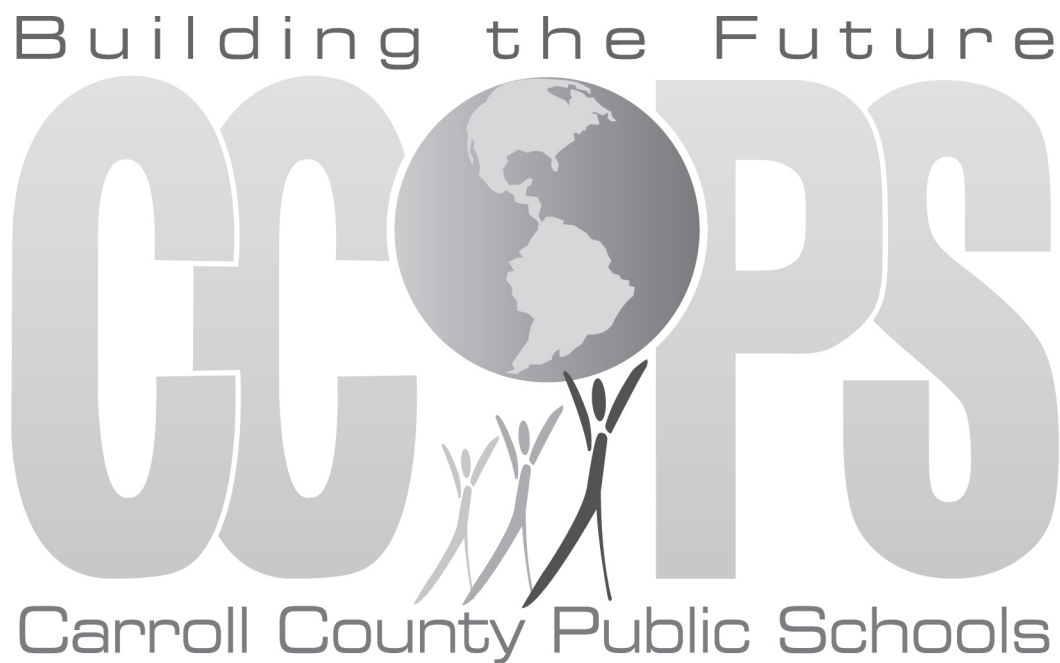


# **EDUCATIONAL FACILITIES MASTER PLAN 2025-2034**



**June 11, 2025**

*Carroll County Public Schools  
Westminster, Maryland 21157*



# **FACILITIES MASTER PLAN 2025-2034**

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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 2025-2026 to 2034-2035 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, 2024 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 FY26-31 Capital Improvement Program Budget request, and contribution from staff, citizens and Carroll County Government are considered as the 2025-34 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

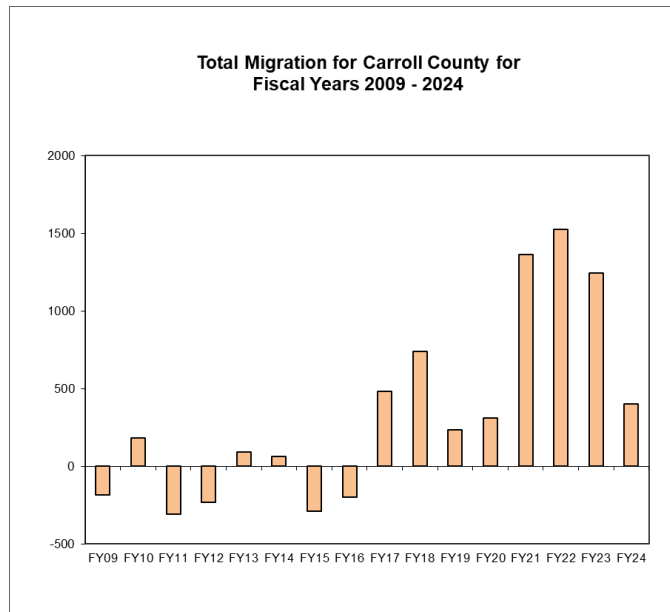
One of the central purposes of this plan is to ensure that there are adequate school facilities to accommodate the public-school enrollment for Carroll County. Public School enrollments are influenced by the County’s demographic trends over time. As the County’s population experienced rapid expansion 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 County has seen a dramatic increase in net total migration in three of the past four years.



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 2007-2016.

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%
<b>Total</b>	<b>167,134</b>	-	<b>172,890</b>	-	<b>3%</b>

\*Census Population Estimates for July 1, 2020

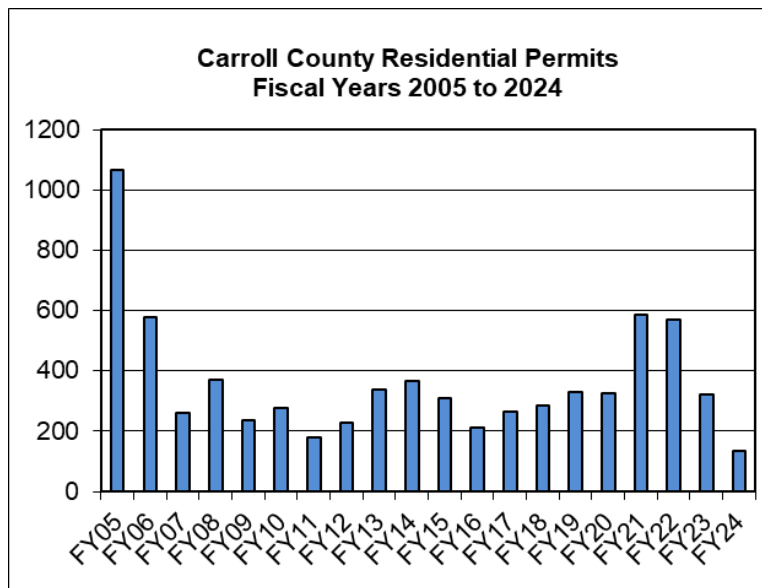
Along with the aging of the population, there is also a trend toward smaller household sizes. The average household size in Carroll County has been declining steadily over the past several decades. The average household size went from 2.81 in 2000, to 2.74 in 2010, and down to 2.68 in 2020. This decline 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 2021 - 2024				
	2021	2022	2023	2024
Total Sold Dollar Value	\$1,155,176,345	\$1,019,161,244	\$818,411,902	\$902,587,319
Average Sold Price	\$416,577	\$452,020	\$478,141	\$501,003
Median Sold Price	\$390,000	\$415,000	\$430,000	\$458,907
Total Units Sold	2,821	2,292	1,737	1,824
Average Days on Market	14	16	20	18
Average List Price	410,234	445,048	471,296	495,604
Avg. Sales Price as a Percentage of Avg. List Price	101.4%	100.9%	100.5%	100.1%

## EMPLOYMENT

According to the Maryland Department of Labor, Licensing, and Regulations (MDLLR), Carroll County's December 2024 total labor force of 94,330 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 2023 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 (66.6%), and the State of Maryland (70.5%).

Employment Distribution by Industry Group 2023				
Industry Group	Carroll County	Percent of Total Employment	Maryland	Percent of Total Employment
<i>Goods-Producing</i>	<i>10,641</i>	<i>18.4%</i>	<i>282,859</i>	<i>10.5%</i>
Natural Resources and Mining	495	0.9%	7,385	0.3%
Construction	6,202	10.7%	161,589	6.0%
Manufacturing	3,945	6.8%	113,886	4.2%
<i>Service Providing</i>	<i>38,487</i>	<i>66.6%</i>	<i>1,908,502</i>	<i>70.5%</i>
Trade, Transportation, and Utilities	12,269	21.2%	467,141	17.3%
Information	240	0.4%	35,150	1.3%
Financial Activities	1,386	2.4%	126,804	4.7%
Professional and Business Services	5,811	10.1%	476,739	17.6%
Education and Health Services	10,076	17.4%	449,513	16.6%
Leisure and Hospitality	6,560	11.3%	263,956	9.8%
Other Services	2,144	3.7%	89,159	3.3%
<b>Private Sector Total - All Industries</b>	<b>49,128</b>	<b>85.0%</b>	<b>2,191,362</b>	<b>81.0%</b>
<i>Federal Government</i>	<i>789</i>	<i>1.4%</i>	<i>158,475</i>	<i>5.9%</i>
<i>State Government</i>	<i>1,270</i>	<i>2.2%</i>	<i>102,765</i>	<i>3.8%</i>
<i>Local Government</i>	<i>6,613</i>	<i>11.4%</i>	<i>252,582</i>	<i>9.3%</i>
<b>Government Sector - Total</b>	<b>8,671</b>	<b>15.0%</b>	<b>513,821</b>	<b>19.0%</b>
<b>Total Employment</b>	<b>57,799</b>	<b>100.0%</b>	<b>2,705,183</b>	<b>100.0%</b>

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

## **CARROLL COUNTY MASTER PLAN**

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

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.

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

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

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

<b>FUTURE SCHOOL SITES</b>					
Property Name	Acres	DGA	PFA	Water	Sewer
Cape Horn Park	60	Manchester	Yes	Public	Public
Friendship Valley 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 2025-2026 to 2034-2035 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	2025-2026
Sandymount Elementary	2025

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

Sykesville Middle	2026-2027
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**SECTION 3**  
**GOALS, STANDARDS, AND**  
**GUIDELINES**



# **PHILOSOPHY OF EDUCATION**

## **MISSION, SCHOOL IMPROVEMENT BELIEFS, AND GOALS**

### **CORE STATEMENT**

Carroll County Public Schools: Building the Future

### **CORE VALUES**

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

### **CORE BELIEFS**

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

The greater Carroll County community:

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

All central office staff:

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

All school staff:

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

All students:

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

**CARROLL COUNTY PUBLIC SCHOOLS  
STRATEGIC PLANNING PILLARS**

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**I. PROVIDE MULTIPLE PATHWAY OPPORTUNITIES FOR STUDENT SUCCESS**

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

**II. STRENGTHEN PRODUCTIVE FAMILY AND COMMUNITY PARTNERSHIPS**

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

**III. DEVELOP AND SUPPORT A SUCCESSFUL WORKFORCE**

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

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

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

# INSTRUCTIONAL PROGRAM

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

**The Elementary School Program** is described as a "developmental program" beginning with kindergarten, and continuing through grade 5. Current grade level alignment is K-5 for all elementary schools with the exception of Parr's Ridge (K-grade 2) and Mt. Airy (grades 3-5). Prekindergarten is offered at 20 of our elementary schools. 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 27 pupils for grades 1 through 5, and 23 pupils for kindergarten. 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:

<b>Career and Technical Education Courses offered at Comprehensive High Schools</b>		
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.		
<b>Carroll County Career and Technology Center Programs</b>		
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 types of early intervention services 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 SUCCESS Program, BEST Program, and the Learning for Independence Program are available. The Learning for Independence Program is regionalized at the elementary level and services for students are 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 these services at Robert Moton Elementary which serves as the regional elementary center for these services.

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 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 significant communication, social and behavior disabilities whose needs cannot be met in their home schools may participate in the SUCCESS Program. Eligible three and four year olds may attend the Preschool BELLS Program at Carroll Springs School. Eligible elementary students may attend the SUCCESS Programs at Hampstead and Winfield Elementary. Eligible middle school students may attend the SUCCESS Program at Shiloh Middle School. Eligible high school students may attend the SUCCESS 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.

**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 2024-2025 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 PreK – 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 PreK – 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 \(carrollk12.org\)](#)

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

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

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



**SECTION 4**  
**EXISTING SCHOOL FACILITIES**



## **ELEMENTARY STATE RATED CAPACITY**

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

6/30/97

rev: 7/1/2000

rev: 7/1/2002

rev. 7/1/2004



## **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	2025		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCIScore	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	2	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	32	40%	2	6.02	1981 1986	Original Addition Total	31,100 320 31,420	0.655	HVAC - FY27
Carrolltowne Elementary 6542 Ridge Road Sykesville, MD 21784	PreK - 5 Special Ed. Regional Ctr.	588	593	104%	4	30	1976 2006 2006 2009	Original Demolition Addition Renovation Total	76,700 1,480 6,356 23,537 81,576	0.544	HVAC - FY27
Century High 355 Ronsdale Road Sykesville, MD 21784	9-12	1362	1101	81%	0	67	2001	Original	217,945	0.303	Roof - FY28
Cranberry Station Elementary 505 North Center Street Westminster, MD 21157	PreK - 5	570	593	104%	0	24.96	1999	Original	61,346	0.514	K Addition - FY26
Ebb Valley Elementary 3100 Swiper Road Manchester, MD 21102	Prek - 5	614	563	92%	0	20	2008	Original	72,106	0.076	
Eldersburg Elementary 1021 Johnsville Road Sykesville, MD 21784	PreK - 5	568	470	83%	2	30	1970 2006 2014 2014	Original Addition Addition Renovation Total	63,000 4,823 111 24,500 67,934	0.497	HVAC - FY32
Elmer Wolfe Elementary 119 North Main Street Union Bridge, MD 21791	PreK - 5	546	502	92%	2	9.93	1998	Original	65,273	0.525	PK Addition - FY27 HVAC-FY30
Francis Scott Key High 3825 Bark Hill Road Union Bridge, MD 21791	9 - 12	1254	906	72%	0	45.12	1958 1970 1980 1999 1999	Original Addition Addition Modern. Addition Total	89,733 16,974 34,524 141,231 43,269 184,500	0.525	
Freedom Elementary 5626 Sykesville Road Sykesville, MD 21784	K - 5	525	627	119%	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	0.445	Addition - FY27

SCHOOL NAME & ADDRESS	GRADES	SRC	2025		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCIS SCORE	COMMENTS
			PRIOR FALL ENROLLMENT	PERCENT UTILIZED			DATE	TYPE	SQ. FT.		
Friendship Valley Elementary 1100 Gist Road Westminster, MD 21157	K - 5	527	518	98%	6	49	1992	Original	57,200	0.698	K Addition - FY26 HVAC-FY28
Gateway School 225 Kate Wagner Road Westminster, MD 21157	6 - 12 Alternative Ed.	150	80	53%	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	400	78%	0	19.51	1986 2007	Original Addition Total	54100 5,100 59,200	0.404	
Liberty High 5855 Bartholow Road Sykesville, MD 21784	9 - 12	1138	1007	88%	8	50	1980 2018	Original Renovation Total	156,000 6,300 156,000	0.881	Modernization - Planning FY28
Linton Springs Elementary 375 Ronsdale Road Sykesville, MD 21784	PreK - 5	705	759	108%	2	28.14	1998 2006 2006	Original Renovation Addition Total	72,227 2,218 3,262 77,707	0.493	HVAC - FY33
Manchester Elementary 3224 York Street Manchester, MD 21102	PreK - 5	682	671	98%	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	0.408	
Manchester Valley High 3000 Maple Grove Road Manchester, MD 21102	9-12	1383	1339	97%	0	98	2009	Original	217,500	0.076	
Mechanicsville Elementary 3838 Sykesville Road Sykesville, MD 21784	PreK - 5	591	510	86%	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	0.664	HVAC-FY29
Mount Airy Elementary 405 North Main Street Mount Airy, MD 21771	3 - 5	552	462	84%	2	9	1935 1949 1969 1987 1987	Original Addition Addition Renovation Addition Total	29,869 18,285 5,520 53,674 5,000 58,674	0.696	HVAC-FY26
Mount Airy Middle 102 Watersville Road Mount Airy, MD 21771	6 - 8	SRC = 870 Local = 770	761	87% 98%	0	13.77	2013	Original Total	111,043 111,043	0.039	

SCHOOL NAME & ADDRESS	GRADES	SRC	2025		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCIScore	COMMENTS
			PRIOR FALL ENROLLMENT	PERCENT UTILIZED			DATE	TYPE	SQ. FT.		
North Carroll Middle 2401 Hanover Pike Hampstead, MD 21074	6 - 8	SRC = 870 Local = 770	626	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	0.341	Roof-FY26
Northwest Middle 99 Kings Drive Taneytown, MD 21787	6 - 8	SRC = 849 Local = 770	655	76% 84%	0	46.6	1976 2010	Original Renovation Total	113,600 34,320 113,600	0.584	HVAC - FY27 Roof - FY33
Oklahoma Road Middle 6300 Oklahoma Road Sykesville, MD 21784	6 - 8	SRC = 870 Local = 795	816	87% 95%	0	32.91	1997	Original	108,640	0.575	HVAC-FY26 Roof - FY26
Parr's Ridge Elementary 202 Watersville Road Mount Airy, MD 21771	PreK - 2	610	391	64%	0	23.77	2005	Original	73,271	0.280	
Piney Ridge Elementary 6315 Freedom Avenue Sykesville, MD 21784	K - 5	568	578	102%	4	13.47	1991 2006	Original Addition Total	62,000 3,137 65,137	0.675	HVAC-FY28
Robert Moton Elementary 1413 Washington Road Westminster, MD 21157	PreK - 5 Special Ed. Regional Ctr.	536	440	82%	0	21.6	1976 2011 2011 2013	Original Renovation Addition Renovation Total	75,200 1,609 10,543 24,853 85,743	0.374	PreK Addition - FY27
Runnymede Elementary 3000 Langdon Drive Westminster, MD 21158	PreK - 5 Special Ed. Regional Ctr.	647	625	97%	0	31	1994 2007	Original Addition Total	66,600 5,104 71,704	0.649	PreK Addition - FY27 HVAC - FY29
Sandymount Elementary 2222 Old Westminster Pike Finksburg, MD 21048	PreK-5	524	640	122%	2	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	0.440	K Addition - FY26
Shiloh Middle 3675 Willow Street Hampstead, MD 21074	6 - 8	SRC = 815 Local = 725	631	77% 87%	0	32.3	2000	Original	108,640	0.565	Roof - FY27

SCHOOL NAME & ADDRESS	GRADES	SRC	2025		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	933	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	0.435	HVAC - FY31
Spring Garden Elementary 700 Boxwood Drive Hampstead, MD 21074	PreK - 5	545	439	81%	0	19.95	1991 2006	Original Addition Total	57,200 5,229 62,429	0.414	PreK Addition - FY27
Sykesville Middle 7301 Springfield Avenue Sykesville, MD 21784	6 - 8	SRC = 806 Local = 720	697	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	0.604	Addition - FY27
Taneytown Elemenary 100 Kings Drive Taneytown, MD 21787	PreK - 5	524	450	86%	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	0.709	K Addition - FY26 HVAC - FY30
Westminster Elementary 811 Uniontown Road Westminster, MD 21157	PreK-5	568	564	99%	2	20	1976 2006 2011	Original Addition Renovation Total	64,800 4,848 24,937 69,648	0.449	PreK Addition - FY27
Westminster East Middle 121 Longwell Avenue Westminster, MD 21157	6 - 8	SRC = 931 Local = 835	796	86% 96%	0	21	2023	Original Total	126,243 126,243	0.000	

SCHOOL NAME & ADDRESS	GRADES	SRC	2025		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCIS SCORE	COMMENTS
			PRIOR FALL ENROLLMENT	PERCENT UTILIZED			DATE	TYPE	SQ. FT.		
Westminster High 1225 Washington Road Westminster, MD 21157	9 - 12	1838	1477	80%	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	0.520	
Westminster West Middle 60 Monroe Street Westminster, MD 21157	6 - 8	SRC = 1135 Local = 1055	923	80% 86%	2	21.5	1958 1964 1996	Original Addition Addition Total	103,893 17,640 14,200 135,733	0.375	Modernization - Planning FY33
William Winchester Elementary 70 Monroe Street Westminster, MD 21157	PreK - 5	568	587	103%	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	0.546	PreK Addition - FY27 Modernization - Planning FY31
Winfield Elementary 4401 Salem Bottom Road Westminster, MD 21157	PreK - 5 Special Ed. Regional Ctr.	707	724	102%	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	0.384	
Winters Mill High 560 Gorsuch Road Westminster, MD 21157	9 - 12	1339	1156	86%	0	31.04	2002	Original	213,650	0.253	Roof - FY31

CARROLL COUNTY PUBLIC SCHOOLS



**RELOCATABLE CLASSROOM PLACEMENT  
2024-25**

<b>School Type</b>	<b>School Name</b>	<b>Number of Classrooms</b>	<b>Type of Relocatable Unit</b>
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
	Sandymount	2	1 double
	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	2	1 double
<b>TOTAL CLASSROOMS</b>		<b>60</b>	

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

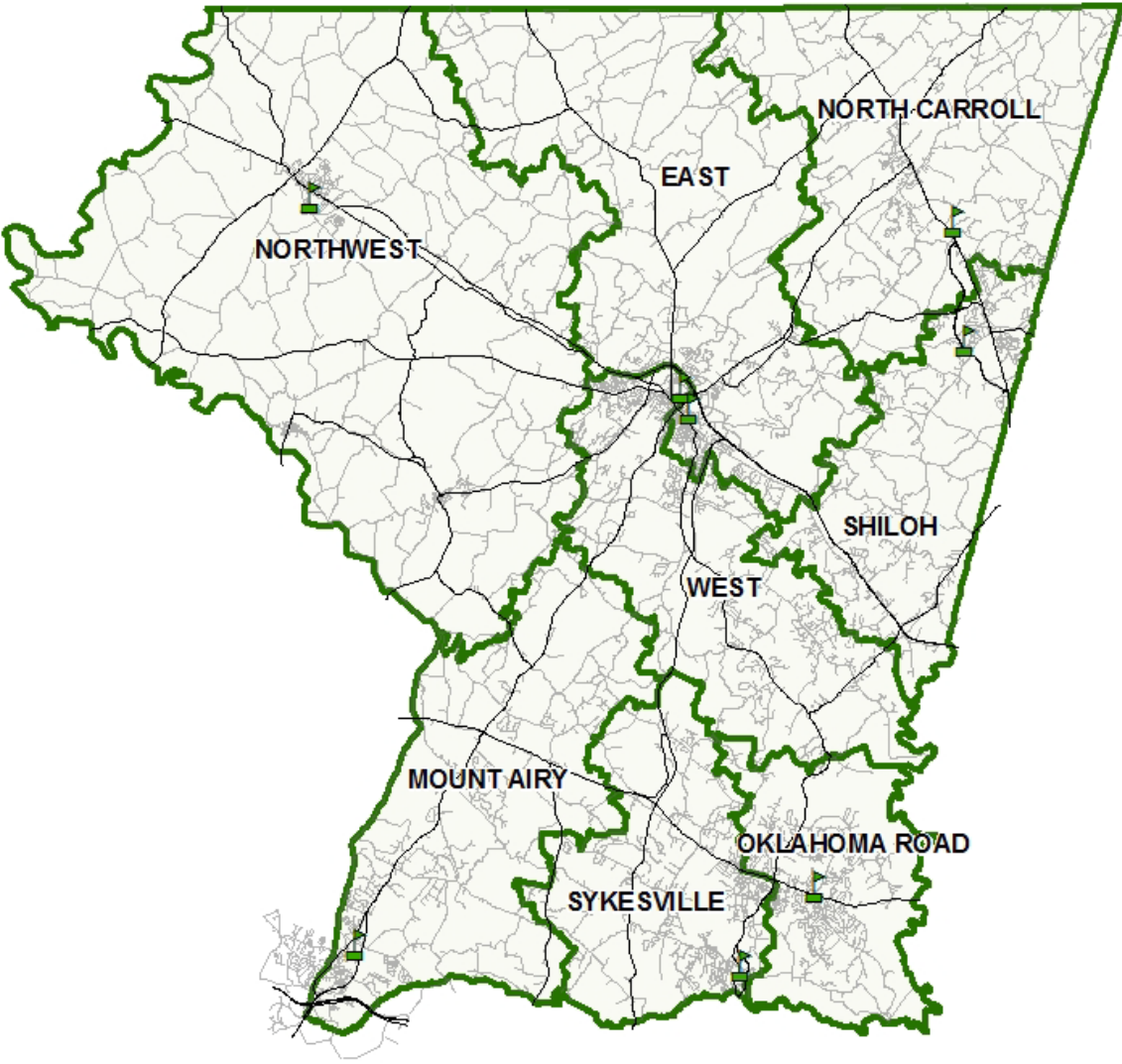
# Carroll County Public Schools Elementary School Attendance Areas





-  ESLocations2016
-  Existing Boundaries

CCPS Transportation Services April 2016

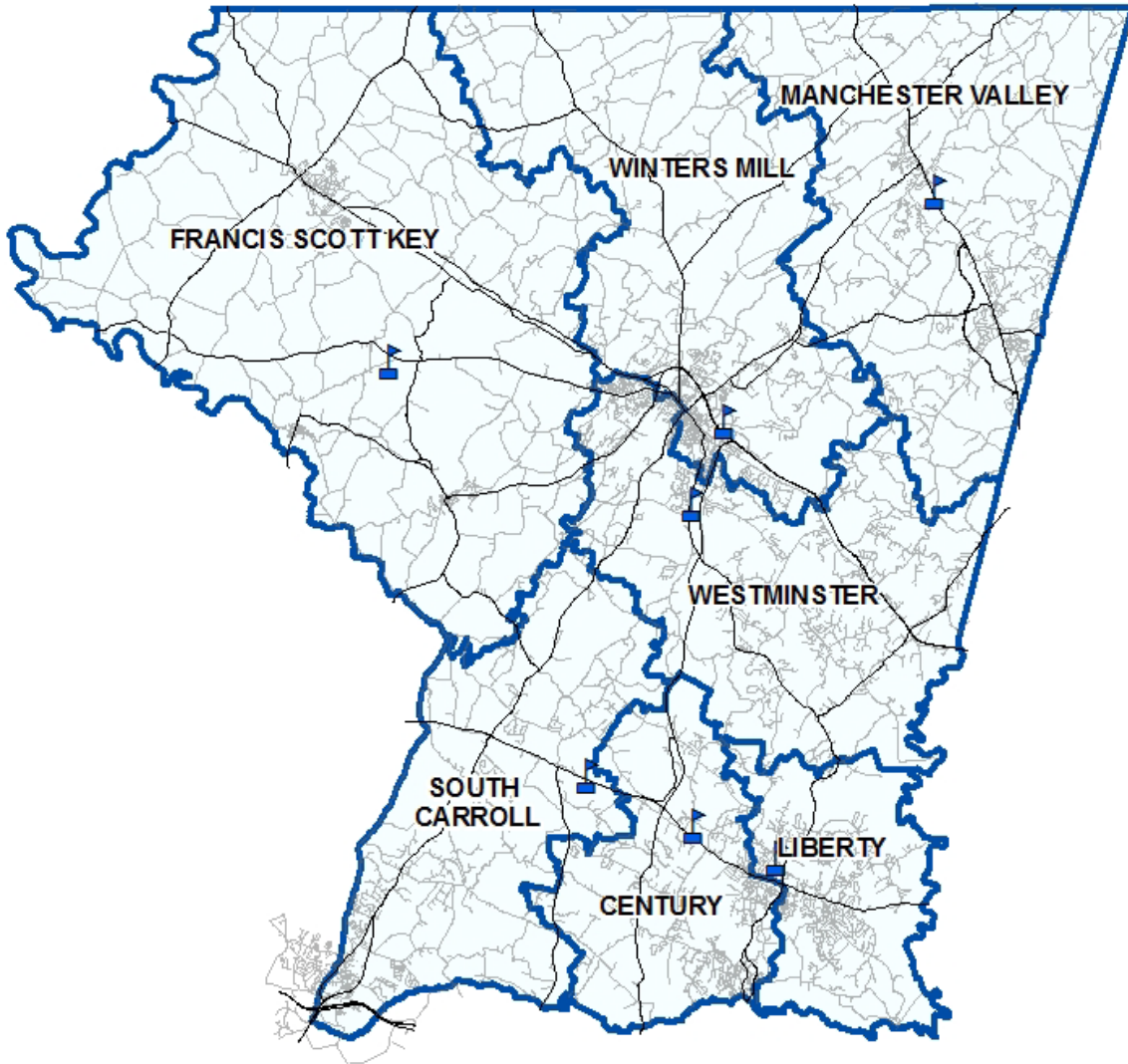
# Carroll County Public Schools Middle School Attendance Areas





-  Existing Middle Schools
-  Existing Boundaries

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**



2024-25 ACTUAL and 2025-26 THROUGH 2034-35 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											
2024-25	462	11644	5905	7919	25468	25930	80	13	6	32	36	44	26141	26141	
2025-26	495	11651	6061	7924	25636	26131	81	13	6	32	36	44	26344	26344	203
2026-27	520	11771	6181	7891	25843	26363	81	13	6	33	37	45	26578	26578	234
2027-28	560	11774	6401	7955	26130	26690	82	13	6	33	37	45	26907	26907	330
2028-29	605	11813	6383	8148	26344	26949	83	14	6	33	37	46	27168	27168	261
2029-30	630	11801	6405	8313	26518	27148	84	14	6	34	38	46	27369	27369	201
2030-31	640	11887	6246	8551	26684	27324	84	14	6	34	38	46	27546	27546	177
2031-32	640	11934	6271	8616	26822	27462	85	14	6	34	38	47	27685	27685	139
2032-33	640	11832	6388	8664	26884	27524	85	14	6	34	38	47	27748	27748	63
2033-34	640	11755	6555	8578	26888	27528	85	14	6	34	38	47	27752	27752	4
2034-35	640	11784	6573	8490	26847	27487	85	14	6	34	38	47	27711	27711	-42

**CARROLLTOWNE EL**

YEAR	K	1	2	3	4	5	K-5 TOTAL	PreK	PreK TOTAL	FTE	DIFF					
20-21A	92	102.0%	102	96.0%	95	105.2%	101	99.1%	105	103.0%	69	564	35	599	582	
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
<b>24-25A</b>	<b>75</b>	<b>106.0%</b>	<b>89</b>	<b>98.9%</b>	<b>87</b>	<b>98.1%</b>	<b>101</b>	<b>100.0%</b>	<b>96</b>	<b>101.7%</b>	<b>118</b>	<b>566</b>	<b>27</b>	<b>593</b>	<b>593</b>	<b>-30</b>
25-26	87	100.2%	75	100.9%	90	102.0%	89	103.8%	105	103.0%	99	544	30	574	574	-19
26-27	94	100.2%	87	100.9%	76	102.0%	92	103.8%	92	103.0%	108	549	30	579	579	4
27-28	93	100.2%	94	100.9%	88	102.0%	77	103.8%	95	103.0%	95	543	30	573	573	-6
28-29	88	100.2%	93	100.9%	95	102.0%	90	103.8%	80	103.0%	98	544	30	574	574	2
29-30	88	100.2%	88	100.9%	94	102.0%	97	103.8%	93	103.0%	83	543	30	573	573	-1
30-31	89	100.2%	88	100.9%	89	102.0%	96	103.8%	101	103.0%	96	559	30	589	589	16
31-32	89	100.2%	89	100.9%	89	102.0%	91	103.8%	100	103.0%	104	561	30	591	591	2
32-33	89	100.2%	89	100.9%	90	102.0%	91	103.8%	94	103.0%	103	556	30	586	586	-5
33-34	89	100.2%	89	100.9%	90	102.0%	92	103.8%	94	103.0%	97	551	30	581	581	-4
34-35	89	100.2%	89	100.9%	90	102.0%	92	103.8%	95	103.0%	97	552	30	582	582	1
5-3-2		1.0089		1.0159		1.0217		1.0303		1.0312						
6-4		1.0024		1.0093		1.0198		1.0377		1.0300						
4 Yr. Avg.		0.9802		1.0190		1.0404		1.0285		1.0311						

**CRANBERRY STATION EL**

YEAR	K	1	2	3	4	5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF					
20-21A	91	92.8%	77	107.1%	90	103.3%	93	103.9%	80	104.3%	98	529	15	544	537	
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
<b>24-25A</b>	<b>86</b>	<b>97.3%</b>	<b>108</b>	<b>114.5%</b>	<b>87</b>	<b>105.9%</b>	<b>107</b>	<b>101.0%</b>	<b>101</b>	<b>101.2%</b>	<b>84</b>	<b>573</b>	<b>20</b>	<b>593</b>	<b>593</b>	<b>-8</b>
25-26	86	107.0%	92	110.4%	119	100.9%	88	102.4%	110	104.9%	106	600	20	620	620	27
26-27	93	107.0%	92	110.4%	102	100.9%	120	102.4%	90	104.9%	115	612	30	642	642	21
27-28	91	107.0%	99	110.4%	102	100.9%	102	102.4%	123	104.9%	94	612	35	647	647	5
28-29	87	107.0%	97	110.4%	110	100.9%	102	102.4%	105	104.9%	129	631	40	671	671	24
29-30	87	107.0%	93	110.4%	107	100.9%	111	102.4%	105	104.9%	110	613	40	653	653	-17
30-31	88	107.0%	93	110.4%	103	100.9%	108	102.4%	113	104.9%	110	616	40	656	656	2
31-32	88	107.0%	94	110.4%	103	100.9%	104	102.4%	111	104.9%	119	619	40	659	659	3
32-33	88	107.0%	94	110.4%	104	100.9%	104	102.4%	106	104.9%	116	612	40	652	652	-6
33-34	88	107.0%	94	110.4%	104	100.9%	105	102.4%	106	104.9%	111	608	40	648	648	-4
34-35	88	107.0%	94	110.4%	104	100.9%	105	102.4%	107	104.9%	111	610	40	650	650	1
5-3-2		1.0458		1.1180		1.0103		1.0093		1.0397						
6-4		1.0375		1.1260		1.0130		1.0060		1.0656						
4 Yr. Avg.		1.0699		1.1038		1.0088		1.0239		1.0487						

**EBB VALLEY EL**

YEAR	K	1	2	3	4	5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF					
20-21A	79	97.8%	89	98.8%	83	92.0%	80	93.6%	88	95.8%	92	511	16	527	519	
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
<b>24-25A</b>	<b>82</b>	<b>99.0%</b>	<b>99</b>	<b>100.0%</b>	<b>90</b>	<b>98.9%</b>	<b>91</b>	<b>102.4%</b>	<b>87</b>	<b>102.1%</b>	<b>98</b>	<b>547</b>	<b>16</b>	<b>563</b>	<b>563</b>	<b>-8</b>
25-26	88	101.8%	83	100.4%	99	100.3%	90	101.4%	92	103.2%	90	543	20	563	563	0
26-27	94	101.8%	90	100.4%	84	100.3%	100	101.4%	92	103.2%	95	554	20	574	574	11
27-28	93	101.8%	96	100.4%	90	100.3%	84	101.4%	101	103.2%	94	558	20	578	578	4
28-29	88	101.8%	95	100.4%	96	100.3%	90	101.4%	85	103.2%	104	559	20	579	579	0
29-30	88	101.8%	90	100.4%	95	100.3%	96	101.4%	91	103.2%	88	548	20	568	568	-10
30-31	89	101.8%	90	100.4%	90	100.3%	95	101.4%	98	103.2%	94	556	20	576	576	8
31-32	89	101.8%	91	100.4%	90	100.3%	90	101.4%	97	103.2%	101	557	20	577	577	1
32-33	89	101.8%	91	100.4%	91	100.3%	90	101.4%	91	103.2%	100	552	20	572	572	-5
33-34	89	101.8%	91	100.4%	91	100.3%	91	101.4%	91	103.2%	94	548	20	568	568	-4
34-35	89	101.8%	91	100.4%	91	100.3%	91	101.4%	93	103.2%	94	549	20	569	569	1
5-3-2		1.0243		1.0108		1.0200		1.0166		1.0372						
6-4		1.0175		1.0044		1.0031		1.0141		1.0315						
4 Yr. Avg.		1.0299		1.0093		1.0230		1.0120		1.0327						

**ELDERSBURG EL**

YEAR	K	1	2	3	4	5	K-5 TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF					
20-21A	72	104.0%	78	95.8%	68	98.5%	67	103.7%	84	102.6%	79	448	11	459	454	
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
<b>24-25A</b>	<b>62</b>	<b>101.5%</b>	<b>67</b>	<b>100.0%</b>	<b>90</b>	<b>98.6%</b>	<b>73</b>	<b>102.7%</b>	<b>75</b>	<b>101.1%</b>	<b>88</b>	<b>455</b>	<b>15</b>	<b>470</b>	<b>470</b>	<b>-6</b>
25-26	70	102.8%	64	99.5%	67	98.6%	89	101.2%	74	103.1%	77	440	20	460	460	-10
26-27	75	102.8%	72	99.5%	63	98.6%	66	101.2%	90	103.1%	76	442	20	462	462	2
27-28	74	102.8%	77	99.5%	72	98.6%	63	101.2%	67	103.1%	93	444	20	464	464	2
28-29	71	102.8%	76	99.5%	77	98.6%	71	101.2%	63	103.1%	69	426	20	446	446	-18
29-30	71	102.8%	73	99.5%	76	98.6%	76	101.2%	71	103.1%	65	432	20	452	452	6
30-31	72	102.8%	73	99.5%	73	98.6%	75	101.2%	77	103.1%	74	442	20	462	462	10
31-32	72	102.8%	74	99.5%	73	98.6%	72	101.2%	76	103.1%	79	445	20	465	465	2
32-33	72	102.8%	74	99.5%	74	98.6%	72	101.2%	72	103.1%	78	441	20	461	461	-3
33-34	72	102.8%	74	99.5%	74	98.6%	73	101.2%	72	103.1%	75	439	20	459	459	-2
34-35	72	102.8%	74	99.5%	74	98.6%	73	101.2%	73	103.1%	75	440	20	460	460	1
5-3-2		1.0389	1.0074	0.9987	1.0045	1.0353										
<b>6-4</b>		<b>1.0277</b>	<b>0.9947</b>	<b>0.9865</b>	<b>1.0119</b>	<b>1.0308</b>										
4 Yr. Avg.		1.0302	1.0302	1.0088	1.0042	1.0353										

**ELMER WOLFE EL**

YEAR	K	1	2	3	4	5	K-5 TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF					
20-21A	73	85.5%	71	100.0%	74	88.9%	56	95.9%	70	98.2%	56	400	16	416	408	
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
<b>24-25A</b>	<b>70</b>	<b>105.2%</b>	<b>81</b>	<b>104.3%</b>	<b>74</b>	<b>109.5%</b>	<b>69</b>	<b>96.6%</b>	<b>86</b>	<b>101.2%</b>	<b>84</b>	<b>464</b>	<b>38</b>	<b>502</b>	<b>502</b>	<b>1</b>
25-26	71	104.9%	73	102.0%	83	107.1%	79	97.0%	67	102.7%	88	462	40	502	502	0
26-27	76	104.9%	74	102.0%	75	107.1%	88	97.0%	77	102.7%	69	459	40	499	499	-2
27-28	75	104.9%	80	102.0%	76	107.1%	80	97.0%	86	102.7%	79	476	40	516	516	16
28-29	72	104.9%	79	102.0%	81	107.1%	81	97.0%	78	102.7%	88	479	40	519	519	4
29-30	72	104.9%	75	102.0%	80	107.1%	87	97.0%	79	102.7%	80	474	40	514	514	-6
30-31	73	104.9%	75	102.0%	77	107.1%	86	97.0%	84	102.7%	81	477	40	517	517	3
31-32	73	104.9%	77	102.0%	77	107.1%	82	97.0%	83	102.7%	87	479	40	519	519	2
32-33	73	104.9%	77	102.0%	78	107.1%	82	97.0%	80	102.7%	86	476	40	516	516	-3
33-34	73	104.9%	77	102.0%	78	107.1%	84	97.0%	80	102.7%	82	473	40	513	513	-2
34-35	73	104.9%	77	102.0%	78	107.1%	84	97.0%	81	102.7%	82	475	40	515	515	1
5-3-2		1.0193	1.0243	1.0706	0.9711	1.0391										
<b>6-4</b>		<b>1.0486</b>	<b>1.0198</b>	<b>1.0711</b>	<b>0.9704</b>	<b>1.0275</b>										
4 Yr. Avg.		1.0335	1.0477	1.0718	0.9795	1.0344										

**FREEDOM EL**

YEAR	K	1	2	3	4	5	TOTAL	BUDGET FTE	DIFF						
20-21A	88	96.7%	87	97.1%	101	95.8%	91	96.9%	95	97.6%	82	544	544		
21-22A	98	112.5%	99	109.2%	95	107.9%	109	105.5%	96	107.4%	102	599	599	55	
22-23A	96	108.2%	106	104.0%	103	103.2%	98	104.6%	114	104.2%	100	617	617	18	
23-24A	102	104.2%	100	103.8%	110	110.7%	114	101.0%	99	103.5%	118	643	643	26	
<b>24-25A</b>	<b>95</b>	<b>103.9%</b>	<b>106</b>	<b>98.0%</b>	<b>98</b>	<b>102.7%</b>	<b>113</b>	<b>104.4%</b>	<b>119</b>	<b>97.0%</b>	<b>96</b>	<b>627</b>	<b>627</b>	<b>-16</b>	
25-26	97	104.0%	99	100.3%	106	105.9%	104	103.0%	116	99.6%	119	641	641	14	
26-27	104	104.0%	101	100.3%	99	105.9%	113	103.0%	107	99.6%	116	640	640	-1	
27-28	103	104.0%	108	100.3%	101	105.9%	105	103.0%	116	99.6%	107	640	640	0	
28-29	98	104.0%	107	100.3%	109	105.9%	107	103.0%	108	99.6%	116	645	645	5	
29-30	98	104.0%	102	100.3%	107	105.9%	115	103.0%	110	99.6%	108	641	641	-4	
30-31	99	104.0%	102	100.3%	102	105.9%	114	103.0%	118	99.6%	110	645	645	5	
31-32	99	104.0%	103	100.3%	102	105.9%	108	103.0%	117	99.6%	118	648	648	2	
32-33	99	104.0%	103	100.3%	103	105.9%	108	103.0%	112	99.6%	117	642	642	-6	
33-34	99	104.0%	103	100.3%	103	105.9%	109	103.0%	112	99.6%	111	637	637	-5	
34-35	99	104.0%	103	100.3%	103	105.9%	109	103.0%	113	99.6%	111	639	639	1	
5-3-2		1.0484	1.0094	1.0520	1.0342	1.0037									
<b>6-4</b>		<b>1.0402</b>	<b>1.0031</b>	<b>1.0591</b>	<b>1.0304</b>	<b>0.9959</b>									
4 Yr. Avg.		1.0719	1.0375	1.0612	1.0387	1.0300									

**FRIENDSHIP VALLEY EL**

YEAR	K	1	2	3	4	5	TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF					
20-21A	62	81.9%	59	79.8%	67	88.8%	79	91.5%	75	100.0%	72	414		414		
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
<b>24-25A</b>	<b>87</b>	<b>108.8%</b>	<b>74</b>	<b>93.7%</b>	<b>74</b>	<b>104.8%</b>	<b>88</b>	<b>103.6%</b>	<b>86</b>	<b>112.5%</b>	<b>90</b>	<b>499</b>	<b>19</b>	<b>518</b>	<b>518</b>	<b>19</b>
25-26	82	101.2%	88	94.8%	70	103.8%	77	103.2%	91	108.5%	93	501	20	521	521	3
26-27	88	101.2%	83	94.8%	83	103.8%	73	103.2%	79	108.5%	98	505	20	525	525	4
27-28	87	101.2%	89	94.8%	79	103.8%	87	103.2%	75	108.5%	86	503	20	523	523	-2
28-29	82	101.2%	88	94.8%	84	103.8%	82	103.2%	89	108.5%	82	507	30	537	537	15
29-30	82	101.2%	83	94.8%	83	103.8%	88	103.2%	84	108.5%	97	518	35	553	553	15
30-31	84	101.2%	83	94.8%	79	103.8%	87	103.2%	90	108.5%	91	514	40	554	554	2
31-32	84	101.2%	85	94.8%	79	103.8%	82	103.2%	89	108.5%	98	517	40	557	557	3
32-33	84	101.2%	85	94.8%	81	103.8%	82	103.2%	84	108.5%	97	513	40	553	553	-4
33-34	84	101.2%	85	94.8%	81	103.8%	84	103.2%	84	108.5%	91	509	40	549	549	-4
34-35	84	101.2%	85	94.8%	81	103.8%	84	103.2%	86	108.5%	91	511	40	551	551	2
5-3-2		1.0158	0.9962	1.0676	1.0471	1.0872										
<b>6-4</b>		<b>1.0120</b>	<b>0.9482</b>	<b>1.0384</b>	<b>1.0319</b>	<b>1.0846</b>										
4 Yr. Avg.		1.0236	1.0530	1.0934	1.0453	1.0691										

**HAMPSTEAD EL**

YEAR	K	1	2	3	4	5	TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF					
20-21A	67	96.4%	54	97.4%	75	93.2%	55	98.4%	62	104.0%	52	365	20	385	375	
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
<b>24-25A</b>	<b>60</b>	<b>106.5%</b>	<b>66</b>	<b>96.8%</b>	<b>60</b>	<b>95.7%</b>	<b>66</b>	<b>98.6%</b>	<b>71</b>	<b>104.0%</b>	<b>52</b>	<b>375</b>	<b>25</b>	<b>400</b>	<b>400</b>	<b>-19</b>
25-26	58	109.8%	66	101.9%	67	99.7%	60	100.0%	66	103.4%	73	390	25	415	415	15
26-27	62	109.8%	64	101.9%	67	99.7%	67	100.0%	60	103.4%	68	388	25	413	413	-2
27-28	61	109.8%	68	101.9%	65	99.7%	67	100.0%	67	103.4%	62	390	25	415	415	2
28-29	58	109.8%	67	101.9%	69	99.7%	65	100.0%	67	103.4%	69	395	25	420	420	5
29-30	58	109.8%	64	101.9%	68	99.7%	69	100.0%	65	103.4%	69	393	25	418	418	-2
30-31	59	109.8%	64	101.9%	65	99.7%	68	100.0%	69	103.4%	67	392	25	417	417	-1
31-32	59	109.8%	65	101.9%	65	99.7%	65	100.0%	68	103.4%	72	393	25	418	418	1
32-33	59	109.8%	65	101.9%	66	99.7%	65	100.0%	65	103.4%	70	390	25	415	415	-3
33-34	59	109.8%	65	101.9%	66	99.7%	66	100.0%	65	103.4%	67	387	25	412	412	-2
34-35	59	109.8%	65	101.9%	66	99.7%	66	100.0%	66	103.4%	67	388	25	413	413	1
5-3-2		1.0978	1.0067	0.9774	1.0189	1.0452										
<b>6-4</b>		<b>1.0980</b>	<b>1.0187</b>	<b>0.9974</b>	<b>0.9998</b>	<b>1.0343</b>										
4 Yr. Avg.		1.0907	1.0086	0.9674	1.0354	1.0262										

**LINTON SPRINGS EL**

YEAR	K	1	2	3	4	5	TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF					
20-21A	114	102.6%	118	101.1%	96	102.9%	108	98.9%	88	107.1%	136	660	14	674	667	
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
<b>24-25A</b>	<b>98</b>	<b>104.8%</b>	<b>110</b>	<b>106.0%</b>	<b>123</b>	<b>99.3%</b>	<b>142</b>	<b>104.7%</b>	<b>135</b>	<b>101.5%</b>	<b>135</b>	<b>743</b>	<b>16</b>	<b>759</b>	<b>759</b>	<b>21</b>
25-26	112	102.2%	100	103.9%	114	100.5%	124	104.7%	149	101.7%	137	736	20	756	756	-3
26-27	120	102.2%	114	103.9%	104	100.5%	115	104.7%	129	101.7%	151	734	20	754	754	-2
27-28	119	102.2%	123	103.9%	119	100.5%	105	104.7%	120	101.7%	132	717	20	737	737	-17
28-29	113	102.2%	122	103.9%	127	100.5%	120	104.7%	109	101.7%	122	713	20	733	733	-4
29-30	113	102.2%	115	103.9%	126	100.5%	128	104.7%	125	101.7%	111	719	20	739	739	6
30-31	115	102.2%	115	103.9%	120	100.5%	127	104.7%	134	101.7%	127	739	20	759	759	19
31-32	115	102.2%	118	103.9%	120	100.5%	121	104.7%	133	101.7%	136	742	20	762	762	4
32-33	115	102.2%	118	103.9%	122	100.5%	121	104.7%	126	101.7%	135	737	20	757	757	-6
33-34	115	102.2%	118	103.9%	122	100.5%	123	104.7%	126	101.7%	128	732	20	752	752	-5
34-35	115	102.2%	118	103.9%	122	100.5%	123	104.7%	128	101.7%	128	734	20	754	754	2
5-3-2		1.0355	1.0372	1.0068	1.0417	1.0277										
<b>6-4</b>		<b>1.0218</b>	<b>1.0390</b>	<b>1.0053</b>	<b>1.0468</b>	<b>1.0174</b>										
4 Yr. Avg.		1.0484	1.0378	1.0030	1.0450	1.0292										

**MANCHESTER ELEM**

YEAR	K	1	2	3	4	5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF					
20-21A	87	95.0%	96	95.8%	92	98.3%	114	96.5%	111	96.8%	90	590	9	599	595	
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
<b>24-25A</b>	<b>91</b>	<b>110.5%</b>	<b>95</b>	<b>103.6%</b>	<b>115</b>	<b>103.2%</b>	<b>129</b>	<b>105.1%</b>	<b>103</b>	<b>104.4%</b>	<b>118</b>	<b>651</b>	<b>20</b>	<b>671</b>	<b>671</b>	<b>8</b>
25-26	95	111.1%	101	103.8%	99	101.1%	116	105.3%	136	103.8%	107	654	20	674	674	3
26-27	102	111.1%	106	103.8%	105	101.1%	100	105.3%	122	103.8%	141	676	20	696	696	22
27-28	101	111.1%	113	103.8%	110	101.1%	106	105.3%	105	103.8%	127	662	20	682	682	-13
28-29	96	111.1%	112	103.8%	118	101.1%	111	105.3%	112	103.8%	109	658	20	678	678	-5
29-30	96	111.1%	107	103.8%	117	101.1%	119	105.3%	117	103.8%	116	671	20	691	691	13
30-31	97	111.1%	107	103.8%	111	101.1%	118	105.3%	125	103.8%	121	679	20	699	699	8
31-32	97	111.1%	108	103.8%	111	101.1%	112	105.3%	124	103.8%	130	682	20	702	702	3
32-33	97	111.1%	108	103.8%	112	101.1%	112	105.3%	118	103.8%	129	675	20	695	695	-6
33-34	97	111.1%	108	103.8%	112	101.1%	113	105.3%	118	103.8%	122	670	20	690	690	-5
34-35	97	111.1%	108	103.8%	112	101.1%	113	105.3%	119	103.8%	122	671	20	691	691	1
5-3-2		1.1130	1.0503		1.0138		1.0630		1.0392							
<b>6-4</b>		<b>1.1113</b>	<b>1.0383</b>		<b>1.0112</b>		<b>1.0530</b>		<b>1.0378</b>							
4 Yr. Avg.		1.0983	1.0676		1.0213		1.0569		1.0311							

**MECHANICSVILLE EL**

YEAR	K	1	2	3	4	5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF					
20-21A	61	82.7%	62	94.7%	71	85.2%	75	88.9%	72	95.9%	70	411	15	426	419	
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
<b>24-25A</b>	<b>75</b>	<b>101.2%</b>	<b>82</b>	<b>105.1%</b>	<b>82</b>	<b>101.2%</b>	<b>87</b>	<b>107.9%</b>	<b>82</b>	<b>105.0%</b>	<b>84</b>	<b>492</b>	<b>18</b>	<b>510</b>	<b>510</b>	<b>12</b>
25-26	80	98.3%	74	103.1%	85	101.2%	83	106.3%	92	103.0%	84	498	20	518	518	8
26-27	86	98.3%	79	103.1%	76	101.2%	86	106.3%	88	103.0%	95	510	20	530	530	12
27-28	85	98.3%	85	103.1%	81	101.2%	77	106.3%	91	103.0%	91	509	20	529	529	0
28-29	81	98.3%	84	103.1%	87	101.2%	82	106.3%	82	103.0%	94	509	20	529	529	0
29-30	81	98.3%	80	103.1%	86	101.2%	88	106.3%	87	103.0%	84	507	20	527	527	-3
30-31	82	98.3%	80	103.1%	82	101.2%	87	106.3%	94	103.0%	90	515	20	535	535	8
31-32	82	98.3%	81	103.1%	82	101.2%	83	106.3%	93	103.0%	97	517	20	537	537	3
32-33	82	98.3%	81	103.1%	83	101.2%	83	106.3%	88	103.0%	95	513	20	533	533	-4
33-34	82	98.3%	81	103.1%	83	101.2%	84	106.3%	88	103.0%	91	509	20	529	529	-3
34-35	82	98.3%	81	103.1%	83	101.2%	84	106.3%	89	103.0%	91	510	20	530	530	1
5-3-2		0.9929	1.0430		1.0151		1.0591		1.0297							
<b>6-4</b>		<b>0.9833</b>	<b>1.0308</b>		<b>1.0123</b>		<b>1.0630</b>		<b>1.0300</b>							
4 Yr. Avg.		1.0268	1.0870		1.0305		1.0727		1.0323							

**MT. AIRY EL (3rd - 5th)**

YEAR	2	3	4	5	TOTAL	BUDGET FTE	DIFF				
20-21A	140	94.9%	148	90.8%	138	94.3%	150	436	436	436	
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
<b>24-25A</b>	<b>119</b>	<b>100.6%</b>	<b>160</b>	<b>100.7%</b>	<b>141</b>	<b>100.6%</b>	<b>161</b>	<b>462</b>	<b>462</b>	<b>462</b>	<b>5</b>
25-26	133	102.5%	122	101.2%	162	101.7%	143	427	427	427	-35
26-27	127	102.5%	137	101.2%	123	101.7%	165	425	425	425	-2
27-28	132	102.5%	130	101.2%	138	101.7%	125	394	394	394	-31
28-29	141	102.5%	135	101.2%	131	101.7%	141	407	407	407	13
29-30	140	102.5%	144	101.2%	137	101.7%	133	414	414	414	8
30-31	133	102.5%	143	101.2%	146	101.7%	139	428	428	428	14
31-32	133	102.5%	136	101.2%	145	101.7%	149	430	430	430	1
32-33	135	102.5%	136	101.2%	138	101.7%	148	421	421	421	-9
33-34	135	102.5%	138	101.2%	138	101.7%	140	416	416	416	-5
34-35	0	102.5%	138	101.2%	140	101.7%	140	418	418	418	2
5-3-2		1.0325		1.0161		1.0382					
<b>6-4</b>		<b>1.0248</b>		<b>1.0119</b>		<b>1.0169</b>					
4 Yr. Avg.		1.0442		1.0201		1.0394					

Parr's Ridge EL (K - 2nd)

YEAR	K		1		2		K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
20-21A	105	90.3%	130	98.6%	140		375	9	384	380	
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
<b>24-25A</b>	<b>123</b>	<b>95.6%</b>	<b>129</b>	<b>101.7%</b>	<b>119</b>		<b>371</b>	<b>20</b>	<b>391</b>	<b>391</b>	<b>-40</b>
25-26	128	99.4%	122	103.5%	133		384	20	404	404	13
26-27	137	99.4%	127	103.5%	127		391	20	411	411	7
27-28	136	99.4%	136	103.5%	132		404	20	424	424	13
28-29	129	99.4%	135	103.5%	141		405	20	425	425	1
29-30	129	99.4%	128	103.5%	140		397	20	417	417	-8
30-31	131	99.4%	128	103.5%	133		392	20	412	412	-5
31-32	131	99.4%	130	103.5%	133		394	20	414	414	2
32-33	131	99.4%	130	103.5%	135		396	20	416	416	2
33-34	131	99.4%	130	103.5%	135		396	20	416	416	0
34-35	131	99.4%	130	103.5%	135		396	20	416	416	0
<b>5-3-2</b>	<b>0.9943</b>		<b>1.0345</b>								
6-4	0.9666		1.0232								
4 Yr. Avg.	1.0545		1.0654								

PINEY RIDGE EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
20-21A	106	92.0%	81	109.9%	89	97.4%	74	92.6%	75	99.0%	100	525	13	538	532	
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
<b>24-25A</b>	<b>81</b>	<b>104.8%</b>	<b>87</b>	<b>101.0%</b>	<b>104</b>	<b>98.8%</b>	<b>85</b>	<b>97.3%</b>	<b>107</b>	<b>103.3%</b>	<b>94</b>	<b>558</b>	<b>20</b>	<b>578</b>	<b>578</b>	<b>-5</b>
25-26	86	105.4%	85	100.6%	88	98.6%	103	99.7%	85	99.5%	106	553	20	573	573	-5
26-27	92	105.4%	91	100.6%	86	98.6%	86	99.7%	102	99.5%	84	541	20	561	561	-11
27-28	91	105.4%	97	100.6%	91	98.6%	85	99.7%	86	99.5%	102	551	20	571	571	10
28-29	87	105.4%	96	100.6%	98	98.6%	90	99.7%	84	99.5%	86	540	20	560	560	-11
29-30	87	105.4%	92	100.6%	96	98.6%	96	99.7%	90	99.5%	84	545	20	565	565	5
30-31	88	105.4%	92	100.6%	92	98.6%	95	99.7%	96	99.5%	89	552	20	572	572	7
31-32	88	105.4%	93	100.6%	92	98.6%	91	99.7%	95	99.5%	95	554	20	574	574	2
32-33	88	105.4%	93	100.6%	93	98.6%	91	99.7%	91	99.5%	94	550	20	570	570	-4
33-34	88	105.4%	93	100.6%	93	98.6%	92	99.7%	91	99.5%	90	547	20	567	567	-3
34-35	88	105.4%	93	100.6%	93	98.6%	92	99.7%	92	99.5%	90	548	20	568	568	1
<b>5-3-2</b>	<b>1.0450</b>		<b>1.0013</b>		<b>0.9959</b>		<b>1.0076</b>		<b>1.0172</b>							
6-4	1.0537		1.0058		0.9859		0.9973		0.9948							
4 Yr. Avg.	1.0493		1.0104		1.0071		1.0087		1.0303							

ROBERT MOTON EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
20-21A	49	106.6%	65	90.3%	65	88.7%	55	98.6%	69	86.1%	62	365	22	387	376	
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
<b>24-25A</b>	<b>67</b>	<b>103.0%</b>	<b>68</b>	<b>106.4%</b>	<b>50</b>	<b>91.8%</b>	<b>56</b>	<b>101.4%</b>	<b>70</b>	<b>100.0%</b>	<b>78</b>	<b>389</b>	<b>51</b>	<b>440</b>	<b>440</b>	<b>-1</b>
25-26	57	101.8%	68	102.6%	70	101.1%	51	106.1%	59	97.1%	68	373	50	423	423	-17
26-27	61	101.8%	58	102.6%	70	101.1%	70	106.1%	54	97.1%	58	371	50	421	421	-2
27-28	60	101.8%	62	102.6%	60	101.1%	71	106.1%	75	97.1%	52	379	50	429	429	8
28-29	57	101.8%	61	102.6%	64	101.1%	60	106.1%	75	97.1%	73	390	50	440	440	10
29-30	57	101.8%	58	102.6%	63	101.1%	64	106.1%	64	97.1%	73	379	50	429	429	-11
30-31	58	101.8%	58	102.6%	60	101.1%	63	106.1%	68	97.1%	62	369	50	419	419	-10
31-32	58	101.8%	59	102.6%	60	101.1%	60	106.1%	67	97.1%	66	370	50	420	420	1
32-33	58	101.8%	59	102.6%	61	101.1%	60	106.1%	64	97.1%	65	367	50	417	417	-3
33-34	58	101.8%	59	102.6%	61	101.1%	61	106.1%	64	97.1%	62	365	50	415	415	-2
34-35	58	101.8%	59	102.6%	61	101.1%	61	106.1%	65	97.1%	62	366	50	416	416	1
<b>5-3-2</b>	<b>1.0723</b>		<b>1.0446</b>		<b>0.9931</b>		<b>1.0464</b>		<b>1.0289</b>							
6-4	1.0182		1.0256		1.0108		1.0609		0.9706							
4 Yr. Avg.	1.1045		1.0666		1.0148		1.0362		1.0453							

**RUNNYMEDE EL**

YEAR	K	1	2	3	4	5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF					
20-21A	78	97.9%	94	92.0%	81	96.7%	89	89.7%	96	96.5%	109	547	15	562	555	
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
<b>24-25A</b>	<b>108</b>	<b>103.4%</b>	<b>91</b>	<b>97.4%</b>	<b>76</b>	<b>101.7%</b>	<b>119</b>	<b>100.0%</b>	<b>89</b>	<b>101.0%</b>	<b>104</b>	<b>587</b>	<b>38</b>	<b>625</b>	<b>625</b>	<b>16</b>
25-26	94	103.1%	111	101.8%	93	103.4%	79	98.9%	118	103.7%	92	587	45	632	632	7
26-27	101	103.1%	97	101.8%	113	103.4%	96	98.9%	78	103.7%	122	607	50	657	657	25
27-28	100	103.1%	104	101.8%	99	103.4%	117	98.9%	95	103.7%	81	595	50	645	645	-11
28-29	95	103.1%	103	101.8%	106	103.4%	102	98.9%	116	103.7%	98	620	50	670	670	25
29-30	95	103.1%	98	101.8%	105	103.4%	110	98.9%	101	103.7%	120	629	50	679	679	8
30-31	96	103.1%	98	101.8%	100	103.4%	109	98.9%	108	103.7%	105	615	50	665	665	-13
31-32	96	103.1%	99	101.8%	100	103.4%	103	98.9%	107	103.7%	112	617	50	667	667	2
32-33	96	103.1%	99	101.8%	101	103.4%	103	98.9%	102	103.7%	111	612	50	662	662	-5
33-34	96	103.1%	99	101.8%	101	103.4%	104	98.9%	102	103.7%	106	608	50	658	658	-4
34-35	96	103.1%	99	101.8%	101	103.4%	104	98.9%	103	103.7%	106	609	50	659	659	1
5-3-2		1.0268	1.0362	1.0450	1.0110	1.0635										
6-4		1.0310	1.0179	1.0341	0.9887	1.0369										
4 Yr. Avg.		1.0078	1.0524	1.0454	1.0061	1.0660										

**SANDYMOUNT EL**

YEAR	K	1	2	3	4	5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF					
20-21A	92	87.9%	80	91.2%	62	92.3%	84	96.0%	72	100.0%	79	469	9	478	474	
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
<b>24-25A</b>	<b>118</b>	<b>116.7%</b>	<b>98</b>	<b>99.1%</b>	<b>113</b>	<b>102.4%</b>	<b>85</b>	<b>101.9%</b>	<b>108</b>	<b>99.0%</b>	<b>98</b>	<b>620</b>	<b>20</b>	<b>640</b>	<b>640</b>	<b>61</b>
25-26	97	104.4%	123	99.5%	97	103.0%	116	102.8%	87	100.5%	109	630	20	650	650	10
26-27	104	104.4%	101	99.5%	123	103.0%	100	102.8%	120	100.5%	88	636	20	656	656	6
27-28	102	104.4%	109	99.5%	101	103.0%	126	102.8%	103	100.5%	120	661	20	681	681	25
28-29	97	104.4%	106	99.5%	108	103.0%	104	102.8%	130	100.5%	104	649	30	679	679	-2
29-30	97	104.4%	101	99.5%	106	103.0%	111	102.8%	107	100.5%	130	653	35	688	688	9
30-31	99	104.4%	101	99.5%	101	103.0%	109	102.8%	114	100.5%	107	632	40	672	672	-16
31-32	99	104.4%	103	99.5%	101	103.0%	104	102.8%	112	100.5%	115	634	40	674	674	2
32-33	99	104.4%	103	99.5%	103	103.0%	104	102.8%	107	100.5%	113	628	40	668	668	-6
33-34	99	104.4%	103	99.5%	103	103.0%	106	102.8%	107	100.5%	107	625	40	665	665	-3
34-35	99	104.4%	103	99.5%	103	103.0%	106	102.8%	109	100.5%	107	627	40	667	667	2
5-3-2		1.1128	1.0059	1.0397	1.0338	1.0146										
6-4		1.1222	0.9947	1.0301	1.0282	1.0051										
5 Yr. Avg.*		1.0439	1.0357	1.0599	1.0419	1.0325										

\*Used 5 Year Average for K/1 Ratio

**SPRING GARDEN EL**

YEAR	K	1	2	3	4	5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF					
20-21A	65	112.1%	65	104.6%	68	97.1%	68	100.0%	67	94.1%	80	413	16	429	421	
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
<b>24-25A</b>	<b>57</b>	<b>103.7%</b>	<b>85</b>	<b>98.6%</b>	<b>72</b>	<b>97.1%</b>	<b>68</b>	<b>94.4%</b>	<b>68</b>	<b>100.0%</b>	<b>69</b>	<b>419</b>	<b>20</b>	<b>439</b>	<b>439</b>	<b>-17</b>
25-26	69	100.6%	57	99.8%	85	100.0%	72	99.1%	67	100.6%	68	419	20	439	439	0
26-27	74	100.6%	69	99.8%	57	100.0%	85	99.1%	71	100.6%	68	425	20	445	445	6
27-28	73	100.6%	74	99.8%	69	100.0%	57	99.1%	84	100.6%	72	430	30	460	460	15
28-29	70	100.6%	73	99.8%	74	100.0%	69	99.1%	57	100.6%	85	428	35	463	463	3
29-30	70	100.6%	70	99.8%	73	100.0%	74	99.1%	69	100.6%	57	414	40	454	454	-10
30-31	71	100.6%	70	99.8%	70	100.0%	73	99.1%	74	100.6%	69	428	40	468	468	14
31-32	71	100.6%	71	99.8%	70	100.0%	70	99.1%	73	100.6%	74	430	40	470	470	2
32-33	71	100.6%	71	99.8%	71	100.0%	70	99.1%	70	100.6%	73	427	40	467	467	-3
33-34	71	100.6%	71	99.8%	71	100.0%	71	99.1%	70	100.6%	70	425	40	465	465	-2
34-35	71	100.6%	71	99.8%	71	100.0%	71	99.1%	71	100.6%	70	426	40	466	466	1
5-3-2		1.0221	1.0066	0.9928	0.9998	1.0161										
6-4		1.0062	0.9976	1.0002	0.9913	1.0058										
4 Yr. Avg.		1.0227	1.0193	0.9889	1.0129	1.0370										

**TANEYTOWN EL**

YEAR	K	1	2	3	4	5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF					
20-21A	53	98.4%	62	94.1%	64	89.1%	57	96.8%	61	100.0%	59	356	18	374	365	
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
<b>24-25A</b>	<b>60</b>	<b>90.4%</b>	<b>66</b>	<b>97.9%</b>	<b>92</b>	<b>98.5%</b>	<b>67</b>	<b>106.7%</b>	<b>64</b>	<b>102.5%</b>	<b>81</b>	<b>430</b>	<b>20</b>	<b>450</b>	<b>450</b>	<b>-25</b>
25-26	71	105.5%	63	104.0%	69	101.4%	93	109.7%	73	105.6%	68	437	20	457	457	7
26-27	76	105.5%	75	104.0%	66	101.4%	70	109.7%	102	105.6%	78	466	30	496	496	39
27-28	75	105.5%	80	104.0%	78	101.4%	67	109.7%	76	105.6%	108	484	35	519	519	23
28-29	71	105.5%	79	104.0%	83	101.4%	79	109.7%	73	105.6%	81	467	40	507	507	-13
29-30	71	105.5%	75	104.0%	82	101.4%	85	109.7%	87	105.6%	77	477	40	517	517	10
30-31	72	105.5%	75	104.0%	78	101.4%	84	109.7%	93	105.6%	92	493	40	533	533	16
31-32	72	105.5%	76	104.0%	78	101.4%	79	109.7%	92	105.6%	98	495	40	535	535	2
32-33	72	105.5%	76	104.0%	79	101.4%	79	109.7%	87	105.6%	97	490	40	530	530	-5
33-34	72	105.5%	76	104.0%	79	101.4%	80	109.7%	87	105.6%	92	486	40	526	526	-4
34-35	72	105.5%	76	104.0%	79	101.4%	80	109.7%	88	105.6%	92	487	40	527	527	1
5-3-2		0.9947	0.9941	0.9880	1.0805	1.0487										
6-4		0.9649	0.9758	0.9662	1.0558	1.0252										
<b>4 Yr. Avg.</b>		<b>1.0553</b>	<b>1.0405</b>	<b>1.0139</b>	<b>1.0970</b>	<b>1.0565</b>										

**WESTMINSTER EL**

YEAR	K	1	2	3	4	5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF					
20-21A	91	94.5%	86	90.6%	77	95.8%	92	101.3%	78	100.0%	98	522	13	535	529	
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
<b>24-25A</b>	<b>76</b>	<b>106.3%</b>	<b>102</b>	<b>106.8%</b>	<b>63</b>	<b>96.9%</b>	<b>94</b>	<b>105.8%</b>	<b>109</b>	<b>103.1%</b>	<b>100</b>	<b>544</b>	<b>20</b>	<b>564</b>	<b>564</b>	<b>9</b>
25-26	81	103.1%	78	106.7%	109	97.0%	61	105.7%	99	101.9%	111	540	20	560	560	-4
26-27	86	103.1%	83	106.7%	84	97.0%	106	105.7%	65	101.9%	101	524	20	544	544	-15
27-28	85	103.1%	89	106.7%	89	97.0%	81	105.7%	112	101.9%	66	521	30	551	551	7
28-29	81	103.1%	88	106.7%	95	97.0%	86	105.7%	86	101.9%	114	549	35	584	584	33
29-30	81	103.1%	83	106.7%	93	97.0%	92	105.7%	91	101.9%	87	528	40	568	568	-16
30-31	82	103.1%	83	106.7%	89	97.0%	91	105.7%	97	101.9%	93	535	40	575	575	7
31-32	82	103.1%	85	106.7%	89	97.0%	86	105.7%	96	101.9%	99	537	40	577	577	1
32-33	82	103.1%	85	106.7%	90	97.0%	86	105.7%	91	101.9%	98	532	40	572	572	-5
33-34	82	103.1%	85	106.7%	90	97.0%	88	105.7%	91	101.9%	93	529	40	569	569	-4
34-35	82	103.1%	85	106.7%	90	97.0%	88	105.7%	92	101.9%	93	530	40	570	570	1
5-3-2		1.0219	1.0615	0.9828	1.0583	1.0417										
6-4		1.0308	1.0671	0.9701	1.0567	1.0186										
<b>4 Yr. Avg.</b>		<b>1.0363</b>	<b>1.0520</b>	<b>0.9969</b>	<b>1.0224</b>	<b>1.0565</b>										

**WILLIAM WINCHESTER EL**

YEAR	K	1	2	3	4	5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF					
20-21A	70	95.2%	79	87.1%	74	96.4%	81	94.1%	80	101.2%	87	471	12	483	477	
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
<b>24-25A</b>	<b>97</b>	<b>89.8%</b>	<b>79</b>	<b>96.5%</b>	<b>110</b>	<b>103.0%</b>	<b>104</b>	<b>97.8%</b>	<b>89</b>	<b>92.7%</b>	<b>89</b>	<b>568</b>	<b>19</b>	<b>587</b>	<b>587</b>	<b>-18</b>
25-26	92	99.0%	96	99.5%	79	104.6%	115	97.9%	102	98.8%	88	571	20	591	591	4
26-27	99	99.0%	91	99.5%	96	104.6%	82	97.9%	113	98.8%	101	581	20	601	601	10
27-28	97	99.0%	98	99.5%	91	104.6%	100	97.9%	81	98.8%	111	577	30	607	607	6
28-29	93	99.0%	96	99.5%	98	104.6%	95	97.9%	98	98.8%	80	559	35	594	594	-14
29-30	93	99.0%	92	99.5%	96	104.6%	102	97.9%	93	98.8%	97	572	40	612	612	18
30-31	94	99.0%	92	99.5%	92	104.6%	100	97.9%	100	98.8%	92	569	40	609	609	-3
31-32	94	99.0%	93	99.5%	92	104.6%	96	97.9%	98	98.8%	99	571	40	611	611	2
32-33	94	99.0%	93	99.5%	93	104.6%	96	97.9%	94	98.8%	97	566	40	606	606	-5
33-34	94	99.0%	93	99.5%	93	104.6%	97	97.9%	94	98.8%	93	563	40	603	603	-3
34-35	94	99.0%	93	99.5%	93	104.6%	97	97.9%	95	98.8%	93	564	40	604	604	1
5-3-2		1.0184	1.0073	1.0810	0.9949	0.9921										
6-4		0.9901	0.9954	1.0461	0.9786	0.9881										
<b>4 Yr. Avg.</b>		<b>1.0810</b>	<b>1.0203</b>	<b>1.1117</b>	<b>1.0168</b>	<b>1.0075</b>										

**WINFIELD EL**

YEAR	K	1	2	3	4	5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF					
20-21A	83	97.3%	109	97.7%	85	98.3%	115	96.5%	83	90.1%	82	557	26	583	570	
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
<b>24-25A</b>	<b>106</b>	<b>105.6%</b>	<b>114</b>	<b>104.6%</b>	<b>113</b>	<b>102.1%</b>	<b>143</b>	<b>111.4%</b>	<b>117</b>	<b>97.4%</b>	<b>111</b>	<b>704</b>	<b>20</b>	<b>724</b>	<b>724</b>	<b>28</b>
25-26	109	106.1%	112	105.5%	120	100.9%	114	103.7%	148	98.8%	116	720	25	745	745	21
26-27	116	106.1%	116	105.5%	119	100.9%	121	103.7%	118	98.8%	147	736	25	761	761	17
27-28	115	106.1%	123	105.5%	122	100.9%	120	103.7%	126	98.8%	117	723	25	748	748	-14
28-29	109	106.1%	122	105.5%	130	100.9%	123	103.7%	124	98.8%	124	733	25	758	758	10
29-30	109	106.1%	116	105.5%	129	100.9%	131	103.7%	128	98.8%	123	735	25	760	760	2
30-31	111	106.1%	116	105.5%	122	100.9%	130	103.7%	136	98.8%	126	741	25	766	766	6
31-32	111	106.1%	118	105.5%	122	100.9%	123	103.7%	135	98.8%	134	743	25	768	768	2
32-33	111	106.1%	118	105.5%	124	100.9%	123	103.7%	128	98.8%	133	737	25	762	762	-6
33-34	111	106.1%	118	105.5%	124	100.9%	125	103.7%	128	98.8%	126	732	25	757	757	-5
34-35	111	106.1%	118	105.5%	124	100.9%	125	103.7%	130	98.8%	126	735	25	760	760	2
5-3-2		1.0633	1.0516	1.0061			1.0821		1.0012							
6-4		1.0611	1.0553	1.0091			1.0869		0.9885							
4 Yr. Avg.		1.1069	1.0408	1.0125			1.0367		1.0161							

**GRADE TOTALS - ELEMENTARY**

	K	1	2	3	4	5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET TOTAL	DIFF
2024-25	1,774	1,896	1,892	2,047	2,003	2,032	11,644	462	12,106	12,106	
2025-26	1,810	1,833	1,941	1,924	2,099	2,043	11,651	495	12,146	12,146	40
2026-27	1,940	1,870	1,873	1,972	1,972	2,143	11,771	520	12,291	12,291	146
2027-28	1,916	2,004	1,912	1,906	2,022	2,013	11,774	560	12,334	12,334	43
2028-29	1,823	1,980	2,049	1,944	1,953	2,063	11,813	605	12,418	12,418	84
2029-30	1,823	1,883	2,024	2,084	1,993	1,993	11,801	630	12,431	12,431	13
2030-31	1,849	1,883	1,926	2,058	2,136	2,035	11,887	640	12,527	12,527	97
2031-32	1,849	1,910	1,926	1,958	2,110	2,181	11,934	640	12,574	12,574	47
2032-33	1,849	1,910	1,953	1,958	2,007	2,154	11,832	640	12,472	12,472	-102
2033-34	1,849	1,910	1,953	1,986	2,007	2,050	11,755	640	12,395	12,395	-77
2034-35	1,849	1,910	1,953	1,986	2,036	2,050	11,784	640	12,424	12,424	29

SECONDARY PROJECTIONS '25-'26 TO '34-'35, MIDDLE SCHOOLS

MT. AIRY MIDDLE		MT. AIRY		100.00%
		WINFIELD		85.00%

YEAR	5		6		7		8		TOTAL	DIFF
20-21A	219	103.5%	235	101.3%	242	99.1%	213	690		
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	
<b>24-25A</b>	<b>255</b>	<b>106.4%</b>	<b>252</b>	<b>98.6%</b>	<b>276</b>	<b>101.7%</b>	<b>233</b>	<b>761</b>	<b>7</b>	
25-26	242	105.9%	271	99.7%	251	101.4%	280	802	41	
26-27	289	105.9%	256	99.7%	270	101.4%	255	780	-21	
27-28	225	105.9%	306	99.7%	255	101.4%	273	835	55	
28-29	246	105.9%	238	99.7%	305	101.4%	259	802	-33	
29-30	238	105.9%	261	99.7%	237	101.4%	310	808	6	
30-31	246	105.9%	252	99.7%	260	101.4%	241	753	-55	
31-32	263	105.9%	261	99.7%	251	101.4%	264	776	23	
32-33	261	105.9%	278	99.7%	260	101.4%	255	793	17	
33-34	247	105.9%	276	99.7%	278	101.4%	263	817	24	
34-35	247	105.9%	262	99.7%	275	101.4%	281	819	1	
5-3-2	1.0647		1.0063		1.0161					
<b>6-4</b>	<b>1.0595</b>		<b>0.9967</b>		<b>1.0138</b>					
4 yr Avg.	1.0653		1.0233		1.0208					

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

YEAR	5		6		7		8		TOTAL	DIFF
20-21A	168	107.0%	213	100.5%	215	95.7%	200	628		
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	
<b>24-25A</b>	<b>207</b>	<b>102.3%</b>	<b>201</b>	<b>102.0%</b>	<b>208</b>	<b>101.4%</b>	<b>217</b>	<b>626</b>	<b>26</b>	
25-26	193	102.0%	211	102.1%	205	99.8%	208	624	-2	
26-27	231	102.0%	197	102.1%	216	99.8%	205	618	-6	
27-28	215	102.0%	236	102.1%	202	99.8%	215	652	34	
28-29	206	102.0%	219	102.1%	241	99.8%	201	661	9	
29-30	200	102.0%	211	102.1%	224	99.8%	240	675	14	
30-31	210	102.0%	204	102.1%	215	99.8%	224	643	-32	
31-32	225	102.0%	214	102.1%	209	99.8%	215	638	-5	
32-33	223	102.0%	230	102.1%	219	99.8%	208	657	19	
33-34	211	102.0%	227	102.1%	235	99.8%	218	680	23	
33-34	211	102.0%	216	102.1%	232	99.8%	234	682	2	
5-3-2	1.0388		1.0225		1.0102					
<b>6-4</b>	<b>1.0205</b>		<b>1.0213</b>		<b>0.9977</b>					
4 yr Avg.	1.0593		1.0189		1.0120					

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

YEAR	5		6		7		8		TOTAL	DIFF
20-21A	200	93.9%	192	100.0%	212	97.2%	241	645		
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	
<b>24-25A</b>	<b>248</b>	<b>90.3%</b>	<b>219</b>	<b>103.8%</b>	<b>216</b>	<b>96.1%</b>	<b>220</b>	<b>655</b>	<b>10</b>	
25-26	230	96.3%	239	103.3%	226	97.2%	210	675	20	
26-27	244	96.3%	221	103.3%	247	97.2%	220	688	13	
27-28	252	96.3%	235	103.3%	229	97.2%	240	704	16	
28-29	247	96.3%	242	103.3%	243	97.2%	222	708	4	
29-30	253	96.3%	238	103.3%	250	97.2%	236	725	17	
30-31	256	96.3%	244	103.3%	246	97.2%	243	734	9	
31-32	275	96.3%	247	103.3%	252	97.2%	239	739	5	
32-33	271	96.3%	265	103.3%	255	97.2%	245	765	26	
33-34	258	96.3%	261	103.3%	273	97.2%	248	783	18	
34-35	258	96.3%	249	103.3%	270	97.2%	266	785	2	
5-3-2	0.9632		1.0333		0.9719					
6-4	0.9341		1.0302		0.9652					
4 yr Avg.	0.9991		1.0328		0.9891					

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

YEAR	5		6		7		8		TOTAL	DIFF
20-21A	198	102.4%	245	101.4%	220	102.0%	256	721		
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	
<b>24-25A</b>	<b>266</b>	<b>104.4%</b>	<b>278</b>	<b>102.7%</b>	<b>265</b>	<b>101.1%</b>	<b>273</b>	<b>816</b>	<b>58</b>	
25-26	263	104.1%	277	102.7%	285	102.7%	272	834	18	
26-27	269	104.1%	274	102.7%	284	102.7%	293	851	17	
27-28	256	104.1%	280	102.7%	281	102.7%	292	853	2	
28-29	254	104.1%	266	102.7%	287	102.7%	289	843	-10	
29-30	229	104.1%	264	102.7%	274	102.7%	295	833	-9	
30-31	249	104.1%	238	102.7%	271	102.7%	281	791	-42	
31-32	268	104.1%	260	102.7%	245	102.7%	279	783	-8	
32-33	265	104.1%	279	102.7%	267	102.7%	251	797	14	
33-34	252	104.1%	276	102.7%	287	102.7%	274	837	40	
34-35	252	104.1%	263	102.7%	284	102.7%	294	840	4	
5-3-2		1.0359	1.0301		1.0286					
6-4		1.0410	1.0269		1.0268					
4 yr Avg.		1.0395	1.0293		1.0435					

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

YEAR	5		6		7		8		TOTAL	DIFF
20-21A	201	97.1%	187	100.5%	214	103.7%	222	623		
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	
<b>24-25A</b>	<b>209</b>	<b>104.8%</b>	<b>218</b>	<b>97.4%</b>	<b>222</b>	<b>98.5%</b>	<b>191</b>	<b>631</b>	<b>0</b>	
25-26	236	103.7%	216	100.2%	218	98.8%	219	654	23	
26-27	210	103.7%	244	100.2%	217	98.8%	216	677	23	
27-28	242	103.7%	218	100.2%	245	98.8%	214	677	0	
28-29	244	103.7%	250	100.2%	218	98.8%	242	711	34	
29-30	243	103.7%	253	100.2%	251	98.8%	216	719	9	
30-31	230	103.7%	252	100.2%	253	98.8%	248	753	34	
31-32	246	103.7%	238	100.2%	252	98.8%	250	741	-12	
32-33	242	103.7%	255	100.2%	239	98.8%	249	743	3	
33-34	231	103.7%	251	100.2%	256	98.8%	236	743	-1	
34-35	231	103.7%	239	100.2%	251	98.8%	253	743	1	
5-3-2		1.0365	1.0020		0.9880					
6-4		1.0526	0.9926		0.9851					
4 yr Avg.		1.0232	1.0298		0.9903					

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

YEAR	5		6		7		8		TOTAL	DIFF
20-21A	281	103.1%	235	97.7%	256	101.9%	271	762		
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	
<b>24-25A</b>	<b>282</b>	<b>99.1%</b>	<b>231</b>	<b>98.8%</b>	<b>238</b>	<b>97.4%</b>	<b>228</b>	<b>697</b>	<b>-61</b>	
25-26	293	99.4%	280	100.9%	233	99.0%	236	749	52	
26-27	289	99.4%	291	100.9%	282	99.0%	231	804	56	
27-28	289	99.4%	287	100.9%	294	99.0%	280	860	56	
28-29	255	99.4%	287	100.9%	289	99.0%	291	867	7	
29-30	240	99.4%	253	100.9%	290	99.0%	287	829	-38	
30-31	266	99.4%	239	100.9%	255	99.0%	287	781	-48	
31-32	284	99.4%	264	100.9%	241	99.0%	253	758	-23	
32-33	281	99.4%	283	100.9%	266	99.0%	239	787	30	
33-34	268	99.4%	280	100.9%	285	99.0%	264	828	41	
34-35	268	99.4%	267	100.9%	282	99.0%	282	831	3	
5-3-2		0.9940	1.0086		0.9899					
6-4		0.9821	1.0104		0.9860					
4 yr Avg.		0.9990	1.0152		1.0005					

WEST. EAST MIDDLE	CRANBERRY STATION			100.00%	RUNNYMEDE		20.00%
	EBB VALLEY			20.00%	WESTMINSTER		9.00%
	ROBERT MOTON			62.00%	WM WINCHESTER		74.00%

YEAR	5		6		7		8		TOTAL	DIFF
20-21A	255	94.7%	210	103.6%	285	101.3%	235	730		
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
24-25A	248	99.6%	263	102.8%	260	103.4%	273	796		-4
25-26	260	100.4%	249	102.7%	270	103.4%	269	788		-8
26-27	278	100.4%	261	102.7%	255	103.4%	279	795		8
27-28	250	100.4%	279	102.7%	268	103.4%	264	810		15
28-29	284	100.4%	251	102.7%	286	103.4%	277	814		3
29-30	276	100.4%	285	102.7%	258	103.4%	296	838		25
30-31	264	100.4%	277	102.7%	293	103.4%	266	836		-2
31-32	285	100.4%	265	102.7%	285	103.4%	303	853		17
32-33	279	100.4%	286	102.7%	273	103.4%	294	853		0
33-34	267	100.4%	280	102.7%	294	103.4%	282	856		3
34-35	267	100.4%	268	102.7%	288	103.4%	303	859		3
5-3-2		1.0208		1.0336		1.0485				
6-4		1.0039		1.0275		1.0336				
4 yr Avg.		1.0292		1.0318		1.0437				

WEST. WEST MIDDLE	FRIENDSHIP VALLEY			100.00%	WESTMINSTER		91.00%
	MECHANICSVILLE			100.00%	WM WINCHESTER		26.00%
	ROBERT MOTON			38.00%			

YEAR	5		6		7		8		TOTAL	DIFF
20-21A	280	100.7%	277	98.1%	317	97.2%	310	904		
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
24-25A	318	102.8%	296	100.3%	305	102.9%	322	923		11
25-26	327	101.2%	322	101.5%	300	103.0%	314	936		13
26-27	334	101.2%	331	101.5%	326	103.0%	309	967		31
27-28	285	101.2%	338	101.5%	336	103.0%	336	1010		43
28-29	327	101.2%	289	101.5%	343	103.0%	346	978		-32
29-30	314	101.2%	331	101.5%	293	103.0%	353	977		-1
30-31	313	101.2%	317	101.5%	336	103.0%	302	955		-22
31-32	336	101.2%	317	101.5%	322	103.0%	346	985		30
32-33	331	101.2%	339	101.5%	322	103.0%	332	993		8
33-34	315	101.2%	335	101.5%	345	103.0%	331	1011		18
34-35	315	101.2%	318	101.5%	340	103.0%	355	1014		2
5-3-2		1.0273		1.0242		1.0267				
6-4		1.0117		1.0152		1.0298				
4 yr Avg.		1.0150		1.0294		1.0202				

**GRADE TOTALS - MIDDLE**

	5		6		7		8		MID TOTAL	DIFF
2024-25	2032		1958		1990		1957	5905		
2025-26	2043		2064		1990		2007	6061		156
2026-27	2143		2076		2097		2008	6181		120
2027-28	2013		2178		2109		2114	6401		221
2028-29	2063		2044		2213		2126	6383		-18
2029-30	1993		2096		2077		2232	6405		22
2030-31	2035		2024		2130		2091	6246		-159
2031-32	2181		2066		2057		2148	6271		26
2032-33	2154		2215		2100		2073	6388		117
2033-34	2050		2187		2251		2116	6555		167
2034-35	2050		2081		2223		2269	6573		18

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
20-21A	271	107.4%	275	99.6%	282	100.3%	287	94.8%	291		1135	
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
<b>24-25A</b>	<b>228</b>	<b>104.2%</b>	<b>295</b>	<b>97.6%</b>	<b>245</b>	<b>105.6%</b>	<b>282</b>	<b>90.6%</b>	<b>279</b>		<b>1101</b>	<b>18</b>
25-26	236	104.0%	237	97.4%	287	105.1%	258	88.1%	248		1030	-71
26-27	231	104.0%	245	97.4%	231	105.1%	302	88.1%	227		1005	-25
27-28	280	104.0%	240	97.4%	239	105.1%	243	88.1%	266		988	-17
28-29	291	104.0%	291	97.4%	234	105.1%	251	88.1%	214		989	2
29-30	287	104.0%	302	97.4%	283	105.1%	246	88.1%	221		1052	63
30-31	287	104.0%	298	97.4%	294	105.1%	298	88.1%	216		1107	54
31-32	253	104.0%	298	97.4%	290	105.1%	310	88.1%	262		1160	54
32-33	239	104.0%	263	97.4%	291	105.1%	305	88.1%	273		1131	-29
33-34	264	104.0%	248	97.4%	256	105.1%	305	88.1%	269		1079	-53
34-35	282	104.0%	274	97.4%	242	105.1%	269	88.1%	269		1054	-24
5-3-2		1.044		0.970		1.062		0.882				
<b>6-4</b>		<b>1.040</b>		<b>0.974</b>		<b>1.051</b>		<b>0.881</b>				
4 Yr. Avg.		1.070		0.976		1.047		0.897				

FRANCIS SCOTT KEY HIGH	NORTHWEST MIDDLE				100.00%
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YEAR	8		9		10		11		12		TOTAL	DIFF
20-21A	241	110.8%	246	93.6%	221	98.6%	211	91.2%	207		885	
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
<b>24-25A</b>	<b>220</b>	<b>113.9%</b>	<b>237</b>	<b>84.1%</b>	<b>206</b>	<b>113.2%</b>	<b>265</b>	<b>77.6%</b>	<b>198</b>		<b>906</b>	<b>-25</b>
25-26	210	117.9%	259	86.4%	205	105.0%	216	80.4%	213		894	-12
26-27	220	117.9%	247	86.4%	224	105.0%	215	80.4%	174		861	-33
27-28	240	117.9%	259	86.4%	214	105.0%	235	80.4%	173		882	21
28-29	222	117.9%	283	86.4%	224	105.0%	225	80.4%	189		921	39
29-30	236	117.9%	262	86.4%	245	105.0%	235	80.4%	181		923	2
30-31	243	117.9%	278	86.4%	227	105.0%	257	80.4%	189		951	28
31-32	239	117.9%	287	86.4%	241	105.0%	238	80.4%	207		972	21
32-33	245	117.9%	282	86.4%	248	105.0%	253	80.4%	191		974	2
33-34	248	117.9%	289	86.4%	244	105.0%	260	80.4%	203		997	22
34-35	266	117.9%	292	86.4%	250	105.0%	256	80.4%	209		1008	11
5-3-2		1.181		0.870		1.061		0.817				
<b>6-4</b>		<b>1.179</b>		<b>0.864</b>		<b>1.050</b>		<b>0.804</b>				
4 Yr. Avg.		1.212		0.878		1.013		0.863				

LIBERTY HIGH	OKLAHOMA RD MIDDLE				100.00%
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YEAR	8		9		10		11		12		TOTAL	DIFF
20-21A	256	104.4%	237	98.1%	256	101.2%	256	90.7%	244		993	
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
<b>24-25A</b>	<b>273</b>	<b>103.0%</b>	<b>237</b>	<b>98.6%</b>	<b>274</b>	<b>107.3%</b>	<b>264</b>	<b>82.6%</b>	<b>232</b>		<b>1007</b>	<b>7</b>
25-26	272	104.6%	286	98.0%	232	107.5%	294	81.1%	214		1026	19
26-27	293	104.6%	285	98.0%	280	107.5%	250	81.1%	239		1053	27
27-28	292	104.6%	307	98.0%	279	107.5%	301	81.1%	203		1089	36
28-29	289	104.6%	305	98.0%	301	107.5%	300	81.1%	244		1150	61
29-30	295	104.6%	302	98.0%	299	107.5%	323	81.1%	243		1167	18
30-31	281	104.6%	309	98.0%	296	107.5%	322	81.1%	262		1188	21
31-32	279	104.6%	294	98.0%	303	107.5%	318	81.1%	261		1175	-13
32-33	251	104.6%	292	98.0%	288	107.5%	325	81.1%	258		1163	-13
33-34	274	104.6%	263	98.0%	286	107.5%	310	81.1%	264		1122	-41
34-35	294	104.6%	286	98.0%	258	107.5%	307	81.1%	251		1102	-20
5-3-2		1.050		0.981		1.082		0.827				
<b>6-4</b>		<b>1.046</b>		<b>0.980</b>		<b>1.075</b>		<b>0.811</b>				
4 Yr. Avg.		1.052		0.970		1.070		0.874				

MANCHESTER VALLEY HIGH				NORTH CARROLL MIDDLE				100.00%
				SHILOH MIDDLE				56.00%

YEAR	8		9		10		11		12	TOTAL	DIFF
20-21A	344	102.8%	365	94.2%	340	95.9%	330	88.0%	286	1321	
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
<b>24-25A</b>	<b>324</b>	<b>113.1%</b>	<b>343</b>	<b>92.1%</b>	<b>340</b>	<b>101.2%</b>	<b>350</b>	<b>85.5%</b>	<b>306</b>	<b>1339</b>	<b>-35</b>
25-26	330	108.7%	352	93.6%	321	98.7%	335	89.2%	312	1321	-18
26-27	326	108.7%	359	93.6%	329	98.7%	317	89.2%	299	1304	-16
27-28	335	108.7%	354	93.6%	336	98.7%	325	89.2%	282	1298	-7
28-29	337	108.7%	364	93.6%	331	98.7%	332	89.2%	290	1317	19
29-30	361	108.7%	366	93.6%	341	98.7%	327	89.2%	296	1329	12
30-31	362	108.7%	392	93.6%	342	98.7%	336	89.2%	292	1362	33
31-32	355	108.7%	394	93.6%	367	98.7%	338	89.2%	300	1398	36
32-33	348	108.7%	385	93.6%	369	98.7%	362	89.2%	301	1417	19
33-34	350	108.7%	378	93.6%	361	98.7%	364	89.2%	323	1425	8
34-35	375	108.7%	381	93.6%	354	98.7%	356	89.2%	324	1415	-10
5-3-2		1.098		0.930		1.005		0.874			
6-4		1.109		0.926		1.008		0.866			
<b>4 Yr. Avg.</b>		<b>1.087</b>		<b>0.936</b>		<b>0.987</b>		<b>0.892</b>			

SOUTH CARROLL HIGH				MT AIRY MIDDLE				100.00%
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YEAR	8		9		10		11		12	TOTAL	DIFF
20-21A	213	100.4%	261	95.8%	230	95.3%	244	93.3%	249	984	
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
<b>24-25A</b>	<b>233</b>	<b>106.1%</b>	<b>260</b>	<b>95.3%</b>	<b>245</b>	<b>109.5%</b>	<b>265</b>	<b>70.0%</b>	<b>163</b>	<b>933</b>	<b>-2</b>
25-26	280	104.0%	242	93.5%	243	110.0%	269	78.1%	207	962	29
26-27	255	104.0%	291	93.5%	226	110.0%	267	78.1%	211	995	33
27-28	273	104.0%	265	93.5%	272	110.0%	249	78.1%	209	995	-1
28-29	259	104.0%	284	93.5%	247	110.0%	299	78.1%	195	1025	31
29-30	310	104.0%	269	93.5%	266	110.0%	272	78.1%	234	1040	15
30-31	241	104.0%	322	93.5%	251	110.0%	292	78.1%	213	1078	38
31-32	264	104.0%	250	93.5%	301	110.0%	277	78.1%	228	1056	-22
32-33	255	104.0%	274	93.5%	234	110.0%	331	78.1%	216	1055	-1
33-34	263	104.0%	265	93.5%	256	110.0%	257	78.1%	259	1037	-18
34-35	281	104.0%	274	93.5%	247	110.0%	282	78.1%	201	1004	-33
5-3-2		1.039		0.948		1.123		0.716			
6-4		1.045		0.955		1.103		0.704			
<b>4 Yr. Avg.</b>		<b>1.040</b>		<b>0.935</b>		<b>1.100</b>		<b>0.781</b>			

WESTMINSTER HIGH				SHILOH MIDDLE				44.00%
				WEST. WEST MIDDLE				92.00%

YEAR	8		9		10		11		12	TOTAL	DIFF
20-21A	360	107.3%	373	94.3%	365	99.7%	376	88.7%	401	1515	
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
<b>24-25A</b>	<b>380</b>	<b>105.5%</b>	<b>376</b>	<b>94.1%</b>	<b>365</b>	<b>102.7%</b>	<b>423</b>	<b>84.1%</b>	<b>313</b>	<b>1477</b>	<b>-3</b>
25-26	385	107.9%	410	92.5%	348	102.6%	374	84.3%	357	1489	12
26-27	380	107.9%	416	92.5%	380	102.6%	357	84.3%	316	1468	-21
27-28	403	107.9%	410	92.5%	385	102.6%	390	84.3%	301	1485	17
28-29	425	107.9%	435	92.5%	379	102.6%	395	84.3%	328	1538	53
29-30	420	107.9%	459	92.5%	403	102.6%	389	84.3%	333	1583	46
30-31	387	107.9%	453	92.5%	424	102.6%	413	84.3%	328	1619	35
31-32	428	107.9%	418	92.5%	419	102.6%	435	84.3%	348	1621	2
32-33	415	107.9%	462	92.5%	386	102.6%	430	84.3%	367	1646	25
33-34	409	107.9%	448	92.5%	428	102.6%	396	84.3%	363	1634	-12
34-35	438	107.9%	441	92.5%	414	102.6%	439	84.3%	334	1628	-6
5-3-2		1.113		0.915		1.039		0.872			
6-4		1.079		0.925		1.026		0.843			
<b>4 Yr. Avg.</b>		<b>1.146</b>		<b>0.901</b>		<b>1.018</b>		<b>0.908</b>			

<b>WINTERS MILL HIGH</b>	<b>WESTMINSTER EAST MIDDLE</b>	<b>100.00%</b>
	<b>WEST. WEST MIDDLE</b>	<b>8.00%</b>

YEAR	8		9		10		11		12	TOTAL	DIFF
20-21A	263	103.2%	276	93.3%	264	98.2%	278	88.8%	262	1080	
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
<b>24-25A</b>	<b>299</b>	<b>106.0%</b>	<b>328</b>	<b>91.7%</b>	<b>286</b>	<b>117.4%</b>	<b>337</b>	<b>66.6%</b>	<b>205</b>	<b>1156</b>	<b>14</b>
25-26	294	109.0%	326	91.4%	300	115.0%	329	73.4%	247	1202	46
26-27	304	109.0%	320	91.4%	298	115.0%	345	73.4%	241	1204	3
27-28	291	109.0%	332	91.4%	293	115.0%	342	73.4%	253	1220	16
28-29	304	109.0%	317	91.4%	303	115.0%	337	73.4%	251	1208	-12
29-30	324	109.0%	332	91.4%	290	115.0%	348	73.4%	247	1218	9
30-31	290	109.0%	354	91.4%	303	115.0%	333	73.4%	256	1246	29
31-32	330	109.0%	317	91.4%	323	115.0%	349	73.4%	245	1233	-13
32-33	321	109.0%	360	91.4%	290	115.0%	372	73.4%	256	1277	44
33-34	308	109.0%	350	91.4%	329	115.0%	333	73.4%	273	1285	8
34-35	332	109.0%	336	91.4%	320	115.0%	378	73.4%	244	1279	-6
<b>5-3-2</b>	<b>1.090</b>		<b>0.914</b>		<b>1.150</b>		<b>0.734</b>				
6-4	1.118		0.918		1.145		0.712				
4 Yr. Avg.	1.111		0.919		1.112		0.794				

**GRADE TOTALS - HIGH**

	8		9		10		11		12	HIGH TOTAL	
2024-25	1957		2076		1961		2186		1696	7919	
2025-26	2007		2113		1936		2077		1799	7924	5
2026-27	2008		2164		1969		2053		1707	7891	-33
2027-28	2114		2166		2017		2085		1687	7955	64
2028-29	2126		2280		2019		2138		1712	8148	193
2029-30	2232		2292		2126		2140		1754	8313	164
2030-31	2091		2406		2138		2251		1756	8551	238
2031-32	2148		2257		2244		2264		1851	8616	65
2032-33	2073		2319		2105		2378		1862	8664	48
2033-34	2116		2240		2160		2226		1953	8578	-85
2034-35	2269		2285		2084		2288		1833	8490	-88

Carroll County Public Schools Actual & Projected Enrollment  
Educational Facilities Master Plan - 2025-2034

**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 2024	Projected 2025	2026	2027	2028	2029	2030	2031	2032	2033	Projected 2034	
Carrolltowne	548	20	20	588	593	574	579	573	574	573	589	591	586	581	582	
	Over (Under) State Rated Capacity				5	(14)	(9)	(15)	(14)	(15)	1	3	(2)	(7)	(6)	
	Percent of STATE Capacity				100.9%	97.6%	98.5%	97.4%	97.6%	97.4%	100.2%	100.5%	99.7%	98.8%	99.0%	
Cranberry Station	550	20	0	570	593	620	642	647	671	653	656	659	652	648	650	
	<b>Capacity increase by 2 K &amp; 1 PreK room in 2026</b>															
	<b>594</b>	<b>40</b>	<b>0</b>	<b>634</b>												
	Over (Under) State Rated Capacity				23	50	8	13	37	19	22	25	18	14	16	
	Percent of STATE Capacity				104.0%	108.8%	101.3%	102.1%	105.8%	103.0%	103.5%	103.9%	102.8%	102.2%	102.5%	
Ebb Valley	594	20	0	614	563	563	574	578	579	568	576	577	572	568	569	
	Over (Under) State Rated Capacity				(51)	(51)	(40)	(36)	(35)	(46)	(38)	(37)	(42)	(46)	(45)	
	Percent of STATE Capacity				91.7%	91.7%	93.5%	94.1%	94.3%	92.5%	93.8%	94.0%	93.2%	92.5%	92.7%	
Eldersburg	548	20	0	568	470	460	462	464	446	452	462	465	461	459	460	
	Over (Under) State Rated Capacity				(98)	(108)	(106)	(104)	(122)	(116)	(106)	(103)	(107)	(109)	(108)	
	Percent of STATE Capacity				82.7%	81.0%	81.3%	81.7%	78.5%	79.6%	81.3%	81.9%	81.2%	80.8%	81.0%	
Elmer Wolfe	526	20	0	546	502	502	499	516	519	514	517	519	516	513	515	
	<b>Capacity increase by 1 PreK room in 2027</b>															
	<b>526</b>	<b>40</b>	<b>0</b>	<b>566</b>												
	Over (Under) State Rated Capacity				(44)	(44)	(47)	(50)	(47)	(52)	(49)	(47)	(50)	(53)	(51)	
	Percent of STATE Capacity				91.9%	91.9%	91.4%	91.2%	91.7%	90.8%	91.3%	91.7%	91.2%	90.6%	91.0%	
Freedom	525	0	0	525	627	641	640	640	645	641	645	648	642	637	639	
	<b>Capacity increase by 1 PreK and 4 General in 2027</b>															
	<b>639</b>	<b>0</b>	<b>0</b>	<b>639</b>												
	Over (Under) State Rated Capacity				102	116	115	1	6	2	6	9	3	(2)	-	
	Percent of STATE Capacity				119.4%	122.1%	121.9%	100.2%	100.9%	100.3%	100.9%	101.4%	100.5%	99.7%	100.0%	
Friendship Valley	527	0	0	527	518	521	525	523	537	553	554	557	553	549	551	
	<b>Capacity increase by 2 K &amp; 1 PreK room in 2026</b>															
	<b>548</b>	<b>40</b>	<b>0</b>	<b>588</b>												
	Over (Under) State Rated Capacity				(9)	(6)	(63)	(65)	(51)	(35)	(34)	(31)	(35)	(39)	(37)	
	Percent of STATE Capacity				98.3%	98.9%	89.3%	88.9%	91.3%	94.0%	94.2%	94.7%	94.0%	93.4%	93.7%	
Hampstead	434	20	60	514	400	415	413	415	420	418	417	418	415	412	413	
	Over (Under) State Rated Capacity				(114)	(99)	(101)	(99)	(94)	(96)	(97)	(96)	(99)	(102)	(101)	
	Percent of STATE Capacity				77.8%	80.7%	80.4%	80.7%	81.7%	81.3%	81.1%	81.3%	80.7%	80.2%	80.4%	
Linton Springs	685	20	0	705	759	756	754	737	733	739	759	762	757	752	754	
	Over (Under) State Rated Capacity				54	51	49	32	28	34	54	57	52	47	49	
	Percent of STATE Capacity				107.7%	107.2%	107.0%	104.5%	104.0%	104.8%	107.7%	108.1%	107.4%	106.7%	107.0%	
Manchester	662	20	0	682	671	674	696	682	678	691	699	702	695	690	691	
	Over (Under) State Rated Capacity				(11)	(8)	14	-	(4)	9	17	20	13	8	9	
	Percent of STATE Capacity				98.4%	98.8%	102.1%	100.0%	99.4%	101.3%	102.5%	102.9%	101.9%	101.2%	101.3%	

School	State Rated Capacity			Total	Enrollment		Enrollment								Enrollment Projected	
	K-5	PreK	Spec. Ed.		Actual	Projected	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
Mechanicsville	571	20	0	591	510	518	530	529	529	527	535	537	533	529	530	
	Over (Under) State Rated Capacity				(81)	(73)	(61)	(62)	(62)	(64)	(56)	(54)	(58)	(62)	(61)	
	Percent of STATE Capacity				86.3%	87.6%	89.7%	89.5%	89.5%	89.2%	90.5%	90.9%	90.2%	89.5%	89.7%	
Mt. Airy (Grades 3-5)	552	0	0	552	462	427	425	394	407	414	428	430	421	416	418	
	Over (Under) State Rated Capacity				(90)	(125)	(127)	(158)	(145)	(138)	(124)	(122)	(131)	(136)	(134)	
	Percent of STATE Capacity				83.7%	77.4%	77.0%	71.4%	73.7%	75.0%	77.5%	77.9%	76.3%	75.4%	75.7%	
Parr's Ridge (Grades K-2)	590	20	0	610	391	404	411	424	425	417	412	414	416	416	416	
	Over (Under) State Rated Capacity				(219)	(206)	(199)	(186)	(185)	(193)	(198)	(196)	(194)	(194)	(194)	
	Percent of STATE Capacity				64.1%	66.2%	67.4%	69.5%	69.7%	68.4%	67.5%	67.9%	68.2%	68.2%	68.2%	
Piney Ridge	548	20	0	568	578	573	561	571	560	565	572	574	570	567	568	
	Over (Under) State Rated Capacity				10	5	(7)	3	(8)	(3)	4	6	2	(1)	-	
	Percent of STATE Capacity				101.8%	100.9%	98.8%	100.5%	98.6%	99.5%	100.7%	101.1%	100.4%	99.8%	100.0%	
Robert Moton	456	20	60	536	440	423	421	429	440	429	419	420	417	415	416	
	<b>Capacity increase by 1 PK in 2027</b>															
	<b>456</b>	<b>40</b>	<b>60</b>	<b>556</b>												
	Over (Under) State Rated Capacity				(96)	(113)	(115)	(127)	(116)	(127)	(137)	(136)	(139)	(141)	(140)	
	Percent of STATE Capacity				82.1%	78.9%	78.5%	77.2%	79.1%	77.2%	75.4%	75.5%	75.0%	74.6%	74.8%	
Runnymede	617	20	10	647	625	632	657	645	670	679	665	667	662	658	659	
	<b>Capacity increase by 1 PK in 2027</b>															
	<b>617</b>	<b>40</b>	<b>10</b>	<b>667</b>												
	Over (Under) State Rated Capacity				(22)	(15)	10	(22)	3	12	(2)	-	(5)	(9)	(8)	
	Percent of STATE Capacity				96.6%	97.7%	101.5%	96.7%	100.4%	101.8%	99.7%	100.0%	99.3%	98.7%	98.8%	
Sandymount	504	20	0	524	640	650	656	681	679	688	672	674	668	665	667	
	<b>Capacity increase by 2 K, 1 PK, &amp; 2 General in 2026</b>															
	<b>594</b>	<b>40</b>	<b>0</b>	<b>634</b>												
	Over (Under) State Rated Capacity				116	126	22	47	45	54	38	40	34	31	33	
	Percent of STATE Capacity				122.1%	124.0%	103.5%	107.4%	107.1%	108.5%	106.0%	106.3%	105.4%	104.9%	105.2%	
Spring Garden	525	20	0	545	439	439	445	460	463	454	468	470	467	465	466	
	<b>Capacity increase by 1 PK in 2027</b>															
	<b>525</b>	<b>40</b>	<b>0</b>	<b>565</b>												
	Over (Under) State Rated Capacity				(106)	(106)	(100)	(105)	(102)	(111)	(97)	(95)	(98)	(100)	(99)	
	Percent of STATE Capacity				80.6%	80.6%	81.7%	81.4%	81.9%	80.4%	82.8%	83.2%	82.7%	82.3%	82.5%	
Taneytown	504	20	0	524	450	457	496	519	507	517	533	535	530	526	527	
	<b>Capacity increase by 2 K &amp; 1 PreK room in 2026</b>															
	<b>548</b>	<b>40</b>	<b>0</b>	<b>588</b>												
	Over (Under) State Rated Capacity				(74)	(67)	(92)	(69)	(81)	(71)	(55)	(53)	(58)	(62)	(61)	
	Percent of STATE Capacity				85.9%	87.2%	84.4%	88.3%	86.2%	87.9%	90.6%	91.0%	90.1%	89.5%	89.6%	
Westminster	548	20	0	568	564	560	544	551	584	568	575	577	572	569	570	
	<b>Capacity increase by 1 PK in 2027</b>															
	<b>548</b>	<b>40</b>	<b>0</b>	<b>588</b>												
	Over (Under) State Rated Capacity				(4)	(8)	(24)	(37)	(4)	(20)	(13)	(11)	(16)	(19)	(18)	
	Percent of STATE Capacity				99.3%	98.6%	95.8%	93.7%	99.3%	96.6%	97.8%	98.1%	97.3%	96.8%	96.9%	

School	State Rated Capacity				Enrollment		Enrollment									
	K-5	PreK	Spec. Ed.	Total	Actual 2024	Projected 2025	2026	2027	2028	2029	2030	2031	2032	2033	Enrollment Projected 2034	
Wm. Winchester	548	20	0	568	587	591	601	607	594	612	609	611	606	603	604	
<b>Capacity increase by 1 PK in 2027</b>	<b>548</b>	<b>40</b>	<b>0</b>	<b>588</b>												
Over (Under) State Rated Capacity					19	23	33	19	6	24	21	23	18	15	16	
Percent of STATE Capacity					103.3%	104.0%	105.8%	103.2%	101.0%	104.1%	103.6%	103.9%	103.1%	102.6%	102.7%	
Winfield	617	20	70	707	724	745	761	748	758	760	766	768	762	757	760	
Over (Under) State Rated Capacity					17	38	54	41	51	53	59	61	55	50	53	
Percent of STATE Capacity					102.4%	105.4%	107.6%	105.8%	107.2%	107.5%	108.3%	108.6%	107.8%	107.1%	107.5%	
<b>TOTALS</b>	<b>12179</b>	<b>380</b>	<b>220</b>	<b>12779</b>	<b>12106</b>	<b>12145</b>	<b>12292</b>	<b>12333</b>	<b>12418</b>	<b>12432</b>	<b>12528</b>	<b>12575</b>	<b>12473</b>	<b>12395</b>	<b>12425</b>	
<b>2026 Capacity</b>	<b>12378</b>	<b>480</b>	<b>220</b>	<b>13078</b>												
<b>2027-2033 Capacity</b>	<b>12492</b>	<b>600</b>	<b>220</b>	<b>13312</b>												
Over (Under) State Rated Capacity					(673)	(634)	(786)	(979)	(894)	(880)	(784)	(737)	(839)	(917)	(887)	
Percent of STATE Capacity					94.7%	95.0%	94.0%	92.6%	93.3%	93.4%	94.1%	94.5%	93.7%	93.1%	93.3%	

Carroll County Public Schools Actual & Projected Enrollment  
 Educational Facilities Master Plan - 2025-2034

**ELEMENTARY SCHOOLS**

**Northeast Area Schools**

School	State Rated Capacity				Enrollment	Enrollment									
	K-5	PreK	Spec. Ed.	Total	Actual 2024	Projected 2025	2026	2027	2028	2029	2030	2031	2032	2033	Enrollment Projected 2034
Ebb Valley	594	20	0	614	563	563	574	578	579	568	576	577	572	568	569
	Over (Under) State Rated Capacity				(51)	(51)	(40)	(36)	(35)	(46)	(38)	(37)	(42)	(46)	(45)
	Percent of STATE Capacity				91.7%	91.7%	93.5%	94.1%	94.3%	92.5%	93.8%	94.0%	93.2%	92.5%	92.7%
Hampstead	434	20	60	514	400	415	413	415	420	418	417	418	415	412	413
	Over (Under) State Rated Capacity				(114)	(99)	(101)	(99)	(94)	(96)	(97)	(96)	(99)	(102)	(101)
	Percent of STATE Capacity				77.8%	80.7%	80.4%	80.7%	81.7%	81.3%	81.1%	81.3%	80.7%	80.2%	80.4%
Manchester	662	20	0	682	671	674	696	682	678	691	699	702	695	690	691
	Over (Under) State Rated Capacity				(11)	(8)	14	-	(4)	9	17	20	13	8	9
	Percent of STATE Capacity				98.4%	98.8%	102.1%	100.0%	99.4%	101.3%	102.5%	102.9%	101.9%	101.2%	101.3%
Spring Garden	525	20	0	545	439	439	445	460	463	454	468	470	467	465	466
	<b>Capacity increase by 1 PK in 2027</b>														
	<b>525</b>	<b>40</b>	<b>0</b>	<b>565</b>											
	Over (Under) State Rated Capacity				(106)	(106)	(100)	<b>(105)</b>	<b>(102)</b>	<b>(111)</b>	<b>(97)</b>	<b>(95)</b>	<b>(98)</b>	<b>(100)</b>	<b>(99)</b>
	Percent of STATE Capacity				80.6%	80.6%	81.7%	<b>81.4%</b>	<b>81.9%</b>	<b>80.4%</b>	<b>82.8%</b>	<b>83.2%</b>	<b>82.7%</b>	<b>82.3%</b>	<b>82.5%</b>
<b>TOTALS</b>	<b>2215</b>	<b>80</b>	<b>60</b>	<b>2355</b>	<b>2073</b>	<b>2091</b>	<b>2128</b>	<b>2135</b>	<b>2140</b>	<b>2131</b>	<b>2160</b>	<b>2167</b>	<b>2149</b>	<b>2135</b>	<b>2139</b>
	<b>2027 Capacity</b>	<b>2215</b>	<b>100</b>	<b>2375</b>											
	Over (Under) State Rated Capacity				(282)	(264)	(227)	<b>(240)</b>	<b>(235)</b>	<b>(244)</b>	<b>(215)</b>	<b>(208)</b>	<b>(226)</b>	<b>(240)</b>	<b>(236)</b>
	Percent of STATE Capacity				88.0%	88.8%	90.4%	<b>89.9%</b>	<b>90.1%</b>	<b>89.7%</b>	<b>90.9%</b>	<b>91.2%</b>	<b>90.5%</b>	<b>89.9%</b>	<b>90.1%</b>

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment  
 Educational Facilities Master Plan - 2025-2034

**ELEMENTARY SCHOOLS**  
**Northwest Area**

School	State Rated Capacity				Enrollment	Enrollment									
	K-5	PreK	Spec. Ed.	Total	Actual 2024	Projected 2025	2026	2027	2028	2029	2030	2031	2032	2033	Enrollment Projected 2034
Elmer Wolfe	526	20	0	546	502	502	499	516	519	514	517	519	516	513	515
	<b>Capacity increase by 1 PK in 2027</b>														
	<b>526</b>	<b>40</b>	<b>0</b>	<b>566</b>											
	Over (Under) State Rated Capacity				(44)	(44)	(47)	(50)	(47)	(52)	(49)	(47)	(50)	(53)	(51)
	Percent of STATE Capacity				91.9%	91.9%	91.4%	91.2%	91.7%	90.8%	91.3%	91.7%	91.2%	90.6%	91.0%
Runnymede	617	20	10	647	625	632	657	645	670	679	665	667	662	658	659
	<b>Capacity increase by 1 PK in 2027</b>														
	<b>617</b>	<b>40</b>	<b>10</b>	<b>667</b>											
	Over (Under) State Rated Capacity				(22)	(15)	10	(22)	3	12	(2)	-	(5)	(9)	(8)
	Percent of STATE Capacity				96.6%	97.7%	101.5%	96.7%	100.4%	101.8%	99.7%	100.0%	99.3%	98.7%	98.8%
Taneytown	504	20	0	524	450	457	496	519	507	517	533	535	530	526	527
	<b>Capacity increase by 2 K &amp; 1 PreK room in 2026</b>														
	<b>548</b>	<b>40</b>	<b>0</b>	<b>588</b>											
	Over (Under) State Rated Capacity				(74)	(67)	(92)	(69)	(81)	(71)	(55)	(53)	(58)	(62)	(61)
	Percent of STATE Capacity				85.9%	87.2%	84.4%	88.3%	86.2%	87.9%	90.6%	91.0%	90.1%	89.5%	89.6%
<b>TOTALS</b>	<b>1647</b>	<b>60</b>	<b>10</b>	<b>1717</b>	<b>1577</b>	<b>1591</b>	<b>1652</b>	<b>1680</b>	<b>1696</b>	<b>1710</b>	<b>1715</b>	<b>1721</b>	<b>1708</b>	<b>1697</b>	<b>1701</b>
	<b>2026 Capacity</b>	<b>1691</b>	<b>80</b>	<b>10</b>	<b>1781</b>										
	<b>2027 Capacity</b>	<b>1691</b>	<b>120</b>	<b>10</b>	<b>1821</b>										
	Over (Under) State Rated Capacity				(140)	(126)	(129)	(141)	(125)	(111)	(106)	(100)	(113)	(124)	(120)
	Percent of STATE Capacity				91.8%	92.7%	92.8%	92.3%	93.1%	93.9%	94.2%	94.5%	93.8%	93.2%	93.4%

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment  
Educational Facilities Master Plan - 2025-2034

**ELEMENTARY SCHOOLS**

**Westminster Area Schools**

School	State Rated Capacity				Enrollment		Enrollment								Enrollment
	K-5	PreK	Spec. Ed.	Total	Actual 2024	Projected 2025	2026	2027	2028	2029	2030	2031	2032	2033	Projected 2034
Cranberry Station	550	20	0	570	593	620	642	647	671	653	656	659	652	648	650
<b>Capacity increase by 2 K &amp; 1 PreK room in 2026</b>	<b>594</b>	<b>40</b>	<b>0</b>	<b>634</b>											
Over (Under) State Rated Capacity					23	50	8	13	37	19	22	25	18	14	16
Percent of STATE Capacity					104.0%	108.8%	101.3%	102.1%	105.8%	103.0%	103.5%	103.9%	102.8%	102.2%	102.5%
Friendship Valley	527	0	0	527	518	521	525	523	537	553	554	557	553	549	551
<b>Capacity increase by 2 K &amp; 1 PreK room in 2026</b>	<b>548</b>	<b>40</b>	<b>0</b>	<b>588</b>											
Over (Under) State Rated Capacity					(9)	(6)	(63)	(65)	(51)	(35)	(34)	(31)	(35)	(39)	(37)
Percent of STATE Capacity					98.3%	98.9%	89.3%	88.9%	91.3%	94.0%	94.2%	94.7%	94.0%	93.4%	93.7%
Mechanicsville	571	20	0	591	510	518	530	529	529	527	535	537	533	529	530
Over (Under) State Rated Capacity					(81)	(73)	(61)	(62)	(62)	(64)	(56)	(54)	(58)	(62)	(61)
Percent of STATE Capacity					86.3%	87.6%	89.7%	89.5%	89.5%	89.2%	90.5%	90.9%	90.2%	89.5%	89.7%
Robert Moton	456	20	60	536	440	423	421	429	440	429	419	420	417	415	416
<b>Capacity increase by 1 PK in 2027</b>	<b>456</b>	<b>40</b>	<b>60</b>	<b>556</b>											
Over (Under) State Rated Capacity					(96)	(113)	(115)	(127)	(116)	(127)	(137)	(136)	(139)	(141)	(140)
Percent of STATE Capacity					82.1%	78.9%	78.5%	77.2%	79.1%	77.2%	75.4%	75.5%	75.0%	74.6%	74.8%
Sandymount	504	20	0	524	640	650	656	681	679	688	672	674	668	665	667
<b>Capacity increase by 2 K, 1 PK &amp; 2 General in 2026</b>	<b>594</b>	<b>40</b>	<b>0</b>	<b>634</b>											
Over (Under) State Rated Capacity					116	126	22	47	45	54	38	40	34	31	33
Percent of STATE Capacity					122.1%	124.0%	103.5%	107.4%	107.1%	108.5%	106.0%	106.3%	105.4%	104.9%	105.2%
Westminster	548	20	0	568	564	560	544	551	584	568	575	577	572	569	570
<b>Capacity increase by 1 PK in 2027</b>	<b>548</b>	<b>40</b>	<b>0</b>	<b>588</b>											
Over (Under) State Rated Capacity					(4)	(8)	(24)	(37)	(4)	(20)	(13)	(11)	(16)	(19)	(18)
Percent of STATE Capacity					99.3%	98.6%	95.8%	93.7%	99.3%	96.6%	97.8%	98.1%	97.3%	96.8%	96.9%
Wm. Winchester	548	20	0	568	587	591	601	607	594	612	609	611	606	603	604
<b>Capacity increase by 1 PK in 2027</b>	<b>548</b>	<b>40</b>	<b>0</b>	<b>588</b>											
Over (Under) State Rated Capacity					19	23	33	19	6	24	21	23	18	15	16
Percent of STATE Capacity					103.3%	104.0%	105.8%	103.2%	101.0%	104.1%	103.6%	103.9%	103.1%	102.6%	102.7%
<b>TOTALS</b>	<b>3704</b>	<b>120</b>	<b>60</b>	<b>3884</b>	<b>3852</b>	<b>3883</b>	<b>3919</b>	<b>3967</b>	<b>4034</b>	<b>4030</b>	<b>4020</b>	<b>4035</b>	<b>4001</b>	<b>3978</b>	<b>3988</b>
<b>2026 Capacity</b>	<b>3859</b>	<b>200</b>	<b>60</b>	<b>4119</b>											
<b>2027 Capacity</b>	<b>3859</b>	<b>260</b>	<b>60</b>	<b>4179</b>											
Over (Under) State Rated Capacity					(32)	(1)	(200)	(212)	(145)	(149)	(159)	(144)	(178)	(201)	(191)
Percent of STATE Capacity					99.2%	100.0%	95.1%	94.9%	96.5%	96.4%	96.2%	96.6%	95.7%	95.2%	95.4%

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment  
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**ELEMENTARY SCHOOLS**

**Southeast Area Schools**

School	State Rated Capacity				Enrollment		Enrollment							Enrollment Projected	
	K-5	PreK	Spec. Ed.	Total	Actual 2024	Projected 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
Carrolltowne	548	20	20	588	593	574	579	573	574	573	589	591	586	581	582
	Over (Under) State Rated Capacity				5	(14)	(9)	(15)	(14)	(15)	1	3	(2)	(7)	(6)
	Percent of STATE Capacity				100.9%	97.6%	98.5%	97.4%	97.6%	97.4%	100.2%	100.5%	99.7%	98.8%	99.0%
Eldersburg	548	20	0	568	470	460	462	464	446	452	462	465	461	459	460
	Over (Under) State Rated Capacity				(98)	(108)	(106)	(104)	(122)	(116)	(106)	(103)	(107)	(109)	(108)
	Percent of STATE Capacity				82.7%	81.0%	81.3%	81.7%	78.5%	79.6%	81.3%	81.9%	81.2%	80.8%	81.0%
Freedom	525	0	0	525	627	641	640	640	645	641	645	648	642	637	639
	<b>Capacity increase by 1 PK &amp; 4 General in 2027</b>														
	<b>639</b>	<b>0</b>	<b>0</b>	<b>639</b>											
	Over (Under) State Rated Capacity				102	116	115	1	6	2	6	9	3	(2)	-
	Percent of STATE Capacity				119.4%	122.1%	121.9%	100.2%	100.9%	100.3%	100.9%	101.4%	100.5%	99.7%	100.0%
Linton Springs	685	20	0	705	759	756	754	737	733	739	759	762	757	752	754
	Over (Under) State Rated Capacity				54	51	49	32	28	34	54	57	52	47	49
	Percent of STATE Capacity				107.7%	107.2%	107.0%	104.5%	104.0%	104.8%	107.7%	108.1%	107.4%	106.7%	107.0%
Piney Ridge	548	20	0	568	578	573	561	571	560	565	572	574	570	567	568
	Over (Under) State Rated Capacity				10	5	(7)	3	(8)	(3)	4	6	2	(1)	-
	Percent of STATE Capacity				101.8%	100.9%	98.8%	100.5%	98.6%	99.5%	100.7%	101.1%	100.4%	99.8%	100.0%
<b>TOTALS</b>	<b>2854</b>	<b>80</b>	<b>20</b>	<b>2954</b>	<b>3027</b>	<b>3004</b>	<b>2996</b>	<b>2985</b>	<b>2958</b>	<b>2970</b>	<b>3027</b>	<b>3040</b>	<b>3016</b>	<b>2996</b>	<b>3003</b>
<b>2027-2033 Capacity</b>	<b>2968</b>	<b>80</b>	<b>20</b>	<b>3068</b>											
	Over (Under) State Rated Capacity				73	50	42	(83)	(110)	(98)	(41)	(28)	(52)	(72)	(65)
	Percent of STATE Capacity				102.5%	101.7%	101.4%	97.3%	96.4%	96.8%	98.7%	99.1%	98.3%	97.7%	97.9%

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 2024	Projected 2025	2026	2027	2028	2029	2030	2031	2032	2033	Enrollment Projected 2034	
Mt. Airy	552	0	0	552	462	427	425	394	407	414	428	430	421	416	418	
	Over (Under) State Rated Capacity				(90)	(125)	(127)	(158)	(145)	(138)	(124)	(122)	(131)	(136)	(134)	
	Percent of STATE Capacity				83.7%	77.4%	77.0%	71.4%	73.7%	75.0%	77.5%	77.9%	76.3%	75.4%	75.7%	
Parr's Ridge	590	20	0	610	391	404	411	424	425	417	412	414	416	416	416	
	Over (Under) State Rated Capacity				(219)	(206)	(199)	(186)	(185)	(193)	(198)	(196)	(194)	(194)	(194)	
	Percent of STATE Capacity				64.1%	66.2%	67.4%	69.5%	69.7%	68.4%	67.5%	67.9%	68.2%	68.2%	68.2%	
Winfield	<b>617</b>	20	70	<b>707</b>	724	745	761	748	758	760	766	768	762	757	760	
	Over (Under) State Rated Capacity				17	38	54	41	51	53	59	61	55	50	53	
	Percent of STATE Capacity				102.4%	105.4%	107.6%	105.8%	107.2%	107.5%	108.3%	108.6%	107.8%	107.1%	107.5%	
<b>TOTALS</b>	<b>1759</b>	<b>40</b>	<b>70</b>	<b>1869</b>	<b>1577</b>	<b>1576</b>	<b>1597</b>	<b>1566</b>	<b>1590</b>	<b>1591</b>	<b>1606</b>	<b>1612</b>	<b>1599</b>	<b>1589</b>	<b>1594</b>	
	Over (Under) State Rated Capacity				(292)	(293)	(272)	(303)	(279)	(278)	(263)	(257)	(270)	(280)	(275)	
	Percent of STATE Capacity				84.4%	84.3%	85.4%	83.8%	85.1%	85.1%	85.9%	86.2%	85.6%	85.0%	85.3%	

Comparisons are based on total State Rated capacity with FTE

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 2024	Projected 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
Mt. Airy	850	20	750	20	761	802	780	835	802	808	753	776	793	817	819
	Over (Under) State Rated Capacity				(109)	(68)	(90)	(35)	(68)	(62)	(117)	(94)	(77)	(53)	(51)
	Percent of STATE Capacity				87.5%	92.2%	89.7%	96.0%	92.2%	92.9%	86.6%	89.2%	91.1%	93.9%	94.1%
	Over (Under) Functional Capacity				(9)	32	10	65	32	38	(17)	6	23	47	49
	Percent of Functional Capacity				98.8%	104.2%	101.3%	108.4%	104.2%	104.9%	97.8%	100.8%	103.0%	106.1%	106.4%
North Carroll	850	20	750	20	626	624	618	652	661	675	643	638	657	680	682
	Over (Under) State Rated Capacity				(244)	(246)	(252)	(218)	(209)	(195)	(227)	(232)	(213)	(190)	(188)
	Percent of STATE Capacity				72.0%	71.7%	71.0%	74.9%	76.0%	77.6%	73.9%	73.3%	75.5%	78.2%	78.4%
	Over (Under) Functional Capacity				(144)	(146)	(152)	(118)	(109)	(95)	(127)	(132)	(113)	(90)	(88)
	Percent of Functional Capacity				81.3%	81.0%	80.3%	84.7%	85.8%	87.7%	83.5%	82.9%	85.3%	88.3%	88.6%
Northwest	829	20	750	20	655	675	688	704	708	725	734	739	765	783	785
	Over (Under) State Rated Capacity				(194)	(174)	(161)	(145)	(141)	(124)	(115)	(110)	(84)	(66)	(64)
	Percent of STATE Capacity				77.1%	79.5%	81.0%	82.9%	83.4%	85.4%	86.5%	87.0%	90.1%	92.2%	92.5%
	Over (Under) Functional Capacity				(115)	(95)	(82)	(66)	(62)	(45)	(36)	(31)	(5)	13	15
	Percent of Functional Capacity				85.1%	87.7%	89.4%	91.4%	91.9%	94.2%	95.3%	96.0%	99.4%	101.7%	101.9%
Oklahoma Road	850	20	775	20	816	834	851	853	843	833	791	783	797	837	840
	Over (Under) State Rated Capacity				(54)	(36)	(19)	(17)	(27)	(37)	(79)	(87)	(73)	(33)	(30)
	Percent of STATE Capacity				93.8%	95.9%	97.8%	98.0%	96.9%	95.7%	90.9%	90.0%	91.6%	96.2%	96.6%
	Over (Under) Functional Capacity				21	39	56	58	48	38	(4)	(12)	2	42	45
	Percent of Functional Capacity				102.6%	104.9%	107.0%	107.3%	106.0%	104.8%	99.5%	98.5%	100.3%	105.3%	105.7%
Shiloh	765	50	675	50	631	654	677	677	711	719	753	741	743	743	743
	Over (Under) State Rated Capacity				(184)	(161)	(138)	(138)	(104)	(96)	(62)	(74)	(72)	(72)	(72)
	Percent of STATE Capacity				77.4%	80.2%	83.1%	83.1%	87.2%	88.2%	92.4%	90.9%	91.2%	91.2%	91.2%
	Over (Under) Functional Capacity				(94)	(71)	(48)	(48)	(14)	(6)	28	16	18	18	18
	Percent of Functional Capacity				87.0%	90.2%	93.4%	93.4%	98.1%	99.2%	103.9%	102.2%	102.5%	102.5%	102.5%
Sykesville	786	20	700	20	697	749	804	860	867	829	781	758	787	828	831
	<b>Capacity increase by 10 classrooms (functional) in 2028</b>														
	<b>1084</b>	<b>20</b>	<b>950</b>	<b>20</b>											
	Over (Under) State Rated Capacity				(109)	(57)	(2)	54	(237)	(275)	(323)	(346)	(317)	(276)	(273)
	Percent of STATE Capacity				86.5%	92.9%	99.8%	106.7%	<b>78.5%</b>	<b>75.1%</b>	<b>70.7%</b>	<b>68.7%</b>	<b>71.3%</b>	<b>75.0%</b>	<b>75.3%</b>
	Over (Under) Functional Capacity				(23)	29	84	140	(103)	(141)	(189)	(212)	(183)	(142)	(139)
	Percent of Functional Capacity				96.8%	104.0%	111.7%	119.4%	<b>89.4%</b>	<b>85.5%</b>	<b>80.5%</b>	<b>78.1%</b>	<b>81.1%</b>	<b>85.4%</b>	<b>85.7%</b>

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 2024	Projected 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
Westminster East	871	60	775	60	796	788	795	810	814	838	836	853	853	856	859
Over (Under) State Rated Capacity					(135)	(143)	(136)	(121)	(117)	(93)	(95)	(78)	(78)	(75)	(72)
Percent of STATE Capacity					85.5%	84.6%	85.4%	87.0%	87.4%	90.0%	89.8%	91.6%	91.6%	91.9%	92.3%
Over (Under) Functional Capacity					(39)	(47)	(40)	(25)	(21)	3	1	18	18	21	24
Percent of Functional Capacity					95.3%	94.4%	95.2%	97.0%	97.5%	100.4%	100.1%	102.2%	102.2%	102.5%	102.9%
Westminster West	1105	30	1025	30	923	936	967	1010	978	977	955	985	993	1011	1014
Over (Under) State Rated Capacity					(212)	(199)	(168)	(125)	(157)	(158)	(180)	(150)	(142)	(124)	(121)
Percent of STATE Capacity					81.3%	82.5%	85.2%	89.0%	86.2%	86.1%	84.1%	86.8%	87.5%	89.1%	89.3%
Over (Under) Functional Capacity					(132)	(119)	(88)	(45)	(77)	(78)	(100)	(70)	(62)	(44)	(41)
Percent of Functional Capacity					87.5%	88.7%	91.7%	95.7%	92.7%	92.6%	90.5%	93.4%	94.1%	95.8%	96.1%
<b>TOTAL</b>	<b>6906</b>	<b>240</b>	<b>6200</b>	<b>240</b>	<b>5905</b>	<b>6062</b>	<b>6180</b>	<b>6401</b>	<b>6384</b>	<b>6404</b>	<b>6246</b>	<b>6273</b>	<b>6388</b>	<b>6555</b>	<b>6573</b>
<b>2027-2033 Capacity</b>	<b>7204</b>	<b>240</b>	<b>6450</b>	<b>240</b>											
Over (Under) State Rated Capacity					(1,241)	(1,084)	(966)	(745)	<b>(1,060)</b>	<b>(1,040)</b>	<b>(1,198)</b>	<b>(1,171)</b>	<b>(1,056)</b>	<b>(889)</b>	<b>(871)</b>
Percent of STATE Capacity					82.6%	84.8%	86.5%	89.6%	<b>85.8%</b>	<b>86.0%</b>	<b>83.9%</b>	<b>84.3%</b>	<b>85.8%</b>	<b>88.1%</b>	<b>88.3%</b>
Over (Under) Functional Capacity					(535)	(378)	(260)	(39)	<b>(306)</b>	<b>(286)</b>	<b>(444)</b>	<b>(417)</b>	<b>(302)</b>	<b>(135)</b>	<b>(117)</b>
Percent of Functional Capacity					91.7%	94.1%	96.0%	99.4%	<b>95.4%</b>	<b>95.7%</b>	<b>93.4%</b>	<b>93.8%</b>	<b>95.5%</b>	<b>98.0%</b>	<b>98.3%</b>

Carroll County Public Schools Actual & Projected Enrollment  
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**MIDDLE SCHOOLS**  
**Southern Area**

School	Capacity				Enrollment		Enrollment								Enrollment Projected	
	State Rated 6-8	Spec Ed	Functional 6-8	Spec Ed	Actual 2024	Projected 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	
Mt. Airy	850	20	750	20	761	802	780	835	802	808	753	776	793	817	819	
	Over (Under) State Rated Capacity				(109)	(68)	(90)	(35)	(68)	(62)	(117)	(94)	(77)	(53)	(51)	
	Percent of STATE Capacity				87.5%	92.2%	89.7%	96.0%	92.2%	92.9%	86.6%	89.2%	91.1%	93.9%	94.1%	
	Over (Under) Functional Capacity				(9)	32	10	65	32	38	(17)	6	23	47	49	
	Percent of Functional Capacity				98.8%	104.2%	101.3%	108.4%	104.2%	104.9%	97.8%	100.8%	103.0%	106.1%	106.4%	
Oklahoma Road	850	20	775	20	816	834	851	853	843	833	791	783	797	837	840	
	Over (Under) State Rated Capacity				(54)	(36)	(19)	(17)	(27)	(37)	(79)	(87)	(73)	(33)	(30)	
	Percent of STATE Capacity				93.8%	95.9%	97.8%	98.0%	96.9%	95.7%	90.9%	90.0%	91.6%	96.2%	96.6%	
	Over (Under) Functional Capacity				21	39	56	58	48	38	(4)	(12)	2	42	45	
	Percent of Functional Capacity				102.6%	104.9%	107.0%	107.3%	106.0%	104.8%	99.5%	98.5%	100.3%	105.3%	105.7%	
Sykesville	786	20	700	20	697	749	804	860	867	829	781	758	787	828	831	
	<b>Capacity increase by 10 classrooms (functional) in 2028</b>															
	<b>1084</b>	<b>20</b>	<b>950</b>	<b>20</b>												
	Over (Under) State Rated Capacity				(109)	(57)	(2)	54	(237)	(275)	(323)	(346)	(317)	(276)	(273)	
	Percent of STATE Capacity				86.5%	92.9%	99.8%	106.7%	<b>78.5%</b>	<b>75.1%</b>	<b>70.7%</b>	<b>68.7%</b>	<b>71.3%</b>	<b>75.0%</b>	<b>75.3%</b>	
	Over (Under) Functional Capacity				(23)	29	84	140	(103)	(141)	(189)	(212)	(183)	(142)	(139)	
	Percent of Functional Capacity				96.8%	104.0%	111.7%	119.4%	<b>89.4%</b>	<b>85.5%</b>	<b>80.5%</b>	<b>78.1%</b>	<b>81.1%</b>	<b>85.4%</b>	<b>85.7%</b>	
<b>TOTALS</b>	<b>2486</b>	<b>60</b>	<b>2225</b>	<b>60</b>	<b>2274</b>	<b>2385</b>	<b>2435</b>	<b>2548</b>	<b>2512</b>	<b>2470</b>	<b>2325</b>	<b>2317</b>	<b>2377</b>	<b>2482</b>	<b>2490</b>	
<b>2028-2033 Capacity</b>	<b>2784</b>	<b>60</b>	<b>2475</b>	<b>60</b>												
	Over (Under) State Rated Capacity				(272)	(161)	(111)	2	(332)	(374)	(519)	(527)	(467)	(362)	(354)	
	Percent of STATE Capacity				89.3%	93.7%	95.6%	100.1%	<b>88.3%</b>	<b>86.8%</b>	<b>81.8%</b>	<b>81.5%</b>	<b>83.6%</b>	<b>87.3%</b>	<b>87.6%</b>	
	Over (Under) Functional Capacity				(11)	100	150	263	(23)	(65)	(210)	(218)	(158)	(53)	(45)	
	Percent of Functional Capacity				99.5%	104.4%	106.6%	111.5%	<b>99.1%</b>	<b>97.4%</b>	<b>91.7%</b>	<b>91.4%</b>	<b>93.8%</b>	<b>97.9%</b>	<b>98.2%</b>	

Carroll County Public Schools Actual & Projected Enrollment  
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**MIDDLE SCHOOLS**

Westminster Area

School	Capacity				Enrollment		Enrollment								Enrollment Projected	
	State Rated 6-8	Spec Ed	Functional 6-8	Spec Ed	Actual 2024	Projected 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	
Westminster East	871	60	775	60	796	788	795	810	814	838	836	853	853	856	859	
Over (Under) State Rated Capacity					(135)	(143)	(136)	(121)	(117)	(93)	(95)	(78)	(78)	(75)	(72)	
Percent of STATE Capacity					85.5%	84.6%	85.4%	87.0%	87.4%	90.0%	89.8%	91.6%	91.6%	91.9%	92.3%	
Over (Under) Functional Capacity					(39)	(47)	(40)	(25)	(21)	3	1	18	18	21	24	
Percent of Functional Capacity					95.3%	94.4%	95.2%	97.0%	97.5%	100.4%	100.1%	102.2%	102.2%	102.5%	102.9%	
Westminster West	1105	30	1025	30	923	936	967	1,010	978	977	955	985	993	1,011	1,014	
Over (Under) State Rated Capacity					(212)	(199)	(168)	(125)	(157)	(158)	(180)	(150)	(142)	(124)	(121)	
Percent of STATE Capacity					81.3%	82.5%	85.2%	89.0%	86.2%	86.1%	84.1%	86.8%	87.5%	89.1%	89.3%	
Over (Under) Functional Capacity					(132)	(119)	(88)	(45)	(77)	(78)	(100)	(70)	(62)	(44)	(41)	
Percent of Functional Capacity					87.5%	88.7%	91.7%	95.7%	92.7%	92.6%	90.5%	93.4%	94.1%	95.8%	96.1%	
<b>TOTALS</b>	<b>1976</b>	<b>90</b>	<b>1800</b>	<b>90</b>	<b>1,719</b>	<b>1,724</b>	<b>1,762</b>	<b>1,820</b>	<b>1,792</b>	<b>1,815</b>	<b>1,791</b>	<b>1,838</b>	<b>1,846</b>	<b>1,867</b>	<b>1,873</b>	
Over (Under) State Rated Capacity					(347)	(342)	(304)	(246)	(274)	(251)	(275)	(228)	(220)	(199)	(193)	
Percent of STATE Capacity					83.2%	83.4%	85.3%	88.1%	86.7%	87.9%	86.7%	89.0%	89.4%	90.4%	90.7%	
Over (Under) Functional Capacity					(171)	(166)	(128)	(70)	(98)	(75)	(99)	(52)	(44)	(23)	(17)	
Percent of Functional Capacity					91.0%	91.2%	93.2%	96.3%	94.8%	96.0%	94.8%	97.2%	97.7%	98.8%	99.1%	

Carroll County Public Schools Actual & Projected Enrollment  
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**MIDDLE SCHOOLS**

Northeast

School	Capacity				Enrollment		Enrollment							Enrollment Projected			
	State Rated		Functional		Actual	Projected	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
	6-8	Spec Ed	6-8	Spec Ed													
North Carroll	850	20	750	20	626	624	618	652	661	675	643	638	657	680	682		
	Over (Under) State Rated Capacity				(244)	(246)	(252)	(218)	(209)	(195)	(227)	(232)	(213)	(190)	(188)		
	Percent of STATE Capacity				72.0%	71.7%	71.0%	74.9%	76.0%	77.6%	73.9%	73.3%	75.5%	78.2%	78.4%		
	Over (Under) Functional Capacity				(144)	(146)	(152)	(118)	(109)	(95)	(127)	(132)	(113)	(90)	(88)		
	Percent of Functional Capacity				81.3%	81.0%	80.3%	84.7%	85.8%	87.7%	83.5%	82.9%	85.3%	88.3%	88.6%		
Shiloh	765	50	675	50	631	654	677	677	711	719	753	741	743	743	743		
	Over (Under) State Rated Capacity				(184)	(161)	(138)	(138)	(104)	(96)	(62)	(74)	(72)	(72)	(72)		
	Percent of STATE Capacity				77.4%	80.2%	83.1%	83.1%	87.2%	88.2%	92.4%	90.9%	91.2%	91.2%	91.2%		
	Over (Under) Functional Capacity				(94)	(71)	(48)	(48)	(14)	(6)	28	16	18	18	18		
	Percent of Functional Capacity				87.0%	90.2%	93.4%	93.4%	98.1%	99.2%	103.9%	102.2%	102.5%	102.5%	102.5%		
<b>TOTALS</b>	<b>1615</b>	<b>70</b>	<b>1425</b>	<b>70</b>	<b>1,257</b>	<b>1,278</b>	<b>1,295</b>	<b>1,329</b>	<b>1,372</b>	<b>1,394</b>	<b>1,396</b>	<b>1,379</b>	<b>1,400</b>	<b>1,423</b>	<b>1,425</b>		
	Over (Under) State Rated Capacity				(428)	(407)	(390)	(356)	(313)	(291)	(289)	(306)	(285)	(262)	(260)		
	Percent of STATE Capacity				74.6%	75.8%	76.9%	78.9%	81.4%	82.7%	82.8%	81.8%	83.1%	84.5%	84.6%		
	Over (Under) Functional Capacity				(238)	(217)	(200)	(166)	(123)	(101)	(99)	(116)	(95)	(72)	(70)		
	Percent of Functional Capacity				84.1%	85.5%	86.6%	88.9%	91.8%	93.2%	93.4%	92.2%	93.6%	95.2%	95.3%		

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 2024	Projected 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
Northwest	829	20	750	20	655	675	688	704	708	725	734	739	765	783	785
Over (Under) State Rated Capacity					(194)	(174)	(161)	(145)	(141)	(124)	(115)	(110)	(84)	(66)	(64)
Percent of STATE Capacity					77.1%	79.5%	81.0%	82.9%	83.4%	85.4%	86.5%	87.0%	90.1%	92.2%	92.5%
Over (Under) Functional Capacity					(115)	(95)	(82)	(66)	(62)	(45)	(36)	(31)	(5)	13	15
Percent of Functional Capacity					85.1%	87.7%	89.4%	91.4%	91.9%	94.2%	95.3%	96.0%	99.4%	101.7%	101.9%
<b>TOTALS</b>	829	20	750	20	655	675	688	704	708	725	734	739	765	783	785
Over (Under) State Rated Capacity					(194)	(174)	(161)	(145)	(141)	(124)	(115)	(110)	(84)	(66)	(64)
Percent of STATE Capacity					77.1%	79.5%	81.0%	82.9%	83.4%	85.4%	86.5%	87.0%	90.1%	92.2%	92.5%
Over (Under) Functional Capacity					(115)	(95)	(82)	(66)	(62)	(45)	(36)	(31)	(5)	13	15
Percent of Functional Capacity					85.1%	87.7%	89.4%	91.4%	91.9%	94.2%	95.3%	96.0%	99.4%	101.7%	101.9%

Carroll County Public Schools Actual & Projected Enrollment  
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**HIGH SCHOOLS**

School	Capacity State Rated			Enrollment		Enrollment							Enrollment Projected	
	9-12	Spec Ed	Total	Actual 2024	Projected 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
Century	1352	10	1362	1101	1030	1005	988	989	1052	1107	1160	1131	1079	1054
	Over (Under) State Rated Capacity			(261)	(332)	(357)	(374)	(373)	(310)	(255)	(202)	(231)	(283)	(308)
	Percent of STATE Capacity			80.8%	75.6%	73.8%	72.5%	72.6%	77.2%	81.3%	85.2%	83.0%	79.2%	77.4%
Francis Scott Key	1224	30	1254	906	894	861	882	921	923	951	972	974	997	1008
	Over (Under) State Rated Capacity			(348)	(360)	(393)	(372)	(333)	(331)	(303)	(282)	(280)	(257)	(246)
	Percent of STATE Capacity			72.2%	71.3%	68.7%	70.3%	73.4%	73.6%	75.8%	77.5%	77.7%	79.5%	80.4%
Liberty	1118	20	1138	1007	1026	1053	1089	1150	1167	1188	1175	1163	1122	1102
	Over (Under) State Rated Capacity			(131)	(112)	(85)	(49)	12	29	50	37	25	(16)	(36)
	Percent of STATE Capacity			88.5%	90.2%	92.5%	95.7%	101.1%	102.5%	104.4%	103.3%	102.2%	98.6%	96.8%
Manchester Valley	1373	10	1383	1339	1321	1304	1298	1317	1329	1362	1398	1417	1425	1415
	Over (Under) State Rated Capacity			(44)	(62)	(79)	(85)	(66)	(54)	(21)	15	34	42	32
	Percent of STATE Capacity			96.8%	95.5%	94.3%	93.9%	95.2%	96.1%	98.5%	101.1%	102.5%	103.0%	102.3%
South Carroll	1309	30	1339	933	962	995	995	1025	1040	1078	1056	1055	1037	1004
	Over (Under) State Rated Capacity			(406)	(377)	(344)	(344)	(314)	(299)	(261)	(283)	(284)	(302)	(335)
	Percent of STATE Capacity			69.7%	71.8%	74.3%	74.3%	76.5%	77.7%	80.5%	78.9%	78.8%	77.4%	75.0%
Westminster	1798	40	1838	1477	1489	1468	1485	1538	1583	1619	1621	1646	1634	1628
	Over (Under) State Rated Capacity			(361)	(349)	(370)	(353)	(300)	(255)	(219)	(217)	(192)	(204)	(210)
	Percent of STATE Capacity			80.4%	81.0%	79.9%	80.8%	83.7%	86.1%	88.1%	88.2%	89.6%	88.9%	88.6%
Winters Mill	1309	30	1339	1156	1202	1204	1220	1208	1218	1246	1233	1277	1285	1279
	Over (Under) State Rated Capacity			(183)	(137)	(135)	(119)	(131)	(121)	(93)	(106)	(62)	(54)	(60)
	Percent of STATE Capacity			86.3%	89.8%	89.9%	91.1%	90.2%	91.0%	93.1%	92.1%	95.4%	96.0%	95.5%
<b>TOTALS</b>	<b>9,483</b>	<b>170</b>	<b>9,653</b>	<b>7,919</b>	<b>7,924</b>	<b>7,890</b>	<b>7,957</b>	<b>8,148</b>	<b>8,312</b>	<b>8,551</b>	<b>8,615</b>	<b>8,663</b>	<b>8,579</b>	<b>8,490</b>
	Over (Under) State Rated Capacity			(1,734)	(1,729)	(1,763)	(1,696)	(1,505)	(1,341)	(1,102)	(1,038)	(990)	(1,074)	(1,163)
	Percent of STATE Capacity			82.0%	82.1%	81.7%	82.4%	84.4%	86.1%	88.6%	89.2%	89.7%	88.9%	88.0%

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment  
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**HIGH SCHOOLS**

**Southern Area**

School	Capacity			Enrollment		Enrollment								Enrollment		
	9-12	Spec Ed	Total	Actual	Projected	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
Century	1352	10	1362	1101	1030	1005	988	989	1052	1107	1160	1131	1079	1054		
	Over (Under) State Rated Capacity			(261)	(332)	(357)	(374)	(373)	(310)	(255)	(202)	(231)	(283)	(308)		
	Percent of STATE Capacity			80.8%	75.6%	73.8%	72.5%	72.6%	77.2%	81.3%	85.2%	83.0%	79.2%	77.4%		
Liberty	1118	20	1138	1007	1026	1053	1089	1150	1167	1188	1175	1163	1122	1102		
	Over (Under) State Rated Capacity			(131)	(112)	(85)	(49)	12	29	50	37	25	(16)	(36)		
	Percent of STATE Capacity			88.5%	90.2%	92.5%	95.7%	101.1%	102.5%	104.4%	103.3%	102.2%	98.6%	96.8%		
South Carroll	1309	30	1339	933	962	995	995	1025	1040	1078	1056	1055	1037	1004		
	Over (Under) State Rated Capacity			(406)	(377)	(344)	(344)	(314)	(299)	(261)	(283)	(284)	(302)	(335)		
	Percent of STATE Capacity			69.7%	71.8%	74.3%	74.3%	76.5%	77.7%	80.5%	78.9%	78.8%	77.4%	75.0%		
<b>TOTALS</b>	<b>3779</b>	<b>60</b>	<b>3839</b>	<b>3041</b>	<b>3018</b>	<b>3053</b>	<b>3072</b>	<b>3164</b>	<b>3259</b>	<b>3373</b>	<b>3391</b>	<b>3349</b>	<b>3238</b>	<b>3160</b>		
	Over (Under) State Rated Capacity			(798)	(821)	(786)	(767)	(675)	(580)	(466)	(448)	(490)	(601)	(679)		
	Percent of STATE Capacity			79.2%	78.6%	79.5%	80.0%	82.4%	84.9%	87.9%	88.3%	87.2%	84.3%	82.3%		

**Northwestern Area**

School	Capacity			Enrollment		Enrollment								Enrollment		
	9-12	Spec Ed	Total	Actual	Projected	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
Francis Scott Key	1224	30	1254	906	894	861	882	921	923	951	972	974	997	1008		
	Over (Under) State Rated Capacity			(348)	(360)	(393)	(372)	(333)	(331)	(303)	(282)	(280)	(257)	(246)		
	Percent of STATE Capacity			72.2%	71.3%	68.7%	70.3%	73.4%	73.6%	75.8%	77.5%	77.7%	79.5%	80.4%		

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment  
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**HIGH SCHOOLS**

**Northeastern Area**

School	Capacity			Enrollment		Enrollment									Enrollment	
	9-12	State Rated Spec Ed	Total	Actual 2024	Projected 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	Projected 2034	
Manchester Valley	1373	10	1383	1339	1321	1304	1298	1317	1329	1362	1398	1417	1425	1415		
	Over (Under) State Rated Capacity			(44)	(62)	(79)	(85)	(66)	(54)	(21)	15	34	42	32		
	Percent of STATE Capacity			96.8%	95.5%	94.3%	93.9%	95.2%	96.1%	98.5%	101.1%	102.5%	103.0%	102.3%		
<b>TOTALS</b>	<b>1373</b>	<b>10</b>	<b>1383</b>	<b>1339</b>	<b>1321</b>	<b>1304</b>	<b>1298</b>	<b>1317</b>	<b>1329</b>	<b>1362</b>	<b>1398</b>	<b>1417</b>	<b>1425</b>	<b>1415</b>		
	Over (Under) State Rated Capacity			(44)	(62)	(79)	(85)	(66)	(54)	(21)	15	34	42	32		
	Percent of STATE Capacity			96.8%	95.5%	94.3%	93.9%	95.2%	96.1%	98.5%	101.1%	102.5%	103.0%	102.3%		

**Westminster Area**

School	Capacity			Enrollment		Enrollment									Enrollment	
	9-12	State Rated Spec Ed	Total	Actual 2024	Projected 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	Projected 2034	
Westminster	1798	40	1838	1477	1489	1468	1485	1538	1583	1619	1621	1646	1634	1628		
	Over (Under) State Rated Capacity			(361)	(349)	(370)	(353)	(300)	(255)	(219)	(217)	(192)	(204)	(210)		
	Percent of STATE Capacity			80.4%	81.0%	79.9%	80.8%	83.7%	86.1%	88.1%	88.2%	89.6%	88.9%	88.6%		
Winters Mill	1309	30	1339	1156	1202	1204	1220	1208	1218	1246	1233	1277	1285	1279		
	Over (Under) State Rated Capacity			(183)	(137)	(135)	(119)	(131)	(121)	(93)	(106)	(62)	(54)	(60)		
	Percent of STATE Capacity			86.3%	89.8%	89.9%	91.1%	90.2%	91.0%	93.1%	92.1%	95.4%	96.0%	95.5%		
<b>TOTALS</b>	<b>3107</b>	<b>70</b>	<b>3177</b>	<b>2633</b>	<b>2691</b>	<b>2672</b>	<b>2705</b>	<b>2746</b>	<b>2801</b>	<b>2865</b>	<b>2854</b>	<b>2923</b>	<b>2919</b>	<b>2907</b>		
	Over (Under) State Rated Capacity			(544)	(486)	(505)	(472)	(431)	(376)	(312)	(323)	(254)	(258)	(270)		
	Percent of STATE Capacity			82.9%	84.7%	84.1%	85.1%	86.4%	88.2%	90.2%	89.8%	92.0%	91.9%	91.5%		

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 2025 to 2034 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 slightly increased by 36 students in 2024, to 26,141 students. The enrollment projections anticipate that total enrollment will increase by approximately 6% over the next decade and will reach 27,752 in 2033.

Comparing the 10-year projected total enrollment (12,424 elementary, 6,573 middle, and 8,490 high) with projected school capacities (13,312 elementary, 6,690 middle, and 9,653 high), there will be enough systemwide capacity to accommodate projected enrollments.

## Elementary School Capacity Needs

Based on the current projections, overall elementary utilization is projected to go from 95% to 93% in five years and remain at 93% in 2034. Although the overall utilization percentages indicate that there is enough capacity countywide to handle projected elementary enrollments, it is possible some areas will have a local capacity concern. In order to evaluate what areas of the County may have capacity concerns, elementary schools were grouped into five geographic clusters of schools. Utilizations for the 1<sup>st</sup>, 5<sup>th</sup> year, and 10<sup>th</sup> years of the projection period were examined to determine areas of concern. Based on this analysis, there are no regions projected to be inadequate.

ELEMENTARY SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2025	2029	2034
Northeast Area	89%	90%	90%
Northwest Area	93%	94%	93%
Westminster Area	100%	96%	95%
Southeast Area	102%	97%	98%
Southwest Area	84%	85%	85%

At the individual school level, the projections indicate that the following schools will be over 105% during the projection period: Cranberry Station ES, Freedom ES, Linton Springs ES, Sandymount ES, William Winchester ES, and Winfield ES. According to the County Concurrency Management and Adequate Public Facilities standards, Freedom Elementary and Sandymount Elementary will be considered Inadequate (over 120%) during 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 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 FY25 - FY28	Difference
	FY21	FY22	FY23	FY24	4 Yr. Total		
Carrolltowne	0	0	0	2	2	25	23
Cranberry Station	78	55	40	20	193	10	-183
Ebb Valley	14	12	14	11	51	5	-46
Eldersburg	3	2	1	0	6	13	7
Elmer Wolfe	46	54	56	19	175	5	-170
Freedom	5	2	3	3	13	94	81
Friendship Valley	3	6	2	2	13	6	-7
Hampstead	3	14	1	2	20	38	18
Linton Springs	5	5	14	6	30	47	17
Manchester	15	13	6	9	43	86	43
Mechanicsville	12	12	8	5	37	48	11
Mt. Airy*	47	37	23	9	116	94	-22
Piney Ridge	52	68	36	8	164	63	-101
Robert Moton	3	5	0	1	9	13	4
Runnymede	46	25	32	8	111	12	-99
Sandymount	43	12	15	8	78	15	-63
Spring Garden	4	6	1	0	11	3	-8
Taneytown	152	172	51	5	380	116	-264
Westminster	37	36	0	3	76	35	-41
William Winchester	5	11	11	0	27	70	43
Winfield	14	22	8	15	59	31	-28
<b>TOTALS</b>	<b>587</b>	<b>569</b>	<b>322</b>	<b>136</b>	<b>1614</b>	<b>829</b>	<b>-785</b>

Source: Carroll County Bureau of Development Review

## Middle School Capacity Needs

Based on the current projections, overall middle utilization increases from 94% to 96% in five years and to 98% in 2034. Although the overall utilization percentages indicate that there is enough capacity countywide to handle projected middle enrollments, it is possible some areas will have a local capacity concern. In order to evaluate what areas of the County may have specific capacity concerns, middle schools were grouped into four geographic clusters of schools. Utilizations for the 1<sup>st</sup>, 5<sup>th</sup> year, and 10<sup>th</sup> years of the projection period were examined to determine areas of concern. Based on this analysis, there are no regions projected to be inadequate.

MIDDLE SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2025	2029	2034
Southern Area	104%	97%	98%
Westminster Area	91%	96%	99%
Northeast Area	86%	93%	95%
Northwest Area	88%	94%	102%

At the individual school level, the only middle school projected to be over 110% during the projection period is Sykesville Middle. According to the County Concurrency Management and Adequate Public Facilities standards, Sykesville Middle is also considered Approaching Inadequate (110% - 120%) in 2026 and 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
	FY21	FY22	FY23	FY24	4 Yr. Total	FY25 - FY28	
Mt. Airy	60	57	27	23	167	112	-55
North Carroll	21	19	15	16	71	92	21
Northwest	242	248	136	29	655	126	-529
Oklahoma Road	8	4	4	5	21	132	111
Shiloh	49	19	16	9	93	54	-39
Sykesville	58	75	54	15	202	123	-79
Westminster East	96	77	59	31	263	88	-175
Westminster West	53	70	11	8	142	102	-40
<b>TOTALS</b>	<b>587</b>	<b>569</b>	<b>322</b>	<b>136</b>	<b>1614</b>	<b>829</b>	<b>-785</b>

Source: Carroll County Bureau of Development Review

## High School Capacity Needs

Based on the current projections, overall high utilization is expected to increase from 82% to 86% in the next five years and continue to increase to reach 88% 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 1<sup>st</sup>, 5<sup>th</sup> year, and 10<sup>th</sup> years of the projection period were examined to determine areas of concern. Based on this analysis, there are no regions projected to be inadequate.

HIGH SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2025	2029	2034
Southern Area	79%	85%	82%
Northwest Area	71%	74%	80%
Northeast Area	96%	96%	102%
Westminster Area	85%	88%	92%

At the individual school level, there are no high schools projected to be over 110% during 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 FY25 - FY28	Difference
	FY21	FY22	FY23	FY24	4 Year Total		
Century	58	75	53	15	201	123	-78
Francis Scott Key	242	248	136	29	655	126	-529
Liberty	8	4	4	5	21	132	111
Manchester Valley	27	38	17	17	99	131	32
South Carroll	60	57	28	23	168	112	-56
Westminster	96	70	25	16	207	117	-90
Winters Mill	96	77	59	31	263	88	-175
<b>TOTALS</b>	<b>587</b>	<b>569</b>	<b>322</b>	<b>136</b>	<b>1614</b>	<b>829</b>	<b>-785</b>

Source: Carroll County Bureau of Development Review

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

### **Elementary Schools**

**Cranberry Station Elementary** – School is projected to be Inadequate by Board Policy in 2026. A Kindergarten Addition is included in this plan and will reduce the utilization percentage below 105% beginning in 2026.

**Freedom Elementary** – School is projected to be Inadequate by Board Policy and the County’s Concurrency Management and Adequate Public Facilities Ordinance until an addition is scheduled to be completed in 2027. The 5-classroom addition at Freedom Elementary is currently in the design phase. However, lower enrollment projections for the Southeast Area elementary schools could impact the possibility of State funding for the project. Additionally, the possible staffing impacts of Blueprint Fiscal Compliance raises questions about the necessity of the addition project.

**Linton Springs Elementary** – School is projected to be Inadequate by Board Policy for most of the projection period. Portable classrooms are currently being utilized to accommodate additional students. Future capacity relief options will be explored in the future as the impact of the Blueprint Fiscal Compliance plan becomes clearer.

**Sandymount Elementary** – School is projected to be Inadequate by Board Policy and the County’s Concurrency Management and Adequate Public Facilities Ordinance until a Kindergarten addition is completed in 2026. The enrollment projections indicate that utilization will remain above 105% after the addition is completed. A Kindergarten Addition is included in this plan and will reduce the utilization percentage below 110% beginning in 2026. Future capacity relief options will be explored in the future as the impact of the Blueprint Fiscal Compliance plan becomes clearer.

**William Winchester Elementary** - School is projected to be Inadequate by Board Policy in 2026. A Prekindergarten addition is included in this plan and will reduce utilization below 105%.

**Winfield Elementary** - School is projected to be Inadequate by Board Policy for most of the projection period. Future capacity relief options will be explored in the future as the impact of the Blueprint Fiscal Compliance plan becomes clearer.

### **Middle Schools**

- **Sykesville Middle** - School is projected to be Inadequate by Board Policy in 2026 until an addition is completed in 2028. A 10-classroom addition at Sykesville Middle is currently in the design phase. However, lower enrollment projections for the Southern Area middle schools could impact the possibility of State funding for the project. Additionally, the possible staffing impacts of Blueprint Fiscal Compliance raises questions about the necessity of the addition project.

## 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 - 2025			
School	Physical Assessment Score	Functional Assessment Score	Total Score
Liberty HS	119	612	731
Mt Airy ES	304	747	1051
Sykesville MS	396	694	1090
William Winchester ES	454	637	1091
Westminster HS	480	663	1143
Northwest MS	416	747	1163
Carrolltowne ES	456	806	1262
Westminster West MS	625	648	1273
Westminster ES	551	760	1311
Eldersburg ES	503	813	1316
Hampstead ES	596	743	1339
Freedom ES	555	791	1346
South Carroll HS	565	786	1351
Manchester ES	592	781	1373
Robert Moton ES	626	826	1452

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	2025	20
Oklahoma Road Middle	Single Ply	116,399	1997	23	2026	29
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	2025	28
Mt. Airy Elementary	System Replacement	1987	2025	38
Carroll Springs	System Replacement	1981	2026	45
Carrolltowne Elementary	System Replacement	1976	2026	50
Northwest Middle	System Replacement	1976	2027	51
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
Taneytown Elementary	System Replacement	1995	2029	34
Elmer Wolfe Elementary	System Replacement	1998	2029	31
Liberty High	Modernization	1980	2031	51
South Carroll High	System Replacement	1998	2031	33
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	2035	36

- 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 Manchester ES, Spring Garden ES, Winfield ES, Mt Airy ES, Sandymount ES, Taneytown ES, Friendship Valley ES, Piney Ridge ES, Oklahoma Road MS, and Carrolltowne 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 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. Robert Moton Elementary also serves as the regional special education center for elementary students in the Learning for Independence program. **Based on the current special education projections, the current school facilities are sufficient.**
- **SUCCESS Program** – There are currently two elementary schools (Hampstead, Winfield), one middle school (Shiloh), and one high school (Winters Mill) that offer the regional SUCCESS program for students with significant communication, social and behavioral disabilities. **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 current needs of the elementary school program, the current facility at Robert Moton needs to be reconfigured to better serve staff and students. 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 a reconfiguration of the BEST program space.**

### **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 under construction 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.**

**Pre-Kindergarten Program**

One of the pillars of The Blueprint for Maryland’s Future emphasized the expansion of access to high quality prekindergarten programs for three- and four-year-olds, prioritizing access for low-income families. In order to achieve this goal, the law intends to leverage a mixed-delivery system that includes both public and private providers.

In order to accommodate this expansion of access to prekindergarten, Carroll County Public Schools has started to expand the number of prekindergarten programs for children from families earning incomes at or below 300% Federal Poverty Level (FPL).

Carroll County Public Schools served 462 prekindergarten students at 20 elementary schools in 2024. A total of 10 new prekindergarten classrooms will be constructed over the next two years which will provide a total of 200 new prekindergarten seats to accommodate the increase in prekindergarten services.

Prekindergarten						
School	Actual Enrollment (9/30/23)	Current Capacity	Utilization	Projected Enrollment (2030)	Projected Capacity (2029)	Utilization
Carrolltowne ES	27	30	90.0%	30	30	100.0%
Cranberry Station ES	20	20	100.0%	40	40	100.0%
Ebb Valley ES	16	20	80.0%	20	20	100.0%
Eldersburg ES	15	20	75.0%	20	20	100.0%
Elmer Wolfe ES	38	20	190.0%	40	40	100.0%
Freedom ES						
Friendship Valley ES	19	20	95.0%	40	40	100.0%
Hampstead ES	25	30	83.3%	25	30	83.3%
Linton Springs ES	16	20	80.0%	20	20	100.0%
Manchester ES	20	20	100.0%	20	20	100.0%
Mechanicsville ES	18	20	90.0%	20	20	100.0%
Parr’s Ridge ES	20	20	100.0%	20	20	100.0%
Piney Ridge ES	20	20	100.0%	20	20	100.0%
Robert Moton ES	51	30	170.0%	50	50	100.0%
Runnymede ES	38	30	126.7%	50	50	100.0%
Sandymount ES	20	20	100.0%	40	40	100.0%
Spring Garden ES	20	20	100.0%	40	40	100.0%
Taneytown ES	20	20	100.0%	40	40	100.0%
Westminster ES	20	20	100.0%	40	40	100.0%
William Winchester ES	19	20	95.0%	40	40	100.0%
Winfield ES	20	30	66.7%	25	30	83.3%
<b>Totals</b>	<b>462</b>	<b>450</b>	<b>102.7%</b>	<b>640</b>	<b>650</b>	<b>98.5%</b>

## CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

CAPACITY	COMPLETION DATE											NOTES
		26	27	28	29	30	31	32	33	34	35	
<b>Freedom Elementary Addition</b> This project involves the design and construction of a 5 classroom addition.	<b>Aug. 2027</b>	P	C	O								
<b>Sykesville Middle Addition</b> This project involves the design and construction of a 10 classroom addition	<b>Aug. 2028</b>	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
		26	27	28	29	30	31	32	33	34	35	
<b>Liberty High Modernization</b> This project involves the modernization of the 156,000 square feet Liberty High School	TBD		FS	P	P	C	C	O				
<b>Wm Winchester Elementary Modernization</b> 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
<b>West Middle Modernization</b> 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
		26	27	28	29	30	31	32	33	34	35	
<b>Roof Replacement Projects</b>												
North Carrol Middle	Aug. 2025	C										
Oklahoma Road Middle	Aug. 2025	C										
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			
<b>HVAC Replacement Projects</b>												
Oklahoma Road Middle	Aug. 2025	C										
Mt. Airy Elementary	Aug. 2025	C										
Carroll Springs	Aug. 2026	P	C									
Carrolltowne 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	C	

P = Planning  
C = Construction

# CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

CAPITAL RENEWAL PROJECTS	COMPLETION DATE											NOTES
		26	27	28	29	30	31	32	33	34	35	
<b>Fire Alarm Replacement</b>												
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
<b>Paving Replacement</b>	On-going	C	C	C	C	C	C	C	C	C	C	
<b>Technology Improvements</b>	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	
		26	27	28	29	30	31	32	33	34	35		
<b>Taneytown Kindergarten Addition</b> This addition is needed to accommodate full day Kindergarten	Aug. 2026	C											
<b>Cranberry Station Kindergarten Addition</b> This addition is needed to accommodate full day Kindergarten	Aug. 2026	C											
<b>Friendship Valley PRIDE Addition</b> This addition is needed to accommodate the PRIDE program	Aug. 2026	C											
<b>Friendship Valley Kindergarten Addition</b> This addition is needed to accommodate full day Kindergarten	Aug. 2026	C											
<b>Sandymount Kindergarten Addition</b> This addition is needed to accommodate full day Kindergarten	Aug. 2026	C											
<b>PreK Additions (Phase One)</b> Additions at Elmer Wolfe ES, Robert Moton ES, Runnymede ES, Spring Garden ES, Westmisnter ES, and Wm Winchester ES	Aug. 2027	P	C										
<b>Robert Moton BEST Renovation</b> This project will reconfigure the BEST program space	Aug. 2029		P	P	C								
<b>PreK Additions (Phase Two)</b> Additions at Ebb Valley ES, Hampstead ES, Manchester ES and Winfield ES	Aug. 2039		P	P	C								
<b>PreK Additions (Phase Three)</b> Additions at Carrolltowne ES, Eldersburg ES, Linton Springs ES, Mechanicsville ES, and Piney Ridge ES	Aug. 2030			P	P	C							

P = Planning  
C = Construction



# EXHIBITS





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## Maryland DEPARTMENT OF PLANNING

5/16/2025

Dear Ms. Cynthia McCabe Ed.D.,

Thank you for submitting Carroll County enrollment projections for 2025-2034, 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 & Analysis Center (see attached) and have found the difference to be less than five percent for the years 2025-2034. Therefore, your projections can be used to prepare your 2025 Educational Facilities Master Plan (EFMP) and 2026 Capital Improvement Program submissions.

When preparing your EFMP submission, please ensure the 2024 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 2024/2025 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 [alfred.sundara@maryland.gov](mailto:alfred.sundara@maryland.gov) or (410) 767-4456.

Sincerely,

Alfred Sundara, AICP  
Director, State Data & Analysis Center

cc: Alex Donahue, Executive Director, Interagency Commission on School Construction  
Charles W. Boyd, AICP, Assistant Secretary of Planning Services  
Jamie Bridges, Planning Manager, Interagency Commission on School Construction  
Graham Twibell, Regional Planner, Interagency Commission on School Construction

<b>Jurisdiction</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>	<b>2031</b>	<b>2032</b>	<b>2033</b>	<b>2034</b>
<b>Carroll</b>	<b>25,659</b>	<b>25,828</b>	<b>26,038</b>	<b>26,326</b>	<b>26,543</b>	<b>26,721</b>	<b>26,886</b>	<b>27,025</b>	<b>27,088</b>	<b>27,092</b>	<b>27,051</b>
<b>MDP</b>	25,659	25,850	26,060	26,420	26,740	26,920	27,090	27,240	27,330	27,440	27,490
<b>Diff</b>	0	-22	-22	-94	-197	-199	-204	-215	-242	-348	-439
% Diff	0.00%	-0.09%	-0.08%	-0.36%	-0.74%	-0.74%	-0.75%	-0.79%	-0.89%	-1.27%	-1.60%

## **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.

---

Tara A. Battaglia, President  
Board of Education of Carroll County

---

Cynthia McCabe, Ed.D.  
Superintendent of Schools

---

Jonathan O'Neal  
Assistant Superintendent of Operations

---

Raymond Prokop  
Director of Facilities Management

**Board of County Commissioners**

Kenneth A. Kiler, President  
Joseph A. Vigliotti, Vice President  
Thomas S. Gordon III  
Michael R. Guerin  
Edward C. Rothstein



**Planning & Zoning Commission**

Janice R. Kirkner, Chair  
Michael Kane, Vice Chair  
Peter Lester  
Matthew Hoff  
Steven Smith  
Ralph Robertson  
Richard Soisson, Alternate  
Thomas S. Gordon III, Ex-officio  
Daphne Daly, AICP, Secretary

June 17, 2025

Tara A. Battaglia, President  
Carroll County Board of Education  
125 N. Court Street  
Westminster, MD 21157

RE: Carroll County Public Schools Educational Facilities Master Plan 2025-2034

Dear Ms. Battaglia:

The Carroll County Planning & Zoning Commission was briefed on the Carroll County Public Schools Educational Facilities Master Plan 2025-2034 on May 20, 2025. 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. For the next six fiscal year period, the plan identifies one school as approaching inadequate for the 2026-2027 school year and two schools as inadequate in the years 2025-2026, as outlined in the table below (see page 2-9 of the plan).

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

Freedom Elementary	2025-2026
Sandymount Elementary	2025

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

Sykesville Middle	2026-2027
-------------------	-----------

The EFMP notes on page 6-5 that additions to Sandymount Elementary in 2026, Freedom Elementary in 2027, and Sykesville Middle in 2028 will address inadequacies in these schools.

The Carroll County Master Plan has a goal to “To the extent feasible, provide adequate and appropriate Community Investment Plan (CIP) funds to support public facilities and services. Provide an affordable, coordinated, and comprehensive system of community educational opportunities, facilities, and resources, including schools and libraries, which enhance our communities” (page 24). It also has a goal to “Pursue policies that facilitate development in appropriate areas, including the designated growth areas, thereby protecting and conserving agricultural and environmental resource areas, preserving open space, and providing

225 North Center Street Westminster, Maryland 21157  
410-386-2400; 1-888-302-8978  
MD Relay 711/800-735-2258

public facilities and services efficiently and cost effectively” (page 25). Both of these goals are implemented by an EFMP that: 1) uses sound demographic data to project student enrollment; 2) contains a thorough analysis of the conditions of each school facility; and 3) outlines a plan for capital investment to improve school facilities so they address projected needs both in terms of physical and functional characteristics. The Commission finds that the 2025-2034 EFMP has accomplished this.

Because the ability of the County to grow in appropriate areas and provide facilities effectively and efficiently is influenced by the quality and capacity of its school system, the Commission supports the recommendations contained in the EFMP to address projected capacity inadequacies. Further, the Commission urges the Board of Education to pursue projects that will address the need for improvement to Liberty High School and William Winchester Elementary/West Middle School to provide a quality education for area students and support the continued attractiveness of the county’s growth areas for residents and businesses.

After review and based on the above findings, the Commission finds that the Educational Facilities Master Plan, as it pertains to physical structures, size, and location, is consistent with the Carroll County Master Plan, the Freedom Community Comprehensive Plan, and other applicable County plans.

Thank you for the opportunity to review and comment on the 2025-2034 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, AICP, 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	<b>School Summary</b>								
	General Area Score	A&SS Score <sup>1</sup>	General Classroom Score	PreK/K	Visual Arts	Music	Media Center	Phys Ed	Food Services
Carrolltowne	64	122	135	73	57	50	81	100	56
Robert Moton	48	84	120	59	57	57	64	104	42
Westminster William	50	141	126	87	46	62	64	104	56
Winchester	42	34	132	71	32	41	43	71	28
Freedom	48	38	129	59	37	43	110	78	56
Charles Carroll	39	38	111	60	57	2	52	74	28
Eldersburg	53	103	120	100	50	53	95	97	28
Average	49	80	125	73	48	44	73	90	42
Maximum Score	70	190	150	100	80	80	130	130	70
Avg %	70%	42%	83%	73%	60%	55%	56%	69%	60%

**Overall Scores**

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

- Administrative and Support Services

Table 4 – Middle School Scores by Area

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

**Overall Scores**

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

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

Table 5 – High School Scores by Area

School	General Area	A&SS Score <sup>1</sup>	General Classroom Score	School Summary							Phys Ed	F&C S <sup>3</sup>	Agri. Sci. <sup>4</sup>	Business Ed	Tech Ed	Food Serv.
				Sci	Visual Arts	Music	TAD <sup>2</sup>	Media Center								
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
<b>Average Score</b>	<b>59</b>	<b>134</b>	<b>86</b>	<b>49</b>	<b>49</b>	<b>49</b>	<b>23</b>	<b>73</b>	<b>92</b>	<b>10</b>	<b>9</b>	<b>13</b>	<b>11</b>	<b>40</b>	<b>687</b>
<b>Maximum Score</b>	<b>70</b>	<b>190</b>	<b>110</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>40</b>	<b>130</b>	<b>130</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>70</b>	<b>1000</b>

**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
<b>Average Score</b>	<b>53</b>	<b>136</b>	<b>141</b>	<b>94</b>	<b>55</b>	<b>52</b>	<b>92</b>	<b>94</b>	<b>49</b>	<b>767</b>
<b>Maximum Score</b>	<b>70</b>	<b>190</b>	<b>150</b>	<b>100</b>	<b>80</b>	<b>80</b>	<b>130</b>	<b>130</b>	<b>70</b>	<b>1000</b>

**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
<b>Average Score</b>	<b>51</b>	<b>113</b>	<b>114</b>	<b>41</b>	<b>42</b>	<b>36</b>	<b>2</b>	<b>93</b>	<b>101</b>	<b>44</b>	<b>58</b>	<b>696</b>
<b>Maximum Score</b>	<b>70</b>	<b>190</b>	<b>130</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>40</b>	<b>130</b>	<b>130</b>	<b>60</b>	<b>70</b>	<b>1000</b>



# APPENDIX

## B



**Agenda Item #:**

**ITEM TYPE:** Report

**BOARD AGENDA ITEM**

**TITLE:** Staffing Analysis and Class Size Report

**DATE:** November 13, 2024

**OVERVIEW:**

**Elementary Schools:** Average academic class size as of September 30, 2024, is 23.3 students per class. The total number of academic classes with over 30 students is 6 for 2024-2025.

2022	2023	2024
22.4	22.7	23.3

**Middle Schools:** Average academic class size as of September 30, 2024, is 25.7 students per class. The total number of academic classes with over 30 students is 205 for 2024-2025.

2022	2023	2024
25.2	25.3	25.7

**High Schools:** Average academic class size as of September 30, 2024, is 22.9 students per class. The total number of academic classes with over 30 students is 124 for 2024-2025.

2022	2023	2024
23.2	22.5	22.9

**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

**Executive Summary**  
**Class Size/Classes Over 30**  
**2024 – 2025**

**Elementary Schools:** Average academic class size as of September 30, 2024 is 23.3 students per class.

The total number of academic classes with over 30 more students is 6 for 2024-2025.

**Middle Schools:** Average academic class size as of September 30, 2024 is 25.7 students per class.

The total number of academic classes with over 30 students is 205 for 2024-2025.

**High Schools:** Average academic class size as of September 30, 2024 is 22.9 students per class.

The total number of academic classes with over 30 students is 124 for 2024-2025.

# Staffing Analysis and Class Size Report 2024-2025

## Executive Summary

### I. Elementary Schools

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

### II. Middle Schools

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

### III. High Schools

- A. Professional Staff (Page 7)
- B. Academic Class Size (Page 7)
- C. Academic Class Size Analysis (Pages 8-9)
- D. Non-Academic Class Size Analysis (Pages 10-13)
- E. Gateway School Class Size (Page 14)
- F. Carroll County Career and Technology Center Class Size (Page 15)
- G. Academy of Finance (Page 16)

### IV. Special Education

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

PreK  
2024-2025

Prekindergarten Site	Number of Students	Teacher FTE	Assistant FTE
Carrolltowne	19	1.0	1.0
Cranberry Station	20	1.0	1.0
Ebb Valley	16	1.0	1.0
Eldersburg	15	1.0	1.0
Elmer Wolfe	38	2.0	2.0
Friendship Valley	19	1.0	1.0
Hampstead	17	1.0	1.0
Linton Springs	16	1.0	1.0
Manchester	20	1.0	1.0
Mechanicsville	19	1.0	1.0
Parr's Ridge	20	1.0	1.0
Piney Ridge	20	1.0	1.0
Robert Moton	33	2.0	2.0
Runnymede	32	2.0	2.0
Sandymount	20	1.0	1.0
Spring Garden	20	1.0	1.0
Taneytown	20	1.0	1.0
Westminster	20	1.0	1.0
William Winchester	19	1.0	1.0
Winfield	14	1.0	1.0
	<b>417</b>	<b>23.0</b>	<b>23.0</b>

ELEMENTARY SCHOOL FTE TOTALS 2024-2025

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		566	25.0	1.0	0.5	1.0	1.2	1.2	0.8	1.2	1.8	1.0
Cranberry		573	23.0	1.0	1.0	1.0	1.2	1.2	0.6	1.2	1.8	1.0
Ebb Valley		546	24.0	1.0	1.0	1.0	1.2	1.2	0.6	1.2	1.8	1.0
Eldersburg		455	20.0	1.0	0.5	1.0	1.0	1.0	0.6	1.0	1.6	1.0
Elmer Wolfe	(*)	464	22.0	1.0	1.0	1.0	1.2	1.2	0.5	1.2	1.6	1.0
Freedom		627	27.0	1.0	0.5	1.0	1.2	1.2	0.8	1.2	2.0	1.2
Friendship Valley		499	21.0	1.0	1.0	1.0	1.2	1.2	0.6	1.2	1.6	1.0
Hampstead		375	17.0	1.0	1.0	1.0	1.0	1.0	0.4	1.0	1.2	1.0
Linton Springs		743	31.0	1.0	0.5	1.0	1.6	1.6	0.8	1.6	2.2	1.2
Manchester		651	28.0	1.0	1.0	1.0	1.4	1.4	0.6	1.4	2.0	1.2
Mechanicsville		492	21.0	1.0	1.0	1.0	1.2	1.2	0.6	1.0	1.4	1.0
Mt. Airy		462	17.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.4	1.0
Parr's Ridge		371	16.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.2	1.0
Piney Ridge		558	24.0	1.0	0.5	1.0	1.2	1.2	0.6	1.2	1.6	1.0
Robert Moton	(*)	389	17.0	1.0	1.0	1.0	1.0	1.0	0.6	1.0	1.4	1.0
Runnymede		586	25.0	1.0	1.0	1.0	1.4	1.4	0.6	1.4	1.8	1.2
Sandymount		620	26.0	1.0	1.0	1.0	1.4	1.4	0.6	1.2	1.6	1.0
Spring Garden		419	19.0	1.0	1.0	1.0	1.0	1.0	0.6	1.0	1.4	1.0
Taneytown	(*)	429	19.0	1.0	1.0	1.0	1.0	1.0	0.5	1.0	1.6	1.0
Westminster		543	23.0	1.0	1.0	1.0	1.2	1.2	0.8	1.2	2.0	1.0
Wm. Winchester		568	25.0	1.0	1.0	1.0	1.2	1.2	0.6	1.4	1.8	1.0
Winfield		704	30.0	1.0	1.0	1.0	1.6	1.6	0.6	1.6	2.0	1.2
Totals		11640	500.0	22.0	19.5	22.0	26.4	26.4	13.4	26.2	36.8	23.0
*Title I												
**Enrollments come from September 30, 2024												

**Class Size Report 2024-2025**

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	75	5.0	15.0	89	4.0	22.3	87	4.0	21.8	101	4.0	25.3	96	4.0	24.0	118	4.0	29.5	566	25.0	22.6
Cranberry	86	4.0	21.5	108	5.0	21.6	87	3.0	29.0	107	4.0	26.8	101	4.0	25.3	84	3.0	28.0	573	23.0	24.9
Ebb Valley	82	4.0	20.5	99	4.0	24.8	90	4.0	22.5	91	4.0	22.8	87	4.0	21.8	97	4.0	24.3	546	24.0	22.8
Eldersburg	62	4.0	15.5	67	3.0	22.3	90	4.0	22.5	73	3.0	24.3	75	3.0	25.0	88	3.0	29.3	455	20.0	22.8
Elmer Wolfe*	70	4.0	17.5	81	4.0	20.3	74	3.0	24.7	69	3.0	23.0	86	4.0	21.5	84	4.0	21.0	464	22.0	21.1
Freedom	95	5.0	19.0	106	4.0	26.5	98	4.0	24.5	113	5.0	22.6	119	5.0	23.8	96	4.0	24.0	627	27.0	23.2
Friendship Valley	87	4.0	21.8	74	3.0	24.7	74	3.0	24.7	88	4.0	22.0	86	4.0	21.5	90	3.0	30.0	499	21.0	23.8
Hampstead	60	3.0	20.0	66	3.0	22.0	60	3.0	20.0	66	3.0	22.0	71	3.0	23.7	52	2.0	26.0	375	17.0	22.1
Linton Springs	98	5.0	19.6	110	5.0	22.0	123	5.0	24.6	142	6.0	23.7	135	5.0	27.0	135	5.0	27.0	743	31.0	24.0
Manchester	91	5.0	18.2	95	4.0	23.8	115	5.0	23.0	129	5.0	25.8	103	4.0	25.8	118	5.0	23.6	651	28.0	23.3
Mechanicsville	75	4.0	18.8	82	4.0	20.5	82	4.0	20.5	87	3.0	29.0	82	3.0	27.3	84	3.0	28.0	492	21.0	23.4
Mt. Airy										160	6.0	26.7	141	5.0	28.2	161	6.0	26.8	462	17.0	27.2
Parr's Ridge	123	6.0	20.5	129	5.0	25.8	119	5.0	23.8										371	16.0	23.2
Piney Ridge	81	4.0	20.3	87	4.0	21.8	104	4.0	26.0	85	4.0	21.3	107	4.0	26.8	94	4.0	23.5	558	24.0	23.3
Robert Moton*	67	3.0	22.3	68	3.0	22.7	50	2.0	25.0	56	3.0	18.7	70	3.0	23.3	78	3.0	26.0	389	17.0	22.9
Runnymede	108	5.0	21.6	91	4.0	22.8	76	3.0	25.3	118	5.0	23.6	89	4.0	22.3	104	4.0	26.0	586	25.0	23.4
Sandymount	118	5.0	23.6	98	4.0	24.5	113	5.0	22.6	85	4.0	21.3	108	4.0	27.0	98	4.0	24.5	620	26.0	23.8
Spring Garden	57	3.0	19.0	85	4.0	21.3	72	3.0	24.0	68	3.0	22.7	68	3.0	22.7	69	3.0	23.0	419	19.0	22.1
Taneytown*	60	3.0	20.0	66	3.0	22.0	92	4.0	23.0	67	3.0	22.3	63	3.0	21.0	81	3.0	27.0	429	19.0	22.6
Westminster	75	4.0	18.8	102	4.0	25.5	63	3.0	21.0	94	4.0	23.5	109	4.0	27.3	100	4.0	25.0	543	23.0	23.6
Wm. Winchester	97	4.0	24.3	79	4.0	19.8	110	5.0	22.0	104	4.0	26.0	89	4.0	22.3	89	4.0	22.3	568	25.0	22.7
Winfield	106	5.0	21.2	114	5.0	22.8	113	5.0	22.6	143	6.0	23.8	117	4.0	29.3	111	5.0	22.2	704	30.0	23.5
Totals	1,773	89.0	19.9	1,896	83.0	22.8	1,892	81.0	23.5	2,046	86.0	23.7	2,002	81.0	24.6	2,031	80.0	25.6	11,640	500.0	23.3
		Average	19.9	Average	22.8	22.8	Average	23.5	23.5	Average	23.7	23.7	Average	24.6	24.6	24.6	Average	25.6	25.6	Average	23.3
		High	24.3	High	26.5	26.5	High	29.0	29.0	High	29.0	29.0	High	29.3	29.3	29.3	High	30.0	30.0	High	27.2
		Low	15.0	Low	19.8	19.8	Low	20.0	20.0	Low	18.7	18.7	Low	21.0	21.0	21.0	Low	21.0	21.0	Low	21.1

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

**II. Middle Schools 2024 - 2025**

**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	797	1	3	3	1	44.0	18.1
Mt. Airy	761	1	1	2	1	38.0	20.0
North Carroll	627	1	1	3	1	33.0	19.0
Northwest	654	1	2	3	1	37.0	17.7
Oklahoma Road	816	1	1	2	1	39.0	20.9
Shiloh	631	1	1	2	1	33.0	19.1
Sykesville	697	1	1	2	1	39.0	17.9
West	923	1	2	3	1	47.0	19.6
<b>Totals</b>	<b>5906</b>	<b>8</b>	<b>12</b>	<b>20</b>	<b>8</b>	<b>310.0</b>	<b>19.1</b>

**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	797	30	130	26.6	27	21%	2	2%
Mt. Airy	761	28	132	27.2	41	31%	12	9%
North Carroll	627	25	105	25.1	10	10%	4	4%
Northwest	654	28	112	23.4	15	13%	1	1%
Oklahoma Road	816	30	130	27.2	32	25%	1	1%
Shiloh	631	24	96	26.3	12	13%	0	0%
Sykesville	697	30	130	23.2	27	21%	2	2%
West	923	35	139	26.4	41	29%	0	0%
<b>Totals</b>	<b>5906</b>	<b>230</b>	<b>974</b>	<b>25.7</b>	<b>205</b>	<b>21%</b>	<b>22</b>	<b>2%</b>

2024-2025	5906	230	974	25.7	205	21%	22	2%
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%		

III. High Schools 2024-2025

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	1101	1	2	4	1	53.00	1	1	20.8
Francis Scott Key	904	1	3	5	1	46.33	1	1	19.5
Liberty	1006	1	2	4	1	52.50	1	1	19.2
Manchester Valley	1340	1	3	5	1	64.50	1	1	20.8
South Carroll	934	1	2	4	1	49.00	1	1	19.1
Westminster	1479	1	4	5	1	70.83	1	1	20.9
Winters Mill	1155	1	3	5	1	53.00	1	1	21.8
<b>Totals</b>	<b>7919</b>	<b>7</b>	<b>19</b>	<b>32</b>	<b>7</b>	<b>389.16</b>	<b>7</b>	<b>7</b>	<b>20.3</b>

\* Totals do not include Special Education teachers

High Schools	Reading Specialists	HSA/PARCC Intervention Teachers	Career and Technology Teachers
Career & Technology Center	0	0	37.77
Century	1	0	0
Francis Scott Key	1	0	0
Liberty	1	0	0
Manchester Valley	1	0	0
South Carroll	1	0	0
Westminster	1	0	1.17
Winters Mill	1	0	0
<b>Totals</b>	<b>7</b>	<b>0</b>	<b>38.94</b>

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	21.8	0	8	65
Francis Scott Key	20.8	0	8	84
Liberty	23.0	0	15	56
Manchester Valley	24.3	0	20	55
South Carroll	23.2	0	14	53
Westminster	22.6	0	18	93
Winters Mill	24.7	0	41	45
<b>Totals</b>	<b>22.9</b>	<b>0</b>	<b>124</b>	<b>451</b>

Totals	Average Class Size	Number of Classes over Thirty-five	Number of Classes Over Thirty	Over	Number of Classes Under Twenty
2024-2025	22.9	0	124		451
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

## 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	1007	49	20.6	0	0%	3	6%	17	35%
Francis Scott Key	818	42	19.5	0	0%	2	5%	22	52%
Liberty	908	37	24.5	0	0%	4	11%	3	8%
Manchester Valley	1350	55	24.5	0	0%	4	7%	10	18%
South Carroll	873	37	23.6	0	0%	5	14%	9	24%
Westminster	1428	64	22.3	1	2%	7	11%	23	36%
Winters Mill	1150	47	24.5	0	0%	9	19%	12	26%
<b>TOTALS</b>	<b>7534</b>	<b>331</b>	<b>22.8</b>	<b>1</b>	<b>0%</b>	<b>34</b>	<b>10%</b>	<b>96</b>	<b>29%</b>

### 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	948	42	22.6	0	0%	2	5%	13	31%
Francis Scott Key	874	43	20.3	0	0%	2	5%	24	56%
Liberty	1002	44	22.8	0	0%	2	5%	12	27%
Manchester Valley	1365	56	24.4	0	0%	5	9%	9	16%
South Carroll	1027	43	23.9	0	0%	5	12%	10	23%
Westminster	1429	66	21.7	0	0%	2	3%	24	36%
Winters Mill	1161	45	25.8	0	0%	9	20%	5	11%
<b>TOTALS</b>	<b>7806</b>	<b>339</b>	<b>23.0</b>	<b>0</b>	<b>0%</b>	<b>27</b>	<b>8%</b>	<b>97</b>	<b>29%</b>

### 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	1077	48	22.4	0	0%	1	2%	11	23%
Francis Scott Key	875	40	21.9	0	0%	1	3%	16	40%
Liberty	1078	46	23.4	0	0%	4	9%	14	30%
Manchester Valley	1315	56	23.5	0	0%	5	9%	18	32%
South Carroll	1027	43	23.9	0	0%	2	5%	10	23%
Westminster	1495	63	23.7	0	0%	7	11%	19	30%
Winters Mill	1115	43	25.9	0	0%	12	28%	8	19%
<b>TOTALS</b>	<b>7982</b>	<b>339</b>	<b>23.5</b>	<b>0</b>	<b>0%</b>	<b>32</b>	<b>9%</b>	<b>96</b>	<b>28%</b>

## 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	1054	50	21.1	0	0%	1	2%	19	38%
Francis Scott Key	930	45	20.7	0	0%	3	7%	18	40%
Liberty	992	45	22.0	0	0%	2	4%	16	36%
Manchester Valley	1531	62	24.7	0	0%	4	6%	15	24%
South Carroll	1066	49	21.8	0	0%	0	0%	15	31%
Westminster	1364	59	23.1	0	0%	1	2%	14	24%
Winters Mill	1112	47	23.7	0	0%	7	15%	12	26%
<b>TOTALS</b>	<b>8049</b>	<b>357</b>	<b>22.5</b>	<b>0</b>	<b>0%</b>	<b>18</b>	<b>5%</b>	<b>109</b>	<b>31%</b>

## 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	557	24	23.2	0	0%	1	4%	5	21%
Francis Scott Key	410	18	22.8	0	0%	0	0%	4	22%
Liberty	558	25	22.3	0	0%	3	12%	11	44%
Manchester Valley	517	21	24.6	0	0%	2	10%	3	14%
South Carroll	407	18	22.6	0	0%	2	11%	9	5%
Westminster	897	40	22.4	0	0%	1	3%	13	33%
Winters Mill	560	24	23.3	0	0%	4	17%	8	33%
<b>TOTALS</b>	<b>3906</b>	<b>170</b>	<b>23.0</b>	<b>0</b>	<b>0%</b>	<b>13</b>	<b>8%</b>	<b>53</b>	<b>31%</b>

## 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	4643	213	21.8	0	0%	8	4%	65	31%
Francis Scott Key	3907	188	20.8	0	0%	8	4%	84	45%
Liberty	4538	197	23.0	0	0%	15	8%	56	28%
Manchester Valley	6078	250	24.3	0	0%	20	8%	55	22%
South Carroll	4400	190	23.2	0	0%	14	7%	53	28%
Westminster	6613	292	22.6	0	0%	18	6%	93	32%
Winters Mill	5098	206	24.7	0	0%	41	20%	45	22%
<b>TOTALS</b>	<b>35277</b>	<b>1536</b>	<b>22.9</b>	<b>0</b>	<b>0%</b>	<b>124</b>	<b>8%</b>	<b>451</b>	<b>29%</b>

## 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	10	1	10.0	0	0%	1	100%
Francis Scott Key	13	1	13.0	0	0%	1	100%
Liberty	24	5	4.8	0	0%	5	100%
Manchester Valley	29	4	7.3	0	0%	4	100%
South Carroll	23	3	7.7	0	0%	3	100%
Westminster	23	3	7.7	0	0%	3	100%
Winters Mill	22	2	11.0	0	0%	2	100%
<b>TOTALS</b>	<b>144</b>	<b>19</b>	<b>7.6</b>	<b>0</b>	<b>0%</b>	<b>19</b>	<b>100%</b>

### Business Education

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	406	15	27.1	6	40%	2	13%
Francis Scott Key	129	6	21.5	2	33%	6	100%
Liberty	349	14	24.9	0	0%	2	14%
Manchester Valley	410	16	25.6	0	0%	1	6%
South Carroll	215	9	23.9	2	22%	3	33%
Westminster	551	21	26.2	5	24%	4	19%
Winters Mill	251	9	27.9	4	44%	1	11%
<b>TOTALS</b>	<b>2311</b>	<b>90</b>	<b>25.7</b>	<b>19</b>	<b>21%</b>	<b>19</b>	<b>21%</b>

### Agriscience

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	79	8	9.9	0	0%	7	88%
Francis Scott Key	105	8	13.1	0	0%	7	88%
Liberty	128	11	11.6	0	0%	8	73%
Manchester Valley	146	12	12.2	2	17%	9	75%
South Carroll	51	5	10.2	0	0%	5	100%
Westminster	57	4	14.3	0	0%	2	50%
Winters Mill	83	12	6.9	0	0%	11	92%
<b>TOTALS</b>	<b>649</b>	<b>60</b>	<b>10.8</b>	<b>2</b>	<b>3%</b>	<b>49</b>	<b>82%</b>

## Technology

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	501	22	22.8	0	0%	6	27%
Francis Scott Key	412	19	21.7	0	0%	8	42%
Liberty	385	15	25.7	1	7%	2	13%
Manchester Valley	594	24	24.8	1	4%	5	21%
South Carroll	333	15	22.2	0	0%	5	33%
Westminster	548	22	24.9	0	0%	5	23%
Winters Mill	454	17	26.7	8	47%	3	18%
<b>TOTALS</b>	<b>3227</b>	<b>134</b>	<b>24.1</b>	<b>10</b>	<b>7%</b>	<b>34</b>	<b>25%</b>

## Art

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	302	13	23.2	0	0%	5	38%
Francis Scott Key	238	9	26.4	3	33%	1	11%
Liberty	181	9	20.1	1	11%	6	67%
Manchester Valley	213	11	19.4	0	0%	6	55%
South Carroll	253	11	23.0	1	9%	4	36%
Westminster	466	17	27.4	3	18%	1	6%
Winters Mill	441	17	25.9	6	35%	3	18%
<b>TOTALS</b>	<b>2094</b>	<b>87</b>	<b>24.1</b>	<b>14</b>	<b>16%</b>	<b>26</b>	<b>30%</b>

## 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	322	15	21.5	3	20%	7	47%
Francis Scott Key	188	10	18.8	0	0%	5	50%
Liberty	269	16	16.8	1	6%	12	75%
Manchester Valley	471	21	22.4	3	14%	7	33%
South Carroll	146	9	16.2	0	0%	7	78%
Westminster	322	14	23.0	5	36%	9	64%
Winters Mill	177	9	19.7	2	22%	5	56%
<b>TOTALS</b>	<b>1895</b>	<b>94</b>	<b>20.2</b>	<b>14</b>	<b>15%</b>	<b>52</b>	<b>55%</b>

## Family & Consumer Sciences

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	370	17	21.8	1	6%	6	35%
Francis Scott Key	389	17	22.9	1	6%	6	35%
Liberty	383	17	22.5	0	0%	4	24%
Manchester Valley	538	23	23.4	1	4%	4	17%
South Carroll	348	16	21.8	1	6%	6	38%
Westminster	573	25	22.9	3	12%	7	28%
Winters Mill	563	23	24.5	3	13%	4	17%
<b>TOTALS</b>	<b>3164</b>	<b>138</b>	<b>22.9</b>	<b>10</b>	<b>7%</b>	<b>37</b>	<b>27%</b>

## Physical Education

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	688	28	24.6	1	4%	4	14%
Francis Scott Key	596	22	27.1	4	18%	2	9%
Liberty	803	31	25.9	7	23%	4	13%
Manchester Valley	1149	41	28.0	11	27%	2	5%
South Carroll	784	30	26.1	10	33%	6	20%
Westminster	1182	44	26.9	15	34%	3	7%
Winters Mill	828	34	24.4	4	12%	7	21%
<b>TOTALS</b>	<b>6030</b>	<b>230</b>	<b>26.2</b>	<b>52</b>	<b>23%</b>	<b>28</b>	<b>12%</b>

## Health

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	521	18	28.9	8	44%	0	0%
Francis Scott Key	525	19	27.6	8	42%	2	11%
Liberty	640	26	24.6	1	4%	4	15%
Manchester Valley	749	28	26.8	5	18%	2	7%
South Carroll	514	19	27.1	3	16%	1	5%
Westminster	849	42	20.2	7	17%	1	2%
Winters Mill	422	18	23.4	3	17%	4	22%
<b>TOTALS</b>	<b>4220</b>	<b>170</b>	<b>24.8</b>	<b>35</b>	<b>21%</b>	<b>14</b>	<b>8%</b>

## Marketing

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	55	3	18.3	0	0%	2	67%
Francis Scott Key	13	1	0.0	0	0%	1	100%
Liberty	16	1	0.0	0	0%	1	100%
Manchester Valley	22	1	22.0	0	0%	0	0%
South Carroll	14	1	14.0	0	0%	1	100%
Westminster	12	1	12.0	0	0%	1	100%
Winters Mill	18	1	0.0	0	0%	1	100%
<b>TOTALS</b>	<b>150</b>	<b>9</b>	<b>16.7</b>	<b>0</b>	<b>0%</b>	<b>7</b>	<b>78%</b>

## NON ACADEMIC TOTALS

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	3530	151	23.4	19	13%	40	26%
Francis Scott Key	2617	113	23.2	18	16%	39	35%
Liberty	3171	141	22.5	11	8%	48	34%
Manchester Valley	4292	177	24.2	23	13%	40	23%
South Carroll	2658	115	23.1	17	15%	41	36%
Westminster	4569	194	23.6	38	20%	36	19%
Winters Mill	3237	140	23.1	30	21%	41	29%
<b>TOTALS</b>	<b>24074</b>	<b>1031</b>	<b>23.4</b>	<b>156</b>	<b>15%</b>	<b>285</b>	<b>28%</b>

## 9th Grade Transition Courses

### Freshman Seminar/Teen Leadership

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	286	12	23.8	0	0%	2	17%
Francis Scott Key	22	2	11.0	0	0%	2	100%
Liberty	17	1	17.0	0	0%	1	100%
Manchester Valley	0	0	0.0	0	0%	0	0%
South Carroll	0	0	0.0	0	0%	0	0%
Westminster	9	4	0.0	0	0%	4	0%
Winters Mill	0	0	0.0	0	0%	0	0%
<b>TOTALS</b>	<b>334</b>	<b>19</b>	<b>17.6</b>	<b>0</b>	<b>0%</b>	<b>9</b>	<b>47%</b>

**E. The Gateway School (High School)  
2024-2025**

**Academic Class Size Analysis\* ESTIMATED**

**SEMESTER 1**

<b>COURSE</b>	<b>NUMBER OF STUDENTS</b>	<b>NUMBER OF SECTIONS</b>	<b>AVERAGE CLASS SIZE</b>	<b>CLASSES OVER THIRTY</b>
English	88	16	5.5	0
Social Studies	38	13	2.9	0
Science	47	8	5.8	0
Distance Learning Lab – DLL	15	10	1.5	0
Math	60	21	2.8	0
<b>TOTALS</b>	<b>248</b>	<b>68</b>	<b>18.5</b>	<b>0</b>

**Non Academic Class Size Analysis\***

<b>COURSE</b>	<b>NUMBER OF STUDENTS</b>	<b>NUMBER OF SECTIONS</b>	<b>AVERAGE CLASS SIZE</b>	<b>CLASSES OVER THIRTY</b>
P. E.	50	13	3.8	0
CRD I,II,III	35	5	7	0
Financial Literacy	19	4	4.75	0
Tech	28	4	7	0
Art	45	7	6.4	0
Special Ed Learning Resource Tutorial	2	3	.6	0
Health	22	3	7.3	0
Intro to Foods/Adv Foods	14	4	3.5	0
Print Shop/SGA	26	4	6.5	0
<b>TOTALS</b>	<b>241</b>	<b>47</b>	<b>46.85</b>	<b>0</b>

**Carroll County Career and Technology Center  
Class Enrollment for 2024-2025 as of 9/30/2024**

Program	Total FALL 24/25		Total SPRING 24/25		Duplicated Students	Non - Duplicated Total		Non - Duplicated Total
	MALE	FEMALE	MALE	FEMALE		MALE	FEMALE	
	TOTAL	TOTAL	TOTAL	TOTAL		TOTAL	TOTAL	
Academy of Health Professions (H Nursing & Phys Rehab)	6	78	6	78	84	6	78	84
Academy of Health Professions (Aged Nursing Asst. - juniors)			2	14	0	2	14	16
Academy of Health Professions Interns (Nursing Asst. - seniors)	0	16			0	0	16	16
Academy of Health Professions Pharm/Dental (juniors)			0	18	0	0	18	18
Academy of Health Professions DE (Pharm Tech/Dental - seniors)	3	15			0	3	15	18
Applied Mechanical Engineering	17	0	16	2	0	33	2	35
Auto Service Technology	34	1	33	3	0	67	4	71
Biomedical : PLTW (Mod 1 - juniors)	4	18	4	18	22	4	18	22
Biomedical: PLTW (Mod 1 - seniors)	4	19	4	19	23	4	19	23
Biomedical : PLTW II (Mods 2&3)	16	28	14	30	0	30	58	88
Building Maintenance	8	1	8	1	9	8	1	9
Carpentry	14	2	16	1	0	30	3	33
Cisco Cyber Security (Kinnie)	17	4	14	7	0	31	11	42
Cisco Cyber Operations (Starkey)	15	2	15	5	0	30	7	37
Collision Repair Technology	9	3	16	2	0	25	5	30
Cosmetology	0	60	0	60	40	0	80	80
Criminal Justice/Homeland Security (Mod 1 - juniors)	10	14	10	14	24	10	14	24
Criminal Justice/Homeland Security (Mod 1 - seniors)	7	17	7	17	24	7	17	24
Criminal Justice/Homeland Security (Mods 2&3)	16	30	18	30	0	34	60	94
Culinary Arts - Professional Cooking	16	3	15	5	0	31	8	39
Culinary Arts - Baking & Pastry	4	16	7	13	0	11	29	40
Drafting	5	8	12	10	0	17	18	35
Early Childhood Education Interns (CDEE)	1	5	0	13	0	14	5	19
TAM Interns	2	23	1	7	0	3	30	33
Electrical Construction	15	0	17	1	0	32	1	33
Heating, Ventilation and Air Conditioning	17	1	18	0	0	35	1	36
Heavy Equipment and Truck Technology	19	1	18	2	0	37	3	40
Homeland Sec./GIST	8	1	6	0	0	14	1	15
Interactive Media Production	0	0	9	6	0	9	6	15
Masonry Technology	8	0	17	1	0	25	1	26
Print Production	2	6	5	14	0	7	20	27
Project Lead the Way - Engineering I (MOD 1 - juniors)	10	7	10	7	17	10	7	17
Project Lead the Way - Engineering I (MODS 2-3 juniors)	19	6	18	2	0	37	8	45
Project Lead the Way - Engineering II (seniors)	26	7	29	6	0	55	13	68
TAM - Teacher Academy	4	14	1	13	0	5	27	32
Textiles and Fashion Careers	2	15	3	17	0	5	32	37
Video Production	24	9	13	7	0	37	16	53
Welding Technology	15	3	16	6	0	31	9	40
Career Connections*	1	4	0	3	0	1	7	8
R&D	6	6	2	2	0	8	8	16
<b>Total Enrollment for SY 2023-2024</b>	<b>384</b>	<b>443</b>	<b>400</b>	<b>454</b>	<b>243</b>	<b>748</b>	<b>690</b>	<b>1438</b>

SEM1	SEM2	TOTAL #
ENROLLMENT 827	ENROLLMENT 854	TOTAL # 1438
		INDIVIDUAL STUDENT 1438
		ATTENDING C&T 1681

\*SPRING numbers will be substantially higher

**G. Finance Academy**

<b>HIGH SCHOOL</b>	<b>NUMBER OF STUDENTS</b>	<b>NUMBER OF SECTIONS</b>
Century High	30	2
Westminster High	15	2

**SPECIAL EDUCATION**  
**STAFF ANALYSIS AND CLASS SIZE REPORTS**  
**2024 - 2025**

SPECIAL EDUCATION  
STAFF ANALYSIS AND CLASS SIZE REPORTS  
2024-2025

SCHOOL	LRE A*	LRE B*	LRE C*	LRE D*	LRE F*	LRE G*	LRE S*	LRE W*	LRE Y*	TOTAL STUDENTS	SP. ED. TCIRS	SPEECH THERAPISTS	ASST. F.T.E.	SSA F.T.E.	***SESP Hours
CSS	0	0	0	2	16	0	6	1	0	25	5.0	1.0	6.0	11.0	6.0
CT	62	8	0	0	0	0	8	0	0	78	6.0	2.0	5.0	9.0	6.0
CSE	56	6	0	0	0	0	0	2	0	64	3.0	1.0	2.0	3.0	5.0
EBB	68	9	0	0	0	0	1	0	0	78	3.0	1.0	2.0	3.0	5.0
ELDER	49	9	1	0	0	0	0	1	0	60	3.0	1.0	2.0	4.0	5.0
EWE	76	1	0	0	0	0	0	2	0	79	3.0	1.0	2.0	4.0	5.0
FREE	76	5	0	0	0	0	0	0	0	81	4.0	1.0	2.0	3.0	5.0
FVE	63	7	0	0	0	0	0	1	0	71	4.0	1.0	2.6	5.0	6.0
HAMP	40	21	22	0	0	0	7	0	0	90	9.0	3.0	8.0	31.0	6.0
LSE	79	8	0	0	0	0	0	0	0	87	4.0	1.0	2.8	8.0	5.0
MAN	77	13	0	0	0	0	0	0	0	90	4.0	2.0	2.0	8.0	5.0
MECH	50	7	0	0	0	0	0	2	0	59	3.0	1.0	2.0	4.0	5.0
MAE	53	6	0	0	0	0	0	0	0	59	4.0	1.0	2.0	2.0	5.0
PARRS	40	10	0	0	0	0	1	0	0	51	3.0	1.2	2.0	3.0	5.0
PRE	67	3	0	0	0	0	0	1	0	71	4.0	.7	3.5	4.0	5.0
RME	64	7	17	0	0	0	17	2	0	107	13.0	3.0	9.0	20.0	6.0
RUNNY	69	14	0	0	0	0	7	2	0	92	6.0	2.0	4.0	7.0	6.0
SANDY	79	12	1	0	0	0	0	2	0	94	4.0	1.0	2.0	5.0	5.0
SGE	46	7	0	0	0	0	0	0	0	53	3.0	1.0	2.0	4.0	5.0
TANEY	55	12	0	0	0	0	0	1	0	68	4.0	1.0	2.0	5.0	5.0
WES	84	2	0	0	0	0	0	0	0	86	3.0	1.1	2.0	7.0	5.0
WWE	68	3	0	0	0	0	0	0	0	71	3.0	1.0	2.0	5.0	5.0
WIN	71	19	23	0	0	0	6	1	0	120	11.0	3.0	9.8	26.0	6.0
<b>TOTAL</b>	<b>1392</b>	<b>189</b>	<b>64</b>	<b>2</b>	<b>16</b>	<b>0</b>	<b>53</b>	<b>18</b>	<b>0</b>	<b>1734</b>	<b>109.0</b>	<b>32.0</b>	<b>78.7</b>	<b>181.0</b>	<b>122.0</b>

SPECIAL EDUCATION  
STAFF ANALYSIS AND CLASS SIZE REPORTS  
2024-2025

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	6	0	0	0	0	0	0	0	0	6	1.0	0	1.0	0	0
EAST MDL	85	10	13	0	0	0	0	0	0	108	10.0	0	9.0	10.0	6.0
MAM	75	9	0	0	0	0	0	0	0	84	5.0	1.0	4.0	4.0	5.0
NCM	61	3	0	0	0	0	0	0	0	64	4.0	.5	4.0	3.0	5.0
NWEST	72	12	0	0	0	0	0	0	0	84	7.0	1.0	5.0	4.0	5.0
ORMS	78	6	2	0	0	0	0	0	0	86	4.0	1.0	4.0	8.0	5.0
SHILOH	59	10	13	0	0	0	0	0	0	82	7.0	1.5	7.6	16.0	6.0
SMS	58	7	2	0	0	0	0	0	0	67	5.0	1.0	4.0	6.0	5.0
WEST	93	7	2	0	0	0	0	0	0	102	6.0	2.0	5.0	7.0	5.0
<b>TOTAL</b>	<b>587</b>	<b>64</b>	<b>32</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>683</b>	<b>49.0</b>	<b>8.0</b>	<b>43.6</b>	<b>58.0</b>	<b>42.0</b>

SPECIAL EDUCATION  
STAFF ANALYSIS AND CLASS SIZE REPORTS  
2024-2025

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	1.0	0
CHS	54	10	1	0	0	0	0	0	0	65	5.0	8	4.0	4.0	5.0
FSKHIGH	91	4	8	0	0	0	0	0	0	103	6.0	1.0	5.0	9.0	5.0
GATEWAY	21	1	0	0	0	0	0	0	0	22	1.0	0	2.0	0	5.0
LIBERTY	67	4	1	0	0	0	0	0	0	72	4.0	8	4.0	3.0	5.0
MVHS	88	20	4	0	0	0	0	0	0	112	7.0	2.2	8.0	10.0	5.0
SCHS	63	5	4	0	0	0	0	0	0	72	4.0	1.0	4.0	4.0	5.0
TCA	0	6	30	0	0	0	0	0	0	36	4.0	8	5.0	15.0	5.0
WHS	83	10	27	1	0	0	0	0	0	121	17.0	1.0	18.6	7.0	6.0
WMHS	70	12	15	0	0	0	0	0	0	97	8.0	1.0	7.8	13.0	6.0
<b>TOTAL</b>	<b>537</b>	<b>72</b>	<b>90</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>700</b>	<b>58.0</b>	<b>8.6</b>	<b>62.2</b>	<b>66.0</b>	<b>47.0</b>
Nonpublic										Case Manage 58					

CCCT-C are included in Home High School Numbers

**\* LEAST RESTRICTIVE ENVIRONMENTS**

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

\*\*\*Hours per day

SPECIAL EDUCATION  
STAFF ANALYSIS AND CLASS SIZE REPORTS  
2024-2025

RELATED SERVICE STAFF	F.T.E.	HOURLY/CONTRACTED
ADAPTED PHYSICAL EDUCATION	10.0	
ASSISTIVE TECHNOLOGY ASSISTANTS/TEACHER	3.0	
BEHAVIOR SUPPORT SPECIALIST - AUTISM	4.0	
FAMILY SUPPORT NETWORK	1.0	
HEARING RESOURCE	2.0	
HOME SPEECH THERAPY*	6.1	105 hours
INFANT & TODDLER LIAISONS	4.9	
INSTRUCTIONAL/PROGRAM CONSULTANTS	12.0	
MENTAL HEALTH THERAPISTS	9.0	
OCCUPATIONAL THERAPIST	14.8	
CERTIFIED OCCUPATIONAL THERAPY ASSISTANTS	.8	
PHYSICAL THERAPISTS*	6.0	56 hours
PRESCHOOL LIAISONS	5.0	
PRESCHOOL SPEECH THERAPY*	5.0	105 hours
SIGN LANGUAGE INTERPRETERS*	2.0	70 hours
SPEECH AND LANGUAGE SERVICES*	48.6	539 hours
SUPERVISORS/COORDINATORS	9.0	
VISION RESOURCE	3.0	
<b>TOTAL</b>	146.2	875.0 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
- 156.05 Adequacy approval
- 156.06 Approval process
- 156.07 Residential development database and annual report

### § 156.01 PURPOSE.

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

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

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

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

### § 156.02 DEFINITIONS.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **§ 156.03 APPLICABILITY.**

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

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

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

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

approved;

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

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

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

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

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

### **§ 156.04 BUILDING PERMITS.**

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

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

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

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

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

(E) Building permit limits:

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

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

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

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

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

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

#### **§ 156.05 ADEQUACY APPROVAL.**

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

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

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

(D) **Threshold requirements.**

(1) **Adequacy.**

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

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

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

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

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

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

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

(2) **Approaching inadequacy.**

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

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

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

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

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

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

(3) **Inadequacy.**

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

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

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

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

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

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

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

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

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

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

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

### **§ 156.06 APPROVAL PROCESS.**

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

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

(C) **Concept process.**

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

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

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

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

(D) **Preliminary process.**

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

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

(2) **Distribution and review.**

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

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

proposed project for ATC and compliance with this chapter.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(E) **Final process.**

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

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

(b) The location of the proposed project;

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

(d) The tax account identification number;

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

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

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

(2) **Distribution and review.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **§ 156.07 RESIDENTIAL DEVELOPMENT DATABASE AND ANNUAL REPORT.**

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

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

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

(3) The current population and projected population growth.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(13) Proposed changes in concurrency analysis methodologies; and

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

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

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