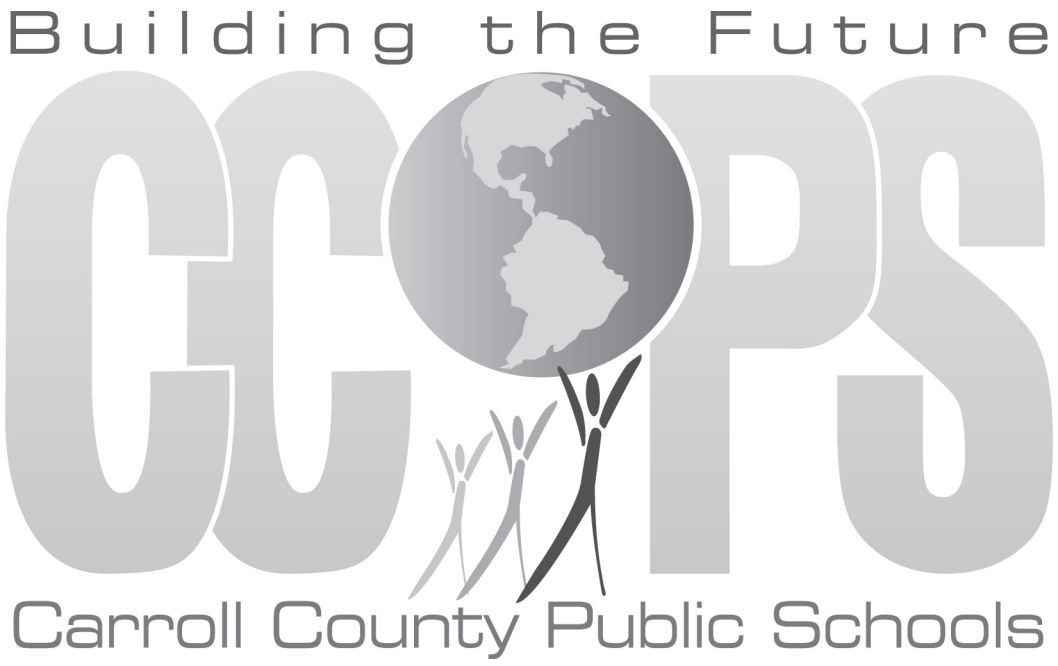
EDUCATIONAL FACILITIES MASTER PLAN 2026-2035



June 10, 2026

Carroll County Public Schools
Westminster, Maryland 21157

FACILITIES MASTER PLAN 2026-2035

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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 2026-2027 to 2035-2036 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, 2025 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 FY27-32 Capital Improvement Program Budget request, and contribution from staff, citizens and Carroll County Government are considered as the 2026-35 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 to 25,179 students in 2018. Enrollments then experienced annual increases, with the exception of 2020 due to COVID-19, to reach 26,141 in 2024. However, enrollment declined by 409 students in 2025 to a total enrollment of 25,732. It is difficult to say whether this one-year enrollment decline will be the start of a new trend or not, but it seems unlikely that county population growth, and subsequently public-school enrollment growth, will experience rapid increases like the past for the foreseeable future.

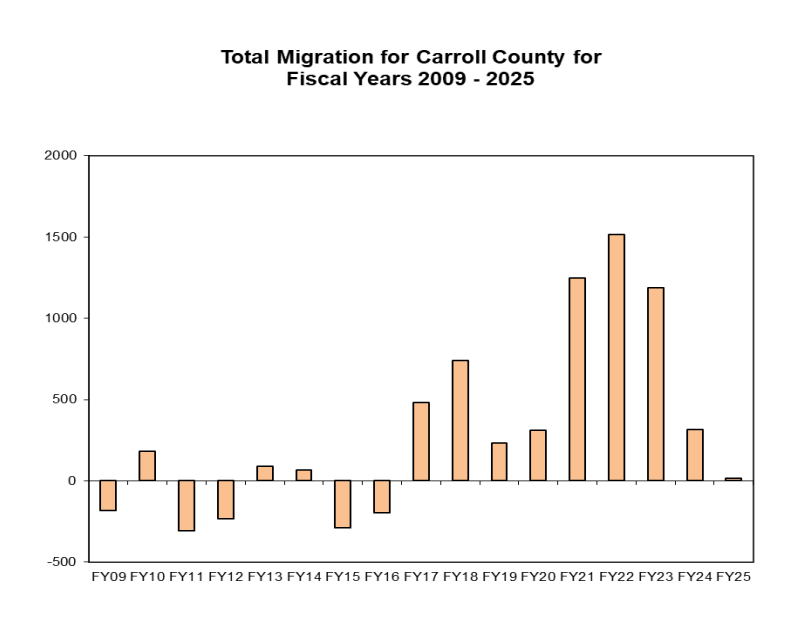
POPULATION

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 was the slowest rate of growth in almost a century.

Population by Decade

Year	Carroll County	Percent Growth
1930	35978	
1940	39054	8.5%
1950	44907	15.0%
1960	52785	17.5%
1970	69,006	30.7%
1980	96,356	39.6%
1990	123,372	28.0%
2000	150,897	22.3%
2010	167,134	10.8%
2020	172,891	3.4%

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. Domestic migration numbers have been positive since 2016, but the annual net increase has seen a significant slowdown over the past two 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%
Total	***167,134***	-	***172,890***	-	3%

*Census Population Estimates for July 1, 2020

Along with the aging of the population, there is also a trend toward smaller household sizes. The average household size in Carroll County has been declining steadily over the past several decades. The average household size went from 2.81 in 2000, to 2.74 in 2010, and down to 2.68 in 2020. This decline in household size can be attributed to the fact that families are having fewer children, there are more single-parent families, there are more single-person households, and the population is aging in place thus creating more single and two-person elderly households in the County. Although the

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

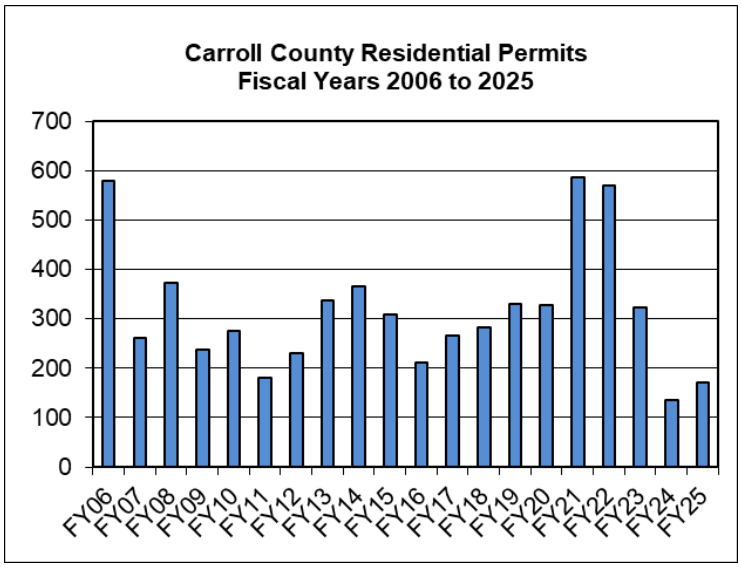
Recent Census data also indicates that the population of Carroll County is becoming more diverse. The percent of total population consisting of non-white racial makeup has increased from less than 5% in 2000 to 14% in 2020. This growing diversity in total population has also led to an increasing amount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

Carroll County Population by Race, 1970 -2020

Year	White	% of Total Population	Black	% of Total Population	Other Races	% of Total Population	Total Population
1970	66,170	95.9%	2,736	4.0%	100	0.1%	69,006
1980	92,818	96.3%	2,840	2.9%	698	0.7%	96,356
1990	119,336	96.7%	2,933	2.4%	1,103	0.9%	123,372
2000	144,399	95.7%	3,433	2.3%	3,065	2.0%	150,897
2010	155,282	92.9%	5,332	3.2%	6,520	3.9%	167,134
2020	148,621	86.0%	6,482	3.7%	17,788	10.3%	172,891

HOUSING

The rapid population growth experienced by Carroll County during the 1990's and early 2000's was largely due to people moving into Carroll as part of a wave of suburban expansion. This wave of growth across the region was driven by cheaper residentially zoned land. Due to Carroll County's rural landscape, low crime rates, and reputation for good schools the demand for new housing in Carroll County was high. However, new housing growth has experienced a significant slowdown since 2005. The annual number of new residential permits has consistently been under 400 for two decades now. This is much lower than the number of new residential permits issued annually prior to 2005, which was consistently over 1000 permits a year. This slowdown in new home construction coincided with the school enrollment decline experienced after 2005.



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 relatively high. Due to the limited number of newly constructed homes, most of the current volume in Carroll is being driven by existing home sales.

Real Estate Trend Indicators 2022 - 2025

	2022	2023	2024	2025
Total Sold Dollar Value	$1,019,161,244	$818,411,902	$902,587,319	$937,855,503
Average Sold Price	$452,020	$478,141	$501,003	$506,207
Median Sold Price	$415,000	$430,000	$458,907	$466,000
Total Units Sold	2,292	1,737	1,824	1,866
Average Days on Market	16	20	18	24
Average List Price	445,048	471,296	495,604	504,223
Avg. Sales Price as a Percentage of Avg. List Price	100.9%	100.5%	100.1%	98.8%

EMPLOYMENT

According to the Maryland Department of Labor, Licensing, and Regulations (MDLLR), Carroll County's December 2025 total labor force of 93,165 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 2024 Employment and Payrolls report from MDLLR, private sector jobs in the county accounted for 85% of the total employment for Carroll County, while government sector jobs made up the remaining 15%. Jobs in the Service Providing industry group made up the largest percentage of total employment for both Carroll County (66.8%), and the State of Maryland (70.6%).

Employment Distribution by Industry Group 2024

Industry Group	Carroll County	Percent of Total Employment	Maryland	Percent of Total Employment
Goods-Producing	*10,872*	*18.4%*	*284,894*	*10.3%*
Natural Resources and Mining	529	0.9%	7,590	0.3%
Construction	6,339	10.7%	164,323	5.9%
Manufacturing	4,003	6.8%	112,981	4.1%
Service Providing	*39,534*	*66.8%*	*1,953,354*	*70.6%*
Trade, Transportation, and Utilities	12,347	20.9%	467,627	16.9%
Information	264	0.4%	34,384	1.2%
Financial Activities	1,432	2.4%	126,591	4.6%
Professional and Business Services	5,728	9.7%	484,708	17.5%
Education and Health Services	10,687	18.1%	474,543	17.1%
Leisure and Hospitality	6,811	11.5%	272,367	9.8%
Other Services	2,265	3.8%	93,008	3.4%
Private Sector Total - All Industries	**50,406**	**85.2%**	**2,238,248**	**80.8%**
Federal Government	*629*	*1.1%*	*161,701*	*5.8%*
State Government	*1,287*	*2.2%*	*108,040*	*3.9%*
Local Government	*6,873*	*11.6%*	*260,559*	*9.4%*
Government Sector - Total	**8,789**	**14.8%**	**530,299**	**19.2%**
Total Employment	**59,195**	**100.0%**	**2,768,546**	**100.0%**

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

CARROLL COUNTY MASTER PLAN

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

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

County Adopted Community Plans	
Plan	Year Adopted
Finksburg Corridor Plan	2013
Freedom Community Comprehensive Plan	2018
Municipal Adopted Community Plans	
Plan	Year Adopted
Hampstead Community Comprehensive Plan	2023
Manchester Community Comprehensive Plan	2018
Mount Airy Comprehensive Master Plan	2023
New Windsor Community Comprehensive Plan	2010
Sykesville Community Comprehensive Plan	2021
Taneytown Community Comprehensive Plan	2010
Union Bridge Community Comprehensive Plan	2024
Westminster Community Comprehensive Plan	2009

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

FREEDOM DESIGNATED GROWTH AREA

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

HAMPSTEAD DESIGNATED GROWTH AREA

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

MANCHESTER DESIGNATED GROWTH AREA

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

MT. AIRY DESIGNATED GROWTH AREA

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

NEW WINDSOR DESIGNATED GROWTH AREA

SCHOOLS	PFA	Public Water	Public Sewer

TANEYTOWN DESIGNATED GROWTH AREA

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

UNION BRIDGE DESIGNATED GROWTH AREA

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

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

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

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

CONCURRENCY MANAGEMENT AND ADEQUATE PUBLIC FACILTIES

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

This ordinance has been rewritten several times as rapid growth often overwhelmed the county's public infrastructure. The current ordinance was written 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 2026-2027 to 2035-2036 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)

No schools

Approaching Inadequate (110% to 119% of Capacity)

Freedom Elementary	2026-2031
Sykesville Middle	2027-2029

SECTION 3
GOALS, STANDARDS, AND GUIDELINES

PHILOSOPHY OF EDUCATION
MISSION, SCHOOL IMPROVEMENT BELIEFS, AND GOALS

CORE STATEMENT

Carroll County Public Schools: Building the Future

CORE VALUES

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

CORE BELIEFS

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

The greater Carroll County community:

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

All central office staff:

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

All school staff:

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

All students:

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

I. PROVIDE MULTIPLE PATHWAY OPPORTUNITIES FOR STUDENT SUCCESS

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

II. STRENGTHEN PRODUCTIVE FAMILY AND COMMUNITY PARTNERSHIPS

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

III. DEVELOP AND SUPPORT A SUCCESSFUL WORKFORCE

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

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

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

INSTRUCTIONAL PROGRAM

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

The Elementary School Program is described as a "developmental program" beginning with kindergarten, and continuing through grade 5. Current grade level alignment is K-5 for all elementary schools with the exception of Parr's Ridge (K-grade 2) and Mt. Airy (grades 3-5). Prekindergarten is offered at 20 of our elementary schools. 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 25 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:

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

Special Education Services

Carroll County Public Schools provides Special Education programs and services to all eligible children with disabilities (from birth through 21) who reside in the county. Special Education services include diagnostic, instructional, and related services. Programs and services are provided on a continuum ranging from consultation with regular education teachers, and could include non-public or residential placements. These programs and services are designed to ensure that appropriate programs are available to all children with disabilities in the least restrictive environment for each child. This is determined based upon the child's unique needs and not program availability.

Early Childhood Services - In order to meet the needs of children who are not old enough to attend Kindergarten in Carroll County Public Schools, there are two 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 and significant medical needs 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 at Friendship Valley Elementary School.

Supplemental Educational Services

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

Prekindergarten - 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 2025-2026 school year, Cranberry Station Elementary School, Elmer Wolfe Elementary School, Robert Moton Elementary School, Taneytown Elementary School, and Westminster Elementary School were identified as Schoolwide Title I schools. William Winchester Elementary School was identified as a Targeted Assistance Title I school. 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

Elementary Schools	Regular Classrooms	Kindergarten	PreKindergarten	Total Regular Classrooms	Regular Education Capacity Sub-total		Special Education	Prep. Classroom	Special Education Capacity Sub-total		ART	Vocal Music	Instrumental Music	Health	Total SRC
Carrolltowne	20	4	1	25	568		1	1	20		1	1	1	1	588
Cranberry Station	22	2	1	25	570				0		1	1	1	1	570
Ebb Valley	22	4	1	27	614				0		1	1	1	1	614
Eldersburg	20	4	1	25	568				0		1	1		1	568
Elmer Wolfe	20	3	1	24	546				0		1	1	1	1	546
Freedom District	19	4		23	525				0		1	1	1	1	525
Friendship Valley	21	2		23	527				0		1	1	1	1	527
Hampstead	16	3	1	20	454		5	1	60		1	1	1	1	514
Linton Springs	25	5	1	31	705				0		1	1	1	1	705
Manchester	24	5	1	30	682				0		1	1	1	1	682
Mechanicsville	21	4	1	26	591				0		1	1	1	1	591
Mt. Airy	24	0		24	552				0		1	1		1	552
Parrs Ridge	18	8	1	27	610				0		1	1	NA	1	610
Piney Ridge	20	4	1	25	568				0		1	1	1	1	568
Robert Moton	16	4	1	21	476		4	2	60		1	1	1	1	536
Runnymede	23	4	1	28	637			1	10		1	1	1	1	647
Sandymount	20	2	1	23	524				0		1	1	1	1	524
Spring Garden	19	4	1	24	545				0		1	1	1	1	545
Taneytown	20	2	1	23	524				0		1	1	1	1	524
Westminster	20	4	1	25	568				0		1	1		1	568
William Winchester	20	4	1	25	568				0		1	1	1	1	568
Winfield	23	4	1	28	637		**6**	1	70		1	1	1	1	707
					12559				220						12779

April 15, 2024

ASSUMPTIONS: SECONDARY CAPACITY
MIDDLE SCHOOLS - STATE CAPACITY

1. All specialized classrooms: rooms such as science laboratories, career technology education (CTE) rooms, classrooms for English for speakers of other languages, distance learning rooms, business education rooms, computer laboratories, band and chorus rooms, art rooms, family and consumer sciences rooms, weight rooms, and wrestling rooms.

2. Gymnasiums: The number of teaching stations in a gymnasium is calculated by dividing the net square footage by 6,000 nsf, rounding the quotient to the nearest whole number, and multiplying the result by two (2). According to national standards a 6,000 nsf gymnasium is a mid-size gymnasium that supports interscholastic basketball games and includes appropriate safety zones.

3. Self-contained special education classrooms: rooms that are used by students receiving special education services outside the general education setting for more than 60% of the school day.

4. Open-space classrooms: rooms in instructional areas in which the classrooms are not structurally defined, with or without temporary partitions. The number of classrooms in an open-space area is calculated by dividing the net square footage of the open space area by 800 net square feet and rounding the quotient to the nearest whole number.

5. Partially enclosed classrooms: rooms in which instructional areas are structurally defined by permanent (non-removable) partitions.

6. Instructional Suites. A suite is a cluster of rooms typically assigned to one teacher for one class period, such as a career technology classroom, its computer room, and its laboratory, and shall be counted as a single teaching station.

MIDDLE SCHOOLS - FUNCTIONAL CAPACITY

1. Middle school students are organized in teams. The team is composed of 4-5 teachers and 125-150 students. The program consists of a core curriculum (language arts/English, math, science, and social studies) and an exploratory curriculum of physical education, art, music, band, computers, technology, and foreign language.

2. Capacity calculations shall be based on 25 students per teaching station for core curricular programs.

3. Modified self-contained or self-contained special education services such as special needs are provided within a special educational classroom within the school. The classroom(s) within the school dedicated for this function is counted as a special education capacity (10 students per room). The special education capacity is listed separately from regular capacity.

4. Each middle school shall have at least one room designated as a special education resource room for providing direct special education services to students with learning disabilities and/or handicapping condition not in excess of an average of three hours per school day. An additional room shall be designated as a reading resource room. These rooms are usually less than the 600 square foot classroom minimum.

7/1/00
Rev. 8/30/02
Rev. 7/1/12

Middle Schools	Regular Classrooms	Science	Total Core Teaching Stations	Regular Education Capacity Sub-Total for Functional Capacity	Art	Music	Family and Consumer Science	Technology Education	Business Education	Activity Room	Physical Education	Health	Seminar	Total Teaching Stations	Regular Education Capacity Sub-Total for SRC at 85% Utilization	Computer Lab	Resource Room	Special Education Classroom	Special Education Capacity	Total Functional Capacity	Total SRC at 85% Utilization
Mt. Airy	24	6	30	750	1	2	1	1		2	2	1		40	850	1	4	2	20	770	870
North Carroll	24	6	30	750	1	2	1	1		2	2	1		40	850		5	2	20	770	870
Northwest	23	7	30	750	1	2	1	1		1	2	1		39	829	1	4	2	20	770	849
Oklahoma Road	25	6	31	775	1	2	1	1		1	2	1		40	850	1	6	2	20	795	870
Shiloh	21	6	27	675	1	2	1	1		1	2	1		36	765	1	6	5	50	725	815
Sykesville	22	6	28	700	1	2	1	1		1	2	1		37	786		4	2	20	720	806
Westminster East	25	6	31	775	1	2	1	1		2	2	1		41	871	1	2	**6**	60	835	931
Westminster West	32	9	41	1025	2	3	1	1		1	2	1		52	1105	1	3	3	30	1055	1135
																			Total	6440	7146

April 15, 2024

ASSUMPTIONS: SECONDARY CAPACITY
HIGH SCHOOLS- STATE RATED CAPACITY

1. All specialized classrooms: rooms such as science laboratories, career technology education (CTE) rooms, classrooms for English for speakers of other languages, distance learning rooms, business education rooms, computer laboratories, band and chorus rooms, art rooms, family and consumer sciences rooms, weight rooms, and wrestling rooms.

2. Gymnasiums: The number of teaching stations in a gymnasium is calculated by dividing the net square footage by 6,000 nsf, rounding the quotient to the nearest whole number, and multiplying the result by two (2). According to national standards a 6,000 nsf gymnasium is a mid-size gymnasium that supports interscholastic basketball games and includes appropriate safety zones.

3. Self-contained special education classrooms: rooms that are used by students receiving special education services outside the general education setting for more than 60% of the school day.

4. Open-space classrooms: rooms in instructional areas in which the classrooms are not structurally defined, with or without temporary partitions. The number of classrooms in an open-space area is calculated by dividing the net square footage of the open space area by 800 net square feet and rounding the quotient to the nearest whole number.

5. Partially enclosed classrooms: rooms in which instructional areas are structurally defined by permanent (non-removable) partitions.

6. Instructional Suites. A suite is a cluster of rooms typically assigned to one teacher for one class period, such as a career technology classroom, its computer room, and its laboratory, and shall be counted as a single teaching station.

6/23/94
Rev. 7/1/00,
Rev. 8/30/02
Rev. 7/1/12

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

FACILITIES INVENTORY

(IAC/PSCP FORM 101.1)

SCHOOL NAME & ADDRESS	GRADES	SRC	2026		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCI SCORE	COMMENTS
			PRIOR FALL ENROLLMENT	PERCENT UTILIZED			DATE	TYPE	SQ. FT.		
Career & Technology Center 1229 Washington Road Westminster, MD 21157	10-12	NA (Shared Time Center)	NA	NA	0	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	PK-12	80	38	48%	2	6.02	1981 1986	Original Addition Total	31,100 320 31,420	0.800	HVAC - FY27
Carrolltowne Elementary 6542 Ridge Road Sykesville, MD 21784	PreK - 5 Special Ed. Regional Ctr.	588	558	95%	4	30	1976 2006 2006 2009	Original Demolition Addition Renovation Total	76,700 1,480 6,356 23,537 81,576	0.556	HVAC - FY28
Century High 355 Ronsdale Road Sykesville, MD 21784	9-12	1362	1043	77%	0	67	2001	Original	217,945	0.575	Roof - FY28
Cranberry Station Elementary 505 North Center Street Westminster, MD 21157	PreK - 5	570	585	103%	0	24.96	1999	Original	61,346	0.514	K Addition - FY26 HVAC - FY34
Ebb Valley Elementary 3100 Swiper Road Manchester, MD 21102	Prek - 5	614	518	84%	0	20	2008	Original	72,106	0.076	
Eldersburg Elementary 1021 Johnsville Road Sykesville, MD 21784	PreK - 5	568	444	78%	2	30	1970 2006 2014 2014	Original Addition Addition Renovation Total	63,000 4,823 111 24,500 67,934	0.486	HVAC - FY31 Roof - FY32
Elmer Wolfe Elementary 119 North Main Street Union Bridge, MD 21791	PreK - 5	546	505	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	869	69%	0	45.12	1958 1970 1980 1999 1999	Original Addition Addition Modern. Addition	89,733 16,974 34,524 141,231 43,269	0.525	HVAC - FY35
Freedom Elementary 5626 Sykesville Road Sykesville, MD 21784	K - 5	525	613	117%	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	0.534	

SCHOOL NAME & ADDRESS	GRADES	SRC	2026		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCI SCORE	COMMENTS
			PRIOR FALL ENROLLMENT	PERCENT UTILIZED			DATE	TYPE	SQ. FT.		
Friendship Valley Elementary 1100 Gist Road Westminster, MD 21157	PreK - 5	527	504	96%	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	141	94%	2	9.34	2003	Original	27,048	0.242	Roof-FY29
Hampstead Elementary 3737 Shiloh Road Hampstead, MD 21074	PreK - 5 Special Ed. Regional Ctr.	514	436	85%	0	19.51	1986 2007 	Original Addition Total	54100 5,100 59,200	0.514	
Liberty High 5855 Bartholow Road Sykesville, MD 21784	9 - 12	1138	1002	88%	8	50	1980 2018 	Original Renovation Total	156,000 6,300 156,000	0.822	Modernization - Planning FY28
Linton Springs Elementary 375 Ronsdale Road Sykesville, MD 21784	PreK - 5	705	717	102%	2	28.14	1998 2006 2006 	Original Renovation Addition Total	72,227 2,218 3,262 77,707	0.497	HVAC - FY33
Manchester Elementary 3224 York Street Manchester, MD 21102	PreK - 5	682	628	92%	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	0.421	
Manchester Valley High 3000 Maple Grove Road Manchester, MD 21102	9-12	1383	1315	95%	0	98	2009	Original	217,500	0.076	
Mechanicsville Elementary 3838 Sykesville Road Sykesville, MD 21784	PreK - 5	591	526	89%	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	0.675	HVAC-FY29
Mount Airy Elementary 405 North Main Street Mount Airy, MD 21771	3 - 5	552	421	76%	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	0.450	
Mount Airy Middle 102 Watersville Road Mount Airy, MD 21771	6 - 8	SRC = 870 Local = 770	783	90% 102%	0	13.77	2013 	Original Total	111,043 111,043	0.039	

SCHOOL NAME & ADDRESS	GRADES	SRC	2026		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCI SCORE	COMMENTS
			PRIOR FALL ENROLLMENT	PERCENT UTILIZED			DATE	TYPE	SQ. FT.		
North Carroll Middle 2401 Hanover Pike Hampstead, MD 21074	6 - 8	SRC = 870 Local = 770	605	70% 79%	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	0.253	
Northwest Middle 99 Kings Drive Taneytown, MD 21787	6 - 8	SRC = 849 Local = 770	678	80% 88%	0	46.6	1976 2010	Original Renovation Total	113,600 34,320 113,600	0.665	HVAC - FY27 Roof - FY33
Oklahoma Road Middle 6300 Oklahoma Road Sykesville, MD 21784	6 - 8	SRC = 870 Local = 795	825	95% 104%	0	32.91	1997	Original	108,640	0.438	Roof - FY27
Parr's Ridge Elementary 202 Watersville Road Mount Airy, MD 21771	PreK - 2	610	394	65%	0	23.77	2005	Original	73,271	0.242	
Piney Ridge Elmentary 6315 Freedom Avenue Sykesville, MD 21784	PreK - 5	568	555	98%	4	13.47	1991 2006	Original Addition Total	62,000 3,137 65,137	0.687	HVAC-FY28
Robert Moton Elementary 1413 Washington Road Westminster, MD 21157	PreK - 5 Special Ed. Regional Ctr.	536	435	81%	0	21.6	1976 2011 2011 2013	Original Renovation Addition Renovation Total	75,200 1,609 10,543 24,853 85,743	0.387	PreK Addition - FY27
Runnymede Elementary 3000 Langdon Drive Westminster, MD 21158	PreK - 5 Special Ed. Regional Ctr.	647	620	96%	0	31	1994 2007	Original Addition Total	66,600 5,104 71,704	0.635	PreK Addition - FY27 HVAC - FY29
Sandymount Elementary 2222 Old Westminster Pike Finksburg, MD 21048	PreK-5	524	619	118%	0	5.7	1936 1950 1963 1969 1974 1992 1992 1992	Original Addition Addition Addition Addition Demolition Renovation Addition Total	9,639 10,898 8,312 5,721 6,446 9,639 31,377 30,144 61,521	0.440	K Addition - FY26
Shiloh Middle 3675 Willow Street Hampstead, MD 21074	6 - 8	SRC = 815 Local = 725	636	80% 89%	0	32.3	2000	Original	108,640	0.565	Roof - FY27 HVAC - FY36

SCHOOL NAME & ADDRESS	GRADES	SRC	2026		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCI SCORE	COMMENTS
			PRIOR FALL ENROLLMENT	PERCENT UTILIZED			DATE	TYPE	SQ. FT.		
South Carroll High 1300 West Old Liberty Road Sykesville, MD 21784	9 - 12	1339	928	69%	0	40	1967 1972 1986 1997 1997 2001 2010 2010 2018	Original Addition Addition Addition Renovation Renovation Renovation Addition Renovation Total	177,673 28,424 8,080 1,649 3,760 3,300 26,500 42,500 5,733 258,326	0.499	HVAC - FY32
Spring Garden Elementary 700 Boxwood Drive Hampstead, MD 21074	PreK - 5	545	437	80%	0	19.95	1991 2006	Original Addition Total	57,200 5,229 62,429	0.406	PreK Addition - FY27
Sykesville Middle 7301 Springfield Avenue Sykesville, MD 21784	6 - 8	SRC = 806 Local = 720	728	90% 101%	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	0.628	
Taneytown Elemenary 100 Kings Drive Taneytown, MD 21787	PreK - 5	524	423	81%	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	532	94%	4	20	1976 2006 2011	Original Addition Renovation Total	64,800 4,848 24,937 69,648	0.471	PreK Addition - FY27
Westminster East Middle 121 Longwell Avenue Westminster, MD 21157	6 - 8	SRC = 931 Local = 835	788	85% 94%	0	21	2023	Original Total	126,243 126,243	0.000	

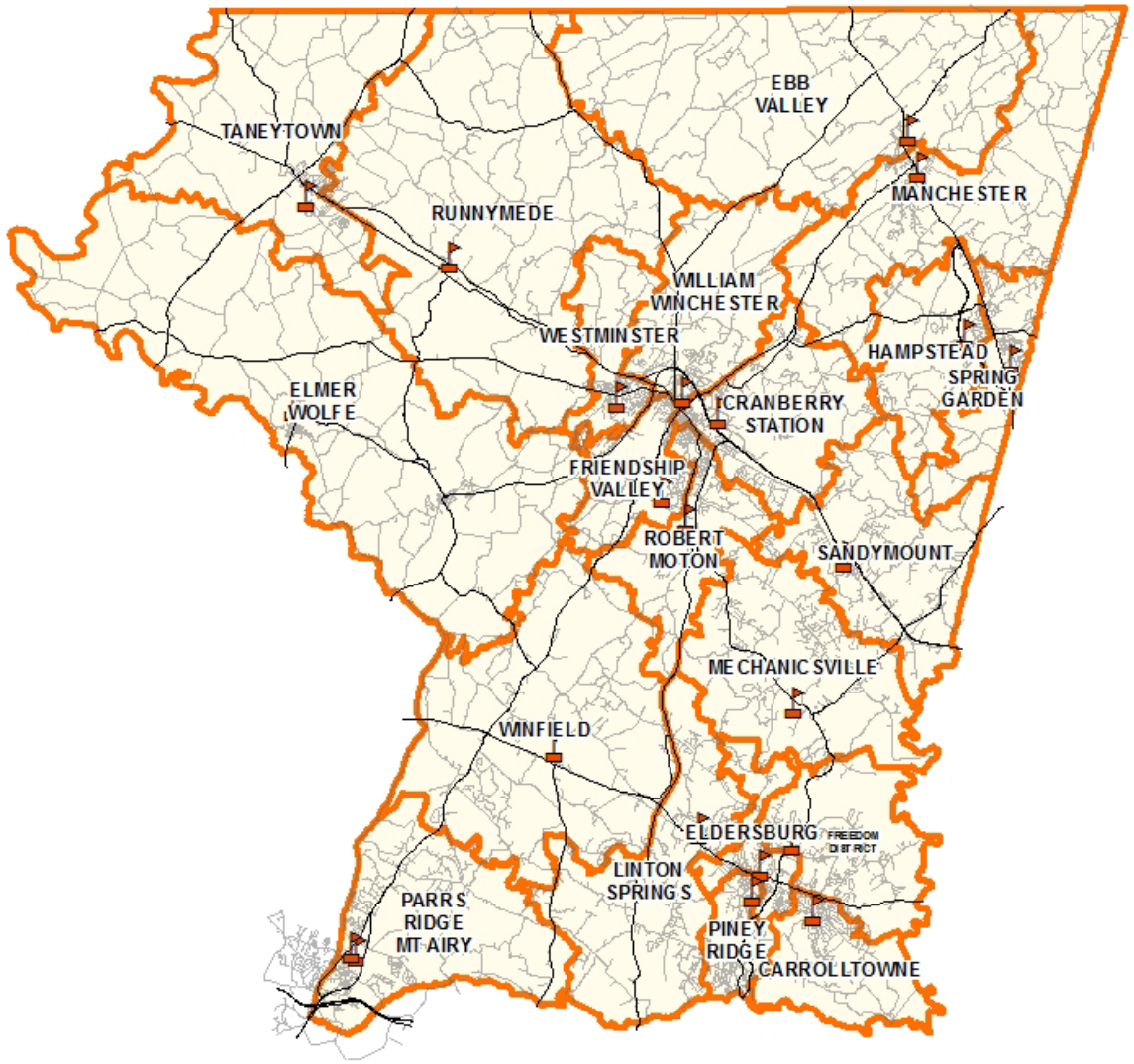
SCHOOL NAME & ADDRESS	GRADES	SRC	2026		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCI SCORE	COMMENTS
			PRIOR FALL ENROLLMENT	PERCENT UTILIZED			DATE	TYPE	SQ. FT.		
Westminster High 1225 Washington Road Westminster, MD 21157	9 - 12	1838	1511	82%	4	72.7	1970 1985 1999 2002 2010 2020	Original Addition Renovation Renovation Addition Renovation Total	333,700 3,350 3,350 2,100 18,710 11,310 355,760	0.465	
Westminster West Middle 60 Monroe Street Westminter, MD 21157	6 - 8	SRC = 1135 Local = 1055	919	81% 87%	2	21.5	1958 1964 1996	Original Addition Addition Total	103,893 17,640 14,200 135,733	0.575	Modernization - Planning FY33
William Winchester Elementary 70 Monroe Street Westminster, MD 21157	PreK - 5	568	562	99%	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	0.518	PreK Addition - FY27 Modernization - Planning FY31
Winfield Elementary 4401 Salem Bottom Road Westminster, MD 21157	PreK - 5 Special Ed. Regional Ctr.	707	703	99%	0	16.2	1934 1950 1966 1980 1993 1993 1993 2010 2010	Original Addition Addition Addition Demolition Renovation Addition Addition Renovation Total	10,054 4,440 14,575 4,221 14,494 18,796 50,404 3,837 3,350 73,037	0.415	
Winters Mill High 560 Gorsuch Road Westminster, MD 21157	9 - 12	1339	1152	86%	0	31.04	2002	Original	213,650	0.253	Roof - FY29

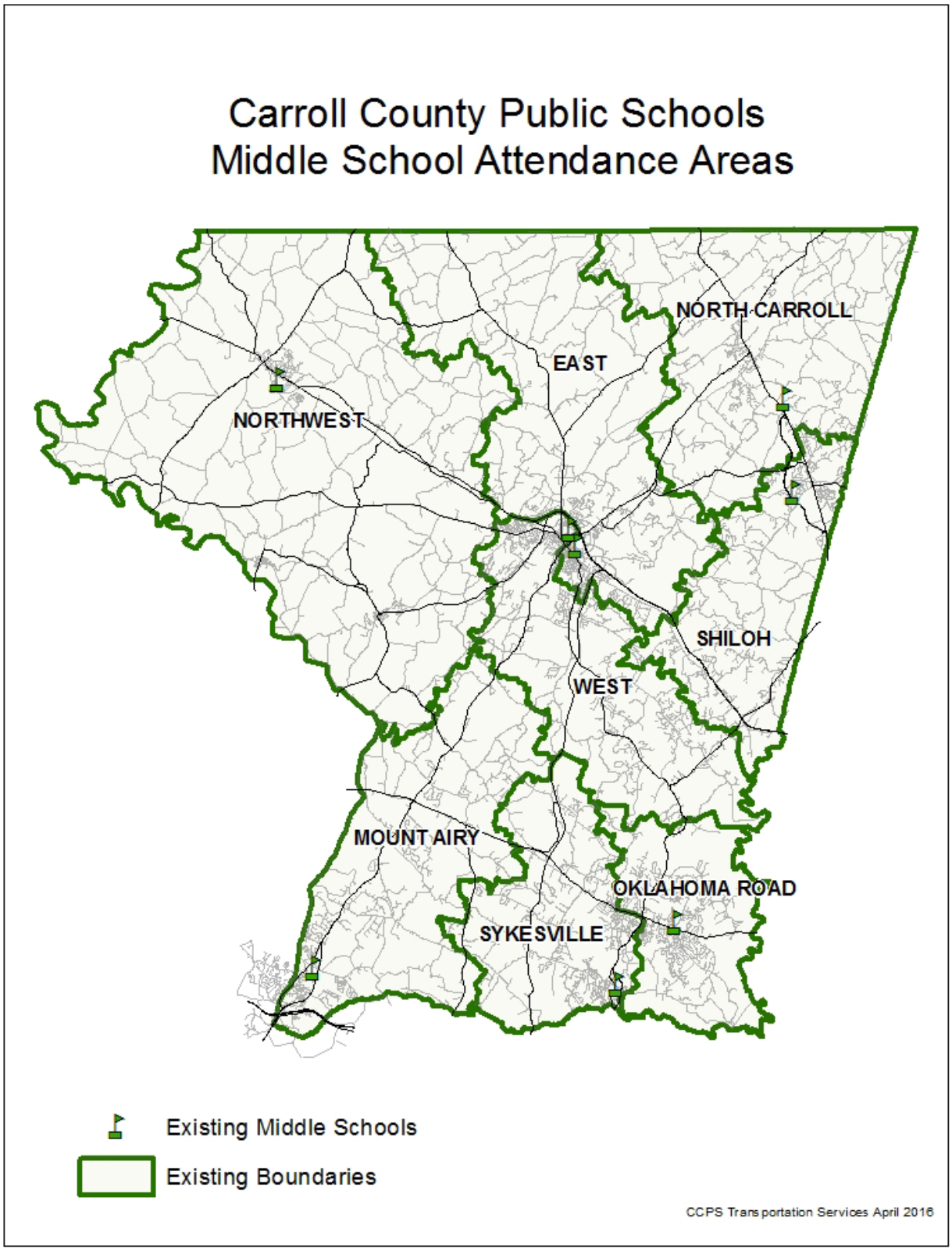
RELOCATABLE CLASSROOM PLACEMENT
2025-26

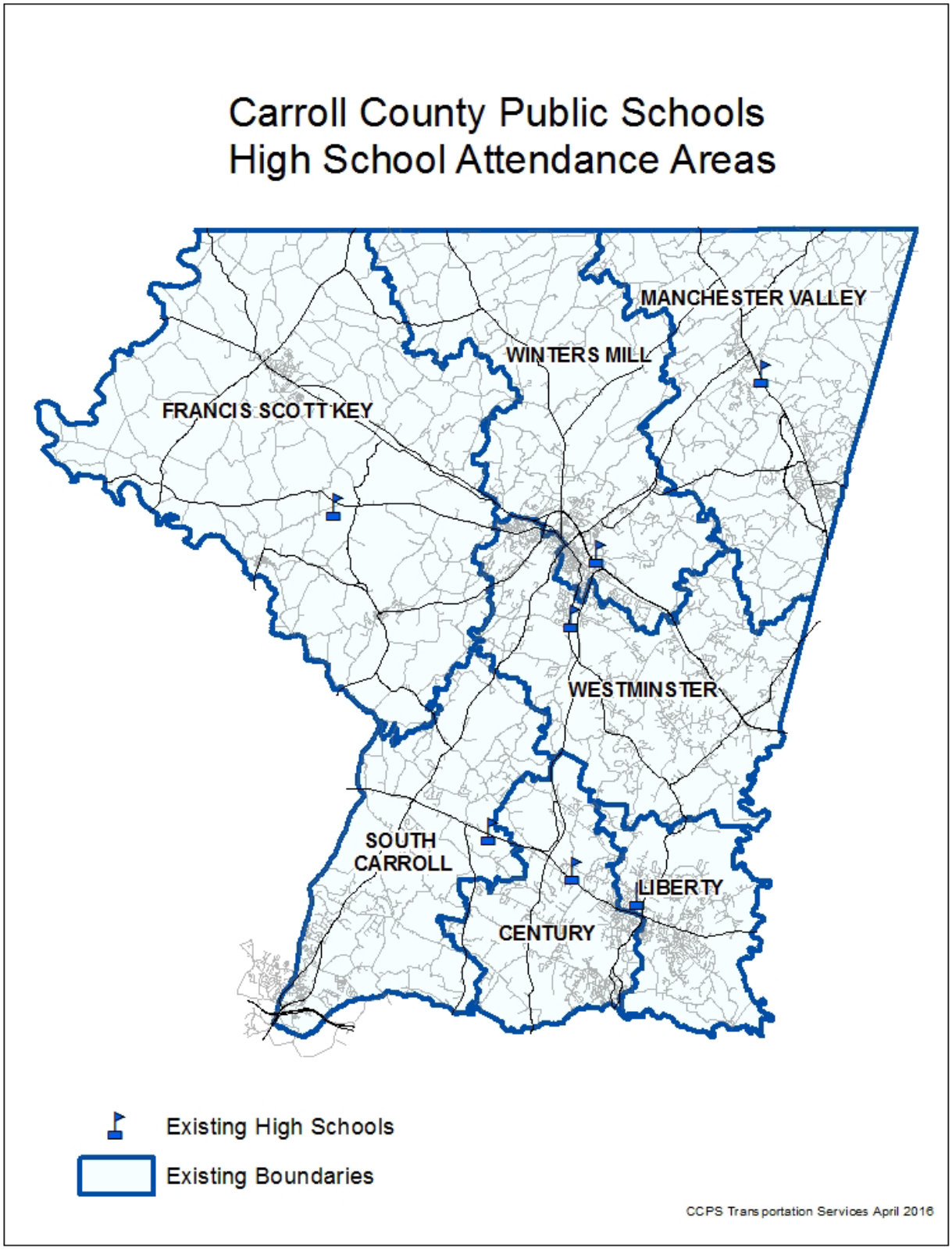
School Type	School Name	Number of Classrooms	Type of Relocatable Unit
ES	Carrolltowne	4	1 quad
	Eldersburg	2	1 double
	Elmer Wolfe	2	1 double
	Freedom	6	1 quad, 1 double
	Friendship Valley	6	1 quad, 1 double
	Linton Springs	2	1 double
	Mt. Airy	2	1 double
	Piney Ridge	4	2 doubles
	Sandymount	2	1 double
	Westminster	4	2 doubles
	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
TOTAL CLASSROOMS		60	

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

Carroll County Public Schools
Elementary School Attendance Areas




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


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

Carroll County Public Schools – School and Community Analysis

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

Carroll County Public Schools – School and Community Analysis

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

SECTION 5
ENROLLMENT PROJECTIONS

2025-26 ACTUAL and 2026-27 THROUGH 2035-36 PROJECTIONS SUMMARY

YEAR	ELEMENTARY PreK TOTAL	ELEMENTARY K-5 TOTAL	MIDDLE 6-8 TOTAL	HIGH 9-12 TOTAL	K-12 TOTAL	PreK-12 TOTAL	GATEWAY	CROSS-ROADS	PRIDE	CARROLL SPRINGS	POST SECONDARY	FSS	GRAND TOTAL	FTE TOTAL	FTE Diff.
2025-26	493	11242	5962	7820	25024	25517	124	17	7	38	28	1	25732	25732	
2026-27	495	11306	6087	7876	25269	25764	125	17	7	38	28	1	25982	25982	250
2027-28	545	11264	6314	7889	25467	26012	126	17	7	39	29	1	26231	26231	250
2028-29	570	11273	6323	8079	25676	26246	128	17	7	39	29	1	26467	26467	235
2029-30	595	11238	6355	8265	25858	26453	129	18	7	39	29	1	26676	26676	209
2030-31	595	11277	6227	8513	26017	26612	129	18	7	40	29	1	26836	26836	160
2031-32	595	11414	6108	8624	26146	26741	130	18	7	40	29	1	26967	26967	131
2032-33	595	11356	6153	8676	26185	26780	130	18	7	40	29	1	27005	27005	39
2033-34	595	11314	6237	8621	26172	26767	130	18	7	40	29	1	26993	26993	-12
2034-35	595	11315	6379	8407	26101	26696	130	18	7	40	29	1	26921	26921	-72
2035-36	595	11343	6289	8492	26124	26719	130	18	7	40	29	1	26945	26945	24

CARROLLTOWNE EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK-5 TOTAL	FTE	DIFF
21-22A	97	92.4%	85	100.0%	102	106.3%	101	101.0%	102	101.9%	107	594	29	623	609	
22-23A	96	102.1%	99	104.7%	89	103.9%	106	101.0%	102	103.9%	106	598	31	629	614	5
23-24A	84	91.7%	88	104.0%	103	107.9%	96	109.4%	116	104.9%	107	594	29	623	623	10
24-25A	75	106.0%	89	98.9%	87	98.1%	101	100.0%	96	101.7%	118	566	27	593	593	-30
25-26A	71	104.0%	78	103.4%	92	103.4%	90	99.0%	100	101.0%	97	528	30	558	558	-35
26-27	83	100.9%	72	102.7%	80	103.3%	95	102.4%	92	102.9%	103	525	30	555	555	-3
27-28	83	100.9%	84	102.7%	74	103.3%	83	102.4%	97	102.9%	95	515	30	545	545	-10
28-29	81	100.9%	84	102.7%	86	103.3%	76	102.4%	85	102.9%	100	512	30	542	542	-4
29-30	80	100.9%	82	102.7%	86	103.3%	89	102.4%	78	102.9%	87	502	30	532	532	-10
30-31	81	100.9%	81	102.7%	84	103.3%	89	102.4%	91	102.9%	80	506	30	536	536	4
31-32	81	100.9%	82	102.7%	83	103.3%	87	102.4%	91	102.9%	94	517	30	547	547	11
32-33	81	100.9%	82	102.7%	84	103.3%	86	102.4%	89	102.9%	94	515	30	545	545	-2
33-34	81	100.9%	82	102.7%	84	103.3%	87	102.4%	88	102.9%	91	513	30	543	543	-2
34-35	81	100.9%	82	102.7%	84	103.3%	87	102.4%	89	102.9%	90	513	30	543	543	0
35-36	81	100.9%	82	102.7%	84	103.3%	87	102.4%	89	102.9%	91	514	30	544	544	1
5-3-2		1.0212		1.0215		1.0271		1.0139		1.0202						
6-4		1.0478		1.0157		1.0129		0.9941		1.0131						
4 Yr. Avg.		1.0092		1.0275		1.0332		1.0236		1.0290						

CRANBERRY STATION EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
21-22A	84	107.7%	98	109.1%	84	104.4%	94	106.5%	99	108.8%	87	546	16	562	562	
22-23A	67	109.5%	92	108.2%	106	98.8%	83	102.1%	96	94.9%	94	538	20	558	558	-4
23-24A	111	113.4%	76	109.8%	101	94.3%	100	100.0%	83	114.6%	110	581	20	601	601	43
24-25A	86	97.3%	108	114.5%	87	105.9%	107	101.0%	101	101.2%	84	573	20	593	593	-8
25-26A	81	100.0%	86	100.9%	109	98.9%	86	98.1%	105	98.0%	99	566	19	585	585	-8
26-27	88	105.1%	85	108.3%	93	99.5%	108	100.3%	86	102.2%	107	568	20	588	588	3
27-28	88	105.1%	92	108.3%	92	99.5%	93	100.3%	109	102.2%	88	562	30	592	592	4
28-29	86	105.1%	92	108.3%	100	99.5%	92	100.3%	93	102.2%	111	574	35	609	609	17
29-30	85	105.1%	90	108.3%	100	99.5%	100	100.3%	92	102.2%	95	562	40	602	602	-7
30-31	86	105.1%	89	108.3%	98	99.5%	100	100.3%	100	102.2%	94	567	40	607	607	5
31-32	86	105.1%	90	108.3%	97	99.5%	97	100.3%	100	102.2%	102	573	40	613	613	6
32-33	86	105.1%	90	108.3%	98	99.5%	96	100.3%	98	102.2%	102	570	40	610	610	-2
33-34	86	105.1%	90	108.3%	98	99.5%	97	100.3%	97	102.2%	100	568	40	608	608	-2
34-35	86	105.1%	90	108.3%	98	99.5%	97	100.3%	98	102.2%	99	568	40	608	608	0
35-36	86	105.1%	90	108.3%	98	99.5%	97	100.3%	98	102.2%	100	569	40	609	609	1
5-3-2		1.0188		1.0676		1.0008		0.9937		1.0229						
6-4		0.9892		1.0635		1.0169		0.9928		0.9929						
4 Yr. Avg.		1.0506		1.0834		0.9949		1.0031		1.0219						

EBB VALLEY EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
21-22A	86	101.3%	80	98.9%	88	98.8%	82	100.0%	80	100.0%	88	504	19	523	523	
22-23A	85	105.8%	91	103.8%	83	109.1%	96	102.4%	84	106.3%	85	524	20	544	544	21
23-24A	100	105.9%	90	101.1%	92	102.4%	85	100.0%	96	104.8%	88	551	20	571	571	27
24-25A	82	99.0%	99	100.0%	90	98.9%	91	102.4%	87	102.1%	98	547	16	563	563	-8
25-26A	55	101.2%	83	96.0%	95	105.6%	95	95.6%	87	97.7%	85	500	18	518	518	-45
26-27	82	103.0%	57	100.2%	83	104.0%	99	100.1%	95	102.7%	89	505	20	525	525	7
27-28	81	103.0%	84	100.2%	57	104.0%	86	100.1%	99	102.7%	98	505	20	525	525	0
28-29	80	103.0%	83	100.2%	85	104.0%	59	100.1%	87	102.7%	102	495	20	515	515	-10
29-30	79	103.0%	82	100.2%	84	104.0%	88	100.1%	59	102.7%	89	481	20	501	501	-14
30-31	80	103.0%	81	100.2%	83	104.0%	87	100.1%	88	102.7%	61	480	20	500	500	-1
31-32	80	103.0%	82	100.2%	82	104.0%	86	100.1%	87	102.7%	90	507	20	527	527	28
32-33	80	103.0%	82	100.2%	83	104.0%	85	100.1%	86	102.7%	89	505	20	525	525	-2
33-34	80	103.0%	82	100.2%	83	104.0%	86	100.1%	85	102.7%	88	504	20	524	524	-1
34-35	80	103.0%	82	100.2%	83	104.0%	86	100.1%	86	102.7%	87	504	20	524	524	0
35-36	80	103.0%	82	100.2%	83	104.0%	86	100.1%	86	102.7%	88	505	20	525	525	1
5-3-2		1.0149		0.9820		1.0293		0.9851		1.0043						
6-4		1.0033		0.9758		1.0290		0.9830		0.9945						
4 Yr. Avg.		1.0298		1.0020		1.0399		1.0010		1.0270						

ELDERSBURG EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
21-22A	69	97.2%	70	107.7%	84	101.5%	69	103.0%	69	101.2%	85	446	18	464	455	
22-23A	86	108.7%	75	105.7%	74	104.8%	88	97.1%	67	105.8%	73	463	11	474	469	14
23-24A	66	104.7%	90	98.7%	74	98.6%	73	98.9%	87	106.0%	71	461	15	476	476	8
24-25A	62	101.5%	67	100.0%	90	98.6%	73	102.7%	75	101.1%	88	455	15	470	470	-6
25-26A	67	95.2%	59	98.5%	66	97.8%	88	94.5%	69	100.0%	75	424	20	444	444	-26
26-27	72	102.5%	69	100.7%	59	100.0%	66	98.3%	87	103.2%	71	424	20	444	444	0
27-28	71	102.5%	74	100.7%	69	100.0%	59	98.3%	65	103.2%	89	428	20	448	448	4
28-29	70	102.5%	73	100.7%	74	100.0%	69	98.3%	58	103.2%	67	412	20	432	432	-16
29-30	69	102.5%	72	100.7%	73	100.0%	74	98.3%	68	103.2%	60	417	20	437	437	5
30-31	70	102.5%	71	100.7%	72	100.0%	73	98.3%	73	103.2%	70	429	20	449	449	13
31-32	70	102.5%	72	100.7%	71	100.0%	72	98.3%	72	103.2%	75	433	20	453	453	3
32-33	70	102.5%	72	100.7%	72	100.0%	71	98.3%	71	103.2%	74	431	20	451	451	-2
33-34	70	102.5%	72	100.7%	72	100.0%	72	98.3%	70	103.2%	73	430	20	450	450	-1
34-35	70	102.5%	72	100.7%	72	100.0%	72	98.3%	71	103.2%	72	430	20	450	450	0
35-36	70	102.5%	72	100.7%	72	100.0%	72	98.3%	71	103.2%	73	431	20	451	451	1
5-3-2		0.9897		0.9899		0.9821		0.9785		1.0154						
6-4		0.9770		0.9910		0.9813		0.9781		1.0046						
4 Yr. Avg.		1.0251		1.0072		0.9996		0.9831		1.0323						

ELMER WOLFE EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
21-22A	71	113.7%	83	112.7%	80	109.5%	81	100.0%	56	98.6%	69	440	20	460	460	
22-23A	69	90.1%	64	103.6%	86	106.3%	85	97.5%	79	108.9%	61	444	36	480	480	20
23-24A	77	104.3%	72	98.4%	63	103.5%	89	97.6%	83	105.1%	83	467	34	501	501	21
24-25A	70	105.2%	81	104.3%	74	109.5%	69	96.6%	86	101.2%	84	464	38	502	502	1
25-26A	81	100.0%	70	104.3%	83	98.6%	73	105.8%	73	100.0%	86	466	39	505	505	3
26-27	76	99.9%	81	102.7%	72	104.5%	87	99.4%	73	103.8%	76	464	40	504	504	-1
27-28	76	99.9%	76	102.7%	83	104.5%	75	99.4%	86	103.8%	75	472	40	512	512	8
28-29	74	99.9%	76	102.7%	78	104.5%	87	99.4%	75	103.8%	89	479	40	519	519	7
29-30	73	99.9%	74	102.7%	78	104.5%	81	99.4%	86	103.8%	77	470	40	510	510	-9
30-31	74	99.9%	73	102.7%	76	104.5%	81	99.4%	81	103.8%	90	475	40	515	515	5
31-32	74	99.9%	74	102.7%	75	104.5%	79	99.4%	81	103.8%	84	467	40	507	507	-8
32-33	74	99.9%	74	102.7%	76	104.5%	78	99.4%	79	103.8%	84	465	40	505	505	-2
33-34	74	99.9%	74	102.7%	76	104.5%	79	99.4%	78	103.8%	82	463	40	503	503	-2
34-35	74	99.9%	74	102.7%	76	104.5%	79	99.4%	79	103.8%	81	463	40	503	503	0
35-36	74	99.9%	74	102.7%	76	104.5%	79	99.4%	79	103.8%	82	464	40	504	504	1
5-3-2		1.0243		1.0317		1.0288		1.0142		1.0137						
6-4		1.0208		1.0435		1.0300		1.0213		1.0048						
4 Yr. Avg.		0.9992		1.0269		1.0448		0.9940		1.0380						

FREEDOM EL

YEAR	K		1		2		3		4		5	TOTAL			BUDGET FTE	DIFF
21-22A	98	112.5%	99	109.2%	95	107.9%	109	105.5%	96	107.4%	102	599		599	599	
22-23A	96	108.2%	106	104.0%	103	103.2%	98	104.6%	114	104.2%	100	617		617	617	18
23-24A	102	104.2%	100	103.8%	110	110.7%	114	101.0%	99	103.5%	118	643		643	643	26
24-25A	95	103.9%	106	98.0%	98	102.7%	113	104.4%	119	97.0%	96	627		627	627	-16
25-26A	92	95.8%	91	100.0%	106	101.0%	99	96.5%	109	97.5%	116	613		613	613	-14
26-27	99	103.0%	95	101.5%	92	104.4%	111	101.6%	101	100.5%	110	607		607	607	-6
27-28	98	103.0%	102	101.5%	96	104.4%	96	101.6%	112	100.5%	101	606		606	606	-1
28-29	96	103.0%	101	101.5%	103	104.4%	100	101.6%	98	100.5%	113	612		612	612	6
29-30	95	103.0%	99	101.5%	102	104.4%	108	101.6%	102	100.5%	98	605		605	605	-7
30-31	96	103.0%	98	101.5%	100	104.4%	107	101.6%	110	100.5%	103	613		613	613	9
31-32	96	103.0%	99	101.5%	99	104.4%	105	101.6%	109	100.5%	110	618		618	618	4
32-33	96	103.0%	99	101.5%	100	104.4%	104	101.6%	106	100.5%	109	615		615	615	-3
33-34	96	103.0%	99	101.5%	100	104.4%	105	101.6%	105	100.5%	107	612		612	612	-2
34-35	96	103.0%	99	101.5%	100	104.4%	105	101.6%	106	100.5%	106	612		612	612	0
35-36	96	103.0%	99	101.5%	100	104.4%	105	101.6%	106	100.5%	107	613		613	613	1
5-3-2		0.9990		1.0015		1.0346		0.9975		0.9853						
6-4		0.9904		0.9920		1.0170		0.9963		0.9728						
4 Yr. Avg.		1.0301		1.0145		1.0440		1.0161		1.0053						

FRIENDSHIP VALLEY EL

YEAR	K		1		2		3		4		5	TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
21-22A	86	109.7%	68	111.9%	66	111.9%	75	101.3%	80	104.0%	78	453	19	472	472	
22-23A	88	101.2%	87	119.1%	81	118.2%	78	110.7%	83	108.8%	87	504	20	524	524	52
23-24A	68	89.8%	79	96.6%	84	102.5%	83	102.6%	80	102.4%	85	479	20	499	499	-25
24-25A	87	108.8%	74	93.7%	74	104.8%	88	103.6%	86	112.5%	90	499	19	518	518	19
25-26A	75	103.4%	90	91.9%	68	102.7%	76	98.9%	87	102.3%	88	484	20	504	504	-14
26-27	82	100.8%	76	100.3%	90	107.0%	73	103.9%	79	106.5%	93	492	20	512	512	8
27-28	81	100.8%	83	100.3%	76	107.0%	97	103.9%	76	106.5%	84	496	20	516	516	4
28-29	79	100.8%	82	100.3%	83	107.0%	81	103.9%	100	106.5%	81	506	20	526	526	10
29-30	78	100.8%	80	100.3%	82	107.0%	89	103.9%	84	106.5%	107	520	20	540	540	14
30-31	79	100.8%	79	100.3%	80	107.0%	88	103.9%	92	106.5%	90	507	20	527	527	-12
31-32	79	100.8%	80	100.3%	79	107.0%	85	103.9%	91	106.5%	98	512	20	532	532	5
32-33	79	100.8%	80	100.3%	80	107.0%	84	103.9%	89	106.5%	97	509	20	529	529	-4
33-34	79	100.8%	80	100.3%	80	107.0%	85	103.9%	88	106.5%	95	506	20	526	526	-2
34-35	79	100.8%	80	100.3%	80	107.0%	85	103.9%	89	106.5%	93	506	20	526	526	0
35-36	79	100.8%	80	100.3%	80	107.0%	85	103.9%	89	106.5%	95	507	20	527	527	1
5-3-2		1.0233		0.9336		1.0327		1.0103		1.0539						
6-4		1.0560		0.9260		1.0353		1.0076		1.0640						
4 Yr. Avg.		1.0080		1.0031		1.0703		1.0393		1.0650		4 year brings 119% and 118% into avg				

HAMPSTEAD EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
21-22A	57	104.5%	70	100.0%	54	94.7%	71	103.6%	57	95.2%	59	368	27	395	395	
22-23A	54	110.5%	63	97.1%	68	90.7%	49	109.9%	78	108.8%	62	374	33	407	407	12
23-24A	62	114.8%	62	109.5%	69	105.9%	72	102.0%	50	102.6%	80	395	24	419	419	12
24-25A	60	106.5%	66	96.8%	60	95.7%	66	98.6%	71	104.0%	52	375	25	400	400	-19
25-26A	71	113.3%	68	106.1%	70	108.3%	65	104.5%	69	95.8%	68	411	25	436	436	36
26-27	64	111.3%	79	102.4%	70	100.2%	70	103.8%	67	102.8%	71	421	25	446	446	10
27-28	63	111.3%	71	102.4%	81	100.2%	70	103.8%	73	102.8%	69	427	25	452	452	6
28-29	62	111.3%	70	102.4%	73	100.2%	81	103.8%	72	102.8%	75	433	25	458	458	6
29-30	61	111.3%	69	102.4%	72	100.2%	73	103.8%	84	102.8%	74	433	25	458	458	0
30-31	62	111.3%	68	102.4%	71	100.2%	72	103.8%	76	102.8%	86	435	25	460	460	1
31-32	62	111.3%	69	102.4%	69	100.2%	71	103.8%	75	102.8%	78	424	25	449	449	-11
32-33	62	111.3%	69	102.4%	71	100.2%	70	103.8%	73	102.8%	77	421	25	446	446	-2
33-34	62	111.3%	69	102.4%	71	100.2%	71	103.8%	72	102.8%	75	420	25	445	445	-1
34-35	62	111.3%	69	102.4%	71	100.2%	71	103.8%	73	102.8%	74	420	25	445	445	0
35-36	62	111.3%	69	102.4%	71	100.2%	71	103.8%	73	102.8%	75	421	25	446	446	1
5-3-2		1.1157		1.0397		1.0404		1.0226		0.9960						
6-4		1.1058		1.0235		1.0326		1.0217		0.9906						
4 Yr. Avg.		1.1128		1.0238		1.0015		1.0376		1.0278						

LINTON SPRINGS EL

YEAR	K		1		2		3		4		5	TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
21-22A	131	107.9%	123	105.9%	125	97.9%	94	106.5%	115	101.1%	89	677	16	693	685	
22-23A	118	108.4%	142	102.4%	126	101.6%	127	102.1%	96	107.0%	123	732	16	748	740	55
23-24A	105	98.3%	116	100.7%	143	102.4%	129	104.7%	133	102.1%	98	724	14	738	738	-2
24-25A	98	104.8%	110	106.0%	123	99.3%	142	104.7%	135	101.5%	135	743	16	759	759	21
25-26A	84	101.0%	99	98.2%	108	104.1%	128	100.7%	143	100.0%	135	697	20	717	717	-42
26-27	104	103.1%	87	101.8%	101	101.8%	110	103.1%	132	102.6%	147	680	20	700	700	-17
27-28	103	103.1%	107	101.8%	88	101.8%	103	103.1%	113	102.6%	135	650	20	670	670	-30
28-29	101	103.1%	106	101.8%	109	101.8%	90	103.1%	106	102.6%	116	628	20	648	648	-21
29-30	99	103.1%	104	101.8%	108	101.8%	111	103.1%	93	102.6%	109	624	20	644	644	-5
30-31	101	103.1%	102	101.8%	106	101.8%	110	103.1%	115	102.6%	95	629	20	649	649	5
31-32	101	103.1%	104	101.8%	104	101.8%	108	103.1%	114	102.6%	118	648	20	668	668	19
32-33	101	103.1%	104	101.8%	106	101.8%	106	103.1%	111	102.6%	117	645	20	665	665	-3
33-34	101	103.1%	104	101.8%	106	101.8%	108	103.1%	109	102.6%	114	643	20	663	663	-2
34-35	101	103.1%	104	101.8%	106	101.8%	108	103.1%	111	102.6%	112	643	20	663	663	0
35-36	101	103.1%	104	101.8%	106	101.8%	108	103.1%	111	102.6%	114	645	20	665	665	2
5-3-2		1.0160		1.0104		1.0230		1.0269		1.0087						
6-4		1.0252		1.0132		1.0216		1.0228		1.0060						
4 Yr. Avg.		1.0312		1.0184		1.0184		1.0305		1.0264						

MANCHESTER ELEM

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
21-22A	107	104.6%	91	109.4%	105	105.4%	97	101.8%	116	100.9%	112	628	14	642	635	
22-23A	99	112.1%	120	109.9%	100	101.9%	107	110.3%	107	104.3%	121	654	19	673	673	38
23-24A	86	112.1%	111	104.2%	125	98.0%	98	105.6%	113	102.8%	110	643	20	663	663	-10
24-25A	91	110.5%	95	103.6%	115	103.2%	129	105.1%	103	104.4%	118	651	20	671	671	8
25-26A	82	103.3%	94	103.2%	98	95.7%	110	96.1%	124	97.1%	100	608	20	628	628	-43
26-27	92	109.5%	90	105.2%	99	99.7%	98	104.3%	115	102.2%	127	620	20	640	640	12
27-28	91	109.5%	101	105.2%	94	99.7%	99	104.3%	102	102.2%	117	604	20	624	624	-16
28-29	89	109.5%	100	105.2%	106	99.7%	94	104.3%	103	102.2%	104	596	20	616	616	-8
29-30	88	109.5%	97	105.2%	105	99.7%	106	104.3%	98	102.2%	105	599	20	619	619	3
30-31	89	109.5%	96	105.2%	103	99.7%	105	104.3%	110	102.2%	100	603	20	623	623	4
31-32	89	109.5%	97	105.2%	101	99.7%	102	104.3%	109	102.2%	113	612	20	632	632	9
32-33	89	109.5%	97	105.2%	103	99.7%	101	104.3%	107	102.2%	111	608	20	628	628	-4
33-34	89	109.5%	97	105.2%	103	99.7%	102	104.3%	105	102.2%	109	606	20	626	626	-2
34-35	89	109.5%	97	105.2%	103	99.7%	102	104.3%	107	102.2%	108	605	20	625	625	0
35-36	89	109.5%	97	105.2%	103	99.7%	102	104.3%	107	102.2%	109	607	20	627	627	1
5-3-2		1.0721		1.0349		0.9839		1.0071		1.0043						
6-4		1.0616		1.0334		0.9867		0.9972		1.0002						
4 Yr. Avg.		1.0951		1.0520		0.9969		1.0429		1.0216						

MECHANICSVILLE EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
21-22A	84	113.1%	69	121.0%	75	107.0%	76	113.3%	85	105.6%	76	465	17	482	474	
22-23A	83	102.4%	86	108.7%	75	102.7%	77	103.9%	79	102.4%	87	487	13	500	494	20
23-24A	81	94.0%	78	100.0%	86	101.3%	76	103.9%	80	100.0%	79	480	18	498	498	5
24-25A	75	101.2%	82	105.1%	82	101.2%	87	107.9%	82	105.0%	84	492	18	510	510	12
25-26A	82	106.7%	80	104.9%	86	100.0%	82	105.7%	92	102.4%	84	506	20	526	526	16
26-27	83	101.1%	83	104.7%	84	101.3%	87	105.4%	86	102.4%	94	517	20	537	537	11
27-28	82	101.1%	84	104.7%	87	101.3%	85	105.4%	92	102.4%	89	518	20	538	538	0
28-29	80	101.1%	83	104.7%	88	101.3%	88	105.4%	89	102.4%	94	522	20	542	542	4
29-30	79	101.1%	81	104.7%	87	101.3%	89	105.4%	93	102.4%	92	520	20	540	540	-2
30-31	80	101.1%	80	104.7%	85	101.3%	88	105.4%	94	102.4%	95	521	20	541	541	1
31-32	80	101.1%	81	104.7%	84	101.3%	86	105.4%	93	102.4%	96	519	20	539	539	-2
32-33	80	101.1%	81	104.7%	85	101.3%	85	105.4%	90	102.4%	95	515	20	535	535	-3
33-34	80	101.1%	81	104.7%	85	101.3%	86	105.4%	89	102.4%	93	513	20	533	533	-2
34-35	80	101.1%	81	104.7%	85	101.3%	86	105.4%	90	102.4%	91	513	20	533	533	0
35-36	80	101.1%	81	104.7%	85	101.3%	86	105.4%	90	102.4%	93	514	20	534	534	1
5-3-2		1.0250		1.0398		1.0062		1.0602		1.0272						
6-4		1.0449		1.0498		1.0047		1.0661		1.0346						
4 Yr. Avg.		1.0106		1.0468		1.0129		1.0537		1.0245						

MT. AIRY EL (3rd - 5th)

YEAR	2		3		4		5	TOTAL		BUDGET FTE	DIFF
21-22A	*147*	105.0%	147	102.0%	151	99.3%	137	435	435	435	
22-23A	*133*	106.8%	157	103.4%	152	112.6%	170	479	479	479	44
23-24A	*159*	105.3%	140	101.9%	160	103.3%	157	457	457	457	-22
24-25A	*119*	100.6%	160	100.7%	141	100.6%	161	462	462	462	5
25-26A	*130*	103.4%	123	98.8%	158	99.3%	140	421	421	421	-41
26-27	*132*	104.0%	135	101.2%	124	103.9%	164	424	424	424	3
27-28	*123*	104.0%	138	101.2%	137	103.9%	129	404	404	404	-20
28-29	*133*	104.0%	128	101.2%	139	103.9%	142	409	409	409	5
29-30	*132*	104.0%	139	101.2%	129	103.9%	145	413	413	413	3
30-31	*130*	104.0%	137	101.2%	140	103.9%	134	412	412	412	-1
31-32	*128*	104.0%	135	101.2%	139	103.9%	146	420	420	420	8
32-33	*130*	104.0%	133	101.2%	137	103.9%	145	415	415	415	-6
33-34	*130*	104.0%	135	101.2%	135	103.9%	142	412	412	412	-2
34-35	*130*	104.0%	135	101.2%	137	103.9%	140	412	412	412	0
35-36	*130*	104.0%	135	101.2%	137	103.9%	142	414	414	414	2
5-3-2		1.0292		0.9997		1.0049					
6-4		1.0227		0.9954		0.9982					
4 Yr. Avg.		1.0401		1.0119		1.0395					

Parr's Ridge EL (K - 2nd)

YEAR	K		1		2						K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
21-22A	139	117.1%	123	113.1%	147						409	20	429	429	
22-23A	119	110.8%	154	108.1%	133						406	20	426	426	-3
23-24A	135	98.3%	117	103.2%	159						411	20	431	431	5
24-25A	123	95.6%	129	101.7%	119						371	20	391	391	-40
25-26A	116	104.1%	128	100.8%	130						374	20	394	394	3
26-27	126	102.2%	119	103.5%	132						377	20	397	397	3
27-28	125	102.2%	129	103.5%	123						376	20	396	396	-1
28-29	123	102.2%	128	103.5%	133						384	20	404	404	8
29-30	121	102.2%	126	103.5%	132						379	20	399	399	-5
30-31	123	102.2%	124	103.5%	130						377	20	397	397	-2
31-32	123	102.2%	126	103.5%	128						377	20	397	397	0
32-33	123	102.2%	126	103.5%	130						379	20	399	399	2
33-34	123	102.2%	126	103.5%	130						379	20	399	399	0
34-35	123	102.2%	126	103.5%	130						379	20	399	399	0
35-36	123	102.2%	126	103.5%	130						379	20	399	399	0
5-3-2		1.0036		1.0155											
6-4		1.0066		1.0115											
4 Yr. Avg.		1.0218		1.0347											

PINEY RIDGE EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
21-22A	85	107.5%	114	104.9%	85	102.2%	91	97.3%	72	105.3%	79	526	20	546	536	
22-23A	97	101.2%	86	98.2%	112	103.5%	88	105.5%	96	109.7%	79	558	20	578	578	42
23-24A	83	106.2%	103	100.0%	86	98.2%	110	103.4%	91	93.8%	90	563	20	583	583	5
24-25A	81	104.8%	87	101.0%	104	98.8%	85	97.3%	107	103.3%	94	558	20	578	578	-5
25-26A	77	93.8%	76	103.4%	90	95.2%	99	101.2%	86	100.0%	107	535	20	555	555	-23
26-27	87	101.5%	78	100.7%	77	98.9%	89	101.8%	101	101.7%	87	519	20	539	539	-16
27-28	86	101.5%	88	100.7%	79	98.9%	76	101.8%	91	101.7%	103	522	20	542	542	3
28-29	84	101.5%	87	100.7%	89	98.9%	78	101.8%	77	101.7%	92	507	20	527	527	-15
29-30	83	101.5%	85	100.7%	88	98.9%	88	101.8%	79	101.7%	78	502	20	522	522	-6
30-31	84	101.5%	84	100.7%	86	98.9%	87	101.8%	90	101.7%	81	511	20	531	531	9
31-32	84	101.5%	85	100.7%	85	98.9%	85	101.8%	89	101.7%	91	519	20	539	539	7
32-33	84	101.5%	85	100.7%	86	98.9%	84	101.8%	86	101.7%	90	516	20	536	536	-3
33-34	84	101.5%	85	100.7%	86	98.9%	85	101.8%	85	101.7%	88	513	20	533	533	-2
34-35	84	101.5%	85	100.7%	86	98.9%	85	101.8%	86	101.7%	87	513	20	533	533	0
35-36	84	101.5%	85	100.7%	86	98.9%	85	101.8%	86	101.7%	88	514	20	534	534	1
5-3-2		0.9960		1.0202		0.9689		1.0045		0.9974						
6-4		0.9822		1.0246		0.9665		0.9961		1.0132						
4 Yr. Avg.		1.0150		1.0067		0.9894		1.0184		1.0169						

ROBERT MOTON EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
21-22A	49	110.2%	54	112.3%	73	104.6%	68	100.0%	55	100.0%	69	368	33	401	401	
22-23A	47	128.6%	63	111.1%	60	94.5%	69	100.0%	68	125.5%	69	376	33	409	409	8
23-24A	66	100.0%	47	96.8%	61	115.0%	69	113.0%	78	92.6%	63	384	57	441	441	32
24-25A	67	103.0%	68	106.4%	50	91.8%	56	101.4%	70	100.0%	78	389	51	440	440	-1
25-26A	63	95.5%	64	98.5%	67	98.0%	49	116.1%	65	104.3%	73	381	54	435	435	-5
26-27	63	106.8%	67	103.2%	66	99.8%	67	107.6%	53	105.6%	69	385	50	435	435	0
27-28	62	106.8%	67	103.2%	69	99.8%	66	107.6%	72	105.6%	56	392	50	442	442	8
28-29	61	106.8%	66	103.2%	69	99.8%	69	107.6%	71	105.6%	76	413	50	463	463	21
29-30	60	106.8%	65	103.2%	68	99.8%	69	107.6%	75	105.6%	75	412	50	462	462	-1
30-31	61	106.8%	64	103.2%	67	99.8%	68	107.6%	75	105.6%	79	414	50	464	464	2
31-32	61	106.8%	65	103.2%	66	99.8%	67	107.6%	73	105.6%	79	412	50	462	462	-2
32-33	61	106.8%	65	103.2%	67	99.8%	66	107.6%	72	105.6%	78	409	50	459	459	-2
33-34	61	106.8%	65	103.2%	67	99.8%	67	107.6%	71	105.6%	76	408	50	458	458	-1
34-35	61	106.8%	65	103.2%	67	99.8%	67	107.6%	72	105.6%	75	408	50	458	458	0
35-36	61	106.8%	65	103.2%	67	99.8%	67	107.6%	72	105.6%	76	409	50	459	459	1
5-3-2		0.9867		1.0054		0.9954		1.1108		1.0067						
6-4		0.9853		1.0167		0.9552		1.1022		1.0257						
4 Yr. Avg.		1.0678		1.0321		0.9983		1.0764		1.0560						

RUNNYMEDE EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
21-22A	107	96.2%	75	103.2%	97	101.2%	82	95.5%	85	100.0%	96	542	23	565	565	
22-23A	76	100.9%	108	112.0%	84	109.3%	106	109.8%	90	117.6%	100	564	28	592	592	27
23-24A	88	102.6%	78	108.3%	117	106.0%	89	97.2%	103	107.8%	97	572	37	609	609	17
24-25A	108	103.4%	91	97.4%	76	101.7%	119	100.0%	89	101.0%	104	587	38	625	625	16
25-26A	87	102.8%	111	96.7%	88	109.2%	83	96.6%	115	102.2%	91	575	45	620	620	-5
26-27	92	102.4%	89	103.6%	115	106.5%	94	100.9%	84	107.2%	123	597	45	642	642	22
27-28	92	102.4%	94	103.6%	92	106.5%	123	100.9%	95	107.2%	90	585	45	630	630	-11
28-29	90	102.4%	94	103.6%	98	106.5%	98	100.9%	124	107.2%	101	605	45	650	650	20
29-30	88	102.4%	92	103.6%	98	106.5%	104	100.9%	99	107.2%	132	614	45	659	659	8
30-31	90	102.4%	90	103.6%	96	106.5%	104	100.9%	105	107.2%	106	591	45	636	636	-23
31-32	90	102.4%	92	103.6%	93	106.5%	102	100.9%	105	107.2%	112	595	45	640	640	4
32-33	90	102.4%	92	103.6%	96	106.5%	100	100.9%	103	107.2%	112	592	45	637	637	-2
33-34	90	102.4%	92	103.6%	96	106.5%	102	100.9%	100	107.2%	110	590	45	635	635	-2
34-35	90	102.4%	92	103.6%	96	106.5%	102	100.9%	103	107.2%	108	590	45	635	635	0
35-36	90	102.4%	92	103.6%	96	106.5%	102	100.9%	103	107.2%	110	592	45	637	637	2
5-3-2		1.0294		0.9925		1.0631		0.9775		1.0297						
6-4		1.0303		0.9700		1.0621		0.9798		1.0174						
4 Yr. Avg.		1.0244		1.0362		1.0654		1.0089		1.0716						

SANDYMOUNT EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
21-22A	78	105.4%	97	110.0%	88	109.7%	68	104.8%	88	105.6%	76	495	20	515	505	
22-23A	108	106.4%	83	105.2%	102	108.0%	95	105.9%	72	105.7%	93	553	14	567	560	55
23-24A	84	105.6%	114	100.0%	83	103.9%	106	104.2%	99	102.8%	74	560	19	579	579	19
24-25A	118	116.7%	98	99.1%	113	102.4%	85	101.9%	108	99.0%	98	620	20	640	640	61
25-26A	91	97.5%	115	95.9%	94	100.0%	113	97.6%	83	95.4%	103	599	20	619	619	-21
26-27	103	106.5%	97	100.0%	115	103.6%	97	102.4%	116	100.7%	84	612	20	632	632	13
27-28	102	106.5%	110	100.0%	97	103.6%	119	102.4%	100	100.7%	117	644	20	664	664	32
28-29	100	106.5%	109	100.0%	110	103.6%	100	102.4%	122	100.7%	100	641	20	661	661	-3
29-30	99	106.5%	107	100.0%	109	103.6%	114	102.4%	103	100.7%	123	654	20	674	674	12
30-31	100	106.5%	105	100.0%	107	103.6%	113	102.4%	116	100.7%	104	645	20	665	665	-9
31-32	100	106.5%	107	100.0%	106	103.6%	110	102.4%	115	100.7%	117	655	20	675	675	10
32-33	100	106.5%	107	100.0%	107	103.6%	109	102.4%	113	100.7%	116	652	20	672	672	-3
33-34	100	106.5%	107	100.0%	107	103.6%	110	102.4%	112	100.7%	114	649	20	669	669	-2
34-35	100	106.5%	107	100.0%	107	103.6%	110	102.4%	113	100.7%	113	649	20	669	669	0
35-36	100	106.5%	107	100.0%	107	103.6%	110	102.4%	113	100.7%	114	650	20	670	670	1
5-3-2		1.0484		0.9770		1.0151		1.0023		0.9794						
6-4		1.0514		0.9720		1.0096		0.9934		0.9682						
4 Yr. Avg.		1.0652		1.0005		1.0357		1.0241		1.0070						

SPRING GARDEN EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
21-22A	64	101.5%	66	103.1%	67	97.1%	66	100.0%	68	107.5%	72	403	20	423	423	
22-23A	76	107.8%	69	104.5%	69	97.0%	65	104.5%	69	105.9%	72	420	20	440	440	17
23-24A	82	96.1%	73	101.4%	70	104.3%	72	106.2%	69	101.4%	70	436	20	456	456	16
24-25A	57	103.7%	85	98.6%	72	97.1%	68	94.4%	68	100.0%	69	419	20	439	439	-17
25-26A	75	98.2%	56	92.9%	79	97.2%	70	97.1%	66	104.4%	71	417	20	437	437	-2
26-27	74	101.4%	76	99.4%	56	98.9%	78	100.6%	70	102.9%	68	422	20	442	442	5
27-28	74	101.4%	75	99.4%	76	98.9%	55	100.6%	79	102.9%	72	431	30	461	461	19
28-29	72	101.4%	75	99.4%	75	98.9%	75	100.6%	55	102.9%	81	433	35	468	468	7
29-30	71	101.4%	73	99.4%	75	98.9%	74	100.6%	75	102.9%	57	425	40	465	465	-3
30-31	72	101.4%	72	99.4%	73	98.9%	74	100.6%	74	102.9%	77	442	40	482	482	17
31-32	72	101.4%	73	99.4%	72	98.9%	72	100.6%	74	102.9%	76	439	40	479	479	-3
32-33	72	101.4%	73	99.4%	73	98.9%	71	100.6%	72	102.9%	76	437	40	477	477	-2
33-34	72	101.4%	73	99.4%	73	98.9%	72	100.6%	71	102.9%	74	435	40	475	475	-2
34-35	72	101.4%	73	99.4%	73	98.9%	72	100.6%	72	102.9%	73	435	40	475	475	0
35-36	72	101.4%	73	99.4%	73	98.9%	72	100.6%	72	102.9%	74	436	40	476	476	1
5-3-2		0.9943		0.9635		0.9862		0.9809		1.0250						
6-4		1.0041		0.9522		0.9719		0.9601		1.0265						
4 Yr. Avg.		1.0144		0.9939		0.9893		1.0055		1.0294						

TANEYTOWN EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
21-22A	62	113.2%	60	114.5%	71	106.3%	68	110.5%	63	103.3%	63	387	21	408	408	
22-23A	89	112.9%	70	106.7%	64	107.0%	76	117.6%	80	114.3%	72	451	20	471	471	63
23-24A	73	105.6%	94	97.1%	68	93.8%	60	103.9%	79	102.5%	82	456	19	475	475	4
24-25A	60	90.4%	66	97.9%	92	98.5%	67	106.7%	64	102.5%	81	430	20	450	450	-25
25-26A	54	111.7%	67	95.5%	63	102.2%	94	89.6%	60	101.6%	65	403	20	423	423	-27
26-27	70	105.1%	57	99.3%	67	100.4%	63	104.5%	98	105.2%	63	418	20	438	438	15
27-28	70	105.1%	74	99.3%	56	100.4%	67	104.5%	66	105.2%	103	436	30	466	466	28
28-29	68	105.1%	74	99.3%	73	100.4%	57	104.5%	70	105.2%	69	411	35	446	446	-21
29-30	68	105.1%	72	99.3%	73	100.4%	73	104.5%	59	105.2%	73	418	40	458	458	13
30-31	69	105.1%	72	99.3%	71	100.4%	73	104.5%	77	105.2%	62	424	40	464	464	5
31-32	69	105.1%	73	99.3%	71	100.4%	71	104.5%	77	105.2%	81	441	40	481	481	17
32-33	69	105.1%	73	99.3%	72	100.4%	71	104.5%	74	105.2%	81	440	40	480	480	-1
33-34	69	105.1%	73	99.3%	72	100.4%	72	104.5%	74	105.2%	78	439	40	479	479	-1
34-35	69	105.1%	73	99.3%	72	100.4%	72	104.5%	76	105.2%	78	440	40	480	480	1
35-36	69	105.1%	73	99.3%	72	100.4%	72	104.5%	76	105.2%	79	441	40	481	481	1
5-3-2		1.0408		0.9652		0.9940		0.9757		1.0204						
6-4		1.0316		0.9642		1.0072		0.9640		1.0195						
4 Yr. Avg.		1.0515		0.9928		1.0037		1.0445		1.0522						

WESTMINSTER EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
21-22A	93	112.1%	102	103.5%	89	101.3%	78	91.3%	84	106.4%	83	529	15	544	544	
22-23A	60	97.8%	91	103.9%	106	103.4%	92	106.4%	83	113.1%	95	527	19	546	546	2
23-24A	96	98.3%	59	106.6%	97	97.2%	103	105.4%	97	100.0%	83	535	20	555	555	9
24-25A	76	106.3%	102	106.8%	63	96.9%	94	105.8%	109	103.1%	100	544	20	564	564	9
25-26A	72	100.0%	76	97.1%	99	100.0%	63	100.0%	94	99.1%	108	512	20	532	532	-32
26-27	78	100.6%	72	103.6%	79	99.4%	98	104.4%	66	103.8%	98	491	20	511	511	-21
27-28	77	100.6%	78	103.6%	75	99.4%	78	104.4%	103	103.8%	68	480	30	510	510	-1
28-29	76	100.6%	77	103.6%	81	99.4%	75	104.4%	82	103.8%	107	498	35	533	533	23
29-30	75	100.6%	76	103.6%	80	99.4%	81	104.4%	78	103.8%	85	475	40	515	515	-17
30-31	76	100.6%	75	103.6%	79	99.4%	80	104.4%	84	103.8%	81	476	40	516	516	0
31-32	76	100.6%	76	103.6%	78	99.4%	79	104.4%	83	103.8%	88	480	40	520	520	5
32-33	76	100.6%	76	103.6%	79	99.4%	78	104.4%	82	103.8%	86	478	40	518	518	-2
33-34	76	100.6%	76	103.6%	79	99.4%	79	104.4%	81	103.8%	85	477	40	517	517	-1
34-35	76	100.6%	76	103.6%	79	99.4%	79	104.4%	82	103.8%	84	477	40	517	517	0
35-36	76	100.6%	76	103.6%	79	99.4%	79	104.4%	82	103.8%	85	478	40	518	518	1
5-3-2		1.0154		1.0188		0.9851		1.0283		1.0047						
6-4		1.0250		1.0095		0.9876		1.0233		1.0069						
4 Yr. Avg.		1.0061		1.0359		0.9936		1.0442		1.0382						

WILLIAM WINCHESTER EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
21-22A	84	114.3%	80	101.3%	80	112.2%	83	104.9%	85	100.0%	80	492	19	511	511	
22-23A	101	115.5%	97	106.3%	85	122.5%	98	106.0%	88	102.4%	87	556	20	576	576	65
23-24A	88	112.9%	114	104.1%	101	107.1%	91	98.0%	96	108.0%	95	585	20	605	605	29
24-25A	97	89.8%	79	96.5%	110	103.0%	104	97.8%	89	92.7%	89	568	19	587	587	-18
25-26A	65	91.8%	89	102.5%	81	95.5%	105	105.8%	110	103.4%	92	542	20	562	562	-25
26-27	90	102.5%	67	102.3%	91	107.0%	87	101.9%	107	101.6%	112	553	20	573	573	11
27-28	89	102.5%	92	102.3%	68	107.0%	97	101.9%	88	101.6%	109	544	30	574	574	1
28-29	87	102.5%	91	102.3%	94	107.0%	73	101.9%	99	101.6%	90	535	35	570	570	-4
29-30	86	102.5%	89	102.3%	93	107.0%	101	101.9%	74	101.6%	101	545	40	585	585	15
30-31	87	102.5%	88	102.3%	91	107.0%	100	101.9%	103	101.6%	76	545	40	585	585	0
31-32	87	102.5%	89	102.3%	90	107.0%	98	101.9%	102	101.6%	105	570	40	610	610	26
32-33	87	102.5%	89	102.3%	91	107.0%	97	101.9%	99	101.6%	103	567	40	607	607	-4
33-34	87	102.5%	89	102.3%	91	107.0%	98	101.9%	98	101.6%	101	564	40	604	604	-2
34-35	87	102.5%	89	102.3%	91	107.0%	98	101.9%	99	101.6%	100	564	40	604	604	0
35-36	87	102.5%	89	102.3%	91	107.0%	98	101.9%	99	101.6%	101	566	40	606	606	1
5-3-2		0.9538		1.0104		1.0003		1.0182		1.0109						
6-4		0.9096		1.0012		0.9846		1.0258		0.9911						
4 Yr. Avg.		1.0247		1.0235		1.0700		1.0189		1.0160						

WINFIELD EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
21-22A	122	122.9%	102	100.9%	110	104.7%	89	93.0%	107	102.4%	85	615	25	640	628	
22-23A	101	107.4%	131	103.9%	106	99.1%	109	105.6%	94	105.6%	113	654	24	678	678	51
23-24A	108	106.9%	108	106.9%	140	99.1%	105	104.6%	114	101.1%	95	670	26	696	696	18
24-25A	106	105.6%	114	104.6%	113	102.1%	143	111.4%	117	97.4%	111	704	20	724	724	28
25-26A	105	97.2%	103	96.5%	110	97.3%	110	95.8%	137	98.3%	115	680	23	703	703	-21
26-27	108	104.3%	109	103.0%	106	99.4%	109	104.4%	115	100.6%	138	685	25	710	710	7
27-28	107	104.3%	113	103.0%	113	99.4%	105	104.4%	114	100.6%	115	667	25	692	692	-18
28-29	105	104.3%	112	103.0%	116	99.4%	112	104.4%	110	100.6%	115	669	25	694	694	2
29-30	103	104.3%	109	103.0%	115	99.4%	115	104.4%	117	100.6%	111	670	25	695	695	1
30-31	105	104.3%	107	103.0%	113	99.4%	114	104.4%	120	100.6%	118	677	25	702	702	7
31-32	105	104.3%	109	103.0%	111	99.4%	112	104.4%	119	100.6%	121	677	25	702	702	0
32-33	105	104.3%	109	103.0%	113	99.4%	110	104.4%	117	100.6%	120	674	25	699	699	-3
33-34	105	104.3%	109	103.0%	113	99.4%	112	104.4%	115	100.6%	118	672	25	697	697	-2
34-35	105	104.3%	109	103.0%	113	99.4%	112	104.4%	117	100.6%	115	672	25	697	697	0
35-36	105	104.3%	109	103.0%	113	99.4%	112	104.4%	117	100.6%	118	674	25	699	699	2
5-3-2		1.0164		1.0101		0.9913		1.0225		0.9857						
6-4		1.0052		0.9975		0.9926		1.0205		0.9792						
4 Yr. Avg.		1.0426		1.0298		0.9941		1.0436		1.0058						

GRADE TOTALS - ELEMENTARY

	K	1	2	3	4	5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET TOTAL	DIFF
2025-26	1,646	1,783	1,882	1,901	2,032	1,998	11,242	493	11,735	11,735	
2026-27	1,816	1,703	1,827	1,921	1,946	2,093	11,306	495	11,801	11,801	66
2027-28	1,801	1,878	1,745	1,869	1,967	2,003	11,264	545	11,809	11,809	8
2028-29	1,764	1,863	1,924	1,782	1,915	2,026	11,273	570	11,843	11,843	34
2029-30	1,740	1,825	1,908	1,966	1,826	1,974	11,238	595	11,833	11,833	-11
2030-31	1,765	1,800	1,869	1,949	2,014	1,881	11,277	595	11,872	11,872	39
2031-32	1,765	1,826	1,843	1,909	1,997	2,074	11,414	595	12,009	12,009	137
2032-33	1,765	1,826	1,870	1,883	1,956	2,057	11,356	595	11,951	11,951	-58
2033-34	1,765	1,826	1,870	1,910	1,929	2,014	11,314	595	11,909	11,909	-42
2034-35	1,765	1,826	1,870	1,910	1,957	1,987	11,315	595	11,910	11,910	0
2035-36	1,765	1,826	1,870	1,910	1,957	2,016	11,343	595	11,938	11,938	29

SECONDARY PROJECTIONS '26-'27 TO '35-'36, MIDDLE SCHOOLS

MT. AIRY MIDDLE

MT. AIRY	100.00%
WINFIELD	86.00%

YEAR	5		6		7		8	TOTAL	DIFF
21-22A	208	106.0%	232	104.7%	246	103.3%	250	728	
22-23A	266	108.4%	226	104.7%	243	102.4%	252	721	-7
23-24A	237	105.2%	280	101.3%	229	100.8%	245	754	33
24-25A	255	106.4%	252	98.6%	276	101.7%	233	761	7
25-26A	239	102.2%	261	97.2%	245	100.4%	277	783	22
26-27	283	105.6%	252	100.5%	262	101.3%	248	763	-20
27-28	229	105.6%	299	100.5%	253	101.3%	266	818	55
28-29	241	105.6%	241	100.5%	300	101.3%	257	798	-20
29-30	240	105.6%	254	100.5%	243	101.3%	304	801	3
30-31	235	105.6%	253	100.5%	256	101.3%	246	755	-46
31-32	250	105.6%	248	100.5%	255	101.3%	259	762	7
32-33	248	105.6%	264	100.5%	250	101.3%	258	771	9
33-34	243	105.6%	262	100.5%	265	101.3%	253	779	8
34-35	239	105.6%	257	100.5%	263	101.3%	269	788	9
35-36	243	105.6%	253	100.5%	258	101.3%	266	777	-11
5-3-2		1.0408		0.9845		1.0087			
6-4		1.0390		0.9776		1.0092			
4 yr Avg.		1.0558		1.0047		1.0134			

NORTH CARROLL MIDDLE

EBB VALLEY	80.00%
HAMPSTEAD	21.00%
MANCHESTER	100.00%

YEAR	5		6		7		8	TOTAL	DIFF
21-22A	188	108.6%	182	100.5%	214	100.5%	216	612	
22-23A	201	111.1%	209	102.7%	187	105.6%	226	622	10
23-24A	196	101.6%	204	102.4%	214	97.3%	182	600	-22
24-25A	207	102.3%	201	102.0%	208	101.4%	217	626	26
25-26A	182	99.1%	205	99.0%	199	96.6%	201	605	-21
26-27	213	103.6%	189	101.5%	208	100.2%	199	596	-9
27-28	209	103.6%	221	101.5%	192	100.2%	209	621	25
28-29	201	103.6%	217	101.5%	224	100.2%	192	633	12
29-30	192	103.6%	208	101.5%	220	100.2%	225	653	20
30-31	167	103.6%	199	101.5%	211	100.2%	220	630	-22
31-32	201	103.6%	173	101.5%	202	100.2%	212	586	-44
32-33	199	103.6%	208	101.5%	176	100.2%	202	586	0
33-34	195	103.6%	206	101.5%	212	100.2%	176	594	7
34-35	193	103.6%	202	101.5%	209	100.2%	212	624	30
35-36	195	103.6%	200	101.5%	205	100.2%	210	615	-9
5-3-2		1.0059		1.0057		0.9820			
6-4		1.0041		1.0019		0.9854			
4 yr Avg.		1.0356		1.0153		1.0024			

NORTHWEST MIDDLE

ELMER WOLFE	100.00%
RUNNYMEDE	78.00%
TANEYTOWN	100.00%

YEAR	5		6		7		8	TOTAL	DIFF
21-22A	207	102.5%	205	103.1%	198	102.4%	217	620	
22-23A	212	108.8%	225	104.4%	214	100.0%	198	637	17
23-24A	243	98.1%	208	101.8%	229	97.2%	208	645	8
24-25A	248	90.3%	219	103.8%	216	96.1%	220	655	10
25-26A	222	96.3%	239	101.4%	222	100.5%	217	678	23
26-27	235	98.4%	218	102.8%	246	98.4%	219	683	5
27-28	249	98.4%	231	102.8%	225	98.4%	242	698	15
28-29	238	98.4%	245	102.8%	238	98.4%	221	703	6
29-30	254	98.4%	234	102.8%	252	98.4%	234	720	16
30-31	235	98.4%	250	102.8%	241	98.4%	248	738	19
31-32	252	98.4%	231	102.8%	257	98.4%	237	725	-13
32-33	252	98.4%	248	102.8%	237	98.4%	253	739	14
33-34	246	98.4%	248	102.8%	255	98.4%	234	737	-2
34-35	243	98.4%	242	102.8%	255	98.4%	251	749	11
35-36	247	98.4%	239	102.8%	249	98.4%	251	739	-9
5-3-2		0.9485		1.0219		0.9849			
6-4		0.9388		1.0236		0.9871			
4 yr Avg.		0.9836		1.0285		0.9843			

OKLAHOMA ROAD MID					CARROLLTOWNE	100.00%			
					ELDERSBURG	60.00%			
					FREEDOM	100.00%			
YEAR	5		6		7		8	TOTAL	DIFF
21-22A	259	106.3%	210	102.0%	250	107.3%	236	696	
22-23A	249	101.5%	263	104.3%	219	104.0%	260	742	46
23-24A	266	103.6%	258	102.7%	270	105.0%	230	758	16
24-25A	266	104.4%	278	102.7%	265	101.1%	273	816	58
25-26A	258	101.9%	271	101.8%	283	102.3%	271	825	9
26-27	255	102.9%	265	102.9%	279	103.1%	292	836	11
27-28	250	102.9%	263	102.9%	273	103.1%	287	823	-13
28-29	253	102.9%	257	102.9%	270	103.1%	281	808	-15
29-30	222	102.9%	261	102.9%	264	103.1%	278	803	-5
30-31	225	102.9%	228	102.9%	268	103.1%	272	768	-35
31-32	249	102.9%	231	102.9%	235	103.1%	276	742	-26
32-33	247	102.9%	256	102.9%	238	103.1%	242	736	-6
33-34	242	102.9%	255	102.9%	264	103.1%	245	763	27
34-35	240	102.9%	249	102.9%	262	103.1%	272	783	20
35-36	242	102.9%	246	102.9%	256	103.1%	270	773	-10
5-3-2		1.0300		1.0225		1.0247			
6-4		1.0292		1.0216		1.0180			
4 yr Avg.		1.0286		1.0286		1.0310			

SHILOH MIDDLE					HAMPSTEAD	79.00%			
					SANDYMOUNT	100.00%			
					SPRING GARDEN	100.00%			
YEAR	5		6		7		8	TOTAL	DIFF
21-22A	195	101.2%	203	108.0%	202	99.1%	212	617	
22-23A	215	97.3%	190	104.4%	212	100.0%	202	604	-13
23-24A	208	105.9%	228	102.1%	194	98.6%	209	631	27
24-25A	209	104.8%	218	97.4%	222	98.5%	191	631	0
25-26A	228	97.8%	204	98.2%	214	98.2%	218	636	5
26-27	208	101.5%	231	100.5%	205	98.8%	211	648	12
27-28	244	101.5%	211	100.5%	232	98.8%	203	645	-2
28-29	240	101.5%	247	100.5%	212	98.8%	229	689	43
29-30	239	101.5%	244	100.5%	249	98.8%	209	702	13
30-31	249	101.5%	242	100.5%	245	98.8%	246	733	31
31-32	255	101.5%	253	100.5%	243	98.8%	242	739	6
32-33	253	101.5%	259	100.5%	254	98.8%	240	754	15
33-34	248	101.5%	257	100.5%	260	98.8%	251	768	15
34-35	245	101.5%	251	100.5%	258	98.8%	257	767	-2
35-36	248	101.5%	248	100.5%	253	98.8%	255	756	-11
5-3-2		1.0153		0.9871		0.9835			
6-4		1.0060		0.9785		0.9830			
4 yr Avg.		1.0147		1.0052		0.9881			

SYKESVILLE MIDDLE					ELDERSBURG	40.00%			
					LINTON SPRINGS	100.00%			
					PINEY RIDGE	100.00%			
					WINFIELD	14.00%			
YEAR	5		6		7		8	TOTAL	DIFF
21-22A	216	99.7%	280	102.1%	240	101.6%	260	780	
22-23A	249	103.9%	224	100.7%	282	100.8%	242	748	-32
23-24A	233	96.8%	241	104.5%	234	100.4%	283	758	10
24-25A	282	99.1%	231	98.8%	238	97.4%	228	697	-61
25-26A	288	97.3%	274	98.3%	227	95.4%	227	728	31
26-27	282	99.3%	286	100.6%	276	98.5%	224	785	57
27-28	290	99.3%	280	100.6%	288	98.5%	271	839	54
28-29	251	99.3%	288	100.6%	282	98.5%	283	853	14
29-30	227	99.3%	250	100.6%	289	98.5%	277	816	-36
30-31	220	99.3%	225	100.6%	251	98.5%	285	761	-55
31-32	256	99.3%	219	100.6%	226	98.5%	247	692	-69
32-33	253	99.3%	254	100.6%	220	98.5%	223	697	5
33-34	248	99.3%	251	100.6%	255	98.5%	216	723	27
34-35	244	99.3%	246	100.6%	253	98.5%	252	750	27
35-36	248	99.3%	242	100.6%	248	98.5%	249	739	-12
5-3-2		0.9773		0.9965		0.9699			
6-4		0.9801		0.9846		0.9620			
4 yr Avg.		0.9928		1.0055		0.9850			

WEST. EAST MIDDLE					CRANBERRY STATION	100.00%	RUNNYMEDE	22.00%
					EBB VALLEY	20.00%	WESTMINSTER	10.00%
					ROBERT MOTON	60.00%	WM WINCHESTER	75.00%

YEAR	5		6		7		8	TOTAL	DIFF
21-22A	236	101.4%	259	101.4%	213	100.0%	285	757	
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
25-26A	260	103.8%	257	101.9%	268	101.2%	263	788	-8
26-27	287	103.5%	269	103.3%	265	104.7%	280	815	27
27-28	249	103.5%	297	103.3%	278	104.7%	278	853	38
28-29	277	103.5%	258	103.3%	307	104.7%	291	855	3
29-30	271	103.5%	287	103.3%	266	104.7%	321	875	19
30-31	242	103.5%	281	103.3%	297	104.7%	279	856	-19
31-32	279	103.5%	250	103.3%	290	104.7%	310	850	-6
32-33	277	103.5%	289	103.3%	258	104.7%	303	851	1
33-34	272	103.5%	287	103.3%	299	104.7%	270	856	5
34-35	268	103.5%	281	103.3%	297	104.7%	313	891	34
35-36	272	103.5%	278	103.3%	291	104.7%	311	879	-12
5-3-2		1.0209		1.0233		1.0226			
6-4		1.0210		1.0225		1.0206			
4 yr Avg.		1.0351		1.0330		1.0466			

WEST. WEST MIDDLE					FRIENDSHIP VALLEY	100.00%	WESTMINSTER	90.00%
					MECHANICSVILLE	100.00%	WM WINCHESTER	25.00%
					ROBERT MOTON	40.00%		

YEAR	5		6		7		8	TOTAL	DIFF
21-22A	279	95.9%	269	101.8%	282	100.6%	319	870	
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
25-26A	321	102.6%	326	99.0%	293	98.4%	300	919	-4
26-27	330	103.2%	332	102.2%	333	101.5%	297	962	43
27-28	284	103.2%	341	102.2%	339	101.5%	338	1018	56
28-29	323	103.2%	293	102.2%	348	101.5%	344	985	-33
29-30	330	103.2%	334	102.2%	299	101.5%	353	986	1
30-31	308	103.2%	340	102.2%	341	101.5%	303	985	-1
31-32	331	103.2%	318	102.2%	348	101.5%	346	1012	27
32-33	327	103.2%	341	102.2%	325	101.5%	353	1019	7
33-34	320	103.2%	337	102.2%	349	101.5%	329	1015	-4
34-35	316	103.2%	330	102.2%	344	101.5%	354	1028	13
35-36	320	103.2%	326	102.2%	337	101.5%	349	1012	-16
5-3-2		1.0188		1.0025		1.0067			
6-4		1.0268		0.9952		1.0017			
4 yr Avg.		1.0316		1.0223		1.0145			

GRADE TOTALS - MIDDLE					MID	
	5	6	7	8	TOTAL	DIFF
2025-26	1998	2037	1951	1974	5962	
2026-27	2093	2042	2074	1971	6087	125
2027-28	2002	2141	2079	2094	6314	227
2028-29	2026	2045	2180	2099	6323	10
2029-30	1974	2071	2081	2202	6355	31
2030-31	1881	2018	2109	2099	6227	-128
2031-32	2074	1923	2056	2130	6108	-119
2032-33	2057	2120	1957	2075	6153	44
2033-34	2014	2102	2159	1975	6237	84
2034-35	1987	2059	2141	2179	6379	143
2035-36	2016	2031	2097	2161	6289	-90

SECONDARY PROJECTIONS '26-'27 TO '35-'36, HIGH SCHOOLS

CENTURY HIGH							SYKESVILLE MIDDLE	100.00%			
YEAR	8		9		10		11		12	TOTAL	DIFF
21-22A	260	114.4%	310	100.7%	277	98.6%	278	95.8%	275	1140	
22-23A	242	105.8%	275	95.2%	295	110.1%	305	88.1%	245	1120	-20
23-24A	283	103.7%	251	97.1%	267	104.4%	308	84.3%	257	1083	-37
24-25A	228	104.2%	295	97.6%	245	105.6%	282	90.6%	279	1101	18
25-26A	227	107.9%	246	98.6%	291	106.1%	260	87.2%	246	1043	-58
26-27	224	105.4%	239	97.1%	239	106.6%	310	87.6%	228	1016	-27
27-28	271	105.4%	236	97.1%	232	106.6%	255	87.6%	272	994	-22
28-29	283	105.4%	286	97.1%	229	106.6%	248	87.6%	223	986	-9
29-30	277	105.4%	299	97.1%	278	106.6%	244	87.6%	217	1037	52
30-31	285	105.4%	292	97.1%	290	106.6%	296	87.6%	214	1092	55
31-32	247	105.4%	300	97.1%	284	106.6%	309	87.6%	259	1153	61
32-33	223	105.4%	261	97.1%	292	106.6%	303	87.6%	271	1125	-27
33-34	216	105.4%	235	97.1%	253	106.6%	311	87.6%	265	1064	-62
34-35	252	105.4%	228	97.1%	228	106.6%	270	87.6%	272	998	-66
35-36	249	105.4%	265	97.1%	222	106.6%	243	87.6%	236	966	-32
5-3-2		1.060		0.980		1.056		0.876			
6-4		1.064		0.982		1.059		0.886			
4 Yr. Avg.		1.054		0.971		1.066		0.876			

FRANCIS SCOTT KEY HIGH							NORTHWEST MIDDLE	100.00%			
YEAR	8		9		10		11		12	TOTAL	DIFF
21-22A	217	127.4%	307	87.4%	215	91.0%	201	95.3%	201	924	
22-23A	198	119.8%	260	89.6%	275	108.4%	233	87.6%	176	944	20
23-24A	208	123.7%	245	90.0%	234	92.7%	255	84.5%	197	931	-13
24-25A	220	113.9%	237	84.1%	206	113.2%	265	77.6%	198	906	-25
25-26A	217	107.3%	236	94.5%	224	113.6%	234	66.0%	175	869	-37
26-27	219	116.2%	252	89.5%	211	107.0%	240	78.9%	185	888	19
27-28	242	116.2%	254	89.5%	226	107.0%	226	78.9%	189	895	7
28-29	221	116.2%	281	89.5%	227	107.0%	242	78.9%	178	929	34
29-30	234	116.2%	257	89.5%	252	107.0%	243	78.9%	191	942	14
30-31	248	116.2%	272	89.5%	230	107.0%	269	78.9%	192	963	21
31-32	237	116.2%	288	89.5%	243	107.0%	246	78.9%	213	990	27
32-33	253	116.2%	275	89.5%	258	107.0%	260	78.9%	194	988	-2
33-34	234	116.2%	294	89.5%	247	107.0%	276	78.9%	206	1022	34
34-35	251	116.2%	272	89.5%	263	107.0%	264	78.9%	218	1016	-6
35-36	251	116.2%	292	89.5%	243	107.0%	282	78.9%	208	1025	9
5-3-2		1.126		0.905		1.093		0.732			
6-4		1.099		0.903		1.135		0.707			
4 Yr. Avg.		1.162		0.895		1.070		0.789			

LIBERTY HIGH							OKLAHOMA RD MIDDLE	100.00%			
YEAR	8		9		10		11		12	TOTAL	DIFF
21-22A	236	103.5%	265	93.7%	222	101.6%	260	99.6%	255	1002	
22-23A	260	107.2%	253	98.5%	261	111.3%	247	88.5%	230	991	-11
23-24A	230	106.9%	278	97.2%	246	107.7%	281	78.9%	195	1000	9
24-25A	273	103.0%	237	98.6%	274	107.3%	264	82.6%	232	1007	7
25-26A	271	99.3%	271	97.5%	231	103.3%	283	82.2%	217	1002	-5
26-27	292	104.1%	282	97.9%	265	107.4%	248	83.0%	235	1031	29
27-28	287	104.1%	304	97.9%	276	107.4%	285	83.0%	206	1071	40
28-29	281	104.1%	299	97.9%	297	107.4%	297	83.0%	237	1130	59
29-30	278	104.1%	293	97.9%	293	107.4%	319	83.0%	246	1152	22
30-31	272	104.1%	290	97.9%	287	107.4%	315	83.0%	265	1157	5
31-32	276	104.1%	283	97.9%	284	107.4%	308	83.0%	261	1137	-20
32-33	242	104.1%	288	97.9%	278	107.4%	305	83.0%	256	1126	-11
33-34	245	104.1%	252	97.9%	282	107.4%	298	83.0%	253	1085	-41
34-35	272	104.1%	255	97.9%	247	107.4%	303	83.0%	247	1052	-33
35-36	270	104.1%	283	97.9%	250	107.4%	265	83.0%	251	1049	-3
5-3-2		1.019		0.977		1.054		0.817			
6-4		1.008		0.979		1.049		0.823			
4 Yr. Avg.		1.041		0.979		1.074		0.830			

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

YEAR	8		9		10		11		12	TOTAL	DIFF
21-22A	354	109.2%	376	94.0%	343	93.8%	319	92.1%	304	1342	
22-23A	343	104.9%	371	94.9%	357	99.4%	341	90.9%	290	1359	17
23-24A	303	107.5%	369	93.3%	346	100.3%	358	88.3%	301	1374	15
24-25A	324	113.1%	343	92.1%	340	101.2%	350	85.5%	306	1339	-35
25-26A	323	109.6%	355	88.0%	302	107.1%	364	84.0%	294	1315	-24
26-27	318	108.8%	351	92.1%	327	102.0%	308	87.2%	317	1304	-11
27-28	322	108.8%	346	92.1%	324	102.0%	333	87.2%	268	1271	-32
28-29	321	108.8%	350	92.1%	318	102.0%	330	87.2%	291	1289	18
29-30	342	108.8%	349	92.1%	323	102.0%	325	87.2%	288	1284	-6
30-31	358	108.8%	372	92.1%	321	102.0%	329	87.2%	283	1305	21
31-32	348	108.8%	389	92.1%	342	102.0%	328	87.2%	287	1346	41
32-33	337	108.8%	378	92.1%	359	102.0%	349	87.2%	286	1371	25
33-34	317	108.8%	366	92.1%	348	102.0%	366	87.2%	304	1384	13
34-35	356	108.8%	344	92.1%	337	102.0%	355	87.2%	319	1356	-29
35-36	352	108.8%	387	92.1%	317	102.0%	344	87.2%	309	1358	2
5-3-2		1.102		0.903		1.039		0.853			
6-4		1.110		0.897		1.047		0.846			
4 Yr. Avg.		1.088		0.921		1.020		0.872			

SOUTH CARROLL HIGH				MT AIRY MIDDLE	100.00%

YEAR	8		9		10		11		12	TOTAL	DIFF
21-22A	250	106.6%	227	90.8%	237	98.3%	226	95.1%	232	922	
22-23A	252	101.2%	253	92.1%	209	120.7%	286	76.5%	173	921	-1
23-24A	245	102.0%	257	95.7%	242	111.5%	233	71.0%	203	935	14
24-25A	233	106.1%	260	95.3%	245	109.5%	265	70.0%	163	933	-2
25-26A	277	96.6%	225	93.8%	244	103.3%	253	77.7%	206	928	-5
26-27	248	101.5%	281	94.2%	212	111.2%	271	73.8%	187	951	23
27-28	266	101.5%	252	94.2%	265	111.2%	236	73.8%	200	953	2
28-29	257	101.5%	270	94.2%	237	111.2%	295	73.8%	174	976	23
29-30	304	101.5%	261	94.2%	254	111.2%	264	73.8%	217	996	20
30-31	246	101.5%	308	94.2%	246	111.2%	283	73.8%	195	1031	35
31-32	259	101.5%	249	94.2%	291	111.2%	273	73.8%	209	1022	-10
32-33	258	101.5%	263	94.2%	235	111.2%	323	73.8%	202	1023	1
33-34	253	101.5%	262	94.2%	248	111.2%	261	73.8%	239	1009	-13
34-35	269	101.5%	257	94.2%	247	111.2%	275	73.8%	193	972	-38
35-36	266	101.5%	272	94.2%	242	111.2%	274	73.8%	203	992	20
5-3-2		1.005		0.947		1.068		0.741			
6-4		1.004		0.944		1.058		0.746			
4 Yr. Avg.		1.015		0.942		1.112		0.738			

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

YEAR	8		9		10		11		12	TOTAL	DIFF
21-22A	364	115.9%	417	89.3%	333	92.6%	338	95.7%	360	1448	
22-23A	348	125.4%	457	87.1%	363	109.3%	364	98.5%	333	1517	69
23-24A	356	111.5%	388	90.2%	412	102.5%	372	84.6%	308	1480	-37
24-25A	380	105.5%	376	94.1%	365	102.7%	423	84.1%	313	1477	-3
25-26A	372	106.8%	406	94.4%	355	113.7%	415	79.2%	335	1511	34
26-27	367	112.3%	418	91.4%	371	107.0%	380	86.6%	359	1528	17
27-28	400	112.3%	412	91.4%	382	107.0%	397	86.6%	329	1520	-8
28-29	417	112.3%	449	91.4%	376	107.0%	409	86.6%	344	1579	59
29-30	417	112.3%	469	91.4%	411	107.0%	403	86.6%	354	1636	58
30-31	387	112.3%	468	91.4%	428	107.0%	440	86.6%	349	1685	49
31-32	425	112.3%	435	91.4%	428	107.0%	459	86.6%	381	1703	17
32-33	431	112.3%	477	91.4%	398	107.0%	458	86.6%	397	1730	28
33-34	414	112.3%	484	91.4%	436	107.0%	426	86.6%	397	1742	12
34-35	439	112.3%	464	91.4%	442	107.0%	467	86.6%	369	1742	0
35-36	434	112.3%	493	91.4%	425	107.0%	473	86.6%	404	1795	53
5-3-2		1.073		0.935		1.081		0.818			
6-4		1.063		0.943		1.093		0.812			
4 Yr. Avg.		1.123		0.914		1.070		0.866			

WINTERS MILL HIGH											
						WESTMINSTER EAST MIDDLE	100.00%				
						WEST. WEST MIDDLE	8.00%				
YEAR	8		**9**		**10**		**11**		**12**	**TOTAL**	**DIFF**
21-22A	314	**118.3%**	**311**	**93.8%**	**259**	**101.1%**	**267**	**89.6%**	**249**	**1086**	
22-23A	259	**99.5%**	**312**	**90.0%**	**280**	**116.2%**	**301**	**83.5%**	**223**	**1116**	**30**
23-24A	310	**120.5%**	**312**	**92.0%**	**287**	**110.0%**	**308**	**78.1%**	**235**	**1142**	**26**
24-25A	299	**106.0%**	**328**	**91.7%**	**286**	**117.4%**	**337**	**66.6%**	**205**	**1156**	**14**
25-26A	287	**107.4%**	**321**	**89.3%**	**293**	**106.6%**	**305**	**69.1%**	**233**	**1152**	**-4**
26-27	304	**108.3%**	**311**	**90.8%**	**291**	**112.6%**	**330**	**74.3%**	**227**	**1159**	**7**
27-28	305	**108.3%**	**330**	**90.8%**	**282**	**112.6%**	**328**	**74.3%**	**245**	**1185**	**26**
28-29	318	**108.3%**	**330**	**90.8%**	**299**	**112.6%**	**318**	**74.3%**	**244**	**1191**	**6**
29-30	349	**108.3%**	**345**	**90.8%**	**300**	**112.6%**	**337**	**74.3%**	**236**	**1217**	**26**
30-31	303	**108.3%**	**379**	**90.8%**	**313**	**112.6%**	**337**	**74.3%**	**250**	**1279**	**62**
31-32	338	**108.3%**	**328**	**90.8%**	**344**	**112.6%**	**352**	**74.3%**	**251**	**1275**	**-4**
32-33	332	**108.3%**	**366**	**90.8%**	**298**	**112.6%**	**387**	**74.3%**	**262**	**1313**	**38**
33-34	297	**108.3%**	**359**	**90.8%**	**332**	**112.6%**	**336**	**74.3%**	**287**	**1315**	**2**
34-35	341	**108.3%**	**321**	**90.8%**	**326**	**112.6%**	**374**	**74.3%**	**249**	**1271**	**-44**
35-36	338	**108.3%**	**369**	**90.8%**	**292**	**112.6%**	**367**	**74.3%**	**278**	**1306**	**35**
5-3-2		**1.096**		**0.906**		**1.105**		**0.702**			
6-4		**1.069**		**0.903**		**1.110**		**0.681**			
4 Yr. Avg.		**1.083**		**0.908**		**1.126**		**0.743**			

GRADE TOTALS - HIGH						HIGH	
	8	**9**	**10**	**11**	**12**	**TOTAL**	
2025-26	1974	**2060**	**1940**	**2114**	**1706**	**7820**	
2026-27	1971	**2135**	**1917**	**2087**	**1738**	**7876**	**56**
2027-28	2094	**2132**	**1987**	**2060**	**1710**	**7889**	**13**
2028-29	2099	**2266**	**1985**	**2137**	**1691**	**8079**	**190**
2029-30	2202	**2271**	**2110**	**2135**	**1749**	**8265**	**186**
2030-31	2099	**2381**	**2115**	**2269**	**1748**	**8513**	**248**
2031-32	2130	**2273**	**2216**	**2275**	**1860**	**8624**	**111**
2032-33	2075	**2308**	**2116**	**2385**	**1867**	**8676**	**52**
2033-34	1975	**2252**	**2146**	**2273**	**1951**	**8621**	**-54**
2034-35	2179	**2142**	**2091**	**2308**	**1867**	**8407**	**-214**
2035-36	2161	**2362**	**1990**	**2249**	**1891**	**8492**	**85**

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2026-2035
ELEMENTARY SCHOOLS
Comparisons are based on total State Rated capacity with FTE

School	State Rated Capacity K-5	PreK	Spec. Ed.	Total	Enrollment Actual 2025	Enrollment Projected 2026	2027	2028	2029	2030	2031	2032	2033	2034	Enrollment Projected 2035
Carrolltowne	548	20	20	588	558	555	545	542	532	536	547	545	543	543	544
	Over (Under) State Rated Capacity				(30)	(33)	(43)	(46)	(56)	(52)	(41)	(43)	(45)	(45)	(44)
	Percent of STATE Capacity				94.9%	94.4%	92.7%	92.2%	90.5%	91.2%	93.0%	92.7%	92.3%	92.3%	92.5%
Cranberry Station	550	20	0	570	585	588	592	609	602	607	613	610	608	608	609
Capacity increase by 2 K & 1 PreK room in 2026															
	594	**40**	**0**	**634**											
	Over (Under) State Rated Capacity				15	**(46)**	**(42)**	**(25)**	**(32)**	**(27)**	**(21)**	**(24)**	**(26)**	**(26)**	**(25)**
	Percent of STATE Capacity				102.6%	**92.7%**	**93.4%**	**96.1%**	**95.0%**	**95.7%**	**96.7%**	**96.2%**	**95.9%**	**95.9%**	**96.1%**
Ebb Valley	594	20	0	614	518	525	525	515	501	500	527	525	524	524	525
	Over (Under) State Rated Capacity				(96)	(89)	(89)	(99)	(113)	(114)	(87)	(89)	(90)	(90)	(89)
	Percent of STATE Capacity				84.4%	85.5%	85.5%	83.9%	81.6%	81.4%	85.8%	85.5%	85.3%	85.3%	85.5%
Eldersburg	548	20	0	568	444	444	448	432	437	449	453	451	450	450	451
	Over (Under) State Rated Capacity				(124)	(124)	(120)	(136)	(131)	(119)	(115)	(117)	(118)	(118)	(117)
	Percent of STATE Capacity				78.2%	78.2%	78.9%	76.1%	76.9%	79.0%	79.8%	79.4%	79.2%	79.2%	79.4%
Elmer Wolfe	526	20	0	546	505	504	512	519	510	515	507	505	503	503	504
Capacity increase by 1 K & 1 PreK room in 2027															
	548	**40**	**0**	**588**											
	Over (Under) State Rated Capacity				(41)	(42)	**(76)**	**(69)**	**(78)**	**(73)**	**(81)**	**(83)**	**(85)**	**(85)**	**(84)**
	Percent of STATE Capacity				92.5%	92.3%	**87.1%**	**88.3%**	**86.7%**	**87.6%**	**86.2%**	**85.9%**	**85.5%**	**85.5%**	**85.7%**
Freedom	525	0	0	525	613	607	606	612	605	613	618	615	612	612	613
	Over (Under) State Rated Capacity				88	82	81	87	80	88	93	90	87	87	88
	Percent of STATE Capacity				116.8%	115.6%	115.4%	116.6%	115.2%	116.8%	117.7%	117.1%	116.6%	116.6%	116.8%
Friendship Valley	527	0	0	527	504	512	516	526	540	527	532	529	526	526	527
Capacity increase by 2 K & 1 PreK room in 2026															
	548	**40**	**0**	**588**											
	Over (Under) State Rated Capacity				(23)	**(76)**	**(72)**	**(62)**	**(48)**	**(61)**	**(56)**	**(59)**	**(62)**	**(62)**	**(61)**
	Percent of STATE Capacity				95.6%	**87.1%**	**87.8%**	**89.5%**	**91.8%**	**89.6%**	**90.5%**	**90.0%**	**89.5%**	**89.5%**	**89.6%**
Hampstead	434	20	60	514	436	446	452	458	458	460	449	446	445	445	446
	Over (Under) State Rated Capacity				(78)	(68)	(62)	(56)	(56)	(54)	(65)	(68)	(69)	(69)	(68)
	Percent of STATE Capacity				84.8%	86.8%	87.9%	89.1%	89.1%	89.5%	87.4%	86.8%	86.6%	86.6%	86.8%
Linton Springs	685	20	0	705	717	700	670	648	644	649	668	665	663	663	665
	Over (Under) State Rated Capacity				12	(5)	(35)	(57)	(61)	(56)	(37)	(40)	(42)	(42)	(40)
	Percent of STATE Capacity				101.7%	99.3%	95.0%	91.9%	91.3%	92.1%	94.8%	94.3%	94.0%	94.0%	94.3%
Manchester	662	20	0	682	628	640	624	616	619	623	632	628	626	625	627
	Over (Under) State Rated Capacity				(54)	(42)	(58)	(66)	(63)	(59)	(50)	(54)	(56)	(57)	(55)
	Percent of STATE Capacity				92.1%	93.8%	91.5%	90.3%	90.8%	91.3%	92.7%	92.1%	91.8%	91.6%	91.9%

School	State Rated Capacity K-5	PreK	Spec. Ed.	Total	Enrollment Actual 2025	Enrollment Projected 2026	2027	2028	2029	2030	2031	2032	2033	2034	Enrollment Projected 2035
Mechanicsville	571	20	0	591	526	537	538	542	540	541	539	535	533	533	534
	Over (Under) State Rated Capacity				(65)	(54)	(53)	(49)	(51)	(50)	(52)	(56)	(58)	(58)	(57)
	Percent of STATE Capacity				89.0%	90.9%	91.0%	91.7%	91.4%	91.5%	91.2%	90.5%	90.2%	90.2%	90.4%
Mt. Airy	552	0	0	552	421	424	404	409	413	412	420	415	412	412	414
(Grades 3-5)	Over (Under) State Rated Capacity				(131)	(128)	(148)	(143)	(139)	(140)	(132)	(137)	(140)	(140)	(138)
	Percent of STATE Capacity				76.3%	76.8%	73.2%	74.1%	74.8%	74.6%	76.1%	75.2%	74.6%	74.6%	75.0%
Parr's Ridge	590	20	0	610	394	397	396	404	399	397	397	399	399	399	399
(Grades K-2)	Over (Under) State Rated Capacity				(216)	(213)	(214)	(206)	(211)	(213)	(213)	(211)	(211)	(211)	(211)
	Percent of STATE Capacity				64.6%	65.1%	64.9%	66.2%	65.4%	65.1%	65.1%	65.4%	65.4%	65.4%	65.4%
Piney Ridge	548	20	0	568	555	539	542	527	522	531	539	536	533	533	534
	Over (Under) State Rated Capacity				(13)	(29)	(26)	(41)	(46)	(37)	(29)	(32)	(35)	(35)	(34)
	Percent of STATE Capacity				97.7%	94.9%	95.4%	92.8%	91.9%	93.5%	94.9%	94.4%	93.8%	93.8%	94.0%
Robert Moton	456	20	60	536	435	435	442	463	462	464	462	459	458	458	459
Capacity increase by 1 PK in 2027															
	456	**40**	**60**	**556**											
	Over (Under) State Rated Capacity				(101)	(101)	**(114)**	**(93)**	**(94)**	**(92)**	**(94)**	**(97)**	**(98)**	**(98)**	**(97)**
	Percent of STATE Capacity				81.2%	81.2%	**79.5%**	**83.3%**	**83.1%**	**83.5%**	**83.1%**	**82.6%**	**82.4%**	**82.4%**	**82.6%**
Runnymede	617	20	**10**	**647**	620	642	630	650	659	636	640	637	635	635	637
Capacity increase by 1 PK in 2027															
	617	**40**	**10**	**667**											
	Over (Under) State Rated Capacity				(27)	(5)	**(37)**	**(17)**	**(8)**	**(31)**	**(27)**	**(30)**	**(32)**	**(32)**	**(30)**
	Percent of STATE Capacity				95.8%	99.2%	**94.5%**	**97.5%**	**98.8%**	**95.4%**	**96.0%**	**95.5%**	**95.2%**	**95.2%**	**95.5%**
Sandymount	504	20	0	524	619	632	664	661	674	665	675	672	669	669	670
Capacity increase by 2 K, 1 PK, & 2 General in 2026															
	594	**40**	**0**	**634**											
	Over (Under) State Rated Capacity				95	**(2)**	**30**	**27**	**40**	**31**	**41**	**38**	**35**	**35**	**36**
	Percent of STATE Capacity				118.1%	**99.7%**	**104.7%**	**104.3%**	**106.3%**	**104.9%**	**106.5%**	**106.0%**	**105.5%**	**105.5%**	**105.7%**
Spring Garden	525	20	0	545	437	442	461	468	465	482	479	477	475	475	476
Capacity increase by 1 PK in 2027															
	525	**40**	**0**	**565**											
	Over (Under) State Rated Capacity				(108)	(103)	**(104)**	**(97)**	**(100)**	**(83)**	**(86)**	**(88)**	**(90)**	**(90)**	**(89)**
	Percent of STATE Capacity				80.2%	81.1%	**81.6%**	**82.8%**	**82.3%**	**85.3%**	**84.8%**	**84.4%**	**84.1%**	**84.1%**	**84.2%**
Taneytown	504	20	0	524	423	438	466	446	458	464	481	480	479	480	481
Capacity increase by 2 K & 1 PreK room in 2026															
	548	**40**	**0**	**588**											
	Over (Under) State Rated Capacity				(101)	**(150)**	**(122)**	**(142)**	**(130)**	**(124)**	**(107)**	**(108)**	**(109)**	**(108)**	**(107)**
	Percent of STATE Capacity				80.7%	**74.5%**	**79.3%**	**75.9%**	**77.9%**	**78.9%**	**81.8%**	**81.6%**	**81.5%**	**81.6%**	**81.8%**
Westminster	548	20	0	568	532	511	510	533	515	516	520	518	517	517	518
Capacity increase by 1 PK in 2027															
	548	**40**	**0**	**588**											
	Over (Under) State Rated Capacity				(36)	(57)	**(78)**	**(55)**	**(73)**	**(72)**	**(68)**	**(70)**	**(71)**	**(71)**	**(70)**
	Percent of STATE Capacity				93.7%	90.0%	**86.7%**	**90.6%**	**87.6%**	**87.8%**	**88.4%**	**88.1%**	**87.9%**	**87.9%**	**88.1%**

School	State Rated Capacity K-5	PreK	Spec. Ed.	Total	Enrollment Actual 2025	Enrollment Projected 2026	2027	2028	2029	2030	2031	2032	2033	2034	Enrollment Projected 2035
Wm. Winchester	548	20	0	568	562	573	574	570	585	585	610	607	604	604	606
Capacity increase by 1 PK in 2027															
	548	**40**	**0**	**588**											
	Over (Under) State Rated Capacity				(6)	5	**(14)**	**(18)**	**(3)**	**(3)**	**22**	**19**	**16**	**16**	**18**
	Percent of STATE Capacity				98.9%	100.9%	**97.6%**	**96.9%**	**99.5%**	**99.5%**	**103.7%**	**103.2%**	**102.7%**	**102.7%**	**103.1%**
Winfield	617	20	70	707	703	710	692	694	695	702	702	699	697	697	699
	Over (Under) State Rated Capacity				(4)	3	(15)	(13)	(12)	(5)	(5)	(8)	(10)	(10)	(8)
	Percent of STATE Capacity				99.4%	100.4%	97.9%	98.2%	98.3%	99.3%	99.3%	98.9%	98.6%	98.6%	98.9%
TOTALS	12179	380	220	12779	11735	11801	11809	11844	11835	11874	12010	11953	11911	11911	11938
2026 Capacity	**12378**	**480**	**220**	**13078**											
2027-2033 Capacity	**12400**	**600**	**220**	**13220**											
	Over (Under) State Rated Capacity				(1,044)	**(1,277)**	**(1,269)**	**(1,376)**	**(1,385)**	**(1,346)**	**(1,210)**	**(1,267)**	**(1,309)**	**(1,309)**	**(1,282)**
	Percent of STATE Capacity				91.8%	**90.2%**	**90.3%**	**89.6%**	**89.5%**	**89.8%**	**90.8%**	**90.4%**	**90.1%**	**90.1%**	**90.3%**

Carroll County Public Schools Actual & Projected Enrollment
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ELEMENTARY SCHOOLS

Northeast Area Schools

School	State Rated Capacity K-5	PreK	Spec. Ed.	Total	Enrollment Actual 2025	Enrollment Projected 2026	2027	2028	2029	2030	2031	2032	2033	2034	Enrollment Projected 2035
Ebb Valley	594	20	0	614	518	525	525	515	501	500	527	525	524	524	525
	Over (Under) State Rated Capacity				(96)	(89)	(89)	(99)	(113)	(114)	(87)	(89)	(90)	(90)	(89)
	Percent of STATE Capacity				84.4%	85.5%	85.5%	83.9%	81.6%	81.4%	85.8%	85.5%	85.3%	85.3%	85.5%
Hampstead	434	20	60	514	436	446	452	458	458	460	449	446	445	445	446
	Over (Under) State Rated Capacity				(78)	(68)	(62)	(56)	(56)	(54)	(65)	(68)	(69)	(69)	(68)
	Percent of STATE Capacity				84.8%	86.8%	87.9%	89.1%	89.1%	89.5%	87.4%	86.8%	86.6%	86.6%	86.8%
Manchester	662	20	0	682	628	640	624	616	619	623	632	628	626	625	627
	Over (Under) State Rated Capacity				(54)	(42)	(58)	(66)	(63)	(59)	(50)	(54)	(56)	(57)	(55)
	Percent of STATE Capacity				92.1%	93.8%	91.5%	90.3%	90.8%	91.3%	92.7%	92.1%	91.8%	91.6%	91.9%
Spring Garden	525	20	0	545	437	442	461	468	465	482	479	477	475	475	476
Capacity increase by 1 PK in 2027															
	525	**40**	**0**	**565**											
	Over (Under) State Rated Capacity				(108)	(103)	**(104)**	**(97)**	**(100)**	**(83)**	**(86)**	**(88)**	**(90)**	**(90)**	**(89)**
	Percent of STATE Capacity				80.2%	81.1%	**81.6%**	**82.8%**	**82.3%**	**85.3%**	**84.8%**	**84.4%**	**84.1%**	**84.1%**	**84.2%**
TOTALS	2215	80	60	2355	2019	2053	2062	2057	2043	2065	2087	2076	2070	2069	2074
2027 Capacity	**2215**	**100**	**60**	**2375**											
	Over (Under) State Rated Capacity				(336)	(302)	**(313)**	**(318)**	**(332)**	**(310)**	**(288)**	**(299)**	**(305)**	**(306)**	**(301)**
	Percent of STATE Capacity				85.7%	87.2%	**86.8%**	**86.6%**	**86.0%**	**86.9%**	**87.9%**	**87.4%**	**87.2%**	**87.1%**	**87.3%**

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2026-2035

ELEMENTARY SCHOOLS

Northwest Area

School	State Rated Capacity K-5	PreK	Spec. Ed.	Total	Enrollment Actual 2025	Enrollment Projected 2026	2027	2028	2029	2030	2031	2032	2033	2034	Enrollment Projected 2035
Elmer Wolfe	526	20	0	546	505	504	512	519	510	515	507	505	503	503	504
Capacity increase by 1 K & 1 PK in 2027															
	548	**40**	**0**	**588**											
Over (Under) State Rated Capacity					(41)	(42)	**(76)**	**(69)**	**(78)**	**(73)**	**(81)**	**(83)**	**(85)**	**(85)**	**(84)**
Percent of STATE Capacity					92.5%	92.3%	**87.1%**	**88.3%**	**86.7%**	**87.6%**	**86.2%**	**85.9%**	**85.5%**	**85.5%**	**85.7%**
Runnymede	617	20	10	647	620	642	630	650	659	636	640	637	635	635	637
Capacity increase by 1 PK in 2027															
	617	**40**	**10**	**667**											
Over (Under) State Rated Capacity					(27)	(5)	**(37)**	**(17)**	**(8)**	**(31)**	**(27)**	**(30)**	**(32)**	**(32)**	**(30)**
Percent of STATE Capacity					95.8%	99.2%	**94.5%**	**97.5%**	**98.8%**	**95.4%**	**96.0%**	**95.5%**	**95.2%**	**95.2%**	**95.5%**
Taneytown	504	20	0	524	423	438	466	446	458	464	481	480	479	480	481
Capacity increase by 2 K & 1 PreK room in 2026															
	548	**40**	**0**	**588**											
Over (Under) State Rated Capacity					(101)	**(150)**	**(122)**	**(142)**	**(130)**	**(124)**	**(107)**	**(108)**	**(109)**	**(108)**	**(107)**
Percent of STATE Capacity					80.7%	**74.5%**	**79.3%**	**75.9%**	**77.9%**	**78.9%**	**81.8%**	**81.6%**	**81.5%**	**81.6%**	**81.8%**
TOTALS	1647	60	10	1717	1548	1584	1608	1615	1627	1615	1628	1622	1617	1618	1622
2026 Capacity	**1691**	**80**	**10**	**1781**											
2027 Capacity	**1713**	**120**	**10**	**1843**											
Over (Under) State Rated Capacity					(169)	**(197)**	**(235)**	**(228)**	**(216)**	**(228)**	**(215)**	**(221)**	**(226)**	**(225)**	**(221)**
Percent of STATE Capacity					90.2%	**88.9%**	**87.2%**	**87.6%**	**88.3%**	**87.6%**	**88.3%**	**88.0%**	**87.7%**	**87.8%**	**88.0%**

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2026-2035
ELEMENTARY SCHOOLS

Westminster Area Schools

School	State Rated Capacity K-5	PreK	Spec. Ed.	Total	Enrollment Actual 2025	Enrollment Projected 2026	2027	2028	2029	2030	2031	2032	2033	2034	Enrollment Projected 2035
Cranberry Station	550	20	0	570	585	588	592	609	602	607	613	610	608	608	609
Capacity increase by 2 K & 1 PreK room in 2026															
	594	**40**	**0**	**634**											
Over (Under) State Rated Capacity					15	**(46)**	**(42)**	**(25)**	**(32)**	**(27)**	**(21)**	**(24)**	**(26)**	**(26)**	**(25)**
Percent of STATE Capacity					102.6%	**92.7%**	**93.4%**	**96.1%**	**95.0%**	**95.7%**	**96.7%**	**96.2%**	**95.9%**	**95.9%**	**96.1%**
Friendship Valley	527	0	0	527	504	512	516	526	540	527	532	529	526	526	527
Capacity increase by 2 K & 1 PreK room in 2026															
	548	**40**	**0**	**588**											
Over (Under) State Rated Capacity					(23)	**(76)**	**(72)**	**(62)**	**(48)**	**(61)**	**(56)**	**(59)**	**(62)**	**(62)**	**(61)**
Percent of STATE Capacity					95.6%	**87.1%**	**87.8%**	**89.5%**	**91.8%**	**89.6%**	**90.5%**	**90.0%**	**89.5%**	**89.5%**	**89.6%**
Mechanicsville	571	20	0	591	526	537	538	542	540	541	539	535	533	533	534
Over (Under) State Rated Capacity					(65)	(54)	(53)	(49)	(51)	(50)	(52)	(56)	(58)	(58)	(57)
Percent of STATE Capacity					89.0%	90.9%	91.0%	91.7%	91.4%	91.5%	91.2%	90.5%	90.2%	90.2%	90.4%
Robert Moton	456	20	60	536	435	435	442	463	462	464	462	459	458	458	459
Capacity increase by 1 PK in 2027															
	456	**40**	**60**	**556**											
Over (Under) State Rated Capacity					(101)	(101)	**(114)**	**(93)**	**(94)**	**(92)**	**(94)**	**(97)**	**(98)**	**(98)**	**(97)**
Percent of STATE Capacity					81.2%	81.2%	**79.5%**	**83.3%**	**83.1%**	**83.5%**	**83.1%**	**82.6%**	**82.4%**	**82.4%**	**82.6%**
Sandymount	504	20	0	524	619	632	664	661	674	665	675	672	669	669	670
Capacity increase by 2 K, 1 PK & 2 General in 2026															
	594	**40**	**0**	**634**											
Over (Under) State Rated Capacity					95	**(2)**	**30**	**27**	**40**	**31**	**41**	**38**	**35**	**35**	**36**
Percent of STATE Capacity					118.1%	**99.7%**	**104.7%**	**104.3%**	**106.3%**	**104.9%**	**106.5%**	**106.0%**	**105.5%**	**105.5%**	**105.7%**
Westminster	548	20	0	568	532	511	510	533	515	516	520	518	517	517	518
Capacity increase by 1 PK in 2027															
	548	**40**	**0**	**588**											
Over (Under) State Rated Capacity					(36)	(57)	**(78)**	**(55)**	**(73)**	**(72)**	**(68)**	**(70)**	**(71)**	**(71)**	**(70)**
Percent of STATE Capacity					93.7%	90.0%	**86.7%**	**90.6%**	**87.6%**	**87.8%**	**88.4%**	**88.1%**	**87.9%**	**87.9%**	**88.1%**
Wm. Winchester	548	20	0	568	562	573	574	570	585	585	610	607	604	604	606
Capacity increase by 1 PK in 2027															
	548	**40**	**0**	**588**											
Over (Under) State Rated Capacity					(6)	5	**(14)**	**(18)**	**(3)**	**(3)**	**22**	**19**	**16**	**16**	**18**
Percent of STATE Capacity					98.9%	100.9%	**97.6%**	**96.9%**	**99.5%**	**99.5%**	**103.7%**	**103.2%**	**102.7%**	**102.7%**	**103.1%**
TOTALS	3704	120	60	3884	3763	3788	3836	3904	3918	3905	3951	3930	3915	3915	3923
2026 Capacity	**3859**	**200**	**60**	**4119**											
2027 Capacity	**3859**	**260**	**60**	**4179**											
Over (Under) State Rated Capacity					(121)	**(331)**	**(343)**	**(275)**	**(261)**	**(274)**	**(228)**	**(249)**	**(264)**	**(264)**	**(256)**
Percent of STATE Capacity					96.9%	**92.0%**	**91.8%**	**93.4%**	**93.8%**	**93.4%**	**94.5%**	**94.0%**	**93.7%**	**93.7%**	**93.9%**

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2026-2035
ELEMENTARY SCHOOLS

Southeast Area Schools

School	State Rated Capacity K-5	PreK	Spec. Ed.	Total	Enrollment Actual 2025	Enrollment Projected 2026	2027	2028	2029	2030	2031	2032	2033	2034	Enrollment Projected 2035
Carrolltowne	548	20	20	588	558	555	545	542	532	536	547	545	543	543	544
	Over (Under) State Rated Capacity				(30)	(33)	(43)	(46)	(56)	(52)	(41)	(43)	(45)	(45)	(44)
	Percent of STATE Capacity				94.9%	94.4%	92.7%	92.2%	90.5%	91.2%	93.0%	92.7%	92.3%	92.3%	92.5%
Eldersburg	548	20	0	568	444	444	448	432	437	449	453	451	450	450	451
	Over (Under) State Rated Capacity				(124)	(124)	(120)	(136)	(131)	(119)	(115)	(117)	(118)	(118)	(117)
	Percent of STATE Capacity				78.2%	78.2%	78.9%	76.1%	76.9%	79.0%	79.8%	79.4%	79.2%	79.2%	79.4%
Freedom	525	0	0	525	613	607	606	612	605	613	618	615	612	612	613
	Over (Under) State Rated Capacity				88	82	81	87	80	88	93	90	87	87	88
	Percent of STATE Capacity				116.8%	115.6%	115.4%	116.6%	115.2%	116.8%	117.7%	117.1%	116.6%	116.6%	116.8%
Linton Springs	685	20	0	705	717	700	670	648	644	649	668	665	663	663	665
	Over (Under) State Rated Capacity				12	(5)	(35)	(57)	(61)	(56)	(37)	(40)	(42)	(42)	(40)
	Percent of STATE Capacity				101.7%	99.3%	95.0%	91.9%	91.3%	92.1%	94.8%	94.3%	94.0%	94.0%	94.3%
Piney Ridge	548	20	0	568	555	539	542	527	522	531	539	536	533	533	534
	Over (Under) State Rated Capacity				(13)	(29)	(26)	(41)	(46)	(37)	(29)	(32)	(35)	(35)	(34)
	Percent of STATE Capacity				97.7%	94.9%	95.4%	92.8%	91.9%	93.5%	94.9%	94.4%	93.8%	93.8%	94.0%
TOTALS	2854	80	20	2954	2887	2845	2811	2761	2740	2778	2825	2812	2801	2801	2807
	Over (Under) State Rated Capacity				(67)	(109)	(143)	(193)	(214)	(176)	(129)	(142)	(153)	(153)	(147)
	Percent of STATE Capacity				97.7%	96.3%	95.2%	93.5%	92.8%	94.0%	95.6%	95.2%	94.8%	94.8%	95.0%

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2026-2035

ELEMENTARY SCHOOLS

Southwest Area Schools

School	State Rated Capacity K-5	PreK	Spec. Ed.	Total	Enrollment Actual 2025	Enrollment Projected 2026	2027	2028	2029	2030	2031	2032	2033	2034	Enrollment Projected 2035
Mt. Airy	552	0	0	552	421	424	404	409	413	412	420	415	412	412	414
Over (Under) State Rated Capacity					(131)	(128)	(148)	(143)	(139)	(140)	(132)	(137)	(140)	(140)	(138)
Percent of STATE Capacity					76.3%	76.8%	73.2%	74.1%	74.8%	74.6%	76.1%	75.2%	74.6%	74.6%	75.0%
Parr's Ridge	590	20	0	610	394	397	396	404	399	397	397	399	399	399	399
Over (Under) State Rated Capacity					(216)	(213)	(214)	(206)	(211)	(213)	(213)	(211)	(211)	(211)	(211)
Percent of STATE Capacity					64.6%	65.1%	64.9%	66.2%	65.4%	65.1%	65.1%	65.4%	65.4%	65.4%	65.4%
Winfield	617	20	70	707	703	710	692	694	695	702	702	699	697	697	699
Over (Under) State Rated Capacity					(4)	3	(15)	(13)	(12)	(5)	(5)	(8)	(10)	(10)	(8)
Percent of STATE Capacity					99.4%	100.4%	97.9%	98.2%	98.3%	99.3%	99.3%	98.9%	98.6%	98.6%	98.9%
TOTALS	1759	40	70	1869	1518	1531	1492	1507	1507	1511	1519	1513	1508	1508	1512
Over (Under) State Rated Capacity					(351)	(338)	(377)	(362)	(362)	(358)	(350)	(356)	(361)	(361)	(357)
Percent of STATE Capacity					81.2%	81.9%	79.8%	80.6%	80.6%	80.8%	81.3%	81.0%	80.7%	80.7%	80.9%

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2026-2035
MIDDLE SCHOOLS

School	Capacity State Rated 6-8	Capacity State Rated Spec Ed	Capacity Functional 6-8	Capacity Functional Spec Ed	Enrollment Actual 2025	Enrollment Projected 2026	Enrollment 2027	Enrollment 2028	Enrollment 2029	Enrollment 2030	Enrollment 2031	Enrollment 2032	Enrollment 2033	Enrollment 2034	Enrollment Projected 2035
Mt. Airy	850	20	750	20	783	763	818	798	801	755	762	771	779	788	777
Over (Under) State Rated Capacity					(87)	(107)	(52)	(72)	(69)	(115)	(108)	(99)	(91)	(82)	(93)
Percent of STATE Capacity					90.0%	87.7%	94.0%	91.7%	92.1%	86.8%	87.6%	88.6%	89.5%	90.6%	89.3%
Over (Under) Functional Capacity					13	(7)	48	28	31	(15)	(8)	1	9	18	7
Percent of Functional Capacity					101.7%	99.1%	106.2%	103.6%	104.0%	98.1%	99.0%	100.1%	101.2%	102.3%	100.9%
North Carroll	850	20	750	20	605	596	621	633	653	630	586	586	594	624	615
Over (Under) State Rated Capacity					(265)	(274)	(249)	(237)	(217)	(240)	(284)	(284)	(276)	(246)	(255)
Percent of STATE Capacity					69.5%	68.5%	71.4%	72.8%	75.1%	72.4%	67.4%	67.4%	68.3%	71.7%	70.7%
Over (Under) Functional Capacity					(165)	(174)	(149)	(137)	(117)	(140)	(184)	(184)	(176)	(146)	(155)
Percent of Functional Capacity					78.6%	77.4%	80.6%	82.2%	84.8%	81.8%	76.1%	76.1%	77.1%	81.0%	79.9%
Northwest	829	20	750	20	678	683	698	709	720	738	725	739	737	749	739
Over (Under) State Rated Capacity					(171)	(166)	(151)	(140)	(129)	(111)	(124)	(110)	(112)	(100)	(110)
Percent of STATE Capacity					79.9%	80.4%	82.2%	83.5%	84.8%	86.9%	85.4%	87.0%	86.8%	88.2%	87.0%
Over (Under) Functional Capacity					(92)	(87)	(72)	(61)	(50)	(32)	(45)	(31)	(33)	(21)	(31)
Percent of Functional Capacity					88.1%	88.7%	90.6%	92.1%	93.5%	95.8%	94.2%	96.0%	95.7%	97.3%	96.0%
Oklahoma Road	850	20	775	20	825	836	823	808	803	768	742	736	763	783	773
Over (Under) State Rated Capacity					(45)	(34)	(47)	(62)	(67)	(102)	(128)	(134)	(107)	(87)	(97)
Percent of STATE Capacity					94.8%	96.1%	94.6%	92.9%	92.3%	88.3%	85.3%	84.6%	87.7%	90.0%	88.9%
Over (Under) Functional Capacity					30	41	28	13	8	(27)	(53)	(59)	(32)	(12)	(22)
Percent of Functional Capacity					103.8%	105.2%	103.5%	101.6%	101.0%	96.6%	93.3%	92.6%	96.0%	98.5%	97.2%
Shiloh	765	50	675	50	636	648	645	689	702	733	739	754	768	767	756
Over (Under) State Rated Capacity					(179)	(167)	(170)	(126)	(113)	(82)	(76)	(61)	(47)	(48)	(59)
Percent of STATE Capacity					78.0%	79.5%	79.1%	84.5%	86.1%	89.9%	90.7%	92.5%	94.2%	94.1%	92.8%
Over (Under) Functional Capacity					(89)	(77)	(80)	(36)	(23)	8	14	29	43	42	31
Percent of Functional Capacity					87.7%	89.4%	89.0%	95.0%	96.8%	101.1%	101.9%	104.0%	105.9%	105.8%	104.3%
Sykesville	786	20	700	20	728	785	839	853	816	761	692	697	723	750	739
Over (Under) State Rated Capacity					(78)	(21)	33	47	10	(45)	(114)	(109)	(83)	(56)	(67)
Percent of STATE Capacity					90.3%	97.4%	104.1%	105.8%	101.2%	94.4%	85.9%	86.5%	89.7%	93.1%	91.7%
Over (Under) Functional Capacity					8	65	119	133	96	41	(28)	(23)	3	30	19
Percent of Functional Capacity					101.1%	109.0%	116.5%	118.5%	113.3%	105.7%	96.1%	96.8%	100.4%	104.2%	102.6%

Carroll County Public Schools Actual & Projected Enrollment
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MIDDLE SCHOOLS

	Capacity				Enrollment	Enrollment									Enrollment
	State Rated		Functional		Actual	Projected									Projected
School	6-8	Spec Ed	6-8	Spec Ed	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Westminster East	871	60	775	60	788	815	853	855	875	856	850	851	856	891	879
Over (Under) State Rated Capacity					(143)	(116)	(78)	(76)	(56)	(75)	(81)	(80)	(75)	(40)	(52)
Percent of STATE Capacity					84.6%	87.5%	91.6%	91.8%	94.0%	91.9%	91.3%	91.4%	91.9%	95.7%	94.4%
Over (Under) Functional Capacity					(47)	(20)	18	20	40	21	15	16	21	56	44
Percent of Functional Capacity					94.4%	97.6%	102.2%	102.4%	104.8%	102.5%	101.8%	101.9%	102.5%	106.7%	105.3%
Westminster West	1105	30	1025	30	919	962	1018	985	986	985	1012	1019	1015	1028	1012
Over (Under) State Rated Capacity					(216)	(173)	(117)	(150)	(149)	(150)	(123)	(116)	(120)	(107)	(123)
Percent of STATE Capacity					81.0%	84.8%	89.7%	86.8%	86.9%	86.8%	89.2%	89.8%	89.4%	90.6%	89.2%
Over (Under) Functional Capacity					(136)	(93)	(37)	(70)	(69)	(70)	(43)	(36)	(40)	(27)	(43)
Percent of Functional Capacity					87.1%	91.2%	96.5%	93.4%	93.5%	93.4%	95.9%	96.6%	96.2%	97.4%	95.9%
TOTAL	6906	240	6200	240	5962	6088	6315	6330	6356	6226	6108	6153	6235	6380	6290
Over (Under) State Rated Capacity					(1,184)	(1,058)	(831)	(816)	(790)	(920)	(1,038)	(993)	(911)	(766)	(856)
Percent of STATE Capacity					83.4%	85.2%	88.4%	88.6%	88.9%	87.1%	85.5%	86.1%	87.3%	89.3%	88.0%
Over (Under) Functional Capacity					(478)	(352)	(125)	(110)	(84)	(214)	(332)	(287)	(205)	(60)	(150)
Percent of Functional Capacity					92.6%	94.5%	98.1%	98.3%	98.7%	96.7%	94.8%	95.5%	96.8%	99.1%	97.7%

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

School	Capacity State Rated 6-8	Capacity State Rated Spec Ed	Capacity Functional 6-8	Capacity Functional Spec Ed	Enrollment Actual 2025	Enrollment Projected 2026	Enrollment 2027	Enrollment 2028	Enrollment 2029	Enrollment 2030	Enrollment 2031	Enrollment 2032	Enrollment 2033	Enrollment 2034	Enrollment Projected 2035
Mt. Airy	850	20	750	20	783	763	818	798	801	755	762	771	779	788	777
Over (Under) State Rated Capacity					(87)	(107)	(52)	(72)	(69)	(115)	(108)	(99)	(91)	(82)	(93)
Percent of STATE Capacity					90.0%	87.7%	94.0%	91.7%	92.1%	86.8%	87.6%	88.6%	89.5%	90.6%	89.3%
Over (Under) Functional Capacity					13	(7)	48	28	31	(15)	(8)	1	9	18	7
Percent of Functional Capacity					101.7%	99.1%	106.2%	103.6%	104.0%	98.1%	99.0%	100.1%	101.2%	102.3%	100.9%
Oklahoma Road	850	20	775	20	825	836	823	808	803	768	742	736	763	783	773
Over (Under) State Rated Capacity					(45)	(34)	(47)	(62)	(67)	(102)	(128)	(134)	(107)	(87)	(97)
Percent of STATE Capacity					94.8%	96.1%	94.6%	92.9%	92.3%	88.3%	85.3%	84.6%	87.7%	90.0%	88.9%
Over (Under) Functional Capacity					30	41	28	13	8	(27)	(53)	(59)	(32)	(12)	(22)
Percent of Functional Capacity					103.8%	105.2%	103.5%	101.6%	101.0%	96.6%	93.3%	92.6%	96.0%	98.5%	97.2%
Sykesville	786	20	700	20	728	785	839	853	816	761	692	697	723	750	739
Over (Under) State Rated Capacity					(78)	(21)	33	47	10	(45)	(114)	(109)	(83)	(56)	(67)
Percent of STATE Capacity					90.3%	97.4%	104.1%	105.8%	101.2%	94.4%	85.9%	86.5%	89.7%	93.1%	91.7%
Over (Under) Functional Capacity					8	65	119	133	96	41	(28)	(23)	3	30	19
Percent of Functional Capacity					101.1%	109.0%	116.5%	118.5%	113.3%	105.7%	96.1%	96.8%	100.4%	104.2%	102.6%
TOTALS	2486	60	2225	60	2336	2384	2480	2459	2420	2284	2196	2204	2265	2321	2289
Over (Under) State Rated Capacity					(210)	(162)	(66)	(87)	(126)	(262)	(350)	(342)	(281)	(225)	(257)
Percent of STATE Capacity					91.8%	93.6%	97.4%	96.6%	95.1%	89.7%	86.3%	86.6%	89.0%	91.2%	89.9%
Over (Under) Functional Capacity					51	99	195	174	135	(1)	(89)	(81)	(20)	36	4
Percent of Functional Capacity					102.2%	104.3%	108.5%	107.6%	105.9%	100.0%	96.1%	96.5%	99.1%	101.6%	100.2%

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MIDDLE SCHOOLS
Westminster Area

School	Capacity State Rated 6-8	Capacity State Rated Spec Ed	Capacity Functional 6-8	Capacity Functional Spec Ed	Enrollment Actual 2025	Enrollment Projected 2026	Enrollment 2027	Enrollment 2028	Enrollment 2029	Enrollment 2030	Enrollment 2031	Enrollment 2032	Enrollment 2033	Enrollment 2034	Enrollment Projected 2035
Westminster East	871	60	775	60	788	815	853	855	875	856	850	851	856	891	879
Over (Under) State Rated Capacity					(143)	(116)	(78)	(76)	(56)	(75)	(81)	(80)	(75)	(40)	(52)
Percent of STATE Capacity					84.6%	87.5%	91.6%	91.8%	94.0%	91.9%	91.3%	91.4%	91.9%	95.7%	94.4%
Over (Under) Functional Capacity					(47)	(20)	18	20	40	21	15	16	21	56	44
Percent of Functional Capacity					94.4%	97.6%	102.2%	102.4%	104.8%	102.5%	101.8%	101.9%	102.5%	106.7%	105.3%
Westminster West	1105	30	1025	30	919	962	1,018	985	986	985	1,012	1,019	1,015	1,028	1,012
Over (Under) State Rated Capacity					(216)	(173)	(117)	(150)	(149)	(150)	(123)	(116)	(120)	(107)	(123)
Percent of STATE Capacity					81.0%	84.8%	89.7%	86.8%	86.9%	86.8%	89.2%	89.8%	89.4%	90.6%	89.2%
Over (Under) Functional Capacity					(136)	(93)	(37)	(70)	(69)	(70)	(43)	(36)	(40)	(27)	(43)
Percent of Functional Capacity					87.1%	91.2%	96.5%	93.4%	93.5%	93.4%	95.9%	96.6%	96.2%	97.4%	95.9%
TOTALS	1976	90	1800	90	1,707	1,777	1,871	1,840	1,861	1,841	1,862	1,870	1,871	1,919	1,891
Over (Under) State Rated Capacity					(359)	(289)	(195)	(226)	(205)	(225)	(204)	(196)	(195)	(147)	(175)
Percent of STATE Capacity					82.6%	86.0%	90.6%	89.1%	90.1%	89.1%	90.1%	90.5%	90.6%	92.9%	91.5%
Over (Under) Functional Capacity					(183)	(113)	(19)	(50)	(29)	(49)	(28)	(20)	(19)	29	1
Percent of Functional Capacity					90.3%	94.0%	99.0%	97.4%	98.5%	97.4%	98.5%	98.9%	99.0%	101.5%	100.1%

Carroll County Public Schools Actual & Projected Enrollment
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MIDDLE SCHOOLS

Northeast

School	Capacity State Rated 6-8	Capacity State Rated Spec Ed	Capacity Functional 6-8	Capacity Functional Spec Ed	Enrollment Actual 2025	Enrollment Projected 2026	Enrollment 2027	Enrollment 2028	Enrollment 2029	Enrollment 2030	Enrollment 2031	Enrollment 2032	Enrollment 2033	Enrollment 2034	Enrollment Projected 2035
North Carroll	850	20	750	20	605	596	621	633	653	630	586	586	594	624	615
Over (Under) State Rated Capacity					(265)	(274)	(249)	(237)	(217)	(240)	(284)	(284)	(276)	(246)	(255)
Percent of STATE Capacity					69.5%	68.5%	71.4%	72.8%	75.1%	72.4%	67.4%	67.4%	68.3%	71.7%	70.7%
Over (Under) Functional Capacity					(165)	(174)	(149)	(137)	(117)	(140)	(184)	(184)	(176)	(146)	(155)
Percent of Functional Capacity					78.6%	77.4%	80.6%	82.2%	84.8%	81.8%	76.1%	76.1%	77.1%	81.0%	79.9%
Shiloh	765	50	675	50	636	648	645	689	702	733	739	754	768	767	756
Over (Under) State Rated Capacity					(179)	(167)	(170)	(126)	(113)	(82)	(76)	(61)	(47)	(48)	(59)
Percent of STATE Capacity					78.0%	79.5%	79.1%	84.5%	86.1%	89.9%	90.7%	92.5%	94.2%	94.1%	92.8%
Over (Under) Functional Capacity					(89)	(77)	(80)	(36)	(23)	8	14	29	43	42	31
Percent of Functional Capacity					87.7%	89.4%	89.0%	95.0%	96.8%	101.1%	101.9%	104.0%	105.9%	105.8%	104.3%
TOTALS	1615	70	1425	70	1,241	1,244	1,266	1,322	1,355	1,363	1,325	1,340	1,362	1,391	1,371
Over (Under) State Rated Capacity					(444)	(441)	(419)	(363)	(330)	(322)	(360)	(345)	(323)	(294)	(314)
Percent of STATE Capacity					73.6%	73.8%	75.1%	78.5%	80.4%	80.9%	78.6%	79.5%	80.8%	82.6%	81.4%
Over (Under) Functional Capacity					(254)	(251)	(229)	(173)	(140)	(132)	(170)	(155)	(133)	(104)	(124)
Percent of Functional Capacity					83.0%	83.2%	84.7%	88.4%	90.6%	91.2%	88.6%	89.6%	91.1%	93.0%	91.7%

Carroll County Public Schools Actual & Projected Enrollment
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MIDDLE SCHOOLS
Western Area

School	Capacity State Rated 6-8	Capacity State Rated Spec Ed	Capacity Functional 6-8	Capacity Functional Spec Ed	Enrollment Actual 2025	Enrollment Projected 2026	2027	2028	2029	2030	2031	2032	2033	Enrollment Projected 2034	Enrollment Projected 2035
Northwest	829	20	750	20	678	683	698	709	720	738	725	739	737	749	739
Over (Under) State Rated Capacity					(171)	(166)	(151)	(140)	(129)	(111)	(124)	(110)	(112)	(100)	(110)
Percent of STATE Capacity					79.9%	80.4%	82.2%	83.5%	84.8%	86.9%	85.4%	87.0%	86.8%	88.2%	87.0%
Over (Under) Functional Capacity					(92)	(87)	(72)	(61)	(50)	(32)	(45)	(31)	(33)	(21)	(31)
Percent of Functional Capacity					88.1%	88.7%	90.6%	92.1%	93.5%	95.8%	94.2%	96.0%	95.7%	97.3%	96.0%
TOTALS	829	20	750	20	678	683	698	709	720	738	725	739	737	749	739
Over (Under) State Rated Capacity					(171)	(166)	(151)	(140)	(129)	(111)	(124)	(110)	(112)	(100)	(110)
Percent of STATE Capacity					79.9%	80.4%	82.2%	83.5%	84.8%	86.9%	85.4%	87.0%	86.8%	88.2%	87.0%
Over (Under) Functional Capacity					(92)	(87)	(72)	(61)	(50)	(32)	(45)	(31)	(33)	(21)	(31)
Percent of Functional Capacity					88.1%	88.7%	90.6%	92.1%	93.5%	95.8%	94.2%	96.0%	95.7%	97.3%	96.0%

Carroll County Public Schools Actual & Projected Enrollment
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HIGH SCHOOLS

School	Capacity State Rated 9-12	Spec Ed	Total	Enrollment Actual 2025	Projected 2026	2027	2028	2029	2030	2031	2032	2033	2034	Enrollment Projected 2035
Century	1352	10	1362	1043	1016	994	986	1037	1092	1153	1125	1064	998	966
Over (Under) State Rated Capacity				(319)	(346)	(368)	(376)	(325)	(270)	(209)	(237)	(298)	(364)	(396)
Percent of STATE Capacity				76.6%	74.6%	73.0%	72.4%	76.1%	80.2%	84.7%	82.6%	78.1%	73.3%	70.9%
Francis Scott Key	1224	30	1254	869	888	895	929	942	963	990	988	1022	1016	1025
Over (Under) State Rated Capacity				(385)	(366)	(359)	(325)	(312)	(291)	(264)	(266)	(232)	(238)	(229)
Percent of STATE Capacity				69.3%	70.8%	71.4%	74.1%	75.1%	76.8%	78.9%	78.8%	81.5%	81.0%	81.7%
Liberty	1118	20	1138	1002	1031	1071	1130	1152	1157	1137	1126	1085	1052	1049
Over (Under) State Rated Capacity				(136)	(107)	(67)	(8)	14	19	(1)	(12)	(53)	(86)	(89)
Percent of STATE Capacity				88.0%	90.6%	94.1%	99.3%	101.2%	101.7%	99.9%	98.9%	95.3%	92.4%	92.2%
Manchester Valley	1373	10	1383	1315	1304	1271	1289	1284	1305	1346	1371	1384	1356	1358
Over (Under) State Rated Capacity				(68)	(79)	(112)	(94)	(99)	(78)	(37)	(12)	1	(27)	(25)
Percent of STATE Capacity				95.1%	94.3%	91.9%	93.2%	92.8%	94.4%	97.3%	99.1%	100.1%	98.0%	98.2%
South Carroll	1309	30	1339	928	951	953	976	996	1031	1022	1023	1009	972	992
Over (Under) State Rated Capacity				(411)	(388)	(386)	(363)	(343)	(308)	(317)	(316)	(330)	(367)	(347)
Percent of STATE Capacity				69.3%	71.0%	71.2%	72.9%	74.4%	77.0%	76.3%	76.4%	75.4%	72.6%	74.1%
Westminster	1798	40	1838	1511	1528	1520	1579	1636	1685	1703	1730	1742	1742	1795
Over (Under) State Rated Capacity				(327)	(310)	(318)	(259)	(202)	(153)	(135)	(108)	(96)	(96)	(43)
Percent of STATE Capacity				82.2%	83.1%	82.7%	85.9%	89.0%	91.7%	92.7%	94.1%	94.8%	94.8%	97.7%
Winters Mill	1309	30	1339	1152	1159	1185	1191	1217	1279	1275	1313	1315	1271	1306
Over (Under) State Rated Capacity				(187)	(180)	(154)	(148)	(122)	(60)	(64)	(26)	(24)	(68)	(33)
Percent of STATE Capacity				86.0%	86.6%	88.5%	88.9%	90.9%	95.5%	95.2%	98.1%	98.2%	94.9%	97.5%
TOTALS	9,483	170	9,653	7,820	7,877	7,889	8,080	8,264	8,512	8,626	8,676	8,621	8,407	8,491
Over (Under) State Rated Capacity				(1,833)	(1,776)	(1,764)	(1,573)	(1,389)	(1,141)	(1,027)	(977)	(1,032)	(1,246)	(1,162)
Percent of STATE Capacity				81.0%	81.6%	81.7%	83.7%	85.6%	88.2%	89.4%	89.9%	89.3%	87.1%	88.0%

Comparisons are based on total State Rated capacity with FTE

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HIGH SCHOOLS

Southern Area

School	Capacity State Rated 9-12	Spec Ed	Total	Enrollment Actual 2025	Projected 2026	Enrollment 2027	2028	2029	2030	2031	2032	2033	2034	Enrollment Projected 2035
Century	1352	10	1362	1043	1016	994	986	1037	1092	1153	1125	1064	998	966
Over (Under) State Rated Capacity				(319)	(346)	(368)	(376)	(325)	(270)	(209)	(237)	(298)	(364)	(396)
Percent of STATE Capacity				76.6%	74.6%	73.0%	72.4%	76.1%	80.2%	84.7%	82.6%	78.1%	73.3%	70.9%
Liberty	1118	20	1138	1002	1031	1071	1130	1152	1157	1137	1126	1085	1052	1049
Over (Under) State Rated Capacity				(136)	(107)	(67)	(8)	14	19	(1)	(12)	(53)	(86)	(89)
Percent of STATE Capacity				88.0%	90.6%	94.1%	99.3%	101.2%	101.7%	99.9%	98.9%	95.3%	92.4%	92.2%
South Carroll	1309	30	1339	928	951	953	976	996	1031	1022	1023	1009	972	992
Over (Under) State Rated Capacity				(411)	(388)	(386)	(363)	(343)	(308)	(317)	(316)	(330)	(367)	(347)
Percent of STATE Capacity				69.3%	71.0%	71.2%	72.9%	74.4%	77.0%	76.3%	76.4%	75.4%	72.6%	74.1%
TOTALS	3779	60	3839	2973	2998	3018	3092	3185	3280	3312	3274	3158	3022	3007
Over (Under) State Rated Capacity				(866)	(841)	(821)	(747)	(654)	(559)	(527)	(565)	(681)	(817)	(832)
Percent of STATE Capacity				77.4%	78.1%	78.6%	80.5%	83.0%	85.4%	86.3%	85.3%	82.3%	78.7%	78.3%

Northwestern Area

School	Capacity State Rated 9-12	Spec Ed	Total	Enrollment Actual 2025	Projected 2026	Enrollment 2027	2028	2029	2030	2031	2032	2033	2034	Enrollment Projected 2035
Francis Scott Key	1224	30	1254	869	888	895	929	942	963	990	988	1022	1016	1025
Over (Under) State Rated Capacity				(385)	(366)	(359)	(325)	(312)	(291)	(264)	(266)	(232)	(238)	(229)
Percent of STATE Capacity				69.3%	70.8%	71.4%	74.1%	75.1%	76.8%	78.9%	78.8%	81.5%	81.0%	81.7%

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2026-2035
HIGH SCHOOLS

Northeastern Area

School	Capacity State Rated 9-12	Spec Ed	Total	Enrollment Actual 2025	Enrollment Projected 2026	2027	2028	2029	2030	2031	2032	2033	2034	Enrollment Projected 2035
Manchester Valley	1373	10	1383	1315	1304	1271	1289	1284	1305	1346	1371	1384	1356	1358
Over (Under) State Rated Capacity				(68)	(79)	(112)	(94)	(99)	(78)	(37)	(12)	1	(27)	(25)
Percent of STATE Capacity				95.1%	94.3%	91.9%	93.2%	92.8%	94.4%	97.3%	99.1%	100.1%	98.0%	98.2%
TOTALS	1373	10	1383	1315	1304	1271	1289	1284	1305	1346	1371	1384	1356	1358
Over (Under) State Rated Capacity				(68)	(79)	(112)	(94)	(99)	(78)	(37)	(12)	1	(27)	(25)
Percent of STATE Capacity				95.1%	94.3%	91.9%	93.2%	92.8%	94.4%	97.3%	99.1%	100.1%	98.0%	98.2%

Westminster Area

School	Capacity State Rated 9-12	Spec Ed	Total	Enrollment Actual 2025	Enrollment Projected 2026	2027	2028	2029	2030	2031	2032	2033	2034	Enrollment Projected 2035
Westminster	1798	40	1838	1511	1528	1520	1579	1636	1685	1703	1730	1742	1742	1795
Over (Under) State Rated Capacity				(327)	(310)	(318)	(259)	(202)	(153)	(135)	(108)	(96)	(96)	(43)
Percent of STATE Capacity				82.2%	83.1%	82.7%	85.9%	89.0%	91.7%	92.7%	94.1%	94.8%	94.8%	97.7%
Winters Mill	1309	30	1339	1152	1159	1185	1191	1217	1279	1275	1313	1315	1271	1306
Over (Under) State Rated Capacity				(187)	(180)	(154)	(148)	(122)	(60)	(64)	(26)	(24)	(68)	(33)
Percent of STATE Capacity				86.0%	86.6%	88.5%	88.9%	90.9%	95.5%	95.2%	98.1%	98.2%	94.9%	97.5%
TOTALS	3107	70	3177	2663	2687	2705	2770	2853	2964	2978	3043	3057	3013	3101
Over (Under) State Rated Capacity				(514)	(490)	(472)	(407)	(324)	(213)	(199)	(134)	(120)	(164)	(76)
Percent of STATE Capacity				83.8%	84.6%	85.1%	87.2%	89.8%	93.3%	93.7%	95.8%	96.2%	94.8%	97.6%

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 2026 to 2035 period.

Capacity Analysis

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

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

*Functional Capacity is utilized when evaluating Middle School utilization percentages

System Wide Capacity Needs

Total enrollment decreased by 409 students in 2025, to 25,732 students. The enrollment projections anticipate that total enrollment will increase by approximately 5% over the next decade and will reach 26,945 in 2035.

Comparing the 10-year projected total enrollment (11,938 elementary, 6,290 middle, and 8,491 high) with projected school capacities (13,220 elementary, 6,440 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 92% to 90% in five years and remain at 90% in 2035. Although the overall utilization percentages indicate that there is enough capacity countywide to handle projected elementary enrollments, it is possible some areas will have a local capacity concern. In order to evaluate what areas of the County may have capacity concerns, elementary schools were grouped into five geographic clusters of schools. Utilizations for the 1st, 5th year, and 10th years of the projection period were examined to determine areas of concern. Based on this analysis, there are no regions projected to be inadequate.

ELEMENTARY SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2026	2030	2035
Northeast Area	87%	87%	87%
Northwest Area	89%	88%	88%
Westminster Area	92%	93%	94%
Southeast Area	96%	94%	95%
Southwest Area	82%	81%	81%

At the individual school level, the projections indicate that the following schools will be over 105% during the projection period: Freedom ES, and Sandymount ES. According to the County Concurrency Management and Adequate Public Facilities standards, Freedom Elementary will be considered Approaching Inadequate (over 110%) during the next six years.

The enrollment projection methodology uses historical enrollment trends to project future enrollment. Therefore, projections are more reliable when there is a consistent rate of growth. In order to identify areas where the growth rate is changing, a comparison of historical and projected permit activity is done for each elementary school. The table below compares the number of building permits issued for each school district over the past four years with the number of projected building permits for each school district for the next four years. Based on this analysis there are no elementary schools with an expected major increase in permits over the next few years.

SCHOOL	HISTORICAL PERMITS ISSUED					PROJECTED PERMITS	Difference
	FY22	FY23	FY24	FY25	4 Yr. Total	FY26 - FY29	
Carrolltowne	0	0	2	2	4	28	24
Cranberry Station	55	40	20	4	119	8	-111
Ebb Valley	12	14	11	10	47	16	-31
Eldersburg	2	1	0	1	4	23	19
Elmer Wolfe	54	56	19	7	136	10	-126
Freedom	2	3	3	2	10	99	89
Friendship Valley	6	2	2	3	13	15	2
Hampstead	14	1	2	3	20	42	22
Linton Springs	5	14	6	42	67	47	-20
Manchester	13	6	9	4	32	92	60
Mechanicsville	12	8	5	9	34	44	10
Mt. Airy*	37	23	9	5	74	97	23
Piney Ridge	68	36	8	2	114	63	-51
Robert Moton	5	0	1	1	7	14	7
Runnymede	25	32	8	3	68	18	-50
Sandymount	12	15	8	7	42	15	-27
Spring Garden	6	1	0	1	8	10	2
Taneytown	172	51	5	9	237	85	-152
Westminster	36	0	3	38	77	0	-77
William Winchester	11	11	0	13	35	113	78
Winfield	22	8	15	6	51	27	-24
TOTALS	**569**	**322**	**136**	**172**	**1199**	**866**	**-333**

Source: Carroll County Bureau of Development Review

Middle School Capacity Needs

Based on the current projections, overall middle utilization increases from 93% to 97% in five years and to 98% in 2035. 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 1st, 5th year, and 10th 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)		
	2026	2030	2035
Southern Area	104%	100%	100%
Westminster Area	94%	97%	100%
Northeast Area	83%	91%	92%
Northwest Area	89%	96%	96%

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 considered Approaching Inadequate (110% - 120%) in 2027, 2028 and 2029.

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
	FY22	FY23	FY24	FY25	4 Yr. Total	FY26 - FY29	
Mt. Airy	57	27	23	11	118	111	-7
North Carroll	19	15	16	12	62	110	48
Northwest	248	136	29	19	432	103	-329
Oklahoma Road	4	4	5	5	18	150	132
Shiloh	19	16	9	12	56	62	6
Sykesville	75	54	15	44	188	123	-65
Westminster East	77	59	31	21	188	134	-54
Westminster West	70	11	8	48	137	73	-64
TOTALS	**569**	**322**	**136**	**172**	**1199**	**866**	**-333**

Source: Carroll County Bureau of Development Review

High School Capacity Needs

Based on the current projections, overall high utilization is expected to increase from 81% to 88% in the next five years and remain at 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 1st, 5th year, and 10th 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	UTILIZATION (1 YR, 5 YR, 10 YR)		
GEOGRAPHIC CLUSTER	2026	2030	2035
Southern Area	78%	85%	78%
Northwest Area	71%	77%	82%
Northeast Area	94%	94%	98%
Westminster Area	85%	93%	98%

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	Difference
	FY22	FY23	FY24	FY25	4 Year Total	FY26 - FY29	
Century	75	53	15	44	187	123	-64
Francis Scott Key	248	136	29	19	432	103	-329
Liberty	4	4	5	5	18	150	132
Manchester Valley	38	17	17	16	88	157	69
South Carroll	57	28	23	11	119	111	-8
Westminster	70	25	16	55	166	88	-78
Winters Mill	77	59	31	22	189	134	-55
TOTALS	**569**	**322**	**136**	**172**	**1199**	**866**	**-333**

Source: Carroll County Bureau of Development Review

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

- **Freedom Elementary** –Freedom ES is projected to be Approaching Inadequate by the County's Concurrency Management and Adequate Public Facilities Ordinance. A 5-classroom addition was in the design phase last year but was paused last fall based on lower September 30, 2025, enrollments. Based on these current enrollments, the Southeast Area elementary schools have 176 fewer students than two years ago. As a result, projected elementary enrollments for the region are much lower than they were two years ago and the Freedom Elementary addition has been removed from the plan. Future capacity relief options will be explored as the impact of the Blueprint Fiscal Compliance plan becomes clearer.

- **Sandymount Elementary** – Sandymount ES is projected to be over 105% (Inadequate by Board of Education Policy) beginning in 2029. Future capacity relief options will be explored as the impact of the Blueprint Fiscal Compliance plan becomes clearer.

- **Sykesville Middle** – Sykesville MS is projected to be Approaching Inadequate by the County's Concurrency Management and Adequate Public Facilities Ordinance between 2027 – 2029. A 10-classroom addition was in the design phase last year but was paused last fall based on lower September 30, 2025, enrollments. The justification for this addition was largely based on projected growth in the future based on a higher number of elementary students feeding the school. However, the current projections show enrollments declining after 2029 based on lower actual enrollments in the elementary schools that feed Sykesville Middle. Based on these lower projections, the Sykesville Middle addition has been removed from the plan. Enrollments will continue to be monitored in the future to determine if capacity relief options will be necessary.

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

Carroll County Public Schools utilizes a Facility Condition Index (FCI) as an indicator of the physical condition of school buildings. The FCI is calculated by dividing the total cost of repairs, or deferred maintenance items, by the total estimated replacement value of the building. Typically, a lower FCI score indicates better physical condition, while a higher score suggests poorer condition.

FCI scores are updated annually based on the aging or replacement of building systems. The FCI scores are then converted to a 1,000-point scale and added to the functional assessment scores to create a combined assessment score that provides a comprehensive assessment of school condition.

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 - 2026			
School	**Physical Assessment Score**	**Functional Assessment Score**	**Total Score**
Liberty HS	178	612	790
Sykesville MS	372	694	1066
Northwest MS	335	747	1082
Westminster West MS	425	648	1073
William Winchester ES	482	637	1119
Westminster HS	535	663	1198
Hampstead ES	486	743	1229
Carrolltowne ES	444	806	1250
Freedom ES	466	791	1257
South Carroll HS	501	786	1287
Westminster ES	529	760	1289
Mt Airy ES	550	747	1297
Eldersburg ES	514	813	1327
Manchester ES	579	781	1360
Robert Moton ES	613	826	1439

According to the combined scores, the top candidate for modernization is Liberty High School. It has both the lowest physical and the lowest functional scores. The next four schools are all within 53 points of each other and can be considered to be in a similar physical condition. Although Sykesville Middle has the second lowest combined score, it only has the 5th lowest functional score. After Liberty High, the next two lowest Functional Scores belong to William Winchester Elementary and Westminster West Middle schools. Due to the fact that these two schools have the second and third lowest functional scores, they should be considered for modernization after Liberty High. Both of these schools share a campus, and both schools will need to be considered when a Feasibility Study explores modernization options for these schools.

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 two 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. The remaining roofs in the plan are mostly Built-Up Roofs (BUR) which have an expected life of closer to 30 years.

SCHOOL	ROOF TYPE	SQUARE FEET	DATE OF INSTALL	CURRENT AGE	EFMP SCHEDULED REPLACEMENT	AGE AT REPLACEMENT
Oklahoma Road Middle	Single Ply	116,399	1997	29	2026	29
Shiloh Middle	TPO	116,250	2000	26	2026	26
Century High	Single Ply	135,000	2000	26	2027	27
Gateway	Shingle	30,300	2003	23	2028	25
Winters Mill High	BUR	154,000	2002	24	2028	26
Eldersburg Elementary	BUR	61,916	2000	26	2031	31
Northwest Middle	BUR	117,040	2002	24	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
Carroll Springs	System Replacement	1981	2026	45
Northwest Middle	System Replacement	1976	2026	50
Carrolltowne Elementary	System Replacement	1976	2027	51
Friendship Valley Elementary	System Replacement	1992	2027	35
Piney Ridge Elementary	System Replacement	1991	2027	36
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
Eldersburg Elementary	System Replacement	1999	2030	31
Liberty High	Modernization	1980	2031	51
South Carroll High	System Replacement	1998	2031	33
Linton Springs Elementary	System Replacement	1998	2032	34
Cranberry Station Elementary	System Replacement	1999	2033	34
Francis Scott Key High	System Replacement	1999	2034	35
Shiloh Middle	System Replacement	2000	2035	35

- **Fire Alarm Systems –** As fire alarm systems age it becomes increasingly difficult to purchase replacement parts, make repairs and maintain communication between the components of the separate systems. The replacement of the system includes the central alarm panel, annunciator panel, pull stations, heat and duct detectors, signaling devices and other peripheral devices. The Maintenance Department has identified fire alarm systems in need of replacement at the following schools: Carrolltowne Elementary, 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 five regional special education centers at the elementary level which provide Prekindergarten (PREP) services to students. These five schools serve a geographic area and receive students from feeder schools. These five regional centers are Carrolltowne Elementary, Hampstead Elementary, Robert Moton Elementary, Runnymede Elementary, and Winfield Elementary. 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. In addition there is a similar preschool program BELLS, located at Carroll Springs School. **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.**

- **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 was located in a relocatable classroom building at Friendship Valley Elementary but will be moving into a new addition to the school for the 2026-27 school year.**

- **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 is expanding the number of prekindergarten classrooms by constructing one additional prekindergarten classroom at 15 elementary schools. This prekindergarten addition project is broken into three phases, with the first phase (scheduled to be complete in 2027) being the six elementary schools with the largest number of eligible families. In addition to this prekindergarten addition project, one additional prekindergarten classroom is being added to each of the last four full day kindergarten additions currently under construction. As a result, a total of 10 new prekindergarten classrooms will be completed by the 2027-2028 school year.

Carroll County Public Schools currently serves 450 prekindergarten students, and these 10 new classrooms will bring the prekindergarten capacity up to 600 seats. Based on the current level of prekindergarten demand, these ten additions should provide enough prekindergarten capacity for several years into the future. As a result, the timing of Phases Two and Three of the prekindergarten addition project have been moved out two years in this plan.

Prekindergarten

School	Actual Enrollment (9/30/25)	Current Capacity	Utilization	Projected Enrollment (2030)	Projected Capacity (2030)	Utilization
Carrolltowne ES	20	20	100.0%	20	20	100.0%
Cranberry Station ES	19	20	95.0%	40	40	100.0%
Ebb Valley ES	18	20	90.0%	20	20	100.0%
Eldersburg ES	20	20	100.0%	20	20	100.0%
Elmer Wolfe ES	39	20	195.0%	40	40	100.0%
Freedom ES						
Friendship Valley ES	20	20	100.0%	20	40	50.0%
Hampstead ES	20	20	100.0%	20	20	100.0%
Linton Springs ES	20	20	100.0%	20	20	100.0%
Manchester ES	20	20	100.0%	20	20	100.0%
Mechanicsville ES	20	20	100.0%	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	40	20	200.0%	40	40	100.0%
Runnymede ES	37	20	185.0%	40	40	100.0%
Sandymount ES	20	20	100.0%	20	40	50.0%
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	20	20	100.0%	40	40	100.0%
Winfield ES	20	20	100.0%	20	20	100.0%
Totals	**453**	**400**	**113.3%**	**560**	**600**	**93.3%**

CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

MODERNIZATIONS	COMPLETION DATE	27	28	29	30	31	32	33	34	35	36	NOTES
Liberty High Modernization This project involves the modernizaiton of the 156,000 square feet Liberty High School	TBD	FS	**P**	**P**	**C**	**C**	**O**					
Wm Winchester Elementary Modernization This project involves the modernizaiton of the 63,7080 square feet elementary school	TBD				**FS**	**P**	**P**	**C**	**C**	**O**		Wm. Winchester ES and West MS share a campus and their modernizations should be planned jointly
West Middle Modernization This project involves the modernizaiton of the 135,733 square feet middle school	TBD				**FS**			**P**	**P**	**C**	**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	27	28	29	30	31	32	33	34	35	36	NOTES
Roof Replacement Projects												
Oklahoma Road Middle	Aug. 2027	C	C									
Shiloh Middle	Aug. 2027	C	C									
Century High	Aug. 2028	P	C	C								
Gateway	Aug. 2028		P	C								
Winters Mill High	Aug. 2031		P	C	C							
Eldersburg Elementary	Aug. 2031					P	C					
Northwest Middle	Aug. 2033						P	C	C			
HVAC Replacement Projects												
Carroll Springs	Aug. 2026	C										
Northwest Middle	Aug. 2028	C	C	C								
Carrolltowne Elementary	Aug. 2028	P	C	C								
Piney Ridge Elementary	Aug. 2028	P	C	C								
Friendship Valley Elementary	Aug. 2028	P	C	C								
Mechanicsville Elementary	Aug. 2029		P	C	C							
Runnymede Elementary	Aug. 2029		P	C	C							
Taneytown Elementary	Aug. 2030			P	C	C						
Elmer Wolfe Elementary	Aug. 2030			P	C	C						
Eldersburg Elementary	Aug. 2031				P	C	C					
South Carroll H igh	Aug. 2033					P	C	C	C			
Linton Springs Elemetnary	Aug. 2033						P	C	C			
Cranberry Station Elementary	Aug. 2034							P	C	C		
Francis Scott Key High	TBD								P	C	C	
Shiloh Middle	TBD									P	C	

P = Planning
C= Construction

CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

CAPITAL RENEWAL PROJECTS	COMPLETION DATE	27	28	29	30	31	32	33	34	35	36	NOTES
Fire Alarm Replacement												
Carrolltowne Elementary	Aug. 2028	**P**	**C**	**C**								w/ HVAC Project
Westminster Elementary	Aug. 2028		**P**	**C**								
Mechanicsville Elementary	Aug. 2029		**P**	**C**	**C**							w/ HVAC Project
Runnymede Elementary	Aug. 2029		**P**	**C**	**C**							w/ HVAC Project
Paving Replacement	On-going	**C**	**C**	**C**	**C**	**C**	**C**	**C**	**C**	**C**	**C**	
Technology Improvements	On-going	**C**	**C**	**C**	**C**	**C**	**C**	**C**	**C**	**C**	**C**	

P = Planning
C= Construction

CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

	COMPLETION DATE	27	28	29	30	31	32	33	34	35	36	NOTES
PreK Additions (Phase One) Additions at Elmer Wolfe ES, Robert Moton ES, Runnymede ES, Spring Garden ES, Westmisnter ES, and Wm Winchester ES	Aug. 2027	**C**										
Robert Moton BEST Renovation This project will reconfigure the BEST program **space**	Aug. 2030		**P**	**P**	**C**							
PreK Additions (Phase Two) Additions at Ebb Valley ES, Hampstead ES, Manchester ES and Winfield ES	Aug. 2031			**P**	**P**	**C**						
PreK Additions (Phase Three) Additions at Carrolltowne ES, Eldersburg ES, Linton Springs ES, Mechanicsville ES, and Piney Ridge ES	Aug. 2032				**P**	**P**	**C**					

P = Planning
C = Construction

EXHIBITS

May 6, 2026
Dr. Cynthia McCabe
Superintendent
Carroll County Public Schools
125 North Court Street
Westminster, MD 21157

Dear Dr. Cynthia McCabe

Thank you for submitting Carroll County Public Schools enrollment projections for 2026-2035, 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 2026-2035. Therefore, your projections can be used to prepare your 2026 Educational Facilities Master Plan (EFMP) and 2027 Capital Improvement Program submissions.

When preparing your EFMP submission, please ensure the 2025 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 2025/2026 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 or (410) 767-4456.

Sincerely,

Alfred Sundara

Alfred Sundara, AICP
Assistant Secretary, 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

Jurisdiction	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Carroll	**25,217**	**25,464**	**25,664**	**25,874**	**26,059**	**26,219**	**26,349**	**26,388**	**26,375**	**26,304**	**26,327**
MDP	25,217	25,120	25,450	25,600	25,810	25,980	26,110	26,160	26,320	26,450	26,650
Diff	0	344	214	274	249	239	239	228	55	-146	-323
% Diff	0.00%	1.37%	0.84%	1.07%	0.96%	0.92%	0.92%	0.87%	0.21%	-0.55%	-1.21%

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.

_____

Stephen Whisler, 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

Letter of Consistency from Carroll County Planning & Zoning Commission to be inserted when received

APPENDIX A

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

“Building the Future”

March 2008

School Facilities

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The following individuals assessed or coordinated assessments of school buildings:

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

Introduction

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

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

Definition

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

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

Study Methodology

Physical Assessment

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

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

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

The facility conditions survey included the following property elements:

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

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

Functional Assessment – Instructional and Administrative Staff

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

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

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

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

The schools assessed are noted in Table 1.

Table 1 – Schools Assessed

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

Findings

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

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

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

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

Table 2 – Physical, Functional and Total Assessment Scores

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

Table 3 – Elementary Assessment Scores by Area

School Summary

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

Overall Scores

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

- Administrative and Support Services

Table 4 – Middle School Scores by Area

School Summary

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

Overall Scores

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

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

Table 5 – High School Scores by Area

School Summary

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

Overall Scores

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

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

Next Steps

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

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

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

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

High Assessment Scores by Area (2022)

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

Elementary Assessment Scores by Area (2022)

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

Middle Assessment Scores by Area (2022)

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

APPENDIX B

Agenda Item #:

ITEM TYPE: Report

BOARD AGENDA ITEM

TITLE: Staffing Analysis and Class Size Report

DATE: November 12, 2025

OVERVIEW:

Elementary Schools: Average academic class size as of September 30, 2025, is 22.5 students per class. The total number of academic classes with over 30 students is 0 for 2025-2026.

2023	2024	2025
22.7	23.3	22.5

Middle Schools: Average academic class size as of September 30, 2025, is 25.2 students per class. The total number of academic classes with over 30 students is 182 for 2025-2026.

2023	2024	2025
25.3	25.7	25.2

High Schools: Average academic class size as of September 30, 2025, is 21.8 students per class. The total number of academic classes with over 30 students is 93 for 2025-2026.

2023	2024	2025
22.5	22.9	21.8

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

RECOMMENDATION/FUTURE DIRECTION:

For Board Information

Submitted by:

Nicholas R. Shockney, Assistant Superintendent of Instruction

Approve/Concur:

Cynthia A. McCabe, Ed.D, Superintendent of Schools

Staffing Analysis and Class Size Report
2025-2026

Executive Summary

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Executive Summary
Class Size/Classes Over 30
2025 – 2026

Elementary Schools:

Average academic class size as of September 30, 2025 is 22.5 students per class.

The total number of academic classes with over 30 more students is 0 for 2025-2026.

Middle Schools:

Average academic class size as of September 30, 2025 is 25.2 students per class.

The total number of academic classes with over 30 students is 182 for 2025-2026.

High Schools:

Average academic class size as of September 30, 2025 is 21.8 students per class.

The total number of academic classes with over 30 students is 93 for 2025-2026.

PreK
2025-2026

Prekindergarten Site	Number of Students	Teacher FTE	Assistant FTE
Carrolltowne	20	1.0	1.0
Cranberry Station	19	1.0	1.0
Ebb Valley	18	1.0	1.0
Eldersburg	20	1.0	1.0
Elmer Wolfe	39	2.0	2.0
Friendship Valley	20	1.0	1.0
Hampstead	20	1.0	1.0
Linton Springs	20	1.0	1.0
Manchester	20	1.0	1.0
Mechanicsville	20	1.0	1.0
Parr's Ridge	20	1.0	1.0
Piney Ridge	20	1.0	1.0
Robert Moton	40	2.0	2.0
Runnymede	37	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	20	1.0	1.0
Winfield	20	1.0	1.0
	453	**23.0**	**23.0**

ELEMENTARY SCHOOL FTE TOTALS 2025-2026

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		528	23.0	1.0	0.5	1.0	1.2	1.2	0.8	1.2	1.8	1.0
Cranberry		566	24.0	1.0	1.0	1.0	1.2	1.2	0.6	1.2	1.8	1.0
Ebb Valley		500	23.0	1.0	1.0	1.0	1.2	1.2	0.6	1.2	1.6	1.0
Eldersburg		424	20.0	1.0	0.5	1.0	1.0	1.0	0.6	1.0	1.6	1.0
Elmer Wolfe	(*)	466	22.0	1.0	1.0	1.0	1.2	1.2	0.5	1.2	1.6	1.0
Freedom		613	27.0	1.0	0.5	1.0	1.2	1.2	0.8	1.2	2.0	1.2
Friendship Valley		484	21.0	1.0	1.0	1.0	1.2	1.2	0.6	1.0	1.6	1.0
Hampstead		411	19.0	1.0	1.0	1.0	1.0	1.0	0.4	1.0	1.2	1.0
Linton Springs		697	30.0	1.0	0.5	1.0	1.6	1.6	0.8	1.6	2.2	1.2
Manchester		608	27.0	1.0	1.0	1.0	1.4	1.4	0.6	1.4	2.0	1.2
Mechanicsville		506	21.0	1.0	1.0	1.0	1.2	1.2	0.6	1.0	1.4	1.0
Mt. Airy		421	17.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.4	1.0
Parr's Ridge		374	16.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.2	1.0
Piney Ridge		535	24.0	1.0	0.5	1.0	1.2	1.2	0.6	1.2	1.6	1.0
Robert Moton	(*)	381	18.0	1.0	1.0	1.0	1.0	1.0	0.6	1.0	1.4	1.0
Runnymede		575	25.0	1.0	1.0	1.0	1.4	1.4	0.6	1.4	1.8	1.2
Sandymount		599	26.0	1.0	1.0	1.0	1.4	1.4	0.6	1.2	1.6	1.0
Spring Garden		417	19.0	1.0	1.0	1.0	1.0	1.0	0.6	1.0	1.4	1.0
Taneytown	(*)	403	20.0	1.0	1.0	1.0	1.0	1.0	0.5	1.0	1.6	1.0
Westminster		512	23.0	1.0	1.0	1.0	1.2	1.2	0.8	1.2	2.0	1.0
Wm. Winchester		542	25.0	1.0	1.0	1.0	1.2	1.2	0.6	1.4	1.8	1.0
Winfield		680	30.0	1.0	1.0	1.0	1.6	1.6	0.6	1.6	2.0	1.2
Totals		11242	500.0	22.0	19.5	22.0	26.4	26.4	13.4	26.0	36.6	23.0
*Title I												
**Enrollments come from September 30, 2025												

Class Size Report 2025-2026

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	71	4.0	17.8	78	3.0	26.0	92	4.0	23.0	90	4.0	22.5	100	4.0	25.0	97	4.0	24.3	528	23.0	23.0
Cranberry	81	4.0	20.3	86	4.0	21.5	109	4.0	27.3	86	4.0	21.5	105	4.0	26.3	99	4.0	24.8	566	24.0	23.6
Ebb Valley	55	3.0	18.3	83	4.0	20.8	95	4.0	23.8	95	4.0	23.8	87	4.0	21.8	85	4.0	21.3	500	23.0	21.7
Eldersburg	67	4.0	16.8	59	3.0	19.7	66	3.0	22.0	88	4.0	22.0	69	3.0	23.0	75	3.0	25.0	424	20.0	21.2
Elmer Wolfe*	81	4.0	20.3	70	3.0	23.3	83	4.0	20.8	73	3.0	24.3	73	4.0	18.3	86	4.0	21.5	466	22.0	21.2
Freedom	92	5.0	18.4	91	4.0	22.8	106	4.0	26.5	99	4.0	24.8	109	5.0	21.8	116	5.0	23.2	613	27.0	22.7
Friendship Valley	75	4.0	18.8	90	4.0	22.5	68	3.0	22.7	76	3.0	25.3	87	4.0	21.8	88	3.0	29.3	484	21.0	23.0
Hampstead	71	4.0	17.8	68	3.0	22.7	70	3.0	23.3	65	3.0	21.7	69	3.0	23.0	68	3.0	22.7	411	19.0	21.6
Linton Springs	84	5.0	16.8	99	4.0	24.8	108	5.0	21.6	128	5.0	25.6	143	6.0	23.8	135	5.0	27.0	697	30.0	23.2
Manchester	82	5.0	16.4	94	4.0	23.5	98	4.0	24.5	110	5.0	22.0	124	5.0	24.8	100	4.0	25.0	608	27.0	22.5
Mechanicsville	82	4.0	20.5	80	3.0	26.7	86	4.0	21.5	82	3.0	27.3	92	4.0	23.0	84	3.0	28.0	506	21.0	24.1
Mt. Airy										123	5.0	24.6	158	6.0	26.3	140	6.0	23.3	421	17.0	24.8
Parr's Ridge	116	6.0	19.3	128	5.0	25.6	130	5.0	26.0										374	16.0	23.4
Piney Ridge	77	4.0	19.3	76	4.0	19.0	90	4.0	22.5	99	4.0	24.8	86	4.0	21.5	107	4.0	26.8	535	24.0	22.3
Robert Moton*	63	4.0	15.8	64	3.0	21.3	67	3.0	22.3	49	2.0	24.5	65	3.0	21.7	73	3.0	24.3	381	18.0	21.2
Runnymede	87	4.0	21.8	111	5.0	22.2	88	4.0	22.0	83	3.0	27.7	115	5.0	23.0	91	4.0	22.8	575	25.0	23.0
Sandymount	91	4.0	22.8	115	5.0	23.0	94	4.0	23.5	113	5.0	22.6	83	4.0	20.8	103	4.0	25.8	599	26.0	23.0
Spring Garden	75	3.0	25.0	56	3.0	18.7	79	4.0	19.8	70	3.0	23.3	66	3.0	22.0	71	3.0	23.7	417	19.0	21.9
Taneytown*	54	4.0	13.5	67	3.0	22.3	63	3.0	21.0	94	4.0	23.5	60	3.0	20.0	65	3.0	21.7	403	20.0	20.2
Westminster	72	4.0	18.0	76	4.0	19.0	99	4.0	24.8	63	3.0	21.0	94	4.0	23.5	108	4.0	27.0	512	23.0	22.3
Wm. Winchester	65	4.0	16.3	89	4.0	22.3	81	4.0	20.3	105	5.0	21.0	110	4.0	27.5	92	4.0	23.0	542	25.0	21.7
Winfield	105	5.0	21.0	103	5.0	20.6	110	5.0	22.0	110	5.0	22.0	137	6.0	22.8	115	4.0	28.8	680	30.0	22.7
Totals	1,646	88.0	18.8	1,783	80.0	22.3	1,882	82.0	22.9	1,901	81.0	23.6	2,032	88.0	22.9	1,998	81.0	24.7	11,242	500.0	22.5
	Average		18.8	Average		22.3	Average		22.9	Average		23.6	Average		22.9	Average		24.7	Average		22.5
	High		25.0	High		26.7	High		27.3	High		27.7	High		27.5	High		29.3	High		24.8
	Low		13.5	Low		18.7	Low		19.8	Low		21.0	Low		18.3	Low		21.3	Low		20.2
~Class sizes in all grades are influenced throughout the day by the inclusion of special education students																					

II. Middle Schools 2025 - 2026

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	788	1	3	3	1	44.0	17.9
Mt. Airy	783	1	1	2	1	38.0	20.6
North Carroll	605	1	1	3	1	33.0	18.3
Northwest	678	1	2	3	1	37.0	18.3
Oklahoma Road	825	1	1	2	1	39.0	21.2
Shiloh	636	1	1	2	1	33.0	19.3
Sykesville	728	1	1	2	1	39.0	18.7
West	919	1	2	3	1	47.0	19.6
Totals	**5962**	**8**	**12**	**20**	**8**	**310.0**	**19.2**

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	788	34	146	23.2	18	12%	6	4%
Mt. Airy	783	29	141	27.0	36	26%	8	6%
North Carroll	605	25	105	24.2	14	13%	4	4%
Northwest	678	29	121	23.4	0	0%	0	0%
Oklahoma Road	825	30	133	27.5	33	25%	0	0%
Shiloh	636	25	105	25.4	11	10%	0	0%
Sykesville	728	30	122	24.3	21	17%	0	0%
West	919	35	139	26.3	49	35%	1	1%
Totals	**5962**	**237**	**1012**	**25.2**	**182**	**18%**	19	2%

2025-2026	5962	237	1012	25.2	182	18%	19	2%
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%

III. High Schools 2025-2026

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

High Schools	Enrollment	Principal	Assistant Principals	School Counselors	Media	Classroom Teachers *	Coordinator of Facilities	Facilitator of Student Support	Average # of Students Per Teacher
Century	1043	1	2	4	1	53.67	0.33	1	19.4
Francis Scott Key	870	1	3	5	1	48.25	0.33	1	18.0
Liberty	1002	1	2	4	1	51.17	0.33	1	19.6
Manchester Valley	1315	1	3	5	1	65.17	0.33	1	20.2
South Carroll	928	1	2	4	1	48.67	0.33	1	19.1
Westminster	1511	1	4	5	1	70.84	0.33	1	21.3
Winters Mill	1149	1	3	5	1	55.76	0.33	1	20.6
Totals	**7818**	**7**	**19**	**32**	**7**	**393.53**	**2.31**	**7**	**19.9**

* Totals do not include Special Education teachers

High Schools	Reading Specialists	HSA/PARCC Intervention Teachers	Career and Technology Teachers
Career & Technology Center	0	0	38.94
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	0
Winters Mill	1	0	0
Totals	**7**	**0**	**38.94**

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	21.4	0	6	72
Francis Scott Key	19.9	0	1	91
Liberty	22.7	0	13	58
Manchester Valley	23.7	0	26	54
South Carroll	21.7	0	10	63
Westminster	23.4	2	19	68
Winters Mill	19.5	0	18	87
Totals	**21.8**	**2**	**93**	**493**

Totals	Average Class Size	Number of Classes over Thirty-five	Number of Classes Over Thirty	Number of Classes Under Twenty
2025-2026	21.8	2	93	493
2024-2025	22.9	0	124	451
2023-2024	22.5	0	147	402
2022-2023	23.2	2	217	488
2021-2022	23.2	0	217	488
2019-2020	23.2	1	275	477
2018-2019	23.4	0	316	501
2017-2018	23.9	0	302	459
2016-2017	23.8	0	299	437
2015-2016	23.8	0	295	457
2014-2015	23.6	0	279	485
2013-2014	23.5	0	270	467

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	914	44	20.8	0	0%	1	2%	18	41%
Francis Scott Key	802	42	19.1	0	0%	0	0%	23	55%
Liberty	876	42	20.9	0	0%	0	0%	15	36%
Manchester Valley	1239	55	22.5	0	0%	1	2%	13	24%
South Carroll	877	39	22.5	0	0%	4	10%	7	18%
Westminster	1420	61	23.3	0	0%	5	8%	13	21%
Winters Mill	1168	54	21.6	0	0%	2	4%	22	41%
TOTALS	**7296**	**337**	**21.6**	**0**	0%	**13**	**4%**	**111**	**33%**

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	1000	46	21.7	0	0%	3	7%	16	35%
Francis Scott Key	723	41	17.6	0	0%	0	0%	28	68%
Liberty	963	43	22.4	0	0%	4	9%	13	30%
Manchester Valley	1321	54	24.5	0	0%	9	17%	10	19%
South Carroll	921	43	21.4	0	0%	0	0%	15	35%
Westminster	1530	63	24.3	1	2%	6	10%	11	17%
Winters Mill	1118	81	13.8	0	0%	4	5%	20	25%
TOTALS	**7576**	**371**	**20.4**	**1**	0%	**26**	**7%**	**113**	**30%**

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	963	45	21.4	0	0%	1	2%	16	36%
Francis Scott Key	861	41	21.0	0	0%	1	2%	16	39%
Liberty	1090	48	22.7	0	0%	2	4%	15	31%
Manchester Valley	1204	53	22.7	0	0%	6	11%	15	28%
South Carroll	954	41	23.3	0	0%	4	10%	11	27%
Westminster	1524	65	23.4	1	2%	5	8%	14	22%
Winters Mill	1130	49	23.1	0	0%	7	14%	19	39%
TOTALS	**7726**	**342**	**22.6**	**1**	0%	**26**	**8%**	**106**	**31%**

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	985	47	21.0	0	0%	0	0%	16	34%
Francis Scott Key	909	45	20.2	0	0%	0	0%	21	47%
Liberty	1087	45	24.2	0	0%	5	11%	9	20%
Manchester Valley	1542	65	23.7	0	0%	2	3%	14	22%
South Carroll	961	48	20.0	0	0%	0	0%	22	46%
Westminster	1249	54	23.1	0	0%	1	2%	16	30%
Winters Mill	1040	46	22.6	0	0%	3	7%	16	35%
TOTALS	**7773**	**350**	**22.2**	**0**	0%	**11**	**3%**	**114**	**33%**

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	518	23	22.5	0	0%	1	4%	6	26%
Francis Scott Key	365	15	24.3	0	0%	0	0%	3	20%
Liberty	546	23	23.7	0	0%	2	9%	6	26%
Manchester Valley	570	21	27.1	0	0%	8	38%	2	10%
South Carroll	435	20	21.8	0	0%	2	10%	8	40%
Westminster	909	40	22.7	0	0%	2	5%	14	35%
Winters Mill	398	19	20.9	0	0%	2	11%	10	53%
TOTALS	**3741**	**161**	**23.2**	**0**	0%	**17**	**11%**	**49**	**30%**

ACADEMIC TOTALS

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes over Thirty-five	% of Classes over Thirty-five	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	4380	205	21.4	0	0%	6	3%	72	35%
Francis Scott Key	3660	184	19.9	0	0%	1	1%	91	49%
Liberty	4562	201	22.7	0	0%	13	6%	58	29%
Manchester Valley	5876	248	23.7	0	0%	26	10%	54	22%
South Carroll	4148	191	21.7	0	0%	10	5%	63	33%
Westminster	6632	283	23.4	2	1%	19	7%	68	24%
Winters Mill	4854	249	19.5	0	0%	18	7%	87	35%
TOTALS	**34112**	**1561**	**21.8**	**2**	0%	**93**	**6%**	**493**	**32%**

D. High School Non-Academic Class Size Analysis

Literacy

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	20	2	10.0	0	0%	2	100%
Francis Scott Key	20	2	10.0	0	0%	2	100%
Liberty	25	2	12.5	0	0%	2	100%
Manchester Valley	12	4	3.0	0	0%	4	100%
South Carroll	24	1	24.0	0	0%	0	0%
Westminster	18	3	6.0	0	0%	3	100%
Winters Mill	27	2	13.5	0	0%	2	100%
TOTALS	**146**	**16**	**9.1**	**0**	**0%**	**15**	**94%**

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	376	15	25.1	0	0%	3	20%
Francis Scott Key	142	7	20.3	0	0%	3	43%
Liberty	162	7	23.1	0	0%	1	14%
Manchester Valley	231	9	25.7	0	0%	1	11%
South Carroll	132	7	18.9	0	0%	3	43%
Westminster	399	15	26.6	6	40%	2	13%
Winters Mill	243	10	24.3	3	30%	4	40%
TOTALS	**1685**	**70**	**24.1**	**9**	**13%**	**17**	**24%**

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	70	3	23.3	0	0%	1	33%
Francis Scott Key	86	4	21.5	0	0%	1	25%
Liberty	101	5	20.2	0	0%	2	40%
Manchester Valley	123	6	20.5	0	0%	2	33%
South Carroll	50	4	12.5	0	0%	3	75%
Westminster	50	3	16.7	0	0%	2	67%
Winters Mill	93	5	18.6	1	20%	3	60%
TOTALS	**573**	**30**	**19.1**	**1**	**3%**	**14**	**47%**

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	467	21	22.2	0	0%	6	29%
Francis Scott Key	303	14	21.6	0	0%	7	50%
Liberty	290	13	22.3	0	0%	5	38%
Manchester Valley	385	16	24.1	0	0%	1	6%
South Carroll	297	13	22.8	0	0%	3	23%
Westminster	532	20	26.6	0	0%	1	5%
Winters Mill	368	13	28.3	4	31%	1	8%
TOTALS	**2642**	**110**	**24.0**	**4**	**4%**	**24**	**22%**

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	273	12	22.8	1	8%	3	25%
Francis Scott Key	256	9	28.4	4	44%	0	0%
Liberty	400	16	25.0	5	31%	4	25%
Manchester Valley	414	18	23.0	0	0%	4	22%
South Carroll	317	15	21.1	0	0%	6	40%
Westminster	563	20	28.2	1	5%	1	5%
Winters Mill	499	21	23.8	0	0%	5	24%
TOTALS	**2722**	**111**	**24.5**	**11**	**10%**	**23**	**21%**

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	299	13	23.0	3	23%	6	46%
Francis Scott Key	205	12	17.1	0	0%	9	75%
Liberty	300	18	16.7	2	11%	14	78%
Manchester Valley	432	19	22.7	1	5%	4	21%
South Carroll	164	12	13.7	0	0%	8	67%
Westminster	376	17	22.1	3	18%	5	29%
Winters Mill	236	13	18.2	1	8%	8	62%
TOTALS	**2012**	**104**	**19.3**	**10**	**10%**	**54**	**52%**

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	353	16	22.1	2	13%	5	31%
Francis Scott Key	449	19	18.6	3	16%	3	16%
Liberty	399	16	24.9	5	31%	2	13%
Manchester Valley	754	31	24.3	1	3%	8	26%
South Carroll	424	19	22.3	0	0%	3	16%
Westminster	704	28	25.1	6	21%	4	14%
Winters Mill	583	26	22.4	1	4%	8	31%
TOTALS	**3666**	**155**	**23.7**	**18**	**12%**	**33**	**21%**

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	621	31	20.0	4	13%	1	3%
Francis Scott Key	577	23	25.1	6	26%	6	26%
Liberty	785	29	27.1	6	21%	1	3%
Manchester Valley	1086	44	24.7	10	23%	15	34%
South Carroll	725	30	24.2	5	17%	8	27%
Westminster	1208	53	22.8	7	13%	20	38%
Winters Mill	819	32	25.6	1	3%	3	9%
TOTALS	**5821**	**242**	**24.1**	**39**	**16%**	**54**	**22%**

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	596	20	29.8	9	45%	0	0%
Francis Scott Key	554	21	26.4	8	38%	3	14%
Liberty	495	18	27.5	6	33%	1	6%
Manchester Valley	749	30	25.0	0	0%	5	17%
South Carroll	515	20	25.8	7	35%	2	10%
Westminster	826	32	25.8	5	16%	7	22%
Winters Mill	664	24	27.7	10	42%	3	13%
TOTALS	**4399**	**165**	**26.7**	**45**	**27%**	**21**	**13%**

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	56	3	18.7	0	0%	2	67%
Francis Scott Key	0	0	0.0	0	0%	0	0%
Liberty	0	0	0.0	0	0%	0	0%
Manchester Valley	43	3	14.3	0	0%	2	67%
South Carroll	0	0	0.0	0	0%	0	0%
Westminster	27	1	27.0	0	0%	0	0%
Winters Mill	13	1	13.0	0	0%	1	100%
TOTALS	**139**	**8**	**17.4**	**0**	**0%**	**5**	**63%**

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	3131	136	23.0	19	14%	29	21%
Francis Scott Key	2592	111	23.4	21	19%	34	31%
Liberty	2957	124	23.8	24	19%	32	26%
Manchester Valley	4217	176	24.0	12	7%	46	26%
South Carroll	2624	120	21.9	12	10%	36	30%
Westminster	4685	189	24.8	28	15%	45	24%
Winters Mill	3518	145	24.3	21	14%	38	26%
TOTALS	**23724**	**1001**	**23.7**	**137**	**14%**	**260**	**26%**

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	240	10	24.0	0	0%	0	0%
Francis Scott Key	22	2	11.0	0	0%	2	100%
Liberty	18	1	18.0	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	0	0	0.0	0	0%	0	0%
Winters Mill	0	0	0.0	0	0%	0	0%
TOTALS	**280**	**13**	**21.5**	**0**	**0%**	**3**	**23%**

E. The Gateway School (High School)
2025-2026

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

COURSE	NUMBER OF STUDENTS	NUMBER OF SECTIONS	AVERAGE CLASS SIZE	CLASSES OVER THIRTY
English	94	12	7.8	0
Social Studies	63	11	5.7	0
Science	71	10	7.1	0
Distance Learning Lab – DLL	39	23	1.7	0
Math	56	8	7	0
TOTALS	**323**	**64**	**5.9**	**0**

Non Academic Class Size Analysis*

COURSE	NUMBER OF STUDENTS	NUMBER OF SECTIONS	AVERAGE CLASS SIZE	CLASSES OVER THIRTY
P. E.	58	16	3.6	0
CRD I,II,III	33	5	6.6	0
Financial Literacy	16	4	4	0
Tech	38	4	9.5	0
Art	47	8	5.8	0
Special Ed Learning Resource Tutorial	0	2	0	0
Health	21	2	10.5	0
Intro to Foods/Adv Foods	20	4	5	0
Print Shop/SGA	39	6	6.5	0
Gateway Seminar	4	2	2	0
Business Keyboarding	7	1	7	0
Principles Hospitality	7	1	7	0
TOTALS	**290**	**55**	**5.6**	**0**

Carroll County Career and Technology Center
Class Enrollment for 2025-2026 as of 9/30/2025

Program	Total FALL 24/25		Total SPRING 24/25		Duplicated Students	Non - Duplicated Total		Non - Duplicated
	MALE	FEMALE	MALE	FEMALE		MALE	FEMALE	TOTAL
Academy of Finance - CCCTC Section	5	1	9	1	0	14	2	16
Academy of Health Professions -Physical Rehab	5	16	5	7	0	10	23	33
Academy of Health Professions -Physical Rehab Intern			5	16	21	0	0	0
Academy of Health Professions - H Nursing	7	57	7	57	64	7	57	64
Academy of Health Professions - Acad Nursing Asst			0	31	0	0	31	31
Academy of Health Professions Interns - Nursing Asst	1	12			0	1	12	13
Applied Mechanical Engineering	15	2	20	0	0	35	2	37
Auto Service Technology	31	1	32	4	0	63	5	68
Biomedical : PLTW (Mod 1)	12	31	12	31	43	12	31	43
Biomedical : PLTW II (Mods 2&3)	12	31	10	37	0	22	68	90
Building Maintenance	12	0	12	0	12	12	0	12
Carpentry	16	1	15	3	0	31	4	35
Child Development and Early Education - CCCTC Sec	9	0	8	0	0	17	0	17
Cisco Cyber Security (Kinnie)	15	8	22	2	0	37	10	47
Cisco Cyber Operations (Starkey)	14	3	20	2	0	34	5	39
Collision Repair Technology	14	2	18	0	0	32	2	34
Cosmetology	0	60	0	60	40	0	80	80
Criminal Justice/Homeland Security (Mod 1)	19	29	15	29	48	19	29	48
Criminal Justice/Homeland Security (Mods 2&3)	15	32	15	33	0	30	35	65
Culinary Arts - Professional Cooking	13	6	15	7	0	28	15	43
Culinary Arts - Baking & Pastry	7	13	5	17	0	12	30	42
Drafting	12	9	13	11	0	25	20	45
Early Childhood Education Interns (CDEE)	0	4	0	13	2	0	17	17
TAM Interns	2	16	2	13	5	3	24	27
Electrical Construction	17	1	18	2	0	35	3	38
Heating, Ventilation and Air Conditioning	16	0	18	0	0	34	0	34
Heavy Equipment and Truck Technology	16	2	19	3	0	35	5	40
Homeland Sec./GIST	6	0	9	1	0	14	1	15
Interactive Media Production	4	2	8	2	0	12	4	16
Masonry Technology	17	1	11	2	0	28	3	31
Print Production	5	13	5	2	0	10	15	25
Project Lead the Way - Engineering I (MOD 1 - juniors)	10	3	10	3	13	10	3	13
Project Lead the Way - Engineering I (MODS 2-3 juniors)	17	7	22	2	0	39	9	48
Project Lead the Way - Engineering II (seniors)	24	8	20	6	0	44	14	58
TAM - Teacher Academy	3	17	3	16	0	6	33	39
Textiles and Fashion Careers	1	14	0	17	0	1	31	32
Video Production	13	9	14	8	0	27	17	44
Welding Technology	16	5	20	2	0	36	7	43
Career Connections*	3	3	0	0	0	3	3	6
R&D	2	5	0	1	0	2	6	8
Total Enrollment for SY 2023-2024	**406**	**424**	**437**	**441**	**248**	**780**	**656**	1436
	SEM1 ENROLL	830	SEM2 ENROLL	878				

*SPRING numbers will increase a students are schedule into internship and R&D

Combined Sem 1 + 2 Enrollment 1708

TOTAL # INDIVIDUAL STUDENTs ATTENDING CCCTC 1436

G. Finance Academy

HIGH SCHOOL	NUMBER OF STUDENTS	NUMBER OF SECTIONS
Century High	32	2
Westminster High	0	0

*WHS no longer runs sections of Finance Academy. This is now all under Career & Tech.

SPECIAL EDUCATION

STAFF ANALYSIS AND CLASS SIZE REPORTS

2025 - 2026

SPECIAL EDUCATION
STAFF ANALYSIS AND CLASS SIZE REPORTS
2025-2026

SCHOOL	LRE A *	LRE B *	LRE C *	LRE D *	LRE F *	LRE G *	LRE S *	LRE W *	LRE Y *	TOTAL STUDENTS	SP. ED. TCHRS	SPEECH THERAPISTS	ASST. F.T.E.	SSA F.T.E.	***SESP Hours
CSS	0	0	1	1	14	0	13	3	0	32	5.0	1.0	6.0	16.0	6.0
CT	51	5	0	0	0	0	9	4	0	69	5.0	2.0	5.0	7.0	6.0
CSE	58	7	0	0	0	0	0	1	0	66	3.0	1.0	2.0	4.0	5.0
EBB	53	6	0	0	0	0	0	0	0	59	3.0	1.0	2.0	3.0	5.0
ELDER	49	10	1	0	0	0	0	5	0	65	4.0	1.0	2.0	4.0	5.0
EWE	78	1	0	0	0	0	0	3	0	82	3.0	1.0	2.0	2.0	5.0
FREE	69	7	0	0	0	0	0	0	0	76	4.0	1.0	2.0	3.0	5.0
FVE	52	10	1	0	0	0	0	3	0	66	4.0	1.0	2.6	5.0	6.0
HAMP	46	15	31	0	0	0	5	1	0	98	10.0	3.0	8.0	33.0	6.0
LSE	71	9	0	0	0	0	0	5	0	85	4.0	1.0	2.8	7.0	5.0
MAN	71	17	0	0	0	0	0	1	0	89	4.0	2.0	2.0	7.0	5.0
MECH	58	4	0	0	0	0	0	4	0	66	3.0	1.0	2.0	4.0	5.0
MAE	50	11	0	0	0	0	0	0	0	61	4.0	1.0	2.0	3.0	5.0
PARRS	41	9	0	0	0	0	0	0	0	50	3.0	1.2	2.0	3.0	5.0
PRE	67	4	0	0	0	0	1	0	2	74	4.0	.7	3.5	4.0	5.0
RME	59	17	17	0	0	0	14	1	0	108	13.0	3.0	9.0	19.0	6.0
RUNNY	54	12	1	0	0	0	8	4	0	79	6.0	2.0	4.0	7.0	6.0
SANDY	75	15	0	0	0	0	0	3	0	93	4.0	1.0	2.0	6.0	5.0
SGE	52	5	0	0	0	0	0	1	0	58	3.0	1.0	2.0	5.0	5.0
TANEY	42	17	0	0	0	0	0	2	0	61	4.0	1.0	2.0	6.0	5.0
WES	78	3	0	0	0	0	0	1	0	82	3.0	.9	2.0	5.0	5.0
WWE	66	3	1	0	0	0	0	0	0	70	3.0	1.0	2.0	8.0	5.0
WIN	77	15	31	0	0	0	3	6	0	132	10.0	3.0	9.8	27.0	6.0`
TOTAL	**1317**	**202**	**84**	**1**	**14**	**0**	**53**	**48**	**2**	**1721**	**109.0**	**31.8**	**78.7**	**188.0**	**122.0**

SPECIAL EDUCATION
STAFF ANALYSIS AND CLASS SIZE REPORTS
2025-2026

SCHOOL	LRE A *	LRE B *	LRE C *	LRE D *	LRE F *	LRE G *	LRE S *	LRE W *	LRE Y *	TOTAL STUDENTS	SP. ED. TCHRS	SPEECH THERAPISTS	ASST. F.T.E.	SSA F.T.E.	***SESP Hours
CROSSROADS	3	0	0	0	0	0	0	0	0	3	0	0	1.0	0	0
EAST MDL	78	3	20	0	0	0	0	0	0	101	10.0	0	10..0	10.0	6.0
MAM	71	7	1	0	0	0	0	0	0	79	5.0	1.0	4.0	4.0	5.0
NCM	43	6	0	0	0	0	0	0	0	49	3.0	.5	4.0	2.0	5.0
NWEST	84	11	1	0	0	0	0	0	0	96	6.0	1.0	5.0	6.0	5.0
ORMS	74	6	0	0	0	0	0	0	0	80	5.0	1.0	4.0	6.0	5.0
SHILOH	70	15	8	0	0	0	0	0	0	93	8.0	1.5	7.6	15.0	6.0
SYKESVILLE	65	5	0	0	0	0	0	0	0	70	5.0	1.0	4.0	4.0	5.0
WEST	103	7	2	0	0	0	0	0	0	112	6.0	2.0	5.0	7.0	5.0
TOTAL	**591**	**60**	**32**	**0**	**0**	**0**	**0**	**0**	**0**	**683**	**48.0**	**8.0**	**44.6**	**54.0**	**42.0**

SPECIAL EDUCATION
STAFF ANALYSIS AND CLASS SIZE REPORTS
2025-2026

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	59	14	0	0	0	0	0	0	0	73	5.0	.8	4.0	4.0	5.0
FSKHIGH	85	4	7	0	0	0	0	0	0	96	6.0	1.0	5.0	6.0	5.0
GATEWAY	3	0	0	0	0	0	0	0	0	3	2.0	0	2.0	0	5.0
LIBERTY	63	3	0	0	0	0	0	0	0	66	4.0	.8	4.0	2.0	5.0
MVHS	92	16	3	1	0	0	0	0	0	112	7.0	2.2	8.0	5.0	5.0
SCHS	59	4	4	0	0	0	0	0	0	67	4.0	1.0	4.0	3.0	5.0
TCA	3	7	18	0	0	0	0	0	0	28	4.0	1.0	5.0	15.0	5.0
WHS	83	8	27	0	0	0	0	0	0	118	17.0	1.0	17.6	5.0	6.0
WMHS	81	9	18	0	0	0	0	0	0	108	8.0	1.0	7.8	12.0	6.0
TOTAL	**528**	**65**	**77**	**1**	**0**	**0**	**0**	**0**	**0**	**671**	**59.0**	**8.8**	**61.2**	**53.0**	**47.0**
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
2025-2026

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	56 hours
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	35 hours
PRESCHOOL LIAISONS	5.0	
PRESCHOOL SPEECH THERAPY*	5.0	154 hours
SIGN LANGUAGE INTERPRETERS*	2.0	105 hours
SPEECH AND LANGUAGE SERVICES*	48.6	686 hours
SUPERVISORS/COORDINATORS	9.0	
VISION RESOURCE*	3.0	35 hours
TOTAL	146.2	1176 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)