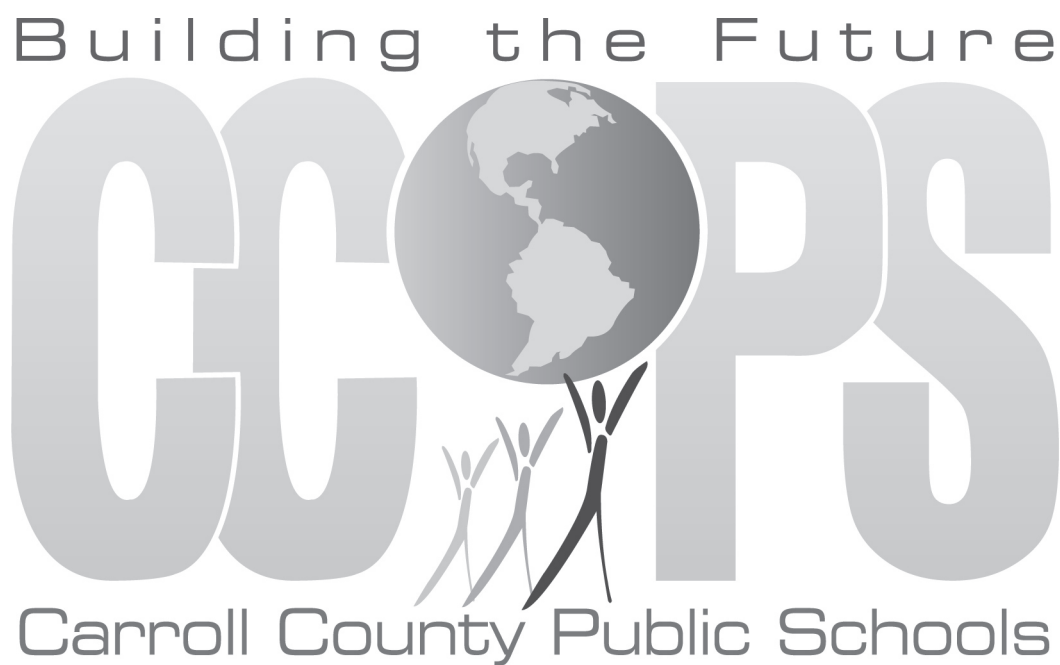


EDUCATIONAL FACILITIES MASTER PLAN 2024-2033



June 12, 2024

*Carroll County Public Schools
Westminster, Maryland 21157*

FACILITIES MASTER PLAN 2024-2033

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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 2024-2025 to 2033-2034 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, 2023 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 FY25-30 Capital Improvement Program Budget request, and contribution from staff, citizens and Carroll County Government are considered as the 2024-33 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

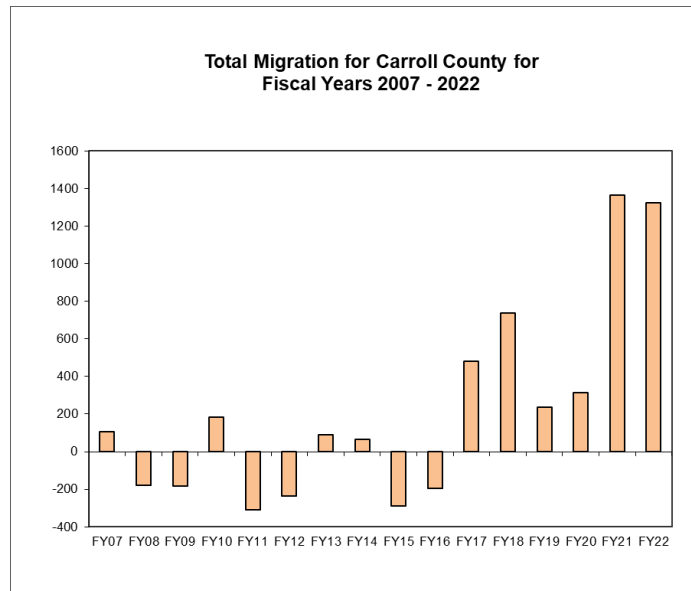
One of the central purposes of this plan is to ensure that there are adequate school facilities to accommodate the public-school enrollment for Carroll County. Public School enrollments are influenced by the County’s demographic trends over time. As the County’s population experienced rapid expansion 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 slowed after 2005, the public-school enrollment declined from a peak enrollment (28,914) in 2005 and has averaged 25,400 students over the past decade. Although there are signs that the rate of population growth may be increasing, it is 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. The past two decades have seen continued population growth in the county, but at a much slower pace than in the preceding decades. The 3.4% increase in population between 2010 to 2020 is the slowest rate of growth in almost a century.

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%

Suburban expansion in the Baltimore region and the resulting increase in domestic migration was the driving force behind Carroll County’s rapid 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. There were several years between 2007 and 2016 when there were more people moving out of Carroll than moving in. As the housing market began to fully recover, domestic migration numbers began to grow again. According to the Maryland Department of Planning data, the 2021 and 2022 net total migration (1,367 and 1,323) were the highest gains experienced 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 also played a factor in the enrollment declines experienced from 2008-2016.

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

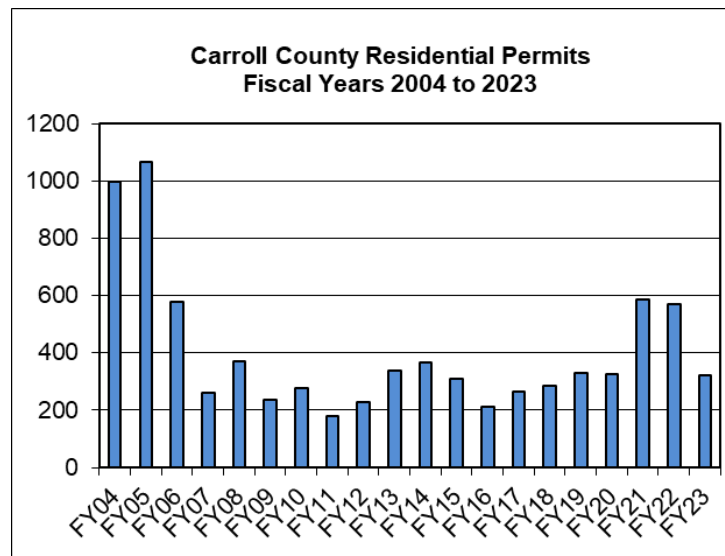
Along with the aging of the population, there is also a trend toward smaller household sizes. The average household size in Carroll County has been declining steadily over the past several decades. The average household size went from 2.81 in 2000, to 2.74 in 2010, and down to 2.68 in 2020. This decline 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 during the 1990's and early 2000's was largely due to people moving into Carroll as part of a wave of suburban expansion. This wave of growth across the region 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 limited their ability to accommodate planned growth. The second event was the collapse of the residential housing market in 2008. Although the housing market has recovered, the county is still faced with limitations on water resources to accommodate past levels of residential growth.



Although new home construction remains relatively low across the county, recent real estate data indicates that the housing market is strong and housing demand is still high. Due to the limited number of newly constructed homes, 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 2020 - 2023				
	2020	2021	2022	2022
Total Sold Dollar Value	\$1,064,193,636	\$1,155,176,345	\$1,019,161,244	\$818,411,902
Average Sold Price	\$380,253	\$416,577	\$452,020	\$478,141
Median Sold Price	\$355,000	\$390,000	\$415,000	\$430,000
Total Units Sold	2,800	2,821	2,292	1,737
Average Days on Market	35	14	16	20
Average List Price	381,230	410,234	445,048	471,296
Avg. Sales Price as a Percentage of Avg. List Price	99.0%	101.4%	100.9%	100.5%

EMPLOYMENT

According to the Maryland Department of Labor, Licensing, and Regulations (MDLLR), Carroll County's December 2023 total labor force of 95,464 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 2022 Employment and Payrolls report from MDLLR, private sector jobs in the county accounted for 85% of the total employment for Carroll County, while government sector jobs made up the remaining 15%. Jobs in the Service Providing industry group made up the largest percentage of total employment for both Carroll County (66.8%), and the State of Maryland (71.0%).

Employment Distribution by Industry Group 2022				
Industry Group	Carroll County	Percent of Total Employment	Maryland	Percent of Total Employment
<i>Goods-Producing</i>	10,545	18.6%	280,792	10.6%
Natural Resources and Mining	447	0.8%	7,114	0.3%
Construction	6,256	11.0%	161,023	6.1%
Manufacturing	3,842	6.8%	112,655	4.3%
<i>Service Providing</i>	37,844	66.8%	1,875,671	71.0%
Trade, Transportation, and Utilities	12,240	21.6%	472,221	17.9%
Information	263	0.5%	35,818	1.4%
Financial Activities	1,413	2.5%	127,930	4.8%
Professional and Business Services	5,811	10.3%	475,004	18.0%
Education and Health Services	1,203	2.1%	430,140	16.3%
Leisure and Hospitality	6,314	11.1%	249,678	9.5%
Other Services	2,112	3.7%	84,880	3.2%
Private Sector Total - All Industries	48,389	85.4%	2,156,462	81.7%
<i>Federal Government</i>	553	1.0%	154,650	5.9%
<i>State Government</i>	1,227	2.2%	100,006	3.8%
<i>Local Government</i>	6,463	11.4%	229,902	8.7%
Government Sector - Total	8,242	14.6%	484,559	18.3%
Total Employment	56,631	100.0%	2,641,021	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

<u>Plan</u>	<u>Year Adopted</u>
Finksburg Corridor Plan	2013
Freedom Community Comprehensive Plan	2018

Municipal Adopted Community Plans

<u>Plan</u>	<u>Year Adopted</u>
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 operated sewage treatment facility on South Carroll's property			

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

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

CONCURRENCY MANAGEMENT AND ADEQUATE PUBLIC FACILITIES

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

This ordinance has been rewritten several times as 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 2024-2025 to 2033-2034 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	2025-2027
Sykesville Middle	2028

Approaching Inadequate (110% to 119% of Capacity)

Carrolltowne Elementary	2030
Cranberry Station Elementary	2026
Linton Springs Elementary	2025-2030
Piney Ridge Elementary	2028-2030
Sandymount Elementary	2025-2026
Wm. Winchester Elementary	2026-2030
Oklahoma Road Middle	2028-2030
Sykesville Middle	2027

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
- Priorities, beliefs, and mores of our local community

CORE BELIEFS

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

The greater Carroll County community:

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

All central office staff:

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

All school staff:

- Welcome their school community
- Establish positive home and school relationships
- Provide a safe and orderly learning environment for students and staff
- Work to ensure that every child succeeds
- Display cultural proficiency while respecting and appreciating diversity
- 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, interacting, and connecting 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
- Respect and appreciate diversity among peers
- Demonstrate respect for the learning environment and other individuals
- Reach their potential
- Develop effective communication, interpersonal, and leadership skills
- Participate in varied co-curricular and extracurricular activities

**CARROLL COUNTY PUBLIC SCHOOLS
STRATEGIC PLANNING PILLARS**

I. IMPROVE ACADEMIC ACHIEVEMENT

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/apprenticeships, 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 administrative professionals who provide timely and relevant professional learning 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 classes 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, 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 for residents of Carroll County who turn four years of age on or before September 1 of the corresponding school year. Eligible four-year olds qualify under the Federal Poverty Level (FPL) guidelines based on the household income being at or below 300% FPL or are designated as homeless or are in foster care. Should space be available, Carroll County Public Schools may enroll four-year olds who exhibit identified needs based on an Individualized Education Plan (IEP) and/or who are English Language Learners who don't otherwise meet eligibility criteria. During the 2023-24 school year, Prekindergarten programs at Cranberry Station, Elmer Wolfe, Robert Moton, Runnymede, and Taneytown Elementary Schools were partially funded through the Maryland Prekindergarten Expansion Grant.

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 2023-2024 school year, Elmer Wolfe Elementary School, Robert Moton Elementary School, and Taneytown Elementary School were identified as Schoolwide Title I schools. Cranberry Station Elementary and Westminster Elementary were identified as Targeted Assistance Title I schools. Schools were identified based on the percentage of students who qualify for free and reduced meals.

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 – By connecting families with high-quality, comprehensive, full-day, full-year early education services, the Judy Centers promote school readiness for children ages birth through five. Utilizing a multigenerational approach for families and children, and providing professional development for early childhood educators, Judy Centers help to support all the adults in a child’s early years. Judy Center Early Learning Hubs prepare children for success in school and life. Judy Center Early Learning Hubs which are located at Elmer Wolfe, Robert Moton, and Taneytown Elementary Schools were partially funded by the Judith P. Hoyer Early Childhood Education Enhancement grant program in Maryland.

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 \(carrollk12.org\)](http://carrollk12.org)

Policy FB- Adequate Facilities [Board Policies - All Documents \(carrollk12.org\)](http://carrollk12.org)

Policy JCAA – Boundary Adjustments [Board Policies - All Documents \(carrollk12.org\)](http://carrollk12.org)

Policy EEA – Eligibility for School Bus Transportation
[Board Policies - All Documents \(carrollk12.org\)](http://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

	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
Elementary Schools															
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	22	4	1	27	614				0		1	1	1	1	614
Eldersburg	20	4	1	25	568				0		1	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	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	10		1	1	1	1	647
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	1	568
William Winchester	20	4	1	25	568				0		1	1	1	1	568
Winfield	23	4	1	28	637		6	1	70		1	1	1	1	707
					12559				220						12779

April 15, 2024

ASSUMPTIONS: SECONDARY CAPACITY MIDDLE SCHOOLS - STATE CAPACITY

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

MIDDLE SCHOOLS - FUNCTIONAL CAPACITY

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

7/1/00

Rev. 8/30/02

Rev. 7/1/12

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

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

6/23/94

Rev. 7/1/00,

Rev. 8/30/02

Rev. 7/1/12

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

SCHOOL NAME & ADDRESS	GRADES	SRC	2024		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCIS CORE	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	4	16.3	1970 1987 2022 2023 2024	Original Addition Addition Addition Demolition Total	96,400 15,790 89,462 18,743 24,270 196,125	0.000	
Carroll Springs 495 South Center Street Westminster, MD 21157	Special Education	80	22	28%	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	623	104%	4	30	1976 2006 2006 2009	Original Demolition Addition Renovation Total	76,700 1,480 6,356 23,537 81,576	0.512	HVAC - FY27
Century High 355 Ronsdale Road Sykesville, MD 21784	9-12	1362	1083	80%	0	67	2001	Original	217,945	0.303	Roof - FY28
Cranberry Station Elementary 505 North Center Street Westminster, MD 21157	PreK - 5	570	601	105%	0	24.96	1999	Original	61,346	0.482	K Addition Planning - FY24
Ebb Valley Elementary 3100 Swiper Road Manchester, MD 21102	Prek - 5	614	571	93%	0	20	2008	Original	72,106	0.076	
Eldersburg Elementary 1021 Johnsville Road Sykesville, MD 21784	PreK - 5	568	476	84%	2	30	1970 2006 2014 2014	Original Addition Addition Renovation Total	63,000 4,823 111 24,500 67,934	0.422	HVAC - FY32
Elmer Wolfe Elementary 119 North Main Street Union Bridge, MD 21791	PreK - 5	546	501	92%	2	9.93	1998	Original	65,273	0.493	HVAC-FY30
Francis Scott Key High 3825 Bark Hill Road Union Bridge, MD 21791	9 - 12	1254	931	74%	0	45.12	1958 1970 1980 1999 1999	Original Addition Addition Modern. Addition Addition Total	89,733 16,974 34,524 141,231 43,269 184,500	0.493	
Freedom Elementary 5626 Sykesville Road Sykesville, MD 21784	K - 5	525	643	122%	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	0.333	Addition Planning - FY25

A13:L24CHOOL NAME & ADDRESS	GRADES	SRC	2024		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCIScore	COMMENTS
			PRIOR FALL ENROLLMENT	PERCENT UTILIZED			DATE	TYPE	SQ. FT.		
Friendship Valley Elementary 1100 Gist Road Westminster, MD 21157	K - 5	527	499	95%	6	49	1992	Original	57,200	0.666	K Addition - Planning FY24 HVAC-FY28
Gateway School 225 Kate Wagner Road Westminster, MD 21157	6 - 12 Alternative Ed.	150	81	54%	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	419	82%	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	1000	88%	8	50	1980 2018	Original Renovation Total	156,000 6,300 156,000	0.811	Modernization - Planning FY27
Linton Springs Elementary 375 Ronsdale Road Sykesville, MD 21784	PreK - 5	705	738	105%	2	28.14	1998 2006 2006	Original Renovation Addition Total	72,227 2,218 3,262 77,707	0.462	HVAC - FY33
Manchester Elementary 3224 York Street Manchester, MD 21102	PreK - 5	682	663	97%	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	1374	99%	0	98	2009	Original	217,500	0.076	
Mechanicsville Elementary 3838 Sykesville Road Sykesville, MD 21784	PreK - 5	591	498	84%	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	0.634	HVAC-FY29
Mount Airy Elementary 405 North Main Street Mount Airy, MD 21771	3 - 5	552	457	83%	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	754	87% 98%	0	13.77	2013	Original Total	111,043 111,043	0.039	

A25:LSCHOOL NAME & ADDRESS	GRADES	SRC	2024		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCIS 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	600	69% 78%	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	645	76% 84%	0	46.6	1976 2010	Original Renovation Total	113,600 34,320 113,600	0.550	HVAC - FY27
Oklahoma Road Middle 6300 Oklahoma Road Sykesville, MD 21784	6 - 8	SRC = 870 Local = 795	758	87% 95%	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	431	71%	0	23.77	2005	Original	73,271	0.076	
Piney Ridge Elementary 6315 Freedom Avenue Sykesville, MD 21784	K - 5	568	583	103%	4	13.47	1991 2006	Original Addition Total	62,000 3,137 65,137	0.644	HVAC-FY28
Robert Moton Elementary 1413 Washington Road Westminster, MD 21157	PreK - 5 Special Ed. Regional Ctr.	536	441	82%	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.	647	609	94%	0	31	1994 2007	Original Addition Total	66,600 5,104 71,704	0.619	HVAC - FY29
Sandymount Elementary 2222 Old Westminster Pike Finksburg, MD 21048	PreK-5	524	576	110%	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	631	77% 87%	0	32.3	2000	Original	108,640	0.260	Roof - FY27

SCHOOL NAME & ADDRESS	GRADES	SRC	2024		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCISCORE	COMMENTS
			PRIOR FALL ENROLLMENT	PERCENT UTILIZED			DATE	TYPE	SQ. FT.		
South Carroll High 1300 West Old Liberty Road Sykesville, MD 21784	9 - 12	1339	935	70%	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 - FY31
Spring Garden Elementary 700 Boxwood Drive Hampstead, MD 21074	PreK - 5	545	456	84%	0	19.95	1991 2006	Original Addition Total	57,200 5,229 62,429	0.414	Roof - FY25
Sykesville Middle 7301 Springfield Avenue Sykesville, MD 21784	6 - 8	SRC = 806 Local = 720	758	94% 105%	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	0.575	Addition Planning - FY25
Taneytown Elemenary 100 Kings Drive Taneytown, MD 21787	PreK - 5	524	475	91%	0	9.6	1950 1962 1982 1995 1995 1995	Original Addition Addition Demolition Renovation Addition Total	22,283 9,920 1,100 1,100 32,203 31,047 63,250	0.493	K Addition Planning - FY24 HVAC - FY30
Westminster Elementary 811 Uniontown Road Westminster, MD 21157	PreK-5	568	555	98%	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 = 931 Local = 835	800	86% 96%	0	21	2023	Original Total	126,243 126,243	0.000	

SCHOOL NAME & ADDRESS	GRADES	SRC	2024		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCIScore	COMMENTS
			PRIOR FALL ENROLLMENT	PERCENT UTILIZED			DATE	TYPE	SQ. FT.		
Westminster High 1225 Washington Road Westminster, MD 21157	9 - 12	1838	1480	81%	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 Westminster, MD 21157	6 - 8	SRC = 1135 Local = 1055	912	80% 86%	2	21.5	1958 1964 1996	Original Addition Addition Total	103,893 17,640 14,200 135,733	0.350	Modernization - Planning FY32
William Winchester Elementary 70 Monroe Street Westminster, MD 21157	PreK - 5	568	605	107%	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 FY30
Winfield Elementary 4401 Salem Bottom Road Westminster, MD 21157	PreK - 5 Special Ed. Regional Ctr.	707	696	98%	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	0.356	
Winters Mill High 560 Gorsuch Road Westminster, MD 21157	9 - 12	1339	1142	85%	0	31.04	2002	Original	213,650	0.253	

CARROLL COUNTY PUBLIC SCHOOLS



**RELOCATABLE CLASSROOM PLACEMENT
2023-24**

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	6	1 quad, 1 double
	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	4	2 doubles
TOTAL CLASSROOMS		60	

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

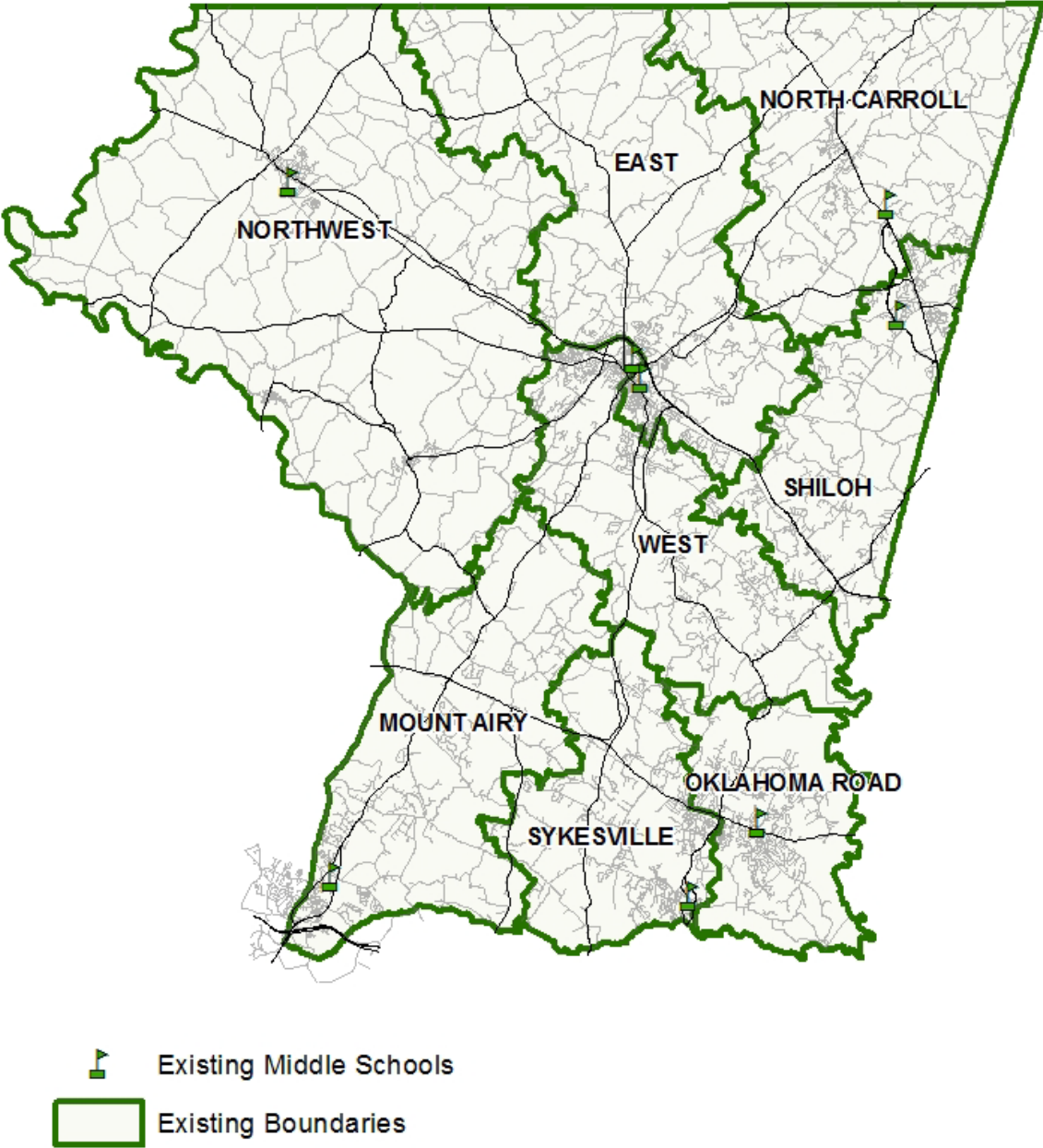
Carroll County Public Schools Elementary School Attendance Areas



-  ESLocations2016
-  Existing Boundaries

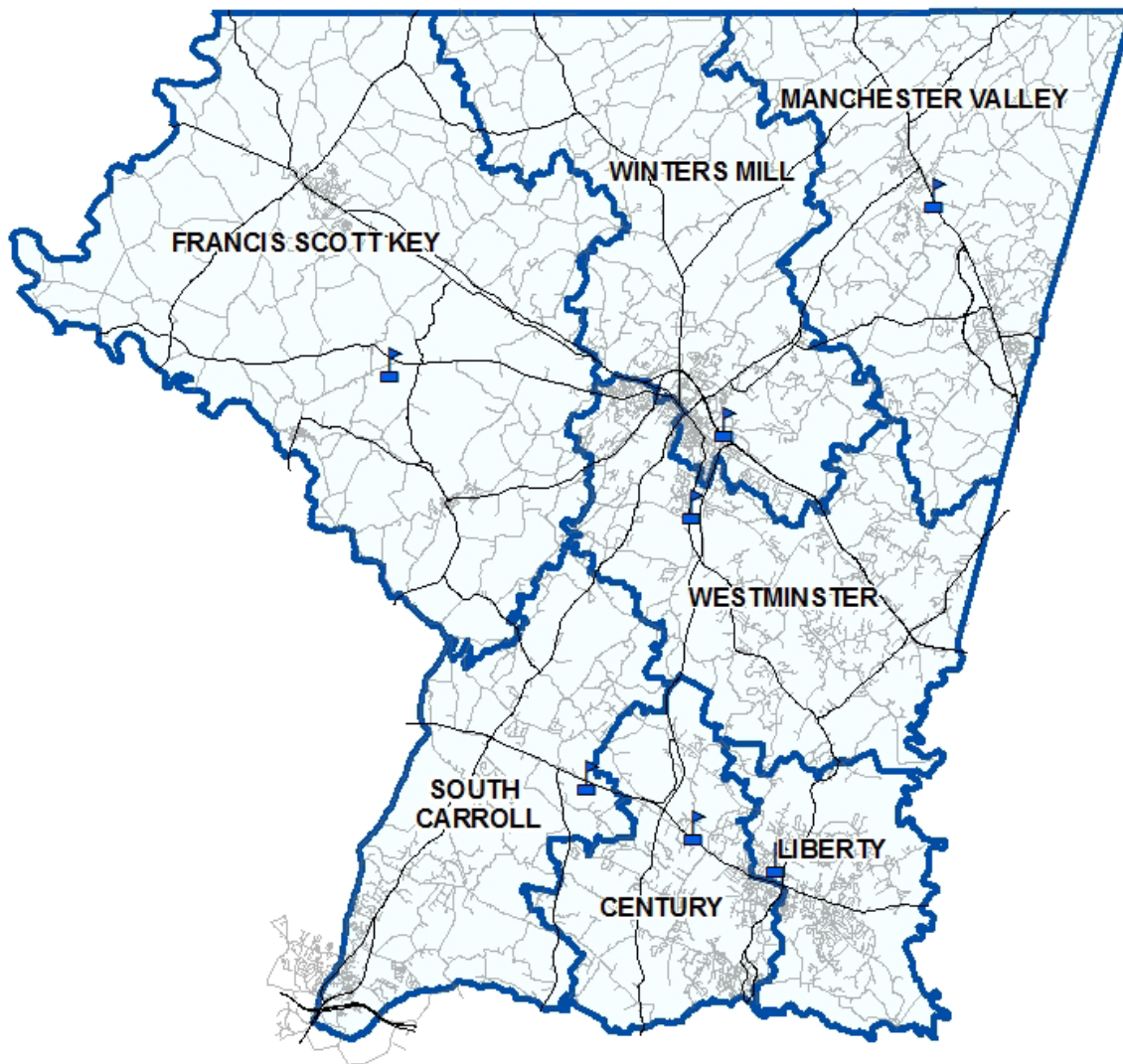
CCPS Transportation Services April 2016



Carroll County Public Schools Middle School Attendance Areas



CCPS Transportation Services April 2016

Carroll County Public Schools High School Attendance Areas



-  Existing High Schools
-  Existing Boundaries

CCPS Transportation Services April 2016

Carroll County Public Schools – School and Community Analysis

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

Carroll County Public Schools – School and Community Analysis

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

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

Carroll County Public Schools – School and Community Analysis

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

SECTION 5
ENROLLMENT PROJECTIONS

2023-24 ACTUAL and 2024-25 THROUGH 2033-34 PROJECTIONS SUMMARY

YEAR	ELEMENTARY		MIDDLE	HIGH	K-12 TOTAL	PreK-12 TOTAL	GATEWAY	CROSS- ROADS	PRIDE	CARROLL SPRINGS	POST SECONDARY	FSS	GRAND TOTAL	FTE TOTAL	FTE Diff.
	PreK TOTAL	K-5 TOTAL	6-8 TOTAL	9-12 TOTAL											
2023-24	472	11647	5858	7945	25450	25922	81	14	9	22	40	35	26123	26123	
2024-25	540	11746	5973	8031	25750	26290	82	14	9	22	41	35	26494	26494	371
2025-26	605	11767	6187	7991	25944	26549	83	14	9	23	41	36	26755	26755	260
2026-27	690	11931	6317	8046	26295	26985	84	15	9	23	42	36	27194	27194	439
2027-28	790	11954	6562	8169	26686	27476	86	15	10	23	42	37	27689	27689	495
2028-29	840	12019	6565	8432	27016	27856	87	15	10	24	43	38	28072	28072	383
2029-30	870	12029	6635	8631	27295	28165	88	15	10	24	43	38	28383	28383	311
2030-31	870	12132	6482	8910	27524	28394	89	15	10	24	44	38	28614	28614	231
2031-32	870	12180	6502	9030	27712	28582	89	15	10	24	44	39	28803	28803	189
2032-33	870	12075	6619	9101	27795	28665	90	15	10	24	44	39	28887	28887	84
2032-33	870	11996	6809	9043	27848	28718	90	16	10	24	44	39	28941	28941	54

CARROLLTOWNE EL

YEAR	K	1	2	3	4	5	K-5 TOTAL	PreK	PreK TOTAL	FTE	DIFF					
19-20A	100	113.8%	99	104.3%	96	102.9%	106	98.5%	67	104.5%	93	561	30	591	576	
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	27
22-23A	96	102.1%	99	104.7%	89	103.9%	106	101.0%	102	103.9%	106	598	31	629	614	5
23-24A	84	91.7%	88	104.0%	103	107.9%	96	109.4%	116	104.9%	107	594	29	623	623	10
24-25	91	100.4%	84	101.8%	90	105.2%	108	101.8%	98	103.6%	120	591	30	621	621	-2
25-26	93	100.4%	91	101.8%	86	105.2%	94	101.8%	110	103.6%	101	576	30	606	606	-15
26-27	100	100.4%	93	101.8%	93	105.2%	90	101.8%	96	103.6%	114	587	30	617	617	11
27-28	99	100.4%	100	101.8%	95	105.2%	98	101.8%	92	103.6%	99	584	40	624	624	7
28-29	95	100.4%	99	101.8%	102	105.2%	100	101.8%	100	103.6%	95	592	45	637	637	13
29-30	95	100.4%	95	101.8%	101	105.2%	108	101.8%	102	103.6%	103	604	50	654	654	18
30-31	95	100.4%	95	101.8%	97	105.2%	106	101.8%	109	103.6%	106	609	50	659	659	5
31-32	95	100.4%	95	101.8%	97	105.2%	102	101.8%	108	103.6%	113	611	50	661	661	3
32-33	95	100.4%	95	101.8%	97	105.2%	102	101.8%	104	103.6%	112	606	50	656	656	-6
33-34	95	100.4%	95	101.8%	97	105.2%	102	101.8%	104	103.6%	108	601	50	651	651	-5
3 yr Avg (21,22,23)		0.9537		1.0292		1.0603		1.0380		1.0358						
4 Yr. Avg. (19,21,22,23)		0.9998		1.0326		1.0525		1.0248		1.0381						
5 Yr. Avg.		1.0038		1.0180		1.0524		1.0179		1.0364						

CRANBERRY STATION EL

YEAR	K	1	2	3	4	5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF					
19-20A	83	102.4%	84	113.9%	90	100.0%	77	108.0%	94	103.8%	81	509	19	528	519	
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
23-24A	111	113.4%	76	109.8%	101	94.3%	100	100.0%	83	114.6%	110	581	20	601	601	43
24-25	87	105.2%	117	109.6%	83	100.2%	101	104.1%	104	105.3%	87	580	30	610	610	9
25-26	89	105.2%	91	109.6%	128	100.2%	83	104.1%	105	105.3%	110	607	35	642	642	32
26-27	96	105.2%	94	109.6%	100	100.2%	128	104.1%	87	105.3%	111	616	40	656	656	14
27-28	95	105.2%	101	109.6%	103	100.2%	100	104.1%	133	105.3%	91	624	40	664	664	8
28-29	92	105.2%	100	109.6%	111	100.2%	103	104.1%	105	105.3%	140	650	40	690	690	26
29-30	92	105.2%	97	109.6%	110	100.2%	111	104.1%	107	105.3%	110	626	40	666	666	-24
30-31	92	105.2%	97	109.6%	106	100.2%	110	104.1%	115	105.3%	113	633	40	673	673	6
31-32	92	105.2%	97	109.6%	106	100.2%	106	104.1%	114	105.3%	121	637	40	677	677	4
32-33	92	105.2%	97	109.6%	106	100.2%	106	104.1%	111	105.3%	120	632	40	672	672	-5
33-34	92	105.2%	97	109.6%	106	100.2%	106	104.1%	111	105.3%	116	628	40	668	668	-4
3 yr Avg (18,19,22)		1.1022		1.0901		0.9920		1.0286		1.0609						
4 Yr. Avg. (18,19,21,22)		1.0826		1.1023		0.9940		1.0414		1.0552						
5 Yr. Avg.		1.0516		1.0962		1.0019		1.0410		1.0527						

EBB VALLEY EL

YEAR	K	1	2	3	4	5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF					
19-20A	91	116.7%	84	104.8%	87	117.5%	94	103.2%	96	97.6%	83	535	13	548	542	
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
23-24A	100	105.9%	90	101.1%	92	102.4%	85	100.0%	96	104.8%	88	551	20	571	571	27
24-25	86	105.5%	105	101.5%	91	103.9%	96	99.9%	85	100.9%	97	560	20	580	580	9
25-26	88	105.5%	91	101.5%	107	103.9%	95	99.9%	95	100.9%	86	562	20	582	582	2
26-27	95	105.5%	93	101.5%	92	103.9%	111	99.9%	95	100.9%	96	582	30	612	612	30
27-28	94	105.5%	100	101.5%	94	103.9%	96	99.9%	111	100.9%	96	591	35	626	626	14
28-29	90	105.5%	99	101.5%	102	103.9%	98	99.9%	96	100.9%	112	596	40	636	636	11
29-30	90	105.5%	95	101.5%	101	103.9%	106	99.9%	98	100.9%	96	585	40	625	625	-11
30-31	90	105.5%	95	101.5%	96	103.9%	105	99.9%	106	100.9%	99	590	40	630	630	5
31-32	90	105.5%	95	101.5%	96	103.9%	100	99.9%	104	100.9%	106	592	40	632	632	2
32-33	90	105.5%	95	101.5%	96	103.9%	100	99.9%	100	100.9%	105	587	40	627	627	-6
33-34	90	105.5%	95	101.5%	96	103.9%	100	99.9%	100	100.9%	101	582	40	622	622	-4
3 yr Avg (18,19,22)		1.0432		1.0124		1.0343		1.0081		1.0367						
4 Yr. Avg. (18,19,21,22)		1.0742		1.0213		1.0695		1.0141		1.0215						
5 Yr. Avg.		1.0549		1.0147		1.0395		0.9985		1.0089						

ELDERSBURG EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
19-20A	75	109.2%	71	111.5%	68	97.6%	81	105.5%	77	97.2%	70	442	7	449	446	
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
23-24A	66	104.7%	90	98.7%	74	98.6%	73	98.9%	87	106.0%	71	461	15	476	476	8
24-25	72	104.8%	69	103.9%	93	100.2%	74	101.6%	74	102.6%	89	472	20	492	492	16
25-26	74	104.8%	75	103.9%	72	100.2%	94	101.6%	75	102.6%	76	466	20	486	486	-6
26-27	80	104.8%	78	103.9%	78	100.2%	72	101.6%	95	102.6%	77	480	20	500	500	14
27-28	79	104.8%	84	103.9%	81	100.2%	78	101.6%	73	102.6%	98	493	30	523	523	22
28-29	76	104.8%	83	103.9%	87	100.2%	81	101.6%	80	102.6%	75	481	35	516	516	-6
29-30	76	104.8%	80	103.9%	86	100.2%	87	101.6%	82	102.6%	82	493	40	533	533	16
30-31	76	104.8%	80	103.9%	83	100.2%	86	101.6%	89	102.6%	84	497	40	537	537	5
31-32	76	104.8%	80	103.9%	83	100.2%	83	101.6%	88	102.6%	91	500	40	540	540	2
32-33	76	104.8%	80	103.9%	83	100.2%	83	101.6%	84	102.6%	90	495	40	535	535	-4
33-34	76	104.8%	80	103.9%	83	100.2%	83	101.6%	84	102.6%	86	492	40	532	532	-3
3 yr Avg (18,19,22)		1.0352		1.0402		1.0163		0.9965		1.0432						
4 Yr. Avg. (18,19,21,22)		1.0494		1.0589		1.0062		1.0111		1.0254						
5 Yr. Avg.		1.0475		1.0387		1.0020		1.0163		1.0255						

ELMER WOLFE EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
19-20A	83	107.2%	74	101.6%	63	101.4%	73	96.6%	57	108.1%	67	417	20	437	427	
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
23-24A	77	104.3%	72	98.4%	63	103.5%	89	97.6%	83	105.1%	83	467	34	501	501	21
24-25	71	100.2%	77	103.3%	74	101.9%	64	97.5%	87	103.8%	86	460	40	500	500	-1
25-26	73	100.2%	71	103.3%	80	101.9%	76	97.5%	63	103.8%	90	452	40	492	492	-7
26-27	79	100.2%	73	103.3%	73	101.9%	81	97.5%	74	103.8%	65	446	40	486	486	-7
27-28	78	100.2%	79	103.3%	76	101.9%	75	97.5%	79	103.8%	77	463	40	503	503	18
28-29	75	100.2%	78	103.3%	82	101.9%	77	97.5%	73	103.8%	82	467	40	507	507	4
29-30	75	100.2%	75	103.3%	81	101.9%	83	97.5%	75	103.8%	76	465	40	505	505	-2
30-31	75	100.2%	75	103.3%	78	101.9%	82	97.5%	81	103.8%	78	469	40	509	509	4
31-32	75	100.2%	75	103.3%	78	101.9%	79	97.5%	80	103.8%	84	471	40	511	511	2
32-33	75	100.2%	75	103.3%	78	101.9%	79	97.5%	77	103.8%	83	467	40	507	507	-4
33-34	75	100.2%	75	103.3%	78	101.9%	79	97.5%	77	103.8%	80	464	40	504	504	-3
3 yr Avg (18,19,22)		1.0273		1.0491		1.0640		0.9839		1.0419						
4 Yr. Avg. (18,19,21,22)		1.0385		1.0408		1.0515		0.9794		1.0517						
5 Yr. Avg.		1.0019		1.0327		1.0190		0.9753		1.0378						

FREEDOM EL

YEAR	K		1		2		3		4		5	TOTAL		BUDGET FTE	DIFF
19-20A	90	113.0%	104	104.4%	95	102.1%	98	98.8%	84	108.2%	105	576		576	576
20-21A	88	96.7%	87	97.1%	101	95.8%	91	96.9%	95	97.6%	82	544		544	544
21-22A	98	112.5%	99	109.2%	95	107.9%	109	105.5%	96	107.4%	102	599		599	599
22-23A	96	108.2%	106	104.0%	103	103.2%	98	104.6%	114	104.2%	100	617		617	617
23-24A	102	104.2%	100	103.8%	110	110.7%	114	101.0%	99	103.5%	118	643		643	643
24-25	94	106.9%	109	103.7%	104	103.9%	114	101.4%	116	104.2%	103	640		640	640
25-26	97	106.9%	100	103.7%	113	103.9%	108	101.4%	116	104.2%	120	655		655	655
26-27	104	106.9%	104	103.7%	104	103.9%	118	101.4%	109	104.2%	121	659		659	659
27-28	103	106.9%	111	103.7%	108	103.9%	108	101.4%	119	104.2%	114	663	10	673	673
28-29	99	106.9%	110	103.7%	115	103.9%	112	101.4%	110	104.2%	124	670	15	685	685
29-30	99	106.9%	106	103.7%	114	103.9%	120	101.4%	113	104.2%	114	666	20	686	686
30-31	99	106.9%	106	103.7%	110	103.9%	119	101.4%	121	104.2%	118	673	20	693	693
31-32	99	106.9%	106	103.7%	110	103.9%	114	101.4%	120	104.2%	127	675	20	695	695
32-33	99	106.9%	106	103.7%	110	103.9%	114	101.4%	116	104.2%	125	670	20	690	690
33-34	99	106.9%	106	103.7%	110	103.9%	114	101.4%	116	104.2%	120	665	20	685	685
3 yr Avg (18,19,22)		1.0828		1.0567		1.0725		1.0370		1.0501					
4 Yr. Avg. (18,19,21,22)		1.0946		1.0535		1.0596		1.0248		1.0581					
5 Yr. Avg.		1.0690		1.0370		1.0393		1.0137		1.0417					

FRIENDSHIP VALLEY EL

YEAR	K			1			2			3			4			5	TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
19-20A	72	100.0%		84	108.5%		89	112.3%		82	96.0%		72	103.5%		89	488			488	
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
23-24A	68	89.8%		79	96.6%		84	102.5%		83	102.6%		80	102.4%		85	479	20	499	499	-25
24-25	75	96.5%		66	103.2%		81	106.7%		90	100.4%		83	103.7%		83	478	20	498	498	-1
25-26	77	96.5%		72	103.2%		68	106.7%		87	100.4%		90	103.7%		86	481	30	511	511	12
26-27	82	96.5%		74	103.2%		75	106.7%		72	100.4%		87	103.7%		93	484	35	519	519	8
27-28	81	96.5%		79	103.2%		77	106.7%		80	100.4%		73	103.7%		91	480	40	520	520	1
28-29	78	96.5%		78	103.2%		82	106.7%		82	100.4%		80	103.7%		75	475	40	515	515	-5
29-30	78	96.5%		75	103.2%		81	106.7%		87	100.4%		82	103.7%		83	486	40	526	526	11
30-31	78	96.5%		75	103.2%		78	106.7%		86	100.4%		87	103.7%		85	490	40	530	530	3
31-32	78	96.5%		75	103.2%		78	106.7%		83	100.4%		86	103.7%		91	491	40	531	531	1
32-33	78	96.5%		75	103.2%		78	106.7%		83	100.4%		83	103.7%		90	487	40	527	527	-4
33-34	78	96.5%		75	103.2%		78	106.7%		83	100.4%		83	103.7%		86	483	40	523	523	-3
3 yr Avg (18,19,22)		1.0020		1.0918			1.1086			1.0483			1.0505								
4 Yr. Avg. (18,19,21,22)		1.0015		1.0901			1.1122			1.0262			1.0466								
5 Yr. Avg.		0.9651		1.0316			1.0673			1.0039			1.0373								

HAMPSTEAD EL

YEAR	K			1			2			3			4			5	TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
19-20A	56	104.1%		77	103.5%		59	98.4%		63	111.1%		50	101.6%		62	367	26	393	380	
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
23-24A	62	114.8%		62	109.5%		69	105.9%		72	102.0%		50	102.6%		80	395	24	419	419	12
24-25	59	106.1%		66	101.5%		63	96.6%		67	105.0%		76	102.4%		51	381	30	411	411	-8
25-26	61	106.1%		63	101.5%		67	96.6%		61	105.0%		70	102.4%		77	399	40	439	439	27
26-27	65	106.1%		65	101.5%		64	96.6%		64	105.0%		64	102.4%		72	393	45	438	438	0
27-28	64	106.1%		69	101.5%		66	96.6%		61	105.0%		68	102.4%		65	393	50	443	443	5
28-29	62	106.1%		68	101.5%		70	96.6%		63	105.0%		64	102.4%		69	397	50	447	447	4
29-30	62	106.1%		66	101.5%		69	96.6%		68	105.0%		67	102.4%		66	397	50	447	447	0
30-31	62	106.1%		66	101.5%		67	96.6%		67	105.0%		71	102.4%		68	400	50	450	450	3
31-32	62	106.1%		66	101.5%		67	96.6%		64	105.0%		70	102.4%		73	402	50	452	452	1
32-33	62	106.1%		66	101.5%		67	96.6%		64	105.0%		68	102.4%		72	398	50	448	448	-3
33-34	62	106.1%		66	101.5%		67	96.6%		64	105.0%		68	102.4%		69	396	50	446	446	-2
3 yr Avg (18,19,22)		1.0994		1.0222			0.9710			1.0518			1.0217								
4 Yr. Avg. (18,19,21,22)		1.0848		1.0254			0.9742			1.0666			1.0202								
5 Yr. Avg.		1.0607		1.0151			0.9658			1.0501			1.0242								

LINTON SPRINGS EL

YEAR	K			1			2			3			4			5	TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
19-20A	115	102.2%		95	104.0%		105	107.2%		89	103.3%		127	100.0%		94	625	13	638	632	
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
23-24A	105	98.3%		116	100.7%		143	102.4%		129	104.7%		133	102.1%		98	724	14	738	738	-2
24-25	115	103.9%		109	102.8%		119	102.4%		146	103.1%		133	103.5%		138	760	20	780	780	42
25-26	118	103.9%		119	102.8%		112	102.4%		122	103.1%		151	103.5%		138	760	20	780	780	0
26-27	127	103.9%		123	102.8%		123	102.4%		115	103.1%		126	103.5%		156	769	20	789	789	9
27-28	125	103.9%		132	102.8%		126	102.4%		126	103.1%		118	103.5%		130	757	30	787	787	-2
28-29	121	103.9%		130	102.8%		136	102.4%		129	103.1%		130	103.5%		122	768	35	803	803	15
29-30	121	103.9%		126	102.8%		134	102.4%		139	103.1%		133	103.5%		134	786	40	826	826	24
30-31	121	103.9%		126	102.8%		129	102.4%		137	103.1%		143	103.5%		138	794	40	834	834	7
31-32	121	103.9%		126	102.8%		129	102.4%		132	103.1%		141	103.5%		148	797	40	837	837	4
32-33	121	103.9%		126	102.8%		129	102.4%		132	103.1%		136	103.5%		146	791	40	831	831	-7
33-34	121	103.9%		126	102.8%		129	102.4%		132	103.1%		136	103.5%		141	786	40	826	826	-5
3 yr Avg (18,19,22)		1.0487		1.0303			1.0063			1.0444			1.0339								
4 Yr. Avg. (18,19,21,22)		1.0420		1.0327			1.0227			1.0416			1.0254								
5 Yr. Avg.		1.0388		1.0283			1.0239			1.0310			1.0345								

Elementary Projections
2024-'25 to 2033-'34

MANCHESTER ELEM

YEAR	K	1	2	3	4	5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF					
19-20A	101	106.7%	96	109.4%	116	101.8%	115	113.4%	93	102.4%	126	647	16	663	655	
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
23-24A	86	112.1%	111	104.2%	125	98.0%	98	105.6%	113	102.8%	110	643	20	663	663	-10
24-25	93	106.1%	91	105.7%	117	101.1%	126	105.5%	103	101.4%	115	646	20	666	666	3
25-26	96	106.1%	99	105.7%	96	101.1%	119	105.5%	133	101.4%	105	648	30	678	678	12
26-27	103	106.1%	102	105.7%	104	101.1%	98	105.5%	125	101.4%	135	667	35	702	702	24
27-28	101	106.1%	109	105.7%	108	101.1%	105	105.5%	103	101.4%	127	653	40	693	693	-9
28-29	98	106.1%	107	105.7%	116	101.1%	109	105.5%	111	101.4%	104	645	40	685	685	-8
29-30	98	106.1%	104	105.7%	113	101.1%	117	105.5%	115	101.4%	113	660	40	700	700	15
30-31	98	106.1%	104	105.7%	110	101.1%	115	105.5%	123	101.4%	117	666	40	706	706	6
31-32	98	106.1%	104	105.7%	110	101.1%	111	105.5%	121	101.4%	125	669	40	709	709	3
32-33	98	106.1%	104	105.7%	110	101.1%	111	105.5%	117	101.4%	123	663	40	703	703	-6
33-34	98	106.1%	104	105.7%	110	101.1%	111	105.5%	117	101.4%	119	659	40	699	699	-4
3 yr Avg (18,19,22)		1.0962		1.0781		1.0178		1.0589		1.0267						
4 Yr. Avg. (18,19,21,22)		1.0889		1.0821		1.0178		1.0777		1.0260						
5 Yr. Avg.		1.0612		1.0573		1.0108		1.0552		1.0144						

MECHANICSVILLE EL

YEAR	K	1	2	3	4	5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF					
19-20A	75	98.7%	75	100.0%	88	102.5%	81	100.0%	73	102.7%	77	469	14	483	476	
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
23-24A	81	94.0%	78	100.0%	86	101.3%	76	103.9%	80	100.0%	79	480	18	498	498	5
24-25	76	98.2%	80	104.9%	82	99.8%	86	102.0%	78	101.3%	81	482	20	502	502	4
25-26	78	98.2%	75	104.9%	83	99.8%	82	102.0%	88	101.3%	79	484	20	504	504	2
26-27	83	98.2%	77	104.9%	78	99.8%	83	102.0%	83	101.3%	89	493	20	513	513	9
27-28	82	98.2%	81	104.9%	80	99.8%	78	102.0%	85	101.3%	84	491	30	521	521	8
28-29	79	98.2%	80	104.9%	85	99.8%	80	102.0%	80	101.3%	86	491	35	526	526	5
29-30	79	98.2%	78	104.9%	84	99.8%	85	102.0%	82	101.3%	81	489	40	529	529	3
30-31	79	98.2%	78	104.9%	81	99.8%	84	102.0%	87	101.3%	83	492	40	532	532	3
31-32	79	98.2%	78	104.9%	81	99.8%	81	102.0%	86	101.3%	88	493	40	533	533	1
32-33	79	98.2%	78	104.9%	81	99.8%	81	102.0%	83	101.3%	87	489	40	529	529	-4
33-34	79	98.2%	78	104.9%	81	99.8%	81	102.0%	83	101.3%	84	486	40	526	526	-3
3 yr Avg (18,19,22)		1.0316		1.0989		1.0368		1.0706		1.0264						
4 Yr. Avg. (18,19,21,22)		1.0204		1.0742		1.0339		1.0529		1.0265						
5 Yr. Avg.		0.9817		1.0487		0.9975		1.0201		1.0130						

MT. AIRY EL (3rd - 5th)

YEAR	2	3	4	5	TOTAL	BUDGET FTE	DIFF				
19-20A	156	96.8%	152	99.4%	159	98.0%	149	460	460	460	
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
23-24A	159	105.3%	140	101.9%	160	103.3%	157	457	457	457	-22
24-25	122	101.7%	162	99.5%	139	101.5%	162	463	463	463	6
25-26	145	101.7%	124	99.5%	161	101.5%	141	426	426	426	-37
26-27	131	101.7%	148	99.5%	123	101.5%	163	434	434	434	8
27-28	136	101.7%	134	99.5%	147	101.5%	125	406	406	406	-29
28-29	145	101.7%	138	99.5%	133	101.5%	149	420	420	420	15
29-30	143	101.7%	148	99.5%	137	101.5%	135	420	420	420	0
30-31	138	101.7%	146	99.5%	147	101.5%	139	432	432	432	12
31-32	138	101.7%	140	99.5%	145	101.5%	149	434	434	434	2
32-33	138	101.7%	140	99.5%	139	101.5%	147	427	427	427	-8
33-34	138	101.7%	140	99.5%	139	101.5%	142	421	421	421	-6
3 yr Avg (18,19,22)			1.0569		1.0245		1.0505				
4 Yr. Avg. (18,19,21,22)			1.0347		1.0168		1.0329				
5 Yr. Avg.			1.0175		0.9951		1.0150				

Parr's Ridge EL (K - 2nd)

YEAR	K		1		2						K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
19-20A	144	101.4%	142	96.3%	156						442	17	459	451	
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
23-24A	135	98.3%	117	103.2%	159						411	20	431	431	5
24-25	122	103.6%	140	103.9%	122						383	20	403	403	-28
25-26	126	103.6%	126	103.9%	145						398	20	418	418	14
26-27	135	103.6%	131	103.9%	131						397	30	427	427	9
27-28	133	103.6%	140	103.9%	136						408	35	443	443	17
28-29	128	103.6%	138	103.9%	145						411	40	451	451	8
29-30	128	103.6%	133	103.9%	143						404	40	444	444	-7
30-31	128	103.6%	133	103.9%	138						398	40	438	438	-5
31-32	128	103.6%	133	103.9%	138						398	40	438	438	0
32-33	128	103.6%	133	103.9%	138						398	40	438	438	0
33-34	128	103.6%	133	103.9%	138						398	40	438	438	0
3 yr Avg (18,19,22) 1.0875 1.0815															
4 Yr. Avg. (18,19,21,22) 1.0691 1.0519															
5 Yr. Avg. 1.0359 1.0387															

PINEY RIDGE EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
19-20A	88	98.8%	81	104.1%	76	115.7%	81	103.1%	101	95.8%	91	518	17	535	527	
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
23-24A	83	106.2%	103	100.0%	86	98.2%	110	103.4%	91	93.8%	90	563	20	583	583	5
24-25	92	101.2%	84	103.4%	107	103.4%	89	100.4%	110	100.7%	92	573	20	593	593	10
25-26	94	101.2%	93	103.4%	87	103.4%	110	100.4%	89	100.7%	111	585	20	605	605	11
26-27	101	101.2%	95	103.4%	96	103.4%	90	100.4%	111	100.7%	90	583	30	613	613	8
27-28	100	101.2%	102	103.4%	98	103.4%	100	100.4%	90	100.7%	111	602	35	637	637	24
28-29	96	101.2%	101	103.4%	106	103.4%	102	100.4%	100	100.7%	91	595	40	635	635	-1
29-30	96	101.2%	97	103.4%	105	103.4%	109	100.4%	102	100.7%	101	610	40	650	650	14
30-31	96	101.2%	97	103.4%	100	103.4%	108	100.4%	110	100.7%	103	614	40	654	654	5
31-32	96	101.2%	97	103.4%	100	103.4%	104	100.4%	109	100.7%	110	616	40	656	656	2
32-33	96	101.2%	97	103.4%	100	103.4%	104	100.4%	104	100.7%	109	611	40	651	651	-5
33-34	96	101.2%	97	103.4%	100	103.4%	104	100.4%	104	100.7%	105	607	40	647	647	-4
3 yr Avg (18,19,22) 1.0497 1.0106 1.0133 1.0207 1.0294																
4 Yr. Avg. (18,19,21,22) 1.0343 1.0182 1.0492 1.0233 1.0115																
5 Yr. Avg. 1.0115 1.0343 1.0341 1.0038 1.0072																

ROBERT MOTON EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
19-20A	61	118.0%	72	114.8%	62	102.9%	70	100.0%	72	112.0%	56	393	41	434	414	
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
23-24A	66	100.0%	47	96.8%	61	115.0%	69	113.0%	78	92.6%	63	384	57	441	441	32
24-25	52	112.7%	74	105.1%	49	101.1%	62	102.3%	71	103.2%	81	389	50	439	439	-2
25-26	53	112.7%	59	105.1%	78	101.1%	50	102.3%	63	103.2%	73	376	50	426	426	-13
26-27	57	112.7%	60	105.1%	62	101.1%	79	102.3%	51	103.2%	65	374	50	424	424	-2
27-28	56	112.7%	64	105.1%	63	101.1%	62	102.3%	81	103.2%	53	379	50	429	429	5
28-29	54	112.7%	63	105.1%	67	101.1%	63	102.3%	64	103.2%	83	395	50	445	445	16
29-30	54	112.7%	61	105.1%	66	101.1%	68	102.3%	65	103.2%	66	380	50	430	430	-15
30-31	54	112.7%	61	105.1%	64	101.1%	67	102.3%	70	103.2%	67	383	50	433	433	3
31-32	54	112.7%	61	105.1%	64	101.1%	65	102.3%	69	103.2%	72	384	50	434	434	1
32-33	54	112.7%	61	105.1%	64	101.1%	65	102.3%	66	103.2%	71	380	50	430	430	-4
33-34	54	112.7%	61	105.1%	64	101.1%	65	102.3%	66	103.2%	68	378	50	428	428	-3
3 yr Avg (18,19,22) 1.1293 1.0675 1.0471 1.0435 1.0603																
4 Yr. Avg. (18,19,21,22) 1.1419 1.0876 1.0426 1.0326 1.0753																
5 Yr. Avg. 1.1267 1.0506 1.0115 1.0232 1.0324																

*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
19-20A	96	97.8%	88	95.8%	92	97.3%	107	104.6%	113	102.2%	93	589	23	612	601	
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
23-24A	88	102.6%	78	108.3%	117	106.0%	89	97.2%	103	107.8%	97	572	37	609	609	17
24-25	86	99.1%	87	102.3%	80	102.1%	119	99.4%	88	104.8%	108	569	40	609	609	0
25-26	88	99.1%	85	102.3%	89	102.1%	81	99.4%	119	104.8%	93	555	45	600	600	-9
26-27	94	99.1%	87	102.3%	87	102.1%	91	99.4%	81	104.8%	124	565	50	615	615	15
27-28	93	99.1%	93	102.3%	89	102.1%	89	99.4%	90	104.8%	85	540	50	590	590	-25
28-29	90	99.1%	92	102.3%	95	102.1%	91	99.4%	88	104.8%	95	552	50	602	602	12
29-30	90	99.1%	89	102.3%	94	102.1%	97	99.4%	90	104.8%	93	554	50	604	604	2
30-31	90	99.1%	89	102.3%	91	102.1%	96	99.4%	97	104.8%	95	558	50	608	608	4
31-32	90	99.1%	89	102.3%	91	102.1%	93	99.4%	96	104.8%	101	560	50	610	610	2
32-33	90	99.1%	89	102.3%	91	102.1%	93	99.4%	93	104.8%	100	556	50	606	606	-4
33-34	90	99.1%	89	102.3%	91	102.1%	93	99.4%	93	104.8%	97	553	50	603	603	-3
3 yr Avg (18,19,22)		0.9991		1.0784		1.0549		1.0081		1.0847						
4 Yr. Avg. (18,19,21,22)		0.9938		1.0483		1.0344		1.0176		1.0691						
5 Yr. Avg.		0.9909		1.0227		1.0210		0.9935		1.0482						

SANDYMOUNT EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
19-20A	91	119.3%	68	101.1%	91	97.4%	75	101.3%	79	113.5%	84	488	9	497	493	
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
23-24A	84	105.6%	114	100.0%	83	103.9%	106	104.2%	99	102.8%	74	560	19	579	579	19
24-25	89	104.9%	88	101.5%	116	102.3%	85	102.4%	109	105.5%	104	591	20	611	611	32
25-26	92	104.9%	93	101.5%	89	102.3%	118	102.4%	87	105.5%	115	595	20	615	615	4
26-27	98	104.9%	97	101.5%	95	102.3%	91	102.4%	121	105.5%	92	594	30	624	624	9
27-28	97	104.9%	103	101.5%	98	102.3%	97	102.4%	94	105.5%	128	616	35	651	651	28
28-29	94	104.9%	102	101.5%	104	102.3%	100	102.4%	99	105.5%	99	598	40	638	638	-13
29-30	94	104.9%	99	101.5%	103	102.3%	107	102.4%	103	105.5%	105	610	40	650	650	12
30-31	94	104.9%	99	101.5%	100	102.3%	106	102.4%	109	105.5%	108	616	40	656	656	6
31-32	94	104.9%	99	101.5%	100	102.3%	102	102.4%	108	105.5%	115	619	40	659	659	3
32-33	94	104.9%	99	101.5%	100	102.3%	102	102.4%	105	105.5%	114	614	40	654	654	-5
33-34	94	104.9%	99	101.5%	100	102.3%	102	102.4%	105	105.5%	111	611	40	651	651	-4
3 yr Avg (18,19,22)		1.0580		1.0505		1.0718		1.0495		1.0467						
4 Yr. Avg. (18,19,21,22)		1.0918		1.0406		1.0474		1.0404		1.0688						
5 Yr. Avg.		1.0492		1.0149		1.0225		1.0243		1.0550						

SPRING GARDEN EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
19-20A	58	110.2%	65	104.5%	70	104.7%	67	103.7%	85	96.7%	59	404	12	416	410	
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
23-24A	82	96.1%	73	101.4%	70	104.3%	72	106.2%	69	101.4%	70	436	20	456	456	16
24-25	70	105.5%	87	103.6%	76	100.1%	70	102.9%	74	101.1%	70	446	30	476	476	20
25-26	73	105.5%	74	103.6%	90	100.1%	76	102.9%	72	101.1%	75	459	35	494	494	18
26-27	78	105.5%	77	103.6%	77	100.1%	90	102.9%	78	101.1%	73	472	40	512	512	18
27-28	77	105.5%	82	103.6%	80	100.1%	77	102.9%	92	101.1%	79	487	40	527	527	15
28-29	74	105.5%	81	103.6%	85	100.1%	80	102.9%	79	101.1%	93	493	40	533	533	6
29-30	74	105.5%	78	103.6%	84	100.1%	85	102.9%	82	101.1%	80	484	40	524	524	-9
30-31	74	105.5%	78	103.6%	81	100.1%	84	102.9%	88	101.1%	83	488	40	528	528	5
31-32	74	105.5%	78	103.6%	81	100.1%	81	102.9%	87	101.1%	89	489	40	529	529	1
32-33	74	105.5%	78	103.6%	81	100.1%	81	102.9%	83	101.1%	88	485	40	525	525	-5
33-34	74	105.5%	78	103.6%	81	100.1%	81	102.9%	83	101.1%	84	482	40	522	522	-3
3 yr Avg (18,19,22)		1.0180		1.0302		0.9947		1.0357		1.0493						
4 Yr. Avg. (18,19,21,22)		1.0390		1.0339		1.0078		1.0360		1.0287						
5 Yr. Avg.		1.0553		1.0364		1.0005		1.0288		1.0112						

TANEYTOWN EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
19-20A	63	101.5%	68	110.3%	64	110.5%	63	113.5%	59	101.6%	65	382	19	401	392	
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
23-24A	73	105.6%	94	97.1%	68	93.8%	60	103.9%	79	102.5%	82	456	19	475	475	4
24-25	68	106.3%	78	104.5%	98	101.3%	69	108.5%	65	104.3%	82	460	30	490	490	15
25-26	70	106.3%	72	104.5%	81	101.3%	100	108.5%	75	104.3%	68	466	35	501	501	10
26-27	75	106.3%	74	104.5%	76	101.3%	82	108.5%	108	104.3%	78	493	40	533	533	33
27-28	74	106.3%	80	104.5%	78	101.3%	77	108.5%	89	104.3%	113	510	40	550	550	17
28-29	72	106.3%	79	104.5%	83	101.3%	79	108.5%	83	104.3%	93	489	40	529	529	-21
29-30	72	106.3%	77	104.5%	82	101.3%	84	108.5%	86	104.3%	87	488	40	528	528	-2
30-31	72	106.3%	77	104.5%	80	101.3%	83	108.5%	92	104.3%	89	493	40	533	533	5
31-32	72	106.3%	77	104.5%	80	101.3%	81	108.5%	90	104.3%	96	496	40	536	536	3
32-33	72	106.3%	77	104.5%	80	101.3%	81	108.5%	88	104.3%	94	492	40	532	532	-4
33-34	72	106.3%	77	104.5%	80	101.3%	81	108.5%	88	104.3%	92	489	40	529	529	-3
3 yr Avg (18,19,22)		1.1058		1.0611		1.0235		1.1071							1.0669	
4 Yr. Avg. (18,19,21,22)		1.0831		1.0716		1.0439		1.1141							1.0542	
5 Yr. Avg.		1.0633		1.0455		1.0132		1.0849							1.0433	

WESTMINSTER EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
19-20A	91	103.7%	85	99.0%	96	102.7%	77	101.0%	98	102.9%	71	518	20	538	528	
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
23-24A	96	98.3%	59	106.6%	97	97.2%	103	105.4%	97	100.0%	83	535	20	555	555	9
24-25	84	101.3%	97	100.7%	59	100.1%	97	101.1%	104	104.5%	101	543	30	573	573	18
25-26	86	101.3%	85	100.7%	98	100.1%	59	101.1%	98	104.5%	109	535	35	570	570	-3
26-27	92	101.3%	87	100.7%	86	100.1%	98	101.1%	60	104.5%	103	525	40	565	565	-5
27-28	91	101.3%	93	100.7%	88	100.1%	86	101.1%	99	104.5%	63	520	40	560	560	-6
28-29	88	101.3%	92	100.7%	94	100.1%	88	101.1%	87	104.5%	104	552	40	592	592	32
29-30	88	101.3%	89	100.7%	93	100.1%	94	101.1%	89	104.5%	91	543	40	583	583	-9
30-31	88	101.3%	89	100.7%	90	100.1%	93	101.1%	95	104.5%	93	548	40	588	588	4
31-32	88	101.3%	89	100.7%	90	100.1%	90	101.1%	94	104.5%	99	550	40	590	590	2
32-33	88	101.3%	89	100.7%	90	100.1%	90	101.1%	91	104.5%	98	546	40	586	586	-4
33-34	88	101.3%	89	100.7%	90	100.1%	90	101.1%	91	104.5%	95	542	40	582	582	-3
3 yr Avg (18,19,22)		1.0276		1.0467		1.0061		1.0105							1.0650	
4 Yr. Avg. (18,19,21,22)		1.0299		1.0325		1.0113		1.0104							1.0560	
5 Yr. Avg.		1.0130		1.0072		1.0007		1.0109							1.0448	

WILLIAM WINCHESTER EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
19-20A	83	104.9%	85	103.7%	84	95.5%	85	102.4%	86	94.1%	80	503	20	523	513	
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
23-24A	88	112.9%	114	104.1%	101	107.1%	91	98.0%	96	108.0%	95	585	20	605	605	29
24-25	84	108.5%	96	100.5%	115	106.7%	108	101.1%	92	101.1%	97	591	20	611	611	6
25-26	87	108.5%	91	100.5%	96	106.7%	122	101.1%	109	101.1%	93	598	30	628	628	17
26-27	93	108.5%	94	100.5%	92	106.7%	102	101.1%	124	101.1%	110	615	35	650	650	22
27-28	92	108.5%	101	100.5%	95	106.7%	98	101.1%	104	101.1%	125	614	40	654	654	4
28-29	88	108.5%	100	100.5%	101	106.7%	101	101.1%	99	101.1%	105	594	40	634	634	-20
29-30	88	108.5%	96	100.5%	100	106.7%	108	101.1%	102	101.1%	100	594	40	634	634	0
30-31	88	108.5%	96	100.5%	96	106.7%	107	101.1%	109	101.1%	104	600	40	640	640	5
31-32	88	108.5%	96	100.5%	96	106.7%	102	101.1%	108	101.1%	111	601	40	641	641	1
32-33	88	108.5%	96	100.5%	96	106.7%	102	101.1%	104	101.1%	109	595	40	635	635	-6
33-34	88	108.5%	96	100.5%	96	106.7%	102	101.1%	104	101.1%	105	590	40	630	630	-5
3 yr Avg (18,19,22)		1.1421		1.0388		1.1391		1.0297							1.0344	
4 Yr. Avg. (18,19,21,22)		1.1188		1.0383		1.0931		1.0283							1.0110	
5 Yr. Avg.		1.0854		1.0048		1.0673		1.0109							1.0111	

WINFIELD EL

YEAR	K	1	2	3	4	5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF					
19-20A	112	101.2%	87	96.7%	117	103.6%	86	95.8%	91	106.9%	93	586	22	608	597	
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
23-24A	108	106.9%	108	106.9%	140	99.1%	105	104.6%	114	101.1%	95	670	26	696	696	18
24-25	101	107.1%	116	101.2%	109	100.9%	141	99.1%	104	101.2%	115	687	30	717	717	21
25-26	104	107.1%	108	101.2%	117	100.9%	110	99.1%	140	101.2%	105	685	30	715	715	-2
26-27	112	107.1%	111	101.2%	110	100.9%	118	99.1%	109	101.2%	142	702	30	732	732	17
27-28	110	107.1%	120	101.2%	113	100.9%	111	99.1%	117	101.2%	111	681	40	721	721	-11
28-29	106	107.1%	118	101.2%	121	100.9%	114	99.1%	110	101.2%	119	687	45	732	732	11
29-30	106	107.1%	114	101.2%	119	100.9%	123	99.1%	113	101.2%	111	685	50	735	735	3
30-31	106	107.1%	114	101.2%	115	100.9%	120	99.1%	122	101.2%	114	691	50	741	741	5
31-32	106	107.1%	114	101.2%	115	100.9%	116	99.1%	119	101.2%	123	693	50	743	743	2
32-33	106	107.1%	114	101.2%	115	100.9%	116	99.1%	115	101.2%	121	686	50	736	736	-7
33-34	106	107.1%	114	101.2%	115	100.9%	116	99.1%	115	101.2%	116	682	50	732	732	-4
3 yr Avg (18,19,22)		1.1240		1.0390		1.0095		1.0108		1.0303						
4 Yr. Avg. (18,19,21,22)		1.0960		1.0210		1.0161		0.9976		1.0400						
5 Yr. Avg.		1.0714		1.0122		1.0095		0.9911		1.0122						

GRADE TOTALS - ELEMENTARY

	K	1	2	3	4	5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET TOTAL	DIFF
2023-24	1,845	1,869	2,032	1,960	2,006	1,935	11,647	472	12,119	12,119	
2024-25	1,767	1,919	1,929	2,075	1,993	2,063	11,746	540	12,286	12,286	167
2025-26	1,817	1,836	1,983	1,971	2,110	2,051	11,767	605	12,372	12,372	86
2026-27	1,949	1,888	1,895	2,023	2,007	2,170	11,931	690	12,621	12,621	250
2027-28	1,924	2,025	1,949	1,935	2,058	2,064	11,954	790	12,744	12,744	123
2028-29	1,855	1,999	2,090	1,989	1,969	2,117	12,019	840	12,859	12,859	115
2029-30	1,855	1,927	2,063	2,134	2,024	2,025	12,029	870	12,899	12,899	40
2030-31	1,855	1,927	1,990	2,107	2,172	2,082	12,132	870	13,002	13,002	103
2031-32	1,855	1,927	1,990	2,031	2,144	2,234	12,180	870	13,050	13,050	48
2032-33	1,855	1,927	1,990	2,031	2,067	2,205	12,075	870	12,945	12,945	-105
2033-34	1,855	1,927	1,990	2,031	2,067	2,126	11,996	870	12,866	12,866	-79

SECONDARY PROJECTIONS '24-'25 TO '33-'34, MIDDLE SCHOOLS

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

YEAR	5		6		7		8		TOTAL	DIFF
19-20A	227	103.8%	239	100.5%	215	100.0%	260	714		
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	
23-24A	237	105.2%	280	101.3%	229	100.8%	245	754	33	
24-25	259	105.4%	250	102.5%	287	101.1%	232	768	14	
25-26	230	105.4%	273	102.5%	256	101.1%	290	819	51	
26-27	282	105.4%	242	102.5%	280	101.1%	259	781	-38	
27-28	218	105.4%	298	102.5%	248	101.1%	283	829	48	
28-29	249	105.4%	230	102.5%	305	101.1%	251	786	-43	
29-30	228	105.4%	262	102.5%	235	101.1%	309	806	20	
30-31	235	105.4%	240	102.5%	269	101.1%	238	747	-59	
31-32	253	105.4%	248	102.5%	246	101.1%	272	766	19	
32-33	249	105.4%	266	102.5%	254	101.1%	249	770	3	
33-34	239	105.4%	262	102.5%	273	101.1%	257	792	22	
3 yr Avg (18,19,22)	1.0656		1.0358		1.0219					
4 Yr. Avg. (18,19,21,22)	1.0587		1.0281		1.0164					
5 Yr. Avg.	1.0539		1.0250		1.0113					

NORTH CARROLL MIDDLE		EBB VALLEY		80.00%
		HAMPSTEAD		20.00%
		MANCHESTER		100.00%

YEAR	5		6		7		8		TOTAL	DIFF
19-20A	199	109.1%	214	99.5%	209	98.1%	205	628	#REF!	
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	
23-24A	196	101.6%	204	102.4%	214	97.3%	182	600	-22	
24-25	202	107.5%	211	101.1%	206	99.4%	213	630	30	
25-26	189	107.5%	218	101.1%	213	99.4%	205	636	6	
26-27	227	107.5%	203	101.1%	220	99.4%	212	635	-1	
27-28	217	107.5%	244	101.1%	205	99.4%	219	668	32	
28-29	208	107.5%	233	101.1%	246	99.4%	204	683	16	
29-30	203	107.5%	224	101.1%	235	99.4%	245	704	21	
30-31	209	107.5%	218	101.1%	226	99.4%	234	679	-25	
31-32	225	107.5%	225	101.1%	221	99.4%	225	670	-8	
32-33	221	107.5%	242	101.1%	227	99.4%	220	689	18	
33-34	214	107.5%	238	101.1%	244	99.4%	226	708	20	
3 yr Avg (18,19,22)	1.0712		1.0187		1.0113					
4 Yr. Avg. (18,19,21,22)	1.0762		1.0128		1.0037					
5 Yr. Avg.	1.0750		1.0112		0.9944					

NORTHWEST MIDDLE		ELMER WOLFE		100.00%
		RUNNYMEDE		80.00%
		TANEYTOWN		100.00%

YEAR	5		6		7		8		TOTAL	DIFF
19-20A	205	98.5%	212	98.8%	248	97.8%	222	682		
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	
23-24A	243	98.1%	208	101.8%	229	97.2%	208	645	8	
24-25	255	100.3%	243	101.6%	211	98.9%	226	681	36	
25-26	232	100.3%	256	101.6%	247	98.9%	209	712	31	
26-27	242	100.3%	233	101.6%	260	98.9%	245	738	25	
27-28	257	100.3%	243	101.6%	237	98.9%	257	737	0	
28-29	251	100.3%	258	101.6%	247	98.9%	234	740	2	
29-30	237	100.3%	252	101.6%	262	98.9%	245	759	19	
30-31	243	100.3%	237	101.6%	256	98.9%	259	753	-6	
31-32	261	100.3%	244	101.6%	241	98.9%	253	738	-15	
32-33	258	100.3%	262	101.6%	248	98.9%	239	748	10	
33-34	249	100.3%	259	101.6%	266	98.9%	245	770	22	
3 yr Avg (18,19,22)	1.0312		1.0310		0.9985					
4 Yr. Avg. (18,19,21,22)	1.0197		1.0202		0.9934					
5 Yr. Avg.	1.0035		1.0162		0.9891					

OKLAHOMA ROAD MID	CARROLLTOWNE	100.00%
	ELDERSBURG	58.00%
	FREEDOM	100.00%

YEAR	5	6	7	8	TOTAL	DIFF			
19-20A	239	107.5%	217	104.6%	251	98.3%	227	695	
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
23-24A	266	103.6%	258	102.7%	270	105.0%	230	758	16
24-25	275	104.2%	277	103.0%	266	103.3%	279	822	64
25-26	266	104.2%	287	103.0%	286	103.3%	275	847	25
26-27	280	104.2%	277	103.0%	295	103.3%	295	868	21
27-28	270	104.2%	292	103.0%	285	103.3%	305	882	15
28-29	263	104.2%	281	103.0%	301	103.3%	295	877	-6
29-30	265	104.2%	274	103.0%	290	103.3%	310	874	-2
30-31	272	104.2%	276	103.0%	282	103.3%	299	858	-16
31-32	293	104.2%	284	103.0%	285	103.3%	292	860	2
32-33	290	104.2%	305	103.0%	292	103.3%	294	892	31
33-34	278	104.2%	302	103.0%	314	103.3%	302	918	27
3 yr Avg (18,19,22)		1.0378	1.0300		1.0543				
4 Yr. Avg. (18,19,21,2)		1.0471	1.0340		1.0365				
5 Yr. Avg.		1.0424	1.0299		1.0332				

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

YEAR	5	6	7	8	TOTAL	DIFF			
19-20A	193	106.8%	213	98.6%	214	104.1%	231	658	
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
23-24A	208	105.9%	228	102.1%	194	98.6%	209	631	27
24-25	215	101.7%	211	102.7%	234	101.1%	196	642	11
25-26	251	101.7%	219	102.7%	217	101.1%	237	673	31
26-27	222	101.7%	256	102.7%	225	101.1%	220	700	27
27-28	259	101.7%	226	102.7%	263	101.1%	227	715	15
28-29	248	101.7%	263	102.7%	232	101.1%	265	760	45
29-30	237	101.7%	252	102.7%	270	101.1%	234	757	-4
30-31	246	101.7%	241	102.7%	259	101.1%	273	773	17
31-32	262	101.7%	250	102.7%	248	101.1%	262	759	-14
32-33	259	101.7%	267	102.7%	257	101.1%	250	774	15
33-34	250	101.7%	263	102.7%	274	101.1%	260	797	23
3 yr Avg (18,19,22)		1.0149	1.0485		0.9922				
4 Yr. Avg. (18,19,21,2)		1.0282	1.0329		1.0044				
5 Yr. Avg.		1.0167	1.0273		1.0110				

SYKESVILLE MIDDLE	ELDERSBURG	42.00%
	LINTON SPRINGS	100.00%
	PINEY RIDGE	100.00%
	WINFIELD	16.00%

YEAR	5	6	7	8	TOTAL	DIFF			
19-20A	228	103.9%	262	98.9%	266	98.5%	256	784	
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
23-24A	233	96.8%	241	104.5%	234	100.4%	283	758	10
24-25	285	101.5%	237	100.8%	243	100.6%	235	715	-43
25-26	298	101.5%	289	100.8%	238	100.6%	244	772	57
26-27	301	101.5%	302	100.8%	292	100.6%	240	834	61
27-28	300	101.5%	306	100.8%	304	100.6%	294	904	70
28-29	264	101.5%	305	100.8%	308	100.6%	306	919	16
29-30	287	101.5%	268	100.8%	307	100.6%	310	885	-34
30-31	294	101.5%	291	100.8%	270	100.6%	309	870	-15
31-32	316	101.5%	298	100.8%	293	100.6%	271	863	-7
32-33	312	101.5%	321	100.8%	301	100.6%	295	917	54
33-34	301	101.5%	317	100.8%	324	100.6%	303	943	26
3 yr Avg (18,19,22)		1.0016	1.0244		1.0092				
4 Yr. Avg. (18,19,21,22)		1.0109	1.0155		1.0031				
5 Yr. Avg.		1.0150	1.0078		1.0063				

WEST. EAST MIDDLE	CRANBERRY STATION	100.00%	RUNNYMEDE	20.00%
	EBB VALLEY	20.00%	WESTMINSTER	9.00%
	ROBERT MOTON	61.00%	WM WINCHESTER	75.00%

YEAR	5		6		7		8		TOTAL	DIFF
19-20A	222	102.6%	275	97.5%	232	96.4%	241		748	
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
23-24A	264	101.6%	253	102.7%	264	103.3%	283		800	33
24-25	259	101.9%	269	102.2%	259	102.4%	270		798	-2
25-26	269	101.9%	264	102.2%	275	102.4%	265		804	6
26-27	287	101.9%	274	102.2%	270	102.4%	282		826	22
27-28	259	101.9%	292	102.2%	280	102.4%	276		849	23
28-29	321	101.9%	264	102.2%	299	102.4%	287		850	1
29-30	271	101.9%	327	102.2%	270	102.4%	306		902	53
30-31	278	101.9%	276	102.2%	334	102.4%	276		886	-16
31-32	299	101.9%	283	102.2%	282	102.4%	342		908	21
32-33	295	101.9%	305	102.2%	290	102.4%	289		883	-24
33-34	285	101.9%	301	102.2%	311	102.4%	297		909	26
3 yr Avg (18,19,22)		1.0404		1.0331		1.0469				
4 Yr. Avg. (18,19,21,22)		1.0368		1.0186		1.0262				
5 Yr. Avg.		1.0189		1.0222		1.0236				

WEST. WEST MIDDLE	FRIENDSHIP VALLEY	100.00%	WESTMINSTER	91.00%
	MECHANICSVILLE	100.00%	WM WINCHESTER	25.00%
	ROBERT MOTON	39.00%		

YEAR	5		6		7		8		TOTAL	DIFF
19-20A	275	99.0%	323	99.4%	319	105.4%	293		935	
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
23-24A	288	98.7%	304	103.3%	313	103.1%	295		912	37
24-25	312	100.6%	289	101.8%	309	101.6%	318		917	5
25-26	316	100.6%	314	101.8%	295	101.6%	314		923	6
26-27	328	100.6%	317	101.8%	319	101.6%	299		936	13
27-28	284	100.6%	330	101.8%	323	101.6%	324		978	42
28-29	314	100.6%	285	101.8%	336	101.6%	328		950	-28
29-30	297	100.6%	316	101.8%	291	101.6%	341		948	-2
30-31	304	100.6%	298	101.8%	322	101.6%	295		915	-33
31-32	325	100.6%	306	101.8%	304	101.6%	327		936	21
32-33	321	100.6%	327	101.8%	312	101.6%	308		947	10
33-34	309	100.6%	323	101.8%	333	101.6%	316		972	25
3 yr Avg (18,19,22)		1.0105		1.0381		1.0173				
4 Yr. Avg. (18,19,21,22)		1.0054		1.0271		1.0265				
5 Yr. Avg.		1.0057		1.0179		1.0155				

GRADE TOTALS - MIDDLE

	5	6	7	8	MID TOTAL	DIFF
2023-24	1935	1976	1947	1935	5858	
2024-25	2063	1988	2016	1970	5973	115
2025-26	2051	2120	2028	2039	6187	213
2026-27	2170	2105	2161	2051	6317	131
2027-28	2064	2230	2146	2186	6562	245
2028-29	2117	2120	2274	2171	6565	2
2029-30	2025	2174	2161	2300	6635	70
2030-31	2082	2080	2217	2185	6482	-153
2031-32	2234	2139	2120	2243	6502	20
2032-33	2205	2294	2181	2145	6619	117
2033-34	2126	2265	2339	2206	6809	190

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

CENTURY HIGH	SYKESVILLE MIDDLE				100.00%
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YEAR	8		9		10		11		12		TOTAL	DIFF
19-20A	256	107.6%	283	99.7%	286	104.1%	307	88.0%	263		1139	
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
23-24A	283	103.7%	251	97.1%	267	104.4%	308	84.3%	257		1083	-37
24-25	235	107.8%	305	98.5%	247	103.5%	276	90.2%	278		1106	23
25-26	244	107.8%	254	98.5%	300	103.5%	256	90.2%	249		1059	-47
26-27	240	107.8%	263	98.5%	250	103.5%	311	90.2%	231		1055	-4
27-28	294	107.8%	259	98.5%	259	103.5%	259	90.2%	280		1057	2
28-29	306	107.8%	316	98.5%	255	103.5%	268	90.2%	233		1073	16
29-30	310	107.8%	330	98.5%	312	103.5%	263	90.2%	242		1147	75
30-31	309	107.8%	334	98.5%	325	103.5%	322	90.2%	238		1219	72
31-32	271	107.8%	333	98.5%	329	103.5%	337	90.2%	291		1290	70
32-33	295	107.8%	293	98.5%	328	103.5%	341	90.2%	304		1265	-25
33-34	303	107.8%	318	98.5%	288	103.5%	340	90.2%	307		1253	-12
3 yr Avg (18,19,22)	1.080		0.977		1.044		0.894					
4 Yr. Avg. (18,19,21,2)	1.079		0.982		1.043		0.891					
5 Yr. Avg.	1.078		0.985		1.035		0.902					

FRANCIS SCOTT KEY HIGH	NORTHWEST MIDDLE				100.00%
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YEAR	8		9		10		11		12		TOTAL	DIFF
19-20A	222	111.8%	236	89.2%	214	108.1%	227	85.7%	245		922	
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
23-24A	208	123.7%	245	90.0%	234	92.7%	255	84.5%	197		931	-13
24-25	226	118.7%	247	90.0%	220	99.7%	233	88.9%	227		927	-4
25-26	209	118.7%	269	90.0%	222	99.7%	220	88.9%	207		918	-9
26-27	245	118.7%	248	90.0%	242	99.7%	222	88.9%	195		907	-11
27-28	257	118.7%	290	90.0%	223	99.7%	241	88.9%	197		952	45
28-29	234	118.7%	305	90.0%	261	99.7%	223	88.9%	214		1004	52
29-30	245	118.7%	278	90.0%	275	99.7%	261	88.9%	198		1011	7
30-31	259	118.7%	290	90.0%	250	99.7%	274	88.9%	232		1046	35
31-32	253	118.7%	308	90.0%	261	99.7%	249	88.9%	243		1062	16
32-33	239	118.7%	301	90.0%	277	99.7%	261	88.9%	222		1060	-2
33-34	245	118.7%	283	90.0%	270	99.7%	276	88.9%	231		1062	2
3 yr Avg (18,19,22)	1.236		0.890		0.973		0.891					
4 Yr. Avg. (18,19,21,2)	1.207		0.890		1.000		0.883					
5 Yr. Avg.	1.187		0.900		0.997		0.889					

LIBERTY HIGH	OKLAHOMA RD MIDDLE				100.00%
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YEAR	8		9		10		11		12		TOTAL	DIFF
19-20A	227	96.3%	261	100.4%	253	106.3%	269	91.6%	261		1044	
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
23-24A	230	106.9%	278	97.2%	246	107.7%	281	78.9%	195		1000	9
24-25	279	103.7%	238	97.6%	271	105.6%	260	89.9%	253		1022	22
25-26	275	103.7%	289	97.6%	233	105.6%	286	89.9%	233		1042	20
26-27	295	103.7%	285	97.6%	282	105.6%	246	89.9%	257		1070	28
27-28	305	103.7%	306	97.6%	278	105.6%	298	89.9%	221		1103	33
28-29	295	103.7%	316	97.6%	299	105.6%	293	89.9%	268		1176	74
29-30	310	103.7%	306	97.6%	309	105.6%	315	89.9%	264		1193	17
30-31	299	103.7%	322	97.6%	298	105.6%	326	89.9%	283		1230	36
31-32	292	103.7%	310	97.6%	314	105.6%	315	89.9%	293		1232	3
32-33	294	103.7%	302	97.6%	303	105.6%	332	89.9%	283		1220	-12
33-34	302	103.7%	305	97.6%	295	105.6%	320	89.9%	298		1218	-2
3 yr Avg (18,19,22)	1.059		0.965		1.068		0.890					
4 Yr. Avg. (18,19,21,2)	1.035		0.974		1.067		0.897					
5 Yr. Avg.	1.037		0.976		1.056		0.899					

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

YEAR	8		9		10		11		12	TOTAL	DIFF
19-20A	355	101.7%	361	95.6%	344	104.2%	325	83.1%	295	1325	
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
23-24A	303	107.5%	369	93.3%	346	100.3%	358	88.3%	301	1374	15
24-25	327	105.2%	319	94.4%	348	98.7%	342	88.5%	317	1326	-48
25-26	342	105.2%	344	94.4%	301	98.7%	344	88.5%	302	1291	-35
26-27	340	105.2%	360	94.4%	324	98.7%	297	88.5%	304	1286	-5
27-28	351	105.2%	357	94.4%	340	98.7%	320	88.5%	263	1281	-5
28-29	358	105.2%	369	94.4%	337	98.7%	336	88.5%	283	1325	44
29-30	381	105.2%	377	94.4%	348	98.7%	333	88.5%	297	1355	30
30-31	393	105.2%	401	94.4%	356	98.7%	344	88.5%	295	1395	40
31-32	376	105.2%	413	94.4%	378	98.7%	351	88.5%	304	1447	52
32-33	365	105.2%	396	94.4%	390	98.7%	373	88.5%	311	1470	24
33-34	377	105.2%	384	94.4%	374	98.7%	385	88.5%	330	1473	3
3 yr Avg (18,19,22)		1.072		0.941		0.978		0.904			
4 Yr. Avg. (18,19,21,2)		1.058		0.944		0.994		0.886			
5 Yr. Avg.		1.052		0.944		0.987		0.885			

SOUTH CARROLL HIGH				MT AIRY MIDDLE				100.00%
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YEAR	8		9		10		11		12	TOTAL	DIFF
19-20A	260	107.6%	240	96.2%	256	102.7%	267	89.9%	248	1011	
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
23-24A	245	102.0%	257	95.7%	242	111.5%	233	71.0%	203	935	14
24-25	232	103.5%	254	94.1%	242	105.7%	256	85.2%	198	950	15
25-26	290	103.5%	240	94.1%	239	105.7%	256	85.2%	218	952	2
26-27	259	103.5%	301	94.1%	226	105.7%	252	85.2%	218	996	44
27-28	283	103.5%	268	94.1%	283	105.7%	239	85.2%	215	1004	8
28-29	251	103.5%	293	94.1%	252	105.7%	299	85.2%	203	1047	43
29-30	309	103.5%	260	94.1%	276	105.7%	266	85.2%	255	1057	10
30-31	238	103.5%	320	94.1%	245	105.7%	292	85.2%	227	1083	26
31-32	272	103.5%	246	94.1%	301	105.7%	259	85.2%	248	1054	-29
32-33	249	103.5%	282	94.1%	232	105.7%	318	85.2%	220	1052	-3
33-34	257	103.5%	258	94.1%	265	105.7%	245	85.2%	271	1039	-13
3 yr Avg (18,19,22)		1.033		0.928		1.101		0.809			
4 Yr. Avg. (18,19,21,2)		1.043		0.937		1.083		0.831			
5 Yr. Avg.		1.035		0.941		1.057		0.852			

WESTMINSTER HIGH				SHILOH MIDDLE				42.00%
				WEST. WEST MIDDLE				91.00%

YEAR	8		9		10		11		12	TOTAL	DIFF
19-20A	347	103.1%	387	94.3%	377	109.4%	452	78.7%	306	1522	
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
23-24A	356	111.5%	388	90.2%	412	102.5%	372	84.6%	308	1480	-37
24-25	372	112.6%	401	91.0%	353	102.7%	423	89.3%	332	1510	30
25-26	385	112.6%	419	91.0%	365	102.7%	363	89.3%	378	1524	15
26-27	365	112.6%	434	91.0%	381	102.7%	375	89.3%	324	1514	-10
27-28	391	112.6%	411	91.0%	395	102.7%	391	89.3%	335	1532	18
28-29	410	112.6%	440	91.0%	374	102.7%	406	89.3%	349	1569	37
29-30	409	112.6%	462	91.0%	400	102.7%	384	89.3%	362	1609	40
30-31	383	112.6%	461	91.0%	420	102.7%	411	89.3%	343	1635	27
31-32	407	112.6%	432	91.0%	419	102.7%	432	89.3%	367	1650	15
32-33	386	112.6%	459	91.0%	393	102.7%	431	89.3%	385	1668	18
33-34	397	112.6%	435	91.0%	417	102.7%	404	89.3%	384	1640	-28
3 yr Avg (18,19,22)		1.176		0.888		1.015		0.930			
4 Yr. Avg. (18,19,21,2)		1.140		0.902		1.034		0.894			
5 Yr. Avg.		1.126		0.910		1.027		0.893			

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

YEAR	8		9		10		11		12	TOTAL	DIFF
19-20A	267	109.5%	283	95.3%	283	101.4%	295	77.6%	218	1079	
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
23-24A	310	120.5%	312	92.0%	287	110.0%	308	78.1%	235	1142	26
24-25	299	110.2%	341	92.9%	290	105.4%	302	83.5%	257	1191	49
25-26	293	110.2%	329	92.9%	317	105.4%	305	83.5%	253	1204	14
26-27	309	110.2%	323	92.9%	306	105.4%	334	83.5%	255	1218	14
27-28	306	110.2%	340	92.9%	300	105.4%	322	83.5%	279	1241	23
28-29	317	110.2%	337	92.9%	316	105.4%	316	83.5%	269	1238	-3
29-30	336	110.2%	349	92.9%	313	105.4%	333	83.5%	264	1259	21
30-31	303	110.2%	371	92.9%	324	105.4%	330	83.5%	278	1302	44
31-32	371	110.2%	334	92.9%	344	105.4%	342	83.5%	275	1295	-8
32-33	317	110.2%	409	92.9%	310	105.4%	363	83.5%	285	1367	72
33-34	325	110.2%	349	92.9%	380	105.4%	327	83.5%	303	1359	-8
3 yr Avg (18,19,22)		1.128		0.920		1.091		0.837			
4 Yr. Avg. (18,19,21,2)		1.119		0.928		1.072		0.822			
5 Yr. Avg.		1.102		0.929		1.054		0.835			

GRADE TOTALS - HIGH

	8		9		10		11		12	HIGH TOTAL	
2023-24	1935		2100		2034		2115		1696	7945	
2024-25	1970		2106		1972		2093		1861	8031	86
2025-26	2039		2143		1977		2030		1840	7991	-41
2026-27	2051		2214		2011		2037		1784	8046	56
2027-28	2186		2231		2078		2070		1790	8169	123
2028-29	2171		2377		2094		2141		1820	8432	263
2029-30	2300		2361		2232		2156		1881	8631	199
2030-31	2185		2498		2218		2299		1895	8910	279
2031-32	2243		2377		2347		2284		2022	9030	120
2032-33	2145		2441		2233		2418		2010	9101	71
2033-34	2206		2332		2290		2296		2125	9043	-58

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2024-2033

ELEMENTARY SCHOOLS

Comparisons are based on total State Rated capacity with FTE

School	State Rated Capacity				Enrollment	Enrollment										Enrollment
	K-5	PreK	Spec. Ed.	Total	Actual 2023	Projected 2024	2025	2026	2027	2028	2029	2030	2031	2032	Projected 2033	
Carrolltowne	548	20	20	588	623	621	606	617	624	637	654	659	661	656	651	
	Over (Under) State Rated Capacity				35	33	18	29	36	49	66	71	73	68	63	
	Percent of STATE Capacity				106.0%	105.6%	103.1%	104.9%	106.1%	108.3%	111.2%	112.1%	112.4%	111.6%	110.7%	
Cranberry Station	550	20	0	570	601	610	642	656	664	690	666	673	677	672	668	
	Capacity increase by 2 K & 1 PreK room in 2026															
	594	40	0	634												
	Over (Under) State Rated Capacity				31	40	72	22	30	56	32	39	43	38	34	
	Percent of STATE Capacity				105.4%	107.0%	112.6%	103.5%	104.7%	108.8%	105.0%	106.2%	106.8%	106.0%	105.4%	
Ebb Valley	594	20	0	614	571	580	582	612	626	636	625	630	632	627	622	
	Over (Under) State Rated Capacity				(43)	(34)	(32)	(2)	12	22	11	16	18	13	8	
	Percent of STATE Capacity				93.0%	94.5%	94.8%	99.7%	102.0%	103.6%	101.8%	102.6%	102.9%	102.1%	101.3%	
Eldersburg	548	20	0	568	476	492	486	500	523	516	533	537	540	535	532	
	Over (Under) State Rated Capacity				(92)	(76)	(82)	(68)	(45)	(52)	(35)	(31)	(28)	(33)	(36)	
	Percent of STATE Capacity				83.8%	86.6%	85.6%	88.0%	92.1%	90.8%	93.8%	94.5%	95.1%	94.2%	93.7%	
Elmer Wolfe	526	20	0	546	501	500	492	486	503	507	505	509	511	507	504	
	Over (Under) State Rated Capacity				(45)	(46)	(54)	(60)	(43)	(39)	(41)	(37)	(35)	(39)	(42)	
	Percent of STATE Capacity				91.8%	91.6%	90.1%	89.0%	92.1%	92.9%	92.5%	93.2%	93.6%	92.9%	92.3%	
Freedom	525	0	0	525	643	640	655	659	673	685	686	693	695	690	685	
	Capacity increase by 1 PreK and 4 General in 2027															
	617	20	0	637												
	Over (Under) State Rated Capacity				118	115	130	134	36	48	49	56	58	53	48	
	Percent of STATE Capacity				122.5%	121.9%	124.8%	125.5%	105.7%	107.5%	107.7%	108.8%	109.1%	108.3%	107.5%	
Friendship Valley	527	0	0	527	499	498	511	519	520	515	526	530	531	527	523	
	Capacity increase by 2 K & 1 PreK room in 2026															
	548	40	0	588												
	Over (Under) State Rated Capacity				(28)	(29)	(16)	(69)	(68)	(73)	(62)	(58)	(57)	(61)	(65)	
	Percent of STATE Capacity				94.7%	94.5%	97.0%	88.3%	88.4%	87.6%	89.5%	90.1%	90.3%	89.6%	88.9%	
Hampstead	434	20	60	514	419	411	439	438	443	447	447	450	452	448	446	
	Over (Under) State Rated Capacity				(95)	(103)	(75)	(76)	(71)	(67)	(67)	(64)	(62)	(66)	(68)	
	Percent of STATE Capacity				81.5%	80.0%	85.4%	85.2%	86.2%	87.0%	87.0%	87.5%	87.9%	87.2%	86.8%	
Linton Springs	685	20	0	705	738	780	780	789	787	803	826	834	837	831	826	
	Over (Under) State Rated Capacity				33	75	75	84	82	98	121	129	132	126	121	
	Percent of STATE Capacity				104.7%	110.6%	110.6%	111.9%	111.6%	113.9%	117.2%	118.3%	118.7%	117.9%	117.2%	
Manchester	662	20	0	682	663	666	678	702	693	685	700	706	709	703	699	
	Over (Under) State Rated Capacity				(19)	(16)	(4)	20	11	3	18	24	27	21	17	
	Percent of STATE Capacity				97.2%	97.7%	99.4%	102.9%	101.6%	100.4%	102.6%	103.5%	104.0%	103.1%	102.5%	
Mechanicsville	571	20	0	591	498	502	504	513	521	526	529	532	533	529	526	
	Over (Under) State Rated Capacity				(93)	(89)	(87)	(78)	(70)	(65)	(62)	(59)	(58)	(62)	(65)	
	Percent of STATE Capacity				84.3%	84.9%	85.3%	86.8%	88.2%	89.0%	89.5%	90.0%	90.2%	89.5%	89.0%	

School	State Rated Capacity			Total	Enrollment		Enrollment								Enrollment Projected	
	K-5	PreK	Spec. Ed.		Actual	Projected	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Mt. Airy (Grades 3-5)	552	0	0	552	457	463	426	434	406	420	420	432	434	427	421	
	Over (Under) State Rated Capacity				(95)	(89)	(126)	(118)	(146)	(132)	(132)	(120)	(118)	(125)	(131)	
	Percent of STATE Capacity				82.8%	83.9%	77.2%	78.6%	73.6%	76.1%	76.1%	78.3%	78.6%	77.4%	76.3%	
Parr's Ridge (Grades K-2)	590	20	0	610	431	403	418	427	443	451	444	438	438	438	438	
	Over (Under) State Rated Capacity				(179)	(207)	(192)	(183)	(167)	(159)	(166)	(172)	(172)	(172)	(172)	
	Percent of STATE Capacity				70.7%	66.1%	68.5%	70.0%	72.6%	73.9%	72.8%	71.8%	71.8%	71.8%	71.8%	
Piney Ridge	548	20	0	568	583	593	605	613	637	635	650	654	656	651	647	
	Over (Under) State Rated Capacity				15	25	37	45	69	67	82	86	88	83	79	
	Percent of STATE Capacity				102.6%	104.4%	106.5%	107.9%	112.1%	111.8%	114.4%	115.1%	115.5%	114.6%	113.9%	
Robert Moton	456	20	60	536	441	439	426	424	429	445	430	433	434	430	428	
	Over (Under) State Rated Capacity				(95)	(97)	(110)	(112)	(107)	(91)	(106)	(103)	(102)	(106)	(108)	
	Percent of STATE Capacity				82.3%	81.9%	79.5%	79.1%	80.0%	83.0%	80.2%	80.8%	81.0%	80.2%	79.9%	
Runnymede	617	20	10	647	609	609	600	615	590	602	604	608	610	606	603	
	Over (Under) State Rated Capacity				(38)	(38)	(47)	(32)	(57)	(45)	(43)	(39)	(37)	(41)	(44)	
	Percent of STATE Capacity				94.1%	94.1%	92.7%	95.1%	91.2%	93.0%	93.4%	94.0%	94.3%	93.7%	93.2%	
Sandymount	504	20	0	524	579	611	615	624	651	638	650	656	659	654	651	
	Capacity increase by 2 K, 1 PK, & 2 General in 2026															
	594	40	0	634	55	87	91	(10)	17	4	16	22	25	20	17	
	Over (Under) State Rated Capacity				110.5%	116.6%	117.4%	98.4%	102.7%	100.6%	102.5%	103.5%	103.9%	103.2%	102.7%	
	Percent of STATE Capacity															
Spring Garden	525	20	0	545	456	476	494	512	527	533	524	528	529	525	522	
	Over (Under) State Rated Capacity				(89)	(69)	(51)	(33)	(18)	(12)	(21)	(17)	(16)	(20)	(23)	
	Percent of STATE Capacity				83.7%	87.3%	90.6%	93.9%	96.7%	97.8%	96.1%	96.9%	97.1%	96.3%	95.8%	
Taneytown	504	20	0	524	475	490	501	533	550	529	528	533	536	532	529	
	Capacity increase by 2 K & 1 PreK room in 2026															
	548	40	0	588	(49)	(34)	(23)	(55)	(38)	(59)	(60)	(55)	(52)	(56)	(59)	
	Over (Under) State Rated Capacity				90.6%	93.5%	95.6%	90.6%	93.5%	90.0%	89.8%	90.6%	91.2%	90.5%	90.0%	
	Percent of STATE Capacity															
Westminster	548	20	0	568	555	573	570	565	560	592	583	588	590	586	582	
	Over (Under) State Rated Capacity				(13)	5	2	(3)	(8)	24	15	20	22	18	14	
	Percent of STATE Capacity				97.7%	100.9%	100.4%	99.5%	98.6%	104.2%	102.6%	103.5%	103.9%	103.2%	102.5%	
Wm. Winchester	548	20	0	568	605	611	628	650	654	634	634	640	641	635	630	
	Over (Under) State Rated Capacity				37	43	60	82	86	66	66	72	73	67	62	
	Percent of STATE Capacity				106.5%	107.6%	110.6%	114.4%	115.1%	111.6%	111.6%	112.7%	112.9%	111.8%	110.9%	
Winfield	617	20	70	707	696	717	715	732	721	732	735	741	743	736	732	
	Over (Under) State Rated Capacity				(11)	10	8	25	14	25	28	34	36	29	25	
	Percent of STATE Capacity				98.4%	101.4%	101.1%	103.5%	102.0%	103.5%	104.0%	104.8%	105.1%	104.1%	103.5%	
TOTALS	12179	380	220	12779	12119	12285	12373	12620	12745	12858	12899	13004	13048	12945	12865	
2026-2033 Capacity	12378	480	220	13078	(660)	(494)	(406)	(458)	(333)	(220)	(179)	(74)	(30)	(133)	(213)	
	Over (Under) State Rated Capacity				94.8%	96.1%	96.8%	96.5%	97.5%	98.3%	98.6%	99.4%	99.8%	99.0%	98.4%	
	Percent of STATE Capacity															

Carroll County Public Schools Actual & Projected Enrollment
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ELEMENTARY SCHOOLS

Northeast Area Schools

School	State Rated Capacity				Enrollment		Enrollment							Enrollment Projected	
	K-5	PreK	Spec. Ed.	Total	Actual 2023	Projected 2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
Ebb Valley	594	20	0	614	571	580	582	612	626	636	625	630	632	627	622
	Over (Under) State Rated Capacity				(43)	(34)	(32)	(2)	12	22	11	16	18	13	8
	Percent of STATE Capacity				93.0%	94.5%	94.8%	99.7%	102.0%	103.6%	101.8%	102.6%	102.9%	102.1%	101.3%
Hampstead	434	20	60	514	419	411	439	438	443	447	447	450	452	448	446
	Over (Under) State Rated Capacity				(95)	(103)	(75)	(76)	(71)	(67)	(67)	(64)	(62)	(66)	(68)
	Percent of STATE Capacity				81.5%	80.0%	85.4%	85.2%	86.2%	87.0%	87.0%	87.5%	87.9%	87.2%	86.8%
Manchester	662	20	0	682	663	666	678	702	693	685	700	706	709	703	699
	Over (Under) State Rated Capacity				(19)	(16)	(4)	20	11	3	18	24	27	21	17
	Percent of STATE Capacity				97.2%	97.7%	99.4%	102.9%	101.6%	100.4%	102.6%	103.5%	104.0%	103.1%	102.5%
Spring Garden	525	20	0	545	456	476	494	512	527	533	524	528	529	525	522
	Over (Under) State Rated Capacity				(89)	(69)	(51)	(33)	(18)	(12)	(21)	(17)	(16)	(20)	(23)
	Percent of STATE Capacity				83.7%	87.3%	90.6%	93.9%	96.7%	97.8%	96.1%	96.9%	97.1%	96.3%	95.8%
TOTALS	2215	80	60	2355	2109	2133	2193	2264	2289	2301	2296	2314	2322	2303	2289
	Over (Under) State Rated Capacity				(246)	(222)	(162)	(91)	(66)	(54)	(59)	(41)	(33)	(52)	(66)
	Percent of STATE Capacity				89.6%	90.6%	93.1%	96.1%	97.2%	97.7%	97.5%	98.3%	98.6%	97.8%	97.2%

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
 Educational Facilities Master Plan - 2024-2033

ELEMENTARY SCHOOLS

Northwest Area

School	State Rated Capacity				Enrollment		Enrollment							Enrollment Projected	
	K-5	PreK	Spec. Ed.	Total	Actual 2023	Projected 2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
Elmer Wolfe	526	20	0	546	501	500	492	486	503	507	505	509	511	507	504
	Over (Under) State Rated Capacity				(45)	(46)	(54)	(60)	(43)	(39)	(41)	(37)	(35)	(39)	(42)
	Percent of STATE Capacity				91.8%	91.6%	90.1%	89.0%	92.1%	92.9%	92.5%	93.2%	93.6%	92.9%	92.3%
Runnymede	617	20	10	647	609	609	600	615	590	602	604	608	610	606	603
	Over (Under) State Rated Capacity				(38)	(38)	(47)	(32)	(57)	(45)	(43)	(39)	(37)	(41)	(44)
	Percent of STATE Capacity				94.1%	94.1%	92.7%	95.1%	91.2%	93.0%	93.4%	94.0%	94.3%	93.7%	93.2%
Taneytown	504	20	0	524	475	490	501	533	550	529	528	533	536	532	529
	Capacity increase by 2 K & 1 PreK room in 2026														
	548	40	0	588											
	Over (Under) State Rated Capacity				(49)	(34)	(23)	(55)	(38)	(59)	(60)	(55)	(52)	(56)	(59)
	Percent of STATE Capacity				90.6%	93.5%	95.6%	90.6%	93.5%	90.0%	89.8%	90.6%	91.2%	90.5%	90.0%
TOTALS	1647	60	10	1717	1585	1599	1593	1634	1643	1638	1637	1650	1657	1645	1636
2026-2033 Capacity	1691	80	10	1781											
	Over (Under) State Rated Capacity				(132)	(118)	(124)	(147)	(138)	(143)	(144)	(131)	(124)	(136)	(145)
	Percent of STATE Capacity				92.3%	93.1%	92.8%	91.7%	92.3%	92.0%	91.9%	92.6%	93.0%	92.4%	91.9%

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
 Educational Facilities Master Plan - 2024-2033

ELEMENTARY SCHOOLS

Westminster Area Schools

School	State Rated Capacity				Enrollment		Enrollment							Enrollment Projected	
	K-5	PreK	Spec. Ed.	Total	Actual 2023	Projected 2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
Cranberry Station	550	20	0	570	601	610	642	656	664	690	666	673	677	672	668
Capacity increase by 2 K & 1 PreK room in 2026	594	40	0	634											
Over (Under) State Rated Capacity					31	40	72	22	30	56	32	39	43	38	34
Percent of STATE Capacity					105.4%	107.0%	112.6%	103.5%	104.7%	108.8%	105.0%	106.2%	106.8%	106.0%	105.4%
Friendship Valley	527	0	0	527	499	498	511	519	520	515	526	530	531	527	523
Capacity increase by 2 K & 1 PreK room in 2026	548	40	0	588											
Over (Under) State Rated Capacity					(28)	(29)	(16)	(69)	(68)	(73)	(62)	(58)	(57)	(61)	(65)
Percent of STATE Capacity					94.7%	94.5%	97.0%	88.3%	88.4%	87.6%	89.5%	90.1%	90.3%	89.6%	88.9%
Mechanicsville	571	20	0	591	498	502	504	513	521	526	529	532	533	529	526
Over (Under) State Rated Capacity					(93)	(89)	(87)	(78)	(70)	(65)	(62)	(59)	(58)	(62)	(65)
Percent of STATE Capacity					84.3%	84.9%	85.3%	86.8%	88.2%	89.0%	89.5%	90.0%	90.2%	89.5%	89.0%
Robert Moton	456	20	60	536	441	439	426	424	429	445	430	433	434	430	428
Over (Under) State Rated Capacity					(95)	(97)	(110)	(112)	(107)	(91)	(106)	(103)	(102)	(106)	(108)
Percent of STATE Capacity					82.3%	81.9%	79.5%	79.1%	80.0%	83.0%	80.2%	80.8%	81.0%	80.2%	79.9%
Sandymount	504	20	0	524	579	611	615	624	651	638	650	656	659	654	651
Capacity increase by 2 K, 1 PK & 2 General in 2026	594	40	0	634											
Over (Under) State Rated Capacity					55	87	91	(10)	17	4	16	22	25	20	17
Percent of STATE Capacity					110.5%	116.6%	117.4%	98.4%	102.7%	100.6%	102.5%	103.5%	103.9%	103.2%	102.7%
Westminster	548	20	0	568	555	573	570	565	560	592	583	588	590	586	582
Over (Under) State Rated Capacity					(13)	5	2	(3)	(8)	24	15	20	22	18	14
Percent of STATE Capacity					97.7%	100.9%	100.4%	99.5%	98.6%	104.2%	102.6%	103.5%	103.9%	103.2%	102.5%
Wm. Winchester	548	20	0	568	605	611	628	650	654	634	634	640	641	635	630
Over (Under) State Rated Capacity					37	43	60	82	86	66	66	72	73	67	62
Percent of STATE Capacity					106.5%	107.6%	110.6%	114.4%	115.1%	111.6%	111.6%	112.7%	112.9%	111.8%	110.9%
TOTALS	3704	120	60	3884	3778	3844	3896	3951	3999	4040	4018	4052	4065	4033	4008
2026-2033 Capacity	3859	200	60	4119											
Over (Under) State Rated Capacity					(106)	(40)	12	(168)	(120)	(79)	(101)	(67)	(54)	(86)	(111)
Percent of STATE Capacity					97.3%	99.0%	100.3%	95.9%	97.1%	98.1%	97.5%	98.4%	98.7%	97.9%	97.3%

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
 Educational Facilities Master Plan - 2024-2033

ELEMENTARY SCHOOLS
Southeast Area Schools

School	State Rated Capacity				Enrollment		Enrollment							Enrollment Projected	
	K-5	PreK	Spec. Ed.	Total	Actual 2023	Projected 2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
Carrolltowne	548	20	20	588	623	621	606	617	624	637	654	659	661	656	651
	Over (Under) State Rated Capacity				35	33	18	29	36	49	66	71	73	68	63
	Percent of STATE Capacity				106.0%	105.6%	103.1%	104.9%	106.1%	108.3%	111.2%	112.1%	112.4%	111.6%	110.7%
Eldersburg	548	20	0	568	476	492	486	500	523	516	533	537	540	535	532
	Over (Under) State Rated Capacity				(92)	(76)	(82)	(68)	(45)	(52)	(35)	(31)	(28)	(33)	(36)
	Percent of STATE Capacity				83.8%	86.6%	85.6%	88.0%	92.1%	90.8%	93.8%	94.5%	95.1%	94.2%	93.7%
Freedom	525	0	0	525	643	640	655	659	673	685	686	693	695	690	685
	Capacity increase by 1 PK & 4 General in 2027														
	617	20	0	637											
	Over (Under) State Rated Capacity				118	115	130	134	36	48	49	56	58	53	48
	Percent of STATE Capacity				122.5%	121.9%	124.8%	125.5%	105.7%	107.5%	107.7%	108.8%	109.1%	108.3%	107.5%
Linton Springs	685	20	0	705	738	780	780	789	787	803	826	834	837	831	826
	Over (Under) State Rated Capacity				33	75	75	84	82	98	121	129	132	126	121
	Percent of STATE Capacity				104.7%	110.6%	110.6%	111.9%	111.6%	113.9%	117.2%	118.3%	118.7%	117.9%	117.2%
Piney Ridge	548	20	0	568	583	593	605	613	637	635	650	654	656	651	647
	Over (Under) State Rated Capacity				15	25	37	45	69	67	82	86	88	83	79
	Percent of STATE Capacity				102.6%	104.4%	106.5%	107.9%	112.1%	111.8%	114.4%	115.1%	115.5%	114.6%	113.9%
TOTALS	2854	80	20	2954	3063	3126	3132	3178	3244	3276	3349	3377	3389	3363	3341
2027-2033 Capacity	2946	100	20	3066											
	Over (Under) State Rated Capacity				109	172	178	224	178	210	283	311	323	297	275
	Percent of STATE Capacity				103.7%	105.8%	106.0%	107.6%	105.8%	106.8%	109.2%	110.1%	110.5%	109.7%	109.0%

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				Enrollment		Enrollment									
	K-5	PreK	Spec. Ed.	Total	Actual 2023	Projected 2024	2025	2026	2027	2028	2029	2030	2031	2032	Enrollment Projected 2033	
Mt. Airy	552	0	0	552	457	463	426	434	406	420	420	432	434	427	421	
	Over (Under) State Rated Capacity				(95)	(89)	(126)	(118)	(146)	(132)	(132)	(120)	(118)	(125)	(131)	
	Percent of STATE Capacity				82.8%	83.9%	77.2%	78.6%	73.6%	76.1%	76.1%	78.3%	78.6%	77.4%	76.3%	
Parr's Ridge	590	20	0	610	431	403	418	427	443	451	444	438	438	438	438	
	Over (Under) State Rated Capacity				(179)	(207)	(192)	(183)	(167)	(159)	(166)	(172)	(172)	(172)	(172)	
	Percent of STATE Capacity				70.7%	66.1%	68.5%	70.0%	72.6%	73.9%	72.8%	71.8%	71.8%	71.8%	71.8%	
Winfield	617	20	70	707	696	717	715	732	721	732	735	741	743	736	732	
	Over (Under) State Rated Capacity				(11)	10	8	25	14	25	28	34	36	29	25	
	Percent of STATE Capacity				98.4%	101.4%	101.1%	103.5%	102.0%	103.5%	104.0%	104.8%	105.1%	104.1%	103.5%	
TOTALS	1759	40	70	1869	1584	1583	1559	1593	1570	1603	1599	1611	1615	1601	1591	
	Over (Under) State Rated Capacity				(285)	(286)	(310)	(276)	(299)	(266)	(270)	(258)	(254)	(268)	(278)	
	Percent of STATE Capacity				84.8%	84.7%	83.4%	85.2%	84.0%	85.8%	85.6%	86.2%	86.4%	85.7%	85.1%	

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2024-2033

MIDDLE SCHOOLS

School	Capacity				Enrollment		Enrollment						Enrollment Projected		
	State Rated 6-8	Spec Ed 6-8	Functional 6-8	Spec Ed 6-8	Actual 2023	Projected 2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
Mt. Airy	850	20	750	20	754	768	819	781	829	786	806	747	766	770	792
	Over (Under) State Rated Capacity				(116)	(102)	(51)	(89)	(41)	(84)	(64)	(123)	(104)	(100)	(78)
	Percent of STATE Capacity				86.7%	88.3%	94.1%	89.8%	95.3%	90.3%	92.6%	85.9%	88.0%	88.5%	91.0%
	Over (Under) Functional Capacity				(16)	(2)	49	11	59	16	36	(23)	(4)	-	22
	Percent of Functional Capacity				97.9%	99.7%	106.4%	101.4%	107.7%	102.1%	104.7%	97.0%	99.5%	100.0%	102.9%
North Carroll	850	20	750	20	600	630	636	635	668	683	704	679	670	689	708
	Over (Under) State Rated Capacity				(270)	(240)	(234)	(235)	(202)	(187)	(166)	(191)	(200)	(181)	(162)
	Percent of STATE Capacity				69.0%	72.4%	73.1%	73.0%	76.8%	78.5%	80.9%	78.0%	77.0%	79.2%	81.4%
	Over (Under) Functional Capacity				(170)	(140)	(134)	(135)	(102)	(87)	(66)	(91)	(100)	(81)	(62)
	Percent of Functional Capacity				77.9%	81.8%	82.6%	82.5%	86.8%	88.7%	91.4%	88.2%	87.0%	89.5%	91.9%
Northwest	829	20	750	20	645	681	712	738	737	740	759	753	738	748	770
	Over (Under) State Rated Capacity				(204)	(168)	(137)	(111)	(112)	(109)	(90)	(96)	(111)	(101)	(79)
	Percent of STATE Capacity				76.0%	80.2%	83.9%	86.9%	86.8%	87.2%	89.4%	88.7%	86.9%	88.1%	90.7%
	Over (Under) Functional Capacity				(125)	(89)	(58)	(32)	(33)	(30)	(11)	(17)	(32)	(22)	-
	Percent of Functional Capacity				83.8%	88.4%	92.5%	95.8%	95.7%	96.1%	98.6%	97.8%	95.8%	97.1%	100.0%
Oklahoma Road	850	20	775	20	758	822	847	868	882	877	874	858	860	892	918
	Over (Under) State Rated Capacity				(112)	(48)	(23)	(2)	12	7	4	(12)	(10)	22	48
	Percent of STATE Capacity				87.1%	94.5%	97.4%	99.8%	101.4%	100.8%	100.5%	98.6%	98.9%	102.5%	105.5%
	Over (Under) Functional Capacity				(37)	27	52	73	87	82	79	63	65	97	123
	Percent of Functional Capacity				95.3%	103.4%	106.5%	109.2%	110.9%	110.3%	109.9%	107.9%	108.2%	112.2%	115.5%
Shiloh	765	50	675	50	631	642	673	700	715	760	757	773	759	774	797
	Over (Under) State Rated Capacity				(184)	(173)	(142)	(115)	(100)	(55)	(58)	(42)	(56)	(41)	(18)
	Percent of STATE Capacity				77.4%	78.8%	82.6%	85.9%	87.7%	93.3%	92.9%	94.8%	93.1%	95.0%	97.8%
	Over (Under) Functional Capacity				(94)	(83)	(52)	(25)	(10)	35	32	48	34	49	72
	Percent of Functional Capacity				87.0%	88.6%	92.8%	96.6%	98.6%	104.8%	104.4%	106.6%	104.7%	106.8%	109.9%
Sykesville	786	20	700	20	758	715	772	834	904	919	885	870	863	917	943
	Capacity increase by 10 classrooms (functional) in 2028														
	1063	20	950	20											
	Over (Under) State Rated Capacity				(48)	(91)	(34)	28	98	(164)	(198)	(213)	(220)	(166)	(140)
	Percent of STATE Capacity				94.0%	88.7%	95.8%	103.5%	112.2%	84.9%	81.7%	80.3%	79.7%	84.7%	87.1%
	Over (Under) Functional Capacity				38	(5)	52	114	184	(51)	(85)	(100)	(107)	(53)	(27)
	Percent of Functional Capacity				105.3%	99.3%	107.2%	115.8%	125.6%	94.7%	91.2%	89.7%	89.0%	94.5%	97.2%

Carroll County Public Schools Actual & Projected Enrollment
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MIDDLE SCHOOLS

School	Capacity				Enrollment		Enrollment							Enrollment Projected	
	State Rated 6-8	Spec Ed 6-8	Functional 6-8	Spec Ed 6-8	Actual 2023	Projected 2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
Westminster East	871	60	775	60	800	798	804	826	849	850	902	886	908	883	909
Over (Under) State Rated Capacity					(131)	(133)	(127)	(105)	(82)	(81)	(29)	(45)	(23)	(48)	(22)
Percent of STATE Capacity					85.9%	85.7%	86.4%	88.7%	91.2%	91.3%	96.9%	95.2%	97.5%	94.8%	97.6%
Over (Under) Functional Capacity					(35)	(37)	(31)	(9)	14	15	67	51	73	48	74
Percent of Functional Capacity					95.8%	95.6%	96.3%	98.9%	101.7%	101.8%	108.0%	106.1%	108.7%	105.7%	108.9%
Westminster West	1105	30	1025	30	912	917	923	936	978	950	948	915	936	947	972
Over (Under) State Rated Capacity					(223)	(218)	(212)	(199)	(157)	(185)	(187)	(220)	(199)	(188)	(163)
Percent of STATE Capacity					80.4%	80.8%	81.3%	82.5%	86.2%	83.7%	83.5%	80.6%	82.5%	83.4%	85.6%
Over (Under) Functional Capacity					(143)	(138)	(132)	(119)	(77)	(105)	(107)	(140)	(119)	(108)	(83)
Percent of Functional Capacity					86.4%	86.9%	87.5%	88.7%	92.7%	90.0%	89.9%	86.7%	88.7%	89.8%	92.1%
TOTAL	6906	240	6200	240	5858	5973	6186	6318	6562	6565	6635	6481	6500	6620	6809
2027-2033 Capacity	7183	240	6450	240											
Over (Under) State Rated Capacity					(1,288)	(1,173)	(960)	(828)	(584)	(858)	(788)	(942)	(923)	(803)	(614)
Percent of STATE Capacity					82.0%	83.6%	86.6%	88.4%	91.8%	88.4%	89.4%	87.3%	87.6%	89.2%	91.7%
Over (Under) Functional Capacity					(582)	(467)	(254)	(122)	122	(125)	(55)	(209)	(190)	(70)	119
Percent of Functional Capacity					91.0%	92.7%	96.1%	98.1%	101.9%	98.1%	99.2%	96.9%	97.2%	99.0%	101.8%

Carroll County Public Schools Actual & Projected Enrollment
 Educational Facilities Master Plan - 2024-2033

MIDDLE SCHOOLS
Southern Area

School	Capacity				Enrollment		Enrollment								Enrollment Projected	
	State Rated	Functional	6-8	Spec Ed	Actual	Projected	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Mt. Airy	850	20	750	20	754	768	819	781	829	786	806	747	766	770	792	792
	Over (Under) State Rated Capacity				(116)	(102)	(51)	(89)	(41)	(84)	(64)	(123)	(104)	(100)	(78)	(78)
	Percent of STATE Capacity				86.7%	88.3%	94.1%	89.8%	95.3%	90.3%	92.6%	85.9%	88.0%	88.5%	91.0%	91.0%
	Over (Under) Functional Capacity				(16)	(2)	49	11	59	16	36	(23)	(4)	-	22	22
	Percent of Functional Capacity				97.9%	99.7%	106.4%	101.4%	107.7%	102.1%	104.7%	97.0%	99.5%	100.0%	102.9%	102.9%
Oklahoma Road	850	20	775	20	758	822	847	868	882	877	874	858	860	892	918	918
	Over (Under) State Rated Capacity				(112)	(48)	(23)	(2)	12	7	4	(12)	(10)	22	48	48
	Percent of STATE Capacity				87.1%	94.5%	97.4%	99.8%	101.4%	100.8%	100.5%	98.6%	98.9%	102.5%	105.5%	105.5%
	Over (Under) Functional Capacity				(37)	27	52	73	87	82	79	63	65	97	123	123
	Percent of Functional Capacity				95.3%	103.4%	106.5%	109.2%	110.9%	110.3%	109.9%	107.9%	108.2%	112.2%	115.5%	115.5%
Sykesville	786	20	700	20	758	715	772	834	904	919	885	870	863	917	943	943
	Capacity increase by 10 classrooms (functional) in 2028															
	1063	20	950	20												
	Over (Under) State Rated Capacity				(48)	(91)	(34)	28	98	(164)	(198)	(213)	(220)	(166)	(140)	(140)
	Percent of STATE Capacity				94.0%	88.7%	95.8%	103.5%	112.2%	84.9%	81.7%	80.3%	79.7%	84.7%	87.1%	87.1%
	Over (Under) Functional Capacity				38	(5)	52	114	184	(51)	(85)	(100)	(107)	(53)	(27)	(27)
	Percent of Functional Capacity				105.3%	99.3%	107.2%	115.8%	125.6%	94.7%	91.2%	89.7%	89.0%	94.5%	97.2%	97.2%
TOTALS	2486	60	2225	60	2270	2305	2438	2483	2615	2582	2565	2475	2489	2579	2653	2653
2027-2033 Capacity	2763	60	2475	60												
	Over (Under) State Rated Capacity				(276)	(241)	(108)	(63)	69	(241)	(258)	(348)	(334)	(244)	(170)	(170)
	Percent of STATE Capacity				89.2%	90.5%	95.8%	97.5%	102.7%	91.5%	90.9%	87.7%	88.2%	91.4%	94.0%	94.0%
	Over (Under) Functional Capacity				(15)	20	153	198	330	47	30	(60)	(46)	44	118	118
	Percent of Functional Capacity				99.3%	100.9%	106.7%	108.7%	114.4%	101.9%	101.2%	97.6%	98.2%	101.7%	104.7%	104.7%

Carroll County Public Schools Actual & Projected Enrollment
 Educational Facilities Master Plan - 2024-2033

MIDDLE SCHOOLS

Westminster Area

School	Capacity				Enrollment		Enrollment								Enrollment Projected	
	State Rated 6-8	Spec Ed	Functional 6-8	Spec Ed	Actual 2023	Projected 2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	
Westminster East	871	60	775	60	800	798	804	826	849	850	902	886	908	883	909	
Over (Under) State Rated Capacity					(131)	(133)	(127)	(105)	(82)	(81)	(29)	(45)	(23)	(48)	(22)	
Percent of STATE Capacity					85.9%	85.7%	86.4%	88.7%	91.2%	91.3%	96.9%	95.2%	97.5%	94.8%	97.6%	
Over (Under) Functional Capacity					(35)	(37)	(31)	(9)	14	15	67	51	73	48	74	
Percent of Functional Capacity					95.8%	95.6%	96.3%	98.9%	101.7%	101.8%	108.0%	106.1%	108.7%	105.7%	108.9%	
Westminster West	1105	30	1025	30	912	917	923	936	978	950	948	915	936	947	972	
Over (Under) State Rated Capacity					(223)	(218)	(212)	(199)	(157)	(185)	(187)	(220)	(199)	(188)	(163)	
Percent of STATE Capacity					80.4%	80.8%	81.3%	82.5%	86.2%	83.7%	83.5%	80.6%	82.5%	83.4%	85.6%	
Over (Under) Functional Capacity					(143)	(138)	(132)	(119)	(77)	(105)	(107)	(140)	(119)	(108)	(83)	
Percent of Functional Capacity					86.4%	86.9%	87.5%	88.7%	92.7%	90.0%	89.9%	86.7%	88.7%	89.8%	92.1%	
TOTALS	1976	90	1800	90	1,712	1,715	1,727	1,762	1,827	1,800	1,850	1,801	1,844	1,830	1,881	
Over (Under) State Rated Capacity					(354)	(351)	(339)	(304)	(239)	(266)	(216)	(265)	(222)	(236)	(185)	
Percent of STATE Capacity					82.9%	83.0%	83.6%	85.3%	88.4%	87.1%	89.5%	87.2%	89.3%	88.6%	91.0%	
Over (Under) Functional Capacity					(178)	(175)	(163)	(128)	(63)	(90)	(40)	(89)	(46)	(60)	(9)	
Percent of Functional Capacity					90.6%	90.7%	91.4%	93.2%	96.7%	95.2%	97.9%	95.3%	97.6%	96.8%	99.5%	

Carroll County Public Schools Actual & Projected Enrollment
 Educational Facilities Master Plan - 2024-2033

MIDDLE SCHOOLS

Northeast

School	Capacity				Enrollment		Enrollment							Enrollment Projected			
	State Rated		Functional		Actual	Projected	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
	6-8	Spec Ed	6-8	Spec Ed													
North Carroll	850	20	750	20	600	630	636	635	668	683	704	679	670	689	708		
	Over (Under) State Rated Capacity				(270)	(240)	(234)	(235)	(202)	(187)	(166)	(191)	(200)	(181)	(162)		
	Percent of STATE Capacity				69.0%	72.4%	73.1%	73.0%	76.8%	78.5%	80.9%	78.0%	77.0%	79.2%	81.4%		
	Over (Under) Functional Capacity				(170)	(140)	(134)	(135)	(102)	(87)	(66)	(91)	(100)	(81)	(62)		
	Percent of Functional Capacity				77.9%	81.8%	82.6%	82.5%	86.8%	88.7%	91.4%	88.2%	87.0%	89.5%	91.9%		
Shiloh	765	50	675	50	631	642	673	700	715	760	757	773	759	774	797		
	Over (Under) State Rated Capacity				(184)	(173)	(142)	(115)	(100)	(55)	(58)	(42)	(56)	(41)	(18)		
	Percent of STATE Capacity				77.4%	78.8%	82.6%	85.9%	87.7%	93.3%	92.9%	94.8%	93.1%	95.0%	97.8%		
	Over (Under) Functional Capacity				(94)	(83)	(52)	(25)	(10)	35	32	48	34	49	72		
	Percent of Functional Capacity				87.0%	88.6%	92.8%	96.6%	98.6%	104.8%	104.4%	106.6%	104.7%	106.8%	109.9%		
TOTALS	1615	70	1425	70	1,231	1,272	1,309	1,335	1,383	1,443	1,461	1,452	1,429	1,463	1,505		
	Over (Under) State Rated Capacity				(454)	(413)	(376)	(350)	(302)	(242)	(224)	(233)	(256)	(222)	(180)		
	Percent of STATE Capacity				73.1%	75.5%	77.7%	79.2%	82.1%	85.6%	86.7%	86.2%	84.8%	86.8%	89.3%		
	Over (Under) Functional Capacity				(264)	(223)	(186)	(160)	(112)	(52)	(34)	(43)	(66)	(32)	10		
	Percent of Functional Capacity				82.3%	85.1%	87.6%	89.3%	92.5%	96.5%	97.7%	97.1%	95.6%	97.9%	100.7%		

Carroll County Public Schools Actual & Projected Enrollment
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MIDDLE SCHOOLS

Western Area

School	Capacity				Enrollment		Enrollment							Enrollment	
	State Rated 6-8	Spec Ed	Functional 6-8	Spec Ed	Actual 2023	Projected 2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
Northwest	829	20	750	20	645	681	712	738	737	740	759	753	738	748	770
Over (Under) State Rated Capacity					(204)	(168)	(137)	(111)	(112)	(109)	(90)	(96)	(111)	(101)	(79)
Percent of STATE Capacity					76.0%	80.2%	83.9%	86.9%	86.8%	87.2%	89.4%	88.7%	86.9%	88.1%	90.7%
Over (Under) Functional Capacity					(125)	(89)	(58)	(32)	(33)	(30)	(11)	(17)	(32)	(22)	-
Percent of Functional Capacity					83.8%	88.4%	92.5%	95.8%	95.7%	96.1%	98.6%	97.8%	95.8%	97.1%	100.0%
TOTALS	829	20	750	20	645	681	712	738	737	740	759	753	738	748	770
Over (Under) State Rated Capacity					(204)	(168)	(137)	(111)	(112)	(109)	(90)	(96)	(111)	(101)	(79)
Percent of STATE Capacity					76.0%	80.2%	83.9%	86.9%	86.8%	87.2%	89.4%	88.7%	86.9%	88.1%	90.7%
Over (Under) Functional Capacity					(125)	(89)	(58)	(32)	(33)	(30)	(11)	(17)	(32)	(22)	-
Percent of Functional Capacity					83.8%	88.4%	92.5%	95.8%	95.7%	96.1%	98.6%	97.8%	95.8%	97.1%	100.0%

Carroll County Public Schools Actual & Projected Enrollment
 Educational Facilities Master Plan - 2024-2033
HIGH SCHOOLS

School	Capacity			Enrollment		Enrollment							Enrollment	
	9-12	Spec Ed	Total	Actual	Projected	2025	2026	2027	2028	2029	2030	2031	2032	2033
Century	1352	10	1362	1083	1106	1059	1055	1057	1073	1147	1219	1290	1265	1253
	Over (Under) State Rated Capacity			(279)	(256)	(303)	(307)	(305)	(289)	(215)	(143)	(72)	(97)	(109)
	Percent of STATE Capacity			79.5%	81.2%	77.8%	77.5%	77.6%	78.8%	84.2%	89.5%	94.7%	92.9%	92.0%
Francis Scott Key	1224	30	1254	931	927	918	907	952	1004	1011	1046	1062	1060	1062
	Over (Under) State Rated Capacity			(323)	(327)	(336)	(347)	(302)	(250)	(243)	(208)	(192)	(194)	(192)
	Percent of STATE Capacity			74.2%	73.9%	73.2%	72.3%	75.9%	80.1%	80.6%	83.4%	84.7%	84.5%	84.7%
Liberty	1118	20	1138	1000	1022	1042	1070	1103	1176	1193	1230	1232	1220	1218
	Over (Under) State Rated Capacity			(138)	(116)	(96)	(68)	(35)	38	55	92	94	82	80
	Percent of STATE Capacity			87.9%	89.8%	91.6%	94.0%	96.9%	103.3%	104.8%	108.1%	108.3%	107.2%	107.0%
Manchester Valley	1373	10	1383	1374	1326	1291	1286	1281	1325	1355	1395	1447	1470	1473
	Over (Under) State Rated Capacity			(9)	(57)	(92)	(97)	(102)	(58)	(28)	12	64	87	90
	Percent of STATE Capacity			99.3%	95.9%	93.3%	93.0%	92.6%	95.8%	98.0%	100.9%	104.6%	106.3%	106.5%
South Carroll	1309	30	1339	935	950	952	996	1004	1047	1057	1083	1054	1052	1039
	Over (Under) State Rated Capacity			(404)	(389)	(387)	(343)	(335)	(292)	(282)	(256)	(285)	(287)	(300)
	Percent of STATE Capacity			69.8%	70.9%	71.1%	74.4%	75.0%	78.2%	78.9%	80.9%	78.7%	78.6%	77.6%
Westminster	1798	40	1838	1480	1510	1524	1514	1532	1569	1609	1635	1650	1668	1640
	Over (Under) State Rated Capacity			(358)	(328)	(314)	(324)	(306)	(269)	(229)	(203)	(188)	(170)	(198)
	Percent of STATE Capacity			80.5%	82.2%	82.9%	82.4%	83.4%	85.4%	87.5%	89.0%	89.8%	90.8%	89.2%
Winters Mill	1309	30	1339	1142	1191	1204	1218	1241	1238	1259	1302	1295	1367	1359
	Over (Under) State Rated Capacity			(197)	(148)	(135)	(121)	(98)	(101)	(80)	(37)	(44)	28	20
	Percent of STATE Capacity			85.3%	88.9%	89.9%	91.0%	92.7%	92.5%	94.0%	97.2%	96.7%	102.1%	101.5%
TOTALS	9,483	170	9,653	7,945	8,032	7,990	8,046	8,170	8,432	8,631	8,910	9,030	9,102	9,044
	Over (Under) State Rated Capacity			(1,708)	(1,621)	(1,663)	(1,607)	(1,483)	(1,221)	(1,022)	(743)	(623)	(551)	(609)
	Percent of STATE Capacity			82.3%	83.2%	82.8%	83.4%	84.6%	87.4%	89.4%	92.3%	93.5%	94.3%	93.7%

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2024-2033

HIGH SCHOOLS

Southern Area

School	Capacity			Enrollment		Enrollment							Enrollment	
	9-12	Spec Ed	Total	Actual 2023	Projected 2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
Century	1352	10	1362	1083	1106	1059	1055	1057	1073	1147	1219	1290	1265	1253
	Over (Under) State Rated Capacity			(279)	(256)	(303)	(307)	(305)	(289)	(215)	(143)	(72)	(97)	(109)
	Percent of STATE Capacity			79.5%	81.2%	77.8%	77.5%	77.6%	78.8%	84.2%	89.5%	94.7%	92.9%	92.0%
Liberty	1118	20	1138	1000	1022	1042	1070	1103	1176	1193	1230	1232	1220	1218
	Over (Under) State Rated Capacity			(138)	(116)	(96)	(68)	(35)	38	55	92	94	82	80
	Percent of STATE Capacity			87.9%	89.8%	91.6%	94.0%	96.9%	103.3%	104.8%	108.1%	108.3%	107.2%	107.0%
South Carroll	1309	30	1339	935	950	952	996	1004	1047	1057	1083	1054	1052	1039
	Over (Under) State Rated Capacity			(404)	(389)	(387)	(343)	(335)	(292)	(282)	(256)	(285)	(287)	(300)
	Percent of STATE Capacity			69.8%	70.9%	71.1%	74.4%	75.0%	78.2%	78.9%	80.9%	78.7%	78.6%	77.6%
TOTALS	3779	60	3839	3018	3078	3053	3121	3164	3296	3397	3532	3576	3537	3510
	Over (Under) State Rated Capacity			(821)	(761)	(786)	(718)	(675)	(543)	(442)	(307)	(263)	(302)	(329)
	Percent of STATE Capacity			78.6%	80.2%	79.5%	81.3%	82.4%	85.9%	88.5%	92.0%	93.1%	92.1%	91.4%

Northwestern Area

School	Capacity			Enrollment		Enrollment							Enrollment	
	9-12	Spec Ed	Total	Actual 2023	Projected 2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
Francis Scott Key	1224	30	1254	931	927	918	907	952	1004	1011	1046	1062	1060	1062
	Over (Under) State Rated Capacity			(323)	(327)	(336)	(347)	(302)	(250)	(243)	(208)	(192)	(194)	(192)
	Percent of STATE Capacity			74.2%	73.9%	73.2%	72.3%	75.9%	80.1%	80.6%	83.4%	84.7%	84.5%	84.7%

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
 Educational Facilities Master Plan - 2024-2033
HIGH SCHOOLS

Northeastern Area

School	Capacity			Enrollment		Enrollment									
	9-12	State Rated Spec Ed	Total	Actual 2023	Projected 2024	2025	2026	2027	2028	2029	2030	2031	2032	Enrollment Projected 2033	
Manchester Valley	1373	10	1383	1374	1326	1291	1286	1281	1325	1355	1395	1447	1470	1473	
	Over (Under) State Rated Capacity			(9)	(57)	(92)	(97)	(102)	(58)	(28)	12	64	87	90	
	Percent of STATE Capacity			99.3%	95.9%	93.3%	93.0%	92.6%	95.8%	98.0%	100.9%	104.6%	106.3%	106.5%	
TOTALS	1373	10	1383	1374	1326	1291	1286	1281	1325	1355	1395	1447	1470	1473	
	Over (Under) State Rated Capacity			(9)	(57)	(92)	(97)	(102)	(58)	(28)	12	64	87	90	
	Percent of STATE Capacity			99.3%	95.9%	93.3%	93.0%	92.6%	95.8%	98.0%	100.9%	104.6%	106.3%	106.5%	

Westminster Area

School	Capacity			Enrollment		Enrollment									
	9-12	State Rated Spec Ed	Total	Actual 2023	Projected 2024	2025	2026	2027	2028	2029	2030	2031	2032	Enrollment Projected 2033	
Westminster	1798	40	1838	1480	1510	1524	1514	1532	1569	1609	1635	1650	1668	1640	
	Over (Under) State Rated Capacity			(358)	(328)	(314)	(324)	(306)	(269)	(229)	(203)	(188)	(170)	(198)	
	Percent of STATE Capacity			80.5%	82.2%	82.9%	82.4%	83.4%	85.4%	87.5%	89.0%	89.8%	90.8%	89.2%	
Winters Mill	1309	30	1339	1142	1191	1204	1218	1241	1238	1259	1302	1295	1367	1359	
	Over (Under) State Rated Capacity			(197)	(148)	(135)	(121)	(98)	(101)	(80)	(37)	(44)	28	20	
	Percent of STATE Capacity			85.3%	88.9%	89.9%	91.0%	92.7%	92.5%	94.0%	97.2%	96.7%	102.1%	101.5%	
TOTALS	3107	70	3177	2622	2701	2728	2732	2773	2807	2868	2937	2945	3035	2999	
	Over (Under) State Rated Capacity			(555)	(476)	(449)	(445)	(404)	(370)	(309)	(240)	(232)	(142)	(178)	
	Percent of STATE Capacity			82.5%	85.0%	85.9%	86.0%	87.3%	88.4%	90.3%	92.4%	92.7%	95.5%	94.4%	

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 2024 to 2033 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 336 students in 2023, to 26,123 students. 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 28,921 students by the end of the projection period.

Comparing the 10-year projected total enrollment (12,846 elementary, 6,809 middle, and 9,043 high) with projected school capacities (13,078 elementary, 6,690 middle, and 9,653 high), total 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 2033. 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 2024.

ELEMENTARY SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2024	2028	2033
Northeast Area	91%	98%	97%
Northwest Area	93%	92%	92%
Westminster Area	99%	98%	97%
Southeast Area	106%	107%	109%
Southwest Area	85%	86%	85%

At the individual school level, the projections indicate that the following schools will be over 105% during the projection period: Carrolltowne ES, Cranberry Station ES, Freedom ES, Linton Springs ES, Piney Ridge ES, Sandymount ES, and William Winchester ES. According to the County Concurrence Management and Adequate Public Facilities standards, the following schools will be considered Inadequate (over 120%) during the projection period: Freedom 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 FY24 - FY27	Difference
	FY20	FY21	FY22	FY23	4 Yr. Total		
Carrolltowne	8	0	0	0	8	25	17
Cranberry Station	43	78	55	40	216	14	-202
Ebb Valley	14	14	12	14	54	28	-26
Eldersburg	4	3	2	1	10	6	-4
Elmer Wolfe	15	46	54	56	171	7	-164
Freedom	12	5	2	3	22	83	61
Friendship Valley	4	3	6	2	15	11	-4
Hampstead	5	3	14	1	23	35	12
Linton Springs	3	5	5	14	27	39	12
Manchester	12	15	13	6	46	57	11
Mechanicsville	12	12	12	8	44	39	-5
Mt. Airy*	15	47	37	23	122	78	-44
Piney Ridge	11	52	68	36	167	61	-106
Robert Moton	4	3	5	0	12	4	-8
Runnymede	24	46	25	32	127	17	-110
Sandymount	17	43	12	15	87	13	-74
Spring Garden	7	4	6	1	18	2	-16
Taneytown	89	152	172	51	464	99	-365
Westminster	5	37	36	0	78	70	-8
William Winchester	13	5	11	11	40	32	-8
Winfield	10	14	22	8	54	41	-13
TOTALS	327	587	569	322	1805	761	-1044

Source: Carroll County Bureau of Development Review

Middle School Capacity Needs

Based on the current projections, overall middle utilization increases from 93% to 99% in five years and 102% in 2033. Although the overall utilization percentage is not projected to be in the Inadequate range, total enrollments are projected to exceed the projected total 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 Approaching Inadequate beginning in 2024.

MIDDLE SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2024	2028	2033
Southern Area	101%	102%	105%
Westminster Area	91%	95%	100%
Northeast Area	85%	97%	101%
Northwest Area	88%	96%	100%

At the individual school level Sykesville Middle is projected to be Inadequate in 2026, and Oklahoma Road Middle is projected to be Inadequate in 2027. According to the County Concurrence Management and Adequate Public Facilities standards, Sykesville Middle will be considered Inadequate (over 120%) 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						PROJECTED PERMITS	Difference
	FY20	FY21	FY22	FY23	4 Yr. Total	FY24 - FY27	
Mt. Airy	23	60	57	27	167	102	-65
North Carroll	22	21	19	15	77	82	5
Northwest	126	242	248	136	752	114	-638
Oklahoma Road	24	8	4	4	40	114	74
Shiloh	29	49	19	16	113	47	-66
Sykesville	16	58	75	54	203	117	-86
Westminster East	68	96	77	59	300	61	-239
Westminster West	19	53	70	11	153	124	-29
TOTALS	327	587	569	322	1805	761	-1044

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 87% 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 2030.

HIGH SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2024	2028	2033
Southern Area	80%	86%	91%
Northwest Area	74%	80%	85%
Northeast Area	96%	96%	107%
Westminster Area	85%	88%	94%

At the individual school level, Liberty High, Manchester Valley High, and Winters Mill High are projected to be Approaching Inadequate near 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
	FY20	FY21	FY22	FY23	4 Year Total	FY24 - FY27	
Century	16	58	75	53	202	117	-85
Francis Scott Key	125	242	248	136	751	114	-637
Liberty	24	8	4	4	40	114	74
Manchester Valley	34	27	38	17	116	116	0
South Carroll	23	60	57	28	168	102	-66
Westminster	39	96	70	25	230	137	-93
Winters Mill	66	96	77	59	298	61	-237
TOTALS	327	587	569	322	1805	761	-1044

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 2024. **The Southern Area Redistricting Committee presented options to the Board of Education in the fall of 2022. A Feasibility Study was completed to explore additions at Freedom Elementary and Sykesville Middle. A 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 currently Inadequate by Board policy and projected to be Approaching Inadequate based on the County's Concurrency Management and Adequate Public Facilities Ordinance starting in 2029. **The Southern Area Redistricting Committee presented options to the Board of Education in the fall of 2022. A Feasibility Study was completed to explore additions at Freedom Elementary and Sykesville Middle. A 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 currently Inadequate based on the County's Concurrency Management and Adequate Public Facilities Ordinance. **The Southern Area Redistricting Committee presented options to the Board of Education in the fall of 2022. A Feasibility Study was completed to explore additions at Freedom Elementary and Sykesville Middle. A 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 projected to be Inadequate by Board Policy and also Approaching Inadequate based on the County's Concurrency Management and Adequate Public Facilities Ordinance in 2024. **The Southern Area Redistricting Committee presented options to the Board of Education in the fall of 2022. A Feasibility Study was completed to explore additions at Freedom Elementary and Sykesville Middle. A 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 2025 and projected to be Approaching 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. A Feasibility Study was completed to explore additions at Freedom Elementary and Sykesville Middle. A 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.**

- Cranberry Station Elementary is projected to be Inadequate by Board Policy in 2024 and projected to be Approaching Inadequate based on the County's Concurrency Management and Adequate Public Facilities Ordinance in 2025. **A Kindergarten and Prekindergarten Classroom Addition is included in this plan and will reduce the utilization percentage below 110%, but they will remain above 105% for the rest of the projection period. Other capacity relief options will be explored in the future as the impact of the Blueprint for Maryland's Future becomes clearer.**
- Sandymount Elementary is currently Inadequate by Board Policy and Approaching Inadequate based on the County's Concurrency Management and Adequate Public Facilities Ordinance. **A Kindergarten and Prekindergarten Classroom Addition is included in this plan and will reduce the utilization percentage below 105% beginning in 2026.**
- William Winchester Elementary is currently Inadequate by Board Policy in 2024 and projected to be Approaching Inadequate based on the County's Concurrency Management and Adequate Public Facilities Ordinance in 2025. **Additional Prekindergarten capacity is included in this plan. 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.**

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. A Feasibility Study was completed to explore additions at Freedom Elementary and Sykesville Middle. A 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 2026 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. A Feasibility Study was completed to explore additions at Freedom Elementary and Sykesville Middle. A 10-classroom addition at Sykesville Middle is included in this plan. The addition will reduce utilization at Sykesville below 100% for the remainder of the projection period.**
- Oklahoma Road Middle is projected to be Inadequate by Board Policy in 2027 and Approaching 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. A Feasibility Study was completed to explore additions at Freedom Elementary and Sykesville Middle. A 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	2024	33
Oklahoma Road Middle	Single Ply	116,399	1997	23	2025	28
Shiloh Middle	TPO	116,250	2000	20	2026	26
Century High	Single Ply	135,000	2000	20	2027	27
Gateway	Shingle	30,300	2003	17	2028	25
Winters Mill High	BUR	154,000	2002	18	2030	28
Eldersburg Elementary	BUR	61,916	2000	20	2031	31
Northwest Middle	BUR	117,040	2002	18	2032	30

- 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
Oklahoma Road Middle	System Replacement	1997	2024	27
Mt. Airy Elementary	System Replacement	1987	2024	37
Carroll Springs	System Replacement	1981	2025	44
Northwest Middle	System Replacement	1976	2026	50
Carrolltowne Elementary	System Replacement	1976	2026	50
Piney Ridge Elementary	System Replacement	1991	2027	36
Friendship Valley Elementary	System Replacement	1992	2027	35
Mechanicsville Elementary	System Replacement	1994	2028	34
Runnymede Elementary	System Replacement	1994	2028	34
Liberty High	Modernization	1980	2029	49
Taneytown Elementary	System Replacement	1995	2029	34
Elmer Wolfe Elementary	System Replacement	1998	2029	31
South Carroll High	System Replacement	1998	2030	32
Eldersburg Elementary	System Replacement	1999	2031	32
Linton Springs Elementary	System Replacement	1998	2032	34
Cranberry Station Elementary	System Replacement	1999	2033	34
Francis Scott Key High	System Replacement	1999	2034	35

- 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, Cranberry Station Elementary, Mechanicsville Elementary, Runnymede Elementary and Westminster Elementary.
- 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 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. Based on the projected needs of the middle and high school programs, the current locations at East Middle and Westminster high are 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. **The current facility does not adequately meet the needs of this program. A PRIDE addition is currently in design that will address the needs of this program.**
- **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 kindergarten 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 472 prekindergarten students at 20 elementary schools in 2023. 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 870 students by the year 2029. In order to accommodate this projected increase, the plan includes additional prekindergarten classrooms at 20 elementary schools.

Prekindergarten

School	Actual Enrollment (9/30/23)	Current Capacity	Utilization	Projected Enrollment (2029)	Projected Capacity (2029)	Utilization
Carrolltowne ES	29	30	96.7%	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	15	20	75.0%	40	40	100.0%
Elmer Wolfe ES	34	20	170.0%	40	40	100.0%
Freedom ES				20	20	100.0%
Friendship Valley ES	20	20	100.0%	40	40	100.0%
Hampstead ES	24	30	80.0%	50	50	100.0%
Linton Springs ES	14	20	70.0%	40	40	100.0%
Manchester ES	20	20	100.0%	40	40	100.0%
Mechanicsville ES	18	20	90.0%	40	40	100.0%
Parr's Ridge ES	20	20	100.0%	40	40	100.0%
Piney Ridge ES	20	20	100.0%	40	40	100.0%
Robert Moton ES	57	30	190.0%	50	50	100.0%
Runnymede ES	37	30	123.3%	50	50	100.0%
Sandymount ES	19	20	95.0%	40	40	100.0%
Spring Garden ES	20	20	100.0%	40	40	100.0%
Taneytown ES	19	20	95.0%	40	40	100.0%
Westminster ES	20	20	100.0%	40	40	100.0%
William Winchester ES	20	20	100.0%	40	40	100.0%
Winfield ES	26	30	86.7%	50	50	100.0%
Totals	472	450	104.9%	870	870	100.0%

CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

CAPACITY	COMPLETION DATE											NOTES
		25	26	27	28	29	30	31	32	33	34	
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. 2028	P	P	C	C	O						

FS = Feasibility Study
 P = Planning
 C= Construction

CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

MODERNIZATIONS	COMPLETION DATE											NOTES
		25	26	27	28	29	30	31	32	33	34	
Liberty High Modernization This project involves the modernization of the 156,000 square feet Liberty High School	TBD		FS	P	P	C	C	O				
Wm Winchester Elementary Modernization This project involves the modernization 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 modernization 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											NOTES
		25	26	27	28	29	30	31	32	33	34	
Roof Replacement Projects												
North Carrol Middle	Aug. 2024	C										
Spring Garden Elementary	Aug. 2024	C										
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						
Winters Mill High	Aug. 2030						P	C				
Eldersburg Elementary	Aug. 2031							P	C			
Northwest Middle	Aug. 2032								P	C		
HVAC Replacement Projects												
Oklahoma Road Middle	Aug. 2025	C	C									Roof Project
Mt. Airy Elementary	Aug. 2025	C	C									
Carroll Springs	Aug. 2025	P	C									
Carrlltowne Elementary	Aug. 2026	P		C								
Northwest Middle	Aug. 2027	P		C	C							
Piney Ridge Elementary	Aug. 2027			P	C							
Friendship Valley Elementary	Aug. 2027			P	C							
Mechanicsville Elementary	Aug. 2028				P	C						
Runnymede Elementary	Aug. 2028				P	C						
Taneytown Elementary	Aug. 2029					P	C					
Elmer Wolfe Elementary	Aug. 2029					P	C					
South Carroll High	Aug. 2031						P	C	C			
Eldersburg Elementary	Aug. 2031							P	C			
Linton Springs Elementary	Aug. 2032								P	C		
Cranberry Station Elementary	Aug. 2033									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											NOTES
		25	26	27	28	29	30	31	32	33	34	
Fire Alarm Replacement												
Carrolltowne Elementary	Aug. 2026		P	C								w/ HVAC Project
Westminster Elementary	Aug. 2026		P	C								
Mechanicsville Elementary	Aug. 2028				P	C						w/ HVAC Project
Runnymede Elementary	Aug. 2028				P	C						w/ HVAC Project
Cranberry Station Elementary	Aug. 2033									P	C	w/ HVAC Project
Paving Replacement	On-going	C	C	C	C	C	C	C	C	C	C	
Technology Improvements	On-going	C	C	C	C	C	C	C	C	C	C	

P = Planning
C= Construction

CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

INSTRUCTIONAL PROGRAM	COMPLETION DATE											NOTES	
		25	26	27	28	29	30	31	32	33	34		
Taneytown Kindergarten Addition This addition is needed to accommodate full day Kindergarten	Aug. 2026	P	C										
Cranberry Station Kindergarten Addition This addition is needed to accommodate full day Kindergarten	Aug. 2026	P	C										
Friendship Valley PRIDE Addition This addition is needed to accommodate the PRIDE program	Aug. 2026	P	C										
Friendship Valley Kindergarten Addition This addition is needed to accommodate full day Kindergarten	Aug. 2026	P	C										
Sandymount Kindergarten Addition This addition is needed to accommodate full day Kindergarten	Aug. 2026	P	C										
PreK Additions (Phase One) Additions at Elmer Wolfe ES, Robert Moton ES, Runnymede ES, Spring Garden ES, Westmisnter ES, and Wm Winchester ES	Aug. 2027	P	P	C									
Robert Moton BEST Addition This addition is needed to expand the BEST program	Aug. 2028		P	P	C								
PreK Additions (Phase Two) Additions at Ebb Valley ES, Hampstead ES, Manchester ES and Winfield ES	Aug. 2028		P	P	C								
PreK Additions (Phase Three) Additions at Carrolltowne ES, Eldersburg ES, Linton Springs ES, Mechanicsville ES, and Piney Ridge ES	Aug. 2029			P	P	C							

P = Planning
C = Construction

EXHIBITS



Maryland DEPARTMENT OF PLANNING

5/6/2024

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 2024-2033, 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 2024-2033. Therefore, your projections can be used to prepare your 2024 Educational Facilities Master Plan (EFMP) and 2025 Capital Improvement Program submissions.

When preparing your EFMP submission, please ensure the 2023 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 2023/2024 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 chuck.boyd@maryland.gov or (410) 767-1401.

Sincerely,

A handwritten signature in blue ink that reads "Charles W. Boyd".

Charles W. Boyd, AICP
Assistant Secretary of Planning Services

cc: Alex Donahue, Executive Director, Interagency Commission on School Construction
Alfred Sundara, AICP, Manager, Projections and State Data Center

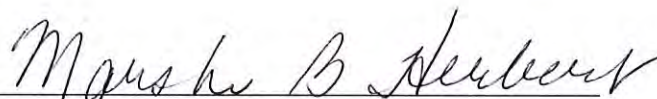
Comparison of School Enrollment Projections

Jurisdiction	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
Carroll	25642	25944	26142	26494	26889	27224	27504	27735	27924	28008	28061
MDP	25,642	25,830	25,850	26,030	26,270	26,520	26,760	26,990	27,250	27,400	27,590
Diff	0	114	292	464	619	704	744	745	674	608	471
% Diff	0.00%	0.44%	1.13%	1.78%	2.36%	2.65%	2.78%	2.76%	2.47%	2.22%	1.71%

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.

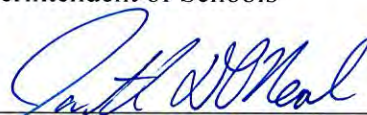
The Board of Education of Carroll County is firmly committed to creating equal employment and educational opportunities for all persons by providing an environment that supports optimal academic achievement and productive work and is free from any form of unlawful discrimination, including access to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



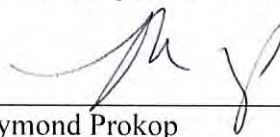
Marsha B. Herbert, President
Board of Education of Carroll County



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
 Daphne Daly, 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

May 21, 2024

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 2024-2033

Dear Ms. Herbert:

The Carroll County Planning & Zoning Commission was briefed on the Carroll County Public Schools Educational Facilities Master Plan 2024-2033 on May 21, 2024. 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 eight schools as approaching inadequate for the 2025 through 2030 school years and two schools as inadequate in the years 2025-2030, as outlined in the table below.

Inadequate (120% and greater of Capacity)

Freedom Elementary	2025-2027
Sykesville Middle	2028

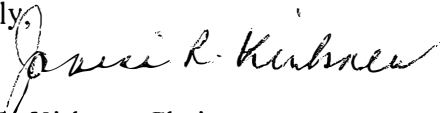
Approaching Inadequate (110% to 119% of Capacity)

Carrolltowne Elementary	2030
Cranberry Station Elementary	2026
Linton Springs Elementary	2025-2030
Piney Ridge Elementary	2028-2030
Sandymount Elementary	2025-2026
Wm. Winchester Elementary	2026-2030
Oklahoma Road Middle	2028-2030
Sykesville Middle	2027

The Commission reviewed this plan for consistency with the Carroll County Master Plan, the Freedom Community Comprehensive Plan and other applicable County plans. Notable in this plan are the addition of Kindergarten and Prekindergarten classroom additions at Cranberry Station Elementary and Sandymount Elementary Schools, additional Prekindergarten capacity at William Winchester Elementary School, a 5-classroom addition to Freedom Elementary School, and a 10-classroom addition to Sykesville Middle School. 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.

Thank you for the opportunity to review and comment on the 2024-2033 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, Chair
Carroll County Planning & Zoning Commission

cc: Planning Commission Members
Daphne Daly, 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:

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

Introduction

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

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

Definition

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

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

Study Methodology

Physical Assessment

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

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

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

The facility conditions survey included the following property elements:

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

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

Functional Assessment – Instructional and Administrative Staff

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

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

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

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

The schools assessed are noted in Table 1.

Table 1 – Schools Assessed

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

Findings

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

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

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

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

Table 2 – Physical, Functional and Total Assessment Scores

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

Table 3 – Elementary Assessment Scores by Area

School	School Summary								
	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 William	50	141	126	87	46	62	64	104	56
Winchester	42	34	132	71	32	41	43	71	28
Freedom	48	38	129	59	37	43	110	78	56
Charles Carroll	39	38	111	60	57	2	52	74	28
Eldersburg	53	103	120	100	50	53	95	97	28
Average	49	80	125	73	48	44	73	90	42
Maximum Score	70	190	150	100	80	80	130	130	70
Avg %	70%	42%	83%	73%	60%	55%	56%	69%	60%

Overall Scores

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

- Administrative and Support Services

Table 4 – Middle School Scores by Area

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

Overall Scores

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

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

Table 5 – High School Scores by Area

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

Overall Scores

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

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

Next Steps

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

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

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

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

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

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

APPENDIX

B

Agenda Item #:

ITEM TYPE: Report

BOARD AGENDA ITEM

TITLE: Staffing Analysis and Class Size Report

DATE: November 8, 2023

OVERVIEW:

Elementary Schools: Average academic kindergarten through fifth grade class size as of September 30, 2023, is students per home base class. There were no classes with 30 or more students for 2023-2024.

2021	2022	2023
21.3	22.4	22.7

Middle Schools: Average academic class size as of September 30, 2023, is 25.3 students per class. The total number of academic classes with 30 or more students is 184 for 2023-2024.

2021	2022	2023
22.5	25.2	25.3

High Schools: Average academic class size as of September 30, 2023, is 22.5 students per class. The total number of academic classes with over 30 students is 147 for 2023-2024.

2021	2022	2023
23.2	23.2	22.5

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, Ed.D, Superintendent of Schools

Staffing Analysis and Class Size Report 2023-2024

Executive Summary

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Executive Summary
Class Size/Classes Over 30
2023 – 2024

Elementary Schools: Average academic kindergarten through fifth grade class size as of September 30, 2023 is 22.7 students per home base class.

There were no classes with 30 or more students for 2023-2024.

Middle Schools: Average academic class size as of September 30, 2023 is 25.3 students per class.

The total number of academic classes with 30 or more students is 184 for 2023-2024.

High Schools: Average academic class size as of September 30, 2023 is 22.5 students per class.

The total number of academic classes with over 30 students is 147 for 2023-2024.

PreK
2023-2024

Prekindergarten Site	Number of Students	Teacher FTE	Assistant FTE
Carrolltowne	17	1.0	1.0
Cranberry Station	20	1.0	1.0
Ebb Valley	20	1.0	1.0
Eldersburg	15	1.0	1.0
Elmer Wolfe	34	2.0	2.0
Friendship Valley	20	1.0	1.0
Hampstead	18	1.0	1.0
Linton Springs	14	1.0	1.0
Manchester	20	1.0	1.0
Mechanicsville	18	1.0	1.0
Parr's Ridge	20	1.0	1.0
Piney Ridge	20	1.0	1.0
Robert Moton	35	2.0	2.0
Runnymede	31	2.0	2.0
Sandymount	19	1.0	1.0
Spring Garden	20	1.0	1.0
Taneytown	19	1.0	1.0
Westminster	20	1.0	1.0
William Winchester	20	1.0	1.0
Winfield	20	1.0	1.0
	420	23.0	23.0

ELEMENTARY SCHOOL FTE TOTALS 2023-2024

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		594	25.0	1.0	0.5	1.0	1.2	1.0	1.2	1.2	1.2	1.2	0.6	0.6	1.2	1.8	1.0	1.0
Cranberry		581	25.0	1.0	1.0	1.2	1.0	1.0	1.2	1.2	1.2	1.2	0.6	0.6	1.2	1.8	1.0	1.0
Ebb Valley		551	25.0	1.0	1.0	1.2	1.0	1.0	1.2	1.2	1.2	1.2	0.6	0.6	1.2	1.8	1.0	1.0
Eldersburg		461	21.0	1.0	0.5	1.2	1.0	1.0	1.2	1.2	1.2	1.2	0.6	0.6	1.0	1.6	1.0	1.0
Elmer Wolfe	(*)	467	21.0	1.0	1.0	1.2	1.0	1.0	1.2	1.2	1.2	1.2	0.5	0.5	1.2	1.6	1.0	1.0
Freedom		643	28.0	1.0	0.5	1.2	1.0	1.0	1.2	1.2	1.2	1.2	0.8	0.8	1.2	2.0	1.0	1.0
Friendship Valley		479	23.0	1.0	1.0	1.2	1.0	1.0	1.2	1.2	1.2	1.2	0.8	0.8	1.2	1.6	1.0	1.0
Hampstead		395	17.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.5	0.5	1.0	1.2	1.0	1.0
Linton Springs		725	31.0	1.0	0.5	1.6	1.0	1.0	1.6	1.6	1.6	1.6	0.6	0.6	1.6	2.2	1.2	1.2
Manchester		643	26.0	1.0	1.0	1.2	1.0	1.0	1.2	1.2	1.4	1.4	0.6	0.6	1.4	2.0	1.2	1.2
Mechanicsville		480	21.0	1.0	1.0	1.2	1.0	1.0	1.2	1.2	1.0	1.0	0.6	0.6	1.0	1.4	1.0	1.0
Mt. Airy		457	18.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.4	1.0	1.0
Parr's Ridge		411	19.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	0.0	1.0	1.6	1.0	1.0
Piney Ridge		563	26.0	1.0	0.5	1.2	1.0	1.0	1.2	1.2	1.2	1.2	0.6	0.6	1.2	1.6	1.2	1.2
Robert Moton	(*)	384	17.0	1.0	1.0	1.2	1.0	1.0	1.2	1.2	1.2	1.2	0.5	0.5	1.0	1.4	1.0	1.0
Runnymede		572	25.0	1.0	1.0	1.4	1.0	1.0	1.4	1.4	1.4	1.4	0.8	0.8	1.4	1.8	1.2	1.2
Sandymount		560	25.0	1.0	1.0	1.2	1.0	1.0	1.2	1.2	1.2	1.2	0.5	0.5	1.2	1.6	1.0	1.0
Spring Garden		436	19.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.8	0.8	1.0	1.4	1.0	1.0
Taneytown	(*)	456	20.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.5	0.5	1.0	1.6	1.0	1.0
Westminster		535	25.0	1.0	1.0	1.2	1.0	1.0	1.2	1.2	1.2	1.2	0.8	0.8	1.2	2.0	1.0	1.0
Wm. Winchester		585	25.0	1.0	1.0	1.2	1.0	1.0	1.2	1.2	1.4	1.4	0.6	0.6	1.4	1.8	1.0	1.0
Winfield		670	31.0	1.0	1.0	1.6	1.0	1.0	1.6	1.6	1.6	1.6	0.5	0.5	1.6	2.0	1.2	1.2
Totals		11648	513.0	22.0	19.5	26.4	22.0	22.0	26.4	26.4	26.4	26.4	13.4	13.4	26.2	37.2	23.0	23.0

*Title I

**Enrollments come from September 30, 2023

Class Size Report 2023-2024

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	84	5.0	16.8	88	4.0	22.0	103	4.0	25.8	96	4.0	24.0	116	4.0	29.0	107	4.0	26.8	594	25.0	23.8
Cranberry	111	6.0	18.5	76	3.0	25.3	101	4.0	25.3	100	4.0	25.0	83	4.0	20.8	110	4.0	27.5	581	25.0	23.2
Ebb Valley	100	5.0	20.0	90	4.0	22.5	92	4.0	23.0	85	4.0	21.3	96	4.0	24.0	88	4.0	22.0	551	25.0	22.0
Eldersburg	66	4.0	16.5	90	4.0	22.5	74	3.0	24.7	73	3.0	24.3	87	4.0	21.8	71	3.0	23.7	461	21.0	22.0
Elmer Wolfe*	77	4.0	19.3	72	3.0	24.0	63	3.0	21.0	89	4.0	22.3	83	4.0	20.8	83	3.0	27.7	467	21.0	22.2
Freedom	102	6.0	17.0	100	4.0	25.0	110	5.0	22.0	114	4.0	28.5	99	4.0	24.8	118	5.0	23.6	643	28.0	23.0
Friendship Valley	68	4.0	17.0	79	4.0	19.8	84	4.0	21.0	83	4.0	20.8	80	3.0	26.7	85	4.0	21.3	479	23.0	20.8
Hampstead	62	3.0	20.7	63	3.0	21.0	68	3.0	22.7	72	3.0	24.0	50	2.0	25.0	80	3.0	26.7	395	17.0	23.2
Linton Springs	105	6.0	17.5	116	5.0	23.2	143	6.0	23.8	129	5.0	25.8	133	5.0	26.6	99	4.0	24.8	725	31.0	23.4
Manchester	86	4.0	21.5	111	5.0	22.2	125	5.0	25.0	98	4.0	24.5	113	4.0	28.3	110	4.0	27.5	643	26.0	24.7
Mechanicsville	81	4.0	20.3	78	4.0	19.5	86	4.0	21.5	76	3.0	25.3	80	3.0	26.7	79	3.0	26.3	480	21.0	22.9
Mt. Airy										140	6.0	23.3	160	6.0	26.7	157	6.0	26.2	457	18.0	25.4
Parr's Ridge	135	7.0	19.3	117	5.0	23.4	159	7.0	22.7										411	19.0	21.6
Piney Ridge	83	5.0	16.6	103	4.0	25.8	86	4.0	21.5	110	5.0	22.0	91	4.0	22.8	90	4.0	22.5	563	26.0	21.7
Robert Moton*	65	3.0	21.7	48	2.0	24.0	61	3.0	20.3	69	3.0	23.0	78	3.0	26.0	63	3.0	21.0	384	17.0	22.6
Runnymede	88	4.0	22.0	78	4.0	19.5	117	5.0	23.4	89	4.0	22.3	103	4.0	25.8	97	4.0	24.3	572	25.0	22.9
Sandymount	84	5.0	16.8	114	5.0	22.8	83	4.0	20.8	106	4.0	26.5	99	4.0	24.8	74	3.0	24.7	560	25.0	22.4
Spring Garden	82	4.0	20.5	73	3.0	24.3	70	3.0	23.3	72	3.0	24.0	69	3.0	23.0	70	3.0	23.3	436	19.0	22.9
Taneytown*	73	4.0	18.3	94	4.0	23.5	68	3.0	22.7	60	3.0	20.0	79	3.0	26.3	82	3.0	27.3	456	20.0	22.8
Westminster	96	5.0	19.2	59	3.0	19.7	97	4.0	24.3	103	5.0	20.6	97	4.0	24.3	83	4.0	20.8	535	25.0	21.4
Wm. Winchester	88	4.0	22.0	114	5.0	22.8	101	4.0	25.3	91	4.0	22.8	96	4.0	24.0	95	4.0	23.8	585	25.0	23.4
Winfield	108	6.0	18.0	108	5.0	21.6	140	6.0	23.3	105	5.0	21.0	114	5.0	22.8	95	4.0	23.8	670	31.0	21.6
Totals	1,844	98.0	19.0	1,871	83.0	22.6	2,031	88.0	23.0	1,960	84.0	23.4	2,006	81.0	24.8	1,936	79.0	24.5	11,648	513.0	22.7
		Average	19.0	Average	22.6	22.6	Average	23.0	23.0	Average	23.4	23.4	Average	24.8	24.8	24.8	Average	24.5	24.5	Average	22.7
		High	22.0	High	25.8	25.8	High	25.8	25.8	High	28.5	28.5	High	29.0	29.0	29.0	High	27.7	27.7	High	25.4
		Low	16.5	Low	19.5	19.5	Low	20.3	20.3	Low	20.0	20.0	Low	20.8	20.8	20.8	Low	20.8	20.8	Low	20.8

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

II. Middle Schools 2023 - 2024

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	801	1	3	3	1	41.0	19.5
Mt. Airy	754	1	1	2	1	38.0	19.8
North Carroll	601	1	1	3	1	33.0	18.2
Northwest	647	1	2	3	1	37.0	17.5
Oklahoma Road	758	1	1	2	1	40.0	19.0
Shiloh	632	1	1	2	1	33.0	19.2
Sykesville	758	1	1	2	1	43.0	17.6
West	912	1	2	3	1	47.0	19.4
Totals	5863	8	12	20	8	312.0	18.8

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	801	30	130	26.7	32	25%	7	5%
Mt. Airy	754	28	132	26.9	32	24%	1	1%
North Carroll	601	25	105	24.0	12	11%	0	0%
Northwest	647	28	112	23.1	14	13%	0	0%
Oklahoma Road	758	30	150	25.3	25	17%	2	1%
Shiloh	632	24	96	26.3	9	9%	1	1%
Sykesville	758	32	148	23.7	28	19%	0	0%
West	912	35	145	26.1	32	22%	0	0%
Totals	5863	232	1018	25.3	184	18%	11	1%

2023-2024	5863	232	1018	25.3	184	18%	11	1%
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%		

III. High Schools 2023-2024

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	1083	1	2	4	1	53.50	1	1	20.2
Francis Scott Key	930	1	3	4	1	46.33	1	1	20.1
Liberty	1000	1	2	4	1	53.00	1	1	18.9
Manchester Valley	1375	1	3	5	1	64.50	1	1	21.3
South Carroll	936	1	2	4	1	50.00	1	1	18.7
Westminster	1480	1	4	5	1	71.00	1	1	20.8
Winters Mill	1137	1	3	5	1	53.67	1	1	21.2
Totals	7941	7	19	31	7	392.00	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	37.77
Century	1	0	0.5
Francis Scott Key	1	0	0
Liberty	1	0	0
Manchester Valley	1	0	0
South Carroll	1	0	0
Westminster	1	0	0.5
Winters Mill	1	0	0
Totals	7	0	38.77

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	22.5	0	11	48
Francis Scott Key	21.4	0	19	59
Liberty	22.0	0	8	57
Manchester Valley	25.0	0	30	38
South Carroll	22.0	0	13	54
Westminster	22.5	0	34	86
Winters Mill	22.2	0	32	60
Totals	22.5	0	147	402

Totals	Average Class Size	Number of Classes over Thirty-five	Number of Classes Over Thirty	Over	Number of Classes Under Twenty
2023-2024	22.5		147		402
2022-2023	23.2	2	217		488
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

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	1154	47	24.6	0	0%	3	6%	13	28%
Francis Scott Key	931	45	20.7	0	0%	4	9%	15	33%
Liberty	958	44	21.8	0	0%	1	2%	12	27%
Manchester Valley	1293	56	23.1	0	0%	3	5%	10	18%
South Carroll	981	41	23.9	0	0%	2	5%	10	24%
Westminster	1486	67	22.2	0	0%	7	10%	18	27%
Winters Mill	1063	48	22.1	0	0%	7	15%	17	35%
TOTALS	7866	348	22.6	0	0%	27	8%	95	27%

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	1076	48	22.4	0	0%	1	2%	11	23%
Francis Scott Key	999	46	21.7	0	0%	4	9%	12	26%
Liberty	931	45	20.7	0	0%	1	2%	14	31%
Manchester Valley	1367	50	27.3	0	0%	4	8%	8	16%
South Carroll	1060	47	22.6	0	0%	8	17%	12	26%
Westminster	1587	73	21.7	0	0%	5	7%	21	29%
Winters Mill	1152	57	20.2	0	0%	8	14%	9	16%
TOTALS	8172	366	22.3	0	0%	31	8%	87	24%

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	1058	50	21.2	0	0%	2	4%	13	26%
Francis Scott Key	1009	46	21.9	0	0%	6	13%	10	22%
Liberty	1138	50	22.8	0	0%	2	4%	12	24%
Manchester Valley	1314	51	25.8	0	0%	12	24%	7	14%
South Carroll	967	46	21.0	0	0%	2	4%	16	35%
Westminster	1512	66	22.9	0	0%	5	8%	17	26%
Winters Mill	1111	48	23.1	0	0%	6	13%	16	33%
TOTALS	8109	357	22.7	0	0%	35	10%	91	25%

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	1153	52	22.2	0	0%	4	8%	4	8%
Francis Scott Key	1026	48	21.4	0	0%	4	8%	12	25%
Liberty	1073	49	21.9	0	0%	2	4%	13	27%
Manchester Valley	1520	64	23.8	0	0%	3	5%	10	16%
South Carroll	1179	57	20.7	0	0%	0	0%	12	21%
Westminster	1474	67	22.0	0	0%	10	15%	22	33%
Winters Mill	1193	51	23.4	0	0%	7	14%	16	31%
TOTALS	8618	388	22.2	0	0%	30	8%	89	23%

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	598	27	22.1	0	0%	1	4%	7	26%
Francis Scott Key	371	18	20.6	0	0%	1	6%	10	56%
Liberty	567	24	23.6	0	0%	2	8%	6	25%
Manchester Valley	566	21	27.0	0	0%	8	38%	3	14%
South Carroll	490	22	22.3	0	0%	1	5%	4	5%
Westminster	967	39	24.8	0	0%	7	18%	8	21%
Winters Mill	642	29	22.1	0	0%	4	14%	2	7%
TOTALS	4201	180	23.3	0	0%	24	13%	40	22%

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	5039	224	22.5	0	0%	11	5%	48	21%
Francis Scott Key	4336	203	21.4	0	0%	19	9%	59	29%
Liberty	4667	212	22.0	0	0%	8	4%	57	27%
Manchester Valley	6060	242	25.0	0	0%	30	12%	38	16%
South Carroll	4677	213	22.0	0	0%	13	6%	54	25%
Westminster	7026	312	22.5	0	0%	34	11%	86	28%
Winters Mill	5161	233	22.2	0	0%	32	14%	60	26%
TOTALS	36966	1639	22.5	0	0%	147	9%	402	25%

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	9	1	9.0	0	0%	1	100%
Francis Scott Key	24	3	8.0	0	0%	3	100%
Liberty	23	2	11.5	0	0%	2	100%
Manchester Valley	21	3	7.0	0	0%	3	100%
South Carroll	35	4	8.8	0	0%	4	100%
Westminster	17	2	8.5	0	0%	2	100%
Winters Mill	26	3	8.7	0	0%	3	100%
TOTALS	155	18	8.6	0	0%	18	100%

Business Education

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	402	15	26.8	2	13%	0	0%
Francis Scott Key	76	5	15.2	0	0%	0	0%
Liberty	277	13	21.3	0	0%	5	38%
Manchester Valley	246	10	24.6	0	0%	1	10%
South Carroll	171	5	34.2	2	40%	4	80%
Westminster	310	14	22.1	1	7%	3	21%
Winters Mill	201	7	28.7	3	43%	0	0%
TOTALS	1683	69	24.4	8	12%	13	19%

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	94	7	13.4	0	0%	3	43%
Francis Scott Key	118	8	14.8	0	0%	1	13%
Liberty	115	7	16.4	0	0%	4	57%
Manchester Valley	145	10	14.5	0	0%	1	10%
South Carroll	51	6	8.5	0	0%	1	17%
Westminster	80	7	11.4	0	0%	1	14%
Winters Mill	75	6	12.5	0	0%	3	50%
TOTALS	678	51	13.3	0	0%	14	27%

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	431	16	26.9	2	13%	0	0%
Francis Scott Key	403	23	17.5	3	13%	3	13%
Liberty	311	13	23.9	0	0%	2	15%
Manchester Valley	537	22	24.4	0	0%	3	14%
South Carroll	326	16	20.4	0	0%	6	38%
Westminster	503	20	25.2	9	45%	4	20%
Winters Mill	365	18	20.3	4	22%	7	39%
TOTALS	2876	128	22.5	18	14%	25	20%

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	366	18	20.3	3	17%	5	28%
Francis Scott Key	339	13	26.1	6	46%	0	0%
Liberty	534	23	23.2	2	9%	5	22%
Manchester Valley	421	18	23.4	3	17%	2	11%
South Carroll	324	16	20.3	4	25%	4	25%
Westminster	472	18	26.2	8	44%	4	22%
Winters Mill	500	23	21.7	6	26%	6	26%
TOTALS	2956	129	22.9	32	25%	26	20%

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	335	16	20.9	3	19%	5	31%
Francis Scott Key	232	23	10.1	0	0%	9	39%
Liberty	356	32	11.1	0	0%	9	28%
Manchester Valley	499	22	22.7	2	9%	8	36%
South Carroll	182	16	11.4	0	0%	6	38%
Westminster	394	20	19.7	2	10%	9	45%
Winters Mill	304	20	15.2	1	5%	6	30%
TOTALS	2302	149	15.4	8	5%	52	35%

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	402	20	20.1	2	10%	5	25%
Francis Scott Key	516	22	23.5	0	0%	5	23%
Liberty	463	22	21.0	0	0%	4	18%
Manchester Valley	793	31	25.6	3	10%	3	10%
South Carroll	419	18	23.3	1	6%	4	22%
Westminster	771	34	22.7	5	15%	8	24%
Winters Mill	547	24	22.8	4	17%	5	21%
TOTALS	3911	171	22.9	15	9%	34	20%

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	697	28	24.9	9	32%	1	4%
Francis Scott Key	716	27	26.5	8	30%	5	19%
Liberty	802	31	25.9	2	6%	5	16%
Manchester Valley	1153	41	28.1	12	29%	1	2%
South Carroll	865	33	26.2	8	24%	5	15%
Westminster	1159	44	26.3	17	39%	7	16%
Winters Mill	914	36	25.4	9	25%	8	22%
TOTALS	6306	240	26.3	65	27%	32	13%

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	512	18	28.4	9	50%	2	11%
Francis Scott Key	504	18	28.0	8	44%	0	0%
Liberty	499	19	26.3	1	5%	2	11%
Manchester Valley	813	29	28.0	9	31%	1	3%
South Carroll	477	17	28.1	6	35%	0	0%
Westminster	877	30	29.2	18	60%	1	3%
Winters Mill	618	24	25.8	8	33%	3	13%
TOTALS	4300	155	27.7	59	38%	9	6%

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	55	4	13.8	0	0%	2	50%
Francis Scott Key	0	0	0.0	0	0%	0	0%
Liberty	11	1	0.0	0	0%	1	100%
Manchester Valley	50	4	12.5	0	0%	3	75%
South Carroll	29	2	14.5	0	0%	1	50%
Westminster	21	2	10.5	0	0%	1	50%
Winters Mill	17	1	0.0	0	0%	1	100%
TOTALS	183	14	13.1	0	0%	9	64%

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	3303	143	23.1	30	21%	24	17%
Francis Scott Key	2928	142	20.6	25	18%	26	18%
Liberty	3391	163	20.8	5	3%	39	24%
Manchester Valley	4678	190	24.6	29	15%	26	14%
South Carroll	2879	133	21.6	21	16%	35	26%
Westminster	4604	191	24.1	60	31%	40	21%
Winters Mill	3567	162	22.0	35	22%	42	26%
TOTALS	25350	1124	22.6	205	18%	232	21%

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	243	10	24.3	0	0%	0	0%
Francis Scott Key	78	5	15.6	0	0%	4	80%
Liberty	31	2	15.5	0	0%	2	100%
Manchester Valley	64	3	21.3	0	0%	1	33%
South Carroll	0	0	0.0	0	0%	0	0%
Westminster	9	2	0.0	0	0%	2	0%
Winters Mill	0	0	0.0	0	0%	0	0%
TOTALS	425	22	19.3	0	0%	9	41%

**E. The Gateway School (High School)
2023-2024**

Academic Class Size Analysis* ESTIMATED

SEMESTER 1

COURSE	NUMBER OF STUDENTS	NUMBER OF SECTIONS	AVERAGE CLASS SIZE	CLASSES OVER THIRTY
English	78	13	6	0
Social Studies	76	14	5.4	0
Science	69	10	6.9	0
Spanish I & II	0	0	0	0
Distance Learning Lab – DLL	3	9	1	0
Math	64	10	6.4	0
TOTALS	290	56	25.7	0

Non Academic Class Size Analysis*

COURSE	NUMBER OF STUDENTS	NUMBER OF SECTIONS	AVERAGE CLASS SIZE	CLASSES OVER THIRTY
P. E.	63	16	3.9	0
CRD I,II,III	21	5	4.2	0
Financial Literacy	21	4	5.2	0
Princ. Bus. Admin/Mgmt.	0	0	0	0
Tech	43	6	7.1	0
Art	43	8	5.3	0
Special Ed Learning Resource Tutorial	13	6	2.1	0
Health	18	4	4.5	0
Intro to Foods/Adv Foods	22	4	5.5	0
Seminar/Teen Leadership	12	3	4	0
	256	56	41.8	0

Carroll County Career and Technology Center

Class Enrollment for 2023-2024

As of September 2023

Program	Fall			Spring			Grand Total	Non-duplicated Total
	Male	Female	Total	Male	Female	Total		
Academy of Health Professions	5	59	64	5	59	64	128	64
Academy of Health Professions Interns/SF	0	15	15	3	31	34	49	49
Academy of Health Professions DE	0	12	12	1	6	7	19	19
Applied Mechanical Engineering	11	3	14	18	0	18	32	32
Auto Service Technology	30	2	32	33	2	35	67	67
Biomedical : PLTW I (Mod 1)	9	35	44	9	35	44	88	44
Biomedical : PLTW II (Mods 2&3)	14	29	43	16	28	44	87	87
Building Maintenance	9	0	9	9	0	9	18	9
Carpentry	15	2	17	17	1	18	35	35
Cisco Cyber Security (Kinnie)	19	3	22	18	3	21	43	43
Cisco Cyber Operations (Starkey)	18	2	20	19	3	22	42	42
Collision Repair Technology	15	1	16	10	2	12	28	28
Cosmetology	0	57	57	0	59	59	116	77
Criminal Justice/Homeland Security (Mod 1)	17	28	45	17	28	45	90	45
Criminal Justice/Homeland Security (Mods 2&3)	15	32	47	14	34	48	95	95
Culinary Arts	6	7	13	13	3	16	29	29
Culinary Arts - Baking & Pastry	6	10	16	4	18	22	38	38
Drafting	7	3	10	8	8	16	26	26
Early Childhood Education	1	27	28	0	9	9	37	37
Early Childhood Education Interns	0	2	2	4	15	19	21	21
Electrical Construction	14	0	14	18	0	18	32	32
Heating, Ventilation and Air Conditioning	17	1	18	15	1	16	34	34
Heavy Equipment and Truck Technology	18	1	19	19	1	20	39	39
Homeland Sec./GIST (Mods 2&3)	9	0	9	1	9	10	19	19
Masonry Technology	14	0	14	9	0	9	23	23
Physical Rehabilitation	4	15	19	4	15	19	38	19
Print Production	2	11	13	3	15	18	31	31
Project Lead the Way - Engineering 1	38	8	46	40	6	46	92	70
Project Lead the Way - Engineering II	30	12	42	29	1	30	72	72
TAM - Teacher Academy (Mod 1)	0	11	11	0	11	11	22	11
TAM - Teacher Academy	1	14	15	6	11	17	32	32
Textiles and Fashion Careers	1	16	17	2	17	19	36	36
Video Production	23	16	39	14	17	31	70	70
Welding Technology	18	1	19	15	3	18	37	37
Career Connections/R&D	1	8	9	3	1	4	13	13
Total Enrollment for SY 2023-2024	387	443	830	396	452	848	1678	1425

G. Finance Academy

HIGH SCHOOL	NUMBER OF STUDENTS	NUMBER OF SECTIONS
Century High	34	2
Westminster High	16	2

SPECIAL EDUCATION
STAFF ANALYSIS AND CLASS SIZE REPORTS
2023 - 2024

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	1	2	12	0	6	0	0	21	4.0	2.0	6.0	10.0	6.0
CT	66	7	0	0	0	0	12	3	1	89	6.0	3.0	5.6	9.0	6.0
CSE	52	4	0	0	0	0	0	0	0	56	3.0	1.0	2.0	3.0	5.0
EBB	64	5	0	0	0	0	0	0	0	69	3.0	1.0	2.0	4.0	5.0
ELDER	48	5	2	0	0	0	0	5	0	60	3.0	1.0	2.0	4.0	5.0
EWE	72	1	0	0	0	0	0	2	0	75	3.0	1.0	2.0	4.0	5.0
FREE	64	6	0	0	0	0	0	0	0	70	4.0	1.0	2.0	4.0	5.0
FVE	54	8	0	0	0	0	0	0	0	62	4.0	1.0	2.0	7.0	6.0
HAMP	44	10	26	0	0	0	5	2	0	87	9.0	2.1	8.0	35.0	6.0
LSE	60	14	0	0	0	0	0	2	0	76	4.0	1.0	2.0	6.0	5.0
MAN	94	9	0	0	0	0	0	0	0	103	4.0	2.0	2.0	9.0	5.0
MECII	46	8	0	0	0	0	0	0	0	54	3.0	1.0	2.0	4.0	5.0
M/AE	65	6	0	0	0	0	0	0	0	71	4.0	1.0	2.0	2.0	5.0
PARRS	38	10	0	0	0	0	0	0	0	48	3.0	1.0	2.0	4.0	5.0
PRE	69	3	0	0	0	0	0	0	0	72	3.0	1.3	3.5	6.0	5.0
RME	71	8	19	0	0	0	19	2	0	119	13.0	3.0	9.0	21.0	6.0
RUNNY	69	18	0	0	0	0	6	1	0	94	6.0	2.0	4.0	10.0	6.0
SANDY	75	12	0	0	0	0	1	1	0	89	4.0	1.0	2.0	3.0	5.0
SGE	50	6	1	0	0	0	0	0	1	58	3.0	1.0	2.0	4.0	5.0
TANEY	55	10	0	0	0	0	1	0	0	66	4.0	1.0	2.0	5.0	5.0
WES	84	2	0	0	0	0	1	0	0	87	4.0	1.5	2.0	4.0	5.0
WWE	76	6	0	0	0	0	0	1	0	83	3.0	1.0	2.0	5.0	5.0
WIN	68	18	21	0	0	0	7	2	0	116	11.0	3.0	10.6	29.0	6.0
TOTAL	1384	176	70	2	12	0	58	21	2	1725	108.0	33.9	78.7	192.0	122.0

SPECIAL EDUCATION
STAFF ANALYSIS AND CLASS SIZE REPORTS
2023-2024

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	4	0	0	0	0	0	0	0	0	4	0	0	1.0	0	0
EAST MDL	81	16	15	1	0	0	0	0	0	113	10.0	0	9.0	12.0	6.0
MAM	76	6	4	0	0	0	0	0	0	86	5.0	1.0	4.0	7.0	5.0
NCM	47	3	0	0	0	0	0	0	0	50	4.0	.5	4.0	6.0	5.0
NWEST	79	7	0	0	0	0	0	0	0	86	7.0	1.0	5.0	6.0	5.0
ORMS	72	5	1	0	0	0	0	0	0	78	4.0	1.0	4.0	4.0	5.0
SHILOH	53	6	11	0	0	0	0	0	0	70	7.0	1.5	7.6	14.0	6.0
SMS	64	8	0	0	0	0	0	0	0	72	5.0	1.0	4.0	6.0	5.0
WEST	96	13	3	0	0	0	0	0	0	112	6.0	2.0	5.0	10.0	5.0
TOTAL	572	64	34	1	0	0	0	0	0	671	48.0	8.0	43.6	65.0	42.0

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	62	4	1	0	0	0	0	0	0	67	5.0	0	4.0	4.0	5.0
FSKHIGH	96	8	7	1	0	0	0	0	0	112	6.0	1.0	5.0	12.0	5.0
GATEWAY	24	2	0	1	0	0	0	0	0	27	2.0	0	2.0	0	0
LIBERTY	65	5	0	0	0	0	0	0	0	70	4.0	.8	4.0	4.0	5.0
MVHS	105	22	2	1	0	0	0	0	0	130	7.0	1.6	8.0	14.0	5.0
SCHS	55	4	2	0	0	0	0	0	0	61	4.0	1.0	4.0	4.0	5.0
TCA	0	10	30	0	0	0	0	0	0	40	4.0	0	5.0	16.0	5.0
WHIS	78	15	33	1	0	0	0	0	0	127	17.0	1.0	18.6	9.0	6.0
WMHS	79	5	15	0	0	0	0	0	0	99	8.0	1.0	7.8	14.0	6.0
TOTAL	564	75	90	4	0	0	0	0	0	733	59.0	6.4	62.2	77.0	42.0
Nonpublic										Case Management 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

RELATED SERVICE STAFF	F.T.E.	HOURLY/CONTRACTED
ADAPTED PHYSICAL EDUCATION	10.6	
ASSISTIVE TECHNOLOGY ASSISTANTS/TEACHER	4.0	
BEHAVIOR SUPPORT SPECIALIST - AUTISM	4.0	
FAMILY SUPPORT NETWORK	1.0	
HEARING RESOURCE	2.0	
HOME SPEECH THERAPY	6.1	85 hours
INFANT & TODDLER LIAISONS	4.9	
INSTRUCTIONAL/PROGRAM CONSULTANTS	13.0	
MENTAL HEALTH THERAPISTS	9.0	
OCCUPATIONAL THERAPIST*	14.8	
CERTIFIED OCCUPATIONAL THERAPY ASSISTANTS	1.4	
PHYSICAL THERAPISTS*	5.0	35 hours
PHYSICAL THERAPIST ASSISTANT	1.0	
PRESCHOOL LIAISONS	5.0	
PRESCHOOL SPEECH THERAPY	5.0	
SIGN LANGUAGE INTERPRETERS*	2.0	140 hours
SPEECH AND LANGUAGE SERVICES*	48.3	448 hours
SUPERVISORS/COORDINATORS	9.0	
VISION RESOURCE	3.0	
TOTAL	149.1	708.0 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
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§ 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)