled at a school. In those cases, the roof project is scheduled after the HVAC project to avoid damage to the new roof installations.

SCHOOL	ROOF TYPE	SQUARE FEET	DATE OF INSTALL	CURRENT AGE	EFMP YEAR	AGE AT REPLACEMENT
Carrolltowne Elementary	Single Ply	53,491	1994	24	2018	24
Runnymede Elementary	Single Ply	62,652	1994	24	2018	24
Robert Moton Elementary	Single Ply	75,491	1996	22	2018	22
Elmer Wolfe Elementary	Single Ply	66,700	1998	20	2018	20
Sandymount Elementary	Single Ply	63,232	1991	27	2019	28
Linton Springs Elementary	Single Ply	73,112	1998	20	2019	21
Cranberry Station Elementary	Single Ply	61,500	1999	19	2020	21
Winfield Elementary	Single Ply	75,515	1992	26	2020	28
Spring Garden Elementary	Single Ply	63,500	1991	27	2021	30
East Middle	Single Ply	54,574	1993	25	2022	29
North Carroll Middle	Shingle	68,000	2005	13	2022	17
Oklahoma Road Middle	Single Ply	116,399	1997	21	2023	26
Century High	Single Ply	135,000	2000	18	2024	24
Shiloh Middle	TPO	116,250	2000	18	2025	25
Gateway	Shingle	30,300	2003	15	2026	23

- HVAC** – Due to the significant impact of temperature and indoor air quality on the learning environment, the HVAC system plays a critical role in the daily operation of a school building. Replacement of aging systems and equipment is required to continue to provide a comfortable and healthy learning environment. The industry standard for the replacement of most HVAC system components is in the 15-20 year timeframe. Most of these systems have exceeded their useful lives by over 10 -20 years.

School	HVAC Scope	Date of Installation	Scheduled Replacement (Summer)	Age at Replacement
Sandymount Elementary	System Replacement	1992	2018	26
Winfield Elementary	System Replacement	1993	2019	26
Spring Garden Elementary	System Replacement	1991	2020	29
Oklahoma Road Middle	System Replacement	1997	2021	24
CCCTC	Renovation	1970	2021	51
East Middle	K-8 Project	1975	2022	47
Northwest Middle	System Replacement	1976	2022	46
Carroll Springs	System Replacement	1981	2022	41
Carrolltowne Elementary	System Replacement	1976	2023	47
Mt. Airy Elementary	System Replacement	1987	2023	36
Liberty High	System Replacement	1980	2024	44
Piney Ridge Elementary	System Replacement	1991	2025	34
Friendship Valley Elementary	System Replacement	1992	2025	33
Mechanicsville Elementary	System Replacement	1994	2026	32
Runnymede Elementary	System Replacement	1994	2026	32
Taneytown Elementary	System Replacement	1995	2027	32
Elmer Wolfe Elementary	System Replacement	1998	2027	29
South Carroll High	System Replacement	1998	2028	30

- Electrical Systems** – The electrical systems in older schools are starting to have pieces of equipment that need to be replaced. At the same time, the dramatic increase of the use of technology equipment has created electrical demands that were not present when these older schools were designed. This increasing dependence on technology has also created certain emergency and stand-by power requirements that did not exist when these schools were

constructed. The following schools have electrical systems that require a comprehensive solution beyond the scope of typical maintenance: Westminster High, East Middle, Career & Technology Center, and Sykesville Middle. The Career & Technology Center electrical project has been removed based on the renovation project moving forward. If the renovation is not completed, then the electrical system will need to be addressed.

- **Fire Alarm Systems** – As fire alarm systems age it becomes increasingly difficult to purchase replacement parts, make repairs and maintain communication between the components of the separate systems. The replacement of the system includes the central alarm panel, annunciator panel, pull stations, heat and duct detectors, signaling devices and other peripheral devices. The Maintenance Department has identified fire alarm systems in need of replacement at the following schools: Career & Technology Center, and East Middle. The Career & Technology Center fire alarm project has been removed based on the renovation project moving forward. If the renovation is not completed, then the fire alarm system will need to be addressed.
- **Window Replacements** – Replacement of old single-pane windows is required to protect building structure and building components, to maintain good indoor air quality, and to improve the energy efficiency of these aging facilities. As these old windows fail, the exterior building envelop will continue to be compromised. Windows that have failed or are near failure are located at the following schools: Career & Technology Center, South Carroll High, East Middle, and Westminster High. The Career & Technology Center window project has been removed based on the renovation project moving forward. If the renovation is not completed, then the windows will need to be addressed.
- **Paving** – Maintaining the paved areas at 40 school locations delays or eliminates more costly parking and driveway reconstruction projects. It also prevents damage to school buses; maintenance vehicles during snow removal activities; and prevents damage to staff and parent vehicles. Without proper funding to adequately maintain paved areas, the quality of the paved surface will continue to deteriorate and ultimately fail. Due to the lack of adequate capital funding to maintain these areas, several schools have large areas where the paving has failed and now require total reconstruction. These schools include: Career & Technology Center, Westminster HS, East Middle MS, Robert Moton ES, Mt. Airy ES, Mechanicsville ES, Shiloh MS, Liberty HS
- **Technology Infrastructure** - A systematic replacement and upgrading of technology infrastructure is critical to preventing Carroll County Public Schools from slipping into technological obsolescence. Further, critical infrastructure upgrades are necessary to meet the requirements of the MSDE Technology Plan, the Federal No Child Left Behind Act, Maryland's Race-To-The Top initiative, Financial and the State Legislative Audits, other legislation including Sarbanes Oxley and CALEA, and the expectations of public agencies in regards to Business Continuity/Disaster Recovery. Adequate capital funding for technology infrastructure assures that the school system's computing hardware will keep pace with technological advances that will prepare students for the rapidly changing workforce. Without a planned program of server and switch replacements the school system will realize a degradation of its ability to support instructional programs and services. Further, technology investments are required to realize the cost savings and benefit of the Carroll County Public Network.

Instructional Program Needs Analysis

In addition to changing enrollments and aging facilities, school facilities must also be able to respond to changes in instructional programs offered by the school system. These changes in instruction result from changes in federal or state requirements, and/or changes due to local initiatives. Since educational facilities exist to serve the needs of educators and students, they must be designed or renovated for these purposes. The following is a list of some recent instructional program changes that school facilities must support:

- **Special Education**

Regional Centers - Special Education has gone through a transition in recent years. Currently, elementary special education students have the opportunity to attend school in their local community school, or at a regional special education center. There are five regional special education centers at the elementary level which serve a geographic area and receive students from feeder schools. These five regional centers are: Carrolltowne Elementary, Hampstead Elementary, Robert Moton Elementary, Runnymede Elementary, and Winfield Elementary. Since there are not regional special education centers at the middle and high school level, these students are provided services within their home school.

County-wide Autism - In 2015, CCPS operated regional autism programs at Hampstead ES, Winfield ES, New Windsor MS, and North Carroll HS. Due to the Board of Education decision to close New Windsor MS and North Carroll HS, new locations have been identified for the middle and high school program. The middle school Autism program was relocated to Shiloh Middle School, and the high school Autism program was relocated to Winters Mill High School starting in the summer of 2016.

Centralized High School BEST Program – In order to allocate staff more efficiently, the High School BEST program was centralized in available space at Westminster High starting in the 2013-14 school year. Minor facility modifications were completed at Westminster High to make this shift possible. CCPS will utilize the existing Career and Technology Center bus routes to transport students to this centralized BEST program.

Central Intensive Behavior Unit – In 2013-14 CCPS implemented a new Intensive Behavior Unit in available space at Westminster High. This program is located in the same suite at the centralized BEST program so that resources are shared. Special Education law requires each school system to have programs that are gradually more restrictive in nature for placements as required by individualized education plans. This program provides an additional placement for students who require behavioral support as part of their individualized education plan.

- **Full Day Kindergarten**

Full-day Kindergarten was mandated in the State of Maryland through the 2002 Bridge to Excellence Act. In order to address this mandate, Carroll County Public Schools made the decision to construct permanent classroom additions to provide the additional classrooms required. A total of fourteen elementary schools received these kindergarten additions. Some schools did not receive additions because they were a lower priority due to available classrooms in other grades. Although these schools have been able to accommodate the

additional Kindergarten classes due to available capacity in other grades, there are a number of issues they deal with on a daily basis. These include: smaller classrooms that cannot accommodate the learning centers or provide room for young children to move; classrooms without restrooms; classrooms without sinks; and inability to have effective and continuous collaboration. The schools without an adequate number of early childhood classrooms are: Cranberry Station ES, Friendship Valley ES, Sandymount ES, and Taneytown ES.

- **Pre-Kindergarten Program**

Pre- Kindergarten services to all economically disadvantaged four year olds were also mandated in the State of Maryland through the 2002 Bridge to Excellence Act. Carroll County Public Schools was required to provide a minimum of fourteen half day sessions by the 2007-2008 school year to meet this mandate. Due to the fact that the population served by Pre-Kindergarten changes as the countywide demographics change, future Pre-Kindergarten needs will be evaluated on an annual basis. The table below lists the elementary schools that are scheduled to offer Pre-Kindergarten services in the 2018-2019 school year.

Pre-K Sessions for 2017-2018 School Year		
<u>School</u>	<u>Sessions</u>	<u>Location</u>
Carrolltowne ES	1	Pre-K Classroom
Cranberry Station ES	1	Pre-K Classroom
Ebb Valley ES	1	Pre-K Classroom
Eldersburg ES	1	Pre-K Classroom
Elmer Wolfe ES	1	Pre-K Classroom
Hampstead ES	1	Pre-K Classroom
Linton Springs ES	1	Pre-K Classroom
Manchester ES	1	Pre-K Classroom
Mechanicsville ES	1	Pre-K Classroom
Parr's Ridge ES	1	Pre-K Classroom
Robert Moton ES	1	Pre-K Classroom
Runnymede ES	1	Pre-K Classroom
Sandymount ES	1	Pre-K Classroom
Spring Garden ES	1	Pre-K Classroom
Taneytown ES	2	Pre-K & K Classrooms
Westminster ES	1	Health
William Winchester ES	1	Pre-K Classroom
Winfield ES	1	Pre-K Classroom
TOTAL	19	

- **High School Science Rooms**

Another targeted instructional need is the renovation of aging high school science rooms. Due to changes in the manner in which science is taught, many of our older high schools make it difficult to teach the current science curriculum. Renovation of these science facilities will provide the environment necessary to deliver quality science instruction to meet the goals of the science curriculum. Many of the science rooms at these older schools have already received renovations to bring them up to current standards, but there are a total of 13 classrooms at three high schools still to be completed. The following is the breakdown of the remaining science rooms to be renovated: Westminster High – 6, Liberty High – 4, South Carroll High – 3.

- **Relocatable Reduction Plan**

Due to declining enrollments, there are currently surplus relocatable classrooms that are no longer needed for classrooms. As a result, the Superintendent asked the Facilities Management Department to develop a plan for reducing our relocatable inventory. In 2012, a physical assessment of all of the relocatable classrooms was performed to determine the condition of our existing inventory. Principals were then surveyed to determine the utilization of all relocatable classrooms. Based on these two pieces of information, a relocatable utilization plan was developed that identified relocatable classrooms that could be removed from our inventory. As a result, the total number of relocatable classrooms has decreased from 125 classrooms to 68 classrooms. This plan continues to be implemented as funding becomes available.

CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

MODERNIZATIONS	COMPLETION DATE											NOTES
		19	20	21	22	23	24	25	26	27	28	
Career & Technology Center Modernization This project involves a phased approach to the partial modernization of the Career & Technology Center. Phase One would include the planning and construction of a 21,000 square foot addition to the existing Carroll County Career & Technology Center. Phase Two would renovate the existing building to bring the entire building into conformance with current building and life safety codes.	Phase One	P	C									
	Phase Two		P	C	C	C	O					
Undetermined Capital Project for East Middle and William Winchester Elementary This undetermined project will address the need to modernize both East Middle and William Winchester Elementary.	TBD		FS		P	C	C	O				
Westminster High This project involves the modernization of the existing Westminster High building of 337,000 square feet.	TBD							FS		P	C	

FS = Feasibility Study

P = Planning

C= Construction

CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

CAPITAL RENEWAL PROJECTS	COMPLETION DATE											NOTES
		19	20	21	22	23	24	25	26	27	28	
Roof Replacement Projects												
Carrolltowne Elementary	Aug. 2018	C										
Runnymede Elementary	Aug. 2018	C										
Robert Moton Elementary	Aug. 2018	C										
Elmer Wolfe Elementary	Aug. 2018	C										
Sandymount Elementary	Aug. 2019	P	C									HVAC Project - 2018
Linton Springs Elementary	Aug. 2019	P	C									
Cranberry Station Elementary	Aug. 2020		P	C								
Winfield Elementary	Aug. 2020		P	C								HVAC Project - 2019
Spring Garden Elementary	Aug. 2021			P	C							HVAC Project - 2020
North Carrol Middle	Aug. 2022				P	C						
East Middle	TBD				P	C						K-8 Project
Oklahoma Road Middle	Aug. 2023					P	C					HVAC Project - 2021
Century High	Aug. 2024						P	C				
Shiloh Middle	Aug. 2025							P	C			
Gateway	Aug. 2026								P	C		
HVAC Replacement Projects												
Sandymount Elementary	Aug. 2018	C										Roof Project
Winfield Elementary	Aug. 2019	P	C									Roof Project
Spring Garden Elementary	Aug. 2020		P	C								Roof Project
Oklahoma Road Middle	Aug. 2021			P	C							Roof Project
CCCTC	TBD			P	C							CCCTC Renovation
Northwest Middle	Aug. 2022				P	C						
East Middle	TBD				P	C						K-8 project
Carroll Springs	Aug. 2022				P	C						
Carrolltowne Elementary	Aug. 2023					P	C					
Mt. Airy Elementary	Aug. 2023					P	C					
Liberty High	Aug. 2024						P	C				
Piney Ridge Elementary	Aug. 2025							P	C			
Friendship Valley Elementary	Aug. 2025							P	C			
Mechanicsville Elementary	Aug. 2026								P	C		
Runnymede Elementary	Aug. 2026								P	C		
Taneytown Elementary	Aug. 2027									P	C	
Elmer Wolfe Elementary	Aug. 2027									P	C	
South Carroll High	Aug. 2028										P	

P = Planning
C= Construction

CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

CAPITAL RENEWAL PROJECTS	COMPLETION DATE											NOTES
		19	20	21	22	23	24	25	26	27	28	
Electrical System Replacement/Upgrades												
Westminster High	Aug. 2019	C										
Sykesville Middle	Aug. 2021		P	C								
East Middle	TBD				P	C						K-8 Project
Fire Alarm Replacement												
East Middle	TBD				P	C						K-8 Project
Window Replacement												
South Carroll High	Aug. 2020		P	C								
Westminster High	Aug. 2020		P	C								
East Middle	TBD				P	C						K-8 Project
Paving Replacement	On-going	C	C	C	C	C	C	C	C	C	C	
Technology Improvements	On-going	C	C	C	C	C	C	C	C	C	C	

P = Planning

C= Construction

CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

INSTRUCTIONAL PROGRAM	COMPLETION DATE											NOTES
		19	20	21	22	23	24	25	26	27	28	
Taneytown Kindergarten Addition This addition is needed to accommodate full day Kindergarten	Aug. 2020		P	C								
Cranberry Station Kindergarten Addition This addition is needed to accommodate full day Kindergarten	Aug. 2020		P	C								
Friendship Valley Kindergarten Addition This addition is needed to accommodate full day Kindergarten	Aug. 2021			P	C							
Sandymount Kindergarten Addition This addition is needed to accommodate full day Kindergarten	Aug. 2021			P	C							
South Carroll High Science Room Renovations This project involves 2 original science rooms that have not been renovated.	Aug. 2018	C										
Liberty High Science Room Renovations This project involves 4 original science rooms that have not been renovated.	Aug. 2018	C										
Westminster High Science Room Renovations This project involves 6 original science rooms that have not been renovated.	Aug. 2019	P	C									

P = Planning
C = Construction

EXHIBITS



Larry Hogan, Governor
Boyd Rutherford, Lt. Governor

Robert S. McCord, Secretary

June 14, 2018

Mr. William Caine
Carroll County Public Schools
125 North Court Street
Westminster, MD 21157

Dear Mr. Caine:

Thank you for submitting your 2017 Actual Enrollment and enrollment projections for 2018-2027.

We compared Carroll County's projections to the numbers generated by our Department and found a difference of greater than 5 percent beginning in the seventh year of the projections, 2024-25, and continuing through the out year of the projections. We note that the difference between your projection and the Department's projection is 5.70 percent that year, and 6.67, 7.58 and 8.34 percent, respectively, in the following three years. We understand from our discussions that assumptions about the number of births in Carroll County are contributing to this difference. Given the incompleteness of the dataset of births and the fact that the difference in projections does not exceed five percent until the seventh year, we concur with your projections for planning purposes.

Please make sure that the 2017 actual enrollment on your calculation worksheet is consistent with the official actual enrollment listed by the Maryland State Department of Education. The Maryland Department of Planning recognizes the Maryland State Department of Education's K-12 enrollment figure as the official actual enrollment for 2017.

We look forward to receiving your updated EFMP in July. A copy of this letter and its attachment should be included in the plan. If you have any questions, please do not hesitate to contact Michael Bayer at 410.767.7179 or michael.bayer1@maryland.gov.

Sincerely,

Pat Keller
Assistant Secretary for Planning Services
Maryland Department of Planning

cc: Robert Gorrell, PSCP (w/enclosure)

Jurisdiction	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Carroll	24,942	24,734	24,560	24,431	24,478	24,542	24,676	24,894	25,070	25,320	25,673
Planning	24,942	24,700	24,330	24,130	24,050	23,840	23,700	23,670	23,590	23,590	23,720
Diff	0	34	230	301	428	702	976	1,224	1,480	1,730	1,953
% Diff	0.00%	0.14%	0.95%	1.25%	1.78%	2.94%	4.12%	5.17%	6.27%	7.33%	8.23%

STATEMENT OF NON-DISCRIMINATION

The Board of Education of Carroll County in its operation of the Carroll County Public Schools (CCPS) is firmly committed to creating equal employment and educational opportunities for all persons in its employment practices or in the provision of services, programs, or activities.

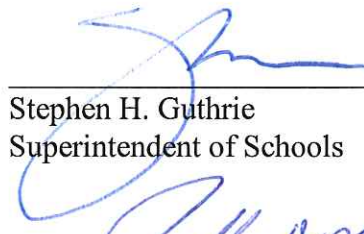
CCPS does not discriminate on the basis of age, color, genetic information, marital status, mental or physical disability, ancestry or national origin, race, religion, sex, or sexual orientation. CCPS provides nondiscriminatory access to school facilities in accordance with its policies and regulations regarding the community use of schools (including, but not limited to, the Boy Scouts).

CCPS maintains all of its policies and practices in strict compliance with all applicable Federal and State civil rights laws, including Titles VI and VII of the Civil Rights Act of 1964, Titles I and II of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act, Title IX of the Education Amendments of 1972, and Title 20 of the State Government Article of the Annotated Code of Maryland.


No person will be denied admission to any school or to any program or course of study in CCPS on a basis that is contrary to any of the above stated laws.



Devon M. Rothschild, President
Board of Education of Carroll County



Stephen H. Guthrie
Superintendent of Schools

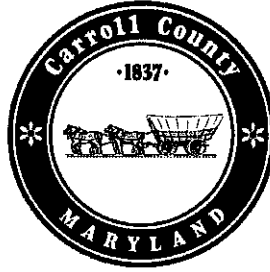


Jonathan O'Neal
Assistant Superintendent of Administration



Raymond Prokop
Director of Facilities Management

Richard J. Soisson, Chair
Cynthia L. Cheatwood, Vice Chair
Alec Yeo
Eugene A. Canale
Jeffrey A. Wothers
Daniel E. Hoff
Janice R. Kirkner, Alternate
Stephen A. Wantz, Ex-officio
Lynda D. Eisenberg, Secretary



Planning & Zoning Commission
Carroll County Government
225 North Center Street
Westminster, Maryland 21157
410-386-5145
1-888-302-8978
MD Relay service 7-1-1/800-735-2258

May 30, 2018

William Caine
Carroll County Board of Education
125 N. Court Street
Westminster, MD 21157

RE: Carroll County Public Schools Educational Facilities Master Plan 2018-2027

Dear Mr. Caine:

The Carroll County Planning & Zoning Commission (the Commission) reviewed the Carroll County Public Schools Educational Facilities Master Plan. The Planning Commission examined the data utilized in the Educational Facilities Master Plan, including population forecasts. These forecasts are important for the Commission to review in order to understand their effect on the master plan and the development review process. School capacity numbers can have a huge impact in determining adequacies for future planning or development projects. Based upon review of the current plan, the Board of Education's population forecasts utilized in the Educational Facilities Master Plan are aligned with future population projections.

After review, the Commission finds that the balance of the Educational Facilities Master Plan, as it pertains to physical structures, size, and location is not inconsistent with the Carroll County Master Plan. The Commission reviewed this plan for consistency with the Carroll County Master Plan and other applicable County plans. As you are aware the Commission is in the process of approving the 2018 Freedom Community Comprehensive Plan. This plan is proposing increased residential development for the Freedom Area and if implemented could have an impact on schools in the area. Planning staff will continue to work with you and your office to keep you posted on this Plan's development. Also note that page 2-7 lists the Dulaney property in the Freedom Area as a future middle school site. The 2018 Accepted Freedom Community Comprehensive Plan has designated this site as a potential future employment campus. Again, if this plan becomes Adopted staff will work with the Board of County Commissioners requesting that the Board of Education remove this site from the future school site list.

Thank you for the opportunity to review and comment on the 2018-2027 edition of the Carroll County Public Schools Educational Facilities Master Plan. Please let me know if I can be of any additional assistance.

Sincerely,



Richard J. Soisson, Chair
Carroll County Planning & Zoning Commission

cc: Carroll County Planning and Zoning Commission
Board of Education of Carroll County
Raymond Prokop, Director of Facilities Management

APPENDIX

A

Report on Physical and Functional Assessment
of Schools Constructed Prior to 1980

“Building the Future”

March 2008

School Facilities

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The following individuals assessed or coordinated assessments of school buildings:

<u>Name</u>	<u>Title</u>
Raymond Prokop	Director of Facilities
Margaret Pfaff	Director of Curriculum, Instruction and Staff Development
Dana Falls	Director of Student Services
James Doolan	Director of Transportation Services
Karen Ganjon	Director of Minority Achievement and Intervention Programs
Gary Davis	Chief Information Officer
Larry Faries	Coordinator of School Security
Eulalia Muschik	Supervisor of Food Services
Douglas Gross	Supervisor of Operations
James Parker	Supervisor of Maintenance
Jeff Rogers	Supervisor of Fine Arts
Cindy Eckenrode	Supervisor of Elementary Education
Cindy McCabe	Supervisor of Elementary Education
Anna Varakin	Supervisor of Elementary Education
Donn Hicks	Supervisor of Elementary Education
Celeste Saxton	Supervisor of Social Studies
Marjorie Lohnes	Supervisor of Career and Technology Education
Kent Kreamer	Supervisor of Mathematics
Brad Yohe	Supervisor of Science
Jim Rodriguez	Supervisor of Physical Education/Athletics
Linda Kephart	Supervisor of Health and Elementary Physical Education
Jan Jayman	Supervisor of English and Modern/Classical Languages
Brian Wienholt	Supervisor of Middle School Reading and Language Arts
Irene Hildebrandt	Supervisor of Media
Mike Gray	Assistant Supervisor of Career and Technology Education

Introduction

The desire to develop a process for prioritization of modernization projects has been a topic of discussion for some years with the Board of Education of Carroll County Public Schools. In March 2006, funds were made available to perform a physical assessment of all schools and utilize the data in a web based software application that, in addition to numerous other functions, provides a method of comparing and ranking modernization needs.

In March, 2007 the Board of Education indicated a desire to understand how the functional aspects of the facilities could be combined with the physical assessment to provide a comprehensive picture of a building's condition. The intended outcome is to provide as complete a picture of the condition of a building and compare that condition with the other buildings in the system inventory.

Definition

An appropriate definition of modernization is “the design, construction and equipping process through which an aging school facility is brought up to current educational standards and through which its systems are renewed and updated to meet school system, county, state and federal codes and requirements. Modernizations may be accompanied by additions or redesign of existing spaces to meet educational program requirements.”

It must be understood that building condition is dynamic in nature and reflect many years of renovations, additions, space creation and alteration, equipment and systems replacement upgrades and maintenance projects. Both Physical and functional assessments must take this into account as data is gathered.

Study Methodology

Physical Assessment

As part of a strategic planning initiative, in June 2006, a contract to perform a physical assessment of forty one CCPS facilities was awarded to EMG of Hunt Valley. The scope provided to EMG included the following as it pertains to modernization prioritization:

- Identify the extent and severity of the deferred maintenance liability.
- Develop correction methods and estimated costs for deficient conditions.
- Prioritize and schedule projects to efficiently and economically dispatch corrections of singular or multiple requirements.
- Obtain a Facility Condition Index (FCI) that will illustrate the relative condition of facilities and infrastructure in the portfolio.

- Identify what is necessary to adapt the selected facilities and infrastructure to meet the planned future requirements of the institution, the requirements of today's standards and codes, and the needs of changing technology as it impacts space (i.e., plant adaptation).

The facility conditions survey included the following property elements:

- Exterior Systems – roofs, walls, window systems, doors, canopies
- Interior Construction – walls, doors, flooring, visible structural components
- Interior Finishes: Flooring, ceiling, wall finishes
- Health/Fire/Life Safety systems
- Accessibility issues
- Heating, Ventilation and Air Conditioning
- Plumbing
- Electrical and Service Distribution
- Fire Suppression
- Special Electrical Systems, Emergency Power, Telecommunications
- Security and Surveillance Systems
- Lighting Systems
- Special Construction
- Vertical Transportation
- Infrastructure/site utilities – chilled water, electric distribution systems, sewer, storm drainage, sidewalks, roads, plazas, landscaping
- Site amenities – site access from public thoroughfares, traffic patterns and signage, playfields, playgrounds

Calculation of the Facilities Condition Index (FCI) is defined as the value of the identified deficient items in the school divided by the replacement cost of the school; the larger the FCI, the greater the need for modernization. For the purposes of this report the inverse of the fractional FCI is multiplied by 1000 maximum points for each school to provide the physical assessment points to be combined with the functional points.

Functional Assessment – Instructional and Administrative Staff

In March 2007 the Board of Education directed that a functional assessment of the school system be conducted. The purpose was to combine the physical assessment with the results of the functional assessment to obtain a clearer picture of the overall condition of the system facilities. The criteria utilized for the functional assessment was developed after reviewing the criteria utilized in the *Guide for School Facility Appraisal, 1998 Edition, The Council of Educational Facilities Planners, Int'l*, a similar assessment conducted by Frederick County Public Schools in 2000 and the criteria the State of Maryland Public School Construction Program used to conduct a Minimum Educational Adequacy survey in 2003. These documents may be referenced in appendix A, B & C respectively.

The criteria utilized for this study is attached as Appendix D. Each school type was assigned a theoretical maximum value of 1000 points distributed over the assessed areas. Weighted values were provided after discussion with the instructional leaders.

The survey was conducted by the instructional area supervisors except for areas it was determined input from the administrative staff was more appropriate. A survey tool called CheckBox was assembled by Technology Services staff and the survey results were assigned values ranging from zero as the lowest score and five the highest. The results from each criteria group were averaged and that average determined the actual points assigned an area. The total points were then combined with the physical assessment points to achieve the modernization prioritization.

It was determined that schools constructed or modernized after 1980 would not be assessed as a part of this evaluation so the schools under consideration could receive the appropriate amount of attention to provide as accurate an assessment as possible. Since the Career & Technology Center recently had a complete facilities assessment performed in 2006 it was determined that it would not be a part of this study.

The schools assessed are noted in Table 1.

Table 1 – Schools Assessed

Name	Type	Year of Original Construction or Modernization	Size
Charles Carroll	Elem	1929	43,700
Freedom	Elem	1955	51,232
Westminster West	Middle	1958	135,733
Mt. Airy	Middle	1958	75,800
William Winchester	Elem	1962	54,947
South Carroll	High	1967	269,870
Westminster	High	1970	337,050
Eldersburg	Elem	1970	72,313
Westminster East	Middle	M1975	120,400
Westminster	Elem	1976	74,637
Robert Moton	Elem	1976	75,200
Northwest	Middle	1976	113,600
North Carroll	High	1976	233,400
Carrolltowne	Elem	1976	87,654

Findings

The results of the assessments are shown in the attached tables. Table 2 provides the total scores by school for the physical and functional assessments as well as the combined score. Tables 3, 4 & 5 provide the area functional assessment scores by building type. The Replacement Reserve Reports that detail the deficient items at each school that make up the FCI are located in Appendix E.

Based on the total scores, Charles Carroll Elementary School is the school most in need of modernization. This is not a surprise in that Charles Carroll is the oldest school in the county and has many deficiencies associated with resource space and site conditions.

William Winchester Elementary received the second lowest behind Charles Carroll. The low functional assessment score for William Winchester is due primarily to the fact that it was originally constructed as an annex and not designed to operate as a stand alone facility.

The close scoring of the physical assessment was not a surprise as the overall condition of CCPS facilities has received consistently high ranking and praise whenever evaluations have been conducted.

Table 2 – Physical, Functional and Total Assessment Scores

School	Physical Assessment Score Max. 1000	Functional Assessment Score Max. 1000	Total Score Max. 2000
Charles Carroll	958	462	1420
William Winchester	964	495	1459
Mt. Airy MS	906	569	1475
Westminster East	952	579	1531
Westminster West	979	578	1557
Freedom	975	597	1572
Westminster HS	940	654	1594
South Carroll	980	630	1610
Robert Moton	995	634	1629
Northwest	969	694	1663
Eldersburg	974	699	1673
Westminster ES	971	735	1706
Carrolltowne	987	738	1725
North Carroll	988	739	1727

Table 3 – Elementary Assessment Scores by Area

School	General Area Score	A&SS Score ¹	School Summary						
			General Classroom Score	PreK/K	Visual Arts	Music	Media Center	Phys Ed	Food Services
Carrolltowne	64	122	135	73	57	50	81	100	56
Robert Moton	48	84	120	59	57	57	64	104	42
Westminster William	50	141	126	87	46	62	64	104	56
Winchester	42	34	132	71	32	41	43	71	28
Freedom	48	38	129	59	37	43	110	78	56
Charles Carroll	39	38	111	60	57	2	52	74	28
Eldersburg	53	103	120	100	50	53	95	97	28
Average	49	80	125	73	48	44	73	90	42
Maximum Score	70	190	150	100	80	80	130	130	70
Avg %	70%	42%	83%	73%	60%	55%	56%	69%	60%

Overall Scores

School	Overall Score	Total Possible	% of possible
Carrolltowne	738	1000	74%
Robert Moton	634	1000	63%
Westminster William	735	1000	74%
Winchester	495	1000	49%
Freedom	597	1000	60%
Charles Carroll	462	1000	46%
Eldersburg	699	1000	70%

- Administrative and Support Services

Table 4 – Middle School Scores by Area

School	General Area	A&SS Score ¹	General Classroom Score	School Summary				Media Center	Phys Ed	FCS&TE ³	Food Services
				Science	Visual Arts	Music	TAD ²				
East Middle	39	122	99	56	38	21	0	26	93	44	42
Mount Airy Middle	50	95	86	44	39	34	2	69	93	43	14
Northwest Middle	56	144	99	50	36	33	2	61	104	54	56
West Middle	48	49	107	36	41	31	2	104	100	18	42
Average	48	103	98	46	39	30	1	65	98	40	39
Maximum Score	70	190	130	60	60	60	40	130	130	60	70
Avg %	69%	54%	75%	77%	64%	49%	4%	50%	75%	67%	55%

Overall Scores

School	Overall Score	Total Possible	% of possible
East Middle	579	1000	58%
Mount Airy Middle	569	1000	57%
Northwest Middle	694	1000	69%
West Middle	578	1000	58%

1. Administrative and Support Services
2. Theater and Dance
3. Family and Consumer Sciences and Technology Education

Table 5 – High School Scores by Area

School	General Area	A&SS Score ¹	General Classroom Score	School Summary							F&C S ³	Agri. Sci. ⁴	Business Ed	Tech Ed	Food Serv.
				Sci	Visual Arts	Music	TAD ²	Media Center	Phys Ed						
North Carroll High	53	141	88	38	42	52	9	106	97	13	14	18	13	56	
South Carroll High	56	103	70	50	36	27	2	97	93	8	7	15	11	56	
Westminster High	50	144	79	48	44	37	14	38	97	11	11	15	10	56	
Average	53	129	79	45	41	39	8	80	95	11	11	16	11	56	
Maximum Score	70	190	110	60	60	60	40	130	130	20	20	20	20	70	
				75											
Avg %	76%	68%	72%	%	68%	64%	20%	62%	73%	53%	53%	80%	57%	80%	

Overall Scores			
School	Overall Score	Total Possible	% of possible
North Carroll High	739	1000	74%
South Carroll High	630	1000	63%
Westminster High	654	1000	65%

1. Administrative and Support Services
2. Theater and Dance
3. Family and Consumer Sciences
4. Agriscience

Next Steps

This study represents the first time that Carroll County Public School has taken on the task of evaluating the physical and functional aspects of schools. In the past, the age and physical aspects of each school dictated when a building was scheduled to be modernized. This study represents a large step forward in evaluating facilities in a comprehensive manner with the goal of attaining a more objective way of assessing older school facilities. In order to continue to improve this process, input is sought from the Board of Education, staff and the public.

As this study represents the first step in the evaluation and prioritization of modernization projects, it is recommended that this study begin by the Board of Education to consider what part capacity should play in modernization priority and how modernizations are to be prioritized with capacity projects. Based on projected lower enrollments over the next few years, an opportunity exists to address the highest priority modernization projects as represented by this study.

The assessment results will be utilized by the Facilities Department when developing the *2008-2017 Educational facilities Master Plan* and the *FY 2010-2016 Capital Improvement Plan*. Input from the Board of Education, staff and the public will be taken into consideration as the plans are developed.

Lastly, discussion needs to occur as to how this initial study is to be utilized in the development of future *Educational Facilities Master Plans*. For example the Facilities Condition Index (FCI) is expected to change each year as maintenance projects are deferred or completed. The functional scores could also change as programs are added or removed from schools. Depending on the evaluation schedule, these changes could result in changes to the modernization schedule potentially resulting in considerable public concern being expressed.

APPENDIX

B

Staffing Analysis and Class Size Report 2017– 2018

Executive Summary

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II. Middle Schools

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III. High Schools

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Executive Summary
Class Size/Classes Over 30
2017 – 2018

Elementary Schools: Average academic kindergarten through fifth grade class size as of September 30, 2017 is 21.2 students per home base class. The average for 2016-2017 was reported at 21.2 for grades K-5.

There were no classes with 30 or more students for 2017-2018.

Middle Schools: Average academic class size as of September 30, 2017 remains at 24.4 students per class. The total number of academic classes with 30 or more students is 193 for 2017-2018.

High Schools: Average academic class size as of September 30, 2017 is 23.9 students per class, up from 23.8 in 2016-2017. The total number of academic classes with over 30 students is 302 for 2017-2018.

PreK
2017-2018

Prekindergarten Site	Number of Students	Teacher FTE	Assistant FTE
Carrolltowne	12	0.5	0.5
Cranberry Station	20	1.0	1.0
Ebb Valley	10	0.5	0.5
Eldersburg	13	0.5	0.5
Elmer Wolfe	19	1.0	1.0
Hampstead	15	0.5	0.5
Linton Springs	16	0.5	0.5
Manchester	14	0.5	0.5
Mechanicsville	15	0.5	0.5
Parr's Ridge	18	0.5	0.5
Robert Moton	20	0.5	0.5
Runnymede	13	0.5	0.5
Sandymount	10	0.5	0.5
Spring Garden	16	0.5	0.5
Taneytown	21	1.0	1.0
Westminster	13	0.5	0.5
William Winchester	12	0.5	0.5
Winfield	16	0.5	0.5
	273	10.5	10.5

ELEMENTARY SCHOOL FTE TOTALS 2017-2018

School	See Notes below	K-5 Enrollment	Classroom Teachers (K-5)	Guidance	Math Resource	ELA Specialist	Art	Vocal Music	Instrumental Music	Health	PE	Media Specialist
Carrolltowne		533	24.0	1.0	0.6	1.0	1.2	1.2	0.6	1.2	1.6	1.0
Cranberry		500	24.0	1.0	0.6	1.0	1.2	1.2	0.6	1.2	1.6	1.0
Ebb Valley		540	23.0	1.0	0.5	1.0	1.2	1.2	0.6	1.2	1.6	1.0
Eldersburg		447	22.0	1.0	0.4	1.0	1.2	1.2	0.6	1.0	1.6	1.0
Elmer Wolfe	(*)	397	20.0	1.0	0.6	1.0	1.0	1.0	0.5	1.0	1.4	1.0
Freedom		511	23.0	1.0	0.4	1.0	1.2	1.2	0.8	1.0	1.6	1.0
Friendship Valley		497	23.0	1.0	0.5	1.0	1.2	1.2	0.8	1.2	1.8	1.0
Hampstead		342	17.0	1.0	0.4	1.0	0.8	0.8	0.5	0.8	1.2	1.0
Linton Springs		620	27.0	1.0	0.5	1.0	1.4	1.4	0.5	1.2	1.6	1.2
Manchester		620	29.0	1.0	0.5	1.0	1.4	1.4	0.6	1.4	1.8	1.2
Mechanicsville		454	21.0	1.0	0.6	1.0	1.0	1.0	0.7	1.0	1.6	1.0
Mt. Airy		436	18.0	1.0	0.5	1.0	1.0	1.0	1.0	0.8	1.5	1.0
Par's Ridge		446	22.0	1.0	0.5	1.0	1.0	1.0	0.0	1.0	1.5	1.2
Piney Ridge		530	26.0	1.0	0.5	1.0	1.2	1.2	0.6	1.2	2.0	1.2
Robert Moton	(*)	399	20.0	1.0	0.6	1.0	1.0	1.0	0.6	1.0	1.4	1.0
Runnymede		579	27.0	1.0	0.5	1.0	1.4	1.4	0.6	1.2	2.0	1.2
Sandymount		445	21.0	1.0	0.5	1.0	1.0	1.0	0.5	1.0	1.6	1.0
Spring Garden		444	22.0	1.0	0.6	1.0	1.2	1.2	0.8	1.0	1.6	1.0
Taneytown	(*)	395	20.0	1.0	0.6	1.0	1.0	1.0	0.5	1.0	1.6	1.0
Westminster		514	24.0	1.0	0.5	1.0	1.2	1.2	0.8	1.0	2.0	1.0
Wm. Winchester		541	27.0	1.0	0.5	1.0	1.4	1.4	0.5	1.4	2.0	1.2
Winfield		533	25.0	1.0	0.5	1.0	1.2	1.2	0.7	1.2	1.8	1.0
Totals		10723	505.0	22.0	11.4	22.0	25.4	25.4	13.4	24.0	36.4	23.2
*Title I												
**Enrollments come from September 30, 2017												

Class Size Report 2017-2018

School	FD-K Students	FD-K Staff	FD-K Ratio	1st Students	1st Staff	1st Ratio	2nd Students	2nd Staff	2nd Ratio	3rd Students	3rd Staff	3rd Ratio	4th Students	4th Staff	4th Ratio	5th Students	5th Staff	5th Ratio	Total Students	Total Staff	Total Ratio
Carrolltowne	96	5.0	19.2	105	5.0	21.0	75	4.0	18.8	89	4.0	22.3	83	3.0	27.7	85	3.0	28.3	533	24.0	22.2
Cranberry*	81	4.0	20.3	79	4.0	19.8	92	4.0	23.0	80	4.0	20.0	92	4.0	23.0	76	4.0	19.0	500	24.0	20.8
Ebb Valley	81	4.0	20.3	82	4.0	20.5	93	4.0	23.3	80	3.0	26.7	102	4.0	25.5	102	4.0	25.5	540	23.0	23.5
Eldersburg	61	4.0	15.3	79	4.0	19.8	78	4.0	19.5	75	3.0	25.0	73	3.0	24.3	81	4.0	20.3	447	22.0	20.3
Elmer Wolfe*	63	4.0	15.8	65	3.0	21.7	62	3.0	20.7	62	4.0	15.5	72	3.0	24.0	73	3.0	24.3	397	20.0	19.9
Freedom	80	4.0	20.0	86	4.0	21.5	81	4.0	20.3	95	4.0	23.8	74	3.0	24.7	95	4.0	23.8	511	23.0	22.2
Friendship Valley	76	4.0	19.0	81	4.0	20.3	74	3.0	24.7	83	4.0	20.8	95	4.0	23.8	88	4.0	22.0	497	23.0	21.6
Hampstead	61	3.0	20.3	61	3.0	20.3	47	3.0	15.7	65	3.0	21.7	53	3.0	17.7	55	2.0	27.5	342	17.0	20.1
Linton Springs	92	5.0	18.4	82	4.0	20.5	121	5.0	24.2	94	4.0	23.5	105	4.0	26.3	126	5.0	25.2	620	27.0	23.0
Manchester	98	5.0	19.6	98	5.0	19.6	77	4.0	19.3	123	5.0	24.6	113	5.0	22.6	111	5.0	22.2	620	29.0	21.4
Mechanicsville	80	4.0	20.0	76	4.0	19.0	66	3.0	22.0	68	3.0	22.7	88	4.0	22.0	76	3.0	25.3	454	21.0	21.6
Mt. Airy										149	6.0	24.8	148	6.0	24.7	139	6.0	23.2	436	18.0	24.2
Parr's Ridge	151	8.0	18.9	142	7.0	20.3	153	7.0	21.9										446	22.0	20.3
Piney Ridge	76	4.0	19.0	75	4.0	18.8	95	5.0	19.0	87	4.0	21.8	99	5.0	19.8	98	4.0	24.5	530	26.0	20.4
Robert Moton*	56	4.0	14.0	68	4.0	17.0	69	3.0	23.0	60	3.0	20.0	69	3.0	23.0	77	3.0	25.7	399	20.0	20.0
Runnymede	88	5.0	17.6	98	5.0	19.6	99	4.0	24.8	94	4.0	23.5	98	4.0	24.5	102	5.0	20.4	579	27.0	21.4
Sandymount	81	4.0	20.3	71	4.0	17.8	77	4.0	19.3	72	3.0	24.0	66	3.0	22.0	78	3.0	26.0	445	21.0	21.2
Spring Garden	63	4.0	15.8	67	3.0	22.3	76	4.0	19.0	60	3.0	20.0	87	4.0	21.8	91	4.0	22.8	444	22.0	20.2
Taneytown*	64	4.0	16.0	65	3.0	21.7	56	3.0	18.7	67	3.0	22.3	66	3.0	22.0	77	4.0	19.3	395	20.0	19.8
Westminster	97	5.0	19.4	77	4.0	19.3	92	4.0	23.0	66	3.0	22.0	92	4.0	23.0	90	4.0	22.5	514	24.0	21.4
Wm. Winchester	77	4.0	19.3	82	4.0	20.5	79	4.0	19.8	92	5.0	18.4	101	5.0	20.2	110	5.0	22.0	541	27.0	20.0
Winfield	111	6.0	18.5	80	4.0	20.0	87	4.0	21.8	81	4.0	20.3	93	4.0	23.3	81	3.0	27.0	533	25.0	21.3
Totals	1,733	94.0	18.4	1,719	86.0	20.0	1,749	83.0	21.1	1,742	79.0	22.1	1,869	81.0	23.1	1,911	82.0	23.3	10,723	505.0	21.2
	Average		18.4	Average		20.0	Average		21.0	Average		22.1	Average		23.1	Average		23.6	Average		21.2
	High		20.3	High		22.3	High		24.8	High		26.7	High		27.7	High		28.3	High		24.2
	Low		14.0	Low		17.0	Low		15.7	Low		15.5	Low		17.7	Low		19.0	Low		19.8

~Class sizes in all grades are influenced throughout the day by the mainstreaming of special education students

II. Middle Schools 2017 - 2018

A. Professional Staff - Program 02 (September 30 Enrollment)

Middle Schools	Enrollment	Principal	Assistant Principals	School Counselors	Media	Classroom Teachers	Average # of Students Per Teacher
East	712	1	2	2	1	40.5	17.6
Mt. Airy	737	1	1	2	1	39.0	18.9
North Carroll	618	1	1	2	1	33.0	18.7
Northwest	653	1	1	2	1	38.0	17.2
Oklahoma Road	748	1	1	2	1	38.7	19.3
Shiloh	661	1	2	2	1	35.8	18.5
Sykesville	760	1	1	2	1	40.0	19.0
West	962	1	2	3	1	54.6	17.6
Totals	5851	8	11	17	8	319.6	18.3

B. Academic Class Size and Number of Classes Over 30

Middle Schools	Total # of Students in Academic Classes	Total # of Academic Sections	Total # of Academic Classes	Academic Class Size Average	Total # of Academic Classes Over Thirty	Percentage Over 30
East	712	30	120	23.7	14	12%
Mt. Airy	737	29	149	25.4	38	26%
North Carroll	618	24	96	25.8	18	19%
Northwest	653	29	119	22.5	4	3%
Oklahoma Road	748	28	132	26.7	36	27%
Shiloh	661	27	108	24.5	18	17%
Sykesville	760	31	128	24.5	28	22%
West	962	42	168	22.9	37	22%
Totals	5851	240	1020	24.4	193	19%

2017-2018	5851	240	1020	24.4	193	19%
2016-2017	5931	243	1038	24.4	155	15%
2015-2016	6064	252	1007	24.1	147	15%
2014-2015	6022	256	1017	23.5	183	18%
2013-2014	6103	253	1064	24.1	180	17%
2012-2013	6051	270	1091	22.4	160	15%
2011-2012	6147	265	1078	23.2	193	18%
2010-2011	6129	279	1242	22.0	193	16%
2009-2010	6315	276	1130	22.9	156	14%
2008-2009	6337	271	1197	23.4	145	12%
2007-2008	6703	278	1223	24.1	241	20%
2006-2007	6833	273	1232	25.0	234	19%

III. High Schools 2017-2018

A. Professional Staff: Program 02 (September 30 Enrollment)

High Schools	Enrollment	Principal	Assistant Principal	School Counselors	Media	Classroom Teachers *	Coordinator of Facilities	Facilitator of Student Support	Average # of Students Per Teacher
Century	1134	1	2	4	1	53.67	1	1	21.1
Francis Scott Key	922	1	2	4	1	46.67	1	1	19.8
Liberty	1101	1	2	4	1	55.16	1	1	20.0
Manchester Valley	1341	1	2	5	1	67.33	1	1	19.9
South Carroll	1048	1	2	4	1	52	1	1	20.2
Westminster	1539	1	4	5	1	72.66	1	1	21.2
Winters Mill	1114	1	3	4	1	53.5	1	1	20.8
Totals	8199	7	17	30	7	400.99	7	7	20.4

* Totals do not include Special Education teachers

High Schools	Reading Specialists	HSA/PARCC Intervention Teachers	Career and Technology Teachers
Career & Technology Center	0	2	38.27
Century	1	0	
Francis Scott Key	1	0	
Liberty	1	0	
Manchester Valley	1	0	
South Carroll	1	0	
Westminster	1	0	
Winters Mill	1	0	
Totals	7	2	38.27

B. Academic Class Size

High Schools	Average Class Size	Number of Classes Over Thirty	Number of Classes Under Twenty
Century	24.5	57	56
Francis Scott Key	23.2	24	60
Liberty	24.9	26	40
Manchester Valley	23.6	29	72
South Carroll	23.5	30	67
Westminster	23.8	91	100
Winters Mill	23.9	45	64
Totals	23.9	302	459

Totals	Average Class Size	Number of Classes Over Thirty	Number of Classes Under Twenty
2017-2018	23.9	302	459
2016-2017	23.8	299	437
2015-2016	23.8	295	457
2014-2015	23.6	279	485
2013-2014	23.5	270	467
2012-2013	24.3	326	470
2011-2012	24.0	308	475
2010-2011	24.7	422	429
2009-2010	24.6	367	420
2008-2009	24.5	314	424
2007-2008	24.9	408	417
2006-2007	25.7	466	330

C. High School Academic Class Analysis

English

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes under Twenty
Century	1216	51	23.8	13	25%	15	29%
Francis Scott Key	1069	46	23.2	7	15%	13	28%
Liberty	1207	49	24.6	2	4%	10	20%
Manchester Valley	1495	65	23.0	10	15%	22	34%
South Carroll	1117	49	22.8	4	8%	16	33%
Westminster	1677	74	22.7	19	26%	27	36%
Winters Mill	1174	48	24.5	13	27%	15	31%
TOTALS	8955	382	23.4	68	18%	118	31%

Social Studies

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	1401	55	25.5	16	29%	11	20%
Francis Scott Key	1013	44	23.0	4	9%	13	30%
Liberty	1348	53	25.4	4	8%	7	13%
Manchester Valley	1448	63	23.0	3	5%	16	25%
South Carroll	1371	53	25.9	12	23%	5	9%
Westminster	1986	83	23.9	28	34%	25	30%
Winters Mill	1306	52	25.1	15	29%	12	23%
TOTALS	9873	403	24.5	82	20%	89	22%

Math

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	1267	52	24.4	12	23%	10	19%
Francis Scott Key	965	42	23.0	6	14%	14	33%
Liberty	1360	53	25.7	14	26%	6	11%
Manchester Valley	1422	60	23.7	4	7%	10	17%
South Carroll	1193	51	23.4	6	12%	15	29%
Westminster	1782	75	23.8	19	25%	24	32%
Winters Mill	1180	52	22.7	4	8%	19	37%
TOTALS	9169	385	23.8	65	17%	98	25%

Science

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	1218	50	24.4	12	24%	12	24%
Francis Scott Key	974	45	21.6	0	0%	17	38%
Liberty	1321	55	24.0	2	4%	11	20%
Manchester Valley	1584	69	23.0	3	4%	21	30%
South Carroll	1366	62	22.0	2	17%	22	35%
Westminster	1739	72	24.2	17	24%	17	24%
Winters Mill	1070	45	23.8	7	16%	11	24%
TOTALS	9272	398	23.3	43	11%	111	28%

Modern and Classical Language

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	674	28	24.1	4	14%	8	29%
Francis Scott Key	500	18	27.8	7	39%	3	17%
Liberty	660	27	24.4	4	15%	6	22%
Manchester Valley	819	30	27.3	9	30%	3	10%
South Carroll	562	24	23.4	6	25%	9	38%
Westminster	908	36	25.2	8	22%	7	19%
Winters Mill	604	26	23.2	6	23%	7	27%
TOTALS	4727	189	25.0	44	23%	43	23%

ACADEMIC TOTALS

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	5776	236	24.5	57	24%	56	24%
Francis Scott Key	4521	195	23.2	24	12%	60	31%
Liberty	5896	237	24.9	26	11%	40	17%
Manchester Valley	6768	287	23.6	29	10%	72	25%
South Carroll	5609	239	23.5	30	13%	67	28%
Westminster	8092	340	23.8	91	27%	100	29%
Winters Mill	5334	223	23.9	45	20%	64	29%
TOTALS	41996	1757	23.9	302	17%	459	26%

D. High School Non-Academic Class Size Analysis

Reading

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	41	5	8.2	0	0%	5	100%
Francis Scott Key	37	4	9.3	0	0%	4	100%
Liberty	36	4	9.0	0	0%	4	100%
Manchester Valley	45	5	9.0	0	0%	5	100%
South Carroll	33	2	16.5	0	0%	2	100%
Westminster	49	6	8.2	0	0%	6	100%
Winters Mill	45	4	11.3	0	0%	4	100%
TOTALS	286	30	9.5	0	0%	30	100%

Business Education

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	353	13	27.2	0	0%	1	8%
Francis Scott Key	100	5	20.0	0	0%	2	40%
Liberty	293	11	26.6	0	0%	1	9%
Manchester Valley	344	16	21.5	0	0%	5	31%
South Carroll	196	7	28.0	0	0%	0	0%
Westminster	565	20	28.3	9	45%	2	10%
Winters Mill	272	12	22.7	0	0%	3	25%
TOTALS	2123	84	25.3	9	11%	14	17%

Agriscience

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	67	6	11.2	0	0%	6	100%
Francis Scott Key	109	7	15.6	0	0%	5	71%
Liberty	99	5	19.8	0	0%	3	60%
Manchester Valley	132	8	16.5	0	0%	5	63%
South Carroll	128	8	16.0	0	0%	6	75%
Westminster	167	8	20.9	0	0%	4	50%
Winters Mill	118	7	16.9	0	0%	4	57%
TOTALS	820	49	16.7	0	0%	33	67%

Technology

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	430	16	26.9	2	13%	2	13%
Francis Scott Key	440	18	24.4	0	0%	4	22%
Liberty	358	13	27.5	0	0%	1	8%
Manchester Valley	589	23	25.6	4	17%	4	17%
South Carroll	309	18	17.2	0	0%	2	11%
Westminster	720	34	21.2	5	15%	14	41%
Winters Mill	498	18	27.7	8	44%	2	11%
TOTALS	3344	140	23.9	19	14%	29	21%

Art

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	268	13	20.6	4	31%	7	54%
Francis Scott Key	294	12	24.5	1	8%	3	25%
Liberty	394	18	21.9	2	11%	6	33%
Manchester Valley	288	12	24.0	2	17%	2	17%
South Carroll	222	14	15.9	0	0%	9	64%
Westminster	364	17	21.4	1	6%	6	35%
Winters Mill	310	14	22.1	2	14%	5	36%
TOTALS	2140	100	21.4	12	12%	38	38%

Music/Drama

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	467	20	23.4	5	25%	9	45%
Francis Scott Key	305	18	16.9	1	6%	11	61%
Liberty	371	16	23.2	4	25%	6	38%
Manchester Valley	466	21	22.2	4	19%	8	38%
South Carroll	363	15	24.2	4	0%	5	33%
Westminster	583	24	24.3	4	17%	5	21%
Winters Mill	363	20	18.2	3	15%	15	75%
TOTALS	2918	134	21.8	25	19%	59	44%

Family & Consumer Sciences

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	360	17	21.2	4	24%	6	35%
Francis Scott Key	414	20	20.7	0	0%	8	40%
Liberty	518	23	22.5	0	0%	6	26%
Manchester Valley	686	31	22.1	0	0%	9	29%
South Carroll	316	17	18.6	0	0%	11	65%
Westminster	375	18	20.8	2	11%	8	44%
Winters Mill	551	26	21.2	4	15%	11	42%
TOTALS	3220	152	21.2	10	7%	59	39%

Physical Education

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	884	29	30.5	18	62%	2	7%
Francis Scott Key	675	26	26.0	7	27%	2	8%
Liberty	813	29	28.0	10	34%	2	7%
Manchester Valley	1002	38	26.4	11	29%	4	11%
South Carroll	841	33	25.5	4	12%	6	18%
Westminster	1155	42	27.5	20	48%	7	17%
Winters Mill	766	29	26.4	6	21%	3	10%
TOTALS	6136	226	27.2	76	34%	26	12%

Health

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	424	16	26.5	2	13%	1	6%
Francis Scott Key	260	10	26.0	2	20%	1	10%
Liberty	477	17	28.1	4	24%	1	6%
Manchester Valley	398	17	23.4	1	6%	4	24%
South Carroll	307	11	27.9	3	27%	0	0%
Westminster	663	26	25.5	5	19%	5	19%
Winters Mill	471	17	27.7	8	47%	2	12%
TOTALS	3000	114	26.3	25	22%	14	12%

Marketing

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	43	4	10.8	0	0%	4	100%
Francis Scott Key	0	0	0.0	0	0%	0	0%
Liberty	25	1	0.0	0	0%	0	0%
Manchester Valley	47	3	15.7	0	0%	2	67%
South Carroll	23	1	23.0	0	0%	0	0%
Westminster	35	2	17.5	0	0%	1	50%
Winters Mill	7	1	7.0	0	0%	1	100%
TOTALS	180	12	15.0	0	0%	8	67%

NON ACADEMIC TOTALS

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	3337	139	24.0	35	25%	43	31%
Francis Scott Key	2634	120	22.0	11	9%	40	33%
Liberty	3384	137	24.7	20	15%	30	22%
Manchester Valley	3997	174	23.0	22	13%	48	28%
South Carroll	2738	126	21.7	11	9%	41	33%
Westminster	4676	197	23.7	46	23%	58	29%
Winters Mill	3401	148	23.0	28	19%	50	34%
TOTALS	24167	1041	23.2	173	17%	310	30%

9th Grade Transition Courses Freshman Seminar/Teen Leadership

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	294	10	29.4	3	30%	0	0%
Francis Scott Key	168	7	24.0	2	29%	2	29%
Liberty	0	0	0.0	0	0%	0	0%
Manchester Valley	286	11	26.0	2	18%	0	0%
South Carroll	48	2	24.0	0	0%	0	0%
Westminster	10	2	5.0	0	0%	2	100%
Winters Mill	0	0	0.0	0	0%	0	0%
TOTALS	806	32	25.2	7	22%	4	13%

E. The Gateway School (High School)
2017-2018

Academic Class Size Analysis* ESTIMATED

SEMESTER 1

COURSE	NUMBER OF STUDENTS	NUMBER OF SECTIONS	AVERAGE CLASS SIZE	CLASSES OVER THIRTY
English	85	16	5	0
Social Studies	88	16	5.5	0
Science	76	14	5	0
Spanish I & II	7	4	2	0
Distance Learning Lab – DLL	7	6	1	0
Math	93	18	5	0
TOTALS	356	74	23.5	0

Non Academic Class Size Analysis*

COURSE	NUMBER OF STUDENTS	NUMBER OF SECTIONS	AVERAGE CLASS SIZE	CLASSES OVER THIRTY
P. E.	64	10	6	0
CRD I,II,III	23	5	4.6	0
Financial Literacy	22	7	3	0
Princ. Bus. Admin/Mgmt.	0	0	0	0
Tech	37	6	6	0
Art	65	14	4.6	0
Experiential Ed.	11	2	5.5	0
Health	13	4	3.25	0
Intro to Foods	21	4	5.25	0
Seminar/Teen Leadership	270	32	8.43	0
	526	84	46.63	0

**F. Carroll County Career and Technology Center
Class Enrollment for 2017-2018
As of September, 2017**

Program	Male	Female	Total Fall	Male	Female	Total Spring	Grand Total
Academy of Health Professions	2	63	65	2	63	65	130
Auto Service Technology	31	0	31	27	3	30	61
Biomedical : PLTW I (Mod 1)	11	31	42	11	31	42	84
Biomedical : PLTW II (Mods 2&3)	13	30	43	9	34	43	86
Building Maintenance (5th Mod)	5	0	5	5	0	5	10
Carpentry	15	1	16	18	0	18	34
Cisco Networking Academy	19	3	22	20	2	22	44
Collision Repair Technology	12	0	12	11	0	11	23
Computer Technology (Mod 1)	16	0	16	16	0	16	32
Computer Technology	21	1	22	18	4	22	44
Cosmetology	2	29	31	3	67	70	101
Criminal Justice/Homeland Security (Mod 1)	21	23	44	22	23	45	89
Criminal Justice/Homeland Security (Mods 2&3)	28	17	45	25	23	48	93
Culinary Arts	8	4	12	16	5	21	33
Culinary Arts - Baking & Pastry	7	7	14	5	15	20	34
Drafting	11	5	16	17	2	19	35
Early Childhood Education	1	29	30	1	29	30	60
Electrical Construction	12	0	12	17	0	17	29
Heating, Ventilation and Air Conditioning	12	0	12	18	0	18	30
Heavy Equipment and Truck Technology	17	1	18	17	2	19	37
Manufacturing & Machine Technology	10	1	11	9	0	9	20
Masonry Technology	10	0	10	13	0	13	23
Physical Rehabilitation	6	14	20	6	14	20	40
Print Production	8	12	20	4	15	19	39
Project Lead the Way - Engineering I	55	10	65	35	8	43	108
Project Lead the Way - Engineering II	34	9	43	33	4	37	80
Textiles and Fashion Careers	2	9	11	3	15	18	29
Video Production	9	11	20	13	7	20	40
Video Production (5th Mod)	4	0	4	4	0	4	8
Welding Technology	14	1	15	18	1	19	34
Career Connections/Research and Development	4	5	9	8	7	15	24
Total Enrollment for SY 2017-2018	420	316	736	424	374	798	1534

G. Finance Academy

HIGH SCHOOL	NUMBER OF STUDENTS	NUMBER OF SECTIONS
Class at Westminster High	28	3

H. Teacher Academy

TEACHING AS A PROFESSION	NUMBER OF STUDENTS	NUMBER OF SECTIONS
Westminster High School*	24	2

FOUNDATIONS OF CURRICULUM & INSTRUCTION	NUMBER OF STUDENTS	NUMBER OF SECTIONS
Westminster High School*	23	2

*Students from FSK, LHS, MVHS, and SCHS are transported to Westminster High

I. Homeland Security and Emergency Preparedness Geographic Information Systems and Technology

HIGH SCHOOL	NUMBER OF STUDENTS	NUMBER OF SECTIONS
Westminster High School	11	2

SPECIAL EDUCATION
STAFF ANALYSIS AND CLASS SIZE REPORTS
2017 - 2018

SPECIAL EDUCATION
STAFF ANALYSIS AND CLASS SIZE REPORTS
2017-2018

SCHOOL	LRE A *	LRE B *	LRE C *	LRE D *	LRE F *	LRE G *	LRE S *	LRE W *	LRE Y *	TOTAL STUDENTS	SP. ED. TCHRS	SPEECH THERAPISTS	ASST. F.T.E.	***HRLY ASST.
CSS	0	0	0	5	33	0	14	0	0	52	9.0	3.0	7.0	164.5
CT	46	8	0	0	0	0	14	1	0	69	6.0	2.0	5.6	54.75
CSE	33	0	0	0	0	0	1	5	0	39	3.0	.8	1.5	13
EBB	42	2	0	0	0	0	0	2	0	46	3.0	.8	2.0	18
ELDER	37	3	0	0	0	0	1	5	0	46	3.0	1.0	1.5	18
EWE	47	6	0	0	0	0	0	1	0	54	3.0	0	1.5	17.5
FREE	25	7	0	1	0	0	1	1	0	35	3.0	1.0	2.0	12.5
FVE	41	3	0	0	0	0	2	0	0	46	3.0	1.0	1.5	15.5
HAMP	18	8	21	0	0	0	6	6	1	60	8.0	2.0	8.0	151.5
LSE	45	7	0	0	0	0	0	11	0	63	3.0	1.0	2.5	11
MAN	68	6	0	0	0	0	0	7	0	81	3.0	1.7	2.0	60
MECH	48	2	0	0	0	0	0	10	0	60	3.0	1.0	5.5	12
MAE	40	7	1	0	0	0	0	0	0	48	3.0	0	1.5	11.5
PARRS	33	4	0	0	0	0	1	6	2	46	3.0	1.2	1.0	25
PRE	43	3	1	0	0	0	0	4	0	51	3.0	1.0	2.5	24
RME	41	14	29	0	0	0	19	9	0	112	12.0	2.0	9.0	203.5
RUNNY	54	8	3	0	0	0	10	11	0	86	6.0	2.0	3.5	53
SANDY	29	4	0	0	0	0	0	7	0	40	3.0	.8	2.0	6.5
SGE	38	2	0	0	0	0	0	8	0	48	3.0	1.0	2.0	6.5
TANEY	39	9	0	0	0	0	0	4	0	52	4.0	1.0	1.5	24
WES	53	3	0	0	0	0	1	2	0	59	3.0	1.0	2.0	30
WWE	43	0	0	0	0	0	1	2	0	46	2.0	1.0	2.5	0
WIN	39	26	16	0	0	0	7	3	0	91	12.0	3.0	10.6	193
TOTAL	902	132	71	6	33	0	78	105	3	1330	104.0	29.3	78.7	1125.25

SPECIAL EDUCATION
STAFF ANALYSIS AND CLASS SIZE REPORTS
2017-2018

SCHOOL	LRE A *	LRE B *	LRE C *	LRE D *	LRE F *	LRE G *	LRE S *	LRE W *	LRE Y *	TOTAL STUDENTS	SP. ED. TCHRS	SPEECH THERAPISTS	ASST. F.T.E.	***HRLY ASST.
CROSSROADS	1	0	0	0	0	0	0	0	0	1	1.0	0	1.0	0
EASTMDL	71	4	18	0	0	0	0	0	0	93	9.0	0	8.0	38.5
MAM	64	3	1	0	0	0	0	0	0	68	4.0	1.0	4.0	19
NCM	53	1	5	0	0	0	0	0	0	59	4.0	.6	5.0	42.5
NWEST	81	4	4	0	0	0	0	0	0	89	6.0	1.0	5.0	39
ORMS	71	7	0	0	0	0	0	0	0	78	5.0	1.0	4.0	30.5
SHLOH	60	5	11	1	0	0	0	0	0	77	7.0	1.0	6.6	89.5
SMS	49	2	2	0	0	0	0	0	0	53	4.9	1.0	4.0	12
WEST	90	12	5	0	0	0	0	0	0	107	7.6	1.4	7.0	25
TOTAL	540	38	46	1	0	0	0	0	0	625	48.5	7.0	44.6	296

SPECIAL EDUCATION
STAFF ANALYSIS AND CLASS SIZE REPORTS
2017-2018

SCHOOL	LRE A *	LRE B *	LRE C *	LRE D *	LRE F *	LRE G *	LRE S *	LRE W *	LRE Y *	TOTAL STUDENTS	SP. ED. TCHRS	SPEECH THERAPISTS	ASST. F.T.E.	***RLY ASST.
CCCT-C											2.0	0	3.8	6
CHS	66	19	5	0	0	0	0	0	0	90	5.0	1.0	4.0	13
FSKHIGH	81	3	12	1	0	0	0	0	0	97	5.0	0	5.0	45
GATEWAY	19	0	0	0	0	0	0	0	0	19	2.0	0	2.0	6
LIBERTY	46	7	1	0	0	0	0	0	0	54	4.0	1.0	4.0	39
MVHS	122	9	8	0	0	0	0	0	0	139	9.0	.6	9.0	75.5
POST-SEC.	3	4	23	0	0	0	0	0	0	30	2.0	0	5.0	36
SCHS	56	5	6	0	0	0	0	0	0	67	4.0	0	4.0	43.5
WHS	84	21	41	0	0	0	0	0	0	146	17.0	1.6	16.6	62
WMHS	73	8	25	0	0	0	0	0	0	106	9.0	0	8.7	148
TOTAL	550	76	121	1	0	0	0	0	0	748	59.0	4.2	62.1	474
Nonpublic										Case Manage 73				

CCCT-C are included in Home High School Numbers

*** LEAST RESTRICTIVE ENVIRONMENTS**

- A = Out of General Education < 20% of school day
- B = Out of General Education 21% < out < 60% of school day
- C = Out of General Education > 60% of school day
- D = Homebound > 50% of school day
- F = Public Separate Day School > 50% of school day
- G = Private Separate Day School > 50 % of school day
- S= Separate Class age 3-5 Year Old
- W=Attending a Regular Early Childhood Program >10 hours per week and receiving majority of special education and related services in that setting
- Y=Attending a Regular Early Childhood Program <10 hours per week and receiving majority of special education and related services in that setting

***Hours per day

SPECIAL EDUCATION
STAFF ANALYSIS AND CLASS SIZE REPORTS
2017-2018

RELATED SERVICE STAFF	F.T.E.	HOURLY/CONTRACTED
ADAPTED PHYSICAL EDUCATION	9.2	
ASSISTIVE TECHNOLOGY ASSISTANTS/TEACHER	3.8	
BEHAVIOR SUPPORT SPECIALIST - AUTISM	3.0	
HEARING RESOURCE	2.0	
HOME SPEECH THERAPY	7.4	
INFANT & TODDLER LIAISONS	4.7	
INSTRUCTIONAL/PROGRAM CONSULTANTS	9.0	
INTERVENTION THERAPISTS	6.0	30 hours
SUPERVISORS/COORDINATORS	9.0	
OCCUPATIONAL THERAPIST*	11.8	35 hours
CERTIFIED OCCUPATIONAL THERAPY ASSISTANTS	2.6	
PARTNERS FOR SUCCESS/FAMILY SUPPORT NETWORK	1.0	
PHYSICAL THERAPISTS*	4.6	70 hours
PHYSICAL THERAPIST ASSISTANT	1.0	
PRESCHOOL LIAISONS	4.0	
PRESCHOOL SPEECH THERAPY	4.6	
SIGN LANGUAGE INTERPRETERS	2.0	
SPEECH AND LANGUAGE SERVICES*	40.5	417 hours
VISION RESOURCE*	2.0	35 hours
TOTAL	128.2	587 hours

* Hourly/Contracted weekly

APPENDIX

C

CHAPTER 156: ADEQUATE PUBLIC FACILITIES AND CONCURRENCY MANAGEMENT

- 156.01 Purpose
- 156.02 Definitions
- 156.03 Applicability
- 156.04 Building permits
- 156.05 Adequacy approval
- 156.06 Approval process
- 156.07 Residential development database and annual report

§ 156.01 PURPOSE.

(A) The purpose of this chapter is to ensure that proposed or planned residential growth proceeds at a rate that will not unduly strain public facilities, including schools, roads, water and sewer facilities, and police, fire, and emergency medical services.

(B) This chapter establishes minimum adequacy standards or thresholds for these facilities and services and mandates that the cumulative impacts of proposed or planned residential growth, within the incorporated municipalities and the county, be considered in testing for adequacy under these standards.

(C) This chapter does not abrogate or supersede any other applicable statutes, ordinances, regulations, or policies.

(2004 Code, § 71-1) (Ord. 161, passed 3-5-1998; Ord. 02-12, passed 8-13-2002; Ord. 04-13, passed 4-20-2004)

§ 156.02 DEFINITIONS.

For the purpose of this chapter, the following definitions shall apply unless the context clearly indicates or requires a different meaning. Any term not defined in this chapter shall have the meaning as defined in any chapter of the County Code. Any term not defined in the County Code in any chapter shall have its generally accepted meaning.

ADEQUACY APPROVAL. The process by which the adequacy of public facilities and services is determined.

AVAILABLE THRESHOLD CAPACITY(ATC). The amount of capacity available for future development under this chapter determined by balancing the county's ability to pay for infrastructure, schools, and police, fire, and emergency medical services with building permit reservations and phasing of projects. Capacity of a facility is determined by the county or the incorporated municipality, if applicable.

BUILDING PERMIT. As used in this chapter, the term **BUILDING PERMIT** includes only projects that create one or more new residential dwelling units or equivalent dwelling units.

BUILDING PERMIT CAP. The number of residential building permits to be issued during a fiscal year in a specific area of the county or county-wide, as authorized by this chapter.

BUILDING PERMIT RESERVATION. The ability to apply for a building permit, as authorized by this chapter.

COMMUNITY INVESTMENT PLAN (CIP). The six-year plan adopted annually by the County Commissioners to provide, expand, and renovate public facilities.

DEPARTMENT. The Department of Land Use, Planning, and Development, or any successor agency designated by the County Commissioners.

DEVELOPER. An individual, partnership, firm, corporation, or unincorporated association that undertakes or participates in the activities covered by this chapter.

DEVELOPMENT PIPELINE. Unrecorded residential development projects for which the county has accepted a concept plan or an incorporated municipality has accepted a plan.

DWELLING UNIT. A single unit providing complete independent living facilities for one or more persons, including permanent provisions for living, sleeping, eating, cooking, and sanitation.

EQUIVALENT DWELLING UNIT. For multi-unit residential development which does not contain complete dwelling units, the number of dwelling units shall be calculated as follows:

- (1) For the first eight occupants, one dwelling unit; and
- (2) For every three occupants after the first eight occupants, one additional dwelling unit.

LATE RESPONSE. An incident when the primary unit from the first-due Fire Department responds after the allotted time has elapsed as determined by the Carroll County Volunteer Emergency Services Association (CCVESA) or its successor.

LEVEL OF SERVICE. A qualitative measure describing operational conditions on road segments and intersections. Designations of A (free flow) through F (heavily congested) are determined based on criteria established by the Department of Public Works or the State Highway Administration, or their successor agencies, as applicable.

MAXIMUM DAY DEMAND. The annual average day demand for water multiplied by 1.75.

NO RESPONSE. An incident when the primary unit from the first-due Fire Department fails to respond.

PHASING. The scheduled stages by which a project or sections of lots subject to this chapter may proceed which regulate the progress of the project concurrent with available or adequate public facilities or services, or future availability of a relief facility.

PROJECTED ANNUAL AVERAGE DAILY FLOW. The annual average daily flow for sewerage plus the projected flow for the proposed use.

RESIDENTIAL DEVELOPMENT. All proposed buildings or structures which will contain one or more dwelling units or equivalent dwelling units. This term includes an accessory dwelling, nursing home, continuing care retirement community, and assisted living facility. This term does not include a hospital, hotel, motel, or similar building used for transient overnight stays.

RETIREMENT HOME. A development consisting of one or more buildings designed to meet the needs of, and exclusively for, the residences of persons at least 55 years of age.

ROADS. Applies to public roads that the county or other governmental entity owns or has primary maintenance responsibility.

SCHEDULED COMPLETION YEAR. The year established by the Planning Commission for recordation of each section of a project.

SCHOOLS. Applies only to public schools kindergarten through grade 12.

(2004 Code, § 71-2) (Ord. 161, passed 3-5-1998; Ord. 02-12, passed 8-13-2002; Ord. 04-13, passed 4-20-2004; Ord. 08-01, passed 2-14-2008)

§ 156.03 APPLICABILITY.

(A) **Included.** This chapter applies to:

- (1) Major residential subdivisions;
- (2) Site plans for residential development; and
- (3) Mobile home parks.

(B) **Exemptions.** This chapter does not apply to:

- (1) Off conveyances, including off conveyed lots and remainders;
- (2) Commercial and industrial projects;
- (3) Minor residential subdivisions;
- (4) Government uses of property and improvements;
- (5) Amendments to plats and site plans that do not increase residential density over that already

approved;

- (6) Residential subdivisions on property subject to an agricultural land preservation easement; and
- (7) Attached and detached accessory dwellings.

(C) **Modified adequacy testing for certain projects.**

(1) Provided retirement homes are located within a public water and a public sewer service area, retirement homes do not require adequacy approval as to schools but shall meet all other requirements of this chapter.

(2) Final plats and site plans for which the Planning Commission or Department of Planning issued final approval but were not recorded on or before March 5, 1998, shall meet the building permit requirements of this chapter but are not required to obtain adequacy approval in order to be eligible for building permits.

(2004 Code, § 71-3) (Ord. 161, passed 3-5-1998; Ord. 02-12, passed 8-13-2002; Ord. 04-13, passed 4-20-2004; Ord. 07-07, passed 5-17-2007; Ord. 08-01, passed 2-14-2008; Ord. 2011-02, passed 5-17-2011; Ord. 2012-02, passed 2-23-2012; Ord. 2012-02, passed 5-10-2012)

§ 156.04 BUILDING PERMITS.

(A) In areas of the county where thresholds are not met, are approaching inadequacy, or a need to finance facilities exists, the county may establish a building permit cap prescribing the number of residential building

allocations to be issued in that area. In those areas, the county shall determine the total number of building permit reservations per year and the number of building permit reservations to be allocated per subdivision. Building permit reservations are nontransferable from one lot to another. The county may reserve a certain number of the building permits for projects not subject to this chapter. The county may also allow a certain number of building permit reservations in certain areas where services or facilities are inadequate or approaching inadequate if the County Commissioners determine that exceptional circumstances exist.

(B) The county intends that the number of residential development building permit approvals issued in the county shall not exceed an average of 6,000 during any six-year period. For purposes of counting the 6,000 permits, all building permits issued county-wide, including those issued in municipalities and those issued for projects that are not subject to this chapter, shall be included. In order to achieve this goal, the county may establish a building permit cap prescribing the number of residential building permits to be issued in the county for projects listed in § 156.03(A).

(C) The Department, in making recommendations to the Planning Commission regarding the adequacy of public facilities and services for projects subject to this chapter, shall consider the cumulative impacts of the development pipeline in both the county and in the incorporated municipalities. In determining the adequacy of facilities and services, the Planning Commission shall consider the impact of the project and the cumulative impact of the development pipeline in both the county and in the incorporated municipalities.

(D) Except as otherwise provided in divisions (A) or (B) above, building permits that are subject to this chapter shall be issued on a first come, first served basis.

(E) Building permit limits:

(1) Except as provided in division (E)(2) below, the county shall not issue more than 25 building permits per subdivision or 25 residential dwelling units or equivalent dwelling units, as applicable for the project, per fiscal year. The building permits are nontransferable from one lot to another and shall not exceed 25 per subdivision regardless of multiple or successive ownership;

(2) For multi-unit residential site plans, the county shall not issue a building permit or permits for more than 50 residential dwelling units or equivalent dwelling units, as applicable for the project, per fiscal year;

(3) A developer may not circumvent the provisions of this chapter by submitting piecemeal applications for approvals for any parcel of land subdivided after March 5, 1998; and

(4) This division (E) is in addition to and not in lieu of any other limit imposed by law, regulation, or PWA.

(F) Nothing in this chapter shall be construed to limit the number of building permits the county will issue for projects within the boundaries of incorporated municipalities.

(2004 Code, § 71-4) (Ord. 161, passed 3-5-1998; Ord. 02-12, passed 8-13-2002; Ord. 04-13, passed 4-20-2004; Ord. 08-01, passed 2-14-2008; Ord. 2010-04, passed 4-1-2010)

§ 156.05 ADEQUACY APPROVAL.

(A) **Required.** ATC is required for all years in the current six-year CIP.

(B) **Designation as inadequate.** No project may be approved by the Commission if a public facility or service is inadequate or projected to be inadequate during the current CIP, unless a relief facility is planned to address the inadequacy or the developer provides mitigation acceptable to the county or the Board of County Commissioners has determined that exceptional circumstances exist to allow the approval despite the inadequacy or approaching inadequacy. No residential plat may be recorded or final residential site plan approved until a relief facility planned to address the inadequacy in the current CIP has construction underway and completion is anticipated within six months or the developer provides mitigation acceptable to the county or the Board of County Commissioners has determined that exceptional circumstances exist.

(C) **Preliminary approval.** For projects that received preliminary approval by the Commission after March 5, 1998, and prior to April 22, 2004, the developer shall submit the project to the Commission for issuance of a recordation schedule and building permit reservations. For projects that received preliminary approval by the Commission prior to March 5, 1998, the project shall be tested for adequacy when final plan approval is sought pursuant to § 156.06(E).

(D) **Threshold requirements.**

(1) **Adequacy.**

(a) **Schools.** An elementary or high school serving a proposed project is adequate, for the purposes of this subchapter, when current or projected enrollment equals or is less than 109% of the state-rated capacity. A middle school serving a proposed project is adequate, for the purposes of this subchapter, when current or

projected enrollment equals or is less than 109% of the functional capacity.

(b) **Roads.** Projected level of service for road segments and intersections within the traffic impact study area for the proposed project is adequate if rated Level of Service C or better, according to the Department of Public Works or by the state, as applicable.

(c) **Fire and emergency medical services.** Services are adequate if:

1. Total number of late and no responses is less than 15%, and the total number of no responses is less than 4% measured on a 24-month basis, updated monthly;
2. Using an average over the previous 24 months, response time is eight minutes or less from time of dispatch to on-scene arrival with adequate apparatus and personnel; and
3. All bridges and roads for the most direct route or acceptable secondary route to the project site are adequate to support fire and emergency response apparatus.

(d) **Police services.** Services are adequate if the projected ratio of sworn law enforcement officers to population is 1.3:1,000. The ratio shall be calculated by counting all sworn officers with law enforcement responsibility in an incorporated municipality or within the county and by counting the total population within the incorporated municipalities and within the unincorporated county.

(e) **Water and sewer services.** For water services, the facility is adequate if the maximum day demand is less than 85% of the total system production capacity. For sewer services, the facility is adequate if the projected annual average daily flow is less than 85% of the wastewater treatment facility permitted capacity.

(2) **Approaching inadequacy.**

(a) **Schools.** An elementary school serving a proposed project is approaching inadequate, for the purposes of this subchapter, when current or projected enrollment is 110% to 119% of the state-rated capacity. A middle school serving a proposed project is approaching inadequate, for the purposes of this subchapter, when current or projected enrollment is 110% to 119% of the functional capacity. A high school serving a proposed project is approaching inadequate, for the purposes of this subchapter, when current or projected enrollment is 110% to 119% of the state-rated capacity.

(b) **Roads.** Projected level of service for road segments and intersections within the traffic impact study area for the proposed project is approaching inadequate if rated Level of Service D, according to the Department of Public Works or by the state, as applicable.

(c) **Fire and emergency medical services.** Services are approaching inadequate if:

1. Either the total number of late and no responses equals or exceeds 15%, or the total number of no responses equals or exceeds 4% measured on a 24-month basis, updated monthly, but not both; or
2. Using an average over the previous 24 months, response time is between eight and ten minutes from time of dispatch to on-scene arrival with adequate apparatus and personnel.

(d) **Police services.** Services are approaching inadequate if the projected ratio of sworn law enforcement officers to population is between 1.2-1.3:1,000. The ratio shall be calculated in accordance with division (D)(1)(d) above.

(e) **Water and sewer services.** For water services, the facility is approaching inadequate if the projected maximum day demand is equal to or greater than 85% but less than 95% of the total system production capacity. For sewer services, the facility is approaching inadequate if the projected annual average daily flow is greater than or equal to 85% but less than 95% of the wastewater treatment facility permitted capacity.

(3) **Inadequacy.**

(a) **Schools.** An elementary school serving a proposed project is inadequate, for the purposes of this subchapter, when current or projected enrollment is equal to or greater than 120% of the state-rated capacity. A middle school serving a proposed project is inadequate, for the purposes of this subchapter, when current or projected enrollment is equal to or greater than 120% of the functional capacity. A high school serving a proposed project is inadequate, for the purposes of this subchapter, when current or projected enrollment is equal to or greater than 20% of the state-rated capacity.

(b) **Roads.** Projected Level of Service for road segments and intersections within the traffic impact study area for the proposed project is E or F, according to the Department of Public Works or by the state, as applicable.

(c) **Fire and emergency medical services.** Services are inadequate if:

1. Total number of late and no responses equals or exceeds 15%, and the total number of no

responses equals or exceeds 4% measured on a 24-month basis, updated monthly;

2. Using an average over the previous 24 months, response time exceeds ten minutes from time of dispatch to on-scene arrival with adequate apparatus and personnel; or

3. A bridge or road is inadequate to support fire and emergency response apparatus for the most direct route and a bridge or road is inadequate to support fire and emergency response apparatus for the acceptable secondary route to the project site.

(d) **Police services.** Services are inadequate if the projected ratio of sworn law enforcement officers to population is anything less than 1.2:1,000. The ratio shall be calculated in accordance with division (D)(1)(d) above.

(e) **Water and sewer services.** For water services, the facility is inadequate if the projected maximum day demand is equal to or greater than 95% of the total system production capacity. For sewer services, the facility is inadequate if the projected annual average daily flow is greater than or equal to 95% of the wastewater treatment facility permitted capacity.

(4) **Building permit requirements.** The availability of building permit reservations as limited by a building permit cap as adopted pursuant to § 156.04.

(2004 Code, §71-5) (Ord. 161, passed 3-5-1998; Ord. 02-12, passed 8-13-2002; Ord. 04-13, passed 4-20-2004; Ord. 08-01, passed 2-14-2008; Ord. 2010-04, passed 4-1-2010; Ord. 2012-02, passed 2-23-2012)

§ 156.06 APPROVAL PROCESS.

(A) **Compliance.** No development project subject to this chapter may be approved by the Planning Commission until the project has satisfied the requirements of this chapter.

(B) **Violations.** Any permit or approval obtained in violation of this chapter is void.

(C) **Concept process.**

(1) A concept concurrency application for a residential subdivision or other project subject to this chapter shall be submitted when a concept plan, pursuant to Chapter 155, is submitted to the Department. The application shall contain:

- (a) The number of units, type of units, and gross density of the proposed project;
- (b) The location of the proposed project;
- (c) Identification of the public facilities impacted by the proposed project;
- (d) The tax account identification number; and
- (e) Any other relevant information required by the county.

(2) Upon acceptance by the county of a completed concept concurrency application, the Department shall review the proposed project for ATC and compliance with this chapter. The Department, as staff to the Planning Commission, shall issue a tentative determination as to the adequacy of public facilities. The tentative determination does not constitute any guarantee of adequacy of public facilities and is not binding upon the Planning Commission.

(3) The tentative determination shall expire six months after issuance unless a preliminary plan is submitted and accepted for review in accordance with Chapter 155.

(D) **Preliminary process.**

(1) **Application.** A preliminary concurrency application for a residential subdivision or other project subject to this chapter shall be submitted when a preliminary plan, pursuant to Chapter 155, is submitted to the Department. The application shall contain:

- (a) The number of units, type of units, and gross density of the proposed project;
- (b) The location of the proposed project;
- (c) Identification of the public facilities impacted by the proposed project;
- (d) A traffic impact study for roads and intersections completed in accordance with the traffic impact study guidelines contained in the Department of Public Works' *Design Manual, Volume I, Roads and Storm Drains*, as revised or amended;
- (e) The tax account identification number; and
- (f) Any other relevant information required by the county.

(2) **Distribution and review.**

(a) After all review agency comments have been addressed and the Department has determined that the preliminary plan may be presented to the Planning Commission, the Department shall distribute the ATC form and preliminary plan to the appropriate agencies for review and comment.

(b) Upon receipt of all applicable agency comments and ATC forms, the Department shall review the

proposed project for ATC and compliance with this chapter.

(c) If no response is received from any applicable agency within 30 days of the date the Department distributes the ATC form, the ATC shall be presumed adequate for the particular facility or service for which no response was received.

(d) No preliminary plan may be presented to the Planning Commission until the written report is prepared pursuant to division (D)(3) below.

(e) The preliminary plan may not be withdrawn from the Planning Commission agenda by the developer after the distribution of the ATC form. The preliminary plan shall be presented to the Planning Commission for adequacy approval.

(3) **Report.** The Department shall forward a written report to the Planning Commission including a recommendation as to whether adequacy approval should be granted and the following information:

(a) The number and type of units the proposed project would generate;

(b) The specific public facilities impacted by the proposed project;

(c) The extent of impact of the proposed project;

(d) The availability of ATC to serve the proposed project during the scheduled completion year and all remaining years in the existing CIP;

(e) The demand on existing and planned public facilities and services from all existing and approved development in the proposed project's applicable service area or district, including lots or projects not subject to this chapter, as follows:

1. Existing lots and subdivisions, including residential units which have been approved by the Planning Commission, in the impact area; and

2. All residential building permits proposed or projected in the impact area for the six-year CIP period including units which are not subject to this chapter, such as off conveyances, minor subdivisions in the "A" District, and residential projects located in incorporated municipalities.

(f) If any existing facilities or services are inadequate, whether any facilities or services are planned in the CIP or budget that would alleviate the inadequacy, including the year in which the facilities or services are projected to be completed and operational and the extent to which they would alleviate the inadequacy.

(4) **Planning Commission adequacy determination.**

(a) **Denial.** If a public facility or service is inadequate or projected to be inadequate during the current CIP at the preliminary plan stage and no relief facility is planned in the six-year CIP to address the inadequacy or no mitigation is accepted by the county pursuant to § 156.06(B), the plan shall be denied by the Commission. At the request of the developer, the plan may be placed in a queue and retested on an annual basis.

(b) **Conditional approval.** If a public facility or service is inadequate and a relief facility is planned in the six-year CIP to address the inadequacy or mitigation is accepted by the county pursuant to § 156.06(B), or a public facility or service is approaching inadequate during the current CIP, the Planning Commission may conditionally approve the plan to proceed to the final plan stage and issue a tentative recordation schedule and tentative building permit reservations, subject to modification at the final plan stage.

(c) **Approval.** If all public facilities and services are adequate during the current CIP, the Planning Commission may approve the plan to proceed to the final plan stage and issue a recordation schedule and building permit reservations, subject to a building permit cap adopted by the County Commissioners in effect at the time of application for building permits.

(5) **Retesting.** For projects released from a queue, the project will be retested as to the facility or service which was inadequate or projected to be inadequate, in accordance with this division (D).

(E) **Final process.**

(1) **Application.** A final concurrency application for a residential subdivision or other project subject to this chapter shall be submitted when a final plat or site plan, pursuant to Chapter 155, is submitted to the Department. The application shall contain:

(a) The number of units, type of units, and gross density of the proposed project;

(b) The location of the proposed project;

(c) Identification of the public facilities impacted by the proposed project;

(d) The tax account identification number;

(e) For a site plan, a traffic impact study for roads and intersections completed in accordance with the

traffic impact study guidelines contained in the Department of Public Works' *Design Manual, Volume I, Roads and Storm Drains*, as revised or amended; and

(f) Any other relevant information required by the county.

(2) **Distribution and review.**

(a) After all review agency comments have been addressed and the Department has determined that the final plan may be presented to the Planning Commission, the Department shall distribute the ATC form and final plan to the appropriate agencies for review and comment.

(b) Upon receipt of all applicable agency comments and ATC forms, the Department shall review the proposed project for ATC and compliance with this chapter.

(c) If no response is received from any applicable agency within 30 days of the date the Department distributes the ATC form, the ATC shall be presumed adequate for the particular facility or service for which no response was received.

(d) No final plan may be presented to the Planning Commission until the written report is prepared pursuant to division (D) below.

(e) The final plan may not be withdrawn from the Planning Commission agenda by the developer after the distribution of the ATC form. The final plan shall be presented to the Planning Commission for adequacy approval.

(3) **Report.** The Department shall forward a written report to the Planning Commission including a recommendation as to whether adequacy approval should be granted and the following information:

(a) The number and type of units the proposed project would generate;

(b) The specific public facilities impacted by the proposed project;

(c) The extent of impact of the proposed project;

(d) The availability of ATC to serve the proposed project during the scheduled completion year and all remaining years in the existing CIP;

(e) The demand on existing and planned public facilities and services from all existing and approved development in the proposed project's applicable service area or district, including lots or projects not subject to this chapter, as follows:

1. Existing lots and subdivisions, including residential units which have been approved by the Planning Commission, in the impact area;

2. All residential building permits proposed or projected in the impact area for the six-year CIP period, including units which are not subject to this chapter, such as off conveyances, minor subdivisions in the "A" District, and residential projects in incorporated municipalities.

(f) If any existing facilities or services are inadequate, whether any facilities or services are planned in the CIP or budget that would alleviate the inadequacy, including the year in which the facilities or services are projected to be completed and operational and the extent to which they would alleviate the inadequacy.

(4) **Planning Commission adequacy determination.**

(a) **Denial.** If a public facility or service is inadequate or projected to be inadequate during the current CIP at the final plan stage and no relief facility is planned in the six-year CIP to address the inadequacy or no mitigation is accepted by the county pursuant to § 156.06(B), the plan shall be denied by the Planning Commission. At the developer's request, the plan may be placed in a queue and retested on an annual basis.

(b) **Conditional approval.** If a public facility or service is inadequate and a relief facility is planned in the six-year CIP to address the inadequacy or mitigation is accepted by the county pursuant to § 156.06(B) or a public facility or service is approaching inadequate, the Planning Commission may approve the plan subject to a phasing plan for recordation or may defer the project and place the plan in a queue to be retested on an annual basis. The Director of the Department may approve amendments to phasing plans.

(c) **Approval.** If adequacy was not determined by the Planning Commission at the preliminary plan stage and the Planning Commission determines that all public facilities and services are adequate, the Planning Commission may approve the plan and issue a recordation schedule and building permit reservations.

(d) **Conditional approval.** For projects that received a conditional approval and tentative recordation schedule at the preliminary plan stage, the Planning Commission shall review the facility or service which was inadequate or approaching inadequate at the preliminary plan stage and may modify the recordation schedule and building permit reservations or place the project in a queue, at the discretion of the Planning Commission.

(e) **Permit cap.** For projects that received a recordation schedule and building permit reservations at the preliminary plan stage, the Planning Commission's Secretary shall inform the developer whether any existing or proposed building permit cap would be applicable to the project.

(f) **Extensions.** The Director of the Department may grant extensions to recordation deadlines for successive one year periods. The denial of an extension request does not constitute an order, requirement, decision or determination made by an administrative official for the purposes of § 158.133 of Chapter 158, Zoning. If an extension request is denied by the Director of the Department, the request may be presented to the Planning Commission and a decision of the Planning Commission may be appealed to the BZA in accordance with § 158.133.

(F) **Inventory.** The Department shall maintain an inventory of the disposition and current status of all pending projects, including those not subject to this chapter, and any queue.

(G) **Fees.** The county may assess fees to offset the costs of administering this chapter.

(H) **Sunset provisions.** In the event a project is placed in a queue, the Director of the Department may extend the sunset provision in accordance with § 155.056(G). If a project is placed in a queue due to an inadequacy or approaching inadequacy for schools, the plan may be re-tested when the annual enrollment projections are released by the Carroll County Board of Education.

(2004 Code, § 71-6) (Ord. 161, passed 3-5-1998; Ord. 02-12, passed 8-13-2002; Ord. 04-13, passed 4-20-2004; Ord. 08-01, passed 2-14-2008; Ord. 2010-04, passed 4-10-2010; Ord. 2011-02, passed 5-17-2011)

§ 156.07 RESIDENTIAL DEVELOPMENT DATABASE AND ANNUAL REPORT.

(A) The Department shall develop and maintain a complete residential development database for use by the county, incorporated municipalities, and the public. The database shall contain the following information:

(1) For each school district, fire district, community planning area, incorporated municipality, and other designated geographical boundary, the number of projects, lots, and residential units subject to this chapter and the number of projects, lots, and residential units not subject to this chapter;

(2) For each school district, community planning area, and other designated geographical boundary, a calculation of the ATC, for both residential and commercial/industrial land uses, for the facilities and services covered by this chapter, including the additional capacity of future public facilities in the CIP for which funds may be committed within the next six years; and

(3) The current population and projected population growth.

(B) The Department shall prepare an annual concurrency management report for use by the Commission and the county in reviewing the CIP and in administering this chapter. In conjunction with its recommendations on the CIP, the Planning Commission shall forward its comments on the report to the County Commissioners with recommendations for building permit caps designated by area or county-wide; capital improvements needed to serve residential development; and amendments to this chapter. The concurrency management report shall contain:

(1) A summary of all subdivisions and site plans approved by the Planning Commission, approved lots, units, and projects subject to this chapter, building permits issued;

(2) A summary of all units, lots, and projects not subject to this chapter, including an annual average for the last four fiscal years of all residential permits not subject to this chapter, including off conveyances, minor subdivisions in the "A" District, pre-existing lots, and residential projects located in incorporated municipalities;

(3) An examination of growth trends and projections in the county, including building permits issued during the preceding six fiscal years;

(4) Facility capacity information for each public facility and service listed in this chapter, including projections of capacity for each of the six years in the CIP;

(5) For each school, functional capacity, state-rated capacity, and any other relevant information;

(6) Student population projections by the Carroll County Board of Education and by the county;

(7) An evaluation of fire and emergency medical services with respect to late and no responses, response time, and adequacy of roads and bridges for each volunteer fire department;

(8) For each threshold adopted by the county, a calculation of remaining capacity;

(9) An inventory of timing of relief facilities in the CIP to mitigate current and future inadequacies and a staff recommendation for future capital improvements and building permit caps to achieve concurrency;

(10) A cumulative total of all approvals and denials under this chapter, including a list of projects placed

in a queue for an inadequate or approaching inadequate facility or service;

(11) Proposed changes to the boundaries of impact areas for any public facility;

(12) Proposed changes to existing or adopted threshold standards;

(13) Proposed changes in concurrency analysis methodologies; and

(14) Recommended amendments to this chapter, including but not limited to changes to the thresholds imposed by this chapter, and changes to the concurrency management or development review programs.

(C) When a facility or service approaches inadequacy as determined by the Department or government agency responsible for funding the facility or service, the Department shall recommend changes to the ATC and adoption of a building permit cap in accordance with this chapter to the Board of County Commissioners.

(2004 Code, § 71-7) (Ord. 161, passed 3-5-1998; Ord. 02-12, passed 8-13-2002; Ord. 04-13, passed 4-20-2004; Ord. 08-01, passed 2-14-2008; Ord. 2012-02, passed 2-23-2012)