

# **EDUCATIONAL FACILITIES MASTER PLAN 2019-2028**



**June 12, 2019  
(Amended July 10, 2019)**

*Carroll County Public Schools  
Westminster, Maryland 21157*



# **FACILITIES MASTER PLAN 2019-2028**

<b><u>Section 1</u></b>	<b>Introduction</b>	
<b><u>Section 2</u></b>	<b>Community Analysis</b>	
	Demographics .....	2-1
	County Master Plan .....	2-5
	Concurrency Management.....	2-8
<b><u>Section 3</u></b>	<b>Goals, Standards and Guidelines</b>	
	Philosophy of Education .....	3-1
	Strategic Plan Pillars.....	3-3
	Instructional Program .....	3-4
	Career & Technology Education .....	3-5
	Special Education .....	3-6
	Alternative Education .....	3-8
	Supplemental Educational Services.....	3-9
	School Campus Concept .....	3-11
	School Community Concept .....	3-12
	School Site Standards .....	3-13
	Board Policy and Administrative Procedures Information.....	3-14
<b><u>Section 4</u></b>	<b>Existing School Facilities</b>	
	School Capacities .....	4-1
	Facilities Inventory (PSCP Form 101.1) .....	4-8
	Relocatable Classroom Placement Chart.....	4-14
	School Boundary Maps.....	4-15
	School and Community Analysis .....	4-18
<b><u>Section 5</u></b>	<b>Enrollments and Projections</b>	
	Individual School Projections.....	5-1
	Projected School Utilization Percentages .....	5-16
<b><u>Section 6</u></b>	<b>Facilities Master Plan</b>	
	Facility Needs Analysis .....	6-1
	Construction Planning Calendar .....	6-12
<b><u>Section 7</u></b>	<b>Exhibits</b>	
	Letter of Agreement between Maryland Office of Planning and CCPS .....	7-1
	Non-Discrimination Statement .....	7-3
	Letter from Carroll County Planning & Zoning Commission .....	7-4

**Section 8 -    **Appendices****

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

Appendix B – Staffing Analysis and Class Size Report

Appendix C – Carroll County Adequate Facilities and Concurrency Management  
Ordinance



# **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 2019-2020 to 2028-2029 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, 2018 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 FY20-25 Capital Improvement Program Budget request, and contribution from staff, citizens and Carroll County Government are considered as the 2019-28 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**

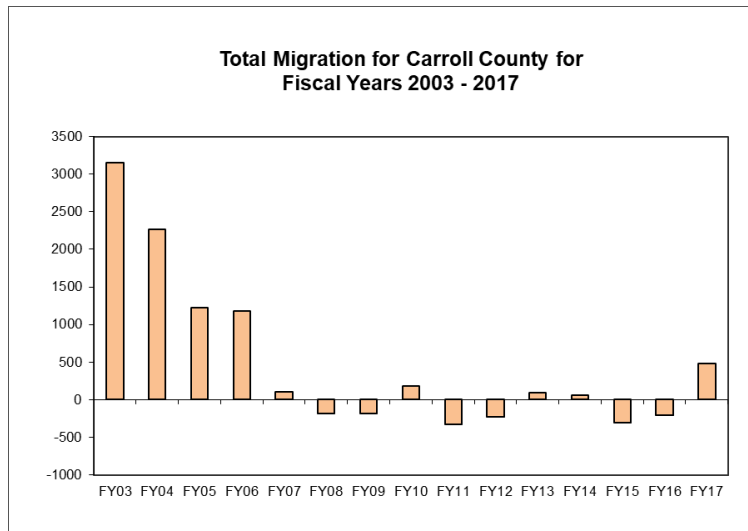
One of the central purposes of this plan is to ensure that there are adequate school facilities to accommodate the public school enrollment for Carroll County. Public School enrollments are influenced by the County's demographic trends over time. As the County's population experienced rapid expansion 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.

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%

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.



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 the changing environmental requirements placed on County jurisdictions. Just prior to the housing market crash, the Maryland Department of Environment changed the formula for calculating public ground water appropriations. As a result, 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%
<b>Total</b>	<b>150,897</b>	-	<b>167,134</b>	-	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.

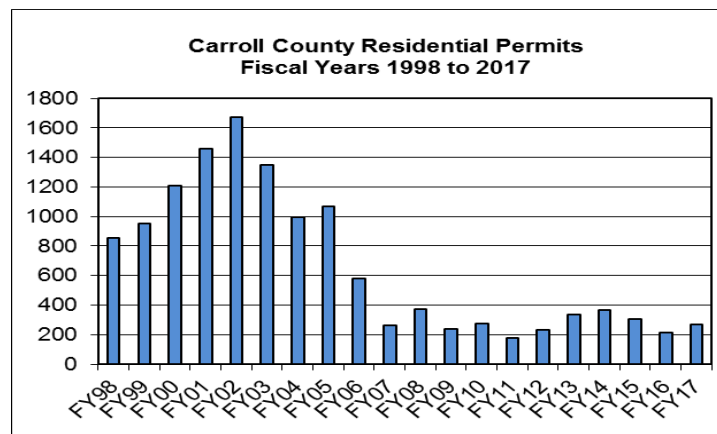
Based on the 2010 Census, Carroll County still has a very homogeneous population. However, the share of the total population consisting of minority races is increasing. The percent of total population consisting of minority races has gone from 4.3% in 2000 to 7.1% in 2010.

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. However, two events occurred between 2005 and 2010 to restrict residential growth in the County. The first event was that 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 second 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. Both of these events were major factors in the dramatic slowdown in building permits since 2005.



Recent real estate data does seem to indicate that the housing market is recovering. However, the lack of ground water supply available to growth areas in the County continues to present an obstacle to new residential growth. The housing market recovery in Carroll is being driven by existing home sales. Since most of the past population growth was driven by new home sales, it is still unclear if increases in existing home sales will translate into increased population growth or not.

Real Estate Trend Indicators 2015 - 2018				
	2015	2016	2017	2018
Total Sold Dollar Value	\$671,236,681	\$797,492,737	\$810,234,187	\$82,481,230
Average Sold Price	\$299,793	\$310,308	\$326,707	\$337,925
Median Sold Price	\$280,000	\$294,000	\$308,250	\$319,000
Total Units Sold	2,239	2,570	2,480	2,428
Average Days on Market	93	82	82	71
Average List Price	306,110	315,736	330,681	342,700
Avg. Sales Price as a Percentage of Avg. List Price	93.9%	95.8%	97.2%	97.6%

## **EMPLOYMENT**

According to the Maryland Department of Labor, Licensing, and Regulations (MDLLR), Carroll County's December 2017 total labor force of 94,869 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 2017 Employment and Payrolls report from MDLLR, private sector jobs in the county accounted for 86.2% of the total employment for Carroll County, while government sector jobs made up the remaining 13.8%. Jobs in the Service Providing industry group made up the largest percentage of total employment for both Carroll County (68.5%), and the State of Maryland (71.3%).

Employment Distribution by Industry Group 2017				
Industry Group	Carroll County	Percent of Total Employment	Maryland	Percent of Total Employment
<i>Goods-Producing</i>	<i>10,346</i>	<i>17.7%</i>	<i>273,719</i>	<i>10.3%</i>
Natural Resources and Mining	483	0.8%	6,434	0.2%
Construction	6,019	10.3%	162,154	6.1%
Manufacturing	3,843	6.6%	105,130	4.0%
<i>Service Providing</i>	<i>40,119</i>	<i>68.5%</i>	<i>1,891,680</i>	<i>71.3%</i>
Trade, Transportation, and Utilities	12,193	20.8%	461,998	17.4%
Information	276	0.5%	37,625	1.4%
Financial Activities	1,614	2.8%	140,275	5.3%
Professional and Business Services	6,827	11.7%	443,960	16.7%
Education and Health Services	10,111	17.3%	436,174	16.4%
Leisure and Hospitality	6,898	11.8%	280,175	10.6%
Other Services	2,200	3.8%	91,472	3.4%
<i>Unclassified</i>	<i>0</i>	<i>0.0%</i>	<i>0</i>	<i>0.0%</i>
<b>Private Sector Total - All Industries</b>	<b>50,468</b>	<b>86.2%</b>	<b>2,165,428</b>	<b>81.6%</b>
<i>Federal Government</i>	<i>320</i>	<i>0.5%</i>	<i>146,707</i>	<i>5.5%</i>
<i>State Government</i>	<i>1,231</i>	<i>2.1%</i>	<i>97,770</i>	<i>3.7%</i>
<i>Local Government</i>	<i>6,547</i>	<i>11.2%</i>	<i>242,559</i>	<i>9.1%</i>
<b>Government Sector - Total</b>	<b>8,098</b>	<b>13.8%</b>	<b>487,036</b>	<b>18.4%</b>
<b>Total Employment</b>	<b>58,566</b>	<b>100.0%</b>	<b>2,652,465</b>	<b>100.0%</b>

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:

<b>County Adopted Community Plans</b>	
Plan	Year Adopted
Hampstead Community Comprehensive Plan	2004
Finksburg Corridor Plan	2013
Freedom Community Comprehensive Plan	2014
<b>Municipal Adopted Community Plans</b>	
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.

<b>FREEDOM DESIGNATED GROWTH AREA</b>			
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
<b>HAMPSTEAD DESIGNATED GROWTH AREA</b>			
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
<b>MANCHESTER DESIGNATED GROWTH AREA</b>			
SCHOOLS	PFA	Public Water	Public Sewer
Ebb Valley Elementary	Yes	Yes	Yes
Manchester Elementary	Yes	Yes	Yes
Manchester Valley High	Yes	Yes	Yes
<b>MT. AIRY DESIGNATED GROWTH AREA</b>			
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
<b>NEW WINDSOR DESIGNATED GROWTH AREA</b>			
SCHOOLS	PFA	Public Water	Public Sewer
<b>TANEYTOWN DESIGNATED GROWTH AREA</b>			
SCHOOLS	PFA	Public Water	Public Sewer
Northwest Middle	Yes	Yes	Yes
Taneytown Elementary	Yes	Yes	Yes
<b>UNION BRIDGE DESIGNATED GROWTH AREA</b>			
SCHOOLS	PFA	Public Water	Public Sewer
Elmer Wolfe Elementary	Yes	Yes	Yes

<b>WESTMINSTER DESIGNATED GROWTH AREA</b>			
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
<b>OUTSIDE DESIGNATED GROWTH AREAS</b>			
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.

<b>FUTURE SCHOOL SITES</b>					
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.

Using the 2019-2020 to 2028-2029 Enrollment Projections and the criteria contained in the Concurrency Management and Adequate Public Facilities Ordinance the following schools are, or will be considered inadequate or approaching inadequate at some point within the next six fiscal years:

### **Inadequate (120% and greater of Capacity)**

Freedom Elementary 2022-2024

### **Approaching Inadequate (110% to 119% of Capacity)**

Freedom Elementary 2020, 2021, 2025



**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 21<sup>st</sup> 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:

<b>Career and Technology Education Courses offered at Comprehensive High Schools</b>		
Accounting	Early Childhood Education	Textiles and Fashion Careers*
Administrative Services	Education - Middle and High School** (Teacher Academy of MD)	Video Production*
Agricultural Sciences - Animal (Curriculum for Agricultural Science Education)	Financial Services** (Academy of Finance)	Wildlife/Natural Resource Management
Agricultural Sciences - Plant (Curriculum for Agricultural Science Education)	Food Service and Hospitality Management (ProStart)	
Animal and Veterinary Science	Marketing	
Business Administration & Management	Print Production*	
* 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.		
<b>Carroll County Career and Technology Center Programs</b>		
Academy of Health Professions	Cosmetology Careers	Homeland Security: Geographic Information Systems and Technology
Auto Service Technology	Culinary Arts	Manufacturing and Machine Technologies
Biomedical Sciences (Project Lead the Way)	Drafting	Masonry
Building Maintenance	Electrical Construction	Print Production
Carpentry	Engineering (Project Lead the Way)	Textiles and Fashion Careers
Cisco Networking Academy	Heating, Ventilation, and Air Conditioning	Video Production
Collision Repair Technology	Heavy Equipment and Truck Technology	Welding 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 eligible children with disabilities (from birth through 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 in the least restrictive environment for each child. This is determined based upon the child's unique needs and not 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. Some students continue to receive supports through an Extended Individual Service Plan. IEP services include specially designed instruction in a variety of areas delivered through itinerant services in the home, private/community preschool, or in a CCPS Pre-Kindergarten classroom. 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 are typically delivered in that student's geographic home school. Special Education and related services include specially designed instruction in areas like academics, communication, behavior, gross motor, fine motor, sensory, vision, hearing, and counseling. These services are provided across a continuum of environments. Special education services are always provided in the least restrictive environment possible. Examples of these environments include the general education classroom, a combination of the general education classroom and the special education classroom, and the special education classroom. For some students whose needs cannot be met in the home school, regional programs like the Autism Program, BEST Program, and the Learning for Independence Program are available. The Learning for Independence Program is regionalized at the elementary level and is available at each middle school (with the exception of East Middle) and each high school. More restrictive placements, like non-public placements, are available to students.

Elementary age students whose needs and IEP require extensive services outside of general education may receive special education services in a Structured Learning Environment or Learning for Independence classroom. In order to maximize both staff and classroom resources, these students may 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 may participate in the countywide Behavioral Educational Support Team (BEST) program which is located at Robert Moton Elementary school.

Middle and High school students whose needs and IEP require that they are placed in a Structured Learning Environment or Learning for Independence class receive most or all of their specially designed instruction within a special education classroom. These services are provided at the student's home school (with the exception of Learning for Independence at East Middle School).

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

High School students that require specialized behavioral and counseling services as detailed in an IEP may participate in the countywide BEST high school program located at Westminster High School.

Students with Autism whose needs cannot be met in their home schools may participate in the Autism Program. Eligible three and four year olds may attend the Preschool Autism Program at Carroll Springs School. Eligible elementary students may attend the Autism Programs at Hampstead and Winfield Elementary. Eligible middle school students may attend the Autism Program at Shiloh Middle School. Eligible high school students may attend the Autism Program at Winters Mill 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 services and supplementary aids can meet in the home school or in a regional program, services may be provided within a full day non-public setting.

All special education programs in CCPS are non-categorical. The structure of these special programs may be adapted at any time to meet the diverse needs of students as determined by the IEP team.

**Post-Secondary Services** – Students pursuing a Certificate of Program Completion (students who receive instruction on the alternate standards and participate in the alternate state assessments) may participate in the Post-Secondary Program after their fourth year of high school. CCPS has five post-secondary programs. Eligible students may participate in these programs through the school year of their 21<sup>st</sup> birthday as determined by their IEPs. The programs are developed in collaboration with community partners to provide learning opportunities for students with disabilities. Post-Secondary partners include Carroll Community College, Carroll Hospital, McDaniel College, the Division of Rehabilitation Services, local community rehabilitation providers, and members of the Carroll County business community. These partnerships have correlated to post-school success in the areas of independent living, community participation, and employment for students of Carroll County Public Schools.

**Transition Connections Program (TCP):** TCP is a school to work program which focuses on vocational, academic and independent living skills. TCP partners with local businesses and government agencies to provide students vocational opportunities within the community. Students also attend two classes tailored to meet their unique needs in the age appropriate setting of Carroll Community College.

**Vocational Opportunities for Independent Change and Empowerment (VOICE):** VOICE is a community based program which focuses on increasing students' individual capacity in the areas of vocational skills, activities of daily living, community participation, and communication and social skills. Students in this program generally require greater supervision and support. Instruction is delivered in an enclave model in authentic settings within the community.

**Seamless Transition @ Carroll Community (ST@CC):** ST@CC is a partnership between CCPS and Carroll Community College. The program was developed for students who demonstrate higher levels of independence and are able to participate in on-campus jobs on a rotational basis. Job rotations give students exposure to a variety of work settings allowing them to sharpen skills, as well as identify areas of possible career interests. Classroom instruction focuses on academic skills, self-determination, career development, and communication and social skills.

**Transition Education @ Carroll Hospital (TE@CH):** TE@CH is designed to provide students with disabilities valuable work experience within a hospital setting. The program is intended for students with the highest level of independence. The anticipated outcome after participation in this program is paid, competitive employment. Instructional time includes classes to support academic skills, communication and social skills, self-determination and self-advocacy and career development.

**Transition Education @ McDaniel (TE@M):** TE@M combines classroom instruction with work based learning opportunities on the grounds of McDaniel College. This program is designed for students with a high level of independence since they must be able to navigate the college campus independently. Classes include Academic Support, Communication and Social Skills, Self-Determination, and Career Management.

### **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 in grades K – 12. In Carroll County, students are identified as 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	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	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





## **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	2018		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	0.755	Renovation/Addition - FY21
Carroll Springs 495 South Center Street Westminster, MD 21157	Special Education	80	42	53%	2	6.02	1981 1986	Original Addition Total	31,100 320 31,420	0.175	HVAC - FY23
Carrolltowne Elementary 6542 Ridge Road Sykesville, MD 21784	PreK - 5 Special Ed. Regional Ctr.	588	530	90%	4	30	1976 2006 2006 2009	Original Demolition Addition Renovation Total	76,700 1,480 6,356 23,537 81,576	0.505	HVAC - FY24
Century High 355 Ronsdale Road Sykesville, MD 21784	9-12	1362	1128	83%	0	67	2001	Original	217,945	0.076	Roof - FY25
Cranberry Station Elementary 505 North Center Street Westminster, MD 21157	PreK - 5	570	507	89%	0	24.96	1999	Original	61,346	0.252	K Addition Planning - FY20 Roof - FY21
Ebb Valley Elementary 3100 Swiper Road Manchester, MD 21102	Prek - 5	568	517	91%	0	20	2008	Original	72,106	0.039	
Eldersburg Elementary 1021 Johnsville Road Sykesville, MD 21784	PreK - 5	568	431	76%	2	30	1970 2006 2014 2014	Original Addition Addition Renovation Total	63,000 4,823 111 24,500 67,934	0.392	
Elmer Wolfe Elementary 119 North Main Street Union Bridge, MD 21791	PreK - 5	546	405	74%	0	9.93	1998	Original	65,273	0.183	HVAC-FY28
Francis Scott Key High 3825 Bark Hill Road Union Bridge, MD 21791	9 - 12	1254	929	74%	0	45.12	1958 1970 1980 1999 1999	Original Addition Addition Modern. Addition Total	89,733 16,974 34,524 141,231 43,269 184,500	0.183	
Freedom Elementary 5626 Sykesville Road Sykesville, MD 21784	K - 5	502	540	108%	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	0.329	

SCHOOL NAME & ADDRESS	GRADES	SRC	2018		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	493	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	69	46%	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	370	72%	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	1049	92%	8	50	1980	Original	156,000	0.677	HVAC - FY25
Linton Springs Elementary 375 Ronsdale Road Sykesville, MD 21784	PreK - 5	705	613	87%	0	28.14	1998 2006 2006	Original Renovation Addition Total	72,227 2,218 3,262 77,707	0.241	Roof - FY20
Manchester Elementary 3224 York Street Manchester, MD 21102	PreK - 5	682	636	93%	0	18.7	1932 1949 1953 1989 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	0.380	
Manchester Valley High Maple Grove Road Manchester, MD 21102	9-12	1383	1304	94%	0	98	2009	Original	217,500	0.039	
Mechanicsville Elementary 3838 Sykesville Road Sykesville, MD 21784	PreK - 5	591	487	82%	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	0.462	HVAC-FY27
Mount Airy Elementary 405 North Main Street Mount Airy, MD 21771	3 - 5	552	465	84%	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	697	80% 91%	0	13.77	2013	Original Total	111,043 111,043	0.000	

SCHOOL NAME & ADDRESS	GRADES	SRC	2018		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	631	73% 82%	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	689	81% 90%	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	742	85% 93%	0	32.91	1997	Original	108,640	0.263	HVAC - FY22 Roof - FY24
Parr's Ridge Elementary 202 Watersville Road Mount Airy, MD 21771	PreK - 2	610	467	77%	0	23.77	2005	Original	73,271	0.039	
Piney Ridge Elementary 6315 Freedom Avenue Sykesville, MD 21784	K - 5	548	515	94%	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	386	72%	0	21.6	1976 2011 2011 2013	Original Renovation Addition Renovation Total	75,200 1,609 10,543 24,853 85,743	0.342	
Runnymede Elementary 3000 Langdon Drive Westminster, MD 21158	PreK - 5 Special Ed. Regional Ctr.	657	609	93%	0	31	1994 2007	Original Addition Total	66,600 5,104 71,704	0.448	HVAC - FY27
Sandymount Elementary 2222 Old Westminster Pike Finksburg, MD 21048	PreK-5	524	453	86%	0	5.7	1936 1950 1963 1969 1974 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	0.386	K Addition Planning - FY21 Roof - FY20
Shiloh Middle 3675 Willow Street Hampstead, MD 21074	6 - 8	SRC = 815 Local = 725	659	81% 91%	0	32.3	2000	Original	108,640	0.076	Roof - FY26

SCHOOL NAME & ADDRESS	GRADES	SRC	2018		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	1031	77%	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	0.413	Window Replacement - FY21 HVAC - FY29
Spring Garden Elementary 700 Boxwood Drive Hampstead, MD 21074	PreK - 5	545	427	78%	0	19.95	1991 2006	Original Addition Total	57,200 5,229 62,429	0.480	HVAC - FY21 Roof - FY22
Sykesville Middle 7301 Springfield Avenue Sykesville, MD 21784	6 - 8	SRC = 806 Local = 720	792	98% 110%	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	0.355	Electric - FY21
Taneytown Elemenary 100 Kings Drive Taneytown, MD 21787	PreK - 5	524	374	71%	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	527	93%	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	717	83% 91%	0	21	1936 1950 1964 1975	Original Addition Addition Renovation Total	87,386 18,658 14,356 120,400 120,400	0.785	K-8 Project Planning FY22
Westminster High 1225 Washington Road Westminster, MD 21157	9 - 12	1838	1540	84%	4	72.7	1970 1985 2010	Original Addition Addition Total	333,700 3,350 18,710 355,760	0.530	Science Renovations - FY20 Window Replacement - FY21
Westminster West Middle 60 Monroe Street Westminster, MD 21157	6 - 8	SRC = 1135 Local = 1055	927	82% 88%	0	21.5	1958 1964 1996	Original Addition Addition Total	103,893 17,640 14,200 135,733	0.322	



SCHOOL NAME & ADDRESS	GRADES	SRC	2018		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	538	99%	6	7.4	1962 1980 1986 1990 2010 2010 Total	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	574	85%	0	16.2	1934 1950 1966 1980 1993 1993 1993 2010 2010 Total	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	0.449	HVAC - FY20 Roof - FY21
Winters Mill High 560 Gorsuch Road Westminster, MD 21157	9 - 12	1339	1126	84%	0	31.04	2002	Original	213,650	0.076	

CARROLL COUNTY PUBLIC SCHOOLS



**RELOCATABLE CLASSROOM PLACEMENT  
2018-19**

School Type	School Name	Number of Classrooms	Type of Relocatable Unit
ES	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
MS	William Winchester	6	3 doubles
	Sykesville	4	2 doubles
HS	Liberty	8	5 doubles*
	Westminster	4	1 quad
SPECIAL	Carroll Springs	2	1 double
	Gateway School	2	1 double
	Career & Tech Center	8	4 doubles
TOTAL CLASSROOMS		62	

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

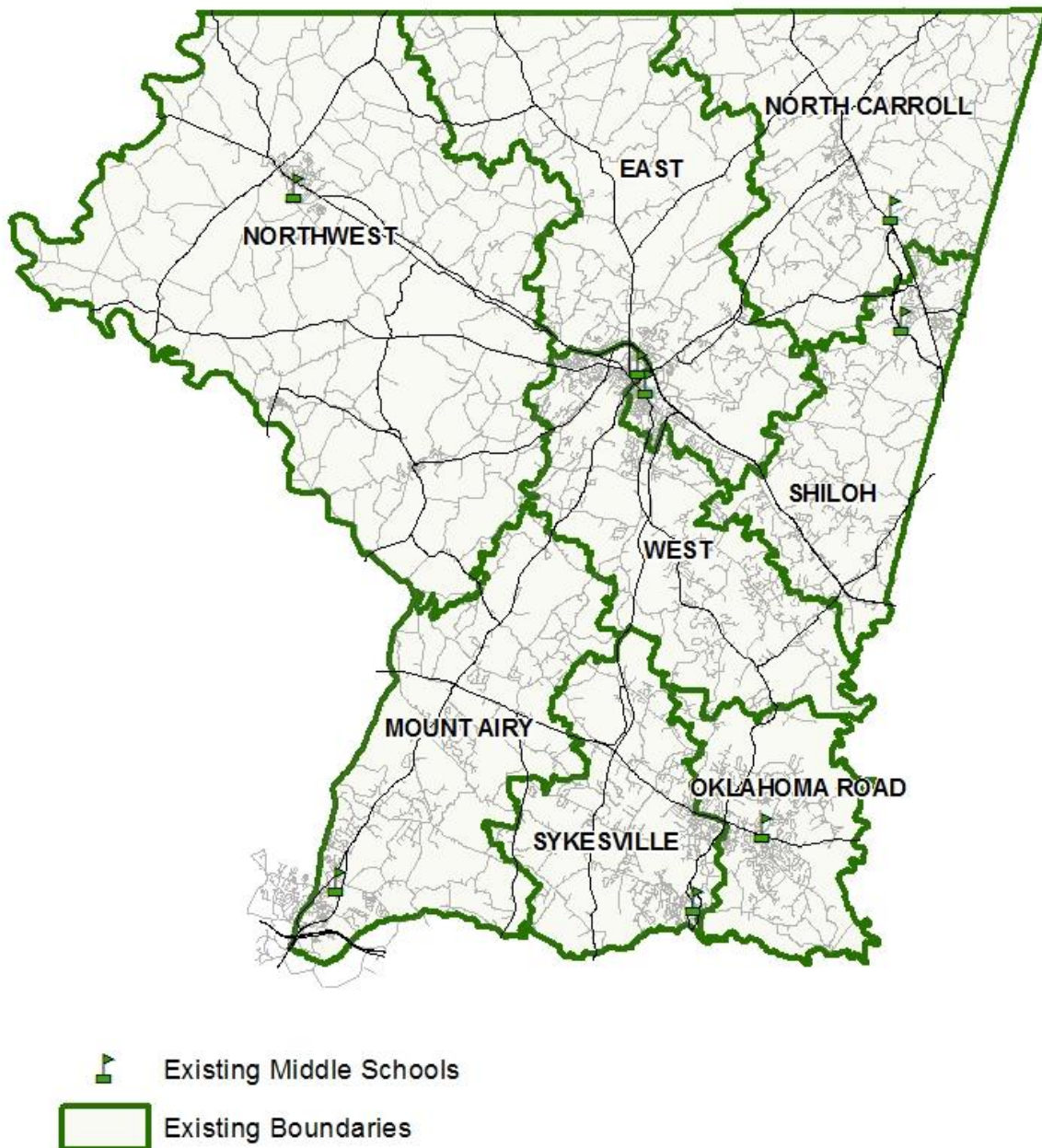
## Carroll County Public Schools Elementary School Attendance Areas



-  ESLocations2016
-  Existing Boundaries

CCPS Transportation Services April 2016

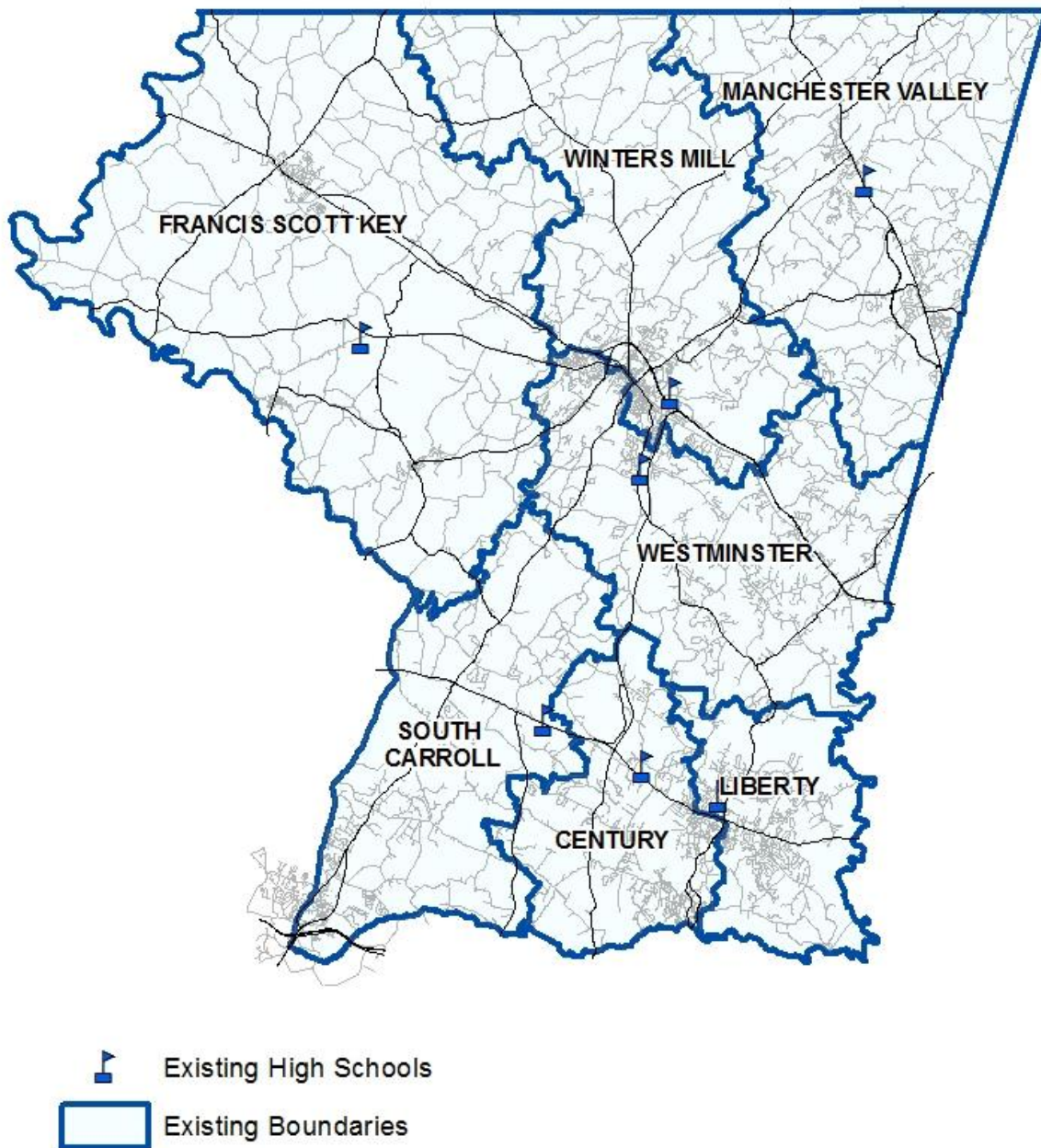
## Carroll County Public Schools Middle School Attendance Areas



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**



2018-19 ACTUAL and 2019-20 THROUGH 2028-29 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											
2018-19	336	10692	5854	8107	24653	24989	69	5	9	42	41	24	25179	25011	
2019-20	354	10667	5860	8097	24624	24978	69	5	9	42	41	24	25168	24991	-20
2020-21	354	10837	5767	7991	24595	24949	69	5	9	42	41	24	25139	24962	-29
2021-22	354	11062	5673	7978	24713	25067	69	5	9	42	41	24	25257	25080	119
2022-23	354	11093	5648	7940	24681	25035	69	5	9	42	41	24	25225	25048	-32
2023-24	354	11062	5826	7825	24714	25068	69	5	9	42	41	24	25258	25081	33
2024-25	354	11130	5863	7793	24787	25141	69	5	9	42	41	24	25332	25155	73
2025-26	354	11223	5864	7718	24805	25159	69	5	9	42	41	24	25350	25173	18
2026-27	354	11264	5855	7802	24921	25275	70	5	9	42	41	24	25467	25290	117
2027-28	354	11187	6068	7889	25144	25498	70	5	9	43	42	24	25691	25514	224
2028-29	354	11332	6093	7921	25345	25699	71	5	9	43	42	25	25895	25718	203

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
15-16A	67	105.0%	84	95.1%	77	104.2%	74	104.9%	86	102.2%	95	483	29	512	498	
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
18-19A	87	95.8%	92	98.1%	103	90.7%	68	100.0%	89	97.6%	81	520	20	540	530	-15
19-20	87	105.6%	92	100.6%	93	98.9%	102	103.5%	70	103.3%	92	536	26	562	549	19
20-21	90	105.6%	92	100.6%	92	98.9%	92	103.5%	106	103.3%	73	544	26	570	557	8
21-22	97	105.6%	95	100.6%	92	98.9%	92	103.5%	95	103.3%	109	580	26	606	593	44
22-23	88	105.6%	102	100.6%	96	98.9%	92	103.5%	95	103.3%	98	570	26	596	583	26
23-24	89	105.6%	93	100.6%	103	98.9%	95	103.5%	95	103.3%	98	572	26	598	585	-8
24-25	90	105.6%	94	100.6%	94	98.9%	102	103.5%	98	103.3%	98	575	26	601	588	-4
25-26	91	105.6%	95	100.6%	95	98.9%	93	103.5%	106	103.3%	101	580	26	606	593	10
26-27	92	105.6%	96	100.6%	96	98.9%	94	103.5%	96	103.3%	109	582	26	608	595	10
27-28	93	105.6%	97	100.6%	97	98.9%	95	103.5%	97	103.3%	99	578	26	604	591	2
28-29	95	105.6%	98	100.6%	98	98.9%	96	103.5%	98	103.3%	100	585	26	611	598	5
5-3-2	1.0308		1.0080		0.9508		1.0209		1.0224							
6-4	1.0080		0.9833		0.9268		1.0099		1.0159							
4 Yr. Avg.	1.0563		1.0065		0.9894		1.0353		1.0330							

CRANBERRY STATION EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
15-16A	90	98.9%	87	96.8%	92	108.8%	74	96.5%	82	101.6%	65	490	12	502	496	
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
18-19A	82	97.5%	79	97.5%	77	94.6%	87	97.5%	78	102.2%	93	496	22	518	507	-2
19-20	83	99.5%	82	100.6%	79	98.9%	76	98.5%	86	100.3%	78	484	18	502	493	-14
20-21	86	99.5%	83	100.6%	82	98.9%	79	98.5%	75	100.3%	86	490	18	508	499	6
21-22	92	99.5%	86	100.6%	83	98.9%	81	98.5%	77	100.3%	75	494	18	512	503	4
22-23	83	99.5%	92	100.6%	86	98.9%	82	98.5%	80	100.3%	78	500	18	518	509	6
23-24	85	99.5%	83	100.6%	92	98.9%	85	98.5%	81	100.3%	80	506	18	524	515	6
24-25	86	99.5%	85	100.6%	83	98.9%	91	98.5%	84	100.3%	81	510	18	528	519	9
25-26	87	99.5%	86	100.6%	85	98.9%	82	98.5%	90	100.3%	84	514	18	532	523	8
26-27	88	99.5%	87	100.6%	86	98.9%	84	98.5%	81	100.3%	90	516	18	534	525	6
27-28	89	99.5%	88	100.6%	87	98.9%	85	98.5%	83	100.3%	81	513	18	531	522	-1
28-29	90	99.5%	89	100.6%	88	98.9%	86	98.5%	84	100.3%	83	520	18	538	529	4
5-3-2	0.9932		1.0066		0.9453		0.9827		1.0033							
6-4	0.9956		0.9983		0.9190		0.9642		1.0029							
4 Yr. Avg.	0.9948		1.0056		0.9891		0.9855		1.0031							

EBB VALLEY EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
15-16ADJ	78	111.1%	70	101.1%	92	98.9%	94	108.9%	98	107.9%	96	528	13	541	535	
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
18-19A	72	102.5%	83	97.6%	80	100.0%	93	106.3%	85	96.1%	98	511	11	522	517	-29
19-20	77	106.0%	76	106.6%	88	101.1%	81	105.9%	98	103.1%	88	509	13	522	515	-1
20-21	80	106.0%	82	106.6%	81	101.1%	89	105.9%	86	103.1%	101	520	13	533	526	11
21-22	86	106.0%	85	106.6%	87	101.1%	82	105.9%	95	103.1%	88	523	13	536	530	3
22-23	78	106.0%	91	106.6%	90	101.1%	88	105.9%	87	103.1%	98	532	13	545	539	9
23-24	79	106.0%	83	106.6%	97	101.1%	91	105.9%	93	103.1%	90	533	13	546	540	1
24-25	80	106.0%	84	106.6%	88	101.1%	98	105.9%	97	103.1%	96	543	13	556	549	10
25-26	81	106.0%	85	106.6%	89	101.1%	89	105.9%	104	103.1%	100	548	13	561	554	5
26-27	82	106.0%	86	106.6%	90	101.1%	90	105.9%	94	103.1%	107	550	13	563	556	2
27-28	83	106.0%	87	106.6%	91	101.1%	91	105.9%	96	103.1%	97	546	13	559	552	-4
28-29	84	106.0%	88	106.6%	93	101.1%	93	105.9%	97	103.1%	98	552	13	565	559	7
5-3-2	1.0395		1.0580		1.0125		1.0543		1.0032							
6-4	1.0408		1.0446		1.0051		1.0625		1.0015							
4 Yr. Avg.	1.0598		1.0658		1.0113		1.0588		1.0307							

ELDERSBURG EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
15-16A	74	105.6%	75	96.1%	73	107.8%	83	96.3%	77	100.0%	81	463	11	474	469	
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
18-19A	65	100.0%	61	105.1%	83	93.6%	73	96.0%	72	97.3%	71	425	12	437	431	-23
19-20	70	103.1%	67	98.6%	60	101.4%	84	98.1%	72	99.3%	72	425	13	438	431	0
20-21	73	103.1%	72	98.6%	66	101.4%	61	98.1%	83	99.3%	71	426	13	439	433	2
21-22	78	103.1%	75	98.6%	71	101.4%	67	98.1%	60	99.3%	82	433	13	446	440	7
22-23	71	103.1%	80	98.6%	74	101.4%	72	98.1%	66	99.3%	59	423	13	436	430	-10
23-24	72	103.1%	73	98.6%	79	101.4%	75	98.1%	71	99.3%	65	436	13	449	442	13
24-25	73	103.1%	74	98.6%	72	101.4%	80	98.1%	74	99.3%	70	444	13	457	451	21
25-26	74	103.1%	75	98.6%	73	101.4%	73	98.1%	79	99.3%	73	448	13	461	454	12
26-27	74	103.1%	76	98.6%	74	101.4%	74	98.1%	72	99.3%	78	449	13	462	456	5
27-28	75	103.1%	76	98.6%	75	101.4%	75	98.1%	73	99.3%	71	446	13	459	453	-2
28-29	76	103.1%	77	98.6%	75	101.4%	76	98.1%	74	99.3%	72	451	13	464	458	2
5-3-2		1.0135		1.0109		0.9821		0.9818							0.9852	
6-4		1.0000		1.0253		0.9841		0.9816							0.9787	
4 Yr. Avg.		1.0309		0.9864		1.0141		0.9812							0.9933	

ELMER WOLFE EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
15-16ADJ	66	107.8%	69	101.4%	73	94.9%	75	96.2%	75	103.8%	83	441	16	457	449	
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
18-19A	69	98.4%	62	110.8%	72	95.2%	59	100.0%	62	97.2%	70	394	21	415	405	-2
19-20	66	101.2%	70	100.4%	62	94.0%	68	102.7%	61	96.0%	60	386	18	404	395	-10
20-21	69	101.2%	67	100.4%	70	94.0%	59	102.7%	69	96.0%	58	392	18	410	401	6
21-22	73	101.2%	70	100.4%	67	94.0%	66	102.7%	60	96.0%	67	403	18	421	412	11
22-23	67	101.2%	74	100.4%	70	94.0%	63	102.7%	68	96.0%	58	399	18	417	408	-3
23-24	68	101.2%	68	100.4%	74	94.0%	66	102.7%	65	96.0%	65	405	18	423	414	6
24-25	68	101.2%	69	100.4%	68	94.0%	70	102.7%	68	96.0%	62	404	18	422	413	-1
25-26	69	101.2%	69	100.4%	69	94.0%	64	102.7%	72	96.0%	65	407	18	425	416	3
26-27	70	101.2%	70	100.4%	69	94.0%	65	102.7%	66	96.0%	69	408	18	426	417	1
27-28	71	101.2%	71	100.4%	70	94.0%	65	102.7%	67	96.0%	63	407	18	425	416	-2
28-29	72	101.2%	72	100.4%	71	94.0%	66	102.7%	67	96.0%	64	412	18	430	421	5
5-3-2		0.9890		1.0284		0.9428		1.0379							0.9447	
6-4		0.9905		1.0462		0.9525		1.0364							0.9530	
4 Yr. Avg.		1.0117		1.0044		0.9396		1.0266							0.9602	

FREEDOM EL

													BUDGET	
YEAR	K		1		2		3		4		5	TOTAL	FTE	DIFF
15-16A	67	103.5%	88	108.9%	61	106.3%	85	104.1%	77	102.3%	90	468	468	
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
18-19A	92	113.8%	91	111.6%	96	104.9%	85	102.1%	97	106.8%	79	540	540	29
19-20	77	114.1%	105	107.8%	98	106.4%	102	105.1%	89	102.7%	100	571	571	31
20-21	80	114.1%	88	107.8%	113	106.4%	104	105.1%	107	102.7%	92	585	585	13
21-22	86	114.1%	91	107.8%	95	106.4%	120	105.1%	110	102.7%	110	612	612	28
22-23	78	114.1%	98	107.8%	98	106.4%	101	105.1%	127	102.7%	113	615	615	2
23-24	79	114.1%	89	107.8%	106	106.4%	105	105.1%	106	102.7%	130	614	614	0
24-25	80	114.1%	90	107.8%	96	106.4%	113	105.1%	110	102.7%	109	597	597	-17
25-26	81	114.1%	91	107.8%	97	106.4%	102	105.1%	118	102.7%	113	603	603	5
26-27	82	114.1%	92	107.8%	98	106.4%	103	105.1%	107	102.7%	122	605	605	2
27-28	83	114.1%	94	107.8%	100	106.4%	105	105.1%	109	102.7%	110	600	600	-5
28-29	84	114.1%	95	107.8%	101	106.4%	106	105.1%	110	102.7%	112	607	607	7
5-3-2		1.1702		1.0833		1.0541		1.0464		1.0418				
6-4		1.1739		1.0852		1.0339		1.0416		1.0581				
4 Yr. Avg		1.1413		1.0780		1.0635		1.0513		1.0271				

FRIENDSHIP VALLEY EL

YEAR	K		1		2		3		4		5		TOTAL	BUDGET FTE	DIFF
15-16A	69	111.1%	80	96.6%	84	103.4%	91	97.3%	71	106.0%	89		484	484	
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
18-19A	84	107.9%	82	90.1%	73	101.4%	75	103.6%	86	97.9%	93		493	493	-4
19-20	75	108.6%	91	97.4%	80	103.6%	76	101.7%	76	98.9%	85		483	483	-10
20-21	78	108.6%	81	97.4%	89	103.6%	83	101.7%	77	98.9%	75		483	483	0
21-22	84	108.6%	85	97.4%	79	103.6%	92	101.7%	84	98.9%	76		500	500	17
22-23	76	108.6%	91	97.4%	83	103.6%	82	101.7%	94	98.9%	83		509	509	8
23-24	77	108.6%	83	97.4%	89	103.6%	86	101.7%	84	98.9%	93		510	510	1
24-25	78	108.6%	84	97.4%	80	103.6%	92	101.7%	87	98.9%	83		504	504	-6
25-26	79	108.6%	85	97.4%	81	103.6%	83	101.7%	94	98.9%	86		508	508	4
26-27	80	108.6%	86	97.4%	83	103.6%	84	101.7%	85	98.9%	93		510	510	2
27-28	81	108.6%	87	97.4%	84	103.6%	86	101.7%	86	98.9%	84		507	507	-3
28-29	82	108.6%	88	97.4%	85	103.6%	87	101.7%	87	98.9%	85		513	513	6
5-3-2		1.0828		0.9608		1.0315		1.0375		0.9720					
6-4		1.0974		0.9576		1.0284		1.0535		0.9829					
4 Yr. Avg		1.0860		0.9742		1.0364		1.0167		0.9893					

HAMPSTEAD EL

YEAR	K		1		2		3		4		5		K-5 TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
15-16A	50	105.6%	57	118.4%	45	96.0%	48	107.1%	60	98.4%	62		322	25	347	335	
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
18-19A	74	93.4%	57	104.9%	64	95.7%	45	93.8%	61	100.0%	53		354	32	386	370	14
19-20	61	99.7%	74	107.0%	61	101.4%	65	103.3%	46	102.9%	63		370	28	398	384	14
20-21	64	99.7%	61	107.0%	79	101.4%	62	103.3%	67	102.9%	48		380	28	408	394	11
21-22	68	99.7%	64	107.0%	65	101.4%	80	103.3%	64	102.9%	69		410	28	438	424	29
22-23	62	99.7%	68	107.0%	68	101.4%	66	103.3%	83	102.9%	66		412	28	440	426	3
23-24	63	99.7%	62	107.0%	73	101.4%	69	103.3%	68	102.9%	85		420	28	448	434	7
24-25	64	99.7%	63	107.0%	66	101.4%	74	103.3%	71	102.9%	70		408	28	436	422	-12
25-26	64	99.7%	64	107.0%	67	101.4%	67	103.3%	76	102.9%	74		412	28	440	426	3
26-27	65	99.7%	64	107.0%	68	101.4%	68	103.3%	69	102.9%	78		413	28	441	427	1
27-28	66	99.7%	65	107.0%	68	101.4%	69	103.3%	70	102.9%	71		410	28	438	424	-3
28-29	67	99.7%	66	107.0%	69	101.4%	69	103.3%	71	102.9%	72		415	28	443	429	5
5-3-2		0.9682		1.0299		1.0110		1.0021		1.0367							
6-4		0.9673		1.0132		0.9938		0.9957		1.0400							
4 Yr. Avg		0.9968		1.0700		1.0137		1.0332		1.0293							

LINTON SPRINGS EL

YEAR	K		1		2		3		4		5		TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
15-16A	99	107.4%	87	105.7%	92	105.7%	111	109.9%	111	105.8%	109		609	18	627	618	
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
18-19A	93	109.8%	101	101.2%	83	101.7%	123	100.0%	94	106.7%	112		606	14	620	613	-15
19-20	92	105.7%	98	105.3%	106	104.6%	87	106.3%	131	104.6%	98		613	16	629	621	8
20-21	96	105.7%	97	105.3%	104	104.6%	111	106.3%	92	104.6%	137		637	16	653	645	25
21-22	103	105.7%	101	105.3%	102	104.6%	108	106.3%	118	104.6%	97		630	16	646	638	-7
22-23	93	105.7%	109	105.3%	107	104.6%	107	106.3%	115	104.6%	124		655	16	671	663	25
23-24	95	105.7%	98	105.3%	115	104.6%	112	106.3%	114	104.6%	120		654	16	670	662	-1
24-25	96	105.7%	100	105.3%	104	104.6%	120	106.3%	119	104.6%	119		658	16	674	666	4
25-26	97	105.7%	101	105.3%	106	104.6%	108	106.3%	128	104.6%	124		664	16	680	672	6
26-27	98	105.7%	103	105.3%	107	104.6%	111	106.3%	115	104.6%	133		666	16	682	674	2
27-28	99	105.7%	104	105.3%	108	104.6%	112	106.3%	118	104.6%	120		660	16	676	668	-6
28-29	101	105.7%	105	105.3%	109	104.6%	113	106.3%	119	104.6%	123		669	16	685	677	9
5-3-2		1.0565		1.0468		1.0360		1.0392		1.0510							
6-4		1.0446		1.0555		1.0324		1.0330		1.0635							
4 Yr. Avg		1.0569		1.0531		1.0460		1.0634		1.0459							

MANCHESTER ELEM

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
15-16ADJ	81	104.3%	121	107.9%	109	102.6%	117	100.0%	89	99.1%	113	630	15	645	638	
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
18-19A	90	108.2%	106	115.3%	113	106.5%	82	100.0%	123	100.9%	114	628	16	644	636	10
19-20	90	104.7%	94	105.2%	111	103.8%	117	99.1%	81	98.3%	121	615	15	630	623	-13
20-21	93	104.7%	94	105.2%	99	103.8%	116	99.1%	116	98.3%	80	598	15	613	606	-17
21-22	100	104.7%	97	105.2%	99	103.8%	103	99.1%	115	98.3%	114	629	15	644	636	30
22-23	91	104.7%	105	105.2%	102	103.8%	103	99.1%	102	98.3%	113	616	15	631	623	-13
23-24	92	104.7%	95	105.2%	110	103.8%	106	99.1%	102	98.3%	100	606	15	621	614	-10
24-25	93	104.7%	96	105.2%	100	103.8%	114	99.1%	105	98.3%	100	610	15	625	617	4
25-26	94	104.7%	97	105.2%	101	103.8%	104	99.1%	113	98.3%	104	614	15	629	621	4
26-27	96	104.7%	98	105.2%	102	103.8%	105	99.1%	103	98.3%	111	617	15	632	624	3
27-28	97	104.7%	101	105.2%	104	103.8%	106	99.1%	104	98.3%	101	613	15	628	621	-4
28-29	98	104.7%	102	105.2%	106	103.8%	107	99.1%	105	98.3%	103	621	15	636	628	8
5-3-2		1.0625		1.0689		1.0466		0.9922		0.9872						
6-4		1.0845		1.0817		1.0456		0.9965		0.9913						
4 Yr. Avg		1.0472		1.0517		1.0383		0.9914		0.9828						

MECHANICSVILLE EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
15-16A	62	89.5%	68	98.8%	82	103.2%	65	94.8%	92	100.0%	97	466	17	483	475	
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
18-19A	76	110.0%	88	103.9%	79	110.6%	73	110.3%	75	100.0%	88	479	16	495	487	27
19-20	74	100.1%	76	98.9%	87	107.7%	85	102.4%	75	102.8%	77	474	16	490	482	-5
20-21	77	100.1%	74	98.9%	75	107.7%	94	102.4%	87	102.8%	77	484	16	500	492	10
21-22	83	100.1%	77	98.9%	73	107.7%	81	102.4%	96	102.8%	90	500	16	516	508	16
22-23	75	100.1%	83	98.9%	76	107.7%	79	102.4%	83	102.8%	99	495	16	511	503	-5
23-24	76	100.1%	75	98.9%	82	107.7%	82	102.4%	81	102.8%	85	482	16	498	490	-13
24-25	77	100.1%	76	98.9%	74	107.7%	88	102.4%	84	102.8%	83	483	16	499	491	2
25-26	78	100.1%	77	98.9%	75	107.7%	80	102.4%	91	102.8%	86	487	16	503	495	4
26-27	79	100.1%	78	98.9%	76	107.7%	81	102.4%	82	102.8%	93	489	16	505	497	2
27-28	80	100.1%	79	98.9%	77	107.7%	82	102.4%	83	102.8%	84	486	16	502	494	-4
28-29	81	100.1%	80	98.9%	78	107.7%	83	102.4%	84	102.8%	85	492	16	508	500	6
5-3-2		1.0483		1.0067		1.0967		1.0607		1.0331						
6-4		1.0448		1.0298		1.1023		1.0618		1.0412						
4 Yr. Avg		1.0014		0.9887		1.0770		1.0243		1.0285						

MT. AIRY EL (3rd - 5th)

YEAR			2		3		4		5	TOTAL		BUDGET FTE	DIFF
15-16A			148	97.1%	136	98.4%	179	96.8%	150	465		465	
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
18-19A			157	104.6%	160	102.0%	152	103.4%	153	465		465	29
19-20			169	100.1%	157	101.0%	162	100.2%	152	471		471	6
20-21			149	100.1%	170	101.0%	159	100.2%	162	490		490	19
21-22			156	100.1%	149	101.0%	171	100.2%	159	480		480	-10
22-23			162	100.1%	156	101.0%	151	100.2%	172	478		478	-1
23-24			174	100.1%	162	101.0%	157	100.2%	151	471		471	-7
24-25			157	100.1%	174	101.0%	164	100.2%	158	496		496	25
25-26			160	100.1%	157	101.0%	176	100.2%	164	497		497	1
26-27			162	100.1%	160	101.0%	158	100.2%	176	495		495	-2
27-28			163	100.1%	162	101.0%	162	100.2%	159	483		483	-12
28-29			165	100.1%	163	101.0%	164	100.2%	162	489		489	6
5-3-2				1.0223		1.0206		1.0202					
6-4				1.0357		1.0261		1.0291					
4 Year Avg.				1.0009		1.0098		1.0018					

Parr's Ridge EL (K - 2nd)

YEAR	K		1		2		K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
15-16A	152	100.0%	140	102.1%	148		440	18	458	449	
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
18-19A	140	107.3%	162	110.6%	157		459	16	475	467	12
19-20	146	102.0%	143	104.6%	169		458	17	475	467	0
20-21	152	102.0%	149	104.6%	149		450	17	467	459	-8
21-22	163	102.0%	155	104.6%	156		474	17	491	482	24
22-23	147	102.0%	166	104.6%	162		475	17	492	484	2
23-24	150	102.0%	150	104.6%	174		474	17	491	482	-2
24-25	152	102.0%	153	104.6%	157		462	17	479	470	-12
25-26	153	102.0%	155	104.6%	160		468	17	485	477	6
26-27	155	102.0%	156	104.6%	162		473	17	490	482	5
27-28	157	102.0%	158	104.6%	163		478	17	495	487	5
28-29	159	102.0%	160	104.6%	165		485	17	502	493	6
5-3-2	1.0394		1.0654								
6-4	1.0494		1.0687								
4 Year Avg.	1.0201		1.0457								

PINEY RIDGE EL

YEAR	K		1		2		3		4		5		TOTAL	BUDGET FTE	DIFF
15-16A	95	92.0%	81	100.0%	105	102.8%	112	95.2%	79	98.3%	115	587		587	
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
18-19A	82	96.1%	73	93.3%	70	103.2%	98	109.2%	95	98.0%	97	515		515	-15
19-20	82	97.3%	80	98.7%	72	101.3%	71	99.3%	97	98.9%	94	496		496	-19
20-21	85	97.3%	80	98.7%	79	101.3%	73	99.3%	70	98.9%	96	483		483	-13
21-22	92	97.3%	83	98.7%	79	101.3%	80	99.3%	72	98.9%	70	475		475	-8
22-23	83	97.3%	89	98.7%	82	101.3%	80	99.3%	79	98.9%	72	485		485	9
23-24	84	97.3%	81	98.7%	88	101.3%	83	99.3%	79	98.9%	78	493		493	9
24-25	85	97.3%	82	98.7%	80	101.3%	89	99.3%	82	98.9%	78	496		496	3
25-26	86	97.3%	83	98.7%	81	101.3%	81	99.3%	89	98.9%	81	500		500	4
26-27	87	97.3%	84	98.7%	82	101.3%	82	99.3%	80	98.9%	88	502		502	2
27-28	89	97.3%	85	98.7%	83	101.3%	83	99.3%	81	98.9%	79	499		499	-3
28-29	90	97.3%	87	98.7%	84	101.3%	84	99.3%	82	98.9%	80	506		506	7
5-3-2	0.9824		0.9685		1.0188		1.0317		0.9827						
6-4	0.9763		0.9558		1.0382		1.0552		0.9648						
4 Year Avg.	0.9728		0.9869		1.0127		0.9931		0.9889						

ROBERT MOTON EL

YEAR	K		1		2		3		4		5		K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
15-16A	60	110.0%	55	91.7%	55	91.9%	68	107.6%	71	100.0%	61	370	47	417	394		
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	
18-19A	61	98.2%	54	100.0%	68	104.3%	72	83.3%	50	92.8%	64	369	34	403	386	-30	
19-20	60	106.5%	65	100.6%	54	100.4%	68	101.4%	73	101.4%	51	371	41	412	392	6	
20-21	63	106.5%	64	100.6%	65	100.4%	55	101.4%	69	101.4%	74	390	41	431	411	19	
21-22	67	106.5%	67	100.6%	64	100.4%	66	101.4%	55	101.4%	70	390	41	431	410	-1	
22-23	61	106.5%	71	100.6%	67	100.4%	65	101.4%	67	101.4%	56	387	41	428	408	-2	
23-24	62	106.5%	65	100.6%	72	100.4%	68	101.4%	65	101.4%	67	399	41	440	420	12	
24-25	63	106.5%	66	100.6%	65	100.4%	72	101.4%	69	101.4%	66	402	41	443	422	2	
25-26	64	106.5%	67	100.6%	66	100.4%	66	101.4%	73	101.4%	70	406	41	447	426	4	
26-27	64	106.5%	68	100.6%	67	100.4%	67	101.4%	67	101.4%	74	407	41	448	428	1	
27-28	65	106.5%	68	100.6%	69	100.4%	68	101.4%	68	101.4%	67	405	41	446	425	-2	
28-29	66	106.5%	69	100.6%	69	100.4%	69	101.4%	69	101.4%	69	410	41	451	430	5	
5-3-2		1.0314		1.0226		1.0326		0.9647		1.0079							
6-4		1.0076		1.0059		1.0261		0.9759		1.0304							
4 Year Avg.		1.0653		1.0057		1.0043		1.0137		1.0140							

\*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
15-16ADJ	79	93.6%	73	91.2%	83	104.2%	99	95.5%	84	103.8%	83	501	28	529	515	
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
18-19A	90	109.1%	96	112.2%	110	109.1%	108	96.8%	91	107.2%	104	599	19	618	609	20
19-20	89	104.4%	94	109.9%	105	106.6%	117	101.7%	110	107.0%	97	613	25	638	625	17
20-21	92	104.4%	93	109.9%	103	106.6%	112	101.7%	119	107.0%	118	637	25	662	650	24
21-22	99	104.4%	96	109.9%	102	106.6%	110	101.7%	114	107.0%	128	649	25	674	662	12
22-23	89	104.4%	103	109.9%	106	106.6%	109	101.7%	112	107.0%	122	641	25	666	653	-8
23-24	91	104.4%	93	109.9%	114	106.6%	112	101.7%	111	107.0%	120	640	25	665	653	-1
24-25	92	104.4%	95	109.9%	102	106.6%	121	101.7%	114	107.0%	118	643	25	668	655	3
25-26	93	104.4%	96	109.9%	104	106.6%	109	101.7%	123	107.0%	122	648	25	673	660	5
26-27	94	104.4%	97	109.9%	106	106.6%	111	101.7%	111	107.0%	132	650	25	675	663	3
27-28	95	104.4%	98	109.9%	107	106.6%	112	101.7%	113	107.0%	118	644	25	669	656	-6
28-29	97	104.4%	99	109.9%	108	106.6%	114	101.7%	114	107.0%	121	653	25	678	666	9
5-3-2	1.0764		1.1433		1.0737		1.0185		1.0647							
6-4	1.0587		1.1135		1.0632		1.0026		1.0211							
4 Year Avg.	1.0441		1.0987		1.0658		1.0171		1.0702							

SANDYMOUNT EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
15-16A	78	87.8%	65	98.5%	67	97.5%	78	98.6%	68	100.0%	73	429	13	442	436	
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
18-19A	57	111.1%	90	108.5%	77	101.3%	78	102.8%	74	106.1%	70	446	13	459	453	3
19-20	72	99.4%	57	100.3%	90	101.9%	78	101.0%	79	102.9%	76	452	14	466	459	7
20-21	75	99.4%	72	100.3%	57	101.9%	92	101.0%	79	102.9%	81	456	14	470	463	3
21-22	80	99.4%	75	100.3%	72	101.9%	58	101.0%	93	102.9%	82	458	14	472	465	3
22-23	73	99.4%	80	100.3%	75	101.9%	73	101.0%	58	102.9%	96	454	14	468	461	-4
23-24	74	99.4%	73	100.3%	80	101.9%	76	101.0%	74	102.9%	60	436	14	450	443	-18
24-25	75	99.4%	74	100.3%	73	101.9%	81	101.0%	77	102.9%	76	455	14	469	462	19
25-26	76	99.4%	75	100.3%	74	101.9%	74	101.0%	82	102.9%	79	459	14	473	466	4
26-27	77	99.4%	76	100.3%	75	101.9%	75	101.0%	75	102.9%	84	462	14	476	469	2
27-28	78	99.4%	77	100.3%	76	101.9%	76	101.0%	76	102.9%	77	459	14	473	466	-2
28-29	79	99.4%	78	100.3%	77	101.9%	77	101.0%	77	102.9%	78	465	14	479	472	6
5-3-2	1.0514		1.0292		1.0400		1.0256		1.0452							
6-4	1.0611		1.0456		1.0723		1.0425		1.0524							
4 Year Avg.	0.9938		1.0026		1.0187		1.0100		1.0288							

SPRING GARDEN EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
15-16A	76	96.1%	73	98.9%	94	96.0%	96	98.9%	91	102.2%	94	524	15	539	532	
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
18-19A	59	106.3%	67	95.5%	64	109.3%	82	101.7%	61	100.0%	87	420	14	434	427	-24
19-20	66	101.0%	60	95.2%	64	97.9%	63	98.6%	81	101.9%	62	395	15	410	403	-24
20-21	69	101.0%	67	95.2%	57	97.9%	62	98.6%	62	101.9%	82	399	15	414	406	4
21-22	74	101.0%	70	95.2%	63	97.9%	56	98.6%	62	101.9%	63	387	15	402	395	-12
22-23	67	101.0%	75	95.2%	66	97.9%	62	98.6%	55	101.9%	63	388	15	403	395	0
23-24	68	101.0%	68	95.2%	71	97.9%	65	98.6%	61	101.9%	56	389	15	404	396	1
24-25	69	101.0%	69	95.2%	64	97.9%	70	98.6%	64	101.9%	62	398	15	413	406	9
25-26	70	101.0%	70	95.2%	65	97.9%	63	98.6%	69	101.9%	65	402	15	417	410	4
26-27	70	101.0%	71	95.2%	66	97.9%	64	98.6%	62	101.9%	70	403	15	418	411	1
27-28	71	101.0%	71	95.2%	67	97.9%	65	98.6%	63	101.9%	63	400	15	415	408	-3
28-29	72	101.0%	72	95.2%	67	97.9%	66	98.6%	64	101.9%	64	405	15	420	413	5
5-3-2	1.0363		0.9490		1.0130		0.9958		1.0121							
6-4	1.0442		0.9679		1.0310		1.0100		1.0044							
4 Year Avg.	1.0099		0.9519		0.9791		0.9858		1.0193							

TANEYTOWN EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
15-16ADJ	68	100.0%	70	108.5%	64	102.5%	83	101.3%	76	87.3%	62	423	30	453	438	
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
18-19A	67	90.6%	58	87.7%	57	92.9%	52	95.5%	64	97.0%	64	362	23	385	374	-32
19-20	66	92.6%	62	98.1%	57	102.0%	58	96.4%	50	95.4%	61	354	27	381	368	-6
20-21	68	92.6%	61	98.1%	61	102.0%	58	96.4%	56	95.4%	48	352	27	379	365	-2
21-22	73	92.6%	63	98.1%	60	102.0%	62	96.4%	56	95.4%	54	367	27	394	381	16
22-23	66	92.6%	68	98.1%	62	102.0%	61	96.4%	60	95.4%	53	370	27	397	383	2
23-24	67	92.6%	61	98.1%	66	102.0%	63	96.4%	59	95.4%	57	373	27	400	387	4
24-25	68	92.6%	62	98.1%	60	102.0%	68	96.4%	61	95.4%	56	375	27	402	388	1
25-26	69	92.6%	63	98.1%	61	102.0%	61	96.4%	65	95.4%	58	377	27	404	391	3
26-27	70	92.6%	64	98.1%	62	102.0%	62	96.4%	59	95.4%	62	379	27	406	392	2
27-28	71	92.6%	65	98.1%	63	102.0%	63	96.4%	60	95.4%	56	378	27	405	391	-1
28-29	71	92.6%	66	98.1%	64	102.0%	64	96.4%	61	95.4%	57	382	27	409	396	5
5-3-2	0.9156		0.9387		0.9979		0.9539		0.9823							
6-4	0.9564		0.9569		0.9894		0.9672		0.9925							
4 Year Avg.	0.9257		0.9811		1.0203		0.9642		0.9542							

WESTMINSTER EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
15-16ADJ	93	91.8%	56	97.9%	95	107.9%	82	100.0%	77	95.7%	90	493	15	508	501	
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
18-19A	82	100.0%	97	97.4%	75	105.4%	97	104.5%	69	106.5%	98	518	17	535	527	6
19-20	86	100.1%	82	100.5%	97	104.2%	78	101.1%	98	103.3%	71	513	16	529	521	-5
20-21	90	100.1%	86	100.5%	82	104.2%	101	101.1%	79	103.3%	101	540	16	556	548	27
21-22	96	100.1%	90	100.5%	87	104.2%	86	101.1%	103	103.3%	82	543	16	559	551	2
22-23	87	100.1%	96	100.5%	91	104.2%	90	101.1%	87	103.3%	106	557	16	573	565	14
23-24	89	100.1%	87	100.5%	97	104.2%	94	101.1%	91	103.3%	90	548	16	564	556	-9
24-25	90	100.1%	89	100.5%	88	104.2%	101	101.1%	95	103.3%	94	557	16	573	565	9
25-26	91	100.1%	90	100.5%	90	104.2%	91	101.1%	102	103.3%	99	562	16	578	570	5
26-27	92	100.1%	91	100.5%	91	104.2%	93	101.1%	92	103.3%	105	564	16	580	572	2
27-28	93	100.1%	92	100.5%	92	104.2%	94	101.1%	94	103.3%	95	560	16	576	568	-4
28-29	94	100.1%	93	100.5%	93	104.2%	95	101.1%	95	103.3%	97	568	16	584	576	7
5-3-2	1.0229		0.9959		1.0402		1.0227		1.0645							
6-4	1.0219		0.9677		1.0584		1.0273		1.0782							
4 Year Avg.	1.0013		1.0046		1.0416		1.0114		1.0332							

WILLIAM WINCHESTER EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
15-16ADJ	88	89.8%	88	102.7%	116	106.0%	106	94.2%	97	100.0%	99	594	19	613	604	
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
18-19A	81	105.2%	81	108.5%	89	106.3%	84	92.4%	85	107.9%	109	529	17	546	538	-10
19-20	83	95.6%	77	102.8%	83	101.3%	90	97.3%	82	102.1%	87	502	16	518	510	-27
20-21	87	95.6%	79	102.8%	80	101.3%	84	97.3%	88	102.1%	83	501	16	517	509	-1
21-22	93	95.6%	83	102.8%	82	101.3%	81	97.3%	82	102.1%	90	510	16	526	518	8
22-23	84	95.6%	89	102.8%	85	101.3%	83	97.3%	78	102.1%	84	503	16	519	511	-7
23-24	85	95.6%	80	102.8%	91	101.3%	87	97.3%	80	102.1%	80	504	16	520	512	1
24-25	86	95.6%	81	102.8%	83	101.3%	93	97.3%	84	102.1%	82	509	16	525	517	5
25-26	87	95.6%	82	102.8%	84	101.3%	84	97.3%	90	102.1%	86	512	16	528	520	4
26-27	89	95.6%	83	102.8%	84	101.3%	85	97.3%	81	102.1%	92	515	16	531	523	2
27-28	90	95.6%	85	102.8%	85	101.3%	86	97.3%	82	102.1%	83	511	16	527	519	-3
28-29	91	95.6%	86	102.8%	87	101.3%	87	97.3%	83	102.1%	84	518	16	534	526	7
5-3-2	0.9961		1.0398		1.0193		0.9637		1.0378							
6-4	1.0126		1.0413		1.0469		0.9391		1.0369							
4 Year Avg.	0.9560		1.0276		1.0127		0.9735		1.0209							

WINFIELD EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
15-16A	74	102.3%	88	102.5%	82	110.8%	82	96.7%	87	103.8%	81	494	21	515	505	
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
18-19A	86	109.0%	121	105.1%	83	109.2%	95	107.4%	87	98.9%	92	564	19	583	574	34
19-20	88	102.5%	88	103.9%	126	109.0%	90	100.5%	95	101.2%	88	576	20	596	586	12
20-21	91	102.5%	90	103.9%	92	109.0%	137	100.5%	91	101.2%	97	597	20	617	607	22
21-22	98	102.5%	93	103.9%	94	109.0%	100	100.5%	138	101.2%	92	615	20	635	625	17
22-23	89	102.5%	100	103.9%	97	109.0%	102	100.5%	100	101.2%	139	628	20	648	638	14
23-24	90	102.5%	91	103.9%	104	109.0%	106	100.5%	103	101.2%	102	596	20	616	606	-33
24-25	91	102.5%	92	103.9%	95	109.0%	114	100.5%	106	101.2%	104	602	20	622	612	6
25-26	92	102.5%	93	103.9%	96	109.0%	103	100.5%	114	101.2%	107	606	20	626	616	4
26-27	94	102.5%	94	103.9%	97	109.0%	104	100.5%	104	101.2%	116	609	20	629	619	3
27-28	95	102.5%	96	103.9%	98	109.0%	106	100.5%	105	101.2%	105	605	20	625	615	-4
28-29	96	102.5%	97	103.9%	100	109.0%	107	100.5%	106	101.2%	106	613	20	633	623	8
5-3-2	1.0403		1.0574		1.0777		1.0307		0.9965							
6-4	1.0442		1.0944		1.0552		1.0360		0.9838							
4 Year Avg.	1.0255		1.0390		1.0896		1.0050		1.0122							

GRADE TOTALS - ELEMENTARY

	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET TOTAL	DIFF
2018-19	1,689		1,801		1,773		1,789		1,750		1,890	10,692	336	11,028	10,860	
2019-20	1,690		1,733		1,845		1,814		1,813		1,772	10,667	354	11,021	10,844	-16
2020-21	1,758		1,731		1,776		1,894		1,838		1,841	10,837	354	11,191	11,014	169
2021-22	1,885		1,801		1,772		1,819		1,920		1,865	11,062	354	11,416	11,239	225
2022-23	1,708		1,931		1,844		1,815		1,845		1,950	11,093	354	11,447	11,270	31
2023-24	1,735		1,750		1,977		1,888		1,840		1,873	11,062	354	11,416	11,239	-31
2024-25	1,756		1,777		1,791		2,024		1,914		1,867	11,130	354	11,484	11,307	68
2025-26	1,776		1,799		1,820		1,834		2,052		1,942	11,223	354	11,577	11,400	93
2026-27	1,798		1,819		1,842		1,863		1,859		2,083	11,264	354	11,618	11,441	41
2027-28	1,821		1,842		1,863		1,886		1,889		1,887	11,187	354	11,541	11,364	-77
2028-29	1,845		1,865		1,886		1,907		1,912		1,917	11,332	354	11,686	11,509	145

SECONDARY PROJECTIONS '19-'20 TO '28-'29, MIDDLE SCHOOLS

MT. AIRY MIDDLE		MT. AIRY		100.00%	
		WINFIELD		84.00%	

YEAR	5		6		7		8		TOTAL	DIFF
15-16ADJ	218	101.6%	262	99.6%	260	98.6%	282		804	
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
18-19A	230	103.0%	214	104.8%	260	100.5%	223		697	-40
19-20	226	101.4%	233	101.7%	218	99.7%	259		710	13
20-21	243	101.4%	229	101.7%	238	99.7%	217		684	-26
21-22	236	101.4%	246	101.7%	233	99.7%	237		717	33
22-23	289	101.4%	240	101.7%	251	99.7%	233		723	6
23-24	237	101.4%	293	101.7%	244	99.7%	250		786	63
24-25	245	101.4%	240	101.7%	298	99.7%	243		780	-6
25-26	254	101.4%	248	101.7%	244	99.7%	297		789	9
26-27	273	101.4%	258	101.7%	253	99.7%	243		754	-35
27-28	247	101.4%	277	101.7%	262	99.7%	252		791	38
28-29	251	101.4%	250	101.7%	282	99.7%	262		794	3
5-3-2	1.0151		1.0284		1.0001					
6-4	1.0109		1.0255		0.9968					
4yr avg	1.0139		1.0175		0.9968					

NORTH CARROLL MIDDLE		EBB VALLEY		73.00%	
		HAMPSTEAD		20.00%	
		MANCHESTER		100.00%	

YEAR	5		6		7		8		TOTAL	DIFF
15-16A	201	100.0%	194	101.7%	182	100.0%	214		590	
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
18-19A	196	106.2%	210	102.5%	209	99.5%	212		631	14
19-20	197	105.6%	207	102.7%	216	101.0%	211		634	3
20-21	164	105.6%	208	102.7%	213	101.0%	218		639	5
21-22	193	105.6%	173	102.7%	214	101.0%	215		601	-37
22-23	197	105.6%	203	102.7%	177	101.0%	216		596	-5
23-24	183	105.6%	208	102.7%	209	101.0%	179		596	-1
24-25	184	105.6%	193	102.7%	214	101.0%	211		617	22
25-26	191	105.6%	195	102.7%	198	101.0%	216		608	-9
26-27	205	105.6%	202	102.7%	200	101.0%	200		602	-7
27-28	187	105.6%	217	102.7%	207	101.0%	202		626	24
28-29	189	105.6%	197	102.7%	222	101.0%	209		629	3
5-3-2	1.0783		1.0301		1.0077					
6-4	1.0978		1.0344		1.0033					
4yr avg	1.0556		1.0266		1.0095					

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

YEAR	5		6		7		8		TOTAL	DIFF
15-16ADJ	208	110.1%	245	98.1%	204	104.6%	273		722	
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
18-19A	215	109.3%	251	100.9%	227	101.4%	211		689	36
19-20	197	105.5%	227	98.3%	247	100.3%	228		701	12
20-21	198	105.5%	207	98.3%	223	100.3%	248		678	-23
21-22	220	105.5%	209	98.3%	204	100.3%	224		636	-42
22-23	207	105.5%	232	98.3%	205	100.3%	205		641	5
23-24	215	105.5%	218	98.3%	228	100.3%	206		652	10
24-25	211	105.5%	227	98.3%	214	100.3%	229		670	19
25-26	218	105.5%	222	98.3%	224	100.3%	215		661	-9
26-27	234	105.5%	230	98.3%	219	100.3%	224		673	12
27-28	212	105.5%	247	98.3%	227	100.3%	219		692	19
28-29	216	105.5%	223	98.3%	242	100.3%	227		693	1
5-3-2	1.0549		0.9936		0.9932					
6-4	1.0684		1.0073		0.9913					
4yr avg	1.0550		0.9834		1.0030					

OKLAHOMA ROAD MID			CARROLLTOWNE		100.00%
			ELDERSBURG		59.00%
			FREEDOM		100.00%

YEAR	5		6		7		8	TOTAL	DIFF
15-16A	233	97.2%	242	105.6%	245	100.7%	272	759	
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
18-19A	202	104.6%	240	104.1%	231	100.7%	271	742	-6
19-20	234	103.9%	210	104.8%	252	101.2%	234	695	-47
20-21	206	103.9%	243	104.8%	220	101.2%	254	717	22
21-22	268	103.9%	215	104.8%	255	101.2%	222	692	-26
22-23	246	103.9%	278	104.8%	225	101.2%	258	761	69
23-24	266	103.9%	255	104.8%	292	101.2%	228	774	14
24-25	248	103.9%	277	104.8%	268	101.2%	295	839	65
25-26	258	103.9%	258	104.8%	290	101.2%	271	819	-21
26-27	277	103.9%	268	104.8%	270	101.2%	294	831	13
27-28	251	103.9%	288	104.8%	281	101.2%	273	842	10
28-29	254	103.9%	261	104.8%	302	101.2%	284	847	5
5-3-2	1.0554		1.0454		1.0125				
6-4	1.0465		1.0479		1.0140				
4yr avg	1.0391		1.0482		1.0116				

SHILOH MIDDLE			HAMPSTEAD		80.00%
			SANDYMOUNT		100.00%
			SPRING GARDEN		100.00%

YEAR	5		6		7		8	TOTAL	DIFF
15-16ADJ	215	97.7%	215	100.5%	220	102.2%	228	663	
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
18-19A	199	102.9%	217	104.7%	222	94.8%	220	659	-2
19-20	189	101.0%	201	103.5%	225	98.1%	218	644	-15
20-21	202	101.0%	190	103.5%	208	98.1%	220	619	-25
21-22	200	101.0%	204	103.5%	197	98.1%	204	605	-14
22-23	211	101.0%	202	103.5%	211	98.1%	193	606	1
23-24	184	101.0%	213	103.5%	209	98.1%	207	628	23
24-25	194	101.0%	186	103.5%	220	98.1%	205	611	-18
25-26	203	101.0%	196	103.5%	192	98.1%	216	605	-6
26-27	217	101.0%	205	103.5%	203	98.1%	189	597	-8
27-28	197	101.0%	219	103.5%	212	98.1%	199	631	34
28-29	200	101.0%	199	103.5%	227	98.1%	208	634	4
5-3-2	1.0218		1.0460		0.9624				
6-4	1.0193		1.0482		0.9582				
4yr avg	1.0099		1.0348		0.9813				

SYKESVILLE MIDDLE			ELDERSBURG		41.00%
			LINTON SPRINGS		100.00%
			PINEY RIDGE		100.00%
			WINFIELD		16.00%

YEAR	5		6		7		8	TOTAL	DIFF
15-16A	270	103.7%	254	99.7%	285	99.2%	261	800	
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
18-19A	252	100.8%	269	106.1%	260	102.7%	263	792	31
19-20	235	100.0%	252	102.1%	275	101.5%	264	791	-1
20-21	277	100.0%	235	102.1%	258	101.5%	279	771	-19
21-22	214	100.0%	277	102.1%	240	101.5%	261	778	7
22-23	241	100.0%	214	102.1%	283	101.5%	244	740	-38
23-24	241	100.0%	241	102.1%	218	101.5%	287	747	7
24-25	242	100.0%	241	102.1%	247	101.5%	222	709	-38
25-26	252	100.0%	242	102.1%	246	101.5%	250	739	29
26-27	271	100.0%	252	102.1%	247	101.5%	250	749	11
27-28	245	100.0%	271	102.1%	257	101.5%	251	780	30
28-29	249	100.0%	245	102.1%	277	101.5%	261	783	4
5-3-2	0.9972		1.0377		1.0228				
6-4	1.0137		1.0431		1.0211				
4yr avg	1.0000		1.0215		1.0148				

WEST. EAST MIDDLE	CRANBERRY STATION		100.00%	RUNNYMEDE		22.00%
	EBB VALLEY		27.00%	WESTMINSTER		7.00%
	ROBERT MOTON		63.00%	WM WINCHESTER		72.00%

YEAR	5		6		7		8		TOTAL	DIFF
15-16A	219	95.9%	235	101.2%	253	99.6%	222		710	
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
18-19A	268	92.9%	238	106.8%	250	100.0%	229		717	5
19-20	223	96.2%	258	103.7%	247	99.7%	249		754	37
20-21	253	96.2%	214	103.7%	267	99.7%	246		727	-26
21-22	238	96.2%	243	103.7%	222	99.7%	266		732	5
22-23	231	96.2%	229	103.7%	252	99.7%	221		703	-29
23-24	234	96.2%	222	103.7%	238	99.7%	252		711	8
24-25	237	96.2%	225	103.7%	230	99.7%	237		692	-19
25-26	247	96.2%	228	103.7%	233	99.7%	229		691	-1
26-27	265	96.2%	238	103.7%	237	99.7%	233		707	16
27-28	239	96.2%	254	103.7%	247	99.7%	236		737	30
28-29	244	96.2%	230	103.7%	264	99.7%	246		740	3
5-3-2	0.9526		1.0521		1.0018					
6-4	0.9418		1.0593		1.0150					
4yr avg	0.9619		1.0368		0.9965					

WEST. WEST MIDDLE	FRIENDSHIP VALLEY		100.00%	WESTMINSTER		93.00%
	MECHANICSVILLE		100.00%	WM WINCHESTER		28.00%
	ROBERT MOTON		37.00%			

YEAR	5		6		7		8		TOTAL	DIFF
15-16A	324	102.5%	333	101.4%	370	100.3%	314		1017	
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
18-19A	326	103.6%	321	96.9%	278	98.5%	328		927	-35
19-20	272	101.5%	331	100.7%	323	99.6%	277		931	4
20-21	297	101.5%	276	100.7%	334	99.6%	322		931	0
21-22	293	101.5%	302	100.7%	278	99.6%	332		912	-19
22-23	325	101.5%	297	100.7%	304	99.6%	276		878	-34
23-24	309	101.5%	330	100.7%	299	99.6%	303		932	54
24-25	301	101.5%	314	100.7%	332	99.6%	298		944	12
25-26	314	101.5%	306	100.7%	316	99.6%	331		952	8
26-27	337	101.5%	319	100.7%	308	99.6%	314		941	-11
27-28	305	101.5%	342	100.7%	321	99.6%	306		969	28
28-29	310	101.5%	310	100.7%	344	99.6%	320		974	4
5-3-2	1.0176		0.9959		0.9921					
6-4	1.0200		0.9910		0.9933					
4yr avg	1.0152		1.0071		0.9958					

**GRADE TOTALS - MIDDLE**

	5	6	7	8	MID TOTAL	DIFF
2018-19	1889	1960	1937	1957	5854	
2019-20	1772	1920	2001	1939	5860	6
2020-21	1840	1803	1960	2004	5767	-93
2021-22	1861	1868	1843	1962	5673	-94
2022-23	1946	1894	1908	1845	5648	-25
2023-24	1869	1980	1936	1910	5826	178
2024-25	1863	1903	2022	1938	5863	37
2025-26	1938	1896	1944	2025	5864	1
2026-27	2078	1972	1937	1947	5855	-9
2027-28	1883	2115	2014	1939	6068	213
2028-29	1913	1916	2160	2017	6093	25

SECONDARY PROJECTIONS '19-'20 TO '28-'29, HIGH SCHOOLS

CENTURY HIGH	SYKESVILLE MIDDLE	100.00%
--------------	-------------------	---------

YEAR	8		9		10		11		12		TOTAL	DIFF
15-16A	261	108.6%	289	97.8%	268	105.0%	274	89.2%	263		1094	
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
18-19A	263	110.4%	287	96.4%	295	106.8%	299	81.3%	247		1128	-5
19-20	264	107.7%	283	98.6%	283	106.4%	314	84.7%	253		1133	5
20-21	279	107.7%	284	98.6%	279	106.4%	301	84.7%	266		1130	-3
21-22	261	107.7%	300	98.6%	280	106.4%	297	84.7%	255		1132	2
22-23	244	107.7%	281	98.6%	296	106.4%	298	84.7%	252		1127	-5
23-24	287	107.7%	262	98.6%	277	106.4%	315	84.7%	252		1107	-20
24-25	222	107.7%	309	98.6%	258	106.4%	295	84.7%	267		1129	23
25-26	250	107.7%	239	98.6%	305	106.4%	275	84.7%	250		1068	-61
26-27	250	107.7%	270	98.6%	235	106.4%	324	84.7%	233		1062	-6
27-28	251	107.7%	269	98.6%	266	106.4%	250	84.7%	275		1059	-2
28-29	261	107.7%	270	98.6%	265	106.4%	283	84.7%	212		1030	-29
5-3-2		1.080		0.982		1.067		0.827				
6-4		1.080		0.978		1.061		0.822				
4 Year Avg.		1.077		0.986		1.064		0.847				

FRANCIS SCOTT KEY HIGH	NORTHWEST MIDDLE	100.00%
------------------------	------------------	---------

YEAR	8		9		10		11		12		TOTAL	DIFF
15-16A	273	102.2%	231	91.8%	223	107.4%	246	87.0%	248		948	
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
18-19A	211	109.1%	240	93.3%	210	107.9%	286	81.4%	193		929	8
19-20	228	106.5%	225	93.5%	224	106.8%	224	84.9%	243		916	-13
20-21	248	106.5%	243	93.5%	210	106.8%	240	84.9%	190		883	-33
21-22	224	106.5%	264	93.5%	227	106.8%	224	84.9%	203		919	36
22-23	205	106.5%	238	93.5%	247	106.8%	242	84.9%	191		918	-1
23-24	206	106.5%	218	93.5%	223	106.8%	263	84.9%	206		910	-8
24-25	229	106.5%	219	93.5%	204	106.8%	238	84.9%	224		885	-25
25-26	215	106.5%	244	93.5%	205	106.8%	218	84.9%	202		868	-16
26-27	224	106.5%	229	93.5%	228	106.8%	219	84.9%	185		860	-8
27-28	219	106.5%	239	93.5%	214	106.8%	243	84.9%	186		882	22
28-29	227	106.5%	234	93.5%	223	106.8%	229	84.9%	206		892	10
5-3-2		1.086		0.938		1.070		0.833				
6-4		1.098		0.933		1.077		0.822				
4 Year Avg.		1.065		0.935		1.068		0.849				

LIBERTY HIGH	OKLAHOMA RD MIDDLE	100.00%
--------------	--------------------	---------

YEAR	8		9		10		11		12		TOTAL	DIFF
15-16A	272	100.4%	278	100.7%	306	100.0%	248	96.3%	263		1095	
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
18-19A	271	98.1%	252	102.4%	253	103.6%	285	89.6%	259		1049	-52
19-20	234	100.3%	272	99.8%	251	103.5%	262	93.4%	266		1051	2
20-21	254	100.3%	234	99.8%	271	103.5%	260	93.4%	245		1010	-41
21-22	222	100.3%	255	99.8%	234	103.5%	281	93.4%	243		1013	2
22-23	258	100.3%	223	99.8%	255	103.5%	242	93.4%	262		982	-31
23-24	228	100.3%	258	99.8%	223	103.5%	263	93.4%	226		970	-11
24-25	295	100.3%	228	99.8%	258	103.5%	230	93.4%	246		962	-8
25-26	271	100.3%	296	99.8%	228	103.5%	267	93.4%	215		1005	43
26-27	294	100.3%	271	99.8%	295	103.5%	236	93.4%	249		1051	46
27-28	273	100.3%	294	99.8%	271	103.5%	305	93.4%	220		1091	39
28-29	284	100.3%	274	99.8%	294	103.5%	280	93.4%	285		1133	43
5-3-2		0.995		1.003		1.045		0.915				
6-4		0.988		1.009		1.048		0.904				
4 Year Avg.		1.003		0.998		1.035		0.934				

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

YEAR	8		9		10		11		12	TOTAL	DIFF
15-16ADJ	364	105.6%	320	99.5%	378	109.3%	377	86.3%	352	1427	
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
18-19A	355	105.6%	360	94.8%	312	101.4%	355	82.9%	277	1304	-37
19-20	353	102.9%	365	96.0%	346	105.2%	328	85.2%	302	1341	37
20-21	361	102.9%	363	96.0%	351	105.2%	363	85.2%	279	1356	15
21-22	347	102.9%	371	96.0%	348	105.2%	369	85.2%	310	1398	41
22-23	342	102.9%	357	96.0%	356	105.2%	366	85.2%	314	1394	-4
23-24	313	102.9%	351	96.0%	343	105.2%	375	85.2%	312	1381	-13
24-25	344	102.9%	322	96.0%	337	105.2%	361	85.2%	319	1340	-41
25-26	356	102.9%	354	96.0%	309	105.2%	355	85.2%	307	1325	-15
26-27	323	102.9%	366	96.0%	339	105.2%	325	85.2%	302	1333	8
27-28	331	102.9%	332	96.0%	352	105.2%	357	85.2%	277	1318	-16
28-29	345	102.9%	341	96.0%	319	105.2%	370	85.2%	304	1333	16
5-3-2	1.028		0.949		1.038		0.845				
6-4	1.033		0.952		1.052		0.848				
4 Year Avg.	1.029		0.960		1.052		0.852				

SOUTH CARROLL HIGH					MT AIRY MIDDLE				100.00%
--------------------	--	--	--	--	----------------	--	--	--	---------

YEAR	8		9		10		11		12	TOTAL	DIFF
15-16A	282	107.1%	256	95.3%	266	101.5%	269	89.9%	240	1031	
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
18-19A	223	99.6%	266	95.9%	260	102.2%	276	93.5%	229	1031	-17
19-20	259	103.0%	230	95.0%	253	102.4%	266	91.9%	254	1002	-29
20-21	217	103.0%	267	95.0%	218	102.4%	259	91.9%	245	988	-14
21-22	237	103.0%	223	95.0%	253	102.4%	223	91.9%	238	938	-50
22-23	233	103.0%	244	95.0%	212	102.4%	259	91.9%	205	921	-17
23-24	250	103.0%	240	95.0%	232	102.4%	217	91.9%	238	927	6
24-25	243	103.0%	257	95.0%	228	102.4%	237	91.9%	200	922	-5
25-26	297	103.0%	250	95.0%	244	102.4%	233	91.9%	218	945	24
26-27	243	103.0%	306	95.0%	238	102.4%	250	91.9%	214	1007	62
27-28	252	103.0%	250	95.0%	290	102.4%	243	91.9%	230	1014	6
28-29	262	103.0%	259	95.0%	238	102.4%	297	91.9%	223	1018	4
5-3-2	1.012		0.951		1.023		0.930				
6-4	1.010		0.951		1.017		0.936				
4 Year Avg.	1.030		0.950		1.024		0.919				

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

YEAR	8		9		10		11		12	TOTAL	DIFF
15-16ADJ	370	106.9%	403	92.2%	376	103.1%	394	85.9%	372	1545	
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
18-19A	375	103.3%	400	93.7%	413	111.5%	389	82.2%	338	1540	3
19-20	328	105.9%	398	92.2%	369	107.4%	443	85.3%	332	1542	2
20-21	370	105.9%	348	92.2%	367	107.4%	396	85.3%	378	1488	-53
21-22	374	105.9%	392	92.2%	321	107.4%	394	85.3%	338	1444	-45
22-23	319	105.9%	396	92.2%	361	107.4%	344	85.3%	336	1437	-7
23-24	348	105.9%	338	92.2%	365	107.4%	388	85.3%	293	1385	-52
24-25	343	105.9%	369	92.2%	312	107.4%	392	85.3%	331	1403	18
25-26	377	105.9%	363	92.2%	340	107.4%	335	85.3%	334	1372	-31
26-27	352	105.9%	399	92.2%	335	107.4%	365	85.3%	285	1384	12
27-28	349	105.9%	373	92.2%	368	107.4%	360	85.3%	311	1412	27
28-29	364	105.9%	369	92.2%	344	107.4%	395	85.3%	307	1415	3
5-3-2	1.052		0.924		1.097		0.842				
6-4	1.054		0.922		1.107		0.833				
4 Year Avg.	1.059		0.922		1.074		0.853				



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

YEAR	8		9		10		11		12	TOTAL	DIFF
15-16A	244	107.7%	293	93.4%	270	110.2%	280	79.5%	241	1084	
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
18-19A	259	106.2%	297	102.1%	291	101.8%	281	82.1%	257	1126	13
19-20	274	108.0%	279	98.4%	292	106.7%	310	81.5%	229	1111	-15
20-21	275	108.0%	296	98.4%	275	106.7%	312	81.5%	253	1135	25
21-22	296	108.0%	297	98.4%	291	106.7%	293	81.5%	254	1135	0
22-23	246	108.0%	320	98.4%	292	106.7%	311	81.5%	239	1161	26
23-24	279	108.0%	266	98.4%	315	106.7%	312	81.5%	253	1145	-16
24-25	264	108.0%	301	98.4%	262	106.7%	336	81.5%	254	1152	7
25-26	259	108.0%	285	98.4%	296	106.7%	279	81.5%	274	1134	-19
26-27	261	108.0%	280	98.4%	280	106.7%	316	81.5%	227	1103	-30
27-28	263	108.0%	282	98.4%	275	106.7%	299	81.5%	258	1113	10
28-29	275	108.0%	284	98.4%	277	106.7%	294	81.5%	244	1099	-14
5-3-2		1.071		1.006		1.046		0.822			
6-4		1.053		1.010		1.043		0.825			
4 year avg		1.080		0.984		1.067		0.815			

GRADE TOTALS - HIGH						HIGH	
	8	9	10	11	12	TOTAL	
2018-19	1957	2102	2034	2171	1800	8107	
2019-20	1939	2051	2018	2148	1879	8097	-10
2020-21	2004	2034	1971	2131	1856	7991	-105
2021-22	1962	2103	1954	2081	1841	7978	-13
2022-23	1845	2060	2019	2062	1798	7940	-38
2023-24	1910	1933	1978	2133	1781	7825	-115
2024-25	1938	2006	1858	2089	1840	7793	-32
2025-26	2025	2029	1927	1961	1801	7718	-76
2026-27	1947	2121	1950	2035	1696	7802	84
2027-28	1939	2039	2036	2057	1756	7889	87
2028-29	2017	2032	1960	2147	1781	7921	32

Carroll County Public Schools Actual & Projected Enrollment  
Educational Facilities Master Plan - 2019-2028

**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 2018	Projected 2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Projected 2028
Carrolltowne	548	20	20	588	530	549	557	593	583	585	588	593	595	591	598	
	Over (Under) State Rated Capacity				(58)	(39)	(31)	5	(5)	(3)	-	5	7	3	10	
	Percent of STATE Capacity				90.1%	93.4%	94.7%	100.9%	99.1%	99.5%	100.0%	100.9%	101.2%	100.5%	101.7%	
Cranberry Station	550	20	0	570	507	493	499	503	509	515	519	523	525	522	529	
	Over (Under) State Rated Capacity				(63)	(77)	(71)	(67)	(61)	(55)	(51)	(47)	(45)	(48)	(41)	
	Percent of STATE Capacity				88.9%	86.5%	87.5%	88.2%	89.3%	90.4%	91.1%	91.8%	92.1%	91.6%	92.8%	
Ebb Valley	548	20	0	568	517	515	526	530	539	540	549	554	556	552	559	
	Over (Under) State Rated Capacity				(51)	(53)	(42)	(38)	(29)	(28)	(19)	(14)	(12)	(16)	(9)	
	Percent of STATE Capacity				91.0%	90.7%	92.6%	93.3%	94.9%	95.1%	96.7%	97.5%	97.9%	97.2%	98.4%	
Eldersburg	548	20	0	568	431	431	433	440	430	442	451	454	456	453	458	
	Over (Under) State Rated Capacity				(137)	(137)	(135)	(128)	(138)	(126)	(117)	(114)	(112)	(115)	(110)	
	Percent of STATE Capacity				75.9%	75.9%	76.2%	77.5%	75.7%	77.8%	79.4%	79.9%	80.3%	79.8%	80.6%	
Elmer Wolfe	526	20	0	546	405	395	401	412	408	414	413	416	417	416	421	
	Over (Under) State Rated Capacity				(141)	(151)	(145)	(134)	(138)	(132)	(133)	(130)	(129)	(130)	(125)	
	Percent of STATE Capacity				74.2%	72.3%	73.4%	75.5%	74.7%	75.8%	75.6%	76.2%	76.4%	76.2%	77.1%	
Freedom	502	0	0	502	540	571	585	612	615	614	597	603	605	600	607	
	Over (Under) State Rated Capacity				38	69	83	110	113	112	95	101	103	98	105	
	Percent of STATE Capacity				107.6%	113.7%	116.5%	121.9%	122.5%	122.3%	118.9%	120.1%	120.5%	119.5%	120.9%	
Friendship Valley	527	0	0	527	493	483	483	500	509	510	504	508	510	507	513	
	Over (Under) State Rated Capacity				(34)	(44)	(44)	(27)	(18)	(17)	(23)	(19)	(17)	(20)	(14)	
	Percent of STATE Capacity				93.5%	91.7%	91.7%	94.9%	96.6%	96.8%	95.6%	96.4%	96.8%	96.2%	97.3%	
Hampstead	434	20	60	514	370	384	394	424	426	434	422	426	427	424	429	
	Over (Under) State Rated Capacity				(144)	(130)	(120)	(90)	(88)	(80)	(92)	(88)	(87)	(90)	(85)	
	Percent of STATE Capacity				72.0%	74.7%	76.7%	82.5%	82.9%	84.4%	82.1%	82.9%	83.1%	82.5%	83.5%	
Linton Springs	685	20	0	705	613	621	645	638	663	662	666	672	674	668	677	
	Over (Under) State Rated Capacity				(92)	(84)	(60)	(67)	(42)	(43)	(39)	(33)	(31)	(37)	(28)	
	Percent of STATE Capacity				87.0%	88.1%	91.5%	90.5%	94.0%	93.9%	94.5%	95.3%	95.6%	94.8%	96.0%	
Manchester	662	20	0	682	636	623	606	636	623	614	617	621	624	621	628	
	Over (Under) State Rated Capacity				(46)	(59)	(76)	(46)	(59)	(68)	(65)	(61)	(58)	(61)	(54)	
	Percent of STATE Capacity				93.3%	91.3%	88.9%	93.3%	91.3%	90.0%	90.5%	91.1%	91.5%	91.1%	92.1%	
Mechanicsville	571	20	0	591	487	482	492	508	503	490	491	495	497	494	500	
	Over (Under) State Rated Capacity				(104)	(109)	(99)	(83)	(88)	(101)	(100)	(96)	(94)	(97)	(91)	
	Percent of STATE Capacity				82.4%	81.6%	83.2%	86.0%	85.1%	82.9%	83.1%	83.8%	84.1%	83.6%	84.6%	

School	State Rated Capacity				Enrollment	Enrollment										Enrollment
	K-5	PreK	Spec. Ed.	Total	Actual 2018	Projected 2019	2020	2021	2022	2023	2024	2025	2026	2027	Projected 2028	
Mt. Airy (Grades 3-5)	552	0	0	552	465 (87) 84.2%	471 (81) 85.3%	490 (62) 88.8%	480 (72) 87.0%	478 (74) 86.6%	471 (81) 85.3%	496 (56) 89.9%	497 (55) 90.0%	495 (57) 89.7%	483 (69) 87.5%	489 (63) 88.6%	
Parr's Ridge (Grades K-2)	590	20	0	610	467 (143) 76.6%	467 (143) 76.6%	459 (151) 75.2%	482 (128) 79.0%	484 (126) 79.3%	482 (128) 79.0%	470 (140) 77.0%	477 (133) 78.2%	482 (128) 79.0%	487 (123) 79.8%	493 (117) 80.8%	
Piney Ridge	548	0	0	548	515 (33) 94.0%	496 (52) 90.5%	483 (65) 88.1%	475 (73) 86.7%	485 (63) 88.5%	493 (55) 90.0%	496 (52) 90.5%	500 (48) 91.2%	502 (46) 91.6%	499 (49) 91.1%	506 (42) 92.3%	
Robert Moton	456	20	60	536	386 (150) 72.0%	392 (144) 73.1%	411 (125) 76.7%	410 (126) 76.5%	408 (128) 76.1%	420 (116) 78.4%	422 (114) 78.7%	426 (110) 79.5%	428 (108) 79.9%	425 (111) 79.3%	430 (106) 80.2%	
Runnymede	617	20	20	657	609 (48) 92.7%	625 (32) 95.1%	650 (7) 98.9%	662 5 100.8%	653 (4) 99.4%	653 (4) 99.4%	655 (2) 99.7%	660 3 100.5%	663 6 100.9%	656 (1) 99.8%	666 9 101.4%	
Sandymount	504	20	0	524	453 (71) 86.5%	459 (65) 87.6%	463 (61) 88.4%	465 (59) 88.7%	461 (63) 88.0%	443 (81) 84.5%	462 (62) 88.2%	466 (58) 88.9%	469 (55) 89.5%	466 (58) 88.9%	472 (52) 90.1%	
Spring Garden	525	20	0	545	427 (118) 78.3%	403 (142) 73.9%	406 (139) 74.5%	395 (150) 72.5%	395 (150) 72.5%	396 (149) 72.7%	406 (139) 74.5%	410 (135) 75.2%	411 (134) 75.4%	408 (137) 74.9%	413 (132) 75.8%	
Taneytown	504	20	0	524	374 (150) 71.4%	368 (156) 70.2%	365 (159) 69.7%	381 (143) 72.7%	383 (141) 73.1%	387 (137) 73.9%	388 (136) 74.0%	391 (133) 74.6%	392 (132) 74.8%	391 (133) 74.6%	396 (128) 75.6%	
Westminster	548	20	0	568	527 (41) 92.8%	521 (47) 91.7%	548 (20) 96.5%	551 (17) 97.0%	565 (3) 99.5%	556 (12) 97.9%	565 (3) 99.5%	570 2 100.4%	572 4 100.7%	568 - 100.0%	576 8 101.4%	
Wm. Winchester	525	20	0	545	538 (7) 98.7%	510 (35) 93.6%	509 (36) 93.4%	518 (27) 95.0%	511 (34) 93.8%	512 (33) 93.9%	517 (28) 94.9%	520 (25) 95.4%	523 (22) 96.0%	519 (26) 95.2%	526 (19) 96.5%	
Winfield	594	20	60	674	574 (100) 85.2%	586 (88) 86.9%	607 (67) 90.1%	625 (49) 92.7%	638 (36) 94.7%	606 (68) 89.9%	612 (62) 90.8%	616 (58) 91.4%	619 (55) 91.8%	615 (59) 91.2%	623 (51) 92.4%	
TOTALS	12064	360	220	12644	10864	10845	11012	11240	11269	11239	11306	11398	11442	11365	11509	
	Over (Under) State Rated Capacity				(1,780)	(1,799)	(1,632)	(1,404)	(1,375)	(1,405)	(1,338)	(1,246)	(1,202)	(1,279)	(1,135)	
	Percent of STATE Capacity				85.9%	85.8%	87.1%	88.9%	89.1%	88.9%	89.4%	90.1%	90.5%	89.9%	91.0%	

Carroll County Public Schools Actual & Projected Enrollment  
Educational Facilities Master Plan - 2019-2028

**ELEMENTARY SCHOOLS**  
**Northeast Area Schools**

School	State Rated Capacity				Enrollment	Enrollment										Enrollment
	K-5	PreK	Spec. Ed.	Total	Actual 2018	Projected 2019	2020	2021	2022	2023	2024	2025	2026	2027	Projected 2028	
Ebb Valley	548	20	0	568	517	515	526	530	539	540	549	554	556	552	559	
	Over (Under) State Rated Capacity				(51)	(53)	(42)	(38)	(29)	(28)	(19)	(14)	(12)	(16)	(9)	
	Percent of STATE Capacity				91.0%	90.7%	92.6%	93.3%	94.9%	95.1%	96.7%	97.5%	97.9%	97.2%	98.4%	
Hampstead	434	20	60	514	370	384	394	424	426	434	422	426	427	424	429	
	Over (Under) State Rated Capacity				(144)	(130)	(120)	(90)	(88)	(80)	(92)	(88)	(87)	(90)	(85)	
	Percent of STATE Capacity				72.0%	74.7%	76.7%	82.5%	82.9%	84.4%	82.1%	82.9%	83.1%	82.5%	83.5%	
Manchester	662	20	0	682	636	623	606	636	623	614	617	621	624	621	628	
	Over (Under) State Rated Capacity				(46)	(59)	(76)	(46)	(59)	(68)	(65)	(61)	(58)	(61)	(54)	
	Percent of STATE Capacity				93.3%	91.3%	88.9%	93.3%	91.3%	90.0%	90.5%	91.1%	91.5%	91.1%	92.1%	
Spring Garden	525	20	0	545	427	403	406	395	395	396	406	410	411	408	413	
	Over (Under) State Rated Capacity				(118)	(142)	(139)	(150)	(150)	(149)	(139)	(135)	(134)	(137)	(132)	
	Percent of STATE Capacity				78.3%	73.9%	74.5%	72.5%	72.5%	72.7%	74.5%	75.2%	75.4%	74.9%	75.8%	
TOTALS	2169	80	60	2309	1950	1925	1932	1985	1983	1984	1994	2011	2018	2005	2029	
	Over (Under) State Rated Capacity				(359)	(384)	(377)	(324)	(326)	(325)	(315)	(298)	(291)	(304)	(280)	
	Percent of STATE Capacity				84.5%	83.4%	83.7%	86.0%	85.9%	85.9%	86.4%	87.1%	87.4%	86.8%	87.9%	

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment  
Educational Facilities Master Plan - 2019-2028

**ELEMENTARY SCHOOLS**

**Northwest Area**

School	State Rated Capacity				Enrollment		Enrollment								Enrollment Projected	
	K-5	PreK	Spec. Ed.	Total	Actual	Projected	2020	2021	2022	2023	2024	2025	2026	2027	2028	
					2018	2019										
Elmer Wolfe	526	20	0	546	405	395	401	412	408	414	413	416	417	416	421	
	Over (Under) State Rated Capacity				(141)	(151)	(145)	(134)	(138)	(132)	(133)	(130)	(129)	(130)	(125)	
	Percent of STATE Capacity				74.2%	72.3%	73.4%	75.5%	74.7%	75.8%	75.6%	76.2%	76.4%	76.2%	77.1%	
Runnymede	617	20	20	657	609	625	650	662	653	653	655	660	663	656	666	
	Over (Under) State Rated Capacity				(48)	(32)	(7)	5	(4)	(4)	(2)	3	6	(1)	9	
	Percent of STATE Capacity				92.7%	95.1%	98.9%	100.8%	99.4%	99.4%	99.7%	100.5%	100.9%	99.8%	101.4%	
Taneytown	504	20	0	524	374	368	365	381	383	387	388	391	392	391	396	
	Over (Under) State Rated Capacity				(150)	(156)	(159)	(143)	(141)	(137)	(136)	(133)	(132)	(133)	(128)	
	Percent of STATE Capacity				71.4%	70.2%	69.7%	72.7%	73.1%	73.9%	74.0%	74.6%	74.8%	74.6%	75.6%	
TOTALS	1647	60	20	1727	1388	1388	1416	1455	1444	1454	1456	1467	1472	1463	1483	
	Over (Under) State Rated Capacity				(339)	(339)	(311)	(272)	(283)	(273)	(271)	(260)	(255)	(264)	(244)	
	Percent of STATE Capacity				80.4%	80.4%	82.0%	84.3%	83.6%	84.2%	84.3%	84.9%	85.2%	84.7%	85.9%	

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment  
Educational Facilities Master Plan - 2019-2028

**ELEMENTARY SCHOOLS**

**Westminster Area Schools**

School	State Rated Capacity				Enrollment											
	K-5	PreK	Spec. Ed.	Total	Actual 2018	Projected 2019	2020	2021	2022	2023	2024	2025	2026	2027	Enrollment Projected 2028	
Cranberry Station	550	20	0	570	507	493	499	503	509	515	519	523	525	522	529	
	Over (Under) State Rated Capacity				(63)	(77)	(71)	(67)	(61)	(55)	(51)	(47)	(45)	(48)	(41)	
	Percent of STATE Capacity				88.9%	86.5%	87.5%	88.2%	89.3%	90.4%	91.1%	91.8%	92.1%	91.6%	92.8%	
Friendship Valley	527	0	0	527	493	483	483	500	509	510	504	508	510	507	513	
	Over (Under) State Rated Capacity				(34)	(44)	(44)	(27)	(18)	(17)	(23)	(19)	(17)	(20)	(14)	
	Percent of STATE Capacity				93.5%	91.7%	91.7%	94.9%	96.6%	96.8%	95.6%	96.4%	96.8%	96.2%	97.3%	
Mechanicsville	571	20	0	591	487	482	492	508	503	490	491	495	497	494	500	
	Over (Under) State Rated Capacity				(104)	(109)	(99)	(83)	(88)	(101)	(100)	(96)	(94)	(97)	(91)	
	Percent of STATE Capacity				82.4%	81.6%	83.2%	86.0%	85.1%	82.9%	83.1%	83.8%	84.1%	83.6%	84.6%	
Robert Moton	456	20	60	536	386	392	411	410	408	420	422	426	428	425	430	
	Over (Under) State Rated Capacity				(150)	(144)	(125)	(126)	(128)	(116)	(114)	(110)	(108)	(111)	(106)	
	Percent of STATE Capacity				72.0%	73.1%	76.7%	76.5%	76.1%	78.4%	78.7%	79.5%	79.9%	79.3%	80.2%	
Sandymount	504	20	0	524	453	459	463	465	461	443	462	466	469	466	472	
	Over (Under) State Rated Capacity				(71)	(65)	(61)	(59)	(63)	(81)	(62)	(58)	(55)	(58)	(52)	
	Percent of STATE Capacity				86.5%	87.6%	88.4%	88.7%	88.0%	84.5%	88.2%	88.9%	89.5%	88.9%	90.1%	
Westminster	548	20	0	568	527	521	548	551	565	556	565	570	572	568	576	
	Over (Under) State Rated Capacity				(41)	(47)	(20)	(17)	(3)	(12)	(3)	2	4	-	8	
	Percent of STATE Capacity				92.8%	91.7%	96.5%	97.0%	99.5%	97.9%	99.5%	100.4%	100.7%	100.0%	101.4%	
Wm. Winchester	525	20	0	545	538	510	509	518	511	512	517	520	523	519	526	
	Over (Under) State Rated Capacity				(7)	(35)	(36)	(27)	(34)	(33)	(28)	(25)	(22)	(26)	(19)	
	Percent of STATE Capacity				98.7%	93.6%	93.4%	95.0%	93.8%	93.9%	94.9%	95.4%	96.0%	95.2%	96.5%	
TOTALS	3681	120	60	3861	3391	3340	3405	3455	3466	3446	3480	3508	3524	3501	3546	
	Over (Under) State Rated Capacity				(470)	(521)	(456)	(406)	(395)	(415)	(381)	(353)	(337)	(360)	(315)	
	Percent of STATE Capacity				87.8%	86.5%	88.2%	89.5%	89.8%	89.3%	90.1%	90.9%	91.3%	90.7%	91.8%	

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment  
Educational Facilities Master Plan - 2019-2028

**ELEMENTARY SCHOOLS**

**Southeast Area Schools**

School	State Rated Capacity				Enrollment		Enrollment								Enrollment	
	K-5	PreK	Spec. Ed.	Total	Actual 2018	Projected 2019	2020	2021	2022	2023	2024	2025	2026	2027	Projected 2028	
Carrolltowne	548	20	20	588	530	549	557	593	583	585	588	593	595	591	598	
	Over (Under) State Rated Capacity				(58)	(39)	(31)	5	(5)	(3)	-	5	7	3	10	
	Percent of STATE Capacity				90.1%	93.4%	94.7%	100.9%	99.1%	99.5%	100.0%	100.9%	101.2%	100.5%	101.7%	
Eldersburg	548	20	0	568	431	431	433	440	430	442	451	454	456	453	458	
	Over (Under) State Rated Capacity				(137)	(137)	(135)	(128)	(138)	(126)	(117)	(114)	(112)	(115)	(110)	
	Percent of STATE Capacity				75.9%	75.9%	76.2%	77.5%	75.7%	77.8%	79.4%	79.9%	80.3%	79.8%	80.6%	
Freedom	502	0	0	502	540	571	585	612	615	614	597	603	605	600	607	
	Over (Under) State Rated Capacity				38	69	83	110	113	112	95	101	103	98	105	
	Percent of STATE Capacity				107.6%	113.7%	116.5%	121.9%	122.5%	122.3%	118.9%	120.1%	120.5%	119.5%	120.9%	
Linton Springs	685	20	0	705	613	621	645	638	663	662	666	672	674	668	677	
	Over (Under) State Rated Capacity				(92)	(84)	(60)	(67)	(42)	(43)	(39)	(33)	(31)	(37)	(28)	
	Percent of STATE Capacity				87.0%	88.1%	91.5%	90.5%	94.0%	93.9%	94.5%	95.3%	95.6%	94.8%	96.0%	
Piney Ridge	548	0	0	548	515	496	483	475	485	493	496	500	502	499	506	
	Over (Under) State Rated Capacity				\$ (33)	(52)	(65)	(73)	(63)	(55)	(52)	(48)	(46)	(49)	(42)	
	Percent of STATE Capacity				94.0%	90.5%	88.1%	86.7%	88.5%	90.0%	90.5%	91.2%	91.6%	91.1%	92.3%	
TOTALS	2831	60	20	2911	2629	2668	2703	2758	2776	2796	2798	2822	2832	2811	2846	
	Over (Under) State Rated Capacity				(282)	(243)	(208)	(153)	(135)	(115)	(113)	(89)	(79)	(100)	(65)	
	Percent of STATE Capacity				90.3%	91.7%	92.9%	94.7%	95.4%	96.0%	96.1%	96.9%	97.3%	96.6%	97.8%	

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment  
Educational Facilities Master Plan - 2019-2028

**ELEMENTARY SCHOOLS**

**Southwest Area Schools**

School	State Rated Capacity				Enrollment		Enrollment								Enrollment	
	K-5	PreK	Spec. Ed.	Total	Actual	Projected	2020	2021	2022	2023	2024	2025	2026	2027	Projected	
					2018	2019									2028	
Mt. Airy	552	0	0	552	465	471	490	480	478	471	496	497	495	483	489	
	Over (Under) State Rated Capacity				(87)	(81)	(62)	(72)	(74)	(81)	(56)	(55)	(57)	(69)	(63)	
	Percent of STATE Capacity				84.2%	85.3%	88.8%	87.0%	86.6%	85.3%	89.9%	90.0%	89.7%	87.5%	88.6%	
Parr's Ridge	590	20	0	610	467	467	459	482	484	482	470	477	482	487	493	
	Over (Under) State Rated Capacity				(143)	(143)	(151)	(128)	(126)	(128)	(140)	(133)	(128)	(123)	(117)	
	Percent of STATE Capacity				76.6%	76.6%	75.2%	79.0%	79.3%	79.0%	77.0%	78.2%	79.0%	79.8%	80.8%	
Winfield	594	20	60	674	574	586	607	625	638	606	612	616	619	615	623	
	Over (Under) State Rated Capacity				(100)	(88)	(67)	(49)	(36)	(68)	(62)	(58)	(55)	(59)	(51)	
	Percent of STATE Capacity				85.2%	86.9%	90.1%	92.7%	94.7%	89.9%	90.8%	91.4%	91.8%	91.2%	92.4%	
TOTALS	1736	40	60	1836	1506	1524	1556	1587	1600	1559	1578	1590	1596	1585	1605	
	Over (Under) State Rated Capacity				(330)	(312)	(280)	(249)	(236)	(277)	(258)	(246)	(240)	(251)	(231)	
	Percent of STATE Capacity				82.0%	83.0%	84.7%	86.4%	87.1%	84.9%	85.9%	86.6%	86.9%	86.3%	87.4%	

Comparisons are based on total State Rated capacity with FTE



Carroll County Public Schools Actual & Projected Enrollment  
Educational Facilities Master Plan - 2019-2028  
**MIDDLE SCHOOLS**

School	Capacity				Enrollment		Enrollment									Enrollment	
	State Rated		Functional		Actual	Projected										Projected	
	6-8	Spec Ed	6-8	Spec Ed	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028		
Mt. Airy	850	20	750	20	697	710	684	717	723	786	780	789	754	791	794		
	Over (Under) State Rated Capacity				(173)	(160)	(186)	(153)	(147)	(84)	(90)	(81)	(116)	(79)	(76)		
	Percent of STATE Capacity				80.1%	81.6%	78.6%	82.4%	83.1%	90.3%	89.7%	90.7%	86.7%	90.9%	91.3%		
	Over (Under) Functional Capacity				(73)	(60)	(86)	(53)	(47)	16	10	19	(16)	21	24		
	Percent of Functional Capacity				90.5%	92.2%	88.8%	93.1%	93.9%	102.1%	101.3%	102.5%	97.9%	102.7%	103.1%		
North Carroll	850	20	750	20	631	634	639	601	596	596	617	608	602	626	629		
	Over (Under) State Rated Capacity				(239)	(236)	(231)	(269)	(274)	(274)	(253)	(262)	(268)	(244)	(241)		
	Percent of STATE Capacity				72.5%	72.9%	73.4%	69.1%	68.5%	68.5%	70.9%	69.9%	69.2%	72.0%	72.3%		
	Over (Under) Functional Capacity				(139)	(136)	(131)	(169)	(174)	(174)	(153)	(162)	(168)	(144)	(141)		
	Percent of Functional Capacity				81.9%	82.3%	83.0%	78.1%	77.4%	77.4%	80.1%	79.0%	78.2%	81.3%	81.7%		
Northwest	829	20	750	20	689	701	678	636	641	652	670	661	673	692	693		
	Over (Under) State Rated Capacity				(160)	(148)	(171)	(213)	(208)	(197)	(179)	(188)	(176)	(157)	(156)		
	Percent of STATE Capacity				81.2%	82.6%	79.9%	74.9%	75.5%	76.8%	78.9%	77.9%	79.3%	81.5%	81.6%		
	Over (Under) Functional Capacity				(81)	(69)	(92)	(134)	(129)	(118)	(100)	(109)	(97)	(78)	(77)		
	Percent of Functional Capacity				89.5%	91.0%	88.1%	82.6%	83.2%	84.7%	87.0%	85.8%	87.4%	89.9%	90.0%		
Oklahoma Road	850	20	775	20	742	695	717	692	761	774	839	819	831	842	847		
	Over (Under) State Rated Capacity				(128)	(175)	(153)	(178)	(109)	(96)	(31)	(51)	(39)	(28)	(23)		
	Percent of STATE Capacity				85.3%	79.9%	82.4%	79.5%	87.5%	89.0%	96.4%	94.1%	95.5%	96.8%	97.4%		
	Over (Under) Functional Capacity				(53)	(100)	(78)	(103)	(34)	(21)	44	24	36	47	52		
	Percent of Functional Capacity				93.3%	87.4%	90.2%	87.0%	95.7%	97.4%	105.5%	103.0%	104.5%	105.9%	106.5%		
Shiloh	765	50	675	50	659	644	619	605	606	628	611	605	597	631	634		
	Over (Under) State Rated Capacity				(156)	(171)	(196)	(210)	(209)	(187)	(204)	(210)	(218)	(184)	(181)		
	Percent of STATE Capacity				80.9%	79.0%	76.0%	74.2%	74.4%	77.1%	75.0%	74.2%	73.3%	77.4%	77.8%		
	Over (Under) Functional Capacity				(66)	(81)	(106)	(120)	(119)	(97)	(114)	(120)	(128)	(94)	(91)		
	Percent of Functional Capacity				90.9%	88.8%	85.4%	83.4%	83.6%	86.6%	84.3%	83.4%	82.3%	87.0%	87.4%		
Sykesville	786	20	700	20	792	791	771	778	740	747	709	739	749	780	783		
	Over (Under) State Rated Capacity				(14)	(15)	(35)	(28)	(66)	(59)	(97)	(67)	(57)	(26)	(23)		
	Percent of STATE Capacity				98.3%	98.1%	95.7%	96.5%	91.8%	92.7%	88.0%	91.7%	92.9%	96.8%	97.1%		
	Over (Under) Functional Capacity				72	71	51	58	20	27	(11)	19	29	60	63		
	Percent of Functional Capacity				110.0%	109.9%	107.1%	108.1%	102.8%	103.8%	98.5%	102.6%	104.0%	108.3%	108.8%		

Carroll County Public Schools Actual & Projected Enrollment  
Educational Facilities Master Plan - 2019-2028  
**MIDDLE SCHOOLS**

School	Capacity				Enrollment		Enrollment								Enrollment
	State Rated	Functional			Actual	Projected									Projected
	6-8	Spec Ed	6-8	Spec Ed	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Westminster East	829	40	750	40	717	754	727	732	703	711	692	691	707	737	740
	Over (Under) State Rated Capacity				(152)	(115)	(142)	(137)	(166)	(158)	(177)	(178)	(162)	(132)	(129)
	Percent of STATE Capacity				82.5%	86.8%	83.7%	84.2%	80.9%	81.8%	79.6%	79.5%	81.4%	84.8%	85.2%
	Over (Under) Functional Capacity				(73)	(36)	(63)	(58)	(87)	(79)	(98)	(99)	(83)	(53)	(50)
	Percent of Functional Capacity				90.8%	95.4%	92.0%	92.7%	89.0%	90.0%	87.6%	87.5%	89.5%	93.3%	93.7%
Westminster West	1105	30	1025	30	927	931	931	912	878	932	944	952	941	969	974
	Over (Under) State Rated Capacity				(208)	(204)	(204)	(223)	(257)	(203)	(191)	(183)	(194)	(166)	(161)
	Percent of STATE Capacity				81.7%	82.0%	82.0%	80.4%	77.4%	82.1%	83.2%	83.9%	82.9%	85.4%	85.8%
	Over (Under) Functional Capacity				(128)	(124)	(124)	(143)	(177)	(123)	(111)	(103)	(114)	(86)	(81)
	Percent of Functional Capacity				87.9%	88.2%	88.2%	86.4%	83.2%	88.3%	89.5%	90.2%	89.2%	91.8%	92.3%
TOTAL	6864	220	6175	220	5854	5860	5766	5673	5648	5826	5862	5864	5854	6068	6094
	Over (Under) State Rated Capacity				(1,230)	(1,224)	(1,318)	(1,411)	(1,436)	(1,258)	(1,222)	(1,220)	(1,230)	(1,016)	(990)
	Percent of STATE Capacity				82.6%	82.7%	81.4%	80.1%	79.7%	82.2%	82.7%	82.8%	82.6%	85.7%	86.0%
	Over (Under) Functional Capacity				(541)	(535)	(629)	(722)	(747)	(569)	(533)	(531)	(541)	(327)	(301)
	Percent of Functional Capacity				91.5%	91.6%	90.2%	88.7%	88.3%	91.1%	91.7%	91.7%	91.5%	94.9%	95.3%

Carroll County Public Schools Actual & Projected Enrollment  
Educational Facilities Master Plan - 2019-2028  
**MIDDLE SCHOOLS**  
**Southern Area**

School	Capacity				Enrollment		Enrollment								Enrollment
	State Rated	Spec Ed	6-8	Functional	Actual	Projected	2020	2021	2022	2023	2024	2025	2026	2027	Projected
	6-8			Spec Ed	2018	2019									2028
Mt. Airy	850	20	750	20	697	710	684	717	723	786	780	789	754	791	794
	Over (Under) State Rated Capacity				(173)	(160)	(186)	(153)	(147)	(84)	(90)	(81)	(116)	(79)	(76)
	Percent of STATE Capacity				80.1%	81.6%	78.6%	82.4%	83.1%	90.3%	89.7%	90.7%	86.7%	90.9%	91.3%
	Over (Under) Functional Capacity				(73)	(60)	(86)	(53)	(47)	16	10	19	(16)	21	24
	Percent of Functional Capacity				90.5%	92.2%	88.8%	93.1%	93.9%	102.1%	101.3%	102.5%	97.9%	102.7%	103.1%
Oklahoma Road	850	20	775	20	742	695	717	692	761	774	839	819	831	842	847
	Over (Under) State Rated Capacity				(128)	(175)	(153)	(178)	(109)	(96)	(31)	(51)	(39)	(28)	(23)
	Percent of STATE Capacity				85.3%	79.9%	82.4%	79.5%	87.5%	89.0%	96.4%	94.1%	95.5%	96.8%	97.4%
	Over (Under) Functional Capacity				(53)	(100)	(78)	(103)	(34)	(21)	44	24	36	47	52
	Percent of Functional Capacity				93.3%	87.4%	90.2%	87.0%	95.7%	97.4%	105.5%	103.0%	104.5%	105.9%	106.5%
Sykesville	786	20	700	20	792	791	771	778	740	747	709	739	749	780	783
	Over (Under) State Rated Capacity				(14)	(15)	(35)	(28)	(66)	(59)	(97)	(67)	(57)	(26)	(23)
	Percent of STATE Capacity				98.3%	98.1%	95.7%	96.5%	91.8%	92.7%	88.0%	91.7%	92.9%	96.8%	97.1%
	Over (Under) Functional Capacity				72	71	51	58	20	27	(11)	19	29	60	63
	Percent of Functional Capacity				110.0%	109.9%	107.1%	108.1%	102.8%	103.8%	98.5%	102.6%	104.0%	108.3%	108.8%
TOTALS	2486	60	2225	60	2231	2196	2172	2187	2224	2307	2328	2347	2334	2413	2424
	Over (Under) State Rated Capacity				(315)	(350)	(374)	(359)	(322)	(239)	(218)	(199)	(212)	(133)	(122)
	Percent of STATE Capacity				87.6%	86.3%	85.3%	85.9%	87.4%	90.6%	91.4%	92.2%	91.7%	94.8%	95.2%
	Over (Under) Functional Capacity				(54)	(89)	(113)	(98)	(61)	22	43	62	49	128	139
	Percent of Functional Capacity				97.6%	96.1%	95.1%	95.7%	97.3%	101.0%	101.9%	102.7%	102.1%	105.6%	106.1%

Carroll County Public Schools Actual & Projected Enrollment  
Educational Facilities Master Plan - 2019-2028

**MIDDLE SCHOOLS**

Westminster Area

School	Capacity				Enrollment		Enrollment								Enrollment	
	State Rated	Functional			Actual	Projected									Projected	
	6-8	Spec Ed	6-8	Spec Ed	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	
Westminster East	829	40	750	40	717	754	727	732	703	711	692	691	707	737	740	
Over (Under) State Rated Capacity					(152)	(115)	(142)	(137)	(166)	(158)	(177)	(178)	(162)	(132)	(129)	
Percent of STATE Capacity					82.5%	86.8%	83.7%	84.2%	80.9%	81.8%	79.6%	79.5%	81.4%	84.8%	85.2%	
Over (Under) Functional Capacity					(73)	(36)	(63)	(58)	(87)	(79)	(98)	(99)	(83)	(53)	(50)	
Percent of Functional Capacity					90.8%	95.4%	92.0%	92.7%	89.0%	90.0%	87.6%	87.5%	89.5%	93.3%	93.7%	
Westminster West	1105	30	1025	30	927	931	931	912	878	932	944	952	941	969	974	
Over (Under) State Rated Capacity					(208)	(204)	(204)	(223)	(257)	(203)	(191)	(183)	(194)	(166)	(161)	
Percent of STATE Capacity					81.7%	82.0%	82.0%	80.4%	77.4%	82.1%	83.2%	83.9%	82.9%	85.4%	85.8%	
Over (Under) Functional Capacity					(128)	(124)	(124)	(143)	(177)	(123)	(111)	(103)	(114)	(86)	(81)	
Percent of Functional Capacity					87.9%	88.2%	88.2%	86.4%	83.2%	88.3%	89.5%	90.2%	89.2%	91.8%	92.3%	
TOTALS	1934	70	1775	70	1,644	1,685	1,658	1,644	1,581	1,643	1,636	1,643	1,648	1,706	1,714	
Over (Under) State Rated Capacity					(360)	(319)	(346)	(360)	(423)	(361)	(368)	(361)	(356)	(298)	(290)	
Percent of STATE Capacity					82.0%	84.1%	82.7%	82.0%	78.9%	82.0%	81.6%	82.0%	82.2%	85.1%	85.5%	
Over (Under) Functional Capacity					(201)	(160)	(187)	(201)	(264)	(202)	(209)	(202)	(197)	(139)	(131)	
Percent of Functional Capacity					89.1%	91.3%	89.9%	89.1%	85.7%	89.1%	88.7%	89.1%	89.3%	92.5%	92.9%	

Carroll County Public Schools Actual & Projected Enrollment  
Educational Facilities Master Plan - 2019-2028

**MIDDLE SCHOOLS**

Northeast

School	Capacity				Enrollment		Enrollment									
	State Rated	Functional			Actual	Projected										
	6-8	Spec Ed	6-8	Spec Ed	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2028
North Carroll	850	20	750	20	631	634	639	601	596	596	617	608	602	626	629	
	Over (Under) State Rated Capacity				(239)	(236)	(231)	(269)	(274)	(274)	(253)	(262)	(268)	(244)	(241)	
	Percent of STATE Capacity				72.5%	72.9%	73.4%	69.1%	68.5%	68.5%	70.9%	69.9%	69.2%	72.0%	72.3%	
	Over (Under) Functional Capacity				(139)	(136)	(131)	(169)	(174)	(174)	(153)	(162)	(168)	(144)	(141)	
	Percent of Functional Capacity				81.9%	82.3%	83.0%	78.1%	77.4%	77.4%	80.1%	79.0%	78.2%	81.3%	81.7%	
Shiloh	765	50	675	50	659	644	619	605	606	628	611	605	597	631	634	
	Over (Under) State Rated Capacity				(156)	(171)	(196)	(210)	(209)	(187)	(204)	(210)	(218)	(184)	(181)	
	Percent of STATE Capacity				80.9%	79.0%	76.0%	74.2%	74.4%	77.1%	75.0%	74.2%	73.3%	77.4%	77.8%	
	Over (Under) Functional Capacity				(66)	(81)	(106)	(120)	(119)	(97)	(114)	(120)	(128)	(94)	(91)	
	Percent of Functional Capacity				90.9%	88.8%	85.4%	83.4%	83.6%	86.6%	84.3%	83.4%	82.3%	87.0%	87.4%	
TOTALS	1615	70	1425	70	1,290	1,278	1,258	1,206	1,202	1,224	1,228	1,213	1,199	1,257	1,263	
	Over (Under) State Rated Capacity				(395)	(407)	(427)	(479)	(483)	(461)	(457)	(472)	(486)	(428)	(422)	
	Percent of STATE Capacity				76.6%	75.8%	74.7%	71.6%	71.3%	72.6%	72.9%	72.0%	71.2%	74.6%	75.0%	
	Over (Under) Functional Capacity				(205)	(217)	(237)	(289)	(293)	(271)	(267)	(282)	(296)	(238)	(232)	
	Percent of Functional Capacity				86.3%	85.5%	84.1%	80.7%	80.4%	81.9%	82.1%	81.1%	80.2%	84.1%	84.5%	

Carroll County Public Schools Actual & Projected Enrollment  
Educational Facilities Master Plan - 2019-2028

**MIDDLE SCHOOLS**

Western Area

School	Capacity				Enrollment		Enrollment								Enrollment
	State Rated	Functional			Actual	Projected									Projected
	6-8	Spec Ed	6-8	Spec Ed	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Northwest	829	20	750	20	689	701	678	636	641	652	670	661	673	692	693
Over (Under) State Rated Capacity					(160)	(148)	(171)	(213)	(208)	(197)	(179)	(188)	(176)	(157)	(156)
Percent of STATE Capacity					81.2%	82.6%	79.9%	74.9%	75.5%	76.8%	78.9%	77.9%	79.3%	81.5%	81.6%
Over (Under) Functional Capacity					(81)	(69)	(92)	(134)	(129)	(118)	(100)	(109)	(97)	(78)	(77)
Percent of Functional Capacity					89.5%	91.0%	88.1%	82.6%	83.2%	84.7%	87.0%	85.8%	87.4%	89.9%	90.0%
TOTALS	829	20	750	20	689	701	678	636	641	652	670	661	673	692	693
Over (Under) State Rated Capacity					(160)	(148)	(171)	(213)	(208)	(197)	(179)	(188)	(176)	(157)	(156)
Percent of STATE Capacity					81.2%	82.6%	79.9%	74.9%	75.5%	76.8%	78.9%	77.9%	79.3%	81.5%	81.6%
Over (Under) Functional Capacity					(81)	(69)	(92)	(134)	(129)	(118)	(100)	(109)	(97)	(78)	(77)
Percent of Functional Capacity					89.5%	91.0%	88.1%	82.6%	83.2%	84.7%	87.0%	85.8%	87.4%	89.9%	90.0%

Carroll County Public Schools Actual & Projected Enrollment  
Educational Facilities Master Plan - 2019-2028

**HIGH SCHOOLS**

School	Capacity State Rated			Enrollment Actual	Projected	Enrollment								Enrollment Projected
	9-12	Spec Ed	Total	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Century	1352	10	1362	1128	1133	1130	1132	1127	1107	1129	1068	1062	1059	1030
	Over (Under) State Rated Capacity			(234)	(229)	(232)	(230)	(235)	(255)	(233)	(294)	(300)	(303)	(332)
	Percent of STATE Capacity			82.8%	83.2%	83.0%	83.1%	82.7%	81.3%	82.9%	78.4%	78.0%	77.8%	75.6%
Francis Scott Key	1224	30	1254	929	916	883	919	918	910	885	868	860	882	892
	Over (Under) State Rated Capacity			(325)	(338)	(371)	(335)	(336)	(344)	(369)	(386)	(394)	(372)	(362)
	Percent of STATE Capacity			74.1%	73.0%	70.4%	73.3%	73.2%	72.6%	70.6%	69.2%	68.6%	70.3%	71.1%
Liberty	1118	20	1138	1049	1051	1010	1013	982	970	962	1005	1051	1091	1133
	Over (Under) State Rated Capacity			(89)	(87)	(128)	(125)	(156)	(168)	(176)	(133)	(87)	(47)	(5)
	Percent of STATE Capacity			92.2%	92.4%	88.8%	89.0%	86.3%	85.2%	84.5%	88.3%	92.4%	95.9%	99.6%
Manchester Valley	1373	10	1383	1304	1341	1356	1398	1394	1381	1340	1325	1333	1318	1333
	Over (Under) State Rated Capacity			(79)	(42)	(27)	15	11	(2)	(43)	(58)	(50)	(65)	(50)
	Percent of STATE Capacity			94.3%	97.0%	98.0%	101.1%	100.8%	99.9%	96.9%	95.8%	96.4%	95.3%	96.4%
South Carroll	1309	30	1339	1031	1002	988	938	921	927	922	945	1007	1014	1018
	Over (Under) State Rated Capacity			(308)	(337)	(351)	(401)	(418)	(412)	(417)	(394)	(332)	(325)	(321)
	Percent of STATE Capacity			77.0%	74.8%	73.8%	70.1%	68.8%	69.2%	68.9%	70.6%	75.2%	75.7%	76.0%
Westminster	1798	40	1838	1540	1542	1488	1444	1437	1385	1403	1372	1384	1412	1415
	Over (Under) State Rated Capacity			(298)	(296)	(350)	(394)	(401)	(453)	(435)	(466)	(454)	(426)	(423)
	Percent of STATE Capacity			83.8%	83.9%	81.0%	78.6%	78.2%	75.4%	76.3%	74.6%	75.3%	76.8%	77.0%
Winters Mill	1309	30	1339	1126	1111	1135	1135	1161	1145	1152	1134	1103	1113	1099
	Over (Under) State Rated Capacity			(213)	(228)	(204)	(204)	(178)	(194)	(187)	(205)	(236)	(226)	(240)
	Percent of STATE Capacity			84.1%	83.0%	84.8%	84.8%	86.7%	85.5%	86.0%	84.7%	82.4%	83.1%	82.1%
TOTALS	9,483	170	9,653	8,107	8,096	7,990	7,979	7,940	7,825	7,793	7,717	7,800	7,889	7,920
	Over (Under) State Rated Capacity			(1,546)	(1,557)	(1,663)	(1,674)	(1,713)	(1,828)	(1,860)	(1,936)	(1,853)	(1,764)	(1,733)
	Percent of STATE Capacity			84.0%	83.9%	82.8%	82.7%	82.3%	81.1%	80.7%	79.9%	80.8%	81.7%	82.0%

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment  
Educational Facilities Master Plan - 2019-2028

**HIGH SCHOOLS**

**Southern Area**

School	Capacity		Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment
	9-12	Spec Ed		Actual	Projected									
	State Rated	Total		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Century	1352	10	1362	1128	1133	1130	1132	1127	1107	1129	1068	1062	1059	1030
	Over (Under) State Rated Capacity			(234)	(229)	(232)	(230)	(235)	(255)	(233)	(294)	(300)	(303)	(332)
	Percent of STATE Capacity			82.8%	83.2%	83.0%	83.1%	82.7%	81.3%	82.9%	78.4%	78.0%	77.8%	75.6%
Liberty	1118	20	1138	1049	1051	1010	1013	982	970	962	1005	1051	1091	1133
	Over (Under) State Rated Capacity			(89)	(87)	(128)	(125)	(156)	(168)	(176)	(133)	(87)	(47)	(5)
	Percent of STATE Capacity			92.2%	92.4%	88.8%	89.0%	86.3%	85.2%	84.5%	88.3%	92.4%	95.9%	99.6%
South Carroll	1309	30	1339	1031	1002	988	938	921	927	922	945	1007	1014	1018
	Over (Under) State Rated Capacity			(308)	(337)	(351)	(401)	(418)	(412)	(417)	(394)	(332)	(325)	(321)
	Percent of STATE Capacity			77.0%	74.8%	73.8%	70.1%	68.8%	69.2%	68.9%	70.6%	75.2%	75.7%	76.0%
TOTALS	3779	60	3839	3208	3186	3128	3083	3030	3004	3013	3018	3120	3164	3181
	Over (Under) State Rated Capacity			(631)	(653)	(711)	(756)	(809)	(835)	(826)	(821)	(719)	(675)	(658)
	Percent of STATE Capacity			83.6%	83.0%	81.5%	80.3%	78.9%	78.2%	78.5%	78.6%	81.3%	82.4%	82.9%

**Northwestern Area**

School	Capacity		Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment
	9-12	Spec Ed		Actual	Projected									
	State Rated	Total		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Francis Scott Key	1224	30	1254	929	916	883	919	918	910	885	868	860	882	892
	Over (Under) State Rated Capacity			(325)	(338)	(371)	(335)	(336)	(344)	(369)	(386)	(394)	(372)	(362)
	Percent of STATE Capacity			74.1%	73.0%	70.4%	73.3%	73.2%	72.6%	70.6%	69.2%	68.6%	70.3%	71.1%

Comparisons are based on total State Rated capacity with FTE



Carroll County Public Schools Actual & Projected Enrollment  
Educational Facilities Master Plan - 2019-2028  
**HIGH SCHOOLS**

**Northeastern Area**

School	Capacity State Rated			Enrollment Actual	Enrollment Projected									
	9-12	Spec Ed	Total	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Manchester Valley	1373	10	1383	1304	1341	1356	1398	1394	1381	1340	1325	1333	1318	1333
	Over (Under) State Rated Capacity			(79)	(42)	(27)	15	11	(2)	(43)	(58)	(50)	(65)	(50)
	Percent of STATE Capacity			94.3%	97.0%	98.0%	101.1%	100.8%	99.9%	96.9%	95.8%	96.4%	95.3%	96.4%
TOTALS	1373	10	1383	1304	1341	1356	1398	1394	1381	1340	1325	1333	1318	1333
	Over (Under) State Rated Capacity			(79)	(42)	(27)	15	11	(2)	(43)	(58)	(50)	(65)	(50)
	Percent of STATE Capacity			94.3%	97.0%	98.0%	101.1%	100.8%	99.9%	96.9%	95.8%	96.4%	95.3%	96.4%

**Westminster Area**

School	Capacity State Rated			Enrollment Actual	Enrollment Projected									
	9-12	Spec Ed	Total	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Westminster	1798	40	1838	1540	1542	1488	1444	1437	1385	1403	1372	1384	1412	1415
	Over (Under) State Rated Capacity			(298)	(296)	(350)	(394)	(401)	(453)	(435)	(466)	(454)	(426)	(423)
	Percent of STATE Capacity			83.8%	83.9%	81.0%	78.6%	78.2%	75.4%	76.3%	74.6%	75.3%	76.8%	77.0%
Winters Mill	1309	30	1339	1126	1111	1135	1135	1161	1145	1152	1134	1103	1113	1099
	Over (Under) State Rated Capacity			(213)	(228)	(204)	(204)	(178)	(194)	(187)	(205)	(236)	(226)	(240)
	Percent of STATE Capacity			84.1%	83.0%	84.8%	84.8%	86.7%	85.5%	86.0%	84.7%	82.4%	83.1%	82.1%
TOTALS	3107	70	3177	2666	2653	2623	2579	2598	2530	2555	2506	2487	2525	2514
	Over (Under) State Rated Capacity			(511)	(524)	(554)	(598)	(579)	(647)	(622)	(671)	(690)	(652)	(663)
	Percent of STATE Capacity			83.9%	83.5%	82.6%	81.2%	81.8%	79.6%	80.4%	78.9%	78.3%	79.5%	79.1%

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 2019 to 2028 period.

## 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 decreased by 111 students in 2018, to 25,179 students. The enrollment projections indicate that total enrollment will decline by another 49 students over the next two years to 25,139. The projections also show that beginning in 2021 enrollments will increase to reach 25,895 students in 2028.

Based on the system wide breakdown of the projected 2028 total enrollment (11,509 elementary, 6,094 middle, and 7,920 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 89% in five years, and 91% by the tenth year. Although the overall utilization percentages indicate that there is enough capacity countywide to handle projected elementary enrollments, it is possible some areas will have a local capacity concern. 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 1<sup>st</sup>, 5<sup>th</sup> year, and 10<sup>th</sup> years of the projection period were examined to determine

areas of concern. Based on this analysis, the Northeast, Northwest, and Southwest areas appear to be somewhat under-utilized in the short term. However, the utilization in these areas is expected to increase over the next ten years. This analysis also indicates that the Southeast area is approaching full capacity by the tenth year.

ELEMENTARY SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2019	2023	2028
Northeast Area	83%	86%	88%
Northwest Area	80%	84%	86%
Westminster Area	87%	89%	92%
Southeast Area	92%	96%	98%
Southwest Area	83%	85%	87%

At the individual school level, Freedom Elementary is currently over 105% and projected to be over 120% utilization beginning in 2021.

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 is done for each elementary school. The table below compares the number of building permits issued for each school district over 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, Hampstead, Piney Ridge, 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
	FY15	FY16	FY17	FY18	4 Yr. Total	FY19	FY20	FY21	FY22	4 Yr. Total	
Carrolltowne	95	15	6	3	119	9	0	0	0	9	-110
Charles Carroll	5				5					0	-5
Cranberry Station	9	5	9	24	47	80	38	41	40	199	152
Ebb Valley	0	5	11	13	29	42	0	0	0	42	13
Eldersburg	0	2	0	1	3	4	0	0	0	4	1
Elmer Wolfe	3	6	7	6	22	6	93	71	39	209	187
Freedom	27	20	24	26	97	43	39	10	0	92	-5
Friendship Valley	2	6	6	12	26	10	7	0	0	17	-9
Hampstead	2	0	10	22	34	12	0	100	100	212	178
Linton Springs	26	37	32	12	107	12	0	0	0	12	-95
Manchester	4	17	27	15	63	42	0	0	0	42	-21
Mechanicsville	15	21	11	10	57	25	14	14	0	53	-4
Mt. Airy*	16	12	5	3	36	58	23	0	0	81	45
Piney Ridge	17	6	5	8	36	166	0	0	0	166	130
Robert Moton	1	2	4	1	8	6	0	0	0	6	-2
Runnymede	27	11	22	31	91	98	33	0	0	131	40
Sandymount	6	13	21	10	50	93	13	0	0	106	56
Spring Garden	2	2	2	9	15	30	0	0	0	30	15
Taneytown	1	4	6	5	16	70	66	50	19	205	189
Westminster	3	1	0	2	6	42	40	62	0	144	138
William Winchester	35	16	37	53	141	68	56	33	0	157	16
Winfield	12	10	21	17	60	61	7	0	0	68	8
<b>TOTALS</b>	<b>308</b>	<b>211</b>	<b>266</b>	<b>283</b>	<b>1068</b>	<b>977</b>	<b>429</b>	<b>381</b>	<b>198</b>	<b>1985</b>	<b>917</b>

Source: Carroll County Bureau of Development Review

## Middle School Capacity Needs

Based on the current projections, overall middle utilization decreases from 92% to 91% in five years, and then increases to 95% by the tenth year. Although the overall utilization percentages indicate that there is enough capacity countywide to handle projected middle enrollments, it is possible some areas will have a local capacity concern. 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 1<sup>st</sup>, 5<sup>th</sup> year, and 10<sup>th</sup> years of the projection period were examined to determine areas of concern. Based on this analysis, the Southern Area will be over functional capacity in five years.

MIDDLE SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2019	2023	2028
Southern Area	96%	101%	106%
Westminster Area	91%	89%	93%
Northeast Area	86%	82%	85%
Northwest Area	91%	85%	90%

At the individual school level, Sykesville Middle is currently over 110% and projected to be within 100% and 110% over for the next ten years. In addition to Sykesville Middle, both Mt. Airy Middle and Oklahoma Road Middle are projected to be approaching inadequate starting in 2024.

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 Shiloh Middle schools have the most potential for an increase in the number of permits over the next four years.

SCHOOL						PROJECTED PERMITS					Difference
	FY15	FY16	FY17	FY18	4 Yr. Total	FY19	FY20	FY21	FY22	4 Yr. Total	
Mt. Airy	19	15	26	19	79	102	30	0	0	132	53
New Windsor	12	13			25					0	-25
North Carroll	4	18	35	28	85	81	0	0	0	81	-4
Northwest	27	14	34	37	112	164	192	121	58	535	423
Oklahoma Road	122	37	30	30	219	56	39	10	0	105	-114
Shiloh	9	15	32	38	94	130	13	100	100	343	249
Sykesville	44	43	37	20	144	195	0	0	0	195	51
Westminster East	49	26	52	82	209	163	94	74	40	371	162
Westminster West	22	30	20	29	101	85	61	76	0	222	121
<b>TOTALS</b>	<b>308</b>	<b>211</b>	<b>266</b>	<b>283</b>	<b>1068</b>	<b>976</b>	<b>429</b>	<b>381</b>	<b>198</b>	<b>1984</b>	<b>916</b>

Source: Carroll County Bureau of Development Review

## High School Capacity Needs

Based on the current projections, overall high utilization is projected to decline from 84% to 82% over the coming decade. Although the overall utilization percentages indicate that there is enough capacity countywide to handle projected high enrollments, it is possible some areas will have a local capacity concern. 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 1<sup>st</sup>, 5<sup>th</sup> year, and 10<sup>th</sup> years of the projection period were examined to determine areas of concern. Based on this analysis the area with the lowest utilization is the Northwest Area.

HIGH SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2019	2023	2028
Southern Area	83%	78%	83%
Northwest Area	73%	73%	71%
Northeast Area	97%	100%	96%
Westminster Area	84%	80%	79%

At the individual school level, there are no high schools projected to be inadequate in the next ten years.

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
	FY15	FY16	FY17	FY18	4 Year Total	FY19	FY20	FY21	FY22	4 Year Total	
Century	44	43	37	20	144	195	0	0	0	195	51
Francis Scott Key	31	22	35	37	125	164	192	121	58	535	410
Liberty	122	37	30	30	219	56	39	10	0	105	-114
Manchester Valley	9	21	46	56	132	117	0	100	100	317	185
South Carroll	27	20	24	19	90	102	30	0	0	132	42
Westminster	26	41	41	33	141	177	74	76	0	327	186
Winters Mill	49	27	53	88	217	165	94	74	40	373	156
<b>TOTALS</b>	<b>308</b>	<b>211</b>	<b>266</b>	<b>283</b>	<b>1068</b>	<b>976</b>	<b>429</b>	<b>381</b>	<b>198</b>	<b>1984</b>	<b>916</b>

Source: Carroll County Bureau of Development Review

Based on this Capacity Needs Analysis, the following capacity concerns should be addressed:

- Freedom Elementary is currently Inadequate by Board of Education Policy, and projected be Inadequate based on the County's Concurrency Management and Adequate Public Facilities Ordinance. **Recommendation – Form a Redistricting Committee to explore redistricting options in the Southeast Area to alleviate overcrowding at Freedom Elementary.**
- Sykesville Middle is currently Inadequate by Board of Education Policy, and projected to be Approaching Inadequate for the rest of the projection period. **Recommendation – Continue to monitor middle school enrollments in the Southern Area to determine if future capacity relief options should be evaluated.**



## **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.

<b>School</b>	<b>Physical Assessment Score</b>	<b>Functional Assessment Score</b>	<b>Total Score</b>
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 that should be addressed with a modernization.

During the development of the FY20 –FY25 Capital Improvement Program Request, the Board of Education decided to hire an architect to conduct a Feasibility Study exploring several different options to address the aging East Middle and William Winchester Elementary buildings. The five options being explored are:

- Renovation of the existing East Middle building
- Replacement of the existing East Middle building on the existing site
- Replacement of the existing East Middle building on the Friendship Valley Elementary site
- Construction of a K-8 building to replace East Middle and William Winchester Elementary on existing East Middle site
- Construction of a K-8 building to replace East Middle and William Winchester Elementary on Friendship Valley Elementary site

The results of this study will help the Board of Education determine the appropriate action to address these aging buildings.

## 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 8 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 between 20-25 years, 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
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
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	TBD	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
Eldersburg Elementary	System Replacement	1999	2029	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: East Middle, Career & Technology Center, and Sykesville Middle.
- **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: Carrolltowne Elementary, Taneytown Elementary, Elmer Wolfe Elementary, Runnymede Elementary, Career & Technology Center, and East Middle.
- **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.
- **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 specific instructional programs that school facilities must support:

### **Special Education**

Carroll County Public Schools provides Special Education programs and services to all eligible children with disabilities (from birth through 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 in the least restrictive environment for each child. This is determined based upon the child's unique needs and not program availability.

There are situations where a child is placed in a regional program due to the types of services they require. Typically, these specialized resources are only located at certain schools. The regional program centers listed below have specific facility needs due to the number and types of services provided.

- **Elementary Regional Centers** - There are five regional special education centers at the elementary level which provide Learning for Independence (LFI) and PreKindergarten (PREP) services to students. These five schools 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. **Based on the current special education projections, the current school facilities are sufficient.**
- **County-wide Autism** – There are currently two elementary school (Hampstead, Winfield) autism program centers, one middle school (Shiloh) autism program center, and one high school (Winters Mill) autism program center. These centers provide specialized resources for students identified along the Autism spectrum. **Based on the projected needs of the programs, the current school facilities are sufficient.**
- **Behavioral Educational Support Team (BEST) Program** – There is currently one elementary school (Robert Moton) BEST program center, one middle school (East) BEST program center, and one high school (Westminster) BEST program center. These centers provide specialized resources for students who require specialized behavioral supports not found in their home schools. **Based on the projected needs of the elementary school program, the current facility at Robert Moton needs to be expanded. Although the projected needs of the middle school program does not indicate that the size of the program should grow, the current facility does not adequately meet the needs of the program. The BEST classrooms should be located in the same building as the general education classrooms to promote mainstreaming of students as they progress along their IEP. Based on the projected needs of the high school program, the current location at Westminster high is sufficient.**
- **Central Intensive Behavior Unit (IBU)** – 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. There is currently an IBU program available for middle and high school students at East Middle, and Westminster High. However, there is no IBU that offers these services to elementary school students. **This program should be located next to the BEST program at Robert Moton Elementary, and be included as part of the BEST program expansion needed to serve elementary school students.**

### **Alternative Education**

CCPS is proud to offer a variety of programs designed to assist students who have not been successful in a traditional, comprehensive school setting. Students attend Alternate Education programs for a variety of reasons including Voluntary Placements, Superintendent Transfers, Extended Suspension and Administrative Placements. The goal of all alternative education programs is to teach students academic, social/emotional, and behavioral skills that will improve their educational success and lead to a successful transition back to his/her comprehensive school.

- **Positive Response to Issues of Discipline with Elementary Students (PRIDE) Program**  
PRIDE is an elementary therapeutic intervention program; part of the CCPS general education continuum of supports. PRIDE is designed to help students gain self-control and insight into their behavior in order to reduce disruptive behaviors and increase positive school behavior/adjustment and achievement. PRIDE is also designed to provide parents with the supports needed to initiate and maintain productive changes in their homes. Students receive instruction aligned with CCPS curriculum at their instructional level. Students also receive instruction in behavior management through a structured behavior support system and direct teaching of social skills. PRIDE is supported by CCPS teachers, assistants, a school psychologist, and an intervention specialist at a ratio of approximately 3:1. The program is currently located in a portable classroom building at Friendship Valley Elementary. **This current facility does not adequately meet the needs of the program. The PRIDE classrooms should be located inside of an elementary school to provide a safe environment, and to promote mainstreaming of students as they get closer to returning to their home school.**
- **Crossroads Program** – Crossroads Middle is an alternative educational setting designed to assist middle school students to have successful school experiences. Students receive academic instruction and counseling services to improve school achievement. Classrooms are staffed by certified teachers and instructional assistants, who deliver CCPS curriculum and provide academic assistance to the students. School counselors, a school psychologist, an intervention specialist, and other support staff are available and may be assigned to assist students on specific lessons or to help manage and improve behavior. The program is currently located at the Gateway School. **Based on the current increase in mental health needs in our community, additional space may be necessary in the future to continue to support students.**
- **Gateway School** – The Gateway School is an alternative educational setting designed to assist high school students to have successful school experiences. Students who are enrolled at the Gateway School are eligible to earn credits that apply toward promotion and graduation. Classrooms are staffed by certified teachers who develop specific assignments, assistance, and requirements for students. Instructional assistants and other support staff are also on duty and may be assigned to assist students on specific lessons or to help manage and improve behavior. The program is currently located at the Gateway School. **Based on the current increase in mental health needs in our community, additional space may be necessary in the future to continue to support students.**

### **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 offered Pre-Kindergarten services in the 2018-2019 school year.

Pre-K Sessions for 2018-2019 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
<b>TOTAL</b>	<b>19</b>	

- **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 62 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
		20	21	22	23	24	25	26	27	28	29	
<b>Career &amp; Technology Center Modernization</b> This project involves a 90,000 square foot addition to the current building, and the renovation of 90,000 square feet of the existing building. Planning is currently underway and the project is scheduled to start construction in the summer of 2020.	Aug. 2024	P	C	C	C	C	O					
<b>East Middle Replacement</b> This project involves the design and construction of a new East Middle school to replace the aging facility.	Aug. 2024		P	C	C	O						
<b>Westminster High</b> This project involves the modernization of the existing Westminster High building of 337,000 square feet.	TBD						FS		P	C	C	

FS = Feasibility Study

P = Planning

C= Construction

# CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

CAPITAL RENEWAL PROJECTS	COMPLETION DATE											NOTES
		20	21	22	23	24	25	26	27	28	29	
Roof Replacement Projects												
Sandymount Elementary	Aug. 2019	C										HVAC Project - 2018
Linton Springs Elementary	Aug. 2019	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							TBD
Oklahoma Road Middle	Aug. 2023				P	C						HVAC Project - 2021
Century High	Aug. 2024					P	C					
Shiloh Middle	Aug. 2025						P	C				
Gate way	Aug. 2026							P	C			
HVAC Replacement Projects												
Winfield Elementary	Aug. 2019	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							TBD
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	C	
Eldersburg Elementary	Aug. 2029										P	

P = Planning  
C= Construction

# CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

CAPITAL RENEWAL PROJECTS	COMPLETION DATE											NOTES
		20	21	22	23	24	25	26	27	28	29	
Electrical System Replacement/Upgrades												
Sykesville Middle	Aug. 2021	P	C									
East Middle	TBD			P	C							TBD
Fire Alarm Replacement												
East Middle	TBD			P	C							TBD
Carrolltowne Elementary	Aug. 2024					P	C					w/ HVAC Project
Runnymede Elementary	Aug. 2026							P	C			w/ HVAC Project
Elmer Wolfe Elementary	Aug. 2026								P	C		w/ HVAC Project
Taneytown Elementary	Aug. 2027								P	C		w/ HVAC Project
Window Replacement												
South Carroll High	Aug. 2020	P	C									
Westminster High	Aug. 2020	P	C									
East Middle	TBD			P	C							TBD
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
		20	21	22	23	24	25	26	27	28	29	
<b>Westminster High Science Room Renovations</b> This project involves 6 original science rooms that have not been renovated.	Aug. 2020	C	C									
<b>Robert Moton BEST Addition</b> This addition is needed to expand the BEST program	Aug. 2021		P	C								
<b>Friendship Valley PRIDE Addition</b> This addition is needed to accommodate the PRIDE program	Aug. 2021		P	C								
<b>Friendship Valley Kindergarten Addition</b> This addition is needed to accommodate full day Kindergarten	Aug. 2021		P	C								
<b>Cranberry Station Kindergarten Addition</b> This addition is needed to accommodate full day Kindergarten	Aug. 2021		P	C								
<b>Taneytown Kindergarten Addition</b> This addition is needed to accommodate full day Kindergarten	Aug. 2022			P	C							
<b>Sandymount Kindergarten Addition</b> This addition is needed to accommodate full day Kindergarten	Aug. 2022			P	C							

P = Planning  
C = Construction

# EXHIBITS





Larry Hogan, Governor  
Boyd Rutherford, Lt. Governor

Robert S. McCord, Secretary  
Sandy Schrader, Deputy Secretary

May 22, 2019

Dr. Steven A. Lockard  
Superintendent  
Carroll County Public Schools  
125 North Court Street  
Westminster, MD 21157

Dear Dr. Lockard:

Thank you for submitting your 2018 Actual Enrollment and enrollment projections for 2019-2028.

We have compared your projections to the projections generated by our department and have found the difference to be less than five percent for the years 2019 – 2028. Therefore, you may use the local projections as you prepare your 2019 Educational Facilities Master Plan (EFMP) and 2021 Capital Improvement Program (CIP) submissions.

Please make sure that the 2018 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 2018.

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 me at 410.767.7179 or michael.bayer1@maryland.gov.

Sincerely,

A handwritten signature in blue ink that reads "Michael Bayer".

Michael Bayer, AICP  
Manager of Infrastructure and Development

cc: Robert Gorrell, Public School Construction Program, Executive Director

<b>Jurisdiction</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>
<b>Carroll</b>	<b>24,825</b>	<b>24,796</b>	<b>24,767</b>	<b>24,885</b>	<b>24,853</b>	<b>24,886</b>	<b>24,960</b>	<b>24,979</b>	<b>25,095</b>	<b>25,319</b>	<b>25,674</b>
<b>Planning</b>	24,825	24,740	24,410	24,350	24,170	24,060	24,030	23,960	24,020	24,200	24,340
<b>Diff</b>	0	56	357	535	683	826	930	1,019	1,075	1,119	1,334
% Diff	0.00%	0.23%	1.46%	2.20%	2.83%	3.43%	3.87%	4.25%	4.48%	4.62%	5.48%



## **STATEMENT OF NON-DISCRIMINATION**

The Board of Education of Carroll County does not engage in discrimination that is unlawful or contrary to Maryland State Department of Education guidance on the basis of age, color, genetic information, marital status, mental or physical disability, ancestry or national origin, race, religion, sex, sexual orientation, gender identity, or gender expression.

The Board of Education of Carroll County is firmly committed to creating equal employment and educational opportunities for all persons by providing an environment that supports optimal academic achievement and productive work and is free from any form of unlawful discrimination, including access to school facilities, educational programs, and extracurricular activities.

---

Donna M. Sivigny, President  
Board of Education of Carroll County

---

Dr. Steven A. Lockard  
Superintendent of Schools

---

Jonathan O'Neal  
Chief Operating Officer

---

Raymond Prokop  
Director of Facilities Management



**Richard J. Soisson, Chair**  
Cynthia L. Cheatwood, Vice Chair  
Eugene A. Canale  
Jeffrey A. Wothers  
Daniel E. Hoff  
Janice R. Kirkner  
Michael D. Gosnell, Alternate  
Edward C. Rothstein, 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 29, 2019

Donna M. Sivigny, President  
Carroll County Board of Education  
125 N. Court Street  
Westminster, MD 21157

RE: Carroll County Public Schools Educational Facilities Master Plan 2019-2028

Dear Ms. Sivigny,

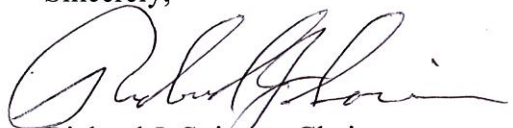
The Carroll County Planning & Zoning Commission (the Commission) reviewed the Carroll County Public Schools Educational Facilities Master Plan 2019-2028 on May 29, 2019. The Planning Commission examined the data utilized in the Educational Facilities Master Plan including population forecasts. These 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 review projects. Pages 2-9 of the plan also identifies Freedom Elementary School as approaching inadequate for the 2020, 2021 and 2025 school years and is projected to be inadequate in the 2022-2024 outer years. The Commission will continue to monitor the situation in its phasing and approvals of residential development in this district.

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, the Freedom Community Comprehensive Plan and other applicable County plans. Please note that pages 2-8 list the Dulaney property in the Freedom Area as a future middle school site. The 2018 Adopted Freedom Community Comprehensive Plan has designated this site as a potential future employment campus. The Board of Education should remove this site from the future school site list.

Thank you for the opportunity to review and comment on the 2019-2028 edition of the Carroll County Public Schools Educational Facilities Master Plan. Please let me know if I can be of any additional assistance.

**CARROLL COUNTY PLANNING & ZONING COMMISSION**  
*Planning a better future for Carroll County*

Sincerely,

A handwritten signature in black ink, appearing to read "Richard J. Soisson". The signature is fluid and cursive, with a large initial "R" and "S".

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

cc: Planning Commission Members

# APPENDIX

## A



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

“Building the Future”

March 2008

School Facilities

## TABLE OF CONTENTS

	<u>Page #</u>
Study Participants	3
Introduction	4
Definition	4
Study Methodology	4
Findings	7
Next Steps	11
Appendices:	
A. Guide for School Facility Appraisal, 1998 Edition, The Council of Educational Facilities Planners, Int'l.	12
B. School Modernization Project, Assessment Report, Frederick County Public Schools, 2000	13
C. State of Maryland Public School Construction Program, Minimum Educational Adequacy, 2003.	26
D. Carroll County Public Schools Functional Assessment Criteria	34
E. Replacement Reserve Reports by School	51



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 <sup>1</sup>	<b>School Summary</b>						
			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 <sup>1</sup>	General Classroom Score	School Summary				Media Center	Phys Ed	FCS&TE <sup>3</sup>	Food Services
				Science	Visual Arts	Music	TAD <sup>2</sup>				
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 <sup>1</sup>	General Classroom Score	School Summary							F&C S <sup>3</sup>	Agri. Sci. <sup>4</sup>	Business Ed	Tech Ed	Food Serv.
				Sci	Visual Arts	Music	TAD <sup>2</sup>	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	
Avg %	76%	68%	72%	75%	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 2018– 2019**

## **Executive Summary**

### **I. Elementary Schools**

- A. PreKindergarten (Page 3)
- B. Professional Staff (Page 4)
- C. Academic Class Size (Page 5)

### **II. Middle Schools**

- A. Professional Staff (Page 6)
- B. Academic Class Size (Page 6)

### **III. High Schools**

- A. Professional Staff (Page 7)
- B. Academic Class Size (Page 7)
- C. Academic Class Size Analysis (Pages 8-9)
- D. Non-Academic Class Size Analysis (Pages 10-13)
- E. Gateway School Class Size (Page 14)
- F. Carroll County Career and Technology Center Class Size (Page 15)
- G. Academy of Finance (Page 16)
- H. Teacher Academy (Page 16)
- I. Homeland Security and Emergency Preparedness –  
Geographic Information Systems and Technology (Page 16)

### **IV. Special Education**

- A. Elementary Schools (Page 18)
- B. Middle Schools (Page 19)
- C. High Schools (Page 20)
- D. Itinerant Special Education Staff (Page 21)

**Executive Summary**  
**Class Size/Classes Over 30**  
**2018 – 2019**

**Elementary Schools:** Average academic kindergarten through fifth grade class size as of September 30, 2018 is 21.5 students per home base class. The average for 2017-201 was reported at 21.2 for grades K-5.

There were no classes with 30 or more students for 2018-2019.

**Middle Schools:** Average academic class size as of September 30, 2018 is 25.1 students per class. The total number of academic classes with 30 or more students is 213 for 2018-2019.

**High Schools:** Average academic class size as of September 30, 2018 is 23.4 students per class, down from 23.9 in 2017-2018. The total number of academic classes with over 30 students is 316 for 2018-2019.

PreK  
2018-2019

Prekindergarten Site	Number of Students	Teacher FTE	Assistant FTE
Carrolltowne	15	0.5	0.5
Cranberry Station	22	1.0	1.0
Ebb Valley	17	0.5	0.5
Eldersburg	12	0.5	0.5
Elmer Wolfe	21	1.0	1.0
Hampstead	16	0.5	0.5
Linton Springs	15	0.5	0.5
Manchester	16	0.5	0.5
Mechanicsville	18	0.5	0.5
Parr's Ridge	16	0.5	0.5
Robert Moton	19	0.5	0.5
Runnymede	13	0.5	0.5
Sandymount	15	0.5	0.5
Spring Garden	14	0.5	0.5
Taneytown	24	1.0	1.0
Westminster	18	0.5	0.5
William Winchester	18	0.5	0.5
Winfield	15	0.5	0.5
	304	10.5	10.5

ELEMENTARY SCHOOL FTE TOTALS 2018-2019

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		520	25.0	1.0	0.6	1.0	1.2	1.2	0.6	1.2	1.6	1.0
Cranberry		496	24.0	1.0	0.5	1.0	1.2	1.2	0.6	1.0	1.6	1.0
Ebb Valley		511	23.0	1.0	0.5	1.0	1.2	1.2	0.6	1.2	1.6	1.0
Eldersburg		425	20.0	1.0	0.4	1.0	1.0	1.0	0.6	1.0	1.4	1.0
Elmer Wolfe	(*)	394	19.0	1.0	0.6	1.0	1.0	1.0	0.5	1.0	1.4	1.0
Freedom		540	23.0	1.0	0.4	1.0	1.2	1.2	0.8	1.0	1.6	1.0
Friendship Valley		493	24.0	1.0	0.7	1.0	1.2	1.2	0.8	1.2	1.8	1.0
Hampstead		354	17.0	1.0	0.4	1.0	0.8	0.8	0.4	0.8	1.2	1.0
Linton Springs		608	27.0	1.0	0.5	1.0	1.4	1.4	0.5	1.2	1.8	1.2
Manchester		628	28.0	1.0	0.5	1.0	1.4	1.4	0.6	1.4	2.0	1.2
Mechanicsville		479	22.0	1.0	0.6	1.0	1.0	1.0	0.7	1.0	1.6	1.0
Mt. Airy		466	19.0	1.0	0.5	1.0	1.0	1.0	1.0	1.0	1.5	1.0
Parr's Ridge		459	21.0	1.0	0.5	1.0	1.0	1.0	0.0	1.0	1.5	1.0
Piney Ridge		515	24.0	1.0	0.5	1.0	1.2	1.2	0.6	1.2	1.8	1.0
Robert Moton	(*)	369	19.0	1.0	0.6	1.0	1.0	1.0	0.6	1.0	1.4	1.0
Runnymede		599	27.0	1.0	0.5	1.0	1.4	1.4	0.8	1.2	2.0	1.2
Sandymount		446	21.0	1.0	0.5	1.0	1.0	1.0	0.6	1.0	1.6	1.0
Spring Garden		420	21.0	1.0	0.6	1.0	1.2	1.2	0.8	1.0	1.6	1.0
Taneytown	(*)	362	19.0	1.0	0.6	1.0	1.0	1.0	0.5	1.0	1.6	1.0
Westminster		518	24.0	1.0	0.5	1.0	1.2	1.2	0.8	1.0	1.8	1.0
Wm. Winchester		529	24.0	1.0	0.6	1.0	1.2	1.2	0.5	1.2	1.8	1.0
Winfield		564	26.0	1.0	0.5	1.0	1.4	1.4	0.5	1.4	1.8	1.2
Totals		10695	497.0	22.0	11.6	22.0	25.2	25.2	13.4	24.0	36.0	22.8

\*Title I

\*\*Enrollments come from September 30, 2018



Class Size Report 2018-2019

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	87	5.0	17.4	92	5.0	18.4	103	5.0	20.6	68	3.0	22.7	89	4.0	22.3	81	3.0	27.0	520	25.0	20.8
Cranberry*	82	4.0	20.5	79	4.0	19.8	77	4.0	19.3	87	4.0	21.8	78	4.0	19.5	93	4.0	23.3	496	24.0	20.7
Ebb Valley	72	4.0	18.0	83	4.0	20.8	80	4.0	20.0	93	4.0	23.3	85	3.0	28.3	98	4.0	24.5	511	23.0	22.2
Eldersburg	65	4.0	16.3	61	3.0	20.3	83	4.0	20.8	73	3.0	24.3	72	3.0	24.0	71	3.0	23.7	425	20.0	21.3
Elmer Wolfe*	69	4.0	17.3	62	3.0	20.7	72	3.0	24.0	59	3.0	19.7	62	3.0	20.7	70	3.0	23.3	394	19.0	20.7
Freedom	92	4.0	23.0	91	4.0	22.8	96	4.0	24.0	85	4.0	21.3	97	4.0	24.3	79	3.0	26.3	540	23.0	23.5
Friendship Valley	84	4.0	21.0	82	4.0	20.5	73	4.0	18.3	75	3.0	25.0	86	4.0	21.5	93	5.0	18.6	493	24.0	20.5
Hampstead	74	4.0	18.5	57	3.0	19.0	64	3.0	21.3	45	2.0	22.5	61	3.0	20.3	53	2.0	26.5	354	17.0	20.8
Linton Springs	93	5.0	18.6	101	5.0	20.2	84	4.0	21.0	124	5.0	24.8	94	4.0	23.5	112	4.0	28.0	608	27.0	22.5
Manchester	90	4.0	22.5	106	5.0	21.2	113	5.0	22.6	82	4.0	20.5	123	5.0	24.6	114	5.0	22.8	628	28.0	22.4
Mechanicsville	76	4.0	19.0	88	4.0	22.0	79	4.0	19.8	73	3.0	24.3	75	3.0	25.0	88	4.0	22.0	479	22.0	21.8
Mt. Airy										160	7.0	22.9	153	6.0	25.5	153	6.0	25.5	466	19.0	24.5
Parr's Ridge	140	7.0	20.0	162	7.0	23.1	157	7.0	22.4												
Piney Ridge	82	4.0	20.5	73	4.0	18.3	70	4.0	17.5	98	4.0	24.5	95	4.0	23.8	97	4.0	24.3	515	24.0	21.5
Robert Moton*	61	4.0	15.3	54	3.0	18.0	68	4.0	17.0	72	3.0	24.0	50	2.0	25.0	64	3.0	21.3	369	19.0	19.4
Runnymede	90	5.0	18.0	96	4.0	24.0	110	5.0	22.0	108	5.0	21.6	91	4.0	22.8	104	4.0	26.0	599	27.0	22.2
Sandymount	57	3.0	19.0	90	4.0	22.5	77	4.0	19.3	78	4.0	19.5	74	3.0	24.7	70	3.0	23.3	446	21.0	21.2
Spring Garden	59	4.0	14.8	67	3.0	22.3	64	3.0	21.3	82	4.0	20.5	61	3.0	20.3	87	4.0	21.8	420	21.0	20.0
Taneytown*	67	4.0	16.8	58	3.0	19.3	57	3.0	19.0	52	3.0	17.3	64	3.0	21.3	64	3.0	21.3	362	19.0	19.1
Westminster	82	4.0	20.5	97	5.0	19.4	75	4.0	18.8	97	4.0	24.3	69	3.0	23.0	98	4.0	24.5	518	24.0	21.6
Wm. Winchester	81	4.0	20.3	81	4.0	20.3	89	4.0	22.3	84	4.0	21.0	85	4.0	21.3	109	4.0	27.3	529	24.0	22.0
Winfield	86	5.0	17.2	121	5.0	24.2	83	4.0	20.8	95	4.0	23.8	87	4.0	21.8	92	4.0	23.0	564	26.0	21.7
Totals	1,689	90.0	18.8	1,801	86.0	20.9	1,774	86.0	20.6	1,790	80.0	22.4	1,751	76.0	23.0	1,890	79.0	23.9	10,695	497.0	21.5
	Average		18.8	Average		20.8	Average		20.6	Average		22.3	Average		23.0	Average		24.0	Average		21.5
	High		23.0	High		24.2	High		24.0	High		25.0	High		28.3	High		28.0	High		24.5
	Low		14.8	Low		18.0	Low		17.0	Low		17.3	Low		19.5	Low		18.6	Low		19.1
~Class sizes in all grades are influenced throughout the day by the mainstreaming of special education students																					



## II. Middle Schools 2018 - 2019

### 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	717	1	2	2	1	40.0	17.9
Mt. Airy	699	1	1	2	1	37.0	18.9
North Carroll	631	1	1	2	1	33.0	19.1
Northwest	689	1	1	3	1	38.0	18.1
Oklahoma Road	742	1	1	2	1	37.5	19.8
Shiloh	658	1	2	2	1	35.8	18.4
Sykesville	792	1	1	2	1	40.0	19.8
West	927	1	2	3	1	51.6	18.0
<b>Totals</b>	<b>5855</b>	<b>8</b>	<b>11</b>	<b>18</b>	<b>8</b>	<b>312.9</b>	<b>18.7</b>

### 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	717	30	120	23.9	27	23%
Mt. Airy	699	27	123	25.9	34	28%
North Carroll	631	24	96	26.3	23	24%
Northwest	689	29	113	23.8	12	11%
Oklahoma Road	742	28	132	26.5	41	31%
Shiloh	658	25	99	26.3	22	22%
Sykesville	792	30	120	26.4	26	22%
West	927	40	159	23.2	28	18%
<b>Totals</b>	<b>5855</b>	<b>233</b>	<b>962</b>	<b>25.1</b>	<b>213</b>	<b>22%</b>

2018-2019	5855	233	962	25.1	213	22%
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%



### III. High Schools 2018-2019

#### 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	1128	1	2	4	1	53.17	1	1	21.2
Francis Scott Key	929	1	2	4	1	45.50	1	1	20.4
Liberty	1049	1	2	4	1	54.17	1	1	19.4
Manchester Valley	1304	1	2	5	1	66.00	1	1	19.8
South Carroll	1031	1	2	4	1	51.00	1	1	20.2
Westminster	1539	1	4	5	1	70.50	1	1	21.8
Winters Mill	1125	1	3	4	1	51.66	1	1	21.8
<b>Totals</b>	<b>8105</b>	<b>7</b>	<b>17</b>	<b>30</b>	<b>7</b>	<b>392</b>	<b>7</b>	<b>7</b>	<b>20.7</b>

\* Totals do not include Special Education teachers

High Schools	Reading Specialists	HSA/PARCC Intervention Teachers	Career and Technology Teachers
Career & Technology Center	0	0	38.44
Century	1	0	.33
Francis Scott Key	1	0	0
Liberty	1	0	0
Manchester Valley	1	0	0
South Carroll	1	0	0
Westminster	1	0	1.17
Winters Mill	1	0	0
<b>Totals</b>	<b>7</b>	<b>0</b>	<b>39.94</b>

#### B. Academic Class Size

High Schools	Average Class Size	Number of Classes Over Thirty	Number of Classes Under Twenty
Century	24.4	49	58
Francis Scott Key	22.9	52	76
Liberty	23.4	24	65
Manchester Valley	22.9	29	82
South Carroll	23.0	28	61
Westminster	23.7	96	98
Winters Mill	23.7	38	61
<b>Totals</b>	<b>23.4</b>	<b>316</b>	<b>501</b>

Totals	Average Class Size	Number of Classes Over Thirty	Number of Classes Under Twenty
2018-2019	23.4	316	501
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



## 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	1221	52	23.5	8	15%	15	29%
Francis Scott Key	1019	47	21.7	10	21%	20	43%
Liberty	1148	52	22.1	4	8%	18	35%
Manchester Valley	1391	63	22.1	5	8%	22	35%
South Carroll	1087	46	23.6	8	17%	13	28%
Westminster	1679	74	22.7	20	27%	26	35%
Winters Mill	1211	51	23.7	10	20%	15	29%
<b>TOTALS</b>	<b>8756</b>	<b>385</b>	<b>22.7</b>	<b>65</b>	<b>17%</b>	<b>129</b>	<b>34%</b>

### 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	1341	55	24.4	14	25%	15	27%
Francis Scott Key	1134	46	24.7	17	37%	14	30%
Liberty	1239	53	23.4	7	13%	14	26%
Manchester Valley	1401	58	24.2	11	19%	13	22%
South Carroll	1287	51	25.2	7	14%	7	14%
Westminster	1888	78	24.2	22	28%	21	27%
Winters Mill	1241	50	24.8	11	22%	11	22%
<b>TOTALS</b>	<b>9531</b>	<b>391</b>	<b>24.4</b>	<b>89</b>	<b>23%</b>	<b>95</b>	<b>24%</b>

### 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	1250	49	25.5	11	22%	11	22%
Francis Scott Key	988	42	23.5	11	26%	13	31%
Liberty	1274	53	24.0	7	13%	14	26%
Manchester Valley	1347	60	22.5	3	5%	18	30%
South Carroll	1139	48	23.7	8	17%	10	21%
Westminster	1710	74	23.1	14	19%	19	26%
Winters Mill	1152	51	22.6	5	10%	16	31%
<b>TOTALS</b>	<b>8860</b>	<b>377</b>	<b>23.5</b>	<b>59</b>	<b>16%</b>	<b>101</b>	<b>27%</b>



### 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	1191	49	24.3	8	16%	10	20%
Francis Scott Key	969	45	21.5	11	24%	22	49%
Liberty	1219	50	24.4	2	4%	9	18%
Manchester Valley	1599	70	22.8	5	7%	21	30%
South Carroll	1310	65	20.2	0	17%	24	37%
Westminster	1729	70	24.7	29	41%	18	26%
Winters Mill	1113	47	23.7	7	15%	10	21%
<b>TOTALS</b>	<b>9130</b>	<b>396</b>	<b>23.1</b>	<b>62</b>	<b>16%</b>	<b>114</b>	<b>29%</b>

### 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	682	28	24.4	8	29%	7	25%
Francis Scott Key	385	16	24.1	3	19%	4	25%
Liberty	633	28	22.6	4	14%	10	36%
Manchester Valley	631	27	23.4	5	19%	8	30%
South Carroll	576	25	23.0	5	20%	7	28%
Westminster	947	39	24.3	11	28%	14	36%
Winters Mill	630	27	23.3	5	19%	9	33%
<b>TOTALS</b>	<b>4484</b>	<b>190</b>	<b>23.6</b>	<b>41</b>	<b>22%</b>	<b>59</b>	<b>31%</b>

### 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	5685	233	24.4	49	21%	58	25%
Francis Scott Key	4495	196	22.9	52	27%	76	39%
Liberty	5513	236	23.4	24	10%	65	28%
Manchester Valley	6369	278	22.9	29	10%	82	29%
South Carroll	5399	235	23.0	28	12%	61	26%
Westminster	7953	335	23.7	96	29%	98	29%
Winters Mill	5347	226	23.7	38	17%	61	27%
<b>TOTALS</b>	<b>40761</b>	<b>1739</b>	<b>23.4</b>	<b>316</b>	<b>18%</b>	<b>501</b>	<b>29%</b>



## 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	39	4	9.8	0	0%	4	100%
Francis Scott Key	35	3	11.7	0	0%	3	100%
Liberty	43	4	10.8	0	0%	4	100%
Manchester Valley	32	4	8.0	0	0%	4	100%
South Carroll	23	2	11.5	0	0%	2	100%
Westminster	42	5	8.4	0	0%	5	100%
Winters Mill	46	3	15.3	0	0%	3	100%
<b>TOTALS</b>	<b>260</b>	<b>25</b>	<b>10.4</b>	<b>0</b>	<b>0%</b>	<b>25</b>	<b>100%</b>

### 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	356	15	23.7	0	0%	4	27%
Francis Scott Key	86	5	17.2	0	0%	4	80%
Liberty	254	11	23.1	1	9%	2	18%
Manchester Valley	309	14	22.1	0	0%	4	29%
South Carroll	289	12	24.1	1	8%	3	25%
Westminster	616	23	26.8	3	13%	2	9%
Winters Mill	230	10	23.0	0	0%	2	20%
<b>TOTALS</b>	<b>2140</b>	<b>90</b>	<b>23.8</b>	<b>5</b>	<b>6%</b>	<b>21</b>	<b>23%</b>

### 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	132	8	16.5	0	0%	5	63%
Francis Scott Key	139	6	23.2	0	0%	1	17%
Liberty	137	8	17.1	0	0%	4	50%
Manchester Valley	113	8	14.1	0	0%	7	88%
South Carroll	106	7	15.1	0	0%	5	71%
Westminster	156	9	17.3	0	0%	7	78%
Winters Mill	67	5	13.4	0	0%	4	80%
<b>TOTALS</b>	<b>850</b>	<b>51</b>	<b>16.7</b>	<b>0</b>	<b>0%</b>	<b>33</b>	<b>65%</b>



### 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	390	15	26.0	0	0%	2	13%
Francis Scott Key	399	17	23.5	5	29%	6	35%
Liberty	339	13	26.1	0	0%	1	8%
Manchester Valley	581	24	24.2	5	21%	7	29%
South Carroll	336	13	25.8	0	0%	2	15%
Westminster	549	24	22.9	9	38%	8	33%
Winters Mill	466	17	27.4	5	29%	1	6%
<b>TOTALS</b>	<b>3060</b>	<b>123</b>	<b>24.9</b>	<b>24</b>	<b>20%</b>	<b>27</b>	<b>22%</b>

### 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	248	13	19.1	3	23%	7	54%
Francis Scott Key	325	12	27.1	4	33%	1	8%
Liberty	354	17	20.8	0	0%	6	35%
Manchester Valley	278	12	23.2	3	25%	3	25%
South Carroll	250	13	19.2	1	8%	7	54%
Westminster	308	15	20.5	3	20%	7	47%
Winters Mill	372	15	24.8	9	60%	5	33%
<b>TOTALS</b>	<b>2135</b>	<b>97</b>	<b>22.0</b>	<b>23</b>	<b>24%</b>	<b>36</b>	<b>37%</b>

### 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	482	21	23.0	7	33%	8	38%
Francis Scott Key	321	18	17.8	1	6%	12	67%
Liberty	449	22	20.4	4	18%	9	41%
Manchester Valley	497	22	22.6	5	23%	11	50%
South Carroll	372	17	21.9	3	0%	9	53%
Westminster	566	24	23.6	6	25%	8	33%
Winters Mill	318	17	18.7	2	12%	10	59%
<b>TOTALS</b>	<b>3005</b>	<b>141</b>	<b>21.3</b>	<b>28</b>	<b>20%</b>	<b>67</b>	<b>48%</b>



### 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	358	17	21.1	0	0%	8	47%
Francis Scott Key	427	20	21.4	1	5%	7	35%
Liberty	454	21	21.6	3	14%	6	29%
Manchester Valley	666	31	21.5	1	3%	10	32%
South Carroll	357	17	21.0	2	12%	9	53%
Westminster	439	20	22.0	2	10%	7	35%
Winters Mill	558	25	22.3	3	12%	6	24%
<b>TOTALS</b>	<b>3259</b>	<b>151</b>	<b>21.6</b>	<b>12</b>	<b>8%</b>	<b>53</b>	<b>35%</b>

### 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	857	30	28.6	16	53%	4	13%
Francis Scott Key	660	23	28.7	12	52%	2	9%
Liberty	746	28	26.6	7	25%	3	11%
Manchester Valley	940	32	29.4	18	56%	2	6%
South Carroll	857	33	26.0	5	15%	4	12%
Westminster	1338	51	26.2	19	37%	8	16%
Winters Mill	707	27	26.2	7	26%	2	7%
<b>TOTALS</b>	<b>6105</b>	<b>224</b>	<b>27.3</b>	<b>84</b>	<b>38%</b>	<b>25</b>	<b>11%</b>

### 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	421	16	26.3	2	13%	2	13%
Francis Scott Key	297	10	29.7	4	40%	0	0%
Liberty	408	17	24.0	1	6%	3	18%
Manchester Valley	358	13	27.5	6	46%	2	15%
South Carroll	287	11	26.1	3	27%	2	18%
Westminster	583	24	24.3	10	42%	6	25%
Winters Mill	438	16	27.4	4	25%	1	6%
<b>TOTALS</b>	<b>2792</b>	<b>107</b>	<b>26.1</b>	<b>30</b>	<b>28%</b>	<b>16</b>	<b>15%</b>



## 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	2	21.5	0	0%	1	50%
Francis Scott Key	0	0	0.0	0	0%	0	0%
Liberty	22	1	0.0	0	0%	0	0%
Manchester Valley	31	2	15.5	0	0%	1	50%
South Carroll	27	1	27.0	0	0%	0	0%
Westminster	55	3	18.3	0	0%	1	33%
Winters Mill	9	1	9.0	0	0%	1	100%
<b>TOTALS</b>	<b>187</b>	<b>10</b>	<b>18.7</b>	<b>0</b>	<b>0%</b>	<b>4</b>	<b>40%</b>

## 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	3326	141	23.6	28	20%	45	32%
Francis Scott Key	2689	114	23.6	27	24%	36	32%
Liberty	3206	142	22.6	16	11%	38	27%
Manchester Valley	3805	162	23.5	38	23%	51	31%
South Carroll	2904	126	23.0	15	12%	43	34%
Westminster	4652	198	23.5	52	26%	59	30%
Winters Mill	3211	136	23.6	30	22%	35	26%
<b>TOTALS</b>	<b>23793</b>	<b>1019</b>	<b>23.3</b>	<b>206</b>	<b>20%</b>	<b>307</b>	<b>30%</b>

## 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	281	10	28.1	1	10%	0	0%
Francis Scott Key	169	6	28.2	3	50%	1	17%
Liberty	17	1	17.0	0	0%	1	100%
Manchester Valley	281	11	25.5	1	9%	1	9%
South Carroll	17	1	17.0	0	0%	1	100%
Westminster	42	5	8.4	0	0%	5	100%
Winters Mill	46	3	15.3	0	0%	3	100%
<b>TOTALS</b>	<b>853</b>	<b>37</b>	<b>23.1</b>	<b>5</b>	<b>14%</b>	<b>12</b>	<b>32%</b>

**E. The Gateway School (High School)**  
**2018-2019**

**Academic Class Size Analysis\* ESTIMATED**

**SEMESTER 1**

<b>COURSE</b>	<b>NUMBER OF STUDENTS</b>	<b>NUMBER OF SECTIONS</b>	<b>AVERAGE CLASS SIZE</b>	<b>CLASSES OVER THIRTY</b>
English	48	9	5.3	0
Social Studies	40	8	5	0
Science	41	6	6.83	0
Spanish I & II	9 of DLL total	4	2	0
Distance Learning Lab – DLL	21	14	1	0
Math	59	10	6	0
<b>TOTALS</b>	<b>218</b>	<b>51</b>	<b>26.13</b>	<b>0</b>

**Non Academic Class Size Analysis\***

<b>COURSE</b>	<b>NUMBER OF STUDENTS</b>	<b>NUMBER OF SECTIONS</b>	<b>AVERAGE CLASS SIZE</b>	<b>CLASSES OVER THIRTY</b>
P. E.	41	7	5.85	0
CRD I,II,III	13	4	3.25	0
Financial Literacy	11	3	3.66	0
Princ. Bus. Admin/Mgmt.	0	0	0	0
Tech	20	3	6.66	0
Art	31	6	5.16	0
Experiential Ed.	6	1	1	0
Health	6	2	3	0
Intro to Foods	5	2	2	0
Seminar/Teen Leadership	140	16	8.75	0
	<b>273</b>	<b>44</b>	<b>39.33</b>	<b>0</b>



**Carroll County Career and Technology Center**  
**Class Enrollment for 2018- 2019**  
**As of September, 2018**

Program	Male	Female	Total Fall	Male	Female	Total Spring	Grand Total
Academy of Health Professions	1	63	64	1	63	64	128
Auto Service Technology	30	3	33	24	4	28	61
Biomedical : PLTW I (Mod 1)	7	34	41	7	34	41	82
Biomedical : PLTW II (Mods 2&3)	10	34	44	10	34	44	88
Building Maintenance	6	0	6	6	0	6	12
Carpentry	18	0	18	11	0	11	29
Cisco Networking Academy	19	2	21	22	0	22	43
Collision Repair Technology	14	0	14	8	0	8	22
Computer Technology (Mod 1)	18	3	21	18	3	21	42
Computer Technology	18	4	22	16	6	22	44
Cosmetology	30	0	30	1	66	67	97
Criminal Justice/Homeland Security (Mod 1)	23	24	47	23	22	45	92
Criminal Justice/Homeland Security (Mods 2&3)	25	20	45	23	24	47	92
Culinary Arts	18	4	22	10	7	17	39
Culinary Arts - Baking & Pastry	2	11	13	5	14	19	32
Drafting	15	2	17	18	4	22	39
Early Childhood Education	0	39	39	3	42	45	84
Electrical Construction	13	0	13	14	0	14	27
Heating, Ventilation and Air Conditioning	14	0	14	17	0	17	31
Heavy Equipment and Truck Technology	14	2	16	15	0	15	31
Homeland Sec./Geo Info Systems & Tech	4	0	4	7	0	7	11
Manufacturing & Machine Technology	15	1	16	15	1	16	32
Masonry Technology	14	0	14	7	0	7	21
Physical Rehabilitation	3	17	20	3	17	20	40
Print Production	5	11	16	8	12	20	36
Project Lead the Way - Engineering I	37	7	44	39	5	44	88
Project Lead the Way - Engineering II	42	9	51	47	8	55	106
Textiles and Fashion Careers	3	13	16	3	16	19	35
Video Production	12	8	20	10	10	20	40
Welding Technology	19	0	19	18	1	19	38
Career Connections/Research and Development	0	7	7	3	5	8	15
<b>Total Enrollment for SY 2018-2019</b>	<b>449</b>	<b>318</b>	<b>767</b>	<b>412</b>	<b>398</b>	<b>810</b>	<b>1577</b>

**G. Finance Academy**

HIGH SCHOOL	NUMBER OF STUDENTS	NUMBER OF SECTIONS
Class at Westminster High	31	2

**H. Teacher Academy**

TEACHING AS A PROFESSION	NUMBER OF STUDENTS	NUMBER OF SECTIONS
Westminster High School*	35	2

FOUNDATIONS OF CURRICULUM & INSTRUCTION	NUMBER OF STUDENTS	NUMBER OF SECTIONS
Westminster High School*	34	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
Career and Technology Center	11	2

**SPECIAL EDUCATION**  
**STAFF ANALYSIS AND CLASS SIZE REPORTS**  
**2018 - 2019**



SPECIAL EDUCATION  
STAFF ANALYSIS AND CLASS SIZE REPORTS  
2018-2019

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	***HRLY ASST.
CSS	0	0	0	2	25	0	15	0	0	42	8.0	3.0	150
CT	41	9	0	0	0	0	9	4	0	63	6.0	3.0	54
CSE	44	2	0	0	0	0	2	4	0	52	3.0	.8	19.5
EBB	42	3	0	0	0	0	0	6	0	51	3.0	.8	36
ELDER	33	2	0	0	0	0	0	5	1	41	3.0	1.0	18
EWE	42	4	0	0	0	0	1	3	0	50	3.0	0	12.5
FREE	29	6	0	0	0	0	0	2	0	37	3.0	1.0	0
FVE	56	5	1	0	0	0	4	4	0	70	3.0	1.0	36
HAMP	22	7	16	0	0	0	16	6	1	68	8.0	.8	160.5
LSE	50	8	1	0	0	0	0	3	0	62	3.0	1.0	18
MAN	63	3	0	0	0	0	2	3	1	72	3.0	1.8	54
MECH	55	4	1	0	0	0	0	7	0	67	3.0	1.0	12
MAE	47	10	0	0	0	0	0	0	0	57	3.0	1.0	18
PARRS	34	5	0	0	0	0	2	5	2	48	3.0	1.2	12
PRE	43	6	0	0	0	0	3	2	0	54	3.0	1.0	30.5
RME	43	10	28	0	0	0	14	6	1	102	13.0	3.0	210.5
RUNNY	57	10	2	0	0	0	10	9	0	88	6.0	2.0	54.5
SANDY	31	3	0	0	0	0	1	6	0	41	3.0	.8	6.5
SGE	37	3	0	0	0	0	0	5	0	45	2.5	1.0	11.5
TANEY	39	3	1	0	0	0	1	3	1	48	4.0	1.0	30
WES	45	6	0	0	0	0	2	2	0	55	3.0	1.0	18
WWE	43	2	1	0	0	0	1	3	0	50	2.5	1.0	12
WIN	32	23	20	0	1	0	4	5	0	85	12.0	3.0	200.5
TOTAL	928	134	71	2	26	0	87	93	7	1348	104.0	31.2	1174.5

SPECIAL EDUCATION  
STAFF ANALYSIS AND CLASS SIZE REPORTS  
2018-2019

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	0	0	0	0	0	0	0	0	0	0	1.0	0	1.0	0
EAST MDL	54	1	23	0	0	0	0	0	0	78	9.0	0	8.0	45.5
MAM	66	5	1	0	0	0	0	0	0	72	5.0	0	4.0	25.5
NCM	60	1	7	1	0	0	0	0	0	69	4.0	.6	4.0	37
NWEST	79	4	2	0	0	0	0	0	0	85	6.0	1.0	5.0	18.5
ORMS	64	4	0	0	0	0	0	0	0	68	4.5	1.0	4.0	24
SHILOH	59	5	12	1	0	0	0	0	0	77	7.0	1.8	6.6	115.5
SMS	62	2	2	0	0	0	0	0	0	66	4.5	1.0	4.0	6
WEST	80	13	7	0	0	0	0	0	0	100	7.6	1.4	7.0	65
TOTAL	524	35	54	2	0	0	0	0	0	615	48.6	6.8	43.6	337

SPECIAL EDUCATION  
STAFF ANALYSIS AND CLASS SIZE REPORTS  
2018-2019

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.
CCCT-C											2.0	0	3.8	6
CHS	54	21	4	0	0	0	0	0	0	79	5.0	1.0	4.0	19.5
FSKHIGH	89	2	11	0	0	0	0	0	0	102	6.0	0	5.0	37
GATEWAY	15	1	1	0	0	0	0	0	0	17	2.0	0	2.0	6
LIBERTY	47	10	1	0	0	0	0	0	0	58	4.0	1.0	4.0	39
MVHS	116	13	11	0	0	0	0	0	0	140	9.0	.6	9.0	71
POST-SEC.	0	5	31	0	0	0	0	0	0	36	2.0	0	5.0	75
SCHS	52	1	8	0	0	0	0	0	0	61	4.0	0	4.0	45.5
WHS	78	23	41	0	0	0	0	0	0	142	17.0	1.6	16.6	71
WMHS	74	9	25	0	0	0	0	0	0	108	9.0	0	7.8	129.5
TOTAL	525	85	133	0	0	0	0	0	0	743	60.0	4.2	61.2	499.5
Nonpublic										Case Manage 89				

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  
2018-2019

RELATED SERVICE STAFF	F.T.E.	HOURLY/CONTRACTED
ADAPTED PHYSICAL EDUCATION	10.4875	
ASSISTIVE TECHNOLOGY ASSISTANTS/TEACHER	3.8	
BEHAVIOR SUPPORT SPECIALIST - AUTISM	3.0	
HEARING RESOURCE*	1.0	35 hours
HOME SPEECH THERAPY	6.7	
INFANT & TODDLER LIAISONS	4.7	
INSTRUCTIONAL/PROGRAM CONSULTANTS	9.0	
INTERVENTION THERAPISTS*	6.0	60 hours
SUPERVISORS/COORDINATORS	10.0	
OCCUPATIONAL THERAPIST*	10.8	84 hours
CERTIFIED OCCUPATIONAL THERAPY ASSISTANTS	2.6	
PARTNERS FOR SUCCESS/FAMILY SUPPORT NETWORK	1.0	
PHYSICAL THERAPISTS*	4.0	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*	42.2	455 hours
VISION RESOURCE*	2.0	35 hours
TOTAL	128.887	739 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)