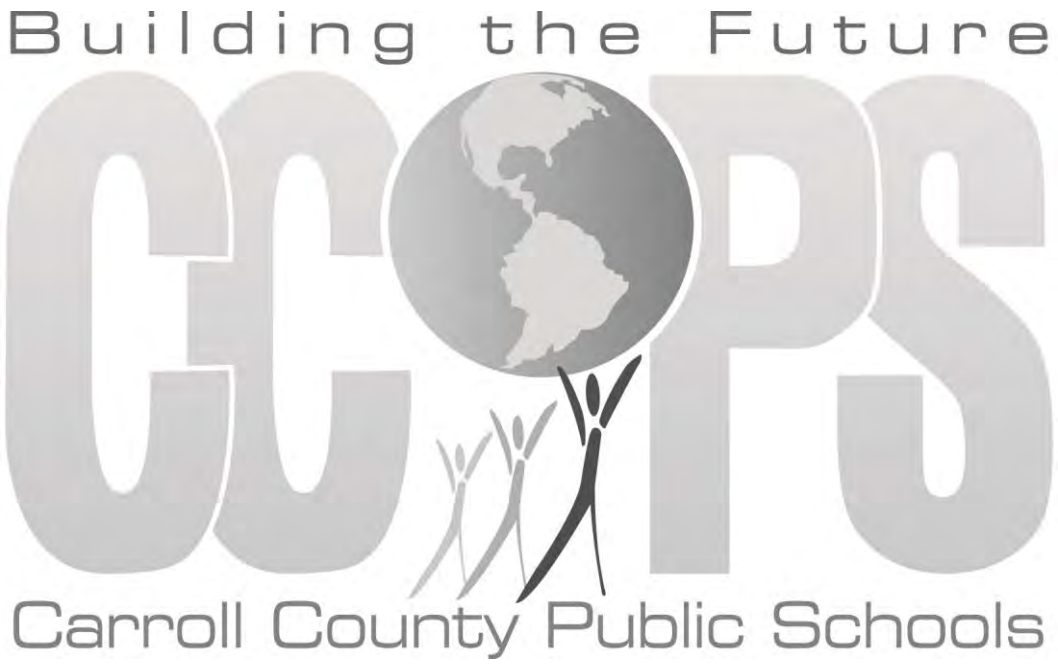
EDUCATIONAL FACILITIES MASTER PLAN 2023-2032



June 14, 2023

Carroll County Public Schools
Westminster, Maryland 21157

FACILITIES MASTER PLAN 2023-2032

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SECTION 1
INTRODUCTION

INTRODUCTION

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

Plan Contents

This plan contains the following sections:

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

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

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

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

Section 5 – The "Enrollment Projections" utilized for this plan are the 2023-2024 to 2032-2033 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, 2022 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 FY24-29 Capital Improvement Program Budget request, and contribution from staff, citizens and Carroll County Government are considered as the 2023-32 Educational Facilities Master Plan is developed.

- The updated Physical and Functional Assessment Report 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	December-March
• Preparation of Draft EFMP by Facilities staff	January – April
• Presentation of Recommended EFMP to Board of Education (BOE)	May
• 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-August
• Presentation of Recommended CIP request to BOE	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.

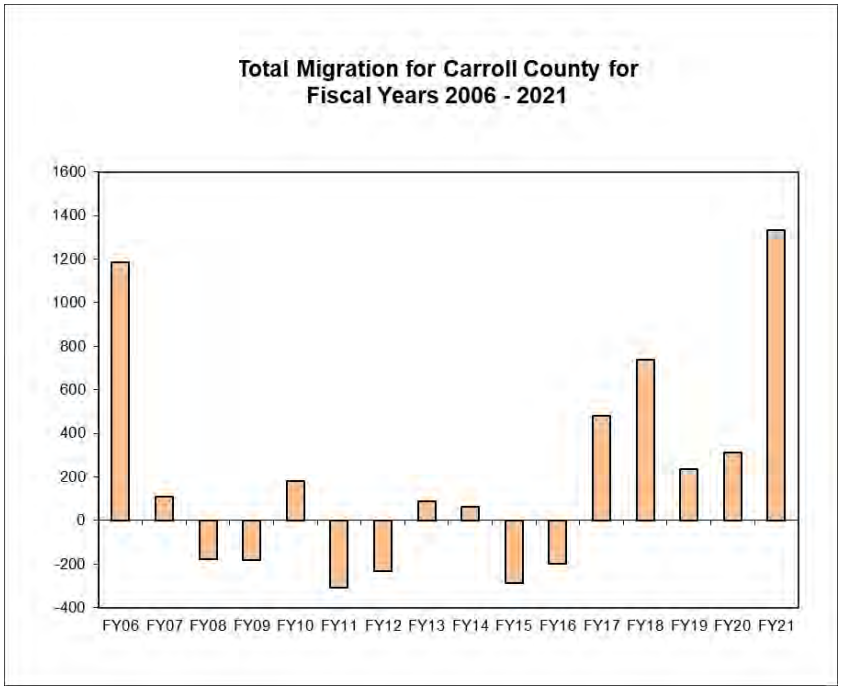
POPULATION

According to the 2020 Census, there were 172,891 people and 65,793 households in Carroll County. This was a 3.4% increase in population from the 2010 Census. The last two decades of slow population growth are dramatically different than the high rates of growth experienced from 1960 to 2000.

Population by Decade

Year	Carroll County	Percent Growth
1930	35978	
1940	39054	8.5%
1950	44907	15.0%
1960	52785	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%
2020	172,891	3.4%

Domestic migration has historically been the driving force behind Carroll County's past population growth from 1950 to 2010. This migration from other parts of Maryland slowed dramatically from 2007 through 2016 due to the decrease in new home construction and the housing market decline related to the 2008 recession. However, the migration numbers have been trending higher since 2016 and this has led to enrollment growth over the past few years. According to the Maryland Department of Planning, the 2021 net total migration for the County is 1,333 new residents, which is the highest number of new residents since 2006.



In addition to the changing rate of population growth occurring in the county, the composition of the population is also changing. According to Census Bureau estimates for 2020, forty percent (40%) of the population of Carroll is over 50 years old. This is significantly higher than the 27% in 2000 and 34% in 2010. The aging in place of the population and the resulting smaller percentage of younger populations has been a major reason for the enrollment declines experienced from 2008 through 2016.

Population by Age Group, 2010 and 2020

Age Group	2010	% of Population	2020*	% of Population	% Change, 2010 - 2020
80+	6,208	3.7%	6,606	3.8%	6%
70 to 79	8,494	5.1%	13,551	7.8%	60%
60 to 69	16,859	10.1%	21,858	12.6%	30%
50 to 59	25,624	15.3%	27,478	15.9%	7%
40 to 49	29,270	17.5%	20,689	12.0%	-29%
30 to 39	17,691	10.6%	21,668	12.5%	22%
20 to 29	17,234	10.3%	18,950	11.0%	10%
10 to 19	25,290	15.1%	22,318	12.9%	-12%
0 to 9	20,464	12.2%	19,772	11.4%	-3%
Total	*167,134*	-	*172,890*	-	3%

*Census Population Estimates for July 1, 2020

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, to 2.74 in 2010, and down to 2.68 in 2020. 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 the population is aging in place thus creating more single and two-person elderly households in the County. Although the

average household size in the county is declining, it should be noted that the county's average household size of 2.68 persons per household is the second highest in the Baltimore Region.

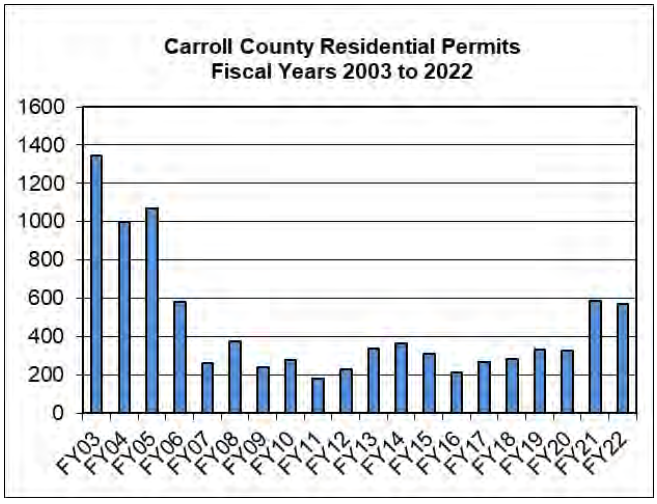
Recent Census data also indicates that the population of Carroll County is becoming more diverse. The percent of total population consisting of non-white racial makeup has increased from less than 5% in 2000 to 14% in 2020. This growing diversity in total population has also led to an increasing amount of diversity in student enrollments.

Carroll County Population by Race, 1970 -2020

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
2020	148,621	86.0%	6,482	3.7%	17,788	10.3%	172,891

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 changing 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.



Although countywide new home construction numbers remain relatively low, recent real estate data indicates that the housing market is strong and housing demand is high. As a result, most of the current volume in Carroll is being driven by existing home sales. There seems to be a direct correlation between the increased number of existing home sales and the increased amount of domestic migration into the County.

Real Estate Trend Indicators 2019 - 2022

	2019	2020	2021	2022
Total Sold Dollar Value	$847,136,760	$1,064,193,636	$1,155,176,345	$1,019,161,244
Average Sold Price	$347,469	$380,253	$416,577	$452,020
Median Sold Price	$325,000	$355,000	$390,000	$415,000
Total Units Sold	2,423	2,800	2,821	2,292
Average Days on Market	43	35	14	16
Average List Price	351,072	381,230	410,234	445,048
Avg. Sales Price as a Percentage of Avg. List Price	97.2%	99.0%	101.4%	100.9%

EMPLOYMENT

According to the Maryland Department of Labor, Licensing, and Regulations (MDLLR), Carroll County's December 2022 total labor force of 93,821 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 2021 Employment and Payrolls report from MDLLR, private sector jobs in the county accounted for 86% of the total employment for Carroll County, while government sector jobs made up the remaining 14%. Jobs in the Service Providing industry group made up the largest percentage of total employment for both Carroll County (67.2%), and the State of Maryland (70.8%).

Employment Distribution by Industry Group 2021

Industry Group	Carroll County	Percent of Total Employment	Maryland	Percent of Total Employment
Goods-Producing	*10,304*	*18.6%*	*276,795*	*10.8%*
Natural Resources and Mining	454	0.8%	7,543	0.3%
Construction	5,894	10.6%	160,251	6.3%
Manufacturing	3,956	7.1%	109,000	4.3%
Service Providing	*37,247*	*67.2%*	*1,812,510*	*70.8%*
Trade, Transportation, and Utilities	11,808	21.3%	438,709	17.1%
Information	251	0.5%	33,471	1.3%
Financial Activities	1,371	2.5%	141,741	5.5%
Professional and Business Services	6,113	11.0%	463,165	18.1%
Education and Health Services	9,714	17.5%	423,006	16.5%
Leisure and Hospitality	6,039	10.9%	230,438	9.0%
Other Services	1,951	3.5%	81,977	3.2%
Unclassified	*12*	*0.0%*	*2,325*	*0.1%*
Private Sector Total - All Industries	47,562	85.8%	2,091,636	81.7%
Federal Government	*330*	*0.6%*	*150,860*	*5.9%*
State Government	*1,186*	*2.1%*	*98,619*	*3.9%*
Local Government	*6,350*	*11.5%*	*218,780*	*8.5%*
Government Sector - Total	7,867	14.2%	468,260	18.3%
Total Employment	55,429	100.0%	2,559,896	100.0%

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

CARROLL COUNTY MASTER PLAN

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

The County and Municipalities have also developed community comprehensive plans to provide more details for these designated growth areas. The following is a list of the current adopted community comprehensive plans and the year they were adopted:

County Adopted Community Plans

Plan	Year Adopted
Finksburg Corridor Plan	2013
Freedom Community Comprehensive Plan	2018

Municipal Adopted Community Plans

Plan	Year Adopted
Town of Mt. Airy Master Plan	2013
Union Bridge Community Comprehensive Plan	2014
Manchester Comprehensive Plan	2009
City of Westminster Comprehensive Plan	2009
Hampstead Community Comprehensive Plan	2017
New Windsor Community Comprehensive Plan	2010
Taneytown Community Comprehensive Plan	2010
Town of Sykesville Master Plan	2011

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

FREEDOM DESIGNATED GROWTH AREA

SCHOOLS	PFA	Public Water	Public Sewer
Carrolltowne Elementary	Yes	Yes	Yes
Century High	Yes	Yes	Yes
Eldersburg Elementary	Yes	Yes	Yes
Freedom Elementary	Yes	Yes	Yes
Liberty High	Yes	Yes	Yes
Linton Springs Elementary	Yes	Yes	Yes
Oklahoma Road Middle	Yes	Yes	Yes
Piney Ridge Elementary	Yes	Yes	Yes
Sykesville Middle	Yes	Yes	Yes

HAMPSTEAD DESIGNATED GROWTH AREA

SCHOOLS	PFA	Public Water	Public Sewer
Hampstead Elementary	Yes	Yes	Yes
North Carroll Middle	Yes	Yes	Yes
Shiloh Middle	Yes	Yes	Yes
Spring Garden Elementary	Yes	Yes	Yes

MANCHESTER DESIGNATED GROWTH AREA

SCHOOLS	PFA	Public Water	Public Sewer
Ebb Valley Elementary	Yes	Yes	Yes
Manchester Elementary	Yes	Yes	Yes
Manchester Valley High	Yes	Yes	Yes

MT. AIRY DESIGNATED GROWTH AREA

SCHOOLS	PFA	Public Water	Public Sewer
Mt. Airy Elementary	Yes	Yes	Yes
Mt. Airy Middle	Yes	Yes	Yes
Parr's Ridge Elementary	Yes	Yes	Yes

NEW WINDSOR DESIGNATED GROWTH AREA

SCHOOLS	PFA	Public Water	Public Sewer

TANEYTOWN DESIGNATED GROWTH AREA

SCHOOLS	PFA	Public Water	Public Sewer
Northwest Middle	Yes	Yes	Yes
Taneytown Elementary	Yes	Yes	Yes

UNION BRIDGE DESIGNATED GROWTH AREA

SCHOOLS	PFA	Public Water	Public Sewer
Elmer Wolfe Elementary	Yes	Yes	Yes

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

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

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

CONCURRENCY MANAGEMENT AND ADEQUATE PUBLIC FACILTIES

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 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 2023-2024 to 2032-2033 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	2023-2028
Linton Springs Elementary	2026-2028
Sandymount Elementary	2024-2025
Sykesville Middle	2027-2028

Approaching Inadequate (110% to 119% of Capacity)

Carrolltowne Elementary	2026-2028
Linton Springs Elementary	2023-2025
Piney Ridge Elementary	2025-2028
Sandymount Elementary	2023, 2026-2028
Wm. Winchester Elementary	2026-2027
Sykesville Middle	2025-2026

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
- Models 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-base, job embedded, aligned with the tenets of cult proficiency, and meet the needs of all staff
- Empower employees, students, and communities to make school-based decisions within an established framework.

All school staff:

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

All students:

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

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). Prekindergarten is offered at 20 of our elementary schools. This model includes either a half-day or full-day model. 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), advanced academics, and special education services.

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 teachers from the four main content areas: English language arts, mathematics, science, and social studies. Students are exposed to a progressively more rigorous program of studies instructed by teachers who specialize in these areas. 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. Advanced 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 Science (MISA) 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 Life 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 and technology program or career completer program. Within each high school, intervention and support programs for diverse learners are also available.

Career and Technical Education

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

Career and Technical Education Courses offered at Comprehensive High Schools		
Accounting	Child Development & Early Education	Interactive Media Production*
Agricultural Sciences - Animal (Curriculum for Agricultural Science Education)	Computer Science	Junior Reserve Office Training Corps***
Agricultural Sciences - Natural Resources (Curriculum for Agricultural Science Education)	Digital Fabrication & Manufacturing	Marketing
Agricultural Sciences - Plant (Curriculum for Agricultural Science Education)	Financial Services** (Academy of Finance)	Print Production*
Business Administration & Management	Hospitality & Tourism Management	Video Production*
* Introductory classes of these programs are offered at comprehensive high schools. Students who wish to continue in the program go to higher level classses offered at a centralized location.		
** Offered at Century High and Westminster High as regional program.		
** Offered at Century High and Winters Mill High as a regional program.		
Carroll County Career and Technology Center Programs		
Academy of Health Professions	Cosmetology Careers	Homeland Security: Criminal Justice
Applied Mechanical Engineering	Culinary Arts: Baking and Pastry	Homeland Security: Geographic Information Systems and Technology
Auto Service Technology	Culinary Arts: Professional Cooking	Interactive Media Production
Biomedical Sciences (Project Lead the Way)	Drafting	Masonry
Building Maintenance	Education: Teacher Academy of Maryland	Print Production
Carpentry	Electrical Construction	Textiles and Fashion Careers
Cisco Networking Academy: Cybersecurity	Engineering (Project Lead the Way)	Video Production
Cisco Networking Academy: Cyber Operations	Heating, Ventilation, and Air Conditioning	Welding Technology
Collision Repair Technology	Heavy Equipment and Truck Technology	

Special Education Services

Carroll County Public Schools provides Special Education programs and services to all eligible children with disabilities (from birth through 21) 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, and could include non-public or residential placements. 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 Family 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 (Early Childhood Special Needs) 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 and each high school. More restrictive placements, like non-public placements, are available to students should the IEP Team deem appropriate.

Elementary age students whose needs and IEP require extensive services outside of general education may receive special education services in a self-contained classroom or Learning for Independence classroom. In order to maximize both staff and classroom resources, these students may receive services at one of the elementary special education regional centers. The following

elementary schools are the regional centers for these services: Carrolltowne, Robert Moton, Runnymede, and Winfield.

Elementary age students that require specialized academic and behavioral supports as well as 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 self-contained classroom 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.

Middle Schools students that require specialized academic and behavioral supports as well as 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 academic and behavioral supports as well as 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 – CCPS has five post-secondary programs collectively referred to as the Transition Connections Academy. The Transition Connections Academy was designed to provide additional learning opportunities, more importantly, work-based learning experiences beyond students' four years in high school. The Academy is open to students with significant disabilities, ages 18 to 21. Academy placement is an IEP team decision based on each student's educational needs and level of independence. The Academy was designed in collaboration with a variety of community partners to provide the best possible learning opportunities for students. Our partners include Carroll Community College, Carroll Hospital, McDaniel College, Division of Rehabilitation Services, local community rehabilitation providers, and members of the Carroll business community.

These partnerships have correlated to post-school success in the areas of independent living, community participation, and employment for students of CCPS.

The Academy is aligned with evidence-based practices, and implemented to increase the number of youth actively engaged in post-secondary activities such as education, technical and career training, and employment after exiting CCPS. All programs focus heavily on enhancing independence and increasing students' individual capacity in the areas of functional academics, independent living, self-determination/self-advocacy, career development and communication and social skills. The anticipated outcome is competitive integrated employment for all students.

The Academy is comprised of the following five seamless transition programs:

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.

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.

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 Opportunities for Personal Growth (TOPS): TOPS is designed for students with a moderate level of independence and is located on the campus of Carroll Springs School. The anticipated outcome after participation in this program is at least part-time competitive employment with minimal supports. Classroom instruction focuses on functional academics, career management, communication and social skills, self-determination, residential living skills, personal fitness, computer skills, and work-based experiences.

Community Integration for Transitioning Youth (CITY): CITY is designed for students who need a higher level of support; job coaching support is continual. CITY is a community based program which focuses on functional academics, daily living skills, communication and social skills, and volunteer work-based experiences in an enclave setting. The anticipated outcome after participation in this program is volunteer work-based experiences using an enclave model with full-time supervision.

Alternative Education Services

CCPS is proud to offer a variety of programs that are designed to assist students who have not been successful in a traditional, comprehensive school setting. Students attend Alternative 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.

Crossroads Middle – Crossroads Middle is an alternative educational setting designed to facilitate the educational progress of middle school students who have demonstrated difficulties in the areas of behavioral and emotional adjustment in the traditional school setting. The goal is to return students to their comprehensive home schools. 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 located at Gateway School.

Flexible Student Support – Flexible Student Support provides part-time educational opportunities to high school students who are not meeting with success in their home school, need to take additional courses during the evenings, have withdrawn from school and wish to re-enroll, etc. The program includes:

- Student Support Center – classroom instruction in the evenings
- Distance Learning Lab – independent work on the computer
- Career Research and Development – classroom instruction combined with work experience leading to a completer program.

Gateway School – Gateway School is an alternative educational setting designed to help high school students to develop socially, personally, and intellectually, while assisting them in reaching behavioral and academic success. The goal is to enable students to transition back to their home schools. While enrolled at Gateway School, students 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.

Positive Response to Issues of Discipline with Elementary Students (PRIDE) Program – PRIDE is an elementary behavioral 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. The goal of the PRIDE program is to equip students and families with the skillset to return to their comprehensive home schools. 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 located in a portable classroom building at Friendship Valley Elementary.

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 - Carroll County Public Schools offers a full-day prekindergarten program at the following fifteen elementary schools: Cranberry Station*, Ebb Valley, Elmer Wolfe*, Friendship Valley, Hampstead, Manchester, Parr's Ridge, Piney Ridge, Robert Moton*, Runnymede, Spring Garden, Taneytown*, Westminster, William Winchester, and Winfield. Full-day Prekindergarten programs at four of these schools are partially funded through the MSDE Early Learning Expansion Grant. Elmer Wolfe has two full day Pre-Kindergarten programs.

In addition, CCPS currently offers half-day (a.m.) sessions at the following five elementary schools: Carrolltowne, Eldersburg, Linton Springs, Mechanicsville, and Sandymount.

Title I - Title I is a federally funded program designed to ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education. Title I funds are used to provide supplementary educational services to students, professional development for staff, and opportunities that foster family engagement. During the 2022-2023 school year, Elmer Wolfe Elementary School, Robert Moton Elementary School, and Taneytown Elementary School are identified as Title I schools based on the percentage of students who qualify for free and reduced meals. Each school provides a Schoolwide Title I Program.

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

Gifted and Talented Education Program – 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/advanced academic specialist. Students in grades K – 2 receive primary thinking skills development lessons from the advanced academics specialist. Middle school students who are identified as gifted and talented receive advanced instruction in honors level courses and may participate in supplemental learning activities. High school GT students can tailor a four-year learning plan to specific needs and talents. This plan may include an Advanced Placement pathway which will lead them to advanced post-secondary career and college opportunities.

Judy Center Early Learning Hubs – Judy Center Early Learning Hubs provide comprehensive early care and education services for young children and their families to promote continuous improvement toward school readiness. Each Judy Center is partially funded by the Judith P. Hoyer

Early Childhood Education Enhancement grant program in Maryland, serving children birth through 5 years. A Judy Center Early Learning Hub is located at Robert Moton Elementary (administrative office), Taneytown 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.

4/6/88

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 Board Policies - All Documents (carrollk12.org)

Policy FB- Adequate Facilities Board Policies - All Documents (carrollk12.org)

Policy JCAA – Boundary Adjustments Board Policies - All Documents (carrollk12.org)

Policy EEA – Eligibility for School Bus Transportation
Board Policies - All Documents (carrollk12.org)

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		Total SRC
Carrolltowne	20	4	1	25	568		1	1	20		1	1	1	1		588
Cranberry Station	22	2	1	25	570				0		1	1	1	1		570
Ebb Valley	20	4	1	25	568				0		1	1	1	1		568
Eldersburg	20	4	1	25	568				0		1	1		1		568
Elmer Wolfe	20	3	1	24	546				0		1	1	1	1		546
Freedom District	**19**	4		23	525				0		1	1	1	1		525
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		705
Manchester	24	5	1	30	682				0		1	1	1	1		682
Mechanicsville	21	4	1	26	591				0		1	1	1	1		591
Mt. Airy	24	0		24	552				0		1	1		1		552
Parrs Ridge	18	8	1	27	610				0		1	1	NA	1		610
Piney Ridge	20	4	**1**	25	568				0		1	1	1	1		568
Robert Moton	16	4	1	21	476		4	2	60		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		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		568
William Winchester	**20**	4	1	25	568				0		1	1	1	1		568
Winfield	22	4	1	27	614		**6**	1	70		1	1	1	1		684
					12490				230							12720

March 31, 2022

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

Middle Schools	Regular Classrooms	Science	Total Core Teaching Stations	Regular Education Capacity Sub-Total for Functional Capacity	Art	Music	Family and Consumer Science	Technology Education	Business Education	Activity Room	Physical Education	Health	Seminar	Total Teaching Stations	Regular Education Capacity Sub-Total for SRC at 85% Utilization	Computer Lab	Resource Room	Special Education Classroom	Special Education Capacity	Total Functional Capacity	Total SRC at 85% Utilization
Mt. Airy	24	6	30	750	1	2	1	1		2	2	1		40	850	1	4	2	20	770	870	
North Carroll	24	6	30	750	1	2	1	1		2	2	1		40	850		5	2	20	770	870	
Northwest	23	7	30	750	1	2	1	1		1	2	1		39	829	1	4	2	20	770	849	
Oklahoma Road	25	6	31	775	1	2	1	1		1	2	1		40	850	1	6	2	20	795	870	
Shiloh	21	6	27	675	1	2	1	1		1	2	1		36	765	1	6	5	50	725	815	
Sykesville	22	6	28	700	1	2	1	1		1	2	1		37	786		4	2	20	720	806	
Westminster East	24	6	30	750	1	2	1	1		1	2	1		39	829	1	2	4	40	790	869	
Westminster West	32	9	41	1025	2	3	1	1		1	2	1		52	1105	1	3	3	30	1055	1135	
																			Total	6395	7084	

January 1, 2018

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	2023		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCI SCORE	COMMENTS
			PRIOR FALL ENROLLMENT	PERCENT UTILIZED			DATE	TYPE	SQ. FT.		
Career & Technology Center 1229 Washington Road Westminster, MD 21157	10-12	NA (Shared Time Center)	NA	NA	6	16.3	1970 1987	Original Addition Total	96,400 15,790 112,190	0.748	Renovation/Addition - Under Construction
Carroll Springs 495 South Center Street Westminster, MD 21157	Special Education	80	20	25%	2	6.02	1981 1986	Original Addition Total	31,100 320 31,420	0.628	HVAC - FY25
Carrolltowne Elementary 6542 Ridge Road Sykesville, MD 21784	PreK - 5 Special Ed. Regional Ctr.	588	629	107%	4	30	1976 2006 2006 2009	Original Demolition Addition Renovation Total	76,700 1,480 6,356 23,537 81,576	0.496	HVAC - FY26
Century High 355 Ronsdale Road Sykesville, MD 21784	9-12	1362	1120	82%	0	67	2001	Original	217,945	0.303	Roof - FY28
Cranberry Station Elementary 505 North Center Street Westminster, MD 21157	PreK - 5	570	558	98%	0	24.96	1999	Original	61,346	0.210	K Addition Planning - FY24
Ebb Valley Elementary 3100 Swiper Road Manchester, MD 21102	Prek - 5	568	544	96%	0	20	2008	Original	72,106	0.076	
Eldersburg Elementary 1021 Johnsville Road Sykesville, MD 21784	PreK - 5	568	474	83%	2	30	1970 2006 2014 2014	Original Addition Addition Renovation Total	63,000 4,823 111 24,500 67,934	0.381	HVAC - FY31
Elmer Wolfe Elementary 119 North Main Street Union Bridge, MD 21791	PreK - 5	546	480	88%	2	9.93	1998	Original	65,273	0.493	HVAC-FY29
Francis Scott Key High 3825 Bark Hill Road Union Bridge, MD 21791	9 - 12	1254	944	75%	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	0.221	
Freedom Elementary 5626 Sykesville Road Sykesville, MD 21784	K - 5	525	617	118%	6	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	0.310	

SCHOOL NAME & ADDRESS	GRADES	SRC	2023		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCI SCORE	COMMENTS
			PRIOR FALL ENROLLMENT	PERCENT UTILIZED			DATE	TYPE	SQ. FT.		
Friendship Valley Elementary 1100 Gist Road Westminster, MD 21157	K - 5	527	524	99%	4	49	1992	Original	57,200	0.666	K Addition - Planning FY24 HVAC-FY27
Gateway School 225 Kate Wagner Road Westminster, MD 21157	6 - 12 Alternative Ed.	150	75	50%	2	9.34	2003	Original	27,048	0.292	Roof-FY29
Hampstead Elementary 3737 Shiloh Road Hampstead, MD 21074	PreK - 5 Special Ed. Regional Ctr.	514	407	79%	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	991	87%	8	50	1980 2018	Original Renovation Total	156,000 6,300 156,000	0.811	Modernization - Planning FY26
Linton Springs Elementary 375 Ronsdale Road Sykesville, MD 21784	PreK - 5	705	748	106%	2	28.14	1998 2006 2006	Original Renovation Addition Total	72,227 2,218 3,262 77,707	0.462	HVAC - FY32
Manchester Elementary 3224 York Street Manchester, MD 21102	PreK - 5	682	673	99%	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	1359	98%	0	98	2009	Original	217,500	0.039	
Mechanicsville Elementary 3838 Sykesville Road Sykesville, MD 21784	PreK - 5	591	500	85%	0	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-FY28
Mount Airy Elementary 405 North Main Street Mount Airy, MD 21771	3 - 5	552	479	87%	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 - FY25
Mount Airy Middle 102 Watersville Road Mount Airy, MD 21771	6 - 8	SRC = 870 Local = 770	721	79% 90%	0	13.77	2013	Original Total	111,043 111,043	0.000	

SCHOOL NAME & ADDRESS	GRADES	SRC	2023		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCI SCORE	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	622	72% 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	0.076	Roof - FY24
Northwest Middle 99 Kings Drive Taneytown, MD 21787	6 - 8	SRC = 849 Local = 770	637	76% 84%	0	46.6	1976 2010	Original Renovation Total	113,600 34,320 113,600	0.550	HVAC - FY26
Oklahoma Road Middle 6300 Oklahoma Road Sykesville, MD 21784	6 - 8	SRC = 870 Local = 795	742	83% 91%	0	32.91	1997	Original	108,640	0.543	HVAC - FY24 Roof - FY26
Parr's Ridge Elementary 202 Watersville Road Mount Airy, MD 21771	PreK - 2	610	426	70%	0	23.77	2005	Original	73,271	0.076	
Piney Ridge Elmentary 6315 Freedom Avenue Sykesville, MD 21784	K - 5	568	578	102%	4	13.47	1991 2006	Original Addition Total	62,000 3,137 65,137	0.644	HVAC-FY27
Robert Moton Elementary 1413 Washington Road Westminster, MD 21157	PreK - 5 Special Ed. Regional Ctr.	536	409	76%	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	592	90%	0	31	1994 2007	Original Addition Total	66,600 5,104 71,704	0.448	HVAC - FY28
Sandymount Elementary 2222 Old Westminster Pike Finksburg, MD 21048	PreK-5	524	567	108%	0	5.7	1936 1950 1963 1969 1974 1992 1992 1992	Original Addition Addition Addition Addition Demolition Renovation Addition Total	9,639 10,898 8,312 5,721 6,446 9,639 31,377 30,144 61,521	0.407	K Addition Planning - FY24
Shiloh Middle 3675 Willow Street Hampstead, MD 21074	6 - 8	SRC = 815 Local = 725	604	76% 86%	0	32.3	2000	Original	108,640	0.260	Roof - FY27

SCHOOL NAME & ADDRESS	GRADES	SRC	2023		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCI SCORE	COMMENTS
			PRIOR FALL ENROLLMENT	PERCENT UTILIZED			DATE	TYPE	SQ. FT.		
South Carroll High 1300 West Old Liberty Road Sykesville, MD 21784	9 - 12	1339	921	69%	0	40	1967 1972 1986 1997 1997 2001 2010 2010 2018	Original Addition Addition Addition Renovation Renovation Renovation Addition Renovation Total	177,673 28,424 8,080 1,649 3,760 3,300 26,500 42,500 5,733 258,326	0.413	HVAC - FY30
Spring Garden Elementary 700 Boxwood Drive Hampstead, MD 21074	PreK - 5	545	440	81%	0	19.95	1991 2006	Original Addition Total	57,200 5,229 62,429	0.656	HVAC - FY23 Roof - FY25
Sykesville Middle 7301 Springfield Avenue Sykesville, MD 21784	6 - 8	SRC = 806 Local = 720	748	95% 106%	4	17.6	1932 1949 1957 1957 1984 1984 2000	Original Addition Addition Demolition Renovation Addition Addition Total	22,270 58,1857 8,000 8,500 79,957 12,440 8,502 100,899	0.406	
Taneytown Elemenary 100 Kings Drive Taneytown, MD 21787	PreK - 5	524	471	90%	0	9.6	1950 1962 1982 1995 1995 1995	Original Addition Addition Demolition Renovation Addition	22,283 9,920 1,100 1,100 32,203 31,047	0.493	K Addition Planning - FY24 HVAC - FY29
Westminster Elementary 811 Uniontown Road Westminster, MD 21157	PreK-5	568	546	96%	2	20	1976 2006 2011	Original Addition Renovation Total	64,800 4,848 24,937 69,648	0.420	
Westminster East Middle 121 Longwell Avenue Westminster, MD 21157	6 - 8	SRC = 869 Local = 790	767	84% 92%	0	21	1936 1950 1964 1976	Original Addition Addition Renovation Total	87,386 18,658 14,356 120,400 120,400	0.825	Replacement - Under construction

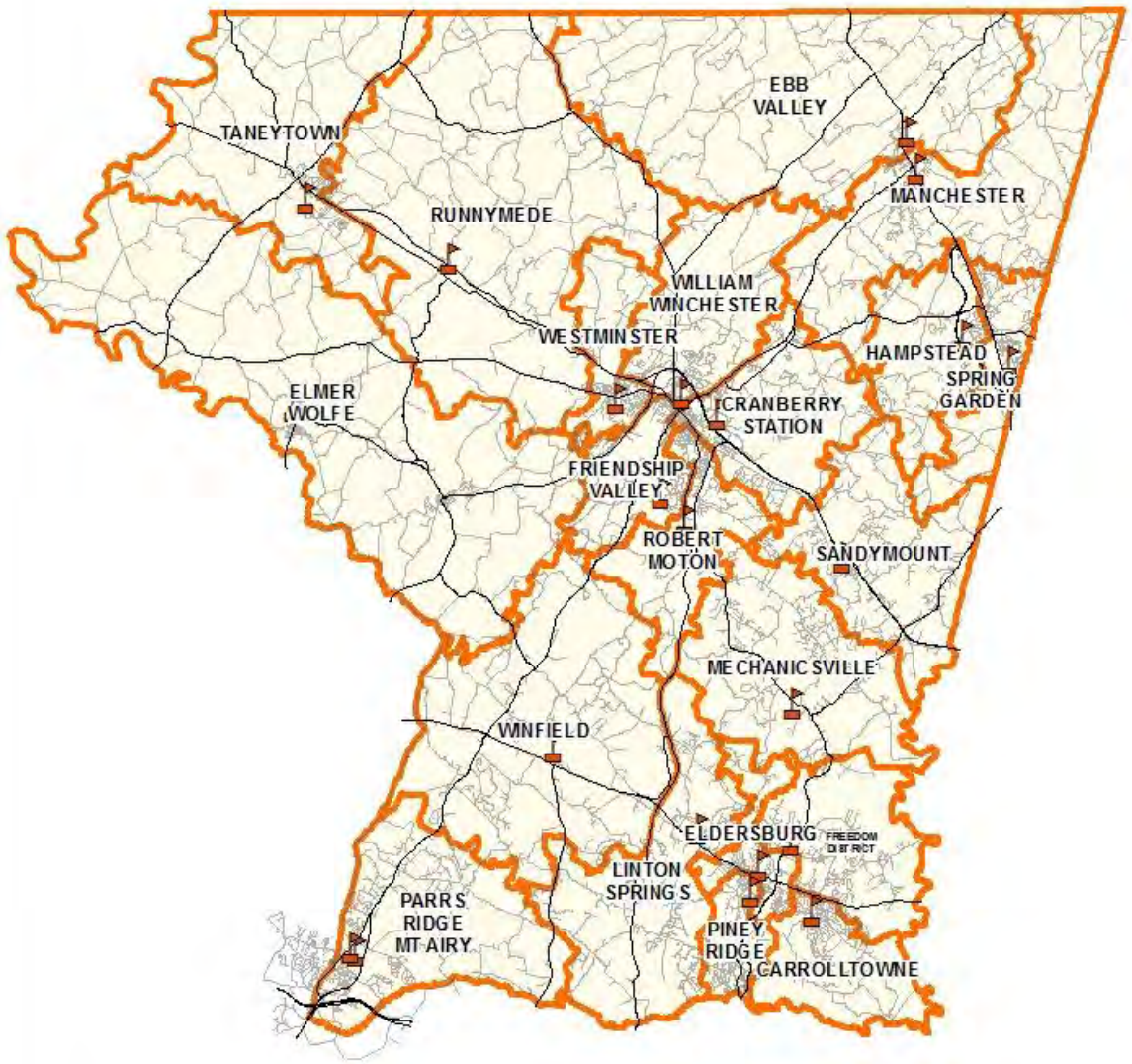
SCHOOL NAME & ADDRESS	GRADES	SRC	2023		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCI SCORE	COMMENTS
			PRIOR FALL ENROLLMENT	PERCENT UTILIZED			DATE	TYPE	SQ. FT.		
Westminster High 1225 Washington Road Westminster, MD 21157	9 - 12	1838	1517	83%	4	72.7	1970 1985 1999 2002 2010 2020	Original Addition Renovation Renovation Addition Renovation Total	333,700 3,350 3,350 2,100 18,710 11,310 355,760	0.515	
Westminster West Middle 60 Monroe Street Westminter, MD 21157	6 - 8	SRC = 1135 Local = 1055	875	80% 86%	2	21.5	1958 1964 1996	Original Addition Addition Total	103,893 17,640 14,200 135,733	0.350	Modernization - Planning FY31
William Winchester Elementary 70 Monroe Street Westminster, MD 21157	PreK - 5	568	576	101%	4	7.4	1962 1980 1986 1990 2010 2010	Original Addition Addition Addition Addition Renovation Total	48,580 4,571 1,196 600 8,761 678 63,708	0.451	Modernization - Planning FY29
Winfield Elementary 4401 Salem Bottom Road Westminster, MD 21157	PreK - 5 Special Ed. Regional Ctr.	684	678	99%	0	16.2	1934 1950 1966 1980 1993 1993 1993 2010 2010	Original Addition Addition Addition Demolition Renovation Addition Addition Renovation Total	10,054 4,440 14,575 4,221 14,494 18,796 50,404 3,837 3,350 73,037	0.424	
Winters Mill High 560 Gorsuch Road Westminster, MD 21157	9 - 12	1339	1116	83%	0	31.04	2002	Original	213,650	0.253	

RELOCATABLE CLASSROOM PLACEMENT
2022-23

School Type	School Name	Number of Classrooms	Type of Relocatable Unit
ES	Carrolltowne	4	1 quad
	Eldersburg	2	1 double
	Elmer Wolfe	2	1 double
	Freedom	6	1 quad, 1 double
	Friendship Valley	4	1 quad
	Linton Springs	2	1 double
	Mt. Airy	2	1 double
	Piney Ridge	4	2 doubles
	Westminster	2	1 double
	William Winchester	4	2 doubles
MS	Sykesville	4	2 doubles
	West Middle	2	1 double
HS	Liberty	8	5 doubles*
	Westminster	4	1 quad
SPECIAL	Carroll Springs	2	1 double
	Gateway School	2	1 double
	Career & Tech Center	6	3 doubles
TOTAL CLASSROOMS		60	

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

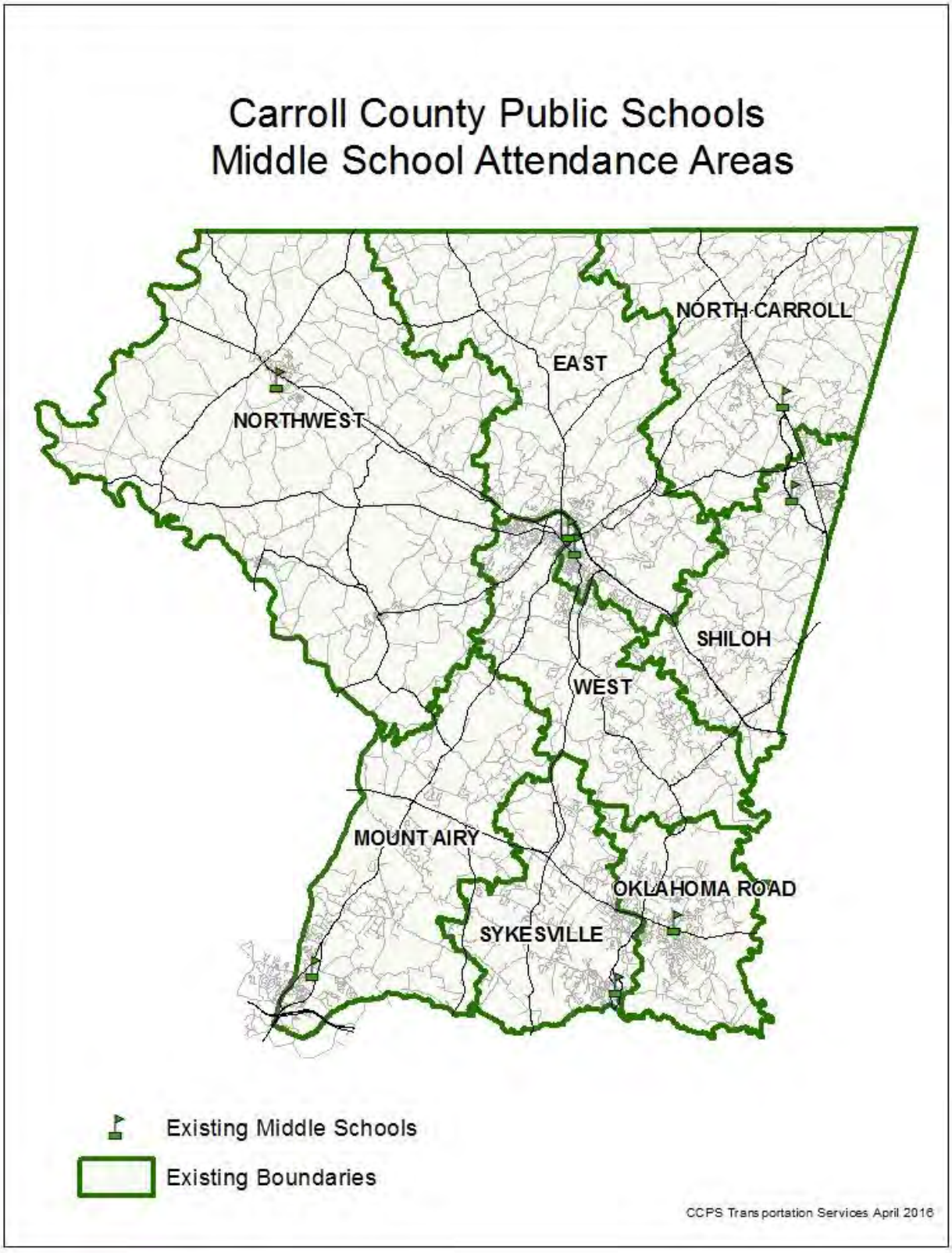
Carroll County Public Schools
Elementary School Attendance Areas

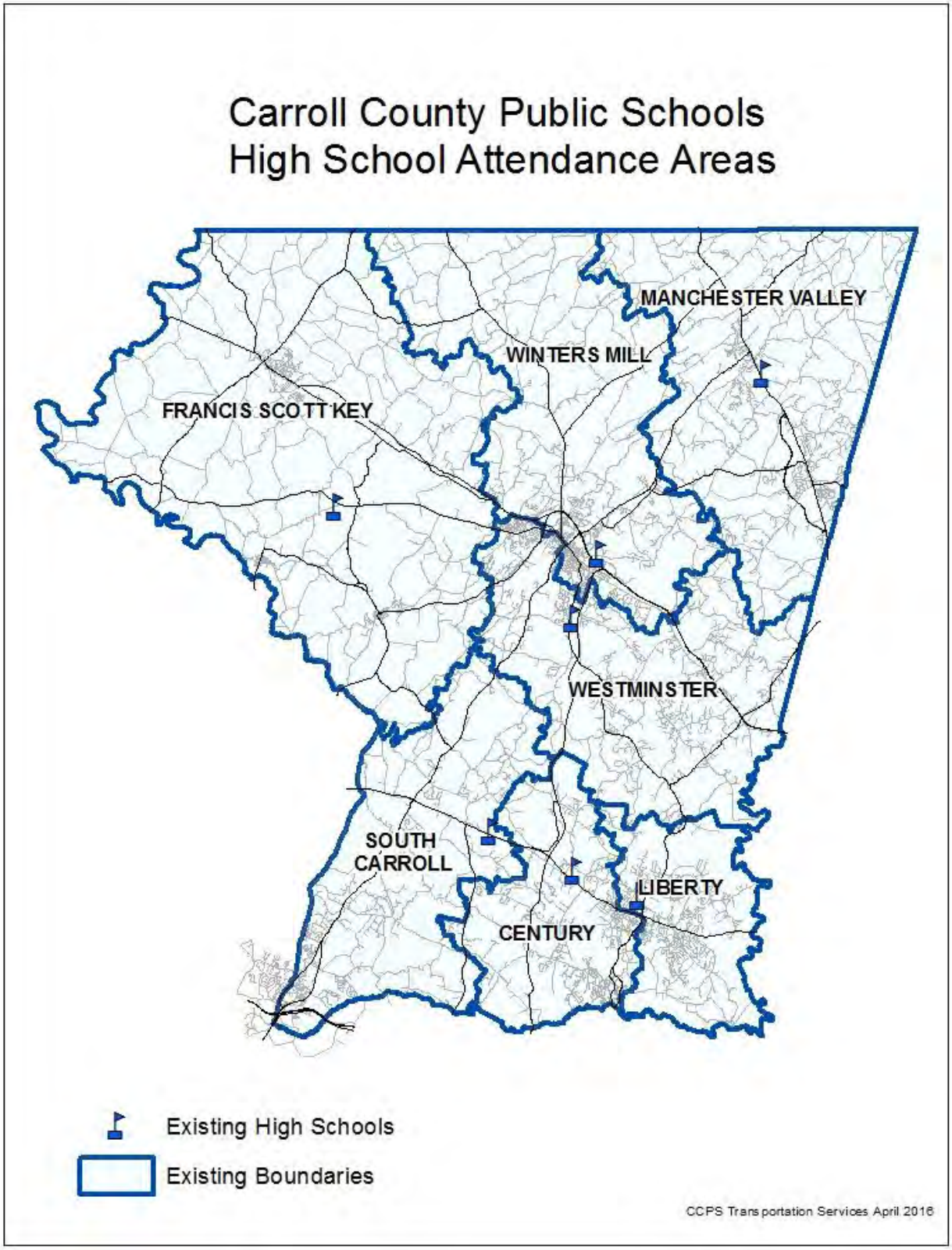


ESLocations2016

Existing Boundaries

CCPS Transportation Services April 2016


Carroll County Public Schools
Middle School Attendance Areas
NORTH CARROLL
EAST
NORTHWEST
SHILOH
WEST
MOUNT AIRY
OKLAHOMA ROAD
SYKESVILLE
Existing Middle Schools
Existing Boundaries
CCPS Transportation Services April 2016


Carroll County Public Schools
High School Attendance Areas
MANCHESTER VALLEY
WINTERS MILL
FRANCIS SCOTT KEY
WESTMINSTER
SOUTH CARROLL
LIBERTY
CENTURY
Existing High Schools
Existing Boundaries
CCPS Transportation Services April 2016

Carroll County Public Schools – School and Community Analysis

	SCHOOLS	PROGRAMS		NEIGHBORHOOD/COMMUNITY ANALYSIS			
		Hot Spot	Priority Funding Area	Stabilized	Growth Area	Non-growth area	Targeted for Revitalization
ELEMENTARY SCHOOLS	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

2022-23 ACTUAL and 2023-24 THROUGH 2032-33 PROJECTIONS SUMMARY

YEAR	ELEMENTARY PreK TOTAL	ELEMENTARY K-5 TOTAL	MIDDLE 6-8 TOTAL	HIGH 9-12 TOTAL	K-12 TOTAL	PreK-12 TOTAL	GATEWAY	CROSS-ROADS	PRIDE	CARROLL SPRINGS	POST SECONDARY	FSS	GRAND TOTAL	FTE TOTAL	FTE Diff.
2022-23	437	11479	5716	7968	25163	25600	75	10	8	20	42	32	25787	25742	
2023-24	470	11674	5880	8043	25596	26066	76	10	8	20	43	33	26257	26257	515
2024-25	565	11804	5987	8000	25790	26355	77	10	8	21	43	33	26548	26548	291
2025-26	660	11886	6176	7942	26004	26664	78	10	8	21	44	33	26859	26859	311
2026-27	755	11961	6254	8005	26219	26974	79	11	8	21	44	34	27171	27171	312
2027-28	850	11892	6505	8143	26541	27391	80	11	9	21	45	34	27591	27591	420
2028-29	850	11920	6559	8366	26845	27695	81	11	9	22	45	35	27897	27897	306
2029-30	850	11858	6700	8556	27115	27965	82	11	9	22	46	35	28169	28169	272
2030-31	850	11910	6577	8805	27292	28142	82	11	9	22	46	35	28347	28347	178
2031-32	850	11904	6610	8952	27467	28317	83	11	9	22	46	35	28524	28524	176
2032-33	850	11904	6546	9108	27558	28408	83	11	9	22	47	36	28616	28616	92

CARROLLTOWNE EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK-5 TOTAL	FTE	DIFF
18-19A	87	95.8%	92	98.1%	103	90.7%	68	100.0%	89	97.6%	81	520	20	540	530	
19-20A	100	113.8%	99	104.3%	96	102.9%	106	98.5%	67	104.5%	93	561	30	591	576	46
20-21A	92	102.0%	102	96.0%	95	105.2%	101	99.1%	105	103.0%	69	564	35	599	582	6
21-22A	97	92.4%	85	100.0%	102	106.3%	101	101.0%	102	101.9%	107	594	29	623	609	33
22-23A	96	102.1%	99	104.7%	89	103.9%	106	101.0%	102	103.9%	106	598	31	629	614	32
23-24	102	101.2%	97	100.6%	100	101.8%	91	99.9%	106	102.2%	104	600	30	630	630	21
24-25	96	101.2%	103	100.6%	98	101.8%	101	99.9%	91	102.2%	108	597	35	632	632	24
25-26	99	101.2%	97	100.6%	104	101.8%	100	99.9%	101	102.2%	93	593	40	633	633	20
26-27	99	101.2%	100	100.6%	98	101.8%	106	99.9%	99	102.2%	104	606	45	651	651	21
27-28	99	101.2%	100	100.6%	101	101.8%	100	99.9%	106	102.2%	102	607	50	657	657	25
28-29	99	101.2%	100	100.6%	101	101.8%	103	99.9%	99	102.2%	108	610	50	660	660	27
29-30	99	101.2%	100	100.6%	101	101.8%	103	99.9%	103	102.2%	102	607	50	657	657	6
30-31	99	101.2%	100	100.6%	101	101.8%	103	99.9%	103	102.2%	105	610	50	660	660	3
31-32	99	101.2%	100	100.6%	101	101.8%	103	99.9%	103	102.2%	105	610	50	660	660	3
32-33	99	101.2%	100	100.6%	101	101.8%	103	99.9%	103	102.2%	105	610	50	660	660	0
3 yr Avg (18,19,22)		1.0388		1.0238		0.9918		0.9984		1.0201						
4 Yr. Avg. (18,19,21,22)		1.0101		1.0179		1.0096		1.0013		1.0198						
5 Yr. Avg.		1.0121		1.0062		1.0181		0.9991		1.0218						

CRANBERRY STATION EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
18-19A	82	97.5%	79	97.5%	77	94.6%	87	97.5%	78	102.2%	93	496	22	518	507	
19-20A	83	102.4%	84	113.9%	90	100.0%	77	108.0%	94	103.8%	81	509	19	528	519	12
20-21A	91	92.8%	77	107.1%	90	103.3%	93	103.9%	80	104.3%	98	529	15	544	537	18
21-22A	84	107.7%	98	109.1%	84	104.4%	94	106.5%	99	108.8%	87	546	16	562	562	26
22-23A	67	109.5%	92	108.2%	106	98.8%	83	102.1%	96	94.9%	94	538	20	558	558	-4
23-24	86	102.0%	68	107.2%	99	100.2%	106	103.6%	86	102.8%	99	544	20	564	564	6
24-25	82	102.0%	88	107.2%	73	100.2%	99	103.6%	110	102.8%	88	540	25	565	565	7
25-26	84	102.0%	84	107.2%	94	100.2%	73	103.6%	102	102.8%	113	551	30	581	581	17
26-27	84	102.0%	86	107.2%	90	100.2%	94	103.6%	76	102.8%	105	535	35	570	570	5
27-28	84	102.0%	86	107.2%	92	100.2%	90	103.6%	98	102.8%	78	527	40	567	567	-13
28-29	84	102.0%	86	107.2%	92	100.2%	92	103.6%	93	102.8%	100	547	40	587	587	17
29-30	84	102.0%	86	107.2%	92	100.2%	92	103.6%	95	102.8%	96	545	40	585	585	17
30-31	84	102.0%	86	107.2%	92	100.2%	92	103.6%	95	102.8%	98	547	40	587	587	0
31-32	84	102.0%	86	107.2%	92	100.2%	92	103.6%	95	102.8%	98	547	40	587	587	0
32-33	84	102.0%	86	107.2%	92	100.2%	92	103.6%	95	102.8%	98	547	40	587	587	2
3 yr Avg (18,19,22)		1.0315		1.0653		0.9780		1.0256		1.0033						
4 Yr. Avg. (18,19,21,22)		1.0429		1.0717		0.9946		1.0353		1.0244						
5 Yr. Avg.		1.0199		1.0716		1.0024		1.0360		1.0280						

EBB VALLEY EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
18-19A	72	102.5%	83	97.6%	80	100.0%	93	106.3%	85	96.1%	98	511	11	522	517	
19-20A	91	116.7%	84	104.8%	87	117.5%	94	103.2%	96	97.6%	83	535	13	548	542	25
20-21A	79	97.8%	89	98.8%	83	92.0%	80	93.6%	88	95.8%	92	511	16	527	519	-23
21-22A	86	101.3%	80	98.9%	88	98.8%	82	100.0%	80	100.0%	88	504	19	523	523	4
22-23A	85	105.8%	91	103.8%	83	109.1%	96	102.4%	84	106.3%	85	524	20	544	544	21
23-24	90	104.8%	89	100.8%	92	103.5%	86	101.1%	97	99.2%	83	537	20	557	557	13
24-25	85	104.8%	94	100.8%	90	103.5%	95	101.1%	87	99.2%	96	547	25	572	572	15
25-26	88	104.8%	89	100.8%	95	103.5%	93	101.1%	96	99.2%	86	547	30	577	577	5
26-27	87	104.8%	92	100.8%	90	103.5%	98	101.1%	94	99.2%	95	556	35	591	591	14
27-28	87	104.8%	91	100.8%	93	103.5%	93	101.1%	99	99.2%	93	557	40	597	597	5
28-29	87	104.8%	91	100.8%	92	103.5%	96	101.1%	94	99.2%	99	559	40	599	599	2
29-30	87	104.8%	91	100.8%	92	103.5%	95	101.1%	97	99.2%	93	556	40	596	596	-3
30-31	87	104.8%	91	100.8%	92	103.5%	95	101.1%	96	99.2%	96	558	40	598	598	2
31-32	87	104.8%	91	100.8%	92	103.5%	95	101.1%	96	99.2%	95	557	40	597	597	-1
32-33	87	104.8%	91	100.8%	92	103.5%	95	101.1%	96	99.2%	95	557	40	597	597	0
3 yr Avg (18,19,22)		1.0833		1.0206		1.0886		1.0399		1.0000						
4 Yr. Avg. (18,19,21,22)		1.0656		1.0126		1.0635		1.0299		1.0000						
5 Yr. Avg.		1.0481		1.0077		1.0347		1.0112		0.9917						

ELDERSBURG EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
18-19A	65	100.0%	61	105.1%	83	93.6%	73	96.0%	72	97.3%	71	425	12	437	431	
19-20A	75	109.2%	71	111.5%	68	97.6%	81	105.5%	77	97.2%	70	442	7	449	446	15
20-21A	72	104.0%	78	95.8%	68	98.5%	67	103.7%	84	102.6%	79	448	11	459	454	8
21-22A	69	97.2%	70	107.7%	84	101.5%	69	103.0%	69	101.2%	85	446	18	464	455	2
22-23A	86	108.7%	75	105.7%	74	104.8%	88	97.1%	67	105.8%	73	463	11	474	469	14
23-24	80	103.8%	89	105.2%	79	99.2%	73	101.1%	89	100.8%	68	478	20	498	498	30
24-25	76	103.8%	83	105.2%	94	99.2%	78	101.1%	74	100.8%	90	495	25	520	520	52
25-26	78	103.8%	79	105.2%	87	99.2%	93	101.1%	79	100.8%	75	491	30	521	521	23
26-27	78	103.8%	81	105.2%	83	99.2%	87	101.1%	94	100.8%	80	502	35	537	537	17
27-28	78	103.8%	81	105.2%	85	99.2%	82	101.1%	88	100.8%	95	509	40	549	549	28
28-29	78	103.8%	81	105.2%	85	99.2%	84	101.1%	83	100.8%	88	500	40	540	540	3
29-30	78	103.8%	81	105.2%	85	99.2%	84	101.1%	85	100.8%	84	498	40	538	538	-11
30-31	78	103.8%	81	105.2%	85	99.2%	84	101.1%	85	100.8%	86	500	40	540	540	0
31-32	78	103.8%	81	105.2%	85	99.2%	84	101.1%	85	100.8%	86	500	40	540	540	2
32-33	78	103.8%	81	105.2%	85	99.2%	84	101.1%	85	100.8%	86	500	40	540	540	0
3 yr Avg (18,19,22)		1.0598		1.0743		0.9865		0.9953		1.0011						
4 Yr. Avg. (18,19,21,22)		1.0379		1.0750		0.9936		1.0039		1.0038						
5 Yr. Avg.		1.0383		1.0515		0.9919		1.0105		1.0082						

ELMER WOLFE EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
18-19A	69	98.4%	62	110.8%	72	95.2%	59	100.0%	62	97.2%	70	394	21	415	405	
19-20A	83	107.2%	74	101.6%	63	101.4%	73	96.6%	57	108.1%	67	417	20	437	427	23
20-21A	73	85.5%	71	100.0%	74	88.9%	56	95.9%	70	98.2%	56	400	16	416	408	-19
21-22A	71	113.7%	83	112.7%	80	109.5%	81	100.0%	56	98.6%	69	440	20	460	460	52
22-23A	69	90.1%	64	103.6%	86	106.3%	85	97.5%	79	108.9%	61	444	36	480	480	20
23-24	78	99.0%	68	105.7%	68	100.2%	86	98.0%	83	102.2%	81	464	40	504	504	24
24-25	74	99.0%	77	105.7%	72	100.2%	68	98.0%	84	102.2%	85	461	40	501	501	-3
25-26	76	99.0%	73	105.7%	82	100.2%	72	98.0%	66	102.2%	86	456	40	496	496	-5
26-27	76	99.0%	75	105.7%	77	100.2%	82	98.0%	71	102.2%	68	449	40	489	489	-7
27-28	76	99.0%	75	105.7%	80	100.2%	78	98.0%	80	102.2%	73	461	40	501	501	12
28-29	76	99.0%	75	105.7%	80	100.2%	80	98.0%	76	102.2%	82	469	40	509	509	7
29-30	76	99.0%	75	105.7%	80	100.2%	80	98.0%	78	102.2%	78	467	40	507	507	-2
30-31	76	99.0%	75	105.7%	80	100.2%	80	98.0%	78	102.2%	80	469	40	509	509	2
31-32	76	99.0%	75	105.7%	80	100.2%	80	98.0%	78	102.2%	80	469	40	509	509	0
32-33	76	99.0%	75	105.7%	80	100.2%	80	98.0%	78	102.2%	80	469	40	509	509	0
3 yr Avg (18,19,22)		0.9860		1.0534		1.0095		0.9805		1.0473						
4 Yr. Avg. (18,19,21,22)		1.0237		1.0718		1.0307		0.9854		1.0319						
5 Yr. Avg.		0.9901		1.0574		1.0024		0.9801		1.0220						

FREEDOM EL

YEAR	K		1		2		3		4		5	TOTAL			BUDGET FTE	DIFF
18-19A	92	113.8%	91	111.6%	96	104.9%	85	102.1%	97	106.8%	79	540		540	540	
19-20A	90	113.0%	104	104.4%	95	102.1%	98	98.8%	84	108.2%	105	576		576	576	36
20-21A	88	96.7%	87	97.1%	101	95.8%	91	96.9%	95	97.6%	82	544		544	544	-32
21-22A	98	112.5%	99	109.2%	95	107.9%	109	105.5%	96	107.4%	102	599		599	599	55
22-23A	96	108.2%	106	104.0%	103	103.2%	98	104.6%	114	104.2%	100	617		617	617	18
23-24	98	108.8%	104	105.3%	112	102.8%	106	101.6%	100	104.8%	120	639		639	639	22
24-25	93	108.8%	107	105.3%	110	102.8%	115	101.6%	108	104.8%	104	636		636	636	-3
25-26	96	108.8%	101	105.3%	112	102.8%	113	101.6%	116	104.8%	113	652		652	652	16
26-27	95	108.8%	104	105.3%	107	102.8%	115	101.6%	115	104.8%	122	658		658	658	7
27-28	95	108.8%	103	105.3%	110	102.8%	110	101.6%	117	104.8%	120	655		655	655	-3
28-29	95	108.8%	103	105.3%	109	102.8%	113	101.6%	111	104.8%	123	654		654	654	-1
29-30	95	108.8%	103	105.3%	109	102.8%	112	101.6%	115	104.8%	117	651		651	651	-4
30-31	95	108.8%	103	105.3%	109	102.8%	112	101.6%	114	104.8%	120	653		653	653	3
31-32	95	108.8%	103	105.3%	109	102.8%	112	101.6%	114	104.8%	119	652		652	652	-1
32-33	95	108.8%	103	105.3%	109	102.8%	112	101.6%	114	104.8%	119	652		652	652	0
3 yr Avg (18,19,22)		1.1167		1.0668		1.0338		1.0184		1.0640						
4 Yr. Avg. (18,19,21,22)		1.1188		1.0731		1.0452		1.0275		1.0665						
5 Yr. Avg.		1.0883		1.0527		1.0277		1.0159		1.0484						

FRIENDSHIP VALLEY EL

YEAR	K		1		2		3		4		5	TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
18-19A	84	107.9%	82	90.1%	73	101.4%	75	103.6%	86	97.9%	93	493			493	
19-20A	72	100.0%	84	108.5%	89	112.3%	82	96.0%	72	103.5%	89	488			488	-5
20-21A	62	81.9%	59	79.8%	67	88.8%	79	91.5%	75	100.0%	72	414			414	-74
21-22A	86	109.7%	68	111.9%	66	111.9%	75	101.3%	80	104.0%	78	453	19	472	472	58
22-23A	88	101.2%	87	119.1%	81	118.2%	78	110.7%	83	108.8%	87	504	20	524	524	52
23-24	81	100.1%	88	101.9%	89	106.5%	86	100.6%	78	102.8%	85	508	20	528	528	4
24-25	77	100.1%	81	101.9%	90	106.5%	94	100.6%	87	102.8%	81	510	25	535	535	7
25-26	79	100.1%	77	101.9%	83	106.5%	96	100.6%	95	102.8%	89	519	30	549	549	14
26-27	79	100.1%	79	101.9%	79	106.5%	88	100.6%	96	102.8%	98	519	35	554	554	5
27-28	79	100.1%	79	101.9%	81	106.5%	84	100.6%	89	102.8%	99	510	40	550	550	-4
28-29	79	100.1%	79	101.9%	81	106.5%	86	100.6%	84	102.8%	91	500	40	540	540	-10
29-30	79	100.1%	79	101.9%	81	106.5%	86	100.6%	86	102.8%	87	497	40	537	537	-2
30-31	79	100.1%	79	101.9%	81	106.5%	86	100.6%	86	102.8%	89	500	40	540	540	2
31-32	79	100.1%	79	101.9%	81	106.5%	86	100.6%	86	102.8%	89	500	40	540	540	2
32-33	79	100.1%	79	101.9%	81	106.5%	86	100.6%	86	102.8%	89	500	40	540	540	0
3 yr Avg (18,19,22)		1.0302		1.0592		1.1064		1.0342		1.0338						
4 Yr. Avg. (18,19,21,22)		1.0469		1.0740		1.1096		1.0288		1.0353						
5 Yr. Avg.		1.0014		1.0188		1.0652		1.0060		1.0283						

HAMPSTEAD EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
18-19A	74	93.4%	57	104.9%	64	95.7%	45	93.8%	61	100.0%	53	354	32	386	370	
19-20A	56	104.1%	77	103.5%	59	98.4%	63	111.1%	50	101.6%	62	367	26	393	380	10
20-21A	67	96.4%	54	97.4%	75	93.2%	55	98.4%	62	104.0%	52	365	20	385	375	-5
21-22A	57	104.5%	70	100.0%	54	94.7%	71	103.6%	57	95.2%	59	368	27	395	395	20
22-23A	54	110.5%	63	97.1%	68	90.7%	49	109.9%	78	108.8%	62	374	33	407	407	12
23-24	62	101.8%	55	100.6%	63	94.6%	64	103.4%	51	101.9%	79	375	30	405	405	-2
24-25	59	101.8%	63	100.6%	55	94.6%	60	103.4%	66	101.9%	52	355	35	390	390	-14
25-26	61	101.8%	60	100.6%	63	94.6%	52	103.4%	62	101.9%	68	366	40	406	406	16
26-27	60	101.8%	62	100.6%	60	94.6%	60	103.4%	54	101.9%	63	360	45	405	405	-2
27-28	60	101.8%	61	100.6%	62	94.6%	57	103.4%	62	101.9%	55	358	50	408	408	3
28-29	60	101.8%	61	100.6%	61	94.6%	59	103.4%	59	101.9%	63	364	50	414	414	6
29-30	60	101.8%	61	100.6%	61	94.6%	58	103.4%	61	101.9%	60	362	50	412	412	-2
30-31	60	101.8%	61	100.6%	61	94.6%	58	103.4%	60	101.9%	62	363	50	413	413	1
31-32	60	101.8%	61	100.6%	61	94.6%	58	103.4%	60	101.9%	61	362	50	412	412	-1
32-33	60	101.8%	61	100.6%	61	94.6%	58	103.4%	60	101.9%	61	362	50	412	412	0
3 yr Avg (18,19,22)		1.0266		1.0185		0.9496		1.0492		1.0347						
4 Yr. Avg. (18,19,21,22)		1.0311		1.0139		0.9489		1.0460		1.0139						
5 Yr. Avg.		1.0178		1.0059		0.9455		1.0336		1.0191						

LINTON SPRINGS EL

YEAR	K		1		2		3		4		5	TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
18-19A	93	109.8%	101	101.2%	83	101.7%	123	100.0%	94	106.7%	112	606	14	620	613	
19-20A	115	102.2%	95	104.0%	105	107.2%	89	103.3%	127	100.0%	94	625	13	638	632	19
20-21A	114	102.6%	118	101.1%	96	102.9%	108	98.9%	88	107.1%	136	660	14	674	667	36
21-22A	131	107.9%	123	105.9%	125	97.9%	94	106.5%	115	101.1%	89	677	16	693	685	18
22-23A	118	108.4%	142	102.4%	126	101.6%	127	102.1%	96	107.0%	123	732	16	748	740	55
23-24	126	106.2%	125	102.9%	146	102.3%	129	102.1%	130	104.4%	100	756	20	776	776	36
24-25	120	106.2%	134	102.9%	129	102.3%	149	102.1%	132	104.4%	135	799	25	824	824	48
25-26	123	106.2%	127	102.9%	138	102.3%	132	102.1%	153	104.4%	137	810	30	840	840	16
26-27	123	106.2%	131	102.9%	131	102.3%	141	102.1%	135	104.4%	159	820	35	855	855	15
27-28	123	106.2%	131	102.9%	134	102.3%	134	102.1%	144	104.4%	141	806	40	846	846	-8
28-29	123	106.2%	131	102.9%	134	102.3%	137	102.1%	137	104.4%	150	812	40	852	852	6
29-30	123	106.2%	131	102.9%	134	102.3%	137	102.1%	140	104.4%	143	809	40	849	849	-4
30-31	123	106.2%	131	102.9%	134	102.3%	137	102.1%	140	104.4%	147	812	40	852	852	4
31-32	123	106.2%	131	102.9%	134	102.3%	137	102.1%	140	104.4%	147	812	40	852	852	0
32-33	123	106.2%	131	102.9%	134	102.3%	137	102.1%	140	104.4%	147	812	40	852	852	0
3 yr Avg (18,19,22)		1.0678		1.0253		1.0351		1.0179		1.0455						
4 Yr. Avg. (18,19,21,22)		1.0706		1.0338		1.0211		1.0297		1.0370						
5 Yr. Avg.		1.0617		1.0292		1.0226		1.0215		1.0438						

MANCHESTER ELEM

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
18-19A	90	108.2%	106	115.3%	113	106.5%	82	100.0%	123	100.9%	114	628	16	644	636	
19-20A	101	106.7%	96	109.4%	116	101.8%	115	113.4%	93	102.4%	126	647	16	663	655	19
20-21A	87	95.0%	96	95.8%	92	98.3%	114	96.5%	111	96.8%	90	590	9	599	595	-61
21-22A	107	104.6%	91	109.4%	105	105.4%	97	101.8%	116	100.9%	112	628	14	642	635	41
22-23A	99	112.1%	120	109.9%	100	101.9%	107	110.3%	107	104.3%	121	654	19	673	673	38
23-24	104	105.3%	104	108.0%	130	102.8%	103	104.4%	112	101.1%	108	660	20	680	680	7
24-25	98	105.3%	110	108.0%	113	102.8%	133	104.4%	107	101.1%	113	673	25	698	698	18
25-26	101	105.3%	103	108.0%	118	102.8%	116	104.4%	139	101.1%	108	686	30	716	716	17
26-27	101	105.3%	106	108.0%	111	102.8%	122	104.4%	121	101.1%	140	702	35	737	737	21
27-28	101	105.3%	106	108.0%	115	102.8%	115	104.4%	127	101.1%	122	686	40	726	726	-11
28-29	101	105.3%	106	108.0%	115	102.8%	118	104.4%	120	101.1%	128	688	40	728	728	2
29-30	101	105.3%	106	108.0%	115	102.8%	118	104.4%	123	101.1%	121	684	40	724	724	-4
30-31	101	105.3%	106	108.0%	115	102.8%	118	104.4%	123	101.1%	125	688	40	728	728	4
31-32	101	105.3%	106	108.0%	115	102.8%	118	104.4%	123	101.1%	125	688	40	728	728	0
32-33	101	105.3%	106	108.0%	115	102.8%	118	104.4%	123	101.1%	125	688	40	728	728	0
3 yr Avg (18,19,22)		1.0901		1.1154		1.0339		1.0791		1.0255						
4 Yr. Avg. (18,19,21,22)		1.0790		1.1100		1.0390		1.0637		1.0214						
5 Yr. Avg.		1.0533		1.0797		1.0278		1.0440		1.0106						

MECHANICSVILLE EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
18-19A	76	110.0%	88	103.9%	79	110.6%	73	110.3%	75	100.0%	88	479	16	495	487	
19-20A	75	98.7%	75	100.0%	88	102.5%	81	100.0%	73	102.7%	77	469	14	483	476	-11
20-21A	61	82.7%	62	94.7%	71	85.2%	75	88.9%	72	95.9%	70	411	15	426	419	-58
21-22A	84	113.1%	69	121.0%	75	107.0%	76	113.3%	85	105.6%	76	465	17	482	474	55
22-23A	83	102.4%	86	108.7%	75	102.7%	77	103.9%	79	102.4%	87	487	13	500	494	20
23-24	80	101.4%	84	105.6%	91	101.6%	76	103.3%	80	101.3%	80	491	20	511	511	17
24-25	76	101.4%	81	105.6%	89	101.6%	92	103.3%	79	101.3%	81	498	25	523	523	12
25-26	78	101.4%	77	105.6%	86	101.6%	90	103.3%	95	101.3%	80	506	30	536	536	14
26-27	78	101.4%	79	105.6%	81	101.6%	87	103.3%	93	101.3%	97	515	35	550	550	14
27-28	78	101.4%	79	105.6%	84	101.6%	83	103.3%	90	101.3%	95	508	40	548	548	-3
28-29	78	101.4%	79	105.6%	84	101.6%	85	103.3%	85	101.3%	91	502	40	542	542	-6
29-30	78	101.4%	79	105.6%	84	101.6%	85	103.3%	88	101.3%	87	500	40	540	540	-2
30-31	78	101.4%	79	105.6%	84	101.6%	85	103.3%	88	101.3%	89	502	40	542	542	2
31-32	78	101.4%	79	105.6%	84	101.6%	85	103.3%	88	101.3%	89	502	40	542	542	0
32-33	78	101.4%	79	105.6%	84	101.6%	85	103.3%	88	101.3%	89	502	40	542	542	0
3 yr Avg (18,19,22)		1.0369		1.0420		1.0527		1.0475		1.0167						
4 Yr. Avg. (18,19,21,22)		1.0604		1.0839		1.0571		1.0690		1.0264						
5 Yr. Avg.		1.0137		1.0565		1.0161		1.0329		1.0129						

MT. AIRY EL (3rd - 5th)

YEAR	2		3		4		5	TOTAL		BUDGET FTE	DIFF
18-19A	*157*	104.6%	160	102.0%	152	103.4%	153	465	465	465	
19-20A	*156*	96.8%	152	99.4%	159	98.0%	149	460	460	460	-5
20-21A	*140*	94.9%	148	90.8%	138	94.3%	150	436	436	436	-24
21-22A	*147*	105.0%	147	102.0%	151	99.3%	137	435	435	435	-1
22-23A	*133*	106.8%	157	103.4%	152	112.6%	170	479	479	479	44
23-24	*162*	101.6%	135	99.5%	156	101.5%	154	446	446	446	-33
24-25	*132*	101.6%	165	99.5%	135	101.5%	159	458	458	458	12
25-26	*149*	101.6%	134	99.5%	164	101.5%	137	435	435	435	-23
26-27	*141*	101.6%	151	99.5%	134	101.5%	167	451	451	451	16
27-28	*144*	101.6%	143	99.5%	150	101.5%	136	429	429	429	-22
28-29	*144*	101.6%	147	99.5%	143	101.5%	153	442	442	442	13
29-30	*144*	101.6%	147	99.5%	146	101.5%	145	437	437	437	-5
30-31	*144*	101.6%	147	99.5%	146	101.5%	148	441	441	441	3
31-32	*144*	101.6%	147	99.5%	146	101.5%	148	441	441	441	0
32-33	*144*	101.6%	147	99.5%	146	101.5%	148	441	441	441	0
3 yr Avg (18,19,22)		1.0274		1.0159		1.0467					
4 Yr. Avg. (18,19,21,22)		1.0330		1.0170		1.0332					
5 Yr. Avg.		1.0162		0.9952		1.0152					

Parr's Ridge EL (K - 2nd)

YEAR	K		1		2			K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
18-19A	140	107.3%	162	110.6%	157			459	16	475	467	
19-20A	144	101.4%	142	96.3%	156			442	17	459	451	-17
20-21A	105	90.3%	130	98.6%	140			375	9	384	380	-71
21-22A	139	117.1%	123	113.1%	147			409	20	429	429	50
22-23A	119	110.8%	154	108.1%	133			406	20	426	426	-3
23-24	134	105.4%	125	105.3%	162			422	20	442	442	16
24-25	127	105.4%	141	105.3%	132			400	25	425	425	-16
25-26	130	105.4%	134	105.3%	149			413	30	443	443	17
26-27	130	105.4%	137	105.3%	141			408	35	443	443	0
27-28	130	105.4%	137	105.3%	144			411	40	451	451	8
28-29	130	105.4%	137	105.3%	144			411	40	451	451	0
29-30	130	105.4%	137	105.3%	144			411	40	451	451	0
30-31	130	105.4%	137	105.3%	144			411	40	451	451	0
31-32	130	105.4%	137	105.3%	144			411	40	451	451	0
32-33	130	105.4%	137	105.3%	144			411	40	451	451	0
3 yr Avg (18,19,22)		1.0651		1.0501								
4 Yr. Avg. (18,19,21,22)		1.0917		1.0703								
5 Yr. Avg.		1.0539		1.0534								

PINEY RIDGE EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
18-19A	82	96.1%	73	93.3%	70	103.2%	98	109.2%	95	98.0%	97	515			515	
19-20A	88	98.8%	81	104.1%	76	115.7%	81	103.1%	101	95.8%	91	518	17	535	527	12
20-21A	106	92.0%	81	109.9%	89	97.4%	74	92.6%	75	99.0%	100	525	13	538	532	5
21-22A	85	107.5%	114	104.9%	85	102.2%	91	97.3%	72	105.3%	79	526	20	546	536	5
22-23A	97	101.2%	86	98.2%	112	103.5%	88	105.5%	96	109.7%	79	558	20	578	578	42
23-24	100	99.1%	96	102.1%	88	104.4%	117	101.5%	89	101.6%	98	588	20	608	608	30
24-25	95	99.1%	99	102.1%	98	104.4%	92	101.5%	119	101.6%	91	593	25	618	618	11
25-26	97	99.1%	94	102.1%	101	104.4%	103	101.5%	93	101.6%	121	609	30	639	639	20
26-27	97	99.1%	96	102.1%	96	104.4%	106	101.5%	104	101.6%	95	594	35	629	629	-10
27-28	97	99.1%	96	102.1%	98	104.4%	100	101.5%	107	101.6%	106	605	40	645	645	16
28-29	97	99.1%	96	102.1%	98	104.4%	103	101.5%	102	101.6%	109	605	40	645	645	0
29-30	97	99.1%	96	102.1%	98	104.4%	103	101.5%	104	101.6%	104	601	40	641	641	-3
30-31	97	99.1%	96	102.1%	98	104.4%	103	101.5%	104	101.6%	106	604	40	644	644	2
31-32	97	99.1%	96	102.1%	98	104.4%	103	101.5%	104	101.6%	106	604	40	644	644	0
32-33	97	99.1%	96	102.1%	98	104.4%	103	101.5%	104	101.6%	106	604	40	644	644	0
3 yr Avg (18,19,22)		0.9869		0.9855		1.0748		1.0592		1.0117						
4 Yr. Avg. (18,19,21,22)		1.0090		1.0015		1.0617		1.0376		1.0221						
5 Yr. Avg.		0.9913		1.0209		1.0441		1.0153		1.0157						

ROBERT MOTON EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
18-19A	61	98.2%	54	100.0%	68	104.3%	72	83.3%	50	92.8%	64	369	34	403	386	
19-20A	61	118.0%	72	114.8%	62	102.9%	70	100.0%	72	112.0%	56	393	41	434	414	28
20-21A	49	106.6%	65	90.3%	65	88.7%	55	98.6%	69	86.1%	62	365	22	387	376	-38
21-22A	49	110.2%	54	112.3%	73	104.6%	68	100.0%	55	100.0%	69	368	33	401	401	25
22-23A	47	128.6%	63	111.1%	60	94.5%	69	100.0%	68	125.5%	69	376	33	409	409	8
23-24	54	112.3%	53	105.7%	67	99.0%	59	96.4%	66	103.3%	70	370	30	400	400	-9
24-25	52	112.3%	61	105.7%	56	99.0%	66	96.4%	57	103.3%	69	360	35	395	395	-4
25-26	53	112.3%	58	105.7%	64	99.0%	55	96.4%	64	103.3%	59	353	40	393	393	-2
26-27	53	112.3%	60	105.7%	62	99.0%	63	96.4%	53	103.3%	66	357	45	402	402	8
27-28	53	112.3%	60	105.7%	63	99.0%	61	96.4%	61	103.3%	55	353	50	403	403	1
28-29	53	112.3%	60	105.7%	63	99.0%	62	96.4%	59	103.3%	63	360	50	410	410	7
29-30	53	112.3%	60	105.7%	63	99.0%	62	96.4%	60	103.3%	61	359	50	409	409	-1
30-31	53	112.3%	60	105.7%	63	99.0%	62	96.4%	60	103.3%	62	360	50	410	410	1
31-32	53	112.3%	60	105.7%	63	99.0%	62	96.4%	60	103.3%	62	360	50	410	410	0
32-33	53	112.3%	60	105.7%	63	99.0%	62	96.4%	60	103.3%	62	360	50	410	410	0
3 yr Avg (18,19,22)		1.1493		1.0864		1.0059		0.9443		1.1008						
4 Yr. Avg. (18,19,21,22)		1.1375		1.0956		1.0159		0.9583		1.0756						
5 Yr. Avg.		1.1231		1.0570		0.9902		0.9637		1.0327						

***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
18-19A	90	109.1%	96	112.2%	110	109.1%	108	96.8%	91	107.2%	104	599	19	618	609	
19-20A	96	97.8%	88	95.8%	92	97.3%	107	104.6%	113	102.2%	93	589	23	612	601	-8
20-21A	78	97.9%	94	92.0%	81	96.7%	89	89.7%	96	96.5%	109	547	15	562	555	-46
21-22A	107	96.2%	75	103.2%	97	101.2%	82	95.5%	85	100.0%	96	542	23	565	565	11
22-23A	76	100.9%	108	112.0%	84	109.3%	106	109.8%	90	117.6%	100	564	28	592	592	27
23-24	94	100.4%	76	103.1%	111	102.7%	86	99.3%	105	104.7%	94	567	30	597	597	5
24-25	89	100.4%	94	103.1%	79	102.7%	114	99.3%	86	104.7%	110	572	35	607	607	10
25-26	92	100.4%	89	103.1%	97	102.7%	81	99.3%	114	104.7%	90	563	40	603	603	-5
26-27	91	100.4%	92	103.1%	92	102.7%	100	99.3%	80	104.7%	119	574	45	619	619	17
27-28	91	100.4%	91	103.1%	95	102.7%	95	99.3%	99	104.7%	84	555	50	605	605	-14
28-29	91	100.4%	91	103.1%	94	102.7%	98	99.3%	94	104.7%	104	572	50	622	622	17
29-30	91	100.4%	91	103.1%	94	102.7%	97	99.3%	97	104.7%	98	569	50	619	619	-3
30-31	91	100.4%	91	103.1%	94	102.7%	97	99.3%	96	104.7%	102	571	50	621	621	2
31-32	91	100.4%	91	103.1%	94	102.7%	97	99.3%	96	104.7%	101	570	50	620	620	-1
32-33	91	100.4%	91	103.1%	94	102.7%	97	99.3%	96	104.7%	101	570	50	620	620	0
3 yr Avg (18,19,22)		1.0260		1.0668		1.0522		1.0373		1.0901						
4 Yr. Avg. (18,19,21,22)		1.0099		1.0581		1.0422		1.0167		1.0676						
5 Yr. Avg.		1.0038		1.0305		1.0272		0.9928		1.0470						

SANDYMOUNT EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
18-19A	57	111.1%	90	108.5%	77	101.3%	78	102.8%	74	106.1%	70	446	13	459	453	
19-20A	91	119.3%	68	101.1%	91	97.4%	75	101.3%	79	113.5%	84	488	9	497	493	40
20-21A	92	87.9%	80	91.2%	62	92.3%	84	96.0%	72	100.0%	79	469	9	478	474	-19
21-22A	78	105.4%	97	110.0%	88	109.7%	68	104.8%	88	105.6%	76	495	20	515	505	32
22-23A	108	106.4%	83	105.2%	102	108.0%	95	105.9%	72	105.7%	93	553	14	567	560	55
23-24	98	106.0%	115	103.2%	86	101.7%	104	102.1%	97	106.2%	76	575	20	595	595	35
24-25	93	106.0%	104	103.2%	118	101.7%	87	102.1%	106	106.2%	103	611	25	636	636	41
25-26	95	106.0%	99	103.2%	107	101.7%	120	102.1%	89	106.2%	113	623	30	653	653	16
26-27	95	106.0%	101	103.2%	102	101.7%	109	102.1%	123	106.2%	94	624	35	659	659	6
27-28	95	106.0%	101	103.2%	104	101.7%	104	102.1%	111	106.2%	130	645	40	685	685	26
28-29	95	106.0%	101	103.2%	104	101.7%	106	102.1%	106	106.2%	118	629	40	669	669	-16
29-30	95	106.0%	101	103.2%	104	101.7%	106	102.1%	108	106.2%	112	626	40	666	666	-4
30-31	95	106.0%	101	103.2%	104	101.7%	106	102.1%	108	106.2%	115	628	40	668	668	2
31-32	95	106.0%	101	103.2%	104	101.7%	106	102.1%	108	106.2%	115	628	40	668	668	0
32-33	95	106.0%	101	103.2%	104	101.7%	106	102.1%	108	106.2%	115	628	40	668	668	0
3 yr Avg (18,19,22)		1.1227		1.0492		1.0222		1.0332		1.0843						
4 Yr. Avg. (18,19,21,22)		1.1056		1.0619		1.0408		1.0368		1.0771						
5 Yr. Avg.		1.0603		1.0319		1.0173		1.0215		1.0617						

SPRING GARDEN EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
18-19A	59	106.3%	67	95.5%	64	109.3%	82	101.7%	61	100.0%	87	420	14	434	427	
19-20A	58	110.2%	65	104.5%	70	104.7%	67	103.7%	85	96.7%	59	404	12	416	410	-17
20-21A	65	112.1%	65	104.6%	68	97.1%	68	100.0%	67	94.1%	80	413	16	429	421	11
21-22A	64	101.5%	66	103.1%	67	97.1%	66	100.0%	68	107.5%	72	403	20	423	423	2
22-23A	76	107.8%	69	104.5%	69	97.0%	65	104.5%	69	105.9%	72	420	20	440	440	17
23-24	70	107.6%	82	102.4%	71	101.0%	70	102.0%	66	100.8%	70	428	20	448	448	8
24-25	66	107.6%	75	102.4%	84	101.0%	71	102.0%	71	100.8%	67	434	25	459	459	11
25-26	68	107.6%	71	102.4%	77	101.0%	85	102.0%	73	100.8%	72	445	30	475	475	16
26-27	68	107.6%	73	102.4%	73	101.0%	78	102.0%	86	100.8%	73	452	35	487	487	11
27-28	68	107.6%	73	102.4%	75	101.0%	73	102.0%	79	100.8%	87	456	40	496	496	10
28-29	68	107.6%	73	102.4%	75	101.0%	76	102.0%	75	100.8%	80	447	40	487	487	-9
29-30	68	107.6%	73	102.4%	75	101.0%	76	102.0%	77	100.8%	76	445	40	485	485	-2
30-31	68	107.6%	73	102.4%	75	101.0%	76	102.0%	77	100.8%	78	447	40	487	487	2
31-32	68	107.6%	73	102.4%	75	101.0%	76	102.0%	77	100.8%	78	447	40	487	487	0
32-33	68	107.6%	73	102.4%	75	101.0%	76	102.0%	77	100.8%	78	447	40	487	487	0
3 yr Avg (18,19,22)		1.0809		1.0151		1.0367		1.0330		1.0087						
4 Yr. Avg. (18,19,21,22)		1.0646		1.0190		1.0202		1.0248		1.0252						
5 Yr. Avg.		1.0758		1.0244		1.0104		1.0198		1.0084						

TANEYTOWN EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
18-19A	67	90.6%	58	87.7%	57	92.9%	52	95.5%	64	97.0%	64	362	23	385	374	
19-20A	63	101.5%	68	110.3%	64	110.5%	63	113.5%	59	101.6%	65	382	19	401	392	18
20-21A	53	98.4%	62	94.1%	64	89.1%	57	96.8%	61	100.0%	59	356	18	374	365	-27
21-22A	62	113.2%	60	114.5%	71	106.3%	68	110.5%	63	103.3%	63	387	21	408	408	43
22-23A	89	112.9%	70	106.7%	64	107.0%	76	117.6%	80	114.3%	72	451	20	471	471	63
23-24	70	103.3%	92	102.7%	72	101.2%	65	106.8%	81	103.2%	83	462	20	482	482	11
24-25	67	103.3%	72	102.7%	94	101.2%	73	106.8%	69	103.2%	84	459	25	484	484	2
25-26	69	103.3%	69	102.7%	74	101.2%	96	106.8%	78	103.2%	71	457	30	487	487	3
26-27	68	103.3%	71	102.7%	71	101.2%	75	106.8%	102	103.2%	80	468	35	503	503	16
27-28	68	103.3%	70	102.7%	73	101.2%	72	106.8%	80	103.2%	105	469	40	509	509	6
28-29	68	103.3%	70	102.7%	72	101.2%	74	106.8%	77	103.2%	83	444	40	484	484	-25
29-30	68	103.3%	70	102.7%	72	101.2%	73	106.8%	79	103.2%	79	442	40	482	482	-2
30-31	68	103.3%	70	102.7%	72	101.2%	73	106.8%	78	103.2%	82	443	40	483	483	1
31-32	68	103.3%	70	102.7%	72	101.2%	73	106.8%	78	103.2%	80	442	40	482	482	-1
32-33	68	103.3%	70	102.7%	72	101.2%	73	106.8%	78	103.2%	80	442	40	482	482	0
3 yr Avg (18,19,22)		1.0167		1.0157		1.0349		1.0887		1.0428						
4 Yr. Avg. (18,19,21,22)		1.0455		1.0481		1.0418		1.0928		1.0403						
5 Yr. Avg.		1.0332		1.0267		1.0116		1.0679		1.0323						

WESTMINSTER EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
18-19A	82	100.0%	97	97.4%	75	105.4%	97	104.5%	69	106.5%	98	518	17	535	527	
19-20A	91	103.7%	85	99.0%	96	102.7%	77	101.0%	98	102.9%	71	518	20	538	528	2
20-21A	91	94.5%	86	90.6%	77	95.8%	92	101.3%	78	100.0%	98	522	13	535	529	1
21-22A	93	112.1%	102	103.5%	89	101.3%	78	91.3%	84	106.4%	83	529	15	544	544	16
22-23A	60	97.8%	91	103.9%	106	103.4%	92	106.4%	83	113.1%	95	527	19	546	546	2
23-24	89	101.6%	61	98.9%	90	101.7%	108	100.9%	93	105.8%	88	528	20	548	548	2
24-25	84	101.6%	90	98.9%	60	101.7%	92	100.9%	109	105.8%	98	533	25	558	558	10
25-26	86	101.6%	85	98.9%	89	101.7%	61	100.9%	92	105.8%	115	530	30	560	560	1
26-27	86	101.6%	87	98.9%	84	101.7%	91	100.9%	62	105.8%	98	508	35	543	543	-16
27-28	86	101.6%	87	98.9%	86	101.7%	86	100.9%	92	105.8%	65	503	40	543	543	0
28-29	86	101.6%	87	98.9%	86	101.7%	88	100.9%	87	105.8%	97	531	40	571	571	29
29-30	86	101.6%	87	98.9%	86	101.7%	88	100.9%	89	105.8%	92	528	40	568	568	-3
30-31	86	101.6%	87	98.9%	86	101.7%	88	100.9%	89	105.8%	94	530	40	570	570	2
31-32	86	101.6%	87	98.9%	86	101.7%	88	100.9%	89	105.8%	94	530	40	570	570	0
32-33	86	101.6%	87	98.9%	86	101.7%	88	100.9%	89	105.8%	94	530	40	570	570	0
3 yr Avg (18,19,22)		1.0050		1.0010		1.0381		1.0398		1.0750						
4 Yr. Avg. (18,19,21,22)		1.0340		1.0094		1.0318		1.0081		1.0723						
5 Yr. Avg.		1.0162		0.9887		1.0171		1.0091		1.0578						

WILLIAM WINCHESTER EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
18-19A	81	105.2%	81	108.5%	89	106.3%	84	92.4%	85	107.9%	109	529	17	546	538	
19-20A	83	104.9%	85	103.7%	84	95.5%	85	102.4%	86	94.1%	80	503	20	523	513	-25
20-21A	70	95.2%	79	87.1%	74	96.4%	81	94.1%	80	101.2%	87	471	12	483	477	-36
21-22A	84	114.3%	80	101.3%	80	112.2%	83	104.9%	85	100.0%	80	492	19	511	511	34
22-23A	101	115.5%	97	106.3%	85	122.5%	98	106.0%	88	102.4%	87	556	20	576	576	65
23-24	89	107.0%	108	101.4%	98	106.6%	91	100.0%	98	101.1%	89	573	20	593	593	17
24-25	84	107.0%	95	101.4%	110	106.6%	105	100.0%	91	101.1%	99	583	25	608	608	15
25-26	87	107.0%	90	101.4%	97	106.6%	117	100.0%	105	101.1%	92	587	30	617	617	8
26-27	87	107.0%	93	101.4%	91	106.6%	103	100.0%	117	101.1%	106	597	35	632	632	15
27-28	87	107.0%	93	101.4%	94	106.6%	97	100.0%	103	101.1%	118	592	40	632	632	1
28-29	87	107.0%	93	101.4%	94	106.6%	101	100.0%	97	101.1%	104	576	40	616	616	-16
29-30	87	107.0%	93	101.4%	94	106.6%	101	100.0%	101	101.1%	98	574	40	614	614	-2
30-31	87	107.0%	93	101.4%	94	106.6%	101	100.0%	101	101.1%	102	577	40	617	617	4
31-32	87	107.0%	93	101.4%	94	106.6%	101	100.0%	101	101.1%	102	577	40	617	617	0
32-33	87	107.0%	93	101.4%	94	106.6%	101	100.0%	101	101.1%	102	577	40	617	617	0
3 yr Avg (18,19,22)		1.0854		1.0615		1.0810		1.0027		1.0146						
4 Yr. Avg. (18,19,21,22)		1.0998		1.0493		1.0912		1.0144		1.0109						
5 Yr. Avg.		1.0702		1.0136		1.0658		0.9997		1.0111						

WINFIELD EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
18-19A	86	109.0%	121	105.1%	83	109.2%	95	107.4%	87	98.9%	92	564	19	583	574	
19-20A	112	101.2%	87	96.7%	117	103.6%	86	95.8%	91	106.9%	93	586	22	608	597	24
20-21A	83	97.3%	109	97.7%	85	98.3%	115	96.5%	83	90.1%	82	557	26	583	570	-27
21-22A	122	122.9%	102	100.9%	110	104.7%	89	93.0%	107	102.4%	85	615	25	640	628	58
22-23A	101	107.4%	131	103.9%	106	99.1%	109	105.6%	94	105.6%	113	654	24	678	678	51
23-24	110	107.6%	109	100.9%	132	103.0%	109	99.7%	109	100.8%	95	663	30	693	693	15
24-25	104	107.6%	118	100.9%	110	103.0%	136	99.7%	109	100.8%	109	686	35	721	721	28
25-26	107	107.6%	112	100.9%	119	103.0%	113	99.7%	136	100.8%	110	696	40	736	736	15
26-27	107	107.6%	115	100.9%	113	103.0%	123	99.7%	112	100.8%	137	707	45	752	752	16
27-28	107	107.6%	115	100.9%	116	103.0%	116	99.7%	122	100.8%	113	690	50	740	740	-12
28-29	107	107.6%	115	100.9%	116	103.0%	120	99.7%	116	100.8%	123	697	50	747	747	7
29-30	107	107.6%	115	100.9%	116	103.0%	120	99.7%	119	100.8%	117	694	50	744	744	-3
30-31	107	107.6%	115	100.9%	116	103.0%	120	99.7%	119	100.8%	120	697	50	747	747	3
31-32	107	107.6%	115	100.9%	116	103.0%	120	99.7%	119	100.8%	120	697	50	747	747	0
32-33	107	107.6%	115	100.9%	116	103.0%	120	99.7%	119	100.8%	120	697	50	747	747	0

3 yr Avg (18,19,22)	1.0585	1.0191	1.0397	1.0294	1.0380	
4 Yr. Avg. (18,19,21,22)	1.1011	1.0166	1.0415	1.0046	1.0345	
5 Yr. Avg.	1.0755	1.0087	1.0298	0.9967	1.0078	

GRADE TOTALS - ELEMENTARY

	K	1	2	3	4	5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET TOTAL	DIFF
2022-23	1,815	1,977	1,912	1,949	1,877	1,949	11,479	437	11,916	11,874	
2023-24	1,895	1,890	2,043	1,950	1,972	1,924	11,674	470	12,144	12,144	271
2024-25	1,797	1,972	1,953	2,086	1,975	2,022	11,804	565	12,369	12,369	225
2025-26	1,847	1,870	2,037	1,994	2,112	2,026	11,886	660	12,546	12,546	177
2026-27	1,842	1,922	1,932	2,079	2,022	2,165	11,961	755	12,716	12,716	170
2027-28	1,842	1,917	1,986	1,971	2,105	2,072	11,892	850	12,742	12,742	27
2028-29	1,842	1,917	1,980	2,026	1,996	2,158	11,920	850	12,770	12,770	27
2029-30	1,842	1,917	1,980	2,021	2,052	2,047	11,858	850	12,708	12,708	-61
2030-31	1,842	1,917	1,980	2,021	2,046	2,104	11,910	850	12,760	12,760	51
2031-32	1,842	1,917	1,980	2,021	2,046	2,098	11,904	850	12,754	12,754	-6
2032-33	1,842	1,917	1,980	2,021	2,046	2,098	11,904	850	12,754	12,754	0

SECONDARY PROJECTIONS '23-'24 TO '32-'33, MIDDLE SCHOOLS

MT. AIRY MIDDLE

MT. AIRY	100.00%
WINFIELD	85.00%

YEAR	5		6		7		8	TOTAL	DIFF
18-19A	230	103.0%	214	104.8%	260	100.5%	223	697	
19-20A	227	103.8%	239	100.5%	215	100.0%	260	714	17
20-21A	219	103.5%	235	101.3%	242	99.1%	213	690	-24
21-22A	208	106.0%	232	104.7%	246	103.3%	250	728	38
22-23A	266	108.4%	226	104.7%	243	102.4%	252	721	-7
23-24	235	104.9%	279	103.2%	233	101.1%	246	758	37
24-25	252	104.9%	246	103.2%	288	101.1%	236	770	12
25-26	230	104.9%	264	103.2%	254	101.1%	291	810	39
26-27	283	104.9%	241	103.2%	273	101.1%	257	771	-39
27-28	232	104.9%	297	103.2%	249	101.1%	275	821	50
28-29	258	104.9%	243	103.2%	306	101.1%	251	801	-20
29-30	244	104.9%	270	103.2%	251	101.1%	309	831	30
30-31	250	104.9%	256	103.2%	279	101.1%	254	789	-42
31-32	250	104.9%	263	103.2%	264	101.1%	282	809	20
32-33	250	104.9%	263	103.2%	271	101.1%	267	801	-8
3 yr Avg (18,19,22)		1.0508		1.0334		1.0098			
4 Yr. Avg. (18,19,21,22)		1.0531		1.0367		1.0156			
5 Yr. Avg.		1.0494		1.0319		1.0106			

NORTH CARROLL MIDDLE

EBB VALLEY	80.00%
HAMPSTEAD	19.00%
MANCHESTER	100.00%

YEAR	5		6		7		8	TOTAL	DIFF
18-19A	196	106.2%	210	102.5%	209	99.5%	212	631	
19-20A	199	109.1%	214	99.5%	209	98.1%	205	628	-3
20-21A	168	107.0%	213	100.5%	215	95.7%	200	628	0
21-22A	188	108.6%	182	100.5%	214	100.5%	216	612	-16
22-23A	201	111.1%	209	102.7%	187	105.6%	226	622	10
23-24	190	108.4%	218	101.1%	211	99.9%	187	616	-6
24-25	200	108.4%	206	101.1%	220	99.9%	211	637	21
25-26	190	108.4%	217	101.1%	208	99.9%	220	645	7
26-27	229	108.4%	206	101.1%	219	99.9%	208	633	-11
27-28	207	108.4%	248	101.1%	209	99.9%	219	675	42
28-29	219	108.4%	225	101.1%	251	99.9%	208	683	8
29-30	207	108.4%	238	101.1%	227	99.9%	250	715	32
30-31	214	108.4%	224	101.1%	240	99.9%	227	691	-24
31-32	212	108.4%	232	101.1%	227	99.9%	240	698	7
32-33	212	108.4%	230	101.1%	234	99.9%	226	691	-7
3 yr Avg (18,19,22)		1.0882		1.0159		1.0106			
4 Yr. Avg. (18,19,21,2		1.0877		1.0131		1.0091			
5 Yr. Avg.		1.0842		1.0114		0.9987			

NORTHWEST MIDDLE

ELMER WOLFE	100.00%
RUNNYMEDE	79.00%
TANEYTOWN	100.00%

YEAR	5		6		7		8	TOTAL	DIFF
18-19A	215	109.3%	251	100.9%	227	101.4%	211	689	
19-20A	205	98.5%	212	98.8%	248	97.8%	222	682	-7
20-21A	200	93.9%	192	100.0%	212	97.2%	241	645	-37
21-22A	207	102.5%	205	103.1%	198	102.4%	217	620	-25
22-23A	212	108.8%	225	104.4%	214	100.0%	198	637	17
23-24	238	102.6%	217	101.4%	228	99.7%	213	659	22
24-25	256	102.6%	244	101.4%	221	99.7%	228	692	33
25-26	229	102.6%	263	101.4%	247	99.7%	220	730	38
26-27	242	102.6%	235	101.4%	266	99.7%	247	748	18
27-28	244	102.6%	248	101.4%	238	99.7%	266	752	4
28-29	247	102.6%	250	101.4%	252	99.7%	237	740	-12
29-30	235	102.6%	253	101.4%	254	99.7%	251	758	19
30-31	242	102.6%	241	101.4%	257	99.7%	253	751	-7
31-32	240	102.6%	248	101.4%	244	99.7%	256	749	-3
32-33	240	102.6%	246	101.4%	252	99.7%	244	741	-7
3 yr Avg (18,19,22)		1.0554		1.0137		0.9973			
4 Yr. Avg. (18,19,21,2		1.0477		1.0181		1.0039			
5 Yr. Avg.		1.0259		1.0144		0.9975			

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

YEAR	5		6		7		8	TOTAL	DIFF
18-19A	202	104.6%	240	104.1%	231	100.7%	271	742	
19-20A	239	107.5%	217	104.6%	251	98.3%	227	695	-47
20-21A	198	102.4%	245	101.4%	220	102.0%	256	721	26
21-22A	259	106.3%	210	102.0%	250	107.3%	236	696	-25
22-23A	249	101.5%	263	104.3%	219	104.0%	260	742	46
23-24	264	104.4%	260	103.3%	272	102.4%	224	756	14
24-25	265	104.4%	275	103.3%	269	102.4%	278	822	66
25-26	249	104.4%	277	103.3%	284	102.4%	275	837	15
26-27	273	104.4%	260	103.3%	286	102.4%	291	838	1
27-28	278	104.4%	285	103.3%	269	102.4%	293	847	9
28-29	283	104.4%	290	103.3%	294	102.4%	276	860	13
29-30	268	104.4%	296	103.3%	300	102.4%	301	897	37
30-31	276	104.4%	280	103.3%	305	102.4%	307	892	-5
31-32	275	104.4%	288	103.3%	289	102.4%	313	890	-2
32-33	275	104.4%	287	103.3%	298	102.4%	296	880	-9
3 yr Avg (18,19,22)		1.0452		1.0432		1.0099			
4 Yr. Avg. (18,19,21,2		1.0496		1.0375		1.0256			
5 Yr. Avg.		1.0444		1.0328		1.0245			

SHILOH MIDDLE		HAMPSTEAD	81.00%
		SANDYMOUNT	100.00%
		SPRING GARDEN	100.00%

YEAR	5		6		7		8	TOTAL	DIFF
18-19A	199	102.9%	217	104.7%	222	94.8%	220	659	
19-20A	193	106.8%	213	98.6%	214	104.1%	231	658	-1
20-21A	201	97.1%	187	100.5%	214	103.7%	222	623	-35
21-22A	195	101.2%	203	108.0%	202	99.1%	212	617	-6
22-23A	215	97.3%	190	104.4%	212	100.0%	202	604	-13
23-24	210	101.1%	218	103.2%	196	100.3%	213	626	22
24-25	212	101.1%	213	103.2%	225	100.3%	197	634	8
25-26	239	101.1%	214	103.2%	220	100.3%	225	659	25
26-27	219	101.1%	242	103.2%	221	100.3%	220	683	24
27-28	262	101.1%	221	103.2%	249	100.3%	222	693	10
28-29	250	101.1%	265	103.2%	229	100.3%	250	744	51
29-30	237	101.1%	252	103.2%	273	100.3%	229	755	11
30-31	243	101.1%	239	103.2%	261	100.3%	274	774	19
31-32	242	101.1%	246	103.2%	247	100.3%	261	754	-20
32-33	242	101.1%	245	103.2%	253	100.3%	248	746	-8
3 yr Avg (18,19,22)		1.0235		1.0258		0.9962			
4 Yr. Avg. (18,19,21,2		1.0206		1.0394		0.9948			
5 Yr. Avg.		1.0107		1.0325		1.0033			

SYKESVILLE MIDDLE		ELDERSBURG	41.00%
		LINTON SPRINGS	100.00%
		PINEY RIDGE	100.00%
		WINFIELD	15.00%

YEAR	5		6		7		8	TOTAL	DIFF
18-19A	252	100.8%	269	106.1%	260	102.7%	263	792	
19-20A	228	103.9%	262	98.9%	266	98.5%	256	784	-8
20-21A	281	103.1%	235	97.7%	256	101.9%	271	762	-22
21-22A	216	99.7%	280	102.1%	240	101.6%	260	780	18
22-23A	249	103.9%	224	100.7%	282	100.8%	242	748	-32
23-24	240	102.3%	255	101.1%	226	101.1%	285	766	18
24-25	279	102.3%	245	101.1%	257	101.1%	229	731	-35
25-26	305	102.3%	286	101.1%	248	101.1%	260	794	62
26-27	307	102.3%	312	101.1%	289	101.1%	251	852	58
27-28	302	102.3%	314	101.1%	316	101.1%	292	922	70
28-29	314	102.3%	309	101.1%	318	101.1%	319	946	24
29-30	298	102.3%	321	101.1%	313	101.1%	321	955	9
30-31	306	102.3%	305	101.1%	325	101.1%	316	946	-9
31-32	306	102.3%	313	101.1%	309	101.1%	328	949	4
32-33	306	102.3%	313	101.1%	316	101.1%	312	941	-9
3 yr Avg (18,19,22)		1.0287		1.0190		1.0066			
4 Yr. Avg. (18,19,21,22)		1.0209		1.0196		1.0089			
5 Yr. Avg.		1.0230		1.0111		1.0109			

WEST. EAST MIDDLE					CRANBERRY STATION	100.00%	RUNNYMEDE	21.00%
					EBB VALLEY	20.00%	WESTMINSTER	9.00%
					ROBERT MOTON	60.00%	WM WINCHESTER	77.00%

YEAR	5		6		7		8	TOTAL	DIFF
18-19A	268	92.9%	238	106.8%	250	100.0%	229	717	
19-20A	222	102.6%	275	97.5%	232	96.4%	241	748	31
20-21A	255	94.7%	210	103.6%	285	101.3%	235	730	-18
21-22A	236	101.4%	259	101.4%	213	100.0%	285	757	27
22-23A	249	109.1%	257	105.8%	274	110.8%	236	767	10
23-24	254	100.1%	249	103.0%	265	101.7%	279	793	26
24-25	257	100.1%	254	103.0%	257	101.7%	269	780	-13
25-26	266	100.1%	257	103.0%	262	101.7%	261	780	0
26-27	279	100.1%	266	103.0%	265	101.7%	266	797	17
27-28	244	100.1%	279	103.0%	274	101.7%	270	823	26
28-29	269	100.1%	245	103.0%	288	101.7%	279	811	-12
29-30	255	100.1%	269	103.0%	252	101.7%	293	814	3
30-31	263	100.1%	256	103.0%	277	101.7%	256	789	-25
31-32	262	100.1%	263	103.0%	263	101.7%	282	808	19
32-33	262	100.1%	262	103.0%	271	101.7%	268	801	-7
3 yr Avg (18,19,22)		1.0153		1.0336		1.0240			
4 Yr. Avg. (18,19,21,22)		1.0150		1.0287		1.0180			
5 Yr. Avg.		1.0014		1.0303		1.0170			

WEST. WEST MIDDLE					FRIENDSHIP VALLEY	100.00%	WESTMINSTER	91.00%
					MECHANICSVILLE	100.00%	WM WINCHESTER	23.00%
					ROBERT MOTON	40.00%		

YEAR	5		6		7		8	TOTAL	DIFF
18-19A	326	103.6%	321	96.9%	278	98.5%	328	927	
19-20A	275	99.0%	323	99.4%	319	105.4%	293	935	8
20-21A	280	100.7%	277	98.1%	317	97.2%	310	904	-31
21-22A	279	95.9%	269	101.8%	282	100.6%	319	870	-34
22-23A	308	108.6%	303	106.3%	286	101.4%	286	875	5
23-24	294	101.5%	313	100.5%	305	100.6%	288	905	30
24-25	301	101.5%	298	100.5%	314	100.6%	306	919	14
25-26	318	101.5%	306	100.5%	300	100.6%	316	922	3
26-27	334	101.5%	323	100.5%	307	100.6%	302	932	10
27-28	302	101.5%	339	100.5%	325	100.6%	309	973	41
28-29	320	101.5%	307	100.5%	341	100.6%	327	974	2
29-30	303	101.5%	325	100.5%	308	100.6%	343	976	1
30-31	311	101.5%	308	100.5%	326	100.6%	310	945	-31
31-32	311	101.5%	316	100.5%	310	100.6%	328	954	9
32-33	311	101.5%	316	100.5%	318	100.6%	312	945	-9
3 yr Avg (18,19,22)		1.0371		1.0087		1.0177			
4 Yr. Avg. (18,19,21,22)		1.0176		1.0110		1.0149			
5 Yr. Avg.		1.0155		1.0051		1.0062			

GRADE TOTALS - MIDDLE					MID	
	5	6	7	8	TOTAL	DIFF
2022-23	1949	1897	1917	1902	5716	
2023-24	1924	2009	1936	1934	5880	164
2024-25	2022	1982	2051	1954	5987	107
2025-26	2026	2083	2023	2069	6176	189
2026-27	2165	2085	2126	2042	6254	78
2027-28	2072	2231	2128	2146	6505	252
2028-29	2158	2134	2277	2148	6559	54
2029-30	2047	2224	2178	2298	6700	141
2030-31	2104	2109	2270	2198	6577	-124
2031-32	2098	2167	2152	2290	6610	34
2032-33	2098	2162	2212	2172	6546	-64

SECONDARY PROJECTIONS '23-'24 TO '32-'33, HIGH SCHOOLS

CENTURY HIGH										SYKESVILLE MIDDLE	100.00%
YEAR	8		9		10		11		12	TOTAL	DIFF
18-19A	263	110.4%	287	96.4%	295	106.8%	299	81.3%	247	1128	
19-20A	256	107.6%	283	99.7%	286	104.1%	307	88.0%	263	1139	11
20-21A	271	107.4%	275	99.6%	282	100.3%	287	94.8%	291	1135	-4
21-22A	260	114.4%	310	100.7%	277	98.6%	278	95.8%	275	1140	5
22-23A	242	105.8%	275	95.2%	295	110.1%	305	88.1%	245	1120	-20
23-24	285	109.1%	264	98.3%	270	104.0%	307	89.6%	273	1114	-6
24-25	229	109.1%	311	98.3%	260	104.0%	281	89.6%	275	1127	12
25-26	260	109.1%	250	98.3%	306	104.0%	270	89.6%	252	1077	-49
26-27	251	109.1%	284	98.3%	246	104.0%	318	89.6%	242	1089	12
27-28	292	109.1%	273	98.3%	279	104.0%	255	89.6%	285	1093	3
28-29	319	109.1%	319	98.3%	269	104.0%	290	89.6%	229	1107	14
29-30	321	109.1%	348	98.3%	313	104.0%	279	89.6%	260	1201	94
30-31	316	109.1%	350	98.3%	342	104.0%	326	89.6%	250	1269	68
31-32	328	109.1%	345	98.3%	344	104.0%	356	89.6%	292	1337	68
32-33	312	109.1%	358	98.3%	339	104.0%	358	89.6%	319	1374	37
3 yr Avg (18,19,22)		1.079		0.971		1.070		0.858			
4 Yr. Avg. (18,19,21,2		1.095		0.980		1.049		0.883			
5 Yr. Avg.		1.091		0.983		1.040		0.896			

FRANCIS SCOTT KEY HIGH										NORTHWEST MIDDLE	100.00%
YEAR	8		9		10		11		12	TOTAL	DIFF
18-19A	211	109.1%	240	93.3%	210	107.9%	286	81.4%	193	929	
19-20A	222	111.8%	236	89.2%	214	108.1%	227	85.7%	245	922	-7
20-21A	241	110.8%	246	93.6%	221	98.6%	211	91.2%	207	885	-37
21-22A	217	127.4%	307	87.4%	215	91.0%	201	95.3%	201	924	39
22-23A	198	119.8%	260	89.6%	275	108.4%	233	87.6%	176	944	20
23-24	213	115.8%	229	90.6%	236	102.8%	283	88.2%	206	953	9
24-25	228	115.8%	247	90.6%	208	102.8%	242	88.2%	249	946	-7
25-26	220	115.8%	264	90.6%	224	102.8%	214	88.2%	214	915	-32
26-27	247	115.8%	255	90.6%	239	102.8%	230	88.2%	188	912	-2
27-28	266	115.8%	286	90.6%	231	102.8%	246	88.2%	203	965	53
28-29	237	115.8%	308	90.6%	259	102.8%	237	88.2%	217	1021	55
29-30	251	115.8%	275	90.6%	279	102.8%	266	88.2%	209	1029	9
30-31	253	115.8%	291	90.6%	249	102.8%	287	88.2%	235	1061	32
31-32	256	115.8%	293	90.6%	264	102.8%	256	88.2%	253	1066	4
32-33	244	115.8%	297	90.6%	266	102.8%	271	88.2%	226	1059	-6
3 yr Avg (18,19,22)		1.136		0.907		1.081		0.849			
4 Yr. Avg. (18,19,21,2		1.170		0.899		1.038		0.875			
5 Yr. Avg.		1.158		0.906		1.028		0.882			

LIBERTY HIGH										OKLAHOMA RD MIDDLE	100.00%
YEAR	8		9		10		11		12	TOTAL	DIFF
18-19A	271	98.1%	252	102.4%	253	103.6%	285	89.6%	259	1049	
19-20A	227	96.3%	261	100.4%	253	106.3%	269	91.6%	261	1044	-5
20-21A	256	104.4%	237	98.1%	256	101.2%	256	90.7%	244	993	-51
21-22A	236	103.5%	265	93.7%	222	101.6%	260	99.6%	255	1002	9
22-23A	260	107.2%	253	98.5%	261	111.3%	247	88.5%	230	991	-11
23-24	224	101.9%	265	98.6%	249	104.8%	273	92.0%	227	1015	24
24-25	278	101.9%	229	98.6%	261	104.8%	261	92.0%	252	1003	-12
25-26	275	101.9%	284	98.6%	225	104.8%	274	92.0%	240	1023	20
26-27	291	101.9%	280	98.6%	280	104.8%	236	92.0%	252	1048	25
27-28	293	101.9%	297	98.6%	277	104.8%	293	92.0%	217	1084	36
28-29	276	101.9%	299	98.6%	293	104.8%	290	92.0%	270	1151	67
29-30	301	101.9%	281	98.6%	295	104.8%	307	92.0%	267	1149	-2
30-31	307	101.9%	307	98.6%	277	104.8%	309	92.0%	282	1175	26
31-32	313	101.9%	313	98.6%	303	104.8%	290	92.0%	284	1190	15
32-33	296	101.9%	319	98.6%	309	104.8%	317	92.0%	267	1212	21
3 yr Avg (18,19,22)		1.005		1.004		1.071		0.899			
4 Yr. Avg. (18,19,21,2		1.013		0.987		1.057		0.923			
5 Yr. Avg.		1.019		0.986		1.048		0.920			

MANCHESTER VALLEY HIGH		NORTH CARROLL MIDDLE	100.00%
		SHILOH MIDDLE	58.00%

YEAR	8		9		10		11		12	TOTAL	DIFF
18-19A	355	105.6%	360	94.8%	312	101.4%	355	82.9%	277	1304	
19-20A	355	101.7%	361	95.6%	344	104.2%	325	83.1%	295	1325	21
20-21A	344	102.8%	365	94.2%	340	95.9%	330	88.0%	286	1321	-4
21-22A	354	109.2%	376	94.0%	343	93.8%	319	92.1%	304	1342	21
22-23A	343	104.9%	371	94.9%	357	99.4%	341	90.9%	290	1359	17
23-24	310	104.8%	360	94.7%	351	98.9%	353	87.4%	298	1362	3
24-25	325	104.8%	325	94.7%	341	98.9%	348	87.4%	309	1322	-40
25-26	351	104.8%	341	94.7%	308	98.9%	337	87.4%	304	1290	-32
26-27	336	104.8%	368	94.7%	323	98.9%	305	87.4%	295	1290	0
27-28	347	104.8%	352	94.7%	348	98.9%	319	87.4%	266	1286	-4
28-29	353	104.8%	364	94.7%	333	98.9%	344	87.4%	279	1321	35
29-30	383	104.8%	371	94.7%	345	98.9%	330	87.4%	301	1346	25
30-31	386	104.8%	402	94.7%	351	98.9%	341	87.4%	288	1382	36
31-32	392	104.8%	404	94.7%	381	98.9%	347	87.4%	298	1430	48
32-33	370	104.8%	411	94.7%	383	98.9%	377	87.4%	303	1474	43
3 yr Avg (18,19,22)		1.041		0.951		1.017		0.856			
4 Yr. Avg. (18,19,21,2		1.053		0.948		0.997		0.873			
5 Yr. Avg.		1.048		0.947		0.989		0.874			

SOUTH CARROLL HIGH		MT AIRY MIDDLE	100.00%

YEAR	8		9		10		11		12	TOTAL	DIFF
18-19A	223	99.6%	266	95.9%	260	102.2%	276	93.5%	229	1031	
19-20A	260	107.6%	240	96.2%	256	102.7%	267	89.9%	248	1011	-20
20-21A	213	100.4%	261	95.8%	230	95.3%	244	93.3%	249	984	-27
21-22A	250	106.6%	227	90.8%	237	98.3%	226	95.1%	232	922	-62
22-23A	252	101.2%	253	92.1%	209	120.7%	286	76.5%	173	921	-1
23-24	246	103.1%	260	94.2%	238	103.8%	217	89.6%	256	971	50
24-25	236	103.1%	253	94.2%	245	103.8%	247	89.6%	195	940	-32
25-26	291	103.1%	243	94.2%	238	103.8%	254	89.6%	222	957	17
26-27	257	103.1%	300	94.2%	229	103.8%	248	89.6%	228	1004	47
27-28	275	103.1%	265	94.2%	283	103.8%	238	89.6%	222	1007	3
28-29	251	103.1%	284	94.2%	249	103.8%	293	89.6%	213	1040	33
29-30	309	103.1%	259	94.2%	267	103.8%	259	89.6%	263	1049	9
30-31	254	103.1%	319	94.2%	244	103.8%	278	89.6%	232	1073	24
31-32	282	103.1%	262	94.2%	300	103.8%	253	89.6%	249	1064	-9
32-33	267	103.1%	291	94.2%	246	103.8%	312	89.6%	227	1076	12
3 yr Avg (18,19,22)		1.028		0.947		1.085		0.866			
4 Yr. Avg. (18,19,21,2		1.037		0.938		1.060		0.887			
5 Yr. Avg.		1.031		0.942		1.038		0.896			

WESTMINSTER HIGH		SHILOH MIDDLE	42.00%
		WEST. WEST MIDDLE	92.00%

YEAR	8		9		10		11		12	TOTAL	DIFF
18-19A	375	103.3%	400	93.7%	413	111.5%	389	82.2%	338	1540	
19-20A	347	103.1%	387	94.3%	377	109.4%	452	78.7%	306	1522	-18
20-21A	360	107.3%	373	94.3%	365	99.7%	376	88.7%	401	1515	-7
21-22A	364	115.9%	417	89.3%	333	92.6%	338	95.7%	360	1448	-67
22-23A	348	125.4%	457	87.1%	363	109.3%	364	98.5%	333	1517	69
23-24	354	111.0%	386	91.7%	419	104.5%	379	88.8%	323	1508	-9
24-25	365	111.0%	393	91.7%	354	104.5%	438	88.8%	337	1522	14
25-26	386	111.0%	405	91.7%	360	104.5%	370	88.8%	389	1524	2
26-27	370	111.0%	428	91.7%	371	104.5%	377	88.8%	329	1505	-20
27-28	377	111.0%	411	91.7%	393	104.5%	388	88.8%	334	1526	21
28-29	406	111.0%	419	91.7%	377	104.5%	410	88.8%	344	1550	25
29-30	412	111.0%	451	91.7%	384	104.5%	394	88.8%	364	1593	43
30-31	401	111.0%	457	91.7%	413	104.5%	402	88.8%	350	1621	28
31-32	412	111.0%	445	91.7%	419	104.5%	432	88.8%	356	1652	31
32-33	391	111.0%	457	91.7%	408	104.5%	438	88.8%	383	1687	34
3 yr Avg (18,19,22)		1.106		0.917		1.101		0.865			
4 Yr. Avg. (18,19,21,2		1.119		0.911		1.057		0.888			
5 Yr. Avg.		1.110		0.917		1.045		0.888			

WINTERS MILL HIGH											
									WESTMINSTER EAST MIDDLE	100.00%	
									WEST. WEST MIDDLE	8.00%	
YEAR	8		**9**		**10**		**11**		**12**	**TOTAL**	**DIFF**
18-19A	259	**106.2%**	**297**	**102.1%**	**291**	**101.8%**	**281**	**82.1%**	**257**	**1126**	
19-20A	267	**109.5%**	**283**	**95.3%**	**283**	**101.4%**	**295**	**77.6%**	**218**	**1079**	**-47**
20-21A	263	**103.2%**	**276**	**93.3%**	**264**	**98.2%**	**278**	**88.8%**	**262**	**1080**	**1**
21-22A	314	**118.3%**	**311**	**93.8%**	**259**	**101.1%**	**267**	**89.6%**	**249**	**1086**	**6**
22-23A	259	**99.5%**	**312**	**90.0%**	**280**	**116.2%**	**301**	**83.5%**	**223**	**1116**	**30**
23-24	302	**107.3%**	**278**	**94.9%**	**296**	**103.8%**	**291**	**84.3%**	**254**	**1118**	**2**
24-25	294	**107.3%**	**324**	**94.9%**	**264**	**103.8%**	**307**	**84.3%**	**245**	**1140**	**21**
25-26	287	**107.3%**	**315**	**94.9%**	**307**	**103.8%**	**274**	**84.3%**	**259**	**1155**	**16**
26-27	290	**107.3%**	**308**	**94.9%**	**299**	**103.8%**	**319**	**84.3%**	**231**	**1156**	**1**
27-28	294	**107.3%**	**312**	**94.9%**	**292**	**103.8%**	**311**	**84.3%**	**269**	**1183**	**26**
28-29	305	**107.3%**	**316**	**94.9%**	**296**	**103.8%**	**303**	**84.3%**	**262**	**1176**	**-6**
29-30	320	**107.3%**	**327**	**94.9%**	**300**	**103.8%**	**307**	**84.3%**	**255**	**1189**	**13**
30-31	281	**107.3%**	**344**	**94.9%**	**310**	**103.8%**	**311**	**84.3%**	**259**	**1224**	**35**
31-32	308	**107.3%**	**302**	**94.9%**	**326**	**103.8%**	**322**	**84.3%**	**262**	**1212**	**-12**
32-33	293	**107.3%**	**331**	**94.9%**	**286**	**103.8%**	**338**	**84.3%**	**272**	**1227**	**15**
3 yr Avg (18,19,22)		**1.050**		**0.958**		**1.065**		**0.811**			
4 Yr. Avg. (18,19,21,2		**1.084**		**0.953**		**1.051**		**0.832**			
5 Yr. Avg.		**1.073**		**0.949**		**1.038**		**0.843**			

GRADE TOTALS - HIGH						HIGH	
	8	**9**	**10**	**11**	**12**	**TOTAL**	
2022-23	1902	**2181**	**2040**	**2077**	**1670**	**7968**	
2023-24	1934	**2042**	**2060**	**2103**	**1837**	**8043**	**75**
2024-25	1954	**2082**	**1932**	**2125**	**1861**	**8000**	**-43**
2025-26	2069	**2101**	**1969**	**1992**	**1880**	**7942**	**-58**
2026-27	2042	**2223**	**1986**	**2032**	**1764**	**8005**	**63**
2027-28	2146	**2195**	**2102**	**2049**	**1797**	**8143**	**139**
2028-29	2148	**2308**	**2076**	**2168**	**1813**	**8366**	**223**
2029-30	2298	**2311**	**2183**	**2142**	**1920**	**8556**	**190**
2030-31	2198	**2470**	**2187**	**2253**	**1896**	**8805**	**249**
2031-32	2290	**2364**	**2337**	**2257**	**1995**	**8952**	**147**
2032-33	2172	**2462**	**2237**	**2411**	**1997**	**9108**	**156**

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2023-2032
ELEMENTARY SCHOOLS
Comparisons are based on total State Rated capacity with FTE

School	State Rated Capacity K-5	PreK	Spec. Ed.	Total	Enrollment Actual 2022	Projected 2023	2024	2025	2026	2027	2028	2029	2030	2031	Enrollment Projected 2032
Carrolltowne	548	20	20	588	614	630	632	633	651	657	660	657	660	660	660
	Over (Under) State Rated Capacity				26	42	44	45	63	69	72	69	72	72	72
	Percent of STATE Capacity				104.4%	107.1%	107.5%	107.7%	110.7%	111.7%	112.2%	111.7%	112.2%	112.2%	112.2%
Cranberry Station	550	20	0	570	558	564	565	581	570	567	587	585	587	587	587
Capacity increase by 2 K & 1 PreK room in 2026															
	594	**40**	**0**	**634**											
	Over (Under) State Rated Capacity				(12)	(6)	(5)	11	**(64)**	**(67)**	**(47)**	**(49)**	**(47)**	**(47)**	**(47)**
	Percent of STATE Capacity				97.9%	98.9%	99.1%	101.9%	**89.9%**	**89.4%**	**92.6%**	**92.3%**	**92.6%**	**92.6%**	**92.6%**
Ebb Valley	548	20	0	568	544	557	572	577	591	597	599	596	598	597	597
	Over (Under) State Rated Capacity				(24)	(11)	4	9	23	29	31	28	30	29	29
	Percent of STATE Capacity				95.8%	98.1%	100.7%	101.6%	104.0%	105.1%	105.5%	104.9%	105.3%	105.1%	105.1%
Eldersburg	548	20	0	568	469	498	520	521	537	549	540	538	540	540	540
	Over (Under) State Rated Capacity				(99)	(70)	(48)	(47)	(31)	(19)	(28)	(30)	(28)	(28)	(28)
	Percent of STATE Capacity				82.6%	87.7%	91.5%	91.7%	94.5%	96.7%	95.1%	94.7%	95.1%	95.1%	95.1%
Elmer Wolfe	526	20	0	546	480	504	501	496	489	501	509	507	509	509	509
	Over (Under) State Rated Capacity				(66)	(42)	(45)	(50)	(57)	(45)	(37)	(39)	(37)	(37)	(37)
	Percent of STATE Capacity				87.9%	92.3%	91.8%	90.8%	89.6%	91.8%	93.2%	92.9%	93.2%	93.2%	93.2%
Freedom	525	0	0	525	617	639	636	652	658	655	654	651	653	652	652
	Over (Under) State Rated Capacity				92	114	111	127	133	130	129	126	128	127	127
	Percent of STATE Capacity				117.5%	121.7%	121.1%	124.2%	125.3%	124.8%	124.6%	124.0%	124.4%	124.2%	124.2%
Friendship Valley	527	0	0	527	524	528	535	549	554	550	540	537	540	540	540
Capacity increase by 2 K & 1 PreK room in 2026															
	548	**40**	**0**	**588**											
	Over (Under) State Rated Capacity				(3)	1	8	22	**(34)**	**(38)**	**(48)**	**(51)**	**(48)**	**(48)**	**(48)**
	Percent of STATE Capacity				99.4%	100.2%	101.5%	104.2%	**94.2%**	**93.5%**	**91.8%**	**91.3%**	**91.8%**	**91.8%**	**91.8%**
Hampstead	434	20	60	514	407	405	390	406	405	408	414	412	413	412	412
	Over (Under) State Rated Capacity				(107)	(109)	(124)	(108)	(109)	(106)	(100)	(102)	(101)	(102)	(102)
	Percent of STATE Capacity				79.2%	78.8%	75.9%	79.0%	78.8%	79.4%	80.5%	80.2%	80.4%	80.2%	80.2%
Linton Springs	685	20	0	705	740	776	824	840	855	846	852	849	852	852	852
	Over (Under) State Rated Capacity				35	71	119	135	150	141	147	144	147	147	147
	Percent of STATE Capacity				105.0%	110.1%	116.9%	119.1%	121.3%	120.0%	120.9%	120.4%	120.9%	120.9%	120.9%
Manchester	662	20	0	682	673	680	698	716	737	726	728	724	728	728	728
	Over (Under) State Rated Capacity				(9)	(2)	16	34	55	44	46	42	46	46	46
	Percent of STATE Capacity				98.7%	99.7%	102.3%	105.0%	108.1%	106.5%	106.7%	106.2%	106.7%	106.7%	106.7%
Mechanicsville	571	20	0	591	494	511	523	536	550	548	542	540	542	542	542
	Over (Under) State Rated Capacity				(97)	(80)	(68)	(55)	(41)	(43)	(49)	(51)	(49)	(49)	(49)
	Percent of STATE Capacity				83.6%	86.5%	88.5%	90.7%	93.1%	92.7%	91.7%	91.4%	91.7%	91.7%	91.7%

School	State Rated Capacity K-5	PreK	Spec. Ed.	Total	Enrollment Actual 2022	Projected 2023	Enrollment 2024	2025	2026	2027	2028	2029	2030	2031	Enrollment Projected 2032
Mt. Airy	552	0	0	552	479	446	458	435	451	429	442	437	441	441	441
(Grades 3-5)	Over (Under) State Rated Capacity				(73)	(106)	(94)	(117)	(101)	(123)	(110)	(115)	(111)	(111)	(111)
	Percent of STATE Capacity				86.8%	80.8%	83.0%	78.8%	81.7%	77.7%	80.1%	79.2%	79.9%	79.9%	79.9%
Parr's Ridge	590	20	0	610	426	442	425	443	443	451	451	451	451	451	451
(Grades K-2)	Over (Under) State Rated Capacity				(184)	(168)	(185)	(167)	(167)	(159)	(159)	(159)	(159)	(159)	(159)
	Percent of STATE Capacity				69.8%	72.5%	69.7%	72.6%	72.6%	73.9%	73.9%	73.9%	73.9%	73.9%	73.9%
Piney Ridge	548	20	0	568	578	608	618	639	629	645	645	641	644	644	644
	Over (Under) State Rated Capacity				10	40	50	71	61	77	77	73	76	76	76
	Percent of STATE Capacity				101.8%	107.0%	108.8%	112.5%	110.7%	113.6%	113.6%	112.9%	113.4%	113.4%	113.4%
Robert Moton	456	20	60	536	409	400	395	393	402	403	410	409	410	410	410
	Over (Under) State Rated Capacity				(127)	(136)	(141)	(143)	(134)	(133)	(126)	(127)	(126)	(126)	(126)
	Percent of STATE Capacity				76.3%	74.6%	73.7%	73.3%	75.0%	75.2%	76.5%	76.3%	76.5%	76.5%	76.5%
Runnymede	617	20	20	657	592	597	607	603	619	605	622	619	621	620	620
	Over (Under) State Rated Capacity				(65)	(60)	(50)	(54)	(38)	(52)	(35)	(38)	(36)	(37)	(37)
	Percent of STATE Capacity				90.1%	90.9%	92.4%	91.8%	94.2%	92.1%	94.7%	94.2%	94.5%	94.4%	94.4%
Sandymount	504	20	0	524	560	595	636	653	659	685	669	666	668	668	668
Capacity increase by 2 K & 1 PreK room in 2026															
	548	**40**	**0**	**588**											
	Over (Under) State Rated Capacity				36	71	112	129	**71**	**97**	**81**	**78**	**80**	**80**	**80**
	Percent of STATE Capacity				106.9%	113.5%	121.4%	124.6%	**112.1%**	**116.5%**	**113.8%**	**113.3%**	**113.6%**	**113.6%**	**113.6%**
Spring Garden	525	20	0	545	440	448	459	475	487	496	487	485	487	487	487
	Over (Under) State Rated Capacity				(105)	(97)	(86)	(70)	(58)	(49)	(58)	(60)	(58)	(58)	(58)
	Percent of STATE Capacity				80.7%	82.2%	84.2%	87.2%	89.4%	91.0%	89.4%	89.0%	89.4%	89.4%	89.4%
Taneytown	504	20	0	524	471	482	484	487	503	509	484	482	483	482	482
Capacity increase by 2 K & 1 PreK room in 2026															
	548	**40**	**0**	**588**											
	Over (Under) State Rated Capacity				(53)	(42)	(40)	(37)	**(85)**	**(79)**	**(104)**	**(106)**	**(105)**	**(106)**	**(106)**
	Percent of STATE Capacity				89.9%	92.0%	92.4%	92.9%	**85.5%**	**86.6%**	**82.3%**	**82.0%**	**82.1%**	**82.0%**	**82.0%**
Westminster	548	20	0	568	546	548	558	560	543	543	571	568	570	570	570
	Over (Under) State Rated Capacity				(22)	(20)	(10)	(8)	(25)	(25)	3	-	2	2	2
	Percent of STATE Capacity				96.1%	96.5%	98.2%	98.6%	95.6%	95.6%	100.5%	100.0%	100.4%	100.4%	100.4%
Wm. Winchester	548	20	0	568	576	593	608	617	632	632	616	614	617	617	617
	Over (Under) State Rated Capacity				8	25	40	49	64	64	48	46	49	49	49
	Percent of STATE Capacity				101.4%	104.4%	107.0%	108.6%	111.3%	111.3%	108.5%	108.1%	108.6%	108.6%	108.6%
Winfield	594	20	70	684	678	693	721	736	752	740	747	744	747	747	747
	Over (Under) State Rated Capacity				(6)	9	37	52	68	56	63	60	63	63	63
	Percent of STATE Capacity				99.1%	101.3%	105.4%	107.6%	109.9%	108.2%	109.2%	108.8%	109.2%	109.2%	109.2%
TOTALS	12110	380	230	12720	11875	12144	12365	12548	12717	12742	12769	12712	12761	12756	12756
2026-2032 Capacity	**12263**	**480**	**230**	**12973**											
	Over (Under) State Rated Capacity				(845)	(576)	(355)	(172)	**(256)**	**(231)**	**(204)**	**(261)**	**(212)**	**(217)**	**(217)**
	Percent of STATE Capacity				93.4%	95.5%	97.2%	98.6%	**98.0%**	**98.2%**	**98.4%**	**98.0%**	**98.4%**	**98.3%**	**98.3%**

Carroll County Public Schools Actual & Projected Enrollment
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ELEMENTARY SCHOOLS

Northeast Area Schools

School	State Rated Capacity K-5	PreK	Spec. Ed.	Total	Enrollment Actual 2022	Enrollment Projected 2023	2024	2025	2026	2027	2028	2029	2030	2031	Enrollment Projected 2032
Ebb Valley	548	20	0	568	544	557	572	577	591	597	599	596	598	597	597
	Over (Under) State Rated Capacity				(24)	(11)	4	9	23	29	31	28	30	29	29
	Percent of STATE Capacity				95.8%	98.1%	100.7%	101.6%	104.0%	105.1%	105.5%	104.9%	105.3%	105.1%	105.1%
Hampstead	434	20	60	514	407	405	390	406	405	408	414	412	413	412	412
	Over (Under) State Rated Capacity				(107)	(109)	(124)	(108)	(109)	(106)	(100)	(102)	(101)	(102)	(102)
	Percent of STATE Capacity				79.2%	78.8%	75.9%	79.0%	78.8%	79.4%	80.5%	80.2%	80.4%	80.2%	80.2%
Manchester	662	20	0	682	673	680	698	716	737	726	728	724	728	728	728
	Over (Under) State Rated Capacity				(9)	(2)	16	34	55	44	46	42	46	46	46
	Percent of STATE Capacity				98.7%	99.7%	102.3%	105.0%	108.1%	106.5%	106.7%	106.2%	106.7%	106.7%	106.7%
Spring Garden	525	20	0	545	440	448	459	475	487	496	487	485	487	487	487
	Over (Under) State Rated Capacity				(105)	(97)	(86)	(70)	(58)	(49)	(58)	(60)	(58)	(58)	(58)
	Percent of STATE Capacity				80.7%	82.2%	84.2%	87.2%	89.4%	91.0%	89.4%	89.0%	89.4%	89.4%	89.4%
TOTALS	2169	80	60	2309	2064	2090	2119	2174	2220	2227	2228	2217	2226	2224	2224
	Over (Under) State Rated Capacity				(245)	(219)	(190)	(135)	(89)	(82)	(81)	(92)	(83)	(85)	(85)
	Percent of STATE Capacity				89.4%	90.5%	91.8%	94.2%	96.1%	96.4%	96.5%	96.0%	96.4%	96.3%	96.3%

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
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ELEMENTARY SCHOOLS

Northwest Area

School	State Rated Capacity K-5	PreK	Spec. Ed.	Total	Enrollment Actual 2022	Projected 2023	2024	2025	2026	2027	2028	2029	2030	2031	Enrollment Projected 2032
Elmer Wolfe	526	20	0	546	480	504	501	496	489	501	509	507	509	509	509
Over (Under) State Rated Capacity					(66)	(42)	(45)	(50)	(57)	(45)	(37)	(39)	(37)	(37)	(37)
Percent of STATE Capacity					87.9%	92.3%	91.8%	90.8%	89.6%	91.8%	93.2%	92.9%	93.2%	93.2%	93.2%
Runnymede	617	20	20	657	592	597	607	603	619	605	622	619	621	620	620
Over (Under) State Rated Capacity					(65)	(60)	(50)	(54)	(38)	(52)	(35)	(38)	(36)	(37)	(37)
Percent of STATE Capacity					90.1%	90.9%	92.4%	91.8%	94.2%	92.1%	94.7%	94.2%	94.5%	94.4%	94.4%
Taneytown	504	20	0	524	471	482	484	487	503	509	484	482	483	482	482
Capacity increase by 2 K & 1 PreK room in 2026															
	548	**40**	**0**	**588**											
Over (Under) State Rated Capacity					(53)	(42)	(40)	(37)	**(85)**	**(79)**	**(104)**	**(106)**	**(105)**	**(106)**	**(106)**
Percent of STATE Capacity					89.9%	92.0%	92.4%	92.9%	**85.5%**	**86.6%**	**82.3%**	**82.0%**	**82.1%**	**82.0%**	**82.0%**
TOTALS	1647	60	20	1727	1543	1583	1592	1586	1611	1615	1615	1608	1613	1611	1611
2026-2032 Capacity	**1691**	**80**	**20**	**1791**											
Over (Under) State Rated Capacity					(184)	(144)	(135)	(141)	**(180)**	**(176)**	**(176)**	**(183)**	**(178)**	**(180)**	**(180)**
Percent of STATE Capacity					89.3%	91.7%	92.2%	91.8%	**89.9%**	**90.2%**	**90.2%**	**89.8%**	**90.1%**	**89.9%**	**89.9%**

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
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ELEMENTARY SCHOOLS

Westminster Area Schools

School	State Rated Capacity K-5	PreK	Spec. Ed.	Total	Enrollment Actual 2022	Projected 2023	2024	2025	2026	2027	2028	2029	2030	2031	Enrollment Projected 2032
Cranberry Station	550	20	0	570	558	564	565	581	570	567	587	585	587	587	587
Capacity increase by 2 K & 1 PreK room in 2026															
	594	**40**	**0**	**634**											
Over (Under) State Rated Capacity					(12)	(6)	(5)	11	**(64)**	**(67)**	**(47)**	**(49)**	**(47)**	**(47)**	**(47)**
Percent of STATE Capacity					97.9%	98.9%	99.1%	101.9%	**89.9%**	**89.4%**	**92.6%**	**92.3%**	**92.6%**	**92.6%**	**92.6%**
Friendship Valley	527	0	0	527	524	528	535	549	554	550	540	537	540	540	540
Capacity increase by 2 K & 1 PreK room in 2026															
	548	**40**	**0**	**588**											
Over (Under) State Rated Capacity					(3)	1	8	22	**(34)**	**(38)**	**(48)**	**(51)**	**(48)**	**(48)**	**(48)**
Percent of STATE Capacity					99.4%	100.2%	101.5%	104.2%	**94.2%**	**93.5%**	**91.8%**	**91.3%**	**91.8%**	**91.8%**	**91.8%**
Mechanicsville	571	20	0	591	494	511	523	536	550	548	542	540	542	542	542
Over (Under) State Rated Capacity					(97)	(80)	(68)	(55)	(41)	(43)	(49)	(51)	(49)	(49)	(49)
Percent of STATE Capacity					83.6%	86.5%	88.5%	90.7%	93.1%	92.7%	91.7%	91.4%	91.7%	91.7%	91.7%
Robert Moton	456	20	60	536	409	400	395	393	402	403	410	409	410	410	410
Over (Under) State Rated Capacity					(127)	(136)	(141)	(143)	(134)	(133)	(126)	(127)	(126)	(126)	(126)
Percent of STATE Capacity					76.3%	74.6%	73.7%	73.3%	75.0%	75.2%	76.5%	76.3%	76.5%	76.5%	76.5%
Sandymount	504	20	0	524	560	595	636	653	659	685	669	666	668	668	668
Capacity increase by 2 K & 1 PreK room in 2026															
	548	**40**	**0**	**588**											
Over (Under) State Rated Capacity					36	71	112	129	**71**	**97**	**81**	**78**	**80**	**80**	**80**
Percent of STATE Capacity					106.9%	113.5%	121.4%	124.6%	**112.1%**	**116.5%**	**113.8%**	**113.3%**	**113.6%**	**113.6%**	**113.6%**
Westminster	548	20	0	568	546	548	558	560	543	543	571	568	570	570	570
Over (Under) State Rated Capacity					(22)	(20)	(10)	(8)	(25)	(25)	3	-	2	2	2
Percent of STATE Capacity					96.1%	96.5%	98.2%	98.6%	95.6%	95.6%	100.5%	100.0%	100.4%	100.4%	100.4%
Wm. Winchester	548	20	0	568	576	593	608	617	632	632	616	614	617	617	617
Over (Under) State Rated Capacity					8	25	40	49	64	64	48	46	49	49	49
Percent of STATE Capacity					101.4%	104.4%	107.0%	108.6%	111.3%	111.3%	108.5%	108.1%	108.6%	108.6%	108.6%
TOTALS	3704	120	60	3884	3667	3739	3820	3889	3910	3928	3935	3919	3934	3934	3934
2026-2032 Capacity	**3813**	**200**	**60**	**4073**											
Over (Under) State Rated Capacity					(217)	(145)	(64)	5	**(163)**	**(145)**	**(138)**	**(154)**	**(139)**	**(139)**	**(139)**
Percent of STATE Capacity					94.4%	96.3%	98.4%	100.1%	**96.0%**	**96.4%**	**96.6%**	**96.2%**	**96.6%**	**96.6%**	**96.6%**

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
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ELEMENTARY SCHOOLS

Southeast Area Schools

School	State Rated Capacity K-5	PreK	Spec. Ed.	Total	Enrollment Actual 2022	Enrollment Projected 2023	2024	2025	2026	2027	2028	2029	2030	2031	Enrollment Projected 2032
Carrolltowne	548	20	20	588	614	630	632	633	651	657	660	657	660	660	660
	Over (Under) State Rated Capacity				26	42	44	45	63	69	72	69	72	72	72
	Percent of STATE Capacity				104.4%	107.1%	107.5%	107.7%	110.7%	111.7%	112.2%	111.7%	112.2%	112.2%	112.2%
Eldersburg	548	20	0	568	469	498	520	521	537	549	540	538	540	540	540
	Over (Under) State Rated Capacity				(99)	(70)	(48)	(47)	(31)	(19)	(28)	(30)	(28)	(28)	(28)
	Percent of STATE Capacity				82.6%	87.7%	91.5%	91.7%	94.5%	96.7%	95.1%	94.7%	95.1%	95.1%	95.1%
Freedom	525	0	0	525	617	639	636	652	658	655	654	651	653	652	652
	Over (Under) State Rated Capacity				92	114	111	127	133	130	129	126	128	127	127
	Percent of STATE Capacity				117.5%	121.7%	121.1%	124.2%	125.3%	124.8%	124.6%	124.0%	124.4%	124.2%	124.2%
Linton Springs	685	20	0	705	740	776	824	840	855	846	852	849	852	852	852
	Over (Under) State Rated Capacity				35	71	119	135	150	141	147	144	147	147	147
	Percent of STATE Capacity				105.0%	110.1%	116.9%	119.1%	121.3%	120.0%	120.9%	120.4%	120.9%	120.9%	120.9%
Piney Ridge	548	20	0	568	578	608	618	639	629	645	645	641	644	644	644
	Over (Under) State Rated Capacity				$ 10	40	50	71	61	77	77	73	76	76	76
	Percent of STATE Capacity				101.8%	107.0%	108.8%	112.5%	110.7%	113.6%	113.6%	112.9%	113.4%	113.4%	113.4%
TOTALS	2854	80	20	2954	3018	3151	3230	3285	3330	3352	3351	3336	3349	3348	3348
	Over (Under) State Rated Capacity				64	197	276	331	376	398	397	382	395	394	394
	Percent of STATE Capacity				102.2%	106.7%	109.3%	111.2%	112.7%	113.5%	113.4%	112.9%	113.4%	113.3%	113.3%

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
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ELEMENTARY SCHOOLS

Southwest Area Schools

School	State Rated Capacity K-5	PreK	Spec. Ed.	Total	Enrollment Actual 2022	Projected 2023	2024	2025	2026	2027	2028	2029	2030	2031	Enrollment Projected 2032
Mt. Airy	552	0	0	552	479	446	458	435	451	429	442	437	441	441	441
Over (Under) State Rated Capacity					(73)	(106)	(94)	(117)	(101)	(123)	(110)	(115)	(111)	(111)	(111)
Percent of STATE Capacity					86.8%	80.8%	83.0%	78.8%	81.7%	77.7%	80.1%	79.2%	79.9%	79.9%	79.9%
Parr's Ridge	590	20	0	610	426	442	425	443	443	451	451	451	451	451	451
Over (Under) State Rated Capacity					(184)	(168)	(185)	(167)	(167)	(159)	(159)	(159)	(159)	(159)	(159)
Percent of STATE Capacity					69.8%	72.5%	69.7%	72.6%	72.6%	73.9%	73.9%	73.9%	73.9%	73.9%	73.9%
Winfield	594	20	70	684	678	693	721	736	752	740	747	744	747	747	747
Over (Under) State Rated Capacity					(6)	9	37	52	68	56	63	60	63	63	63
Percent of STATE Capacity					99.1%	101.3%	105.4%	107.6%	109.9%	108.2%	109.2%	108.8%	109.2%	109.2%	109.2%
TOTALS	1736	40	70	1846	1583	1581	1604	1614	1646	1620	1640	1632	1639	1639	1639
Over (Under) State Rated Capacity					(263)	(265)	(242)	(232)	(200)	(226)	(206)	(214)	(207)	(207)	(207)
Percent of STATE Capacity					85.8%	85.6%	86.9%	87.4%	89.2%	87.8%	88.8%	88.4%	88.8%	88.8%	88.8%

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2023-2032
MIDDLE SCHOOLS

School	Capacity State Rated 6-8	Capacity State Rated Spec Ed	Capacity Functional 6-8	Capacity Functional Spec Ed	Enrollment Actual 2022	Enrollment Projected 2023	Enrollment 2024	Enrollment 2025	Enrollment 2026	Enrollment 2027	Enrollment 2028	Enrollment 2029	Enrollment 2030	Enrollment 2031	Enrollment Projected 2032
Mt. Airy	850	20	750	20	721	758	770	810	771	821	801	831	789	809	801
Over (Under) State Rated Capacity					(149)	(112)	(100)	(60)	(99)	(49)	(69)	(39)	(81)	(61)	(69)
Percent of STATE Capacity					82.9%	87.1%	88.5%	93.1%	88.6%	94.4%	92.1%	95.5%	90.7%	93.0%	92.1%
Over (Under) Functional Capacity					(49)	(12)	-	40	1	51	31	61	19	39	31
Percent of Functional Capacity					93.6%	98.4%	100.0%	105.2%	100.1%	106.6%	104.0%	107.9%	102.5%	105.1%	104.0%
North Carroll	850	20	750	20	622	616	637	645	633	675	683	715	691	698	691
Over (Under) State Rated Capacity					(248)	(254)	(233)	(225)	(237)	(195)	(187)	(155)	(179)	(172)	(179)
Percent of STATE Capacity					71.5%	70.8%	73.2%	74.1%	72.8%	77.6%	78.5%	82.2%	79.4%	80.2%	79.4%
Over (Under) Functional Capacity					(148)	(154)	(133)	(125)	(137)	(95)	(87)	(55)	(79)	(72)	(79)
Percent of Functional Capacity					80.8%	80.0%	82.7%	83.8%	82.2%	87.7%	88.7%	92.9%	89.7%	90.6%	89.7%
Northwest	829	20	750	20	637	659	692	730	748	752	740	758	751	749	741
Over (Under) State Rated Capacity					(212)	(190)	(157)	(119)	(101)	(97)	(109)	(91)	(98)	(100)	(108)
Percent of STATE Capacity					75.0%	77.6%	81.5%	86.0%	88.1%	88.6%	87.2%	89.3%	88.5%	88.2%	87.3%
Over (Under) Functional Capacity					(133)	(111)	(78)	(40)	(22)	(18)	(30)	(12)	(19)	(21)	(29)
Percent of Functional Capacity					82.7%	85.6%	89.9%	94.8%	97.1%	97.7%	96.1%	98.4%	97.5%	97.3%	96.2%
Oklahoma Road	850	20	775	20	742	756	822	837	838	847	860	897	892	890	880
Over (Under) State Rated Capacity					(128)	(114)	(48)	(33)	(32)	(23)	(10)	27	22	20	10
Percent of STATE Capacity					85.3%	86.9%	94.5%	96.2%	96.3%	97.4%	98.9%	103.1%	102.5%	102.3%	101.1%
Over (Under) Functional Capacity					(53)	(39)	27	42	43	52	65	102	97	95	85
Percent of Functional Capacity					93.3%	95.1%	103.4%	105.3%	105.4%	106.5%	108.2%	112.8%	112.2%	111.9%	110.7%
Shiloh	765	50	675	50	604	626	634	659	683	693	744	755	774	754	746
Over (Under) State Rated Capacity					(211)	(189)	(181)	(156)	(132)	(122)	(71)	(60)	(41)	(61)	(69)
Percent of STATE Capacity					74.1%	76.8%	77.8%	80.9%	83.8%	85.0%	91.3%	92.6%	95.0%	92.5%	91.5%
Over (Under) Functional Capacity					(121)	(99)	(91)	(66)	(42)	(32)	19	30	49	29	21
Percent of Functional Capacity					83.3%	86.3%	87.4%	90.9%	94.2%	95.6%	102.6%	104.1%	106.8%	104.0%	102.9%
Sykesville	786	20	700	20	748	766	731	794	852	922	946	955	946	949	941
Over (Under) State Rated Capacity					(58)	(40)	(75)	(12)	46	116	140	149	140	143	135
Percent of STATE Capacity					92.8%	95.0%	90.7%	98.5%	105.7%	114.4%	117.4%	118.5%	117.4%	117.7%	116.7%
Over (Under) Functional Capacity					28	46	11	74	132	202	226	235	226	229	221
Percent of Functional Capacity					103.9%	106.4%	101.5%	110.3%	118.3%	128.1%	131.4%	132.6%	131.4%	131.8%	130.7%

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2023-2032
MIDDLE SCHOOLS

	Capacity				Enrollment		Enrollment							Enrollment
	State Rated		Functional		Actual	Projected								Projected
School	**6-8**	**Spec Ed**	**6-8**	**Spec Ed**	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**	**2028**	**2029**	**2030**	**2031**	**2032**
Westminster East	829	40	750	40	767	793	780	780	797	823	811	814	789	808	801
Replacement School opens in 2023															
	871	**60**	**750**	**60**											
Over (Under) State Rated Capacity					(102)	**(138)**	**(151)**	**(151)**	**(134)**	**(108)**	**(120)**	**(117)**	**(142)**	**(123)**	**(130)**
Percent of STATE Capacity					88.3%	**85.2%**	**83.8%**	**83.8%**	**85.6%**	**88.4%**	**87.1%**	**87.4%**	**84.7%**	**86.8%**	**86.0%**
Over (Under) Functional Capacity					(23)	**(17)**	**(30)**	**(30)**	**(13)**	**13**	**1**	**4**	**(21)**	**(2)**	**(9)**
Percent of Functional Capacity					97.1%	**97.9%**	**96.3%**	**96.3%**	**98.4%**	**101.6%**	**100.1%**	**100.5%**	**97.4%**	**99.8%**	**98.9%**
Westminster West	1105	30	1025	30	875	905	919	922	932	973	974	976	945	954	945
Over (Under) State Rated Capacity					(260)	(230)	(216)	(213)	(203)	(162)	(161)	(159)	(190)	(181)	(190)
Percent of STATE Capacity					77.1%	79.7%	81.0%	81.2%	82.1%	85.7%	85.8%	86.0%	83.3%	84.1%	83.3%
Over (Under) Functional Capacity					(180)	(150)	(136)	(133)	(123)	(82)	(81)	(79)	(110)	(101)	(110)
Percent of Functional Capacity					82.9%	85.8%	87.1%	87.4%	88.3%	92.2%	92.3%	92.5%	89.6%	90.4%	89.6%
TOTAL	6864	220	6175	220	5716	5879	5985	6177	6254	6506	6559	6701	6577	6611	6546
2023 Capacity	**6906**	**240**	**6175**	**240**											
Over (Under) State Rated Capacity					(1,368)	**(1,267)**	**(1,161)**	**(969)**	**(892)**	**(640)**	**(587)**	**(445)**	**(569)**	**(535)**	**(600)**
Percent of STATE Capacity					80.7%	**82.3%**	**83.8%**	**86.4%**	**87.5%**	**91.0%**	**91.8%**	**93.8%**	**92.0%**	**92.5%**	**91.6%**
Over (Under) Functional Capacity					(679)	**(536)**	**(430)**	**(238)**	**(161)**	**91**	**144**	**286**	**162**	**196**	**131**
Percent of Functional Capacity					89.4%	**91.6%**	**93.3%**	**96.3%**	**97.5%**	**101.4%**	**102.2%**	**104.5%**	**102.5%**	**103.1%**	**102.0%**

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2023-2032
MIDDLE SCHOOLS
Southern Area

School	Capacity State Rated 6-8	Capacity State Rated Spec Ed	Capacity Functional 6-8	Capacity Functional Spec Ed	Enrollment Actual 2022	Enrollment Projected 2023	Enrollment 2024	Enrollment 2025	Enrollment 2026	Enrollment 2027	Enrollment 2028	Enrollment 2029	Enrollment 2030	Enrollment 2031	Enrollment Projected 2032
Mt. Airy	850	20	750	20	721	758	770	810	771	821	801	831	789	809	801
Over (Under) State Rated Capacity					(149)	(112)	(100)	(60)	(99)	(49)	(69)	(39)	(81)	(61)	(69)
Percent of STATE Capacity					82.9%	87.1%	88.5%	93.1%	88.6%	94.4%	92.1%	95.5%	90.7%	93.0%	92.1%
Over (Under) Functional Capacity					(49)	(12)	-	40	1	51	31	61	19	39	31
Percent of Functional Capacity					93.6%	98.4%	100.0%	105.2%	100.1%	106.6%	104.0%	107.9%	102.5%	105.1%	104.0%
Oklahoma Road	850	20	775	20	742	756	822	837	838	847	860	897	892	890	880
Over (Under) State Rated Capacity					(128)	(114)	(48)	(33)	(32)	(23)	(10)	27	22	20	10
Percent of STATE Capacity					85.3%	86.9%	94.5%	96.2%	96.3%	97.4%	98.9%	103.1%	102.5%	102.3%	101.1%
Over (Under) Functional Capacity					(53)	(39)	27	42	43	52	65	102	97	95	85
Percent of Functional Capacity					93.3%	95.1%	103.4%	105.3%	105.4%	106.5%	108.2%	112.8%	112.2%	111.9%	110.7%
Sykesville	786	20	700	20	748	766	731	794	852	922	946	955	946	949	941
Over (Under) State Rated Capacity					(58)	(40)	(75)	(12)	46	116	140	149	140	143	135
Percent of STATE Capacity					92.8%	95.0%	90.7%	98.5%	105.7%	114.4%	117.4%	118.5%	117.4%	117.7%	116.7%
Over (Under) Functional Capacity					28	46	11	74	132	202	226	235	226	229	221
Percent of Functional Capacity					103.9%	106.4%	101.5%	110.3%	118.3%	128.1%	131.4%	132.6%	131.4%	131.8%	130.7%
TOTALS	2486	60	2225	60	2211	2280	2323	2441	2461	2590	2607	2683	2627	2648	2622
Over (Under) State Rated Capacity					(335)	(266)	(223)	(105)	(85)	44	61	137	81	102	76
Percent of STATE Capacity					86.8%	89.6%	91.2%	95.9%	96.7%	101.7%	102.4%	105.4%	103.2%	104.0%	103.0%
Over (Under) Functional Capacity					(74)	(5)	38	156	176	305	322	398	342	363	337
Percent of Functional Capacity					96.8%	99.8%	101.7%	106.8%	107.7%	113.3%	114.1%	117.4%	115.0%	115.9%	114.7%

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2023-2032
MIDDLE SCHOOLS
Westminster Area

	Capacity				Enrollment	Enrollment									Enrollment
	State Rated		Functional		Actual	Projected									Projected
School	**6-8**	**Spec Ed**	**6-8**	**Spec Ed**	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**	**2028**	**2029**	**2030**	**2031**	**2032**
Westminster East	829	40	750	40	767	793	780	780	797	823	811	814	789	808	801
Replacement School opens in 2023															
	871	**60**	**750**	**60**											
Over (Under) State Rated Capacity					(102)	**(138)**	**(151)**	**(151)**	**(134)**	**(108)**	**(120)**	**(117)**	**(142)**	**(123)**	**(130)**
Percent of STATE Capacity					88.3%	**85.2%**	**83.8%**	**83.8%**	**85.6%**	**88.4%**	**87.1%**	**87.4%**	**84.7%**	**86.8%**	**86.0%**
Over (Under) Functional Capacity					(23)	**(17)**	**(30)**	**(30)**	**(13)**	**13**	**1**	**4**	**(21)**	**(2)**	**(9)**
Percent of Functional Capacity					97.1%	**97.9%**	**96.3%**	**96.3%**	**98.4%**	**101.6%**	**100.1%**	**100.5%**	**97.4%**	**99.8%**	**98.9%**
Westminster West	1105	30	1025	30	875	905	919	922	932	973	974	976	945	954	945
Over (Under) State Rated Capacity					(260)	(230)	(216)	(213)	(203)	(162)	(161)	(159)	(190)	(181)	(190)
Percent of STATE Capacity					77.1%	79.7%	81.0%	81.2%	82.1%	85.7%	85.8%	86.0%	83.3%	84.1%	83.3%
Over (Under) Functional Capacity					(180)	(150)	(136)	(133)	(123)	(82)	(81)	(79)	(110)	(101)	(110)
Percent of Functional Capacity					82.9%	85.8%	87.1%	87.4%	88.3%	92.2%	92.3%	92.5%	89.6%	90.4%	89.6%
TOTALS	1934	70	1775	70	1,642	1,698	1,699	1,702	1,729	1,796	1,785	1,790	1,734	1,762	1,746
2023 Capacity	**1976**	**90**	**1775**	**90**											
Over (Under) State Rated Capacity					(362)	**(368)**	**(367)**	**(364)**	**(337)**	**(270)**	**(281)**	**(276)**	**(332)**	**(304)**	**(320)**
Percent of STATE Capacity					81.9%	**82.2%**	**82.2%**	**82.4%**	**83.7%**	**86.9%**	**86.4%**	**86.6%**	**83.9%**	**85.3%**	**84.5%**
Over (Under) Functional Capacity					(203)	**(167)**	**(166)**	**(163)**	**(136)**	**(69)**	**(80)**	**(75)**	**(131)**	**(103)**	**(119)**
Percent of Functional Capacity					89.0%	**91.0%**	**91.1%**	**91.3%**	**92.7%**	**96.3%**	**95.7%**	**96.0%**	**93.0%**	**94.5%**	**93.6%**

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2023-2032

MIDDLE SCHOOLS

Northeast

School	Capacity State Rated 6-8	Capacity State Rated Spec Ed	Capacity Functional 6-8	Capacity Functional Spec Ed	Enrollment Actual 2022	Enrollment Projected 2023	Enrollment 2024	Enrollment 2025	Enrollment 2026	Enrollment 2027	Enrollment 2028	Enrollment 2029	Enrollment 2030	Enrollment 2031	Enrollment Projected 2032
North Carroll	850	20	750	20	622	616	637	645	633	675	683	715	691	698	691
Over (Under) State Rated Capacity					(248)	(254)	(233)	(225)	(237)	(195)	(187)	(155)	(179)	(172)	(179)
Percent of STATE Capacity					71.5%	70.8%	73.2%	74.1%	72.8%	77.6%	78.5%	82.2%	79.4%	80.2%	79.4%
Over (Under) Functional Capacity					(148)	(154)	(133)	(125)	(137)	(95)	(87)	(55)	(79)	(72)	(79)
Percent of Functional Capacity					80.8%	80.0%	82.7%	83.8%	82.2%	87.7%	88.7%	92.9%	89.7%	90.6%	89.7%
Shiloh	765	50	675	50	604	626	634	659	683	693	744	755	774	754	746
Over (Under) State Rated Capacity					(211)	(189)	(181)	(156)	(132)	(122)	(71)	(60)	(41)	(61)	(69)
Percent of STATE Capacity					74.1%	76.8%	77.8%	80.9%	83.8%	85.0%	91.3%	92.6%	95.0%	92.5%	91.5%
Over (Under) Functional Capacity					(121)	(99)	(91)	(66)	(42)	(32)	19	30	49	29	21
Percent of Functional Capacity					83.3%	86.3%	87.4%	90.9%	94.2%	95.6%	102.6%	104.1%	106.8%	104.0%	102.9%
TOTALS	1615	70	1425	70	1,226	1,242	1,271	1,304	1,316	1,368	1,427	1,470	1,465	1,452	1,437
Over (Under) State Rated Capacity					(459)	(443)	(414)	(381)	(369)	(317)	(258)	(215)	(220)	(233)	(248)
Percent of STATE Capacity					72.8%	73.7%	75.4%	77.4%	78.1%	81.2%	84.7%	87.2%	86.9%	86.2%	85.3%
Over (Under) Functional Capacity					(269)	(253)	(224)	(191)	(179)	(127)	(68)	(25)	(30)	(43)	(58)
Percent of Functional Capacity					82.0%	83.1%	85.0%	87.2%	88.0%	91.5%	95.5%	98.3%	98.0%	97.1%	96.1%

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2023-2032
MIDDLE SCHOOLS
Western Area

School	Capacity State Rated 6-8	Capacity State Rated Spec Ed	Capacity Functional 6-8	Capacity Functional Spec Ed	Enrollment Actual 2022	Enrollment Projected 2023	Enrollment 2024	Enrollment 2025	Enrollment 2026	Enrollment 2027	Enrollment 2028	Enrollment 2029	Enrollment 2030	Enrollment Projected 2031	Enrollment Projected 2032
Northwest	829	20	750	20	637	659	692	730	748	752	740	758	751	749	741
Over (Under) State Rated Capacity					(212)	(190)	(157)	(119)	(101)	(97)	(109)	(91)	(98)	(100)	(108)
Percent of STATE Capacity					75.0%	77.6%	81.5%	86.0%	88.1%	88.6%	87.2%	89.3%	88.5%	88.2%	87.3%
Over (Under) Functional Capacity					(133)	(111)	(78)	(40)	(22)	(18)	(30)	(12)	(19)	(21)	(29)
Percent of Functional Capacity					82.7%	85.6%	89.9%	94.8%	97.1%	97.7%	96.1%	98.4%	97.5%	97.3%	96.2%
TOTALS	829	20	750	20	637	659	692	730	748	752	740	758	751	749	741
Over (Under) State Rated Capacity					(212)	(190)	(157)	(119)	(101)	(97)	(109)	(91)	(98)	(100)	(108)
Percent of STATE Capacity					75.0%	77.6%	81.5%	86.0%	88.1%	88.6%	87.2%	89.3%	88.5%	88.2%	87.3%
Over (Under) Functional Capacity					(133)	(111)	(78)	(40)	(22)	(18)	(30)	(12)	(19)	(21)	(29)
Percent of Functional Capacity					82.7%	85.6%	89.9%	94.8%	97.1%	97.7%	96.1%	98.4%	97.5%	97.3%	96.2%

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2023-2032
HIGH SCHOOLS

School	Capacity State Rated 9-12	Spec Ed	Total	Enrollment Actual 2022	Projected 2023	Enrollment 2024	2025	2026	2027	2028	2029	2030	2031	Enrollment Projected 2032
Century	1352	10	1362	1120	1114	1127	1077	1089	1093	1107	1201	1269	1337	1374
	Over (Under) State Rated Capacity			(242)	(248)	(235)	(285)	(273)	(269)	(255)	(161)	(93)	(25)	12
	Percent of STATE Capacity			82.2%	81.8%	82.7%	79.1%	80.0%	80.2%	81.3%	88.2%	93.2%	98.2%	100.9%
Francis Scott Key	1224	30	1254	944	953	946	915	912	965	1021	1029	1061	1066	1059
	Over (Under) State Rated Capacity			(310)	(301)	(308)	(339)	(342)	(289)	(233)	(225)	(193)	(188)	(195)
	Percent of STATE Capacity			75.3%	76.0%	75.4%	73.0%	72.7%	77.0%	81.4%	82.1%	84.6%	85.0%	84.4%
Liberty	1118	20	1138	991	1015	1003	1023	1048	1084	1151	1149	1175	1190	1212
	Over (Under) State Rated Capacity			(147)	(123)	(135)	(115)	(90)	(54)	13	11	37	52	74
	Percent of STATE Capacity			87.1%	89.2%	88.1%	89.9%	92.1%	95.3%	101.1%	101.0%	103.3%	104.6%	106.5%
Manchester Valley	1373	10	1383	1359	1362	1322	1290	1290	1286	1321	1346	1382	1430	1474
	Over (Under) State Rated Capacity			(24)	(21)	(61)	(93)	(93)	(97)	(62)	(37)	(1)	47	91
	Percent of STATE Capacity			98.3%	98.5%	95.6%	93.3%	93.3%	93.0%	95.5%	97.3%	99.9%	103.4%	106.6%
South Carroll	1309	30	1339	921	971	940	957	1004	1007	1040	1049	1073	1064	1076
	Over (Under) State Rated Capacity			(418)	(368)	(399)	(382)	(335)	(332)	(299)	(290)	(266)	(275)	(263)
	Percent of STATE Capacity			68.8%	72.5%	70.2%	71.5%	75.0%	75.2%	77.7%	78.3%	80.1%	79.5%	80.4%
Westminster	1798	40	1838	1517	1508	1522	1524	1505	1526	1550	1593	1621	1652	1687
	Over (Under) State Rated Capacity			(321)	(330)	(316)	(314)	(333)	(312)	(288)	(245)	(217)	(186)	(151)
	Percent of STATE Capacity			82.5%	82.0%	82.8%	82.9%	81.9%	83.0%	84.3%	86.7%	88.2%	89.9%	91.8%
Winters Mill	1309	30	1339	1116	1118	1140	1155	1156	1183	1176	1189	1224	1212	1227
	Over (Under) State Rated Capacity			(223)	(221)	(199)	(184)	(183)	(156)	(163)	(150)	(115)	(127)	(112)
	Percent of STATE Capacity			83.3%	83.5%	85.1%	86.3%	86.3%	88.3%	87.8%	88.8%	91.4%	90.5%	91.6%
TOTALS	9,483	170	9,653	7,968	8,041	8,000	7,941	8,004	8,144	8,366	8,556	8,805	8,951	9,109
	Over (Under) State Rated Capacity			(1,685)	(1,612)	(1,653)	(1,712)	(1,649)	(1,509)	(1,287)	(1,097)	(848)	(702)	(544)
	Percent of STATE Capacity			82.5%	83.3%	82.9%	82.3%	82.9%	84.4%	86.7%	88.6%	91.2%	92.7%	94.4%

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2023-2032
HIGH SCHOOLS

Southern Area

School	Capacity State Rated 9-12	Spec Ed	Total	Enrollment Actual 2022	Projected 2023	Enrollment 2024	2025	2026	2027	2028	2029	2030	2031	Enrollment Projected 2032
Century	1352	10	1362	1120	1114	1127	1077	1089	1093	1107	1201	1269	1337	1374
Over (Under) State Rated Capacity				(242)	(248)	(235)	(285)	(273)	(269)	(255)	(161)	(93)	(25)	12
Percent of STATE Capacity				82.2%	81.8%	82.7%	79.1%	80.0%	80.2%	81.3%	88.2%	93.2%	98.2%	100.9%
Liberty	1118	20	1138	991	1015	1003	1023	1048	1084	1151	1149	1175	1190	1212
Over (Under) State Rated Capacity				(147)	(123)	(135)	(115)	(90)	(54)	13	11	37	52	74
Percent of STATE Capacity				87.1%	89.2%	88.1%	89.9%	92.1%	95.3%	101.1%	101.0%	103.3%	104.6%	106.5%
South Carroll	1309	30	1339	921	971	940	957	1004	1007	1040	1049	1073	1064	1076
Over (Under) State Rated Capacity				(418)	(368)	(399)	(382)	(335)	(332)	(299)	(290)	(266)	(275)	(263)
Percent of STATE Capacity				68.8%	72.5%	70.2%	71.5%	75.0%	75.2%	77.7%	78.3%	80.1%	79.5%	80.4%
TOTALS	3779	60	3839	3032	3100	3070	3057	3141	3184	3298	3399	3517	3591	3662
Over (Under) State Rated Capacity				(807)	(739)	(769)	(782)	(698)	(655)	(541)	(440)	(322)	(248)	(177)
Percent of STATE Capacity				79.0%	80.8%	80.0%	79.6%	81.8%	82.9%	85.9%	88.5%	91.6%	93.5%	95.4%

Northwestern Area

School	Capacity State Rated 9-12	Spec Ed	Total	Enrollment Actual 2022	Projected 2023	Enrollment 2024	2025	2026	2027	2028	2029	2030	2031	Enrollment Projected 2032
Francis Scott Key	1224	30	1254	944	953	946	915	912	965	1021	1029	1061	1066	1059
Over (Under) State Rated Capacity				(310)	(301)	(308)	(339)	(342)	(289)	(233)	(225)	(193)	(188)	(195)
Percent of STATE Capacity				75.3%	76.0%	75.4%	73.0%	72.7%	77.0%	81.4%	82.1%	84.6%	85.0%	84.4%

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2023-2032
HIGH SCHOOLS

Northeastern Area

School	Capacity State Rated 9-12	Spec Ed	Total	Enrollment Actual 2022	Projected 2023	2024	2025	2026	Enrollment 2027	2028	2029	2030	2031	Enrollment Projected 2032
Manchester Valley	1373	10	1383	1359	1362	1322	1290	1290	1286	1321	1346	1382	1430	1474
Over (Under) State Rated Capacity				(24)	(21)	(61)	(93)	(93)	(97)	(62)	(37)	(1)	47	91
Percent of STATE Capacity				98.3%	98.5%	95.6%	93.3%	93.3%	93.0%	95.5%	97.3%	99.9%	103.4%	106.6%
TOTALS	1373	10	1383	1359	1362	1322	1290	1290	1286	1321	1346	1382	1430	1474
Over (Under) State Rated Capacity				(24)	(21)	(61)	(93)	(93)	(97)	(62)	(37)	(1)	47	91
Percent of STATE Capacity				98.3%	98.5%	95.6%	93.3%	93.3%	93.0%	95.5%	97.3%	99.9%	103.4%	106.6%

Westminster Area

School	Capacity State Rated 9-12	Spec Ed	Total	Enrollment Actual 2022	Projected 2023	2024	2025	2026	Enrollment 2027	2028	2029	2030	2031	Enrollment Projected 2032
Westminster	1798	40	1838	1517	1508	1522	1524	1505	1526	1550	1593	1621	1652	1687
Over (Under) State Rated Capacity				(321)	(330)	(316)	(314)	(333)	(312)	(288)	(245)	(217)	(186)	(151)
Percent of STATE Capacity				82.5%	82.0%	82.8%	82.9%	81.9%	83.0%	84.3%	86.7%	88.2%	89.9%	91.8%
Winters Mill	1309	30	1339	1116	1118	1140	1155	1156	1183	1176	1189	1224	1212	1227
Over (Under) State Rated Capacity				(223)	(221)	(199)	(184)	(183)	(156)	(163)	(150)	(115)	(127)	(112)
Percent of STATE Capacity				83.3%	83.5%	85.1%	86.3%	86.3%	88.3%	87.8%	88.8%	91.4%	90.5%	91.6%
TOTALS	3107	70	3177	2633	2626	2662	2679	2661	2709	2726	2782	2845	2864	2914
Over (Under) State Rated Capacity				(544)	(551)	(515)	(498)	(516)	(468)	(451)	(395)	(332)	(313)	(263)
Percent of STATE Capacity				82.9%	82.7%	83.8%	84.3%	83.8%	85.3%	85.8%	87.6%	89.5%	90.1%	91.7%

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 2023 to 2032 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 increased by 733 students in 2022, to 25,787 students. Some of this increase can be attributed to families returning to public schools following the Covid-19 pandemic. However, the majority of this increase is due to an increased number of students moving in from other counties. As a result of this increased migration into the County, the current projected enrollments are based on higher historical grade succession ratios. In addition to higher grade succession ratios, the current projections also anticipate an increase in Prekindergarten enrollments due to the expansion of Prekindergarten due to the Blueprint for Maryland's Future legislation. Based on these factors, the current projections indicate that enrollment will grow significantly to reach 28,616 students by the end of the projection period.

Comparing the 10-year projected total enrollment (12,754 elementary, 6,546 middle, and 9,108 high) with existing school capacities (12,720 elementary, 6,395 middle, and 9,653 high) elementary and middle school enrollments will exceed capacity during the projection period.

Elementary School Capacity Needs

Based on the current projections, overall elementary utilization is projected to increase from 96% to 98% in five years and remain at 98% in 2032. 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 1st, 5th year, and 10th years of the projection period were examined to determine areas of concern. Based on this analysis, the Southeast area is projected to be inadequate beginning in 2023.

ELEMENTARY SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2023	2027	2032
Northeast Area	91%	96%	96%
Northwest Area	92%	90%	90%
Westminster Area	96%	96%	97%
Southeast Area	107%	114%	113%
Southwest Area	86%	88%	89%

At the individual school level, the projections indicate that the following schools will be over 105% during the projection period: Carrolltowne ES, Ebb Valley ES, Freedom ES, Linton Springs ES, Manchester ES, Piney Ridge ES, Sandymount ES, William Winchester ES, and Winfield ES. According to the County Concurrency Management and Adequate Public Facilities standards, the following schools will be considered Inadequate (over 120%) during the projection period: Freedom ES Linton Springs ES, and Sandymount ES.

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 there are no elementary schools with an expected major increase in permits over the next few years.

SCHOOL	HISTORICAL PERMITS ISSUED					PROJECTED PERMITS	Difference
	FY19	FY20	FY21	FY22	4 Yr. Total	FY23 - FY26	
Carrolltowne	1	8	0	0	9	27	18
Cranberry Station	34	43	78	55	210	27	-183
Ebb Valley	7	14	14	12	47	9	-38
Eldersburg	3	4	3	2	12	7	-5
Elmer Wolfe	12	15	46	54	127	26	-101
Freedom	38	12	5	2	57	80	23
Friendship Valley	1	4	3	6	14	7	-7
Hampstead	17	5	3	14	39	65	26
Linton Springs	6	3	5	5	19	42	23
Manchester	10	12	15	13	50	54	4
Mechanicsville	19	12	12	12	55	47	-8
Mt. Airy*	11	15	47	37	110	18	-92
Piney Ridge	37	11	52	68	168	21	-147
Robert Moton	3	4	3	5	15	1	-14
Runnymede	22	24	46	25	117	10	-107
Sandymount	18	17	43	12	90	24	-66
Spring Garden	14	7	4	6	31	4	-27
Taneytown	35	89	152	172	448	46	-402
Westminster	1	5	37	36	79	69	-10
William Winchester	29	13	5	11	58	82	24
Winfield	11	10	14	22	57	42	-15
TOTALS	**329**	**327**	**587**	**569**	**1812**	**708**	**-1104**

Source: Carroll County Bureau of Development Review

Middle School Capacity Needs

Based on the current projections, overall middle utilization increases from 92% to 101% in five years and 102% in 2032. Although the overall utilization percentages are not in the Inadequate range, they do indicate that enrollments will exceed capacity in future years. In order to evaluate what areas of the County may have specific capacity concerns, middle schools were grouped into four geographic clusters of schools. Utilizations for the 1st, 5th year, and 10th years of the projection period were examined to determine areas of concern. Based on this analysis, the Southern Area is projected to be inadequate beginning in 2027.

MIDDLE SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2023	2027	2032
Southern Area	100%	113%	115%
Westminster Area	91%	96%	94%
Northeast Area	83%	92%	96%
Northwest Area	86%	98%	96%

At the individual school level Sykesville Middle is projected to be inadequate in 2025, and Oklahoma Road Middle is projected to be inadequate in 2029. According to the County Concurrency Management and Adequate Public Facilities standards, Sykesville Middle will be considered Inadequate (over 120%) beginning in 2027.

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 there are no middle schools with an expected major increase in permits over the next few years.

SCHOOL	FY19	FY20	FY21	FY22	4 Yr. Total	PROJECTED PERMITS FY23 - FY26	Difference
Mt. Airy	20	23	60	57	160	45	-115
North Carroll	17	22	21	19	79	62	-17
Northwest	67	126	242	248	683	76	-607
Oklahoma Road	41	24	8	4	77	114	37
Shiloh	49	29	49	19	146	91	-55
Sykesville	46	16	58	75	195	78	-117
Westminster East	67	68	96	77	308	117	-191
Westminster West	22	19	53	70	164	125	-39
TOTALS	**329**	**327**	**587**	**569**	**1812**	**708**	**-1104**

Source: Carroll County Bureau of Development Review

High School Capacity Needs

Based on the current projections, overall high utilization is expected to increase from 83% to 84% in the next five years and continue to increase to reach 94% by the end of the period. 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 1st, 5th year, and 10th years of the projection period were examined to determine areas of concern. Based on this analysis the Northeast area will be approaching inadequate beginning in 2032.

HIGH SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2023	2027	2032
Southern Area	81%	83%	95%
Northwest Area	76%	77%	84%
Northeast Area	99%	93%	107%
Westminster Area	83%	85%	92%

At the individual school level, Century High and Manchester Valley High are projected to be Approaching Inadequate at the end of the projection period.

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 there are no high schools with an expected major increase in permits over the next few years.

SCHOOL	HISTORICAL PERMITS ISSUED					PROJECTED PERMITS	Difference
	FY19	FY20	FY21	FY22	4 Year Total	FY23 - FY26	
Century	46	16	58	75	195	78	-117
Francis Scott Key	67	125	242	248	682	76	-606
Liberty	41	24	8	4	77	114	37
Manchester Valley	48	34	27	38	147	129	-18
South Carroll	20	23	60	57	160	45	-115
Westminster	40	39	96	70	245	148	-97
Winters Mill	67	66	96	77	306	118	-188
TOTALS	**329**	**327**	**587**	**569**	**1812**	**708**	**-1104**

Source: Carroll County Bureau of Development Review

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

Elementary Schools

- Southeast Area Region Elementary Schools are projected to be inadequate by BOE policy in 2023. **The Southern Area Redistricting Committee presented options to the Board of Education in the fall of 2022. The Board of Education asked for a Feasibility Study to be completed to explore additions at Freedom Elementary and Sykesville Middle. The 5-classroom addition at Freedom Elementary is included in this plan. Other capacity relief options will be explored in the future as the impact of the Blueprint for Maryland's Future becomes clearer.**

- Carrolltowne Elementary School is projected to be inadequate by Board policy beginning in 2023 and projected to be Approaching Inadequate based on the County's Concurrency Management and Adequate Public Facilities Ordinance in 2026. **The Southern Area Redistricting Committee presented options to the Board of Education in the fall of 2022. The Board of Education asked for a Feasibility Study to be completed to explore additions at Freedom Elementary and Sykesville Middle. The 5-classroom addition at Freedom Elementary is included in this plan. Other capacity relief options will be explored in the future as the impact of the Blueprint for Maryland's Future becomes clearer.**

- Freedom Elementary is currently Inadequate by Board Policy and projected to be Inadequate based on the County's Concurrency Management and Adequate Public Facilities Ordinance in 2023. **The Southern Area Redistricting Committee presented options to the Board of Education in the fall of 2022. The Board of Education asked for a Feasibility Study to be completed to explore additions at Freedom Elementary and Sykesville Middle. The 5-classroom addition at Freedom Elementary is included in this plan. Other capacity relief options will be explored in the future as the impact of the Blueprint for Maryland's Future becomes clearer.**

- Linton Springs Elementary is currently Inadequate by Board Policy and projected to be Inadequate based on the County's Concurrency Management and Adequate Public Facilities Ordinance in 2026. **The Southern Area Redistricting Committee presented options to the Board of Education in the fall of 2022. The Board of Education asked for a Feasibility Study to be completed to explore additions at Freedom Elementary and Sykesville Middle. The 5-classroom addition at Freedom Elementary is included in this plan. Other capacity relief options will be explored in the future as the impact of the Blueprint for Maryland's Future becomes clearer.**

- Piney Ridge Elementary is projected to be inadequate by Board Policy in 2023, and projected to be Approaching Inadequate based on the County's Concurrency Management and Adequate Public Facilities Ordinance in 2025. **The Southern Area Redistricting Committee presented options to the Board of Education in the fall of 2022. The Board of Education asked for a Feasibility Study to be completed to explore additions at Freedom Elementary and Sykesville Middle. The 5-classroom addition at Freedom Elementary is included in this plan. Other capacity relief options will be explored in the future as the impact of the Blueprint for Maryland's Future becomes clearer.**

- Ebb Valley Elementary is projected to be Inadequate by Board Policy beginning in 2027. **Additional Prekindergarten capacity will lower the utilization percentage below 105% over the projection period.**

- Manchester Elementary is projected to be Inadequate by Board Policy beginning in 2025. **Additional Prekindergarten capacity will lower the utilization percentage below 105% over the projection period.**

- Sandymount Elementary is currently Inadequate by Board Policy and projected to be Inadequate based on the County's Concurrency Management and Adequate Public Facilities Ordinance in 2024. **Additional Kindergarten and Prekindergarten capacity will lower the utilization below 120%. However, the school will remain above 110% over the projection period without additional capacity or redistricting. Other capacity relief options will be explored in the future as the impact of the Blueprint for Maryland's Future becomes clearer.**

- William Winchester Elementary is projected to be Inadequate by Board Policy in 2024 and Approaching Inadequate based on the County's Concurrency Management and Adequate Public Facilities Ordinance in 2026. **Additional Prekindergarten capacity will lower the utilization below 110%. However, the school will remain above 105% over the projection period without additional capacity or redistricting. Other capacity relief options will be explored in the future as the impact of the Blueprint for Maryland's Future becomes clearer.**

- Winfield Elementary is projected to be Inadequate by Board Policy beginning in 2024. **Additional Prekindergarten capacity will lower the utilization percentage below 105% over the projection period.**

Middle Schools

- Southern Area Middle schools (Mt. Airy, Oklahoma Road, and Sykesville) are projected to be inadequate by BOE policy in 2027. **The Southern Area Redistricting Committee presented options to the Board of Education in the fall of 2022. The Board of Education asked for a Feasibility Study to be completed to explore additions at Freedom Elementary and Sykesville Middle. The 10-classroom addition at Sykesville Middle is included in this plan. Other capacity relief options will be explored in the future as the impact of the Blueprint for Maryland's Future becomes clearer.**

- Sykesville Middle is projected to be Inadequate by Board Policy in 2025 and projected to be Inadequate based on the County's Concurrency Management and Adequate Public Facilities Ordinance in 2027. **The Southern Area Redistricting Committee presented options to the Board of Education in the fall of 2022. The Board of Education asked for a Feasibility Study to be completed to explore additions at Freedom Elementary and Sykesville Middle. The 10-classroom addition at Sykesville Middle is included in this plan. Other capacity relief options will be explored in the future as the impact of the Blueprint for Maryland's Future becomes clearer.**

- Oklahoma Road Middle is projected to be Inadequate by Board Policy in 2029. **The Southern Area Redistricting Committee presented options to the Board of Education in the fall of 2022. The Board of Education asked for a Feasibility Study to be completed to explore additions at Freedom Elementary and Sykesville Middle. The 10-classroom addition at Sykesville Middle is included in this plan. Other capacity relief options will be explored in the future as the impact of the Blueprint for Maryland's Future becomes clearer.**

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 in the inventory that are over forty years old and 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, FCI scores are updated annually for school facilities. The FCI scores are then converted to a 1,000 point scale and 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. Over the past decade, some of these scores have been updated as different schools received capital improvements that improved specific instructional areas. The most recent update was in 2017 and included an update related to the Open Space Enclosure project at Eldersburg Elementary.

This original assessment was limited to schools constructed prior to 1980 due to the large number of schools constructed before 1980. Since the time of the original assessment, two of these schools have been closed and two have been replaced with new buildings. At the same time, schools constructed during the eighties have continued to age. In order to consider these additional school buildings for modernization, an educational assessment of the schools constructed between 1980 and 1990 was conducted during 2022. As a result, the following school buildings have been added to the modernization priority list.

- Hampstead Elementary
- Manchester Elementary
- Mount Airy Elementary
- Sykesville Middle
- Liberty High

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 combined scores for schools constructed prior to **1990** are included in the following table.

COMBINED ASSESSMENT

School	Physical Assessment Score	Functional Assessment Score	Total Score
Liberty HS	189	612	801
Mt Airy ES	336	747	1083
Westminster HS	485	663	1148
William Winchester ES	549	637	1186
Northwest MS	450	747	1197
Sykesville MS	594	694	1288
Westminster West MS	650	648	1298
Carrolltowne ES	504	806	1310
Westminster ES	580	760	1340
Hampstead ES	624	743	1367
South Carroll HS	587	786	1373
Manchester ES	620	781	1401
Eldersburg ES	619	813	1432
Freedom ES	690	791	1481
Robert Moton ES	658	826	1484

According to the combined scores, the top two candidates for modernization are Liberty High and Mount Airy Elementary. Liberty High has the lowest Physical score and lowest Functional score. Mt. Airy Elementary has the second lowest Physical Score but has the seventh lowest Functional Score. The HVAC replacement is currently being planned, and this replacement would increase Mt Airy Elementary's Physical and Combined scores. The lowest two Functional Scores, after Liberty, belong to William Winchester Elementary and West Middle schools. Due to the fact that these two schools share a campus, they should be considered for modernization together after Liberty High.

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. The plan includes three 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 SCHEDULED REPLACEMENT	AGE AT REPLACEMENT
North Carroll Middle	Shingle	68,000	2005	15	2024	19
Spring Garden Elementary	Single Ply	63,500	1991	29	2025	34
Oklahoma Road Middle	Single Ply	116,399	1997	23	2026	29
Shiloh Middle	TPO	116,250	2000	20	2027	27
Century High	Single Ply	135,000	2000	20	2028	28
Gateway	Shingle	30,300	2003	17	2029	26

- **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 20–25-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
Spring Garden Elementary	System Replacement	1991	2023	32
Oklahoma Road Middle	System Replacement	1997	2024	27
Mt. Airy Elementary	System Replacement	1987	2024	37
Carroll Springs	System Replacement	1981	2024	43
Carrolltowne Elementary	System Replacement	1976	2025	49
Northwest Middle	System Replacement	1976	2025	49
Piney Ridge Elementary	System Replacement	1991	2026	35
Friendship Valley Elementary	System Replacement	1992	2026	34
Liberty High	Modernization	1980	2027	47
Mechanicsville Elementary	System Replacement	1994	2027	33
Runnymede Elementary	System Replacement	1994	2027	33
Taneytown Elementary	System Replacement	1995	2028	33
Elmer Wolfe Elementary	System Replacement	1998	2028	30
South Carroll High	System Replacement	1998	2029	31
Eldersburg Elementary	System Replacement	1999	2030	31
Linton Springs Elementary	System Replacement	1998	2031	33
Cranberry Station Elementary	System Replacement	1999	2032	33
Francis Scott Key High	System Replacement	1999	2033	34

- **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, and Runnymede Elementary.

- **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 envelope will continue to be compromised. Windows that have failed or are near failure are located at the following schools: South Carroll High, 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 Liberty HS, Mechanicsville ES, Runnymede ES, Francis Scott Key High, Mt Airy ES, Winfield ES, Manchester ES, Northwest MS, Sykesville MS, Sandymount ES, Spring Garden ES, and Taneytown ES.

- **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. CCPS ensures that a continuum of placement options are available to meet the needs of children with disabilities for special education and related services. Within CCPS, services can be provided in settings including instruction in regular classes, special classes, public separate day school, and home and hospital instruction. If a student's IEP Team determines a more restrictive placement option is required that is not available within CCPS, services may be provided in a private separate day school, in hospitals, or residential facilities. 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 four regional special education centers at the elementary level which provide Learning for Independence (LFI) and PreKindergarten (PREP) services to students. These four schools serve a geographic area and receive students from feeder schools. These four regional centers are: Carrolltowne 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. The BEST program suite included as part of the East Middle Replacement School will provide an appropriate setting for the middle school program. 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

Under the Blueprint for Maryland's Future (HB-1300), beginning in FY 2023, Carroll County Public Schools will need to expand voluntary prekindergarten for children from families earning incomes at or below 300% Federal Poverty Level (FPL), which was $79,500 for a family of four in 2021. In FY 2025 a sliding scale will be implemented for families earning more than 300% FPL, but not more than 600% FPL. Families above 600% FPL will be required to pay the total per pupil funding rate to access PreK services.

Carroll County Public Schools served 437 prekindergarten students at 20 elementary schools in 2022. New eligibility criteria required by the Blueprint for Maryland's Future legislation will mean that there is a significant increase in the number of eligible families. However, since prekindergarten will remain voluntary, it is difficult to project how many additional students will need to be served. Another complicating factor is that the Blueprint for Maryland's Future envisions that both public and private prekindergarten programs will serve eligible families. Due to the complicated public/private partnership structure and voluntary nature of the program, it is difficult to project how many additional students will need to be served in our schools. The current projections assume the prekindergarten enrollment will increase to 850 students by the year 2027. In order to accommodate this projected increase, the plan includes additional prekindergarten classrooms at the 20 elementary schools with existing prekindergarten sites.

Prekindergarten

School	Actual Enrollment (9/30/22)	Current Capacity	Utilization	Projected Enrollment (2027)	Projected Capacity (2027)	Utilization
Carrolltowne ES	31	30	103.3%	50	50	100.0%
Cranberry Station ES	20	20	100.0%	40	40	100.0%
Ebb Valley ES	20	20	100.0%	40	40	100.0%
Eldersburg ES	11	20	55.0%	40	40	100.0%
Elmer Wolfe ES	36	20	180.0%	40	40	100.0%
Friendship Valley ES	20	20	100.0%	40	40	100.0%
Hampstead ES	33	30	110.0%	50	50	100.0%
Linton Springs ES	16	20	80.0%	40	40	100.0%
Manchester ES	19	20	95.0%	40	40	100.0%
Mechanicsville ES	13	20	65.0%	40	40	100.0%
Parr's Ridge ES	19	20	95.0%	40	40	100.0%
Piney Ridge ES	20	20	100.0%	40	40	100.0%
Robert Moton ES	33	30	110.0%	50	50	100.0%
Runnymede ES	28	30	93.3%	50	50	100.0%
Sandymount ES	14	20	70.0%	40	40	100.0%
Spring Garden ES	20	20	100.0%	40	40	100.0%
Taneytown ES	20	20	100.0%	40	40	100.0%
Westminster ES	19	20	95.0%	40	40	100.0%
William Winchester ES	20	20	100.0%	40	40	100.0%
Winfield ES	25	30	83.3%	50	50	100.0%
Totals	**437**	**450**	**97.1%**	**850**	**850**	**100.0%**

CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

CAPACITY	COMPLETION DATE	24	25	26	27	28	29	30	31	32	33	NOTES
Freedom Elementary Addition This project involves the design and construction of a 5 classroom addition.	**Aug. 2027**		**P**	**P**	**C**	**O**						
Sykesville Middle Addition This project involves the design and construction of a 10 classroom addition	**Aug. 2027**		**P**	**P**	**C**	**O**						

FS = Feasibility Study
P = Planning
C= Construction

CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

MODERNIZATIONS	COMPLETION DATE	24	25	26	27	28	29	30	31	32	33	NOTES
Career & Technology Center Modernization 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.	**Aug. 2024**	**C**	**O**									
East Middle Replacement This project involves the design and construction of a new East Middle school to replace the aging facility.	**Aug. 2023**	**O**										
Liberty High Modernization This project involves the modernizaiton of the 156,000 square feet Liberty High School	TBD		**FS**	**P**	**P**	**C**	**C**	**O**				
Wm Winchester Elementary Modernization This project involves the modernizaiton of the 63,7080 square feet elementary school	TBD					**FS**	**P**	**P**	**C**	**C**	**O**	Wm. Winchester ES and West MS share a campus and their modernizations should be planned jointly
West Middle Modernization This project involves the modernizaiton of the 135,733 square feet middle school	TBD					**FS**			**P**	**P**	**C**	Wm. Winchester ES and West MS share a campus and their modernizations should be planned jointly

FS = Feasibility Study
P = Planning
C= Construction

CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

CAPITAL RENEWAL PROJECTS	COMPLETION DATE	24	25	26	27	28	29	30	31	32	33	NOTES
Roof Replacement Projects												
North Carrol Middle	Aug. 2024	C										
Spring Garden Elementary	Aug. 2024	P	C									HVAC Project - 2023
Oklahoma Road Middle	Aug. 2025		P	C								HVAC Project - 2024
Shiloh Middle	Aug. 2026			P	C							
Century High	Aug. 2027				P	C						
Gateway	Aug. 2028					P	C					
HVAC Replacement Projects												
Oklahoma Road Middle	Aug. 2024	C										Roof Project
Mt. Airy Elementary	Aug. 2024	P	C									
Carroll Springs	Aug. 2024	P	C									
Carrolltown Elementary	Aug. 2025		P	C								
Northwest Middle	Aug. 2025		P	C								
Piney Ridge Elementary	Aug. 2026			P	C							
Friendship Valley Elementary	Aug. 2026			P	C							
Mechanicsville Elementary	Aug. 2027				P	C						
Runnymede Elementary	Aug. 2027				P	C						
Taneytown Elementary	Aug. 2028					P	C					
Elmer Wolfe Elementary	Aug. 2028					P	C					
South Carroll High	Aug. 2030						P	C	C			
Eldersburg Elementary	Aug. 2030							P	C			
Linton Springs Elemetnary	Aug. 2031								P	C		
Cranberry Station Elementary	Aug. 2032									P	C	
Francis Scott Key High	TBD										P	

P = Planning
C= Construction

CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

CAPITAL RENEWAL PROJECTS	COMPLETION DATE	24	25	26	27	28	29	30	31	32	33	NOTES
Fire Alarm Replacement												
Carrolltowne Elementary	Aug. 2025		P	C								w/ HVAC Project
Runnymede Elementary	Aug. 2027				P	C						w/ HVAC Project
Elmer Wolfe Elementary	Aug. 2028					P	C					w/ HVAC Project
Taneytown Elementary	Aug. 2028					P	C					w/ HVAC Project
Window Replacement												
Westminster High	2025	C										
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	24	25	26	27	28	29	30	31	32	33	NOTES
Taneytown Kindergarten Addition This addition is needed to accommodate full day Kindergarten	Aug. 2026	**P**	**P/C**	**C**								
Cranberry Station Kindergarten Addition This addition is needed to accommodate full day Kindergarten	Aug. 2026	**P**	**P/C**	**C**								
Friendship Valley PRIDE Addition This addition is needed to accommodate the PRIDE program	Aug. 2026	**P**	**P/C**	**C**								
Friendship Valley Kindergarten Addition This addition is needed to accommodate full day Kindergarten	Aug. 2026	**P**	**P/C**	**C**								
Sandymount Kindergarten Addition This addition is needed to accommodate full day Kindergarten	Aug. 2026	**P**	**P/C**	**C**								
Robert Moton BEST Addition This addition is needed to expand the BEST program	Aug. 2027		**P**	**P/C**	**C**							
Prekindergarten Additions at Multiple Schools The Bluepring for Maryland's Future requires an expansion of the PreK program. Exact size and locations of additions will be determined as more information becomes available regarding struture of private/public partnership	Aug. 2027	**FS**	**P**	**P/C**	**C**							

P = Planning
C = Construction

EXHIBITS

Maryland
DEPARTMENT OF PLANNING

5/5/2023

Mrs. Cynthia McCabe
Superintendent
Carroll County Public Schools
125 North Court Street
Westminster, MD 21157

Dear Mrs. McCabe,

Thank you for submitting the Carroll County Public Schools enrollment projections for 2023-2032, in accordance with the regulations of the Interagency Commission on School Construction (IAC).

The Maryland Department of Planning reviewed your submission and compared your data to the school enrollment projections generated by the State Data Center (see attached) and have found the difference to be less than five percent for the years 2023-2032. Therefore, your projections can be used to prepare your 2023 Educational Facilities Master Plan (EFMP) and 2024 Capital Improvement Program submissions.

When preparing your EFMP submission, please ensure the 2022 actual enrollment on your calculation worksheet is consistent with the official enrollment figure generated 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 enrollment for the 2022/2023 school year.

We look forward to receiving your EFMP in July. A copy of this letter and its attachment should be included in the plan. If you have any questions or concerns, please don't hesitate to contact me at jill.lemke1@maryland.gov or (410) 767-7179.

Sincerely,

Jill M. Lemke

Jill Lemke
Manager of Infrastructure and Development

cc: William Caine, CCPS
James Marks, CCPS
Raymond Prokop, CCPS
Jonathan O'Neal, CCPS

Comparison of School Enrollment Projections											
Jurisdiction	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Carroll	25,344	25,781	25,977	26,192	26,411	26,734	27,042	27,313	27,491	27,666	27,759
MDP	25,344	25,760	25,670	25,750	25,900	26,290	26,630	26,950	27,240	27,560	27,710
Diff	0	21	307	442	511	444	412	363	251	106	49
% Diff	0.00%	0.08%	1.20%	1.72%	1.97%	1.69%	1.55%	1.35%	0.92%	0.38%	0.18%

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.

Marsha B. Herbert, President
Board of Education of Carroll County

Cynthia McCabe
Superintendent of Schools

Jonathan O'Neal
Assistant Superintendent of Operations

Raymond Prokop
Director of Facilities Management

Janice R. Kirkner, Chair
Michael Kane, Vice Chair
Peter Lester
Matthew Hoff
Steven Smith
Ralph Robertson
Richard J. Soisson, Alternate
Tom Gordon, III, Ex-officio
Christopher Heyn, P.E., Secretary

Planning & Zoning Commission
Carroll County Government
225 North Center Street
Westminster, Maryland 21157
410-386-5145
1-888-302-8978
fax 410-386-2836
MD Relay service 7-1-1/800-735-2258

June 20, 2023

Marsha B. Herbert, President
Carroll County Board of Education
125 N. Court Street
Westminster, MD 21157

RE: Carroll County Public Schools Educational Facilities Master Plan 2023-2032

Dear Ms. Herbert:

The Carroll County Planning & Zoning Commission was briefed on the Carroll County Public Schools Educational Facilities Master Plan 2023-2032 on June 7, 2023. The Planning Commission examined the data utilized in the Educational Facilities Master Plan (EFMP) including population forecasts. These forecasts are important for the Commission to review 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 and development review projects. Page 2-9 of the plan identifies six schools as approaching inadequate for the 2023 through 2028 school years and four schools as inadequate in the years 2023-2028, as outlined in the table below.

Inadequate (120% and greater of Capacity)

Freedom Elementary	2023-2028
Linton Springs Elem.	2026-2028
Sandymount Elementary	2024-2025
Sykesville Middle	2027-2028

Approaching Inadequate (110% to 119% of Capacity)

Carrolltowne Elementary	2026-2028
Linton Springs Elementary	2023-2025
Piney Ridge Elementary	2025-2028
Sandymount Elementary	2023, 2026-28
Wm. Winchester Elem.	2026-2027
Sykesville Middle	2025-2026

Based on the capacity needs analysis as described in the plan, it is our understanding that the Southern Area Redistricting Committee presented options to the Board of Education in the fall of 2022 to address the region's adequacy issues and alleviate the inadequacies for the schools listed above. The plan on pages 6-5 and 6-6 states that *"The Board of Education asked for a Feasibility Study to be completed to explore additions at Freedom Elementary and Sykesville Middle. The Board is waiting for additional information prior to making a decision."*

The Commission reviewed this plan for consistency with the Carroll County Master Plan, the Freedom Community Comprehensive Plan and other applicable County plans. After review, the Commission finds that the Educational Facilities Master Plan, as it pertains to physical structures, size, and location is consistent with the Carroll County Master Plan.

The Commission is also interested in understanding the options for relief at Linton Springs, Sandymount, and Piney Ridge Elementary Schools. These schools have been identified as either Inadequate or Approaching Inadequate over the next several years, but the plan does not offer solutions to these anticipated inadequacies. The provision of adequate public facilities and services is a fundamental tenet of Carroll County's adopted land use plans and should be furthered through plans such as the EFMP. In the meantime, the Commission will continue to monitor the situation in its future planning, phasing, and approvals of residential development in these districts.

Thank you for the opportunity to review and comment on the 2023-2032 edition of the Carroll County Public Schools Educational Facilities Master Plan. Please let me know if I can be of any additional assistance.

Sincerely,

Janice R. Kirkner

Janice R. Kirkner, Chair
Carroll County Planning & Zoning Commission

cc: Planning Commission Members
Christopher Heyn, P.E., Secretary
William Caine, Facilities Planner, CCPS

APPENDIX A

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

“Building the Future”

March 2008

School Facilities

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The following individuals assessed or coordinated assessments of school buildings:

Name	Title
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 Summary

School	General Area Score	A&SS Score[1]	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	50	141	126	87	46	62	64	104	56
William 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	735	1000	74%
William 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 Summary

School	General Area	A&SS Score[1]	General Classroom Score	Science	Visual Arts	Music	TAD[2]	Media Center	Phys Ed	FCS&TE[3]	Food Services
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 Summary

School	General Area	A&SS Score[1]	General Classroom Score	Sci	Visual Arts	Music	TAD[2]	Media Center	Phys Ed	F&C S[3]	Agri. Sci.[4]	Business Ed	Tech Ed	Food Serv.
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 pubic.

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 pubic 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.

Elementary Assessment Scores by Area (2022)

School	General Area Score	A&SS Score	General Classroom Score	PreK/K Score	Visual Arts Score	Music Score	Media Center Score	PE Score	Food Services Score	**TOTAL**
Carrolltowne	64	156	150	80	59	53	81	100	63	806
Robert Moton	53	148	150	89	57	53	130	104	42	826
Westminster	59	133	150	91	46	50	64	104	63	760
William Winchester	48	106	138	100	32	50	43	71	49	637
Freedom	50	110	132	94	73	62	110	104	56	791
Eldersburg	62	182	144	100	48	50	95	97	35	813
Hampstead	56	133	120	100	55	46	98	93	42	743
Manchester	48	129	138	91	71	55	107	93	49	781
Mount Airy	39	129	150	100	57	48	104	78	42	747
Average Score	**53**	**136**	**141**	**94**	**55**	**52**	**92**	**94**	**49**	**767**
Maximum Score	**70**	**190**	**150**	**100**	**80**	**80**	**130**	**130**	**70**	**1000**

Middle Assessment Scores by Area (2022)

School	General Area Score	A&SS Score	General Classroom Score	Science	Visual Arts Score	Music Score	TAD	Media Center Score	PE Score	FACS/TE	Food Services Score	**TOTAL**
Northwest Middle	62	137	125	53	45	41	2	61	104	54	63	747
West Middle	50	87	104	36	39	34	2	104	100	36	56	648
Sykesville Middle	42	114	114	35	43	34	2	113	100	41	56	694
Average Score	**51**	**113**	**114**	**41**	**42**	**36**	**2**	**93**	**101**	**44**	**58**	**696**
Maximum Score	**70**	**190**	**130**	**60**	**60**	**60**	**40**	**130**	**130**	**60**	70	1000

High Assessment Scores by Area (2022)

School	General Area Score	A&SS Score	General Classroom Score	Science	Visual Arts Score	Music Score	TAD	Media Center Score	PE Score	FACS	Ag	Business	Tech Ed	Food Services Score	**TOTAL**
South Carroll HS	62	148	92	50	59	60	38	97	97	8	7	15	11	42	786
Westminster HS	59	133	79	48	44	41	14	38	97	11	11	15	10	63	663
Liberty HS	56	122	88	48	44	45	18	83	82	12	9	9	11	14	612
Average Score	**59**	**134**	**86**	**49**	**49**	**49**	**23**	**73**	**92**	**10**	**9**	**13**	**11**	**40**	**687**
Maximum Score	**70**	**190**	**110**	**60**	**60**	**60**	**40**	**130**	**130**	**20**	**20**	**20**	**20**	**70**	**1000**

APPENDIX B

Agenda Item #:

ITEM TYPE: Report

BOARD AGENDA ITEM

TITLE: Staffing Analysis and Class Size Report

DATE: November 9, 2022

OVERVIEW:

Elementary Schools: Average academic kindergarten through fifth grade class size as of September 30, 2022, is 22.4 students per home base class. There were no classes with 30 or more students for 2022-2023.

2019	2021	2022
22.0	21.3	22.3

Middle Schools: Average academic class size as of September 30, 2022, is 25.1 students per class. The total number of academic classes with 30 or more students is 197 for 2022-2023.

2019	2021	2022
23.2	22.5	25.1

High Schools: Average academic class size as of September 30, 2022, is 23.2 students per class. The total number of academic classes with over 30 students is 217 for 2022-2023.

2019	2021	2022
23.2	23.2	23.2

LINK TO STRATEGIC PLAN: Pillar I.iii: CCPS provides access to a well-rounded, varied, and rigorous curriculum to all students.

RECOMMENDATION/FUTURE DIRECTION:

For Board Information

Submitted by:

Nicholas R. Shockney, Assistant Superintendent of Instruction

Approve/Concur:

Cynthia A. McCabe, Superintendent of Schools

Staffing Analysis and Class Size Report
2022-2023

Executive Summary

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Executive Summary
Class Size/Classes Over 30
2022 – 2023

Elementary Schools:

Average academic kindergarten through fifth grade class size as of September 30, 2022, is 22.3 students per home base class.

There were no classes with 30 or more students for 2022-2023.

Middle Schools:

Average academic class size as of September 30, 2022, is 25.1 students per class.

The total number of academic classes with 30 or more students is 197 for 2022-2023.

High Schools:

Average academic class size as of September 30, 2022, is 23.2 students per class.

The total number of academic classes with over 30 students is 217 for 2022-2023.

PreK
2022-2023

Prekindergarten Site	Number of Students	Teacher FTE	Assistant FTE
Carrolltowne	19	0.5	0.5
Cranberry Station	20	1.0	1.0
Ebb Valley	20	1.0	1.0
Eldersburg	11	0.5	0.5
Elmer Wolfe	36	2.0	2.0
Friendship Valley	20	1.0	1.0
Hampstead	19	1.0	1.0
Linton Springs	16	0.5	0.5
Manchester	19	1.0	1.0
Mechanicsville	13	0.5	0.5
Parr's Ridge	19	1.0	1.0
Piney Ridge	20	1.0	1.0
Robert Moton	20	1.0	1.0
Runnymede	20	1.0	1.0
Sandymount	14	0.5	0.5
Spring Garden	20	1.0	1.0
Taneytown	20	1.0	1.0
Westminster	19	1.0	1.0
William Winchester	20	1.0	1.0
Winfield	15	1.0	1.0
	380	**18.5**	**18.5**

ELEMENTARY SCHOOL FTE TOTALS 2022-2023

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		598	27.0	1.0	0.6	1.0	1.2	1.2	0.6	1.2	1.8	1.2
Cranberry		538	25.0	1.0	0.5	1.0	1.2	1.2	0.6	1.2	1.8	1.0
Ebb Valley		524	24.0	1.0	0.5	1.0	1.2	1.2	0.6	1.2	1.8	1.0
Eldersburg		463	20.0	1.0	0.4	1.0	1.0	1.0	0.6	1.0	1.4	1.0
Elmer Wolfe	(*)	444	21.0	1.0	0.6	1.0	1.0	1.0	0.5	1.0	1.6	1.0
Freedom		617	27.0	1.0	0.5	1.0	1.2	1.2	0.8	1.2	1.8	1.0
Friendship Valley		504	21.0	1.0	0.7	1.0	1.2	1.2	0.8	1.0	1.6	1.0
Hampstead		374	19.0	1.0	0.5	1.0	1.0	1.0	0.4	1.0	1.4	1.0
Linton Springs		732	31.0	1.0	0.5	1.0	1.4	1.4	0.5	1.4	2.2	1.2
Manchester		654	27.0	1.0	0.5	1.0	1.4	1.4	0.6	1.4	2.0	1.2
Mechanicsville		487	21.0	1.0	0.6	1.0	1.0	1.0	0.7	1.0	1.4	1.0
Mt. Airy		479	19.0	1.0	0.5	1.0	1.0	1.0	1.0	1.0	1.4	1.0
Parr's Ridge		405	19.0	1.0	0.5	1.0	1.0	1.0	0.0	1.0	1.6	1.0
Piney Ridge		558	25.0	1.0	0.5	1.0	1.2	1.2	0.6	1.0	1.6	1.0
Robert Moton	(*)	376	19.0	1.0	0.6	1.0	1.2	1.2	0.6	1.0	1.6	1.0
Runnymede		564	26.0	1.0	0.5	1.0	1.4	1.4	0.8	1.2	1.8	1.2
Sandymount		553	24.0	1.0	0.6	1.0	1.2	1.2	0.6	1.0	1.4	1.0
Spring Garden		420	19.0	1.0	0.5	1.0	1.0	1.0	0.8	1.0	1.6	1.0
Taneytown	(*)	451	19.0	1.0	0.6	1.0	1.0	1.0	0.5	1.0	1.6	1.0
Westminster		527	25.0	1.0	0.5	1.0	1.2	1.2	0.8	1.2	2.0	1.0
Wm. Winchester		555	25.0	1.0	0.6	1.0	1.2	1.2	0.5	1.2	1.8	1.0
Winfield		654	30.0	1.0	0.5	1.0	1.6	1.6	0.5	1.4	2.0	1.2
Totals		11477	513.0	22.0	11.8	22.0	25.8	25.8	13.4	24.6	37.2	23.0

*Title I

**Enrollments come from September 30, 2022

Class Size Report 2022-2023

School	FD-K Students	FD- K Staff	FD-K Ratio	1st Students	1st Staff	1st Ratio	2nd Students	2nd Staff	2nd Ratio	3rd Students	3rd Staff	3rd Ratio	4th Students	4th Staff	4th Ratio	5th Students	5th Staff	5th Ratio	Total Students	Total Staff	Total Ratio
Carrolltowne	96	5.0	19.2	99	5.0	19.8	89	4.0	22.3	106	4.0	26.5	102	4.0	25.5	106	5.0	21.2	598	27.0	22.1
Cranberry	67	4.0	16.8	92	4.0	23.0	106	5.0	21.2	83	4.0	20.8	96	4.0	24.0	94	4.0	23.5	538	25.0	21.5
Ebb Valley	85	4.0	21.3	91	4.0	22.8	83	4.0	20.8	96	4.0	24.0	84	4.0	21.0	85	4.0	21.3	524	24.0	21.8
Eldersburg	86	4.0	21.5	75	3.0	25.0	74	3.0	24.7	88	4.0	22.0	67	3.0	22.3	73	3.0	24.3	463	20.0	23.2
Elmer Wolfe*	69	4.0	17.3	64	3.0	21.3	86	4.0	21.5	85	4.0	21.3	79	3.0	26.3	61	3.0	20.3	444	21.0	21.1
Freedom	96	5.0	19.2	106	5.0	21.2	103	4.0	25.8	98	4.0	24.5	114	5.0	22.8	100	4.0	25.0	617	27.0	22.9
Friendship Valley	88	4.0	22.0	87	4.0	21.8	81	3.0	27.0	78	3.0	26.0	83	3.0	27.7	87	4.0	21.8	504	21.0	24.0
Hampstead	54	3.0	18.0	63	3.0	21.0	68	4.0	17.0	49	3.0	16.3	78	3.0	26.0	62	3.0	20.7	374	19.0	19.7
Linton Springs	118	6.0	19.7	142	6.0	23.7	126	5.0	25.2	127	5.0	25.4	96	4.0	24.0	123	5.0	24.6	732	31.0	23.6
Manchester	99	5.0	19.8	120	5.0	24.0	100	4.0	25.0	107	4.0	26.8	107	4.0	26.8	121	5.0	24.2	654	27.0	24.2
Mechanicsville	83	4.0	20.8	86	4.0	21.5	75	3.0	25.0	77	3.0	25.7	79	3.0	26.3	87	4.0	21.8	487	21.0	23.2
Mt. Airy										157	7.0	22.4	152	6.0	25.3	170	6.0	28.3	479	19.0	25.2
Parr's Ridge	118	6.0	19.7	154	7.0	22.0	133	6.0	22.2										405	19.0	21.3
Piney Ridge	97	5.0	19.4	86	4.0	21.5	112	5.0	22.4	88	4.0	22.0	96	4.0	24.0	79	3.0	26.3	558	25.0	22.3
Robert Moton*	47	3.0	15.7	63	3.0	21.0	60	3.0	20.0	69	4.0	17.3	68	3.0	22.7	69	3.0	23.0	376	19.0	19.8
Runnymede	76	5.0	15.2	108	5.0	21.6	84	4.0	21.0	106	4.0	26.5	90	4.0	22.5	100	4.0	25.0	564	26.0	21.7
Sandymount	108	5.0	21.6	83	4.0	20.8	102	4.0	25.5	95	4.0	23.8	72	3.0	24.0	93	4.0	23.3	553	24.0	23.0
Spring Garden	76	4.0	19.0	69	3.0	23.0	69	3.0	23.0	65	3.0	21.7	69	3.0	23.0	72	3.0	24.0	420	19.0	22.1
Taneytown*	89	4.0	22.3	70	3.0	23.3	64	3.0	21.3	76	3.0	25.3	80	3.0	26.7	72	3.0	24.0	451	19.0	23.7
Westminster	60	4.0	15.0	91	4.0	22.8	106	5.0	21.2	92	4.0	23.0	83	4.0	20.8	95	4.0	23.8	527	25.0	21.1
Wm. Winchester	101	5.0	20.2	97	4.0	24.3	84	4.0	21.0	98	4.0	24.5	88	4.0	22.0	87	4.0	21.8	555	25.0	22.2
Winfield	101	5.0	20.2	131	6.0	21.8	106	5.0	21.2	109	5.0	21.8	94	4.0	23.5	113	5.0	22.6	654	30.0	21.8
Totals	1,814	94.0	19.2	1,977	89.0	22.2	1,911	85.0	22.6	1,949	84.0	23.2	1,877	78.0	24.1	1,949	83.0	23.4	11,477	513.0	22.3
	Average		19.2	Average		22.2	Average		22.6	Average		23.2	Average		24.1	Average		23.4	Average		22.3
	High		22.3	High		25.0	High		27.0	High		26.8	High		27.7	High		28.3	High		25.2
	Low		15.0	Low		19.8	Low		17.0	Low		16.3	Low		20.8	Low		20.3	Low		19.7
~Class sizes in all grades are influenced throughout the day by the inclusion of special education students																					

II. Middle Schools 2022 - 2023

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	767	1	2	2	1	41.0	18.7
Mt. Airy	721	1	1	2	1	37.4	19.3
North Carroll	622	1	1	2	1	32.8	19.0
Northwest	637	1	1	3	1	37.0	17.2
Oklahoma Road	742	1	1	2	1	36.7	20.2
Shiloh	604	1	2	2	1	34.0	17.8
Sykesville	748	1	1	2	1	42.0	17.8
West	876	1	2	3	1	47.6	18.4
Totals	**5717**	**8**	**11**	**18**	**8**	**308.5**	**18.5**

B. Academic Class Size and Number of Classes Over 30 and 35

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	Total # of Academic Classes Over Thirty-Five	Percentage Over 35
East	767	30	150	25.6	32	21%	0	0%
Mt. Airy	721	27	123	26.7	35	28%	7	6%
North Carroll	622	25	105	24.9	19	18%	8	8%
Northwest	637	28	112	22.8	11	10%	0	0%
Oklahoma Road	742	28	132	26.5	27	20%	0	0%
Shiloh	604	24	96	25.2	13	14%	1	1%
Sykesville	748	30	150	24.9	45	30%	8	5%
West	876	35	157	25.0	15	10%	0	0%
Totals	**5717**	**227**	**1025**	**25.2**	**197**	**19%**	24	2%

2022-2023	5717	227	1025	25.2	197	19%	24	2%
2021-2022	5690	253	1061	22.5	157	15%	0	0%
2019-2020	5843	252	1009	23.2	207	21%	2	Less than 1%
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%		

III. High Schools 2022-2023

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	1120	1	2	4	1	53.50	1	1	20.9
Francis Scott Key	943	1	2	4	1	46.00	1	1	20.5
Liberty	991	1	2	4	1	53.17	1	1	18.6
Manchester Valley	1357	1	3	5	1	64.50	1	1	21.0
South Carroll	921	1	2	4	1	50.50	1	1	18.2
Westminster	1515	1	4	5	1	70.82	1	1	21.4
Winters Mill	1115	1	3	4	1	53.34	1	1	20.9
Totals	7962	7	18	30	7	391.83	7	7	20.3

* Totals do not include Special Education teachers

High Schools	Reading Specialists	HSA/PARCC Intervention Teachers	Career and Technology Teachers
Career & Technology Center	0	0	38.77
Century	1	0	.50
Francis Scott Key	1	0	0
Liberty	1	0	0
Manchester Valley	1	0	0
South Carroll	1	0	0
Westminster	1	0	.50
Winters Mill	1	0	0
Totals	7	0	39.77

B. Academic Class Size

High Schools	Average Class Size	Number of Classes over Thirty-five	Number of Classes Over Thirty	Number of Classes Under Twenty
Century	23.1	0	20	58
Francis Scott Key	24.0	0	32	51
Liberty	22.2	0	8	75
Manchester Valley	23.8	1	37	64
South Carroll	21.4	0	5	75
Westminster	24.1	0	80	79
Winters Mill	23.7	1	35	56
Totals	23.2	2.0	217	458

Totals	Average Class Size	Number of Classes over Thirty-five	Number of Classes Over Thirty	Number of Classes Under Twenty
2022-2023	23.2	2	217	458
2021-2022	23.2		217	488
2019-2020	23.2	1	275	477
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

C. High School Academic Class Analysis

English

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes over Thirty-five	% of Classes over Thirty-five	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes under Twenty
Century	1153	50	23.1	0	0%	3	6%	14	28%
Francis Scott Key	925	38	24.3	0	0%	9	24%	12	32%
Liberty	915	41	22.3	0	0%	2	5%	14	34%
Manchester Valley	1384	63	22.0	0	0%	1	2%	18	29%
South Carroll	974	45	21.6	0	0%	1	2%	14	31%
Westminster	1597	69	23.1	0	0%	18	26%	23	33%
Winters Mill	1172	50	23.4	0	0%	5	10%	10	20%
TOTALS	**8120**	**356**	**22.8**	**0**	0%	**39**	**11%**	**105**	**29%**

Social Studies

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes over Thirty-five	% of Classes over Thirty-five	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	1124	48	23.4	0	0%	7	15%	13	27%
Francis Scott Key	1064	44	24.2	0	0%	7	16%	10	23%
Liberty	1099	47	23.4	0	0%	1	2%	14	30%
Manchester Valley	1447	59	24.5	1	2%	8	14%	12	20%
South Carroll	975	45	21.7	0	0%	2	4%	13	29%
Westminster	1619	64	25.3	0	0%	15	23%	13	20%
Winters Mill	1125	44	25.6	0	0%	12	27%	7	16%
TOTALS	**8453**	**351**	**24.1**	**1**	0%	**52**	**15%**	**82**	**23%**

Math

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes over Thirty-five	% of Classes over Thirty-five	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	1152	50	23.0	0	0%	2	4%	13	26%
Francis Scott Key	1000	42	23.8	0	0%	5	12%	11	26%
Liberty	1128	50	22.6	0	0%	2	4%	15	30%
Manchester Valley	1287	52	24.8	0	0%	13	25%	13	25%
South Carroll	926	46	20.1	0	0%	2	4%	20	43%
Westminster	1590	66	24.1	0	0%	16	24%	17	26%
Winters Mill	1129	48	23.5	0	0%	9	19%	13	27%
TOTALS	**8212**	**354**	**23.2**	**0**	0%	**49**	**14%**	**102**	**29%**

Science

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes over Thirty-five	% of Classes over Thirty-five	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	1109	50	22.2	0	0%	3	6%	15	30%
Francis Scott Key	1109	45	24.6	0	0%	9	20%	13	29%
Liberty	1035	49	21.1	0	0%	2	4%	21	43%
Manchester Valley	1554	65	23.9	0	0%	7	11%	15	23%
South Carroll	1282	56	22.9	0	0%	0	0%	18	32%
Westminster	1659	69	24.0	0	0%	25	36%	17	25%
Winters Mill	1139	49	23.2	0	0%	3	6%	16	33%
TOTALS	**8887**	**383**	**23.2**	**0**	0%	**49**	**13%**	**115**	**30%**

Modern and Classical Language

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes over Thirty-five	% of Classes over Thirty-five	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	657	27	24.3	0	0%	5	19%	3	11%
Francis Scott Key	398	18	22.1	0	0%	2	11%	5	28%
Liberty	521	25	20.8	0	0%	1	4%	11	44%
Manchester Valley	622	25	24.9	0	0%	8	32%	6	24%
South Carroll	477	25	19.1	0	0%	0	0%	10	5%
Westminster	855	36	23.8	0	0%	6	17%	10	28%
Winters Mill	603	27	22.3	1	4%	6	22%	10	37%
TOTALS	**4133**	**183**	**22.6**	**1**	1%	**28**	**15%**	**55**	**30%**

ACADEMIC TOTALS

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes over Thirty-five	% of Classes over Thirty-five	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	5195	225	23.1	0	0%	20	9%	58	26%
Francis Scott Key	4496	187	24.0	0	0%	32	17%	51	27%
Liberty	4698	212	22.2	0	0%	8	4%	75	35%
Manchester Valley	6294	264	23.8	1	0%	37	14%	64	24%
South Carroll	4634	217	21.4	0	0%	5	2%	75	35%
Westminster	7320	304	24.1	0	0%	80	26%	79	26%
Winters Mill	5168	218	23.7	1	0%	35	16%	56	26%
TOTALS	**37805**	**1627**	**23.2**	**2**	0%	**217**	**13%**	**458**	**28%**

D. High School Non-Academic Class Size Analysis

Literacy

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	20	2	10.0	0	0%	2	100%
Francis Scott Key	17	1	17.0	0	0%	1	100%
Liberty	27	2	13.5	0	0%	2	100%
Manchester Valley	16	3	5.3	0	0%	3	100%
South Carroll	7	1	7.0	0	0%	1	100%
Westminster	15	2	7.5	0	0%	2	100%
Winters Mill	46	3	15.3	0	0%	2	67%
TOTALS	**148**	**14**	**10.6**	**0**	**0%**	**13**	**93%**

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	420	17	24.7	3	18%	1	6%
Francis Scott Key	82	4	20.5	0	0%	3	75%
Liberty	278	12	23.2	0	0%	3	25%
Manchester Valley	338	15	22.5	0	0%	4	27%
South Carroll	260	11	23.6	2	18%	5	45%
Westminster	613	25	24.5	6	24%	8	32%
Winters Mill	232	9	25.8	3	33%	1	11%
TOTALS	**2223**	**93**	**23.9**	**14**	**15%**	**25**	**27%**

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	121	7	17.3	0	0%	3	43%
Francis Scott Key	132	7	18.9	0	0%	3	43%
Liberty	129	7	18.4	1	14%	4	57%
Manchester Valley	90	6	15.0	0	0%	4	67%
South Carroll	74	6	12.3	0	0%	6	100%
Westminster	65	4	16.3	0	0%	3	75%
Winters Mill	60	5	12.0	0	0%	5	100%
TOTALS	**671**	**42**	**16.0**	**1**	**2%**	**28**	**67%**

Technology

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	564	24	23.5	5	21%	6	25%
Francis Scott Key	423	19	22.3	3	16%	7	37%
Liberty	400	16	25.0	2	13%	5	31%
Manchester Valley	836	28	29.9	1	4%	9	32%
South Carroll	328	15	21.9	0	0%	3	20%
Westminster	578	23	25.1	7	30%	4	17%
Winters Mill	447	22	20.3	4	18%	10	45%
TOTALS	**3576**	**147**	**24.3**	**22**	**15%**	**44**	**30%**

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	225	9	25.0	6	67%	3	33%
Francis Scott Key	344	12	28.7	5	42%	1	8%
Liberty	396	17	23.3	4	24%	7	41%
Manchester Valley	352	12	29.3	8	67%	2	17%
South Carroll	326	14	23.3	3	21%	4	29%
Westminster	507	19	26.7	11	58%	5	26%
Winters Mill	527	24	22.0	6	25%	8	33%
TOTALS	**2677**	**107**	**25.0**	**43**	**40%**	**30**	**28%**

Music/Drama/Dance

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	367	20	18.4	1	5%	12	60%
Francis Scott Key	277	18	15.4	0	0%	14	78%
Liberty	327	20	16.4	1	5%	14	70%
Manchester Valley	400	19	21.1	1	5%	8	42%
South Carroll	191	13	14.7	0	0%	9	69%
Westminster	484	24	20.2	2	8%	8	33%
Winters Mill	312	20	15.6	1	5%	15	75%
TOTALS	**2358**	**134**	**17.6**	**6**	**4%**	**80**	**60%**

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	432	22	19.6	0	0%	9	41%
Francis Scott Key	438	20	21.9	1	5%	5	25%
Liberty	428	19	22.5	0	0%	4	21%
Manchester Valley	612	26	23.5	2	8%	8	31%
South Carroll	293	14	20.9	0	0%	6	43%
Westminster	589	26	22.7	1	4%	5	19%
Winters Mill	501	25	20.0	0	0%	10	40%
TOTALS	**3293**	**152**	**21.7**	**4**	**3%**	**47**	**31%**

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	796	29	27.4	8	28%	0	0%
Francis Scott Key	774	27	28.7	7	26%	0	0%
Liberty	912	35	26.1	3	9%	4	11%
Manchester Valley	1161	40	29.0	16	40%	1	3%
South Carroll	937	37	25.3	7	19%	5	14%
Westminster	1251	42	29.8	22	52%	1	2%
Winters Mill	896	33	27.2	6	18%	1	3%
TOTALS	**6727**	**243**	**27.7**	**69**	**28%**	**12**	**5%**

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	437	16	27.3	5	31%	2	13%
Francis Scott Key	529	19	27.8	7	37%	1	5%
Liberty	614	24	25.6	1	4%	2	8%
Manchester Valley	679	24	28.3	10	42%	0	0%
South Carroll	442	17	26.0	2	12%	2	12%
Westminster	787	26	30.3	22	85%	2	8%
Winters Mill	577	23	25.1	7	30%	5	22%
TOTALS	**4065**	**149**	**27.3**	**54**	**36%**	**14**	**9%**

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	40	2	20.0	0	0%	1	50%
Francis Scott Key	17	1	17.0	0	0%	1	100%
Liberty	32	2	16.0	0	0%	2	100%
Manchester Valley	51	3	17.0	0	0%	2	67%
South Carroll	29	2	14.5	0	0%	1	50%
Westminster	37	3	12.3	0	0%	2	67%
Winters Mill	12	1	12.0	0	0%	1	100%
TOTALS	**218**	**14**	**15.6**	**0**	**0%**	**10**	**71%**

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	3422	148	23.1	28	19%	39	26%
Francis Scott Key	3033	128	23.7	23	18%	36	28%
Liberty	3543	154	23.0	12	8%	47	31%
Manchester Valley	4535	176	25.8	38	22%	41	23%
South Carroll	2887	130	22.2	14	11%	42	32%
Westminster	4926	194	25.4	71	37%	40	21%
Winters Mill	3610	165	21.9	27	16%	58	35%
TOTALS	**25956**	**1095**	**23.7**	**213**	**19%**	**303**	**28%**

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	262	10	26.2	2	20%	0	0%
Francis Scott Key	90	5	18.0	0	0%	3	60%
Liberty	18	1	18.0	0	0%	1	100%
Manchester Valley	157	6	26.2	0	0%	0	0%
South Carroll	0	0	0.0	0	0%	0	0%
Westminster	0	0	0.0	0	0%	0	0%
Winters Mill	0	0	0.0	0	0%	0	0%
TOTALS	**527**	**22**	**24.0**	**2**	**9%**	**4**	**18%**

E. The Gateway School (High School)
2022-2023

Academic Class Size Analysis* ESTIMATED **SEMESTER 1**

COURSE	NUMBER OF STUDENTS	NUMBER OF SECTIONS	AVERAGE CLASS SIZE	CLASSES OVER THIRTY
English	88	16	5.5	0
Social Studies	65	10	6.5	0
Science	62	11	5.6	0
Spanish I & II	0	0	0	0
Distance Learning Lab – DLL	19	31	1	0
Math	57	10	5.7	0
TOTALS	**291**	**78**	**24.3**	**0**

Non Academic Class Size Analysis*

COURSE	NUMBER OF STUDENTS	NUMBER OF SECTIONS	AVERAGE CLASS SIZE	CLASSES OVER THIRTY
P. E.	33	8	4.1	0
CRD I,II,III	17	5	3.4	0
Financial Literacy	22	4	5.5	0
Princ. Bus. Admin/Mgmt.	0	0	0	0
Tech	30	5	6	0
Art	50	8	6.25	0
Experiential Ed.	5	1	5	0
Health	19	2	9.5	0
Intro to Foods	9	2	4.5	0
Seminar/Teen Leadership	21	4	5.25	0
	206	**39**	**49.5**	**0**

Carroll County Career and Technology Center								
Class Enrollment for 2022-2023								
As of September 2022								
Program	Male	Female	Total Fall	Male	Female	Total Spring	Grand Total	Nonduplicated Total
Academy of Health Professions	1	62	63	1	63	64	127	64
Academy of Health Professions Interns	1	6	7	1	33	34	41	48
Applied Mechanical Engineering	12	1	13	14	3	17	30	30
Auto Service Technology	30	2	32	32	3	35	67	67
Biomedical : PLTW I (Mod 1)	9	33	42	9	33	42	84	84
Biomedical : PLTW II (Mods 2&3)	15	28	43	15	29	44	87	87
Building Maintenance	8	1	9	8	1	9	18	18
Carpentry	18	0	18	17	1	18	36	36
Cisco Cyber Security (Kinnie)	18	2	20	16	6	22	42	42
Cisco Cyber Operations (Starkey)	19	2	21	19	2	21	42	42
Collision Repair Technology	16	0	16	16	1	17	33	33
Cosmetology	1	58	59	1	58	59	118	59
Criminal Justice/Homeland Security (Mod 1)	17	30	47	17	30	47	94	47
Criminal Justice/Homeland Security (Mods 2&3)	10	37	47	16	32	48	95	95
Culinary Arts	12	3	15	10	12	22	37	37
Culinary Arts - Baking & Pastry	2	11	13	8	12	20	33	33
Drafting	6	4	10	8	3	11	21	21
Early Childhood Education	0	14	14	0	12	12	26	26
Electrical Construction	14	0	14	18	0	18	32	32
Heating, Ventilation and Air Conditioning	18	0	18	16	1	17	35	35
Heavy Equipment and Truck Technology	17	3	20	19	1	20	40	40
Homeland Sec./GIST (Mod 1)	4	3	7	4	3	7	14	7
Homeland Sec./GIST (Mods 2&3)	10	0	10	9	3	12	22	22
Masonry Technology	15	0	15	14	0	14	29	29
Physical Rehabilitation	4	16	20	4	16	20	40	20
Print Production	5	10	15	2	14	16	31	31
Project Lead the Way - Engineering 1	36	11	47	42	5	47	94	74
Project Lead the Way - Engineering II	39	5	44	31	5	36	80	80
TAM - Teacher Academy	4	9	13	4	9	13	26	13
TAM - Teacher Academy	2	14	16	0	17	17	33	33
Textiles and Fashion Careers	1	11	12	1	19	20	32	32
Video Production	13	13	26	6	15	21	47	47
Welding Technology	16	3	19	18	1	19	38	38
Career Connections/R&D	2	11	13	2	10	12	25	25
Total Enrollment for SY 2022-2023	**395**	**403**	**798**	**398**	**453**	**851**	**1649**	**1427**

SPECIAL EDUCATION

STAFF ANALYSIS AND CLASS SIZE REPORTS

2022 - 2023

SPECIAL EDUCATION
STAFF ANALYSIS AND CLASS SIZE REPORTS
2022-2023

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.	SSA F.T.E.	***SESP Hours
CSS	0	0	0	1	14	0	4	0	0	19	6.0	2.0	8.0	9.0	6.0
CT	56	5	1	0	0	0	11	0	0	73	6.0	3.0	5.6	10.0	6.0
CSE	56	8	0	0	0	0	0	0	0	64	3.0	1.0	1.5	5.0	5.0
EBB	56	1	0	0	0	0	0	3	0	60	3.0	1.0	2.0	6.0	5.0
ELDER	35	10	1	0	0	0	0	0	0	46	3.0	1.0	1.5	4.0	5.0
EWE	62	2	0	0	0	0	0	1	0	65	3.0	1.0	2.0	6.0	5.0
FREE	58	5	0	0	0	0	0	1	0	64	4.0	1.0	2.0	3.0	5.0
FVE	52	9	0	0	0	0	0	2	0	63	4.0	1.0	1.5	8.0	6.0
HAMP	39	12	16	0	0	0	14	6	0	87	9.0	2.6	8.0	31.0	6.0
LSE	61	6	0	0	0	0	0	0	0	67	4.0	1.0	2.0	5.0	5.0
MAN	89	12	0	0	0	0	0	1	0	102	4.0	2.2	2.0	8.0	5.0
MECH	42	6	0	0	0	0	1	1	0	50	3.0	1.0	2.0	5.0	5.0
MAE	57	4	0	0	0	0	0	0	0	61	4.0	1.0	2.0	2.0	5.0
PARRS	44	3	0	0	0	0	0	2	0	49	3.0	1.0	2.0	5.0	5.0
PRE	61	7	0	0	0	0	0	4	0	72	3.0	1.3	2.0	4.0	5.0
RME	53	11	25	0	0	0	8	0	0	97	14.0	3.0	9.0	34.0	6.0
RUNNY	64	13	2	0	0	0	8	3	0	90	6.0	2.0	3.5	13.0	6.0
SANDY	62	10	0	0	0	0	0	1	0	73	3.0	1.0	2.0	6.0	5.0
SGE	46	4	1	0	0	0	0	2	0	53	3.0	1.0	3.0	6.0	5.0
TANEY	52	4	1	0	0	0	0	1	0	58	4.0	1.0	1.5	5.0	5.0
WES	74	5	0	0	0	0	1	3	0	83	4.0	1.0	2.0	3.0	5.0
WWE	64	4	0	0	0	0	0	0	0	68	3.0	1.0	2.0	6.0	5.0
WIN	65	18	21	1	0	0	8	2	0	115	11.0	3.0	10.6	27.0	6.0
TOTAL	**1248**	**159**	**68**	**2**	**14**	**0**	**55**	**33**	**0**	**1579**	**110.0**	**34.1**	**77.7**	**211**	**122**

SPECIAL EDUCATION
STAFF ANALYSIS AND CLASS SIZE REPORTS
2022-2023

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.	SSA F.T.E.	***SESP Hours
CROSSROADS	3	0	0	0	0	0	0	0	0	3	.4	0	1.0	0	0
EAST MDL	64	6	20	1	0	0	0	0	0	91	10.0	0	8.0	12.0	6.0
MAM	92	5	1	0	0	0	0	0	0	98	6.0	1.0	4.0	9.0	5.0
NCM	53	11	0	0	0	0	0	0	0	64	4.0	1.0	4.0	6.0	5.0
NWEST	87	11	0	0	0	0	0	0	0	98	6.0	1.0	5.0	5.0	5.0
ORMS	63	5	0	0	0	0	0	0	0	68	4.0	1.0	4.0	4.0	5.0
SHILOH	60	5	12	0	0	0	0	0	0	77	7.0	1.8	7.6	14.0	6.0
SMS	66	8	3	0	0	0	0	0	0	77	5.0	1.0	4.0	4.0	5.0
WEST	96	14	2	0	0	0	0	0	0	112	6.6	1.0	6.0	9.0	5.0
TOTAL	**584**	**65**	**38**	**1**	**0**	**0**	**0**	**0**	**0**	**688**	**49**	**7.8**	**43.6**	**63**	**42**

SPECIAL EDUCATION
STAFF ANALYSIS AND CLASS SIZE REPORTS
2022-2023

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.	SSA F.T.E.	***SESP Hours
CCCT-C											2.0	0	3.8	0	0
CHS	54	15	2	0	0	0	0	0	0	71	5.0	1.0	4.0	4.0	5.0
FSKHIGH	98	8	9	1	0	0	0	0	0	116	6.0	1.0	4.0	12.0	5.0
GATEWAY	12	1	0	0	0	0	0	0	0	13	2.0	0	2.0	0	0
LIBERTY	56	7	0	0	0	0	0	0	0	63	4.0	.8	4.0	6.0	5.0
MVHS	108	17	7	0	0	0	0	0	0	132	7.0	1.5	9.0	15.0	5.0
SCHS	64	3	5	0	0	0	0	0	0	72	4.0	1.0	4.0	5.0	5.0
TCA	2	3	35	0	0	0	0	0	0	40	3.0	1.0	5.0	14.0	0
WHS	92	17	29	3	0	0	0	0	0	141	17.0	1.0	18.6	10.0	6.0
WMHS	75	3	18	0	0	0	0	0	0	96	8.0	1.0	8.8	14.0	6.0
TOTAL	561	74	105	4	0	0	0	0	0	744	58.0	8.3	63.2	80.0	37
Nonpublic										Case Manage 65					

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
2022-2023

RELATED SERVICE STAFF	F.T.E.	HOURLY/CONTRACTED
ADAPTED PHYSICAL EDUCATION	10.7	
ASSISTIVE TECHNOLOGY ASSISTANTS/TEACHER	4.0	
BEHAVIOR SUPPORT SPECIALIST – AUTISM	4.0	
FAMILY SUPPORT NETWORK	1.0	
HEARING RESOURCE	2.0	
HOME SPEECH THERAPY	6.2	49 hours
INFANT & TODDLER LIAISONS	4.9	
INSTRUCTIONAL/PROGRAM CONSULTANTS	13.0	
MENTAL HEALTH THERAPISTS	9.0	
OCCUPATIONAL THERAPIST*	14.8	28 hours
CERTIFIED OCCUPATIONAL THERAPY ASSISTANTS	1.4	
PHYSICAL THERAPISTS*	5.0	35 hours
PHYSICAL THERAPIST ASSISTANT	1.0	
PRESCHOOL LIAISONS	4.0	
PRESCHOOL SPEECH THERAPY	5.0	
SIGN LANGUAGE INTERPRETERS*	2.0	175 hours
SPEECH AND LANGUAGE SERVICES*	50.2	343 hours
SUPERVISORS/COORDINATORS	9.0	
VISION RESOURCE	3.0	
TOTAL	150.2	630 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)